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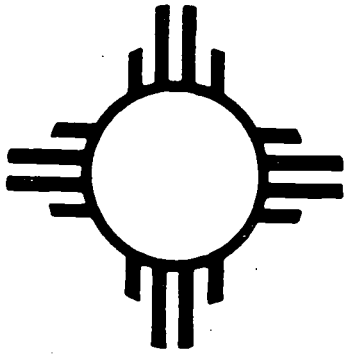
ABSTRACT

Results from the component tests of the New Mexico Statewide Articulated Assessment System, an elementary-level assessment, are presented. The New Mexico Achievement Assessment, uses the Iowa Tests of Basic Skills to assess the achievement of students in grades 3, 5 and 8. Score increases were seen for students in grade 3 in mathematics, in grade 5 in vocabulary and reading comprehension, and in grade 8 in vocabulary and reading comprehension. There was a slight decrease in grade-3 reading comprehension, and students at all grades performed well in science. The state portfolio writing assessment is used in grades 4, 6, and 8. The optional use of the portfolio assessment in grade 8 increased, with 8,894 students participating in 1995. Eighth-grade scores demonstrated the importance of early instructional intervention before the tenth-grade component of the high school competency examination. The New Mexico High School Competency Examination (NMHSCE) is administered as a graduation requirement. The percentage of sophomores passing all 6 subtests of the NMHSCE increased to 86.5%, a new high for the test, and these increases were noted for all ethnic groups in 1994-95. (Contains 3 tables and 16 figures.) (SLD)



STATEWIDE ARTICULATED ASSESSMENT SYSTEM

1994 - 1995 Summary Report

Assessment and Evaluation Unit
New Mexico State Department of Education

Alan D. Morgan
State Superintendent of Public Instruction

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"The New Mexico State Department of Education believes the education of <u>all</u> students must become the mission for <u>all</u> New Mexicans. We believe education must challenge <u>all</u> students to reach their potential."

Alan D. Morgan, State Superintendent of Public Instruction

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STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION – EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501–2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

August 8, 1995

Dear New Mexicans:

Many factors contribute to how students perform on the various components of the statewide student assessments. For example, some of the problems that New Mexico schools are asked to address stem from the economic conditions under which our children live. For all children to reach their potential and demonstrate their achievements through appropriate assessment techniques and strategies, certain basic needs must be met. These needs begin before birth.

According to the 1995 Kids Count Data Book, New Mexico ranks 27th in the nation in the percent of low birth-weight babies. We rank 48th in the percent of all births that are to single teens and 47th in the percent of children living in poverty. More than one out of five children live in single-parent families and the poverty rate for single-parent families is 36 percent compared to 7 percent for two-parent families.

It is important that the above data and other information are considered when interpreting students' assessment results. I am hopeful that a greater understanding of the situations which impact students' performance in the classroom will assist the community, educators, and parents in working together to maximize student learning and the demonstration of what they know and can do.

Enclosed at the back of this report is additional information on the cited statistics. Information is also available by county from New Mexico Advocacy for Children and Families (Kids Count) at 841-1710.

Sincerely,

Carroll L. Hall

Carroll L. Hall, Ph.D.
State Director
Assessment and Evaluation

CLH:ng

EXECUTIVE SUMMARY

Listed below are highlights from the Statewide Articulated Assessment System results for the 1994-1995 school year.

NEW MEXICO HIGH SCHOOL COMPETENCY EXAMINATION (NMHSCE) 1994-95 SUMMARY RESULTS

* The percentage of sophomores passing all six subtests of the NMHSCE on their first attempt increased to 86.5%, a new high in the eight year history of the NMHSCE.

* Increases in the percentage of NMHSCE subtest passing scores for sophomores were noted in the following content areas: reading, language arts, mathematics, science, and written composition.

* Increases in passing score percentage rates on the NMHSCE were noted for all reported ethnic groups for 1994-95.

IOWA TESTS OF BASIC SKILLS (ITBS) 1994-95 SUMMARY RESULTS

* Third grade scores increased 4 percentile points in mathematics from 1994, and 8 percentile points from the first year the ITBS was administered (1992).

* Fifth grade scores increased 2 percentile points in vocabulary and 4 percentile points in reading comprehension from 1994.

* Eighth grade scores showed a 1 percentile point increase in both vocabulary and reading comprehension from 1994.

* Scores indicated that students in grades 3, 5, and 8 perform exceptionally well in science.

* There was a slight decrease in reading comprehension at grade three, from 43 percentile points in 1994 to 42 percentile points in 1995.

PORTFOLIO WRITING ASSESSMENT 1994-95 SUMMARY RESULTS

* The optional use of the writing assessment at grade eight was more widely utilized, with 8,894 students participating in 1995.

* Eighth grade scores demonstrated the importance of early instructional intervention prior to the tenth grade writing assessment component of the New Mexico High School Competency Examination.

NEW MEXICO ACHIEVEMENT ASSESSMENT

GRADES 3, 5, AND 8

1994-95 REPORT

THE NEW MEXICO ACHIEVEMENT ASSESSMENT
GRADES 3, 5, AND 8

PREFACE

The reasons for testing and assessing student progress and program success are numerable. The methods used are just as great and varied as the purposes for testing. Testing students using a standardized norm-referenced test is one of several ways educators examine achievement. The New Mexico statewide assessment program utilizes the Iowa Tests of Basic Skills (ITBS) to provide accountability measures for public school students at grades three, five, and eight.

BACKGROUND

The ITBS test battery was utilized in New Mexico for the first time in the 1991-92 school year. The ITBS, using 1991 norms, is used to obtain standardized student achievement data for nationwide and statewide comparisons in the content areas of reading and mathematics. The scores represent a general and broad perspective of overall student performance.

The scores are reported as compared with the national median percentile. A percentile is a number below which a percentage of scores are earned. For instance, if a student earns a percentile score of 48, this means that the student scored better than 48% of the students who took that test in the norming sample. The national median percentile is always 50.

REPORTING THE RESULTS

The results of these tests are used for a variety of reasons, such as program accountability, informing practice, and apprising the community of student performance. One of the most important considerations when using the results of any test or assessment is to also give an account of the context in which the testing occurred. An example that demonstrates the use of context is reporting baseline data alongside current status and describing growth over time. To understand growth, it is important to know the meaning of "growth".

Results of the ITBS are reported by two types of scores for each student: a status score (percentile rank) and a growth score (standard score). A status score indicates how well a student is performing in relation to his peers. When a student's status score indicates he is scoring at the 50th percentile, it means he is scoring as well or better than 50 percent of his peers. A growth score indicates, on a continuous equal interval scale, how much progress a student makes from year to year. In order for a third grade student who scores at the 50th percentile to remain at the 50th percentile in the fifth grade, the student must show growth. For example, a third grade student at the 50th percentile with a standard score of 105 cannot get a standard score of 105 in the fifth grade and remain at the 50th percentile. Instead, to be at the 50th percentile the student must achieve a standard score of 130, a growth of 25 points.

The following chart demonstrates how the statewide fifth grade test results demonstrate growth from 1992 to 1994:

	GRADE 3 1992			GRADE 5 1994		
	Vocab.	Read.	Math	Vocab.	Read.	Math
Median NPR (Status Score)	46	43	41	46	47	46
Standard Score (Growth Score)	103.7	102.0	102.1	127.7	129.3	128.6

The third grade vocabulary results of 1992 show the median NPR at 46. In 1994, this same group (now in the 5th grade) again show a median NPR for vocabulary at 46. However, in order to maintain their status, the group demonstrated growth from 103.7 to 127.7 points, a growth of 24 points over two years. The average student demonstrates a growth score of 12 to 13 points per year.

RESULTS FOR GRADES 3, 5, AND 8 (1995)
This is the fourth year for the use of the items from the Iowa Tests of Basic Skills. Approximately 22,000 students at each required grade level participated. Statewide scores, in general, have remained stable over the four-year span that the ITBS has been used.

