

The Achievement Gap: 35 Years in New Mexico

The Albuquerque Partnership
Albuquerque, New Mexico

Moisés Venegas
Javier Martínez Villanueva
January 2007

The Albuquerque Partnership
202 Central Ave SE, Suite 102
Albuquerque, NM 87102
Phone: 505.247.9222
Fax: 505.247.2557
apart5@abqpartnership.org
www.abqpartnership.org

THE ALBUQUERQUE
PARTNERSHIP



The Albuquerque Partnership

THE ALBUQUERQUE
PARTNERSHIP
202 Central Avenue SE St 102
Albuquerque, NM 87102
Phone: (505) 247-9222
Fax: (505) 247-2557
apart5@swcp.com
<http://www.abqpartnership.org>

Dr. MOISES VENEGAS
Executive Director

Board of Directors

Sandy Martinez-Pino
Joanne Landry
Jerome Romero
Louis Tafoya
Dominic García

Vince Córdoba, President

Debbie Sanchez, Vice-President

Contributors to the Report:

Ann M. Segura
Anita Alvarado

Table of Contents

Introduction.....	1
The Albuquerque Public Schools Student Performance, 2005-2006.....	3
The New Mexico Achievement Gap.....	17
The University of New Mexico Profile.....	21

The Achievement Gap: Thirty-Five Years in New Mexico

Why haven't all students learned? As we look at our research, we go back 35 years to the initial reform package to improve education in 1972. In 1997 we published "The New Mexico Public Schools: Can They Educate all Our Children?" New Mexico and the Albuquerque Public Schools continue with the task but still, little improvement has been made to narrow the achievement gap.

In the year 2007, educators and especially the Albuquerque Public Schools are no longer in the behavior of denial regarding all students' ability to learn. All children can learn, so let's work on that process together. First, we must all take responsibility – educators, parents, the business community, school board members and state legislators, along with the Governor's Office. We have separate schools, open enrollment and choice but there is still unequal performance by our students in New Mexico based on race/ethnicity and socioeconomics.

We must remember our history and not repeat it. "Separate but equal" was legally acceptable in the United States with the Supreme Court decision Plessy v. Ferguson in 1896. Not many Americans would agree at that time or now that in fact there was equal, equitable education for all our children. In 1954 in Brown v. Board of Education, segregation was ruled unconstitutional. Educate all students regardless of race. In the year 2007 in New Mexico, as in most urban areas in this country, we are still segregated. Perhaps not by law but by economics. Our children attend separate schools here in Albuquerque and in Denver, Los Angeles, Chicago, New York, New Orleans, and our nation's capital – Washington D.C.

In 2007 we must raise the question again – do we have separate but equal education? In Albuquerque we have separate but not equal. If we look at elementary, middle schools and high schools, the top three achieving schools have only about 28 percent minority students, while the bottom three schools at all levels enroll about 90 percent minority students (Tables 1, 2, 4). Also, look at student performance and achievement in New Mexico and nationally. The question now is, "if we provide equal

resources to all school sites, why do we not have equal performance and achievement?" What is our sense of aspirations and expectations for all our students? In education with the **Brown** decision in 1954, the quest for equality was under way. Fifty-three years later where are we in New Mexico with that pursuit? Rather than bussing integration, let us focus on the performance of every student regardless of school location. The following data is a sample of the educational achievement of our students in Albuquerque and in New Mexico:

Albuquerque Public Schools

<i>Reading</i>				
<u><i>School</i></u>	<u><i>School</i></u>	<u><i>Grade</i></u>	<u><i>Gap</i></u>	
<i>H. Humphrey 90</i>	<i>Valle Vista 29</i>	<u>5th</u>	<u>61</u>	
<i>Desert Ridge 84</i>	<i>Harrison 23</i>	<u>8th</u>	<u>61</u>	
<i>La Cueva 89</i>	<i>Rio Grande 35</i>	<u>11th</u>	<u>54</u>	
 <i>Average Gap by Level/Grade/Reading</i>				
5 th Grade: <u>30</u>				
8 th Grade: <u>25</u>				
11 th Grade: <u>31</u>				
 <i>Reading, Number of Schools, Gains and Losses</i>				
<u><i>Grade</i></u>	<u><i>Gains</i></u>	<u><i>Losses</i></u>	<u><i>Same</i></u>	
5 th	<u>34</u>	<u>45</u>	4	
8 th	<u>5</u>	<u>21</u>	0	
11 th	<u>5</u>	<u>4</u>	2	
 <i>State, Proficiency Scores in Reading, by Ethnicity</i>				
<u><i>Grade</i></u>	<u><i>Anglo</i></u>	<u><i>African American</i></u>	<u><i>Hispanic</i></u>	<u><i>Native American</i></u>
5 th	73.7%	50.6%	51.2%	31.2%
8 th	66.2%	44.5%	44.8%	31.9%
11 th	73.3%	50.1%	48.9%	48.9%
 <i>State Average Gap by Grade: Anglo - Hispanic</i>				
5 th Grade: <u>25</u>				
8 th Grade: <u>23</u>				
11 th Grade: <u>23</u>				
 <i>Top Feeder APS High Schools to UNM, 2006</i>				
<u><i>Top 3 Schools</i></u>		<u><i>Lowest 3 Schools</i></u>		
Cibola – 204 Students		Rio Grande – 44 Students		
La Cueva – 196 Students		West Mesa – 60 Students		
El Dorado – 174 Students		Del Norte – 74 Students		

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5.

Rank*	Minority Enrollment**	School	Grade	Reading % Proficient or Above		Gain/Loss	Math % Proficient or Above		Gain/Loss
				04/05	05/06		04/05	05/06	
1	31.4%	HUB H HUMPHREY ELEM	5	91	90	-1%	71	64	-7%
		HUB H HUMPHREY ELEM	4	78	86	+8%	69	78	+9%
		HUB H HUMPHREY ELEM	3	84	85	+1%	86	84	-2%
1	40.7%	ONATE ELEMENTARY	5	82	90	+8%	38	60	+22%
		ONATE ELEMENTARY	4	77	76	-1%	65	66	+1%
		ONATE ELEMENTARY	3	69	64	-5%	46	44	-2%
3	22.6%	DOUBLE EAGLE ELEMENTARY	5	85	89	+4%	67	79	+12%
		DOUBLE EAGLE ELEMENTARY	4	77	92	+15%	75	79	+4%
		DOUBLE EAGLE ELEMENTARY	3	89	83	-6%	79	74	-5%
3	22.4%	SAN ANTONITO ELEMENTARY	5	85	89	+4%	66	75	+9%
		SAN ANTONITO ELEMENTARY	4	85	77	-8%	55	68	+13%
		SAN ANTONITO ELEMENTARY	3	80	85	+5%	68	68	0%
3	22.8%	S. Y. JACKSON ELEM	5	82	89	+7%	67	78	+11%
		S. Y. JACKSON ELEM	4	85	86	+1%	71	70	-1%
		S. Y. JACKSON ELEM	3	83	72	-11%	65	75	+10%
6	36.2%	DENNIS CHAVEZ ELEM	5	89	86	-3%	74	73	-1%
		DENNIS CHAVEZ ELEM	4	88	91	+3%	76	77	+1%
		DENNIS CHAVEZ ELEM	3	89	82	-7%	75	85	+10%
6	31.1%	GEORGIA O'KEEFFE ELEM	5	92	84	-8%	68	61	-7%
		GEORGIA O'KEEFFE ELEM	4	81	86	+5%	67	78	+11%
		GEORGIA O'KEEFFE ELEM	3	89	88	-1%	69	91	+22%
8	35.6%	OSUNA ELEMENTARY	5	83	83	0%	49	52	+3%
		OSUNA ELEMENTARY	4	80	83	+3%	67	69	+2%
		OSUNA ELEMENTARY	3	84	69	-15%	62	68	+6%
8	42.7%	CORRALES ELEMENTARY	5	85	82	-3%	49	71	+22%
		CORRALES ELEMENTARY	4	68	76	+8%	51	49	-3%
		CORRALES ELEMENTARY	3	72	73	+1%	55	71	+16%

