Trends in Higher Education Series

2006

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# Education Pays
## Second Update

A Supplement to **Education Pays 2004: The Benefits of Higher Education for Individuals and Society**

In an era of widespread concern over the rising price of college it is vital that students and parents, as well as teachers, high school counselors, and public policymakers, have a clear view of the monetary and nonmonetary benefits of higher education for both individuals and society. Inadequate information about its value may discourage individuals who are debating the pros and cons of investing in furthering their education and lead public officials to underinvest in colleges and universities. This second update to the College Board's 2004 publication, *Education Pays: The Benefits of Higher Education for Individuals and Society*, provides a needed reminder of the earnings premium associated with higher education and the ways in which an educated population strengthens society.

The personal financial benefits of higher education are very real and very important, but they do not tell the whole story. Individuals reap significant nonmonetary benefits from education and enjoy expanded life opportunities. Society as a whole benefits both in monetary terms and through the improved citizenship that is characteristic of college graduates. Information on the public benefits of higher education is particularly important as state officials make decisions about how to allocate funds following recent years of severe budget constraints.

Over the past two years, *Education Pays* has documented higher levels of voting, volunteering, and other civic behaviors, as well as improved health outcomes observed among individuals with a college education. These reports have also provided information on the budgetary impact of higher taxes paid and lower public subsidies received by individuals who have continued their education beyond high school.

This 2006 supplement includes information on:

- differences in earnings by education level over time and across age groups;
- the variation in earnings among people with similar levels of education;
- unemployment rates by education level in individual states;
- the benefits of an educated workforce for economic growth; and
- some of the positive characteristics of parent–child interactions associated with level of education.

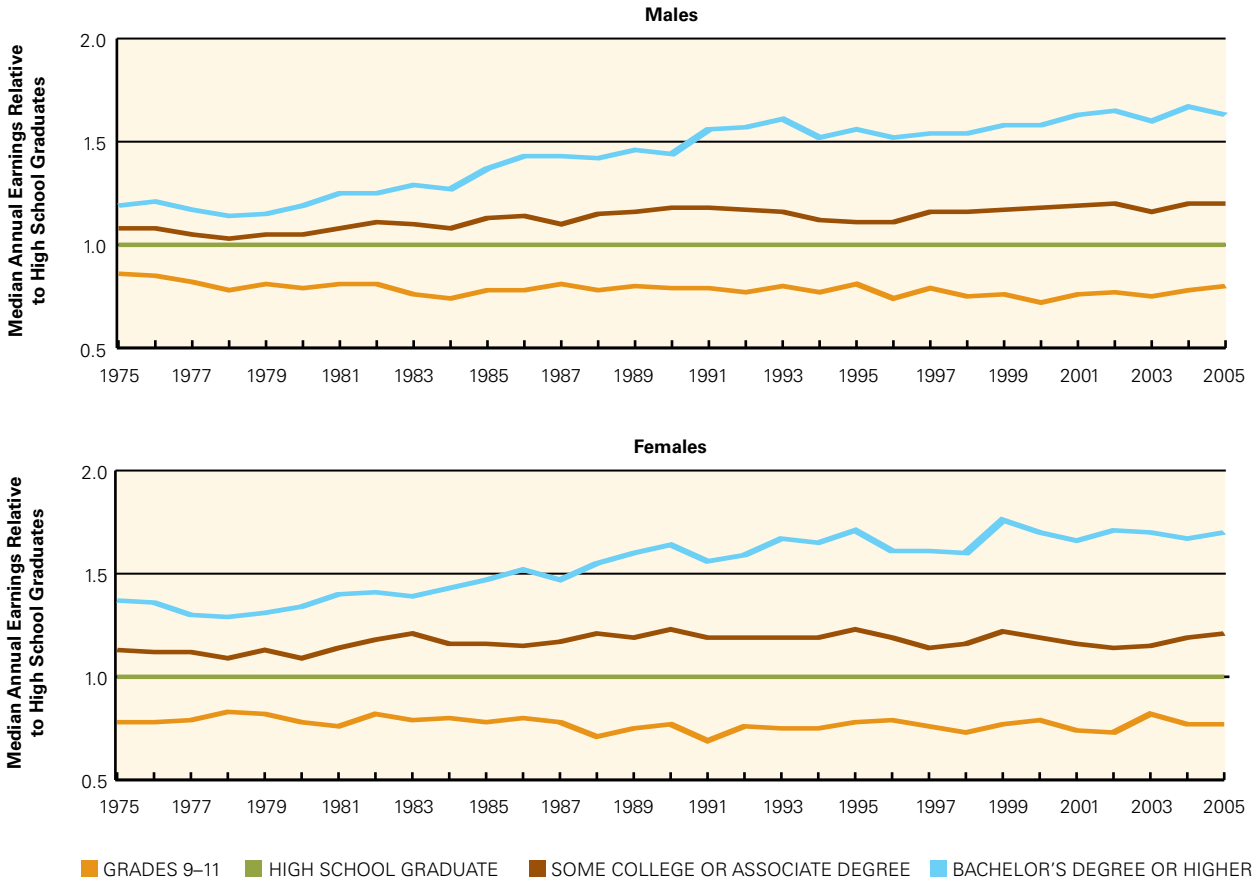
This report also continues the practice of including information about differences in rates of participation in higher education across demographic groups. It includes data on:

- college enrollment by gender within racial/ethnic groups;
- the types of institutions attended by first-year college students belonging to different racial/ethnic groups; and
- international comparison of educational attainment and national levels of postsecondary expenditures.

Information included in this report reaffirms conclusions of the two previous *Education Pays* reports. Investments in higher education pay off very well, both in dollars and in improvements to quality of life. The individuals who successfully participate in higher education generate both types of returns for themselves as well as for society as a whole. The private and public value of higher education makes it imperative that we renew efforts to narrow the educational opportunity gaps in American society.

# Earnings Differentials Over Time

**Figure 1:** Median Annual Earnings Relative to Earnings of High School Graduates, Males and Females Ages 25–34, 1975–2005




**Note:** Includes full-time year-round wage and salary workers ages 25–34.
**Source:** National Center for Education Statistics (NCES), 2004, Table 14-1, NCES, 2006, Table 22-1 (based on U.S. Census Bureau, *Current Population Survey*) and U.S. Census Bureau, 2006. PINC-03.

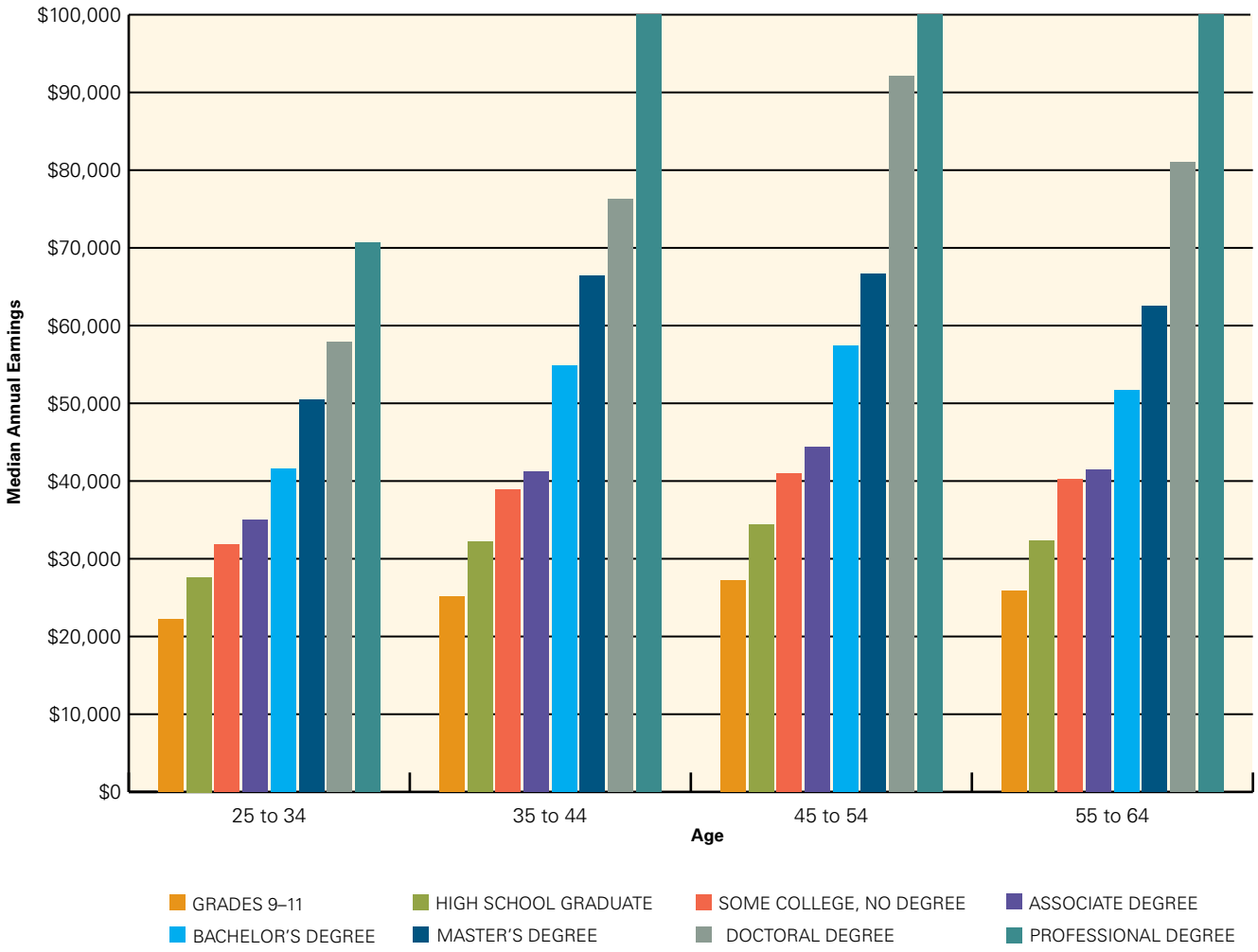
*Earnings for each level of education are shown relative to median earnings for high school graduates. For example, a ratio of 1.5 indicates that median earnings are 150 percent of the median earnings of high school graduates.*

For both men and women, the gap between the median earnings of college graduates and the median earnings of high school graduates has increased significantly over the past 30 years.

- Among men, median earnings of four-year college graduates were 19 percent higher than median earnings of high school graduates in 1975. The gap grew to 37 percent in 1985, 56 percent in 1995, and 63 percent in 2005.
- Among women, median earnings of four-year college graduates were 37 percent higher than median earnings of high school graduates in 1975. The gap grew to 47 percent in 1985, and 71 percent in 1995. It was 70 percent in 2005.
- Among men, the earnings premium for those with some college education relative to those with a high school diploma has also increased over time and, at 20 percent in 2005, has caught up to the gap for women, which has fluctuated between 14 and 23 percent since 1981.
- The difference in earnings between those with some college education but no bachelor's degree and those who have completed a four-year degree has increased over time and is now about 37 percent for men and 41 percent for women.

# Earnings Differentials by Age

**Figure 2:** Median Annual Earnings by Level of Education and Age, 2005




**Note:** High School Graduate includes GED. Includes full-time year-round workers. Census earnings data are capped at a maximum of $100,000.
**Source:** U.S. Census Bureau, 2006, PINC-03.

The gap between median earnings of high school graduates and median earnings of those with college degrees is larger for individuals in their mid-thirties or older than for those who have more recently entered the labor force.

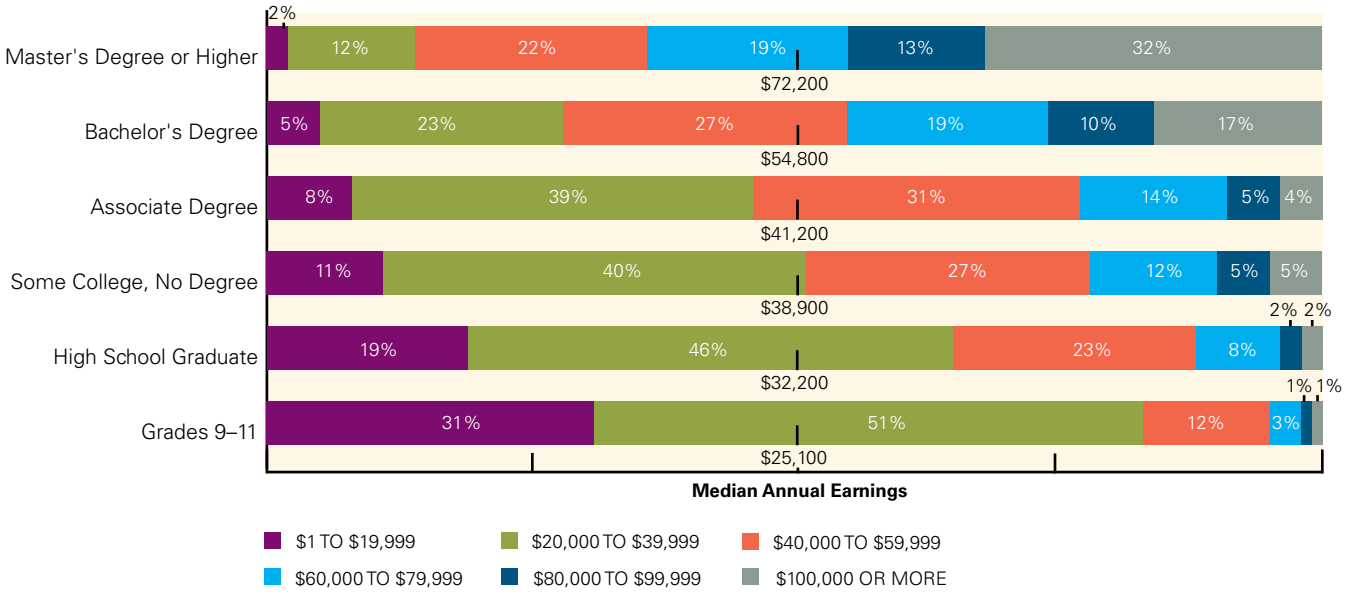
- The median earnings premium for associate degree holders relative to high school graduates ranges from $7,300 for 25- to 34-year-olds to $9,900 for 45- to 54-year-olds.
- The median earnings premium for bachelor's degree holders relative to high school graduates ranges from $13,900 for 25- to 34-year-olds to $22,900 for 45- to 54-year-olds.
- The median earnings premium for master's degree holders relative to those with bachelor's degrees ranges from $8,800 for 25- to 34-year-olds to $11,600 for 35- to 44-year-olds.

*Also important:*

- Twenty-eight percent of 55- to 64-year-olds have a bachelor's degree or higher, as do 30 percent of those in each of the younger age groups. (U.S. Census Bureau, 2004, Table 1a)
- Differences in the earnings premium by age result both from earnings paths over the life span of the workers and from differences in the experiences of workers who entered the labor force at different points in time.

# Variation in Earnings Within Education Levels

**Figure 3:** Distribution of Annual Earnings by Level of Education, Ages 35–44, 2005




**Note:** Includes full-time year-round workers. Percents may not sum to 100 percent due to rounding.
**Source:** U.S. Census Bureau, 2006, PINC-03.

Forty-six percent of bachelor's degree recipients between the ages of 35 and 44 working full-time in 2005 earned at least $60,000. Only 12 percent of high school graduates earned $60,000 or more.

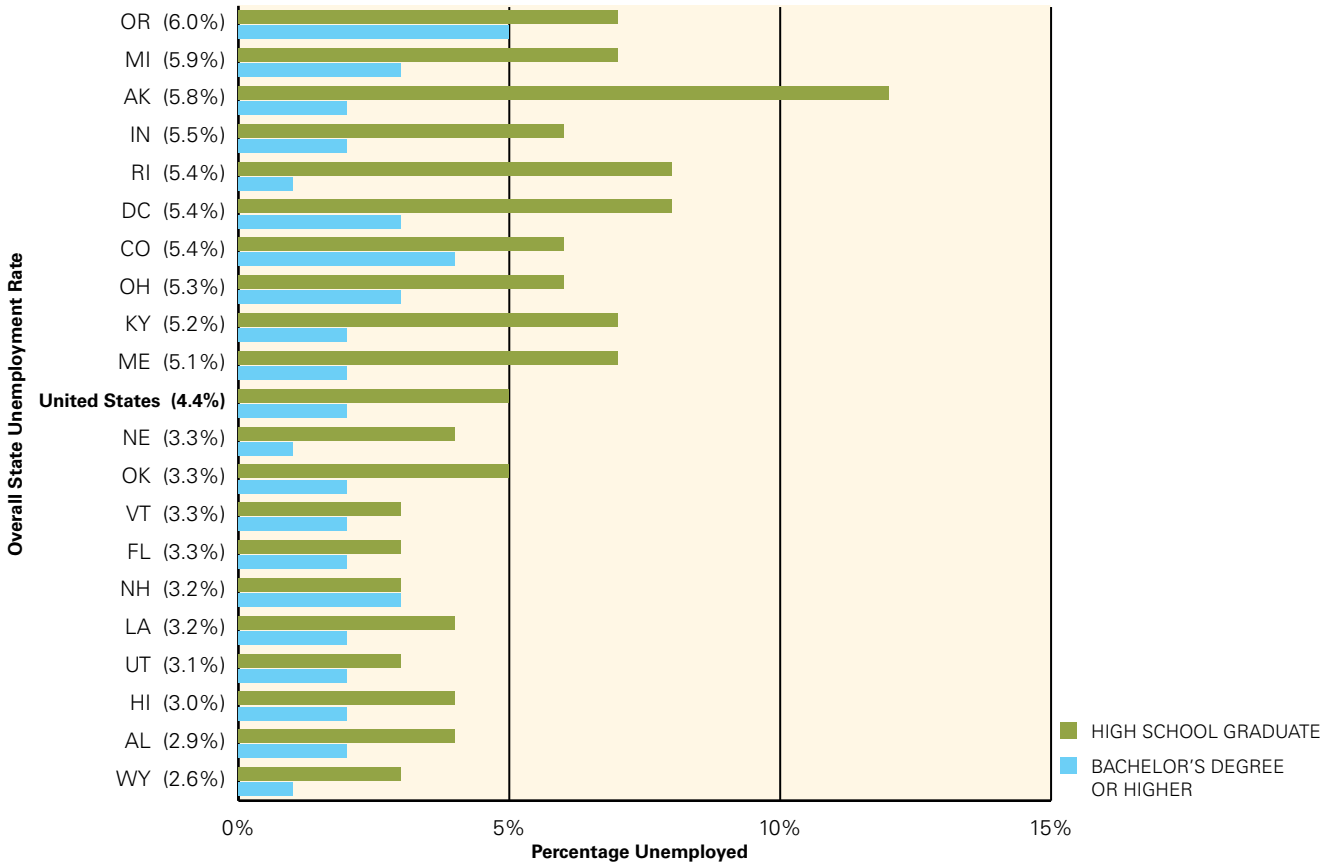
- On average, earnings are higher for individuals who have completed higher levels of education. However, there is considerable variation in earnings among individuals with similar levels of education.
- Although median earnings for four-year college graduates ages 35–44 were about $54,800 in 2005, 28 percent of this group earned less than $40,000 and 17 percent earned $100,000 or more.
- About 15 percent of high school graduates and 27 percent of associate degree holders earned more than the median earnings of four-year college graduates. Sixty-eight percent of advanced degree holders earned more than the median income for four-year college graduates.
- About one-third of associate degree recipients ages 35–44 working full-time earned less than the $32,200 median earnings of high school graduates. Nineteen percent of bachelor's degree recipients and 8 percent of advanced degree holders earned less than the median for high school graduates.

*Also important:*

The variation in earnings described in Figure 3 has implications for student loan repayment. Although education debt repayment obligations may be manageable for graduates with earnings at or above the median, those at the lower end of the earnings distribution may have serious difficulties.

# Unemployment

**Figure 4:** Unemployment Rates by Education Level for States with the Highest and Lowest Unemployment, 2005




**Source:** U.S. Census Bureau, 2005; calculations by the Institute for Higher Education Policy.

*The bars in this graph show the rate of unemployment by state for high school graduates versus those with a bachelor's degree or higher in states with the highest and lowest overall unemployment. The average rate of unemployment for each of the selected states is listed in parentheses beside the state abbreviation.*

Unemployment rates are lower for adults with higher levels of education all across the country, but the differences vary significantly by state and are larger in states with higher overall unemployment rates.

- The 4.4 percent national unemployment rate in 2005 reflected large differences by educational attainment:

| ALL | NOT A HIGH SCHOOL GRADUATE | HIGH SCHOOL GRADUATE | SOME COLLEGE OR ASSOCIATE DEGREE | BACHELOR'S DEGREE OR HIGHER |
|---|---|---|---|---|
| 4.4% | 8.8% | 5.4% | 4.2% | 2.3% |

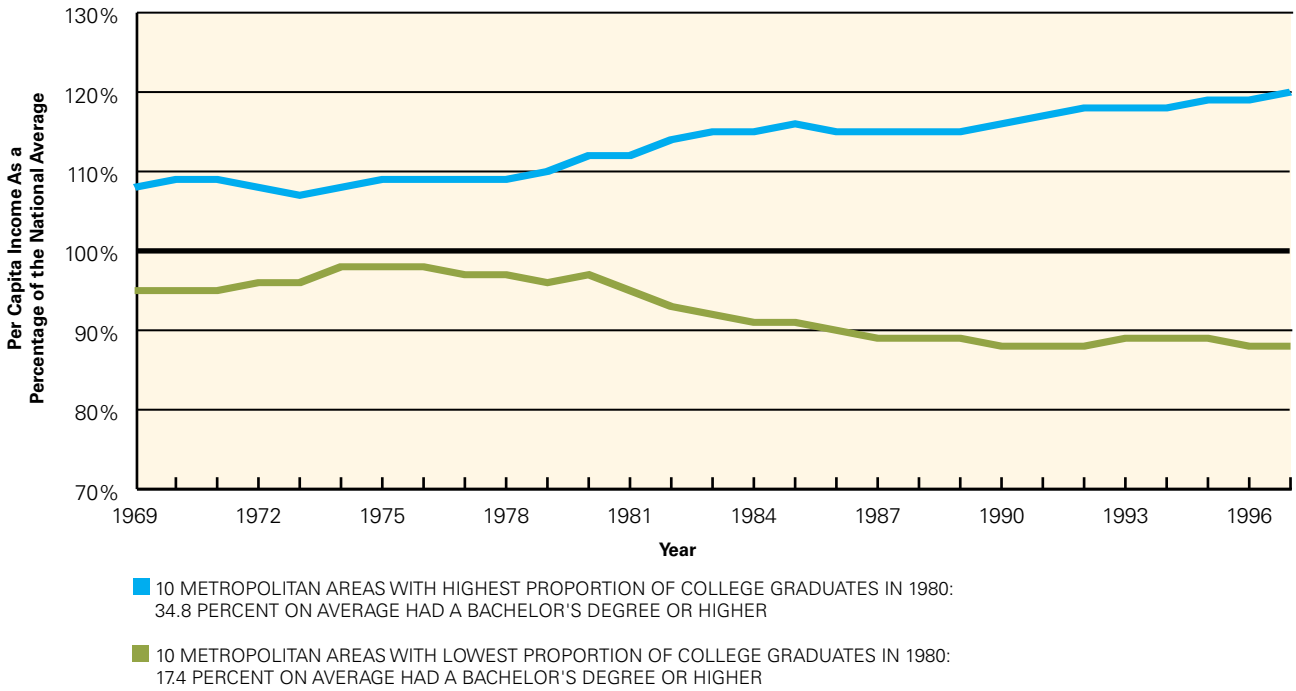
- Comparison of the bars in the upper half of Figure 4 reveals that in the 10 states with the *highest* unemployment, the average unemployment rate was 5.5 percent and the unemployment rate for high school graduates was an average of 4.6 percentage points higher than the unemployment rate for four-year college graduates.
- Comparison of the bars in the lower half of Figure 4 reveals that in the 10 states with the *lowest* unemployment, the average unemployment rate was 3.1 percent and the unemployment rate for high school graduates was an average of 2.0 percentage points higher than the unemployment rate for four-year college graduates.
- Among all 50 states, the largest differences in unemployment rates between high school graduates and those with a bachelor's degree or higher were 10.1 percentage points in Alaska, 6.6 in Rhode Island, and 6.0 in Montana. The smallest gaps were 0.3 percentage points in New Hampshire, 0.5 in Missouri, and 1.0 in Utah.

*Also important:*

In addition to the obvious problems for the individuals and families directly affected, unemployment carries significant costs for society as a whole. Fewer goods and services are produced, tax revenues decline, access to health care is diminished, children enjoy fewer opportunities, and more people are in need of taxpayer support.

# Income Growth in Metropolitan Areas

**Figure 5:** Per Capita Income As a Percentage of the National Average in Large Metropolitan Areas with High and Low Proportions of College Graduates, 1969–1997




**Note:** The 10 metropolitan areas with the highest share of college graduates in 1980 include: Albuquerque, NM; Austin, TX; Boston-Worcester-Lawrence-Lowell-Brockton, MA-NH; Denver-Boulder-Greeley, CO; Honolulu, HI; Minneapolis-St. Paul, MN-WI; Raleigh-Durham, NC; San Francisco-Oakland-San Jose, CA; Seattle-Tacoma-Bremerton, WA; Washington-Baltimore, DC-MD-VA-WV.
The 10 metropolitan areas with the lowest share of college graduates in 1980 include: Allentown-Bethlehem-Easton, PA; Bakersfield, CA; Jacksonville, FL; Las Vegas, NV-AZ; Little Rock-North Little Rock, AR; Mobile, AL; Stockton-Lodi, CA; Tampa-St. Petersburg-Clearwater, FL; Toledo, OH; Youngstown, OH.
**Source:** Gottlieb and Fogarty, 2003.

Growth in per capita income has been more rapid in metropolitan areas where high proportions of adults have four-year college degrees.

- In the 10 large metropolitan areas with the *highest* proportion of college graduates in 1980, per capita income grew at an average rate of 1.8 percent per year and increased from 112 percent of the national average in 1980 to 120 percent in 1997.
- In the 10 large metropolitan areas with the *lowest* proportion of college graduates in 1980, per capita income grew at an average rate of 0.8 percent per year and fell from 97 percent of the national average in 1980 to 88 percent in 1997.
- A more educated workforce may lead to more rapid economic growth as worker interaction leads to productivity increases, management is more effective, and technology and other innovations are more rapidly integrated into the workplace.
- Statistical analysis suggests that after controlling for changes in labor force participation over time, industrial structure, population size, and geographical location, the proportion of adults holding bachelor's degrees has a significant positive relationship to the growth rate of per capita income. (Gottlieb and Fogarty, 2003)

*Also important:*

- Income per capita is a common measure of economic growth and development, but does not reflect income inequality and other aspects of human well-being.
- The earnings gap between bachelor's degree recipients and high school graduates grew significantly during the 1980–1997 period but not in the preceding years, when the difference in per capita income across metropolitan areas was also more stable.
- Moretti (2004) provides evidence that higher proportions of college graduates in local labor markets increase the wages of workers with lower levels of education more than they increase the wages of those with higher levels of education.

# Parents Preparing Children

**Figure 6a:** Percentage of Parents Providing Their Tenth-Grade Children with Information About Community, National, and World Events, 2002

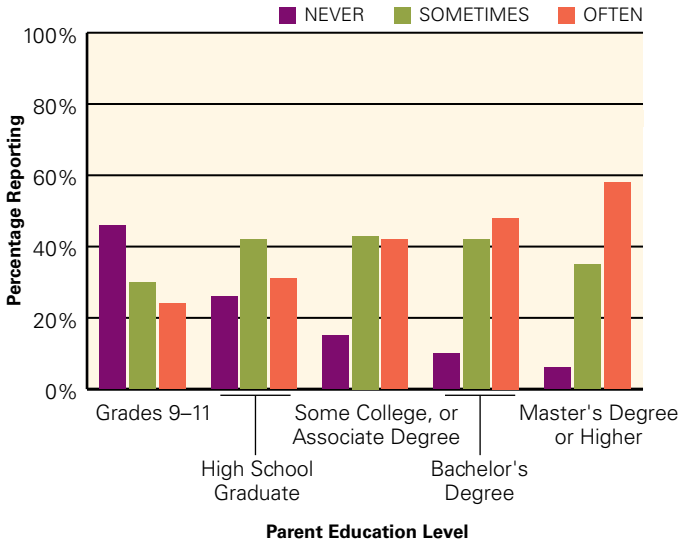



**Figure 6b:** Percentage of Parents Attending Sporting Events, Religious Services, Concerts, Movies, or Plays with Their Tenth-Grade Children, 2002

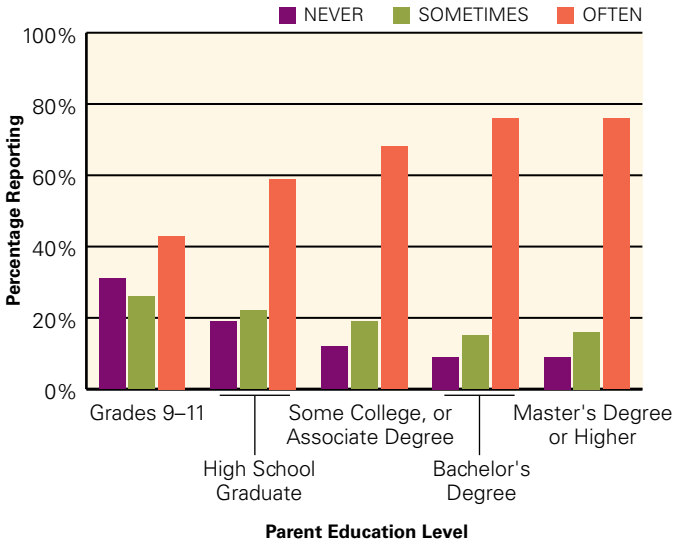
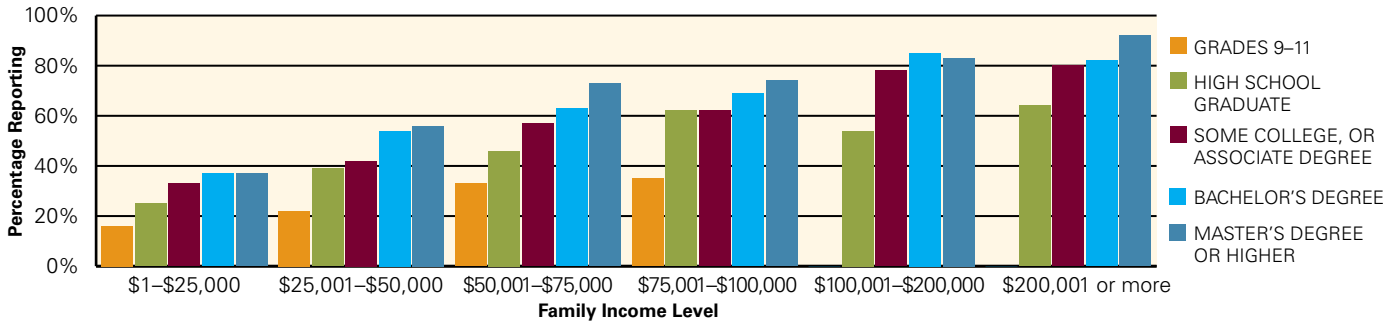



**Figure 6c:** Percentage of Parents Saving for College for Their Tenth-Grade Child by Income and Education Level of Parents, 2002




**Note:** The annual earnings categories in Figure 6c do not necessarily indicate identical financial circumstances for parents with different levels of education. Aside from the fact that they may be concentrated at different income levels within the specified ranges, college graduates may, for example, have enjoyed higher incomes more consistently in the years preceding the 2002 year reported here or have greater future earnings expectations. Sample size is too small to report on those with a grade 9–11 education level and earnings over $100,000.
**Source:** Education Longitudinal Study (ELS), 2002; calculations by authors. Based on parental reporting.

College-educated parents discuss community, national, and world events with their tenth-graders and participate in activities related to sports, religion, or culture more frequently than parents without a college education. In every income range, saving for college is also more common among parents with higher levels of education.

- Almost half of parents with a bachelor's degree speak with their tenth-graders often about current events, but less than a third of high school graduates do so.
- Three-quarters of parents with bachelor's degrees frequently attend sporting, religious, or cultural events with their children, compared to 59 percent of parents who are high school graduates.
- Among parents with incomes between $25,001 and $50,000 in 2002, 39 percent of high school graduates and 54 percent of those whose highest degree was a bachelor's reported having saved money for college. Among those with incomes between $100,001 and $200,000, the savings rates were 54 percent for high school graduates, 73 percent for associate degree holders, and 85 percent for four-year college graduates.

*Also important:*

Among those who have saved for college, 57 percent have saved $10,000 or less, 18 percent have saved between $10,000 and $20,000, and 25 percent have saved more than $20,000. (ELS, 2002)

# Enrollment by Race and Gender

**Figure 7a:** College Enrollment Among Males and Females by Race/Ethnicity, Ages 16–24, 2004

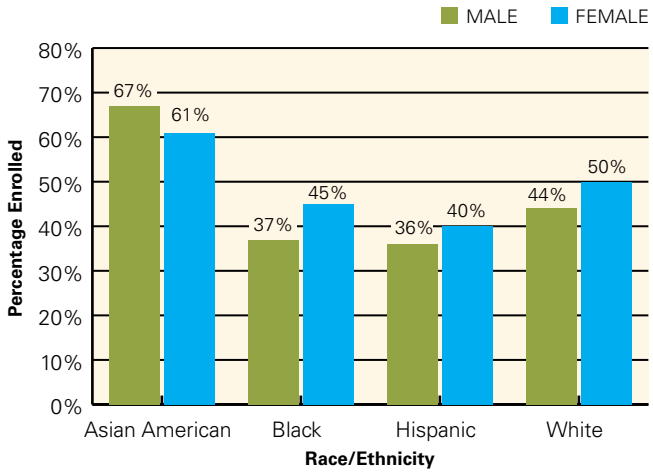
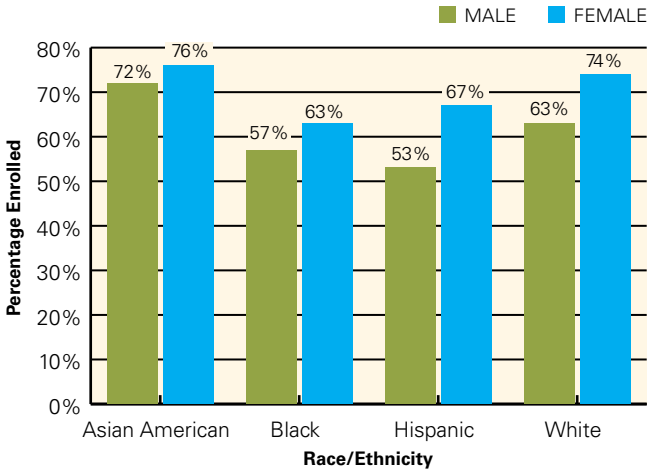



**Figure 7b:** Immediate College Enrollment Among Male and Female Recent High School Graduates, by Race/Ethnicity, 2004




**Note:** College enrollment includes those who are enrolled full-time or part-time at two-year colleges, four-year colleges, or graduate schools. In Figure 7a, which reports on individuals ages 16 to 24, those who are not enrolled include those who have previously enrolled in college but either left without a degree or completed a degree. In Figure 7b, immediate enrollment in college is defined as enrollment by October among those who completed high school during the preceding 12 months.
**Source:** U.S. Census Bureau, 2004, Table 13; calculations by authors.

Overall, college enrollment rates are significantly lower for men than for women and lower for blacks and Hispanics than for whites and Asian Americans.

- In Figure 7a, the gender gap in college enrollment rates for all 16- to 24-year-olds is larger for blacks than for whites and Hispanics, with 8 percentage points fewer black males than females enrolled, compared to gaps of 6 points for whites and 4 points for Hispanics. More Asian American men than women between ages 16 and 24 are enrolled in college.
- The gap in college enrollment between black men and white men ages 16 to 24 is similar to the gap between Hispanic men and white men, but among women, the gap is larger between Hispanics and whites.
- In Figure 7b, the patterns are somewhat different for immediate enrollment of recent high school graduates. In all racial/ethnic groups, women are significantly more likely than men to enroll in college within 12 months after graduation from high school. The gender gap is 14 percentage points for Hispanics, 11 for whites, 6 for blacks, and 4 for Asian Americans.
- Among recent high school graduates, the proportion of black men enrolling in college immediately is 6 percentage points lower than the proportion of white men enrolling and the proportion of Hispanic men enrolling is 10 percentage points lower than the proportion of white men enrolling. Asian American men are 9 percentage points more likely than white men to enroll in college following high school graduation.
- A larger proportion of Hispanic than black female high school graduates enroll in college immediately. The enrollment rate for black women is 11 percentage points lower than the enrollment rate for white women, and the enrollment rate for Hispanic women is 7 percentage points lower than the enrollment rate for white women. Asian American women are 2 percentage points more likely than white women to enroll in college within a year after high school graduation.

*Also important:*

- The college enrollment patterns among all 16- to 24-year-olds (Figure 7a) differ from the enrollment patterns among recent high school graduates (Figure 7b) for several reasons. The 16- to 24-year-olds include those who have not graduated from high school, and therefore enrollment rates are lower for all groups. The difference is largest for black and Hispanic males, whose high school graduation rates are lower than those of other demographic groups. Also, the 16- to 24-year-olds who are not in college may include individuals who have already earned college degrees, in addition to those who have started college and dropped out.
- The gender gap in enrollment is limited to middle- and lower-income students. Among dependent college students in the upper quarter of the income distribution, 52 percent are male, compared to 47 percent in the middle half and 44 percent in the lower quarter. (King, 2006)

# Race/Ethnicity and Institution Type

**Figure 8a:** Fall Enrollment of Full-Time First-Year Students by Race/Ethnicity and Institution Type, 2004

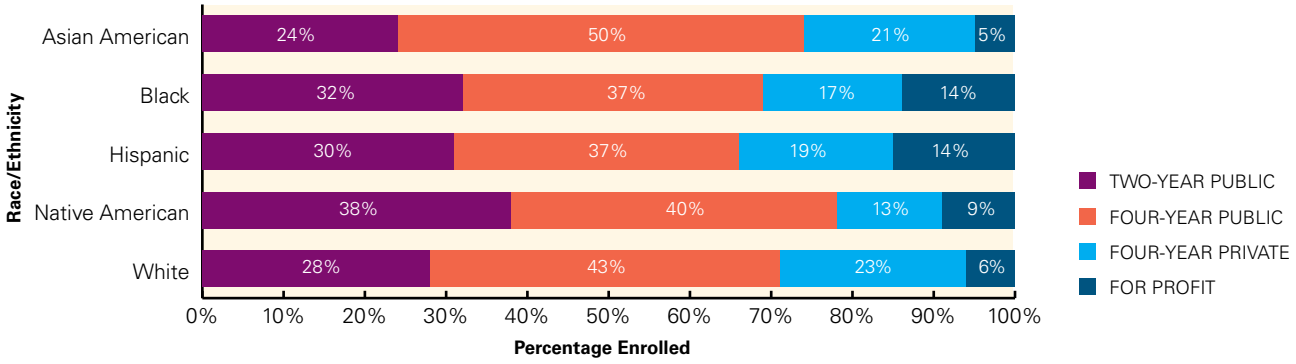
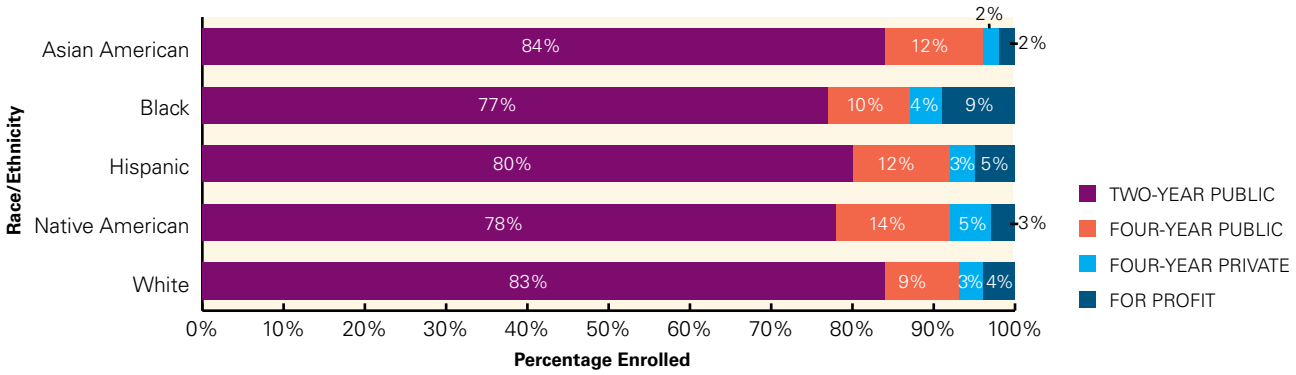



**Figure 8b:** Fall Enrollment of Part-Time First-Year Students by Race/Ethnicity and Institution Type, 2004




**Notes:** These data include first-time degree-seeking students at postsecondary institutions offering degrees and certificates. Students who entered school at times other than fall of 2004 and students who were not working toward a degree or certificate at that time are not included in this analysis. Percents may not sum to 100 percent due to rounding.
**Source:** Integrated Postsecondary Education Data System (IPEDS), 2004; calculations by authors.

Black, Hispanic, and Native American full-time first-year students are more likely than whites and Asian Americans to enroll in two-year public institutions and for-profit institutions.

- The proportion of full-time first-year students enrolled in private four-year colleges and universities ranges from 13 percent of Native Americans and 17 percent of blacks to 19 percent of Hispanics, 21 percent of Asian Americans, and 23 percent of whites.
- The proportions of white and Asian American part-time students enrolled in two-year public colleges are higher than the proportions of other racial/ethnic groups; part-time first-year black students are disproportionately enrolled in for-profit institutions.

*Also important:*

- Part-time enrollment is less prevalent among first-year white students than among other first-year students. Sixteen percent of first-year white students are enrolled part-time, compared to 18 percent of Asian Americans, 21 percent of Native Americans, 22 percent of blacks, and 24 percent of Hispanics. (IPEDS, 2004)
- Part-time enrollment is most prevalent in the two-year public college sector than in any other sector of postsecondary education. (IPEDS, 2004)
- Students make different choices about which type of institution to attend for a variety of reasons. Financial considerations, academic preparation, desired course of study, geographical location, and family and work responsibilities all enter into the decision. Differences in enrollment patterns across demographic groups reflect a combination of differences in available opportunities and differences in preferences.

# International Comparisons

**Figure 9a:** Percentage of Adults Who Have Completed Programs of Postsecondary Education, Ages 25–34 and 55–64, 2004

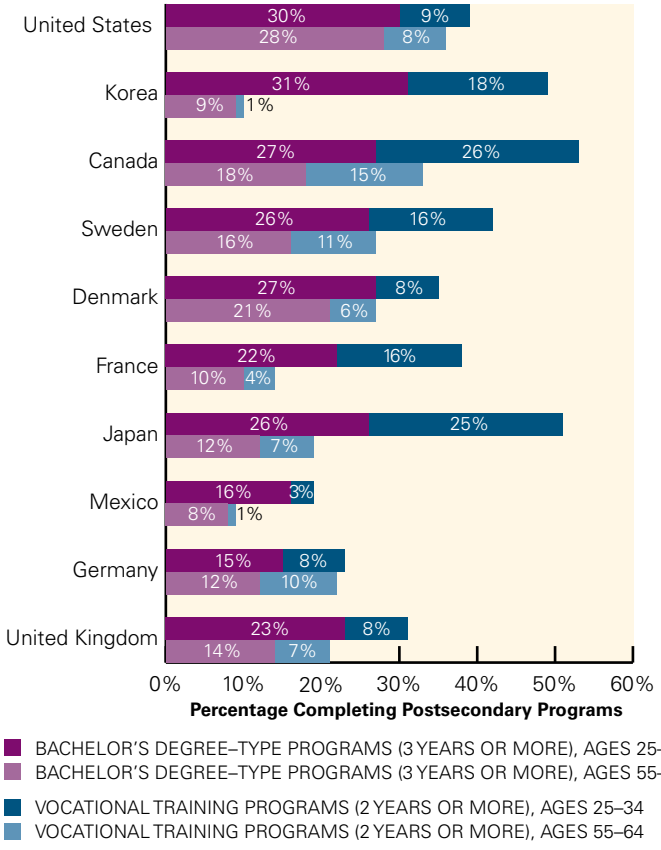
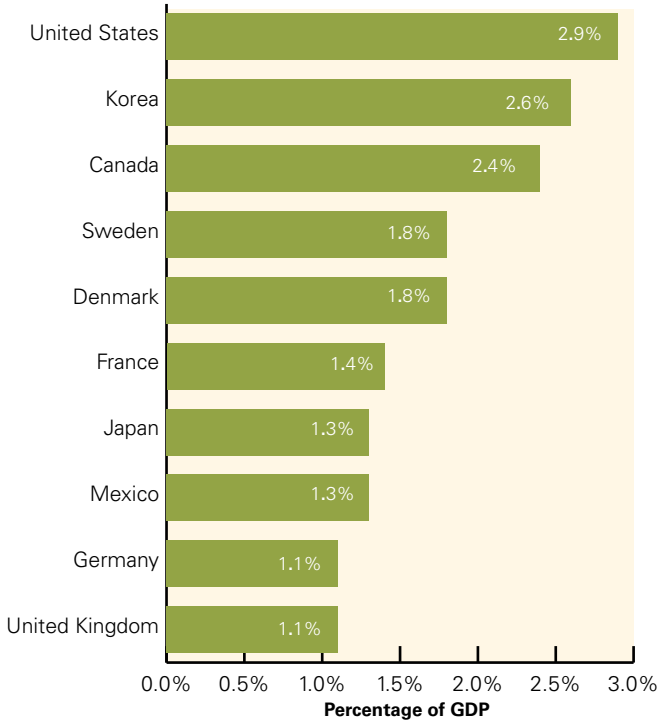



**Figure 9b:** Total Expenditures on Postsecondary Education As a Percentage of Gross Domestic Product (GDP), 2003




**Source:** Organisation for Economic Co-operation and Development (OECD), 2006, Tables A.1.3a and B2.1b.

The proportion of adults between the ages of 55 and 64 who have completed a postsecondary education program is higher in the United States than in any other country in the OECD. However, Canada has the highest educational attainment level among 25- to 34-year-olds.

- The United States has the highest proportion of adults between the ages of 55 and 64 who have completed bachelor's degree-type programs, but among all OECD countries, Korea, the Netherlands, and Norway (the latter two countries not shown in Figure 9a) have higher completion rates among 25- to 34-year-olds.
- As indicated in Figure 9a, the percentage of 25- to 34-year-olds who have completed a postsecondary program is higher in Canada, Japan, Korea, and Sweden than in the United States. Among all OECD countries postsecondary completion is also higher in Belgium, Ireland, and Norway (not shown in Figure 9a) than in the United States.
- The United States and Germany have small differences in postsecondary attainment between the 25–34 age group and the 55–64 age group. This contrasts with large differences of 32 percentage points in Japan and 39 percentage points in Korea.
- The 2.9 percent of GDP that the United States spends on postsecondary education is higher than the percentage of GDP spent in any other OECD country. The overall OECD average is 1.4 percent.

*Also important:*

- Educational programs differ considerably across countries, so international comparisons are not precise.
- The overall proportion of adults who have completed postsecondary education is correlated with the percentage of GDP devoted to education, but differences in attainment across age cohorts are not correlated with changes in expenditures over the past decade. (OECD, 2006, Table B2.1b; calculations by authors)

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# Demographics

***Table 1:* Demograpics at a Glance, Indiana: 2007**

| |
|---|
| 31.7% of all families with children under 18 were single parent families |
| 49,044 grandparents were raising their own grandchildren |
| 6.9% of Hoosiers ages 5-15 had some form of disability |
| 7.4% of Hoosiers over the age of 5 spoke a language other than English at home; of these, 55.9% speak Spanish |
| 22.1% of Hoosiers had attained a baccalaureate degree or higher |
| 28.0% of the total population was youth under age 20 |

*Source: U.S. Census Bureau. American Community Survey*

Indiana's population has increased 4.2% since Census 2000, gaining approximately 253,554 residents. This population growth results from the difference between births and deaths (natural increase) and from the number of people moving in or out of the state (net migration).[1]

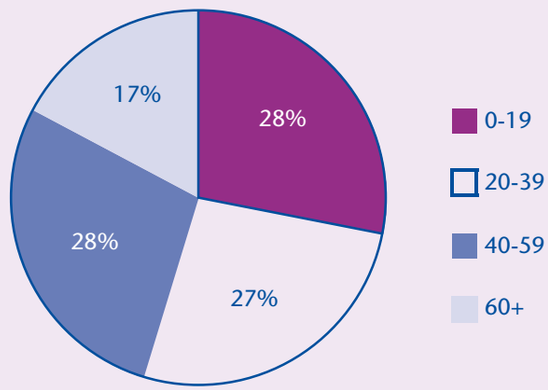
- In 2007, Indiana had an estimated 6,345,289 residents, making it the 15th most populous state in the nation.[2]
- Between July 1, 2006 and July 1, 2007, Indiana gained an estimated 149,903 residents from internal migration (the difference in the number of people moving in and out of the state from other states) and 20,452 from international migration, resulting in a net migration increase of 170,355 people.[3]

## *Age Distribution*

Children and youth under the age of 20 comprise one of the largest group of Indiana citizens, while the smallest group is composed of residents over age 60 (Figure 1).

- The median age of Indiana residents was 36.5 years in 2007, slightly higher than the 35.2 years reported for 2000.
- Since 1990, the number of children and youth under age 20 has decreased as a percentage of the total population. In 1990, the under-20 age group made up 29.6% of the total population; in 2007, this age group accounted for 28.0% of the total population.[4]

***Figure 1:* Population Distribution by Age Group: Indiana 2007**




*Source: 2007 American Community Survey, U.S. Census, Table S010*

## *Diversity*

The most recent estimates for Indiana's population by race and ethnicity are for 2007. Although racial and ethnic diversity remains small, the Hispanic population has increased steadily since Census 2000 by an estimated 31.4% or nearly 98,327 residents.

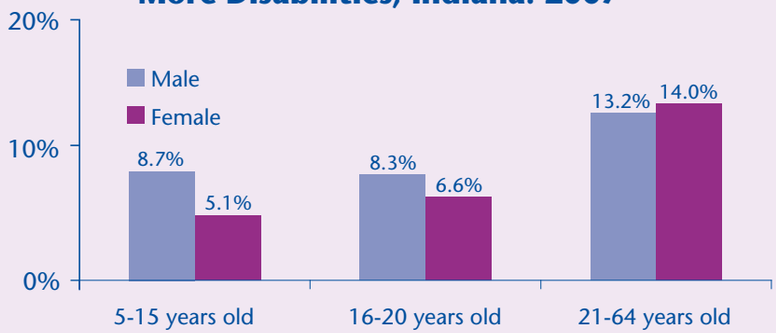
- In 2007, 4.9% of Indiana residents identified themselves as Hispanic, compared with 3.5% in 2000.[5]
- A growing part of the population speaks a language other than English in their homes. In 2007, 7.4% of the population over age 5 spoke a language other than English (nearly half were Spanish-speakers), up from 6.4% of the population in 2000.[6]
- 4.7% of Hoosier households were linguistically isolated.[7]
- Of Indiana residents who identified themselves as non-Hispanic, 87.7% identified themselves as white, followed by black (9.0%), Asian (1.4%), or two or more races (1.5%). Less than 1 percent (0.2%) of the population identified themselves as American Indian or Alaska Native, or Native Hawaiian and Other Pacific Islander.[8]
- Children under the age of 18 are more ethnically diverse than the general population in Indiana. In 2006, 7.3% of youth under the age of 18 were Hispanic. Of Indiana's non-Hispanic child population, 77.6% identified themselves as white, 10.6% as black, and 1.3% as Asian.[9]

## *Disability Status*

The Census Bureau defines a disability as a long-lasting physical, mental, or emotional condition. Information is available on the types of disability by age and gender, and is updated yearly through estimates published by the American Community Survey.

- Among Hoosier children and adults at least 5 years of age or older, 15.5% reported having some type of disability in 2007.
- From 2006 to 2007, the estimated percentage and number of children with disabilities decreased slightly from 7.4% to 6.9%, or from 70,708 children to 66,521 children.
- Of the 66,521 Hoosier youth ages 5-15 with a disability in 2007, 5.5% had a mental disability, followed by 1.3% with some form of sensory disability, and 1.2% with a physical disability.
- One in five (20.3%) youth with a disability had two or more types of disabilities.
- Boys ages 5-15 are more likely than girls of the same age to have a disability of some kind. This rate of disability increases with age, although the differences between the genders become less apparent (Figure 2 on next page).
- Boys are more likely to have a mental disability (7.3%) than girls (3.7%). Boys are more likely to have a sensory disability (1.5%) than girls (1.2%). Boys are also more apt to have a physical disability (1.3%) compared with girls (1.1%).[10]

**Figure 2: Percent of the Population with One or More Disabilities, Indiana: 2007**




*Source: U.S. Census Bureau, 2007 American Community Survey, Table B18001*

## Educational Attainment

Self-sufficiency in the twenty-first century requires higher levels of education. Higher education is customarily linked with higher earnings. A person earning a baccalaureate degree can earn 76% more than someone who has earned a high-school diploma or G.E.D. Research shows that higher levels of parental education are linked with positive outcomes for children including higher levels of educational achievement, engagement in pro-social behaviors such as volunteering, and lower rates of smoking and binge drinking.[11]

- In 2007, approximately 22.1% of Hoosiers had attained a baccalaureate degree or higher, ranking Indiana 43rd among the states. Nationally, 27.5% of people over age 25 have a baccalaureate degree or higher.
- More than eight of ten (85.8%) Hoosiers have high-school diplomas (or G.E.D.) or higher. This ranks Indiana 29th among the states, whereas 84.5% of all people in the United States have high-school diplomas or higher.[12]

## Households and Families

The American Community Survey collects detailed data about households and families in Indiana. Although the two terms are similar, there are significant differences.

- "Households" are all people who live together in a housing unit, excluding the population living in institutions, college dormitories, and other group quarters. The two major categories of households are family and non-family households.
- "Families" are two or more people living together related by birth, marriage, or adoption.

In 2007, Indiana had an estimated 2.5 million households, 34.1% of which included children under the age of 18. Nearly two-thirds (65.9%) of Hoosier households did not have children under the age of 18.

- Families (one category of "household") comprised 67.5% of all households in Indiana, which includes married couple families (51.4%) and other families (16.1%). Nearly one-third (32.5%) of all Hoosier households were considered non-family.
- Of family households with children under the age of 18, 68.2% consisted of married couples; 23.7% of households were headed by a single mother, and 7.9% by a single father.[13]

An estimated 1,662,403 families lived in Indiana in 2007. In contrast with children living in two-parent families, children in single-parent families have a greater likelihood of living in poverty, which can be partially attributed to having only one wage earner present.[14] Most children in Indiana are raised in two-parent families; however, many are brought up in other types of household arrangements, including single-parent families and grandparent-headed families (Figure 3 on next page).

