

ALBUQUERQUE PUBLIC SCHOOLS

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NATIVE AMERICAN STUDENT REPORT
SCHOOL YEAR 2005-06

District Goal:
Excellence in Academic Achievement in a Standards-Based Approach

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October 2006

Arlana Bobo-Peterson

Michelle Osowski



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RESEARCH, DEVELOPMENT AND ACCOUNTABILITY

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Director

**Native American Student Report
2005-06 School Year**

Table of Contents

Report Overview	4
Enrollment.....	5
Attendance.....	11
Dropout	12
Cohort Status Dropout and Graduation Rates.....	18
Student Performance.....	21
KDPR (Kindergarten Development Progress Report).....	21
SBA (Standards Based Assessment).....	25
HSCE (High School Competency Exam).....	34
ACT	37
SAT.....	39
AP (Advanced Placement).....	41
School Safety and Suspension.....	44
 Attachments	
Signed MOU with Santa Ana Pueblo	45
A-2: High School Enrollment and Dropout Counts by School and Ethnicity for 2003-2004.....	46
A-2A: High School Enrollment and Dropout Counts by School and Ethnicity for 2004-2005.....	47
A-3: Percent Enrollment vs. Percent Dropout by Ethnicity over Three Years.....	48
A-4: Albuquerque Public School Withdrawal Codes.....	49
A-5: APS Testing Calendar for 2005-2006.....	50
A-6: SBA Proficiency by Ethnicity for Language, Math, Science.....	52
A-7: 11 th Grade Standards Based Assessment District Summary School Year 2004-2005.....	59
A-8: Ethnicity and Gender Enrollment for AP Courses (Fall 2004).....	60
A-9: Ethnicity and Gender Enrollment for AP Courses (Spring 2005)	63
A-10: AP Enrollment by Ethnicity and Gender for Each School (Fall 2004)	66
A-11: AP Enrollment by Ethnicity and Gender for Each School (Spring 2005)..	77
A-12: AP Enrollment per Course by Ethnicity and Gender (Fall 2005)	88
A-13: AP Enrollment per Course by Ethnicity and Gender (Spring 2006)	91
A-14: AP Enrollment by Ethnicity and Gender for Each School (Fall 2005)	94
A-15: AP Enrollment by Ethnicity and Gender for Each School (Spring 2006).	106

REPORT – Native American Student Report School Year 2005-06

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List of Figures

Figure 1: Proportion of New Mexico’s Native American Students in APS SY2004-05 ...	5
Figure 2: Tribal Enrollment in APS.....	6
Figure 3: Average Daily Attendance Over Time.....	11
Figure 4: Percent of Dropouts by Ethnicity for School Year 2004-2005.....	12
Figure 5: Comparison of Percent of High School Enrollment and Percent of Dropout by Ethnicity School Year 2004-2005.....	13
Figure 6: Comparison of Percent of Middle School Enrollment and Percent of Dropouts by Ethnicity School Year 2004-2005.....	14
Figure 7: High School Dropout Rates over Time for Native American and All Students in APS.....	15
Figure 8: Middle School Dropout Rates over Time for Native American and All Students in APS.....	15
Figure 9: Cohort Dropout by Ethnic Group.....	19
Figure 10: Cohort Graduation Rate (Percent) by Ethnic Group.....	20
Figure 11: Native American Students’ Status on KDPR Language Arts School Years 2003-04 and 2004-05.....	23
Figure 12: Native American Students’ Status on KDPR Math School Year 2003-04 and 2004-05.....	23
Figure 13: Comparisons of APS Native American Students to State and District Grades 3-11 School Year 2004-2005.....	26
Figure 14: Comparison of APS Native American Students on SBA Math to State and District Grades 3-11 School Year 2004-05.....	27
Figure 15: Comparison of APS Native American Students on SBA Science to State and District Grades 3-9 School Year 2004-05.....	28
Figure 16: Comparison of APS Native American Students to APS Other Ethnic Groups on the SBA Reading – Elementary, School Year 2004-05.....	29
Figure 17: Comparison of APS Native American Students to APS Other Ethnic Groups on the SBA Reading – Middle School, School Year 2004-05	29
Figure 18: Comparison of APS Native American Students to Other APS Ethnic Groups on the SBA Reading – High School, School Year 2004-05.....	30
Figure 19: Comparison of APS Native American Students to Other APS Ethnic Groups on the SBA Math – Elementary, School Year 2004-05	31
Figure 20: Comparison of APS Native American Students to Other APS Ethnic Groups on the SBA Math – Middle School, School Year 2004-05	31
Figure 21: Comparison of APS Native American Students to Other APS Ethnic Groups on the SBA Math – High School, School Year 2004-05.....	32
Figure 22: Comparison of APS Native American Students to Other APS Ethnic Groups on the SBA Science – Elementary, School Year 2004-05	33
Figure 23: Comparison of APS Native American Students to Other APS Ethnic Groups on the SBA Science – Secondary Students, School Year 2004-05	33
Figure 24: APS Student Suspensions by Ethnicity School Year 2004-05.....	45

REPORT – Native American Student Report School Year 2005-06

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List of Tables

Table 1: Native American Enrollment in APS for School Year 2004-05..... 5

Table 2: APS Enrollment by Tribe and Grade as of 3/21/2006.....7

Table 3: High School Enrollment and Dropouts by Ethnicity for School Years
2002-03, 2003-04, and 2004-05..... 16

Table 4: Middle School Enrollment and Dropout Counts by Ethnicity for
School Years 2002-03, 2003-04, and 2004-05.....17

Table 5: Students’ Status on KDPR Language Arts for Selected Subgroups
and District School Year 2004-05.....24

Table 6: Students’ Status on KDPR Math for Selected Subgroups
and District School Year 2004-05.....24

Table 7: Percent of 10th Grade Students Passing all Subtests (HSCE)
School Years 2003-04 and 2004-05.....34

Table 8: Number of 10th Grade General Education Students, by Ethnicity,
Attempting and Percent Passing, Reading Subtest School Years 2003-04
and 2004-05..... 34

Table 9: Number of 10th Grade General Education Students, by Ethnicity,
Attempting and Percent Passing, Language Arts Subtests School Years
2003-04 and 2004-05..... 35

Table 10: Number of 10th Grade General Education Students, by Ethnicity,
Attempting and Percent Passing, Composition Subtests, School Years
2003-04 and 2004-05..... 35

Table 11: Number of 10th Grade General Education Students, by Ethnicity,
Attempting and Percent Passing, Mathematics Subtest, School Years
2003-04 and 2004-05..... 35

Table 12: Number of 10th Grade General Education Students, by Ethnicity,
Attempting and Percent Passing, Science Subtest, School Years
2003-04 and 2004-05..... 36

Table 13: Number of 10th Grade General Education Students, by Ethnicity,
Attempting and Percent Passing, Social Studies Subtest, School Years
2003-04 and 2004-05..... 36

Table 14: ACT Composite Scores School Years 2002-03, 2003-04, 2004-05.....38

Table 15: SAT Scores School Years 2002-03, 2003-04, 2004-05..... 40

Table 16: Ethnic Representation in Total AP Course Enrollment at Each
School School Year 2005-06..... 42

Table 17: Native American Enrollment for AP Courses (Fall 2005)..... 43

Table 18: Native American Enrollment for AP Courses (Spring 2006).....43

REPORT – Native American Student Report School Year 2005-06

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Report Overview

If a school district has tribal lands located within its boundaries, the New Mexico Indian Education Act requires that school district to provide a district wide American Indian education status report to all tribes represented within the school district boundaries.

The Indian Ed Act states that the status reports should be in a written, brief format and include the following information, through which public school performance is measured and reported to the tribes:

1. student achievement as measured by a statewide test approved by the state board, with results disaggregated by ethnicity;
2. school safety;
3. dropout rate;
4. attendance;
5. parent and community involvement;
6. educational program targeting American Indian students;
7. financial reports;
8. current status of federal Indian education policies and procedures;
9. school district initiatives to decrease the number of student dropouts and increase attendance;
10. public school use of variable school calendars; and school district consultation with parent advisory committees.

In compliance with New Mexico Public Education Department, Indian Education requests, APS submitted parts 5, 6, 8, 9, and 10 of the report to the state in December 2005.

This report contains information on parts 1-4 above (student achievement, school safety, dropout, attendance). This report adds to the state report submitted previously, and includes additional data not required by the NM Indian Ed Act, but relevant to a report of Native American student progress.

Limitations: This report summarizes data and is presented in tabular form per the specific request of APS' Indian Education Department and parent/community members. This report does not contain program evaluation, data analysis or interpretation of results specific to Native American and/or minority programs and/or students within APS. RDA finds the opportunity to provide program evaluation, data analysis, and interpretation of results more useful to district and program staff, parents, and community.

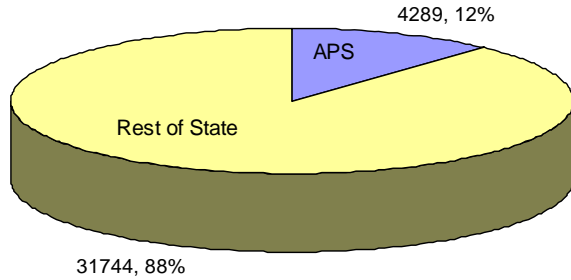
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Enrollment

According to the New Mexico Public Education Department (PED), Native American enrollment for APS was 4289 during the 2004-05 school year.

Figure 1: Proportion of New Mexico's Native American Students in APS SY2004-05



Source: PED, Public Education Department 2004-05 School Year.

Total Native American Enrolment in NM = 36033

Table 1: Native American Enrollment in APS for School Year 2004-2005

GRADE	All Students	Native American	% of enrollment
	Number	Number	
K	7205	340	4.7%
1	7186	351	4.9%
2	6992	333	4.8%
3	6811	315	4.6%
4	6984	314	4.5%
5	6953	348	5.0%
6	6675	339	5.1%
7	6709	324	4.8%
8	6572	312	4.7%
9	7914	411	5.2%
10	6780	342	5.0%
11	5768	290	5.0%
12	4682	196	4.2%
<i>Total</i>	<i>87231</i>	<i>4215</i>	<i>4.8%</i>

Based on the district's 40th day enrollment reports. Primary ethnicity only.

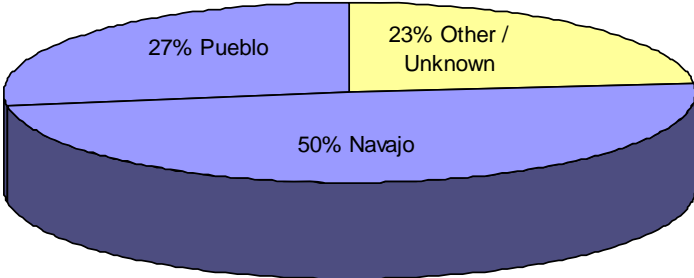
Most of our Native American students are from New Mexico's indigenous tribes.

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Figure 2: Tribal Enrollment in APS



Source: APS Indian Education Unit

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Table 2: APS Enrollment by Tribe and Grade as of 3/21/2006

Source: APS Indian Education Unit

Tribe Name	Total	Percent of All	Pre	K	01	02	03	04	05	06	07	08	09	10	11	12
ACOMA*	146	2.60%		12	13	13	13	7	5	19	13	9	11	17	9	5
ALASKA NATIVE	15	0.27%		1		1	3	2		2	3	1	1		1	
ALEUT	4	0.07%									1	1		1		1
APACHE	48	0.86%	1	4	6	1	6	6	4	3		3	6	3	5	
ARAPAHO	18	0.32%		3			1	2	3	3		1	3	1		1
ASSINIBOINE	6	0.11%		1	1	1	1	1						1		
ATHAPASCAN	3	0.05%			1			1							1	
BLACKFEET	19	0.34%				2	2	2	1		2	3	6			1
CADDO	5	0.09%			1	1			1		1	1				
CHEHALIS	1	0.02%			1											
CHEROKEE	130	2.32%	1	5	8	9	12	9	14	11	11	12	17	6	6	9
CHEYENNE	41	0.73%	1	4	1	2	4	4	6	3	3	4	4	3	1	1
CHICKASAW	14	0.25%			2	1			4	2	1	1	2			1
CHIPPEWA	53	0.94%			3	2	6	6	6	4	5	6	4	3	6	2
CHOCTAW	55	0.98%	1	1		7	2	3	7	5	5	5	2	8	5	4
COAHUILTEC	3	0.05%											2		1	
COCHITI*	45	0.80%		2	4	3	2	6	3	7	5	2	1	5	3	2
COEUR D'ALENE	1	0.02%							1							
COLORADO RIVER	8	0.14%				1		2		1	2	1				1
COLVILLE	4	0.07%						2			1			1		
COMANCHE	24	0.43%		2	4	2	2	3	2	2	4	1		1	1	
COWLITZ	1	0.02%													1	
CREE	8	0.14%		1		3	2			1	1					
CREEK	22	0.39%		1	1	1	2	3	2		4	1	3	1	3	
CROW	14	0.25%		1	1		2	1	1	3	2			1		2
DELAWARE	5	0.09%		1				1		1	1		1			
ESKIMO	8	0.14%		2	1			1	1	1			1			1

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Tribe Name	Total	Percent of All	Pre	K	01	02	03	04	05	06	07	08	09	10	11	12
FLATHEAD	3	0.05%				1					1	1				
GOSIUTE	2	0.04%									1		1			
GROS VENTRE	4	0.07%			1		1		1		1					
GUADALUPE	1	0.02%						1								
HAVASUPAI	1	0.02%					1									
HOOPA	2	0.04%						1		1						
HOPI	51	0.91%		5	4	5	2	3	6	5	3	7	4	4	1	2
HUALAPAI	4	0.07%		1			1					1	1			
IROQUOIS	2	0.04%		1						1						
ISLETA*	152	2.71%		5	6	16	11	11	8	10	12	9	21	18	7	18
JEMEZ*	122	2.17%		6	6	8	6	14	12	11	7	5	13	13	12	9
JICARILLA*	76	1.35%	1	9	10	4	2	4	6	9	8	7	4	5	2	5
KAW	4	0.07%						1	2			1				
KIOWA	19	0.34%		1	3	1		2		4	3	2		1	1	1
LAGUNA*	327	5.82%	2	19	16	19	25	30	33	29	32	28	24	29	21	20
LUMBEE	5	0.09%		1		1		1	1				1			
LUMMI	2	0.04%												1		1
MANDAN	1	0.02%														1
MESCALERO*	68	1.21%		4	6	4	2	4	3	8	6	9	6	8	1	7
MISSION	15	0.27%	1	2		1	3			4	1	2	1			
MOHAVE	3	0.05%								1	1				1	
MOHAWK	7	0.12%				1				1	1				2	2
MONO	2	0.04%			1		1									
MONTAUK	1	0.02%			1											
MORONGO	1	0.02%				1										
MOWA	2	0.04%				1		1								
NAMBE*	11	0.20%		1	1	1			1	1		1		4	1	
NANTICOKE	1	0.02%														1
NAVAJO*	2777	49.47%	25	233	272	247	237	227	221	210	195	218	190	201	142	159
NEZ PERCE	1	0.02%				1										

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Tribe Name	Total	Percent of All	Pre	K	01	02	03	04	05	06	07	08	09	10	11	12
NIPMUCK	1	0.02%					1									
No Tribe Recorded	240	4.28%	62	49	20	10	6	9	9	10	10	11	13	12	11	8
OJIBWAY	5	0.09%		1	2				1						1	
OMAHA	4	0.07%			1		1				1					1
ONEIDA	7	0.12%					2	1		1		2				1
OSAGE	3	0.05%		1		2										
OTTAWA	3	0.05%										1		1	1	
PAIUTE	12	0.21%		1	1	2	1		1				3	1	1	1
PAPAGO	15	0.27%		2	1	3	1	1		1			3		2	1
PAWNEE	7	0.12%			2			1	1			1			1	1
PAYALLUP	1	0.02%				1										
PENOBSCOT	2	0.04%									1				1	
PICURIS*	3	0.05%		1	1								1			
PIMA	17	0.30%		2	1		1	2	1	2	4		2	1		1
POMO	6	0.11%		2				1	1	1	1					
PONCA	3	0.05%			1	1	1									
POTAWATOMI	2	0.04%					1						1			
QUECHAN	4	0.07%		1			1					1		1		
REFUSED	38	0.68%	1	17	5	2	1		1		4	4	1	1	1	
SAC&FOX	3	0.05%								1						2
SALISH	6	0.11%					1	2			2		1			
SAN FELIPE*	86	1.53%		4	7	8	11	4	7	7	9	6	9	7	6	1
SAN ILDEFONSO*	4	0.07%			1							2		1		
SAN JUAN*	41	0.73%		3	2	2	2		5	1	5	5	5	2	6	3
SANDIA*	32	0.57%		1	4	3	3	3	3		4	1	3	1	4	2
SANTA ANA*	14	0.25%		2		1						1	4	2	4	
SANTA CLARA	22	0.39%		1	2	1	1	3		2	2	3	3	4		
SANTO DOMINGO*	108	1.92%		5	10	5	8	7	10	9	14	7	12	6	7	8
SAPONI	1	0.02%														1
SEMINOLE	11	0.20%	1	2		1	3	1					2		1	

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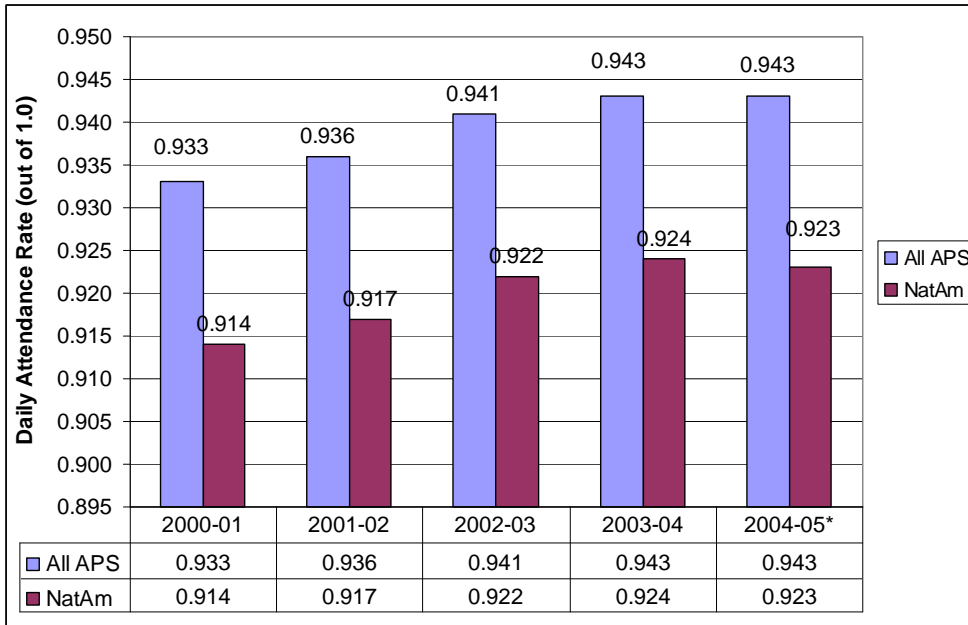
Tribe Name	Total	Percent of All	Pre	K	01	02	03	04	05	06	07	08	09	10	11	12
SENECA	3	0.05%						1		1	1					
SHAWNEE	7	0.12%								1	2	1			1	2
SHOSHONE	11	0.20%		1		2					1		2	2	1	2
SIOUX	141	2.51%		5	9	10	16	13	12	16	10	18	10	13	6	3
SQUAXIN	1	0.02%								1						
TAOS*	41	0.73%		2	5	6	2	3	2	3	3	4	3	3	2	3
TESUQUE*	4	0.07%				1					1				2	
THREE AFFILIATED	5	0.09%						1		2		1			1	
TIGUA	6	0.11%			1	1						1		1		2
TLINGIT	4	0.07%				1	1		1					1		
UTE	29	0.52%		1	2	5	2	1	4	2	3	1	4	3	1	
WAMPANOAG	3	0.05%		1						1	1					
WASHO	4	0.07%				1			1				1	1		
WICHITA	4	0.07%		1				1			1	1				
WINNEBAGO	13	0.23%			1	2	1	2	1	1	1		2	1	1	
WYANDOTTE	2	0.04%							1			1				
YAKIMA	3	0.05%				1							1			1
YAQUI	13	0.23%			2	2	2	2			1	1	2		1	
YAVAPAI	2	0.04%				1			1							
YUROK	1	0.02%				1										
ZIA*	30	0.53%		3	5	7	1	2	1	1	3	1	3	1	1	1
ZUNI*	218	3.88%		15	20	16	18	21	13	17	18	22	19	13	13	13
Sum	5614	100.00%	97	453	481	461	441	444	432	444	440	440	440	415	311	315

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Attendance

Figure 3: Average Daily Attendance Over Time



* 140th day. All others are 180th day.

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High School & Middle School Dropout

Dropout School Years 2002-2003, 2003-2004 and 2004-2005

- APS publishes a dropout report each year that includes data for the previous school year.
- Native American and Hispanic students have the highest high school dropout rates at 4.9% and 4.5% respectively.
- APS Native American middle school students have the highest middle school dropout rate at 1.7%.

