

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
West Central MN**



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

MN Youth Development Research Group

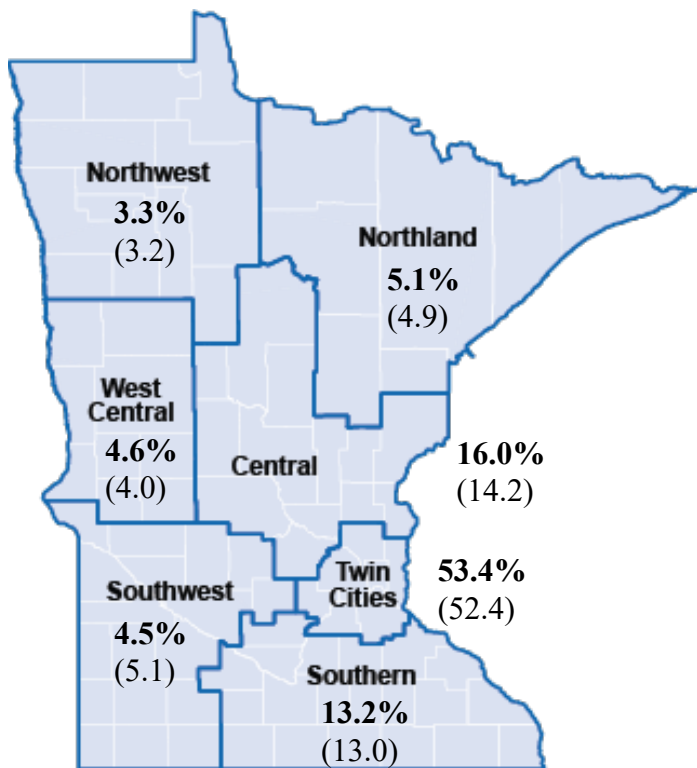


www.mnydrg.com

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Educational Psychology
University of Minnesota
October 2020

Minnesota Student Survey – Students in the West Central 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. In West Central Minnesota, 23,085 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. Profiles for groups with samples less than 10 are not reported.

Race/Ethnicity	2013	2016	2019
American Indian	436	533	448
	6.0%	6.9%	5.9%
Asian PI	55	73	104
	0.8%	0.9%	1.4%
Black	86	106	193
	1.2%	1.4%	2.5%
White	6219	6337	6289
	85.1%	81.5%	82.1%
Multiple-race	110	151	112
	1.5%	1.9%	1.5%
Latino	365	499	421
	5.0%	6.4%	5.5%
Somali	33	59	89
	0.5%	0.8%	1.2%
Hmong	2	15	2
	436	533	448

Other Student Characteristic	2013	2016	2019
Foster care	42	39	274
	0.6%	0.5%	3.7%
Free/reduced priced lunch	1776	1771	1545
	25.0%	23.5%	26.0%
Homelessness	247	275	258
	4.5%	4.9%	4.8%
LGBQ	177	299	352
	4.9%	8.0%	10.4%
Special education	799	874	739
	11.2%	11.6%	12.4%
Trauma	2381	2089	2068
	33.3%	37.0%	37.9%
TOTAL	7401	7875	7809

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 West Central for 2013



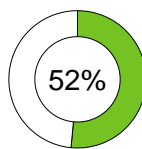
High School Graduation and Beyond



99% of All students plan to graduate high school.

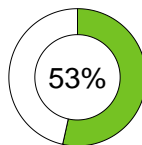
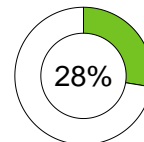
77% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



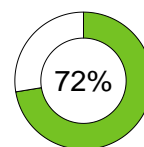
Are physically active at least 60 minutes, 5 times per week.

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 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



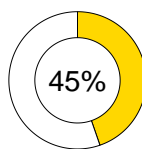
Family and Community Support



Teacher and School Support

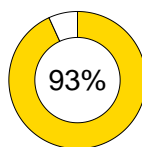
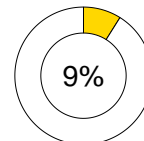


Context Indicators



Obtained mostly As for school grades.

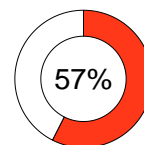
Were sent out of class for discipline.



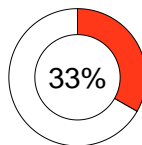
Feel safe at school.

Challenge Indicators

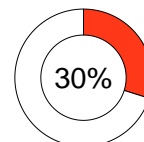
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.

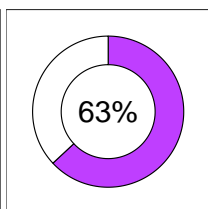
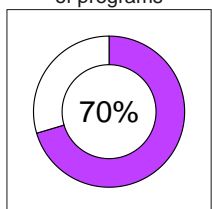


Afterschool Activities

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 West Central for 2016



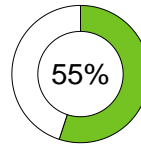
High School Graduation and Beyond



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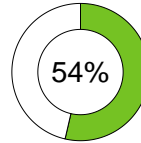
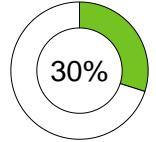
76% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



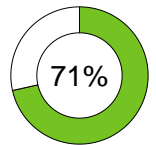
Are physically active at least 60 minutes, 5 times per week.

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



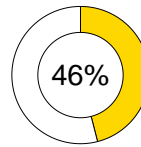
Family and Community Support



Teacher and School Support

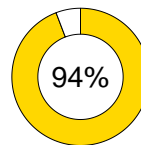
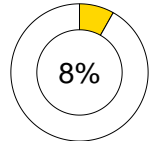


Context Indicators



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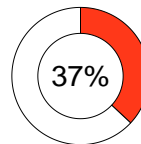
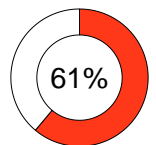
Were sent out of class for discipline.



Feel safe at school.

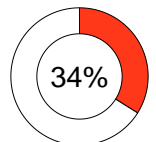
Challenge Indicators

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



Experienced at least one indicator of trauma.

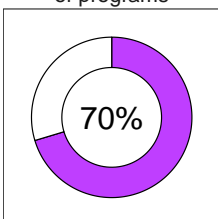
Have at least one indicator of mental distress.



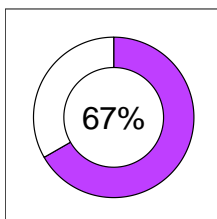
Afterschool Activities

Percent of All students who...

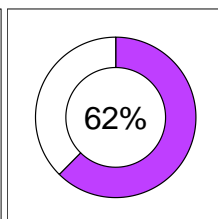
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



All Students in West Central for 2019



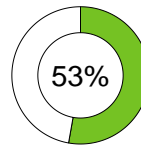
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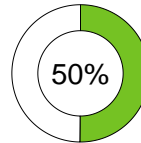
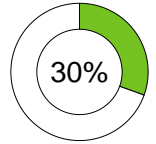
73% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



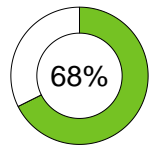
Are physically active at least 60 minutes, 5 times per week.

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



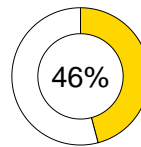
Family and Community Support



Teacher and School Support

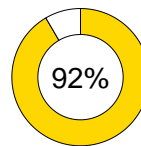
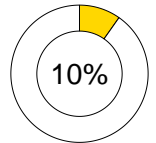


Context Indicators



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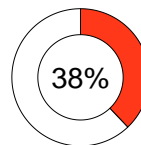
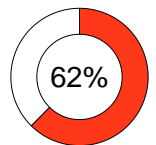
Were sent out of class for discipline.



Feel safe at school.

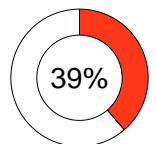
Challenge Indicators

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.



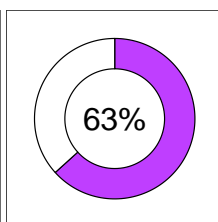
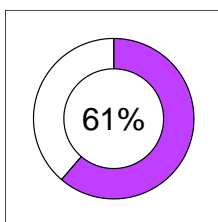
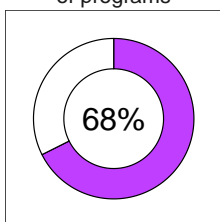
Afterschool Activities

Percent of 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 West Central for 2013



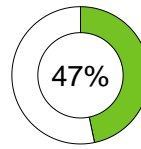
High School Graduation and Beyond



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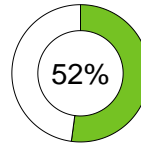
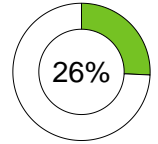
64% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



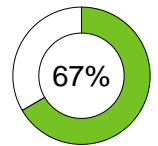
Are physically active at least 60 minutes, 5 times per week.

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 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



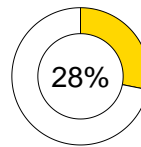
Family and Community Support



Teacher and School Support

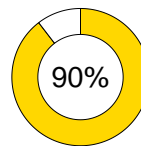
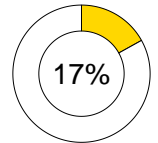


Context Indicators



Obtained mostly As for school grades.

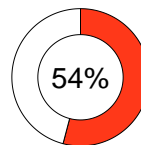
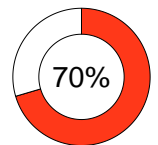
Were sent out of class for discipline.



Feel safe at school.

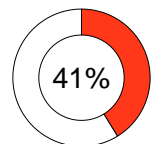
Challenge Indicators

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.

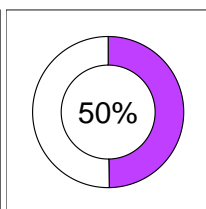
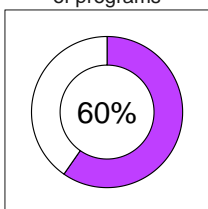


Afterschool Activities

Percent of 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 West Central for 2016



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.
7% plan to obtain a license/certificate or apprenticeship.
1% 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



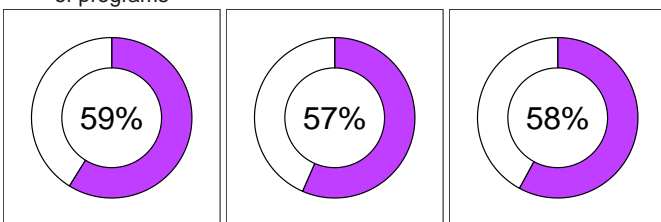
Afterschool Activities

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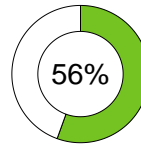
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

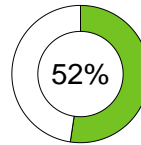
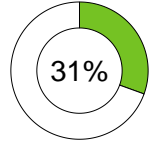


Health and Well-Being Indicators



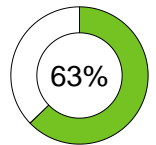
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

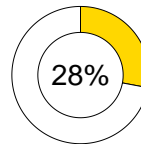


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

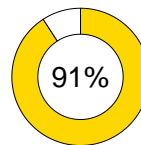
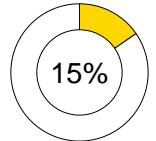


Context Indicators



Obtained mostly As for school grades.

