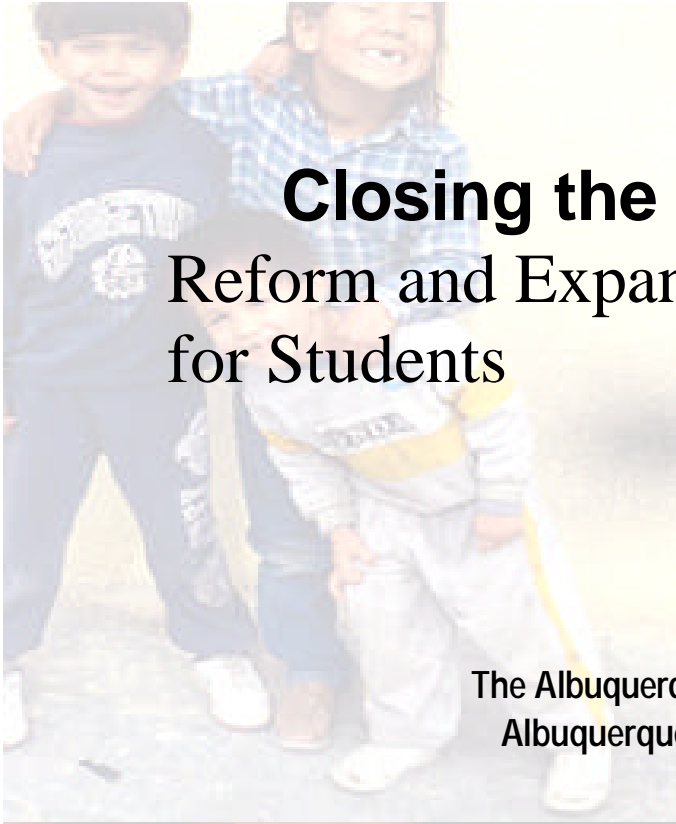




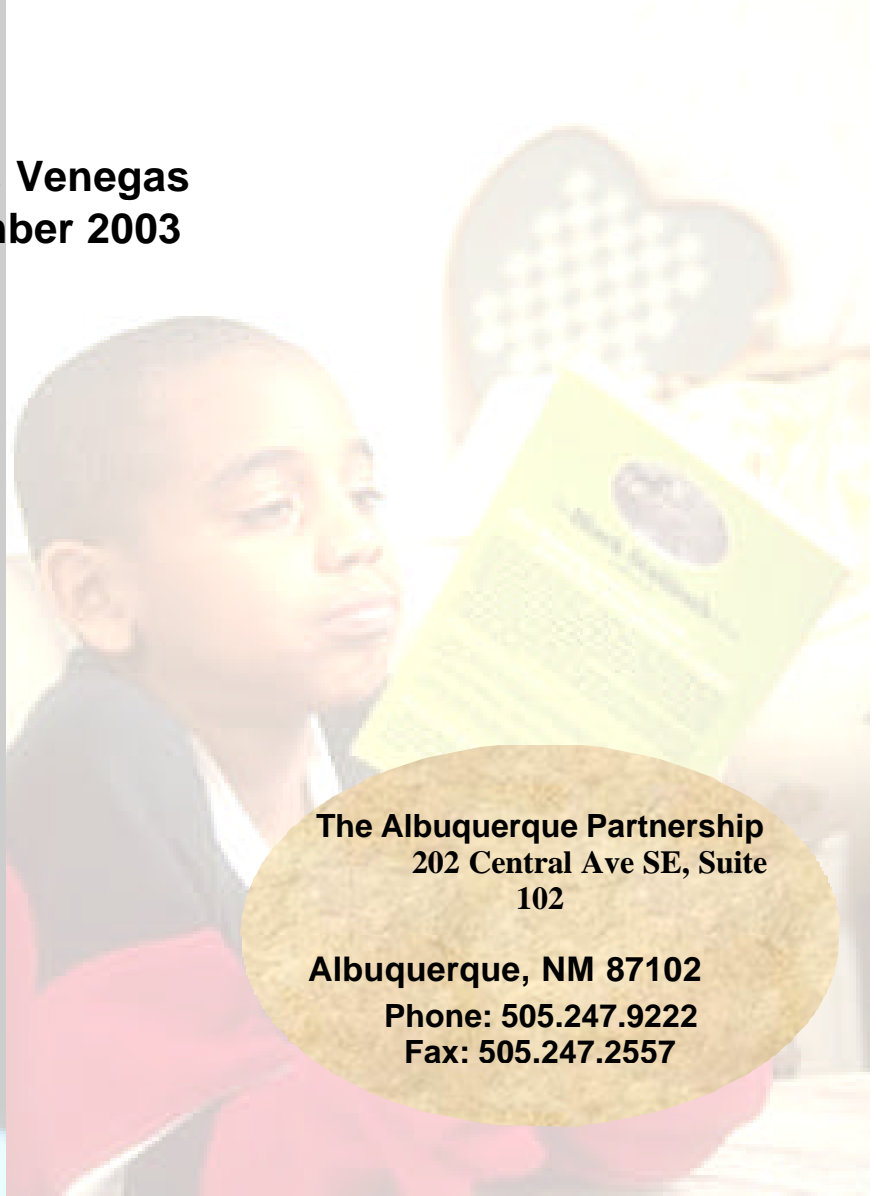
Closing the Achievement Gap: Reform and Expanding Education Options for Students



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December 2003



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Introduction

A new governor, a new beginning, all Democrats in Santa Fe, reform and constitutional amendments _ salvation has arrived for all our student populations in New Mexico!

As we keep in mind the results for the school year 2002-2003, let us use the data for comparative purposes in coming years. Since many public policy decisions are made in Santa Fé with reform educational packages by the Governor and the House and Senate Education Committees, let's assess on a yearly basis student performance with a final grade given at the end of a governor's term. In 2006 we will hold accountable, not the State Board of Education, but the Governor and the Secretary of Education.

As we review student performance in New Mexico, one concern remains the same – equity. If there is equitable distribution of goods, services and resources to our schools as our funding formula for education seems to indicate, do we get our equitable return on our investment for all students? Is there a good return on our investment regardless of socioeconomics or ethnicity?

Various stakeholders have reviewed student performance for the last 30 years in New Mexico. We still find that many of our students have had access to only the “most wretched services,” as national educator Ronald Edmonds stated in 1978. Our progress in education and state economic development is measured by “our willingness to advance the equity interests of the least among us. Equitable public schooling begins by teaching poor and ethnically different children what their parents want them to know. To succeed we must start by teaching poor and ethnically different children as well as we teach middle class school children.”

What do we see in the following pages? Equity or inequity? Do we respond in the affirmative to the Ron Edmonds statement that “inequity in American education derives first and foremost from our failure to educate the children of the poor.”

How did we educate our children in New Mexico school year 2002-2003? How did your neighborhood school rank? Was your child at the 30th, 50th or 75th percentile in math?!

The Albuquerque Public Schools Student Performance, 2002-2003

As we review the student performance in Albuquerque for the 2002-2003 school year, we see a focused effort and some improvement but still many challenges. Looking at the last four years – from the 1998-1999 year to the current year, we find:

Elementary Schools

- 33 schools whose scores increased
- 38 schools whose scores decreased
- 5 schools whose scores remained the same

Middle Schools

- 13 schools whose scores increased
- 10 schools whose scores decreased
- 1 school whose score remained the same

High Schools

- 7 schools whose score increased
- 3 schools whose scores decreased
- 1 school whose score remained the same

The Terra Nova test is used across the country to measure academic progress. APS District wide scores came in at or above the national average for the test given in March 2003 to 42,000 students. Highlights:

- Albuquerque third-graders logged the biggest jump in reading with a 55, up from 50.
- The highest subject score was 63 in language at seventh grade.
- Sixth-grade math, at 49, was the only other below-average score district wide.

Table 1: APS Elementary School Terra Nova Results, Grades 3-5

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
1	26.4	DENNIS CHAVEZ	5	86	89.6	80	86
			4	80	79.2	76	80
			3	78	77	72	83
2	21	H.H HUMPHREY	5	80	84.1	83	83
			4	85	83.7	79	77
			3	78	73.8	68	80
3	17.9	DOUBLE EAGLE	5	84	79	78	82
			4	85	86.7	83	81
			3	84	86.7	82	75
4	20.9	S.Y. JACKSON	5	81	88.5	80	81
			4	86	89	79	82
			3	85	82.2	70	73
4	25.1	JOHN BAKER	5	66	74.5	67	81
			4	84	79.5	82	68
			3	81	83	80	67
6	24.1	GEORGIA O'KEEFE	5	80	86.7	78	80
			4	83	82.7	76	83
			3	66	75	78	76
7	35.5	OÑATE	5	80	77	75	76
			4	64	70.4	59	78
			3	66	58	68	66
8	35.8	OSUNA	5	84	81.9	82	75
			4	68	80	67	76
			3	64	61.7	72	70
9	38.7	CORRALES	5	70	63.9	78	74
			4	65	74	66	69
			3	62	72.3	54	58
9	44.4	CHAMIZA	5	74	74.2	68	74
			4	83	76	87	78
			3	68	84	68	65
9	37.3	BANDELIER	5	80	80.7	86	74
			4	80	74	78	78
			3	76	82.9	68	79
12	38	MONTE VISTA	5	66	78.3	74	73
			4	76	76	63	73
			3	66	68	67	71

Table 1: APS Elementary School Terra Nova Results, Grades 3-5 (Cont.)

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
13	23.7	SAN ANTONITO	5	66	75	64	72
			4	68	67.2	68	83
			3	57	68	58	78
13	77.9	GRIEGOS	5	80	75	79	72
			4	78	75.6	78	66
			3	58	68.2	61	78
13	45.2	BELLEHAVEN	5	70	75	67	72
			4	71	73.7	63	68
			3	69	66.1	56	61
16	55.7	MONTEZUMA	5	72	69	59	68
			4	58	70.3	75	53
			3	69	80.3	67	53
16	50.1	MARIE HUGHES	5	66	72.3	68	68
			4	69	66.5	67	65
			3	61	74	58	62
18	36.5	MITCHELL	5	68	77.3	78	67
			4	63	70.4	65	66
			3	57	53.2	58	61
18	36.8	COMANCHE	5	78	73	76	67
			4	66	67	41	74
			3	56	40.5	59	76
18	56.7	APACHE	5	61	57.3	51	67
			4	70	85	66	52
			3	60	69.8	75	72
21	58.8	ZIA	5	64	53	59	64
			4	56	68	57	59
			3	56	63.7	50	59
21	49	SIERRA VISTA	5	50	57	67	64
			4	74	79.6	65	64
			3	63	66	50	54
23	69.9	HODGIN	5	49	46.5	54	63
			4	51	63.5	52	47
			3	63.5	62	56	52
23	33.2	A. MONTOYA	5	66	60	61	63
			4	81	77	65	55
			3	76	77.4	59	63
25	93.3	R. CHAVEZ	5	43	48.6	59	62
			4	61	63.6	59	53
			3	36	54	52	63
25	81.1	PAJARITO	5	50	56.7	56	62
			4	64	67	56	66
			3	57	69.7	63	63

Table 1: APS Elementary School Terra Nova Results, Grades 3-5 (Cont.)

