

Good Readers-Healthy Choices
Bringing the National Reach Out and Read Program to Kosciusko County

Kosciusko Leadership Academy 2011

Good Readers-Healthy Choices
Bringing the National Reach Out and Read Program to
Kosciusko County

White Paper

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Good Readers-Healthy Choices

Bringing the National Reach Out and Read Program to Kosciusko County

Executive Summary

The Need

In the United States, 34% of children enter kindergarten without the basic language skills needed to learn to read. Despite extensive, remedial reading programs, the children who enter school unprepared are highly unlikely ever to be on grade level with their peers. In fact, 88% of first graders who are below grade level in reading will continue to read below grade level in fourth grade.¹ The optimum time for learning language and literacy skills is the first five years of life. During these years, a child's brain is forming synapses or pathways. If the language pathways are not formed during this time period, continued learning is more difficult, and reading becomes a burden rather than a positive, useful tool. Reading difficulty contributes not only to school failure, but increases the probability of absenteeism, juvenile delinquency, substance abuse, dropouts, and teenage pregnancy. Each of these problems contributes to the overarching social problem of perpetuating the cycles of illiteracy, poverty, and dependency.

The Proposal and Scope

One solution to improve kindergarten-readiness is launching the Reach Out and Read Program in Kosciusko County. Reach Out and Read "immunizes" preschool children against illiteracy during the critical, preschool years when interventions are prone to have dramatic, positive impacts.

The Reach Out and Read model incorporates pediatric health care providers, who are in a position of trust, to talk with parents about literacy and the importance of reading to their children. The program will improve reading skills by increasing the read-aloud time children have at home with their parents and by building home libraries. The cost for a child to be in the program from birth through age five is \$50.00.

Summary of Reach Out and Read

Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's evidence-based model into regular pediatric checkups by advising parents about the importance of reading aloud and giving developmentally appropriate books to children. With a special emphasis on children in low-income families and communities, The Reach Out and Read program begins at the six-month checkup and continues through age five. Families served by the program read together more often, and the children enter kindergarten with larger vocabularies and stronger language skills. With developed language and literacy skills, the children are better prepared to do well in school and achieve their potential.

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The Need

Too many children enter kindergarten without the fundamental skills they need to be “ready to learn”. They are unprepared for successful achievement and more likely to experience performance gaps from which they may not recover. Half the education achievement gaps between poor and non-poor children already exist at kindergarten entry. Early literacy plays a critical role as the experience most important to reading development.

The children most **unlikely** to participate in routine early literacy experiences with their families are those children whose parents have low levels of education and those children who live in households in which English is not the primary language. For example, in one study, 48% of Hispanic non-English speakers with less than a high school education did not read to their children at all. The value of parents reading to their young children is especially important and has long been recognized and strongly supported by research.¹

Scientific research, studying brain development at young ages, indicates that children under six years old are in a stage of critical intellectual growth. Children from low-income families are also less likely to be enrolled in center-based childcare that might provide another opportunity to acquire early literacy skills. Many children under six live in families headed by a single parent or in which both parents work. Kosciusko County with a culturally diverse population presents an additional challenge to insure all children have an equal opportunity to achieve.

In the United States, 34% of children enter kindergarten without the basic language skills needed to learn to read.¹ Despite remedial reading programs, the children who enter school unprepared are highly likely never to be at the same reading level as their peers. In fact, **88% of first graders who are below grade level in reading will continue to read below grade level in fourth grade.**¹ The optimum time for learning language and literacy skills is the first five years of life. During these years, a child’s brain is forming synapses or pathways. If the language pathways are not formed during this time period, continued learning is more difficult, and reading becomes a burden rather than a positive, useful tool. Reading difficulty contributes not only to school failure, but increases the probability of absenteeism, juvenile delinquency, substance abuse, dropouts, and teenage pregnancy. Each of these problems contributes to the overarching social problem of perpetuating the cycles of illiteracy, poverty, and dependency. Nobel Prize-winning economist James J. Heckman found that **economic returns on dollars invested in early education are as high as 15-17% per year** - higher than other traditional economic development strategies.¹

In Indiana, 48.2% of children age five years and under are read to every day, close to the national average. Reading rates vary by family income with 43.8% of children living in or near

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poverty read to daily compared with 60.3% of children living at 400% of the Federal Poverty Level or greater. Only 30% of fourth grade students have reading skills that are proficient or greater. ROR currently serves 24.7% of young children in Indiana, and 53.3% of young children who are in or near poverty, ranking seventh in the nation.¹ (Chart 1)

Chart 2 provides an analysis of ISTEP scores for Kosciusko County. The Third Grade and Fourth Grade Disaggregate information for Tippecanoe Valley, Warsaw, Wawasee, and Whitko Community School Corporations for years ending in 2010, and 2009.⁴ was compiled to complete the Kosciusko County summary.

During the 2009-2010 school year in Kosciusko County, 82.1% of third graders passed the ISTEP, but only 12.1% of third graders were proficient readers. The fourth graders passed the test at 81.7%, and 18.6% were proficient readers. For children on the Free and Reduced Lunch Program the numbers were significantly lower. Free and Reduced third graders passed at 69.0%, while only 5.8% were proficient. Free and Reduced fourth graders passed at 67.3%, while 7.1% were proficient.

