

**Albuquerque Public Schools
District Wide
Indian Education Status Report
2007 – 2008 School Year**



**6400 Uptown Blvd NE
Albuquerque, NM 87110**

**ww2.aps.edu
www.apsied.com**

Albuquerque Public Schools Indian Education

VISION

All Native American students will succeed when meaningful learning occurs with the use of cultural relevance, effective teaching strategies and support systems

MISSION

By working together with schools and the communities, APS Indian Education Department will develop enhanced and supportive educational opportunities for Native American students while teaching respect for language and cultural differences.

2007-2008 District Administration			
Linda Sink	Interim Superintendent	Diego D. Gallegos	Assistant Superintendent for Continuous Improvement
Tom Savage	Deputy Superintendent for District Resources	Andrea Trybus	Executive Director for Human Resources
Gina Hickman	Chief Business Officer	Tom Ryan	Executive Director of Technology
Eduardo Soto	Associate Superintendent for Secondary Education	Brad Winters	Executive Director for Facilities and Support Operations
Raquel Reedy	Associate Superintendent for Elementary Education	Daisy Thompson	Director of Indian Education
		Rose-Ann McKernan	Director of Research, Development & Accountability

2007-2008 School Board			
Paula Maes	President	Robert D. Lucero	Member (District 2)
Dolores Griego	Vice-President	Berna Facio	Member (District 3)
Mary Lee Martin	Secretary	Martin Esquibel	Member (District 4)
		Gordon Lowe	Member (District 7)

The APS and School Board does not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion, or handicap in their programs or hiring practices.

2007-08 Indian Education Committee (IEC) Members

The IEC's purpose is to assist in the planning of Title VII and/or JOM and Title VIII Impact Aid programs to promote quality education for Native American students.

Name	Position	Committee or Program
Howard Connick	Chair	IPC/IEC Member-At-Large
Nora Morris	Co-chair	IPC/IEC Tohajiilee Parent Representative
Theresa Ortiz	Member	IPC/IEC Pueblo of Isleta Parent Representative
Melissa Paquin-Leon	Member	IPC/IEC Pueblo of Santa Ana Parent Representative
Sheldon Smith	Student Rep	IPC/IEC High School Student Representative
Sheryl Baca	Teacher Rep	IPC/IEC Counselor Representative
Jessica BearSkin	Member	IPC/IEC Pueblo of Sandia Parent Representative

Copies of this publication are available to be downloaded from the APS website: <http://www.apsied.com> or rda.aps.edu

INTRODUCTION

This district wide report on Indian education is a requisite under the Indian Education Act 22-23A-1 to 22-23A-8 NMSA 1978. The Act states “a school district with tribal lands located within its boundaries shall provide a districtwide American Indian education status report to all tribes represented within the school district boundaries.” The NM Public Education Department’s Indian Education Division has determined 23 school districts designated as “on or near tribal lands”. The intent of the report is to inform the tribes of the education of native students within the district using 12 required indicators.

2007-2008 District Demographics

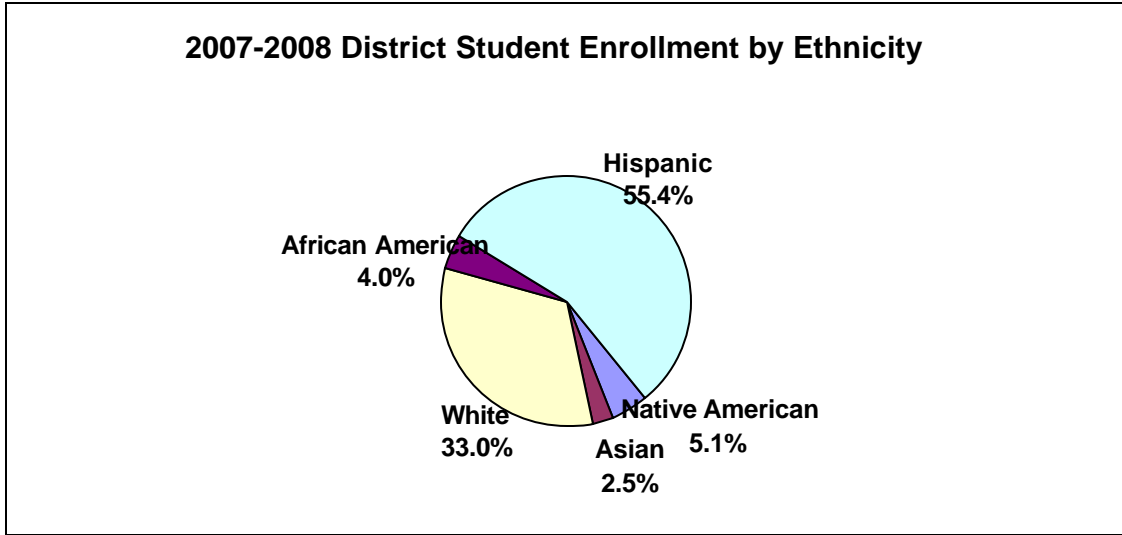
FACTS: SY 2007-2008	Number in District	
Total Number of Public Schools in the District.	130	
Elementary Schools	84	
Middle Schools	26	
Junior High Schools		
High Schools	11	
Alternative Schools	9	
Public Charter Schools	36	
SY 2007-2008 Adequate Yearly Progress (AYP)		
Number of schools making AYP	47	
Number of schools not making AYP	81	
2007-2008 School Designations	Number	On Delay
Schools Designated as Progressing	55	
School Improvement I (SI-1)	12	6
School Improvement II (SI-2)	19	2
Corrective Action (CA)	20	0
Restructuring I (R-1)	2	1
Restructuring II (R-2)	11	0
Public School Educators in District	Districtwide	Native American
Number of Teachers	7,140	Don't know
Number of Counselors	225	Don't know
Number of Principals	140	Don't know
Number of Administrators		Don't know
Number of School Board Members	7	0

Source: Human Resources

SCHOOL	2007-2008 AYP	2007-2008 NCLB Designation	SCHOOL	2007-2008 AYP	2007-2008 NCLB Designation
Elementary			Elementary		
A. MONTOYA	Meets AYP	SI-1 delay	KIT CARSON	AYP Not Met	SI-2
ACOMA	Meets AYP	Progressing	LA LUZ	AYP Not Met	R-2
ADOBE ACRES	AYP Not Met	SI-2	LA MESA	AYP Not Met	Progressing
ALAMEDA	Meets AYP	Progressing	LAVALAND	AYP Not Met	R-2
ALAMOSA	Meets AYP	Progressing	LEW WALLACE	Meets AYP	Progressing
ALVARADO	AYP Not Met	Progressing	LONGFELLOW	AYP Not Met	Progressing
APACHE	Meets AYP	Progressing	LOS PADILLAS	Meets AYP	Progressing
ARMIJO	Meets AYP	Progressing	LOS RANCHOS	AYP Not Met	SI-2
ARROYO DEL OSO	Meets AYP	Progressing	LOWELL	AYP Not Met	Progressing
ATRISCO	AYP Not Met	R-2	MANZANO MESA	Meets AYP	Progressing
BANDELIER	AYP Not Met	SI-1	MARIE M HUGHES	Meets AYP	SI-1 delay
BARCELONA	AYP Not Met	SI-1	MARK TWAIN	AYP Not Met	SI-2
BEL-AIR	Meets AYP	Progressing	MARYANN BINFORD	Meets AYP	Progressing
BELLEHAVEN	AYP Not Met	SI-1	MATHESON PARK	Meets AYP	Progressing
CARLOS REY	Meets AYP	R-1 delay	MC COLLUM	AYP Not Met	Progressing
CHAMIZA	Meets AYP	Progressing	MISSION AVENUE	AYP Not Met	SI-2
CHAPARRAL	AYP Not Met	Progressing	MITCHELL	Meets AYP	Progressing
CHELWOOD	AYP Not Met	Progressing	MONTE VISTA	Meets AYP	Progressing
COCHITI	AYP Not Met	Progressing	MONTEZUMA	AYP Not Met	CA
COLLET PARK	Meets AYP	Progressing	MOUNTAIN VIEW	Meets AYP	Progressing
COMANCHE	Meets AYP	Progressing	NAVAJO	AYP Not Met	R-1
CORRALES	AYP Not Met	Progressing	NORTH STAR	Meets AYP	Progressing
DENNIS CHAVEZ	Meets AYP	Progressing	ONATE	Meets AYP	Progressing
DOLORES GONZALES	Meets AYP	Progressing	OSUNA	Meets AYP	Progressing
DOUBLE EAGLE	Meets AYP	Progressing	PAINTED SKY	Meets AYP	Progressing
DOUGLAS MACARTHUR	Meets AYP	Progressing	PAJARITO	AYP Not Met	CA
DURANES	AYP Not Met	SI-1	PETROGLYPH	AYP Not Met	SI-1
EAST SAN JOSE	AYP Not Met	Progressing	REGINALD CHAVEZ	Meets AYP	SI-2 delay
EDMUND G ROSS	Meets AYP	Progressing	S. Y. JACKSON	AYP Not Met	Progressing
EDWARD GONZALES	AYP Not Met	SI-2	SAN ANTONITO	Meets AYP	Progressing
EDWARD GONZALES K-2	New school SY08-09		SANDIA BASE	Meets AYP	SI-1 delay
EMERSON	AYP Not Met	SI-2	SEVEN-BAR	AYP Not Met	Progressing
EUBANK	Meets AYP	SI-2 delay	SIERRA VISTA	AYP Not Met	SI-2
EUGENE FIELD	Meets AYP	Progressing	SOMBRA DEL MONTE	Meets AYP	SI-1 delay
GEORGIA O'KEEFFE	Meets AYP	Progressing	SUSIE R. MARMON	AYP Not Met	SI-2
GOV BENT	AYP Not Met	SI-1 delay	TOMASITA	AYP Not Met	SI-1
GRIEGOS	Meets AYP	Progressing	VALLE VISTA	AYP Not Met	R-2
HAWTHORNE	AYP Not Met	SI-1	VENTANA RANCH East	First Year 2007-08	
HODGIN	AYP Not Met	SI-2	VENTANA RANCH West	AYP Not Met	SI-1 delay
HUB H HUMPHREY	Meets AYP	Progressing	WHERRY	AYP Not Met	SI-2
INEZ	Meets AYP	Progressing	WHITTIER	AYP Not Met	Progressing
JOHN BAKER	Meets AYP	Progressing	ZIA	AYP Not Met	Progressing
KIRTLAND	AYP Not Met	Progressing	ZUNI	Meets AYP	Progressing

SCHOOL	2007-2008 AYP	2007-2008 NCLB Designation	SCHOOL	2007-2008 AYP	2007-2008 NCLB Designation
Middle School			High School		
CLEVELAND	AYP Not Met	SI-2	ALBUQUERQUE	AYP Not Met	CA
DESERT RIDGE	Meets AYP	Progressing	CIBOLA	AYP Not Met	SI-1
EISENHOWER	AYP Not Met	SI-1	DEL NORTE	AYP Not Met	CA
ERNIE PYLE	AYP Not Met	R-2	ELDORADO	AYP Not Met	CA
GARFIELD	AYP Not Met	R-2	HIGHLAND	AYP Not Met	CA
GRANT	AYP Not Met	CA	LA CUEVA	Meets AYP	Progressing
HARRISON	AYP Not Met	R-2	MANZANO	AYP Not Met	CA
HAYES	AYP Not Met	SI-2	RIO GRANDE	AYP Not Met	CA
HOOVER	AYP Not Met	CA	SANDIA	AYP Not Met	CA
JACKSON	AYP Not Met	SI-2	VALLEY	AYP Not Met	CA
JAMES MONROE	AYP Not Met	SI-2	VOLCANO VISTA	First Year 2007-08	
JEFFERSON	AYP Not Met	SI-2	WEST MESA	AYP Not Met	CA
JIMMY CARTER	AYP Not Met	R-2	Alternative Schools		
JOHN ADAMS	AYP Not Met	R-1	Early College Academy	Meets AYP	Progressing
KENNEDY	AYP Not Met	CA	Freedom High	Meets AYP	Progressing
L.B. JOHNSON	AYP Not Met	SI-1	New Futures	AYP Not Met	SI-2
MADISON	AYP Not Met	SI-1	School on Wheels	AYP Not Met	CA
MC KINLEY	AYP Not Met	CA	Sierra Alternative	AYP Not Met	SI-2
POLK	AYP Not Met	R-2	The Family School	Meets AYP	Progressing
ROOSEVELT	AYP Not Met	CA	Albuquerque Evening High	AYP Not Met	CA
TAFT	AYP Not Met	SI-1	Vision Quest		
TAYLOR	AYP Not Met	SI-2	JDC		
TRUMAN	AYP Not Met	R-2			
VAN BUREN	AYP Not Met	CA			
WASHINGTON	AYP Not Met	R-2			
WILSON	AYP Not Met	CA			

DISTRICT STUDENT ENROLLMENT



School Enrollment sorted by number of Native American (NA) students from largest to smallest.

Clusters	No. Enrolled	No. NA Enrolled	NA %
Albuquerque	7,399	444	8.00%
Cibola	12,625	753	13.57%
Del Norte	5,542	745	13.42%
Eldorado	5,305	242	4.36%
Highland	8,321	839	15.11%
La Cueva	6,415	147	2.65%
Manzano	6,556	493	8.88%
Rio Grande	9,227	218	3.93%
Sandia	6,216	408	7.35%
Valley	5,566	279	5.03%
West Mesa	13,014	784	14.12%
Alternative	1,266	112	2.02%
SpEd	154h	87	1.57%
District Total	87,606	5,551	6.3%

Number of NM tribal students enrolled in District

Tribal Affiliation	Number of students in District	Tribal Affiliation	Number of students in District	Tribal Affiliation	Number of students in District
Acoma	148	Navajo (Diné)	2,973	Santa Clara	21
Cochiti	38	Ohkay Owingeh	25	Santo Domingo	129
Isleta	136	Picuris	5	Taos	38
Jemez	108	Pojoaque	0	Tesuque	1
Jicarilla Apache	61	San Felipe	74	Zia	27
Laguna	280	San Ildefonso	8	Zuni	222
Mescalero Apache	55	Sandia	41	Other tribe	1,142l
Nambe	9	Santa Ana	10		

INDIAN EDUCATION ACT REQUIRED INDICATORS (12)

1. STUDENT ACHIEVEMENT DATA

The IEA requires reporting student academic achievement as measured by statewide (mandated) assessments with results disaggregated by ethnicity. The data contained in this report will include assessment results disaggregated by ethnicity for all state mandated assessments. Table 1 summarizes the state-mandated assessment by grade/grade level; number of assessment windows and time frame; and for the purposes of complying with this report, which assessment window results will be used.

Table 1.

Grade Level	Test	Assessment Window(s)	Results Reported on
Kindergarten	DIBELS	Fall (Within first 10 days of school) Winter (Jan 14-25) Spring (Apr 28 – May 7)	Spring 2008
1 st – 2 nd	None required		
3 rd – 8 th , 11 th *9 th graders were not tested by NM SBA Spring 2008 per NM PED	NMSBA	Spring (Feb 25 thru Mar 20)	Spring 2008
10 th	NM HSCE	Fall (Oct 30 – Nov 17) Spring (Jan 16 thru Feb 2)	

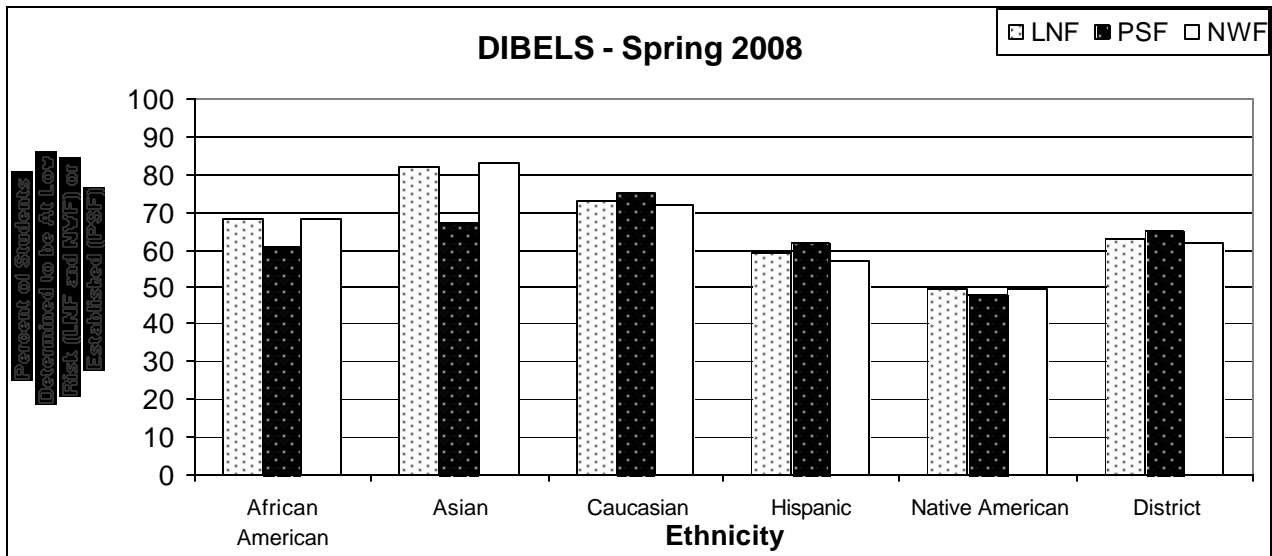
DIBELS:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of individually administered measures of early literacy development that are standardized and designed to be short fluency measures. The results are used to monitor the development of pre-reading and early reading skills.¹ Throughout the three assessment windows, a student's score determines level of risk of not achieving literacy goals, and an instructional recommendation is made (e.g., intensive, strategic, or missing skills by benchmark). Three assessments are administered during each window: Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). The performance or score is a percent of risk (if score is low) or odds of achieving subsequent literacy goals (if score is high).²

Figure 1 summarizes by ethnicity the percent of students determined to be at low risk on the Letter Naming Fluency (LNF) and Nonsense Word Fluency (NWF) assessments, and the percent of students determined to be established on the Phoneme Segmentation Fluency (PSF) assessment for the Spring 2008 (end of year) administration of the DIBELS.

¹ DIBELS (Dynamic Indicators of Basic Early Literacy Skills)©, University of Oregon Center on Teaching and Learning. [Http://dibels.uoregon.edu/dibelsinfo.php](http://dibels.uoregon.edu/dibelsinfo.php)

² Good, R.H., & Kaminski, R.A. (Eds.). (2002). Dynamic Indicators of Basic Early Literacy Skills™ (6th Edition). Eugene, OR: Institute for the Development of Educational Achievement.



The New Mexico Standards Based Assessments (NMSBA) is the approved testing instrument used to assess student achievement in New Mexico public schools. The NMSBA is aligned to the New Mexico Content Standards and Benchmarks, which provides academic focus and direction for instruction. The chart below shows the district percentage of students “at” or “above” the proficiency by ethnicity as measured by the NMSBA (English). Note: NM PED did not require the administration of the ninth grade NM SBA for the 2007-08 school year. It is anticipated that the ninth grade NM SBA will be replaced in 2009-10 with a grade-appropriate assessment per the New Mexico High School Reform bill.

Reading ³	NMSBA							
	Elementary			Middle School			High School	
	Grade Span: Grades tested	3	4	5	6	7	8	9
All Students	58	51	58	44	52	67	No testing results are available.	60
Caucasian	76	71	76	60	68	80		75
African-American	46	46	48	39	45	64		49
Hispanic	49	41	49	35	42	59		49
Asian	69	64	73	69	71	76		63
American Indian	43	43	45	27	45	56		45
English Lang. Learners	24	15	15	7	11	23		9
Students w/ Disabilities	21	15	18	8	12	21		14
Econ. Disadvantaged	46	39	46	31	38	55		40

³ Lachman, Heidi; *APS’ New Mexico Standards Based Assessment 2004-05 – 20070-08 by NCLB Subgroups*. Research, Development & Accountability: July 2008.