At grade three, student performance in vocabulary was at the 45th percentile, reading comprehension at the 42nd percentile, and total mathematics battery at the 49th percentile. For students in grade five, performance was slightly higher: vocabulary at the 48th percentile, reading comprehension at the 51st percentile, and total mathematics battery at the 46th percentile. At grade eight, statewide scores for all students show performance in vocabulary at the 38th percentile, reading comprehension at the 48th percentile, and in the total mathematics battery at the 41st percentile (see figures 1, 2, and 3).

On the state required subtests, grade three Anglo students scored within a range of 58 through 66 percentile points. Hispanic students scored from 32 through 45 points. American Indian students scored from a range of 17 through 23 percentile points on the required tests at grade three. Black students at grade three scored in a range of 39 through 45 (see figure 4).

At grade five on the required tests, the range of percentile points for Anglo students was from 62 through 65. Hispanic students scored from 38 through 42 percentile points. American Indian students scored in the range of 18 through 30 percentile

points. For Black students, the score range was from 36 through 44 (see figure 5).

At grade eight, Anglo students scored from a range of 55 percentile points through 62 percentile points on the required tests. Hispanic students scored within a range of 28 through 38. The American Indian students scored within a range of 15 through 31 points. Black students scored from 35 percentile points through 43 percentile points (see figure 6).

In grade three, the scores were almost identical for male and female performance. In vocabulary, males and females both were at the 45th percentile. In reading comprehension, males were at the 42nd percentile and females at the 45th percentile. In the total mathematics battery, both males and females were at the 49th percentile (see figure 7).

In grade five, males and females also performed at almost the same levels. In vocabulary, males were at the 49th percentile and females were at the 44th. In reading comprehension, males were at the 49th percentile and females were at the 51st percentile. For the total mathematics battery, males were at the 46th percentile and females were at the 49th percentile (see figure 8).

In vocabulary at grade eight, males were at the 41st percentile and females were at the 37th. In reading comprehension, males were at the 47th percentile and females were at the 48th percentile. In the total mathematics battery, males were at the 41st percentile and females were at the 42nd (see figure 9).

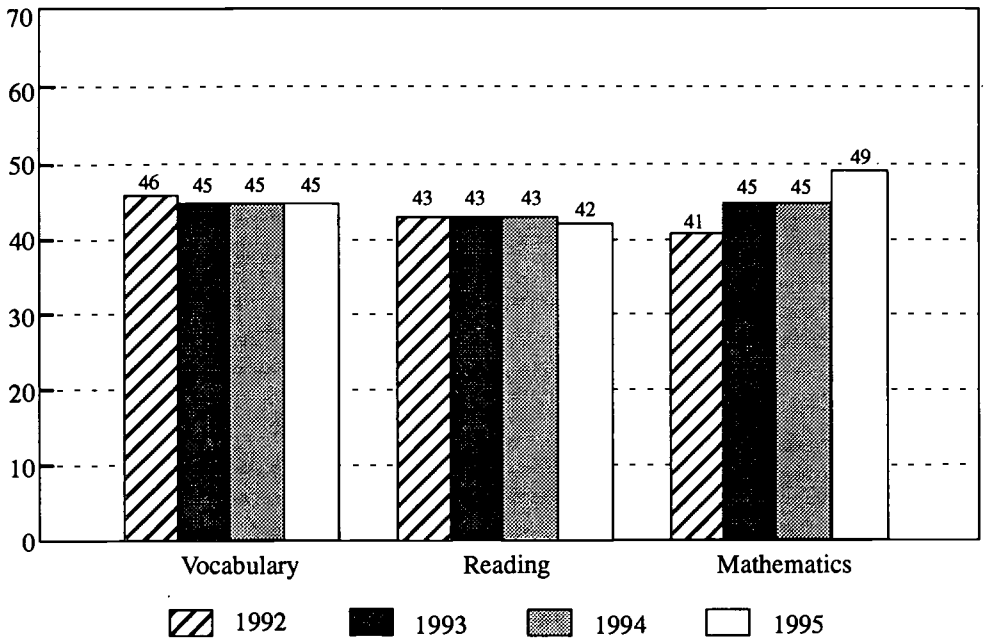
Although Vocabulary, Reading Comprehension, Language Arts, and Mathematics are the required tests, almost without exception, the districts elected to administer the optional tests to their students. The results of these optional tests are displayed in figures 10, 11, and 12. The strongest area, without exception, is science, well above the 50th percentile for all three grades.

Figure 1

Iowa Tests of Basic Skills – Forms J/K

All Students – Grade 3*

March 1992, 1993, 1994, and 1995



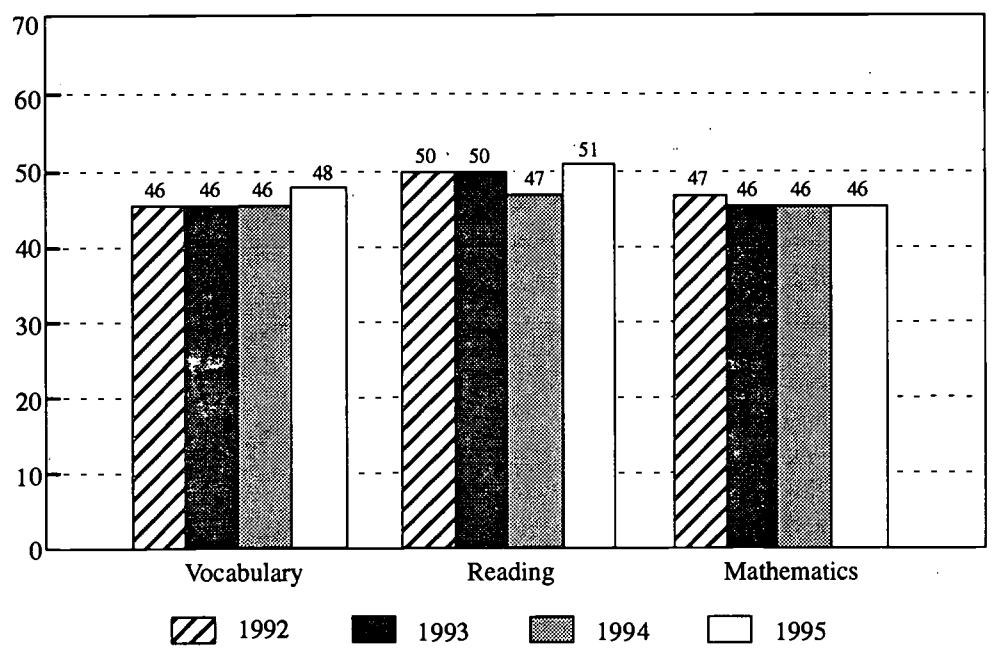
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 2

Iowa Tests of Basic Skills – Forms J/K

All Students – Grade 5*

March 1992, 1993, 1994, and 1995



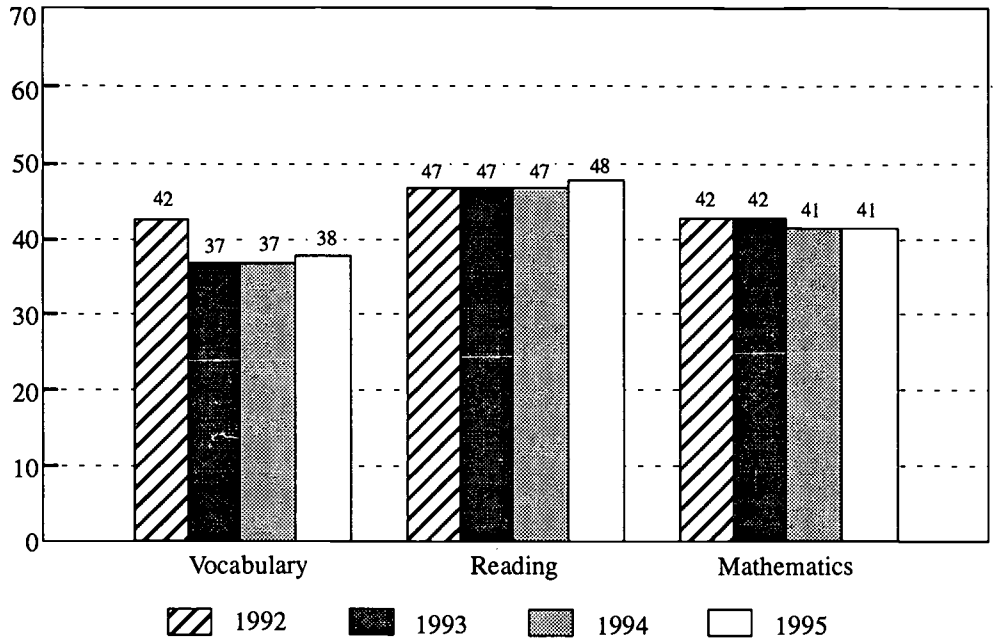
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 3