The Proposal and Scope

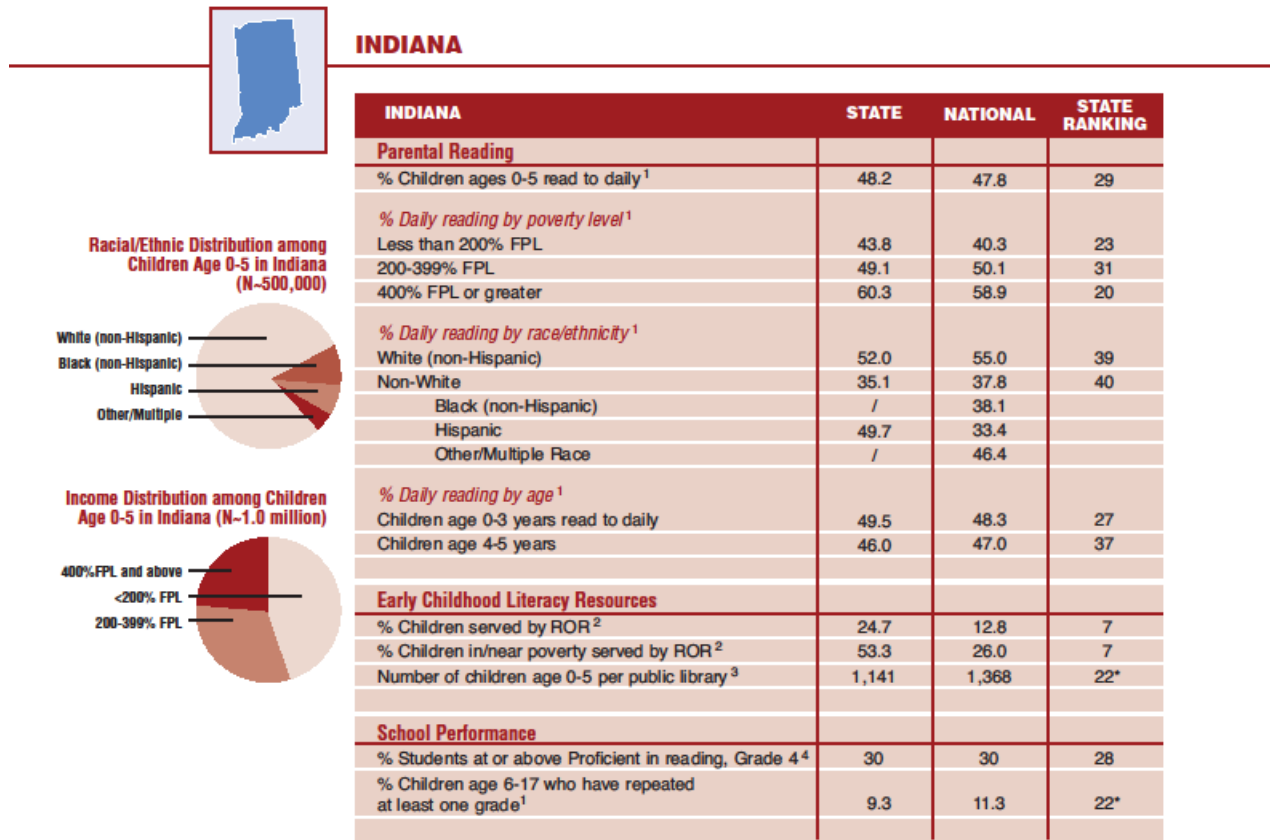
One solution to improve kindergarten-readiness is launching the Reach Out and Read Program (ROR) [Appendix 1] in Kosciusko County. As a component advocating for early literacy, Reach Out and Read has the potential to reach every child five years old and younger in Kosciusko County. This aspect is especially important to families not currently served by other agencies providing early literacy experiences or collaborating with Kosciusko Literacy Services' Read to Grow Children's Book Club program. Read to Grow Children's Book Club provides one new book a month to preschool children living at or below the 150% of the poverty level.

The ROR initiative will improve pre-literacy skills of preschoolers by providing in-home reading materials for children and by encouraging read-aloud time. ROR "immunizes" preschool children against illiteracy in the critical years before they enter school, when interventions can have the most dramatic impact. The ROR model incorporates health care providers, who are in a position of trust, to talk with parents about literacy and the importance of reading to children. The National Commission on Reading states, "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

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Chart 1



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The objective of ROR is to improve kindergarten readiness by improving pre-literacy skills. Pre-literacy is the knowledge children have about reading and writing before they can actually read and write. The six skills are:

- Print Motivation—interest in books and enjoyment of books.
- Phonological Awareness—ability to hear and play with smaller sounds in words.
- Vocabulary—the knowledge of the meanings of words.
- Narrative Skills—the ability to describe things and events and to tell stories.
- Print Awareness—the ability to notice print, to handle a book, and to follow the words on a page.
- Letter Knowledge—the ability to name and to recognize letters.

