



# 2015 FACT BOOK



FOREWORD BY DR. CAREY M. WRIGHT

# ACKNOWLEDGEMENTS

*Mississippi KIDS COUNT would like to express our sincere gratitude to the following entities; without their support and commitment, the production of this fact book would not be possible.*

- The Annie E. Casey Foundation
- Mississippi State University's Social Science Research Center - Dr. Arthur Cosby, Director
- Mississippi State University's Division of Agriculture, Forestry, and Veterinary Medicine

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Mississippi KIDS COUNT begins its ninth year as the Annie E. Casey Foundation's KIDS COUNT grantee for the state of Mississippi. The 2015 Fact Book focus is on education, with data visualizations and infographics in a format that provides ease in portraying data. While the rankings of Mississippi's children on many fronts continue to lag behind the rest of the nation, it does not have to remain so. Not only can the future of Mississippi's children change, it can change dramatically. The evidence is clear that the tide of negative health and educational outcomes for Mississippi's children can be reversed by investing in quality early care and education. Conducting developmental screenings, providing appropriate interventions, decreasing chronic absenteeism, and promoting parent involvement are important determinants for increasing children's success.

Mississippi KIDS COUNT also provides comprehensive and accurate information on demographics, health, education, safety, and the economic well-being of Mississippi's children, families, and communities. We encourage you to visit the data center website (<http://datacenter.kidscount.org/MS>) for more specific county-level data.

In addition, Mississippi KIDS COUNT is increasingly involved in providing data for policy and decision makers. Additional grants from the Annie E. Casey Foundation and The Center for Mississippi Health Policy provided opportunities to conduct research on chronic absenteeism and developmental screenings, respectively. Results of this research will be available in early spring 2015. We are also grateful to the CREATE Foundation, the Gulf Coast Community Foundation, and the United Way of South Mississippi for sponsoring legislative luncheons in November in which KIDS COUNT speakers provided information relaying the importance of developmental screenings for the future of our children. Mississippi KIDS COUNT continues its commitment to the teens of Mississippi by co-sponsoring the Metro Jackson College Fair. In the last two years, over 6,000 high school students from across the state have had the opportunity to learn about the opportunities to attend college and to be motivated by speakers such as humanitarian and actor Hill Harper and MSU head football coach, Dan Mullen.

We welcome the opportunity to provide data and information on how to access data at the community and regional level. If you are interested in having members of our team visit your community, please contact us at: [mstkidscount@ssrc.msstate.edu](mailto:mstkidscount@ssrc.msstate.edu) or 662-325-8079. We also encourage you to follow us on Twitter and Facebook ([www.facebook.com/MississippiKidsCount](http://www.facebook.com/MississippiKidsCount)). It is a privilege to provide credible data to stakeholders in our state. Together we can make a difference.



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



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# FOREWORD

It is my honor to present the eighth annual publication of the KIDS COUNT Databook — a report that consistently challenges and inspires us to move aggressively toward improved educational opportunities for the children of Mississippi. The theme of this edition revolves around early childhood education and its role in the quality of our education system — a subject of great importance to me. The state's future economic well-being will rest on an educated citizenry, and by preparing children for school, we can have solid footing on the road to success.

We can have initiatives that focus on reading, and we can implement high standards for learning. However, unless we provide every child in Mississippi with the opportunity to receive a high-quality early childhood education, we will not see the long-term improvement in student outcomes that can lift the state from the bottom of national rankings. I believe that a high-quality early childhood education can have a profound effect on the long-term improvement of public education in Mississippi, especially among children from economically disadvantaged backgrounds. That is why I am so passionate about expanding access to high-quality programs to all children, regardless of where they live or their parents' income.

Research confirms that early learning can make a difference. Recently, the American Academy of Pediatrics recommended that parents read aloud to their babies from birth. The group acknowledged the increased recognition that an important part of brain development occurs within the first three years of a child's life, and that reading to children enhances vocabulary and other important communication skills.

This was the first time the academy has officially weighed in on early literacy education. Reading, as well as talking and singing, is viewed as important in increasing the number of words that children hear in the earliest years of their lives. According to a federal government survey of children's health, 60 percent of American children from families with incomes at least 400 percent of the federal poverty threshold — \$95,400 for a family of four — are read to daily from birth to 5 years of age, compared with around a third of children from families living below the poverty line, \$23,283 for a family of four. The pediatricians' group hopes that by encouraging parents to read often and early, they may help reduce academic disparities between wealthier and low-income children as well as between racial groups.

An assistant professor of pediatrics at the University of Wisconsin School of Medicine and Public Health said this in a New York Times article: "If we can get that first 1,000 days of life right, we're really going to save a lot of trouble later on and have to do far less remediation." I totally agree with that statement. If we want to make a long-term impact on the future of Mississippi, we need to begin with early childhood education. Children who start school behind their peers have a difficult time meeting grade-level expectations and continue to struggle throughout their school years.

I am pleased the state has taken the first-step toward funding prekindergarten programs through the early learning collaboratives. The purpose of the Early Learning Collaborative Act is to provide funding to local communities to establish, expand, support and facilitate the successful implementation of quality early childhood education and development services. The Mississippi Board of Education supports continued and increased funding of this initiative to further this work.

I believe that early childhood programs should be expanded in our public schools as well for the benefit of students whose parents cannot afford private facilities. Every option should be made available to provide the maximum opportunity for every student to be prepared for school. If we expect our students to read on grade level by the 3rd grade, which we should, then we need to make sure we prepare them for success in kindergarten and beyond.

For the first time, all entering kindergarten students were given a school readiness assessment this year. The data collected will identify children who may need additional supports and those who are ready to be challenged. Ensuring our classrooms are rich with print, vocabulary and hands-on experiences will help all students grow academically.

New research shows that learning gaps emerge as early as 18 months, fueling a push for better and more expansive prekindergarten programs across the country. The research by a psychologist at Stanford University, which was published in 2013, showed that at 18 months children from wealthier homes could identify pictures of simple words they knew — "dog" or "ball" — much faster than children from low-income families. By age 2, the study found, affluent children had learned 30 percent more words in the intervening months than the children from low-income homes.

Improving education in Mississippi won't solely rest on high-quality early education. To raise student achievement, it will take hard work, collaboration, innovation and a network of support that includes school leaders, teachers, parents and communities. I often say that Mississippi does not have the monopoly on students who come from low-income backgrounds. There are pockets of poverty across the country, and while Mississippi has a higher percentage of children in poverty than many states, they are no less capable of achievement. What this powerful and persuasive Mississippi KIDS COUNT report tells us is that we must continue to advance public education to improve the quality of life in our state. Our students deserve the best opportunities to grow and thrive, and the earlier we provide those opportunities, the better for our students and state.



A handwritten signature in black ink that reads "Carey M. Wright".

Carey M. Wright, Ph.D.  
State Superintendent of Education

# WHAT WOULD IT TAKE?

## FOR MISSISSIPPI TO GO FROM FIFTIETH TO NUMBER ONE IN CHILD WELL-BEING

Each year the Annie E. Casey Foundation ranks states according to sixteen indicators of child well-being. Mississippi is traditionally ranked 50<sup>th</sup>. What would have to change to move Mississippi to number one?

