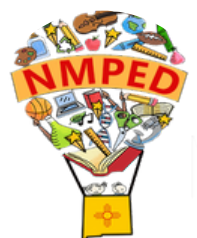
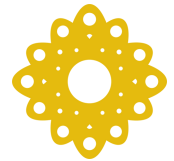
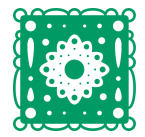
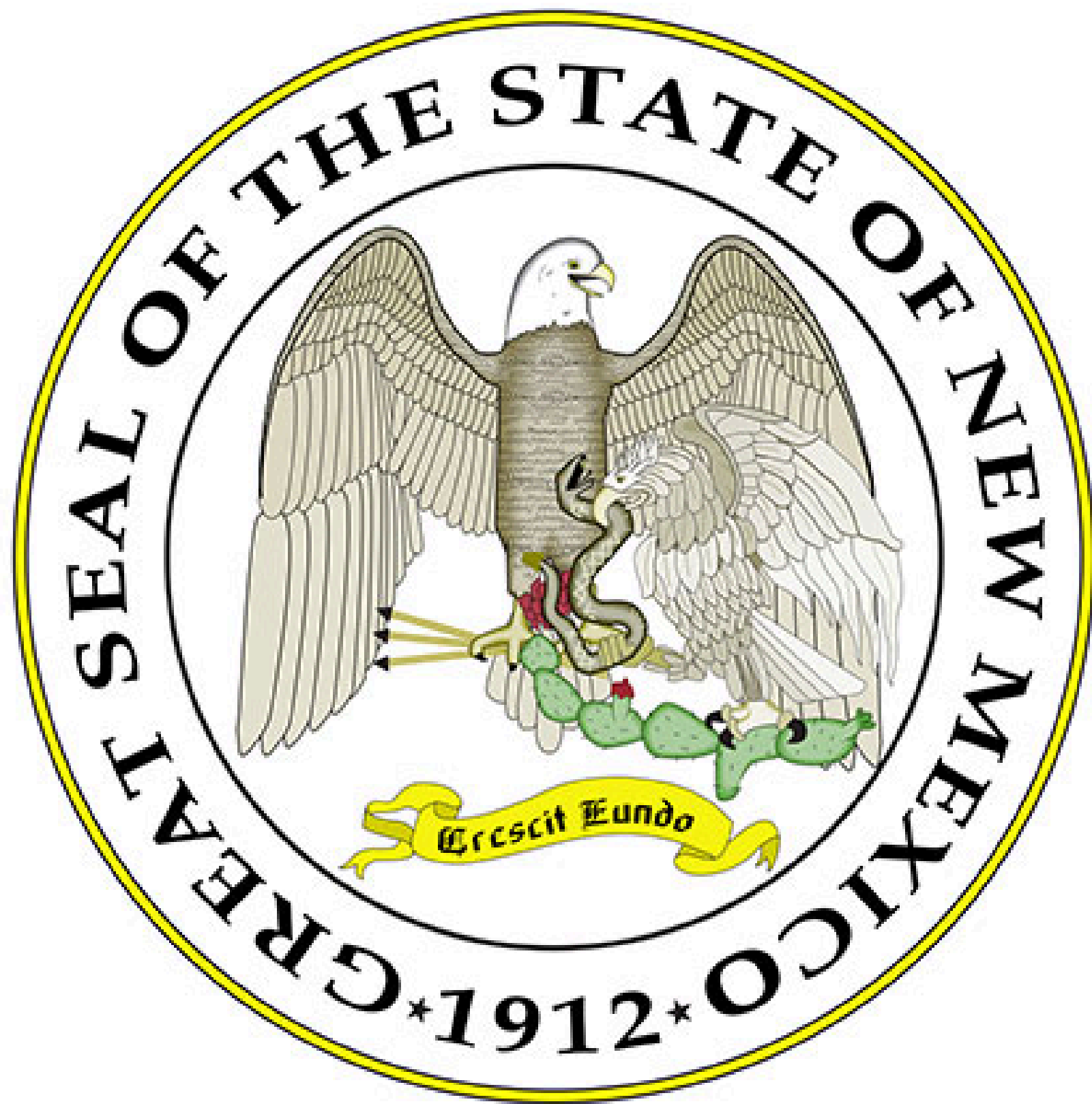


NEW MEXICO PUBLIC EDUCATION DEPARTMENT

HISPANIC EDUCATION STATUS REPORT



2022-2023



The State of New Mexico

Hispanic Education Status Report 22-23

Issued Fall 2023

Michelle Lujan Grisham
Governor of New Mexico

Dr. Arsenio Romero
Secretary of Education

Dr. Candice Castillo
Deputy Secretary
Identity, Equity, and Transformation

Julia Rosa Emslie
Hispanic Education Liaison

Required Notice

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New Mexico Public Education Department (2023). 2022-2023 Hispanic Education Status Report. NM, Santa Fe: PED.

Notes:

This document is available on the New Mexico Public Education Department (PED) website. See <https://webnew.ped.state.nm.us/>

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HISPANIC STUDENT HIGHER EDUCATION COMPLETION RATES, 2022-23

STATUTORY COMPLIANCE

This report fulfills the following statutory requirements:

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 - NMOneSource.com](#).

DATA REPORTING IN NEW MEXICO 2022-23

The data representations in this report compare Hispanic students by race within their own category and compared 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.

Every Students Succeeds Act (ESSA) requires states to annually measure the achievement of not less than 95 percent of all students in each subgroup of students, who are enrolled in public schools. ESSA requires the assessment of all students, including students with disabilities and English learners, in:

- Reading and/or language arts in grades 3-8 and once in high school;
- Mathematics in grades 3-8 and once in high school; and
- Science once in grades 3-5, once in grades 6-9, and once in grades 10-12

New Mexico achievement data may be accessed here:

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

The tables in the document are organized by year and color. 2022-2023 appear in green and 2021-2022 appear in blue.

CLOSING GAPS BETWEEN HISPANICS AND NON-HISPANIC STUDENTS

The PED’s Assessment, Research, Accountability, and Evaluation (AREA) Division categorized students into equally sized groups (quintiles or fifths) based on their Achievement in the 2022-23 State Summative Assessments in Math and Language Arts, then looked at the distribution of Performance Levels within each of these categories, each of which comprises about 20% of the students. To create challenging but realistic targets, the AREA team compared the distribution of Performance Levels within each quintile. Quintile 1 is composed of the lowest 20% of students for academic achievement; quintile 2 is composed of students whose academic achievement is between the 20th and 40th percentiles of students; and so on.

Hispanic Proficiency Gap Report - SY 2023
Assessment Subject: ELA / Assessment Test: MSSA

Subject	Quintile (Highest to Lowest Standardized Score)	Performance Level	% Achievement for Peer Group	% Achievement for Hispanic Students	Number of Peer Group	Number of Hispanics	% Hispanic Students	Number of Hispanic Students
ELA	1	Advanced	87%	84%	11,510	11,524	87%	11,960
ELA	1	Proficient	13%	16%	1,681	2,183	13%	1,747
ELA	1	Nearing Proficient	0%	0%	-	-	0%	-
ELA	1	Novice	0%	0%	-	-	0%	-
ELA	2	Advanced	0%	0%	28	42	0%	46
ELA	2	Proficient	92%	91%	9,343	15,250	92%	15,410
ELA	2	Nearing Proficient	8%	9%	782	1,454	8%	1,290
ELA	2	Novice	0%	0%	-	-	0%	-
ELA	3	Advanced	0%	0%	-	-	0%	-
ELA	3	Proficient	0%	0%	-	-	0%	-
ELA	3	Nearing Proficient	100%	100%	8,849	18,050	100%	18,050
ELA	3	Novice	0%	0%	-	-	0%	-
ELA	4	Advanced	0%	0%	-	-	0%	-
ELA	4	Proficient	0%	0%	-	-	0%	-
ELA	4	Nearing Proficient	72%	72%	6,102	13,170	72%	13,213
ELA	4	Novice	28%	28%	2,396	5,231	28%	5,188
ELA	5	Advanced	0%	0%	-	-	0%	-
ELA	5	Proficient	0%	0%	-	-	0%	-
ELA	5	Nearing Proficient	1%	1%	112	226	1%	250
ELA	5	Novice	99%	99%	8,221	18,340	99%	18,316

Comparison of Hispanic Students to Peer Group based on Quintile Ranking of Standardized Assessment Scores:

Notes: Quintile 1 composed of the top 20% of all student based on their Assessment Score;

Comparison of Hispanic Students to Peer Group based on Quintile Ranking of Standardized Assessment Scores:

Quintile 1 composed of the top 20% of all student based on their Assessment Score;

Gap-Closing Target applies Peer Group Distribution to Total Hispanic Students

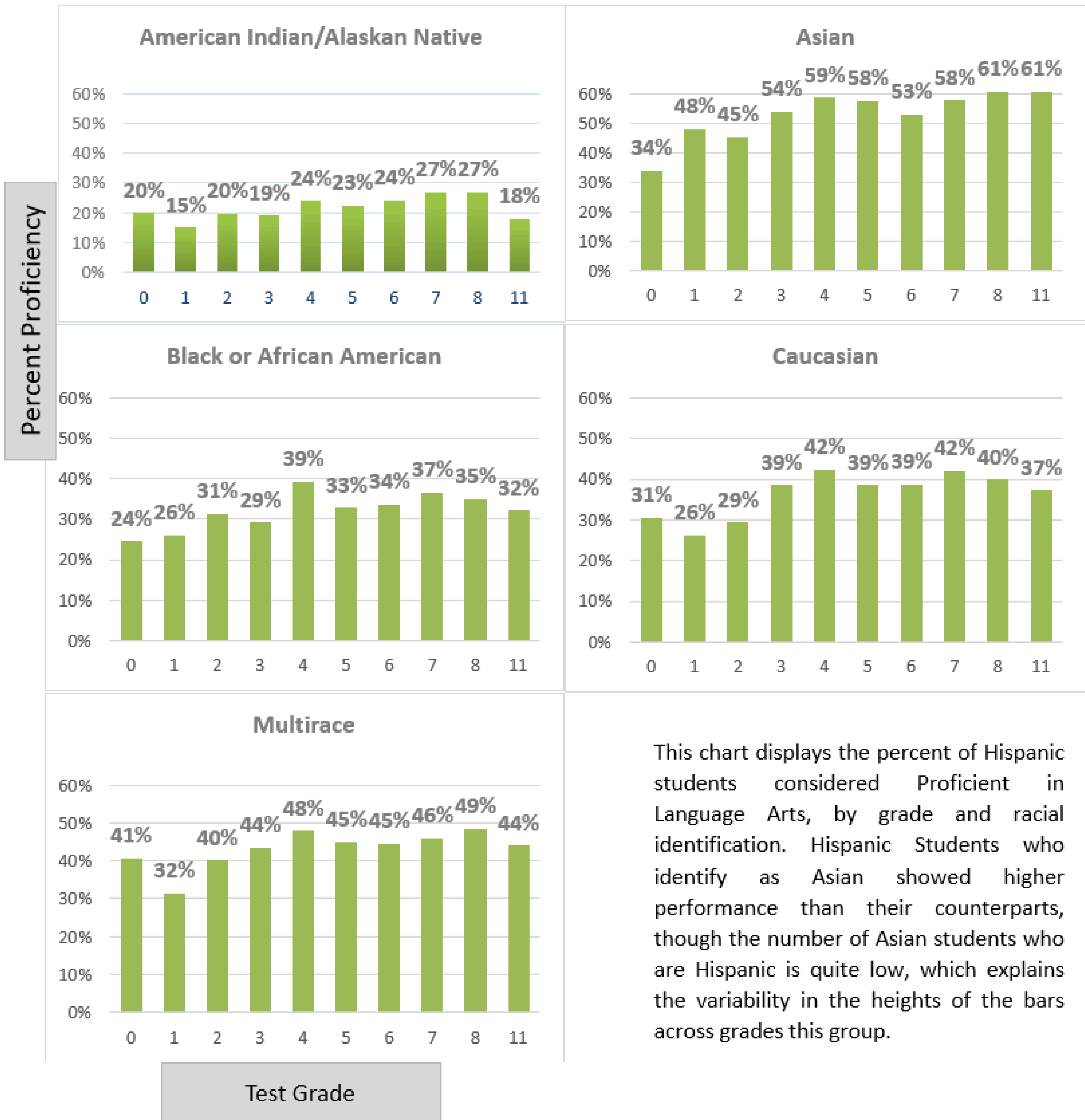
Hispanic Proficiency Gap Report - SY 2023
Assessment Subject: Math / Assessment Test: MSSA

Subject	Quintile (Highest to Lowest Standardized Score)	Performance Level	% Achievement for Peer Group	% Achievement for Hispanic Students	Number of Peer Group	Number of Hispanics	% Hispanic Students	Number of Hispanic Students
Math	1	Advanced	40%	29%	5,412	3,913	40%	5,454
Math	1	Proficient	60%	71%	7,988	9,592	60%	8,051
Math	1	Nearing Proficient	0%	0%	-	-	0%	-
Math	1	Novice	0%	0%	-	-	0%	-
Math	2	Advanced	0%	0%	-	-	0%	-
Math	2	Proficient	28%	25%	2,885	4,254	28%	4,767
Math	2	Nearing Proficient	72%	75%	7,259	12,508	72%	11,995
Math	2	Novice	0%	0%	-	-	0%	-
Math	3	Advanced	0%	0%	-	-	0%	-
Math	3	Proficient	0%	0%	-	-	0%	-
Math	3	Nearing Proficient	64%	62%	5,747	11,200	64%	11,499
Math	3	Novice	36%	38%	3,219	6,740	36%	6,441
Math	4	Advanced	0%	0%	-	-	0%	-
Math	4	Proficient	0%	0%	-	-	0%	-
Math	4	Nearing Proficient	0%	0%	-	-	0%	-
Math	4	Novice	100%	100%	8,402	18,504	100%	18,504
Math	5	Advanced	0%	0%	-	-	0%	-
Math	5	Proficient	0%	0%	-	-	0%	-
Math	5	Nearing Proficient	0%	0%	-	-	0%	-
Math	5	Novice	100%	100%	8,153	18,752	100%	18,752

Notes:

Comparison of Hispanic Students to Peer Group based on Quintile Ranking of Standardized Assessment Scores:
 Quintile 1 composed of the top 20% of all student based on their Assessment Score;
 Gap-Closing Target applies Peer Group Distribution to Total Hispanic Students

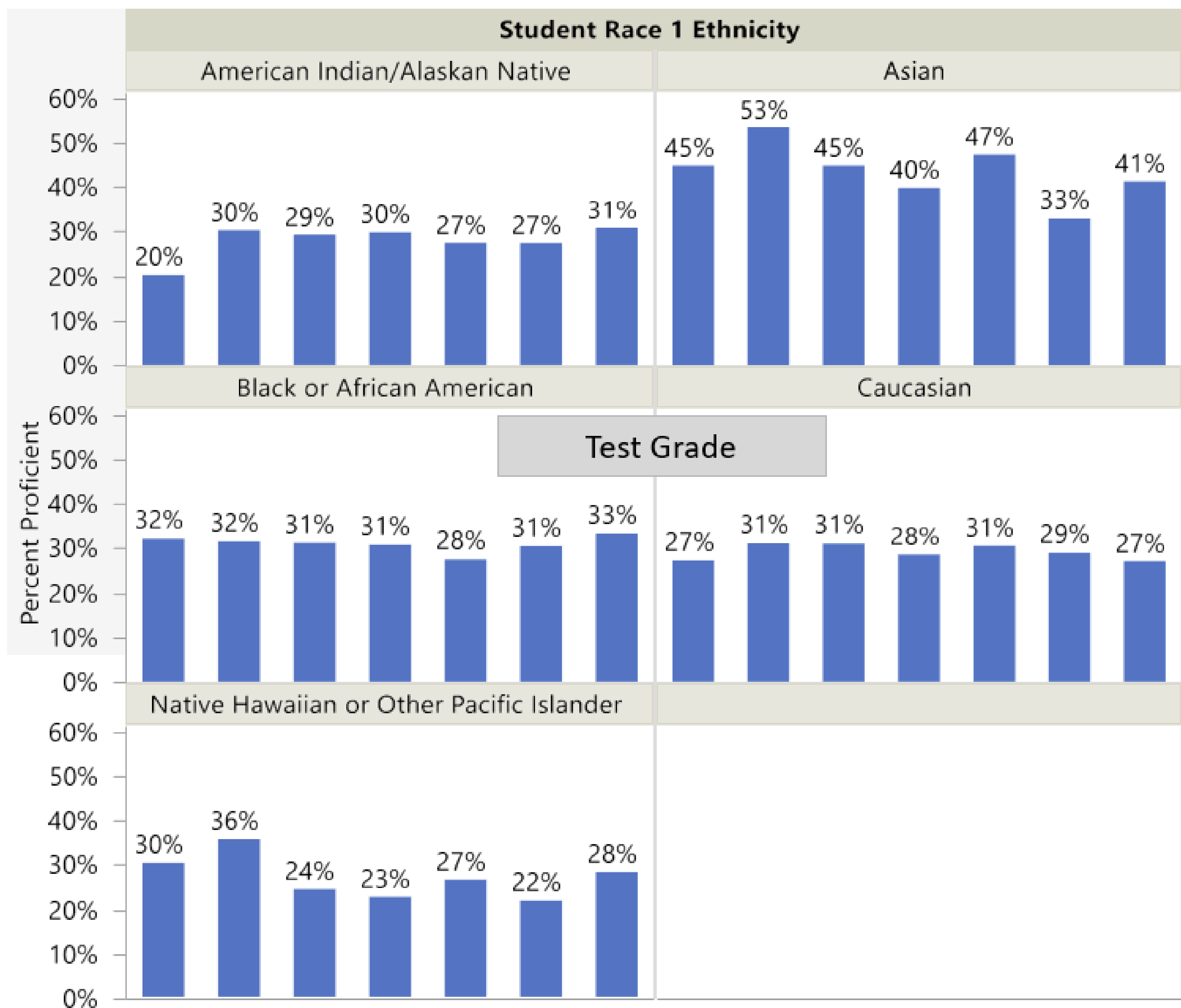
HISPANIC PROFICIENCY IN LANGUAGE ARTS BY RACE AND GRADE, 2022-23



This chart displays the percent of Hispanic students considered Proficient in Language Arts, by grade and racial identification. Hispanic Students who identify as Asian showed higher performance than their counterparts, though the number of Asian students who are Hispanic is quite low, which explains the variability in the heights of the bars across grades this group.