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
25	73.6	KIRTLAND	5	60	62	63	62
			4	68	54.7	56	49
			3	53	47.7	56	80
25	44.8	INEZ	5	74	67.3	59	62
			4	62	58	70	67
			3	78	67.3	60	56
25	51.9	GOV BENT	5	78	74	61	62
			4	51	51	61	67
			3	36	54	52	57
25	52.3	ACOMA	5	69	62.6	61	62
			4	53	56	61	48
			3	56	60	61	63
31	52.1	MCCOLLUM	5	79	72.3	54	60
			4	53	67	58	71
			3	63	42.3	48	53
32	54.9	WHERRY	5	57	50	56	59
			4	68	68	49	62
			3	72	57.5	43	43
32	45.5	CHELWOOD	5	53	65.8	59	59
			4	66	68	55	60
			3	58	54	35	64
32	54.9	ARROYO DEL OSO	5	63	62.6	75	59
			4	61	57.5	64	58
			3	60	65.5	48	63
35	68.7	TOMASITA	5	51	51	52	57
			4	51	63	46	56
			3	48	49.8	57	51
35	56.2	EDM. G ROSS	5	66	62.2	52	57
			4	44	65.5	70	50
			3	44	59.4	48	55
35	44.4	COLLET PARK	5	80	77	69	57
			4	55	57.1	52	57
			3	77	56	67	55
38	40.6	PETROGLYPH	5	59	69	52	56
			4	39	65.7	54	57
			3	57	52	59	66
38	79.7	MACARTHUR	5	33	77.5	56	56
			4	62	74.8	67	59
			3	59	71.4	54	54
40	84.7	LEW WALLACE	5	77	60	50	55
			4	46	61.2	54	49
			3	58	55.3	59	55

Table 1: APS Elementary School Terra Nova Results, Grades 3-5 (Cont.)

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
40	95.4	ATRISCO	5	32	38	36	55
			4	53	54.3	52	50
			3	60	62	54	30
42	50.2	SANDIA BASE	5	56	69	50	54
			4	42	31.4	34	59
			3	40	37.6	30	50
42	46.9	S. DEL MONTE	5	61	51	63	54
			4	70	63.3	56	56
			3	58	58.4	50	56
42	88.7	ADOBE ACRES	5	39	54	45	54
			4	38	46.5	59	60
			3	35	66	50	39
45	42	MATHESON PARK	5	69	66.5	56	53
			4	55	56.8	47	52
			3	43	50.8	47	60
45	67.8	CHAPARRAL	5	56	59	61	53
			4	31	42.4	34	56
			3	34	37.7	55	49
47	59.9	ALVARADO	5	49	63.8	65	52
			4	39	44.3	48	46
			3	40	50.5	52	45
48	52.8	MARK TWAIN	5	61	55.3	48	51
			4	56	59.2	54	76
			3	52	63.5	61	62
48	90.5	LA LUZ	5	52	31.2	50	51
			4	N/A	47	46	59
			3	N/A	41	43	57
48	94.2	KIT CARSON	5	30	33.2	35	51
			4	66	64.5	58	59
			3	48	56	54	35
48	91	EMERSON	5	24	28.1	29	51
			4	53	55.6	50	41
			3	31	38.7	34	54
48	84.5	COCHITI	5	52	48.6	44	51
			4	29	44.1	48	39
			3	25	38	37	47

Table 1: APS Elementary School Terra Nova Results, Grades 3-5 (Cont.)

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
53	75	EUBANK	5	33	45.5	46	50
			4	60	48.7	44	57
			3	45	31.7	43	35
54	86	MISSION AVENUE	5	40	34.5	44	49
			4	48	34	43	45
			3	36	34.5	43	37
55	72.8	LOS RANCHOS	5	60	65.5	56	48
			4	57	50.7	46	56
			3	35	48.4	28	37
55	73.9	BEL-AIR	5	53	63.7	44	48
			4	68	62.8	34	45
			3	69	62.6	41	39
57	94.4	LA MESA	5	31	30.7	34	47
			4	38	44.2	52	46
			3	36	45.5	44	41
58	97.5	EAST SAN JOSE	5	32	44	37	46
			4	33	46	31	42
			3	38	28	36	36
58	95.4	D. GONZALES	5	48	48.5	43	46
			4	35	47.5	46	51
			3	40	50	44	43
60	78.3	WHITTIER	5	36	43.3	29	45
			4	29	36.5	35	32
			3	29	47	41	43
60	86.2	LONGFELLOW	5	32	52.7	41	45
			4	47	39	45	61
			3	36	46	48	47
60	76.9	ALAMEDA	5	50	60.3	56	45
			4	30	40.3	36	53
			3	49	43.7	37	55
63	79.2	PAINTED SKY	5	45	38.4	43	44
			4	42	40	44	46
			3	35	46.4	45	44
64	84.8	HAWTHORNE	5	52	47	48	44
			4	32	34	30	43
			3	30	24.4	28	40
64	88.3	LOS PADILLAS	5	28	38.2	35	43
			4	34	35.7	44	31
			3	42	34	42	31

Table 1: APS Elementary School Terra Nova Results, Grades 3-5 (Cont.)

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
66	95.3	EUGENE FIELD	5	37	26.7	44	42
			4	18	29.7	30	47
			3	30	34	35	46
67	95.9	ARMIJO	5	37	30.8	39	41
			4	41	44	52	41
			3	40	64	54	36
68	97.1	VALLE VISTA	5	22	34.3	39	40
			4	40	33	41	39
			3	42	48	46	33
69	80.2	SUSIE R. MARMON	5	45	57	50	39
			4	42	37	37	41
			3	28	40.3	23	41
69	92.7	CARLOS REY	5	46	38.7	32	39
			4	38	41.8	43	N/A
			3	43	41.8	37	N/A
71	96.2	ALAMOSA	5	27	44.3	34	38
			4	48	30.3	30	41
			3	23	19.3	32	35
72	92.5	BARCELONA	5	35	39.7	39	36
			4	31	28.2	42	46
			3	33	39.4	22	49
73	93	NAVAJO	5	47	49.5	52	34
			4	31	41	41	26
			3	31	49.8	37	37
73	93.2	LOWELL	5	39	41	43	34
			4	37	38	35	52
			3	37	31.7	32	36
75	88	MOUNTAIN VIEW	5	40	60	55	33
			4	26	30.4	30	56
			3	17	39.7	34	48
76	91.7	LAVALAND	5	35	29.8	37	32
			4	40	26	34	39
			3	24	37.7	37	42
	91	M. A. BINFORD	5	36	44.2	34	N/A
			4	38	41.8	43	N/A
			3	43	41.8	37	N/A
	91.3	DURANES	5	33	56	25	N/A
			4	40	26	34	N/A
			3	24	37.7	37	N/A

*Rank is for 2003 by 5th grade only. **Minority enrollment includes a category of *Other*, in addition to Hispanic, Black, Native American and Asian. Shaded areas represent a minority enrollment of 50% or more.

Table 2: APS Middle School Terra Nova Results, Grades 6-8

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
1	26.7	DESERT RIDGE	8	78	79	83	77
			7	N/A	78	79	78
			6	80	79	79	77
2	23.8	EISENHOWER	8	78	79	78	74
			7	N/A	71	73	79
			6	67	69	70	74
3	33	MADISON	8	78	78	76	71
			7	N/A	74	70	67
			6	68	75	78	68
4	27.4	ROOSEVELT	8	56	60	68	69
			7	N/A	68	67	66
			6	63	66	65	64
4	48.1	JOHNSON	8	74	73	68	69
			7	N/A	64	67	70
			6	68	63	67	66
4	56.7	JEFFERSON	8	71	73	67	69
			7	N/A	58	70	63
			6	54	51	65	61
7	44.9	JACKSON	8	65	60	54	68
			7	N/A	66	60	61
			6	65	55	56	59
7	48.7	CLEVELAND	8	64	64	65	68
			7	N/A	61	52	59
			6	54	53	56	59
9	32.2	HOOVER	8	78	72	65	64
			7	N/A	59	65	69
			6	57	54	61	63
10	46	GRANT	8	57	66	58	60
			7	N/A	53	63	51
			6	56	48	58	59
11	56.8	TAYLOR	8	60	59	61	56
			7	N/A	50	54	60
			6	48	47	59	60
11	79	HAYES	8	47	48	44	56
			7	N/A	60	63	43
			6	57	63	67	44

Table 2: APS Middle School Terra Nova Results, Grades 6-8 (Cont.)

*Rank	**Minority Enrollment	School	Grade	Score 1999-2000	Score 2000-2001	Score 2001-2002	Score 2002-2003
13	72.2	WILSON	8	48	41	50	54
			7	N/A	50	53	49
			6	41	42	51	53
13	63.6	KENNEDY	8	56	60	58	54
			7	N/A	51	50	50
			6	44	50	46	44
15	69.8	TAFT	8	57	58	59	53
			7	N/A	50	44	57
			6	43	43	43	56
15	88.1	GARFIELD	8	40	35	44	53
			7	N/A	35	48	45
			6	34	45	43	40
15	85.4	ADAMS	8	44	51	44	53
			7	N/A	43	52	42
			6	40	44	43	45
18	65.5	MCKINLEY	8	51	49	48	50
			7	N/A	31	39	52
			6	42	34	43	49
19	89.6	POLK	8	33	38	43	43
			7	N/A	33	43	59
			6	27	35	31	44
20	90.1	HARRISON	8	32	29	41	42
			7	N/A	32	37	46
			6	24	18	34	47
21	94.6	WASHINGTON	8	34	35	41	39
			7	N/A	N/A	41	37
			6	N/A	N/A	43	31
21	80.3	VAN BUREN	8	39	40	42	39
			7	N/A	43	44	39
			6	39	32	43	33
21	82.7	CARTER	8	N/A	N/A	43	39
			7	N/A	39	43	37
			6	29	27	46	39
24	97	ERNIE PYLE	8	31	31	39	38
			7	N/A	35	39	36
			6	32	28	39	36
25	91.2	TRUMAN	8	36	33	34	37
			7	N/A	31	35	37
			6	29	27	32	40

*Rank is for 2003 by 8th grade only. **Minority enrollment includes a category of *Other*, in addition to Hispanic, Black, Native American and Asian. Shaded areas represent a minority enrollment of 50% or more.

Table 3: APS High School Terra Nova Results, Grade 9

*Rank	**Minority Enrollment	School	1999-2000 Score	2000-2001 Score	2001-2002 Score	2002-2003 Score
1	21.7	LA CUEVA	79	81.4	76	79
2	26.4	EL DORADO	76	72.3	68	71
3	35	SANDIA	71	67.8	70	69
4	44.6	CIBOLA	64	67.4	68	68
5	76.3	VALLEY	45	50.4	61	58
6	80.4	ALBUQUERQUE	36	45.8	54	55
7	45.8	MANZANO	51	66.3	61	52
8	70.4	HIGHLAND	47	41.3	50	48
9	61.9	DEL NORTE	54	46.2	50	47
10	89.5	WEST MESA	34	35.8	43	42
10	92.2	RIO GRANDE	31	27	34	42

*Rank is for 2003 by 9th grade only. **Minority enrollment includes a category of *Other*, in addition to Hispanic, Black, Native American and Asian. Shaded areas represent a minority enrollment of 50% or more.