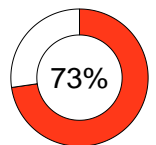
Were sent out of class for discipline.



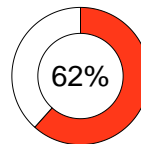
Feel safe at school.

Challenge Indicators

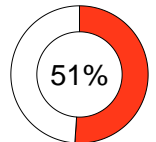
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Am Indian Students in West Central for 2019



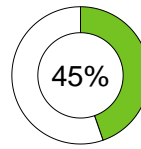
High School Graduation and Beyond



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

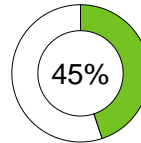
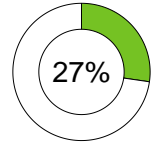
61% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



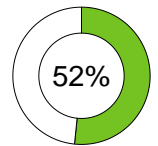
Are physically active at least 60 minutes, 5 times per week.

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 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



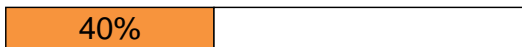
Empowerment



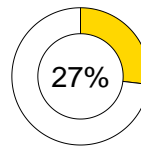
Family and Community Support



Teacher and School Support

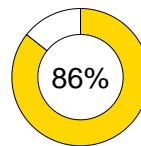
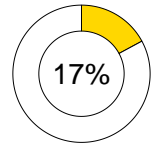


Context Indicators



Obtained mostly As for school grades.

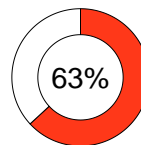
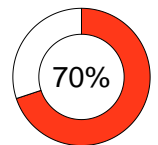
Were sent out of class for discipline.



Feel safe at school.

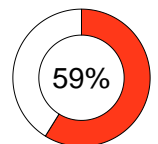
Challenge Indicators

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.



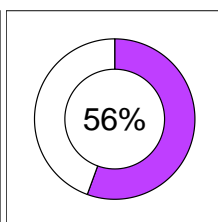
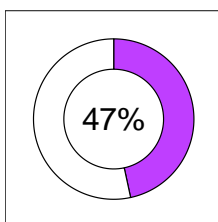
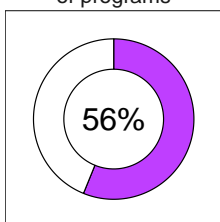
Afterschool Activities

Percent of 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



Asian/PI Students in West Central for 2013



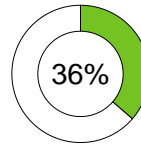
High School Graduation and Beyond



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

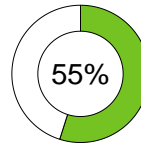
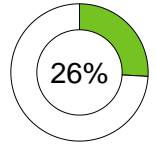
75% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
NA% plan to obtain a GED.

Health and Well-Being Indicators



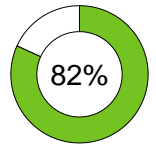
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

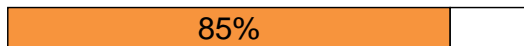
Reported having very good or excellent health



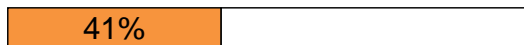
Developmental Skills & Supports

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



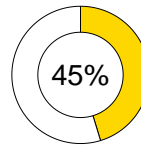
Family and Community Support



Teacher and School Support

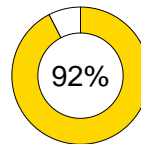
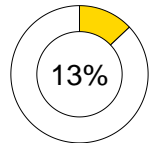


Context Indicators



Obtained mostly As for school grades.

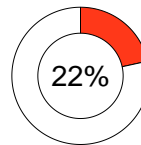
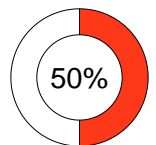
Were sent out of class for discipline.



Feel safe at school.

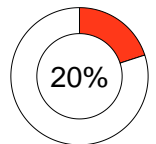
Challenge Indicators

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.

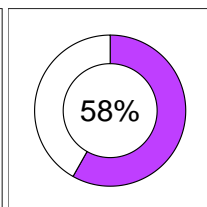
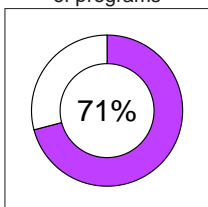


After-school Activities

Percent of Asian/PI students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Asian/PI Students in West Central for 2016



High School Graduation and Beyond



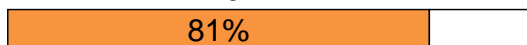
99% of Asian/PI students plan to graduate high school.

78% plan to attend a 2 or 4 year college/university.
7% 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



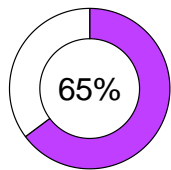
Teacher and School Support



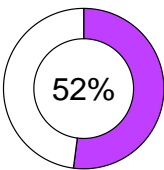
Afterschool Activities

Percent of Asian/PI students who...

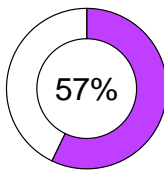
Are aware their school/community offers a variety of programs



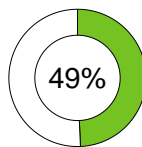
Participate at least 3 times per week



Have positive out of school experiences

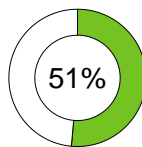
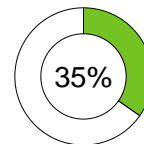


Health and Well-Being Indicators



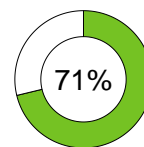
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

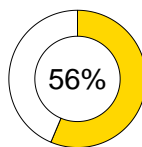


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

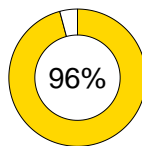
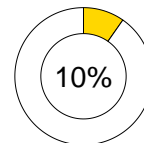


Context Indicators



Obtained mostly As for school grades.

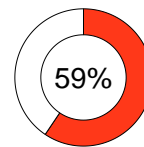
Were sent out of class for discipline.



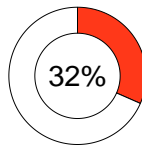
Feel safe at school.

Challenge Indicators

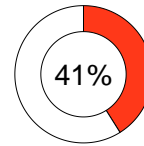
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Asian/PI Students in West Central for 2019



High School Graduation and Beyond



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

68% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
3% 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



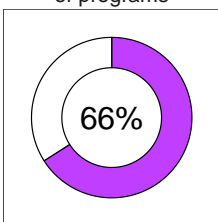
Teacher and School Support



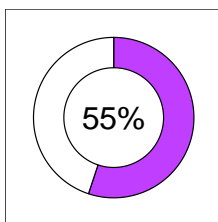
Afterschool Activities

Percent of Asian/PI students who...

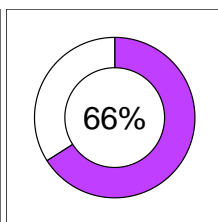
Are aware their school/community offers a variety of programs



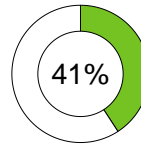
Participate at least 3 times per week



Have positive out of school experiences

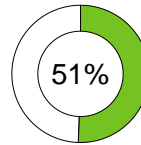
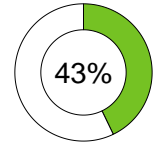


Health and Well-Being Indicators



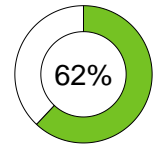
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

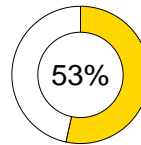


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

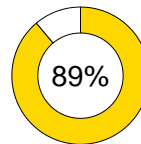
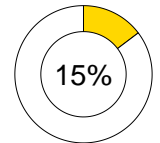


Context Indicators



Obtained mostly As for school grades.

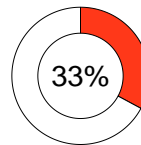
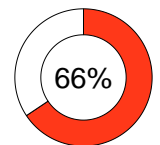
Were sent out of class for discipline.



Feel safe at school.

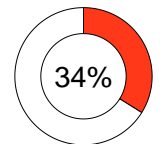
Challenge Indicators

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 West Central for 2013



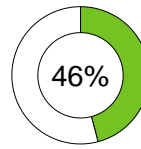
High School Graduation and Beyond



99% of Black students plan to graduate high school.

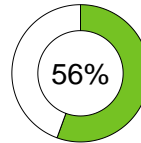
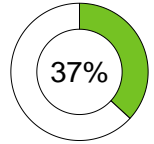
66% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Health and Well-Being Indicators



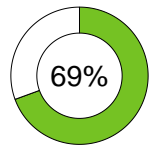
Are physically active at least 60 minutes, 5 times per week.

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



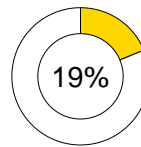
Family and Community Support



Teacher and School Support

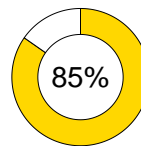
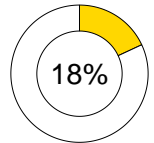


Context Indicators



Obtained mostly As for school grades.

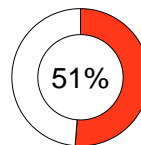
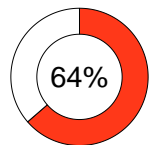
Were sent out of class for discipline.



Feel safe at school.

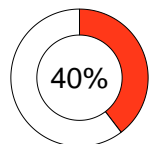
Challenge Indicators

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.

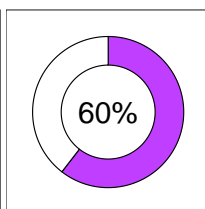
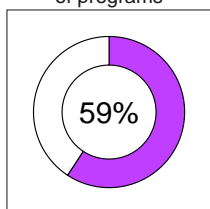


Afterschool Activities

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 West Central for 2016



High School Graduation and Beyond



99% of Black students plan to graduate high school.

