Overall Child Well-Being in Wyoming

Each domain below includes four key indicators. Find more information and the definitions and data sources for indicators at: datacenter.kidscount.org/databook/2012.

ECONOMIC WELL-BEING

Family economic success provides a critical foundation

for healthy child development, which, in turn, promotes

and hardship can negatively affect children's physical

and mental health, academic achievement and social-

emotional well-being.

success in adulthood. Ongoing exposure to economic stress

Trends for Child Well-Being Indicators in Wyoming

DOMAIN RANK







OVERALL RANK

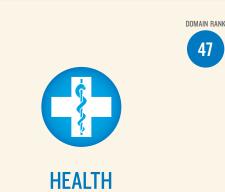


DOMAIN RANK



EDUCATION

Establishing the conditions that promote successful educational achievement for children begins before birth and continues into the early elementary school years. With a strong and healthy beginning, it is much easier to keep children on track to stay in school and graduate, pursue postsecondary education and training and successfully transition to young adulthood.



Children's health is the foundation for their overall development, and ensuring that they are born healthy is the first step toward increasing the life chances of disadvantaged children. Poverty, poor nutrition, lack of preventive health care, substance abuse, maternal depression and family violence can put children's health at risk, affecting later outcomes.



FAMILY AND COMMUNITY

When children are nurtured and well cared for during their first five years, they have better social-emotional, language and learning outcomes. These lead to more positive behavior and academic achievement in their later years. But when families and neighborhoods lack sufficient human and social resources, children's well-being can suffer.

Overall Child Well-Being in Wyoming

Find more state and community-level data at the KIDS COUNT Data Center: datacenter.kidscount.org/WY.

PERCENT CHANGE OVER TIME	

GETTING GETTING BETTER WORSE

TING NO RSE CHANGE

	WELL-	BEING		DOMAIN RANK
Key Indicators		National Trend	State	Trend
Children in poverty	2010 2005	22% 19%	<u>14%</u> 11%	27%
Children whose parents lack secure employment	2010 2008	33% 27%	<u>23%</u> 23%	0%
Children living in households with a high housing cost burden	2010 2005	41% 37%	25% 20%	25%
Teens not in school and not working	2010 2008	<mark>9%</mark> 8%	<u>9%</u> 7%	29%

EDUCATION				29
Key Indicators		National Trend	State	Trend
Children not attending preschool	2008–10 2005–07	53% 56%	<u>60%</u> 59%	2%
Fourth graders not proficient in reading	2011 2005	<u>68%</u> 70%	<u>66%</u> 66%	0%
Eighth graders not proficient in math	2011 2005	<u>66%</u> 72%	63% 71%	-11%
High school students not graduating on time	2008/09 2005/06	24% 27%	25% 24%	4%

	National		47
	ITenu	JIdle	nenu
2009	8.2%	8.4%	-2%
2005	8.2%	8.6%	-2 /0
2010	8 %	8%	-11%
2008	10%	9 %	-11 /0
2009	27	47	4%
2005	32	45	4 /0
2008-09	7%	9 %	-10%
2005–06	8%	10%	-10 %
	2005 2010 2008 2009 2005 2008–09	Trend 2009 8.2% 2005 8.2% 2008 10% 2009 27 2005 32 2008–09 7%	Trend State 2009 8.2% 8.4% 2005 8.2% 8.6% 2010 8% 9% 2008 10% 9% 2009 27 47 2005 32 45 2008–09 7% 9%

FAMILY AND	COMN	MUNITY National		DOMAIN RANK
Key Indicators		Trend	State	e Trend
Children in single-parent families	2010 2005	34% 32%	26% 27%	-4%
Children in families where the household head lacks a high school diploma	2010 2005	<u>15%</u> 16%	<u>7%</u> 10%	-30%
Children living in high-poverty areas	<u>2006–10</u> 2000	<u>11%</u> 9%	<u>0%</u> 2%	-100%
Teen births per 1,000	2009 2005	<u>39</u> 40	<u>45</u> 43	5%