Source: Accountability Division, PED

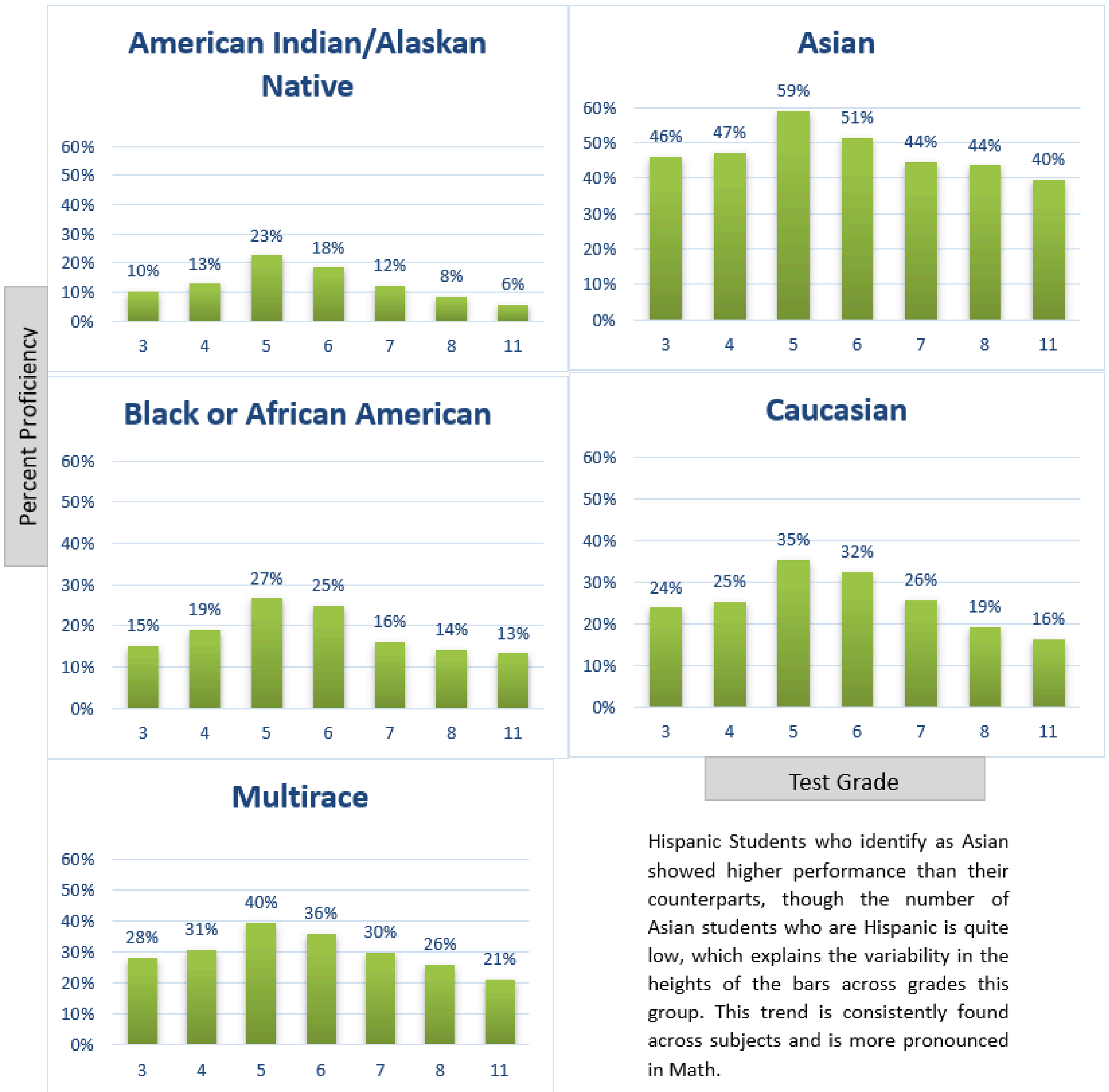
HISPANIC PROFICIENCY IN LANGUAGE ARTS BY RACE AND GRADE, 2021-22



Source: Accountability Division, PED

This chart displays the percentage of Hispanic students considered Proficient in Language Arts, by grade and racial identification. Hispanic Students who identify as Asian showed higher performance than their counterparts, though the number of Asian students who are Hispanic is quite low, which explains the variability in the heights of the bars across grades in this group. Native Hawai’ian students contribute a similarly small fraction of Hispanic students’ performance across grades.

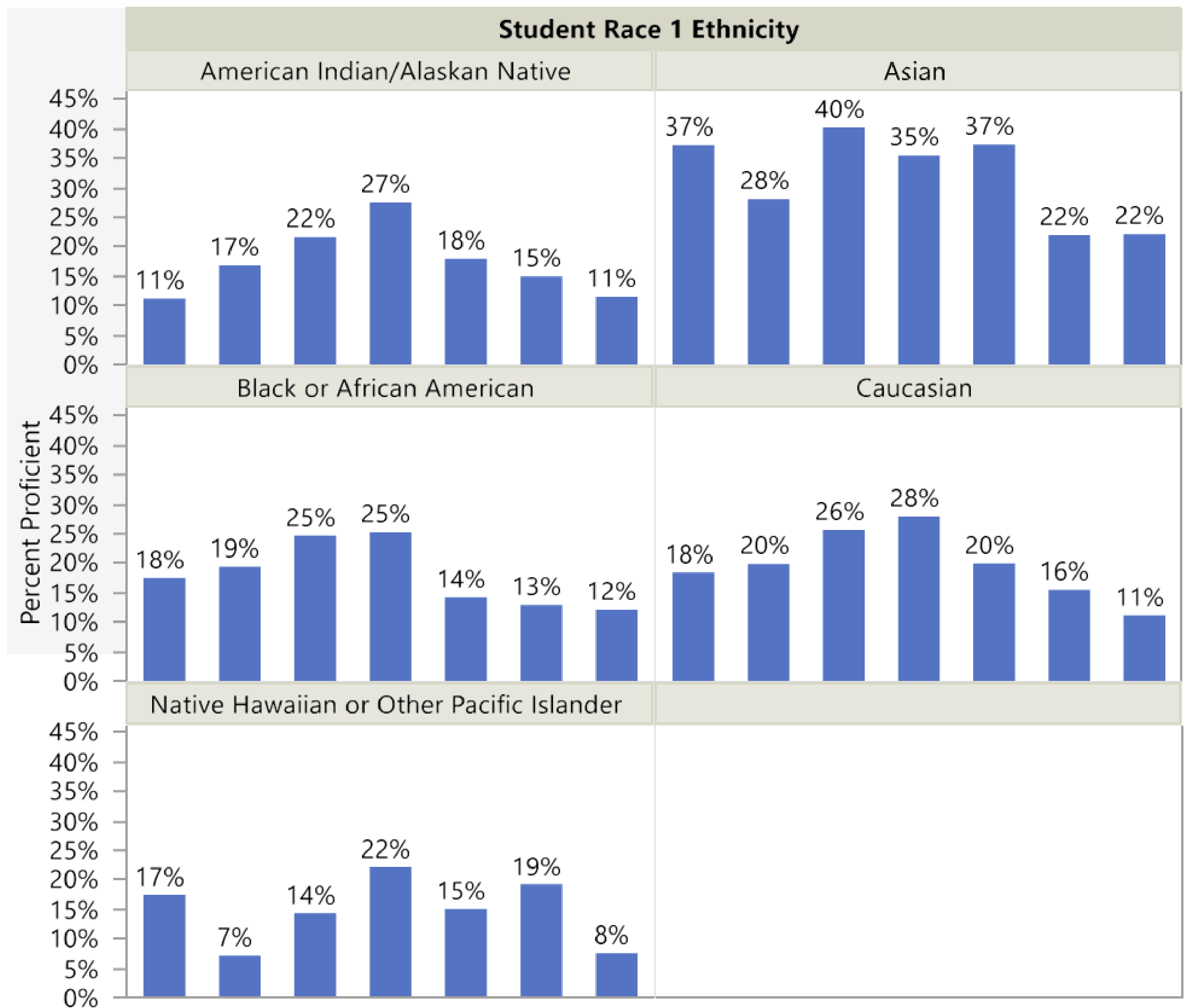
HISPANIC PROFICIENCY IN MATH BY RACE AND GRADE, 2022-23



Source: Accountability Division, PED

Hispanic Students who identify as Asian showed higher performance than their counterparts, though the number of Asian students who are Hispanic is quite low, which explains the variability in the heights of the bars across grades this group. This trend is consistently found across subjects and is more pronounced in Math.

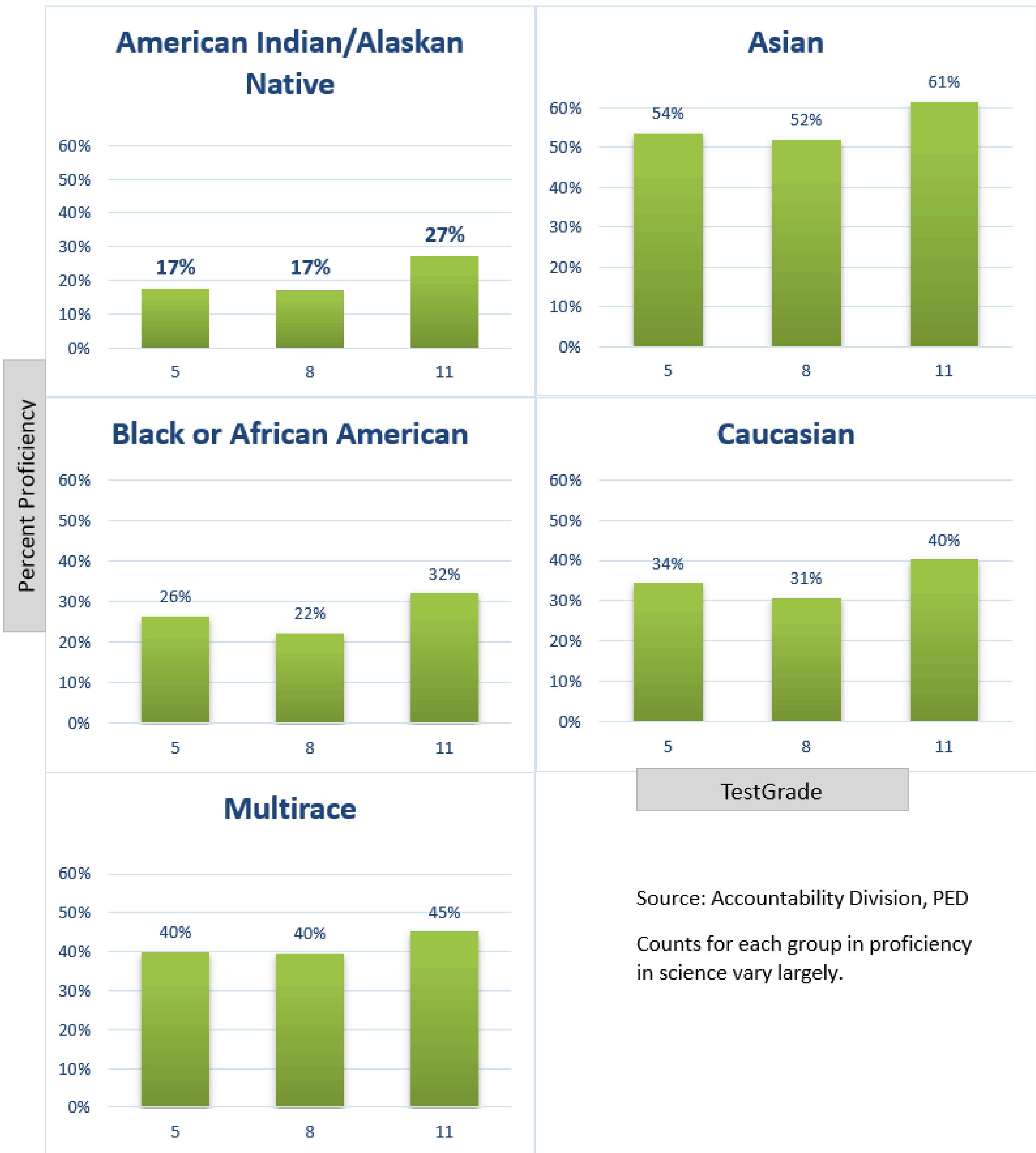
HISPANIC PROFICIENCY IN MATH BY RACE AND GRADE, 2021-22



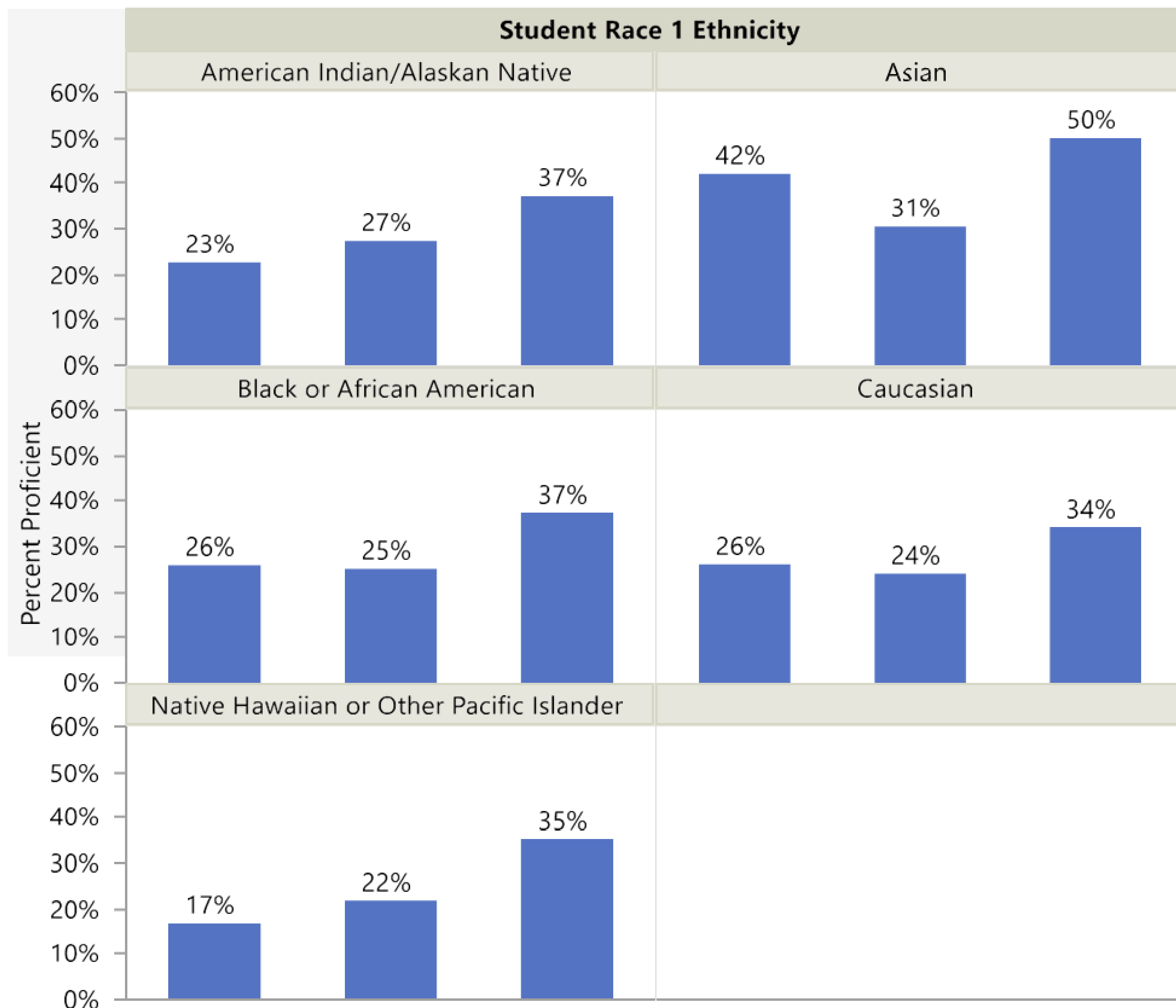
Source: Accountability Division, PED

Hispanic Students who identify as Asian showed higher performance than their counterparts, though the number of Asian students who are Hispanic is quite low, which explains the variability in the heights of the bars across grades in this group. This trend is consistently found across subjects and is more pronounced in Math.

HISPANIC PROFICIENCY IN SCIENCE BY RACE AND GRAD, 2022-23



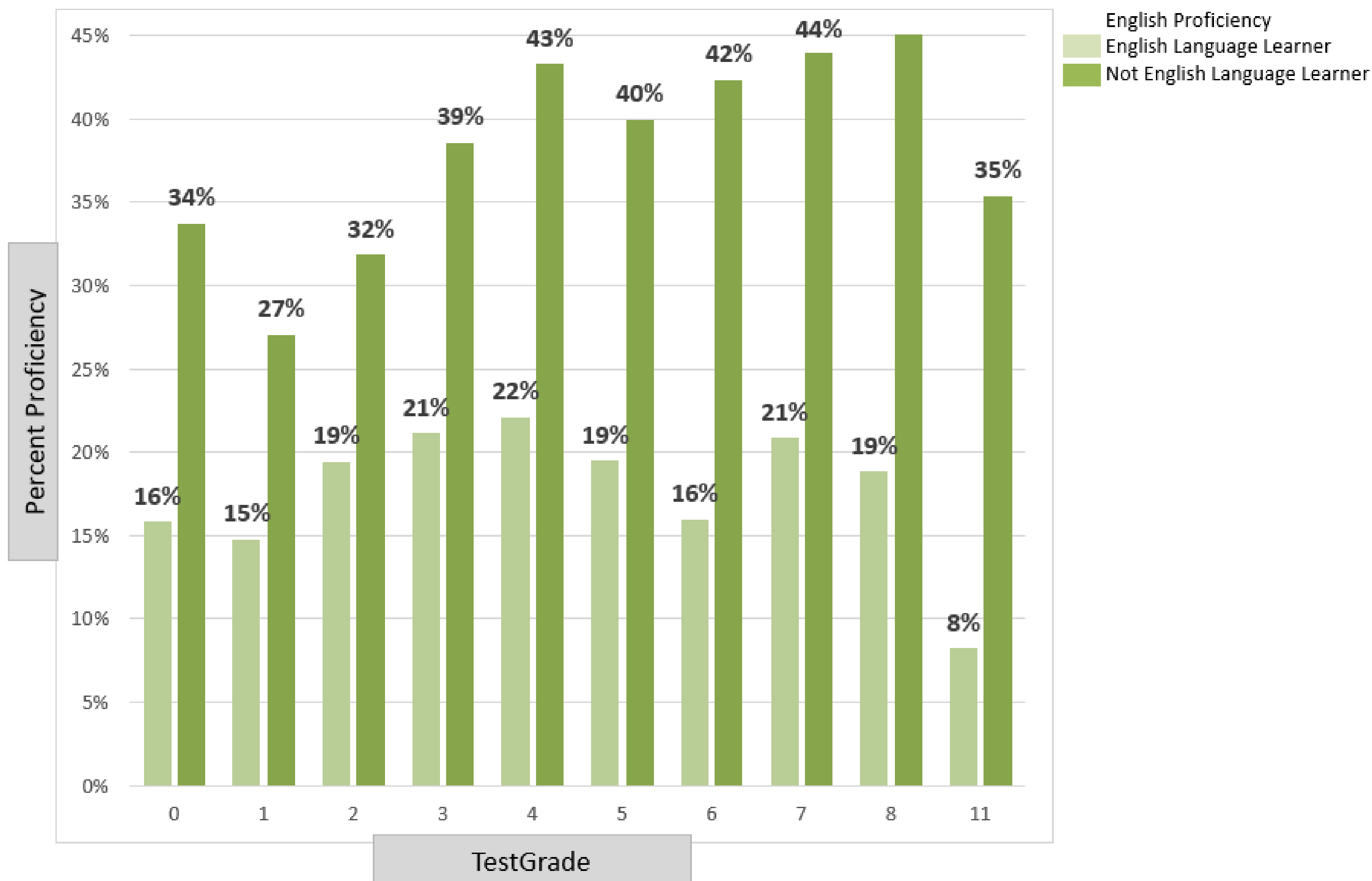
HISPANIC PROFICIENCY IN SCIENCE BY RACE AND GRADE, 2021-22



