

# Dulce Independent School District

A Community and School District Profile



Rio Arriba County, New Mexico

## Learning in Context

Located in northern New Mexico on the Jicarilla Apache Nation, Dulce Independent School District serves around five hundred students in a rural, close-knit community shaped by the high desert and widely dispersed communities. Students arrive at school carrying responsibilities from home and community, settling into classrooms where relationships play a central role in student success and learning. As the day continues, school remains closely connected to family and community, with students balancing schoolwork alongside caring for younger siblings and grandparents, or tending to livestock and crops. In Dulce, school is not just a place students attend, but a central part of community life in a sovereign Nation where learning and responsibility are shared.



**590**

Student Enrollment



**89%**

Graduation Rate



**3**

Schools



**\$31,246**

Per-Pupil Expenditure



**22%**

English Learners



**9**

Housing-insecure Students



**45%**

Regular Attendance



**100%**

Free/Reduced Lunch

### DULCE INDEPENDENT SCHOOL DISTRICT

#### Elementary Schools

Dulce Elementary School

#### Middle School

Dulce Middle School

#### High School

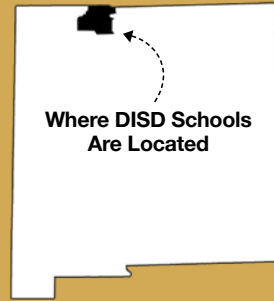
Dulce High School



This district profile offers a snapshot of student and community experiences using the best available data at the time of analysis, drawing from sources including the New Mexico Youth Risk and Resiliency Survey (NM-YRRS), NIM VISTAS, and American Community Survey (ACS). In some cases, geographic proxies are used to approximate district-level conditions where direct data is unavailable.

# To better contextualize students' experiences within DISD

we offer a closer look at the conditions shaping daily life, including: Education, Economic Well-Being, Family & Community, Access to Language & Culture, and Health & Wellness.



## KEY:

- All Children
- American Indian/Alaskan Native (alone or multiracial)
- Non-Native

### Children in Poverty (Ages 0–17)

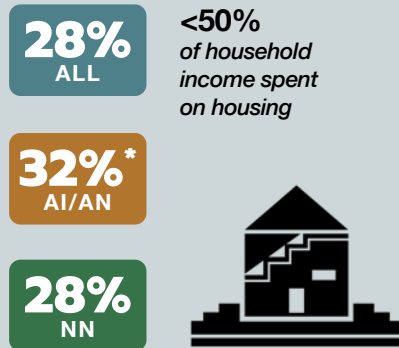


### Food Assistance Participation (SNAP)

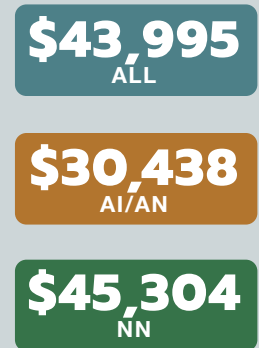


## Economic Well-Being

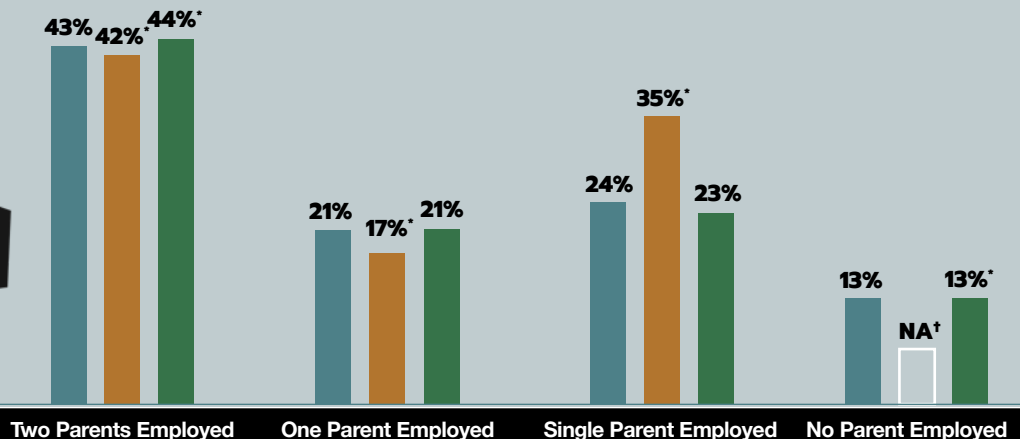
### Housing Cost Burden



### Per Capita Income



### Parental Employment





**31%**  
ALL

**33%\***  
AI/AN

**31%**  
NN

Children in Single-Parent Households



Children in Multigenerational Households (3+ Generations)

**16%**  
ALL

**20%\***  
AI/AN

**16%**  
NN

# Family & Community



Children Living with Elders

**9%\***  
ALL

**15%\***  
AI/AN

**8%\***  
NN

Indigenous Language Spoken in Household

**4%\***  
ALL

**40%\***  
AI/AN



# Education



Statewide

Districtwide

	All	AI/AN
2018		≤5%
2019	11%	10%
2022	≤20%	≤20%
2023	≤20%	*
2024	*	*
2025	≤20%	≤20%

	All	AI/AN	All	AI/AN
2018	74%	66%	78%	77%
2019	75%	69%	70%	70%
2020	68%	67%	66%	65%
2021	77%	72%	28%	28%
2022	76%	72%	51%	52%
2023	77%	75%	73%	73%
2024	78%	74%	93%	93%
2025	81%	78%	88%	89%

Third-Grade Reading Proficiency

High School Graduation: 4-Year Cohort Graduation Rate



# Accessibility

## Transportation Access

Children in households with at least one vehicle available



**81%**  
ALL

**73%**  
AI/AN

**81%**  
NN

## Internet Access



No Internet

**3%\***  
ALL

**NA†**  
AI/AN

**3%\***  
NN

Broadband (wired)

**68%**  
ALL

**53%**  
AI/AN

**69%**  
NN

Cellular-Only

**11%\***  
ALL

**18%\***  
AI/AN

**10%**  
NN

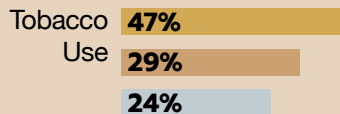
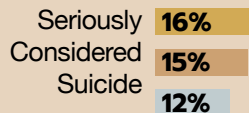
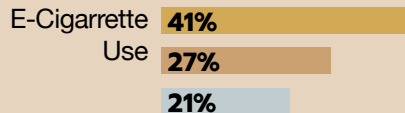
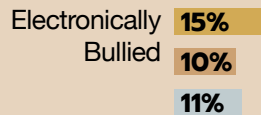
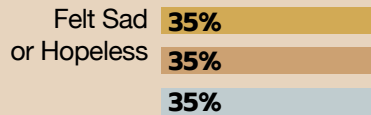
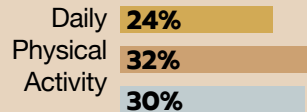
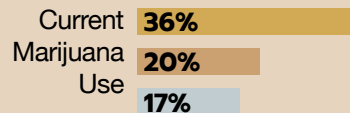
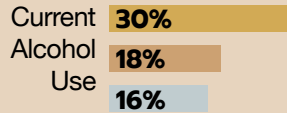
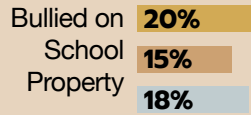
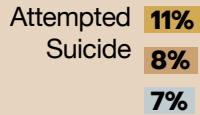
Satellite/Other

**19%**  
ALL

**28%**  
AI/AN

**18%**  
NN

# Youth Risk & Resiliency Survey



## KEY:



I Feel Good About Myself (Agree or Strongly Agree)

**60%**



I Am Confident That I Can Achieve My Goals

**67%**



I Have a Sense of Direction and Purpose in My Life

**67%**



I Am Hopeful and Optimistic About My Future

**72%**

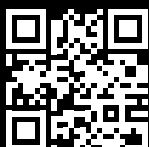


Teachers and Other Adults at My School Care About Me

**57%**



# Health & Wellness



## Learn More

This profile is just one part of a larger effort to understand and support Native student well-being across New Mexico. Visit [hold for website link] to explore additional findings, tools, and resources.

Data are based on 2018-2022 American Community Survey estimates and reflect a 90% confidence level, using geographic proxies where direct district-level data are unavailable. Education-related data are drawn from the New Mexico Public Education Department (NMPED) and the New Mexico Youth Risk and Resiliency Survey (YRRS). Estimates denoted by an asterisk (\*) have a high coefficient of variation (CV) and may be less reliable. Data with CVs greater than 30% were suppressed due to high variability and are denoted with a dagger (†).