

MN Student Community Profiles: Exploring Developmental Skills, Supports, & Challenges

A new look at what youth bring to
families, schools, and communities

**A Focus on
Students in
Greater MN**



Analysis of the
2013, 2016 , & 2019
Minnesota Student Survey

MN Youth Development Research Group

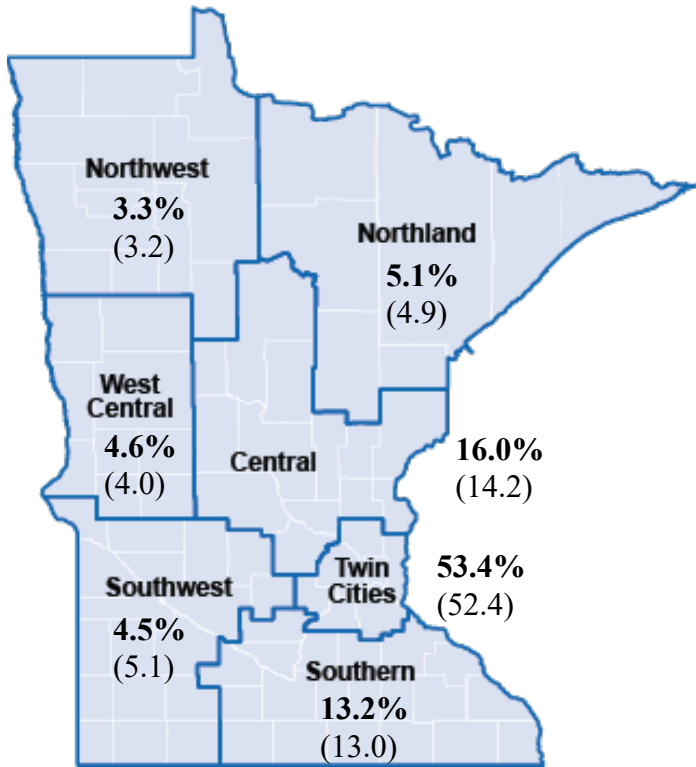


www.mnydrg.com

Michael C. Rodriguez, PhD
Educational Psychology
University of Minnesota
October 2020

Minnesota Student Survey – Students in the Greater MN Area

2013 2016 2019



The MSS provides us with an opportunity to listen and hear our students.

In total across the three administrations of the MSS, 500,895 students in grades 5, 8, 9, and 11 participated. Across Greater Minnesota, 233,816 students participated.

From 2019 data, the top number in each region is the percent of students participating in the MSS located in that region; the number in parentheses is the regional location of MN youth (17 year olds or younger) in the MN population.

Population data source: <http://www.mncompass.org/>

The number of students (and percentage) with each characteristic in this region is reported below. This will be helpful in interpreting results for each group.

Race/Ethnicity	2013	2016	2019
American Indian	4566	5141	4332
	6.2%	6.5%	5.6%
Asian PI	939	1274	1800
	1.3%	1.6%	2.3%
Black	1197	1618	2205
	1.6%	2.1%	2.8%
White	60639	60749	60600
	81.9%	77.4%	77.9%
Multiple-race	1288	1728	1475
	1.7%	2.2%	1.9%
Latino	4533	6381	5904
	6.1%	8.1%	7.6%
Somali	649	1257	1277
	0.9%	1.6%	1.6%
Hmong	231	354	231
	0.3%	0.5%	0.3%

Other Student Characteristic	2013	2016	2019
Foster care	314	405	2804
	0.4%	0.5%	3.7%
Free/reduced priced lunch	20090	21981	17804
	27.6%	28.6%	28.7%
Homelessness	2906	3179	2806
	5.3%	5.6%	5.0%
LGBQ	2141	3496	3815
	5.9%	9.3%	11.5%
Special education	7757	8855	7789
	10.6%	11.5%	13.0%
Trauma	25629	22398	22515
	35.4%	39.5%	40.2%
TOTAL	75,090	79,400	79,326

Positive Youth Development

We base this work on the principles of Positive Youth Development.¹ This is informed by positive psychology and the developmental asset approaches. This provides us with a strong set of principles through which to be better equipped to meet the needs of youth across diverse communities.

- Youth have an inherent capacity for positive development
- That is enabled and enhanced through multiple meaningful relationships, contexts, & environments
- Where community is a critical delivery system
- And youth are major actors in their own development

Equipped for Learning

To be equipped for learning on Developmental Skills & Supports, students must score at the point where they report that the characteristics of the measure (values, beliefs, behaviors) are more like them than not. This is essentially an average of three out of four on a 4-point rating scale.

The items measuring Developmental Skills & Supports function similarly across years and for students from different grades and different racial or ethnic backgrounds.

Does it make a difference?

Students who are equipped in the Developmental Skills & Supports report higher school grades, are more likely to have higher aspirations to go to college, and have higher participation in afterschool activities.

Those equipped for learning in the Developmental Skills & Supports are bullied less, engage in less bullying, are less likely to skip school or engage in substance use, and experience less mental distress

Developmental Skills

Commitment to Learning

I care about doing well in school, pay attention in class, go to class prepared, am interested in learning, find school learning useful, and being a student is an important part of who I am.

Positive Identity and Outlook (DAP)

I have a sense of control in my life, feel good about myself and future, deal well with disappointment and life's challenges, and think about my purpose in life.

Social Competence (DAP)

I say no to dangerous/unhealthy things, build friendships, express feelings appropriately, plan ahead and make good choices, resist bad influences, resolve conflicts without violence, accept differences in others, and recognize the needs and feelings of others.

Afterschool Activities

Ignite Afterschool promotes access and regular participation (3 times a week or more) in afterschool activities and programs.

The percent reporting positive experiences only includes those students with regular participation and was included in the 2016 and 2019 MSS.

For more information, see

<http://igniteafterschool.org/afterschool-access>

Developmental Supports

Empowerment (DAP)

I have a sense of safety at home, at school, and in the neighborhood; feel valued and appreciated; am included in family roles; and have responsibilities.

Family/Community Support

I feel cared for by parents, other adult relatives, friends, and other adults in the community.

Teacher/School Support

Adults at school treat students fairly and listen to students; school rules are fair; teachers care about students and care about and are interested in me.

DAP measures are from the *Developmental Asset Profile*, Search Institute, Minneapolis, MN.

Additional Indicators

- Indicators for trauma include 5th grade only in 2013 and for mental distress do not include 5th grade in any year; both indicators include grades 8, 9, & 11.
- Trauma experiences include homelessness, parent incarceration, verbal/physical abuse, sexual abuse, family alcohol/drug abuse.
- Mental Distress includes significant mental health and behavior-emotional problems; self-injury; suicidal thoughts and attempts.

¹ Benson, P.L., Scales, P.C., Hamilton, S.F., & Sesma, A. (2006). Positive youth development: Theory, research, and applications. In W. Damon & R.M. Lerner (Eds.), *Handbook of child psychology*. Wiley.

All Students in Greater MN for 2013



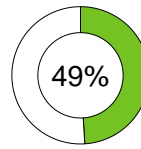
High School Graduation and Beyond



99% of All students plan to graduate high school.

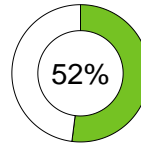
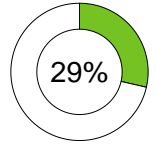
77% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



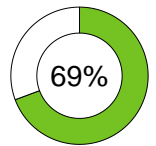
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of All students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



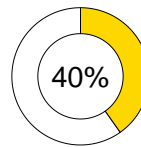
Family and Community Support



Teacher and School Support

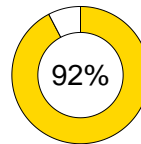
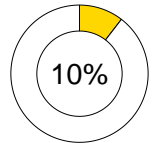


Context Indicators



Obtained mostly As for school grades.

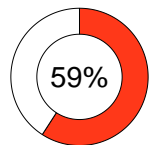
Were sent out of class for discipline.



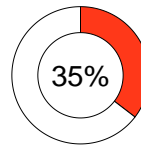
Feel safe at school.

Challenge Indicators

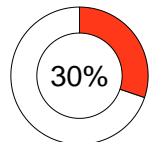
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.

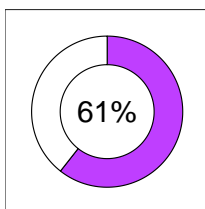
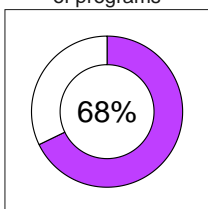


Afterschool Activities

Percent of All students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



All Students in Greater MN for 2016



High School Graduation and Beyond



99% of All students plan to graduate high school.

75% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of All students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



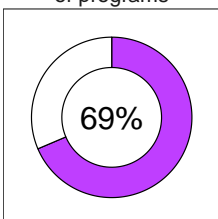
Teacher and School Support



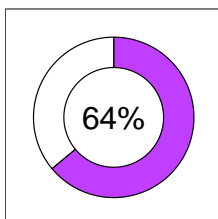
Afterschool Activities

Percent of All students who...

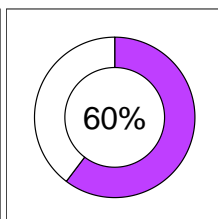
Are aware their school/community offers a variety of programs



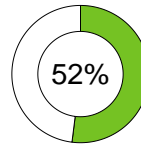
Participate at least 3 times per week



Have positive out of school experiences

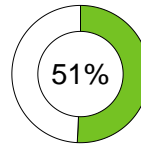
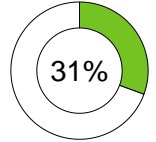


Health and Well-Being Indicators



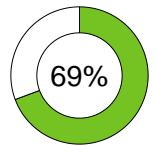
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

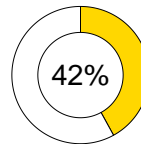


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

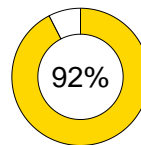
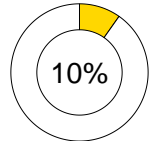


Context Indicators



Obtained mostly As for school grades.

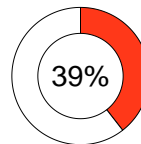
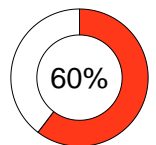
Were sent out of class for discipline.



Feel safe at school.

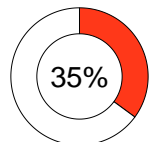
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.

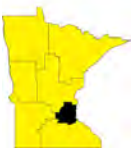


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



All Students in Greater MN for 2019



High School Graduation and Beyond

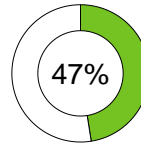


99%

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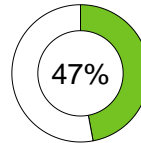
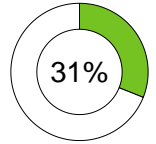
72% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



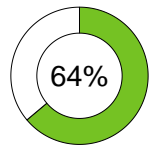
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of All students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



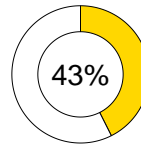
Family and Community Support



Teacher and School Support

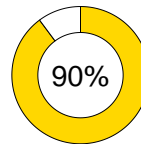
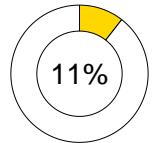


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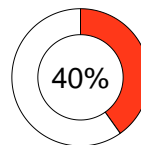
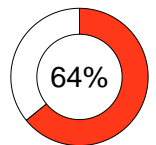
Were sent out of class for discipline.