<b>INDICATORS:</b>	<b>WHERE WE ARE</b>	<b>TO BE #1</b>
CHILDREN IN POVERTY <sup>A</sup> (2012)	<b>35%</b>	<b>13%</b>
HOUSEHOLDS WITH PARENTS WHO HAVE NO FULL-TIME EMPLOYMENT (2012)	<b>40%</b>	<b>19%</b>
CHILDREN IN HOUSEHOLDS THAT SPEND MORE THAN 30% OF INCOME ON HOUSING (2012)	<b>35%</b>	<b>16%</b>
FOURTH GRADERS WHO SCORED BELOW PROFICIENT IN READING (2013)	<b>79%</b>	<b>53%</b>
EIGHTH GRADERS WHO SCORED BELOW PROFICIENT IN MATH (2013)	<b>79%</b>	<b>45%</b>
AMOUNT OF STUDENTS NOT GRADUATING ON TIME (2011-2012)	<b>32%</b>	<b>7%</b>
LOW-BIRTHWEIGHT BABIES (2012)	<b>12%</b>	<b>6%</b>
CHILDREN NOT COVERED BY HEALTH INSURANCE (2012)	<b>7%</b>	<b>1%</b>
CHILD & TEEN DEATH RATE PER 100,000 <sup>B</sup> (2010)	<b>38</b>	<b>17</b>
TEENS 12 TO 17 WHO ABUSED DRUGS OR ALCOHOL IN THE PAST (2011-2012)	<b>6%</b>	<b>5%</b>
CHILDREN LIVING IN SINGLE PARENT HOMES (2012)	<b>49%</b>	<b>20%</b>
HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA (2012)	<b>14%</b>	<b>5%</b>
CHILDREN LIVING IN HIGH-POVERTY AREAS <sup>C</sup> (2008-2012)	<b>28%</b>	<b>1%</b>

### DATA NOTES

Analysis conducted by the Population Reference Bureau and The Annie E. Casey Foundation/KIDS COUNT

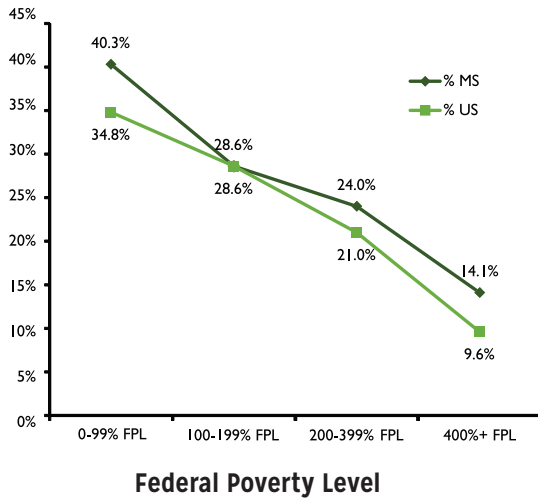
<sup>A</sup>Income below \$23,283 for a family of two adults and two children in 2012

<sup>B</sup>Deaths per 100,000 children ages 1 to 19

<sup>C</sup>Census tracts with poverty rates  $\geq$  30%

## EARLY CHILDHOOD ENVIRONMENT

### TWO OR MORE ADVERSE EXPERIENCES, 2011/12<sup>1</sup>

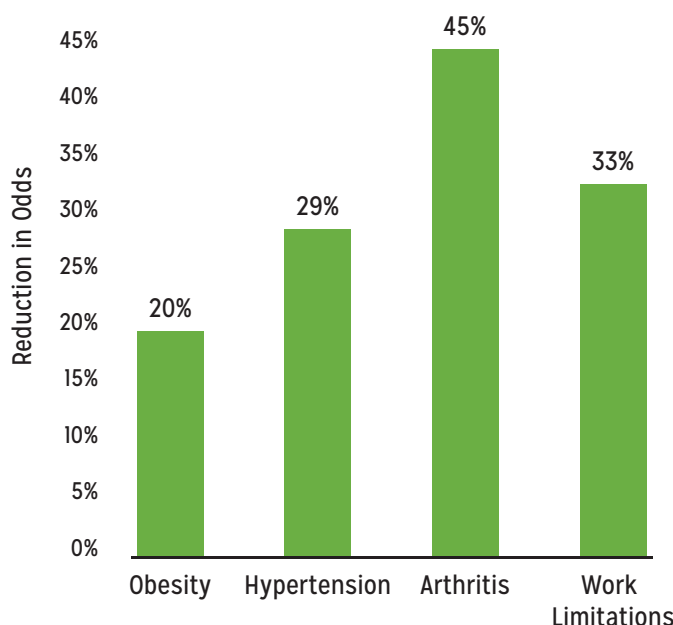


Children living in poverty are more likely to experience two or more adverse experiences. Adverse experiences include the following: socioeconomic hardship, divorce/separation of parent, death of parent, witness to domestic violence, victim of neighborhood violence, victim of discrimination, and living with individuals with poor mental health and/or substance problems. Compared to the nation as a whole, children in Mississippi are more likely to have two or more of these experiences.

“The more **adverse** experiences in childhood, the **greater** the likelihood of developmental delays and other **problems**.”

-Jack Shonkoff, M.D., Center on the Developing Child at Harvard University

## THE IMPACT OF FAMILY INCOME ON FUTURE HEALTH



### REDUCTION IN ODDS OF ADULT HEALTH CONDITIONS<sup>2</sup>

This figure shows the percent reduction in odds of health conditions in adulthood for every \$3,000 annual increase in family income during early childhood (prenatal to age 5). These results suggest that the economic conditions of early childhood shape future health outcomes.

# MISSISSIPPI DEVELOPMENTAL SCREENINGS

With the advent of state-funded Pre-K Collaborative programs, the Center for Mississippi Health Policy funded a pilot study to determine the developmental levels of children enrolled in the program. Developmental screenings were conducted using the Ages & Stages Questionnaires, Third Edition (ASQ-3™). This included the following five domains of child development: communication, problem-solving, gross motor, fine motor, and personal-social skills.

## CATEGORIES OF SCORES

### ON TARGET

Indicates typical development and follow-ups occur at routine intervals

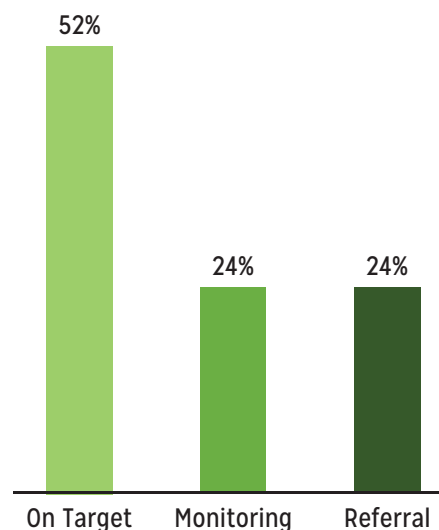
### MONITORING

More frequent periodic screenings are needed to catch any delays that may not be evident in a single screening, along with activities that parents and teachers can use to encourage the child's development

### REFERRAL

Indicates that the child needs a thorough, comprehensive assessment to determine the reason(s) for the delay and what other services may be needed

## DEVELOPMENTAL SCREENING RESULTS BASED ON ASQ-3



This equates to approximately **48%** (649/1,357) of children in Mississippi entering state-funded Pre-K who are **NOT ON TARGET!**<sup>3</sup>

“When a child fails a screener it simply means that **there is something out of line in the developmental trajectory**. That something might be as simple as hearing loss due to ear infections or as serious as a developmental disorder such as autism. The **screenings** give us a ‘red flag’ that **notifies us to determine the reason(s) for the delay**. Early intervention for these young children means diminished need for special education services, fewer grade repeats and ultimately more children graduating on time.”

