

Marshall County

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2019 Population Estimates	Marshall	Indiana
Child Population	11,779	1,567,421
American Indian/Alaskan Native	0.0%	0.2%
Asian	0.4%	2.8%
Black	1.6%	11.3%
Hispanic	15.7%	11.4%
Native Hawaiian and Other Pacific Islander	0.0%	0.0%
Two or more races	4.8%	5.5%
White	88.8%	77.3%

Age Group: 0 to 17 Years

In each of the following Domains, please use the indicator dropdown options within each box to select how you would like to filter the data (e.g., filtering the data to reflect different years, race/ethnicity/subgroups, etc.). These filters can help illustrate longitudinal trends in the data and disaggregation of the data.



Juveniles Committed to the Department of Correction

Year: 2019

3

2019

Child Abuse and Neglect Rate per 1,000

Year: 2019

16.0

2019

Experience with Foster Care

Year: 2019

Experience Type: In Foster Care at Some Point

144

2019

Teen Birth Rate per 1,000 Femal.

Year: 2019

2019

Leveraging the Data

Locally:

- o Emphasize prevention, non-exclusionary intervention strategies
- o Adopt programs for at-risk youth to the detention facilities
- o Facilitate re-employment process

Statewide:

- o Increase data transparency regarding outcomes for justice-involved youth and Indiana's Superfund sites
- o Align correctional educational programs with state standards and local graduation requirements to improve educational quality
- o Connect exiting juvenile offenders to educational supports, such as Second Chance Pell



Children Under 18 in Poverty

Year: 2019

Race: Overall

16.2%

2019

Older Youth Ages 18 to 24 in Poverty

Year: 2019

Race: Overall

13.0%

2019

School Meals

Year: 2020

Meal Type: Free Meals

41.3%

2020

Median Household Income

Year: 2019

\$53,695

2019

Leveraging the Data

Locally:

- o Provide financial incentives and opportunities for paid training and work
- o Connect the resources and supports of local ecosystems

Statewide:

- o Expand how poverty and low-income are defined in the State's funding policies
- o Create structural opportunities for asset building, such as Children's Savings and Individual Development Accounts
- o Connect existing sector-based training programs with coaching and proactive employment services for low-income parents
- o Examine cash assistance level and income eligibility guidelines for TANF



3rd Grade Students Who Scored Proficient in Reading

Subgroup: Overall

89.7%

2019

Students Who Scored Proficient on ELA & Math LEARN

Subgroup: Overall

Age Group: 3rd through 8th grade.

37.3%

2019

School Discipline Rates

Year: 2018

Race: Overall

Discipline Type: In-School Suspension

3.2%

2018

Enrollment in Career and Technical Education Courses

Subgroup: Overall

1,863

2020

Leveraging the Data

Locally:

- o Promote early intervention over retention
- o Revise processes for Algebra I identification
- o Advance implementation of quality instructional strategies in early childhood education
- o Address opportunity and resource gaps through greater equitable distributions of resources

Statewide:

- o Implement a PreK thru 3rd grade approach
- o Maintain current standards and assessments



Vaccination Completion Rate for 4:3:1:3:1:4

Year: 2019

68.0%

2019

Deaths by Injury

Race: Overall

Age Group: Youth 0 to 18 Years

3

2019

Ratio of Population to a Mental Health Provider

Year: 2015

984:1

2019

Mothers who Began Prenatal Care

Trimester: First Trimester

65.8%

2019

Leveraging the Data

Locally:

- o Increase the diversity of voices communicating the positive benefits of vaccinations and preventive care
- o Shift to proactive targeting efforts

Statewide:

- o Ensure every child has health insurance
- o Expand State Plan's Performance Measures
- o Increase data for subgroups
- o Remove the 90-day waiting period for youth switching from private insurance to CHIP in State regulations

Data Sources: Indiana Department of Correction, Indiana Department of Health, Indiana Department of Education, U.S. Census Bureau ACS Table B0100A-1, County Health Rankings, SAPE

Important Data Reminders

- o Data and percentages were calculated using standard mathematical formulas.
- o Data are based on different trinomials (i.e., calendar year, school year, and five-year estimates). Readers should check each indicator and data source to determine the reported time period.
- o When a small number exists for a data source, data suppression may be used to protect confidentiality.
- o Data collection and methodology vary among sources and agencies. When comparing data from different sources, readers are encouraged to understand the different methodologies of each source.
- o Data presented may not be comparable due to different sources employing varying methodologies and sample sizes.
- o Data from different surveys or questionnaires may use different definitions for data indicators. It is advised to review the original source methodology to understand their definitions.