Table 4: APS Terra Nova Results, 2003, Grades 3-9 by Ethnicity and Income

	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade
All Students	56	58	59	56	58	58	58
Free Lunch	44	46	46	43	43	43	43
No Free Lunch	67	70	70	67	67	68	63
Anglo	68	72	73	72	72	72	73
Black	48	46	48	46	50	50	46
Hispanic	48	48	48	46	46	46	44
Native Am.	41	46	44	39	39	46	43
Asian	67	61	67	67	67	67	66
Other	61	69	74	50	59	61	63

Table 5: APS Cohort Dropout Rates, 1993-2001

SCHOOL	93-94	94-95	95-96	96-97	97-98	98-99	00-01	01-02*
Albuquerque	31.6%	34.5%	36.2%	41.5%	40.9%	36.7%	41.9%	27.6%
Cíbola	31.6%	26.9%	27.2%	27.7%	26.0%	24.4%	18.7%	11.5%
Del Norte	27.5%	33.3%	30.2%	35.0%	23.8%	37.7%	31.8%	27.9%
El Dorado	18.4%	18.6%	14.8%	20.8%	14.1%	10.3%	14.0%	12.4%
Highland	27.1%	29.7%	29.5%	38.2%	26.0%	31.2%	47.7%	36.3%
La Cueva	9.7%	15.5%	15.3%	13.0%	8.4%	10.4%	8.13%	6.2%
Manzano	21.0%	25.8%	22.0%	27.3%	18.5%	18.6%	21.0%	17.6%
Río Grande	33.4%	41.2%	46.5%	45.9%	44.7%	50.6%	53.7%	47.7%
Sandía	15.0%	22.8%	19.4%	23.1%	18.4%	18.5%	22.2%	21.1%
Valley	30.0%	33.2%	33.2%	34.1%	32.3%	28.4%	31.14%	26.7%
West Mesa	34.1%	38.4%	43.8%	41.7%	34.6%	34.8%	33.7%	30.1%
District	26.1%	29.7%	30.8%	33.8%	33.9%	34.4%	33.8%	

Table 6: APS District Cohort Dropout by Ethnicity- 1987, 1998, 1999, 2001, 2002

ETHNICITY	1987 %	1998 %	1999 %	2001 %	2002** %
ANGLO	16.3%	23.9%	25.4%	23%	
AFRICAN-AMERICAN	22.9%	40.0%	32.4%	28.4%	
HISPANIC	23.8%	43.1%	44.7%	41.5%	
NATIVE-AMERICAN	29.3%	41.8%	49.6%	47.4%	
ASIAN	12.9%	15.3%	25.1%	18.9%	
DISTRICT TOTAL	19.6%	33.9%	34.4%	32.9%	

*The cohort numbers for 2001-2002 are based on the annual dropout rates for the years 98-99 thru 2001-2002.

**The cohort numbers for dropouts by ethnicity for 2002 are not available.

Key Findings:

- 3rd grade: Dennis Chávez scored at the 83rd percentile; Los Padillas at the 31st percentile—**gap 52**
- 4th grade: S.Y. Jackson scored at the 82nd percentile; Navajo at the 26th percentile—**gap 56**
- 5th grade: Dennis Chávez scored at the 86th percentile; Lavaland at the 32nd percentile—**gap 54**
- 6th grade: Desert Ridge scored at the 77th percentile, Washington at the 31st percentile—**gap 46**
- 7th grade: Desert Ridge scored at the 78th percentile; Washington at the 31st percentile—**gap 47**
- 8th grade: Desert Ridge scored at the 77th percentile; Truman at the 37th percentile— **gap 40**
- 9th grade: La Cueva scored at the 79th percentile; Río Grande at the 42nd percentile—**gap 37**

Dropouts by Ethnicity

Analyzing the cohort dropout rates by high school, for the years 1994 through 2002, reveals little change in the gaps among the 11 public high schools. The Albuquerque Public School district has not provided a longitudinal/cohort (numbers of entering 9th graders that graduated four years later) report since 1999. From 2000-2001 to 2001-2002 there were improvements in all schools but the 47.7 percent dropout rate for Río Grande is still high.

From tables 5 and 6:

- Río Grande High School still has the highest dropout rate. 47.7% of the students who enter the 9th grade do not graduate four years later. To illustrate, a freshmen class of 700 would yield only 325 graduates in four years.
- The gap between the school with the lowest dropout rate (La Cueva 6.2 percent) and highest (Río Grande 47.7 percent) is 41.5 percentile points.

As noted in Tables 5 and 6, the dropout rates for 2001-2002 are an approximation based on annual rates reported by the school district. Exact numbers will be available when APS compiles cohort numbers for the graduating classes of 2000, 2001 and 2002.

It should be noted that the Albuquerque Public Schools are beginning to show a reduction in the annual dropout rates. District wide the reduction between the 2001 and 2002 years was 3.7 percent by schools based on our unofficial analysis of the cohort groups by school. All schools showed a decline (Table 5). The district focused efforts on keeping students in school and providing more educational options for students seem to explain the improvement of student retention.

New Mexico School Ratings 2003

State Accountability System

This section is a statewide data that first desegregates data by ethnicity and grade level and second provides the accountability rating for schools in the district in Albuquerque.

Also included is the most recent release of the National Assessment of Educational Progress, considered the report card on student achievement (Table 14A). As we can see, in reading the percentage of students who performed at or above proficient at the 4th grade level was 19 percent – the lowest of all states, except Mississippi. In 8th grade reading, New Mexico was last at 20 percent. The math scores for 4th and 8th grade were no different.

In 2003, the New Mexico State Board of Education’s accountability regulations for New Mexico public schools include charter schools. For the last five years, the state has been identifying schools for improvement. Test scores were used to identify these schools the first two years, but during the last two years, the state has used ratings that incorporate the five statewide accountability indicators—attendance, dropout rate, parent/community involvement, school safety and standardized tests scores. The potential for corrective action in school improvement is based on regulations, provided schools do not make the progress necessary to remove them from “improvement” status. In 2003 the state changed its accountability system to comply with federal reform laws (No Child Left Behind). The ratings now take into account the performance of eight sub-groups, including special education, low-income English language learners and five categories for ethnicity. In addition, at least 95 percent of students in any of the subgroups had to take the test for the school to rate higher than “meets standards.”

Statewide, 9 of the state’s 750 schools were rated exemplary (1.6 percent), 42 were rated exceeds standards (5.6 percent), 523 meets standards (70.5 percent) and 164 probationary (22.1 percent), 43 new schools qualified for more corrective action.

In APS the number of “probationary” schools increased from 20 to 28 or 24.1 percent of all city schools. The number of “exemplary” fell from 12 to four (3.4 percent) and those rated “meets standards” increased from 71 to 91.

New Mexico State Data

Table 7: Elementary School Percentiles by Ethnicity, Years 2001-2003 (Grade 3)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	69	65	66.3	66	61	64.8	71	62	65	71	60	65.8	63	60	65.4
Hispanic	45	43	45.6	47	45	51	53	46	48.9	45	39	46.1	44	42	47
Native American	30	27	36.1	36	29	40.2	43	32	41.0	30	23	34.9	35	29	38.7
African American	47	48	51.4	48	47	51.9	53	44	49.7	46	38	46.2	43	47	48.8
Asian/Pac Islander	62	55	60.3	67	54	68.5	81	59	65.3	67	49	65.7	62	51	60.3

Table 8: Elementary School Percentiles by Ethnicity, Years 2001-2003 (Grade 4)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	71	65	68.6	71	64	68.5	73	66	67.1	69	65	64.7	69	65	65.0
Hispanic	46	47	49.1	49	47	50.3	51	44.3	46	43	43	44.3	48	46	43.3
Native American	37	33	42.1	38	32	41.7	38	29	38.5	28	29	36.7	39	32	35.7
African American	53	48	49.3	52	50	53.3	51	42	45.1	46	42	43.6	49	46	43.4
Asian/Pac. Islander	67	55	60.3	74	54	65.6	75	64	67.4	62	57	55.4	69	59	62.8

Table 9: Elementary School Percentiles by Ethnicity, Years 2001-2003 (Grade 5)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	71	69	68.6	67	67	70	72	63	63.7	70	65	65.4	66	59	61.4
Hispanic	45	48	47.8	44	47	49.3	54	42	43.2	43	40	42.8	44	37	39.2
Native American	33	34	40.3	37	33	41.4	43	30	39.1	34	26	34.5	38	29	35.9
African American	51	50	52.2	49	52	49.9	50	42	40.9	48	45	43.7	46	41	39.5
Asian/Pac. Islander	67	62	63.7	75	59	69	79	66	67.2	64	58	60.3	64	53	60.6

Table 10: Middle School Percentiles by Ethnicity, Years 2001-2003 (Grade 6)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	68	67	66.2	68	66	69.1	67	65	63.9	70	65	65.6	66	63	66.1
Hispanic	38	46	46.3	45	49	49.4	46	43	42.6	44	40	40.7	42	40	41.8
Native American	26	34	40.5	38	36	42.6	36	32	36.7	34	29	33.5	33	28	35.4
African American	43	50	48.7	45	52	50.6	43	44	40.3	47	43	42.4	44	43	43.9
Asian/Pac. Islander	64	61	63.0	70	64	69.2	76	70	72.9	67	62	63.7	64	60	61.6

Table 11: Middle School Percentiles by Ethnicity, Years 2001-2003 (Grade 7)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	66	66	67.8	70	68	69.6	68	62	64.1	66	63	65.3	68	67	63.2
Hispanic	41	42	43.7	44	49	41.9	44	40	41.9	40	40	40.3	44	42	40.0
Native American	30	32	38.9	38	41	40.3	37	29	40.3	36	30	35.3	37	36	39.1
African American	45	46	47.7	45	49	42.8	46	37	42.8	43	43	40.7	44	47	45.8
Asian/Pac. Islander	58	55	60.9	58	61	66.7	71	66	66.7	61	54	60.0	64	60	62.3

Table 12: Middle School Percentiles by Ethnicity, Years 2001-2003 (Grade 8)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	73	67	67.9	69	63	66.9	69	64	65.6	71	65	65.9	65	60	61.2
Hispanic	46	47	47.0	45	43	45.6	45	41	42.8	46	43	39.5	44	43	38.5
Native American	33	35	41.5	39	32	37.8	34	33	39.0	36	27	29.9	35	30	33.7
African American	52	49	49.6	49	46	51.1	49	41	45.4	54	43	45.3	46	43	43.1
Asian/Pac. Islander	69	63	62.3	72	61	58.9	77	62	65.8	69	58	56.7	68	56	55.1

Table 13: High School Percentiles by Ethnicity, Years 2001-2003 (Grade 9)

Ethnicity	Reading			Language			Math			Science			Social Studies		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Caucasian	71	69	68.8	69	65	67.4	69	64	65.9	71	67	67.4	65	59	58.8
Hispanic	43	46	47.2	42	46	48.7	36	40	44.4	41	43	43.1	43	38	36.3
Native American	31	33	40.8	33	34	43.4	30	29	38.8	33	32	37.8	40	29	32.3
African American	49	50	51.4	46	51	52.0	40	44	48.1	44	44	45.8	45	43	41.4
Asian/Pac. Islander	64	60	60.8	64	59	63.3	68	65	64.9	61	62	59.9	63	52	49.1

Key Findings:

Tables 7-13 are the norm-referred test results for the state of New Mexico, grades 3-9, and are shown in median national percentiles. The national percentiles (1-99) is the measurement of a student's (or school, or ethnic group) results, which can be compared to others taking the same test under the same conditions. The following is a sample of the gap differences among the different ethnic groups.

- Hispanic, African American and Native American students' scores are significantly lower than Anglo students' scores in all grades and all content area, with Native Americans scoring the lowest.
- Comparing the gap for Hispanics and Anglos in the 3rd grade and the 9th grade in reading, there is an achievement gap of **20.7** percentile points in the 3rd grade and **20.9** in the 9th grade.
- Comparing the gap in the 3rd and 9th grade in mathematics for Anglos and Hispanics, we find a gap of **16.1** percentile points in the 3rd grade and **21.5** in the 9th grade.

- The Native American/Anglo gap in the 3rd and 9th grade in reading is **30.2** and **28** percentile points, respectively.
- In mathematics, the 3rd and 9th grade gap for Native American/Anglo is **24** and **27.1** percentile points, respectively.

The achievement data indicate that, for the 2001-2002 school year, there is a significant achievement gap among Anglo students and Hispanic and other minority students.