Source: Accountability Division, PED

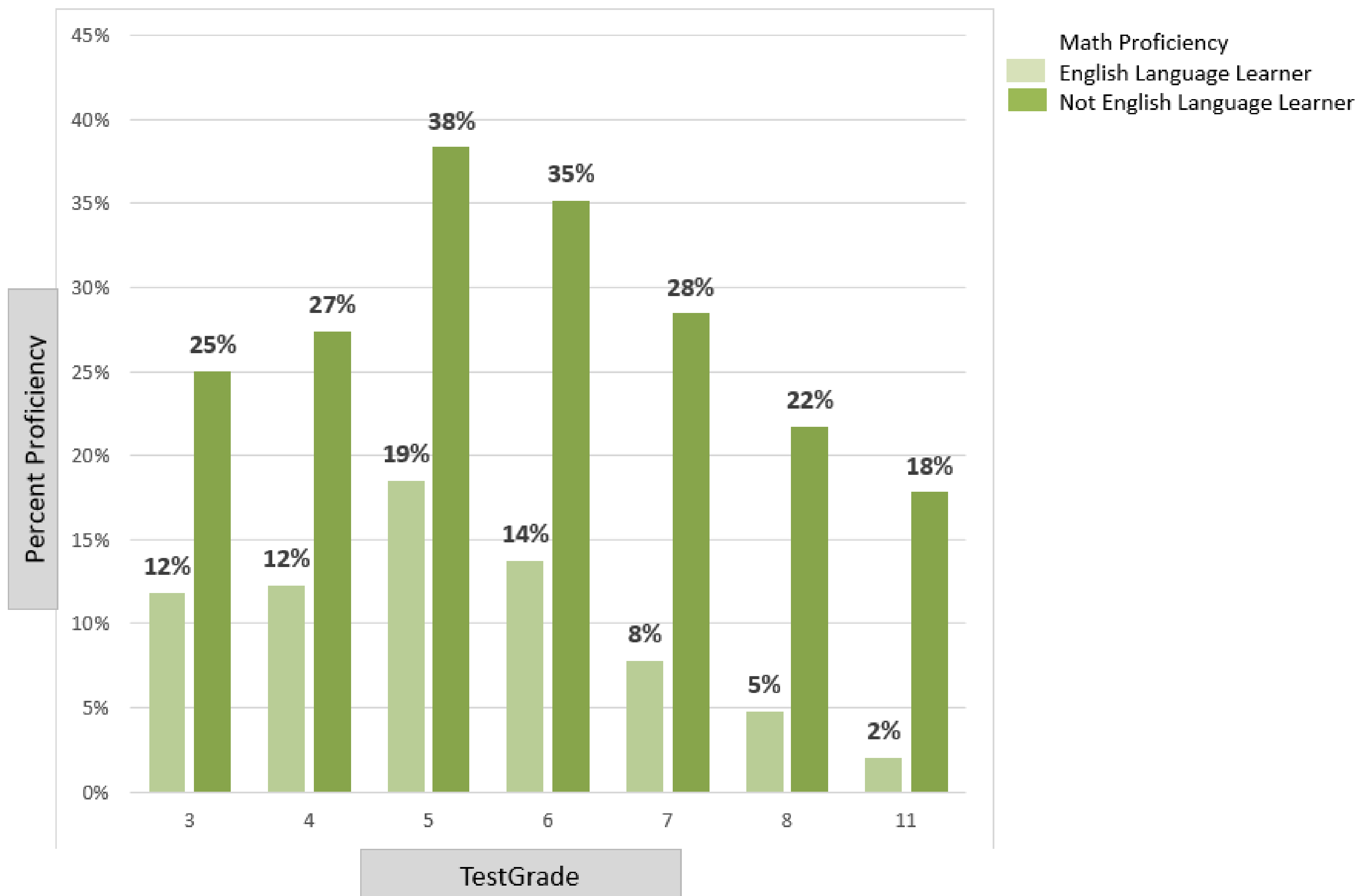
Counts for each group in proficiency in science vary largely.

HISPANIC PROFICIENCY IN ENGLISH LANGUAGE ARTS BY ENGLISH LEARNER STATUS AND GRADE 2022-23



As with the previous comparisons in this report, there are consistently significant gaps between Hispanic ELs and non-ELs across all subjects.

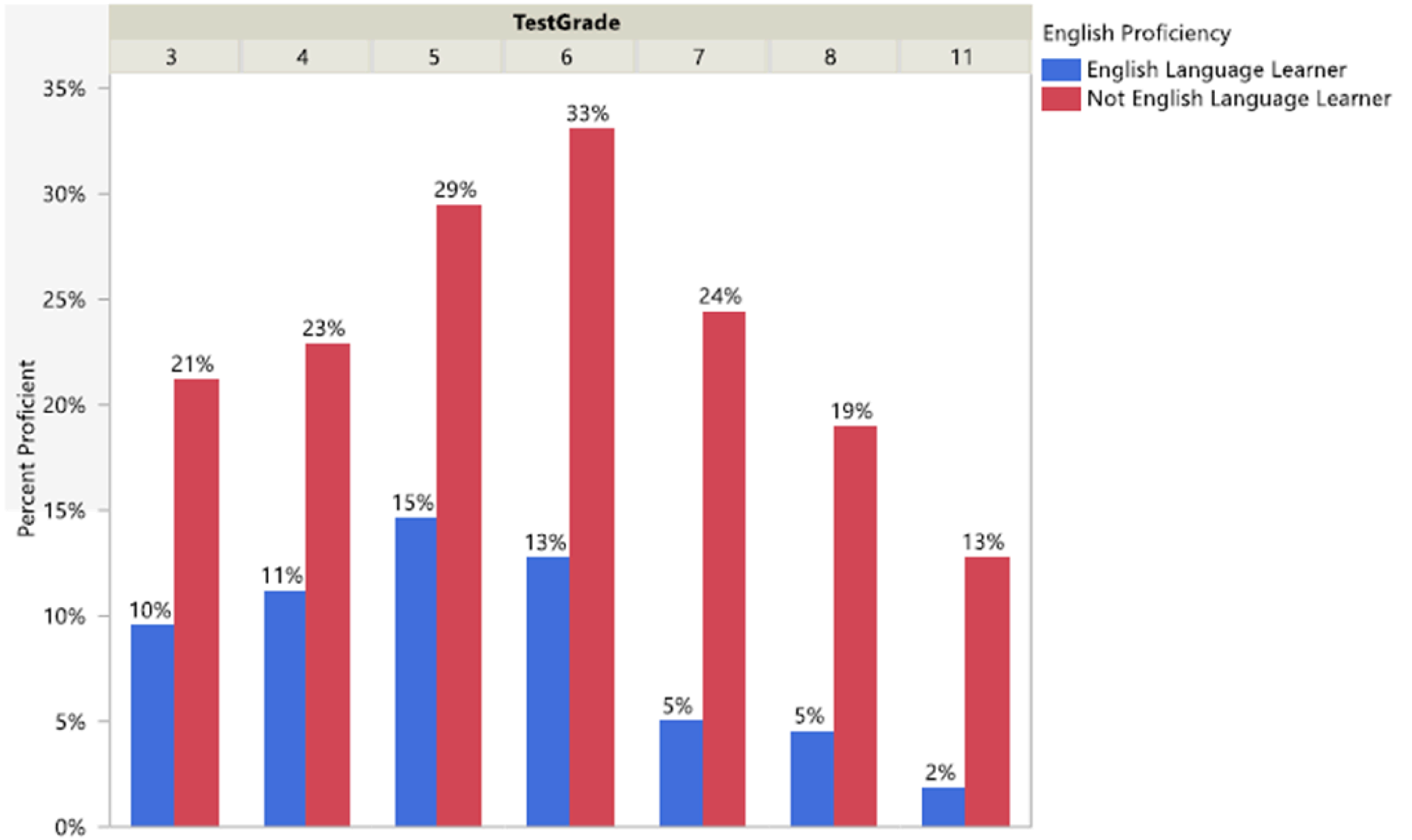
HISPANIC PROFICIENCY IN MATH BY ENGLISH LEARNER STATUS AND GRADE, 2022-23



Source: Accountability Division, PED

As with the previous comparisons in this report, there are consistently significant gaps between Hispanic ELs and non-ELs across all subjects.

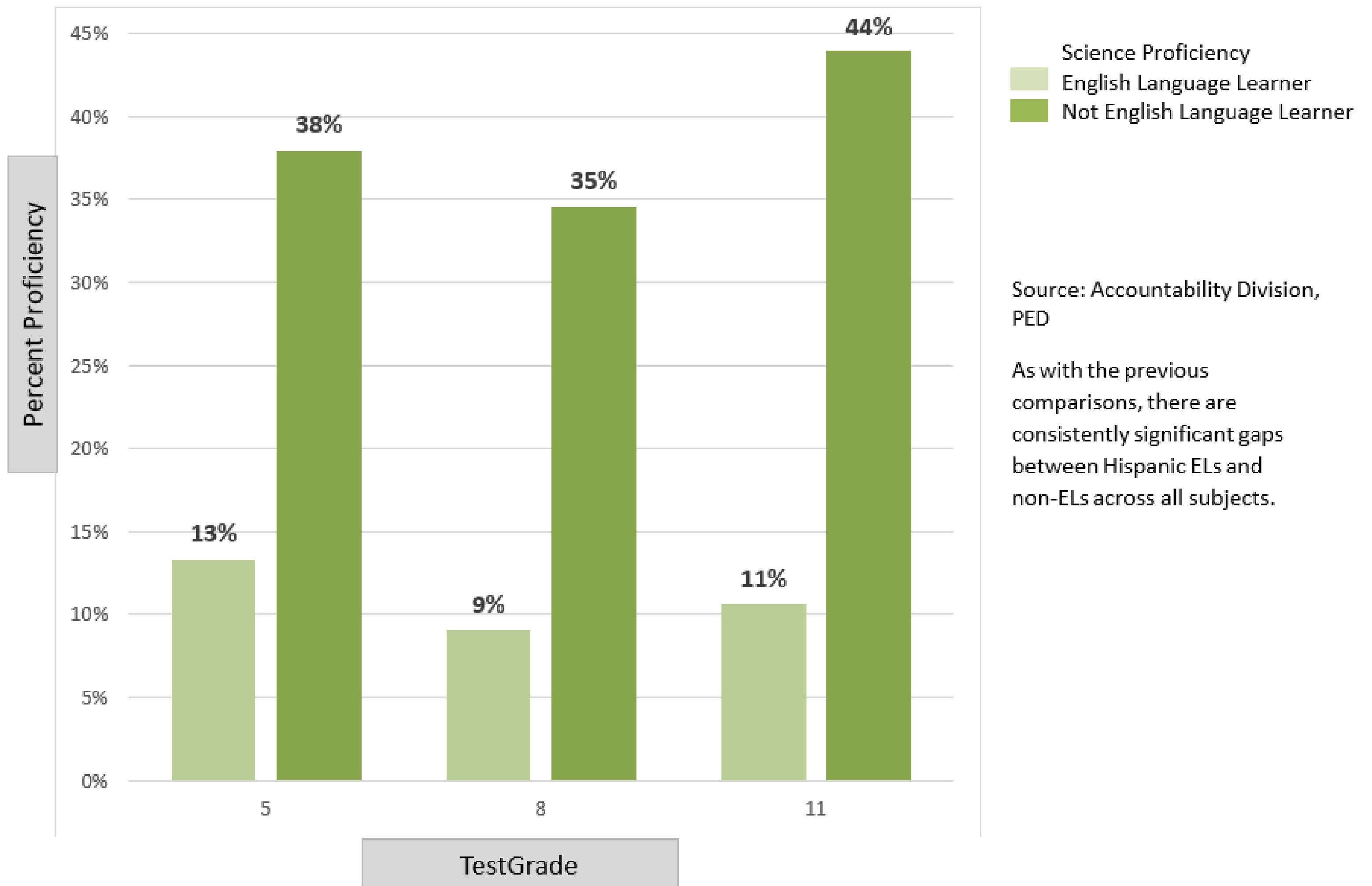
HISPANIC PROFICIENCY IN MATH BY ENGLISH LEARNER STATUS AND GRADE, 2021-22



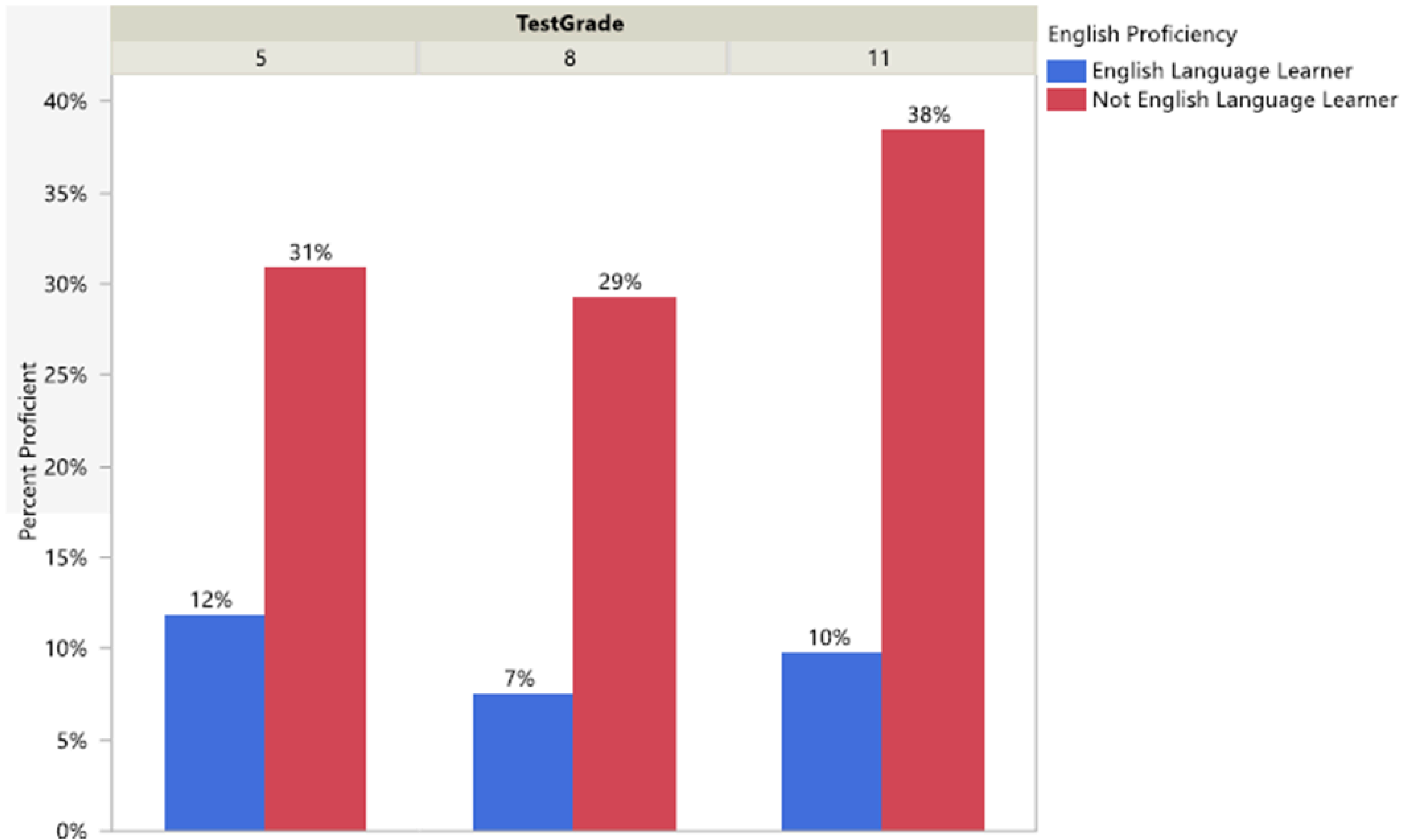
Source: Accountability Division, PED

As with the previous comparisons in this report, there are consistently significant gaps between Hispanic ELs and non-ELs across all subjects.