Iowa Tests of Basic Skills – Forms J/K

All Students – Grade 8*

March 1992, 1993, 1994, and 1995



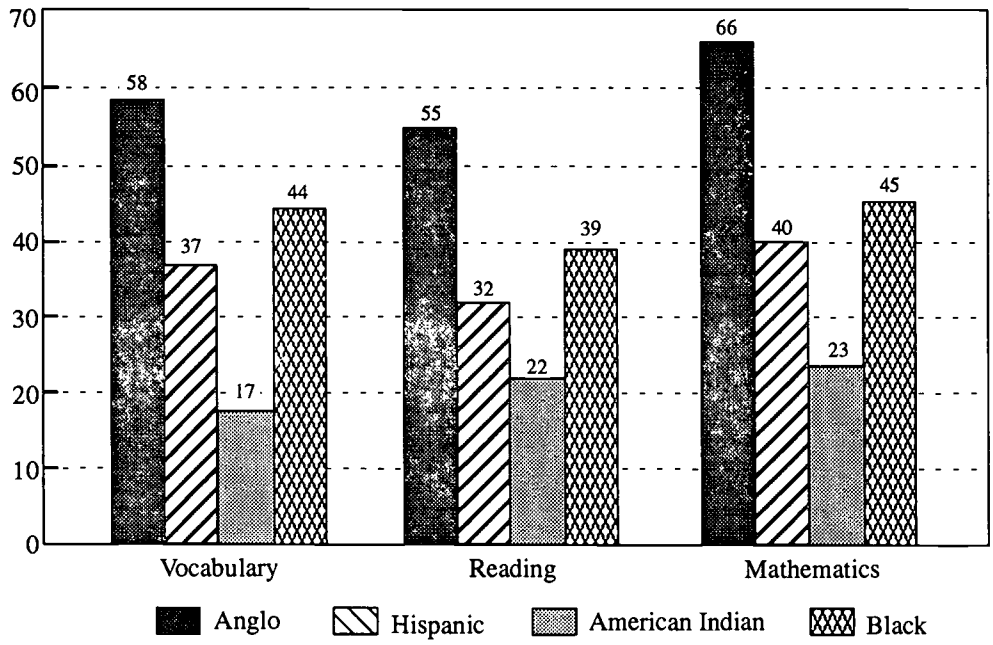
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 4

Iowa Tests of Basic Skills – Forms J/K

Ethnic Groups – Grade 3*

March 1995



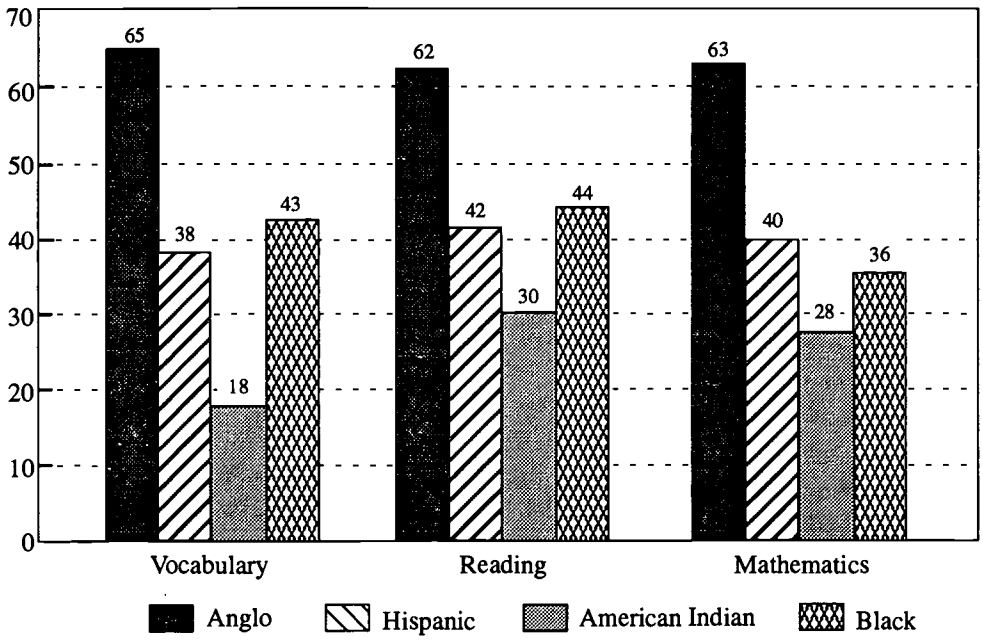
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 5

Iowa Tests of Basic Skills – Forms J/K

Ethnic Groups – Grade 5*

March 1995



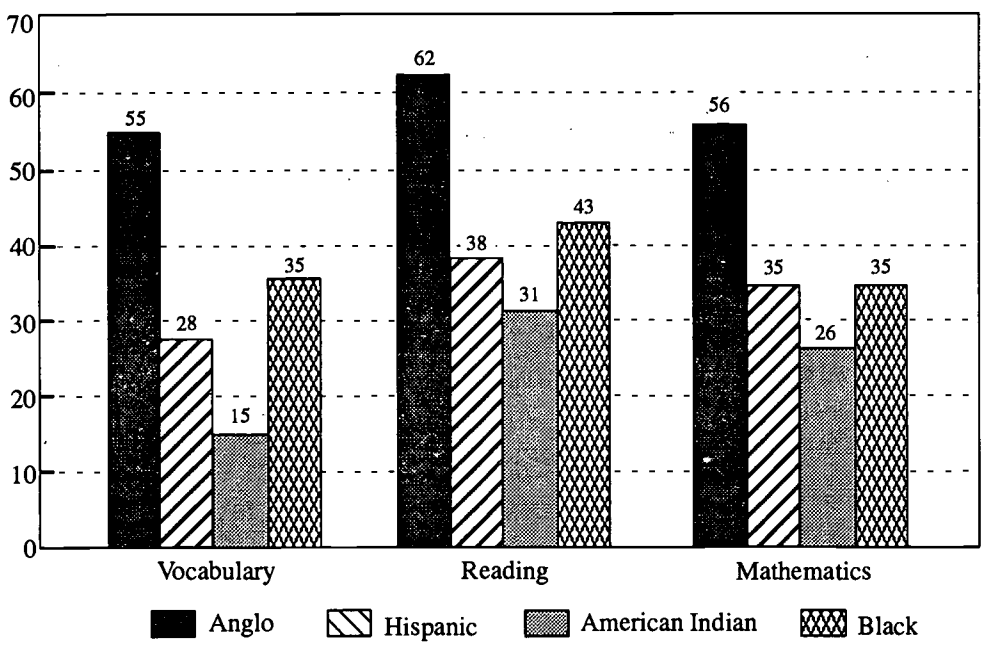
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 6