69% plan to attend a 2 or 4 year college/university.
1% plan to obtain a license/certificate or apprenticeship.
7% 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



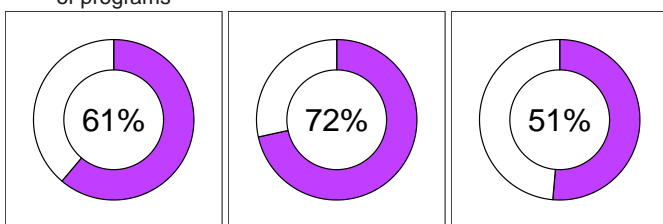
Afterschool Activities

Percent of Black students who...

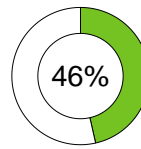
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

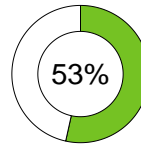
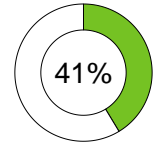


Health and Well-Being Indicators



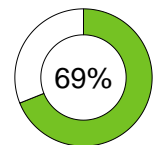
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

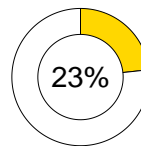


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

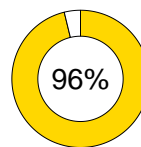
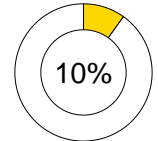


Context Indicators



Obtained mostly As for school grades.

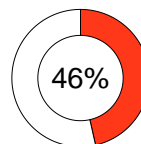
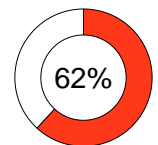
Were sent out of class for discipline.



Feel safe at school.

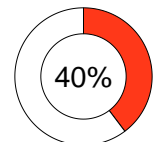
Challenge Indicators

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 West Central for 2019



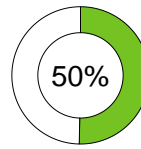
High School Graduation and Beyond



99% of Black students plan to graduate high school.

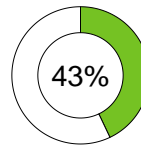
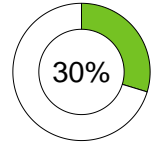
68% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Health and Well-Being Indicators



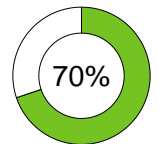
Are physically active at least 60 minutes, 5 times per week.

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

Commitment to Learning



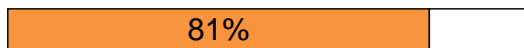
Positive Identity and Outlook



Social Competence



Empowerment



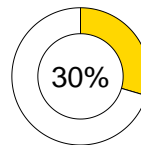
Family and Community Support



Teacher and School Support

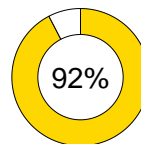
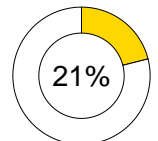


Context Indicators



Obtained mostly As for school grades.

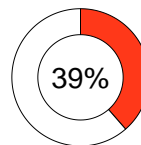
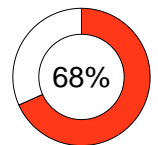
Were sent out of class for discipline.



Feel safe at school.

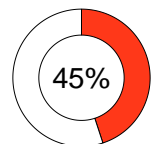
Challenge Indicators

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



Experienced at least one indicator of trauma.

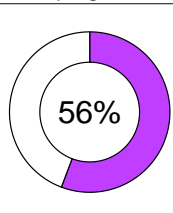
Have at least one indicator of mental distress.



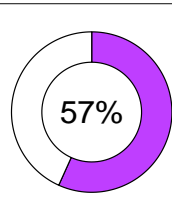
Afterschool Activities

Percent of Black students who...

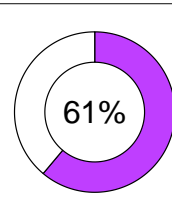
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



White Students in West Central for 2013



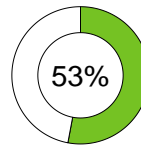
High School Graduation and Beyond



99% of White students plan to graduate high school.

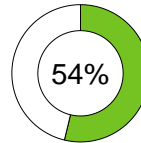
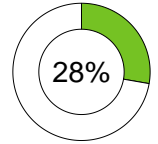
78% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



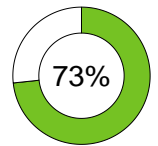
Are physically active at least 60 minutes, 5 times per week.

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 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



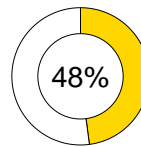
Family and Community Support



Teacher and School Support

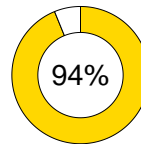
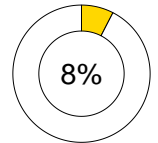


Context Indicators



Obtained mostly As for school grades.

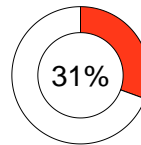
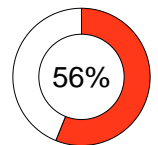
Were sent out of class for discipline.



Feel safe at school.

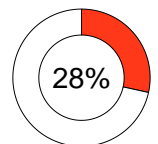
Challenge Indicators

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.

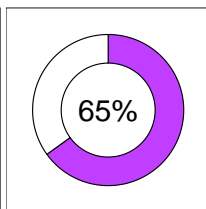
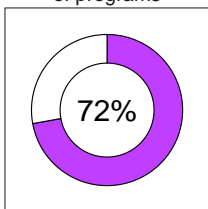


Afterschool Activities

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 West Central for 2016



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.

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



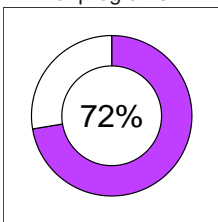
Teacher and School Support



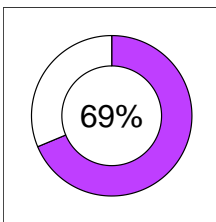
Afterschool Activities

Percent of White students who...

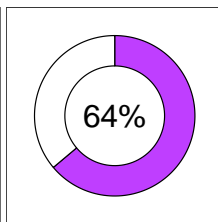
Are aware their school/community offers a variety of programs



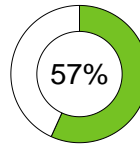
Participate at least 3 times per week



Have positive out of school experiences

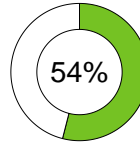
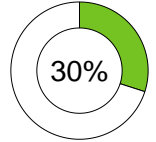


Health and Well-Being Indicators



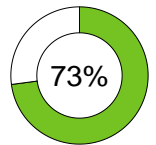
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

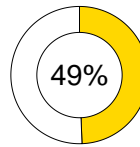


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

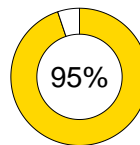
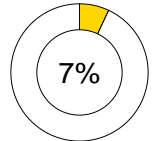


Context Indicators



Obtained mostly As for school grades.

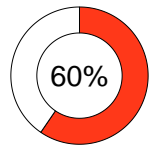
Were sent out of class for discipline.



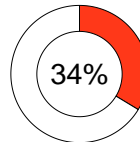
Feel safe at school.

Challenge Indicators

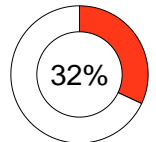
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



White Students in West Central 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.
5% 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



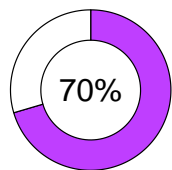
Teacher and School Support



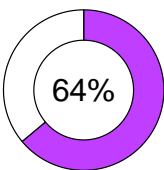
Afterschool Activities

Percent of White students who...

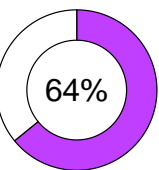
Are aware their school/community offers a variety of programs



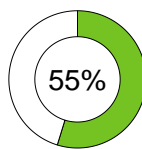
Participate at least 3 times per week



Have positive out of school experiences

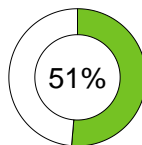
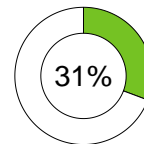


Health and Well-Being Indicators



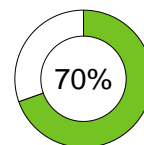
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

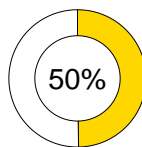


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

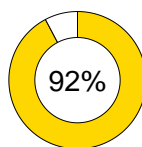
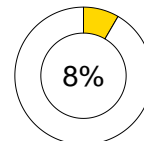


Context Indicators



Obtained mostly As for school grades.

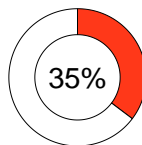
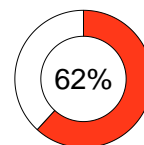
Were sent out of class for discipline.



Feel safe at school.

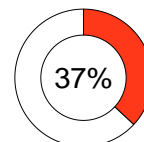
Challenge Indicators

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.



Multi Race Students in West Central for 2013



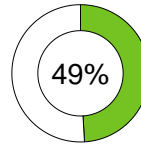
High School Graduation and Beyond



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

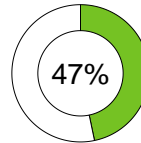
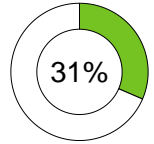
70% plan to attend a 2 or 4 year college/university.
3% plan to obtain a license/certificate or apprenticeship.
5% plan to obtain a GED.

Health and Well-Being Indicators



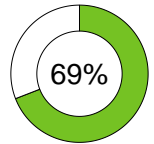
Are physically active at least 60 minutes, 5 times per week.

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



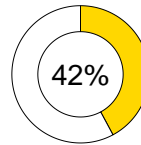
Family and Community Support



Teacher and School Support

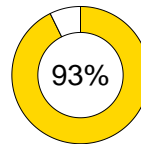
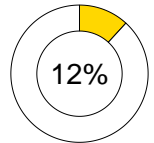


Context Indicators



Obtained mostly As for school grades.

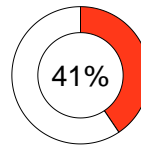
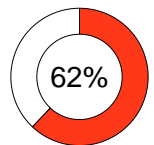
Were sent out of class for discipline.



Feel safe at school.

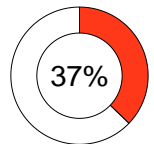
Challenge Indicators

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.

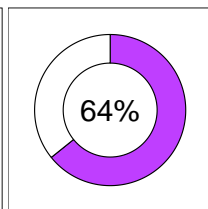
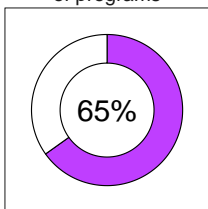


Afterschool Activities

Percent of Multi Race students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Multi Race Students in West Central for 2016



High School Graduation and Beyond



98% of Multi Race students plan to graduate high school.

