

# 2016 FACTBOOK



FOREWORD BY MORGAN FREEMAN

# Acknowledgments

## MISSISSIPPI KIDS COUNT ADVISORY BOARD

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We are celebrating a significant milestone in the history of Mississippi KIDS COUNT. The Family & Children Research Unit of Mississippi State University's (MSU) Social Science Research Center begins our 10th year of being the Annie E. Casey Foundation's KIDS COUNT grantee for the state of Mississippi. When representatives from the Annie E. Casey Foundation reached out to us in fall 2006 to determine our interest in being Mississippi's KIDS COUNT grantee, we did not hesitate to host a site visit from Don Crary and Bill O'Hare of the foundation. In December 2006 we were notified that, effective January 1, 2007, the new home for Mississippi KIDS COUNT would be housed within our unit.

Our overall goal—then and now—is to be the premier data source on children and families for the state of Mississippi in the areas of health, education, economic well-being and child safety. While building and maintaining a foundation of reliable data is key to monitoring changes over time, our higher aim is to provide data that can be used as a catalyst for improving outcomes for Mississippi's children. To that end, we have engaged communities, policymakers, state agencies, businesses, philanthropies, etc. Meeting these dual goals of providing solid data and presenting the data in a format that can be used to improve outcomes for children has been the direct result of the overwhelming support of individuals and entities across the state, stellar Advisory Board members, the incredibly dedicated Mississippi KIDS COUNT team and colleagues here at MSU's Social Science Research Center, all of whom have made this possible. In addition to our current advisory board, previous members over the last decade include: Dr. Mary Gayle Armstrong, Gary Blair, Dr. Devon Brenner, Nelle Cohen, Dr. Neva Penton Eklund, Therese Hanna, Dr. William Hillbun, Lydia Jones, Rhonda Keenum, Elnora Littleton, Valerie Long, Dorothy Roberts, Kate McMillin, Sally Molpus, Avern Moore, Dr. Wanda Newell, Larry Otis, Wade Overstreet, Tom Pittman, Inez Saum, Sister Teresa Shields and Danny Spreitler.

Just as data is not static, our mechanisms for promoting our work continue to evolve. We have 1) transitioned from an academic approach in earlier databooks to a more user-friendly, infographic format in our factbooks; 2) spotlighted success stories of visionary Mississippians who are incredibly dedicated to improving outcomes for children and families in their communities and across the state; 3) hosted both summits and youth conferences, engaging thousands of Mississippians with information about the status of Mississippi's children. Youth summit speakers have included internationally recognized celebrities and authors: Wes Moore, Hill Harper, Rachel Simmons and Mississippi's own Dak Prescott and Dan Mullen. In recent years, our factbook forewords have been written by Governor William Winter, Dr. Edward Hill and Dr. Carey Wright. This year we are pleased to have Mississippi's own Morgan Freeman express his thoughts on the importance of investing in quality early care and education. We've also had numerous presentations to community and professional groups and are increasingly called upon for policy discussions impacting children and families. Yet, in looking forward to the next decade to begin in January 2017, we realize there is so much more to do to improve these outcomes. While we "count" many data points on children's well-being, most of which are far less than optimal for Mississippi's children, there are countless opportunities for improvement.

Mississippi KIDS COUNT is looking forward to working with you during the next decade to promote a comprehensive agenda for Mississippi's children. To begin our next decade of efforts in 2017, we will continue our policy work on developmental screenings and chronic absenteeism, working in concert with the national Campaign for Grade Level Reading, funded heavily by the Annie E. Casey Foundation. Beyond these topics, we will also focus on some of the most pressing issues for children, youth and families—particularly the most vulnerable in our state—and produce evidence-based research and policy briefs with accompanying "calls for action." We plan to strengthen current partnerships and build new ones, based upon the particular concern and challenges. In doing so, we are counting on you and welcome your input!



Linda H. Southward, Ph. D  
Director, Mississippi KIDS COUNT



# Foreword

Investing in our kids from birth to third grade is not an option – it's our responsibility. One that has been shown to have a strong return on investment.

When we support proficiency in reading, we contribute to a child's lifelong potential. Every story, every interest, every passion, every Web page, every inspiration is a potential discovery. Children are free to be their greatest. And that creates a greater us.

When a child learns to read, the sense of wonder and imagination increases. That happened for me at the age of eight, when I received my first library card from a public library in Chicago. With the turn of a page, I could travel anywhere in the world...be anything I wanted to be...join any adventure. My mind became my passport.

Science tells us that quality early childhood experiences influence the very architecture of a child's developing brain. Learning to read starts with the ability to link sounds, letters, language and meaning together. In the context of richly stimulating interactions with engaged adults, sort of like the back-and-forth of a game of tennis, students build a strong developmental foundation, and are better able to develop their abilities to communicate, learn and understand. The most crucial stage for this cognitive development is from birth to third grade.

Because our first years on this earth are a time of remarkable neurological growth, the very best ways to support a child's curiosity and learning during this critical time involves supporting the environments that stimulate them. Strong and well-funded schools and libraries, well resourced teachers and access to reading experts, accessible materials, cutting-edge technology are a few examples.

However, despite making some progress over the years, my home state of Mississippi is woefully behind every state in the country on virtually every childhood well-being and education indicator -- health, literacy, safety and economic development.

We're also among the most underfunded in early childhood education.

The Early Learning Collaborative Act of 2013 created the first state-funded Pre-K program in Mississippi. The inaugural round of funding appropriated \$3 million for 11 collaboratives statewide serving 1,789 students.

But this still leaves approximately 39,000 four-year-olds without access to public Pre-K. That's 39,000 too many.

If we truly want to increase Mississippians' chances to thrive economically and educationally, we need to make sure all children in Mississippi have access to quality early childhood programs that develop their language and literacy. When we invest in the systems that support learning, we ensure a more socially and economically thriving Mississippi.

- In Mississippi, children who have attended Pre-K programs (Title I and/or locally funded) are 1.5 TIMES MORE LIKELY to be reading proficiently at 3rd grade
- Children who are reading proficiently in 3rd grade are 9 TIMES MORE LIKELY to read proficiently in 8th grade
- Proficient readers in 8th grade are 2 TIMES MORE LIKELY to graduate from high school on time

It costs about \$12,401 to retain one student. Multiply that by the 2,907 students who are retained and you get \$36,049,707. That is enough to fund early learning collaboratives 12 times over, support 132 Pre-K programs or put as many as 1,474 students through college.

The bottom line: every dollar invested in pre-kindergarten (per child) yields an \$8.40 return. That return is \$12.30 for low-income children.

Very few investments will perform better!

Children who achieve their full potential contribute more fully to their communities by giving back as citizens. We can never truly measure the opportunity gain. But we can easily see its loss.

Additionally, we know that approximately one out of every three children in Mississippi lives in poverty (29%). And we know that children who live in conditions of poverty are less likely to have access to available books. We know that when adults struggle with social conditions such as financial insecurity, lack of access to quality healthcare and other public services, their children are negatively affected. These forces contribute to a lack of “serve and return” interactions with children, and thus children growing up in communities of poverty are more likely to have increased summer learning loss when not in school compared to middle and higher income households.

But, we have solutions that have been shown to work. For example, through our schools, we can provide access to nutrition and necessities, which can remove some of the barriers to learning. Family engagement and quality childcare solutions have been shown to play an important role in promoting access to more stimulating environments. For Mississippi, making sure early learning really happens in the midst of economic challenge means innovating from within.

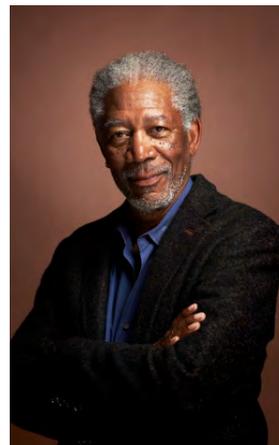
That’s why Mississippians committed to the distinct needs of their neighborhoods and communities are such an important component of our state’s early learning effort to give children a voice. Investing now in things like high quality pre-kindergarten collaboratives help contributors of all kinds – teachers, families, business, legislators and civic leaders – to drive lasting change, fueled by the excellent work which is already being done across systems and agencies. Early childhood is at the core of our economic security – as individuals, as families, as communities, as a state, as a nation.

With this in mind, I founded the Tallahatchie River Foundation – a 501 [c][3] non-profit that invests in quality early childhood education within Mississippi communities. We have one goal: for every child in Mississippi to exceed third-grade proficiencies for life-long success.

