2013 KIDS COUNT IN NEW MEXICO

NEW MEXICO VOICES FOR CHILDREN

NM Voices for Children 2012 Children's Charter:

Our Vision for the Next Generation

1. All children and their families are economically secure.
2. All children and their families have a high-quality cradle-to-career system of care and education.
3. All children and their families have quality health care and supportive health programs.
4. All children and their families are free from discrimination based on race, ethnicity, religion, disability, gender, sexual orientation, or country of origin.
5. All children and their families live in safe and supportive communities.
6. All children and their families' interests and needs are adequately represented in all levels of government through effective civic participation and protection of voters' rights.
7. All children and their families' needs are a high priority in local, state, and federal budgets and benefit from a tax system that is fair, transparent, and that generates sufficient revenues.

ACKNOWLEDGEMENTS

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New Mexico KIDS COUNT Data Book

A 2013 Look at the Well-Being of Our Children and Potential for Improvement

Each year, the Annie E. Casey Foundation's national KIDS COUNT program ranks the fifty states in terms of child well-being. The most recent ranking—published in June of 2013—put New Mexico at the absolute bottom, ranking fiftieth among all the states. The rankings are based on an index of sixteen indicators that reflect child health and education outcomes, as well as key economic and family/community risk and protective factors. Of these factors, growing up in poverty is one of the largest threats to a child's healthy development. States with consistently high child poverty rates, as in the Southeast and Southwest, unfailingly rank in the bottom for overall child well-being. Poverty tends to be cyclical—meaning that most children who grow up in poverty will become poor adults—*unless* they are provided with opportunities to overcome this barrier and succeed. Given this, it is in the state's best interests to break the cycle.

The national KIDS COUNT program has noted that data "reveal a hard truth: a child's chances of thriving depend not just on individual, familial, and community characteristics, but also on the state in which she or he is born and raised." In other words, though state resources and challenges vary, state policies, in particular, have a critical, long-term effect on a child's chances to succeed.

For more than twenty years, New Mexico Voices for Children has published an annual state KIDS COUNT data book, presenting an overview of how our children are doing. The 2013 New Mexico KIDS COUNT Data Book provides the most current, reliable data at the state, county, and school district levels, to show how New Mexico children and their families are faring economically, academically, socially, and with regard to their health. We present this information to the public, grant writers, and policy-makers to help them determine policies and programs that will best promote and support child well-being and family economic security. Due to our state's fall to fiftieth in the nation in child well-being, New Mexico Voices for Children is adding a new section to our annual KIDS COUNT report. The Trends and Rankings section tracks the sixteen KIDS COUNT indicators of child well-being, showing us how New Mexico has been faring over time in these critical areas and how the counties rank on

NEW MEXICO RATES AND RANKINGS IN THE 2013 NATIONAL KIDS COUNT DATA BOOK

Indicator by Category	New Mexico Rate	New Mexico State Rank
Overall Rank		50
Economic Well-Being		**49**
Children in Poverty (2010)	31%	49
Children Whose Parents Lack Secure Employment (2010)	37%	47
Children Living in Households with a High Housing Cost Burden (2010)	36%	23
Teens (Ages 16-19) Not in School and Not Working (2010)	11%	42
Education		**49**
Children Not Attending Preschool (2008-2010)	62%	44
Fourth Graders Not Proficient in Reading (2011)	79%	50
Eighth Graders Not Proficient in Math (2011)	76%	45
High School Students Not Graduating on Time (2008-2009)	33%	48
Health		**49**
Low-Birth Weight Babies (2009)	8.7%	35
Children without Health Insurance (2010)	9%	38
Child and Teen Deaths per 100,000 (2009)	36%	43
Teens Who Abuse Alcohol or Drugs (2008-2009)	9%	44
Family and Community		**49**
Children in Single-Parent Families (2010)	43%	48
Children in Families Where Household Head Lacks a High School Diploma (2010)	22%	47
Children Living in High-Poverty Areas (2006-2010)	21%	49
Teen (Ages 15-19) Births per 1,000 (2009)	53	49

Source: KIDS COUNT Data Book, 2013: State Trends in Child Well-Being, Annie E. Casey Foundation

comparable indicators. This is a dashboard of sorts that we will use to track progress on child well-being over the next several years. Along with the data, you will find policy solutions for addressing these problems.

The policies come from our NM KIDS are COUNTing on Us Policy Agenda for a Better New Mexico. It was created with the input of more than forty partner organizations and individuals in response to the state's fall to fiftieth. Our policy agenda (which is available online at www.nmvoices.org) addresses each of the sixteen KIDS COUNT indicators, which fall into four domains: economic well-being, education, health, and family and community. These indicators are inter-related in terms of their impact on children's well-being—just as the policies required to improve the status of children are interconnected. The policy agenda outlines a framework of key evidence-based policy solutions that can increase our children's well-being, as well as improve the economy and quality of life for the whole state. It is by no means comprehensive, rather it offers a starting point for ongoing work. We have included as much data as possible for these indicators, at the county or school district level, in this data book.

The NM KIDS are COUNTing on Us Policy Agenda is, in part, a call to action. New Mexico's fall to dead last was met with resignation and, in some corners, represented a reason to give up the fight for better outcomes for our children. While this may seem like a huge—maybe even overwhelming—task to undertake, the fact is, we can improve child well-being and we must. Nothing less than the state's economic future depends upon it. But we must address our problems in a comprehensive way. Our current piecemeal approach has delivered us to the bottom of the heap.

We can look to a major example of success in this area—England's decade-long, extraordinary and concerted effort to reduce child poverty in their country. In 1999, a quarter of British children lived in poverty. The U.S. is currently at that rate—and in New Mexico, an inexcusable one-third of our children live in poverty. In 1999, the government of England pledged

to cut the child poverty rate in half within ten years and to end child poverty in a generation. A three-pronged strategy was set forth. This policy-based effort (and the commitment of solid resources for their implementation) included:

- Welfare-to-work reforms that promoted employment and increased wages;
- Reforms of the tax and benefit systems to raise the incomes of families with children in the lowest income brackets; and
- Considerable investments in the health and early development of children, with a focus on early childhood education.

By 2010, British policies had managed to reduce child poverty by half (in 2009, the rate was twelve percent), measured in absolute terms. Not only this, but the country also saw major progress in terms of children's school achievement and other outcomes, in raising incomes for impoverished families, and increasing single-parent employment.

Of course, there are differences in British and U.S. safety net structures, economic structures, populations, and policy-making models. Yet, there are still valuable lessons both the U.S. and New Mexico can learn—and apply to improving the lives of our children—and through this, the lives of everyone else. One is the importance of data- or evidence-driven policies. Britain, relying on the extensive research showing the effectiveness of high-quality, comprehensive early childhood care and education, continues to preserve universal preschool for all three- and four-year-olds, and is funding the expansion of preschool for disadvantaged two-year-olds. Second, and most important, is the fact that, with strong, bipartisan political—and public—will, we've been shown it is possible to have a significant, positive impact on child poverty. Already some U.S. states and cities are setting goals to reduce child poverty. Other states and cities have made great progress in implementing early childhood care and education programs that are improving student academic outcomes in kindergarten through high school. It can be done, and New Mexico can do it.

In the following pages, readers will find the most current information on how our children and families are faring in terms of their economic security, health, education, and in their communities. Despite the knowledge we have of "what works" in supporting families and children, New Mexico does not now have a comprehensive set of policies to provide all children in our state with the opportunities that will help them reach their full potential. We must do better for our children, and NM Voices for Children/NM KIDS COUNT hope the information presented in this 2013 data book will be helpful to those in the state striving for meaningful, positive change.

TRENDS AND RANKINGS: Economic Well-Being

INDICATOR: Children in Poverty

THE EXTENT OF THE PROBLEM

More than one-quarter of New Mexico's children live in poverty, and over half (60 percent) of our children live in low-income families.* Living in poverty, especially long-term and in their earliest years, has many negative effects on a child's growth and development, the consequences of which are felt throughout life. Children in poverty are less likely to achieve academically, more likely to suffer from adverse childhood experiences, food insecurity and homelessness, and are more likely to have poor physical and mental health. As children depend on their parents for economic security, child poverty cannot be tackled successfully without also addressing ways to improve the working conditions and access to social, emotional, and economic supports for their families.

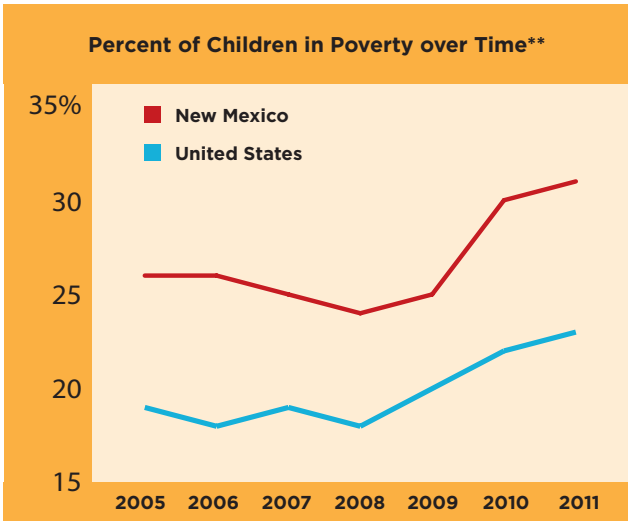
POLICY SOLUTIONS FOR NEW MEXICO

- **Raise the state's minimum wage and index it to rise with inflation,** which would benefit the parents of 20 percent of New Mexico children.
- **Increase refundable tax credits** like the Working Families Tax Credit (WFTC) and the Low Income Comprehensive Tax Rebate (LICTR), and **enact a more progressive income tax system** so low-income families do not continue to bear a greater tax burden.
- **Protect funding for SNAP** (Supplemental Nutrition Assistance Program) so the 42 percent of New Mexico children who rely on these benefits do not go hungry.
- **Enact tougher restrictions on predatory lenders** (payday, car titles), which can trap poor and low-income families in an endless cycle of increasing debt.

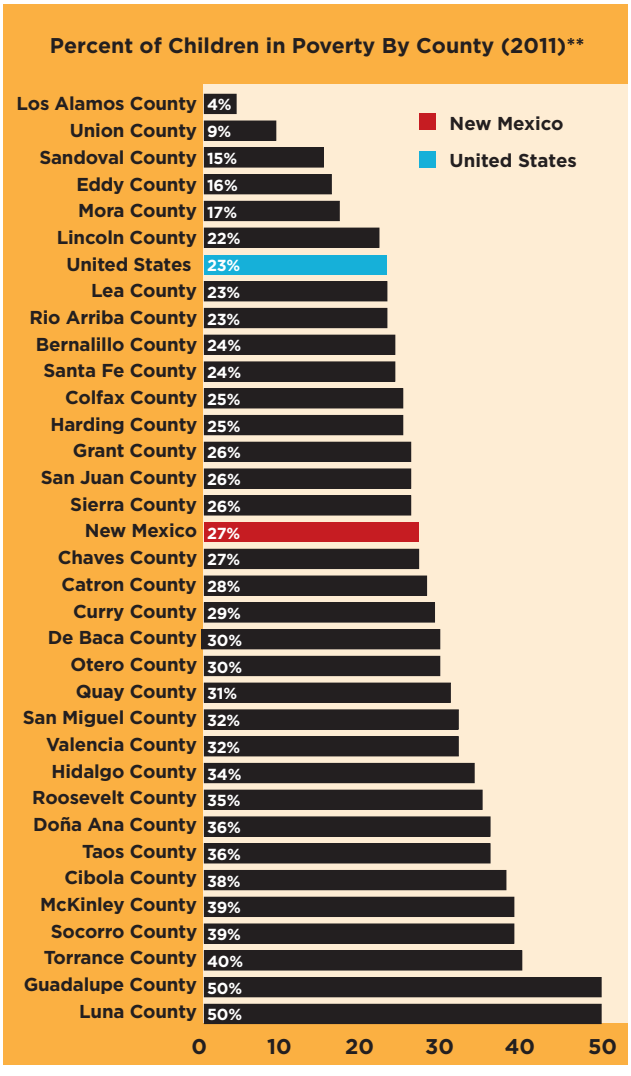
* Average family size in New Mexico is 3.2 people. A family of three living at the federal poverty level (FPL) would have an annual income no higher than $19,530. Families living at or below 200 percent of the FPL are still considered low income. A family of three earning $39,060 is living at 200 percent of the FPL.

** The denominators for Trends and Rankings are different. The denominator for Trends is the percent of children in poverty in a family of two adults and two children, while the denominator for Rankings is all children in poverty.

TRENDS



RANKINGS



TRENDS AND RANKINGS: Economic Well-Being

INDICATOR: Secure Parental Employment*

THE EXTENT OF THE PROBLEM

In nearly 40 percent of all New Mexico families with children, no parent had full-time, full-year employment in the past 12 months. Families living on part-time wages or full-time seasonal wages are very likely to live in poverty, and non-secure employment places great stress on both parents and children. In our state, a major cause for not having secure employment is the lack of at least a high school education or the skills needed for stable jobs in growing industries. Parents without full-time, year-round jobs generally do not have access to employer-sponsored benefits, like health insurance or paid sick leave. These parents are most in need of child care assistance to access safe, high-quality child care, so they can train and/or look for better jobs. In our state, however, eligibility for child care assistance is below 125 percent of the poverty level—that's just $24,412 for a family of three.

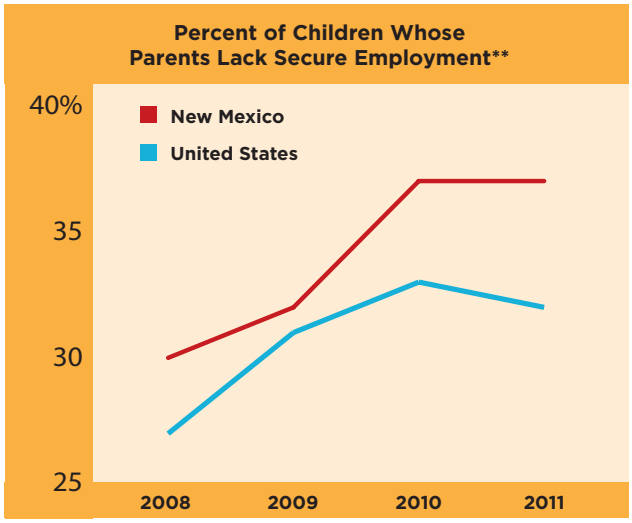
POLICY SOLUTIONS FOR NEW MEXICO

- **Protect unemployment insurance and reinstate benefits for child dependents** to help tide over families during a rough economic patch. Before the recession, those receiving unemployment received a small additional benefit for each dependent child, but this support was cut in 2011.
- **Enact real economic development initiatives,** such as worker training and adult education, and **require accountability for tax breaks** to corporations so that these benefits are only received after they produce jobs. Tax breaks that do not create jobs should be repealed so the state can invest more money in supports for our children.

* Secure employment means full-time, year-round employment.

**The denominators for Trends and Rankings are different. The denominator for Trends is children, while the denominator for Rankings is families.

TRENDS



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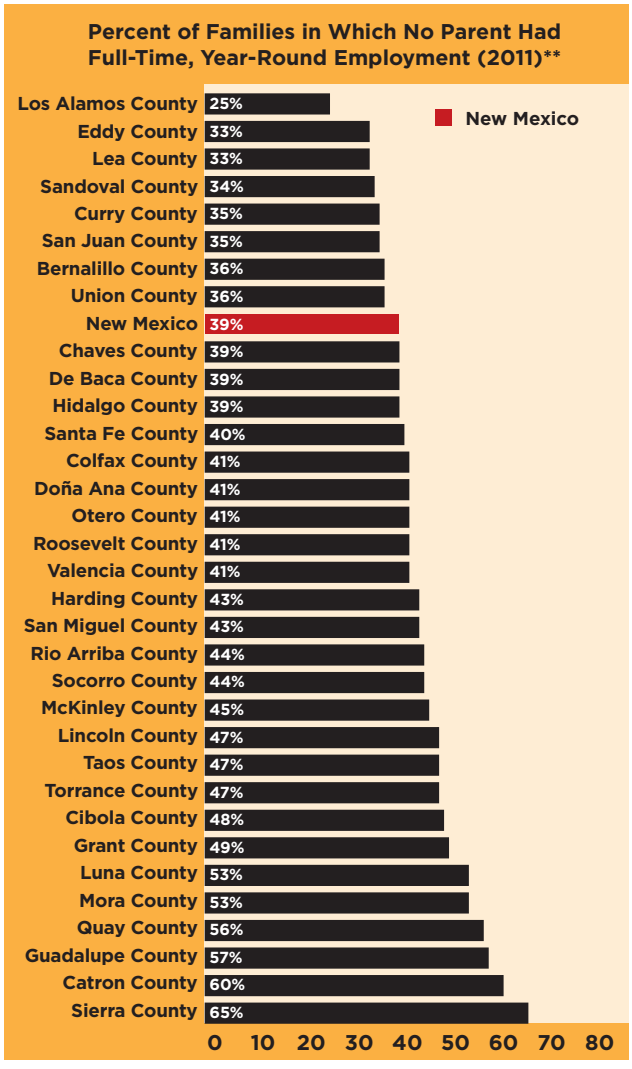
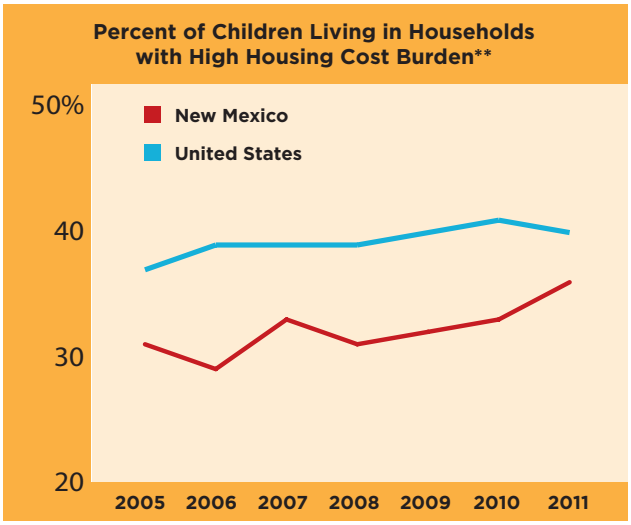


INDICATOR: High Housing Cost Burden*

TRENDS



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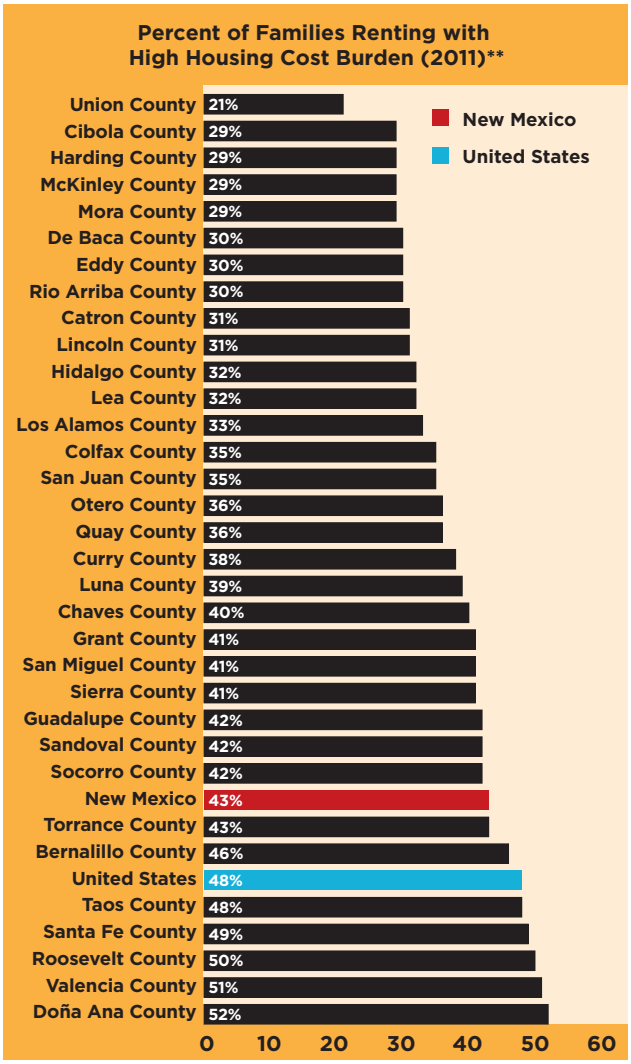


THE EXTENT OF THE PROBLEM

More than 40 percent of our families who rent are paying more than 30 percent of their income on housing. This means parents have less money to spend on food, health care, utilities, and other basic needs for their children. High housing costs may push families into substandard housing, where issues like mold and lead paint can pose serious health problems for young children.

POLICY SOLUTIONS FOR NEW MEXICO

- **Increase funding for the Housing Trust Fund** so more quality housing for low- and moderate-income families can be built, providing more children with stable, safe homes.
- I**ncrease funding for Individual Development Accounts (IDAs)** to provide more parents and children with financial incentives to save money for buying a home or paying for college.
- **Save the Home Loan Protection Act from repeal or reduction** to protect more families from predatory lending practices that can lead to home foreclosure.

* High housing cost burden refers to housing that costs more than 30 percent of a family's income.

**The denominators for Trends and Rankings are different. The denominator for Trends is children, while the denominator for Rankings is families. See page 27 for data on families who own their homes and face a high housing cost burden.