Feel safe at school.

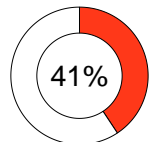
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



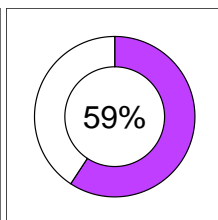
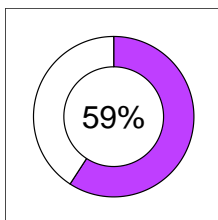
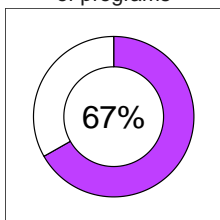
Afterschool Activities

Percent of All students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Am Indian Students in Greater MN for 2013



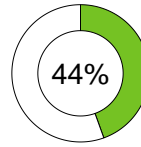
High School Graduation and Beyond



99% of Am Indian students plan to graduate high school.

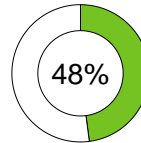
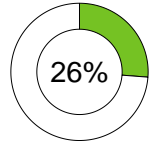
64% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



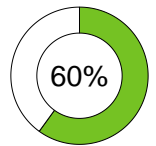
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Am Indian students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



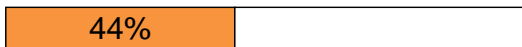
Empowerment



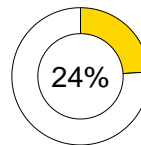
Family and Community Support



Teacher and School Support

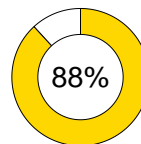
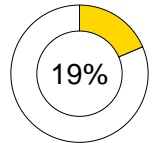


Context Indicators



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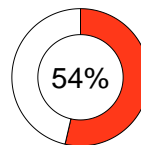
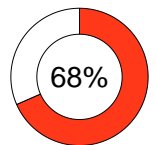
Were sent out of class for discipline.



Feel safe at school.

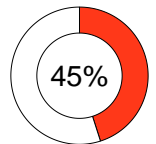
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

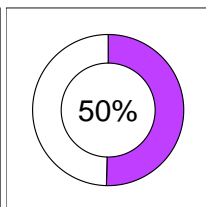
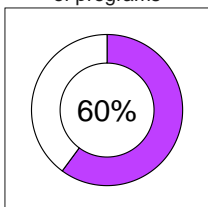


Afterschool Activities

Percent of Am Indian students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Am Indian Students in Greater MN for 2016



High School Graduation and Beyond



99% of Am Indian students plan to graduate high school.

63% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Am Indian students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



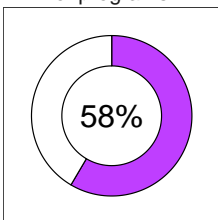
Teacher and School Support



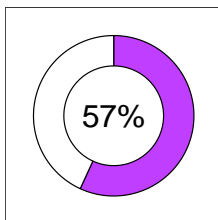
Afterschool Activities

Percent of Am Indian students who...

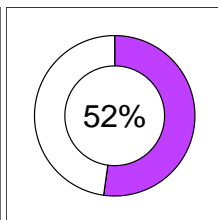
Are aware their school/community offers a variety of programs



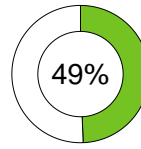
Participate at least 3 times per week



Have positive out of school experiences

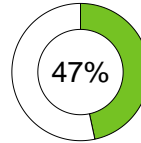
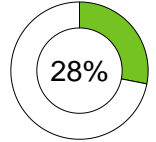


Health and Well-Being Indicators



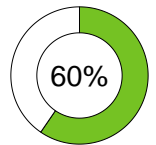
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

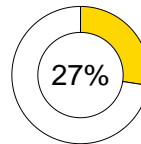


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

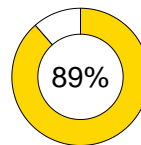
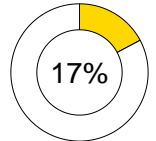


Context Indicators



Obtained mostly As for school grades.

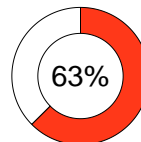
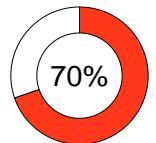
Were sent out of class for discipline.



Feel safe at school.

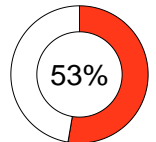
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Am Indian Students in Greater MN for 2019



High School Graduation and Beyond



99% of Am Indian students plan to graduate high school.

60% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Am Indian students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



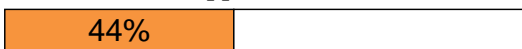
Empowerment



Family and Community Support



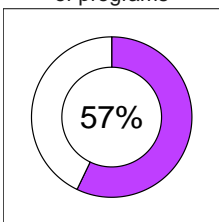
Teacher and School Support



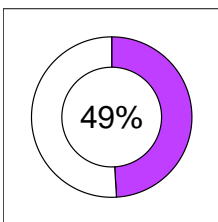
Afterschool Activities

Percent of Am Indian students who...

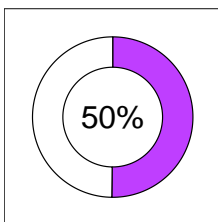
Are aware their school/community offers a variety of programs



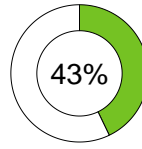
Participate at least 3 times per week



Have positive out of school experiences

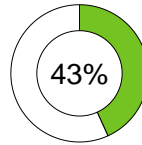
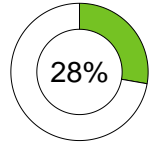


Health and Well-Being Indicators



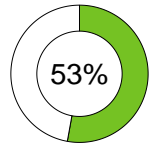
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

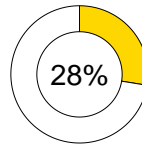


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

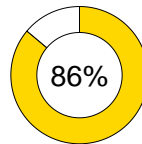
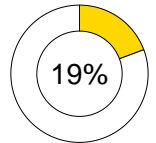


Context Indicators



Obtained mostly As for school grades.

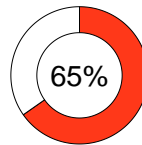
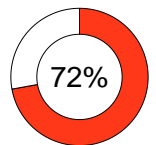
Were sent out of class for discipline.



Feel safe at school.

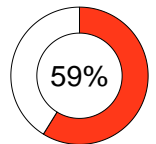
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Asian/PI Students in Greater MN for 2013



High School Graduation and Beyond



99% of Asian/PI students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Asian/PI students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support

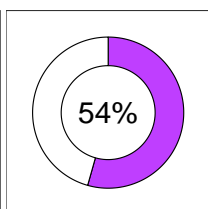
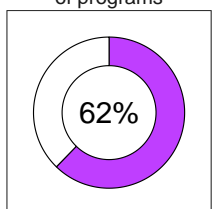


Afterschool Activities

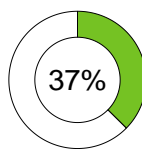
Percent of Asian/PI students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

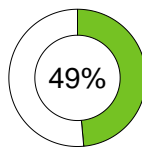
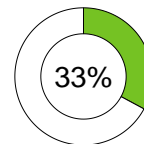


Health and Well-Being Indicators



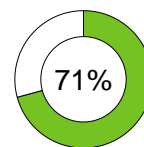
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

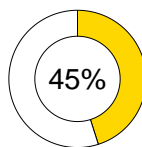


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

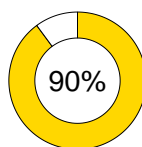
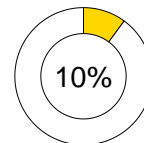


Context Indicators



Obtained mostly As for school grades.

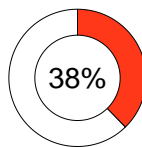
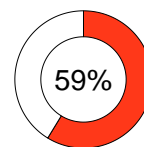
Were sent out of class for discipline.



Feel safe at school.

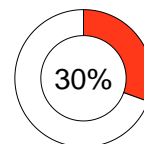
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Asian/PI Students in Greater MN for 2016



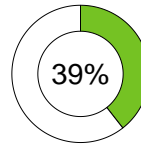
High School Graduation and Beyond



99% of Asian/PI students plan to graduate high school.

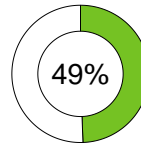
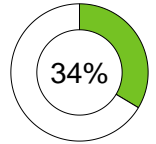
79% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



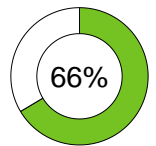
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Asian/PI students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



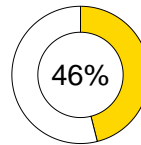
Family and Community Support



Teacher and School Support

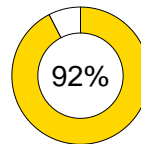
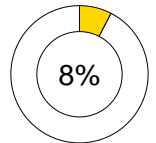


Context Indicators



Obtained mostly As for school grades.

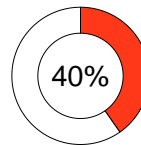
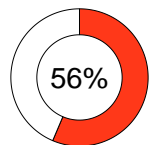
Were sent out of class for discipline.



Feel safe at school.

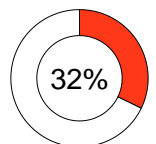
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



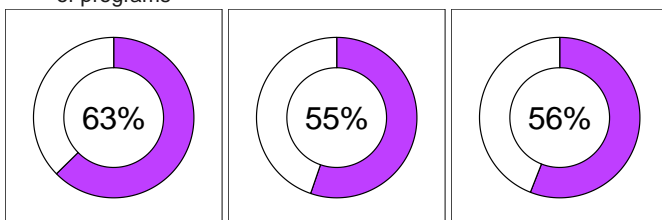
Afterschool Activities

Percent of Asian/PI students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Asian/PI Students in Greater MN for 2019



High School Graduation and Beyond



99%

of Asian/PI students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

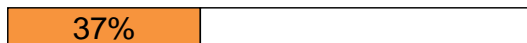
Developmental Skills & Supports

What percentage of Asian/PI students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



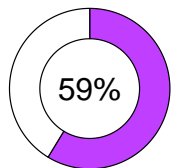
Teacher and School Support



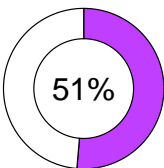
Afterschool Activities

Percent of Asian/PI students who...

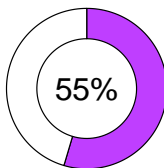
Are aware their school/community offers a variety of programs



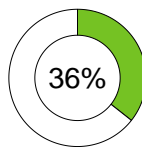
Participate at least 3 times per week



Have positive out of school experiences

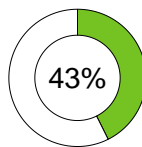
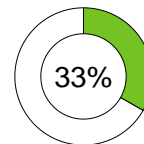


Health and Well-Being Indicators



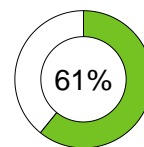
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

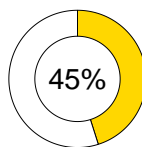


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

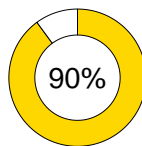
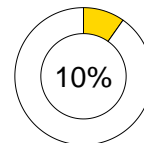


Context Indicators



Obtained mostly As for school grades.

