



# NEW MEXICO NATIVE AMERICAN EDUCATION REPORT SUMMARY

Albuquerque Public Schools  
New Mexico State Public Schools on Tribal Lands  
New Mexico U.S. Bureau of Indian Education Schools

2013 Math/Reading Proficient Report  
2013 Graduation Statistics  
2013 Dropouts By Ethnicity

Presented By:

- ◆ Albuquerque Metro Native American Coalition
- ◆ National Youth Indian Council



## Percentage Distribution of the American Indian and Alaska Native Population by American Indian/Alaska Native Area of Residence: 2010

- American Indian Areas <sup>①</sup> (On Reservation)
- Alaska Native Village Statistical Areas
- Outside American Indian/Alaska Areas (Off-Reservation)

### AMERICAN INDIAN AND ALASKA NATIVE ALONE OR IN COMBINATION



- <sup>①</sup> Includes federal American Indian reservations and/or off-reservation trust lands, Oklahoma tribal statistical areas, tribal designated statistical areas, state American Indian reservation, and state designated American Indian statistical areas.

## 2010 School Year 40<sup>th</sup> Day Enrollment Statistics

### New Mexico Public Education Department School Districts With More Than 100 American Indian Students

District Code	DISTRICT	# of American Indian and Alaskan Native	Total Enrollment
001	Albuquerque	5,151	94,485
046	Alamogordo	167	6,124
064	Aztec	448	3,362
061	Bernalillo	1,268	3,118
066	Bloomfield	1,018	3,101
067	Central Cons.	5,528	6,236
062	Cuba	419	572
054	Dulce	633	676
055	Espanola	309	4,384
065	Farmington	3,100	10,323
043	Gallup/McKinley	9,532	11,776
088	Grants	1,461	3,518
063	Jemez Valley	321	492
017	Las Cruces	203	24,105
086	Los Lunas	587	8,467
075	Magdalena	217	444
072	Pojoaque	347	1,964
083	Rio Rancho	672	16,320
036	Ruidoso	420	2,237
071	Santa Fe	338	13,684
047	Tularosa	202	946
076	Taos	220	3,030
089	Zuni	1,394	1,405
<b>TOTAL POPULATIONS</b>		<b>33,955</b>	<b>220,769</b>



## THE NEED FOR NATIVE AMERICAN EDUCATION REFORM

**New Mexico American Indian/Alaskan (AI/AN) students enrolled in the Bureau of Indian Education (BIE) and New Mexico Public School systems have a long history of low performance. As far back as anyone in the AI/AN community can recall, very little effort has been made by the state and BIE school systems to address the dropout rate, the attendance problems, the lowest proficiencies scores, and other problems encountered by AI/AN students. Today, AI/AN students, parents and community members continue to experience the prevailing sense of disenfranchisement from BIE/New Mexico Public School Systems.**



## **Don't Bother Me, Let Someone Else Do It!**

As you will see from the following 2005-2013 New Mexico AI/AN Education Statistical Report, that in School Year 2011 our AI/AN students graduated students who had an average math proficiency of 23.1% in their junior year. In school year 2011 one school district had a graduation rate of 91.5%, yet the AI/AN students had a reading proficiency of 15.8% and a math proficiency of 15.8%. You cannot expect our students to have success in the future if 84.2% of this schools' AI/AN students cannot read nor do simple math. Education reform is a must and who will do it?



## **New Mexico Public Education Department (NMPED) School Grades and Native American Indian Students' Math and Reading Proficiencies**

The NMPED instituted the School Grade Policy for the State School Districts in school year 2011. This program was formulated and made policy without any input from the Tribal/Urban AI/AN communities who represent over 34,000 Tribal/Urban AI/AN students. As the Urban Native American Indian non-profit organizations and the Tribal/Urban AI/AN communities reviewed the NMPED School Grades, it was very apparent that the major concerns of our communities are not being met by this new grading policy. Over the past 10 years our AI/AN students have never achieved a math or reading state average higher than 41%. With this in mind, the Tribal/Urban AI/AN communities and urban Native American Indian non-profit organizations concern is that the reading and math proficiencies should have a higher priority in structuring the grading formula.



## **Who Can Help the Native American Students?**

Currently there are no unique educational projects initiated by the New Mexico Public Education Department to specifically address the education proficiency problems of all the 34,925 AI/AN students attending the public school systems. The Albuquerque Urban Native American Indian non-profit organizations asked the APS Superintendent to create special programs to enhance reading, math and language proficiency for the APS Native American Indian students two years ago. His reply to the representatives: *“I will not create any special programs for the Native American Indian students now or in the future.”* After reviewing the 2011 Native American Report, it was found that the proficiency percentages in math and reading and low NMPED School Grades indicates that something is needed to boost our children’s low proficiencies. Just maybe, the APS School Board will review the same statistics and take the initiative to do something positive and create some unique programs to help APS AI/AN to close the achievement gaps by 30 or more points.



## **Are Urban Native American Indian Students Not Native American Indians?**

As far as this community knows there is no BIE funding for primary education for the urban Native American Indian students attending public schools. The majority of these 34,925 students are holders of Tribal Identification Cards (Certified Degree of Indian blood) that show they are members of federally recognized tribes and nations throughout the United States, and these Urban AI/AN students should be eligible for same educational funding that tribal students receive on the reservations. 78% of all AI/AN live off the reservation.