Math	NMSBA								
	Grade Span:	Elementary			Middle School			High School	
	Grades tested	3	4	5	6	7	8	9	11
All Students	43	40	42	28	31	40	No testing results are available.	60	
Caucasian	60	58	60	44	49	60		75	
African-American	28	30	25	19	19	30		49	
Hispanic	35	30	33	19	21	29		49	
Asian	59	63	64	59	53	66		63	
American Indian	26	29	27	21	23	28		45	
English Lang. Learners	21	14	10	3	4	6		9	
Students w/ Disabilities	20	15	12	5	5	6		14	
Econ. Disadvantaged	31	28	29	16	17	25		40	

Science	NMSBA								
	Grade Span:	Elementary			Middle School			High School	
	Grades tested	3	4	5	6	7	8	9	11
All Students	82	53	49	31	33	26	No testing results are available.	42	
Caucasian	93	75	70	51	54	46		61	
African-American	75	45	36	25	25	19		24	
Hispanic	77	42	37	20	22	15		28	
Asian	85	70	73	54	50	41		49	
American Indian	72	40	32	17	21	14		24	
English Lang. Learners	60	19	11	2	3	1		5	
Students w/ Disabilities	67	25	18	8	8	4		10	
Econ. Disadvantaged	75	40	34	17	18	13		21	

*Only subgroups with 10 or more students have test results reported.

The New Mexico High School Competency Examination (NMHSCE) is traditionally administered each spring to high school 10th grade students throughout the state. The New Mexico High School Competency Exam (NMHSCE) is composed of six subtests (reading, language arts, composition, mathematics, science and social studies). Beginning February 2001 administration of the NMHSCE, the passing score for the five multiple choice subtests (reading, language arts, mathematics, science and social studies) is a minimum of 175. Composition is scored on a scale of 1 to 6 with a passing score being 3.0 or higher. Students must pass each of the subtests in order to graduate from high school with a diploma. Students may repeat subtests up to five years after high school completion to earn a certificate. APS' district results are shown for first-time, general population 10th grade students who took the test under standard administration which means some special education students were included. The results are reported as percent of students passing each subtest.

NMHSCE	All Students	Caucasian	African American	Hispanic	Asian	Native American	Students w/ Disabilities
Reading	91.4	97.1	82.6	86.6	88.7	77.6	56.6
Language Arts	83.6	93.3	72.8	75.8	82.4	72.8	39.5
Composition	96.4	98.0	93.9	94.6	94.2	89.4	75.9
Mathematics	84.7	94.1	73.4	77.3	90.1	71.8	47.0
Science	82.1	93.8	72.9	74.0	83.9	65.3	44.6
Social Studies	84.3	94.5	74.1	77.3	81.3	73.5	51.9
Percent passing all subtests	69.6	86.8	61.3	57.1	81.7	49.5	23.2

2. SCHOOL SAFETY

The district has self-assessed safety of all schools within the district using the rubric below.

Exceeds	Meets	Developing	Not met	Category	Indicator
Prevention - provides direction for school staff for preventing potential harmful situations					
X				Schools use local <u>COMMUNITY INTERVENTION</u> programs (i.e. Health Ed./Services, Mental, Suicide prevention, Counseling Services, Violence prevention)	These types of services are promoted in the district.
		X		Schools provide on-site <u>STUDENT ASSISTANCE SERVICES</u> such as School Health Clinics, Peer Counseling, etc.	Services are limited within the district.
X				Schools have <u>TRAFFIC SAFETY AND ENVIRONMENTAL DESIGNS</u> in place (sign-in, security cameras, playground safety, fences)	District wide process in place at all school sites.
X				<u>STAFF DEVELOPMENT</u> is provided regarding the availability of school health programs, safety issues, mental health services, substance abuse prevention programs etc...	Information provided to district personnel.
X				<u>PARENT AND COMMUNITY INVOLVEMENT</u> in planning and maintaining a safe learning environment:	District and school personnel represent parents and the community.
X				School uses a <u>CHARACTER EDUCATION</u> program	District wide program in place.
Policies & Procedures – provides direction for school staff for intervening in potential harmful situations					
X				Safety <u>POLICIES</u> such as Dress Code, Student Conduct, Bus Disruptions, Attendance, bullying, gangs, drugs, and weapons	District procedures included in the Student Behavior Handbook
X				Safety <u>PROCEDURES</u> includes clear statements to support the policies	Procedures included in the District Safety Manual and the School Safety Plan
X				Annual <u>ASSESSMENTS AND EVALUATION</u> on safety are conducted	By policy, these are conducted annually.
				Every school has a <u>SCHOOL HEALTH ADVISORY COUNCIL</u>	Required at school sites.
X				School(s) within the district participate in the <u>NM YOUTH RISK RESILIENCY SURVEY (YRRS)</u>	Select schools participate in the YRRS survey.
Emergency response – Assists schools in preparing for potential emergency situations					
X				<u>SCHOOL EMERGENCY RESPONSE PLAN</u> : (Crisis Management Plan) at the School, District and Community level	Schools have these plans in place.
X				<u>CLASSROOM SAFETY PLAN</u> and ability to assess the safety system:	Schools have safety plans in place.
X				<u>NUMBER AND TYPE OF DRILLS</u> practiced ? Fire Drills (9) ? Shelter in place/Lock downs (2) ? Evacuation (1)	These are required at school sites by the Fire Drills and Fire Marshal Inspections Policy and Procedures.
		X		Incidence Command System (<u>ICS</u>) <u>TERMINOLOGY KNOWN</u> by school personnel, language in safety plan aligns to ICS, flowchart	This is in development stage.
X				Staff are briefed and know of their <u>ROLES AND RESPONSIBILITIES</u> in case of emergency, lock down, overnight stay	School staff are briefed on procedures.
Recovery – Assists schools in coping with the aftermath of a traumatic incident					
X				<u>SUPPORT</u> for student, parents and staff (grieving, safe environment) provided	Schools provide services as needed.
X				<u>PREVENT</u> “Copycat” responses and reduce long term effects that negatively influence the school	Addressed in the Student Behavior Handbook.

District programs, efforts and activities related to address safety.

School wide	Select Schools	N/A targeted	2007 - 2008 District Activities/Program				Prevention	Policy & Procedure	Response	Recovery
X			Character Counts Program				X	X		
X			Bully Prevention Policy				X	X		
X			Student Behavior Handbook				X	X	X	
	X		Mediation in the Schools				X			
X			Bully Proofing Your Schools				X	X		
X			School Safety Procedural Directive				X	X	X	
X			Emergency Fire Drills and Fire Marshall Inspection Procedural Directive				X	X	X	X
X			Emergency Hazard Reporting Procedural Directive				X	X	X	X
X			Students and Off-Campus Violent Acts Policy				X	X	X	
X			Wellness Policy and Procedural Directive				X	X	X	X
X			School Safety Plans				X	X	X	
X			Professional Development for staff related to safety issues				X	X	X	

District number of all violent incidents, drug, alcohol, and gang-related incidents reported to law enforcement – school year.

