

# Mapping the Cartography Of Our Future: How We Can Help Ensure That Our Students Are Ready For UNM And That UNM Is Ready For Our Students?

A Presentation Prepared for  
UNM Student Success Summit  
June 28, 2012

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*Data... Insight... Impact*

# **What's Past Is Prologue You Are Where You Live Savage Inequalities Engagement and Support**

# Our Perspective On The Educational Challenges Facing The State And Our Communities

- We believe New Mexico's students face daunting challenges in and out of school and all along the path from early childhood to adulthood.
- We believe that we must address both the needs of current students and break the cycle of low educational attainment and poverty that dooms future generations to repeat the problems of the past.
- We believe that collaborative efforts are the only way to make a difference.
- We believe that credible data presented in powerful ways can help bring partners to the table.

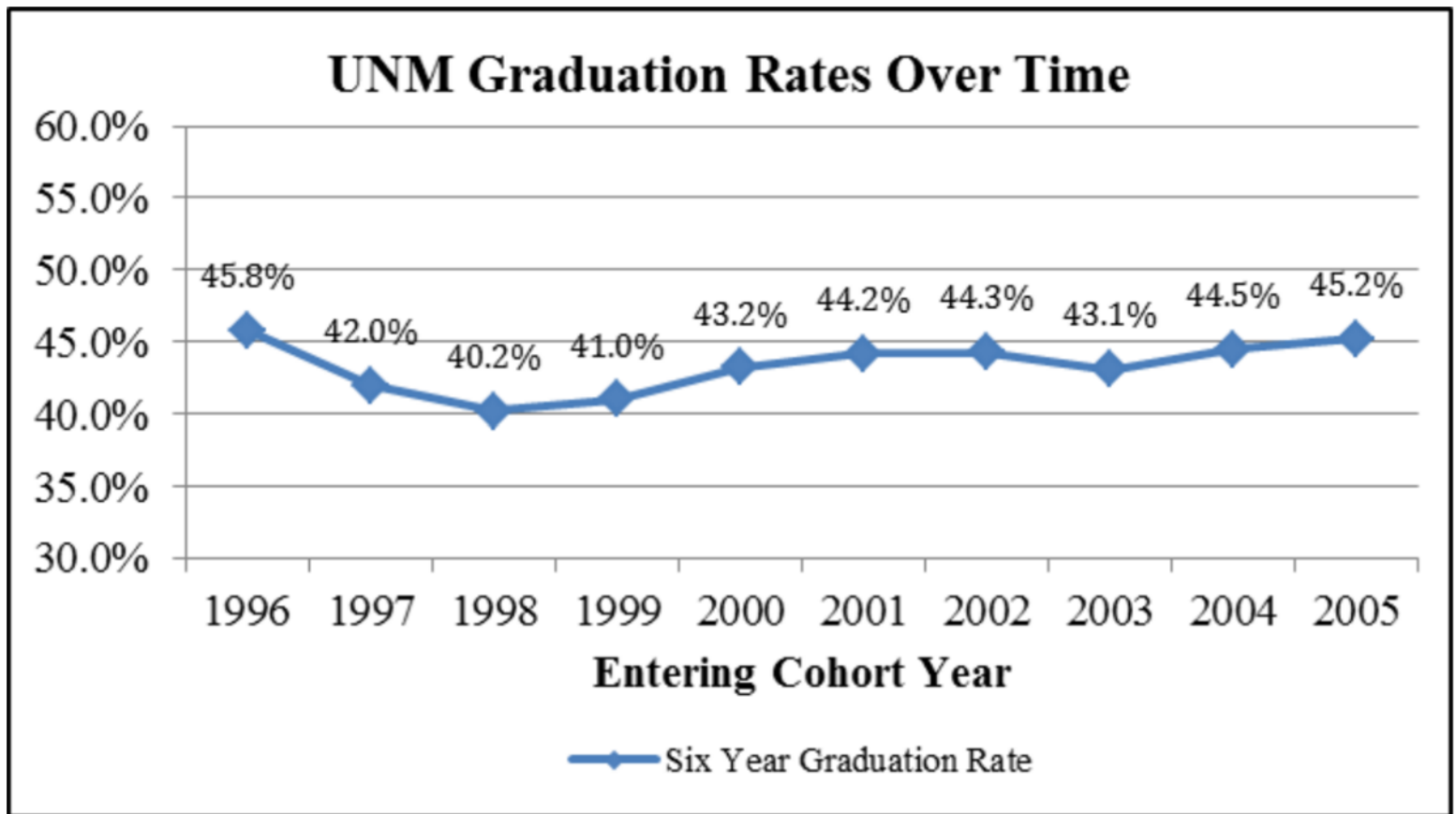
# Our Perspective On The Issue of Student Success At UNM

- Improving student graduation rates and other measures of student success is the most important challenge UNM faces.
- UNM is the flagship university of New Mexico and, as such, has the responsibility of helping more of New Mexico's diverse students reach their full potential.
- Clearly, UNM needs to work with partners to ensure that students come to college better prepared and UNM should strengthen its internal efforts to ensure that students succeed once they are here.
- UNM can be a powerful partner in addressing the educational, social, health and economic needs of the state and its communities. UNM is likely to be most effective in improving student success when it understands that it is both part of the problem and part of the solution.



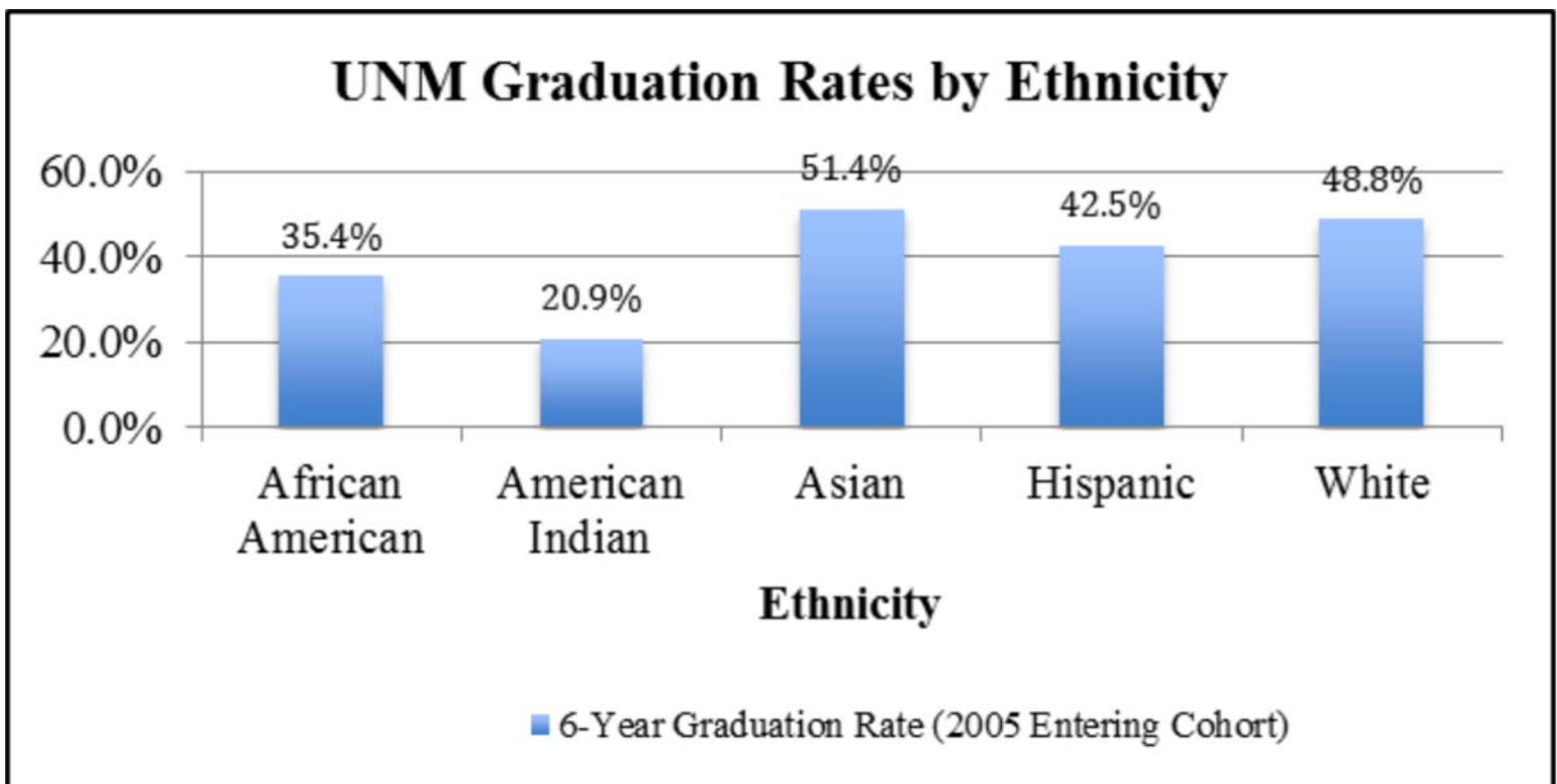
# Why Partnerships Matter At UNM

# UNM Six Year Graduation Rates



Source: UNM Office of Institutional Research Freshman Cohort Tracking Report

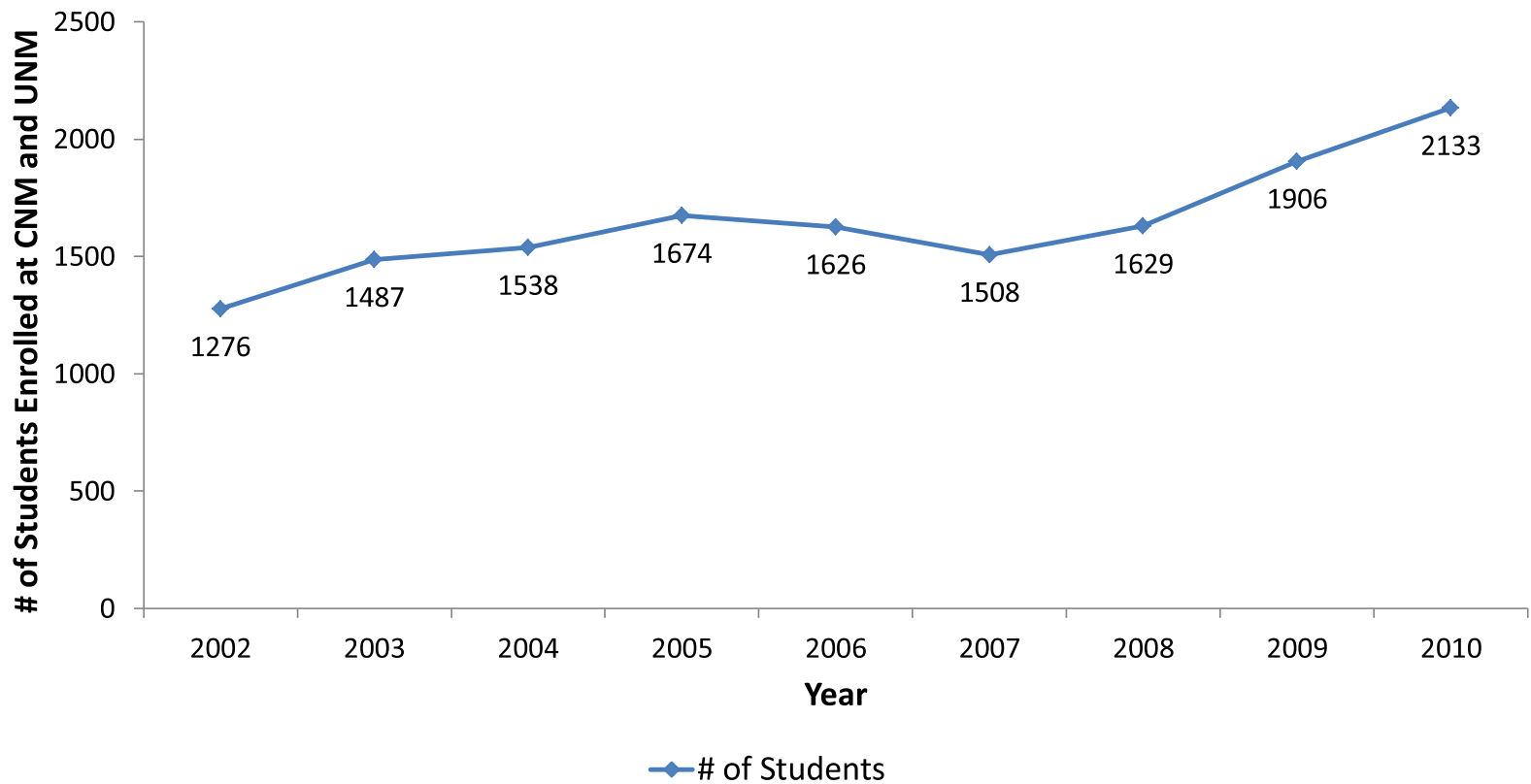
# UNM Six Year Graduation Rates For The Cohort Entering In Fall 2005



Source: UNM Office of Institutional Research Freshman Cohort Tracking Report

# A Significant Portion of UNM Undergrads Take Courses at CNM

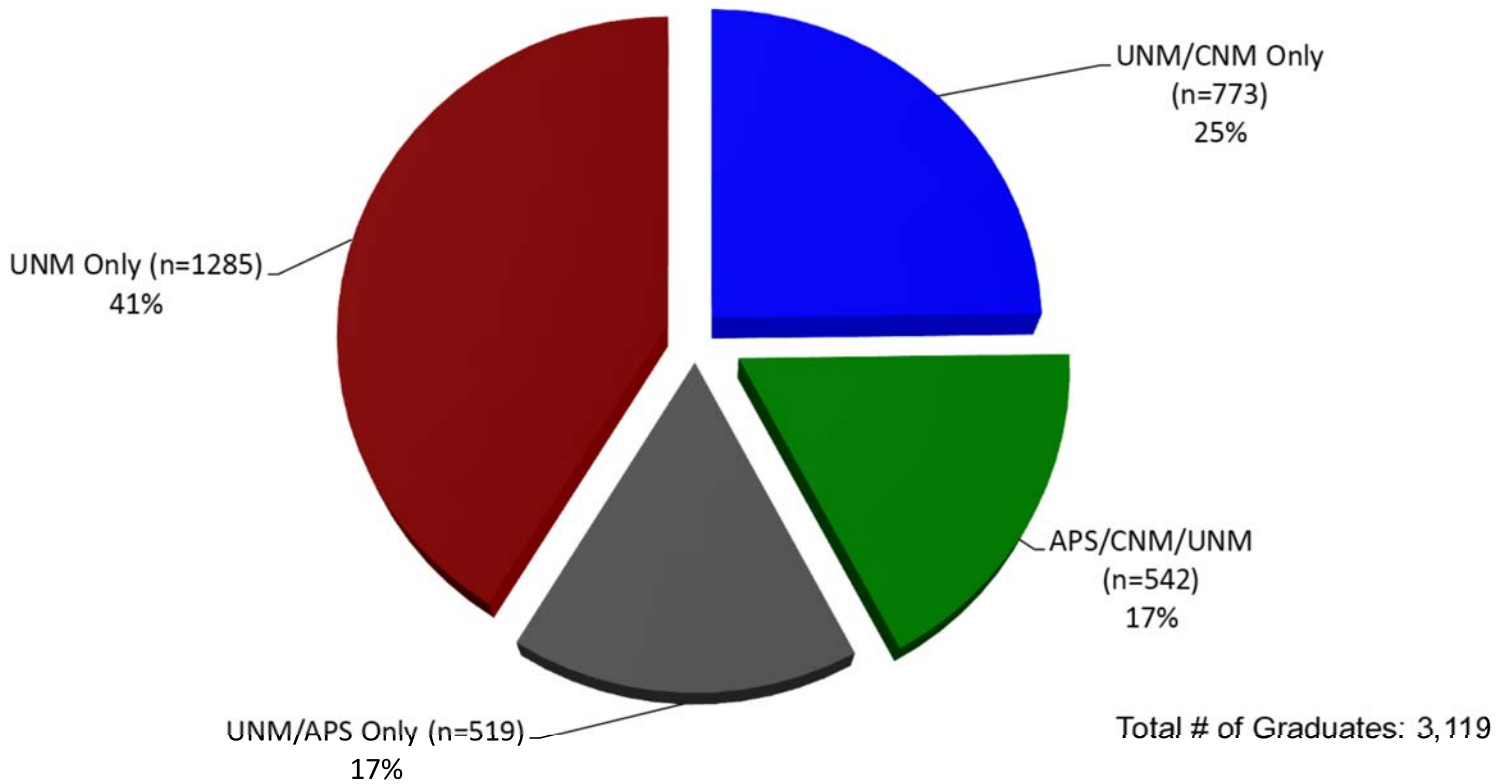
Students Enrolled at both CNM and UNM



Shared Enrollment is the number of unduplicated students who are taking classes at both CNM and UNM during the same semester (independent of student type). CNM enrollment includes all campus locations. UNM enrollment is Main Campus only. Source: CNM & UNM Offices of Institutional Research.

# UNM Students are Dependent on APS & CNM for their Success

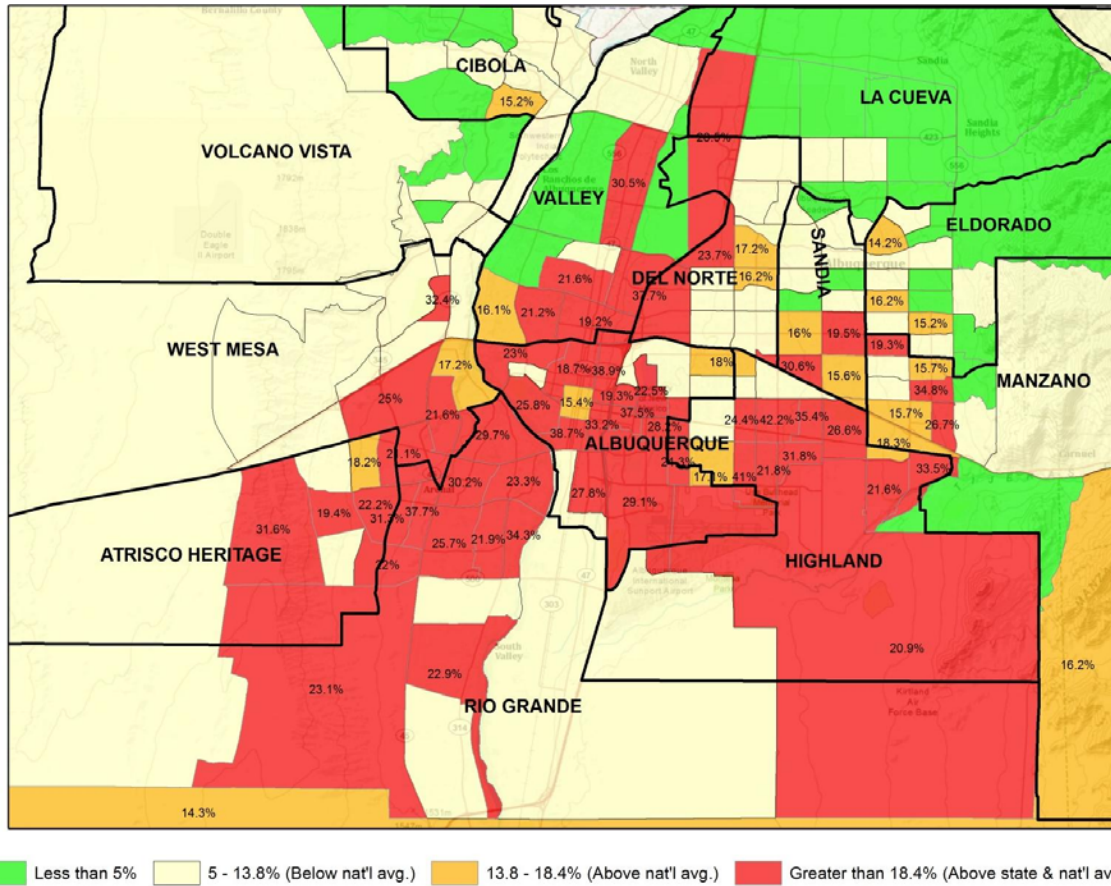
% of 2009-10 UNM Bachelor's Degree Recipients Who Attended APS or CNM



This chart is a snapshot of UNM 2009-10 Bachelor's degree recipients that shows the breakdown of graduates who attended APS, CNM, or both.

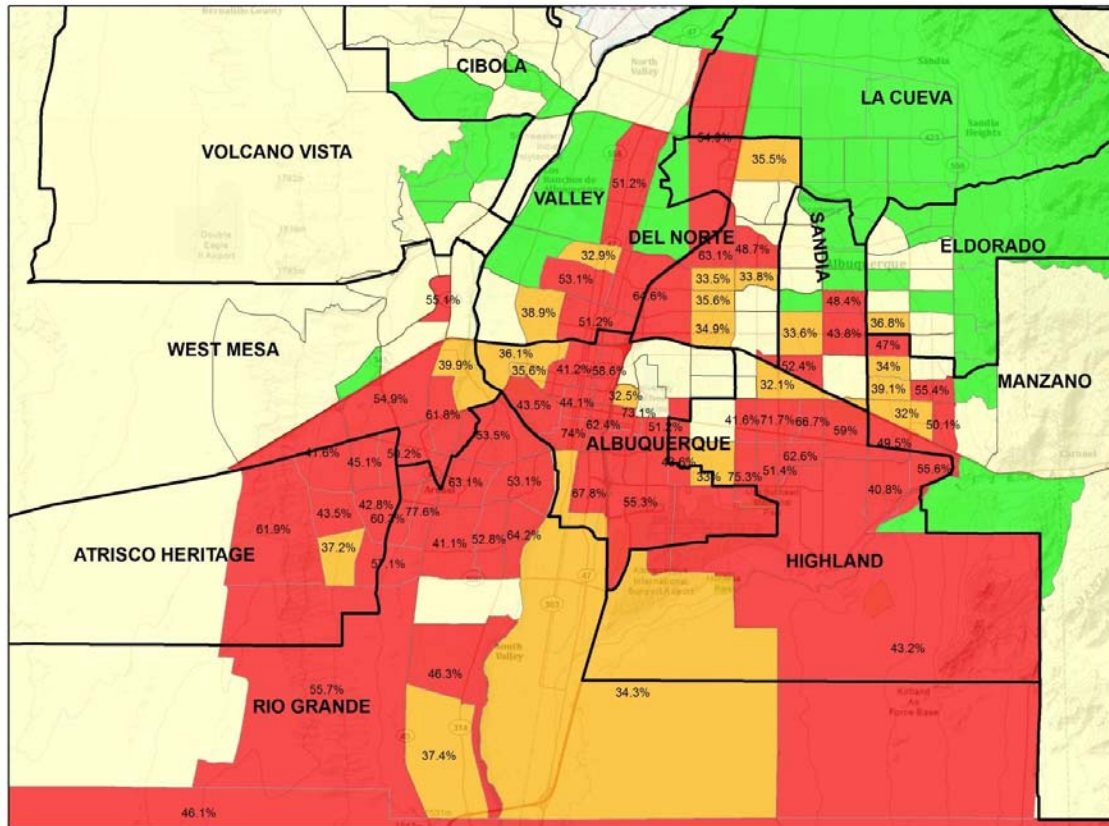
# Student and Family Demographics

# Percentage of Individuals with Income Less than 100% of the Federal Poverty Level



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2009, the weighted average poverty threshold for a family of four was \$22,314 (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages taken from the 2010 American Community Survey (state avg. = 18.4%; national avg. = 13.8%).

# Percentage of Individuals with Income Less than 200% of the Federal Poverty Level

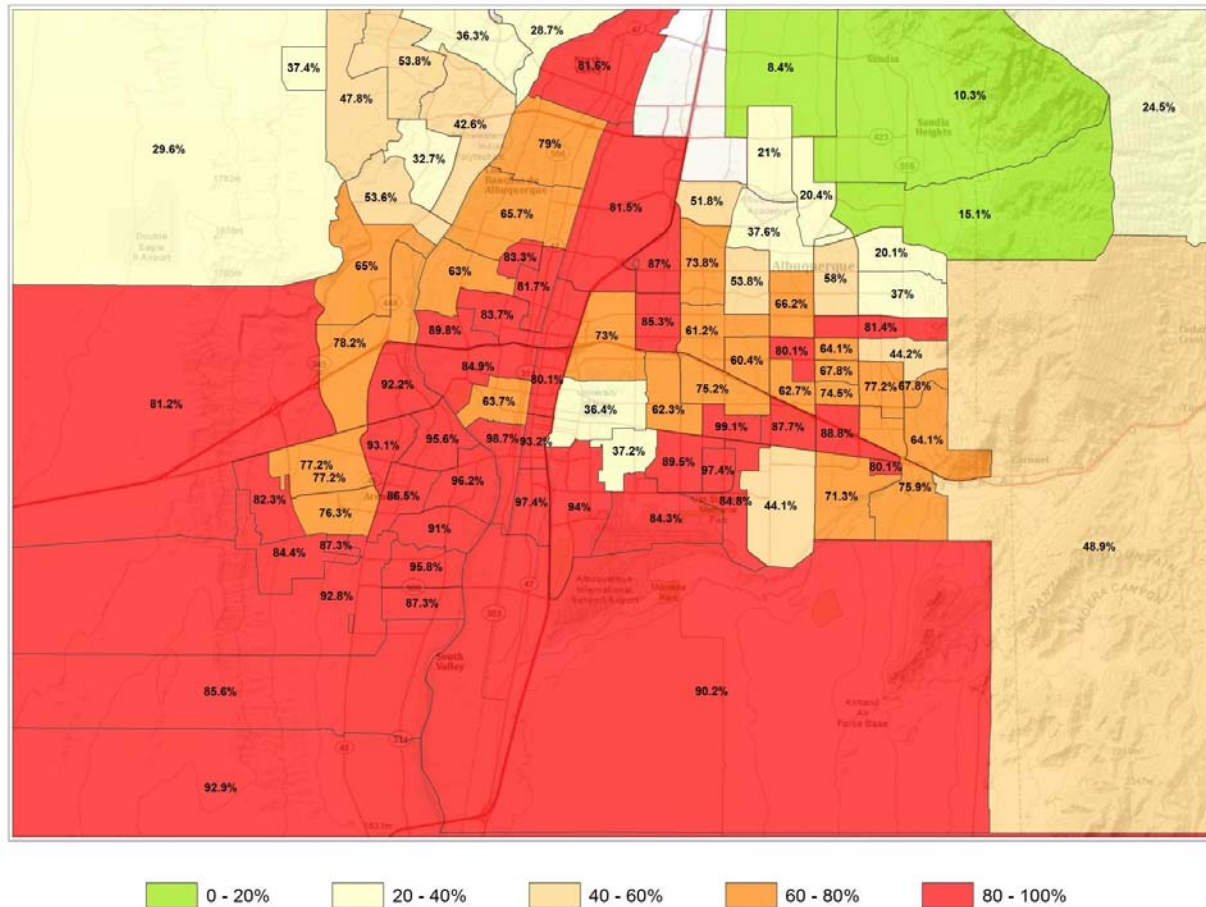


■ Less than 20% 
 ■ 20 - 32% (below nat'l avg.) 
 ■ 32 - 40.6% (above nat'l avg.) 
 ■ Greater than 40.6% (above state & nat'l avgs.)

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2009, the weighted average poverty threshold for a family of four was \$22,314 (<http://www.census.gov/hhes/www/poverty/data/threshld/>). State and national averages taken from the 2010 American Community Survey (state avg. = 40.6%; national avg. = 32.0%).