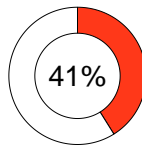
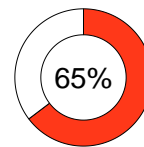
Were sent out of class for discipline.



Feel safe at school.

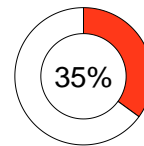
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Black Students in Greater MN for 2013



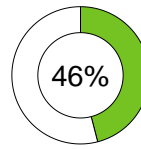
High School Graduation and Beyond



99% of Black students plan to graduate high school.

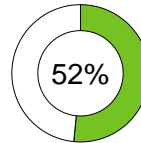
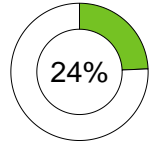
74% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Health and Well-Being Indicators



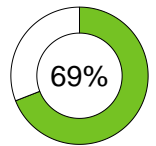
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Black students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



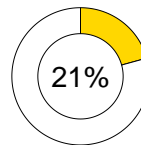
Family and Community Support



Teacher and School Support

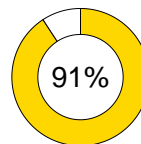
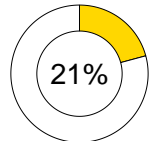


Context Indicators



Obtained mostly As for school grades.

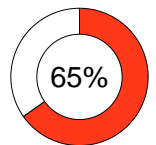
Were sent out of class for discipline.



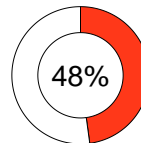
Feel safe at school.

Challenge Indicators

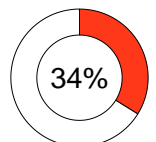
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.

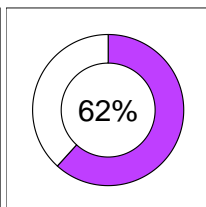
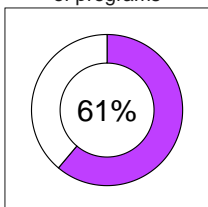


Afterschool Activities

Percent of Black students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Black Students in Greater MN for 2016



High School Graduation and Beyond



99% of Black students plan to graduate high school.

70% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Black students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



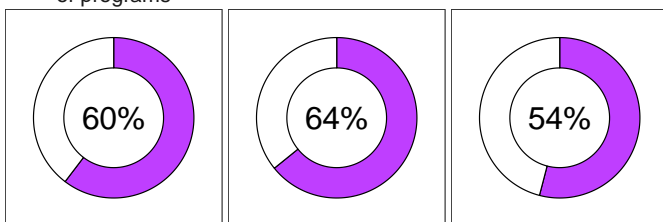
Afterschool Activities

Percent of Black students who...

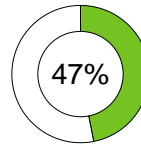
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

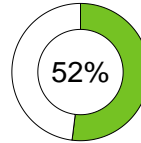
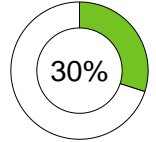


Health and Well-Being Indicators



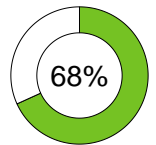
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

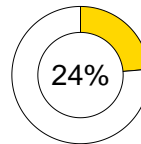


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

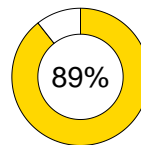
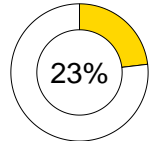


Context Indicators



Obtained mostly As for school grades.

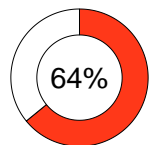
Were sent out of class for discipline.



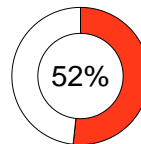
Feel safe at school.

Challenge Indicators

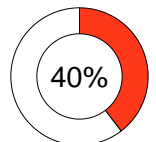
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Black Students in Greater MN for 2019



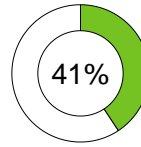
High School Graduation and Beyond



99% of Black students plan to graduate high school.

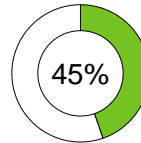
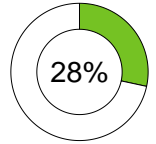
70% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



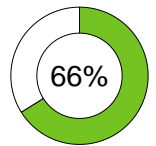
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Black students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



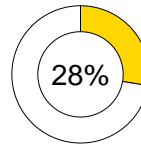
Family and Community Support



Teacher and School Support

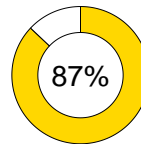
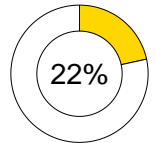


Context Indicators



Obtained mostly As for school grades.

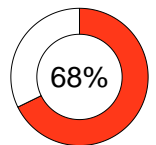
Were sent out of class for discipline.



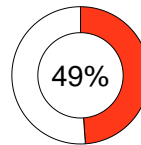
Feel safe at school.

Challenge Indicators

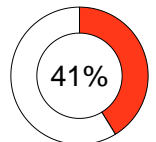
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



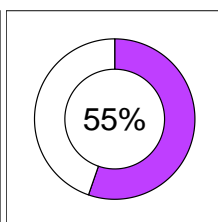
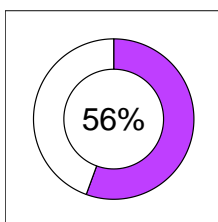
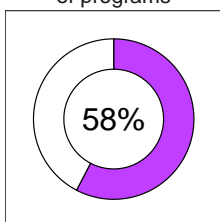
Afterschool Activities

Percent of Black students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



White Students in Greater MN for 2013



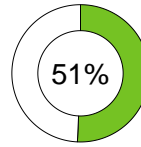
High School Graduation and Beyond



99% of White students plan to graduate high school.

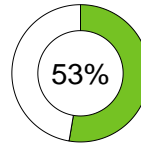
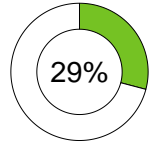
78% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



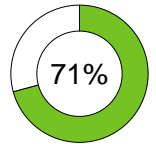
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of White students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



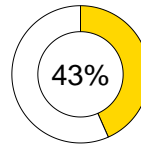
Family and Community Support



Teacher and School Support

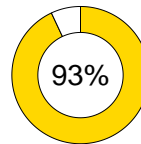
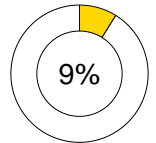


Context Indicators



Obtained mostly As for school grades.

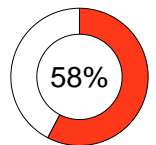
Were sent out of class for discipline.



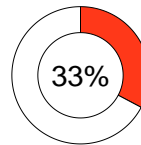
Feel safe at school.

Challenge Indicators

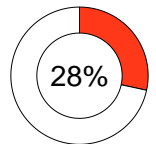
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.

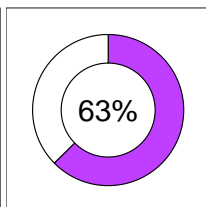
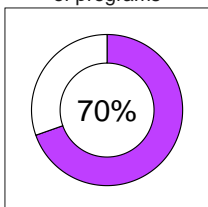


Afterschool Activities

Percent of White students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



White Students in Greater MN for 2016



High School Graduation and Beyond



99% of White students plan to graduate high school.

77% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of White students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



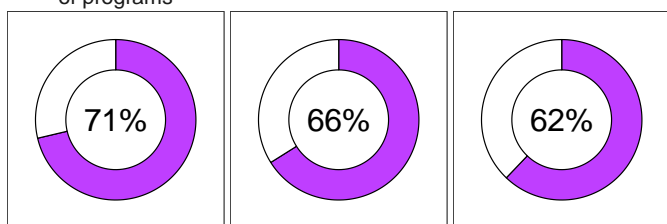
Afterschool Activities

Percent of White students who...

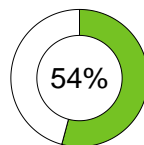
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

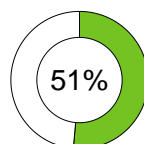
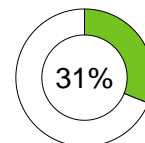


Health and Well-Being Indicators



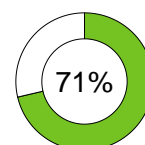
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

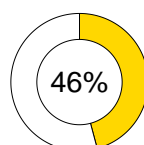


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

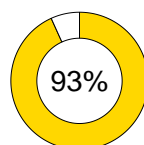
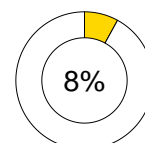


Context Indicators



Obtained mostly As for school grades.

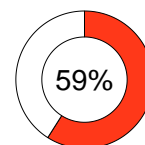
Were sent out of class for discipline.



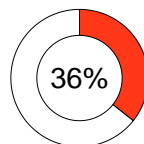
Feel safe at school.

Challenge Indicators

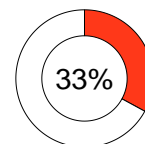
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



White Students in Greater MN for 2019



High School Graduation and Beyond

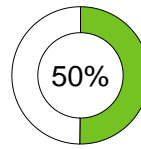


99%

of White students plan to graduate high school.

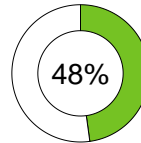
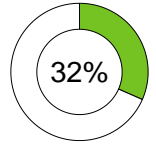
74% plan to attend a 2 or 4 year college/university.
 4% plan to obtain a license/certificate or apprenticeship.
 1% plan to obtain a GED.

Health and Well-Being Indicators



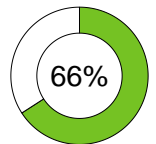
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of White students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



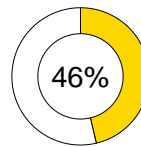
Family and Community Support



Teacher and School Support

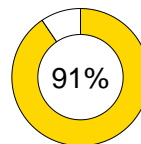
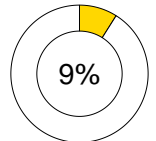


Context Indicators



Obtained mostly As for school grades.

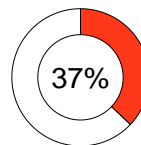
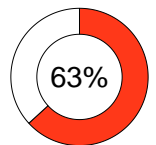
Were sent out of class for discipline.



Feel safe at school.

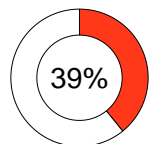
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



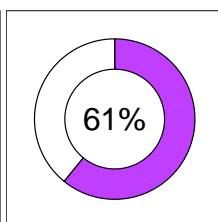
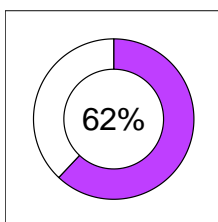
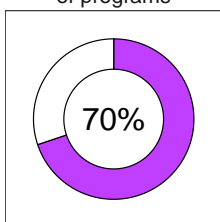
Afterschool Activities

Percent of White students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Multi Race Students in Greater MN for 2013



High School Graduation and Beyond



99% of Multi Race students plan to graduate high school.

75% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Multi Race students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



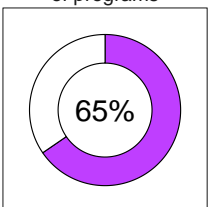
Teacher and School Support



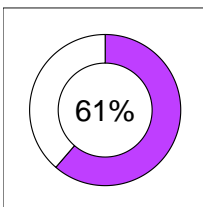
Afterschool Activities

Percent of Multi Race students who...

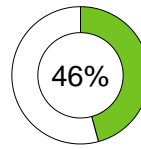
Are aware their school/community offers a variety of programs



Participate at least 3 times per week

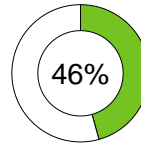
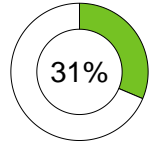


Health and Well-Being Indicators



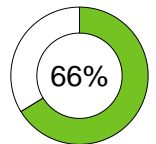
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

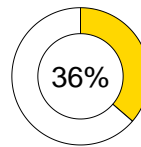


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

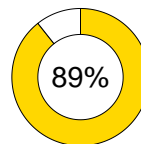
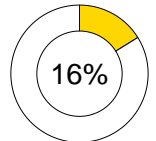


Context Indicators



Obtained mostly As for school grades.

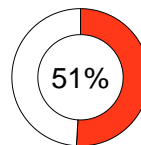
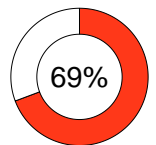
Were sent out of class for discipline.



Feel safe at school.

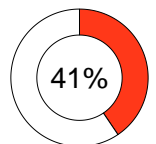
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Multi Race Students in Greater MN for 2016



High School Graduation and Beyond



99% of Multi Race students plan to graduate high school.

73% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Multi Race students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



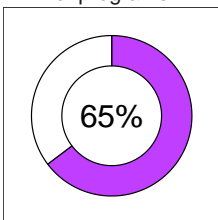
Teacher and School Support



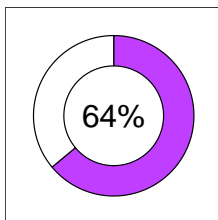
Afterschool Activities

Percent of Multi Race students who...

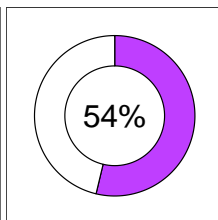
Are aware their school/community offers a variety of programs



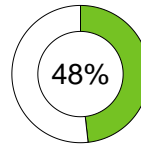
Participate at least 3 times per week



Have positive out of school experiences

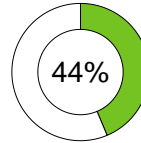
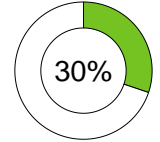


Health and Well-Being Indicators



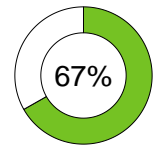
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

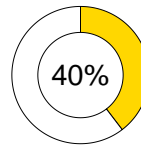


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

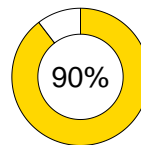
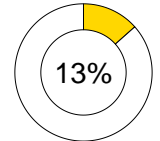


Context Indicators



Obtained mostly As for school grades.

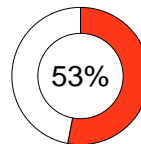
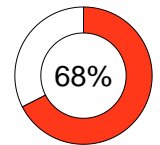
Were sent out of class for discipline.



Feel safe at school.

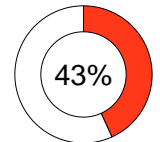
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.

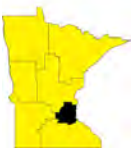


Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Multi Race Students in Greater MN for 2019



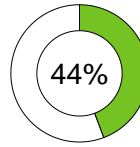
High School Graduation and Beyond



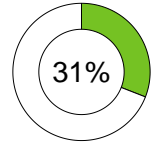
99% of Multi Race students plan to graduate high school.

72% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

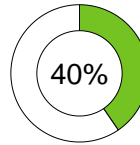
Health and Well-Being Indicators



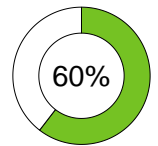
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

Developmental Skills & Supports

What percentage of Multi Race students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



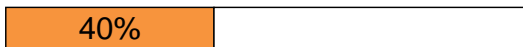
Empowerment



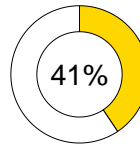
Family and Community Support



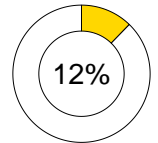
Teacher and School Support



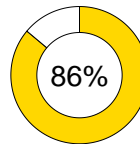
Context Indicators



Obtained mostly As for school grades.



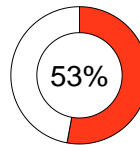
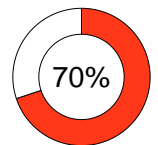
Were sent out of class for discipline.



Feel safe at school.

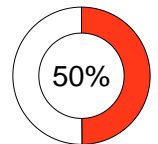
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



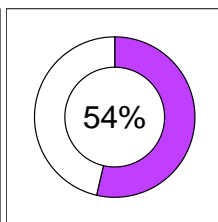
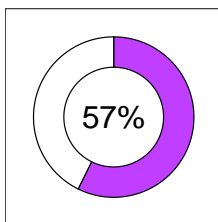
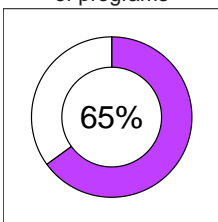
Afterschool Activities

Percent of Multi Race students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Hmong Students in Greater MN for 2013



High School Graduation and Beyond



98%

of Hmong students plan to graduate high school.

65% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Hmong students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support

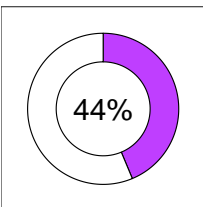
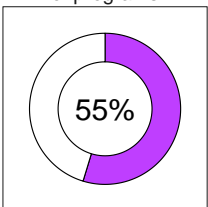


Afterschool Activities

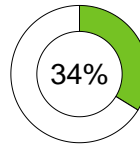
Percent of Hmong students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

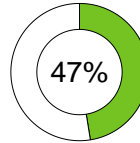
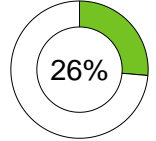


Health and Well-Being Indicators



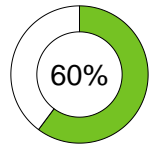
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

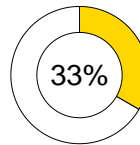


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

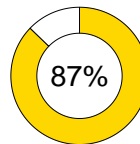
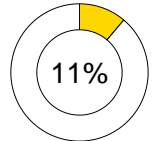


Context Indicators



Obtained mostly As for school grades.

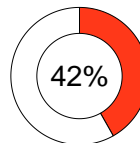
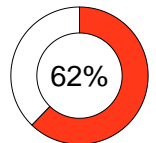
Were sent out of class for discipline.



Feel safe at school.

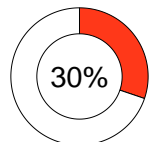
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Hmong Students in Greater MN for 2016



High School Graduation and Beyond



99% of Hmong students plan to graduate high school.

70% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Hmong students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



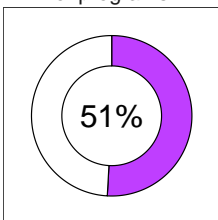
Teacher and School Support



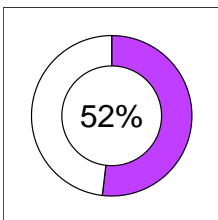
Afterschool Activities

Percent of Hmong students who...

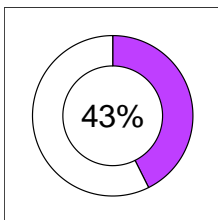
Are aware their school/community offers a variety of programs



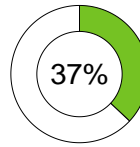
Participate at least 3 times per week



Have positive out of school experiences

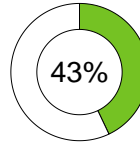
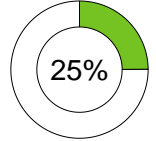


Health and Well-Being Indicators



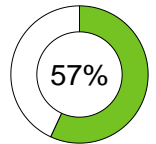
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

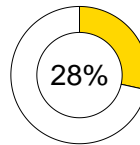


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

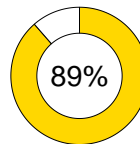
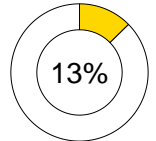


Context Indicators



Obtained mostly As for school grades.

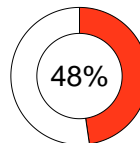
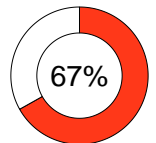
Were sent out of class for discipline.



Feel safe at school.

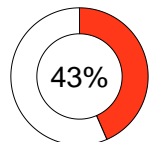
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Hmong Students in Greater MN for 2019



High School Graduation and Beyond



98% of Hmong students plan to graduate high school.

64% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

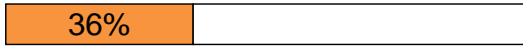
Developmental Skills & Supports

What percentage of Hmong students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



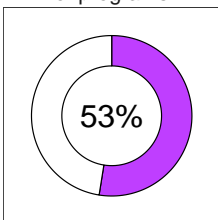
Teacher and School Support



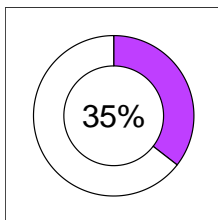
After-school Activities

Percent of Hmong students who...

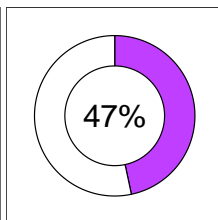
Are aware their school/community offers a variety of programs



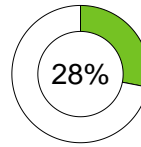
Participate at least 3 times per week



Have positive out of school experiences

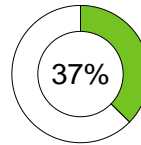
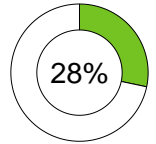


Health and Well-Being Indicators



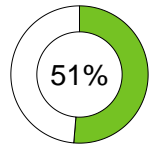
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

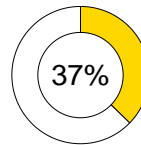


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

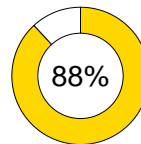
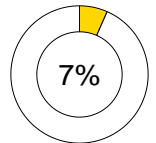


Context Indicators



Obtained mostly As for school grades.

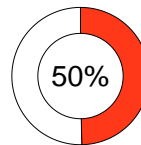
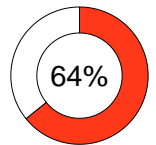
Were sent out of class for discipline.



Feel safe at school.

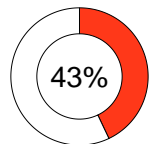
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Latino Students in Greater MN for 2013



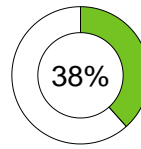
High School Graduation and Beyond



99% of Latino students plan to graduate high school.