TRENDS AND RANKINGS: Economic Well-Being

INDICATOR: Teens (Ages 16-19) Not in School and Not Working

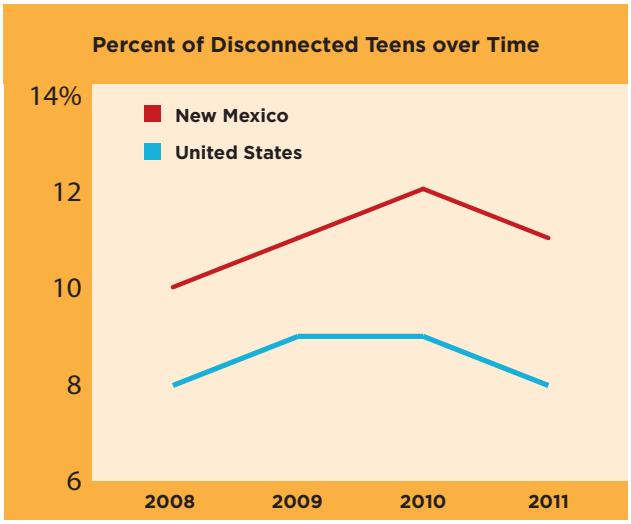
THE EXTENT OF THE PROBLEM

New Mexico ranks 47th in the nation in the percent of our teens not in school and not working (sometimes referred to as "disconnected" youth). These disconnected youth tend to be racial and ethnic minorities, from low-income families, and have less education. Yet for all youth, this decade has been the most challenging in many years; the youth employment rate has dropped sharply, there are fewer jobs—or employers are demanding higher skills in a technology-fueled economy—and fewer youth graduate on time or are ready for college. Sadly, youth who miss out on early work experience are more likely to suffer from later unemployment and are less likely to achieve higher-level careers.

POLICY SOLUTIONS FOR NEW MEXICO

- **Enact initiatives to lower the cost of college**—such as making lottery scholarship need-based, restoring the College Affordability Fund, and lowering interest rates for student loans—to preserve financial aid for those otherwise unable to attend college. Crushing student debt reduces the likelihood that students will earn degrees and is a national crisis that negatively affects future generations of children when graduates begin their families.
- **Develop a state youth employment strategy** that includes all relevant players—like business, non-profits, government, school districts—to help identify and provide support for disconnected youth populations, link funding to accountability and meaningful outcomes, create incentives, like a youth payroll tax credit, to encourage businesses to hire more young adults, and track outcomes across systems to prioritize the needs and progress of youth in school and work.[1]

TRENDS



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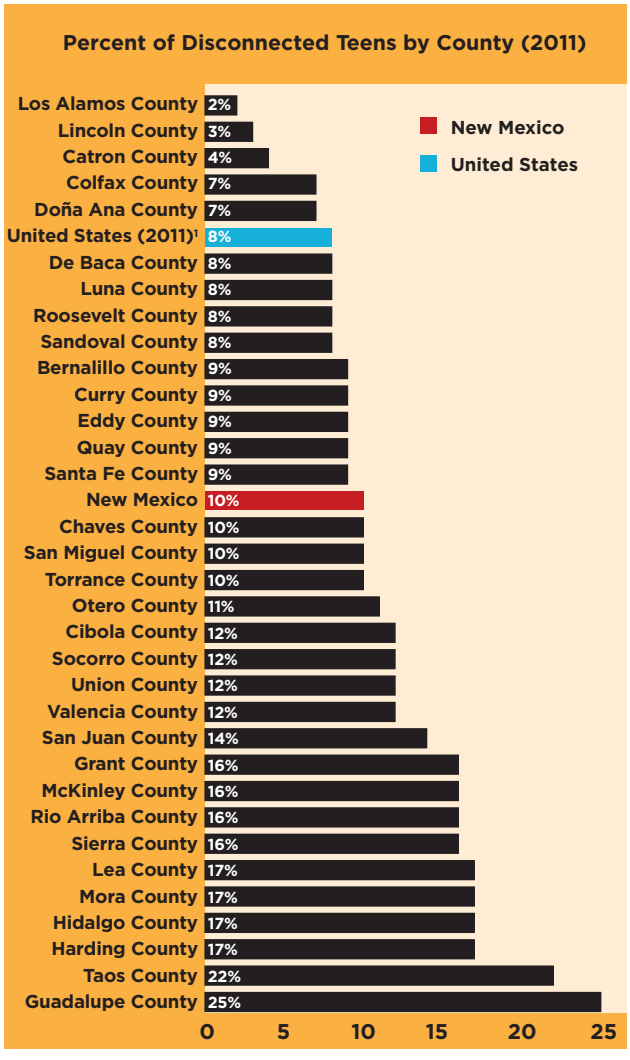
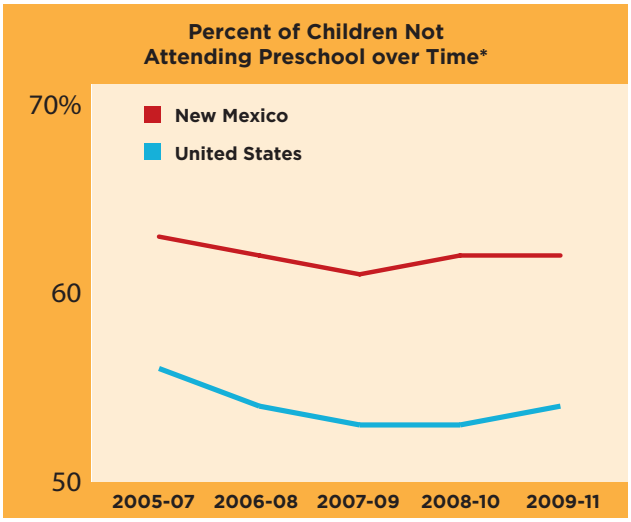
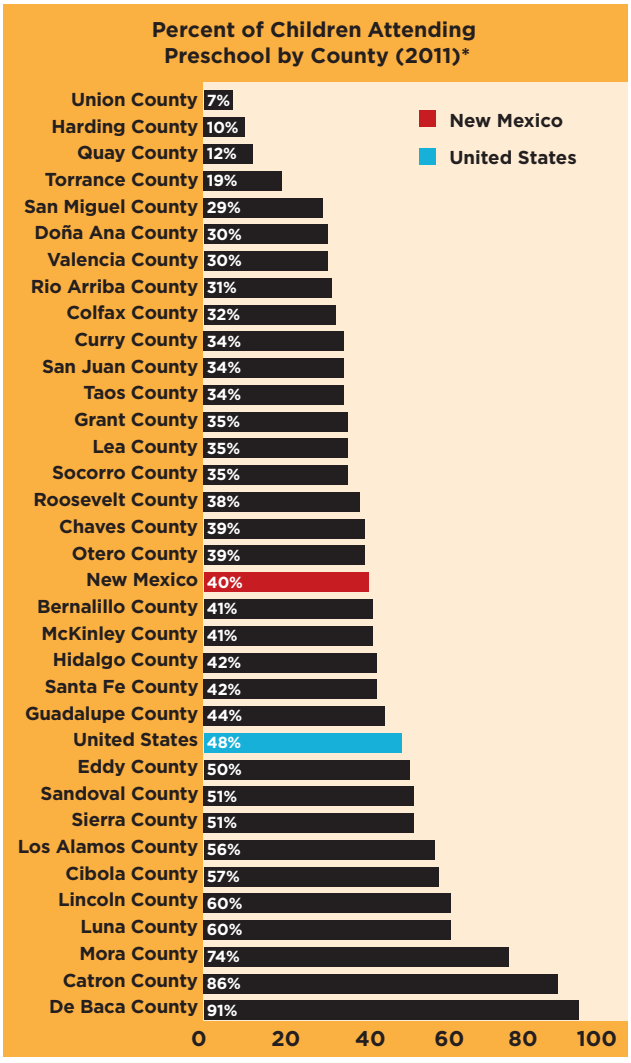


INDICATOR: Preschool Enrollment for 3- and 4-Year-Olds

TRENDS



RANKINGS



THE EXTENT OF THE PROBLEM

In the first five years of life, rapid and extensive brain development occurs. This is also when children build their "executive functions," core social and emotional skills that enable them to get along with others, pay attention, and control their behavior. Nurturing, stimulating, non-stressful environments and adults are essential to children's positive and healthy growth. Research shows that high-quality early childhood care and education prepares preschoolers for kindergarten and to succeed in school and life. Yet too many of our youngest children, especially those in low-income families, do not have access to these services, do not reap their benefits, and enter school at a learning disadvantage. The return on investment in providing these services is high, because these programs increase high school graduation rates, lower the need for special education and remediation programs, and decrease the rates of substance abuse, juvenile crime, and teen pregnancy. Sadly, in New Mexico, three out of every five preschoolers do not attend preschool.

POLICY SOLUTIONS FOR NEW MEXICO

- **Increase general fund spending and pass a constitutional amendment to support early learning programs** with a small percentage of the income generated from the state's Land Grant Permanent Fund. This funding could provide many more children with services like home visiting, high-quality child care, and NM Pre-K. Such programs can decrease rates of child abuse/neglect, teen pregnancy, and health problems, and improve school performance, reading, graduation, and college entry rates.
- **Restore eligibility for child care assistance to twice (200%) the federal poverty level,** so higher-quality services can reach many more low-income families and the thousands of children currently on the waiting list.

* Please note that Trends measure the percent of 3- and 4-year-olds *not* enrolled in preschool, while Rankings measure 3- and 4-year-olds who *are* in preschool.

INDICATOR: Reading and Math Proficiency, and On-time Graduation Rates

THE EXTENT OF THE PROBLEM

Children who cannot read at grade level by the 4th grade are far more likely to drop out of school or to not attend college. Up through 3rd grade, children learn how to read. From 4th grade on, they must "read to learn"—that is, to use their reading skills to learn other subjects. On the national level, New Mexico ranks last among all the states in the percent of its 4th graders who can read proficiently.

Mathematics competency is crucial if one is to succeed in today's high-tech work environment. Young people with better math skills are more employable and tend to earn higher incomes. If middle school students are behind in their math skills, they are not prepared to take on the higher levels of mathematics required in high school and college. Yet in New Mexico, only 42 percent of our 8th graders are proficient or above in math, according to the state's standardized test.

Almost one-third of our high school students do not graduate on time. Unfortunately, students who do not graduate on time are less apt to continue to postsecondary education and training. Those who graduate on time are more employable, have better health, and higher earnings than students who don't.*

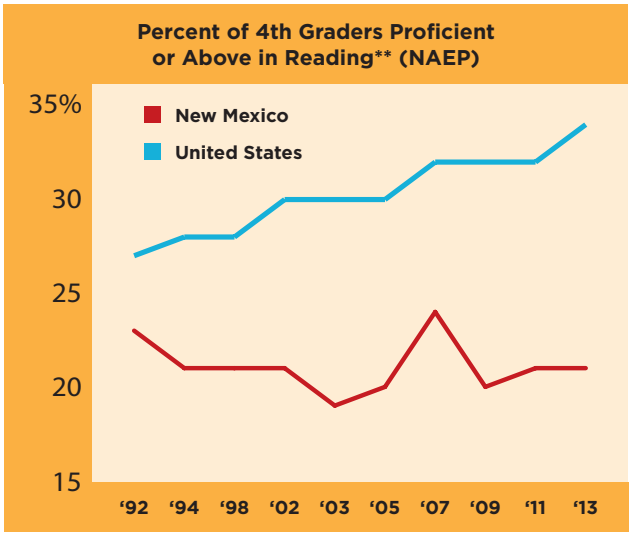
POLICY SOLUTIONS FOR NEW MEXICO

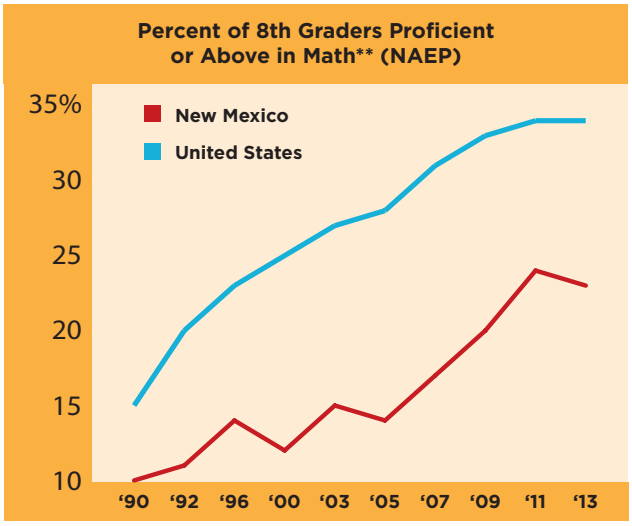
- **Increase spending on high-quality early childhood care and education programs,** from birth to age 8, to help prepare preschoolers for school and increase the likelihood they will reach grade-level benchmarks and graduate on time.
- **Restore K-12 per-pupil funding to pre-recession levels** to help schools decrease over-crowding in classrooms, provide resources for learning needs, and mitigate the problems associated with poverty.
- **Expand funding for K-3 Plus** so more low-income students will have the additional quality instructional time they need to bring them up to grade level.
- **Expand K-3 Plus to a K-8 Plus program** because children in low-income families do not magically escape the impact of poverty on learning upon entering 4th grade.
- **Expand quality before- and after-school, mentorship, and tutoring programs** to provide added academic assistance to low-income and/or low-performing students, or those whose parents may not be able to help them with their work.
- **Assure support for community schools,** which provide students with services shown to increase academic performance—school-based health centers, quality before- and after-school programming, service learning, classes for parents, and the like.

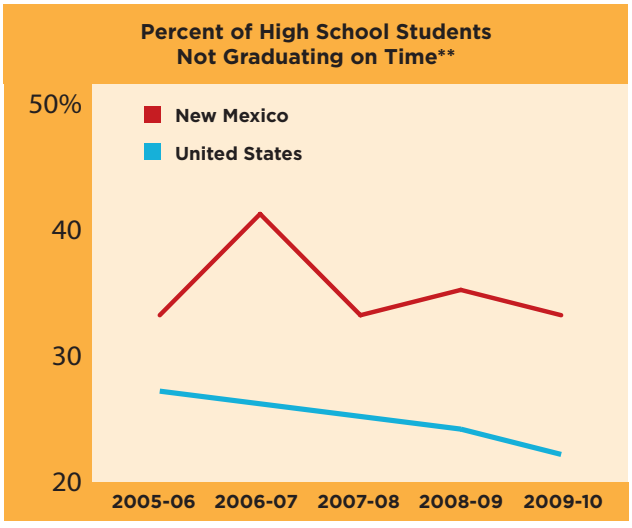
* Please note that the number of students who do not graduate on time is not the same as the number of students who actually drop out.

** These data are not available at the county level, but are broken out by school district starting on page 30. Also, Trends data on reading and math are based on scores from the National Assessment of Educational Progress (NAEP), which are comparable across states. The data by school district are based on scores from the New Mexico standardized reading and math tests and are comparable across school districts, but cannot be compared to other states.

TRENDS







INDICATOR: Low Birth-Weight Babies

THE EXTENT OF THE PROBLEM

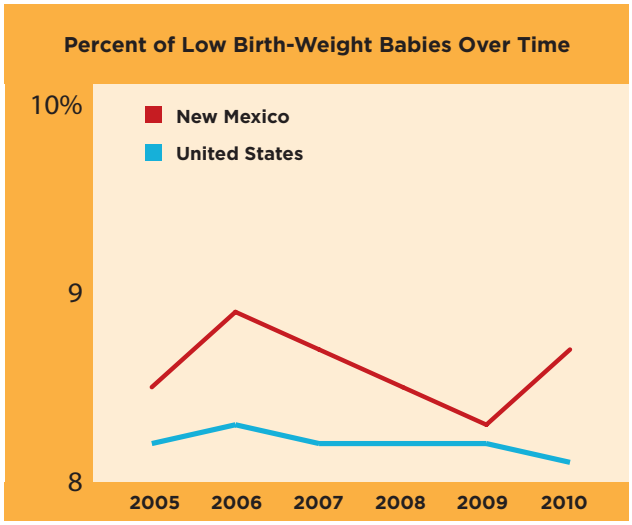
Low birth-weight babies are those born weighing 5.5 pounds or less. This indicator is important because low birth-weight babies are more likely to experience developmental delays, short- or long-term disabilities, chronic disease, and/or die before their first birthday. Women most likely to have a low birth-weight baby include teenagers, as well as those who live in poverty, receive no or late-term prenatal care, smoke, abuse alcohol or drugs, suffer from violence, stress, infection, and poor nutrition. In New Mexico, rates for low birth-weight babies are higher for Black, Asian/Pacific Islander, and Hispanic mothers.

POLICY SOLUTIONS FOR NEW MEXICO

- **Expand outreach to pregnant women to enroll them in Medicaid early in their pregnancy** so more expectant mothers get full-term pre-natal care that can help prevent low birth weight. In New Mexico, as many as 70 percent of all births are covered by Medicaid, so this policy can have a major impact.
- **Provide adequate funding for more programs for new parents,** including home visiting programs that begin prenatally, so more women can be served during their pregnancy.

*De Baca County is not included because no data were available.

TRENDS



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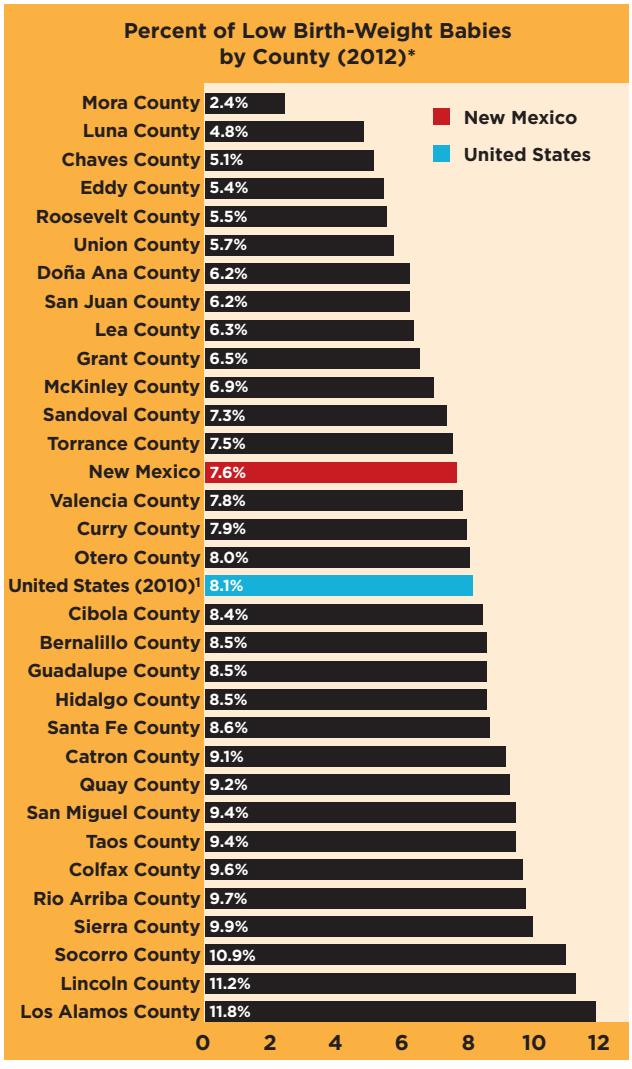
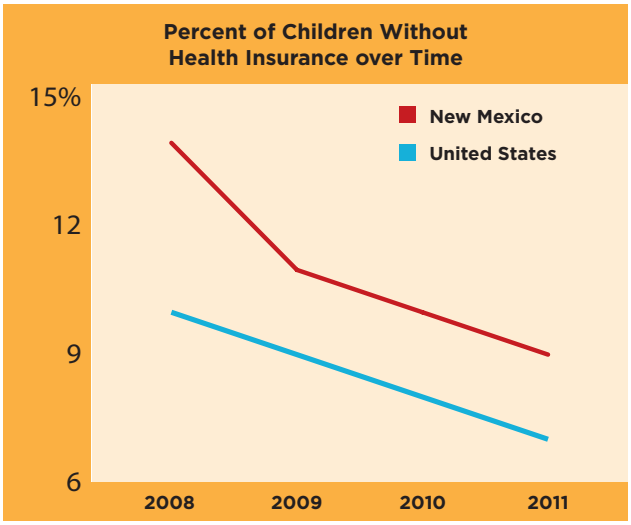


INDICATOR: Children without Health Insurance

TRENDS



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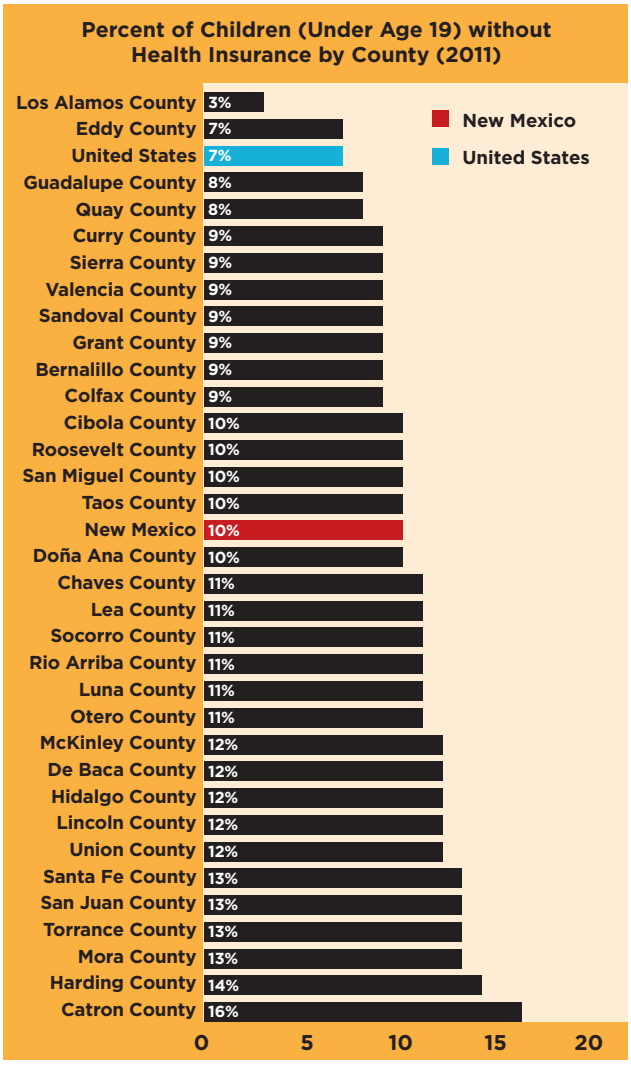


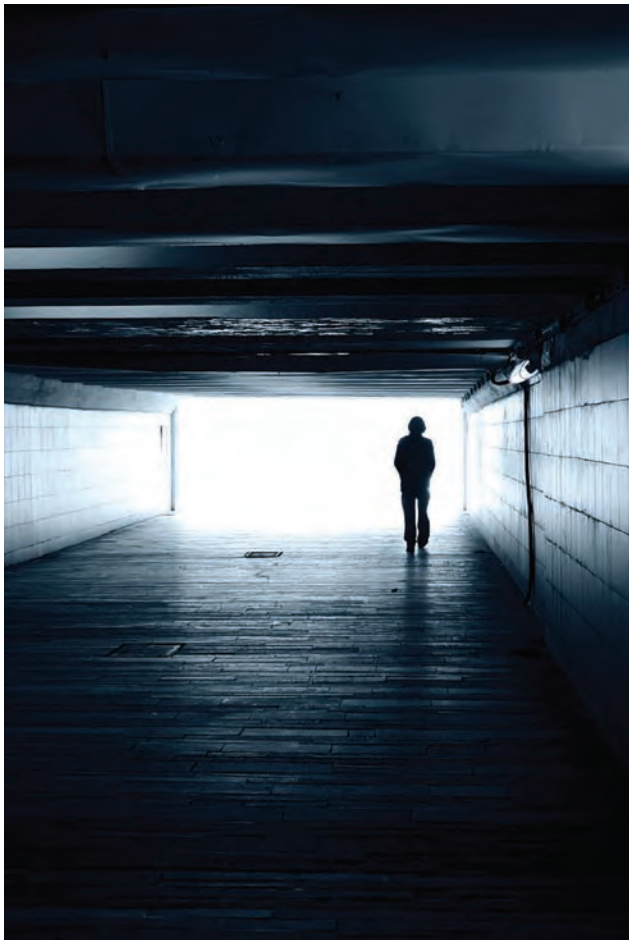
THE EXTENT OF THE PROBLEM

Children without health insurance are less likely than those insured to get preventive care. For very young children, this means the greater possibility of missing regular well-baby and well-child checkups that can identify and treat developmental delays or health problems before they have a major negative impact on development, growth and learning. Having insurance also helps families avoid financial disaster should a child go through a serious or chronic illness needing expensive treatment.

POLICY SOLUTIONS FOR NEW MEXICO

- **Restore outreach and enrollment programs for Medicaid** for children to help cover an estimated 40,000 children in the state who are eligible for Medicaid but not enrolled.
- **Integrate the health insurance marketplace with Medicaid so there is "no wrong door" for enrollment** to help low-income parents who are getting coverage for themselves enroll their Medicaid-eligible children at the same time.
- **Simplify the Medicaid enrollment and recertification process for children, and enact express-lane enrollment,** which would help the state identify eligible children using information from other programs like Head Start and the Supplemental Nutrition Assistance Program (SNAP).

INDICATOR: Child and Teen Death Rates*



THE EXTENT OF THE PROBLEM

Child and teen death rates tend to reflect a number of factors: access to health care, community safety, physical and mental health, level of adult supervision, and attention to safety practices. The highest youth mortality rates in the state are for Native Americans and Blacks. Unintentional injury (primarily motor vehicle accidents) is the leading cause of death among children in all age groups over age 1. For children ages 1 to 4, homicide/assault is the second leading cause of death. For teens, ages 15 to 17, the three leading causes of death are (in order) unintentional injury, suicide, and homicide. Congenital malformations and/or cancer is generally the fourth leading cause of death.

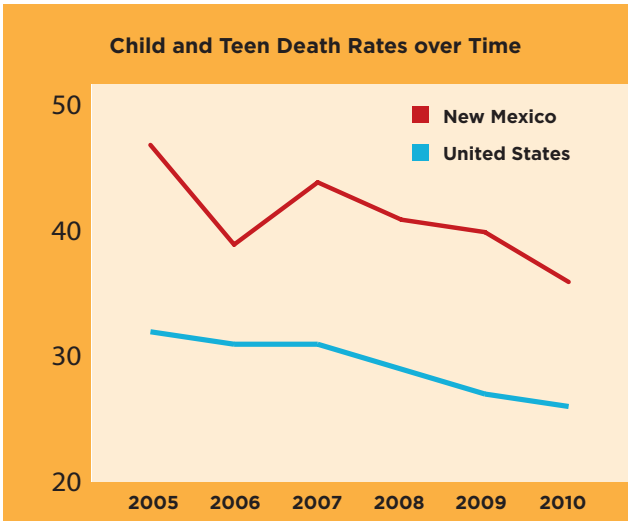
POLICY SOLUTIONS FOR NEW MEXICO

- **Support and expand quality home visiting for families** identified as high risk for child abuse and neglect to help improve social and physical outcomes for infants and young children.
- **Expand funding for suicide prevention programs** to provide youth with supportive adults, strategies to cope with difficult situations, and a sense of hope.
- **Enact gun safety laws** to limit unauthorized child access to guns to lower the number of accidental deaths.

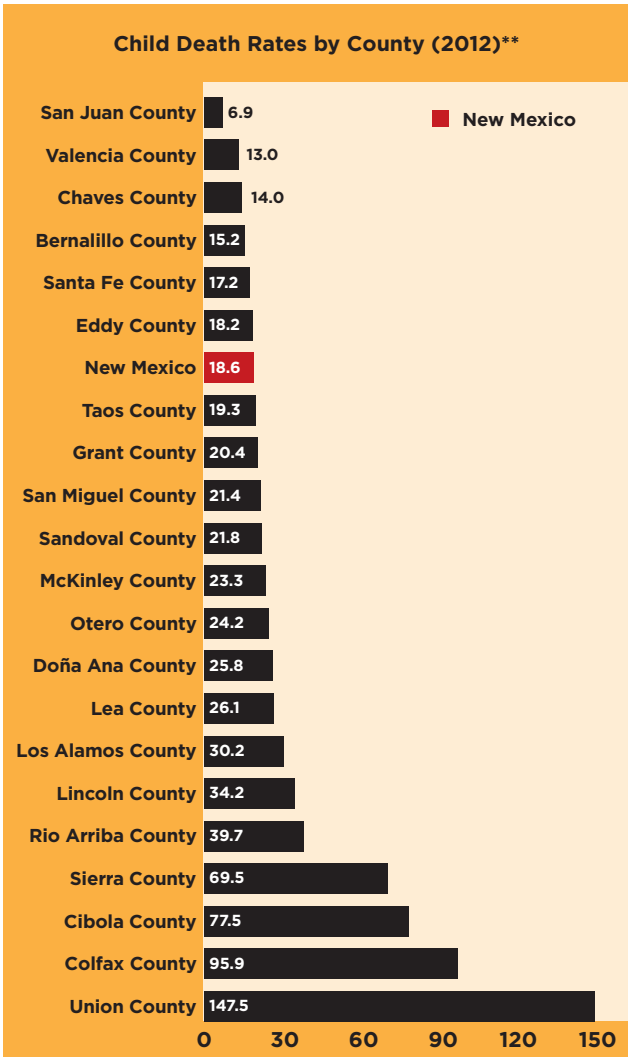
* Note: The death rate is the number of deaths per 100,000 children (ages 1-14) and teens (ages 15-19). Mortality rates for infants (children younger than 12 months) are on page 42.

** All rates, except those of New Mexico, and Bernalillo and San Juan (for teen deaths) counties (and those of zero) are statistically (RSE >0.30) or extremely (RSE >0.50) unstable and can fluctuate widely due to random variation/chance. This usually occurs when a small number of health events occur in a small population [RSE = Relative Standard Error]. The following counties are not listed because they had rates of zero for child deaths: Catron, Curry, De Baca, Guadalupe, Harding, Hidalgo, Luna, Mora, Quay, Roosevelt, Socorro, and Torrance; and rates of zero for teen deaths: Catron, Colfax, De Baca, Harding, Lincoln, Los Alamos, Sierra, Socorro, Torrance, and Union.

TRENDS



RANKINGS



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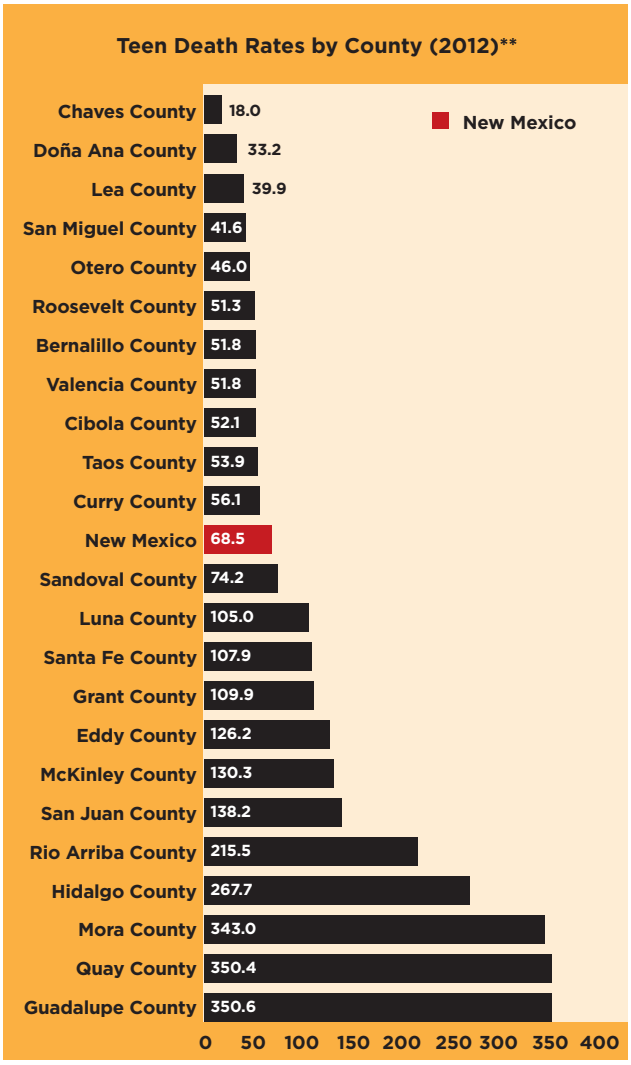


INDICATOR: Teens Who Abuse Alcohol and Drugs

THE EXTENT OF THE PROBLEM

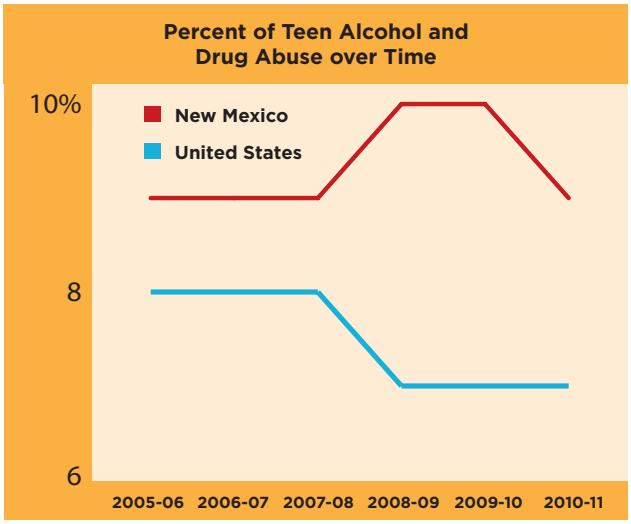
In New Mexico, 9 percent of our teens abuse alcohol or drugs; one-quarter of our high school students say they binge drink. Teen alcohol use is associated with other problematic behaviors, including driving under the influence, unprotected sexual activity, and physical and mental health problems. It is also a factor in suicide, criminal activity, poor academic performance, truancy and dropout. The negative effects of alcohol abuse in these early years can have a continuing impact in adulthood.

POLICY SOLUTIONS FOR NEW MEXICO

- **Expand funding and support for school-based health centers** (SBHCs) so students have access to health services they might not otherwise get, including confidential and developmentally appropriate behavioral health services in a safe, accessible place. A very large number of youth visits to SBHCs are for behavioral health issues.
- **Expand behavioral health programs for youth** to reach young people who are attempting to self-medicate an untreated mental health problem with alcohol.
- **Fund and support drug and alcohol rehabilitation services** for youth, especially at an early intervention stage—as opposed to incarcerating youth for alcohol-related offenses—to help prevent further problems and reduce high rates of recidivism.

* Rankings measure binge drinking, not overall drug and alcohol abuse; binge drinking is defined as having had five or more drinks of alcohol in a row, within a couple of hours, on one or more of the 30 days prior to the Youth Risk and Resiliency (YRRS) survey. Harding County is not listed because no data were available.

TRENDS



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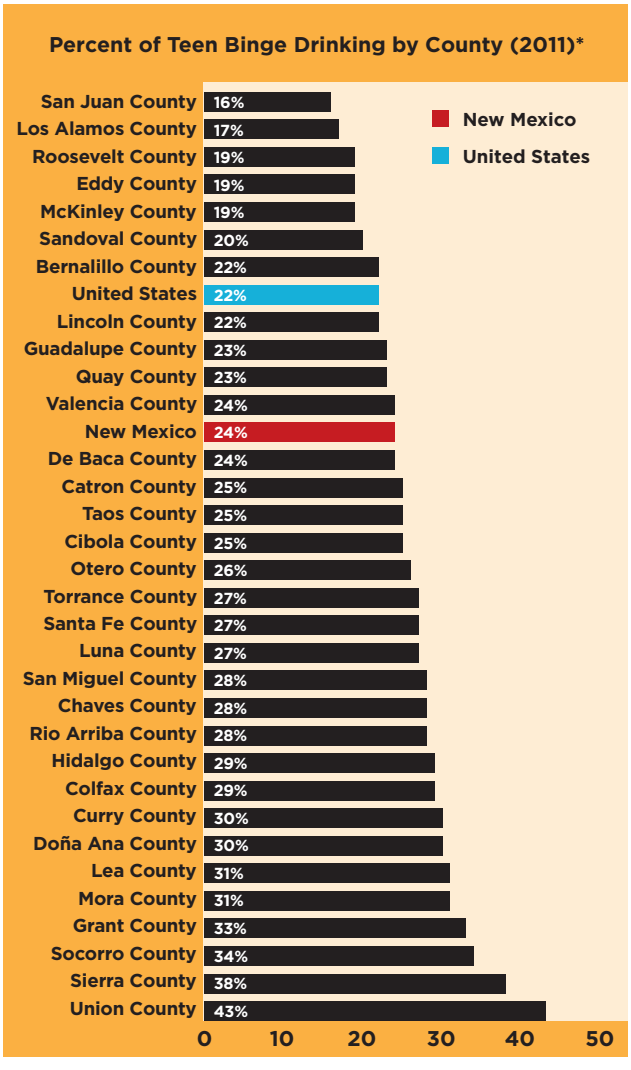
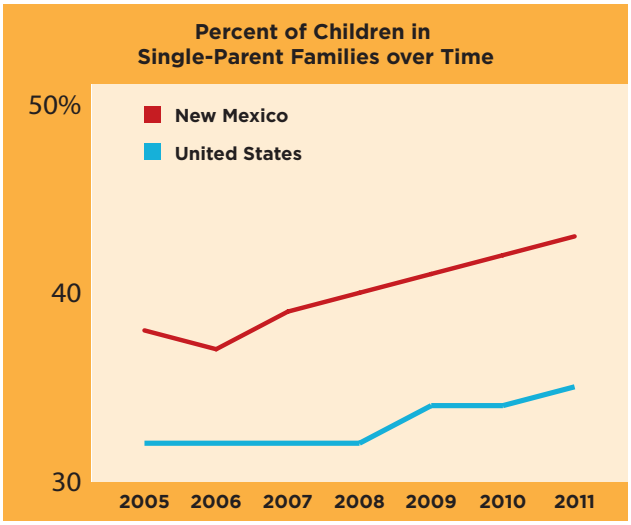


INDICATOR: Children in Single-Parent Families

TRENDS



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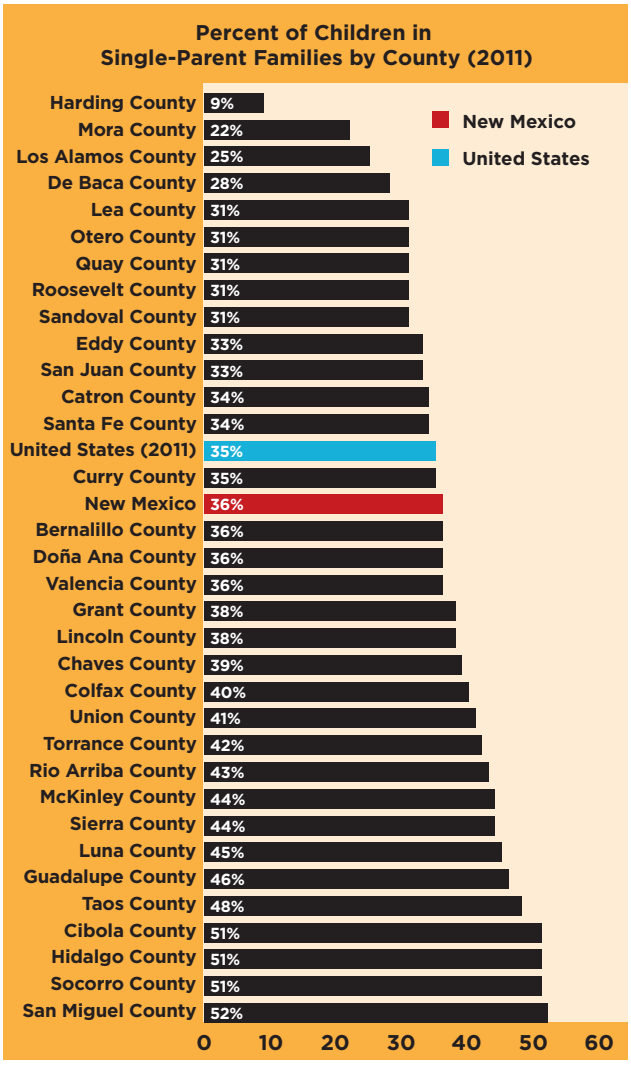


THE EXTENT OF THE PROBLEM

In New Mexico, as in the nation, the number of single parent families has been steadily increasing over the years. Single-parent families often have much lower incomes and fewer resources than do two-parent families. Across the nation almost half of all single mothers have low-paying jobs with inflexible hours and few or no benefits. Studies show, however, that the income differences account for only part of the negative effects seen in children in single-parent homes. These children are more likely to suffer poorer physical and behavioral health, have lower educational attainment and more behavior problems, and experience divorce as adults. Low-income single mothers have higher rates of depression and depressive symptoms than do higher-income mothers, which affects their children's health. Of all children living in single-parent families in New Mexico, 75 percent live in families headed by a single female.

POLICY SOLUTIONS FOR NEW MEXICO

- **Restore eligibility for child care assistance to twice (200%) the federal poverty level,** so greater numbers of low-income families headed by single parents can afford child care. As most single parents work, child care for them is a necessity. Currently a family of three living on more than $24,412 earns too much to qualify for child care assistance.
- **Expand funding for home visiting programs,** especially for unmarried teen mothers. Home visiting provides parents with early emotional support, parenting skills, developmentally appropriate activities, and aid in accessing community economic, health, and educational resources.

TRENDS AND RANKINGS: Family and Community

INDICATOR: Household Heads Lacking High School Diploma

THE EXTENT OF THE PROBLEM

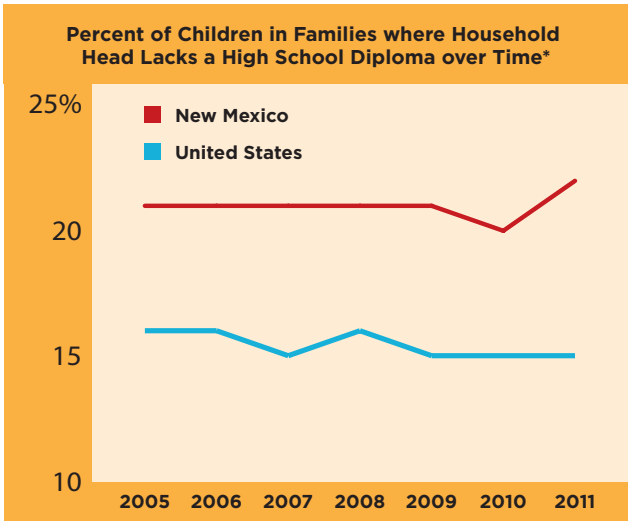
Global research shows that the education level of a parent, especially the mother, is highly correlated with a child's educational achievement. Parents with higher levels of education tend to have higher earnings and better access to enriching opportunities for their children outside of school. They also tend to be pro-education role models for their children.

POLICY SOLUTIONS FOR NEW MEXICO

- **Expand access to and refrain from increasing costs for GED programs** to help parents increase their own level of education, which puts them in line for higher-income jobs.
- **Expand funding and access for Adult Basic Education and English as a Second Language (ESL) classes** to help parents increase their levels of education—or their opportunities to get a higher education—which in turn has a positive impact on their children. Children whose parents do not speak English fluently can be disadvantaged when seeking assistance with their schoolwork, or getting a parent involved in the school system.

* Note that the denominators for Trends and Rankings are different. The denominator for Trends is children, while the denominator for Rankings is families.

