Third Grade Counts: For All Of Us

Prepared For The
2013 Inaugural
New Mexico KIDS COUNT Conference
New Mexico Voices For Children
Veronica Garcia, Executive Director
Albuquerque, New Mexico
June 24, 2013

Prepared By The University of New Mexico Center For Education Policy Research: Peter Winograd, Amy Ballard, Dana Bell, Angelo Gonzales, Beata Thorstensen & Jason Timm
New Mexico’s Future Hangs In The Balance

The Challenges We Face

The Resources We Have
The Story We Want To Tell

• Where Are We Now?
• Why Third Grade Counts

• The Challenges We Face
  • Gridlock
  • Early Childhood
  • Educational Achievement
  • Truancy
  • Risk Factors
  • Juvenile Justice
  • Resource Gaps
  • Opportunity Gaps
  • Education & Jobs Gap

• The Resources We Have
  • Beating The Odds
  • Making An Impact
  • Mapping Our Assets
  • Policies That Matter
  • Data That Matter
  • People That Care
The Context
<table>
<thead>
<tr>
<th>District</th>
<th>Number</th>
<th>District</th>
<th>Number</th>
<th>District</th>
<th>Number</th>
<th>District</th>
<th>Number</th>
<th>District</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamogordo</td>
<td>1</td>
<td>Corona</td>
<td>19</td>
<td>Hagerman</td>
<td>37</td>
<td>Maxwell</td>
<td>55</td>
<td>Ruidoso</td>
<td>73</td>
</tr>
<tr>
<td>Albuquerque</td>
<td>2</td>
<td>Cuba</td>
<td>20</td>
<td>Hatch</td>
<td>38</td>
<td>Melrose</td>
<td>56</td>
<td>San Jon</td>
<td>74</td>
</tr>
<tr>
<td>Animas</td>
<td>3</td>
<td>Deming</td>
<td>21</td>
<td>Hobbs</td>
<td>39</td>
<td>Mesa Vista</td>
<td>57</td>
<td>Santa Fe</td>
<td>75</td>
</tr>
<tr>
<td>Artesia</td>
<td>4</td>
<td>Des Moines</td>
<td>22</td>
<td>Hondo Valley</td>
<td>40</td>
<td>Mora</td>
<td>58</td>
<td>Santa Rosa</td>
<td>76</td>
</tr>
<tr>
<td>Aztec</td>
<td>5</td>
<td>Dexter</td>
<td>23</td>
<td>House</td>
<td>41</td>
<td>Moriarty</td>
<td>59</td>
<td>Silver City</td>
<td>77</td>
</tr>
<tr>
<td>Belen</td>
<td>6</td>
<td>Dora</td>
<td>24</td>
<td>Jal</td>
<td>42</td>
<td>Mosquero</td>
<td>60</td>
<td>Socorro</td>
<td>78</td>
</tr>
<tr>
<td>Bernalillo</td>
<td>7</td>
<td>Dulce</td>
<td>25</td>
<td>Jemez Mountain</td>
<td>43</td>
<td>Mountainair</td>
<td>61</td>
<td>Springer</td>
<td>79</td>
</tr>
<tr>
<td>Bloomfield</td>
<td>8</td>
<td>Elida</td>
<td>26</td>
<td>Jemez Valley</td>
<td>44</td>
<td>Pecos</td>
<td>62</td>
<td>Taos</td>
<td>80</td>
</tr>
<tr>
<td>Capitan</td>
<td>9</td>
<td>Española</td>
<td>27</td>
<td>Lake Arthur</td>
<td>45</td>
<td>Peñasco</td>
<td>63</td>
<td>Tatum</td>
<td>81</td>
</tr>
<tr>
<td>Carlsbad</td>
<td>10</td>
<td>Estancia</td>
<td>28</td>
<td>Las Cruces</td>
<td>46</td>
<td>Pojoaque</td>
<td>64</td>
<td>Texico</td>
<td>82</td>
</tr>
<tr>
<td>Carrizozo</td>
<td>11</td>
<td>Eunice</td>
<td>29</td>
<td>Las Vegas City</td>
<td>47</td>
<td>Portales</td>
<td>65</td>
<td>Truth or Consequences</td>
<td>83</td>
</tr>
<tr>
<td>Central</td>
<td>12</td>
<td>Farmington</td>
<td>30</td>
<td>Logan</td>
<td>48</td>
<td>Quemado</td>
<td>66</td>
<td>Tucumcari</td>
<td>84</td>
</tr>
<tr>
<td>Chama Valley</td>
<td>13</td>
<td>Floyd</td>
<td>31</td>
<td>Lordsburg</td>
<td>49</td>
<td>Questa</td>
<td>67</td>
<td>Tularosa</td>
<td>85</td>
</tr>
<tr>
<td>Cimarron</td>
<td>14</td>
<td>Fort Sumner</td>
<td>32</td>
<td>Los Alamos</td>
<td>50</td>
<td>Raton</td>
<td>68</td>
<td>Vaughn</td>
<td>86</td>
</tr>
<tr>
<td>Clayton</td>
<td>15</td>
<td>Gadsden</td>
<td>33</td>
<td>Los Lunas</td>
<td>51</td>
<td>Reserve</td>
<td>69</td>
<td>Wagon Mound</td>
<td>87</td>
</tr>
<tr>
<td>Cloudcroft</td>
<td>16</td>
<td>Gallup-McKinley</td>
<td>34</td>
<td>Loving</td>
<td>52</td>
<td>Rio Rancho</td>
<td>70</td>
<td>West Las Vegas</td>
<td>88</td>
</tr>
<tr>
<td>Clovis</td>
<td>17</td>
<td>Grady</td>
<td>35</td>
<td>Lovington</td>
<td>53</td>
<td>Roswell</td>
<td>71</td>
<td>Zuni</td>
<td>89</td>
</tr>
<tr>
<td>Cobre</td>
<td>18</td>
<td>Grants-Cibola</td>
<td>36</td>
<td>Magdalena</td>
<td>54</td>
<td>Roy</td>
<td>72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where Are We Now?
These Data are for All Students By District. The Statewide Average for All Students, All Schools, Scoring Proficient and Above was 52.4%. Districts with Less than 10 Students Tested are Not Reported.