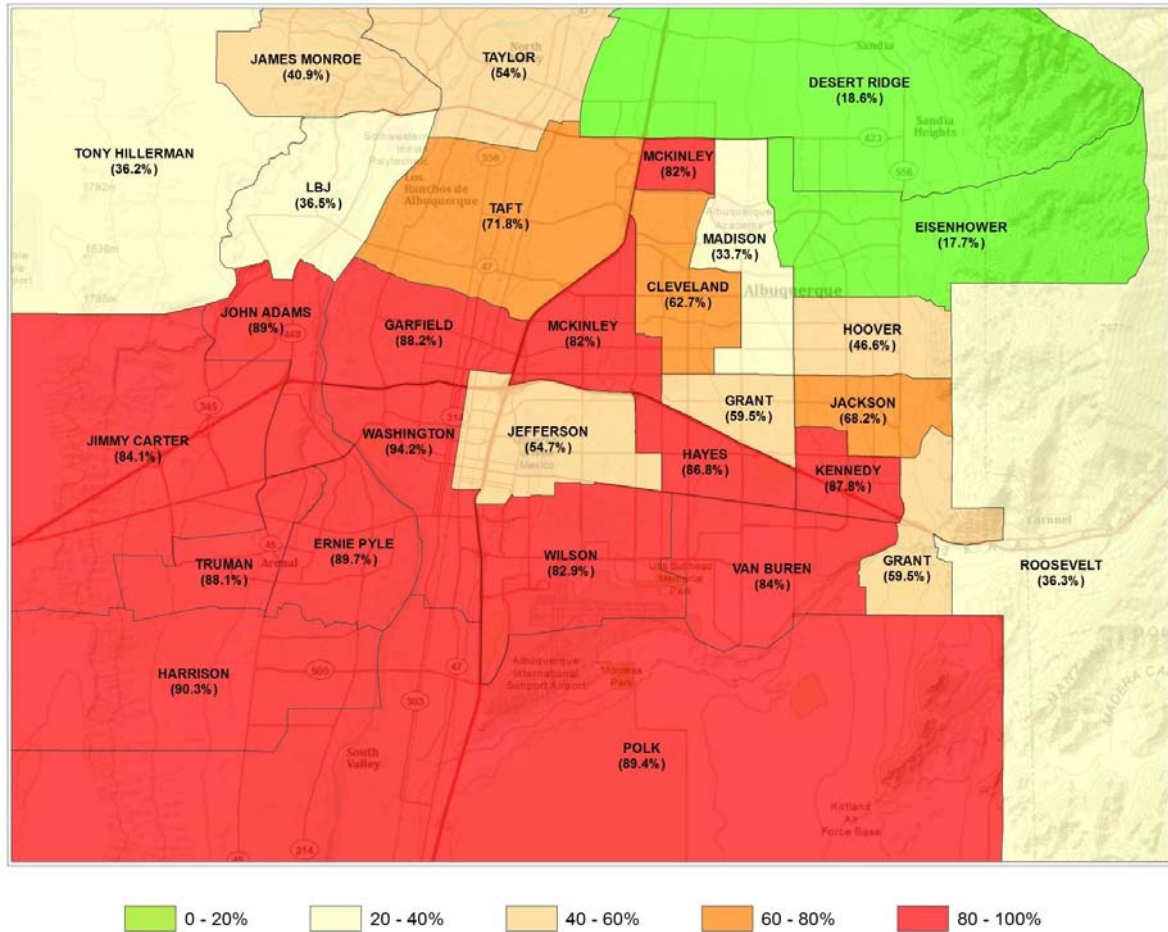


# Percentage of Students Eligible for Free and Reduced Priced Meals in Elementary School

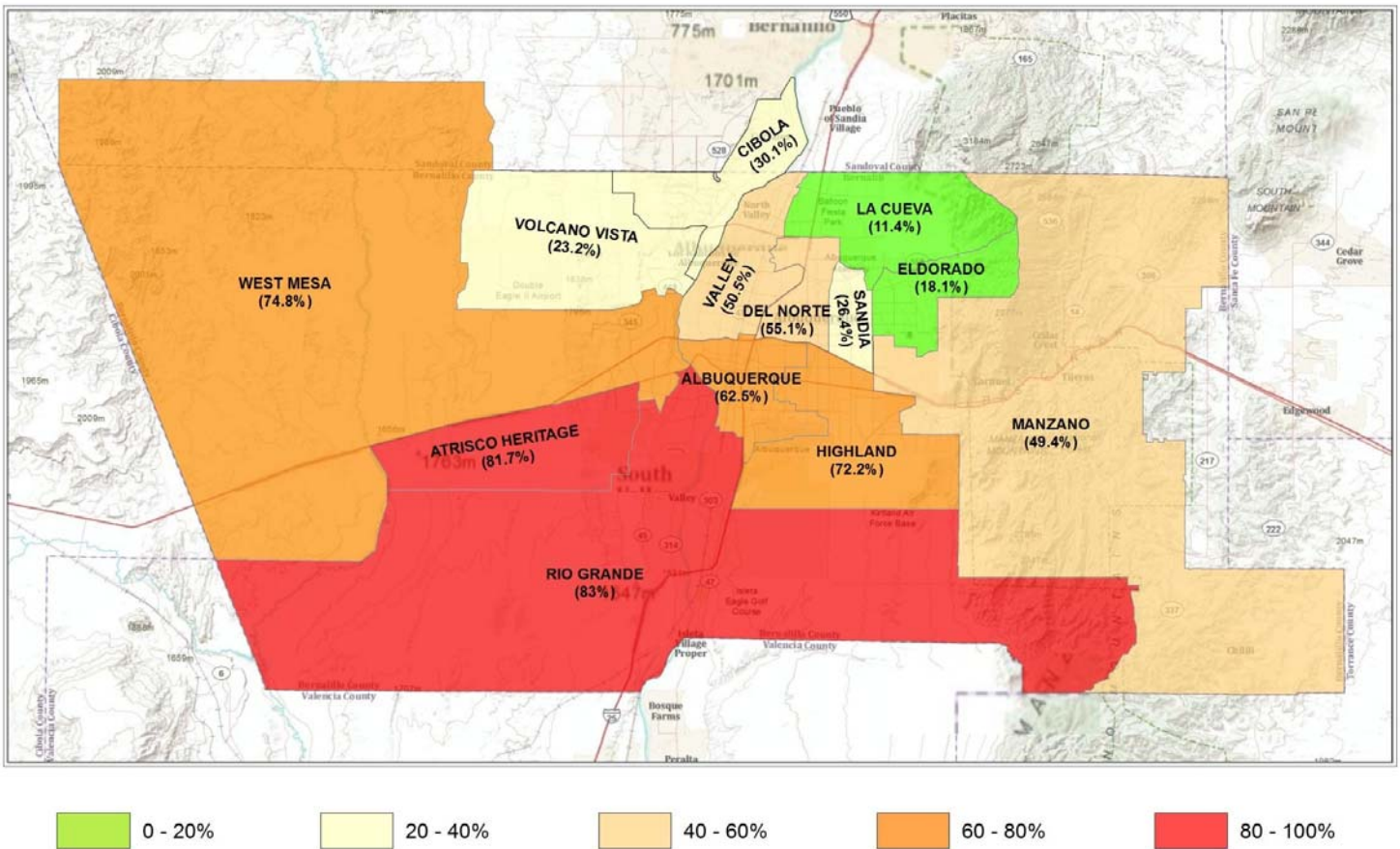


Source: "Statistical Peers for Benchmarking," 2010-2011 School Year, Albuquerque Public Schools. For school names, see Elementary School Reference Guide, pp. 9-10 of this volume.

# Percentage of Students Eligible for Free and Reduced Priced Meals in Middle School

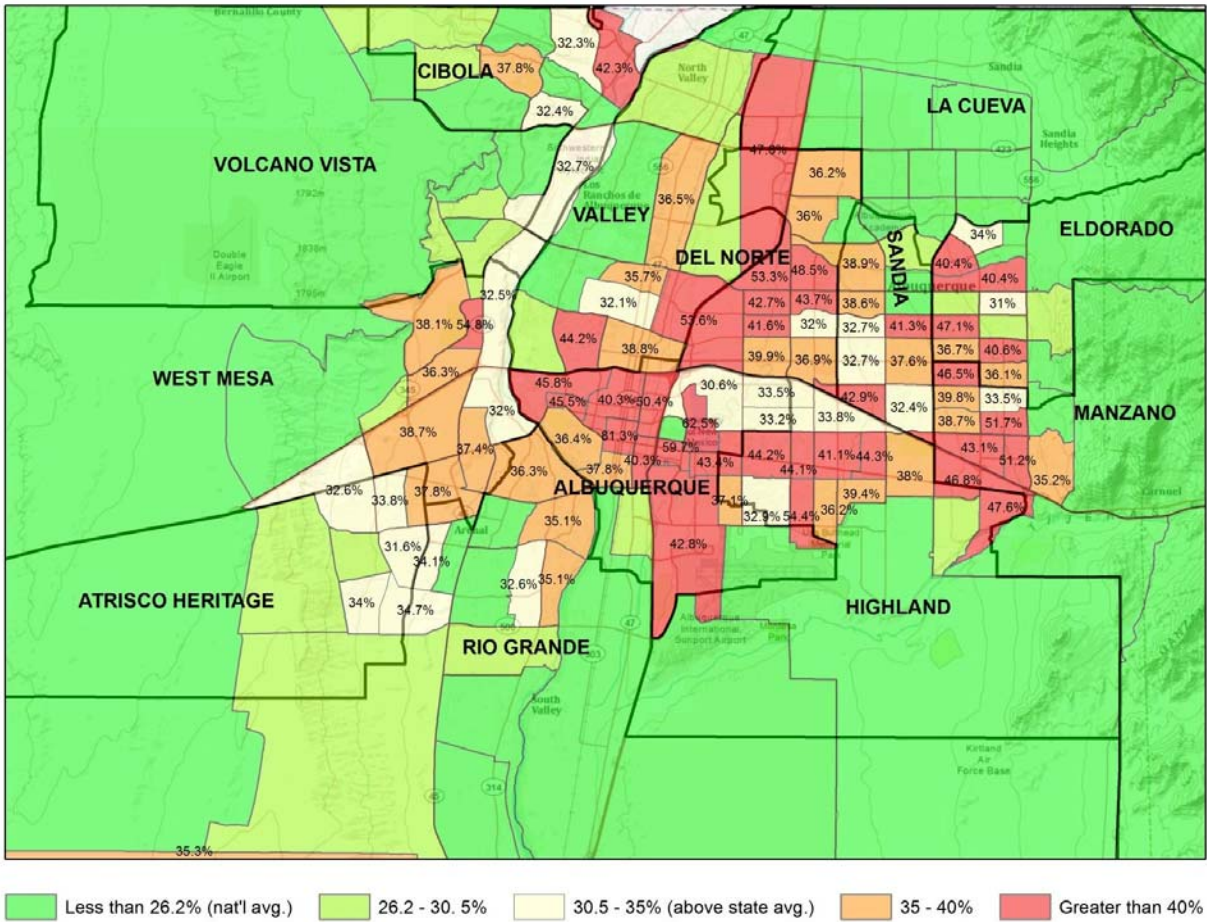


# Percentage of Students Eligible for Free and Reduced Priced Meals in High School



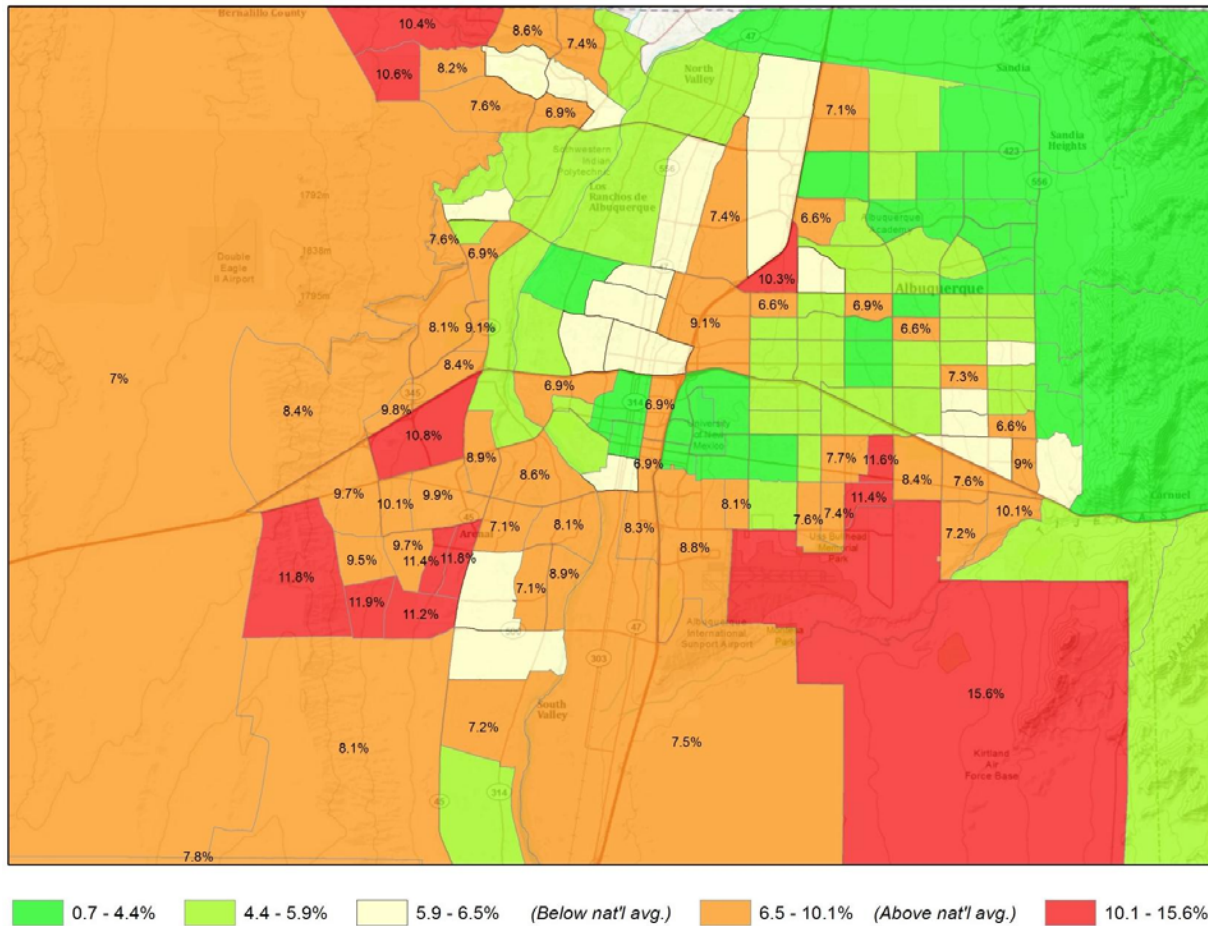


# Percentage of Children Living in Single-Parent Households



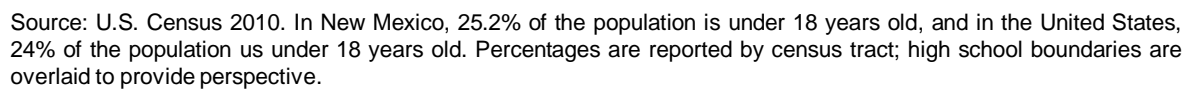
Source: U.S. Census 2010. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. Nationally, 26.2% of children live in single-parent households; in New Mexico, 30.5%.

# Percentage of Population Under 5 Years of Age, By Census Tract



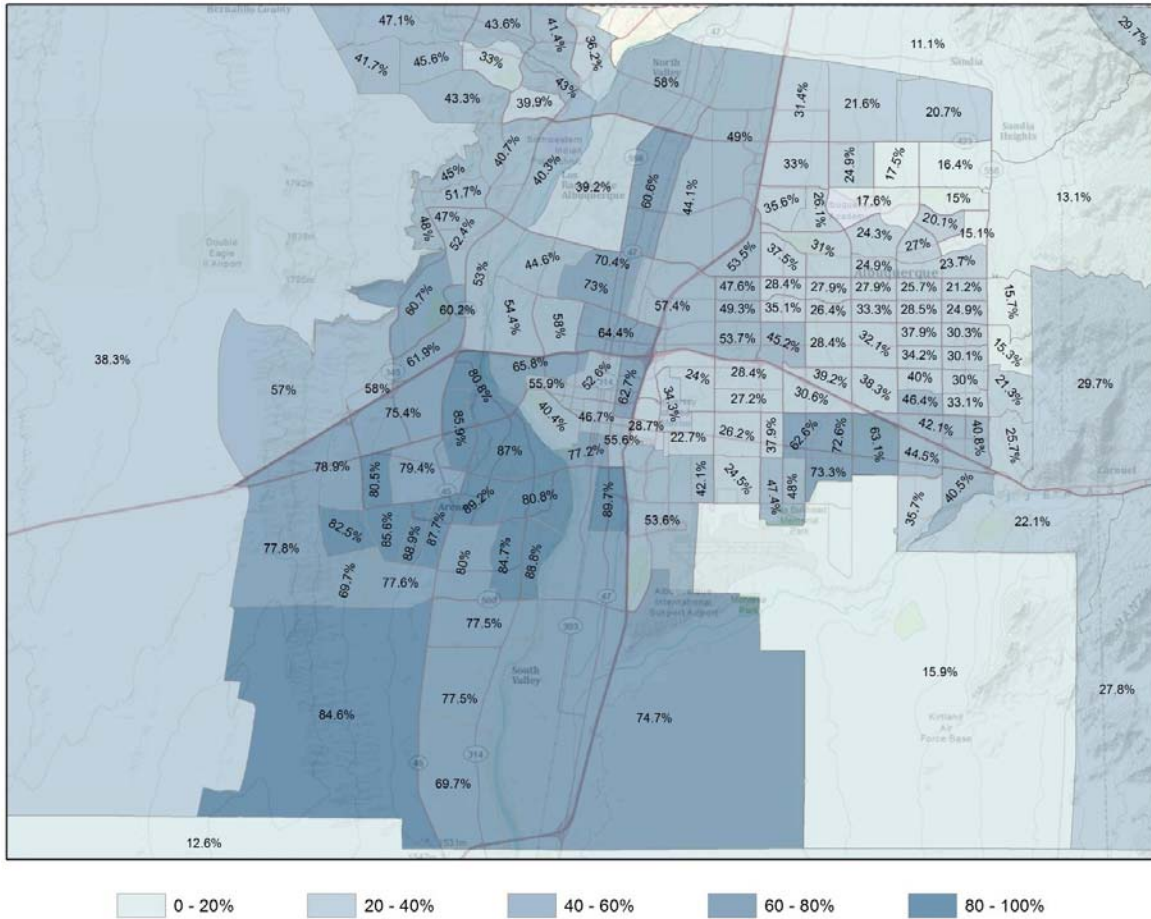
Source: U.S. Census 2010. In New Mexico, 7.0% of the population is under 18 years old, and in the United States, 6.5% of the population is under 18 years old.

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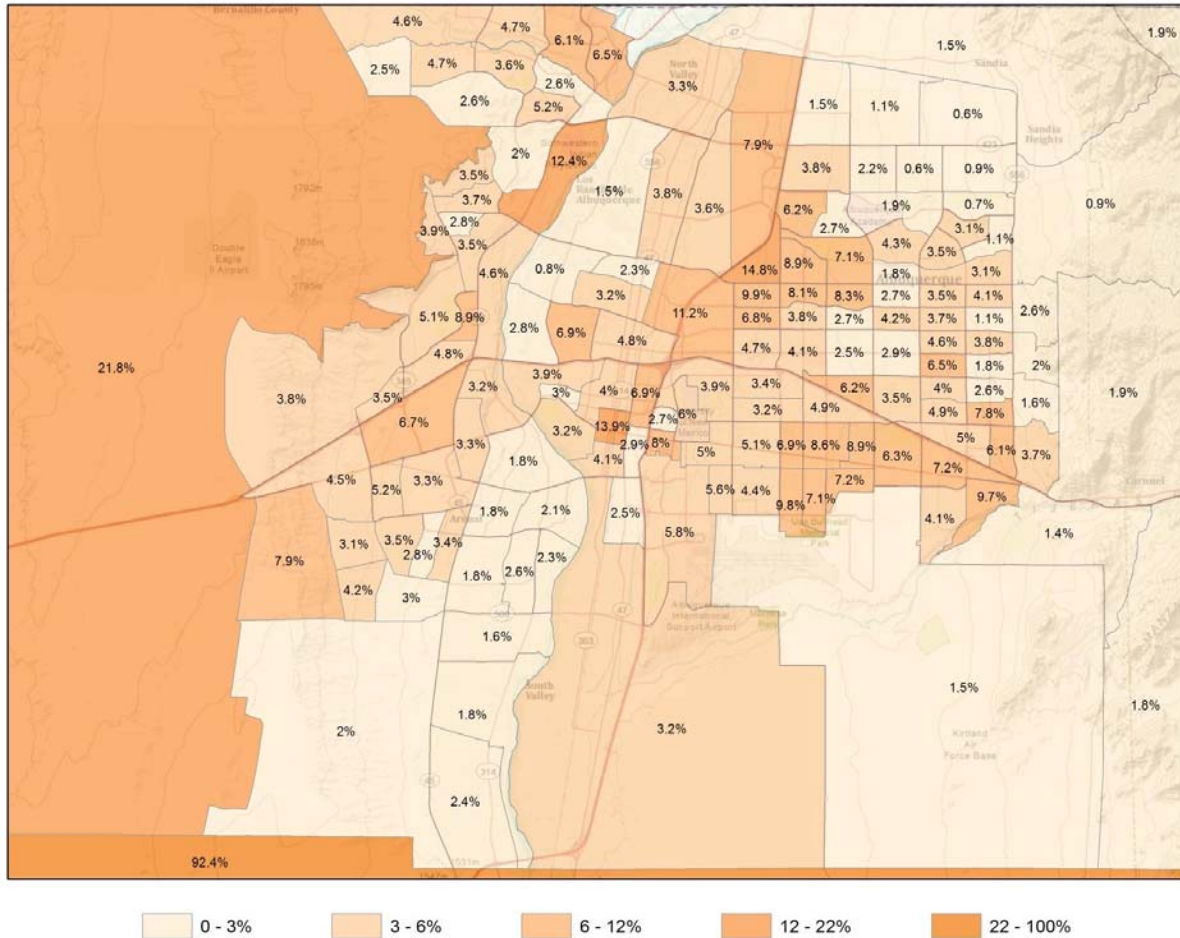




# Hispanics as Percentage of Total Population, By Census Tract

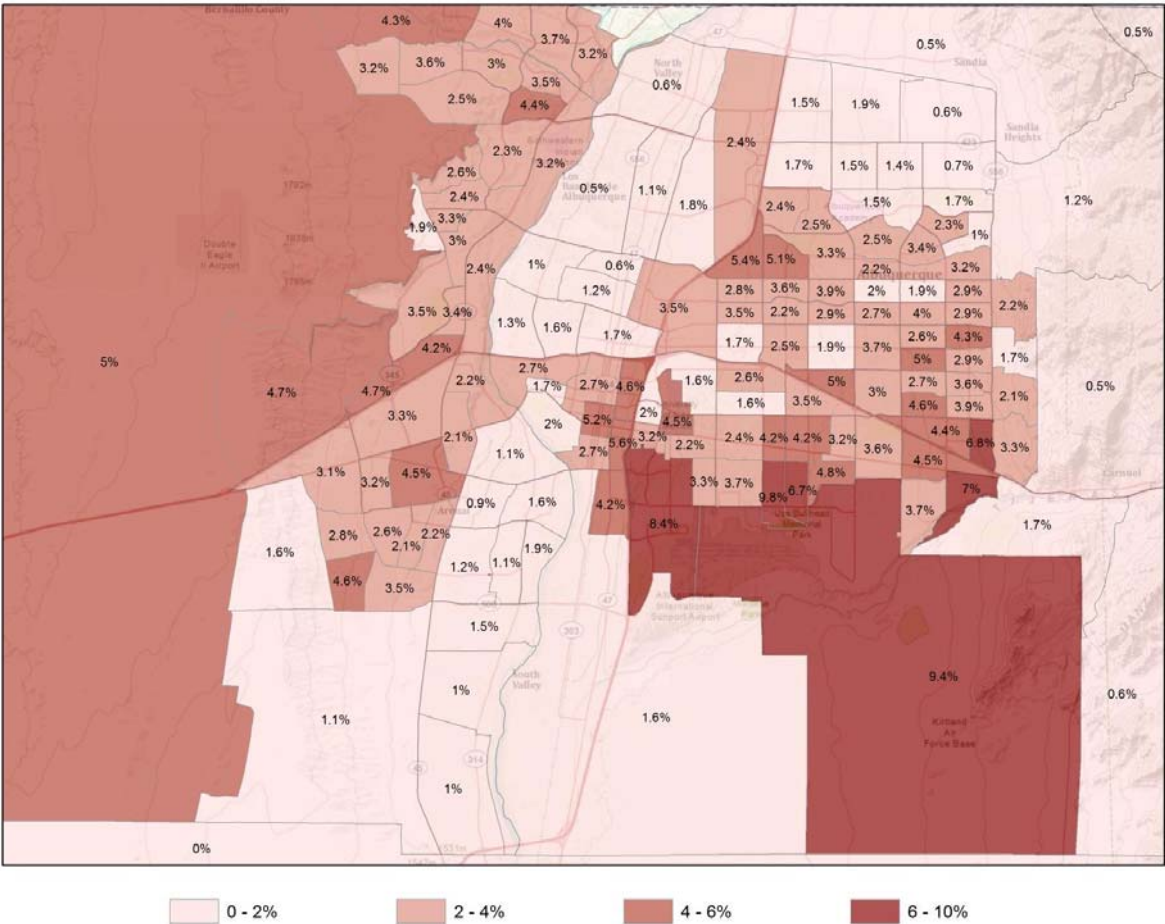


# American Indians as Percentage of Total Population, By Census Tract

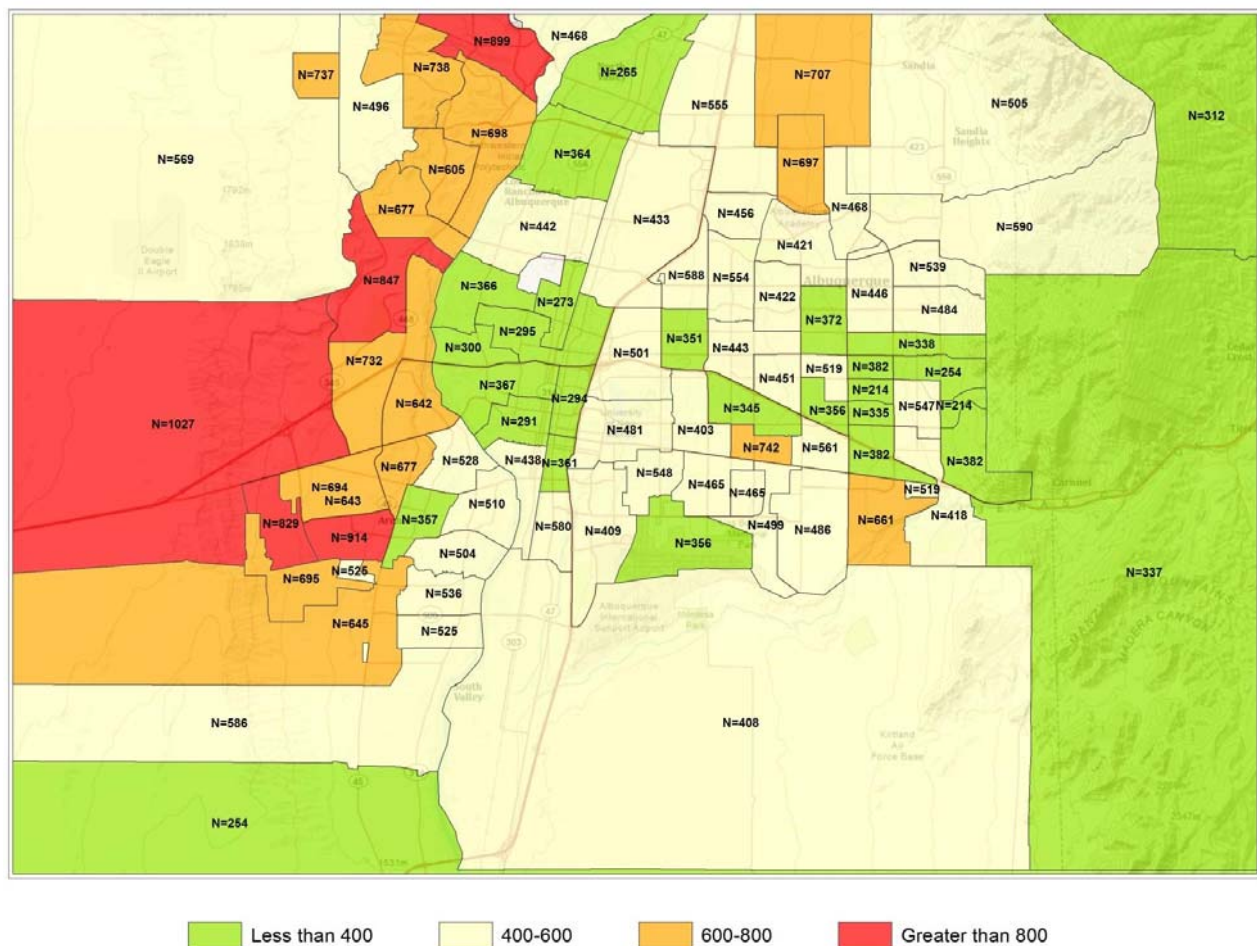




# African Americans as Percentage of Total Population, By Census Tract

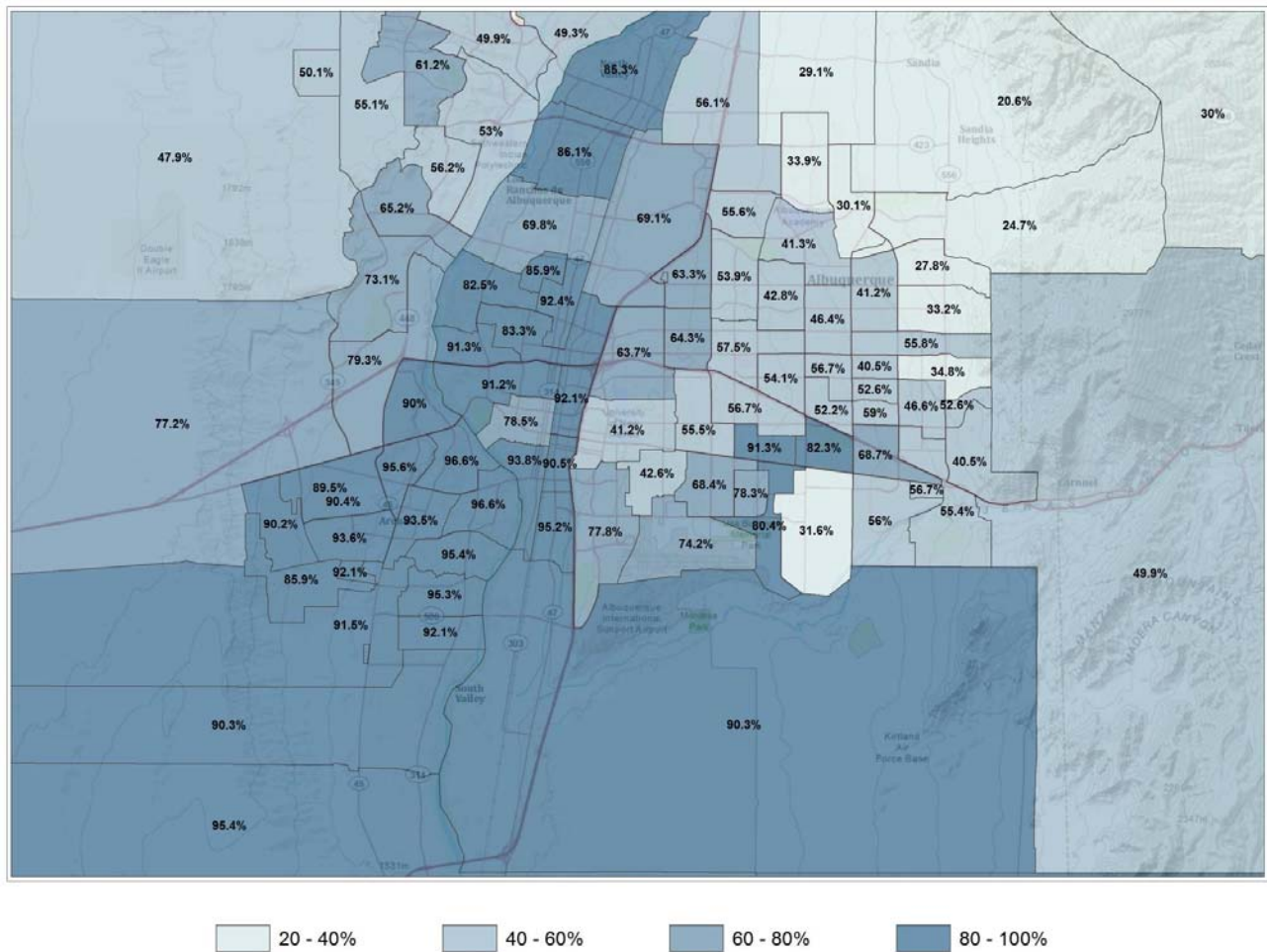


# Elementary School Enrollment



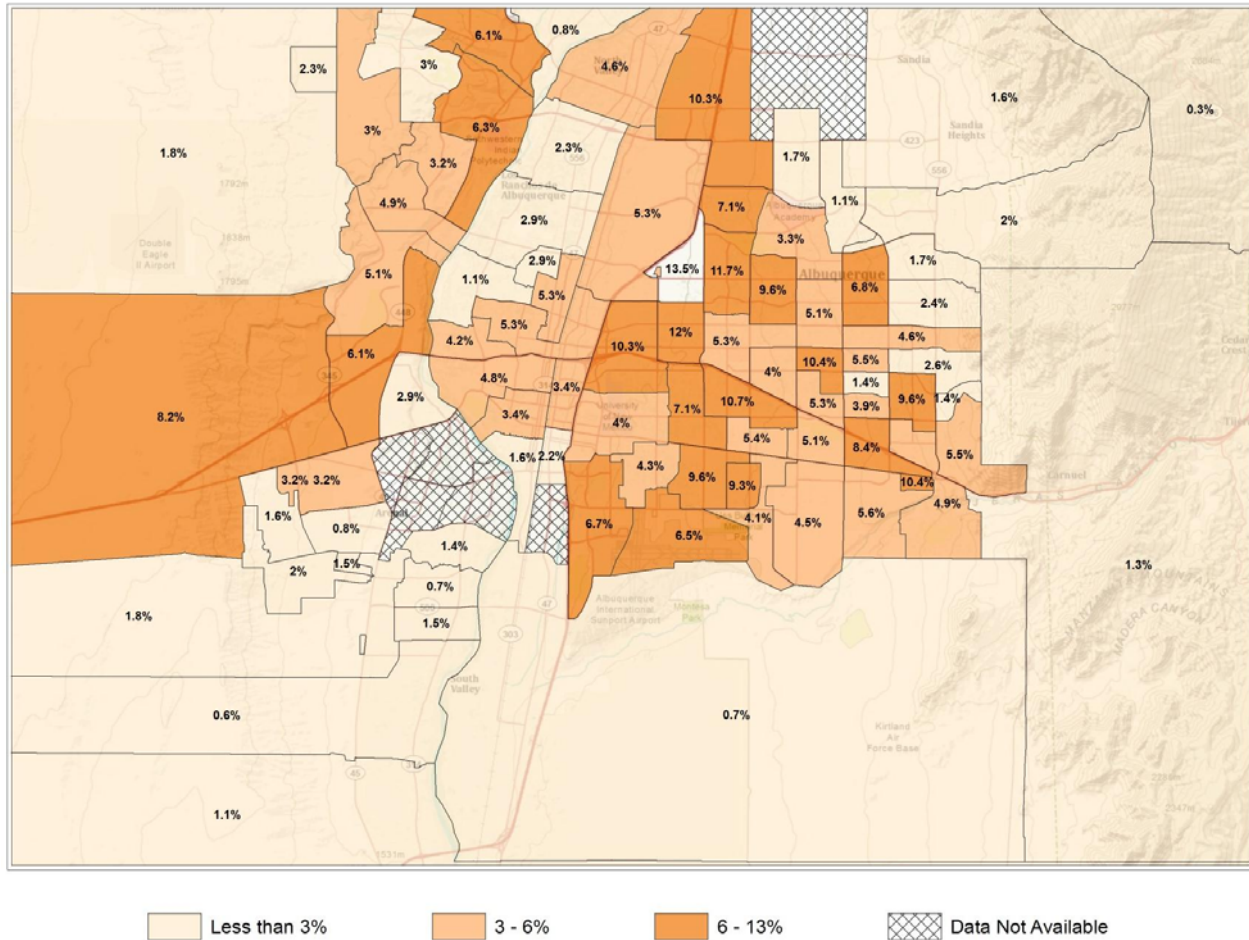
Source: NM Public Education Department, 2010-2011 School Year. Total elementary school enrollment was 43,775. For school names, see Elementary School Reference Guide, pp. 9-10 of this volume.