***Rank by 5th grade, Reading. ** Shaded area represents minority enrollment of 50% and above**

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

*Rank		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
10		49.0%	CHAMIZA ELEMENTARY	5	77	77	0%	45	57	+12%
			CHAMIZA ELEMENTARY	4	70	82	+12%	54	64	+10%
			CHAMIZA ELEMENTARY	3	77	68	-9%	66	61	-5%
10		87.0%	KIRTLAND ELEMENTARY	5	76	77	+1%	55	70	+15%
			KIRTLAND ELEMENTARY	4	66	38	-28%	59	45	-14%
			KIRTLAND ELEMENTARY	3	62	51	-11%	69	39	-30%
12		44.8%	BANDELIER ELEMENTARY	5	81	76	-5%	51	56	+5%
			BANDELIER ELEMENTARY	4	73	76	+3%	64	63	-1%
			BANDELIER ELEMENTARY	3	77	64	-13%	61	47	-14%
12		44.4%	COMANCHE ELEMENTARY	5	78	76	-2%	42	54	+12%
			COMANCHE ELEMENTARY	4	70	65	-5%	64	58	-6%
			COMANCHE ELEMENTARY	3	79	74	-5%	68	63	-5%
12		60.0%	ZUNI ELEMENTARY	5	69	76	+7%	29	46	+17%
			ZUNI ELEMENTARY	4	66	64	-2%	43	49	+6%
			ZUNI ELEMENTARY	3	57	59	+2%	47	53	+6%
15		33.7%	JOHN BAKER ELEMENTARY	5	74	75	+1%	52	62	+10%
			JOHN BAKER ELEMENTARY	4	72	80	+8%	54	61	+7%
			JOHN BAKER ELEMENTARY	3	75	70	-5%	56	65	+9%
16		80.1%	GRIEGOS ELEMENTARY	5	70	74	+4%	55	69	+14%
			GRIEGOS ELEMENTARY	4	78	82	+4%	76	71	-5%
			GRIEGOS ELEMENTARY	3	72	73	+1%	83	69	-14%
16		87.4%	COCHITI ELEMENTARY	5	67	74	+7%	29	34	+5%
			COCHITI ELEMENTARY	4	59	66	+7%	45	30	-15%
			COCHITI ELEMENTARY	3	52	46	-6%	24	27	+3%
16		52.9%	ARROYO DEL OSO ELEM	5	57	74	+17%	37	45	+8%
			ARROYO DEL OSO ELEM	4	75	58	-17%	39	41	+2%
			ARROYO DEL OSO ELEM	3	56	71	+15%	44	58	+14%
19		39.8%	MONTE VISTA ELEMENTARY	5	73	73	0%	42	54	+12%
			MONTE VISTA ELEMENTARY	4	75	76	+1%	67	68	+1%
			MONTE VISTA ELEMENTARY	3	71	66	-5%	63	61	-2%

***Rank by 5th grade, Reading. ** Shaded area represents minority enrollment of 50% and above.**

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
20		57.9%	PETROGLYPH ELEMENTARY	5	73	72	-1%	48	42	-6%
			PETROGLYPH ELEMENTARY	4	65	64	-1%	45	43	-2%
			PETROGLYPH ELEMENTARY	3	48	62	+14%	39	62	+23%
20		50.5%	VENTANA RANCH ELEM	5	73	72	-1%	33	46	+13%
			VENTANA RANCH ELEM	4	54	61	+7%	45	51	+6%
			VENTANA RANCH ELEM	3	67	64	-3%	36	40	+4%
20		64.4%	EDMUND G ROSS ELEM	5	71	72	+1%	24	38	+14%
			EDMUND G ROSS ELEM	4	59	61	+2%	30	37	+7%
			EDMUND G ROSS ELEM	3	50	54	+4%	25	45	+20%
20		45.7%	COLLET PARK ELEMENTARY	5	55	72	+17%	34	48	+14%
			COLLET PARK ELEMENTARY	4	66	52	-14%	50	35	-15%
			COLLET PARK ELEMENTARY	3	57	59	+2%	43	38	-5%
20		93.3%	MARYANN BINFORD ELEM	5	45	72	+27%	29	42	+13%
			MARYANN BINFORD ELEM	4	46	72	+26%	41	60	+19%
			MARYANN BINFORD ELEM	3	49	70	+21%	46	57	+11%
25		52.1%	SEVEN-BAR ELEMENTARY	5	79	70	-9%	40	46	+6%
			SEVEN-BAR ELEMENTARY	4	59	65	+6%	37	35	-2%
			SEVEN-BAR ELEMENTARY	3	70	63	-7%	59	49	-10%
25		57.4%	MARIE M HUGHES ELEM	5	70	70	0%	25	42	+17%
			MARIE M HUGHES ELEM	4	65	59	-6%	46	40	-6%
			MARIE M HUGHES ELEM	3	62	73	+11%	47	54	+7%
25		54.1%	SIERRA VISTA ELEMENTARY	5	68	70	+2%	32	38	+6%
			SIERRA VISTA ELEMENTARY	4	59	62	+3%	39	31	-8%
			SIERRA VISTA ELEMENTARY	3	61	55	-6%	35	52	+17%
28		57.4%	ACOMA ELEMENTARY	5	70	67	-3%	34	46	+12%
			ACOMA ELEMENTARY	4	66	60	-6%	65	52	-13%
			ACOMA ELEMENTARY	3	64	57	-7%	50	34	-16%
28		42.0%	MITCHELL ELEMENTARY	5	69	67	-2%	33	39	+6%
			MITCHELL ELEMENTARY	4	56	66	+10%	36	60	+24%
			MITCHELL ELEMENTARY	3	72	74	+2%	46	73	+27%

***Rank by 5th grade, Reading. ** Shaded area represent minority enrollment of 50% and above.**

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
28		67.8%	ALVARADO ELEMENTARY	5	57	67	+10%	28	48	+20%
			ALVARADO ELEMENTARY	4	50	58	+8%	30	38	+8%
			ALVARADO ELEMENTARY	3	50	48	-2%	38	48	+10%
31		63.6%	ZIA ELEMENTARY	5	63	65	+2%	39	35	-4%
			ZIA ELEMENTARY	4	50	61	+11%	31	37	+6%
			ZIA ELEMENTARY	3	51	68	+17%	43	60	+17%
31		75.1%	CHAPARRAL ELEMENTARY	5	58	65	+7%	20	33	+13%
			CHAPARRAL ELEMENTARY	4	43	57	+14%	19	29	+10%
			CHAPARRAL ELEMENTARY	3	53	62	+9%	27	42	+15%
33		53.3%	BELLEHAVEN ELEMENTARY	5	59	63	+4%	15	38	+23%
			BELLEHAVEN ELEMENTARY	4	73	53	-20%	59	47	-12%
			BELLEHAVEN ELEMENTARY	3	64	51	-13%	61	35	-26%
33		64.7%	MONTEZUMA ELEMENTARY	5	51	63	+12%	32	36	+4%
			MONTEZUMA ELEMENTARY	4	46	52	+6%	28	44	+16%
			MONTEZUMA ELEMENTARY	3	45	55	+10%	36	30	-6%
33		63.2%	GOV BENT ELEMENTARY	5	68	63	-5%	32	44	+12%
			GOV BENT ELEMENTARY	4	72	65	-7%	56	53	-3%
			GOV BENT ELEMENTARY	3	67	52	-15%	45	38	-7%
36		85.9%	LEW WALLACE ELEMENTARY	5	63	61	-2%	41	41	0%
			LEW WALLACE ELEMENTARY	4	50	63	+13%	50	33	-17%
			LEW WALLACE ELEMENTARY	3	67	69	+2%	46	56	+10%
37		56.7%	INEZ ELEMENTARY	5	80	60	-20%	53	46	-7%
			INEZ ELEMENTARY	4	63	70	+7%	61	67	+6%
			INEZ ELEMENTARY	3	67	61	-6%	58	61	+3%
37		82.8%	SUSIE R. MARMON ELEM	5	56	60	+4%	15	25	+10%
			SUSIE R. MARMON ELEM	4	57	43	-14%	22	14	-8%
			SUSIE R. MARMON ELEM	3	41	40	-1%	24	26	+2%
39		44.6%	A. MONTOYA ELEMENTARY	5	71	59	-12%	28	39	+11%
			A. MONTOYA ELEMENTARY	4	61	65	+4%	42	47	+5%
			A. MONTOYA ELEMENTARY	3	55	51	-4%	41	43	+2%

* Rank by 5th grade, Reading. ** Shaded area represents minority enrollment of 50% and above.

