



New Mexico Children's Cabinet

*Under the Supervision of the Lt. Governor
1-800-432-4406*

*Growing
Our Future,
Together*



*2005
Children's
Report Card
(From birth to age 24)*



*All New Mexico
Children & Youth will be . . .*

Photos by Dan Quan - dan@danquan.com

A Message from the Lt. Governor



Lt. Governor Diane Denish

As Chair of the New Mexico Children's Cabinet, I am pleased to present the 2005 New Mexico Children's Cabinet Report Card. The following report card offers a candid assessment on the state of our children.

When Governor Richardson created the New Mexico Children's Cabinet, he committed to the children, young people and families of our state that not another New Mexico child would fall through the cracks.

The New Mexico Children's Cabinet is a working group of the Cabinet Secretaries of thirteen departments. Each of these departments has an impact on the lives of our state's children. Some of the departments that are represented on the Children's Cabinet include: Children, Youth & Families; Human Services; Health; Public Education; Corrections; Labor; Economic Development and even Taxation and Revenue. The Cabinet is charged with assessing how our children and young people are doing based on five essential outcomes. All New Mexico children and youth will be:

- valued contributors and active participants in their communities;
- ready for – and successful in – school;
- able to transition successfully to employment and adulthood;
- safe and supported in their communities;
- physically and mentally healthy.

The Governor has declared 2006 to be the Year of the Child. We have the opportunity and the duty to bring about lasting change in the lives of our state's children. It is my hope that this report card inspires deliberation, discussion and sincere dedication to improving the lives of children, young people and families in New Mexico.

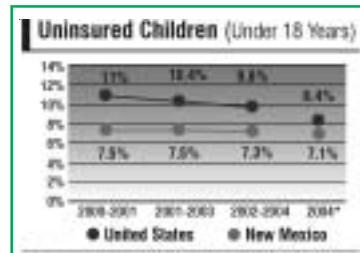
With sincere thanks.

Diane D. Denish

MEASURE UNINSURED CHILDREN UNDER AGE 18 YEARS & 200% BELOW POVERTY LEVEL

How is New Mexico Doing?

In 2004, an estimated 8.4% of NM children under age 18 and living at or below 200% of the federal poverty level had no health insurance. Three-year averages for previous years are shown.



How Does New Mexico Compare to the Nation?

New Mexico has seen consistent improvement, however the state is still below the national average of 7.1% of children under age 18 without health insurance.

What Does This Mean?

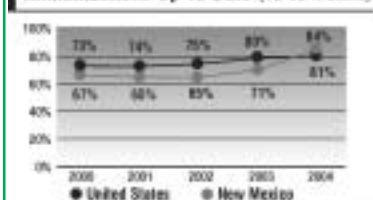
Children with health insurance are more likely to receive regular health care and access to prescription medicines. Children without health insurance are at a greater risk for hospitalization. Access to health care influences school attendance and participation in extracurricular activities. Hispanic children are less likely to have health insurance coverage. In 2004, only 79 percent of Hispanic children had health insurance coverage, compared with 92 percent of non-Hispanic white children, 90 percent of Asian or Pacific Islander children, and 87 percent of black children.

Source:

Current Population Survey, March 2003 Supplement, US Census, www.census.gov; Special Report Health Care Coverage, www.childtrendsdatabank.org.

MEASURE IMMUNIZATION RATE FOR CHILDREN 19-35 MONTHS

Immunizations Up To Date (19-35 Months)



How is New Mexico Doing?

In 2004 an estimated 83.5% of toddlers aged 19-35 months of age had all immunizations recommended for their age.

How Does New Mexico Compare to the Nation?

New Mexico has made significant progress and is now 15th in the nation for this health measure. The national coverage for immunization series 4:3:1:3:3 in 2004 was 80.9%.

What Does This Mean?

With each new birth population, the state works to address barriers to timely immunizations: inconsistent or shifting medical care coverage; cost; missed opportunities at a doctor's office; an increasingly complex immunization schedule; and assurance of an adequate supply of vaccines statewide.

