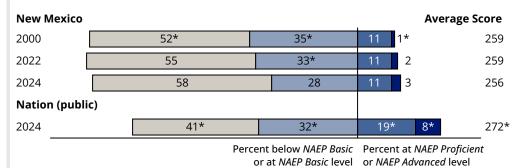
OVERALL RESULTS

- In 2024, the average score of eighth-grade students in New Mexico was 256. This was lower than the average score of 272 for students in the nation.
- The average score for students in New Mexico in 2024 (256) was not significantly different from their average score in 2022 (259) and in 2000 (259).
- The percentage of students in New Mexico who performed at or above the NAEP
 Proficient level was 14 percent in 2024. This percentage was not significantly different
 from that in 2022 (13 percent) and in 2000 (12 percent).
- The percentage of students in New Mexico who performed at or above the NAEP Basic level was 42 percent in 2024. This percentage was not significantly different from that in 2022 (45 percent) and was smaller than that in 2000 (48 percent).

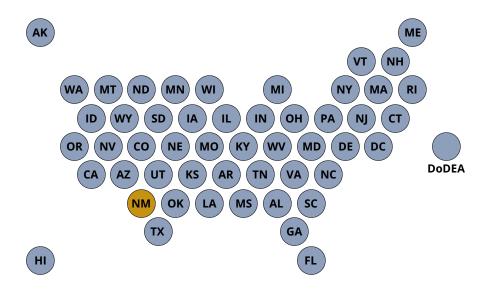
NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS



■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced

* Significantly different (p < .05) from the state's results in 2024. Significance tests were performed using unrounded numbers. NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS



In 2024, the average score in New Mexico (256) was

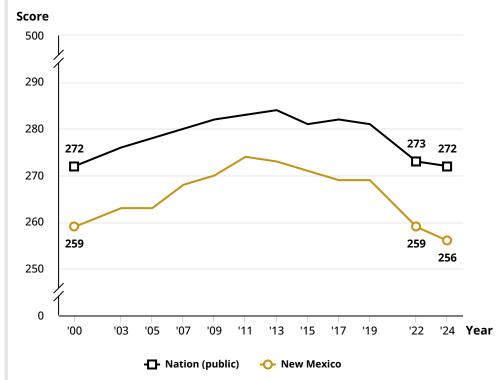
lower than those in 51 states/jurisdictions

higher than those in 0 states/jurisdictions

not significantly different from those in 0 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools). NOTE: Puerto Rico was not included in the comparison results.

AVERAGE SCORES FOR STATE/JURISDICTION AND THE NATION (PUBLIC)



* Significantly different (p < .05) from 2024. Significance tests were performed using unrounded numbers.

RESULTS FOR STUDENT GROUPS IN 2024

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG.	OR A	ENTAGE AT BOVE <i>NAEP</i> <i>PROFICIENT</i>	AT NAEP ADVANCED
Race/ethnicity	0. 0.002	JUUINE			
American Indian/Alaska Native	10	244	30	7	1
Asian	1	‡	‡	‡	‡
Black	2	‡	‡	‡	‡
Hispanic	62	250	35	9	1
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
White	23	276	64	29	6
Gender					
Male	51	258	44	16	3
Female	49	254	40	12	2
Economically disadvantaged stat	us				
Economically disadvantaged	47	244	29	6	1
Not economically disadvantaged	49	268	55	22	5

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the Economically Disadvantaged Status is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

(NAEP), 2000–2024 Mathematics Assessments.

SCORE GAPS FOR STUDENT GROUPS

- Data are not reported for Black students in 2024, because reporting standards were not met.
- In 2024, Hispanic students had an average score that was 26 points lower than that for White students. This performance gap was not significantly different from that in 2000 (22 points).
- In 2024, male students in New Mexico had an average score that was higher than that for female students by 4 points.
- In 2024, students who were identified as economically disadvantaged had an average score that was 24 points lower than that for students who were identified as not economically disadvantaged. This performance gap was not significantly different from that in 2000 (23 points).



NOTE: The NAEP mathematics scale ranges from 0 to 500. Results presented in this report are based on public school students only. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Score gap results for "Black," "Hispanic," and "White" presented in this report are based on the 6-category race/ethnicity variable with data available starting in early 1990s. Read more about how to interpret NAEP results from the mathematics assessment at interpret results. For more information and additional comparisons please visit the Nation's Report Card and NAEP Data Explorer.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress