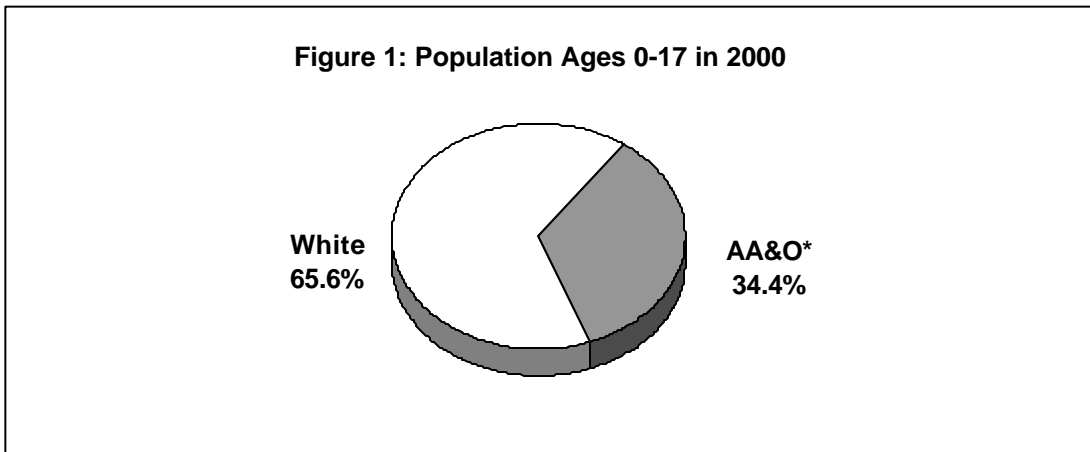


DEMOGRAPHICS

In 2000 there were an estimated 17,587 children under age 18 in the county. Of these, 11,534 were White, 5,535 were African-American, and 518 were other races. There were 14,747 children under age 18 in 1990, 15,024 in 1980, 17,237 in 1970, and 18,708 in 1960.

Children represent a shrinking portion of the county's population. Those under 18 constituted 25.3% of the population in 2000, down from 39.3% in 1960, 34.7% in 1970, and 28.8% in 1980.

In 2000 the 5,486 pre-schoolers under age 6 were 7.9% of the overall population: 7.4% of Whites and 8.8% of African Americans.



* In all charts African-American is combined with other races, and often abbreviated as AA&O. Other races comprise 2.9% of children in the county, with "two or more races" at 1.3% and "some other race alone" at 1.3% as the largest Other groups.

FAMILY

Families have always been the most important influence in a child's life. Children depend on their families for material needs, stimulation and guidance. Family life is different in numerous ways from previous generations, and many families now face exceptional challenges.

Families with children now make up a smaller share of all households. Only 32.5% of all households in 2000, as compared with 44.0% of households in 1960, had children below the age of 18.

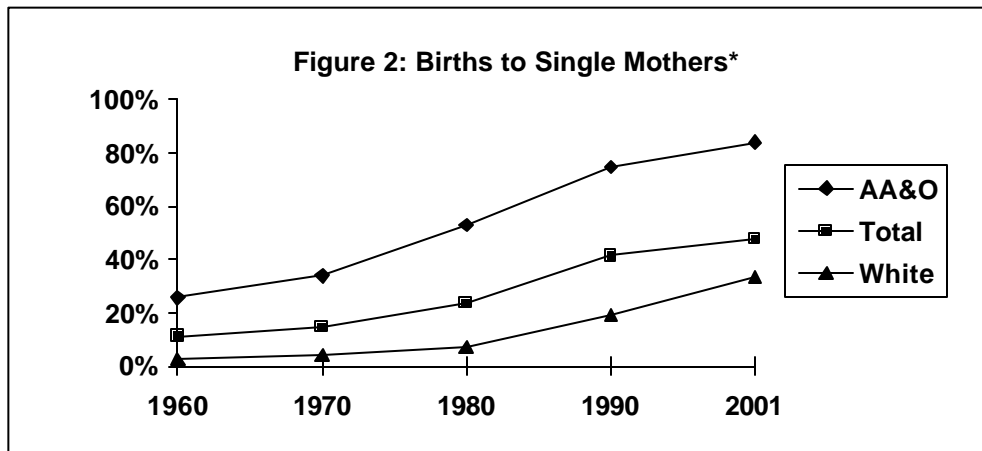
Births to Teen Mothers: In 2001, 64 babies were born to mothers younger than age 18. They were 8.0% of all babies born in the county; 5.7% of all White and 13.6% of all African-American and Other babies were born to teen mothers under the age of 18. Of the babies born to these teens in 2001, 90.6% were born to single mothers, including babies whose fathers formally acknowledged paternity but had not married the mothers.

In 2001, 162 babies were born to mothers younger than age 20. These babies were 20.2% of all born in the county; 17.1% of all White and 28.1% of all African-American and Other babies were born to mothers under the age of 20. Of the babies born to these mothers in 2001, 78.4% were born to single mothers, including paternity acknowledged babies.

Education of Mothers Giving Birth: Children's success is strongly influenced by the education of their parents. In 2001, 256 babies, 32.0% of all babies, were born to mothers of all ages who had not completed the 12th grade. In 2001, 29.8% of White and 37.6% of African-American and Other babies were born to mothers who had completed less than the 12th grade. This is a substantial improvement from 54.4% in 1970. In addition, during 2001, 42.4% had completed 12 grades (40.7% of Whites and 46.9% of African Americans and Others) and 25.5% had more than a high school degree (29.5% of Whites and 15.5% of African American and Others).

Births to Single Mothers: Births to single mothers have increased steadily over four decades. In 2001, 236 babies, 29.4% of all babies, were recorded as born to single mothers. A decade earlier in 1990, the percentage was 38.4% and in 1960 it was 11.2%. In 2001, 14.8% of White children and 66.2% of African-American and Other children were born to single mothers. These numbers, however, do not include paternity acknowledgement births.

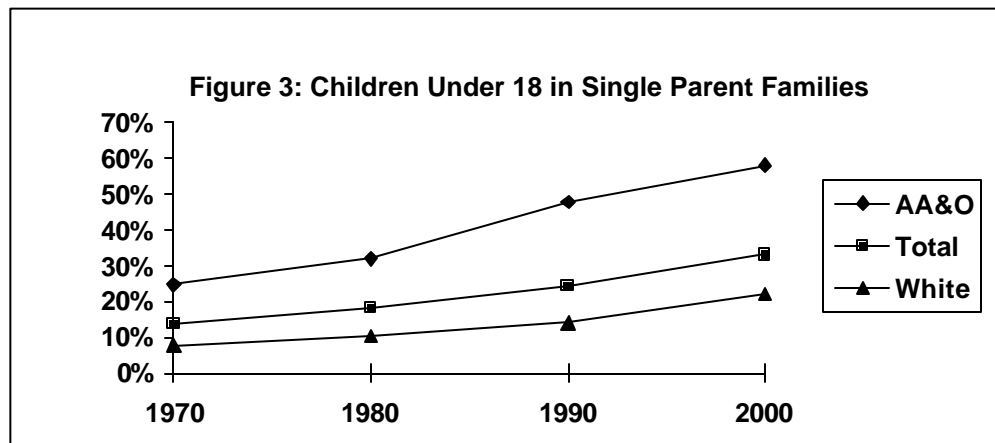
Thus, to these numbers should be added an additional group of 148 babies, 18.5% of all born in 2001, whose fathers formally acknowledged paternity but had not married the mothers. When the paternity-acknowledged babies are added, the total number born to single mothers in 2001 was 384, constituting 47.9% of all babies, 33.4% of White babies, and 84.2% of African-American and Others.



*Includes paternity acknowledged babies in 1980, 1990 and 2001. Prior to 1979, paternity acknowledged cases were not a statistical category, and thus were included in births to single mothers.

Divorce Rate: In 2001, 350 marriage licenses were issued, while 294 divorce decrees involving 248 children were filed. In 1970, only 127 children were in families involved in divorce.

Single-Parent Family: Increasing numbers of children live in single-parent families. In 2000, 4,913 children lived with only one parent. This was 33.0% of all children, up from 24.4% in 1990, 18.2% in 1980, and 13.6% in 1970. In 2000, 21.9% of White and 58.0% of African-American and Other children lived in single-parent families. Also in 2000, 1,465 or 32.2% of children under age 6 lived in single parent families: 20.8% of White and 60.7% of African American and Other pre-schoolers.



Parents Working and Child Care: Increasingly, parents must divide their time between children and employers. In order to meet family financial needs, most parents must work and thus have less time for family life. In 2000, 67.8% of mothers with children under 6 and 74.5% with children 6 - 17 were in the labor force. This has increased substantially from 1960 when 46.1% of mothers with children under 6 were in the labor force. Most fathers also work: 64.7% of children under 6 are in families where the single parent or both parents work. Caring for children is a problem for parents unable to obtain quality, affordable daycare while they are at work.

Overall, there are 1,465 spaces in state-regulated childcare facilities* in the county, 92.1% of these are in licensed programs and 7.9% are in registered programs. Of the spaces, 80.8% are in licensed childcare centers serving more than 12 children, 6.6% are in registered or licensed family childcare homes serving six or fewer children, 2.5% are in licensed group childcare homes serving 7-12 children, and 10.2% are in registered or licensed church programs.

The homes and centers are severely constrained by the limited ability of parents to pay. In the county, the average weekly charge is \$ 79.92 for centers and \$ 62.50 for homes. Consequently, center wages are low: 25% of centers with pre-school staff and 25% of centers with assistant pre-school staff report paying these staff under \$6 per hour. Paying \$6-\$8 per hour are 75% of centers with pre-school staff and 75% of centers with assistants. Low wages attract workers with limited education. In 37.5% of centers, most pre-school staff and in 100% of centers most assistants have only a high school degree. In 50% of centers few to none of the pre-school staff have early childhood credentials. In childcare homes, 44.4% of lead providers have no more education than a high school degree or GED; 22.2% have less than a high school degree.

Family Violence: In 2000, 725 domestic assaults were recorded by law enforcement officials. These domestic assaults comprised 35.0% of all assaults, which include aggravated assaults, simple assaults, and intimidation. Overall, 51.7% of all domestic assaults involve spouse abuse which constitutes 18.1% of all assaults. Since most family violence is not reported, the true incidence of family disruption is much more widespread than even the large number of reported cases would indicate.

Separation from Parents: Some children do not live with their natural parents. In 2000, 8.1% of all children did not live with their natural parents. Approximately 931 or 5.3% of all children lived with relatives, 307 or 1.7% lived with non-relatives, 36 or 0.2% were householders or spouses, and 150 or 0.9% were in institutional facilities.

Abuse and Neglect: In 2000-01, there were 202 investigations into reported cases of abuse and neglect involving children. Through its investigations, the Department of Social Services (DSS) determined that 60 of the investigations were indicated for abuse or neglect: 20.6% for physical abuse, 9.5% for sexual abuse, 0.0% for mental injury, 36.5% for physical neglect, 0.0% for educational neglect, 1.6% for medical neglect, 28.6% for threat of harm for physical/sexual abuse, and 3.2% for other types of abuse.

In the indicated cases of abuse and neglect, DSS determined there were 93 children who were victims of abuse or neglect. Of these, 53.8% were male, 46.2% were female; 64.5% were White, 35.5% were African-American and Other. By age, 34.1% were ages 0 - 5, 44.0% were ages 6 - 12, and 22.0% were ages 13 - 17. In the indicated cases, 33.3% of the children lived in two-parent families, 33.3% in single parent families, 22.6% with unmarried couples, and 10.8% in other circumstances.

Out of Home Placements: As of June 2001, 45 children lived in foster care. The median age at first placement in the county is 7.0 years. The ages of children in foster care were 11.1% 0-2, 17.8% 3-5, 24.4% 6-10, 22.2% 11-13, and 24.4% 14 and above. The foster care population is 46.7% males and 53.3% females. Regarding their future, 48.9% were under a plan for placement in adoptive homes, 24.4% for return to a parent or guardian, 2.2% for placement with a relative, 13.3% for independent living, 11.1% for permanent foster care, and 0.0% for other circumstances.

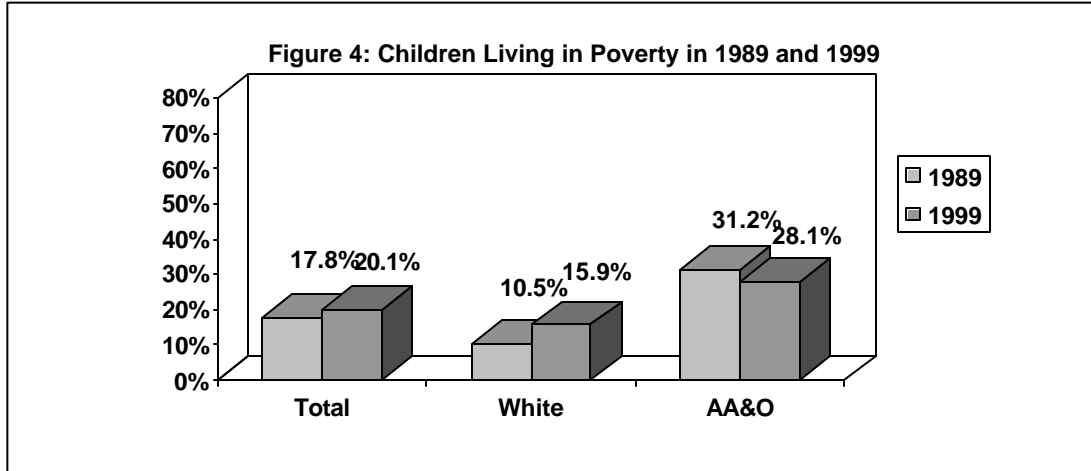
Adult/Child Ratio: A measure of potential adult attention for children from family and community is the ratio of adults to children and youth. In 2000 there were 2.96 adults for every person below age 18. This was up substantially from 1960, when there were only 1.54 adults for every person under the age 18. This indicates that today there are more adults potentially available to provide attention and care for each child than in the past.

* This data is the best currently available; however, an effort is being made to check the coverage and improve the accuracy. As soon as more recent and complete data becomes available, it will be posted on the website.

ECONOMIC STATUS

Low income makes it difficult for many families to provide the material and environmental enrichment necessary for healthy child development.

Poverty: In 1999, 3,467 children and youth under the age of 18 lived in 1,653 families with incomes below poverty, comprising 20.1% of all children and youth: 15.9% of Whites and 28.1% of African-Americans and Others. A rough estimate of child poverty in 2001 calculated by the Census Bureau was 23.0%.



Poverty has always been a serious problem. While the rate among children under age 18 in 1989 was 17.8%, it was 13.5% in 1979 and 19.8% in 1969.

Children and the elderly are the age groups most seriously affected by poverty. In 1999, 24.6% of children 0 - 5 (17.1% White, 39.6% African-American and Other), and 17.7% of children 6 - 17 (15.2% White, 22.6% African-American and Other), lived in poverty; 13.5% of persons 65 years and older lived in poverty. Historically, the poverty rate among the elderly was much higher. During the last three decades, federal policy actions have substantially improved the economic status of older persons but have not done so for children.

Single-parent families are most likely to be poor. In 1999, 37.2% of children in single-parent families lived in poverty, but only 9.9% of children in married-couple families were poor. Children in single-parent families made up 72.4% of all the county's children living in poverty.

In 2002, the poverty level was \$15,020 for a family of three and \$18,100 for a family of four. The poverty threshold is often criticized as an arbitrary number. People can still be poor but may be just above the poverty level. Federal programs utilize varying thresholds. For example, in 1999 there were 7,955 children ages 0-17 who were less than 200 percent of poverty; thus an additional 4,488 children were above the poverty level but could still be considered poor or near-poor with incomes below \$30,040 and \$36,200 respectively for 3 and 4 person families.

Children Under 18 in Poverty in 1999

Percent of Poverty	Total		White		African American & Other	
	Number	Percent	Number	Percent	Number	Percent
Under 50%	1,443	8.4%	NA	NA	NA	NA
Under 100%	3,467	20.1%	1,812	15.9%	1,655	28.1%
Under 125%	4,563	26.4%	NA	NA	NA	NA
Under 150%	5,946	34.4%	NA	NA	NA	NA
Under 175%	7,036	40.8%	NA	NA	NA	NA
Under 185%	7,399	42.9%	NA	NA	NA	NA
Under 200%	7,955	46.1%	NA	NA	NA	NA
Total Children	17,587		11,534		6,053	

Note: Missing data will be released by the Census Bureau later in 2003, and will be posted on our website at www.sckidscount.org.

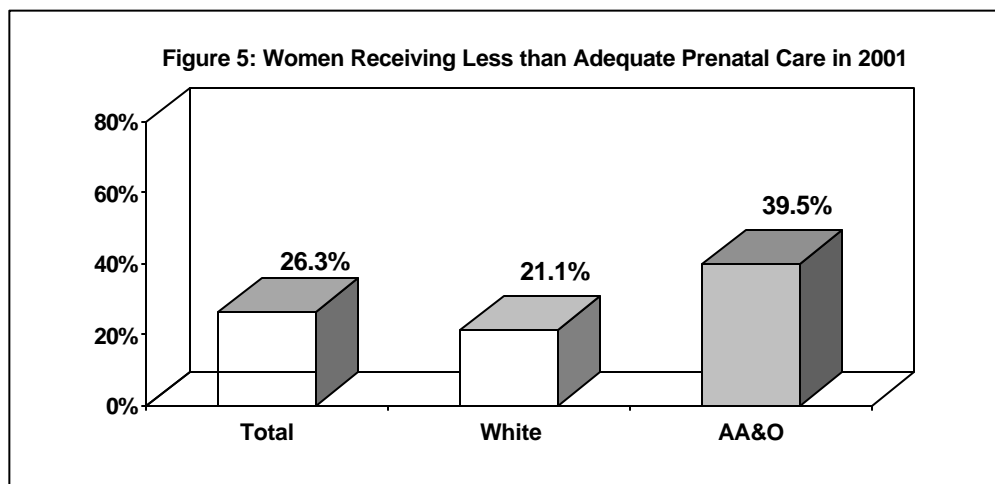
Income: The mean income of families with children in 1999 was \$43,409. In 1989 it was \$43,103, and 1979, it was \$42,246, adjusted for inflation (i.e., in 1999 dollars). The mean income of single-parent families with children was \$20,586 for single parents in 1999, as compared with \$55,089 in married-couple families with children. From 1999 to 2000, Laurens County real dollar per capita income (eliminating inflation) increased by 2.2%.

Child Support Payments: There were 597[?] families receiving Temporary Aid to Needy Families in fiscal year 2002, but only 23.1 % had child support court orders. Their average monthly payment of child support was \$ 229, including child support receipts and tax refund intercepts. In addition, during fiscal year 2002, an estimated 1,053 parents in non-TANF families were obligated to pay a monthly average of \$ 211. Information is not available regarding the amount actually paid.

HEALTH

Good health during a child's formative years helps children to reach their maximum potential. Good health requires healthy lifestyles and effective primary care, starting during the prenatal period and continuing through adolescence into adulthood. Children's health reflects the well-being of the community, as well as how adequately they are protected.

Prenatal Care: Early and continuous prenatal care can make a significant difference in assuring births of healthy babies. Delayed or insufficient prenatal care is associated with low birthweight and other health risks for infants. In 2001, 171, or 21.3% of pregnant women received no prenatal care in the first three months of pregnancy. In 2001, 211, or 26.3% of pregnant women received less than adequate prenatal care: 121 or 21.1% of Whites and 90 or 39.5% of African-Americans and Others. In that same year, 4 women received no prenatal care at all.



Low Birthweight: Low birthweight of less than 5.5 pounds and very low birthweight of less than 3.3 pounds are associated with health risks and growth and development problems. In 2001, 66 or 8.2% of all babies in the county were born with low birthweight: 11.0% of African-American and Other babies and 7.1% of White babies. During 1999-2001, approximately 40 or 1.6% of all babies were born with very low birthweight and had the most serious complications: 1.1% of White babies and 2.9% of African-American and Other babies. The cost of hospitalization for each newborn low birthweight baby in the county in 1999 - 2001 was \$12,774 and \$81,269 for each very low birthweight baby, compared with \$1,924 for a baby of normal birthweight. The result was excess cost in the county of \$1,241,925 for all low birthweight babies, of which \$793,450 was for very low birthweight babies.

Infant Mortality: During the decade since 1989-91, the overall infant mortality rate decreased by 6.3% from 10.7 to 10.0 per 1000 live births. For Whites, the rate decreased 31.7% from 9.9 to 6.8 per 1000 live births, while for African-Americans and Others the rate increased 50.0% from 11.9 to 17.9 per 1000 live births. Over the three-year period 1999-2001, 12 White and 13 African-American and Other infants died before age one. By comparison, 16 White and 12 African-American and Other infants died during 1989-91.

[?] Number is an unduplicated count for the entire fiscal year.

Child Injuries and Deaths: Childhood deaths and injuries reflect whether communities are safe for children. In 2001, children in the Laurens County went to the emergency room 2,338 times because of injuries. Boys are injured more often than girls. Children visit the emergency room at comparable rates for each age from 0 to 17.

In South Carolina, the major causes of death among young children are unintentional injuries, cancer, homicide, and congenital anomalies. Over the three year period 1999-2001, 9 White and 7 African-American and Other children ages 1-14 died in the county. During 1989-91, 7 White and 10 African-American and Other children died.