Iowa Tests of Basic Skills – Forms J/K

Ethnic Groups – Grade 8*

March 1995



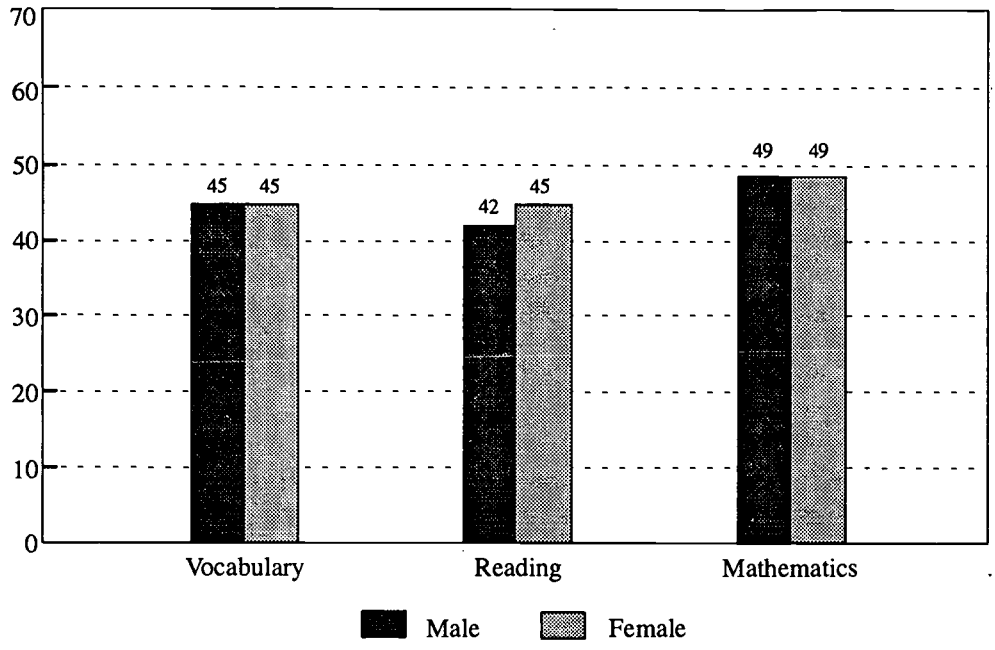
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 7

Iowa Tests of Basic Skills – Forms J/K

Gender Groups – Grade 3*

March 1995



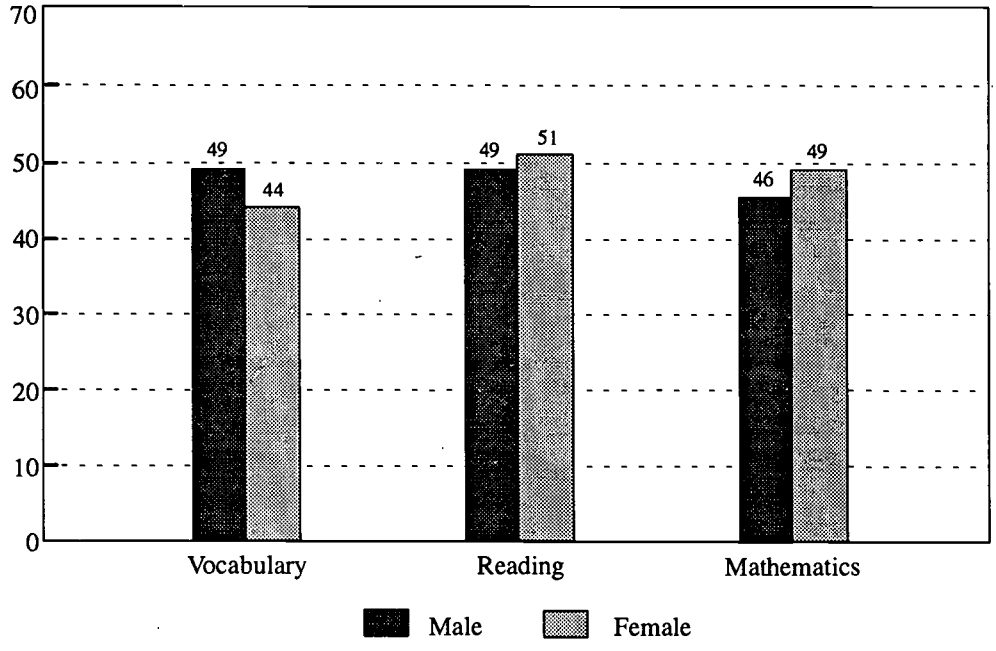
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 8

Iowa Tests of Basic Skills – Forms J/K

Gender Groups – Grade 5*

March 1995



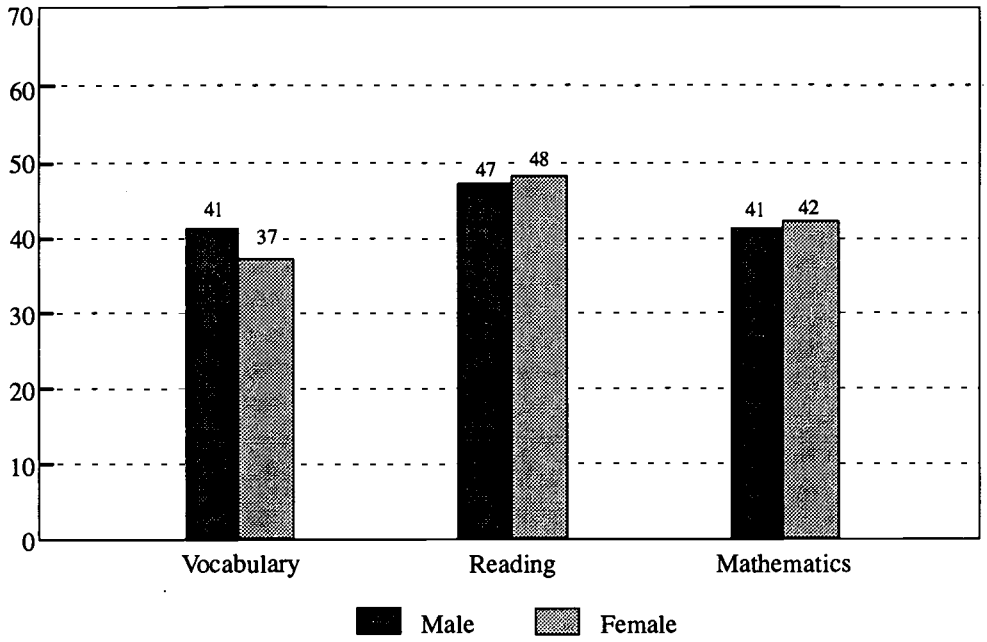
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 9

Iowa Tests of Basic Skills – Forms J/K

Gender Groups – Grade 8*

March 1995



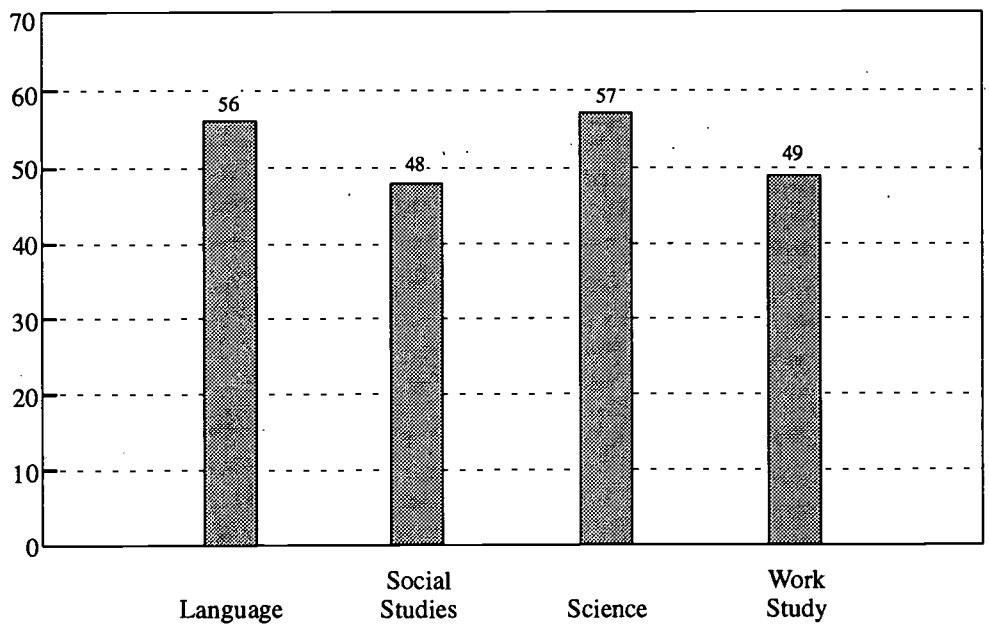
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 10