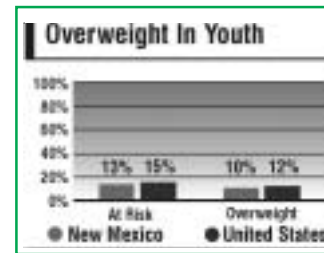
Source:

NM Immunization Program from National Immunization Survey of the Centers for Disease Control & Prevention.

MEASURE YOUTH AT RISK OF BECOMING OVERWEIGHT & WHO ARE OVERWEIGHT

How is New Mexico Doing?

In 2003, an estimated 13% of NM high school age students were at risk for being overweight; 10% were overweight.



How Does New Mexico Compare to the Nation?

New Mexico is doing better than the national average. In 2003, an estimated 15% of US high school students were overweight and an additional 12% were at risk for being overweight.

What Does This Mean?

The risks of becoming overweight among New Mexico teens are associated with lifestyle challenges that include inactivity, excess intake of non-nutritious but calorie-laden foods. Neglect and emotional stress in home environments increase these risks. Obesity is difficult to treat; prevention is much easier to undertake. Being overweight leads to long-term consequences, such as psychological problems including isolation, rejection, and distorted body image. Medical problems include increased risk of heart disease, diabetes, gall bladder disease, orthopedic problems and sleep disorders.

Source:

NM Youth Risk Resiliency Survey 2003, NM Dept. of Health and the National Youth Risk Behavior Survey 2003, Centers for Disease Control.

5. New Mexico Children & Youth will be Healthy

OUTCOME 5

HEALTHY

Healthy choices can mean healthier children. Health education can support achievement of optimal development at all stages of childhood and youth. Achieving a mentally healthy community also is important. This means addressing issues of self-esteem, stress management, balancing life and relationships in school, workplace and home. In school, bullying and gangs make for an unhealthy community and so we must foster a more positive self-image and self-esteem in our youth. With the workplace, our employers can foster a supportive environment for staff. In the home, the importance of communication with family members plays a major role in mental health. When physical or mental health is compromised, access to appropriate health care is essential. All sectors of community life—private and public—can promote standards to assure that our children have a chance to attain optimal mental and physical health.

favorably with other states for use of alcohol and intention of pregnancy. New Mexico was significantly worse for prenatal care in first trimester, physical abuse by a partner during pregnancy, use of folic acid and tobacco use.

What Does This Mean?

A "healthy birth" means that the mother is healthy and the pregnancy is wanted and the family is stable and prepared for a new baby. This report includes the percent of New Mexico mothers who had an intended pregnancy; did not drink frequently or binge drink just before the pregnancy; did not drink at all during pregnancy; did not smoke just before or during late pregnancy; were not physically abused by their partners or husbands during pregnancy; were aware that folic acid could prevent birth defects and entered prenatal care within the first three months of the pregnancy.

Source:

NM Pregnancy Risk Assessment Monitoring System (PRAMS), NM Dept. of Health www.health.state.nm.us and CDC PRAMS at www.cdc.gov

MEASURE

TEEN BIRTH RATE AGE 15-17 YEARS

How is New Mexico Doing?

The teen birth rate in 2003 was 35.9 based on 1,618 births; the estimate for 2004 was 36.1 based on 1,641 births.

How Does New Mexico Compare to the Nation?

In 2003, New Mexico ranked 50th with 37.4 births per 1,000 New Mexico females ages 15-17. The national rate was 22.4 births per 1,000 females age 15-17. National reporting varies from state estimates due to use of differing population estimates of teen females age 15-17.

What Does This Mean?

An estimated 73% of births to NM teens age 15-17 were the result of an unintended pregnancy. At the time the teen got pregnant, 41.5% were using of contraception and 58.5% were not. Data has shown that teen mothers age 15-17 are at a higher risk of not completing high school or entering the job market. These mothers tend to earn less and bear the burden of single parenthood. Their children are at high risk for poor birth outcomes; are more likely to suffer poor health, experience learning and behavior problems, and live in poverty. This data strongly indicates the need to strengthen education and access to effective services for teens at risk of an unintended pregnancy.