Immunization: Immunization rates are an important indication of whether young children are receiving adequate preventive health care. During FY 1989-90, 44% of children less than two years old seen in public health clinics were not fully immunized against such preventable diseases as Polio, Measles, Diphtheria, Tetanus, Haemophilus Influenza B and Whooping Cough. After a concerted statewide campaign to increase immunizations, the percentage of children seen in public health clinics who were not fully immunized in January 2001 had declined in the county to 7.2%. The DHEC statewide birth registry survey of all two year old children found that 88.1% were fully immunized in 2001. This success demonstrates the potential to improve the status of children when the leadership of the state and its communities act decisively together.

Sexually Transmitted Diseases: Children and youth are infected with sexually transmitted diseases through sexual abuse or irresponsible sexual activity. National prevalence rates indicate: a 1 in 8 chance that sexually active 15 year-old girls will develop pelvic inflammatory disease (PID), the most rapidly increasing cause of infertility; 10% of sexually active adolescent girls and boys are infected with chlamydia, the most common cause of PID; and as many as 15% of teen girls are infected with human papilloma virus, often with strains linked to cervical cancer. Furthermore, research evidence indicates that susceptibility to HIV/AIDS increases by 3 to 8 times through prior infection with various STDs.

According to national studies, approximately 1 in 4 sexually experienced youth aged 13-19 acquires a STD every year; since two-thirds of all high school students have had sexual intercourse and half engage in intercourse over a three month period, this would suggest that 10-15% of teens are infected with STDs annually. For 2000, this would indicate that an estimated 699 to 1,048 youth ages 13-19 in the county were infected with a STD. Many infections are either not identified for treatment or not reported. In the county, there were 2 reported cases of children under age 15 and 31 youth ages 15 - 19 infected with gonorrhea; 6 youth under 15 and 80 ages 15 - 19 were reported infected with chlamydia. Youth with undiagnosed and untreated STDs often spread their infections.

Healthy Lifestyles: Although no county data is available, the Youth Risk Behavior Survey in 2001 found that many high school students are not following good health habits. The YRBS revealed that 26% felt that they were overweight; 42% were trying to lose weight: 27% of boys and 57% of girls. Although during a week 79% of high school students ate fruit, 59% ate salad, and over 83% ate vegetables, only 17% ate the recommended five or more servings of fruit and vegetables per day. During a week, 49% did stretching or muscle strengthening exercises, and 59% exercised three or more times for 20 minutes in sports that made them sweat or breathe hard. However, 11% of students engaged in no vigorous or moderate activity at all during a week: 8% of boys and 13% of girls.

Tobacco Use:* Cigarette smoking starts at a young age and often becomes habitual. In the state during 2002 among all students 15 and older, 16.7% first smoked by age 11, 36.3% by age 13, and 51.4% by age 15. In a typical month, 17.1% of 7th and 8th graders and 25.3% of high school students smoked cigarettes. White youths were much more likely than African-Americans to smoke: 26.4% of White male and 27.2% of White female 7th to 12th graders used cigarettes, as compared with 18.9% of African-American males and 12.2% of African American females. A smaller but significant group of high school students (5.4%) used smokeless tobacco monthly; it was used primarily by White males (15.9% compared with 1.1% of all other race and sex groups).

* Schools in the county elected not to participate in the DAODAS South Carolina Survey of adolescent substance abuse and risk-taking. Therefore, data for all of South Carolina is presented here.

Disabilities: No data are collected on the true prevalence of disabilities within the county. According to nationally reported estimates, over 10% of children and youth have developmental disabilities at any point in time, and more than 17% are affected at some time before age 18 by deafness, blindness, epilepsy, cerebral palsy, speech defects, developmental delays, learning disabilities, and emotional or behavioral problems. For 2000 this suggests that at least 1,759 children and youth under age 18 in the county are currently affected by disabilities.

Approximately 5% of children and youth nationally have serious disabilities which have lifelong implications for work, social life and community living. Typically among children and youth, there are 1 - 2% who are mentally retarded, 2 - 3% with serious emotional disturbances, over 1% with orthopedic or multiple disabilities, including cerebral palsy and many hereditary conditions, and under 1% with visual or hearing impairments.

Other chronic health problems also affect the lives of many children. Over 3% of children have one or more of these limitations. Such serious chronic conditions affect 1 - 2% who have respiratory problems (asthma and chronic bronchitis), 0.5 - 1.0% with neurological problems (epilepsy and seizures), and less than 1% with circulatory problems (congenital heart defects and acquired diseases).

Other disabilities are identified primarily in school performance. These would include 749 students in grades 1-12 with learning disabilities and 388 students in grades 1-12 with speech/language deficits.

Disabilities are caused by genetics, disease, poor prenatal conditions, injuries, and environmental factors. For example, lead exposure, primarily from paint dust, was detected in over 1% of all children screened, including 9 in Laurens County.

Emotional and Behavioral Disorders: While over 20% of 9-17 year olds meet diagnostic criteria for some form of mental disorder, the number with serious emotional disturbance and impaired functioning in family, school, or community activities is: 913% for substantial functional impairment and 59% for extreme functional impairment. The rates among poor children are at the higher end of these ranges. Based on a federal formula for estimating prevalence, in the county there are 12% or 1,099 seriously emotionally disturbed 9-17 year olds with substantial functional impairment and 8% or 732 with extreme functional impairment during the course of a year. Conduct disorders, attention deficit, depression, and anxiety disorders are the most prevalent, each affecting 3% or more of school-aged children. These disorders may occur simultaneously in a child. The prevalence rates are highest among males, adolescents, and disadvantaged persons in communities under stress and lacking social cohesion; depression, however, is more prevalent among females. On the YRBS, 20% of boys and 33% of girls in high school reported that during the past year they felt so sad and hopeless almost every day for two weeks or more that they stopped doing some usual activities. Another indicator of emotional problems is the 8% of high school students in South Carolina who reported that they had "attempted suicide" in the past year: 5% of boys and 10% of girls. Suicide attempts resulted in 4% of high school students reporting that they required treatment by a doctor or nurse for injury, poisoning, or overdose.

Inadequate Healthcare: No county level data is routinely collected regarding the number of children and youth with inadequate healthcare. According to estimates for 2000-02 by the Bureau of the Census through the annual Current Population Survey, the statewide average rate of uninsured children and youth under age 18 in families with incomes under 200% of poverty in South Carolina was 16.6%, and 9.9% above 200% of poverty. If these rates are applied to the county, there are 1,322 children in the county below 200% of poverty with no health insurance, and 956 children above 200% of poverty with no health insurance, for a total of 2,278 uninsured children in Laurens County. The number lacking basic accessible primary care is at least double the number lacking insurance. Those lacking primary care are often dependent on health services at school. The ratio of students to nurses recommended nationally is 750:1. In the county, this would suggest the need for 12 nurses, compared with 11 currently working in the schools.

Medicaid: For several years, the State of South Carolina has emphasized enrolling eligible children into Medicaid. In late 1997, South Carolina implemented its version of the State Children's Health Insurance Program, Partners for Healthy Children (PHC), and aggressively pursued outreach enrollment for PHC and Medicaid. As a result, enrollment of children ages 0 through 18 in Laurens County has increased by 57.0% from June 1997 to June 2001; thus Medicaid and PHC were serving 39.7% of all children in that age range. The total Medicaid expenditures in South Carolina for services provided to children ages 0 through 18 for state fiscal year 2002 were \$991 million, at an average statewide expenditure of \$2,343 per child enrolled, approximate Medicaid expenditure for children in the county would be \$16.4 million.

In June 2001, the total number of Laurens County children, birth through 18, enrolled in Medicaid was 6,989. The total can be broken down into the following age and race groupings:

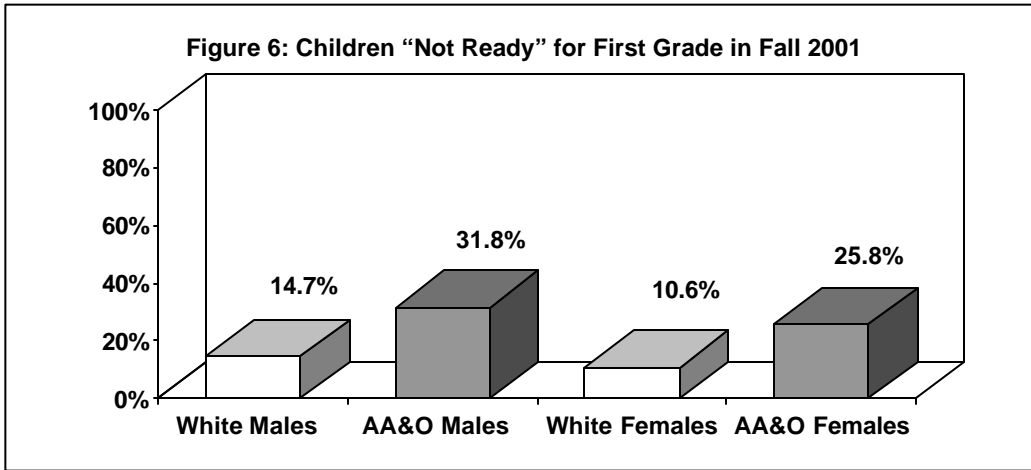
	White	African American	Hispanic	Other	Total
Children under 1	256	213	40	6	515
Children 1 - 5	1,086	838	73	55	2,052
Children 6 - 14	1,562	1,574	47	106	3,289
Children 15 - 18	516	597	6	14	1,133
Total	3,420	3,222	166	181	6,989

Ambulatory Care: When children lack adequate primary care, whether through lack of insurance, through limited access, or through failing to utilize available care, preventable and treatable conditions become serious and require hospitalization. A useful indicator of inadequate primary care is the percentage of all hospitalizations that could typically have been avoided through ambulatory care, especially for pneumonia, asthma, diarrhea and vomiting, dehydration, and severe ear, nose, and throat infections. The share of hospitalizations for these types of conditions could normally be kept below 20%; for children in the county under the age of 18 during 2001, the share was 20.4% for Whites and 17.9% for African-Americans and Others.

READINESS AND EARLY SCHOOL PERFORMANCE

Too many children reach school without the readiness skills needed for success in learning, such as language, social skills, visual and auditory discrimination, memory recall, and knowledge of colors, letters, numbers, names of objects, etc. Likewise, some schools are not ready to respond appropriately to the varying developmental levels of children in the early grades. As a result, too many students do not experience the success needed to create the motivation and engagement that sustain learning.

1st Grade "Readiness" on 2001-02 Cognitive Skills Assessment Battery (CSAB):
 137 children not ready 19.5% children not ready

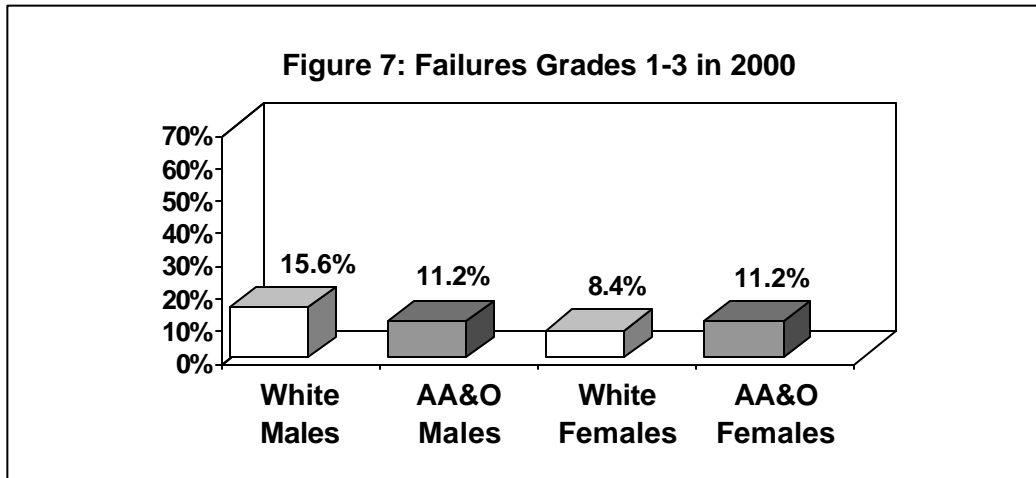


1st Grade Failures in 2002:
 91 children failing 13.0% children failing

Failures Grades 1-3 in 2002 (approximate cumulative percentage of grades one, two and three):

177 children failing

24.7% children failing



Over-age for Grade 3 in 2001

120 children over-age

17.8% children over-age

Special Education: Large numbers of children are placed in special education classes. In elementary school, 297 six and seven year olds and 233 eight and nine year-olds were enrolled in special education classes during 2001-02, approximately 20.6% and 16.0% of their age groups respectively: 18.5% of White 8 – 9 year olds were in special education and 12.6% of African American and Others.

Readiness Summary: A serious problem exists in terms of student readiness and school success in the early grades. With 19.5% assessed not ready for the 1st grade, 17.8% over age in grade 3, and 16.0% of eight and nine year-olds placed in special education, unacceptably large numbers of students still begin school without good prospects of success in future school achievement and graduation; however, great improvement has occurred since the mid 1990s.

SCHOOL ACHIEVEMENT

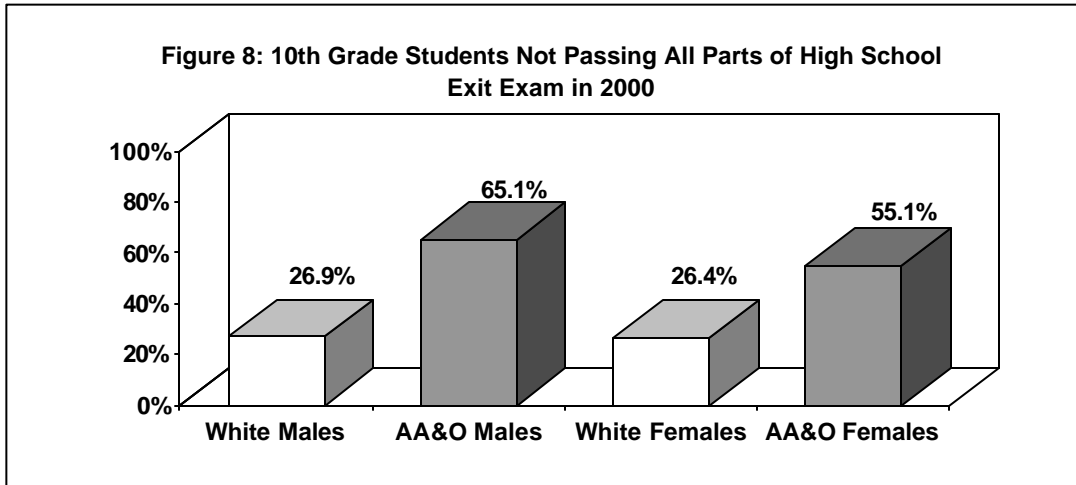
By the end of elementary school, significant numbers of students perform below minimum standards. The following standardized test measures, comparing student performance to state minimum standards, should be used in combination with routine classroom assessments more reflective of real-world performance skills.

Special Education: Special education placements reflect both the significant number of children with serious handicapping conditions and a large number of students with mild learning and behavioral problems that have not been accommodated successfully by the regular educational program. The result is a large system of self-contained, resource, and itinerant services to meet the needs of 388 speech and language impaired, 749 learning disabled, 26 emotionally disabled, 262 mentally impaired, and 132 physically handicapped, deaf, blind, and other handicapped students. Special education classes served approximately 17.0% of all students in grades 1 - 12 during 2001-2002.

Exit Exam - not passing all parts of Exit Exam on first attempt in the 10th grade in 2002

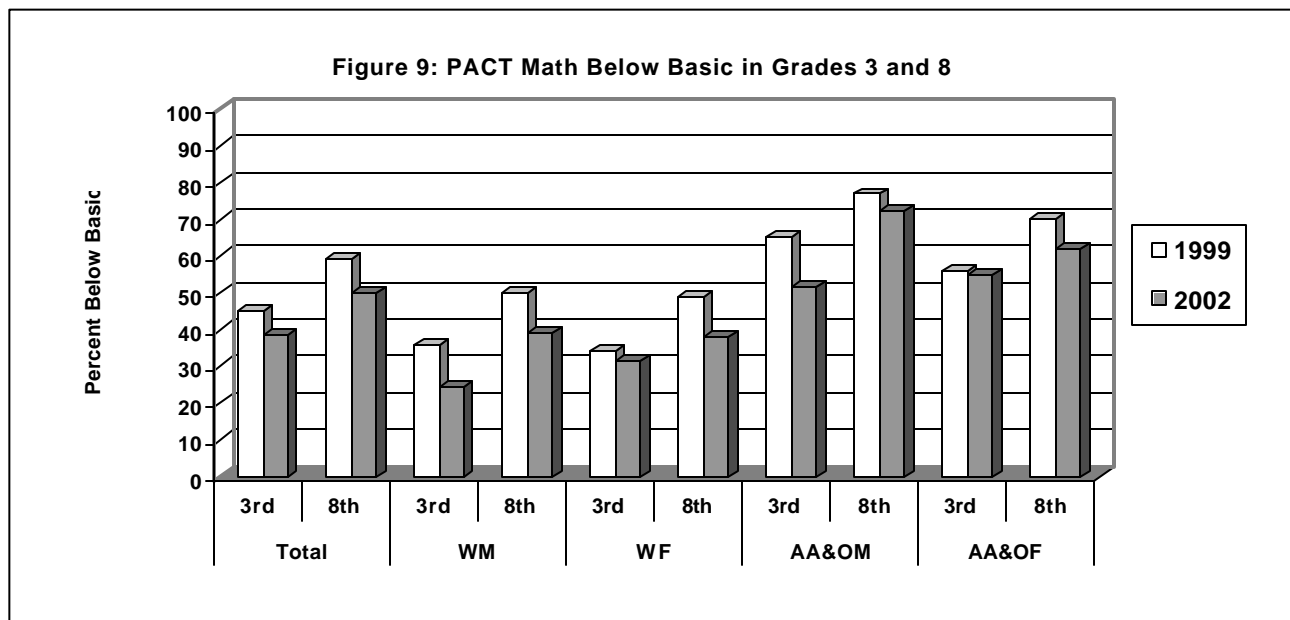
185 students did not pass all parts

39.6% of students did not pass all parts



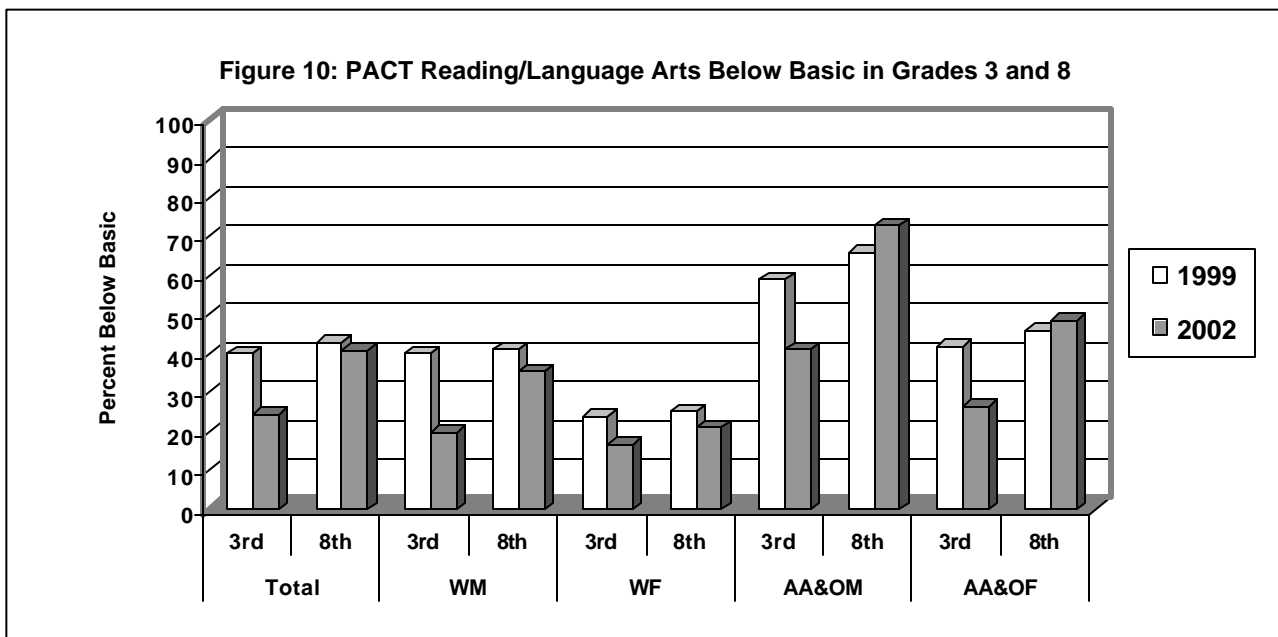
Achievement Trends: How has performance on standardized achievement tests changed over the past 20 years? During the 1980s, student performance on the BSAP tests improved dramatically. Between 1981 and 1990, the percentage of 8th grade students in Laurens County who did not meet standards declined from 58% to 27.4% in math and from 55.1% to 24.2% in reading. During the 1990's the BSAP trend changed, with 31.7% not meeting 8th grade math standards in 1998 and 34.4% in reading. On standardized tests, the first year when South Carolina students take the exam is comparable to the challenge encountered by the national norm group which took the test only once. Looking at first year data, the percentage of 4th grade students at or below the 25th percentile of national norms was 33.7% in 1983 on the CTBS, 33.2% in 1990 on the Stanford, and 36.5% in 1995 on the Metropolitan; for 9th graders, the percentage in the bottom quarter was 30.2% in 1990 and 29.6% in 1995. Although not comparable, the percent below basic on the 4th grade PACT in 1999, the first year of administration, was 44.3%, but in 2002 29.0% of 4th graders were below basic in reading and math; the percentage of 8th graders below basic in reading and math averaged 51.0% in 1999 and 45.4% in 2002.