-Susan Buttross, M.D., FAAP  
Professor of Pediatrics, UMMC  
Chief, Division of Child Development and Behavioral Pediatrics

# THE STATE OF **EARLY CHILDHOOD** Pre-K

## PRE-K IN MISSISSIPPI

Prior to 2014, Mississippi was one of nine states with no state-funded Pre-K program. 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 throughout the state.<sup>4</sup> Serving 1,789 students, this still leaves approximately 39,000 four year olds without access to public Pre-K.

With 40,733 four year olds in MS<sup>5</sup>

**ONLY 1,789**

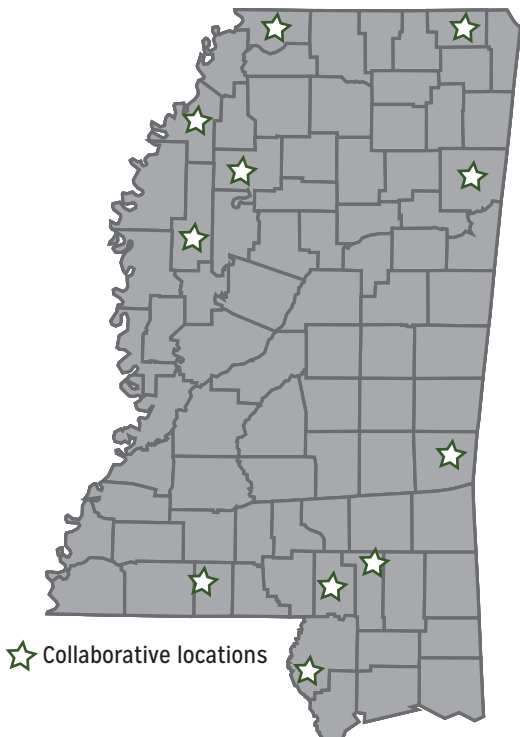
were enrolled in a Pre-K collaborative  
in the 2014/15 SY

Even with this new Pre-K capacity

**38,944**

four year olds are left without  
access to state funded, public Pre-K

## MISSISSIPPI'S PRE-K COLLABORATIVES



### MISSISSIPPI MISSISSIPPI EARLY LEARNING COLLABORATIVE<sup>4</sup>

- Began in 2014/15 SY  
\$3 million in funding  
11 collaboratives/ 1,789 students

**4% OF 4 YEAR  
OLDS SERVED**

### ALABAMA ALABAMA SCHOOL READINESS ALLIANCE<sup>6</sup>

- Began in 2005/06 SY  
\$4.3 million in funding  
57 classrooms/ 1,026 students
- As of 2014/15 SY  
\$38.4 million in funding  
408 classrooms/ 7,344 students

**12% OF 4 YEAR  
OLDS SERVED**



## ADVANTAGES OF PRE-K

Adequate  
Pre-K Costs<sup>7</sup>

**\$5,741**

per student/yr

High Quality  
Pre-K Costs<sup>7</sup>

**\$9,076**

per student/yr

Mississippi Spends  
Approximately

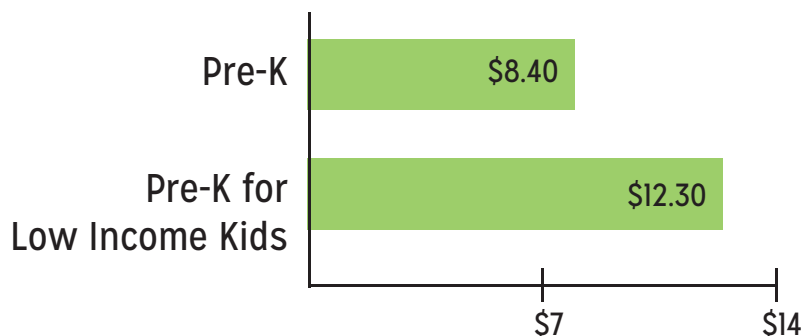
**\$1,700**

per student/yr

Repeating Kindergarten  
or 1st grade

**= \$382 million**

in costs to Mississippi, 1999-2008

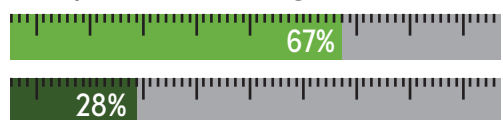


### RETURN FOR EVERY DOLLAR INVESTED IN PRE-K (PER CHILD)<sup>8</sup>

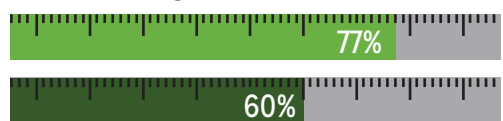
Projections for 2010-2050

## ACADEMIC BENEFITS<sup>9</sup>

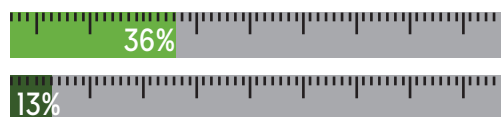
Ready for School at Age 5



Graduate High School



Attend Four Year College



## LONG TERM BENEFITS<sup>9</sup>



4 x more likely to  
earn \$2,000 + more/month



2.08 x less likely to be  
arrested for a misdemeanor  
2.14 x less likely to be  
arrested for a felony