Table 14: New Mexico Median National Percentiles and Scale Scores for Standardized Administration, Grades 3-9. Spring 2003*

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Reading							
Median National Percentile	52.4	55.0	54.9	52.6	51.3	54.3	52.8
Median Scale Score	630.4	646.0	659.9	661.6	667.3	679.3	682.8
Language							
Median National Percentile	55.0	55.7	56.0	55.8	58.0	53.1	54.7
Median Scale Score	629.0	645.7	659.0	661.8	669.0	672.1	678.7
Math							
Median National Percentile	53.7	52.7	50.3	49.6	48.8	50.4	51.6
Median Scale Score	608.4	631.3	646.3	663.6	671.8	688.4	696.6
Science							
Median National Percentile	53.0	51.2	49.9	49.2	48.9	48.1	50.6
Median Scale Score	613.0	636.2	650.9	660.2	672.9	684.1	691.6
Social Studies							
Median National Percentile	53.5	49.9	46.2	49.8	48.8	46.1	43.0
Median Scale Score	625.7	641.9	647.2	659.8	671.8	675.1	678.0
Total Number	18,206	18,951	19,199	19,988	19,906	20,44	21,289

***Most Statewide Data was compiled by the State Department of Education**

Table 14A: Percentage of Students who Performed at or Above Proficient, 2003

	Fourth Grade	Eight Grade	Fourth Grade	Eight Grade
State	Reading		Math	
Nation	30	30	31	27
Alabama	22	22	19	16
Alaska	28	27	30	30
Arizona	23	25	25	21
Arkansas	28	27	26	19
California	21	22	25	22
Colorado	37	36	34	34
Connecticut	43	37	41	35
Delaware	33	31	31	26
Washington, D.C.	10	10	7	6
Florida	32	27	31	23
Georgia	27	26	27	22
Hawaii	21	22	23	17
Idaho	30	32	31	28
Illinois	31	35	32	29
Indiana	33	33	35	31
Iowa	35	36	36	33
Kansas	33	35	41	34
Kentucky	31	34	22	24
Louisiana	20	22	21	17
Maine	36	37	34	29
Maryland	32	31	31	30
Massachusetts	40	43	41	38
Michigan	32	32	34	28
Minnesota	37	37	42	44
Mississippi	18	21	17	12
Missouri	34	34	30	28
Montana	35	37	31	35
Nebraska	32	35	34	32
Nevada	20	21	23	20
New Hampshire	40	40	43	35
New Jersey	39	37	39	33
New Mexico	19	20	17	15
New York	34	35	33	32
North Carolina	33	29	41	32
North Dakota	32	38	34	36
Ohio	34	34	36	30
Oklahoma	26	30	23	20
Oregon	31	33	33	32
Pennsylvania	33	32	36	30
Rhode Island	29	30	28	24
South Carolina	26	24	32	26
South Dakota	33	39	34	35
Tennessee	26	26	24	21
Texas	27	26	33	25
Utah	32	32	31	31
Vermont	37	39	42	35
Virginia	35	36	36	31
Washington	33	33	36	32
West Virginia	29	25	24	20
Wisconsin	33	37	35	35
Wyoming	34	34	39	32

National Center for Education Statistics

Table 15: APS Elementary School Ratings, 2000-2003

ELEMENTARY SCHOOL	2000 RATING	2001 RATING	2002 RATING	2003 RATING
A. Montoya	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Acoma	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Adobe Acres	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Alameda	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Alamosa	Probationary	Probationary	Probationary	Probationary
Alvarado	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Apache	Meets Standards	Probationary	Meets Standards	Meets Standards
Armijo	Probationary	Probationary	Probationary	Probationary
Arroyo del Oso	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Atrisco	Probationary	Meets Standards	Probationary	Meets Standards
Bandelier	Exemplary	Meets Standards	Meets Standards	Meets Standards
Barcelona	Probationary	Meets Standards	Probationary	Meets Standards
Bel-Air	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Bellehaven	Exceeds Standards	Exemplary	Meets Standards	Meets Standards
Carlos Rey	Probationary	Meets Standards	Probationary	Probationary
Chamiza	Exceeds Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Chaparral	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Chelwood	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Cochiti	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Collet Park	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards
Comanche	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Corrales	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Dennis Chávez	Exemplary	Exemplary	Meets Standards	Exemplary
Dolores Gonzales	Meets Standards	Meets Standards	Probationary	Meets Standards
Double Eagle	Exemplary	Meets Standards	Meets Standards	Exceeds
Duranes	Probationary	Meets Standards	Probationary	Probationary
East San José	Probationary	Meets Standards	Probationary	Meets Standards
Edmund G. Ross	Exceeds Standards	Meets Standards	Meets Standards	Meets Standards
Emerson	Probationary	Probationary	Probationary	Meets Standards
Eubank	Probationary	Meets Standards	Meets Standards	Meets Standards
Eugene Field	Probationary	Probationary	Meets Standards	Probationary
Georgia O'Keeffe	Exemplary	Exceeds Standards	Exemplary	Exemplary
Gov. Bent	Exceeds Standards	Exemplary	Meets Standards	Meets Standards
Griegos	Exemplary	Meets Standards	Exemplary	Meets Standards
Hawthorne	Meets Standards	Meets Standards	Meets Standards	Probationary
Hodgin	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Hubert H. Humphrey	Exemplary	Exemplary	Exemplary	Meets Standards
Inez	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
John Baker	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Kirtland	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Kit Carson	Probationary	Probationary	Probationary	Meets Standards

Table 15: APS Elementary School Ratings, 2000-2003 (Cont.)

ELEMENTARY SCHOOL	2000 RATING	2001 RATING	2002 RATING	2003 RATING
La Luz	Probationary	Probationary	Meets Standards	Probationary
La Mesa	Probationary	Meets Standards	Meets Standards	Meets Standards
Lavaland	Probationary	Probationary	Probationary	Probationary
Lew Wallace	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Longfellow	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Los Padillas	Probationary	Probationary	Probationary	Probationary
Los Ranchos	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Lowell	Probationary	Meets Standards	Probationary	Meets Standards
Macarthur	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Mary M Hughes	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards
Mark Twain	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Mary Ann Binford	Probationary	Meets Standards	Probationary	Meets Standards
Matheson Park	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
McCollum	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Mission Ave	Probationary	Meets Standards	Meets Standards	Meets Standards
Mitchell	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Monte Vista	Exemplary	Exemplary	Exceeds Standards	Meets Standards
Montezuma	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards
Mountain View	Meets Standards	Meets Standards	Meets Standards	Probationary
Navajo	Meets Standards	Meets Standards	Probationary	Probationary
Oñate	Exemplary	Exemplary	Exceeds Standards	Meets Standards
Osuna	Exemplary	Exceeds Standards	Exemplary	Exceeds
Painted Sky	Meets Standards	Meets Standards	Meets Standards	Probationary
Pajarito	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Petroglyph	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Reginald Chávez	Probationary	Meets Standards	Exceeds Standards	Meets Standards
S.R. Marmon	Meets Standards	Meets Standards	Meets Standards	Probationary
S.Y. Jackson	Exemplary	Exemplary	Meets Standards	Meets Standards
San Antonito	Meets Standards	Exemplary	Meets Standards	Meets Standards
Sandía Base	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Sierra Vista	Meets Standards	Exemplary	Meets Standards	Meets Standards
Sombra Del Monte	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Tomasita	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Valle Vista	Probationary	Probationary	Probationary	Meets Standards
Wherry	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Whittier	Probationary	Probationary	Probationary	Meets Standards
Zia	Meets Standards	Meets Standards	Exceeds Standards	Meets Standards
Zuni	Exceeds Standards	Exceeds Standards	Meets Standards	Meets Standards

Table 16: APS Middle School Ratings, 2000-2003

MIDDLE SCHOOL	2000 RATING	2001 RATING	2002 RATING	2003 RATING
Adams	Meets Standards	Meets Standards	Meets Standards	Probationary
Cleveland	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Desert Ridge	Meets Standards	Exceeds Standards	Exceeds Standards	Exceeds Standards
Eisenhower	Exemplary	Exemplary	Exceeds Standards	Meets Standards
Ernie Pyle	Probationary	Probationary	Probationary	Probationary
Garfield	Meets Standards	Probationary	Probationary	Probationary
Grant	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Harrison	Probationary	Probationary	Meets Standards	Probationary
Hayes	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Hoover	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Jackson	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Jefferson	Meets Standards	Exceeds Standards	Exceeds Standards	Meets Standards
Kennedy	Meets Standards	Meets Standards	Meets Standards	Meets Standards
L.B. Johnson	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Madison	Meets Standards	Exemplary	Exemplary	Meets Standards
McKinley	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Roosevelt	Meets Standards	Exceeds Standards	Meets Standards	Meets Standards
Taft	Meets Standards	Meets Standards	Meets Standards	Probationary
Taylor	Meets Standards	Meets Standards	Meets Standards	Meets Standards
Truman	Probationary	Probationary	Probationary	Probationary
Van Buren	Meets Standards	Probationary	Meets Standards	Meets Standards
Washington	Probationary	Meets Standards	Probationary	Probationary
Wilson	Meets Standards	Meets Standards	Meets Standards	Meets Standards

Table 17: APS High School Ratings, 2000-2003

HIGH SCHOOL	2000 RATING	2001 RATING	2002 RATING	2003 RATING
Albuquerque	Meets Standards	Meets Standards	Exceeds Standards	Meets Standards
Cíbola	Meets Standards	Exemplary	Exemplary	Meets Standards
Del Norte	Meets Standards	Meets Standards	Exceeds Standards	Meets Standards
Eldorado	Exemplary	Exemplary	Exemplary	Meets Standards
Highland	Meets Standards	Meets Standards	Meets Standards	Meets Standards
La Cueva	Meets Standards	Exemplary	Exemplary	Exceeds
Manzano	Meets Standards	Exceeds Standards	Exemplary	Meets Standards
Río Grande	Probationary	Probationary	Meets Standards	Meets Standards
Sandía	Meets Standards	Exemplary	Meets Standards	Meets Standards
Valley	Meets Standards	Meets Standards	Exceeds Standards	Meets Standards
West Mesa	Meets Standards	Meets Standards	Meets Standards	Meets Standards

Table 18: New Mexico Charter School Ratings

CHARTER SCHOOL	2000 RATING	2001 RATING	2002 RATING	2003 RATING
Amy Biehl H.S.	*	*	Exemplary	Meets Standards
East Mountain H.S.	*	*	Exemplary	Exceeds Standards
Learning Community	*	*	Meets Standards	Meets Standards
Nuestros Valores	*	*	Exceeds Standards	Meets Standards
Public Acad. Perf. Arts	*	*	*	Meets Standards
Robert F. Kennedy	*	*	*	Probationary
South Valley Academy	*	*	Meets Standards	Meets Standards
Southwest Secondary	*	*		Exceeds Standards
Twenty-First Century	*	*	Exceeds Standards	Meets Standards

The University of New Mexico Profile

In this section, we will be looking at the University of New Mexico's (UNM) performance with regards to enrollment, retention rates and graduation rates by ethnicity and compare UNM's performance to national data. In addition, we will be reviewing a specific program within UNM that is geared towards the retention and graduation of students. We will look at New Mexico's merit based scholarship, the New Mexico Lottery Success Scholarship, and analyze its impact on the enrollment rates as well as assess its impact and whether it has benefited those who are in need of the assistance. Finally, students stress the importance of role models in higher education. What is the faculty representation at the University? We will analyze hiring practices and retention of people of color for faculty positions. The research will show that too few people of color, Hispanos, are being hired and kept at UNM.