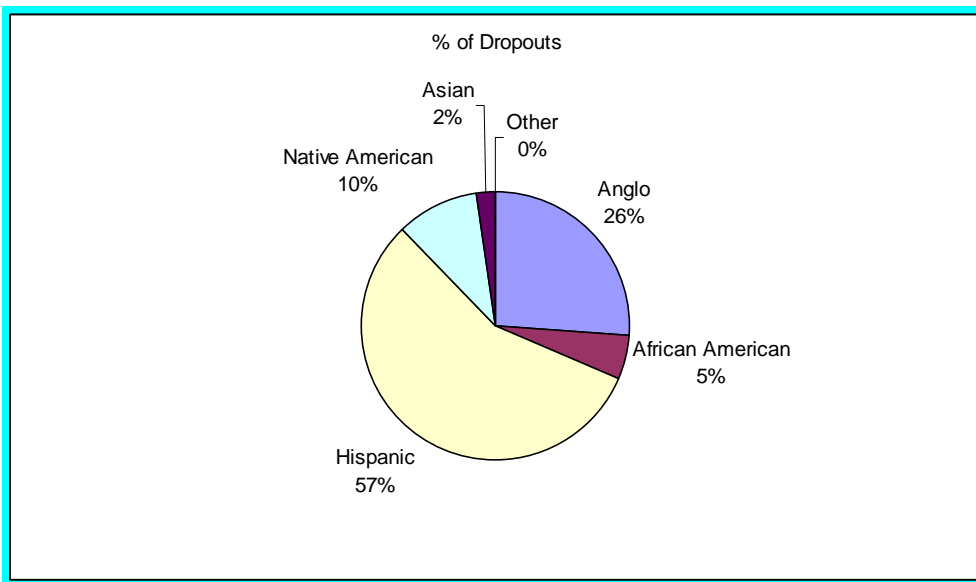
Research shows that family, community, school and personal characteristics are factors associated with dropout. In general, these factors operate similarly on all ethnic groups, while the most visible and powerful of these factors is socioeconomic status (SES).

The steady decline in overall dropout demonstrates the impact of initiatives at the school and district levels. Small learning communities, academies, alternative scheduling, and courses as well as an array of alternative schools have been instrumental on APS' success in decreasing the dropout rate.

The full Dropout Report is available from RDA.

Note: At the high school level, transition students are excluded when computing school rates and the rate for 9th grade, and included when computing district level high school statistics (grades 9-12).

Figure 4: Percent of Dropouts by Ethnicity for School Year 2004-2005.



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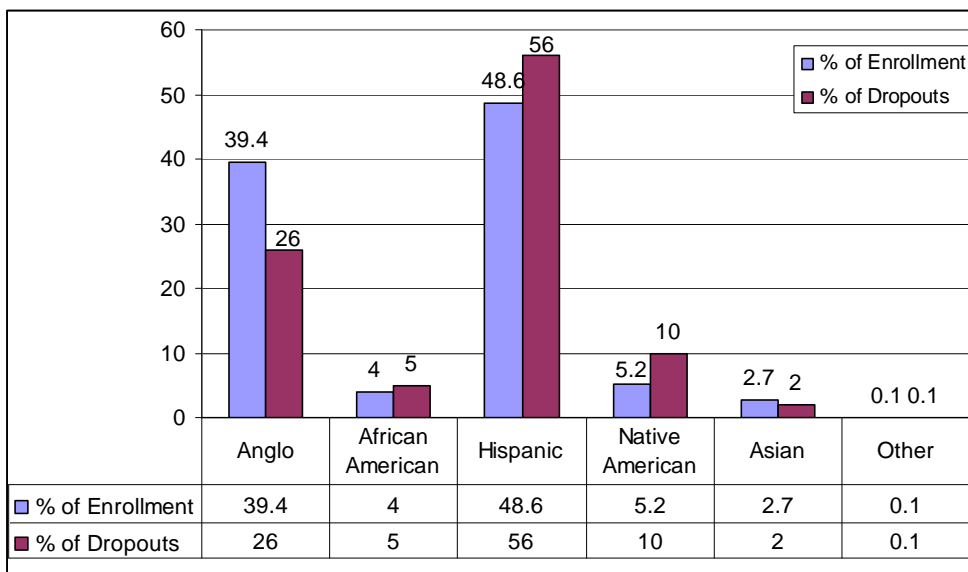
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To better understand the dropout rates by ethnicity, the percent of students enrolled must be compared to the percent of the dropouts for each ethnic group. If the percent of dropouts (second bar) is greater than the percent enrolled (first bar), then that group is over-represented in the dropout population. Within APS, at the high school level, Native Americans are slightly over-represented in the dropout population.

Included in the appendix are:

- Percent of High School Enrollment and Percent of Dropouts by Ethnicity over time
- HS enrollment and dropout counts by School by ethnicity for 2003-2004
- Withdrawal codes

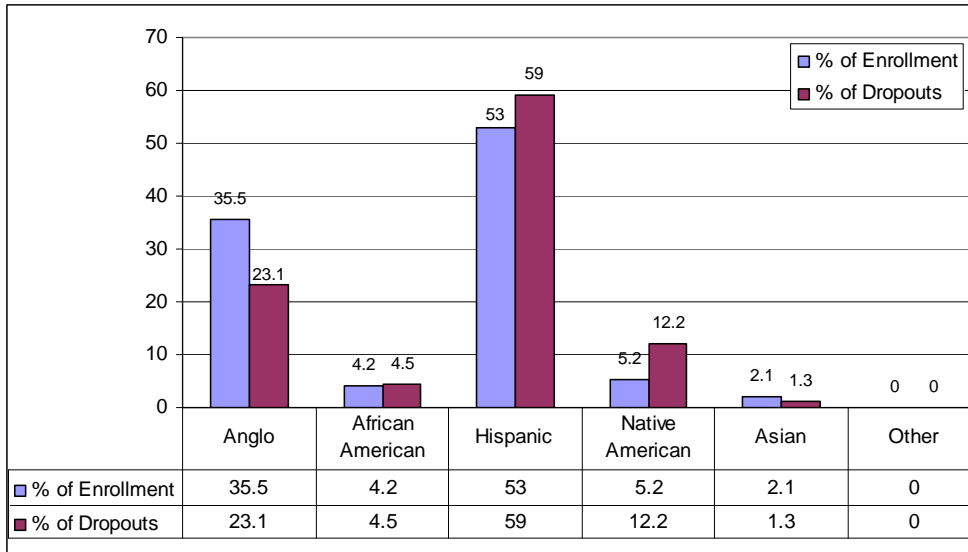
Figure 5: Comparison of Percent of High School Enrollment and Percent of Dropouts by Ethnicity 2004-2005.



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Figure 6: Comparison of Percent of Middle School Enrollment and Percent of Dropouts by Ethnicity 2004-2005.



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A. Bobo-Peterson and M. Osowski

Figure 7: High School Dropout Rates over Time for Native American and All Students in APS

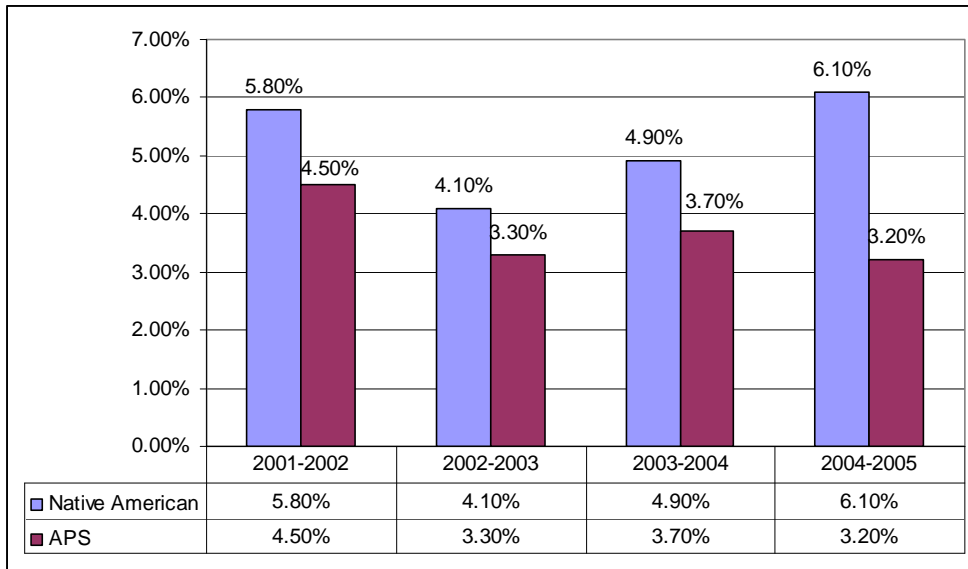
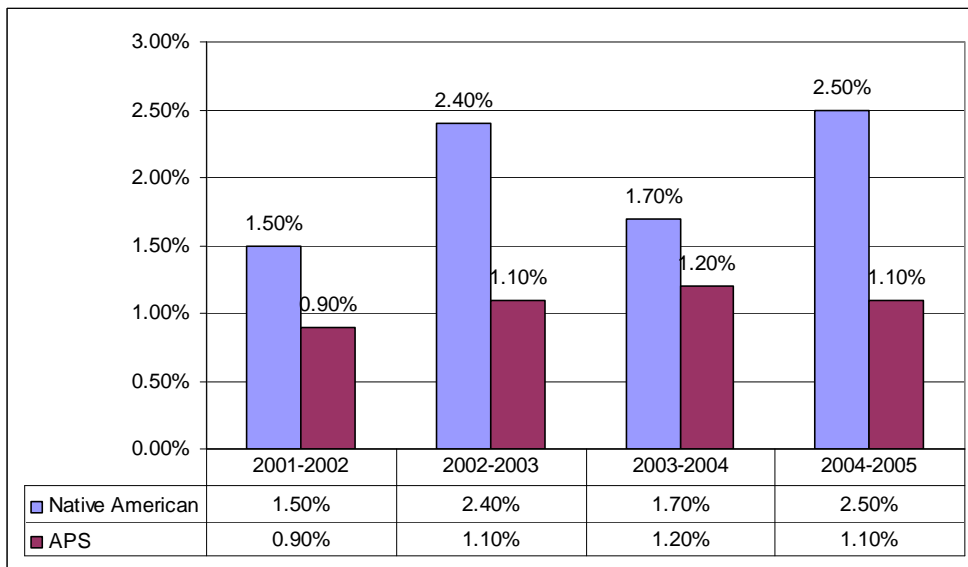


Figure 8: Middle School Dropout Rates over Time for Native American and All Students in APS



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Table 3: High School Enrollment and Dropouts by Ethnicity for 2002-2003, 2003-2004 and 2004-2005.

School Year	Ethnicity	Enrollment	Dropouts	Dropout Rate
2004-2005	Anglo	10,576	225	2.10%
	African American	1,071	45	4.20%
	Hispanic	13,032	477	3.70%
	Native American	1,400	86	6.10%
	Asian	737	18	2.40%
	Other	19	1	5.30%
	<i>All students</i>	26,835	852	3.20%
2003-2004	Anglo	10,421	261	2.50%
	African American	1,127	49	4.30%
	Hispanic	13,062	592	4.50%
	Native American	1,388	68	4.90%
	Asian	667	10	1.50%
	Other	152	5	3.30%
	<i>All students</i>	26817	985	3.7%
2002-2003	Anglo	10,494	249	2.40%
	African American	1105	38	3.40%
	Hispanic	12772	501	3.90%
	Native American	1303	54	4.10%
	Asian	641	9	1.40%
	Other	199	16	8.00%
	<i>All students</i>	26514	867	3.30%

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Table 4: Middle School Enrollment and Dropout Counts by Ethnicity For School Years 2002-2003, 2003-2004 and 2004-2005.

School Year	Ethnicity	Enrollment	Dropouts	Dropout Rate
2004-2005	Anglo	5147	36	0.70%
	African American	607	7	1.20%
	Hispanic	7697	92	1.20%
	Native American	761	19	2.50%
	Asian	307	2	0.7
	Other	4	0	0
	<i>All students</i>	<i>14,531</i>	<i>156</i>	<i>1.10%</i>
2003-2004	Anglo	5428	71	1.30%
	African American	631	9	1.40%
	Hispanic	8014	82	1.00%
	Native American	848	14	1.70%
	Asian	306	0	0.00%
	Other	62	2	3.2%*
	<i>All students</i>	<i>15,289</i>	<i>178</i>	<i>1.20%</i>
2002-2003	Anglo	5738	57	1.00%
	African American	620	5	0.80%
	Hispanic	8015	84	1.00%
	Native American	831	20	2.40%
	Asian	299	1	0.30%
	Other	85	1	1.20%
	<i>All students</i>	<i>15,588</i>	<i>168</i>	<i>1.10%</i>

*Because the number of students in the “Other” category is so small, the percent of students who dropout in this category is a very volatile figure.

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A. Bobo-Peterson and M. Osowski

Cohort Status — Dropout and Graduation Rate

APS voluntarily produces a cohort report for graduating classes each year. The reports present a four-year study of cohort status. Students who held 9th grade standing on the 40th day of the school year make up cohorts in these studies. For example, 9th graders in 2000-2001 make up the 2004 cohort.

The cohort captures and presents six different statuses for students in 9th grade class:

- Graduation
- Transferred
- Expulsions
- Still enrolled
- Dropout
- Deaths

The latest cohort studies indicate the following trends:

- There is a slight increase in graduation rates across the four cohorts (anticipated graduation dates in 2001, 2002, 2003, 2004 and 2005). Graduation rates range from 51.4% (Cohort 1: 1997-2001) to 52.6% (Cohort 5: 2001 – 2005).
- There is a decrease in dropout rates over the four cohorts. Dropout rates range from 30.6% (Cohort 1: 1997-2001) to 20% (Cohort 5: 2000-2005).
- Overall, trends remain the same for each ethnic group, with graduation rates increasing and dropout rates decreasing. However, graduation and dropout rates differ across the different ethnic groups.
- Across the four groups of cohorts, Hispanic students show the highest dropout rates, one of the lowest graduation rates and the least number of transfers. Native American students appear to have the lowest graduation and second highest dropout rates after Hispanic students.
- Native American students have the lowest graduation rates.
- Native American students have the second highest dropout rates after Hispanic students.
- The strongest trends of decreasing dropout across the study are seen among Native American, Asian, and Hispanic students.

For first time 9th grade Native American students in the 2004-2005 cohort:

- 36% graduated, the lowest graduation rate among ethnic groups.
- 28% transferred out of district, the highest transfer rate among ethnic groups.
- 19% dropped out of school. This is an improvement from the 2003-2004 cohort (23% dropout). Native American students had the third best dropout rates compared to Asian (10%) and Anglo (14%) students.
- 16% remain in the district, either at the original school or at another school
- 1% (2 students) died

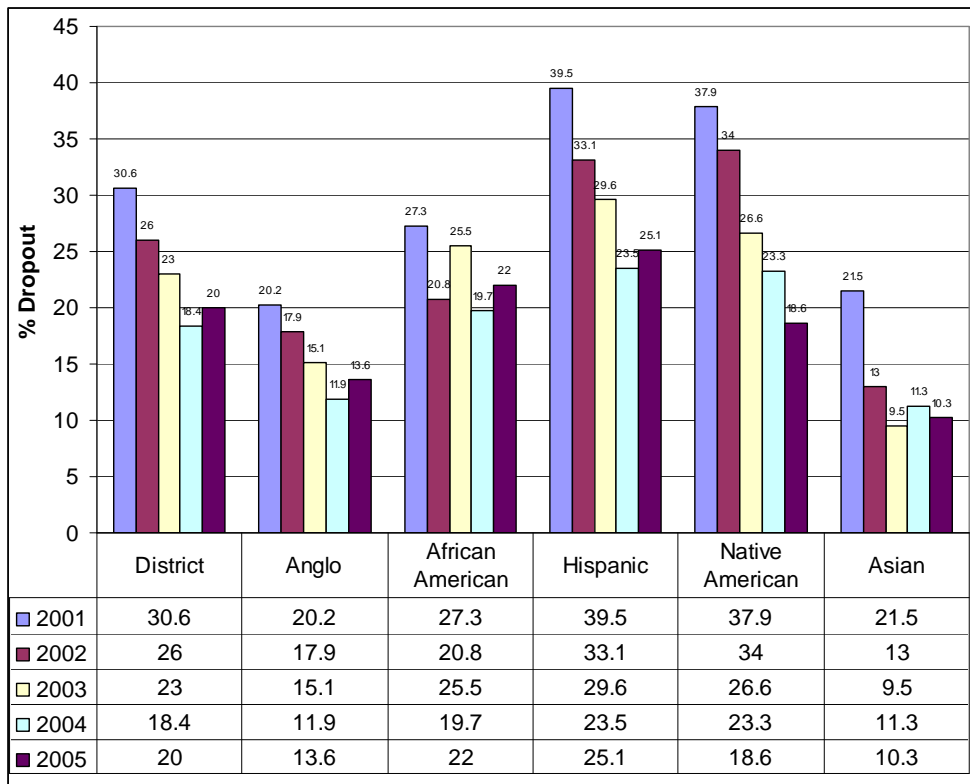
The appendix contains 2004-2005 Cohort reports for the district and for various subgroups. The full Cohort Status Report is available from RDA.

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Figure 9: Cohort Dropout by Ethnic Group



Why is the cohort dropout rate so different from the annual rate?

Two factors account for the differences in cohort and annual rates. The most obvious is that remarkably different calculation methods and different identification strategies are used. Annual rates include transfers into the district during the school year as part of the denominator for the formula. High numbers of incoming transfers inflate the denominator and can deflate rates. Also, a student’s status as a dropout is counted only once in a year but counted every year that student enrolls and drops out for annual studies.

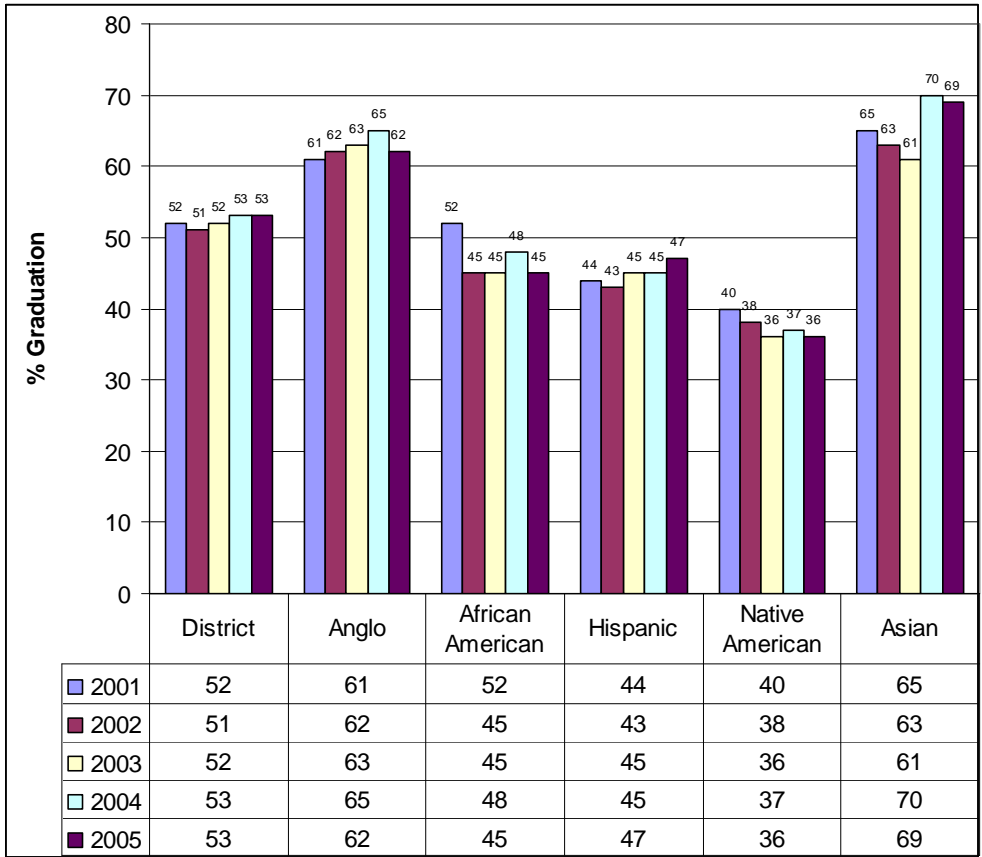
Secondly, initiatives instituted at the district level are more likely to have an immediate and short term impact on annual rates and less of an impact on the cohort rates. If an implemented intervention or prevention strategy makes a significant impact on the annual dropout rate, only one-fourth of that impact is carried over to the cohort. A one-time, remarkable 4% reduction in an annual dropout rate could result in no more than a 1% reduction in the cohort rate (if that annual rate change is in the four-year cohort time frame).

REPORT – Native American Student Report School Year 2005-06

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Figure 10: Cohort Graduation Rate (Percent) by Ethnic Group



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Student Performance

Albuquerque Public Schools is committed to increase student achievement through a standards-based learning environment supported by a system of continuous improvement.
-APS Mission statement

There are four types of assessments used by schools and the district to measure academic progress:

1. State mandated - all schools in all school districts in New Mexico are required to use the same assessment.
2. Required by state, District selected – all schools are required to test in this subject area, but each school district can select which assessment they use.
3. Required by district – APS requires schools to assess students within a school year in specific subject, and schools may or may not have a choice as to which in-District assessment they use.
4. Optional – Schools may opt to use these assessments for additional information on their students, but they are not required to do so.

The following section provides student performance data published in annual reports by RDA. The section includes:

- Kindergarten Developmental Progress Record (KDPR), Grade K
- district reading assessment (DRA), Grades 1,2
- Standards Based Assessment (SBA), Grades 3-9
- High School Competency Exam (HSCE), Grade 10
- ACT and SAT, Grades 11 and 12
- Advanced Placement (AP) Course Enrollment

Appendix contains an overview of the 2005-2006 testing calendar. For a complete testing calendar (including testing time windows and alternate assessment dates), go to the APS testing website and click on “Calendar”.

<http://www.rda.aps.edu/testing/Calendar/calendar.asp>

Kindergarten Developmental Progress Report (KDPR)

The *Kindergarten Developmental Progress Record (KDPR)* is a locally developed assessment designed to assist kindergarten teachers in documenting student progress in mastering the APS standards in literacy and mathematics. The KDPR has been in use in APS for over 15 years. This assessment is composed of a series of tasks assessed through teacher observations, large and small group work, and one-on-one teacher interviews. A rubric guides teachers’ evaluations of students’ progress and determination of proficiency.

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

21

Teachers worked with district assessment experts to revise the KDPR and began using the revised version in the Fall 2002. The KDPR has 49 items that align to the most recently published APS performance standards, and is inclusive of those skills determined by kindergarten teachers to be essential for successful completion of kindergarten.

While the primary purpose of the KDPR is to inform and guide instruction, the KDPR supports two other critical foundations: the kindergarten progress report and the First Grade Alert List. The KDPR aligns to the kindergarten progress report and provides teachers a set of standard tasks to use when completing the student's report card each grading period. The scoring guide provides consistency in communicating the results to parents and teachers. This is the first step towards a standards based report and assessment system.

Each year an alert report is provided to first grade teachers and to the Indian Education Unit at APS. This report identifies those students who exited kindergarten not having full mastery of the essential performance standards. The First Grade Alert Report is based on results from 25 items in the area of literacy and mathematics.

- Over 85% of APS Native American students taking the KDPR are proficient or nearing proficient in Language Arts.
- Over 90% of APS Native American students in taking the KDPR are proficient or nearing proficient in Math.

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Figure 11: Native American Students' Status on KDPR Language Arts 2003-04 and 2004-05

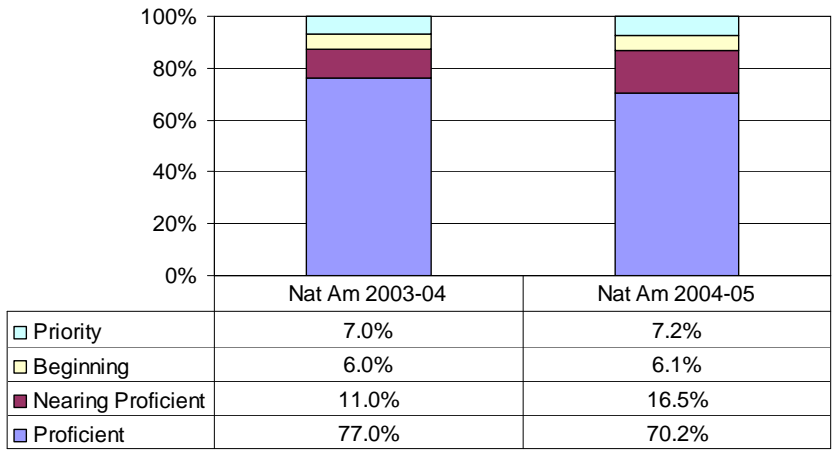
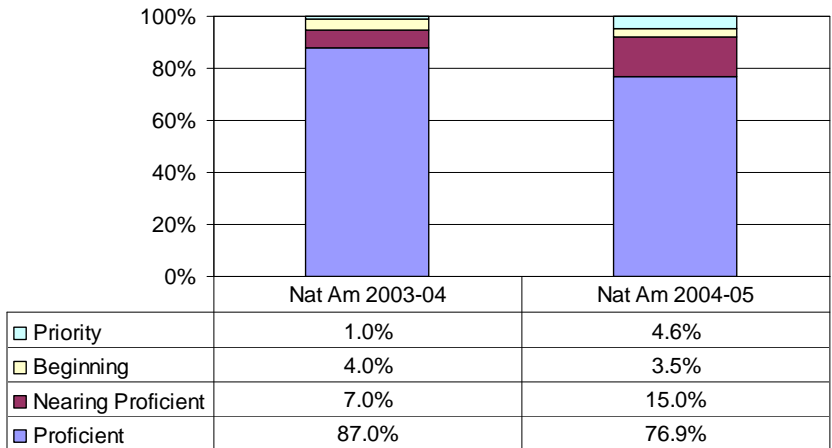


Figure 12: Native American Students' Status on KDPR Math 2003-04 and 2004-05



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Native American students score lowest compared to other ethnic groups, however the difference is small.

Table 5: Students' Status on KDPR Language Arts for Selected Subgroups and District School Year 2004-05

KDPR Language 2004 -05					
Rating	Proficient	Nearing Proficient	Beginning	Priority	Totals
District	81.2%	9.8%	3.6%	5.4%	
Native American	70.2%	16.5%	6.1%	7.2%	346
Hispanic	78.1%	11.3%	3.9%	6.8%	4145
African American	78.1%	11.3%	5.7%	5.0%	283
Anglo	89.3%	5.6%	2.5%	2.7%	2188
Asian	85.4%	8.9%	3.2%	2.5%	158
Free & Reduced Lunch	76.3%	12.1%	4.9%	6.7%	4654
Special Education	57.3%	16.6%	7.5%	18.6%	590

Table 6: Students' Status on KDPR Math for Selected Subgroups and District School Year 2004-05

KDPR Math 2004-05					
Rating	Proficient	Nearing Proficient	Beginning	Priority	Totals
District	83.6%	9.8%	3.7%	2.9%	
Native American	76.9%	15.0%	3.5%	4.6%	346
Hispanic	80.4%	11.4%	4.5%	3.7%	4145
African American	83.0%	9.9%	4.6%	2.5%	283
Anglo	90.2%	6.3%	2.2%	1.4%	2188
Asian	91.8%	4.4%	3.8%	0.0%	158
Free & Reduced Lunch	79.5%	11.8%	5.0%	3.7%	4654
Special Education	62.7%	17.8%	8.6%	10.8%	590

REPORT – Native American Student Report School Year 2005-06

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A. Bobo-Peterson and M. Osowski

Standards Based Assessment (SBA)

Under the No Child Left Behind Act (NCLB) of 2001, states and school districts are required to have standards based assessments in place by 2004-05. These assessments must be designed specifically to measure the state's standards in reading and math. Science assessments are not required until 2006-07.

Beginning in school year 2004-05, students in grades 3-9 participated in the New Mexico Standards Based Assessment (SBA). The SBA is the state-mandated assessment used to determine whether or not schools achieve adequate yearly progress (AYP) in reading, math, and participation rates. Eleventh grade students in APS participated in a standards-based assessment that is separate from the test administered in grades 3-9. The 11th grade test is developed to the standards, but is not aligned yet to allow a comparison with the standards based assessment administered in grades 3-9.

NCLB examines 5 ethnic groups as well as special education and English language learners (ELL). Attachment A-6: SBA Proficiency by Ethnicity for Language, Math and Science for detailed summaries for each grade and subject area.

The goal of NCLB is that 100% of students are proficient or advanced by 2014. Students earned one of four proficiency ratings:

- **Beginning steps** – students show a minimal understanding of skills included in New Mexico content standards.
- **Nearing proficient** – students show only a partial understanding of the knowledge and skills in the standards.
- **Proficient** – students show a solid but imperfect display of skills in the standards.
- **Advanced** – students show expertise with skills in the content standards.

Conclusions

- Native American students in APS outperformed their state counterparts in Reading and Math in the percent of students proficient or advanced.
- When compared to other ethnicities in APS, proficiency rates of Native American students in APS are the lowest among ethnic groups in Reading, Math and Science. Exceptions are 4th grade Reading and 4th, 5th, and 6th grade Math, where Black students' proficiency rates are lower.
- Reading, Math and Science scores tend to drop in middle school years for Native American students. The lowest proficiency levels for APS Native American students in Reading, Math and Science occur in grades 6 and 7.
- These conclusions are based in overall trends. Differences among groups change by subject matter and grade.

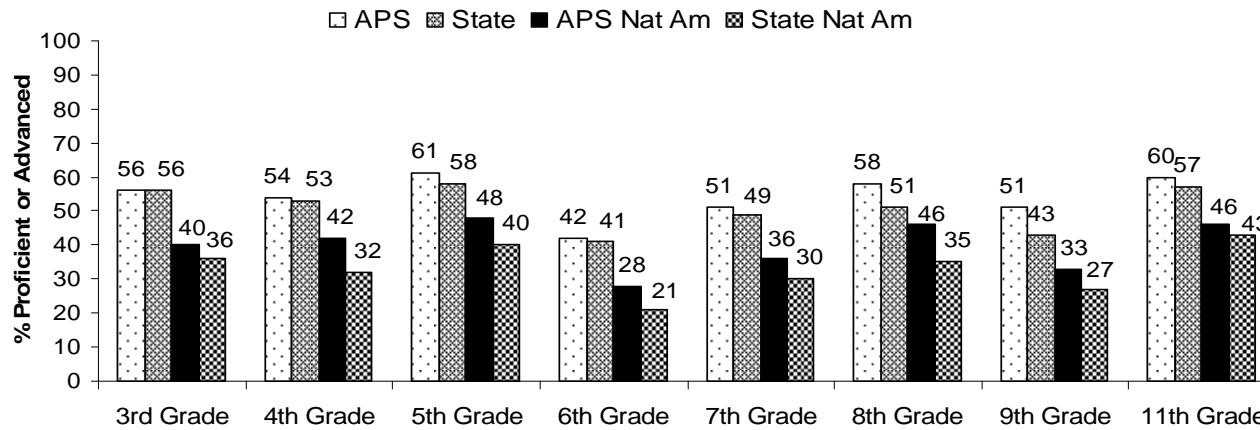
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25

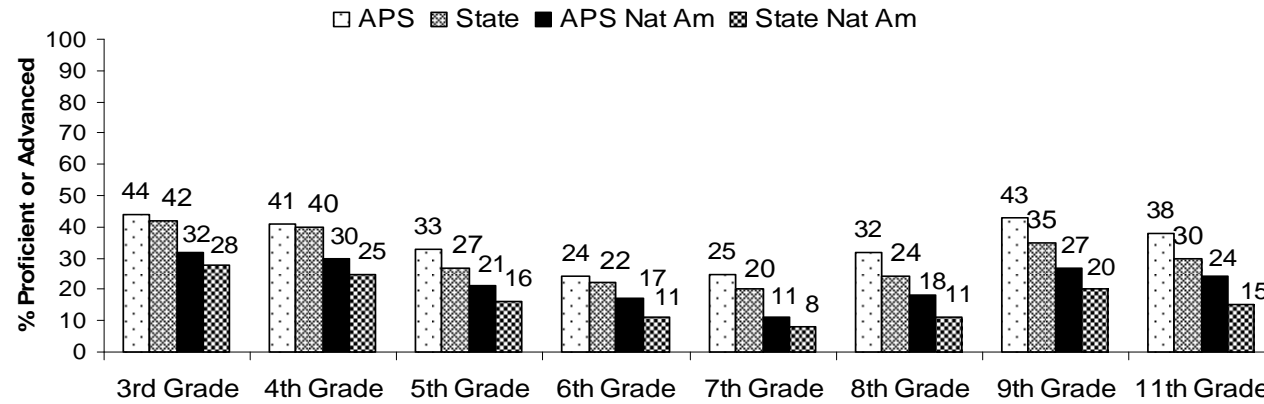
Figure 13. Comparison of APS Native American Students on SBA Reading to State and District Grades 3-11 School Year 2004-05



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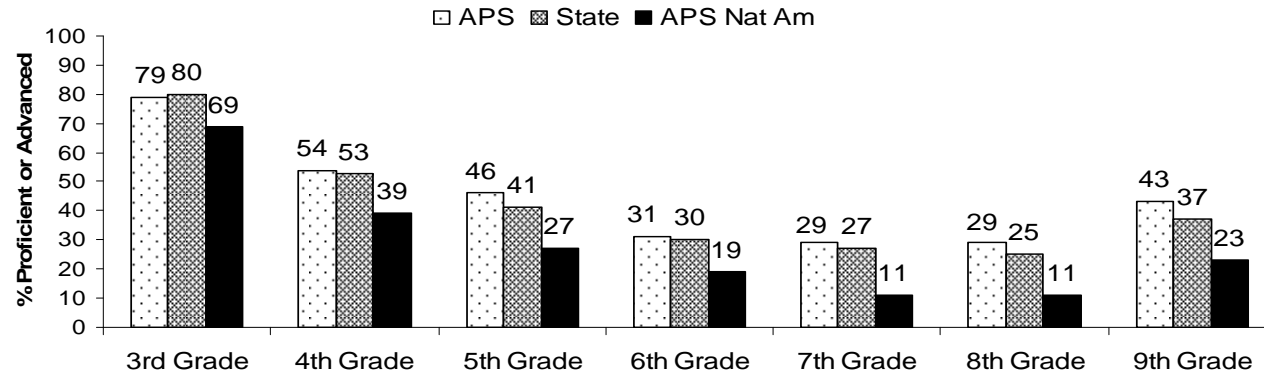
**Figure 14. Comparison of APS Native American Students on SBA Math to State and District
Grades 3-11 School Year 2004-05**



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**Figure 15. Comparison of APS Native American Students on SBA Science to State and District
Grades 3-9 School Year 2004-05**



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Figure 16. Comparison of APS Native American Students to APS Other Ethnic Groups on the SBA Reading – Elementary School Year 2004-05.

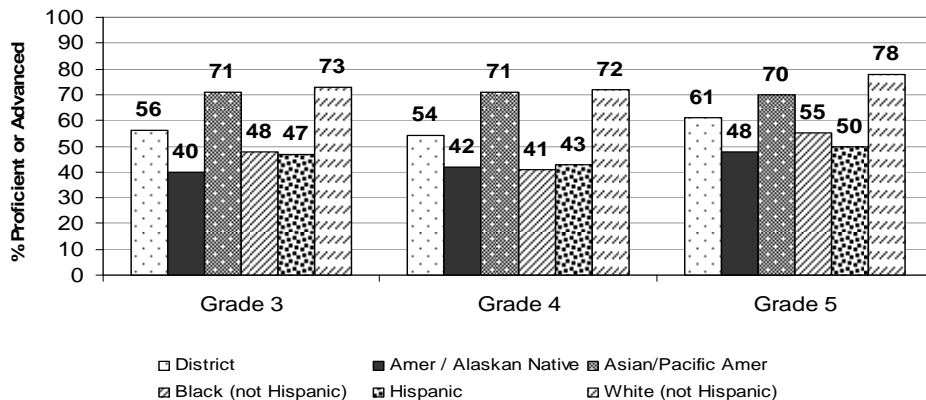
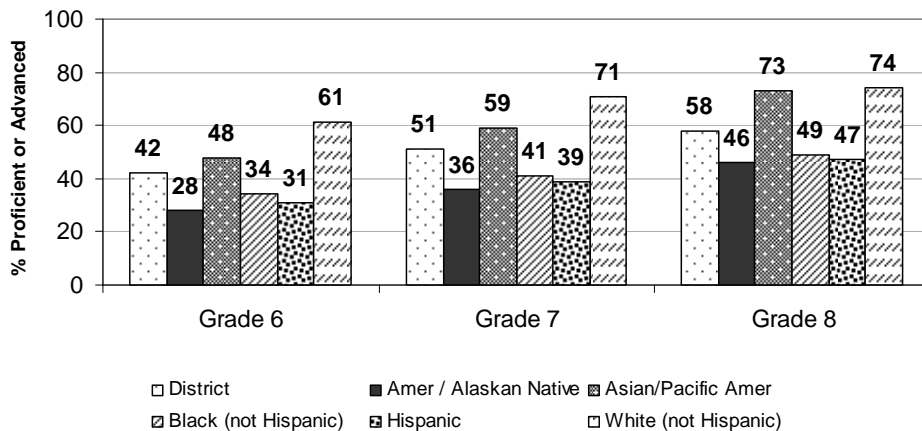


Figure 17. Comparison of APS Native American Students to APS Other Ethnic Groups on SBA Reading Middle School, School Year 2004-05

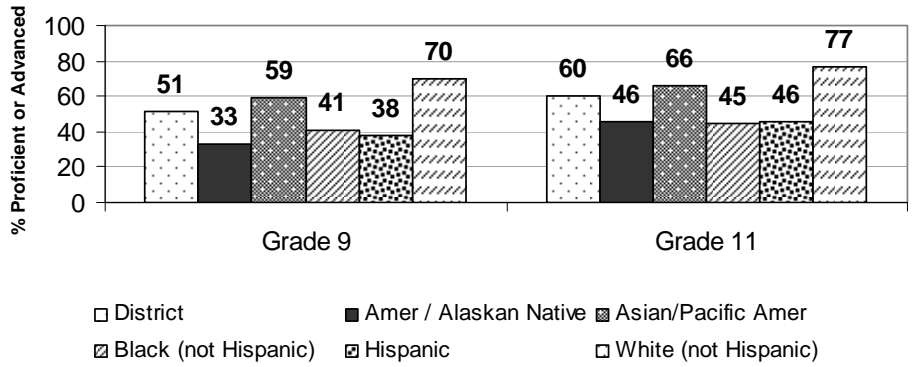


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Figure 18. Comparison of APS Native American Students to Other APS Ethnic Groups on SBA Reading High School Students, School Year 2004-05



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Figure 19. Comparison of APS Native American Students to Other APS Ethnic Groups on SBA Math – Elementary School, School Year 2004-05

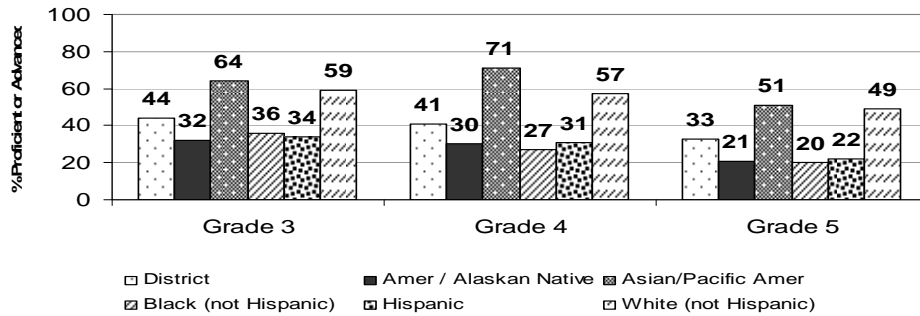
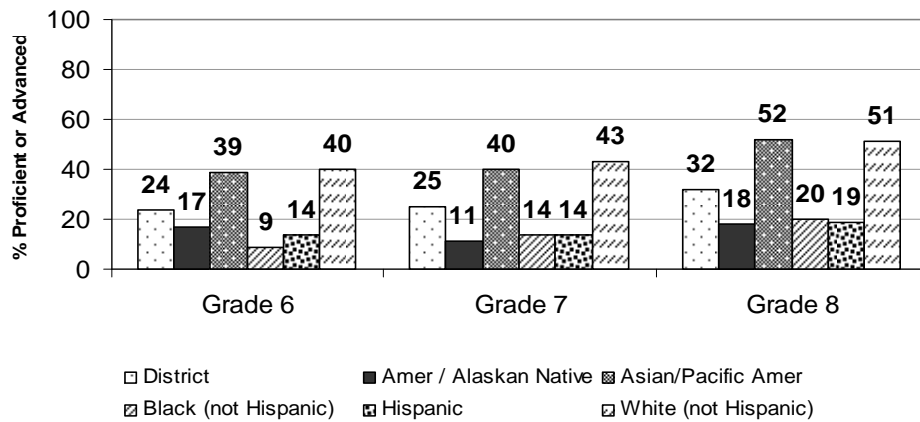


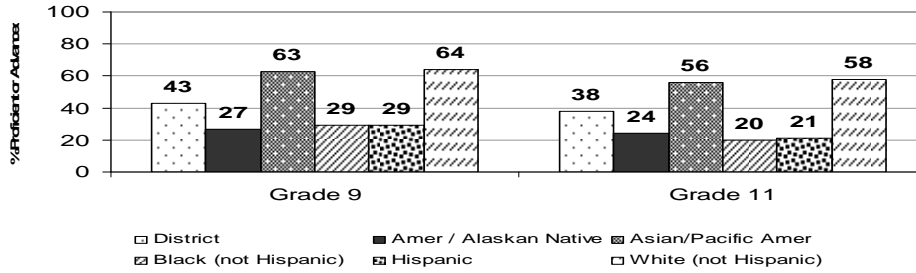
Figure 20: Comparison of APS Native American Students to Other APS Ethnic Groups on SBA Math – Middle School, School Year 2004-05.