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
39		71.4%	MANZANO MESA ELEMENTARY	5	61	59	-2%	31	37	+6%
			MANZANO MESA ELEMENTARY	4	59	32	-17%	30	23	-7%
			MANZANO MESA ELEMENTARY	3	37	35	-2%	25	26	+1%
39		64.9%	MARK TWAIN ELEMENTARY	5	57	59	+2%	29	20	-9%
			MARK TWAIN ELEMENTARY	4	55	58	+3%	28	45	+17%
			MARK TWAIN ELEMENTARY	3	55	50	-5%	47	34	-13%
39		80.3%	MISSION AVENUE ELEM	5	39	59	+20%	6	26	+20%
			MISSION AVENUE ELEM	4	47	51	+4%	20	31	+11%
			MISSION AVENUE ELEM	3	47	51	+4%	40	45	+5%
39		95.8%	ALAMOSA ELEMENTARY	5	35	59	+14%	2	36	+34%
			ALAMOSA ELEMENTARY	4	42	47	+5%	37	42	+5%
			ALAMOSA ELEMENTARY	3	23	38	+15%	28	34	+6%
44		87.1%	DOUGLAS MACARTHUR ELEM	5	64	58	-6%	27	23	-4%
			DOUGLAS MACARTHUR ELEM	4	44	39	-5%	38	24	-14%
			DOUGLAS MACARTHUR ELEM	3	50	89	+39%	53	86	+33%
44		91.0%	LONGFELLOW ELEMENTARY	5	61	58	-3%	34	27	-7%
			LONGFELLOW ELEMENTARY	4	43	55	+12%	46	29	-17%
			LONGFELLOW ELEMENTARY	3	50	58	+8%	28	51	+23%
46		54.4%	APACHE ELEMENTARY	5	77	57	-20%	40	35	-5%
			APACHE ELEMENTARY	4	50	59	+9%	46	40	-6%
			APACHE ELEMENTARY	3	69	68	-1%	59	59	0%
47		52.4%	SOMBRA DEL MONTE ELEM	5	60	56	-4%	16	37	+21%
			SOMBRA DEL MONTE ELEM	4	48	63	+15%	45	51	+6%
			SOMBRA DEL MONTE ELEM	3	53	58	+5%	38	51	+13%
47		85.0%	PAINTED SKY ELEMENTARY	5	48	56	+8%	24	31	+7%
			PAINTED SKY ELEMENTARY	4	51	60	+9%	53	51	-2%
			PAINTED SKY ELEMENTARY	3	57	56	-1%	59	43	-16%
49		77.8%	LOS RANCHOS ELEMENTARY	5	62	55	-7%	32	26	-6%
			LOS RANCHOS ELEMENTARY	4	48	43	-5%	26	41	+15%
			LOS RANCHOS ELEMENTARY	3	52	46	-6%	38	31	-7%

* Rank by 5th grade, Reading. ** Shaded are represents minority enrollment of 50% and above.

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
49		89.5%	MOUNTAIN VIEW ELEM	5	47	55	+8%	27	41	+14%
			MOUNTAIN VIEW ELEM	4	47	65	+18%	45	41	-4%
			MOUNTAIN VIEW ELEM	3	66	55	-11%	48	51	+3%
51		81.8%	BEL-AIR ELEMENTARY	5	49	54	+5%	17	31	+14%
			BEL-AIR ELEMENTARY	4	60	35	-25%	32	26	-6%
			BEL-AIR ELEMENTARY	3	48	28	-20%	17	24	+7%
52		51.6%	SANDIA BASE ELEMENTARY	5	46	53	+7%	18	28	+10%
			SANDIA BASE ELEMENTARY	4	50	56	+6%	31	34	+3%
			SANDIA BASE ELEMENTARY	3	40	40	0%	27	28	+1%
52		92.0%	NAVAJO ELEMENTARY	5	44	53	+9%	17	24	+7%
			NAVAJO ELEMENTARY	4	37	39	+2%	10	23	+13%
			NAVAJO ELEMENTARY	3	45	38	-7%	37	34	-3%
54		66.9%	MC COLLUM ELEMENTARY	5	63	52	-11%	28	31	+3%
			MC COLLUM ELEMENTARY	4	64	71	+7%	63	60	-3%
			MC COLLUM ELEMENTARY	3	72	61	-11%	64	56	-8%
54		81.1%	HODGIN ELEMENTARY	5	45	52	+7%	14	25	+11%
			HODGIN ELEMENTARY	4	39	56	+17%	32	33	+1%
			HODGIN ELEMENTARY	3	59	48	-11%	48	38	-10%
54		69.2%	EUBANK ELEMENTARY	5	39	52	+13%	12	35	+23%
			EUBANK ELEMENTARY	4	39	43	+4%	19	18	-1%
			EUBANK ELEMENTARY	3	33	37	+4%	12	37	+25%
57		57.1%	MATHESON PARK ELEM	5	51	50	-1%	19	26	+7%
			MATHESON PARK ELEM	4	47	60	+13%	39	40	+1%
			MATHESON PARK ELEM	3	50	47	-3%	48	51	+3%
57		94.7%	CARLOS REY ELEMENTARY	5	33	50	+17%	9	21	+12%
			CARLOS REY ELEMENTARY	4	39	41	+2%	23	31	+8%
			CARLOS REY ELEMENTARY	3	19	36	+17%	10	25	+15%
59		88.0%	WHITTIER ELEMENTARY	5	32	49	+17%	15	30	+15%
			WHITTIER ELEMENTARY	4	37	50	+13%	51	36	-15%
			WHITTIER ELEMENTARY	3	40	47	+7%	41	45	+4%

***Rank by 5th grade, Reading. ** Shaded area represents minority enrollment of 50% and above.**

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
59		96.6%	ATRISCO ELEMENTARY	5	27	49	+22%	15	33	18%
			ATRISCO ELEMENTARY	4	33	52	+19%	16	28	+12%
			ATRISCO ELEMENTARY	3	63	49	-14%	27	47	+20%
61		56.2%	CHELWOOD ELEMENTARY	5	61	48	-13%	42	29	-13%
			CHELWOOD ELEMENTARY	4	52	54	+2%	38	35	-3%
			CHELWOOD ELEMENTARY	3	55	32	-13%	36	23	-13%
61		95.3%	EAST SAN JOSE ELEMENTARY	5	55	48	-7%	31	36	+5%
			EAST SAN JOSE ELEMENTARY	4	40	45	+5%	41	38	-3%
			EAST SAN JOSE ELEMENTARY	3	53	49	-4%	47	37	-10%
63		80.1%	ALAMEDA ELEMENTARY	5	73	47	-26%	25	32	+7%
			ALAMEDA ELEMENTARY	4	35	44	+9%	15	43	+28%
			ALAMEDA ELEMENTARY	3	53	63	+10%	30	60	+30%
63		96.7%	ARMIJO ELEMENTARY	5	50	47	-3%	15	42	+27%
			ARMIJO ELEMENTARY	4	28	50	+22%	27	35	+8%
			ARMIJO ELEMENTARY	3	36	34	-2%	31	38	+7%
65		93.5%	REGINALD CHAVEZ ELEM	5	51	44	-7%	22	22	0%
			REGINALD CHAVEZ ELEM	4	47	37	-10%	41	33	-8%
			REGINALD CHAVEZ ELEM	3	65	31	-34%	76	17	-59%
66		95.7%	DURANES ELEMENTARY	5	55	41	-14%	26	33	+7%
			DURANES ELEMENTARY	4	41	42	+1%	37	48	+11%
			DURANES ELEMENTARY	3	41	30	-11%	30	20	-10%
66		97.6%	EUGENE FIELD ELEMENTARY	5	49	41	-8%	43	37	-6%
			EUGENE FIELD ELEMENTARY	4	50	60	+10%	47	51	+4%
			EUGENE FIELD ELEMENTARY	3	83	72	-11%	86	76	-10%
66		87.2%	HAWTHORNE ELEMENTARY	5	43	41	-2%	34	28	-6%
			HAWTHORNE ELEMENTARY	4	32	52	+20%	27	40	+13%
			HAWTHORNE ELEMENTARY	3	40	37	-3%	30	30	0%
69		95.6%	DOLORES GONZALES ELEM	5	51	40	-9%	26	14	-12%
			DOLORES GONZALES ELEM	4	22	49	+27%	22	43	+21%
			DOLORES GONZALES ELEM	3	49	55	+6%	46	57	+11%

