

**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 D

	Total Number	Percent
Schools Rated in District	17	100.0
Schools in Priority Status	1	5.9
Schools in Focus Status	3	17.6
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Assessment and Accountability Division

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, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

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

ELL: English Language Learners

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

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	9,885	100	338,550	100
Female	4,826	49	165,208	49
Male	5,059	51	173,342	51
Caucasian	2,618	27	84,141	25
African-American	435	4	7,051	2
Hispanic	6,756	68	206,859	61
Asian	46	1	4,338	1
American Indian	24	0	35,637	11
Pacific Islander	6	0	524	0
Multiracial	0	0	5	0
ED	5,812	59	242,595	72
SWD	1,148	12	49,656	15
ELL	1,934	20	50,059	15
Migrant	0	0	354	0
Recently Arrived	769	8	16,910	5

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 and 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 their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2015 represented 654 schools.

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

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 our 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, in order to be consistent with prior reports.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
3	State Current	26.1	73.9	25.6	74.4		
3	State Prior	51.8	48.2	49.4	50.6		
3	LEA Current	13.8	86.2	20.3	79.7		
3	LEA Prior	46.7	53.3	50.8	49.2		
4	State Current	23.8	76.2	18.8	81.2	42.5	57.5
4	State Prior	43.8	56.2	42.7	57.3	48.3	51.7
4	LEA Current	14.2	85.8	11.1	88.9	27.9	72.1
4	LEA Prior	39.2	60.8	50.4	49.6	40.8	59.2
5	State Current	24.1	75.9	20.8	79.2		
5	State Prior	53.2	46.8	43.7	56.3		
5	LEA Current	18.9	81.1	16.5	83.5		
5	LEA Prior	47.4	52.6	47.9	52.1		
6	State Current	22.0	78.0	18.8	81.2		
6	State Prior	43.3	56.7	37.0	63.0		
6	LEA Current	13.8	86.2	11.1	88.9		
6	LEA Prior	33.9	66.1	28.7	71.3		
7	State Current	21.4	78.6	15.5	84.5	40.0	60.0
7	State Prior	51.5	48.5	39.8	60.2	42.2	57.8
7	LEA Current	14.1	85.9	7.0	93.0	26.8	73.2
7	LEA Prior	43.0	57.0	34.0	66.0	30.9	69.1
8	State Current	22.9	77.1	17.2	82.8		
8	State Prior	58.7	41.3	40.0	60.0		
8	LEA Current	11.7	88.3	9.7	90.3		
8	LEA Prior	48.7	51.3	33.2	66.8		
9	State Current	26.7	73.3	16.0	84.0		
9	LEA Current	16.9	83.1	5.5	94.5		
10	State Current	31.0	69.0	12.4	87.6		
10	State Prior	37.7	62.3	30.4	69.6		
10	LEA Current	13.5	86.5	5.1	94.9		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
10	LEA Prior	23.5	76.5	17.1	82.9		
11	State Current	44.4	55.6	10.0	90.0	36.2	63.8
11	State Prior	51.8	48.2	42.8	57.2	41.3	58.7
11	LEA Current	25.7	74.3	6.6	93.4	19.3	80.7
11	LEA Prior	38.0	62.0	35.0	65.0	30.5	69.5

Achievement - Proficiency Summaries by Subgroup							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	15.5	84.5	10.8	89.2	25.3	74.7
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Female	LEA Current	18.4	81.6	10.4	89.6	20.9	79.1
Male	LEA Current	12.7	87.3	11.2	88.8	29.8	70.2
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Caucasian	LEA Current	25.8	74.2	16.9	83.1	40.6	59.4
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
African American	LEA Current	6.6	93.4	6.2	93.8	17.2	82.8
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
Hispanic	LEA Current	12.1	87.9	8.7	91.3	20.3	79.7
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
Asian	LEA Current	35.3	64.7	32.4	67.6		
American Indian	LEA Current	21.4	78.6	13.3	86.7		
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Economically Disadvantaged	LEA Current	9.8	90.2	8.0	92.0	19.1	80.9
Students w Disabilities	LEA Current	7.1	92.9	6.8	93.2	12.4	87.6
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
English Language Learners	LEA Current	4.4	95.6	4.1	95.9	8.0	92.0
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
Migrant	State Current	11.3	88.7	4.7	95.3	10.6	89.4
Q1	LEA Current	0.4	99.6	0.3	99.7	0.2	99.8
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q3	LEA Current	21.3	78.7	14.5	85.5	34.0	66.0
Q3	State Current	35.5	64.5	23.6	76.4	53.5	46.5