# Percentage of Hispanic Students in Elementary School



Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS elementary schools combined was 66.5%. For school names, see Elementary School Reference Guide, pp. 9-10 of this volume.

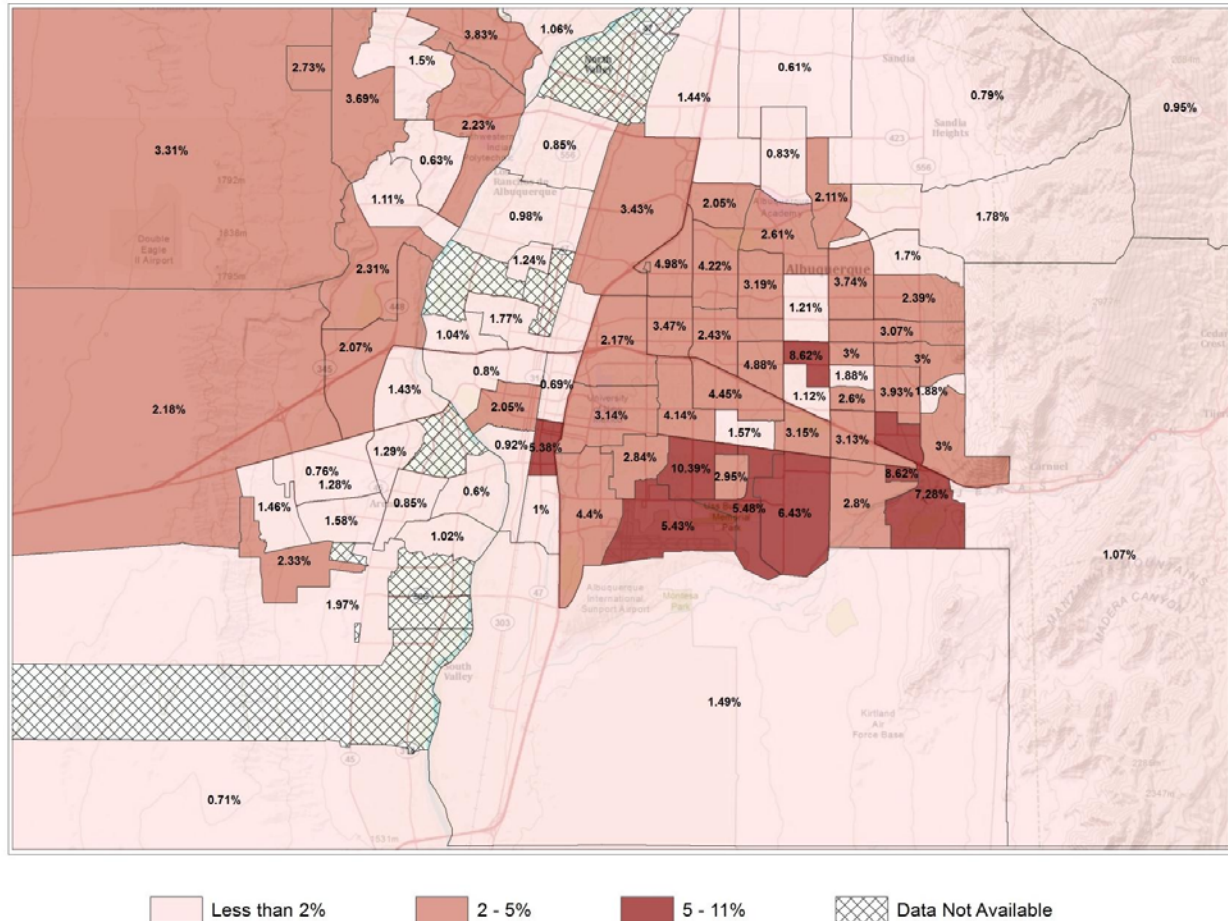
# Percentage of American Indian Students in Elementary School



Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS elementary schools combined was 4.5%. For school names, see Elementary School Reference Guide, pp. 9-10 of this volume.

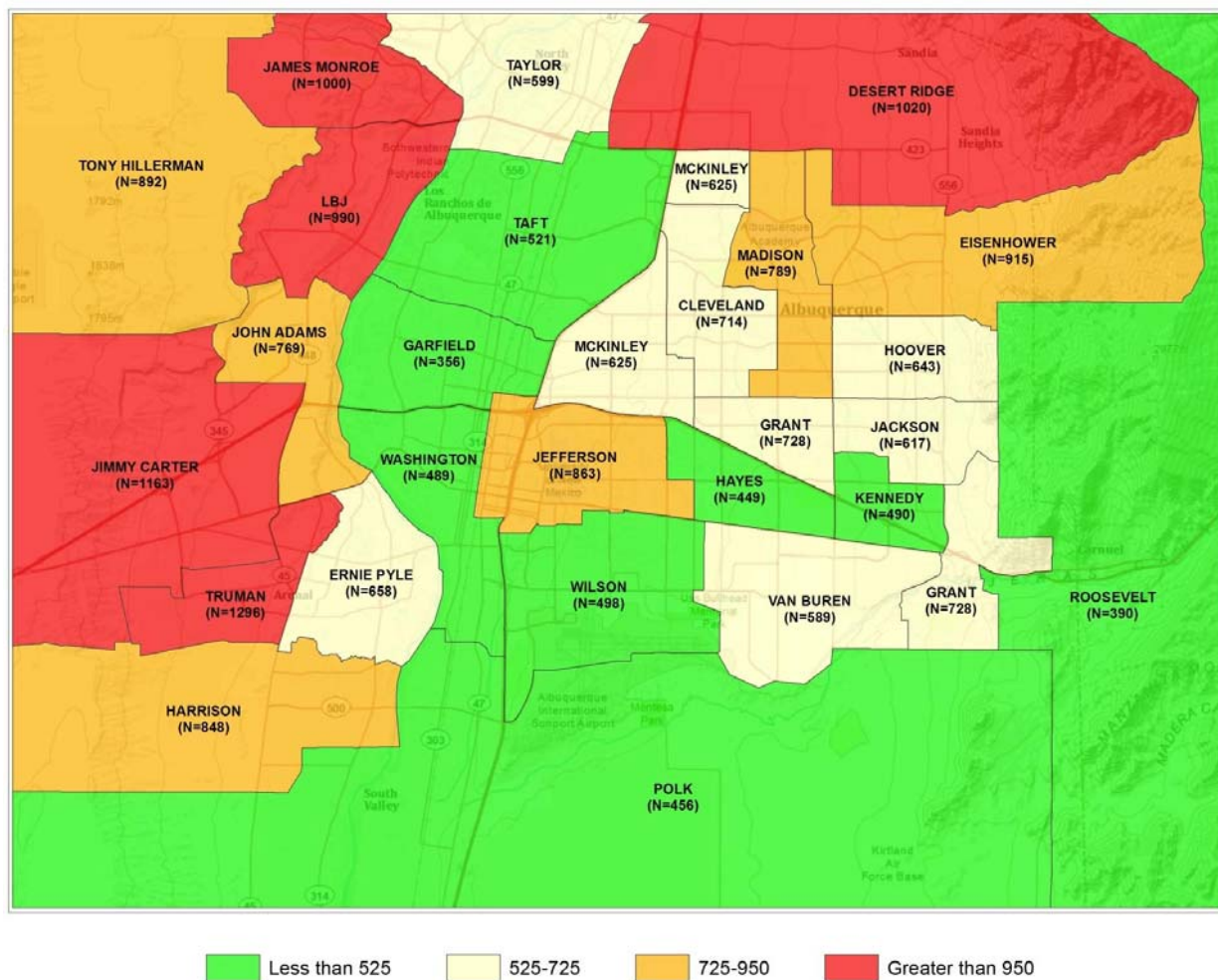


# Percentage of African American Students in Elementary School



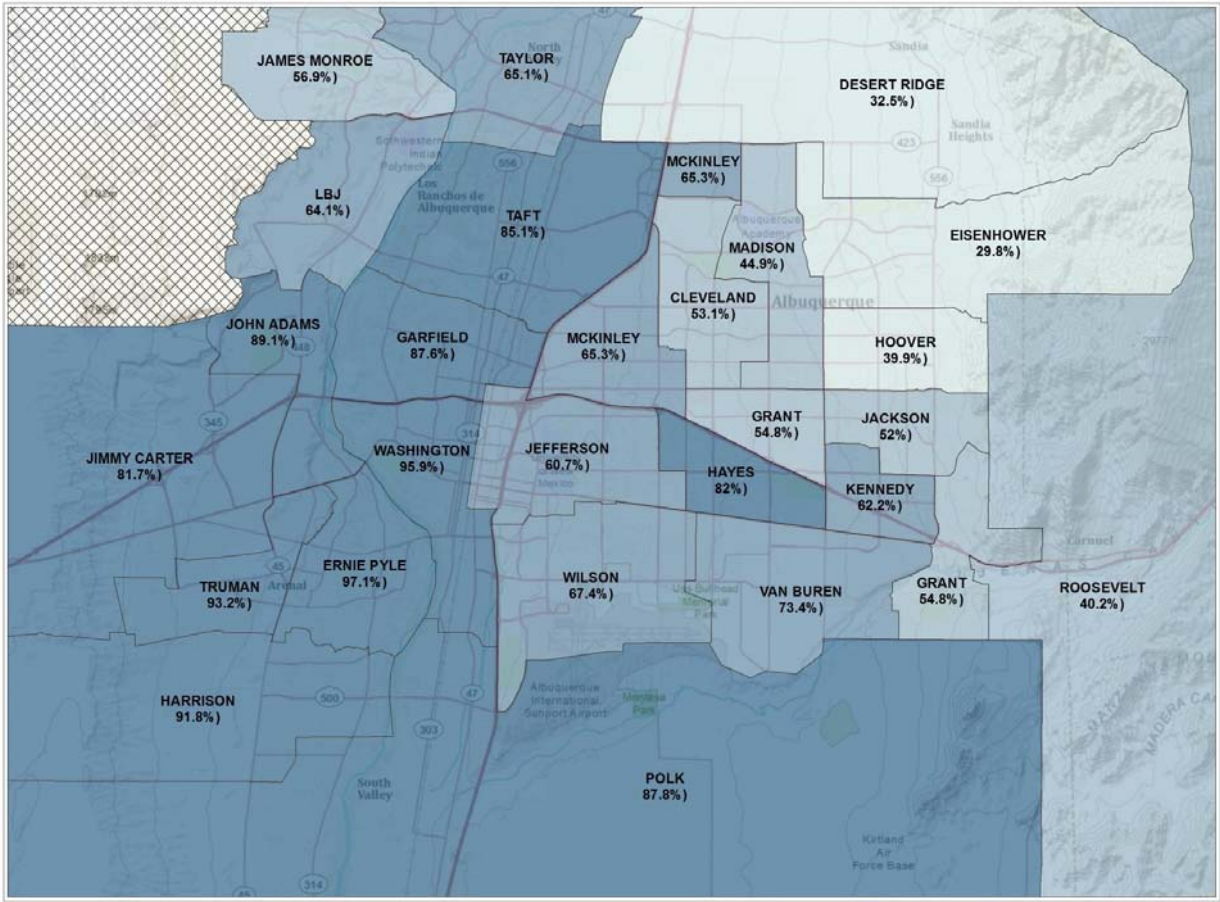
Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS elementary schools combined was 2.6%. For school names, see Elementary School Reference Guide, pp. 9-10 of this volume.

# Middle School Enrollment



Less than 525    525-725    725-950    Greater than 950

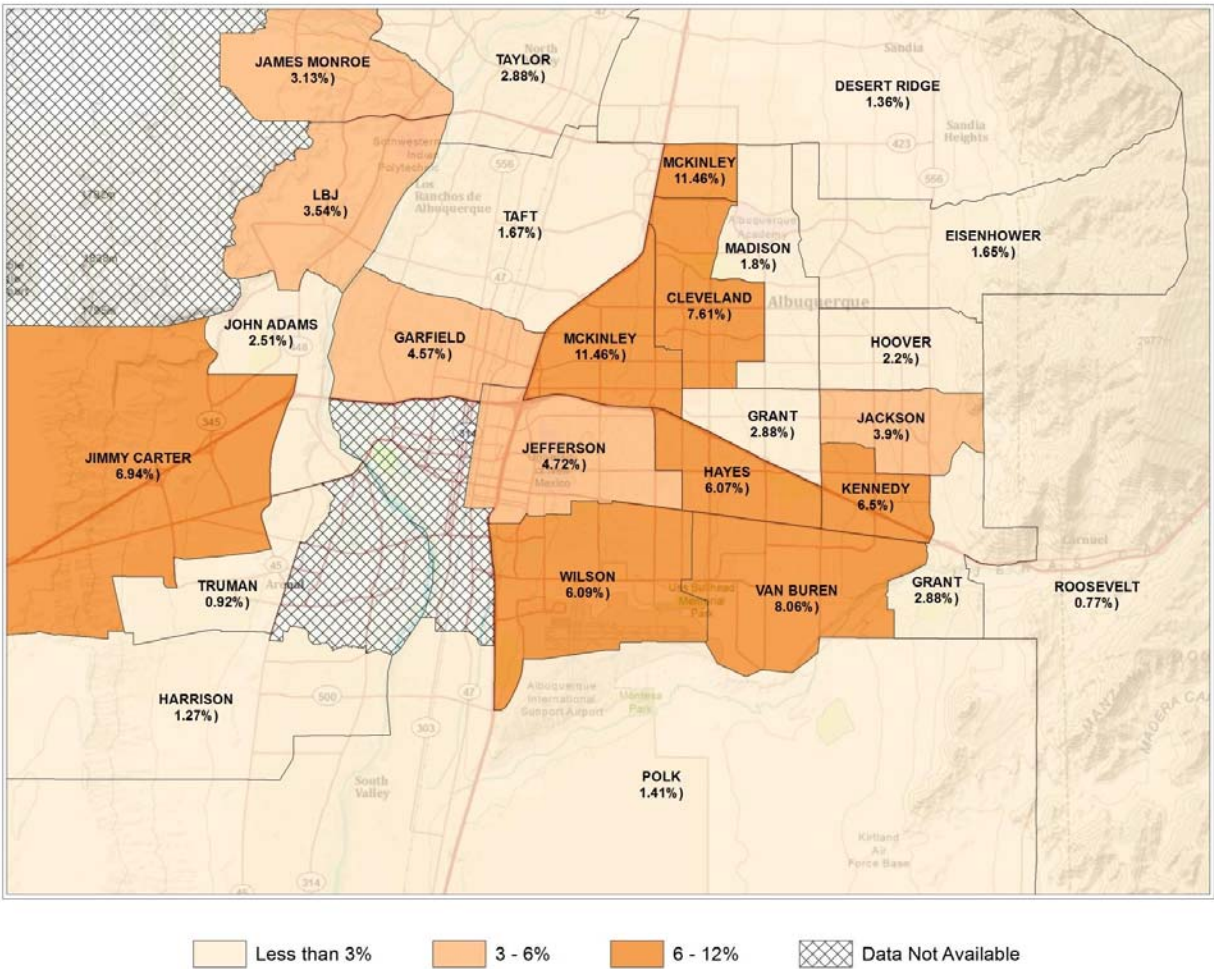
# Percentage of Hispanic Students in Middle School



Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS middle schools combined was 67.4%.



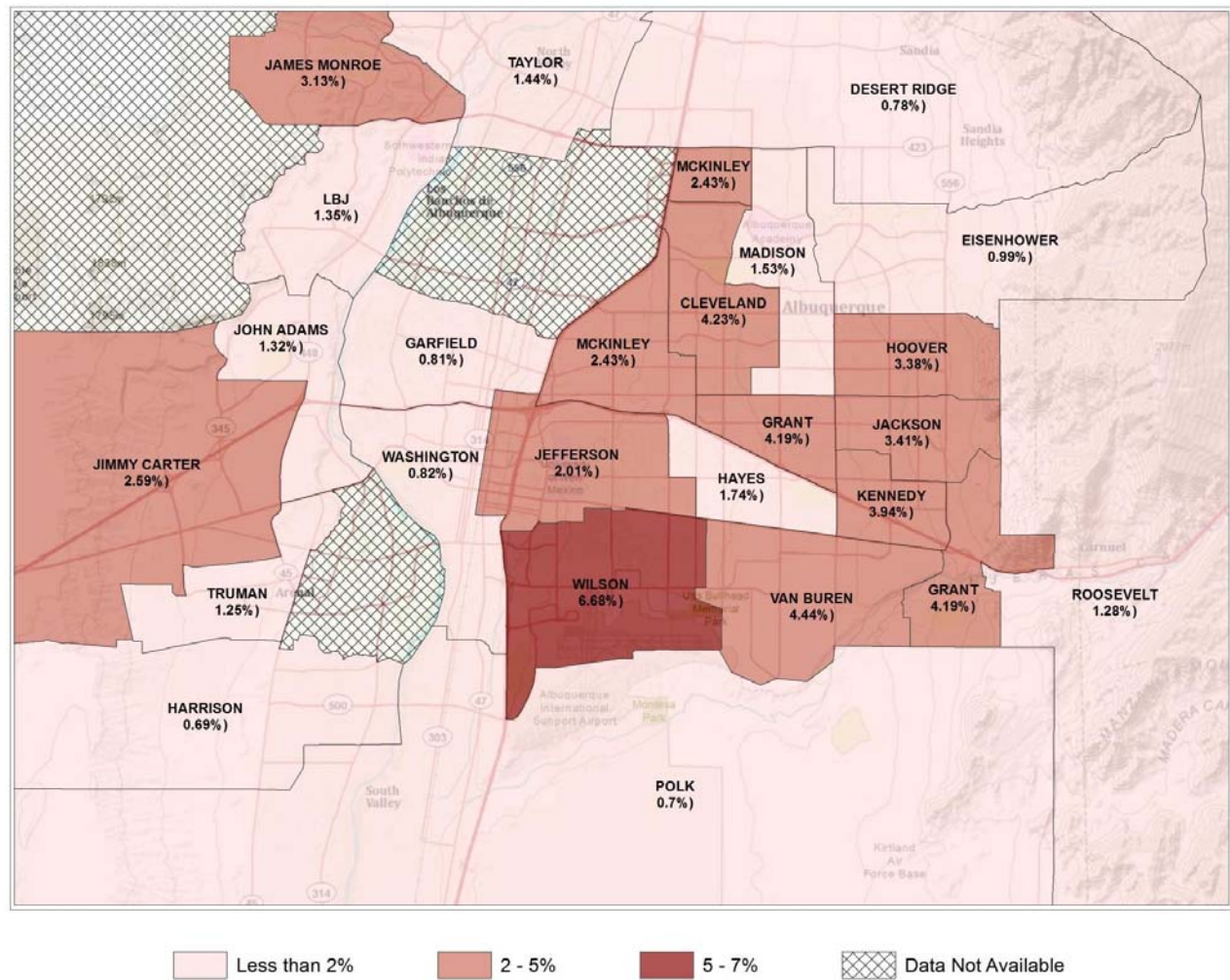
# Percentage of American Indian Students in Middle School



Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS middle schools combined was 3.9%.

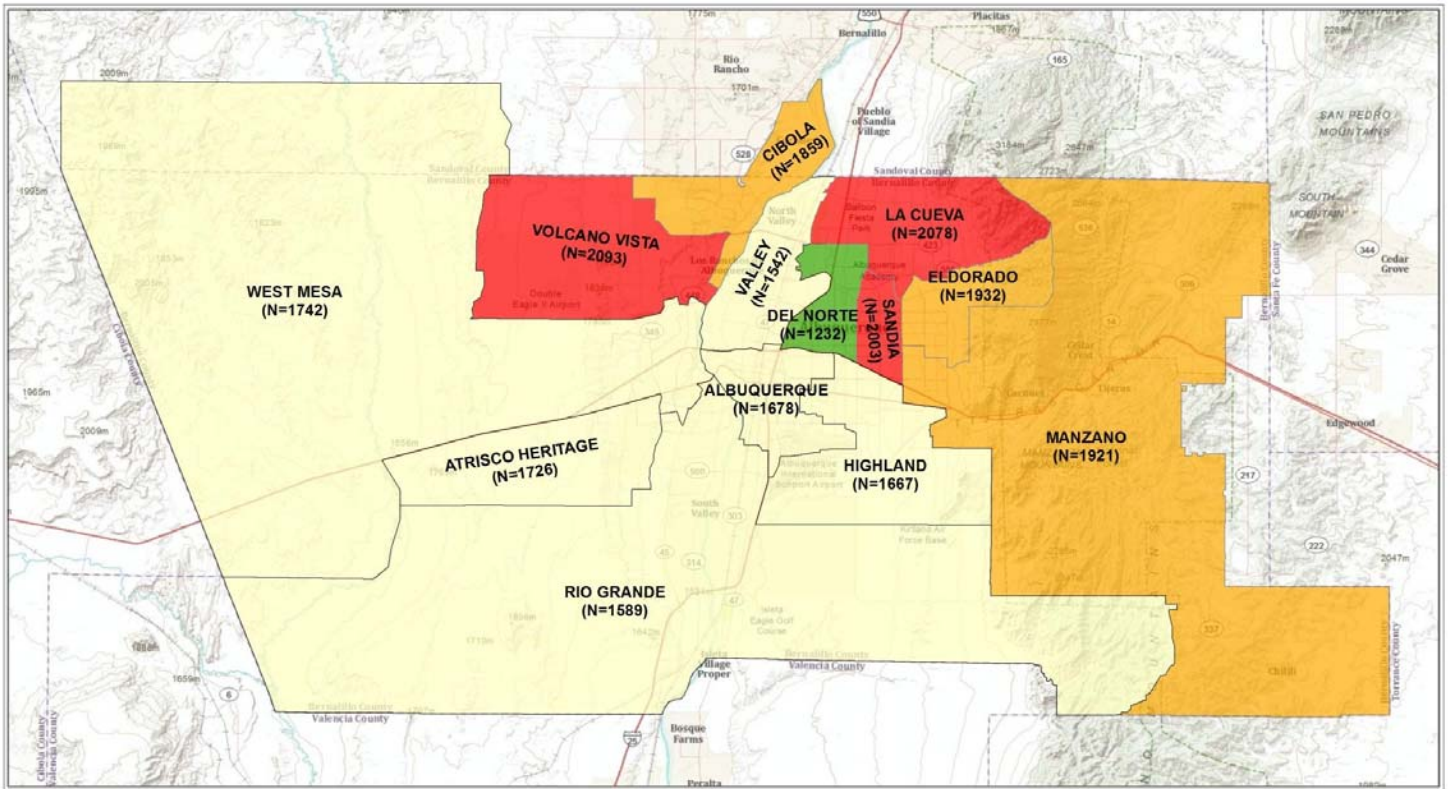


# Percentage of African American Students in Middle School

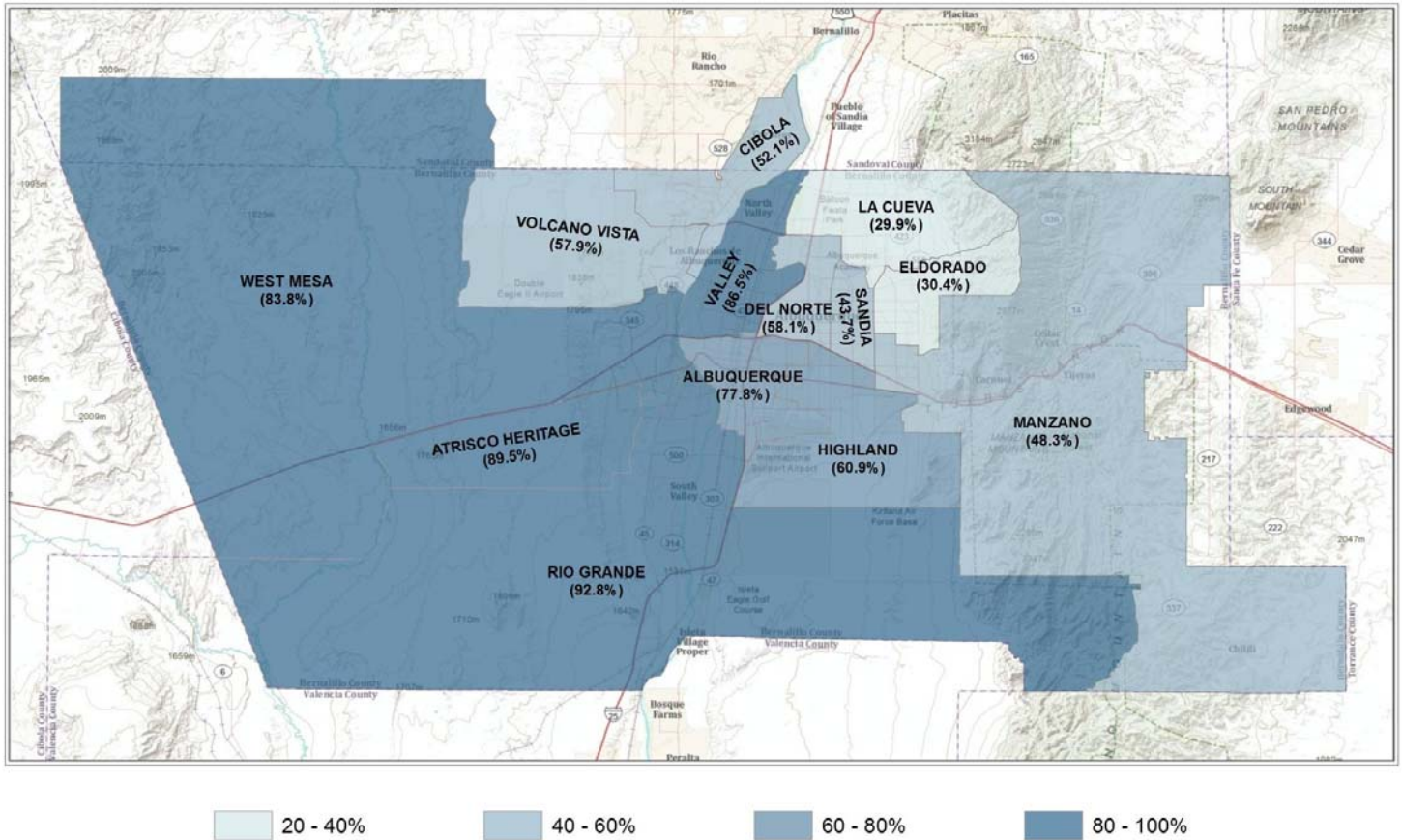


Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS middle schools combined was 2.3%.