## **Reform, Reform, Reform**

**We must reiterate the need for reform of the Public and Federal education systems for our AI/AN students in the BIE/public schools as it is long overdue! It is a challenge that requires the participation of every concerned adult, both at the school sites and in the Urban/Tribal AI/AN communities. Here in New Mexico there is a tremendous need for greater participation of the surrounding tribal leaders, inasmuch as the majority of our urban AI/AN children attending the New Mexico BIE/public school systems are Navajos, Apaches and Pueblos.**



## **Why Is the New Mexico Indian Education Act Not Enforced?**

**Our state representatives must mandate adherence and participation in the New Mexico *State Indian Education Act* and the New Mexico Public Education Department *Indian Education Policy*. The tribal and urban communities have been pleading for help in the education of their children for the past 80 years and it seems their pleas have once again fallen on deaf ears.**



## **Participation By All Who Can Make a Difference**

**Our communities have requested that school district superintendents attend the Tribal and Urban Government to Government (G to G) meetings to discuss our educational needs and wants. The Albuquerque Native American Indian non-profit organizations representatives have yet to see the APS Superintendent attend these conferences in person. We also still see very little or no attendance by the 26 Public School districts superintendents that have large Native American Indian student populations in their school districts. Also, the Governor of New Mexico and most of the Tribal Governors/Presidents have failed to attend the G to G meetings in the past.**

**The State Public Education Department, the Secretary of the Bureau of Indian Education and our State/Congressional representatives must take steps to reform our education system now! We need accountability from these groups! If State and Federal Education laws are not adhered to by our public and BIE school systems, then some kind of major disciplines must be administered. We are recommending the following actions be taken.**



## **Possible *State* Recommendations and Penalizations**

- 1) Loss of *accreditation*
- 2) Reduction of *funding* (bonus resources included)
- 3) Placed on *probation* status
- 4) Formation of local *Urban Community Indian Educational Advisory Councils* (tribal/urban depending on location of the school district) by the Governor, or the State Secretary of Education and the State Public Education Department. These councils should be functioning at the same level as the superintendents and working directly with the State Public Education Departments and school boards
- 5) State Secretary of Education, Assistant Secretary of Indian Education and Public School Superintendents involved in repeated *non-compliance* should be removed by a letter of "*no confidence*" from the Native American Indian communities;
- 6) State *internal audits* every 90 days
- 7) *Lawsuit*
- 8) *All of the above.*



## ***Possible Tribal/Federal Recommendations and Penalizations***

- 1) Loss of *accreditation***
- 2) Reduction of *funding* (bonus resources included)**
- 3) Placed on *probation* status**
- 4) Formation of local *Tribal Education Advisory Councils* by the Secretary of Indian Affairs and the BIE Director. These councils should be functioning at the same level as the superintendent and working directly with Secretary of Indian Affairs , BIE Education Departments, NMPED Education Secretary and the local school boards**
- 5) BIE State educational representatives that are repeatedly involved in *non-compliance* should be *removed* by a letter of “no confidence” from the tribal leaders**
- 6) Tribal schools/Headquarters BIE internal *audits* every 90 days**
- 7) *Lawsuit***
- 8) *All of the above***



We are certain that there are many tribal and urban Native Americans living in off-reservation communities who would like to know what will be the new plan of action to address these matters from our state and national leaders.

In closing our opening statement, we would like to quote from an editorial by Mr. Tim Giegos, dated December 10, 1999, as we feel this statement has bearing on the situation that now exists in our educational systems throughout the United States and for our AI/AN families whose parents and grandparents suffered through these atrocities in our past history.

*“When a people have been subjected to genocide, forced acculturation and assimilation and the attempted destruction of their spirituality, it will take more than an economic turn-around to right the social educational, physical well-being and spiritual recovery of their people. A conquering nation cannot subject an indigenous population to the institutionalized rape of its children without creating the breeding grounds for the very ills it had hoped to prevent. An institution, whether bureaucratic or religious, should have never been allowed to attempt to beat the language, culture and the spirituality out of innocent children with a leather trap or worse yet, by taking them away from their teachers, their parents and grandparents, and the other elders of their tribe. When America attempted to sever the tie between the Indian children and their traditional mentors, it created a terrible vacuum in their lives they are trying to fill even to this day. In attempting to “kill the Indian to save the child,” America nearly killed the child as well”.*



# NATIVE AMERICAN EDUCATIONAL STATISTICS

# New Mexico Public Schools and Federal BIE/Grant School Summaries

## School Years 2005-2013

### *Proficiency Testing for Reading and Math by Race and Category*

<u>School Year</u>	<u>Race/Achievement Gap</u>	<u>Read Prof.</u>	<u>Math Prof.</u>	<u>State Rating</u>
2005-06	Asian	68	58	1 <sup>st</sup>
	American Indian/AN	33	17	Last
	<b>Achievement Gap</b>	<b>35</b>	<b>41</b>	
2006-07	Asian	68	61	1 <sup>st</sup>
	American Indian/AN	33	20	Last
	<b>Achievement Gap</b>	<b>35</b>	<b>41</b>	
2007-08	Asian	70	62	1 <sup>st</sup>
	American Indian/AN	39	22	Last
	<b>Achievement Gap</b>	<b>31</b>	<b>40</b>	
2008-09	Asian	71	66	1 <sup>st</sup>
	American Indian/AN	39	26	Last
	<b>Achievement Gap</b>	<b>32</b>	<b>40</b>	
2009-10	Asian	70	67	1 <sup>st</sup>
	American Indian/AN	40	29	Last
	<b>Achievement Gap</b>	<b>30</b>	<b>38</b>	
2010-11	Asian	68	68	1 <sup>st</sup>
	American Indian/AN	35	29	Last
	<b>Achievement Gap</b>	<b>33</b>	<b>39</b>	
2011-12	Asian	72	72	1 <sup>st</sup>
	American Indian/AN	34	29	Last
	<b>Achievement Gap</b>	<b>38</b>	<b>43</b>	
2012-13	Asian	72	72	1 <sup>st</sup>
	American Indian/AN	35	29	Last
	<b>Achievement Gap</b>	<b>37</b>	<b>43</b>	