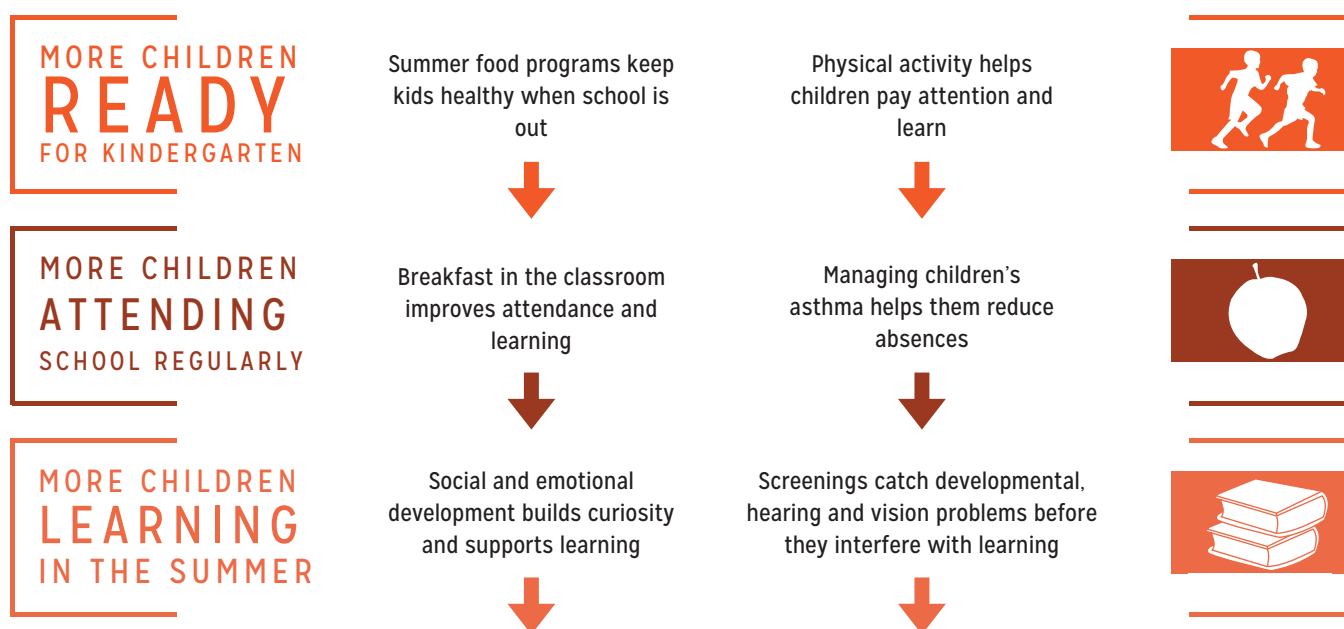
36% of Pre-K attendees own a  
home by age 27 compared to 13%  
of non-attendees

# PRE-K MAKES A DIFFERENCE

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

In 2013 the Mississippi legislature passed Senate Bill 2347, Mississippi's Third Grade Literacy Promotion Act designed to improve student reading skills beginning in kindergarten and extending through third grade so that students can transition from "learning to read" to "reading to learn."<sup>10</sup> Every school district is required to provide intensive, research-based reading instruction and must identify and provide intervention for students with a reading deficiency. Beginning with the 2014-2015 school year, students whose deficiency is not remedied by the end of the third grade will not be promoted. When a student is identified with a reading deficiency, supplemental services will be provided.

### THE HEALTH DETERMINANTS OF EARLY SCHOOL SUCCESS



### READING SUCCESS BY THE END OF THIRD GRADE

SOURCE: THE CAMPAIGN FOR GRADE-LEVEL READING<sup>11</sup>

## WHY EARLY LITERACY IS IMPORTANT<sup>12</sup>



Third grade reading proficiency predicts eighth grade reading proficiency



Improves high school graduation rate



Increases enrollment in college

## BUT GRADE RETENTION PREDICTS<sup>13-14</sup>



An increase in high school dropout rate

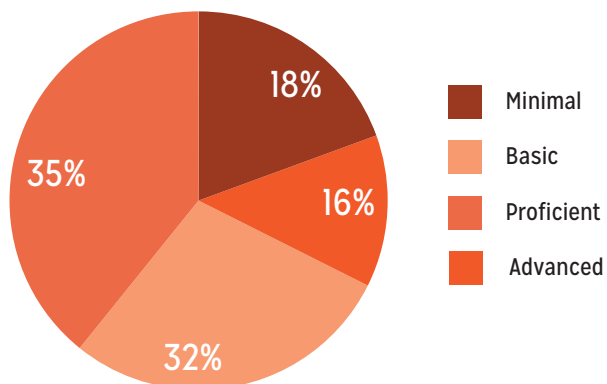


Slower socio-emotional growth



Future unemployment

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



**18% OF 3RD GRADERS  
SCORE BELOW  
BASIC ON THE MCT2  
(LANGUAGE ARTS)  
= 6,537 STUDENTS**

—— It costs about \$10,297 to retain one student.<sup>16</sup> ——  
[ \$10,297 x 6,537 STUDENTS = \$67,311,489 ]

**THAT IS  
ENOUGH TO**

Fund the Early Learning  
Collaboratives

**22 x Over**

(242 Pre-K programs)

Fund as many as

**2,752**

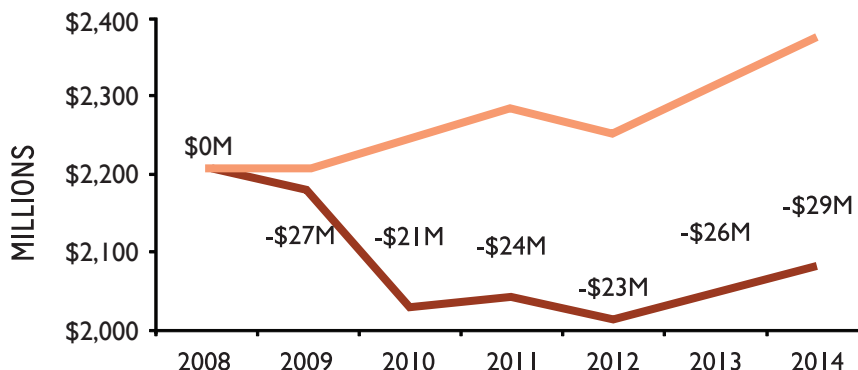
students through 4 years of college\*

\*Based on average MS in-state tuition of 6,115/yr<sup>17</sup>

### MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP)

In 1997, the Mississippi legislature adopted the 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).

**IN THE LAST 6 YEARS  
SCHOOLS HAVE LOST  
\$1.3 BILLION  
DOLLARS TO  
UNDERFUNDING.<sup>18</sup>**



— THE FALL 2014 READINESS BENCHMARK = 530 —

This is the score that is recommended on the state kindergarten readiness assessment at the beginning of kindergarten. Research indicates that 85% of students scoring 530 or higher at the beginning of kindergarten are proficient in reading at the end of grade 3. Students with a score below 530 usually need additional support. The state average on the assessment was 501, which is below the readiness benchmark.<sup>19</sup>

**Star Literacy Classification Levels:**

1. EMERGENT      2. TRANSITIONAL      3. PROBABLE

**EMERGENT (300-674)**

Early Emergent Reader (330-487):  
Understands printed text has meaning, can identify colors, shapes, letters, and numbers.

Late Emergent Reader (488-674):  
Identify letters of alphabet, “read” picture books, and can read favorite books with an adult.