The Reach Out and Read Model

Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's evidence-based model into regular pediatric checkups by advising parents about the importance of reading aloud and giving developmentally appropriate books to children. With a special emphasis on children in low-income families and communities, The Reach Out and Read program begins at the six-month checkup and continues through age five. Families served by the program read together more often, and the children enter kindergarten with larger vocabularies and stronger language skills. With developed language and literacy skills, the children are better prepared to do well in school and achieve their potential.

Reach Out and Read promotes early literacy and school readiness with a research-tested, evidence-based model that's proven to help children develop the language skills they will need to learn to read and succeed in school. This model has an indirect benefit of building stronger families by empowering parents as their child's first and lifelong teacher. Stronger families build stronger communities.

The model includes:

- **Volunteers:** Because all ROR doctors and nurses volunteer the time they spend on early literacy, the primary cost of the program is the actual children's books.
- **Low overhead:** ROR operates within the existing healthcare infrastructure, so overhead costs including staffing are lower

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- **A trusted messenger:** Parents trust and value the advice they receive from their child's physician. ROR is unique in using a trusted authority figure, in the special setting of the medical visit, to promote a child's learning.
 - **Broad scope and reach:** Participating medical providers offer the ROR program to all children between six months and five years of age at each regular checkup.
 - **Hope for educational success:** ROR explicitly ties reading aloud to later school success; this strategy matches the aspiration that parents have for their children.
 - **Positive reinforcement:** When books are in the home, children by age one will "demand" to hear the books read aloud. The positive, loving attention children receive during story time motivates them to initiate the interaction repeatedly.
 - **Stretching every dollar:** Deep discounts from publishers, as well as an innovative bulk-purchasing program, enable ROR to buy more than twice as many books as it could at standard retail pricing.¹
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Budget

In Kosciusko County, of the 6449 children five and under (1,000 was estimated as the number of children in the 5-9 age group), 12.8% or 812 live in poverty. By applying the percent of children receiving Free and Reduced Lunch (40.6%), 2618 children live in low-income homes. (Appendix 2) ROR estimates that the cost for a child to be in the program from birth through age five is \$50.00.

ESTIMATED ANNUAL PROGRAM EXPENSES			
	SERVING ONLY THE CHILDREN 0-5 IN POVERTY	SERVING ONLY THE CHILDREN 0-5 IN FAMILIES QUALIFYING FOR FREE AND REDUCED LUNCHES	SERVING ALL OF THE CHILDREN 0-5
CHILDREN SERVED	812	2618	6449
BOOK COSTS, 2 BOOKS @ \$2.75	\$4,466	\$14,339	\$35,470
PROGRAM EXPENSE	\$1,000	\$3,000	\$6,000
LITERACY MATERIALS	\$250	\$750	\$1,500
READING CORNERS	\$500	\$1,500	\$3,000
TOTAL BUDGET	\$6,216	\$19,589	\$45,970
ESTIMATED PROGRAM EXPENSES IF <i>READING IS FUNDAMENTAL</i> GRANT AVAILABLE FOR BOOK PURCHASES			
BOOK COSTS, 2 BOOKS @ \$2.75	\$1,116	\$3,599	\$8,867
PROGRAM EXPENSE	\$1,000	\$3,000	\$6,000
LITERACY MATERIALS	\$250	\$750	\$1,500
READING CORNERS	\$500	\$1,500	\$3,000
TOTAL BUDGET	\$2,866	\$8,849	\$19,367

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Plan of Action Narrative

Each pediatric care provider may become an independent ROR entity. Currently, only one pediatric office had tried the ROR model. When funding became the limiting factor, the program was discontinued. By having a 501 (c) (3) nonprofit as the lead agency, contributions are tax deductible as allowed by law, and more grant opportunities from foundations are available.

The first step is to invite Kosciusko County health care providers to join the Reach Out and Read initiative. The Indiana Chapter of ROR will help in facilitating the project. Dr. Abigail Klemz of Riley Children's Hospital will be the keynote speaker and the Indiana ROR Chapter will speak on the benefits of the program.

In addition to the Health Care Providers agreeing to host a ROR site, funding needs to be secured. Kosciusko Literacy Services will provide this service. The goal is to have funding for all Kosciusko County children five years and younger. However, funding is more likely to be secure for the at-risk children. In that case, health care providers serving Medicaid and Hoosier Healthwise patients would be targeted first. As more funds are secured, more health care providers would be added.

Plan of Action Outline

Identify and Invite Participants

The inventory of health care pediatric providers is shown on Chart 3.

Invite providers to a ROR Luncheon to explain the program and encourage the participation of health care providers.

Coordinate with Indianapolis Chapter of ROR and schedule Dr. Abigail Klemsz of Riley Children's Hospital to speak.

Send written invitations to health care providers (Sample of Letter Attached) and make follow-up phone calls.

Organizational Options

Individual Providers

Ask Health Care Providers to Join Coalition or Become Independent ROR Providers.

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This option requires that each office to maintain inventories, file reports, raise money or fund the program.

Coalition

Form a Kosciusko County ROR Coalition Using a Lead Agency. Kosciusko Literacy Services is willing to be the county's lead agency. Ask for Kosciusko Community Hospitals support as many providers work for the hospital.