# High School Enrollment



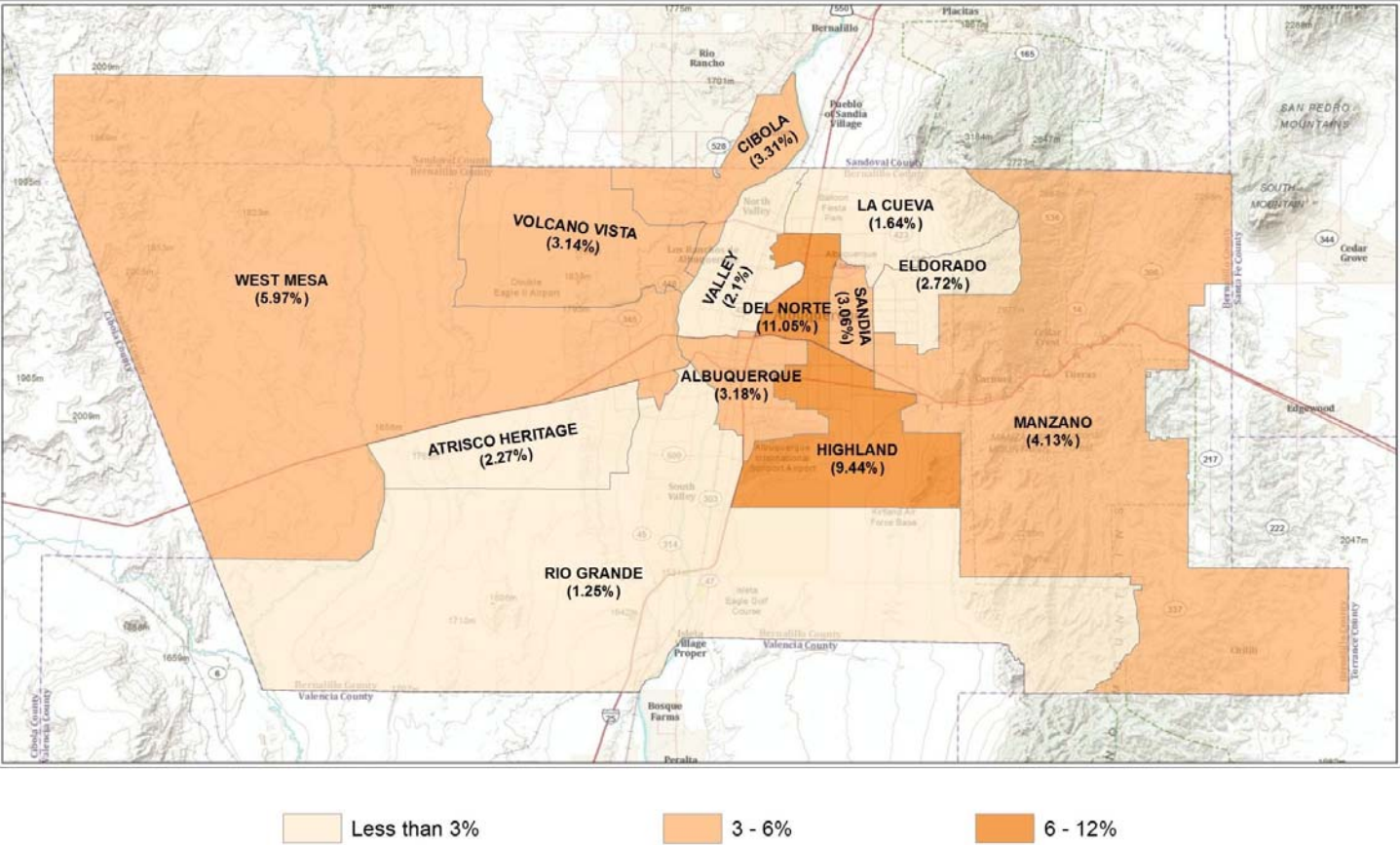
# Percentage of Hispanic Students in High School



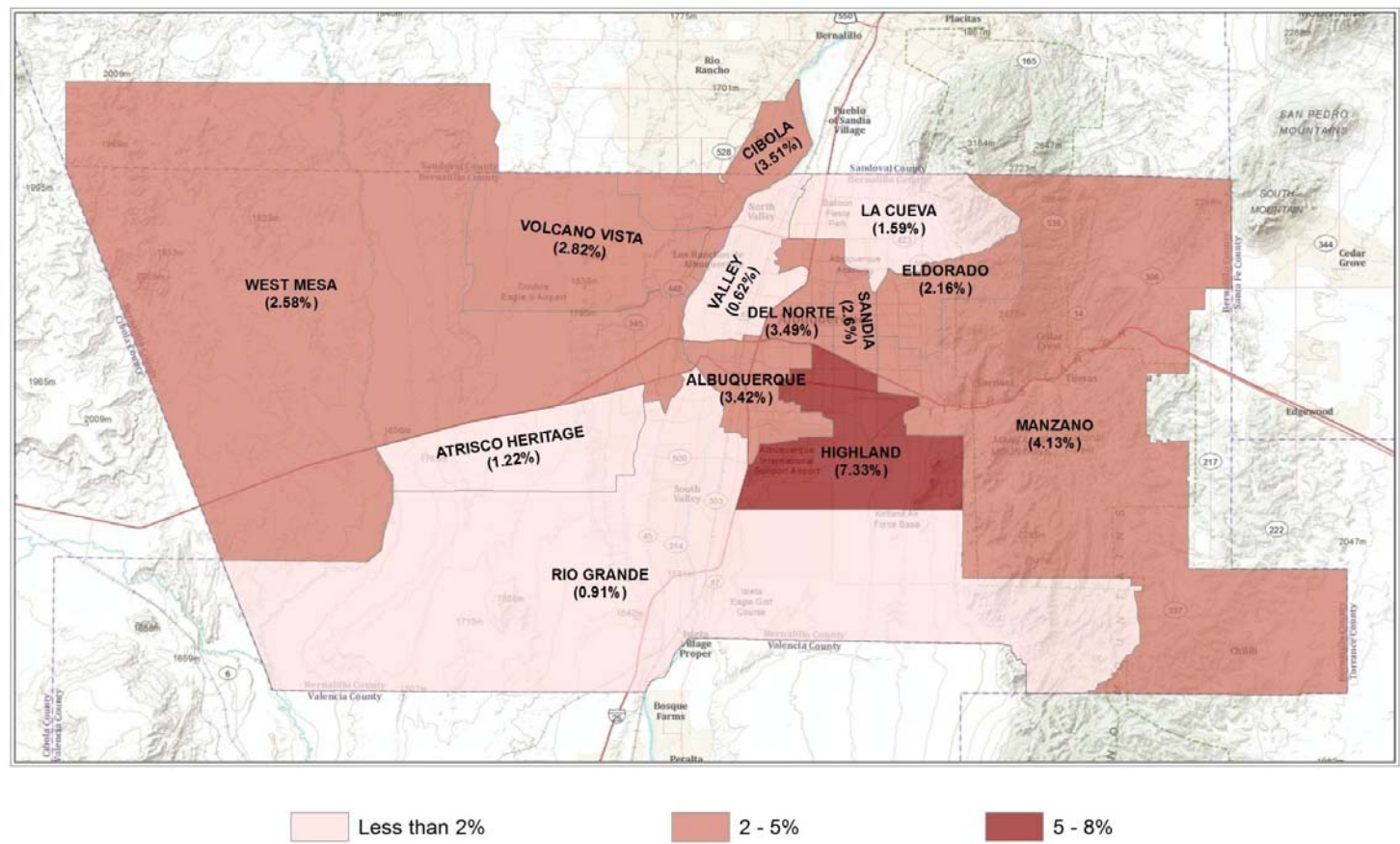
Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS high schools combined was 62.4%.



# Percentage of American Indian Students in High School



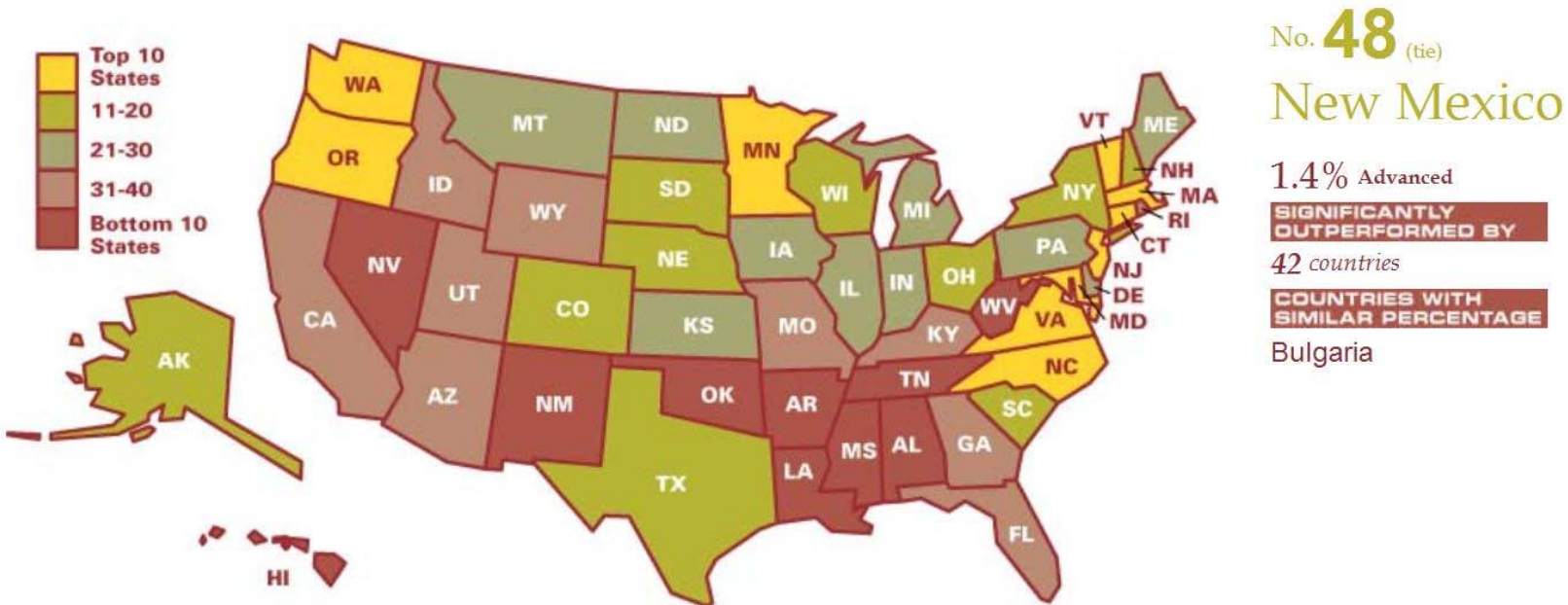
# Percentage of African American Students in High School



# Student Achievement And Attainment

# How Do New Mexico Students Compare To The Rest Of The World?

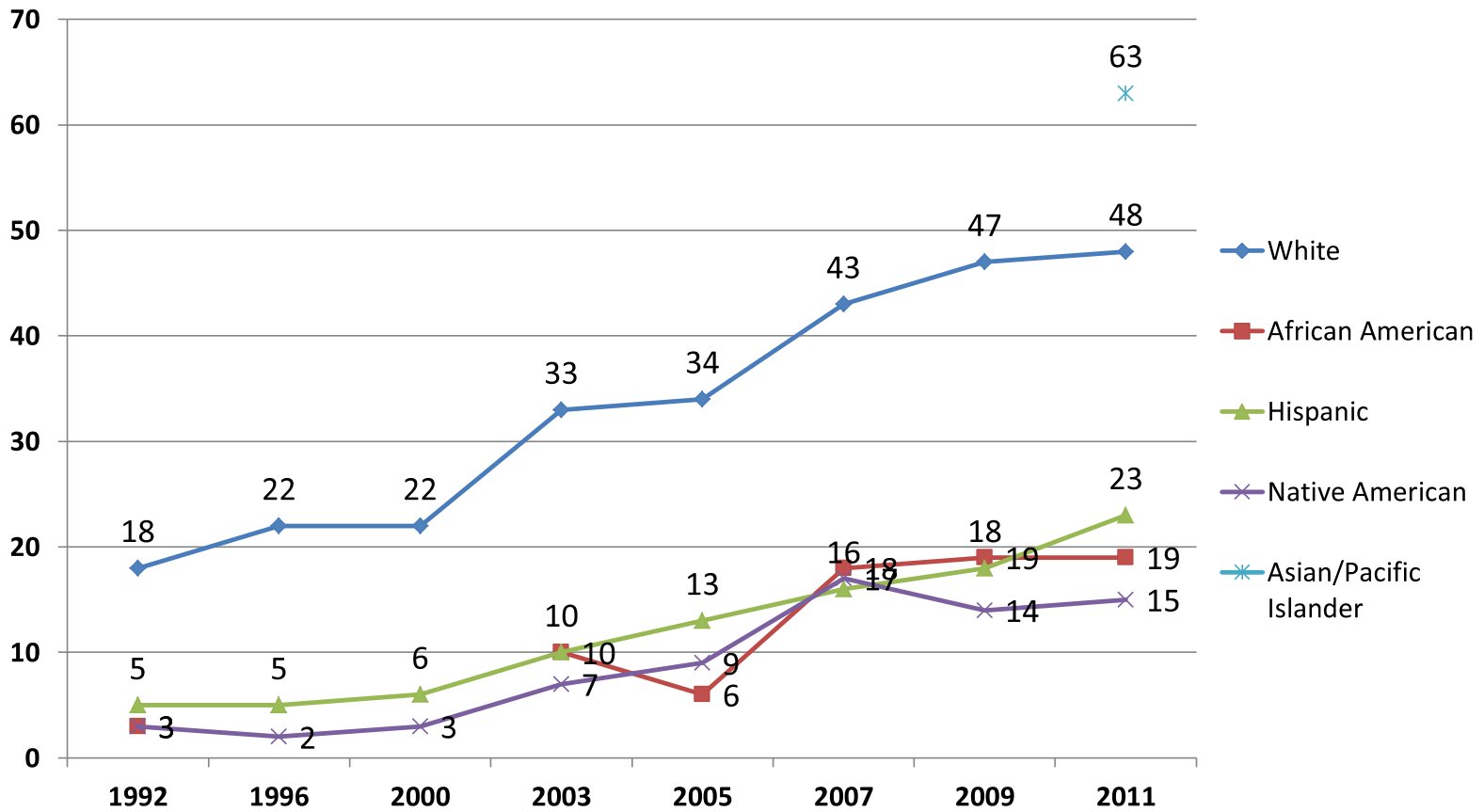
## Percentage of Students at the Advanced Level in Math



See "Teaching Math to the Talented" by Eric A. Hanushek, Paul E. Peterson, and Ludger Woessmann for methodological details.

Source: <http://educationnext.org/teaching-math-to-the-talented-map/>

# Percentage of NM 4th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity

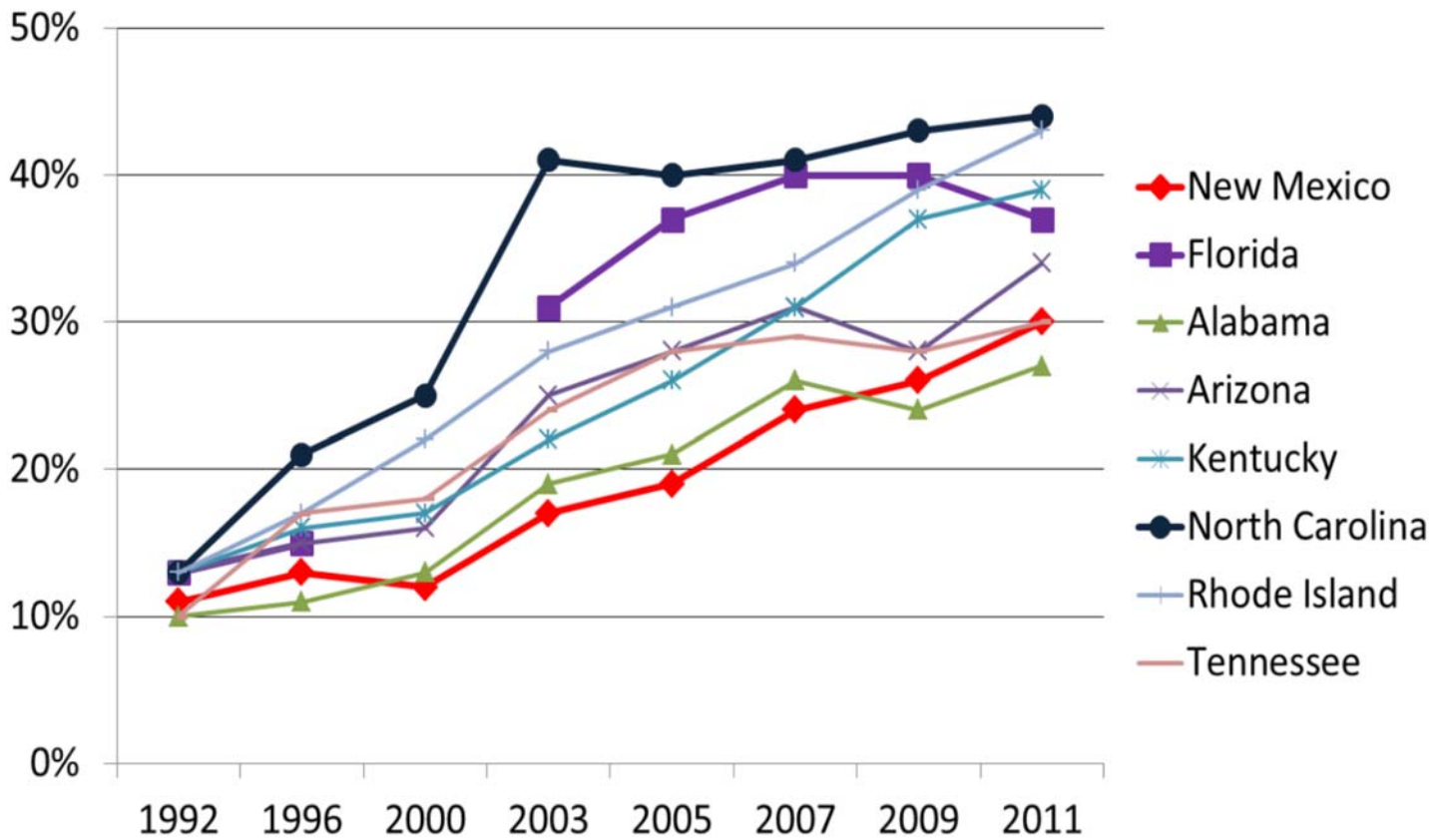


Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

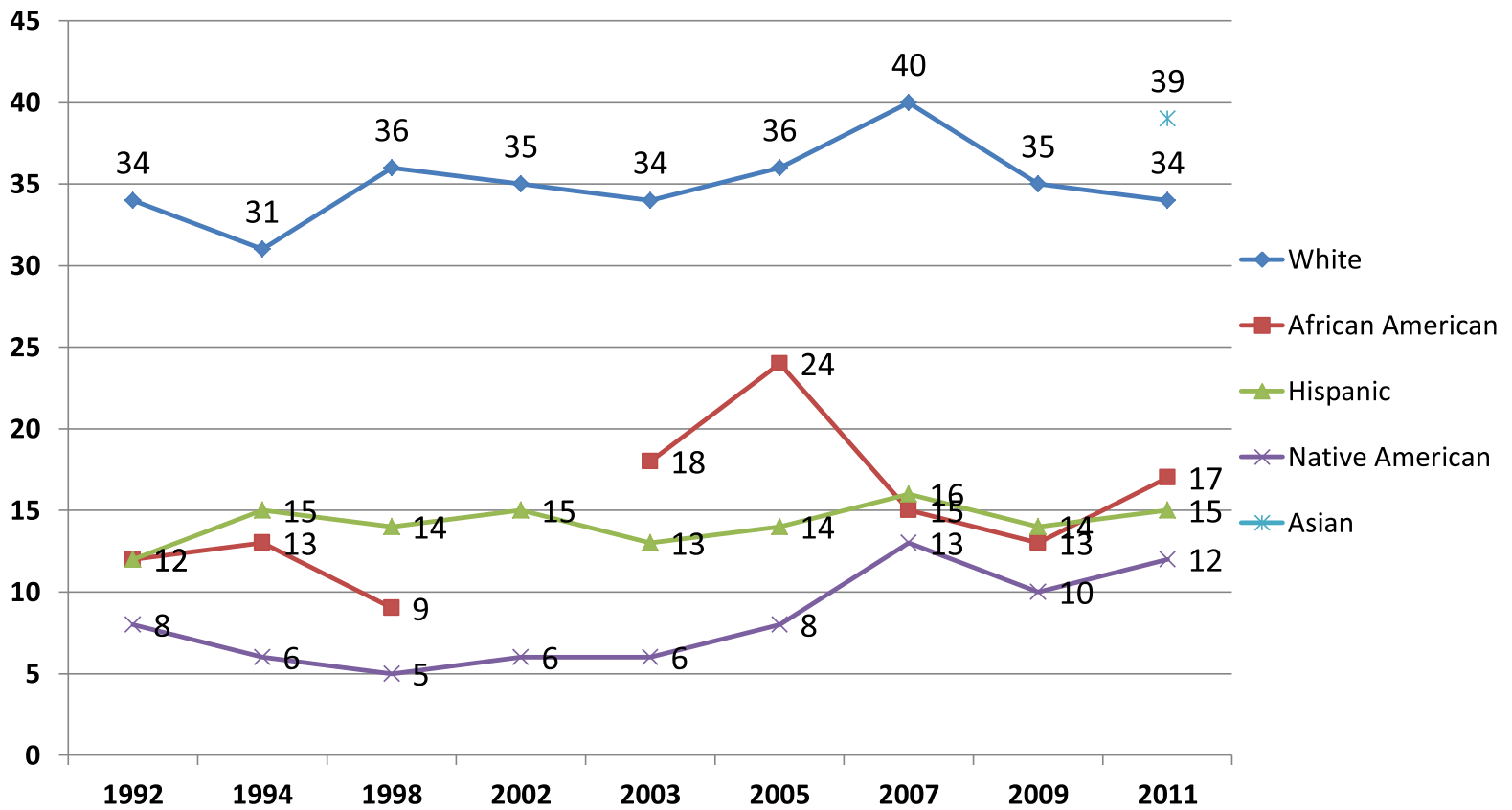


# Student Achievement Comparisons

## NAEP Grade 4 Math Students At or Above Proficiency: Selected States That Were Within Two Points of NM in 1992 and Where They Are Now



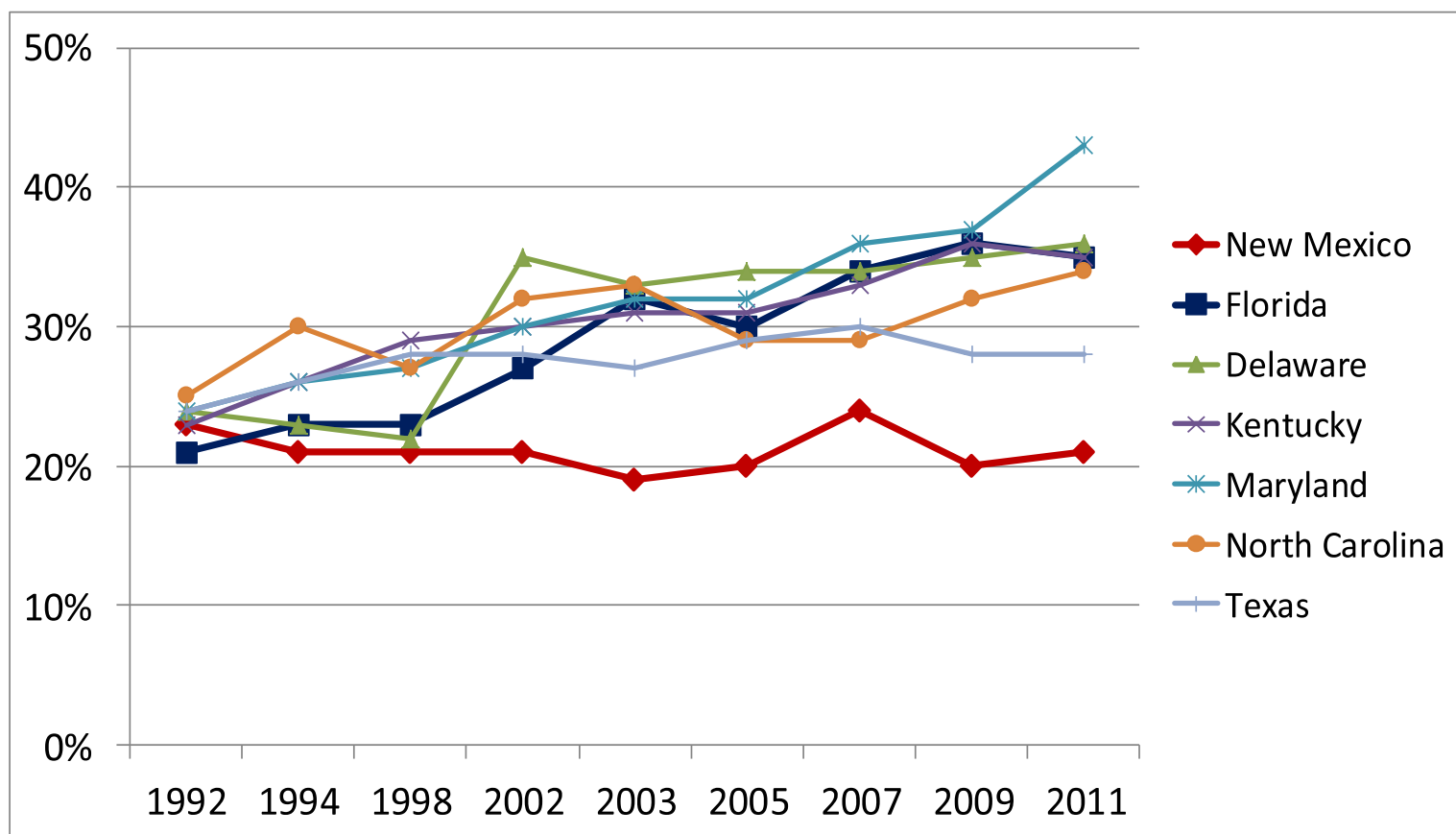
# Percentage of NM 4th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity



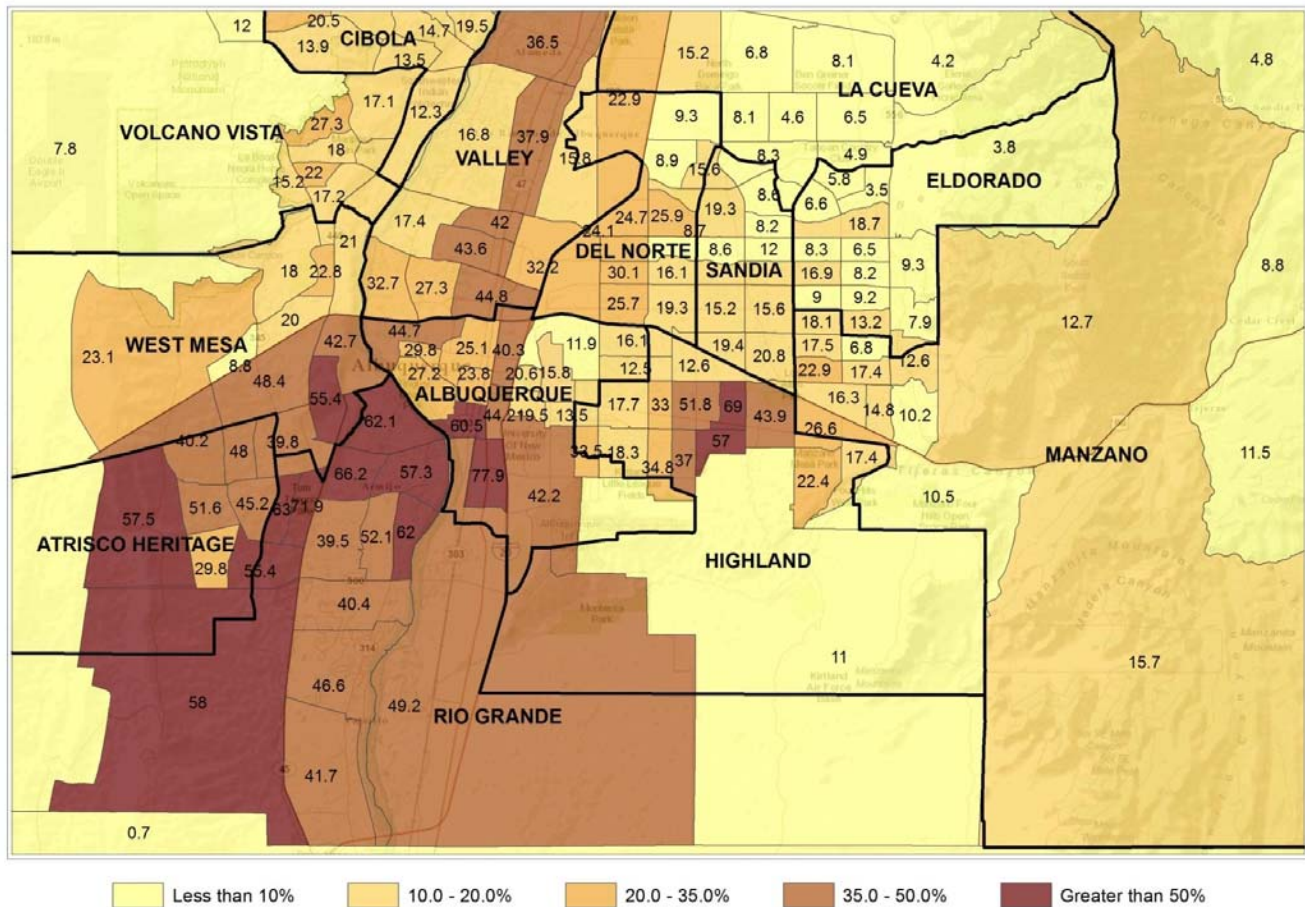
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.