- In 2007, of the estimated 102,978 grandparents who lived with their own grandchildren under the age of 18, 47.6% were solely responsible for caring for those children.
- Of the 49,044 grandparents responsible for caring for their grandchildren, about one in four (23.0%) had been caring for them for less than one year, whereas 32.9% had been caring for them for five or more years.
- 33,958 of grandparents responsible for their grandchildren were married. 31,309 were in the labor force. Six out of ten (58.9%) grandparents responsible for their grandchildren were female, and 7.0% of grandparents caring for their grandchildren lived in poverty during the previous 12 months.[15]


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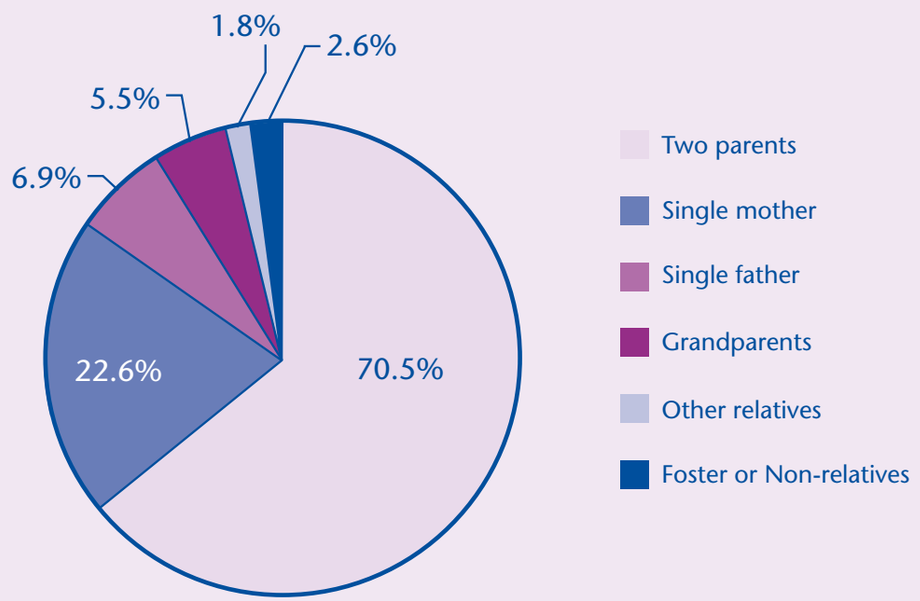
***Figure 3:*** **Children's Living Arrangements, Indiana: 2007**




*Source: U.S. Census Bureau, 2007 American Community Survey, Table B09006*

# Education

Laying the groundwork for learning begins well before children enter the classroom. Family characteristics—age, education, and access to health care—can influence academic success. Children's health at birth and beyond and their early childhood experiences are important factors.[1] The quality and stability of a young student's relationships provide the foundation not only for school readiness, but also for a wide range of developmental outcomes, including self-confidence, impulse control, conflict resolution, knowing the difference between right and wrong, and the ability to develop and maintain relationships.[2]

## Child Care

Many Hoosier families with children under age 18 (733,148) have all parents in the workforce. Thus, many parents turn to child care during the workday. A young child's relationship with caregivers outside the family is very important. However, poor program design and frequent turnover often undermine the quality and stability of many child care arrangements.[4] In an effort to help parents find high quality care for their children, Indiana has begun to implement a voluntary quality rating system for regulated child care

***Table 9:*** **Paths to Quality Indicators, Indiana**

| Indicator Area | Measures… |
|---|---|
| Regulation | State child care licensure or registration |
| Teacher education and specialized training | Amount of formal education and training/ workshops related to child development issues |
| Structural quality | Child care features such as teacher-child ratio, group size, and physical characteristics of child care facility |
| Process quality | Teacher-child interactions, children's engagement, types of daily activities, developmentally appropriate curriculum, language and literacy opportunities, and respect for individual children and families |
| Assessment | Appropriateness of assessment of both child progress and program trends, quality, and effectiveness |
| Provision for children with special needs | Accommodations or adaptations to physical environment, activities, and time for children with disabilities |
| Program policies and procedures | Adequacy of staff orientation, written policies and procedures, records, advisory board, annual program evaluation, strategic planning, and teacher's planning time |
| Professional development | Director or lead caregiver maintenance of skills through continuing education and/or participation in professional organizations, networking, or mentoring |
| Parent-teacher communication and involvement | Parents and provider communication about the child and program |
| Accreditation by NAEYC or other organizations | Achievement of quality criteria substantially beyond the mandatory requirements of the government |

providers called Paths to Quality (PTQ). This system assigns providers a quality level of 1 (meets basic health and safety needs) to 4 (national accreditation) based on 10 indicators (Table 9 on previous page).

- At the time of publication, 531 providers were participating in the PTQ system.[5]
- In SFY 2007, 606 licensed child care centers had space for 61,308 children. Head Start had 13,937 of these spaces, and Early Head Start had 1,281.
- In SFY 2007, 2,992 licensed child care homes provided 36,642 spaces.
- In SFY 2007, 645 registered child care ministries had an estimated capacity of 40,804. (Child care ministries are not required to be licensed, but Indiana offers a voluntary certification program that recognizes ministries meeting standards in four areas.[6])
- The average annual cost of full-time center-based care was $7,000-$9,000. The average annual cost of full-time home-based care was $4,700-$5,300.
- 81% of child care requests were for infants, toddlers, and preschoolers; 19% were for school-age children.
- 92% of requests were for full-time care; 8% for part-time care.[7]
- Indiana's centers, homes, and ministries accommodated 42% of children under age 6 with all present parents in the workforce.[8]

## K-12 Learning

In Indiana, children are required by law to attend school until they graduate, turn 18, or fulfill the requirements for withdrawal beginning at age 16.[9] Students have several paths to completing their formal education. These include public schools, nonpublic schools, charter schools, home schools, and alternative schools.

- In School Year (SY) 2007 (2006-2007), 1,035,199 children attended public schools, (84% of the school-age population).
- 97,975 children attended nonpublic schools, (8% of the school-age population).
- 9,837 children attended charter schools, (0.8% of the school-age population).
- 35,772 children were homeschooled, (3% of the school-age population).[10]
- 28,078 children attended alternative schools, (2% of the school-age population).[11]

Although Indiana law does not require children to attend school until the school year in which they turn 7, many children begin with kindergarten. In SY 2008 (2007-2008), 263 of Indiana's 293 public school corporations and charter schools had applied for Department of Education grants to help operate full-day kindergarten programs.[12]

- In SY 2008, 61% of Indiana's kindergarten students attended full-day kindergarten,[13] a 40% increase over SY 2007.
- A 2006 survey of Indiana's public school superintendents reported that 96% believed full-day kindergarten improved academic achievement, and 93% believed it improved social skills.[14]
- Public opinion was split on funding full-day kindergarten. 49% of Hoosiers supported full-day kindergarten even if it means increasing taxes; 49% opposed.[15]

## School and Teacher Quality

Education Week's annual "Quality Counts" report grades states in six categories related to student success.

Overall, Indiana most recently received a B- and ranked 12th best in the nation. Indiana's rankings in the six categories ranged from first in the nation for "standards, assessment, and accountability" to 29th in the nation for the "chance for success" index (Table 10).[16]

***Table 10:*** **Education Week's "Quality Counts" Results, Indiana: 2008**

| Education Policy and Performance Area | State Grade | State Rank |
|---|---|---|
| Chance for Success | C+ | 29th |
| K-12 Achievement | C- | 25th |
| Standards, Assessments, and Accountability | A | 1st |
| Transitions and Alignment | C+ | 12th |
| Teaching Profession | C- | 28th |
| School Finance | B | 11th |

*Source: Education Week. A Special Supplement to Quality Counts*

- 50% of Indiana residents rated Indiana public schools as "excellent" or "good;" 34% rated them as "fair;" 10% rated them as "poor."
- 62% of Indiana residents rated public school teachers as "excellent" or "good;" 29% rated them as "fair;" and 5% rated them as "poor."
- 76% of Indiana residents believed achievement gaps between low- and high-performing students are related to factors other than quality of schooling received, such as family income or educational attainment.[17]

No Child Left Behind (NCLB) and Public Law 221 (PL 221) are the federal and state efforts, respectively, to improve school quality and accountability. Both measures require that schools show yearly improvement in indicators related to student achievement for the total student population and student sub-groups including race/ethnicity, family income, English proficiency, and ability level. NCLB requires school improvement activities for schools participating in the Title 1 program that repeatedly fail to meet "adequate yearly progress" (AYP); PL 221 extends similar mandates to all schools that are on academic probation. Table 11, on the next page, compares these consequences.

- 59% of Indiana Title 1 schools achieved AYP as defined by NCLB.
- Of the Title 1 schools that did not achieve AYP and are in improvement status, 36% are in Year 1 improvement status; 31% are in Year 2 status; 17% are in Year 3 status; 8% are in Year 4 status; and 8% are in Year 5 status.[18]
- In SY 2008, 57% of all Indiana schools achieved academic progress as defined by PL 221; 7% of schools are on academic probation.[19]

## *School Funding and Expenditures*

Beginning in 2009, changes to Indiana's property tax system will shift the funding stream for school operating costs from local levels to the state level, funded in part by a one percentage point increase in the sales tax.

- The average per pupil expenditure in SY 2007 was $11,030.[20]
- 45% of Indiana residents thought the amount of money spent of public education affects the quality of education "a lot;" 31% said "somewhat;" and 19% said "a little" or "not at all."[21]

## *Table 11:* School Improvement Requirements Under No Child Left Behind and PL 221, Indiana: 2007

| Year | No Child Left Behind* | PL 221** |
|---|---|---|
| First | None. | School's improvement plan may be revised to shift resources, change personnel, or request outside team to manage the school or assist in development of new plan. Eligible for state technical assistance. |
| Second | Students enrolled in school given option to transfer to another public school in corporation. School develops or revises its school improvement plan and uses 10% of Title 1 funding for professional development. Corporation and state provide technical assistance for implementation or development of school improvement plan. | School implements revised school improvement plan. Eligible for state technical assistance. |
| Third | Same as second year, plus supplemental educational services (such as tutoring) made available to students. | School implements revised school improvement plan. Eligible for state technical assistance. |
| Fourth | Same as third year, plus at least one of the following:<br>• Replace school staff relevant to failure to make AYP;<br>• Implement new curriculum;<br>• Significantly decrease management authority at school level;<br>• Appoint outside expert to advise school on making AYP;<br>• Extend school year or school day;<br>• Restructure internal organization of school. | State Board assigns an expert team to school to assist in revising the school's improvement plan and recommend changes. |
| Fifth | Same as fourth year, plus the school corporation must prepare to carry out a plan for alternative governance of the school. | State Board assigns an expert team to school to assist in revising the school's improvement plan and recommend changes. |
| Sixth | Same as third year, plus arrangements made for one the following:<br>• Reopen as a charter school;<br>• Replace all/most of staff relevant to failure to make AYP;<br>• Enter into a contract with another entity with a demonstrated record of effectiveness;<br>• Turn operations over to the state;<br>• Other form of major restructuring of school's governance. | If the State Board determines that intervention will improve the school, one or more of the options listed will be implemented:<br>• Merge school with nearby school;<br>• Assign special management team to operate all/part of school;<br>• Department's recommendations for improving school;<br>• Other options as expressed at public hearing, including closing school;<br>• Revise school's plan for changes in operations, professional development, or intervention for teachers or administrators. |

**No Child Left Behind consequences apply to Title 1 schools*

***PL 221 consequences apply to all Indiana schools*

## Exceptional Learners

### First Steps

Services intended to help children learn to their full ability are available from birth. For children under age 3, the First Steps Program provides services for children experiencing developmental delays or disabilities. For families whose incomes are at 250% or less of the federal poverty guidelines, the services are free; for families with higher incomes, fees are charged on a sliding scale.[22] At age 3, children qualify for transitional services and special education services at no cost through public school systems; other services are available for a fee through private providers.

- 16,229 children under age 3 (6.3% of the under 3 population) received First Steps services in SFY 2007.

The most utilized services were speech therapy (52.8%), developmental therapy (52.4%), and physical therapy (33.4%).[23]

### Special Education

- 178,029 children (17% of public school students) received special-education services in SY 2007.
- The most common disability areas identified were communication disorders (48%), learning disabilities (36%), and mild mental disabilities (10%).[24]

High-performing planning districts, whose special-education students scored consistently above the average ISTEP+ passing rate for special-education students, describe themselves as having several common features:

- decentralization, with decision making usually at the school building level,
- serving students with disabilities through a partnership between special education and general education personnel,
- providing service in the general education classroom in the school of legal settlement,
- feeling like valued members of the general education staff, and
- having the support of the local corporation administration and planning district administration.[25]

### High Ability

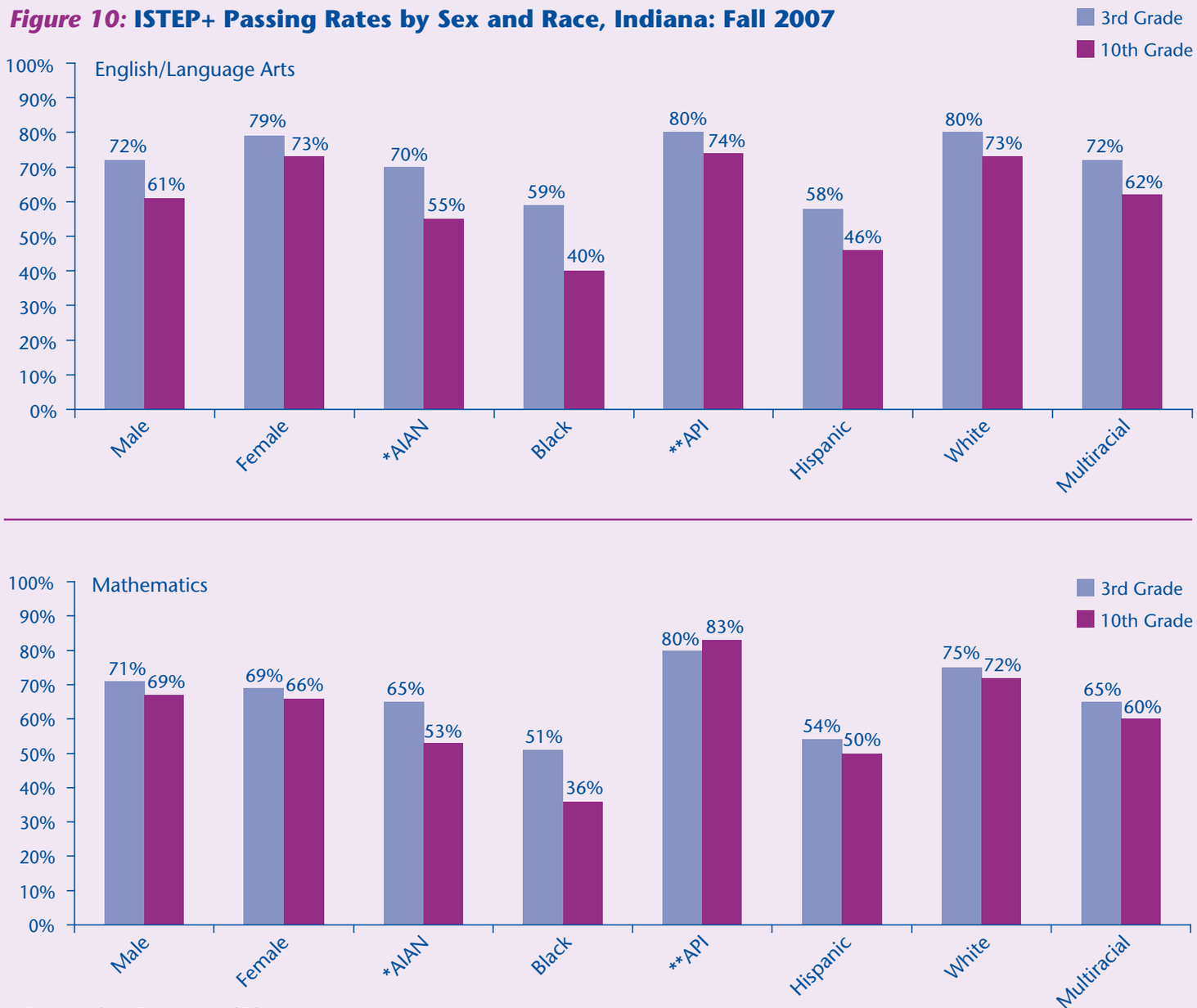
According to Indiana code, a high ability student is one who performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain, when compared to other students of the same age, experience, or environment, and is characterized by exceptional gifts, talents, motivation, or interests.[26] There are 115,195 Indiana public school students (11% ) characterized as "high ability."[27]

## Standardized Testing

Indiana children take several standardized tests throughout their education careers, including the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+), the National Assessment for Educational Progress (NAEP), and the Graduation Qualifying Exam (GQE).

- In grades 3-10, students are tested on English/language arts and mathematics. Students in grades 5 and 7 have an additional science component. In the fall of 2007, 71% of public school students passed the English/language arts section, 74% the mathematics section, and 61% passed the science section. Figure 10, on the next page, provides additional information.[28]

## *Figure 10:* ISTEP+ Passing Rates by Sex and Race, Indiana: Fall 2007




*Source: Indiana Department of Education*

**American Indian or Alaska Native*
***Asian and Pacific Islander*

- For SY 2010 (2009-2010), ISTEP testing will move to the spring.[29] Testing will take place twice for SY 2009, once in the fall and again in the spring.
- Every two years, public school students in grades 4 and 8 take the NAEP exam. These results compare Indiana students with the rest of the nation in reading and mathematics. The most recent data show that even though Indiana students scored the same or better than the nation at both grade levels and subject areas, only 31% to 46% (depending on grade and subject) have demonstrated proficiency in the subject matter for their grade level.[30]
- The GQE measures 9th grade proficiency in both English/language arts and mathematics; passing it is a prerequisite for receiving a high school diploma in Indiana. Students first take the GQE beginning in the 10th grade; students are permitted to take the GQE up to five times during their high school career. In SY 2008, 58% of Indiana public school students passed the GQE on the first try.[31]

## College Preparation

Of Indiana 11th graders, 61% said they would like information or advice on preparing for education and/or training after high school.[32] Preparing for college includes choosing appropriate high school courses, obtaining dual or advanced credit, meeting admissions requirements of more colleges by taking the SAT and/or ACT, and planning for college costs.

- Indiana high schools now offer three diploma tracks, all of which contain at least the minimum college-prep curriculum (Core 40). A student must complete a formal process to opt out of one of the college-prep diploma tracks.
- Advanced Placement (AP) courses are college level courses offered in high school. Students who score well on the exam given at the end of an AP course can bypass beginning level courses in that subject in college. Indiana high schools are required to offer at least two AP courses. A total of 19% of students take an AP exam, below the national average of 25%.[33] Of Hoosier students who registered for an AP course in SY 2007, 18,149 attempted the exam, and about 80% (14,456) passed the exam.[34] Research finds that students who pass one or more AP exams are more likely to graduate from college in five years or less than non-AP students.[35]
- Dual-credit courses are courses offered by colleges on campus, in high schools, or online in which students simultaneously earn high school and college credit. Indiana high schools are required to offer at least two dual-credit courses.[36] AP courses are not considered dual credit since AP courses are not offered by a college and do not automatically result in college credit.

### SAT and ACT

Of the college entrance exams, more Hoosier 12th grade students take the SAT. In 2008 62% of students took the SAT and 22% took the ACT.[37]

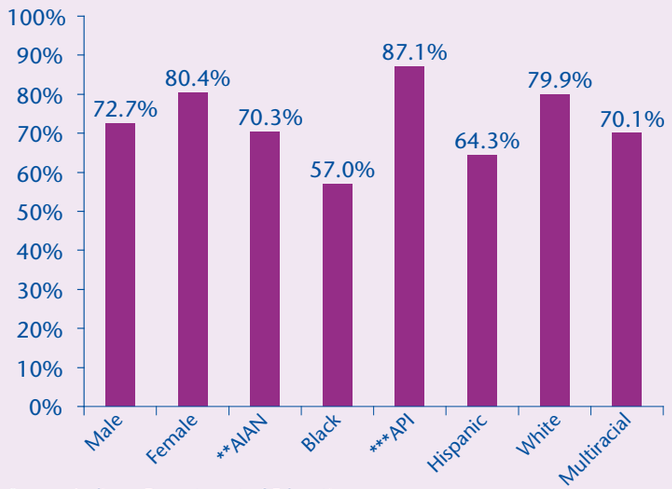
- Indiana's 2008 overall SAT scores remain below the national average. Indiana's average combined score was 1485 (1487 in 2007); compared to the national average of 1511.
- Indiana's average math score was 508, one point higher than in 2007.
- The reading score dropped from 497 in 2007 to 496 in 2008.
- The writing score dropped from 483 to 481.[38]

- The 2008 national average composite score for the ACT was 21.1. Indiana's average score was 22.0 in 2008 (15,884 Indiana students took the test).[39]

### *Graduation*

Public school graduation rates continue to vary considerably across school corporations and demographic categories. Students from low-income families, as well as black, Hispanic, and Limited English Proficient students are significantly less likely to graduate than their peers (Figure 11).

***Figure 11:* Public Graduation Rate* by Sex and Race, Indiana: SY 2007 (2006-2007)**




*Source: Indiana Department of Education*

**Known as the Four Year or Less Graduation Rate*
***American Indian or Alaska Native*
****Asian and Pacific Islander*

- In SY 2007, 77% of 12th graders earned a high school diploma in four years; 12% dropped out; 3% earned a G.E.D.; 1% earned a special-education certificate; 1% earned a non-diploma completion certificate; and 7% are still enrolled in school. (Percentages add up to more than 100% due to rounding.)
- 15% of Indiana public high schools had a graduation rate higher than 90%, and 9% had a graduation rate lower than 60%.[40]
- 82.4% of students graduating in 2007 from public high schools in Indiana planned to pursue higher education.[41]

### *College Cost*

In 2008, the average annual cost of tuition and fees at a public four year college in Indiana was $6,877; for a private four year college, the average cost was $24,856.[42] Of Indiana 11th graders, 46% say they do not think they can afford college and 65% report needing information on financial aid.[43]

## *Out-of-School Learning*

From birth to age 18, Hoosier children spend approximately 10% of their lives in school. The rest is spent in family and community settings. These environments have a significant impact on a child's social and emotional development and supplement the education that the youth receives in school.

### *Afterschool and Youth Development Programs*

- In SY 2007, 21st Century Community Learning Centers served over 19,000 children in 45 locations.[44]
- 9% of Indiana 6th graders regularly attended youth centers in SY 2007. This percentage decreased by grade, with 6% of 12th graders attending.
- 18% of Indiana 6th graders regularly participated in supervised youth activities in SY 2007. This percentage decreased by grade, with 8% of 12th graders participating.

- 26.5% of Indiana 6th graders regularly participated in afterschool classes in SY 2007. This percentage decreased by grade, with 18% of 12th graders participating.[45]

### *Extracurricular Activities*

- 35% of Indiana 6th graders regularly participated in school sports teams in SY 2007. This percentage was higher in junior high and early high school but returned to 35% for 12th graders.
- 12% of Indiana 6th graders regularly participated in school clubs or intramurals in SY 2007. The percentage rose by grade, reaching 16% for 12th graders.[46]

### *Community Based Activities*

- 11% of Indiana 6th graders regularly volunteered outside the home in SY 2007. This percentage rose by grade, reaching 16% for 12th graders.[47]
- In SY 2007, 21,404 (1.7% of school-age students) students participated in Learn and Serve America, a service-learning program that helps K-12 students meet community needs while improving their academic skills and learning the habits of good citizenship.[48]

### *Workforce Development*

- 13% of Indiana 6th graders regularly worked for pay outside the home in SY 2007. This percentage rose by grade, reaching 58% for 12th graders.[49]
- 38% of Indiana 11th graders have visited or job shadowed someone who works in a career that interests them.[50]



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# Health

Children's health status is perhaps the most important determinant in ensuring positive developmental and health outcomes. Children cannot thrive when their mothers receive inadequate prenatal care, smoke, drink alcohol, or use illicit drugs while pregnant, and when basic health care is not readily accessible during childhood and adolescence. Prevention initiatives and community campaigns can help establish positive health behaviors, but many Hoosier children and families have health issues that impact their daily lives in spite of these efforts. Table 7 highlights the vital health and well-being statistics for Indiana.

The current edition of the United States Surgeon General's national health promotion and disease prevention agenda, Healthy People 2010, contains guidelines for improving the nation's overall health. States, communities, organizations, and individuals are encouraged to use Healthy People 2010 goals and objectives as measurements for healthy living.[1]

## Maternal Health

Research has identified several factors related to maternal health that help give children a strong start at birth and into early childhood. These factors include:

- good pre-pregnancy maternal health,
- prenatal care at the start of pregnancy,
- a pregnancy that the mother intended or viewed positively,
- the mother's access to financial and social support,
- a positive marital relationship,
- a high level of maternal education, and
- the absence of smoking, drinking alcohol, or drug use during pregnancy.[2]

***Table 7:*** **Health At a Glance, Indiana: Years Vary**

| | |
|---|---|
| 89,404 | Total live births in Indiana[1] |
| 5,154 | Number of babies born to unmarried mothers under the age of 20 with less than a high school diploma[1] |
| 41.2 | Percent of births to unmarried parents[1] |
| 77.6 | Percent of mothers receiving first trimester prenatal care[1] |
| 17.3 | Percent of pregnant women who smoked while pregnant[1] |
| 38.4 | Percent of 12th graders using alcohol on a monthly basis[2] |
| 24.8 | Percent of 12th graders using cigarettes on a monthly basis[2] |
| 65.7 | Percent of 12th graders ever having sexual intercourse[3] |
| 7.2 | Percent of high school students attempting suicide[3] |

*Sources: (1) Indiana State Department of Health, Epidemiology Resource Center, Data Analysis Team, 2006 Provisional Data; (2) Alcohol, Tobacco, and Other Drug Use by Indiana Children and Adolescents: The Indiana Prevention Resource Center Survey – 2008; (3) Indiana State Department of Health, 2007 Youth Risk Behavior Survey*

In addition to maternal health, research suggests that men's pregnancy intention as well as active involvement during pregnancy may have implications for later involvement with their children. Fathers who reported not wanting the pregnancy to occur were significantly less likely to engage in nurturing behaviors (i.e., holding the baby, waking up with the baby at night, and soothing the baby); whereas fathers who reported wanting the pregnancy were more likely to engage in these behaviors. Researchers also found that men who participated in prenatal activities (i.e., talking about the pregnancy with the mother, seeing an ultrasound, listening to the baby's heartbeat, attending childbirth classes, and buying items for the baby) were also more likely to engage in nurturing and care-giving activities once the child was born.[3]

## *Prenatal Care*

The Healthy People 2010 goal is for 90% of pregnant women nationwide to receive first trimester prenatal care.[4] Indiana has not yet reached that goal. In the state and in the nation, early prenatal care varies by the mother's race and ethnicity.

- In Indiana in Calendar Year (CY) 2006, 77.6% of women received timely prenatal care in the first trimester of pregnancy, slightly fewer than in CY 2005, when 78.9% received early care. In 2006, Asian/Pacific Islander women were the most likely to receive first trimester prenatal care at 80.0%, followed by white women (79.2%), American Indian women (72.7%), black women (65.6%), and Hispanic, any race, women (62.8%).
- In CY 2006, only two Indiana counties—Henry (92.2%) and Posey (90.1%)—attained the Healthy People 2010 goal of having 90% of pregnant women receive first trimester prenatal care.[5]
- Nationally, a higher percentage of women receive first trimester prenatal care. In CY 2005, for example, 83.9% of all mothers received care during the first trimester of pregnancy. This rate has remained relatively unchanged for three years.
- National data for 2005 indicate that 88.7% of non-Hispanic white women received first trimester prenatal care, compared with 76.5% of non-Hispanic black women, and 77.6% of Hispanic women.[6]
- Use of early prenatal care also varies with age. The younger the mother, the less likely she is to obtain first trimester prenatal care. In Indiana in CY 2006, only 65.0% of women ages 15-19 received first trimester prenatal care, compared with 83.6% of women ages 30-34.[7]

## *Smoking During Pregnancy*

Women who smoke cigarettes while pregnant are at greater risk of miscarriage, premature delivery, or having a low birthweight baby.[8] The Healthy People 2010 goal is for 99% of women to abstain from smoking during pregnancy.[9]

- Indiana traditionally has had a higher rate of women who reported smoking during pregnancy compared with the national average—17.3% versus 16.2% nationally in 2005 (a seven-state reporting area).[10]
- In Indiana in CY 2006, a higher percentage of American Indian women (22.7%) reported smoking while pregnant than any other race or ethnicity, compared with white women (18.1%), black women (13.3%), Hispanic women (2.7%), and Asian and Pacific Islander women (1.7%). Between CY 2005 and CY 2006, smoking rates declined among black, white, Hispanic, and Asian and Pacific Islander women but increased slightly among American Indian women.

- Overall, Hoosier women ages 20-24 (24.7%) are more likely to report smoking while pregnant than any other age group, followed by women ages 18-19 (24.0%), and women ages 15-17 (16.9%).[11]

### *Alcohol Use During Pregnancy*

Drinking alcohol at any time during pregnancy poses a risk to the developing child. As little as one drink per week can lead to adverse birth outcomes such as Fetal Alcohol Syndrome. The cognitive deficits and behavioral problems resulting from prenatal alcohol exposure are lifelong and preventable.[12]

- In CY 2006, 0.4% Indiana women reported using alcohol while pregnant.[13]

### *Prematurity, Low Birthweight and Very Low Birthweight*

- Infants born with a weight under 5 lbs., 8 oz. are considered low birthweight (LBW); those born with a weight under 3 lbs., 5 oz. are considered very low birthweight (VLBW). Babies born before 37 weeks gestation are considered to be premature and are more likely to be born LBW or VLBW.
- Nationally, 12.7% of all babies were born prematurely in 2005, reaching an all-time high, up from 12.5% in the previous year.[14]
- In CY 2006, 10.3% of all births in Indiana were considered premature, compared with 10.5% in CY 2005.
- In 2006, 8.2% of all births in Indiana were considered LBW, nearly the same as national figures (8.3%). This rate remained about the same from 2005 for Indiana and the nation.
- Mothers ages 10-14 and those over the age of 45 are more likely than other women to deliver LBW babies.
- In 2006, 1.4% of all births in Indiana and the nation were considered VLBW, similar to the 1.5% VLBW births in 2005.[15]

Babies born at LBW or VLBW are at increased risk of infant mortality and morbidity. Many of these infants face monumental challenges as they struggle to survive. Advances in medical technologies and the increase in multiple births have contributed to the rise in the number/percentage of babies born at LBW or VLBW, although there also appears to be a rise in the number of babies born LBW among single births.[16]

### *Births To Unmarried Parents*

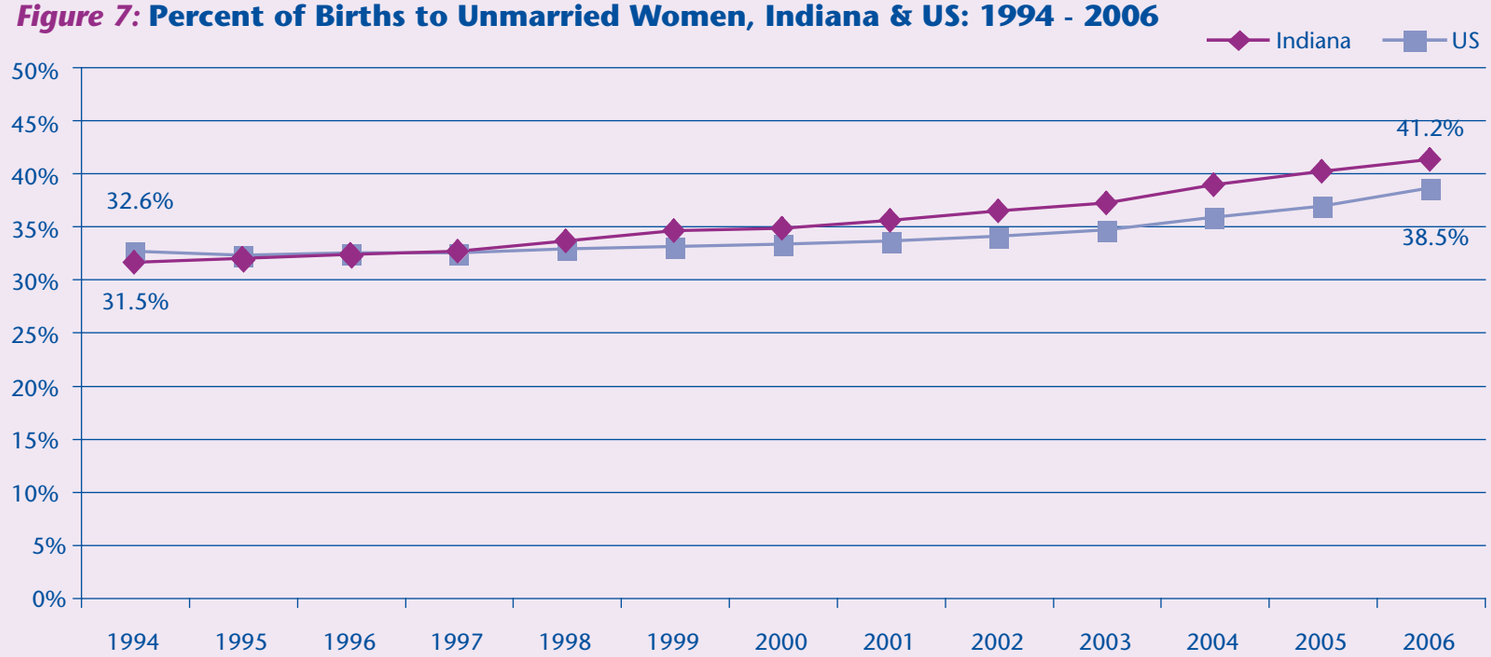
Although children from different family structures can grow up to be successful, children born to unmarried parents, teen parents, or mothers with less than a high-school diploma face more challenges than children born in economically stable two-parent families. Children born to unmarried parents, teen parents, or mothers with less than a high school diploma are likely to have lower income levels than families in which parents are married, more highly educated, and have delayed having children.[17] An increase in births to unmarried parents is one change in American society that has affected family structure and economic stability. Children born to unmarried parents are at an increased risk of having adverse birth outcomes such as LBW, and are more likely to grow up in poverty.[18]

- The percentage of births to unmarried parents continues to rise in Indiana. In 2006, 41.2% of all births—four in ten—were to unmarried parents. This represents the highest non-marital birthrate since it has been recorded—an increase from 40.1% in the previous year. The likelihood of

being an unmarried parent decreases with the age of the mother—87.3% of mothers ages 15-19 years are unmarried compared with 17.0% of mothers ages 35-39 years.[19]

- Nationally, 38.5% of all births in 2006 were to unmarried parents. This number represents another record high, up from 36.9% of births in 2005 (Figure 7).
- Births to unmarried parents differ by the race and ethnicity of the mother. Of the women who gave birth nationally, 70.7% of non-Hispanic black women, 49.9% of Hispanic women, and 26.6% of non-Hispanic white women gave birth while unmarried.[20] In Indiana, the picture is similar. In CY 2006, 78.2% of black women, 54.9% of Hispanic women (any race) and 36.8% of white women gave birth while unmarried.[21]
- According to a recent analysis of data from the Early Childhood Longitudinal Study—Birth Cohort (ECLS-B), which follows a nationally representative sample of children born in 2001, of the 37% of births to unmarried parents, more than half were to cohabiting couples. While children born within cohabiting unions are often better off economically than children born to single-mother households, research indicates they still face greater risks than children born to married couples.[22]
- Children born to cohabiting couples are more likely to be poor, have inadequate access to food, be read to infrequently, and display more problem behaviors compared with children of married couples.[23]

***Figure 7:*** **Percent of Births to Unmarried Women, Indiana & US: 1994 - 2006**




*Source: The Annie E. Casey Foundation, KIDS COUNT State Level Data Online, www.kidscount.org; Indiana State Department of Health, Epidemiology Resource Center, Data Analysis Team*

- According to the 2001 data from the ECLS-B, the majority of pregnancies (70%) within unmarried cohabiting couples were unintended.[24]

## Child Health

Preventive health care for youngsters begins during well-child visits to a pediatrician's office. Here, doctors assess their patients' physical, emotional, and behavioral health. They also look for developmental delays and early signs of disability. This can lead to early treatment and lessen the impact of any developmental problems on the child and the family. In addition to identifying potential problems, the pediatrician serves as an educator for parents in the areas of development, discipline, injury prevention, and sleep patterns.[25]

- In the U.S. in 2004, children under the age of 6 were significantly less likely to have received a well-child visit during the past year if they did not have health insurance, versus children with health insurance coverage (66.0% and 87.0%, respectively).[26]
- Vaccines now control diseases that once spread quickly and killed thousands. Immunizations are given early in life because many preventable diseases are more common and more deadly among infants and small children. Childhood immunization is an important step in preventing outbreaks of such diseases. Because children are highly susceptible to disease, the Centers for Disease Control and Prevention (CDC) recommends vaccinating children against most vaccine-preventable diseases by the time they are 2 years old.
- The CDC's immunization schedule for children recommends four doses of the diphtheria, tetanus, and pertussis (DTP) vaccine; three or more doses of polio vaccine; one or more doses of the measles-mumps-rubella (MMR) vaccine; three or more doses of the Haemophilus influenzae type b (Hib) vaccine; one of the hepatitis B vaccine; and one or more of the varicella (chickenpox) vaccine. This series, collectively known as the 4:3:1:3:3:1 series, is required before children begin kindergarten.[27]
- According to the 2006-2007 National Immunization Survey, conducted annually by the CDC, 77.5% of children between the ages of 19-35 months were immunized with the 4:3:1:3:3:1 series nationwide, compared with 76.5% of Indiana children in the same age group.[28]
- A new vaccine was released in 2006 to protect young women from Human Papillomavirus (HPV). HPV is the most common sexually transmitted disease (STD) in the U.S. Approximately half of all sexually active women and men are infected with HPV at some point in their lives. Many cases of HPV are asymptomatic, which makes the virus difficult to detect since individuals can be infected but show no symptoms. Some forms of the virus can lead to cervical cancer. Because of the prevalence and the severity of the effects of HPV, the CDC recommends that all young women receive the HPV vaccine as part of a normal vaccination schedule. The vaccine is recommended for girls ages 11-12 years old; however, girls as young as 9 and girls ages 13-26 can receive the vaccine as well. It is recommended that girls get the vaccine before their first sexual contact as it does not work as well for those who have been exposed to the virus before getting the vaccine.[29]

## Childhood Obesity

In the past 30 years, the rate of childhood obesity in the United States has doubled. Although researchers have

identified no single clear cause of childhood obesity, they agree that it has serious health consequences such as heart disease, high blood pressure, Type 2 diabetes, sleep disorders, mental health problems, and other complications.

Nationally, reports indicate that treating childhood obesity and its related conditions cost an estimated $127 million dollars in 1997-99.[30] Treating child obesity and its related health conditions pales in comparison to the cost of treating adults. On a national level, the indirect costs of adult obesity, such as reductions in economic opportunities and productivity, are estimated at $23 billion a year.[31] Obesity is clearly an economic concern in Indiana as well, with residents paying $1.6 billion annually in obesity-related medical costs.[32] According to the most recent Youth Risk Behavior Survey administered in 2007:[33]

- 15.3% of Hoosier 9th-12th graders had a Body Mass Index (BMI) between 85-95 percentile for youth their age and were at risk for becoming overweight.
- 13.8% of Hoosier 9th-12th graders had a BMI equal to or greater than the 95th percentile for youth their age and were considered obese.
- Nationally, 15.8% of 9th-12th graders were overweight and 13.0% were considered obese in 2007.
- A recent study suggests that very low food security is strongly associated with overweight infants and toddlers.[34] Researchers found young children living in homes with very low food security to be 61% more likely to be overweight than children living in homes that are food secure.[35] The study estimated that in 2001, one in ten (9.9%) U.S. households with infants reported low food security and 2.7% households reported very low food security.[36]

## *Lead Poisoning*

Elevated blood lead levels (defined as blood lead levels greater than or equal to ten micrograms per deciliter) are harmful to the nervous systems of young children and can cause learning disabilities, lowered intelligence, and behavior problems. Extremely high levels of lead in a child's blood can cause seizures, coma, and even death. Lead was commonly found in the paint used in many homes prior to it being banned as an ingredient in 1978, and it can still be found in many older homes as well as in the natural environment. Because lead poisoning has no obvious symptoms, young children should be tested regularly.[37] Since lead poisoning is preventable, the Healthy People 2010 goal is total elimination of elevated blood lead levels in children.[38]

- In 2007, there were 656 confirmed cases of lead poisoning in Hoosier children under the age of 7.[39]

## *Asthma*

Asthma is the most common chronic childhood illness, affecting approximately 6.8 million American children (about 9% of all children under age 18). Asthma is a chronic inflammation of the airways, characterized by excessive sensitivity of the lungs to various stimuli. Several factors can trigger an asthma "episode" or "attack"—exercise, stress, viral infections, allergies, or airborne irritants such as cigarette smoke or gases.

- Approximately 4.1 million (6%) U.S. children under age 18 experienced an asthma attack or episode in 2006.[40]
- In 2006, an estimated 12.2% of Indiana children age 17 and younger had ever been diagnosed with asthma.[41]

## Oral Health

Research indicates a connection between oral health and general health. Lack of oral care and treatment can lead to lung and heart disease, infections, low birthweight, and pre-term babies.[42] According to the CDC, children's oral health improved nationwide in many areas between 1988-1994 and 1999-2004. Highlights of the report include:

- Tooth decay in permanent teeth among children ages 6-11 has decreased from 25.0% to 21.0% and from 68.0% to 59.0% among youth ages 12-19.
- Among children ages 6-11, the use of dental sealants to protect molars increased from 22.0% to 30.0%, while the use of sealants increased from 18.0% to 38.0% among youth ages 12-19.
- Rates of baby teeth decay among children ages 2-5 increased from 24.0% to 28.0%.[43]

The National Survey of Children's Health provides additional measures of children's oral health for the state and the nation. Some findings of this report include:

- In 2003, among Hoosier youth ages 1-17, 74.8% received preventive dental care in the previous year, compared with 72.0% of youth nationally.
- Elementary-age children are most likely to receive preventive care in Indiana and nationwide. In Indiana, 87.1% of youth ages 6-11 received preventive care, compared with 81.6% of youth ages 12-17, and only 51.4% of children 1-5 years old. Nationally, 83.7% of youth ages 6-11 received preventive care, compared with 79.8% of those ages 12-17, and 48.0% of children ages 1-5.
- There is great variation in the receipt of dental care by race. In Indiana, 78.1% of Non-Hispanic white children received preventive care, compared with 61.8% of Non-Hispanic black children and 49.9% of Hispanic children.[44]

## Mental Health

According to the World Health Organization, mental health is "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to the community."[45] Many individuals have short periods of time when they experience poor mental health, while others cope with more serious mental illness that may impact their lives permanently. Whether problems with mental health are long or short term, people with these disorders often face social isolation, poor quality of life, and increased mortality.[46]

Results from the Indiana Youth Risk Behavior Survey offer some insights into the mental health status of Hoosier youth. According to the 2007 survey:[47]

- 27.5% of Hoosier youth felt so sad or hopeless almost every day for at least two weeks that they stopped some of their usual activities. Although this does not confirm a mental health disorder, it is one of the criteria used to diagnose depression and other mental health problems.
- 15.8% reported seriously considering attempting suicide during the previous year.
- 11.7% made a plan for attempting suicide during the previous year.
- 7.2% attempted suicide one or more times during the previous year.
- 2.9% made a suicide attempt that required the medical attention of a doctor or nurse (due to injury, poisoning, or overdose).

## *Alcohol, Tobacco, and Other Drug Use*

The most recent survey of Indiana 8th-12th graders by the Indiana Prevention Resource Center (IPRC) reveals that overall drug use is down. Another favorable result of this year's survey is that the age of first use of "gateway" drugs (alcohol, tobacco, and marijuana) increased. In 2008, the average age of first time use of alcohol was 13, for cigarettes it was 12.7, and for marijuana it was 13.8.[48]

### *Alcohol Use*

- In 2008, 44.0% of Indiana 8th graders reported having ever used alcohol, down from 45.4% in 2007, but still higher than the 2007 national rate of 38.9%. By 12th grade, 68.5% of Indiana students had used alcohol; lower than the 2007 state rate (69.2%) and the nation (72.2%).
- In 2008, 18.8% of Indiana 8th graders reported using alcohol on a monthly basis, compared with 2007 when the state rate was 19.9% and the national rate was 15.9%. By 12th grade, 38.4% of Indiana students used alcohol on a monthly basis, less than in 2007 when the state rate was 39.7% and the national rate was 44.4%.
- Binge drinking is defined as drinking five or more alcoholic beverages in one sitting. More than one in ten (12.2%) of Indiana 8th graders reported binge drinking, compared with 2007 when binge drinking was reported by 13.2% in Indiana and 10.3% in the nation. By 12th grade, 26.9% of Indiana students reported binge drinking compared with 2007 when the state rate was 28.6% and the national rate was 25.9%.
- In 2008, 39.9% of Indiana 12th graders reported driving while under the influence or riding in a car being driven by someone else who was under the influence of drugs or alcohol within the past year.[49]

### *Tobacco Use*

- In 2008, 25.5% of Indiana 8th graders reported having ever used cigarettes, lower than the 2007 state (28.1%) rate, but higher than the national (22.1%) rate. By 12th grade, 48.2% of Indiana students had used cigarettes, nearly the same as in 2007 (48.4%) but still higher than the 2007 national rate of 46.2%.
- 4.7% of Indiana 8th graders reported using cigarettes on a daily basis, compared to 2007 when the rates were 5.5% in Indiana and 3.0% in the nation. By 12th grade, 15.0% of Indiana students used cigarettes on a daily basis, compared to 2007, when 14.7% of Indiana and 12.3% of U.S. students used cigarettes daily.
- 2.3% of Indiana 8th graders reported smoking half a pack of cigarettes or more per day; compared with 2007 statistics—2.7% in Indiana and 1.1% nationally. By 12th grade, 8.6% of Indiana students reported heavy smoking, half a pack or more a day; this compared with 2007, when 8.5% of Indiana and 5.7% of U.S. students reported heavy smoking.[50]

### *Over-the-Counter Medicine for Non-Medical Use*

- In 2008, 12.9% of Indiana 12th graders reported ever using over-the-counter medicine for non-medical use, and 5.1% reported monthly use.
- 9.7% of Indiana 8th graders reported ever using over-the-counter medicine for non-medical use, and 4.3% reported monthly use.

### *Other Drug Use*

- In 2008, 14.4% of Indiana 8th graders reported ever having used marijuana; this compared with 2007, when the rates were 16.1% for Indiana and 14.2% nationally. By 12th grade, 36.5% of Indiana

students had used marijuana; the same as in 2007, and below the 2007 national rate of 41.8%.

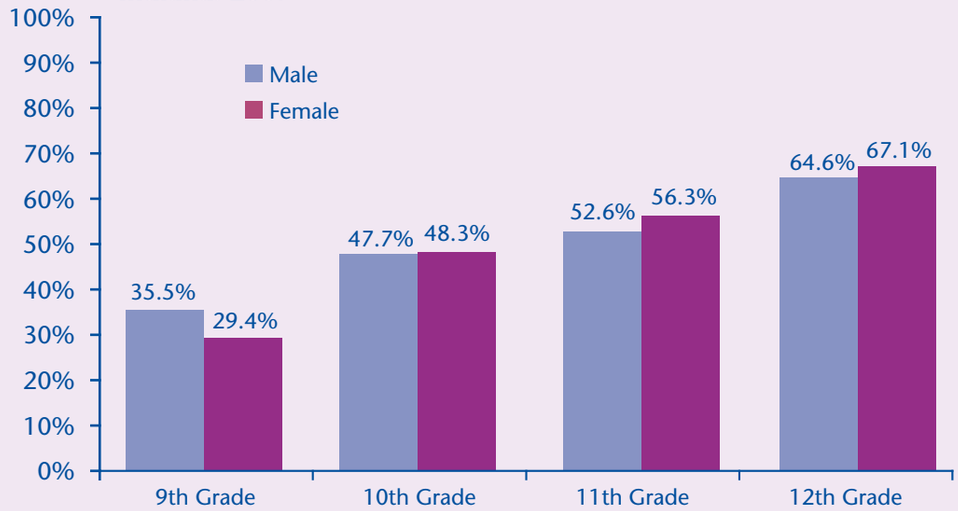
- In 2008, 9.5% of Indiana 8th graders reported ever having used inhalants. Of 12th grade students in Indiana, 9.0% had used inhalants.
- In 2008, 1.5% of Indiana 8th graders reported ever having used methamphetamines, nearly the same as in 2007, when the rates were 1.6% of Indiana and 1.8% of U.S. 8th graders. By 12th grade, 2.7% of Indiana students had used methamphetamines; lower than in 2007, when the rates were 3.4% for Indiana and 3.0% nationally.[51]

## *Sexual Activity*

Biological changes of puberty and social and emotional interactions signal an adolescent's sexual maturity; however, exploration of a teen's sexuality can lead to risky sexual behavior. Certainly a teen's perceptions and attitudes play a role in sexual behavior, and recent studies indicate adolescents perceive oral sex as more acceptable than intercourse.[52] Health practitioners are concerned about potentially rising STD rates because of adolescents' misconception that oral sex poses little if any risk as compared with other forms of intercourse. Youth engage in oral sex more frequently, and use protection less often, compared with other forms of intercourse.[53]

- According to a 2002 national survey of teens, ages 15–19, about 24 % of males and 22% of females reported having had heterosexual oral sex but not vaginal intercourse.[54]
- In 2007, 49.1% of Indiana high school students reported ever having sexual intercourse, representing an increase since 2005, when 44.5% of students reported ever having sex. Nationally, 47.8% of high school students report ever having had sexual intercourse.[55] (Figure 8)

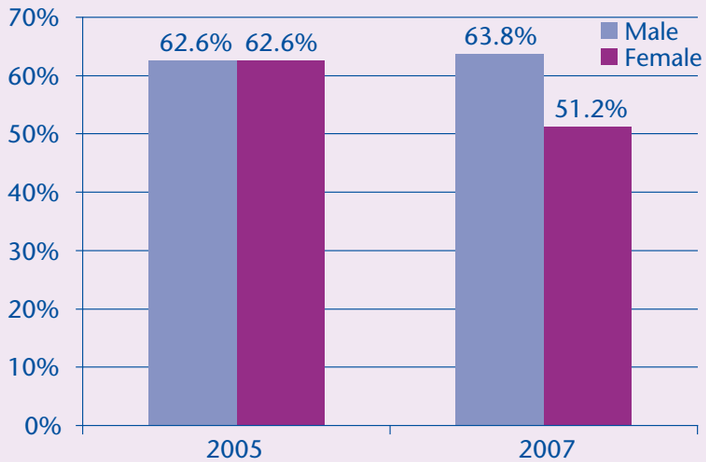
***Figure 8:*** **Percent of Students Who Have Ever Had Sexual Intercourse, Indiana: 2007**




*Source: Indiana State Department of Health. Youth Risk Behavior Survey*

- The likelihood of engaging in sexual intercourse increases with age. In 2007, nearly one-third (32.5%) of Hoosier 9th graders and two-thirds (65.7%) of Hoosier 12th graders reported ever having sexual intercourse. Between 2005 and 2007, the number of 9th graders who reported ever having sexual intercourse remained relatively the same, however, the percentage of 12th graders increased from 59.6% in 2005.
- Nationwide, in 2007, 32.8% of 9th graders and 64.6% of 12th graders reported having ever had sexual intercourse.[56]

***Figure 9:* Students Who Used a Condom During Last Sexual Intercourse, Indiana: 2005 & 2007**




*Source: Indiana State Department of Health, Indiana Youth Risk Behavior Survey, Trend Analysis Report*

- Among sexually active students, 57.1% of Hoosier high-school students reported using condoms during their last sexual encounter, compared with 61.5% nationally. This represents a slight decrease from the percentage of students reporting condom use in 2005, when 62.6% of Indiana teens and 62.8% of U.S. teens reported using condoms (Figure 9).[57]

## *Teen Births*

Nationally, the teen birthrate rose slightly from 2005. In 2006, it increased to 41.9 births per 1,000 females ages 15-19, up slightly from 40.5 per 1,000 in 2005.

- The national birthrate for males ages 15–19 was 17.0 per 1,000 births in 2004, essentially unchanged from the all-time low of 16.9 per 1,000 births in 2003.[58]

The picture is somewhat different in Indiana.

- In CY 2006, the birthrate for females ages 15-19 was 43.8 per 1,000, basically unchanged from 43.2 per 1,000 in 2005. For mothers ages 18-19, the birthrate increased slightly to 80.3 per 1,000, up from 78.8 per 1,000 in CY 2005. For ages 15-17, the 2006 birthrate was 20.8 per 1,000, basically unchanged from 20.5 per 1,000 in CY 2005. (Table 8)
- In CY 2006, 9,726 babies were born to mothers ages 10-19 (10.9% of all births) and 2,996 babies born to males ages 10-19 (3.4% of all births).
- In CY 2005, the number of induced terminations of pregnancies involving Hoosiers ages 19 and younger decreased from 2,188 in 2000 to 1,694.[59]

***Table 8:* Ages 10-19 Birth Rate*, U.S. and Indiana: 2006**

| Ages | National | Indiana |
|---|---|---|
| 10-14 | 0.6 | 0.5 |
| 15-17 | 22.0 | 20.8 |
| 18-19 | 73.0 | 80.3 |
| 15-19 | 41.9 | 43.8 |

** births per 1,000 teens in each age group*

*Source: Indiana State Department of Health, Epidemiology Resource Center, Data Analysis Team, 2006 Provisional Data. Hamilton, B.E., Martin, J.A., Ventura, S.J. (2007); Births: Preliminary Data for 2006, National Vital Statistics Reports Hyattsville, MD: National Center for Health Statistics, Vol 56, No.7*

## The Cost of Teen Births

- In 2004, teen childbearing cost U.S. taxpayers at least $9.1 billion in federal, state, and local taxes. These costs included $1.9 billion for public health care, $2.3 billion for child welfare, $2.1 billion for state prisons, and $2.9 billion in lost revenue due to decreased earnings and lower taxes paid by teen mothers over the course of their lifetimes.[60]
- Teen childbearing cost Indiana taxpayers at least $195 million in 2004. The majority of costs are associated with negative outcomes for children born to teen mothers, including: $37 million for public health care, $40 million for child welfare, $33 million for incarceration, and $64 million in lost tax revenue.[61]

## Sexually Transmitted Diseases

- Sexually transmitted diseases (STDs) are infections or diseases passed from person to person by sexual contact. The Centers for Disease Control and Prevention (CDC) reports that half of the 19 million new infections each year occur in young people ages 15 to 24.[62]

### Chlamydia

- In 2007, the number of Indiana youths under age 20 diagnosed with Chlamydia increased to 7,360, up from 6,924 in 2006.
- Youths make up 35.7 % of total Chlamydia cases in Indiana, a slight increase from 34.1% in 2006.

### Gonorrhea

- In 2007, the number of Indiana youths under age 20 diagnosed with gonorrhea was 2,376 as compared with 2,363 in 2006.
- Youth make up 27.1% of total Indiana gonorrhea cases, a slight increase from 26.5% in 2006.

### HIV/AIDS

- As of December 31, 2007, 335 Indiana residents under age 20 had been diagnosed with HIV, and 131 were living with AIDS. The number of HIV and AIDS cases is up significantly from 2006; 220 and 112 respectively.[63] While HIV can be transmitted through sexual activity, some youth cases may be due to perinatal HIV transmission.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# Economics

A critical link exists between economic stability and the mental, physical, and social well-being of youth. Children under age 18 still are more likely than adults to live in poverty.[1]

## Unemployment and Jobs

In 2007, 4.5% of Indiana's labor force was unemployed, compared with 4.6% nationally. This ranked Indiana 24th among the 50 states. Fayette County had the highest unemployment rate at 7.2%; Hamilton County had the lowest unemployment rate at 2.9%.[2] Unemployment rates also vary by sex, age, and race (Tables 2 and 3).