HISPANIC PROFICIENCY IN SCIENCE BY ENGLISH LEARNER STATUS AND GRADE, 2022-23



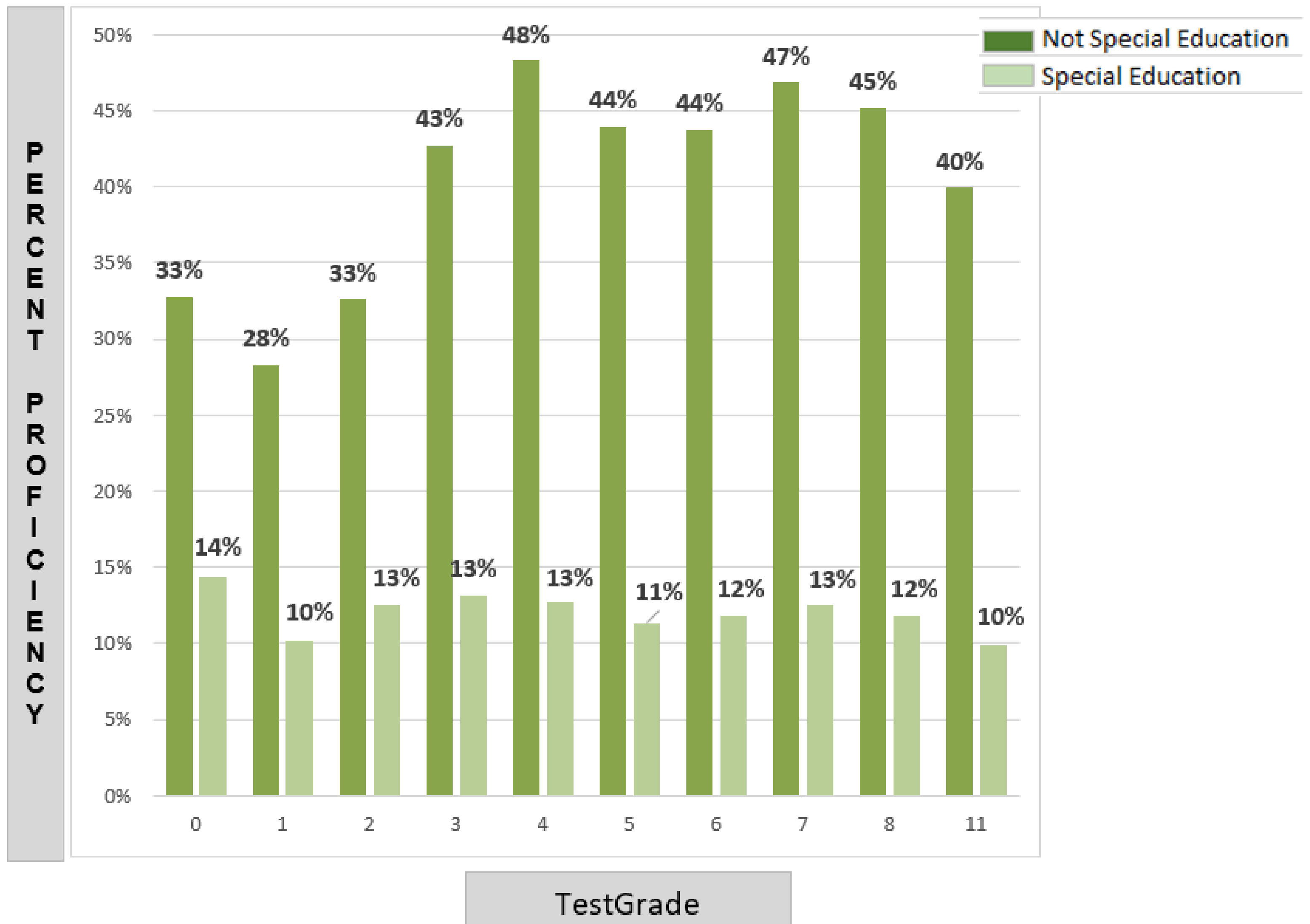
HISPANIC PROFICIENCY IN SCIENCE BY ENGLISH LEARNER STATUS AND GRADE, 2021-22



Source: Accountability Division, PED

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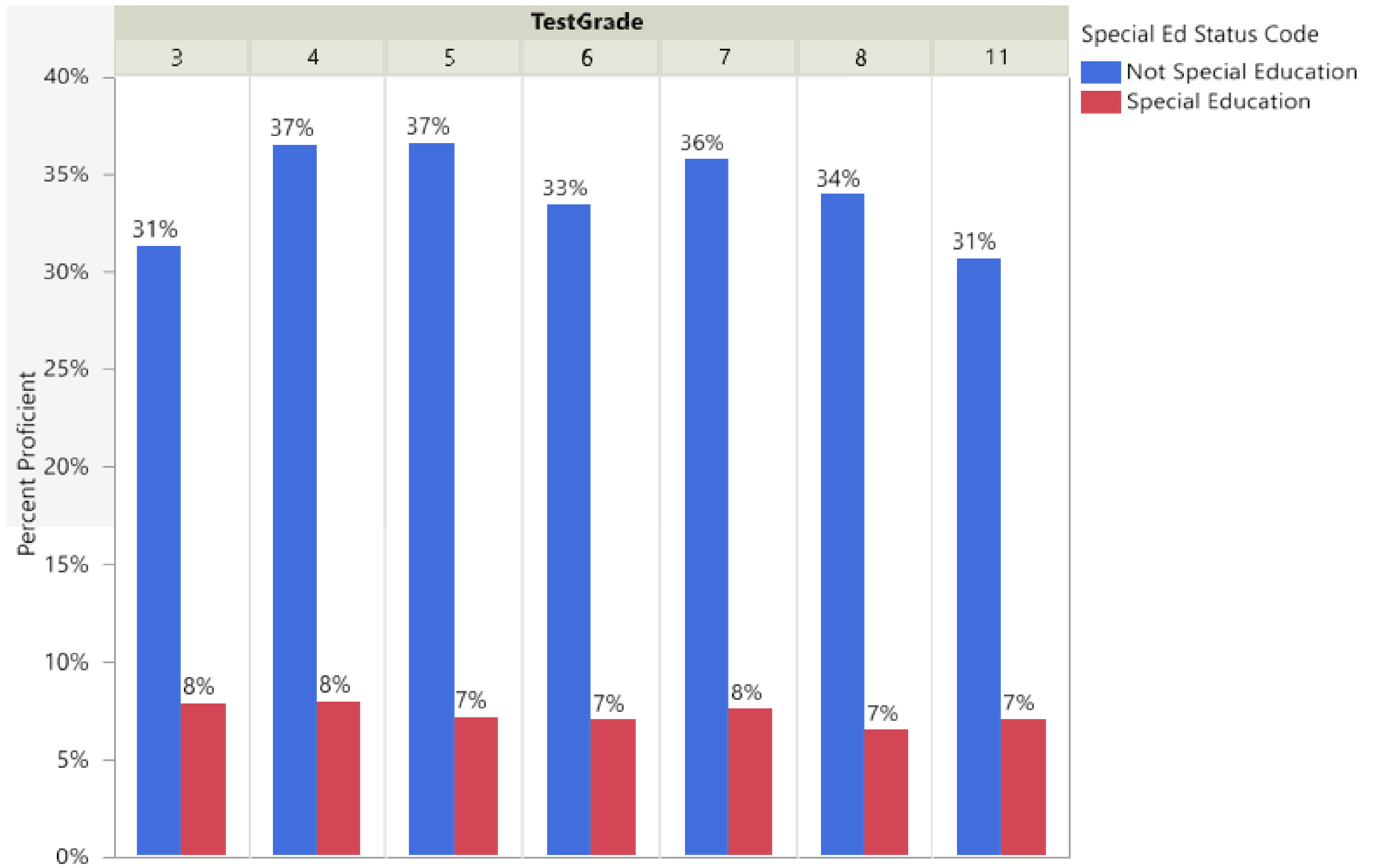
HISPANIC PROFICIENCY IN LANGUAGE ARTS BY SPECIAL ED STATUS AND GRADE, 2022-23



Source: Accountability Division, PED

Students in Special Education exhibit the largest gaps showcased in this report, irrespective of subject and whether they took the Alternate or the Standard Assessment.

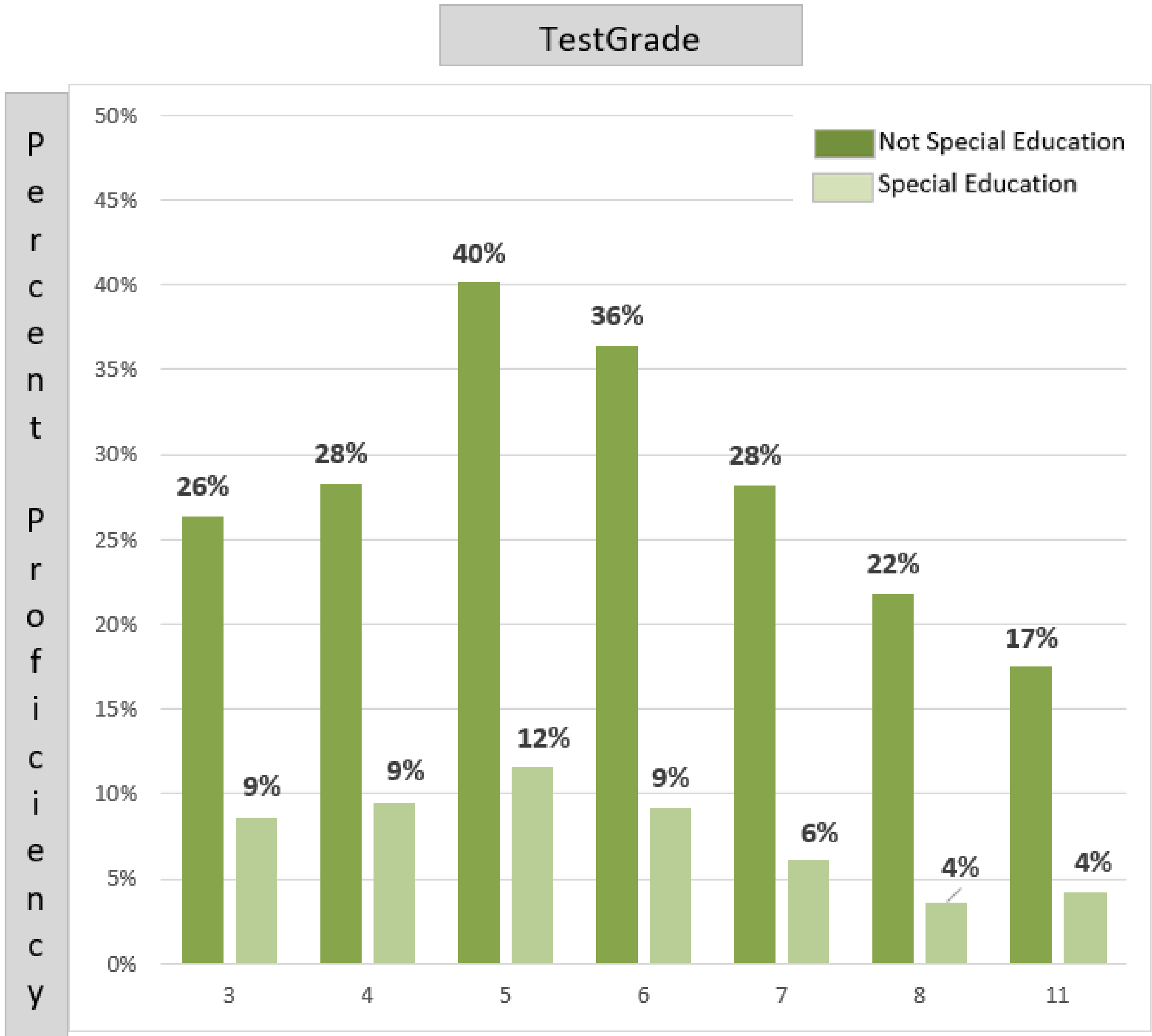
HISPANIC PROFICIENCY IN LANGUAGE ARTS BY SPECIAL ED STATUS AND GRADE, 2021-22



Source: Accountability Division, PED

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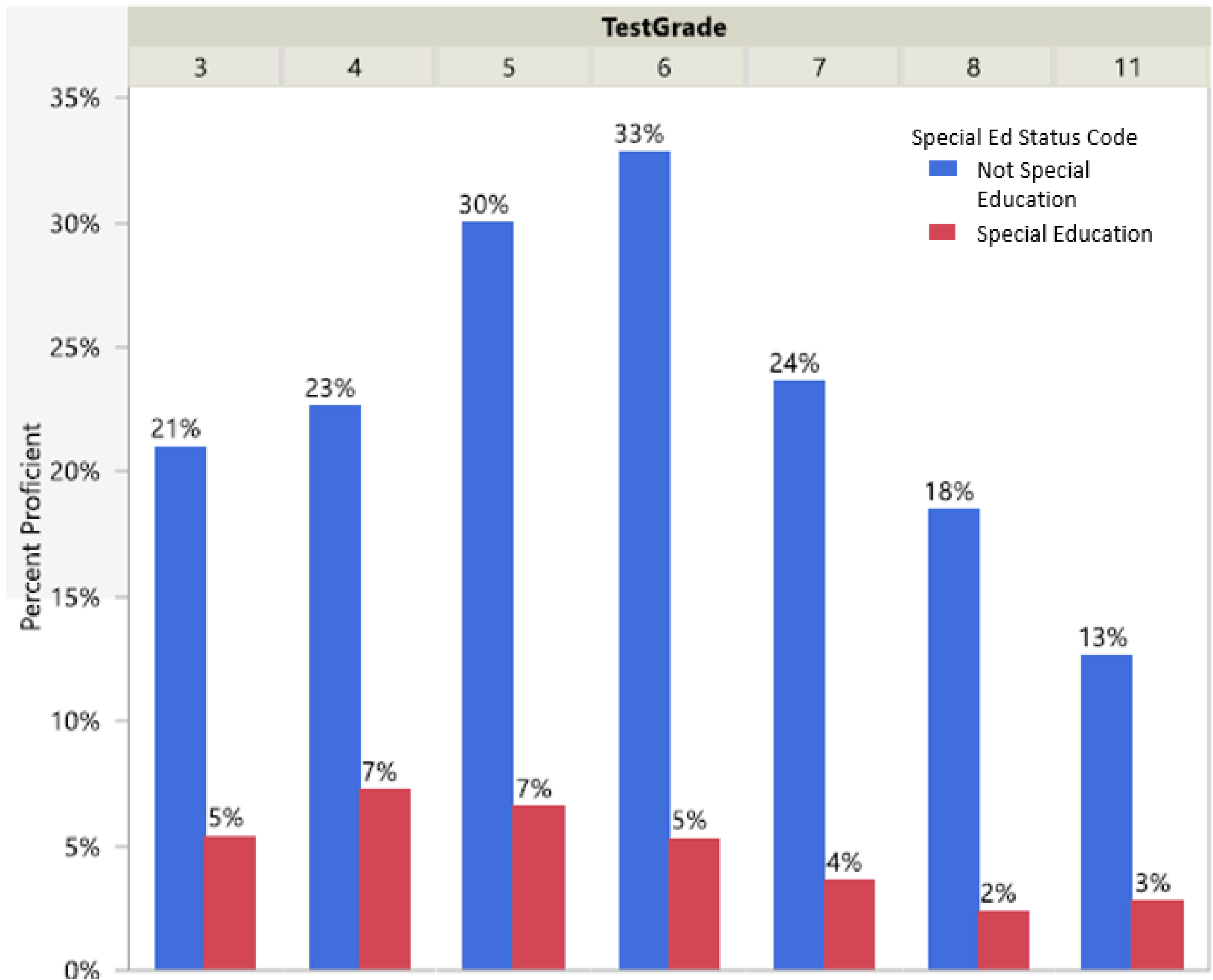
HISPANIC PROFICIENCY IN MATH BY SPECIAL ED STATUS AND GRADE, 2022-23



Source: Accountability Division, PED

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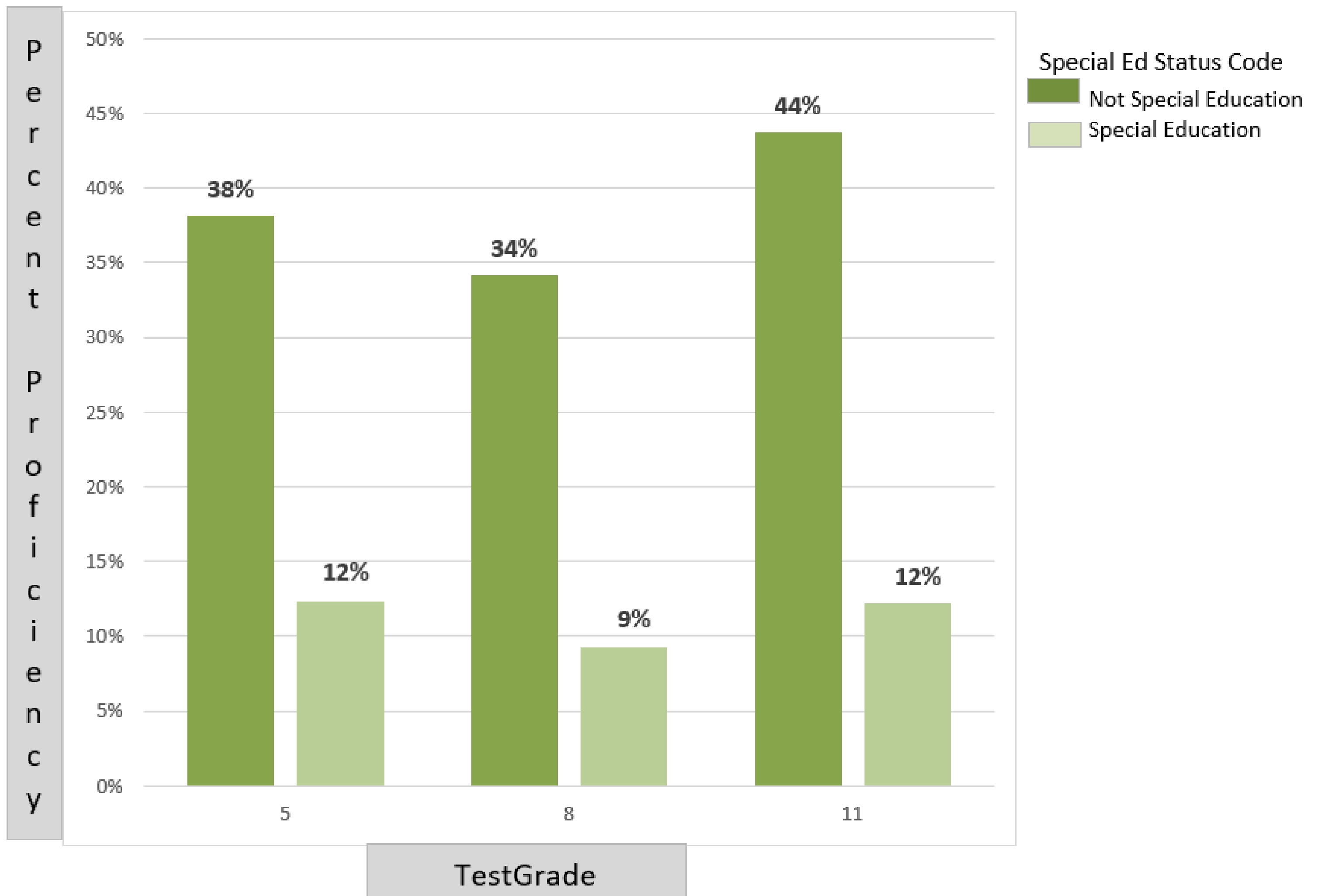
HISPANIC PROFICIENCY IN MATH BY SPECIAL ED STATUS AND GRADE, 2021-22



Source: Accountability Division, PED

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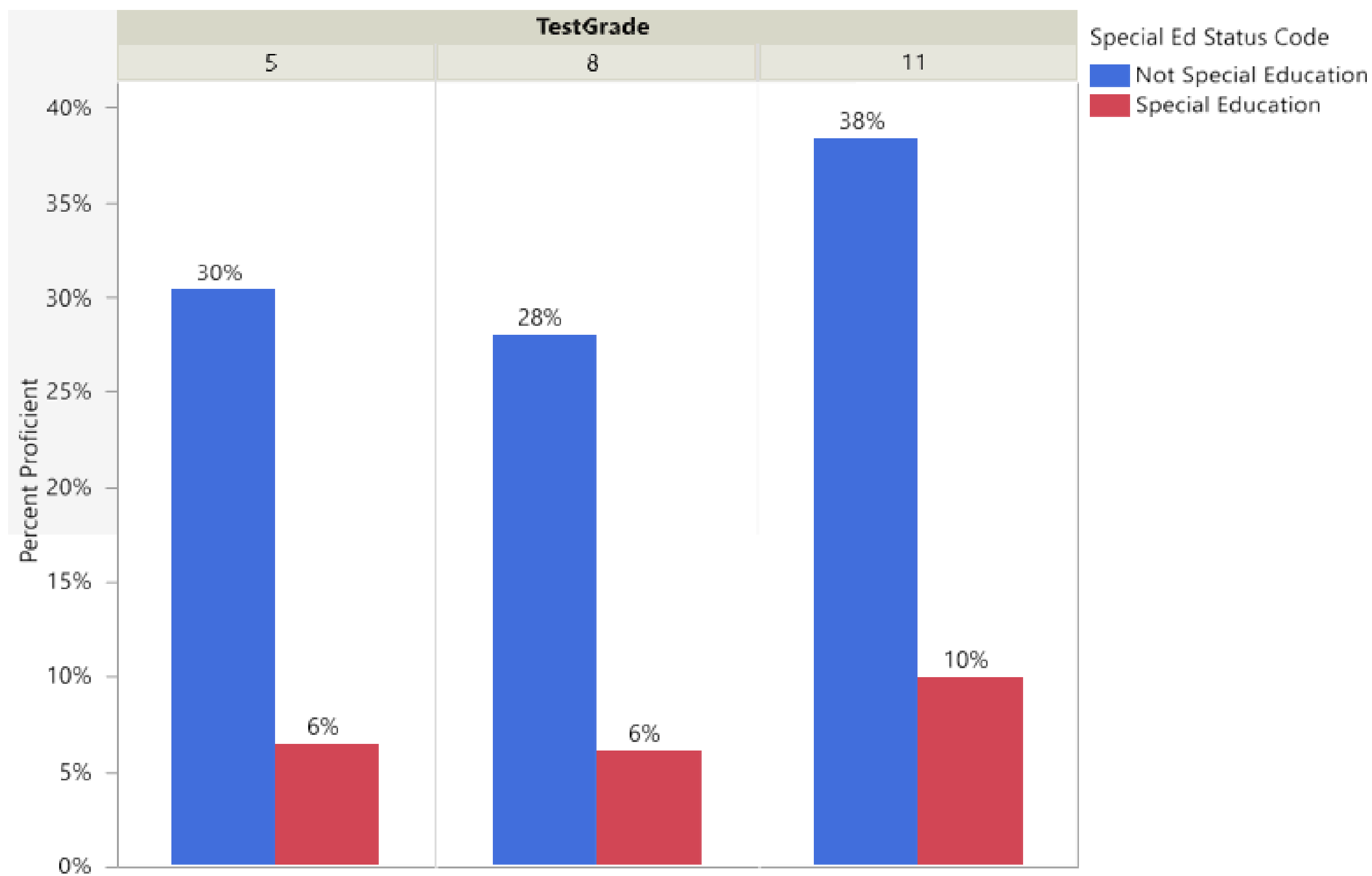
HISPANIC PROFICIENCY IN SCIENCE BY SPECIAL ED STATUS AND GRADE, 2022-23



Source: Accountability Division, PED

Students in Special Education exhibit the largest gaps showcased in this report, irrespective of subject and whether they took the Alternate or the Standard Assessment.

