

2013 COMMUNITY INDICATORS REPORT

oneMinneapolis **lis**
A vision for our city's success

Acknowledgements

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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. In 2012, the updated oneMinneapolis report documented changes in Minneapolis' social, educational, and economic environment.

This year's report provides an abridged set of indicators, designed to focus on the community indicators most sensitive to year-to-year change and that reflect the interest and efforts of The Minneapolis Foundation. The report also adds several maps that provide a deeper, visual understanding of Minneapolis communities. 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 an abridged update to the baseline oneMinneapolis report issued in 2011, followed by the first update in 2012. These three reports are 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 narrows its focus to eight of the 25 community indicators. These eight indicators are core for understanding the challenges and opportunities within Minneapolis. In addition to data updates we have added maps of two focus-indicators as well as context maps of race and ethnicity. 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 indicators selected by The Minneapolis Foundation. For each indicator, the Dashboard presents a racial equity comparison, when available. Indicators and demographics are also made available by race in the Groups-at-a-glance sections. In addition, block-level population maps have been added for each group. Maps from 2000 and 2010 depicting majority race/ethnicity by block provide another view of a dynamic city.

Following these sections, each of the eight focus indicators is then described in a two-page spread which includes details about the indicator, 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. For children in poverty and proportion of adults working, maps of the data are presented.

To track how the city of Minneapolis is changing, The Minneapolis Foundation intends to provide updates of the indicators on an on-going basis.

What's New in this Report: Indicators and Maps

In an effort to provide the newest and most recent data available, this year's report updates the following eight indicators:

- Kindergarteners ready for school
- 3rd graders proficient in reading
- 5th graders proficient in math
- Minneapolis Public School students graduating on-time
- Minneapolis Public School students suspended once a year or more
- Minneapolis children living in poverty
- Minneapolis working-age adults who are employed
- Jobs in Minneapolis that pay a family-supporting wage

The following maps were added to provide a deeper element of understanding for the indicators:

- Population of color, by block (2000 and 2010)
- Predominant race group, by block (2000 and 2010)
- Population for each racial and ethnic group, by block (2010)
- Minneapolis children in poverty, by census tract (2007-11)
- Minneapolis working-age adults who are employed (2007-11)

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.

Why the Indicators Matters

- **Kindergarteners ready for school:** 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. 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.
- **3rd graders proficient in reading:** Reading proficiency by the end of 3rd grade is often a predictor for future academic and life success: about three-fourths of students who are poor readers in 3rd grade will remain poor readers in high school. What's more, students with limited reading skills are also more likely to exhibit behavioral problems, repeat a grade, and eventually drop out.
- **5th graders proficient in math:** Math is a critical element of learning and studies have shown that stronger math skills aid in cognitive development in other areas. Long-term success in fields like science, technology, and engineering begins with the math fundamentals learned in elementary school. These are sectors upon which our economy increasingly relies and success in those fields is bolstered by a strong math sense. As technology's role in the economy grows, our competitiveness relies on the ability of our workforce to meet the growing demand for innovation in these areas.
- **Minneapolis Public School students graduating on-time:** 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. Highly educated communities benefit through lower crime rates, less reliance on social assistance programs, and higher rates of voting and volunteering.
- **Minneapolis Public School students suspended once a year or more:** 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. Racial disparities in the likelihood of students being suspended has led some to question whether suspension is applied fairly and whether it is the best option for achieving improved behavior and educational outcomes from students.
- **Minneapolis children living in poverty:** Research shows that poverty is associated with a higher risk of many 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

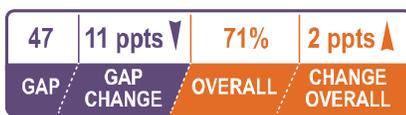
more likely to have unstable or substandard housing, which can lead to academic disruption for children and poorer academic outcomes.

- **Minneapolis working-age adults who are employed:** Employment is essential to earning income sufficient to support a family and acquire financial assets. 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.
- **Jobs in Minneapolis that pay a family-supporting wage:** 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 future financial well-being as once adults. Higher wages are also associated with greater access to private health insurance. 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.

Notes on Comparing the Data

We used the most recent data available for each indicator. The data year varies across indicators due to the varying release schedules by data providers. However, within each indicator, all data points reflect the same time frame for comparability, and the data year is noted. Notes and sources for each indicator are provided in the footnotes for the indicators.

A mini-dashboard accompanies each indicator making it easy to identify the overall figure 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:



Error margins (confidence intervals) are not presented in the document, but exist for all data points from American Community Survey data including census tract maps for children in poverty and proportion of adults working. Please contact Wilder Research for additional information.

When comparing the data in this report to the previous report, it is important to consider the margin of error for that particular indicator. Two 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 2009-11 ACS. Estimates from these data sets have fairly large margins of error for certain subgroups (e.g., American Indians, foreign-born Blacks). Because of these factors, apparent changes between data reported in the three oneMinneapolis documents may not be statistically significant for indicators that rely on the ACS. These include children living in poverty and working-age adults who are employed. Notes for each indicator will make clear which are or are not significant. In addition, estimates of child poverty and proportion of adults working have error margins associated with each individual census tract.

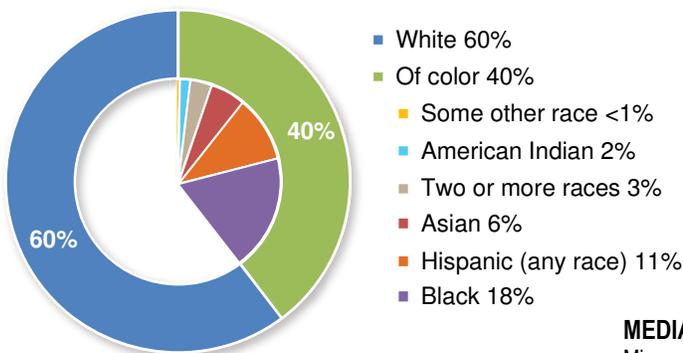
Minneapolis at-a-glance

Who are we? These demographics provide a context for examining the eight 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

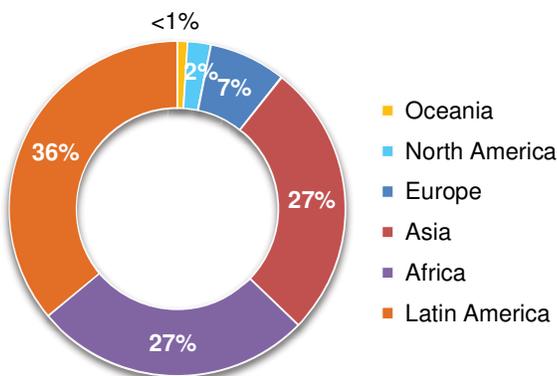
POPULATION BY RACE

Minneapolis, 2010



FOREIGN BORN, BY REGION OF BIRTH

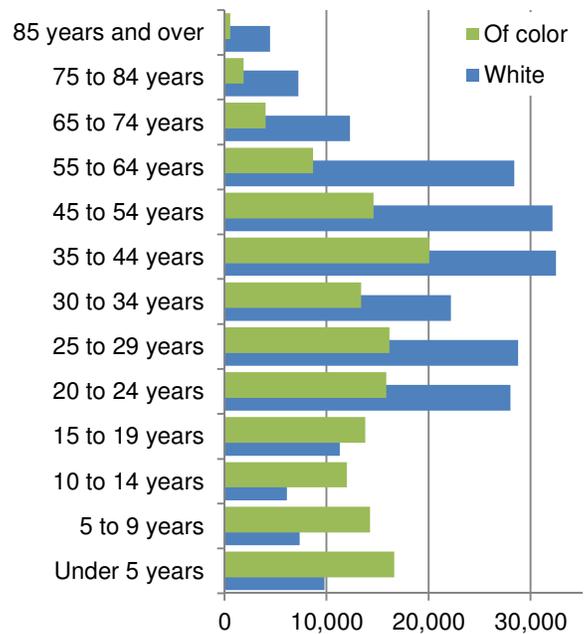
Minneapolis, 2008-10



15% of Minneapolis residents are foreign born

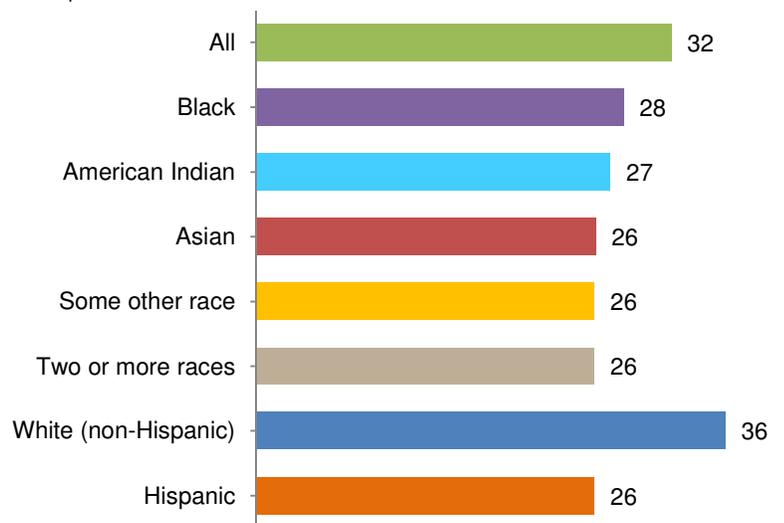
POPULATION BY AGE

Minneapolis, 2010



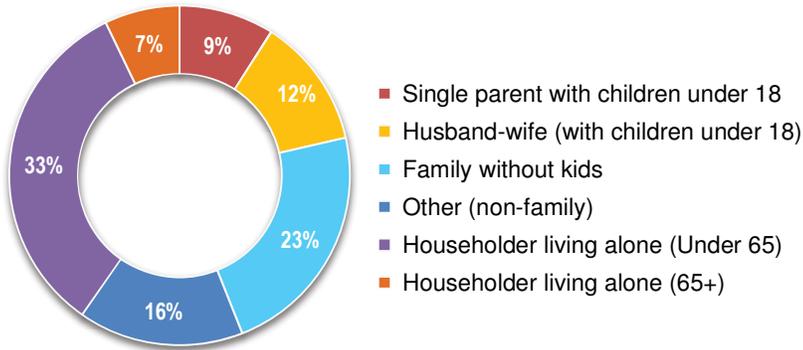
MEDIAN AGE BY RACE

Minneapolis, 2010

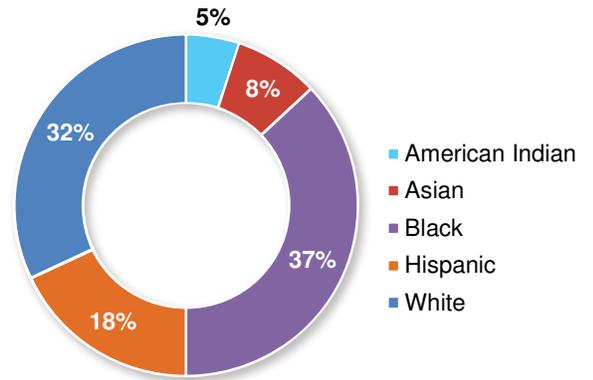


Minneapolis at-a-glance continued

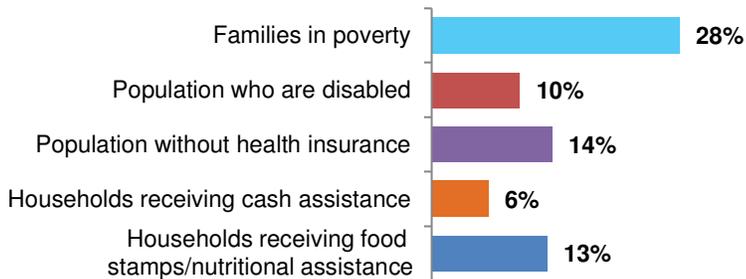
HOUSEHOLD TYPE¹
Minneapolis, 2010



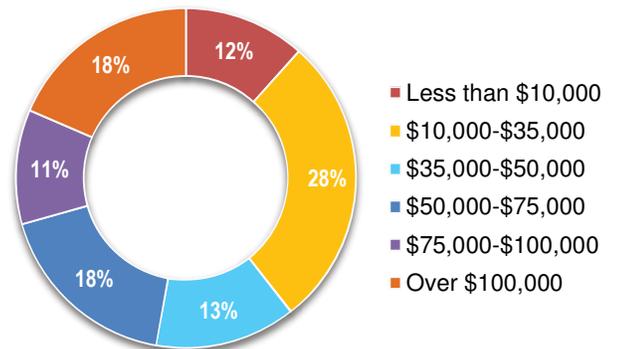
SCHOOL ENROLLMENT BY RACE
Minneapolis Public Schools, 2010



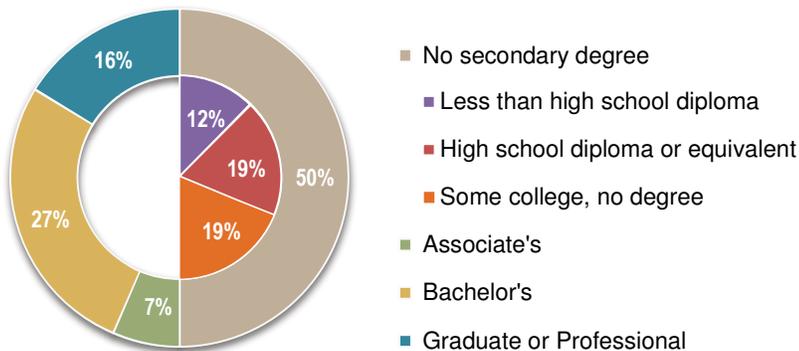
OTHER CHARACTERISTICS
Minneapolis, 2008-10



HOUSEHOLD INCOME
Minneapolis, 2008-10



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

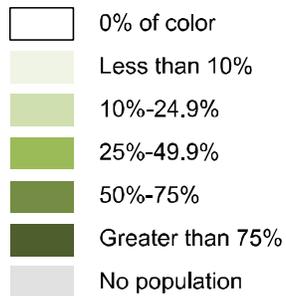


¹ The U.S. Census Bureau does not provide categories for same-sex or domestic partnerships.

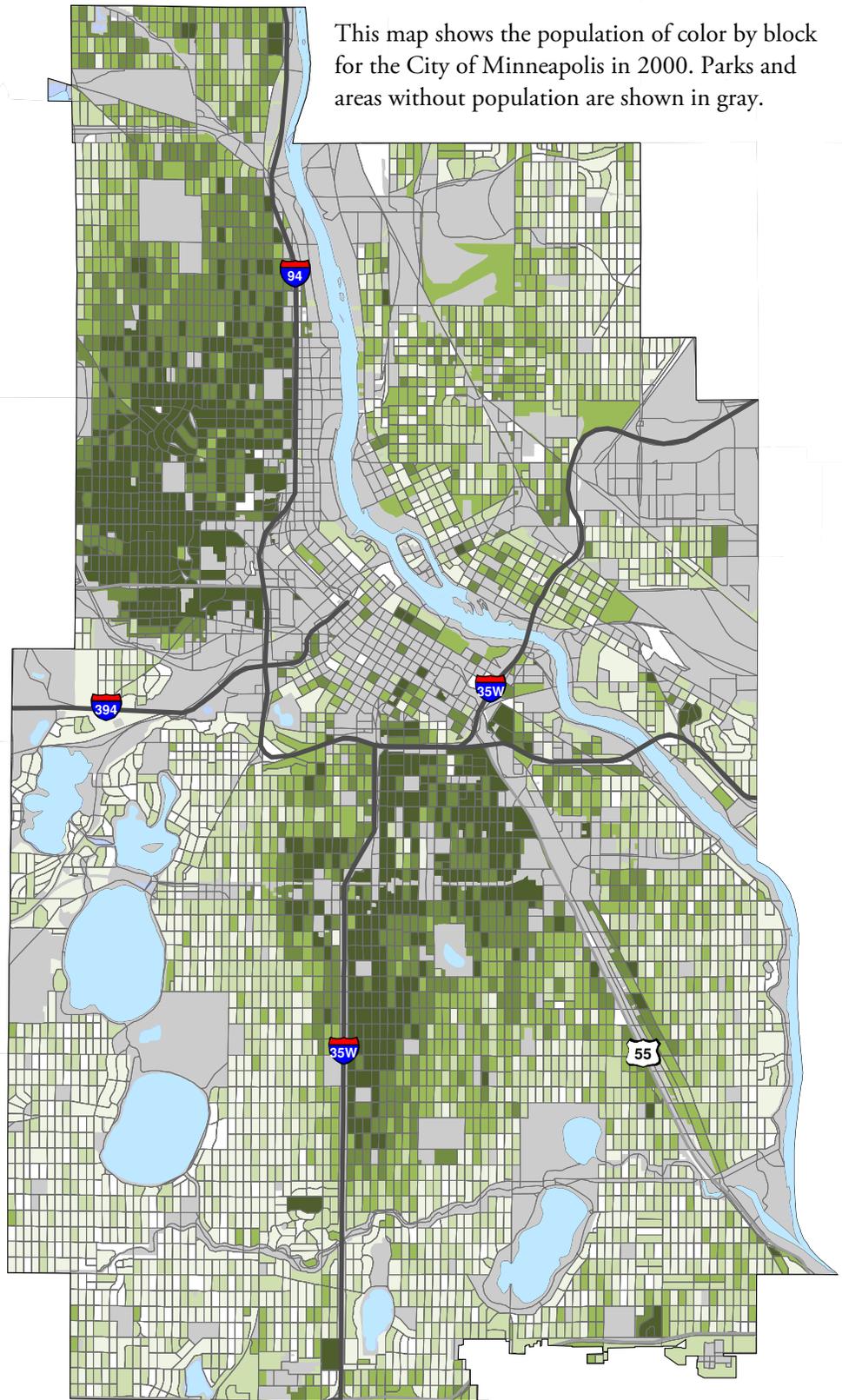
Population of color, 2000

POPULATION OF COLOR

By block, 2000



This map shows the population of color by block for the City of Minneapolis in 2000. Parks and areas without population are shown in gray.