# New Mexico Public Schools and Federal BIE/Grant School Summaries School Years 2000-2011

## ***1999-2000 APS Minority Student Performance (Terra Nova) American Indian (Poverty) vs Asian (Non-Poverty)***

<u>Grade</u>	<u>Am Ind Score</u>	<u>Asian Score</u>	<u>Achievement Gap</u>
3 <sup>rd</sup>	33.88	68.34	34.36
4 <sup>th</sup>	44.21	71.59	27.08
5 <sup>th</sup>	42.28	71.48	29.20
6 <sup>th</sup>	37.76	65.20	27.44
7 <sup>th</sup>	40.29	65.26	19.06
8 <sup>th</sup>	47.22	66.28	19.06
9 <sup>th</sup>	38.05	65.18	27.13

Note: Free Lunch program percentage for APS Native American students taking test: **81.40 %**

## ***2000-2007 Graduating Students from APS and Navajo Pine who required college remedial classes attending the following University and Colleges***

**UNM 2000-2004** (Percentage of Albuquerque Public High school graduates by ethnicity taking remedial college courses)

American Indian Students 66%  
Hispanics Students 58%  
Anglo Students 36%

*(State highest percentage requiring remedial courses: Navajo Pine High School **83%**)*

## ***2006-2007 American Indian students requiring remedial classes:***

### *San Juan College*

Math **96.9 %**  
English **72.9 %**  
Reading **42.3 %**

### *Dine College*

Math **68%**  
English **65%**  
Reading **69%**

# New Mexico Public Schools and Federal BIE/Grant School Summaries

## School Years 2000-2011

(Continued)

### ***2007-08 American Indian students requiring remedial classes***

<u>Dine College</u>	
Math	84 %
English	70 %
Reading	66 %

Source: NMPED SBA Report

### ***APS Homeless students 2009***

Anglo	619
African American	405
Asian	20
Hispanic	3,286
<b>American Indian</b>	<b>544</b>
Other	52
Total	4,926

### ***APS Homeless students 2013***

White/Caucasian	2170
African American	384
Asian	20
Hispanic	2364
<b>American Indian</b>	<b>547</b>
Total	5485

Note: This data does NOT include all of our students either because: 1) APS RDA did not provide statistics or the person was not enrolled in APS.

Source: APS Homeless Department

### ***4-Year Cohort Graduation Rates Class of 2008***

<u>Race</u>	<u>Graduation Percentage</u>
Caucasian	71.3
<b>American Indian</b>	<b>49.8</b>

### ***NM Public Schools Dropout Percentages by Ethnicity***

<u>School Year</u>	<u>State Avg.</u>	<u>AI/AN</u>
2006-07	4.4 %	<b>6.1 %</b>
2007-08	3.6 %	<b>6.6 %</b>

Source: NMPED SBA

**Note:** American Indian/Alaskan Natives (AI/AN) dropouts have increased by **521** since 2005. All ethnicities had a decrease in their dropout rates with the exception of AI/AN in 2008. Dropout statistics by ethnicity were not available for School Years 2009-2013.

# NM Public Schools on Tribal Lands 2013 Report Card Summary



- ➊ Overall Proficiency Percentage on the 35 Public Schools on Tribal Land;



# NEW MEXICO PUBLIC SCHOOLS ON TRIBAL LANDS

## 2013 Report Card Summary – 10+ Students



### OVERALL PROFICIENCY PERCENTAGE – NATIVE AMERICAN STUDENTS

Proficiency % Scale	Total Schools Math Proficiency	Total Schools Reading Proficiency
40 +	2	5
20 - 39	16	20
19 - <1.0	13	6
No Count Reported	4	4

### SCHOOLS WHO HAD 40+ PROFICIENCY PERCENTAGES – NATIVE AMERICAN STUDENTS

Proficiency % Scale	Total Schools Math Proficiency	Total Schools Reading Proficiency
80 +	0	0
70 - 79	0	0
60 - 69	1	1
50 - 59	1	0
40 - 49	0	4



## SCHOOLS WITH 0 – 39 PROFICIENCY PERCENTAGES (Native American Students)

Proficiency % Scale	Total Schools Math Proficiency	Total Schools Reading Proficiency
20 – 39	16	20
11 – 99	9	5
0 – 10	4	1
No Data Reported	4	4

## BEST PRACTICES PUBLIC SCHOOLS FOR NATIVE AMERICANS (2013 Highest Proficiency Percentages With 10+ Native American Students)

School	Math Proficiency	School	Reading Proficiency
Newcomb ES	65	Newcomb ES	67
San Juan ES	54	San Juan ES	49



## 2013 HIGH SCHOOL NATIVE AMERICAN STUDENTS WHO MOST IMPROVED IN MATH OR READING

School	2013 Math % Improve	2012 Math % Prof %	2013 Math Prof %	School	2013 Read % Decline	2012 Read Prof %	2013 Read Prof %
Walatowa Charter HS	+16	12	28	Newcomb HS	+9	25	34
Shiprock HS	+12	25	37	Navajo Pine HS	+8	21	29
Navajo Pine HS	+8	21	29	San Diego Riverside HS	+7	12	19

Source: All charts data taken from NM PED Standards Based Assessment Statistics and Data Reports



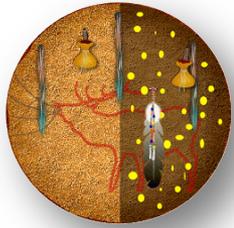
## 2013 MIDDLE SCHOOL NATIVE AMERICAN STUDENTS WHO MOST IMPROVED IN MATH OR READING

School	2013 Math % Improve	2012 Math Prof %	2013 Math Prof %	School	2013 Read % Improve	2012 Read Prof %	2013 Read Prof %
Laguna-Acoma	+7	29	36				

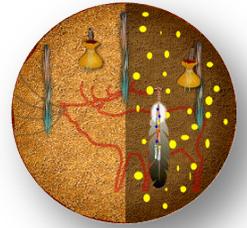
## 2013 ELEMENTARY SCHOOL NATIVE AMERICAN STUDENTS WHO MOST IMPROVED IN MATH OR READING