Source:

NM Vital Records & Health Statistics, 2001-2002 and 2002-2004, NM Dept. of Health, www.health.state.nm.us; NCHS/CDC data for 2003.



MEASURE

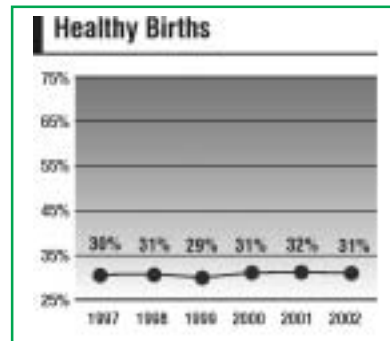
HEALTHY BIRTHS INDEX

How is New Mexico Doing?

Nearly one-third of all New Mexico mothers had all the behaviors for a healthy pregnancy in 2000-2003.

How Does New Mexico Compare to the Nation?

Of the 27 states that collect Healthy Birth data, New Mexico ranks near the bottom of the list. New Mexico compared



1. New Mexico Children & Youth will be Involved

OUTCOME 1

INVOLVED IN COMMUNITY

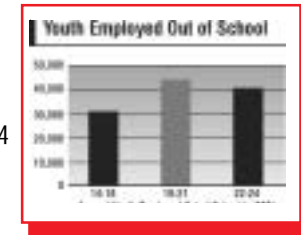
Each one of us can affect the well being of New Mexico's children and youth. When the community values our children and youth, families are supported in raising their children. Inviting youth to be valued contributors means that their input and participation is actively sought when decisions are made that affect their well being. Partnering with young people, families, law enforcement, and schools to provide to educational support services, advocacy, counseling, leadership development, life skills, and job readiness skills builds community involvement. If children and youth are nurtured, they will thrive.

MEASURE

YOUTH EMPLOYED PART-TIME WHILE ATTENDING SCHOOL

How is New Mexico Doing?

Based on the 2001 Census, the Department of Labor indicates that 31,194 youth ages 14-18; 44,107 youth ages 19-21; and 40,957 youth ages 22-24 are employed out of school.



How Does New Mexico Compare to the Nation?

New Mexico is neither among the 10 highest nor lowest states in older youth employment retention ranking, but is listed as the 24th state, near the middle of the ranking.

What Does This Mean?

Youth employed in school-to-work programs become meaningfully engaged in the process of learning, develop a broader array of skills and competencies, and see how the skills they are acquiring can be applied. Including work-based activities makes it possible for youth to learn skills in authentic, real-world settings, while becoming familiar with the demands and rigors of the work world. Employment must be in balance with a student's school work; research shows more than 20 hours employment per week can be associated with poor school performance.

Source:

NM Forum on Youth, Department of Labor.

MEASURE

THE PERCENT OF YOUTH WHO VOLUNTEER IN THEIR COMMUNITIES

How is New Mexico Doing?

Sixty-five of New Mexico youth volunteer in their communities.

What Does This Mean?

"Service Learning" means providing children and youth with opportunities to make positive contributions to their community while learning important life skills.

Service learning can dramatically change risk factors associated unsupervised hours after the school bell rings and before parents come home from work. Investing in volunteering opportunities and out-of-school programs will save taxpayer dollars over time. All sectors of community life have an opportunity to reach out to young people and engage them in service learning. If a young person has a successful service learning experience, he/she often seeks other such opportunities.

Source:

Youth Risk & Resilience Survey 2003, NM Dept. of Health.



