

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade C

	Total Number	Percent
Schools Rated in District	18	100.0
Schools in Priority Status	1	5.6
Schools in Focus Status	3	16.7
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	9,826	100.0	335,694	100.0
Female	4,841	49.3	164,149	48.9
Male	4,985	50.7	171,545	51.1
Caucasian	2,544	25.9	82,116	24.5
African American	461	4.7	7,302	2.2
Hispanic	6,752	68.7	205,853	61.3
Asian	37	0.4	4,345	1.3
American Indian	26	0.3	35,543	10.6
Pacific Islander	6	0.1	535	0.2
Multiracial	0	0.0	12	0.0
ED	6,140	62.5	240,438	71.6
SWD	1,190	12.1	49,729	14.8
ELL	1,826	18.6	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	740	7.5	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Booker T Washington Elementary	A	Broadmoor Elementary	A
College Lane Elementary	B	Coronado Elementary	A
Edison Elementary	B **	Heizer Middle School	F
Highland Junior	B	Hobbs Freshman	D
Hobbs High	C	Houston Junior	B
Jefferson Elementary	C **	Mills Elementary	B
Murray Elementary School	B	Sanger Elementary	B
Southern Heights Elementary	D ***	Stone Elementary	B
Taylor Elementary	B	Will Rogers Elementary	B **

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	25	75	30	70		
3	State Prior	26	74	26	74		
3	LEA Current	20	80	29	71		
3	LEA Prior	14	86	20	80		
4	State Current	25	75	23	77	43	57
4	State Prior	24	76	19	81	43	57
4	LEA Current	21	79	20	80	33	67
4	LEA Prior	14	86	11	89	28	72
5	State Current	25	75	26	75		
5	State Prior	24	76	21	79		
5	LEA Current	20	80	24	76		
5	LEA Prior	19	81	16	84		
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	21	79	16	84		
6	LEA Prior	14	86	11	89		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	20	80	10	90	36	65
7	LEA Prior	14	86	7	93	27	73
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	22	78	11	89		
8	LEA Prior	12	88	10	90		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	16	84	5	95		
9	LEA Prior	17	83	5	95		
10	State Current	32	68	14	87		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
10	State Prior	31	69	12	88		
10	LEA Current	25	75	4	96		
10	LEA Prior	14	86	5	95		
11	State Current	45	55	10	90	39	61
11	State Prior	44	56	10	90	36	64
11	LEA Current	38	62	3	97	31	69
11	LEA Prior	26	74	7	93	19	81

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	22	78	15	85	34	66
All Students	State Current	28	72	20	80	43	57
Female	State Current	34	66	20	80	41	59
Female	LEA Current	27	73	15	85	31	69
Male	State Current	22	78	20	80	44	56
Male	LEA Current	18	82	15	85	36	64
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	34	66	21	79	49	51
African American	State Current	24	76	15	85	38	62
African American	LEA Current	17	83	8	92	20	80
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	18	82	13	87	28	72
Asian	State Current	55	45	48	52	65	35
Asian	LEA Current	53	47	33	67	64	36
American Indian	State Current	17	83	11	89	22	78
American Indian	LEA Current	14	86	14	86		
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	15	85	12	88	26	74
Students w Disabilities	LEA Current	6	94	8	92	15	85
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	8	92	7	93	12	88

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Booker T Washington Elementary							
Broadmoor Elementary		31	69	36	64	41	59
College Lane Elementary		26	74	27	73	47	53
Coronado Elementary		38	63	32	68	35	65
Edison Elementary		12	88	20	80	19	81
Heizer Middle School		12	88	11	89	34	66
Highland Junior		22	78	13	87	36	64
Hobbs Freshman		16	84	4	96	.	.
Hobbs High		31	69	4	96	31	69
Houston Junior		28	72	16	84	36	64
Jefferson Elementary		12	88	15	85	19	81
Mills Elementary		25	75	34	66	41	59
Murray Elementary School		10	90	11	89	21	79
Sanger Elementary		15	85	26	74	39	61

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Southern Heights Elementary	11	89	19	81	15	85
Stone Elementary	36	64	40	60	64	36
Taylor Elementary	14	86	17	83	30	70
Will Rogers Elementary	18	82	19	81	27	73

Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.

Source: PED Accountability Bureau

Budgeted Expenditures		
Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.		
	Amount \$	Percent %
Capital Outlay	\$14,388,695	13.9
Central Services	\$1,364,742	1.3
Community Services	\$0	0.0
Debt Service	\$7,994,429	7.7
Food Services	\$3,741,099	3.6
General Administration	\$1,097,341	1.1
Instruction	\$51,362,458	49.6
Instructional Support Services	\$2,558,128	2.5
Operations & Maintenance	\$6,203,509	6.0
Other Support Services	\$40,602	0.0
School Administration	\$5,164,503	5.0
Student Support Services	\$7,610,205	7.4
Student Transportation	\$1,974,839	1.9

Source: PED School Budget and Financial Analysis Bureau

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Gary Eidson	32
Joseph Calderon	27
Lance Wiseman	2
Patricia Jones	0
Peggy Appleton	25

Source: NM School Board Association

Graduation - 4-Year Cohort of 2015										
These figures represent students who were expected to graduate on time by August 1, 2015, and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.										
	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %	
State Current	68.6	73.6	61.0	67.2	78.9	62.9	63.5	59.3	64.0	
LEA Current	84.8	89.5	62.6	84.9			77	64.4	83.3	
Hobbs Freshman	74	78.4	40	75.9			59.9	47	70.2	
Hobbs High	88.5	93.4	72.7	87.8			83.1	73.6	87.4	

Blanks indicate too few students to report (N<10).