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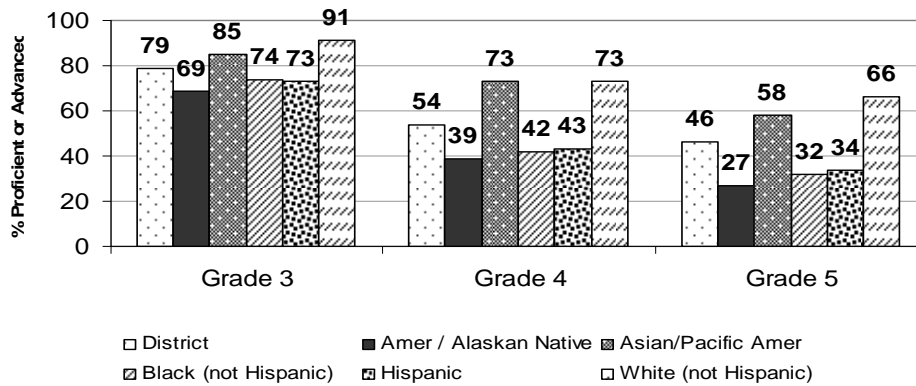
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Figure 21: Comparison of APS Native American Students to Other APS Ethnic Groups on SBA Math – High School Students, School Year 2004-05



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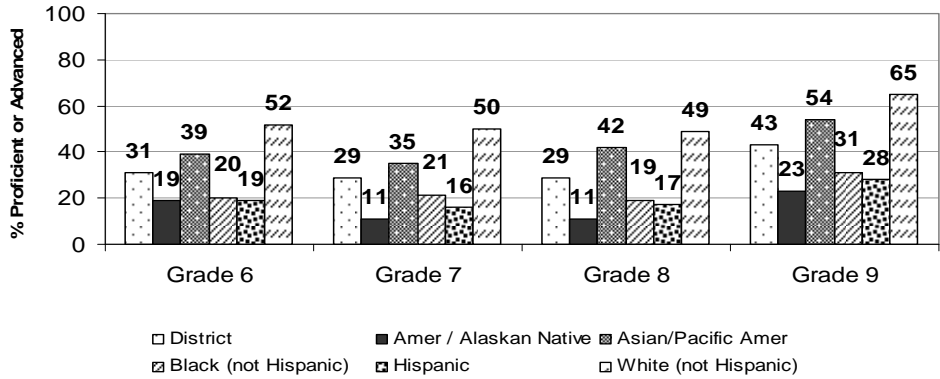
Figure 22: Comparison of APS Native American Students to Other APS Ethnic Groups on SBA Science – Elementary Students, School Year 2004-05.



REPORT – Native American Student Report School Year 2005-06

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Figure 23: Comparison of APS Native American Students to Other APS Ethnic Groups on SBA Science – Secondary Students, School Year 2004-05.



Science is currently not included in the 11th grade SBA.

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High School Competency Exam (HSCE)

All students in New Mexico public schools must take and pass all six subtests of the High School Competency Examination in order to graduate. Students first take the examination in the 10th grade and may repeat annually any subtest that they fail. Students may repeat subtests up to five years after high school completion with a certificate. For the February 2001 examination, the passing score was raised from 150 to 175 for 10th graders and all first-time test takers.

Table 7 presents the percent of 10th grade students passing all subtests for school years 2003-04 and 2004-05.

Table 7: Percent of 10th Grade Students Passing All Subtests School Years 2003-04 and 2004-05.

All Subtests	2003-04	2004-05
Anglo	85.5	84.2
African American	55.9	59.4
Hispanic	57.8	57.2
Native American	52.3	56.6
Pacific Island/Asian	74.1	74.1

Source: NMHSCE 2004-06 Report by M. Lougherey

Comparison to Other Students in APS:

- With the exception of Native American and Pacific Island/Asian students, the percent of 10th grade students passing all subtests has *decreased* from 2003-04 to 2004-05.
- Native American students are the **only** ethnic group to have improved in the percent of 10th grade students passing all subtests (2003-04 to 2004-05).
- Native American students have the lowest percent of 10th grade students passing all subtests.

Tables 8 –13 presents the number of 10th grade general education students, by ethnicity, attempting and percent passing for each subtest for school years 2003-04 and 2004-05.

Table 8: Number of 10th Grade General Education Students, by Ethnicity, Attempting and Percent Passing – Reading Subtest School Years 2003-04 and 2004-05.

	2003-2004		2004-2005	
	# Taking	# Passing	# Taking	# Passing
Anglo	1718	97.3	1893	98
African American	183	87.4	190	92.1
Hispanic	2072	88.5	2125	91.8
Native American	218	84.4	220	89.5
Pacific Island/Asian	139	84.9	139	93.5

Source: NMHSCE 2004-06 Report by M. Lougherey

REPORT – Native American Student Report School Year 2005-06

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A. Bobo-Peterson and M. Osowski

Table 9: Number of 10th Grade General Education Students, by Ethnicity, Attempting and Percent Passing – Language Arts Subtest School Year 2003-04 and 2004-05.

	2003-2004		2004-2005	
	# Taking	# Passing	# Taking	# Passing
Anglo	1720	94	1898	93.9
African American	184	81	190	76.8
Hispanic	2093	79.1	2143	81.1
Native American	221	75.1	222	76.6
Pacific Island/Asian	139	87.1	139	89.9

Source: NMHSCE 2004-06 Report by M. Lougherey

Table 10: Number of 10th Grade General Education Students, by Ethnicity, Attempting and Percent Passing – Composition Subtest School Years 2003-04 and 2004-05.

	2003-2004		2004-2005	
	# Taking	# Passing	# Taking	# Passing
Anglo	1708	99.4	1890	99.5
African American	180	96.7	188	98.4
Hispanic	2029	97.7	2097	99.1
Native American	215	97.7	216	97.2
Pacific Island/Asian	136	97.1	139	97.8

Source: NMHSCE 2004-06 Report by M. Lougherey

Table 11: Number of 10th Grade General Education Students, by Ethnicity, Attempting and Percent Passing – Mathematics Subtest School Years 2003-04 and 2004-05.

	2003-2004		2004-2005	
	# Taking	# Passing	# Taking	# Passing
Anglo	1718	94.9	1899	94
African American	186	76.9	190	76.8
Hispanic	2088	79.7	2152	81.3
Native American	221	78.3	223	76.2
Pacific Island/Asian	139	95.7	139	96.4

Source: NMHSCE 2004-06 Report by M. Lougherey

REPORT – Native American Student Report School Year 2005-06

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A. Bobo-Peterson and M. Osowski

Table 12: Number of 10th Grade General Education Students, by Ethnicity, Attempting and Percent Passing – Science Subtest School Years 2003-04 and 2004-05.

	2003-2004		2004-2005	
	# Taking	# Passing	# Taking	# Passing
Anglo	1718	94	1895	93.5
African American	185	67.6	190	76.8
Hispanic	2087	74.7	2147	75
Native American	221	67.4	221	72.4
Pacific Island/Asian	139	78.4	140	86.4

Source: NMHSCE 2004-06 Report by M. Lougherey

Table 13: Number of 10th Grade General Education Students, by Ethnicity, Attempting and Percent Passing – Social Studies Subtest School Years 2003-04 and 2004-05.

	2003-2004		2004-2005	
	# Taking	# Passing	# Taking	# Passing
Anglo	1714	93.2	1894	90.2
African American	182	73.6	191	74.3
Hispanic	2064	76.3	2143	70.4
Native American	219	77.6	219	69.9
Pacific Island/Asian	138	81.2	139	84.2

Source: NMHSCE 2004-06 Report by M. Lougherey

Conclusions:

- For school years 2003-04 and 2004-05, Native American students had the lowest percent passing of 10th grade general education students of all subgroups in reading, language arts, and science.
- The subtest with the highest percent passing of Native American 10th grade general education students is composition. In school year 2003-04, Native American students had the second highest percent passing rate. Although the percent passing dropped school year 2004-05, and Native American students were the lowest percent passing rate of all subgroups, the passing rate still remained in the high 90th percentile (97.2%).
- For school year 2004-05, Native American students had the highest percent passing in composition (97.2% passing), and the lowest percent passing in social studies (69.9% passing).

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

ACT

First administered in APS in 1989, the Enhanced ACT is a test designed to reflect current skills and knowledge students need for success in college. Scores for the four subtests of the Enhanced ACT: English, Math, Reading, and Science Reasoning are reported on a scale of 1 to 36. Writing has been added as an optional test in response to some colleges' request for a writing test.

APS Trends:

- Since 2000-2001 school year, APS' average Composite score has been higher than the state average.
- It has also been higher or the same as the national average every year except this past year when it (20.8) was lower than the state average. The pattern of results, with APS scores being higher, is usually consistent across all four subtests, except for math in 2003-04 when the district average (20.5) was lower than the national average by 0.2, and this year when math (20.2) was lower by 0.5 and science (20.7) was lower by 0.2.

Comparison to Other Students in APS:

- Native American student ACT scores are the lowest compared to other ethnic groups in APS every year except this past year when the Native Americans' average Composite score (18.2) was .9 higher than African American students and in the 2003-04 year when it (18.6) was the same as African American students.
- Native American student scores on the ACT are most similar to APS students in the lowest family income ranges (self-reported student-estimated family income of \$20,000 or below).

Comparison to State and National Scores:

- In 2004-05, Native American students in APS scored higher than their state counterparts and lower than their national counterparts.

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

37

Table 14: ACT Composite Scores School Year 2002-03, 2003-04, and 2004-05

ACT									
Ethnic Group	2002-2003			2003-2004			2004-2005		
	N	%	Avg. Composite	N	%	Avg. Composite	N	%	Avg. Composite
Amer/Alaskan Native	72	3	18.5	73	3	18.6	65	3	18.2
Asian/Pacific Amer	105	4	21.5	80	3	21.8	90	4	20.9
Black/African-Amer	71	3	18.9	79	3	18.6	61	2	17.3
Mexican Amer/Chicano	535	21	19.3	489	19	19.3	520	21	19.2
Puerto Rican/Hispanic	164	6	19.5	234	9	18.9	233	9	19.2
Caucasian Amer/White	1115	43	22.4	1113	43	22.8	1038	41	22.3
Other	112	4	19.9	102	4	19.6	94	4	19.7
Multi-racial	134	5	21.2	149	6	20.9	143	6	21
No response	71	3	21.4	91	4	22	96	4	22.8
Prefer no response	202	8	22.3	161	6	22.2	173	7	21.6
All APS			21.1			21.2			20.8
NM			19.9			20.1			20
Nation			20.8			20.9			20.9

Source: ACT High School Profile (Table 11) and APS District Report ACT & SAT: A Three Year Summary College entrance Testing, by M. Lougherey

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

SAT

The majority of college-bound students in New Mexico take the ACT, however over 500 students in APS chose to take the SAT in 2004-05. These students typically intend to go to out-of-state colleges or may not have chosen a college or university to attend after graduation. Because all universities and colleges in New Mexico accept the ACT, it is unnecessary for students seeking higher education in New Mexico to take the SAT.

Since 1994-1995, students have been participating in the “new” SAT. The “new” SAT I: Reasoning Test has replaced the traditional SAT. The “new” SAT I has been linked statistically to the traditional SAT. The College Board introduced a new re-centered scale for the “new” SAT in April 1995. This recalibration re-established 500 as the average on each test’s scale of 200-800 points.

Currently, the “new” SAT is composed of two major subtests, Verbal and Math. The “new” SAT is now comprised of a writing section, in addition to the Math and Verbal sections. This year’s seniors will be the first class to take the “new” SAT. The score range for each of the three sections will be 200-800 points. Three scores, instead of two, will be reported on next year’s senior report.

APS Trends:

- APS has higher average scores than both the state and the nation over the last five years.
- In 2004-05, APS averaged 3 points higher than the state and 53 points higher than the nation on the Verbal subtest.
- In the same year, APS averaged 8 points higher than the state and 35 points higher than the nation on the Math subset.

Comparison to Other Students in APS:

- Native American student SAT scores, compared to other ethnic groups in APS, are the lowest.
- Native American student scores on the SAT are most similar to APS students in the lowest family income ranges (self-reported student-estimated family income of \$20,000 or below).

Comparison to State and National Scores:

- There are not enough minority test takers in the district to make valid comparisons with their state or national counterparts.

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Table 15: SAT Scores School Years 2002-03, 2003-04, and 2004-05

SAT Ethnic Group	2002-2003				2003-2004				2004-2005			
	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math	N	%	Avg. Verbal	Avg. Math
Amer Indian/Alaskan Nat	12	2	516	478	8	1	481	501	6	1	452	483
Asian/Asian Amer/Pacific Islander	41	8	571	600	39	7	560	580	32	7	540	584
Black/African American	10	2	467	486	18	3	508	490	17	4	438	424
Mexican/Mexican American	38	8	542	547	44	8	530	524	40	9	525	525
Puerto Rican	3	<1	-	-	2	<1	-	-	4	1	-	-
Hispanic/Latino	41	8	522	516	33	6	498	508	35	8	569	547
White	312	64	567	563	355	65	573	571	##	6	579	570
Other	31	6	553	535	46	8	602	568	33	7	520	515
No Response	127	-	580	573	108	-	587	572	53	-	592	569
All APS			562	559			567	562			561	555
NM			548	540			554	543			558	547
USA			507	519			508	518			508	520

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Advanced Placement (AP) Course Enrollment

Advanced Placement (AP) courses and enrollment have grown rapidly in the past several years in APS. This increase reflects what is happening nationally. Many studies have shown that students who take AP courses are better prepared for college. Because most colleges accept an AP exam score of 3, 4 or 5 for college credit, there is incentive for students to take AP courses and do well on the exam.

APS offered 19 courses in 2002-03, 22 in 2003-04, 23 in 2004-05 and 20 in 2005-06. English Literature, US History, World History and Calculus AB are the most populated AP courses. In the fall 2004, six APS high schools offered 10 or more AP courses. In the fall 2005, seven APS high schools offered 10 or more AP courses.

Except for a couple of courses which are one-semester courses and schools that offer courses on a block schedule, the menu of spring courses and numbers of students enrolled are similar to the fall enrollment.

A more comprehensive and technical report is available from RDA. See Attachment A-8 (Fall 2004 Ethnicity and Gender Enrollment for AP Courses), Attachment A-9 (Spring 2005 Ethnicity and Gender Enrollment for AP Courses), Attachment A-10 (Fall 2004 Ethnicity and Gender Enrollment for AP Courses for each comprehensive high school), Attachment A-11 (Spring 2005 Ethnicity and Gender Enrollment for AP Courses for each comprehensive high school), Attachment A-12 (Fall 2005 AP Enrollment per Course by Ethnicity and Gender), Attachment A-13 (Spring 2006 AP Enrollment per Course by Ethnicity and Gender), Attachment A-14 (Fall 2005 Ethnicity and Gender Enrollment for AP Courses for each comprehensive high school), and Attachment A-15 (Spring 2006 Ethnicity and Gender Enrollment for AP Courses for each comprehensive high school).

- 204 Native American students in APS enrolled in Advanced Placement courses school year 2005-06. This is four times the number of Native American students enrolled in Advanced Placement courses school year 2004-05 (49 Native American students in APS enrolled in Advanced Placement courses).
- 2.4% of the students taking AP courses in the 2005-06 school year were Native American; Native American students represent 5% of APS enrollment. This is an increase from school year 2004-05 in which 1.5% of the students taking AP courses in the 2004-05 school year were Native American, yet Native American students were 5% of APS enrollment.

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

41

**Table 16: Ethnic Representation in Total AP Course Enrollment at Each School
SY 2005-2006**

Number of Students SY2005-06

<i>High School</i>	<i>Anglo</i>	<i>African American</i>	<i>Hispanic</i>	<i>Native American</i>	<i>Asian</i>	<i>Other</i>	<i>Total</i>
Albuquerque	512	30	224	6	14	0	786
CEC	25	0	1	0	6	0	32
Cibola	790	28	278	23	40	0	1159
Del Norte	271	31	106	31	38	0	477
Eldorado	785	3	90	8	44	0	930
Highland	113	9	92	10	20	0	244
La Cueva	1102	29	138	14	206	0	1489
Manzano	432	23	122	17	42	0	636
Rio Grande	66	11	488	20	4	0	589
Sandia	564	13	110	7	42	0	736
Valley	196	8	153	10	1	0	368
West Mesa	145	30	648	58	25	0	906
District Totals	5001	215	2450	204	482	0	8352

*Since Highland is on a block schedule, students finish a full-year AP course during the fall semester

** This table displays Fall '05 and Spring '06 enrollment.

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REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

Table 17: Native American Enrollment for AP Courses Fall '05

Fall 2005	Females	Males	Total
US History	14	11	25
World History	13	7	20
Economics-Macro	3	1	4
Literature & Composition	5	3	8
Language & Composition	3	7	10
Statistics	2	5	7
Calculus A/B	1	7	8
Chemistry	5	1	6
Biology	2	0	2
Environmental Science	1	0	1
Physics B	3	1	4
Psychology	3	2	5
Spanish Language	1	0	1
Studio Art	2	2	4
Total	58	47	105

Table 18: Native American Enrollment for AP Courses Spring '06

Spring 2006	Females	Males	Total
US History	13	11	24
World History	11	7	18
US Govt & Politics	3	1	4
Literature & Composition	6	2	8
Language & Composition	3	7	10
Statistics	2	4	6
Calculus A/B	1	6	7
Calculus B/C	0	1	1
Chemistry	6	1	7
Biology	2	0	2
Environmental Science	1	0	1
Physics B	2	1	3
Psychology	1	2	3
Spanish Language	1	0	1
Studio Art	2	2	4
Total	54	45	99

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

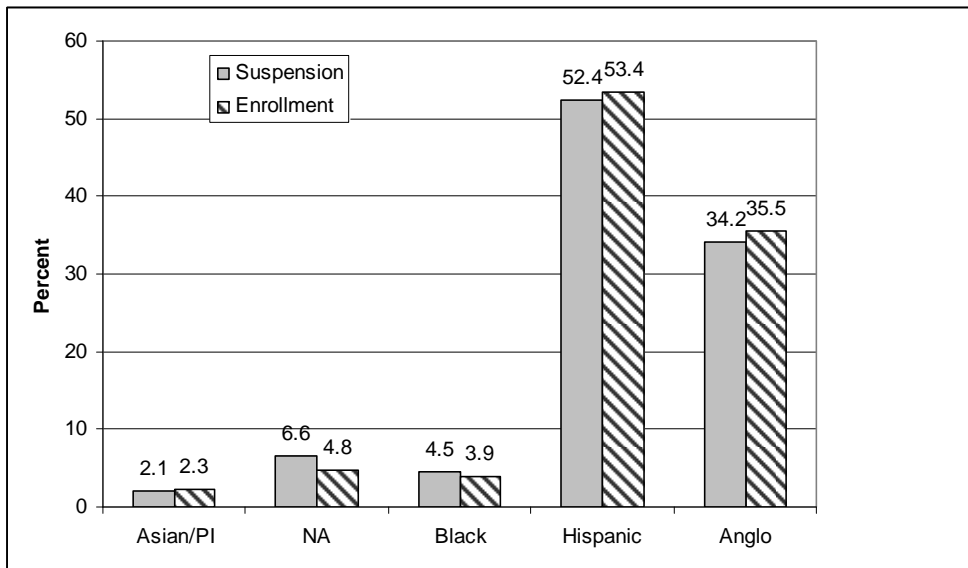
School Safety and Suspension

Native American students are slightly over-represented in the district suspensions, but the difference is small.

- District-wide, Native American students make up 5% of the district's enrollment, but they are 6.6% of APS suspensions.
- For any given reason for suspension, Native American students represent anywhere from 0% to 20% of the total population suspended.
- Within the Native American population, the largest numbers of suspensions are due to: general disruptive conduct (n=93), fighting (n=75), defiance of school personnel / authorities (n=61), controlled substance possession (n=35), and controlled substance use (n=49).

For more information on suspension, see the RDA website <http://www.rda.aps.edu/RDAMain/main.asp>. The suspension section contains district summaries and reports for each school from 1998 to present.

Figure 24: APS Student Suspensions by Ethnicity 2004-05



REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

Attachment A- 1: Signed MOA w/Sandia (see tab, “MOU”)

Attachment A- 2: High School Enrollment and Dropout Counts by School by Ethnicity for 2003-2004*

School	Anglo		African American		Hispanic		Native American		Asian		Other		Total	
	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Enrollment	Dropouts	Total Enrollment	Total Dropouts
Albuquerque	424	12	110	**	1460	63	126	**	33	**	5	0	2158	87
Cibola	1637	30	121	**	1199	24	117	**	59	0	40	**	3173	59
Del Norte	661	17	127	10	809	43	225	**	46	**	34	0	1902	80
Eldorado	1739	14	63	**	488	**	67	**	59	0	10	0	2426	29
Highland	598	**	198	**	1250	19	252	**	130	**	**	0	2433	37
La Cueva	1734	24	50	**	349	**	37	**	134	**	10	**	2314	35
Manzano	1135	17	146	**	780	17	110	**	72	0	12	0	2255	39
Rio Grande	163	**	51	**	2097	57	80	**	5	0	**	0	2398	65
Sandia	1457	49	76	**	678	35	75	**	88	**	27	**	2401	94
Valley	527	19	40	**	1614	66	88	**	13	0	**	0	2285	87
West Mesa	346	23	145	**	2338	158	211	22	28	**	4	0	3072	213

*The total of number of dropouts is 825 excluding the 160 transition students.