School	2013 Math % Improve	2012 Math Prof %	2013 Math Prof %	School	2013 Read % Improve	2012 Read Prof %	2013 Read Prof %
Twin Lakes	+16	22	38	San Juan	+9	58	67
San Juan	+11	43	54	Tohatchi ES	+9	29	38
Nizhoni	+8	23	31	San Diego Riverside	+7	12	19
Naschitti	+8	26	34	Newcomb	+6	43	49

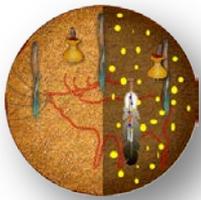
Source: All charts data taken from NM PED Standards Based Assessment Statistics and Data Reports



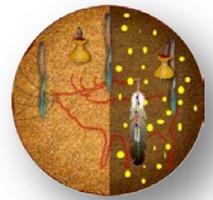
# NM BIE/Grant Schools 2011 Report Card Summary



◆ Overall Proficiency Percentage on the 40 BIE/Grant Schools



# NEW MEXICO BIE/GRANT SCHOOLS SUMMARY (44 REPORTING SCHOOLS)



## OVERALL PROFICIENCY PERCENTAGE ON THE 44 BIE/GRANT SCHOOLS

<b>Proficiency % Scale</b>	<b>Total Schools Math Proficiency</b>	<b>Total Schools Reading Proficiency</b>
<b>40 +</b>	<b>7</b>	<b>9</b>
<b>39-20</b>	<b>13</b>	<b>15</b>
<b>19 - &lt;1.0</b>	<b>17</b>	<b>13</b>
<b>&lt; 10 students (no Prof % reported) Or no data reported</b>	<b>7</b>	<b>7</b>

## BIE/GRANT SCHOOLS WHO HAD 40+ PROFICIENCY PRECENTAGES

<b>Proficiency % Scale</b>	<b>Total Schools Math Proficiency</b>	<b>Total Schools Reading Proficiency</b>
<b>80 +</b>	<b>0</b>	<b>1</b>
<b>70 - 79</b>	<b>1</b>	<b>0</b>
<b>60 - 69</b>	<b>2</b>	<b>3</b>
<b>50 - 59</b>	<b>2</b>	<b>2</b>
<b>40 - 49</b>	<b>2</b>	<b>3</b>



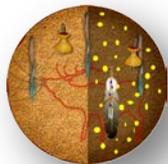
# BIE/GRANT SCHOOLS WHO HAD 0-39 PROFICIENCY PERCENTAGES



Proficiency % Scale	Total Schools Math Proficiency	Total Schools Reading Proficiency
39 – 20	13	15
19-11	7	10
10 – 0	10	3

## BEST PRACTICES PUBLIC SCHOOLS ON TRIBAL LANDS (HIGHEST 2011 PROFICIENCY PERCENTAGES)

School	Math Proficiency	School	Reading Proficiency
Tse'ii'ahi ES (K-4)	73.53	Navajo Prep HS (9-12)	88.64
Navajo Prep HS (9-12)	63.64	Baca (Community Sch)	64.8



# 2011 TOP THREE BIE/GRANT SCHOOLS WHO WAS MOST IMPROVED IN MATH OR READING



School	2011 Math % Improve	2010 Math Prof %	2011 Math Prof %	School	2011 Read % Improve	2010 Read Prof %	2011 Read Prof %
Baca Comm. Sch.	+24.2	37.1	61.3	Baca Comm. Sch.	+19.1	45.7	64.8
Na'Neelzhiindi'Olta	+17.3	17.39	34.69	Okhay Owingeh	+11.96	34.38	46.34
Marian Lake	+11.56	3.9	15.46	Santa Fe Ind. Sch.	+8.31	45.39	53.70

## 2011 BIE/GRANT SCHOOLS WITH THE LARGEST DECLINE IN EITHER MATH OR READING

School	2011 Math % Decline	2010 Math % Prof %	2011 Math Prof %	School	2011 Read % Decline	2010 Read Prof %	2011 Read Prof %
Beclabito Day School	-33.22	68.0	34.78	Te Su Bah Oweenge	-28.33	70.0	41.67
Isleta ES	-21.65	67.48	45.83	Tse'ii'ahi' Comm. Sch	-22.33	85.19	62.86
Tse'ii'ahi' Comm. Sch.	-11.66	85.19	73.53	Santa Clara Day School	-15.5	43.28	27.78
Bread Springs Day School	-11.2	35.0	23.8	Puebla Pintado Comm. Sch.	-14.14	20.83	9.52
Santa Clara Day School	-11.13	40.30	29.17	Lake Valley Navajo	-11.31	20.83	9.52

Note: (1) 14 of the 37 reporting schools in 2011 had a decline in math. (2) 26 of the 37 reporting schools in 2011 had a decline in reading. (3) 2011 Most improved school : Baca Community School, Prewitt, NM. (4) a) 30 of the 37 schools had a proficiency of < 40% in math. b) 28 of the 37 schools had a proficiency of < 40% in reading. c) 17 of the 37 schools had a proficiency of < 20% in math. d) 13 of the 37 schools had a proficiency of < 20% in reading. (5) Nine schools had a proficiency > 39 in reading. (6) Seven schools had a proficiency > 39 in math. (7) Total New Mexico BIE/Grant Schools = 44 (7 Schools had no data reported in 2011). (8) Total New Mexico BIE/Grant students tested in 2011 = 4,516



# APS Native American Community 2011 Report Card



- **Overall Proficiency Percentage on the 63 APS Schools**

**2013 APS NATIVE AMERICAN COMMUNITY REPORT CARD  
( REPORTING SCHOOLS WITH 10 OR MORE NATIVE AMERICAN STUDENTS)**

**OVERALL PROFICIENCY PERCENTAGE ON THE 63 APS SCHOOLS**

<b>Proficiency % Scale</b>	<b>Total Schools Math Proficiency</b>	<b>Total Schools Reading Proficiency</b>
<b>40 +</b>	<b>25</b>	<b>42</b>
<b>20 - 39</b>	<b>40</b>	<b>33</b>
<b>19 - &lt;1.0</b>	<b>15</b>	<b>5</b>

**APS SCHOOLS WHO HAD 40+ PROFICIENCY PRECENTAGES**

<b>Proficiency % Scale</b>	<b>Total Schools Math Proficiency</b>	<b>Total Schools Reading Proficiency</b>
<b>80 +</b>	<b>1</b>	<b>2</b>
<b>70 - 79</b>	<b>0</b>	<b>1</b>
<b>60 - 69</b>	<b>2</b>	<b>3</b>
<b>50 - 59</b>	<b>8</b>	<b>16</b>
<b>40 - 49</b>	<b>14</b>	<b>20</b>

**APS SCHOOLS WHO HAD 0-39 PROFICIENCY PERCENTAGES**

<b>Proficiency % Scale</b>	<b>Total Schools Math Proficiency</b>	<b>Total Schools Reading Proficiency</b>
<b>20 – 39</b>	<b>40</b>	<b>33</b>
<b>11 - 19</b>	<b>11</b>	<b>3</b>
<b>0 - 10</b>	<b>4</b>	<b>2</b>

**2013 BEST PRACTICES APS SCHOOLS  
(NATIVE AMERICAN STUDENTS  
HIGHEST 2013 PROFICIENCY PERCENTAGES WITH 10 OR MORE NATIVE AMERICAN STUDENTS**

<b>School</b>	<b>Math Proficiency</b>	<b>School</b>	<b>Reading Proficiency</b>
<b>S.Y. Jackson ES</b>	<b>82</b>	<b>S.Y. Jackson</b>	<b>82</b>
<b>John Baker ES</b>	<b>60</b>	<b>La Cueva HS</b>	<b>70</b>

**2013 APS HIGH SCHOOLS MOST IMPROVED IN MATH OR READING  
(NATIVE AMERICAN STUDENTS)**

<b>HIGH SCHOOL</b>	<b>2013 Math % Improve</b>	<b>2012 Math Prof %</b>	<b>2013 Math Prof %</b>	<b>HIGH SCHOOL</b>	<b>2013 Read % Improve</b>	<b>2012 Read Prof %</b>	<b>2013 Read Prof %</b>
<b>Albuquerque HS</b>	<b>+31</b>	<b>9</b>	<b>40</b>	<b>Manzano HS</b>	<b>+25</b>	<b>17</b>	<b>42</b>
<b>Eldorado HS</b>	<b>+19</b>	<b>31</b>	<b>50</b>	<b>Eldorado HS</b>	<b>+19</b>	<b>31</b>	<b>50</b>
<b>Del Norte HS</b>	<b>+15</b>	<b>4</b>	<b>19</b>	<b>Del Norte HS</b>	<b>+19</b>	<b>08</b>	<b>27</b>

2013 APS MIDDLE SCHOOLS MOST IMPROVED IN MATH OR READING  
(NATIVE AMERICAN STUDENTS)

School	2013 Math % Improve	2012 Math Prof %	2013 Math Prof %	School	2013 Read % Improve	2012 Read Prof %	2013 Read Prof %
John Adams MS	+18	17	35	Tony Hillerman MS	+18	47	65
Harrison MS	+16	12	28	Madison MS	+17	46	63
Jackson MS	+12	22	34	Grant MS	+16	40	56
Garfield MS	+12	29	41	Garfield MS	+16	43	59

2013 APS ELEMENTARY SCHOOLS MOST IMPROVED IN MATH OR READING  
(NATIVE AMERICAN STUDENTS)

School	2013 Math % Improve	2012 Math % Improve	2013 Math Prof %	School	2013 Read % Improve	2012 Read Prof %	2013 Read Prof %
Mitchell ES	+19	13	32	Chamiza ES	+22	20	42
Bel Air ES	+16	20	36	Chelwood	+14	31	45
Emerson ES	+13	<1.0	13	Emerson ES	+13	7	20
Hogdin ES	+11	27	38	Gov. Bent ES	+13	26	39

# 2013 APS SCHOOLS WITH THE LARGEST DECLINE IN MATH OR READING (NATIVE AMERICAN STUDENTS)

School	2013 Read% Decline	2012 Read Prof %	2013 Read Prof %	School	2013 Math % Decline	2012 Math Prof %	2013 Math Prof %
<b>Bandelier ES</b> 2013 School Gr. : B	<b>-43</b>	<b>79</b>	<b>36</b>	<b>Marie M. Hughes ES</b> 2013 School Gr.: C	<b>-26</b>	<b>57</b>	<b>31</b>
<b>Petroglyph ES</b> 2013 School Gr. : B	<b>-33</b>	<b>68</b>	<b>35</b>	<b>Kennedy MS</b> 2013 School Gr.: D	<b>-25</b>	<b>41</b>	<b>16</b>
<b>Arroyo ES</b> 2013 School Gr. : B	<b>-29</b>	<b>69</b>	<b>40</b>	<b>Sandia HS</b> 2013 School Gr.: A	<b>-25</b>	<b>56</b>	<b>31</b>
<b>Kennedy MS</b> 2013 School Gr. : D	<b>-25</b>	<b>41</b>	<b>16</b>	<b>Mark Twain ES</b> 2013 School Gr.: C	<b>-21</b>	<b>53</b>	<b>32</b>
<b>Susie R. Marmon ES</b> 2013 School Gr: F	<b>-24</b>	<b>56</b>	<b>32</b>	<b>Volcano Vista HS</b> 2013 School Gr.: A	<b>-17</b>	<b>63</b>	<b>46</b>
<b>Volcano Vista HS</b> 2013 School Gr. : A	<b>-14</b>	<b>68</b>	<b>54</b>	<b>Montezuma ES</b> 2013 School Gr.: F	<b>-11</b>	<b>35</b>	<b>24</b>
<b>McCollum ES</b> 2013 School Gr. : C	<b>-17</b>	<b>46</b>	<b>29</b>	<b>Lowell ES</b> 2013 School Gr. : F	<b>-11</b>	<b>18</b>	<b>7</b>