PACT: The Palmetto Achievement Challenge Test (PACT) was first administered in 1999 for grades 3 - 8 in math and reading/language arts. Math assesses skills in numbers, numerical and algebraic concepts, patterns and functions, geometry, measurement, probability and statistics. The percentage of students scoring below basic in math has decreased by 22.9% of students in grades 3-8 between 1999 and 2002. In 2002 there were 998 students below basic in grades 3-8 but there would have been an additional 296 at 1999 performance rates.



Test Results of Students on PACT in 2002						
Test Result	Grade	Math (%)				
		Total	WM	WF	AA&OM	AA&OF
Below Basic	3	38.5	24.6	31.8	51.4	55.0
	4	32.4	21.5	26.9	50.0	41.7
	5	30.1	25.3	22.5	38.9	37.7
	6	32.4	27.2	15.1	52.6	40.6
	7	41.6	37.7	28.0	52.2	53.7
	8	49.9	39.3	38.2	72.1	62.2
Basic	3	43.3	46.7	46.9	38.6	37.9
	4	38.6	41.1	39.2	35.9	36.2
	5	47.2	41.0	51.7	54.0	45.5
	6	39.7	40.8	43.0	36.5	37.6
	7	32.3	25.3	39.9	32.9	33.5
	8	35.6	40.3	42.0	24.0	30.4
Proficient	3	12.7	19.6	14.7	8.6	4.3
	4	18.8	23.0	19.3	13.3	16.5
	5	14.8	19.8	15.7	5.6	14.4
	6	18.4	21.4	25.1	5.8	18.8
	7	15.4	20.8	17.6	10.6	9.1
	8	9.8	14.2	13.2	0.8	6.1
Advanced	3	5.5	9.0	6.6	1.4	2.9
	4	10.2	14.4	14.6	0.8	5.5
	5	7.8	13.8	10.1	1.6	2.4
	6	9.5	10.7	16.8	5.1	3.0
	7	10.7	16.2	14.5	4.3	3.7
	8	4.7	6.2	6.6	3.1	1.4

Reading/Language Arts assesses reading, listening, speaking, writing, research, and communication with technology. The first PACT assessment found a high percentage of elementary and middle grades students performing below standards and only a modest number above basic. The percentage of students scoring below basic in reading/language arts has decreased by 24.6% of students in grades 3-8 between 1999 and 2002. In 2002 there were 832 students below basic in grades 3 - 8 but there would have been an additional 272 at 1999 performance rates.

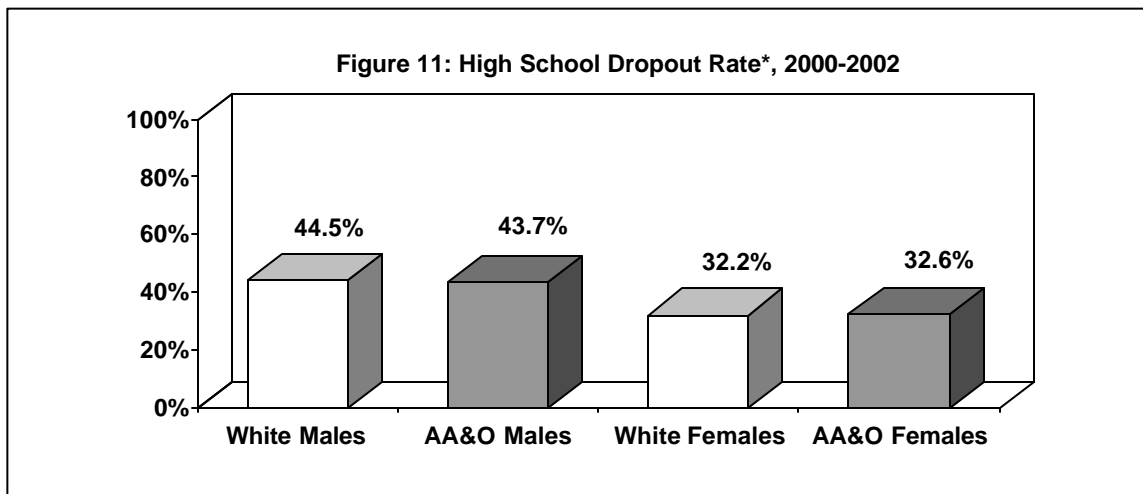


Test Results of Students on PACT in 2002						
Test Result	Reading/Language Arts (%)					
	Grade	Total	WM	WF	AA&OM	AA&OF
Below Basic	3	24.5	19.8	16.6	41.3	26.6
	4	25.6	30.5	12.7	40.2	24.4
	5	33.9	34.1	17.4	53.6	36.5
	6	37.1	38.8	16.3	57.7	38.3
	7	35.3	31.6	15.5	60.2	40.2
	8	40.9	35.5	21.2	72.9	48.6
Basic	3	43.4	44.2	39.8	40.6	51.1
	4	46.7	42.9	42.9	52.0	54.3
	5	46.9	47.0	51.1	39.2	47.9
	6	30.7	29.1	31.5	31.4	31.6
	7	43.3	44.7	47.2	31.7	47.6
	8	38.5	39.3	45.3	23.3	41.2
Proficient	3	29.6	33.0	38.9	18.1	21.6
	4	25.6	26.2	38.7	7.9	20.5
	5	18.3	18.4	28.7	7.2	15.6
	6	25.8	26.7	38.8	9.6	25.6
	7	18.7	20.3	31.6	8.1	11.6
	8	17.0	22.7	25.0	3.1	9.5
Advanced	3	2.5	3.0	4.7	0.0	0.7
	4	2.1	0.5	5.7	0.0	0.8
	5	0.9	0.5	2.8	0.0	0.0
	6	6.4	5.3	13.5	1.3	4.5
	7	2.7	3.4	5.7	0.0	0.6
	8	3.7	2.4	8.5	0.8	0.7

Dropout Rate - 8th grade students no longer enrolled in grade 12
(average of students for the three years ending 2000-2002)

301 students drop out annually

38.6% students drop out?



Dropouts: Distressing numbers of students drop out and fail to graduate. An average of 37.8% of 8th graders failed to graduate* from county schools five years later during the period 1980-84, 35.0% during 1985-89, and 37.8% during 1990-94, 39.8% during 1995-97 and 39.9% during 1998-2000***.

During 2001-02, 97.4% of all who did graduate received the State High School Diploma, while the remaining 2.6% received a State Certificate for meeting the required Carnegie units but not passing the Exit Exam.

*12th grade enrollment compared to 8th grade enrollment four years earlier

** This is calculated by using 8th grade enrollment to graduation data.

*** 2001 data will be available soon and will be posted on the website.

Fortunately, many dropouts enroll in adult education programs and either earn a high school diploma or obtain a GED. During 2001-02, 1 Adult Education high school diplomas were awarded to school completers and in 2001 171 GEDs were awarded in the county. Over time, adult education high school diplomas and GEDs increase the effective school completion rate substantially. In the 2000 Census, 25.6% of county resident 25 - 34 year-olds said they had not completed either high school or a GED.

Achievement Summary: The numbers of students testing below basic on the PACT and dropping out range from 24.5% to 49.9%. Thus, far too many students fail to acquire the knowledge, skills, learning habits, and motivation necessary to compete in the economy or contribute to society in the 21st Century.

ADOLESCENT RISK BEHAVIORS

Academic achievement is greatly influenced by the prevailing youth culture which often promotes popularity with peers and partying rather than studying and doing well in school. The prevalence of adolescent risk-taking and under-achievement is illustrated by the poor grades of substance-abusing teens.

Substance Abuser Rates at Levels of Academic Performance

	Usual School Grades in Past Year					Total
	A Range	B Range	C Range	D Range	F Range	
Smoked Cigarettes (in past 30 days)	13.3%	22.4%	31.7%	42.8%	63.6%	25.3%
Drank 5 or More Drinks on One Occasion (in past 30 days)	12.4%	17.3%	22.6%	26.8%	43.5%	18.9%
Used Any Illicit Drug (in past 30 days)	11.5%	17.1%	25.1%	34.1%	53.0%	20.0%

Source: 2001-02 DAODAS South Carolina Survey

As influence from parents and other adults declines during adolescence, significant numbers of students engage in violence, crime, school offenses, depressive emotions and attempted suicide:

Risk Behaviors Participated in During Past 12 Months	White Male		White Female		African American Male		African American Female		Total		Total (Grade 7-12)
	Middle school	High School	Middle school	High School	Middle school	High School	Middle school	High School	Middle school	High School	
Carried a handgun or knife for self-defense?	22.5%	26.1%	5.3%	6.3%	14.6%	20.2%	5.0%	7.6%	12.2%	14.9%	13.7%
Carried a handgun or knife as a weapon?	6.8%	9.4%	1.3%	1.6%	9.0%	13.9%	3.0%	5.0%	4.8%	6.9%	5.9%
Been in a fight with someone?	40.1%	31.3%	18.5%	16.2%	41.4%	31.9%	29.4%	22.4%	31.7%	24.9%	28.0%
Hit your boyfriend or girlfriend?	2.0%	1.6%	6.9%	10.0%	5.7%	4.9%	17.7%	24.2%	7.4%	9.7%	8.7%
Been hit by your boyfriend or girlfriend?	7.1%	6.1%	6.1%	8.5%	11.5%	9.7%	9.5%	10.6%	8.1%	8.5%	8.3%
Rec'd detention or in-school suspension?	38.1%	37.3%	22.4%	25.0%	41.6%	37.6%	34.3%	30.7%	33.3%	32.1%	32.7%
Been suspended from school?	12.9%	13.9%	5.2%	7.2%	24.0%	22.6%	14.8%	15.4%	13.1%	13.8%	13.5%
Stolen anything worth > \$5?	12.9%	17.6%	6.9%	10.7%	14.2%	15.6%	8.5%	8.4%	10.4%	13.1%	11.9%
Had an accident while driving?	NA	14.3%	NA	12.6%	NA	7.7%	NA	6.3%	NA	11.0%	NA
Been arrested and booked?	3.9%	6.1%	1.5%	2.7%	5.7%	8.1%	2.2%	2.9%	3.2%	4.7%	4.0%
Felt hopeless for two weeks or more?	14.8%	15.9%	21.8%	29.0%	14.0%	13.3%	22.0%	24.8%	18.2%	21.4%	19.9%
Seriously considered attempting suicide?	6.9%	8.4%	9.6%	14.3%	5.5%	5.4%	6.8%	8.7%	7.4%	9.7%	8.7%