Lead Agency Responsibilities

- Raise Funds
- Coordinate Health Care Providers
- Provide Inventory Support
- Provide Oversight

Health Care Providers Responsibilities

- Reports
- Office Inventory
- Parent Education on Literacy

Secure Funding

Possible Funding Sources

Wal-Mart – A small grant may be available from the local store.

K21 Health Foundation - K21 may fund the program due to health connection.

United Way - United way of Kosciusko County may provide long term funding for low-income families.

The Dekko Foundation – Pay provide partial or full funding.

Individual Sponsorships - Service clubs and individuals may sponsor a child due to the relatively low cost.

Implement Programming Based on Funding

Implementation Options

Start in Warsaw, and roll out to smaller communities.

Target the well child clinic and health care providers accepting Hoosier Healthwise and Medicaid.

Add more health care providers as funds become available.

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Chart 3: Kosciusko County Doctors Providing Pediatric Care

Dr. Darr - Family Practice	Dr. Sawyer - Family Practice
Dr. Jungbauer - Family Practice	Dr. Snider - Family Practice
Dr. Dick - Family Practice	2235 DuBois Drive
Dr. Remington - Family Practice	574-267-8189
1210 Provident Drive, Suite B	
574-268-4300	
	Dr. Negreros - Family Practice
Dr. Hadlock - Family Practice	104 West Rochester Street, Akron
128 North First Street, Pierceton	574-893-4585
574-594-9890	
	Dr. Pitts - Family Practice
Dr. Johnson - Family Practice	2300 DuBois Drive
Dr. Williams - Family Practice	574-267-6778
1205 Provident Drive, Suite A	
574-269-8383	Dr. Silveus - Family Practice
	515 East Main Street, Mentone
Dr. Kratzer - Family Practice	574-353-7561
808 South Huntington Street,	
Syracuse	Dr. Weiland - Family Practice
574-457-8585	Dr. Zimmerman - Family Practice
	605 North Walnut Street, North
Dr. Loney - Family Practice	Manchester
Dr. Sessa - Family Practice	260-982-1994
1540 Provident Drive	
574-372-5868	Dr. Dillon - Pediatrics
	Dr. Jain - Pediatrics
Dr. Long - Family Practice	1210 Provident Drive, Suite A
614 North Main Street, North	574-269-8338
Webster	
574-834-7677	Dr. Noel - Pediatrics
	649 South Buffalo Street
Dr. Losby - Family Practice	574-269-1175
Dr. MacDonald - Family Practice	
Dr. Park - Family Practice	
Dr. Reichenbach - Family Practice	

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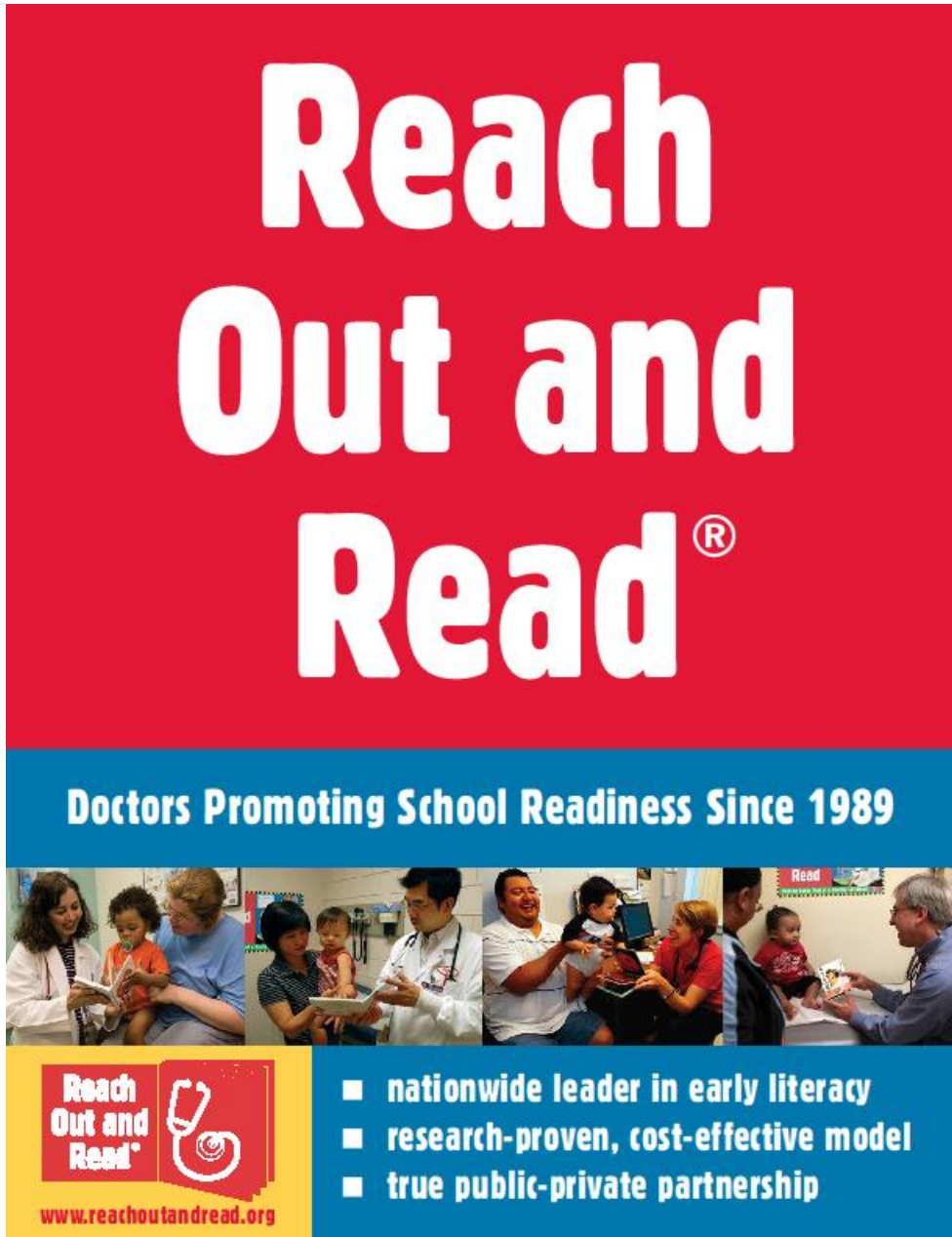
Sources