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2. New Mexico Children & Youth will be Educated

OUTCOME 2 EDUCATED

Who are successful students? They are motivated learners who accept some responsibility for their own education. Success in schools comes from a team effort made by the student, the school and parents. Children who are encouraged to think, listen, and follow directions are more likely to be successful. Parents can help children become active thinkers by talking about the "how" and "why" of things. Relationships with caring adults in both early childhood education and school settings, as well as throughout the community, positively influence a child's capacity and willingness to learn no matter what the child's age. Successful students have a sense of belonging in their schools. Stronger teacher preparation programs can ensure that highly qualified teachers teach core academic subjects.

MEASURE

THE PERCENTAGE OF HABITUALLY TRUANT CHILDREN AND YOUTH FOR THE 2004-2005 SCHOOL YEAR

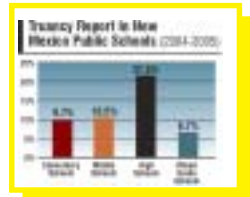
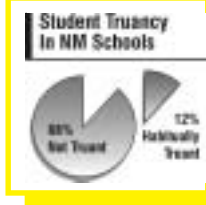
How is New Mexico Doing?

	Habitually Truant	%Truant
Elementary School	12,635	9.07%
Middle School	6,406	10.58%
High School	16,377	21.49%

Percent of total ending reported in truancy summary to total student enrollment is 88.11%

What Does This Mean?

Truancy is the first indicator that a young person is giving up and losing his or her way. When young people start skipping school, they are telling their parents, school officials and the community at large that they are in trouble and need help if they are to keep moving forward in life. Research indicates that students who become truant and eventually drop out of school put themselves at a long-term disadvantage in becoming productive citizens. High school dropouts are two and a half times more likely to be on welfare than high school graduates. In 1995, high school dropouts were almost twice as likely to be unemployed as high school graduates. Those who are employed earn much lower salaries. Students who become truant and eventually drop out of high school often set themselves up for a life of struggle.

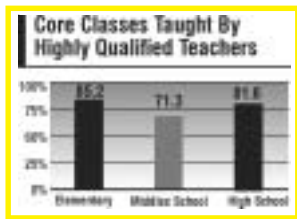


Source:

NM Public Education Department.

MEASURE

THE PERCENTAGE OF CORE CLASSES TAUGHT BY "HIGH QUALITY" TEACHERS IN PUBLIC ELEMENTARY, MIDDLE AND HIGH SCHOOLS FOR THE 2004-2005 SCHOOL YEAR.



How is New Mexico Doing?

76% (2003-2004) 85.2% (2004-2005) — Elementary School
54% (2003-2004) 71.3% (2004-2005) — Middle School
81.7% (2003-2004) 81.6% (2004-2005) — High School

What Does This Mean?

Teacher quality is considered the key factor in student achievement. NCLB requires states to report on the percentage of classes taught by "highly qualified" teachers. By the end of the 2005-06 school year, all

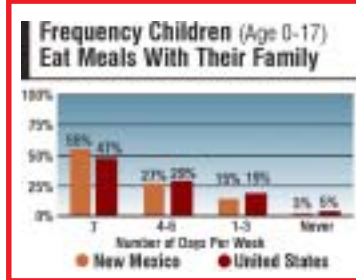
teachers in core academic subjects must be "highly qualified" in the areas of teaching assignment. NCLB defines the core academic subject areas as reading, language arts, math, foreign language, science, the arts, history, geography, economics, and civics and government.

Source:

Report of Core Classes Taught by Highly Qualified Teachers by Elementary, Middle and High Schools, NM Public Education Department.

MEASURE

THE PERCENT OF NEW MEXICO FAMILIES WITH CHILDREN WHO EAT A MEAL TOGETHER 7 DAYS A WEEK



How is New Mexico Doing?

In 2003, an estimated 55% of New Mexico families with children age 0-17 ate a meal together 7 days a week; 28.9% reported doing so at least 4-6 days per week; 19.3% ate together 1-3 days per week; and 4.5% reported they never did this.

How Does New Mexico Compare to the Nation?

NM compares favorably to the nation, 47.2 of all US families with children age 0-17 years of age, ate a meal together 7 days a week; 28.9% at least 4-6 days per week; 19.3% ate together 1-3 days per week; and 4.5% reported they never did this.

What Does This Mean?

There is strong evidence that when children participate in family mealtimes at least five days per week they eat more fruits and vegetables, drink fewer soft drinks, do better in school, and are less likely to abuse drugs or be depressed.

Source:

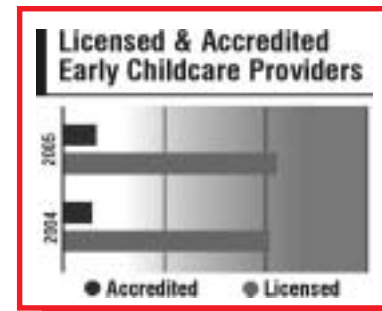
Child & Adolescent Health Measurement Initiative; National Survey of Children's Health, Data Resource Center on Child and Adolescent Health, www.nschdata.org.

MEASURE

THE PERCENT OF QUALIFIED & LICENSED CHILD CARE PROVIDERS

How is New Mexico Doing?

There was a 2% increase of accredited providers between the baseline year of 2004 and 2005.



What Does This Mean?

High quality Early Childhood Programs employ qualified teachers, work toward compensation with educational level, have smaller group sizes, higher adult-to-child ratios and provide quality early learning settings. With the goal of improving access to high quality early childhood opportunities, CYFD's efforts have resulted in a 2% increase of accredited providers between the baseline year of 2004 and 2005.

Source:

Children, Youth and Families Department, Family Services Division. Accredited Providers means AIM High/STARS levels 2-5 and National Association for the Education of Young Children Accreditation.

MEASURE

THE NUMBER OF QUALIFIED EARLY CHILDHOOD EDUCATORS

How is New Mexico Doing?

Between Fiscal Year (FY) 2004 and FY 2005, the number of early childhood educators enrolled in college has more than doubled. In 2005 T.E.A.C.H.

(Teacher Education & Compensation Helps) was in 24 counties, up from 12 counties in 2004.

What Does This Mean?

Young children's learning and development depends on the educational qualifications of their teachers. Teachers with a bachelor's degree in early childhood development and education make a difference in assuring that children enter school ready to learn.

Source:

New Mexico Association for the Education of Young Children, T.E.A.C.H. ©, 2005.



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4. New Mexico Children & Youth will be Supported

OUTCOME 4

SUPPORTED

Family connectedness plays a major role in the support of a child's needs. The amount of time we spend with our children is more important than the number of activities in which they participate. It is possible to become more connected with our families by eating together and spending time away from the television. Children are more likely to have their emotional needs met when they have time to interact and talk with their parents and their extended family members. Poverty plays a major role in a family's ability to cope with less social advantage and this is associated with greater risks of illness and injury. Supportive, well-trained early childhood educators can play a major role in children's well-being. Kids growing up in stressed unstable families are at extreme risk for depression, substance abuse and suicide. Being in supportive families has a lifelong positive impact.

families below 200% of poverty is 1.3 times that of the U.S. By contrast, the US has higher rates of higher incomes. In New Mexico, a greater percent of households with infants and toddlers age 0-2 and 3-5 years of age live below or at 100% of the FPL. As children get older, the proportion of families in poverty decreases. The high rate of poverty in the state and the disproportionate burden of coping with less social advantage, particularly among minority groups who make up the majority of children, are associated with greater risks for illness, injury and death.

■ **Source:**
Current Population Survey, March 2003, www.census.gov.

MEASURE

YOUTH WITH CARING & SUPPORTIVE RELATIONSHIPS AT HOME, SCHOOL & IN THE COMMUNITY

■ How is New Mexico Doing?

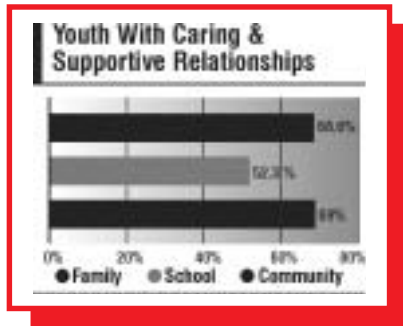
New Mexico youth find more caring and support in their families and communities than they do at school.