81% 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



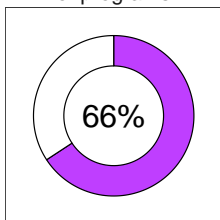
Teacher and School Support



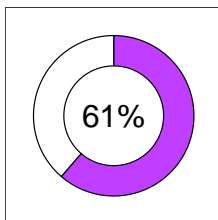
Afterschool Activities

Percent of Multi Race students who...

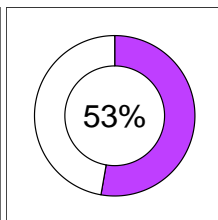
Are aware their school/community offers a variety of programs



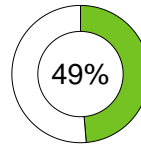
Participate at least 3 times per week



Have positive out of school experiences

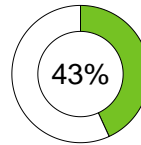
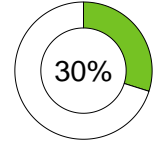


Health and Well-Being Indicators



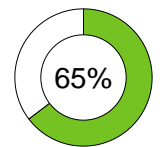
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

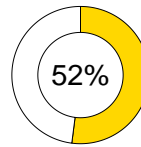


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

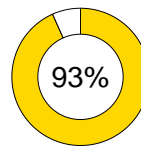
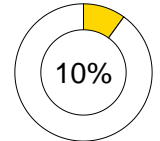


Context Indicators



Obtained mostly As for school grades.

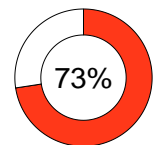
Were sent out of class for discipline.



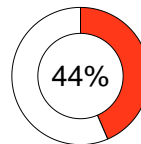
Feel safe at school.

Challenge Indicators

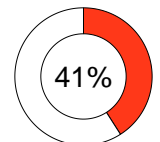
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Multi Race Students in West Central for 2019



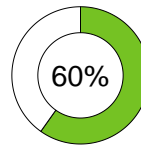
High School Graduation and Beyond



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

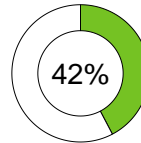
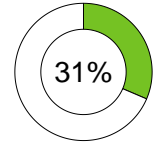
70% plan to attend a 2 or 4 year college/university.
7% plan to obtain a license/certificate or apprenticeship.
5% plan to obtain a GED.

Health and Well-Being Indicators



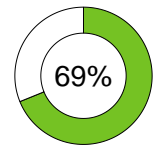
Are physically active at least 60 minutes, 5 times per week.

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



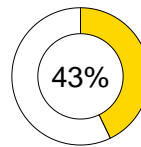
Family and Community Support



Teacher and School Support

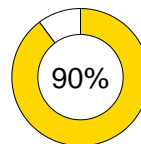
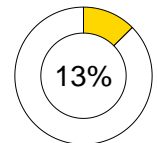


Context Indicators



Obtained mostly As for school grades.

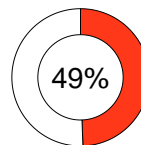
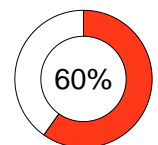
Were sent out of class for discipline.



Feel safe at school.

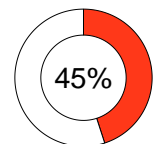
Challenge Indicators

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



Experienced at least one indicator of trauma.

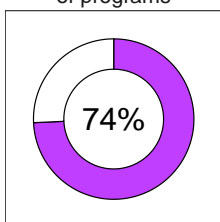
Have at least one indicator of mental distress.



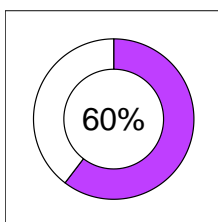
Afterschool Activities

Percent of Multi Race students who...

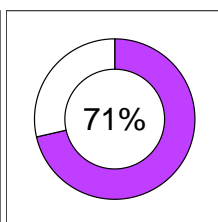
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Hmong Students in West Central for 2016



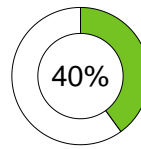
High School Graduation and Beyond



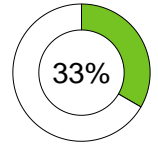
99% of Hmong students plan to graduate high school.

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

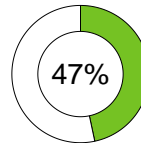
Health and Well-Being Indicators



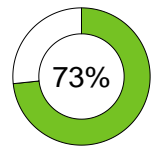
Are physically active at least 60 minutes, 5 times per week.



Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

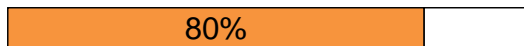


Reported having very good or excellent health

Developmental Skills & Supports

What percentage of 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



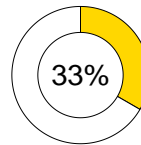
Family and Community Support



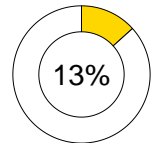
Teacher and School Support



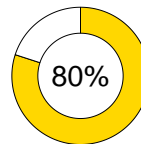
Context Indicators



Obtained mostly As for school grades.



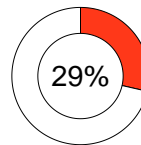
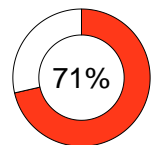
Were sent out of class for discipline.



Feel safe at school.

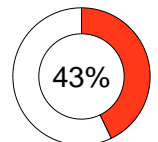
Challenge Indicators

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



Experienced at least one indicator of trauma.

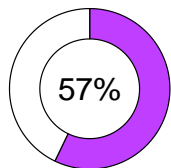
Have at least one indicator of mental distress.



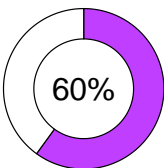
After-school Activities

Percent of Hmong students who...

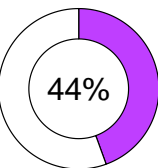
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Latino Students in West Central for 2013



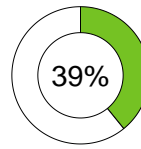
High School Graduation and Beyond



99% of Latino students plan to graduate high school.

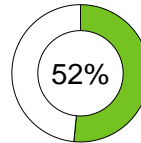
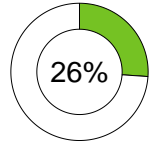
65% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Health and Well-Being Indicators



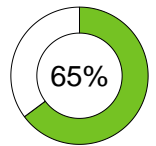
Are physically active at least 60 minutes, 5 times per week.

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



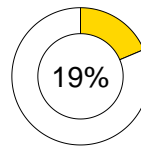
Family and Community Support



Teacher and School Support

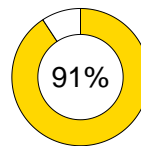
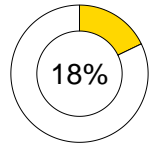


Context Indicators



Obtained mostly As for school grades.

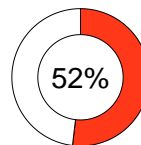
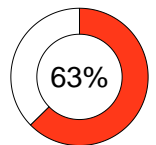
Were sent out of class for discipline.



Feel safe at school.

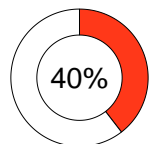
Challenge Indicators

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.

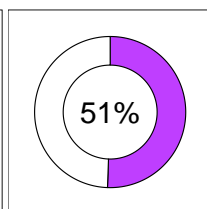
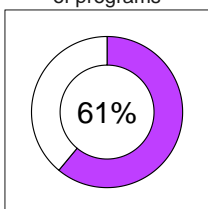


Afterschool Activities

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 West Central for 2016



High School Graduation and Beyond



99% of Latino students plan to graduate high school.

65% 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 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



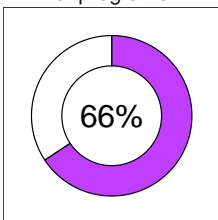
Teacher and School Support



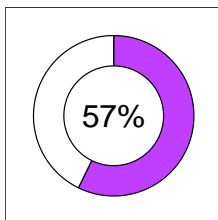
Afterschool Activities

Percent of Latino students who...

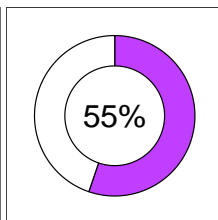
Are aware their school/community offers a variety of programs



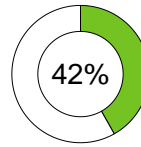
Participate at least 3 times per week



Have positive out of school experiences

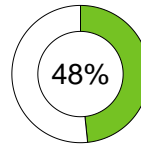
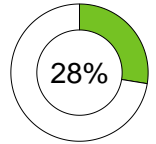


Health and Well-Being Indicators



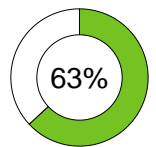
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

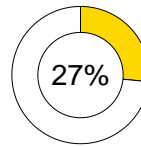


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

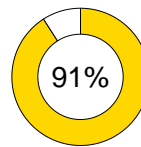
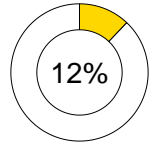


Context Indicators



Obtained mostly As for school grades.

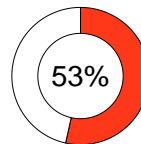
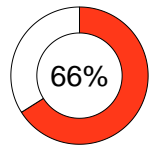
Were sent out of class for discipline.



Feel safe at school.

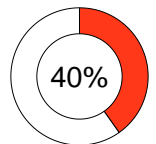
Challenge Indicators

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 West Central for 2019



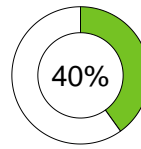
High School Graduation and Beyond



99% of Latino students plan to graduate high school.

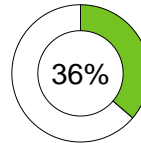
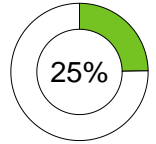
68% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

Health and Well-Being Indicators



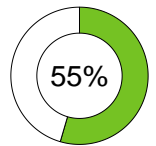
Are physically active at least 60 minutes, 5 times per week.

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

Commitment to Learning



Positive Identity and Outlook



Social Competence



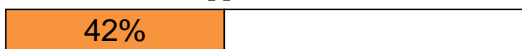
Empowerment



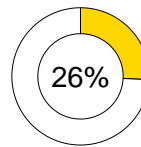
Family and Community Support



Teacher and School Support

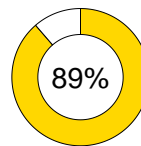
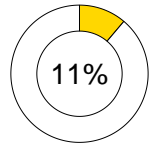


Context Indicators



Obtained mostly As for school grades.

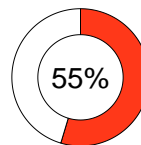
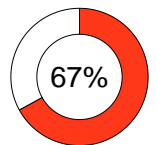
Were sent out of class for discipline.



Feel safe at school.

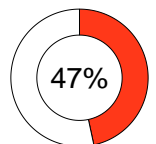
Challenge Indicators

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



Experienced at least one indicator of trauma.

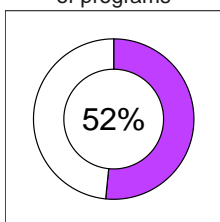
Have at least one indicator of mental distress.



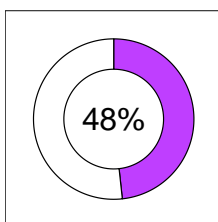
Afterschool Activities

Percent of Latino students who...

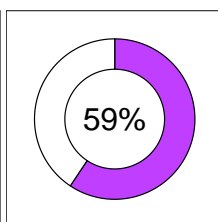
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Somali Students in West Central for 2013



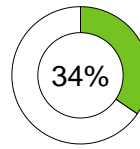
High School Graduation and Beyond



86% of Somali students plan to graduate high school.

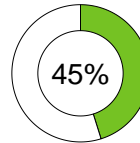
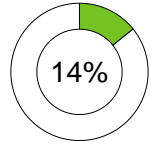
71% plan to attend a 2 or 4 year college/university.
 NA% plan to obtain a license/certificate or apprenticeship.
 NA% plan to obtain a GED.

Health and Well-Being Indicators



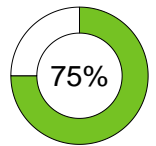
Are physically active at least 60 minutes, 5 times per week.

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



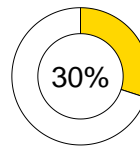
Family and Community Support



Teacher and School Support

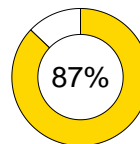
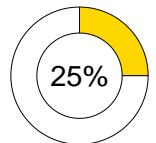


Context Indicators



Obtained mostly As for school grades.

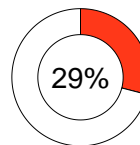
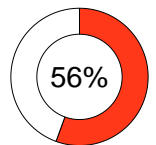
Were sent out of class for discipline.



Feel safe at school.

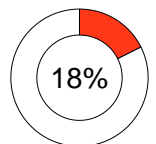
Challenge Indicators

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.

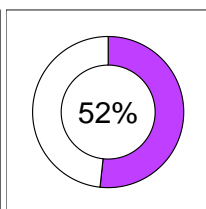
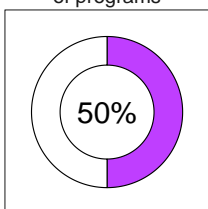


Afterschool Activities

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 West Central for 2016



High School Graduation and Beyond



98% of Somali students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
9% plan to obtain a license/certificate or apprenticeship.
5% 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



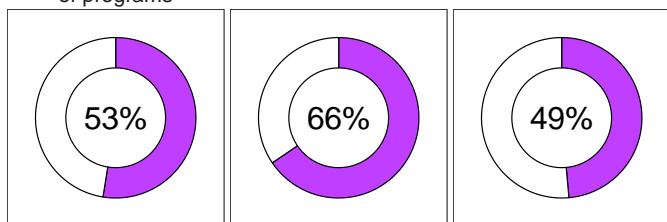
Afterschool Activities

Percent of Somali students who...

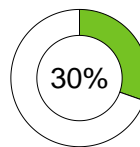
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

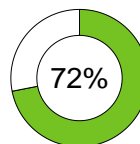
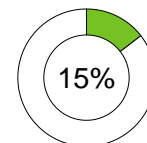


Health and Well-Being Indicators



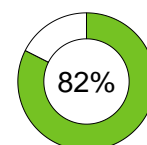
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

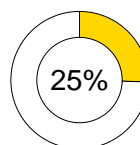


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

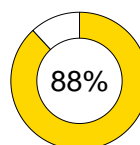
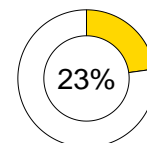


Context Indicators



Obtained mostly As for school grades.

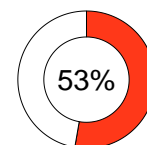
Were sent out of class for discipline.



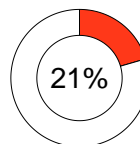
Feel safe at school.

Challenge Indicators

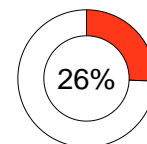
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Somali Students in West Central for 2019



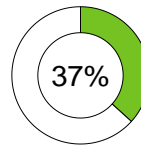
High School Graduation and Beyond



99% of Somali students plan to graduate high school.

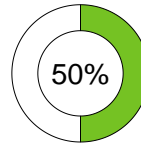
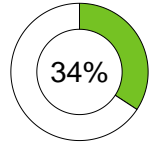
72% plan to attend a 2 or 4 year college/university.
8% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



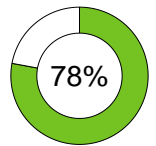
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.



Sleep at least 8 hours in a typical school night.

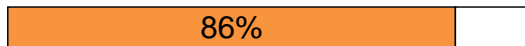
Reported having very good or excellent health



Developmental Skills & Supports

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

Commitment to Learning



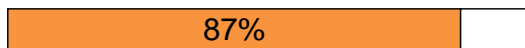
Positive Identity and Outlook



Social Competence



Empowerment



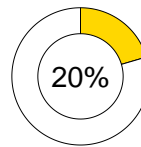
Family and Community Support



Teacher and School Support

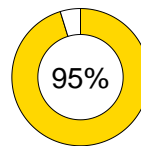
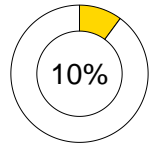


Context Indicators



Obtained mostly As for school grades.

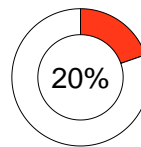
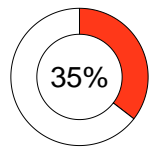
Were sent out of class for discipline.



Feel safe at school.

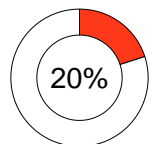
Challenge Indicators

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



Experienced at least one indicator of trauma.

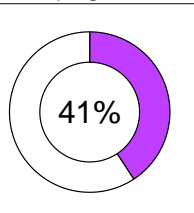
Have at least one indicator of mental distress.



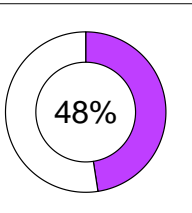
Afterschool Activities

Percent of Somali students who...

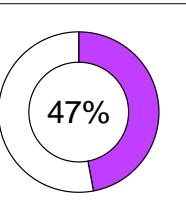
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Foster-Care Students in West Central for 2013



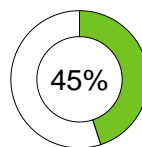
High School Graduation and Beyond



97% of Foster-Care students plan to graduate high school.

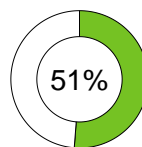
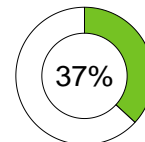
65% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
13% plan to obtain a GED.

Health and Well-Being Indicators



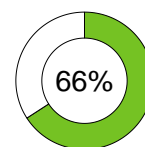
Are physically active at least 60 minutes, 5 times per week.

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



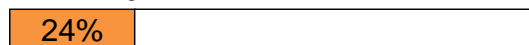
Developmental Skills & Supports

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

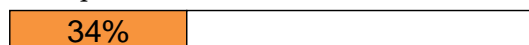
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



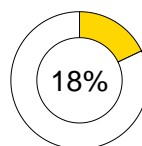
Family and Community Support



Teacher and School Support

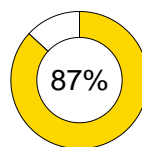
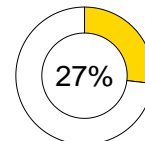


Context Indicators



Obtained mostly As for school grades.

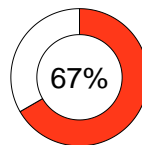
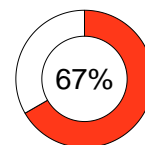
Were sent out of class for discipline.



Feel safe at school.

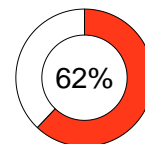
Challenge Indicators

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.

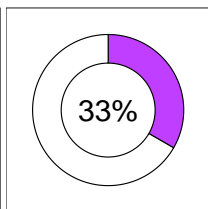
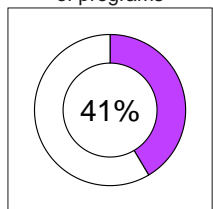


Afterschool Activities

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 West Central for 2016



High School Graduation and Beyond



94% of Foster-Care students plan to graduate high school.

47% plan to attend a 2 or 4 year college/university.
12% plan to obtain a license/certificate or apprenticeship.
6% plan to obtain a GED.

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



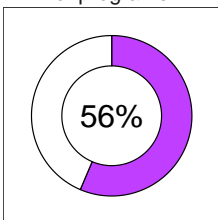
Teacher and School Support



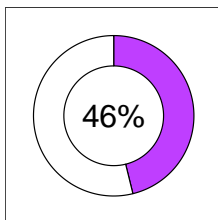
Afterschool Activities

Percent of Foster-Care students who...

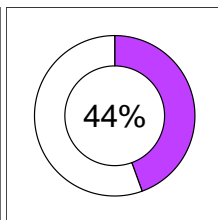
Are aware their school/community offers a variety of programs



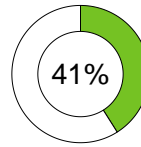
Participate at least 3 times per week



Have positive out of school experiences

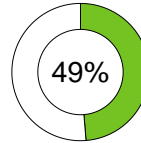
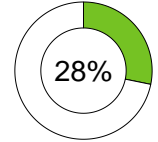


Health and Well-Being Indicators



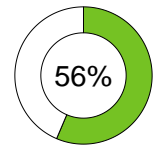
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

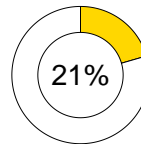


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

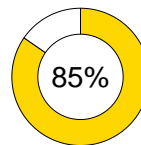
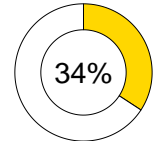


Context Indicators



Obtained mostly As for school grades.

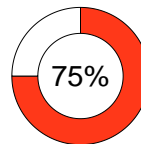
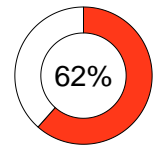
Were sent out of class for discipline.



Feel safe at school.

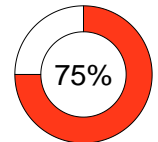
Challenge Indicators

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 West Central for 2019



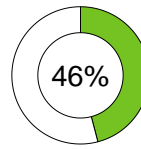
High School Graduation and Beyond



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

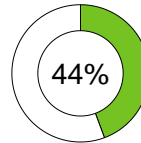
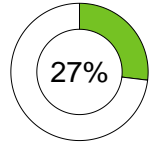
59% plan to attend a 2 or 4 year college/university.
5% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Health and Well-Being Indicators



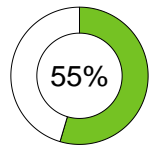
Are physically active at least 60 minutes, 5 times per week.

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

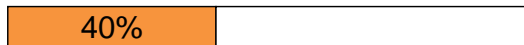
Commitment to Learning



Positive Identity and Outlook



Social Competence



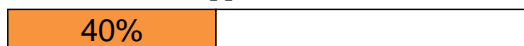
Empowerment



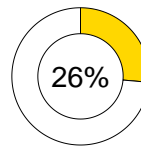
Family and Community Support



Teacher and School Support

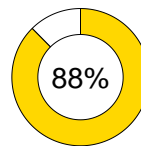
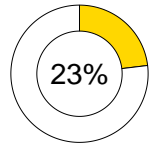


Context Indicators



Obtained mostly As for school grades.

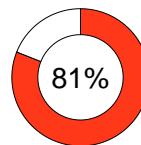
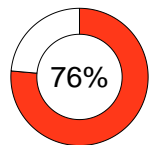
Were sent out of class for discipline.



Feel safe at school.

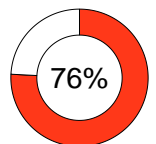
Challenge Indicators

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.



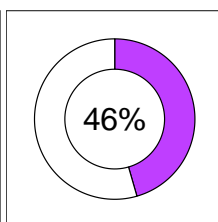
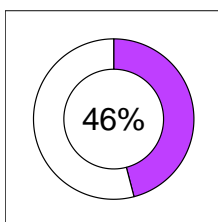
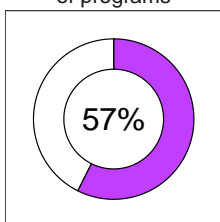
Afterschool Activities

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 West Central 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.
4% 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

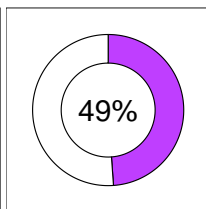
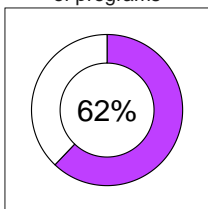


Afterschool Activities

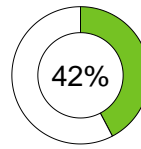
Percent of FRL students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

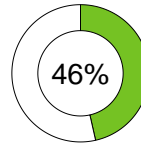
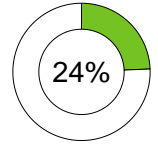


Health and Well-Being Indicators



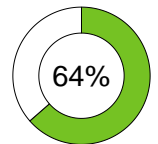
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

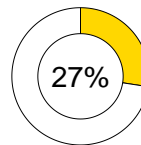


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

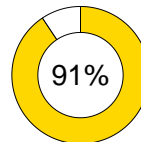
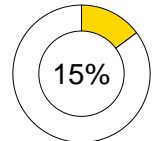


Context Indicators



Obtained mostly As for school grades.

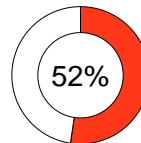
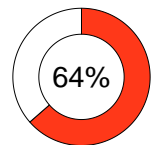
Were sent out of class for discipline.



Feel safe at school.

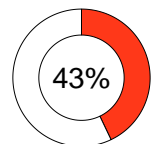
Challenge Indicators

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.



FRL Students in West Central for 2016



High School Graduation and Beyond



99% of FRL students plan to graduate high school.

65% 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.

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



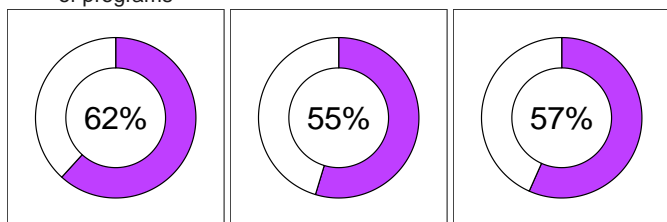
Afterschool Activities

Percent of FRL students who...

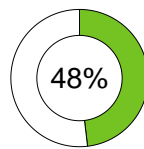
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

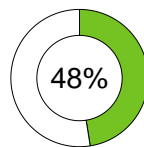
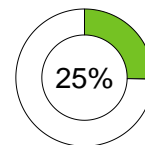


Health and Well-Being Indicators



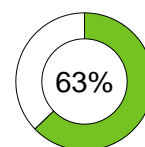
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

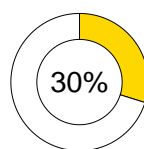


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

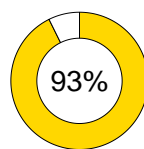
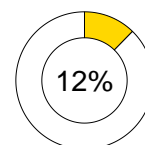


Context Indicators



Obtained mostly As for school grades.

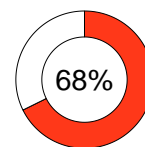
Were sent out of class for discipline.



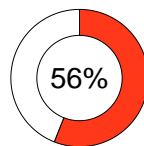
Feel safe at school.

Challenge Indicators

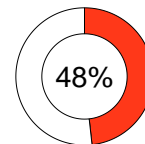
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



FRL Students in West Central for 2019



High School Graduation and Beyond



99%

of FRL 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 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



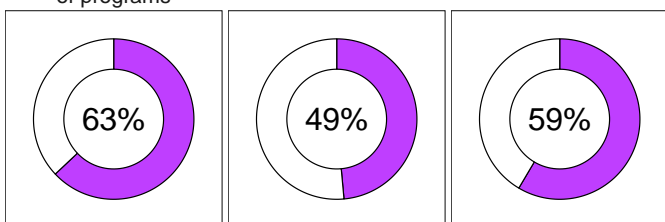
After-school Activities

Percent of FRL students who...

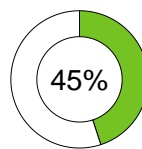
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

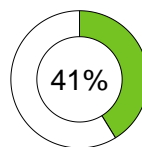
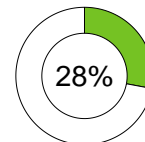


Health and Well-Being Indicators



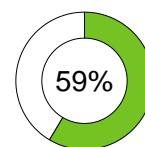
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

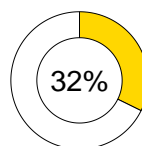


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

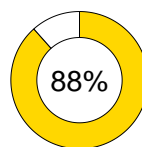
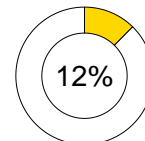


Context Indicators



Obtained mostly As for school grades.

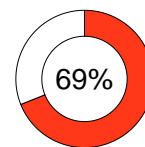
Were sent out of class for discipline.



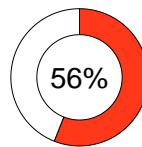
Feel safe at school.

Challenge Indicators

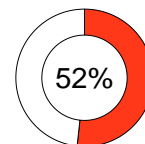
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



Homeless Students in West Central for 2013



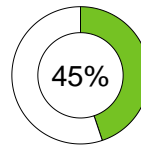
High School Graduation and Beyond



98% of Homeless students plan to graduate high school.

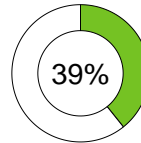
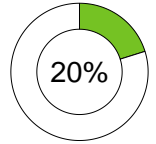
57% plan to attend a 2 or 4 year college/university.
4% plan to obtain a license/certificate or apprenticeship.
6% plan to obtain a GED.

Health and Well-Being Indicators



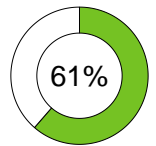
Are physically active at least 60 minutes, 5 times per week.

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?

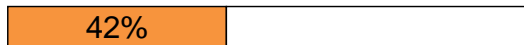
Commitment to Learning



Positive Identity and Outlook



Social Competence



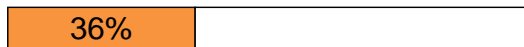
Empowerment



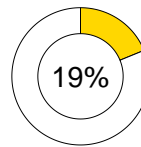
Family and Community Support



Teacher and School Support

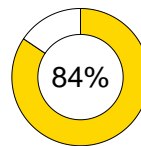
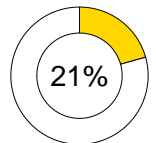


Context Indicators



Obtained mostly As for school grades.

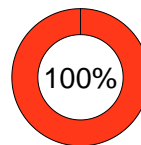
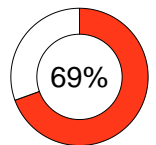
Were sent out of class for discipline.



Feel safe at school.

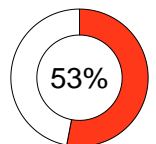
Challenge Indicators

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.

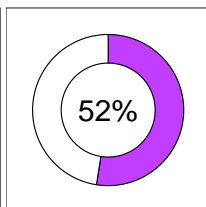
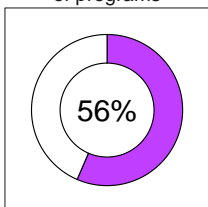


Afterschool Activities

Percent of Homeless students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week



Homeless Students in West Central for 2016



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.
4% plan to obtain a license/certificate or apprenticeship.
4% plan to obtain a GED.

Developmental Skills & Supports

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

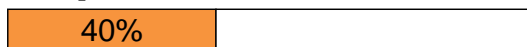
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



Teacher and School Support



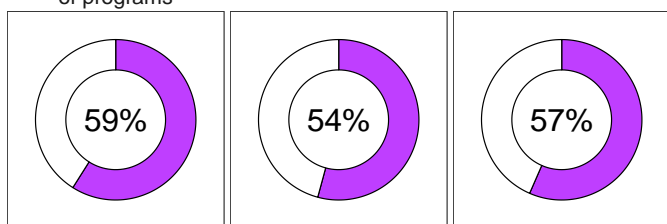
Afterschool Activities

Percent of Homeless students who...