- 1 Reach Out and Read, www.reachoutandread.org
- 2 Kids Count in Indiana 2010 Data Book, www.iyi.org/databook
- 3 <http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=IN&group>
- 4 Indiana Department of Education, www.in.gov/doi.

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Appendix 1




**Reach
Out and
Read®**

Doctors Promoting School Readiness Since 1989



- nationwide leader in early literacy
- research-proven, cost-effective model
- true public-private partnership

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Appendix 2

Profile for Kosciusko (County)

Data Provided by: Indiana Youth Institute

IN KIDS COUNT Indicators

Demographics Indicators by Race and Ethnicity

Child Population Under 18 by Race and Ethnicity (Number)					
Race	2005	2006	2007	2008	2009
White	17,524	17,354	17,274	17,108	16,976
Black	279	324	330	333	308
American Indian	42	42	45	44	32
Asian	138	148	150	154	170
Hispanic (of any race)	1,971	2,057	2,134	2,168	2,381
Total	19,954	19,925	19,933	19,807	19,867

Child Population Under 18 by Race and Ethnicity (Percent)					
Race	2005	2006	2007	2008	2009
White	87.8%	87.1%	86.7%	86.4%	85.4%
Black	1.4%	1.6%	1.7%	1.7%	1.6%
American Indian	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	0.7%	0.7%	0.8%	0.8%	0.9%
Hispanic (of any race)	9.9%	10.3%	10.7%	11.0%	12.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Indicators by Age Group

Child Population Under 18 (Number)		
Age group	2008	2009
Ages 0-4	5,449	5,511
Ages 5-9	5,465	5,426
Ages 10-14	5,521	5,546
Ages 15-17	3,372	3,384
Total Under 18	19,807	19,867

Child Population Under 18 (Percent)		
Age group	2008	2009
Ages 0-4	27.5%	27.7%
Ages 5-9	27.6%	27.3%
Ages 10-14	27.9%	27.9%
Ages 15-17	17.0%	17.0%

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Total Under 18	100.0%	100.0%
Young Adult Population, Ages 18 - 24 (Number)		
Age group	2008	2009
Ages 18 - 20	2,383	2,671
Ages 21 - 24	3,474	3,710
Total 18-24	5,857	6,381
Young Adult Population, Ages 18 - 24 (Percent)		
Age group	2008	2009
Ages 18 - 20	40.7%	41.9%
Ages 21 - 24	59.3%	58.1%
Total 18-24	100.0%	100.0%

Education Children with Disabilities

# of Special Education Pupils (Number) Showing most recent 5 years; Show All Years				
2005	2006	2007	2008	2009
1,937	2,056	2,186	2,206	2,229
2000	2001	2002	2003	2004
1,685	1,712	1,759	1,819	1,872

Early Childhood

# of Child Care Facilities (Number) Showing most recent 5 years; Show All Years					
Child Care Facilities	2005	2006	2007	2008	2009
Licensed Center	4	4	5	5	5
Licensed Home	38	35	30	29	27
Registered Ministry	6	6	7	7	8
Child Care Facilities	2000	2001	2002	2003	2004
Licensed Center	4	4	4	4	3
Licensed Home	37	41	55	53	41
Registered Ministry	3	3	4	4	4
# of Slots Available for Children in Licensed Child Care (Number) Showing most recent 5 years; Show All Years					
2004	2005	2006	2007	2008	
685	769	740	722	714	
# of Licensed Child Care Slots per 100 Children, Age 0-4 (Rate per 100) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
14.3	13.8	13.6	13.4	12.4	
2000	2001	2002	2003	2004	
12.7	13.1	16.2	16.3	12.2	