■ What Does This Mean?

Youth who have caring supportive relationships in school, their family, and their community demonstrate fewer risk-taking behaviors with lifelong impact including: drinking and driving, binge drinking, smoking, marijuana use, alcohol or drug use, sex and suicide attempts. Research demonstrates that "mealtime is essential family time" and healthy family relationships translate to less likelihood of engaging in high-risk behavior.

■ Source:

Youth Risk Resiliency Survey, NM Dept. of Health, 2003.



MEASURE

THE PERCENT OF CHILDREN LIVING IN POVERTY

■ How is New Mexico Doing?

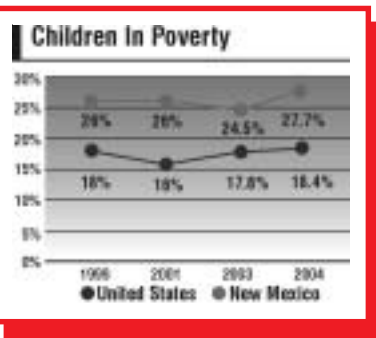
27.7% of New Mexico children younger than 18 lived at or below the federal poverty level (FPL) in 2004.

■ How Does New Mexico Compare to the Nation?

New Mexico ranked 46th in per capita personal income at \$35,502, which was 81.1% of the national average. The state ranked 49th in 2003 for the percent of children in poverty: 24.5% of New Mexico's children compared to 17.8% in the U.S.

■ What Does This Mean?

The New Mexico percent of near-poor



MEASURE

PERCENTAGE OF HISPANIC & NATIVE AMERICAN STUDENTS ENROLLED IN NM POST-SECONDARY INSTITUTIONS

■ How is New Mexico Doing?

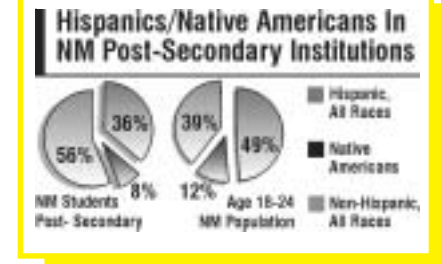
Of all students enrolled in New Mexico public post-secondary institutions during Fall 2004, Hispanics accounted for 35.9% (40,210) of the undergraduate enrollments. In order to achieve proportional representation of the Hispanic population, an additional 6,850 undergraduates will need to be enrolled in colleges and universities. Similarly, Native American enrollments account for approximately 7.5% (8,616) of undergraduate enrollments on average. In order for Native American students to reflect New Mexico's population, an additional 2,590 undergraduates need to be enrolled.

■ What Does This Mean?

Increasing the number of Hispanic and Native American students enrolled in and graduated from New Mexico Public Post-Secondary Institutions will improve education and career opportunities available to a historically underserved population. Furthermore, improving the education of all of New Mexico's citizens will enhance the economic vitality of the state and support initiatives by the Richardson/Denish administration to build a stronger state economy.

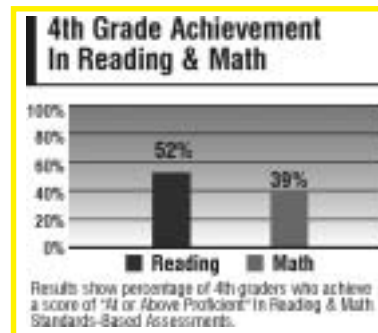
■ Source:

The report of the Condition of Higher Education in New Mexico, 2004; Commission on Higher Education; data report for Fall 2003.



MEASURE

THE PERCENTAGE OF 4TH GRADERS WHO ACHIEVE A SCORE OF "AT OR ABOVE PROFICIENT" IN READING & MATH STANDARDS-BASED ASSESSMENTS



■ How is New Mexico Doing?