In order for all of Mississippi’s children to thrive both socially and economically, we need public, private and philanthropic entities

to work together with strong, consistent investments. We need to promote practices which science has shown will support healthy development in our children’s early years. We need everyone, and we all stand to benefit. As with all investments, the rewards and outcomes will come later, but the time to act is now.

May I count you in?



A handwritten signature in black ink, appearing to read "Morgan Freeman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Morgan Freeman

# A Decade of Change

## CHILD WELL-BEING IN MISSISSIPPI A Decade of Change<sup>1</sup>

INDICATOR	2005 rate or %	2014 rate or %	2014 # of kids	CHANGE	National Rank
Low-birthweight babies (less than 5.5 pounds)	11.6%	11.5%	4,458	BETTER	50
Infant mortality rate (per 1,000)	9.8	9.7	373	BETTER	50
Child deaths (per 100,000), ages 1-14	31	26	149	BETTER	46
Teen deaths from all causes (per 100,000), ages 15-19	102	63	132	BETTER	43
Teen birth rate (per 1,000), ages 15-19	62	43	4,347	BETTER	47
Teens (16-19) who are high school dropouts	9%	5%	9,000	BETTER	37
Teens (16-19) not attending school and not working	11%	10%	18,000	BETTER	45
Children living in families where no parent has full-time, year-round employment	43%	36%	267,000	BETTER	48
Children living in poverty (100% of federal poverty level)	31%	29%	212,000	BETTER	49
Children in single-parent families	47%	47%	322,000	SAME	49

Note: Data is for 2005 - 2014 except in cases where 2004-2013 was the latest available  
Source: KIDS COUNT Data Center, The Annie E. Casey Foundation

In the last ten years, nine out of ten indicators of child well-being in Mississippi have shown improvement. However, the percentage of children living in single parent families remained the same. While the majority of indicators did show improvement, it is important to consider how Mississippi ranks among other states. In all but one of these indicators, Mississippi is ranked in the bottom ten. This shows that even though Mississippi is trending in the right direction, there is still much progress to be made.

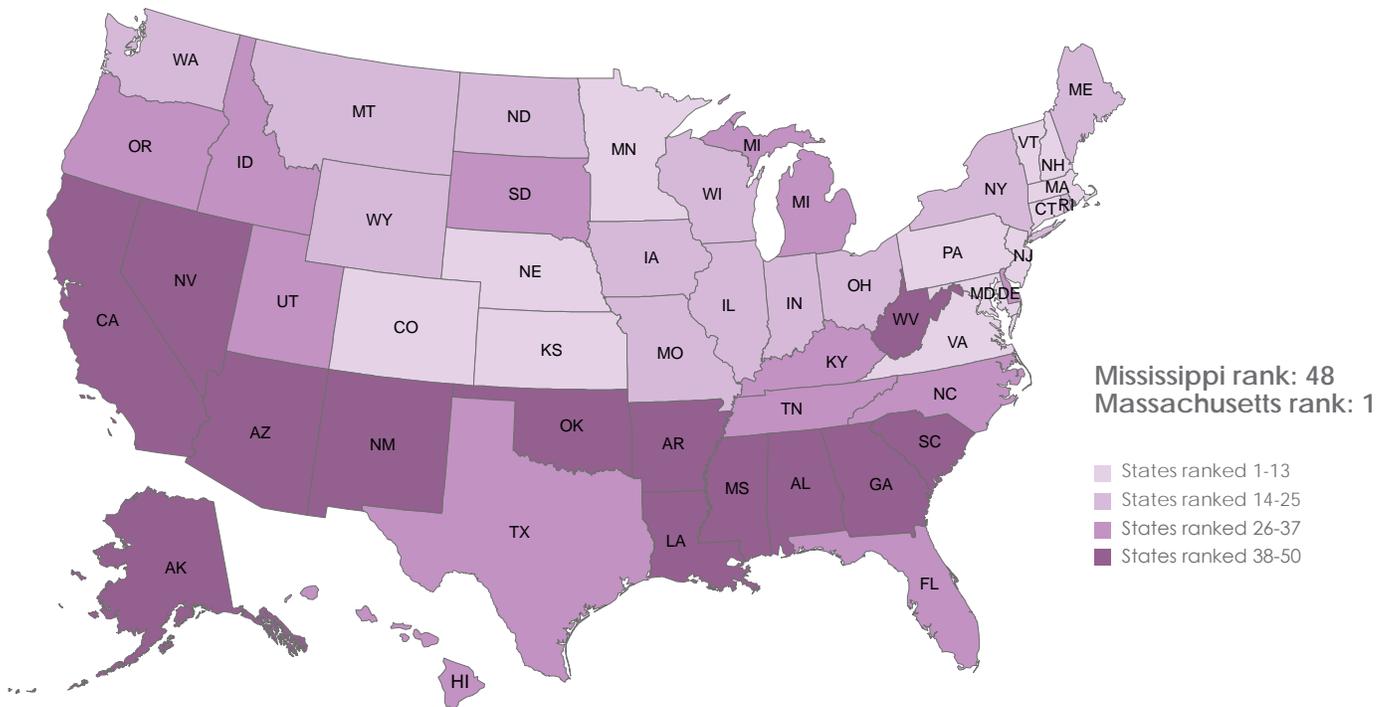
When broken down by race, there is a significant Black and White disparity across most indicators. For example, 15% of White children live in poverty, compared to 47% of Black children. Also, the percentage of Black children living in families where no parent has full-time, year-round employment is nearly twice as large as Whites (50% vs. 28%, respectively). There are also significant disparities among indicators of reproductive health; Whites have about half the percentage of low-birthweight babies compared to Blacks (8% vs. 16%, respectively). There are also racial disparities between White and Black infant mortality rates per 1,000 live births (5 vs. 11.2, respectively).

# What Would it Take?

## For Mississippi to go from forty-eight to number one in education?

For almost three decades, the Annie E. Casey Foundation has produced state rankings. Mississippi continues to be at or near 50<sup>th</sup> across all indicators of child well-being. This year Mississippi is ranked 48<sup>th</sup> in education. What would have to change to move Mississippi to number one?

A STATE-TO-STATE COMPARISON OF EDUCATION: 2015<sup>1</sup>

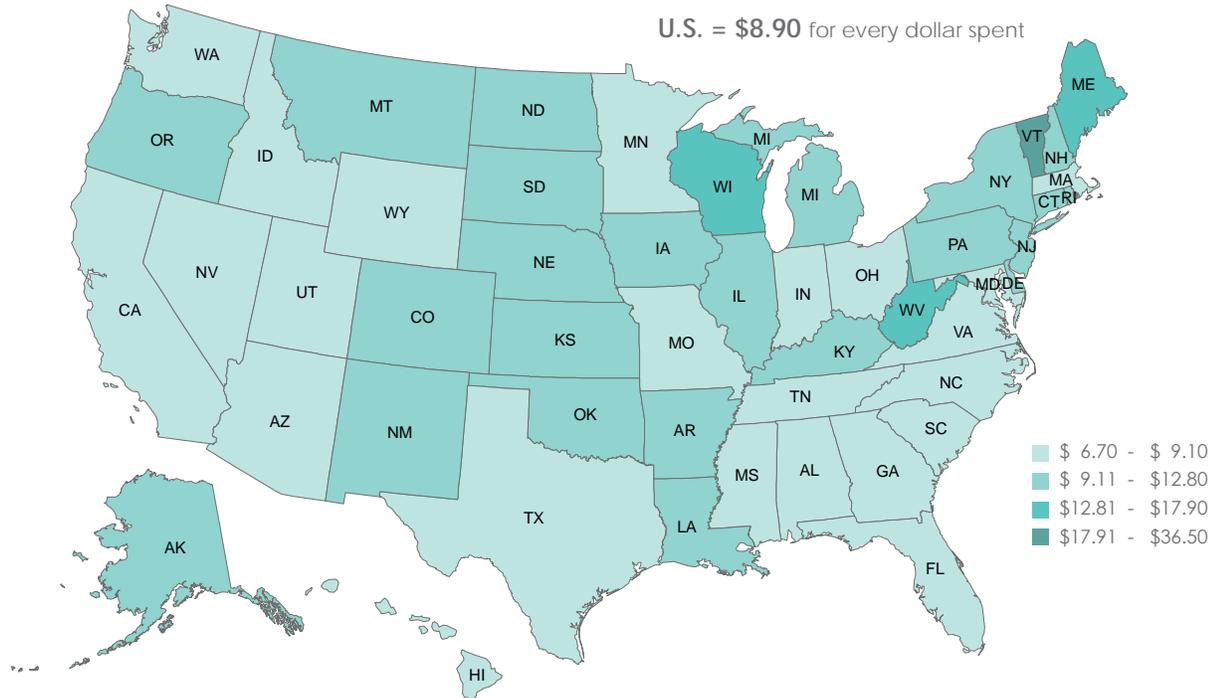


INDICATORS	WHERE WE ARE	TO BE #1
Not attending Pre-K	52%	37%
Fourth graders not proficient in reading (2013)	74%	50%
Eighth graders not proficient in math (2013)	79%	45%
High school students not graduating on time (2011-13)	32%	7%