HISPANIC PROFICIENCY IN SCIENCE BY SPECIAL ED STATUS AND GRADE, 2021- 22



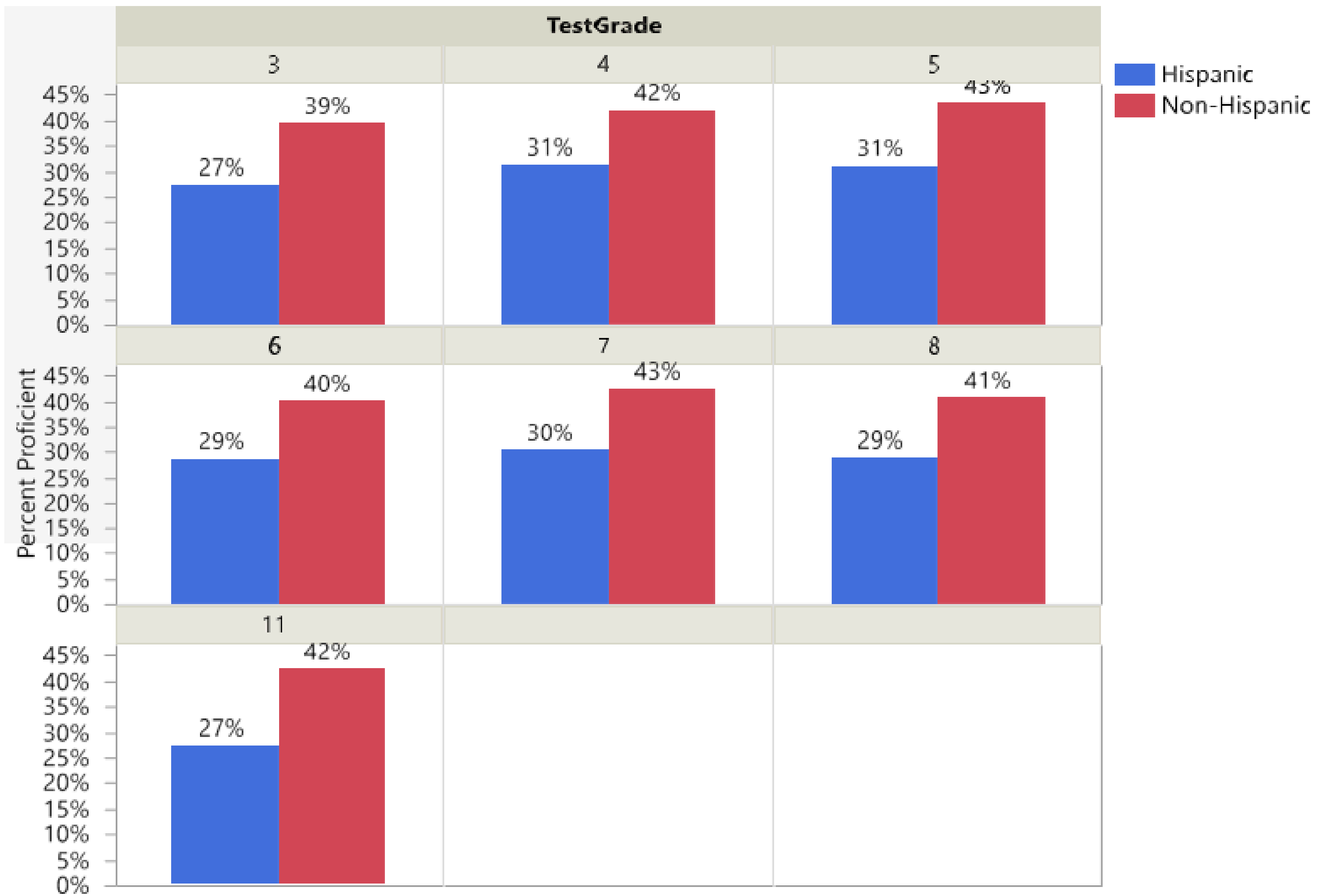
Source: Accountability Division, PED

Students in Special Education exhibit the largest gaps showcased in this report, irrespective of subject and whether they took the Alternate or the Standard Assessment.

HISPANIC AND NON-HISPANIC PROFICIENCY IN LANGUAGE ARTS BY GRADE, 2022-23



HISPANIC AND NON-HISPANIC PROFICIENCY IN LANGUAGE ARTS BY GRADE, 2021-22



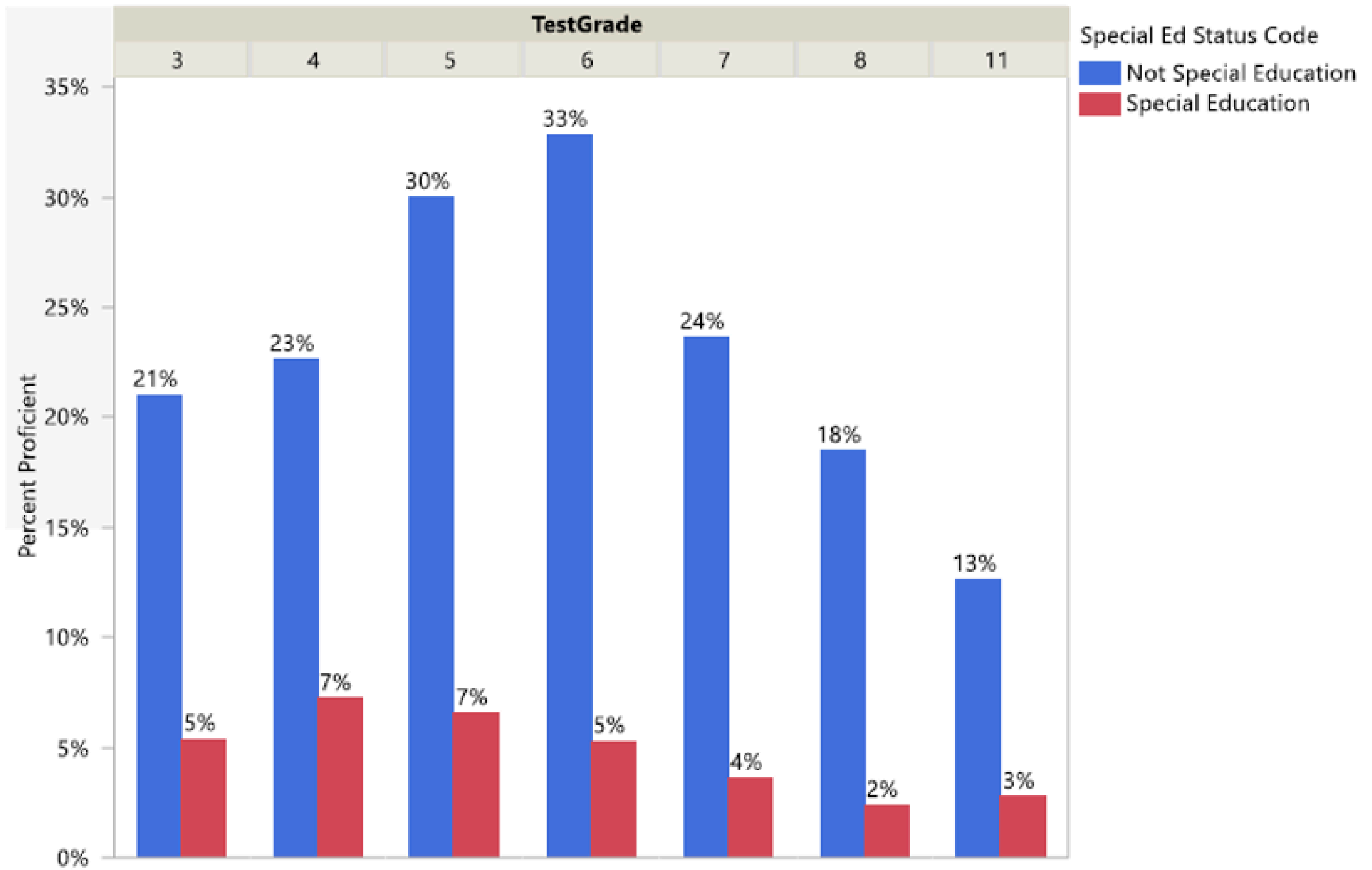
Source: Accountability Division, PED

This chart displays the percent of students considered proficient in Language Arts, with each box representing the grade of the student, and the bars showing results when broken out by if the student is Hispanic or Non-Hispanic. Each grade reflects a gap in the percent of students considered Proficient between Hispanic and non-Hispanic students. The smallest gap is in grade 4, at 12%, and the largest is in grade 11, at 15%.

HISPANIC AND NON-HISPANIC PROFICIENCY IN MATH BY GRADE, 2022-23



HISPANIC AND NON-HISPANIC PROFICIENCY IN MATH BY GRADE, 2021-22



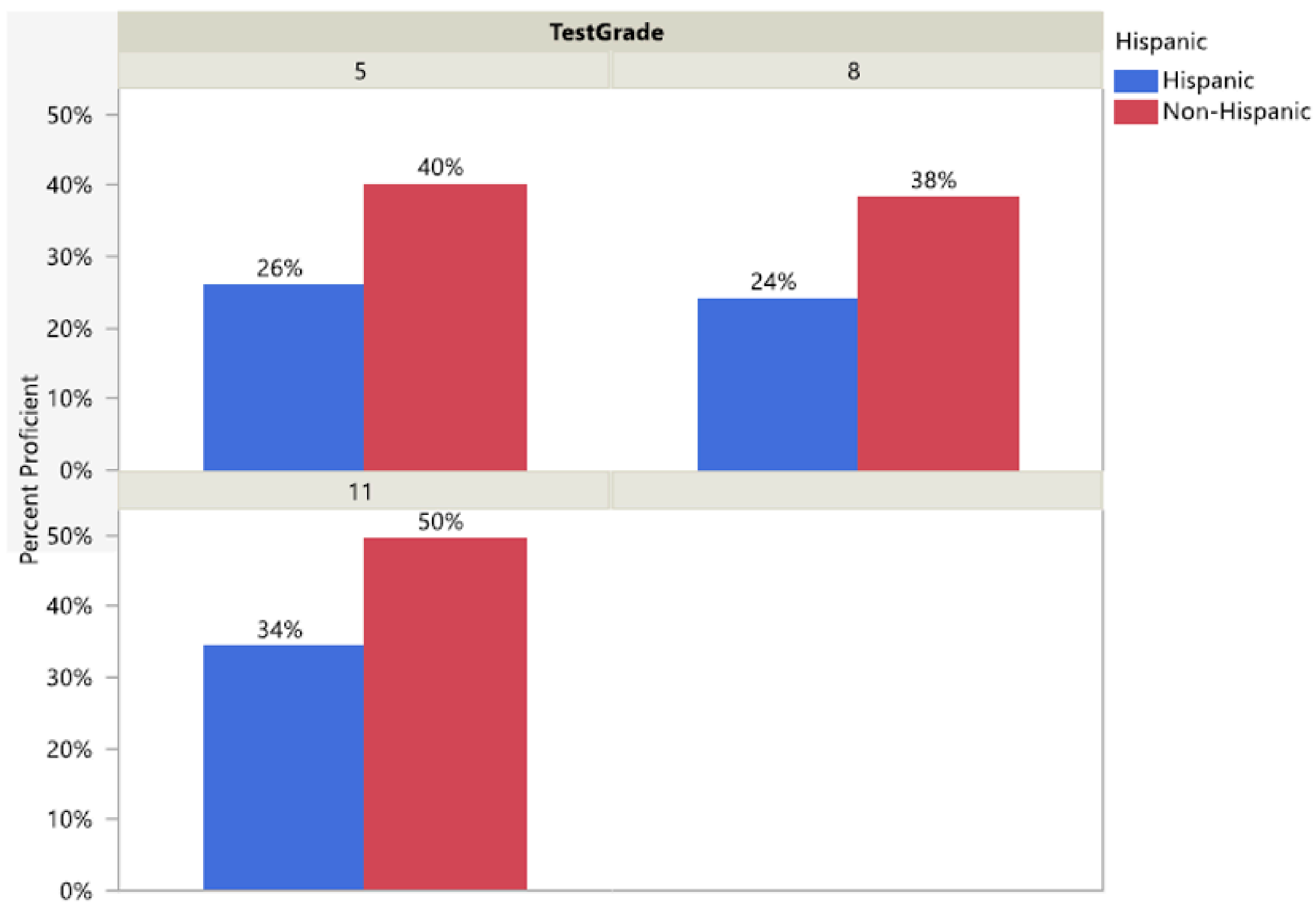
Source: Accountability Division, PED

Like Language Arts, this graph reflects Math Proficiency gaps across the Hispanic variable. Gaps here hover around 12% to 13%.

HISPANIC AND NON-HISPANIC PROFICIENCY IN SCIENCE BY GRADE, 2022-23



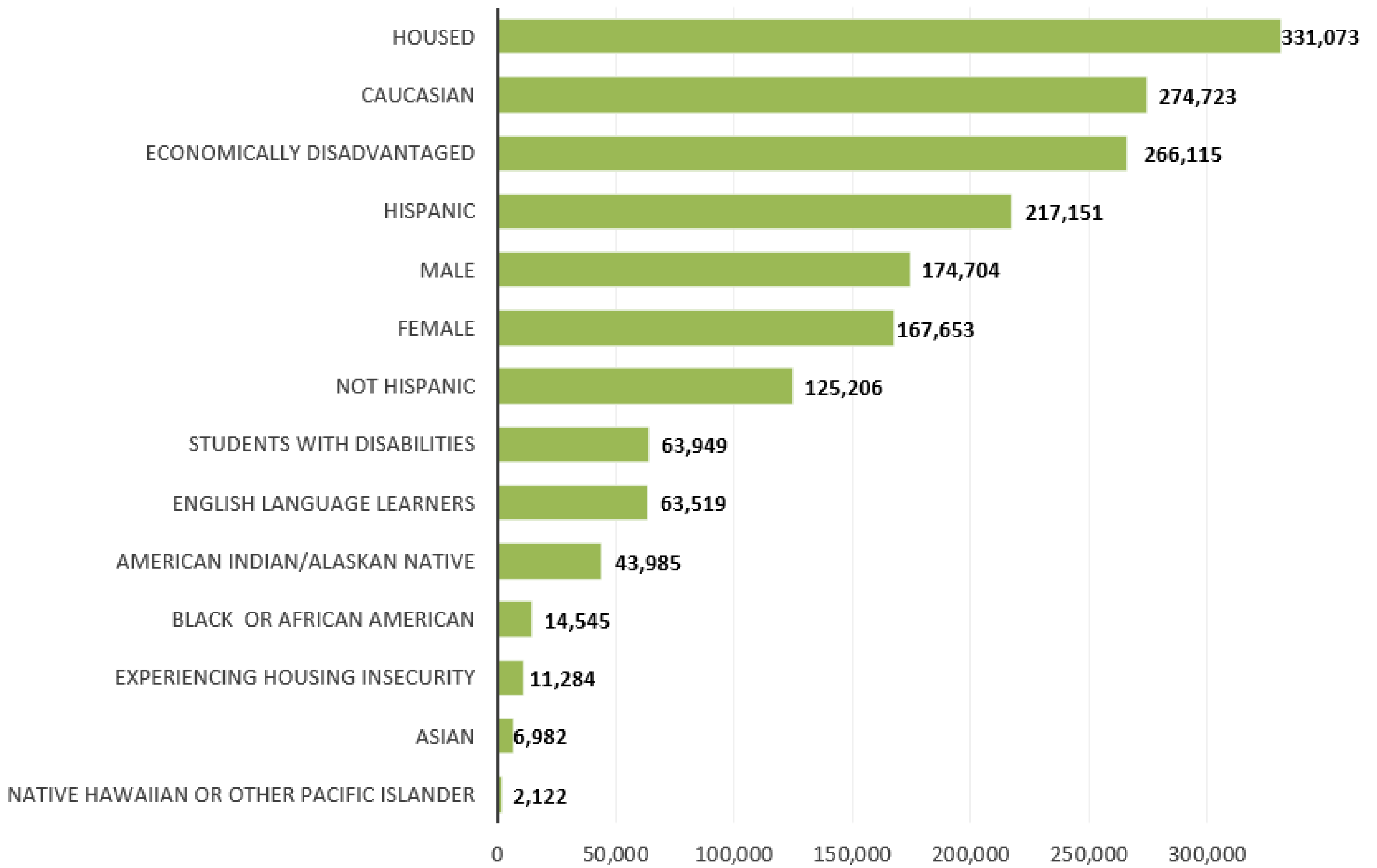
HISPANIC AND NON-HISPANIC PROFICIENCY IN SCIENCE BY GRADE, 2021-22



Source: Accountability Division, PED

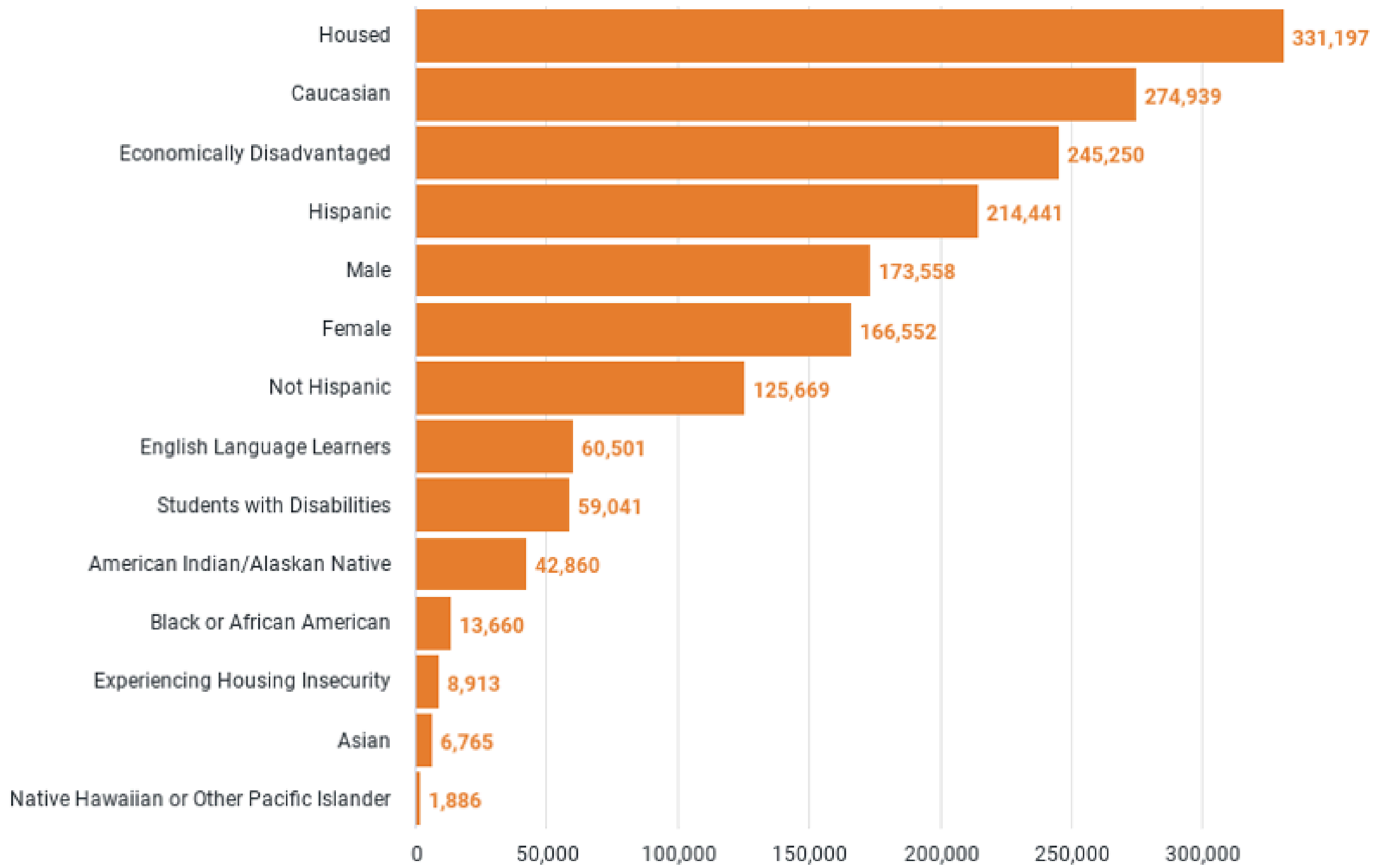
Lastly, Science Proficiency gaps across the Hispanic variable are roughly 15%