Most of the University of New Mexico's data comes from the *Office for Institutional Research (OIR)*. The reports provide data about the university's enrollment, retention and graduation rates. In addition, data compiled by El Centro De La Raza annual reports from 1998 – 2002 will be used for a retention and graduation analysis, which will, in part, also assess the program and evaluate its performance. The national data are derived primarily from *Latinos in Higher Education: Many Enroll, Too Few Graduate* (2002), a report published by the Pew Hispano Center. The data used to analyze the New Mexico Success Scholarship is derived from a report published by The Civil Rights Project at Harvard University titled *Incentive Effects of New Mexico's Merit-Based State Scholarship Program*, by Drs. Melissa Binder and Philip Ganderton

Data provided by El Centro and research done in cooperation with Dr. Binder on the Lottery Success Scholarship, in relation to New Mexico high school graduates, shows that one solution to increasing graduation rates, may be better funding of programs such as the El Centro de La Raza program. Even though more minority students are enrolling in college than ever before, most of them, as the data indicate, are not completing college. Lastly, we will find that the beneficiaries of the scholarship are those whose families are earning \$40,000 per year or more.

Table 19: Fall Freshman Enrollment Rate 1997-2003

New Beginning Freshmen Headcount								1999-2003
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Five Year
Headcount	1997	1998	1999	2000	2001	2002	2003	Change
	2,162	2,670	2,764	2,639	2,405	2821	3,004	8.68%
Ethnic Distribution for New Beginning Freshmen								Five Year
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Change
Ethnicity	1997	1998	1999	2000	2001	2002	2003	1999-2003
Native								
Headcount	121	132	96	111	100	149	199	107.29%
Percent	5.60%	4.94%	3.47%	4.21%	4.16%	5.28%	6.62%	
Black								
Headcount	45	83	87	73	72	79	94	8.05%
Percent	2.08%	3.11%	3.15%	2.77%	2.99%	2.80%	3.13%	
Asian/Pac.								
Headcount	74	106	94	87	93	98	125	32.98%
Percent	3.42%	3.97%	3.40%	3.30%	3.87%	3.47%	4.16%	
Hispanic								
Headcount	708	957	961	971	858	963	1056	9.89%
Percent	32.75%	35.84%	34.77%	36.79%	35.68%	34.14%	35.15%	
White								
Headcount	1,183	1,327	1,449	1,321	1,219	1473	1,468	1.31%
Percent	54.72%	49.70%	52.42%	50.06%	50.69%	52.22%	48.47%	
Foreign								
Headcount	8	21	24	11	14	22	17	-29.17%
Percent	0.37%	0.79%	0.87%	0.42%	0.58%	0.78%	0.57%	
No Response								
Headcount	23	44	53	65	49	37	45	-15.09%
Percent	1.06%	1.65%	1.92%	2.46%	2.04%	1.31%	1.50%	

<http://www.unm.edu/~unmreg/stats.html>

Table 20: Ethnic Distribution of Beginning Freshmen From New Mexico High Schools Only

* Recent High School Graduates

	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Five Year
Ethnicity	1997	1998	1999	2000	2001	2002	2003	Change
								99-03
Native American								
Headcount	101	115	82	96	85	127	178	117.07%
Percent	5.93%	5.14%	3.54%	4.15%	4.09%	5.29%	6.83%	
Black								
Headcount	20	56	55	58	42	52	59	7.27%
Percent	1.17%	2.50%	2.37%	2.50%	2.02%	2.16%	2.26%	
Asian/Pac. Islander								
Headcount	62	89	82	81	83	79	111	35.37%
Percent	3.64%	3.97%	3.54%	3.50%	4.00%	3.29%	4.26%	
Hispano								
Headcount	619	883	871	915	789	883	980	12.51%
Percent	36.33%	39.44%	37.61%	39.51%	37.99%	36.75%	37.59%	
White, Non-Hispanic								
Headcount	888	1,060	1,179	1,109	1,034	1,223	1,237	4.92%
Percent	52.11%	47.34%	50.91%	47.88%	49.78%	50.89%	47.45%	
Foreign								
Headcount	1	0	4	1	2	6	1	-75.00%
Percent	0.06%	0.00%	0.17%	0.04%	0.10%	0.25%	0.04%	
No Response								
Headcount	13	36	43	56	42	33	41	-4.65%
Percent	0.76%	1.61%	1.86%	2.42%	2.02%	1.37%	1.57%	
Total Headcount	1,704	2,239	2,316	2,316	2,077	2,403	2,607	

<http://www.unm.edu/~unmreg/stats.html>

Table 21: Total Headcount by Ethnicity

	1997	1998	1999	2000	2001	2002	2003	2003%
Native American	991	1,066	1,135	1,109	1,084	1,392	1,516	5.88%
African American	531	529	553	566	541	586	632	2.45%
Asian/Pacific Is.	639	683	766	795	803	873	898	3.48%
Hispano	5,206	5,461	5,865	6,124	6,189	7,063	7,530	29.19%
White, Non-Hispanic	13,704	13,501	13,201	12,737	12,116	12,986	13,368	51.83%
Foreign	593	599	650	644	731	922	931	3.61%
No Response	601	655	715	722	770	883	918	3.56%
Ethnicity Total	22,265	22,494	22,885	22,697	22,234	24,705	25,793	

UNM Enrollment by Ethnicity (<http://www.unm.edu/~unmreg/statsinfo/OER005>)

Table 22: Retention to the Second Semester (Spring Semester Year)

New Fall Freshmen Who Return In The Spring							
Ethnicity	1997%	1998%	1999%	2000%	2001%	2002%	2003%
Native American	86.1%	84.3%	90.9%	86.5%	82.9%	84.0%	91.3%
Black	90.2%	93.3%	89.2%	86.2%	87.7%	90.3%	92.4%
Asian/Pacific Is.	91.9%	90.5%	93.4%	85.1%	92.0%	92.5%	94.9%
Hispano	90.9%	88.9%	85.3%	85.9%	86.9%	88.6%	87.9%
White, Non-Hispanic	87.5%	87.0%	84.7%	84.3%	86.1%	88.1%	87.7%
Foreign	92.3%	62.5%	66.7%	66.7%	36.4%	71.4%	90.9%
No Response	85.0%	95.7%	84.4%	84.9%	84.6%	87.8%	89.2%
Ethnicity Total	88.9%	87.7%	85.5%	84.9%	86.3%	88.2%	88.4%

Note: Of the Fall 2002 beginning freshman class 88.4% returned in Spring 2003.

http://www.unm.edu/~unmreg/statsinfo/OER015/S02_data_tables.htm#Retention

Table 23: Retention to Third Semester

Percentage	Fall 1997%	Fall 1998%	Fall 1999%	Fall 2000%	Fall 2001%	Fall 2002%	Fall 2003%
Ethnicity							
Native American	60.00%	56.20%	62.12%	65.63%	69.37%	70.00%	69.13%
Black	78.43%	64.44%	72.29%	63.22%	61.64%	72.22%	73.42%
Asian	80.56%	83.78%	75.47%	74.47%	81.61%	82.80%	81.63%
Hispano	75.17%	71.33%	68.34%	72.63%	74.15%	76.57%	76.12%
White, Non-Hispano	72.59%	71.34%	70.01%	70.74%	72.29%	75.31%	76.10%
Foreign	69.23%	87.50%	80.95%	54.17%	90.91%	71.43%	77.27%
NoResponse	65.00%	60.87%	70.45%	71.70%	72.31%	79.59%	75.68%
Total	73.25%	70.72%	69.40%	70.98%	72.94%	75.80%	75.86%

There were 2,639 Beginning Freshmen in Fall 2000. Of these, 72.94% returned Fall 2001.

http://www.unm.edu/~unmreg/statsinfo/OER013/F01_data_tables_bf.htm#Retention

Table 24: UNM Distribution of Students who Graduated by Ethnicity (after 6 Year)

	1996-1997 %	1997-1998 %	1998-1999 %	1999-2000 %	2000-2001 %	2001-2002 %
African American	1.7%	1.9%	2.0%	2.1%	2.1%	1.8%
Native American	3.9%	4.0%	4.3%	4.0%	4.4%	4.2%
Asian/Pacific Is.	2.3%	2.3%	3.0%	2.6%	3.3%	3.3%
Hispano/Latino	21.7%	22.7%	22.9%	22.7%	25.1%	26.3%
White, Non-Hispanic	65.3%	64.0%	61.2%	62.6%	58.6%	56.8%
Foreign	3.6%	3.4%	3.5%	2.8%	3.2%	4.4%
No Response	1.4%	1.7%	3.1%	3.1%	3.2%	3.2%

<http://www.unm.edu/~oir/factbook/2002fb/2002pdf/2002fb.pdf>

Table 25: Full Time Freshman Graduating after 6 Year (2002-3 UNM Fact Book)

Year Entered	All Freshman %	Plan A Freshman %
1989	37.5	43.2
1990	33.1	37.1
1991	37.2	40.7
1992	37	40
1993	37	39.9
1994	39.5	41
1995	44.1	46.7

<http://www.unm.edu/~oir/factbook/2002fb/2002pdf/2002fb.pdf>

Table 26: Degrees Awarded Main Campus

							1997-2002
Bachelors	97-98	98-99	99-00	00-01	01-02	2001-2002%	5 yr % Change
African American	58	64	59	62	49	1.95%	-15.52%
American Indian	131	153	135	132	114	4.53%	-12.98%
Asian/Pacific Is.	64	97	70	77	80	3.18%	25.00%
Hispanic	711	739	706	746	774	30.79%	8.86%
White, Non-Hispanic	1705	1629	1662	1446	1399	55.65%	-17.95%
Foreign	25	34	24	20	26	1.03%	4.00%
No Response	39	64	67	65	72	2.86%	84.62%
Total	2733	2780	2723	2548	2514		-8.01%
Masters	97-98	98-99	99-00	00-01	01-02	2001-2002%	
African American	13	17	20	15	18	1.75%	38.46%
Native American	23	18	22	29	34	3.30%	47.83%
Asian/Pacific Is.	26	18	18	22	18	1.75%	-30.77%
Hispano/Latino	177	158	145	181	203	19.71%	14.69%
White, Non-Hispanic	739	673	648	644	588	57.09%	-20.43%
Foreign	80	84	72	86	116	11.26%	45.00%
No Response	25	58	51	58	53	5.15%	112.00%
Total	1083	1026	976	1035	1030		-4.89%
Doctorate	97-98	98-99	99-00	00-01	01-02	2001-2002%	
Black	5	0	1	3	0	0.00%	-500.00%
American Indian	20	18	17	20	16	8.47%	-20.00%
Asian/Pacific Is.	1	3	0	4	4	2.12%	400.00%
Hispanic	1	3	6	1	3	1.59%	300.00%
White, Non-Hispanic	138	135	138	123	130	68.78%	-5.80%
Foreign	37	31	20	23	33	17.46%	-10.81%
No Response	2	0	2	0	3	1.59%	50.00%

<http://www.unm.edu/~oir/factbook/2002fb/2002html/sld065.htm>

Table 27: 2002 New Mexico's Population (Census)

Ethnicity	Count	%
White	801,958	44
Hispano	783,315	43
Native	156,138	9
Other	29,986	2
African American	25,950	1
Asian	19,975	1
Pacific Islander	1,396	0
Total	1,818,718	

<http://www.census.gov/acs/www/Products/Profiles/Single/2002/ACS/Tabular/040/04000US351.htm>

Table 28: UNM Enrollment by year from High Schools in Albuquerque

2003 Percentage is number of entering freshman from Top Feeder High Schools to UNM

High School	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	2003%
La Cueva High School	166	199	156	156	148	193	184	10.89%
Río Rancho High School	0	0	108	148	134	165	183	10.83%
Eldorado High School	116	124	144	137	132	156	167	9.89%
Sandía High School	105	129	132	125	120	131	135	7.99%
Manzano High School	80	112	120	139	112	120	116	6.87%
Cibola High School	94	153	86	102	112	135	179	10.60%
Valley High School	89	119	155	135	98	101	119	7.05%
Highland High School	71	87	108	85	93	77	85	5.03%
St. Pius X High School	109	109	100	119	92	119	93	5.51%
Del Norte High School	68	107	91	96	77	82	82	4.85%
Albuquerque High School	53	89	99	92	68	69	80	4.74%
West Mesa High School	40	81	76	93	67	78	69	4.09%
Río Grande High School	48	68	50	55	55	49	54	3.20%
Santa Fe Senior High School	35	62	85	65	53	51	64	3.79%
Moriarty High School	33	38	35	61	45	57	79	4.68%
	1107	1477	1545	1608	1406	1583	1689	

(http://www.unm.edu/~unmreg/statsinfo/OER013/F01_data_tables_bf.htm#TFHS)

2003 % is reflective of the freshman numbers entering UNM from the Top 15 NM High Schools shown.