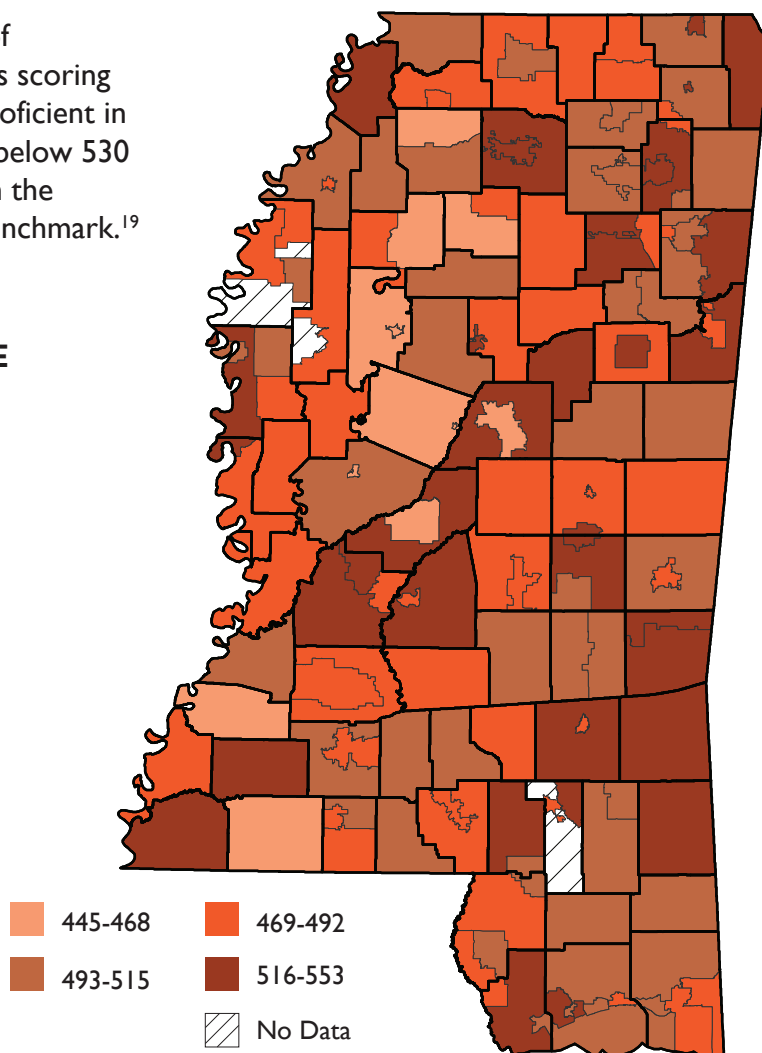
**TRANSITIONAL (675-774)**

Mastered alphabet skills and letter sounds, can blend sounds and word parts to read simple words.

**PROBABLE (775-900)**

Recognizes words, spends less time sounding out words and more time understanding what is being read.

**AVERAGE K-READINESS BY SCHOOL DISTRICT**



**Highest Averages**

Oxford	553
Tunica County	552
Franklin County	547
Clinton	544
Enterprise	540
Long Beach	535
Quitman	534
Lafayette	533

**Lowest Averages**

Kosciusko	445
Durant	447
Canton	447
Yazoo City	448
Greenwood	448
Amite	455
Holmes	456
North Panola	458

## CHRONIC ABSENTEEISM

- Definition: Percentage of students who missed 10% or more of the school year, including excused and unexcused absences (about 18 days in a 180-day school year).<sup>20</sup>

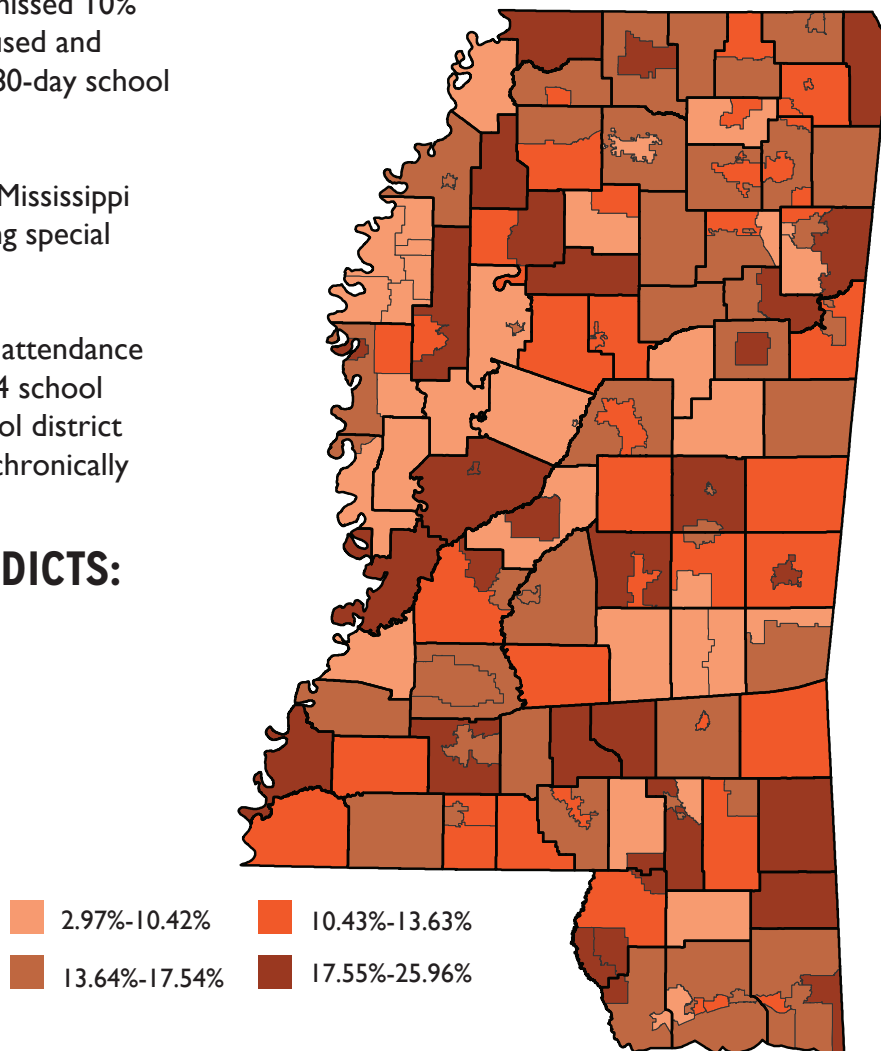
- During the 2013/14 school year, 15% of Mississippi students were chronically absent (excluding special education).<sup>21</sup>

- Average Daily Attendance (ADA) masks attendance problems. For instance, during the 2013/14 school year, the ADA for the Jackson Public school district was 94% while 16% of the students were chronically absent.

