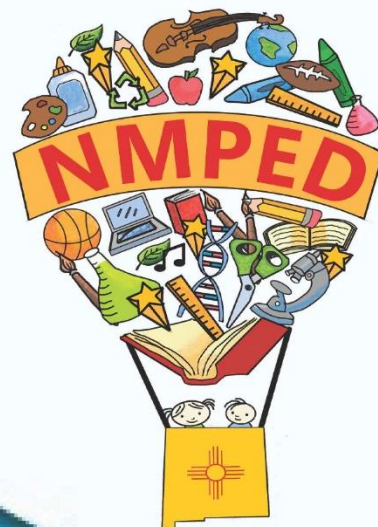


HISPANIC EDUCATION STATUS REPORT 2020-2021



NEW MEXICO PUBLIC EDUCATION DEPARTMENT



The State of New Mexico
Hispanic Education Status Report
Issued Fall 2021

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Notes:

This document is available on the NMPED website. See <https://webnew.ped.state.nm.us/>.

The Language and Culture Division would like to recognize and extend its sincere gratitude to the following outgoing HEAC members:

Amanda Aragon	Ron Martinez
Teresa Brito-Asenap	Roy B. Martinez
Michael Chávez	Rick Miera
David Dominguez	Esther Rivera
Yvonne Garcia	Sandra Rodriguez, Ph.D.
Patricia Jiménez-Latham, Ph.D.	David Rogers

For the 2020-21 school year (SY), New Mexico received an accountability waiver from the US Department of Education. This waiver exempts New Mexico from reporting many pieces of accountability data, including achievement data, due to the challenges presented by the pandemic. Given the low participation on the Measures of Student Success and Achievement (MSSA), PED will not produce school or district reports unless certain participation thresholds are met. This includes the assessments for science readiness (ASR) since no reports will be available to districts.

For the 2019-20 school year, due to the unprecedented circumstances brought on by the COVID-19 pandemic and the closure of schools, the US Department of Education has granted the New Mexico Public Education Department (PED) a waiver to bypass assessment and accountability requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Thus, the student achievement data within this report was not collected in school year 2019–2020. Student achievement data from 2018–2019 has been repeated.

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Statutory Compliance

This report fulfills the following statutory requirement:

22-23B-6. Statewide status report.

A. The department, in collaboration with the higher education department, shall submit an annual preschool through post-secondary statewide Hispanic education status report no later than November 15 to the governor and the legislature through the legislative education study committee. A copy shall be provided to the legislative library in the legislative council service.

B. The status report shall include the following information, by school district, by charter school and statewide, which may be compiled from data otherwise required to be submitted to the department:

- (1) Hispanic student achievement at all grades;
- (2) attendance for all grades;
- (3) the graduation rates for Hispanic students; and
- (4) the number and type of bilingual and multicultural programs in each school district and charter school.

C. The status report shall include the following information, by post-secondary educational institution, which may be compiled from data otherwise required to be submitted to the higher education department:

- (1) Hispanic student enrollment;
- (2) Hispanic student retention; and
- (3) Hispanic student completion rates.

History: Laws 2010, ch. 108, § 6; 2010, ch. 114, § 6; 2015, ch. 58, § 14.

You may access the Hispanic Education Act with the following link: [Chapter 22 - Public Schools - NMSources.com](https://www.nmsources.com/legislation/2015/058/058-014)

Introduction

The 2020-2021 Hispanic Education Status Report (HESR) includes data from several assessments: the Transition Assessment of Mathematics and English Language Arts (TAMELA), Partnership for Assessment of Readiness for College and Careers (PARCC) for grades 3-11 in math and reading, Istation for grades K-2, and the New Mexico Standards-Based Assessment (SBA).

The TAMELA measured student mastery of the New Mexico Common Core State Standards (NMCCSS) in mathematics and English language arts. The TAMELA was a transitional assessment that linked items from the same bank as the previously used PARCC assessment to ensure comparability of test results. The PARCC assessment system was an annual year-end test in English language arts/literacy and mathematics administered to students in grades 3-8 and high school.

Science data for grades 3, 7, and 11 was obtained from the SBA. The SBA met both federal and state law requirements that all students in a tested grade participate in an annual statewide assessment. The SBA assessed students in science for grades 4, 7, and 11. The PARCC assessment replaced the SBA in English language arts/literacy (reading) and mathematics.

The first section of this report presents reading achievement based on Istation for grades K-2 and TAMELA for grades 3-11. The K-2 results are interpretations of Istation's sophisticated web-delivered computer-adaptive testing systems that are continuously monitored by frequent assessment and reporting of students' abilities in reading throughout the year. Istation is a system that provides an assessment known as Istation's Indicators of Progress (ISIP). ISIP functions as both a universal screener and a progress monitoring tool for literacy. ISIP evaluates student progress, assists teachers and staff with immediate feedback and analysis, and provides teacher-directed reinforcing and remedial lessons for students.

In 2019, the tiers used for proficiency in Istation changed from 3 levels to 5 levels. In past years, level 3 was proficient, or the top 60%. With the recent change, only levels 4 and 5, or the top 40%, are considered proficient. Therefore, there is a dramatic change in K-2 proficiencies for 2019.

The data representations in this report compare Hispanic students with other subgroups. A subgroup generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications. The subgroups to which Hispanic students are compared in this report include African American students, American Indian students, Asian students, Caucasian students, economically disadvantaged students, students with disabilities, and students designated as English learners (ELs) or English language learners (ELLs). The term Caucasian is used in the high school graduation cohort data in alignment with federal standards for the classification of data on race and ethnicity.

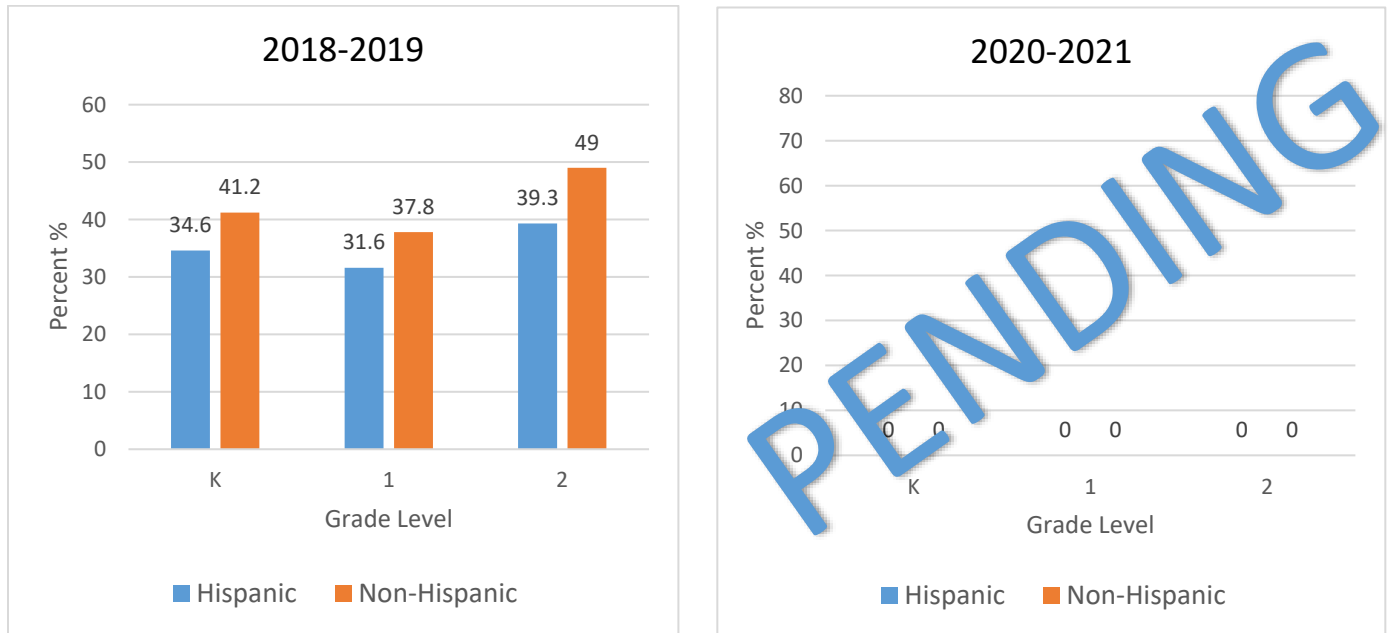
New Mexico achievement data may be accessed here:

<https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

State Achievement in Reading – Istation

Figure 1 shows statewide achievement data from Istation in reading for Hispanic and non-Hispanic students in grades K-2 between 2018-2019 and 2020-2021.

Figure 1. Statewide achievement in reading, grades K-2



SOURCE: Bureau of Research, Evaluation, and Accountability

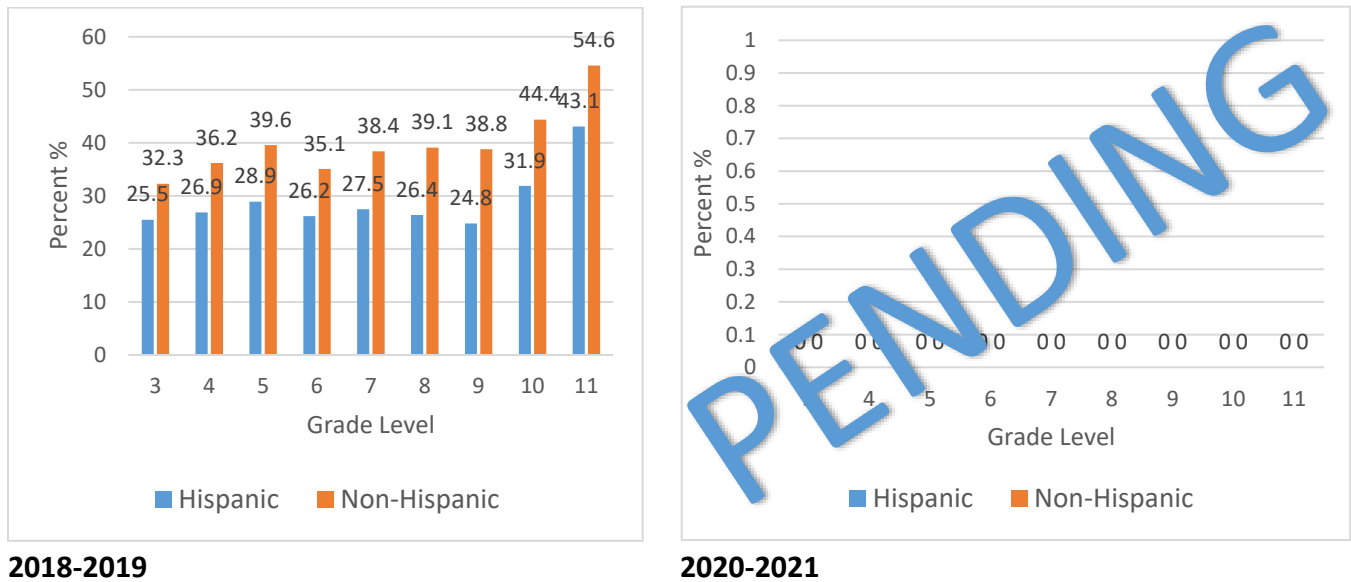
State Achievement in Reading – Transition Assessment of Mathematics and English Language Arts

The Transition Assessment of Mathematics and English Language Arts (TAMELA) was administered in the spring of 2019. In June of 2019, the NMPED issued a request for proposals for a new summative assessment of math and English language arts (ELA). The current math and ELA assessments are the New Mexico Measures of Student Success and Achievement (NM-MSSA) (grades 3–8), the PSAT (grade 10), and the SAT (grade 11).

In the fall of 2018, students in grades 3 to 11 took the PARCC assessment in reading. Other assessments for reading included the New Mexico Alternative Performance Assessment (NMAPA) and the Standard Based Assessment (SBA) for Reading in Spanish.

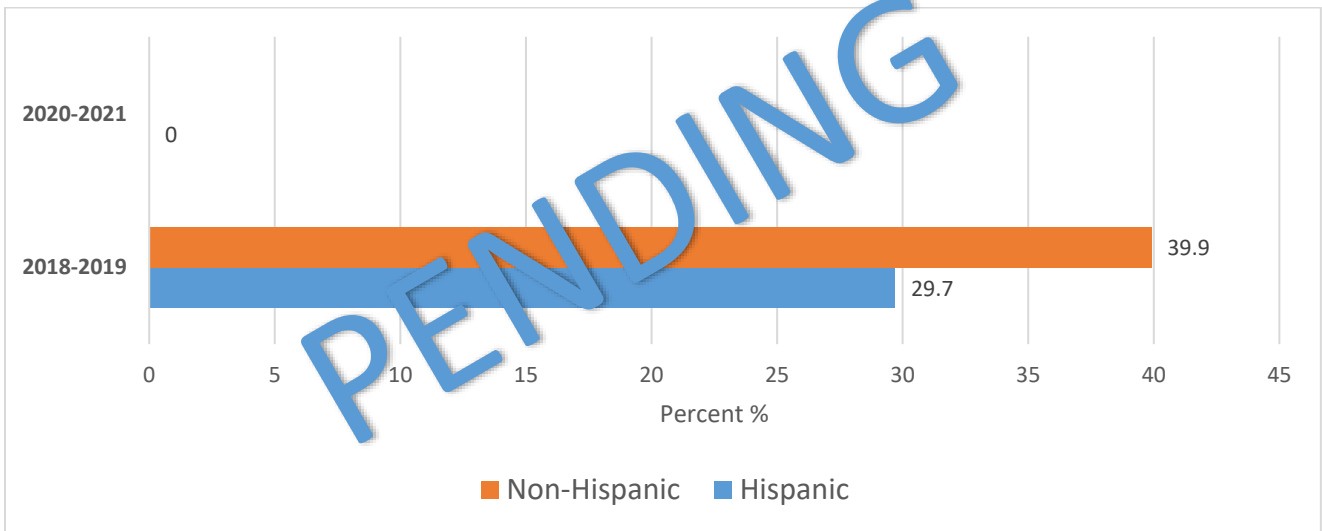
Together, these assessments are used as an accountability measure for New Mexico districts and charter schools. The assessments are aligned to the NMCCSS.

Figure 2. Statewide achievement in reading, grades 3 to 11



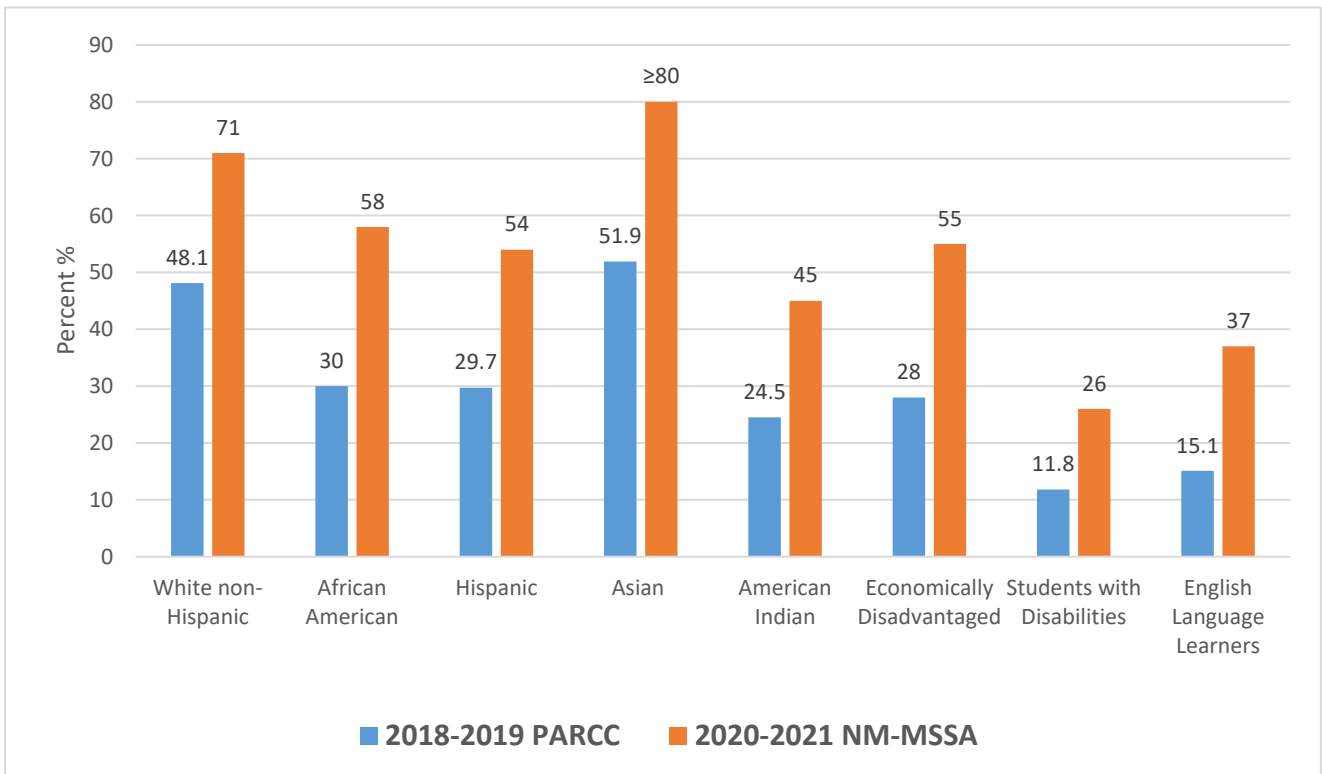
SOURCE: Bureau of Research, Evaluation, and Accountability

Figure 3. Reading proficiencies, grades 3-11



SOURCE: Bureau of Research, Evaluation, and Accountability

Figure 4. Reading achievement proficiencies, by subgroup



SOURCE: Bureau of Research, Evaluation, and Accountability

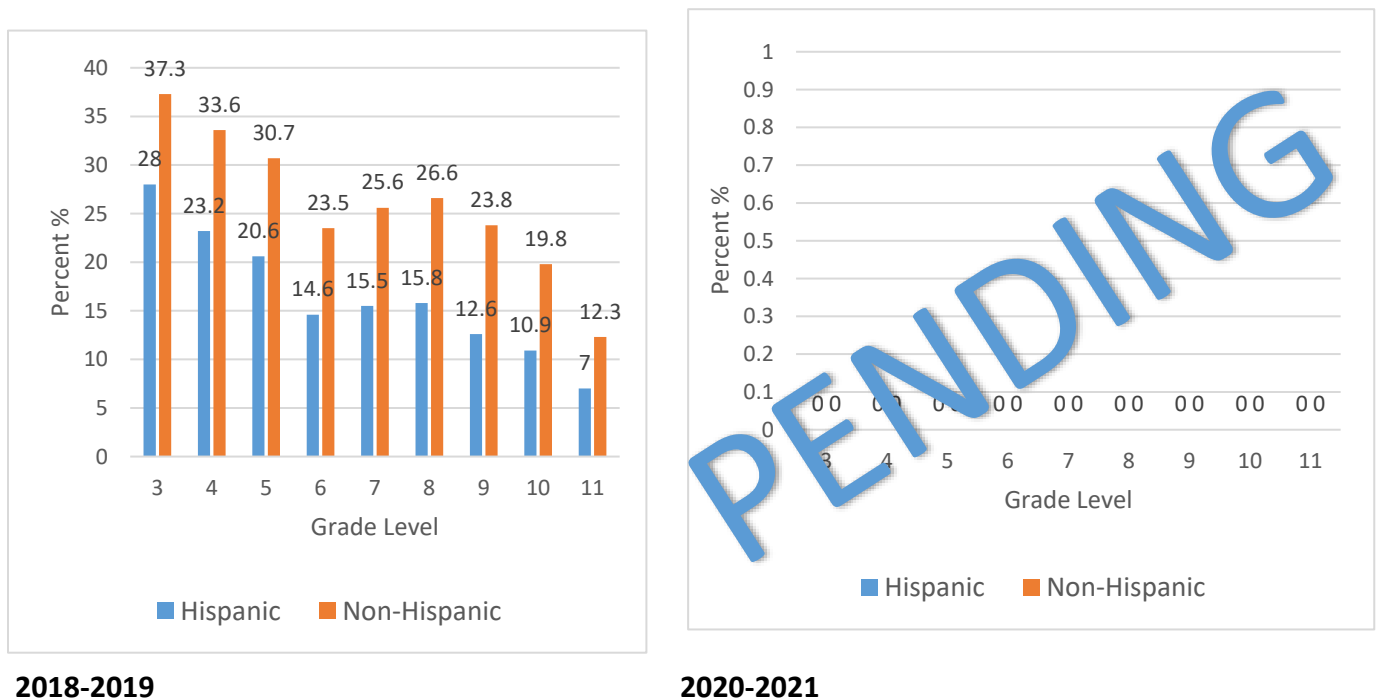
State Achievement in Mathematics - Transition Assessment of Mathematics and English Language Arts

As mentioned above, the Transition Assessment of Mathematics and English Language Arts (TAMELA) was administered in the spring of 2019. In June of 2019, the NMPED issued a request for proposals for a new summative assessment of math and English language arts (ELA). The current math and ELA assessments are the New Mexico Measures of Student Success and Achievement (NM-MSSA) (grades 3–8), the PSAT (grade 10), and the SAT (grade 11).

In the fall of 2018, students in grades 3 to 11 took the PARCC assessment in mathematics. Other math assessments included the New Mexico Alternative Performance Assessment (NMAPA).

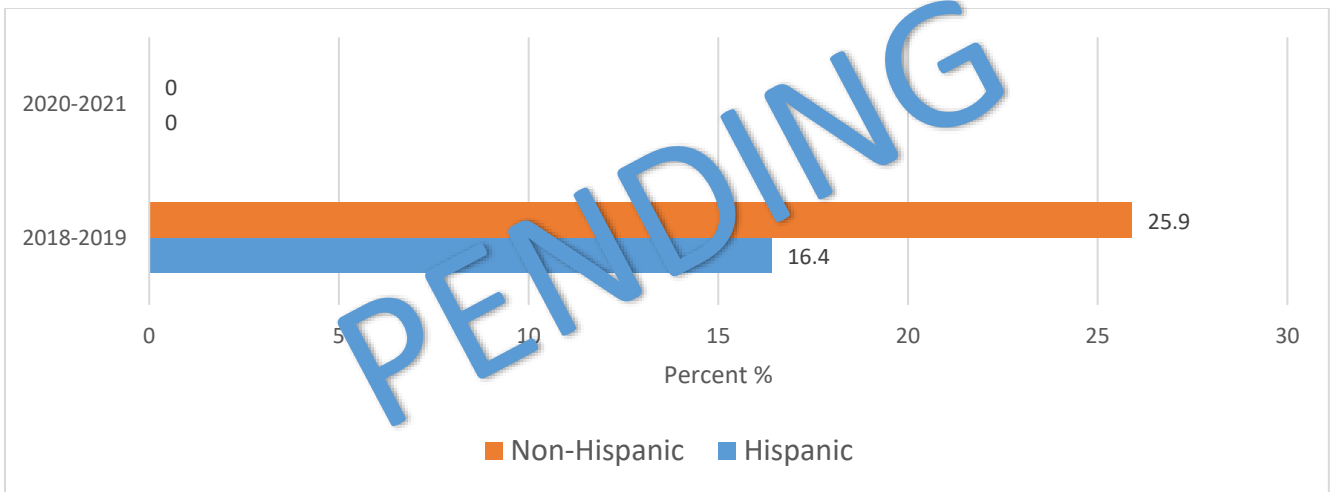
Together, these assessments are used as an accountability measure for New Mexico districts and charter schools. The assessments are aligned to the NMCCSS.

Figure 5. Statewide math achievement, grades 3-11



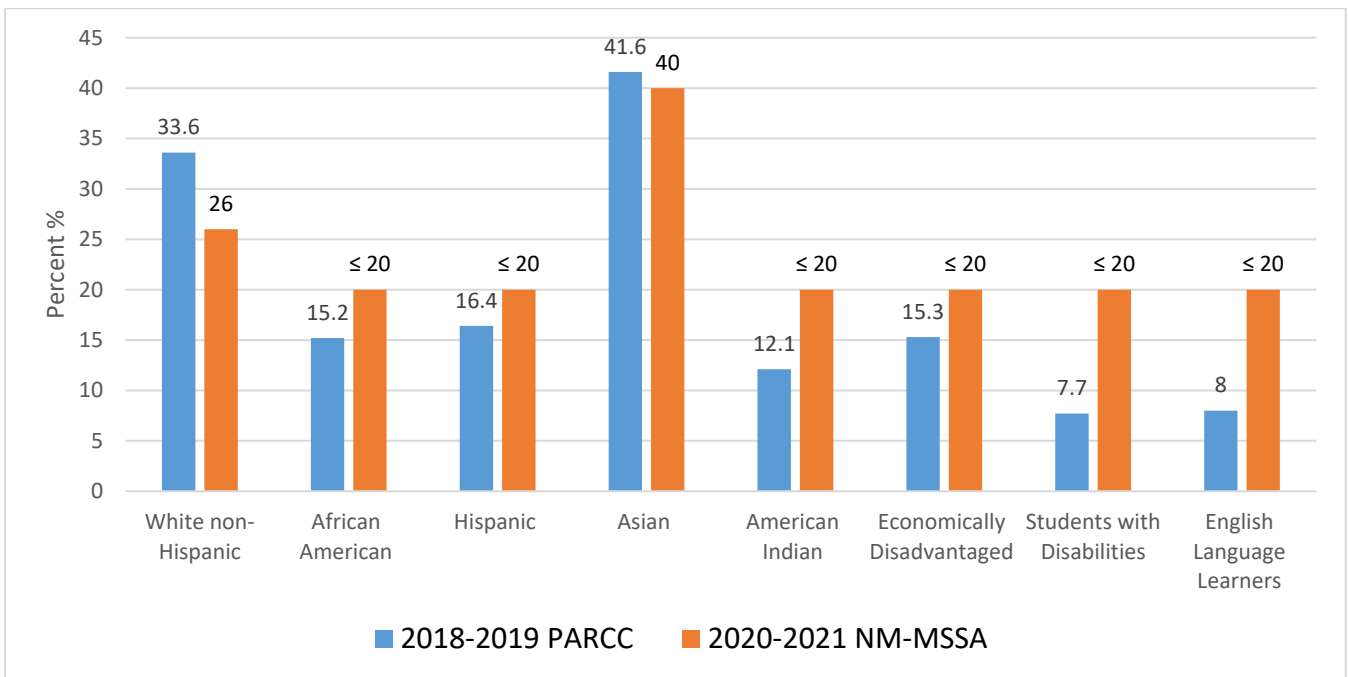
SOURCE: Bureau of Research, Evaluation, and Accountability

Figure 6. Math proficiencies, grades 3-11



SOURCE: Bureau of Research, Evaluation, and Accountability

Figure 7. Math achievement proficiencies, by subgroup

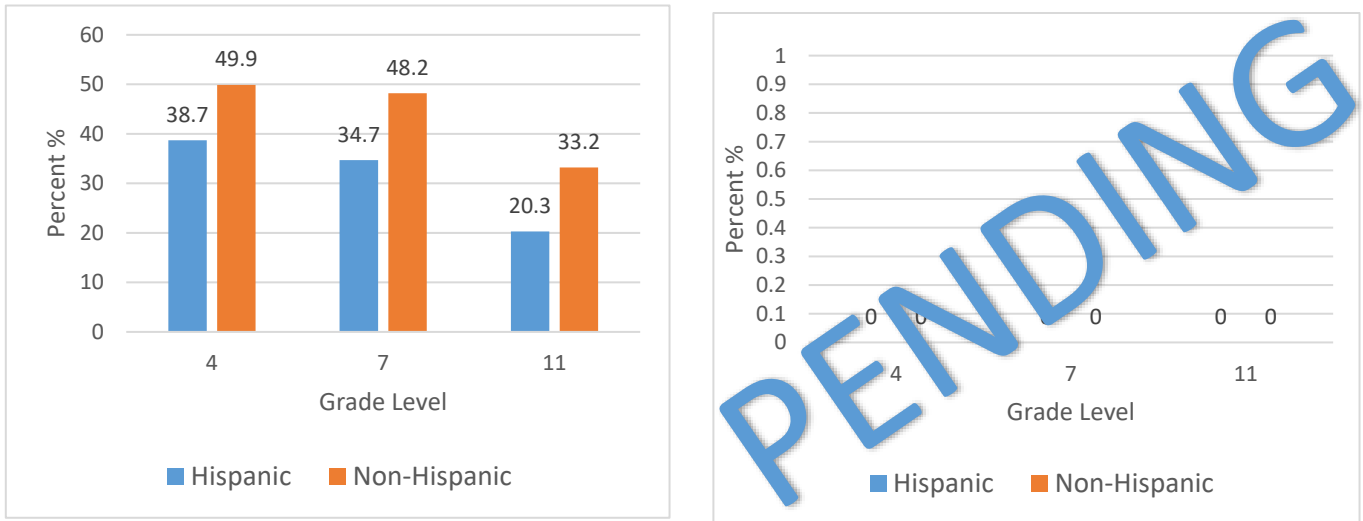


SOURCE: Bureau of Research, Evaluation, and Accountability

New Mexico Standards-Based Assessment (NMSBA) in Science

New Mexico determined student proficiency in science through the Standards-Based Assessment (SBA). Since 2005, the SBA has assessed students in grades 4, 7, and 11. The data illustrated in Figure 8 below represents a comparison of results from the 2018-2019 and 2020-2021 SBA assessments.

Figure 8. Statewide achievement in science, grades 4, 7, and 11

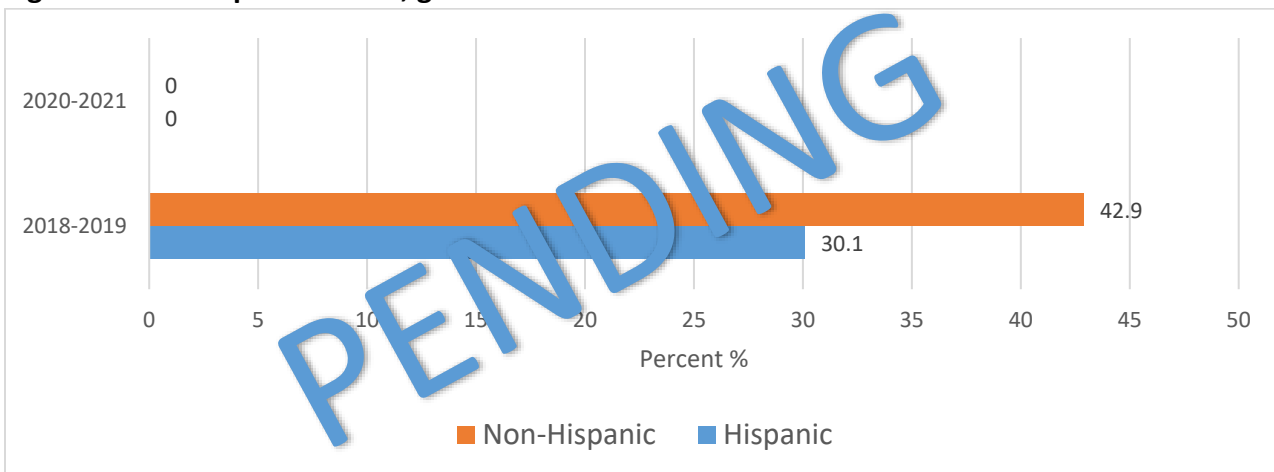


2018-2019

2020-2021

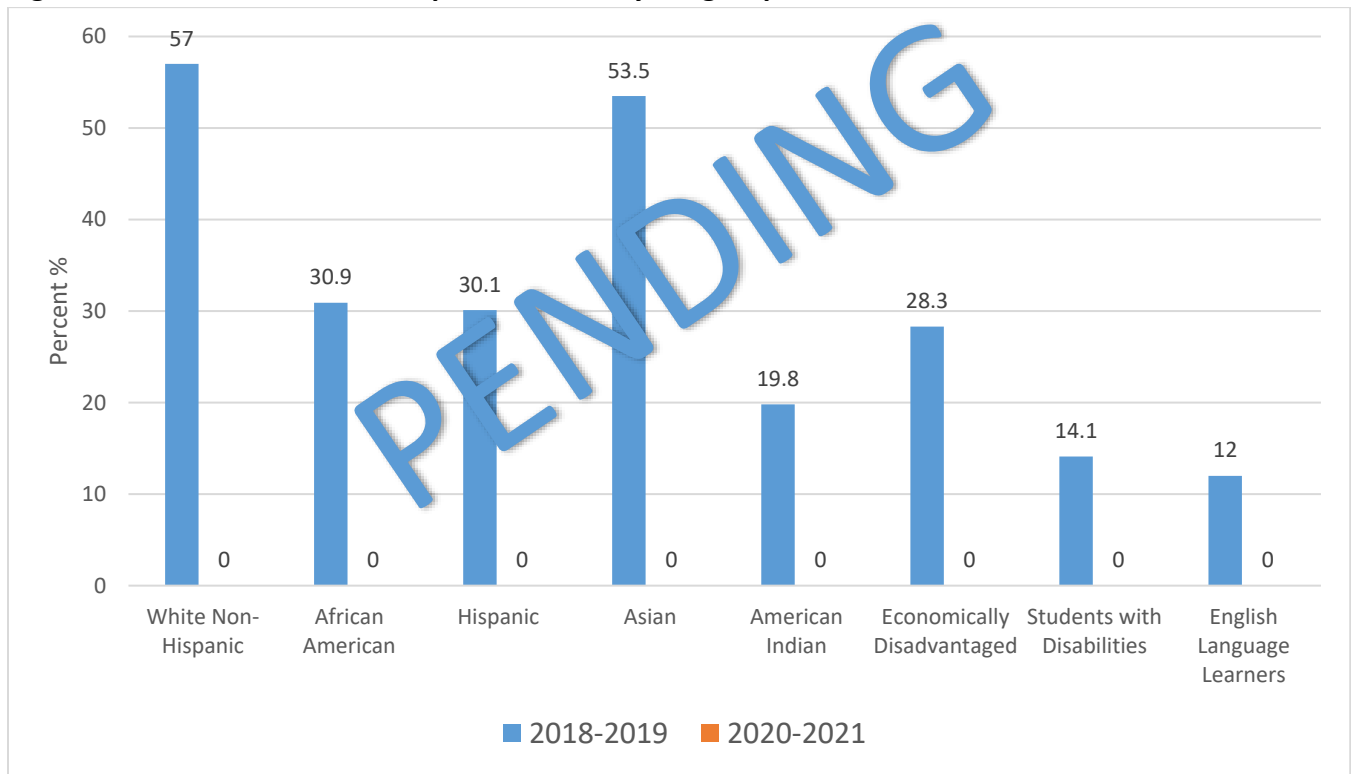
SOURCE: Bureau of Research, Evaluation, and Accountability

Figure 9. Science proficiencies, grades 3-11



SOURCE: Bureau of Research, Evaluation, and Accountability

Figure 10. Science achievement proficiencies, by subgroup



SOURCE: Bureau of Research, Evaluation, and Accountability

Academic Proficiencies by State and District 2020-2021

The numbers in the following table reflect the data published by the Bureau of Research, Evaluation, and Accountability in [SAT, SY 2020-21, ESSA-aligned, FERPA-compliant](#).

Table 1. Percentage of Hispanic students proficient in ELA and math at the state and district levels

State and Districts	% ELA Hispanic	%ELA All Students	%Math Hispanic	%Math All Students
<i>Statewide</i>	51	61	28	38
Alamogordo Public Schools	45	59	33	≤ 20
Albuquerque Public Schools	67	76	41	54
Animas Public Schools	≤ 20	35	≤ 20	≤ 20
Artesia Public Schools	71	≥ 80	33	47
Aztec Municipal School District	39	37	≤ 20	≤ 20
Belén Consolidated Schools	62	54	33	29
Bernalillo Public Schools	36	35	≤ 20	≤ 20
Bloomfield School District	71	59	57	35
Capitan Municipal Schools	50	54	25	≤ 20
Carlsbad Municipal Schools	64	74	45	61
Carrizozo Municipal School District	25	25	25	25
Central Consolidated School District	60	26	40	≤ 20
Chama Valley Independent Schools				
Cimarron Municipal Schools	30	58	≤20	≤20
Clayton Municipal Schools	32	30	≤ 20	≤ 20
Cloudcroft Municipal Schools	≤ 20	64	≤ 20	36
Clovis Municipal School District	36	49	22	31
Cobre Consolidated School District				
Corona Public Schools	≥ 80	33	≤ 20	33
Cuba Independent School District				
Deming Public Schools	55	61	41	35
Des Moines Municipal School District	67	≥ 80	67	60
Dexter Consolidated Schools				
Dora Consolidated Schools	75	67	75	67
Dulce Independent Schools		50		≤ 20
Elida Municipal Schools	≤ 20	≤ 20	≤ 20	≤ 20
Española Public Schools	32	33	≤ 20	≤ 20
Eunice Public Schools	≤ 20	27	≤ 20	≤ 20
Farmington Public Schools	40	60	40	39
Floyd Municipal Schools				
Fort Sumner Municipal Schools	≤ 20	50	≤ 20	58
Gadsden Independent School District	38	40	23	24

District	% ELA Hispanic	%ELA All Students	%Math Hispanic	%Math All Students
Gallup-McKinley County Schools	67	57	≤ 20	29
Grady Municipal Schools	67	40	33	≤ 20
Grants-Cibola County Schools	≤ 20	≤ 20	≤ 20	≤ 20
Hagerman Municipal Schools				
Hatch Valley Public Schools				
Hobbs Municipal Schools	39	54	≤ 20	24
Hondo Valley Public Schools	≤ 20	≤ 20	≤ 20	≤ 20
House Municipal Schools				
Jal Public Schools	29	36	≤ 20	≤ 20
Jemez Mountain Public Schools				
Jemez Valley Public Schools				
Lake Arthur Municipal Schools	≤ 20	33	≤ 20	33
Las Cruces Public Schools	56	68	31	42
Las Vegas City Schools	63	67	26	24
Logan Municipal Schools	≤ 20	73	≥ 80	45
Lordsburg Municipal Schools	47	50	≤ 20	≤ 20
Los Alamos Public Schools	62	78	39	61
Los Lunas Schools	66	48	66	25
Loving Municipal Schools				
Lovington Municipal School District	44	51	33	43
Magdalena Municipal Schools				
Maxwell Municipal Schools	57	40	43	40
Melrose Municipal Schools	≤ 20	44	25	44
Mesa Vista Consolidated Schools				
Mora Independent School District	32	37	≤ 20	≤ 20
Moriarty-Edgewood School District				
Mosquero Municipal Schools	≤ 20	≤ 20	≤ 20	≤ 20
Mountainair Public Schools	42	40	≤ 20	≤ 20
New Mexico School for the Deaf	≤ 20	≤ 20	≥ 80	≥ 80
New Mexico School for the Blind and Visually Impaired				
Pecos Independent School District	52	55	≤ 20	≤ 20
Peñasco Independent School District	48	46	22	21
Pojoaque Valley School District	75	75	38	38
Portales Municipal Schools	29	38	≤ 20	≤ 20
Quemado Independent School District	≤80	75	≤20	25
Questa Independent School District	50	50	50	50
Raton Public Schools	60	67	50	52
Reserve Independent Schools	67	38	≤20	≤20

District	% ELA Hispanic	%ELA All Students	%Math Hispanic	%Math All Students
Rio Rancho Public Schools	65	73	40	48
Roswell Independent School District	35	39	≤20	≤20
Roy Municipal School District	≥ 80	≥ 80	≥ 80	≥ 80
Ruidoso Municipal Schools	60	70	30	47
San Jon Municipal Schools	≥ 80	≥ 80	≥ 80	≥ 80
Santa Fe Public Schools	57	69	23	40
Santa Rosa Consolidated Schools				
Silver Consolidated School District	50	58	50	≤ 20
Socorro Consolidated Schools	54	60	27	34
Springer Municipal Schools				
Taos Municipal Schools	58	67	≤ 20	≤ 20
Tatum Municipal Schools		28		≤ 20
Texico Municipal Schools	≥ 80	≥ 80	≥ 80	≥ 80
Truth or Consequences Municipal Schools				
Tucumcari Public Schools	27	40	≤ 20	≤ 20
Tularosa Municipal Schools	38	33	31	≤ 20
Vaughn Municipal Schools				
Wagon Mound Public Schools	≤ 20	≤ 20	≤ 20	≤ 20
West Las Vegas School District				
Zuni Public School District				

Note: Percentages for districts with fewer than 10 students tested are not reported per FERPA regulations. Locally authorized charter schools are included with their authorizing district.

Academic Proficiency by State Charter School 2020-2021

The numbers in the following table reflect the data published by the Bureau of Research, Evaluation, and Accountability in [SAT, SY 2020-21, ESSA-aligned, FERPA-compliant](#).

Table 2. Percentage of Hispanic students proficient in ELA and math, by state charter school

State Charter Schools	% ELA Hispanic	% ELA All Students	% Math Hispanic	% Math All Students
21 st Century Public Academy				
ACES Technical Charter School				
Albuquerque Bilingual Academy				
Albuquerque Collegiate Charter School				
Albuquerque Institute of Math & Science at UNM	≥ 80	≥ 80	≥ 80	≥ 80
Albuquerque School of Excellence	60	71	40	61
Albuquerque Sign Language Academy				
Aldo Leopold Charter School				
Alma D'Arte Charter High School	33	57	≤ 20	≤ 20
Altura Preparatory School				
Amy Biehl Charter High School	≥ 80	75	33	25
The ASK Academy	75	76	50	56
Cesar Chavez Community School				
DZİŁ DITŁ'OOÍ School of Empowerment, Action & Perseverance				
Estancia Valley Classical Academy	≥ 80	≥ 80	≥ 80	67
Explore Academy				
The GREAT Academy				
Horizon Academy West				
Hózhó Academy				
J. Paul Taylor Academy				
La Academia Dolores Huerta				
La Tierra Montessori School of the Arts				
Las Montañas Charter High School				
The Masters Program				
McCurdy Charter School				
Media Arts Collaborative Charter School	43	71	≤ 20	43
Middle College High School	≤ 20	50	≤ 20	50
Mission Achievement and Success Charter School				
Monte Del Sol Charter School	43	50	36	29
Montessori Elementary School				
New America School - Las Cruces				
New Mexico Connections Academy				

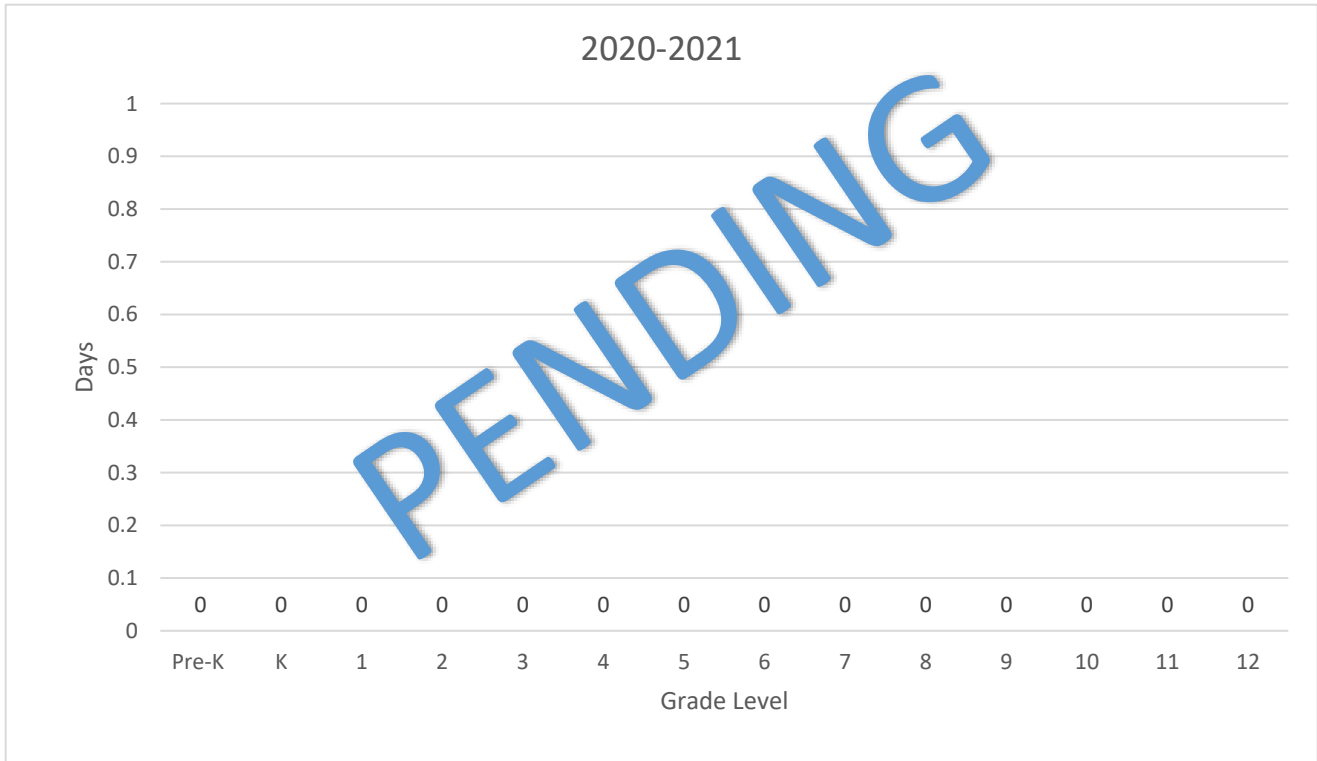
New Mexico School for the Arts	69	≥ 80	38	49
North Valley Academy				
Raíces del Saber Xinactli Community School				
Red River Valley Charter School				
Roots & Wings Community School				
Sandoval Academy of Bilingual Education				
School of Dreams Academy	73	65	27	≤ 20
Six Directions Indigenous School				
Solare Collegiate Charter School				
South Valley Preparatory School				
Southwest Preparatory Learning Center				
Southwest Secondary Learning Center	75	71	50	58
SW Aeronautics Mathematics and Science Academy	≥ 80	≥ 80	≥ 80	67
Taos Academy	57	≥ 80	29	53
Taos Integrated School for the Arts				
Taos International School				
Tierra Adentro of New Mexico	57	44	29	22
Tierra Encantada Charter School				
Turquoise Trail Charter School				
Walatowa Charter High School				

Note: Percentages for districts with fewer than 10 students tested are not reported per FERPA regulations. Locally authorized charter schools are included with their authorizing district.

Attendance

Under the New Mexico School Compulsory Attendance Law, children are required by state statute to attend school. The attendance rate was averaged between all snapshots in 2020-2021. This snapshot is without consideration of excused or unexcused absences.

Figure 11. Attendance rate for Hispanic students, grades K-12



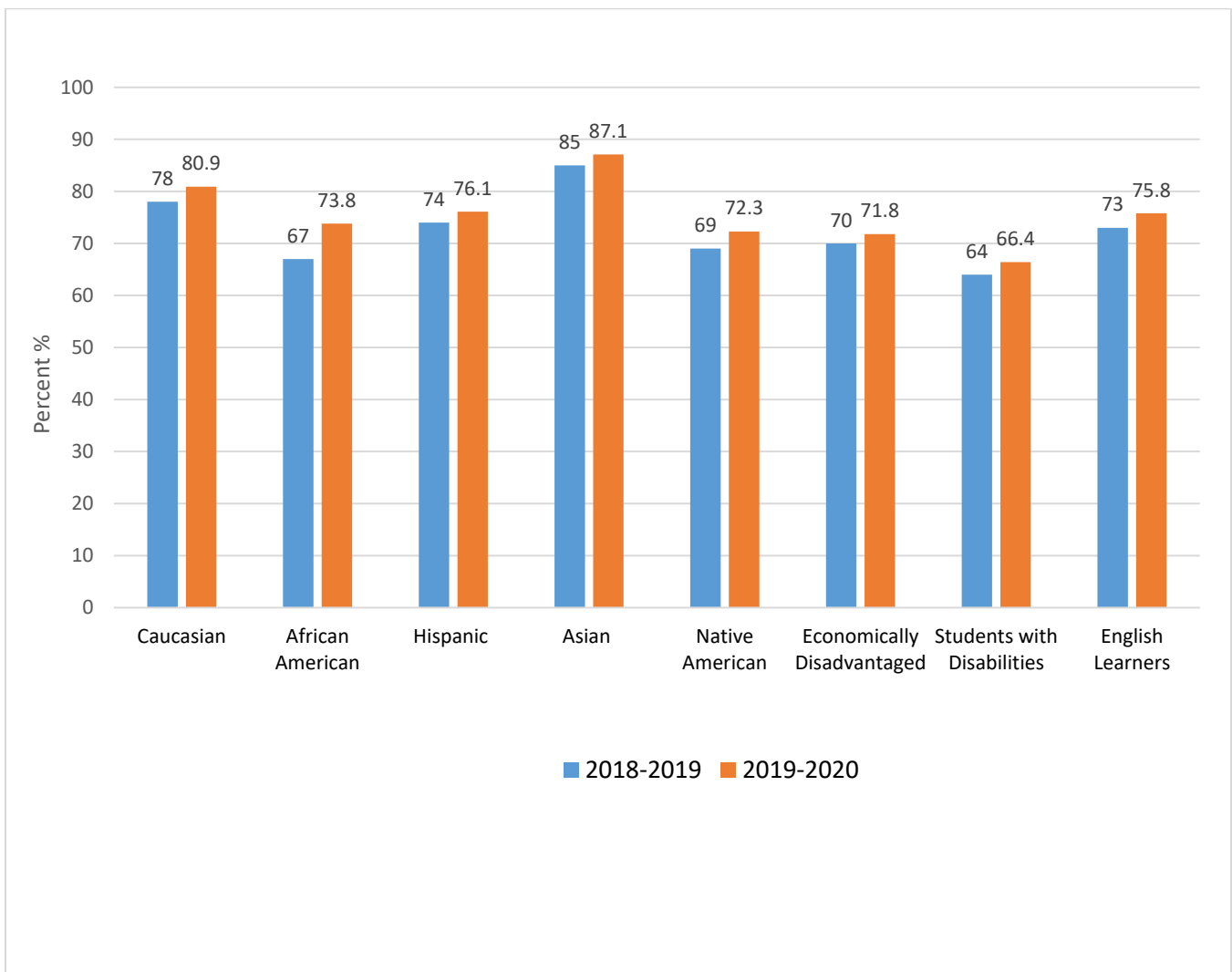
Source: Bureau of Research, Evaluation, and Accountability

Graduation

New Mexico implemented its first four-year cohort graduation rate in 2008. A cohort is named according to students' expected fourth year of high school. Cohorts are tracked for one additional year past their expected year of graduation, yielding five-year and six-year graduation rates for the same cohort of students. For example, the "Class of 2019" is also the "Cohort of 2019." All students enrolled in a New Mexico public high school, in any grade, become members of an on-time cohort.

For more information about how graduation rates are calculated, please visit <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>.

Figure 12. Four-year graduation rate, by subgroup



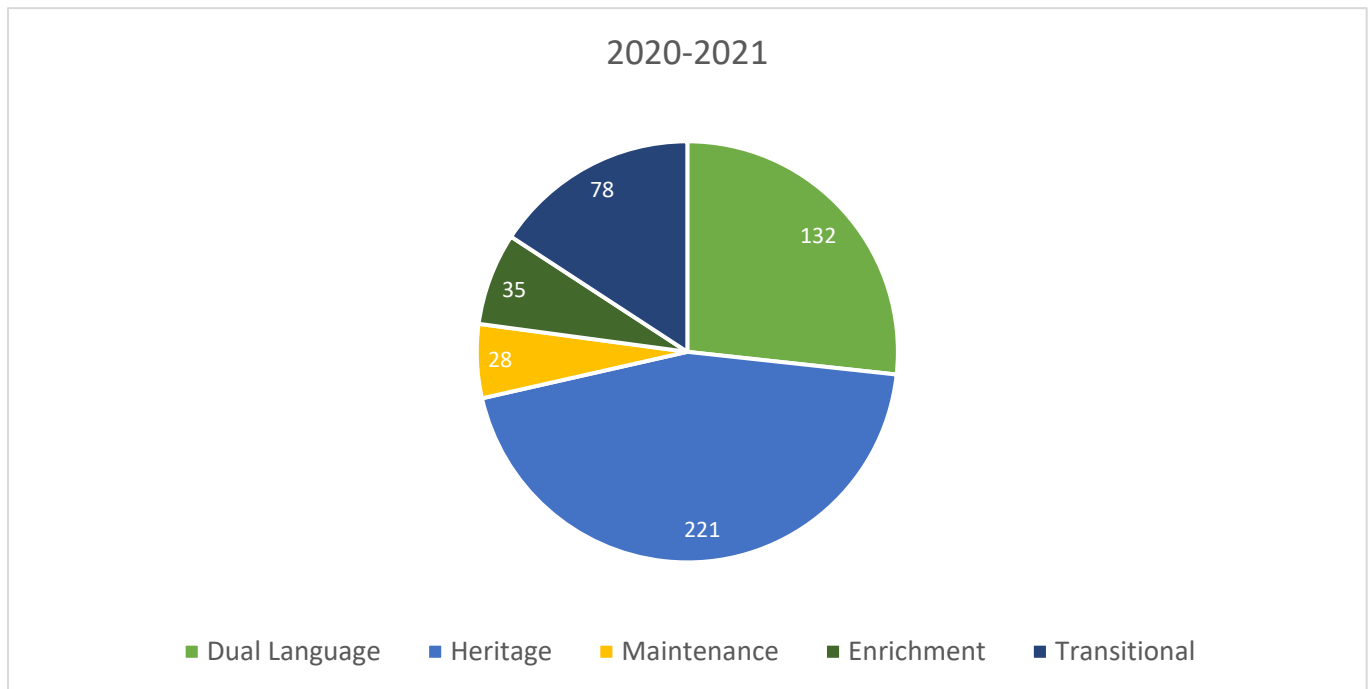
SOURCE: Bureau of Research, Evaluation, and Accountability

Bilingual Multicultural Education Programs

The student population in New Mexico’s public schools was 306,504 at the Student Teacher Accountability Reporting System (STARS) 80th day snapshot in 2020. In 2020-2021, the number of students participating in New Mexico state-funded bilingual multicultural education programs (BMEPs) was 43,679 at the 80th day snapshot, which represents roughly 14 percent of the state’s total public school student population.

Hispanic students represent about 63 percent of the total student population in the state and are the largest student group participating in BMEPs. 33,687—or 77 percent of all BMEP students—are of Hispanic or Latino descent. Native American students represent 13 percent of the state’s total population and 16 percent of students in BMEPs. Together, Hispanic and Native American students constitute the majority of students enrolled in New Mexico public schools and participating in BMEPs.

Figure 13. Number of bilingual multicultural education programs, by model



SOURCE: Language and Culture Division

Table 3. New Mexico state-funded BMEPs in districts and state charter schools, by model, SY 2020-2021

SOURCE: Language and Culture Division

District Name/School Name	Dual Language	Maintenance	Heritage	Enrichment	Transitional
Albuquerque	45	0	36	1	2
Artesia	0	0	0	5	9
Belen	0	4	0	0	4
Bernalillo	3	0	10	0	0
Bloomfield	0	2	5	1	0
Carlsbad	0	0	0	0	9
Central Cons.	1	0	16	0	0
Chama	0	0	4	4	0
Clovis	2	0	3	0	0
Cobre Cons.	0	0	6	0	0
Cuba	0	0	3	0	0
Deming	8	0	5	0	0
Dexter	3	0	3	0	0
Dulce	0	0	1	0	0
Española	1	0	12	0	0
Eunice	0	0	0	0	3
Farmington	2	0	12	12	0
Floyd	0	1	0	0	2
Gadsden	9	0	1	0	14
Gallup	0	0	28	0	0
Hagerman	0	0	1	0	3
Hatch	5	0	1	0	0
Hobbs	2	0	0	0	15
Jemez Mountain	0	0	1	0	0
Jemez Valley	0	0	1	0	0
Las Cruces	22	15	0	0	0
Las Vegas City	2	0	6	0	0
Loving	0	3	0	2	0

Lovington	5	0	0	0	5
Mesa Vista	0	0	4	0	0
Mora	0	0	3	0	0
Pecos	0	0	3	0	0
Peñasco	0	0	3	0	0
Pojoaque	0	0	4	4	0
Portales	4	0	0	0	2
Questa	0	0	4	0	0
Rio Rancho	2	0	4	3	0
Roswell	0	0	0	0	6
Ruidoso	2	0	1	0	1
Santa Fe	6	0	4	0	2
Santa Rosa	0	0	5	0	0
Socorro	0	0	1	0	0
Taos	2	0	7	1	0
Truth or Consequences	0	0	2	0	1
Wagon Mound	0	0	1	1	0
West Las Vegas	0	0	8	0	0
Zuni	1	0	4	0	0
Albuquerque Bilingual Academy	1	0	0	0	0
Albuquerque Sign Language Academy	1	0	0	0	0
La Academia Dolores Huerta	1	0	0	0	0
La Tierra Montessori School of the Arts and Sciences	0	0	1	0	0
Monte Del Sol Charter	0	0	1	0	0
Raices del Saber Xinachtli Community School	0	0	1	0	0
Sandoval Academy of Bilingual Education	1	0	0	0	0
School of Dreams Academy	0	0	1	0	0
Six Directions Indigenous School	0	0	1	0	0
South Valley Prep	0	1	0	0	0
Taos International School	1	0	1	0	0

Tierra Adentro: The New Mexico School of Academics, Art and Artesania	0	1	1	1	0
Tierra Encantada Charter School	0	0	1	0	0
Turquoise Trail Charter School	0	1	0	0	0
Total Number of Programs	132	28	221	35	78

Hispanic Student Enrollment in New Mexico Institutions of Higher Education

The information in the table below is reported by the post-secondary educational institution and provided to the New Mexico Higher Education Department. It is possible for students to be attending multiple campuses and be counted twice per institution.

Table 4. Student enrollment in post-secondary educational institutions, fall 2020

	Hispanic Students	Headcount
Research Universities		
New Mexico Institute of Mining & Technology	415	1,683
New Mexico State University	8,194	14,216
University of New Mexico	9,897	22,030
University of New Mexico Medical School Program	141	419
Comprehensive Universities		
Eastern New Mexico University	1,835	5,382
New Mexico Highlands University	1,509	2,806
Northern New Mexico College	841	1,160
Western New Mexico University	1,306	2,967
Branch Community Colleges		
Eastern New Mexico University - Roswell	842	1,734
Eastern New Mexico University - Ruidoso	168	590
New Mexico State University - Alamogordo	394	946
New Mexico State University - Carlsbad	790	1,379
New Mexico State University - Doña Ana	5,207	7,038
New Mexico State University - Grants	275	641
University of New Mexico - Gallup	651	2,332
University of New Mexico - Los Alamos	491	990
University of New Mexico - Taos	596	1,141
University of New Mexico - Valencia	1,195	1,878
Independent Community Colleges		
Central New Mexico Community College	12,127	21,437
Clovis Community College	1,107	2,484
Luna Community College	589	721
Mesalands Community College	259	709
New Mexico Junior College	1,081	1,974
New Mexico Military Institute	163	493
San Juan College	1,121	5,733
Santa Fe Community College	1,355	3,904
Tribal Colleges		

Diné College	<10	337
Institute of American Indian Arts	105	698
Southwestern Indian Polytechnic Institute	0	449
Navajo Technical University	<10	1,211
Totals:	52,663	109,482

SOURCE: New Mexico Higher Education Department, Planning and Research Division. Researchers, Data Reports, Degrees and Graduation Rates, Student Enrollment by Ethnicity. Fall Semester 2020.

Hispanic Student Retention in New Mexico Institutions of Higher Education

The information on the following table is reported by the post-secondary educational institution and provided to the New Mexico Higher Education Department. It is possible for students to be attending multiple campuses and be counted twice per each institution. This includes anyone that declared their ethnicity in fall 2020 as Hispanic and was still enrolled at the same campus in spring 2021.

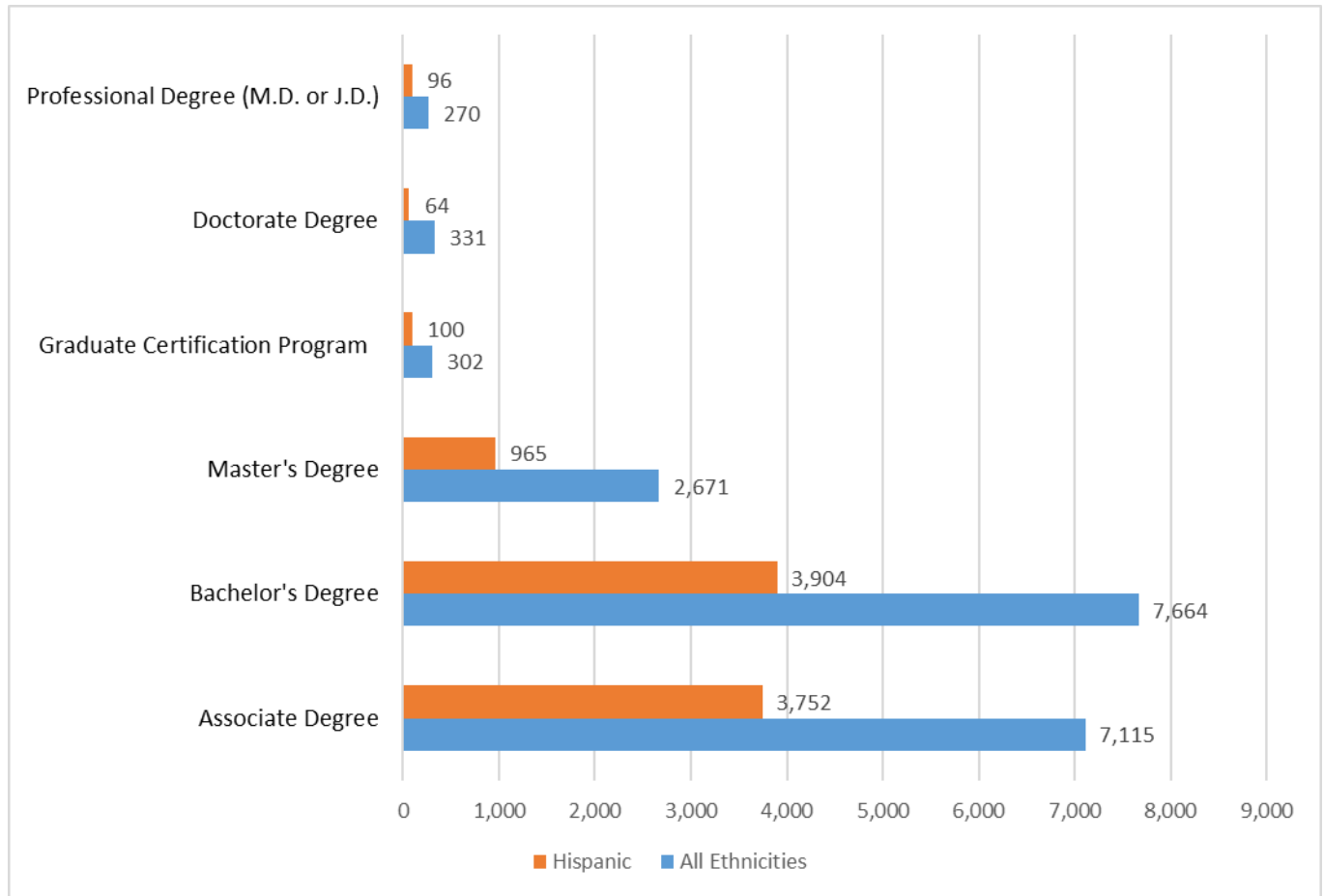
Table 5. Hispanic student retention in post-secondary educational institutions

	Number of Hispanic Students
Research Universities	
New Mexico Institute of Mining & Technology	350
New Mexico State University	6,781
University of New Mexico	7,794
University of New Mexico Medical School	131
Comprehensive Universities	
Eastern New Mexico University	1,352
New Mexico Highlands University	1,158
Northern New Mexico College	512
Western New Mexico University	1,022
Branch Community Colleges	
Eastern New Mexico University - Roswell	488
Eastern New Mexico University - Ruidoso	106
New Mexico State University - Alamogordo	161
New Mexico State University – Carlsbad	415
New Mexico State University - Doña Ana	3,264
New Mexico State University - Grants	83
University of New Mexico - Gallup	301
University of New Mexico - Los Alamos	197
University of New Mexico - Taos	243
University of New Mexico - Valencia	639
Independent Community Colleges	
Central New Mexico Community College	7,262
Clovis Community College	657
Luna Community College	371
Mesalands Community College	120
New Mexico Junior College	723
New Mexico Military Institute	130
San Juan College	702
Santa Fe Community College	881
Tribal Colleges	
Diné College	0
Institute of American Indian Arts	54

Tribal Colleges	
Southwestern Indian Polytechnic Institute	0
Navajo Technical University	<10
Total:	~ 35,897

Hispanic Student Completion Rates in New Mexico Institutions of Higher Education

Figure 14. Hispanic student higher education completion rates, 2020-2021



SOURCE: New Mexico Higher Education Department, Researchers, Data Reports, Degrees and Graduation Rates, Degree and Certificate Production by Ethnicity