## Student Achievement Comparisons

**NAEP Grade 4 Reading Students At or Above Proficiency: Selected States That Were Within Two Points of NM in 1992 and Where They Are Now + Florida**



## Percentage of Individuals Who Speak Spanish at Home, By Census Tract



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. Respondents were asked, "Do you speak a language other than English at home?" The percentages reported here reflect individuals who answered yes and said that they speak either Spanish or Spanish-Creole at home.

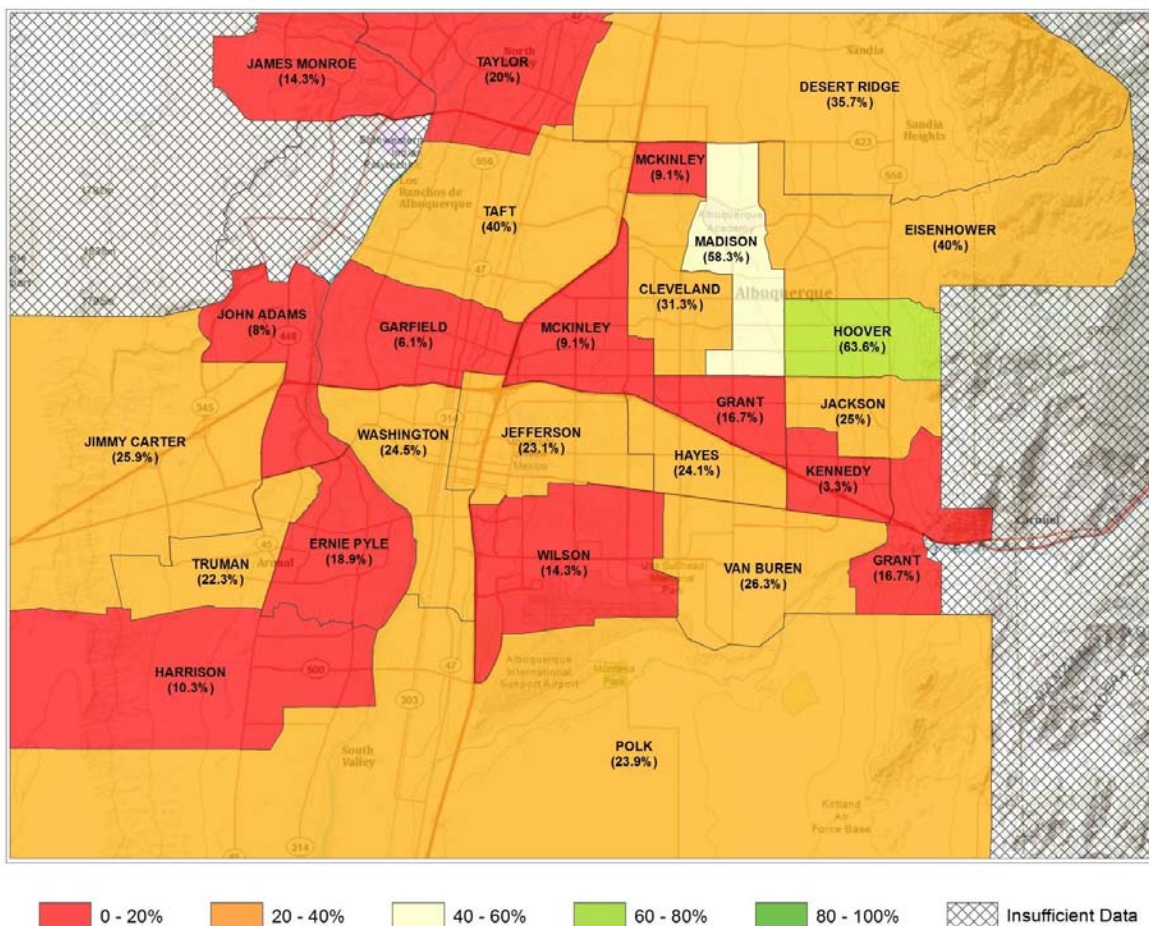
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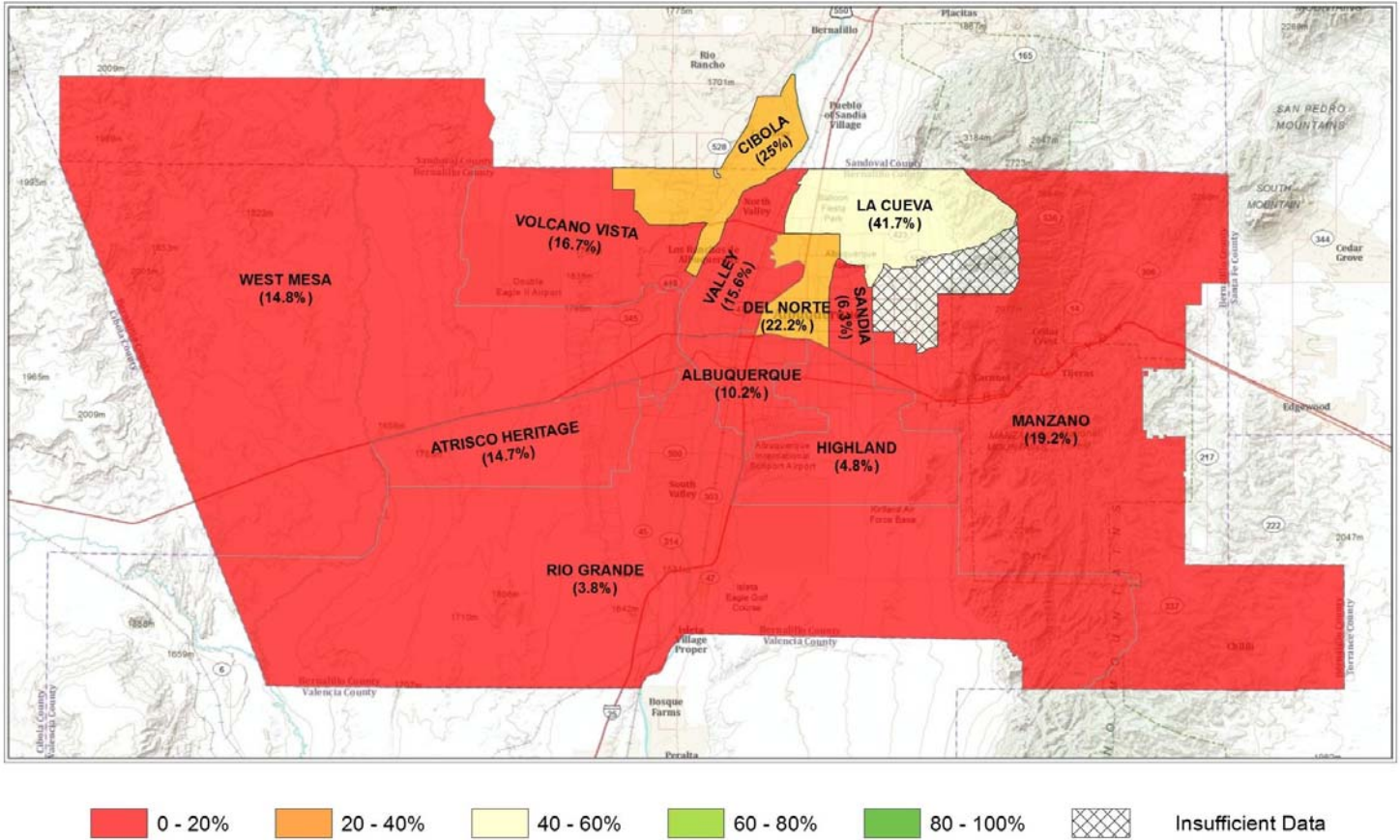
Source: Standards Based Assessment, 2010-2011, NM Public Education Department.



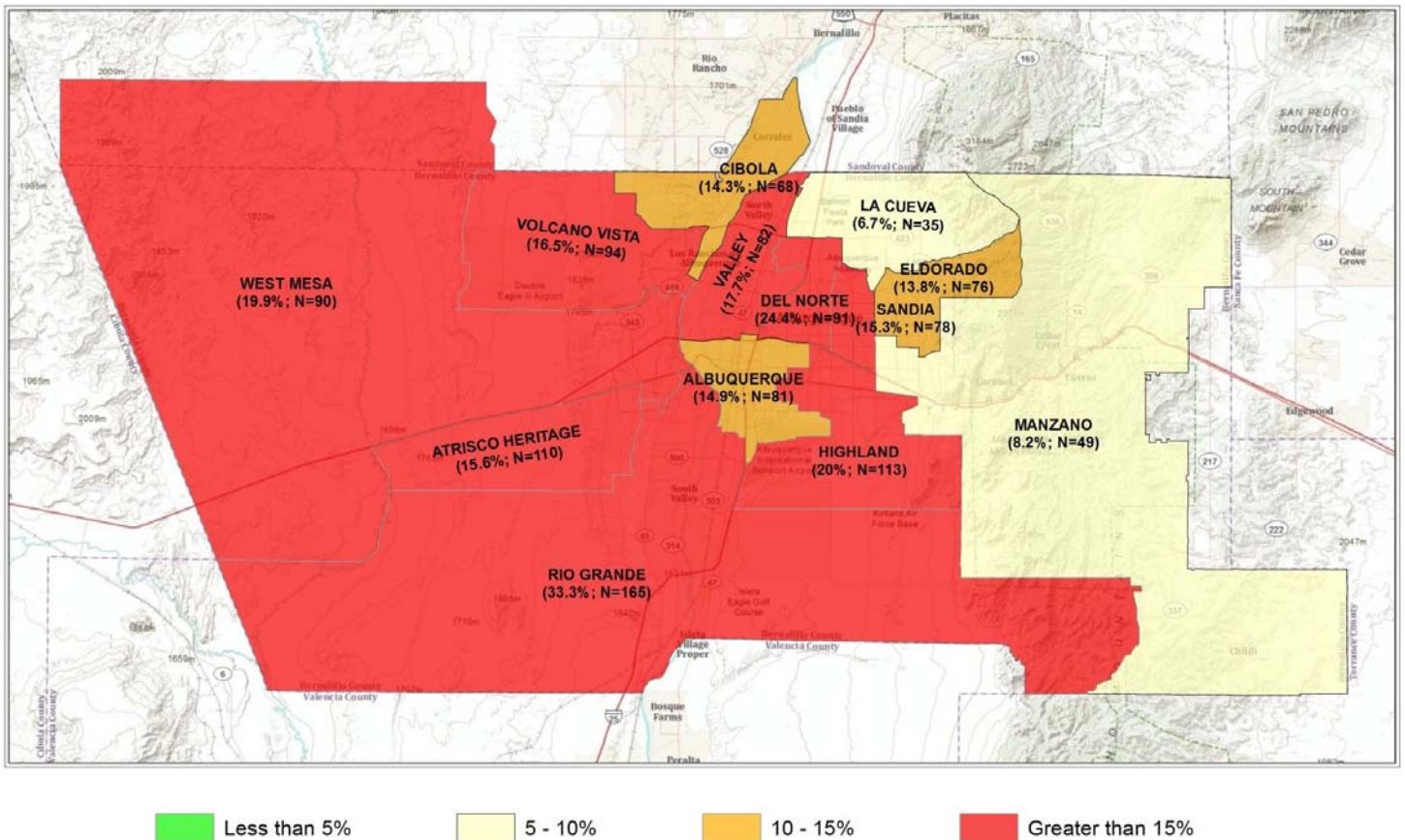
# Percentage of 8<sup>th</sup> Grade English Language Learners (ELLs) Proficient or Advanced in Reading, By Middle School



# Percentage of 11<sup>th</sup> Grade English Language Learners (ELLs) Proficient or Advanced in Reading, By High School



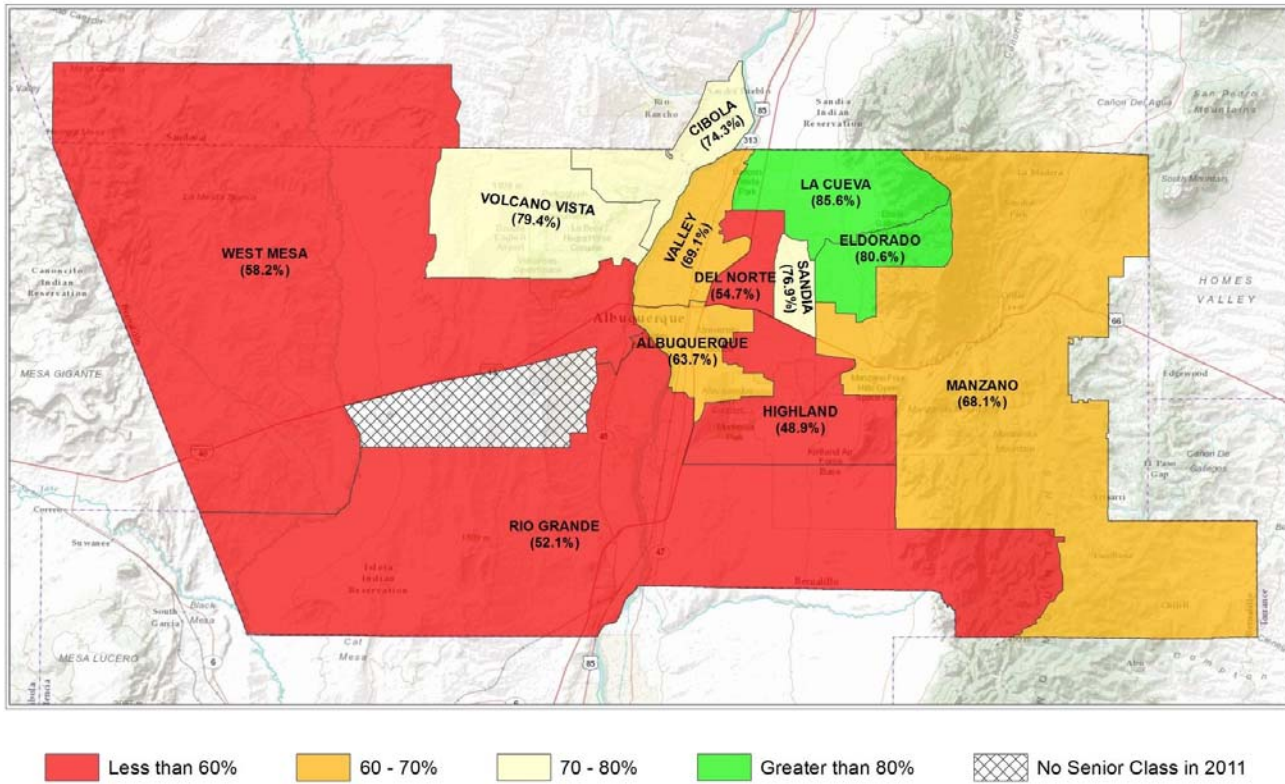
# Early Warning Indicator: Percentage of Students Entering 9<sup>th</sup> Grade with **One or More F grades** and **5 or More Absences** in 8<sup>th</sup> Grade Core Courses



■ Less than 5%
 ■ 5 - 10%
 ■ 10 - 15%
 ■ Greater than 15%



# APS Four-Year High School Graduation Rate, All Students, Class of 2011



According to the Alliance for Excellent Education, there are **nearly 2000 high schools nationally that graduate less than 60% of their students within four years.**

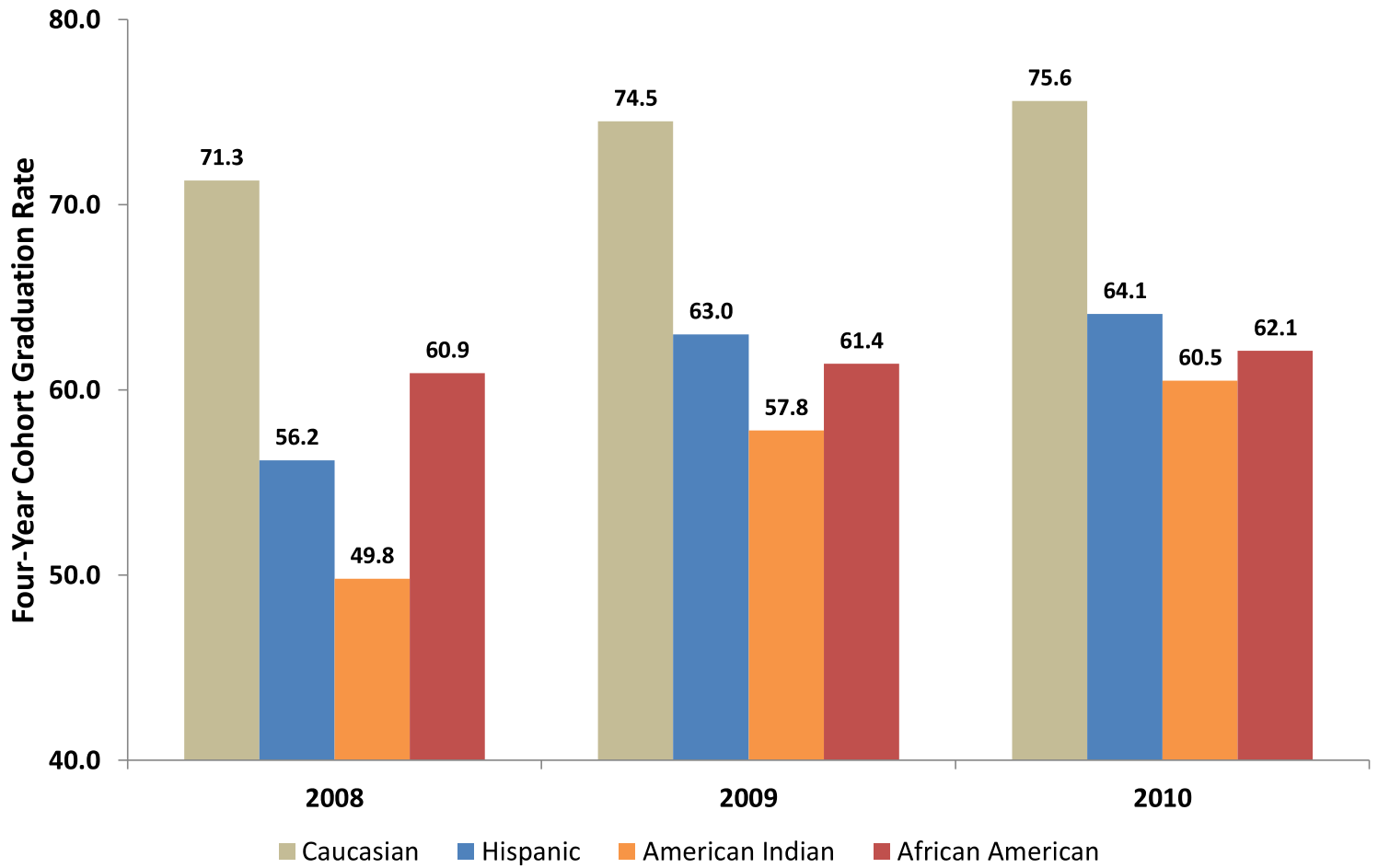
These schools disproportionately **produce 51% of the nation's dropouts.**

APS has four high schools with less than a 60% graduation rate.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2011. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2011. Alliance for Excellent Education statistics taken from [http://www.all4ed.org/about\\_the\\_crisis/schools/dropout](http://www.all4ed.org/about_the_crisis/schools/dropout).

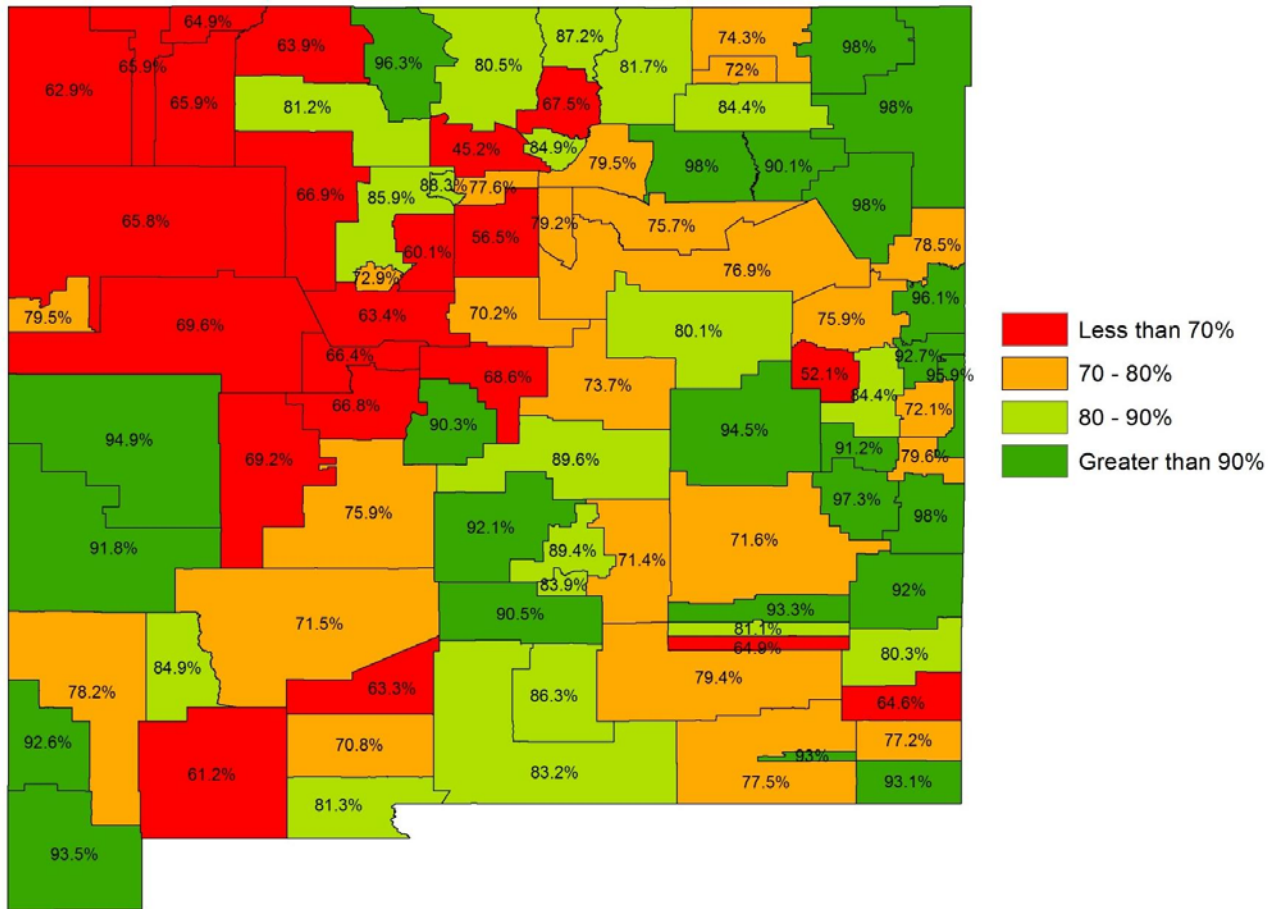
# Four-Year High School Graduation Rate

## Graduation Gap Between Caucasians and Students of Color



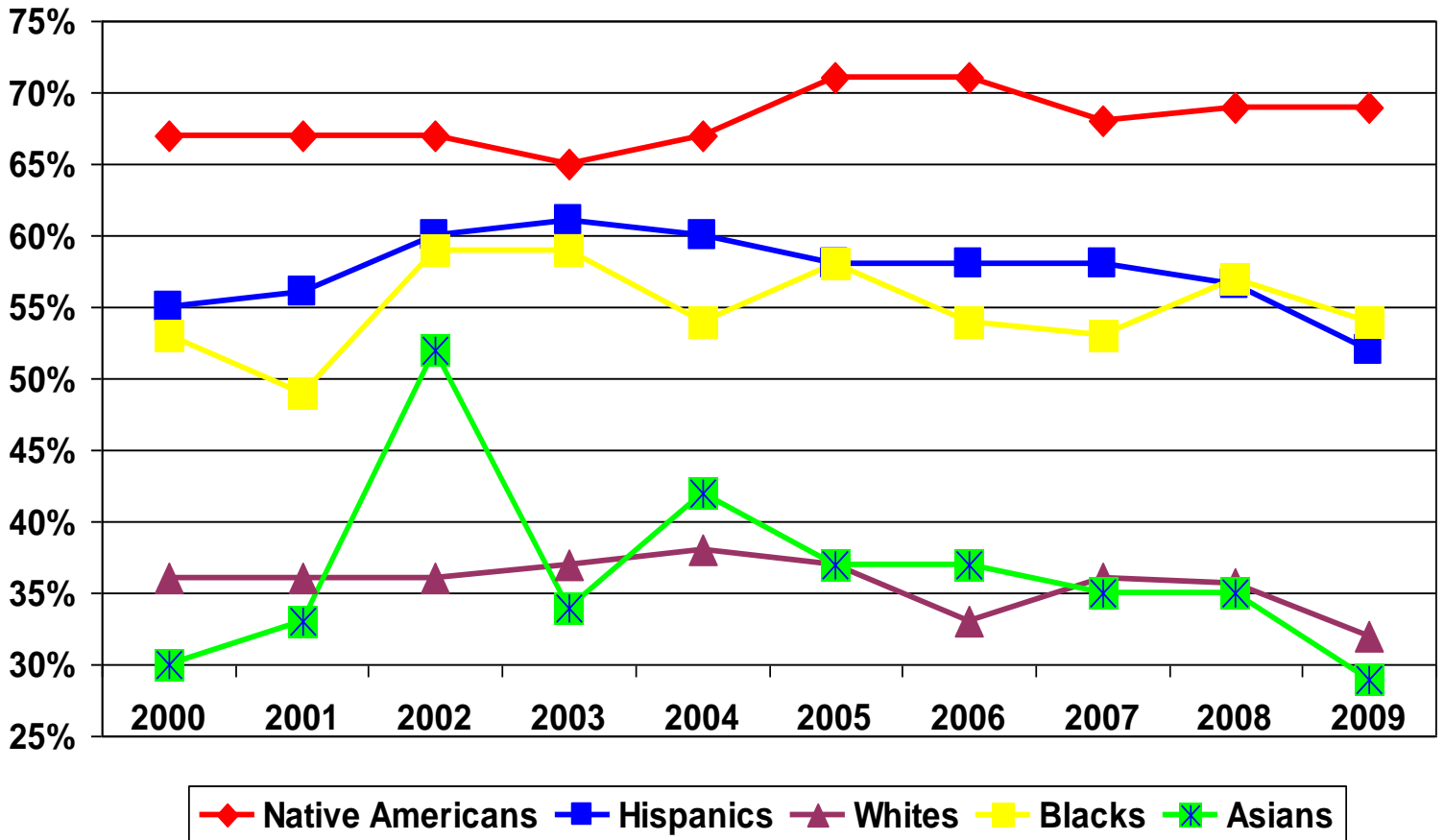


# Four-Year High School Graduation Rate, All Students, By District, Class of 2011



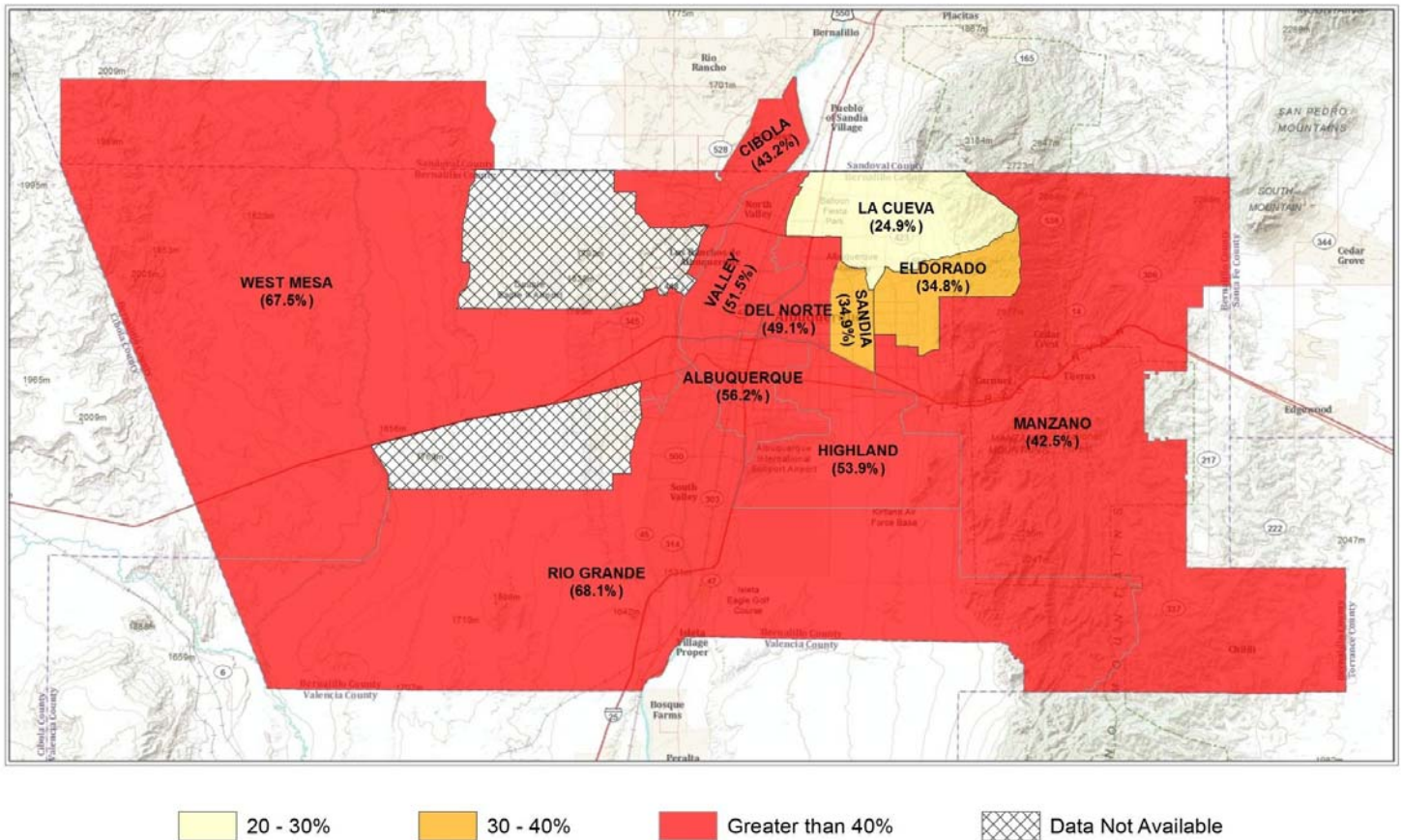
Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2011.

# Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, By Race/Ethnicity



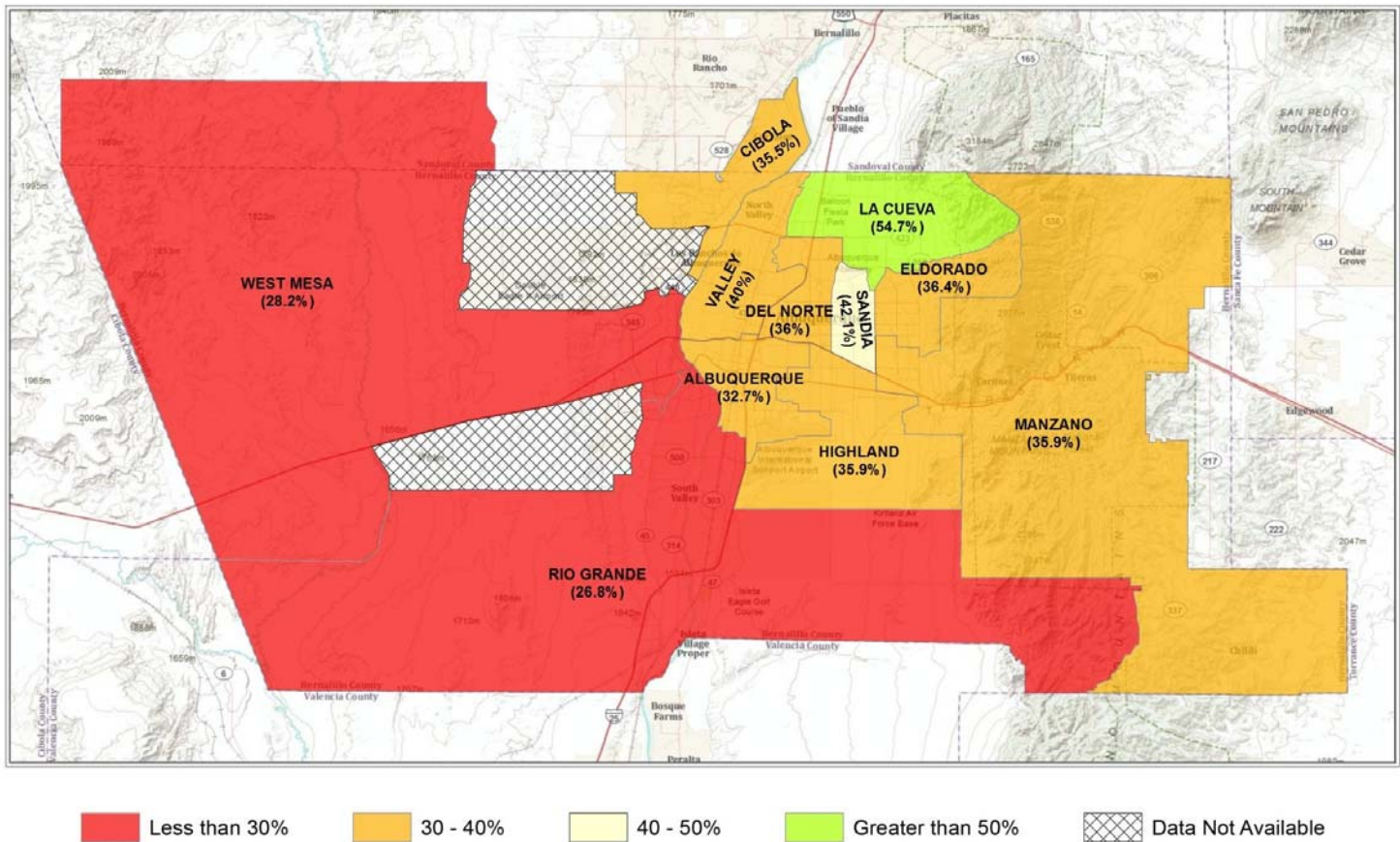
Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.

# Percentage of Students Attending New Mexico Colleges Who Took Remedial Courses, 2000-2009, By Sending High School



Source: "Ready For College? A Report on New Mexico's High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data were unavailable for Volcano Vista & Atrisco Heritage Academy.

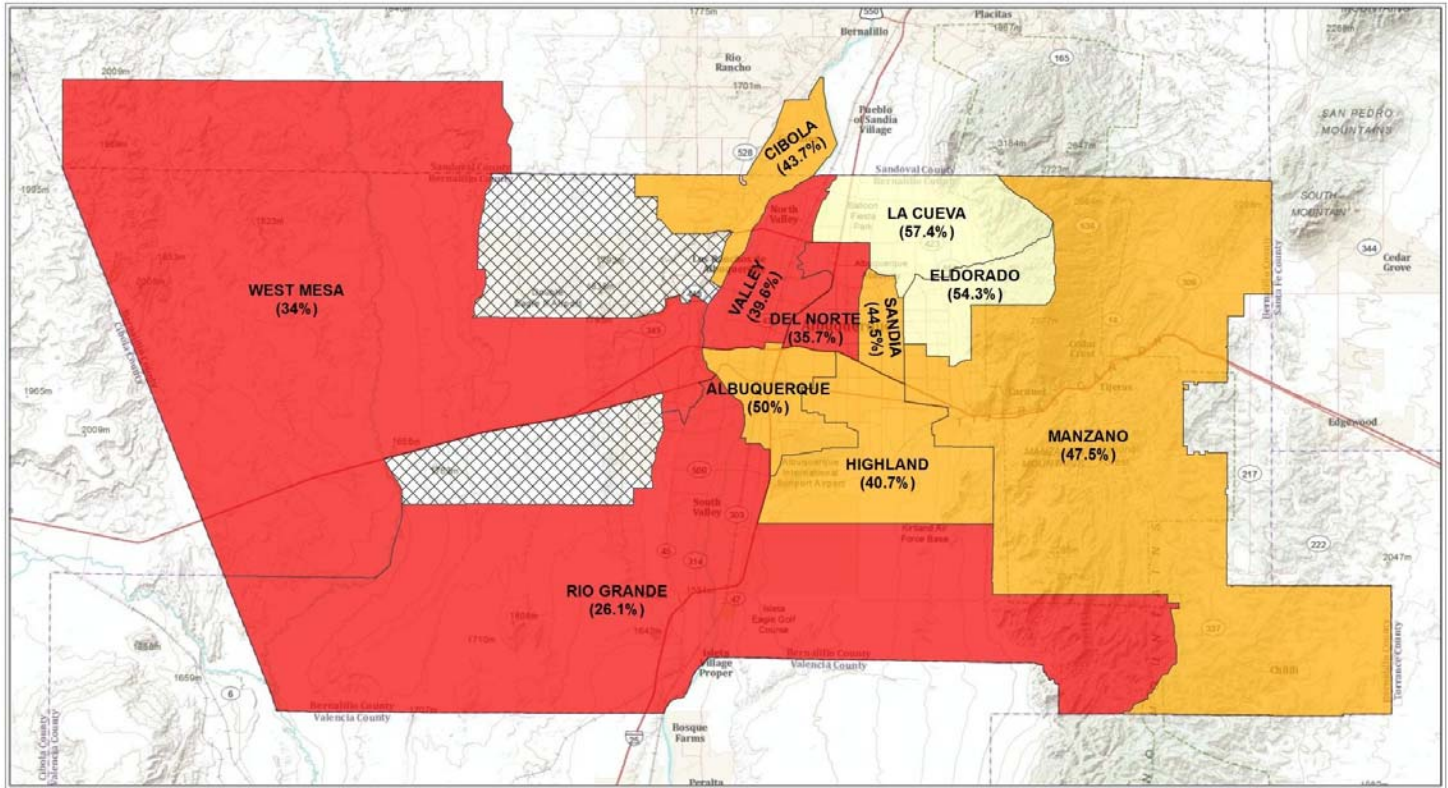
# CNM Success Rate, by Sending High School



Source: CNM Office of Institutional Research, Fall 2006 Cohort. The success rate measures each cohort of new students taking nine or more credit hours who are successful after three years. Success is defined as earning a degree, earning a certificate, or transferring. (Data for students from Atrisco Heritage Academy and Volcano Vista were unavailable.)



# UNM Six-Year Graduation Rate, by Sending High School

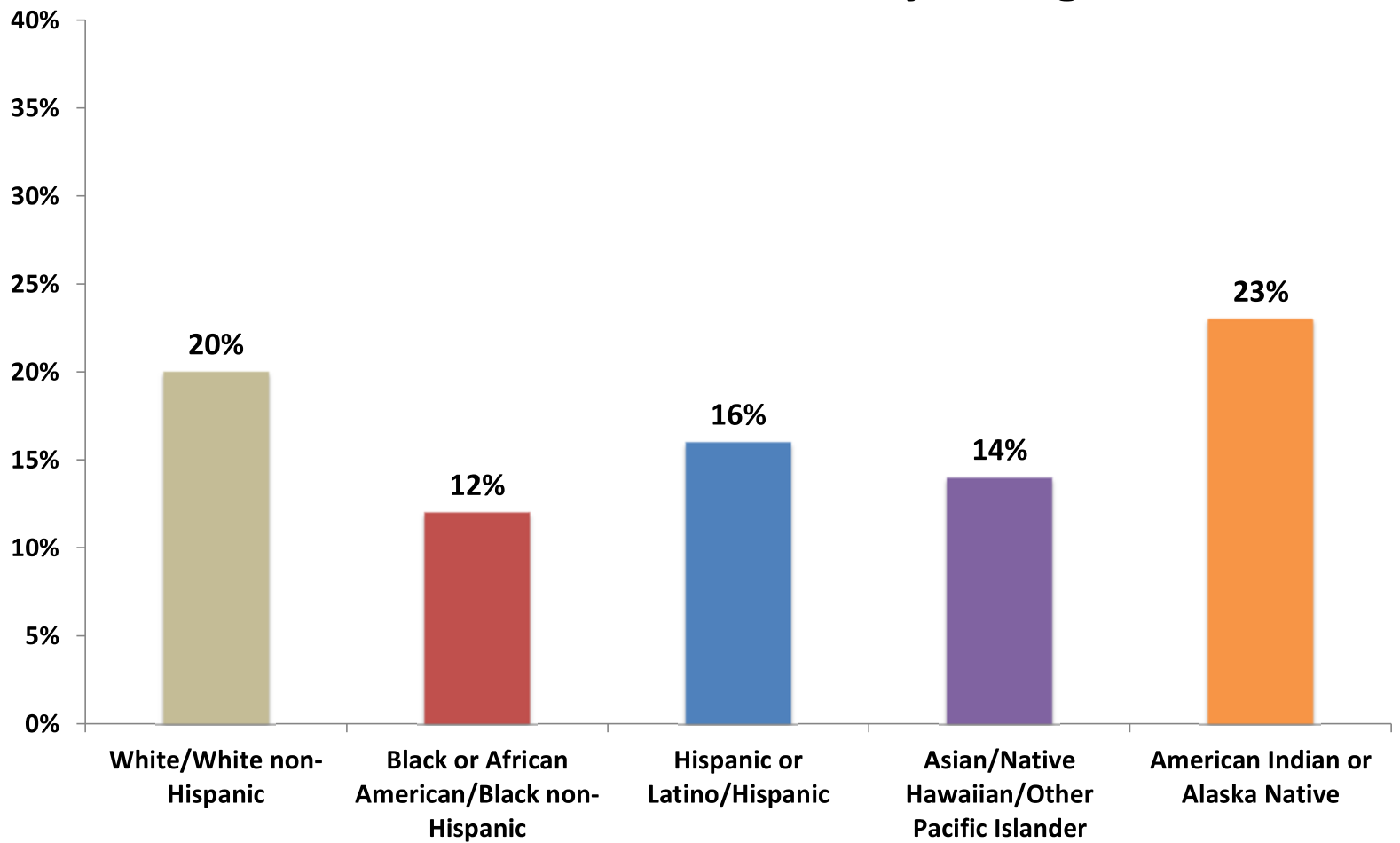


Less than 40%
  40 - 50%
  50 - 60%
  Data Not Available

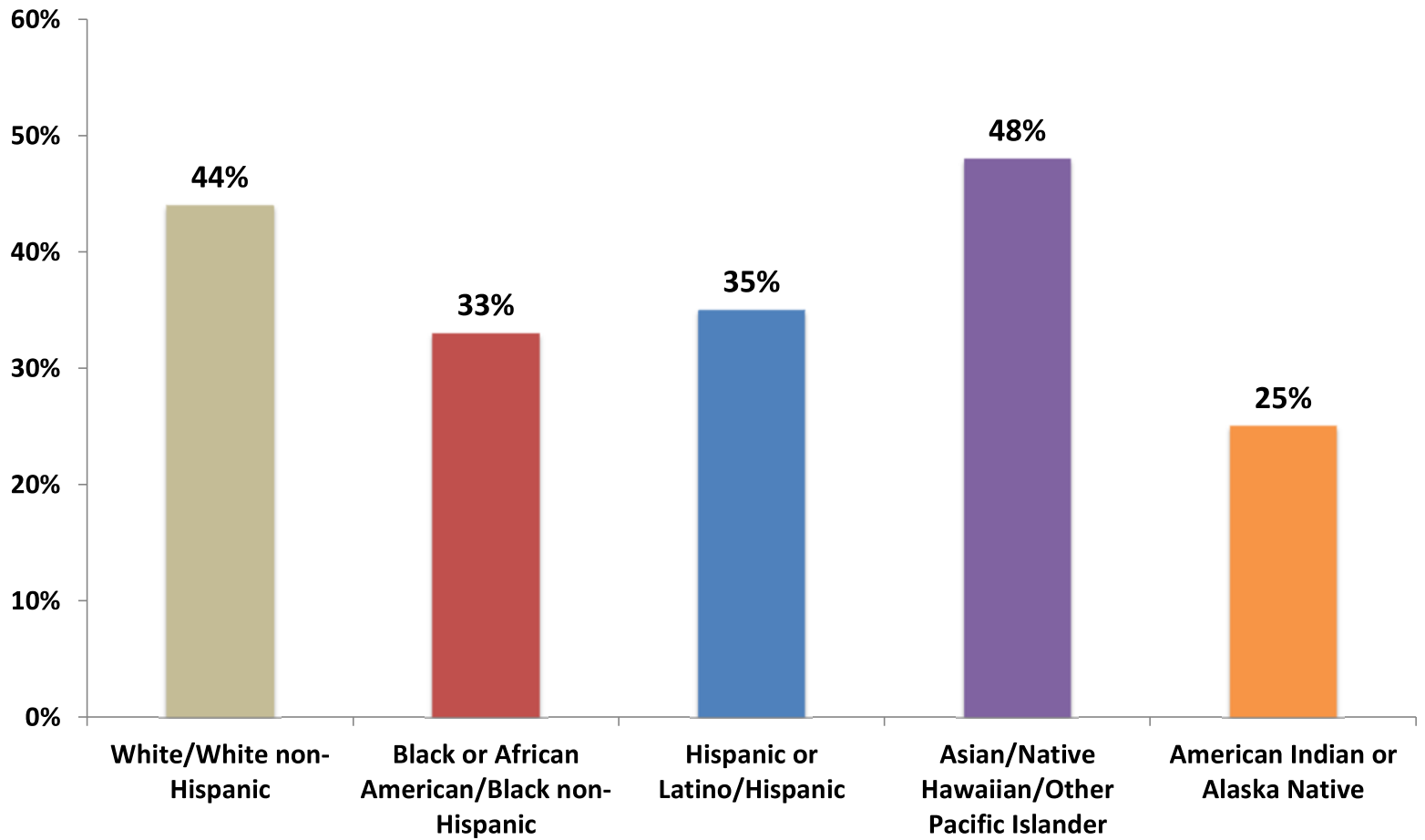
Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system). The data reported here are for the 2004 student cohort.



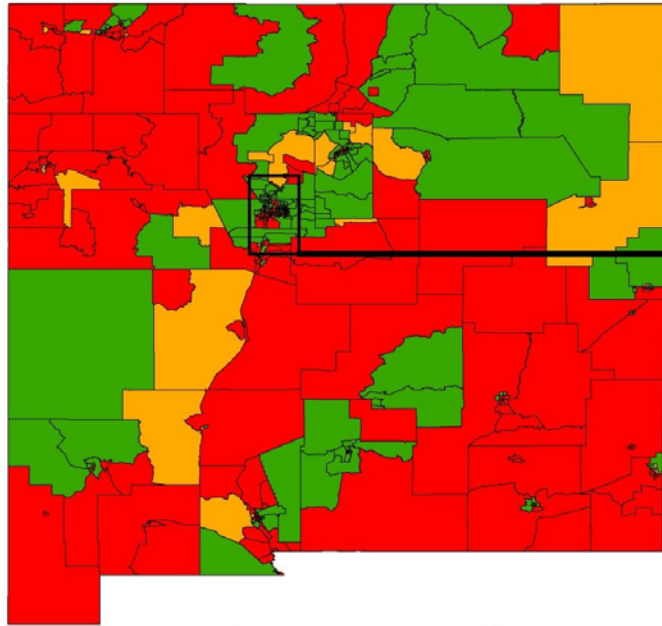
# Three-Year Graduation Rates, All New Mexico Community Colleges



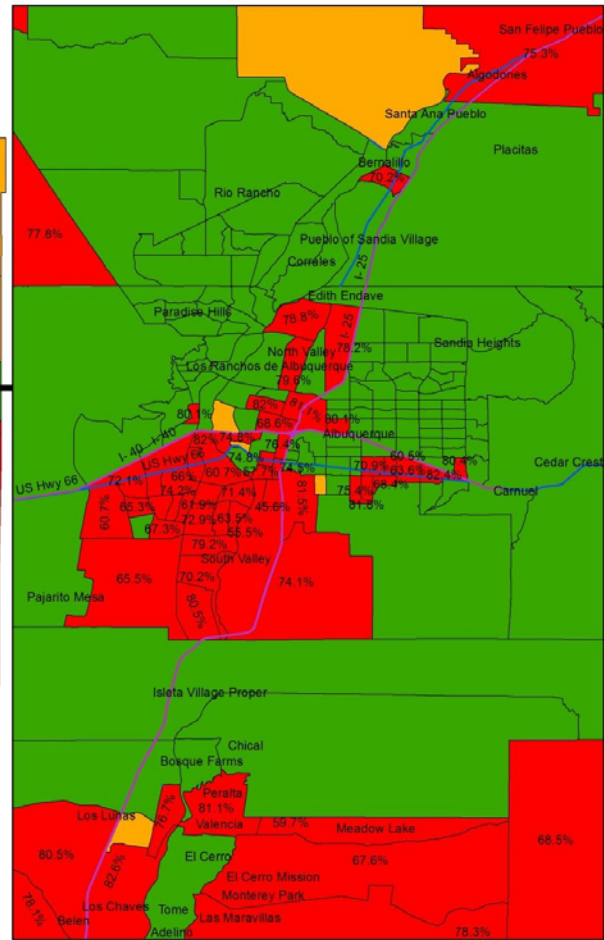
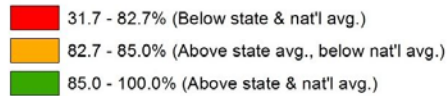
# Six-Year Graduation Rates, All New Mexico Universities



# Percentage of Individuals Over 25 Years of Age With At Least a High School Diploma (or Equivalent), By Census Tract

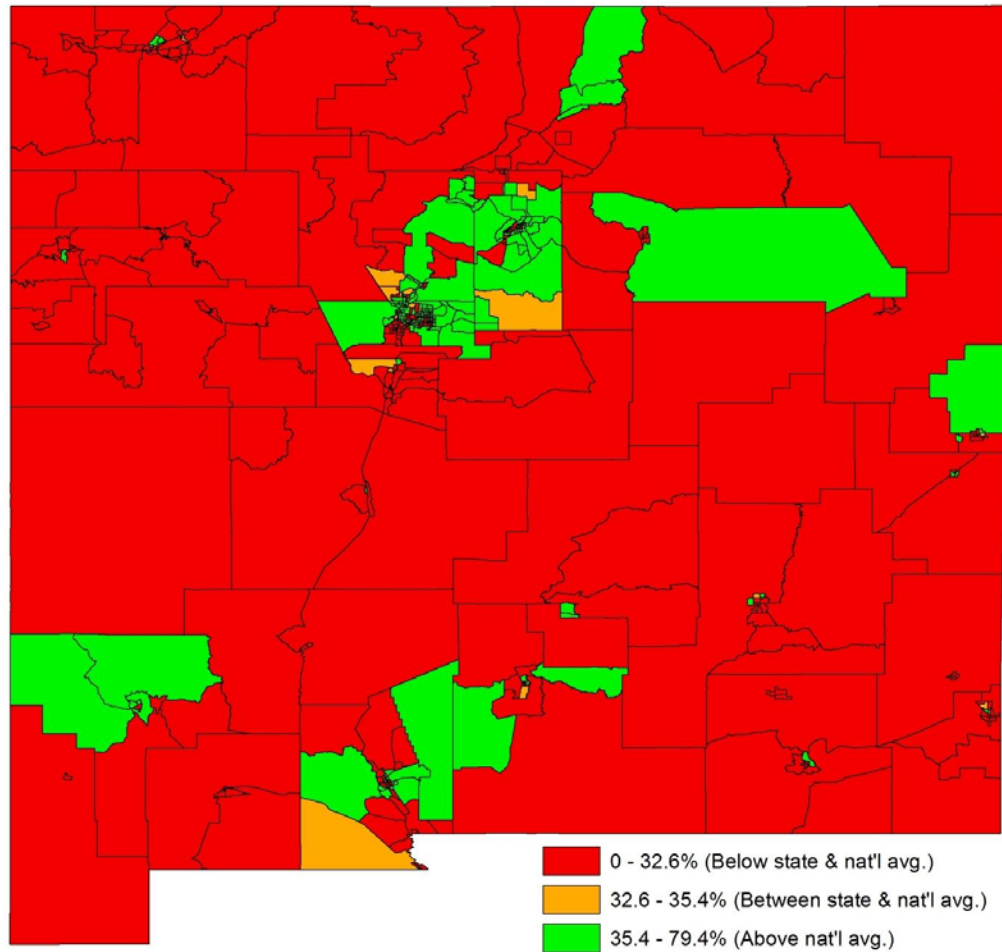


**Percentage of Individuals 25 and Older With at Least a High School Diploma (or Equivalent)**



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract. State and national averages taken from the 2010 American Community Survey (state avg. = 82.7%; national avg. = 85.0%).

# Percentage of Individuals Over 25 Years of Age With an Associates Degree or Higher, By Census Tract



Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract. State and national averages taken from the 2010 American Community Survey (state avg. = 32.6%; national avg. = 35.4%).

[illegible]

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. State and national averages taken from the 2010 American Community Survey (state avg. = 32.6%; national avg. = 35.4%).



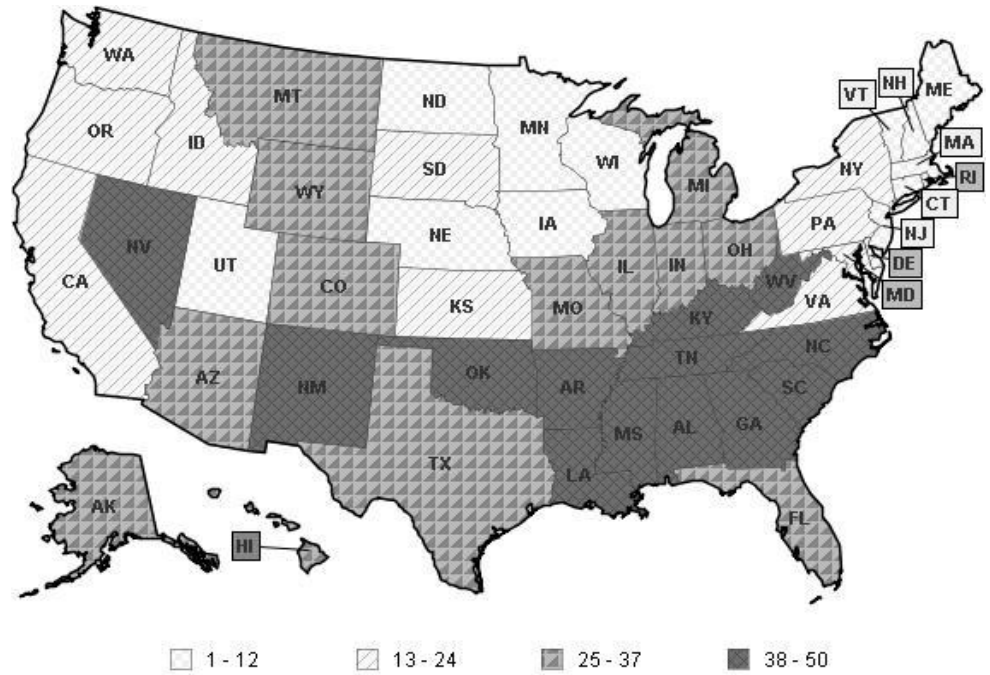
# Student Risk and Resiliency

## New Mexico And The National View

New Mexico ranked a low 46th in the nation in terms of child well-being in the overall rank of the 2011 Kids Count report published by the Annie E. Casey Foundation.

That rank is based on ten key indicators:

- Percent of low-birthweight babies
- Infant mortality rate
- Child death rate
- Teens death rate
- Teen birth rate
- Percent of teens not in school and not high school graduates
- Percent of teens not attending school and not working
- Percent of children living in families where no parent has full-time, year-round employment
- Percent of children in poverty
- Percent of children in single-parent families

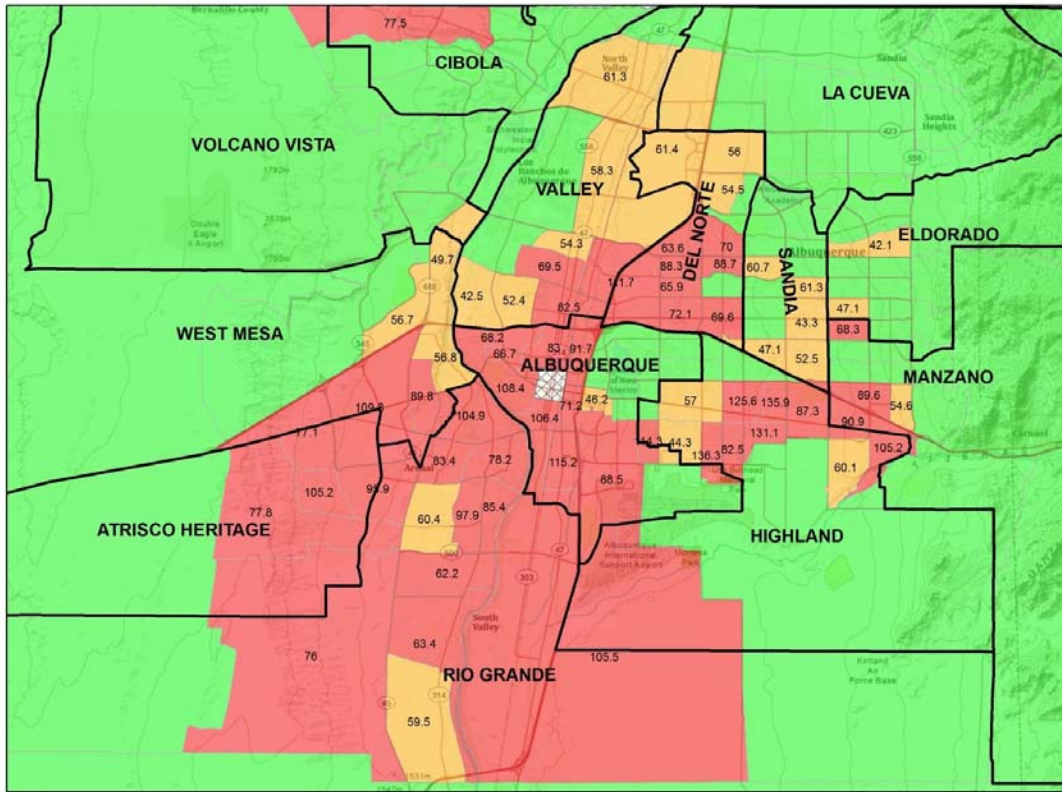


### KIDS COUNT overall rank (Number) - 2011

KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)  
A Project of the Annie E. Casey Foundation

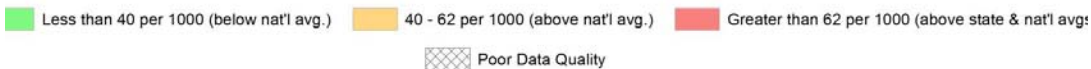
# Teen Birth Rate

## (Number of Children Born per 1000 Teen Women)



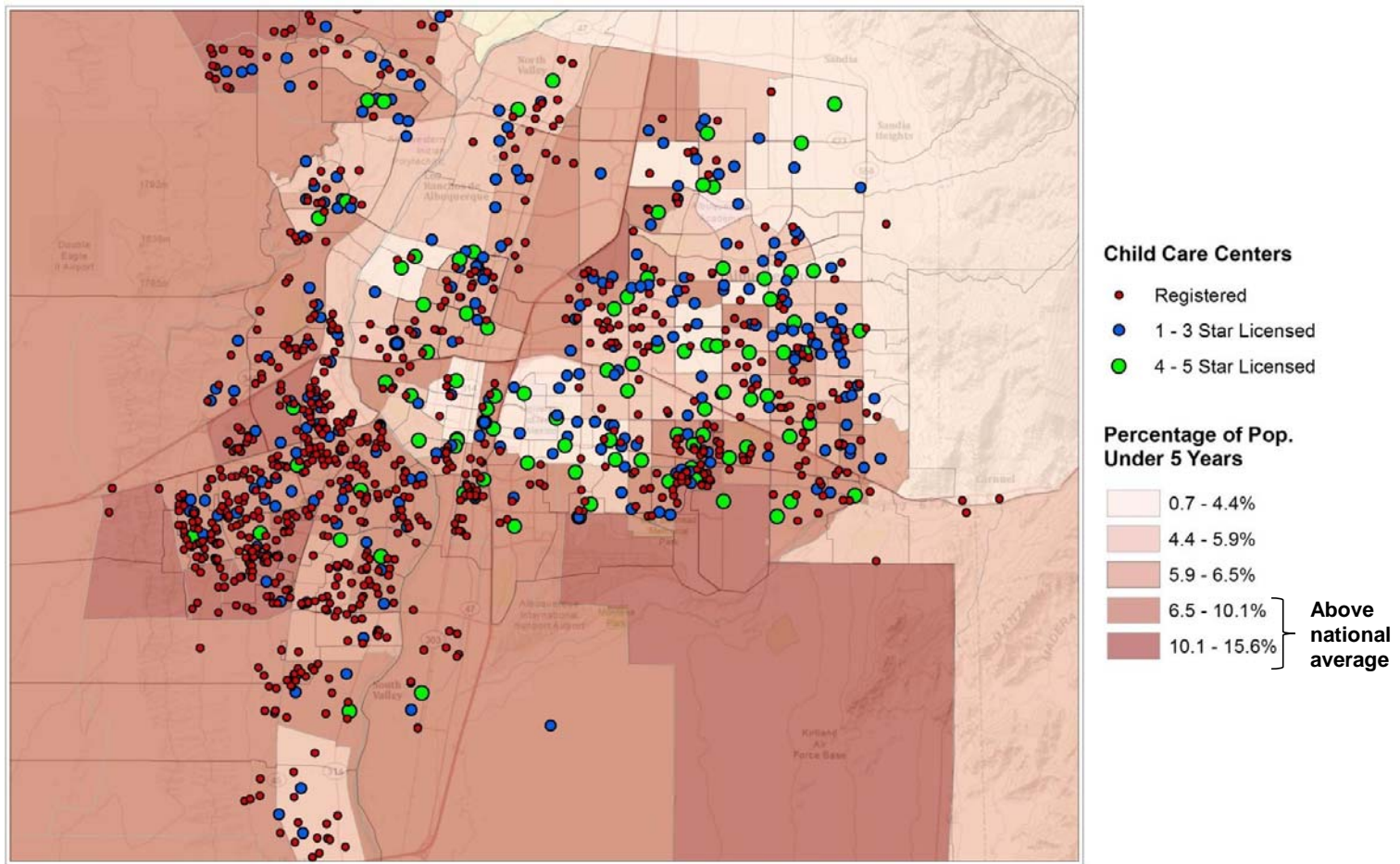
The data point in each census tract represents the number of live births per 1000 teen women, over the period 2001-2005.