Source: PED Accountability Bureau

Graduation - 5-Year Cohort of 2014										
These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.										
	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %	
State Current	70.5	76.4	65.8	69.0	86.1	62.9	64.6	59.5	66.3	
LEA Current	87.1	91.4	84.0	85.0			82.7	74.6	81.2	
Hobbs Freshman	79.7	87.1	80.7	75.1			73.7	63.8	69.7	
Hobbs High	89.6	93.0	85.4	88.2			85.7	78.8	84.9	

Blanks indicate too few students to report (N<10).

Source: PED Accountability Bureau

Graduation - 6-Year Cohort of 2013										
These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.										
	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %	
Hobbs Municipal Schools										

	%	%	%	%	%	%	%	%	%
State Current	71.8	78.7	69.5	69.5	87.4	65.7	66.6	62.3	67.2
LEA Current	81.2	84.5	78.0	79.6			77.7	79.9	78.3
Hobbs Freshman	70.7	72.5	65.1	70.0			64.9	64.3	67.4
Hobbs High	84.8	88.8	83.1	82.8			82.1	84.5	81.7

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

Graduation - 4-Year Cohort of 2015, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2015, but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Cohort Graduation Rate Technical Manual on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html.

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exited with intent to get GED or vocational credential %	Still Enrolled Continued high school enrollment past 4th year %
State Current	<2	29	6	3
LEA Current		12	3	2
Hobbs Freshman		14	3	2
Hobbs High		11	2	2

Blanks indicate too few students to report (N<10). Source: PED Accountability Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2014 (College Going) and 2012 (Credits Earned) and were tracked for post-secondary education both inside and outside the state.

Eligible Students earning a regular high school diploma.

Enrolled Students who enrolled in an institution of higher education within 16 months of earning a regular high school diploma.

Credits Earned Students who enrolled and earned one year of college credit within two years of enrollment.

		All Students N	Cauc N	Afr Amer N	Hisp N	Asian N	Amer Indian N	ED N	SWD N	ELL N
LEA Current	Eligible	414	139	21	250			153	36	45
LEA Current	Enrolled in state	220	80	14	124			75	12	20
LEA Current	Enrolled out of state	35	15		16					
LEA Current	Credits Earned	145	48	10	86			59		12
Hobbs High	Eligible	414	139	21	250			153	36	45
Hobbs High	Enrolled in state	220	80	14	124			75	12	20
Hobbs High	Enrolled out of state	35	15		16					
Hobbs High	Credits Earned	145	48	10	86			59		12

Blanks indicate too few students to report (N<10). Source: National Student Clearinghouse

Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	2.2	6.8

NA= Not applicable; LEA did not have schools that qualified as high or low poverty.

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Booker T Washington Elementary	13	46.2	53.8	0.0
Broadmoor Elementary	27	44.4	55.6	0.0
College Lane Elementary	28	46.4	53.6	41.8
Coronado Elementary	23	47.8	47.8	40.7
Edison Elementary	21	61.9	38.1	46.4
Heizer Middle School	45	46.7	53.3	5.2
Highland Junior	42	47.6	52.4	1.9

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Hobbs Freshman	55	41.8	58.2	5.2
Hobbs High	110	38.2	61.8	6.1
Houston Junior	45	55.6	44.4	6.7
Jefferson Elementary	28	46.4	50.0	1.5
Mills Elementary	26	53.8	42.3	0.0
Murray Elementary School	32	37.5	59.4	0.0
Sanger Elementary	23	52.2	47.8	35.6
Southern Heights Elementary	33	51.5	45.5	7.6
Stone Elementary	26	42.3	57.7	10.7
Taylor Elementary	28	53.6	46.4	37.0
Will Rogers Elementary	23	60.9	39.1	32.7

* Does not include Below Bachelors
Blank=no data available or not applicable

Source: LEA 120th-day submission to PED

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
- Q2 My child's school building is in good repair and has sufficient space to support quality education.
- Q3 My child's school holds high expectations for academic achievement.
- Q4 School personnel encourage me to participate in my child's education.
- Q5 The school offers adequate access to up-to-date computers and technologies.
- Q6 School staff maintain consistent discipline, which is conducive to learning.
- Q7 My child has an adequate choice of school-sponsored extracurricular activities.
- Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
- Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	4,060	93	91	93	90	91	91	79	94	90	92
Booker T Washington Elementary	118	88	88	88	88	88	88	88	88	88	88
Broadmoor Elementary	324	98	99	98	97	98	96	80	96	95	95
College Lane Elementary	163	96	92	94	88	89	86	74	93	85	96
Coronado Elementary	274	96	95	98	96	96	95	92	96	97	95
Edison Elementary	110	97	80	97	91	94	93	84	98	98	96
Heizer Middle School	115	73	59	75	90	94	89	90	94	92	95
Highland Junior	208	89	88	87	75	87	75	83	83	77	93
Hobbs Freshman	108	85	94	91	87	92	86	87	93	92	90
Hobbs High	56	76	78	82	60	85	53	87	69	67	87
Houston Junior	264	91	91	92	81	87	90	86	89	85	91
Jefferson Elementary	253	94	95	92	92	88	92	77	95	90	88
Mills Elementary	250	98	96	97	96	94	96	73	99	95	95
Murray Elementary School	390	97	99	97	94	94	96	80	97	93	94
Sanger Elementary	278	94	92	94	88	90	89	74	98	89	93
Southern Heights Elementary	273	89	83	84	86	88	89	78	91	87	85
Stone Elementary	250	96	92	96	95	92	94	75	97	92	95
Taylor Elementary	348	90	86	91	92	87	91	70	96	88	93
Will Rogers Elementary	179	94	95	93	92	95	96	79	96	92	92

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015			
	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero