Hispanics in New Mexico: An Overview of Population Demographics and Educational Outcomes

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Overview of Presentation

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POPULATION DEMOGRAPHICS
“The Latino Age Wave”

According to the HIP publication, “The Latino Age Wave”:

- Hispanics are younger than any other racial or ethnic group in the United States.
- Relative to other racial and ethnic groups, individuals over 65 years of age represent a small proportion of the total Hispanic population.
- As Hispanics age, the percentage of older Hispanics will begin to swell.

“It is certain that the social, economic, and health issues facing today’s younger Latinos will become the concerns and needs of Latino older adults in the future. To the extent that this population will comprise a larger percentage of the aged, their health and socioeconomic well-being is a concern not just for Latinos but for the entire country” (p. 10).
Population Statistics
"Population Pyramid" in the United States, All Races and Ethnicities, By Sex and Age Group

Source: U.S. Census 2010.
Population Pyramid in New Mexico, All Races and Ethnicities, By Sex and Age Group

Source: U.S. Census 2010.
Population Pyramids in the United States:
Hispanic vs. White, Non-Hispanic

Source: U.S. Census 2010.
Population Pyramids in New Mexico: Hispanic vs. White, Not Hispanic

Source: U.S. Census 2010.
In the United States, there are 6.2 times as many Hispanics under 18 years of age as there are Hispanics.
Hispanics as a Percentage of the Total Population, All Ages, By County

Source: U.S. Census 2010
Hispanics as a Percentage of Individuals Under 18 Years of Age, By County

Source: U.S. Census 2010
Hispanics as a Percentage of Students Enrolled in Public Schools, By School District

Source: New Mexico Public Education Department, 2009-2010 School Year. Enrollment is based on the 40-day count. Note that state-chartered charter schools are not included in these calculations.
Educational Attainment
Percentage of Working-Age Hispanics, 25-64, With a High School Diploma, GED, or Higher, By County

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (nat'l = 62.8%; state = 72.7%). The percentage of the total population with a high school diploma, GED, or above is 82.7% (state) and 85.0% (nation).
Percentage of Working-Age Hispanics, 25-64, With an Associate’s Degree or Higher, By County

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (nat'l = 19.2%; state = 20.6%). The percentage of the total population with an AA or above is 32.6% (state) and 35.4% (nation).
Percentage of Working-Age Hispanics, 25-64, with a Bachelor’s Degree or Higher, By County

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (national = 13.5%; state = 13.7%). The percentage of the total population with a BA or above is 25.5% (state) and 27.9% (nation).
Income & Poverty
Median Income for the Hispanic Population, By County

Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. State and national averages for Hispanics are from the 2010 American Community Survey (state avg. = $36,392; national avg. = $41,534). The average median income for the total population is $43,820 (state) and $51,914 (nation).
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was $22,314 (http://www.census.gov/hhes/www/poverty/data/threshld/). State and national averages for Hispanics are from the 2010 American Community Survey (state avg. = 23.1%; national avg. = 22.4%). The percentage of the total population living in poverty is 18.4% (state) and 13.8% (nation).
Source: U.S. Census, American Community Survey, 2006-2010 Five-Year Estimates. In 2010, the weighted average poverty threshold for a family of four was $22,314. State and national averages are from the 2010 American Community Survey (state avg. = 30.4%; national avg. = 29.2%). The percentage of the total child population living in poverty is 26.0% (state) and 19.2% (nation).
Figure 1
Number of Children in Poverty, by Race and Ethnicity, 1976-2010
(in millions)

Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.


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Figure 2
Poverty Rate of Children, by Race and Ethnicity, 1976-2010 (%)

Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.


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The Relationship Between Family Income and Education

• The median income of Hispanics in New Mexico is below the national average in all but four counties.
• Significant numbers of Hispanics within New Mexico live in families with income below the federal poverty level.
• Prior research points to a strong direct relationship between family income (poverty) and student success.
• “Poverty” is too broad a term. We need to unpack the concept to understand the many ways in which poverty impinges upon a child’s ability to succeed in school and out of school.
• The effects of poverty are felt in multiple ways, including:
  – Access to quality child care
  – Academic achievement
  – Truancy
  – Student and family mobility
  – High school graduation
  – Hunger
  – Access to health care
  – Parental involvement
  – Access to quality out-of-school-time programs and activities
• In order to tackle “poverty,” we need to understand the complex ways in which poverty intersects with student success to design targeted solutions both in school and out of school, and at all levels within our state and communities.
THE PATH TO GRADUATION
Academic Achievement & The Achievement Gap
Figure 5. Mathematics achievement score gaps between Hispanic and White public school students at grade 4: Various years, 1990–2009

* Accommodations were not permitted for this assessment.

* Significantly different (p<.05) from 2009.

NOTE: Score gaps are calculated based on differences between unrounded average scores.


Percentage of NM 4th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of NM 8th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of NM 4th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of NM 8th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of New Mexico Students Proficient or Above in Reading, By Grade Level and Subgroup

Source: Standards Based Assessment, 2010-2011, NM Public Education Department.
Percentage of **New Mexico** Students Proficient or Above in **Math**, By Grade Level and Subgroup

Source: Standards Based Assessment, 2010-2011, NM Public Education Department.
Selected Research on the Achievement Gap

- **Socioeconomic and Societal Factors**: Income, Socioeconomic Status (SES), Health & Environment
  - Achievement gap highly correlated with income, socioeconomic background of families.
  - For example, higher income, more educated parents read to their children more, have higher expectations of their children’s school performance, are more comfortable challenging teachers, and are more able to help with homework.
  - Poor health can affect school performance of low-income students (e.g., vision impairments, asthma, hunger, etc.).

- **School Factors**: School Inequality, Institutional Racism
  - Inadequate school funding, inequitable distribution of effective teachers and school leaders, inferior curriculum, and insufficient technology and textbooks all contribute to the achievement gap.
Early Warning Indicators, High School Graduation, & The Graduation Gap
Introduction to Early Warning Indicators

The Primary “Off-Track” Indicators for Potential Dropouts:

- **Attendance**: <85-90% school attendance
- **Behavior**: “unsatisfactory” behavior mark in at least one class
- **Course Performance**: A final grade of “F” in Math and/or English or Credit-Bearing HS Course

Early Warning Indicators:
Percentage of Students Entering 9th Grade with **One or More F grades** and **5 or More Absences** in 8th Grade Core Courses

Source: Albuquerque Public Schools, School Max, 2011-2012 School Year. Data provided by APS RDA Department. Analysis performed by CEPR.
According to the Alliance for Excellent Education, there are nearly 2000 high schools nationally that graduate less than 60% of their students within four years.

These schools disproportionately produce 51% of the nation’s dropouts.

APS has four high schools with less than a 60% graduation rate.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2010. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.
Four-Year High School Graduation Rate, All Students, By District, Class of 2010

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010.
Four-Year High School Graduation Rate, Hispanics, By District

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010.
Statewide Four-Year High School Graduation Rate, By Race and Ethnicity

![Graph showing graduation rates by race and ethnicity over the years 2008 to 2011.](chart)

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate.
Statewide Graduation Gap,
Class of 2011

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2011.
College Remediation, Retention, & Graduation
Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, By Race/Ethnicity

Source: “Ready For College? A Report on New Mexico’s High School Graduates Who Take Remedial Courses In College,” June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.
% of UNM Freshmen Placed into Remedial Courses, For Caucasian and Hispanic Students

Source: UNM Office of Institutional Research "Freshman Cohort Tracking Report."
% of UNM Freshmen Placed into Remedial Math, For Caucasian and Hispanic Students

Source: UNM Office of Institutional Research "Freshman Cohort Tracking Report."
% of UNM Freshmen Placed into Remedial English, For Caucasian and Hispanic Students

Source: UNM Office of Institutional Research "Freshman Cohort Tracking Report."
% of UNM Freshmen Placed into Remedial Reading, For Caucasian and Hispanic Students

Source: UNM Office of Institutional Research "Freshman Cohort Tracking Report."
Average UNM Retention Rates of Caucasian and Hispanic Students

Source: UNM Office of Institutional Research "Freshman Cohort Tracking Report."
Average UNM Graduation Rates of Caucasian and Hispanic Students

Source: UNM Office of Institutional Research "Freshman Cohort Tracking Report."
UNM Graduation Gap,
By Gender and Race & Ethnicity, 2004 Cohort

Sources: UNM OIR Freshman Tracking Cohort Report; UNM Division of Equity & Inclusion
Three-Year Graduation Rates, All New Mexico Community Colleges