STUDENT ENROLLMENT BY POPULATION FOR ALL GRADES 2022-23



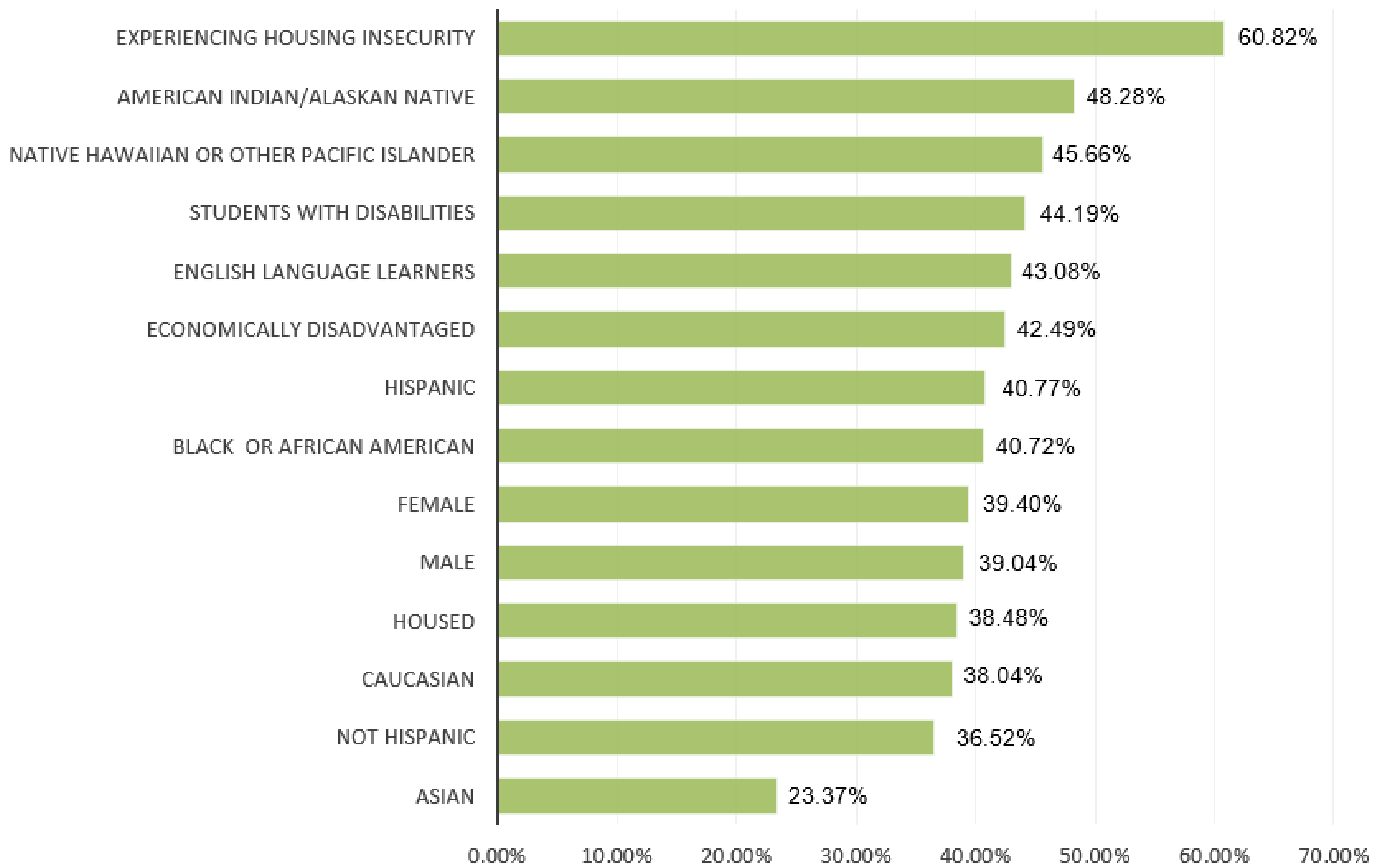
Source: Safe and Healthy Schools Bureau, PED

STUDENT ENROLLMENT BY POPULATION FOR ALL GRADES 2021-22



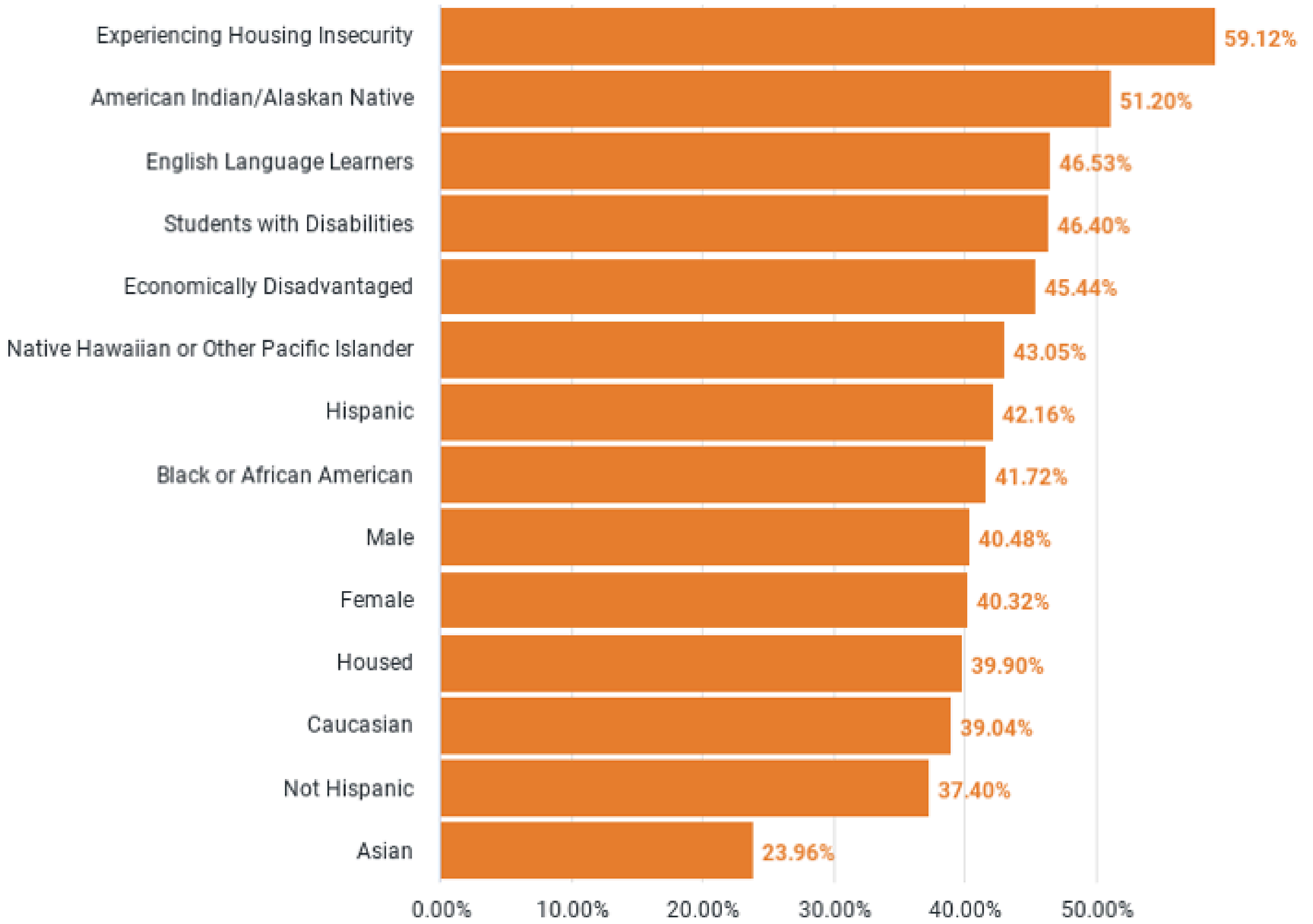
CHRONIC ABSENTEE RATE FOR K-12 2022

Chronic Absentee Rate



Source: Safe and Healthy Schools Bureau, PED

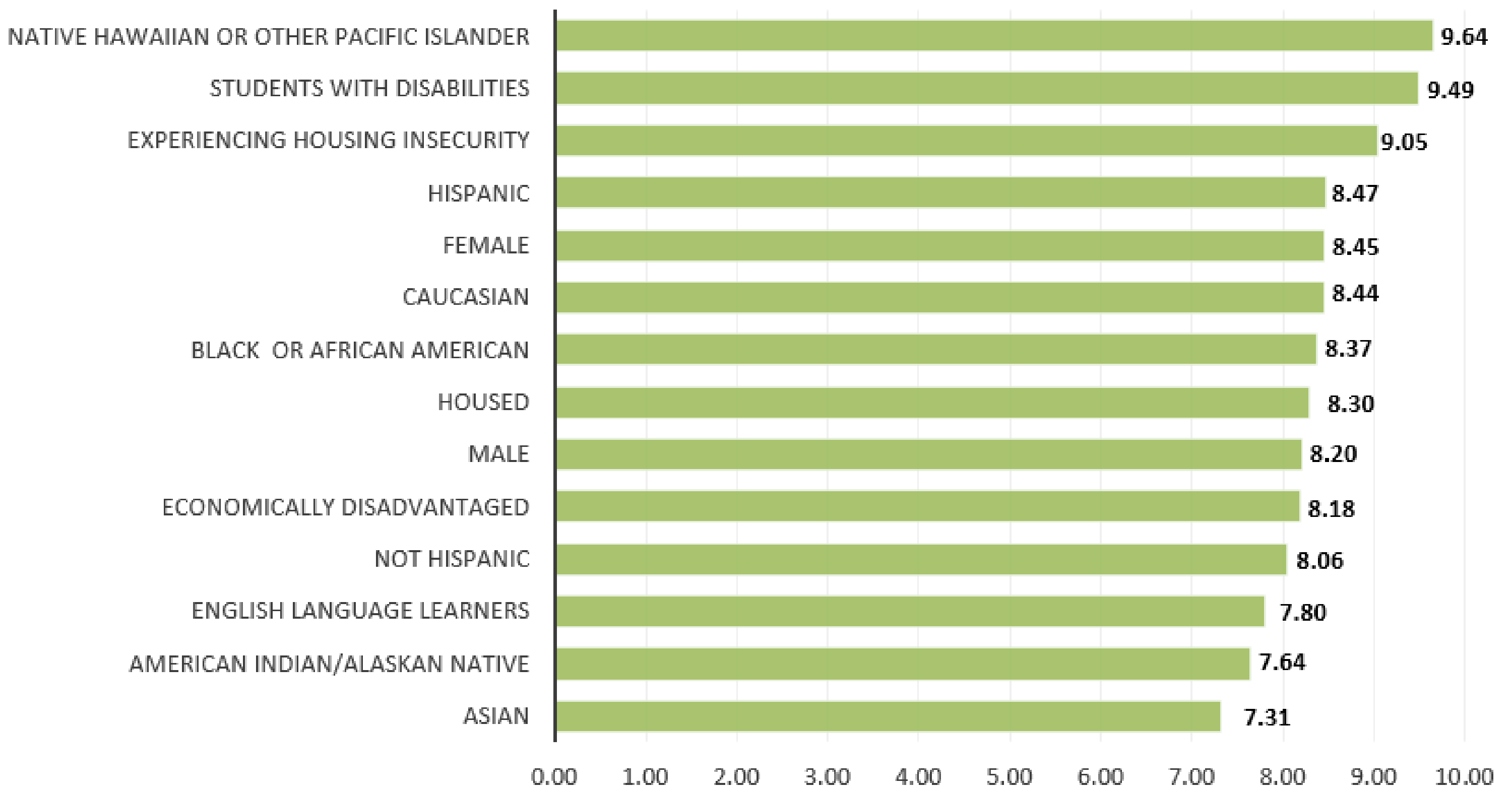
CHRONIC ABSENTEE RATE FOR K-12 2021-22



Source: Safe and Healthy Schools Bureau, PED

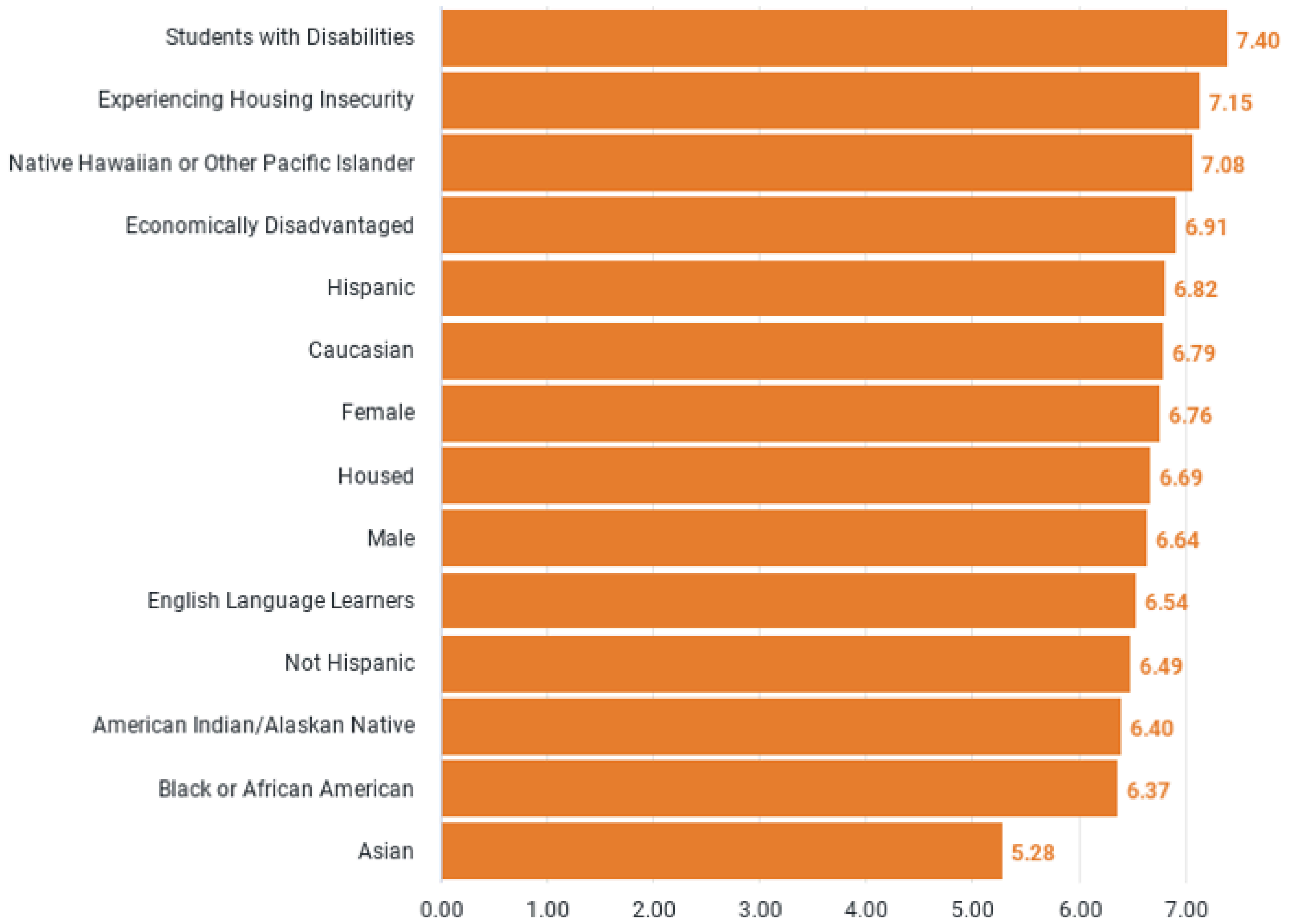
AVERAGE EXCUSED ABSENCES K-12, 2022-23

Average Excused Absences



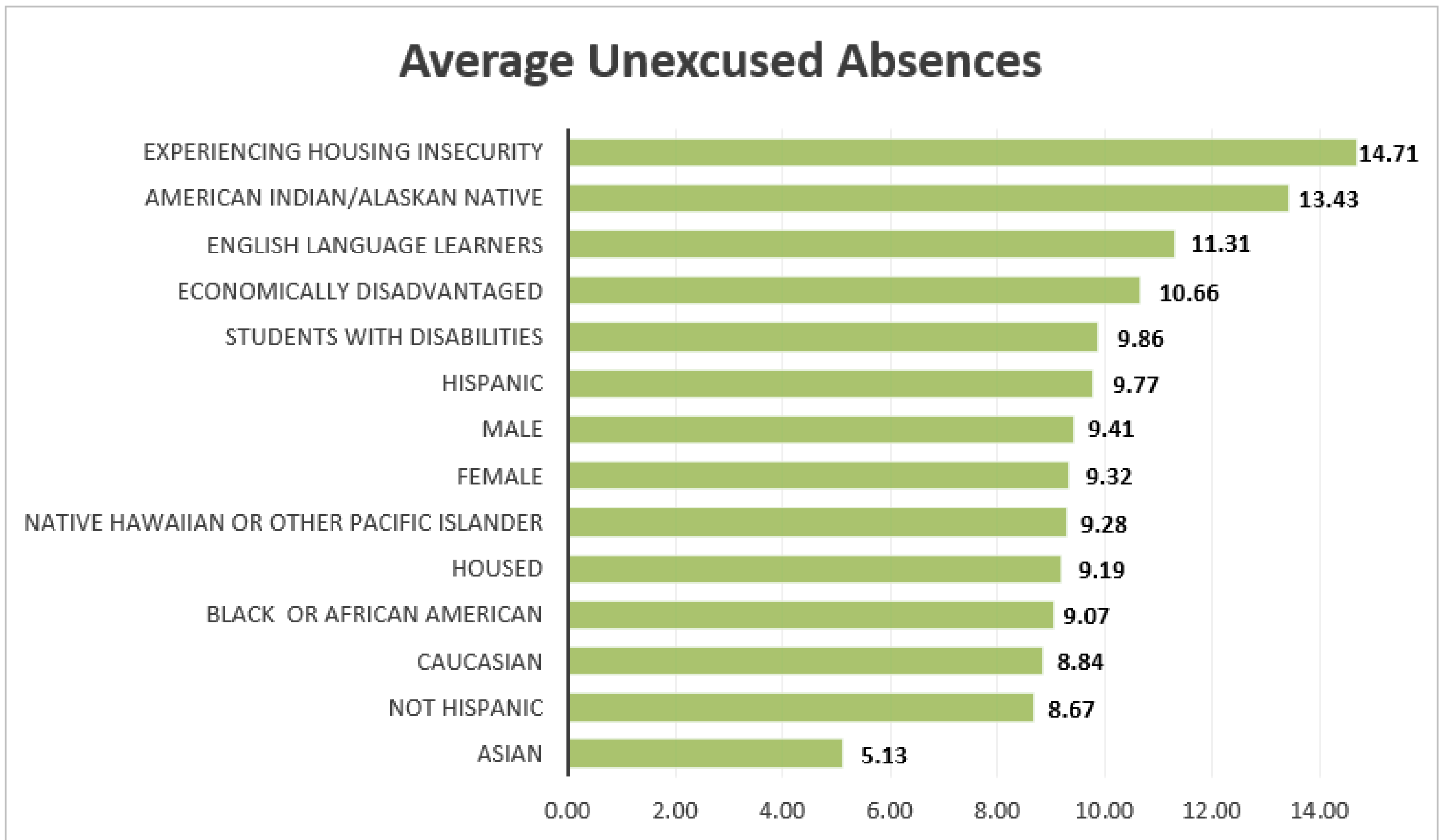
Source: Safe and Healthy Schools Bureau, PED

AVERAGE EXCUSED ABSENCES K-12, 2021-22



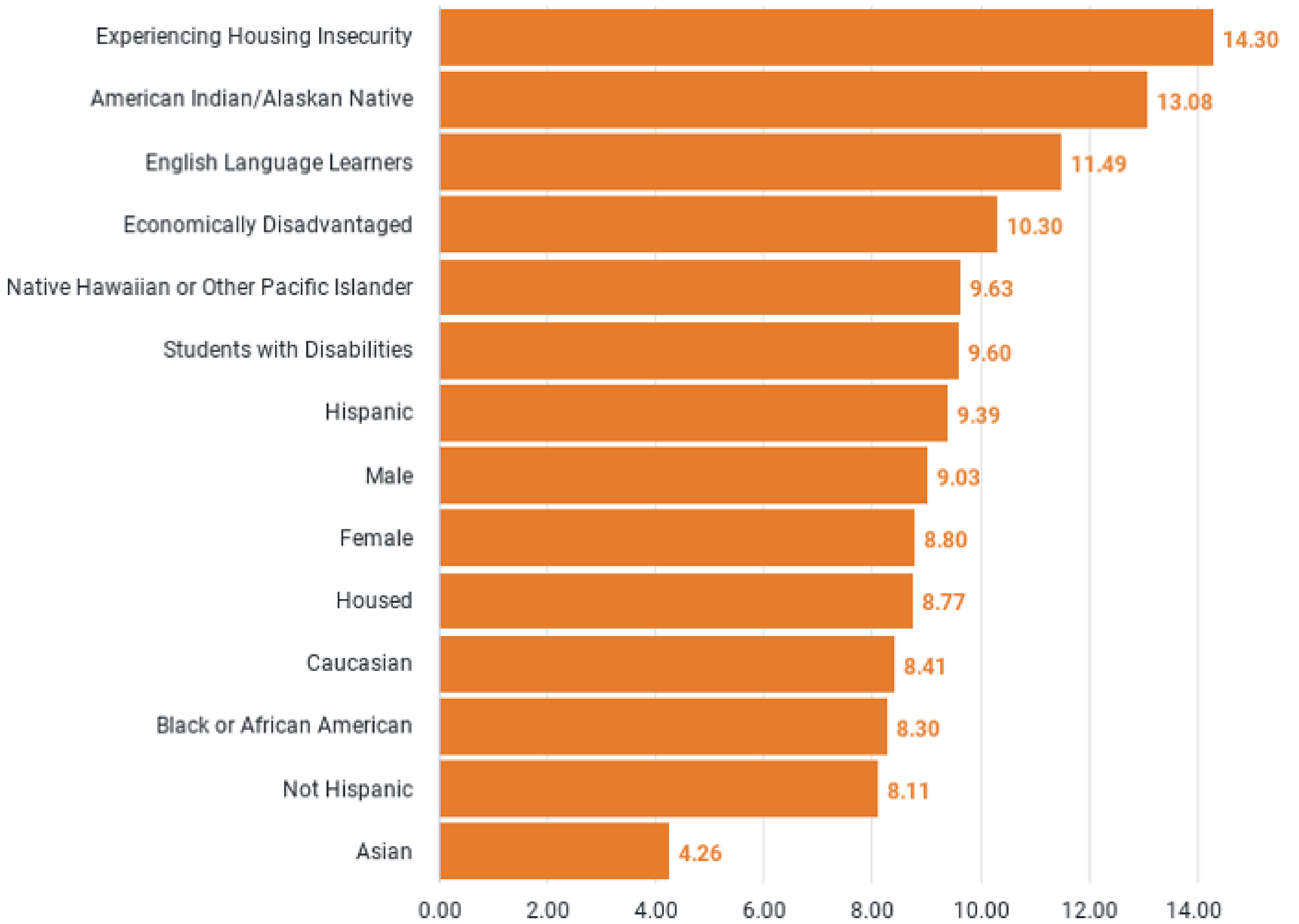
Source: Safe and Healthy Schools Bureau, PED

AVERAGE UNEXCUSED ABSENCES K-12, 2022-23



Source: Safe and Healthy Schools Bureau, PED

AVERAGE UNEXCUSED ABSENCES K-12, 2021-22



Source: Safe and Healthy Schools Bureau, PED

SUBPOPULATION ATTENDANCE DATA, 2022-23

	Subpopulation Item	Chronic Absentee Rate	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Average Excused Absences	Average Unexcused Absences
1	Female	39.40%	167,653	52,391	49,204	40,407	25,651	8	9
2	Male	39.04%	174,704	55,250	51,253	42,342	25,859	8	9
3	Hispanic	40.77%	217,151	64,585	64,030	54,292	34,244	8	10
4	American Indian/Alaskan Native	48.28%	43,985	10,935	11,814	12,410	8,826	8	13
5	Asian	23.37%	6,982	3,431	1,919	1,075	557	7	5
6	Black or African American	40.72%	14,545	4,706	3,917	3,426	2,496	8	9
7	Caucasian	38.04%	274,723	88,010	82,213	65,279	39,221	8	9
8	Native Hawaiian or Other Pacific Islander	45.66%	2,122	559	594	559	410	10	9
9	Not Hispanic	36.52%	125,206	43,056	36,427	28,457	17,266	8	9
10	Economically Disadvantaged	42.49%	266,115	76,987	76,058	68,210	44,860	8	11
11	Students with Disabilities	44.19%	63,949	17,807	17,881	17,036	11,225	9	10
12	English Language Learners	43.08%	63,519	17,886	18,269	16,794	10,570	8	11
13	Experiencing Housing Insecurity	60.82%	11,284	2,126	2,295	3,076	3,787	9	15
14	Housed	38.48%	331,073	105,515	98,162	79,673	47,723	8	9

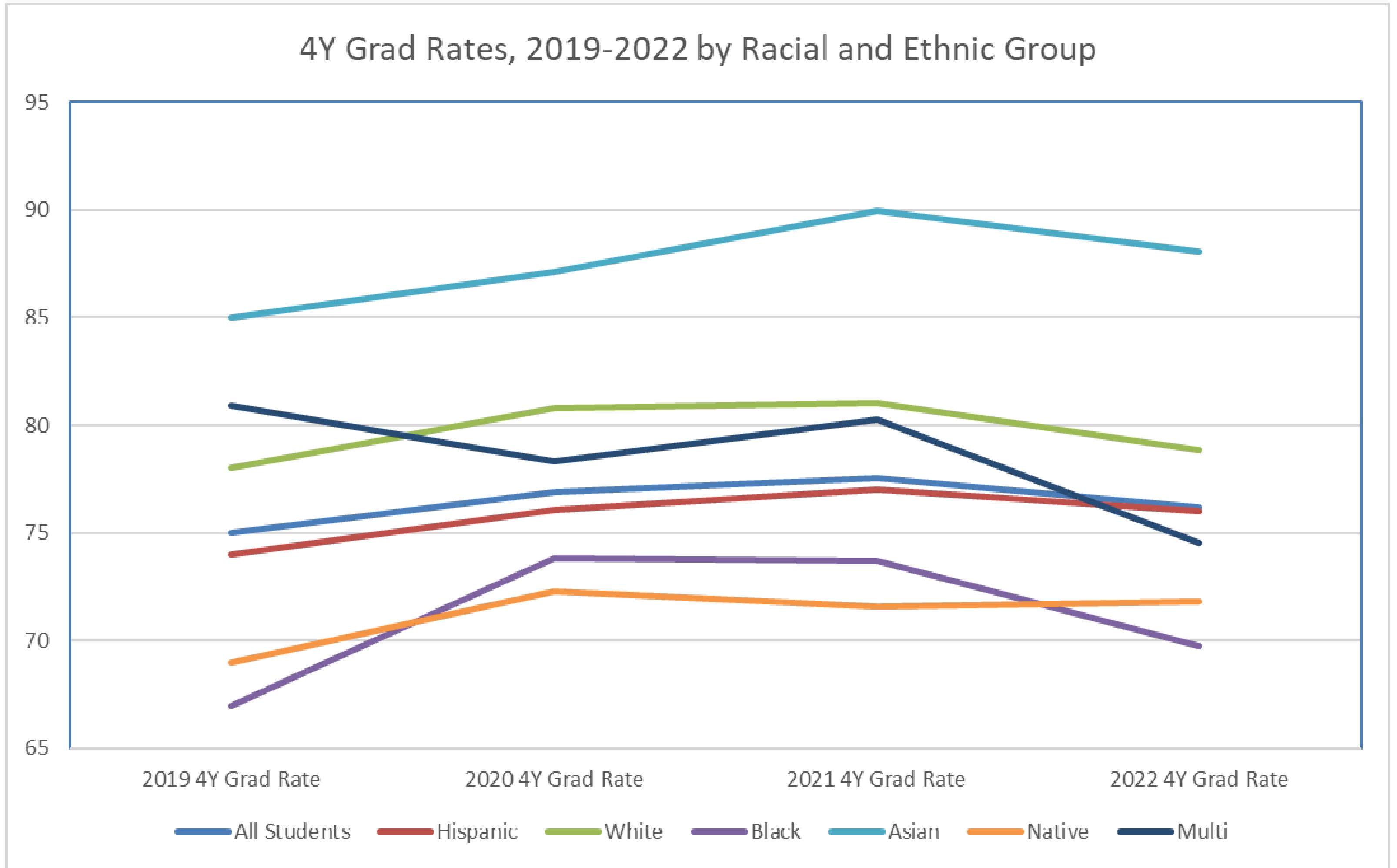
Source: Safe and Healthy Schools Bureau, PED

SUBPOPULATION ATTENDANCE DATA, 2021-22

	Subpopulation Item	Chronic Absentee Rate	Enrollment	Tier 1 Students	Tier 2 Students	Tier
1	Female	40.32%	166,552	56,226	43,176	40,5
2	Male	40.48%	173,558	58,508	44,799	42,7
3	Hispanic	42.16%	214,441	68,295	55,740	54,3
4	American Indian/Alaskan Native	51.20%	42,860	10,964	9,951	11,5
5	Asian	23.96%	6,765	3,531	1,613	1,09
6	Black or African American	41.72%	13,660	4,561	3,400	3,17
7	Caucasian	39.04%	274,939	95,048	72,567	66,0
8	Native Hawaiian or Other Pacific Islander	43.05%	1,886	630	444	467
9	Not Hispanic	37.40%	125,669	46,439	32,235	28,3
10	Economically Disadvantaged	45.44%	245,250	71,669	62,145	65,3
11	Students with Disabilities	46.40%	59,041	17,297	14,351	15,6
12	English Language Learners	46.53%	60,501	16,878	15,469	16,5
13	Experiencing Housing Insecurity	59.12%	8,913	1,931	1,713	2,25
14	Housed	39.90%	331,197	112,803	86,262	80,4

Source: Safe and Healthy Schools Bureau, PED

GRADUATION RATES FOR HISPANIC STUDENTS



4-Year Graduation Rates				
Cohort of 2022				
Enrolled for One or More Semesters During 4 Years of Cohort				
		N	%	
	All Students	25,167	100.0%	
	Male	12,788	50.8%	
	Female	12,339	49.0%	
	African American	491	2.0%	
	Caucasian	5,472	21.7%	
	Asian	348	1.4%	
	Hispanic	15,578	61.9%	
	Native American	2,732	10.9%	
	English Learners	7,262	28.9%	
	Economically Disadvantage	16,258	64.6%	
	Students with Disabilities	3,697	14.7%	
To receive a rate a school must have one or more of these grade/year combinations:		9th graders in 2018-19 10th graders in 2019-20 11th graders in 2020-21 12th graders in 2021-22		
Rates are masked (blanked) for subgroups with fewer than 10 student records.				
District rates include locally authorized charter schools and non-school locations.				
Posted Online	4/13/2022			
Table is sorted by 1) School Code, 2) District, 3) School Name and 4) School Aggregates.				
SchoolC	DistrictName	SchoolName	Group	GradRate
	New Mexico	StateWide	All	76.3
	New Mexico	StateWide	Male	72.7
	New Mexico	StateWide	Female	80.0
	New Mexico	StateWide	African American	69.7
	New Mexico	StateWide	Caucasian	79.1
	New Mexico	StateWide	Asian	88.5
	New Mexico	StateWide	Hispanic	76.1
	New Mexico	StateWide	Native American	71.9
	New Mexico	StateWide	English Language Learners	75.8
	New Mexico	StateWide	Economically Disadvantaged	72.5
	New Mexico	StateWide	Students with Disabilities	67.4

Source: Safe and Healthy Schools Bureau, PED

4-Year Graduation Rates

Cohort of 2021

Enrolled for One or More Semesters During 4 Years of Cohort

	N	%
All Students	24999	100.0%
Male	12537	50.2%
Female	12462	49.8%
African American	564	2.3%
Caucasian	5709	22.8%
Asian	462	1.8%
Hispanic	15494	62.0%
Native American	2770	11.1%
English Learners	7428	29.7%
Economically Disadvantage	16052	64.2%
Students with Disabilities	3861	15.4%

To receive a rate a school must have one or more of these grade/year combinations:

- 9th graders in 2017-18
- 10th graders in 2018-19
- 11th graders in 2019-20
- 12th graders in 2020-21

Rates are masked (blanked) for subgroups with fewer than 10 student records.
District rates include locally authorized charter schools and non-school locations.

Posted Online 4/13/2021

Table is sorted by 1) School Code, 2) District, 3) School Name and 4) School Aggregates.

School Code	District Name	School Name	Group	GradRate
	New Mexico	StateWide	All	76.8
	New Mexico	StateWide	Male	72.6
	New Mexico	StateWide	Female	81.1
	New Mexico	StateWide	African American	74.5
	New Mexico	StateWide	Caucasian	80.5
	New Mexico	StateWide	Asian	89.2
	New Mexico	StateWide	Hispanic	76.1
	New Mexico	StateWide	Native American	71.5
	New Mexico	StateWide	English Language Learners	74.7
	New Mexico	StateWide	Economically Disadvantaged	72.5
	New Mexico	StateWide	Students with Disabilities	68

4-Year Graduation Rates

Cohort of 2020

		of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort	
		N	%
	All Students	25995	100.0%
	Male	13207	50.8%
	Female	12788	49.2%
	African American	663	2.6%
	Caucasian	6015	23.1%
	Asian	466	1.8%
	Hispanic	15937	61.3%
	Native American	2914	11.2%
	English Learners	8386	32.3%
	Economically Disadvantaged	16740	64.4%
	Students with Disabilities	3943	15.2%

To receive a rate a school must have one or more of these grade/year combinations:

- 9th graders in 2016-17
- 10th graders in 2017-18
- 11th graders in 2018-19
- 12th graders in 2019-20

Rates are masked (blanked) for subgroups with fewer than 10 student records.
District rates include locally authorized charter schools and non-school locations.

Posted Online 6/2/2021

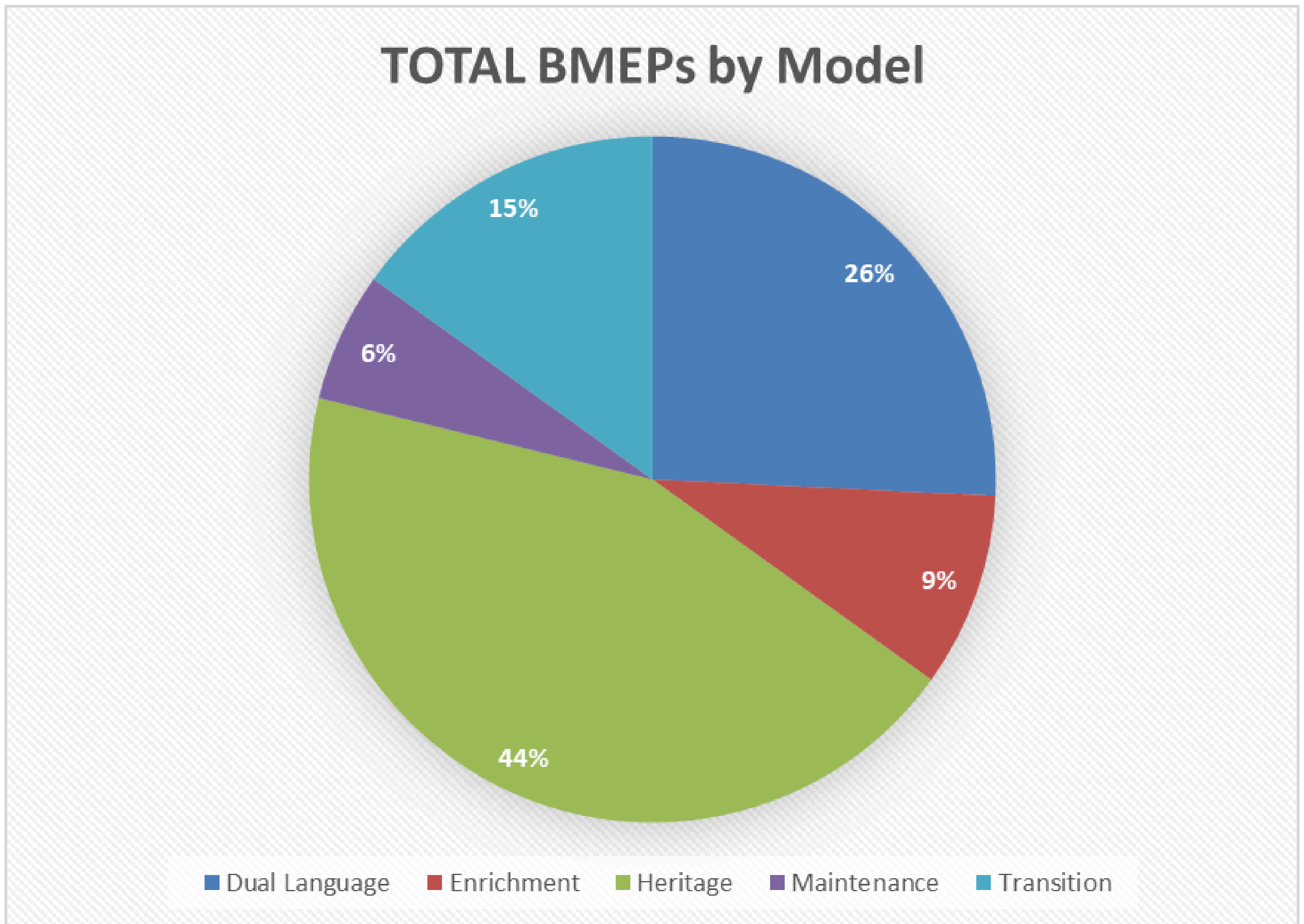
Table is sorted by 1) School Code, 2) District, 3) School Name and 4) School Aggregates.

School Co	District Name	School Name	Group	Grad Rate
999999	New Mexico	StateWide	All	76.9
999999	New Mexico	StateWide	Male	73.3
999999	New Mexico	StateWide	Female	80.7
999999	New Mexico	StateWide	African American	73.8
999999	New Mexico	StateWide	Caucasian	80.9
999999	New Mexico	StateWide	Asian	87.1
999999	New Mexico	StateWide	Hispanic	76.1
999999	New Mexico	StateWide	Native American	72.3
999999	New Mexico	StateWide	English Language Learners	75.8
999999	New Mexico	StateWide	Economically Disadvantaged	71.8
999999	New Mexico	StateWide	Students with Disabilities	66.4

Source: Safe and Healthy Schools Bureau, PED

NUMBER AND TYPE OF BILINGUAL AND MULTICULTURAL PROGRAMS IN EACH SCHOOL DISTRICT AND CHARTER SCHOOL

In New Mexico, schools have the option of implementing one or more of the following program models: Dual Language (DL), Enrichment (E), Heritage (HE), Maintenance (M) and Transitional (T)

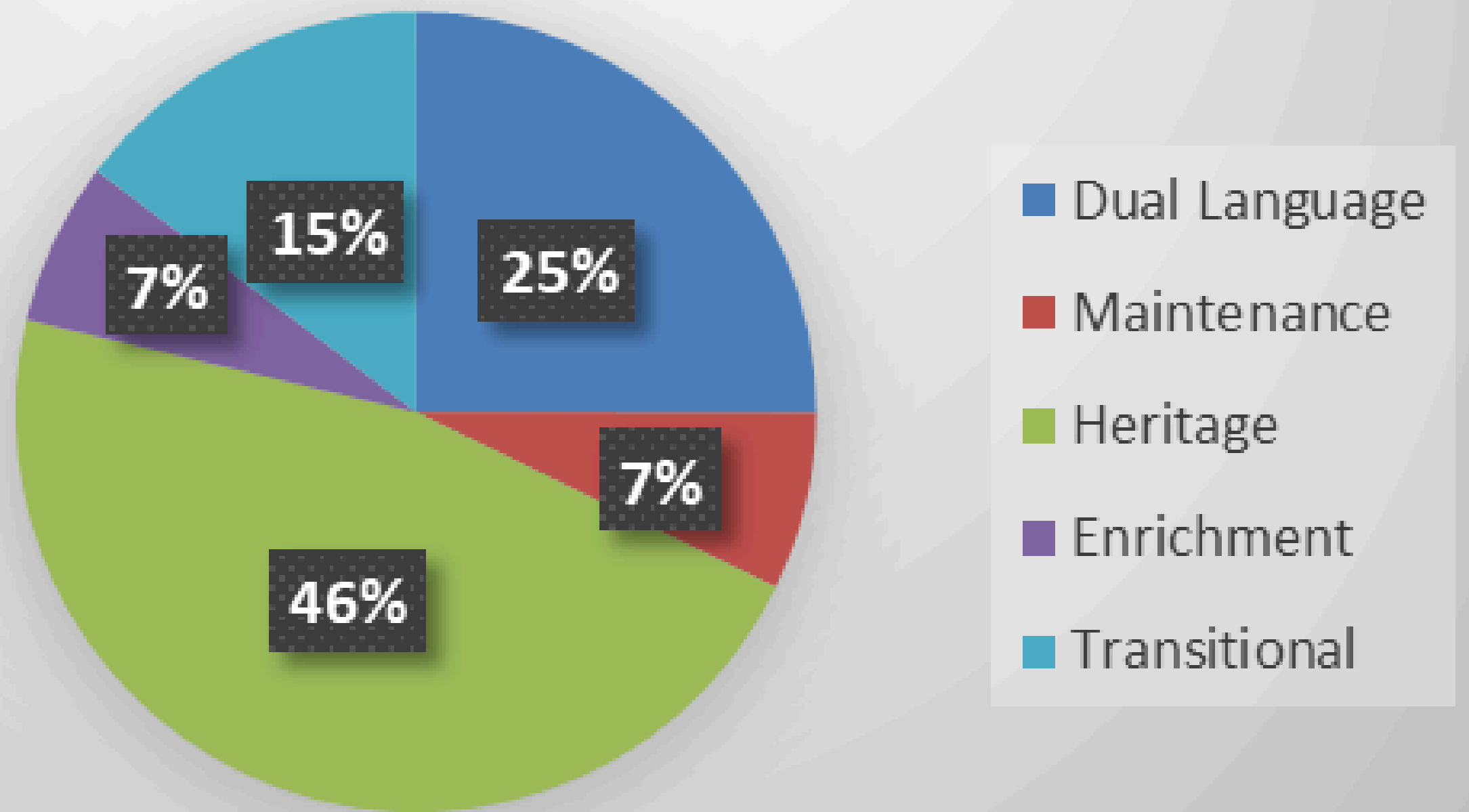


District Name/ School Name	DL	E	H	M	T
Albuquerque	50	1	39	0	2
Artesia	0	9	0	0	9
Belen	0	0	0	3	5
Bernalillo	5	0	9	0	0
Bloomfield	0	6	6	0	0
Carlsbad	0	0	0	0	9
Central	3	15	16	0	0
Chama	0	4	4	0	0
Clovis	2	0	3	0	0
Cobre	0	0	6	0	0
Cuba	0	0	3	0	0
Deming	6	0	1	0	0
Dexter	0	0	3	0	0
Dulce	0	0	1	0	0
Española	1	0	13	0	0
Eunice	0	0	0	0	3
Farmington	2	0	12	0	0
Floyd	0	0	0	1	2
Gadsden	12	0	2	0	14
Gallup	0	0	32	0	0
Hagerman	0	0	0	0	3
Hatch	4	0	1	0	0
Hobbs	2	0	0	0	18
Jemez Mountain	0	0	0	0	1
Jemez Valley	0	0	1	0	0
Las Cruces	20	0	9	16	0
Las Vegas City	1	0	5	0	0
Lake Arthur	0	0	0	1	0
Los Lunas	0	0	0	0	1
Loving	0	0	3	0	0
Lovington	5	0	0	0	5
Mesa Vista	0	0	4	0	0
Mora	0	0	3	0	0
Moriarty-Edgewood	0	0	0	1	0
Pecos	0	0	3	0	0
Peñasco	0	0	3	0	0
Pojoaque	0	5	5	0	0
Portales	4	0	0	0	2
Questa	0	0	4	0	0

Rio Rancho			2	3	4	0	0
Roswell			0	1	0	7	1
Ruidoso			2	0	1	1	1
Santa Fe			6	1	8	0	0
Santa Rosa			0	0	5	0	0
Socorro			0	0	1	0	0
Taos			1	1	7	1	0
Truth or Consequences			0	0	0	1	1
Wagon Mound			0	0	1	0	1
West Las Vegas			0	0	8	0	0
Zuni			0	0	4	0	0
State Charter Schools			7	2	7	1	1
Name of State Charter School	Grades	Language					
Albuquerque Sign Language Academy	K-12 th	ASL	1				
Albuquerque Bilingual Academy	K-8 th	Spanish	1				
La Academia Dolores Huerta	6 th -8 th	Spanish	1				
Monte Del Sol Charter School	7 th -12 th	Spanish			1	1	
Pecos Cyber Academy	K-12 th	Spanish					1
Raices del Saber Xinachtli Community School	K-2 nd	Spanish	1				
Sandoval Academy of Bilingual Education	K-6 th	Spanish	1				
School of Dreams Academy	K-8 th	Spanish		1	1		
Six Directions Indigenous School	6 th -10 th	Navajo, Zuni			1		
South Valley Prep	6 th -8 th	Spanish			1		
Taos International Charter School	K-8 th	Spanish	1		1		
Taos Integrated School of the Arts	K-8 th	Spanish			1		
Tierra Adentro: The New Mexico School of Academics, Art and Artesania	6 th -12 th	Spanish		1	1		
Tierra Encantada Charter School	K-6 th	Spanish	1				
TOTAL BMEPs by Model			135	48	230	32	79

*SOURCE: Self-reported by districts in BMEP applications for SY 22-23 submitted to the LCD.
Note: PreK does not generate bilingual multicultural education units in the public-school funding formula.*

FIGURE 1: PERCENTAGE OF BMEPS BY MODEL, 2022- 2023



SOURCE: Student Teacher Accountability Reporting System (STARS), 80th Day, 2022-2023

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 (HED). It is possible for students to be attending multiple campuses and be counted twice per institution.

Student enrollment in post-secondary educational institutions, Fall 2021 comparing with Fall 2022

	#Of Hispanic Students Fall 2021	Total Student Population Fall 2021	#Of Hispanic Students Fall 2022	Total Student Population Fall 2022
Research Universities				
New Mexico Institute of Mining & Technology	596	1,733	577	1,688
New Mexico State University	8,079	13,343	8,335	14,289
University of New Mexico	9,564	21,343	10,052	22,194
University of New Mexico Medical School	149	429		
Comprehensive Universities				
Eastern New Mexico University	1,704	5,078	1,921	5,260
New Mexico Highlands University	1,404	2,677	1,510	2,804
Northern New Mexico College	841	1,135	815	1,152
Western New Mexico University	1,487	3,100	1,610	3,364
Branch Community Colleges				
Eastern New Mexico University - Roswell	819	1,628	919	1,856
Eastern New Mexico University - Ruidoso	177	666	217	707
New Mexico State University - Alamogordo	427	957	513	1,078
New Mexico State University - Carlsbad	930	1,574		
New Mexico State University - Doña Ana	4,647	6,465	4,799	6,682
New Mexico State University - Grants	337	726	411	876
University of New Mexico - Gallup	540	2,090	534	2,153
University of New Mexico – Los Alamos	438	903	525	1,051
University of New Mexico –Taos	706	1,323	763	1,354
University of New Mexico - Valencia	1,291	2,030	1,303	2,054
Independent Community Colleges				
Central New Mexico Community College	10,561	18,586	10,882	19,117
Clovis Community College	955	2,362	1,045	2,497
Luna Community College	669	819	651	775
Mesalands Community College	258	745	354	824
New Mexico Junior College	1,012	1,884	1,320	2,228
New Mexico Military Institute	151	476	123	424
San Juan College	1,182	5,846	1,302	6,150
Santa Fe Community College	954	4,027	654	4,180
Southeast New Mexico College			1,009	1,722
Tribal Colleges				
Diné College	<10	587	<10	144
Institute of American Indian Arts	229	809	246	871
Southwestern Indian Polytechnic Institute	0	354		
Navajo Technical University	25	1,276	23	1,260
Totals:	50,126	105,566	52,414	108,754

SOURCE: New Mexico Higher Education Department, Researchers, Data Reports, Degrees and Graduation Rates, Student Enrollment by Ethnicity

HISPANIC STUDENT RETENTION IN NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION

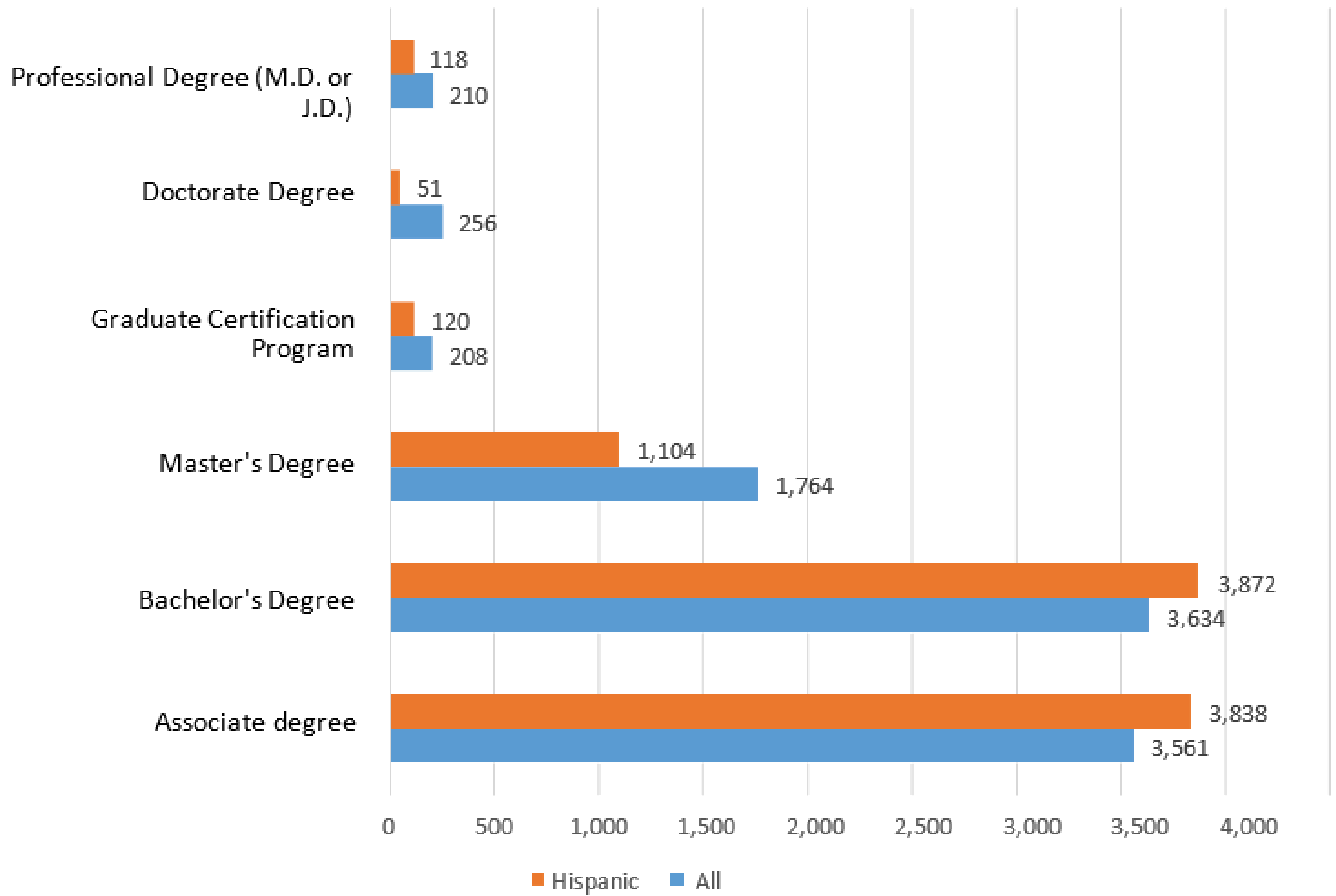
The information on the following table is reported by the post-secondary educational institution and provided to the HED. It is possible for students to be attending multiple campuses and be counted twice per each institution.

Hispanic student retention in post-secondary educational institutions (First-time freshman starting to fall 2022 with continued enrollment in spring 2023)

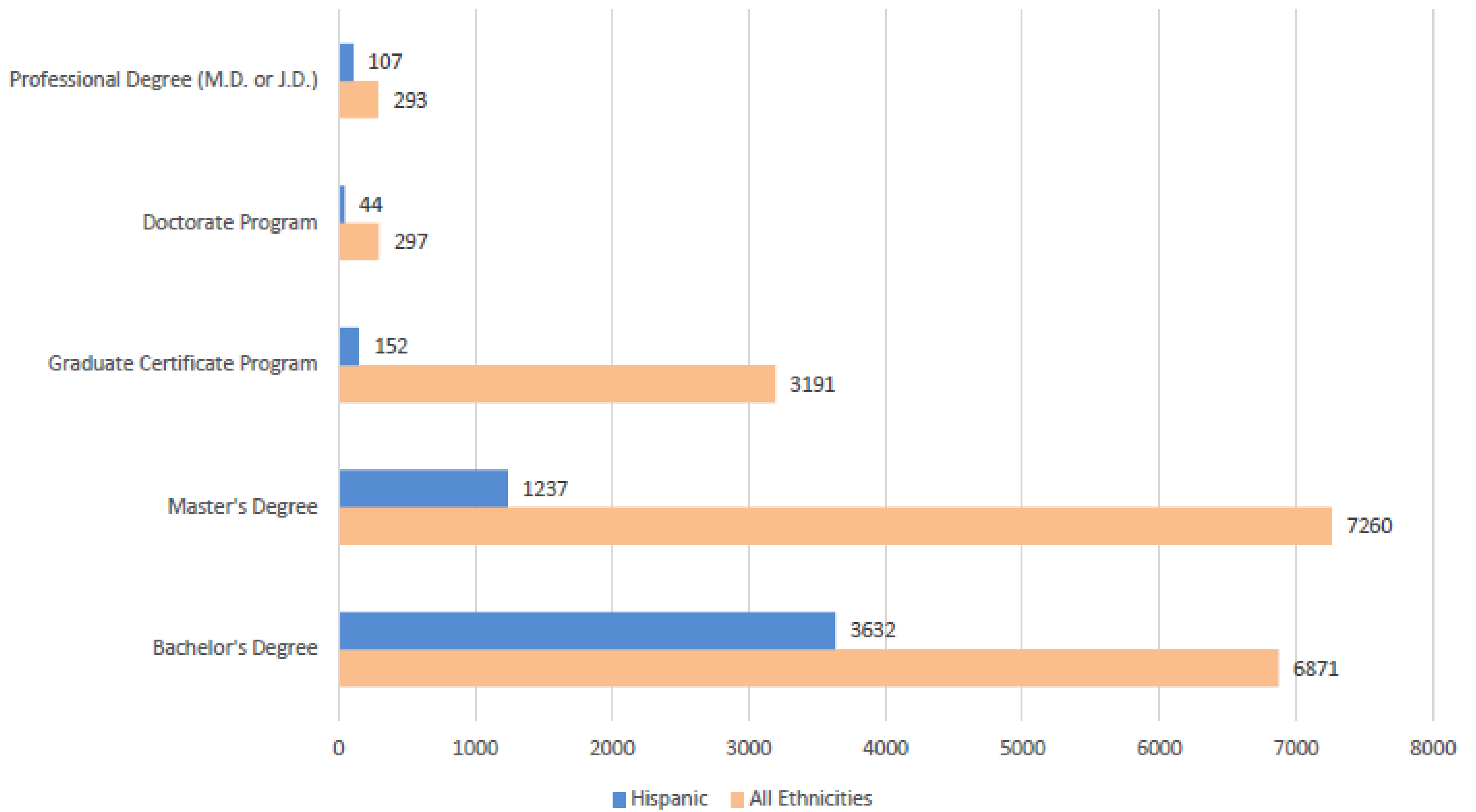
Research Universities	Number of Hispanic Students 21-22	Number of Hispanic Students 22-23
New Mexico Institute of Mining & Technology	89	105
New Mexico State University	834	1309
University of New Mexico	1,343	1,567
Comprehensive Universities		
Eastern New Mexico University	124	159
New Mexico Highlands University	79	131
Northern New Mexico College	57	74
Western New Mexico University	97	139
Branch Community Colleges		
Eastern New Mexico University - Roswell	103	193
Eastern New Mexico University - Ruidoso	9	21
New Mexico State University - Alamogordo	16	46
New Mexico State University - Doña Ana	41	719
New Mexico State University - Grants	392	29
University of New Mexico - Gallup	12	23
University of New Mexico - Los Alamos	20	21
University of New Mexico - Taos	20	32
University of New Mexico - Valencia	15	86
Independent Community Colleges	80	
Central New Mexico Community College		1081
Clovis Community College	665	86
Luna Community College	59	47
Mesalands Community College	66	37
New Mexico Junior College	7	241
New Mexico Military Institute	132	44
San Juan College	51	92
Santa Fe Community College	69	17
Southeast New Mexico College	21	65
Tribal Colleges		
Diné College		
Institute of American Indian Arts	2	8
Southwestern Indian Polytechnic Institute		
Navajo Technical University		
Totals:	4,403	6,372

HISPANIC STUDENT COMPLETION RATES IN NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION

Hispanic student higher education completion rates, 2021-22



Hispanic student higher education completion rates, 2022-23



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