51.8% of 4th grade students were ranked at or above proficient in reading; 39.2% of 4th grade students were at or above proficient in math.

■ How Does New Mexico Compare to the Nation?

When a comparison is made, it has to be based on the same test information. Each state has developed its own test based on a unique set of standards. Therefore, the results from the New Mexico assessment cannot be compared to other states. New Mexico's children must improve their achievement in order to compete with other states and internationally. Families are a critical support to their child's success in school.

■ What Does This Mean?

The data for 4th (and 8th) grade students are baseline from tests that have been substantially redesigned to improve alignment to the breadth and depth of New Mexico Content Standards. Comparisons with test results from previous years are inappropriate. New Mexico law (22-2C-4 NMSA 1978) requires standards-based academic performance tests in mathematics and reading for grades 3 through 9 and 11. The federal No Child Left Behind Act (NCLB) requires that 95% of a grade's population be administered a standards-based assessment in reading and mathematics to measure adequate yearly progress of public schools.

■ Source:

New Mexico Test Results and Achievement Gaps, 2004-2005; New Mexico Public Education Department, Student Assessment Bureau, August 18, 2005.

3. New Mexico Children & Youth will be Safe.

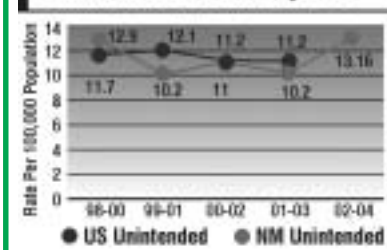
OUTCOME 3

SAFE

To succeed, children and youth must feel safe, supported and respected in their home, school and community environments. Families are the foundation for the health and well-being of children. Programs that respond to families in need are home visiting, family resource centers and parenting education. Unintentional injury—often called accidental injury—is a leading killer of children age 14 and younger. This is the kind of injury that can be prevented. The statewide coalition “SAFE-KIDS” brings together health and safety experts, educators, corporations, foundations, government and volunteers to educate and protect families in New Mexico.

MEASURE UNINTENTIONAL FATAL INJURIES, AGE 1-4 YEARS

Unintentional Fatal Injuries



What Does This Mean?

The majority of fatal injuries, regardless of cause, were preventable. Around forty percent were motor-vehicle crashes; it is estimated that nearly half of kids age 1-4 would survive an automobile crash if they were in a properly installed car seat that was correct for age and weight. Nearly sixty percent were other fatalities were from a fall, burn, drowning, suffocation, ingestion of poison or being rolled over by a vehicle. Fatalities are usually associated with a gap in the presence of a “safety minded” adult or older child, and a failure in safety measures that families try to keep in place.

Source:

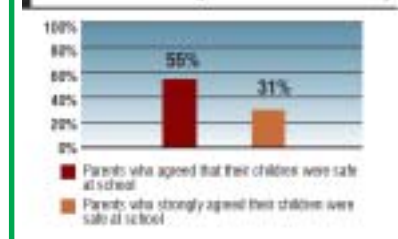
NM Vital Records & Health Statistics, 2001-2002 and 2002-2004, NM Dept. of Health, www.health.state.nm.us.

MEASURE PARENTAL PERCEPTION OF STUDENT SAFETY IN NEW MEXICO PUBLIC SCHOOLS

How is New Mexico Doing?

Eighty six percent of parents who participated in the Quality of Education Survey for School Year 2004-2005 either agreed (55%) or strongly agreed (31%) with the following statement: “My child is safe at school.”

Parents' Feelings of School Safety



What Does This Mean?

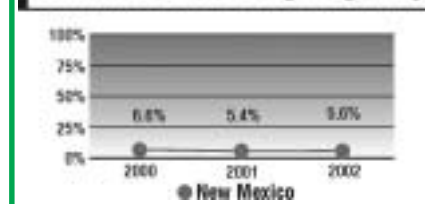
For youth to fulfill their potential in school, schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers may have difficulty teaching and students may have difficulty learning. Clear policies, expectations and crisis management routines need to be established addressing bullying, dress codes, attendance, playground behaviors, mediation, alcohol and drug use, a weapons-free environment, and dealing with potential suicides. Staff must be educated and skilled in identifying and dealing with these issues.