Iowa Tests of Basic Skills – Forms J/K

Optional Test Results – Grade 3*

March 1995



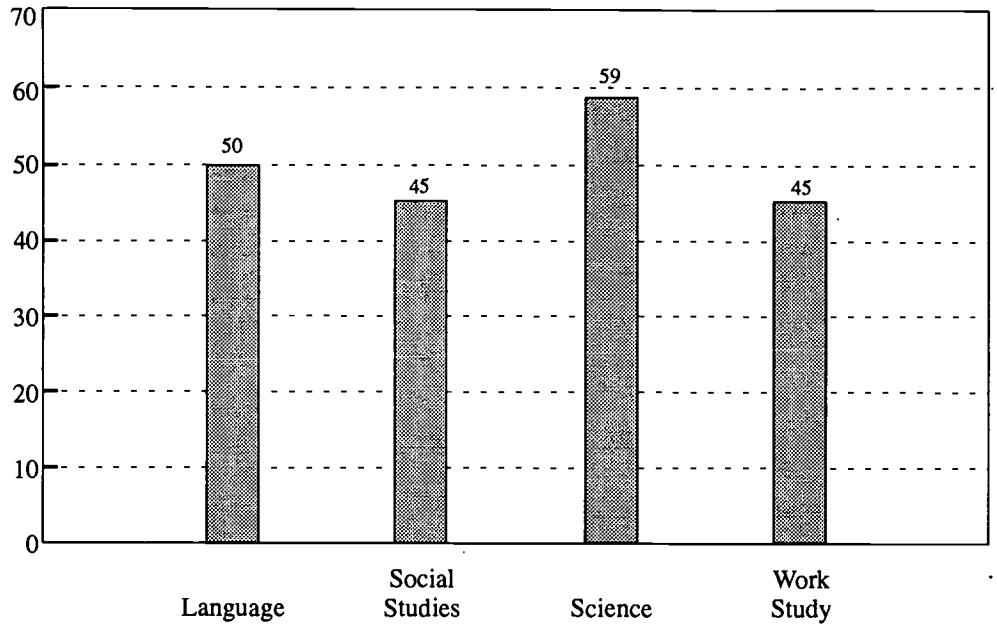
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 11

Iowa Tests of Basic Skills – Forms J/K

Optional Test Results – Grade 5*

March 1995



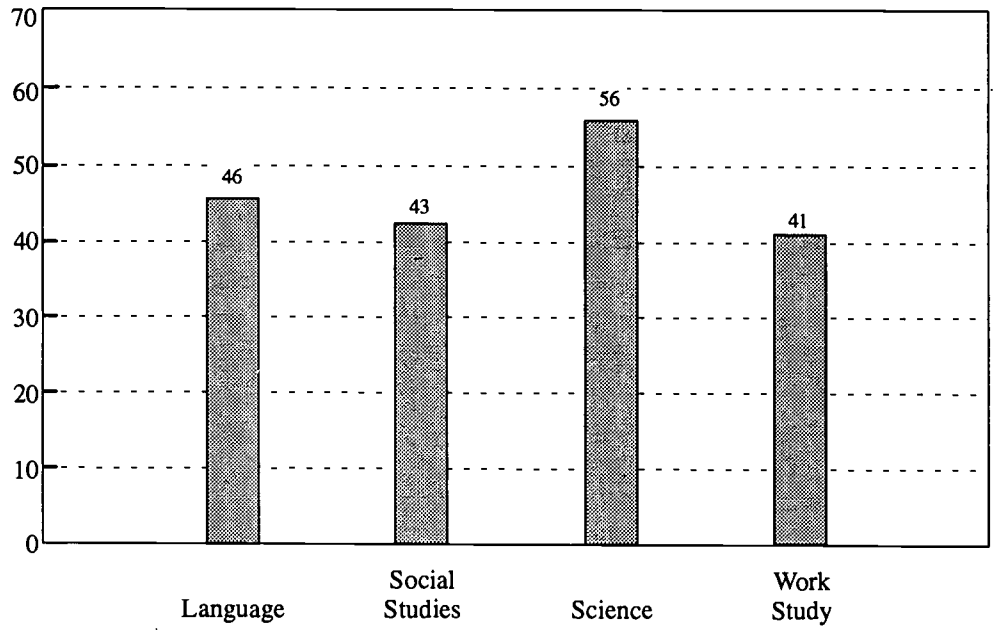
* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

Figure 12

Iowa Tests of Basic Skills – Forms J/K

Optional Test Results – Grade 8*

March 1995



* Median National Percentile Rank for statewide groups is reported.
Median National Percentile Rank nationwide = 50.
Spring 1991 interpolated norms.
NMSDE: August, 1995.

NEW MEXICO PORTFOLIO WRITING ASSESSMENT

GRADES 4, 6, AND 8

1994-95 REPORT

NEW MEXICO PORTFOLIO WRITING ASSESSMENT
GRADES 4, 6, AND 8

PREFACE

Prior to 1991-92, students in grades 4 and 6 were required to participate in a direct writing assessment containing secure prompts. Interest in portfolio assessment and a national trend toward assessments that are instructional led the Department to design and utilize the Portfolio Writing Assessment Program.

BACKGROUND

There are three prompts (topics which encourage a particular discourse to be addressed by the writer) at each grade level. Early in the school year, the teacher is provided with these prompts and a guide which assists the writer in understanding the criteria for good writing. The teacher provides lessons for the class and the student writes toward the assigned topic until both the teacher and student are satisfied that the student's piece of writing demonstrates his best efforts. This is repeated with each prompt. Pre-writing activities and drafts are stored in the student's portfolio for review and reflection. In the spring, the prompt selected for scoring by the Department is announced. The teacher and student then work together to select the best piece of writing for transcribing onto a scorable booklet. The student's writing is then scored both holistically and analytically.

When score reports are returned to the districts, each student will receive a holistic score from a range of 1 through 6 (6 being the highest) and analytic scores from a range of 1 through 3 (3 being the highest). The analytic scores are in the areas of sentence formation, mechanics, word usage, and development. If a student's paper is not scorable, a reason will be given. The numerical score is then compared to the criteria that guides the process. A holistic score is an overall picture of how the student is able to convey meaning in his/her writing.

In addition to these changes, grade 8 was added to the writing assessment program as an option for school districts.

RESULTS

The following tables indicate the statewide results for the 1994-95 school year. Students in grades 4 and 6 wrote narrative papers, while grade 8 students in those districts that chose to participate wrote papers in a persuasive mode (see tables 1, 2, and 3).