Source: New Mexico Public Education Department, NM38A Proficiencies By Grade, All Students, School Year 2011-2012.
Percent of NM 4th Grade Students Scoring At or Above Proficient in Reading By Ethnicity* (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

[Graph showing the percentage of students at or above proficiency in reading for different states over the years 1992 to 2011.]
Percentage Of 3rd Grade Students Proficient And Above On The 2012 New Mexico Standards Based Assessments In Math

These Data are for All Students By District. The Statewide Average for All Students, All Schools, Scoring Proficient and Above was 52.7%. Districts with Less than 10 Students Tested are Not Reported.

Source: New Mexico Public Education Department, NMSBA Proficiencies By Grade, All Students, School Year 2011-2012.
Percent of NM 4th Grade Students Scoring At or Above Proficient in Math By Ethnicity*
(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

*Florida data in the year 2000 was unavailable as of 11.11.11
CEPR Interactive Website

http://cepr.unm.edu/data-stories/3rd-grade-proficiency.html
3rd Grade Proficiency: Math and Reading

3rd Grade Proficiency Heat Map: 2011-2012 School Year

Use this tool to compare proficiency levels for various populations in 3rd grade math and reading for two or more school districts. Empty squares indicate that no data is available.
Why Third Grade Counts
Quality Counts Framework: A Child’s Chances For Success

• **Early Foundations**
  – Family income: Percent of children in families with incomes at least 200% of poverty level
  – Parental education: Percent of children with at least one parent with a postsecondary degree
  – Parental employment: Percent of children with at least one parent working full time and year-round
  – Linguistic integration: Percent of children whose parents are fluent English speakers

• **School Years**
  – Preschool enrollment: Percent of 3- and 4-year-olds enrolled in preschool
  – Kindergarten enrollment: Percent of eligible children enrolled in kindergarten programs
  – 4th grade reading: Percent of 4th grade public school students “proficient” on NAEP
  – 8th grade math: Percent of 8th grade public school students “proficient” on NAEP
  – High school graduation: Percent of public high school students who graduate with a diploma
  – Young adult (18—24) education: Percent of young adults (18—24) enrolled in postsecondary education or with a degree

• **Adult Outcomes**
  – Adult educational attainment: Percent of adults (25—64) with a 2- or 4-year postsecondary degree
  – Annual income: Percent of adults (25—64) with incomes at or above national median
  – Steady employment: Percent of adults (25—64) in labor force working full time and year-round

A Child’s Chances For Success Impact The Generations That Follow For Better Or Worse

**Early Foundations**
- Family income
- Parental education
- Parental employment
- Linguistic integration

**School Years**
- Preschool enrollment
- Kindergarten enrollment
- 4th grade reading
- 8th grade mathematics
- High school graduation
- Young adult [18-24] education

**Adult Outcomes**
- Adult educational attainment
- Annual income
- Steady employment

New Mexico Children’s Chances For Success Are Among The Worst In The Nation, 2013

2013 Quality Counts Children’s Chances For Success Index is based on measures of Family Status, Progress Through School, and Adult Outcomes.

The Challenges We Face

• Gridlock
• Early Childhood
• Educational Achievement
• Truancy
• Risk Factors
• Juvenile Justice
• Resource Gaps
• Opportunity Gaps
• Education & Jobs Gap
Gridlock
Early Childhood
Total Number of Births to Women Who Were Residents of New Mexico in 2011

These data provide a one-year snapshot of where the 27,251 births recorded in 2011 took place by the mother’s county of residence.

Total Number of Births in 2011

- 7 - 25
- 26 - 100
- 101 - 1,000
- 1,001 - 5,000
- 5,001 - 8,385

Source: New Mexico Birth Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. Note: The New Mexico Department of Health notes that the data for Harding County is statistically unstable (RSE >0.30), and may fluctuate widely across time periods due to random variation (chance).
First Births to New Mexico Mothers

These data reflect first births as a percentage of total births, averaged over the period from 2000-2011.

Percentage Of Birth Mothers Receiving No Or Only Third Trimester Prenatal Care

These data reflect the number of women not receiving early prenatal care as a percentage of total birth mothers, averaged over the period from 2000-2011.

No Prenatal Care or 3rd Trimester Only

- 3%
- 4% - 6%
- 7% - 8%
- 9% - 11%
- 12% - 16%

Teen Births Per 1000, 2009

Research has shown a link between parental education levels and child outcomes such as educational experience, attainment, and academic achievement.