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# of Children Receiving Child Care Vouchers (Number) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
296	257	243	289	282	
2000	2001	2002	2003	2004	
624	743	482	566	331	
# of Monthly Average of Children on Waiting List for Child Care Vouchers (Number) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
98	53	55	32	34	
2000	2001	2002	2003	2004	
14	59	126	89	188	
# of First Steps Children Served (Number) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
224	199	118	123	137	
2000	2001	2002	2003	2004	
192	166	203	241	222	
# of Head Start and Early Head Start Funded Enrollment Slots (Number) Showing most recent 5 years; Show All Years					
Head Start	2005	2006	2007	2008	2009
Early Head Start	40	40	80	40	40
Head Start	135	135	165	175	176
Head Start					2004
Early Head Start					40
Head Start					135
School Age					
Public School Enrollment (Number) Showing most recent 5 years; Show All Years (Non-Public School Enrollment, Alternative Education Participation)					
2005	2006	2007	2008	2009	
14,112	14,275	14,524	14,298	14,282	
2000	2001	2002	2003	2004	
14,118	14,073	13,970	14,093	14,030	
Non-Public School Enrollment (Number) Showing most recent 5 years; Show All Years (Public School Enrollment, Alternative Education Participation)					
2005	2006	2007	2008	2009	
804	718	690	666	599	
2000	2001	2002	2003	2004	
750	704	894	855	770	

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Alternative Education Participation (Number) Showing most recent 5 years; Show All Years (Public School Enrollment, Non-Public School Enrollment)					
2004	2005	2006	2007	2008	
502	587	454	491	479	
2000	2001	2002	2003		
373	275	244	447		
# of Public High School Graduates (Number) Showing most recent 5 years; Show All Years					
2004	2005	2006	2007	2008	
801	822	853	811	852	
2000	2001	2002	2003		
807	864	806	853		
# of Public School Student Dropouts (Number) Showing most recent 5 years; Show All Years					
Grade Level	2004	2005	2006	2007	2008
Total	162	152	96	130	126
12th	86	48	39	49	53
11th	37	61	29	37	44
10th	17	26	8	27	22
9th	6	14	15	13	7
8th	0	1	2	1	0
7th	0	2	3	3	0
Grade Level	2000	2001	2002	2003	
Total	224	151	136	161	
12th	82	45	35	42	
11th	62	44	42	59	
10th	47	34	34	44	
9th	32	28	25	15	
8th	1	0	0	0	
7th	0	0	0	0	
Total Per Pupil Expenditure (Currency) Showing most recent 5 years; Show All Years					
2004	2005	2006	2007	2008	
\$9,797	\$10,644	\$10,375	\$9,737	\$10,586	
2000	2001	2002	2003		
\$7,757	\$8,138	\$9,140	\$9,270		
Idle Teen Rate (Rate per 100)					
2000					

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7.5				
# of Pupils with Limited English Proficiency (Number) Showing most recent 5 years; Show All Years				
2004	2005	2006	2007	2008
873	906	1,013	1,119	1,110
2000	2001	2002	2003	
361	480	600	694	

Young Adults

Post High School Graduation Intentions (% of HS Grads Intending) (Percent) Showing most recent 5 years; Show All Years					
Post High School Graduation Intentions	2004	2005	2006	2007	2008
2-year College	11.2%	7.7%	6.4%	12.1%	5.9%
4-year College	58.8%	58.5%	62.3%	65.1%	71.5%
Military	4.0%	2.3%	4.2%	3.2%	1.8%
Vocational/Technical School	11.1%	10.0%	9.0%	3.8%	8.8%
Post High School Graduation Intentions	2000	2001	2002	2003	
2-year College	3.6%	11.5%	7.7%	11.8%	
4-year College	56.8%	58.6%	59.7%	61.5%	
Military	3.3%	3.6%	3.1%	3.4%	
Vocational/Technical School	15.7%	5.8%	10.3%	8.3%	

Test Scores

% of 4th Graders Passing ISTEP (Percent) (% of 8th Graders Passing ISTEP, % of 10th Graders Passing ISTEP (GQE))					
Subject	2005	2006	2007	2008	2009
Language Arts	71.8%	75.8%	76.0%	73.6%	74.3%
Math	74.3%	76.9%	78.2%	76.2%	72.6%
Both Math and Language Arts	65.2%	67.2%	69.5%	67.1%	65.5%
% of 8th Graders Passing ISTEP (Percent) Showing most recent 5 years; Show All Years (% of 4th Graders Passing ISTEP, % of 10th Graders Passing ISTEP (GQE))					
Subject	2005	2006	2007	2008	2009
Language Arts	68.8%	69.2%	67.8%	71.5%	67.7%
Math	75.5%	74.8%	75.6%	75.9%	77.6%
Both Math and Language Arts	63.4%	63.4%	62.6%	66.1%	63.8%
Subject	2000	2001	2002	2003	2004
Language Arts	74.5%	71.2%	69.5%	62.9%	65.4%
Math	74.6%	76.3%	74.4%	70.2%	74.1%
Both Math and Language Arts	65.1%	62.8%	63.1%	57.4%	60.1%
% of 10th Graders Passing ISTEP (GQE) (Percent) Showing most recent 5 years; Show All					

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Years (% of 4th Graders Passing ISTEP, % of 8th Graders Passing ISTEP)					
Subject	2005	2006	2007	2008	2009
Language Arts	69.0%	69.4%	68.0%	71.2%	71.5%
Math	68.9%	65.8%	66.9%	73.0%	70.0%
Both Math and Language Arts	59.8%	58.2%	57.2%	63.3%	62.0%
Subject	2000	2001	2002	2003	2004
Language Arts	77.2%	79.1%	70.6%	73.6%	71.1%
Math	76.0%	82.6%	68.7%	73.4%	70.7%
Both Math and Language Arts	66.0%	70.6%	61.4%	65.5%	62.9%
11th & 12th Grade AP Pupils Tested (Number) Showing most recent 5 years; Show All					
Years (# of AP Exams With Score of 3 or Above)					
2004	2005	2006	2007	2008	
116	134	129	105	127	
2002			2003		
64			93		
11th & 12th Grade AP Pupils Tested (Percent) Showing most recent 5 years; Show All					
Years					
2004	2005	2006	2007	2008	
6.1%	6.6%	6.4%	5.2%	6.2%	
2002			2003		
3.3%			4.7%		
# of AP Exams With Score of 3 or Above (Number) Showing most recent 5 years; Show All					
All Years (11th & 12th Grade AP Pupils Tested)					
2004	2005	2006	2007	2008	
66	92	72	60	61	
2002			2003		
52			62		
% of 12th Graders Taking the SAT (Percent) Showing most recent 5 years; Show All					
Years (% of 12th Graders Taking the ACT)					
2004	2005	2006	2007	2008	
55.9%	56.5%	55.2%	53.1%	54.5%	
2000	2001	2002	2003		
55.9%	56.8%	59.1%	59.0%		
% of 12th Graders Taking the ACT (Percent) Showing most recent 5 years; Show All					
Years (% of 12th Graders Taking the SAT)					

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2004	2005	2006	2007	2008
9%		8%	5%	6%
2000	2001	2002	2003	
8%	9%	6%	9%	

Indicators by Race and Ethnicity

Total Enrollment by Race (Number) Showing most recent 5 years; [Show All Years](#)

Race	2005	2006	2007	2008	2009
Asian	105	108	116	96	100
Black	77	93	104	101	109
Hispanic	1,091	1,249	1,405	1,439	1,449
Indian	27	32	38	45	45
Multi-Race	252	272	340	349	391
White	12,684	12,671	12,649	12,367	12,292
Race	2000	2001	2002	2003	2004
Asian	73	77	88	82	93
Black	74	78	81	75	82
Hispanic	600	736	819	936	1,003
Indian	18	16	11	15	17
Multi-Race	158	206	226	271	308
White	13,195	12,960	12,811	12,733	12,534

Other Education

of Expulsions (Number) Showing most recent 5 years; [Show All Years](#)

2004	2005	2006	2007	2008
95	85	96	118	78
2000	2001	2002	2003	
177	200	168	197	

of Suspensions (Number) Showing most recent 5 years; [Show All Years](#)

2004	2005	2006	2007	2008
2,264	3,592	2,727	2,808	2,541
2000	2001	2002	2003	
2,689	2,840	2,877	3,168	

of Out of School Suspensions (Number) Showing most recent 5 years; [Show All Years](#)

2004	2005	2006	2007	2008
994	1,294	1,379	1,243	1,343
2000	2001	2002	2003	
1,058	1,215	1,131	1,088	

Economic Well-Being Employment and Income

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Per Capita Income (Currency) Showing most recent 5 years; Show All Years					
2004	2005	2006	2007	2008	
\$31,007	\$32,714	\$33,157	\$34,994	\$34,941	
Unemployment Rate (annual average) (Percent) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
4.2%	4.8%	4.4%	6.7%	12.1%	
2000	2001	2002	2003	2004	
2.4%	4.1%	4.7%	4.4%	4.1%	
Median Family Income (Currency)					
2000					
\$49,532					
Public Assistance					
Monthly Average of Families Receiving TANF (Number) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
159	160	172	167	147	
2000	2001	2002	2003	2004	
55	72	115	143	143	
Monthly Average of Persons Issued Food Stamps (Number) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
3,168	3,239	3,787	4,309	4,751	
2000	2001	2002	2003	2004	
1,064	1,485	2,289	2,700	3,109	
1995	1996	1997	1998	1999	
2,409	1,258	1,079	1,011	981	
1990	1991	1992	1993	1994	
1,714	2,531	2,818	2,789	2,807	
# of Women, Infants, and Children (WIC) Participants (Number) Showing most recent 5 years; Show All Years					
2005	2006	2007	2008	2009	
2,202	2,413	2,587	2,739	2,893	
2001	2002	2003	2004		
2,286	2,275	2,217	2,223		
% of Students Receiving Free or Reduced Price Lunches (Percent) Showing most recent 5 years; Show All Years					
School Lunch	2005	2006	2007	2008	2009