## CHRONIC ABSENTEEISM PREDICTS:

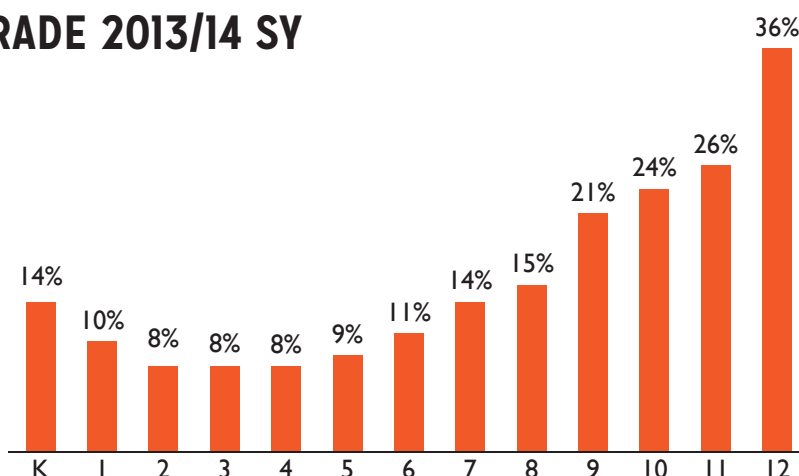
- ↓ LOWER ACADEMIC PERFORMANCE IN GRADE ONE
- ↓ LOWER ACHIEVEMENT SCORES
- ↑ REPEATING GRADES
- ↑ FUTURE CHRONIC ABSENTEEISM

## PERCENT OF STUDENTS CHRONICALLY ABSENT BY SCHOOL DISTRICT



## PERCENT OF MISSISSIPPI STUDENTS CHRONICALLY ABSENT BY GRADE 2013/14 SY

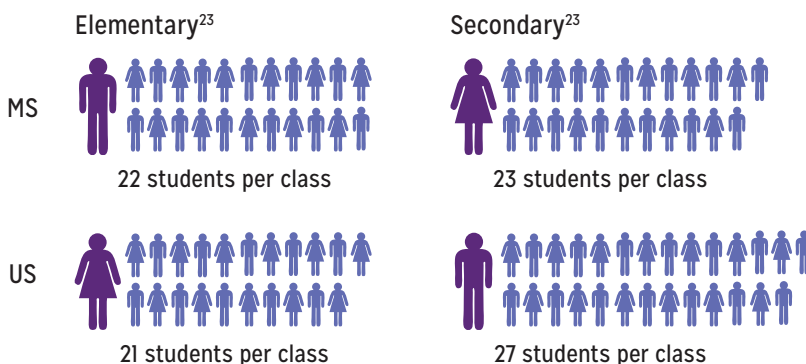
Chronic absenteeism rates start high in kindergarten and decrease through elementary school years. They begin to increase again in middle school and climb throughout high school. During the 2012-2013 school year, 14% of kindergarteners, 15% of 8<sup>th</sup> graders, and 36% of 12<sup>th</sup> graders were chronically absent.





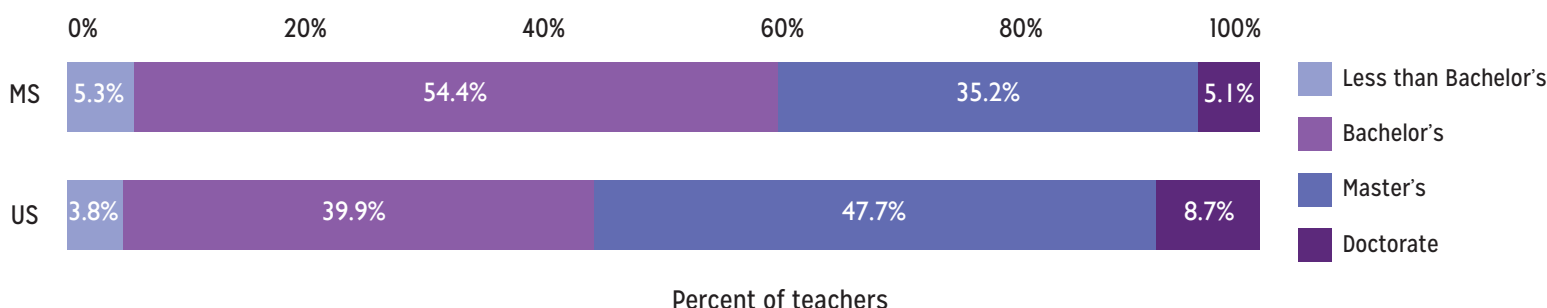
## AVERAGE CLASS SIZE, 2011/12\*

Research supports that smaller class sizes ( $\leq 18$ ) benefit academic achievement, student retention, and classroom behavior, particularly in early grades (K-3).<sup>22</sup>



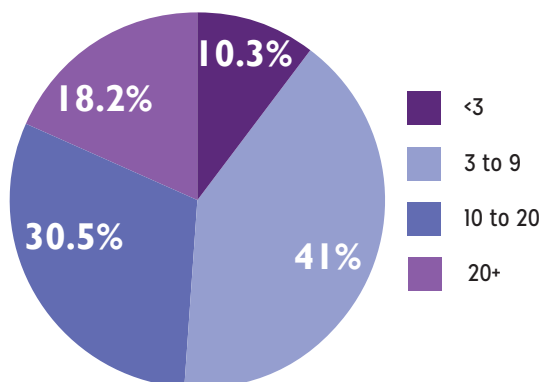
\*Findings based on survey by National Center for Education Statistics

## HIGHEST DEGREE EARNED, 2011/12<sup>23</sup>

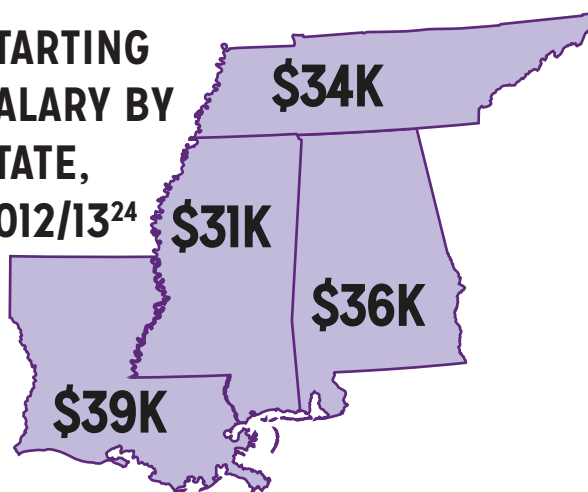


Teachers in Mississippi on average have fewer years of experience than the nation as a whole and have lower starting salaries than their counterparts in surrounding states.

## TEACHERS BY YEARS OF FULL TIME EXPERIENCE, 2011/12<sup>23</sup>




## STARTING SALARY BY STATE, 2012/13<sup>24</sup>



# CRITICAL TEACHER SHORTAGES<sup>25</sup>

### SCHOOL DISTRICTS WITH CRITICAL SHORTAGES

More than 1/4 of Mississippi's school districts are facing a shortage of qualified math and science teachers. These shortage areas are highly concentrated in Delta counties.



### INCENTIVES FOR TEACHERS MAY INCLUDE

To address this issue, a number of incentives and scholarships have been made available through HB 609, the Mississippi Critical Teacher Shortage Act.

- Tuition
- Books
- Housing
- Mentoring
- Moving costs

### MISSISSIPPI EXCELLENCE IN TEACHING PROGRAM

METP is a collaboration between the University of Mississippi and Mississippi State University to attract high school seniors who want to become English and Math teachers in Mississippi. In exchange for a five year commitment to teach in Mississippi, students receive full scholarships for up to four years and a variety of other benefits.