In 2000:

Total population: 382,618
 Of color: 143,538
 White (non-Hispanic): 239,080

74% of blocks were majority white

31% of people of color in Minneapolis lived on blocks that are majority white

13% of white people in Minneapolis lived on blocks that were majority of color

7% of city blocks had 0% people of color

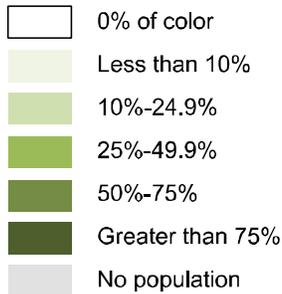
In 2000, 1 in 4 Minneapolis residents lived on a block that was less than 10% of color

Source: U.S. Census Bureau, 2000

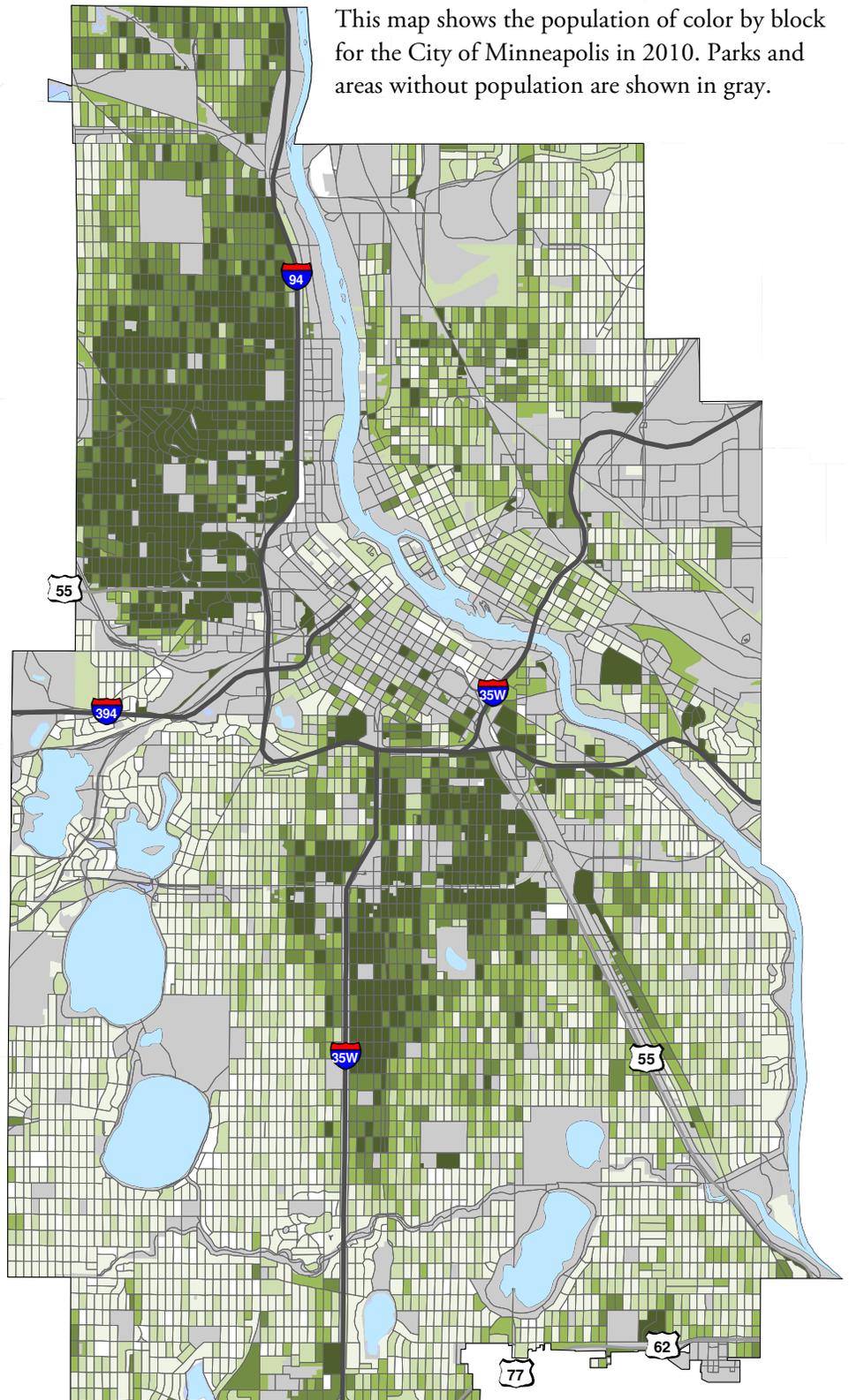
Population of color, 2010

POPULATION OF COLOR

By block, 2010



This map shows the population of color by block for the City of Minneapolis in 2010. Parks and areas without population are shown in gray.



By 2010:

Total population: 382,578
 Of color: 151,928
 White (non-Hispanic): 230,650

A smaller share of blocks, 71%, were majority white

33% of people of color in Minneapolis lived on blocks that were majority white

14% of white people in Minneapolis lived on blocks that were majority of color

4% of blocks had 0% people of color

Nearly 1 in 7 Minneapolis residents lived on a block that with less than 10% of color

In 2000, 31% of all blocks had fewer than 10% people of color. In 2010, it was 22% of blocks

The state is diversifying as well. 57 of 87 counties had faster growth for of color population than white

Source: U.S. Census Bureau, 2010

2013 Community Indicators – Examining Equity

Equity continues to be the central theme of this report series. 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. The “Points of Concern” in this section illustrate some of the greatest gaps in equity, which are the product of differing opportunities, resources, and treatment. The subsequent section, “Points of Note” highlights places where equity is closer to being achieved or where outcomes do not follow historical patterns. The “Overall” section provides high level trends for each of the indicators.

Points of Concern

- There was a year over year increase in the kindergarten readiness gap for the first time since 2006. Between fall 2011 and fall 2012, the gap increased by 5 percentage points. Now, fully 50 percentage points separate rates of readiness for Hispanic students (lowest) and white students (highest).
- American Indian 3rd graders are half as likely to read at grade level as their white peers, 91 percent of whom can read at grade level.
- Among 5th graders, white students are 3 times as likely to be proficient in math as are students of color.
- A 46 percentage point race gap persists in high school graduation rates. Less than 40 percent of American Indian, Hispanic, or Black students graduate on-time.
- Students of color receive a disproportionate share of suspensions in Minneapolis Public Schools. While students of color make up about 67 percent of enrollment, 92 percent of all suspensions are given to students of color. Black students in the district are twice as likely to receive at least one suspension (14%) as students overall (7%).
- In general, children with foreign-born parents 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 it is for children with U.S.-born parents. This is true even though foreign-born Hispanic adults are just as likely to be employed as U.S.-born Hispanic adults. Overall, children of color make up 94 percent of the children living in poverty in Minneapolis.
- The Twin Cities 13-county metro has one of the largest racial gaps in employment among the top 25 metropolitan areas and Minneapolis reflects this: 38 percentage points separate the share of employed working-age adults who are white (non-Hispanic) (77%) and American Indian (39%).

Points of Note

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

- The racial gap in kindergarten readiness increased since last year, but the gap has narrowed by 15 percentage points overall since 2006.
- Hispanic students are seeing the impact of consistent year over year academic gains. Since fall 2006, the share of Hispanic students who are ready for kindergarten has increased by 19 percentage points. Hispanic proficiency rates in 3rd grade reading have gone up by 14 percentage points and on-time graduation rates have gone up 10 percentage points the past two years.
- Overall, progress has been made on the racial gap in 3rd grade reading: the gap has declined by 5 percentage points since 2011 and by 8 percentage points since 2010.

- All racial groups have seen increases in 5th grade math proficiency rates since 2011, with both Black and white 5th graders increasing their rates of proficiency by 6 percentage points during that time.
- The racial gap in suspensions has narrowed just one percentage point in the last year and overall fewer students are receiving suspensions. Since last year the share of students receiving suspensions declined from 8 percent to 7 percent. Notably, this marks a longer-term trend of declining suspensions: in 2007, 10 percent of students received at least one suspension.

2013 Community Indicators – Overall Education

- **Kindergarten readiness:** 72 percent of Minneapolis students are ready for kindergarten in the fall of their kindergarten year. This is a slight increase since the first oneMinneapolis report when 70 percent of students were ready for kindergarten, but reflects four years of nearly stagnant readiness gains. Unfortunately, for the first time since fall 2006, the race gap for kindergarten readiness has widened.
- **3rd grade reading:** In 2012, 64 percent of 3rd graders read at grade level. Since the first oneMinneapolis report, the share has increased by 7 percentage points, and the increase in proficiency rates is reflected in nearly all race groups. In fact, in the past two years alone, the race gap has also narrowed 12 percentage points, from 54 percentage points to 46 percentage points.
- **5th grade math:** A growing share of Minneapolis 5th graders is proficient in grade-level math. Since 2011, the district saw a 5 percentage point increase in the share proficient and these gains occurred across race and income groups. Still, just one in three students meet or exceed the standards for 5th grade math.
- **High school graduation:** Fewer than half of Minneapolis Public School students graduate on-time (47%). The graduation rate has remained the same since 2010, but has gone up since 2009 when just 44 percent graduated within four years. The gap in graduation rates has narrowed due to an increase in graduation rates of American Indian students and, in part, to a decrease in the graduation rate of white students.
- **Suspensions:** In total, 7 percent of students received at least one suspension in 2012. This is a decline from 2007 when 10 percent of students received at least one suspension.

Children and Youth

- **Children in poverty:** Over the last decade, the child poverty rate in Minneapolis increased from 25 to 32 percent, including an increase from 36 percent 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. Child poverty is not a challenge for just one or two neighborhoods in the city. In parts of north, central, and south Minneapolis more than 75 percent of children live in poverty.

Economic Vitality

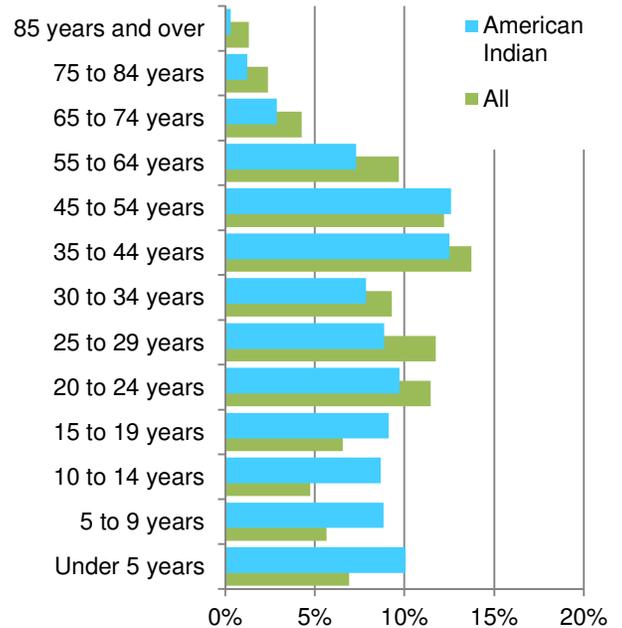
- **Proportion of adults working:** A smaller share of Minneapolis adults are employed today than were in 1999. Since then, Minneapolis' proportion of adults working has decreased from 75 percent to 71 percent. Trends identified in the initial report have continued: the share of adults working has decreased by 2 percentage points since 2006-08.
- **Family supporting jobs:** Jobs in Minneapolis are more likely to pay a family-supporting wage (roughly \$40,000 per year) 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.

Groups at-a-glance

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	

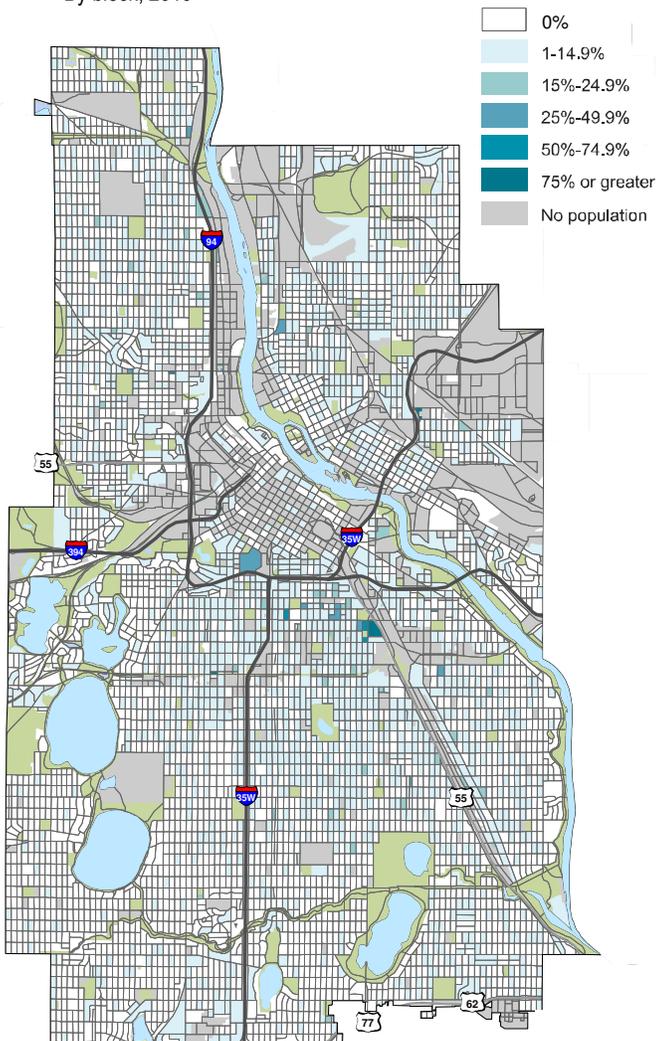
POPULATION BY AGE

Minneapolis, 2010



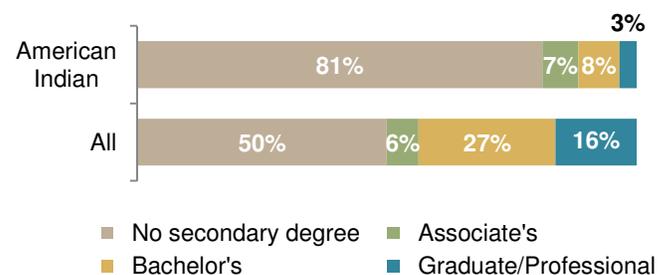
AMERICAN INDIAN POPULATION

By block, 2010



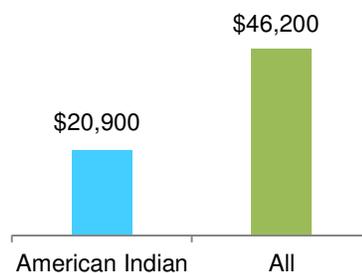
EDUCATIONAL ATTAINMENT

Minneapolis, 2008-10



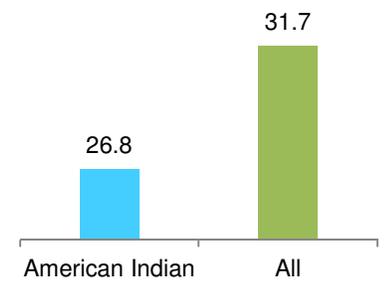
MEDIAN INCOME BY RACE

Minneapolis, 2008-10



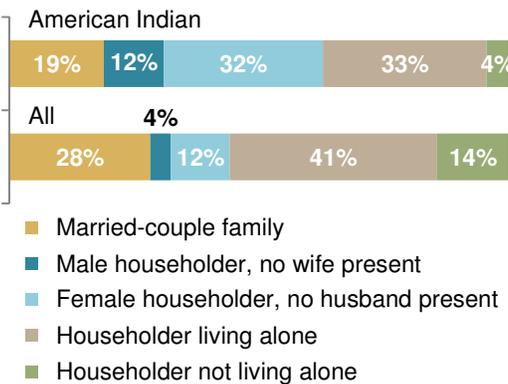
MEDIAN AGE BY RACE

Minneapolis, 2008-10



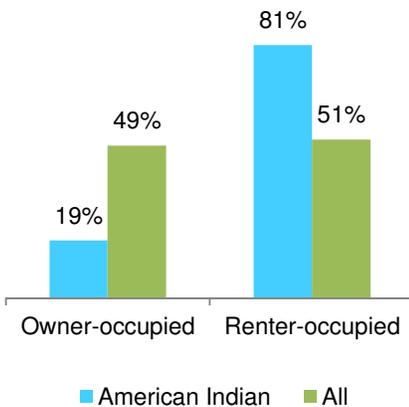
HOUSEHOLD TYPE

Minneapolis, 2008-10



OWNER-RENTER OCCUPIED

Minneapolis, 2010



INDICATORS	American Indian	All
*Kindergarteners ready for school	57%	72%
*3rd graders proficient in reading	45%	64%
*5th graders proficient in math	16%	36%
*Minneapolis Public School students graduating on-time	22%	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%	7%
Mean suspensions	1.8	1.9
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	58%	33%
Minneapolis families living in poverty	65%	28%
*Minneapolis working-age adults who are employed	39%	71%
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%

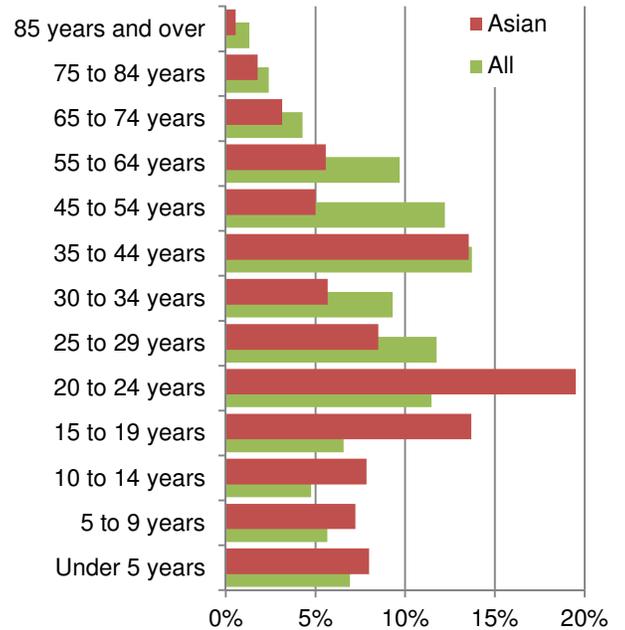
* These indicators have been updated since the 2012 report.