TRENDS



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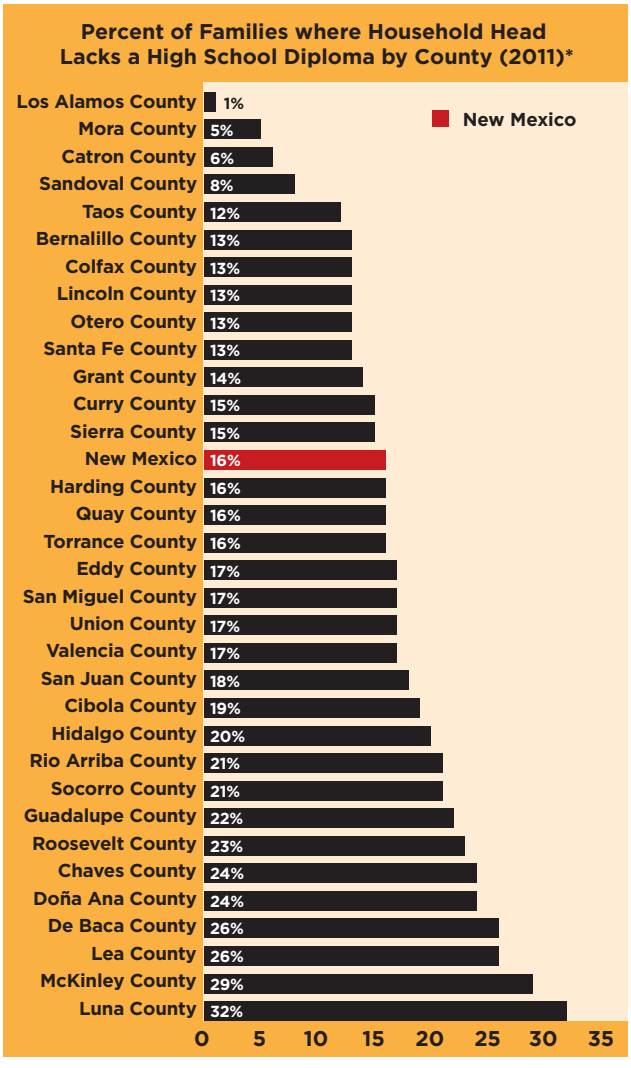
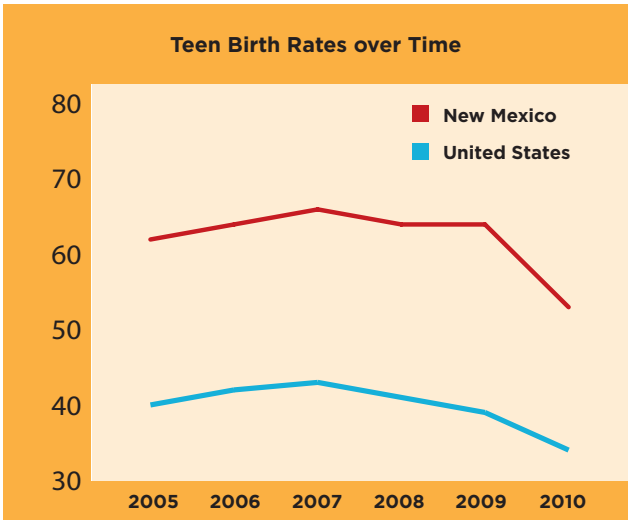


INDICATOR: Teen Birth Rates*

TRENDS



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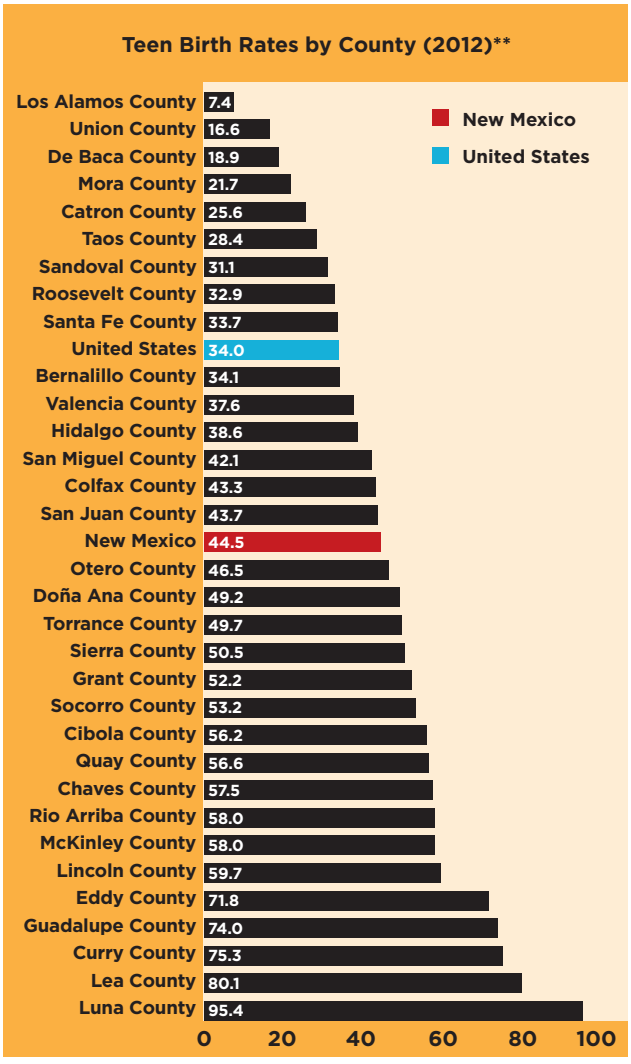


THE EXTENT OF THE PROBLEM

New Mexico has ranked at the bottom of the states in the teen birth rate for many years. Although in the state, as in the nation, teen birth rates are improving, we still hold the rank of 49th. Teen childbearing negatively affects the mothers, children, and society at large. Teen mothers' own health and chances for economic success may be at risk, as they are more likely to drop out of school and live in poverty. Their babies often are born at a low birth-weight, and as they grow face health problems or developmental delays, do poorly in school, dropout, become teen parents themselves, experience homelessness, or get in trouble with the law. Both individuals and society pay a high cost for all these potential consequences.

POLICY SOLUTIONS FOR NEW MEXICO

- **Increase funding and support for teen pregnancy prevention and support programs** to help at-risk young women avoid pregnancy, and see alternative opportunities for their future. These programs also help teen mothers avoid second pregnancies, improve their parenting, get a high school diploma, and find community supports.
- **Expand funding and support for school-based health centers** (SBHCs). Students who reach sexual maturity need access to health professionals to help them make informed decisions. SBHCs provide a safe, confidential place for youth seeking health services they might not be able to access elsewhere.
- **Support evidence-based, age-appropriate sex education**—as well as service learning programs—to help youth avoid pregnancy.

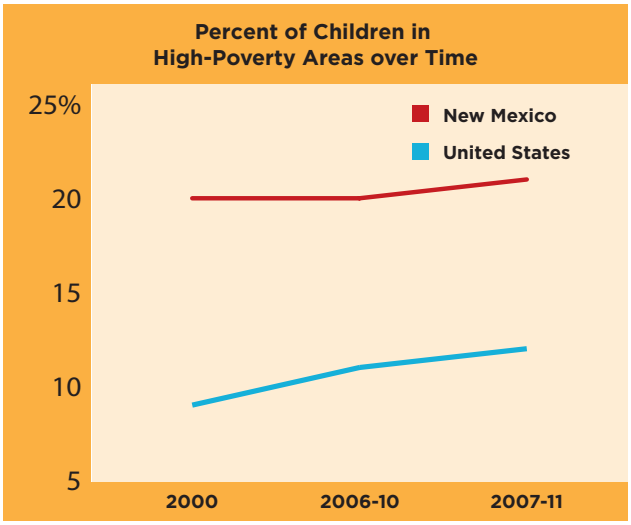
* Teen birth rate is the number of births per 1,000 females ages 15-19.

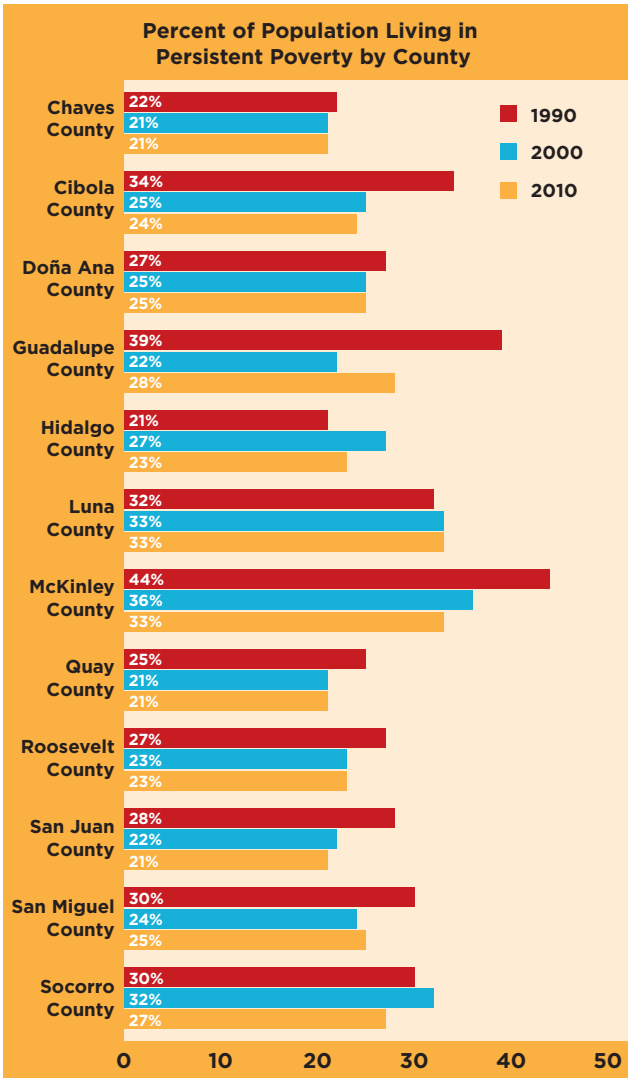
** Harding County is not included because the data were not available.

TRENDS AND RANKINGS: Family and Community

INDICATOR: High- and Persistent-Poverty Areas*

TRENDS





THE EXTENT OF THE PROBLEM

Child well-being depends, in part, on whether their communities provide a supportive environment with resources that foster their healthy growth, development, and education. Our state currently ranks 49th among the states in its ability to do this, as 21 percent of our children live in areas of concentrated poverty—where the poverty rate is 30 percent or more. Living in such areas means children tend to face food hardship, substandard and costly housing, lack of health insurance, stress, and unsafe environments—all of which have a negative impact on their learning and ability to succeed in life.

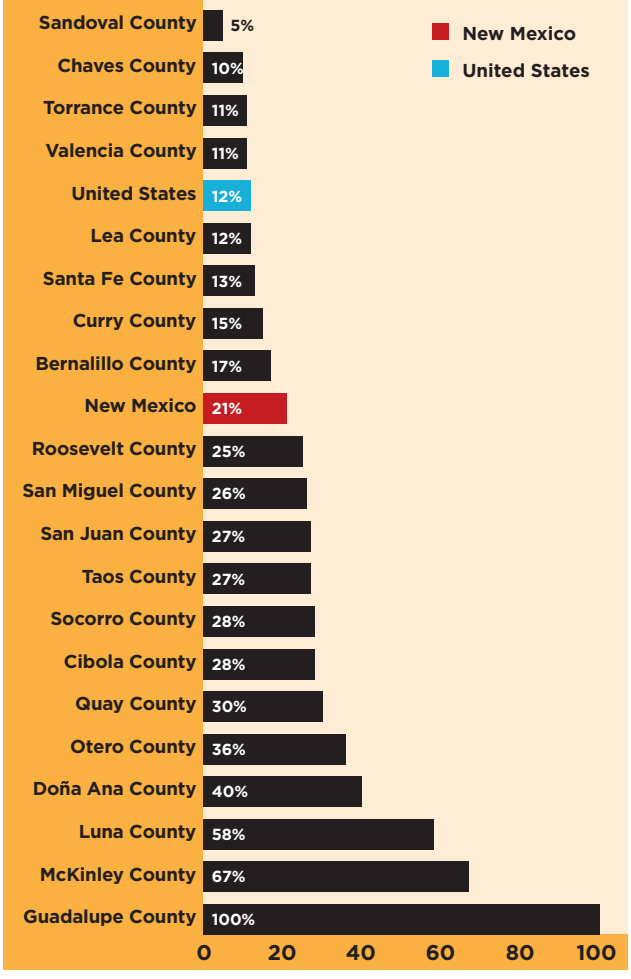
POLICY SOLUTIONS FOR NEW MEXICO

- **Increase access to affordable housing in safe areas** with prospects of work for low-income families, especially families of color, and create or expand incentives for developers to build mixed-income housing developments, which build stability as residents are invested in keeping infrastructure in good repair.
- **Promote community change efforts that integrate physical revitalization with human capital development.** Combining investment in early childhood and education programs for children with workforce development and asset-building activities for parents can benefit lower-income families.[2]
- **Increase funding for Individual Development Accounts (IDAs),** which help parents and children save money for buying a home or paying for college. Children in families who own a home do better in school, and families feel more invested in their neighborhoods.

* High-poverty areas are areas where the overall poverty rate is 30 percent or higher. Persistent poverty counties are defined by Public Law 112-74 (enacted on Dec. 23, 2011) as counties where 20 percent or more of the population lives in poverty over at least 3 decades or longer according to the Decennial Census.

RANKINGS

Percent of Children in High-Poverty Areas by County (2011)**

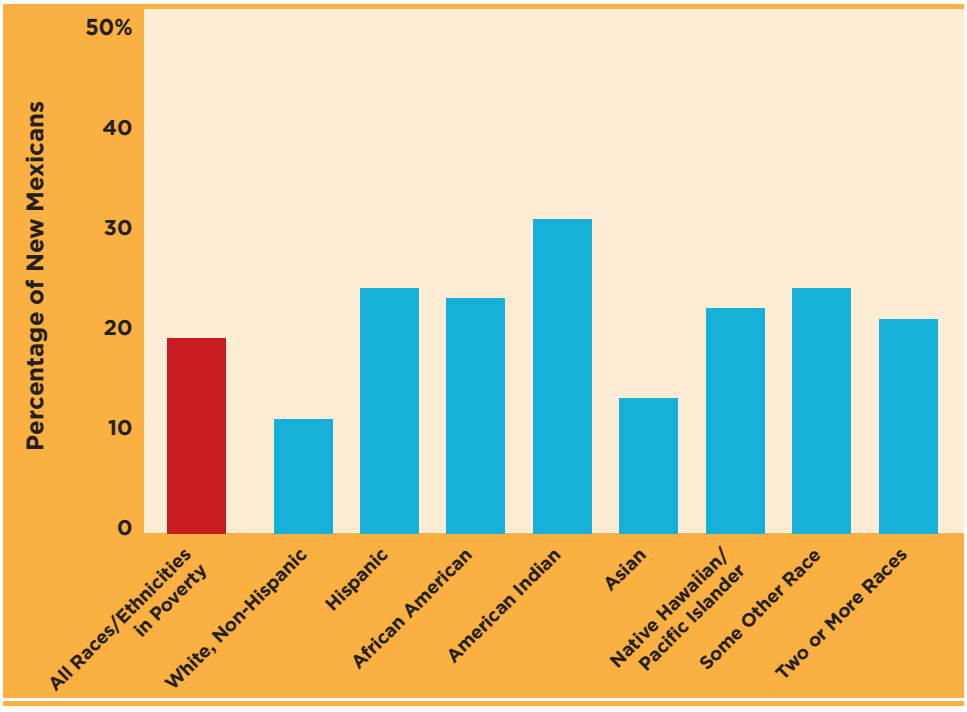


** The following counties are not listed because they did not contain census tracts with children living in high-poverty areas: Catron, Colfax, De Baca, Eddy, Grant, Harding, Hidalgo, Lincoln, Los Alamos, Mora, Rio Arriba, Sierra, and Union.

TABLES AND GRAPHS: Economic Well-Being

Living in poverty, especially long-term and in their earliest years, has many negative effects on a child's growth and development, the consequences of which are felt throughout life. Children in poverty are less likely to achieve academically, more likely to suffer from adverse childhood experiences, food insecurity and homelessness, and are more likely to have poor physical and mental health.

NEW MEXICANS LIVING IN POVERTY BY RACE/ETHNICITY (2011)



NEW MEXICANS LIVING IN POVERTY BY AGE AND COUNTY (2011)

Location	2011 All Ages Living in Poverty	2011 Children Under Age 18 Living in Poverty
United States	14%	23%
New Mexico	19%	27%
Bernalillo County	17%	24%
Catron County	15%	28%
Chaves County*	20%	27%
Cibola County*	26%	38%
Colfax County	19%	25%
Curry County	20%	29%
De Baca County	18%	30%
Doña Ana County*	26%	36%
Eddy County	13%	16%
Grant County	17%	26%
Guadalupe County*	32%	50%
Harding County	21%	25%
Hidalgo County*	24%	34%
Lea County	17%	23%
Lincoln County	12%	22%
Los Alamos County	4%	4%
Luna County*	31%	50%
McKinley County*	31%	39%
Mora County	16%	17%
Otero County	21%	30%
Quay County*	20%	31%
Rio Arriba County	19%	23%
Roosevelt County*	25%	35%
San Juan County*	20%	26%
San Miguel County*	26%	32%
Sandoval County	12%	15%
Santa Fe County	16%	24%
Sierra County	20%	26%
Socorro County*	27%	39%
Taos County	22%	36%
Torrance County	25%	40%
Union County	7%	9%
Valencia County	21%	32%

In 2011, a "persistent poverty county" was defined by the U.S. government as one in which "20 percent or more of its population [has lived] in poverty over the past 30 years" according to the U.S. Census, which is done every 10 years. Most high poverty counties or areas tend to have a long history of distressed regional economies, and many large low-skill minority populations. Quite often, high poverty counties may be clustered or contiguous, reflecting particular regional and/or racial concentrations.[3]

* These counties have persistent poverty.

TABLES AND GRAPHS: Economic Well-Being

MEDIAN HOUSEHOLD INCOME BY COUNTY (2011, 2012)

Location	2011 Income	2012 Income
United States	$51,484	$51,771
New Mexico	$43,715	$43,518
Bernalillo County	$47,103	$47,128
Chaves County	$36,662	$39,076
Cibola County	$36,219	$36,974
Curry County	$38,695	$38,373
Doña Ana County	$36,278	$36,782
Eddy County	$46,871	$46,965
Grant County	$37,386	$36,879
Lea County	$46,029	$48,434
Lincoln County	$42,632	$41,667
Luna County	$30,768	$29,481
McKinley County	$31,417	$30,188
Otero County	$36,834	$37,217
Rio Arriba County	$40,366	$39,004
Roosevelt County	$39,369	$37,161
San Juan County	$48,943	$47,897
San Miguel County	$30,663	$30,118
Sandoval County	$56,545	$55,587
Santa Fe County	$51,674	$50,826
Taos County	$33,660	$32,274
Valencia County	$42,465	$41,254

The median household income in New Mexico continues to be lower than that of the U.S. In addition, the state median income has been dropping over the past three years—from $43,569 in 2010 to $43,518 in 2012.

HOUSEHOLDS RECEIVING SNAP ASSISTANCE BY COUNTY (2010-2012)

Location	Percent Receiving SNAP
United States	13%
New Mexico	15%
Bernalillo County	14%
Chaves County	18%
Cibola County	20%
Curry County	17%
Doña Ana County	18%
Eddy County	13%
Grant County	17%
Lea County	13%
Lincoln County	15%
Luna County	24%
McKinley County	21%
Otero County	19%
Rio Arriba County	17%
Roosevelt County	13%
San Juan County	11%
San Miguel County	20%
Sandoval County	12%
Santa Fe County	11%
Taos County	16%
Valencia County	20%

New Mexico has a higher rate of people receiving SNAP than the U.S. as a whole. Only three large counties—San Juan, Sandoval, and Santa Fe—have a lower rate than that of the U.S.

HOUSEHOLDS IN WHICH FAMILIES FACE A HIGH HOUSING COST BURDEN BY OWNERSHIP AND COUNTY (2007-2011)

Location	Rental Households	Households with Mortgage
United States	48%	30%
New Mexico	43%	25%
Bernalillo County	46%	29%
Catron County	31%	13%
Chaves County	40%	19%
Cibola County	29%	13%
Colfax County	35%	21%
Curry County	38%	19%
De Baca County	30%	17%
Doña Ana County	52%	27%
Eddy County	30%	16%
Grant County	41%	18%
Guadalupe County	42%	28%
Harding County	29%	33%
Hidalgo County	32%	12%
Lea County	32%	16%
Lincoln County	31%	23%
Los Alamos County	33%	14%
Luna County	39%	25%
McKinley County	29%	16%
Mora County	29%	18%
Otero County	36%	23%
Quay County	36%	21%
Rio Arriba County	30%	21%
Roosevelt County	50%	17%
San Juan County	35%	18%
San Miguel County	41%	26%
Sandoval County	42%	30%
Santa Fe County	49%	33%
Sierra County	41%	25%
Socorro County	42%	20%
Taos County	48%	24%
Torrance County	43%	34%
Union County	21%	24%
Valencia County	51%	31%

* Read this as: "Of all families renting their homes in New Mexico, 43 percent were paying 30 percent or more of their income in rent," and "Of all families who owned their homes, 25 percent were paying 30 percent or more of their income for that housing."

HOUSEHOLDS WITH INCOME FROM INTEREST, DIVIDENDS OR NET RENTAL RECEIPTS BY COUNTY (2012)

Location	Percent of Households
United States	21%
New Mexico	18%
Bernalillo County	19%
Chaves County	15%
Cibola County	9%
Curry County	14%
Doña Ana County	14%
Eddy County	15%
Grant County	20%
Lea County	10%
Lincoln County	26%
Luna County	12%
McKinley County	7%
Otero County	18%
Rio Arriba County	10%
Roosevelt County	11%
San Juan County	13%
San Miguel County	8%
Sandoval County	22%
Santa Fe County	28%
Taos County	19%
Valencia County	14%

Having assets, like dividends and/or interest from investments, provides families with resources they can fall back on to get through periods of financial hardship, such as the loss of a job. These assets also provide a source of savings for children's post-secondary education. Less than a quarter of households in the U.S. have these types of assets, and in most of the more populated counties of New Mexico—except for Lincoln, Sandoval, and Santa Fe—even fewer households have these resources.