Source: KIDS COUNT Data Center, The Annie E. Casey Foundation

# The Early Years

## 2050 PROJECTED RATIO OF ANNUAL BENEFITS TO PROGRAM COSTS OF UNIVERSAL PRE-K<sup>2</sup>



According to Robert Lynch and Kavya Vaghul's analysis (2015), by 2050 the United States stands to gain \$8.90 in benefits for each dollar invested in universal Pre-K. In Mississippi, this ratio is even higher at \$9.10 in benefits per dollar invested. By 2050, the annual benefits of universal Pre-K to Mississippi would total \$2.6 billion. This would include \$684 million in government budget benefits, \$865 million in increased compensation to workers, and \$1.1 billion in reduced costs to state residents through reduced crime, child maltreatment, and improved health outcomes.

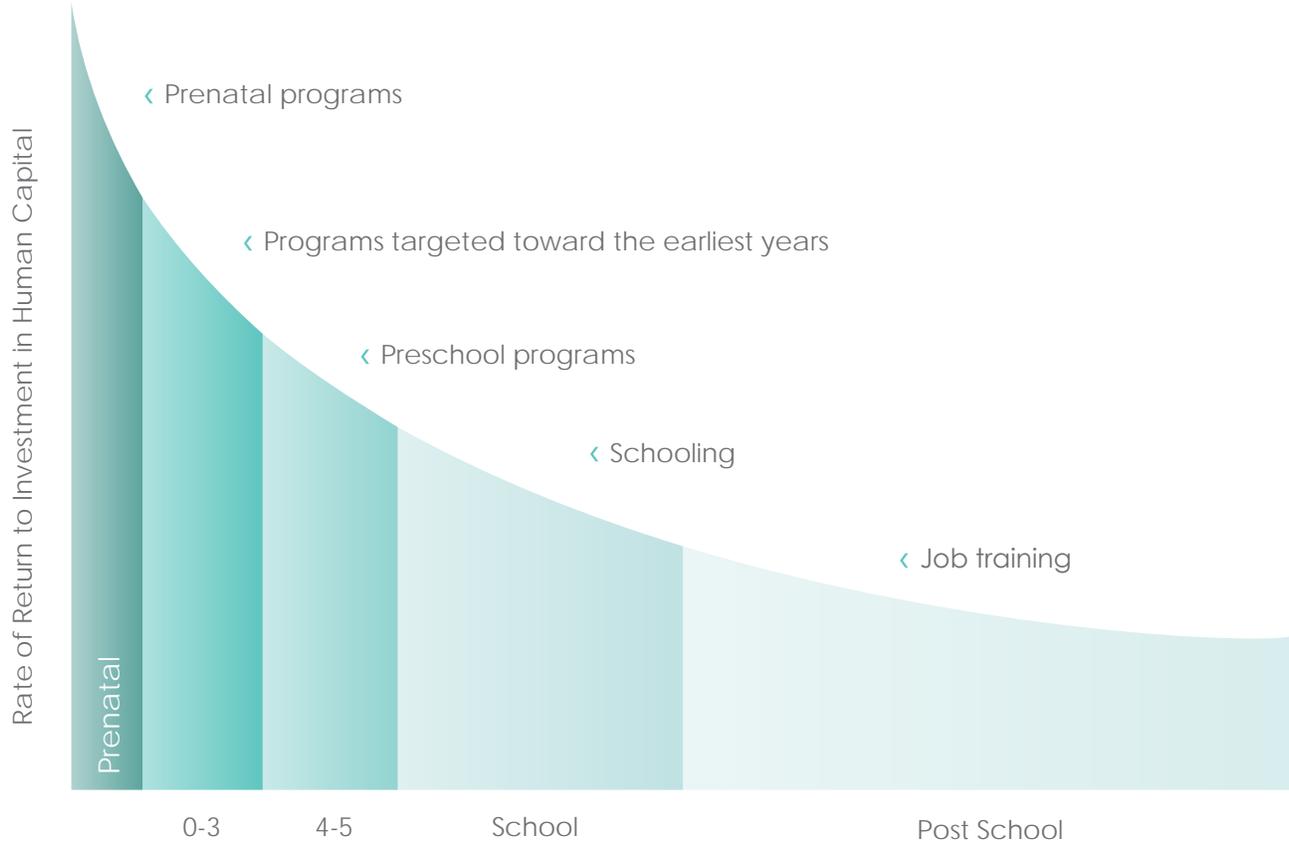
Source: Robert Lynch & Kavya Vaghul (2015). Washington Center for Equitable Growth

### COSTS AND BENEFITS OF A UNIVERSAL PRE KINDERGARTEN PROGRAM IN MISSISSIPPI (2014 DOLLARS)

Government Benefits	\$684 Million
Increased Compensation	\$865 Million
Savings to Individuals	\$1.1 Billion
Total Benefits	\$2.6 Billion
Ratio of Total Annual Benefits to Program Costs	9:1

## EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT<sup>3</sup>

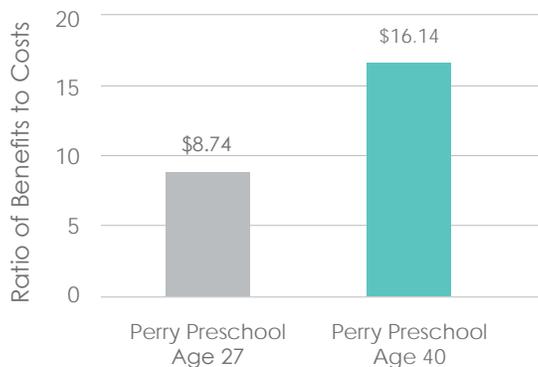
The earlier the investment, the greater the return.



Source: Heckman (2008)

## COST/BENEFIT ANALYSES SHOW POSITIVE RETURNS

Early Childhood Programs Benefits<sup>3</sup>



The High/Scope Perry Preschool Study Through Age 40 validated long-term effects that were projected in earlier analysis from the project such as: impacts on the economy (i.e. higher incomes, home-owners etc.), families, and mental health; lower criminality and welfare status.<sup>4</sup> The long-lasting economic results include higher productivity, a more qualified, dynamic workforce; less government assistance and a higher gross domestic product (GDP). Overall monetary returns (in 2000) were estimated to be \$244,812 per participant – that is \$16.14 per dollar invested (\$15,166 each child).<sup>4</sup>

