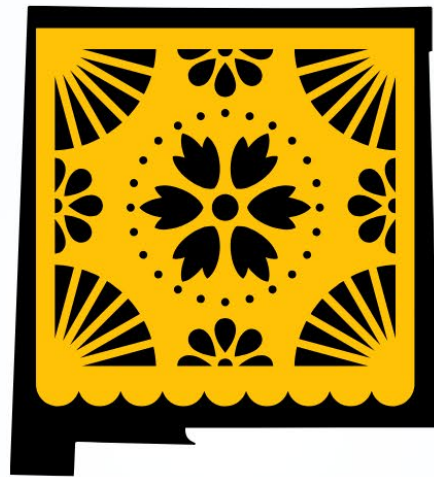


NEW MEXICO PUBLIC EDUCATION DEPARTMENT

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**NEW MEXICO
HISPANIC EDUCATION ACT**

**HISPANIC EDUCATION
STATUS REPORT**

2023-2024



The State of New Mexico
Hispanic Education Status Report 23-24
Issued Spring 2025

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Governor of New Mexico

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Secretary Designate of Public Education

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Required Notice

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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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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 - NMOneSource.com](#).

DATA REPORTING IN NEW MEXICO 2023-2024

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 Student Succeeds Act (ESSA) requires states to annually measure the achievement of not less than 95 percent of all students, and 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/data/>

The tables in the document are organized by year and color. 2023-2024 appear in orange and 2022-2023 appear in green. Kindergarten is shown as 0 on the tables in the document.

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 2023-2024 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 with respect to academic achievement; quintile 2 is composed of students whose academic achievement is between the 20th and 40th percentiles of students; and so on.

Subject	Quintile (Highest to Lowest standardized Score)	Performance Level	% Achievement for Non-Hispanic Students	% Achievement for Hispanic Group	Number of Peer Group	Number of Non-Hispanic Students	% Hispanic Students	Number of Hispanic Students
ELA	1	Advanced	97%	96%	11,460	11,814	97%	11,916
ELA	1	Proficient	3%	4%	362	478	3%	376
ELA	1	Nearing Proficient	0%	0%			0%	
ELA	1	Novice	0%	0%			0%	
ELA	2	Advanced	5%	5%	479	746	5%	784
ELA	2	Proficient	95%	95%	9,406	15,430	95%	15,392
ELA	2	Nearing Proficient	0%	0%			0%	
ELA	2	Novice	0%	0%			0%	
ELA	3	Advanced	0%	0%			0%	
ELA	3	Proficient	0%	0%			0%	
ELA	3	Nearing Proficient	100%	100%	7,763	15,449	100%	15,449
ELA	3	Novice	0%	0%			0%	
ELA	4	Advanced	0%	0%			0%	
ELA	4	Proficient	0%	0%			0%	
ELA	4	Nearing Proficient	77%	76%	6,666	14,340	77%	14,458
ELA	4	Novice	23%	24%	1,980	4,412	23%	4,294
ELA	5	Advanced	0%	0%			0%	
ELA	5	Proficient	0%	0%			0%	
ELA	5	Nearing Proficient	6%	6%	498	1,080	6%	1,119
ELA	5	Novice	94%	94%	7,399	16,663	94%	16,624

Source: Accountability, Research, and Evaluation Division, PED

Subject	Quintile (Highest to Lowest standardized Score)	Performance Level	% Achievement for Non-Hispanic Students	% Achievement for Hispanic Group	Number of Non-Hispanic Students	Number of Hispanic Group	% Hispanic Students	Number of Hispanic Students
Math	1	Advanced	37%	27%	4,538	3,305	37%	4,549
Math	1	Proficient	63%	73%	7,876	9,138	63%	7,894
Math	1	Nearing Proficient	0%	0%			0%	
Math	1	Novice	0%	0%			0%	
Math	2	Advanced	0%	0%			0%	
Math	2	Proficient	31%	28%	2,776	4,040	31%	4,465
Math	2	Nearing Proficient	69%	72%	6,049	10,153	69%	9,728
Math	2	Novice	0%	0%			0%	
Math	3	Advanced	0%	0%			0%	
Math	3	Proficient	0%	0%			0%	
Math	3	Nearing Proficient	73%	72%	6,265	11,906	73%	12,208
Math	3	Novice	27%	28%	2,279	4,743	27%	4,441
Math	4	Advanced	0%	0%			0%	
Math	4	Proficient	0%	0%			0%	
Math	4	Nearing Proficient	0%	0%			0%	
Math	4	Novice	100%	100%	8,388	18,587	100%	18,587
Math	5	Advanced	0%	0%			0%	
Math	5	Proficient	0%	0%			0%	
Math	5	Nearing Proficient	0%	0%			0%	
Math	5	Novice	100%	100%	7,874	18,609	100%	18,609

Source: Accountability, Research, and Evaluation Division, PED

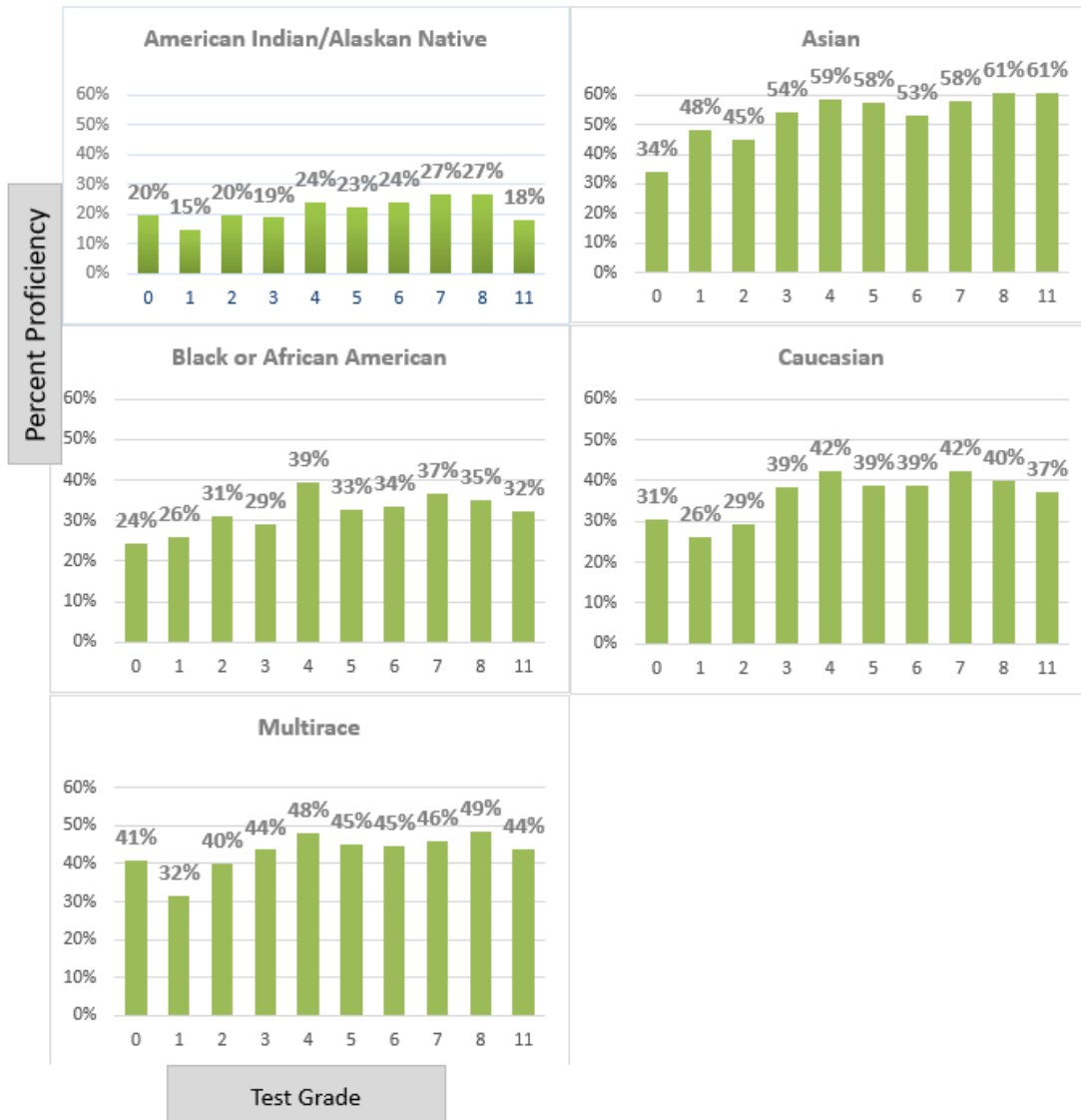
HISPANIC PROFICIENCY IN LANGUAGE ARTS BY RACE AND GRADE, 2023-2024



Source: Accountability, Research, and Evaluation Division, PED

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.

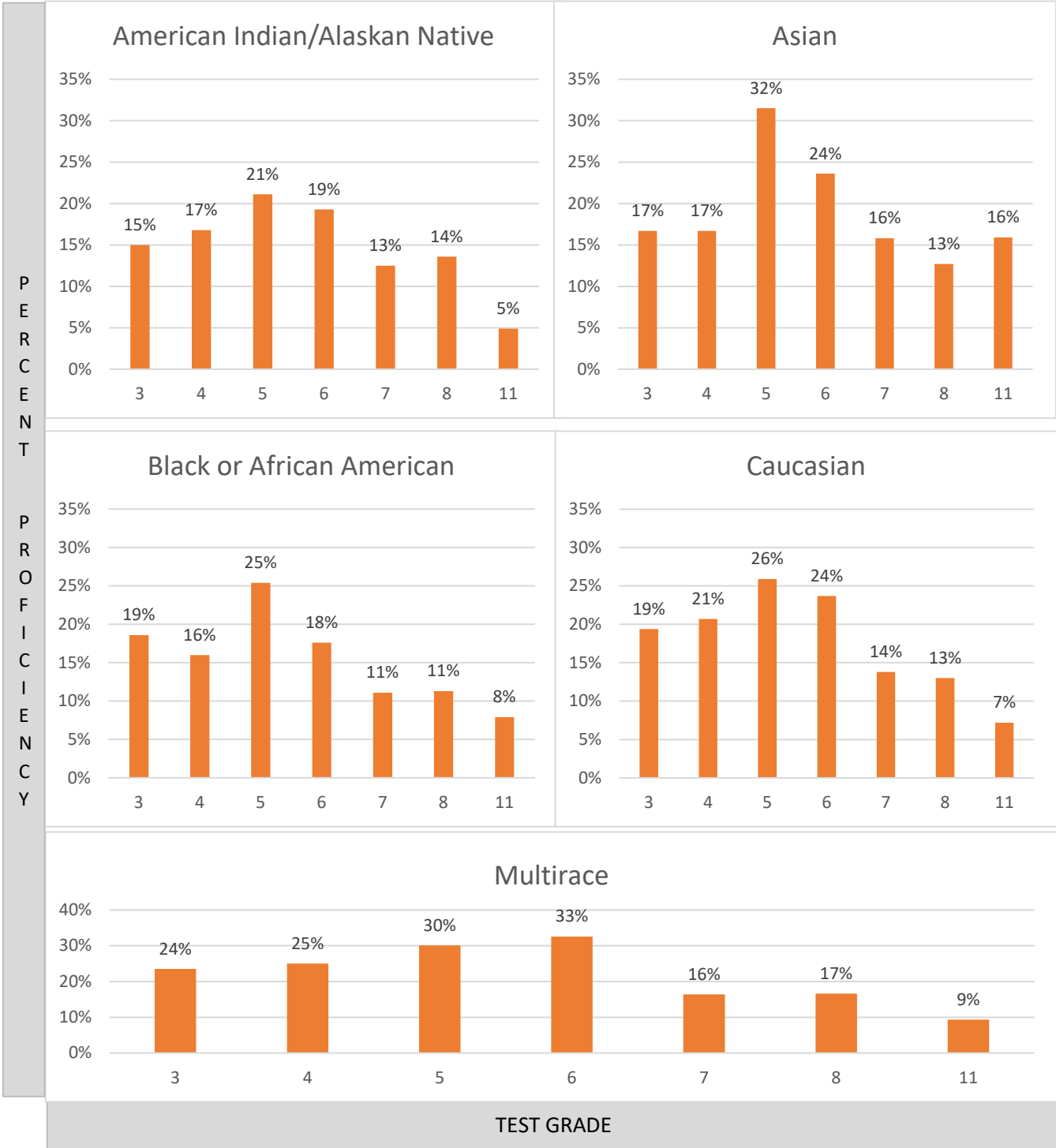
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HISPANIC PROFICIENCY IN MATH BY RACE AND GRADE, 2023-2024