* Rank by 5th grade, Reading. **Shaded area represents minority enrollment of 50% and above.

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
69		90.9%	LOS PADILLAS ELEMENTARY	5	45	40	-5%	27	10	-17%
			LOS PADILLAS ELEMENTARY	4	38	44	+6%	22	13	-9%
			LOS PADILLAS ELEMENTARY	3	39	28	-11%	18	6	-12%
71		92.5%	ADOBE ACRES ELEMENTARY	5	50	39	-11%	25	32	+7%
			ADOBE ACRES ELEMENTARY	4	35	26	-9%	30	22	-8%
			ADOBE ACRES ELEMENTARY	3	34	24	-10%	25	22	-3%
72		96.1%	LOWELL ELEMENTARY	5	49	38	-11%	35	32	-3%
			LOWELL ELEMENTARY	4	57	25	-32%	60	3	-57%
			LOWELL ELEMENTARY	3	42	19	-23%	57	17	-40%
72		74.4%	TOMASITA ELEMENTARY	5	46	38	-8%	23	21	-2%
			TOMASITA ELEMENTARY	4	40	43	+3%	21	22	+1%
			TOMASITA ELEMENTARY	3	54	49	-5%	45	34	-11%
72		90.9%	EMERSON ELEMENTARY	5	43	38	-5%	21	24	+3%
			EMERSON ELEMENTARY	4	29	33	+4%	21	27	+6%
			EMERSON ELEMENTARY	3	32	16	-16%	21	24	+3%
72		96.1%	BARCELONA ELEMENTARY	5	40	38	-2%	13	21	+8%
			BARCELONA ELEMENTARY	4	31	28	-3%	20	25	+5%
			BARCELONA ELEMENTARY	3	54	45	-9%	54	51	-3%
76		96.1%	LA MESA ELEMENTARY	5	44	37	-7%	20	30	+10%
			LA MESA ELEMENTARY	4	33	37	+4%	20	39	+19%
			LA MESA ELEMENTARY	3	22	27	+5%	17	29	+12%
77		95.7%	LA LUZ ELEMENTARY	5	54	32	-22%	21	18	-3%
			LA LUZ ELEMENTARY	4	39	51	+12%	36	43	+7%
			LA LUZ ELEMENTARY	3	30	32	+2%	30	29	-1%
78		91.4%	EDWARD GONZALES ELEM	5	34	31	-3%	22	22	0%
			EDWARD GONZALES ELEM	4	35	28	-7%	21	18	-3%
			EDWARD GONZALES ELEM	3	33	44	+11%	27	33	+6%
79		83.0%	PARAJITO ELEMENTARY	5	47	29	-18%	19	12	-7%
			PARAJITO ELEMENTARY	4	32	38	+6%	31	29	-2%
			PARAJITO ELEMENTARY	3	36	26	-10%	23	21	-2%

* Rank by 5th grade, Reading. ** Shaded area represents minority enrollment of 50% and above.

Table 1: 2005-2006 APS, NMSBA Results, Grades 3-5, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
79		94.9%	LAVALAND ELEMENTARY	5	27	29	+2%	3	8	+5%
			LAVALAND ELEMENTARY	4	23	27	+4%	12	12	0%
			LAVALAND ELEMENTARY	3	39	34	-5%	11	17	+6%
81		94.7%	KIT CARSON ELEMENTARY	5	35	28	-7%	14	16	+2%
			KIT CARSON ELEMENTARY	4	21	29	+8%	21	16	-5%
			KIT CARSON ELEMENTARY	3	24	24	0%	20	19	-1%
82		90.6%	WHERRY ELEMENTARY	5	26	27	+1%	5	9	+4%
			WHERRY ELEMENTARY	4	25	29	+4%	15	15	0%
			WHERRY ELEMENTARY	3	22	31	+9%	5	16	11%
83		95.0%	VALLE VISTA ELEMENTARY	5	37	23	-14%	16	12	-4%
			VALLE VISTA ELEMENTARY	4	13	27	+14%	9	11	+2%
			VALLE VISTA ELEMENTARY	3	24	29	+5%	24	14	-10%

* Rank by 5th grade, Reading. ** Shaded area represents minority enrollment of 50% and above.

Table 2: 2005-2006 APS, NMSBA Results, Grades 6-8.

Rank*	Minority Enrollment **	School	Grade	Reading % Proficient or Above		Gain/Loss	Math % Proficient or Above		Gain/Loss
				04/05	05/06		04/05	05/06	
1	31.8%	DESERT RIDGE MIDDLE	8	86	84	-2%	70	75	+5%
		DESERT RIDGE MIDDLE	7	86	82	-4%	65	67	+2%
		DESERT RIDGE MIDDLE	6	77	70	-7%	62	59	-3%
2	26.8%	EISENHOWER MIDDLE	8	83	76	-7%	50	61	+11%
		EISENHOWER MIDDLE	7	82	73	-9%	51	54	+3%
		EISENHOWER MIDDLE	6	72	71	-1%	42	59	+17%
3	30.7%	ROOSEVELT MIDDLE	8	83	71	-12%	52	45	-7%
		ROOSEVELT MIDDLE	7	61	63	+2%	24	26	+2%
		ROOSEVELT MIDDLE	6	54	60	+6%	19	36	+17%
4	55.7%	L.B. JOHNSON MIDDLE	8	76	69	-7%	46	44	-2%
		L.B. JOHNSON MIDDLE	7	71	66	-5%	36	31	-5%
		L.B. JOHNSON MIDDLE	6	65	52	-13%	38	28	-10%
5	42.1%	MADISON MIDDLE	8	68	67	-1%	42	39	-3%
		MADISON MIDDLE	7	52	65	+13%	34	38	+4%
		MADISON MIDDLE	6	50	47	-3%	31	30	-1%
6	52.6%	JAMES MONROE MIDDLE	8	67	63	-4%	48	(NA)	(NA)
		JAMES MONROE MIDDLE	7	62	60	-2%	41	(NA)	(NA)
		JAMES MONROE MIDDLE	6	43	47	+4%	30	(NA)	(NA)
7	64.4%	JEFFERSON MIDDLE	8	71	62	-9%	49	47	-2%
		JEFFERSON MIDDLE	7	58	62	+4%	34	36	+2%
		JEFFERSON MIDDLE	6	47	55	+8%	28	36	+8%
8	36.8%	HOOVER MIDDLE	8	64	61	-3%	42	41	-1%
		HOOVER MIDDLE	7	68	64	-4%	39	43	+4%
		HOOVER MIDDLE	6	53	49	-4%	35	29	-6%
9	51.3%	JACKSON MIDDLE	8	71	60	-9%	40	38	-2%
		JACKSON MIDDLE	7	63	47	-15%	32	27	-5%
		JACKSON MIDDLE	6	52	43	-9%	24	30	+6%
10	63.5%	TAYLOR MIDDLE	8	60	59	-1%	37	40	+3%
		TAYLOR MIDDLE	7	53	39	-14%	30	34	+4%
		TAYLOR MIDDLE	6	44	45	+1%	29	24	-5%

*Rank is by 8th grade, Reading. ** Shaded areas represents minority enrollment of 50% and above.