Child Abuse Allegations Per 1,000 Children

Ratio of Total Substantiated Child Abuse Allegations per 1,000 Children in the Population by County, 2010. The state average is 18.5 with a lower and upper confidence level of 14.8 and 22.2, respectively.

Data Notes: It is possible that one investigated report may include multiple types of substantiated abuse of one or more children in a family. In addition, it is possible for an individual child to have more than one substantiated investigation of abuse or neglect for a single reporting period.

Source: New Mexico Department of Health Data IBIS
Number Of Child Protective Services Reports Of Abuse And Neglect, By County

Source: New Mexico Children, Youth & Families Department Protective Services 360 Degrees County Profiles 1st Quarter SFY 2013
Percentage of Children from Low-Income Families, Ages 0-3, Served by State Home Visiting Program, 2010 and 2012

- **2010**
  - Children in Home Visiting Program, Ages 0-3: 46,818 (2.1%)
  - Children in Low-Income Families, Ages 0-3 (estimate): 46,818 (2.1%)

- **2012**
  - Children in Home Visiting Program, Ages 0-3: 48,538 (2.2%)
  - Children in Low-Income Families, Ages 0-3 (estimate): 48,538 (2.2%)

Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Source: State of New Mexico Race to the Top – Early Learning Challenge Application, 2012. Numbers of children served are from Table A1-5, from Children, Youth and Families Department, Home Visiting Database, State FY11 and State FY 12. 2010 data is from QTP2 2010 Census Summary File 2, Single Years of Age and Sex, 2010 and B17024 2006-2010 ACS Survey 5-Year Estimates, Age by Ratio Income to Poverty Level in the Past 12 months. 2012 data is from B09001 2009-2011 American Community Survey 3-Year Estimates, Population Under 18 Years By Age. For both years, poverty level data were used to estimate numbers of children ages 0-3 in low-income households.
Home Visiting Providers Funded by the State: Families Funded

Sources: Location and funding data provided by New Mexico Children, Youth and Families Department.
Federal, Municipal, and District-Funded Home Visiting Providers

There are 42 federal, municipal, and district-funded providers offering home visiting services to families in 16 counties. Programs shown receive no state funding.

Source: Children, Youth and Families Federal Home Visiting Program; New Mexico Home Visiting Needs Assessment, App. C; New Mexico Early Childhood Development Partnership; Parents as Teachers: parentsasteachers.org/resources/locations; First Born of Northern New Mexico: firstbornprogram.org.
There are 24 providers offering home visiting services to Native American families in 8 New Mexico counties.

Source: Location data provided by Children, Youth and Families Department, Federal Home Visiting Program; State of New Mexico Home Visiting Needs Assessment, Appendix C (Inventory by County); New Mexico Early Childhood Development Partnership; Parents as Teachers: parentsasteachers.org/resources/locations.
There are 5 completely privately-funded providers offering home visiting services to families in 5 New Mexico counties.

- Privately-funded home visiting provider
- County not served by state-funded home visiting agency

Source: St. Joseph’s Community Health; Lo Alamo National Laborator Foundation; First Born of Northern New Mexico: firstbornprogram.org.
Education Achievement
4-Year High School Graduation Rate, All Students, By District, Class Of 2012

Source: New Mexico Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2012.
High School Graduation Rates, By State 2009-2010

Source: National Center for Education Statistics, Public School Graduates and Dropouts from the Common Core of Data: School Year 2009 – 2010
Persons 18-24 Not In Labor Force Or School, No Degree Above HS, 2010

This map shows percent of population that is not in the labor force or attending school, with no degree beyond high school.

Colors indicate distance from national mean with redder states having higher rates of unemployed persons not attending school or having beyond a high school degree.

- < -1.5 Std. Dev.
- -1.5 - -0.50 Std. Dev.
- -0.50 - 0.50 Std. Dev.
- 0.50 - 1.5 Std. Dev.
- 1.5 - 2.2 Std. Dev.

Source: Annie E. Casey Foundation, KIDS COUNT Data Center, [www.kidscount.org](http://www.kidscount.org)
Percentage Of 16-19 Year Olds Not In School Or Labor Force

New Mexico’s College Graduation Rates Are Among The Worst In The Nation

The 2009 six-year graduation rates of bachelor degree students by state for the entering cohort of 2003. The average college graduation rate for the U.S. is 55.5%.

Six-Year Graduation Rates, All New Mexico Universities

<table>
<thead>
<tr>
<th>Group</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/White non-Hispanic</td>
<td>44%</td>
</tr>
<tr>
<td>Black or African American/Black non-Hispanic</td>
<td>33%</td>
</tr>
<tr>
<td>Hispanic or Latino/Hispanic</td>
<td>35%</td>
</tr>
<tr>
<td>Asian/Native Hawaiian/Other Pacific Islander</td>
<td>48%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>25%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System National Data Center Profile for New Mexico, 2009
UNM Graduation Gap,
By Gender and Race & Ethnicity, 2004 Cohort

Sources: UNM OIR Freshman Tracking Cohort Report; UNM Division of Equity & Inclusion
Truancy
Percentage Of Elementary School Students Who Were Habitually Truant, By School District In 2011-2012

Source: New Mexico Public Education Department, 2011-12 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage Of Middle & Junior High School Students Who Were Habitually Truant, By School District In 2011-2012

Source: New Mexico Public Education Department, 2011-12 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage Of High School Students Who Were Habitually Truant, By School District In 2011-2012

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more of unexcused absences.
Percentage Of APS Elementary School Students Who Were Habitually Truant In 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage Of APS Middle School Students Who Were Habitually Truant In 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage Of APS High School Students Who Were Habitually Truant In 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Risk Behaviours
Measures Of Risk And Resiliency:
Sexual Coercion Among High School Students, 2011

Percent of students who reported having been physically forced to have sex during the last 12 months.