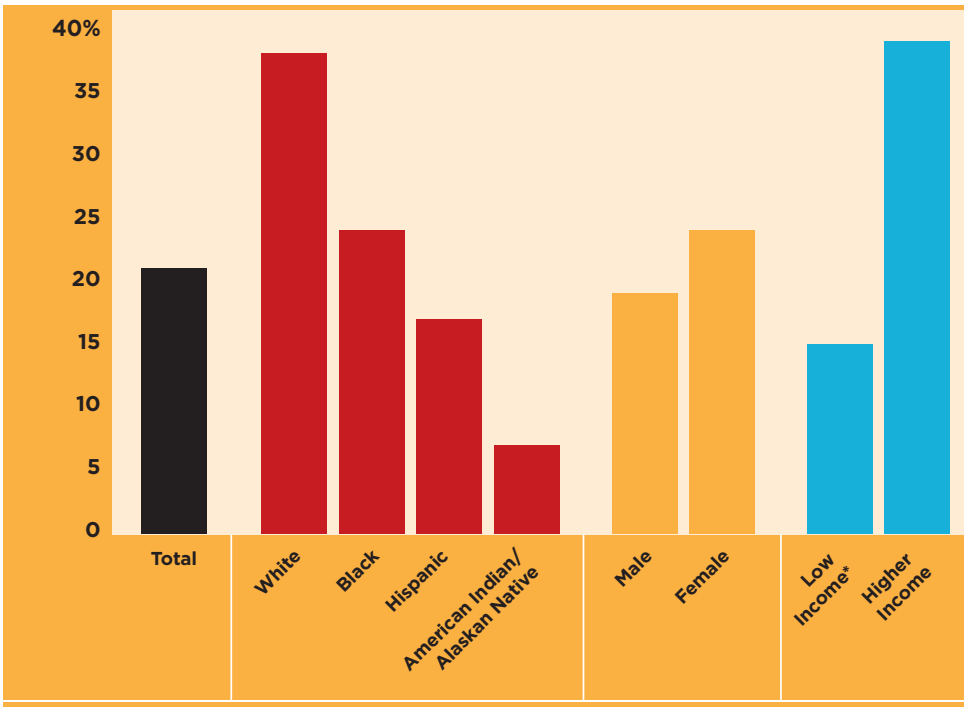
TABLES AND GRAPHS: Education

PRESCHOOL ENROLLMENT FOR NATIVE AMERICAN 3- TO 4-YEAR OLDS BY TRIBE/PUEBLO

Tribe or Pueblo	Percent Enrolled
New Mexico	47%
Acoma Pueblo	91%
Cochiti Pueblo	0%
Isleta Pueblo	52%
Jemez Pueblo	78%
Jicarilla Apache	41%
Laguna Pueblo	59%
Mescalero Apache	63%
Nambe Pueblo	100%
Navajo*	59%
Ohkay Owingeh Pueblo	37%
Picuris Pueblo	52%
Pojoaque Pueblo	25%
Sandia Pueblo	38%
San Felipe Pueblo	83%
San Ildefonso Pueblo	40%
Santa Ana Pueblo	70%
Santa Clara Pueblo	34%
Santo Domingo Pueblo	79%
Taos Pueblo	48%
Tesuque Pueblo	47%
Zia Pueblo	81%
Zuni Pueblo	44%

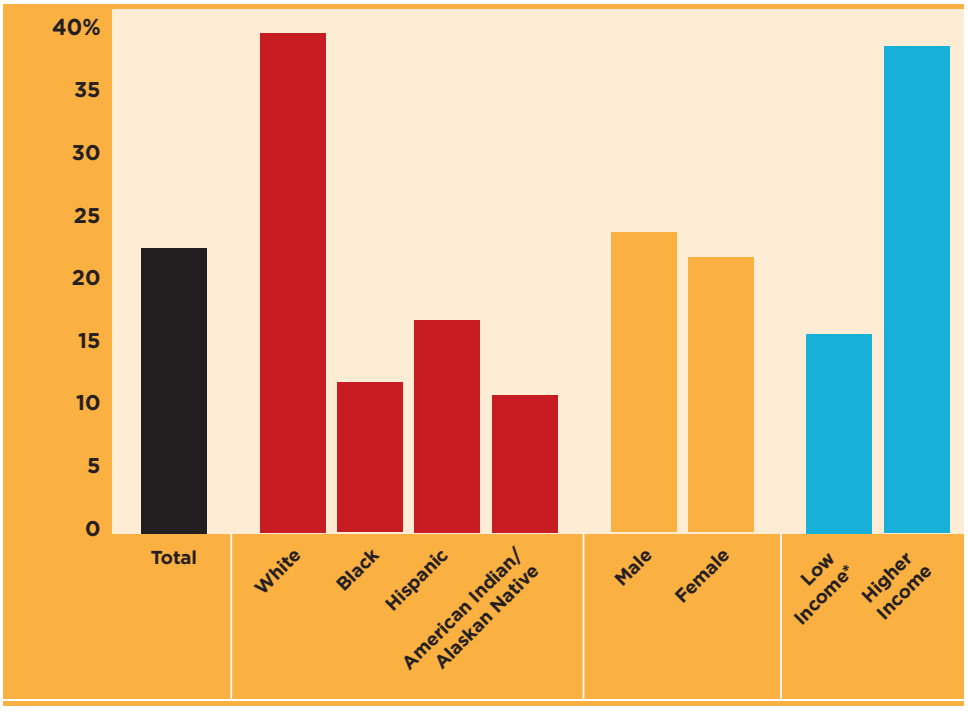
* Only data for Navajos living on the New Mexico reservations are used.

FOURTH GRADERS PROFICIENT AND ABOVE IN READING BY RACE/ETHNICITY, GENDER, AND INCOME (2013)



There has been no change in reading proficiency scores for New Mexico 4th graders since 2011, when only 21 percent of our 4th graders read at a proficient or above level. Even more disturbing is the fact that only 17 percent of Hispanic and 7 percent of Native American students can read proficiently. These students are more at risk of becoming disengaged from school and/or dropping out if they are not given the support needed to improve their reading abilities.

EIGHTH GRADERS PROFICIENT AND ABOVE IN MATH BY RACE/ETHNICITY, GENDER, AND INCOME (2013)



In 2013, 23 percent of New Mexico 8th graders who were proficient or above in math—a drop from 2011, when 24 percent were proficient. Because math ability is important for the technical jobs of tomorrow, it is unfortunate that only 17 percent of Hispanic, 11 percent of Native American, and 12 percent of Black 8th graders were proficient in math.

Note: Data are from the 2013 National Assessment of Educational Progress (NAEP).

*Students categorized as 'low income' are those eligible for the national school lunch program.

TABLES AND GRAPHS: Education

STUDENTS PROFICIENT AND ABOVE IN READING AND MATH BY GRADE AND DISTRICT (2012-2013)

School District	Proficient or Above in 4th Grade Reading	Proficient or Above in 8th Grade Math
New Mexico	46%	42%
Alamogordo Public Schools	49%	60%
Albuquerque Public Schools	49%	42%
Animas Public Schools	58%	67%
Artesia Public Schools	41%	57%
Aztec Municipal Schools	42%	45%
Belen Consolidated Schools	45%	37%
Bernalillo Public Schools	37%	27%
Bloomfield Municipal Schools	38%	38%
Capitan Municipal Schools	74%	54%
Carlsbad Municipal Schools	53%	35%
Carrizozo Municipal Schools	46%	35%
Central Consolidated Schools	36%	36%
Chama Valley Independent Schools	45%	50%
Cimarron Public Schools	54%	55%
Clayton Public Schools	48%	53%
Cloudcroft Municipal Schools	56%	62%
Clovis Municipal Schools	48%	51%
Cobre Consolidated Schools	38%	36%
Corona Municipal Schools	NA	60%
Cuba Independent Schools	38%	24%
Deming Public Schools	29%	46%
Des Moines Municipal Schools	NA	NA
Dexter Consolidated Schools	34%	32%
Dora Consolidated Schools	67%	69%
Dulce Independent Schools	25%	12%
Elida Municipal Schools	44%	67%
Española Municipal Schools	40%	22%
Estancia Municipal Schools	40%	36%
Eunice Municipal Schools	33%	31%
Farmington Municipal Schools	49%	34%
Floyd Muncipal Schools	46%	24%
Fort Sumner Municipal Schools	40%	50%
Gadsden Independent Schools	39%	48%
Gallup-McKinley County Schools	26%	35%
Grady Municipal Schools	NA	NA
Grants-Cibola County Schools	46%	39%
Hagerman Municipal Schools	40%	27%
Hatch Valley Municipal Schools	28%	45%
Hobbs Municipal Schools	39%	39%
Hondo Valley Public Schools	42%	56%
House Municipal Schools	NA	NA
Jal Public Schools	29%	14%

School District	Proficient or Above in 4th Grade Reading	Proficient or Above in 8th Grade Math
Jemez Mountain Public Schools	36%	27%
Jemez Valley Public Schools	24%	20%
Lake Arthur Municipal Schools	60%	50%
Las Cruces Public Schools	45%	40%
Las Vegas City Public Schools	51%	23%
Logan Municipal Schools	82%	46%
Lordsburg Municipal Schools	53%	19%
Los Alamos Public Schools	75%	72%
Los Lunas Public Schools	50%	38%
Loving Municipal Schools	24%	34%
Lovington Public Schools	39%	39%
Magdalena Municipal Schools	7%	7%
Maxwell Municipal Schools	58%	10%
Melrose Public Schools	53%	53%
Mesa Vista Consolidated Schools	27%	9%
Mora Independent Schools	47%	41%
Moriarty Municipal Schools	57%	55%
Mosquero Municipal Schools	NA	NA
Mountainair Public Schools	33%	5%
Pecos Independent Schools	46%	22%
Peñasco Independent Schools	50%	38%
Pojoaque Valley Public Schools	46%	34%
Portales Municipal Schools	52%	39%
Quemado Independent Schools	50%	33%
Questa Independent Schools	33%	44%
Raton Public Schools	47%	50%
Reserve Independent Schools	33%	50%
Rio Rancho Public Schools	62%	57%
Roswell Independent Schools	43%	58%
Roy Municipal Schools	NA	NA
Ruidoso Municipal Schools	23%	38%
San Jon Municipal Schools	47%	NA
Santa Fe Public Schools	46%	28%
Santa Rosa Consolidated Schools	40%	47%
Silver City Consolidated Schools	53%	38%
Socorro Consolidated Schools	38%	42%
Springer Municipal Schools	43%	82%
Taos Municipal Schools	45%	39%
Tatum Municipal Schools	48%	57%
Texico Municipal Schools	53%	57%
Truth or Consequences Schools	41%	43%
Tucumcari Public Schools	40%	46%
Tularosa Municipal Schools	25%	34%
Vaughn Municipal Schools	NA	14%
Wagon Mound Public Schools	NA	NA
West Las Vegas Public Schools	50%	30%
Zuni Public Schools	32%	8%

TABLES AND GRAPHS: Education

HIGH SCHOOL GRADUATION RATES* BY SELECTED STATUS AND SCHOOL DISTRICT (2011-2012)

Although, in general, students who are classified as English Language Learners often have lower performance scores and graduation rates than other students, these data indicated that in one-third (33 percent) of New Mexico's school districts, English Language Learners had higher graduation rates than those of the student body as a whole. These quantitative data do not provide information on why this has occurred, although 16 percent of the schools with these higher graduation rates have a student body of 5,000 or less. It would be worth exploring with these school districts what factors have helped contribute to these positive graduation results.

School District	Percent of All Students Who Graduate	Percent of Economically Disadvantaged Students Who Graduate	Percent of English Language Learners Who Graduate
New Mexico	70%	65%	66%
Alamogordo Public Schools	82%	77%	85%
Albuquerque Public Schools	65%	57%	57%
Animas Public Schools	98%	98%	NA
Artesia Public Schools	73%	56%	74%
Aztec Municipal Schools	67%	53%	63%
Belen Consolidated Schools	63%	58%	60%
Bernalillo Public Schools	67%	68%	66%
Bloomfield Municipal Schools	64%	57%	60%
Capitan Municipal Schools	83%	82%	NA
Carlsbad Municipal Schools	80%	70%	60%
Carrizozo Municipal Schools	88%	88%	NA
Central Consolidated Schools	72%	72%	73%
Chama Valley Independent Schools	76%	29%	78%
Cimarron Public Schools	75%	63%	NA
Clayton Public Schools	68%	63%	NA
Cloudcroft Municipal Schools	96%	91%	NA
Clovis Municipal Schools	79%	69%	66%
Cobre Consolidated Schools	88%	88%	89%
Corona Municipal Schools	98%	NA	NA
Cuba Independent Schools	62%	63%	62%
Deming Public Schools	67%	68%	61%
Des Moines Municipal Schools	97%	NA	NA
Dexter Consolidated Schools	86%	88%	91%
Dora Consolidated Schools	95%	90%	NA
Dulce Independent Schools	72%	72%	79%
Elida Municipal Schools	97%	NA	NA
Española Municipal Schools	63%	47%	71%
Estancia Municipal Schools	75%	75%	74%
Eunice Municipal Schools	81%	69%	91%
Farmington Municipal Schools	71%	63%	59%
Floyd Muncipal Schools	98%	98%	98%

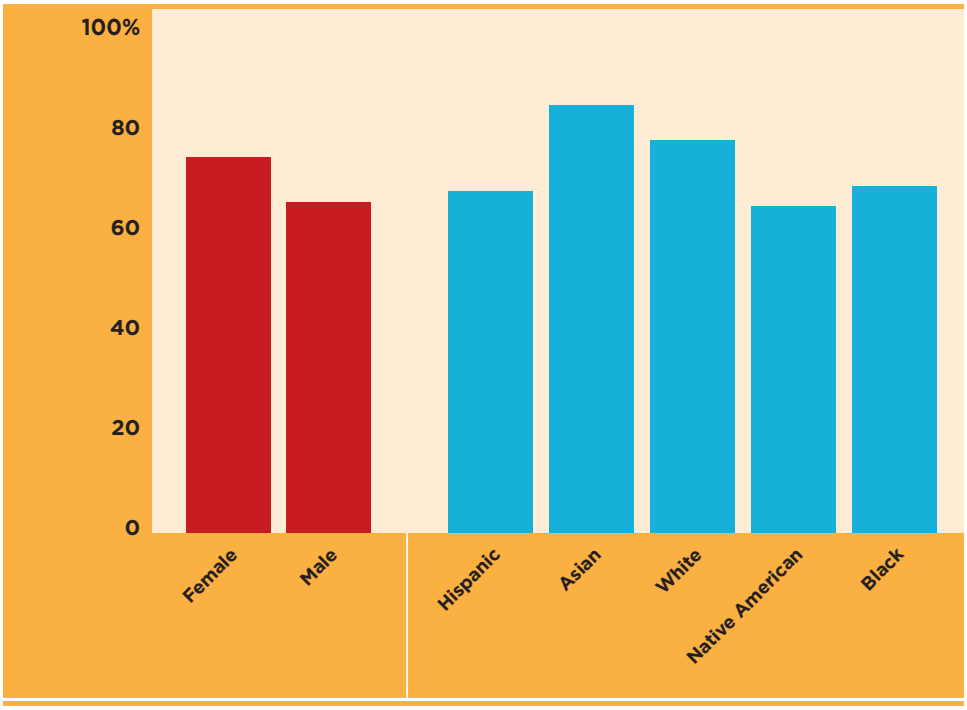
* According to the NM PED, the state implemented its first 4-year cohort ("on-time") graduation rate in 2009, using the National Governors Association (NGA) cohort computation method. The cohort consists of all students who were first-time freshmen four years earlier and who graduated by August 1 of their 4th year. In New Mexico, cohorts are also tracked for one additional year past their expected year of graduation, yielding a 5-year graduation rate.

School District	Percent of All Students Who Graduate	Percent of Economically Disadvantaged Students Who Graduate	Percent of English Language Learners Who Graduate
Fort Sumner Municipal Schools	85%	72%	NA
Gadsden Independent Schools	78%	78%	77%
Gallup-McKinley County Schools	69%	65%	65%
Grady Municipal Schools	92%	95%	NA
Grants-Cibola County Schools	71%	68%	66%
Hagerman Municipal Schools	82%	82%	80%
Hatch Valley Municipal Schools	66%	66%	70%
Hobbs Municipal Schools	74%	71%	71%
Hondo Valley Public Schools	98%	98%	98%
House Municipal Schools	43%	34%	NA
Jal Public Schools	70%	74%	NA
Jemez Mountain Public Schools	67%	69%	69%
Jemez Valley Public Schools	93%	93%	98%
Lake Arthur Municipal Schools	71%	71%	NA
Las Cruces Public Schools	71%	60%	55%
Las Vegas City Public Schools	80%	78%	74%
Logan Municipal Schools	87%	86%	NA
Lordsburg Municipal Schools	70%	59%	86%
Los Alamos Public Schools	88%	NA	NA
Los Lunas Public Schools	71%	67%	65%
Loving Municipal Schools	86%	85%	73%
Lovington Public Schools	82%	77%	83%
Magdalena Municipal Schools	73%	73%	53%
Maxwell Municipal Schools	93%	NA	NA
Melrose Public Schools	96%	NA	NA
Mesa Vista Consolidated Schools	93%	95%	97%
Mora Independent Schools	88%	89%	87%
Moriarty Municipal Schools	69%	56%	59%
Mosquero Municipal Schools	98%	NA	NA
Mountainair Public Schools	80%	69%	NA
Pecos Independent Schools	72%	73%	81%
Peñasco Independent Schools	87%	89%	98%
Pojoaque Valley Public Schools	78%	76%	82%
Portales Municipal Schools	86%	82%	89%
Quemado Independent Schools	84%	NA	NA
Questa Independent Schools	65%	66%	75%
Raton Public Schools	70%	58%	73%
Reserve Independent Schools	90%	NA	NA
Rio Rancho Public Schools	79%	66%	66%
Roswell Independent Schools	64%	62%	59%
Roy Municipal Schools	98%	NA	NA
Ruidoso Municipal Schools	76%	71%	77%
San Jon Municipal Schools	81%	NA	NA
Santa Fe Public Schools	62%	59%	59%
Santa Rosa Consolidated Schools	80%	80%	81%

TABLES AND GRAPHS: Education

School District	Percent of All Students Who Graduate	Percent of Economically Disadvantaged Students Who Graduate	Percent of English Language Learners Who Graduate
Silver City Consolidated Schools	83%	76%	76%
Socorro Consolidated Schools	71%	59%	NA
Springer Municipal Schools	82%	82%	NA
Taos Municipal Schools	74%	74%	60%
Tatum Municipal Schools	91%	88%	NA
Texico Municipal Schools	96%	98%	NA
Truth or Consequences Schools	78%	65%	78%
Tucumcari Public Schools	69%	71%	NA
Tularosa Municipal Schools	87%	86%	NA
Vaughn Municipal Schools	93%	93%	NA
Wagon Mound Public Schools	47%	47%	NA
West Las Vegas Public Schools	71%	71%	73%
Zuni Public Schools	79%	79%	80%

HIGH SCHOOL GRADUATION RATES BY RACE/ETHNICITY AND GENDER (2011-2012)



HABITUAL TRUANCY AND DROPOUT RATES BY SCHOOL DISTRICT (2011-2012)

School District	Percent of Students Habitually Truant	Student Dropout Rate*
New Mexico	15%	5%
Alamogordo Public Schools	7%	4%
Albuquerque Public Schools	15%	6%
Animas Public Schools	1%	1%
Artesia Public Schools	9%	4%
Aztec Municipal Schools	11%	4%
Belen Consolidated Schools	23%	6%
Bernalillo Public Schools	30%	8%
Bloomfield Municipal Schools	9%	9%
Capitan Municipal Schools	10%	3%
Carlsbad Municipal Schools	5%	2%
Carrizozo Municipal Schools	4%	1%
Central Consolidated Schools	17%	7%
Chama Valley Independent Schools	0%	4%
Cimarron Public Schools	1%	1%
Clayton Public Schools	8%	1%
Cloudcroft Municipal Schools	1%	1%
Clovis Municipal Schools	21%	3%
Cobre Consolidated Schools	17%	2%
Corona Municipal Schools	0%	0%
Cuba Independent Schools	31%	4%
Deming Public Schools	24%	4%
Des Moines Municipal Schools	6%	0%
Dexter Consolidated Schools	11%	1%
Dora Consolidated Schools	0%	1%
Dulce Independent Schools	39%	2%
Elida Municipal Schools	1%	0%
Española Municipal Schools	26%	8%
Estancia Municipal Schools	0%	8%
Eunice Municipal Schools	14%	3%
Farmington Municipal Schools	7%	2%
Floyd Muncipal Schools	8%	0%
Fort Sumner Municipal Schools	5%	0%
Gadsden Independent Schools	16%	4%
Gallup-McKinley County Schools	7%	6%
Grady Municipal Schools	0%	2%
Grants-Cibola County Schools	11%	5%
Hagerman Municipal Schools	11%	3%
Hatch Valley Municipal Schools	17%	4%
Hobbs Municipal Schools	12%	4%
Hondo Valley Public Schools	20%	0%
House Municipal Schools	5%	21%
Jal Public Schools	4%	2%
Jemez Mountain Public Schools	5%	2%

* The New Mexico Public Education Department states that dropout rates are not related to cohort on-time graduation. The term "dropout" relates to something different from a "non-graduate," so the rates are not complementary—that is, if you subtract the rate of non-graduates from those who graduate on time, you do not get the same rate as the dropout rate. In addition, unlike on-time graduation rates, dropout rates are calculated each year. The PED's 2008-2009, New Mexico Student Dropout Report states that a student is considered a dropout if he or she was enrolled at any time during the previous school year, is not enrolled at the beginning of the current school year, and does not meet certain exclusionary conditions.