***Table 2:*** **Unemployment Rates by Selected Age Ranges and Sex, Indiana: 2007**

| Years of Age | Male | Female | Total |
|---|---|---|---|
| 16-19 | 14.7 | 15.4 | 15.1 |
| 20-24 | 9.1 | 10.0 | 9.5 |
| 25-34 | 5.3 | 3.9 | 4.7 |
| 35-44 | 3.4 | 3.4 | 3.4 |
| 45-54 | 4.0 | 2.5 | 3.3 |
| 55-64 | 3.7 | 2.4 | 3.1 |
| 65+ | 0.8 | 2.4 | 1.6 |

*Source: Bureau of Labor Statistics, Current Population Survey, Preliminary 2007 Data on Employment Status by State and Demographic Group. www.bls.gov/lau/ptable14full2007.pdf*

***Table 3:*** **Unemployment Rates by Race and Age Categories, Indiana: 2007**

| | Male | Female | Total |
|---|---|---|---|
| White | 4.6 | 3.6 | 4.1 |
| Black | 10.2 | 10.5 | 10.3 |
| Hispanic | 4.0 | 6.0 | 4.7 |
| Total | 5.0 | 4.2 | 4.6 |

*Source: Bureau of Labor Statistics, Current Population Survey, Preliminary 2007 Data on Employment Status by State and Demographic Group. www.bls.gov/lau/ptable14full2007.pdf*

- Between 2006 and 2007, Indiana had a net gain of about 12,600 jobs. The largest changes by industry were an increase of 14,900 jobs in the education and health service sectors and a loss of 10,000 jobs in the manufacturing sector.[3]
- The Indiana Department of Workforce Development has predicted that by 2014, the health-care profession will account for four of the ten most in demand occupations in the state. Registered nurses top the list.[4]

## Income

- Indiana's median family income in 2007 was $57,734, compared with $61,173 nationally. This ranked Indiana as 33 among the 50 states.[5]
- Indiana's per capita personal income in 2007 was $36,616, compared with $38,611 nationally. This placed Indiana 37th among the 50 states.[6]
- In May 2007, Indiana's average hourly wage was $17.51, compared with $19.56 nationally, ranking Indiana 32nd among the 50 states.[7]
- In the first quarter of 2008, Indiana's cost of living ranked 17th least expensive among the 50 states.[8]

## Poverty

- In 2007, 12.3% of Hoosiers were in poverty, compared with 13.0% in the nation. Indiana had the 24th highest poverty rate among the 50 states.[9] Poverty lines are established based on the following information (Table 4).

***Table 4:*** **Poverty Thresholds by Family Size, U.S.: 2007**

| Size of Family | Thresholds, 2007 | Hourly Wage* |
|---|---|---|
| 1 | $10,787 | $5.39 |
| 2 | $13,884 | $6.94 |
| 3 | $16,689 | $8.34 |
| 4 | $21,027 | $10.51 |
| 5 | $24,744 | $12.37 |
| 6 | $27,705 | $13.85 |

**Hourly wage needed to meet threshold, based upon a 2,000-hour work year. The federal minimum wage is $6.55/hour (as of 7/24/2008). For tipped employees, the minimum wage is $2.13/hour.*

*Source: U.S. Census Bureau, Poverty Thresholds 2007*

- In 2007, 17.3% of Indiana's children under age 18 lived in poverty, compared with 18.0% nationally. Indiana had the 22nd highest child poverty rate among the 50 states.[10]
- In 2007, 38.0% of children lived in low-income families (reporting earnings less than 200% of poverty-$34,926 a year), compared to 39.0% nationally.[11]
- The average Midwestern household's expenditures totaled more than or roughly equal to its after tax income until income rose above $40,000.[12]

## Measuring Income Sufficiency

Holding all else constant, research shows that increasing family income is associated with positive child outcomes, including improvement in school achievement and school readiness.[13] Indiana residents have access to many programs designed to assist families in raising their incomes, including unemployment insurance, Temporary Assistance for Needy Families (TANF), the federal Earned Income Tax Credit (EITC), the state Earned Income Credit (EIC), Social Security, and child support enforcement. Program eligibility is determined by income. Table 5, on the next page, provides income eligibility information for some government programs.

### Unemployment Insurance

- In 2007, 186,575 first-time filers received unemployment payments in Indiana, down from 186,602 first-time filers who received unemployment payments in 2006.
- The average value of unemployment benefits for Hoosiers in 2007 was $290.00 a week (up from $286.32 in 2006) for an average duration of 13.3 weeks (up from 12.8 weeks in 2006).
- Hoosiers claimed a total of $702.3 million in state unemployment insurance in 2007 (up from $665 million in 2006).[14]

### Temporary Assistance for Needy Families (TANF)

TANF provides cash assistance and training services to Hoosier families with children under age 18 and incomes at or below the federal poverty threshold.

- In State Fiscal Year (SFY) 2007, the monthly average of families that had children under 18 and that received TANF was 46,697 (2.9% of Indiana's families with children).

**Table 5:** Income Eligibility, Indiana: 2007

| | Max. Yearly Income for a Family of Four |
|---|---|
| Food Stamps | $26,856 |
| Hoosier Health Wise | $42,408 |
| Reduced Lunch Program | $39,220 |
| Free Lunch Program | $27,560 |
| Women, Infants and Children (WIC) | $39,220 |
| Head Start | 21,200 |

*Source: www.govbenefits.gov*

- In SFY 2007, 68% of monthly TANF recipients were children under age 18.
- The average family benefit was $184 per month.
- The total value of benefits to Indiana families was $103.3 million in SFY 2007; this was down from $105.8 million in SFY 2006.[15]

### Earned Income Tax Credit (EITC)/Earned Income Credit (EIC)

Families earning up to $38,348 (married with two children) or $36,348 (single with two children) were eligible to receive the EITC for Tax Year (TY) 2006. Indiana is one of 24 states with a state supplement to the federal EITC. Called the Earned Income Credit (EIC), it returns an amount equal to 6% of the EITC to the filer. This will increase to 9% in 2009.[16]

- In TY 2006, 459,000 Hoosier received the federal EITC, totaling about $852 million.
- 15.5% of Indiana tax filers in TY 2006 were eligible to receive the EITC.[17]

### Social Security Income

- In Calendar Year (CY) 2005, 4.2% of Indiana's children received Social Security benefits because of the retirement, death, or disability of a parent, compared with 4.1% nationally.
- Indiana, in CY 2005, had the 25th highest rate of children receiving Social Security among the 50 states.[18]

## Food Programs

In 2006, about 11% of Indiana households were "food insecure," meaning they lacked the financial resources to secure enough food to meet basic nutritional needs.[19] The Food Stamp Program, Women, Infants, and Children (WIC), and the National School Breakfast and Lunch Program help Indiana children avoid many negative developmental outcomes due to food insecurity. These may include poorer health status, lower academic performance, and behavioral and psychosocial problems.[20]

### Food Stamps

The Food Stamp Program is the nation's largest food-assistance program. Beginning October 1st, 2008, the program was renamed the Supplemental Nutrition Assistance Program (SNAP). To receive services a household must earn at or below 130% of the poverty level as well as meet financial and non-financial eligibility requirements.[21] With current food prices, the maximum monthly Food Stamp allotment for a family of four falls about $25 short of the USDA's "thrifty food plan," which meets minimum nutritional needs.[22]

- In SFY 2007, the average monthly number of Hoosier Food Stamp recipients under age 18 was 288,564.

- A total of 410,818 children under age 18 received food stamps or about a quarter of Indiana's child population during SFY 2007.
- In Indiana, the average value of food stamps per person was about $95 per month, or about $3 per day.
- The total value of food stamps received was $667.7 million in SFY 2007; this was up from $647 million in SFY 2006.[23]

### *Women, Infants, and Children (WIC) Program*

WIC is a program aimed at improving access to nutritious foods and promoting healthier eating habits and lifestyles for pregnant women and infants.

- 255,119 women, infants, and children participated in Indiana's WIC in SFY 2007.
- The average monthly WIC benefit was $118 for infants, $36 for children, and $40 for women.
- Nearly $97.5 million in WIC benefits were redeemed in SFY 2007.[24]

### *National School Breakfast Program and National School Lunch Program*

The National School Breakfast Program and the National School Lunch Program are commonly known as the free and reduced price lunch/breakfast programs. They are federally assisted meal programs that provide nutritional meals to children. Public and nonprofit private schools and residential child care institutions are able to use this program.

- In Federal Fiscal Year (FFY) 2007, more than 30.6 million breakfasts and more than 125.4 million lunches were served to Indiana children through these national programs.
- The annual value of Indiana's school breakfasts was $37.6 million; lunches were $153.4 million in FFY 2007.[25]
- 28.2% of Indiana students were eligible to receive school lunches at no charge; an additional 7.9% were eligible to receive meals at a reduced fee in SY 2007.[26]

In addition to income-boosting and food-supplement programs, several other programs—the Child Care Development Fund (CCDF) program, Hoosier Healthwise and Healthy Indiana health insurance programs, and housing assistance programs—help supplement family income for other necessities.

## *Child Care Development Fund (CCDF)*

Securing child care can be especially difficult for low-income families. The Child Care Development Fund is designed to assist parents with child care costs so they can work or further their education. Child care vouchers are available to Hoosier families at or below 170% of the poverty level. (The income eligibility was increased from 140% to 170% of federal poverty guidelines in 2007.)[27]

- In FFY 2007, 58,268 Hoosier children received child care vouchers, with a monthly average of 3,992 children on a waiting list.[28]
- The average cost of care per week for each child was $89.20.
- The total budget for CCDF in FFY 2007 was $201 million.[29]

## Health insurance

- In 2006, 6.7% of Hoosier children, or approximately 113,581, were uninsured. This compared with 11.3% nationally.[30]
- 593,199 Indiana children were enrolled in Hoosier Healthwise in SFY 2007.[31]

## Housing

- In 2008, fair-market rent for a three-bedroom residence ranged from a low of $664 per month in Sullivan County to a high of $972 per month in Dearborn, Franklin, and Ohio counties.[32]


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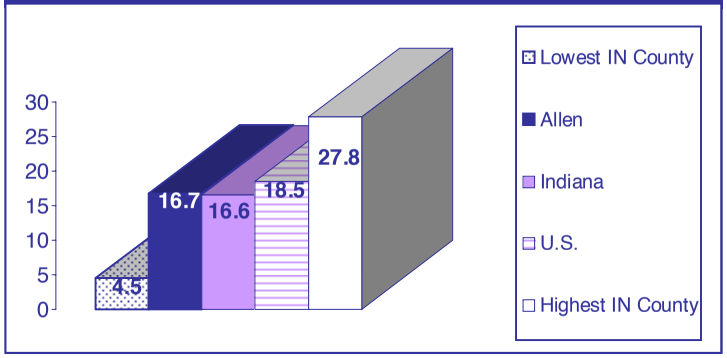
# Allen County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $29,082 | 2006 | $32,658 |
| Unemployment Rate (CY) | 2000 | 2.6 | 2007 | 4.7 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 15,069 | 2007 | 32,294 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 1,557 | 2007 | 2,386 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 11.6 | 2005 | 16.7 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 16.6 | 2007 | 26.3 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 5.0 | 2007 | 6.7 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 14,830 | 2007 | 34,114 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 985 | 2007 | 729 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 121 | 2007 | 212 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 206 | 2007 | 127 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 15.3 | 2007 | 11.3 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 470 | 2007 | 242 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 159 | 2007 | 247 |
| Total # of Infant Deaths (CY) | 2000 | 32 | 2006 | 52 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 16 | 2006 | 11 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 9 | 2006 | 9 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 2,647 | 2007 | 2,349 |
| # of Juvenile Status Case Filings (CY) | 2000 | 1,135 | 2007 | 815 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 117 | 2007 | 38 |

## Allen County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 69,296 | 33,889 | 35,407 |
| Black | 15,435 | 7,544 | 7,891 |
| Am Ind* | 287 | 138 | 149 |
| Asian | 2,085 | 1,021 | 1,064 |
| Hispanic | 7,211 | 3,597 | 3,614 |
| Total | 94,314 | 46,189 | 48,125 |

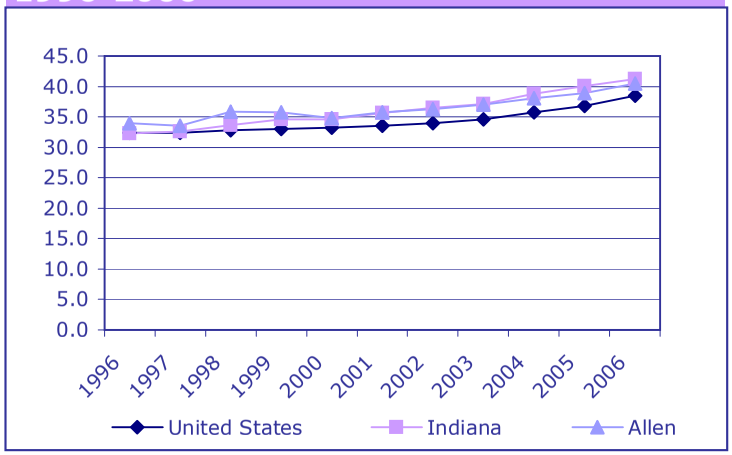
*American Indian

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

# Allen

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 5,213 | 2006 | 5,492 |
| % of Low Birthweight Babies (CY) | 2000 | 7.8 | 2006 | 9.5 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 18.1 | 2006 | 15.3 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 77.3 | 2006 | 80.5 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 34.8 | 2006 | 40.5 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 398 | 2006 | 309 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 28.1 | 2006 | 25.4 |

## Percent of Non-Marital Births: 1996-2006




| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 45 | 2007 | 33 |
| # of Licensed Child Care Homes (SFY) | 2000 | 140 | 2007 | 168 |
| # of Registered Child Care Ministries (SFY) | 2000 | 32 | 2007 | 36 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 22.0 | 2007 | 21.8 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 6,740 | 2007 | 4,592 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 14 | 2007 | 380 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 51,212 | 2007 | 54,002 |
| # of Alternative Education Enrollment (SY) | 2000 | 3,424 | 2007 | 3,138 |
| # of Non-public School Enrollment (SY) | 2000 | 12,744 | 2007 | 11,600 |
| # of Home Schooled Children (SY) | 2000 | 470 | 2008 | 1,121 |
| Total Per Pupil Expenditure (SY) | 2000 | $8,248 | 2007 | $11,113 |
| % of Graduates Passing the GQE (SY) | 2000 | 93.1 | 2007 | 89.3 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 64.0 | 2007 | 63.0 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 74.1 | 2007 | 64.9 |
| # of Expulsions (SY) | 2000 | 157 | 2007 | 197 |
| # of Suspensions (total) (SY) | 2000 | 25,680 | 2007 | 34,186 |
| # of Expulsions and Suspensions (SY) | 2000 | 25,837 | 2007 | 34,383 |
| # of Public School Student Dropouts (SY) | 2000 | 262 | 2007 | 284 |
| # of Public High School Graduates (SY) | 2000 | 2,966 | 2007 | 3,282 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 9.7 | 2007 | 7.5 |
| % of Grads Intending 4-year College (SY) | 2000 | 62.1 | 2007 | 67.5 |

## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| MSD Southwest Allen County | 90.9 |
| Northwest Allen County Schools | 92.0 |
| Fort Wayne Community Schools | 75.3 |
| East Allen County Schools | 81.3 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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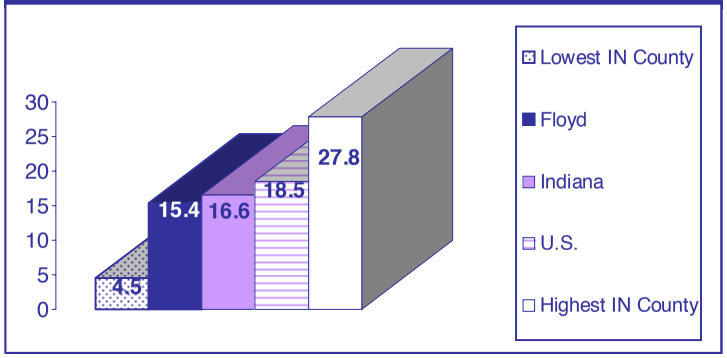
# Floyd County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $30,172 | 2006 | $36,888 |
| Unemployment Rate (CY) | 2000 | 3.3 | 2007 | 4.1 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 3,696 | 2007 | 7,010 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 434 | 2007 | 713 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 11.2 | 2005 | 15.4 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 21.3 | 2007 | 28.6 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 6.4 | 2007 | 4.6 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 3,189 | 2007 | 6,302 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 250 | 2007 | 174 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 38 | 2007 | 37 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 62 | 2007 | 17 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 18.7 | 2007 | 13.1 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 34 | 2007 | 0 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 8 | 2007 | 20 |
| Total # of Infant Deaths (CY) | 2000 | 4 | 2006 | 6 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 6 | 2006 | 3 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 1 | 2006 | 0 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 274 | 2007 | 165 |
| # of Juvenile Status Case Filings (CY) | 2000 | 99 | 2007 | 84 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 18 | 2007 | 9 |

## Floyd County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 15,386 | 7,582 | 7,804 |
| Black | 1,427 | 718 | 709 |
| Am Ind* | 28 | 16 | 12 |
| Asian | 144 | 71 | 73 |
| Hispanic | 421 | 202 | 219 |
| Total | 17,406 | 8,589 | 8,817 |

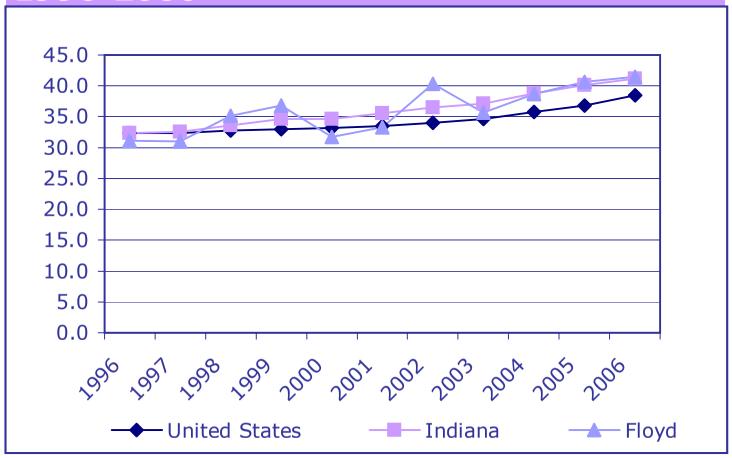
*American Indian

CY- Calendar Year: Jan 1 to Dec 31  FFY- Federal Fiscal Year: Oct 1 to Sept 30  SFY- State Fiscal Year: July 1 to June 30  SY- School Year: Start of fall term through end of summer term

# Floyd

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 879 | 2006 | 840 |
| % of Low Birthweight Babies (CY) | 2000 | 7.2 | 2006 | 9.4 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 22.0 | 2006 | 23.1 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 85.3 | 2006 | 69.9 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 31.7 | 2006 | 41.5 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 64 | 2006 | 49 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 21.1 | 2006 | 20.0 |

## Percent of Non-Marital Births: 1996-2006




| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 12 | 2007 | 11 |
| # of Licensed Child Care Homes (SFY) | 2000 | 27 | 2007 | 55 |
| # of Registered Child Care Ministries (SFY) | 2000 | 9 | 2007 | 12 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 34.2 | 2007 | 42.5 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 1,001 | 2007 | 791 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 67 | 2007 | 53 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 11,296 | 2007 | 12,103 |
| # of Alternative Education Enrollment (SY) | 2000 | 826 | 2007 | 550 |
| # of Non-public School Enrollment (SY) | 2000 | 1,695 | 2007 | 1,666 |
| # of Home Schooled Children (SY) | 2000 | 125 | 2008 | 327 |
| Total Per Pupil Expenditure (SY) | 2000 | $10,908 | 2007 | $11,002 |
| % of Graduates Passing the GQE (SY) | 2000 | 95.7 | 2007 | 93.0 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 69.6 | 2007 | 67.5 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 74.3 | 2007 | 69.3 |
| # of Expulsions (SY) | 2000 | 47 | 2007 | 34 |
| # of Suspensions (total) (SY) | 2000 | 4,341 | 2007 | 5,047 |
| # of Expulsions and Suspensions (SY) | 2000 | 4,388 | 2007 | 5,081 |
| # of Public School Student Dropouts (SY) | 2000 | 119 | 2007 | 153 |
| # of Public High School Graduates (SY) | 2000 | 672 | 2007 | 730 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 6.4 | 2007 | 7.0 |
| % of Grads Intending 4-year College (SY) | 2000 | 67.3 | 2007 | 68.2 |

## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| New Albany-Floyd Co. Con. Schools | 73.8 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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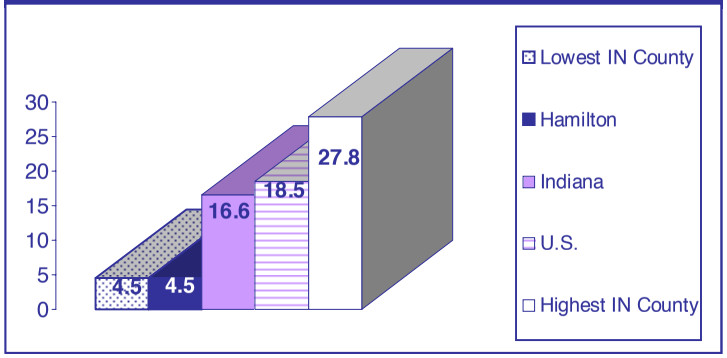
# Hamilton County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $43,251 | 2006 | $45,676 |
| Unemployment Rate (CY) | 2000 | 1.8 | 2007 | 2.9 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 1,476 | 2007 | 4,284 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 116 | 2007 | 215 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 3.5 | 2005 | 4.5 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 4.4 | 2007 | 6.7 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 2.1 | 2007 | 3.2 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 2,242 | 2007 | 7,221 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 54 | 2007 | 120 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 62 | 2007 | 56 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 28 | 2007 | 32 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 3.0 | 2007 | 2.9 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 20 | 2007 | 26 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 16 | 2007 | 36 |
| Total # of Infant Deaths (CY) | 2000 | 20 | 2006 | 22 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 4 | 2006 | 3 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 4 | 2006 | 6 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 780 | 2007 | 794 |
| # of Juvenile Status Case Filings (CY) | 2000 | 119 | 2007 | 119 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 25 | 2007 | 7 |

## Hamilton County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 63,219 | 30,822 | 32,397 |
| Black | 2,841 | 1,381 | 1,460 |
| Am Ind* | 95 | 52 | 43 |
| Asian | 2,782 | 1,382 | 1,400 |
| Hispanic | 2,292 | 1,083 | 1,209 |
| Total | 71,229 | 34,720 | 36,509 |

*American Indian

CY- Calendar Year: Jan 1 to Dec 31  FFY- Federal Fiscal Year: Oct 1 to Sept 30  SFY- State Fiscal Year: July 1 to June 30  SY- School Year: Start of fall term through end of summer term

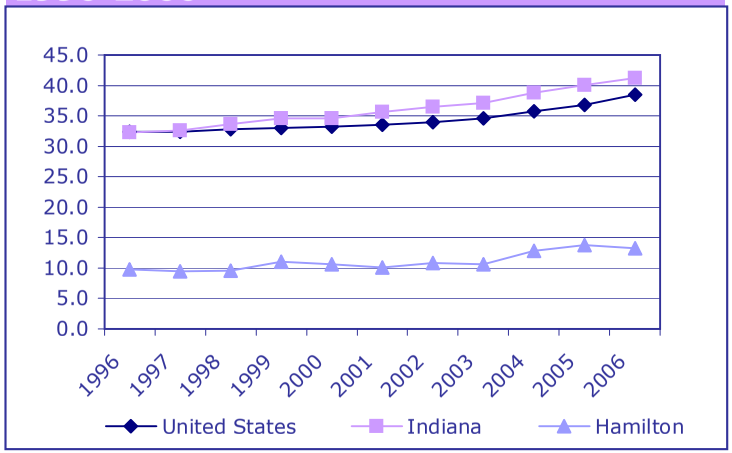
# Hamilton

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 3,211 | 2006 | 3,713 |
| % of Low Birthweight Babies (CY) | 2000 | 5.9 | 2006 | 6.8 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 6.9 | 2006 | 4.1 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 88.4 | 2006 | 86.4 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 10.6 | 2006 | 13.3 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 57 | 2006 | 48 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 8.8 | 2006 | 4.5 |

| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 28 | 2007 | 32 |
| # of Licensed Child Care Homes (SFY) | 2000 | 98 | 2007 | 60 |
| # of Registered Child Care Ministries (SFY) | 2000 | 7 | 2007 | 11 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 32.2 | 2007 | 31.6 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 405 | 2007 | 392 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 8 | 2007 | 78 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 32,660 | 2007 | 47,172 |
| # of Alternative Education Enrollment (SY) | 2000 | 118 | 2007 | 356 |
| # of Non-public School Enrollment (SY) | 2000 | 1,431 | 2007 | 3,094 |
| # of Home Schooled Children (SY) | 2000 | 322 | 2008 | 928 |
| Total Per Pupil Expenditure (SY) | 2000 | $8,929 | 2007 | $10,779 |
| % of Graduates Passing the GQE (SY) | 2000 | 98.0 | 2007 | 97.6 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 91.7 | 2007 | 85.9 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 94.6 | 2007 | 85.9 |
| # of Expulsions (SY) | 2000 | 111 | 2007 | 80 |
| # of Suspensions (total) (SY) | 2000 | 3,571 | 2007 | 3,170 |
| # of Expulsions and Suspensions (SY) | 2000 | 3,682 | 2007 | 3,250 |
| # of Public School Student Dropouts (SY) | 2000 | 160 | 2007 | 166 |
| # of Public High School Graduates (SY) | 2000 | 1,860 | 2007 | 2,624 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 2.5 | 2007 | 4.1 |
| % of Grads Intending 4-year College (SY) | 2000 | 78.0 | 2007 | 75.5 |

## Percent of Non-Marital Births: 1996-2006




## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| Hamilton Southeastern Schools | 89.1 |
| Hamilton Heights School Corporation | 80.3 |
| Westfield-Washington Schools | 89.3 |
| Sheridan Community Schools | 85.4 |
| Carmel Clay Schools | 94.0 |
| Noblesville Schools | 86.0 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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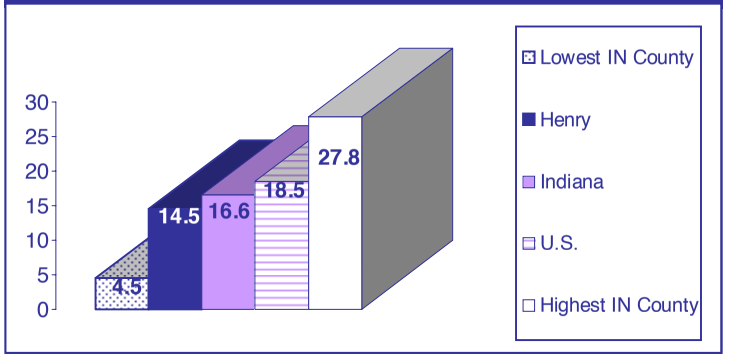
# Henry County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $24,989 | 2006 | $27,119 |
| Unemployment Rate (CY) | 2000 | 3.7 | 2007 | 5.7 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 2,748 | 2007 | 4,837 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 199 | 2007 | 317 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 11.6 | 2005 | 14.5 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 16.8 | 2007 | 26.8 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 6.5 | 2007 | 7.7 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 2,286 | 2007 | 4,337 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 128 | 2007 | 178 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 31 | 2007 | 18 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 26 | 2007 | 20 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 16.2 | 2007 | 20.0 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 10 | 2007 | 11 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 8 | 2007 | 19 |
| Total # of Infant Deaths (CY) | 2000 | 6 | 2006 | 3 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 2 | 2006 | 8 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 5 | 2006 | 0 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 64 | 2007 | 77 |
| # of Juvenile Status Case Filings (CY) | 2000 | 9 | 2007 | 41 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 2 | 2007 | 9 |

## Henry County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 10,412 | 5,049 | 5,363 |
| Black | 172 | 91 | 81 |
| Am Ind* | 16 | 10 | 6 |
| Asian | 29 | 22 | 7 |
| Hispanic | 155 | 76 | 79 |
| Total | 10,784 | 5,248 | 5,536 |

*American Indian

CY- Calendar Year: Jan 1 to Dec 31  FFY- Federal Fiscal Year: Oct 1 to Sept 30  SFY- State Fiscal Year: July 1 to June 30  SY- School Year: Start of fall term through end of summer term

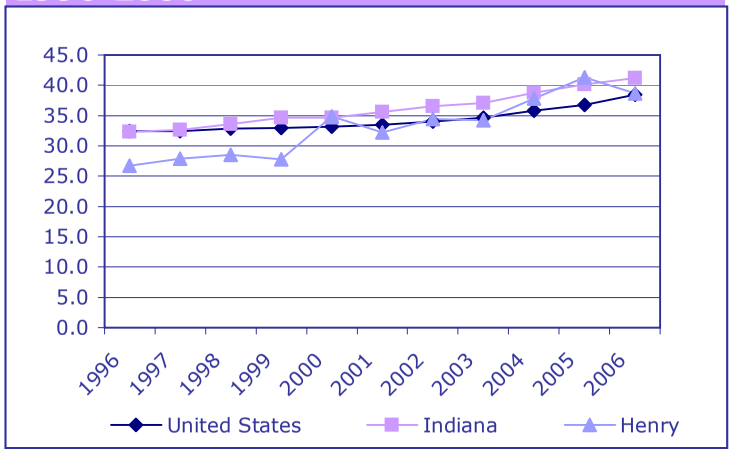
# Henry

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 559 | 2006 | 486 |
| % of Low Birthweight Babies (CY) | 2000 | 6.6 | 2006 | 9.3 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 25.9 | 2006 | 25.5 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 88.9 | 2006 | 92.2 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 34.9 | 2006 | 38.7 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 37 | 2006 | 24 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 14.0 | 2006 | 15.5 |

| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 2 | 2007 | 1 |
| # of Licensed Child Care Homes (SFY) | 2000 | 29 | 2007 | 22 |
| # of Registered Child Care Ministries (SFY) | 2000 | 3 | 2007 | 2 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 16.7 | 2007 | 16.1 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 432 | 2007 | 218 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 0 | 2007 | 13 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 8,491 | 2007 | 8,317 |
| # of Alternative Education Enrollment (SY) | 2000 | 447 | 2007 | 515 |
| # of Non-public School Enrollment (SY) | 2000 | 62 | 2007 | 43 |
| # of Home Schooled Children (SY) | 2000 | 126 | 2008 | 290 |
| Total Per Pupil Expenditure (SY) | 2000 | $8,591 | 2007 | $10,966 |
| % of Graduates Passing the GQE (SY) | 2000 | 93.5 | 2007 | 92.5 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 63.8 | 2007 | 63.7 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 77.2 | 2007 | 68.6 |
| # of Expulsions (SY) | 2000 | 76 | 2007 | 69 |
| # of Suspensions (total) (SY) | 2000 | 1,439 | 2007 | 1,583 |
| # of Expulsions and Suspensions (SY) | 2000 | 1,515 | 2007 | 1,652 |
| # of Public School Student Dropouts (SY) | 2000 | 68 | 2007 | 63 |
| # of Public High School Graduates (SY) | 2000 | 523 | 2007 | 549 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 9.4 | 2007 | 13.1 |
| % of Grads Intending 4-year College (SY) | 2000 | 51.4 | 2007 | 52.3 |

## Percent of Non-Marital Births: 1996-2006




## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| Blue River Valley Schools | 82.1 |
| South Henry School Corporation | 91.9 |
| Shenandoah School Corporation | 91.1 |
| New Castle Community School Corp. | 66.7 |
| CA Beard Memorial School Corp. | 80.9 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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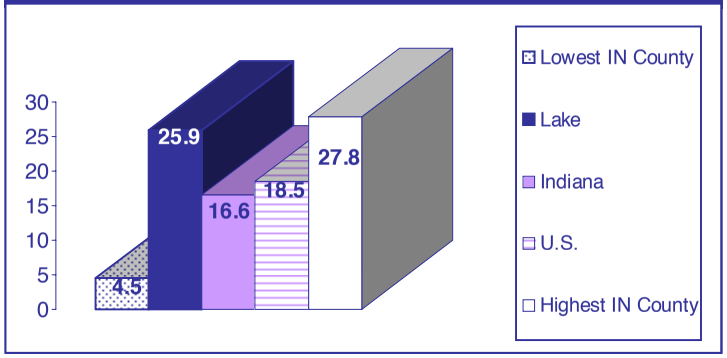
# Lake County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $26,318 | 2006 | $30,934 |
| Unemployment Rate (CY) | 2000 | 3.6 | 2007 | 5.2 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 48,537 | 2007 | 72,693 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 6,956 | 2007 | 9,247 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 15.6 | 2005 | 25.9 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 28.9 | 2007 | 36.4 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 4.6 | 2007 | 6.2 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 36,477 | 2007 | 61,406 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 754 | 2007 | 485 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 154 | 2007 | 107 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 244 | 2007 | 122 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 8.8 | 2007 | 5.5 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 424 | 2007 | 492 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 200 | 2007 | 245 |
| Total # of Infant Deaths (CY) | 2000 | 61 | 2006 | 70 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 24 | 2006 | 24 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 40 | 2006 | 20 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 1,822 | 2007 | 2,358 |
| # of Juvenile Status Case Filings (CY) | 2000 | 210 | 2007 | 641 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 99 | 2007 | 107 |

## Lake County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 63,052 | 30,653 | 32,399 |
| Black | 40,189 | 20,090 | 20,099 |
| Am Ind* | 339 | 180 | 159 |
| Asian | 1,516 | 757 | 759 |
| Hispanic | 23,825 | 11,679 | 12,146 |
| Total | 128,921 | 63,359 | 65,562 |

*American Indian

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

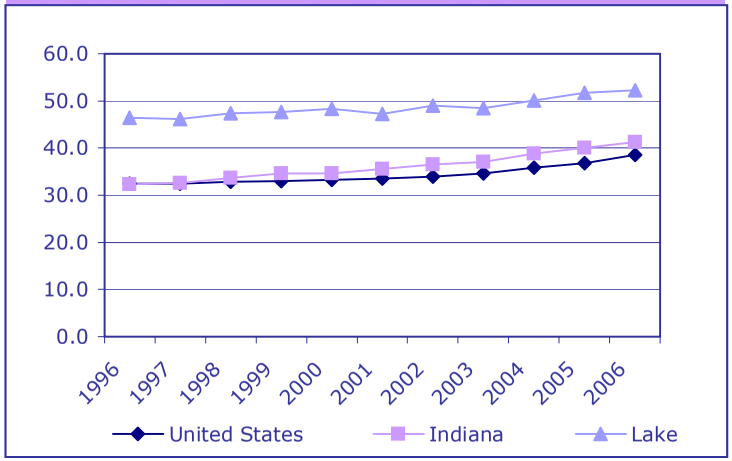
# Lake

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 7,040 | 2006 | 6,937 |
| % of Low Birthweight Babies (CY) | 2000 | 9.0 | 2006 | 10.1 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 15.9 | 2006 | 12.2 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 76.9 | 2006 | 78.4 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 48.3 | 2006 | 52.2 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 567 | 2006 | 443 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 28.0 | 2006 | 22.5 |

| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 55 | 2007 | 46 |
| # of Licensed Child Care Homes (SFY) | 2000 | 169 | 2007 | 255 |
| # of Registered Child Care Ministries (SFY) | 2000 | 47 | 2007 | 42 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 19.7 | 2007 | 21.9 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 11,815 | 2007 | 7,472 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 784 | 2007 | 167 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 82,524 | 2007 | 86,742 |
| # of Alternative Education Enrollment (SY) | 2000 | 970 | 2007 | 907 |
| # of Non-public School Enrollment (SY) | 2000 | 8,844 | 2007 | 7,744 |
| # of Home Schooled Children (SY) | 2000 | 620 | 2008 | 1,695 |
| Total Per Pupil Expenditure (SY) | 2000 | $8,902 | 2007 | $11,442 |
| % of Graduates Passing the GQE (SY) | 2000 | 93.8 | 2007 | 90.0 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 56.3 | 2007 | 55.7 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 65.6 | 2007 | 58.9 |
| # of Expulsions (SY) | 2000 | 904 | 2007 | 698 |
| # of Suspensions (total) (SY) | 2000 | 36,491 | 2007 | 42,439 |
| # of Expulsions and Suspensions (SY) | 2000 | 37,395 | 2007 | 43,137 |
| # of Public School Student Dropouts (SY) | 2000 | 934 | 2007 | 512 |
| # of Public High School Graduates (SY) | 2000 | 4,696 | 2007 | 4,613 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 6.8 | 2007 | 7.1 |
| % of Grads Intending 4-year College (SY) | 2000 | 60.9 | 2007 | 69.7 |

## Percent of Non-Marital Births:




## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| Hanover Community School Corp. | 90.7 |
| River Forest Community School Corp. | 67.1 |
| Merrillville Community School | 77.7 |
| Lake Central School Corporation | 83.4 |
| Tri-Creek School Corporation | 83.5 |
| Lake Ridge Schools | 69.5 |
| Crown Point Community School Corp. | 86.4 |
| School City of East Chicago | 54.6 |
| Lake Station Community Schools | 68.6 |
| Gary Community School Corporation | 46.5 |
| Griffith Public Schools | 82.0 |
| School City of Hammond | 58.6 |
| School Town of Highland | 81.6 |
| School City of Hobart | 78.9 |
| School Town of Munster | 95.7 |
| Whiting School City | 79.6 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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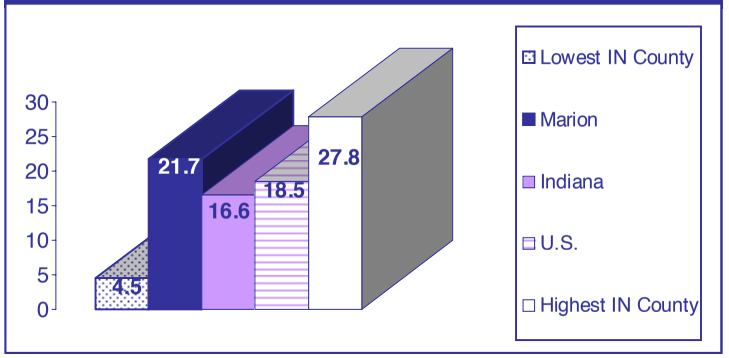
# Marion County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $30,684 | 2006 | $37,403 |
| Unemployment Rate (CY) | 2000 | 2.7 | 2007 | 4.5 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 55,647 | 2007 | 115,718 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 6,952 | 2007 | 10,653 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 15.3 | 2005 | 21.7 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 28.5 | 2007 | 40.3 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 7.1 | 2007 | 9.0 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 56,874 | 2007 | 113,227 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 2,401 | 2007 | 1,609 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 1,034 | 2007 | 825 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 1,051 | 2007 | 352 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 21.9 | 2007 | 12.0 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 481 | 2007 | 1038 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 269 | 2007 | 346 |
| Total # of Infant Deaths (CY) | 2000 | 145 | 2006 | 146 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 54 | 2006 | 46 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 30 | 2006 | 34 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 5,032 | 2007 | 4,139 |
| # of Juvenile Status Case Filings (CY) | 2000 | 1,041 | 2007 | 277 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 734 | 2007 | 180 |

## Marion County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 132,550 | 64,556 | 67,994 |
| Black | 74,593 | 36,615 | 37,978 |
| Am Ind* | 573 | 308 | 265 |
| Asian | 4,031 | 1,994 | 2,037 |
| Hispanic | 20,860 | 10,155 | 10,705 |
| Total | 232,607 | 113,628 | 118,979 |

*American Indian

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

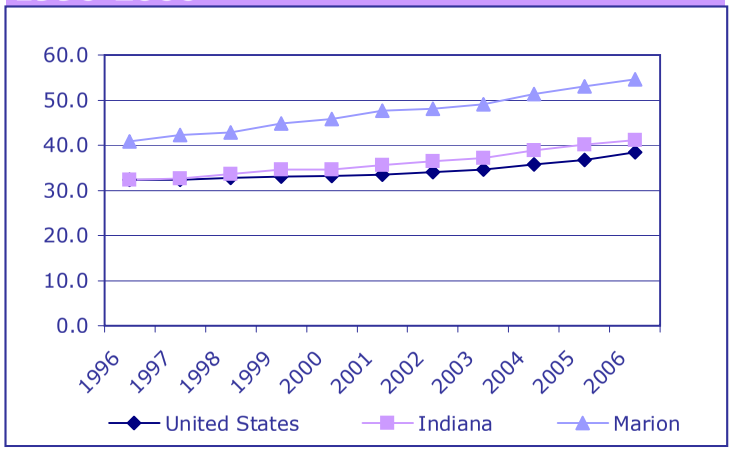
# Marion

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 14,608 | 2006 | 15,545 |
| % of Low Birthweight Babies (CY) | 2000 | 8.4 | 2006 | 9.2 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 19.8 | 2006 | 14.4 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 77.5 | 2006 | 72.0 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 45.8 | 2006 | 54.6 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 1,294 | 2006 | 1,246 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 39.2 | 2006 | 37.7 |

| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 142 | 2007 | 112 |
| # of Licensed Child Care Homes (SFY) | 2000 | 507 | 2007 | 469 |
| # of Registered Child Care Ministries (SFY) | 2000 | 104 | 2007 | 162 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 35.3 | 2007 | 26.5 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 20,704 | 2007 | 14,821 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 1,218 | 2007 | 801 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 125,853 | 2007 | 137,727 |
| # of Alternative Education Enrollment (SY) | 2000 | 6,354 | 2007 | 9,210 |
| # of Non-public School Enrollment (SY) | 2000 | 24,084 | 2007 | 24,263 |
| # of Home Schooled Children (SY) | 2000 | 2,071 | 2008 | 4,632 |
| Total Per Pupil Expenditure (SY) | 2000 | $9,741 | 2007 | $12,797 |
| % of Graduates Passing the GQE (SY) | 2000 | 94.4 | 2007 | 88.7 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 60.0 | 2007 | 49.9 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 68.0 | 2007 | 54.2 |
| # of Expulsions (SY) | 2000 | 1,136 | 2007 | 1,093 |
| # of Suspensions (total) (SY) | 2000 | 48,440 | 2007 | 64,109 |
| # of Expulsions and Suspensions (SY) | 2000 | 49,576 | 2007 | 65,202 |
| # of Public School Student Dropouts (SY) | 2000 | 989 | 2007 | 2,258 |
| # of Public High School Graduates (SY) | 2000 | 5,798 | 2007 | 6,424 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 8.0 | 2007 | 5.6 |
| % of Grads Intending 4-year College (SY) | 2000 | 57.2 | 2007 | 59.3 |

## Percent of Non-Marital Births: 1996-2006




## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| MSD Decatur Township | 75.4 |
| Franklin Township Com. School Corp. | 76.1 |
| MSD Lawrence Township | 78.8 |
| MSD Perry Township | 78.0 |
| MSD Pike Township | 72.4 |
| MSD Warren Township | 71.7 |
| MSD Washington Township | 83.1 |
| MSD Wayne Township | 65.6 |
| Beech Grove City Schools | 73.6 |
| Indianapolis Public Schools | 46.1 |
| School Town of Speedway | 90.6 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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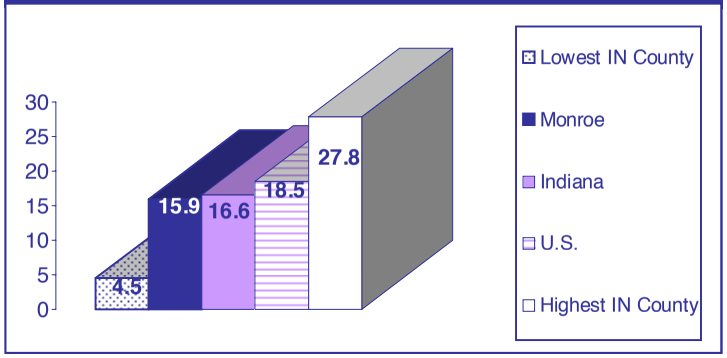
# Monroe County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $23,173 | 2006 | $27,935 |
| Unemployment Rate (CY) | 2000 | 2.6 | 2007 | 3.7 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 4,037 | 2007 | 7,595 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 285 | 2007 | 361 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 11.6 | 2005 | 15.9 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 17.6 | 2007 | 22.5 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 5.6 | 2007 | 6.8 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 3,805 | 2007 | 7,424 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 377 | 2007 | 143 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 84 | 2007 | 50 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 117 | 2007 | 36 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 26.9 | 2007 | 10.8 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 60 | 2007 | 71 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 29 | 2007 | 25 |
| Total # of Infant Deaths (CY) | 2000 | 12 | 2006 | 12 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 2 | 2006 | 1 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 1 | 2006 | 2 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 218 | 2007 | 192 |
| # of Juvenile Status Case Filings (CY) | 2000 | 94 | 2007 | 58 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 8 | 2007 | 4 |

## Monroe County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 18,624 | 8,993 | 9,631 |
| Black | 1,162 | 592 | 570 |
| Am Ind* | 59 | 33 | 26 |
| Asian | 845 | 379 | 466 |
| Hispanic | 527 | 245 | 282 |
| Total | 21,217 | 10,242 | 10,975 |

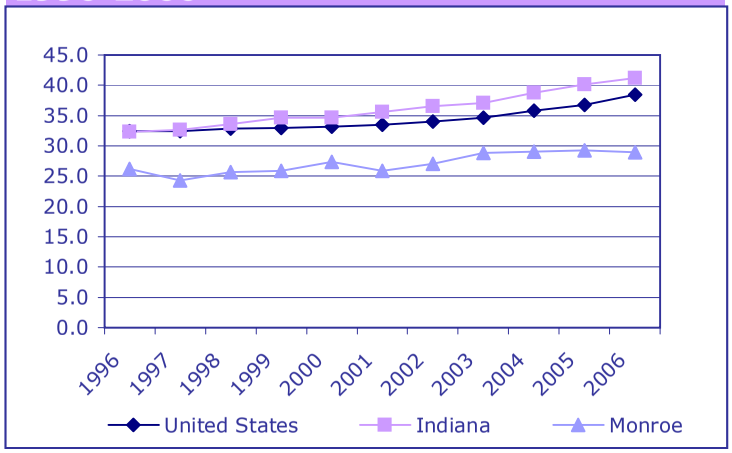
*American Indian

CY- Calendar Year: Jan 1 to Dec 31  FFY- Federal Fiscal Year: Oct 1 to Sept 30  SFY- State Fiscal Year: July 1 to June 30  SY- School Year: Start of fall term through end of summer term

# Monroe

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 1,246 | 2006 | 1,298 |
| % of Low Birthweight Babies (CY) | 2000 | 6.4 | 2006 | 7.6 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 20.1 | 2006 | 14.2 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 76.3 | 2006 | 82.7 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 27.4 | 2006 | 28.9 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 65 | 2006 | 50 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 19.0 | 2006 | 5.9 |

## Percent of Non-Marital Births: 1996-2006




| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 18 | 2007 | 20 |
| # of Licensed Child Care Homes (SFY) | 2000 | 73 | 2007 | 64 |
| # of Registered Child Care Ministries (SFY) | 2000 | 11 | 2007 | 13 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 36.3 | 2007 | 39.4 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 1,407 | 2007 | 780 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 62 | 2007 | 161 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 13,208 | 2007 | 13,712 |
| # of Alternative Education Enrollment (SY) | 2000 | 295 | 2007 | 300 |
| # of Non-public School Enrollment (SY) | 2000 | 1,218 | 2007 | 1,264 |
| # of Home Schooled Children (SY) | 2000 | 374 | 2008 | 2,234 |
| Total Per Pupil Expenditure (SY) | 2000 | $8,257 | 2007 | $10,381 |
| % of Graduates Passing the GQE (SY) | 2000 | 94.8 | 2007 | 89.9 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 76.4 | 2007 | 71.6 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 79.8 | 2007 | 70.9 |
| # of Expulsions (SY) | 2000 | 150 | 2007 | 104 |
| # of Suspensions (total) (SY) | 2000 | 2,265 | 2007 | 3,143 |
| # of Expulsions and Suspensions (SY) | 2000 | 2,415 | 2007 | 3,247 |
| # of Public School Student Dropouts (SY) | 2000 | 140 | 2007 | 142 |
| # of Public High School Graduates (SY) | 2000 | 863 | 2007 | 883 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 4.6 | 2007 | 7.0 |
| % of Grads Intending 4-year College (SY) | 2000 | 62.7 | 2007 | 57.4 |

## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| Richland-Bean Blossom Com. Sch. Corp. | 81.9 |
| Monroe County Com. School Corp. | 76.7 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

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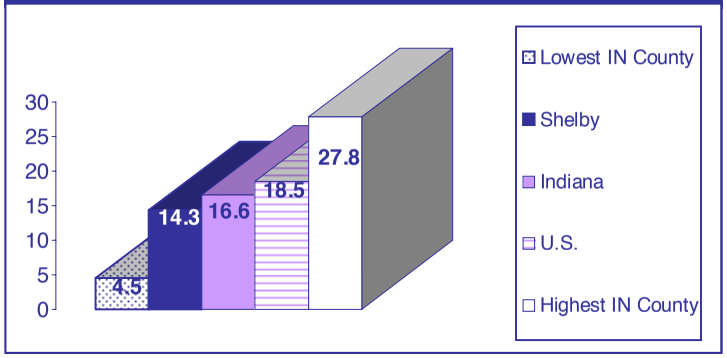
# Shelby County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $26,652 | 2006 | $31,418 |
| Unemployment Rate (CY) | 2000 | 2.5 | 2007 | 4.3 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 1,412 | 2007 | 3,369 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 89 | 2007 | 181 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 9.8 | 2005 | 14.3 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 13.0 | 2007 | 22.9 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 4.4 | 2007 | 7.6 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 1,668 | 2007 | 3,722 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 90 | 2007 | 145 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 63 | 2007 | 23 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 38 | 2007 | 24 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 16.5 | 2007 | 17.5 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 21 | 2007 | 12 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 4 | 2007 | 12 |
| Total # of Infant Deaths (CY) | 2000 | 7 | 2006 | 4 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 0 | 2006 | 6 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 1 | 2006 | 4 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 125 | 2007 | 192 |
| # of Juvenile Status Case Filings (CY) | 2000 | 20 | 2007 | 12 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 28 | 2007 | 20 |

## Shelby County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 10,237 | 4,920 | 5,317 |
| Black | 175 | 71 | 104 |
| Am Ind* | 25 | 16 | 9 |
| Asian | 90 | 52 | 38 |
| Hispanic | 470 | 214 | 256 |
| Total | 10,997 | 5,273 | 5,724 |

*American Indian

CY- Calendar Year: Jan 1 to Dec 31  FFY- Federal Fiscal Year: Oct 1 to Sept 30  SFY- State Fiscal Year: July 1 to June 30  SY- School Year: Start of fall term through end of summer term

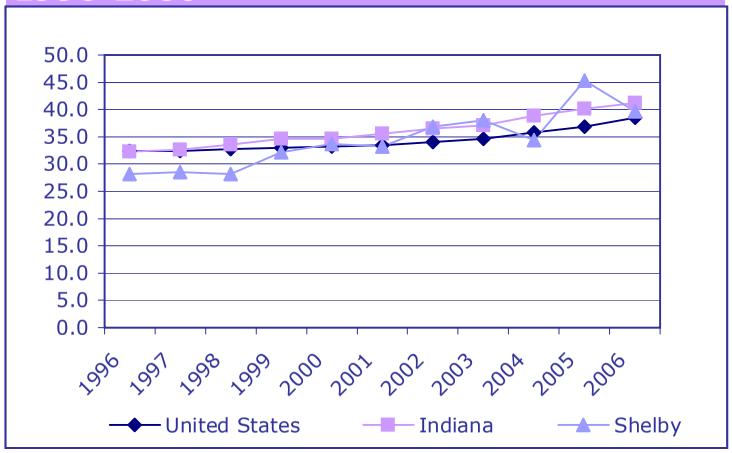
# Shelby

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 627 | 2006 | 539 |
| % of Low Birthweight Babies (CY) | 2000 | 8.6 | 2006 | 10.4 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 28.4 | 2006 | 25.0 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 83.3 | 2006 | 83.5 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 33.7 | 2006 | 39.7 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 51 | 2006 | 33 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 26.6 | 2006 | 15.2 |

| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 3 | 2007 | 2 |
| # of Licensed Child Care Homes (SFY) | 2000 | 35 | 2007 | 17 |
| # of Registered Child Care Ministries (SFY) | 2000 | 1 | 2007 | 1 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 22.6 | 2007 | 14.1 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 485 | 2007 | 215 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 5 | 2007 | 21 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 7,865 | 2007 | 7,743 |
| # of Alternative Education Enrollment (SY) | 2000 | 307 | 2007 | 209 |
| # of Non-public School Enrollment (SY) | 2000 | 181 | 2007 | 101 |
| # of Home Schooled Children (SY) | 2000 | 126 | 2008 | 238 |
| Total Per Pupil Expenditure (SY) | 2000 | $7,967 | 2007 | $10,125 |
| % of Graduates Passing the GQE (SY) | 2000 | 95.6 | 2007 | 91.2 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 69.6 | 2007 | 70.6 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 74.7 | 2007 | 70.6 |
| # of Expulsions (SY) | 2000 | 107 | 2007 | 42 |
| # of Suspensions (total) (SY) | 2000 | 1,893 | 2007 | 1,692 |
| # of Expulsions and Suspensions (SY) | 2000 | 2,000 | 2007 | 1,734 |
| # of Public School Student Dropouts (SY) | 2000 | 71 | 2007 | 22 |
| # of Public High School Graduates (SY) | 2000 | 476 | 2007 | 488 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 6.5 | 2007 | 10.0 |
| % of Grads Intending 4-year College (SY) | 2000 | 52.5 | 2007 | 55.7 |

## Percent of Non-Marital Births: 1996-2006




## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| Shelby Eastern Schools | 85.4 |
| Northwestern Con. School Corporation | 89.6 |
| Southwestern Con. School Shelby Co. | 86.8 |
| Shelbyville Central Schools | 78.1 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

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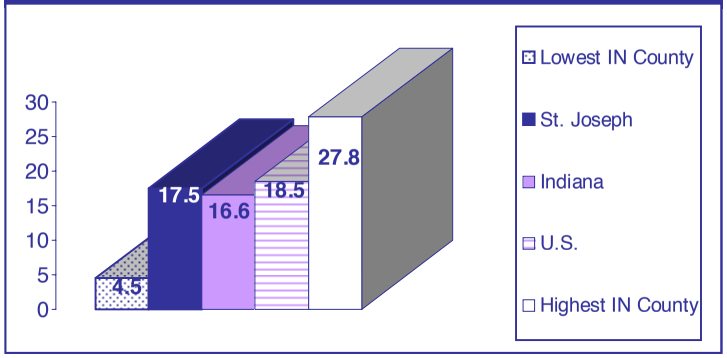
# St. Joseph County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $26,513 | 2006 | $33,739 |
| Unemployment Rate (CY) | 2000 | 3.1 | 2007 | 4.9 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 15,846 | 2007 | 28,054 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 1,864 | 2007 | 2,649 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 13.8 | 2005 | 17.5 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 28.7 | 2007 | 39.7 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 6.7 | 2007 | 7.0 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 15,910 | 2007 | 28,061 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 392 | 2007 | 466 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 157 | 2007 | 260 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 190 | 2007 | 151 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 11.4 | 2007 | 12.9 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 165 | 2007 | 266 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 146 | 2007 | 178 |
| Total # of Infant Deaths (CY) | 2000 | 29 | 2006 | 42 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 10 | 2006 | 8 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 10 | 2006 | 10 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 1,261 | 2007 | 1,531 |
| # of Juvenile Status Case Filings (CY) | 2000 | 200 | 2007 | 240 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 179 | 2007 | 119 |

## St. Joseph County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 47,882 | 23,494 | 24,388 |
| Black | 12,297 | 5,989 | 6,308 |
| Am Ind* | 246 | 130 | 116 |
| Asian | 1,238 | 628 | 610 |
| Hispanic | 6,260 | 3,010 | 3,250 |
| Total | 67,923 | 33,251 | 34,672 |