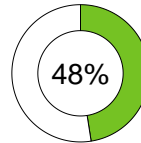
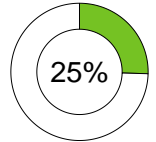
67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



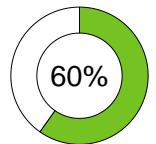
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Latino students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



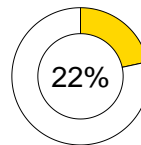
Family and Community Support



Teacher and School Support

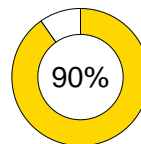
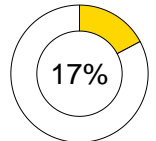


Context Indicators



Obtained mostly As for school grades.

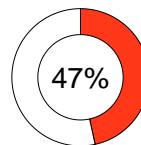
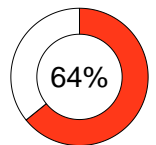
Were sent out of class for discipline.



Feel safe at school.

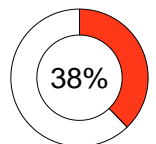
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

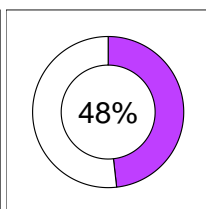
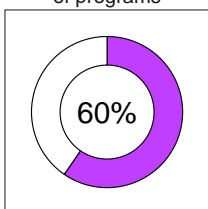


Afterschool Activities

Percent of Latino students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Latino Students in Greater MN for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
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Developmental Skills & Supports

What percentage of Latino students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



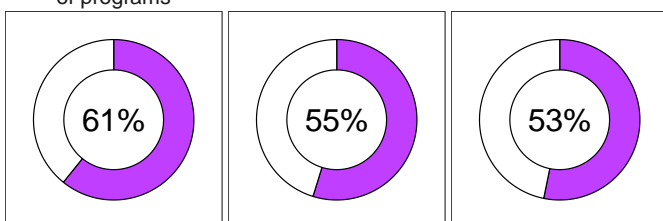
Afterschool Activities

Percent of Latino students who...

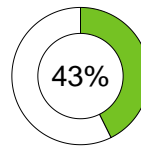
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

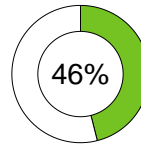
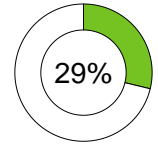


Health and Well-Being Indicators



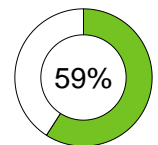
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

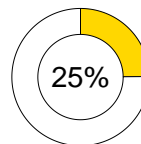


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

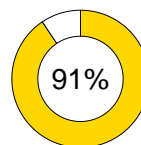
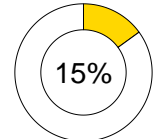


Context Indicators



Obtained mostly As for school grades.

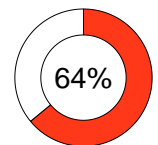
Were sent out of class for discipline.



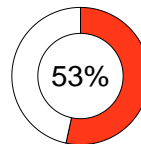
Feel safe at school.

Challenge Indicators

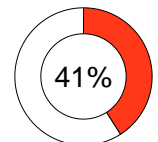
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Latino Students in Greater MN for 2019



High School Graduation and Beyond

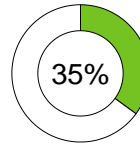


99%

of Latino students plan to graduate high school.

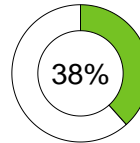
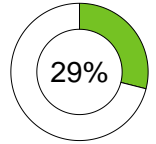
64% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



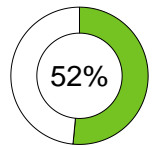
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Latino students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



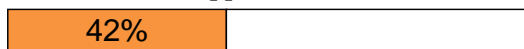
Empowerment



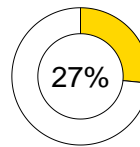
Family and Community Support



Teacher and School Support

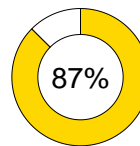
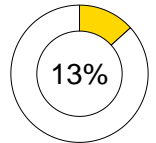


Context Indicators



Obtained mostly As for school grades.

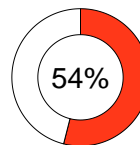
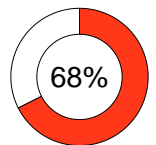
Were sent out of class for discipline.



Feel safe at school.

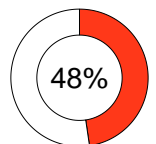
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



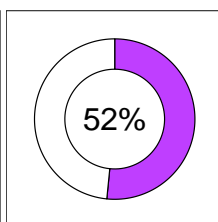
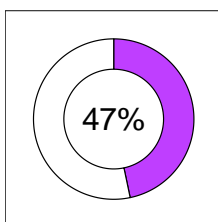
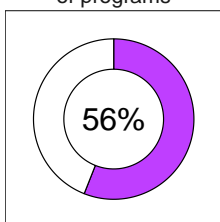
Afterschool Activities

Percent of Latino students who...

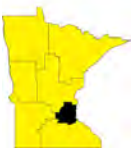
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Somali Students in Greater MN for 2013



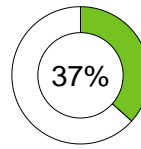
High School Graduation and Beyond



95% of Somali students plan to graduate high school.

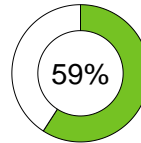
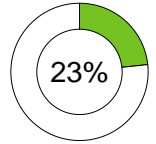
73% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



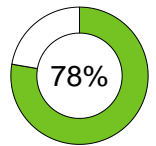
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Somali students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



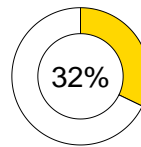
Family and Community Support



Teacher and School Support

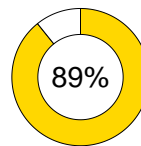
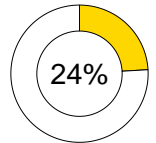


Context Indicators



Obtained mostly As for school grades.

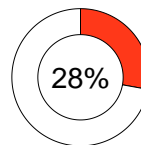
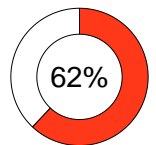
Were sent out of class for discipline.



Feel safe at school.

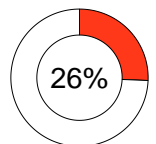
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

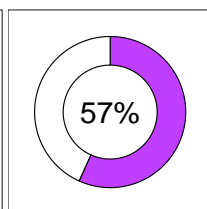
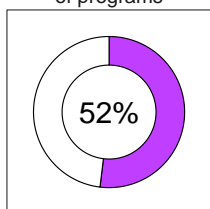


Afterschool Activities

Percent of Somali students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Somali Students in Greater MN for 2016



High School Graduation and Beyond



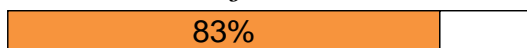
97% of Somali students plan to graduate high school.

74% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Somali students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



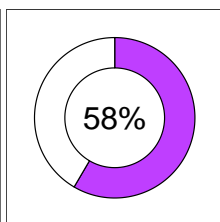
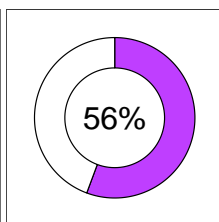
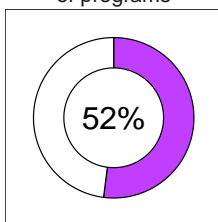
Afterschool Activities

Percent of Somali students who...

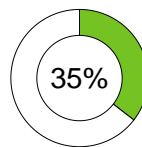
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

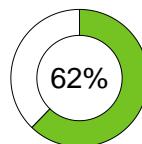
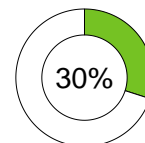


Health and Well-Being Indicators



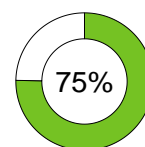
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

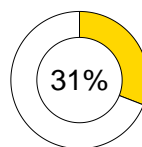


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

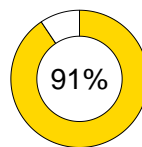
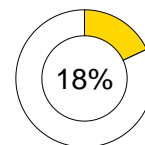


Context Indicators



Obtained mostly As for school grades.

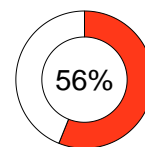
Were sent out of class for discipline.



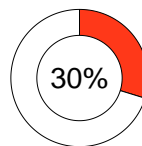
Feel safe at school.

Challenge Indicators

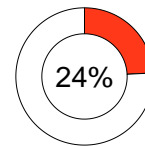
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Somali Students in Greater MN for 2019



High School Graduation and Beyond



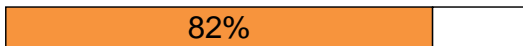
99% of Somali students plan to graduate high school.

76% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Somali students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



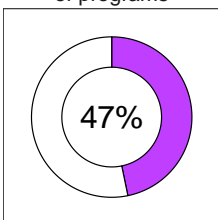
Teacher and School Support



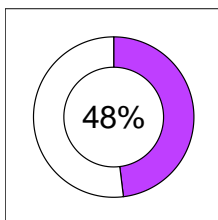
Afterschool Activities

Percent of Somali students who...

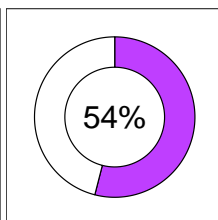
Are aware their school/community offers a variety of programs



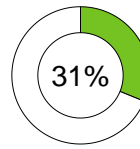
Participate at least 3 times per week



Have positive out of school experiences

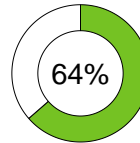
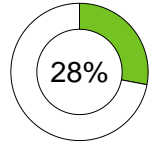


Health and Well-Being Indicators



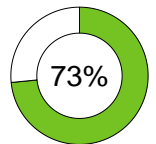
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

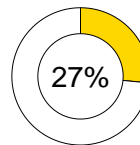


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

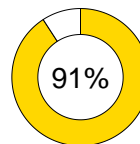
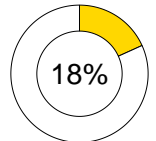


Context Indicators



Obtained mostly As for school grades.

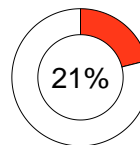
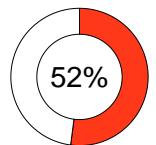
Were sent out of class for discipline.



Feel safe at school.

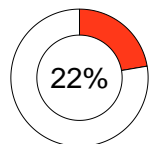
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Foster-Care Students in Greater MN for 2013



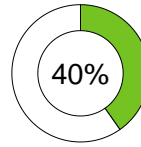
High School Graduation and Beyond



98% of Foster-Care students plan to graduate high school.

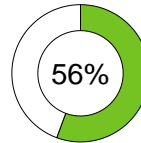
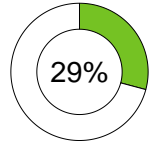
59% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



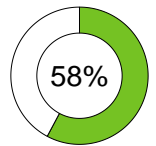
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

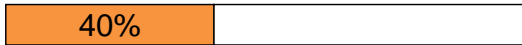
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



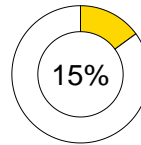
Family and Community Support



Teacher and School Support

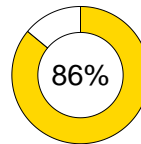
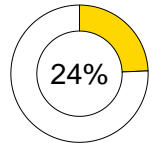


Context Indicators



Obtained mostly As for school grades.

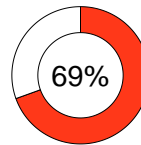
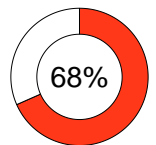
Were sent out of class for discipline.