	Total Assault			Total Vandalism			Total - Weapons		
	Count	Percent of Subtotal (Assault)	Percent of Total	Count	Percent of Subtotal (Vandalism)	Percent of Total	Count	Percent of Subtotal - Weapons	Percent of Total
Asian	51	6		9	2		3	1	
Black	132	15		40	11		16	7	
Caucasian	212	25		95	26		62	26	
Hispanic	354	41		186	51		129	54	
Native American	109	13		32	9		27	11	
Grand Total	858	100	41	362	100	17	237	100	11

	Drug Violations			Alcohol Violations			Gang Related Activity		
	Count	Percent of Subtotal	Percent of Total	Count	Percent of Subtotal	Percent of Total	Count	Percent of Subtotal	Percent of Total
Asian	6	2		2	3		4	4	
Black	29	12		3	5		7	7	
Caucasian	70	28		23	35		7	7	
Hispanic	106	42		35	53		74	71	
Native American	39	16		3	5		12	12	
Grand Total	250	100	12	66	100	3	104	100	5

	Tobacco Use			Firearms Possession			Other Violence		
	Count	Percent of Subtotal	Percent of Total	Count	Percent of Subtotal	Percent of Total	Count	Percent of Subtotal	Percent of Total
Asian	3	3		0	0		2	3	
Black	4	3		2	9		3	5	
Caucasian	39	34		4	18		11	19	
Hispanic	56	48		15	68		40	69	
Native American	14	12		1	5		2	3	
Grand Total	116	100	6	22	100	1	58	100	3
Grand Totals									
	Count	Percent of Grand Total	Percent of Ethnicity - District Enrollment						
Asian	80	4	2.5						
Black	236	11	4						
Caucasian	523	25	31.8						
Hispanic	995	48	56.7						
Native American	239	12	5						
Grand Total	2073	100	100						

3. GRADUATION RATE

School	Total # of Seniors	Caucasian # %	African American # %	Hispanic # %	Asian # %	American Indian # %	Overall # %
HS 1	At time of printing this information had been submitted to NM PED as a preliminary report. The graduation rate has not been finalized by APS & NM PED. Upon APS District Leadership approval, the graduation rate will be released and this report will be updated and redistributed upon request.						
HS 2							
HS 3							
District Totals							

DROP OUT RATE

School	Total # of Seniors	Caucasian # %	African American # %	Hispanic # %	Asian # %	American Indian # %	Overall # %
HS 1	At time of printing this information had been submitted to NM PED as a preliminary report. The graduation rate has not been finalized by APS & NM PED. Upon APS District Leadership approval, the graduation rate will be released and this report will be updated and redistributed upon request.						

4. ATTENDANCE

The district attendance rate for 2007-08 was 97% for all students and 95.47% for Native students.

	All Students	African American	Asian	Caucasian	Hispanic	Native American
Average Percent Attendance	97.00	96.48	98.32	98.09	96.50	95.47

Average Percent Attendance					
Grade	Asian	African American	Caucasian	Hispanic	Native American
K	98.63	96.69	98.03	96.91	97.20
1	98.97	96.58	98.14	97.13	96.72
2	98.84	96.58	98.49	97.29	96.48
3	98.85	97.31	98.40	97.61	96.27
4	98.53	97.51	98.76	97.87	97.20
5	97.68	97.68	98.41	97.49	96.79
6	96.48	96.23	97.68	96.34	95.11
7	96.01	96.91	97.94	96.51	95.49
8	98.04	96.46	97.68	96.19	94.96
9	97.48	93.73	97.79	94.15	92.19
10	97.46	94.61	97.76	94.36	92.48
11	97.60	97.22	97.68	94.82	93.58
12	97.97	94.95	98.44	96.48	94.18

5. PARENT AND COMMUNITY INVOLVEMENT

The table below shows the involvement of community and parents in helping to increase student achievement and an alignment to Joyce Epstein's framework for defining six types of parent involvement. Epstein's framework is used in the NMPED Parent toolkit which assists stakeholders in developing school and family partnerships

Parent	Community	Date	Description of Activity	Parenting	Communicating	Volunteering	Learn at Home	Decision Making	Collaborating
X		10/07	Increased membership of Indian Parent committee					X	X
X		10/07	Increased membership of Indian Education Committee					X	X
X	X	10/05- 06/08	Development of Memorandum of Agreements with the Pueblos of Santa Ana, Isleta, Sandia, and Tohajiilee community.					X	X
X		Continuation from prior years	Home to School Liaison contact with families and students.		X		X		X
X	X	08/07 and 08/08	Annual Back-to-School Native American Parents' Conference	X	X	X	X	X	X
X	X	SY 2006-2008	Website, Brochures, Quarterly Newsletters, letters, etc.		X		X		X
X	X	08/09	Family Liaison consultant provided intensive onsite support at three schools		X	X	X	X	X
X		08/09	Family liaisons work or family centers are staffed at 39 Title I Schools	X	X	X	X	X	X
X	X	08/09	Community School Partnership grants were supported at 4 APS schools and 1 charter	X	X	X	X	X	X
X		08/09	282 Parent Leaders were trained		X			X	X
X	X	08/09	243,089 community volunteers hours were logged district-wide			X			
	X	08/09	Over 700 Business/School partnership plans were enacted across the district						X

- **PARENTING:** Help all families establish home environments to support children as students.
- **COMMUNICATING:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
- **VOLUNTEERING:** Recruit and organize parent help and support.
- **LEARNING AT HOME:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- **DECISION MAKING:** Include parents in school decisions, developing parent leaders and representatives.
- **COLLABORATING WITH COMMUNITY:** Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

6. EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Funding Source	Program/ Activities	Funding Amount	No. of ALL Students Served	No. of NA Students Served
Title I	Sent to Laurie Everhart			
Title VII	16 certified resource teachers teach in 16 schools focused literacy using culturally relevant teaching methods and materials.	1,024,981.00	5748	1644
Title VIII	Tutoring (before and afterschool), Transportation for students participating in afterschool activities, Indian Parent Committee activities, students support for fees, tests, college days (2),.	71,000.00	5748	5748
JOM		0.00	5748	5289
Other programs:				

NATIVE AMERICAN LANGUAGE BILINGUAL PROGRAM

Dual Lang.	Indigenous	Enrichment	Maintenance	Transitional	School	Instructional Time (Hours)	Language Served	Number of Students served	Assessment used to measure
	X				La Mesa ES	45 minutes daily	Navajo	35	NAVAJO LANGUAGE ASSESSMENT
	X				Lowell ES	45 minutes daily	Navajo	20	NAVAJO LANGUAGE ASSESSMENT
	X				Del Norte HS	1 period daily	Navajo	20	NAVAJO LANGUAGE ASSESSMENT