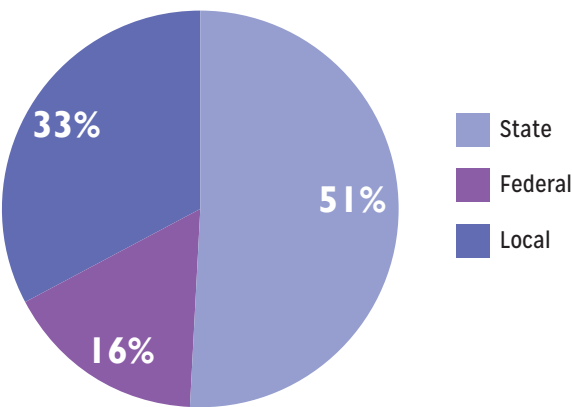
For more information visit [metp.org](http://metp.org)

MISSISSIPPI SPENT LESS PER STUDENT THAN OTHER STATES IN 2012<sup>26</sup>

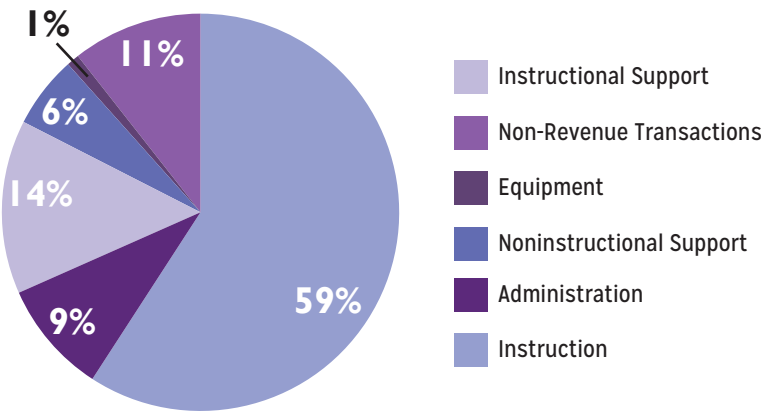
\$8,164	MISSISSIPPI
\$8,294	TENNESSEE
\$8,562	ALABAMA
\$11,379	LOUISIANA

**\$4.6 BILLION**  
total educational spending, 2012/13 SY

WHERE DID IT COME FROM?<sup>27</sup>



HOW WAS IT SPENT?<sup>27</sup>



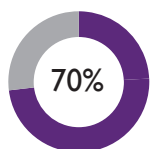
# THE STATE OF EDUCATION Students

## WHO ARE MISSISSIPPI'S STUDENTS?<sup>28</sup>

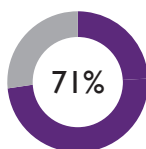
Number of Students Enrolled, 2011/12

**Public Schools** | 490,619 in 1,087 schools

**Private Schools** | 45,443 in 197 schools

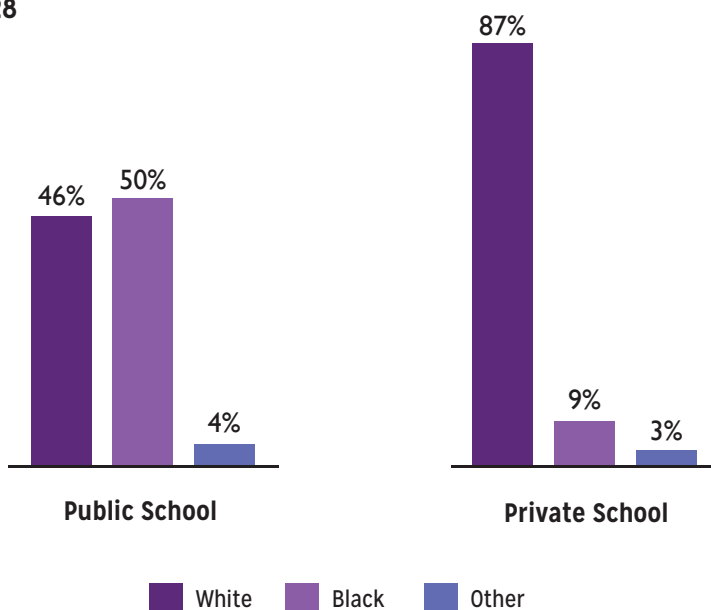


Children in  
Title I Schools



Eligible for  
Free/Reduced Lunch

Public Schools



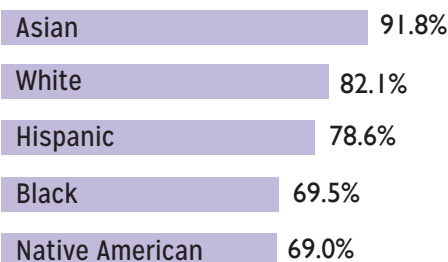
## GRADUATION RATE<sup>29</sup>

**76%**

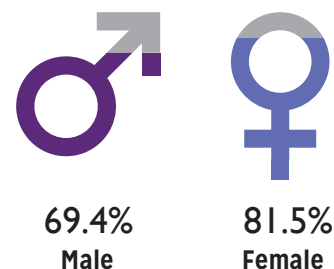
**OVERALL  
CLASS OF 2012\***

\*For public schools

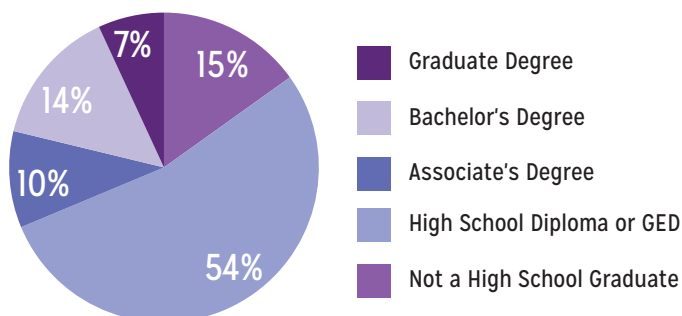
### BY RACE



### BY GENDER

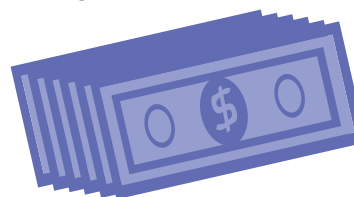


## EDUCATION PAYS<sup>30-31</sup>



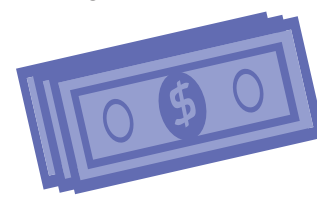
Educational Attainment for People in Mississippi  
Ages 25 to 34 (2013)