Feel safe at school.

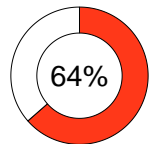
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

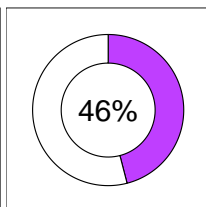
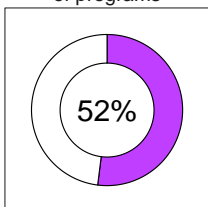


Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Foster-Care Students in Greater MN for 2016



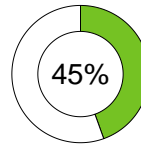
High School Graduation and Beyond



99% of Foster-Care students plan to graduate high school.

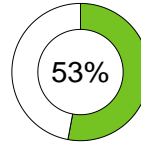
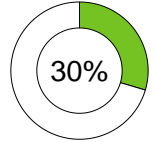
57% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Health and Well-Being Indicators



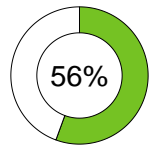
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



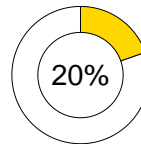
Family and Community Support



Teacher and School Support

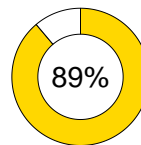
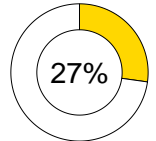


Context Indicators



Obtained mostly As for school grades.

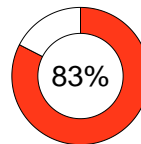
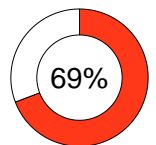
Were sent out of class for discipline.



Feel safe at school.

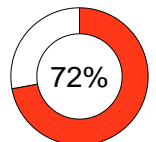
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



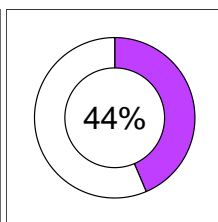
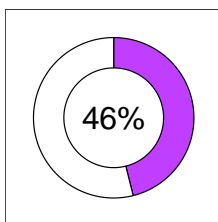
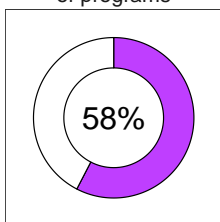
Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Foster-Care Students in Greater MN for 2019



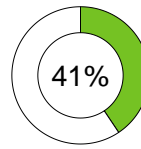
High School Graduation and Beyond



98% of Foster-Care students plan to graduate high school.

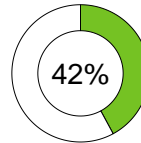
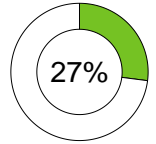
55% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



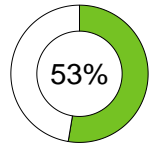
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Foster-Care students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



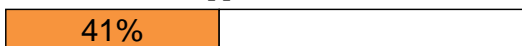
Empowerment



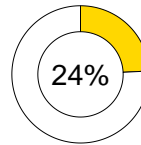
Family and Community Support



Teacher and School Support

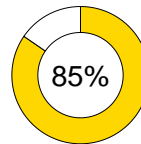
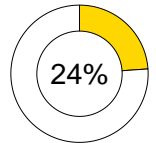


Context Indicators



Obtained mostly As for school grades.

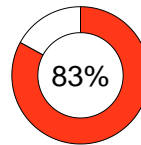
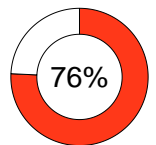
Were sent out of class for discipline.



Feel safe at school.

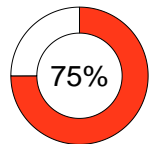
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



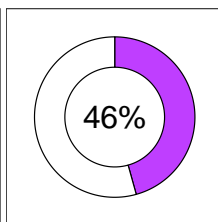
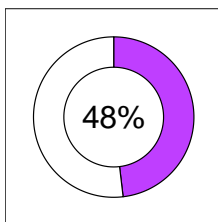
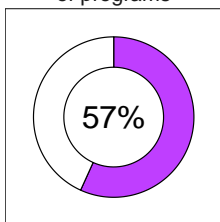
Afterschool Activities

Percent of Foster-Care students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



FRL Students in Greater MN for 2013



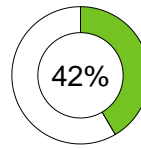
High School Graduation and Beyond



99% of FRL students plan to graduate high school.

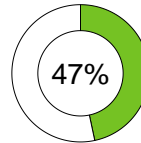
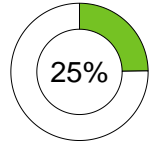
67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



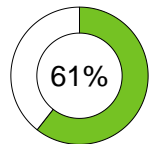
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of FRL students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



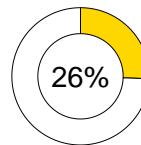
Family and Community Support



Teacher and School Support

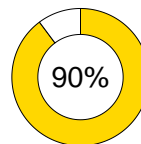
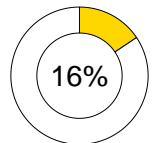


Context Indicators



Obtained mostly As for school grades.

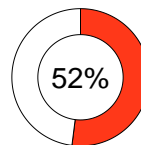
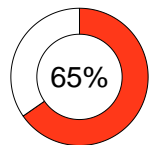
Were sent out of class for discipline.



Feel safe at school.

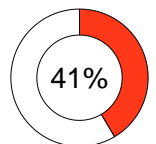
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

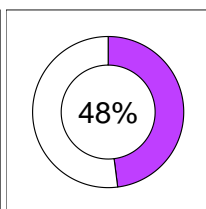
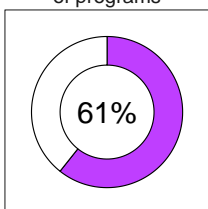


Afterschool Activities

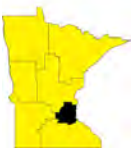
Percent of FRL students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



FRL Students in Greater MN for 2016



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

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2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of FRL students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



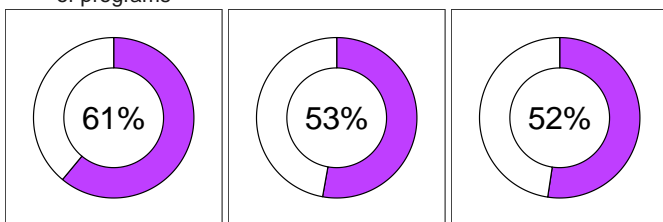
Afterschool Activities

Percent of FRL students who...

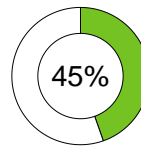
Are aware their school/community offers a variety of programs

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Have positive out of school experiences

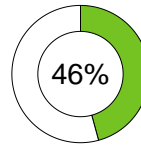
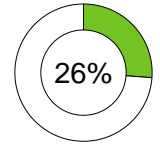


Health and Well-Being Indicators



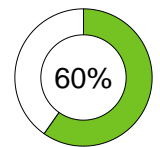
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

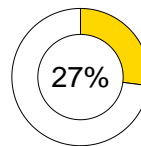


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

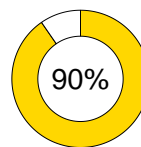
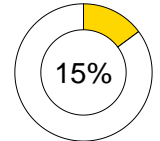


Context Indicators



Obtained mostly As for school grades.

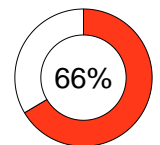
Were sent out of class for discipline.



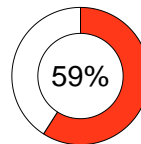
Feel safe at school.

Challenge Indicators

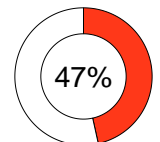
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



FRL Students in Greater MN for 2019



High School Graduation and Beyond



99%

of FRL students plan to graduate high school.

63% plan to attend a 2 or 4 year college/university.
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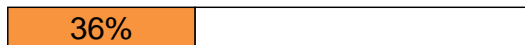
Developmental Skills & Supports

What percentage of FRL students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



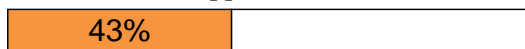
Empowerment



Family and Community Support



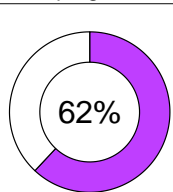
Teacher and School Support



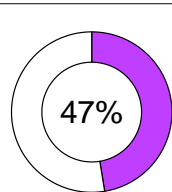
Afterschool Activities

Percent of FRL students who...

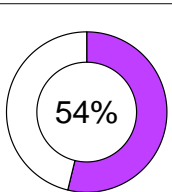
Are aware their school/community offers a variety of programs



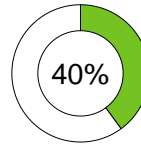
Participate at least 3 times per week



Have positive out of school experiences

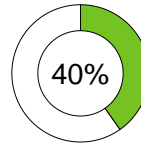
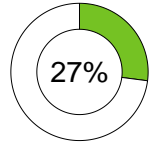


Health and Well-Being Indicators



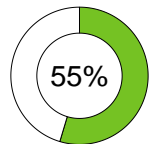
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

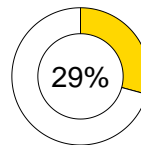


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

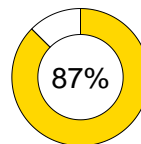
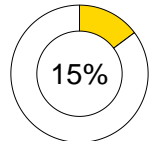


Context Indicators



Obtained mostly As for school grades.

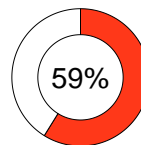
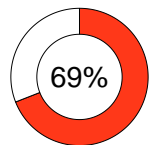
Were sent out of class for discipline.



Feel safe at school.

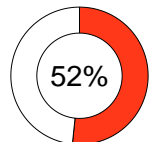
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



Homeless Students in Greater MN for 2013



High School Graduation and Beyond

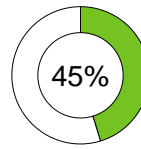


98%

of Homeless students plan to graduate high school.

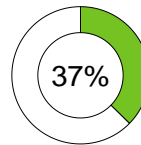
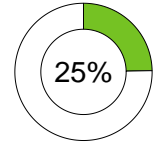
63% plan to attend a 2 or 4 year college/university.
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Health and Well-Being Indicators



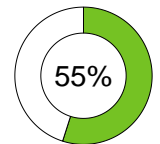
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Homeless students meet the threshold to be equipped for learning with developmental skills and supports?

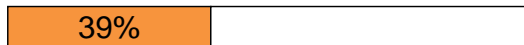
Commitment to Learning



Positive Identity and Outlook



Social Competence



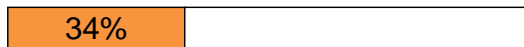
Empowerment



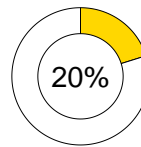
Family and Community Support



Teacher and School Support

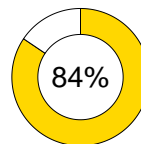
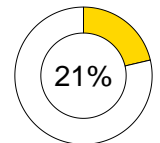


Context Indicators



Obtained mostly As for school grades.

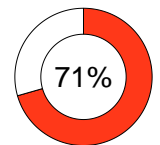
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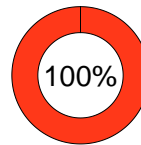
Feel safe at school.