Key Findings

Relative to the make up of the population, the University of New Mexico is not enrolling, nor graduating Hispanics and Native Americans reflective of their numbers in New Mexico.

The UNM Fall enrollment (Table 19) displays **3,004** freshmen enrolled in 2003, compared with the population of New Mexico, there is a gap of **8 percent** for Hispanics and a gap of **2 percent** for Native Americans (Comparing Table 19 to Table 27, New Mexico Population). Whites and Hispanics make up about 42% each of the New Mexico High School Graduates. New Mexico High Schools graduate 20,000 students a year.

Projection numbers by UNM OIR show that Hispano numbers will escalate and Anglo numbers will dwindle in future years (Projections of NM High School Graduates 2000-8, Marsha Lichtenstein, Ph.D)

The enrollment rate for Anglos is 48.47 percent (52% & 55% in recent years), yet Anglos comprise 44 percent of the population. Hispanos comprise 43 percent of the population, but account for only 35.15 percent of UNM's enrollment rate, while Native Americans comprise only 6.6 percent of enrollment but comprise 8.6 percent of the population. African-Americans had an enrollment rate that was comparable to their population, with an enrollment rate 1.7 percent over their population. Asian Americans have an enrollment rate 3 percent better than their population. Table 40 displays that indeed the pipeline for high school graduates entering college is growing, now we need to better promote and assist the education of Hispanos.

Table 20 shows that 37.6% of New Mexico high school freshman are Hispano. The goal of UNM should be to graduate at that rate to strive for parity in relation to the New Mexico Hispano population. Table 24 shows there is a 26% distribution graduation rate for all Hispanos. Table 25 reflects the fact that Latinos are earning doctorate degrees at a percentage much too low. The same table shows that Native Americans have a good success rate, not near parity, and that African Americans are hurting at UNM with regards to graduate programs. Table 28 demonstrates that UNM and APS can work collectively to improve entrance into UNM from Hispano, minority high schools.

Table 24 gives the graduation rate for freshman after 6 years. A note defining Plan A: Plan A is College Preparatory Curriculum for entering freshman entering at an Advanced level, with a specific high school GPA minimum. Plan A is the preferred set of entrance requirements, 13 college preparatory units in high school and a 2.25 GPA or better including in the college prep units. Ninety percent of students enter under Plan A.

Retention Programs at UNM: El Centro de La Raza

“Embracing a holistic approach, El Centro de La Raza encourages student development by advocating on behalf of students and promoting a statewide partnership.”

El Centro de La Raza, founded in 1969, is one of the most efficient retention programs within the University of New Mexico. El Centro provides career/financial aide advisement as well as peer mentoring and access to facilities and educational equipment, such as computers, textbooks and a place to study.

For years, Hispano students have taken advantage of the center. In the Center's latest report, as submitted to the Student Fee Review Board, its funding source, El Centro had:

- **6,116 students participating the Fall of 1998**
- **6,505 students participating in the Fall of 1999**
- **6,613 students participating in the Fall of 2000**

The retention of Hispanic students, data show that El Centro has been ahead compared to the total Hispanic population at the University of New Mexico.

Table 29: Third Semester Retention 1994-1999 Hispanic Freshmen Cohorts. El Centro Participants vs. Non-Participants

Semester of Entry	Number in Original Freshman Cohort	El Centro Participant	Number Retained to Third Semester	3rd Semester Retention by El Centro	Retention Rate	Retention Rate by El Centro
1994	488	97	339	74	69.50%	76.30%
1995	534	80	394	57	73.80%	71.30%
1996	513	74	374	65	72.90%	87.80%
1997	612	94	428	77	69.90%	81.90%
1998	861	94	572	78	66.40%	83.00%
1999	864	99	622	76	72.00%	76.80%
2000	900	71	664	55	73.80%	77.50%

El Centro De La Raza Annual Report

Key Findings

- Except for the 1995 cohort, El Centro has continuously retained more Hispanic students than UNM as a whole (10 – 15%).
- From 1996 until 1998, El Centro had a retention rate at least **12 percentage** points better than the University’s (**14.9 percent** in 1996, **12.0 percent** in 1997 and **16.6 percent** in 1998).
- In 1999, the last cohort for which data is available, El Centro had a third semester Hispanic student retention rate of **76.8%** as compared to UNM’s **72.0%**.
- El Centro’s approach to student retention is effective. Through its career and financial aide advisement and its cultural and peer mentoring programs, El Centro de La Raza is successfully retaining Hispanic students.

The New Mexico Lottery Success Scholarship

The New Mexico Lottery Success Scholarship went into effect in the fall of 1997, and by 2003 it has benefited approximately 22,452 students, with 11,000 receiving the award in Spring 2002. To date \$59.7 million has been distributed. The breakdown of recipients per ethnicity follows (Tables 30 & 31):

Table 30: 1997 to 2003: Recipients of the Lottery Success Scholarship by Ethnicity

Ethnicity	Percentage
Anglo	46.35%
Hispano	40.54%
No response	4.62%
Native American	4.56%
Asian or Pacific Islander	2.32%
African American	1.60%

New Mexico Lottery Release

Table 31: Lottery Success Scholarship Recipients Who Entered UNM in 1998 - 1999, by Ethnicity

Ethnicity	Percentage
Anglo	53.0%
Hispano	38.0%
Native American	3.0%
Asian	4.0%
African American	2.0%

Table 32: UNM--Main, Students Receiving the Lottery Success Scholarship

		1997	1998	1999	2000	2001	2002
Total Freshman Class		2,153	2,665	2,764	2,639	2,405	2,821
Eligible for Lottery		1,674	2,218	2,293	2,282	2,055	2,368
NM Scholars		64	31	48	54	32	38
	No Lottery	754	957	882	812	657	723
	Lottery	856	1,230	1,363	1,416	1,366	1,607

UNM Office of Institutional Research

Table 33: Lottery Success Scholarship Recipients Who Entered UNM by Income

Income	1998 – 1999 Percentage	2000-2001 Percentage
More than \$40,000	78.0%	78.17%
\$20,000 – \$40,000	12.0%	12.55%
Less than \$20,000	10.0%	9.28%

Table 34: Those awarded Lottery Success Scholarship compared to total incoming Freshman Class

Total Freshman	Awarded Lottery Schol.	
	1997	2001
African Am	20	42
Anglo Am	884	1033
Asian Am	62	83
Hispano Am	616	789
Native Am	100	85
Other	13	43
Total	1695	2075

Data provided by Dr. Melissa Binder, UNM Economics

Table 35: Lottery Success Scholarship Recipient Income Breakdown

	Income Less Than \$20K				Income \$20K - \$40K				Income Greater than\$40K			
	1997	1997%	2001	2001%	1997	1997%	2001	2001%	1997	1997%	2001	2001%
African Am	2	25.00%	5	17.20%	0	0.00%	7	24.18%	6	75.00%	17	58.62%
Anglo Am	29	6.00%	44	5.96%	28	5.90%	58	7.84%	421	88.10%	636	86.20%
Asian Am	6	18.18%	8	14.00%	7	21.21%	10	17.58%	20	60.61%	39	68.42%
Hispano Am	42	13.55%	68	12.76%	45	14.45%	91	17.04%	223	72.00%	374	70.20%
Native Am	7	28.00%	2	4.26%	5	20.00%	13	27.65%	13	52.00%	32	68.10%
Other	0	0.00%	6	21.40%	0	0.00%	1	3.60%	7	100.00%	21	75.00%
TOTAL	86	9.99%	133	9.28%	85	9.87%	180	12.55%	690	80.18%	1119	78.17%

Data provided by Dr. Melissa Binder, UNM Economics

The Lottery Success Scholarship has been promoted as a way of making college education more affordable. In many of the advertisements, the public is exposed to testimony from college graduates, many of them minorities, stating that “without the Lottery Success Scholarship, we would never have had the opportunity to attend, much less graduate from college.”

Many students are taking advantage of the aid as is shown in Table 32. In 2002 a record 1,607 students were awarded the Lottery Success Scholarship (57 percent of total students). Seventy Nine percent of scholarship recipients earn a degree (4,300).

Using data compiled from the University of New Mexico’s Office for Institutional Research, *Incentive Effects of New Mexico’s Merit-Based State Scholarship Program: Who Responds and How?*, a report prepared by Drs. Phillip T. Ganderton and Melissa Binder, Economics Professors at the University of New Mexico, & “*Who benefits from a lottery-funded college subsidy? Evidence from the New Mexico Lottery Success Scholarship*,” with Dr. Melissa Binder, December 2000, submitted to Journal of Public Economics, finds that a majority of the beneficiaries of this program are students and families whose income is \$40,000 or more.

Key Findings

As residents of this state, we are often reminded of how the New Mexico Lottery Success Scholarship has helped minorities and low-income students attend college and earn a degree. Table 35 shows that when the Lottery Success Scholarship program started in 1997, only **10 percent** of those receiving the Lottery Success Scholarship came from families that earned \$20,000 a year or less. Five (5) years later in 2001, we see in the same Table that **9.3 percent** of the recipients earned \$20,000 a year or less, a **.7 percent** loss over the five years. The Lottery Success Scholarship has benefited the more affluent, and possibly reduced opportunities for the less affluent (*Incentive Effects of New Mexico’s Merit-Based State Scholarship Program*, Binder).

In 2001 with regards to income:

- Only **9.28 percent** of those receiving the New Mexico Lottery Success Scholarship are from families with incomes less than \$20,000.
- **12.55 percent** receiving the scholarship earned between \$20,000 & \$40,000.
- **78 percent** of those receiving the scholarship come from households earning more than \$40,000 per year.