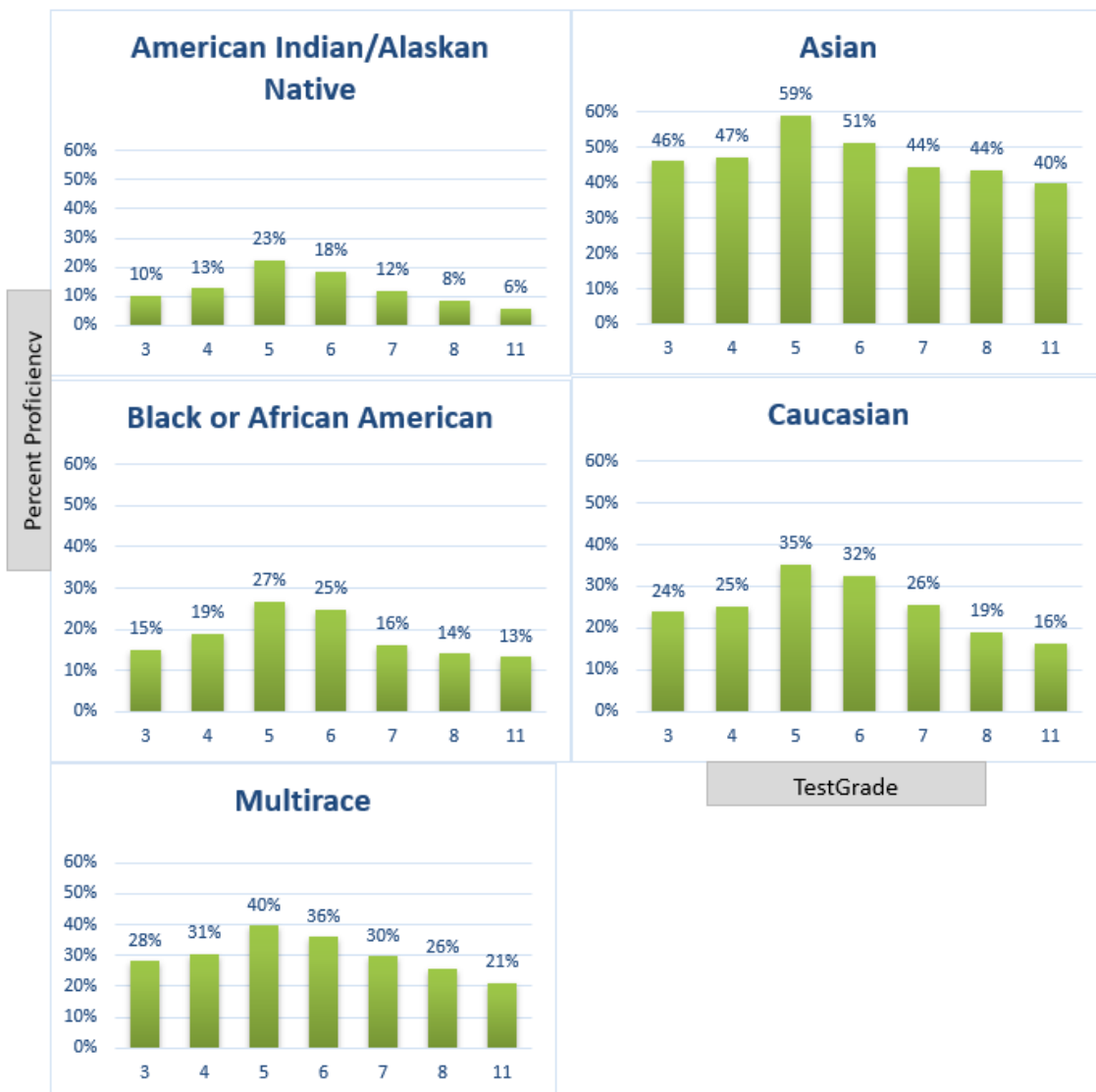


Hispanic Students who identify as Asian showed higher performance than their counterparts, though the number of Asian students who are Hispanic is quite low, which explains the variability in the heights of

the bars across grades in this group. This trend is consistently found across subjects and is more pronounced in Math.

Source: Accountability, Research, and Evaluation Division, PED

HISPANIC PROFICIENCY IN MATH BY RACE AND GRADE, 2022-2023



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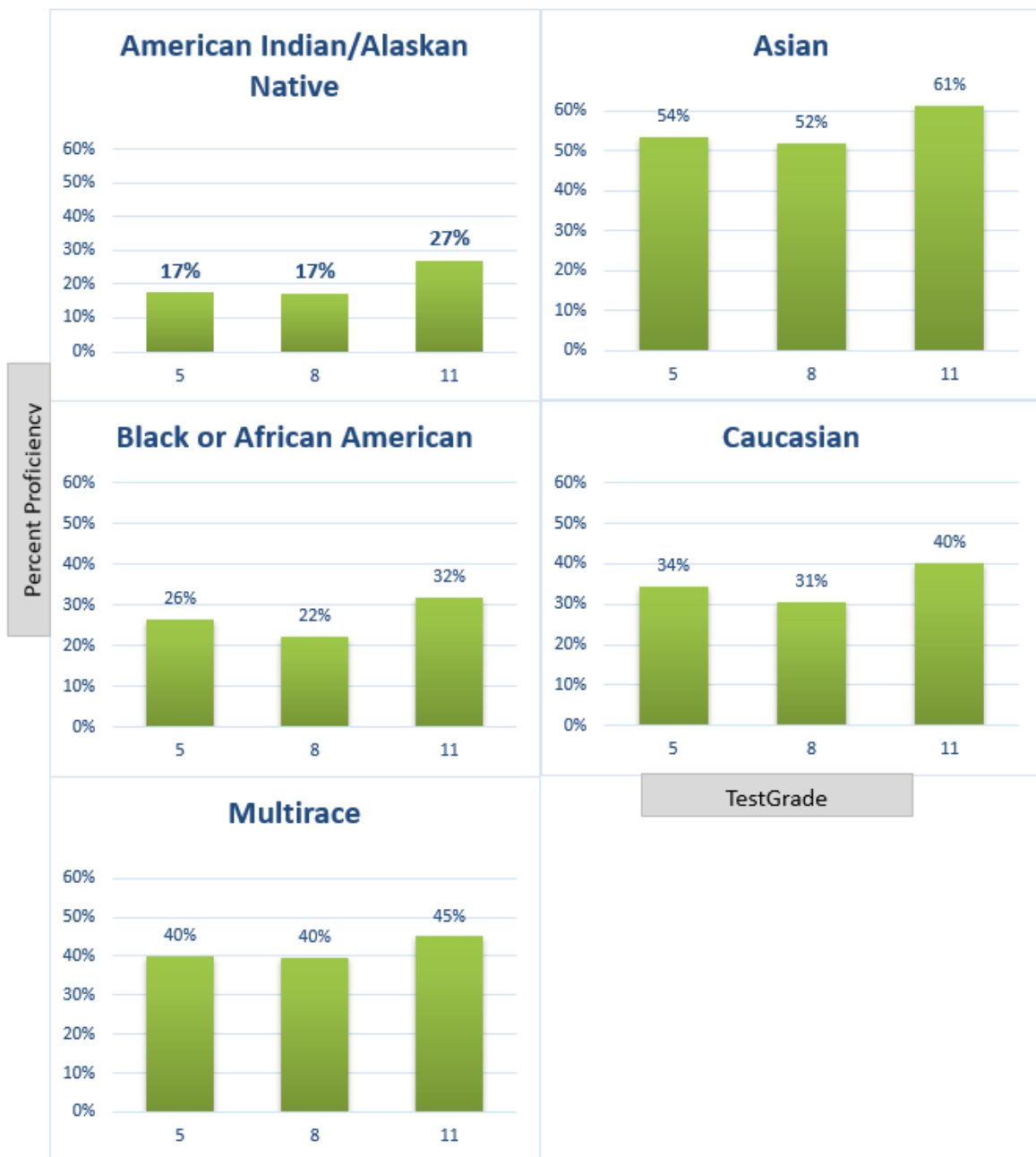
Source: Accountability, Research, and Evaluation Division, PED

HISPANIC PROFICIENCY IN SCIENCE BY RACE AND GRADE, 2023-2024



Source: Accountability, Research, and Evaluation Division, PED

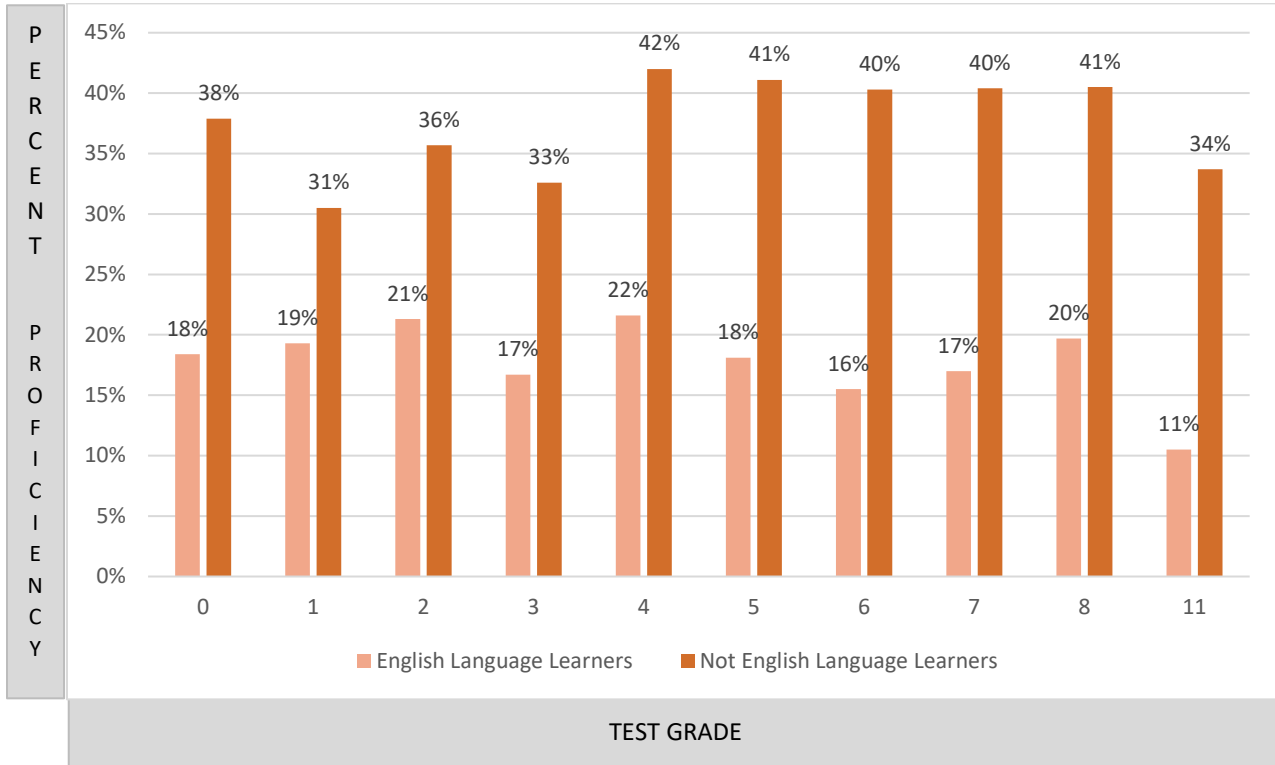
HISPANIC PROFICIENCY IN SCIENCE BY RACE AND GRADE, 2022-2023



Source: Accountability, Research, and Evaluation Division, PED

Counts for each group in proficiency in science vary largely.

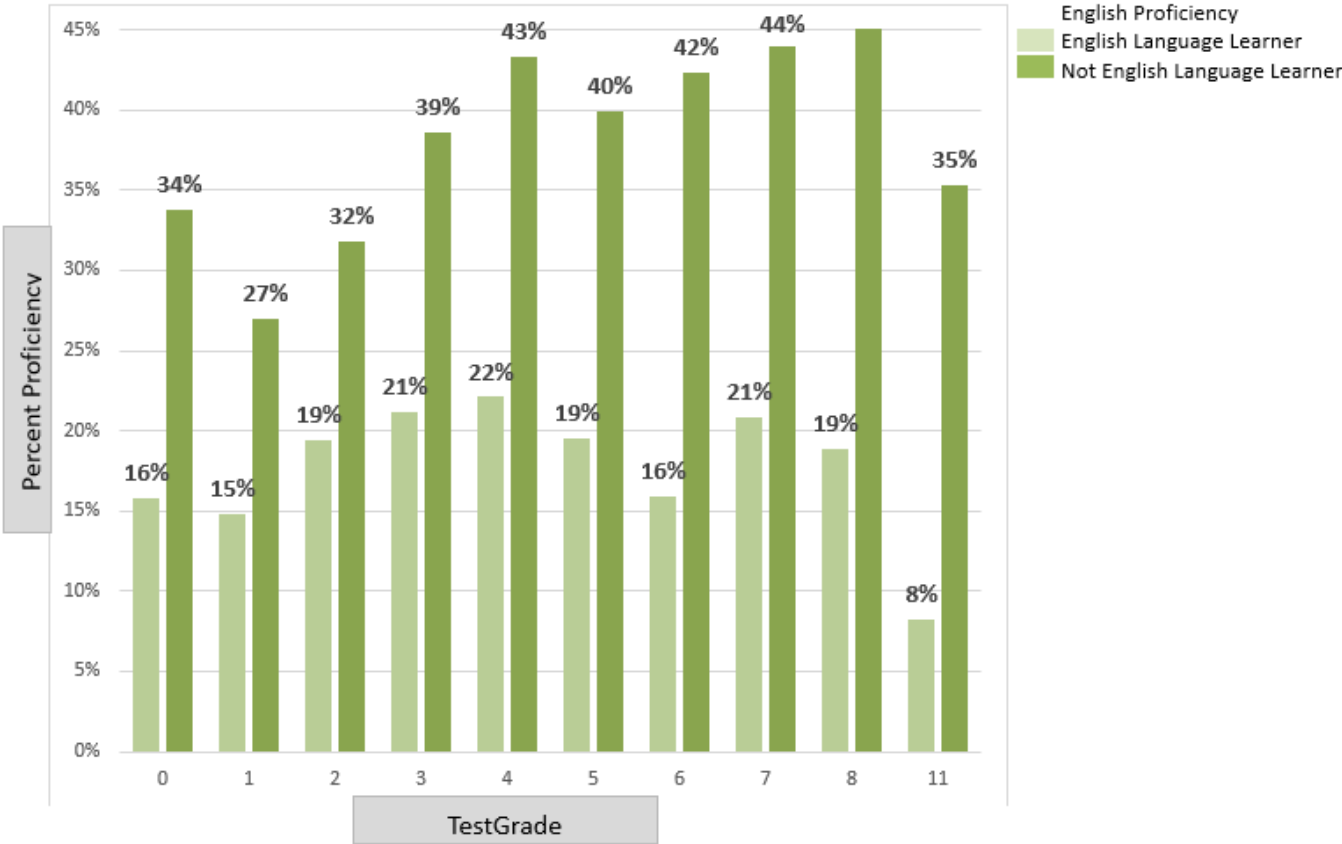
HISPANIC PROFICIENCY IN ENGLISH LANGUAGE ARTS BY ENGLISH LEARNER STATUS AND GRADE, 2023-2024



Source: Accountability, Research, and Evaluation Division, PED

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

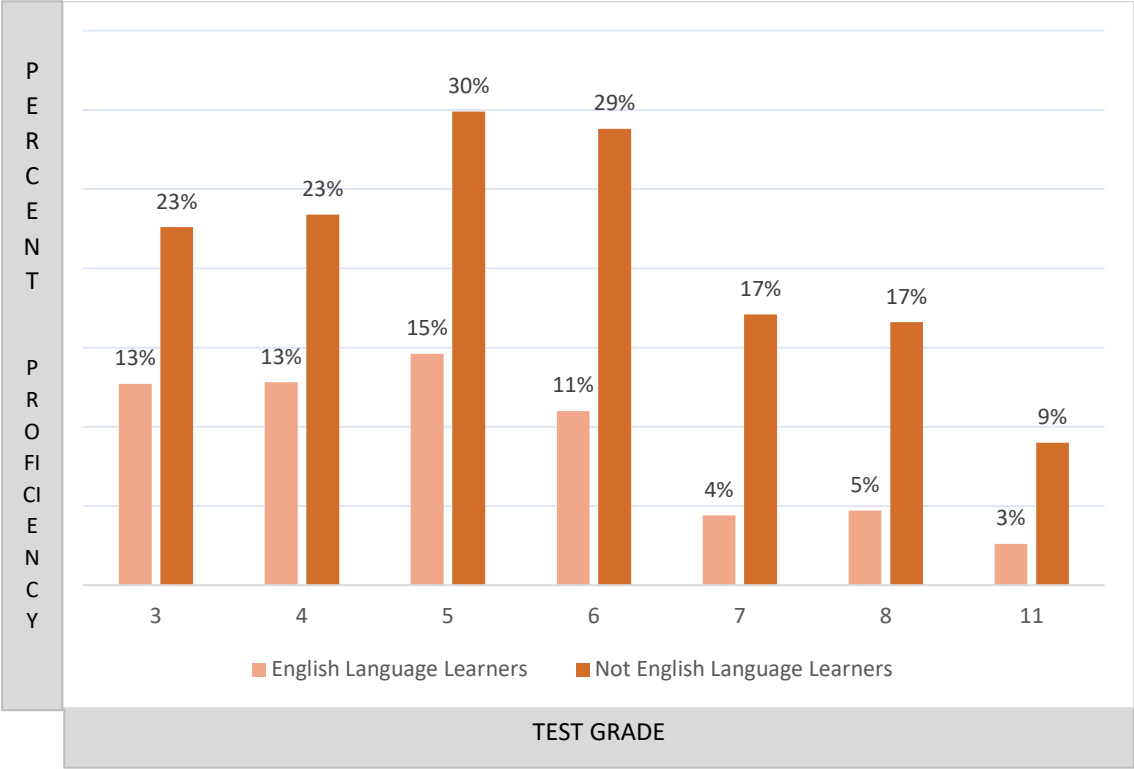
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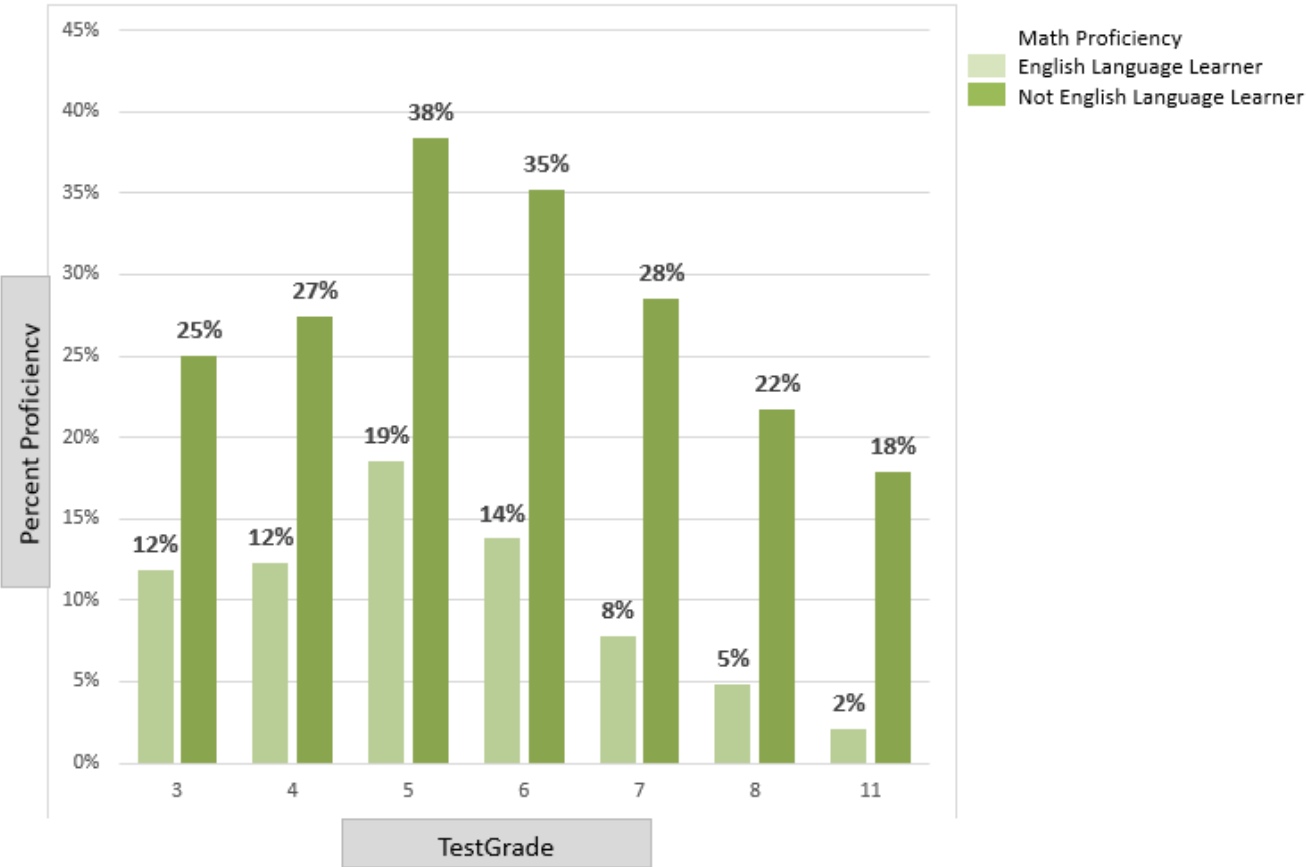
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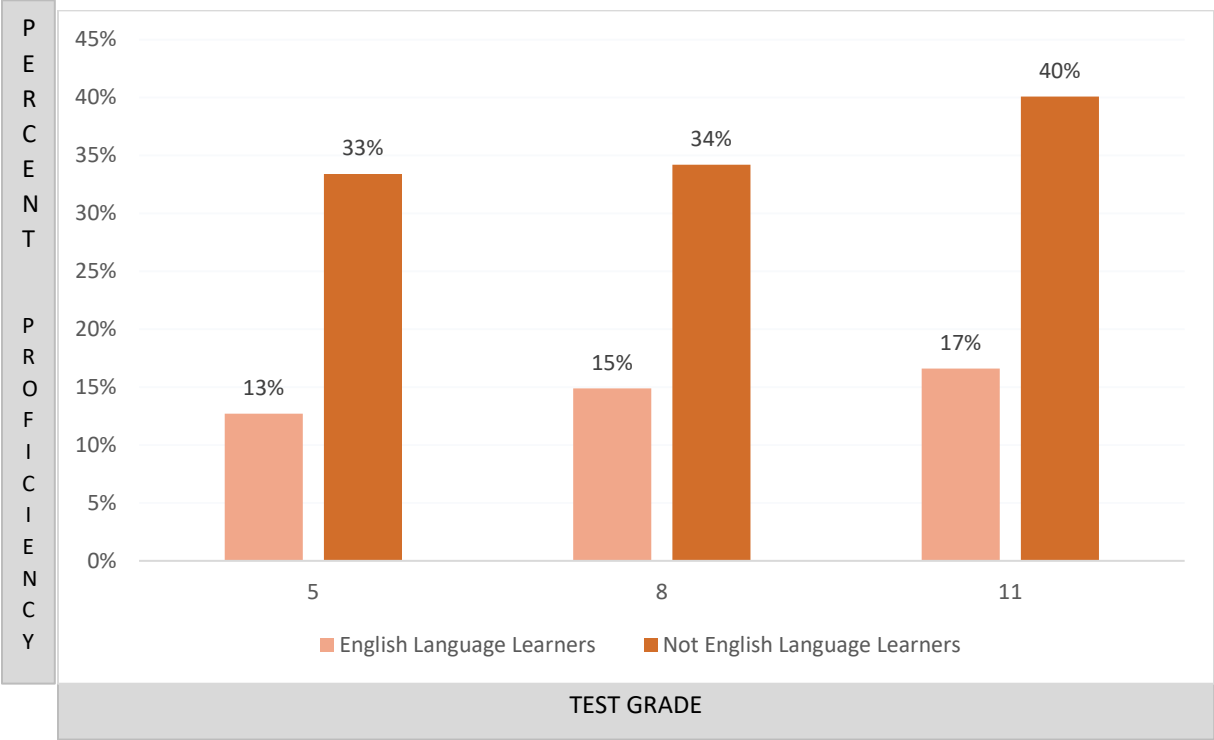
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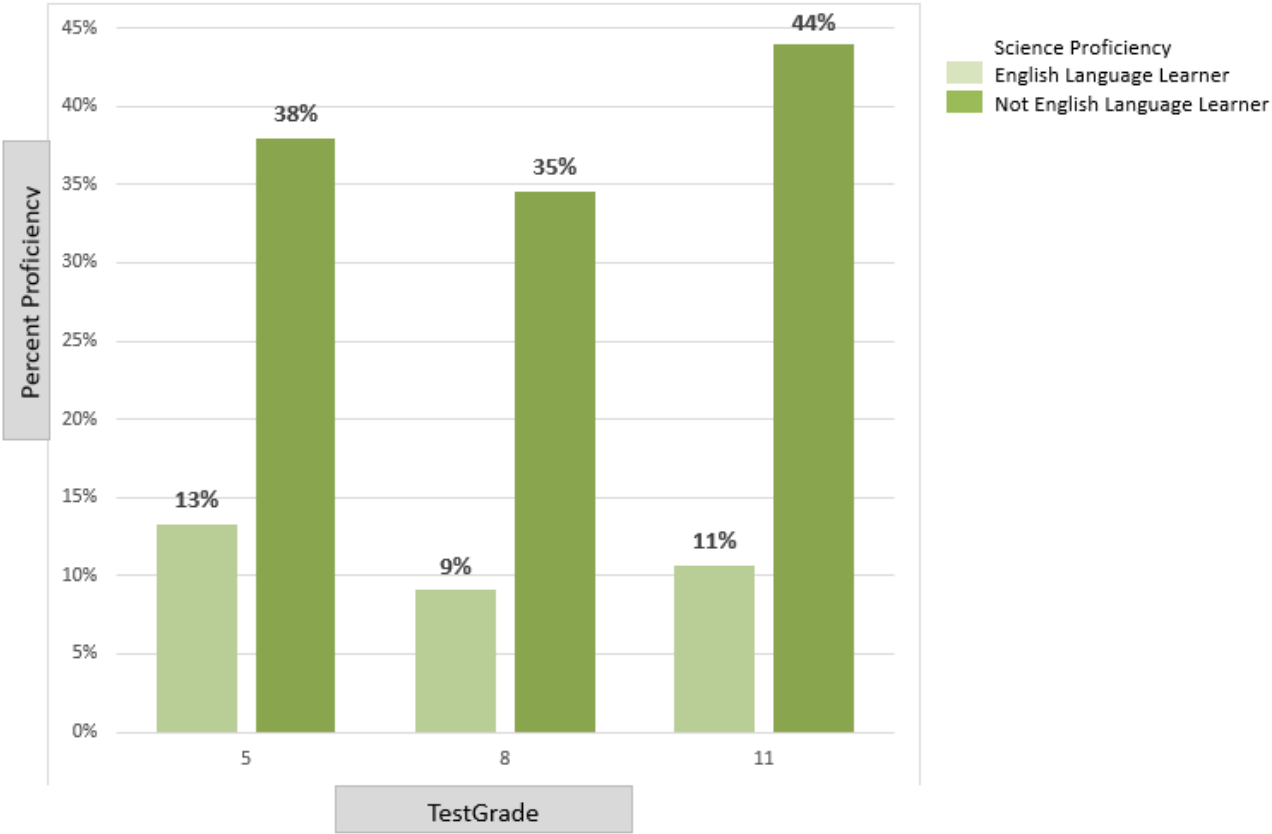
HISPANIC PROFICIENCY IN SCIENCE BY ENGLISH LEARNER STATUS AND GRADE, 2023-2024