4.3% - 6.1%
6.2% - 7.7%
7.8% - 9.9%
10% - 12.9%
13% - 17.3%

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, “During the past 12 months, have you ever been physically forced to have sexual intercourse?” The percentage reported here reflects respondents who answered, “yes.”

NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
Students Bullied on School Grounds

- 7% - 12%
- 13% - 17%
- 18% - 22%
- 23% - 27%
- No Data

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Cen ter For Disease Control and Prevention, 2011. Student were asked, "Were you bullied on cool ground in the past 12 months?" NOTE: Moderate low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for C. ace County, and very low reliability for Dona Ana and Eddy Counties.
Measures Of Risk And Resiliency: Violence-Related Behaviors, 2011

State Average 6.2%

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Color Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 - 5.3%</td>
<td>Light Pink</td>
</tr>
<tr>
<td>5.3 - 6.5%</td>
<td>Pink</td>
</tr>
<tr>
<td>6.5 - 9.0%</td>
<td>Medium Pink</td>
</tr>
<tr>
<td>9.0 - 11.5%</td>
<td>Dark Pink</td>
</tr>
<tr>
<td>Greater than 11.5%</td>
<td>Solid Dark Pink</td>
</tr>
<tr>
<td>Data not available</td>
<td>Gray</td>
</tr>
</tbody>
</table>

During the past 30 days, on how many days did you carry a weapon such as a gun, knife or club on school property?

Percentage of students responding 1 or more days.

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students were asked, "During the past 30 days, on how many days did you carry a weapon such as a gun, knife or club on school property?" NOTE: Moderate low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Center For Disease Control and Prevention, 2011. Student were asked, "Were you in a physical fight in the past 12 months?" NOTE: Moderate low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Cavel County, and very low reliability for Dona Ana and Eddy Counties.
New Mexico High School Drug Abuse, 2009

This map shows the percentage of New Mexico high school students reporting heroin, cocaine, methamphetamine, or marijuana use.

Percent of Students Reporting Drug Use

- 8.6% - 23.1%
- 23.2% - 40.6%
- 40.7% - 53.5%
- 53.6% - 61.6%
- 61.7% - 68.5%
- No Data

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2009.
Percentage Of Albuquerque Public High School Students Who Reported Using Heroin, Cocaine, Or Meth At Least Once In Their Lives, 2009

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.
Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education and U.S. Centers For Disease Control and Prevention, 2011. Students affirmed the statement: “I plan to go to college or some other school after high school.” NOTE: Moderately low reliability for Otero, Roosevelt, Sandoval, and Sierra Counties, unreliable data for Chaves County, and very low reliability for Dona Ana and Eddy Counties.
Percentage Of High School Students Who Report Not Having A Teacher Or Some Other Adult Who Cares About Them At School, 2009

Source: New Mexico Youth Risk and Resiliency Survey, New Mexico Departments of Health and Public Education, and U.S. Centers For Disease Control and Prevention 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

- Cigarette Smokers: 18.6% (High), 33.2% (Low)
- Binge Drinkers: 21.0% (High), 33.7% (Low)
- Marijuana Users: 21.8% (High), 38.8% (Low)
- Cocaine Users: 3.7% (High), 9.3% (Low)
- Suicide (past 12 months): 21.9% (High), 31.3% (Low)
- Physical Fight: 48.6% (High), 31.3% (Low)
- Overweight or Obese: 23.8% (High), 35.7% (Low)

[Graph showing the data]

Counties shaded **green** have rates below the national average of 7.6. Counties shaded **orange** have rates above the national average but below the state average of 18.29. Counties shaded **red** have rates above both the state and national averages.

Source: New Death Certificate Database, Bureau of Vital Records and Health Statistics, New Mexico Department of Health. The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19.
Juvenile Justice
Incarcerated Youths, Rate Per 100,000
2010

This map shows the rate of youth incarceration in 2010.

Rate Per 100,000
- 53 - 123
- 124 - 191
- 192 - 276
- 277 - 378
- 379 - 575

Referrals To Law Enforcement By County, 2011

This map shows the number of students referred to law enforcement during the 2010-2011 school year. This includes delinquent, non-delinquent and parole violation referrals.

Referrals
- 0 - 66
- 67 - 232
- 233 - 661
- 662 - 1162
- 1163 - 5585
- No Data

Source: New Mexico Juvenile Justice Services (Facilities) Youth & Family Services (JPO), Fiscal Year 2011, Annual Report, Table : PY11 Referrals by Type and Region/District/County.
Committed Youths, 2011

Committed juveniles include those whose cases have been adjudicated and disposed in juvenile court and those who have been convicted and sentenced in criminal court.

Number of Committed Youths, 2011

0 - 3
4 - 7
8 - 16
17 - 28
29 - 80
No Data

Source: New Mexico Juvenile Justice Services (Facilities) Youth and Family Services (JPO) FY 2011 Annual Report. Commitment Trends by Region/District/County, Table pg. 49.
Number Of Students Expelled From School By District, 2009

This map shows the number of students expelled from school during the 2008-2009 school year.

The thick gray lines show the county boundary, with the county name as the label. The individual colored polygons show school districts, shaded based on the legend below, labeled with the number of expelled students.

Expulsions
- 0
- 1 - 10
- 11 - 20
- 21 - 40
- 41 - 120
- No Data

Source: Civil Rights Data Collection website (http://ocrdata.ed.gov). Discipline of Students without Disabilities, 2009 data. District number includes students expelled with educational services, without educational services and expelled under zero-tolerance policies.
This map shows the number of students suspended from school during the 2008-2009 school year.

The thick gray lines show the county boundary, with the county name as the label. The individual colored polygons show school districts, shaded based on the legend below, labeled with the number of suspended students.

Suspensions
- 0 - 70
- 71 - 235
- 236 - 525
- 526 - 905
- 906 - 4410
- No Data

Source: Civil Rights Data Collection website (http://ocrdata.ed.gov/). Discipline of Students without Disabilities, 2009 data. District number includes students receiving one or more out-of-school suspension.
This map shows the number of students referred to law enforcement during the 2008-2009 school year.

The thick gray lines show the county boundary, with the county name as the label. The individual colored polygons show school districts, shaded based on the legend below, labeled with the number of referred students.

School-Related Arrests By District, 2009

This map shows the number of students arrested for a school-related offense during the 2008-2009 school year.

The thick gray lines show the county boundary, with the county name as the label. The individual colored polygons show school districts, shaded based on the legend below, labeled with the number of arrested students.

School-related Arrests

- 0
- 1 - 10
- 11 - 15
- 16 - 25
- 26 - 45
- No Data

Combined Levels Of Suspension, Expulsion, Law Enforcement Referral Or School-Related Arrest, 2009

This map classifies New Mexico school districts for the combined frequency of suspension, expulsion, referral to law enforcement or arrest, in districts for which data was available.

Districts are assigned to a category (high, low, etc.) based on their distance above or below the mean for suspensions, expulsions, referrals and arrests. This is called a z score. These values are then combined to derive an overall score. The further above the mean for each factor, the higher score a district receives.

This analysis should be viewed with caution, as many districts do not report, and the data is not normally distributed.

## Suspension, Expulsion, Law Enforcement Referral Or School-Related Arrests In New Mexico Districts, 2009

<table>
<thead>
<tr>
<th>NAME</th>
<th>SUSPENSIONS</th>
<th>EXPULSIONS</th>
<th>REFERRALS</th>
<th>SCHOOL-RELATED ARRESTS</th>
<th>Z SCORE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>GADSDEN INDEPENDENT SCHOOLS</td>
<td>695</td>
<td>120</td>
<td>100</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>ALBUQUERQUE PUBLIC SCHOOLS</td>
<td>4410</td>
<td>10</td>
<td>25</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>ALAMOGordo PUBLIC SCHOOLS</td>
<td>355</td>
<td>5</td>
<td>50</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>CARLSBAD MUNICIPAL SCHOOLS</td>
<td>525</td>
<td>40</td>
<td>90</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>CLOVIS MUNICIPAL SCHOOLS</td>
<td>385</td>
<td>0</td>
<td>120</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>GALLUP-McKINLEY COUNTY SCHOOLS</td>
<td>470</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>FARMINGTON MUNICIPAL SCHOOLS</td>
<td>375</td>
<td>0</td>
<td>130</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>ESPANOLA MUNICIPAL SCHOOLS</td>
<td>540</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>HATCH VALLEY PUBLIC SCHOOLS</td>
<td>165</td>
<td>35</td>
<td>55</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>BERNALILLO PUBLIC SCHOOLS</td>
<td>185</td>
<td>0</td>
<td>60</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>BLOOMFIELD MUNICIPAL SCHOOLS</td>
<td>690</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>RUIDOSO MUNICIPAL SCHOOLS</td>
<td>150</td>
<td>0</td>
<td>30</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>DEMING PUBLIC SCHOOLS</td>
<td>290</td>
<td>0</td>
<td>55</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>LAS CRUCES PUBLIC SCHOOLS</td>
<td>290</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>SILVER CITY CONSOLIDATED SCHOOLS</td>
<td>265</td>
<td>30</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>ROSWELL INDEPENDENT SCHOOLS</td>
<td>720</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>GRANTS-CIBOLA COUNTY SCHOOLS</td>
<td>185</td>
<td>15</td>
<td>40</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>TAOS MUNICIPAL SCHOOLS</td>
<td>235</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>ARTESIA PUBLIC SCHOOLS</td>
<td>85</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>RIO RANCHO PUBLIC SCHOOLS</td>
<td>905</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>CENTRAL CONSOLIDATED SCHOOLS</td>
<td>425</td>
<td>10</td>
<td>20</td>
<td>0</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME</th>
<th>SUSPENSIONS</th>
<th>EXPULSIONS</th>
<th>REFERRALS</th>
<th>SCHOOL-RELATED ARRESTS</th>
<th>Z SCORE RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>SANTA ROSA CONSOLIDATED SCHOOLS</td>
<td>35</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>WEST LAS VEGAS PUBLIC SCHOOLS</td>
<td>135</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>HOBBS MUNICIPAL SCHOOLS</td>
<td>270</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>LOS LUNAS PUBLIC SCHOOLS</td>
<td>370</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>ESTANCIA MUNICIPAL SCHOOLS</td>
<td>35</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>SANTA FE PUBLIC SCHOOLS</td>
<td>270</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>BELEN CONSOLIDATED SCHOOLS</td>
<td>250</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>AZTEC MUNICIPAL SCHOOLS</td>
<td>50</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>TRUTH OR CONSEQUENCES SCHOOLS</td>
<td>125</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>CIMARRON PUBLIC SCHOOLS</td>
<td>25</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>LAS VEGAS CITY PUBLIC SCHOOLS</td>
<td>105</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>LORDSBURG MUNICIPAL SCHOOLS</td>
<td>45</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>MESA VISTA CONSOLIDATED SCHOOLS</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>HAGERMAN MUNICIPAL SCHOOLS</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>LOS ALAMOS PUBLIC SCHOOLS</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>39</td>
</tr>
<tr>
<td>ANIMAS PUBLIC SCHOOLS</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>CHAMA VALLEY INDEPENDENT SCHOOLS</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>CLOUDCROFT MUNICIPAL SCHOOLS</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>SAN JON MUNICIPAL SCHOOLS</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>LAKE ARTHUR MUNICIPAL SCHOOLS</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>DORA CONSOLIDATED SCHOOLS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>MELROSE PUBLIC SCHOOLS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>46</td>
</tr>
</tbody>
</table>