Challenge Indicators

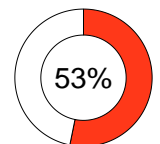
Experienced harassment/bullying in the last 30 days in school.



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Have at least one indicator of mental distress.

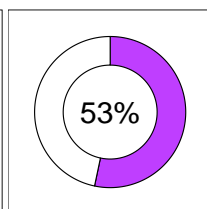
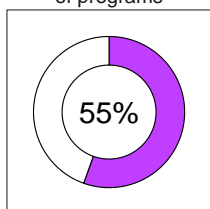


Afterschool Activities

Percent of Homeless students who...

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Participate at least 3 times per week



Homeless Students in Greater MN for 2016



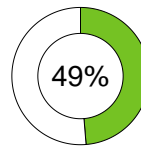
High School Graduation and Beyond



99% of Homeless students plan to graduate high school.

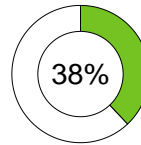
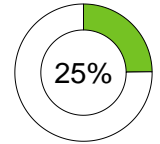
61% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



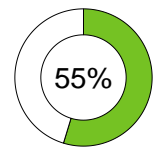
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Homeless students meet the threshold to be equipped for learning with developmental skills and supports?

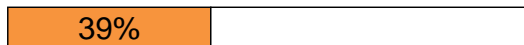
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



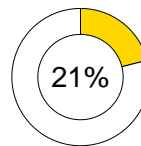
Family and Community Support



Teacher and School Support

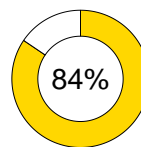
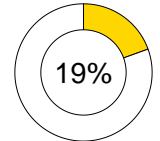


Context Indicators



Obtained mostly As for school grades.

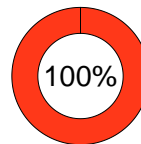
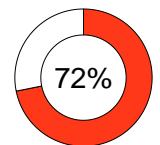
Were sent out of class for discipline.



Feel safe at school.

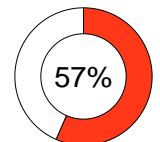
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



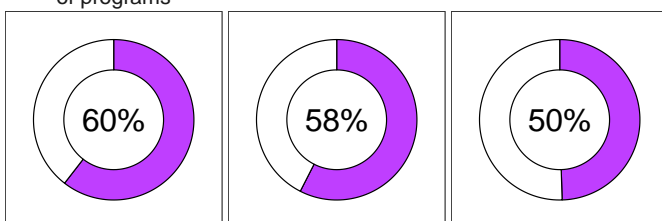
Afterschool Activities

Percent of Homeless students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



Homeless Students in Greater MN for 2019



High School Graduation and Beyond

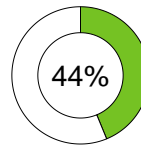


98%

of Homeless students plan to graduate high school.

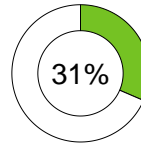
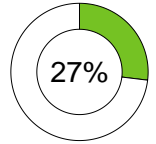
59% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



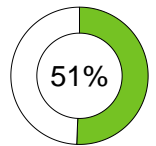
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Homeless students meet the threshold to be equipped for learning with developmental skills and supports?

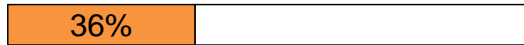
Commitment to Learning



Positive Identity and Outlook



Social Competence



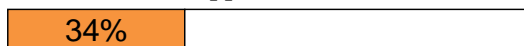
Empowerment



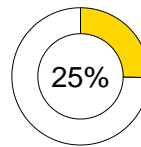
Family and Community Support



Teacher and School Support

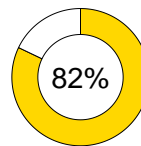
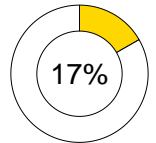


Context Indicators



Obtained mostly As for school grades.

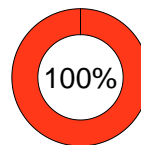
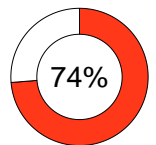
Were sent out of class for discipline.



Feel safe at school.

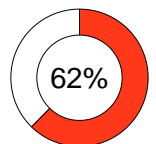
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



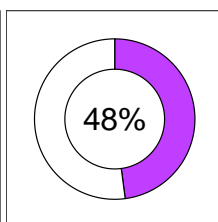
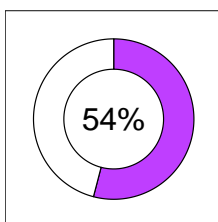
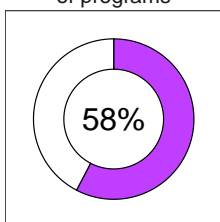
Afterschool Activities

Percent of Homeless students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



LGBQ Students in Greater MN for 2013



High School Graduation and Beyond

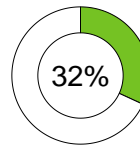


97%

of LGBQ students plan to graduate high school.

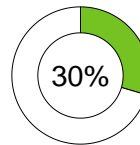
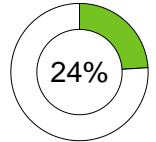
63% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



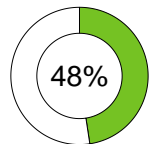
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



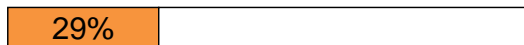
Developmental Skills & Supports

What percentage of LGBQ students meet the threshold to be equipped for learning with developmental skills and supports?

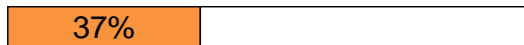
Commitment to Learning



Positive Identity and Outlook



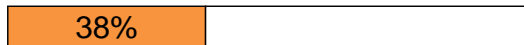
Social Competence



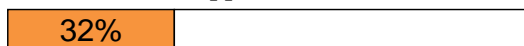
Empowerment



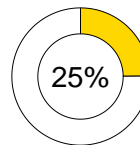
Family and Community Support



Teacher and School Support

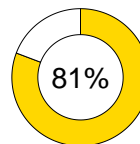
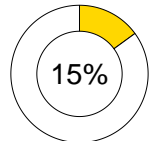


Context Indicators



Obtained mostly As for school grades.

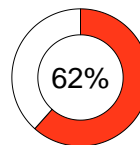
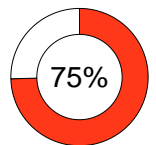
Were sent out of class for discipline.



Feel safe at school.

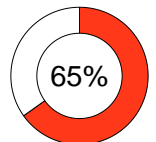
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

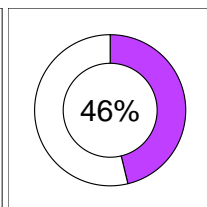
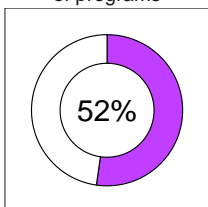


Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



LGBQ Students in Greater MN for 2016



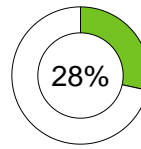
High School Graduation and Beyond



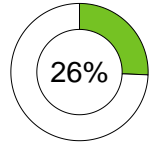
99% of LGBQ students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

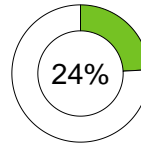
Health and Well-Being Indicators



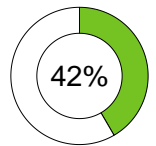
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

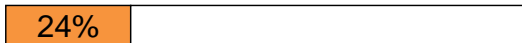
Developmental Skills & Supports

What percentage of LGBQ students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



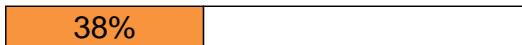
Social Competence



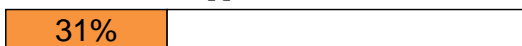
Empowerment



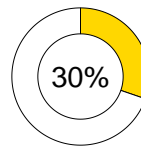
Family and Community Support



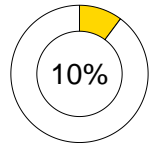
Teacher and School Support



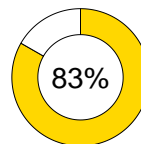
Context Indicators



Obtained mostly As for school grades.



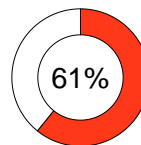
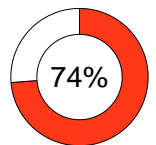
Were sent out of class for discipline.



Feel safe at school.

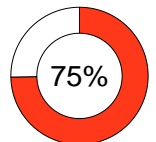
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



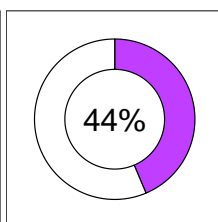
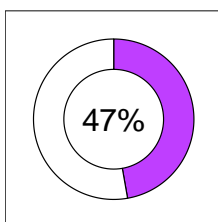
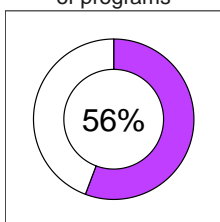
Afterschool Activities

Percent of LGBQ students who...

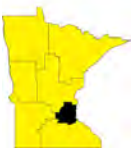
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



LGBQ Students in Greater MN for 2019



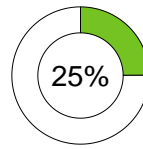
High School Graduation and Beyond



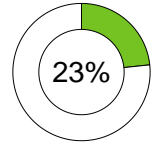
99% of LGBQ students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

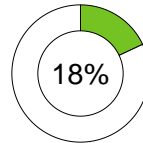
Health and Well-Being Indicators



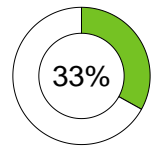
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

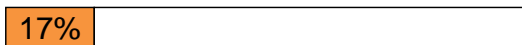
Developmental Skills & Supports

What percentage of LGBQ students meet the threshold to be equipped for learning with developmental skills and supports?

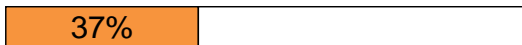
Commitment to Learning



Positive Identity and Outlook



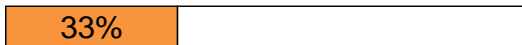
Social Competence



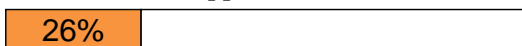
Empowerment



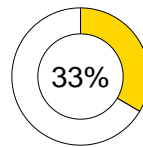
Family and Community Support



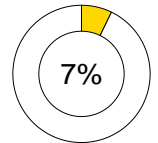
Teacher and School Support



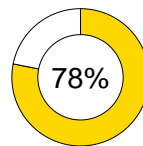
Context Indicators



Obtained mostly As for school grades.



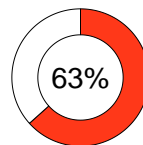
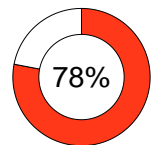
Were sent out of class for discipline.



Feel safe at school.

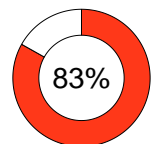
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



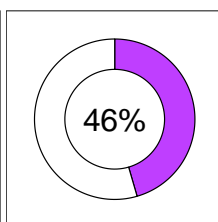
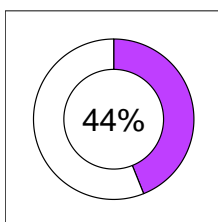
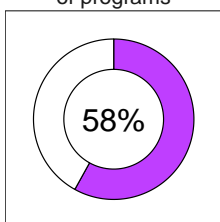
Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences



SpEd Students in Greater MN for 2013



High School Graduation and Beyond

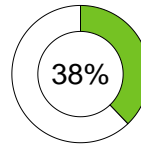


99%

of SpEd students plan to graduate high school.