TABLE 1 - GRADE 4

SCORE DISTRIBUTION	HOLISTIC		SENTENCE FORMATION		MECHANICS		WORD USAGE		DEVELOPMENT	
	N	%	N	%	N	%	N	%	N	%
1	240	1.1	2886	13.7	1453	6.9	763	3.6	2106	10.0
1.5	364	1.7								
2	2537	12.0	11766	55.8	9345	44.3	15723	74.6	14443	68.5
2.5	2915	13.8								
3	5519	26.2	6435	30.5	10289	48.8	4601	21.8	4538	21.5
3.5	4058	19.2								
4	3173	15.0								
4.5	1336	6.3								
5	592	2.8								
5.5	245	1.2								
6	111	0.5								

TABLE 2 - GRADE 6

SCORE DISTRIBUTION	HOLISTIC		SENTENCE FORMATION		MECHANICS		WORD USAGE		DEVELOPMENT	
	N	%	N	%	N	%	N	%	N	%
1	1308	6.3	1304	6.2	1186	5.7	623	3.0	2001	9.6
1.5	1028	4.9								
2	2699	12.9	11387	54.5	11220	53.7	14357	68.8	13299	63.7
2.5	2727	13.1								
3	4358	20.9	8186	39.2	8471	40.6	5897	28.2	5577	26.7
3.5	3319	15.9								
4	3024	14.5								
4.5	1369	6.6								
5	545	2.6								
5.5	339	1.6								
6	166	0.8								

TABLE 3 - GRADE 8

SCORE DISTRIBUTION	HOLISTIC		SENTENCE FORMATION		MECHANICS		WORD USAGE		DEVELOPMENT	
	N	%	N	%	N	%	N	%	N	%
1	605	6.8	522	5.9	559	6.3	299	3.4	1166	13.1
1.5	857	9.6								
2	2948	33.1	5491	61.7	5773	64.9	6787	76.3	6102	68.6
2.5	1675	18.8								
3	1732	19.5	2874	32.3	2555	28.7	1801	20.2	1619	18.2
3.5	596	6.7								
4	359	4.0								
4.5	86	1.0								
5	31	0.3								
5.5	2	0.0								
6	3	0.0								

NEW MEXICO HIGH SCHOOL COMPETENCY EXAMINATION

GRADES 10, 11 AND 12

1994-95 REPORT

NEW MEXICO HIGH SCHOOL COMPETENCY EXAMINATION
GRADES 10, 11, AND 12

Preface

New Mexico public schools have been charged with the responsibility of credentialing students in such a way that after attending public school, a diploma will indicate a student's success in attaining mastery of that high school's essential competencies required for graduation which emanate from the statewide competency frameworks. The New Mexico State Board of Education's CITE Policy Framework now includes Standards for Excellence, a document that envisions exemplary educational outcomes for New Mexico students. These outcomes require students to demonstrate knowledge, skills, and orientations through the synthesis and application of their learning. Statewide work groups developed competency frameworks which support attainment of the student outcomes contained in the Standards for Excellence. The competency frameworks provide the skeleton or foundation upon which learning can be built. A shift from discreet, isolated competencies to competency frameworks which support the Standards for Excellence demonstrates the interest and commitment of New Mexico's educators to redefine their own curriculum focus. As site-based curriculum continues to be developed from these competency frameworks, student learning is then facilitated through an in-depth, interdisciplinary, integrated presentation of concepts.

Background

Beginning with the ninth grade class of 1986-87, New Mexico public high school students are required to pass the New Mexico High School Competency Examination (NMHSCE) to receive a New Mexico high school diploma. The 1989-90 school year was the first year that graduating seniors were required to pass the examination. Seniors who do not pass the examination but fulfill the other course and credit requirements are given the option of graduating with a certificate of completion or returning within the next five years to retake the exam, pass it, and receive a diploma. Students also may receive an exemption, waiver, or modification to the exam based on their enrollment in bilingual education or special education programs.

The NMHSCE assesses competencies in the content areas of reading, language arts, mathematics, science, and social studies as well as written composition. Students take the test for the first time in the tenth grade and must pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the NMHSCE have another chance in their junior year and two chances in their senior year to successfully complete the exam before graduation deadlines.

Test domain specifications which describe the specific knowledge and skills that are assessed by the examination were originally developed with the assistance and review of the Statewide Assessment Task Force and their colleagues and put

into place with the first administration of the NMHSCE during the 1987-88 school year. As the exam has evolved over the past eight years, new test items have been added, old ones replaced, and performance based test items (open-ended and constructed response type items) have been piloted. These changes are leading toward a completely revised exam, with new domain specifications, which will be administered during the 1995-96 school year. Individuals from the State Department of Education, local New Mexico school districts, institutions of higher education as well as publisher's representatives have all been, and are now being, involved in the creation and review of new test item banks as well as new domain specifications for the NMHSCE.

Results

In February 1995, the NMHSCE was administered in totality (all six subtests) to 17,963 tenth grade students in regular education. It was also administered in part or in totality to those juniors and seniors (and students who had already completed all coursework but not passed the NMHSCE) who had not previously taken or passed one or more subtests of the exam in previous administrations.

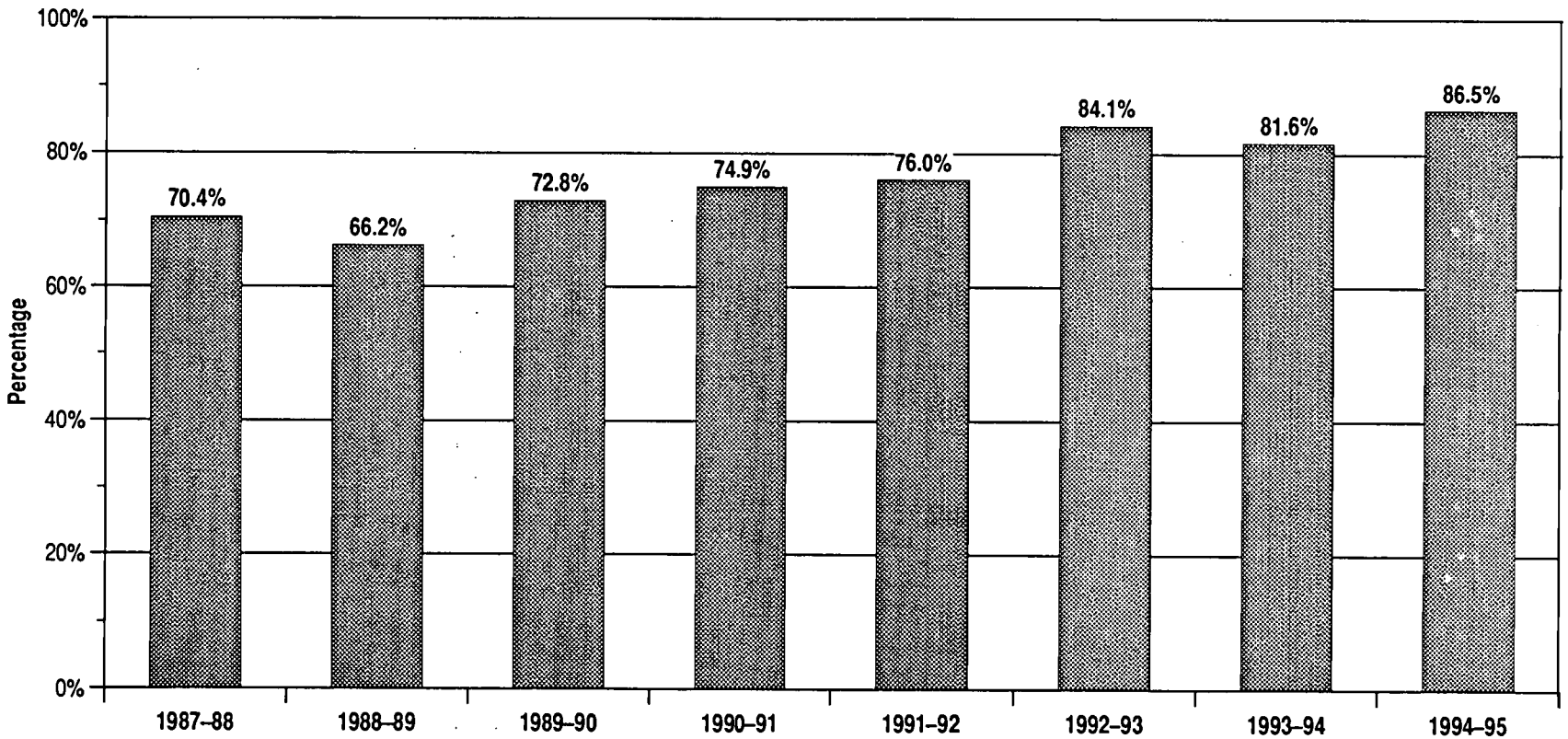
Of the 17,963 tenth grade students attempting all six subtests, 86.5% passed all six subtests. Overall test scores on the NMHSCE have fluctuated over the past four years, making a leap of over eight points from 1991-92 to 1992-93, taking a downturn of two and one-half points from 1992-93 to 1993-94, then rising almost five points to 86.5% in 1994-95. Increases were noted in the passing scores for 1994-95 over 1993-94 on all but one subtest: overall reading score increased from 95.3% to 96.4%; percentage of sophomores passing in science rose from 92.5% to 93.7%; passing scores on the written composition went from 95.7% to 97.6%; mathematics scores rose from 93.6% to 94.9%; language arts scores increased from 92.3% to 96.2%; and finally, the one decrease in passing scores was in the social studies subtest where scores went from 93.5% to 93.2%.