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Free	20.9%	20.8%	24.2%	26.1%	29.9%
Reduced Price	9.3%	8.8%	9.7%	9.7%	10.7%
Total (Free + Reduced Price)	30.2%	29.6%	33.9%	35.8%	40.6%
School Lunch	2000	2001	2002	2003	2004
Free	14.3%	15.4%	17.8%	18.9%	20.6%
Reduced Price	7.2%	8.3%	8.9%	8.7%	8.8%
Total (Free + Reduced Price)	21.5%	23.7%	26.7%	27.6%	29.4%

Poverty

% of Children in Poverty, Age 0-17 (Percent) Showing most recent 5 years; [Show All Years](#)

2005	2006	2007	2008	2009
11.6%	12.3%	11.9%	12.6%	16.0%
2000	2001	2002	2003	2004
9.2%	9.5%	8.6%	9.8%	10.7%
1995	1996	1997	1998	1999
7.9%	NA	8.6%	9.1%	8.0%

Family and Community Family Structure

Health Birth Outcomes

% of Mothers who Reported Smoking During Pregnancy (1989 Standard Birth Certificate) (Percent) Showing most recent 5 years; [Show All Years](#)

(2003 Revised Birth Certificate)

2002	2003	2004	2005	2006
19.7%	17.2%	19.4%	17.9%	19.0%
1991	1992	1993	2000	2001
24.9%	23.2%	25.4%	19.3%	23.1%

% of Mothers who Reported Smoking During Pregnancy (2003 Revised Birth Certificate) (Percent)

(1989 Standard Birth Certificate)

2007
20.9%

% of Mothers who Received 1st Trimester Prenatal Care (1989 Standard Birth Certificate) (Percent) Showing most recent 5 years; [Show All Years](#)

(2003 Revised Birth Certificate, [explain series data](#))

2002	2003	2004	2005	2006
79.2%	78.3%	77.9%	76.2%	73.5%
2000		2001		
78.2%		76.2%		

% of Mothers who Received 1st Trimester Prenatal Care (2003 Revised Birth

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Certificate) (Percent) (1989 Standard Birth Certificate, explain series data)				
2007				
63.6%				
# of Live Births (Number) Showing most recent 5 years; Show All Years				
2003	2004	2005	2006	2007
1,059	1,087	1,067	1,167	1,099
2000		2001		2002
1,199		1,133		1,032
Teen Birth Rate per 1,000 Females Age 15-17 (Rate per 1,000) Showing most recent 5 years; Show All Years				
2003	2004	2005	2006	2007
30.9	17.5	17.2	26.2	27.4
1998	1999	2000	2001	2002
28.0	29.0	23.6	24.2	23.8
Teen Birth Rate per 1,000 Females Age 15-19 (Rate per 1,000) Showing most recent 5 years; Show All Years				
2003	2004	2005	2006	2007
47.9	40.5	47.8	48.5	50.3
2000		2001		2002
59.8		51.4		41.5
% of Live Births with Unmarried Parents (Percent) Showing most recent 5 years; Show All Years				
2003	2004	2005	2006	2007
29.9%	30.0%	33.6%	35.3%	39.1%
1998	1999	2000	2001	2002
30.1%	29.3%	30.0%	32.0%	30.8%
# of Babies Born to Single Mothers Under the Age 20 without High School Diploma (Number) Showing most recent 5 years; Show All Years				
2003	2004	2005	2006	2007
58	47	60	54	65
1998	1999	2000	2001	2002
59	65	89	67	53
Health Insurance				
# of Children Enrolled in Hoosier Healthwise (Number) Showing most recent 5 years; Show All Years				
2005	2006	2007	2008	2009
3,173	5,584	5,985	5,958	7,332

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2000	2001	2002	2003	2004
2,271	2,855	3,292	2,933	2,965
1998			1999	
1,271			1,891	

% of Children Under Age 19 Who are Insured (Percent)

Income Levels	2007
All Income Levels	89.7%
At or Below 200% of Poverty	79.6%

% of Children Under Age 19 Who are Uninsured (Percent)

Income Levels	2007
All Income Levels	10.3%
At or Below 200% of Poverty	20.4%

Juvenile Justice

of Juvenile Delinquency Case Filings (Number) Showing most recent 5 years; [Show All Years](#)

(# of Juvenile Status Case Filings, # of Juvenile Miscellaneous Cases)

2004	2005	2006	2007	2008
101	145	176	146	90
2000		2001		2002
114		45		86
				2003
				116

of Juvenile Status Case Filings (Number) Showing most recent 5 years; [Show All Years](#)

(# of Juvenile Delinquency Case Filings, # of Juvenile Miscellaneous Cases)

2004	2005	2006	2007	2008
0	11	9	4	3
2001		2002		2003
0		0		0

of Juvenile Miscellaneous Cases (Number)

(# of Juvenile Delinquency Case Filings, # of Juvenile Status Case Filings)

2007	2008
89	116

of Juveniles Committed to the Department of Correction (Number) Showing most recent 5 years; [Show All Years](#)

Gender	2005	2006	2007	2008	2009
Female	8	8	16	5	7
Male	20	15	22	11	13
Total	28	23	38	16	20
Gender	2000	2001	2002	2003	2004
Female	6	3	3	4	5

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Male	26	5	18	12	17
Total	32	8	21	16	22