Faculty

Table 36: Tenure Track Faculty at UNM

	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
Black	7	6.0%	8	70.0%	7	0.6%	9	0.8%	10	0.9%
Native Am	18	1.5%	20	1.7%	20	1.8%	18	1.6%	23	2.0%
Asian	51	4.4%	53	4.6%	60	5.3%	64	5.7%	66	5.8%
Hispano	112	9.6%	110	9.5%	108	9.5%	102	9.0%	110	9.6%
White	967	83.1%	959	82.8%	942	82.5%	932	82.4%	928	81.1%
Other	8	0.7%	8	0.7%	5	0.4%	6	0.5%	7	0.6%

<http://www.unm.edu/~oir/factbook/2002fb/2002pdf/2002fb.pdf>

Table 37: Non Tenure Track Faculty at UNM - Instructional

	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
Black	19	1.2%	17	1.1%	20	1.3%	25	1.7%	28	1.8%
Native Am	53	3.2%	46	3.1%	42	2.7%	43	2.8%	55	3.5%
Asian	42	2.6%	39	2.6%	54	3.5%	46	3.0%	53	3.4%
Hispano	204	12.5%	178	11.9%	203	13.1%	189	12.5%	199	12.6%
White	1281	78.4%	1195	79.8%	1204	77.5%	1181	78.2%	1206	76.6%
Other	34	2.1%	22	1.5%	31	2.0%	27	1.8%	33	2.1%

Table 38: Non Tenure Track Faculty at UNM - Research

	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
Black	1	0.6%	2	1.1%	2	1.0%	3	1.4%	3	1.2%
Native Am	0	0.0%	1	0.6%	1	0.5%	2	0.9%	3	1.2%
Asian	40	23.8%	40	22.3%	40	19.5%	49	23.1%	50	20.7%
Hispano	9	5.4%	9	5.0%	10	4.9%	12	5.7%	17	7.1%
White	117	69.6%	125	69.6%	150	73.2%	144	67.9%	166	68.9%
Other	1	0.6%	2	1.1%	2	1.0%	2	0.9%	2	0.8%

Table 39: Faculty New Hires at UNM

	1998		1999		2000		2001		2002	
	#	%	#	%	#	%	#	%	#	%
Black	1	1.7%	2	4.7%	0	0.0%	4	6.7%	1	1.8%
Native Am	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	3.6%
Asian	3	5.2%	5	11.6%	8	18.6%	6	10.0%	2	3.6%
Hispano	5	8.6%	4	9.3%	2	4.7%	4	6.7%	12	21.4%
White	48	82.8%	31	72.1%	33	76.7%	46	76.7%	39	69.6%
Other	1	1.7%	1	2.3%	0	0.0%	0	0.0%	0	0.0%

<http://www.unm.edu/~oir/factbook/2002fb/2002pdf/2002fb.pdf>

Key Findings

In regard to faculty at UNM, research by the Southwest Hispano Research Institute, in collaboration with UNM Office for Institutional Research, formulated that UNM has yet to reach parity in regard to hiring and retention of Hispanos. Currently, as of 2003, of the 894 Tenure-track faculty 10% are Hispano (92). Of the 651 tenured faculty 9.8% are Hispano (64), while New Mexico is a state of 43% Hispano. Compare these numbers to figures generated in 1980: N.M. population of 1.3 million, at least 36.6% Hispano. Of the 3000 faculty at UNM 1/3 are Tenure Track. UNM Main campus student population was at 22.9% Hispano, Tenure-track faculty 7.5% Hispano (86). In the last 23 years the study shows there has been little improvement. Much more is needed to reach parity and equality for New Mexicans.

National Data

Table 40: 1997–2000 College Enrollment Rates

Percentage of High School Graduates who Enroll in College

Ethnicity	Percentage
Anglo	42.4%
Hispano	33.0%
African American	37.0%

2002 Latinos in Higher Education, pg 18

Data in Table 22 was collected from the 2002 report from the Pew Hispano Center, and demonstrates that at a nationally 33% of all Hispanos are college bound.

Recommendations

UNM is not enrolling enough Hispanics and Native Americans, relative to the population of both groups in the state. In addition, UNM is not graduating students at the national rate and, certainly, not enough minority students. Reflecting on Table 24, African Americans are graduating at a higher rate than their state percentage (1.8% compared to 1.4% population), Native Americans graduate less than half in comparison (4.2% compared to 8.6% population), Asian Americans are graduating three times their presence (3.3% compared to 1.1% population), Hispanics are under the parity bar (26.3% compared to 43.1% population), and Anglo-Americans are above parity (58.6% compared to 44.1% population).

We have two recommendations: keep the New Mexico Lottery Success Scholarship, but revisit the funding formula and distribute the funds in another manner, with other requirements, using merit as a consideration and in addition consider income.

When revisiting the funding formula we propose:

- 1) Distribute **50 percent** of the funds in the manner they were originally planned to be distributed: based on merit.
- 2) Utilize **50 percent** of the funding to create a need-based scholarship program with the purpose to enroll students from low-income households who meet UNM requirements.

With this, the focus will be on enrolling underrepresented student populations in the state's colleges and universities. The success of the New Mexico Lottery Success Scholarship in providing funding is phenomenal. A new policy needs to be activated to increase recruitment of low income students to benefit from the New Mexico Lottery Success Scholarship and enroll, then subsequently graduate, from New Mexico higher education institutions.

The achievement gap in New Mexico and at the national level is widening. It is time to recognize which programs are working and which are not and recommend initiatives to narrow the achievement gap, and increase graduation rates for all our students.

“Don’t count on Mississippi to save New Mexico this time.”

A recent **Albuquerque Journal** article (October 19, 2003) under the byline: *THE DUNCE AGAIN: N.M. stays at the bottom of education rankings*, reported New Mexico ranked as “the dumbest state in the union” for the second year by Morgan Quitno press. Morgan Quitno publishes reference books and statistical reports comparing cities and states in various areas. The Smartest State Award is one of five annual designations. Other Morgan Quitno awards include the “Most Livable State,” the “Healthiest State,” the “Most Dangerous and Safest States,” and the “Safest City and Metro Area Awards.”

Although Morgan Quitno does not argue that these awards are indisputable, they are based on U. S. Bureau of Census and Department of Education data sources and “provide a good basis for discussion among citizens and state and community leaders.” The smartest state awards are based on 21 variables relating to revenues and expenditures, graduation and dropout rates, National Assessment of Educational Progress test results in reading, writing, and mathematics, and several school characteristics.

New Mexico’s “worst” rankings included percent of expenditures for instruction, high school dropout rate, percent of teachers reporting physical attacks, percent administrative staff. The state did quite well in rankings for revenues per \$1,000 personal income and special education pupil/teacher ratios. Relative performance on per pupil expenditures, high school graduates, and test performance in all areas were well below the national statistics.

As reported by the **Journal**, the Morgan Quito president said, “Depending on how we prioritized those factors the order of all the top states changed, but New Mexico was always last. It seemed to have a stranglehold on that position.” News reports across the nation, including Netscape News, WKMG-TV in Florida, Vermont’s Bennington Banner, and www.thestate.com in South Carolina, heralded Massachusetts as the smartest state and New Mexico as the dumbest, for the second consecutive year.

A spokesman for Governor Bill Richardson indicated that New Mexico’s recent education reforms and the two recently approved amendments creating a Secretary of Education & the use of permanent fund money for education “should get New Mexico schools out of the Dumpster soon.” He went on to say, “With the new education secretary and more resources, we’re confident we’ll significantly move New Mexico up on that list next year.”

There are hundreds of state rankings compiled on everything from economies and education to taxes and transportation. Most states rank first at something – not always good. New Mexico consistently ranks near the top – or bottom – on most indicators particularly those relating to the well-being of children. New Mexico has ranked first in the percentage of residents living in poverty, lightning deaths per capita, and the number of accidental deaths occurring in the home.

We are often obsessed with statistics but pick and choose depending on our point of view. In the end, we make our own assessments on what is important.

The New Mexico legislature, the Governor, and the voters made an assessment of what is important. In April 2003, the Governor signed a package of school reforms and in September the voters approved proposals that allow the Governor to create a Department of Public Education, appoint a cabinet secretary, and increase school financing from the state's permanent education fund.

The 2003 Legislature approved the "wide-ranging" educational improvement package with bipartisan support and the voters provided the administrative control and the funding to support it. With an appointed cabinet secretary and an advisory Public Education Commission, Governor Richardson has unprecedented power over public education.

The central part of the reform agenda is a new system to raise teacher and principal salaries according to a still undefined framework of competencies and experience. The state has established a three-tiered licensure system for teacher salaries with a minimum starting salary of \$30,000 starting this school year and increasing to a minimum of \$50,000 in 2007-2008 for all but beginning, provisional teachers. Minimum salaries for principals, starting in 2005-2006, will be based on the size of schools with \$58,000 for the smallest schools (200 or fewer students) to \$68,000 for the largest schools (over 1,000 students).

The 2003 reform package requires school districts to increase spending on classroom instruction by one percent and to reduce their cash balances to help pay for the package. The reform legislation redefines local school board authority to focus on developing educational policies, employ a superintendent, approve district budgets, and address other matters relating to local policies. The reforms also identify the local superintendent as the CEO of the district with the authority to carry out the policies and rules of the state and the local board and to be accountable for the daily operations.

Public schools are required to establish individual school advisory councils to assist principals with school-based decision-making and to encourage greater community participation. Other legislation recreates and redefines a Native American education division within the Department of Education, establishes the Family and Youth Resources Act, and provides for an Office of Educational Accountability.

Most of the extensive legislative provisions attempt to align education in New Mexico with the federal No Child Left Behind Act (NCLB) in terms of assessment and accountability and the measurement of Adequate Yearly Progress (AYP) for each student, school, and districts. AYP will be determined primarily by student academic achievement on statewide standards-based tests and selected indicators including graduation rates at high school and attendance at elementary and middle schools. AYP and academic performance, mandated by NCLB, will be measured and reported by ethnicity, race, English proficiency skills, disability status, and poverty.

Look Out Nevada, Louisiana, Alabama – and Mississippi!

This is only the beginning! On October 1, 2003, Governor Bill Richardson **began** the process to reform New Mexico's education system by announcing the formation of a 100 member task force to create the *Governor's Progress Agenda* (GPA).

An October 1, 2003 press release indicates the task force has been directed to:

- Restructure the Department of Public Education to better support schools;
- Identify mechanisms that ensure the distributions from the permanent fund is spent in classrooms;
- Identify and rewrite problematic sections of the school code;
- Provide advice on the FY05 public school support package;
- Create charter vocational high schools;
- Establish eligibility for charter schools to receive capital outlay funds;
- Hold hearings throughout the state and survey every school district to see what is working and what is not;
- Make recommendations for restructuring and streamlining the Department; and
- Recommend the newest and most innovative programs to improve education.
- The task force members will travel around the state to survey and meet with school administrators, board members, and citizens to find out what is working. The task force will then prepare a further agenda for reform, and recommend legislation that may be needed to the Governor and the Education Secretary.

In September 2003, the Governor appointed a 31 member blue-ribbon committee to find the first Secretary of Education. The selection committee developed their system to identify the best candidates for the position and will make recommendations to the Governor by the end of October.

A Gubernatorial pattern seems to be emerging from the recent press releases. The Governor's Progress Agenda will be prioritized by appointed New Mexicans, based on the Governor's agenda for reform. The task force has been directed to hold education summits and build consensus for the re-engineering of the Department of Public Education and the education system as a whole. Blue-ribbon committees will be appointed as necessary to accomplish other tasks and build consensus on other issues.

The elected Public Education Commission, the ten member advisory group, will also meet with the Governor. The Governor has indicated he will meet with the PEC on a bi-monthly basis - most likely every two months rather than twice a month – to listen to their advice.

**Between me and God we have all knowledge. God knows all there is to know, and I know the rest.
Mark Twain**

Irving Janis published Victims of Groupthink in 1972 and identified it as a tendency of decision-makers to join together around a policy or person without questioning basic assumptions. Group strivings for unanimity override their motivation to realistically appraise alternative courses of action.

Greg Thomas (leadingtoday.org and Leadership in Organizations) suggests that groupthink can happen in any environment, but it often happens following a period of success. Decision-makers become comfortable and self-congratulatory. They think they are primarily responsible for the success and are convinced of the rightness of their cause best when, in reality, they have become arrogant and self-serving. Anyone questioning the assumptions or decisions is not considered a team player. When the poor decisions start having negative consequences, the decision-makers blame others.

Examples of Groupthink often include the Challenger Disaster, Roosevelt's complacency before Pearl Harbor, Truman's invasion of North Korea, Kennedy's Bay of Pigs fiasco, Johnson's escalation of the Vietnam War, Nixon's Watergate break-in, and Reagan's Iran-Contra scandal cover-ups. Janis, in his examples, didn't regard chief executives or their advisors as stupid, lazy, or evil. Rather, he saw them as victims of "groupthink."