7. FINANCIAL REPORTS

UCOA #	FUNCTION - Revenues		Amount
FUND 11000	OPERATIONAL		621,905,655
FUND 12000	TEACHERAGE		
FUND 13000	TRANSPORTATION		22,133,987
FUND 14000	INSTRUCTIONAL MATERIALS		11,078,824
FUND 21000	FOOD SERVICES		23,392,599
FUND 22000	ATHLETICS		756,507
FUND 23000	NON-INSTRUCTIONAL SUPPORT		
FUND 24000	FEDERAL FLOW -THROUGH GRANTS		59,573,483
24101	Title I - IASA	20,808,131	24155 Indian Ed - Title VII
24102	Javits Gifted & Talented Students		24156 Even Start Family Literacy
24104	Title I Capital Expense IASA		24157 Title IV Safe & Drug Free Schools & Com.
24106	Entitlement IDEA-B	28,714,077	24159 21st Century Community Learning Centers
24107	Discretionary IDEA-B		24162 Title I School Improvement
24108	Competitive IDEA-B		24167 Reading First
24109	Preschool IDEA-B	455,238	24168 Carl D Perkins Tech Prep - Current
24125	Title I Family Literacy IASA		24171 Carl D Perkins Special Projects - Current
24129	Partnerships in Char Ed Pilot	448,726	24174 Carl D Perkins Secondary - Current
24143	ELL Title III Incentive Awards		24177 Carl D Perkins Post -Secondary - Current
24146	Charter Schools		24180 Carl D Perkins HSTW - Current
24153	English Language Acquisition	809,478	
FUND 25000	FEDERAL DIRECT GRANTS		7,734,012
25114	Early Reading First		25155 Title III USDE
25124	Bilingual Prog. Devel & Impl.		25161 Bilingual Ed Dev & Implementation Grant
25127	Headstart		25184 Indian Education Title VII
25131	Johnson O'Malley	96,134	25186 Bilingual Ed Pro Enhance Grants USDE
25145	Impact Aid Special Education	191,562	25192 Bilingual Ed Systemwide Imp Grants
25147	Impact Aid	43,808	25247 Charter Schools
FUND 26000	LOCAL GRANTS		573,547
26143	Save the Children		
FUND 27000	STATE FLOW -THROUGH GRANTS		9,621,004
27150	Indian Education Act	12,332	
FUND 28000	STATE DIRECT GRANTS		106,817
FUND 29000	COMBINED LOCAL/STATE DIRECT GRANTS		1,549,531
FUND 31100	BOND BUILDING		75,985,321
FUND 31200	PUBLIC SCHOOL CAPITAL OUTLAY		
FUND 31300	SPECIAL CAPITAL OUTLAY - LOCAL		767,113
FUND 31400	SPECIAL CAPITAL OUTLAY - STATE		20,773,710
FUND 31500	SPECIAL CAPITAL OUTLAY - FEDERAL		
FUND 31600	CAPITAL IMPROVEMET S HB-33		54,059,952
FUND 31700	CAPITAL IMPROVEMENTS SB-9		30,379,693
FUND 31800	ENERGY EFFICIENCY ACT		
FUND 31900	EDUCATIONAL TECHNOLOGY EQUIPMENT ACT		
FUND 32100	PUBLIC SCHOOL CAPITAL OUTLAY - 20%		35,522
FUND 41000-	DEBT SERVICE		59,743,957
FUND 42000	DEFFERED SICK LEAVE		
FUND 43000	ED. TECH. DEBT SERVICE		
2007 - 2008 REVENUES - GRAND TOTAL:			1,054,556,768

8. CURRENT STATUS OF INDIAN EDUCATION POLICES AND PROCEDURES

The Indian Education Act requires the Public Education Department to ensure that school districts obtain the signatures of the current leadership to verify district consultation and communicating regarding the education of Native American students and Title VIII Impact Aid Indian Policy and Procedures (IPP).

Signatures on IPP document	yes	no	Name/Title	Date of signature	Date of annual review
Superintendent Signature	X		Dr. Elizabeth Everitt	10/22/07	
School Board President Signature		X	Paula Maes		
Pueblo of Isleta Parent Representative	X		Theresa Ortiz, Secretary, IPC/IEC	10/22/07	
Tohajiilee (Navajo) Parent Representative	X		Nora Morris, Vice Chair, IPC/IEC	10/22/07	
Pueblo of Santa Ana Parent Representative	X		Melissa Paquin-Leon, IPC/IEC	10/22/07	
Pueblo of San Felipe Parent Representative		X	Vacant	10/22/07	
Indian Parent Advisory Committee Signature	X		Howard Connick, Chair, IPC/IEC	10/22/07	

9. DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

Drop out	Attendance	Activity	All Student	NA Targeted
X	X	Home To School Liaisons primary focus on student attendance		X
X	X	Four Memorandum-of-Agreements with surrounding tribal entities that includes focus on student attendance.		X
X	X	Student and Parent Recognition and Appreciation events for attendance and academic achievement.		X
X	X	Open House events held for Native American parents and students at school sites.		X
X	X	Working relationship with district Truancy Department to address student truancy issues.	X	X
X	X	Increased communication with parents and community related to student attendance.		X
X	X	Use of student data programs to identify and monitor student attendance.		X
X	X	Support from the Research, Development and Accountability for in-depth data analysis.		X
X	X	Participation in Steering Committee to address student truancy issues.	X	
X	X	Two College Connection Day events held to motivate students to plan beyond high school.		X
X	X	“Back To School” annual Native American parent conference held.		X
X	X	Working relationship with the Pueblo of Isleta Truancy Department.		X

10. PUBLIC SCHOOL USE OF VARIABLE CALENDARS

Native American students participate in activities associated with their tribes and communities. This section lists how the district incorporates and responds to the important cultural activities of the tribes.

Date	Activity:
2007-2008	Religious leave granted by district for participation in tribal and community events.
2007-2008	Excused absences for these activities are allowed and included in the Student Handbook.

11. DISTRICT CONSULTATION WITH COMMITTEES AND ORGANIZATIONS

The following results regarding consultations with District level Indian Education Committees (IEC), school site Parent Advisory Committees (PAC) and Tribal, Municipal and Indian organizations in the local decision making process during the 2007-2008 School Year.

IEC	PAC	Tribal	Municipal	Indian Orgs.	Other	Date	Meeting Name	Decisions Addressed	Number of participants
X						August 29, 2007	Indian Parent Committee Meeting	Programs	19
		X				August 29, 2007	Isleta Meeting and training	Program Updates	20
X						September 17, 2007	Indian Education Committee Meeting	Updates on Bylaws and increased parent committee membership	26
X						September 24, 2007	Indian Education Committee Meeting	Updates on Bylaws and increased parent committee membership	29
				X		September 5, 2007	Native Indian Youth Council Meeting	Academic achievement needs	5
		X				October 4, 2008	Isleta Parent Meeting	Program Updates	25
X						October, 9, 2007	Indian Education Committee Meeting	Updates on Bylaws and increased parent committee membership Program updates	26
X						October, 22, 2007	Indian Education Committee Meeting	Updates on Bylaws and increased parent committee membership Program updates	29
X						November 19, 2007	Indian Education Committee Meeting	Updates on Bylaws and increased parent committee membership	28
X						December 17, 2007	Indian Parent Committee Meeting (Pueblo of Isleta)	Program updates	39
X						January 14, 2008	Indian Education Committee Meeting	Program updates	30
X						February 11, 2008	Indian Education Committee Meeting	Program updates	14
X						March 10, 2008	Indian Education Committee Meeting	Program updates	28
X						March 17, 2008	Indian Education Committee Meeting	Program updates	22
X						April 6, 2008	Parent Meeting	Program Updates	13
X						April 21, 2008	Title VII Public Hearing and Indian Education Committee Meeting	Program updates, Public Hearing	22
					X	May 6, 2008	Graduating Seniors Banquet and Families	Honored all graduating seniors and families	200
X						May 19, 2008	Indian Education Committee Meeting	Program updates	13
X						July 21, 2008	Indian Education Committee Meeting	Program updates	11

12. INDIGENOUS RESEARCH, EVALUATION MEASURES AND CURRICULA FOR TRIBAL STUDENTS

Indigenous research, evaluation measures and curricula for tribal students are currently being established. The list below shows what possibly may be considered applicable to this category.

* Indigenous according to the Indian Education Act, means native or tribal groups of the Americas that maintain a cultural identity separate from the surrounding dominant cultures.

Research	Evaluation	Curricula	School	Description
	X	X	none	Training for all Indian Education Department staff about “learning styles of Native American students and Native American values”.

The table below shows the percentage of student proficiency in the maintenance and revitalization of Native Languages or Cultural Based Assessment used in the district.

Revitalization – Native Language	<NAME OF ASSESSMENT>									
	Elementary				Middle School				High School	
	Grade level(s) assessed:		Grade level(s) assessed:		Grade level(s) assessed:		Grade level(s)		Subject	
	Core	or	Supplemental	Core	or	Supplemental	Core	or	Supplemental	
Level	Number	Percent	Number	Percent	Number	Percent				
Advanced										
Proficient										
Beginning										
Not Proficient										

This information is currently not available. APS helped pilot the new Navajo Language Assessment developed in conjunction with the Navajo Nation and the Public Education Department.

Culture Based Methodology	<NAME OF ASSESSMENT>									
	Elementary				Middle School				High School	
	Grade level(s) assessed:		Grade level(s) assessed:		Grade level(s) assessed:		Grade level(s)		Subject	
	Core	or	Supplemental	Core	or	Supplemental	Core	or	Supplemental	
Level	Number	Percent	Number	Percent	Number	Percent				
Advanced										
Proficient										
Beginning										
Not Proficient										

District Contact Information

School	Position	Name	Number
Central Office	Interim Superintendent	Linda Sink	(505) 880-3713
Central Office	Indian Education Contact	Daisy Thompson	(505) 884-6392
Central Office	STARS Coordinator	Jocelyn Kroshug	(505) 872-6826
Central Office	Testing Coordinator	Chris Brunder	(505) 872-6830
Albuquerque HS	Principal	Tim McCorkle	(505) 848-9430
Cibola HS	Principal	Elena Salazar	(505) 897-0110
Del Norte HS	Principal	Rebecca Almeter	(505) 889-8626
Eldorado HS	Principal	Martin Sandoval	(505) 293-1085
Highland HS	Principal	Nikki Dennis	(505) 255-8788
La Cueva HS	Principal	Jo Ann Coffee	(505) 821-2410
Manzano HS	Principal	Tim Whalen	(505) 559-2201
Rio Grande HS	Principal	Alfred Sanchez	(505) 873-2584
Sandia HS	Principal	Michael Bachicha	(505) 295-0988
Volcano Vista HS	Principal	Yvonne Garcia	(505) 880-2596
Valley HS	Principal	Anthony Griego	(505) 344-7250
West Mesa HS	Principal	Blanca Lopez	(505) 831-4101
Evening HS	Principal	Dave Wells	(505) 848-9424
Freedom HS	Principal	Vivia Sparkler	(505) 884-6012
New Futures	Principal	Joan Sloan	(505) 883-5680
School on Wheels	Principal	Felipe Perea	(505) 243-2395
Sierra Alternative	Principal	Barbara Johnson	(505) 353-0343
Cleveland MS	Principal	Susan LaBarge	(505) 881-9227
Desert Ridge MS	Principal	Todd Resch	(505) 857-0191
Eisenhower MS	Principal	Debra Hamilton	(505) 292-3392
Ernie Pyle MS	Principal	Bernadette Cordoba	(505) 877-3770
Garfield MS	Principal	Ruben Perez	(505) 344-3157
Grant MS	Principal	Edgar Briggs	(505) 296-2443
Harrison MS	Principal	Christine Eisenberg	(505) 877-1279
Hayes MS	Principal	Stephanie Williams	(505) 265-7741
Hoover MS	Principal	Wayne Knights	(505) 298-6896
Jackson MS	Principal	Ann Piper	(505) 291-6834
James Monroe MS	Principal	Vernon Martinez	(505) 897-0101
Jefferson MS	Principal	Mike McNamara	(505) 255-8691
Jimmy Carter MS	Principal	Rita Martinez	(505) 833-7555
John Adams MS	Principal	Renee Salazar	(505) 836-4311
Kennedy MS	Principal	Ruby Ethridge	(505) 298-6701
LBJ MS	Principal	Maurice Johnson	(505) 898-1492
Madison MS	Principal	Sean Joyce	(505) 291-6829
McKinley MS	Principal	Jane Sichler	(505) 881-9822
Polk MS	Principal	Eva Vigil	(505) 877-2642
Roosevelt MS	Principal	Leroy Martinez	(505) 281-5338
Taft MS	Principal	Jimmy Lueder	(505) 344-4389
Taylor MS	Principal	Robert Murata	(505) 898-3666
Truman MS	Principal	Judith Martin	(505) 836-3030
Van Buren MS	Principal	Mary Cade	(505) 268-3833
Washington MS	Principal	Cynthia Hale	(505) 764-2000
Wilson MS	Principal	Connie Hansen	(505) 268-3961