TABLES AND GRAPHS: Education

School District	Percent of Students Habitually Truant	Student Dropout Rate*
Jemez Valley Public Schools	5%	0%
Lake Arthur Municipal Schools	13%	8%
Las Cruces Public Schools	9%	4%
Las Vegas City Public Schools	0%	3%
Logan Municipal Schools	0%	2%
Lordsburg Municipal Schools	13%	5%
Los Alamos Public Schools	16%	1%
Los Lunas Public Schools	13%	3%
Loving Municipal Schools	4%	0%
Lovington Public Schools	12%	3%
Magdalena Municipal Schools	29%	3%
Maxwell Municipal Schools	0%	0%
Melrose Public Schools	2%	0%
Mesa Vista Consolidated Schools	5%	2%
Mora Independent Schools	21%	3%
Moriarty Municipal Schools	7%	4%
Mosquero Municipal Schools	13%	4%
Mountainair Public Schools	19%	3%
Pecos Independent Schools	28%	4%
Peñasco Independent Schools	11%	3%
Pojoaque Valley Public Schools	25%	4%
Portales Municipal Schools	7%	3%
Quemado Independent Schools	12%	4%
Questa Independent Schools	12%	1%
Raton Public Schools	13%	8%
Reserve Independent Schools	25%	16%
Rio Rancho Public Schools	10%	2%
Roswell Independent Schools	26%	6%
Roy Municipal Schools	0%	0%
Ruidoso Municipal Schools	19%	3%
San Jon Municipal Schools	0%	2%
Santa Fe Public Schools	24%	6%
Santa Rosa Consolidated Schools	9%	2%
Silver City Consolidated Schools	6%	1%
Socorro Consolidated Schools	14%	9%
Springer Municipal Schools	4%	0%
Taos Municipal Schools	8%	6%
Tatum Municipal Schools	1%	2%
Texico Municipal Schools	6%	0%
Truth or Consequences Schools	18%	3%
Tucumcari Public Schools	6%	3%
Tularosa Municipal Schools	7%	3%
Vaughn Municipal Schools	0%	0%
Wagon Mound Public Schools	4%	0%
West Las Vegas Public Schools	17%	5%
Zuni Public Schools	16%	7%

STUDENTS ELIGIBLE FOR FREE/REDUCED-PRICE MEALS BY SCHOOL DISTRICT (2011-2012)

School District	Percent of Students Eligible for Free/Reduced-Price Meals
New Mexico	66%
Alamogordo Public Schools	58%
Albuquerque Public Schools	62%
Animas Public Schools	63%
Artesia Public Schools	48%
Aztec Municipal Schools	55%
Belen Consolidated Schools	76%
Bernalillo Public Schools	79%
Bloomfield Municipal Schools	70%
Capitan Municipal Schools	57%
Carlsbad Municipal Schools	60%
Carrizozo Municipal Schools	91%
Central Consolidated Schools	77%
Chama Valley Independent Schools	74%
Cimarron Public Schools	60%
Clayton Public Schools	69%
Cloudcroft Municipal Schools	41%
Clovis Municipal Schools	67%
Cobre Consolidated Schools	75%
Corona Municipal Schools	73%
Cuba Independent Schools	70%
Deming Public Schools	80%
Des Moines Municipal Schools	70%
Dexter Consolidated Schools	80%
Dora Consolidated Schools	39%
Dulce Independent Schools	80%
Elida Municipal Schools	50%
Española Municipal Schools	70%
Estancia Municipal Schools	77%
Eunice Municipal Schools	57%
Farmington Municipal Schools	55%
Floyd Muncipal Schools	72%
Fort Sumner Municipal Schools	59%
Gadsden Independent Schools	93%
Gallup-McKinley County Schools	82%
Grady Municipal Schools	52%
Grants-Cibola County Schools	75%
Hagerman Municipal Schools	81%
Hatch Valley Municipal Schools	96%
Hobbs Municipal Schools	63%
Hondo Valley Public Schools	87%
House Municipal Schools	38%
Jal Public Schools	57%
Jemez Mountain Public Schools	88%
Jemez Valley Public Schools	83%

A new study by the Southern Education Foundation (SEF) notes that "there has been a steady increase in the number and percentage of low-income students attending America's public schools" since 1989. In addition, schools with the largest share of low-income students spend the least on student support; Western states, on average, have the lowest per-pupil expenditures. Low-income students are more likely to attend public schools with substantially lower academic support. New Mexico has the second highest rate (68 percent) in the nation of low-income students in public schools; it also has the highest rate of rural and suburban students who are low income, and the third highest rate of low-income public school students in towns. As Hispanic and Native American students, taken together, make up the majority of public school students, this study draws attention to the state's racial disparities in education—as lower-income students often have lower test scores, fall behind or drop out of school, or fail to complete college.[4]

TABLES AND GRAPHS: Education

Research shows that high-quality early childhood care and education prepares preschoolers for kindergarten and to succeed in school and life. Yet too many of our youngest children, especially those in low-income families, do not have access to these services and enter school at a learning disadvantage.

School District	Percent of Students Eligible for Free/Reduced-Price Meals
Lake Arthur Municipal Schools	88%
Las Cruces Public Schools	65%
Las Vegas City Public Schools	71%
Logan Municipal Schools	59%
Lordsburg Municipal Schools	70%
Los Alamos Public Schools	10%
Los Lunas Public Schools	70%
Loving Municipal Schools	90%
Lovington Public Schools	64%
Magdalena Municipal Schools	82%
Maxwell Municipal Schools	70%
Melrose Public Schools	41%
Mesa Vista Consolidated Schools	63%
Mora Independent Schools	84%
Moriarty Municipal Schools	58%
Mosquero Municipal Schools	64%
Mountainair Public Schools	81%
Pecos Independent Schools	74%
Peñasco Independent Schools	86%
Pojoaque Valley Public Schools	59%
Portales Municipal Schools	68%
Quemado Independent Schools	80%
Questa Independent Schools	80%
Raton Public Schools	68%
Reserve Independent Schools	83%
Rio Rancho Public Schools	43%
Roswell Independent Schools	73%
Roy Municipal Schools	60%
Ruidoso Municipal Schools	70%
San Jon Municipal Schools	63%
Santa Fe Public Schools	67%
Santa Rosa Consolidated Schools	81%
Silver City Consolidated Schools	60%
Socorro Consolidated Schools	70%
Springer Municipal Schools	78%
Taos Municipal Schools	85%
Tatum Municipal Schools	53%
Texico Municipal Schools	56%
Truth or Consequences Schools	81%
Tucumcari Public Schools	83%
Tularosa Municipal Schools	71%
Vaughn Municipal Schools	79%
Wagon Mound Public Schools	85%
West Las Vegas Public Schools	81%
Zuni Public Schools	92%

SCHOOL ENROLLMENT BY RACE/ETHNICITY AND DISTRICT (2012-2013)

Location	Total Enrollment	Percent Asian	Percent African-American	Percent American Indian	Percent Hispanic	Percent Native Hawaiian/ Pacific Island	Percent White
New Mexico	338,223	1.3%	2.2%	10.2%	59.2%	1.3%	25.7%
Alamogordo Public Schools	23,425	2.2%	7.6%	1.0%	32.0%	2.2%	55.2%
Albuquerque Public Schools	255,408	2.0%	2.8%	4.8%	66.0%	2.0%	22.7%
Animas Public Schools	1,482	0.0%	0.0%	0.0%	34.3%	0.0%	65.7%
Artesia Public Schools	13,356	0.0%	0.4%	0.5%	59.0%	0.0%	40.2%
Aztec Municipal Schools	12,608	0.0%	0.3%	12.4%	28.2%	0.2%	58.7%
Belen Consolidated Schools	15,669	0.0%	1.2%	1.5%	73.5%	0.2%	23.4%
Bernalillo Public Schools	12,679	0.2%	0.2%	38.3%	52.5%	0.2%	8.6%
Bloomfield Municipal Schools	10,831	0.0%	0.5%	32.8%	35.5%	0.0%	31.2%
Capitan Municipal Schools	1,636	0.0%	0.0%	0.0%	31.0%	0.0%	69.0%
Carlsbad Municipal Schools	22,712	0.5%	1.9%	0.4%	52.6%	0.5%	44.1%
Carrizozo Municipal Schools	509	0.0%	0.0%	0.0%	65.8%	0.0%	34.2%
Central Consolidated Schools	23,584	0.0%	0.0%	89.5%	2.9%	0.0%	7.2%
Chama Valley Independent Schools	1,227	0.0%	0.0%	0.0%	86.5%	0.0%	13.5%
Cimarron Public Schools	2,392	0.0%	0.0%	0.0%	40.3%	0.0%	59.7%
Clayton Public Schools	1,887	0.0%	0.0%	0.0%	51.2%	0.0%	48.8%
Cloudcroft Municipal Schools	1,381	0.0%	0.0%	0.0%	17.0%	0.0%	83.0%
Clovis Municipal Schools	23,697	0.9%	7.7%	0.3%	57.0%	0.9%	33.2%
Cobre Consolidated Schools	4,659	0.0%	0.7%	0.0%	88.1%	0.0%	11.1%
Corona Municipal Schools	266	0.0%	0.0%	0.0%	28.0%	0.0%	72.0%
Cuba Independent Schools	1,658	0.0%	0.0%	59.4%	36.1%	0.0%	4.4%
Deming Public Schools	20,242	0.0%	0.6%	0.0%	81.6%	0.2%	17.4%
Des Moines Municipal Schools	306	0.0%	0.0%	0.0%	40.5%	0.0%	59.5%
Dexter Consolidated Schools	2,410	0.0%	0.0%	0.0%	79.7%	0.0%	20.3%
Dora Consolidated Schools	693	0.0%	0.0%	0.0%	27.6%	0.0%	72.4%
Dulce Independent Schools	2,459	0.0%	0.0%	96.8%	3.2%	0.0%	0.0%
Elida Municipal Schools	468	0.0%	0.0%	0.0%	13.9%	0.0%	86.1%
Española Municipal Schools	16,606	0.6%	0.2%	6.1%	89.0%	0.6%	3.7%
Estancia Municipal Schools	3,167	0.0%	0.0%	1.2%	58.8%	0.0%	40.0%
Eunice Municipal Schools	2,220	0.0%	0.0%	0.0%	59.4%	0.0%	40.6%
Farmington Municipal Schools	42,849	0.5%	0.9%	30.0%	30.0%	0.5%	38.0%
Floyd Muncipal Schools	800	0.0%	0.0%	0.0%	56.0%	0.0%	44.0%
Fort Sumner Municipal Schools	1,164	0.0%	0.0%	0.0%	52.8%	0.0%	47.2%
Gadsden Independent Schools	51,297	0.8%	0.0%	0.0%	96.7%	0.0%	3.0%
Gallup-McKinley County Schools	44,865	0.0%	0.0%	77.8%	15.4%	0.8%	5.0%
Grady Municipal Schools	360	0.0%	0.0%	0.0%	20.3%	0.0%	79.7%
Grants-Cibola County Schools	13,985	0.3%	0.5%	44.0%	38.4%	0.3%	16.4%
Hagerman Municipal Schools	1,100	0.0%	0.0%	0.0%	73.9%	0.0%	26.1%
Hatch Valley Municipal Schools	5,270	0.0%	0.0%	0.0%	94.2%	0.0%	5.8%
Hobbs Municipal Schools	27,567	0.0%	4.5%	0.0%	65.4%	0.1%	29.8%
Hondo Valley Public Schools	505	0.0%	0.0%	0.0%	92.7%	0.0%	7.3%
House Municipal Schools	222	0.0%	0.0%	0.0%	85.6%	0.0%	14.4%
Jal Public Schools	1,242	0.0%	0.0%	0.0%	66.2%	0.0%	33.8%
Jemez Mountain Public Schools	1,112	0.0%	0.0%	41.6%	50.1%	0.0%	8.3%
Jemez Valley Public Schools	1,788	0.0%	0.0%	68.9%	20.5%	0.0%	10.6%

TABLES AND GRAPHS: Education

Location	Total Enrollment	Percent Asian	Percent African-American	Percent American Indian	Percent Hispanic	Percent Native Hawaiian/ Pacific Island	Percent White
Lake Arthur Municipal Schools	441	0.0%	0.0%	0.0%	76.2%	0.0%	23.8%
Las Cruces Public Schools	89,100	0.9%	2.4%	0.6%	75.2%	0.9%	20.0%
Las Vegas City Public Schools	6,550	0.4%	0.5%	0.8%	91.5%	0.4%	6.5%
Logan Municipal Schools	947	0.0%	0.0%	0.0%	26.7%	0.0%	73.3%
Lordsburg Municipal Schools	1,927	0.0%	0.0%	0.0%	88.0%	0.0%	12.0%
Los Alamos Public Schools	13,013	5.7%	0.6%	1.4%	25.1%	5.7%	61.4%
Los Lunas Public Schools	31,467	0.4%	1.1%	6.4%	66.5%	0.4%	25.3%
Loving Municipal Schools	2,243	0.0%	0.0%	0.0%	74.4%	0.0%	25.6%
Lovington Public Schools	13,199	0.3%	1.2%	0.3%	76.7%	0.3%	21.3%
Magdalena Municipal Schools	1,291	0.0%	0.0%	46.7%	32.0%	0.0%	21.4%
Maxwell Municipal Schools	270	0.0%	0.0%	0.0%	60.3%	0.0%	39.7%
Melrose Public Schools	774	0.0%	0.0%	0.0%	12.7%	0.0%	87.3%
Mesa Vista Consolidated Schools	1,461	0.0%	0.0%	0.0%	97.5%	0.0%	2.5%
Mora Independent Schools	1,626	0.0%	0.0%	0.0%	94.6%	0.0%	5.4%
Moriarty Municipal Schools	20,520	0.5%	1.1%	2.0%	44.3%	0.5%	51.6%
Mosquero Municipal Schools	146	0.0%	0.0%	0.0%	32.3%	0.0%	67.7%
Mountainair Public Schools	1,120	0.0%	0.0%	0.0%	63.4%	0.0%	36.6%
Pecos Independent Schools	2,249	0.0%	0.0%	0.0%	93.9%	0.0%	6.1%
Peñasco Independent Schools	1,467	0.0%	0.0%	6.1%	88.0%	0.0%	5.9%
Pojoaque Valley Public Schools	13,484	0.0%	0.4%	14.9%	80.1%	0.0%	4.7%
Portales Municipal Schools	10,537	0.3%	2.3%	0.3%	58.1%	0.3%	38.5%
Quemado Independent Schools	390	0.0%	0.0%	28.9%	14.4%	0.0%	56.7%
Questa Independent Schools	1,545	0.0%	0.0%	0.0%	90.7%	0.0%	9.3%
Raton Public Schools	2,911	0.0%	0.0%	0.0%	65.6%	0.0%	34.4%
Reserve Independent Schools	381	0.0%	0.0%	0.0%	16.6%	0.0%	83.4%
Rio Rancho Public Schools	47,233	2.4%	3.8%	4.2%	47.6%	2.4%	39.7%
Roswell Independent Schools	26,506	0.0%	1.8%	0.0%	68.4%	0.3%	29.1%
Roy Municipal Schools	120	0.0%	0.0%	0.0%	73.5%	0.0%	26.5%
Ruidoso Municipal Schools	7,309	0.3%	0.7%	19.6%	45.8%	0.3%	33.3%
San Jon Municipal Schools	499	0.0%	0.0%	0.0%	39.8%	0.0%	60.2%
Santa Fe Public Schools	53,972	1.1%	0.5%	1.7%	71.8%	1.1%	23.8%
Santa Rosa Consolidated Schools	2,360	1.2%	0.0%	0.0%	92.9%	1.2%	4.6%
Silver City Consolidated Schools	10,755	0.0%	0.5%	0.4%	62.5%	0.2%	36.2%
Socorro Consolidated Schools	7,187	0.6%	0.8%	4.0%	71.1%	0.6%	22.8%
Springer Municipal Schools	502	0.0%	0.0%	0.0%	57.4%	0.0%	42.6%
Taos Municipal Schools	10,539	0.4%	0.3%	5.9%	43.4%	0.4%	49.5%
Tatum Municipal Schools	1,169	0.0%	0.0%	0.0%	44.8%	0.0%	55.2%
Texico Municipal Schools	1,380	0.0%	0.0%	0.0%	53.9%	0.0%	46.1%
Truth or Consequences Schools	5,114	0.0%	0.6%	0.6%	41.6%	0.0%	57.2%
Tucumcari Public Schools	3,877	0.8%	2.6%	0.0%	65.2%	0.8%	30.7%
Tularosa Municipal Schools	2,899	0.0%	0.0%	26.9%	45.2%	0.0%	27.9%
Vaughn Municipal Schools	372	0.0%	0.0%	0.0%	91.4%	0.0%	8.6%
Wagon Mound Public Schools	300	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
West Las Vegas Public Schools	6,410	0.0%	0.0%	0.0%	91.1%	0.0%	8.9%
Zuni Public Schools	4,567	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%

BIRTHS TO WOMEN RECEIVING NO PRENATAL CARE BY SELECTED STATUS AND COUNTY (2012)

Location	Total Number	Total Percent	Percent of Women Who Were Not Married	Percent of Women with Less than High School Diploma
New Mexico	341	1.3%	1.6%	2.7%
Bernalillo County	44	0.5%	0.7%	0.8%
Catron County	0	0.0%	0.0%	0.0%
Chaves County	14	1.5%	2.3%	1.9%*
Cibola County	7	1.6%*	2%*	4.2%*
Colfax County	4	3.5%*	5.3%*	0.0%
Curry County	7	0.8%*	0.8%*	1%*
De Baca County	0	0.0%	0.0%	0.0%
Doña Ana County	107	3.5%	3.9%	7.5%
Eddy County	5	0.6%*	0.5%*	0.0%
Grant County	6	1.9%*	2.7%*	2.5%*
Guadalupe County	0	0.0%	0.0%	0.0%
Harding County	0	0.0%	0.0%	NA
Hidalgo County	3	5.1%*	6.7%*	5.6%*
Lea County	25	2.2%	1.8%	3.8%
Lincoln County	5	2.6%*	2.6%*	4.3%*
Los Alamos County	1	0.6%*	0.0%	0.0%
Luna County	13	3.1%	2.4%*	3.3%*
McKinley County	22	1.8%	2.0%	2.8%*
Mora County	0	0.0%	0.0%	0.0%
Otero County	15	1.7%	2.3%*	4.5%*
Quay County	5	4.2%*	4.8%*	0.0%
Rio Arriba County	8	1.3%*	1.1%*	3.2%*
Roosevelt County	6	2.2%*	0.9%*	0.0%
San Juan County	21	1.1%	1.6%	3.1%
San Miguel County	3	0.9%*	1.3%*	1.4%*
Sandoval County	5	0.3*%	0.6%*	1.6%*
Santa Fe County	1	0.1%*	0.2%*	0.0%
Sierra County	2	2.2%*	4.3%*	4.3%*
Socorro County	2	0.9%*	1.5%*	3.2%*
Taos County	2	0.6%*	1%*	2.1%*
Torrance County	0	0.0%	0.0%	0.0%
Union County	0	0.0%	0.0%	0.0%
Valencia County	7	0.8%*	1.4%*	1.9%*

Note: Example of how to read this: "Of all unmarried women who had a live birth, 1.6 percent of these received no prenatal care."

* Count or rate is statistically (RSE>0.30) or extremely (RSE>0.50) unstable and can fluctuate widely due to random variation/chance. This usually occurs when there is a small number of health events in a small population. [RSE = Relative Standard Error]

TABLES AND GRAPHS: Health

INFANT MORTALITY RATES BY COUNTY (2012)

Location	Number of Deaths	Rate*
New Mexico	186	6.9
Bernalillo County	56	6.7
Chaves County	6	6.3
Cibola County	2	4.7
Colfax County	1	8.7
Curry County	7	7.6
Doña Ana County	16	5.2
Eddy County	2	2.5
Grant County	2	6.2
Lea County	12	10.3
Lincoln County	5	25.5
Luna County	2	4.8
McKinley County	7	5.6
Otero County	3	3.4
Quay County	4	33.3
Rio Arriba County	3	4.9
Roosevelt County	3	11.1
San Juan County	14	7.5
San Miguel County	2	5.7
Sandoval County	12	8.2
Santa Fe County	11	8.1
Sierra County	2	22.0
Socorro County	3	14.2
Taos County	4	12.5
Valencia County	7	8.0

Note: Numbers and rates are unavailable for Catron, De Baca, Guadalupe, Harding, Hidalgo, Los Alamos, Mora, Torrance, and Union Counties.

* The rate is the number of infant (ages 0-1) mortalities per 1,000 live births. All rates, except those of New Mexico, Bernalillo, Doña Ana, Lea, Sandoval, and San Juan counties are statistically (RSE>0.30) or extremely (RSE>0.50) unstable and can fluctuate widely due to random variation/chance. This usually occurs when a small number of health events occur in a small population. [RSE = Relative Standard Error]

CHILDREN (UNDER AGE 19) WITHOUT HEALTH INSURANCE BY INCOME LEVEL AND COUNTY (2011)

Location	All Income Levels	Income at or Below 200% of Poverty
New Mexico	10%	12%
Bernalillo County	9%	13%
Catron County	16%	18%
Chaves County	11%	12%
Cibola County	10%	9%
Colfax County	9%	12%
Curry County	9%	11%
De Baca County	12%	13%
Doña Ana County	10%	12%
Eddy County	7%	10%
Grant County	9%	12%
Guadalupe County	8%	8%
Harding County	14%	19%
Hidalgo County	12%	15%
Lea County	11%	13%
Lincoln County	12%	15%
Los Alamos County	3%	19%
Luna County	11%	12%
McKinley County	12%	9%
Mora County	13%	16%
Otero County	11%	13%
Quay County	8%	9%
Rio Arriba County	11%	11%
Roosevelt County	10%	11%
San Juan County	13%	13%
San Miguel County	10%	12%
Sandoval County	9%	13%
Santa Fe County	13%	18%
Sierra County	9%	10%
Socorro County	11%	11%
Taos County	10%	11%
Torrance County	13%	16%
Union County	12%	16%
Valencia County	9%	10%

Note: Percents are rounded. All published margins of error for data from the SAHIE program are based on a 90 percent confidence level.