For example, the census tract in the center with a teen birth rate of 106.4 means that 106 of every 1000 babies in this tract were born to women between the ages of 15 to 19.



Source: New Mexico Community Data Collaborative. The rates shown here reflects the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, <http://datacenter.kidscount.org>).

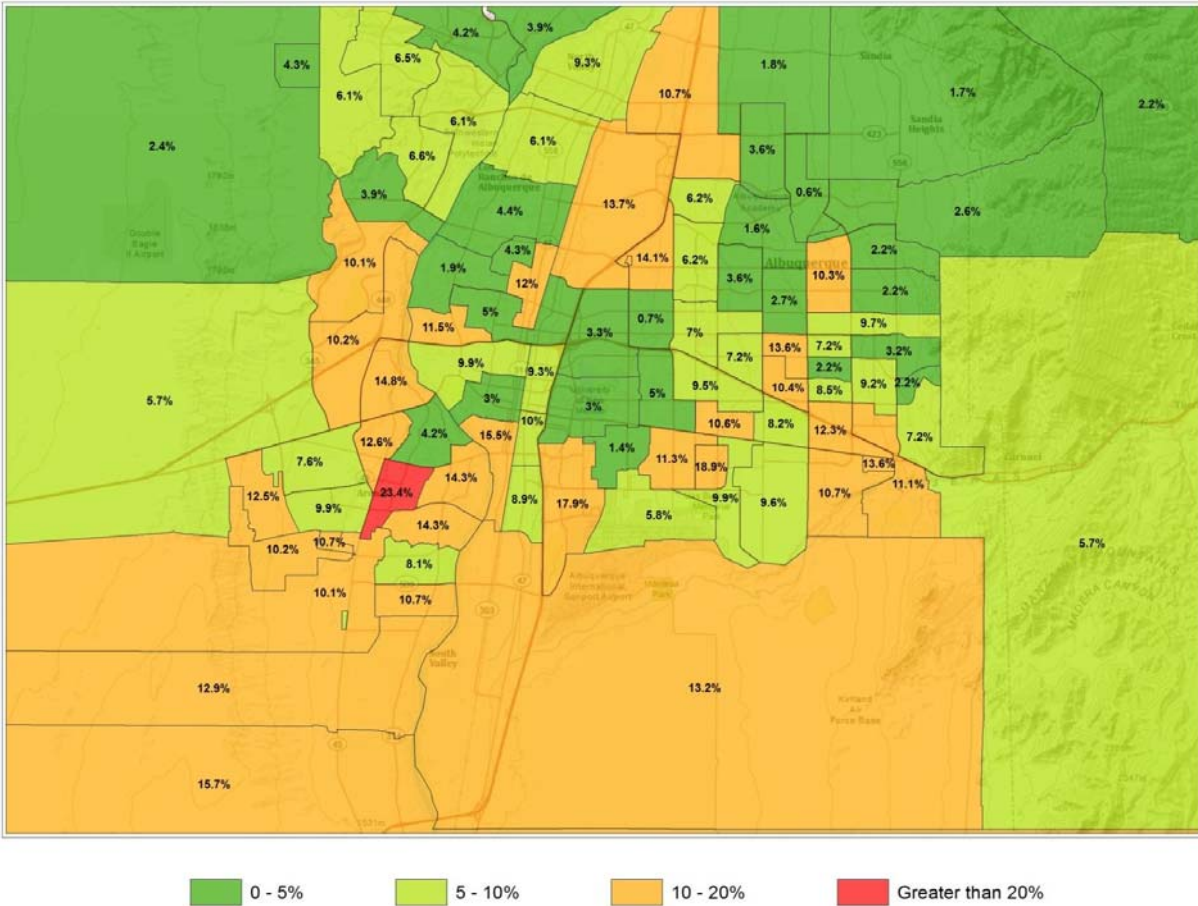
# Registered and Licensed Child Care Centers



Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective. Population data from U.S. Census 2010.

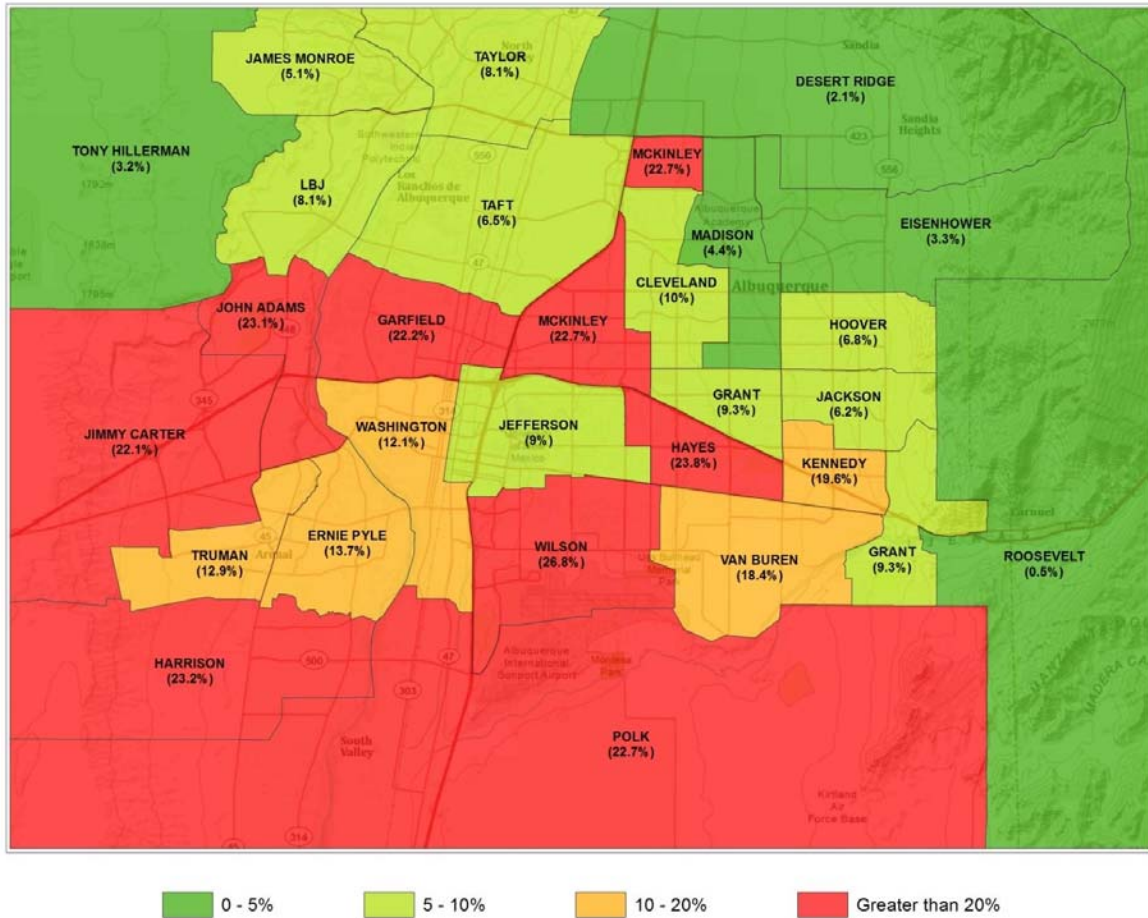


# Percentage of Elementary School Students Who Are Habitually Truant



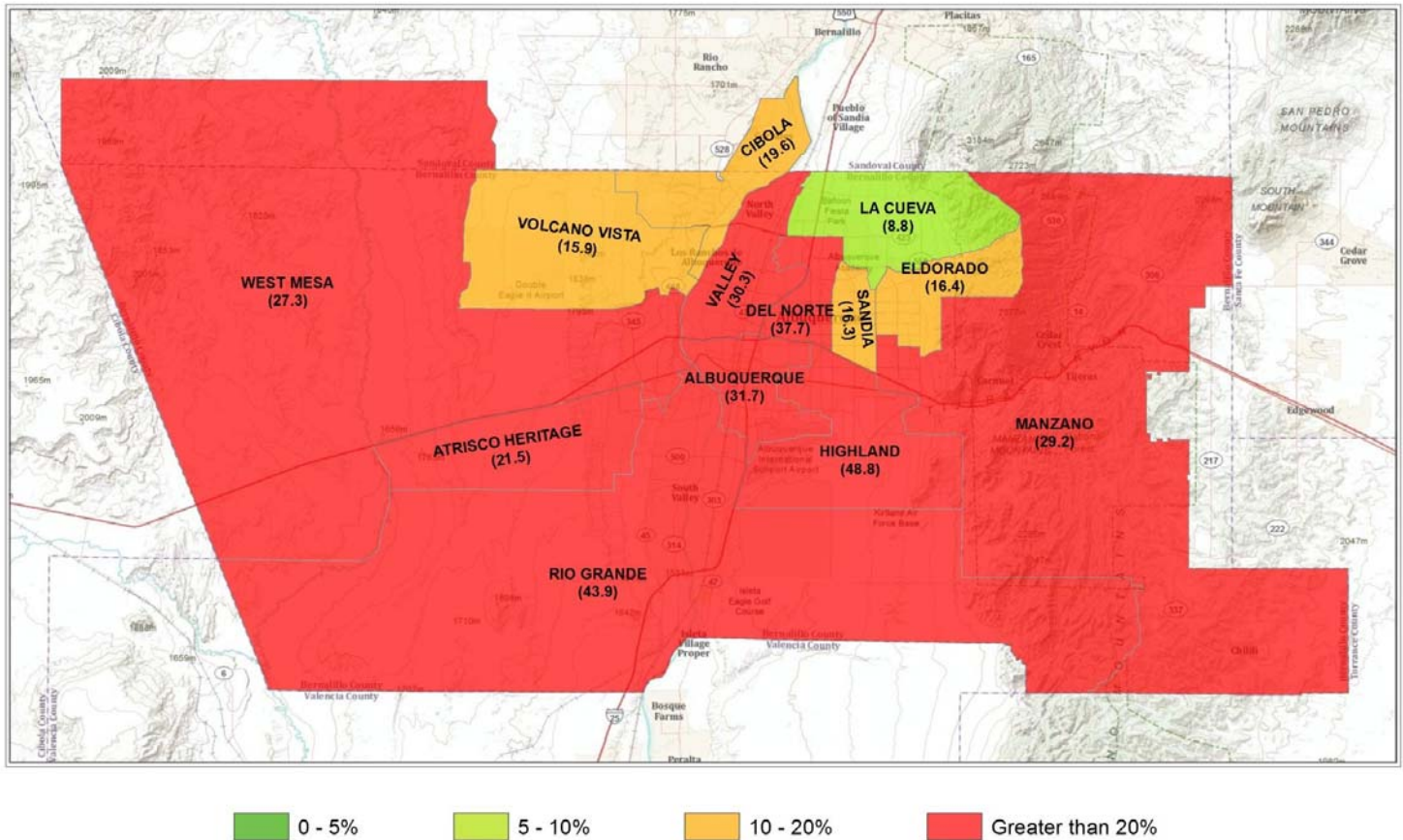
Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

# Percentage of Middle School Students Who Are Habitually Truant



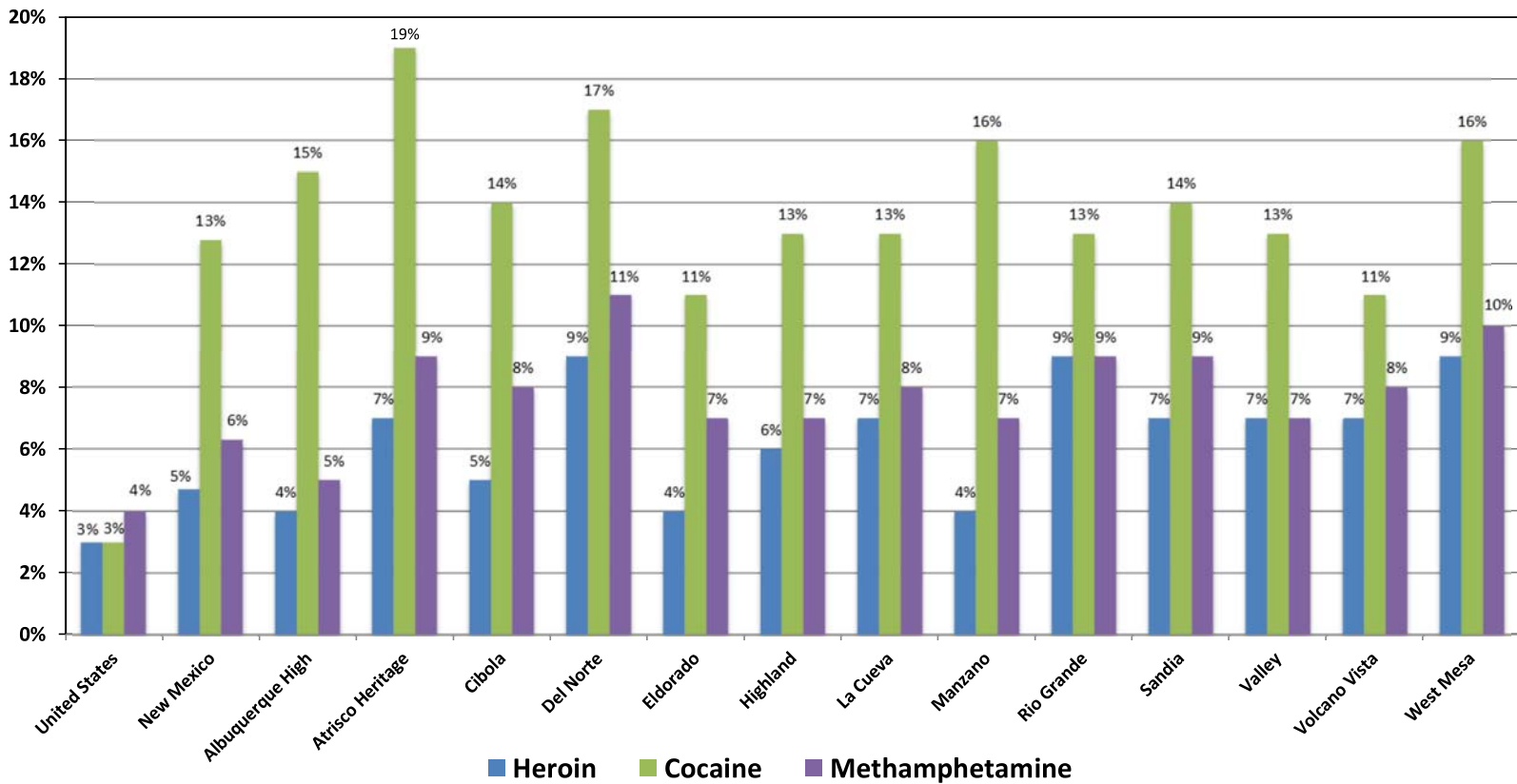
Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

# Percentage of High School Students Who Are Habitually Truant



Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.

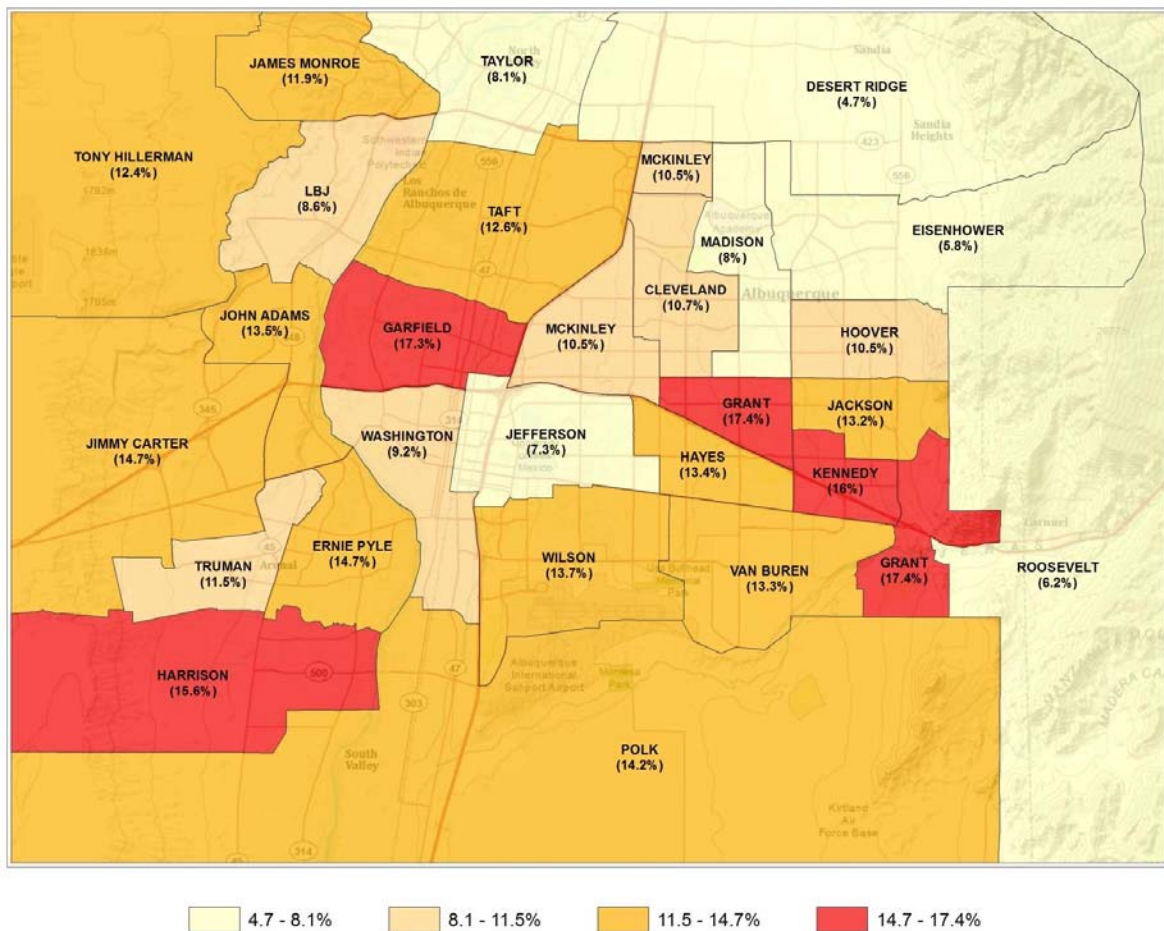
# Percentage of High School Students Who Reported Using Heroin, Cocaine, or Meth at Least Once in their Lives



Source: APS and state high school data taken from New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked the following three questions: "During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?" "During your life, how many times have you used heroin (also called smack, junk, or China White)?" "During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?" The percentages reported here reflect respondents who reported using the given drug one or more times. National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.

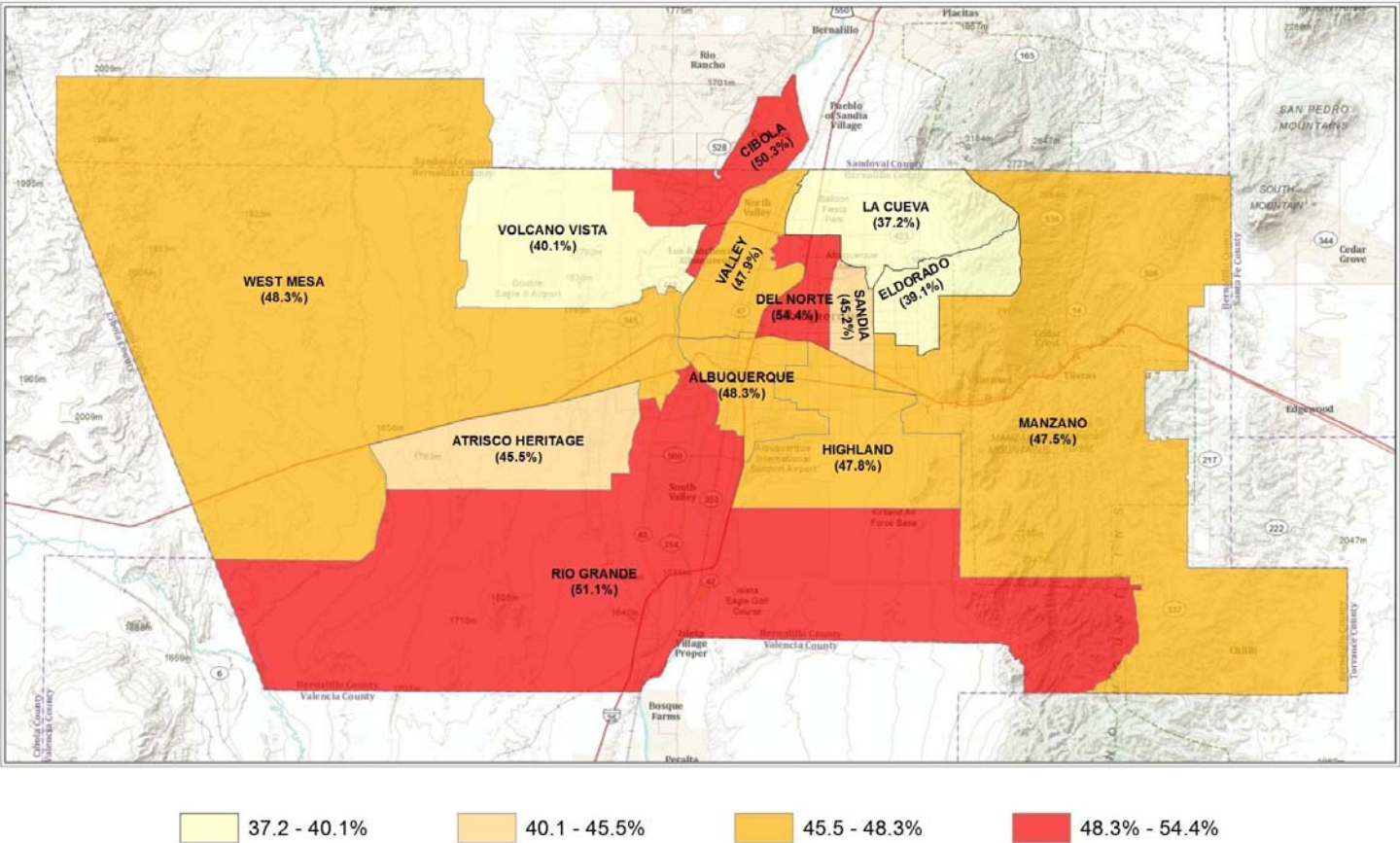


# Percentage of Middle School Students Who Have Had Sexual Intercourse



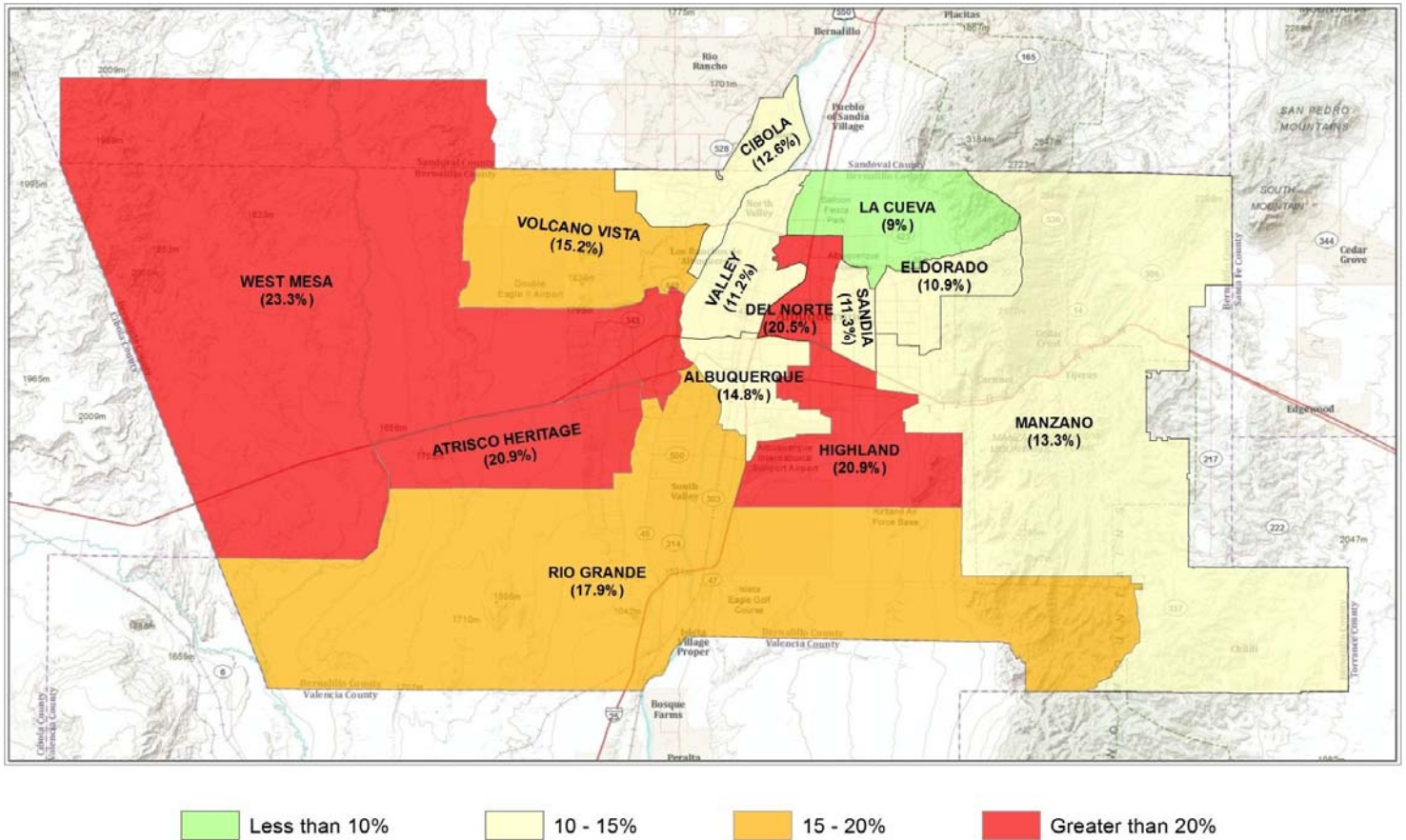
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During your life, with how many people have you had sexual intercourse?" The percentage reported here reflects respondents who answered one or more people.

# Percentage of High School Students Who Have Had Sexual Intercourse



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During your life, with how many people have you had sexual intercourse?" The percentage reported here reflects respondents who answered one or more people.