# APS NATIVE AMERICAN 2013 REPORT CARD ADDITIONAL STATISTICAL SUMMARY



- ◆ **63 of 83 (76%) APS Schools with 10 or more AI/NA Students did not meet Proficiency in Math or Reading in School Year 2013 .**
- ◆ **APS Schools with 10 or more AI/NA students did not make proficiency in Reading in Grades: 4,5,6,7,H2 and did not make proficiency in Math in Grades 4,5,6,7,8,9,10 and 11.**
- ◆ **21 APS Schools with 10 or more AI/NA students have not made proficiency in Math since 2005.**
- ◆ **2 APS Schools with 10 or more AI/NA students have not made proficiency in Reading since 2005**



# NOTES



The American Indian Urban community has questions about the NMPED School Grading system. They feel that the schools that have proficiency losses of -62, -49, -43 and -38 in Math and Reading and receive a grade of A, B, or C is not a very good grading system. The Urban American Indian communities would like the New Mexico Indian Education Advisory Council (NMIEAC) to be given the opportunity to address this major grading flaw and recommend a resolution to the NMPED before the next grading period.

Source:

NMPED School District Report Card 2006-2013

# Native American Public School 4-Year Cohort Graduation Rate - Class of 2010



- **Native American 4-Year Cohort Graduation Rates - Class of 2010**
- **2008-09 11<sup>th</sup> Grade Reading and Math Proficiency Percentages**

## Native American 4-Year Cohort Graduation Rates - Class of 2010

School Districts	2010 NA District Card Pop	2010 Grad Rate %	2008-2009 11 <sup>th</sup> Grade Read Prof	Reading Ranking Among the 26 Reporting Districts	2008-2009 11 <sup>th</sup> Grade Math Prof	Math Ranking Among the 18 Reporting Districts
State	3,266	60.5	36.8	-	18.6	-
APS	403	44.4	44.1	6	20.9	9
Aztec	64	73.7	34.1	15	16.2	11
Bernalillo	147	65.9	27.9	21	4.7	22
Bloomfield	136	55.2	30.4	19	30.4	5
Central Cons.	635	59.1	39.3	9	25.3	8
Cuba	87	65.7	36.7	11	10.0	20
Dulce	61	35.0	33.3	16	15.2	15
Espanola	29	46.8	20.0	22	<1.0	23

**Native American 4-Year Cohort Graduation Rates - Class of 2010  
(Continued)**

<b>School Districts</b>	<b>2010 NA District Card Pop</b>	<b>2010 Grad Rate %</b>	<b>2008-2009 11<sup>th</sup> Grade Read Prof</b>	<b>Reading Ranking Among the 26 Reporting Districts</b>	<b>2008-2009 11<sup>th</sup> Grade Math Prof</b>	<b>Math Ranking Among the 18 Reporting Districts</b>
Farmington	262	58.4	39.6	8	30.2	6
Gallup	989	63.3	32.0	17	12.2	17
Grants/Cibola	164	71.3	31.9	18	11.9	18
Jemez Mountain	-	-	-	-	-	-
Jemez Valley	28	90.0	66.7	1	26.7	7
Las Cruces	29	59.3	60.0	3	50.0	1
Los Lunas	61	64.0	28.2	20	15.4	14
Magdalena	23	91.5	15.8	23	15.8	12
Native American Community Academy	-	-	-	-	-	-

**Native American 4-Year Cohort Graduation Rates - Class of 2010  
(Continued)**

<b>School Districts</b>	<b>2010 NA District Report Card Pop</b>	<b>2010 Grad Rate %</b>	<b>2008-2009 11<sup>th</sup> Grade Read Prof</b>	<b>Reading Ranking Among the 26 Reporting Districts</b>	<b>2008-2009 11<sup>th</sup> Grade Math Prof</b>	<b>Math Ranking Among the 18 Reporting Districts</b>
Pojoaque	37	50.6	38.2	10	5.9	20
Rio Rancho	62	69.3	51.2	4	44.2	3
Ruidoso	34	75.2	34.6	14	11.5	18
San Diego Riverside Charter	-	-	-	-	-	-
Santa Fe	43	45.2	61.5	2	30.8	4
Taos	32	51.0	36.4	12	45.5	2
Tularosa	21	85.4	42.1	7	15.8	13
Walatowa	21	90.5	35.7	13	14.3	15
Zuni	143	83.0	48.3	5	20.7	10

# **Native American 4-Year Cohort Graduation Rates - Class of 2010 (Continued)**

## **NOTES**

**Definitions:** Grad = Graduation      NA = Native American      NCLB = No Child Left Behind  
Pop = Population      Prof = Proficiency      SBA = Standard Base Assessment  
NMPED = New Mexico Public Education Department

- **Statistics reflect Student Population, Graduation Rates for 2010, Reading and Math Proficiency Percentages for these students in school years 2008-2009 (last year tested before graduation).**
- **The 23 of the 26 School Districts had more than 10 Native American students in their graduating classes.**
- **No school district in this report had at or above NCLB Proficiency Goal in Math in 2008-2009.**
- **One school district had at or above NCLB Proficiency Goal in Reading.**

**The NCLB Reading Proficiency Goal for 2010 = 64 and NCLB Math Proficiency Goal for 2010 = 53**

# 4–Year Cohort Graduation Rates - Class of 2008

## Eight School Districts with largest American Indian Populations

School District/Ethnicity	Total Student Records	Rate (%)
Albuquerque	7,353	63.2
♦ Caucasian	2,697	73.6
♦ American Indian	458	49.4
Bernalillo	376	53.9
♦ Caucasian	24	42.0
♦ American Indian	170	54.6
Central Consolidated	906	53.1
♦ Caucasian	53	63.3
♦ American Indian	833	52.1