Change and Improvement

The 2003 legislative session yielded unparalleled changes in New Mexico's public school system. The governance structure, from the local district to the state administration is revolutionarily different. We have eliminated the roles and responsibilities of an elected and appointed body and replaced it with an elected but strictly advisory commission. We have given the Governor unprecedented power over public education.

It appears on first review that we have created a new licensure and salary system for teachers and principals. Further analysis suggests, however, that we are markedly increasing salaries without a fully developed licensure system. The state has already classified teachers into a three-tiered system and can provide information on the number of teachers in each of three levels. Since this process was developed prior to the 2003 reforms, it is uncertain how the "new" system will be implemented.

At times it appears that there "are no provisions in the law for grandfathering current holders of Level II and III licensure (NM SDE/LESC, HB212 Public School Reform: Questions and Answers, June 2003). In other contexts, the opposite is apparently true:

Information posted on TeachNM.org indicates:

If you currently hold a NM Teaching License, whatever licensure level you hold on July 1, 2004 is the licensure level at which you will enter the new system. For example, if you hold a level II license now, you will hold a level II license in the new system as well.

Although these statements are contradictory, it is more likely that the TeachNM process will be implemented. Current teachers will be grandmothers into the new classification system at their current levels without complex evaluations and dossiers. Entering teachers and those wishing to move up a level may be subject to the evaluation process. The current salaries and promised future increases will remain as part of the

system. There are no solid assurances that teachers under the present or future three-tiered licensure system will be any more competent than they are today. They will, however, be paid more – a meritorious objective but not necessarily related to increased student performance.

The concepts of Annual Yearly Progress – not unique to New Mexico – will focus on the progress of all children. New Mexico will no longer have the luxury of aggregating data and hiding information. For the first time since the mid 70s, New Mexico will report comparable information for identifiable groups of students that might help students and schools improve or, at least publicize how well schools are addressing the needs of their students and to honestly tell the public what schools are providing the children in the way of quality education.

The measurement and reporting of AYP is more likely to have unintended effects. While we may report the scores and other information for disaggregated groups, we still have not made a strong commitment to real changes. There is no expressed interest in adding additional resources and funds to address the problems in schools in need of improvement. We have promised punishments: we have not promised success. New Mexico is not committed to maintaining a single accountability system or an equitable instructional program.

In contrast, we have taken steps to exempt “high performing” schools from various state regulations while we add more regulations for every other school. We are actively promoting a dual school system: one system for the high performing schools with few regulations and an increasingly regulated system for all the rest. And a review of the probationary schools quickly illustrates the locations and types of schools facing an ever increasing number of regulations. The same schools we promised to fix in 1972.

The system of testing and the ranking of schools is not the benign reform its advocates claim. The attempts to raise scores in those schools labeled as “in need of improvement” without major investments in increasing teacher knowledge and instructional materials will not work. We are simply diverting time, energy and dollars away from the kind of instruction available in the other more successful schools and into testing materials and practices whose only purpose is to raise test scores.

The public school reform legislation makes statements like: “A public school that needs improvement may apply to the department for financial or other assistance in accordance with an improvement plan.” Schools may apply but the state makes no commitment to provide resources for those applications except for the relatively small annual appropriation for both high and low-performing schools. The distributional system – public school funding formula – remains as it has since the mid-70s without any focus on those schools that have the greatest needs.

Increased salaries and additional testing, by themselves, will not reform the educational system. The testing, in particular, will have unintended consequences for schools and students by further separating communities from their schools and causing more retentions and dropouts and fewer graduates or college students. Our threatened retributions are reminiscent of the historical practices of blaming the victims, while refusing to provide any relief.

Moreover, the research and policy communities have accepted a social science version of Heisenberg's Uncertainty Principle. That principle is: *The more important that any quantitative social indicator becomes in social decision-making, the more likely it will be to distort and corrupt the social process it is intended to monitor.* We will exclude more students from testing, adjust the scoring system at least annually, accept less than content area mastery, and make other changes to appear more successful than we are.

Reform 2003: Where Do We Go From Here?

Education for Hispanics, minorities, and low income students is still sadly a national disgrace. As we review the 2002-2003 data in New Mexico we see our state not unique but a reflection of the national profile for education performance. Many of us still remember the national education goals set by President Bush and the 50 governors in September 1989. These goals stated that by the year 2000, students would demonstrate competence in challenging subject matter and be “first in the world in math and science achievement.” The 1989 student cohort graduated last year. The results (NAEP):

- Percent of “below basic” in reading for 12th graders rose from 22 percent to 28 percent.
- “Below basic” reading for Hispanics went from 36 to 42 percent in 2002 and for African Americans the percent went from 41 to 49 percent.

Have we spent more or less for education and in New Mexico do we solve it with our “Permanent Fund?” The Rockefeller Institute found that inflation _adjusted spending per pupil_ increased by 15 percent between 1999 and 2001: A basic thought.....spend more but demand more in outcomes measured precisely by student learning outcomes. We may agree with those that say that the essence of the current crisis is a lack of productivity in education, not a lack of education spending.

As we continue to assess student performance in our public schools, our intent is to see where we are and what we need to do for improvement. Trying, movement reform plans, special elections do not count. In the year 2003 the only thing that really matters is student performance in our schools. Can she/he read, compute, write and graduate? Again, we strongly urge the consideration of the following:

- The pay increase proposed by HB 212 and Amendment 2 should be based on merit with a major part determined by student performance. In each classroom, what was the learning improvement made by each student comparing his/her performance in August and in May at the end of the school year. All school support services personnel should be connected to student learning outcomes. The Tennessee Value Added Assessment System is recommended.
- Pilot a school-based governance council at probationary and corrective schools with parents and community members making up 51 percent of the membership.
- Attract experienced teachers to schools in need of improvement with incentive pay and other benefits. Teachers often prefer to work at high-performing schools or on campuses close to their homes. Under the current union agreement, teachers cannot be transferred to such schools.

- Amend the state funding formula to factor in students in probationary and corrective schools. Monies should go directly to schools, not to the districts' operational funds. The New Mexico funding formula for education may not reflect current educational needs. The first step would be to review the funding formula.
- Continue current accountability measures, but after three years of probationary status take management of a school's corrective action away from the school district and give it to outside educational administrators working in collaboration with the local school board. HB 212 section on private management elimination should be revised.
- Develop accountability measures for district support staff and parents based on student performance and attendance.

There is a reform packet again this year.

HB 212, Public School Reforms – “ Repeals, enacts, and recompiles various sections of the Public School Code to implement the educational reforms recommended by the LESC and the LESC Ad Hoc Subcommittee for Education Reform; enacts the Assessment and Accountability Act, which complies with the federal *No Child Left Behind Act of 2001* and its focus on Adequate Yearly Progress of students, schools, and school districts; develops over a five-year phase in a professional three-tier licensure and salary structure that requires teachers to demonstrate continued competency; amends local governance provisions to move some responsibilities from the local board to the local superintendent and school principals; creates school councils; enacts the Family and Youth Resource Act; and sets a minimum salary for all Levels.”

Most of the reform legislation continues to stay within the design of the present system. Little or limited structural changes to a system that has been providing failing results for the last 30 years for Hispanics and minorities in New Mexico. Our recommendation for this reform effort is to develop a five year plan for implementation of the various components in HB 212. Using this year’s student achievement data as a baseline, the state Secretary of Education would monitor by program component and budget allocation and compare it to program outcomes. The outcome that counts would be student performance. If Hispanics are at the 44th percentile in reading in 2003 and now we have a professional three-tier, licensure and salary structure, how would that change the 44th percentile score in reading on a yearly basis and at the end of the five years?

The most basic reform that we might suggest comes from a single paragraph in the 110 pages of education reform. School districts and the State Department of Education no longer have the option of hiring private companies to run failing schools. At the same time, the House sponsor says private management is fine in charter schools. The House bill sponsor, Representative Mimi Stewart, a teacher employee with the Albuquerque Public Schools, says that allowing private companies to run public schools “turns them into private schools,” and that public schools should remain “public schools with public dollars.”

We suggest and recommend that the 2004 Legislative session remove this paragraph in HB 212. We believe that eliminating private management diminishes an “alternative that could help improve the worst schools.” Not only should private companies be given an opportunity to provide public education for our students but our students should have a choice to secure an education outside of failing schools. In the year 2003 we need to rethink the boundaries that distinguish the public and private in education.

What is “public” about public schooling? This question is basic to real educational reform. In an article in Education Week, Frederick Hess raises issues with our current understanding of public schools. Public schools generally mean state-sponsored schools. **Public schools generally imply equity, non discrimination, shared values and fair educational performance outcomes for all students.** Do we have equity in funding and results? NO! If a for-profit voucher school is in place and run by state-directed educational purposes for students are we serving the public good? Or must we be in a public institution with a federation of teachers providing inadequate education to our low-income and minority students? We might note that the traditional public school commonly have used for-profit vendors to provide meals, operate buses and “even deliver educational services.” What part of public education can be run by private educational vendors and unions serving our “public” students? If a public school is operated by a private vendor, is it not a public school? If a public student takes his/her tax credit or scholarship/voucher to a private vendor, are we not serving the student for the public good as determined by the state?

We believe that students would be better served if we focused on school programs that provide positive results rather than on a designated public building with public employees. Let the student and the family make the choice of what is best for his/her education and let the state determine what that education should be and which institutions are serving the students best. Following the U.S. Supreme Court’s Zelman case and the “No Child Left Behind Act” of 2001 provide school choice for children specially for those in low performing schools.

The authors believe that low-income parents must be given choices outside the system, particularly if the achievement gap between income levels and ethnicities is to be closed. Empowered parents and competition are necessary ingredients in improving all our schools, and therefore we propose a pilot Parental Choice Program.

Location: Albuquerque

- Albuquerque is New Mexico’s largest city, with the highest concentration of private and charter schools. It arguably has the most severe education problems.
- Albuquerque has over 100 private schools with an average tuition of \$2,986 and currently there are 3,000 seats that could be made available by next school year.

- Ninety-one percent of those schools have programs for students with special needs, and seventy-two percent of them are already administering nationally recognized achievement tests.
- Albuquerque addresses transportation issues better.

Target Population: Families who qualify for the Free and Reduced Lunch Program

- The Free and Reduced Lunch population represents the overwhelming majority of minority children in “failing” or “probationary” public schools.
- Lower-income minority children need a better educational environment sooner rather than later.
- Poor families often do not have a choice. They cannot afford to move to a district with better public schools or pay even the small tuition at many area private schools.

Cap: No more than 10 percent of Albuquerque Public School students

- To ensure a quality, well-run and documented program, the maximum number of participants in the program should not exceed 10 percent of the total Albuquerque Public Schools student population.

Sunset: Five years

- The proposed program would include a five-year “Sunset Clause.”
- After five years, the program would be reevaluated by the Legislature, which would determine whether or not it should continue or be modified.

Are the Public Schools capable of educating poor and minority children? The New Mexico record for the last 30 years certainly pleads for changes. All of us, but especially educators in the schools, must move from the “why we can’t” mindset to the “how we can” mindset. As we see the achievement results for 85,000 students in 2003, we must, in Albuquerque, not repeat the last 30 years but rather ask ourselves, “What are we going to do different?” We are going to provide educational options outside the system.

In the final analysis, whether we focus on improving the current system, reforming the system or changing the system, change must happen. To remember a noted educator, Ron Edmonds, we still believe we can, whenever we decide, successfully teach all children whose education is of interest to us. There is no question that we already know more than we need to do that. **Whether we actually do it must finally depend on how we feel about the fact that we have not done so yet!**

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