*American Indian

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

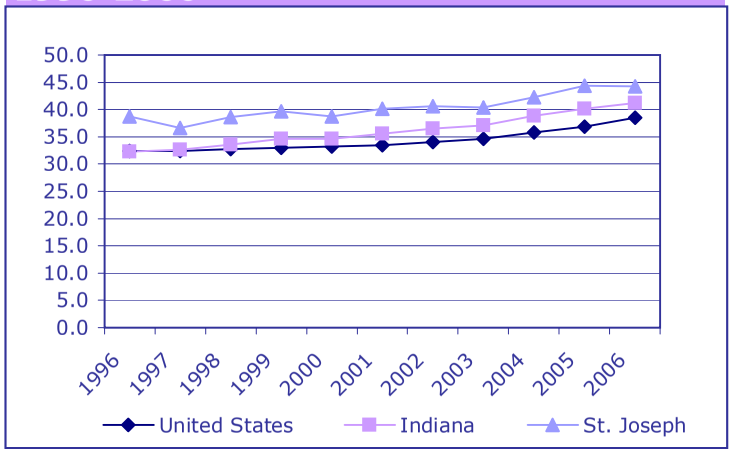
# St. Joseph

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 3,964 | 2006 | 4,013 |
| % of Low Birthweight Babies (CY) | 2000 | 7.6 | 2006 | 8.6 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 15.8 | 2006 | 13.0 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 80.5 | 2006 | 69.1 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 38.7 | 2006 | 44.3 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 283 | 2006 | 247 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 27.9 | 2006 | 22.6 |

| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 41 | 2007 | 27 |
| # of Licensed Child Care Homes (SFY) | 2000 | 182 | 2007 | 119 |
| # of Registered Child Care Ministries (SFY) | 2000 | 30 | 2007 | 26 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 27.2 | 2007 | 22.8 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 3,556 | 2007 | 2,522 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 89 | 2007 | 123 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 39,314 | 2007 | 40,449 |
| # of Alternative Education Enrollment (SY) | 2000 | 1,505 | 2007 | 1,875 |
| # of Non-public School Enrollment (SY) | 2000 | 8,053 | 2007 | 7,350 |
| # of Home Schooled Children (SY) | 2000 | 522 | 2008 | 1,124 |
| Total Per Pupil Expenditure (SY) | 2000 | $9,473 | 2007 | $11,998 |
| % of Graduates Passing the GQE (SY) | 2000 | 95.6 | 2007 | 89.0 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 67.2 | 2007 | 62.2 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 76.0 | 2007 | 61.9 |
| # of Expulsions (SY) | 2000 | 250 | 2007 | 195 |
| # of Suspensions (total) (SY) | 2000 | 16,617 | 2007 | 19,378 |
| # of Expulsions and Suspensions (SY) | 2000 | 16,867 | 2007 | 19,573 |
| # of Public School Student Dropouts (SY) | 2000 | 526 | 2007 | 715 |
| # of Public High School Graduates (SY) | 2000 | 1,968 | 2007 | 2,195 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 9.7 | 2007 | 6.0 |
| % of Grads Intending 4-year College (SY) | 2000 | 57.3 | 2007 | 30.1 |

## Percent of Non-Marital Births: 1996-2006




## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| John Glenn School Corporation | 81.7 |
| Penn-Harris-Madison School Corp. | 79.2 |
| School City of Mishawaka | 55.9 |
| South Bend Community School Corp. | 62.5 |
| Union-North United School Corp. | 70.1 |
| State Rate | 76.5 |

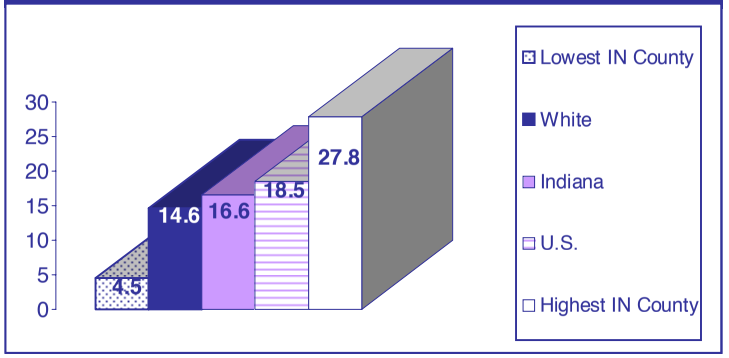
Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

# White County

| Economics | Base Year | | Current Year | |
|---|---|---|---|---|
| Per Capita Income (CY) | 2000 | $23,876 | 2006 | $27,373 |
| Unemployment Rate (CY) | 2000 | 2.9 | 2007 | 4.4 |
| Monthly Average of Persons Issued Food Stamps (SFY) | 2000 | 968 | 2007 | 1,744 |
| Monthly Average of Families Receiving TANF (SFY) | 2000 | 67 | 2007 | 86 |
| % of Children in Poverty, Age 0-17 (CY) | 2000 | 10.8 | 2005 | 14.6 |
| % of Students Receiving Free Lunches/ Text Books (SY) | 2000 | 17.9 | 2007 | 25.5 |
| % of Students Receiving Reduced Priced Lunches (SY) | 2000 | 8.4 | 2007 | 10.9 |
| # of Children Enrolled in Hoosier Healthwise (SFY) | 2000 | 1,122 | 2007 | 2,330 |

## Percent of Children In Poverty: 2005




| Safety | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Child Neglect Cases Substantiated by CPS (SFY) | 2000 | 53 | 2007 | 58 |
| # of Child Sexual Abuse Cases Substantiated by CPS (SFY) | 2000 | 0 | 2007 | 19 |
| # of Child Physical Abuse Cases Substantiated by CPS (SFY) | 2000 | 9 | 2007 | 0 |
| Child Abuse and Neglect Rate per 1,000 Children Under Age 18 (SFY) | 2000 | 9.2 | 2007 | 14.0 |
| # of Children in Domestic Violence Emergency Care Shelters (SFY) | 2000 | 9 | 2007 | 2 |
| # of Termination of Parental Rights Case Filings (CY) | 2000 | 1 | 2007 | 0 |
| Total # of Infant Deaths (CY) | 2000 | 1 | 2006 | 3 |
| Total # of Child Deaths, Age 1-14 (CY) | 2000 | 2 | 2006 | 0 |
| # of Teen Deaths by Accident, Homicide, and Suicide (CY) | 2000 | 1 | 2006 | 1 |
| # of Juvenile Delinquency Case Filings (CY) | 2000 | 24 | 2007 | 8 |
| # of Juvenile Status Case Filings (CY) | 2000 | 5 | 2007 | 4 |
| # of Juveniles Committed to the Department of Correction (CY) | 2000 | 0 | 2007 | 0 |

## White County
## 2006 Population: 0 to 17 Years of Age

| | Total | Females | Males |
|---|---|---|---|
| White | 5,210 | 2,531 | 2,679 |
| Black | 38 | 19 | 19 |
| Am Ind* | 15 | 10 | 5 |
| Asian | 31 | 16 | 15 |
| Hispanic | 655 | 322 | 333 |
| Total | 5,949 | 2,898 | 3,051 |

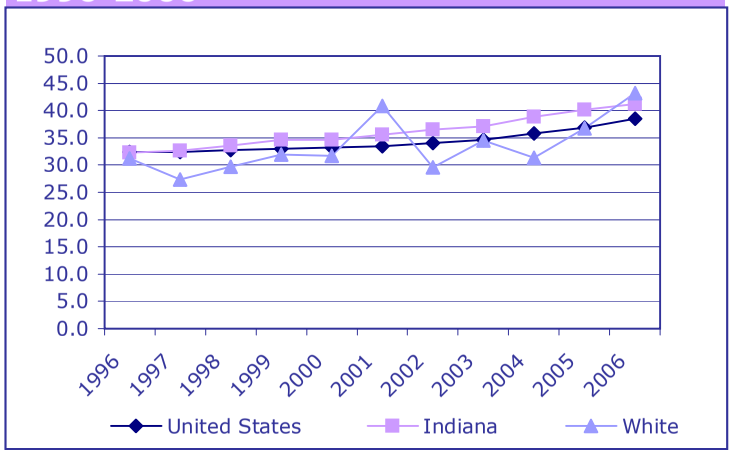
*American Indian

CY- Calendar Year: Jan 1 to Dec 31  FFY- Federal Fiscal Year: Oct 1 to Sept 30  SFY- State Fiscal Year: July 1 to June 30  SY- School Year: Start of fall term through end of summer term

# White

| Health | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Live Births (CY) | 2000 | 350 | 2006 | 322 |
| % of Low Birthweight Babies (CY) | 2000 | 6.9 | 2006 | 7.8 |
| % of Mothers who Reported Smoking During Pregnancy (CY) | 2000 | 20.6 | 2006 | 21.7 |
| % of Mothers who Received 1st Trimester Prenatal Care (CY) | 2000 | 86.3 | 2006 | 80.4 |
| Non-Marital Births as a % of All Births (CY) | 2000 | 31.7 | 2006 | 43.2 |
| # of Babies Born to Single Mothers Under the Age 20 without High School Diploma (CY) | 2000 | 18 | 2006 | 20 |
| Teen Birth Rate per 1,000 Females Age 15-17 (CY) | 2000 | 12.2 | 2006 | 17.5 |

## Percent of Non-Marital Births: 1996-2006




| Early Childhood Education | Base Year | | Current Year | |
|---|---|---|---|---|
| # of Licensed Child Care Centers (SFY) | 2000 | 1 | 2007 | 1 |
| # of Licensed Child Care Homes (SFY) | 2000 | 29 | 2007 | 16 |
| # of Registered Child Care Ministries (SFY) | 2000 | 1 | 2007 | 2 |
| # of Licensed Child Care Spaces per 100 Children, Ages 0-4 (SFY) | 2000 | 23.2 | 2007 | 14.4 |
| Annual Number of Children Receiving Child Care Vouchers (FFY) | 2000 | 215 | 2007 | 29 |
| Monthly Average of Children on Waiting List for Child Care Vouchers (FFY) | 2000 | 0 | 2007 | 8 |

| Education, Grades K-12 | Base Year | | Current Year | |
|---|---|---|---|---|
| Public School Enrollment (SY) | 2000 | 5,572 | 2007 | 5,246 |
| # of Alternative Education Enrollment (SY) | 2000 | 50 | 2007 | 0 |
| # of Non-public School Enrollment (SY) | 2000 | 0 | 2007 | 0 |
| # of Home Schooled Children (SY) | 2000 | 78 | 2008 | 203 |
| Total Per Pupil Expenditure (SY) | 2000 | $8,223 | 2007 | $10,320 |
| % of Graduates Passing the GQE (SY) | 2000 | 89.2 | 2007 | 92.6 |
| % of 10th Graders Passing the GQE Math Standard (SY) | 2000 | 73.9 | 2007 | 65.6 |
| % of 10th Graders Passing the GQE Language Standard (SY) | 2000 | 79.3 | 2007 | 65.6 |
| # of Expulsions (SY) | 2000 | 30 | 2007 | 52 |
| # of Suspensions (total) (SY) | 2000 | 886 | 2007 | 6,421 |
| # of Expulsions and Suspensions (SY) | 2000 | 916 | 2007 | 6,473 |
| # of Public School Student Dropouts (SY) | 2000 | 48 | 2007 | 57 |
| # of Public High School Graduates (SY) | 2000 | 380 | 2007 | 312 |
| % of Grads Intending Vocational/Tech School (SY) | 2000 | 7.6 | 2007 | 7.7 |
| % of Grads Intending 4-year College (SY) | 2000 | 44.7 | 2007 | 43.9 |

## Graduation Rates Per School District: SY 2006-2007

| | 2007 |
|---|---|
| North White School Corporation | 68.4 |
| Frontier School Corporation | 88.3 |
| Tri-County School Corporation | 79.7 |
| Twin Lakes School Corporation | 73.6 |
| State Rate | 76.5 |

Note: Due to calculation methods, the graduation rate is only available at the school district level.

CY- Calendar Year: Jan 1 to Dec 31 FFY- Federal Fiscal Year: Oct 1 to Sept 30 SFY- State Fiscal Year: July 1 to June 30 SY- School Year: Start of fall term through end of summer term

# ACT High School Profile Report

The Graduating Class of 2008
Indiana

# ACT High School Profile Report

The Graduating Class of 2008

Indiana



ACT®

This report provides information about the performance of your 2008 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2008 and tested under standard time conditions.

This report focuses on :

**Performance** - student test performance in the context of college readiness

**Access** - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

**Course Selection** - percent of students pursuing a core curriculum

**Course Rigor** - impact of rigorous coursework on achievement

**College Readiness** - percent of students meeting ACT College Readiness Benchmark Scores in each content area

**Awareness** - extent to which student aspirations match performance

**Articulation** - colleges and universities to which your students send test results

Each year, the graduating class data for a school, district, state, and the nation represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, state, or the nation.

Further, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

**The ACT is a curriculum-based measure of college readiness. ACT components include:**

Tests of academic achievement in English, math, reading, science, and writing (optional)
High school grade and course information
Student Profile Section
Career Interest Inventory

**The ACT:**

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

| College Course/Course Area | ACT Test | Benchmark Score |
|---|---|---|
| English Composition | English | 18 |
| Algebra | Mathematics | 22 |
| Social Sciences | Reading | 21 |
| Biology | Science | 24 |

For more information, go to www.act.org

## How to Improve Scores and Increase College Readiness

28% of 2008 graduates met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT. 15,884 ACT-tested graduates are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY. Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 67% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES. Table 3.2 reports 5% of the cohort took less than three years of math courses. Of these students, 28% were college ready. 19% of the cohort reported taking the minimum core (Algebra I, Algebra II, and Geometry). 16% of these students were college ready. In comparison, 64% of the students who advanced beyond minimum core were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 19% of the cohort took less than three years of natural science courses. 25% of these students were college ready. In comparison, 35% of students who took at least three years of science coursework were college ready.

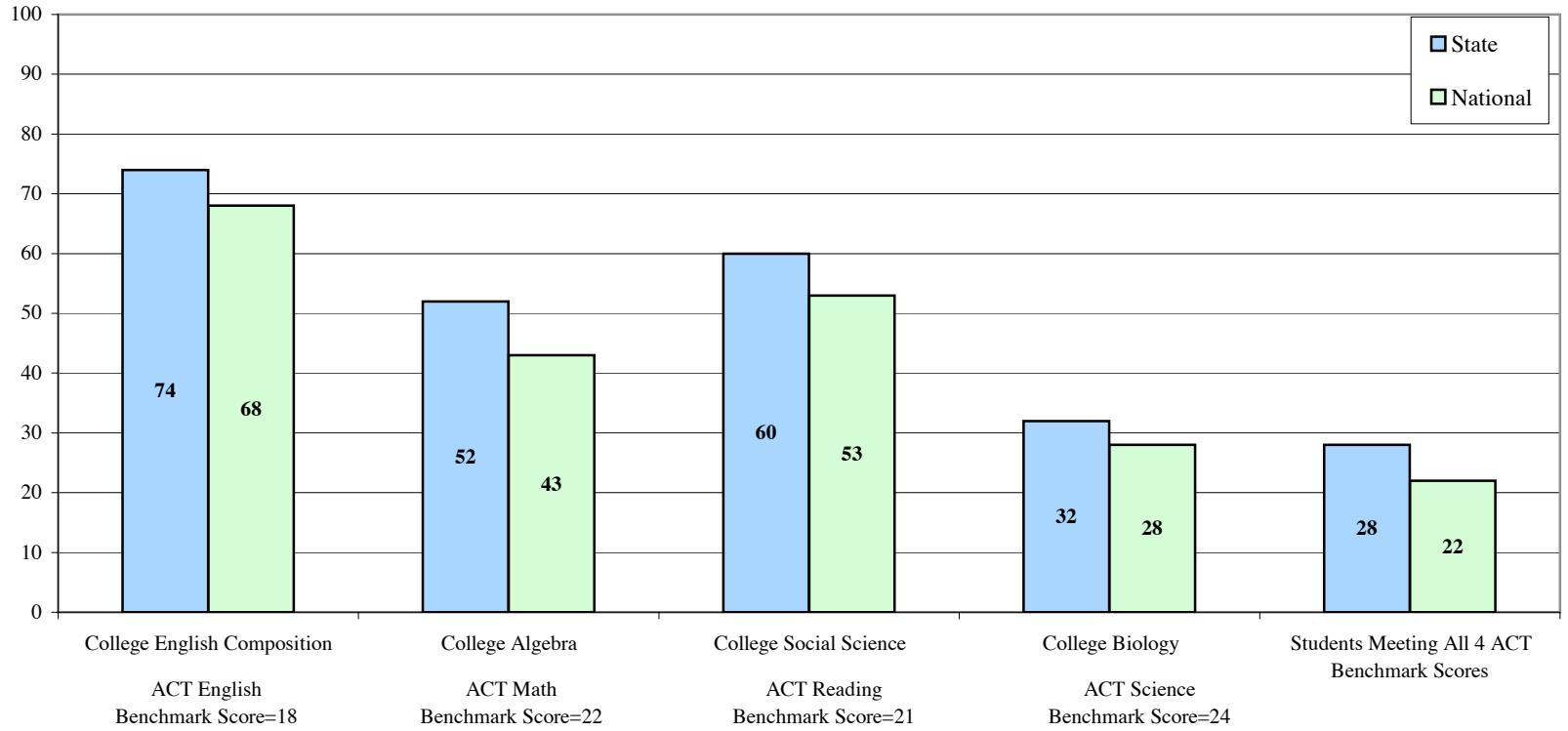
EVALUATING RIGOR OF COURSES. Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 36% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS. Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 847-634-2560.

# Section I
# Executive Summary

## Figure 1.1. Percent of ACT-Tested Students Ready for College-Level Coursework




**A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.**

## Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

| | Number of Students Tested | | Percent Meeting Benchmarks | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | English | | Mathematics | | Reading | | Science | | Meeting All Four | |
| Grad Year | State | National | State | National | State | National | State | National | State | National | State | National |
| 2004 | 13,116 | 1,171,460 | 72 | 68 | 47 | 40 | 57 | 52 | 29 | 26 | 24 | 21 |
| 2005 | 13,231 | 1,186,251 | 73 | 68 | 47 | 41 | 58 | 51 | 30 | 26 | 25 | 21 |
| 2006 | 13,237 | 1,206,455 | 72 | 69 | 48 | 42 | 57 | 53 | 30 | 27 | 24 | 21 |
| 2007 | 14,257 | 1,300,599 | 74 | 69 | 51 | 43 | 59 | 53 | 32 | 28 | 28 | 23 |
| **2008** | **15,884** | **1,421,941** | **74** | **68** | **52** | **43** | **60** | **53** | **32** | **28** | **28** | **22** |

## Table 1.2. Five Year Trends—Average ACT Scores

| | Number of Students Tested | | Average ACT Scores | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | English | | Mathematics | | Reading | | Science | | Composite | |
| Grad Year | State | National | State | National | State | National | State | National | State | National | State | National |
| 2004 | 13,116 | 1,171,460 | 21.0 | 20.4 | 21.5 | 20.7 | 22.2 | 21.3 | 21.4 | 20.9 | 21.6 | 20.9 |
| 2005 | 13,231 | 1,186,251 | 21.2 | 20.4 | 21.5 | 20.7 | 22.2 | 21.3 | 21.4 | 20.9 | 21.7 | 20.9 |
| 2006 | 13,237 | 1,206,455 | 21.1 | 20.6 | 21.6 | 20.8 | 22.2 | 21.4 | 21.4 | 20.9 | 21.7 | 21.1 |
| 2007 | 14,257 | 1,300,599 | 21.5 | 20.7 | 22.0 | 21.0 | 22.5 | 21.5 | 21.7 | 21.0 | 22.0 | 21.2 |
| **2008** | **15,884** | **1,421,941** | **21.4** | **20.6** | **22.2** | **21.0** | **22.5** | **21.4** | **21.5** | **20.8** | **22.0** | **21.1** |

## Table 1.3. Five Year Trends—Average ACT Scores Nationwide

| | Number of Students | Average ACT Scores | | | | |
|---|---|---|---|---|---|---|
| Grad Year | Tested | English | Mathematics | Reading | Science | Composite |
| 2004 | 1,171,460 | 20.4 | 20.7 | 21.3 | 20.9 | 20.9 |
| 2005 | 1,186,251 | 20.4 | 20.7 | 21.3 | 20.9 | 20.9 |
| 2006 | 1,206,455 | 20.6 | 20.8 | 21.4 | 20.9 | 21.1 |
| 2007 | 1,300,599 | 20.7 | 21.0 | 21.5 | 21.0 | 21.2 |
| **2008** | **1,421,941** | **20.6** | **21.0** | **21.4** | **20.8** | **21.1** |

## Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

| | Number of Students Tested | | Percent[1] | | Average ACT Scores | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | English | | Mathematics | | Reading | | Science | | Composite | |
| Grad Year | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core | Core or More | Less than Core |
| 2004 | 7,748 | 4,022 | 59 | 31 | 21.6 | 19.9 | 22.2 | 20.0 | 22.7 | 21.2 | 22.0 | 20.3 | 22.3 | 20.5 |
| 2005 | 7,603 | 4,083 | 57 | 31 | 21.9 | 20.0 | 22.3 | 20.3 | 22.8 | 21.2 | 22.0 | 20.5 | 22.4 | 20.6 |
| 2006 | 7,376 | 4,130 | 56 | 31 | 21.7 | 20.1 | 22.2 | 20.5 | 22.7 | 21.3 | 21.9 | 20.5 | 22.3 | 20.7 |
| 2007 | 7,710 | 4,426 | 54 | 31 | 22.0 | 20.6 | 22.6 | 21.0 | 22.9 | 21.8 | 22.2 | 20.8 | 22.5 | 21.2 |
| **2008** | **10,573** | **4,033** | **67** | **25** | **21.9** | **20.3** | **22.7** | **21.1** | **22.9** | **21.7** | **21.9** | **20.6** | **22.5** | **21.1** |

[1]Percent of all students tested. Numbers will not add up to 100% due to student non-response.

## Table 1.5. Five-Year Trends—Number, Percentage, and Average Composite Score for ACT-Tested Graduates by Race/Ethnicity

| | 2004 | | | 2005 | | | 2006 | | | 2007 | | | 2008 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | Avg | N | % | Avg | N | % | Avg | N | % | Avg | **N** | **%** | **Avg** |
| **All Students** | **13,116** | **100** | **21.6** | **13,231** | **100** | **21.7** | **13,237** | **100** | **21.7** | **14,257** | **100** | **22.0** | **15,884** | **100** | **22.0** |
| African American/Black | 1,191 | 9 | 17.6 | 1,257 | 10 | 17.2 | 1,326 | 10 | 17.3 | 1,394 | 10 | 17.3 | **1,561** | **10** | **17.4** |
| American Indian/Alaska Native | 34 | 0 | 21.9 | 40 | 0 | 20.9 | 35 | 0 | 21.3 | 37 | 0 | 23.4 | **40** | **0** | **21.8** |
| Caucasian American/White | 10,375 | 79 | 22.0 | 10,377 | 78 | 22.2 | 9,823 | 74 | 22.2 | 10,171 | 71 | 22.5 | **11,940** | **75** | **22.6** |
| Hispanic | 291 | 2 | 19.6 | 299 | 2 | 19.2 | 312 | 2 | 19.7 | 354 | 2 | 19.9 | **456** | **3** | **19.7** |
| Asian American/Pacific Islander | 239 | 2 | 23.1 | 257 | 2 | 23.7 | 235 | 2 | 24.1 | 238 | 2 | 24.2 | **323** | **2** | **24.5** |
| Other/No Response | 986 | 8 | 22.5 | 1,001 | 8 | 22.3 | 1,506 | 11 | 22.1 | 2,063 | 14 | 22.8 | **1,564** | **10** | **22.8** |

# Section II
# Academic Achievement

## Table 2.1. ACT Score Distributions, Cumulative Percentages (CP[1]), and Score Averages for All Students

| ACT Scale Score | English | | Mathematics | | Reading | | Science | | Composite | | ACT Scale Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | CP[1] | N | CP[1] | N | CP[1] | N | CP[1] | N | CP[1] | |
| 36 | 19 | 100 | 57 | 100 | 136 | 100 | 41 | 100 | 8 | 100 | 36 |
| 35 | 181 | 100 | 139 | 100 | 180 | 99 | 91 | 100 | 44 | 100 | 35 |
| 34 | 271 | 99 | 132 | 99 | 272 | 98 | 90 | 99 | 96 | 100 | 34 |
| 33 | 196 | 97 | 241 | 98 | 329 | 96 | 124 | 99 | 139 | 99 | 33 |
| 32 | 215 | 96 | 222 | 96 | 395 | 94 | 137 | 98 | 225 | 98 | 32 |
| 31 | 312 | 94 | 238 | 95 | 492 | 92 | 171 | 97 | 281 | 97 | 31 |
| 30 | 421 | 92 | 394 | 94 | 587 | 89 | 268 | 96 | 404 | 95 | 30 |
| 29 | 398 | 90 | 542 | 91 | 569 | 85 | 248 | 94 | 482 | 92 | 29 |
| 28 | 489 | 87 | 693 | 88 | 684 | 81 | 397 | 93 | 638 | 89 | 28 |
| 27 | 506 | 84 | 805 | 83 | 607 | 77 | 552 | 90 | 706 | 85 | 27 |
| 26 | 735 | 81 | 987 | 78 | 620 | 73 | 733 | 87 | 873 | 81 | 26 |
| 25 | 791 | 76 | 1,080 | 72 | 733 | 69 | 1,199 | 82 | 955 | 75 | 25 |
| 24 | 913 | 71 | 1,036 | 65 | 938 | 65 | 1,082 | 74 | 1,108 | 69 | 24 |
| 23 | 864 | 66 | 911 | 59 | 1,116 | 59 | 1,134 | 68 | 1,092 | 62 | 23 |
| 22 | 1,113 | 60 | 823 | 53 | 801 | 52 | 1,493 | 61 | 1,190 | 56 | 22 |
| 21 | 1,377 | 53 | 946 | 48 | 1,061 | 47 | 1,293 | 51 | 1,239 | 48 | 21 |
| 20 | 1,160 | 45 | 848 | 42 | 1,136 | 40 | 1,598 | 43 | 1,177 | 40 | 20 |
| 19 | 909 | 37 | 950 | 36 | 938 | 33 | 1,361 | 33 | 1,138 | 33 | 19 |
| 18 | 854 | 32 | 1,114 | 30 | 649 | 27 | 1,027 | 24 | 1,055 | 26 | 18 |
| 17 | 857 | 26 | 1,234 | 23 | 782 | 23 | 647 | 18 | 927 | 19 | 17 |
| 16 | 646 | 21 | 1,299 | 16 | 779 | 18 | 641 | 14 | 758 | 13 | 16 |
| 15 | 781 | 17 | 813 | 8 | 618 | 13 | 463 | 10 | 578 | 8 | 15 |
| 14 | 487 | 12 | 264 | 2 | 537 | 9 | 341 | 7 | 374 | 5 | 14 |
| 13 | 381 | 9 | 79 | 1 | 415 | 6 | 231 | 5 | 226 | 2 | 13 |
| 12 | 299 | 6 | 26 | 1 | 237 | 3 | 236 | 3 | 123 | 1 | 12 |
| 11 | 261 | 4 | 5 | 1 | 148 | 2 | 128 | 2 | 37 | 1 | 11 |
| 10 | 210 | 3 | 5 | 1 | 89 | 1 | 92 | 1 | 9 | 1 | 10 |
| 9 | 111 | 1 | 1 | 1 | 19 | 1 | 40 | 1 | 2 | 1 | 9 |
| 8 | 82 | 1 | 0 | 1 | 8 | 1 | 16 | 1 | 0 | 1 | 8 |
| 7 | 37 | 1 | 0 | 1 | 5 | 1 | 6 | 1 | 0 | 1 | 7 |
| 6 | 6 | 1 | 0 | 1 | 3 | 1 | 1 | 1 | 0 | 1 | 6 |
| 5 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 5 |
| 4 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 4 |
| 3 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 3 |
| 2 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| Avg (SD) | 21.4 (5.9) | | 22.2 (5.2) | | 22.5 (6.0) | | 21.5 (4.8) | | 22.0 (4.9) | | Avg (SD) |

[1]Note: CP is the cumulative percent of students at or below a score point. Also, shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

## Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP[1]), and Subtest Score Averages for All Students

| ACT Scale Score | English | | | | Reading | | | | Mathematics | | | | | | ACT Scale Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Usage/ Mechanics | | Rhetorical Skills | | Social Studies | | Arts/ Literature | | Pre/Elementary Algebra | | Algebra/ Coordinate Geometry | | Plane Geometry/ Trigonometry | | |
| | N | CP[1] | N | CP[1] | N | CP[1] | N | CP[1] | N | CP[1] | N | CP[1] | N | CP[1] | |
| 18 | 631 | 100 | 92 | 100 | 496 | 100 | 543 | 100 | 959 | 100 | 143 | 100 | 194 | 100 | 18 |
| 17 | 792 | 96 | 436 | 99 | 756 | 97 | 1,101 | 97 | 1,039 | 94 | 330 | 99 | 52 | 99 | 17 |
| 16 | 880 | 91 | 681 | 97 | 953 | 92 | 1,263 | 90 | 1,043 | 87 | 472 | 97 | 721 | 98 | 16 |
| 15 | 759 | 86 | 1,146 | 92 | 1,228 | 86 | 1,321 | 82 | 974 | 81 | 743 | 94 | 859 | 94 | 15 |
| 14 | 967 | 81 | 825 | 85 | 963 | 78 | 1,466 | 73 | 1,428 | 75 | 1,705 | 89 | 1,678 | 89 | 14 |
| 13 | 1,314 | 75 | 1,416 | 80 | 1,418 | 72 | 1,006 | 64 | 1,596 | 66 | 1,699 | 79 | 1,528 | 78 | 13 |
| 12 | 1,141 | 66 | 1,986 | 71 | 1,370 | 63 | 1,547 | 58 | 1,460 | 56 | 1,676 | 68 | 2,000 | 68 | 12 |
| 11 | 1,688 | 59 | 2,018 | 59 | 1,617 | 55 | 1,551 | 48 | 1,380 | 46 | 2,263 | 57 | 1,765 | 56 | 11 |
| 10 | 1,713 | 49 | 2,250 | 46 | 1,600 | 45 | 1,409 | 38 | 1,661 | 38 | 2,545 | 43 | 2,368 | 45 | 10 |
| 9 | 1,541 | 38 | 1,591 | 32 | 1,701 | 35 | 1,173 | 29 | 1,061 | 27 | 1,819 | 27 | 1,726 | 30 | 9 |
| 8 | 1,330 | 28 | 1,358 | 22 | 1,577 | 24 | 1,135 | 22 | 1,612 | 21 | 1,184 | 16 | 1,185 | 19 | 8 |
| 7 | 1,031 | 20 | 896 | 13 | 942 | 14 | 814 | 15 | 1,168 | 11 | 431 | 8 | 813 | 11 | 7 |
| 6 | 857 | 13 | 547 | 7 | 627 | 8 | 652 | 10 | 375 | 3 | 430 | 6 | 367 | 6 | 6 |
| 5 | 568 | 8 | 320 | 4 | 324 | 4 | 597 | 6 | 86 | 1 | 256 | 3 | 294 | 4 | 5 |
| 4 | 447 | 4 | 225 | 2 | 183 | 2 | 216 | 2 | 30 | 1 | 102 | 1 | 107 | 2 | 4 |
| 3 | 166 | 1 | 83 | 1 | 83 | 1 | 67 | 1 | 5 | 1 | 69 | 1 | 155 | 1 | 3 |
| 2 | 56 | 1 | 13 | 1 | 36 | 1 | 22 | 1 | 5 | 1 | 4 | 1 | 38 | 1 | 2 |
| 1 | 3 | 1 | 1 | 1 | 10 | 1 | 1 | 1 | 2 | 1 | 13 | 1 | 34 | 1 | 1 |
| Avg (SD) | 10.9 (3.8) | | 10.9 (3.1) | | 11.2 (3.5) | | 11.7 (3.7) | | 11.9 (3.4) | | 11.1 (2.8) | | 11.0 (3.0) | | Avg (SD) |

[1]Note: CP is the cumulative percent of students at or below a score point.

## Table 2.3. ACT Score Quartile Values for All Students

| Quartile | English | Math | Reading | Science | Composite |
|---|---|---|---|---|---|
| Q3 (75th Percentile) | 25 | 26 | 27 | 25 | 25 |
| Q2 (50th Percentile) | 21 | 22 | 22 | 21 | 22 |
| Q1 (25th Percentile) | 17 | 18 | 18 | 19 | 18 |

## Table 2.4. Average ACT Composite Scores by Level of Preparation by Race/Ethnicity

| Student Group | Race/Ethnicity | Number of Students Tested | Percent Taking Core or More | Average ACT Composite Score | |
|---|---|---|---|---|---|
| | | | | Core or More | Less Than Core |
| State | **All Students** | **15,884** | **67** | **22.5** | **21.1** |
| | African Am./Black | 1,561 | 61 | 17.8 | 16.9 |
| | Am. Indian/Alaska Native | 40 | 73 | 21.7 | 21.8 |
| | Caucasian Am./White | 11,940 | 69 | 23.0 | 21.6 |
| | Hispanic | 456 | 63 | 20.3 | 18.7 |
| | Asian Am./Pacific Islander | 323 | 76 | 24.9 | 23.4 |
| | Other/No Response | 1,564 | 55 | 23.3 | 21.9 |
| National | **All Students** | **1,421,941** | **61** | **22.0** | **19.5** |
| | African Am./Black | 178,417 | 58 | 17.7 | 16.0 |
| | Am. Indian/Alaska Native | 14,380 | 53 | 20.3 | 17.6 |
| | Caucasian Am./White | 895,588 | 64 | 22.9 | 20.4 |
| | Hispanic | 114,697 | 60 | 19.6 | 17.4 |
| | Asian Am./Pacific Islander | 51,368 | 71 | 23.4 | 21.4 |
| | Other/No Response | 167,491 | 52 | 22.5 | 20.1 |

## Table 2.5. Average ACT Scores by Race/Ethnicity

| Student Group | Race/Ethnicity | English | Mathematics | Reading | Science | Composite |
|---|---|---|---|---|---|---|
| State | **All Students** | 21.4 | 22.2 | 22.5 | 21.5 | 22.0 |
| | African Am./Black | 16.3 | 17.8 | 17.6 | 17.4 | 17.4 |
| | Am. Indian/Alaska Native | 20.8 | 22.5 | 21.9 | 22.0 | 21.8 |
| | Caucasian Am./White | 22.0 | 22.7 | 23.1 | 22.0 | 22.6 |
| | Hispanic | 18.6 | 20.2 | 20.1 | 19.5 | 19.7 |
| | Asian Am./Pacific Islander | 23.6 | 26.2 | 23.9 | 23.6 | 24.5 |
| | Other/No Response | 22.3 | 22.9 | 23.5 | 22.2 | 22.8 |
| National | **All Students** | 20.6 | 21.0 | 21.4 | 20.8 | 21.1 |
| | African Am./Black | 16.1 | 17.0 | 17.0 | 17.2 | 16.9 |
| | Am. Indian/Alaska Native | 18.1 | 18.8 | 19.6 | 19.2 | 19.0 |
| | Caucasian Am./White | 21.7 | 21.8 | 22.5 | 21.7 | 22.1 |
| | Hispanic | 17.7 | 19.0 | 18.9 | 18.7 | 18.7 |
| | Asian Am./Pacific Islander | 22.1 | 24.1 | 22.4 | 22.3 | 22.9 |
| | Other/No Response | 21.2 | 21.7 | 22.1 | 21.2 | 21.7 |

## Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

| Student Group | CRS Range | English | | Mathematics | | Reading | | Science | |
|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % |
| State | 33 to 36 | 667 | 4 | 569 | 4 | 917 | 6 | 346 | 2 |
| | 28 to 32 | 1,835 | 12 | 2,089 | 13 | 2,727 | 17 | 1,221 | 8 |
| | 24 to 27 | 2,945 | 19 | 3,908 | 25 | 2,898 | 18 | 3,566 | 22 |
| | 20 to 23 | 4,514 | 28 | 3,528 | 22 | 4,114 | 26 | 5,518 | 35 |
| | 16 to 19 | 3,266 | 21 | 4,597 | 29 | 3,148 | 20 | 3,676 | 23 |
| | 13 to 15 | 1,649 | 10 | 1,156 | 7 | 1,570 | 10 | 1,035 | 7 |
| | 01 to 12 | 1,008 | 6 | 37 | 0 | 510 | 3 | 522 | 3 |
| National | 33 to 36 | 52,735 | 4 | 40,359 | 3 | 63,798 | 4 | 26,499 | 2 |
| | 28 to 32 | 146,337 | 10 | 138,694 | 10 | 203,096 | 14 | 89,946 | 6 |
| | 24 to 27 | 237,950 | 17 | 283,854 | 20 | 231,039 | 16 | 281,932 | 20 |
| | 20 to 23 | 383,117 | 27 | 294,322 | 21 | 343,326 | 24 | 474,554 | 33 |
| | 16 to 19 | 293,110 | 21 | 466,291 | 33 | 312,300 | 22 | 359,785 | 25 |
| | 13 to 15 | 175,652 | 12 | 188,580 | 13 | 191,145 | 13 | 121,336 | 9 |
| | 01 to 12 | 133,040 | 9 | 9,841 | 1 | 77,237 | 5 | 67,889 | 5 |

## Table 2.7. Average ACT Scores by Gender

| Student Group | Gender | N | Percent | Average ACT Scores | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | English | Math | Reading | Science | Composite |
| State | Males | 6,745 | 42 | 20.9 | 23.0 | 22.4 | 22.0 | 22.2 |
| | Females | 8,699 | 55 | 21.7 | 21.6 | 22.5 | 21.1 | 21.8 |
| | Missing | 440 | 3 | 22.3 | 23.8 | 23.6 | 22.8 | 23.3 |
| National | Males | 625,887 | 44 | 20.1 | 21.6 | 21.2 | 21.3 | 21.2 |
| | Females | 764,282 | 54 | 21.0 | 20.4 | 21.5 | 20.4 | 21.0 |
| | Missing | 31,772 | 2 | 22.8 | 23.3 | 23.6 | 22.4 | 23.1 |

## Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

| Student Group | Gender | Percent of Students | | | | Meet |
|---|---|---|---|---|---|---|
| | | English | Math | Reading | Science | All Four |
| State | Males | 71 | 58 | 59 | 37 | 32 |
| | Females | 76 | 47 | 60 | 28 | 24 |
| National | Males | 65 | 47 | 51 | 32 | 26 |
| | Females | 70 | 38 | 53 | 24 | 19 |

## Table 2.9. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Overall High School Curriculum

| Student Group | Curriculum Taken[2] | N | English | | Mathematics | | Reading | | Science | | Composite[1] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | CRB % | Avg | CRB % | Avg | CRB % | Avg | CRB % | Avg | CRB % | Avg |
| **State** | Core | 10,573 | 77 | 21.9 | 56 | 22.7 | 62 | 22.9 | 35 | 21.9 | 30 | 22.5 |
| | Non-Core | 4,033 | 67 | 20.3 | 43 | 21.1 | 55 | 21.7 | 26 | 20.6 | 21 | 21.1 |
| | Missing | 1,278 | 67 | 20.5 | 49 | 21.9 | 53 | 21.8 | 29 | 20.9 | 25 | 21.4 |
| **National** | Core | 873,743 | 75 | 21.6 | 50 | 21.9 | 59 | 22.3 | 33 | 21.6 | 27 | 22.0 |
| | Non-Core | 431,748 | 56 | 18.8 | 29 | 19.3 | 41 | 19.9 | 18 | 19.4 | 14 | 19.5 |
| | Missing | 116,450 | 62 | 19.9 | 42 | 20.8 | 48 | 20.8 | 27 | 20.3 | 23 | 20.6 |

[1]% under Composite heading reflects the percent of students who meet all four benchmarks

[2]"Curriculum Taken" reflects overall high school curriculum.

For instance, "Core" results correspond to students taking four years of English AND three years each of math, social studies, and natural science.

## Table 2.10. Number, College Readiness Benchmark Percent, and Average ACT Scores for ACT-Tested Graduates by Content-Specific Curriculum

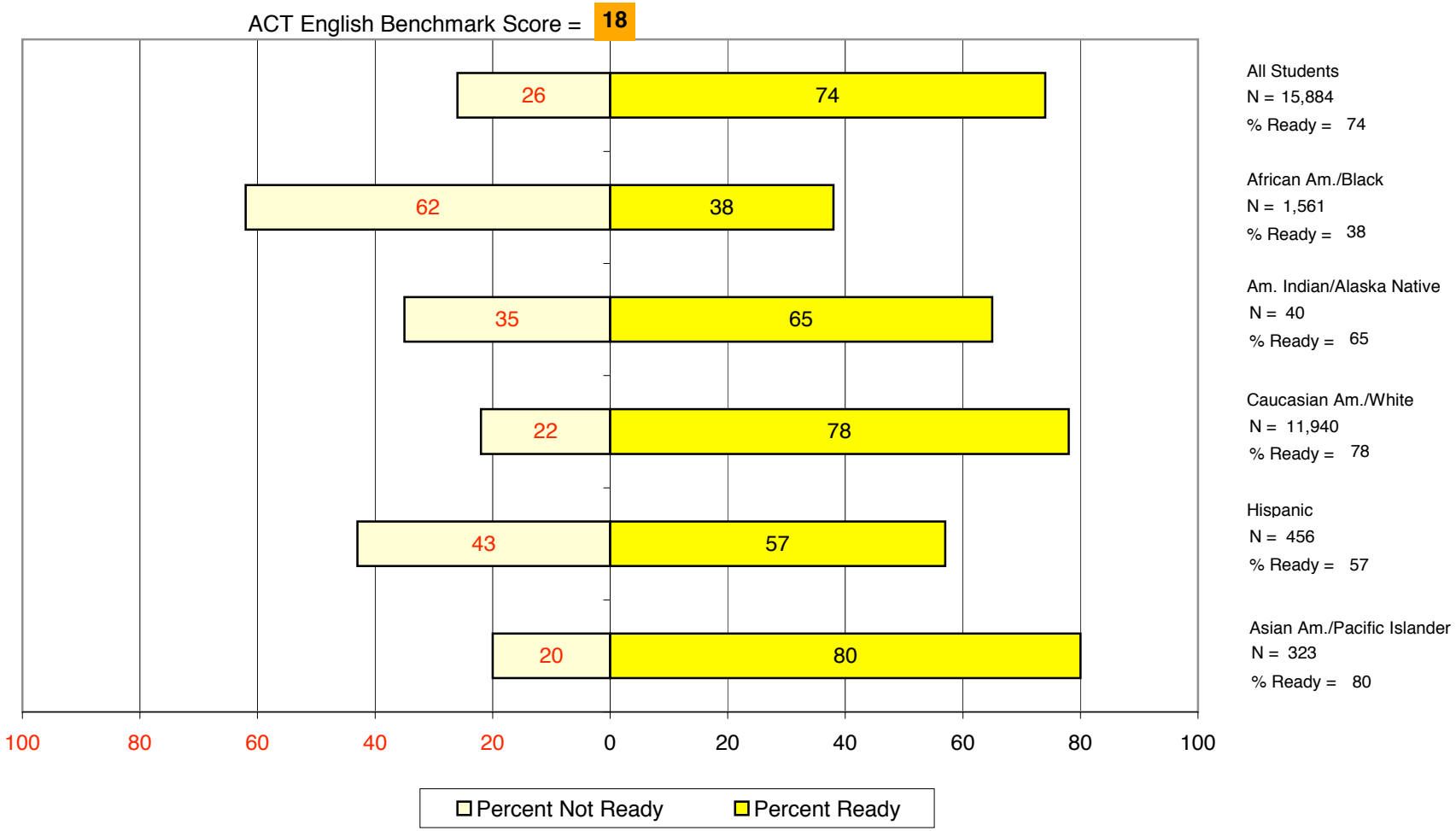
| Student Group | Curriculum Taken[1] | English | | | Mathematics | | | Reading | | | Science | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | CRB % | Avg | N | CRB % | Avg | N | CRB % | Avg | N | CRB % | Avg |
| **State** | Core | 13,802 | 74 | 21.5 | 14,042 | 54 | 22.4 | 13,611 | 61 | 22.6 | 11,726 | 35 | 21.8 |
| | Non-Core | 1,036 | 73 | 20.9 | 731 | 28 | 19.1 | 1,180 | 56 | 21.8 | 2,935 | 25 | 20.6 |
| | Missing | 1,046 | 66 | 20.4 | 1,111 | 48 | 21.9 | 1,093 | 52 | 21.7 | 1,223 | 30 | 20.9 |
| **National** | Core | 1,216,115 | 70 | 20.8 | 1,192,135 | 46 | 21.4 | 1,137,832 | 54 | 21.6 | 1,063,049 | 32 | 21.4 |
| | Non-Core | 111,558 | 57 | 18.8 | 124,104 | 14 | 17.4 | 183,026 | 45 | 20.4 | 253,561 | 13 | 18.7 |
| | Missing | 94,268 | 64 | 20.2 | 105,702 | 42 | 20.8 | 101,083 | 50 | 21.1 | 105,331 | 28 | 20.5 |

[1] "Curriculum Taken" reflects content-specific curriculum.

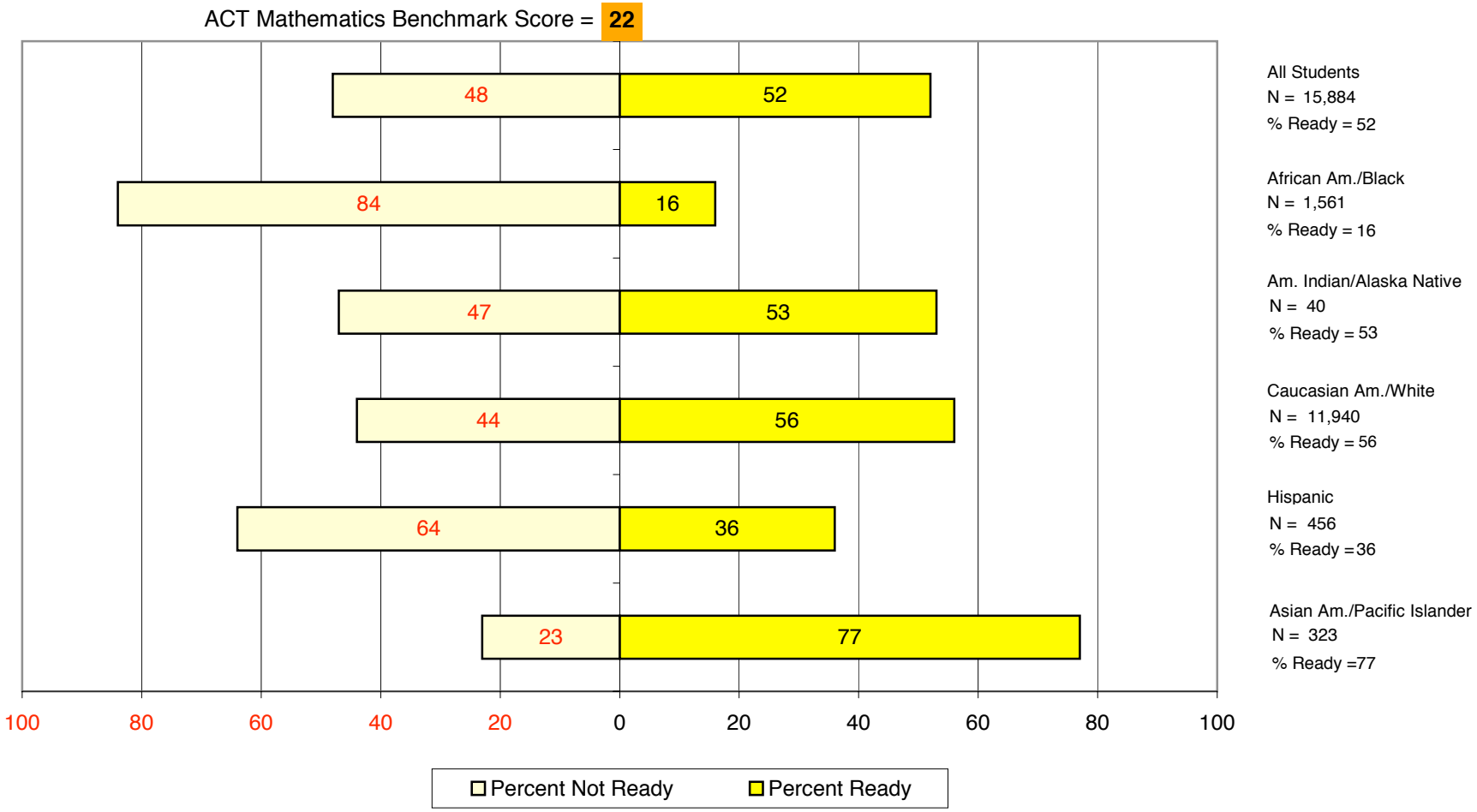
For instance, Reading "Core" results correspond to students taking three or more years each of social studies, regardless of courses taken in other content areas.

# Section III
# College Readiness and the Impact of Course Rigor

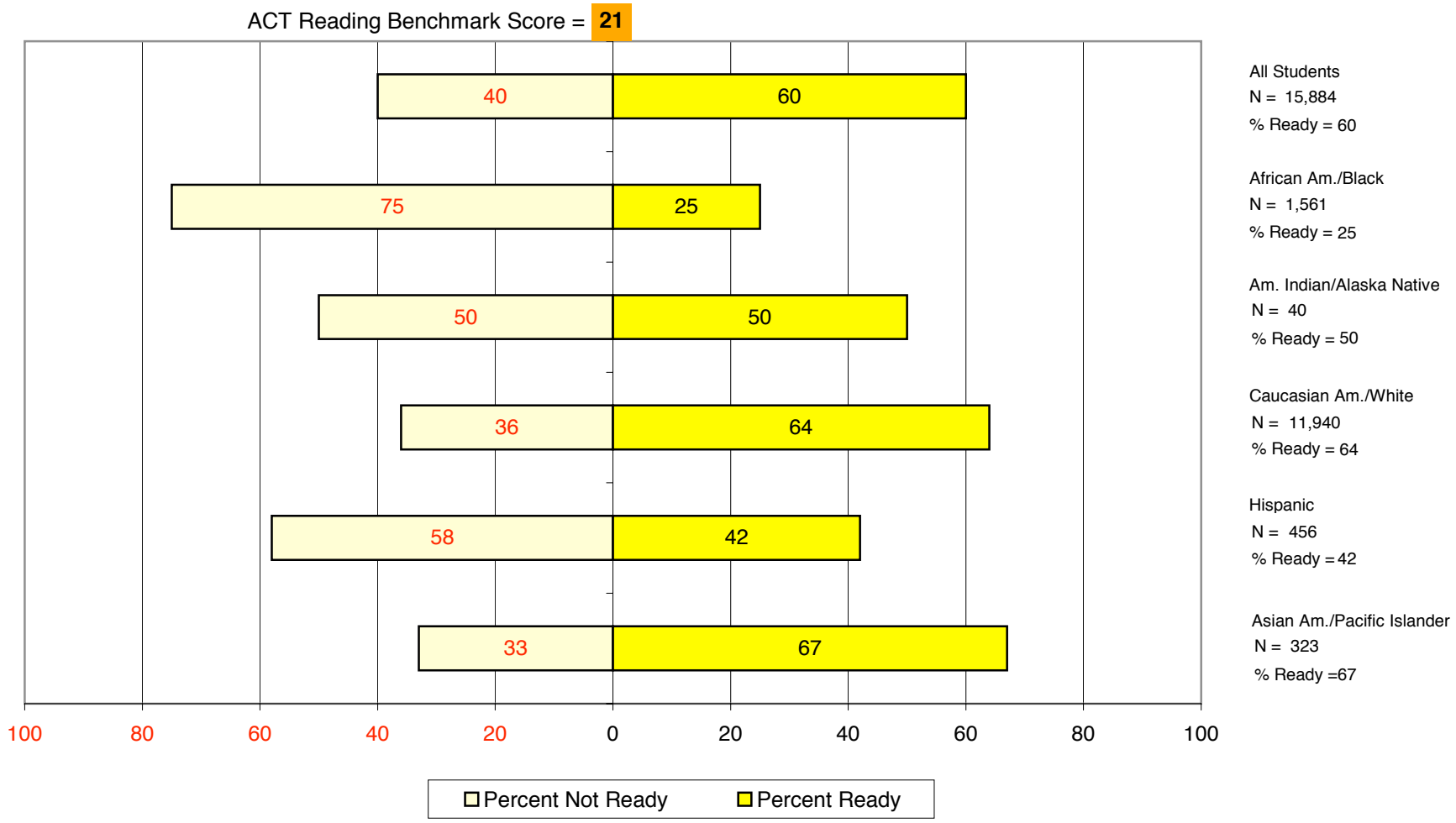
## Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ENGLISH



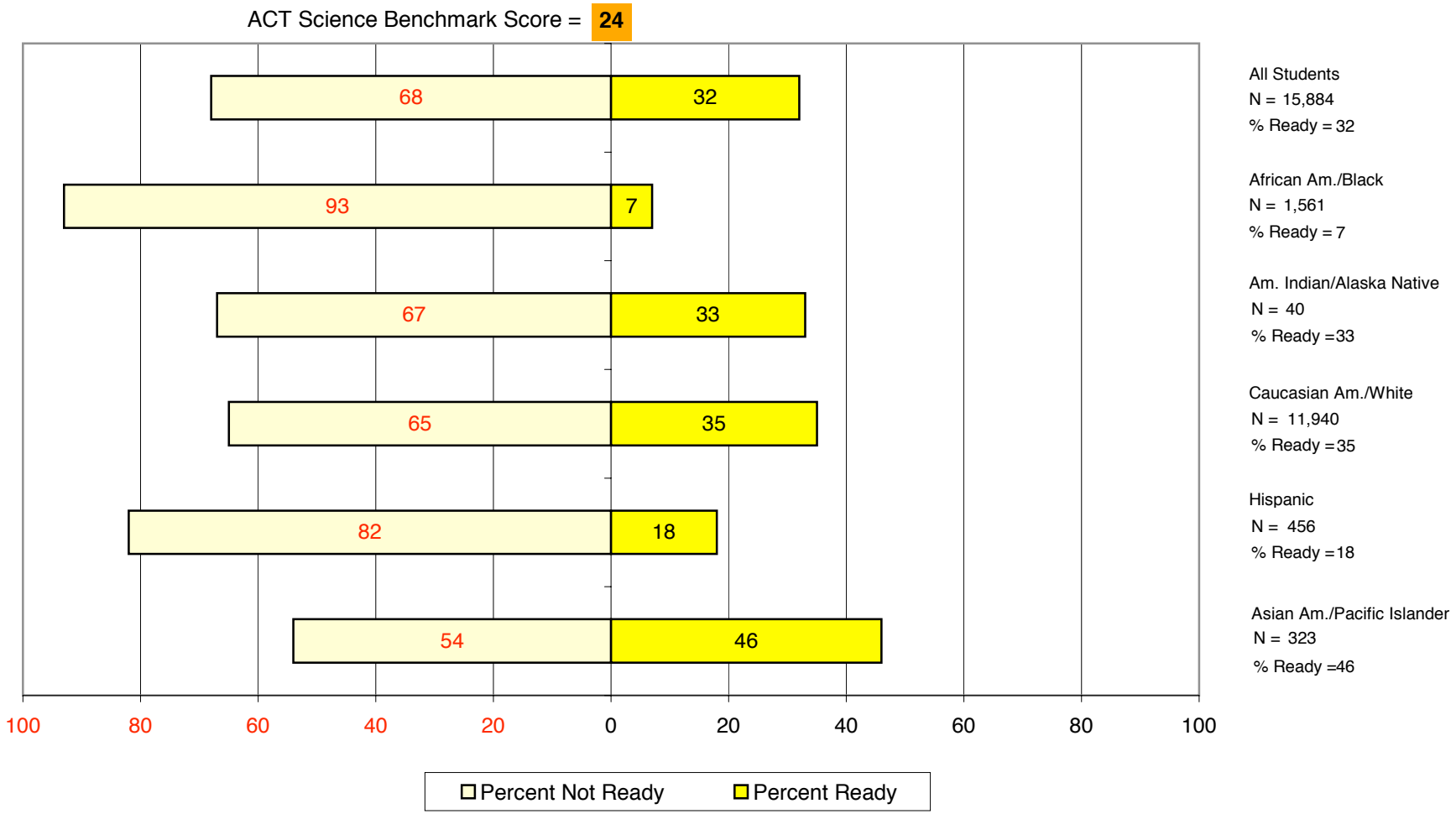
## Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: MATHEMATICS