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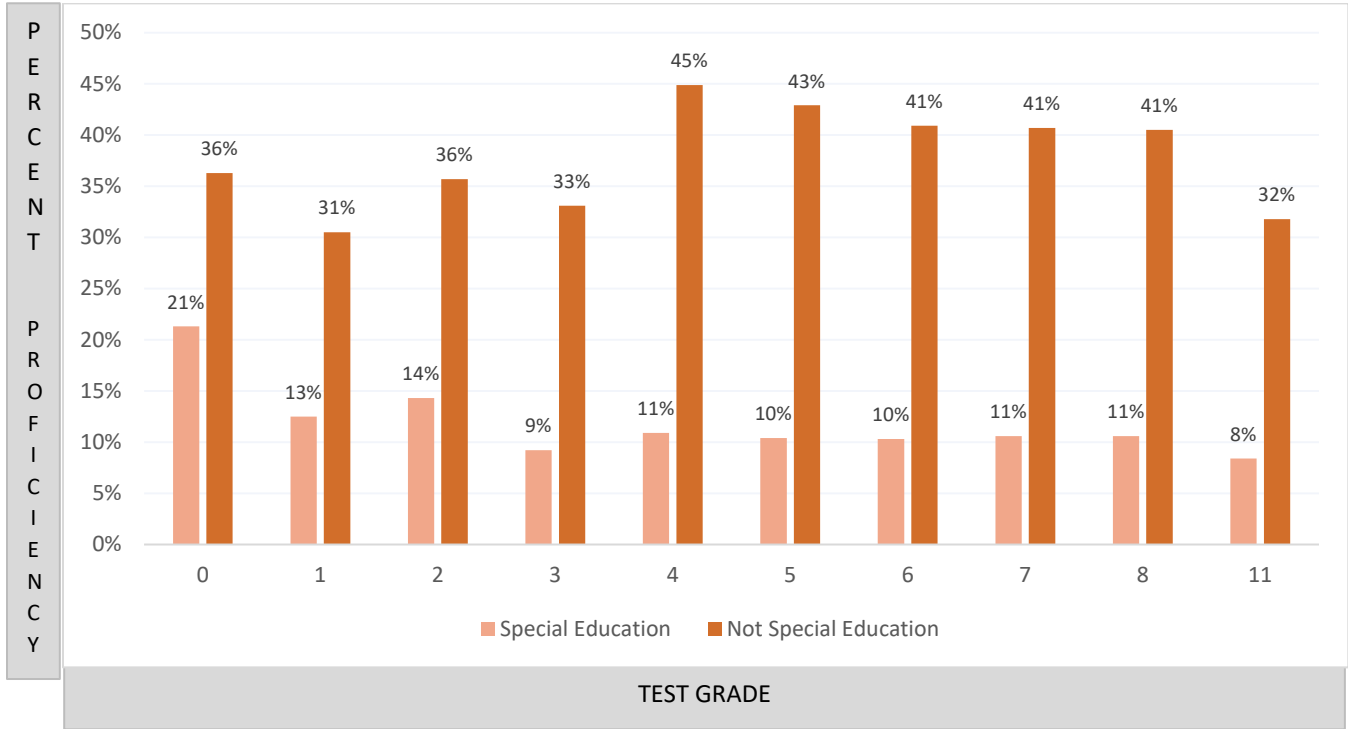
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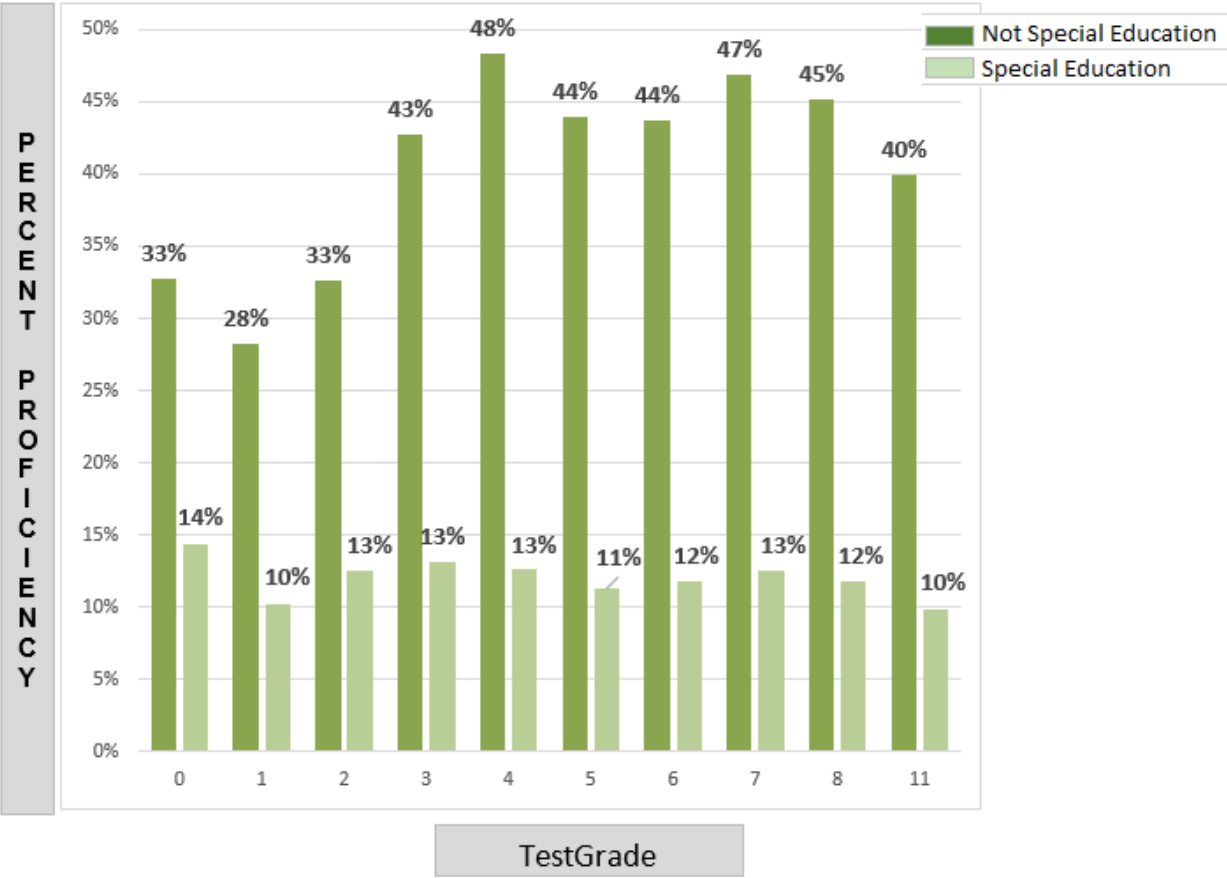
HISPANIC PROFICIENCY IN LANGUAGE ARTS BY SPECIAL ED STATUS AND GRADE, 2023-2024



Source: Accountability, Research, and Evaluation 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.

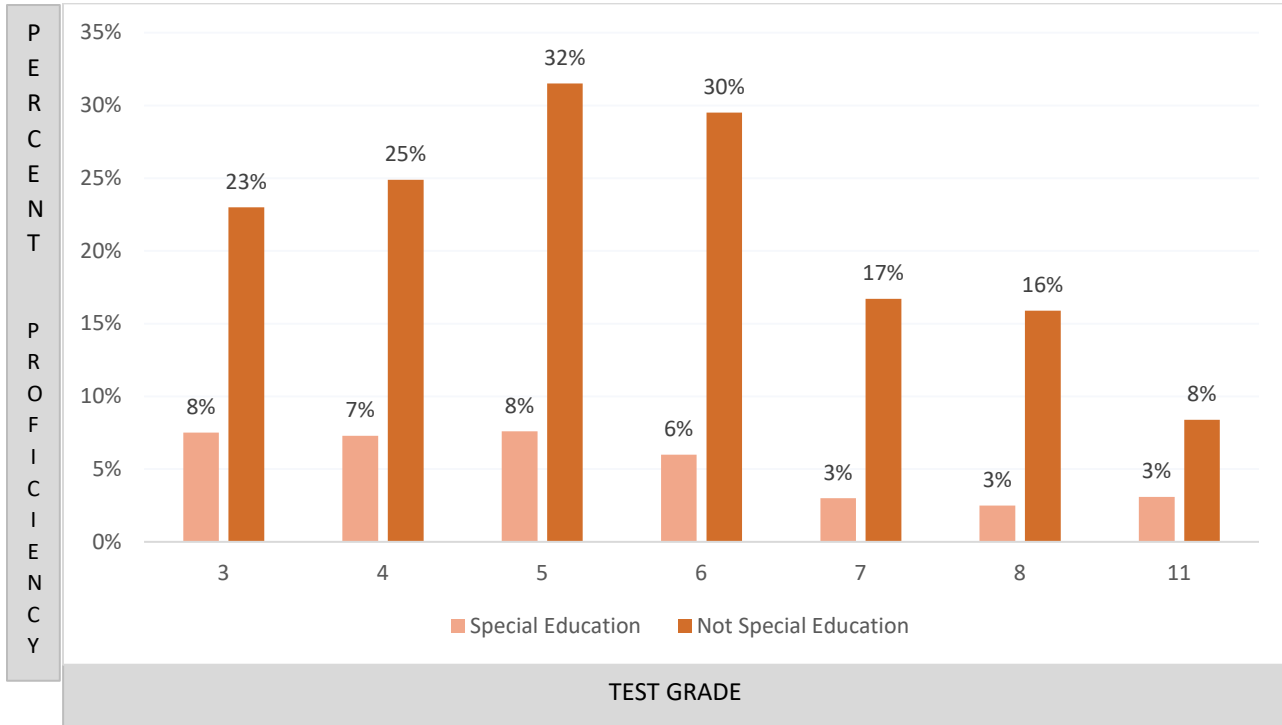
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Source: Accountability, Research, and Evaluation Division, PED

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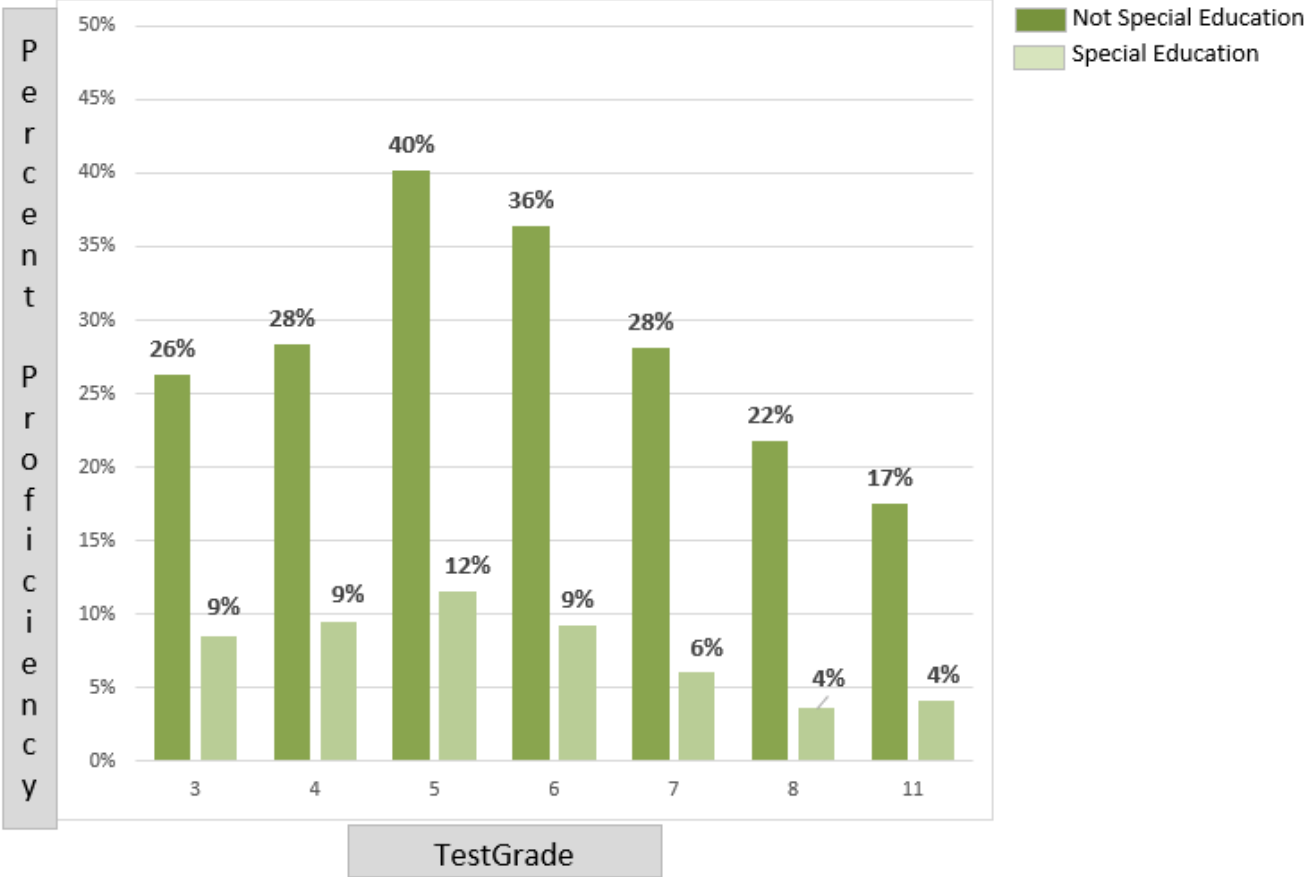
HISPANIC PROFICIENCY IN MATH BY SPECIAL ED STATUS AND GRADE, 2023-2024



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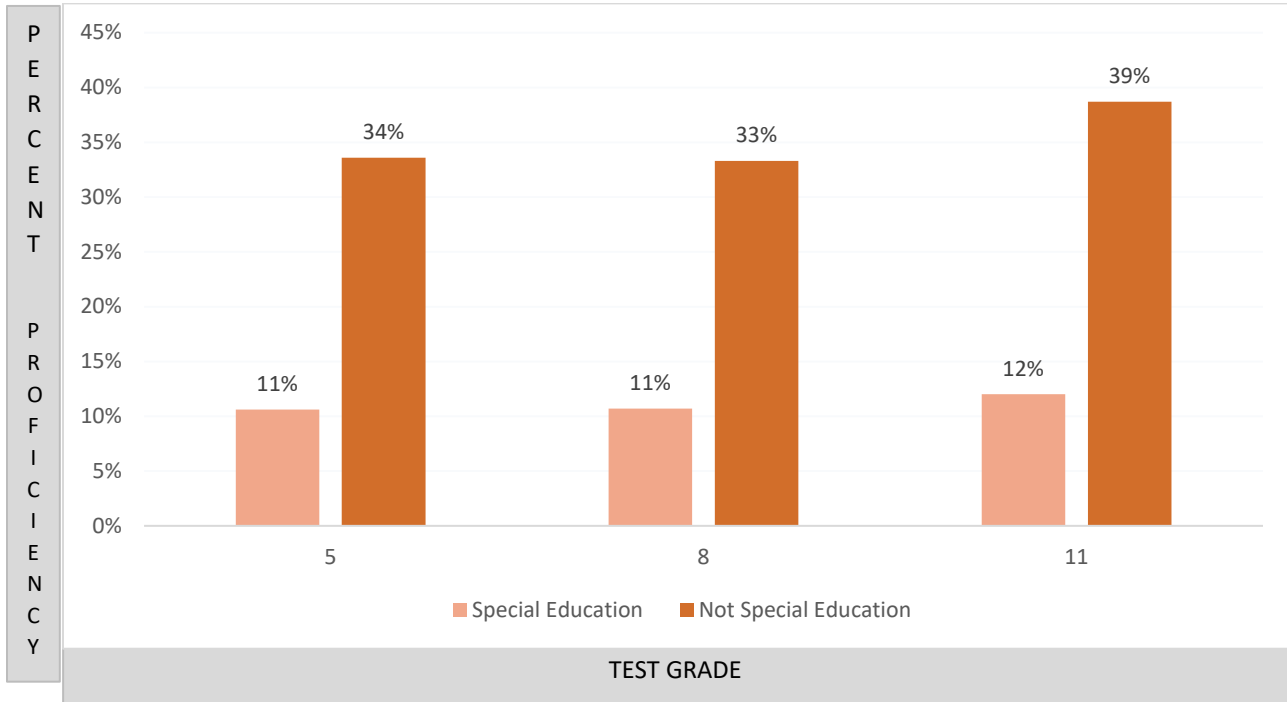
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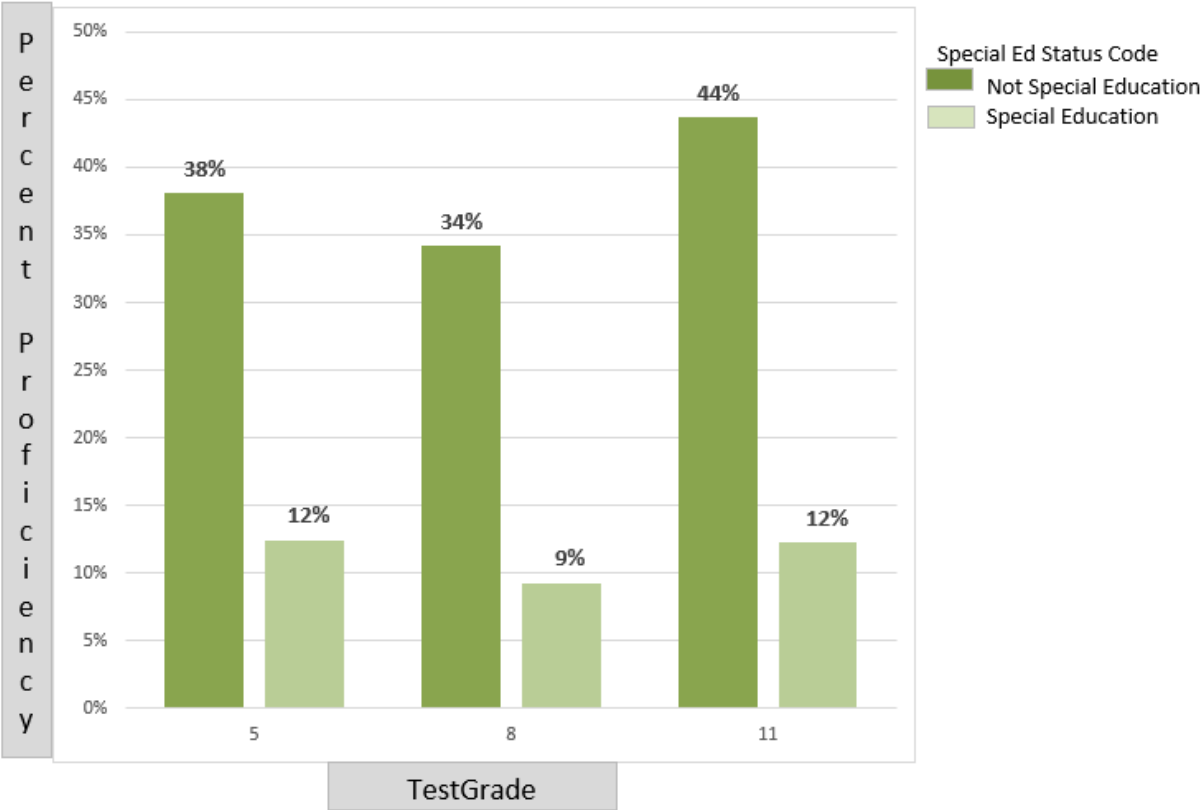
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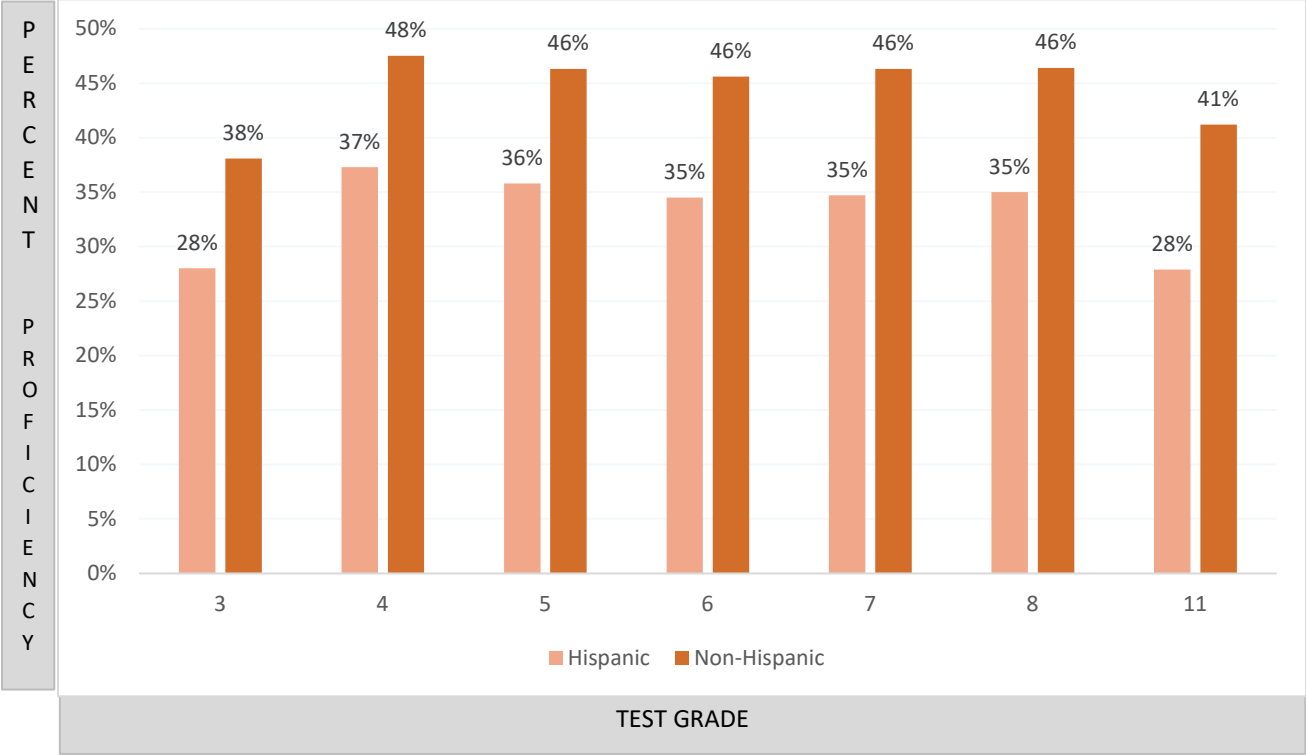
HISPANIC PROFICIENCY IN SCIENCE BY SPECIAL ED STATUS AND GRADE, 2022-2023



Source: Accountability, Research, and Evaluation Division, PED

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HISPANIC AND NON-HISPANIC PROFICIENCY IN LANGUAGE ARTS BY GRADE, 2023-2024



Source: Accountability, Research, and Evaluation 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 percentage of students considered Proficient between Hispanic and non-Hispanic students.

HISPANIC AND NON-HISPANIC PROFICIENCY IN LANGUAGE ARTS BY GRADE, 2022-2023

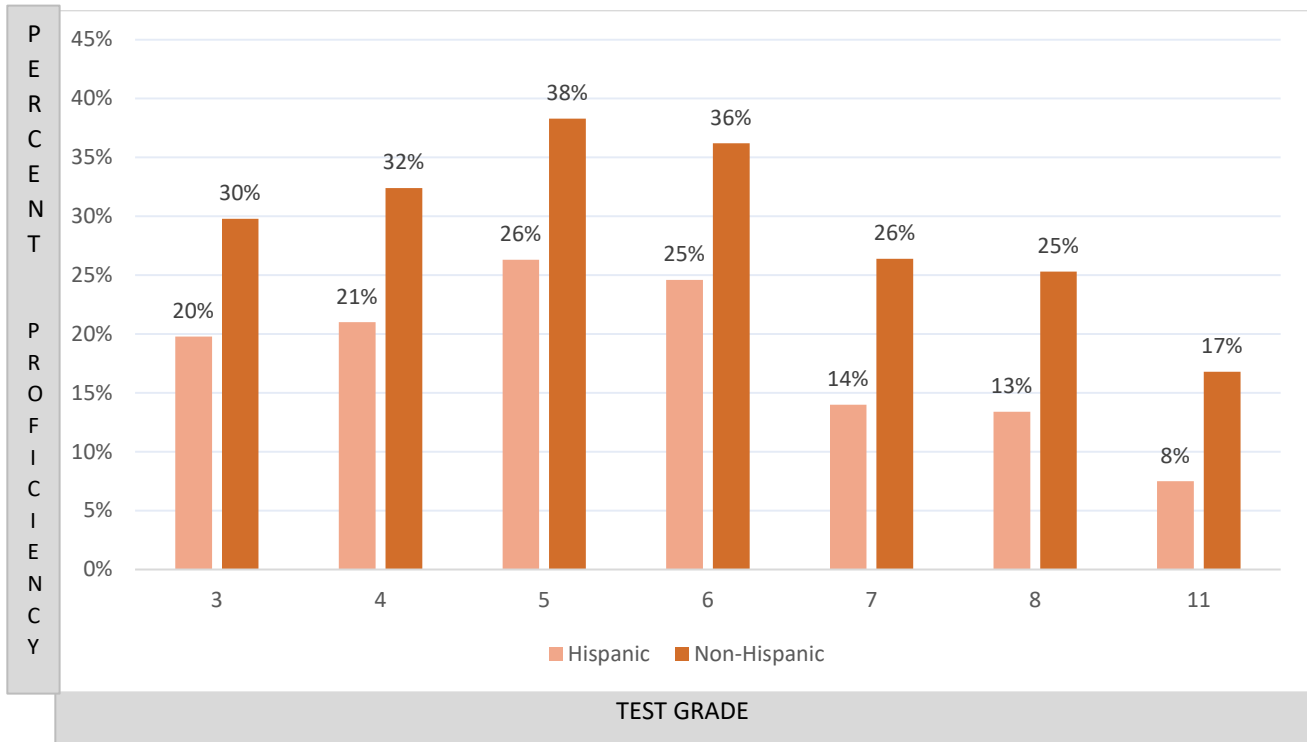


Source: Accountability, Research, and Evaluation Division, PED

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 percentage of students considered Proficient between Hispanic and non-Hispanic students. The smallest gap is in grades 3 and 5, at 10%, and the largest is in grade 6, at 13%.

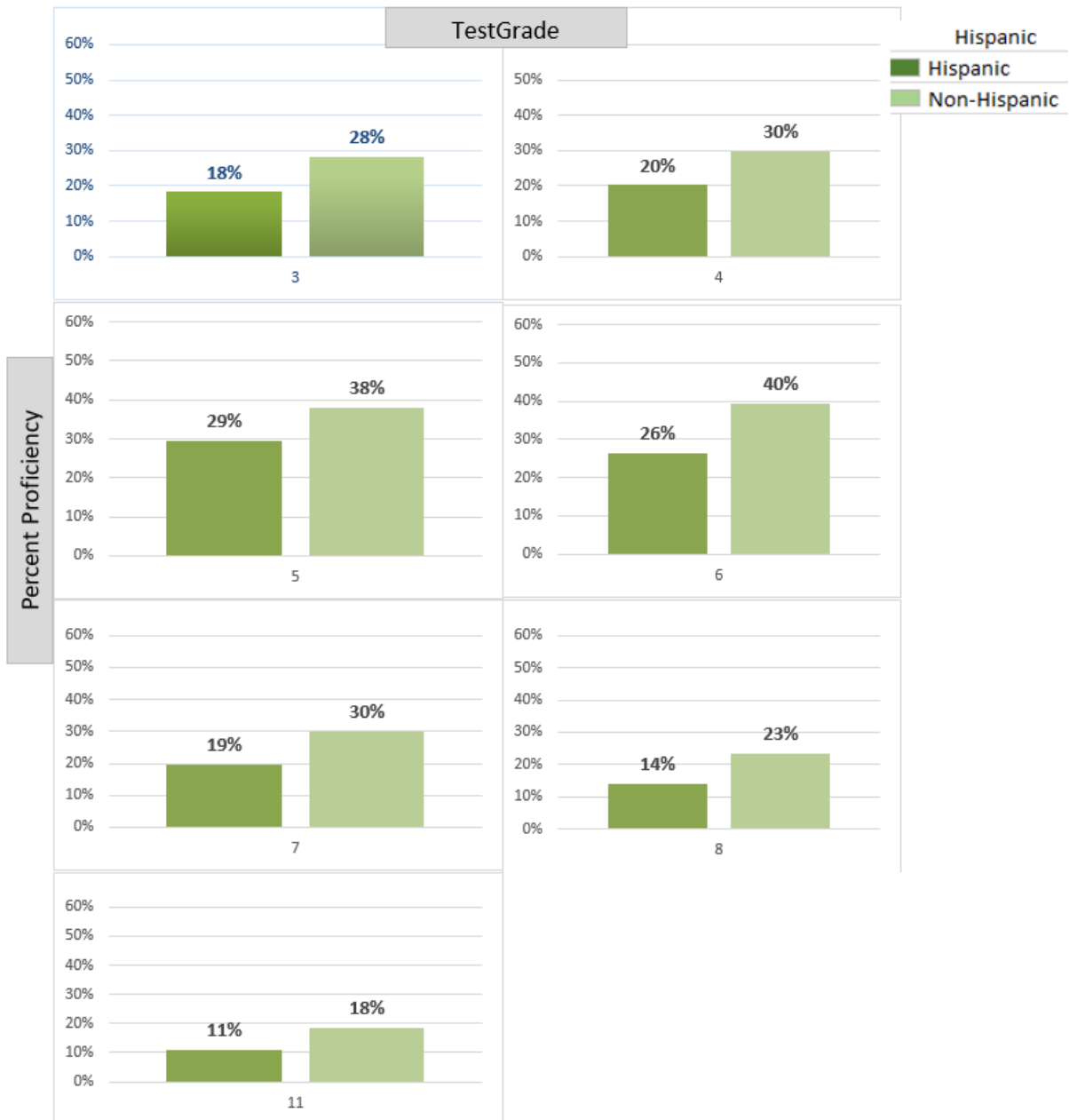
HISPANIC AND NON-HISPANIC PROFICIENCY IN MATH BY GRADE, 2023-2024



Source: Accountability, Research, and Evaluation Division, PED

Like Language Arts, this graph reflects Math proficiency gaps across the Hispanic variable. Gaps here hover around 9% to 12%.

HISPANIC AND NON-HISPANIC PROFICIENCY IN MATH BY GRADE, 2022-2023



Source: Accountability, Research, and Evaluation Division, PED

Like Language Arts, this graph reflects Math proficiency gaps across the Hispanic variable. Gaps here hover around 7% to 14%.

HISPANIC AND NON-HISPANIC PROFICIENCY IN SCIENCE BY GRADE, 2023-2024



Source: Accountability, Research, and Evaluation Division, PED

Science proficiency gaps across the Hispanic variable hover around 12% to 15%

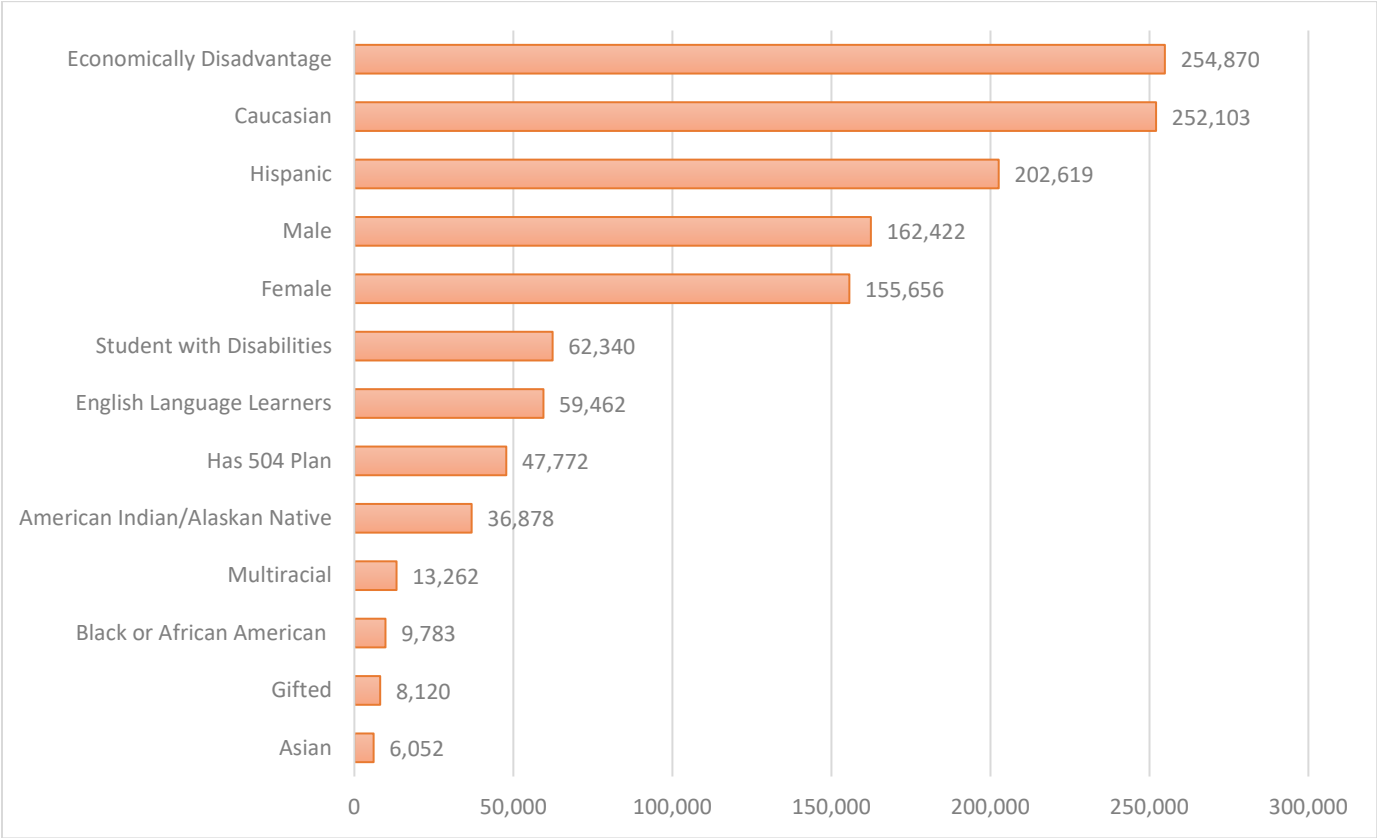
HISPANIC AND NON-HISPANIC PROFICIENCY IN SCIENCE BY GRADE, 2022-2023



Source: Accountability, Research, and Evaluation Division, PED

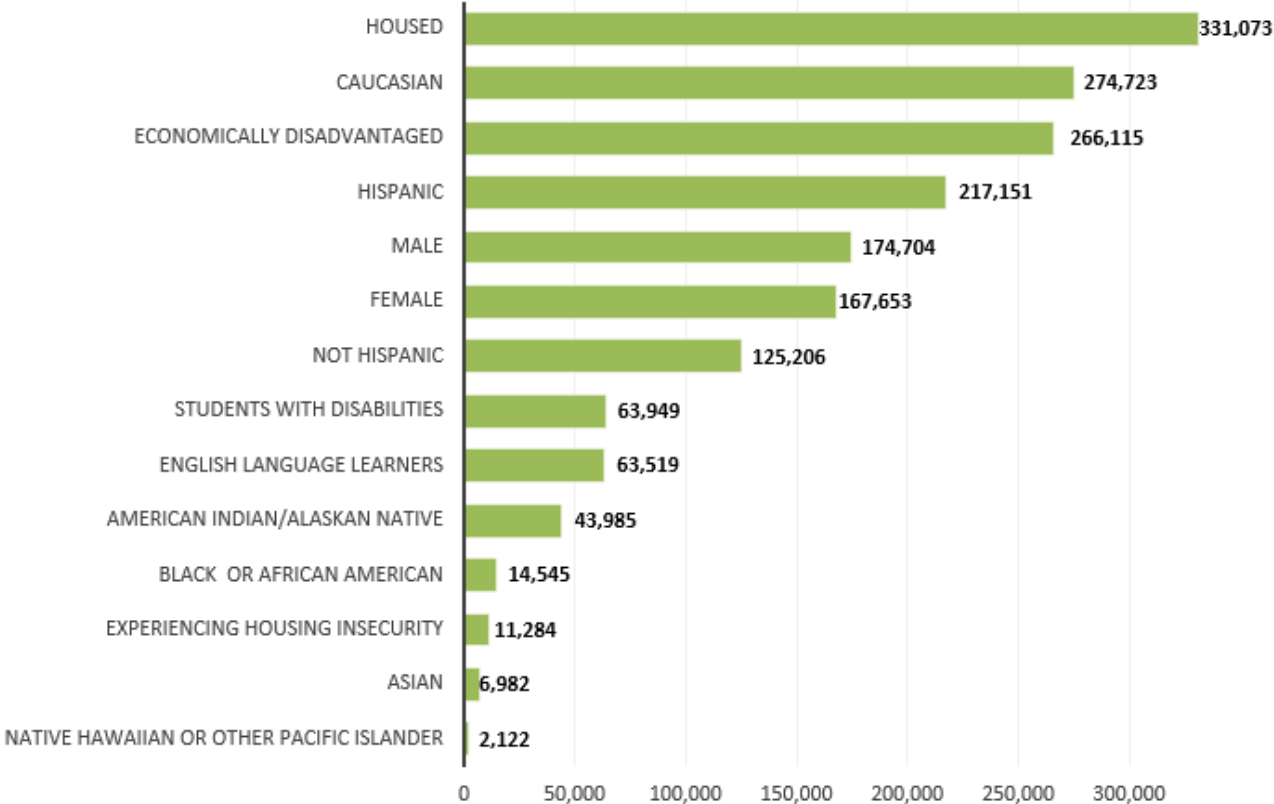
Science proficiency gaps across the Hispanic variable hover around 12% to 18%.

STUDENT ENROLLMENT BY POPULATION FOR ALL GRADES 2023-2024



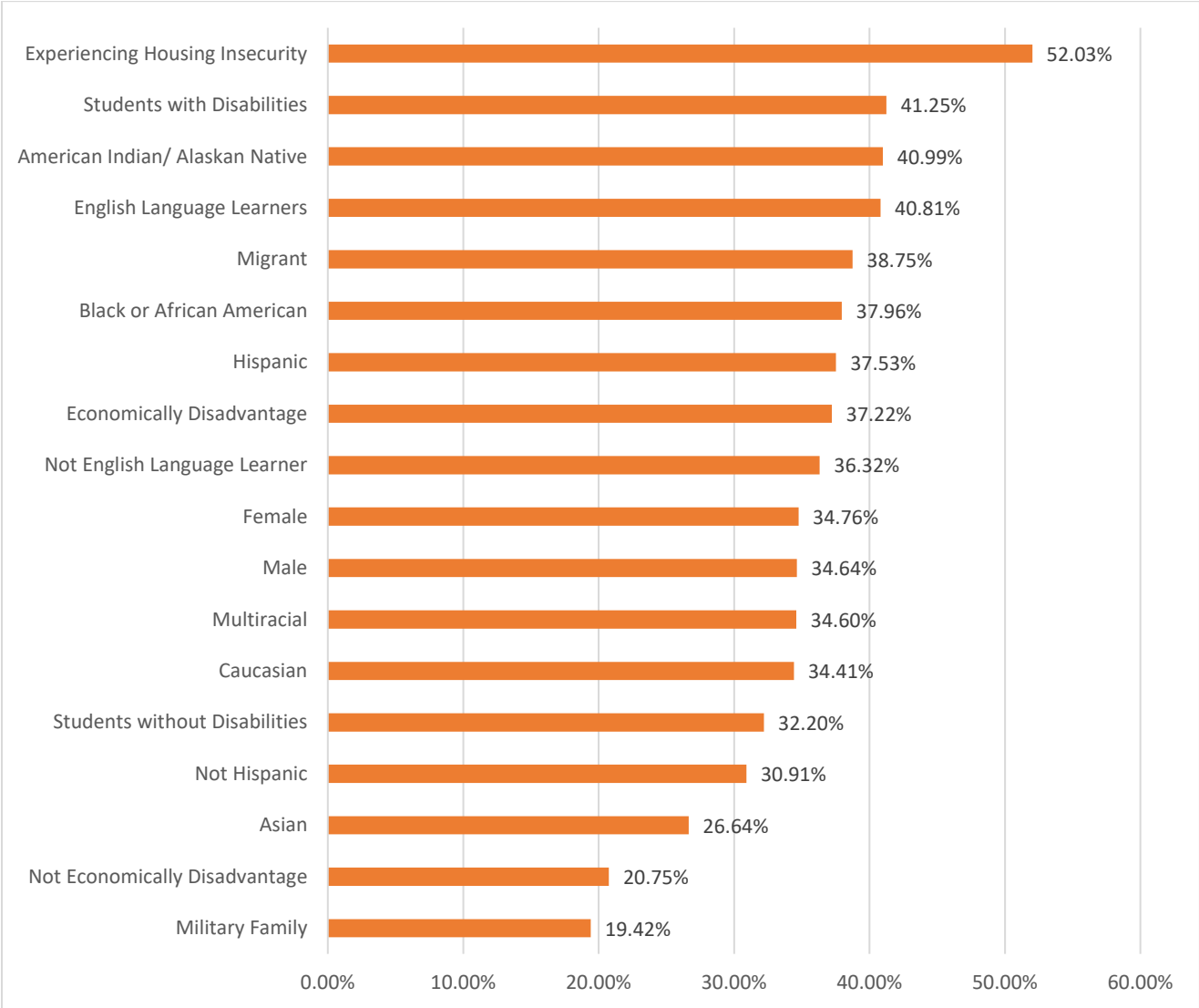
Source: Accountability, Research, and Evaluation Division, PED

STUDENT ENROLLMENT BY POPULATION FOR ALL GRADES 2022-2023



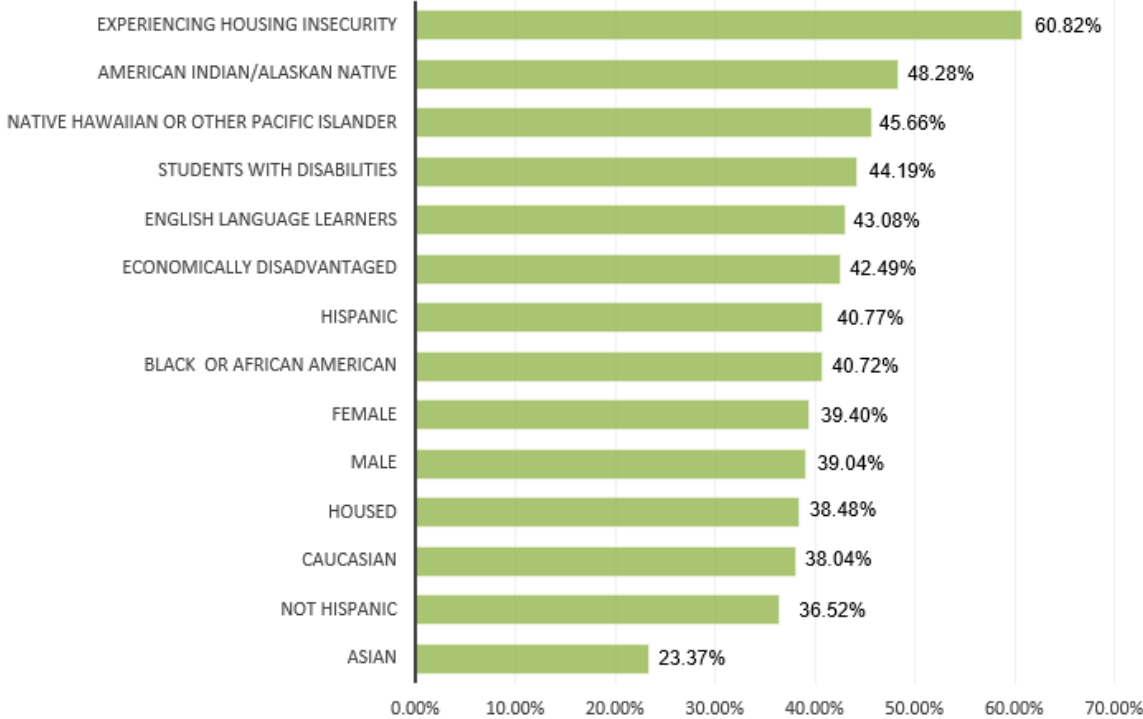
Source: Accountability, Research, and Evaluation Division, PED

CHRONIC ABSENTEE RATE FOR K-12 2023-2024



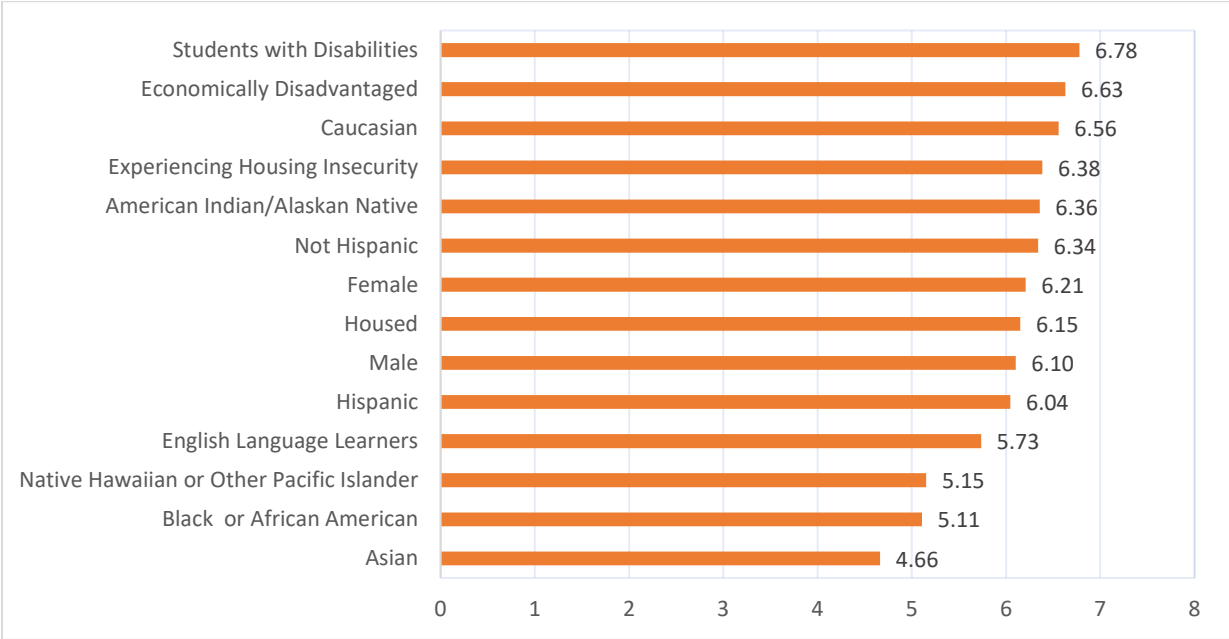
Source: Safe and Healthy Schools Bureau, PED

CHRONIC ABSENTEE RATE FOR K-12 2022-2023



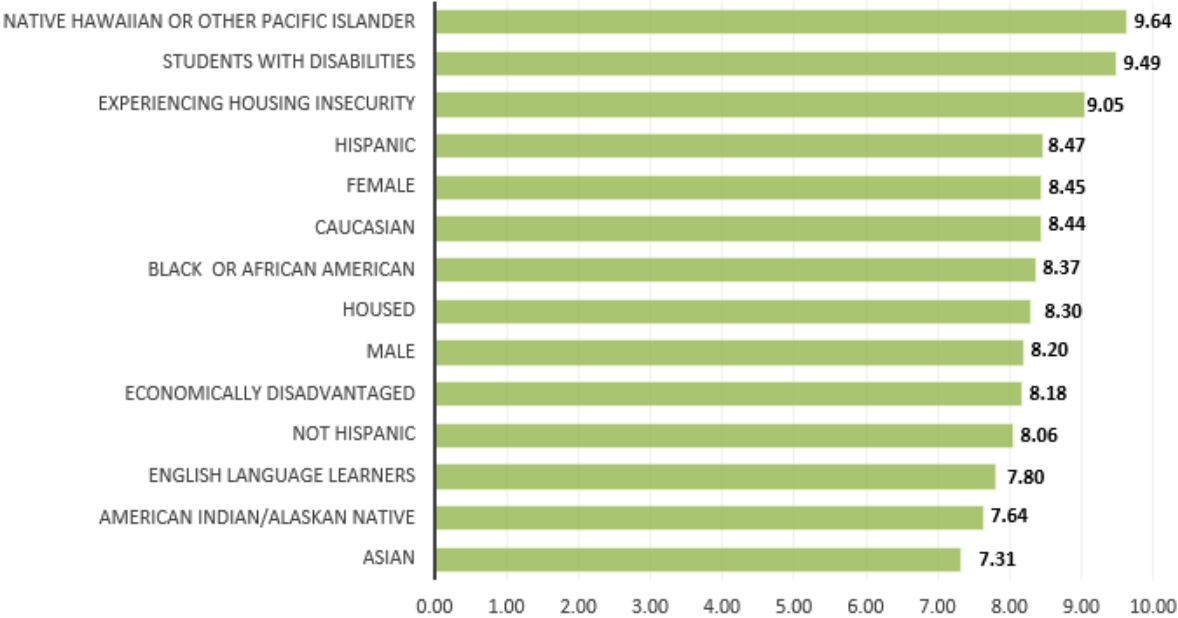
Source: Safe and Healthy Schools Bureau, PED

AVERAGE EXCUSED ABSENCES BY SUBGROUP K-12, 2023-2024



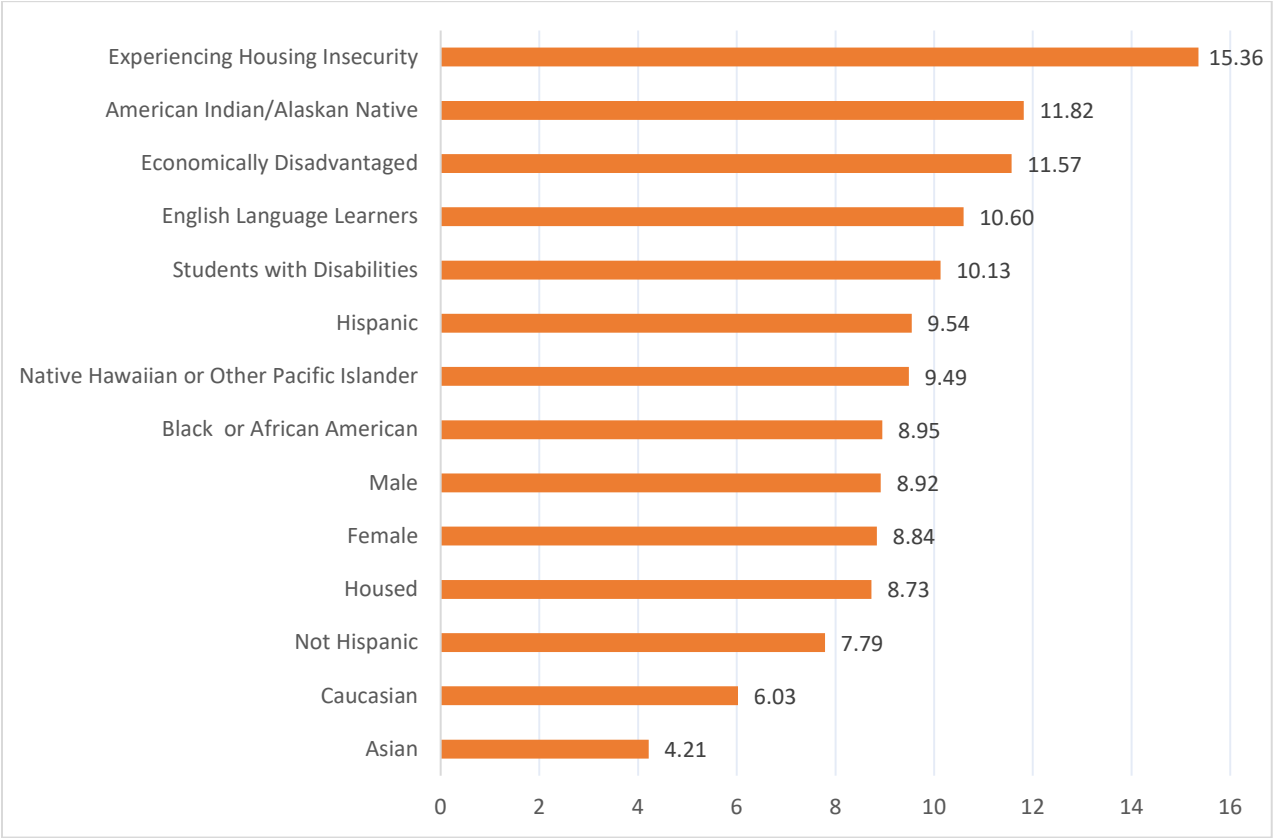
Source: Safe and Healthy Schools Bureau, PED

AVERAGE EXCUSED ABSENCES K-12, 2022-2023



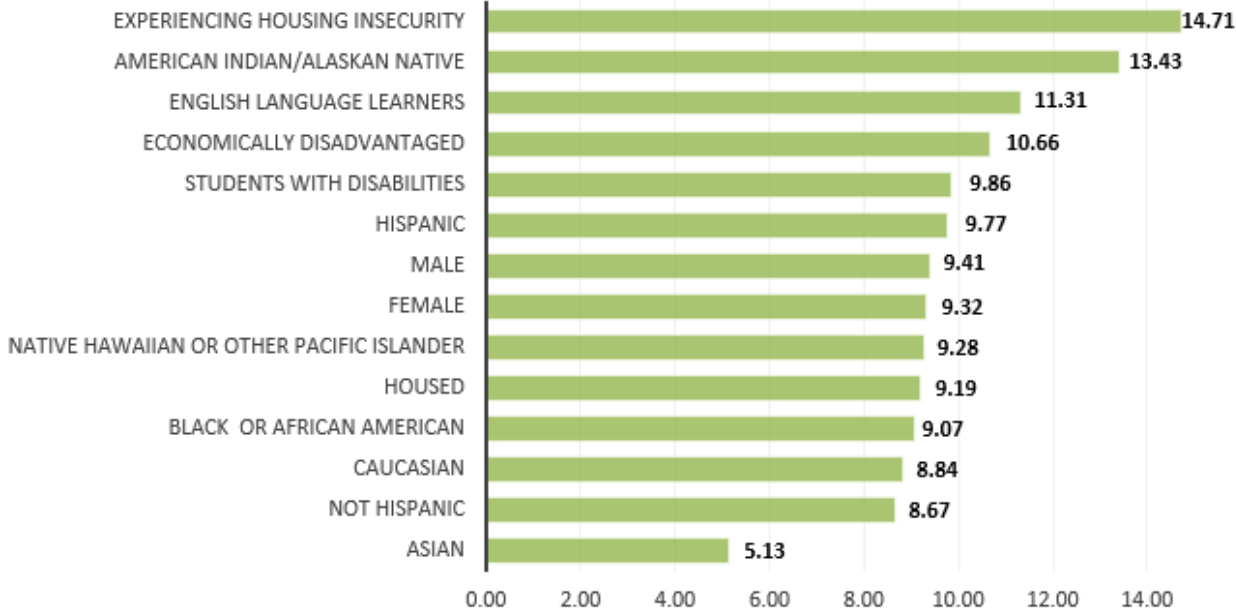
Source: Safe and Healthy Schools Bureau, PED

AVERAGE UNEXCUSED ABSENCES BY SUBGROUP K-12, 2023-2024



Source: Safe and Healthy Schools Bureau, PED

AVERAGE UNEXCUSED ABSENCES K-12, 2022-2023



Source: Safe and Healthy Schools Bureau, PED

SUBPOPULATION ATTENDANCE DATA, 2023-2024

Subpopulation Item	Enrollment	Tier 1 Students	Tier 2 Students	Tier 3 Students	Tier 4 Students	Chronic Absentee Rate	Average Excused Absences	Average Unexcused Absences
Female	146,041	57,835	44,769	30,771	12666	29.74%	6.21	8.84
Male	153,040	60,769	46,678	32,332	13261	29.79%	6.10	8.92
Hispanic	187,786	71,676	57,522	41,075	17513	31.20%	6.04	9.54
American Indian/Alaskan Native	29,947	8,821	9,206	8,327	3593	39.80%	6.36	11.82
Asian	3,794	2,375	940	368	111	12.63%	4.66	4.21
Black or African American	5,307	2,404	1,432	935	536	27.72%	5.11	8.95
Caucasian	60,693	28,135	18,828	10,314	3416	22.62%	6.56	6.03
Native Hawaiian or Other Pacific Islander	353	148	104	71	30	28.61%	5.15	9.49
Not Hispanic	111,917	47,148	34,080	22,170	8519	27.42%	6.34	7.79
Economically Disadvantaged	112,551	35,500	33,434	29,351	14266	38.75%	6.63	11.57
Students with Disabilities	59,395	20,751	17,553	14,246	6845	35.51%	6.78	10.13
English Language Learners	54,827	19,633	16,611	13,011	5572	33.89%	5.73	10.60
Experiencing Housing Insecurity	7,158	1,998	1,837	1,985	1338	46.42%	6.38	15.36
Housed	292,545	116,826	89,765	61,260	24694	29.38%	6.15	8.73

Source: Safe and Healthy Schools Bureau, PED

SUBPOPULATION ATTENDANCE DATA, 2022-2023

	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

GRADUATION RATES FOR HISPANIC STUDENTS

4-Year Graduation Rates		
Cohort of 2023	Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort and graduation percentage.	
	Total Records	Grad Rate
All	26,189	76.7%
Male	13,243	73.6%
Female	12,946	79.9%
African American	628	69.4%
Caucasian	5,818	79.1%
Asian	447	88.1%
Hispanic	16,427	76.1%
Native American	2,869	74.7%
English Language Learner	7,085	74.9%
Economically Disadvantaged	13,215	69.7%

4-Year Graduation Rates		
5 yr Cohort of 2022	Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort and graduation percentage.	
	Total Records	Grad Rate
All	25,552	79.80%
Male	13,028	76.40%
Female	12,524	83.40%
African American	625	73%
Caucasian	5,670	82%
Asian	447	89%
Hispanic	15,897	79.50%
Native American	2,913	77.40%
Economically Disadvantaged	13,211	74.30%
English Language Learner	7,802	79.90%