**4 – Year Cohort Graduation Rates - Class of 2008**  
**Eight School Districts with largest American Indian Populations**  
**(Continued)**

<b>School District/Ethnicity</b>	<b>Total Student Records</b>	<b>Rate (%)</b>
Farmington	930	66.5
■ Caucasian	398	78.7
■ American Indian	331	53.1
Gallup	1,998	52.6
■ Caucasian	109	67.4
■ American Indian	1,693	51.0
Grants	560	48.5
■ Caucasian	91	52.4
■ American Indian	249	49.7

**4 – Year Cohort Graduation Rates - Class of 2008**  
**Eight School Districts with the largest American Indian Populations**  
**(Continued)**

<b>School District/Ethnicity</b>	<b>Total Student Records</b>	<b>Rate (%)</b>
Rio Rancho	1,324	79.2
■ Caucasian	697	83.5
■ American Indian	61	49.5
Zuni	204	48.7
■ Caucasian	0	0
■ American Indian	201	48.3
Total State of NM	32,261	60.3
■ Caucasian	9,711	71.3
■ American Indian	4,861	49.8

## NM Public School Dropouts School Year 2005-2008

<b>Ethnicity</b>	<b>Pop. Grades 7-12</b>	<b>Total Dropouts</b>	<b>Dropout Rate</b>
<b>Asian/Pacific</b>	<b>2,005</b>	<b>48</b>	<b>2.4</b>
<b>Black</b>	<b>4,139</b>	<b>168</b>	<b>4.1</b>
<b>Caucasian/White</b>	<b>47,238</b>	<b>1195</b>	<b>2.5</b>
<b>Hispanic</b>	<b>81,489</b>	<b>2917</b>	<b>3.6</b>
<b>American Indian/AN</b>	<b>19,093</b>	<b>1262</b>	<b>6.6</b>
<b>Total</b>	<b>153,964</b>	<b>5590</b>	<b>3.6</b>

### School Year 2006-2007

<b>Ethnicity</b>	<b>Pop. Grades 7-12</b>	<b>Total Dropouts</b>	<b>Dropout Rate</b>
<b>Asian/Pacific</b>	<b>1831</b>	<b>50</b>	<b>2.7</b>
<b>Black</b>	<b>3821</b>	<b>182</b>	<b>4.8</b>
<b>Caucasian/White</b>	<b>48,232</b>	<b>1,368</b>	<b>2.8</b>
<b>Hispanic</b>	<b>78,371</b>	<b>3,339</b>	<b>4.3</b>
<b>American Indian/AN</b>	<b>18,592</b>	<b>1,131</b>	<b>6.1</b>
<b>Total</b>	<b>150,847</b>	<b>6,070</b>	<b>4.4</b>

## Ethnicity Dropout Rates by Grade/Gender

School Year 2005-2006

Ethnicity	Population	Total Dropouts	Grade 9-12 Male	Grade 7-8 Male	Grade 9-12 Female	Grade 7-8 Female
Asian/Pacific	Not Available	54	1.1	0.3	2.8	0.4
Black	Not Available	141	6.1	0.3	3.8	0.4
Caucasian/White	Not Available	1,293	4.0	0.8	3.1	0.8
Hispanic	Not Available	3116	6.0	1.5	5.2	1.1
American Indian/Alaskan Native	Not Available	889	6.4	2.1	5.6	1.9
2006 State Dropout Rate: 3.6						
Total	Not Available	5,463	-	-	-	-



**College Remedial Classes Required by  
2000-2004 Graduating Students From  
APS and Navajo Pine High School**



# **2000-2004 College Remedial Classes Required By APS & Navajo Pine High School Graduates**

**Of the 10,542 students who graduated from a public high school in Albuquerque, 44.12 percent took a remedial class in either math or reading during the years of 2000-2004. While American Indian students only presented 7 percent of all the students within the study of “Ready for College” prepared by the state Department of Finance and Administration, they represented the highest remedial classes – 66 Percent.**

**Percent of Albuquerque public high school graduates by ethnicity taking remedial college classes:**

<b>American Indian Students</b>	<b>66%</b>
<b>Hispanic Student</b>	<b>58%</b>
<b>Anglo Students</b>	<b>36%</b>

**State highest percentage of students who went on to take remedial class upon entering college:**

<b>Navajo Pine High School</b>	<b>83%</b>
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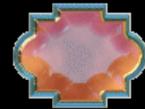
# 2000-2004

## College Remedial Classes Required By APS & Navajo Pine High School Graduates

Percent of Albuquerque public high school graduates taking remedial college classes:				
School	Literacy And Communication	2000/04 Math Class	2000/04 Literacy and/or Math	2009 Literacy and/or Math
Albuquerque HS	43.5	48.9	58.2	56.8
Cibola	27.4	38.5	45.7	39.5
Del Norte	33.7	39.1	46.8	50.6
Eldorado	18.7	26.9	32.7	37.4
Highland	33.5	41.2	49.0	62.1
La Cueva	14.8	21.2	25.4	22.7
Manzano	25.5	33.6	40.0	40.2
Rio Grande	50.8	58.6	67.2	71.9
Sandia	20.3	27.8	34.5	38.8
Valley	31.2	42.9	50.5	57.1
West Mesa	19.4	55.7	64.3	77.7

# **College Remedial Classes Required By Native American Students Attending San Juan College and Dine College**

- **Report to New Mexico Indian Education Department, July 18, 2008**
- **Accomplishments 07-08**
- **Overall Enrollment**
- **Placement Testing Results – Academic Year 06-07 (231 Students)**
- **Placement Testing Results – Academic Year 06-07 (231 Students)**
- **Placement Testing Results – Academic Year 06-07 (231 Students)**
- **Placement Testing Results – Academic Year 07-08 (205 Students)**
- **Placement Testing Results – Academic Year 07-08 (205 Students)**
- **Placement Testing Results – Academic Year 07-08 (205 Students)**



# SAN JUAN COLLEGE



# San Juan College

## Native American Student Characteristics

### FALL ENROLLMENT

Year	Number of Students	Percent Native Students	Percent Hispanic	Percent White, Non-Hispanic	Percent Black, Non-Hispanic	Percent Asian
2005	8,993	25%	12%	58%	1%	1%
2006	9,941	26%	13%	53%	1%	1%
2007	10,345	26%	13%	54%	1%	1%

• The overall ethnic characteristics of SJC accurately reflect the service population.  
 • On the average, Native students enroll in more credits per semester. For the past 3 Fall Semesters, Native students have enrolled in 2.2 credits more per semester than non-Native Students.