Poverty
This map shows percent of population living below the federal poverty line. Colors indicate the distance from the national mean, with redder states having elevated levels of families in poverty.

Source: U.S. Census Bureau, 2011 American Community Survey 1-Year Estimate.
Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.
Source: U.S. Census American Community Survey, 2006-2010 Five-Year Estimates. In 2010, 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. = 26.0%; national avg. = 19.2%).
Child Food Insecurity in the United States, 2010: Percentage FI and Overall Rank
(1 worst-50 best)

This map shows the percentage of children experiencing food insecurity in 2010.

Food insecurity is an index calculated based on an index of food cost vs. household income.

This map shows the percentage of the population experiencing food insecurity in 2011. Food insecurity is an index calculated based on an index of food cost vs. household income.

Per Capita Income In New Mexico

Per Capita Income is a frequently-used way to measure a community’s economic health. The per capita income in most of New Mexico’s communities is below the state average of $22,966 and the national average of $27,334.

Legend
Per Capita Income in the Last 12 Months (in 2010 Inflation-Adjusted Dollars)

- $46,598.01 - $81,545.00
- $33,456.01 - $46,598.00
- $25,857.01 - $33,456.00
- $21,095.01 - $25,857.00
- $16,723.01 - $21,095.00
- $12,240.01 - $16,723.00
- $2,077.00 - $12,240.00

Source: U.S. Census Bureau, 2006-2010 American Community Survey
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%).
Percentage of Individuals Living Below Poverty Level with Less than High School Education

Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 - 2011
Percentage of Single Female Householders with No Husband Present Living Below Federal Poverty Level

Source: U.S. Census Bureau American Community Survey 5-Year Estimates 2007 – 2011, Table B7010 16E, Single Female Householder Living
Unemployment Rate: July 2012

Source: The 2012 Unemployment Rate reflects Esri’s estimates for July 1, 2012. All civilians aged 16 years and older were classified as unemployed if they were looking for work during the last 4 weeks, and were available to start a job. Esri’s totals do not include figures for seasonal workers. The unemployment rate for the United States in July 2012 was 9.5%. The data shown is from Esri’s 2012 Updated Demographics. This map shows Esri’s 2012 estimates using Census 2010 geographies.
This powerful map by the Joint Center For Political and Economic Studies shows that life expectancy can vary by 28 years depending on where one lives in Bernalillo County.

Source: Map produced by Joint Center For Political and Economic Studies (September, 2012) Place Matters For Health In Bernalillo County: Ensuring Opportunities For Good Health For All.
Resource Gaps
Percentage Of High School Students Who Have Had Sexual Intercourse

Source: New Mexico Youth Risk and Resiliency Survey, 2009, New Mexico Departments of Health and Public Education and U.S. Centers for Disease Control and Prevention (CDC). Students were asked, “During your life, with how many people have you had sexual intercourse?” The percentage reported reflects respondent who answered one or more people.
The data point in each census tract represents the number of live births to teen women 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 there were 106 live births to teen women for every 1000 teen women who live in the census tract.

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).
Capacity Of 4- And 5-Star 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.
Denver’s Analyses Of Community Needs And After-School Program Locations

New Mexico State Funding for Afterschool Enrichment

Source: New Mexico Public Education Department
Opportunity Gaps
Child Maltreatment Risk Factors And Opportunity Mapping In Bernalillo County

The CDC has identified several factors related to high risk for child maltreatment. The following maps show areas where risks for these factors are lower and higher in Bernalillo County. The goal is to introduce a possible technique for identifying neighborhoods that may benefit from resources.