Sources: U.S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10, 2009-11; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

Groups at-a-glance

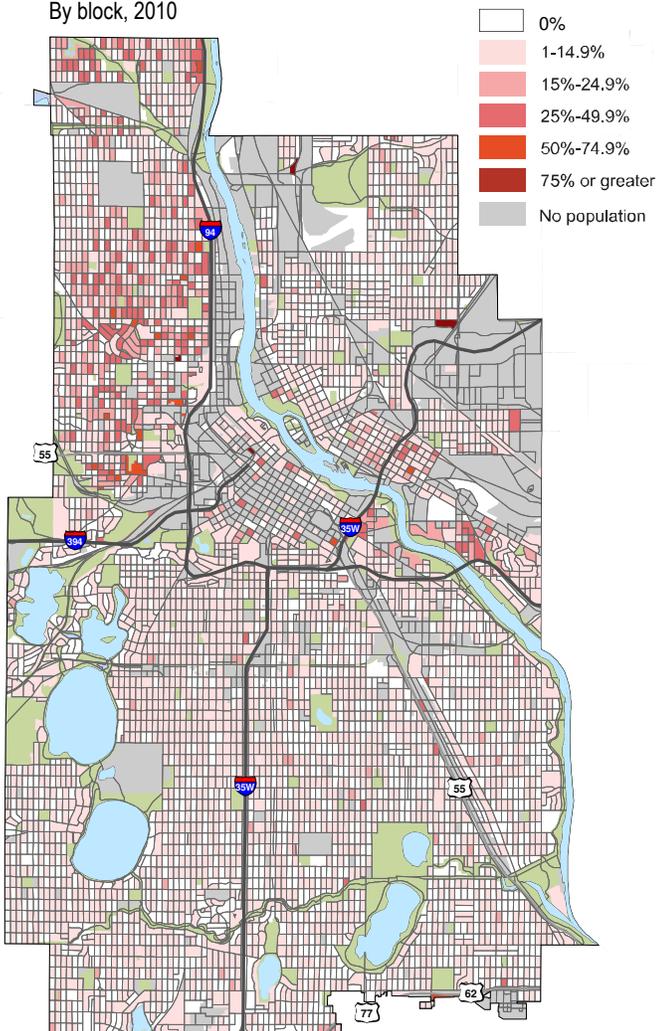
DEMOGRAPHICS	Asian	All
Total population	18,443	382,578
U.S. Born	5,280	
Foreign Born	13,163	
By selected groups (may or may not be foreign born)		
Asian Indian	2,455	
Chinese, except Taiwanese	2,773	
Hmong	5,385	
Japanese	1,034	
Korean	1,660	
Laotian	1,418	
Thai	147	
Vietnamese	1,268	

POPULATION BY AGE
Minneapolis, 2010



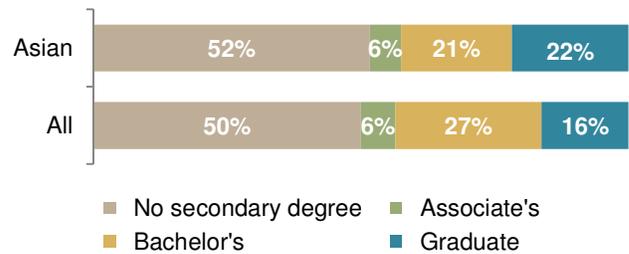
ASIAN POPULATION

By block, 2010



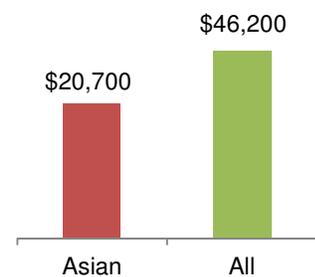
EDUCATIONAL ATTAINMENT

Minneapolis, 2008-10



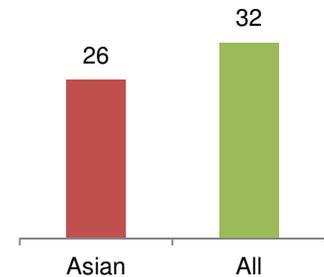
MEDIAN INCOME BY RACE

Minneapolis, 2008-10

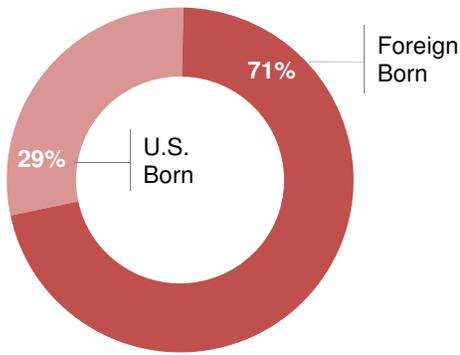


MEDIAN AGE BY RACE

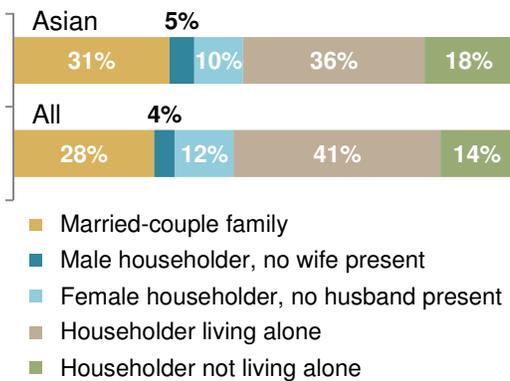
Minneapolis, 2008-10



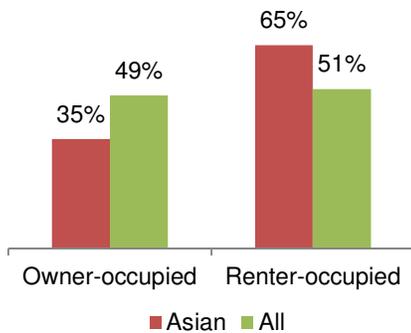
POPULATION U.S. AND FOREIGN BORN
Minneapolis, 2008-10



HOUSEHOLD TYPE
Minneapolis, 2008-10



OWNER-RENTER OCCUPIED
Minneapolis, 2010



INDICATORS	Asian	All
*Kindergarteners ready for school	68%	72%
By language (Hmong)	54%	72%
*3rd graders proficient in reading	56%	64%
*5th graders proficient in math	40%	36%
*Minneapolis Public School students graduating on-time	62%	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	2%	7%
Mean suspensions	1.3	1.9
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	44%	33%
Parent(s) U.S. born	31%	
Parent(s) foreign born	55%	
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	58%	71%
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%

* These indicators have been updated since the 2012 report.

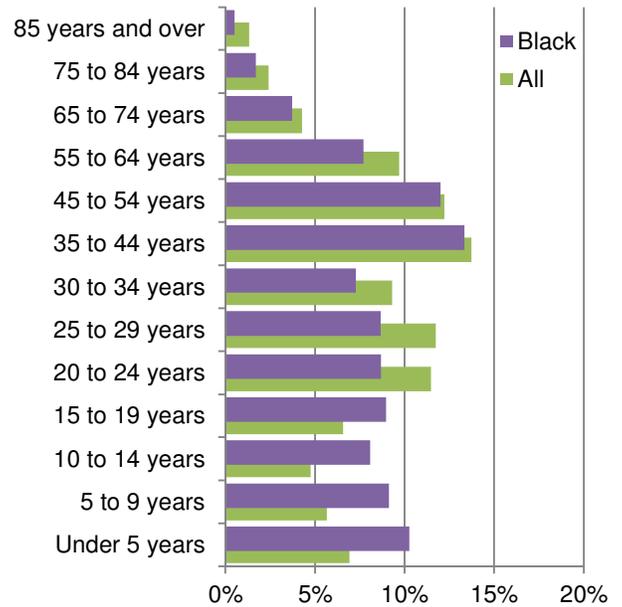
Sources: U.S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10, 2009-11; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

Groups at-a-glance

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	

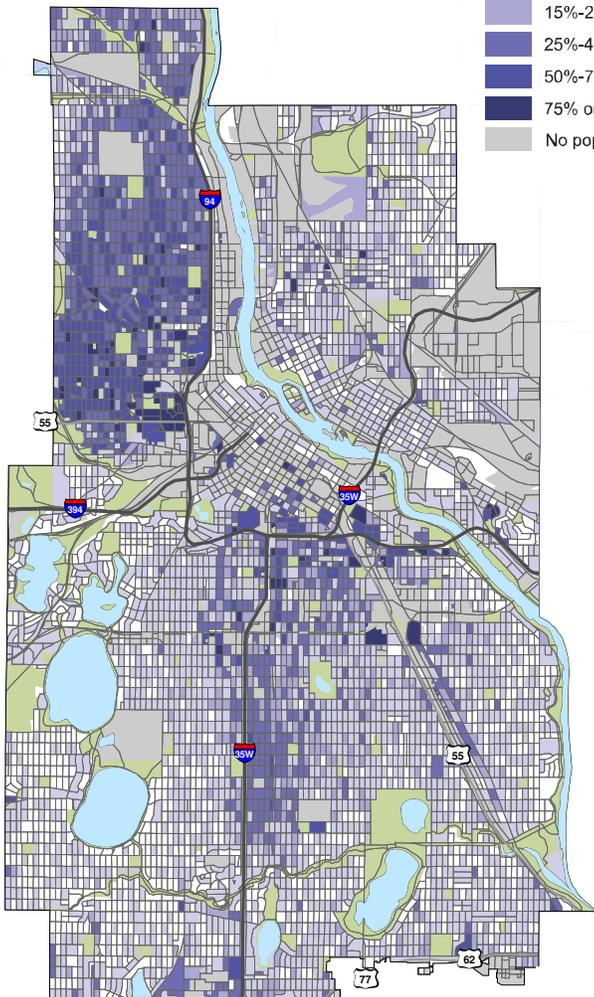
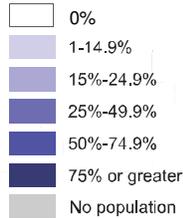
POPULATION BY AGE

Minneapolis, 2010



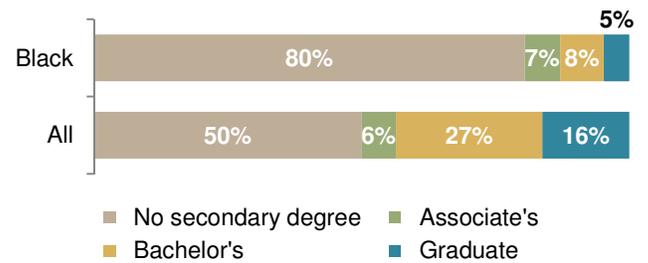
BLACK POPULATION

By block, 2010



EDUCATIONAL ATTAINMENT

Minneapolis, 2008-10



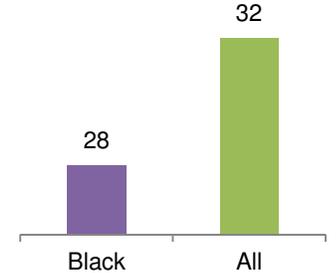
MEDIAN INCOME BY RACE

Minneapolis, 2008-10



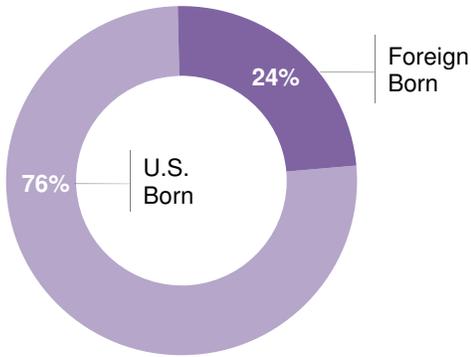
MEDIAN AGE BY RACE

Minneapolis, 2008-10



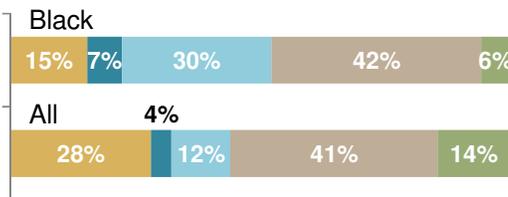
POPULATION U.S. AND FOREIGN BORN

Minneapolis, 2008-10



HOUSEHOLD TYPE

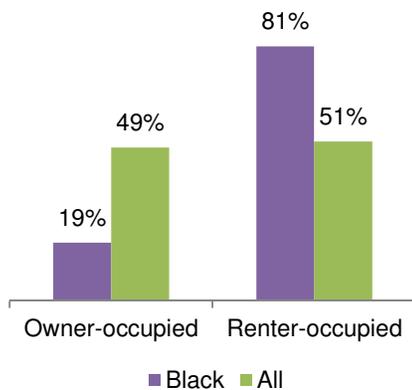
Minneapolis, 2008-10



- Married-couple family
- Male householder, no wife present
- Female householder, no husband present
- Householder living alone
- Householder not living alone

OWNER-RENTER OCCUPIED

Minneapolis, 2010



INDICATORS	Black	All
*Kindergarteners ready for school	70%	72%
By language (Somali)	78%	72%
*3rd graders proficient in reading	47%	64%
*5th graders proficient in math	18%	36%
*Minneapolis Public School students graduating on-time	36%	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	14%	7%
Mean suspensions	1.9	1.9
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	60%	33%
Parent(s) U.S. born	51%	
Parent(s) foreign born	71%	
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	52%	71%
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%

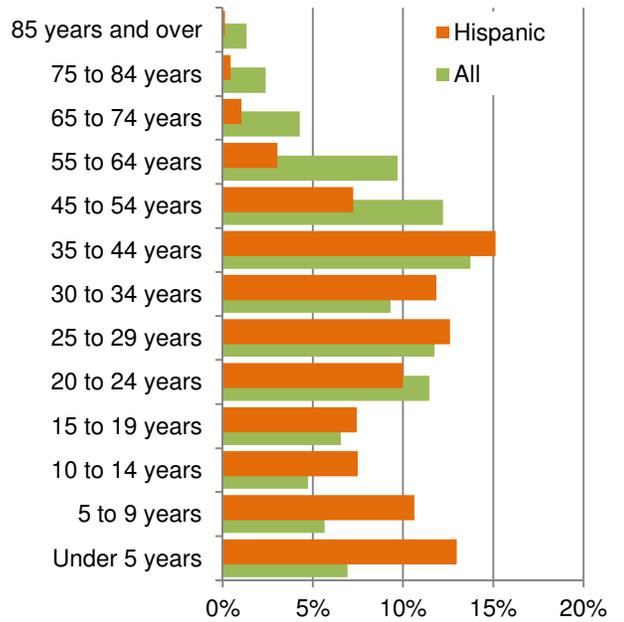
* These indicators have been updated since the 2012 report.