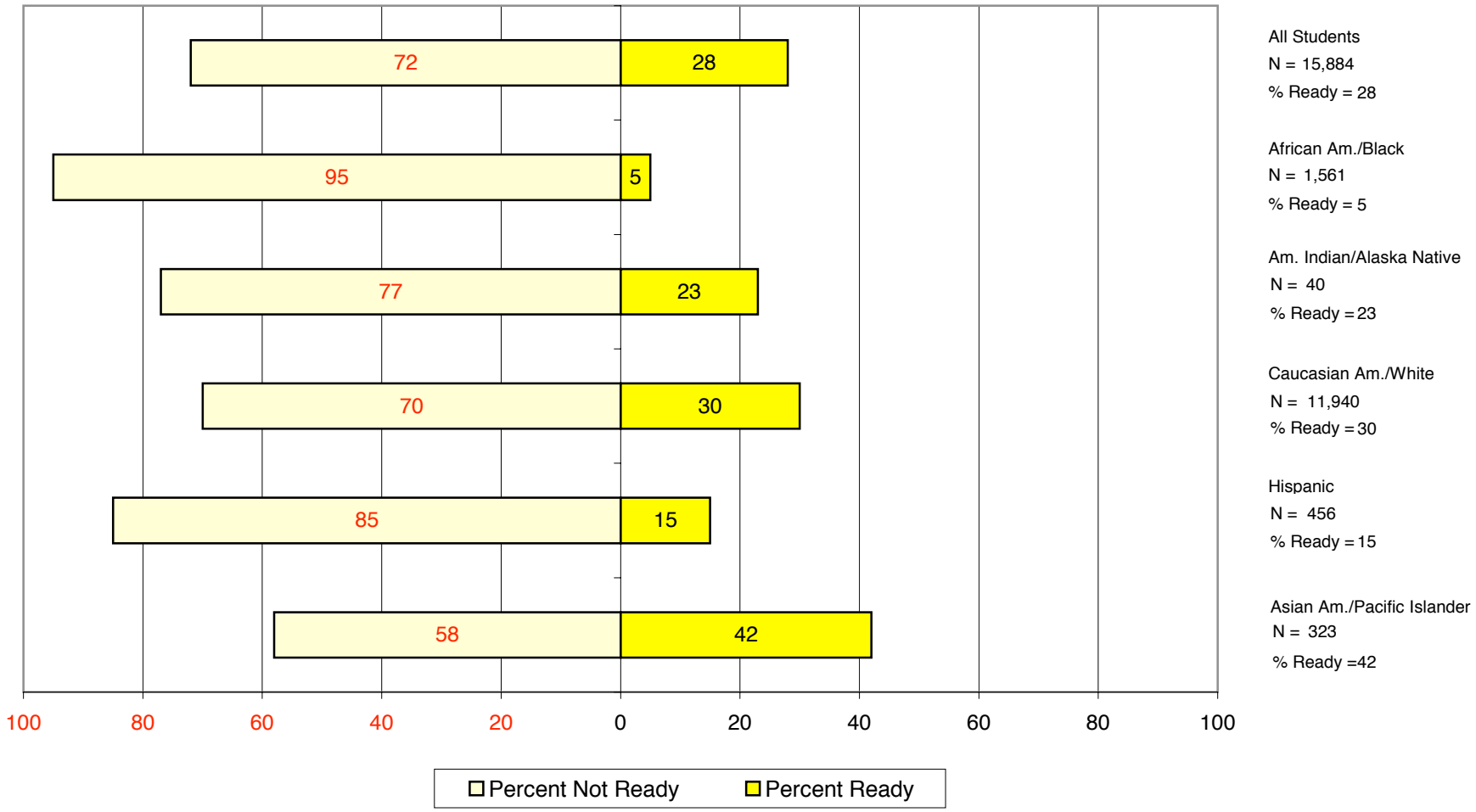
## Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: READING



## Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: SCIENCE



## Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR




All Students
N = 15,884
% Ready = 28

African Am./Black
N = 1,561
% Ready = 5

Am. Indian/Alaska Native
N = 40
% Ready = 23

Caucasian Am./White
N = 11,940
% Ready = 30

Hispanic
N = 456
% Ready = 15

Asian Am./Pacific Islander
N = 323
% Ready = 42

## Table 3.1. Average ACT Scores and ACT Average Score Changes by Common Course Patterns

| Course Pattern | All Students | | | | Males | | | | Females | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ENGLISH COURSE PATTERN | N | Percent | ACT English | Course Value Added[1] | N | Percent | ACT English | Course Value Added[1] | N | Percent | ACT English | Course Value Added[1] |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 3,714 | 23 | 22.7 | 1.8 | 1,446 | 21 | 22.2 | 1.4 | 2,212 | 25 | 22.9 | 2.0 |
| Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core) | 10,088 | 64 | 21.1 | 0.2 | 4,397 | 65 | 20.6 | -0.2 | 5,525 | 64 | 21.3 | 0.4 |
| Less than 4 years of English | 1,050 | 7 | 20.9 | - | 462 | 7 | 20.8 | - | 547 | 6 | 20.9 | - |
| No English course/grade information reported | 1,032 | 6 | 20.4 | - | 440 | 7 | 19.7 | - | 415 | 5 | 20.7 | - |
| MATHEMATICS COURSE PATTERN | N | Percent | ACT Math | Course Value Added[1] | N | Percent | ACT Math | Course Value Added[1] | N | Percent | ACT Math | Course Value Added[1] |
| Alg 1, Alg 2, Geom, Trig, & Calc | 1,211 | 8 | 26.3 | 7.2 | 540 | 8 | 27.0 | 7.9 | 641 | 7 | 25.6 | 6.6 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 1,187 | 7 | 22.9 | 3.8 | 433 | 6 | 23.8 | 4.7 | 733 | 8 | 22.4 | 3.4 |
| Alg 1, Alg 2, Geom, & Trig | 900 | 6 | 21.5 | 2.4 | 382 | 6 | 22.3 | 3.2 | 506 | 6 | 21.0 | 2.0 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 2,906 | 18 | 21.2 | 2.1 | 1,052 | 16 | 21.9 | 2.8 | 1,815 | 21 | 20.8 | 1.8 |
| Other comb of 4 or more years of Math | 3,937 | 25 | 25.3 | 6.2 | 1,882 | 28 | 25.9 | 6.8 | 1,966 | 23 | 24.6 | 5.6 |
| Alg 1, Alg 2, & Geom (Min. Core) | 2,945 | 19 | 18.2 | -0.9 | 1,205 | 18 | 18.8 | -0.3 | 1,702 | 20 | 17.8 | -1.2 |
| Other comb of 3 or 3.5 years of Math | 956 | 6 | 22.6 | 3.5 | 457 | 7 | 22.7 | 3.6 | 482 | 6 | 22.5 | 3.5 |
| Less than 3 years of Math | 769 | 5 | 19.1 | - | 339 | 5 | 19.1 | - | 413 | 5 | 19.0 | - |
| No Math course/grade information reported | 1,073 | 7 | 21.9 | - | 455 | 7 | 22.1 | - | 441 | 5 | 21.1 | - |
| SOCIAL SCIENCE COURSE PATTERN | N | Percent | ACT Reading | Course Value Added[1] | N | Percent | ACT Reading | Course Value Added[1] | N | Percent | ACT Reading | Course Value Added[1] |
| US Hist, World Hist, Am Gov, & Other Hist | 90 | 1 | 24.5 | 2.8 | 46 | 1 | 23.9 | 2.2 | 41 | 0 | 25.6 | 3.9 |
| Other comb of 4 or more years Social Science | 7,638 | 48 | 22.7 | 1.0 | 3,161 | 47 | 22.7 | 1.0 | 4,359 | 50 | 22.8 | 1.1 |
| US Hist, World Hist, & Am Gov (Min. Core) | 183 | 1 | 21.3 | -0.4 | 112 | 2 | 20.8 | -0.9 | 64 | 1 | 21.6 | -0.1 |
| Other comb of 3 or 3.5 years of Social Science | 5,700 | 36 | 22.4 | 0.7 | 2,408 | 36 | 22.4 | 0.7 | 3,198 | 37 | 22.4 | 0.7 |
| Less than 3 years of Social Science | 1,194 | 8 | 21.7 | - | 553 | 8 | 21.7 | - | 601 | 7 | 21.7 | - |
| No Soc Sci course/grade information reported | 1,079 | 7 | 21.8 | - | 465 | 7 | 21.1 | - | 436 | 5 | 22.0 | - |
| NATURAL SCIENCE COURSE PATTERN | N | Percent | ACT Science | Course Value Added[1] | N | Percent | ACT Science | Course Value Added[1] | N | Percent | ACT Science | Course Value Added[1] |
| Gen Sci[2], Bio, Chem, & Phys | 3,922 | 25 | 21.9 | 1.3 | 1,879 | 28 | 22.6 | 1.9 | 1,973 | 23 | 21.3 | 0.8 |
| Bio, Chem, Phys | 3,370 | 21 | 23.7 | 3.1 | 1,535 | 23 | 24.6 | 3.9 | 1,761 | 20 | 22.9 | 2.4 |
| Gen Sci[2], Bio, Chem (Min. Core) | 4,118 | 26 | 20.3 | -0.3 | 1,518 | 23 | 20.5 | -0.2 | 2,540 | 29 | 20.2 | -0.3 |
| Other comb of 3 years of Natural Science | 316 | 2 | 20.0 | -0.6 | 177 | 3 | 20.2 | -0.5 | 136 | 2 | 19.6 | -0.9 |
| Less than 3 years of Natural Science | 3,029 | 19 | 20.6 | - | 1,149 | 17 | 20.7 | - | 1,829 | 21 | 20.5 | - |
| No Nat Sci course/grade information reported | 1,129 | 7 | 20.9 | - | 487 | 7 | 20.7 | - | 460 | 5 | 20.4 | - |

[1]Course value added is defined as the average ACT score change compared to a less than core course sequence.

[2]Includes General, Physical and Earth Sciences.

## Table 3.2. College Readiness Percents by Common Course Patterns

| Course Pattern | State | | | | National | | | |
|---|---|---|---|---|---|---|---|---|
| ENGLISH COURSE PATTERN | N | Percent Taking Pattern | Avg ACT English | Percent Meeting Benchmark | N | Percent Taking Pattern | Avg ACT English | Percent Meeting Benchmark |
| Eng 9, Eng 10, Eng 11, Eng 12, & Other English | 3,714 | 23 | 22.7 | 81 | 266,394 | 19 | 21.8 | 76 |
| Eng 9, Eng 10, Eng 11, Eng 12 (Min. Core) | 10,088 | 64 | 21.1 | 72 | 949,721 | 67 | 20.5 | 68 |
| Less than 4 years of English | 1,050 | 7 | 20.9 | 73 | 112,496 | 8 | 18.8 | 56 |
| No English course/grade information reported | 1,032 | 6 | 20.4 | 66 | 93,330 | 7 | 20.2 | 64 |
| MATHEMATICS COURSE PATTERN | N | Percent Taking Pattern | Avg ACT Math | Percent Meeting Benchmark | N | Percent Taking Pattern | Avg ACT Math | Percent Meeting Benchmark |
| Alg 1, Alg 2, Geom, Trig, & Calc | 1,211 | 8 | 26.3 | 86 | 91,985 | 6 | 24.8 | 74 |
| Alg 1, Alg 2, Geom, Trig, & Other Adv Math | 1,187 | 7 | 22.9 | 63 | 113,879 | 8 | 22.3 | 57 |
| Alg 1, Alg 2, Geom, & Trig | 900 | 6 | 21.5 | 48 | 116,105 | 8 | 20.4 | 38 |
| Alg 1, Alg 2, Geom, & Other Adv Math | 2,906 | 18 | 21.2 | 47 | 204,909 | 14 | 20.4 | 38 |
| Other comb of 4 or more years of Math | 3,937 | 25 | 25.3 | 76 | 342,493 | 24 | 23.9 | 66 |
| Alg 1, Alg 2, & Geom (Min. Core) | 2,945 | 19 | 18.2 | 16 | 251,813 | 18 | 17.8 | 14 |
| Other comb of 3 or 3.5 years of Math | 956 | 6 | 22.6 | 58 | 70,951 | 5 | 20.8 | 41 |
| Less than 3 years of Math | 769 | 5 | 19.1 | 28 | 131,252 | 9 | 17.4 | 14 |
| No Math course/grade information reported | 1,073 | 7 | 21.9 | 48 | 98,554 | 7 | 21.1 | 44 |
| SOCIAL SCIENCE COURSE PATTERN | N | Percent Taking Pattern | Avg ACT Reading | Percent Meeting Benchmark | N | Percent Taking Pattern | Avg ACT Reading | Percent Meeting Benchmark |
| US Hist, World Hist, Am Gov, & Other Hist | 90 | 1 | 24.5 | 69 | 42,546 | 3 | 22.7 | 61 |
| Other comb of 4 or more years Social Science | 7,638 | 48 | 22.7 | 62 | 604,055 | 42 | 21.9 | 56 |
| US Hist, World Hist, & Am Gov (Min. Core) | 183 | 1 | 21.3 | 57 | 86,500 | 6 | 20.8 | 48 |
| Other comb of 3 or 3.5 years of Social Science | 5,700 | 36 | 22.4 | 60 | 404,731 | 28 | 21.3 | 52 |
| Less than 3 years of Social Science | 1,194 | 8 | 21.7 | 56 | 185,561 | 13 | 20.4 | 45 |
| No Soc Sci course/grade information reported | 1,079 | 7 | 21.8 | 52 | 98,548 | 7 | 21.1 | 50 |
| NATURAL SCIENCE COURSE PATTERN | N | Percent Taking Pattern | Avg ACT Science | Percent Meeting Benchmark | N | Percent Taking Pattern | Avg ACT Science | Percent Meeting Benchmark |
| Gen Sci[1], Bio, Chem, & Phys | 3,922 | 25 | 21.9 | 35 | 453,654 | 32 | 22.2 | 38 |
| Bio, Chem, Phys | 3,370 | 21 | 23.7 | 51 | 134,033 | 9 | 23.2 | 47 |
| Gen Sci[1], Bio, Chem (Min. Core) | 4,118 | 26 | 20.3 | 21 | 435,183 | 31 | 20.1 | 20 |
| Other comb of 3 years of Natural Science | 316 | 2 | 20.0 | 19 | 40,179 | 3 | 20.1 | 22 |
| Less than 3 years of Natural Science | 3,029 | 19 | 20.6 | 25 | 259,142 | 18 | 18.7 | 13 |
| No Nat Sci course/grade information reported | 1,129 | 7 | 20.9 | 29 | 99,750 | 7 | 20.6 | 29 |

[1]Includes General, Physical and Earth Sciences.

# Section IV
# Career and Educational Aspirations

## Table 4.1. Distribution of Planned Educational Majors for All Students and by College Plans

| Planned Educational Major | All Students | | | Plan on 2 Years or Less of College | | | Plan on 4 Years or More of College | | |
|---|---|---|---|---|---|---|---|---|---|
| | N[1] | Percent[2] | Avg ACT Comp | N | Percent[2] | Avg ACT Comp | N | Percent[2] | Avg ACT Comp |
| Agriculture Sciences & Technologies | 145 | 1 | 20.7 | 14 | 3 | 18.1 | 125 | 1 | 21.0 |
| Architecture & Environmental Design | 269 | 2 | 21.9 | 5 | 1 | 17.8 | 249 | 2 | 21.9 |
| Business & Management | 1,539 | 10 | 21.6 | 25 | 6 | 16.6 | 1,426 | 11 | 21.6 |
| Business & Office | 89 | 1 | 20.1 | 3 | 1 | 18.3 | 78 | 1 | 20.3 |
| Marketing & Distribution | 149 | 1 | 20.9 | 1 | 0 | 16.0 | 145 | 1 | 20.9 |
| Communications & Comm. Technologies | 487 | 3 | 21.7 | 12 | 3 | 16.9 | 450 | 3 | 21.8 |
| Community & Personal Services | 286 | 2 | 19.0 | 26 | 6 | 17.4 | 249 | 2 | 19.2 |
| Computer & Information Sciences | 265 | 2 | 21.7 | 11 | 3 | 18.4 | 246 | 2 | 21.8 |
| Cross-Disciplinary Studies | 24 | 0 | 24.3 | 0 | 0 | . | 22 | 0 | 24.5 |
| Education | 854 | 5 | 20.9 | 14 | 3 | 16.8 | 802 | 6 | 20.9 |
| Teacher Education | 420 | 3 | 20.8 | 3 | 1 | 19.0 | 401 | 3 | 20.8 |
| Engineering | 625 | 4 | 24.5 | 5 | 1 | 16.8 | 590 | 4 | 24.7 |
| Engineering-Related Technologies | 365 | 2 | 22.4 | 8 | 2 | 15.3 | 342 | 3 | 22.6 |
| Foreign Languages | 92 | 1 | 23.6 | 1 | 0 | 27.0 | 82 | 1 | 23.7 |
| Health Sciences & Allied Health Fields | 3,029 | 19 | 21.8 | 109 | 26 | 17.5 | 2,806 | 21 | 22.0 |
| Human, Family & Consumer Science | 127 | 1 | 19.9 | 10 | 2 | 18.9 | 109 | 1 | 19.9 |
| Letters | 94 | 1 | 25.0 | 5 | 1 | 18.2 | 82 | 1 | 25.4 |
| Mathematics | 91 | 1 | 24.8 | 0 | 0 | . | 85 | 1 | 25.0 |
| Philosophy, Religion & Theology | 123 | 1 | 22.1 | 2 | 0 | 17.5 | 107 | 1 | 22.3 |
| Sciences (Biological & Physical) | 996 | 6 | 24.9 | 3 | 1 | 21.3 | 941 | 7 | 24.9 |
| Social Sciences | 924 | 6 | 22.8 | 10 | 2 | 17.1 | 871 | 6 | 22.9 |
| Trade & Industrial | 119 | 1 | 18.5 | 48 | 11 | 18.0 | 66 | 0 | 18.9 |
| Visual & Performing Arts | 700 | 4 | 21.5 | 24 | 6 | 18.2 | 638 | 5 | 21.7 |
| Undecided | 2,149 | 14 | 22.1 | 65 | 15 | 16.9 | 1,880 | 14 | 22.3 |
| No Response | 1,923 | 12 | 21.8 | 17 | 4 | 17.8 | 743 | 5 | 22.7 |

[1]2-Year and 4-Year N's do not reflect "Missing" and "Other" institution types, therefore they may not add up to the N for *All Students*.

[2]Percent of students tested.

## Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

| Educational Degree Aspirations | All Racial/Ethnic Groups Combined | | African-Am./ Black | | Am. Indian/ Alaska Native | | Caucasian-Am./ White | | Hispanic | | Asian-Am./ Pacific Islander | | Other/No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Average | N | Average | N | Average | N | Average | N | Average | N | Average | N | Average |
| Voc-Tech | 54 | 17.4 | 7 | 13.3 | 0 | . | 41 | 18.0 | 1 | 17.0 | 0 | . | 5 | 18.2 |
| 2-yr College Degree | 367 | 17.5 | 46 | 14.2 | 0 | . | 285 | 18.1 | 11 | 14.7 | 4 | 14.3 | 21 | 18.5 |
| Bachelors Degree | 6,576 | 20.7 | 583 | 16.6 | 14 | 18.1 | 5,304 | 21.2 | 177 | 18.2 | 55 | 21.1 | 443 | 21.1 |
| Graduate Study | 2,983 | 23.5 | 237 | 18.6 | 5 | 25.6 | 2,382 | 24.0 | 76 | 22.5 | 52 | 23.4 | 231 | 23.7 |
| Prof. Level Degree | 3,976 | 23.9 | 466 | 18.8 | 13 | 23.8 | 2,801 | 24.6 | 131 | 21.4 | 170 | 26.1 | 395 | 24.2 |
| Other | 220 | 18.7 | 31 | 15.1 | 2 | 17.5 | 151 | 19.5 | 6 | 16.7 | 7 | 18.6 | 23 | 19.5 |
| No Response | 1,708 | 21.9 | 191 | 16.3 | 6 | 24.3 | 976 | 22.5 | 54 | 18.1 | 35 | 25.5 | 446 | 23.3 |

## Table 4.3. Students' Score Report Preferences at Time of Testing

| Name | State | Number of Students | | | Percent of Students in College Readiness Standards Ranges | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | 1st Choice | 2nd-6th Choice | 01-12 | 13-15 | 16-19 | 20-23 | 24-27 | 28-32 | 33-36 |
| INDIANA UNIVERSITY BLOOMINGTON | Indiana | 4,496 | 1,818 | 2,678 | 1 | 5 | 20 | 32 | 27 | 14 | 2 |
| PURDUE UNIVERSITY | Indiana | 3,808 | 1,419 | 2,389 | 0 | 3 | 17 | 31 | 29 | 16 | 2 |
| BALL STATE UNIVERSITY | Indiana | 3,333 | 1,025 | 2,308 | 1 | 7 | 29 | 35 | 21 | 7 | 1 |
| INDIANA UNIV-PURDUE UNIV INDIANAPOLIS | Indiana | 2,226 | 709 | 1,517 | 2 | 9 | 31 | 34 | 18 | 6 | 0 |
| BUTLER UNIVERSITY | Indiana | 1,387 | 335 | 1,052 | 1 | 3 | 14 | 28 | 34 | 18 | 2 |
| UNIVERSITY OF SOUTHERN INDIANA | Indiana | 1,291 | 424 | 867 | 1 | 9 | 34 | 32 | 17 | 6 | 0 |
| INDIANA STATE UNIVERSITY | Indiana | 1,201 | 271 | 930 | 2 | 14 | 36 | 29 | 15 | 3 | 0 |
| UNIVERSITY OF INDIANAPOLIS | Indiana | 1,042 | 210 | 832 | 2 | 10 | 33 | 30 | 18 | 6 | 0 |
| UNIVERSITY OF EVANSVILLE | Indiana | 690 | 141 | 549 | 0 | 5 | 19 | 32 | 29 | 13 | 1 |
| INDIANA UNIV-PURDUE UNIV AT FORT WAYNE | Indiana | 601 | 192 | 409 | 1 | 10 | 35 | 30 | 17 | 6 | 0 |
| UNIVERSITY OF NOTRE DAME | Indiana | 568 | 166 | 402 | 0 | 1 | 8 | 18 | 32 | 34 | 7 |
| NCAA ELIGIBILITY CENTER | Indiana | 536 | 286 | 250 | 0 | 12 | 25 | 34 | 19 | 10 | 1 |
| DEPAUW UNIVERSITY | Indiana | 502 | 104 | 398 | 0 | 5 | 10 | 25 | 32 | 24 | 3 |
| VINCENNES UNIVERSITY | Indiana | 453 | 110 | 343 | 3 | 18 | 43 | 25 | 10 | 1 | 0 |
| INDIANA WESLEYAN UNIVERSITY | Indiana | 371 | 142 | 229 | 1 | 4 | 19 | 33 | 32 | 10 | 1 |
| ROSE-HULMAN INSTITUTE OF TECHNOLOGY | Indiana | 361 | 80 | 281 | 0 | 0 | 6 | 19 | 38 | 33 | 5 |
| VALPARAISO UNIVERSITY | Indiana | 352 | 66 | 286 | 0 | 5 | 19 | 29 | 26 | 16 | 4 |
| UNIVERSITY OF LOUISVILLE | Kentucky | 338 | 121 | 217 | 1 | 6 | 30 | 34 | 22 | 7 | 0 |
| IVY TECH COMM COLL-CENTRAL INDIANA | Indiana | 333 | 75 | 258 | 5 | 22 | 44 | 22 | 6 | 2 | 0 |
| ANDERSON UNIVERSITY | Indiana | 325 | 95 | 230 | 1 | 8 | 26 | 34 | 23 | 9 | 1 |
| HANOVER COLLEGE | Indiana | 292 | 78 | 214 | 1 | 4 | 14 | 32 | 28 | 19 | 1 |
| FRANKLIN COLLEGE | Indiana | 291 | 62 | 229 | 1 | 8 | 28 | 35 | 22 | 7 | 0 |
| MARIAN COLLEGE | Indiana | 290 | 64 | 226 | 3 | 11 | 34 | 30 | 16 | 6 | 0 |
| MIAMI UNIVERSITY | Ohio | 282 | 55 | 227 | 0 | 2 | 7 | 22 | 36 | 30 | 3 |
| UNIVERSITY OF SAINT FRANCIS-IN | Indiana | 248 | 81 | 167 | 2 | 8 | 37 | 30 | 18 | 5 | 0 |
| MANCHESTER COLLEGE | Indiana | 233 | 41 | 192 | 1 | 10 | 28 | 32 | 21 | 6 | 2 |
| TAYLOR UNIVERSITY | Indiana | 231 | 46 | 185 | 0 | 2 | 17 | 29 | 26 | 23 | 3 |
| NORTHWESTERN UNIVERSITY | Illinois | 213 | 42 | 171 | 0 | 1 | 3 | 11 | 25 | 48 | 12 |
| INDIANA UNIVERSITY SOUTHEAST | Indiana | 212 | 59 | 153 | 1 | 5 | 35 | 36 | 21 | 2 | 0 |
| WESTERN KENTUCKY UNIVERSITY | Kentucky | 209 | 40 | 169 | 1 | 7 | 35 | 34 | 19 | 3 | 0 |
| All Other Institutions | | 13,607 | 3,506 | 10,101 | 1 | 8 | 22 | 27 | 23 | 16 | 3 |
| Total | | 40,322 | 11,863 | 28,459 | 1 | 7 | 23 | 30 | 24 | 13 | 2 |

# Section V
# Optional Writing Test Results

## Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing

| | N | | Average ACT Scores | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | English | | Essay | | English/Writing Combined | |
| | State | National | State | National | State | National | State | National |
| **All Students** | **10,824** | **770,529** | **21.9** | **21.4** | **7.3** | **7.3** | **21.3** | **20.9** |
| African Am./Black | 969 | 86,049 | 16.8 | 16.6 | 6.7 | 6.5 | 17.0 | 16.6 |
| Am. Indian/Alaska Native | 25 | 5,148 | 21.9 | 18.9 | 6.9 | 6.7 | 21.0 | 18.5 |
| Caucasian Am./White | 8,082 | 464,177 | 22.4 | 22.5 | 7.3 | 7.4 | 21.7 | 21.8 |
| Hispanic | 341 | 71,060 | 18.7 | 18.3 | 7.1 | 7.1 | 18.8 | 18.5 |
| Asian Am./Pacific Islander | 252 | 37,359 | 24.7 | 23.1 | 8.1 | 7.9 | 24.0 | 22.6 |
| Other/No Response | 1,155 | 106,736 | 22.9 | 22.2 | 7.4 | 7.5 | 22.1 | 21.7 |
| Males | 4,382 | 327,613 | 21.5 | 20.9 | 7.0 | 7.0 | 20.7 | 20.2 |
| Females | 6,087 | 421,968 | 22.2 | 21.7 | 7.5 | 7.6 | 21.6 | 21.3 |
| Missing | 355 | 20,948 | 22.7 | 23.9 | 7.4 | 7.9 | 21.9 | 23.2 |

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2008 College-Bound Seniors

# State Profile Report

INDIANA

## Included in this Report

**SAT Reasoning Test™ Data**

**SAT Subject Tests™ Data**

**Demographic and Academic Information**

**College Plans**

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# The SAT® Program

The SAT Reasoning Test™ (formerly known as the SAT® I: Reasoning Test) assesses student reasoning based on knowledge and skills developed by the students in their course work. The SAT Subject Tests™ (formerly known as SAT II: Subject Tests) are a series of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Most students also complete the optional SAT Questionnaire (formerly known as the Student Descriptive Questionnaire) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores. *College-Bound Seniors 2008* includes students who tested through March 2008.

# Using This Report

*College-Bound Seniors* presents data for high school graduates in the year 2008 who participated in the SAT Program. Students are counted only once, no matter how often they tested, and only their latest scores and most recent SAT Questionnaire responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound population is relatively stable from year to year, SAT Questionnaire responses from these students can be considered highly accurate. Therefore, you can use this report to:

- interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors;
- study changes over time in the characteristics of students taking SAT tests; and
- look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT Reasoning Test and in schoolwork.
- not all students in a high school, school district, or state take the SAT Reasoning Test. Since the population of test-takers is self-selected, using aggregate SAT Reasoning Test scores to compare or evaluate teachers, schools, districts, states, or other educational units is not valid, and the College Board strongly discourages such uses.
- interpreting SAT Reasoning Test scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT Reasoning Test scores for any group, or subgroup, of test-takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test-takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT Reasoning Test mean scores reported for students will be higher than the national average.

# Statistical Definitions

The following terms are used throughout this report. For more statistical information, visit the College Board Web site at www.collegeboard.com.

**Mean**
The *mean* is the arithmetic average.

**Percentile**
The *percentile*, also called the percentile point, is the point on the measurement scale below which a specified percentage of scores falls. The 25th, 50th, and 75th percentile points are often reported for large data sets. The 50th percentile point is also called the median and, like the mean, is an average and a good indicator of the center of the distribution of scores. Comparing the 25th and 75th percentile points gives an idea of the range of scores in the populations reported in this document. Like the standard deviation, the difference between the scores associated with the 75th and 25th percentiles is an indication of the variability of the scores in a particular sample.

**Scaled score**
A *scaled score* is a score that has been converted from the raw score (number of questions answered correctly minus a fraction of the incorrect answers) for reporting. The SAT Program uses the 200–800 scale.

**Standard deviation (SD)**
The *standard deviation* (SD) is a measure of the variability of a set of scores. If test scores cluster tightly around the mean score, as they do when the group tested is relatively homogeneous, the standard deviation is smaller than it would be with a more diverse group and a greater scatter of scores around the mean.

# The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

**A note about changes to the SAT Questionnaire:**

In the 2006-2007 academic year, changes to the SAT Questionnaire were made. Sections of this report most notably affected by this change are Course-Taking Patterns and Intended College Major. In this year's report, the questionnaire responses of some students were not reported as their responses did not map to the current reporting tables. For complete details on the changes please visit www.collegeboard.com/cbs.

# Total Group Mean SAT Reasoning Test Scores

## College-Bound Seniors, 1972–2008

| | Critical Reading | | | Mathematics | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** | **Male** | **Female** | **Total** |
| 1972 | 531 | 529 | 530 | 527 | 489 | 509 | - | - | - |
| 1973 | 523 | 521 | 523 | 525 | 489 | 506 | - | - | - |
| 1974 | 524 | 520 | 521 | 524 | 488 | 505 | - | - | - |
| 1975 | 515 | 509 | 512 | 518 | 479 | 498 | - | - | - |
| 1976 | 511 | 508 | 509 | 520 | 475 | 497 | - | - | - |
| 1977 | 509 | 505 | 507 | 520 | 474 | 496 | - | - | - |
| 1978 | 511 | 503 | 507 | 517 | 474 | 494 | - | - | - |
| 1979 | 509 | 501 | 505 | 516 | 473 | 493 | - | - | - |
| 1980 | 506 | 498 | 502 | 515 | 473 | 492 | - | - | - |
| 1981 | 508 | 496 | 502 | 516 | 473 | 492 | - | - | - |
| 1982 | 509 | 499 | 504 | 516 | 473 | 493 | - | - | - |
| 1983 | 508 | 498 | 503 | 516 | 474 | 494 | - | - | - |
| 1984 | 511 | 498 | 504 | 518 | 478 | 497 | - | - | - |
| 1985 | 514 | 503 | 509 | 522 | 480 | 500 | - | - | - |
| 1986 | 515 | 504 | 509 | 523 | 479 | 500 | - | - | - |
| 1987 | 512 | 502 | 507 | 523 | 481 | 501 | - | - | - |
| 1988 | 512 | 499 | 505 | 521 | 483 | 501 | - | - | - |
| 1989 | 510 | 498 | 504 | 523 | 482 | 502 | - | - | - |
| 1990 | 505 | 496 | 500 | 521 | 483 | 501 | - | - | - |
| 1991 | 503 | 495 | 499 | 520 | 482 | 500 | - | - | - |
| 1992 | 504 | 496 | 500 | 521 | 484 | 501 | - | - | - |
| 1993 | 504 | 497 | 500 | 524 | 484 | 503 | - | - | - |
| 1994 | 501 | 497 | 499 | 523 | 487 | 504 | - | - | - |
| 1995 | 505 | 502 | 504 | 525 | 490 | 506 | - | - | - |
| 1996 | 507 | 503 | 505 | 527 | 492 | 508 | - | - | - |
| 1997 | 507 | 503 | 505 | 530 | 494 | 511 | - | - | - |
| 1998 | 509 | 502 | 505 | 531 | 496 | 512 | - | - | - |
| 1999 | 509 | 502 | 505 | 531 | 495 | 511 | - | - | - |
| 2000 | 507 | 504 | 505 | 533 | 498 | 514 | - | - | - |
| 2001 | 509 | 502 | 506 | 533 | 498 | 514 | - | - | - |
| 2002 | 507 | 502 | 504 | 534 | 500 | 516 | - | - | - |
| 2003 | 512 | 503 | 507 | 537 | 503 | 519 | - | - | - |
| 2004 | 512 | 504 | 508 | 537 | 501 | 518 | - | - | - |
| 2005 | 513 | 505 | 508 | 538 | 504 | 520 | - | - | - |
| 2006 | 505 | 502 | 503 | 536 | 502 | 518 | 491 | 502 | 497 |
| 2007 | 504 | 502 | 502 | 533 | 499 | 515 | 489 | 500 | 494 |
| 2008 | 504 | 500 | 502 | 533 | 500 | 515 | 488 | 501 | 494 |

NOTE: For 1972–1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987–1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996–1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. From 2000–2008, all scores are reported on the recentered scale.

# Table of Contents

# SAT Reasoning Test™ Data

Data in this report are for high school graduates in the year 2008. Information is summarized for seniors who took the SAT Reasoning Test™ at any time during their high school years through March 2008. If a student took the test more than once, the most recent score is used.

## Table 1: Overall Mean Scores

| SAT Reasoning Test | Test-Takers | Critical Reading | | Mathematics | | Writing * | | Writing Sub-Scores: Multiple Choice | | Writing Sub-Scores: Essay | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Total | 44,040 | 496 | 98 | 508 | 100 | 481 | 96 | 48.7 | 9.9 | 6.7 | 1.5 |

## Table 2: Mean Scores by Gender

| SAT Reasoning Test | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Sub-Scores: Multiple Choice | | Writing Sub-Scores: Essay | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Male | 20,152 | 501 | 101 | 528 | 102 | 475 | 96 | 48.4 | 9.8 | 6.5 | 1.6 |
| Female | 23,790 | 492 | 96 | 491 | 95 | 487 | 96 | 49.0 | 9.9 | 6.9 | 1.4 |
| No Response** | 98 | 452 | 85 | 444 | 98 | 431 | 91 | 43.5 | 9.6 | 6.2 | 1.6 |

## Table 3: Year in Which Seniors Last Took the SAT Reasoning Test

Scores are from the last administration in which seniors took the SAT Reasoning Test.

| SAT Reasoning Test | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Sub-Scores: Multiple Choice | | Writing Sub-Scores: Essay | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Senior (2007-2008) | 27,138 | 485 | 96 | 494 | 98 | 469 | 94 | 47.5 | 9.6 | 6.6 | 1.5 |
| Junior (2006-2007) | 16,761 | 515 | 99 | 530 | 99 | 501 | 97 | 50.7 | 9.9 | 6.8 | 1.5 |
| Sophomore (2005-2006) | 120 | 490 | 110 | 516 | 115 | 470 | 110 | 48.7 | 11.4 | 6.3 | 1.6 |
| Freshman (2004-2005) | 21 | 515 | | 548 | | 496 | | 50.5 | | 6.8 | |
| Total | 44,040 | 496 | 98 | 508 | 100 | 481 | 96 | 48.7 | 9.9 | 6.7 | 1.5 |

## Table 4: Mean Scores for Total Group

Mean scores for the total group may serve as points of reference when evaluating mean scores for the state.

| SAT Reasoning Test | Test-Takers | Critical Reading | | Mathematics | | Writing | | Writing Sub-Scores: Multiple Choice | | Writing Sub-Scores: Essay | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Total Group | 1,518,859 | 502 | 112 | 515 | 116 | 494 | 110 | 49.5 | 11.1 | 7.1 | 1.7 |

*Writing data are based on students who took the current version of the SAT Reasoning Test, first administered in March 2005. Of the 44,040 students in this report, 44,029 students have scores on the SAT writing section. The Writing test contains one essay (30% of the total score) and 49 multiple-choice questions (70% of the total score). Essay scores range from 2-12, with a very small percentage of students (less than .3%) receiving scores of 0 on the essay, for essays written completely off topic. Multiple-choice scores range from 20-80.

**'No Response' indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

NOTE: Mean scores are reported when there are 5 or more test-takers. Standard deviations are reported when there are 25 or more test-takers.

# SAT Reasoning Test Data

## Table 5: Percentiles for State and Total Group

A percentile represents the point below which a percentage of scores fall. Comparing the 25th percentile point to the 75th percentile point gives an idea of the range of performance in a group.

| SAT Reasoning Test | State | | | Total Group | | |
|---|---|---|---|---|---|---|
| Percentile | Critical Reading | Mathematics | Writing | Critical Reading | Mathematics | Writing |
| 75th | 560 | 580 | 540 | 580 | 590 | 570 |
| 50th | 490 | 500 | 480 | 500 | 510 | 490 |
| 25th | 430 | 440 | 410 | 420 | 430 | 420 |

## Table 6: Score Distributions

| SAT Reasoning Test | Critical Reading | | | Mathematics | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|
| Score Range | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 750–800 | 214 | 172 | 386 | 351 | 146 | 497 | 118 | 167 | 286 |
| 700-740 | 395 | 424 | 821 | 654 | 318 | 973 | 221 | 350 | 571 |
| 650-690 | 975 | 901 | 1,876 | 1,660 | 1,011 | 2,672 | 629 | 889 | 1,518 |
| 600-640 | 1,985 | 1,953 | 3,941 | 2,490 | 1,858 | 4,355 | 1,213 | 1,690 | 2,904 |
| 550-590 | 2,836 | 3,142 | 5,986 | 3,632 | 3,461 | 7,102 | 2,328 | 3,142 | 5,479 |
| 500-540 | 3,895 | 4,542 | 8,448 | 3,677 | 4,433 | 8,120 | 3,524 | 4,322 | 7,853 |
| 450-490 | 3,843 | 4,961 | 8,826 | 3,407 | 4,807 | 8,231 | 4,093 | 4,918 | 9,033 |
| 400-440 | 3,228 | 4,246 | 7,500 | 2,423 | 4,206 | 6,652 | 3,884 | 4,336 | 8,246 |
| 350-390 | 1,722 | 2,183 | 3,926 | 1,180 | 2,312 | 3,508 | 2,582 | 2,605 | 5,205 |
| 300-340 | 657 | 848 | 1,507 | 466 | 895 | 1,369 | 1,114 | 1,023 | 2,145 |
| 250-290 | 282 | 302 | 586 | 143 | 234 | 382 | 316 | 246 | 566 |
| 200-240 | 120 | 116 | 237 | 69 | 109 | 179 | 122 | 99 | 223 |

## Table 7: Type of High School

| SAT Reasoning Test | Test-Takers | | Percent by Gender | | Mean Scores | | |
|---|---|---|---|---|---|---|---|
| | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| Public | 36,053 | 90 | 45 | 54 | 492 | 505 | 477 |
| Religiously Affiliated | 3,468 | 9 | 49 | 51 | 527 | 534 | 518 |
| Independent | 638 | 2 | 54 | 46 | 568 | 576 | 557 |
| Other or Unknown | 3,881 | | | | | | |

## Table 8: Test-Taking Conditions

| SAT Reasoning Test | Test-Takers | | Critical Reading | | Mathematics | | Writing | |
|---|---|---|---|---|---|---|---|---|
| | Number | Pct | Mean | SD | Mean | SD | Mean | SD |
| Standard Conditions | 43,353 | 98 | 497 | 98 | 508 | 100 | 482 | 96 |
| Nonstandard Conditions | 687 | 2 | 445 | 107 | 462 | 114 | 428 | 101 |

NOTE: Percentiles are reported when there are 20 or more test-takers.

# Demographic Information

SAT Reasoning Test: Mean Scores by Gender Within Ethnicity

## Table 9: Total Mean Scores by Ethnicity

| SAT Reasoning Test | Test-Takers | | Critical Reading | | Mathematics | | Writing | |
|---|---|---|---|---|---|---|---|---|
| Test-Takers Who Described Themselves As: | Number | Pct | Mean | SD | Mean | SD | Mean | SD |
| American Indian or Alaska Native | 260 | 1 | 482 | 92 | 489 | 97 | 462 | 87 |
| Asian, Asian American, or Pacific Islander | 1,042 | 2 | 510 | 124 | 574 | 118 | 509 | 122 |
| Black or African American | 3,023 | 7 | 425 | 92 | 422 | 90 | 414 | 86 |
| Mexican or Mexican American | 906 | 2 | 460 | 87 | 466 | 88 | 447 | 84 |
| Puerto Rican | 156 | 0 | 470 | 89 | 466 | 94 | 454 | 88 |
| Other Hispanic, Latino, or Latin American | 502 | 1 | 468 | 94 | 476 | 92 | 453 | 95 |
| White | 35,968 | 82 | 504 | 95 | 516 | 96 | 488 | 93 |
| Other | 815 | 2 | 490 | 101 | 490 | 105 | 474 | 100 |
| No Response | 1,368 | 3 | 491 | 116 | 496 | 114 | 471 | 111 |
| Total | 44,040 | 100 | 496 | 98 | 508 | 100 | 481 | 96 |

## Table 10: Male Mean Scores by Ethnicity

| SAT Reasoning Test | Test-Takers | | Critical Reading | | Mathematics | | Writing | |
|---|---|---|---|---|---|---|---|---|
| Test-Takers Who Described Themselves As: | Number | Pct | Mean | SD | Mean | SD | Mean | SD |
| American Indian or Alaska Native | 138 | 0 | 491 | 97 | 513 | 97 | 459 | 94 |
| Asian, Asian American, or Pacific Islander | 532 | 1 | 509 | 126 | 587 | 115 | 501 | 120 |
| Black or African American | 1,289 | 3 | 419 | 94 | 428 | 94 | 403 | 85 |
| Mexican or Mexican American | 394 | 1 | 472 | 90 | 488 | 92 | 444 | 88 |
| Puerto Rican | 59 | 0 | 462 | 92 | 474 | 100 | 430 | 88 |
| Other Hispanic, Latino, or Latin American | 219 | 0 | 471 | 91 | 494 | 93 | 447 | 94 |
| White | 16,481 | 37 | 509 | 96 | 536 | 96 | 481 | 93 |
| Other | 357 | 1 | 498 | 103 | 512 | 109 | 474 | 103 |
| No Response | 683 | 2 | 493 | 118 | 513 | 115 | 463 | 112 |
| Total | 20,152 | 46 | 501 | 101 | 528 | 102 | 475 | 96 |

## Table 11: Female Mean Scores by Ethnicity

| SAT Reasoning Test | Test-Takers | | Critical Reading | | Mathematics | | Writing | |
|---|---|---|---|---|---|---|---|---|
| Test-Takers Who Described Themselves As: | Number | Pct | Mean | SD | Mean | SD | Mean | SD |
| American Indian or Alaska Native | 120 | 0 | 472 | 85 | 462 | 89 | 466 | 80 |
| Asian, Asian American, or Pacific Islander | 508 | 1 | 511 | 122 | 561 | 121 | 517 | 124 |
| Black or African American | 1,723 | 4 | 430 | 90 | 417 | 87 | 422 | 85 |
| Mexican or Mexican American | 510 | 1 | 452 | 84 | 449 | 80 | 449 | 81 |
| Puerto Rican | 94 | 0 | 478 | 85 | 465 | 87 | 471 | 85 |
| Other Hispanic, Latino, or Latin American | 283 | 1 | 465 | 96 | 463 | 89 | 458 | 96 |
| White | 19,425 | 44 | 499 | 93 | 499 | 91 | 494 | 93 |
| Other | 454 | 1 | 484 | 99 | 472 | 98 | 474 | 99 |
| No Response | 673 | 2 | 489 | 114 | 479 | 109 | 480 | 110 |
| Total | 23,790 | 54 | 492 | 96 | 491 | 95 | 487 | 96 |

# Demographic Information

SAT Reasoning Test: Student Background Information and Characteristics

## Table 12: Student Background Information and Characteristics

Student demographic information provides a broader context to aid in interpreting and understanding individual and group scores.

| SAT Reasoning Test | Test-Takers | | Critical Reading | | Mathematics | | Writing | |
|---|---|---|---|---|---|---|---|---|
| | Number | Pct | Mean | SD | Mean | SD | Mean | SD |
| All Test-Takers | 44,040 | 100 | 496 | 98 | 508 | 100 | 481 | 96 |
| **First Language Learned** | | | | | | | | |
| English | 39,088 | 93 | 497 | 97 | 507 | 98 | 481 | 94 |
| English and Another | 2,016 | 5 | 482 | 98 | 496 | 103 | 470 | 99 |
| Another Language | 963 | 2 | 459 | 113 | 511 | 124 | 459 | 114 |
| No Response | 1,973 | | | | | | | |
| **Citizenship** | | | | | | | | |
| U.S. Citizen / U.S. National | 41,050 | 98 | 496 | 97 | 507 | 98 | 481 | 95 |
| U.S. Permanent Resident or Refugee | 415 | 1 | 467 | 124 | 508 | 130 | 468 | 122 |
| Citizen of Another Country | 260 | 1 | 432 | 107 | 552 | 124 | 446 | 108 |
| Other, Unknown, or No Response | 2,315 | | | | | | | |
| **Disabling Condition** | | | | | | | | |
| Yes | 3,100 | 7 | 470 | 105 | 477 | 103 | 448 | 99 |
| Unknown or No Response | 40,940 | | | | | | | |
| **Plans to Apply for Financial Aid** | | | | | | | | |
| Yes | 30,785 | 76 | 494 | 97 | 504 | 98 | 478 | 95 |
| No | 2,475 | 6 | 507 | 95 | 523 | 99 | 495 | 94 |
| Don't Know | 7,030 | 17 | 501 | 99 | 517 | 99 | 486 | 96 |
| **Family Income** | | | | | | | | |
| $0 - $20,000 | 2,219 | 7 | 450 | 94 | 454 | 95 | 435 | 87 |
| $20,000–$40,000 | 4,859 | 15 | 468 | 94 | 476 | 94 | 451 | 89 |
| $40,000–$60,000 | 6,315 | 19 | 487 | 91 | 496 | 93 | 471 | 90 |
| $60,000–$80,000 | 6,740 | 20 | 495 | 93 | 507 | 94 | 479 | 90 |
| $80,000–$100,000 | 5,052 | 15 | 505 | 95 | 519 | 95 | 490 | 93 |
| $100,000–$120,000 | 3,324 | 10 | 510 | 94 | 529 | 95 | 496 | 92 |
| $120,000–$140,000 | 1,412 | 4 | 515 | 93 | 531 | 96 | 500 | 94 |
| $140,000–$160,000 | 930 | 3 | 519 | 94 | 537 | 96 | 506 | 90 |
| $160,000–$200,000 | 910 | 3 | 527 | 95 | 540 | 99 | 514 | 96 |
| More than $200,000 | 1,141 | 3 | 539 | 98 | 553 | 98 | 527 | 99 |
| No Response | 11,138 | | | | | | | |
| **Highest Level of Parental Education** | | | | | | | | |
| No High School Diploma | 787 | 2 | 432 | 89 | 449 | 90 | 419 | 80 |
| High School Diploma | 15,929 | 39 | 469 | 88 | 480 | 91 | 454 | 86 |
| Associate Degree | 4,530 | 11 | 479 | 87 | 493 | 89 | 464 | 84 |
| Bachelor's Degree | 11,695 | 29 | 513 | 94 | 524 | 96 | 496 | 92 |
| Graduate Degree | 7,745 | 19 | 542 | 101 | 553 | 101 | 528 | 100 |
| **Took the PSAT/NMSQT®** | | | | | | | | |
| Yes, As a Junior | 15,847 | 41 | 486 | 91 | 497 | 93 | 470 | 88 |
| Yes, As a Sophomore or Younger | 5,558 | 14 | 497 | 94 | 507 | 96 | 481 | 90 |
| Yes, As a Junior and As a Sophomore or Younger | 11,659 | 30 | 533 | 97 | 545 | 97 | 521 | 96 |
| No | 5,671 | 15 | 455 | 92 | 463 | 95 | 435 | 87 |

# Academic Information

Academic Record

## Table 13: High School Rank

| SAT Reasoning Test | Test-Takers | | Percent by Gender | | Mean Scores | | |
|---|---|---|---|---|---|---|---|
| | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| Highest Tenth | 7,221 | 26 | 38 | 62 | 571 | 589 | 562 |
| Second Tenth | 7,363 | 26 | 44 | 56 | 509 | 529 | 497 |
| Second Fifth | 6,383 | 23 | 48 | 52 | 479 | 493 | 462 |
| Final Three Fifths | 7,279 | 26 | 51 | 49 | 441 | 447 | 423 |
| No Response | 15,794 | | | | | | |

## Table 14: High School Grade Point Average

| SAT Reasoning Test | Test-Takers | | Percent by Gender | | Mean Scores | | |
|---|---|---|---|---|---|---|---|
| | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| A+ (97–100) | 2,013 | 5 | 38 | 62 | 605 | 625 | 600 |
| A (93–96) | 6,523 | 16 | 37 | 63 | 562 | 579 | 553 |
| A- (90–92) | 6,766 | 16 | 43 | 57 | 527 | 546 | 514 |
| B (80–89) | 19,485 | 47 | 46 | 54 | 475 | 484 | 458 |
| C (70–79) | 6,428 | 16 | 56 | 44 | 428 | 429 | 406 |
| D, E, or F (below 70) | 173 | 0 | 69 | 30 | 411 | 411 | 382 |
| No Response | 2,652 | | | | | | |
| **Mean Grade Point Average** | **All Students: 3.21** | | **Male: 3.12** | | **Female: 3.28** | | |

## Table 15: Average Years of Study in Six Academic Subjects

| SAT Reasoning Test | Average Years of Study | | | Grade Point Average: Each Subject | | |
|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total |
| Arts and Music | 2.1 | 2.5 | 2.3 | 3.67 | 3.84 | 3.77 |
| English and Language Arts | 3.9 | 3.9 | 3.9 | 3.14 | 3.40 | 3.28 |
| Foreign and Classical Languages | 2.7 | 2.9 | 2.8 | 3.04 | 3.30 | 3.18 |
| Mathematics | 3.8 | 3.8 | 3.8 | 3.05 | 3.04 | 3.04 |
| Natural Sciences | 3.4 | 3.4 | 3.4 | 3.17 | 3.20 | 3.19 |
| Social Sciences and History | 3.4 | 3.4 | 3.4 | 3.36 | 3.38 | 3.37 |
| **Total for All Subjects** | **19.3** | **19.9** | **19.6** | | | |

# Academic Information

Course-Taking Patterns

## Table 16: English, Mathematics

| English and Language Arts | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Years of Study** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| More Than 4 Years | 1,823 | 5 | 41 | 58 | 512 | 516 | 496 |
| 4 Years | 32,301 | 85 | 46 | 54 | 499 | 511 | 484 |
| 3 Years | 3,497 | 9 | 44 | 55 | 471 | 482 | 456 |
| 2 Years | 268 | 1 | 45 | 55 | 464 | 471 | 446 |
| 1 Year | 66 | 0 | 39 | 61 | 447 | 472 | 441 |
| 1/2 Year or Less | 57 | 0 | 56 | 40 | 438 | 456 | 415 |
| No Response | 6,028 | | | | | | |
| **Course Work or Experience** | | | | | | | |
| English/Language Arts | 35,781 | 96 | 45 | 55 | 497 | 508 | 482 |
| Journalism | 5,733 | 15 | 32 | 68 | 509 | 503 | 497 |
| Creative Writing | 8,239 | 22 | 41 | 58 | 499 | 498 | 484 |
| American Literature | 19,514 | 52 | 44 | 56 | 507 | 517 | 492 |
| Composition/Writing | 16,606 | 45 | 43 | 57 | 505 | 514 | 491 |
| British Literature | 8,353 | 22 | 44 | 56 | 526 | 532 | 509 |
| World Literature | 9,556 | 26 | 45 | 55 | 510 | 518 | 495 |
| Communications | 4,659 | 13 | 46 | 54 | 492 | 502 | 477 |
| Public Speaking | 14,970 | 40 | 43 | 57 | 507 | 515 | 492 |
| English As Second Language | 763 | 2 | 40 | 60 | 432 | 477 | 429 |
| AP®/Honors Courses | 12,573 | 33 | 38 | 62 | 554 | 558 | 541 |

| Mathematics | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Years of Study** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| More Than 4 Years | 3,528 | 9 | 51 | 49 | 528 | 568 | 515 |
| 4 Years | 25,474 | 67 | 45 | 55 | 504 | 515 | 489 |
| 3 Years | 8,457 | 22 | 43 | 56 | 468 | 466 | 450 |
| 2 Years | 567 | 1 | 47 | 53 | 439 | 433 | 420 |
| 1 Year | 61 | 0 | 51 | 49 | 435 | 425 | 407 |
| 1/2 Year or Less | 56 | 0 | 41 | 57 | 419 | 411 | 397 |
| No Response | 5,897 | | | | | | |
| **Highest Level of Mathematics Achieved*** | | | | | | | |
| Calculus | 8,954 | 23 | 50 | 50 | 559 | 598 | 547 |
| Pre-calculus | 13,655 | 36 | 42 | 58 | 505 | 519 | 491 |
| Trigonometry | 1,733 | 5 | 44 | 56 | 492 | 492 | 476 |
| Algebra II | 12,555 | 33 | 44 | 56 | 453 | 445 | 435 |
| Algebra I | 1,315 | 3 | 48 | 51 | 414 | 393 | 394 |
| AP/Honors Courses | 9,951 | 26 | 46 | 54 | 557 | 588 | 545 |

*To better reflect the relationship between students' SAT scores and their Mathematics course work, course work is now being displayed as the highest level of mathematics achieved. This means that each student is counted only once under their highest level of mathematics course taken.