# The Early Years

## READING SUCCESS BY THE END OF THE 3<sup>RD</sup> GRADE<sup>5</sup>

more children  
**LEARNING**  
in the summer

summer food programs keep kids  
**HEALTHY** when school is out

**PHYSICAL ACTIVITY** helps children  
pay attention and learn



more children  
**ATTENDING**  
school regularly

managing children's asthma helps  
them **REDUCE ABSENCES**

**BREAKFAST** in the classroom  
improves attendance and learning

regular **DENTAL CARE** prevents lost  
learning time



more children  
**READY** for  
kindergarten

**SCREENINGS** catch developmental,  
hearing and vision problems before  
they interfere with learning

social and emotional **DEVELOPMENT**  
builds curiosity and supports learning

**PRENATAL CARE** supports early brain  
development



## HEALTH DETERMINANTS OF EARLY SCHOOL SUCCESS

Mississippi students who attend Title 1 Pre-K are

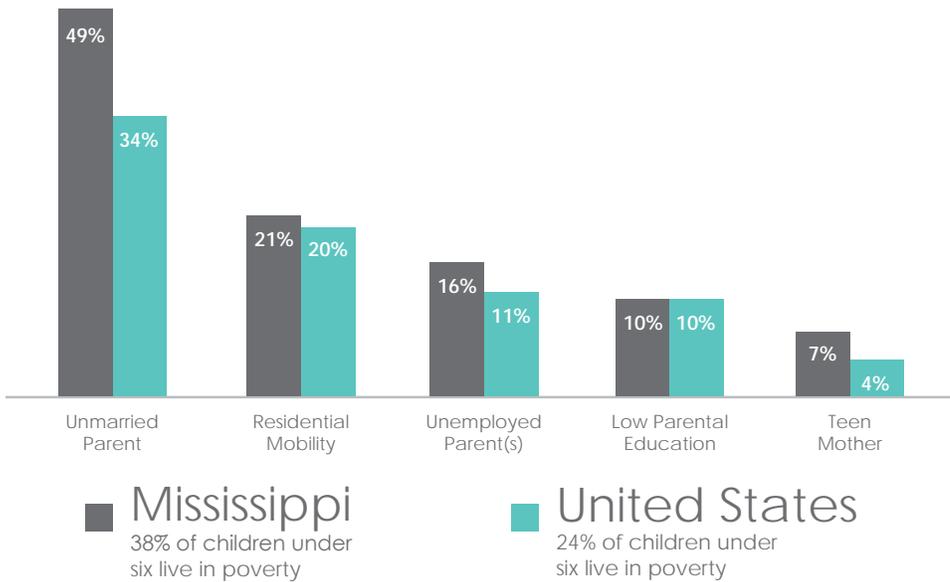
# 1.5 X MORE LIKELY

to be proficient in 3<sup>rd</sup> grade language arts

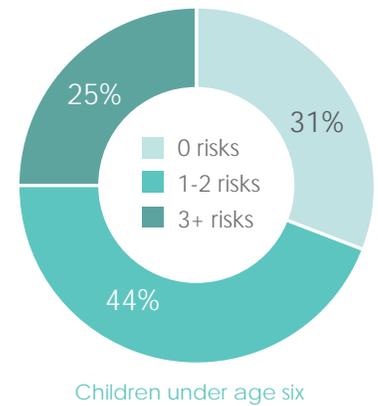
2013-2014 school year<sup>6</sup>

Source: The Campaign for  
Grade-Level Reading

## CHILDREN UNDER AGE SIX EXPERIENCING RISK FACTORS<sup>7</sup>



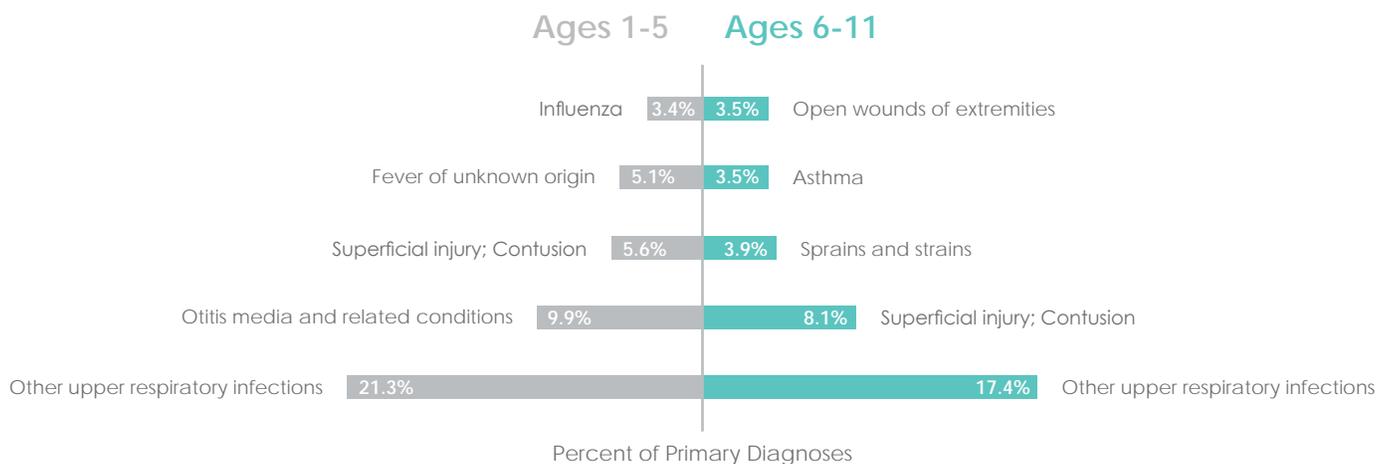
### MULTIPLE RISK FACTORS IN MISSISSIPPI



“Early childhood investments of high quality have lasting effects.... We cannot afford to postpone investing in children until they become adults, nor can we wait until they reach school age — a time when it may be too late to intervene. Learning is a dynamic process and is most effective when it begins at a young age and continues through adulthood.”

- James Heckman, Nobel Prize-winning Economist

## EMERGENCY ROOM DIAGNOSES FOR MISSISSIPPI CHILDREN ON MEDICAID<sup>8</sup>



# Reading to Learn

## 3<sup>RD</sup> GRADE LITERACY PROMOTION ACT

In 2013 the Mississippi legislature passed Senate Bill 2347, Mississippi's Third Grade Literacy-Based Promotion Act designed to improve student reading skills beginning in kindergarten extending through third grade so that students can transition from "learning to read" to "reading to learn". The act requires that third graders who fail to score at or above the minimum score (926) on the

Third Grade Reading Summative Assessment be retained in third grade.<sup>9</sup> Initially, 5,612 students (15% of third graders) scored below the minimum score (926 or above).<sup>10</sup> However, students who did not initially pass were allowed second and third attempts in April and May. After the second and third attempts the number of students to be retained for the 2015 school year fell to 2,907.<sup>11-12</sup>

"We need a generation of high school graduates prepared for college and a career, for military service and to become a workforce that can compete in the global economy. With that in mind, the first thing we must do is teach our children to read."

- Ralph Smith, Sr. Vice President, Annie E. Casey Foundation,  
Managing Director, Campaign for Grade Level Reading

## COST OF RETENTION IN MISSISSIPPI

2,907 students (8% of 3<sup>rd</sup> graders) were retained for the 2015 school year.<sup>12</sup> It costs about **\$12,401** to retain one student.<sup>13</sup>

**[\$12,401 x 2,907 students = \$36,049,707]**

# THAT'S ENOUGH TO:



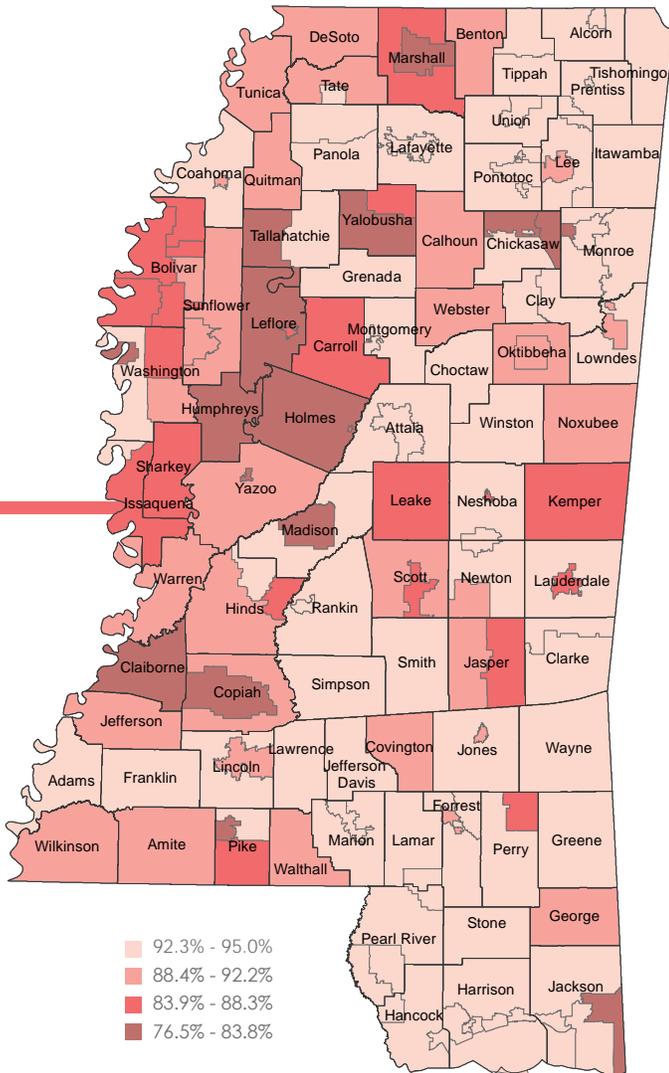
Fund the current early learning collaboratives 12x over for a total of 132 Pre-K programs (\$3 Million funds a total of 11 collaboratives)



Fund 1,474 students through four years of college\*

\*based on average Mississippi in-state tuition of \$6,115/yr<sup>14</sup>

## PERCENTAGE OF STUDENTS PASSING MKAS<sup>2</sup> 3<sup>RD</sup> GRADE SUMMATIVE READING ASSESSMENT BY SCHOOL DISTRICT, 2015<sup>12</sup>



This map shows the percentage of third grade students in each school district who passed the Third Grade Reading Summative Assessment in either the initial, first, or second retest window. Statewide, 92% (N = 35,022) of students scored at or above the minimum passing score of 926 while 8% (N = 2,907) scored below.