Source: 2001-02 DAODAS South Carolina Survey

Adolescence is often a time of taking risks and asserting independence from adults. When asked whether they would tell an adult about a problem, the following percentages of state students said they would be “not likely” or “very unlikely” to tell if they:

- heard a student threaten to harm someone: 33.2% middle school, 47.0% high school;
- saw a student with a handgun at school: 22.7% middle school, 20.5% high school;
- saw a student with a knife at school: 24.7% middle school, 31.6% high school;
- saw a student with drugs at school: 33.7% middle school, 61.9% high school;

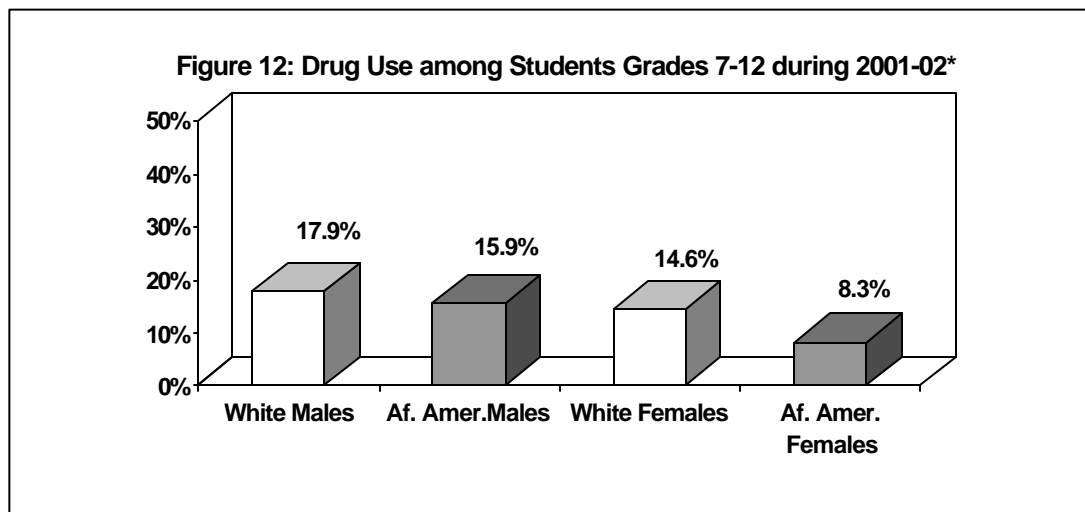
Alcohol Use:* In the state during 2001-02, 21.0% of 7th and 8th graders and 37.1% of high schoolers said they had used alcohol in the past month. Of White males in grades 7 - 12, 33.8% had used it in the past month, compared with 26.0% of African-American males; likewise, 34.5% of White females said they had used alcohol, compared with 26.4% of African-American females. Many youth first used alcohol at an early age: 14.2% had used alcohol by age 11 or younger, 33.0% by age 13, and 61.1% by age 15.

During the previous year, 21.0% of 7th and 8th graders and 30.4% of high schoolers said they had ridden with a drinking driver. Of seniors who drive, 19.4% said they had driven after drinking. Widespread use is encouraged by the ready availability and perceived low risk of alcohol use. Among students who expressed an opinion, 43.6% of eighth graders and 75.4% of seniors felt that beer was easy to get. Also, 71.6% of eighth graders and 70.7% of seniors felt there was not a great risk in drinking two drinks a day, and 47.3% of eighth graders and 53.1% of high schoolers felt there was not a great risk in drinking 5 drinks every weekend.

Heavy Drinking:* In 2001-02, 7.7% of 7th and 8th graders and 18.9% of high school students in the state reported drinking 5 or more drinks in a day during the past month. When asked how many drinks, if any, they usually consume, 13.7% of all state students in grades 7 - 12 in 2001-02 responded 3 or more drinks at a time and 7.1% reported usually 5 or more drinks. Among high school students, 18.6% reported usually drinking 3 or more drinks at a time and 10.0% 5 or more. Among seniors, 24.7% reported usually drinking 3 or more drinks at a time and 13.7% 5 or more; however 22.9% of seniors said that they drank 5 or more drinks in a day once or more during the past month.

Drugs:* In 2001-02, 9.5% of 7th and 8th graders and 20.1% of high schoolers in the state reported using illegal drugs during the previous month. Among students in grades 7 - 12, use was reported by 20.1% of White males, 16.4% White females, 17.1% of African-American males, and 8.3% of African-American females. Some young people initiated drug use at an early age: 5.3% had experienced their first use by age 11 or sooner; 16.3% had used a drug by age 13, and 34.7% by age 15.

In the past year, 10.3% of all high school students in the state who drive and 15.4% of seniors who drive said that they had driven after using drugs. Such use is encouraged by the ready availability of drugs: 22.3% of 8th graders who had an opinion said it is easy to get marijuana and 8.4% said it is easy to get cocaine or crack; 65.0% of seniors said it is easy to get marijuana and 29.5% said it was easy to get cocaine or crack.



* Schools in the county elected not to participate in the DAODAS South Carolina Survey of adolescent substance abuse and risk-taking. Therefore, data for all of South Carolina is presented here. The latest Laurens County data, for 1992-93, is available on the Kids Count website at www.sckidscount.org.

Sexual Activity and Pregnancy: Many teenagers now engage in sexual activity. The Youth Risk Behavior Survey (YRBS) administered to a representative sample of high school students throughout South Carolina in 2001 showed that sexual activity begins at an early age: 7% of female and 21% of male students have engaged in intercourse before age 13; by age 15, 38% the females and 49% of males have engaged in sexual intercourse. Statewide, 48% of females and 50% of males in the 11th and 12th grades reported engaging in intercourse during the past three months. Furthermore, 27% of female and 33% of male 12th graders have had intercourse with four or more partners during their lifetimes.

Premature sexual activity often results in pregnancy. In the county, 94 girls between the ages of 14 and 17 became pregnant in 1999, 75 in 2000 and 81 in 2001. This represented 4.1% of all girls ages 14 – 17 in 2001; several times this percentage become pregnant at least once by age 18. The 2001 pregnancy rate for ages 14 - 17 was 3.4% for Whites and 5.6% for African-Americans and Others. Of all pregnancies of 14-17 year olds, 77.8% resulted in live births, with almost all other pregnancies ending in abortions.

Teen pregnancy rates increased substantially across the state during the 1980s; as a result, greater emphasis was devoted to preventing teen pregnancy. Since 1989, the teen pregnancy rate in Laurens County has decreased by 50.3%. Overall, it has decreased by 34.6% for Whites, and decreased by 60.0% for African Americans and Others.

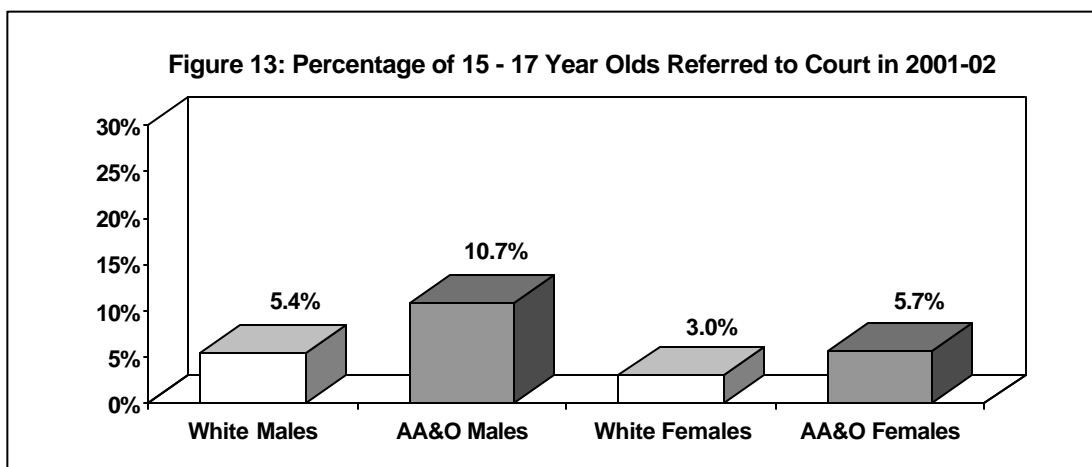
Juvenile Delinquency: In 2001-02, 262 individual juvenile offenders in the county were referred to the Solicitor for delinquency; of these, 7.6% were age 12 or younger, 25.2% were 13 or 14, and 67.2% were 15 or older.

Of the referrals to the family court, 10.5% of all referrals were for violent and serious crimes which include drug trafficking, acts against persons for murder, rape, robbery, and aggravated assault, and serious property offenses for arson and burglary. Also, 51 juvenile cases constituting 14.5% of all referrals were for status offenses. Status offenses include truancy, running away, incorrigibility, and other offenses that would not be crimes for adults.

Delinquents are likely to live in families with low income: 10.6% lived in families with income under \$10,000, 47.9% with \$10,000-\$19,999 and 41.5% with \$20,000 or more. Furthermore, only 22.3% of delinquents lived with both natural parents, while 54.3% lived in a single parent household, 21.2% lived with other relatives, and 2.2% in other situations including parent plus step-parent. Delinquency or criminal activity occurs among many related family members: 45.9% had at least one family member who was delinquent or had some criminal record.

Youth referred to the family courts are likely to have been there before. In 2001-02, 60.7% had at least one prior referral and 28.6% had been referred to court 3 times or more. Many were referred at an early age. For delinquents 15 - 17 years old, 1.7% had been referred by the age of 10, 10.8% by the age of 12, and 28.5% by the age of 14.

During 2001-02, 174 youth ages 15 to 17 were referred to the family courts. In the county, 5.6% of all youth 15 to 17 were referred to court in one year and roughly double that percentage are referred at least once by age 18. Furthermore, the National Youth Survey indicates that typically across the United States the proportion of youth engaging in crime is two or three times the number ever apprehended. In 2001-02, there were 34 juveniles committed from the county to DJJ custody and placed in residential programs.



Not in School or Employed: During 2000, 470 teenagers ages 16-19 were idle, meaning they neither worked any hours nor were enrolled in school, even part-time. Idle teens comprised 11.2% of their age group: 9.2% for White and 15.3% African-American & Other teens. A much larger number, perhaps twice as many, were not engaged in either school full time or work full time. The data reflect a serious failure in both school completion and the critical transition from school to work, significantly affecting their development as future workers. For an in-depth description of the problems of young adults seeking to enter the labor force, visit our website at www.scyoungadults.org for our state and county reports on 18-29 year olds.

Deaths: During 1997-2001, 20 youth ages 15 to 19 died. Historically, automobile accidents have been the major cause, resulting in 8 deaths between 1996 and 2000; homicides killed 2 youth 15 to 19 years old during the five-year period, and 0 youth committed suicide. Alcohol use is often a significant factor in deaths among teenagers.

SUMMARY

Facing the Scope of Problems: The data on families, economic status, health, readiness, school achievement, and adolescent risk behaviors provide a troublesome picture of the condition of children in Laurens County. The 33.0% of children in single-parent families, 20.1% in poverty, 39.9% not graduating from school, 42.5% of high school students using alcohol and 22.1% using drugs each month, and other data profiled in this report suggest that too many children are at risk of not growing up to become self-supporting adults, good family members, and responsible community citizens.

Emphasizing the Positive: South Carolina Kids Count reports have been developed to describe the problems of children in each of the counties. Fortunately, the majority of children and youth are doing well, and some very well. One simple description is the percentage of children who do not fall into the problem categories reported. For the county, 79.8% of children are born to non-teen mothers ages 20 or older, 52.1% are born to married parents, and 67.0% lived in two-parent families; 79.9% were not poor and 53.9% lived in families with incomes above twice the poverty level for a family of three, \$30,040 in 2002; 91.8% of babies were born with normal birthweights; 80.5% were assessed as ready for the first grade, 50.1% scored basic or better on PACT for 8th grade math and 59.1% for 8th grade reading, 60.4% passed all parts of the Exit Exam in the 10th grade, and 60.1% graduated with their class. In a typical month, 62.9% of high school students do not drink alcohol, 79.9% do not use drugs, and 74.7% do not smoke. Unfortunately, the absence of a problem is not always an indicator of success. Some data is available for exemplary performance: for example, 32.1% of 3rd graders and 20.7% of 8th graders scored proficient or advanced on PACT in reading and 18.2% of 3rd graders and 14.5% of 8th graders in math. Unfortunately, data on success is not generally available.

Despite the limitations of success data, we must emphasize the positive in providing good support and appropriate influences for children and youth. Recent philosophy and publications such as those of the Search Institute (700 South Third Street, Suite 210, Minneapolis, MN, 55415-1138, tel. 1-800-888-7828, www.search-institute.org), emphasize the critical importance of “developmental assets” to promote and support positive development. One short book from the Search Institute, (What Kids Need to Succeed, by Peter J. Benson, Judy Gailbraith, and Pamela Espeland, 1995) presents an excellent array of suggestions for promoting developmental assets through families, community, faith congregations, and schools. If each family, school, religious congregation and community organization assertively worked to build such assets, the problems described in this report would be reduced dramatically. Such positive family-school-community efforts could improve South Carolina’s national Kids Count ranking from the bottom 10 to the average or even into the top 10 by prevention of unnecessary problems affecting children and youth, as shown on our website at www.sckidscount.org.

All data presented in this report is the most recent available at the date it goes to the printer. This version of the Kids Count report will be revised as more recent and additional data become available. Please send us your corrections and suggestions for improvement. We welcome your ideas for ways to make the state and county reports more useful and accurate. Please utilize local data sources whenever possible to supplement the profile provided through our report.

Data related inquiries should be directed to:

Anne Wilson, Data Manager (awilson@drss.state.sc.us)
1000 Assembly Street, Columbia, SC 29201
Fax: (803) 734-3619, Phone: (803) 734-4810

Calls for **copies of reports** for other counties and inquiries regarding more recent reports should be made to:

Kim Hazel-Lohr, Project Manager (khazel@ogc.state.sc.us)
1000 Assembly Street, Columbia, SC 29201
Fax: (803) 734-3619, Phone: (803) 734-1295

For **policy questions and general comments**, please contact:

Dr. A. Baron Holmes, Project Director (bholmes@ogc.state.sc.us)
1000 Assembly Street, Columbia, SC 29201
Fax: (803) 734-3619, Phone: (803) 734-2291

Comparable reports for all 46 counties and for the state can also be found on the World Wide Web at

www.sckidscount.org

Our website also provides: links to other websites for indicators in our report; high to low rankings for individual indicators; information on how to improve SC’s national rank; and a glossary of definitions.

The national Kids Count Report can be found on the Annie E. Casey Foundation website at

www.aecf.org

**Laurens County
Kids Count Trends 1980 to Present**

Indicators	Most Recent Year	Number					Percent					Rank			Ratio (County/State)		
		1980*	1990*	Most Recent Data	Percent Change 80-pres	Percent Change 90-pres	1980	1990	Most Recent	Percent Change 80-pres	Percent Change 90-pres	1980 Rank	1990 Rank	Most Recent Rank	1980	1990	Most Recent
Health																	
Low Birth Weight	2001	71	75	66	-7.0%	-12.0%	9.0	8.3	8.2	-9.1%	-1.6%	27	15	6	1.04	0.95	0.85
<i>White babies</i>	2001	34	28	41	+20.6%	+46.4%	6.9	5.2	7.1	2.9%	36.7%	34	14	21	1.15	0.85	0.97
<i>African American and Other babies</i>	2001	37	47	25	-32.4%	-46.8%	12.5	13.0	11.0	-12.0%	-15.8%	26	27	9	1.00	1.02	0.80
Less than Adequate Prenatal Care	2001	370	383	211	+43.0%	-44.9%	47.0	42.6	26.3	-44.0%	-38.2%	36	26	20	1.24	1.06	1.00
<i>White babies</i>	2001	180	173	121	-32.8%	-30.1%	36.7	32.1	21.1	-42.5%	-34.3%	42	34	22	1.33	1.08	1.01
<i>African American and Other babies</i>	2001	190	210	90	-52.6%	-57.1%	64.0	58.2	39.5	-38.3%	-32.1%	38	31	28	1.21	1.04	1.08
Infant Mortality	2001	51	28	25	-51.0%	-10.7%	2.2	1.1	1.0	-54.7%	-6.3%	37	17	23	1.36	0.90	1.08
<i>White babies</i>	2001	29	16	12	-58.6%	-25.0%	2.0	1.0	0.7	-65.8%	-31.7%	39	34	30	1.67	1.18	1.13
<i>African American and Other babies</i>	2001	22	12	13	-40.9%	+8.3%	2.6	1.2	1.8	-31.3%	50.0%	34	9	29	1.15	0.70	1.19
Family																	
Births to mothers under 18	2001	73	90	64	-12.3%	-28.9%	9.3	10.0	8.0	-13.8%	-20.0%	25	44	42	1.12	1.54	1.60
<i>White babies</i>	2001	36	38	33	-8.3%	-13.2%	7.3	7.1	5.7	-22.4%	-19.2%	38	41	40	1.37	1.63	1.63
<i>African American and Other babies</i>	2001	37	52	31	-16.2%	-40.4%	12.5	14.4	13.6	9.1%	-5.6%	21	43	45	1.00	1.45	1.73
Births to mothers under 20	2001	182	206	162	-11.0%	-21.4%	23.1	22.9	20.2	-12.7%	-11.7%	33	37	37	1.17	1.34	1.39
<i>White babies</i>	2001	106	93	98	-7.5%	-5.4%	21.6	17.3	17.1	-21.0%	-0.9%	43	35	42	1.41	1.32	1.54
<i>African American and Other babies</i>	2001	76	113	64	-15.8%	+43.4%	25.6	31.3	28.1	9.7%	-10.3%	21	45	43	0.99	1.35	1.37
Births to mothers with less than a high school education	2001	341	313	256	-24.9%	-18.2%	43.3	34.8	31.9	-26.4%	-8.3%	41	43	45	1.39	1.46	1.52
<i>White babies</i>	2001	195	170	171	-12.3%	+0.6%	39.8	31.5	29.8	-25.1%	-5.5%	43	42	43	1.51	1.50	1.55
<i>African American and Other babies</i>	2001	146	143	85	-41.8%	-40.6%	49.2	39.6	37.3	-24.2%	-5.9%	24	34	45	1.29	1.40	1.54
Births to single mothers****	2001	194	373	384	+97.3%	+2.9%	24.7	41.4	47.9	94.3%	15.6%	21	32	27	1.07	1.27	1.19
<i>White babies</i>	2001	36	103	192	+433.3%	+86.4%	7.3	19.1	33.4	354.6%	74.8%	35	40	43	1.11	1.31	1.40
<i>African American and Other babies</i>	2001	158	270	192	+21.5%	-28.9%	53.2	74.8	84.2	58.3%	12.6%	42	45	46	1.15	1.23	1.22
Children in single parent families	2000	2,490	3,044	4,913	+97.3%	+61.4%	18.2	24.4	33.0	81.5%	35.4%	23	15	20	0.96	0.97	1.06
<i>White</i>	2000	1,005	1,223	2,252	+124.1%	+84.1%	10.6	14.1	21.9	106.5%	55.2%	31	27	40	0.85	0.97	1.15
<i>African American and Other</i>	2000	1,483	1,810	2,661	+79.4%	+47.0%	31.9	47.8	58.0	81.9%	21.4%	26	27	39	0.98	1.07	1.12
Education																	
Not Ready for Grade 1	2001	287	172	137	-52.3%	-20.3%	34.5	22.8	19.5	-43.5%	-14.5%	15	14	40	0.95	0.89	1.43
<i>White males</i>	2001	65	42	31	-52.3%	-26.2%	25.2	18.8	14.7	-41.7%	-21.8%	9	22	40	0.86	0.97	1.55
<i>White females</i>	2001	46	24	21	-54.3%	-12.5%	20.3	12.2	10.6	-47.8%	-13.1%	21	21	36	0.98	0.92	1.58
<i>African American and Other males</i>	2001	99	65	50	-49.5%	-23.1%	52.4	38.2	31.8	-39.3%	-16.8%	17	20	43	0.97	0.96	1.39
<i>African American and Other females</i>	2001	77	41	34	-55.8%	-17.1%	48.7	24.7	25.8	-47.0%	4.5%	28	7	42	1.06	0.75	1.52
Repeating Grades 1-3	2000	169	186	88	-47.9%	-52.7%	21.0	24.9	11.8	-43.8%	-52.6%	29	33	11	1.11	1.21	0.87
<i>White males</i>	2000	63	57	36	-42.9%	-36.8%	24.9	25.1	15.6	-37.3%	-37.8%	36	39	30	1.30	1.43	1.38
<i>White females</i>	2000	27	22	18	-33.3%	-18.2%	12.3	11.3	8.4	-31.7%	-25.7%	33	26	26	1.10	0.96	1.20
<i>African American and Other males</i>	2000	50	66	18	-64.0%	-72.7%	28.8	40.0	11.2	-61.1%	-72.0%	28	36	7	1.01	1.19	0.50
<i>African American and Other females</i>	2000	29	41	16	-44.8%	-61.0%	19.3	25.0	11.2	-42.0%	-55.2%	27	28	10	1.01	1.11	0.71
Grade 3 Math below standards****	2002	367	121	266	-27.5%	+119.8%	44.2	17.1	38.5	-12.9%	125.1%	27	28	34	1.14	1.12	1.38
<i>White males</i>	2002	78	26	49	-37.2%	+88.5%	30.5	11.7	24.6	-19.3%	110.3%	26	35	33	1.08	1.36	1.43
<i>White females</i>	2002	84	26	67	-20.2%	+157.7%	35.9	12.8	31.8	-11.4%	148.4%	41	38	38	1.37	1.41	1.86
<i>African American and Other males</i>	2002	101	38	72	-28.7%	+89.5%	63.1	24.4	51.4	-18.5%	110.7%	33	28	35	1.09	1.01	1.18
<i>African American and Other females</i>	2002	103	30	77	-25.2%	+156.7%	57.5	24.0	55.0	-4.3%	129.2%	37	29	42	1.13	1.03	1.45
Grade 3 Reading below standards****	2002	343	104	168	-51.0%	+61.5%	41.3	14.7	24.5	-40.7%	66.7%	31	33	20	1.27	1.28	1.09
<i>White males</i>	2002	93	31	39	-58.1%	+25.8%	36.2	14.0	19.8	-45.3%	41.4%	37	39	27	1.40	1.67	1.20
<i>White females</i>	2002	57	11	35	-38.6%	+218.2%	24.4	5.4	16.6	-32.0%	207.4%	36	25	35	1.46	1.04	1.50
<i>African American and Other males</i>	2002	100	39	57	-43.0%	+46.2%	62.5	25.2	41.3	-33.9%	63.9%	35	33	29	1.13	1.18	1.06
<i>African American and Other females</i>	2002	92	22	37	-59.8%	+68.2%	51.7	17.6	26.6	-48.5%	51.1%	40	34	21	1.28	1.24	1.00
Bottom Quartile Stanford/MAT Grade 4	1998	253	232	171	-32.4%	-26.3%	33.7	33.2	26.0	-22.8%	-21.7%	25	21	21	1.20	1.06	1.03
<i>White males</i>	1998	61	77	40	-34.4%	-48.1%	25.7	34.8	21.2	-17.5%	-39.1%	26	34	30	1.14	1.39	1.28
<i>White females</i>	1998	32	47	29	-9.4%	-38.3%	15.6	20.1	13.2	-15.4%	-34.3%	22	27	23	1.12	1.16	0.99
<i>African American and Other males</i>	1998	91	71	53	-41.8%	-25.4%	59.9	54.6	48.6	-19.9%	-11.0%	40	27	26	1.23	1.07	1.08
<i>African American and Other females</i>	1998	68	37	49	-27.9%	+32.4%	45.3	32.5	36.8	-18.8%	13.2%	36	6	26	1.26	0.82	1.04