• The best opportunity for children to grow up without becoming victims of maltreatment include:
  – Having parents with higher education levels;
  – Living in a household with 2 parents;
  – Living in a household with income above poverty level;
  – Living in a household with fewer dependent children;
  – Living in neighborhoods with low unemployment;
  – Living in neighborhoods where people have lived at least a year in the same house;
  – Living in neighborhoods with a lower density of alcohol outlets.

Where are these areas in Bernalillo County?

Source: http://www.cdc.gov/violenceprevention/childmaltreatment/riskprotectivefactors.html
Based on the CDC factors, tracts with a higher score have fewer child maltreatment indicators.

Opportunity Score
- High
- Moderately high
- Average
- Moderately low
- Low

Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.
This map clearly shows the concentration of Hispanic children under the age of 5 in lower opportunity areas.

Opportunity Score
- High
- Moderately high
- Average
- Moderately low
- Low

Number of Hispanic Children Under Age 5
- 4 - 85
- 86 - 185
- 186 - 325
- 326 - 525
- 526 - 761

Source: Unemployment, family size, single parent household, household mobility, family poverty model input layers from the U.S. Census Bureau, 2010 Decennial Census, census tract level. Alcohol license data from New Mexico Community Data Collaborative, compiled by New Mexico Department of Health.
Education & Jobs Gap
The education-jobs gap is the percent of job openings where the demand for education exceeds supply. Madison, WI is ranked best in the study; McAllen, TX is ranked worst.

Education Pays in New Mexico

Unemployment Rate

- 3.9% Doctorate degree
- 2.1% Professional school degree
- 3.0% Master's degree
- 3.8% Bachelor's degree
- 5.7% Associate's degree
- 6.7% One or more years of college, no degree
- 7.2% Some college, but less than 1 year
- 7.9% High school graduate
- 12.3% 12th grade, no diploma

Mean Yearly Salary ($)

- Doctorate degree: $78,044
- Professional school degree: $78,619
- Master's degree: $48,482
- Bachelor's degree: $39,272
- Associate's degree: $30,075
- One or more years of college, no degree: $24,821
- Some college, but less than 1 year: $23,906
- High school graduate: $20,190
- 12th grade, no diploma: $16,543


NOTE: % Unemployment calculated by dividing Unemployed by the sum of Employed and Unemployed [Civilian Population only]
Is This Our Economic Future?

Fastest Growing Occupations 2008-2018

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Home Care Aides</td>
<td>56.1%</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>40.9%</td>
</tr>
<tr>
<td>Pharmacy Technicians</td>
<td>37.9%</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>35.0%</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>28.2%</td>
</tr>
<tr>
<td>Correctional Officers &amp; Jailers</td>
<td>26.0%</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>23.2%</td>
</tr>
<tr>
<td>Elementary School Teachers</td>
<td>20.0%</td>
</tr>
<tr>
<td>1st-Line Supvs of Food Prep &amp; Servers</td>
<td>18.3%</td>
</tr>
<tr>
<td>Middle School Teachers</td>
<td>17.7%</td>
</tr>
<tr>
<td>Construction Managers</td>
<td>17.5%</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>14.5%</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>13.5%</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>13.3%</td>
</tr>
<tr>
<td>Security Guards</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Occupations with Most Annual Openings 2008-2018

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Total Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal &amp; Home Care Aides</td>
<td>246</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>225</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>217</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>179</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>145</td>
</tr>
<tr>
<td>Correctional Officers &amp; Jailers</td>
<td>101</td>
</tr>
<tr>
<td>Construction Laborers</td>
<td>86</td>
</tr>
<tr>
<td>Elementary School Teachers</td>
<td>76</td>
</tr>
<tr>
<td>Cashiers</td>
<td>74</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>71</td>
</tr>
<tr>
<td>1st-Line Supvs of Retail Sales Workers</td>
<td>68</td>
</tr>
<tr>
<td>Bookkeeping, Accounting &amp; Auditing Clerks</td>
<td>64</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>62</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>53</td>
</tr>
<tr>
<td>Pharmacy Technicians</td>
<td>50</td>
</tr>
</tbody>
</table>

Many of the jobs with the most openings and fastest growing require little education and training. Unfortunately, the wages for most are lower than the statewide average. On a positive note, registered nurses and elementary school teachers are in the top 15 for both lists, and wages for these occupations exceed $45,000/year. Although not included in both top 15 lists, jobs such as construction managers (ranked 11th for fastest growing and 23rd for most annual openings) and 1st-line supervisors of retail sales workers (ranking 22nd for fastest growing and 11th for most annual openings) are well-paying jobs.

Source: New Mexico Department of Workforce Solutions, www.dws.state.nm.us/dws-lmi.html.
How Does Albuquerque Compare to Other Communities?