# Academic Information

Course-Taking Patterns

## Table 17: Natural Sciences, Social Sciences and History

| Natural Sciences | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Years of Study** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| More Than 4 Years | 1,899 | 5 | 47 | 53 | 537 | 560 | 519 |
| 4 Years | 16,389 | 43 | 45 | 55 | 511 | 524 | 497 |
| 3 Years | 16,342 | 43 | 44 | 56 | 485 | 495 | 470 |
| 2 Years | 2,405 | 6 | 51 | 49 | 460 | 465 | 441 |
| 1 Year | 506 | 1 | 53 | 47 | 460 | 470 | 441 |
| 1/2 Year or Less | 252 | 1 | 40 | 60 | 444 | 447 | 422 |
| No Response | 6,247 | | | | | | |
| **Course Work or Experience** | | | | | | | |
| Biology | 36,957 | 98 | 45 | 55 | 497 | 508 | 482 |
| Chemistry | 34,027 | 90 | 44 | 56 | 502 | 514 | 487 |
| Physics | 17,530 | 46 | 52 | 48 | 515 | 536 | 499 |
| Geology, Earth, or Space Science | 15,564 | 41 | 47 | 53 | 470 | 475 | 454 |
| Other Sciences | 15,825 | 42 | 39 | 61 | 494 | 501 | 480 |
| AP/Honors Courses | 8,102 | 21 | 44 | 56 | 564 | 583 | 550 |

| Social Sciences and History | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Years of Study** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| More Than 4 Years | 1,460 | 4 | 45 | 54 | 514 | 519 | 497 |
| 4 Years | 16,765 | 44 | 46 | 54 | 502 | 507 | 486 |
| 3 Years | 15,130 | 40 | 45 | 55 | 497 | 515 | 483 |
| 2 Years | 3,909 | 10 | 44 | 55 | 476 | 492 | 461 |
| 1 Year | 458 | 1 | 41 | 59 | 452 | 461 | 437 |
| 1/2 Year or Less | 143 | 0 | 46 | 54 | 435 | 455 | 423 |
| No Response | 6,175 | | | | | | |
| **Course Work or Experience** | | | | | | | |
| U.S. History | 36,742 | 97 | 45 | 55 | 497 | 508 | 482 |
| World History or Cultures | 27,050 | 72 | 46 | 54 | 501 | 511 | 485 |
| U.S. Government or Civics | 32,181 | 85 | 44 | 55 | 498 | 509 | 483 |
| Economics | 30,054 | 80 | 44 | 56 | 499 | 510 | 484 |
| Geography | 17,762 | 47 | 45 | 55 | 486 | 500 | 472 |
| Psychology | 12,978 | 34 | 35 | 65 | 508 | 510 | 493 |
| European History | 3,470 | 9 | 51 | 49 | 540 | 538 | 519 |
| Sociology | 8,784 | 23 | 36 | 64 | 498 | 498 | 483 |
| Ancient History | 4,163 | 11 | 51 | 49 | 513 | 515 | 492 |
| Other Courses | 4,845 | 13 | 44 | 56 | 509 | 512 | 493 |
| AP/Honors Courses | 7,423 | 20 | 43 | 57 | 568 | 573 | 553 |

# Academic Information

Course-Taking Patterns

## Table 18: Foreign and Classical Languages

| Foreign and Classical Languages | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Years of Study** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| More Than 4 Years | 1,262 | 3 | 37 | 63 | 557 | 565 | 548 |
| 4 Years | 9,343 | 25 | 38 | 62 | 538 | 546 | 527 |
| 3 Years | 15,615 | 41 | 44 | 56 | 507 | 523 | 492 |
| 2 Years | 6,852 | 18 | 49 | 51 | 458 | 465 | 440 |
| 1 Year | 2,744 | 7 | 55 | 45 | 436 | 444 | 414 |
| 1/2 Year or Less | 2,221 | 6 | 60 | 39 | 417 | 424 | 392 |
| No Response | 6,003 | | | | | | |
| **Course Work or Experience** | | | | | | | |
| Chinese | 197 | 1 | 49 | 51 | 506 | 549 | 494 |
| French | 6,000 | 16 | 34 | 65 | 508 | 507 | 492 |
| German | 3,846 | 10 | 57 | 43 | 514 | 527 | 492 |
| Greek | 105 | 0 | 46 | 54 | 557 | 545 | 531 |
| Hebrew | 74 | 0 | 46 | 53 | 539 | 544 | 512 |
| Italian | 53 | 0 | 28 | 68 | 525 | 506 | 506 |
| Japanese | 858 | 2 | 58 | 42 | 528 | 538 | 497 |
| Korean | 40 | 0 | 43 | 55 | 444 | 567 | 462 |
| Latin | 1,823 | 5 | 45 | 54 | 538 | 538 | 517 |
| Russian | 72 | 0 | 42 | 57 | 501 | 505 | 478 |
| Spanish | 26,677 | 71 | 43 | 56 | 496 | 508 | 483 |
| Other Languages | 802 | 2 | 36 | 64 | 484 | 490 | 468 |
| AP/Honors Courses | 3,738 | 10 | 39 | 61 | 570 | 579 | 561 |

# Academic Information

Course-Taking Patterns

## Table 19: Arts and Music, Computers

| Arts and Music | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Years of Study** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| More Than 4 Years | 2,106 | 6 | 37 | 63 | 515 | 516 | 497 |
| 4 Years | 8,710 | 23 | 36 | 64 | 515 | 517 | 502 |
| 3 Years | 5,105 | 14 | 37 | 62 | 496 | 500 | 482 |
| 2 Years | 7,945 | 21 | 45 | 55 | 494 | 507 | 479 |
| 1 Year | 9,669 | 26 | 53 | 47 | 501 | 522 | 485 |
| 1/2 Year or Less | 4,148 | 11 | 58 | 41 | 451 | 465 | 431 |
| No Response | 6,357 | | | | | | |
| **Course Work or Experience** | | | | | | | |
| Acting or Play Production | 6,470 | 18 | 34 | 66 | 530 | 520 | 513 |
| Art History or Appreciation | 5,944 | 17 | 44 | 56 | 501 | 507 | 486 |
| Dance | 3,538 | 10 | 12 | 88 | 491 | 492 | 487 |
| Drama: Study or Appreciation | 4,820 | 14 | 31 | 68 | 515 | 505 | 499 |
| Music: Study or Appreciation | 4,206 | 12 | 47 | 53 | 526 | 520 | 507 |
| Music Performance | 15,030 | 42 | 38 | 62 | 515 | 519 | 500 |
| Photography or Film | 6,663 | 19 | 34 | 66 | 504 | 507 | 491 |
| Studio Art and Design | 7,122 | 20 | 39 | 61 | 511 | 520 | 497 |
| None | 6,948 | 20 | 59 | 40 | 463 | 487 | 447 |
| AP/Honors Courses | 1,619 | 4 | 39 | 61 | 554 | 556 | 542 |

| Computers | Test-Takers | | Percent by Gender | | SAT Reasoning Test Mean Scores | | |
|---|---|---|---|---|---|---|---|
| **Course Work or Experience** | Number | Pct | Male | Female | Critical Reading | Mathematics | Writing |
| Computer Literacy | 25,077 | 69 | 45 | 55 | 501 | 511 | 486 |
| Computer Programming | 5,767 | 16 | 58 | 42 | 487 | 508 | 470 |
| Word Processing | 27,172 | 75 | 45 | 55 | 502 | 512 | 486 |
| Internet Activity | 18,007 | 50 | 45 | 54 | 502 | 512 | 486 |
| Using Computer Graphics | 10,504 | 29 | 54 | 46 | 501 | 517 | 483 |
| Creating Spreadsheets/Databases | 12,614 | 35 | 47 | 53 | 504 | 520 | 489 |
| None | 3,051 | 8 | 37 | 63 | 497 | 505 | 483 |

# SAT Subject Tests™ Data

## Table 20: Number of Test-Takers and Tests for SAT Subject Tests

| Students Who Took SAT Subject Tests | | Students Who Took an SAT Subject Test and Also Took the SAT Reasoning Test | | | |
|---|---|---|---|---|---|
| Number of Test-Takers | Number of Tests | Number of Test-Takers | Critical Reading Mean | Mathematics Mean | Writing Mean |
| 1,279 | 3,305 | 1,188 | 633 | 651 | 625 |

**Students Who Took One or More Different SAT Subject Tests**

| Number of Tests Taken | Number of Test-Takers | Percent of Total Test-Takers Who Took One or More Tests |
|---|---|---|
| 1 | 122 | 10 |
| 2 | 417 | 33 |
| 3 | 646 | 51 |
| 4 or More | 94 | 7 |

## Table 21: Mean Scores for SAT Subject Tests and for Students Who Also Took the SAT Reasoning Test

Most, but not all, students who take SAT Subject Tests also take the SAT Reasoning Test. This table provides SAT Subject Test scores for students who took SAT Subject Tests. It also provides the SAT Reasoning Test scores for those students who also took the SAT Reasoning Test.

| | SAT Subject Test | | | SAT Reasoning Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Critical Reading | | Mathematics | | Writing | |
| **English** | N | Mean | SD | N | Mean | SD | Mean | SD | Mean | SD |
| Literature | 533 | 622 | 115 | 476 | 653 | 103 | 628 | 107 | 637 | 105 |
| **History and Social Studies** | | | | | | | | | | |
| U.S. History | 434 | 628 | 119 | 399 | 652 | 107 | 640 | 110 | 638 | 112 |
| World History | 41 | 594 | 117 | 39 | 626 | 135 | 597 | 114 | 599 | 135 |
| **Mathematics** | | | | | | | | | | |
| Mathematics Level 1 | 469 | 588 | 119 | 399 | 595 | 111 | 619 | 113 | 587 | 111 |
| Mathematics Level 2 | 661 | 683 | 96 | 629 | 645 | 101 | 694 | 78 | 645 | 98 |
| **Science** | | | | | | | | | | |
| Biology-E | 113 | 611 | 115 | 101 | 621 | 122 | 621 | 117 | 617 | 115 |
| Biology-M | 149 | 654 | 99 | 140 | 653 | 94 | 668 | 84 | 651 | 95 |
| Chemistry | 288 | 654 | 107 | 278 | 649 | 103 | 694 | 80 | 642 | 102 |
| Physics | 182 | 665 | 85 | 176 | 640 | 103 | 709 | 73 | 632 | 94 |
| **Foreign and Classical Languages** | | | | | | | | | | |
| Chinese/Listening | 12 | 783 | | 12 | 580 | | 693 | | 591 | |
| French | 102 | 616 | 116 | 102 | 668 | 87 | 641 | 83 | 663 | 86 |
| French/Listening | 29 | 594 | 114 | 28 | 645 | 99 | 641 | 95 | 650 | 93 |
| German | 12 | 507 | | 12 | 647 | | 672 | | 622 | |
| German/Listening | 12 | 612 | | 12 | 673 | | 674 | | 638 | |
| Modern Hebrew | | | | | | | | | | |
| Italian | 4 | | | 4 | | | | | | |
| Japanese/Listening | 3 | | | 3 | | | | | | |
| Korean/Listening | 17 | 786 | | 16 | 531 | | 703 | | 566 | |
| Latin | 19 | 593 | | 18 | 677 | | 665 | | 659 | |
| Spanish | 186 | 582 | 123 | 183 | 640 | 96 | 649 | 89 | 643 | 94 |
| Spanish/Listening | 39 | 647 | 119 | 38 | 640 | 88 | 639 | 91 | 633 | 89 |

# SAT Subject Tests Score Distributions

## Table 22: English, History and Social Studies

| SAT Subject Tests | English | | History and Social Studies | | | |
|---|---|---|---|---|---|---|
| | Literature | | U.S. History | | World History | |
| | N | Pct | N | Pct | N | Pct |
| 750-800 | 68 | 13 | 83 | 19 | 5 | 12 |
| 700-740 | 95 | 18 | 77 | 18 | 5 | 12 |
| 650-690 | 107 | 20 | 59 | 14 | 3 | 7 |
| 600-640 | 73 | 14 | 52 | 12 | 7 | 17 |
| 550-590 | 63 | 12 | 53 | 12 | 7 | 17 |
| 500-540 | 37 | 7 | 41 | 9 | 6 | 15 |
| 450-490 | 33 | 6 | 26 | 6 | 1 | 2 |
| 400-440 | 33 | 6 | 30 | 7 | 4 | 10 |
| 350-390 | 18 | 3 | 10 | 2 | 3 | 7 |
| 300-340 | 4 | 1 | 3 | 1 | | |
| 250-290 | 2 | 0 | | | | |
| 200-240 | | | | | | |
| Total | 533 | | 434 | | 41 | |
| Mean | 622 | | 628 | | 594 | |
| SD | 115 | | 119 | | 117 | |
| 75th percentile | 710 | | 730 | | 680 | |
| 50th percentile | 650 | | 650 | | 590 | |
| 25th percentile | 550 | | 530 | | 520 | |

## Table 23: Mathematics, Science

| SAT Subject Tests | Mathematics | | | | Science | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Mathematics Level 1 | | Mathematics Level 2 | | Biology-E | | Biology-M | | Chemistry | | Physics | |
| | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct |
| 750-800 | 29 | 6 | 224 | 34 | 10 | 9 | 27 | 18 | 69 | 24 | 36 | 20 |
| 700-740 | 83 | 18 | 107 | 16 | 21 | 19 | 28 | 19 | 48 | 17 | 34 | 19 |
| 650-690 | 73 | 16 | 105 | 16 | 22 | 19 | 36 | 24 | 45 | 16 | 48 | 26 |
| 600-640 | 70 | 15 | 107 | 16 | 19 | 17 | 23 | 15 | 44 | 15 | 28 | 15 |
| 550-590 | 51 | 11 | 61 | 9 | 8 | 7 | 15 | 10 | 37 | 13 | 20 | 11 |
| 500-540 | 38 | 8 | 25 | 4 | 13 | 12 | 10 | 7 | 19 | 7 | 10 | 5 |
| 450-490 | 47 | 10 | 25 | 4 | 9 | 8 | 3 | 2 | 12 | 4 | 4 | 2 |
| 400-440 | 43 | 9 | 5 | 1 | 6 | 5 | 4 | 3 | 8 | 3 | 2 | 1 |
| 350-390 | 29 | 6 | 2 | 0 | 3 | 3 | 2 | 1 | 6 | 2 | | |
| 300-340 | 6 | 1 | | | 2 | 2 | 1 | 1 | | | | |
| 250-290 | | | | | | | | | | | | |
| 200-240 | | | | | | | | | | | | |
| Total | 469 | | 661 | | 113 | | 149 | | 288 | | 182 | |
| Mean | 588 | | 683 | | 611 | | 654 | | 654 | | 665 | |
| SD | 119 | | 96 | | 115 | | 99 | | 107 | | 85 | |
| 75th percentile | 690 | | 770 | | 700 | | 730 | | 740 | | 730 | |
| 50th percentile | 610 | | 690 | | 630 | | 670 | | 670 | | 670 | |
| 25th percentile | 490 | | 620 | | 520 | | 600 | | 580 | | 610 | |

# SAT Subject Tests Score Distributions

## Table 24: Foreign and Classical Languages

| SAT Subject Tests | Foreign and Classical Languages | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Chinese/Listening | | French | | French/Listening | | German | | German/Listening | | Modern Hebrew | |
| | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct |
| 750-800 | 10 | 83 | 18 | 18 | 2 | 7 | | | 2 | 17 | | |
| 700-740 | 1 | 8 | 13 | 13 | 5 | 17 | | | 1 | 8 | | |
| 650-690 | 1 | 8 | 11 | 11 | 4 | 14 | 2 | 17 | 1 | 8 | | |
| 600-640 | | | 15 | 15 | 4 | 14 | 2 | 17 | 2 | 17 | | |
| 550-590 | | | 12 | 12 | 4 | 14 | 1 | 8 | 2 | 17 | | |
| 500-540 | | | 17 | 17 | 4 | 14 | | | 2 | 17 | | |
| 450-490 | | | 10 | 10 | 3 | 10 | 3 | 25 | 2 | 17 | | |
| 400-440 | | | 4 | 4 | 1 | 3 | 1 | 8 | | | | |
| 350-390 | | | 2 | 2 | 2 | 7 | 3 | 25 | | | | |
| 300-340 | | | | | | | | | | | | |
| 250-290 | | | | | | | | | | | | |
| 200-240 | | | | | | | | | | | | |
| Total | 12 | | 102 | | 29 | | 12 | | 12 | | | |
| Mean | 783 | | 616 | | 594 | | 507 | | 612 | | | |
| SD | | | 116 | | 114 | | | | | | | |
| 75th percentile | | | 720 | | 660 | | | | | | | |
| 50th percentile | | | 610 | | 590 | | | | | | | |
| 25th percentile | | | 510 | | 500 | | | | | | | |

## Table 25: Foreign and Classical Languages (continued)

| SAT Subject Tests | Foreign and Classical Languages | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Italian | | Japanese/Listening | | Korean/Listening | | Latin | | Spanish | | Spanish/Listening | |
| | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct | N | Pct |
| 750-800 | 1 | 25 | 1 | 33 | 16 | 94 | 2 | 11 | 23 | 12 | 10 | 26 |
| 700-740 | | | 1 | 33 | 1 | 6 | 3 | 16 | 17 | 9 | 8 | 21 |
| 650-690 | 1 | 25 | | | | | | | 19 | 10 | 5 | 13 |
| 600-640 | 2 | 50 | | | | | 5 | 26 | 26 | 14 | 7 | 18 |
| 550-590 | | | | | | | 3 | 16 | 35 | 19 | 1 | 3 |
| 500-540 | | | 1 | 33 | | | 2 | 11 | 15 | 8 | 2 | 5 |
| 450-490 | | | | | | | 2 | 11 | 23 | 12 | 2 | 5 |
| 400-440 | | | | | | | 2 | 11 | 15 | 8 | 1 | 3 |
| 350-390 | | | | | | | | | 9 | 5 | 2 | 5 |
| 300-340 | | | | | | | | | 4 | 2 | 1 | 3 |
| 250-290 | | | | | | | | | | | | |
| 200-240 | | | | | | | | | | | | |
| Total | 4 | | 3 | | 17 | | 19 | | 186 | | 39 | |
| Mean | | | | | 786 | | 593 | | 582 | | 647 | |
| SD | | | | | | | | | 123 | | 119 | |
| 75th percentile | | | | | | | | | 680 | | 740 | |
| 50th percentile | | | | | | | | | 590 | | 670 | |
| 25th percentile | | | | | | | | | 480 | | 580 | |

# College Plans

## Table 26: Intended College Major, Degree-Level Goal

| SAT Reasoning Test | Test-Takers | | Mean Scores | | |
|---|---|---|---|---|---|
| **Intended College Major** | Number | Pct | Critical Reading | Mathematics | Writing |
| Agriculture, Agriculture Operations, and Related Sciences | 357 | 1 | 474 | 489 | 456 |
| Architecture and Related Services | 704 | 2 | 484 | 530 | 471 |
| Area, Ethnic, Cultural and Gender Studies | 15 | 0 | 557 | 533 | 535 |
| Biological and Biomedical Sciences | 1,259 | 4 | 545 | 553 | 525 |
| Business Management, Marketing, and Related Support Services | 4,378 | 13 | 481 | 507 | 469 |
| Communication, Journalism and Related Programs | 1,183 | 3 | 515 | 497 | 503 |
| Computer and Information Sciences and Support Services | 1,085 | 3 | 507 | 529 | 469 |
| Construction Trades | 92 | 0 | 414 | 482 | 403 |
| Education | 3,623 | 11 | 479 | 485 | 470 |
| Engineering | 2,306 | 7 | 522 | 574 | 496 |
| Engineering Technologies/Technicians | 463 | 1 | 473 | 519 | 444 |
| English Language and Literature/Letters | 337 | 1 | 589 | 531 | 567 |
| Family and Consumer Sciences/Human Sciences | 124 | 0 | 478 | 469 | 468 |
| Foreign Languages, Literatures, and Linguistics | 264 | 1 | 569 | 538 | 546 |
| Health Professions and Related Clinical Services | 8,354 | 24 | 483 | 495 | 477 |
| History | 378 | 1 | 541 | 505 | 503 |
| Legal Professions and Studies | 835 | 2 | 511 | 509 | 493 |
| Liberal Arts and Sciences, General Studies, and Humanities | 227 | 1 | 550 | 527 | 529 |
| Library Science/Librarianship | 26 | 0 | 589 | 529 | 539 |
| Mathematics and Statistics | 192 | 1 | 543 | 622 | 534 |
| Mechanic and Repair Technologies/Technician | 198 | 1 | 429 | 461 | 403 |
| Military Sciences | 55 | 0 | 534 | 532 | 486 |
| Multi/Interdisciplinary Studies | 34 | 0 | 592 | 561 | 567 |
| Natural Resources and Conservation | 146 | 0 | 495 | 491 | 468 |
| Parks, Recreation, Leisure and Fitness Studies | 214 | 1 | 458 | 488 | 449 |
| Personal and Culinary Services | 155 | 0 | 460 | 453 | 434 |
| Philosophy and Religious Studies | 116 | 0 | 534 | 514 | 506 |
| Physical Sciences | 438 | 1 | 544 | 574 | 523 |
| Precision Production | 9 | 0 | 446 | 489 | 426 |
| Psychology | 1,411 | 4 | 512 | 493 | 495 |
| Public Administration and Social Services Professions | 140 | 0 | 468 | 458 | 457 |
| Security and Protective Services | 599 | 2 | 454 | 464 | 438 |
| Social Sciences | 426 | 1 | 560 | 533 | 536 |
| Theology and Religious Vocations | 153 | 0 | 546 | 542 | 516 |
| Transportation and Materials Moving | 36 | 0 | 478 | 497 | 442 |
| Visual and Performing Arts | 2,379 | 7 | 514 | 502 | 496 |
| Other | 452 | 1 | 474 | 481 | 455 |
| Undecided | 1,021 | 3 | 510 | 525 | 489 |
| **Degree-Level Goal** | | | | | |
| Certificate Program | 388 | 1 | 442 | 452 | 427 |
| Associate Degree | 865 | 2 | 426 | 435 | 410 |
| Bachelor's Degree | 14,862 | 37 | 477 | 489 | 461 |
| Master's Degree | 9,937 | 25 | 507 | 520 | 494 |
| Doctoral or Related Degree | 6,119 | 15 | 537 | 547 | 524 |
| Other | 161 | 0 | 435 | 449 | 422 |
| Undecided | 7,651 | 19 | 500 | 509 | 482 |

# College Plans

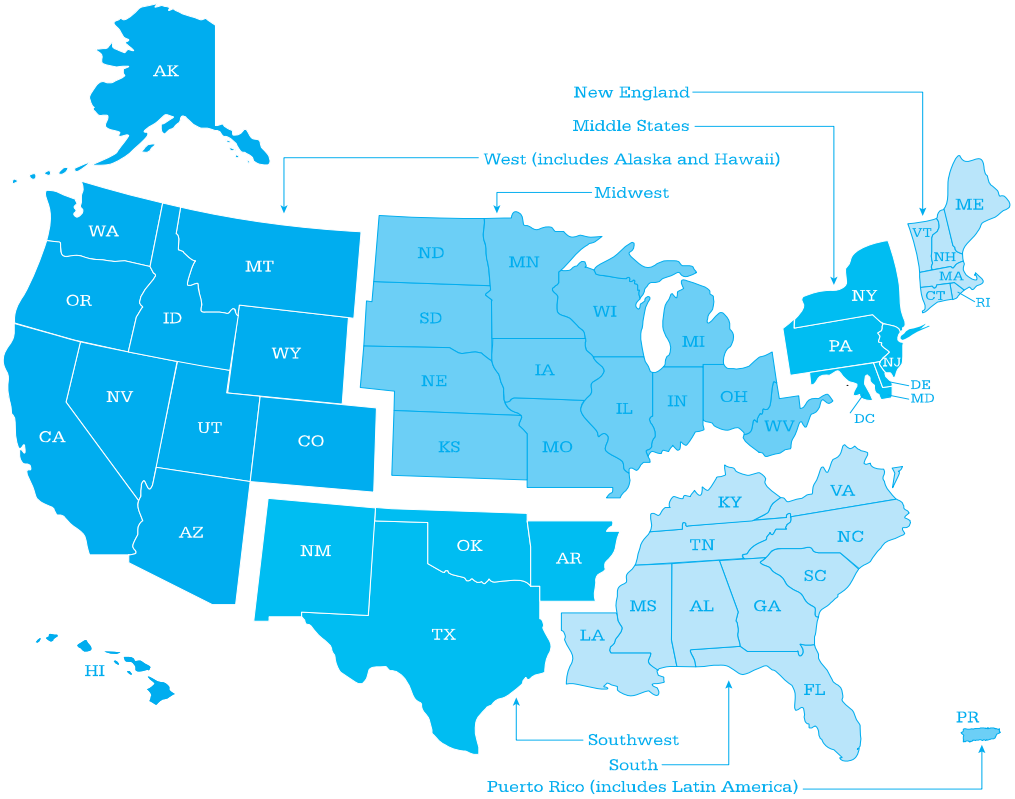
## Table 27: Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 44,131 students from your state who took the SAT Reasoning Test and/or an SAT Subject Test, 31,846 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 2,010 institutions received score reports from your students.

| Institution | State | Type | Number of Students | Percent of Score Senders* |
|---|---|---|---|---|
| INDIANA UNIVERSITY BLOOMINGTON | IN | Public | 15,040 | 47.2 |
| PURDUE UNIVERSITY WEST LAFAYETTE | IN | Public | 12,748 | 40.0 |
| BALL STATE UNIVERSITY | IN | Public | 11,924 | 37.4 |
| INDIANA UNIVERSITY PURDUE UNIVERSITY IND | IN | Public | 7,167 | 22.5 |
| INDIANA STATE UNIVERSITY | IN | Public | 4,699 | 14.8 |
| BUTLER UNIVERSITY | IN | Private | 4,051 | 12.7 |
| UNIVERSITY SOUTHERN INDIANA | IN | Public | 3,245 | 10.2 |
| UNIVERSITY OF INDIANAPOLIS | IN | Private | 2,922 | 9.2 |
| INDIANA UNIVERSITY PURDUE UNIVERSITY FOR | IN | Public | 2,406 | 7.6 |
| UNIVERSITY OF NOTRE DAME | IN | Private | 1,969 | 6.2 |
| UNIVERSITY OF EVANSVILLE | IN | Private | 1,813 | 5.7 |
| DEPAUW UNIVERSITY | IN | Private | 1,599 | 5.0 |
| VINCENNES UNIVERSITY | IN | Public | 1,541 | 4.8 |
| NCAA ELIGIBILITY CENTER | IA | Public | 1,467 | 4.6 |
| VALPARAISO UNIVERSITY | IN | Private | 1,255 | 3.9 |
| ANDERSON UNIVERSITY | IN | Private | 1,159 | 3.6 |
| INDIANA UNIVERSITY SOUTH BEND | IN | Public | 1,117 | 3.5 |
| PURDUE UNIVERSITY CALUMET | IN | Public | 1,108 | 3.5 |
| ROSE-HULMAN INSTITUTE OF TECHNOLOGY | IN | Private | 1,087 | 3.4 |
| INDIANA WESLEYAN UNIVERSITY | IN | Private | 1,081 | 3.4 |
| MANCHESTER COLLEGE | IN | Private | 975 | 3.1 |
| FRANKLIN COLLEGE | IN | Private | 962 | 3.0 |
| HANOVER COLLEGE | IN | Private | 956 | 3.0 |
| UNIVERSITY OF LOUISVILLE | KY | Public | 910 | 2.9 |
| MIAMI UNIVERSITY OXFORD | OH | Public | 852 | 2.7 |
| NORTHWESTERN UNIVERSITY | IL | Private | 812 | 2.5 |
| INDIANA UNIVERSITY NEW ALBANY | IN | Public | 780 | 2.4 |
| MARIAN COLLEGE INDIANAPOLIS | IN | Private | 758 | 2.4 |
| UNIVERSITY ST FRANCIS INDIANA | IN | Private | 748 | 2.3 |
| IVY TECH COMMUNITY COLLEGE INDIAPOLIS | IN | Public | 733 | 2.3 |
| UNIVERSITY OF MICHIGAN ANN ARBOR | MI | Public | 701 | 2.2 |
| INDIANA UNIVERSITY GARY | IN | Public | 687 | 2.2 |
| TAYLOR UNIVERSITY UPLAND CAMPUS | IN | Private | 647 | 2.0 |
| TRI-STATE UNIVERSITY | IN | Private | 628 | 2.0 |
| WABASH COLLEGE | IN | Private | 585 | 1.8 |
| LOYOLA UNIVERSITY CHICAGO | IL | Private | 584 | 1.8 |
| PURDUE UNIVERSITY NORTH CENTRAL CAMPUS | IN | Public | 582 | 1.8 |
| BETHEL COLLEGE INDIANA | IN | Private | 564 | 1.8 |
| OHIO STATE UNIVERSITY COLUMBUS | OH | Public | 562 | 1.8 |
| UNIVERSITY OF CHICAGO | IL | Private | 560 | 1.8 |
| UNIVERSITY OF KENTUCKY LEXINGTON | KY | Public | 555 | 1.7 |
| HUNTINGTON UNIVERSITY | IN | Private | 538 | 1.7 |
| INDIANA UNIVERSITY KOKOMO | IN | Public | 501 | 1.6 |
| SAINT JOSEPHS COLLEGE | IN | Private | 476 | 1.5 |
| NATIONAL MERIT SCHOLARSHIP PROGRAM | IL | Scholarship | 467 | 1.5 |

*Of your students who designated that their SAT Reasoning Test and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

# Areas Served by College Board Regional Offices




### National Office
45 Columbus Avenue
New York, NY 10023-6992
212 713-8000
212 713-8255 (Fax)

### Middle States Regional Office
Two Bala Plaza, Suite 900
Bala Cynwyd, PA 19004-1501
866 392-3019
610 227-2580 (Fax)

### Midwestern Regional Office
6111 N. River Road, Suite 550
Rosemont, IL 60018-5158
866 392-4086
847 653-4528 (Fax)

### New England Regional Office
470 Totten Pond Road
Waltham, MA 02451-1982
866 392-4089
781 663-2743 (Fax)

### Southern Regional Office
3700 Crestwood Parkway NW, Suite 700
Duluth, GA 30096-7155
866 392-4088
770 225-4062 (Fax)

### Southwestern Regional Office
4330 Gaines Ranch Loop, Suite 200
Austin, TX 78735-6735
866 392-3017
512 721-1841 (Fax)

### Western Regional Office
2099 Gateway Place, Suite 550
San Jose, CA 95110-1051
866 392-4078
408 367-1459 (Fax)

### Puerto Rico and Latin America Office
208 Ponce de León Avenue, Suite 1501
San Juan, PR 00918-1017
Mailing address:
P.O. Box 71101
San Juan, PR 00936-8001
787 772-1200
787 759-8629 (Fax - Reception area)
787 764-4306 (Fax - Director's office)

### International Education Office
1233 20th Street NW, Suite 600
Washington, DC 20036-2375
202 741-4700
202 741-4745 (Fax)

### Washington Office
1233 20th Street NW, Suite 600
Washington, DC 20036-2375
202 741-4700
202 741-4743 (Fax)

### Florida Office
1545 Raymond Diehl Road, Suite 250
Tallahassee, FL 32308-1500
850 521-4900
850 521-4921(Fax)

### New York State Office
122 South Swan Street
Albany, NY 12210-1715
518 472-1515
518 472-1516 (Fax)

### Sacramento Office
915 L Street, Suite 1200
Sacramento, CA 95814-3705
916 444-6262
916 444-2868 (Fax)

CollegeBoard AP

The 5th Annual

# AP® Report to the Nation

February 4, 2009

## A Word About Comparing States and Schools

**While AP® Exams are valid measures of students' content mastery of college-level studies in specific academic disciplines, they should never be used as sole measures for gauging educational excellence and equity.**

## Table of **Contents**

### Introduction



### Themes of Equity and Excellence



## Additional **Data Available Online**

The following data are available exclusively at www.collegeboard.com/apreport:

- **Graduating Class of 2008 Subject-Specific Results:** See the participation and performance results in each specific AP subject, including gender and race/ethnicity breakdowns for each subject, the number of examinees at each AP score point for specific subjects, and more.
- **State-Specific Reports:** See current and five-year trends, including AP participation and performance data for all ethnicities and low-income students, for each state and the District of Columbia.
- **AP Exams Taken in U.S. Public Schools by the Graduating Class of 2008:** See raw numbers of exams taken by the 2008 graduating class, by subject, race/ethnicity and AP score point.
- **Changes in equity and excellence from 2003 to 2008:** See trends in African American, Latino, and American Indian student performance and participation.
- **Raw numbers behind percentages in Table 1 and additional AP Program data at a glance.**

## Introduction

Educators across the United States continue to enable a wider and ethnically diverse proportion of students to achieve success in AP®. Significant inequities remain, however, which can result in traditionally underserved students not receiving the sort of AP opportunities that can best prepare them for college success. "The 5th Annual AP Report to the Nation" uses a combination of state, national and AP Program data to provide each U.S. state with the context it can use to celebrate its successes, understand its unique challenges and set meaningful, data-driven goals to prepare more students for success in college.

## Highlights

**Across the nation, educators and policymakers are helping a wider segment of the U.S. student population experience success in AP (see Table 1):**

- 15.2 percent of the public school graduating class of 2008 had access to an AP experience that resulted in a score of 3 or higher — the score research shows to be indicative of students learning at levels that increase the likelihood of success in college. This achievement represents a significant and consistent improvement since the class of 2003, when 12.2 percent of graduates experienced success in AP. Eighteen states equaled or exceeded the national percentage of 15.2 percent.

**Increasing numbers of African American, Latino and American Indian students are participating in AP, but these students remain underrepresented in AP (see Figure 2):**

- Hispanic or Latino students represent 15.4 percent of the public school graduating class of 2008 and 14.8 percent of the AP examinee population.
- Black or African American students represent 14.4 percent of the public school graduating class of 2008 and 7.8 percent of the AP examinee population.
- American Indian or Alaska Native students represent 1.1 percent of the public school graduating class of 2008 and 0.6 percent of the AP examinee population.

A number of individual public schools are recognized in the Report because they have the largest number of African American and Latino students from the class of 2008 experiencing success in particular AP subjects. See Table 3 on page 11 for details.

This Report shows the racial/ethnic demographics of the total graduating class compared to the racial/ethnic demographics of the AP population scoring 3 or higher on an AP Exam (see Table 2). **An equity and excellence gap appears when traditionally underserved students comprise a smaller percentage of the successful student group than the percentage these students represent in the graduating class.**

- 18 states closed the equity and excellence gap for Hispanic or Latino students.
- 16 states closed the equity and excellence gap for American Indian or Alaska Native students.

**More low-income students are participating and experiencing success in AP than ever before:**

- 17.0 percent of AP examinees from the graduating class of 2008 were low-income students, up from 16.2 percent in the class of 2007 and 11.6 percent in the class of 2003.
- Low-income students made up 13.4 percent of the students experiencing success in AP from the graduating class of 2008, compared to 13.1 percent from the class of 2007 and 9.8 percent from the class of 2003.

See State Reports online for details.

**Note**: Because the number of low-income students in the total graduating class is not available, we are unable to report on equity and excellence gaps, as defined above, for low-income students.

## The Significance of These Findings

With 75 percent of U.S. high school graduates entering college, the nation is steadily democratizing entrance to college.[1] But high college dropout rates and the fact that about half of all college freshmen are taking at least one remedial course show that it is not enough simply for secondary schools to help students gain admission.[2]

If the U.S. is to succeed in democratizing what really counts — successful college degree completion — the gulf between high school graduation standards and freshman college course requirements must be eliminated. Throughout the "AP Report to the Nation," "success on an AP Exam" is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability,[3] which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

While students earning 1s and 2s on AP Exams do not always demonstrate stronger college outcomes than non-AP students, Boston College[4] researchers did find that such AP students had nonetheless developed stronger content mastery of advanced math and physics than U.S. students who had not taken AP courses. AP Calculus students — even those scoring 1s and 2s on the AP Exam — demonstrated calculus knowledge comparable to that of students from the top-performing country, France. Similarly, even those students who earned AP Physics scores of 1 or 2 were bested only by students from the top three nations, Norway, Sweden and the Russian Federation.

Because more research is needed, however, to establish the conditions under which AP Exam scores lower than 3 relate to college success, this Report uses an AP Exam score of 3 or higher as the definition of success.

## About the AP® Program

AP is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. With 37 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the AP label.

AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

[1] Kati Haycock, "Closing the Achievement Gap," Educational Leadership (2001), Association for Supervision and Curriculum Development.

[2] "Preparing Students for Success in College," Policy Matters (2005), American Association of State Colleges and Universities.

[3] Chrys Dougherty, Lynn Mellor, and Shuling Jian, "The Relationship Between Advanced Placement and College Graduation" (2005), National Center for Educational Accountability.

[4] Eugenio J. Gonzalez, Kathleen M. O'Connor, and Julie A. Miles, "How Well Do Advanced Placement Students Perform on the TIMSS Advanced Mathematics and Physics Tests?" (2001), The International Study Center, Lynch School of Education, Boston College.

## Notes About Data Contained in the Report

Throughout the "AP Report to the Nation," "success on an AP Exam" is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation.

Because the chief purpose of the Report is to provide state departments of education with data to gauge their successes and to identify current challenges in providing equitable educational opportunities (and because current, reliable racial/ethnic demographic data for nonpublic schools are not available for all states), the data in this report represent public schools only. While AP Exams serve as valid measures of students' content mastery of college-level studies in specific academic disciplines, AP Exam performance should never be used as the sole measure for gauging educational excellence and equity.

Finally, throughout the Report, public high school graduates represent projections supplied in "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education (WICHE). Previous years' Reports used projections from WICHE's 2003 publication. As a result, data related to the class of 2007 in this year's Report may vary from what was reported in last year's "AP Report to the Nation." Variances are due to revised projections for the class of 2007 that appear in WICHE's 2008 publication.

# Themes of Equity and Excellence

### Across the nation, educators and policymakers are helping a wider segment of the U.S. student population experience success in AP.

- 15.2 percent of the public school graduating class of 2008 had access to an AP experience that resulted in a score of 3 or higher — the score predictive of college success. This represents a 3.0 percent increase over the graduating class of 2003. Eighteen states equaled or exceeded the national percentage of 15.2 percent.
- For the first time in the history of this Report, **Maryland** ranked first in the nation for having the largest percentage of a state's public school students scoring 3 or higher on at least one AP Exam during high school (23.4 percent).
- **Vermont** saw the largest five-year increase in the percentage of its student population scoring 3 or higher on at least one AP Exam during high school (6.0 percent).
- **Maine** experienced the largest single-year increase in the percentage of its student population scoring 3 or higher on at least one AP Exam during high school (2.3 percent).

Credit for these successes goes to educators at all levels for preparing students for the rigors of college-level AP course work. Educators and policymakers should be especially commended for increasing access to AP among traditionally underserved students, for providing teachers with sustained and ongoing professional development, and for building Vertical Teams across the middle and high school years so that all students acquire the knowledge, abilities and skills needed to engage in a higher level of learning.

## Table 1: AP Equity and Excellence

### Percentage of Students Scoring 3 or Higher on an AP Exam During High School

**U.S. Public Schools: High School Class of 2008, 2007 and 2003**

| | Percentage of Students Scoring a 3 or Higher on an AP Exam During High School[5] | | | | |
|---|---|---|---|---|---|
| | High School Class of | | | % Change | |
| State | 2003 | 2007 | 2008 | One Year | Five Years |
| Alabama | 4.7 | 6.3 | 6.8 | 0.5 | 2.1 |
| Alaska | 11.0 | 12.0 | 13.3 | 1.3 | 2.3 |
| Arizona | 7.4 | 7.7 | 7.9 | 0.2 | 0.5 |
| Arkansas | 5.5 | 9.4 | 10.6 | 1.2 | 5.1 |
| California | 17.3 | 19.2 | 20.2 | 1.0 | 2.9 |
| Colorado | 14.6 | 18.3 | 19.0 | 0.7 | 4.4 |
| Connecticut | 16.1 | 19.6 | 21.0 | 1.4 | 4.9 |
| Delaware | 10.1 | 13.8 | 13.8 | 0.0 | 3.7 |
| District of Columbia | 8.7 | 5.7 | 6.9 | 1.2 | -1.8 |
| Florida | 15.3 | 17.5 | 18.2 | 0.7 | 2.9 |
| Georgia | 12.2 | 15.1 | 16.3 | 1.2 | 4.1 |
| Hawaii | 6.7 | 8.1 | 8.0 | -0.1 | 1.3 |
| Idaho | 7.5 | 9.8 | 9.5 | -0.3 | 2.0 |
| Illinois | 13.0 | 14.5 | 15.2 | 0.7 | 2.2 |
| Indiana | 7.5 | 9.5 | 10.0 | 0.5 | 2.5 |
| Iowa | 5.9 | 7.5 | 8.3 | 0.8 | 2.4 |
| Kansas | 5.9 | 7.6 | 8.6 | 1.0 | 2.7 |
| Kentucky | 7.0 | 9.2 | 10.0 | 0.8 | 3.0 |
| Louisiana | 2.1 | 2.9 | 3.7 | 0.8 | 1.6 |
| Maine | 13.5 | 17.0 | 19.3 | 2.3 | 5.8 |
| Maryland | 17.7 | 22.6 | 23.4 | 0.8 | 5.7 |
| Massachusetts | 16.8 | 19.7 | 20.8 | 1.1 | 4.0 |
| Michigan | 10.5 | 12.3 | 13.0 | 0.7 | 2.5 |
| Minnesota | 9.9 | 13.1 | 14.2 | 1.1 | 4.3 |
| Mississippi | 2.8 | 3.4 | 3.9 | 0.5 | 1.1 |
| Missouri | 4.9 | 6.2 | 6.5 | 0.3 | 1.6 |

| | Percentage of Students Scoring a 3 or Higher on an AP Exam During High School | | | | |
|---|---|---|---|---|---|
| | High School Class of | | | % Change | |
| State | 2003 | 2007 | 2008 | One Year | Five Years |
| Montana | 8.6 | 10.2 | 10.6 | 0.4 | 2.0 |
| Nebraska | 3.5 | 5.6 | 6.5 | 0.9 | 3.0 |
| Nevada | 10.3 | 13.6 | 13.5 | -0.1 | 3.2 |
| New Hampshire | 11.2 | 14.2 | 15.5 | 1.3 | 4.3 |
| New Jersey | 14.8 | 16.4 | 17.3 | 0.9 | 2.5 |
| New Mexico | 7.5 | 9.4 | 9.9 | 0.5 | 2.4 |
| New York | 20.6 | 22.4 | 23.3 | 0.9 | 2.7 |
| North Carolina | 14.8 | 15.9 | 17.3 | 1.4 | 2.5 |
| North Dakota | 5.8 | 7.5 | 6.9 | -0.6 | 1.1 |
| Ohio | 8.5 | 10.3 | 10.8 | 0.5 | 2.3 |
| Oklahoma | 8.2 | 9.0 | 9.8 | 0.8 | 1.6 |
| Oregon | 8.1 | 11.9 | 13.1 | 1.2 | 5.0 |
| Pennsylvania | 9.5 | 11.1 | 11.9 | 0.8 | 2.4 |
| Rhode Island | 7.3 | 8.8 | 9.5 | 0.7 | 2.2 |
| South Carolina | 12.7 | 12.5 | 13.8 | 1.3 | 1.1 |
| South Dakota | 7.0 | 9.6 | 9.7 | 0.1 | 2.7 |
| Tennessee | 7.7 | 8.6 | 9.2 | 0.6 | 1.5 |
| Texas | 11.9 | 13.6 | 14.5 | 0.9 | 2.6 |
| Utah | 19.2 | 18.8 | 18.9 | 0.1 | -0.3 |
| Vermont | 13.8 | 18.3 | 19.8 | 1.5 | 6.0 |
| Virginia | 16.5 | 20.4 | 21.3 | 0.9 | 4.8 |
| Washington | 10.5 | 13.8 | 15.5 | 1.7 | 5.0 |
| West Virginia | 5.5 | 6.7 | 6.9 | 0.2 | 1.4 |
| Wisconsin | 12.2 | 15.6 | 16.6 | 1.0 | 4.4 |
| Wyoming | 6.2 | 8.3 | 7.5 | -0.8 | 1.3 |
| **Nation** | **12.2** | **14.4** | **15.2** | **0.8** | **3.0** |

[5] This percentage was calculated as follows: The numerator includes each public school student in the graduating class of 2008 who earned an AP Exam score of 3 or higher on an AP Exam at any point in his or her high school years; if a student earned more than one AP Exam grade of 3 or higher, she or he was still only counted once. The denominator is simply the overall number of public school students graduating from high school in 2008, as projected in "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

## States with the Greatest % of Seniors Scoring 3+ on an AP Exam

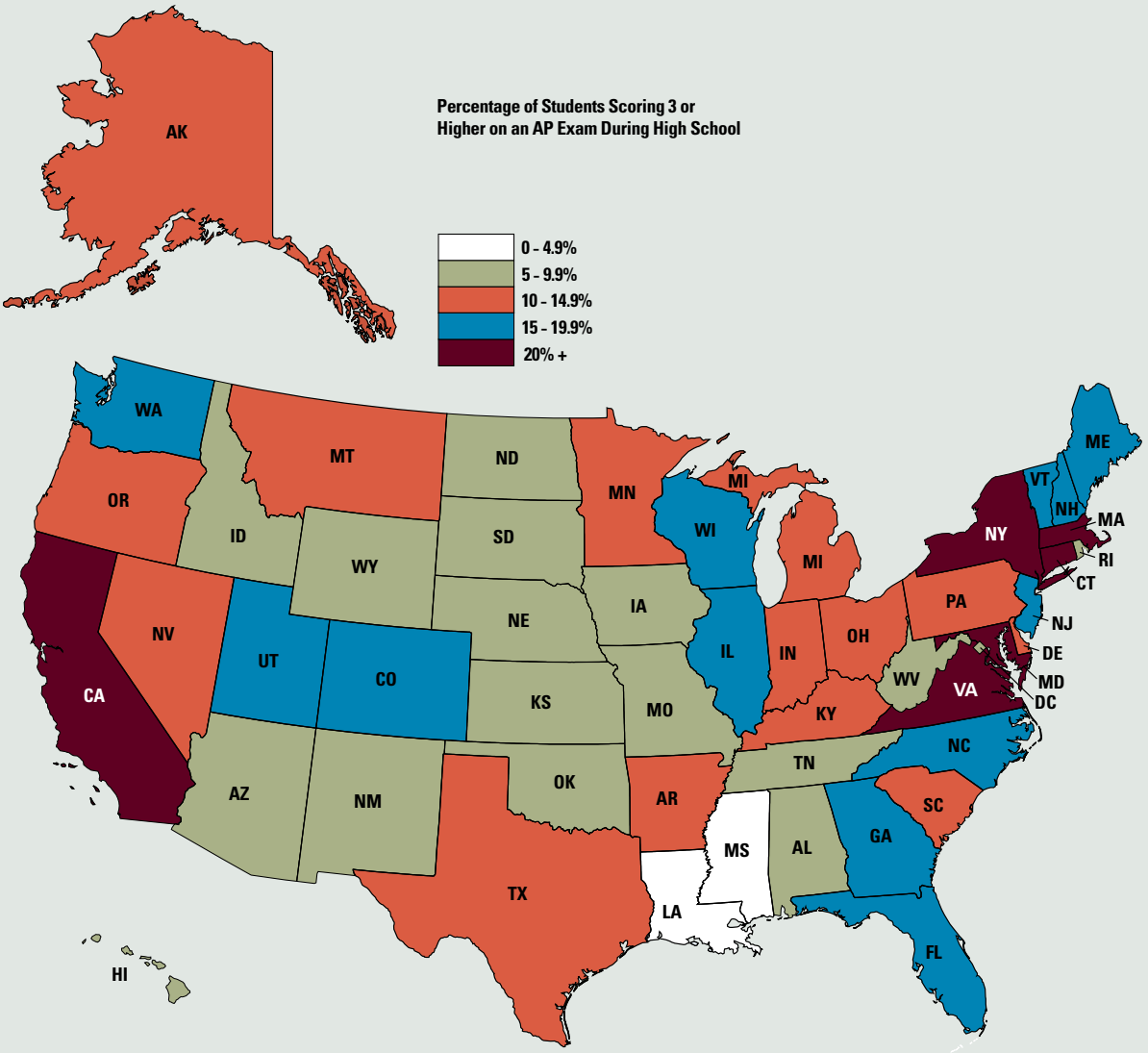
| State | % |
|---|---|
| Maryland | 23.4 |
| New York | 23.3 |
| Virginia | 21.3 |
| Connecticut | 21.0 |
| Massachusetts | 20.8 |
| California | 20.2 |
| Vermont | 19.8 |
| Maine | 19.3 |
| Colorado | 19.0 |
| Utah | 18.9 |
| Florida | 18.2 |
| North Carolina | 17.3 |
| New Jersey | 17.3 |
| Wisconsin | 16.6 |
| Georgia | 16.3 |
| New Hampshire | 15.5 |
| Washington | 15.5 |
| Illinois | 15.2 |
| Texas | 14.5 |
| Minnesota | 14.2 |

## States with the Greatest Expansion of AP Scores of 3+ Since 2003

| State | % Change |
|---|---|
| Vermont | 6.0 |
| Maine | 5.8 |
| Maryland | 5.7 |
| Arkansas | 5.1 |
| Washington | 5.0 |
| Oregon | 5.0 |

## Figure 1: AP Equity and Excellence

### U.S. Public Schools: High School Class of 2008



## True equity is not achieved until the demographics of AP participation and performance reflect the demographics of the nation.

All willing and academically prepared students deserve the opportunity to succeed in rigorous, college-level experiences and the advantages they bring. For this reason, the AP Program shares educators' mission to connect traditionally underserved minority and low-income students to Advanced Placement® courses. AP encourages all educators to make equitable access a guiding principle for their schools' AP programs, and to make every effort to ensure that their AP classes reflect the racial, ethnic and socioeconomic diversity of their student body.

**Increased percentages of African American and Latino students are participating in AP.** See Figure 2.

- Hispanic or Latino students represent 15.4 percent of the public school graduating class of 2008, and 14.8 percent of the AP examinee population (compared to 14.7 percent and 14.0 percent, respectively, in 2007).
- Black or African American students represent 14.4 percent of the public school graduating class of 2008, and 7.8 percent of the AP examinee population (compared to 14.3 percent and 7.3 percent, respectively, in 2007).

Table 2 shows the percentage of a specific demographic within the total graduating class against the percentage of students experiencing success who are members of that demographic. (For example, in Alabama, 31.7 percent of seniors were African American. African Americans comprised 7.1 percent of the students who experienced success in AP.) An equity and excellence gap appears when traditionally underserved students comprise a smaller percentage of the successful student group than the percentage these students represent in the graduating class. For example, if 20 percent of students in a state's graduating class are African American, true equity and excellence would not be achieved until at least 20 percent of the students scoring 3 or higher on AP Exams are African American.

- 18 states have closed the equity and excellence gap for Hispanic or Latino students.
- 16 states have closed the equity and excellence gap for American Indian or Alaska Native students.
- While no state in the United States has closed the equity and excellence gap for African American students, the state of **Alabama** has seen the largest increase in the percentage of its successful AP student group who are African American. 7.1 percent of the successful student population in Alabama is African American, up from 4.5 percent in the class of 2003.

Because data for low-income students in the total class of 2008 are not available, we are unable to report equity and excellence gaps for low-income students as defined above. However, more low-income students are participating and experiencing success in AP than ever before:

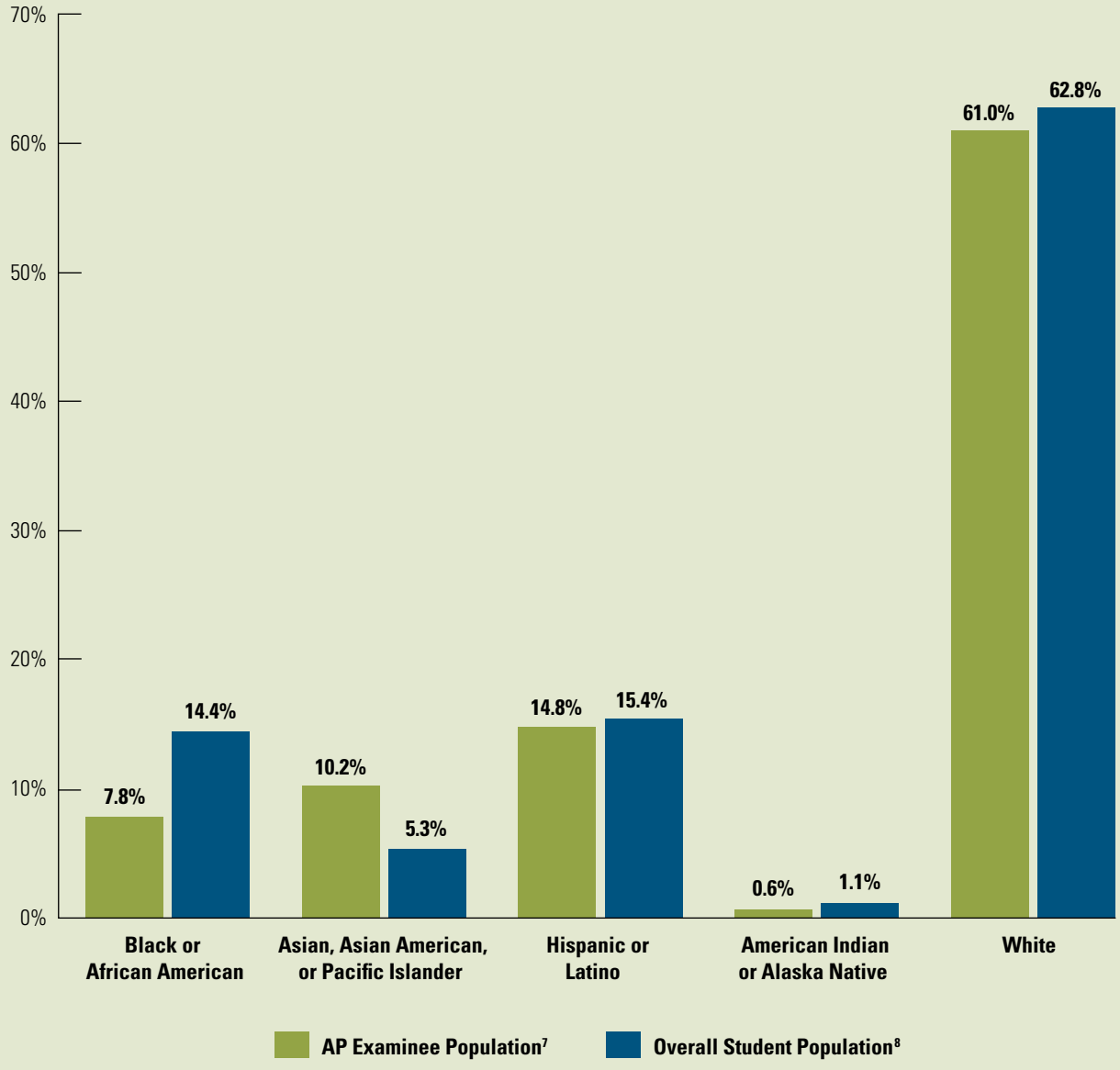
- 17.0 percent of AP examinees from the graduating class of 2008 were low-income students, up from 16.2 percent in the class of 2007 and 11.6 percent in the class of 2003.
- Low-income students made up 13.4 percent of the students experiencing success in AP from the graduating class of 2008, compared to 13.1 percent from the class of 2007 and 9.8 percent from the class of 2003.

Despite strides that have been made by educators to provide traditionally underrepresented students with access to AP courses, the data in this Report indicate that these students are not always receiving adequate preparation for the rigors of college-level course work. While some recent research[6] shows how exposing students to the college-level standards inherent in AP courses can lead to college success (even for those students who score 1s or 2s on an AP Exam), the likelihood of college success is stronger for those students who score 3 or higher. It is important for states and educators to help students learn at the level that will produce a score of 3 or higher, which is the level of performance research consistently finds to be predictive of college success and which enables many students to earn credit and/or placement. Major initiatives are needed to ensure adequate preparation of students in middle school, 9th and 10th grades so that all students will have an equitable chance at success when they go on to take AP courses and exams later in high school.

[6] Linda Hargrove, Donn Godin, and Barbara Dodd, "College Outcomes Comparisons by AP and Non-AP High School Experiences" (2008), The College Board, New York.

## Figure 2: High School and AP Populations by Race/Ethnicity

**U.S. Public Schools: High School Class of 2008**




[7] These examinees include all public school students in the class of 2008 who took an AP Exam at any point in high school. Because some AP Exam takers identify themselves as "Other" for ethnicity or do not provide ethnicity, the "AP Examinee Population" in this figure only represents 94.4 percent of the AP population.