Table 2: 2005-2006 APS, NMSBA Results, Grades 6-8, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
11		80.7%	TAFT MIDDLE	8	51	58	+7%	26	26	0%
			TAFT MIDDLE	7	54	49	-5%	16	15	-1%
			TAFT MIDDLE	6	40	50	+10%	16	18	+2%
12		56.8%	CLEVELAND MIDDLE	8	67	55	-8%	40	38	-2%
			CLEVELAND MIDDLE	7	66	54	-12%	29	34	+5%
			CLEVELAND MIDDLE	6	54	45	-9%	32	28	-4%
13		51.4%	GRANT MIDDLE	8	50	52	+2%	25	27	+2%
			GRANT MIDDLE	7	46	48	+2%	19	20	+1%
			GRANT MIDDLE	6	34	37	+3%	21	17	-4%
14		69.5%	KENNEDY MIDDLE	8	62	50	-12%	22	22	0%
			KENNEDY MIDDLE	7	43	43	0%	13	18	+5%
			KENNEDY MIDDLE	6	33	34	+1%	16	16	0%
15		80.7%	WILSON MIDDLE	8	46	43	-3%	22	21	-1%
			WILSON MIDDLE	7	41	38	-3%	14	13	-1%
			WILSON MIDDLE	6	25	23	-2%	8	16	+8%
16		86.5%	HAYES MIDDLE	8	32	38	+6%	13	19	+6%
			HAYES MIDDLE	7	39	25	-14%	16	13	-3%
			HAYES MIDDLE	6	20	14	-6%	11	11	0%
17		78.7%	MC KINLEY MIDDLE	8	55	37	-18%	25	21	-4%
			MC KINLEY MIDDLE	7	41	32	-9%	15	12	-3%
			MC KINLEY MIDDLE	6	27	29	+2%	11	22	+11%
18		88.7%	JIMMY CARTER MIDDLE	8	39	36	-3%	14	14	0%
			JIMMY CARTER MIDDLE	7	31	41	+10%	14	12	-2%
			JIMMY CARTER MIDDLE	6	23	30	+7%	16	12	-4%
18		96.6%	ERNIE PYLE MIDDLE	8	33	36	+3%	12	27	+15%
			ERNIE PYLE MIDDLE	7	33	32	-1%	10	17	+7%
			ERNIE PYLE MIDDLE	6	20	14	-6%	7	5	-2%
20		97.2%	WASHINGTON MIDDLE	8	37	33	-4%	10	11	+1%
			WASHINGTON MIDDLE	7	24	40	+16%	4	9	+5%
			WASHINGTON MIDDLE	6	24	22	-2%	6	11	+5%

***Rank is by 8th grade, Reading. ** Shaded areas represents minority enrollment of 50% and above.**

Table 2: 2005-2006 APS, NMSBA Results, Grades 6-8, continued.

		**Minority Enrollment	School	Grade	Reading % Proficient or Above		Gain/Loss	Math% Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
21		91.5%	GARFIELD MIDDLE	8	40	32	-8%	6	11	+5%
			GARFIELD MIDDLE	7	36	33	-3%	8	11	+3%
			GARFIELD MIDDLE	6	27	35	+8%	11	8	-3%
22		90.1%	JOHN ADAMS MIDDLE	8	39	31	-8%	12	12	0%
			JOHN ADAMS MIDDLE	7	33	30	-3%	9	7	-2%
			JOHN ADAMS MIDDLE	6	30	20	-10%	10	4	-6%
23		85.1%	VAN BUREN MIDDLE	8	46	30	-16%	11	21	+10%
			VAN BUREN MIDDLE	7	37	20	-17%	10	6	-4%
			VAN BUREN MIDDLE	6	23	16	-7%	4	7	+3%
24		91.0%	POLK MIDDLE	8	27	29	+2%	7	11	+4%
			POLK MIDDLE	7	26	23	-3%	4	9	+5%
			POLK MIDDLE	6	28	14	-14%	12	3	-9%
25		95.7%	TRUMAN MIDDLE	8	36	24	-12%	10	9	-1%
			TRUMAN MIDDLE	7	26	24	-2%	7	9	+2%
			TRUMAN MIDDLE	6	23	15	-8%	9	10	+1%
26		92.0%	HARRISON MIDDLE	8	36	23	-13%	8	8	0%
			HARRISON MIDDLE	7	23	32	+9%	5	15	+10%
			HARRISON MIDDLE	6	24	19	-15%	7	7	0%

***Rank is by 8th grade, Reading. ** Shaded areas represents minority enrollment of 50% and above.**

Table 3: 2005-2006 APS, NMSBA Results, Grades 9.

Rank*		Minority Enrollment **	School	Grade	Reading % Proficient or Above		Gain/Loss	Math % Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
1		29.0%	LA CUEVA HIGH	9	80%	80%	0%	83%	80%	-3%
2		28.6%	ELDORADO HIGH	9	74%	64%	-10%	66%	56%	-10%
2		42.3%	SANDIA HIGH	9	67%	64%	-3%	60%	55%	-5%
4		52.3%	CIBOLA HIGH	9	68%	56%	-12%	61%	51%	-10%
5		49.0%	MANZANO HIGH	9	52%	52%	0%	45%	45%	0%
6		67.0%	DEL NORTE HIGH	9	48%	46%	-2%	37%	30%	-7%
7		80.7%	VALLEY HIGH	9	43%	39%	-4%	31%	28%	-3%
8		80.9%	ALBUQUERQUE HIGH	9	38%	34%	-4%	28%	29%	+1%
9		78.8%	HIGHLAND HIGH	9	36%	28%	-8%	25%	18%	-7%
10		90.9%	WEST MESA HIGH	9	26%	24%	-2%	22%	15%	-7%
11		92.3%	RIO GRANDE HIGH	9	27%	20%	-7%	16%	19%	+3%

*Rank is by 9th grade, Reading. ** Shaded areas represents minority enrollment of 50% and above.

Table 4: 2005-2006 APS, NMSBA Results, Grade 11.

Rank*		Minority Enrollment**	School	Grade	Reading % Proficient or Above		Gain/Loss	Math % Proficient or Above		Gain/Loss
					04/05	05/06		04/05	05/06	
1		29.0%	LA CUEVA HIGH	11	84	89	+5%	69	67	-2%
2		28.6%	ELDORADO HIGH	11	80	73	-7%	63	55	-8%
3		42.3%	SANDIA HIGH	11	71	71	0%	52	55	+3%
4		80.7%	VALLEY HIGH	11	54	64	+10%	30	31	+1%
5		49.0%	MANZANO HIGH	11	65	63	-2%	43	44	+1%
6		67.0%	DEL NORTE HIGH	11	55	60	+5%	33	32	-1%
7		52.3%	CIBOLA HIGH	11	78	59	-19%	51	33	-18%
8		80.9%	ALBUQUERQUE HIGH	11	51	56	+5%	32	29	-3%
9		78.8%	HIGHLAND HIGH	11	49	42	-7%	29	20	-9%
10		90.9%	WEST MESA HIGH	11	40	40	0%	13	18	+5%
11		92.3%	RIO GRANDE HIGH	11	25	35	+10%	7	9	+2%

*Rank is by 11th grade, Reading. **Shaded area represents minority enrollment of 50% and above.

Table 5: APS Cohort Dropout Rates, 1995–2005.