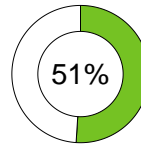
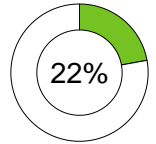
56% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



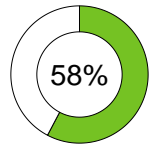
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of SpEd students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



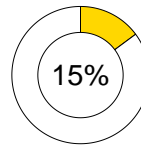
Family and Community Support



Teacher and School Support

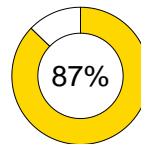
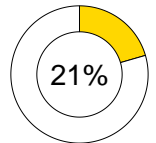


Context Indicators



Obtained mostly As for school grades.

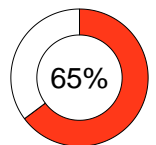
Were sent out of class for discipline.



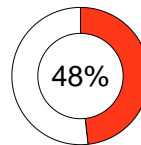
Feel safe at school.

Challenge Indicators

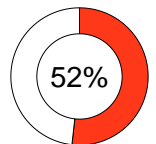
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.

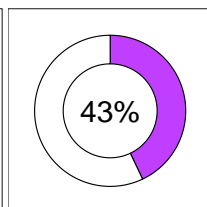
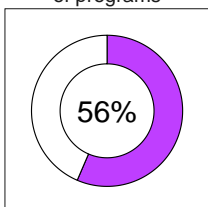


Afterschool Activities

Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



SpEd Students in Greater MN for 2016



High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

54% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Developmental Skills & Supports

What percentage of SpEd students meet the threshold to be equipped for learning with developmental skills and supports?

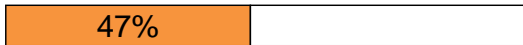
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



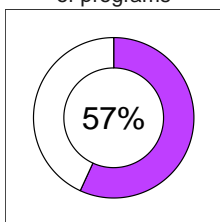
Teacher and School Support



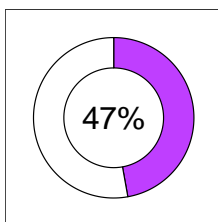
Afterschool Activities

Percent of SpEd students who...

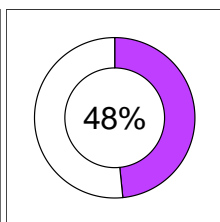
Are aware their school/community offers a variety of programs



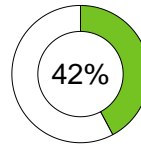
Participate at least 3 times per week



Have positive out of school experiences

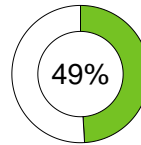
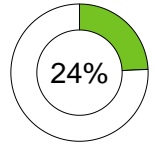


Health and Well-Being Indicators



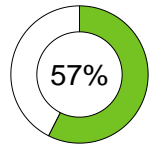
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

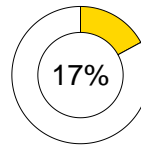


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

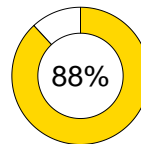
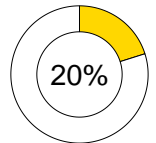


Context Indicators



Obtained mostly As for school grades.

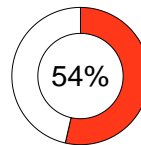
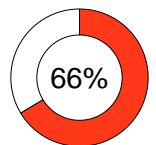
Were sent out of class for discipline.



Feel safe at school.

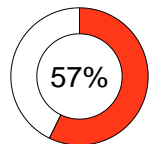
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



SpEd Students in Greater MN for 2019



High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

54% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of SpEd students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning

61%

Positive Identity and Outlook

39%

Social Competence

46%

Empowerment

64%

Family and Community Support

59%

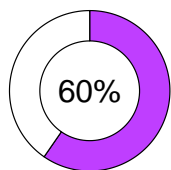
Teacher and School Support

50%

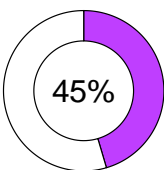
Afterschool Activities

Percent of SpEd students who...

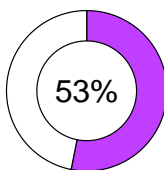
Are aware their school/community offers a variety of programs



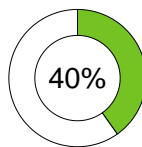
Participate at least 3 times per week



Have positive out of school experiences

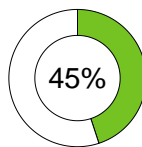
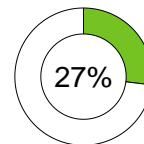


Health and Well-Being Indicators



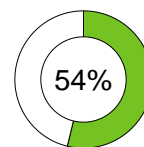
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

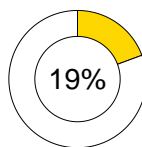


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

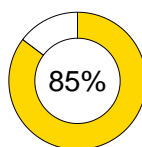
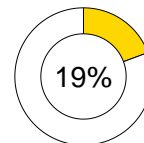


Context Indicators



Obtained mostly As for school grades.

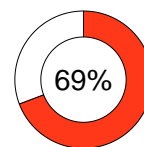
Were sent out of class for discipline.



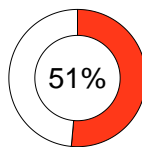
Feel safe at school.

Challenge Indicators

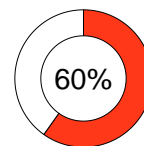
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Trauma Experienced Students in Greater MN for 2013



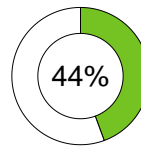
High School Graduation and Beyond



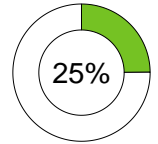
99% of Trauma Experienced students plan to graduate high school.

69% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

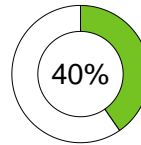
Health and Well-Being Indicators



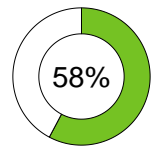
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.



Reported having very good or excellent health

Developmental Skills & Supports

What percentage of Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

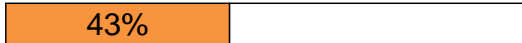
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



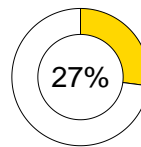
Family and Community Support



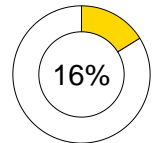
Teacher and School Support



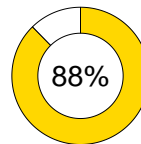
Context Indicators



Obtained mostly As for school grades.



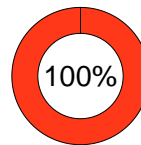
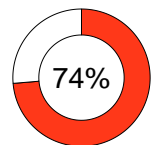
Were sent out of class for discipline.



Feel safe at school.

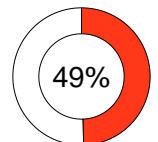
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.

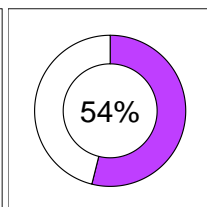
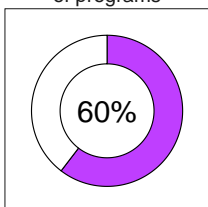


Afterschool Activities

Percent of Trauma Experienced students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Trauma Experienced Students in Greater MN for 2016



High School Graduation and Beyond

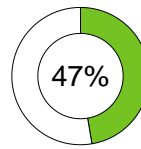


99%

of Trauma Experienced students plan to graduate high school.

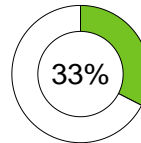
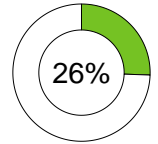
67% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



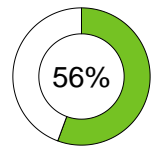
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health



Developmental Skills & Supports

What percentage of Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

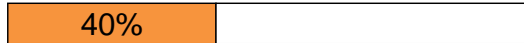
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



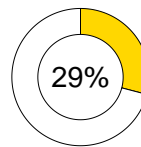
Family and Community Support



Teacher and School Support

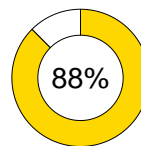
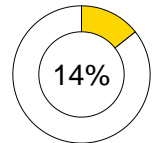


Context Indicators



Obtained mostly As for school grades.

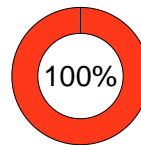
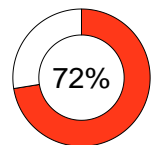
Were sent out of class for discipline.



Feel safe at school.

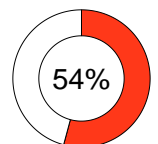
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

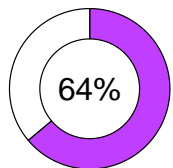
Have at least one indicator of mental distress.



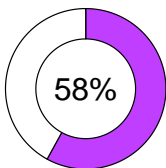
Afterschool Activities

Percent of Trauma Experienced students who...

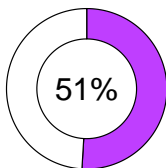
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Trauma Experienced Students in Greater MN for 2019



High School Graduation and Beyond



99%

of Trauma Experienced students plan to graduate high school.

66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

What percentage of Trauma Experienced students meet the threshold to be equipped for learning with developmental skills and supports?

Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



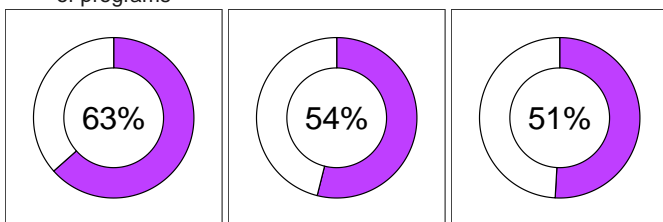
Afterschool Activities

Percent of Trauma Experienced students who...

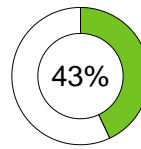
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

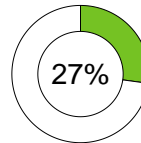
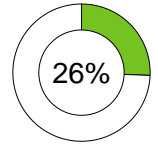


Health and Well-Being Indicators



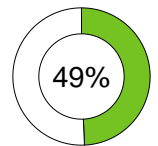
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

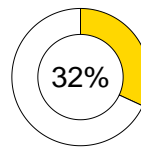


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

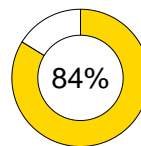
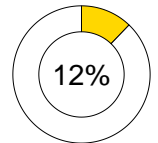


Context Indicators



Obtained mostly As for school grades.

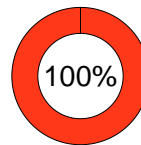
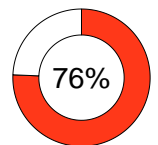
Were sent out of class for discipline.



Feel safe at school.

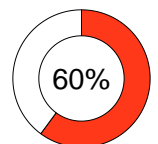
Challenge Indicators

Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.

Have at least one indicator of mental distress.



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