[8] "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

## Table 2: AP Equity and Excellence Gaps

### Race/Ethnicity of Total Student Population[8] Versus Students Scoring 3 or Higher

**U.S. Public Schools: High School Class of 2008**

| | Black or African American Students | | | Hispanic or Latino Students | | | American Indian or Alaska Native | | |
|---|---|---|---|---|---|---|---|---|---|
| State | % of Student Population | % of Students Scoring 3 or Higher | Equity and Excellence Gap Eliminated | % of Student Population | % of Students Scoring 3 or Higher | Equity and Excellence Gap Eliminated | % of Student Population | % of Students Scoring 3 or Higher | Equity and Excellence Gap Eliminated |
| Alabama | 31.7 | 7.1 | | 1.7 | 2.8 | ✓ | 1.0 | 0.6 | |
| Alaska | 4.1 | 1.2 | | 3.1 | 3.7 | ✓ | 20.6 | 4.4 | |
| Arizona | 5.4 | 1.7 | | 31.9 | 19.1 | | 6.5 | 0.8 | |
| Arkansas | 21.3 | 3.6 | | 5.2 | 6.0 | ✓ | 0.7 | 1.1 | ✓ |
| California | 7.4 | 1.9 | | 38.7 | 30.8 | | 0.8 | 0.4 | |
| Colorado | 5.9 | 1.7 | | 19.7 | 8.1 | | 0.9 | 0.5 | |
| Connecticut | 12.3 | 2.0 | | 11.4 | 6.9 | | 0.3 | 0.1 | |
| Delaware | 27.7 | 5.7 | | 5.9 | 4.7 | | 0.5 | 0.3 | |
| District of Columbia | 88.5 | 29.2 | | 6.9 | 23.0 | ✓ | * | 0.4 | * |
| Florida | 20.6 | 5.9 | | 22.0 | 27.5 | ✓ | 0.4 | 0.3 | |
| Georgia | 34.1 | 10.5 | | 4.9 | 6.1 | ✓ | 0.1 | 0.3 | ✓ |
| Hawaii | 1.8 | 1.5 | | 4.0 | 2.4 | | 0.4 | 0.3 | |
| Idaho | 0.8 | 0.4 | | 9.7 | 3.1 | | 1.5 | 0.3 | |
| Illinois | 15.9 | 3.4 | | 13.1 | 10.3 | | 0.3 | 0.2 | |
| Indiana | 9.0 | 2.1 | | 4.0 | 2.3 | | 0.2 | 0.3 | ✓ |
| Iowa | 3.8 | 1.0 | | 3.7 | 1.7 | | 0.6 | 0.2 | |
| Kansas | 7.2 | 2.2 | | 7.4 | 3.9 | | 1.3 | 0.6 | |
| Kentucky | 9.5 | 2.9 | | 2.0 | 2.8 | ✓ | 0.1 | 0.3 | ✓ |
| Louisiana | 35.0 | 7.7 | | 1.8 | 3.3 | ✓ | 0.7 | 0.5 | |
| Maine | 2.1 | 0.8 | | 1.1 | 1.2 | ✓ | 0.5 | 0.6 | ✓ |
| Maryland | 33.9 | 9.0 | | 6.1 | 6.9 | ✓ | 0.3 | 0.3 | ✓ |
| Massachusetts | 7.4 | 2.2 | | 9.4 | 4.2 | | 0.2 | 0.3 | ✓ |
| Michigan | 15.6 | 2.7 | | 3.0 | 2.3 | | 0.7 | 0.4 | |
| Minnesota | 5.7 | 1.4 | | 3.0 | 1.6 | | 1.4 | 0.3 | |
| Mississippi | 47.6 | 11.2 | | 1.0 | 1.7 | ✓ | 0.1 | 0.2 | ✓ |
| Missouri | 15.5 | 2.4 | | 2.6 | 2.8 | ✓ | 0.4 | 0.5 | ✓ |
| Montana | 0.6 | 0.0 | | 2.2 | 1.9 | | 8.1 | 1.0 | |
| Nebraska | 5.4 | 2.2 | | 7.3 | 4.2 | | 1.0 | 0.4 | |
| Nevada | 10.9 | 3.0 | | 24.9 | 17.0 | | 1.4 | 0.6 | |
| New Hampshire | 1.3 | 0.4 | | 2.5 | 2.0 | | 0.2 | 0.4 | ✓ |
| New Jersey | 16.1 | 2.7 | | 15.8 | 9.3 | | 0.3 | 0.2 | |
| New Mexico | 2.4 | 1.9 | | 47.4 | 32.6 | | 11.5 | 2.7 | |
| New York | 14.9 | 3.6 | | 13.2 | 10.7 | | 0.4 | 0.2 | |
| North Carolina | 29.4 | 6.2 | | 5.4 | 4.1 | | 1.1 | 0.5 | |
| North Dakota | 1.6 | 0.2 | | 1.1 | 0.2 | | 5.9 | 0.4 | |
| Ohio | 13.1 | 3.0 | | 1.8 | 1.8 | ✓ | 0.1 | 0.2 | ✓ |
| Oklahoma | 10.2 | 3.6 | | 6.6 | 6.5 | | 18.6 | 7.1 | |
| Oregon | 2.1 | 0.7 | | 11.0 | 4.9 | | 2.1 | 0.8 | |
| Pennsylvania | 13.2 | 1.9 | | 4.7 | 2.2 | | 0.1 | 0.2 | ✓ |
| Rhode Island | 8.3 | 1.3 | | 14.7 | 4.3 | | 0.6 | 0.1 | |
| South Carolina | 38.5 | 7.9 | | 2.9 | 3.1 | ✓ | 0.3 | 0.2 | |
| South Dakota | 1.1 | 0.1 | | 1.4 | 0.9 | | 5.2 | 1.0 | |
| Tennessee | 21.3 | 7.9 | | 2.6 | 3.5 | ✓ | 0.1 | 0.3 | ✓ |
| Texas | 15.0 | 3.7 | | 37.6 | 32.0 | | 0.4 | 0.5 | ✓ |
| Utah | 1.0 | 0.3 | | 8.1 | 4.6 | | 1.4 | 0.3 | |
| Vermont | 1.3 | 0.4 | | 1.3 | 1.4 | ✓ | 0.6 | 0.2 | |
| Virginia | 24.2 | 6.1 | | 5.6 | 6.1 | ✓ | 0.3 | 0.3 | ✓ |
| Washington | 4.5 | 1.5 | | 9.3 | 5.6 | | 2.1 | 0.6 | |
| West Virginia | 4.0 | 1.5 | | 0.8 | 1.5 | ✓ | 0.1 | 0.2 | ✓ |
| Wisconsin | 6.5 | 0.9 | | 4.2 | 2.5 | | 1.1 | 0.3 | |
| Wyoming | 1.1 | 0.0 | | 6.9 | 3.7 | | 1.9 | 0.2 | |
| **Nation** | **14.4** | **3.5** | | **15.4** | **13.8** | | **1.1** | **0.4** | |

[8] "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

* Precise American Indian or Alaska Native student enrollments for the District of Columbia are not available from the Western Interstate Commission for Higher Education.

## Schools With the Largest Numbers of African American or Latino Students Experiencing Success in AP

The College Board applauds schools across the nation for increasing access to AP among traditionally underserved students. The following schools achieved tremendous success in one particular regard — they lead the nation in helping African American and/or Latino students to succeed in particular AP subjects. For details, see Table 3.

### California

**Fontana High School** (Fontana, Calif.)
**San Ysidro High School** (San Diego, Calif.)
**Woodrow Wilson High School** (Long Beach, Calif.)

### Florida

**Barbara Goleman High School** (Miami, Fla.)
**Coral Reef Senior High School** (Miami, Fla.)
**Cypress Bay High School** (Weston, Fla.)
**Design and Architecture Senior High** (Miami, Fla.)
**Miami Killian Senior High School** (Miami, Fla.)
**Miami Palmetto Senior High School** (Miami, Fla.)

### Georgia

**Southwest DeKalb High School** (Decatur, Ga.)

### Illinois

**Whitney M. Young Magnet High School** (Chicago, Ill.)

### Maryland

**Eleanor Roosevelt High School** (Greenbelt, Md.)
**Paint Branch High School** (Burtonsville, Md.)

### Michigan

**Renaissance High School** (Detroit, Mich.)

### Tennessee

**Central High School** (Memphis, Tenn.)

### Texas

**Michael E. DeBakey High School for Health Professions** (Houston, Texas)

## Table 3: Exemplary AP Programs (by Subject)

| | Public school with the largest number of African American students from the class of 2008 scoring 3 or higher | Public school with the largest number of Latino students from the class of 2008 scoring 3 or higher |
|---|---|---|
| **AP Art History** | | Barbara Goleman High School (Miami, Fla.) |
| **AP Calculus AB** | Michael E. DeBakey High School for Health Professions (Houston, Texas) | Cypress Bay High School (Weston, Fla.) |
| **AP Calculus BC** | | Cypress Bay High School (Weston, Fla.) |
| **AP Chemistry** | Eleanor Roosevelt High School (Greenbelt, Md.) | |
| **AP English Language** | Whitney M. Young Magnet High School (Chicago, Ill.) | Coral Reef Senior High School (Miami, Fla.) |
| **AP English Literature** | Renaissance High School (Detroit, Mich.) | Coral Reef Senior High School (Miami, Fla.) |
| **AP Environmental Science** | | Miami Palmetto Senior High School (Miami, Fla.) |
| **AP European History** | | Coral Reef Senior High School (Miami, Fla.) |
| **AP Government and Politics: United States** | | Cypress Bay High School (Weston, Fla.) |
| **AP Human Geography** | | Miami Killian Senior High School (Miami, Fla.) |
| **AP Italian Language and Culture** | | Cypress Bay High School (Weston, Fla.) |
| **AP Macroeconomics** | | Cypress Bay High School (Weston, Fla.) |
| **AP Microeconomics** | | Cypress Bay High School (Weston, Fla.) |
| **AP Psychology** | Central High School (Memphis, Tenn.) | Cypress Bay High School (Weston, Fla.) |
| **AP Spanish Language** | | Fontana High School (Fontana, Calif.) |
| **AP Spanish Literature** | | San Ysidro High School (San Diego, Calif.) |
| **AP Studio Art** | Design and Architecture Senior High (Miami, Fla.) | Design and Architecture Senior High (Miami, Fla.) |
| **AP U.S. History** | Southwest DeKalb High School (Decatur, Ga.) | Cypress Bay High School (Weston, Fla.) |
| **AP World History** | Paint Branch High School (Burtonsville, Md.) | Woodrow Wilson High School (Long Beach, Calif.) |

CollegeBoard AP

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# REACHING HIGHER

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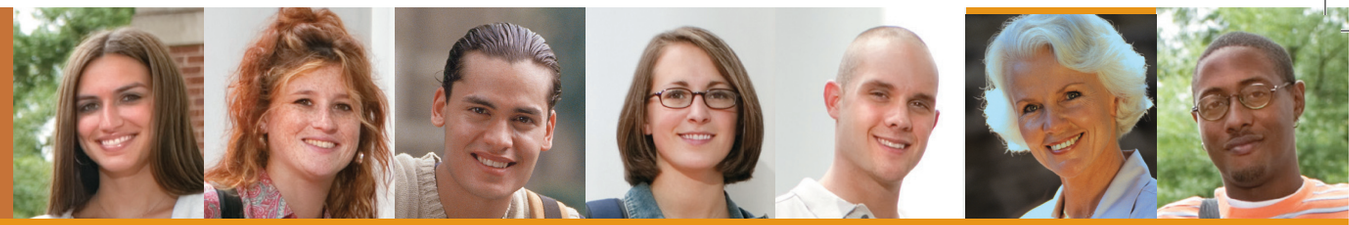



INDIANA COMMISSION for HIGHER EDUCATION

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More than two years ago, we started a collaborative process to develop aspirational goals for higher education in Indiana and then a set of initiatives to achieve them. *Reaching Higher: Strategic Directions for Indiana* established these goals, and now *Reaching Higher: Strategic Initiatives for Higher Education in Indiana* provides a set of recommendations for achieving them. We believe our state is uniquely positioned to lead the country, if not the world, in higher education, and we owe it to all Hoosiers to try to do so.

This document is the culmination of the best thinking on six important areas. During our deliberations, we worked with the presidents of the state's colleges and universities and invited input, comments and suggestions from a broad array of stakeholders. We held numerous hearings across the state and invited experts from across the country to give us their best advice on these topics.

Please join us in making this vision a reality. Each of us has an important role to play in ensuring that Indiana is a leader in higher education and that all of our citizens benefit from it.

Sincerely yours,

**Christopher J. Murphy III**
*Commission Chair 2007-2008*
On behalf of the Indiana Commission for Higher Education

## *2007-2008 Commission Members*

*Reaching Higher: Strategic Initiatives for Higher Education in Indiana* was adopted by the Indiana Commission for Higher Education on June 13, 2008.

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# THE TIME IS NOW

Now more than ever, Indiana's future depends on improving the education and skills of its citizens.

**Consider this:**

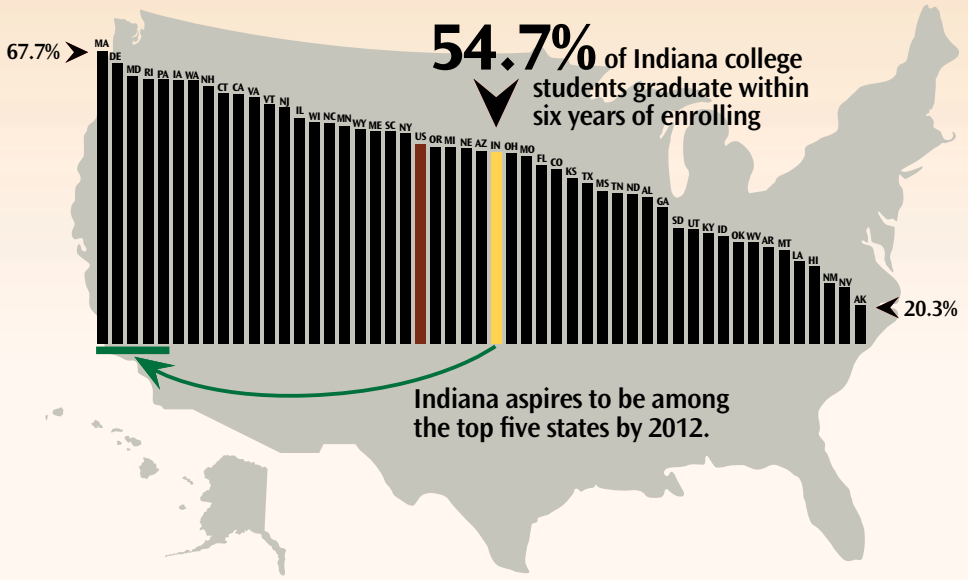
- Indiana currently ranks *35th in the nation in the average personal income* of its residents.[1]
- Indiana's economy *depends highly on manufacturing*, an industry that is changing rapidly in the face of globalization and technological improvements.
- Indiana continues to experience *skill shortages* in critical occupations such as nursing; math, science and special education teachers; and machine and tool operators.

With increasing national and international competition, high levels of knowledge and creative thinking, educated risk-taking, and entrepreneurial spirit are critical. Ensuring that Indiana's citizens receive a high-quality education is an economic imperative and a moral obligation. The economic well-being of Indiana's citizens and the quality of life of the state's communities are tied directly to the strength of public education. ***To thrive as a state and as individuals, all Hoosiers will need to achieve a depth and breadth of education never seen in the state's history.***

## College Enrollment Is Increasing, but Completion Rates Are Not Keeping Pace

Indiana's four-year universities have experienced unprecedented increases in enrollment, particularly among recent high school graduates. Indiana's new two-year community college system has increased enrollment by *30,000 students* in six years.[2] With a 62 percent college-going rate, Indiana now ranks *10th nationally,* up from 34th in 1992.[3] Indiana also performs well in the number of bachelor's degrees awarded per 100 high school graduates, ranking *15th nationally.*[4] And the number of degrees awarded is rising each year in Indiana.

**Six-Year Graduation Rates at Four-Year Colleges, 2005**

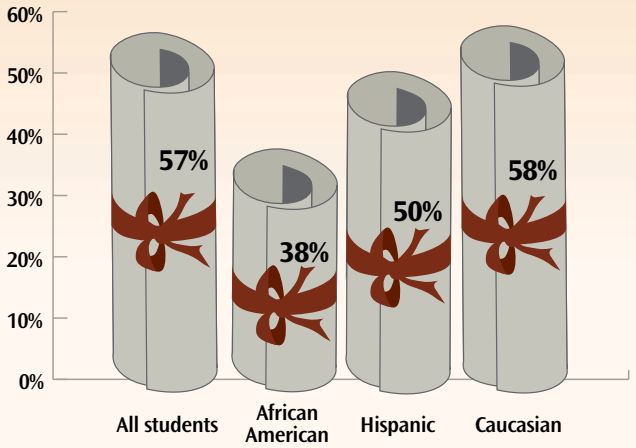



Source: National Center for Education Statistics, *IPEDS Graduation Rate Survey*

This is remarkable progress, and Indiana's students, education leaders, policymakers and others deserve a lot of credit for these gains. But we still have a long way to go:

- *Nearly 30 percent* of Indiana public school students drop out of high school each year, a group that includes disproportionately high numbers of low-income and minority students.[5]
- Almost *half of students (45 percent)* enrolled full time at Indiana's four-year universities fail to earn a degree within six years.[6]
- *Fewer than one-quarter (23 percent)* of Indiana's full-time community college students complete a degree within three years.[7]
- When disaggregated by race, degree-completion rates are *even more discouraging.*[8]
- To compete internationally, Indiana's students will need to earn an *additional 10,000 bachelor's degrees* annually.[9]

**Six-Year Graduation Rates of First-Time, Full-Time, Degree-Seeking Students in Public and Private Indiana Colleges, by Race**

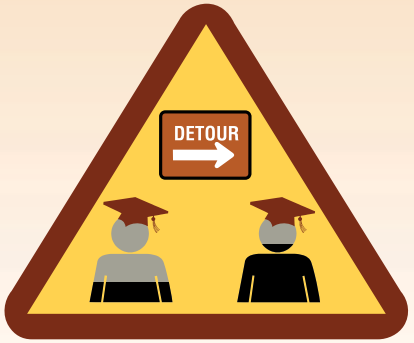



Source: National Center for Education Statistics, *IPEDS Graduation Rate Survey*, 2006

## Too Many Students Are Unprepared for College

Research shows that the single most important factor in student academic achievement is having effective teachers. Ensuring that Indiana's K-12 teachers and school leaders have the preparation they need to help students graduate from high school ready for college is a critical factor in ensuring that students succeed.

**Percentages of Indiana Students Who Need Remediation**




**22%** of all Indiana students need remediation when they enter college

**65%** of community college students need remediation when they enter college

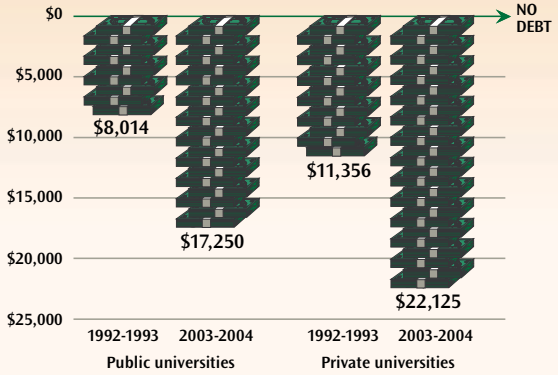
Source: Indiana Commission for Higher Education Data Warehouse, 0607 annual Student Information System data submissions

Currently *68 percent* of Indiana high school students graduate with a Core 40 diploma, which indicates that students have met the state's college and work readiness expectations.[10] Beginning with the class of 2011, Core 40 will be the default high school curriculum for all students as well as the minimum course requirement for admission to Indiana's public four-year universities. However:

- Core 40 end-of-course assessment results indicate *low student proficiency* and *uneven course quality* statewide. Fewer than one-quarter (24 percent) of students passed the Algebra I end-of-course assessment, and slightly more than half (51 percent) passed the English/language arts test in 2006.[11]
- *Almost one-quarter (22 percent) of all Indiana students* and *approximately 65 percent of community college students* need remediation when they enter college.[12] Studies show that taking remedial classes dramatically increases the likelihood that students will not go on to earn a college diploma.

## Student Debt Burdens

*Average College Debt for Graduating Seniors*




Source: National Center for Education Statistics, *National Postsecondary Student Aid Study*

## More Students Graduate from College with Personal Debt

Students and their families nationwide have been bearing more of the costs of higher education. In Indiana, Hoosier families have experienced, on average, a *doubling of tuition and fees* at public four-year universities over the past 10 years.

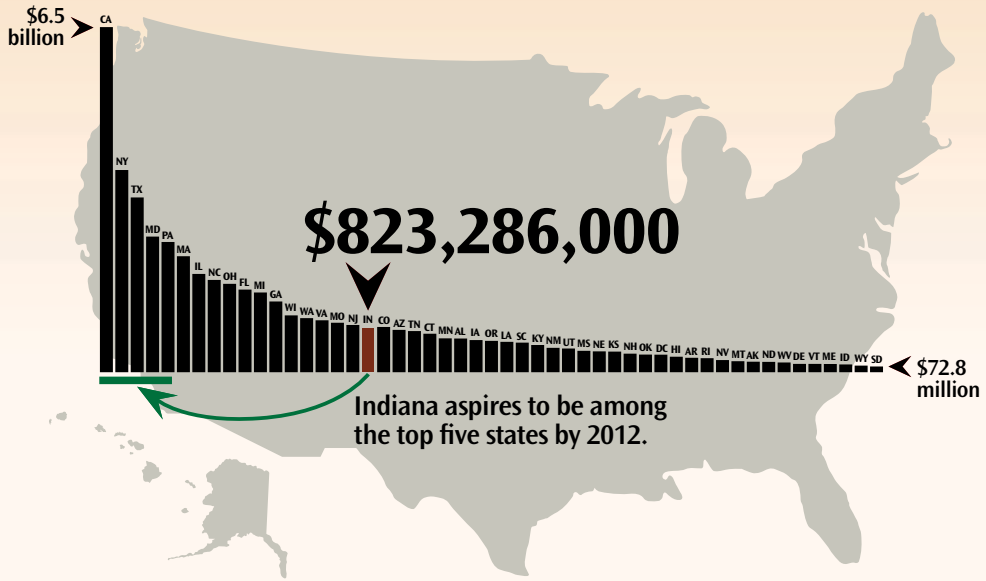
Although family incomes and state financial aid have grown, neither has been able to keep pace with rising college costs. To make up the difference, students are working more at outside jobs, which diverts time from learning. They are relying more on loans and credit cards to finance their education, which saddles them with debt just as they are starting their careers.

- *Nearly two-thirds of students* attending our four-year public colleges financed a part of their education through loans in 2004 — compared to fewer than half of students in 1993.[13]
- Approximately 56 percent of dependent undergraduate students have at least one credit card, and *one in four* uses it to pay for college tuition.[14]
- Crippled by debt, many students may leave college before graduation. These students are *10 times as likely* to default on their loans when compared to student borrowers who complete their degrees.[15]

## More Research and Development (R&D) Is Needed

To succeed in the global marketplace, Indiana must be able to educate and attract highly skilled workers, particularly in fast-growing and well-paying occupations that face critical workforce shortages. One key factor is having high-quality major research universities that produce talented graduates, new breakthroughs and products, and new businesses, which result in stronger communities and thriving local economies. While Indiana's total R&D expenditures per capita have improved to be competitive with neighboring states, they still *lag the national average*.[16]

## Total Science and Engineering Research Expenditures by State (Actual Dollars)




Source: National Science Foundation/Division of Science Resource Statistics, *Survey of Research and Development Expenditures at Universities and Colleges*, FY2006

## Reaching Higher

On June 8, 2007, the Indiana Commission for Higher Education (ICHE) unanimously adopted *Reaching Higher: Strategic Directions for Indiana,* which was developed through research and discussions with Indiana's higher education, legislative, business and community leaders. The documents outline a set of aspirations and specific goals that taken together will ensure that Indiana has the higher education system it needs and its citizens deserve.

To meet these goals, ICHE has identified and is recommending strategic initiatives in six key focus areas:

- Moving from college access to degree success;
- Preparing K-12 teachers, school leaders and students for college success;
- Ensuring that college is affordable;
- Focusing the role of the community colleges;
- Strengthening Indiana's major research universities; and
- Embracing accountability.

| Aspiration | Goal |
|---|---|
| *Indiana's system of postsecondary education will …* | *Indiana will …* |
| Offer quality education to Hoosiers — at a variety of locations and times and in multiple formats. | **By 2012:**<br>■ Rank among the top five states in the percentage of high school graduates immediately going to college.<br>■ Rank among the top 10 states for percentages of adult, minority and low-income students pursuing higher education. |
| Ensure that all academically qualified Indiana residents can afford postsecondary education. | **By 2009:**<br>■ Be recognized as a national leader for its coordinated, transparent, easy-to-access financial aid process. |
| Prepare all students with the knowledge, skills and credentials they need to succeed in college, careers and citizenship. | **By 2012:**<br>■ Rank among the top 10 states for rates of retention at each post-secondary level, on-time graduation, and the completion of associate degrees (within three years) and bachelor's degrees (within six years).<br>■ Rank among the top 10 states for graduation rates of at-risk students and populations that are under-represented in higher education. |
| Help ensure that all recent high school graduates are prepared to immediately start, and succeed in, college-level courses. | **By 2012:**<br>■ Ensure that at least 80 percent of the high school graduating class is prepared to start college without the need for remediation. |
| Contribute to a dynamic, cutting-edge economy by collaborating with government and business to create a well-prepared, world-class workforce. | **By 2012:**<br>■ Rank among top Midwestern states for total federal R&D expenditures per capita. |

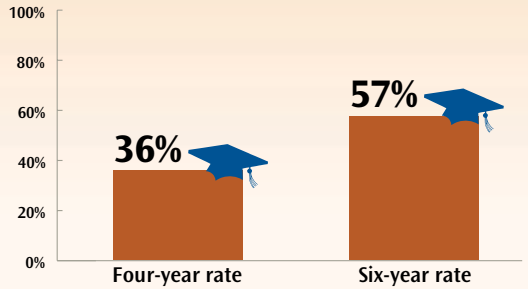
**For more details about the initiatives and background research, visit www.che.in.gov.**

# 1 MOVING FROM COLLEGE ACCESS TO DEGREE SUCCESS

Removing barriers to help more students gain access to a college education has been a primary focus of higher education policy at the national level for six decades, dating back to the landmark GI Bill. These policies have been very successful — college enrollment has increased overall as well as for low-income, minority and female students. In many ways, providing access to college helped build the middle class and has contributed significantly to the nation's — and Indiana's — economic prosperity.

Though Indiana can be proud of broadening *access* to college, these accomplishments have not necessarily translated into degree *success* for all students. College graduation rates in general have not improved dramatically over the past decade.[17]

**Graduation Rates of First-Time, Full-Time Students at Public Indiana Colleges and Universities, 1999 Cohort**

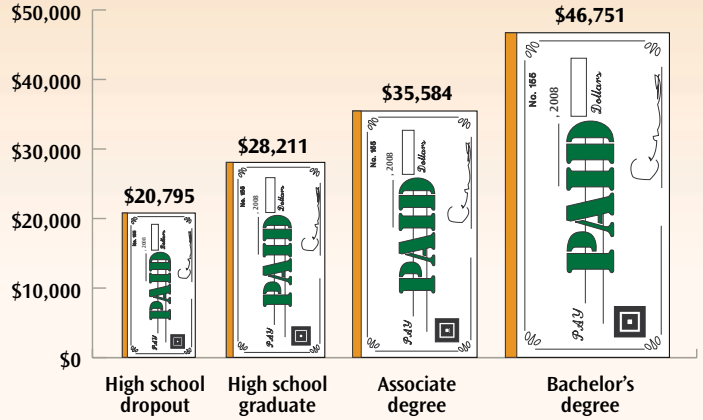



Source: National Center for Education Statistics, *IPEDS Graduation Rate Survey*, 2006

There are clear economic and personal benefits for earning an associate or a bachelor's degree. Compared to someone with only a high school diploma, persons with a bachelor's degree earn an average of $18,540 more each year.[18]

Focusing only on going to college and not necessarily on earning a degree may give Hoosier students a false sense of security about leaving college before graduation and could jeopardize the state's ability to be competitive in the global economy. *It is time to set our standards higher — access is not sufficient; student persistence and completion must become the new benchmarks.*

**Average Annual Earnings of Full-Time Workers by Degree, 2007**




Source: U.S. Census Bureau, *Current Population Survey 2007, Annual Social and Economic Supplement*

To reach this objective, Indiana must:

→ **Restructure higher education state appropriations to focus on degree and course completion rather than enrollment growth.** ICHE recommends Indiana's higher education funding formulas shift from an enrollment-based system to an outcomes-based system that provides financial incentives for increasing:

- The *number of credit/course completions* (in lieu of enrollment growth) for each campus.
- The *number of degrees conferred* for all campuses.

- *On-time graduation rates* for all campuses.
- The *number of credits transferred* from the community colleges to the four-year institutions.

These outcomes-based incentives should include a *premium for low-income students,* specifically Pell Grant recipients and Twenty-first Century Scholars.

→ **Require colleges and universities to develop, as part of their strategic plans, institutional plans for improving college completion.**

- Plans should include:
  - *Goals for improving graduation rates* over a five-year and 10-year period, with *specific goals for minority and low-income students.*
  - *Emphasis on increasing the quality of student learning* by adopting existing measures or identifying other indicators of student learning and publicly reporting the results.
  - *Progress reports* provided as part of the state's biennial budget process.
- Indiana's colleges and universities should *communicate an expectation* with students and their families that they can *graduate in two years* (associate degree) or *four years* (bachelor's degree).
- Indiana's colleges and universities should investigate and pursue innovative and promising programs, practices and processes to *ensure a culture of college completion.*
- A *statewide forum* should be held each year to allow Indiana's colleges and universities to share strategies, best practices, evaluation and research on persistence and completion efforts.
- To reinforce the importance of improving completion rates, ICHE will *take into account graduation rates* as part of its program-approval process.

→ **Increase expectations for college preparation.**

- Ball State University, Indiana University Bloomington and Purdue University West Lafayette should gradually *raise their curriculum admission requirement to Core 40 with Academic Honors.* The universities must broadly communicate this admission standard to students, their families and high schools to provide ample opportunity for students to plan and prepare.
- Indiana's public four-year universities should *substantially eliminate all remedial courses.* Students who still need remediation should enroll in the local community college to complete the necessary courses before being admitted to a four-year college.
- Indiana's two- and four-year colleges and universities should *develop stronger relationships with the state's high schools* to narrow the gap in expectations between high school and college. This could include:
  - Instructional alignment between Core 40 courses and key courses in the first year of college.
  - Feedback reports on the performance of students graduating from all Indiana high schools.
  - Expanded high-quality dual-credit and Advanced Placement (AP) opportunities in every Indiana high school.
  - Additional support and professional development for teachers currently in Indiana's classrooms.

# 2 PREPARING K-12 TEACHERS, SCHOOL LEADERS AND STUDENTS FOR COLLEGE SUCCESS

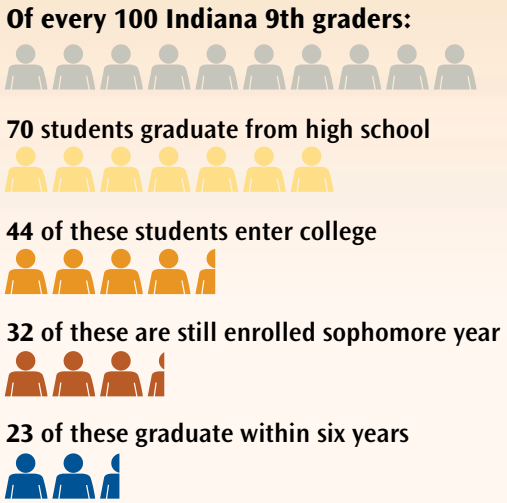
Approximately 3,000 new teachers enter Indiana classrooms each year,[19] and approximately 85 percent of the teachers, administrators, curriculum directors and school counselors working in Indiana's public K-12 schools received their professional training from an Indiana college or university.[20] Because the quality of their teachers is the most important factor in students' success, higher education must be an ongoing partner with K-12 to ensure that the preparation new teachers, school counselors and school leaders receive is relevant and in step with the very real challenges they will face in the classroom.

Today, too many Indiana students are cutting off their chance for college by failing to complete high school — nearly a third of students drop out of high school without graduating.[21] Students — even those who have performed poorly in the past — thrive academically when they have several strong teachers in a row. Conversely, students who have just three consecutive weak teachers perform poorly.[22]

To ensure that Indiana's K-12 teachers and school leaders have the knowledge and skills they need to help students graduate from high school ready for college, the state must:

**Indiana's Education Pipeline**

*High School to College Completion*




Source: National Center for Higher Education Management Systems, 2008

→ **Make better preparation of K-12 educators and school leaders a top priority** and align resources accordingly.

- *Transform education schools* into professional schools that focus on classroom practice. (Adopt the medical school model.)
- Regularly *review the professional coursework for teacher candidates* to ensure an effective and balanced program of study.
- *Continue developing longitudinal data systems* that record K-16 student-learning growth, and collect and publicize data on *the quality and effectiveness of teacher-education programs* throughout the state.

→ **Establish expectations for teacher content knowledge to ensure that teachers are masters of the subject matter they teach.**

- *Revise standards* for new teachers to provide clear and measurable expectations for entry-level teachers as well as clearly define and set the content-level expectations for teacher-preparation programs.
- Ensure that teachers *know the science of reading instruction* by adopting more specific teacher standards that reflect the science described in the National Reading Panel's 2000 report *Teaching Children to Read*.
- Require new teachers to pass a *rigorous test of reading instruction.*

→ **Perform research** at the higher education level to inform and assist K-12 educators in improving student achievement and leading effective schools.

→ **Ensure that the K-12 system has an adequate supply of qualified teachers** by accelerating the recruitment of the very best into the teaching profession and by providing incentives to pursue teaching careers in subjects such as math, science, world languages and special education.

→ **Promote teaching** as a profession that is valued, finding meaningful ways to lift up classroom teaching as a highly respected and appreciated career path.

## Focusing on Student Preparation

In addition to having high-quality teachers and school leaders, another critical factor in student success — and in closing persistent and troubling achievement gaps — is the quality of courses students take. Regardless of whether new high school graduates aspire to careers requiring a college degree, technical certificate or apprenticeship, the prerequisites these days are virtually the same — algebra, geometry, laboratory sciences, world language and strong communication skills.

To ensure that Hoosier students graduate from high school college ready, the state must:

→ **Ensure that high school students have the academic preparation they need to succeed in college.**

- Require students to take a *rigorous math class* their senior year and make *world language* a Core 40 course requirement.
- Encourage more students to complete *Core 40 with Academic Honors and Core 40 with Technical Honors.*
- Define a *common college readiness assessment and passing score range* that will be used consistently to determine if students are ready for credit-bearing, college-level coursework and to identify any remedial needs.
- Implement an aligned system of *voluntary college readiness tools* for K-12 students to help them know if they are on track for college.

→ **Focus additional efforts on closing achievement gaps and improving college readiness of low-income and minority students.**

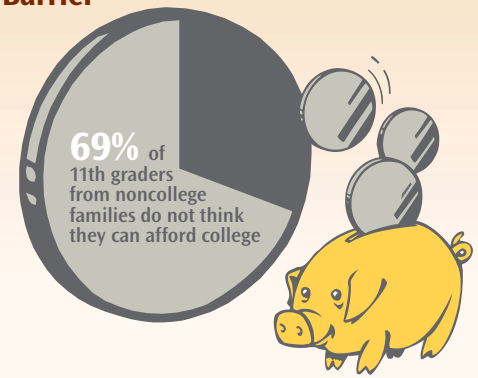
- *Encourage higher education to partner with K-12 schools* to provide "bridge" programs that more actively prepare, support and recruit low-income and minority students into higher education.
- Encourage college faculty to *develop relationships with high school faculty* to support student success in key academic areas and assist with aligning instruction between high school and college.
- Develop targeted initiatives to *provide academic support and acceleration opportunities* for Twenty-first Century Scholars.
- *Disaggregate AP course-taking information* to provide information on who is receiving these opportunities and ensure that those most in need of this rigorous coursework get it.
- *Expand pre-AP, AP and dual-credit opportunities.*

# 3 ENSURING THAT COLLEGE IS AFFORDABLE

Now more than ever, earning a college diploma has a direct impact on students' future earning potential. Students need a college diploma to get a job that pays enough to support a middle-class lifestyle and provides opportunities for advancement. This is particularly important for students from low-income families who are seeking a better life. Yet the price of college has continued to rise at twice the rate of inflation and outpaces growth in most other costs, including energy, health care and pharmaceuticals.[23]

Three primary factors contribute to these consistent increases in tuition:

**Students Perceive Cost of College as Barrier**




Source: *Indiana's Annual Career and College Information Survey of Students in Grades 9 and 11*, 2007

- *Competition for labor is intense:* Faculty and staff account for almost 80 percent of the general fund budget. To recruit and retain high-quality faculty, colleges have to provide competitive wages and benefits.
- *Demand is up:* Over the past six years, Indiana has enrolled more than 65,000 additional students at the postsecondary level, primarily at the community college.[24] Approximately 62 percent of Indiana's high school graduating class will go to a two- or four-year college immediately (as compared to 56 percent nationally), and even more will enroll within five years of high school graduation.[25]
- *State appropriations have not kept pace:* Although the Indiana General Assembly has consistently increased funding for public higher education, the share of state tax support allocated to higher education has decreased over the past two decades.

Traditionally, paying for public higher education has been a shared responsibility between the state and students, but now the burden is shifting to the student. In the 1970s, students and their families nationwide — as well as in Indiana — paid about one-third of the cost of college; in 1995, they paid 40 percent; and in 2005, 50 percent.[26] The average debt load for a student graduating from a four-year college is now $17,250.[27]

Indiana aspires to provide every qualified Hoosier high school graduate a high-quality postsecondary education regardless of financial need. To reach this goal, Indiana must:

- **Raise awareness among students and parents of both the value of early planning and the availability of student financial aid for Indiana families.** To do this, Indiana will need to deliver a multifaceted and well-integrated effort consistently over time, including:

- Establishing a *"College Day"* to provide college and financial aid information to every student at every high school in the state, including hands-on assistance for seniors in completing financial aid forms and college applications.
- Expanding the *Twenty-first Century Scholars enrollment program,* targeting students who currently qualify but are not participating.
- Developing *annual institutional reports* that track the enrollment, persistence and completion rates of low-income students, particularly for those students receiving financial aid.

→ **Ensure that Indiana's March 10 deadline for financial aid is not a barrier to enrolling in or completing college,** particularly for community college students, who may not make the decision until after the financial aid deadline has passed.

- Establish a *financial aid program for Ivy Tech Community College* that is separate from the traditional state aid program, which would allow students to apply any time and be awarded on a first-come, first-served basis.

→ **Simplify Indiana's state financial aid program** by limiting the factors for determining financial aid packages to include only family income and family size.

→ **Ensure affordable opportunities for middle-income students** through strategies such as:

- *Raising income eligibility limits* so more students can participate in the Twenty-first Century Scholars program.
- *Modifying Indiana's student aid formula* to provide assistance on a sliding scale up to perhaps $55,000 for a family of four.

**Share of College Costs Paid for by Students and Families**


Source: Indiana Commission for Higher Education

- *Providing the first two years of college free* to families with incomes less than $55,000.
- *Providing the first two years of education for free at a community college* or perhaps a regional campus.

→ **Encourage Indiana's colleges and universities to design need-based financial aid programs** that "wrap around" and leverage the Twenty-first Century Scholars program.

→ **Expand the Part-Time Grant program** to reflect rising numbers of part-time students.

- Focus eligibility on *working adults* and restore emphasis on degree completion.

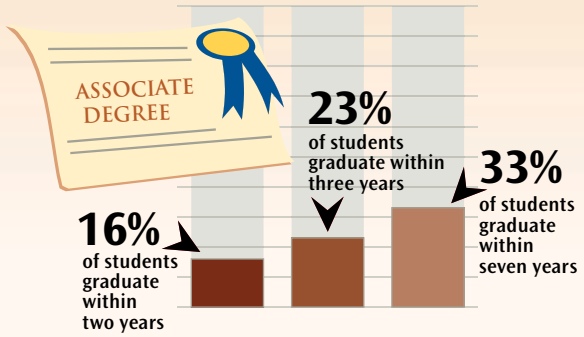
→ **Create more predictability and transparency** in the setting of tuition rates in Indiana's colleges and universities.

# 4 FOCUSING THE ROLE OF THE COMMUNITY COLLEGES

The state's community college system plays a critical role in a comprehensive, integrated system of postsecondary education. It provides a postsecondary option that is local, has low tuition and offers expanded general education courses for students who want to earn an associate degree or need coursework before transferring to a four-year university.

It also provides flexibility for working adults to continue their education and for students to receive workforce training to meet business needs. In Indiana, more than 900,000 working-age adults have not completed high school, speak little or no English, or earn less than a living wage — a segment of the population that needs support to become employed or advance in their careers.[28]

**Graduation Rates of Full-Time Ivy Tech Community College Students**




Source: Indiana Commission for Higher Education

Yet even with the substantial enrollment increase of more than 30,000 students since 2000, Ivy Tech Community College of Indiana enrolls only 33 percent of all students attending a public postsecondary institution, compared with a national average of approximately 45 percent.[29] And far too few of these students go on to earn a degree, a challenge faced by community colleges nationwide.

Fewer than one-quarter of full-time Ivy Tech students seeking an associate degree graduate within three years, and only 15 percent of part-time students graduate within seven years.[30] Clearly, community colleges face significant challenges in raising degree completion rates, including:

- Community colleges are open enrollment and tend to attract and enroll students from the bottom half of the high school class as well as older working adults.
- Approximately 70 percent of incoming students at Ivy Tech need remediation.[31]
- Community college students frequently work and raise families while going to school.
- Some students attend a community college for specific courses with no intent of completing a degree.

In addition, of all the higher education students, those at community colleges are most affected by price increases, and cost can be a significant factor in whether students enroll in community college and go on to earn a degree. Over the past 10 years, community college tuition in Indiana has increased 46 percent from $1,937 to $2,819 per year, which is significantly lower than the average tuition increase at community colleges nationwide but still presents a challenge for many students.[32]

Many community college students are older and/or independent students who no longer receive financial support from their parents. Many also are first-generation students from low-income families and may not decide to apply until after the March 10 financial aid

deadline. Because the majority of community college students attend part time, they are not eligible for federal Pell Grants unless they enroll in at least six credit hours.

To raise community college graduation rates and focus the role of Ivy Tech Community College of Indiana, the state must:

- **Continue efforts to define, brand and publicize** how a comprehensive community college can benefit Indiana's citizens, communities and economy.
- Develop, refine and bring to scale innovative instructional models to **increase the number of high school graduates** who immediately continue on to college and graduate with an associate degree. These innovative models might include:
  - *Sequencing courses and providing a full-day format* so students can earn an associate degree in as little as one year.
- Develop, refine and bring to scale innovative instructional models to **increase the number of working adults** who attend college, acquire workforce skills and graduate with an associate degree. Components of these innovative models might include:
  - Refining and expanding the current pilot of the *College for Working Adults,* which offers shorter courses and focuses on helping students earn a degree more quickly.
  - *Embedding remedial education* into workforce instruction.
  - *Sequencing and formatting all courses needed for specific programs* so students can earn their associate degree on time in two years.
  - *Identifying benchmarks* at key points that can motivate students to continue.
- **Provide any necessary remedial education** and develop, refine and bring to scale innovative models for successfully addressing students' needs as quickly as possible. Strategies might include:
  - Establishing *a clear plan for remediation,* including establishing a floor for remedial instruction offered by Ivy Tech and options such as adult basic education for students who need even more intensive support to catch up.
  - *Colocating adult basic education centers* on Ivy Tech Community College campuses, where possible.
- **Ensure that the cost of attending community college is as affordable as possible** by keeping the percentage of family income necessary to pay tuition and fees at Ivy Tech at or below the national average. (See additional recommendations for making college affordable on page 10.)
- **Identify a core of general education courses that transfer as a block** to all public universities and that count toward meeting most or all university general education requirements.
- **Meet current high-demand and future workforce needs** by:
  - Providing *state funding for workforce training* delivered by Ivy Tech on site at a business.
  - Coordinating and providing *financial incentives* for Ivy Tech to increase the number of third-party certificates earned and independently certified by business and industry.
- **Be creative and cost effective in adding new space,** such as colocating new facilities on or adjacent to the campuses of four-year institutions and/or community organizations, wherever possible.

# 5 STRENGTHENING INDIANA'S MAJOR RESEARCH UNIVERSITIES

Since World War II, major research universities have been the primary drivers of innovation for advancing engineering, technology, medicine and intellectual property. Strong research universities are magnets for the talented, high-performing students, faculty and knowledge workers who will be the state's future innovators and discoverers.

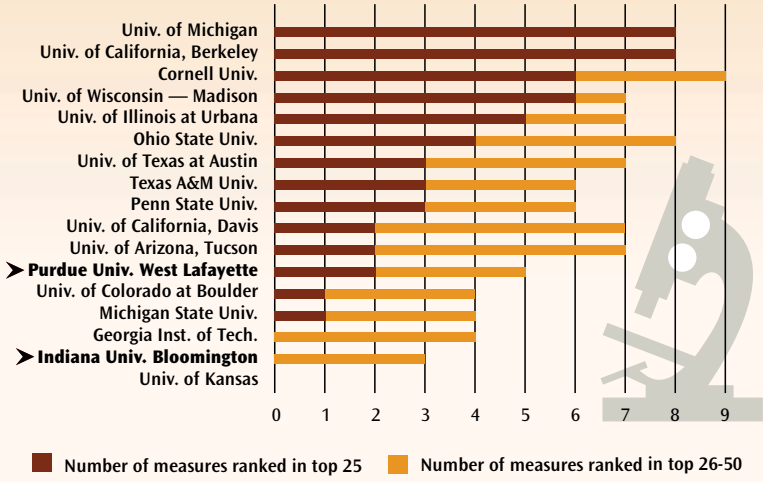
In addition, having a high concentration of researchers in a system of higher education is vital to maximize program effectiveness and compete for scarce federal and private research funding. Therefore, high-quality major research universities are vital to ensuring that Indiana and its citizens are able to compete in the national and global marketplace for ideas, resources and opportunities.

In Indiana, the three campuses that qualify as major research universities are Purdue University West Lafayette, Indiana University Bloomington and Indiana University-Purdue University Indianapolis. To ensure that these campuses continue to serve as major research universities that contribute to Indiana's economic well-being, the state must:

→ Require Indiana University and Purdue University, as part of their strategic plans, to **define what it means to be among the best major research universities** in the country and the world, including identifying peer institutions and external rankings to assess progress.

**Top American Universities (2006)**

*Ranked by the Center for Measuring University Performance*




Source: Center for Measuring University Performance

→ **Identify specific metrics,** including research activity and economic development, and monitor progress toward measurable goals. These metrics also should be used to compare Indiana's performance to peer states.

→ **Develop strategies for becoming among the best major research universities in the country and the world,** including:

- Attracting and retaining *top research faculty.*
- Identifying and pursuing additional funding to *meet research capacity* needs (details on the next page).

- Improving the *academic preparedness and qualifications of undergraduate students.*
- Bringing together all relevant research sectors — governmental, economic, university and private — to *create an innovation agenda.*

→ **Develop strategies for securing additional funding for research,** including:

- Investigating the possibility of bringing an additional *federally funded research and development center* to Indiana.
- Expanding existing state funding incentives for research.
- Improving the availability and flexibility of funds to *match research grants.*
- Exploring funding opportunities to *rapidly transform* the major research universities and bring together a critical mass of research resources, which will create a research culture and help attract new financial and human resources.
- Encouraging cooperation among campuses and engaging faculty to be proactive in seeking *sponsored research.*
- Attracting additional *corporate/private sector participation* in research.
- Coordinating all research sectors to work with Indiana's federal congressional delegation to pursue additional *federal research funding.*

→ **Encourage cooperation among Indiana's universities** to secure signature transformative ("super") projects for Indiana.

# 6 EMBRACING ACCOUNTABILITY

With billions of state and federal dollars invested in higher education annually, discussions about postsecondary accountability have been ongoing at the institutional, state and federal levels for many years. Indiana's *Reaching Higher* plan includes two central and cross-cutting components: quality and accountability. To meet the *Reaching Higher* goals, the state needs a systematic way to measure and report the results of its higher education investments and monitor progress.

ICHE envisions a two-level approach to accountability. First, higher education performance will be assessed at the state level, creating a benchmark to which the state as a whole should aspire for competing effectively with other states and internationally. Second, the performance of each institution will be measured, which will require aligning institutional priorities and state goals and then accurately and consistently publicizing statewide progress toward those goals.

However, as new priorities and better measures emerge, Indiana's accountability system needs to be flexible enough to change. Assessments of student learning, inclusion of independent institutional data and employment data may change the picture that can be reported to the public and others interested in higher education.

To ensure accountability and monitor progress toward the *Reaching Higher* goals, the state must:

- **Review, refine and finalize a set of state-level indicators that are aligned to the *Reaching Higher* goals,** including:
  - Selecting indicators that *show trends;* include the public and independent postsecondary sectors; and allow for *state, national and international comparisons,* where available.
  - Leveraging *existing data and collection processes,* wherever possible.
  - Developing processes for *collecting essential data elements* that are not readily available.
- **Report annually and publicly** on the state-level accountability indicators.
- **Support efforts by Indiana's colleges and universities to participate in the national Voluntary System of Accountability,** which profiles each college using information such as enrollment rates, degree completion rates, cost, student experiences and perceptions, and student learning.
- **Develop biennial institutional progress reports** that:
  - Identify *in-state and out-of-state peer institutions* for each public college and university.
  - Outline their *institutional goals,* how they will measure progress toward those goals and comparisons with their peer institutions.

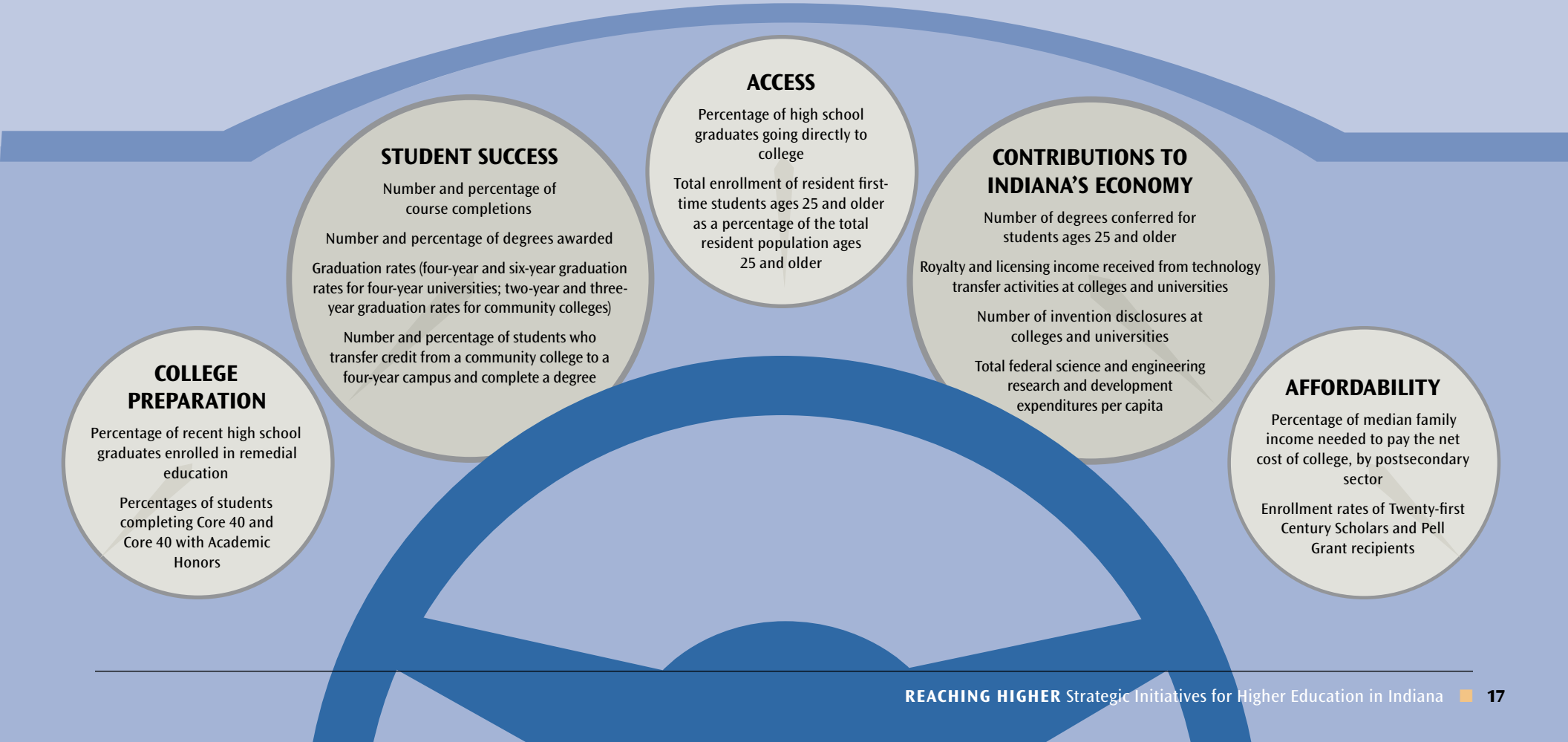
- Document efforts to increase *institutional quality,* how they are measuring quality, and the results of these efforts and measurements, including appropriate peer comparisons.
- Identify *productivity, cost-containment and efficiency metrics and strategies* for improvement.

→ **Continue the research support adjustment incentive and additional performance-funding incentives** (degree completion, on-time graduation and transfer) in the state higher education funding formula.

→ **Consider additional ways to incorporate performance-funding incentives** into the state higher education funding formula (e.g., course completions).

**Statewide Accountability Dashboard**

*Potential Indicators*



# MOVING FORWARD

Implementing the *Reaching Higher* strategic initiatives will require the support of not only higher education and K-12 teachers and school leaders but also policymakers, business leaders, families and communities. We look forward to working together to turn the potential in these strategies into reality and ensuring that all Hoosiers have the education they need to improve our state's economic well-being and quality of life.

*To learn more about the* Reaching Higher *strategic initiatives and background research, visit www.che.in.gov.*

# ENDNOTES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28. National Center for Higher Education Management Systems report for the Indiana Chamber of Commerce, *Indiana's Adult Education and Workforce Skills Performance Report: Preparing Adults for a Brighter Future,* February 2008.

29. Indiana Commission for Higher Education Data Warehouse.

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31. Indiana Commission for Higher Education Data Warehouse.

32. College Board.

## *About the Indiana Commission for Higher Education*

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to:

- Plan and coordinate Indiana's system of higher education;
- Define the missions of Indiana's public colleges and universities;
- Review and recommend operating and capital budget requests and appropriations for the public institutions;
- Approve or disapprove for public institutions the establishment of any new branches, campuses, extension centers, colleges or schools;
- Approve or disapprove for public institutions the offering of any additional associate, baccalaureate, or graduate degree or certificate program of two semesters or more in duration;
- Review all programs of the public institutions and make recommendations to the governing board of the institution, the governor and the General Assembly concerning the funding and the disposition of these programs; and
- Review and recommend budget requests and appropriations for the State Student Assistance Commission.

The governor appoints 12 members, nine representing a Congressional District and three at-large members, to serve terms of four years. In addition, the 1990 Legislature added a student and a faculty representative, who are appointed by the governor for terms of two years. The Commission is not a governing board but a coordinating agency that works closely with Indiana's public and independent colleges.

INDIANA COMMISSION *for* HIGHER EDUCATION

**For more details about the *Reaching Higher* strategic initiatives and background research, visit www.che.in.gov.**

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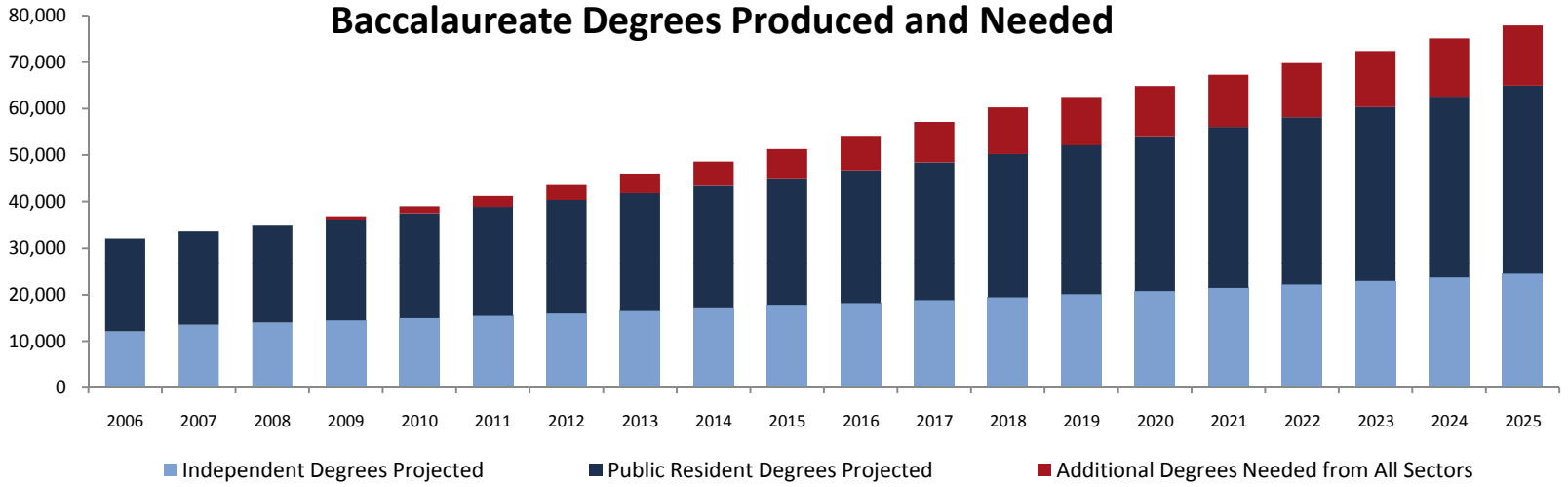
# STATE-LEVEL DASHBOARD OF KEY INDICATORS

# Indiana will produce the equivalent of 10,000 additional Hoosier Bachelor's degrees per year through 2025.

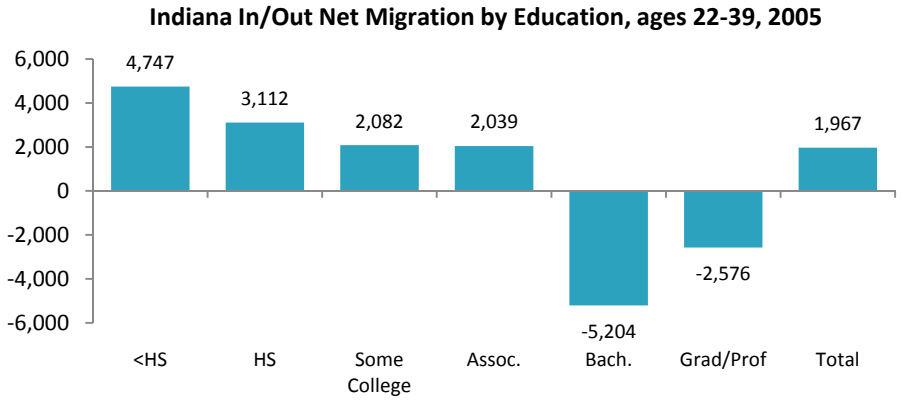


Why is this important?