CHILDREN (UNDER AGE 21) ENROLLED IN MEDICAID* BY COUNTY (2011, 2012)

In New Mexico, 46 percent of children who have health insurance are covered by Medicaid, making it the single largest insurance provider for children under age 19. Without this essential support, almost half of our children would not have health insurance at all.[5]

	2011		2012	
Location	**All Children**	**Native American Children**	**All Children**	**Native American Children**
New Mexico	336,890	56,134	337,719	55,290
Bernalillo County	94,900	9,200	95,632	9,305
Catron County	283	17	262	16
Chaves County	13,456	214	13,255	154
Cibola County	5,754	3,434	5,678	3,386
Colfax County	2,278	227	1,738	65
Curry County	8,751	155	8,504	81
De Baca County	300	7	277	5
Doña Ana County	44,952	673	44,066	461
Eddy County	8,918	131	8,770	92
Grant County	4,451	82	4,249	56
Guadalupe County	741	20	754	19
Harding County	31	2	25	2
Hidalgo County	780	7	707	8
Lea County	11,407	133	11,598	91
Lincoln County	2,907	228	2,946	196
Los Alamos County	319	10	388	8
Luna County	5,990	92	5,907	58
McKinley County	18,245	16,182	17,991	15,947
Mora County	628	17	536	13
Otero County	7,511	1,412	7,125	1,262
Quay County	1,605	36	1,576	36
Rio Arriba County	8,867	1,705	11,195	1,685
Roosevelt County	3,454	74	3,328	57
San Juan County	23,185	13,308	23,725	13,716
San Miguel County	5,172	425	4,668	253
Sandoval County	17,499	4,789	17,911	4,866
Santa Fe County	15,916	1,242	16,486	1,235
Sierra County	1,825	31	1,998	20
Socorro County	3,035	878	3,012	851
Taos County	4,886	502	4,980	503
Torrance County	4,012	148	3,843	125
Union County	743	69	560	34
Valencia County	13,615	573	13,446	562

* The number of children enrolled in Medicaid for the year is computed by taking an average of the number of children enrolled each month, from July 2012 through June, 2013

TABLES AND GRAPHS: Health

SUBSTANTIATED* CHILD ABUSE ALLEGATIONS AND INVESTIGATIONS BY TYPE OF ABUSE AND COUNTY (JULY 2012-JUNE 2013)

In most states, four types of child maltreatment are identified: physical abuse, neglect, sexual abuse, and emotional abuse. Neglect occurs when a parent or caregiver fails to provide for a child's basic needs. Abandonment is often considered a form of neglect. In New Mexico, the rate of substantiated physical neglect is higher than other forms of maltreatment. Abuse and neglect are among the most detrimental of what experts call "adverse childhood events." Such event cause toxic stress. Childhood chronic and toxic stress produce many negative physical, cognitive, and psychological consequences into adulthood. Outcomes may include later mental illness, premature death, and poor memory. In many cases these effects cannot be reversed, even if the stressor is eliminated.[6]

Location	Rate** of Substantiated Abuse	Percent Substantiated Physical Abuse	Percent Substantiated Sexual Abuse	Percent Substantiated Physical Neglect
New Mexico	13.4	17.0%	18.6%	24.0%
Bernalillo County	9.4	12.0%	19.0%	17.9%
Catron County	0.0	NA	NA	NA
Chaves County	15.2	10.1%	25.0%	21.7%
Cibola County	15.2	22.1%	0.0%	33.0%
Colfax County	66.2	40.2%	27.3%	48.4%
Curry County	32.0	20.3%	21.4%	41.6%
De Baca County	10.4	14.3%	NA	62.5%
Doña Ana County	12.0	11.1%	13.0%	19.0%
Eddy County	14.3	17.3%	36.4%	22.5%
Grant County	16.8	22.0%	0.0%	26.3%
Guadalupe County	13.4	20.0%	0.0%	50.0%
Harding County	0.0	NA	NA	NA
Hidalgo County	6.5	30.0%	0.0%	13.3%
Lea County	15.0	27.3%	25.0%	40.2%
Lincoln County	28.9	18.5%	11.1%	25.0%
Los Alamos County	0.9	0.0%	NA	11.8%
Luna County	23.3	24.6%	30.0%	28.4%
McKinley County	8.3	22.8%	7.1%	33.1%
Mora County	0.0	NA	NA	NA
Otero County	10.7	8.8%	9.5%	13.4%
Quay County	31.4	22.7%	33.3%	26.6%
Rio Arriba County	17.9	25.8%	36.4%	33.1%
Roosevelt County	16.6	25.6%	0.0%	27.3%
San Juan County	13.9	23.7%	13.2%	25.6%
San Miguel County	24.2	25.0%	17.9%	32.3%
Sandoval County	6.6	14.1%	18.4%	15.7%
Santa Fe County	10.8	21.3%	20.0%	23.4%
Sierra County	50.3	20.3%	15.4%	28.8%
Socorro County	28.1	10.9%	25.0%	39.1%
Taos County	20.4	7.2%	11.8%	21.3%
Torrance County	22.7	22.2%	0.0%	23.0%
Union County	26.2	84.6%	0.0%	44.0%
Valencia County	25.1	38.2%	33.3%	42.1%

* "Substantiated," as per the 360 Yearly CYFD report, means the victim is under the age of 18, a parent/caretaker has been identified as the perpetrator and/or identified as failing to protect, and credible evidence exists to support the conclusion by the investigation worker that the child has been abused and/or neglected as defined by the New Mexico Children's Code.
** Rate is the number per 1,000.

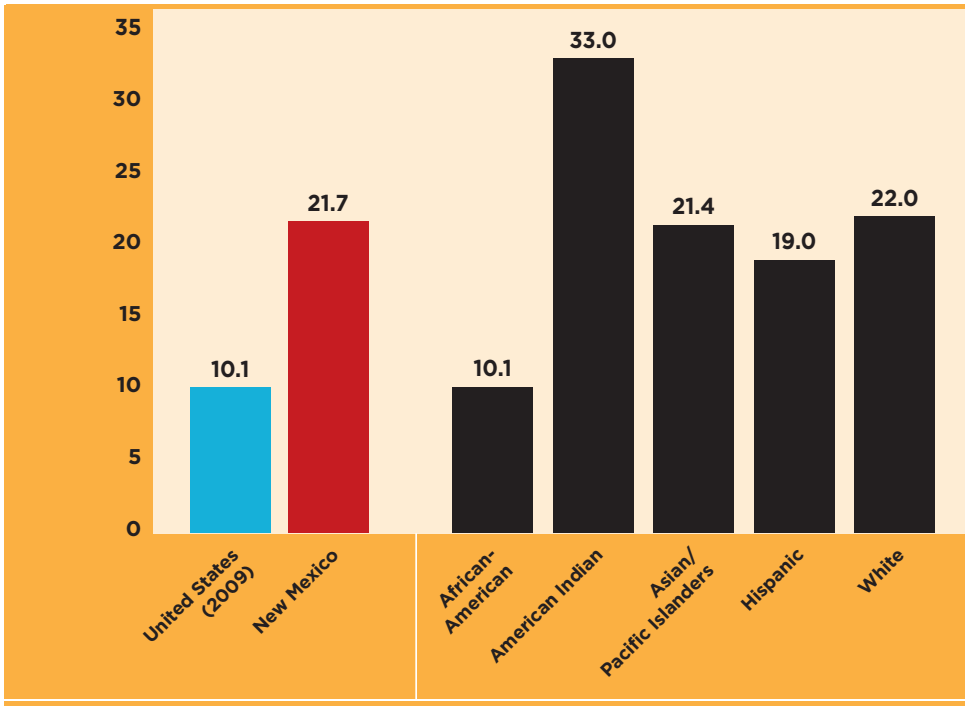
HIGH SCHOOL STUDENTS WHO HAVE FELT VERY SAD OR HOPELESS BY COUNTY (2011)

Location	Percent
New Mexico	31%
Bernalillo County	31%
Catron County	20%
Chaves County	30%
Cibola County	26%
Colfax County	25%
Curry County	29%
De Baca County	24%
Doña Ana County	34%
Eddy County	33%
Grant County	35%
Guadalupe County	29%
Harding County	NA
Hidalgo County	30%
Lea County	31%
Lincoln County	33%
Los Alamos County	29%
Luna County	35%
McKinley County	28%
Mora County	29%

Location	Percent
Otero County	32%
Quay County	25%
Rio Arriba County	32%
Roosevelt County	26%
San Juan County	30%
San Miguel County	32%
Sandoval County	32%
Santa Fe County	30%
Sierra County	34%
Socorro County	27%
Taos County	25%
Torrance County	36%
Union County	25%
Valencia County	24%

Note: Data are derived from students responding to a question that they had felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months. This is often seen as a potential sign of suicidal thinking.

YOUTH SUICIDE RATES* BY RACE/ETHNICITY (2009-2011)



* Rate is the number per 100,000. Rates for groups with fewer than 20 events may fluctuate greatly from year to year.

TABLES AND GRAPHS: Family and Community

FAMILIES BY HOUSEHOLDER TYPE AND COUNTY (2010-2012)

Location	Total Number of Families	Married Couple Families with Own Children 0-18	Single Male Household Families with Own Children 0-18	Single Female Householder Families with Own Children 0-18
United States	76,312,668	30%	3%	11%
New Mexico	500,369	26%	5%	13%
Bernalillo County	162,021	27%	5%	14%
Chaves County	16,325	29%	4%	14%
Cibola County	5,626	15%	7%	14%
Curry County	12,453	32%	4%	14%
Doña Ana County	52,511	28%	3%	14%
Eddy County	13,534	27%	5%	10%
Grant County	7,566	22%	4%	9%
Lea County	15,513	31%	6%	11%
Lincoln County	5,354	23%	2%	11%
Luna County	6,045	25%	3%	13%
McKinley County	12,409	23%	4%	16%
Otero County	17,083	27%	4%	11%
Rio Arriba County	10,214	19%	6%	15%
Roosevelt County	4,673	30%	6%	14%
San Juan County	30,388	27%	5%	11%
San Miguel County	6,688	18%	9%	16%
Sandoval County	33,420	28%	7%	9%
Santa Fe County	35,124	23%	4%	12%
Taos County	8,226	19%	3%	15%
Valencia County	19,801	27%	5%	12%

Note: The percentages in these rows do not add up to 100 percent because there are other types of family structures besides these three.

NEW MEXICO ADULTS (AGE 25 AND OLDER) BY EDUCATIONAL ATTAINMENT LEVEL AND COUNTY

Location	No High School Diploma	High School Graduate, GED or Alternative	Associate's Degree	Bachelor's Degree	Graduate or Professional Degree
United States	8%	28%	8%	18%	11%
New Mexico	9%	27%	8%	15%	11%
Bernalillo County	7%	24%	8%	18%	14%
Chaves County	10%	27%	8%	11%	6%
Cibola County	12%	44%	7%	7%	4%
Curry County	11%	25%	11%	12%	9%
Doña Ana County	9%	22%	7%	16%	10%
Eddy County	13%	31%	7%	10%	7%
Grant County	10%	29%	8%	13%	13%
Lea County	17%	30%	8%	8%	4%
Lincoln County	11%	27%	9%	16%	7%
Luna County	10%	35%	5%	8%	6%
McKinley County	17%	32%	6%	7%	5%
Otero County	10%	29%	9%	11%	6%
Rio Arriba County	13%	29%	8%	9%	7%
San Juan County	12%	33%	10%	10%	5%
San Miguel County	9%	33%	6%	11%	10%
Sandoval County	7%	26%	10%	17%	12%
Santa Fe County	8%	20%	6%	20%	19%
Taos County	7%	27%	11%	18%	11%
Valencia County	12%	31%	7%	11%	6%

Note: The percentages in these rows do not add up to 100 percent because certain educational attainment categories from the American Community Survey table are not included, such as "no schooling completed," "nursery school to 4th grade," and the like.

TABLES AND GRAPHS: Family and Community

POPULATION ESTIMATES FOR NATIVE AMERICANS BY AGE AND TRIBE/PUEBLO (2010)

Tribe or Pueblo	Total Population (All Ages)	Percent of Total Population That is American Indian Only	Total Child Population (Ages 0-18)
Acoma Pueblo	3,011	97%	892
Cochiti Pueblo	1,727	47%	429
Isleta Pueblo	3,400	91%	953
Jemez Pueblo	1,815	99%	525
Jicarilla Apache	3,254	91%	1,100
Laguna Pueblo	4,043	95%	1,135
Mescalero Apache	3,613	92%	1,294
Nambe Pueblo	1,611	30%	389
Navajo*	65,764	97%	21,050
Ohkay Owingeh Pueblo	6,309	23%	1,629
Picuris Pueblo	1,886	10%	446
Pojoaque Pueblo	3,316	12%	827
Sandia Pueblo	4,965	13%	1,419
San Felipe Pueblo	3,563	79%	1,190
San Ildefonso Pueblo	1,752	25%	479
Santa Ana Pueblo	621	95%	178
Santa Clara Pueblo	11,021	13%	2,742
Santo Domingo Pueblo	3,255	98%	1,089
Taos Pueblo	4,384	27%	880
Tesuque Pueblo	841	41%	226
Zia Pueblo	737	99%	243
Zuni Pueblo	7,891	96%	2,378

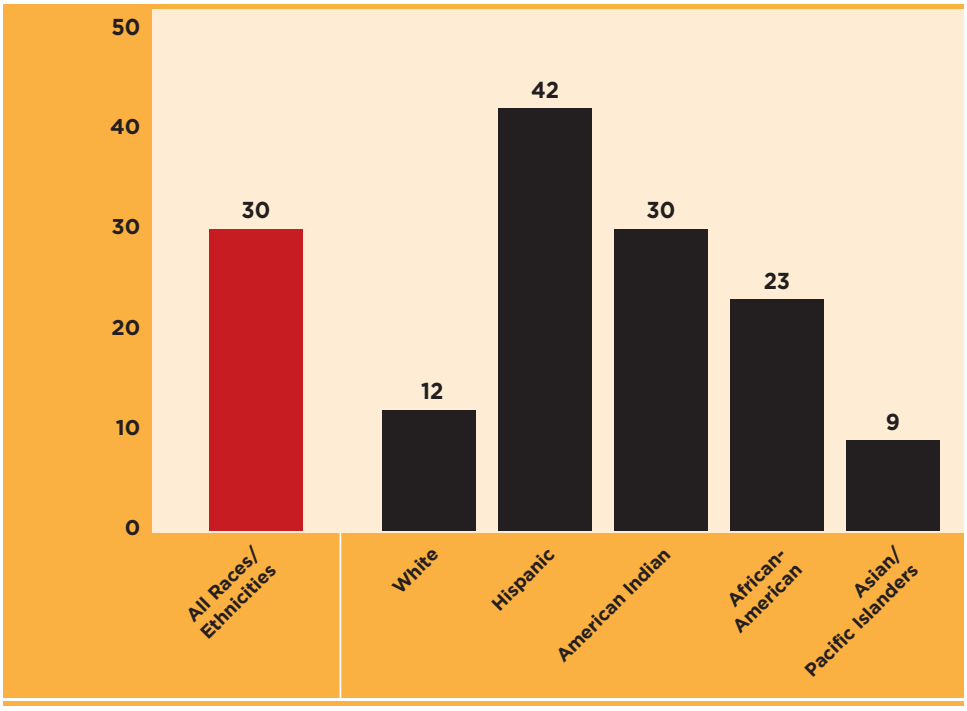
* Only data for Navajos living on New Mexico reservation land are used.

POPULATION ESTIMATES BY AGE AND COUNTY (2012)

Location	Total Population (All Ages)	Total Child Population (Ages 0-19)
New Mexico	2,085,538	572,005
Bernalillo County	673,460	175,881
Catron County	3,658	594
Chaves County	65,784	20,508
Cibola County	27,334	7,533
Colfax County	13,223	2,909
Curry County	49,938	15,246
De Baca County	1,927	456
Doña Ana County	214,445	63,889
Eddy County	54,419	15,364
Grant County	29,388	6,981
Guadalupe County	4,603	1,051
Harding County	707	126
Hidalgo County	4,794	1,307
Lea County	66,338	21,582
Lincoln County	20,309	4,210
Los Alamos County	18,159	4,669

Location	Total Population (All Ages)	Total Child Population (Ages 0-19)
Luna County	25,041	7,388
McKinley County	73,016	25,378
Mora County	4,705	1,038
Otero County	66,041	18,005
Quay County	8,769	2,067
Rio Arriba County	40,318	10,764
Roosevelt County	20,419	6,456
San Juan County	128,529	39,917
San Miguel County	28,891	7,197
Sandoval County	135,588	37,758
Santa Fe County	146,375	32,854
Sierra County	11,895	2,150
Socorro County	17,603	4,848
Taos County	32,779	7,213
Torrance County	16,021	4,080
Union County	4,431	936
Valencia County	76,631	21,650

TEEN (AGES 15-17) BIRTH RATES* BY RACE/ETHNICITY (2009-2011)



* Rate is the number per 1,000.

TABLES AND GRAPHS: Family and Community

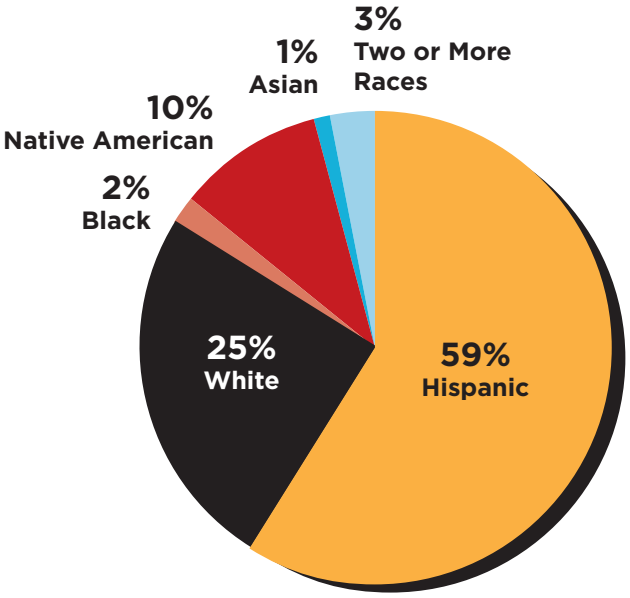
POPULATION ESTIMATES BY RACE/ETHNICITY AND COUNTY (2012)

Location	Black Alone	Native American Alone	White Alone	Asian Alone	Two or More Races	Hispanic	Non-Hispanic
New Mexico	2%	9%	40%	1%	1%	47%	53%
Bernalillo County	3%	4%	41%	2%	2%	48%	52%
Catron County	0%	2%	76%	0%	2%	19%	81%
Chaves County	2%	1%	43%	1%	1%	53%	47%
Cibola County	1%	38%	21%	1%	1%	37%	63%
Colfax County	0%	1%	49%	1%	1%	48%	52%
Curry County	6%	1%	51%	1%	2%	40%	60%
De Baca County	0%	1%	58%	0%	2%	39%	61%
Doña Ana County	1%	1%	29%	1%	1%	66%	34%
Eddy County	1%	1%	51%	1%	1%	45%	55%
Grant County	1%	1%	48%	1%	1%	49%	51%
Guadalupe County	1%	1%	16%	1%	1%	80%	20%
Harding County	1%	0%	56%	1%	0%	42%	58%
Hidalgo County	1%	0%	42%	1%	1%	56%	44%
Lea County	4%	1%	41%	0%	1%	53%	47%
Lincoln County	0%	2%	65%	0%	1%	31%	69%
Los Alamos County	1%	1%	75%	6%	2%	16%	84%
Luna County	1%	1%	34%	1%	1%	63%	37%
McKinley County	1%	72%	10%	1%	2%	14%	86%
Mora County	0%	0%	18%	0%	0%	81%	19%
Otero County	3%	6%	52%	1%	2%	35%	65%
Quay County	1%	1%	52%	1%	1%	43%	57%
Rio Arriba County	0%	14%	13%	1%	1%	71%	29%
Roosevelt County	2%	1%	55%	1%	1%	40%	60%
San Juan County	1%	37%	41%	0%	2%	19%	81%
San Miguel County	1%	1%	20%	1%	1%	77%	23%
Sandoval County	2%	12%	47%	1%	2%	36%	64%
Santa Fe County	1%	2%	44%	1%	1%	51%	49%
Sierra County	1%	1%	67%	0%	2%	29%	71%
Socorro County	1%	11%	37%	1%	1%	49%	51%
Taos County	0%	5%	36%	1%	1%	56%	44%
Torrance County	1%	2%	55%	0%	2%	40%	60%
Union County	2%	1%	55%	0%	1%	41%	59%
Valencia County	1%	3%	35%	1%	1%	59%	41%

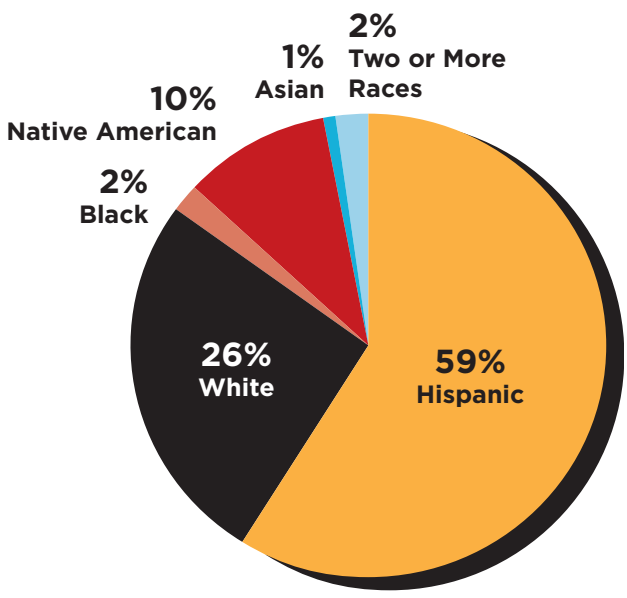
New Mexico continues to be a "minority-majority" population. Only 40 percent of the population is considered to be white-alone; 60 percent of our population is made up of people of Hispanic ethnicity, Hispanic plus another race, or of one (non-white) or more races. Native Americans make up almost 10 percent of our population. Of our young children, those ages 0 to 5, the majority (69 percent) are of Hispanic ethnicity and one-quarter (25 percent) are white-only.