Percentage of the Population, 25-64 Years of Age, With an Associate's Degree or Higher

- San Jose-Sunnyvale-Santa Clara, CA Metro Area: 54.3%
- Raleigh-Cary, NC Metro Area: 52.5%
- Seattle-Tacoma-Bellevue, WA Metro Area: 48.1%
- Austin-Round Rock-San Marcos, TX Metro Area: 47.3%
- Colorado Springs, CO Metro Area: 46.1%
- Portland-Vancouver-Hillsboro, OR-WA Metro Area: 43.6%
- Salt Lake City, UT Metro Area: 40.3%
- Ogden-Clearfield, UT Metro Area: 40.2%
- Tucson, AZ Metro Area: 38.6%
- Albuquerque, NM Metro Area: 38.0%
- Oklahoma City, OK Metro Area: 35.4%
- Tulsa, OK Metro Area: 35.3%
- Reno-Sparks, NV Metro Area: 35.2%
- Las Vegas-Paradise, NV Metro Area: 29.6%
- El Paso, TX Metro Area: 27.8%
- McAllen-Edinburg-Mission, TX Metro Area: 20.9%

The Resources We Have

• Beating The Odds
• Making An Impact
• Mapping Assets
• Policies That Matter
• Data That Matter
• People That Care
Beating The Odds?
Elementary School Mobility

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Color Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2% - 12.7%</td>
<td>Dark Blue</td>
</tr>
<tr>
<td>12.8% - 19.2%</td>
<td>Light Blue</td>
</tr>
<tr>
<td>19.3% - 25%</td>
<td>Light Orange</td>
</tr>
<tr>
<td>25.1% - 33%</td>
<td>Orange</td>
</tr>
<tr>
<td>33.1% - 53.2%</td>
<td>Red</td>
</tr>
</tbody>
</table>

Grey outlines show elementary school attendance boundaries.

Source:
- School grades from New Mexico Public Education Department website [http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx](http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx)
- Mobility data from Albuquerque Public Schools. Mobility is a measure of the number of children leaving school during the year for a Reason other than grade promotion.
Are These Schools Beating the Odds?
Graduation Rate > 70%, Remediation Rate At UNM < 30%, Child Poverty > 30%

<table>
<thead>
<tr>
<th>High School</th>
<th>Total School Enrollment (2011-2012)</th>
<th>Graduation Rate</th>
<th>Remediation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaparral High</td>
<td>1,080</td>
<td>77.8%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Logan High</td>
<td>127</td>
<td>86.6%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Magdalena High</td>
<td>127</td>
<td>72.9%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Mosquero High</td>
<td>27</td>
<td>98.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Tularosa High</td>
<td>273</td>
<td>86.5%</td>
<td>14.3%</td>
</tr>
</tbody>
</table>

Percent of Children in Poverty in District
- 0% - 10%
- 11% - 21%
- 22% - 30%
- 31% - 39%
- 40% - 51%
Making An Impact
Percentage Of APS High School Students Who Were Habitually Truant In 2011-2012

Source: Albuquerque Public Schools, RDA Department, 2011-2012 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Change In Percentage Of APS High School Students Who Were Habitually Truant 2010-2011 To 2011-2012

Source: Albuquerque Public Schools, RDA Department. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
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 2012. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.
Change In APS High School Graduation Rate 2010-2011 To 2011-2012

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate.
Mapping Our Assets

Assets are people, agencies, and organizations that provide support and services. But we should also think about the cultural assets that are unique to New Mexico and how we can build on those strengths to make a difference for our children.
LANL-Funded First Born Programs and Number of First Births, by County, 2011

Number of First Births, 2011
- 3 - 80
- 81 - 300
- 301 - 700
- 701 - 1300
- 1301 - 4000

Number of Families Funded
- 20
- 21 - 28
- 29 - 100
- 101 - 600

Human Capital Development In The Paso del Norte Region

“T he ability to fuel local growth by cultivating relevant skills is the best guarantee that the region will thrive in the future. A region that wants to be globally competitive needs to have a highly skilled workforce and knowledge-based economy in order to break out of the low wage equilibrium. The Paso del Norte Region needs to improve the educational attainment levels and widen access to higher education…” (p. 17, The Paso Del Norte Region, Mexico and the United States. OECD, 2010)
New Mexico is Rich in Languages:

In **New Mexico**, 36% of individuals speak a language other than English at home, compared to **20.1%** in the **United States**.

**Rio Arriba County**, at 62.6%, has the highest concentration of residents in New Mexico who speak a language other than English at home. **Los Alamos County**, at 12%, has the smallest concentration.

20 census tracts in 8 counties have populations in which greater than 75% speak a language other than English at home.

Those counties are:
1. Doña Ana (7)
2. Sandoval (4)
3. McKinley (2)
4. Bernalillo (2)
5. San Juan (2)
6. Otero (1)
7. Rio Arriba (1)
8. Socorro (1)

Community Assets: Multi-Generational Households

Source: American Community Survey Public Use Microdata Sample, 2011. Multi-generational households include households with at least 3 generations living in the same dwelling.
Policies That Matter
Data That Matter

New Mexico

New Mexico Voices for Children

KIDS COUNT Data Book 2012

UNM Center for Education Policy Research
People That Care
This conference is made possible by our generous sponsors:

- St. Joseph Community Health
- Brindle Foundation
- New Mexico Educators Federal Credit Union
- UnitedHealthcare Community Plan
- Molina Healthcare
- Public News Service
- McCune Charitable Foundation
- CES
- BlueCross BlueShield of New Mexico
- Comcast NBCUniversal
- French Funerals Cremations
- Albuquerque Teachers Federation
- YDI Developing Lives
- McDonald's
- NorthEast NM
- New Mexico Pediatric Society
- Computer Literate, LLC
- American Academy of Pediatrics
60,000 New Degrees is Not Just a Goal; It’s a Mission
The Unidos Project for Latino Student Success

Getting to the Big Goal in Albuquerque by 2025
A Strategy not a Program