



Florida's Education Well-Being

Domain Rank **30**

<p>Young children not in school 2012-2014</p> <p>50%</p> <p>or 222,653 children</p> <p><i>Florida's rate of 50% is better than that of the U.S. at 53%. Nevertheless, half of our 3 and 4 year olds are not in school.</i></p> <p><i>The #1 ranked state has 66% of young children enrolled in school. To achieve this rate, Florida needs 71,300 more 3 and 4 year old children enrolled in nursery school, preschool, or kindergarten.</i></p>	<p>Fourth graders not proficient in reading 2015</p> <p>61%</p> <p><i>Florida's rate of 61% is better than the U.S. rate of 65% of fourth graders not proficient in reading.</i></p> <p><i>The #1 ranked state has 50% of 4th grade students proficient in reading. To achieve this, we need at least 21,900 more 4th grade students proficient in reading.</i></p>	<p>Eighth graders not proficient in math 2015</p> <p>74%</p> <p><i>74% of Florida's eighth graders are not proficient in math. This is worse than the U.S. rate of 68%.</i></p> <p><i>The #1 ranked state has 51% of 8th grade students proficient in math. To do as well, Florida needs approximately 44,900 more 8th grade students proficient in math.</i></p>	<p>High school students not graduating on time 2012-2013</p> <p>24%</p> <p><i>24% of Florida youth did not graduate on time compared to 18% for the U.S.</i></p> <p><i>The #1 ranked state has 93% of high school students graduating on time. To accomplish this, we need at least an additional 33,600 students graduating on time.</i></p>
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**Due to rounding, event totals are calculated approximations.*

A Call To Action

To ensure that our children achieve educational success and transition to adulthood prepared to compete in a global workforce, we must support educational programs beginning with pre-elementary education and continuing through postsecondary education and training. To do this:

- 1. Provide all 3 and 4 year old children with developmental screenings and high-quality prekindergarten programs.** Continue to support policies that increase educational qualifications and equitable pay for early childhood caregivers.
- 2. Enact policies that encourage family engagement to assist all children with higher educational performance** beginning with the early education programs and continuing through their entire school career.
- 3. Promote mentoring programs that increase youth engagement in learning and vocational pursuits.** Support public educational systems and instructors so that emerging adults are encouraged both academically and vocationally to succeed and therefore prepared to pursue healthy and economically sustainable career goals.

Young children not in school is the percentage of children ages 3 and 4 year olds who were not enrolled in school (e.g., nursery school, preschool, or kindergarten) during the previous three months. Due to small sample size, these data are based on a pooled three-year average of one-year American Community Survey responses to increase the accuracy of the estimates.

SOURCE: U.S. Census Bureau, American Community Survey.

Fourth graders not proficient in reading is the percentage of fourth-grade public school students who did not reach the proficient level in reading as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

Eighth graders not proficient in math is the percentage of eighth-grade public school students who did not reach the proficient level in math as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

High school students not graduating on time is the estimated percentage of an entering freshman class that does not graduate in four years. The measure is derived from the Averaged Freshman Graduation Rate (AFGR), which uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).



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