- Indiana ranks 43rd in the nation in the percentage of adults with a Bachelor's degree or higher. For Indiana's citizens to have a better lifestyle and to be competitive in the global economy, more citizens need the skills and knowledge that come with degree-completion and credentials.
- Highly educated Hoosiers earn more than $1M more over the course of a lifetime than citizens with only a high school diploma.




**Indiana must also address its "Brain Drain."** Each year, the state gains citizens with low educational attainment while it loses thousands of workers with strong academic credentials. Creating more degrees will solve only part the problem. Indiana needs to retain degree-holders and encourage their creativity to develop more opportunity for all Hoosiers.




**Source:** ICHE, Student Information System, annual data provided by Indiana's colleges and universities. Migration data provided by NCHEMS, www.higheredinfo.org. 10,000 additional baccalaureate degrees each year is the result of an analysis of OECD International Attainment data, which suggests that 55% of the U.S. population should have a baccalaureate degree to ensure competitiveness in the future, Lumina Foundation, 2007.

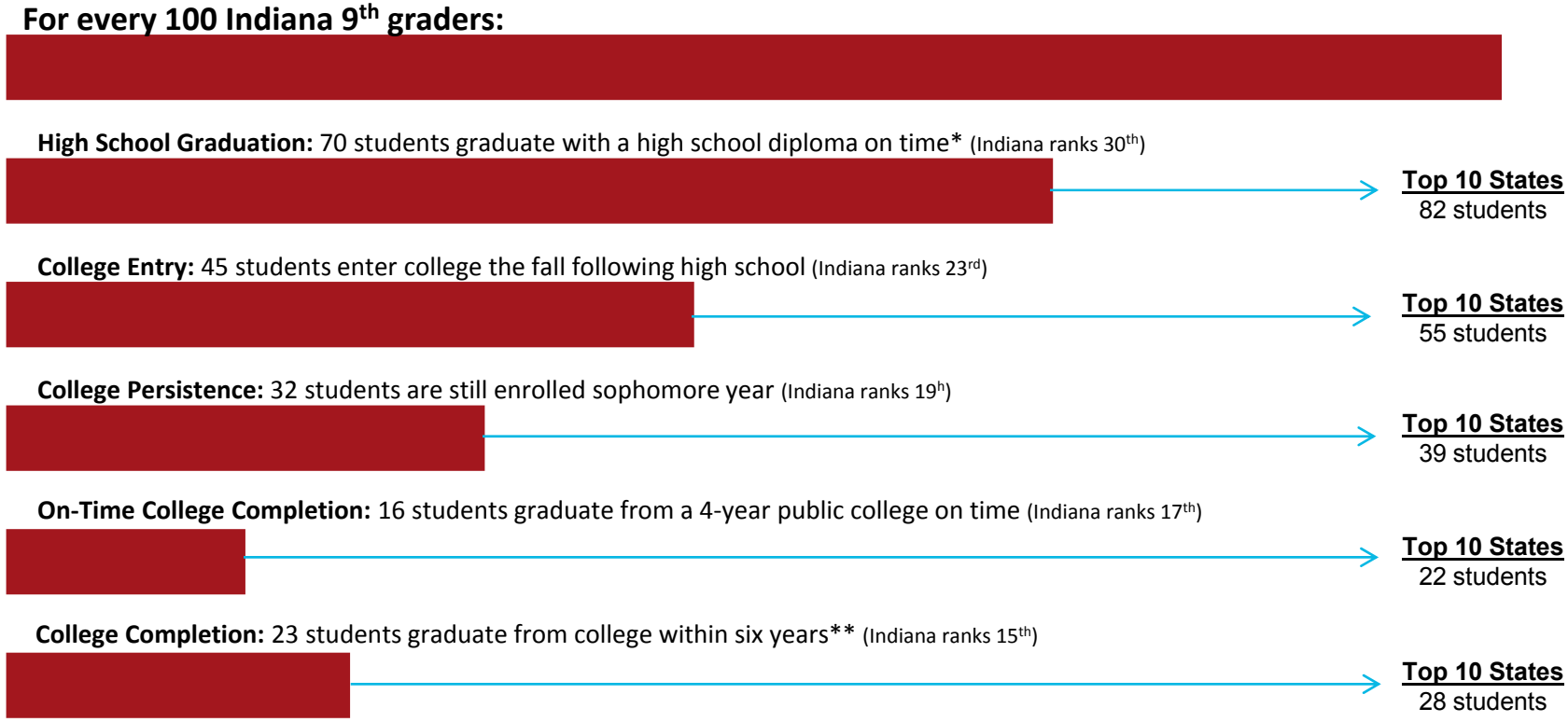
* Includes all baccalaureate degrees earned. Data for resident-only degrees earned for Indiana's independent institutions is not available.

# Indiana will rank in the top ten states in each point of the Education Pipeline by 2015.

## Why is this important?

- At each junction, Indiana does an average job of transitioning students. For instance, Indiana performs just above the national average in high school graduation, college entry, 2nd year retention, and college completion. However, in real numbers, nearly 80% of any given class of 9th graders in the state does not complete college within 6 years. Indiana's economy and quality of life for citizens require Indiana's students find success at every level of the education pipeline.

## Indiana's Education Pipeline




**Source:** National Center for Higher Education Management Systems, www.higheredinfo.org; Data from 2006. On-Time Completion utilizes NCES, IPEDS 2007 Graduation Rate File; gr2007 Early Release Data File

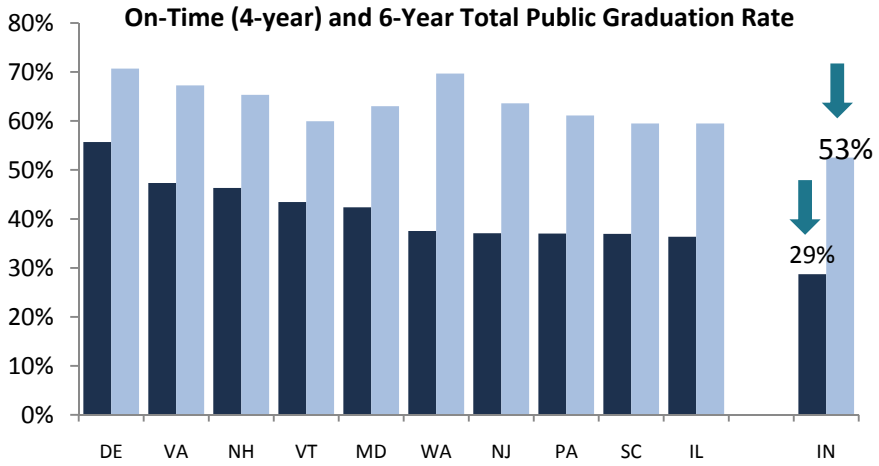
*Pipeline chart utilizes High School Graduation Rates calculated by Tom Mortenson (PostSecondary Opportunity) with NCES Common Core Data. These rates are not equivalent to those utilized by the IN Department of Education. They are used here to compare graduation rates between states.

**This represents a 6-year graduation rate of 55.5% at 4-year institutions, and a 26.3% three-year graduation rate at 2-year institutions. Graduation Rates are reflected on the following page.

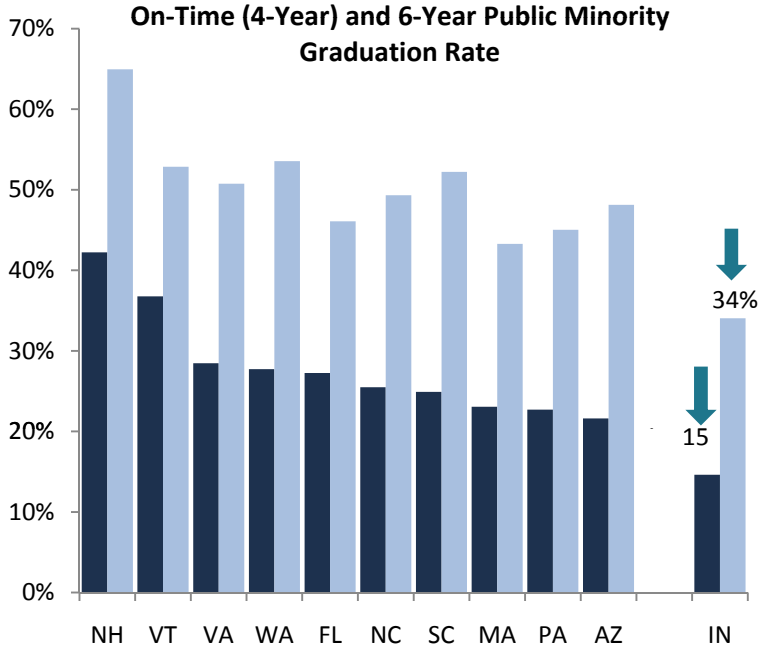
**Indiana will rank in the top 10 states for on-time and 6-year total and minority graduation rates at public 4-year institutions, and 3-year graduation rates at community colleges, by 2015.**

# Why is this important?

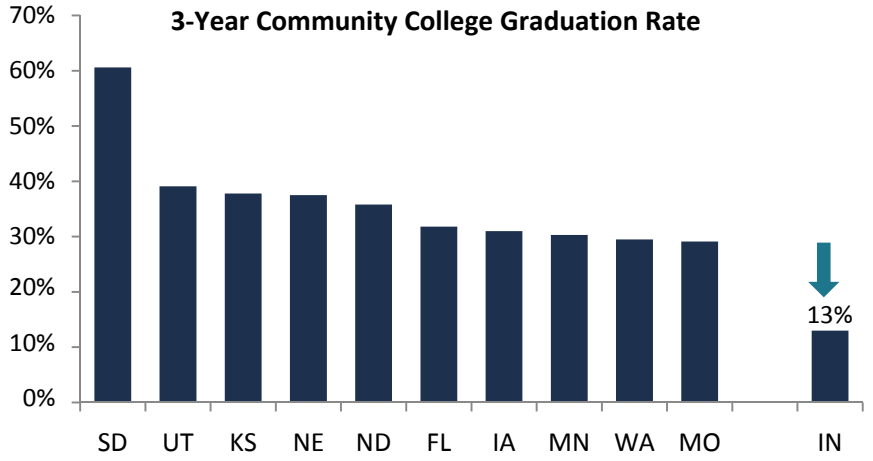
- Indiana graduating high school seniors go to college at a rate of 63%. About half of those students who enter a public 4-year college do not complete a college degree within six years.
- A major source of new degrees that may be tapped to meet the goal of 10,000 additional degrees each year is the students who are already in college, but do not graduate.
- Taking longer to complete college costs more money for students, taxpayers and the state.




Top 10 States – On-Time Average 41.7% (Indiana Ranks 23rd)
6-Year Average 64.1% (Indiana Ranks 30th)




Top 10 States – 4-year Rate Average 25.9% (Indiana Ranks 32nd)
6-year Rate Average 49.5% (Indiana Ranks 35th)



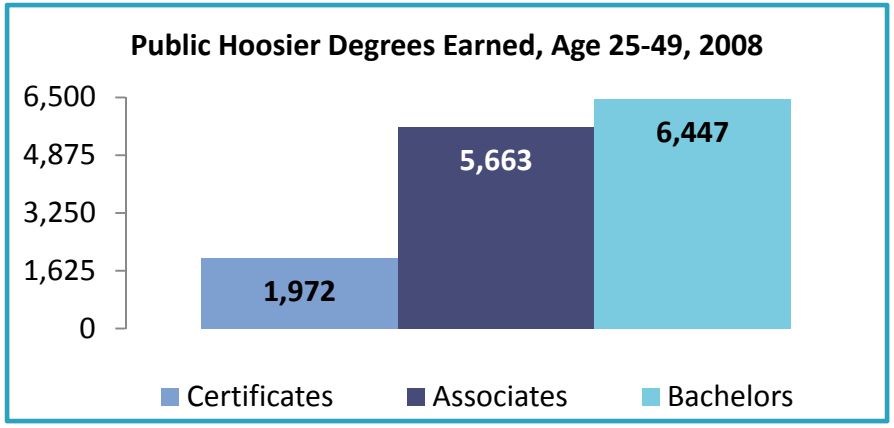

Top 10 States – 3-Year Average 32.2% (Indiana Ranks 36th)

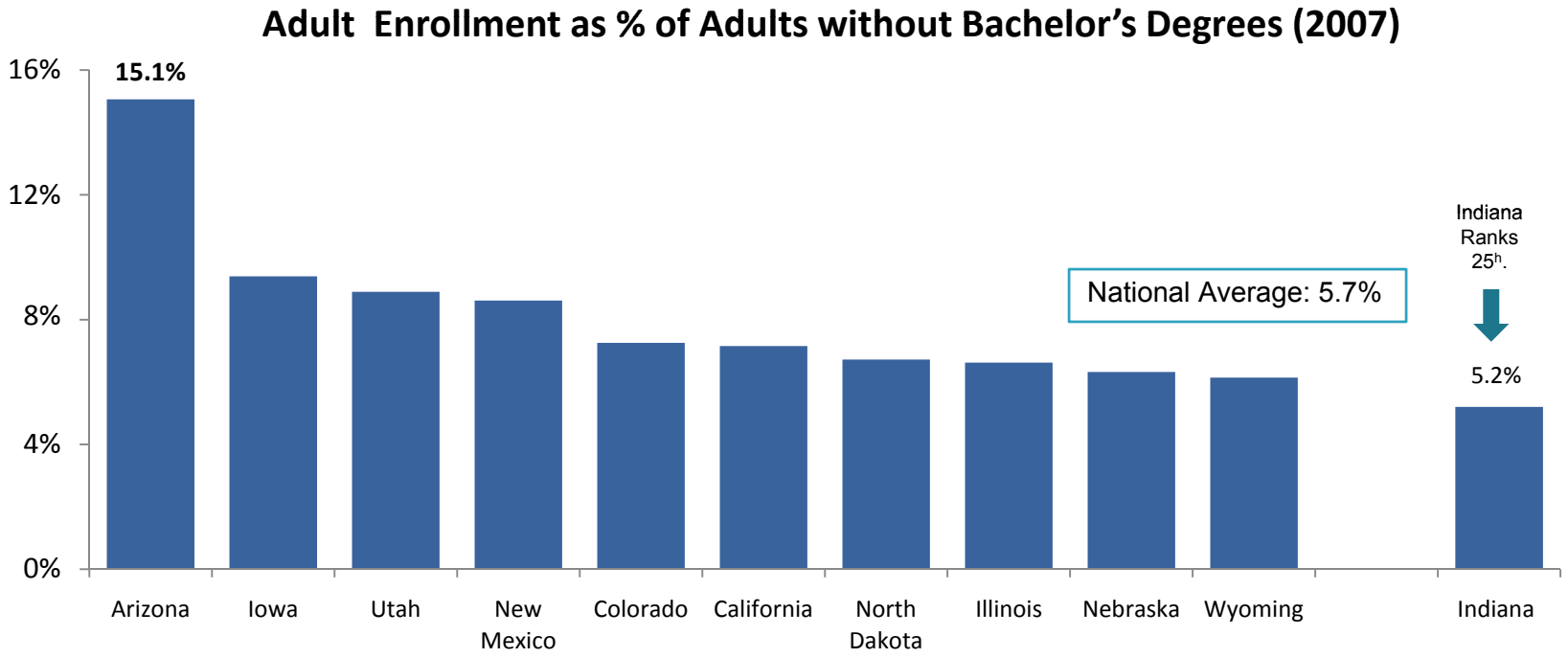
**Source:** 4- and 6-year first-time, full-time graduation rate from NCES, IPEDS 2007 Graduation Rate File; gr2007 Early Release Data File. Public Rate includes only public 4-year institutions. Minority graduation rates include African American and Hispanic students, from NCES IPEDS 2007Graduation Rate File. Graduation rates are based on the completion of a cohort of first-time, full-time students—the rates do not count students who re-start after time off, or attend part time.

# Indiana's adult college enrollment will rank in the top 10 states by 2015.

## Why is this important?

- According to a recent study*, nearly 1 million Hoosier adults are in need of further education and training.
- Indiana ranks 43rd in the nation in the percentage of adults with a Bachelor's degree or higher. For Indiana's citizens to be competitive in the global economy, more need the skills and knowledge that come with degree-completion and credentials.
- The Department of Workforce Development projects over 250,000 job openings through 2016 in Indiana will require at least some post-secondary education.



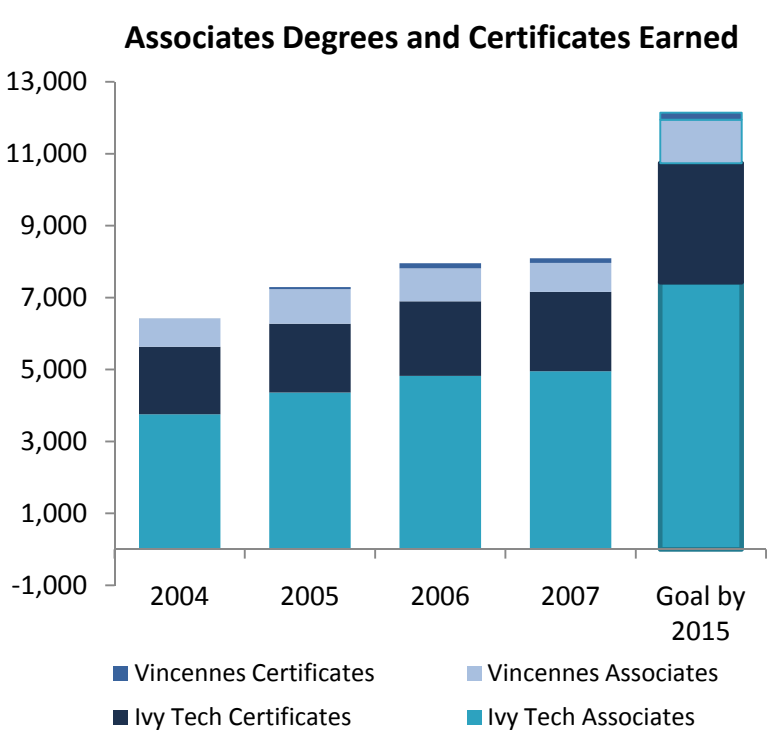

*Indiana's Adult Education and Workforce Skills Performance Report, Joyce Foundation, February 2008.

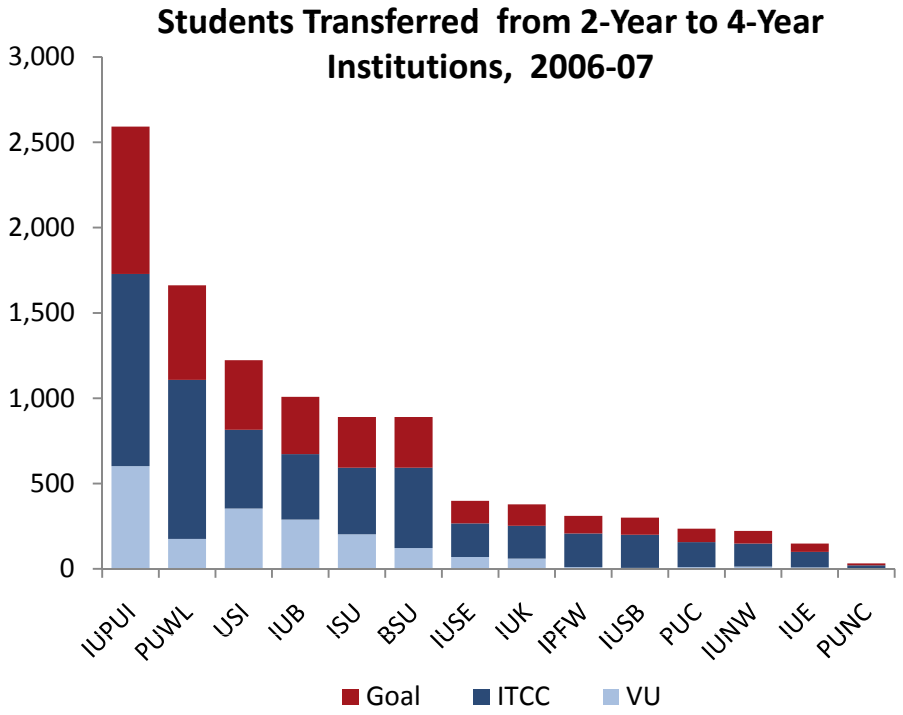
**Source:** Cost: Measuring Up: The National Report Card on Higher Education, 2008. Adults aged 25-49 enrolled in post-secondary institutions as a % of total adults aged 25-49 without a Bachelor's degree or higher.

## Ivy Tech Community College and Vincennes University will increase the number of degrees and certificates earned and students transferred by 50% by 2015.

### Why is this important?

- Indiana values people with Associate's degrees. The state has a vested interest in the number of Associate's degrees produced at the Community Colleges, because these individuals are essential to the growth of Indiana's economy.
- Over 9,400 annual job openings requiring an Associate's Degree or Certification are projected in Indiana through 2016.
- Ivy Tech and Vincennes University contribute to Baccalaureate degree production through providing transfer credits to thousands of students each year.
- Ivy Tech and Vincennes educate a very large proportion of the adult learner population in Indiana. 50% of Ivy Tech's enrollment is over the age of 25.
- While enrollment is increasing at the community colleges at a rate of nearly 8% a year, degrees and certificates awarded are growing at a slightly slower pace. To meet the demands of Indiana's economy, as well as to have a positive impact on the lives of individuals who enroll at Ivy Tech and Vincennes University, more students must graduate with credentials.



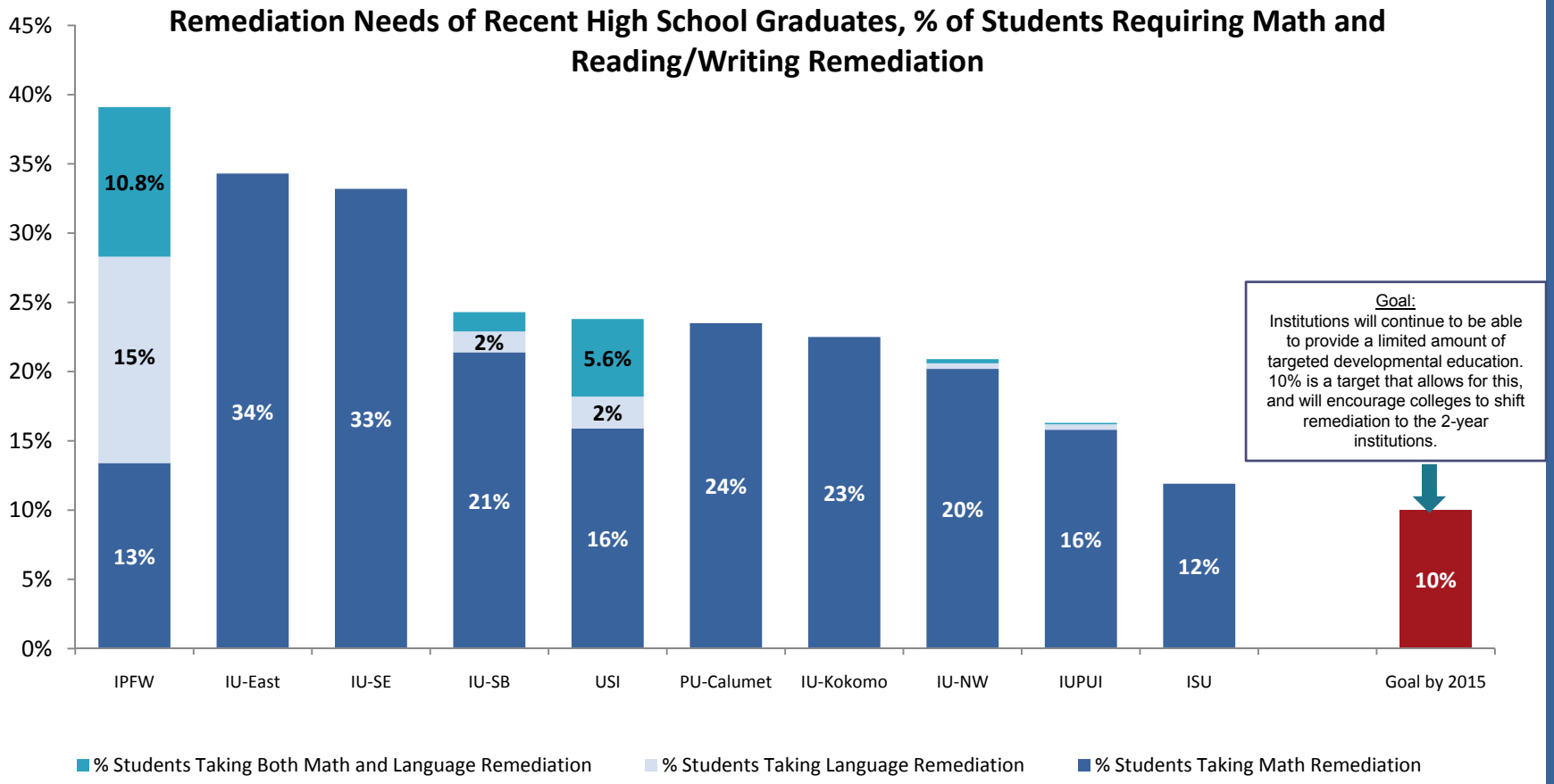




**Source:** ICHE Student Information System. Enrollment: Ivy Tech Community College Office of Institutional Research, Enrollment in FTE.

## Indiana's 4-year regional campuses, IUPUI, University of Southern Indiana and Indiana State University will reduce the level of remediation provided to not more than 10% of students by 2015

### Why is this important?

- Currently, 22% of recent high school graduates who attend one of Indiana's regional campuses, IUPUI, Indiana State University and University of Southern Indiana require at least one remedial course.
- Students who need developmental coursework are much less likely to graduate than students who are prepared for college-level work.
- Remedial coursework is not credit-bearing—students spend time and money for these courses, but earn no credit towards a degree.
- The Commission for Higher Education advocates for improved academic preparation in high schools, and for shifting remediation away from 4-year campuses to Ivy Tech Community College, where it can be delivered more effectively and cost-efficiently.




**Source:** ICHE Data Warehouse, 06-07 annual SIS data submissions. Purdue University North Central did not report any remediation for recent high school graduates.

# 50% of Indiana high school graduates will earn a Core 40 with Honors diploma by 2015.

## Why is this important

- The proportion of students earning an Core 40 with Academic or Technical Honors diploma has increased since 1998-99. However, only about 1/3 of students are currently completing this rigorous honors curriculum.
- The Core 40 with Honors diploma requires four years of math and, for many students, AP or dual credit courses, which are associated with improved academic performance in college.
- Many students enter college unprepared to do college-level work. 76 percent of all students who take remedial courses in reading, and 63 percent who take remedial courses in math, never earn a degree.

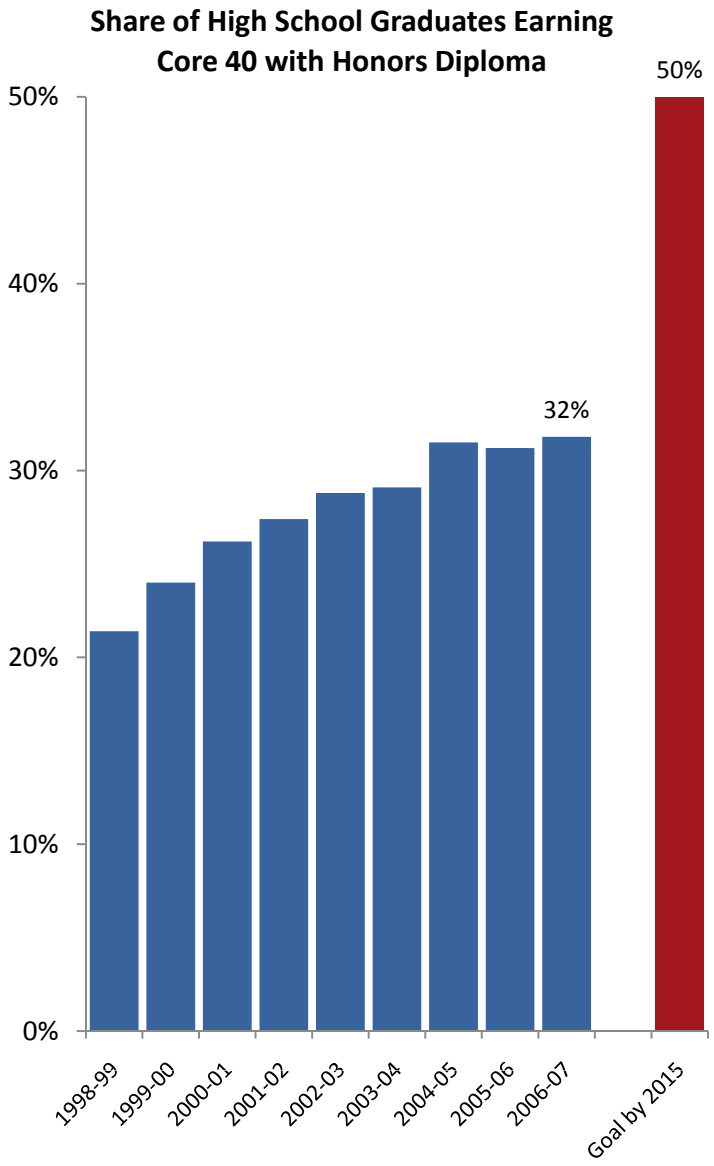
### Action Items for Future Measurement

**Teacher Preparation**

- Develop a methodology to determine the quality and effectiveness of teacher preparation programs throughout the state, with a focus on student achievement.

**Common College Readiness Measure**

- Develop a College Readiness Tool that will be used consistently to determine students' college readiness
- Adapt an aligned system of college readiness tools for students to utilize at key points during K-12 years.
- Deliver targeted intervention during high school, based on the Common College Readiness Measure, to ensure students enter college ready to do college-level work.

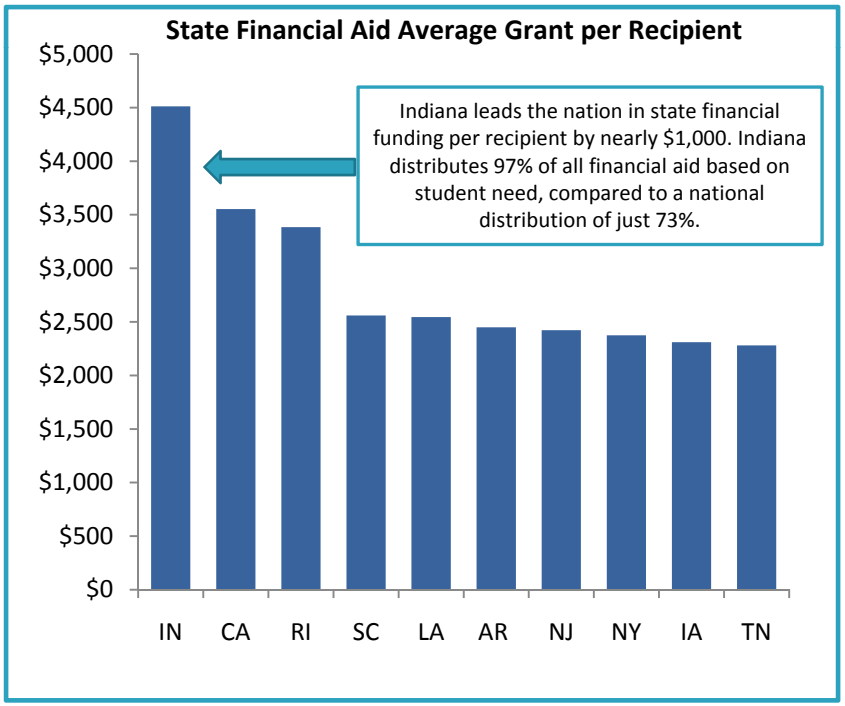


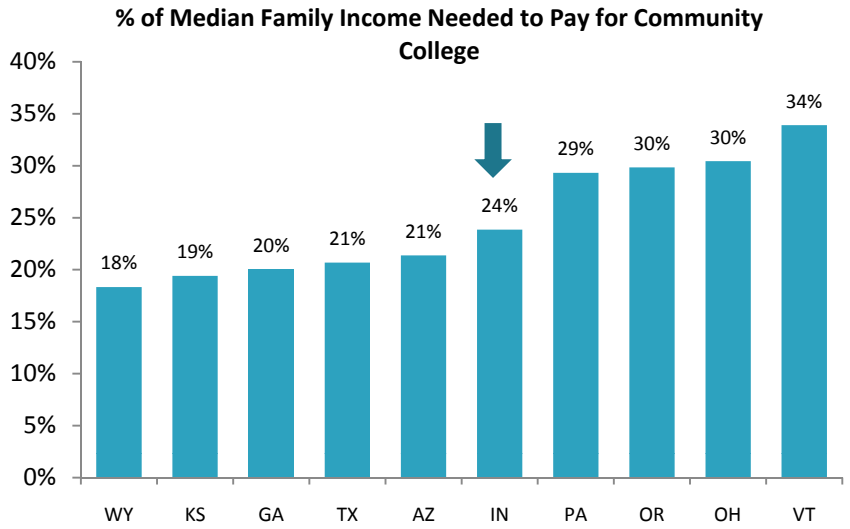

**Source:** Indiana Department of Education.

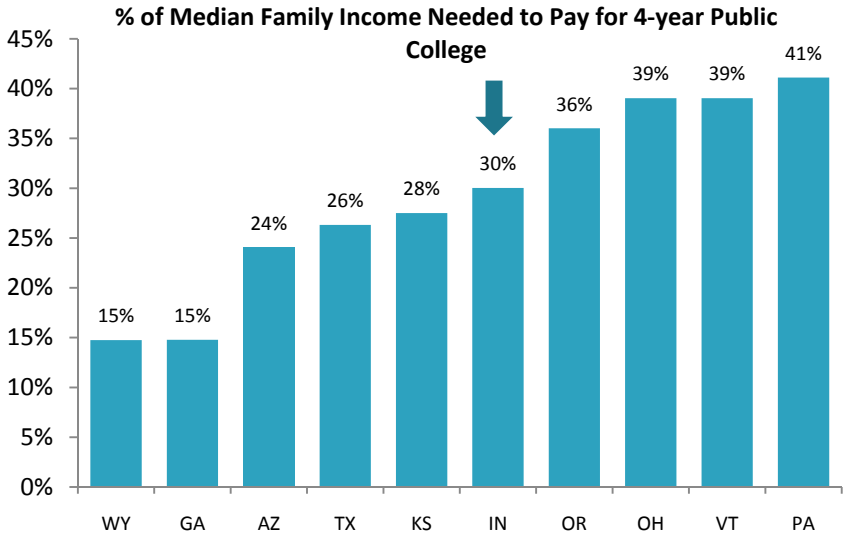
# Indiana's public institutions will rank as the most affordable among peer states by 2015.

## Why is this important?

- The Commission for Higher Education is committed to ensuring college affordability for all students.
- Attaining a college degree has a profound impact on socioeconomic mobility in the United States. Qualified students from low- and middle-income families should not face financial barriers in attending college.
- Indiana institutions must work to control student costs, and the state must continue to increase its commitment to need-based financial aid.



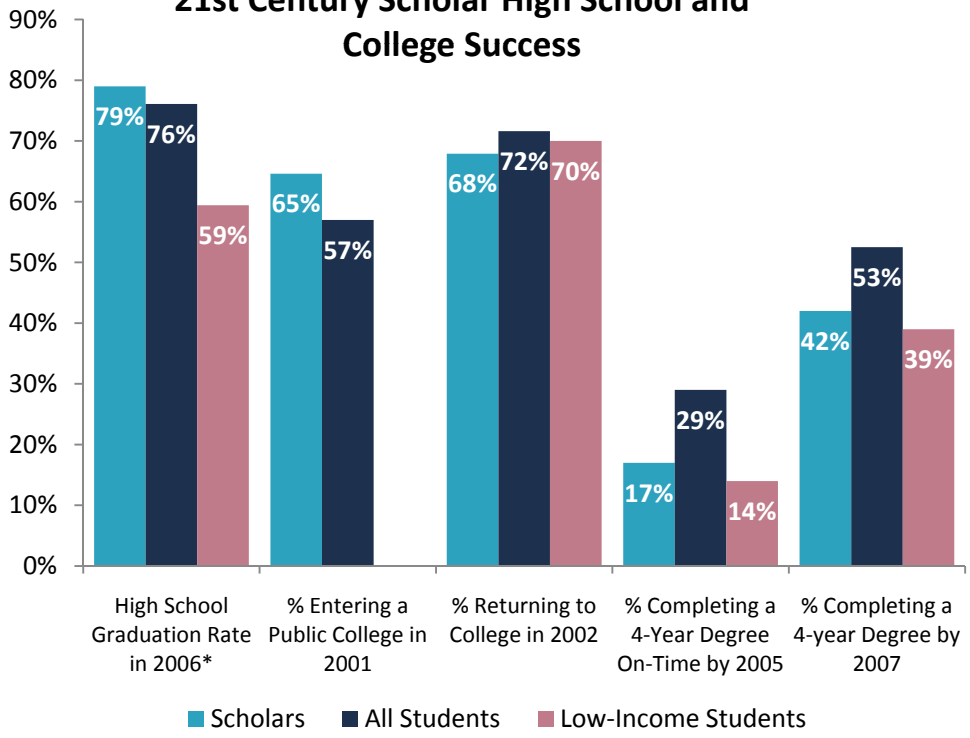



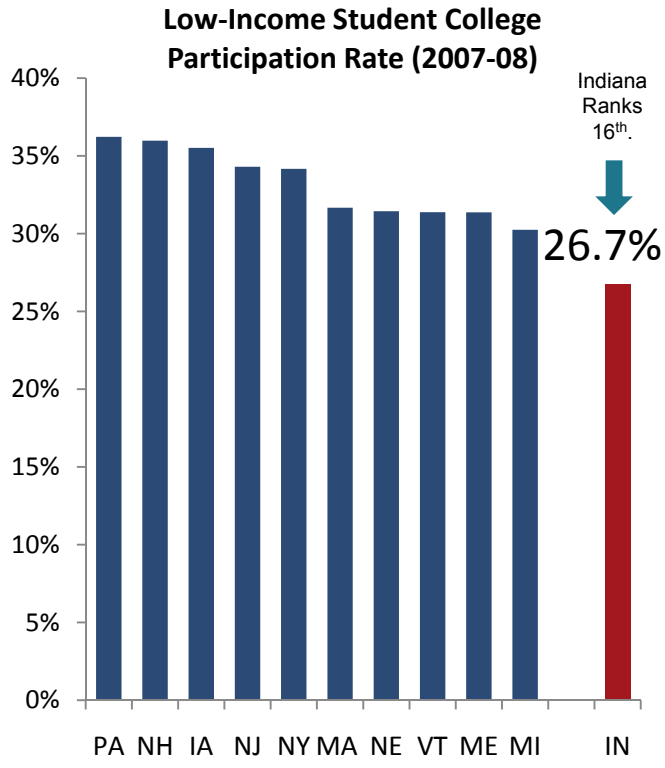

*2007 Public Opinion Survey on Higher Education Issues in Indiana, Center for Evaluation and Education Policy, Indiana University.
**Source:** Cost: Measuring Up: The National Report Card on Higher Education, 2008. Peer states are based on median family income similar to Indiana, for students in the middle income quintile. NASSGAP 38th Annual Survey.

## Indiana will improve 21st Century Scholar success at key transition points by 2015.
## Indiana will rank in the top 10 states for low-income student college participation by 2015.

# Why is this important?

- Indiana's 21st Century Scholars represent the state's at-risk student population. The 21st Century Scholar Program is an early promise program that provides college opportunity for low-income students. Students must sign a pledge, promising to stay in school, be a good citizen, complete a Core 40 diploma and to apply for college.
- The 21st Century Scholars program has proven very effective as a high school drop-out prevention and college entry strategy. However, Scholars are still less likely than the general college population to graduate from college. Program enrollment has grown by nearly 70% since 1995, and is anticipated to expand even more with an extended sign-up period. With more students involved, it is imperative that Scholars persist and graduate at a rate at least equivalent to that of Indiana's regular college population.
- Nationally, 72% of students with family incomes in the upper quartile earn a Bachelor's degree, compared to just 10% of students from families in the lowest income quartile. In the past, workers could enter a high-paying job without higher education. This is no longer possible. The pathway to economic security and prosperity goes through college.



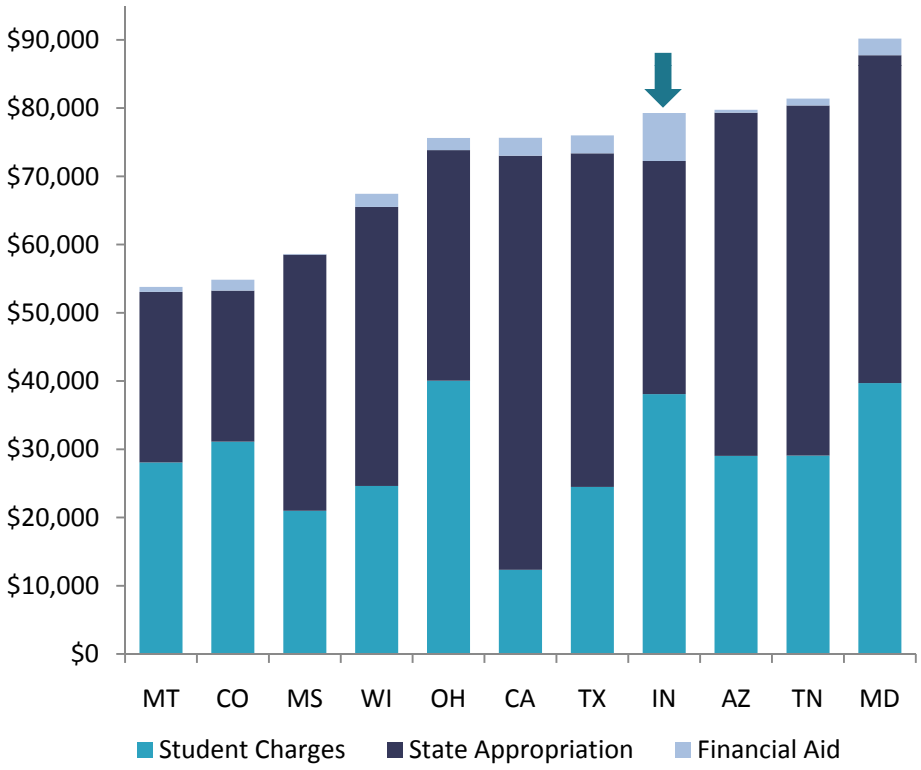



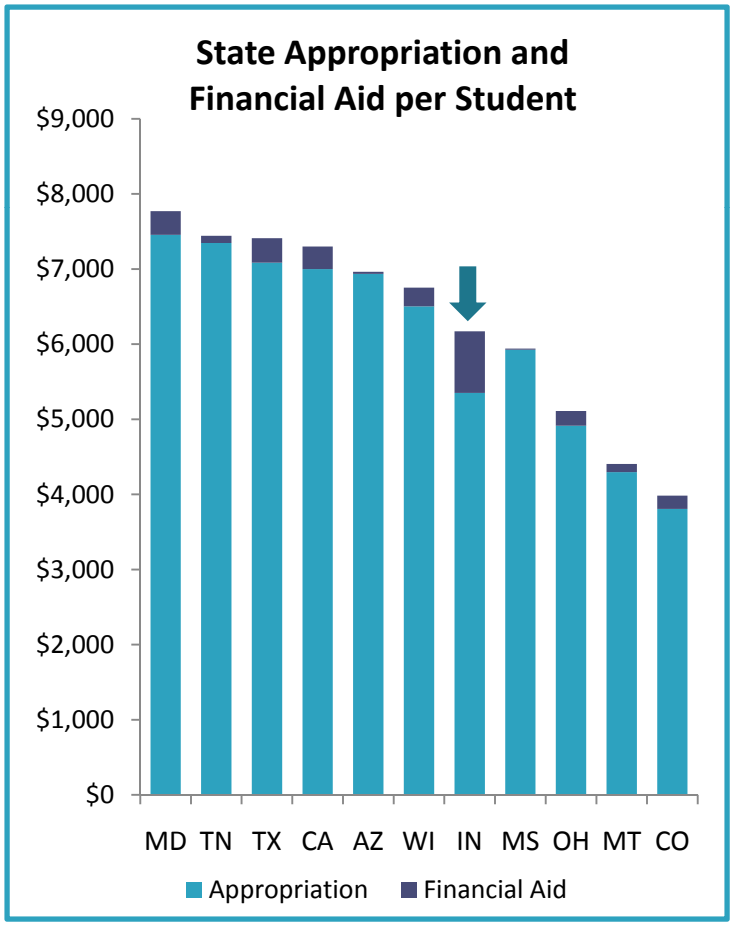

**Source:** Indiana State Student Assistance Commission. Indiana Department of Education. Lumina Foundation, *"Results and Reflections, An Evaluation Report. Indiana's Twenty-First Century Scholars Program: A Statewide Story with National Implications."* College success rates are not currently available for low-income students. Postsecondary Opportunity, www.postsecondary.org,
*The high school graduation rate utilized is from the 2005-06 academic year, which is the first year available for student tracking through STNs. College data utilized the 2001 entering cohort through completion in 2007.

# Indiana will rank as the most productive among Making Opportunity Affordable grant states by 2015.

## Why is this important?

- Making Opportunity Affordable is a grant program sponsored by the Lumina Foundation. Indiana has recently been selected as one of 11 states to receive a grant to explore productivity improvements in higher education. With the grant, state leaders and institutions will develop and implement policy changes to promote cost-saving methods of delivering high-quality education to greater numbers of students. States with the most promising productivity-improvement strategies will receive an additional $2M grant.
- In order to increase productivity, Indiana institutions must do more with the funding they receive from the state and through student charges.



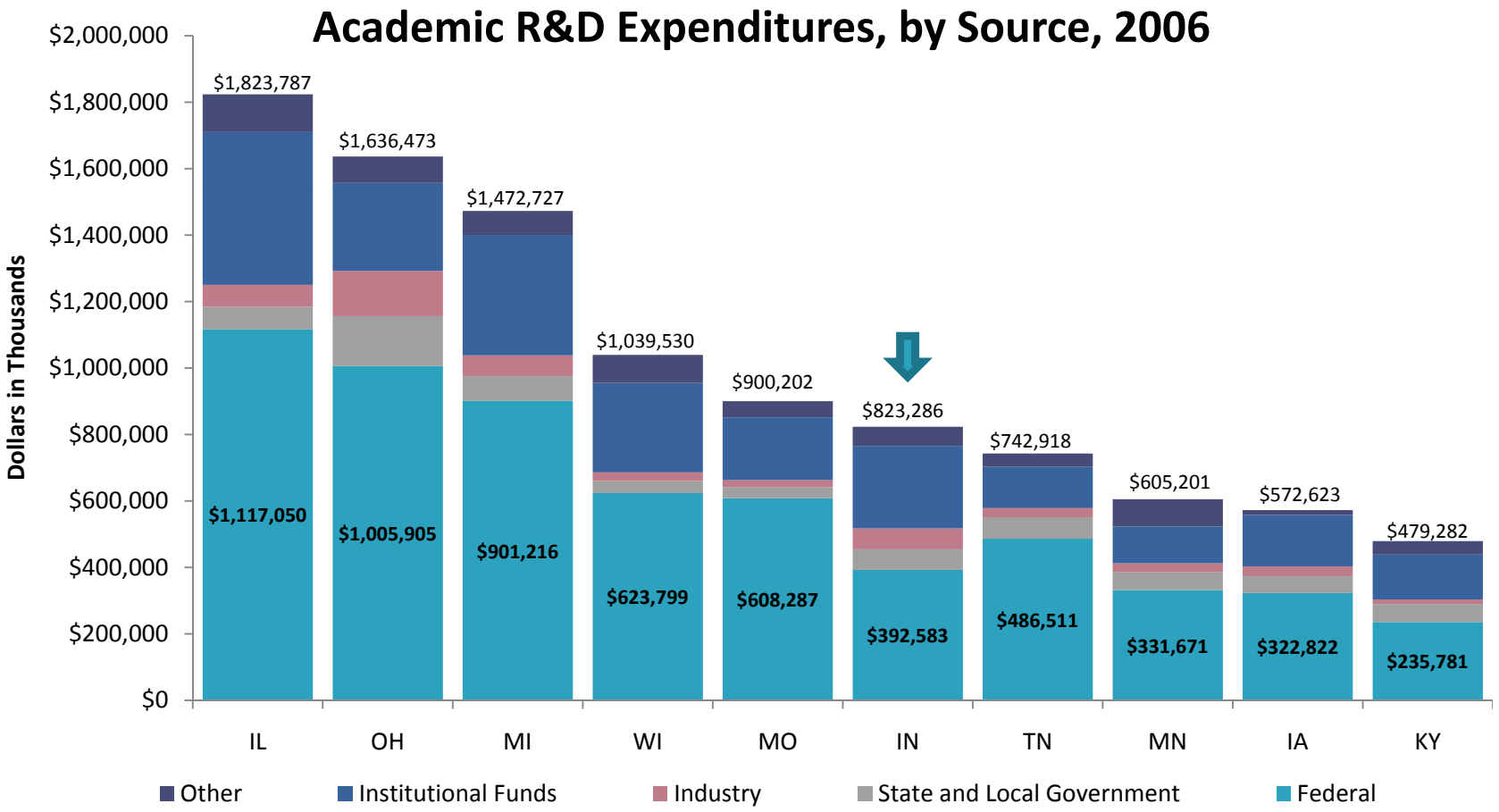




**Source:** SHEEO, SHEF, FY07. National Center for Education Statistics, IPEDS, 2007. National Association of State Student Grant and Aid Programs, 38th Annual Survey. Degrees include public associate's and bachelor's degrees. State appropriation per student is based on full-time equivalent public enrollment. Financial Aid is limited to aid distributed to public in-state institutions.

**Based on work at Indiana's Major Research Universities, Indiana will rank in the top half of Midwestern states in Academic Research and Development Expenditures by 2015.**

## Why is this important?

- Indiana is home to premier public "very high-activity" research universities, Indiana University and Purdue University, that meet the needs of Indiana's high-tech and high-skill economy, and which serve as major economic engines for the state.
- Strong research universities are magnets for talented, high-performing students, faculty and knowledge workers.
- Indiana ranks 4th from the bottom in Academic Research and Development Funding per capita against Midwestern states.




**Source:** National Science Foundation, Academic Research and Development Expenditures, FY06; US Bureau of the Census, Population Estimates Program 2006. Funding per capita includes grants to all institutions, public and private.

CENTER FOR
LEADERSHIP DEVELOPMENT
*Empowering Youth / Strengthening Community*

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# 29th Annual Minority Business & Professional Nomination Form

## *Empowering Youth - Strengthening Community*

**Friendly Reminders:**

**Currently accepting applications for the following programs:**

**Spring 2009 Self-Discovery/Career Exploration semester (10th, 11th & 12th Grades)**

***Business Orientation Project 2009 semester (10th, 11th & 12th grades)**

***Rawls Scholars Medicine Initiative 2009 (10th, 11th & 12 grades)**

**Project MR. (7th, 8th, 9th & 10th grade males)**

***College Prep Institute summer 2009 (10th, 11th & 12th grades) Parents & Students**

**Success Prep summer 2009 (graduating 8th graders) Parents & Students**

**Book Club summer 2009 (middle & high school students)**

***Indicates students must be graduates of the Self-Discovery/Career Exploration Project to participate.**

**For further information contact the CLD office at 923-8111. Don't wait enroll now!**

# CLD Principles for Success:

- **Character Development**
- **Educational Excellence**
- **Leadership Effectiveness**
- **Community Service**
- **Career Achievement**

## ABOUT THE CENTER FOR LEADERSHIP DEVELOPMENT:

During the mid 1970's, Indianapolis community leaders identified several factors, which they believed prohibited or at least severely limited African American youth from achieving, or even aspiring to achieve academic, college and career success. The lack of exposure to the many career opportunities and options available to youth; the lack of awareness of the demands, expectations, and preparation required to excel and take advantage of these great career opportunities; and the absence of a substantial number of African American professionals who could provide this guidance, mentoring, role modeling and simple encouragement all served to stifle the ambitions, hopes, and aspirations of youth.

The mission of the Center for Leadership Development ***"to foster the advancement of minority youth in Central Indiana as future professional, business and community leaders by providing experiences that encourage personal development and educational attainment".*** The foundation of CLD's vision for developing youth; helping them set high meaningful goals; training them to responsibly handle peer pressure; and motivating them to pursue *excellence* rests on instilling in these youth, CLD's *Principles for Success*. These CLD *Principles for Success* are five (5) core principles and values, which we believe are fundamental and vital to developing youth and preparing them for the highest levels of personal development, career success and an enriched overall quality of life: *character, education, leadership, service,* and *career*.

CLD offers twelve quality developmental programs for middle and high school students and their parents that provide meaningful preparation in the core values of *belief in self, setting high, meaningful goals, overcoming negative peer pressure and other barriers to success, working extremely hard, attending college and graduating*. CLD is making a real difference in the lives of minority youth. CLD participants study better, study harder, employ better time management skills, and spend more time planning for their success in high school, college and career. Because of CLD's experience, quality youth programming, and focused preparation, CLD participants also graduate from college at a higher rate than their non-CLD peers. Because of CLD's strong focus and emphasis on hard work and high achievement, seventy-one (71) percent of CLD graduates report enrolling in some institution of post-secondary learning. Moreover, over 50 percent of CLD graduates who attend college earn a college degree. By comparison, only twenty-four (24) percent of Indiana's African American college students in publicly supported institutions earn a bachelor's degree in six years. This level of impact on youth affirms the success and need for CLD's mission and programs.

## Core Programs

See all the programs we offer at CLD.

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**www.cldinc.org**
**Center for Leadership Development**
3536 Washington Blvd.
Indianapolis, IN 46205-3719
(317) 923-8111

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CENTER FOR
LEADERSHIP DEVELOPMENT
*Empowering Youth / Strengthening Community*



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# CLD Programs

Programs are designed around several objectives that help clarify purpose and determine the success of outcomes.

### Objectives of CLD Programs

- Increase awareness and competence in communication skills (i.e. verbal and written, assertiveness, leadership).
- Explore various career options and identify compatible occupations.
- Explore and identify educational pursuits which will aid in reaching career goals.
- Identify and learn to cope with environmental and personal barriers which hinder academic success.
- Develop skills and behaviors necessary to seek, obtain and retain employment.

CLD's programs have methodically developed a group of productive citizens, which contributes to the growth, and success of this city and nation. CLD students have progressed to obtain Bachelors and Masters degrees as well as Ph.D.'s. They may have received the knowledge of their subjects in high school and college, but they learned to believe in their dreams, to be proud of their individual strengths, and to assert their positive attributes with time spent at CLD.

## Learn more about the programs we offer:

Self-Discovery/Career Exploration Project
Business Orientation Project (BOP)
Project MR. (Male Responsibility)
Parents Chat
SAT Prep Course
Role Model/Advisors Experience
Success Prep
Rawls Scholars Medicine Initiative
College Prep Institute
College Intern Project (CIP)
CLD Book Club
2005 Youth Development Report

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