Sources: U.S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10, 2009-11; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

Groups at-a-glance

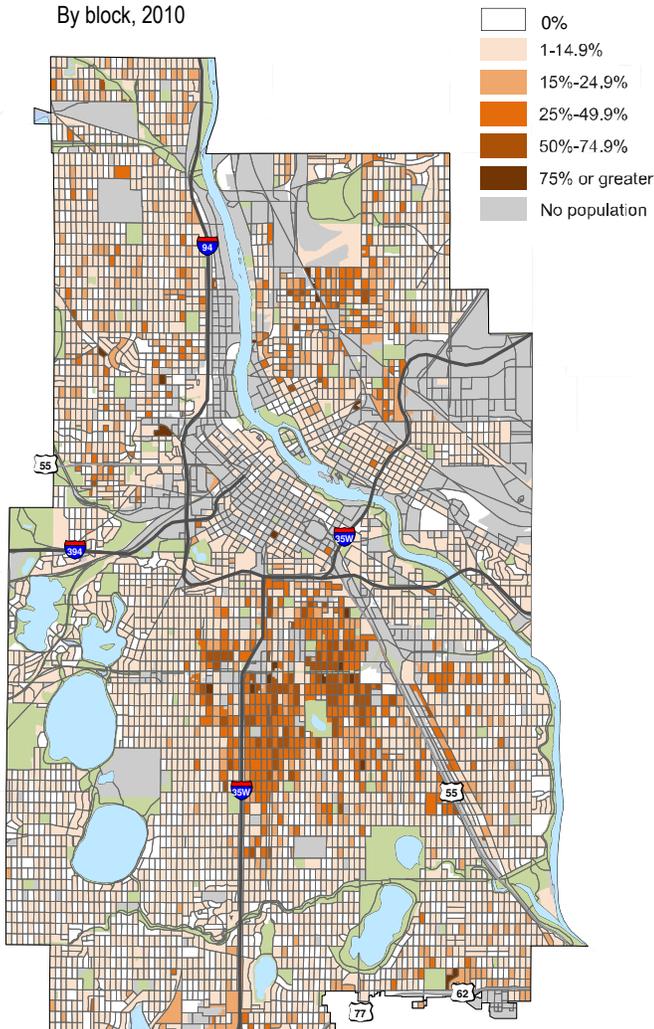
DEMOGRAPHICS	Hispanic	All
Total population	40,073	382,578
U.S. Born	19,409	
Foreign Born	20,664	
Place of origin		
Mexico	25,450	
Puerto Rico	1,472	
Cuba	620	
Dominican Republic	194	
Central America	1,792	
South America	208	
Other Hispanic	515	

POPULATION BY AGE Minneapolis, 2010

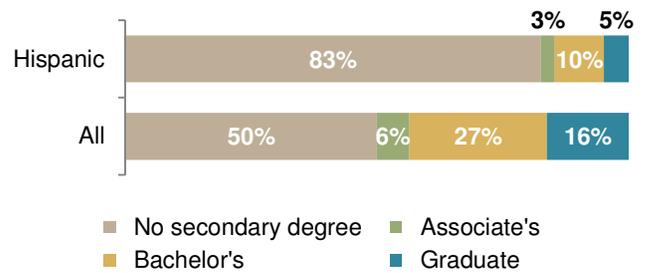


HISPANIC POPULATION

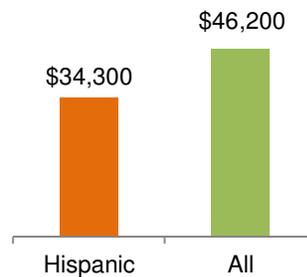
By block, 2010



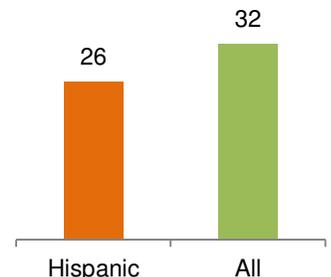
EDUCATIONAL ATTAINMENT Minneapolis, 2008-10



MEDIAN INCOME BY RACE Minneapolis, 2008-10

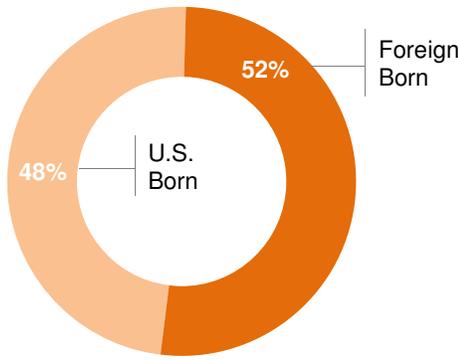


MEDIAN AGE BY RACE Minneapolis, 2008-10



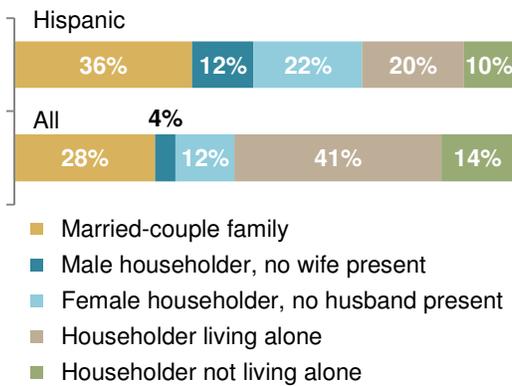
POPULATION U.S. AND FOREIGN BORN

Minneapolis, 2008-10



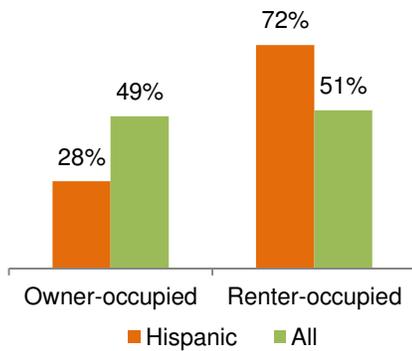
HOUSEHOLD TYPE

Minneapolis, 2008-10



OWNER-RENTER OCCUPIED

Minneapolis, 2010



INDICATORS	Hispanic	All
*Kindergarteners ready for school	41%	72%
By language (Spanish)	36%	72%
*3rd graders proficient in reading	48%	64%
*5th graders proficient in math	23%	36%
*Minneapolis Public School students graduating on-time	34%	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%	7%
Mean suspensions	1.4	1.9
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	41%	33%
Parent(s) U.S. born	23%	
Parent(s) foreign born	47%	
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%	71%
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%

T

*These indicators have been updated since the 2012 report.

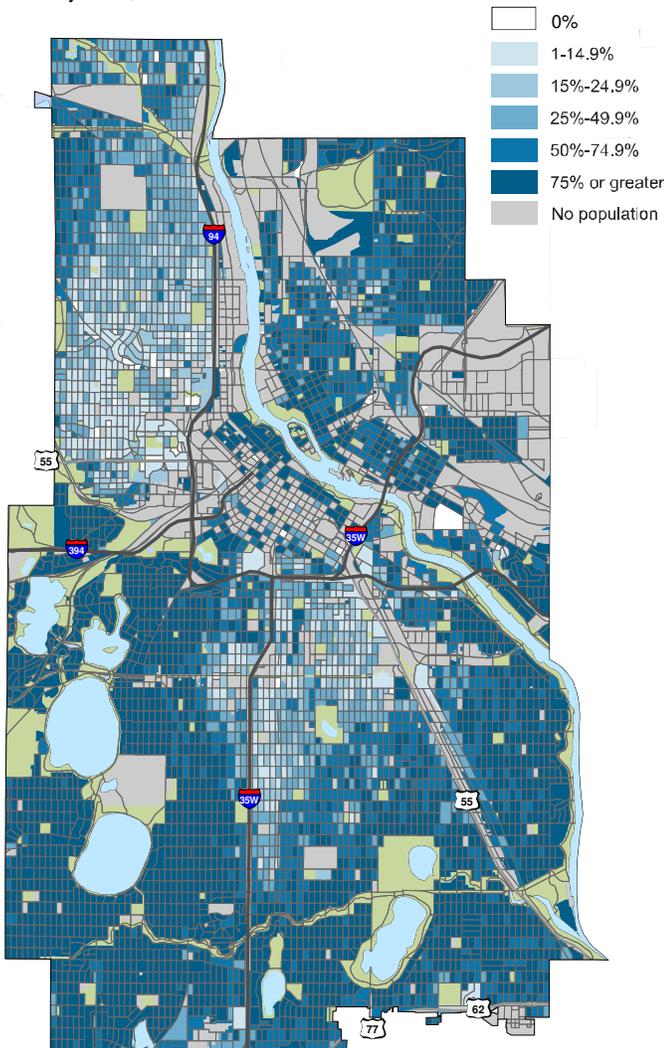
Sources: U.S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10, 2009-11; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

Groups at-a-glance

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

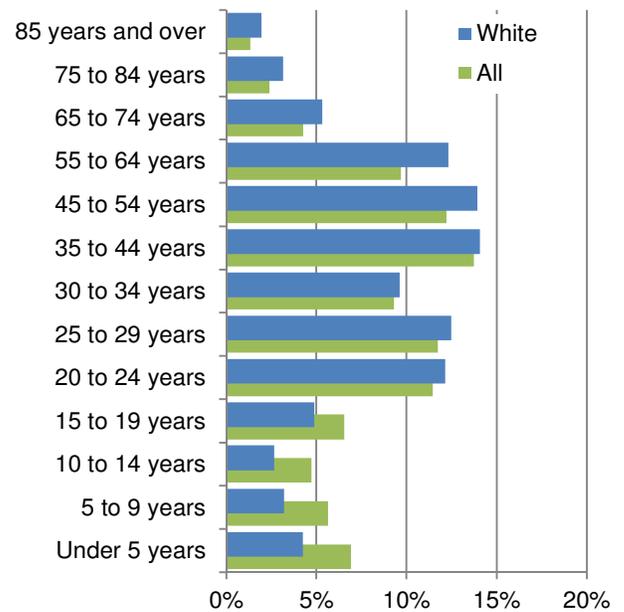
WHITE POPULATION

By block, 2010



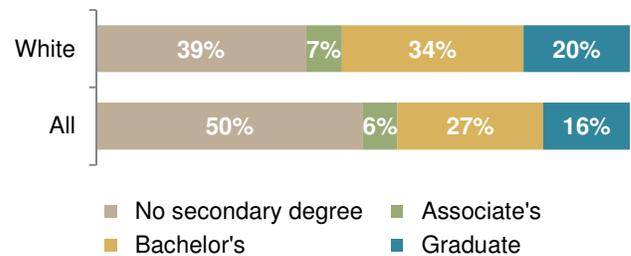
POPULATION BY AGE

Minneapolis, 2010



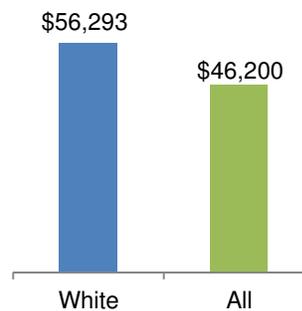
EDUCATIONAL ATTAINMENT

Minneapolis, 2008-10



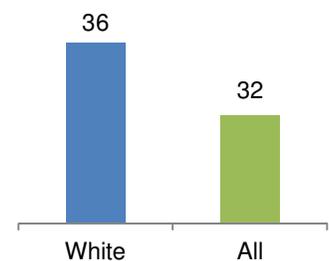
MEDIAN INCOME BY RACE

Minneapolis, 2008-10



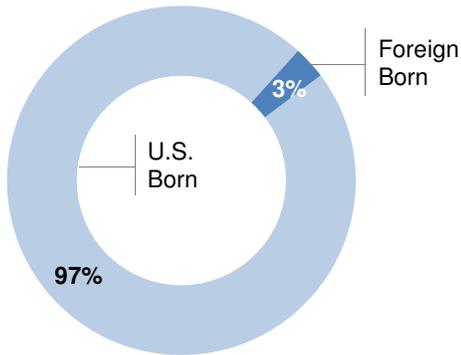
MEDIAN AGE BY RACE

Minneapolis, 2008-10

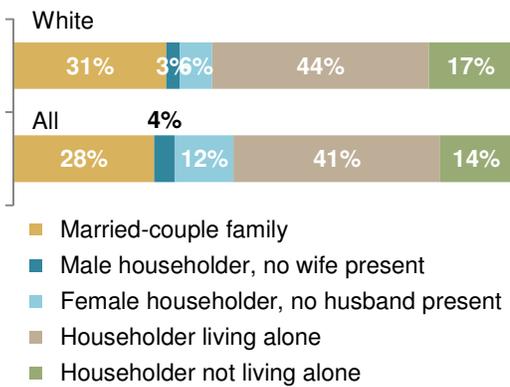


¹ All data shown are for White (non-Hispanic) population

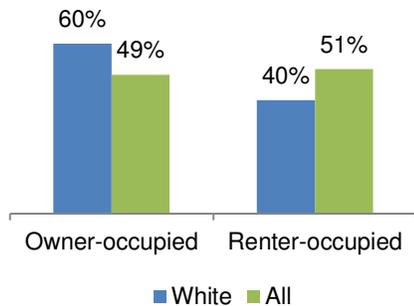
POPULATION U.S. AND FOREIGN BORN
Minneapolis, 2008-10



HOUSEHOLD TYPE
Minneapolis, 2008-10



OWNER-RENTER OCCUPIED
Minneapolis, 2010



INDICATORS	White	All
*Kindergarteners ready for school	91%	72%
*3rd graders proficient in reading	91%	64%
*5th graders proficient in math	67%	36%
*Minneapolis Public School students graduating on-time	67%	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%	7%
Mean suspensions	1.6	1.9
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	5%	33%
Minneapolis families living in poverty	14%	28%
*Minneapolis working-age adults who are employed	77%	71%
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%

* These indicators have been updated since the 2012 report.

Sources: U.S. Census Bureau, Decennial Census 2010; American Community Survey 2008-10, 2009-11; Minnesota Department of Education; Minneapolis Public Schools, Research, Evaluation and Assessment Department; Local Employment Household Dynamics; On the Map; Minneapolis Police Department.

Majority race, 2000

MAJORITY RACE,

By block, 2000



In 2000:

84% of blocks had a racial/ethnic majority

80% of Minneapolis residents lived on a block with a racial/ethnic majority

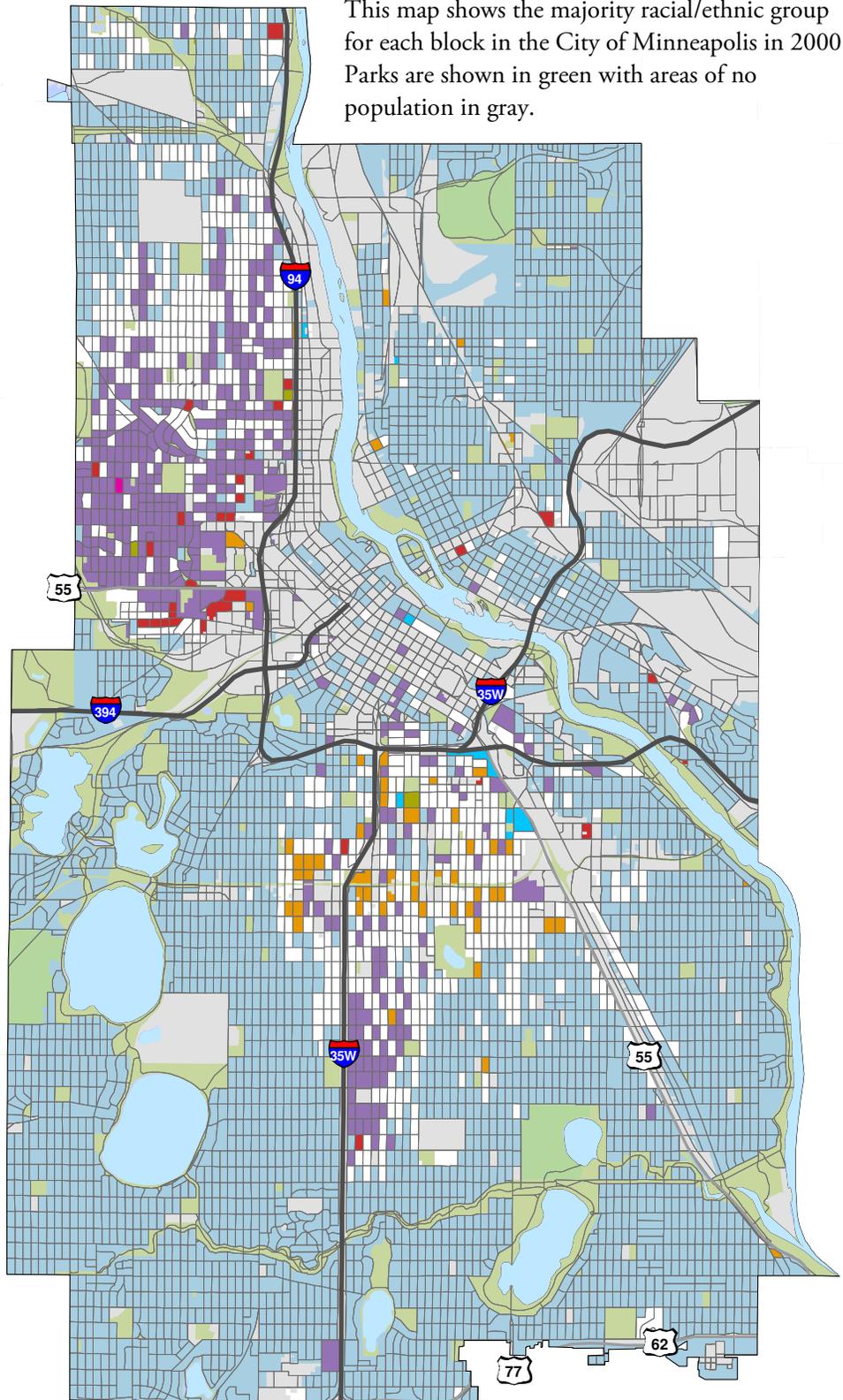
63% of Minneapolis residents lived on a block that has a majority of residents who are their same race

39% of Black residents lived on a block that is majority Black

18% Hispanic residents lived on a block that is majority Hispanic

20% Minneapolis residents lived on a block that does not have a majority race

This map shows the majority racial/ethnic group for each block in the City of Minneapolis in 2000. Parks are shown in green with areas of no population in gray.