Source:

Quality of Education Survey School Year 2004/2005, NM Public Education Department, www.ped.state.nm.us.

MEASURE DOMESTIC VIOLENCE: PHYSICAL ABUSE BY PARTNER BEFORE & DURING PREGNANCY

Women Abused During Pregnancy



How is New Mexico Doing?

For the years 1998-2002, an estimated 6.2% of women who had a live birth reported that a partner or husband physically abused them during pregnancy.

How Does New Mexico Compare to the Nation?

There are 27 states that report this measure; the average for all states was 3.7%. New Mexico ranked 23rd, with only Arkansas, Oklahoma and South Carolina having rates greater than New Mexico.

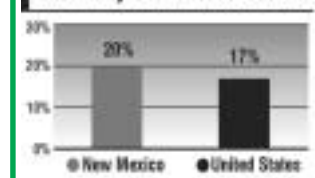
What Does This Mean?

New Mexico has ranked among the states having the highest percentage of women abused during pregnancy for more than five years. The U.S. Healthy People Goal aims for fewer than 3.3 physical assaults by a current or former intimate partner per 1,000 persons; this is equivalent to 0.3 per 100. An estimated 7.6 per 100 women reported physical abuse during pregnancy in New Mexico in 2002. This is dramatically larger than the US Healthy People Goal for all couples.

Source: NM Pregnancy Risk Assessment Monitoring System (PRAMS), NM Dept. of Health www.health.state.nm.us and CDC PRAMS at www.cdc.gov.

MEASURE YOUTH WHO SERIOUSLY CONSIDERED SUICIDE

Students Who Seriously Considered Suicide



How is New Mexico Doing?

In 2003 an estimated 20% of New Mexico high school age students seriously considered suicide.

How Does New Mexico Compare to the Nation?

An estimated 17% of US high school age students seriously considered suicide. For completed suicide, New Mexico ranks 4th highest in the nation.

What Does This Mean?

One in five teenagers seriously contemplates suicide and one in ten actually attempts suicide. These attempts signal a cry for family and community support and the need to reduce the stigma teens feel when seeking mental health care. When children and youth feel they matter to their parents and community, they are least at risk for suicide. The high rate of completed suicide is related to youth's ease of access to firearms in New Mexico.

Source:

Youth Risk Resiliency Survey, NM Dept. of Health and Youth Risk Behavior Survey of CDC, 2003.

MEASURE INVESTIGATED AND SUBSTANTIATED CHILD ABUSE

How is New Mexico Doing?

Case numbers are shown in the graph. In 2003, 12.4 for every 1,000 New Mexican children under 18 years of age experienced abuse; the rate was 14.7 per 1,000 for infants and toddlers age 0-3 years; 13.6 for young children age 4-7 years; and lower than 12.4 for older children.

How Does New Mexico Compare to the Nation?

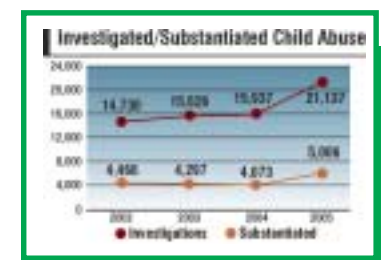
The national rate was 12.4 per 1,000 for children under 18 years of age in 2003.

What Does This Mean?

While the number of investigations has increased and people are more likely to report abuse, the number of substantiated (proven) cases of child abuse is going down slightly. Thirty percent of the victims were under 8 years old and the most common maltreatment was neglect. Research shows that children who experience abuse are at higher risk for smoking, alcoholism, drug abuse, obesity, depression, suicide, sexual promiscuity and chronic disease.

Source:

USDHHS, Administration on Children, Youth & Families, Child Maltreatment Reports. www.acf.dhhs.gov/program/cb.



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