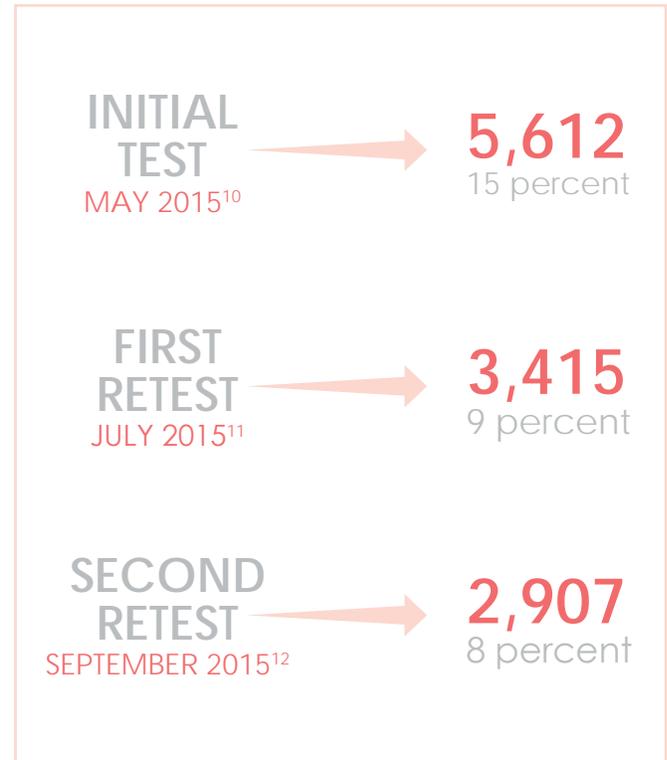
### State Average

Passing - 92%  
Failing - 8%

### 3<sup>RD</sup> GRADE READING SUMMATIVE ASSESSMENT RESULTS

Minimum Passing Score: 926  
State Scale Score Average: 980

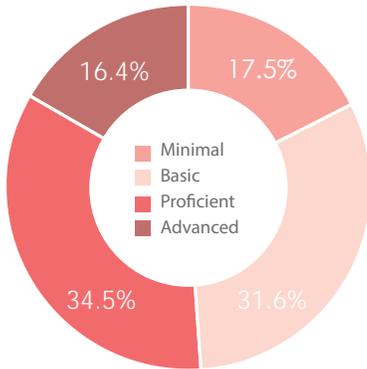
### Students Scoring Below 926:



Note: Map based on combined results from Initial assessment window (May 2015), first retest window (July 2015), and second retest window (September 2015).

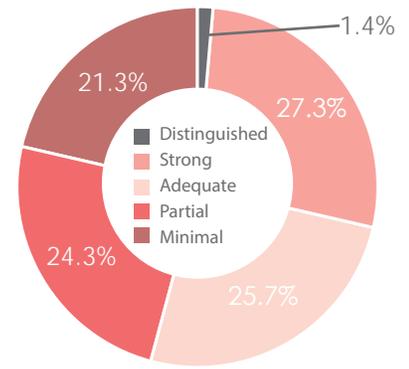
# Reading to Learn

## 3<sup>RD</sup> GRADE LANGUAGE ARTS MCT2 SCORES, 2013/14<sup>15</sup>



During the 2014/15 school year, Mississippi students in grades 3-8 participated in the PARCC testing program. The PARCC testing program uses a different rating than the one previously used by the Mississippi Curriculum Test 2nd Edition (MCT2). **This change makes any comparisons to scores from previous years extremely difficult.** However, based on the PARCC standards, in 2014/15, 45.6% of Mississippi students had a less than adequate understanding of language arts while 54.4% of students had an adequate or higher understanding of language arts. This is contrasted to 49.1% of students who were basic or below and 50.9% who were proficient or above on the MCT2 the previous school year.

## 3<sup>RD</sup> GRADE ENGLISH LANGUAGE ARTS PARCC SCORES, 2014/15<sup>16</sup>



## CHRONIC ABSENCE IN MISSISSIPPI

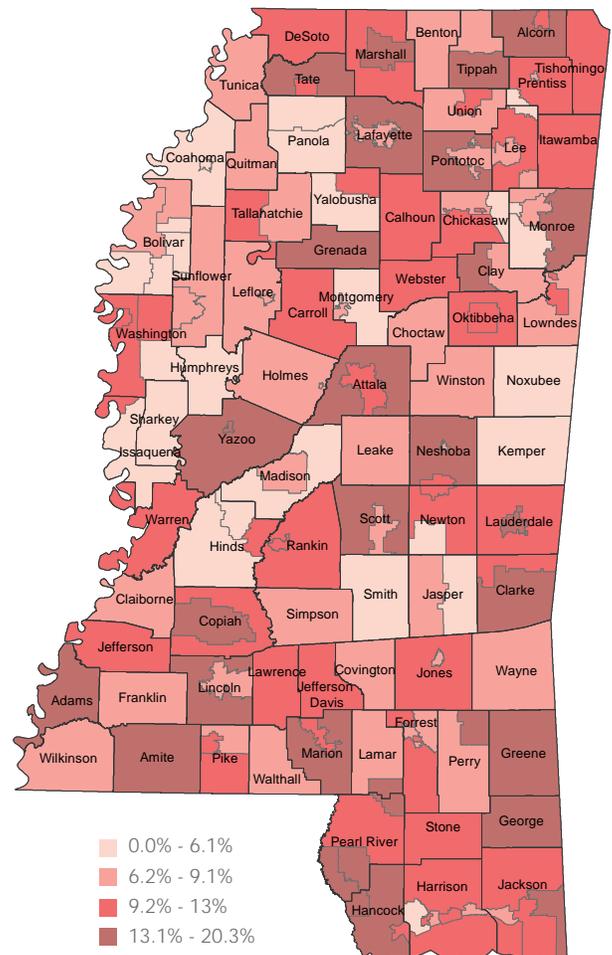
PERCENT OF STUDENTS CHRONICALLY ABSENT BY SCHOOL DISTRICT, K-3<sup>18</sup>

### MEASURES OF ATTENDANCE

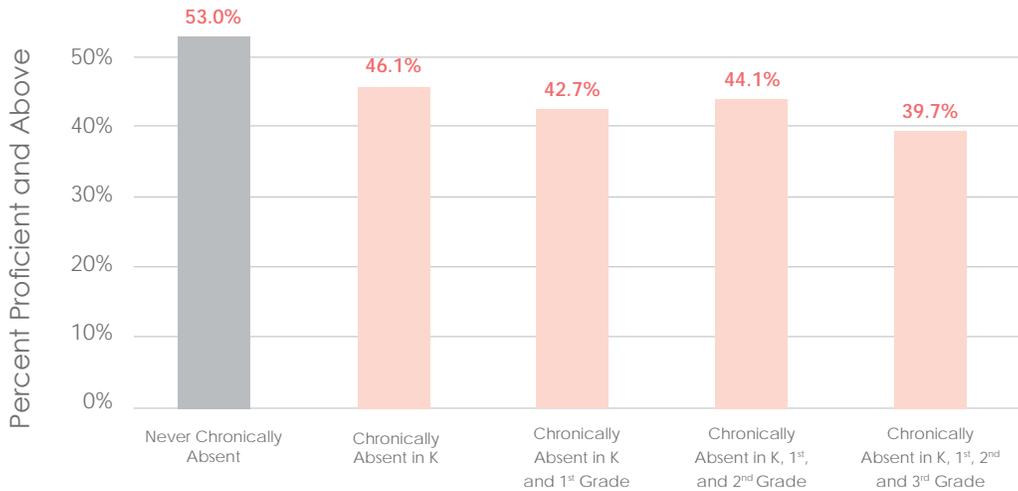
**Average Daily Attendance (ADA):** Average number of enrolled students who attend school each day. In Mississippi, excused and unexcused absences are included in ADA.

**Chronic Absence Rate:** Percentage of students who miss too much school for any reason including excused and unexcused absences. Reflecting numerous studies and the practices of a growing number of states, this report defines it as missing 10% of the school year (about 18 days in a 180 school year).<sup>17</sup>

**Truancy Rate:** In Mississippi, truancy is defined as the percentage of students with five or more unlawful or unexcused absences in the school year. The truancy rate does not include out of school suspensions.