**indicates number of student less than 10, minimum number for reporting

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Attachment A- 2A: High School Enrollment and Dropout Counts by School by Ethnicity for 2004-2005*

SY 2004-05 High School	Anglo		African American		Hispanic		Native American		Asian		Other		Total	
	Cum. Enr.	DropOut	Cum. Enr.	DropOut	Cum. Enr.	DropOut	Cum. Enr.	DropOut	Cum. Enr.	DropOut	Cum. Enr.	DropOut	Cum. Enr.	DropOut
Albuquerque	468	16	123	5	1608	85	110	6	22	9	5	2	2336	123
Cibola	1748	27	144	5	1327	22	137	4	88	1	2	0	3446	59
Del Norte	739	28	129	10	883	26	241	6	71	1	1	0	2064	71
Eldorado	1774	31	60	2	534	13	72	3	84	1	2	1	2526	51
Highland	596	26	215	10	1315	68	258	21	118	4	3	0	2505	129
La Cueva	1815	21	55	0	411	7	36	1	153	0	3	0	2473	29
Manzano	1278	5	142	0	856	5	117	4	87	1	0	0	2480	15
Rio Grande	176	2	45	0	2122	45	71	4	4	0	1	0	2419	51
Sandia	1525	33	89	4	757	30	98	6	104	2	1	0	2574	75
Valley	526	16	43	1	1737	45	97	10	12	0	0	0	2415	72
West Mesa	348	20	138	8	2515	131	241	18	29	6	2	0	3273	183

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

Attachment A- 3: Percent Enrollment vs. Percent Dropout by Ethnicity Over Three Years

Percent Enrollment vs. Percent Dropouts (High School)

	2001-2002		2002-2003			2003-2004			2004-2005		
	% of Enrollment	% of Dropouts	% of Enrollment	% of Dropouts	% Dropout Yearly Change	% of Enrollment	% of Dropouts	% Dropout Yearly Change	% of Enrollment	% of Dropouts	% Dropout Yearly Change
Anglo	41.7	28.8	39.6	28.7	-0.1	38.9	26.5	-2.2	39.4	26	-0.5
African American	3.8	2.8	4.2	4.4	1.6	4.2	5	0.6	4	5	0
Hispanic	46.6	61.2	48.2	57.8	-3.4	48.7	60.1	2.3	48.6	56	-4.1
Native American	4.5	5.7	4.9	6.2	0.5	5.2	6.9	0.7	5.2	10	3.1
Asian	2.3	1.3	2.4	1	-0.3	2.5	1	0	2.7	2	1
Other	1.2	0.6	0.8	1.8	1.2	0.6	0.5	-1.3	0.1	0.1	-0.4

Percent Enrollment vs. Percent Dropouts (Mid School)

	2001-2002		2002-2003			2003-2004			2004-2005		
	% of Enrollment	% of Dropouts	% of Enrollment	% of Dropouts	% Dropout Yearly Change	% of Enrollment	% of Dropouts	% Dropout Yearly Change	% of Enrollment	% of Dropouts	% Dropout Yearly Change
Anglo	39	29.8	36.8	33.9	4.1	35.5	39.9	6	35.5	23.1	-16.8
African American	3.9	7.1	4	3	-4.1	4.1	5.1	2.1	4.2	4.5	-0.6
Hispanic	48.9	52.5	51.4	50	-2.5	52.4	46.1	-3.9	53	59	12.9
Native American	5.1	8.5	5.3	11.9	3.4	5.5	7.9	-4	5.2	12.2	4.3
Asian	1.9	0.7	1.9	0.6	-0.1	2	0	-0.6	2.1	1.3	1.3
Other	1.3	1.4	0.5	0.6	-0.8	0.4	1.1	0.5	0	0	-1.1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Attachment A- 4: Albuquerque Public School Withdrawal Codes

Old Codes	New Codes	Description
W01	W01	Transfer to other APS School
W02	D42	Transfer to local non public School, Transfer out of district within New Mexico, Transfer out of New Mexico, or Transfer to District approved and/or state approved institutions or programs. All without transcript request or verification of transfer.
W03		
W04		
W05		
W02	W42	Transfer to local non public School, Transfer out of district within New Mexico, Transfer out of New Mexico, or Transfer to District approved and/or state approved institutions or programs. The place of transfer is entered in city and state fields. The date that the transcript was sent or the date that verification took place is entered in the date transcript request field.
W03		
W04		
W05		
W06	W06	Death
W07	W07	Graduation
W08	W08	Evening School Adult Education
W09	D09	Satisfied Attendance Law
W10	W10	GED Confirmed
	D10	GED Unconfirmed
W11	D11	Transfer to non-approved institution program
W12	D12	Absenteeism Exceeds the Legal Limit
W13	D13	Exemption from school for gainful employment
W14	D14	Whereabouts Unknown
W15	D15	No Show
W16	D16	Parent Request
W17	D17	Did not return after suspension
W18	D18	Other
W19	S19	Long Term Suspension for non-attendance
W20	S20	Long Tern Suspension for disciplinary reasons
W21	S21	Expulsion
W22	W22	Transferred, transcript sent
W23	W23	Returned to country of origin
No previous code	W24	Confirmed Homeschooler
	D24	Unconfirmed Homeschooler
No previous code	W41	Transfer within district from a school in need of improvement

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

Attachment A- 5: APS Testing Calendar for 2005-2006

Name of Test	Testing Window	Grade(s)	Level of Test/Purpose
Standards-Based Assessment (SBA)	February 27 – March 24, 2006	3 - 9	State Mandated State Accountability
High School Standards Assessment (HSSA)	February 27 – March 10, 2006	11	State Mandated State Accountability
High School Competency Exam (HSCE)	Seniors: October 24 – November 4	Grades 12 and “13”	State Mandated Required to pass for HS diploma
	January 17 – February 3, 2006	10, 11, 12 & “13”	
Alternate Assessment (original)	Seniors: October 24 – November 22	Special Education students taking SBA 3-9, HSSA 11, HSCE 10-12 and 13	State Mandated State Accountability
	Spring: January 17 – March 24, 2006		
Alternate Assessment for Writing	Spring: January 17 – March 24, 2006	Special Education students taking SBA 3-9	Special Education students taking SBA 3-9, HSSA 11, HSCE 10-12 and 13
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Fall: Sept 6 – 16 Winter: Jan 17-27 Spring: Apr 17-28 (FDK); Apr 24-May 5 (RF)	Full Day Kindergarten (FDK) and K-3 Reading First (RF) schools only	State Mandated Grant Required
Texas Primary Reading Inventory (TPRI)	Winter: Jan 9-27 Spring: May 1-19	Reading First schools only for students needing intensive support based on Fall/Winter DIBELS scores.	State Mandated Grant Required
Get It! Got It! Go! (G3)	Fall: first 10 days of program Winter: Jan 3-17 Spring: May 1-12	Pre-Kindergarten	State Mandated State Accountability
Assess2Learn (A2L)	Fall: Sep 12 –Dec 2 Spring: Apr 3 – May 19	Grades 3-8	District required assessment (state law) for Academic Improvement Plans (AIPs)
Kindergarten Developmental Progress Record (KDPR)	Fall: Sep 6 – Oct 14 Spring: Apr 3-28	Kindergarten	District required assessment (state law) for Academic Improvement Plans (AIPs)

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Developmental Reading Assessment (DRA)	Fall: Sep 12 – Dec 2 Spring: Apr 3 – 28	Grades 1 & 2 DRA can be used as an alternate assessment available for kindergarten	District required assessment (state law) for Academic Improvement Plans (AIPs)
Alternative Portfolio Assessment	Jan 17 – Apr 28	3 – 12	District required assessment (state law) for Academic Improvement Plans (AIPs) for ELL students not able to take the District Assessments
Gates-MacGinitie	Aug 11 – May 19	9 – 12	Option 9-12 reading assessment
National Assessment of Educational Progress (NAEP)	Jan 23 – Mar 3	Schools and grades chosen to participate will be notified	National report card National accountability

Source: Adapted from K-12 Testing Schedule 2005-06 by Test; Research, Development and Accountability – Testing and Assessment

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

Attachment A-6: SBA Proficiency by Ethnicity for Language, Math and Science

Source: District Grade Report NM Standards Based Assessment, 2005, NM Public Education Department.

Percentages may not add up to 100 due to rounding.

SBA Reading-Grade 3	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6303	6109	56	3	18	23	51	5
Amer / Alaskan Native	311	297	40	5	27	28	40	1
Asian/Pacific Amer	171	164	71	4	8	18	60	11
Black (not Hispanic)	261	254	48	3	23	26	45	3
Hispanic	3320	3205	47	3	23	27	44	3
White (not Hispanic)	2239	2189	73	2	9	16	63	9
SBA Math- Grade 3	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6301	6231	44	1	8	47	40	4
Amer / Alaskan Native	312	307	32	2	12	55	31	1
Asian/Pacific Amer	172	170	64	1	3	31	48	16
Black (not Hispanic)	261	258	36	1	11	52	35	1
Hispanic	3320	3281	34	1	10	54	32	3
White (not Hispanic)	2235	2214	59	1	3	37	52	7
SBA Science-Grade 3	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6299	6164	79	2	1	18	68	11
Amer / Alaskan Native	311	301	69	3	1	27	65	4
Asian/Pacific Amer	171	168	85	2	1	13	68	17
Black (not Hispanic)	261	254	74	3	2	22	70	4
Hispanic	3319	3241	73	2	1	23	67	6
White (not Hispanic)	2236	2199	91	2	.	7	71	19

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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SBA Reading-Grade 4	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6543	6409	54	2	11	33	43	11
Amer / Alaskan Native	318	312	42	2	14	41	39	4
Asian/Pacific Amer	143	141	71	1	3	25	50	21
Black (not Hispanic)	263	254	41	3	11	44	35	6
Hispanic	3460	3373	43	3	15	39	37	7
White (not Hispanic)	2359	2329	72	1	5	22	53	19
SBA Math- Grade 4	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6540	6473	41	1	10	48	32	9
Amer / Alaskan Native	317	310	30	2	16	52	25	5
Asian/Pacific Amer	143	143	71	.	5	24	45	26
Black (not Hispanic)	264	258	27	2	14	56	23	5
Hispanic	3456	3418	31	1	13	55	26	5
White (not Hispanic)	2360	2344	57	1	5	37	42	15
SBA Science-Grade 4	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6538	6437	54	2	5	40	51	3
Amer / Alaskan Native	317	309	39	3	7	51	38	1
Asian/Pacific Amer	143	143	73	0	3	24	71	2
Black (not Hispanic)	264	257	42	3	6	49	42	0
Hispanic	3454	3394	43	2	6	49	41	1
White (not Hispanic)	2360	2334	73	1	2	24	67	6
SBA Reading-Grade 5	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6477	6427	61	1	9	29	40	21
Amer / Alaskan Native	336	333	48	1	13	39	39	9

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

Asian/Pacific Amer	134	133	70	1	6	23	46	24
Black (not Hispanic)	274	274	55	0	12	32	41	15
Hispanic	3307	3275	50	1	13	36	38	13
White (not Hispanic)	2426	2412	78	1	4	18	43	35
SBA Math- Grade 5	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6474	6427	33	1	14	52	27	6
Amer / Alaskan Native	336	334	21	1	20	59	20	1
Asian/Pacific Amer	134	133	51	1	9	39	34	18
Black (not Hispanic)	274	272	20	1	20	59	19	1
Hispanic	3308	3282	22	1	19	58	20	3
White (not Hispanic)	2422	2406	49	1	7	43	38	11
SBA Science- Grade 5	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6473	6368	46	2	5	47	43	3
Amer / Alaskan Native	336	332	27	1	7	65	26	1
Asian/Pacific Amer	134	133	58	1	1	40	54	4
Black (not Hispanic)	274	270	32	1	7	60	31	0
Hispanic	3307	3238	34	2	7	57	32	1
White (not Hispanic)	2422	2395	66	1	2	31	60	7

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

SBA Reading-Grade 6	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6254	6172	42	1	10	47	37	5
Amer / Alaskan Native	329	327	28	1	15	57	25	3
Asian/Pacific Amer	149	148	48	1	8	43	43	5
Black (not Hispanic)	252	249	34	1	13	52	32	2
Hispanic	3261	3209	31	2	13	54	29	2
White (not Hispanic)	2263	2239	61	1	5	34	52	9
SBA Math-Grade 6	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6259	6196	24	1	22	53	19	5
Amer / Alaskan Native	330	327	17	1	24	58	16	1
Asian/Pacific Amer	152	151	39	1	11	49	24	15
Black (not Hispanic)	253	245	9	3	34	53	9	1
Hispanic	3261	3227	14	1	29	56	12	2
White (not Hispanic)	2263	2246	40	1	12	47	31	9
SBA Science-Grade 6	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6257	6177	31	1	14	53	30	2
Amer / Alaskan Native	331	323	19	2	20	59	19	0
Asian/Pacific Amer	152	150	39	1	8	52	34	5
Black (not Hispanic)	252	247	20	2	21	57	20	0
Hispanic	3260	3213	19	1	18	61	19	1
White (not Hispanic)	2262	2244	52	1	7	41	48	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

SBA Reading-Grade 7	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6314	6185	51	2	11	36	43	8
Amer / Alaskan Native	323	307	36	5	16	43	35	1
Asian/Pacific Amer	129	124	59	4	9	29	46	13
Black (not Hispanic)	223	219	41	2	16	41	34	7
Hispanic	3307	3230	39	2	14	45	35	4
White (not Hispanic)	2332	2305	71	1	5	23	55	16
SBA Math-Grade 7	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6320	6221	25	2	27	46	21	4
Amer / Alaskan Native	324	315	11	3	36	50	11	0
Asian/Pacific Amer	131	128	40	2	18	39	25	15
Black (not Hispanic)	223	221	14	1	39	47	12	2
Hispanic	3309	3243	14	2	36	48	13	1
White (not Hispanic)	2333	2314	43	1	13	43	35	8
SBA Science-Grade 7	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6312	6207	29	2	20	49	28	1
Amer / Alaskan Native	324	313	11	3	28	57	11	0
Asian/Pacific Amer	131	126	35	4	17	44	33	2
Black (not Hispanic)	223	220	21	1	32	46	20	0
Hispanic	3303	3238	16	2	27	55	16	0
White (not Hispanic)	2331	2310	50	1	8	40	49	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

SBA Reading-Grade 8	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6180	6111	58	1	10	31	53	5
Amer / Alaskan Native	300	299	46	0	14	39	45	1
Asian/Pacific Amer	124	124	73	0	5	23	59	14
Black (not Hispanic)	282	277	49	2	11	38	48	1
Hispanic	3133	3091	47	1	14	38	45	2
White (not Hispanic)	2341	2320	74	1	4	20	65	9
SBA Math-Grade 8	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6186	6121	32	1	20	47	25	7
Amer / Alaskan Native	301	299	18	1	29	53	16	2
Asian/Pacific Amer	130	128	52	2	9	37	35	17
Black (not Hispanic)	282	276	20	2	26	52	18	2
Hispanic	3134	3095	19	1	27	53	17	2
White (not Hispanic)	2339	2323	51	1	10	39	38	13
SBA Science-Grade 8	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6180	6102	29	1	15	55	28	1
Amer / Alaskan Native	301	300	11	0	22	67	10	0
Asian/Pacific Amer	130	127	42	2	6	49	40	2
Black (not Hispanic)	282	276	19	2	21	58	18	0
Hispanic	3130	3080	17	2	20	61	16	0
White (not Hispanic)	2337	2319	49	1	5	45	46	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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SBA Reading-Grade 9	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6249	5911	51	5	21	23	47	4
Amer / Alaskan Native	315	278	33	12	29	26	32	1
Asian/Pacific Amer	164	158	59	4	19	19	52	6
Black (not Hispanic)	241	217	41	10	25	24	39	2
Hispanic	3083	2866	38	7	28	27	36	1
White (not Hispanic)	2445	2391	70	2	9	18	62	8
SBA Math-Grade 9	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6250	5900	43	6	15	36	35	8
Amer / Alaskan Native	315	278	27	12	19	42	25	2
Asian/Pacific Amer	164	159	63	3	9	24	41	23
Black (not Hispanic)	241	217	29	10	22	39	25	4
Hispanic	3082	2875	29	7	20	44	26	3
White (not Hispanic)	2447	2370	64	3	8	25	48	16
SBA Science-Grade 9	# tested	Valid Scores	% Proficient or Advanced	% No Score	% Beg Steps	% Nearing Proficient	% Proficient	% Advanced
District	6249	5903	43	6	12	40	41	2
Amer / Alaskan Native	315	277	23	12	20	46	22	0
Asian/Pacific Amer	164	157	54	4	10	31	51	3
Black (not Hispanic)	241	217	31	10	13	46	31	0
Hispanic	3082	2875	28	7	16	49	27	1
White (not Hispanic)	2446	2376	65	3	5	28	60	4

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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**Attachment A-7: 11th Grade Standards Based Assessment District Summary
School Year 2004-2005**

SBA Reading- Grade 11	# tested	% Proficient or Advanced
District	5019	60
Amer / Alaskan Native	242	46
Asian/Pacific Amer	160	66
Black (not Hispanic)	209	45
Hispanic	2254	46
White (not Hispanic)	2154	77
FRPL	1443	37
Special Education	743	14
ELL	555	19

SBA Math- Grade 11	# tested	% Proficient or Advanced
District	5025	38
Amer / Alaskan Native	242	24
Asian/Pacific Amer	160	56
Black (not Hispanic)	209	20
Hispanic	2260	21
White (not Hispanic)	2154	58
FRPL	1448	16
Special Education	743	4
ELL	561	13

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Attachment A- 8: Ethnicity and Gender Enrollment for AP Courses (Fall 2004)

District (N=3226)*

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	182	141	323
		World History	132	131	263
		US Govt & Politics	24	34	58
		Eng. Lit. & Composition	227	146	373
		Statistics	40	31	71
		Calculus I	137	170	307
		Calculus II	21	29	50
		Physics C	7	19	26
		Biology	74	37	111
		Psychology	46	13	59
		French V	4	0	4
		German V	4	0	4
		Spanish Lit.	0	1	1
		Spanish Lang.	22	5	27
		Computer Sciences II	0	1	1
		Studio Art	15	7	22
		Eng. Lng. & Composition	41	42	83
		Chemistry	32	30	62
		Physics B	20	31	51
		Env. Science	12	17	29
	Total		1040	885	1925
Black	COURSE	US History	8	4	12
		World History	3	2	5
		Eng. Lit. & Composition	7	0	7
		Statistics	3	1	4
		Calculus I	1	2	3
		Biology	3	0	3
		Psychology	1	0	1
		Spanish Lang.	1	0	1
		Studio Art	2	0	2
		Eng. Lng. & Composition	2	1	3
		Chemistry	1	1	2
		Physics B	0	2	2
	Total		32	13	45
Hispanic	COURSE	US History	75	88	163
		World History	66	61	127
		US Govt & Politics	15	14	29
		Eng. Lit. & Composition	116	61	177
		Statistics	22	15	37
		Calculus I	41	35	76

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

		Calculus II	2	3	5
		Physics C	3	3	6
		Biology	17	15	32
		Psychology	11	7	18
		French V	2	1	3
		Spanish Lit.	28	12	40
		Spanish Lang.	99	58	157
		Studio Art	9	5	14
		Eng. Lng. & Composition	38	20	58
		Chemistry	35	14	49
		Physics B	10	10	20
		Env. Science	3	3	6
	Total		592	425	1017
Indian	COURSE	US History	6	2	8
		World History	1	1	2
		US Govt & Politics	1	1	2
		Eng. Lit. & Composition	10	2	12
		Statistics	5	2	7
		Calculus I	3	1	4
		Biology	2	2	4
		Psychology	2	1	3
		French V	1	0	1
		Eng. Lng. & Composition	2	0	2
		Chemistry	1	0	1
		Physics B	2	1	3
	Total		36	13	49
Asian	COURSE	US History	14	6	20
		World History	14	6	20
		US Govt & Politics	3	1	4
		Eng. Lit. & Composition	16	7	23
		Statistics	8	3	11
		Calculus I	15	19	34
		Calculus II	3	1	4
		Physics C	0	1	1
		Biology	16	6	22
		Psychology	0	2	2
		Spanish Lang.	0	3	3
		Studio Art	0	1	1
		Eng. Lng. & Composition	2	0	2
		Chemistry	9	6	15
		Physics B	2	7	9
		Env. Science	2	1	3
	Total		104	70	174
Other	COURSE	US History	3	0	3
		World History	0	1	1
		Eng. Lit. & Composition	1	2	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

		Statistics	2	0	2
		Calculus I	1	2	3
		Calculus II	0	1	1
		Chemistry	1	0	1
		Physics B	2	0	2
	Total		10	6	16
		(Gender) Total	1814	1412	3226

** Because of block scheduling, the AP course for 108 of these students was a two-semester course completed in one semester.*

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Attachment A- 9: Ethnicity and Gender Enrollment for AP Courses (Spring 2005)

District (n=3130)*

ETHNICITY		GENDER			Total
			Female	Male	
White	COURSE	US History	173	136	309
		World History	142	132	274
		US Govt & Politics	13	9	22
		Eng. Lit. & Composition	241	150	391
		Statistics	35	21	56
		Calculus I	126	155	281
		Calculus II	22	30	52
		Physics C	7	19	26
		Psychology	47	13	60
		French V	4	0	4
		German V	4	1	5
		Spanish Lit.	0	1	1
		Spanish Lang.	14	2	16
		Economics	12	15	27
		Human Geography	7	7	14
		Eng. Lang. & Composition	42	44	86
		Chemistry	26	30	56
		Physics B	19	25	44
		Biology	65	35	100
		Env. Science	16	18	34
	Studio Art	15	11	26	
	Total		1030	854	1884
Black	COURSE	US History	8	5	13
		World History	6	2	8
		US Govt & Politics	1	0	1
		Eng. Lit. & Composition	5	0	5
		Statistics	3	1	4
		Calculus I	1	2	3
		Psychology	2	1	3
		French V	1	0	1
		Human Geography	2	0	2
		Chemistry	1	1	2
		Physics B	0	1	1
		Biology	2	0	2
		Studio Art	1	0	1
	Total		33	13	46
Hispanic	COURSE	US History	83	77	160
		World History	66	59	125
		US Govt & Politics	7	9	16
		Eng. Lit. & Composition	113	57	170

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

		Statistics	17	13	30
		Calculus I	40	33	73
		Calculus II	2	3	5
		Physics C	3	3	6
		Psychology	11	6	17
		French V	2	1	3
		Spanish Lit.	32	9	41
		Spanish Lang.	92	61	153
		Economics	3	4	7
		Human Geography	6	4	10
		Eng. Lang. & Composition	35	18	53
		Chemistry	28	11	39
		Physics B	6	8	14
		Biology	12	10	22
		Env. Science	2	3	5
		Studio Art	15	7	22
	Total		575	396	971
Indian	COURSE	US History	7	2	9
		World History	1	2	3
		US Govt & Politics	1	0	1
		Eng. Lit. & Composition	6	2	8
		Statistics	3	1	4
		Calculus I	4	2	6
		Psychology	1	1	2
		Economics	1	0	1
		Eng. Lang. & Composition	3	0	3
		Chemistry	1	0	1
		Physics B	1	1	2
		Biology	2	2	4
	Total		31	13	44
Asian	COURSE	US History	17	4	21
		World History	13	9	22
		US Govt & Politics	1	1	2
		Eng. Lit. & Composition	15	8	23
		Statistics	7	3	10
		Calculus I	11	17	28
		Calculus II	4	1	5
		Physics C	0	1	1
		Psychology	2	2	4
		Spanish Lang.	0	1	1
		Economics	1	1	2
		Eng. Lang. & Composition	2	0	2
		Chemistry	6	6	12
		Physics B	1	7	8

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

		Biology	15	6	21
		Env. Science	2	1	3
		Studio Art	0	1	1
	Total		97	69	166
Other	COURSE	US History	3	0	3
		World History	0	2	2
		Eng. Lit. & Composition	2	2	4
		Statistics	1	0	1
		Calculus I	1	2	3
		Calculus II	0	1	1
		Psychology	1	0	1
		Spanish Lit.	0	1	1
		Chemistry	1	0	1
		Physics B	1	1	2
	Total		10	9	19
		(Gender) Total	1776	1354	3130

** Because of block scheduling, the AP course for 275 of these students was a two-semester course completed in one semester.*

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Attachment A-10: AP Enrollment by Ethnicity and Gender for Each School – Fall 2004

Albuquerque (n=412)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	27	26	53
		World History	20	25	45
		US Govt & Politics	4	10	14
		Eng. Lit. & Composition	23	16	39
		Calculus I	14	15	29
		Calculus II	3	2	5
		Psychology	14	5	19
		Spanish Lang.	5	0	5
		Studio Art	9	3	12
		Eng. Lng. & Composition	25	22	47
	Total		144	124	268
Black	COURSE	US History	2	0	2
		World History	0	1	1
		Eng. Lng. & Composition	2	1	3
	Total		4	2	6
Hispanic	COURSE	US History	10	8	18
		World History	11	13	24
		US Govt & Politics	3	2	5
		Eng. Lit. & Composition	8	3	11
		Calculus I	3	4	7
		Psychology	2	2	4
		Spanish Lit.	10	0	10
		Spanish Lang.	14	6	20
		Studio Art	2	2	4
		Eng. Lng. & Composition	13	9	22
	Total		76	49	125
Indian	COURSE	US History	2		2
		Eng. Lng. & Composition	1		1
	Total		3		3
Asian	COURSE	US History	1	0	1
		World History	0	3	3
		Eng. Lit. & Composition	2	0	2
		Calculus I	2	1	3
		Studio Art	0	1	1
	Total		5	5	10
	Total (Gender)		232	180	412

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Cibola (n=504)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	43	34	77
		World History	26	21	47
		US Govt & Politics	7	2	9
		Eng. Lit. & Composition	33	10	43
		Statistics	20	13	33
		Calculus I	34	27	61
		Calculus II	5	4	9
		Psychology	13	5	18
		Studio Art	3	1	4
		Eng. Lng. & Composition	15	19	34
		Chemistry	6	4	10
	Physics B	1	0	1	
	Total	206	140	346	
Black	COURSE	US History	2	1	3
		Eng. Lit. & Composition	1	0	1
		Statistics	1	0	1
	Total	4	1	5	
Hispanic	COURSE	US History	14	8	22
		World History	6	5	11
		US Govt & Politics	4	3	7
		Eng. Lit. & Composition	14	8	22
		Statistics	6	10	16
		Calculus I	7	7	14
		Calculus II	0	1	1
		Psychology	6	4	10
		French V	1	0	1
		Studio Art	1	0	1
		Eng. Lng. & Composition	8	4	12
		Chemistry	7	2	9
		Total	74	52	126
Indian	COURSE	US History	1	0	1
		US Govt & Politics	1	0	1
		Eng. Lit. & Composition	2	0	2
		Statistics	1	1	2
		Psychology	1	0	1
		French V	1	0	1
	Total	7	1	8	
Asian	COURSE	US History	0	2	2
		World History	3	0	3
		US Govt & Politics	1	0	1
		Eng. Lit. & Composition	3	0	3
		Calculus I	2	0	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Calculus II	1	0	1
		Psychology	0	1	1
		Eng. Lng. & Composition	2	0	2
		Chemistry	1	0	1
	Total		13	3	16
Other	COURSE	World History	0	1	1
		Statistics	1	0	1
		Calculus II	0	1	1
	Total		1	2	3
	(Gender) Total		305	199	504

Del Norte (n=137)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	13	4	17
		Eng. Lit. & Composition	15	17	32
		Statistics	5	0	5
		Calculus I	4	10	14
		German V	2	0	2
		Spanish Lang.	1	0	1
		Physics B	2	6	8
	Total		42	37	79
Black	COURSE	US History	1	1	2
		Eng. Lit. & Composition	1	0	1
		Statistics	1	1	2
	Total		3	2	5
Hispanic	COURSE	US History	5	3	8
		Eng. Lit. & Composition	7	3	10
		Statistics	1	1	2
		Calculus I	2	1	3
		Spanish Lang.	1	1	2
		Physics B	0	1	1
	Total		16	10	26
Indian	COURSE	US History	2	0	2
		Eng. Lit. & Composition	1	2	3
		Statistics	2	1	3
		Calculus I	1	1	2
		Physics B	1	1	2
	Total		7	5	12
Asian	COURSE	US History	0	1	1
		Eng. Lit. & Composition	0	1	1
		Statistics	2	0	2
		Calculus I	0	1	1
		Physics B	1	1	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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	Total		3	4	7
Other	COURSE	US History	3	0	3
		Eng. Lit. & Composition	1	1	2
		Statistics	1	0	1
		Calculus I	1	0	1
		Physics B	1	0	1
	Total		7	1	8
	(Gender) Total		78	59	137

Eldorado (n=301)

ETHNICITY	COURSE		GENDER		Total
			Female	Male	
White	COURSE	US History	26	19	45
		World History	9	14	23
		Eng. Lit. & Composition	34	20	54
		Calculus I	25	30	55
		Calculus II	4	4	8
		Biology	26	4	30
		Psychology	19	3	22
		French V	2	0	2
		German V	1	0	1
		Spanish Lang.	5	1	6
	Total		151	95	246
Black	COURSE	World History	1	0	1
		Calculus I	0	1	1
		Psychology	1	0	1
		Total	2	1	3
Hispanic	COURSE	US History	4	2	6
		World History	0	2	2
		Eng. Lit. & Composition	6	1	7
		Calculus I	3	2	5
		Biology	6	1	7
		Psychology	3	1	4
		Spanish Lang.	3	2	5
	Total		25	11	36
Indian	COURSE	Psychology	1	1	2
		Total	1	1	2
Asian	COURSE	US History	1	1	2
		World History	1	0	1
		Eng. Lit. & Composition	1	2	3
		Calculus I	1	3	4
		Biology	2	1	3
		Psychology	0	1	1
	Total		6	8	14
	(Gender) Total		185	116	301

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Highland (n=103)*

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	5	12	17
		World History	5	7	12
		US Govt & Politics	8	7	15
		Calculus I	5	8	13
		French V	1	0	1
		German V	1	0	1
		Total		25	34
Black	COURSE	US History		1	1
		Total		1	1
Hispanic	COURSE	US History	1	7	8
		World History	3	4	7
		US Govt & Politics	4	7	11
		Calculus I	3	0	3
		Spanish Lang.	2	0	2
		Total	13	18	31
Indian	COURSE	US Govt & Politics		1	1
		Total		1	1
Asian	COURSE	US History	2	2	4
		US Govt & Politics	1	1	2
		Calculus I	3	2	5
		Total	6	5	11
(Gender) Total			44	59	103

*Since Highland is on a block schedule, all students, except those in US Govt. and Politics, are taking what is typically a two-semester course in one semester.

La Cueva (n=549)

ETHNICITY			GENDER		Total	
			Female	Male		
White	COURSE	US History	28	22	50	
		World History	44	39	83	
		Eng. Lit. & Composition	46	38	84	
		Calculus I	24	36	60	
		Calculus II	4	11	15	
		Biology	33	20	53	
		Spanish Lang.	5	1	6	
		Chemistry	12	18	30	
		Physics B	5	13	18	
		Env. Science	8	7	15	
		Total	209	205	414	
	Black	COURSE	US History	2	0	2
			Biology	1	0	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Chemistry	1	0	1
		Physics B	0	1	1
	Total		4	1	5
Hispanic	COURSE	US History	2	8	10
		World History	2	4	6
		Eng. Lit. & Composition	6	4	10
		Calculus I	6	3	9
		Calculus II	0	1	1
		Biology	5	7	12
		Spanish Lang.	2	3	5
		Chemistry	2	1	3
		Env. Science	1	1	2
	Total		26	32	58
Indian	COURSE	Eng. Lit. & Composition	1	0	1
		Biology	1	2	3
	Total		2	2	4
Asian	COURSE	US History	7	0	7
		World History	6	3	9
		Eng. Lit. & Composition	6	3	9
		Calculus I	3	7	10
		Calculus II	1	1	2
		Biology	10	5	15
		Chemistry	6	5	11
		Physics B	0	2	2
		Env. Science	2	1	3
	Total		41	27	68
	(Gender) Total		282	267	549

Table 5 (Fall'04): Ethnicity and Gender Enrollment for AP Courses

Manzano (n=267)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	21	7	28
		World History	11	14	25
		US Govt & Politics	5	15	20
		Eng. Lit. & Composition	24	14	38
		Statistics	8	12	20
		Calculus I	13	24	37
		Calculus II	1	3	4
		Spanish Lit.	0	1	1
		Spanish Lang.	6	3	9
	Total		89	93	182
Black	COURSE	US History	1		1
		Statistics	1		1
		Spanish Lang.	1		1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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	Total		3		3
Hispanic	COURSE	US History	1	3	4
		World History	5	2	7
		US Govt & Politics	4	2	6
		Eng. Lit. & Composition	7	2	9
		Statistics	8	1	9
		Calculus I	3	2	5
		Spanish Lit.	3	5	8
		Spanish Lang.	10	10	20
	Total		41	27	68
Asian	COURSE	US History	2	0	2
		World History	2	0	2
		US Govt & Politics	1	0	1
		Eng. Lit. & Composition	1	0	1
		Statistics	2	2	4
		Calculus I	0	1	1
		Spanish Lang.	0	2	2
			Total		8
Other	COURSE	Calculus I		1	1
		Total		1	1
	(Gender) Total		141	126	267

Rio Grande (n=287)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	5	3	8
		World History	2	2	4
		Eng. Lit. & Composition	0	2	2
		Biology	0	1	1
		Studio Art	1	2	3
		Eng. Lng. & Composition	1	1	2
		Chemistry	4	1	5
			Total	13	12
Black	COURSE	US History	0	1	1
		World History	1	1	2
		Eng. Lit. & Composition	1	0	1
		Biology	1	0	1
		Studio Art	2	0	2
		Chemistry	0	1	1
	Total	5	3	8	
Hispanic	COURSE	US History	13	14	27
		World History	17	9	26
		Eng. Lit. & Composition	17	11	28
		Calculus I	7	5	12
		Biology	3	2	5

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Spanish Lit.	12	7	19
		Spanish Lang.	44	21	65
		Studio Art	6	2	8
		Eng. Lng. & Composition	17	7	24
		Chemistry	24	7	31
		Physics B	2	4	6
	Total		162	89	251
Indian	COURSE	World History	1	1	2
		Eng. Lng. & Composition	1	0	1
	Total		2	1	3
	(Gender) Total		182	105	287

Sandia (n=258)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	World History	13	3	16
		Eng. Lit. & Composition	32	14	46
		Statistics	7	5	12
		Calculus I	17	19	36
		Calculus II	1	3	4
		Biology	9	8	17
		Studio Art	2	1	3
		Chemistry	10	7	17
		Physics B	12	9	21
		Env. Science	4	10	14
	Total		107	79	186
Black	COURSE	Calculus I	1	1	2
		Biology	1	0	1
		Physics B	0	1	1
	Total		2	2	4
Hispanic	COURSE	World History	2	0	2
		Eng. Lit. & Composition	5	1	6
		Statistics	5	1	6
		Calculus I	1	4	5
		Biology	1	0	1
		Studio Art	0	1	1
		Chemistry	2	4	6
		Env. Science	2	2	4
	Total		18	13	31
Indian	COURSE	Eng. Lit. & Composition	1		1
		Statistics	1		1
		Calculus I	2		2
		Biology	1		1
		Chemistry	1		1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Physics B	1		1
	Total		7		7
Asian	COURSE	World History	1	0	1
		Eng. Lit. & Composition	1	0	1
		Statistics	3	1	4
		Calculus I	4	4	8
		Biology	4	0	4
		Chemistry	2	1	3
		Physics B	1	4	5
	Total		16	10	26
Other	COURSE	Eng. Lit. & Composition	0	1	1
		Calculus I	0	1	1
		Chemistry	1	0	1
		Physics B	1	0	1
	Total		2	2	4
	(Gender) Total		152	106	258

Valley (n=114)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	12	8	20
		Eng. Lit. & Composition	16	10	26
		Calculus II	3	2	5
		Biology	6	4	10
	Total		37	24	61
Black	COURSE	Eng. Lit. & Composition	1		1
	Total		1		1
Hispanic	COURSE	US History	7	7	14
		Eng. Lit. & Composition	18	4	22
		Calculus II	1	0	1
		Biology	2	5	7
		Spanish Lit.	3	0	3
	Total		31	16	47
Indian	COURSE	Eng. Lit. & Composition	1		1
	Total		1		1
Asian	COURSE	US History	1	0	1
		Eng. Lit. & Composition	1	1	2
		Calculus II	1	0	1
	Total		3	1	4
	(Gender) Total		73	41	114

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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West Mesa (n= 260)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	2	6	8
		World History	2	6	8
		Eng. Lit. & Composition	4	5	9
		Statistics	0	1	1
		Calculus I	1	1	2
		French V	1	0	1
		Physics B	0	3	3
		Total		10	22
Black	COURSE	World History	1		1
		Eng. Lit. & Composition	3		3
		Total	4		4
Hispanic	COURSE	US History	18	28	46
		World History	20	22	42
		Eng. Lit. & Composition	28	24	52
		Statistics	2	2	4
		Calculus I	6	7	13
		Calculus II	1	1	2
		French V	1	1	2
		Spanish Lang.	23	15	38
		Physics B	8	5	13
		Total	107	105	212
Indian	COURSE	US History	1	2	3
		Eng. Lit. & Composition	4	0	4
		Statistics	1	0	1
		Total	6	2	8
Asian	COURSE	World History	1	0	1
		Eng. Lit. & Composition	1	0	1
		Statistics	1	0	1
		Spanish Lang.	0	1	1
		Total	3	1	4
	(Gender) Total	130	130	260	

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Career Enrichment Center (n=34)*

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	Physics C	7	19	26
		Computer Sciences II	0	1	1
	Total		7	20	27
Hispanic	COURSE	Physics C	3	3	6
	Total		3	3	6
Asian	COURSE	Physics C		1	1
	Total			1	1
	(Gender) Total		10	24	34

*Since CEC is on a block schedule, all of these students are taking what is typically a two-semester course in one semester.

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Attachment A-11: AP Enrollment by Ethnicity and Gender for Each School – Spring 2005

Albuquerque (n=417)

ETHNICITY		GENDER			Total
		Female	Male		
White	COURSE	US History	27	26	53
		World History	21	22	43
		Eng. Lit. & Composition	23	14	37
		Calculus I	14	15	29
		Calculus II	3	2	5
		Psychology	11	5	16
		Spanish Lang.	3	0	3
		Economics	4	13	17
		Human Geography	7	7	14
		Eng. Lang. & Composition	27	26	53
		Studio Art	7	5	12
		Total	147	135	282
Black	COURSE	US History	2	0	2
		World History	0	1	1
		Human Geography	2	0	2
	Total		4	1	5
Hispanic	COURSE	US History	13	8	21
		World History	10	13	23
		Eng. Lit. & Composition	6	3	9
		Calculus I	1	3	4
		Psychology	0	1	1
		Spanish Lit.	9	0	9
		Spanish Lang.	11	6	17
		Economics	1	2	3
		Human Geography	6	4	10
		Eng. Lang. & Composition	9	7	16
		Studio Art	2	1	3
Total		68	48	116	
Indian	COURSE	US History	2		2
		Eng. Lang. & Composition	2		2
	Total		4		4
Asian	COURSE	US History	1	0	1
		World History	0	3	3
		Eng. Lit. & Composition	1	0	1
		Calculus I	2	1	3
		Studio Art	0	1	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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	Total		4	5	9
Other	COURSE	World History		1	1
	Total			1	1
	(Gender) Total		227	190	417

Cibola (n=430)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	35	27	62
		World History	26	19	45
		Eng. Lit. & Composition	32	10	42
		Statistics	14	8	22
		Calculus I	26	24	50
		Calculus II	4	2	6
		Psychology	13	3	16
		Economics	8	2	10
		Eng. Lang. & Composition	14	18	32
		Chemistry	4	4	8
		Studio Art	3	0	3
	Total	179	117	296	
Black	COURSE	US History	1	1	2
		Psychology	0	1	1
	Total		1	2	3
Hispanic	COURSE	US History	15	6	21
		World History	5	5	10
		Eng. Lit. & Composition	13	7	20
		Statistics	4	8	12
		Calculus I	5	6	11
		Calculus II	0	1	1
		Psychology	6	4	10
		French V	1	0	1
		Economics	2	2	4
		Eng. Lang. & Composition	9	4	13
		Chemistry	3	1	4
	Studio Art	1	0	1	
	Total	64	44	108	
Indian	COURSE	US History	1	0	1
		Eng. Lit. & Composition	1	0	1
		Statistics	1	1	2
		Economics	1	0	1
	Total		4	1	5
Asian	COURSE	US History	0	2	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		World History	2	0	2
		Eng. Lit. & Composition	3	0	3
		Calculus I	1	0	1
		Calculus II	1	0	1
		Psychology	0	1	1
		Economics	1	1	2
		Eng. Lang. & Composition	2	0	2
		Chemistry	1	0	1
	Total		11	4	15
Other	COURSE	World History	0	1	1
		Statistics	1	0	1
		Calculus II	0	1	1
	Total		1	2	3
	(Gender) Total		260	170	430

Del Norte (n=121)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	11	4	15
		Eng. Lit. & Composition	15	16	31
		Statistics	1	0	1
		Calculus I	4	9	13
		German V	2	0	2
		Physics B	2	6	8
	Total		35	35	70
Black	COURSE	US History	1	1	2
		Eng. Lit. & Composition	1	0	1
		Statistics	1	1	2
	Total		3	2	5
Hispanic	COURSE	US History	4	3	7
		Eng. Lit. & Composition	7	2	9
		Statistics	0	1	1
		Calculus I	2	1	3
		Spanish Lang.	1	1	2
		Physics B	0	1	1
	Total		14	9	23
Indian	COURSE	US History	2	0	2
		Eng. Lit. & Composition	1	2	3
		Statistics	2	0	2
		Calculus I	1	1	2
		Physics B	1	1	2
	Total		7	4	11
Asian	COURSE	US History	0	1	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Eng. Lit. & Composition	0	1	1
		Statistics	1	0	1
		Calculus I	0	1	1
		Physics B	1	1	2
	Total		2	4	6
Other	COURSE	US History	3	0	3
		Eng. Lit. & Composition	1	1	2
		Calculus I	1	0	1
	Total		5	1	6
	(Gender) Total		66	55	121

Eldorado (n=308)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	26	19	45
		World History	9	14	23
		US Govt & Politics	11	6	17
		Eng. Lit. & Composition	34	20	54
		Calculus I	21	27	48
		Calculus II	4	4	8
		Psychology	19	3	22
		French V	2	0	2
		German V	1	0	1
		Spanish Lang.	5	1	6
		Biology	25	3	28
	Total		157	97	254
Black	COURSE	World History	1	0	1
		US Govt & Politics	1	0	1
		Calculus I	0	1	1
		Psychology	1	0	1
	Total		3	1	4
Hispanic	COURSE	US History	3	2	5
		World History	0	2	2
		US Govt & Politics	1	1	2
		Eng. Lit. & Composition	6	1	7
		Calculus I	3	2	5
		Psychology	2	1	3
		Spanish Lang.	3	1	4
		Biology	5	1	6
	Total		23	11	34
Indian	COURSE	Psychology	1	1	2
	Total		1	1	2
Asian	COURSE	US History	1	1	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		World History	1	0	1
		US Govt & Politics	1	0	1
		Eng. Lit. & Composition	1	1	2
		Calculus I	1	3	4
		Psychology	0	1	1
		Biology	2	1	3
	Total		7	7	14
	(Gender) Total		191	117	308

Highland (n=210)*

ETHNICITY			GENDER		Total	
			Female	Male		
White	COURSE	US History	12	13	25	
		World History	11	15	26	
		US Govt & Politics	1	1	2	
		Eng. Lit. & Composition	16	11	27	
		Statistics	7	0	7	
		Calculus II	2	5	7	
		Psychology	4	2	6	
		German V	1	1	2	
		Total		54	48	102
	Black	COURSE	US History	1	2	3
		World History	3	0	3	
		Statistics	1	0	1	
		Psychology	1	0	1	
		French V	1	0	1	
		Total		7	2	9
Hispanic	COURSE	US History	6	4	10	
		World History	6	9	15	
		US Govt & Politics	1	0	1	
		Eng. Lit. & Composition	6	2	8	
		Statistics	3	1	4	
		Psychology	3	0	3	
		Spanish Lit.	9	1	10	
		Spanish Lang.	16	14	30	
		Total		50	31	81
Indian	COURSE	World History		1	1	
	Total			1	1	
Asian	COURSE	US History	5	0	5	
		World History	0	3	3	
		US Govt & Politics	0	1	1	
		Eng. Lit. & Composition	0	2	2	

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Statistics	1	0	1
		Calculus II	1	0	1
		Psychology	2	0	2
	Total		9	6	15
Other	COURSE	Eng. Lit. & Composition	1		1
		Psychology	1		1
	Total		2		2
	(Gender) Total		122	88	210

* Since Highland is on a block schedule, all of these students, except those taking US Govt. and Politics, are taking what is typically a two-semester course in one semester.