A review of the results by ethnic background of tenth grade students shows an increase in the percentage passing all six subtests on the first attempt for all ethnic groups for 1994-95 when compared to 1993-94: Anglo population scores increased from 91.5% to 94.3%; Hispanic population scores increased from 75.5% to 81.7%; Native American population scores increased from 68.4% to 75.6%; Asian American population scores increased from 85.0% to 92.2%; and African American population scores increased from 72.0% to 78.8%.

Percentage of 10th Grade Students Passing All Six Subtests Attempted

Statewide Summary, 1987–88 to 1994–95

New Mexico High School Competency Exam

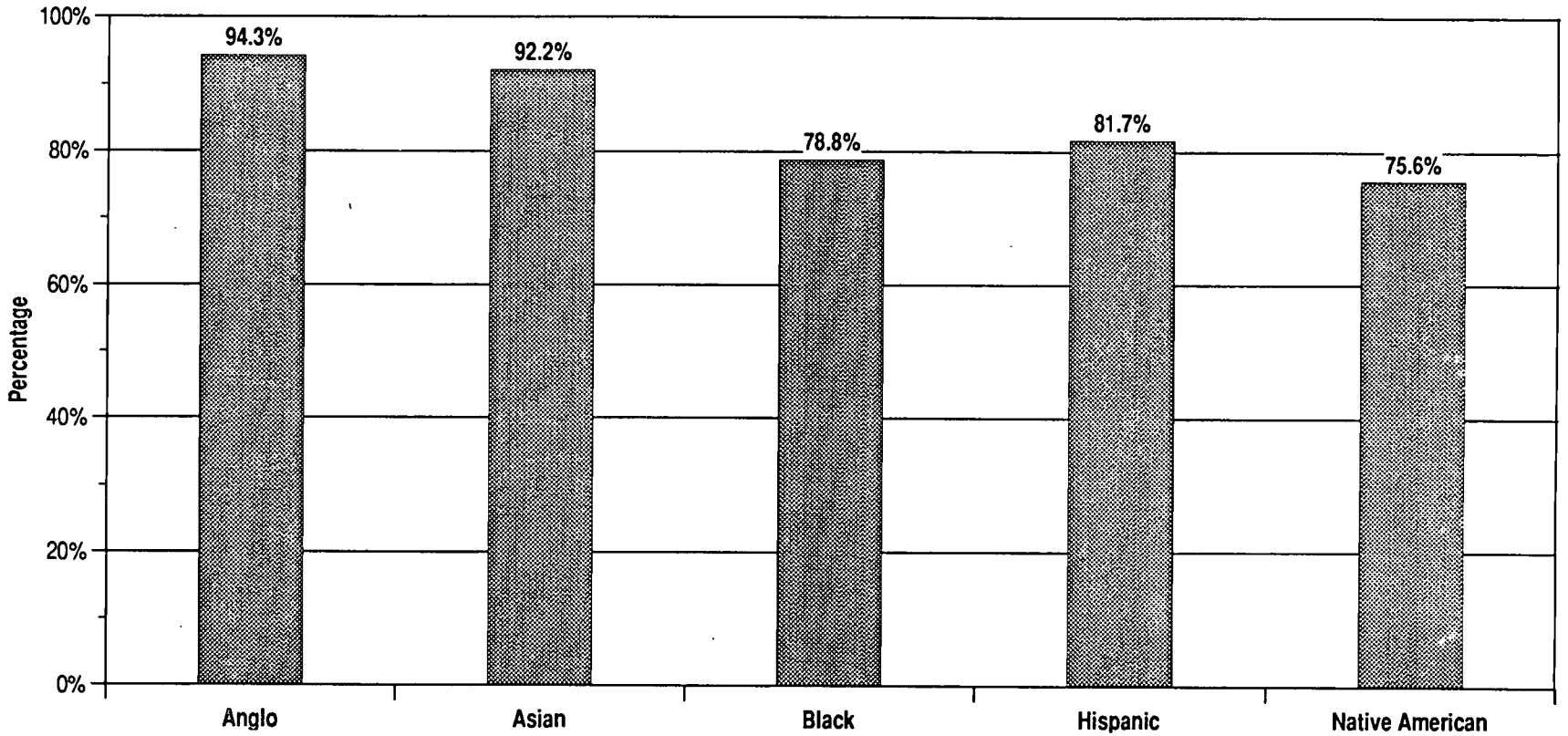


Excludes Special Education

Grade 10 Ethnicity, 1994–95

(Percentage Passing All Subtests on First Attempt)

New Mexico High School Competency Exam

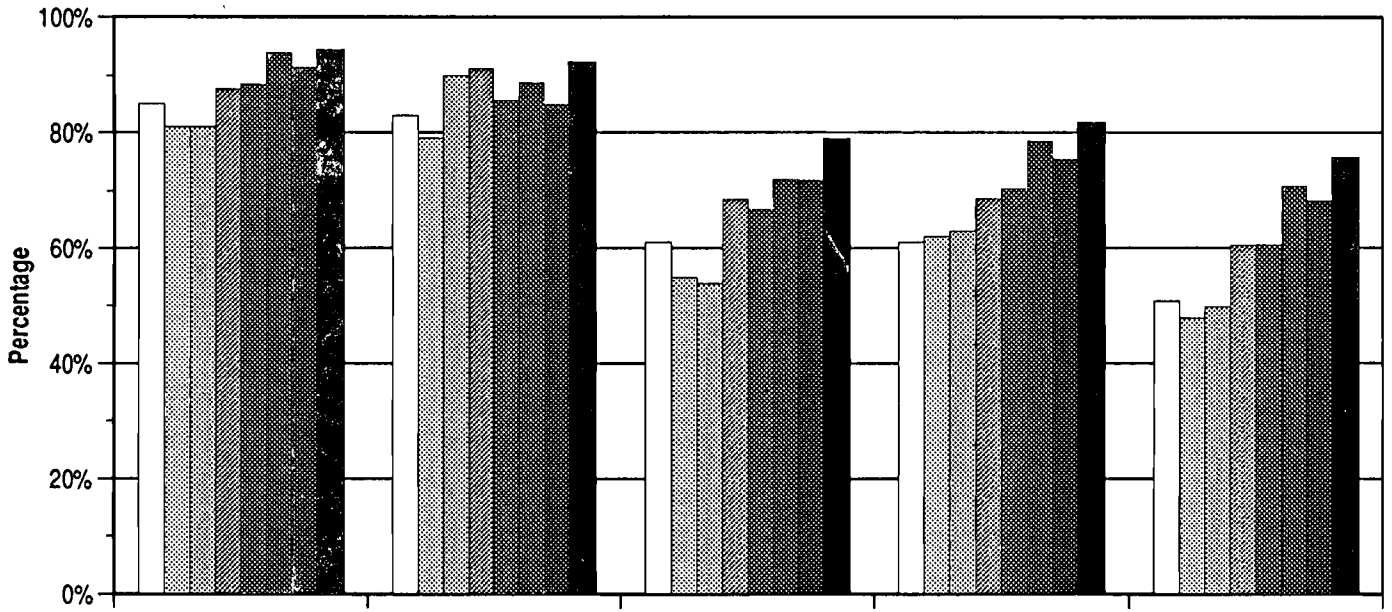


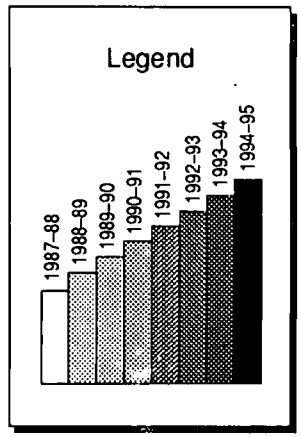
Excludes Special Education

Percentage of 10th Grade Students Passing All Subtests on First Attempt

1987–88 to 1994–95

New Mexico High School Competency Exam





	Anglo	Asian	Black	Hispanic	Native American
1987–88	85.0%	83.0%	61.0%	61.0%	51.0%
1988–89	81.0%	79.0%	55.0%	62.0%	48.0%
1989–90	81.0%	90.0%	54.0%	63.0%	50.0%
1990–91	87.6%	91.2%	68.6%	68.7%	60.5%
1991–92	88.5%	85.7%	66.9%	70.5%	60.6%
1992–93	93.9%	88.8%	72.1%	78.5%	70.9%
1993–94	91.5%	85.0%	72.0%	75.5%	68.4%
1994–95	94.3%	92.2%	78.8%	81.7%	75.6%