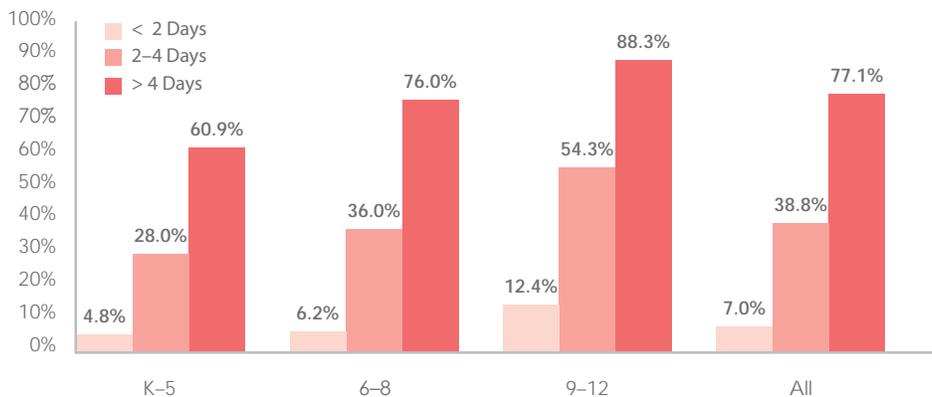


## PERCENTAGE OF STUDENTS PROFICIENT IN 3<sup>RD</sup> GRADE LANGUAGE ARTS BY PATTERN OF ATTENDANCE<sup>19</sup>



This figure shows the percentage of 3rd graders who were proficient or above on the 2013/14 MCT2 Language Arts assessment by their pattern of attendance during their kindergarten through third grade years. The gray bar on the left represents the proficiency level of students who were never chronically absent during grades K - 3. The next bar represents the proficiency level of students who were chronically absent in kindergarten only. The following three bars each represent the proficiency level of students who were chronically absent in consecutive years through grade three.

## PERCENT CHRONIC ABSENCE IN MISSISSIPPI BY DAYS MISSED IN SEPTEMBER, 2013/14<sup>19</sup>



Mississippi students who missed between 2 to 4 days in September were **5X MORE LIKELY** to be chronically absent for the year than those who missed less than two days.

This figure shows the percentage of chronically absent students in the 2013/14 school year by their number of absences in September. High school students (9 - 12) generally had the highest number of absences in September, followed by middle school students (6 - 8), and elementary school students (K - 5). Across grade levels, students who missed less than two days in September had the lowest rate of chronic absence for the year (7%), compared to those who missed either two to four days (38.8%) or more than four days (77.1%).

# Economics of Education

## MISSISSIPPI SPENT LESS PER STUDENT THAN SURROUNDING STATES IN 2013<sup>20</sup>

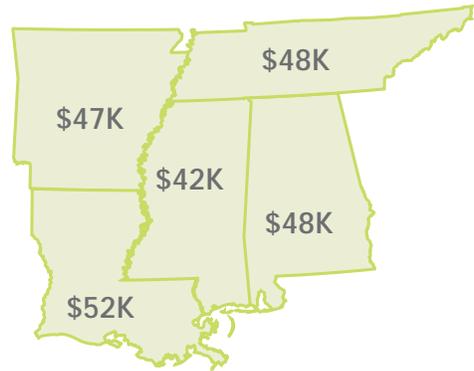
**\$ 8,130**  
MISSISSIPPI

**\$ 8,755**  
ALABAMA

**\$ 8,208**  
TENNESSEE

**\$ 10,490**  
LOUISIANA

## AVERAGE TEACHER SALARY BY STATE, 2013/14<sup>21</sup>



## CHANGES IN MISSISSIPPI'S STUDENT ASSESSMENT PROGRAM<sup>22</sup>

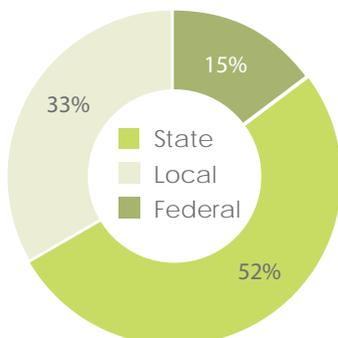
In the year 2014-15, the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment replaced the MCT2 Assessment Program.

In the year 2015-16, the Mississippi Assessment Program (MAP) is the statewide assessment for students in grades 3-8 (MAP replaces PARCC). The test will be administered by Questar Inc. The Questar Contract is for 10 years and costs \$110.9 million.

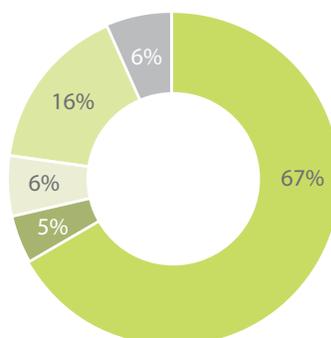
The current 3<sup>rd</sup> Grade Reading Summative Assessment (GRSA) will be used for retention decisions in the 2015-16 school year with the new English and Language Assessment (ELA) being used in the 2016-17 school year.

## MISSISSIPPI'S EDUCATION BUDGET, 2014/15 SCHOOL YEAR<sup>23</sup>

Where did it come from?



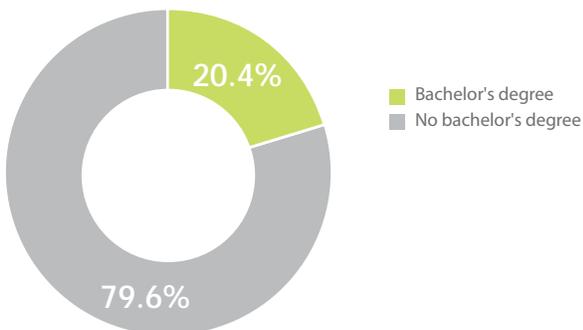
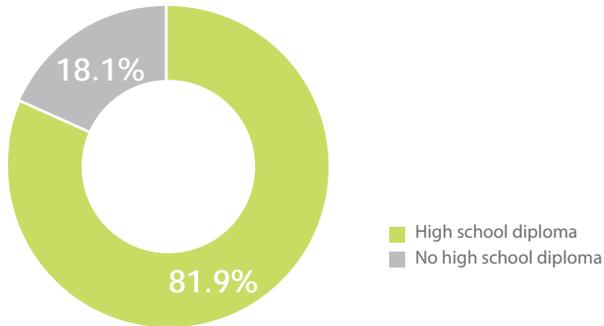
How was it spent?



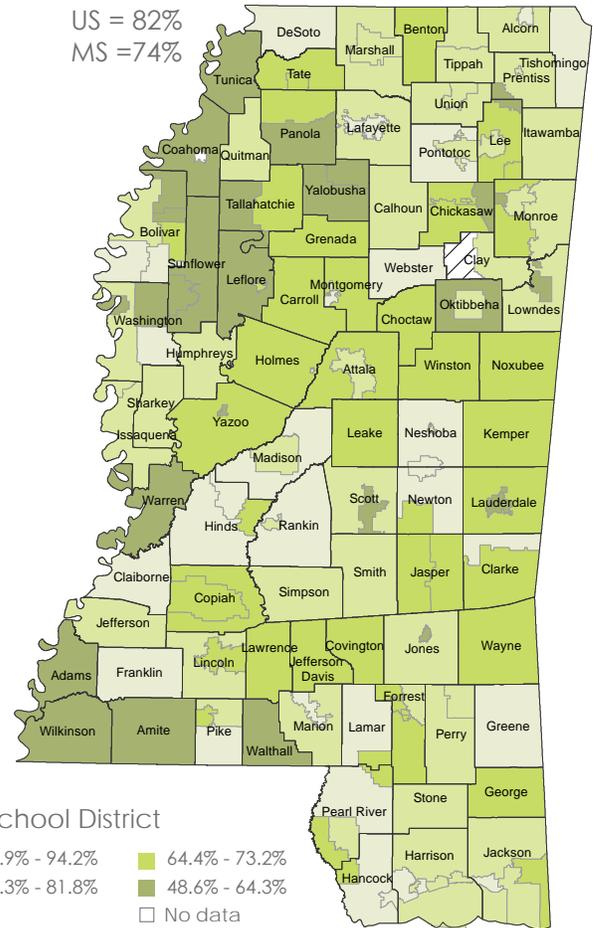
- Instruction (salaries, programming)
- General Administration
- School Administration
- Other-Instructional Support
- Non-Instructional Support (food service)

