

Human Development

All information pertaining to education was obtained from the Minneapolis Public Schools.

The Minneapolis Park and Recreation Board provided data for the sections on parks and recreation.

Material about libraries was obtained from the Minneapolis Public Library and Information Center.

The Minneapolis Department of Civil Rights provided discrimination case data and information about educational activities.

The Greater Minneapolis Day Care Association provided information on early childhood care and education.

The Youth Coordinating Board provided information on youth services.

Hennepin County provided all data concerning income assistance and community social services.

Minneapolis Public Schools

Mission

Minneapolis Public Schools (MPS) existed to ensure that all students learned and grew into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal and family lives. Students came from everywhere – more than 90 different languages were spoken in the City's schools - and every day saw new faces from Bosnia, Mexico, Somalia, California, and reservations in our own State. There were no admissions policies and no income. For Minneapolis Public Schools, 2003 was about change in student demographics and needs. Superintendent Carol Johnson accepted a position in Tennessee, leaving district management under the direction of an interim superintendent. Enrollment continued to fluctuate, decreasing to 46,182 students. The student population became increasingly diverse: almost 74% of students were people of color. Spanish, Hmong and Somali were the largest language groups. The number of students eligible for free or reduced price meals grew to 67%.

Services

English Language Learners Program - in 2003, almost a quarter of MPS students were found to have low proficiency in English. Minneapolis Public Schools promoted academic achievement by ensuring that quality services met individual English Language Learner (ELL) needs in English as a Second Language (ESL), bilingual, and regular education settings. In 2003, there were almost 12,000 students receiving ELL services.

Minneapolis Community Education Programs - Early Education for Children and their Parents and Early Childhood Family Education (ECFE) accomplished its mission by offering classes, home visits and special needs services throughout Minneapolis. ECFE worked closely with Minneapolis' K-12 programs by collaborating with Special Education, Adolescent Parent Education, and by offering classes for children from birth to kindergarten age. Parents of new babies participated in ECFE at area hospitals and in classes at neighborhood sites. Partnerships and collaboration with community-based agencies provided additional services for families. During the 2002-2003 school year, over 9,800 children and over 12,000 parents participated in ECFE.

Year-round Enrichment Opportunities for Children and Youth - in 2003, extended-day programs were planned and implemented at 29 sites in partnership with school staff, parents, community members, and community organizations. The goal was to provide additional opportunities for learning and development to over 46,500 youth during 2002-2003. These programs were developed around the Search Institute's asset model of youth development and were designed to support learning, relationship building between young people, relationship building between youth and adults, and to reinforce positive social interactions.

Youth Development and Youth Service - youth development and youth service gave young people the opportunity to serve the community and to learn from the experience. The program involved young people in community service and formative activities during and after school hours. Programs included youth leadership development, community service, and other youth development initiatives. Approximately 14,000 young people participated during 2002-2003.

Summer Programs - summer program for K through sixth grade youth included Sports Arts Plus, Summer Enrichment, Swimming, and Leadership and Service Programs. Older students participated in Phat Summer, a collaboration among schools, parks and the Youth Coordinating Board. Approximately 5,300 youth participated during the summer of 2003.

Year-round School Age Childcare -the district provided safe, affordable, school-age childcare through a year-round childcare service. It offered high-quality service for parents during periods

when students were not involved in their regular school day. The National School Age Care Alliance or the National Association for the Education of Young Children accredited the 2002-2003 programs. The 2002-2003 program operated in 17 school buildings and served 1,400 children from over 900 families.

Basic Skills Education for Adults - this program served learners, aged 16 and older, who were not enrolled in school. It offered the following educational opportunities at no cost: Adult Basic Education, General Equivalency Development (GED), English Language Learning (ELL), Citizenship Instruction and Distance Learning, and Project Regina's self-sufficiency program. During 2002-2003 about 9,000 adults took classes at 20 sites, and over 700 GEDs and adult diplomas were awarded.

General Skill Building Classes for Adults - adults in all stages of life enjoyed a large variety of high-quality, low-cost classes and programs. Classes were designed to fit the needs of single people, working adults, older adults, parents, and adults with disabilities. Topics covered a wide range of interests, including physical fitness, business and computer technology, home improvement, financial management, and consumer information. In 2002-2003, community programs served 17,000 adults with skill-building, life-enhancing classes.

Disability Access Services - all Minneapolis community education classes and services were available to people with disabilities. Accommodations included, but were not limited to, sign language interpreter, accessible classroom location, and alternate format of class materials. Classes focused on skill development in reading and math, independent living, recreation, and leisure interests. Participants learned skills to improve their lives at home, at work, and in the community. During 2002-2003, approximately 1,000 adults were served.

Volunteer Services - 2003 had three district-wide volunteer programs: WISE Tutors, The Intergenerational Program, and the Adult Basic Education Volunteers. Last year over 7,500 parents, employees, students and other individuals shared their time and talents by volunteering thousands of hours in Minneapolis Public Schools.

**Minneapolis School District Demographics
2002-2003**

Number of Schools

Elementary	64
Middle	8
High School	7
Public Alternative	9
Special Education	5
Contract Alternative	26

Student Enrollment

Pre-kindergarten/ECSE	531
Kindergarten High Five	566
Kindergarten	3,527
Grades 1-6	20,889
Grades 7 & 8	6,826
Grades 9-12	13,843
Total Enrollment	46,182

Student Demographics

(73.88% of MPS students are people of color)

Native American	4.11%
African American	43.22%
Asian American	13.79%
Hispanic American	12.76%
White American	26.12%

Special Education 13%

Eligible for free/reduced price lunch 67.6%

Breakfast is available to all elementary students at no cost through a state-funded program. All meals meet or exceed USDA guidelines for good nutrition. Free and reduced-priced meals are also available to eligible students.

Student Mobility

Summer Transfers In	Mid-year Transfers In	Mid-year In-district Transfers	Mid-year Transfers Out	Mid-year Transfers Combined
4,081 (9%)	4,391 (9.6%)	6,610 (14.5%)	6,171 (13.5%)	17,172 (37.7%)

Average Class Size Standards

Grades K - 3	22 students
Grades 4 - 8	28 students
Grades 9 - 12	30 students

Employees

Teachers	4,592
Support Staff	3,242
Principals/Administrators	279
Total	8,113

Attendance

Students who attended school between 85-100% of the time passed State tests in reading and math at much higher rates than students who attended school less than 85% of the time. MPS adopted an attendance policy in 2000 requiring students to attend school 95% of the time, meaning students can miss no more than eight days a year. In 2001-2002, MPS students attended school an average of 93% of the time.

Budget 2002-2003

A budget shortfall in fiscal year 2003, which included a loss of \$5 million in State integration aid, forced the District to reduce the number of magnet schools and close or merge several schools over the next few years.

General Fund	\$ 441,113,823
Referendum Fund	43,254,157
Food Services	18,496,403
Transportation	36,417,837
Community Education	17,322,927
Building Construction	68,400,000
Debt	65,337,745
Grants	52,150,000
Other	1,599,000
Total	\$ 707,674,055