*Year of data is approximate in many cases.
 **1 is best, 46 is worst.
 *** Data include paternity acknowledgements.
 **** BSAP for 1980 and 1990, PACT for 2002

Laurens County
Kids Count Trends 1980 to Present
Education (continued)

Indicators	Most Recent Year	Number					Percent					Rank			Ratio (County/State)		
		1980*	1990*	Most Recent	Percent Change 80-pres	Percent Change 90-pres	1980	1990	Most Recent	Percent Change 80-pres	Percent Change 90-pres	1980 Rank	1990 Rank	Most Recent Rank	1980	1990	Most Recent
Grade 8 Math below state standards**	2002	447	180	350	-21.7%	+94.4%	58.0	27.4	49.9	-14.0%	82.1%	19	20	28	1.01	1.00	1.25
White males	2002	101	31	83	-17.8%	+167.7%	40.1	14.6	39.3	-2.0%	169.2%	19	11	36	0.96	0.79	1.42
White females	2002	96	45	81	-15.6%	+80.0%	46.1	23.3	38.2	-17.1%	63.9%	26	35	38	1.11	1.25	1.49
African American and Other males	2002	114	53	93	-18.4%	+75.5%	80.9	38.1	72.1	-10.9%	89.2%	24	19	31	1.03	0.91	1.19
African American and Other females	2002	133	51	92	-30.8%	+80.4%	80.6	44.7	62.2	-22.8%	39.1%	23	32	34	1.02	1.13	1.14
Grade 8 Reading below state standards**	2002	426	160	287	-32.6%	+79.4%	55.1	24.2	40.9	-25.8%	69.0%	23	22	26	1.12	1.05	1.23
White males	2002	107	38	75	-29.9%	+97.4%	42.5	17.8	35.5	-16.5%	99.4%	28	20	32	1.16	0.94	1.40
White females	2002	78	22	45	-42.3%	+104.5%	37.3	11.4	21.2	-43.2%	86.0%	34	15	34	1.37	0.88	1.33
African American and Other males	2002	115	58	94	-18.3%	+62.1%	81.6	41.4	72.9	-10.7%	76.1%	32	30	44	1.07	1.10	1.26
African American and Other females	2002	122	42	72	-41.0%	+71.4%	73.5	36.8	48.6	-33.9%	32.1%	29	40	33	1.07	1.28	1.14
Grade 9 Bottom Quartile Stanford/MAT	1998	NA	194	206	NA	+6.2%	NA	30.2	33.6	NA	11.3%	NA	16	27	NA	0.95	1.12
White males	1998	NA	42	NA	NA	NA	NA	22	25.3	NA	15.0%	NA	9	33	NA	0.86	1.29
White females	1998	NA	39	NA	NA	NA	NA	19.9	16.1	NA	-19.1%	NA	38	27	NA	1.29	1.17
African American and Other males	1998	NA	74	NA	NA	NA	NA	53.6	55.0	NA	2.6%	NA	24	30	NA	1.01	1.07
African American and Other females	1998	NA	39	NA	NA	NA	NA	33.3	50.0	NA	50.2%	NA	3	38	NA	0.82	1.21
Exit Exam (not passing all parts on 1st attempt)	2002	306	185	185	-39.5%	+0.0%	46.0	31.6	39.6	-13.9%	25.3%	18	21	25	1.02	1.07	1.19
White males	2002	53	43	36	-32.1%	-16.3%	28.0	22.3	26.9	-3.9%	20.6%	10	24	32	0.86	1.07	1.23
White females	2002	81	32	39	-51.9%	+21.9%	35.5	18.4	26.4	-25.6%	43.5%	37	28	38	1.31	1.19	1.35
African American and Other males	2002	89	59	56	-37.1%	-5.1%	75.4	54.6	65.1	-13.7%	19.2%	35	28	38	1.05	1.06	1.21
African American and Other females	2002	83	46	54	-34.9%	+17.4%	64.3	43.8	55.1	-14.3%	25.8%	15	22	35	0.97	1.03	1.12
Dropout Rate (8th graders no longer enrolled in 12th grade 4 years later)	2000-02	301	280	301	-0.1%	+7.4%	35.6	33.8	38.6	8.5%	14.2%	42	39	33	1.29	1.17	1.2
White males	2000-02	109	99	114	+5.1%	+15.2%	39.1	37.5	44.5	13.7%	18.6%	42	36	34	1.37	1.21	1.4
White females	2000-02	80	74	72	-10.4%	-3.2%	33.5	30.3	32.2	-4.0%	6.1%	39	37	25	1.40	1.25	1.3
African American and Other males	2000-02	64	61	68	+7.6%	+12.9%	38.1	37.9	43.7	14.6%	15.2%	36	35	22	1.15	1.07	1.0
African American and Other females	2000-02	49	47	47	-4.8%	+0.4%	30.1	29.0	32.6	8.3%	12.4%	35	35	32	1.20	1.17	1.2
Young Adults Not Completing High School (18-24)	2000	2,578	1,898	2,377	-7.8%	+25.2%	40.3	29.5	25.6	-36.4%	-13.2%	44	23	35	1.45	1.21	1.53
White males	NA	878	781	NA	NA	NA	39.4	32.3	NA	NA	NA	41	32	NA	1.46	1.40	NA
White females	NA	736	429	NA	NA	NA	33.8	19.7	NA	NA	NA	37	18	NA	1.50	1.05	NA
African American and Other males	NA	504	400	NA	NA	NA	53.1	47.0	NA	NA	NA	43	37	NA	1.33	1.30	NA
African American and Other females	NA	460	288	NA	NA	NA	44.4	29.0	NA	NA	NA	46	22	NA	1.57	1.10	NA

Economics

Poverty Rate	2000	1,994	2,612	3,467	+73.9%	+32.7%	13.5	17.8	20.1	48.9%	12.9%	5	12	21	0.64	0.85	1.07
White children	2000	632	1,001	1,812	+186.7%	+81.0%	6.7	10.5	15.9	137.3%	51.4%	3	24	43	0.66	1.11	1.67
African American and Other children	2000	1,362	1,611	1,655	+21.5%	+2.7%	25.2	31.2	28.1	11.4%	-10.1%	3	8	13	0.65	0.80	0.86
Income of Families w/children (1999 \$)	2000	\$ 42,246	\$ 43,103	\$ 43,409	+2.8%	+0.7%	NA	NA	NA	NA	NA	16	19	27	1.01	0.93	0.83
White families	2000	\$ 43,907	\$ 47,807	NA	NA	NA	NA	NA	NA	NA	NA	31	30	NA	0.93	0.90	NA
African American and Other families	2000	\$ 38,451	\$ 31,098	NA	NA	NA	NA	NA	NA	NA	NA	2	13	NA	1.28	1.02	NA

Adolescent Risk Factors

Teenage Pregnancy (ages 14-17)	2001	111	125	81	-27.0%	-35.2%	5.7	6.9	4.1	-27.9%	-40.6%	30	43	37	1.10	1.35	1.32
White	2001	65	54	46	-29.2%	-14.8%	5.1	4.5	3.4	-33.6%	-24.4%	44	37	41	1.35	1.22	1.48
African American and Other	2001	46	71	35	-23.9%	-50.7%	6.8	11.8	5.6	-17.2%	-52.5%	18	46	38	0.91	1.59	1.30
Delinquency	2002	94	142	174	+85.1%	+22.5%	3.2	5.8	5.6	74.8%	-3.5%	34	31	23	1.10	1.07	0.93
White males	2002	47	63	57	+21.3%	-9.5%	4.8	7.5	5.4	12.0%	-28.3%	39	33	22	1.30	1.21	0.87
White females	2002	15	20	30	+100.0%	+50.0%	1.6	2.6	3.0	85.6%	14.2%	20	24	25	0.89	0.90	0.87
African American and Other males	2002	21	46	59	+181.0%	+28.3%	4.3	10.7	10.7	149.5%	0.3%	24	30	26	0.91	1.10	1.03
African American and Other females	2002	11	13	28	+154.5%	+115.4%	2.2	3.1	5.7	159.7%	84.3%	33	27	32	1.38	0.89	1.15

*Closest available data to this year was used in many cases.

**BSAP for 1980 and 1990, PACT for 2002