Source: U.S. Census Bureau, 2000. All race groups shown (except Hispanic) are non-Hispanic.

Majority race, 2010

MAJORITY RACE

By block, 2010

- No population
- No majority
- White
- Black
- Asian
- Hispanic
- American Indian
- Two or more races
- Some other race

By 2010:

83% of blocks had a racial/ethnic majority

Still 63% of Minneapolis residents lived on a block that has a majority of residents who are their same race

The share of people of color who live on a block that has a majority their same race grew from 37% in 2000 to 41% in 2010.

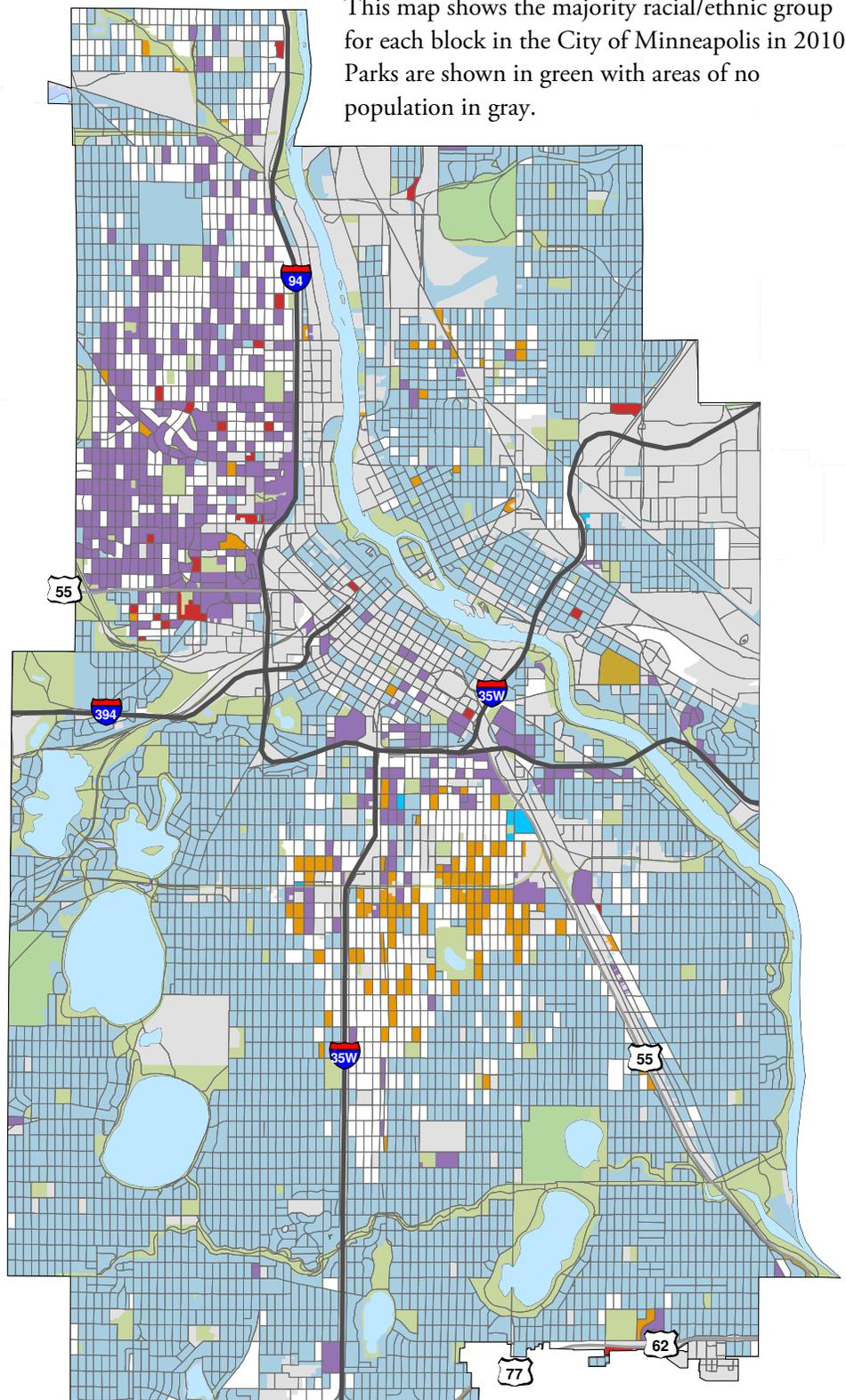
43% of Black residents lived on a block that is majority Black

23% of Hispanic residents lived on a block that is majority Hispanic

19% of Minneapolis residents lived on a block that does not have a majority race

Asian residents are the least likely to live on a block that has a majority their own race—fewer than 5% do

This map shows the majority racial/ethnic group for each block in the City of Minneapolis in 2010. Parks are shown in green with areas of no population in gray.



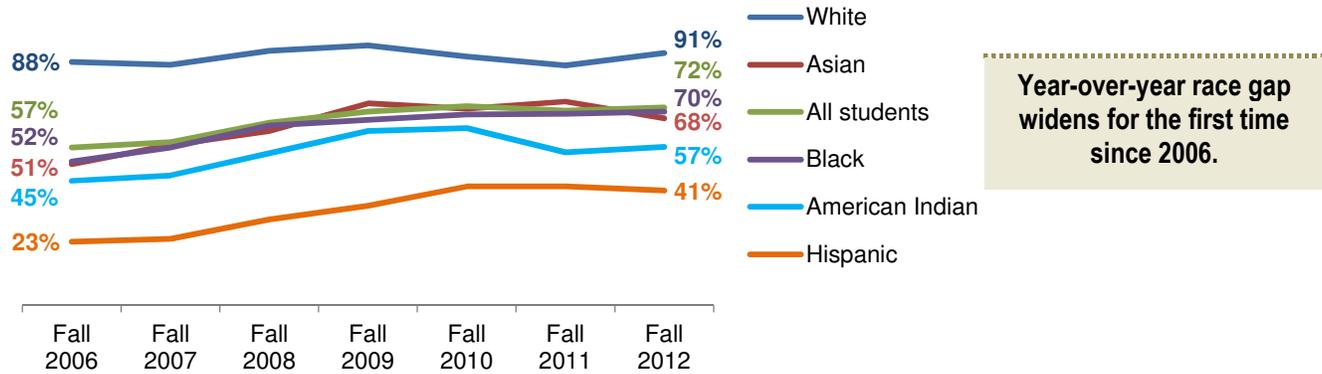
Source: U.S. Census Bureau, 2010. All race groups shown (except Hispanic) are non-Hispanic.

Kindergarteners ready for school

50	3 ppts ▲	72%	same
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

KINDERGARTENERS READY FOR SCHOOL, BY RACE/ETHNICITY
Minneapolis Public Schools, 2006-2011



Overall: 72% of students are ready for kindergarten.

Gap: 50 percentage points separate rates of kindergarten-readiness for white (highest) and Hispanic (lowest) students. From 2011 to 2012 the gap widened by 6 percentage points due to an increase in the share of white students ready and a slight decrease in the share of Hispanic students ready. However, the share of Hispanic students ready-for-K has increased by 19 percentage points, driving the long-term narrowing of the gap since fall 2006.

MEASUREMENT USED

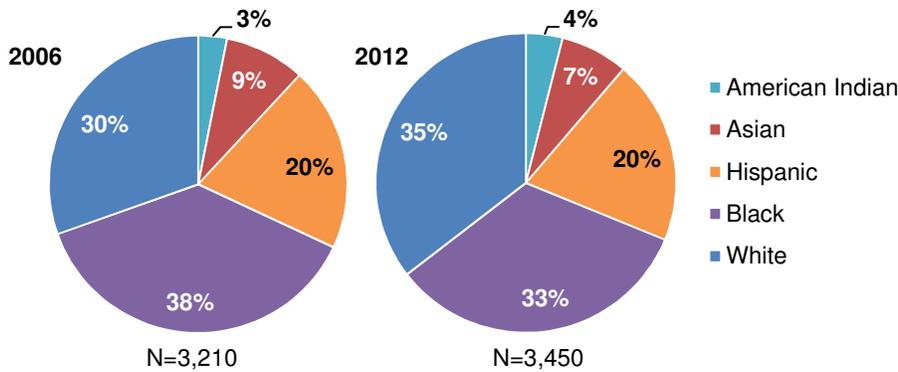
Percentage of kindergarteners who meet or exceed the standards on Minneapolis Beginning of Kindergarten Assessment (BKA) total literacy benchmark.¹

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; the Minneapolis Public School District Scorecard had a goal of 87 percent ready by 2012.

¹ The Minneapolis Public Schools' Beginning of Kindergarten Assessment (BKA), administered only in the Minneapolis Public Schools, 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 data are not comparable. Source: Minneapolis Public Schools, Research, Evaluation, and Assessment Department.

KINDERGARTEN ENROLLMENT, BY RACE

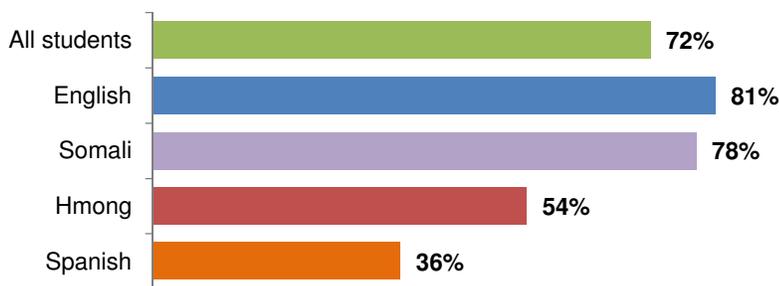
Minneapolis Public Schools, Fall 2006, Fall 2012



White students make up a growing share of the kindergarten class in MPS.

KINDERGARTENERS READY FOR SCHOOL, BY HOME LANGUAGE

Minneapolis Public Schools, Fall 2012



Nearly 8 in 10 Somali-speaking students are ready for kindergarten.

KEY OBSERVATIONS

- In fall 2012, 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.
- This is also the first time since at least 2006 that the race-gap for kindergarten readiness has increased since the previous year. However, significant narrowing of the gap has occurred since 2006, when the gap was more than 65 percentage points. This is in large part due to the steady increases in the share of Hispanic students who are ready for kindergarten.
- Long term trends for Hispanic students are positive, but insufficient. The percentage of Hispanic students ready for kindergarten increased from 23 percent in 2006 to 41 percent six years later, but fewer than half of all Hispanic students are ready for kindergarten and only one-third of kindergartners with Spanish spoken at home are ready for kindergarten.
- Somali-speaking students continue with high rates of kindergarten readiness (78%), barely second to English speaking students (81%).
- In the last six years, the percentage of kindergarteners who are white has increased from 30 percent to 35 percent, an addition of 268 white students than in 2006. During that same time period, the percentage of Black students decreased from 38 percent to 33 percent, reflecting of a loss of 66 students. Overall, kindergarten enrollment in Minneapolis Public Schools has increased.

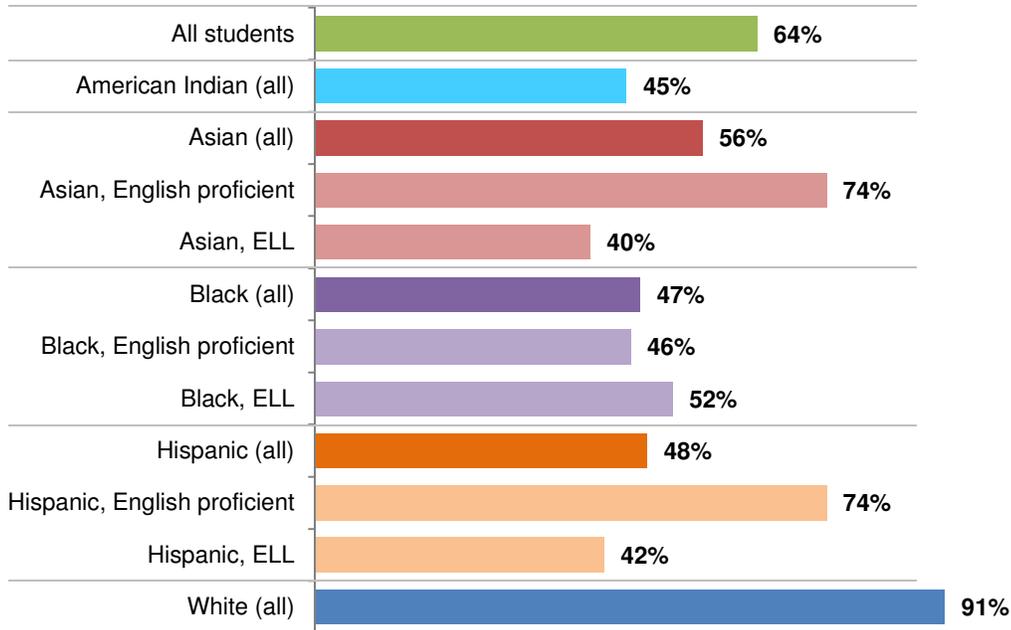
3rd graders proficient in reading

46	5 ppts ▼	64%	6 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

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

Minneapolis Public Schools, 2012



Overall: 64% of 3rd graders are proficient in reading (2012).¹

Gap: 46 percentage points separate rates of reading proficiency for white (highest) and American Indian (lowest) 3rd graders. From 2011 to 2012, the gap narrowed 5 percentage points due to an increased rate of readiness among Hispanic students.

MEASUREMENT USED

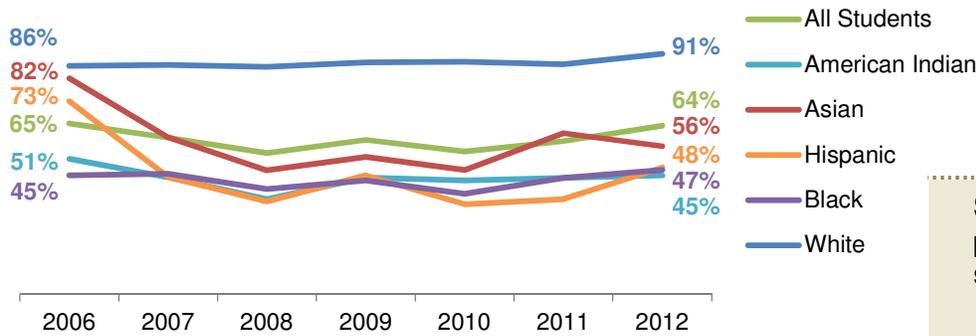
Percentage of 3rd grade students that meet or exceed proficiency on the Minnesota Comprehensive Assessment (MCA-II) reading exam, given in the spring.² Results Minneapolis tracks this measure and the Minneapolis Public School District has a goal of narrowing the gap between the proportion of students meeting proficiency and the overall proportion of students meeting the standards statewide from the current gap of 17 percentage points to a smaller gap of 10 percentage points by 2015.

¹ Data year in the graph represents the second year of a school year: e.g., 2012 data represents the 2011-12 school year.

² Limited English Proficient (LEP) students were not required to take the MCA-II exams for reading in 2006, but were required in 2007 and subsequent years. This shift may have contributed to a drop in proficiency rates between 2006 and 2007.

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

3RD GRADERS PROFICIENT IN READING, BY RACE
 Minneapolis Public Schools, 2006-2012



Success story: Rates of proficiency for Hispanic students increase by 12 points in a single year.