School	95-96	96-97	97-98	98-99	00-01	01-02	02-03	03-04*
Albuquerque	36.2%	41.5%	40.9%	36.7%	41.9%	27.6%	31.6%	23.1%
Cíbola	27.2%	27.7%	26.0%	24.4%	18.7%	11.5%	13.3%	10.5%
Del Norte	30.2%	35.0%	23.8%	37.7%	31.8%	27.9%	26.8%	21.4%
El Dorado	14.8%	20.8%	14.1%	10.3%	14.0%	12.4%	15.4%	10.2%
Highland	29.5%	38.2%	26.0%	31.2%	47.7%	36.3%	27.9%	25.0%
La Cueva	15.3%	13.0%	8.4%	10.4%	8.13%	6.2%	8.1%	6.4%
Manzano	22.0%	27.3%	18.5%	18.6%	21.0%	17.6%	18.5%	14.1%
Río Grande	46.5%	45.9%	44.7%	50.6%	53.7%	47.7%	36.2%	26.1%
Sandía	19.4%	23.1%	18.4%	18.5%	22.2%	21.1%	16.8%	18.3%
Valley	33.2%	34.1%	32.3%	28.4%	31.1%	26.7%	25.7%	20.7%
West Mesa	43.8%	41.7%	34.6%	34.8%	33.7%	30.1%	28.3%	25.6%
District	30.8%	33.8%	33.9%	34.4%	30.6%	26.0%	23%	18.4%

*Most Recent Data Available

Table 6: APS District Cohort Dropout by Ethnicity: 1987, 1998, 1999, 2001, 2002, 2003, 2004, 2005.

Ethnicity	1987	1998	1999	2001	2002	2003	2004	2005
Anglo	16.3%	23.9%	25.4%	20.2%	17.9%	15.1%	11.9%	13.6%
African American	22.9%	40.0%	32.4%	27.3%	20.8%	25.5%	19.7%	22%
Hispanic	23.8%	43.1%	44.7%	39.5%	33.1%	29.6%	23.5%	25.1%
Native American	29.3%	41.8%	49.6%	37.9%	34%	26.6%	23.3%	18.6%
Asian	12.9%	15.3%	25.1%	21.5%	13%	9.5%	11.3%	10.3%
District Total	19.6%	33.9%	34.4%	30.6%	26%	23%	18.4%	20%

Table 7: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 3.

Grade 3 Reading	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	9.0%	20.1%	59.9%	10.8%
	<i>African American</i>	21.0%	30.1%	44.9%	3.9%
	<i>Hispanic</i>	16.6%	34.3%	44.1%	4.6%
	<i>Asian</i>	5.7%	21.3%	59.2%	12.1%
	<i>Native American</i>	26.4%	35.5%	35.0%	2.2%

Table 8: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 3.

Grade 3 Math	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	4.0%	36.3%	52.4%	6.9%
	<i>African American</i>	13.8%	52.0%	31.7%	2.3%
	<i>Hispanic</i>	8.6%	50.8%	37.4%	2.8%
	<i>Asian</i>	2.6%	26.8%	57.3%	13.4%
	<i>Native American</i>	11.2%	59.9%	26.7%	2.0%

Table 9: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 4.

Grade 4 Reading	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	5.9%	22.2%	52.8%	18.8%
	<i>African American</i>	13.1%	35.3%	44.3%	6.8%
	<i>Hispanic</i>	12.7%	39.8%	40.2%	7.1%
	<i>Asian</i>	3.7%	21.1%	49.7%	25.5%
	<i>Native American</i>	18.5%	46.0%	31.6%	3.6%

Table 10: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 4.

Grade 4 Math	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	5.2%	37.1%	41.9%	15.5%
	<i>African American</i>	16.3%	51.0%	27.6%	4.6%
	<i>Hispanic</i>	11.9%	53.0%	29.0%	5.7%
	<i>Asian</i>	2.1%	30.3%	41.8%	25.8%
	<i>Native American</i>	15.2%	58.5%	23.0%	3.0%

Table 11: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 5.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 5 Reading	<i>Anglo</i>	4.5%	21.1%	49.4%	24.7%
	<i>African American</i>	10.4%	38.8%	38.9%	11.7%
	<i>Hispanic</i>	11.0%	37.7%	40.6%	10.6%
	<i>Asian</i>	3.1%	22.9%	46.4%	27.3%
	<i>Native American</i>	13.5%	47.1%	33.8%	5.4%

Table 12: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 5.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 5 Math	<i>Anglo</i>	7.6%	40.7%	39.9%	11.6%
	<i>African American</i>	20.3%	52.8%	22.7%	4.1%
	<i>Hispanic</i>	18.6%	53.8%	23.7%	3.7%
	<i>Asian</i>	6.4%	35.1%	37.8%	20.3%
	<i>Native American</i>	21.0%	57.0%	18.0%	1.2%

Table 13: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 6.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 6 Reading	<i>Anglo</i>	5.4%	36.2%	49.0%	9.1%
	<i>African American</i>	12.2%	49.6%	34.3%	3.8%
	<i>Hispanic</i>	12.6%	53.5%	30.3%	3.1%
	<i>Asian</i>	7.5%	32.4%	48.4%	11.0%
	<i>Native American</i>	14.7%	60.3%	22.6%	1.8%

Table 14: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 6.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 6 Math	<i>Anglo</i>	12.4%	45.2%	30.8%	8.3%
	<i>African American</i>	26.8%	53.8%	13.0%	1.9%
	<i>Hispanic</i>	27.0%	53.8%	15.1%	2.0%
	<i>Asian</i>	12.2%	33.9%	31.1%	16.4%
	<i>Native American</i>	30.6%	54.5%	11.9%	1.5%

Table 15: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 7.

Grade 7 Reading	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	5.4%	27.5%	56.9%	9.9%
	<i>African American</i>	16.3%	40.5%	39.2%	3.6%
	<i>Hispanic</i>	12.3%	42.2%	41.2%	3.6%
	<i>Asian</i>	4.2%	28.2%	50.9%	16.7%
	<i>Native American</i>	15.5%	51.0%	30.5%	1.9%

Table 16: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 7.

Grade 7 Math	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	14.1%	42.7%	32.5%	7.1%
	<i>African American</i>	31.9%	47.4%	13.8%	2.5%
	<i>Hispanic</i>	31.7%	50.0%	14.5%	1.5%
	<i>Asian</i>	10.0%	36.0%	32.5%	18.0%
	<i>Native American</i>	38.5%	47.8%	11.1%	1.1%

Table 17: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 8.

Grade 8 Reading	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	4.9%	26.4%	62.4%	5.8%
	<i>African American</i>	14.2%	40.1%	40.7%	3.8%
	<i>Hispanic</i>	11.9%	42.4%	42.9%	1.9%
	<i>Asian</i>	4.5%	28.9%	57.1%	8.6%
	<i>Native American</i>	15.2%	51.2%	30.8%	1.0%

Table 18: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 8.

Grade 8 Math	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
	<i>Anglo</i>	11.7%	42.5%	34.3%	8.5%
	<i>African American</i>	31.5%	43.9%	17.9%	1.8%
	<i>Hispanic</i>	28.5%	50.2%	17.1%	1.8%
	<i>Asian</i>	10.8%	31.0%	34.3%	19.4%
	<i>Native American</i>	32.6%	51.7%	12.4%	1.5%

Table 19: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 9.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 9 Reading	<i>Anglo</i>	14.2%	22.0%	60.5%	2.0%
	<i>African American</i>	29.8%	25.9%	39.9%	0.8%
	<i>Hispanic</i>	30.1%	31.6%	35.0%	0.7%
	<i>Asian</i>	16.5%	24.2%	52.9%	4.4%
	<i>Native American</i>	33.4%	34.9%	28.1%	0.3%

Table 20: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 9.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 9 Math	<i>Anglo</i>	9.1%	37.3%	40.9%	11.2%
	<i>African American</i>	19.7%	50.2%	23.3%	2.8%
	<i>Hispanic</i>	20.1%	52.4%	22.5%	2.3%
	<i>Asian</i>	8.1%	30.3%	40.1%	19.2%
	<i>Native American</i>	19.9%	58.1%	17.8%	1.2%

Table 21: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 11.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 11 Reading	<i>Anglo</i>	7.7%	18.0%	50.3%	23.0%
	<i>African American</i>	17.1%	30.7%	43.2%	6.9%
	<i>Hispanic</i>	16.6%	32.5%	41.8%	7.1%
	<i>Asian</i>	11.1%	21.3%	44.6%	19.7%
	<i>Native American</i>	9.9%	39.6%	43.8%	5.1%

Table 22: 2005-2006 New Mexico, NMSBA, by Ethnicity, Grade 11.