La Cueva (n=531)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	29	22	51
		World History	46	38	84
		Eng. Lit. & Composition	46	36	82
		Calculus I	20	32	52
		Calculus II	4	10	14
		Spanish Lang.	6	1	7
		Chemistry	10	18	28
		Physics B	6	12	18
		Biology	29	19	48
		Env. Science	12	8	20
	Total		208	196	404
Black	COURSE	US History	2	0	2
		Chemistry	1	0	1
		Physics B	0	1	1
		Biology	1	0	1
		Total		4	1
Hispanic	COURSE	US History	2	7	9
		World History	3	4	7
		Eng. Lit. & Composition	6	4	10
		Calculus I	5	2	7
		Calculus II	0	1	1
		Spanish Lang.	2	3	5
		Chemistry	2	1	3
		Biology	4	5	9
		Env. Science	1	1	2
	Total		25	28	53
Indian	COURSE	Eng. Lit. & Composition	1	0	1
		Biology	1	2	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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	Total		2	2	4
Asian	COURSE	US History	7	0	7
		World History	6	3	9
		Eng. Lit. & Composition	6	3	9
		Calculus I	3	7	10
		Calculus II	1	1	2
		Chemistry	4	5	9
		Physics B	0	2	2
		Biology	9	5	14
		Env. Science	2	1	3
	Total		38	27	65
	(Gender) Total		277	254	531

Manzano (n=191)

ETHNICITY		GENDER		Total	
		Female	Male		
White	COURSE	US History	17	7	24
		World History	12	14	26
		Eng. Lit. & Composition	24	14	38
		Statistics	7	9	16
		Calculus I	12	22	34
		Calculus II	2	3	5
		Spanish Lit.	0	1	1
	Total		74	70	144
Black	COURSE	US History	1		1
		Statistics	1		1
	Total		2		2
Hispanic	COURSE	US History	1	3	4
		World History	4	2	6
		Eng. Lit. & Composition	7	2	9
		Statistics	6	1	7
		Calculus I	2	2	4
		Spanish Lit.	3	2	5
		Spanish Lang.	0	1	1
	Total		23	13	36
Asian	COURSE	US History	2	0	2
		World History	2	0	2
		Eng. Lit. & Composition	1	0	1
		Statistics	1	2	3
	Total		6	2	8
Other	COURSE	Calculus I		1	1
	Total			1	1
	(Gender) Total		105	86	191

(Spring'05): Ethnicity and Gender Enrollment for AP Courses

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Rio Grande (n=286)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	6	3	9
		World History	2	2	4
		US Govt & Politics	1	2	3
		Eng. Lit. & Composition	0	2	2
		French V	1	0	1
		Eng. Lang. & Composition	1	0	1
		Chemistry	3	1	4
		Physics B	1	0	1
		Biology	0	1	1
		Studio Art	3	5	8
	Total		18	16	34
Black	COURSE	US History	0	1	1
		World History	1	1	2
		Eng. Lit. & Composition	1	0	1
		Chemistry	0	1	1
		Studio Art	1	0	1
	Total		3	3	6
Hispanic	COURSE	US History	14	12	26
		World History	16	7	23
		US Govt & Politics	5	8	13
		Eng. Lit. & Composition	14	9	23
		Calculus I	7	4	11
		Spanish Lit.	10	6	16
		Spanish Lang.	38	18	56
		Eng. Lang. & Composition	17	7	24
		Chemistry	21	7	28
		Physics B	1	4	5
		Studio Art	12	3	15
	Total		155	85	240
Indian	COURSE	US History	1	0	1
		World History	1	1	2
		US Govt & Politics	1	0	1
		Eng. Lang. & Composition	1	0	1
	Total		4	1	5
Other	COURSE	Spanish Lit.		1	1
	Total			1	1
	(Gender) Total		180	106	286

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Sandia (n=231)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	World History	13	3	16
		Eng. Lit. & Composition	31	13	44
		Statistics	6	3	9
		Calculus I	15	17	32
		Calculus II	1	2	3
		Chemistry	9	7	16
		Physics B	10	5	15
		Biology	9	8	17
		Env. Science	4	10	14
		Studio Art	2	1	3
	Total		100	69	169
Black	COURSE	Calculus I	1	1	2
		Biology	1	0	1
	Total		2	1	3
Hispanic	COURSE	World History	1	0	1
		Eng. Lit. & Composition	5	1	6
		Statistics	2	1	3
		Calculus I	1	3	4
		Chemistry	2	2	4
		Biology	1	0	1
		Env. Science	1	2	3
		Studio Art	0	3	3
	Total		13	12	25
Indian	COURSE	Eng. Lit. & Composition	1		1
		Calculus I	2		2
		Chemistry	1		1
		Biology	1		1
	Total		5		5
Asian	COURSE	World History	1	0	1
		Eng. Lit. & Composition	1	0	1
		Statistics	3	1	4
		Calculus I	4	4	8
		Chemistry	1	1	2
		Physics B	0	4	4
		Biology	4	0	4
	Total		14	10	24
Other	COURSE	Eng. Lit. & Composition	0	1	1
		Calculus I	0	1	1
		Chemistry	1	0	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		Physics B	1	1	2
	Total		2	3	5
	(Gender) Total		136	95	231

Valley (n=138)*

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	8	9	17
		Eng. Lit. & Composition	16	10	26
		Calculus I	13	8	21
		Calculus II	2	2	4
		Biology	2	4	6
	Total		41	33	74
Black	COURSE	Eng. Lit. & Composition	1		1
	Total		1		1
Hispanic	COURSE	US History	7	6	13
		Eng. Lit. & Composition	18	4	22
		Calculus I	8	4	12
		Calculus II	1	0	1
		Spanish Lit.	1	0	1
		Biology	2	4	6
	Total		37	18	55
Indian	COURSE	Eng. Lit. & Composition	1	0	1
		Calculus I	1	1	2
	Total		2	1	3
Asian	COURSE	US History	1	0	1
		Eng. Lit. & Composition	1	1	2
		Calculus I	0	1	1
		Calculus II	1	0	1
	Total		3	2	5
	(Gender) Total		84	54	138

* The Calculus I course at Valley is a block period in which the 36 students are taking what is typically a two-semester course in one semester.

West Mesa (n=234)

ETHNICITY			GENDER		Total
			Female	Male	
White	COURSE	US History	2	6	8
		World History	2	5	7
		Eng. Lit. & Composition	4	4	8
		Statistics	0	1	1
		Calculus I	1	1	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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		French V	1	0	1
		Physics B	0	2	2
	Total		10	19	29
Black	COURSE	World History	1		1
		Eng. Lit. & Composition	2		2
	Total		3		3
Hispanic	COURSE	US History	18	26	44
		World History	21	17	38
		Eng. Lit. & Composition	25	22	47
		Statistics	2	1	3
		Calculus I	6	6	12
		Calculus II	1	1	2
		French V	1	1	2
		Spanish Lang.	21	17	38
		Physics B	5	3	8
	Total		100	94	194
Indian	COURSE	US History	1	2	3
		Eng. Lit. & Composition	1	0	1
	Total		2	2	4
Asian	COURSE	World History	1	0	1
		Eng. Lit. & Composition	1	0	1
		Statistics	1	0	1
		Spanish Lang.	0	1	1
	Total		3	1	4
	(Gender) Total		118	116	234

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

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Attachment A-12: AP Enrollment per Course by Ethnicity and Gender, Fall 2005

Ethnicity	Fall 2005 AP Courses	Gender		Total
		Female	Male	
White	US History	215	179	394
	World History	351	266	617
	US Govt & Politics	26	20	46
	Economics-Macro	19	16	35
	Literature & Composition	267	188	455
	Language & Composition	55	31	86
	Statistics	57	45	102
	Calculus A/B	143	150	293
	Calculus B/C	19	48	67
	Chemistry	19	18	37
	Biology	69	57	126
	Environmental Science	31	20	51
	Physics B	30	44	74
	Physics C	18	55	73
	Psychology	58	30	88
	French	2	0	2
	German	4	3	7
	Spanish Literature	2	5	7
	Spanish Language	20	16	36
	Studio Art	21	10	31
	Total	1426	1201	2627
Black	US History	16	9	25
	World History	26	8	34
	US Govt & Politics	1	4	5
	Economics-Macro	1	0	1
	Literature & Composition	18	5	23
	Language & Composition	5	5	10
	Statistics	3	2	5
	Calculus A/B	3	1	4
	Chemistry	1	0	1
	Biology	1	1	2
	Environmental Science	1	0	1
	Physics B	1	1	2
	Psychology	1	1	2
	German	0	1	1
	Studio Art	1	0	1
	Total	79	38	117
Hispanic	US History	104	91	195
	World History	155	155	310
	US Govt & Politics	13	18	31

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Economics-Macro	3	4	7
	Literature & Composition	95	54	149
	Language & Composition	79	51	130
	Statistics	24	23	47
	Calculus A/B	36	29	65
	Calculus B/C	2	8	10
	Chemistry	16	15	31
	Biology	23	18	41
	Environmental Science	8	6	14
	Physics B	6	12	18
	Physics C	0	3	3
	Psychology	29	9	38
	French	2	0	2
	German	0	1	1
	Spanish Literature	50	28	78
	Spanish Language	45	28	73
	Studio Art	17	27	44
	Total	707	580	1287
Native American	US History	14	11	25
	World History	13	7	20
	Economics-Macro	3	1	4
	Literature & Composition	5	3	8
	Language & Composition	3	7	10
	Statistics	2	5	7
	Calculus A/B	1	7	8
	Chemistry	5	1	6
	Biology	2	0	2
	Environmental Science	1	0	1
	Physics B	3	1	4
	Psychology	3	2	5
	Spanish Language	1	0	1
	Studio Art	2	2	4
	Total	58	47	105
Asian	US History	23	16	39
	World History	33	21	54
	US Govt & Politics	2	1	3
	Economics-Macro	2	1	3
	Literature & Composition	19	14	33
	Language & Composition	3	4	7
	Statistics	0	2	2
	Calculus A/B	23	21	44
	Calculus B/C	5	2	7
	Chemistry	6	4	10
	Biology	4	3	7

REPORT – Native American Student Report School Year 2005-06

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Environmental Science	3	2	5
Physics B	9	6	15
Physics C	3	5	8
Psychology	4	2	6
Spanish Literature	0	1	1
Studio Art	2	0	2
Total	141	105	246

REPORT – Native American Student Report School Year 2005-06

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Attachment A-13: AP Enrollment per Course by Ethnicity and Gender, Spring 2006

Spring 2006		Gender		
Ethnicity	Course	Female	Male	Total
White	US History	200	164	364
	World History	329	258	587
	US Govt & Politics	34	19	53
	Economics-Macro	5	6	11
	Literature & Composition	273	184	457
	Language & Composition	54	32	86
	Statistics	33	36	69
	Calculus A/B	129	133	262
	Calculus B/C	18	47	65
	Chemistry	19	30	49
	Biology	66	53	119
	Environmental Science	29	18	47
	Physics B	26	38	64
	Physics C	15	48	63
	Psychology	45	23	68
	French	2	0	2
	German	3	1	4
	Spanish Literature	2	5	7
	Spanish Language	19	11	30
	Studio Art	19	12	31
	Total	1320	1118	2438
Black	US History	15	8	23
	World History	21	4	25
	US Govt & Politics	1	0	1
	Literature & Composition	20	5	25
	Language & Composition	5	4	9
	Statistics	3	1	4
	Calculus A/B	3	0	3
	Chemistry	2	0	2
	Biology	1	1	2
	Environmental Science	1	0	1
	Physics B	1	1	2
	Psychology	0	1	1
		Total	73	25
Hispanic	US History	96	82	178
	World History	139	146	285
	US Govt & Politics	6	3	9

REPORT – Native American Student Report School Year 2005-06

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	Literature & Composition	93	57	150
	Language & Composition	75	48	123
	Statistics	17	15	32
	Calculus A/B	41	23	64
	Calculus B/C	2	9	11
	Chemistry	18	17	35
	Biology	21	17	38
	Environmental Science	5	5	10
	Physics B	5	12	17
	Physics C	0	3	3
	Psychology	21	9	30
	French	2	0	2
	German	0	1	1
	Spanish Literature	52	32	84
	Spanish Language	57	32	89
	Studio Art	12	26	38
	Total	662	537	1199
Native American	US History	13	11	24
	World History	11	7	18
	US Govt & Politics	3	1	4
	Literature & Composition	6	2	8
	Language & Composition	3	7	10
	Statistics	2	4	6
	Calculus A/B	1	6	7
	Calculus B/C	0	1	1
	Chemistry	6	1	7
	Biology	2	0	2
	Environmental Science	1	0	1
	Physics B	2	1	3
	Psychology	1	2	3
	Spanish Language	1	0	1
	Studio Art	2	2	4
	Total	54	45	99
Asian	US History	21	17	38
	World History	36	19	55
	US Govt & Politics	3	1	4
	Literature & Composition	20	14	34
	Language & Composition	3	6	9
	Statistics	0	1	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Calculus A/B	19	21	40
Calculus B/C	6	2	8
Chemistry	6	4	10
Biology	4	3	7
Environmental Science	3	2	5
Physics B	9	6	15
Physics C	2	4	6
Psychology	2	0	2
Spanish Literature	0	1	1
Studio Art	2	0	2
Total	136	101	237

REPORT – Native American Student Report School Year 2005-06

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93

Attachment A- 14: AP Enrollment by Ethnicity and Gender for Each School – Fall 2005

Albuquerque High School (n=450)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	8	6	14
	World History	61	50	111
	US Govt & Politics	7	8	15
	Literature & Composition	21	20	41
	Language & Composition	25	15	40
	Statistics	3	3	6
	Calculus A/B	11	7	18
	Calculus B/C	2	4	6
	Psychology	9	8	17
	Spanish Literature	0	2	2
	Spanish Language	1	2	3
	Studio Art	7	5	12
	Total		155	130
Black	US History	1	0	1
	World History	8	2	10
	US Govt & Politics	0	2	2
	Language & Composition	2	2	4
	Statistics	0	1	1
	Studio Art	1	0	1
	Total		12	7
Hispanic	US History	7	5	12
	World History	24	26	50
	US Govt & Politics	1	1	2
	Literature & Composition	4	5	9
	Language & Composition	14	6	20
	Statistics	3	1	4
	Calculus A/B	0	2	2
	Calculus B/C	0	1	1
	Psychology	5	1	6
	Spanish Literature	8	5	13
	Spanish Language	7	3	10
	Studio Art	4	3	7
	Total		77	59
Native American	World History	1	0	1
	Literature & Composition	1	0	1

REPORT – Native American Student Report School Year 2005-06

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	Language & Composition	0	1	1
	Total	2	1	3
Asian	US History	0	1	1
	World History	2	0	2
	Language & Composition	1	1	2
	Calculus A/B	1	0	1
	Calculus B/C	1	0	1
	Total	5	2	7

CEC (n=29)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	Calculus A/B	2	5	7
	Physics C	6	12	18
	Total	8	17	25
Hispanic	Physics C		1	1
	Total		1	1
Asian	Calculus A/B	0	2	2
	Physics C	1	0	1
	Total	1	2	3

Cibola (n=624)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	35	31	66
	World History	76	52	128
	Economics-Macro	13	6	19
	Literature & Composition	42	19	61
	Language & Composition	10	8	18
	Statistics	19	12	31
	Calculus A/B	34	30	64
	Calculus B/C	7	5	12
	Chemistry	5	3	8
	Psychology	12	3	15
	Spanish Literature	0	2	2
	Studio Art	0	2	2
	Total	253	173	426
Black	US History	5	0	5
	World History	2	0	2
	Literature & Composition	3	0	3
	Statistics	1	1	2
	Chemistry	1	0	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Total	12	1	13
Hispanic	US History	13	10	23
	World History	27	14	41
	Economics-Macro	1	1	2
	Literature & Composition	18	4	22
	Language & Composition	1	2	3
	Statistics	8	11	19
	Calculus A/B	16	10	26
	Chemistry	3	0	3
	Psychology	6	4	10
	Spanish Literature	1	0	1
	Studio Art	1	0	1
	Total	95	56	151
Native American	US History	2	1	3
	World History	0	1	1
	Statistics	0	3	3
	Calculus A/B	0	1	1
	Chemistry	3	0	3
	Psychology	1	0	1
	Total	6	6	12
Asian	US History	1	1	2
	World History	5	4	9
	Economics-Macro	1	0	1
	Literature & Composition	3	0	3
	Language & Composition	0	1	1
	Statistics	0	1	1
	Calculus A/B	1	1	2
	Calculus B/C	1	0	1
	Chemistry	1	0	1
	Spanish Literature	0	1	1
	Total	13	9	22

Del Norte (n=252)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	25	10	35
	World History	22	15	37
	Economics-Macro	6	10	16
	Literature & Composition	14	11	25
	Calculus A/B	8	7	15
	Physics B	3	8	11

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	German	1	1	2
	Total	79	62	141
Black	US History	4	2	6
	World History	4	1	5
	Economics-Macro	1	0	1
	Literature & Composition	3	2	5
	Physics B	0	1	1
	German	0	1	1
	Total	12	7	19
Hispanic	US History	7	2	9
	World History	9	10	19
	Economics-Macro	2	3	5
	Literature & Composition	7	5	12
	Calculus A/B	0	3	3
	Physics B	3	3	6
	German	0	1	1
	Total	28	27	55
Native American	US History	2	0	2
	World History	4	2	6
	Economics-Macro	3	1	4
	Literature & Composition	0	1	1
	Calculus A/B	1	2	3
	Physics B	1	0	1
	Total	11	6	17
Asian	US History	3	2	5
	World History	2	3	5
	Economics-Macro	1	1	2
	Literature & Composition	2	1	3
	Calculus A/B	2	2	4
	Physics B	1	0	1
	Total	11	9	20

Eldorado (n=468)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	36	30	66
	World History	41	26	67
	Literature & Composition	61	37	98
	Calculus A/B	27	35	62
	Calculus B/C	4	11	15
	Biology	28	17	45

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Psychology	20	9	29
	French	1	0	1
	German	2	0	2
	Spanish Language	7	4	11
	Total	227	169	396
Black	US History	1		1
	Literature & Composition	1		1
	Total	2		2
Hispanic	US History	3	3	6
	World History	5	3	8
	Literature & Composition	9	2	11
	Calculus A/B	7	1	8
	Calculus B/C	0	1	1
	Biology	4	0	4
	Psychology	0	1	1
	Spanish Language	1	5	6
	Total	29	16	45
	Native American	US History	2	0
Biology		1	0	1
Psychology		0	1	1
Total		3	1	4
Asian	US History	2	0	2
	World History	5	2	7
	Literature & Composition	3	1	4
	Calculus A/B	2	1	3
	Calculus B/C	1	0	1
	Biology	2	0	2
	Psychology	2	0	2
	Total	17	4	21

Highland (n=96)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	9	14	23
	US Govt & Politics	2	2	4
	Calculus A/B	2	6	8
	Psychology	7	4	11
	German	1	2	3
	Total	21	28	49
Black	US Govt & Politics	0	1	1
	Calculus A/B	0	1	1
	Psychology	1	0	1
	Total	1	2	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

Hispanic	US History	3	6	9
	US Govt & Politics	2	5	7
	Calculus A/B	2	6	8
	Psychology	5	1	6
	Total	12	18	30
Native American	US History	0	1	1
	Calculus A/B	0	1	1
	Psychology	1	0	1
	Total	1	2	3
Asian	US History	1	1	2
	US Govt & Politics	1	0	1
	Calculus A/B	4	0	4
	Psychology	2	2	4
	Total	8	3	11

LaCueva (n=765)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	48	46	94
	World History	66	48	114
	Literature & Composition	55	43	98
	Statistics	15	7	22
	Calculus A/B	22	14	36
	Calculus B/C	4	18	22
	Chemistry	4	11	15
	Biology	19	21	40
	Environmental Science	29	19	48
	Physics B	22	27	49
	Physics C	3	21	24
	Spanish Language	2	4	6
	Total	289	279	568
Black	US History	1	1	2
	World History	5	1	6
	Literature & Composition	5	1	6
	Environmental Science	1	0	1
	Physics B	1	0	1
	Total	13	3	16
Hispanic	US History	5	4	9
	World History	5	12	17
	Literature & Composition	3	6	9
	Statistics	1	1	2
	Calculus A/B	2	0	2
	Calculus B/C	0	1	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Chemistry	1	3	4
	Biology	0	4	4
	Environmental Science	2	4	6
	Physics B	1	4	5
	Spanish Language	7	3	10
	Total	27	42	69
Native American	US History	1	0	1
	Literature & Composition	1	1	2
	Chemistry	1	0	1
	Environmental Science	1	0	1
	Physics B	1	1	2
	Total	5	2	7
Asian	US History	9	9	18
	World History	14	7	21
	Literature & Composition	8	9	17
	Calculus A/B	4	9	13
	Calculus B/C	1	2	3
	Chemistry	4	4	8
	Biology	1	2	3
	Environmental Science	3	2	5
	Physics B	6	6	12
	Physics C	1	4	5
	Total	51	54	105

Manzano (n=346)		Gender		
Ethnicity	AP Courses	Female	Male	Total
White	US History	22	29	51
	World History	35	31	66
	US Govt & Politics	14	9	23
	Literature & Composition	21	13	34
	Statistics	4	7	11
	Calculus A/B	9	17	26
	Calculus B/C	1	4	5
	Biology	11	5	16
	Spanish Literature	1	0	1
	Studio Art	3	0	3
	Total	121	115	236
Black	US History	0	3	3
	World History	3	0	3
	US Govt & Politics	1	0	1
	Literature & Composition	3	0	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Statistics	2	0	2
	Calculus A/B	1	0	1
	Total	10	3	13
Hispanic	US History	7	8	15
	World History	10	6	16
	US Govt & Politics	1	3	4
	Literature & Composition	5	2	7
	Statistics	4	3	7
	Calculus A/B	0	1	1
	Biology	2	1	3
	Spanish Literature	7	5	12
	Studio Art	1	0	1
	Total	37	29	66
Native American	US History	4	1	5
	World History	1	0	1
	Statistics	1	1	2
	Studio Art	1	0	1
	Total	7	2	9
Asian	US History	4	0	4
	World History	3	1	4
	US Govt & Politics	1	1	2
	Literature & Composition	1	1	2
	Statistics	0	1	1
	Calculus A/B	4	5	9
	Total	13	9	22

Rio Grande (n=324)		Gender		
<i>Ethnicity</i>	<i>AP Courses</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
White	US History	3	1	4
	World History	6	2	8
	US Govt & Politics	3	1	4
	Literature & Composition	0	1	1
	Language & Composition	4	3	7
	Calculus A/B	2	0	2
	Chemistry	1	1	2
	Environmental Science	2	1	3
	Spanish Literature	1	1	2
	Studio Art	2	1	3
	Total	24	12	36
Black	US History	2	1	3
	World History	2	0	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	US Govt & Politics	0	1	1
	Total	4	2	6
Hispanic	US History	24	23	47
	World History	19	19	38
	US Govt & Politics	9	9	18
	Literature & Composition	6	2	8
	Language & Composition	24	11	35
	Calculus A/B	4	0	4
	Chemistry	12	10	22
	Biology	6	1	7
	Environmental Science	6	2	8
	Physics B	2	3	5
	Spanish Literature	21	16	37
	Spanish Language	13	8	21
	Studio Art	5	15	20
	Total	151	119	270
Native American	US History	1	2	3
	World History	3	0	3
	Language & Composition	1	0	1
	Chemistry	1	1	2
	Studio Art	1	0	1
		Total	7	3
Asian	Calculus A/B	1		1
	Chemistry	1		1
		Total	2	

Sandia (n=383)		Gender		
<i>Ethnicity</i>	<i>AP Courses</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
White	World History	34	31	65
	Literature & Composition	31	25	56
	Statistics	7	11	18
	Calculus A/B	25	29	54
	Calculus B/C	1	5	6
	Chemistry	9	3	12
	Biology	4	9	13
	Physics B	5	9	14
	Physics C	9	22	31
	Spanish Language	10	6	16
	Studio Art	9	1	10
		Total	144	151
Black	World History	0	3	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Literature & Composition	1	0	1
	Calculus A/B	1	0	1
	Biology	1	1	2
	Total	3	4	7
Hispanic	World History	7	10	17
	Literature & Composition	1	3	4
	Statistics	1	6	7
	Calculus A/B	2	4	6
	Calculus B/C	0	1	1
	Chemistry	0	2	2
	Biology	1	5	6
	Physics B	0	2	2
	Physics C	0	2	2
	Spanish Language	6	3	9
	Total	18	38	56
Native American	Statistics	1	1	2
	Physics B	1	0	1
	Spanish Language	1	0	1
	Total	3	1	4
Asian	World History	2	4	6
	Literature & Composition	2	2	4
	Calculus A/B	3	0	3
	Calculus B/C	1	0	1
	Biology	1	1	2
	Physics B	2	0	2
	Physics C	1	1	2
	Studio Art	1	0	1
	Total	13	8	21

Valley (n=180)		Gender		
<i>Ethnicity</i>	<i>AP Courses</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
White	US History	18	8	26
	Literature & Composition	17	11	28
	Statistics	9	5	14
	Calculus B/C	0	1	1
	Biology	7	5	12
	Psychology	10	6	16
	Total	61	36	97
Black	Literature & Composition	1	2	3
	Psychology	0	1	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Total	1	3	4
Hispanic	US History	7	2	9
	Literature & Composition	14	9	23
	Statistics	7	1	8
	Calculus B/C	0	1	1
	Biology	10	7	17
	Psychology	13	2	15
	Total	51	22	73
Native American	US History	1	0	1
	Literature & Composition	2	0	2
	Biology	1	0	1
	Psychology	1	1	2
	Total	5	1	6

West Mesa (n=465)		Gender		
<i>Ethnicity</i>	<i>AP Courses</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
White	US History	11	4	15
	World History	10	11	21
	Literature & Composition	5	8	13
	Language & Composition	16	5	21
	Calculus A/B	1	0	1
	French	1	0	1
	Studio Art	0	1	1
	Total	44	29	73
Black	US History	2	2	4
	World History	2	1	3
	Literature & Composition	1	0	1
	Language & Composition	3	3	6
	Calculus A/B	1	0	1
	Total	9	6	15
Hispanic	US History	28	28	56
	World History	49	55	104
	Literature & Composition	28	16	44
	Language & Composition	40	32	72
	Calculus A/B	3	2	5
	Calculus B/C	2	3	5
	French	2	0	2
	Spanish Literature	13	2	15

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Spanish Language	11	6	17
	Studio Art	6	9	15
	Total	182	153	335
Native American	US History	1	6	7
	World History	4	4	8
	Literature & Composition	1	1	2
	Language & Composition	2	6	8
	Calculus A/B	0	3	3
	Studio Art	0	2	2
	Total	8	22	30
Asian	US History	3	2	5
	Language & Composition	2	2	4
	Calculus A/B	1	1	2
	Studio Art	1	0	1
	Total	7	5	12

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

105

Attachment A- 15: AP Enrollment by Ethnicity and Gender for Each School – Spring 2006

Albuquerque (n=336)		Gender		
Ethnicity	Course	Female	Males	Total
White	US History	8	5	13
	World History	58	49	107
	Economics-Macro	5	6	11
	Literature & Composition	20	15	35
	Language & Composition	23	14	37
	Statistics	2	4	6
	Calculus A/B	12	6	18
	Total		128	99
Black	US History	1	0	1
	World History	7	0	7
	Language & Composition	2	1	3
	Total	10	1	11
Hispanic	US History	4	5	9
	World History	22	25	47
	Literature & Composition	3	5	8
	Language & Composition	12	6	18
	Statistics	3	1	4
	Calculus A/B	0	2	2
	Total	44	44	88
Native American	World History	1	0	1
	Literature & Composition	1	0	1
	Language & Composition	0	1	1
	Total	2	1	3
Asian	US History	0	1	1
	World History	2	0	2
	Language & Composition	1	2	3
	Calculus A/B	1	0	1
	Total	4	3	7

CEC (n=26)		Gender		
Ethnicity	Course	Female	Males	Total
White	Calculus A/B	2	5	7
	Physics C	6	9	15

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Total	8	14	22
Hispanic	Physics C		1	1
	Total		1	1
Asian	Calculus A/B	0	2	2
	Physics C	1	0	1
	Total	1	2	3

Cibola (n=535)		Gender		
Ethnicity	Course	Female	Males	Total
White	US History	32	29	61
	World History	70	51	121
	US Govt & Politics	11	5	16
	Literature & Composition	39	17	56
	Language & Composition	10	9	19
	Statistics	8	6	14
	Calculus A/B	24	21	45
	Calculus B/C	5	4	9
	Chemistry	5	3	8
	Psychology	9	2	11
	Spanish Literature	0	2	2
	Studio Art	0	2	2
	Total	213	151	364
Black	US History	5	0	5
	World History	2	0	2
	Literature & Composition	4	0	4
	Statistics	2	1	3
	Chemistry	1	0	1
	Total	14	1	15
Hispanic	US History	10	9	19
	World History	25	12	37
	US Govt & Politics	2	0	2
	Literature & Composition	17	4	21
	Language & Composition	0	2	2
	Statistics	5	4	9
	Calculus A/B	16	8	24
	Chemistry	3	0	3
	Psychology	5	3	8
	Spanish Literature	1	0	1
	Studio Art	1	0	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Total	85	42	127
Native American	US History	2	1	3
	World History	0	1	1
	Statistics	0	2	2
	Calculus A/B	0	1	1
	Chemistry	3	0	3
	Psychology	1	0	1
	Total	6	5	11
Asian	US History	0	1	1
	World History	5	4	9
	Literature & Composition	2	0	2
	Language & Composition	0	1	1
	Statistics	0	1	1
	Calculus A/B	0	1	1
	Calculus B/C	1	0	1
	Chemistry	1	0	1
	Spanish Literature	0	1	1
	Total	9	9	18

Del Norte (n=225)		Gender		
Ethnicity	Course	Female	Male	Total
White	US History	24	11	35
	World History	14	14	28
	US Govt & Politics	9	10	19
	Literature & Composition	14	11	25
	Calculus A/B	7	5	12
	Physics B	2	8	10
	German	0	1	1
	Total	70	60	130
Black	US History	3	1	4
	World History	2	1	3
	US Govt & Politics	1	0	1
	Literature & Composition	2	1	3
	Physics B	0	1	1
	Total	8	4	12
Hispanic	US History	5	2	7
	World History	7	8	15
	US Govt & Politics	3	3	6
	Literature & Composition	8	5	13
	Calculus A/B	0	3	3

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Physics B	3	3	6
	German	0	1	1
	Total	26	25	51
Native American	US History	2	0	2
	World History	2	2	4
	US Govt & Politics	3	1	4
	Calculus A/B	1	2	3
	Physics B	1	0	1
	Total	9	5	14
Asian	US History	3	2	5
	World History	2	1	3
	US Govt & Politics	1	1	2
	Literature & Composition	2	1	3
	Calculus A/B	2	2	4
	Physics B	1	0	1
	Total	11	7	18

Eldorado (n=462)		Gender		
<i>Ethnicity</i>	<i>Course</i>	<i>Females</i>	<i>Males</i>	<i>Total</i>
White	US History	35	24	59
	World History	38	24	62
	US Govt & Politics	14	4	18
	Literature & Composition	61	36	97
	Calculus A/B	25	35	60
	Calculus B/C	4	11	15
	Biology	25	16	41
	Psychology	17	8	25
	German	2	0	2
	Spanish Language	7	3	10
	Total	228	161	389
Black	US History	1		1
	Total	1		1
Hispanic	US History	3	3	6
	World History	5	3	8
	US Govt & Politics	1	0	1
	Literature & Composition	8	2	10
	Calculus A/B	7	1	8
	Calculus B/C	0	1	1
	Biology	4	0	4
	Psychology	0	1	1
	Spanish Language	1	5	6

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Total	29	16	45
Native American	US History	2	0	2
	Biology	1	0	1
	Psychology	0	1	1
	Total	3	1	4
Asian	US History	2	0	2
	World History	5	2	7
	US Govt & Politics	2	0	2
	Literature & Composition	3	1	4
	Calculus A/B	2	1	3
	Calculus B/C	1	0	1
	Biology	2	0	2
	Psychology	2	0	2
	Total	19	4	23

Highland (n=148)		Gender		
<i>Ethnicity</i>	<i>Course</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
White	US History	6	11	17
	World History	2	4	6
	Literature & Composition	10	9	19
	Calculus B/C	1	3	4
	Chemistry	2	13	15
	Biology	1	0	1
	French	1	0	1
	German	1	0	1
	Total	24	40	64
Black	US History	0	1	1
	Literature & Composition	3	1	4
	Chemistry	1	0	1
	Total	4	2	6
Hispanic	US History	7	4	11
	World History	1	3	4
	Literature & Composition	4	6	10
	Calculus B/C	0	1	1
	Chemistry	2	5	7
	Spanish Literature	9	7	16
	Spanish Language	10	3	13
	Total	33	29	62
Native American	US History	0	2	2
	World History	1	1	2

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Literature & Composition	1	0	1
	Calculus B/C	0	1	1
	Chemistry	1	0	1
	Total	3	4	7
Asian	US History	0	3	3
	World History	3	0	3
	Literature & Composition	2	0	2
	Calculus B/C	1	0	1
	Total	6	3	9

LaCueva (n=724)		Gender		
Ethnicity	Course	Female	Males	Total
White	US History	45	43	88
	World History	63	46	109
	Literature & Composition	54	43	97
	Statistics	12	4	16
	Calculus A/B	21	14	35
	Calculus B/C	4	18	22
	Chemistry	4	10	14
	Biology	18	19	37
	Environmental Science	27	18	45
	Physics B	19	24	43
	Physics C	3	20	23
	Spanish Language	2	3	5
	Total	272	262	534
Black	US History	1	0	1
	World History	3	1	4
	Literature & Composition	5	1	6
	Environmental Science	1	0	1
	Physics B	1	0	1
	Total	11	2	13
Hispanic	US History	5	4	9
	World History	5	13	18
	Literature & Composition	3	6	9
	Statistics	1	1	2
	Calculus A/B	2	0	2
	Calculus B/C	0	1	1
	Chemistry	1	3	4
	Biology	0	4	4
	Environmental Science	2	4	6

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Physics B	1	4	5
	Spanish Language	6	3	9
	Total	26	43	69
Native American	US History	1	0	1
	Literature & Composition	1	1	2
	Chemistry	1	0	1
	Environmental Science	1	0	1
	Physics B	1	1	2
	Total	5	2	7
Asian	US History	9	8	17
	World History	14	7	21
	Literature & Composition	8	9	17
	Calculus A/B	4	9	13
	Calculus B/C	1	2	3
	Chemistry	4	4	8
	Biology	1	2	3
	Environmental Science	3	2	5
	Physics B	5	6	11
	Physics C	0	3	3
	Total	49	52	101

Manzano (n=290)		Gender		
Ethnicity	Course	Female	Males	Total
White	US History	18	28	46
	World History	35	28	63
	Literature & Composition	22	12	34
	Statistics	3	7	10
	Calculus A/B	5	16	21
	Calculus B/C	1	2	3
	Biology	11	5	16
	Spanish Literature	1	0	1
	Studio Art	2	0	2
	Total	98	98	196
Black	US History	0	2	2
	World History	3	0	3
	Literature & Composition	3	0	3
	Statistics	1	0	1
	Calculus A/B	1	0	1
	Total	8	2	10
Hispanic	US History	7	7	14

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	World History	10	5	15
	Literature & Composition	4	2	6
	Statistics	3	3	6
	Calculus A/B	0	1	1
	Biology	2	1	3
	Spanish Literature	5	5	10
	Studio Art	1	0	1
	Total	32	24	56
Native American	US History	4	0	4
	World History	1	0	1
	Statistics	1	1	2
	Studio Art	1	0	1
	Total	7	1	8
Asian	US History	4	0	4
	World History	3	1	4
	Literature & Composition	1	1	2
	Calculus A/B	4	5	9
	Biology	0	1	1
	Total	12	8	20

Rio Grande (n=265)		Gender		
Ethnicity	Course	Female	Males	Total
White	US History	3	1	4
	World History	6	2	8
	Literature & Composition	0	1	1
	Language & Composition	4	3	7
	Calculus A/B	2	0	2
	Chemistry	1	1	2
	Environmental Science	2	0	2
	Spanish Literature	1	1	2
	Studio Art	1	1	2
	Total		20	10
Black	US History	2	2	4
	World History	1	0	1
	Total	3	2	5
Hispanic	US History	21	18	39
	World History	17	18	35
	Literature & Composition	5	2	7
	Language & Composition	23	9	32

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Calculus A/B	3	0	3
	Chemistry	12	7	19
	Biology	5	0	5
	Environmental Science	3	1	4
	Physics B	1	3	4
	Spanish Literature	18	14	32
	Spanish Language	13	9	22
	Studio Art	2	14	16
	Total	123	95	218
Native American	US History	1	2	3
	World History	2	1	3
	Language & Composition	1	0	1
	Chemistry	1	1	2
	Studio Art	1	0	1
	Total	6	4	10
Asian	Calculus A/B	1		1
	Chemistry	1		1
	Total	2		2

Sandia (n=353)		Gender		
Ethnicity	Course	Female	Males	Total
White	World History	33	30	63
	Literature & Composition	31	23	54
	Statistics	7	10	17
	Calculus A/B	22	28	50
	Calculus B/C	1	4	5
	Chemistry	7	3	10
	Biology	4	8	12
	Physics B	5	6	11
	Physics C	6	19	25
	Spanish Language	9	3	12
	Studio Art	9	1	10
	Total	134	135	269
Black	World History	1	1	2
	Literature & Composition	1	0	1
	Calculus A/B	1	0	1
	Biology	1	1	2
	Total	4	2	6
Hispanic	World History	7	11	18
	Literature & Composition	1	3	4

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Statistics	1	5	6
	Calculus A/B	2	3	5
	Calculus B/C	0	1	1
	Chemistry	0	2	2
	Biology	1	4	5
	Physics B	0	2	2
	Physics C	0	2	2
	Spanish Language	7	2	9
	Total	19	35	54
Native American	Statistics	1	1	2
	Spanish Language	1	0	1
	Total	2	1	3
Asian	World History	2	4	6
	Literature & Composition	2	2	4
	Calculus A/B	3	0	3
	Calculus B/C	1	0	1
	Biology	1	0	1
	Physics B	3	0	3
	Physics C	1	1	2
	Studio Art	1	0	1
	Total	14	7	21

Valley (n=188)		Gender		
<i>Ethnicity</i>	<i>Course</i>	<i>Female</i>	<i>Males</i>	<i>Total</i>
White	US History	18	8	26
	Literature & Composition	18	10	28
	Statistics	1	5	6
	Calculus A/B	8	3	11
	Calculus B/C	0	1	1
	Biology	7	5	12
	Psychology	10	5	15
	Total		62	37
Black	Literature & Composition	1	2	3
	Psychology	0	1	1
	Total	1	3	4
Hispanic	US History	6	2	8
	Literature & Composition	13	9	22
	Statistics	4	1	5
	Calculus A/B	8	3	11
	Calculus B/C	0	1	1

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

	Biology	9	8	17
	Psychology	12	4	16
	Total	52	28	80
Native American	Literature & Composition	2	0	2
	Biology	1	0	1
	Psychology	0	1	1
	Total	3	1	4
Asian	Calculus A/B	1		1
	Total	1		1

West Mesa (n=441)		Gender		
Ethnicity	Course	Female	Males	Total
White	US History	11	4	15
	World History	10	10	20
	Literature & Composition	4	7	11
	Language & Composition	17	6	23
	Calculus A/B	1	0	1
	French	1	0	1
	Studio Art	0	1	1
	Total		44	28
Black	US History	2	2	4
	World History	2	1	3
	Literature & Composition	1	0	1
	Language & Composition	3	3	6
	Calculus A/B	1	0	1
	Total		9	6
Hispanic	US History	28	28	56
	World History	40	48	88
	Literature & Composition	27	13	40
	Language & Composition	40	31	71
	Calculus A/B	3	2	5
	Calculus B/C	2	3	5
	French	2	0	2
	Spanish Literature	11	3	14
	Spanish Language	13	6	19
	Studio Art	5	8	13
	Total		171	142
Native	US History	1	6	7

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

American	World History	4	2	6
	Literature & Composition	1	1	2
	Language & Composition	2	6	8
	Calculus A/B	0	3	3
	Studio Art	0	2	2
	Total	8	20	28
Asian	US History	3	2	5
	Language & Composition	2	3	5
	Calculus A/B	1	1	2
	Studio Art	1	0	1
	Total	7	6	13

REPORT – Native American Student Report School Year 2005-06

Research, Development and Accountability, Albuquerque Public Schools, 930-A Oak Street, SW, Albuquerque, NM 87106 848-8710 www.rda.aps.edu

A. Bobo-Peterson and M. Osowski

117