KEY OBSERVATIONS

- For the second year in a row, the share of 3rd graders proficient in reading increased, this year by 6 percentage points. This follows declines from 2006 to 2008 and 2009 to 2010. Despite recent gains, the overall share of students proficient in reading is now the same as it was in 2006.
- Though a substantial racial gap in reading persists, it has narrowed 8 points since the first oneMinneapolis report, from 54 percentage points to 46 percentage points.
- Increases in reading proficiency of Hispanic students contributed to the narrowing gap. Proficiency rates for Hispanic 3rd graders increased 14 percentage points since 2010. This mirrors larger state-wide trends for Hispanic 3rd graders. However, Hispanic students statewide are more likely to read at grade level than their Minneapolis peers.
- Every race and language group has seen increased proficiency rates since the first oneMinneapolis report. Black-ELL students lead increases since 2010, with a proficiency rate that has increased by 18 percentage points (34% to 52%).
- Lower-income students are nearly half as likely as their higher-income peers to be proficient in reading (47% and 93%, respectively)¹. Nearly two-thirds of 3rd graders in Minneapolis Public Schools are from lower-income households (63%).
- Outcomes for 3rd grade reading proficiency differ by income and by race within incomes. The race-gap for higher-income students is 13 points narrower than the racial gap overall.
- The “income benefit” (that is, the increase in rates of proficiency between lower- and higher-income students) is not uniform across race-groups. By race, the income benefit is largest for Asian students, where proficiency increases from 40 percent for lower-income Asian students to 91 percent for higher-income Asian students. This is a 51 percentage point income benefit. On the other hand, Black students seem to benefit the least from increased family income, with 24 percentage points separating proficiency of lower- and higher-income students. While income impacts educational outcomes, it does not erase the achievement gap and needs to be addressed in concert with race, mobility, and language gaps.

¹ “Lower-income” indicates students are eligible for free or reduced-priced school lunch, while “higher-income” students are not.

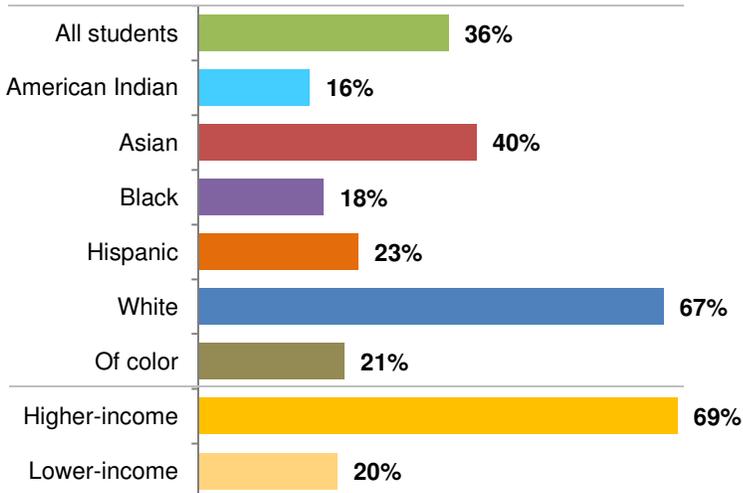
5th graders proficient in math

51	1 ppts ▲	36%	5 ppts ▲
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

5TH GRADERS MEETING OR EXCEEDING MATH STANDARDS, BY RACE/ETHNICITY AND INCOME

Minneapolis Public Schools, 2012



Overall: 36% of Minneapolis Public School students meet or exceed standards for 5th grade math (2012).¹

Gap: 51 percentage points separate math proficiency rates for white (highest) and American Indian (lowest) 5th graders. The gap widened one percentage point due to an increase in proficiency rates of white students, and a slightly smaller increase in the proficiency rates of American Indian students.

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.² 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. 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.

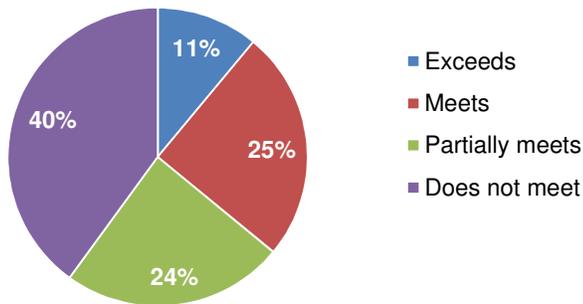
¹ Data year in the graph represents the second year of a school year: e.g., 2012 data represents the 2011-12 school year.

² The MCA-IIIs are based on the 2007 state education standards. This is the second year of data for MCA-IIIs.

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

5TH GRADERS BY LEVEL OF MATH ACHIEVEMENT

Minneapolis Public Schools, 2012



KEY OBSERVATIONS

- One-third of all 5th graders in the Minneapolis Public Schools meet or exceed the math standards set forth by the state, representing a 5 percentage points increase over the previous year.
- Nearly every race group saw an increase in the share of students meeting grade-level math standards. Black and white students saw the largest gains, with 6 percentage point increases from 2011 to 2012.
- Despite gains, the racial gap in proficiency rates widened by one percentage point between 2011 and 2012, from 50 percentage points to 51 percentage points.
- The share of 5th graders who partially meet math standards remains unchanged at 24 percent (594 students).
- Four in ten students do not meet math achievement standards.
- While rates of math proficiency are substantially different between higher- and lower-income students, during the last year, both groups of students saw similar increases in the share proficient (6 percentage points).³
- Hispanic students have the smallest “income-benefit,” with proficiency of higher-income students 20 points higher than lower-income students. In contrast, the income-benefit between lower- and higher-income white and Asian students is 40 percentage points.

³“Lower-income” indicates students are eligible to receive a free or reduced-priced school lunch, while “higher-income” students are not.

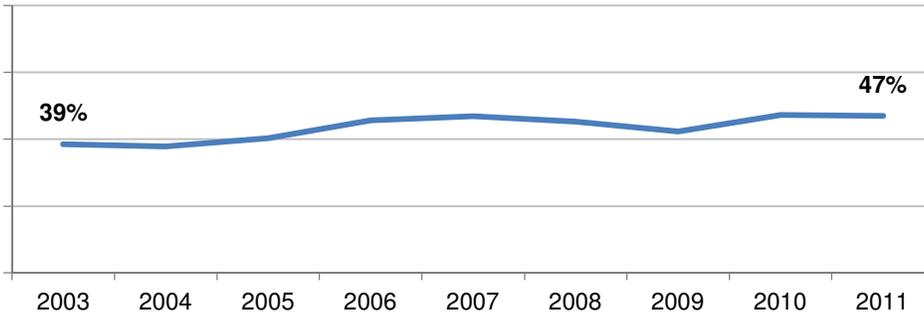
Minneapolis Public School students graduating on-time

45	6 ppts ▼	47%	same
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

HIGH SCHOOL STUDENTS IN MINNEAPOLIS PUBLIC SCHOOLS GRADUATING ON-TIME

2004-2011



Overall: 47% of Minneapolis Public School students graduated on-time (2011).^{1,2}

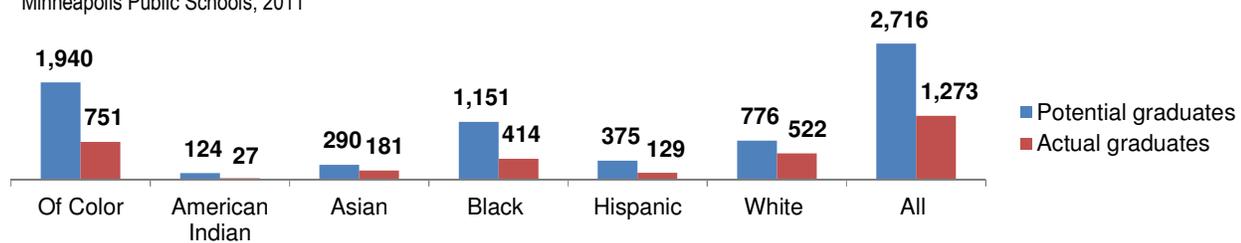
Gap: 45 percentage points separate white (highest) and American Indian (lowest) graduation rates. From 2010 to 2011, the gap narrowed 6 percentage points due to a concurrent increase in the share of American Indian students graduating on-time and a slight decline in the share of white students graduating on-time.

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.

GRADUATES, POTENTIAL AND ACTUAL, BY RACE/ETHNICITY

Minneapolis Public Schools, 2011

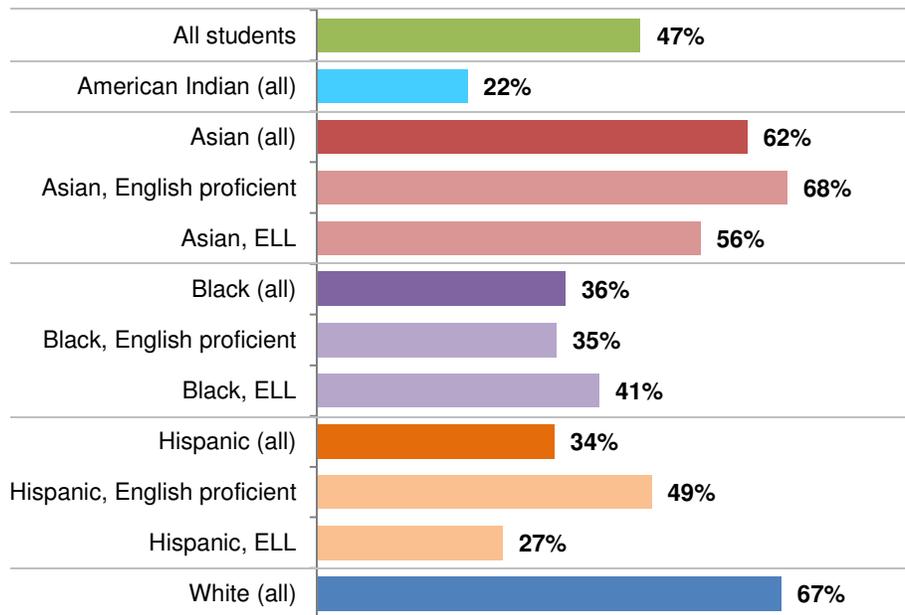


¹ Data year in the graphs represents the second year of a school year: e.g., 2011 data represents graduates from the 2010-2011 school year.

² 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. See technical notes for additional documentation about recalculations of graduation rates of previous years.

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

ON-TIME GRADUATION RATES, BY RACE/ETHNICITY AND ENGLISH LEARNER (ELL) STATUS
 Minneapolis Public Schools, 2011



KEY OBSERVATIONS

- In 2011, 47 percent of students in Minneapolis Public Schools graduated on time. The share remains unchanged since last year and is 8 points higher than in 2003.
- Forty-five percentage points separate white (highest) and American Indian (lowest) graduation rates. This means the racial gap narrowed by 6 percentage points from 2010 to 2011.
- Since last year, there have been slight decreases of 1 or 2 percentage points in on-time graduation rates for white, Hispanic, Black, and Asian students. American Indian students have seen a 5 point increase in on-time graduation.
- Since the first oneMinneapolis report, Hispanic students have seen the largest gains, increasing the on-time graduation rate by 9 percentage points from 25 percent to 34 percent. White students, on the other hand, are the only race group to have seen a decline in the graduation rate during that same time period (4 percentage points).
- In general, students who are proficient in English are more likely to graduate on-time. However, Black ELL students are more likely to graduate on-time than English-proficient Black students (41% and 35%, respectively).
- Among American Indian students, just 22 percent graduate on-time, while 24 percent of the class of 2011 dropped out.
- Among charter schools in Minneapolis with data available, Long Tieng Academy (67%) and Metro Tech Academy (43%) had the highest percentages of on-time graduates. Comparison data are not available for many charter schools in Minneapolis due to small class sizes and protection of student privacy.

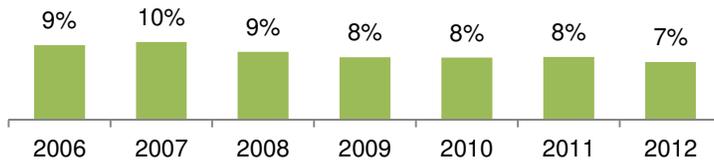
Minneapolis Public School students suspended once a year or more

12	1 ▼	7%	1 ▼
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

STUDENTS SUSPENDED ONE OR MORE TIMES PER YEAR

Minneapolis Public Schools, 2006-2012



Overall: 7% 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 (2012).¹

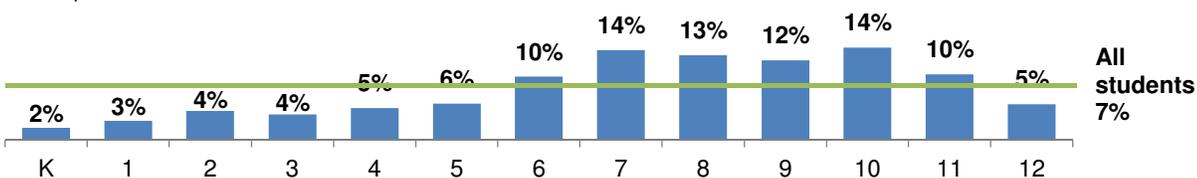
Gap: 12 percentage points separate the share of Black (highest) and white (lowest) students who are suspended once a year or more. From 2011 to 2012, the gap narrowed by 1 percentage points.

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. Each suspension results in removal from at least one full day of school, but could include more days of removal. 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.

STUDENTS SUSPENDED ONE OR MORE TIMES BY GRADE

Minneapolis Public Schools, 2012

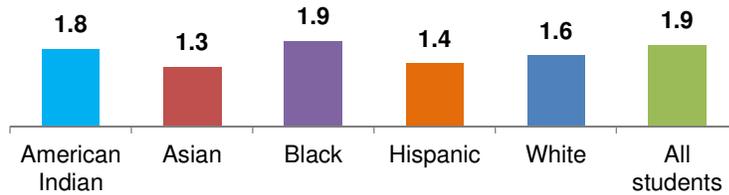


¹ Data year in the graphs represents the second year of a school year: e.g., 2012 data represents the 2011-2012 school year.

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

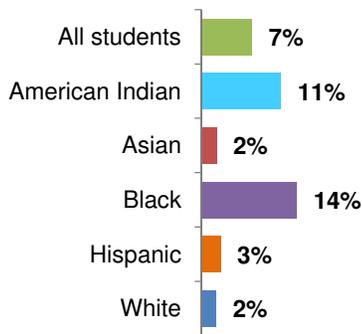
Average number of suspensions

AVERAGE NUMBER OF SUSPENSIONS AMONG STUDENTS WITH ONE OR MORE, BY RACE/ETHNICITY
 Minneapolis Public Schools, 2012



STUDENTS WITH ONE OR MORE SUSPENSIONS DURING THE SCHOOL YEAR, BY RACE/ETHNICITY

Minneapolis Public Schools, 2012



Students of color received 92 percent of suspensions given in 2013

KEY OBSERVATIONS

- During the 2012 school year, 3,036 Minneapolis Public School students were suspended. From 2001 to 2012, the number of students receiving suspensions dropped by nearly 10 percent and 324 fewer students were suspended. In total, 7 percent of students received at least one suspension. This is a decline from 2007 when nearly 10 percent of students received at least one suspension.
- In total, more than 5,600 suspensions were given during the 2012 school year, 971 fewer suspensions than the previous year. Many students receive more than one suspension during the year and on average, suspended students received 1.9 suspensions. This is down slightly since 2011 when suspended students, on average, received 2 suspensions.
- Declines in the share of students suspended occurred across all race groups in the past year, except for white students who saw a 0.3 percentage point increase.
- More than one-third (2,155) of all suspensions are given to middle schoolers, those in 6th, 7th, and 8th grade.
- Black students receive a disproportionate share of suspensions. While Black students account for about 40 percent of enrollment in Minneapolis Public Schools they receive nearly 80 percent of suspensions. One in four Black 7th graders received at least one suspension in 2012.

Minneapolis children living in poverty

55	--	33%	--
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

CHILDREN IN POVERTY

Minneapolis, 1999, 2006-08, 2009-11



Maps of child poverty rates, by census tract are available on pages 38 and 39

Overall: 33% of children in Minneapolis live in poverty (2009-11).¹

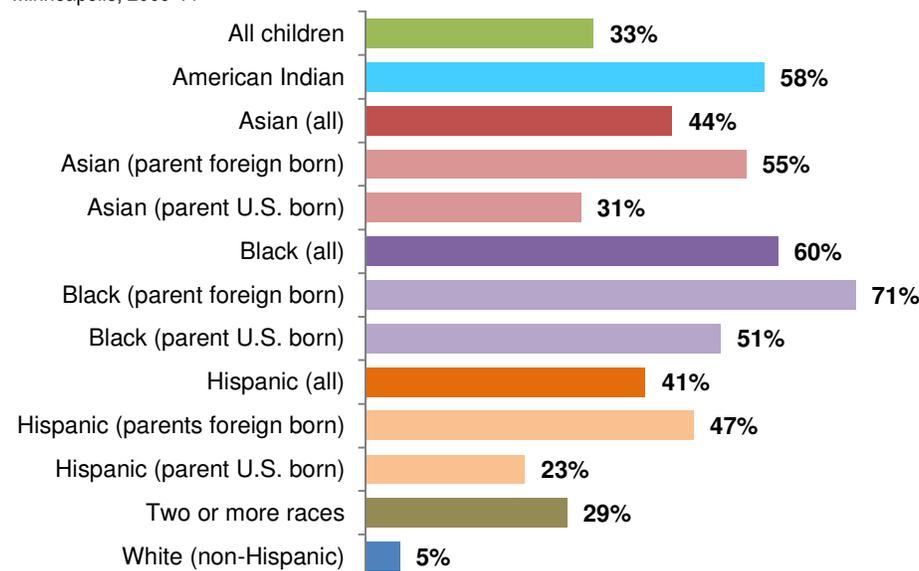
Gap: 55 percentage points separate the share of white (highest) and Black (lowest) children who live in poverty. No statistically significant change occurred from last year's report to this year.²

MEASUREMENT USED

Percentage of children in poverty (2009-11).