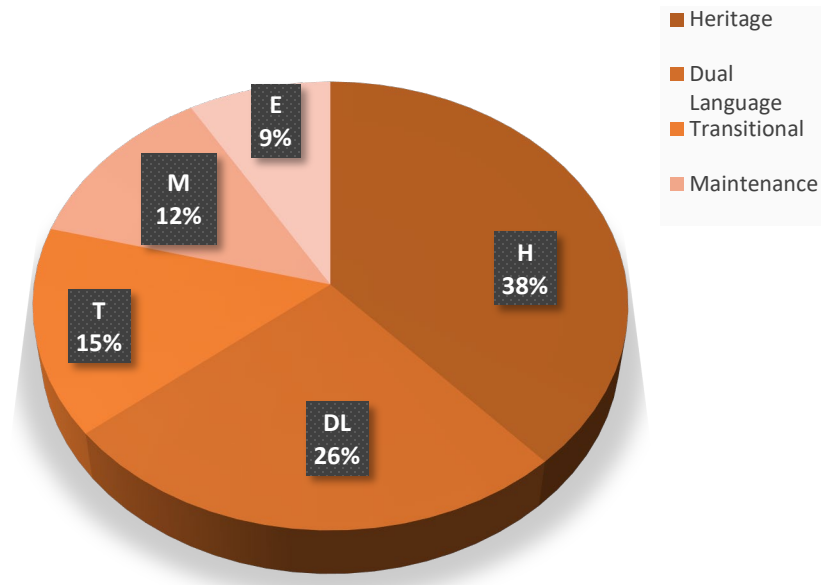
4-Year Graduation Rates		
Cohort of 2022	Number of HS Students Ever Enrolled for One or More Semesters During 4 Years of Cohort and graduation percentage.	
	N	%
All Students	19,438	76%
Female	10,010	80
Male	9,428	73
Hispanic	11,990	76
White	4,428	80
Black	346	70
Asian	307	89
Native American	1,987	72
Multi Race	380	75
Economically Disadvantaged: Direct Cert	5,785	66
English Learners	5,533	76

Source: Accountability, Research, and Evaluation Division, 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)

School Participation in BMEPs by Model for SY 23-24



Bilingual Multicultural Education Programs by Models for SY 23-24					
Districts	Bilingual Multicultural Education Program Models				
	Dual Language	Enrichment	Heritage	Maintenance	Transitional
Albuquerque*	44	0	31	0	0
Artesia	0	4	0	0	9
Belen	0	0	0	0	8
Bernalillo	3	0	9	0	0
Bloomfield	0	0	6	0	0
Carlsbad	0	0	0	0	9
Central*	2	15	15	0	0
Chama	0	4	4	0	0
Clovis	3	0	3	0	0
Cobre	0	0	6	0	0
Cuba	0	0	3	0	0
Deming	6	0	0	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	11	0	0
Floyd	0	0	0	2	1
Gadsden	13	0	3	0	13
Gallup	2	0	32	0	0
Hagerman	0	0	0	0	3
Hatch	3	0	2	0	0
Hobbs	2	0	0	0	17
Jemez Mountain	0	0	1	0	0
Jemez Valley*	0	0	1	0	0
Lake Arthur	0	0	0	1	0
Las Cruces	21	0	10	15	0
Las Vegas City	0	0	5	0	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	4	6	0	0
Roswell	0	8	0	8	0
Ruidoso	2	0	1	0	1
Santa Fe	6	0	6	0	0
Santa Rosa	0	0	5	0	0
Socorro*	0	0	1	0	0
Taos*	1	0	6	0	0
Truth or Consequences	0	0	0	1	1
Wagon Mound	0	0	1	0	0
West Las Vegas	0	0	8	0	0
Zuni	0	0	4	0	0
Total BMEPs by Model	122	40	222	28	73
State Charter Schools	Bilingual Multicultural Education Program Models				
	Dual Language	Enrichment	Heritage	Maintenance	Transitional
Albuquerque Bilingual Academy	1				
Albuquerque Sign Language Academy (ASLA)	1				

La Academia Dolores Huerta	1				
Monte Del Sol Charter			1	1	
Pecos Cyber Academy					1
Raices del Saber Xinachtli Community School	1				
Sandoval Academy of Bilingual Education	1				
School of Dreams Academy	1		1		
Six Directions Indigenous School			1		
South Valley Prep			1		
Taos Integrated School of the Arts			1		
Taos International School	1		1		
Tierra Adentro		1	1		
Tierra Encantada Charter	1				
Total BMEPs by Model	8	1	7	1	1

***District authorized charters included in the district totals**

SOURCE: Self-reported by districts in BMEP applications for SY 23-24 submitted to the LCD.

Note: PreK does not generate bilingual multicultural education units in the public-school funding formula.

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.

Student enrollment in post-secondary educational institutions, Fall 2022 comparing with Fall 2023.

	# Of Hispanic Students Fall 2022	Total Student Population Fall 2022	# Of Hispanic Students Fall 2023	Total Student Population Fall 2023
Research Universities				
New Mexico Institute of Mining & Technology	577	1,688	580	1,673
New Mexico State University	8,335	14,289	8,578	14,788
University of New Mexico	10,052	22,194	10,384	22,824
Comprehensive Universities				
Eastern New Mexico University	1,921	5,260	2,125	5,536
New Mexico Highlands University	1,510	2,804	1,575	2,842
Northern New Mexico College	815	1,152	943	1,314
Western New Mexico University	1,610	3,364	1,726	3,536
Branch Community Colleges				
Eastern New Mexico University - Roswell	919	1,856	938	2,046
Eastern New Mexico University - Ruidoso	217	707	287	818
New Mexico State University - Alamogordo	513	1,078	551	1,095
New Mexico State University - Carlsbad				
New Mexico State University - Doña Ana	4,799	6,682	4,883	6,843
New Mexico State University - Grants	411	876	378	837
University of New Mexico - Gallup	534	2,153	571	2,307
University of New Mexico – Los Alamos	525	1,051	507	1,005
University of New Mexico –Taos	763	1,354	721	1,338
University of New Mexico - Valencia	1,303	2,054	1,590	2,510
Independent Community Colleges				
Central New Mexico Community College	10,882	19,117	10,976	19,082
Clovis Community College	1,045	2,497	1,105	2,514
Luna Community College	651	775	614	757
Mesalands Community College	354	824	214	480
New Mexico Junior College	1,320	2,228	1,244	2,120
New Mexico Military Institute	123	424	141	458
San Juan College	1,302	6,150	1,261	6,196
Santa Fe Community College	654	4,180	410	4,368
Southeast New Mexico College	1,009	1,722	811	1,483
Tribal Colleges				
Diné College	<10	144	0	510
Institute of American Indian Arts	246	871	191	831
Southwestern Indian Polytechnic Institute				
Navajo Technical University	23	1,260	24	1,507
Totals:	52,414	108,754	53,328	111,618

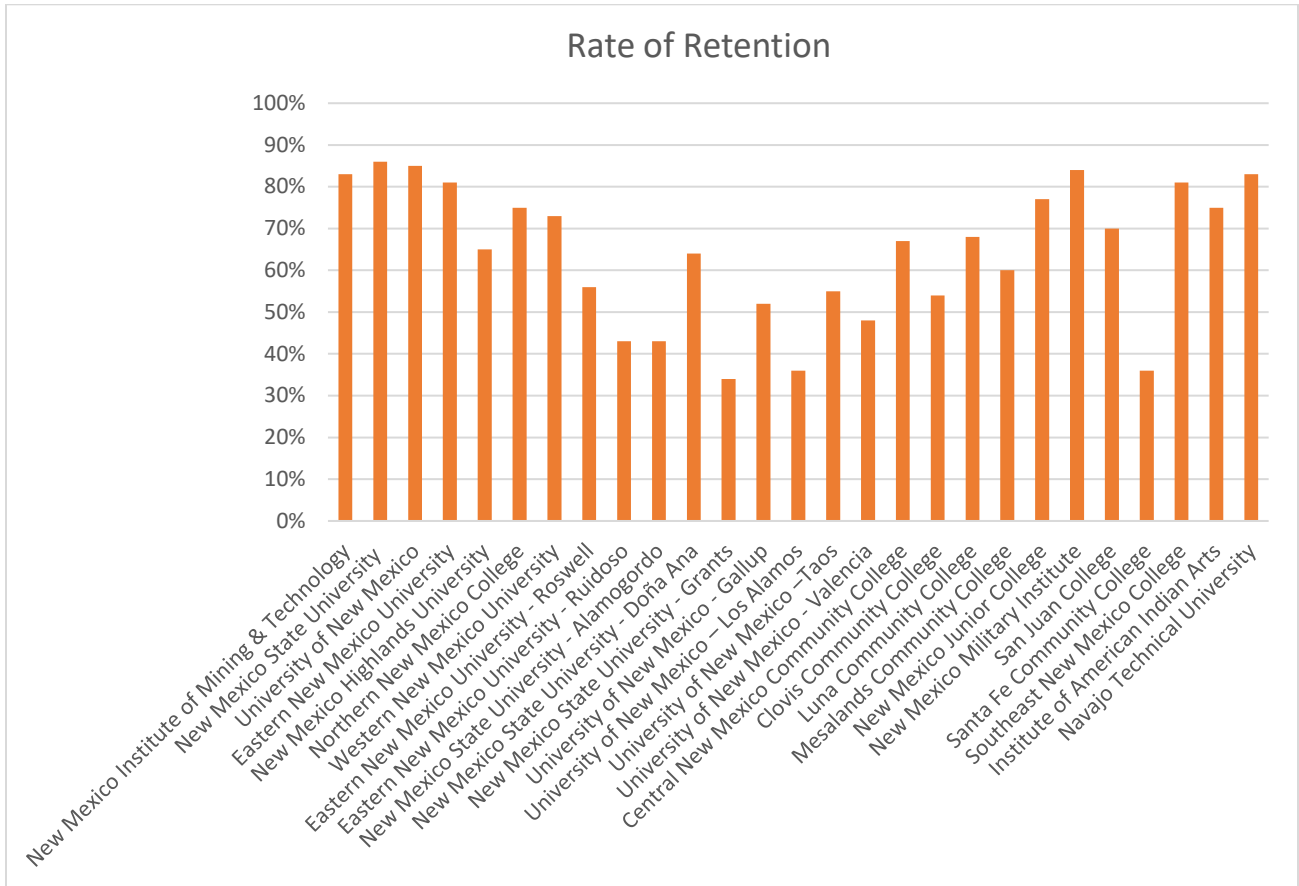
SOURCE: New Mexico Higher Education Department, Researchers, Data Reports, Degrees and Graduation Rates, Student Enrollment by Ethnicity

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 HED. It is possible for students to attend multiple campuses and be counted twice per each institution. Hispanic student retention in post-secondary educational institutions (First-time freshman starting to fall 2023 with continued enrollment in spring 2024)

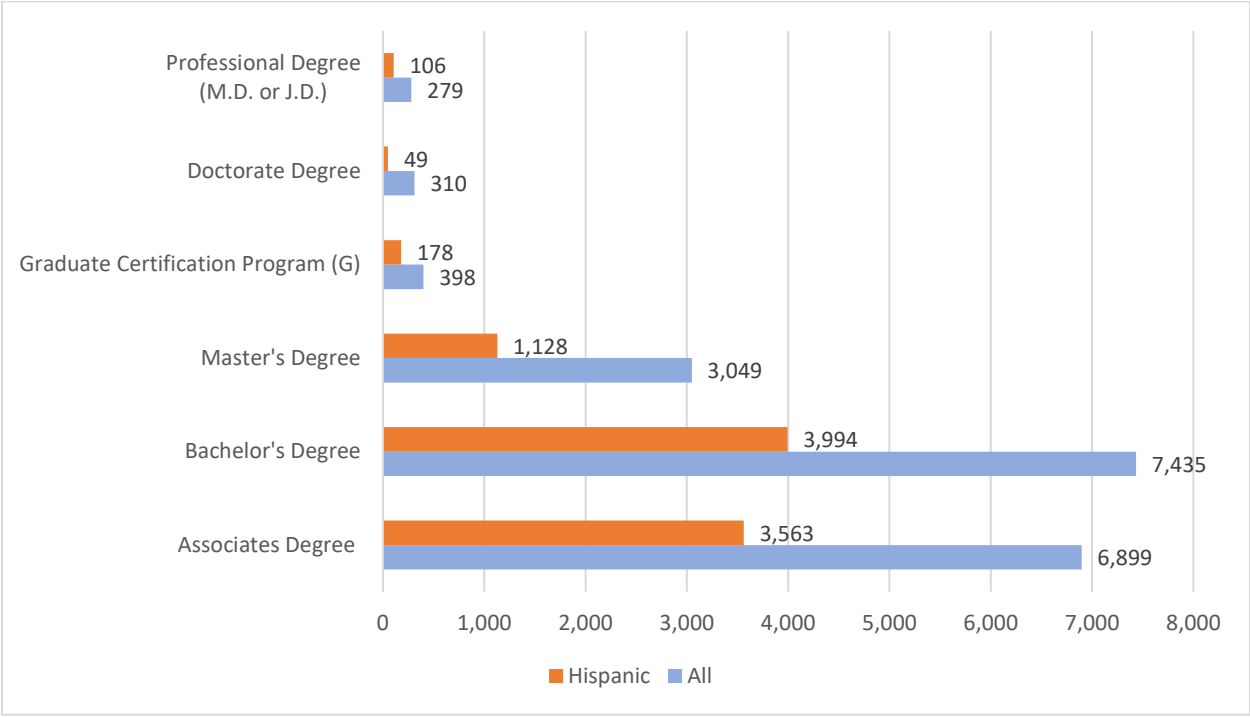
	Fall 2023 Number of Hispanic Students	Spring 2024 Number of Hispanic Students	Rate of retention by %
Research Universities			
New Mexico Institute of Mining & Technology	92	76	83%
New Mexico State University	1,519	1,299	86%
University of New Mexico	1,953	1,667	85%
Comprehensive Universities			
Eastern New Mexico University	236	192	81%
New Mexico Highlands University	148	96	65%
Northern New Mexico College	182	136	75%
Western New Mexico University	223	162	73%
Branch Community Colleges			
Eastern New Mexico University - Roswell	168	94	56%
Eastern New Mexico University - Ruidoso	50	17	43%
New Mexico State University - Alamogordo	126	54	43%
New Mexico State University - Carlsbad			
New Mexico State University - Doña Ana	1,340	861	64%
New Mexico State University - Grants	105	36	34%
University of New Mexico - Gallup	65	34	52%
University of New Mexico – Los Alamos	78	28	36%
University of New Mexico –Taos	65	36	55%
University of New Mexico - Valencia	233	112	48%
Independent Community Colleges			
Central New Mexico Community College	1,517	1,019	67%
Clovis Community College	167	88	54%
Luna Community College	117	80	68%
Mesalands Community College	55	33	60%
New Mexico Junior College	316	243	77%
New Mexico Military Institute	64	54	84%
San Juan College	129	90	70%
Santa Fe Community College	11	4	36%
Southeast New Mexico College	42	34	81%
Tribal Colleges			
Diné College	0	0	0%

Institute of American Indian Arts	8	6	75%
Southwestern Indian Polytechnic Institute			
Navajo Technical University	6	5	83%
Totals:	9,011	6,556	73%



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

HISPANIC STUDENT COMPLETION RATES IN NEW MEXICO INSTITUTIONS OF HIGHER EDUCATION, 2023-2024



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