District Contact Information, continued

School	Position	Name	Number
A. Montoya ES	Principal	Venesee Mildren	(505) 281-1290
Acoma ES	Principal	Joni Hagemeyer	(505) 291-6866
Adobe Acres ES	Principal	Sam Candelaria	(505) 877-4799
Alameda ES	Principal	Beverly Moya	(505) 898-0700
Alamosa ES	Principal		(505) 836-0288
Alvadrado ES	Principal	Leon Bartels	(505) 344-4272
Apache ES	Principal	Stephanie Fascitelli	(505) 292-7737
Amijo ES	Principal	Victor Sanchez	(505) 877-2920
Arroyo Del Oso ES	Principal	Joyce Newman	(505) 821-9393
Atrisco ES	Principal	Linda Corona	(505) 877-2772
Bandelier ES	Principal	Glenda Armstrong	(505) 255-8744
Barcelona ES	Principal	Rose White ES	(505) 877-4544
Bel-Air ES	Principal	Carla Cano	(505) 888-4511
Bellhaven ES	Principal	Nedda Hamilton	(505) 299-1335
Carlos Rey ES	Principal	Judith Touloumis	(505) 831-7738
Chamiza ES	Principal	Deborah Henwood	(505) 897-5174
Chaparral ES	Principal	Florence Goldberg	(505) 831-3301
Chelwood ES	Principal	Alan Holmquist	(505) 296-3345
Cochiti ES	Principal	Bernice Herrera	(505) 345-1127
Collet Park ES	Principal	Manuel Alzaga	(505) 299-9176
Comanche ES	Principal	Rena Highland	(505) 884-3386
Corrales ES	Principal	Deanne Golleher	(505) 792-7400
Dennis Chavez ES	Principal	Kathy Alexander	(505) 821-1810
Dolores Gonzlaes ES	Principal	Dora Ortiz	(505) 764-2020
Double Eagle ES	Principal	Troy Hughes	(505) 857-0187
Duranes ES	Principal	Gabe Garica	(505) 764-2018
East San Jose ES	Principal	Steve Tognoni	(505) 764-2006
Edmund G. Ross	Principal	Sara Miranda-Sanchez	(505) 857-0172
Emerson ES	Principal	Jacque Costales	(505) 255-6340
Eubank ES	Principal	Karin Butchart	(505) 291-6869
Eugene Field ES	Principal	James Lujan	(505) 764-2014
Georgia O' Keefe ES	Principal	Janis Keene	(505) 293-4259
Governor Bent ES	Principal	Patricia Willis	(505) 881-9797
Griegos ES	Principal	Thomas Graham	(505) 345-3661
Hawthorne ES	Principal	Debbie Montoya	(505) 299-4424
Hodgin ES	Principal	Michelle Kortsch	(505) 881-9855
Hubert Humphrey ES	Principal	Paula Miller	(505) 821-4981
Inez ES	Principal	Agnes Ledoux	(505) 299-9010
John Baker ES	Principal	Denise Brigman	(505) 298-7486
Kirtland ES	Principal	Peter Espinosa	(505) 255-2659
Kit Carson ES	Principal	Alice Williamson-Braden	(505) 877-2724
La Luz ES	Principal	Linda Lobato-Duran	(505) 761-8415
La Mesa ES	Principal	Monica Tapia	(505) 262-1581
Lavaland ES	Principal	Valerie Webb-Jaramillo	(505) 831-1717
Lew Wallace ES	Principal	Josefa Verver-Peters	(505) 848-9410
Longfellow ES	Principal	Ninfa Agnello	(505) 764-2024
Los Padillas ES	Principal	Sara Kenney	(505) 877-0108

Los Ranchos ES	Principal	Christine Lopez	(505) 898-2387
Lowell ES	Principal	Renee Gallegos	(505) 764-2012
MacArthur ES	Principal	Jenny Limisch	(505) 761-8412
Manzano Mesa ES	Principal	Peggy Candelaria	(505) 292-6707
Marie Hughes ES	Principal	Jami Jacobson	(505) 897-3080
Mark Twain ES	Principal	Glen Wilcox	(505) 255-8337
Mary Ann Binford ES	Principal	Cecila Martinez-Sanchez	(505) 836-0623
Matheson Park ES	Principal	Stephen Maresca	(505) 298-4302
Mccollum ES	Principal	Letha Oman	(505) 294-0887
Mission Avenue ES	Principal	Steve Pino	(505) 344-5145
Mitchell ES	Principal	Garrison ES	(505) 299-1937
Monte Vista ES	Principal	Leith Page	(505) 260-2030
Montezuma ES	Principal	Deborah Detorie	(505) 260-2040
Mountain View ES	Principal	Ricahrd Ulibarri	(505) 811-5252
Navajo ES	Principal	Tracey Herrera	(505) 873-8512
North Star ES	Principal	Diane Kerschen	(505) 856-6578
Onate ES	Principal	Theresa Fullerton	(505) 294-8717
Osuna ES	Principal	Rebecca Robertson	(505) 296-4811
Painted Sky ES	Principal	Misti Miller	(505) 836-7764
Pajarito ES	Principal	Gene Saavedra	(505) 873-8507
Petroglyph ES	Principal	George Jackson	(505) 898-0923
Reginald Chavez ES	Principal	Loretta Huerta	(505) 764-2009
SY Jackson ES	Principal	Jack Vermillion	(505) 292-2346
San Antonio ES	Principal	Jane Lujan	(505) 281-3603
Sandia Base ES	Principal	Blair Kaufman	(505) 255-6187
Seven Bar ES	Principal	Nancy Lacher	(505) 899-2797
Sierra Vista ES	Principal	Gionna Jaramillo	(505) 898-1697
Sombra Del Monte ES	Principal	Donna Key	(505) 291-6841
Susie Rayos Marmon ES	Principal	Maria Barraza-Martinez	(505) 831-5243
Tomasita ES	Principal	Deborah Vehar	(505) 293-1230
Valle Vista ES	Principal	Teresa Archuleta	(505) 836-7739
Ventana Ranch ES	Principal	Lynne McMahan	(505) 890-7375
Wherry ES	Principal	Kathy Harper	(505) 266-0093
Whittier ES	Principal	Cindy Bazner	(505) 255-2008
Zia ES	Principal	Greg McMann	(505) 260-2020
Zuni ES	Principal	Debbie Elder	(505) 881-8333

ACKNOWLEDGEMENTS

The APS Indian Education Department would like to acknowledge and thank the following individuals for their contribution in the development of the districtwide Indian Education Status Report:

Delores Stroud	Director of Community School Partnerships Department
Daisy Thompson	Director of Indian Education Department
Jay Leonard	Instructional Manager for APS Indian Education
Michelle Osowski	Research Coordinator of Research, Deployment and Accountability
Randy Askew	Attendance Coordinator of Truancy
Lynn Rosen	Director of Language and Cultural Equity Department
Lynne Pedraza	Director of Health and Wellness Department
Al Sanchez	Budget Director
Roy Burrola	Budget Analyst
Laurie Everhart	Director, Title 1