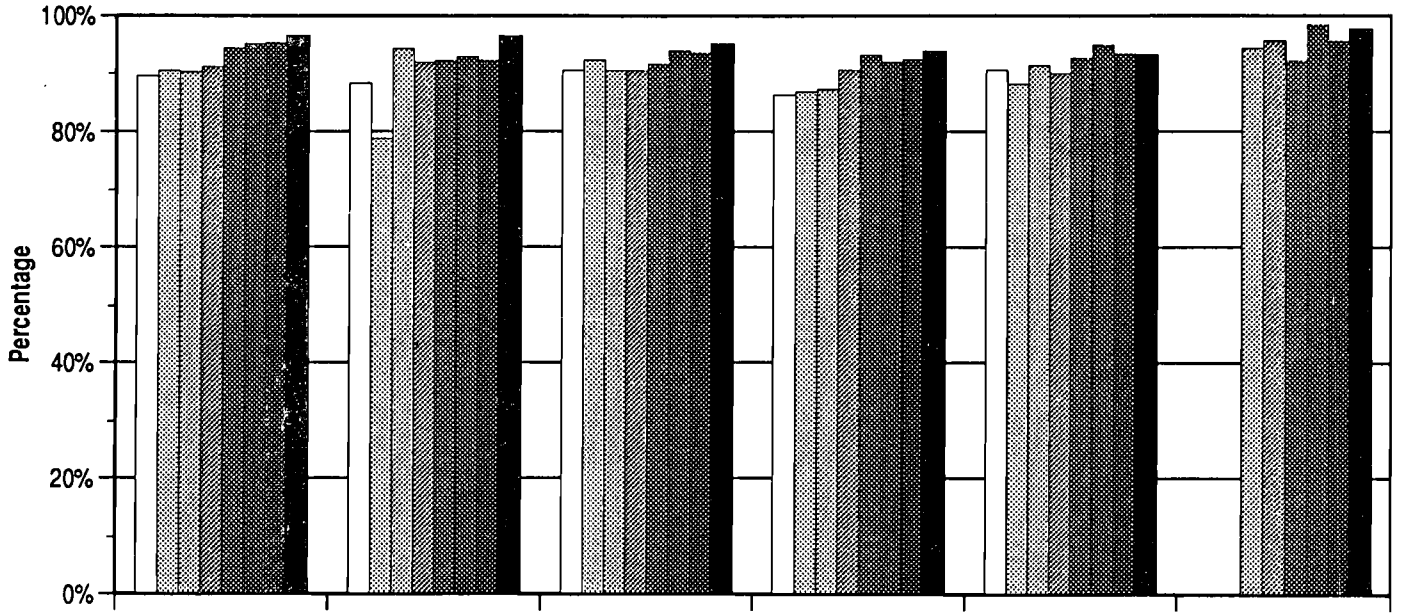
Percentage of all students by ethnic group who attempted and passed all six (6) subtests

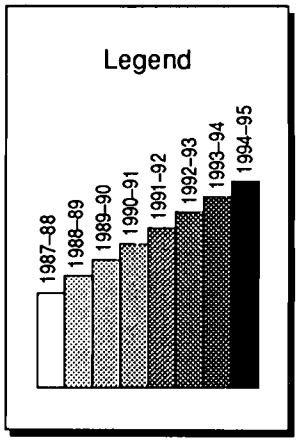
Excludes Special Education

Performance on Individual Subtests: 10th Grade

(Percentage Passing by Subtest)

New Mexico High School Competency Exam





	Reading	Language Arts	Mathematics	Science	Social Studies	Composition
1987–88	89.6%	88.4%	90.6%	86.4%	90.7%	N/A
1988–89	90.5%	78.7%	92.3%	87.0%	88.3%	N/A
1989–90	90.2%	94.2%	90.6%	87.4%	91.4%	94.4%
1990–91	91.1%	91.9%	90.6%	90.7%	90.1%	95.7%
1991–92	94.3%	92.2%	91.7%	93.2%	92.8%	92.3%
1992–93	95.0%	92.9%	94.0%	92.1%	94.9%	98.4%
1993–94	95.3%	92.3%	93.6%	92.5%	93.5%	95.7%
1994–95	96.4%	96.2%	94.9%	93.7%	93.2%	97.6%

Composition first given in 1990

Excludes Special Education

ADDITIONAL DATA

Many of the problems that New Mexico schools are asked to address stem from the economic conditions under which our children live.

For all children to reach their potential and demonstrate their achievements through appropriate assessment, certain basic needs must be met.

These needs begin before birth.

PERCENTAGE OF LOW BIRTH-WEIGHT BABIES

A baby's weight at birth is a key indicator

of an infant's ability to survive and thrive.

Over one-half of infants who die are low birth weight babies.

Compared to babies of normal weight, underweight babies who

survive are seven to ten times more likely to have school problems.

* In the U.S. between 1985-1992, the percentage of low birth-weight babies increased by 6 percent.

* In New Mexico between 1985-1992, the percentage of low birth-weight babies increased by 2%.

New Mexico's Rank = 27

Source: Kids Count Data Book (Cited Reference = National Center for Health Statistics, Vital Statistics of the United States)

PERCENTAGE OF ALL BIRTHS THAT ARE TO SINGLE TEENS

A teenage mother is less likely to complete her education than a teenager who is not also a mother. As a consequence, her job prospects are limited and she is more likely to be poor. Nearly half of all adolescent mothers are poor.

Children of early childbearers are more likely to have developmental delays and behavioral problems; by high school they are more likely to fail academically or become delinquent.

* In the U.S. between 1985-1992, the percent of all births that are to single teens increased by 44 percent.
* In New Mexico between 1985-1992, the percent of all births that are to single teens increased by 44 percent.

New Mexico's Rank = 48

Source: Kids Count Data Book (Cited Reference = National Center for Health Statistics, Vital Statistics of the United States)

PERCENTAGE OF CHILDREN IN POVERTY

In 1992, over 20 percent of children in the U.S. were poor.

In New Mexico, the percent was 26.8.

* **In the U.S. between 1985-1992, there were 2 percent fewer children living in poverty.**

* **In New Mexico between 1985-1992, there was a 4 percent decrease in children living in poverty.**

New Mexico's Rank = 47

Source: Kids Count Data Book (Cited Reference = Population Reference Bureau analysis of data from the Bureau of the Census, Current Population Survey-March Supplement-1984 through 1993)

PERCENT OF CHILDREN IN SINGLE-PARENT FAMILIES

U.S. poverty rate for single-parent families is 36 percent (1993), compared to 7 percent for two-parent families (1993).

Poverty among single-parent families is rarely eliminated by the public assistance programs available to poor children... the combination of AFDC and Food Stamps is below the poverty line in every state.

* In the U.S. between 1985-1992 there was a seventeen percent increase in the number of children living in single-parent families.
* In New Mexico between 1985-1992 there was a twenty percent increase in the number of children living in single-parent families.

Relatively few single parents receive child support payments.

In 1992 there were 23.5% of New Mexico's children living in single-parent families...more than one out of five.

Source: Kids Count Data Book (Cited Reference = National Center for Health Statistics, Vital Statistics of the United States)

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