## EDUCATIONAL ATTAINMENT IN MISSISSIPPI<sup>24</sup>

Ages 25 and over



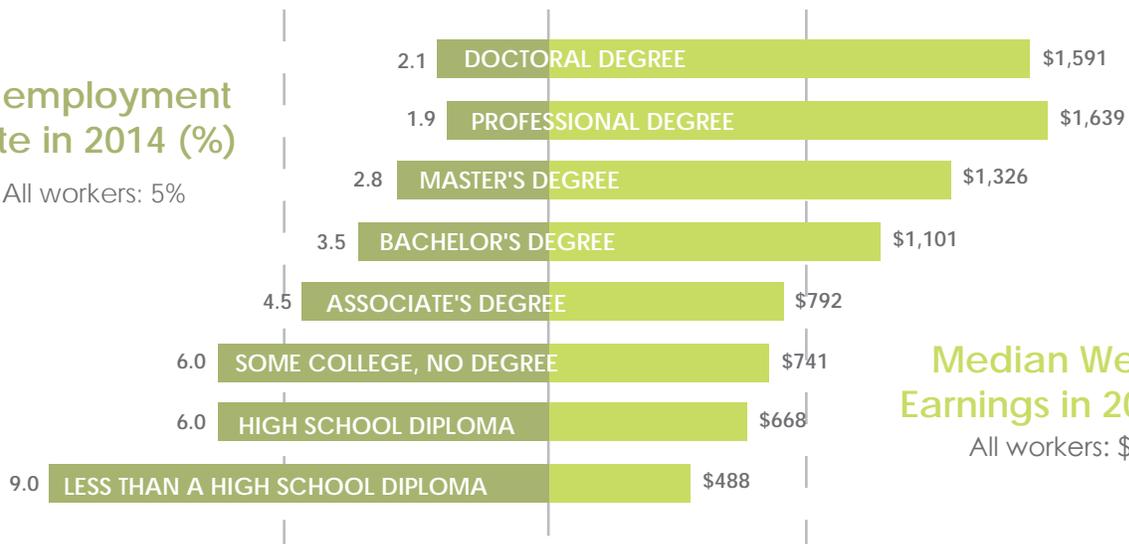
## 2014 GRADUATION RATES IN MISSISSIPPI<sup>25</sup>



## EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT<sup>26</sup>

### Unemployment Rate in 2014 (%)

All workers: 5%



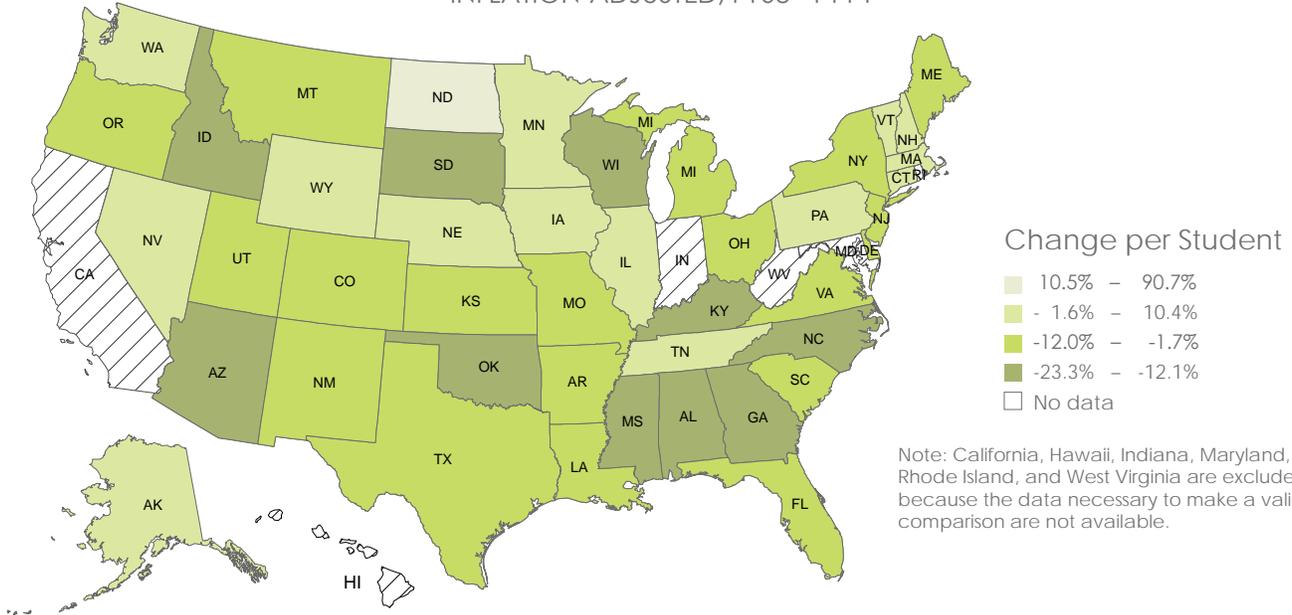
### Median Weekly Earnings in 2014 (\$)

All workers: \$839

# Economics of Education

## PERCENT CHANGE IN TOTAL STATE FUNDING PER STUDENT<sup>27</sup>

INFLATION-ADJUSTED, FY08 - FY14

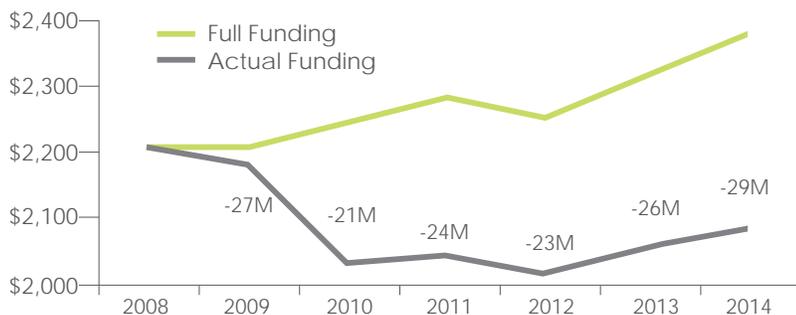


**STATE FUNDING  
PER STUDENT  
DOWN BY 15%**<sup>28</sup>



## MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP)<sup>29</sup>

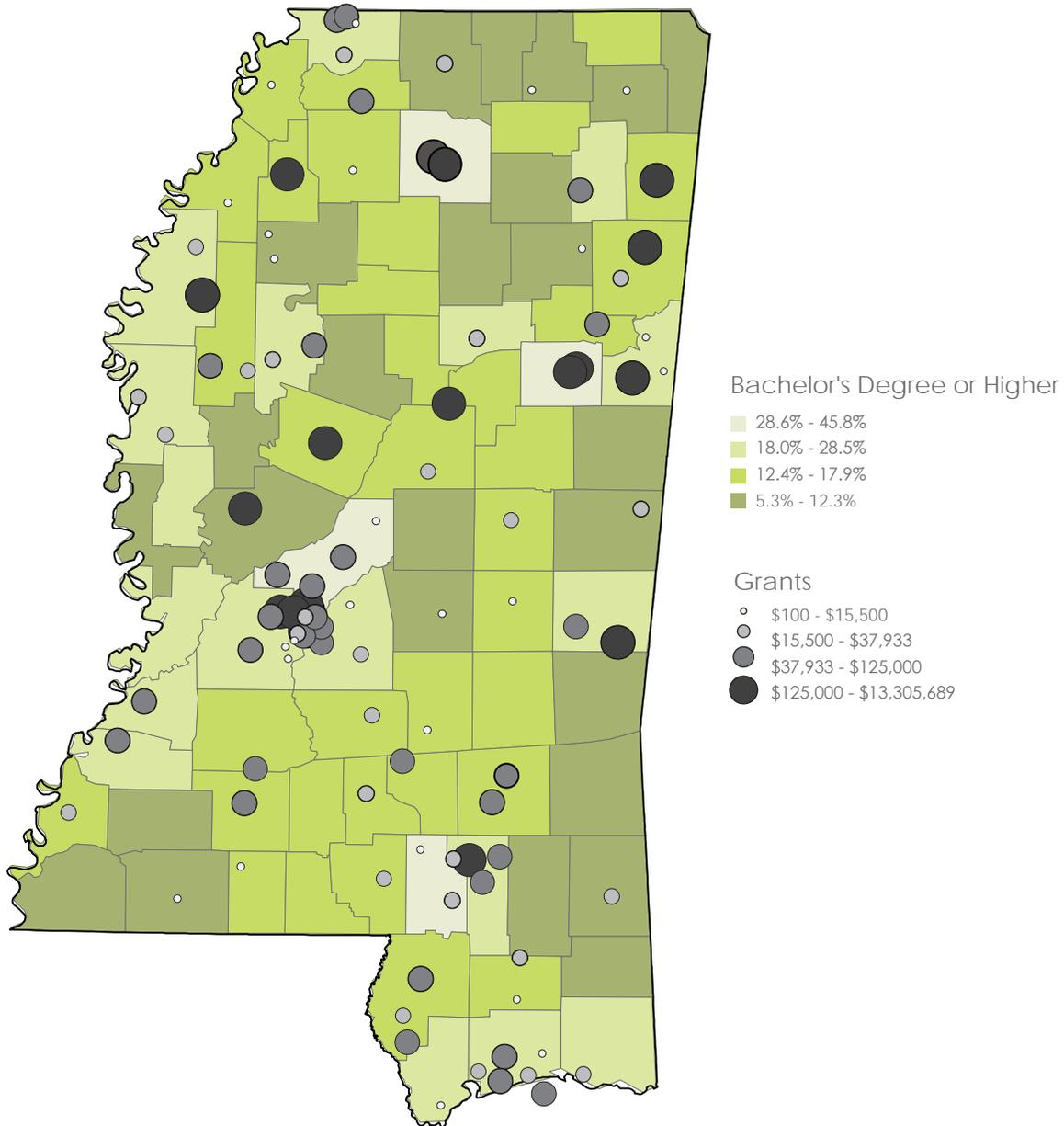
In 1997, the Mississippi legislature adopted the Mississippi Adequate Education Program (MAEP) as a statutory formula to ensure that every Mississippi student regardless of the district where he/she lives is afforded an adequate education opportunity. The formula allocation plus add-on programs such as special education, gifted education, vocational education, transportation services and alternative school programs make up the total MAEP District funding. The majority of MAEP funds pay teacher salaries. MAEP has been fully funded twice (FY 2004 and FY 2008).