- White/White non-Hispanic: 20%
- Black or African American/Black non-Hispanic: 12%
- Hispanic or Latino/Hispanic: 16%
- Asian/Native Hawaiian/Other Pacific Islander: 14%
- American Indian or Alaska Native: 23%

Source: IPEDS National Data Center Profile For New Mexico, 2009
Six-Year Graduation Rates,
All New Mexico Universities

- White/White non-Hispanic: 44%
- Black or African American/Black non-Hispanic: 33%
- Hispanic or Latino/Hispanic: 35%
- Asian/Native Hawaiian/Other Pacific Islander: 48%
- American Indian or Alaska Native: 25%

Source: IPEDS National Data Center Profile For New Mexico, 2009
RISK FACTORS
Truancy
Selected Research on Truancy

• Prior research indicates that high truancy rates are associated with high poverty.

• Student Factors
  — Truancy is associated with a decrease in pupil motivation, falling behind academically, losing interest, and avoiding class.

• School Factors
  — Truancy is higher in schools where there is inconsistent enforcement of truancy policies, poor interaction between parents and school personnel, unsupportive teachers, uncertified teachers, and low sensitivity to diversity issues.

• Family and Parental Factors
  — Parental involvement is strongly correlated with socioeconomic status (SES). Higher income parents tend to be more involved in their children’s education in numerous ways.

• Neighborhood and Community Factors
  — Lower SES neighborhoods tend to experience higher truancy rates due to inadequate youth support systems.
  — Higher SES neighborhoods tend to invest more in community and youth development because there is less residential mobility and a higher degree of home ownership.
Percentage of Elementary School Students Who Were Habitually Truant, By School District

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage of Middle & Junior High School Students Who Were Habitually Truant, By School District

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more of unexcused absences.
Hunger
According to the U.S. Department of Agriculture, 14.5% of U.S. households were food insecure at some time during 2010.

**In New Mexico, 15.4% of households** were food insecure from 2008 through 2010.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, which of the following statements best describes the food eaten by you and your family?” The percentage reported here reflects respondents who answered “Sometimes not enough food to eat” and “Often not enough food to eat.” USDA data taken from http://www.ers.usda.gov/Briefing/FoodSecurity/.
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, which of the following statements best describes the food eaten by you and your family?” The percentage reported here reflects respondents who answered “Sometimes not enough food to eat” and “Often not enough food to eat.”
Suicidal Thoughts, Attempted Suicide, & Suicide
Percentage of Middle School Students Who Seriously Considered Attempting Suicide

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, did you ever seriously consider attempting suicide?" The percentage reported here reflects respondents who answered "Yes."

Counties shaded green and orange have rates below the state average of 15.9%. Counties shaded red have rates above the state average. The national average was unavailable for middle school students.
Counties shaded green have rates below the national average of 13.8%.
Counties shaded orange have rates above the national average but below the state average of 15.9%.
Counties shaded red have rates above both the state and national averages.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, did you ever seriously consider attempting suicide?” The percentage reported here reflects respondents who answered “Yes.” The national rate of 13.8% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.
Percentage of Middle School Students Who Actually Attempted Suicide

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times.

Counties shaded green and orange have rates below the state average of 6.8%. Counties shaded red have rates above the state average. The national average was unavailable for middle school students.
Counties shaded green have rates below the national average of 6.3%. Counties shaded orange have rates above the national average but below the state average of 9.7%. Counties shaded red have rates above both the state and national averages.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times. The national rate of 6.3% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.
Source: New Mexico Indicator-Based Information System (IBIS). The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19 years of age. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19 years of age.

Counties shaded green have rates below the national average of 7.6. Counties shaded orange have rates above the national average but below the state average of 18.29. Counties shaded red have rates above both the state and national averages.
RESILIENCY FACTORS
Caring Adults
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Parents, New Mexico, 2009

Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Teachers, New Mexico, 2009

Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Adults in the Community, New Mexico, 2009

In-School and Out-of-School Activities
Percentage of Middle School Students Not Involved in Group Activities Outside of School or Home, By County

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities.” The percentage reported here reflects respondents who answered “Not true at all.”
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."
Percentage of High School Students Not Involved in School Sports, Clubs, or Activities, By County

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, "At school I am involved in sports, clubs, or other extracurricular activities (such as band, cheerleading, or student council)." The percentage reported here reflects respondents who answered "Not true at all."
For More Information

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