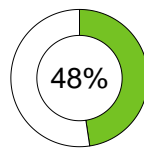
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

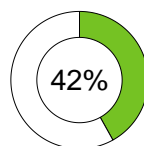
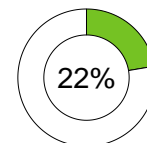


Health and Well-Being Indicators



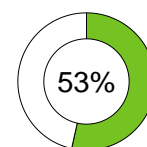
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

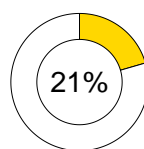


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

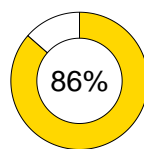
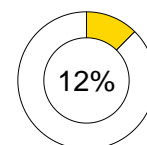


Context Indicators



Obtained mostly As for school grades.

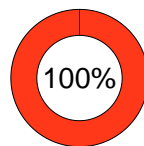
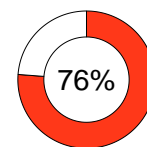
Were sent out of class for discipline.



Feel safe at school.

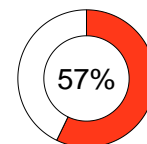
Challenge Indicators

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 West Central for 2019



High School Graduation and Beyond



98% of Homeless students plan to graduate high school.

58% 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 Homeless students meet the threshold to be equipped for learning with developmental skills and supports?

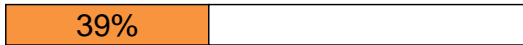
Commitment to Learning



Positive Identity and Outlook



Social Competence



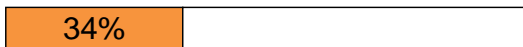
Empowerment



Family and Community Support



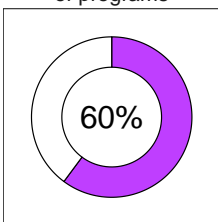
Teacher and School Support



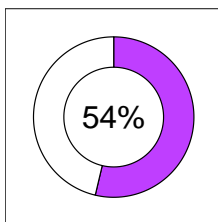
Afterschool Activities

Percent of Homeless students who...

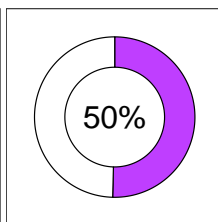
Are aware their school/community offers a variety of programs



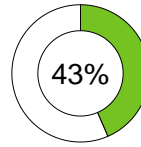
Participate at least 3 times per week



Have positive out of school experiences

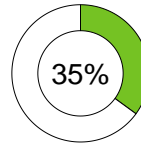
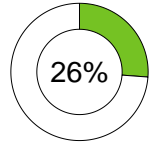


Health and Well-Being Indicators



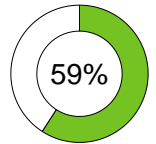
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

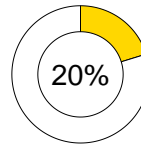


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

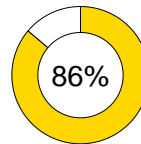
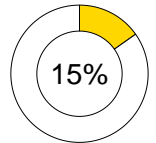


Context Indicators



Obtained mostly As for school grades.

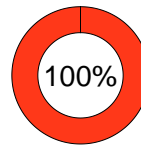
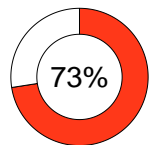
Were sent out of class for discipline.



Feel safe at school.

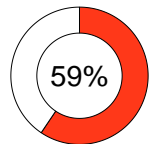
Challenge Indicators

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.



LGBQ Students in West Central for 2013



High School Graduation and Beyond



98% of LGBQ 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.
3% plan to obtain a GED.

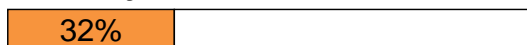
Developmental Skills & Supports

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

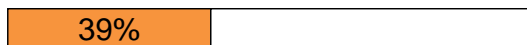
Commitment to Learning



Positive Identity and Outlook



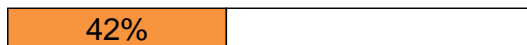
Social Competence



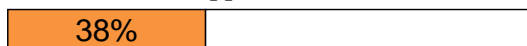
Empowerment



Family and Community Support



Teacher and School Support

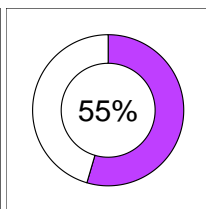
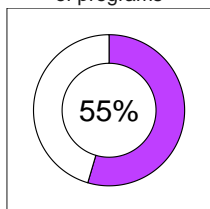


Afterschool Activities

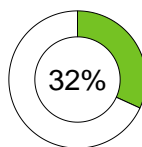
Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

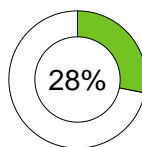
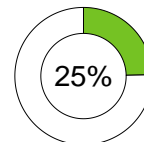


Health and Well-Being Indicators



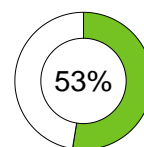
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

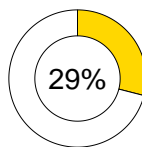


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

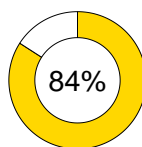
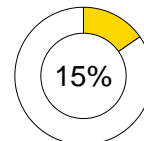


Context Indicators



Obtained mostly As for school grades.

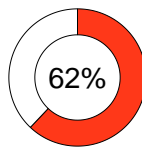
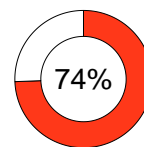
Were sent out of class for discipline.



Feel safe at school.

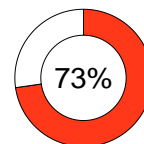
Challenge Indicators

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.



LGBQ Students in West Central for 2016



High School Graduation and Beyond



99%

of LGBQ students plan to graduate high school.

64% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

Developmental Skills & Supports

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

Commitment to Learning

63%

Positive Identity and Outlook

27%

Social Competence

45%

Empowerment

53%

Family and Community Support

45%

Teacher and School Support

37%

Afterschool Activities

Percent of LGBQ students who...

Are aware their school/community offers a variety of programs

56%

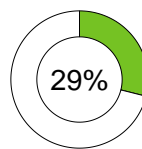
Participate at least 3 times per week

51%

Have positive out of school experiences

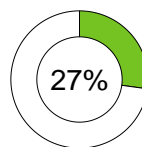
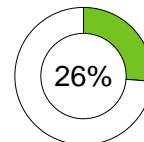
53%

Health and Well-Being Indicators



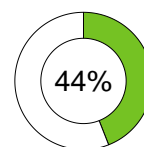
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

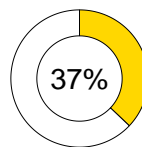


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

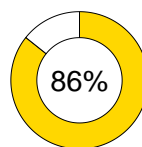
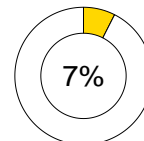


Context Indicators



Obtained mostly As for school grades.

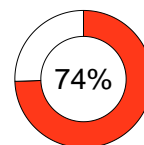
Were sent out of class for discipline.



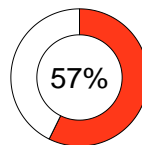
Feel safe at school.

Challenge Indicators

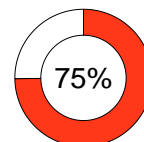
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



LGBQ Students in West Central for 2019



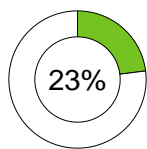
High School Graduation and Beyond



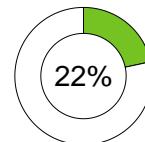
99% of LGBQ students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
1% plan to obtain a GED.

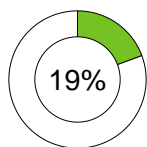
Health and Well-Being Indicators



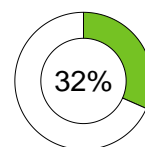
Are physically active at least 60 minutes, 5 times per week.



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

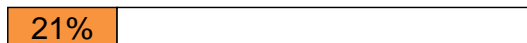
Developmental Skills & Supports

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

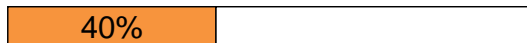
Commitment to Learning



Positive Identity and Outlook



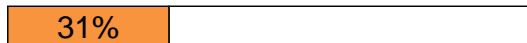
Social Competence



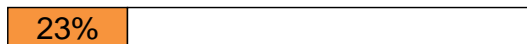
Empowerment



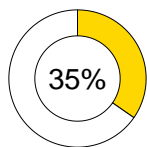
Family and Community Support



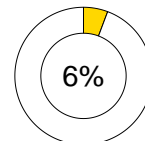
Teacher and School Support



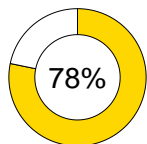
Context Indicators



Obtained mostly As for school grades.



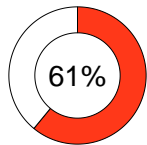
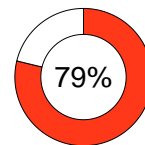
Were sent out of class for discipline.



Feel safe at school.

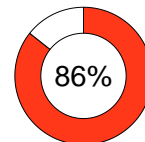
Challenge Indicators

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.



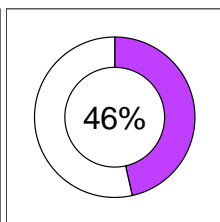
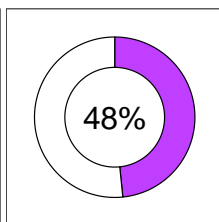
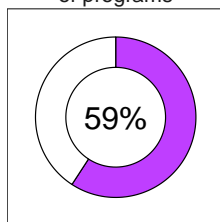
Afterschool Activities

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 West Central for 2013



High School Graduation and Beyond



99%

of SpEd students plan to graduate high school.

57% 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 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

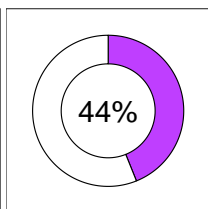
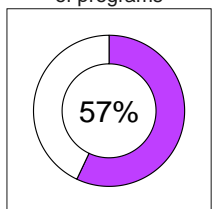


After-school Activities

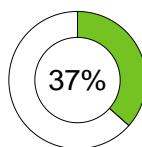
Percent of SpEd students who...

Are aware their school/community offers a variety of programs

Participate at least 3 times per week

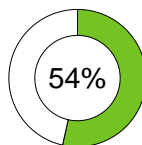
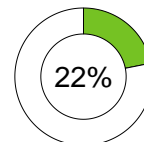


Health and Well-Being Indicators



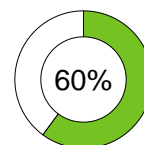
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

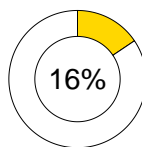


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

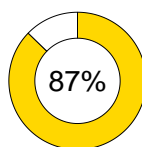
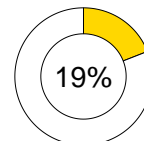


Context Indicators



Obtained mostly As for school grades.