**BETWEEN 2008 AND 2014  
MISSISSIPPI SCHOOLS LOST  
\$1.3 BILLION  
TO UNDERFUNDING**

## EDUCATION GRANTS AND EDUCATIONAL ATTAINMENT<sup>30</sup>

2012 MISSISSIPPI PHILANTHROPIC FUNDING BY COUNTY



Each county represents the educational attainment of adults 25 years and older who have at least a bachelor's degree. Each circle represents the total education grant dollars given to recipients in a given ZIP code by Mississippi-based foundations. Education giving includes grants to preschools, elementary and high schools, community colleges, four-year colleges, public libraries, and scholarships. The pattern that emerges from this map is that counties with greater educational attainment on average received more grant dollars for education related purposes. The total amount of education related grant dollars in 2012 from Mississippi foundations was \$37.9 million, and 72% of that went to colleges, universities, and university foundations.

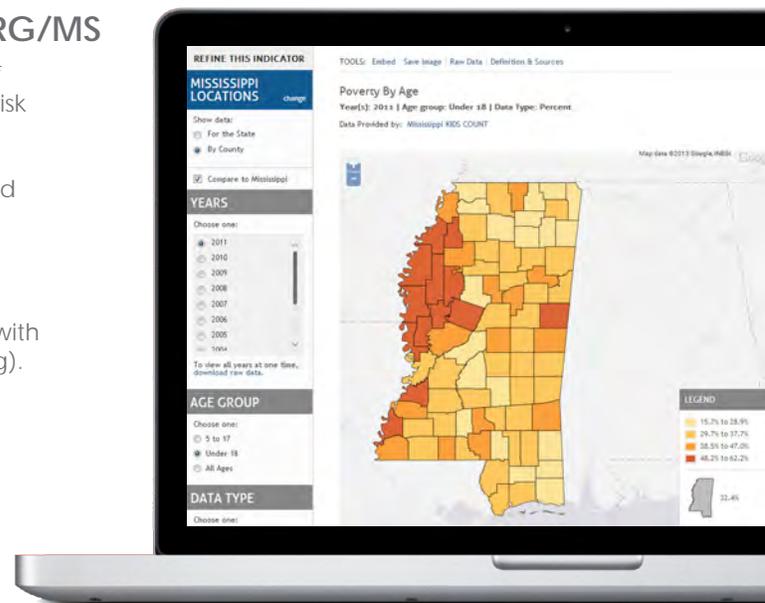
# Looking for County-Level Data?

VISIT [HTTP://WWW.DATACENTER.KIDSCOUNT.ORG/MS](http://www.datacenter.kidscount.org/ms)

- **Rank** states, counties, and school districts on various indicators of child well-being, family and community, health, and safety and risk behaviors.
- **Generate** customized visuals, such as maps, line graphs, and bar graphs to show how Mississippi's children fare across the state and over time.
- **Feature** maps and graphs on your own website or blog that are automatically updated when new data is available.
- **Download** raw data.
- **View and share** data quickly and easily anytime and anywhere with the enhanced mobile site for smart phones ([mobile.kidscount.org](http://mobile.kidscount.org)).



Scan to view county data



## HIGHLIGHTING LEE COUNTY<sup>1</sup>

Mississippi KIDS COUNT maintains over 70 indicators on the KIDS COUNT Data Center website for all 82 counties and 152 school districts in Mississippi. This table of Lee County is a small example of the current data available. Counties are ranked according to the favorability of the outcome so that the “best” county is ranked 1st and the “worst” county is ranked 82nd.

INDICATORS:	YEAR	MS	LEE COUNTY	COUNTY RANK
CHILDREN IN POVERTY	2014	30.7%*	29.6%	18
UNEMPLOYMENT RATE	2014	7.8%	7.7%	26
RECEIVING SUPPLEMENTAL NUTRITION	2015	21%	17.6%	19
LOW-BIRTHWEIGHT INFANTS	2013	11.5%	12.3%	49
PREMATURE BIRTHS	2013	13.1%	14.2%	51
TEEN PREGNANCY RATE PER 1,000 (ages 15-19)	2013	49.1	62.6	57
ADULTS WHO COULD NOT SEE A DOCTOR	2015	19.9%	19.5%	31
CHILDREN LIVING IN A SINGLE PARENT HOME	2010-2014	44.9%	39.6%	27
3 & 4 YEAR OLDS ENROLLED IN PRE-K	2010-2014	51.6%	43.7%	20
HIGH SCHOOL DIPLOMA (ages 25+)	2010-2014	81.9%	83.5%	15
INSTANCES OF CHILD ABUSE & NEGLECT	2015	6,245	215	NR
CHILD POPULATION	2010-2014	743,299	22,138	7**

<sup>1</sup>Rate is based on SAIGE data for county level estimates. The SAIGE rate differs from the state-level rate from the American Community Survey (Mississippi = 29%).

\*\* Ranked highest to lowest

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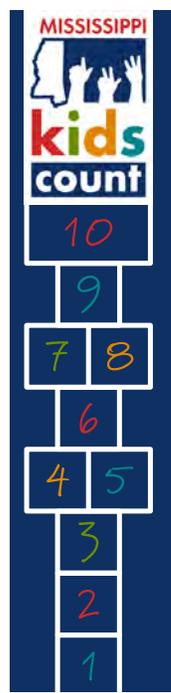
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2016  
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FOREWORD BY MORGAN FREEMAN



2010/2011  
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MISSISSIPPI  
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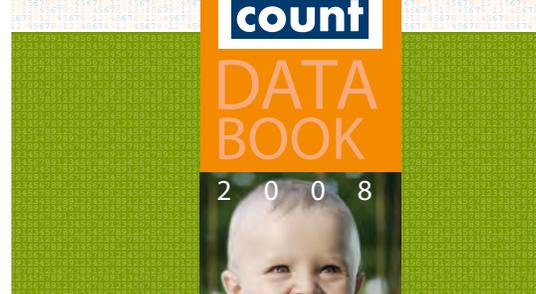
Foreword by Edward Hill, M.D., FAAP



MISSISSIPPI  
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2015  
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FOREWORD BY DR. CAREY M. WRIGHT



The Annie E. Casey Foundation creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity, and transform struggling communities into safer and healthier places to live, work, and grow. Mississippi KIDS COUNT is part of the national KIDS COUNT network of state-based organizations supported by the Annie E. Casey Foundation. For more information about Mississippi KIDS COUNT, visit [www.kidscount.ssrc.msstate.edu](http://www.kidscount.ssrc.msstate.edu).

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