Service Area  
% of Eligible  
Students.

20.9%

12.2%

61.3%

0.4%

0.6%

# San Juan College

## Native American Student Characteristics

### PLACEMENT IN DEVELOPMENTAL PROGRAMS

Program	Native Students	Non-Native Students	Difference
Math	96.9%	95.6%	1.3%
English	72.9%	45.6%	27.3%
Reading	42.3%	14.8%	27.5%

**Native students place into developmental English and Reading at a much higher percentage than Non- Native students.**

# San Juan College

## Native American Student Characteristics

### SUCCESS IN DEVELOPMENTAL PROGRAMS

Program Success 5-Year Average	Native Students	Non-Native Students	Difference
Math	50.1%	54.3%	(4.2%)
English	57.5%	60.5%	(3.0%)
Reading	64.2%	57.8%	6.4%

- Over the past five years, Native students are only slightly less successful in Developmental Math and English than non-Native students.
- Over the past five years, Native students are more successful in developmental Reading than non-Native students.

# San Juan College

## Native American Student Characteristics

### PERSISTENCE OF FIRST-TIME FRESHMAN

5-Year Average	Native Students	Non-Native Students	Difference
Fall to Spring	74.3%	77.5%	(3.2%)
Fall to Fall	52.0%	58.2%	(6.2%)

- Fall to Spring and fall to fall persistence rates are less for Native students than for Non-Native students.

### GRADUATION

Year 2006-07	Number of Students	Percent Native Students	Percent Hispanic	Percent White, Non- Hispanic	Percent Black, Non- Hispanic	Percent Asian
All Awards						
Associate Degrees		74.3%			77.5%	(3.2%)
Certificates		52.0%			58.2%	(6.2%)

- SJC is forth in the nation for the number of Native Americans receiving Associates Degrees for the past five years.



# DINÉ COLLEGE



**REPORT TO NEW MEXICO INDIAN  
EDUCATION DEPARTMENT**

**JULY 18, 2008**

# ACCOMPLISHMENTS 07-08

- **10 Year Accreditation**
- **Bachelor Degree Program (EDU)**
- **Approval for NIS & NAV 4 Year Program**
- **New Shiprock Library**
- **40<sup>th</sup> Anniversary of Diné College (April)**

# Overall Enrollment

- **Includes Crownpoint & Shiprock**
- **15% of students attending Dine College come from Shiprock & Crownpoint, NM.**

# PLACEMENT TESTING RESULTS

## ACADEMIC YEAR 06-07 (231 Students)

- 21 into FST 133 (Applied Com. 1)
- 47 into ENG 100A (Com. Workshop I)
- 82 into ENG 100B (Com. Workshop II)
- 39 into ENG 101 (Freshman Eng I)
- 65% tested into Dev Writing Overall)

# **PLACEMENT TESTING RESULTS**

## **ACADEMIC YEAR 06-07 (231 Students)**

- **20 into FST 129 (Found. Of Reading I)**
- **37 into FST 130 (Found. Of Reading II)**
- **103 into FST 131 (Advanced Reading)**
- **57 into NRR (No Reading Required)**
- **69% tested into Dev. Reading Overall)**

# PLACEMENT TESTING RESULTS

## ACADEMIC YEAR 07-08 (205 Students)

- **132 into MATH 011 (Arithmetic)**
- **28 into MATH 051 (Beg. Alg.)**
- **13 into MATH 100 (Intermediate Alg.)**
- **3 into MATH 110 (College Alg.)**
- **84% tested into Dev. MTH**

# **PLACEMENT TESTING RESULTS**

## **ACADEMIC YEAR 07-08 (205 Students)**

- **18 into FST 129 (Foundation Of Reading I)**
- **24 into FST 130 (Foundation Of Reading II)**
- **93 into FST 131 (Advanced Reading)**
- **45 into NRR (No Reading Required)**
- **66% tested into Developmental Reading**  
**Overall**

# **PLACEMENT TESTING RESULTS**

## **ACADEMIC YEAR 07-08 (205 Students)**

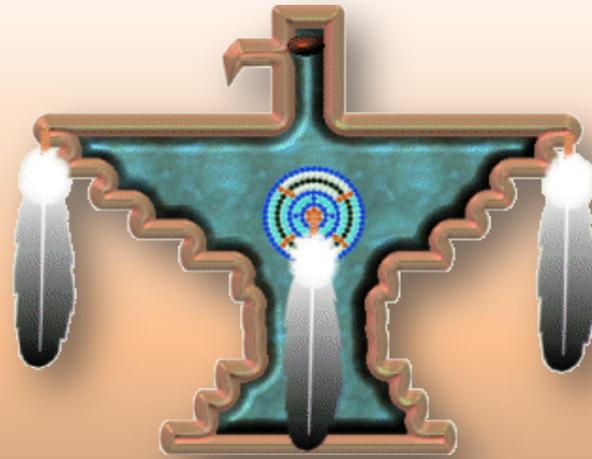
- **18 into FST 133 (Applied Com. I)**
- **46 into ENG 100A (Com. Workshop I)**
- **79 into ENG 100B (Com. Workshop II)**
- **22 into ENG 101 (Freshman Eng I)**
- **70% tested into Dev. Writing Overall**



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For  
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Questions?