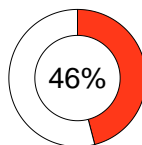
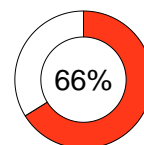
Were sent out of class for discipline.



Feel safe at school.

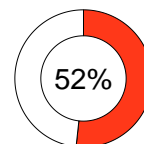
Challenge Indicators

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.



SpEd Students in West Central for 2016



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.
4% 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



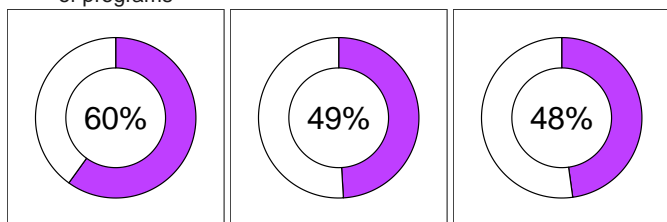
After-school Activities

Percent of SpEd students who...

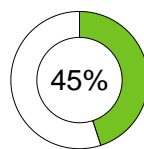
Are aware their school/community offers a variety of programs

Participate at least 3 times per week

Have positive out of school experiences

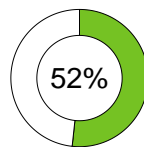
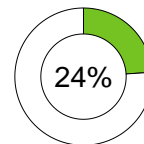


Health and Well-Being Indicators



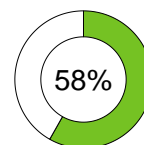
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

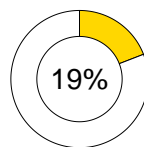


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

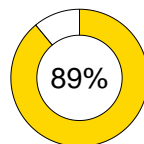
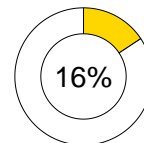


Context Indicators



Obtained mostly As for school grades.

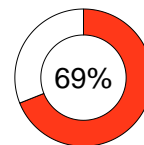
Were sent out of class for discipline.



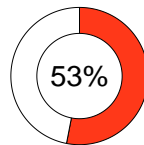
Feel safe at school.

Challenge Indicators

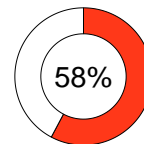
Experienced harassment/bullying in the last 30 days in school.



Experienced at least one indicator of trauma.



Have at least one indicator of mental distress.



SpEd Students in West Central for 2019



High School Graduation and Beyond



98%

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.
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



Positive Identity and Outlook



Social Competence



Empowerment



Family and Community Support



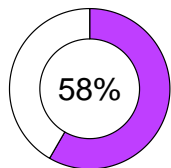
Teacher and School Support



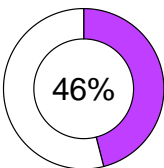
Afterschool Activities

Percent of SpEd students who...

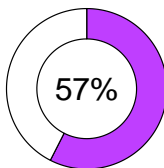
Are aware their school/community offers a variety of programs



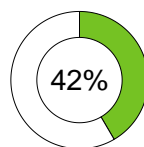
Participate at least 3 times per week



Have positive out of school experiences

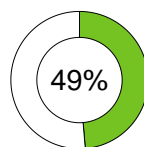
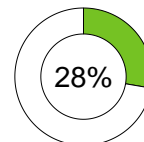


Health and Well-Being Indicators



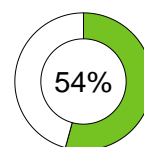
Are physically active at least 60 minutes, 5 times per week.

Eat fruits and vegetables at least once a day.

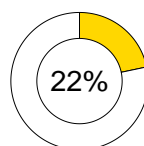


Sleep at least 8 hours in a typical school night.

Reported having very good or excellent health

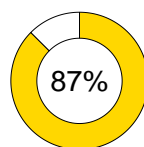
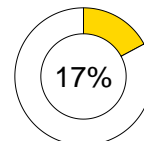


Context Indicators



Obtained mostly As for school grades.

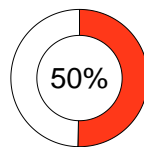
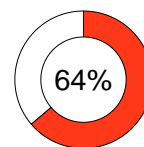
Were sent out of class for discipline.



Feel safe at school.

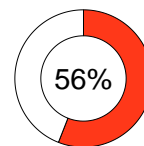
Challenge Indicators

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.



Trauma Experienced Students in West Central for 2013



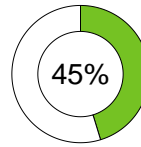
High School Graduation and Beyond



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

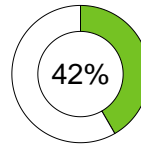
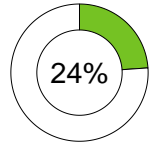
68% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
3% plan to obtain a GED.

Health and Well-Being Indicators



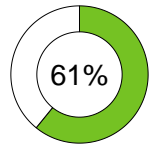
Are physically active at least 60 minutes, 5 times per week.

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 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



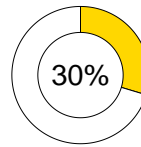
Family and Community Support



Teacher and School Support

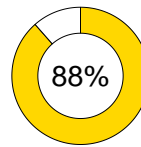
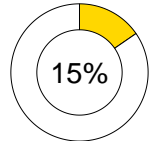


Context Indicators



Obtained mostly As for school grades.

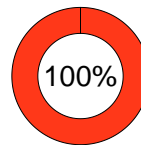
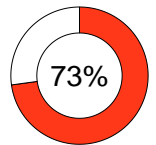
Were sent out of class for discipline.



Feel safe at school.

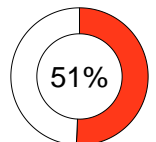
Challenge Indicators

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.

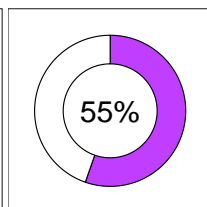
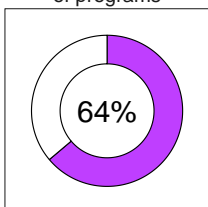


Afterschool Activities

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 West Central for 2016



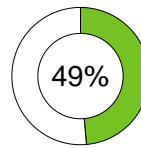
High School Graduation and Beyond



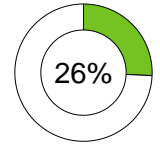
99% of Trauma Experienced students plan to graduate high school.

67% plan to attend a 2 or 4 year college/university.
6% plan to obtain a license/certificate or apprenticeship.
2% plan to obtain a GED.

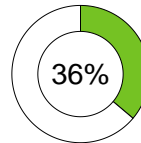
Health and Well-Being Indicators



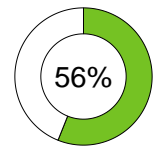
Are physically active at least 60 minutes, 5 times per week.



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?

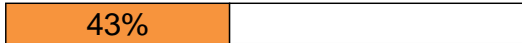
Commitment to Learning



Positive Identity and Outlook



Social Competence



Empowerment



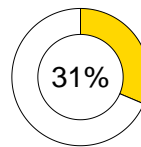
Family and Community Support



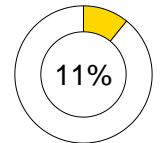
Teacher and School Support



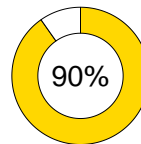
Context Indicators



Obtained mostly As for school grades.



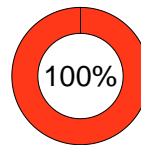
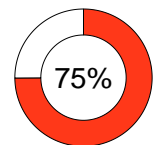
Were sent out of class for discipline.



Feel safe at school.

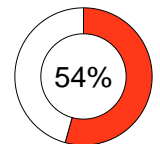
Challenge Indicators

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.



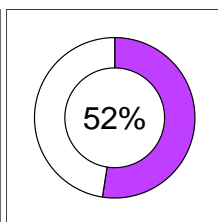
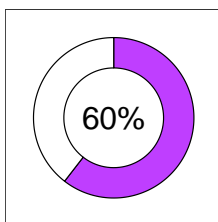
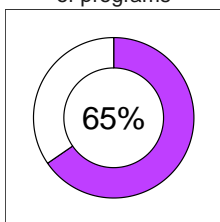
Afterschool Activities

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 West Central for 2019



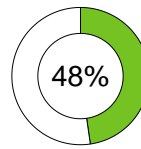
High School Graduation and Beyond



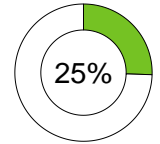
99% of Trauma Experienced students plan to graduate high school.

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.

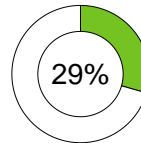
Health and Well-Being Indicators



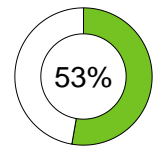
Are physically active at least 60 minutes, 5 times per week.



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 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



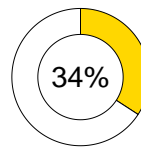
Family and Community Support



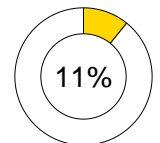
Teacher and School Support



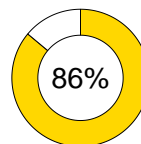
Context Indicators



Obtained mostly As for school grades.



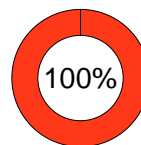
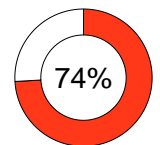
Were sent out of class for discipline.



Feel safe at school.

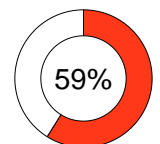
Challenge Indicators

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



Experienced at least one indicator of trauma.

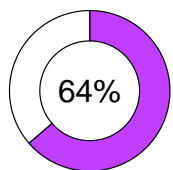
Have at least one indicator of mental distress.



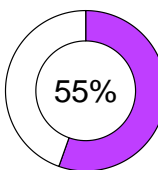
Afterschool Activities

Percent of Trauma Experienced students who...

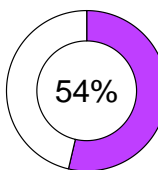
Are aware their school/community offers a variety of programs



Participate at least 3 times per week



Have positive out of school experiences



Acknowledgements

The [Minnesota Youth Development Research Group](#) is supported through the Carmen and Jim [Campbell Leadership Chair](#) in [Education & Human Development](#) at the University of Minnesota. This report, containing student-community profiles, was developed with the support of Campbell graduate research assistant, Rik Lamm, and Dr. Andrew Zieffler. We also appreciate the support of the [Educational Equity Resource Center](#) at the U of M. Finally, we acknowledge the [Search Institute](#)'s developmental assets framework and their positive youth development approach to helping youth become their *best selves*. We offer this report as a model of engaged scholarship, consistent with the research, teaching, and outreach missions of the University of Minnesota, the state's land grant research institution of higher education.