CHILDREN IN POVERTY, BY RACE/ETHNICITY AND PARENTS' NATIVITY

Minneapolis, 2009-11



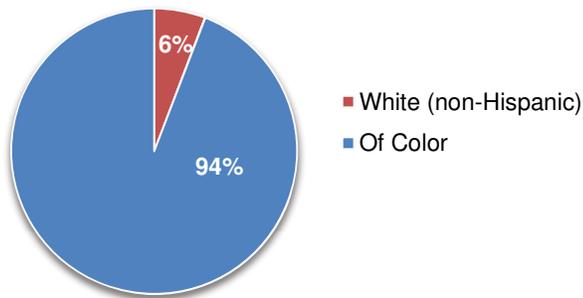
¹ The federal poverty threshold was about \$22,350 annually for a family of four in 2011.

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.

SHARE OF ALL CHILDREN IN POVERTY

Minneapolis, 2009-11



Of the 24,600 children living in poverty, 23,000 are of color.

KEY OBSERVATIONS

- At the start of the 2000s, about one in four children in Minneapolis lived in poverty; now it is one in three. This represents nearly 25,000 children currently living in Minneapolis households with very few economic resources and who are at a significant disadvantage for success in school and life.
- Children in poverty are about half as likely as their higher income peers to be proficient in reading and math and graduate on-time, all of which have long-term individual and communal impacts.
- 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.
- Poverty also disproportionately impacts communities of color. For example, while African American children account for 30 percent of the population, they account for 53 percent of children 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. For Black children with at least one foreign-born parent, about 7 in 10 live in poverty.

OBSERVATIONS FROM THE MAPS

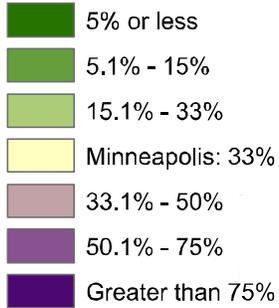
- Childhood poverty is not a challenge for just a few neighborhoods in Minneapolis. In parts of north, central, and south Minneapolis more than 75 percent of children live in poverty.
- Children in poverty in Minneapolis are likely surrounded by other children in poverty. Of children in poverty, 85 percent live in areas that have higher than average child poverty rates. This means many children don't live just in poor households, they live in poor neighborhoods.
- Of the nearly 20,000 Minneapolis children who live in areas of very high concentrations of child poverty (greater than 50%), 18,000 are of color. That means that children of color are nearly six times as likely to live in high child poverty areas as are their white peers.

[See maps](#)

Children in poverty

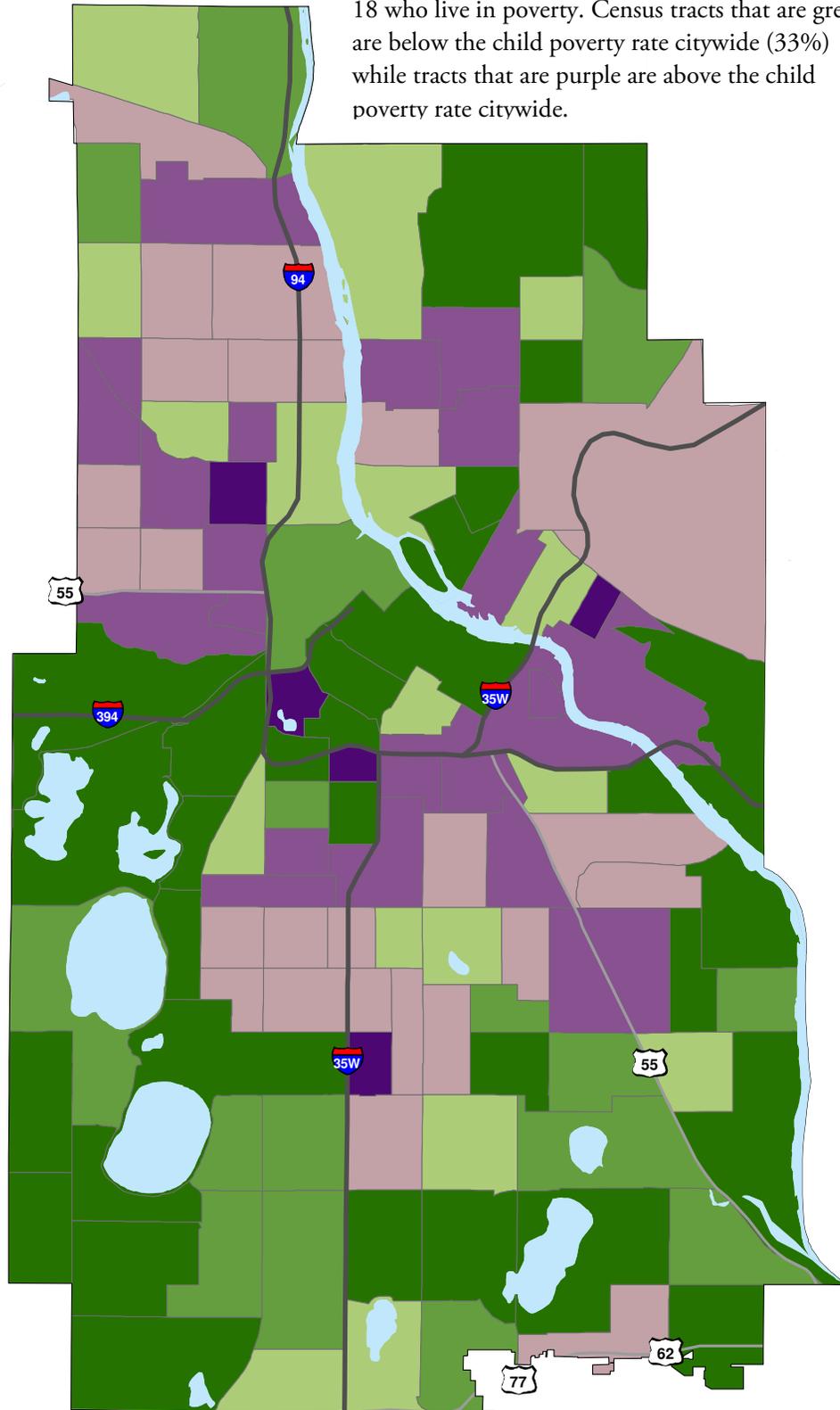
All CHILDREN

By census tract, 2007-11



70 percent of all children of color in Minneapolis live in areas of high child poverty.

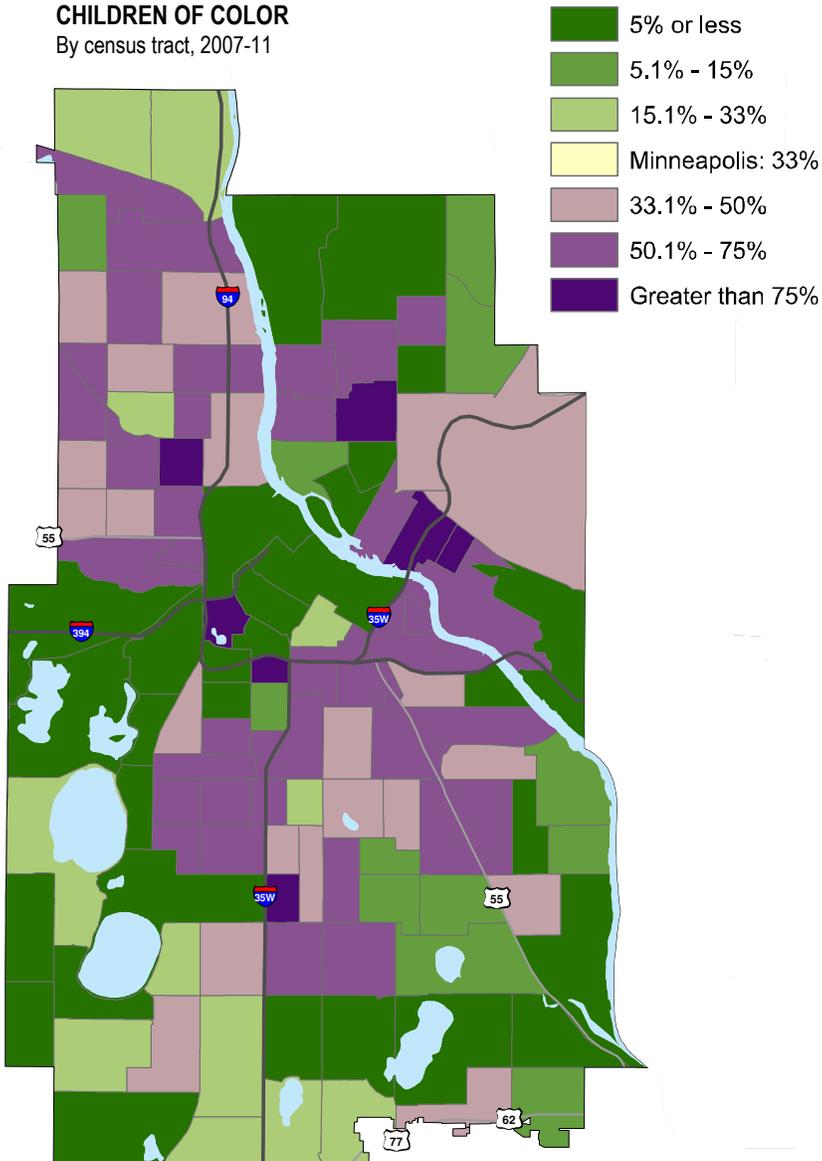
This map shows share of the population under age 18 who live in poverty. Census tracts that are green are below the child poverty rate citywide (33%) while tracts that are purple are above the child poverty rate citywide.



Children in poverty, continued

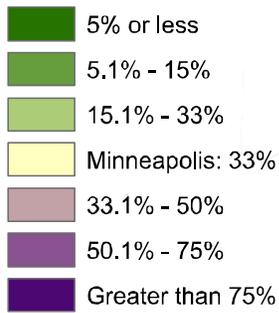
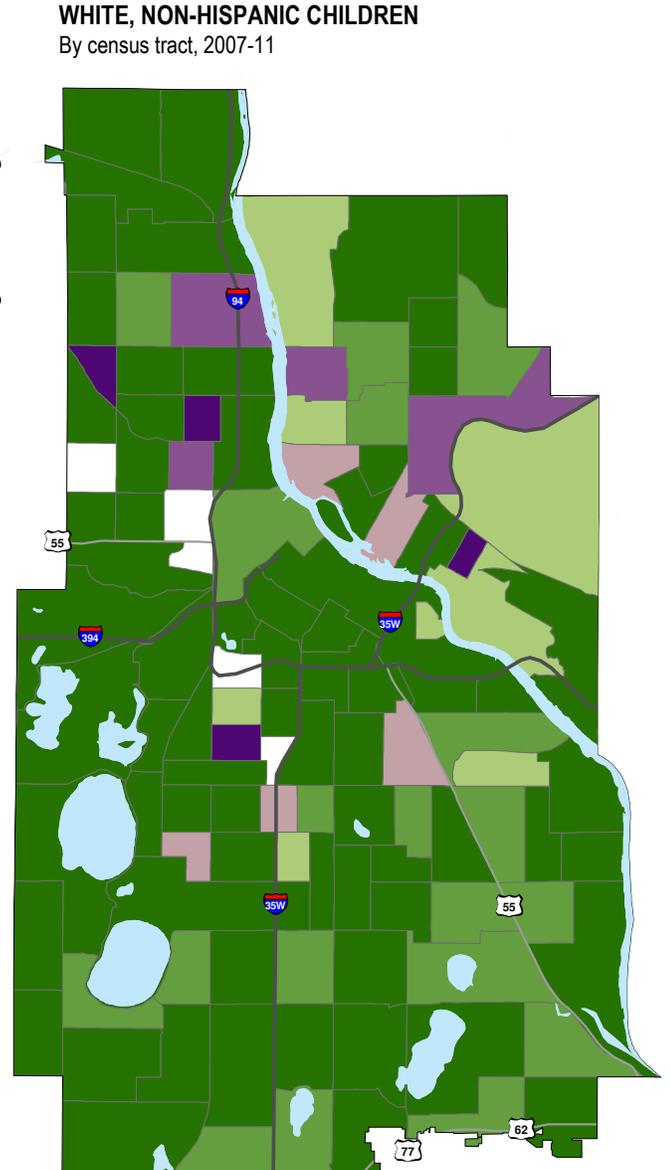
CHILDREN OF COLOR

By census tract, 2007-11



WHITE, NON-HISPANIC CHILDREN

By census tract, 2007-11



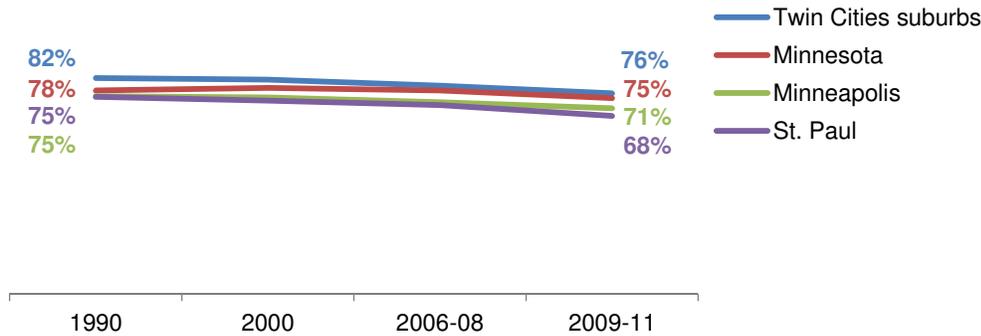
Minneapolis working-age adults who are employed

38	--	71%	--
GAP	GAP CHANGE	OVERALL	CHANGE OVERALL

HOW WE'RE DOING

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

1990-2009-11



Overall: 71% of Minneapolis residents age 16 to 64 are employed (2009-11).

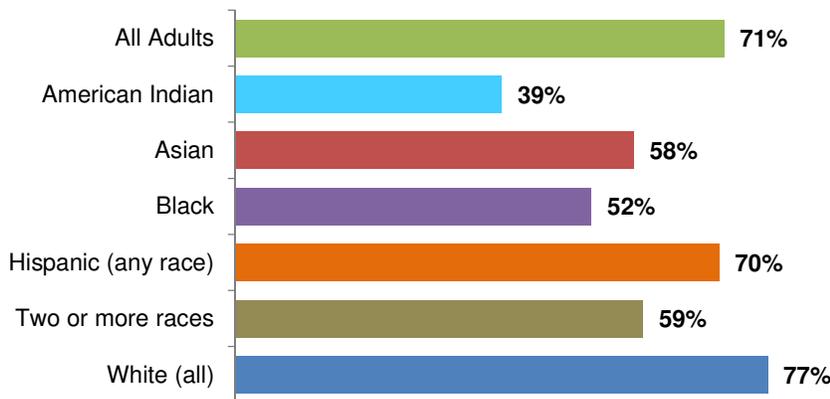
Gap: 38 percentage points separate the share of white (highest) and American Indian (lowest) adults who are working. No statistically significant change occurred from last year's report to this year.¹

MEASUREMENT USED

Percentage of the entire typical working age (16-64) population that is employed (2009-11).² 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."

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

Minneapolis, 2009-11



7 in 10 Hispanic working-age adults in the city of Minneapolis are employed.

¹ Due to small sample size and margins of error, change between the initial and current reports is not statistically significant.

² 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.

KEY OBSERVATIONS

- Of 282,500 working-age adults in Minneapolis, 71 percent are employed. The change since the first oneMinneapolis report (2006-08 data) constitutes a statistically significant decline in the share of adults who are working, from 73 percent to 71 percent.
- This decline reflects the economic down turn, but also represents the lowest share of adults working since at least 1990.
- 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 “employment gaps” or difference by race in the shares of working-age adults who are employed, are large gaps in the region and are also apparent in the city of Minneapolis, as well.
- In Minneapolis, the racial gap in workforce participation rates is nearly 38 percentage points between the highest (white, 77%) and lowest (American Indian, 39%) rates.
- Of the more than 44,000 foreign-born adults in Minneapolis, 63 percent are employed. Foreign-born Black Minneapolis residents tend to have higher shares of workforce participation than U.S.-born Blacks, while the differences in nativity are less for Asian and Hispanic adults, for whom the share working for both foreign and U.S. born are within one percentage point of each other.

OBSERVATIONS FROM THE MAPS

- The highest shares of employed working-age adults live in southwest Minneapolis. North Minneapolis and the area around the University of Minnesota are areas with lower shares of employed working-age adults.
- Of the 116 census tracts in the city, 44 tracts (38%) have a share of adults working below that of the city. Just 6 tracts have fewer than half of the working-age population employed and an additional 38 tracts have between 50 and 71 percent employed.
- Many areas with low shares of adults working are also areas with high child poverty. However, there are also areas with a high share of employed adults of color and a high share of children of color in poverty. As an example, compare the area around 35W for the proportion of adults of color working and the share of children of color in poverty (p. 39).

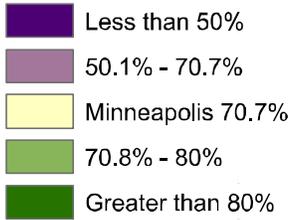


See maps

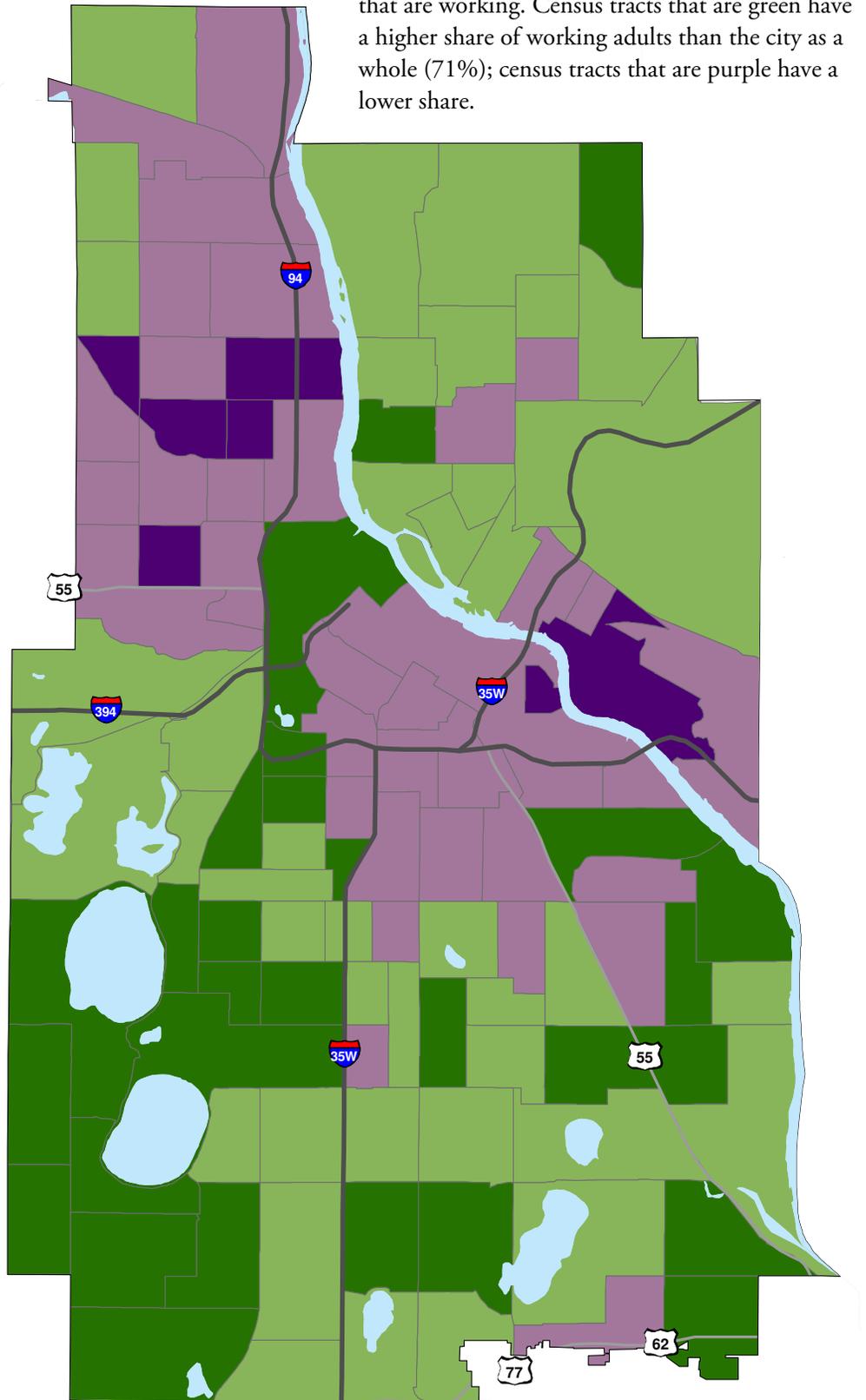
Sources: U.S. Census Bureau, decennial census and American Community Survey; data by race/ethnicity tabulated by Wilder Research from Steven Ruggles, Matthew Sobek, Trent Alexander, Catherine A. Fitch, Ronald Goeken, Patricia Kelly Hall, Miriam King, and Chad Ronnander. Integrated Public Use Microdata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

Proportion of adults working

ALL ADULTS
By census tract, 2007-11

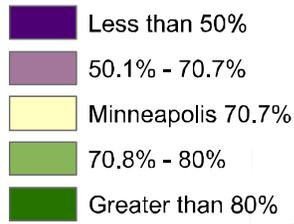
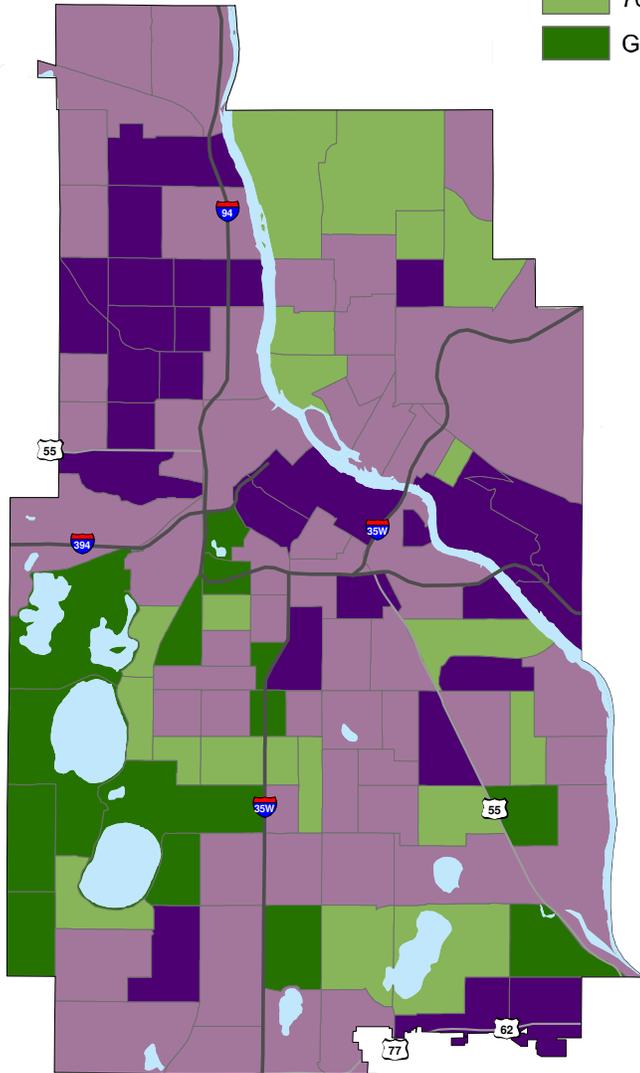


This map shows the share of adults (ages 16-64) that are working. Census tracts that are green have a higher share of working adults than the city as a whole (71%); census tracts that are purple have a lower share.

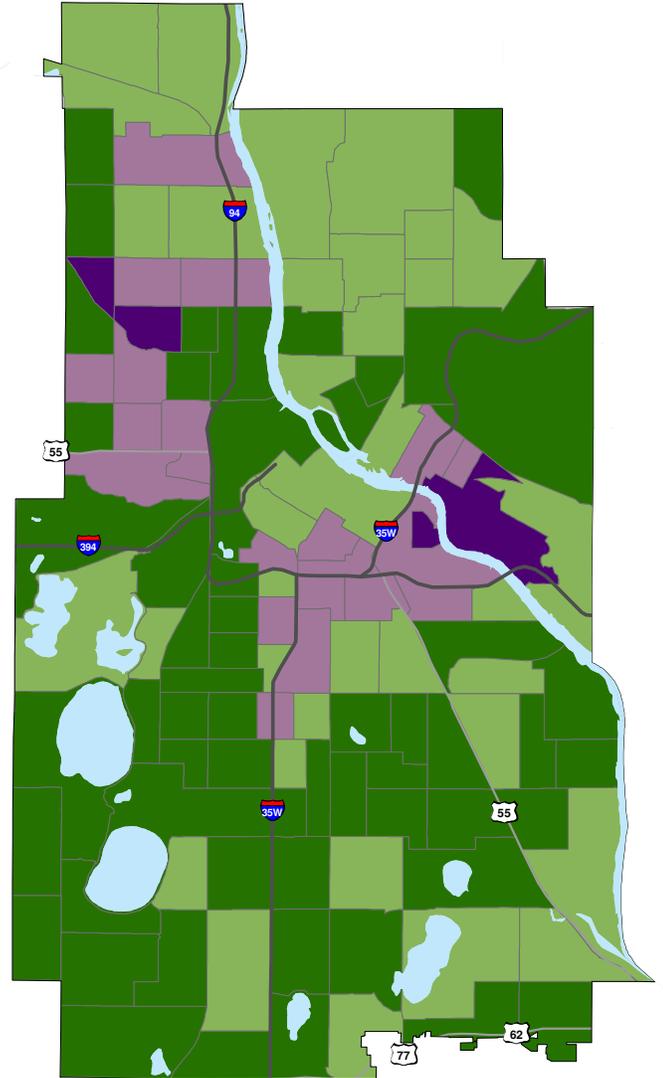


Proportion of adults working continued

ADULTS OF COLOR
By census tract, 2007-11



WHITE, NON-HISPANIC ADULTS
By census tract, 2007-11



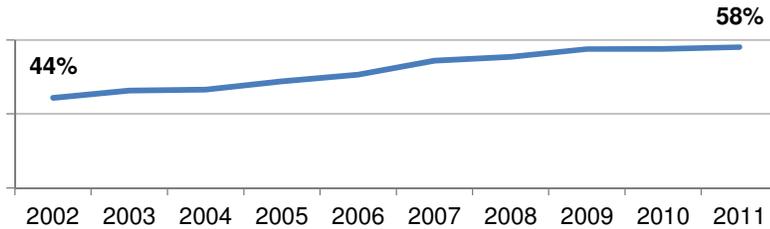
Jobs in Minneapolis that pay a family-supporting wage

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

HOW WE'RE DOING

SHARE OF MINNEAPOLIS JOBS PAYING A FAMILY-SUPPORTING WAGE

Minneapolis, 2002-2010

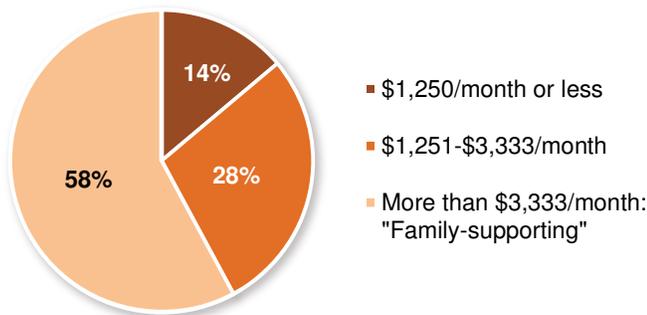


Overall: 58% of jobs in Minneapolis pay a “family supporting wage” of \$40,000 a year (2011).

Gap: Racial breakdowns are not available for this indicator.

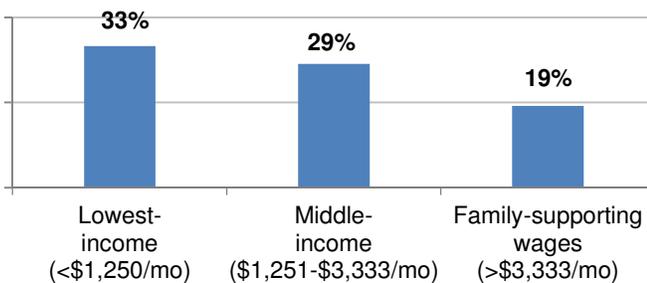
MINNEAPOLIS PRIMARY JOBS, BY WAGE LEVEL

Minneapolis, 2011



MINNEAPOLIS JOBS FILLED BY MINNEAPOLIS RESIDENTS, BY WAGE-LEVEL

Minneapolis, 2011



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

KEY OBSERVATIONS

- Of the 275,000 jobs in Minneapolis, roughly 58 percent pay a family-supporting wage. This means that 158,000 of the jobs pay \$40,000 or more annually.
- As a job-center, many of the jobs in the city of Minneapolis are held by commuters from all over the metro area. Less than 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. Less than 20 percent of the city's family-supporting wage jobs are filled by Minneapolis residents, while one-third of all low-wage jobs in the city are filled by Minneapolis residents.
- About 46 percent of employed Minneapolis residents are paid a "family supporting wage" (regardless of where the job is located). This is a slight increase since 2010 when 45 percent were paid at that wage (not available inflation-adjusted).

Technical Notes

Third Grade Reading:

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.

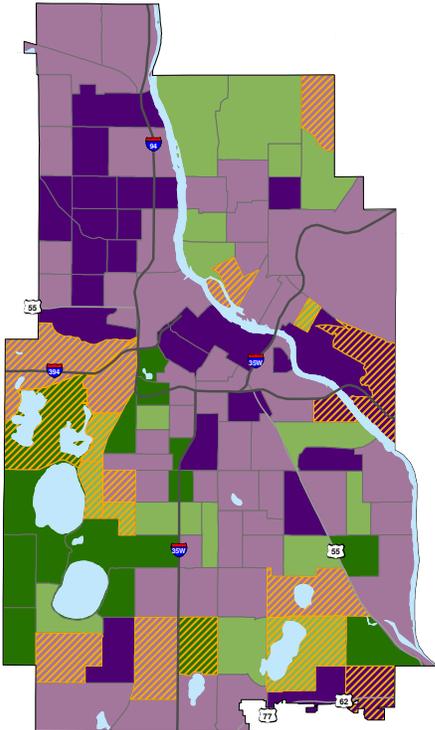
Minneapolis Public School Students graduating on-time:

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.

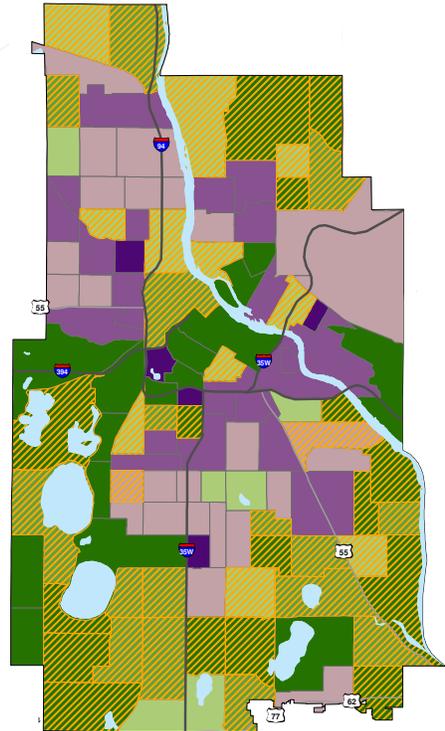
Maps:

Maps used in this report rely on data from the U.S. Census Bureau. Maps that show race by block use the 2000 and 2010 Decennial Census. Maps that show children in poverty and the proportion of adults working rely on American Community Survey 5-year estimates. This data set pools data over five years to provide a large enough sample to allow for disaggregation by geography (census tract in this report). In order to calculate the estimate and error margins for the under 18 population, we aggregate as many as 24 individual estimates and associated error margins for varying ages, genders and poverty levels in order to arrive at “Percent of population under 18 in poverty.” Though aggregating actually increases the sample size, the default error margins produced by the Census Bureau and the method prescribed by the Bureau for aggregating error margins cause the recalculated margins of error to be larger. Below are maps showing census tracts where the error margin exceeds 70 percent of the estimate, which is the normal suppression standard for Minnesota Compass. Data for proportion of adults working maps include Armed Forces in the calculation, while the charts and other non-spatial reference remove Armed Forces.

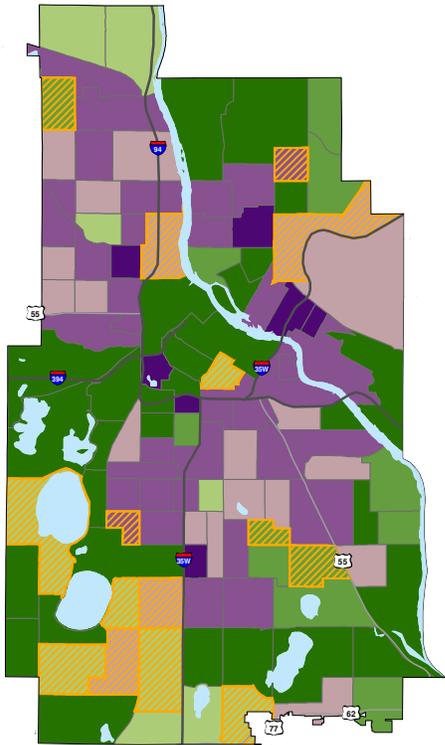
Share of working-age adults who are employed, Of color,
Margin of error > 70% of estimate



Children in poverty,
Margin of error > 70% of estimate



Children in poverty, Of color,
Margin of error > 70% of estimate



Children in poverty, white (non-Hispanic),
Margin of error > 70% of estimate