Thus, New Mexico has a 75 percent "minority-majority" child population. The population of New Mexico is also continuing to "age." Currently, 14 percent of our population is age 65 or older, while 21 percent are made up of child dependents, ages 0 to 14. However, that dependency ratio is expected to nearly reverse by 2040—with those ages 65 and older increasing to 21 percent of the entire population, and children (0-14) decreasing to roughly 18 to 19 percent.[7]

CHILD (AGES 0-5) POPULATION BY RACE/ETHNICITY (2012)



CHILD (AGES 0-19) POPULATION BY RACE/ETHNICITY (2012)



Methodology

Data Sources: At this time, the New Mexico KIDS COUNT program does not design or implement primary research in the state. Instead, the program uses and analyzes secondary data and study findings provided by credible research and data collection institutions both in the state and the nation, such as the U.S. Census Bureau. The New Mexico KIDS COUNT staff make every effort to confirm that the data gathered and used are the most reliable possible. However, we rely on the data collection and analysis skills of those institutions providing this information.

Data Conditions: Some tables in this report do not provide data for all New Mexico counties or school districts. In order to provide the most up-to-date information possible we make every effort to utilize the most recent U.S. Census Bureau data sets (generally the American Community Survey, or ACS). Given this, however, a certain trade-off takes place, as data are not always available in certain time frames for certain geographic areas, like counties with smaller population sizes. For example, one-year estimates such as the 2012 ACS provide the most current data available, but are only published for geographic areas with a population of 65,000 or more. ACS three-year estimates (such as 2009-2011) provide data for areas with estimated populations of 20,000 or more, and thus, more New Mexico counties are included in our tables based on these estimates. The five-year estimates—the second of which was just published in late 2011—provide data for areas with fewer than 20,000 people, because in five years a large enough sample has been accumulated to provide accurate estimates for those areas.

The data presented in the various tables and graphs in this report are often not comparable to each other. This is due to several factors. These data come from a variety of sources that may use different sample sizes in their research/data collection methods. Data may also be derived from surveys or questionnaires that apply different definitions to key, measurable terms—such as "family" versus "household" (see terms at right). In addition, statistics, such as percentages or rates, may be calculated for certain populations based on different universes (the total number of units—e.g., individuals, households, businesses—in the population of interest). The universe generally serves as the denominator when a percentage or rate is calculated. A percentage is a measure calculated by taking the number of items in a group possessing a certain quality of interest and dividing by the total number of items in that group, and then multiplying by 100. A rate is the number of items, events or individuals in a group out of a number—generally 1,000 or 100,000—that fall into a certain category. Rates are determined by dividing the number of items possessing a certain quality of interest (like teens ages 15-19 giving birth) by the total number of items in the group (all teen females ages 15-19), and then multiplying the answer by 1,000. A rate is stated as the number "per 1,000" or "per 100,000."

Key U.S. Census Definitions to Help in Understanding Certain Tables and Graphs

A **household** includes all the people who occupy or live in a housing unit (apartment, house, mobile home, etc.) as their usual place of residence. A **householder** is the person in whose name the home is owned, bought or rented. Households are classified by the gender of the householder and the presence of relatives, such as: married-couple family; male householder, no wife present; female householder, no husband present with own children; same sex couple households; and the like.

A **family** includes a householder and people living in the same household who are related to that householder by birth, marriage or adoption and regarded as members of his/her family. A family household *may have people **not** related to the householder, but they are **not** included as part of the householder's family in Census tabulations.*

- So, though the number of families equals the number of family households, *family households* may include more members than do families.
- Families are classified as "Married Couple Family," "Single Parent Family," "Stepfamily," or "Subfamily."

Total income is the sum of the amounts reported separately for wages, salary, commissions, bonuses, or tips; self-employment income from one's own non-farm or farm businesses, including proprietorships and partnerships; interest, dividends, net rental income, royalty income, or income from estates and trusts; Social Security or Railroad Retirement income; Supplemental Security Income (SSI); any public assistance or welfare payments from the state or local welfare office; retirement, survivor, or disability pensions; and any other sources of income received regularly, such as Veterans' (VA) payments, unemployment compensation, child support, or alimony.

- **Household Income,** which is a summed number, includes the income of the householder and all other individuals 15 years old and over in the household, whether they are related to the householder or not.
- **Family Income** includes the summed incomes of all members 15 years old and over related to the householder; this summed income is treated as a single amount.

Median income divides households or families evenly in the middle with half of all households/families earning more than the median income and half of all households/families earning less than the median income. The U.S. Census Bureau considers the median income to be lower than the average income, and thus, a more accurate representation.

Poverty level can be difficult to interpret. The Census Bureau uses a set of income thresholds that vary by family size and composition to determine who is poor. If total income for a family or individual falls below the relevant poverty threshold, then the family or individual is classified as being "below the poverty level." However, the poverty level is generally far below what a family actually needs in order to live at a bare minimum level (i.e., have sufficient food, a place to live, transportation, and health care). For example, the 2013 Federal Poverty Guidelines set a poverty level of $11,490 for one person; for a family of four, the poverty guide is an income of $23,550. However, a family of four at double (200 percent) the Federal Poverty Level ($47,100) is considered to be low-income, with just enough to cover basic family living expenses.

Race and Hispanic Origin: The U.S. Census uses six race categories: White, Black or African American, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, and Some Other Race. The term origin is used to indicate a person's (or the person's parents) heritage, nationality group, lineage, or country of birth. In addition, the Census uses two ethnic categories: Hispanic and Non-Hispanic. Hispanic (or Latino) refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. People who identify their origin as Spanish or Hispanic may be of any race.

Major Data Sources

American Community Survey, U.S. Census Bureau

The American Community Survey (ACS) provides annual data on demographic, social, housing, and economic indicators. The ACS samples nearly 3 million addresses each year, resulting in approximately 2 million final interviews. After a broad nationwide data collection test conducted between 2000 and 2004, full implementation of the survey began in 2005, with the exception of group quarters (such as correctional facilities, college dorms, and nursing homes), which were first included in the 2006 ACS. Certain changes were made to the ACS questionnaire on health insurance coverage, veteran's service-connected disability, and marital history at the beginning of 2008. Each year, the ACS releases data for geographic areas with populations of 65,000 residents or more, and collects a sample over three- and five-year periods to produce estimates for smaller geographic areas. In 2013, one-year estimates (2012) were released; the three-year estimates (2010-2012) for areas with populations of 20,000 or more were slated for release in mid-November, and the 2012 five-year estimates were slated for release in early December 2013. (The ACS 5-year estimates are constructed as a period estimate and reflect the average data characteristics over the entire period.) Results from the 2010 U.S. census were made available in 2011. Internet address for American FactFinder2: http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

Bureau of Business and Economic Research, University of New Mexico

The Bureau of Business and Economic Research (BBER) produces economic and demographic research related to New Mexico. The BBER also maintains a Data Bank—a library of socioeconomic data that includes an extensive decennial census collection, along with a wide assortment of other economic and demographic information. Internet address: http://bber.unm.edu/

Data Collection Bureau, New Mexico Public Education Department

The Data Collection Bureau gathers data from public school districts throughout New Mexico. The data collected include the percentage of students receiving free and reduced-price lunches, student enrollment figures, reading proficiency, student-to-teacher ratios, high school graduation rates, and more. Key internet addresses include: http://www.ped.state.nm.us/IT/schoolFactSheets.html and http://ped.state.nm.us/Graduation/index.html. In addition, the NMPED also provides an interactive data site, the Education Data Dashboard (http://ped.state.nm.us/ped/DDashIndex.htm) that provides quick educational reports, links to other data sites, and data charts and graphs on such topics as: enrollment counts, school demographics, assessment proficiency percentages, and school grading.

Medical Assistance Division, New Mexico Human Services Department

The Medical Assistance Division administers New Mexico's Medicaid and Child Health Insurance Program (CHIP), which provide no-cost or low-cost health care coverage for children from birth to age 19). Monthly Medicaid eligibility reports are issued for all children (including Native-American children) by category of eligibility and by county. CHIP eligibility reports are also issued monthly. Internet address: http://www.hsd.state.nm.us/mad/RMedicaidEligibility.html.

Small Area Health Insurance Estimates, U.S. Census Bureau

The Small Area Health Insurance Estimates (SAHIE) program provides health insurance estimates for all states and counties. At the county level, data are available on health insurance coverage by age, sex, and income. Internet address: http://www.census.gov/did/www/sahie/

Small Area Income and Poverty Estimates, U.S. Census Bureau

The Small Area Income and Poverty Estimates (SAIPE) program, conducted by the U.S. Census Bureau with support from other federal agencies, provides selected income and poverty data for states, counties, and school districts. Data are used for the administration of federal programs and allocation of federal funds to localities. Internet address: http://www.census.gov/did/www/saipe/

Bureau of Vital Records and Health Statistics, New Mexico Department of Health

The New Mexico Bureau of Vital Records and Health Statistics tabulates vital records data to analyze the health status of New Mexicans. The two major data systems are

the files for births and deaths. The birth file contains data on demographic characteristics of newborns and their parents. Data on mothers' pregnancy history and medical risk factors are included. The death file contains demographic data on decedents, which are provided by funeral directors, and the causes of death, which are provided by physicians or medical investigators. These data can be found at either the Bureau's direct internet site: http://vitalrecordsnm.org//index.shtml or can be accessed in the NM Department of Health's Indicator-Based Information System (IBIS), Data Set Queries at: https://ibis.health.state.nm.us/query

Epidemiology and Response Division, New Mexico Department of Health

The Epidemiology and Response Division maintains the recently reorganized and upgraded web-based public health data resource called NM-IBIS (New Mexico's Indicator-Based Information System). This data base provides up-to-date statistics from a variety of state health department divisions, including birth, death, disease prevalence, and incidence data. There is a health status indicator report section, as well as a direct query section where users can define their specific data requests and get responses in tabular and graph formats. Data are, in general, now available in table, chart, and geo-mapped formats. Internet address: https://ibis.health.state.nm.us/home/Welcome.html. In addition, this site is intended to be linked at some point into the NM Community Data Collaborative (NMCDC) geo-mapping data site, found at: http://nmcdc.maps.arcgis.com/home/. A network of public health analysts and advocates from a dozen state and non-government agencies, the NMCDC operates an interactive website at ArcGIS Online where users share extensive datasets from multiple sources in the state. This site currently features over two dozen maps, applications, and galleries, with approximately 1,000 different indicators.

U.S. Census Bureau

The federal government implements a national census every decade; the official 2010 Census results were released in 2011. Census data are collected from the entire population rather than a sample that is representative of the entire population (such as with the American Community Survey). Census data serve as the basis for redrawing federal congressional districts and state legislative districts under Public Law 94-171. Data from the U.S. Census can be accessed from the same FactFinder2 website as that of the American Community Survey (above) or from its own website: http://www.census.gov/

OTHER DATA SOURCES

The ***Annie E. Casey Foundation*** has funded the KIDS COUNT initiative since 1990 and publishes an annual data book highlighting the well-being of children around the country. Using data from the U.S. Census Bureau, and National Center for Health Statistics and other national data sites, the Foundation also provides information at its online data center for each state, the District of Columbia, and Puerto Rico, as well as by topic, such as immigration, poverty, education, employment, and income. The KIDS COUNT Data Center provides mapping, trend and bar charting, and other services relevant to the data presented. It can be found at: http://www.aecf.org and http://datacenter.kidscount.org.

A new, statewide website, ***SHARE New Mexico,*** is an easy-to-use, customizable site that allows users to find relevant data (in chart, graph and mapped formats). Users can also locate services and organizations throughout the state, download research and reports from the site's library, and access a centralized directory of goods and services where organizations can post their needs and where New Mexicans can volunteer and/or get involved in their communities and/or state issues. Internet address: http://www.sharenm.org/communityplatform/newmexico.

The ***Office of School and Adolescent Health, Health Systems Bureau, New Mexico Department of Health,*** publishes the *Adolescent Health Data Report* to provide a comprehensive overview of adolescent health needs and data, as well as the results of the Youth Risk & Resiliency Survey, a survey of public high school students (grades 9-12) and public middle school students (grades 6-8) about risk behaviors and resiliency factors. Internet address: http://www.nmschoolhealth.org/

The ***Economic Policy Institute (EPI)*** is a nonprofit, non-partisan organization that produces reports about conditions facing low- and middle-income families in the areas of education, the economy, living standards, and the labor market, publishing the highly respected annual report The State of Working America. Internet address: http://www.epi.org

The ***U.S. Department of Health and Human Services*** provides poverty guidelines that are a simplified version of the federal poverty thresholds and are used for determining eligibility for various federal programs. The poverty thresholds are issued by the U.S. Census Bureau to calculate poverty population statistics (e.g., the percentage or number of people living in poverty in a particular area). Internet address: http://www.hhs.gov

Data Sources for Trends, Rankings, Tables, and Graphs

TRENDS AND RANKINGS (PAGES 7-23)

Note: All New Mexico Trend data for the 16 KIDS COUNT indicators were analyzed by the Population Reference Bureau in 2013 for the Annie E. Casey Foundation KIDS COUNT program.

Economic Well-Being

Children in Poverty (page 7) Trend data: American Community Survey; Ranking data: American Community Survey, 2007-11, Table S1701.

Secure Parental Employment (page 8) Trend data: American Community Survey; Ranking data: American Community Survey, 2007-2011, Table B17016. Categories used to calculate these data were: householder worked part-time or not at all with a spouse (or not, if single parent) who worked part-time or not at all.

High Housing Cost Burden (page 9) Trend data: American Community Survey; Ranking data: American Community Survey, 2007-2011, Table B25070 (rent) and B25091 (ownership).

Teens Not in School and Not Working (page 10) Trend data: American Community Survey; Ranking data: (U.S. data) 2013 national KIDS COUNT Data Book, Annie E. Casey Foundation; (county data) American Community Survey, 2007-2011, Table B14005. Categories used in this analysis are: teens who are and are not high school graduates who are not in school and are unemployed or not in labor force.

Education

Preschool Enrollment for 3- and 4-Year-Olds (page 11) Trend data: American Community Survey; Ranking data: American Community Survey, 2007-2011, Table B14003

Reading and Math Proficiency, and On-Time Graduation Rates (pages 12-13) Trend data for reading and math proficiency rates: 2013 National Assessment of Educational Progress (NAEP), National Center for Education Statistics; Trend data for graduation rates: U.S. Department of Education, National Center for Education Statistics.

Health

Low Birth-Weight Babies (page 14) Trend data: Centers for Disease Control and Prevention, National Center for Health Statistics; Ranking data: (U.S. 2011 data) 2013 national KIDS COUNT Data Book, Annie E. Casey Foundation; (county data) Bureau of Vital Records and Health Statistics, NM Department of Health. Retrieved 9/23/13 from: http://ibis.health.state.nm.us/query/result/birth/BirthWtCnty/BirthWtLow.html

Children without Health Insurance: (page 15) Trend data: American Community Survey; Ranking data: U.S. Census, Small Area Health Insurance Estimates (SAHIE), 2011 (released August 2013). Retrieved 10/18/13 from: http://www.census.gov/did/www/sahie/data/interactive/#view=data&utilBtn=&yLB=0&stLB=0&aLB=0&sLB=0&iLB=0&rLB=0&countyCBSelected=false&insuredRBG=pu_&multiYearSelected=false&multiYearAlertFlag=false

Child and Teen Death Rates (pages 16-17) Trend data: Centers for Disease Control and Prevention, National Center for Health Statistics; Ranking data: Office of Vital Records and Statistics, NM Department of Health. Retrieved 9/23/13 from: http://ibis.health.state.nm.us/query/result/mort/MortCntyICD10/CrudeRate.html; The State of Health in New Mexico 2013, NMDOH (http://www.health.state.nm.us/ERD/HealthData/documents/NMDOH-Report-SOHNM-2013.pdf) and New Mexico Child Death Review Annual Report 2012, NMDOH (http://www.health.state.nm.us/ERD/HealthData/documents/NMDOH-ERD-IBEB-Report-Annual-CFR-2012.pdf)

Teen Alcohol and Drug Abuse (page 18) Trend data: National Survey on Drug Use and Health, Substance Abuse and Mental Health Services Administration (SAMHSA); Ranking data: Youth Risk and Resiliency Survey, 2011, NM Department of Health and NM Public Education Department. Retrieved 9/23/13 from: https://ibis.health.state.nm.us/indicator/view_numbers/BingeDrinkYouth.Cnty.html

Family and Community

Children in Single-Parent Families (page 19) Trend data: American Community Survey; Ranking data: 2007-2011 American Community Survey, Table B09002

Household Heads Lacking High School Diploma (page 20) Trend data: American Community Survey; Ranking data: American Community Survey, 2007-2011, Table B17018

Teen Birth Rates (page 21) Trend data: Centers for Disease Control and Prevention, National Center for Health Statistics; Ranking data: (U.S. data) 2013 national KIDS COUNT Data Book, Annie E. Casey Foundation; (county data) Bureau of Vital Records and Health Statistics, NM Department of Health. Retrieved 9/23/13 from: https://ibis.health.state.nm.us/query/result/birth/AdolBirthCnty/AdolBirth15_19.html

High- and Persistent-Poverty Areas (pages 22-23) Trend data for high-poverty areas: American Community Survey; Trend data for persistent poverty: U.S. Census Bureau (1990 and 2000 decennial censuses, and 2006-2010 American Community Survey); Ranking data: prepared by Population Reference Bureau for NM KIDS COUNT using data from the American Community Survey, 2011

TABLES AND GRAPHS (PAGES 24-51)

Economic Well-Being

New Mexicans Living in Poverty by Race/Ethnicity (page 24) U.S. Census, 2007-2011 American Community Survey, Table S1701

New Mexicans Living in Poverty by Age and County (page 25) U.S. Census, 2007-2011 American Community Survey, Table S1701

Median Household Income by County (page 26) U.S. Census, 2010-2012 American Community Survey, Table B19013

Households Receiving SNAP Assistance by County (page 26) U.S. Census, 2010-2012 American Community Survey, Table DP03

Households in which Families Face a High Housing Cost Burden by Ownership and County (page 27) American Community Survey, 2007-2011, Table B25070 (rent) and B25091 (ownership)

Households with Income from Interest, Dividends, or Net Rental Receipts by County (page 27) U.S. Census, 2010-2012 American Community Survey, Table B19054

Education

Preschool Enrollment for Native American 3- and 4-Year-Olds by Tribe/Pueblo (page 28) 2006-2010 American Community Survey, Table B14003

Students Proficient and Above in Reading and Math by Grade and District (pages 30-31) NM Public Education Department. Retrieved 11/12/13 from: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

High School Graduation Rates by Selected Status and School District (pages 32-34) NM Public Education Department (NMPED). Retrieved 10/22/13 from: http://ped.state.nm.us/Graduation/index.html

High School Graduation Rates by Race/Ethnicity and Gender (page 34) NM Public Education Department (NMPED). Retrieved 10/22/13 from: http://ped.state.nm.us/Graduation/index.html

Habitual Truancy and Dropout Rates by School District (pages 35-36) NM Public Education Department, "Habitual Truant Students by District and School Type, and Dropout Reports." Retrieved 10/23/13 from: http://www.ped.state.nm.us/IT/schoolFactSheets.html

Students Eligible for Free/Reduced-Price Meals by School District (pages 37-38) NM Public Education Department, Student Nutrition Bureau. Retrieved 10/22/13 from: http://www.ped.state.nm.us/IT/schoolFactSheets.html

School Enrollment by Race/Ethnicity and District (pages 39-40) New Mexico Public Education Department, Education Data Dashboard. Retrieved 11/8/2013 from: http://webapp2.ped.state.nm.us/SchoolData/DashBoard.aspx?Category=Demographics

Health

Births to Women Receiving No Prenatal Care by Selected Status and County (page 41) Bureau of Vital Records and Health Statistics, NM Department of Health. Retrieved 9/23/13 from: http://ibis.health.state.nm.us/query/result/birth/PNCCnty/NMCNone.html

Infant Mortality Rates by County (page 42) NM Department of Health, Office of Vital Records and Statistics. Retrieved 10/14/13 from: http://ibis.health.state.nm.us/query/result/infmort/InfMort/InfMortRate.html

Children (Under Age 19) without Health Insurance by Income Level and County (page 42) U.S. Census, Small Area Health Insurance Estimates (SAHIE), 2011 (released August 2013). Retrieved 10/18/13 from: http://www.census.gov/did/www/sahie/data/interactive/#view=data&utilBtn=&yLB=0&stLB=0&aLB=0&sLB=0&iLB=0&rLB=0&countyCBSelected=false&insuredRBG=pu_&multiYearSelected=false&multiYearAlertFlag=false

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About New Mexico Voices for Children and KIDS Count

OUR HISTORY

New Mexico Voices for Children was founded in 1987 by pediatricians who wanted to improve the conditions that negatively impacted their young patients but could not be treated by medicine alone. While they could treat the symptoms of conditions like poverty, hunger, abuse and neglect—they could not treat the underlying causes. To do that, they needed to change the state policies that allowed those conditions to exist and grow. So they founded a nonprofit, nonpartisan child advocacy organization that works toward a future where all New Mexico children and families have equitable opportunities to thrive and achieve their full potential.

New Mexico Voices for Children became the state KIDS COUNT grantee in 1992 and is part of a network of KIDS COUNT organizations that represent all fifty states, as well as Puerto Rico and the U.S. Virgin Islands. With support from the Annie E. Casey Foundation, KIDS COUNT grantees provide decision makers with data and trends about child well-being as a way to influence public policy and address children's unmet needs.

OUR MISSION

To improve the status and well-being of New Mexico's children, families, and communities in the areas of health, education, and economic security through credible research and advocacy of effective public policies.

OUR VISION

All New Mexico children and families have equitable opportunities to thrive and to achieve their full potential.

SUPPORT OUR WORK

All of our funding comes from private foundations and generous people like you. Please consider supporting our work by becoming a member or making a donation. Your group can also support us by becoming a **Nonprofit Partner** or **Corporate Champion**.

Please visit our website for more information about how you can contribute and/or get involved: www.nmvoices.org.

The ***New Mexico KIDS COUNT Data Book*** is our flagship publication and is relied upon by legislators, administrators, advocates, and professionals across the state. Your corporate sponsorship to underwrite the design and printing costs of this eminent annual publication would allow us to greatly expand our reach and influence.

For more information about underwriting the *New Mexico KIDS COUNT Data Book,* contact NM KIDS COUNT Director Christine Hollis at 505-244-9505, ext. 105 or chollis@nmvoices.org.

Thank you!

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