	Group	Beginning Step	Nearing Proficiency	Proficient	Advanced
Grade 11 Math	<i>Anglo</i>	11.6%	37.6%	35.9%	13.7%
	<i>African American</i>	32.7%	44.9%	17.0%	2.7%
	<i>Hispanic</i>	27.2%	50.3%	16.8%	2.8%
	<i>Asian</i>	13.1%	33.1%	31.5%	19.4%
	<i>Native American</i>	25.7%	55.7%	14.7%	1.8%

The University of New Mexico: Nuevo Presidente, ¿La Misma Historia?

The University of New Mexico, our state's flagship institution of higher education, has endured three years of tumultuous changes. 2006 began with the resignation of President Louis Caldera, considered by many at the time of his selection in 2004 as "the one" who would bring equity in enrollment, retention, and graduation of Hispanic students and in the hiring of Hispanic, tenured faculty. Unfortunately, because of Caldera's lack of experience as the top administrator of a major university and the excessive apathy he exhibited when confronted with issues of equity in achievement at the University of New Mexico, the last two years have been unproductive in terms of initiatives to address the low retention and graduation rates of our students.

The most recent data, gathered from reports prepared by the University of New Mexico Office of Institutional Research, reflect worsening trends in terms of enrollment for Hispanic students. Second semester retention rates remain stagnant for all ethnic groups, while third semester retention rates show a worsening trend for both Native American and Hispanic students. Six-year graduation rates improve minimally for all ethnic groups except for Asians and Native Americans. While overall there seem to be some gains made in achieving equity in higher education, institutional attitudes must change, beginning with the university administration. New Mexico, as a majority-minority state, must serve as an example to the rest of the country in terms of equity for all of our citizens. The most powerful equalizer in our society is access to a quality education – let us not deny any of our children access to a quality education.

In order to effectively address the educational shortcomings that have resulted from decades of apathy on the part of numerous administrations, the Albuquerque Partnership supports the implementation of the Hispano Round Table's "Ten Action Items to Achieve Academic Excellence in

Higher Education.” The action plan, developed by an ad-hoc committee of the HRT over the period of two years, seeks to maximize educational outcomes for Hispanic students by creating strategic partnerships with faculty, administration, local school systems from K-12 and the community at-large, as well as pathways to success for students and measures of accountability for the University.

Ten Action Items to Achieve Academic Excellence in Higher Education

1. **P-12 College Readiness Partnerships:** Address college readiness issues by all of us becoming active stakeholders and leaders in P-12 educational issues (for example, achievement gap, under-representation, drop out rates, etc.).
2. **Undergraduate and Graduate Pathways:** Design and maintain academic excellence pathways that are culturally sensitive for all under-graduate and graduate students.
3. **Tenure – Track Faculty:** Provide mechanisms to significantly increase the number of Hispano/Latino tenure track faculty on college and university campuses such as support of UNM's recent commitment, associated with its Title V grant, to increase Hispanic/Latino faculty by at least 20 net hires over five years, and invite other colleges and universities to make similar commitments.
4. **Staff Advancement:** Create administrative advancement pathways, such as leadership academies now proposed to promote professional coaching and mentoring, with financial incentives for Hispano/Latino faculty and staff.
5. **Parental Involvement:** Develop family/parent enrichment programs, such as ENLACE Family Centers, to foster student academic excellence.
6. **Community Collaborations:** Sustain strong community (education, business, corporate and technological) partnerships via action plans, engagement strategies, progress reports and outcome measures.
7. **Baselines and Benchmarks:** Involve the faculty in establishing baselines and benchmarks by creating incentives for research that analyzes issues, interests and competencies pertinent to Hispano/Latino educational attainment.
8. **Evaluation and Rewards:** Promote greater transparency on accountability by aligning reward structures to student, staff and faculty recruitment, retention and advancement measures.
9. **Status Reports:** Commission status reports for Hispano/ Latino and all other people of color to determine baseline statistics for all university units and departments (including the Health Sciences Center, the branch campuses and athletics) and disaggregate the data on staff employees.
10. **Publicity on Achievements and Deficiencies:** Highlight and publicize the attainment of funding, personal achievements, and model programs that advance this community agenda for academic excellence as well as exposing and holding accountable those who make little or no progress in advancing this agenda.

Key to the success of this plan are commitments from the University of New Mexico administration to not only implement this plan, but to actively and unequivocally see that the specific requests of the plan be pursued and achieved. To best ensure this, we need a university president who is willing to take on the challenge of achieving equity and academic excellence for all students at the university. Our state deserves a president who will preside over our university with respect, energy, and a commitment to change an attitude of failure and underachievement that has been institutionalized through decades of apathy.

Table 23: Fall Freshman Enrollment Rate 1998-2006.

New Beginning Freshmen Headcount									
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
Year	1998	1999	2000	2001	2002	2003	2004	2005	2006
Headcount	2,670	2,764	2,639	2,405	2821	3,004	3,086	3095	3026
Ethnic Distribution for New Beginning Freshmen									
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
Ethnicity	1998	1999	2000	2001	2002	2003	2004	2005	2006
<i>Native American</i>									
Headcount	132	96	111	100	149	199	182	144	164
Percent	4.94%	3.47%	4.21%	4.16%	5.28%	6.62%	5.90%	4.65%	5.42%
<i>African Am.</i>									
Headcount	83	87	73	72	79	94	114	86	114
Percent	3.11%	3.15%	2.77%	2.99%	2.80%	3.13%	3.69%	2.78%	3.77%
<i>Asian/Pac. Islander</i>									
Headcount	106	94	87	93	98	125	100	119	137
Percent	3.97%	3.40%	3.30%	3.87%	3.47%	4.16%	3.24%	3.84%	4.53%
<i>Hispano</i>									
Headcount	957	961	971	858	963	1056	1154	1,188	1,110
Percent	35.84%	34.77%	36.79%	35.68%	34.14%	35.15%	37.39%	38.38%	36.68%
<i>Anglo</i>									
Headcount	1,327	1,449	1,321	1,219	1473	1,468	1353	1421	1380
Percent	49.70%	52.42%	50.06%	50.69%	52.22%	48.47%	43.84%	45.91%	45.60%
<i>Foreign</i>									
Headcount	21	24	11	14	22	17	12	20	21
Percent	0.79%	0.87%	0.42%	0.58%	0.78%	0.57%	0.39%	0.65%	0.69%
<i>No Response</i>									
Headcount	44	53	65	49	37	45	171	117	100
Percent	1.65%	1.92%	2.46%	2.04%	1.31%	1.50%	5.55%	3.78%	3.30%

Table 24: Ethnic Distribution of Beginning Freshmen from New Mexico High Schools Only.

	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
<i>Ethnicity</i>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<i>Native American</i>									
Headcount	115	82	96	85	127	178	161	129	144
Percent	5.14%	3.54%	4.15%	4.09%	5.29%	6.83%	5.95%	4.74%	5.48%
<i>African American</i>									
Headcount	56	55	58	42	52	59	76	61	76
Percent	2.50%	2.37%	2.50%	2.02%	2.16%	2.26%	2.81%	2.24%	2.89%
<i>Asian/Pac. Islander</i>									
Headcount	89	82	81	83	79	111	90	99	120
Percent	3.97%	3.54%	3.50%	4.00%	3.29%	4.26%	3.32%	3.64%	4.57%
<i>Hispano</i>									
Headcount	883	871	915	789	883	980	1087	1123	1032
Percent	39.44 %	37.61 %	39.51 %	37.99 %	36.75 %	37.59%	40.16%	44.27 %	39.28%
<i>Anglo</i>									
Headcount	1,060	1,179	1,109	1,034	1,223	1,237	1,144	1203	1173
Percent	47.34 %	50.91 %	47.88 %	49.78 %	50.89 %	47.45%	42.26%	44.21 %	44.65%
<i>Foreign</i>									
Headcount	0	4	1	2	6	1	2	2	4
Percent	0.00%	0.17%	0.04%	0.10%	0.25%	0.04%	0.07%	0.07%	0.15%
<i>No Response</i>									
Headcount	36	43	56	42	33	41	147	104	78
Percent	1.61%	1.86%	2.42%	2.02%	1.37%	1.57%	5.43%	3.82%	2.97%
Total Headcount	2,239	2,316	2,316	2,077	2,403	2,607	2,707	2721	2627

Table 25: Total Headcount by Ethnicity.