### BACHELOR'S DEGREE



\$2,422,000

### HIGH SCHOOL DIPLOMA



\$1,371,000

Projected Lifetime Earnings

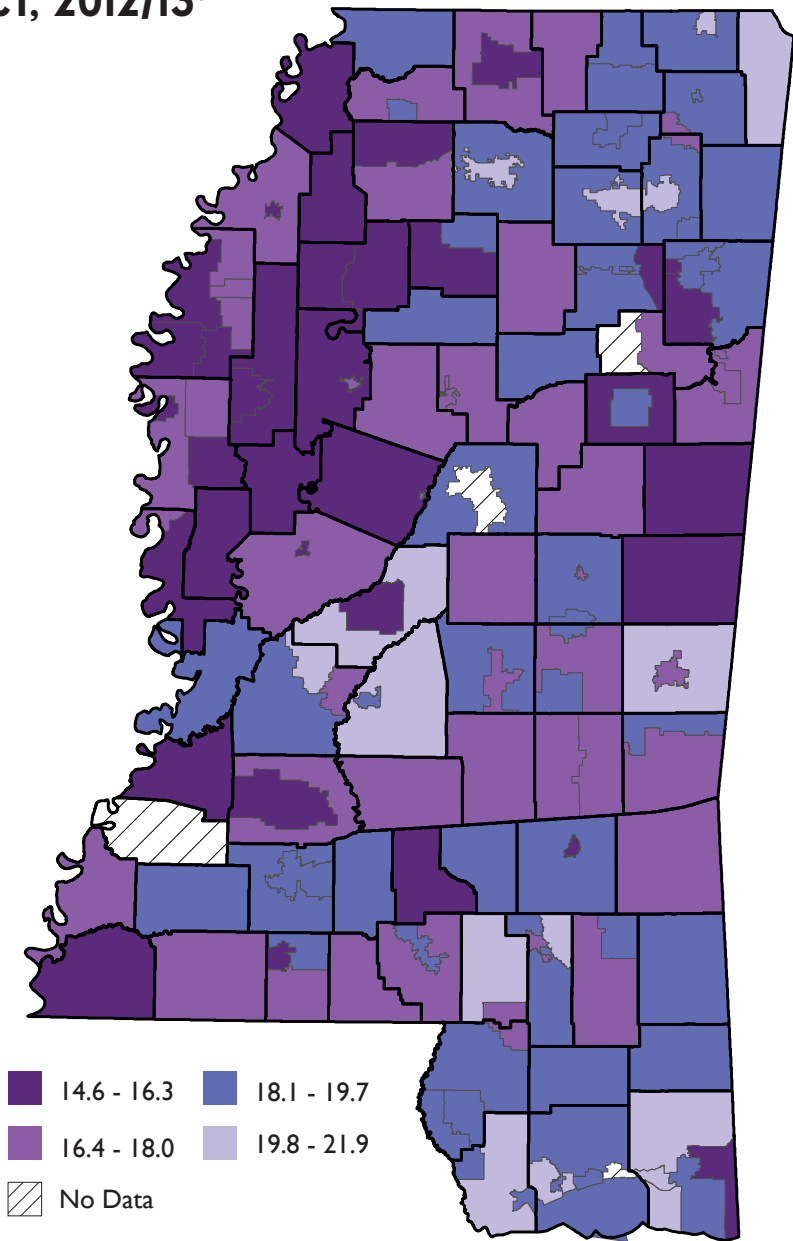
# ACT SCORES BY SCHOOL DISTRICT, 2012/13<sup>32</sup>

## Highest Averages

Oxford	21.9
Ocean Springs	21.4
Pass Christian	21.3
Madison	21.3
Long Beach	21.2
Clinton	21.2
Corinth	20.9
Jackson County	20.9

## Lowest Averages

Coahoma AHS	15.2
Claiborne County	15.2
Shaw	15.1
Yazoo City	15.0
Holmes County	14.9
Benoit	14.8
Okolona Separate	14.6
Oktibbeha County	14.6



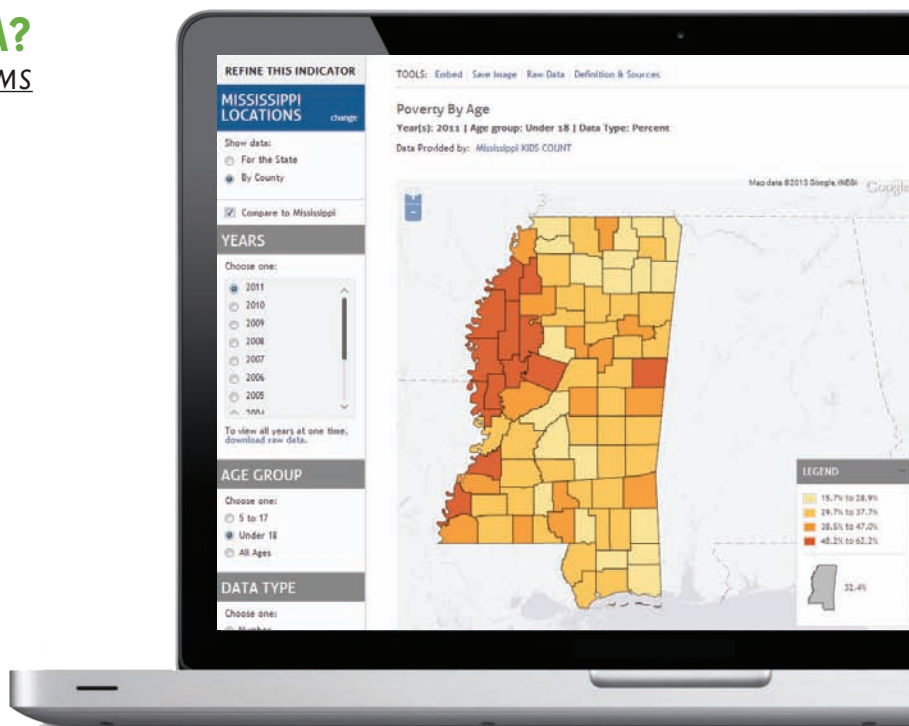
	English	Math	Science	Reading	Composite
Mississippi	18.6	18.3	18.7	18.9	18.7
United States	20.5	21.1	20.9	21.3	21.1

## 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, including demographics, education, economic well-being, family and community, health, and safety and risky 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 smartphones ([mobile.kidscount.org](http://mobile.kidscount.org)).

SCAN TO VIEW  
COUNTY DATA



## HIGHLIGHTING HARRISON COUNTY

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 Harrison 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 1<sup>st</sup> and the “worst” county is ranked 82<sup>nd</sup>.

<b>INDICATORS:</b>	<b>YEAR</b>	<b>MS</b>	<b>HARRISON</b>	<b>COUNTY RANK</b>
CHILDREN IN POVERTY	2013	34%	35.4%	36
UNEMPLOYMENT RATE	2013	8.6%	7.9%	15
RECEIVING SUPPLEMENTAL NUTRITION	2014	21.9%	23.4%	52
BIRTHS WITH LOW-BIRTHWEIGHT	2012	11.6%	10.1%	25
BIRTHS THAT WERE PREMATURE	2012	16.9%	14.9%	24
TEEN PREGNANCY RATE PER 1,000 (ages 15-19)	2012	53.1	52.6	32
ADULTS WHO COULD NOT SEE A DOCTOR	2006-2012	19.9%	18.7%	23
CHILDREN LIVING IN SINGLE PARENT HOME	2009-2013	45.2%	42.3%	33
3 & 4 YEAR OLDS ENROLLED IN PRE-K	2009-2013	51.4%	34%	73
HIGH SCHOOL DIPLOMA (ages 25+)	2009-2013	81.5%	85.6%	8
INSTANCES OF CHILD ABUSE & NEGLECT	2014	6,323	559	NR
CHILD POPULATION	2009-2013	748,496	46,674	NR



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