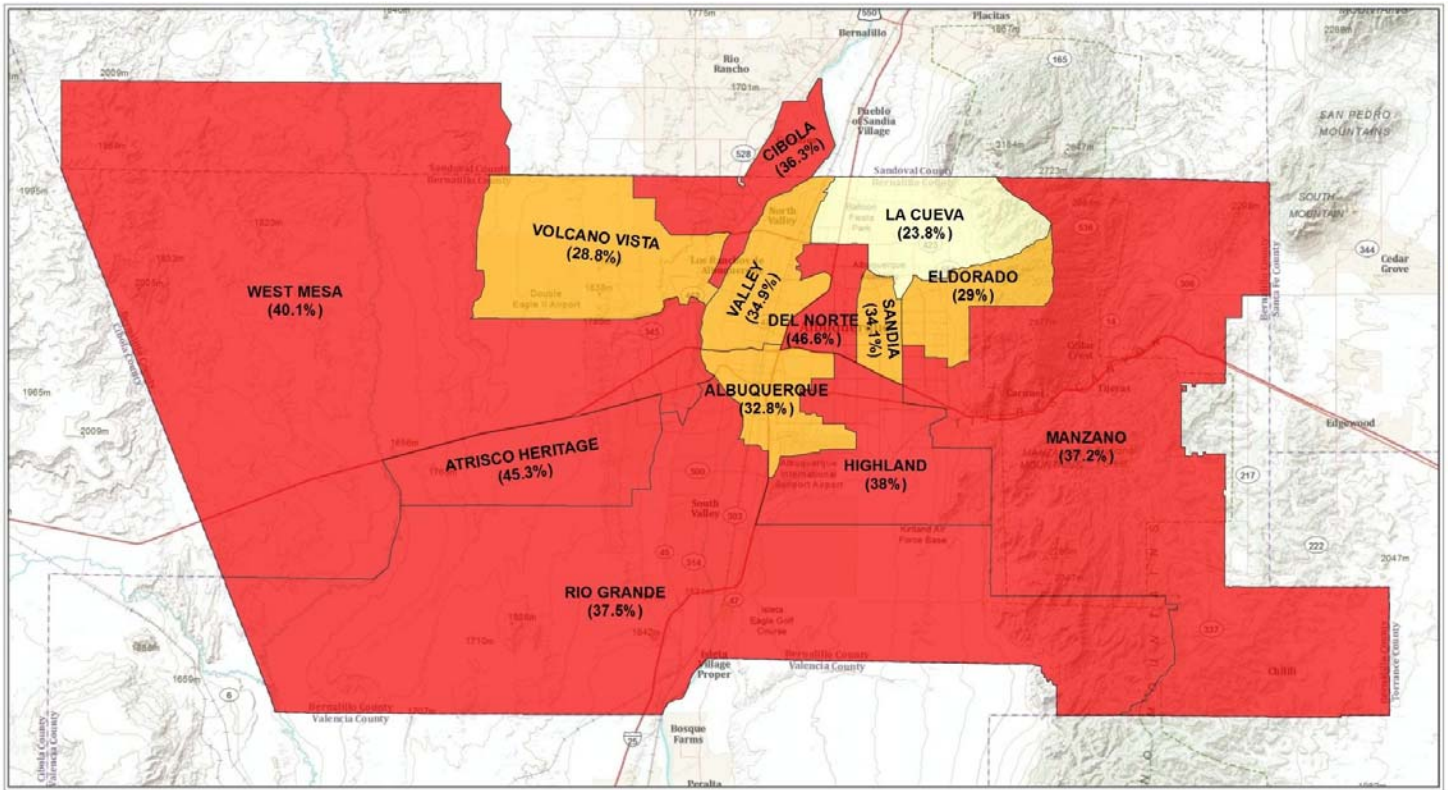
# Percentage of High School Students with Not Enough Food to Eat



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, which of the following statements best describes the food eaten by you and your family?" The percentage reported here reflects respondents who answered "Sometimes not enough food to eat" and "Often not enough food to eat."



# Percentage of Albuquerque Public Schools High School Students Not Involved in Group Activities Outside of School or Home

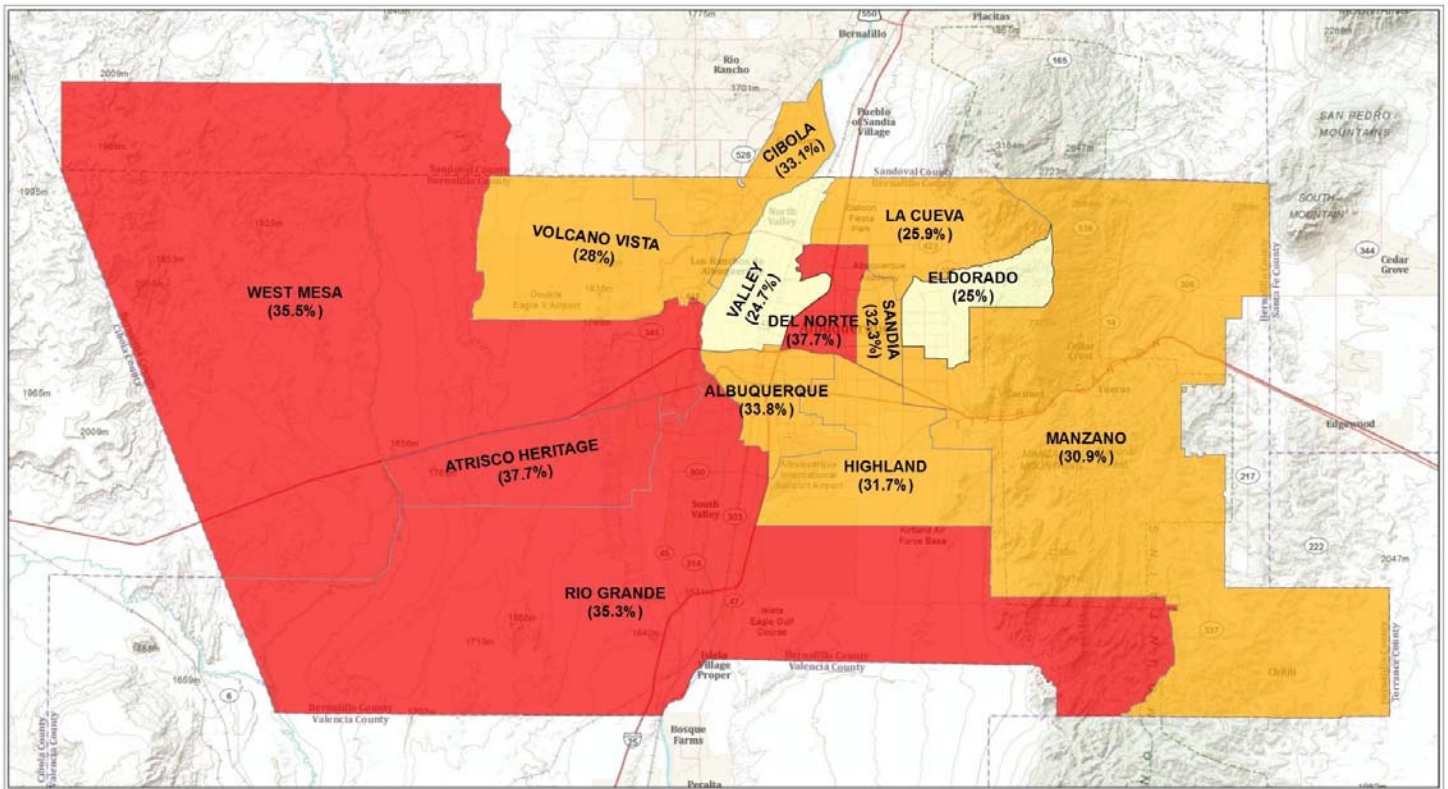


15 - 25% 25 - 35% 35 - 50%

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."



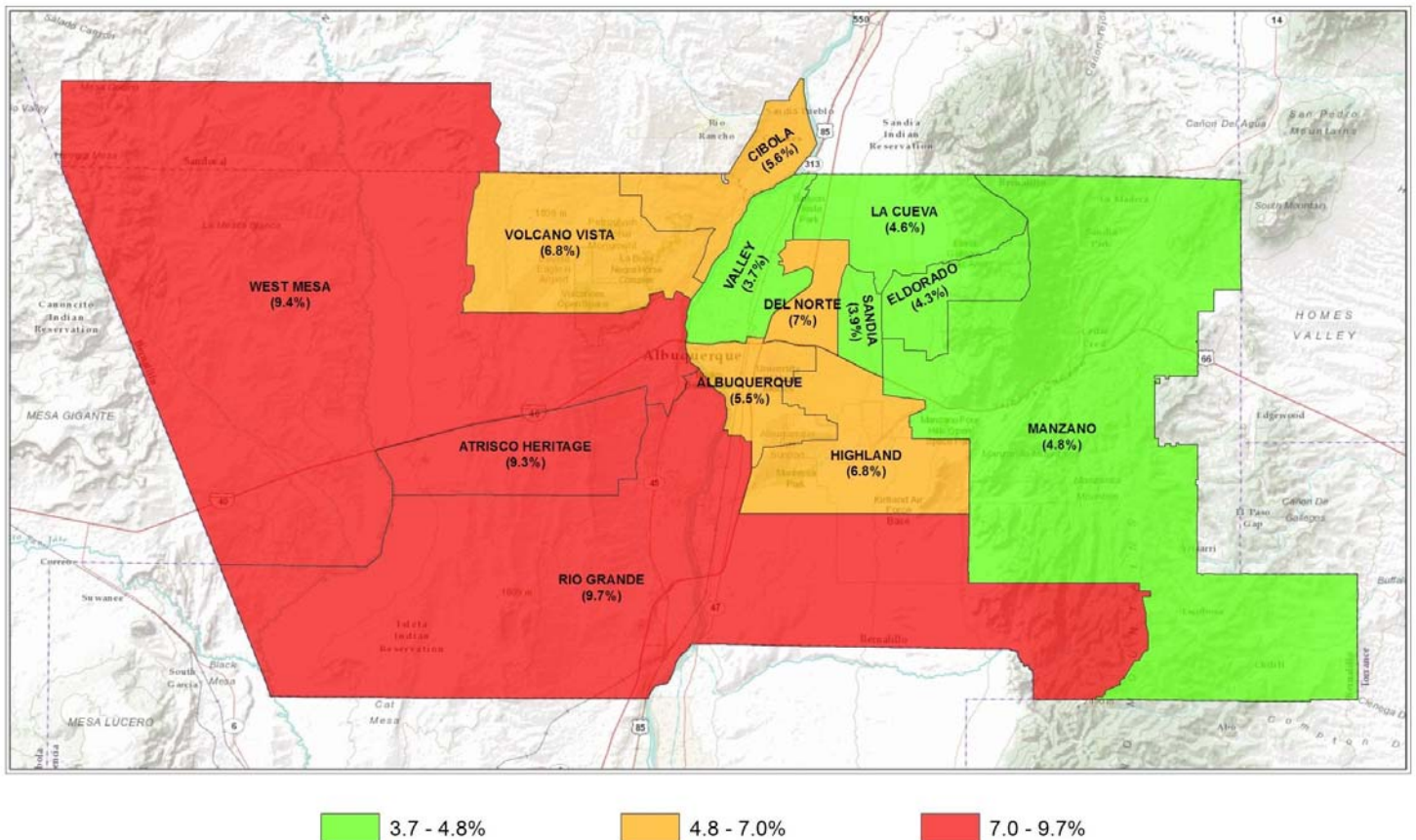
# Percentage of Albuquerque Public Schools High School Students Not Involved in School Sports, Clubs, or Activities



15 - 25% 25 - 35% 35 - 45%

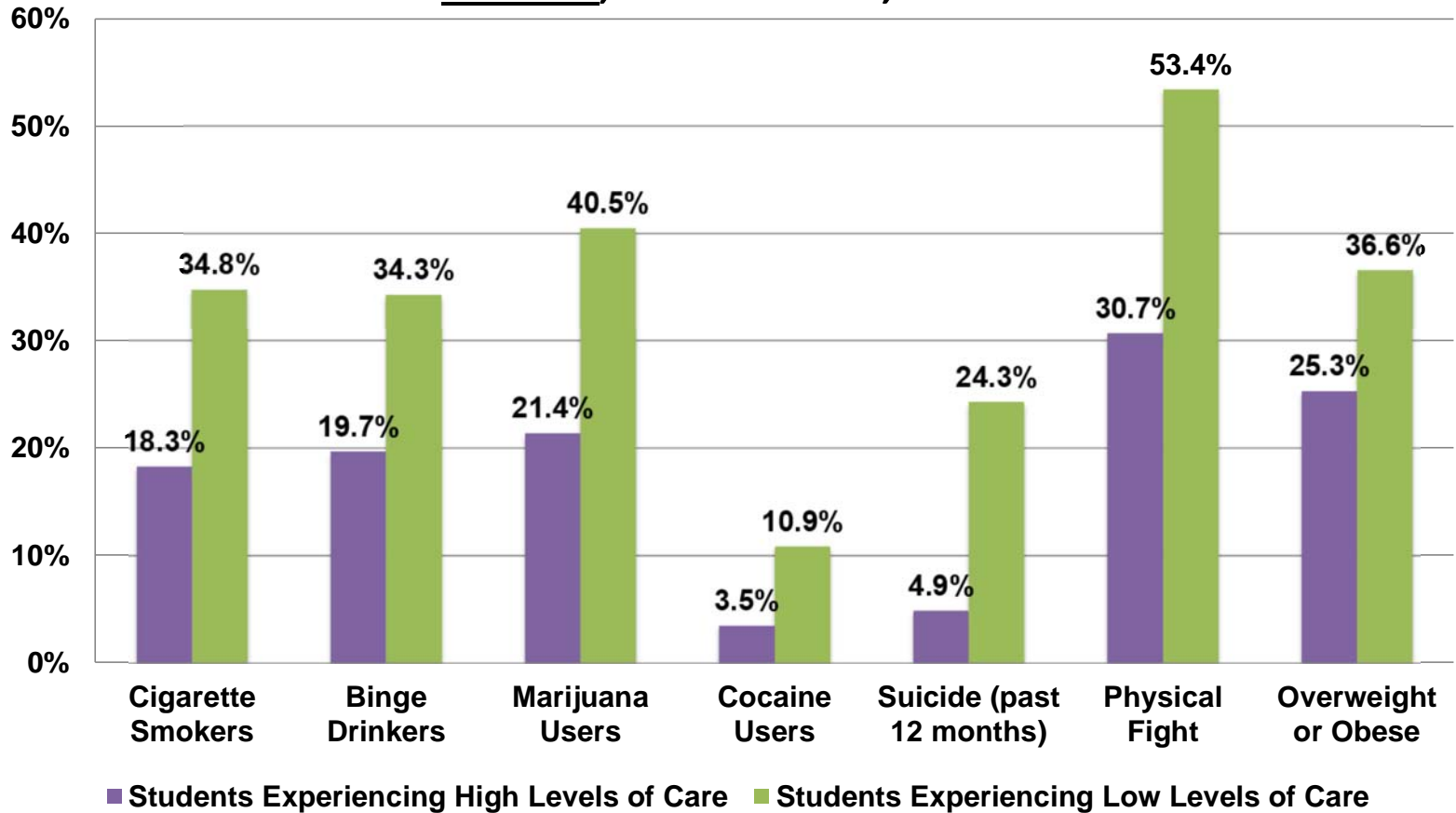
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council)." The percentage reported here reflects respondents who answered "Not true at all."

# Percentage of Students Who Report Not Having a Parent or Adult at Home Who is Interested in Their School Work

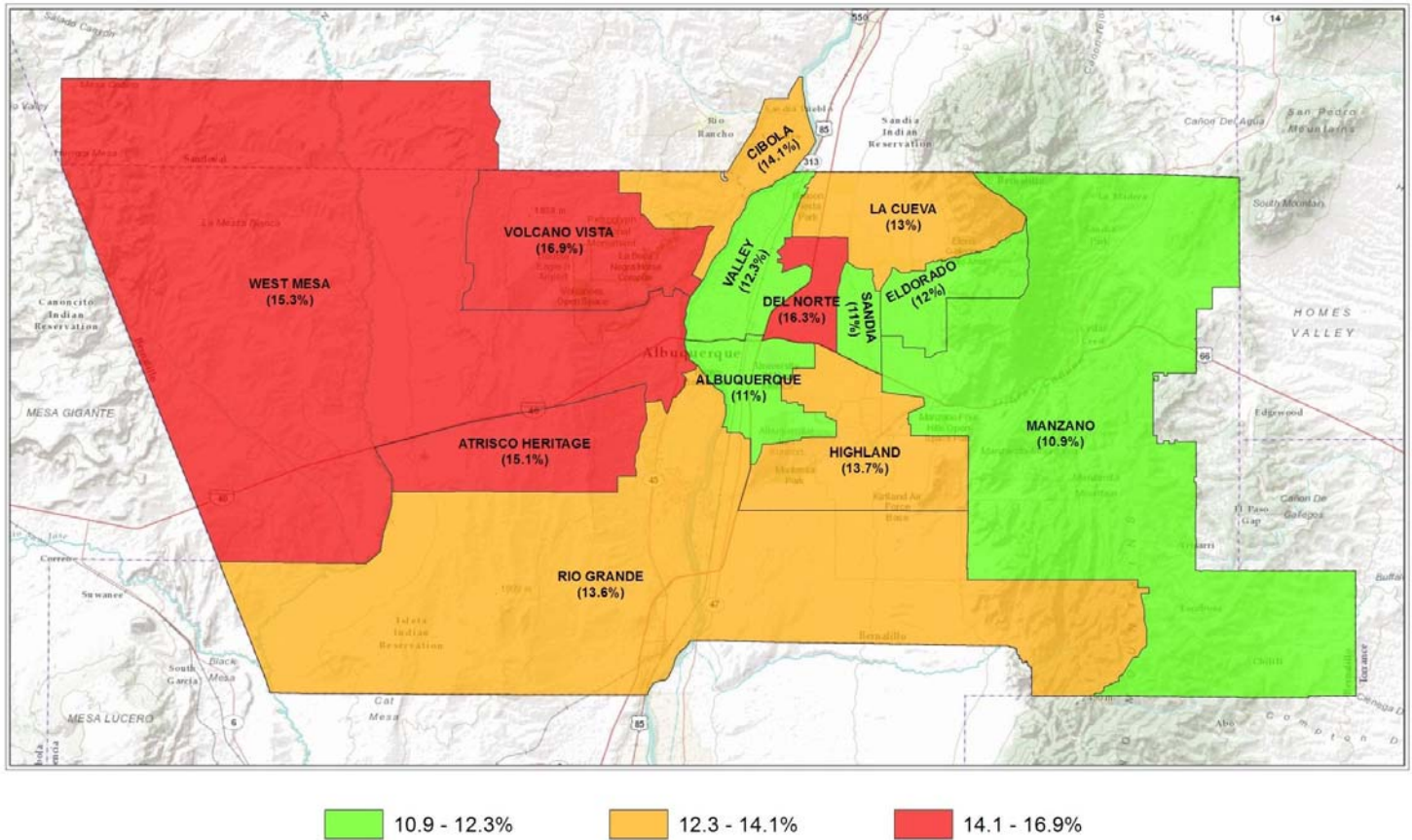


Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "In my home, there is a parent or some other adult who is interested in my school work." The percentage reported here reflects respondents who answered, "Not true at all."

# Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Parents, New Mexico, 2009



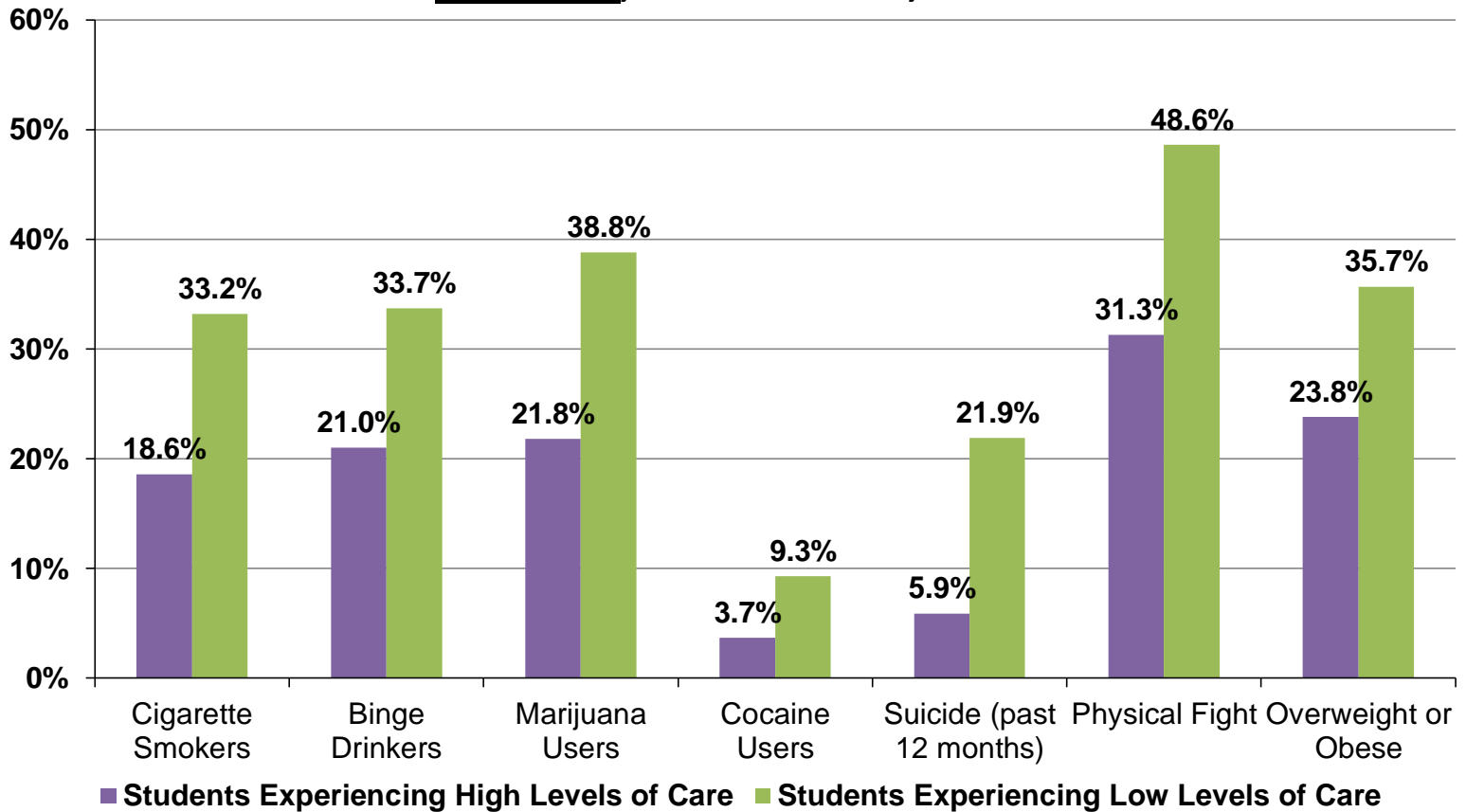
# Percentage of Students Who Report Not Having a Teacher or Some Other Adult Who Cares About Them at School



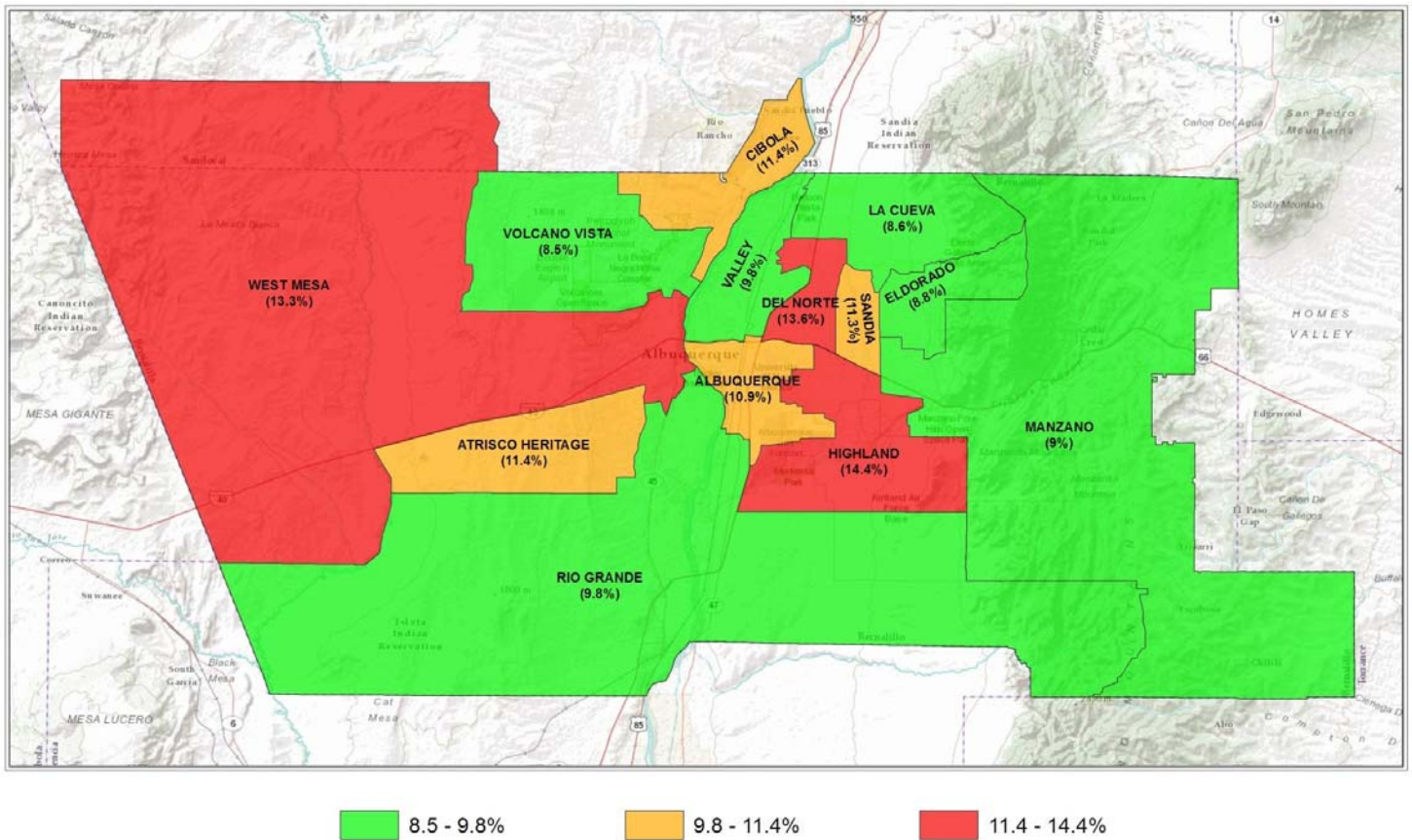
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "At my school, there is a teacher or some other adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."



# Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Teachers, New Mexico, 2009

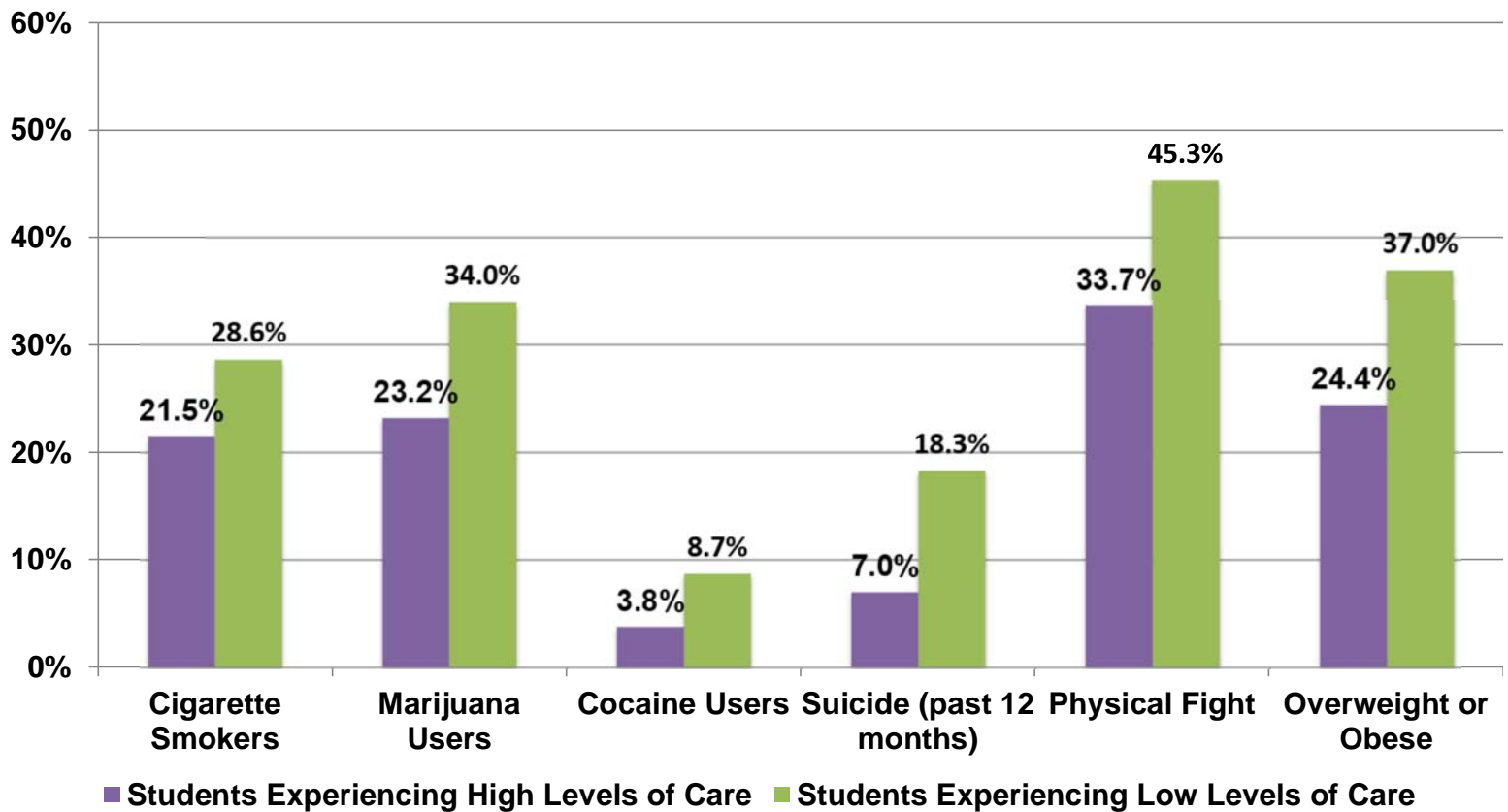


# Percentage of Students Who Report Not Having an **Adult Outside of Home or School** Who Cares About Them



Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "Outside of my home and school, there is an adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."

# Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Adults in the Community, New Mexico, 2009







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