	1998	1999	2000	2001	2002	2003	2004	2005	2006
Native American	1,066	1,135	1,109	1,084	1,392	1,516	1,528	1526	1525
African American	529	553	566	541	586	632	661	683	715
Asian/Pacific Is.	683	766	795	803	873	898	877	887	923
Hispano	5,461	5,865	6,124	6,189	7,063	7,530	7,847	7873	7881
Anglo	13,501	13,201	12,737	12,116	12,986	13,368	12,855	12646	12640
Foreign	599	650	644	731	922	931	905	867	847
No Response	655	715	722	770	883	918	1,666	1798	1286
Ethnicity Total	22,494	22,885	22,697	22,234	24,705	25,793	26,339	26280	25817

**Table 26: Retention to the Second Semester (Spring Semester Year):
New Fall Freshmen Who Return in the Spring.**

Ethnicity	1998%	1999%	2000%	2001%	2002%	2003%	2004%	2005%	2006%
Native American	84.30%	90.90%	86.50%	82.90%	84%	91.30%	86.90%	86.30%	89.70%
African American	93.30%	89.20%	86.20%	87.70%	90.30%	92.40%	90.40%	91.20%	90.10%
Asian /Pacific Is.	90.50%	93.40%	85.10%	92%	92.50%	94.90%	92%	89%	93.90%
Hispano	89.90%	85.30%	85.90%	86.90%	86.60%	87.90%	86.50%	88.30%	87.20%
Anglo	87%	84.70%	84.30%	86.10%	88.10%	87.70%	88.80%	89.50%	87.80%
Foreign	62.50%	66.70%	66.70%	36.40%	71.40%	90.90%	94.10%	100%	90%
No Response	95.70%	84.40%	84.90%	84.60%	87.80%	89.20%	84.40%	92.40%	87.80%
Ethnicity Total	87.70%	85.50%	84.90%	86.30%	88.20%	88.40%	88%	89.10%	88%

Table 27: Retention to Third Semester by Ethnicity.

Percentage	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Ethnicity									
Native American	56.20%	62.12%	65.63%	69.37%	70.00%	69.13%	63.38%	64.84%	55.15%
African American	64.44%	72.29%	63.22%	61.64%	72.22%	73.42%	77.42%	78.07%	77.78%
Asian	83.78%	75.47%	74.47%	81.61%	82.80%	81.63%	83.50%	78.00%	80.00%
Hispano	71.33%	68.34%	72.63%	74.15%	76.57%	76.12%	73.71%	75.13%	73.10%
Anglo	71.34%	70.01%	70.74%	72.29%	75.31%	76.10%	75.54%	75.76%	76.04%
Foreign	87.50%	80.95%	54.17%	90.91%	71.43%	77.27%	58.82%	75.00%	90.00%
No Response	60.87%	70.45%	71.70%	72.31%	79.59%	75.68%	79.43%	78.36%	80.87%
Total	70.72%	69.40%	70.98%	72.94%	75.80%	75.86%	74.70%	75.18%	74.44%

Table 28: Ethnic Distribution of UNM Main Campus Degree Recipients by Academic Year - Undergraduate and Graduate Degree Recipients Combined.

Ethnicity	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
African American	2.10%	2.10%	1.80%	1.80%	2%	2%	2%
Native America	4%	4.40%	4.20%	4.60%	4.50%	5.10%	4.90%
Asian/Pacific Is.	2.60%	3.30%	3.30%	3.50%	3.60%	3.30%	3%
Hispano/Latino	22.70%	25.10%	26.30%	26.30%	27.40%	28.30%	27.60%
Anglo	62.60%	58.60%	56.90%	55.90%	54.70%	52.10%	52.30%

Table 29: Percentage of First-Time Freshmen who Graduate within Six Years By Admission Plan.

Year Entered	All Freshmen	Plan A Freshmen
1989	37.5%	43.2%
1990	33.1%	37.1%
1991	37.2%	40.7%
1992	37.1%	40.1%
1993	37.2%	40.1%
1994	39.7%	41.2%
1995	45.2%	47.6%
1996	45.8%	47.7%
1997	42.5%	45%
1998	40.1%	42.2%
1999	41%	42.9%
2000	43.4%	44.9%

Table 30: Percentage of UNM Main Campus First-Time Freshmen who Graduated within Six Years by Ethnicity.

	Graduation Year						
	2000	2001	2002	2003	2004	2005	2006
African American	26.40%	35.10%	46.70%	39.50%	31.70%	25.90%	30.60%
Native American	17.40%	30.30%	17.30%	20.03%	20%	28.70%	27.60%
Asian/Pacific Is.	43.90%	53.90%	54.80%	50%	44.10%	47.90%	41.90%
Hispano/Latino	39.40%	42.50%	45.80%	41%	39.40%	39.40%	41.20%
Anglo	43.90%	47.70%	47.90%	45%	42.60%	43.50%	47.10%
All Combined	39.70%	45.20%	45.80%	42.50%	40.10%	41%	43.40%

Table 31: Degrees Awarded Main Campus.

Bachelors	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
African American	59	62	49	53	62	62	65
Native American	135	132	114	153	145	168	169
Asian/Pacific Is.	70	77	80	97	90	81	75
Hispano	706	746	774	843	872	933	911
Anglo	1662	1446	1399	1444	1505	1406	1482
Foreign & No Response	91	85	97	94	103	168	188
Total	2723	2548	2513	2684	2777	2818	2890
Masters	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
African American	20	15	18	14	11	22	19
Native American	22	29	34	27	33	41	41
Asian/Pacific Is.	18	22	18	24	29	31	33
Hispano	145	181	203	169	222	240	263
Anglo	648	644	588	609	604	683	651
Foreign & No Response	123	144	169	203	174	180	208
Total	976	1035	1030	1046	1073	1197	1215
Doctorate	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
African American	1	3	0	4	9	1	2
Native American	0	4	3	3	3	2	2
Asian/Pacific Is.	6	1	4	4	4	5	9
Hispano	17	20	14	14	20	25	16
Anglo	138	123	130	111	116	116	91
Foreign & No Response	22	23	36	26	43	56	61
Total	184	174	189	162	195	205	181

Table 32: Top Feeder High Schools to UNM, Fall Semesters 2002-2006.

High Schools	2002	2003	2004	2005	2006
Cibola	135	179	183	163	204
Rio Rancho	165	183	201	213	199
La Cueva	193	184	196	192	196
ElDorado	156	167	199	178	174
Sandia	131	135	136	153	163
Manzano	120	116	107	124	111
St. Pius X	119	93	114	111	92
Highland	77	85	97	92	86
Valley	101	119	105	113	79
Albuquerque	69	80	83	68	76
Del Norte	82	82	63	73	74
Moriarty	57	79	56	56	63
Santa Fe	51	64	56	45	61
West Mesa	78	69	47	58	60
Los Lunas	59	51	50	59	57
Rio Grande	49	54	48	48	44

Table 33: 2006 New Mexico Population (Approximation, U.S. Census).

Ethnicity	Count	%
Anglo	807,552	42.7
Hispanic	822,224	43.5
Native American	172,564	9.1
African American	32,710	1.7
Asian	21,572	1.1
Other	30,578	1.6
Total	1,887,200	