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Broadmoor Elementary		27.9	72.1	35.3	64.7	51.5	48.5
College Lane Elementary		14.2	85.8	13.3	86.7	25.4	74.6
Coronado Elementary		20.4	79.6	12.9	87.1	27.9	72.1
Edison Elementary		18.4	81.6	17.0	83.0	25.0	75.0
Heizer Middle School		10.0	90.0	8.2	91.8	26.1	73.9
Highland Junior		6.1	93.9	6.3	93.7	22.1	77.9
Hobbs Freshman		17.2	82.8	4.8	95.2		
Hobbs High		18.6	81.4	5.7	94.3	19.2	80.8
Houston Junior		23.6	76.4	14.8	85.2	32.2	67.8
Jefferson Elementary		10.4	89.6	8.0	92.0	18.2	81.8
Mills Elementary		12.6	87.4	11.8	88.2	26.3	73.8
Sanger Elementary		15.7	84.3	17.6	82.4	32.8	67.2

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Southern Heights Elementary	7.1	92.9	12.3	87.7	19.2	80.8
Stone Elementary	31.0	69.0	31.0	69.0	43.5	56.5
Taylor Elementary	13.7	86.3	15.5	84.5	31.0	69.0
Will Rogers Elementary	4.5	95.5	5.9	94.1	12.2	87.8

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis Bureau

Budgeted Expenditures		
	Amount	Percent
	\$	%
Capital Outlay	\$34,099,426	29.2
Central Services	\$1,249,072	1.1
Community Services		
Debt Service	\$4,973,517	4.3
Food Services	\$4,030,208	3.5
General Administration	\$1,043,053	0.9
Instruction	\$49,242,028	42.2
Instruction Support Services	\$2,477,311	2.1
Operations & Maintenance	\$6,130,088	5.3
Other Support Services	\$108,194	0.1
School Administration	\$4,776,486	4.1
Student Support Services	\$6,765,864	5.8
Student Transportation	\$1,814,208	1.6

Source: The PED School Budget and Financial Analysis Bureau

School Board Training	
Board Member	Number of Points
Gary Eidson	31
Joseph Calderon	27
Lance Wiseman	7
Patricia Jones	9
Peggy Appleton	25

Source: NM School Board Association

Graduation - 4 Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014 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 %
Statewide	69.3	75.7	64.3	67.6	85.4	61.7	63.0	57.4	64.5
Districtwide	83.7	89.8	84.0	80.4			77.2	70.6	74.6
Hobbs Freshman	76.7	86.0	80.7	70.6			68.7	57.3	62.7
Hobbs High	86.1	91.3	85.4	83.5			80.1	75.8	78.6

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

Source: PED Data Planning and Analysis Bureau

Graduation - 5 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 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 %
Statewide	71.4	78.3	69.1	69.1	87.4	65.4	66.1	61.6	66.7
Districtwide	80.9	84.5	78.0	79.1			77.3	79.9	78.3
Hobbs Freshman	70.0	72.5	65.1	68.8			64.6	64.3	67.4
Hobbs High	84.6	88.8	83.1	82.5			81.7	84.5	81.7

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

Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 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									

	%	%	%	%	%	%	%	%	%
Statewide	74.4	80.1	71.9	72.1	87.9	70.8	70.0	63.6	71.4
Districtwide	80.6	84.3	81.2	78.4			78.8	80.5	79.3
Hobbs Freshman	68.3	73.6	70.4	65.0			65.0	65.4	66.4
Hobbs High	84.9	87.9	84.5	83.1			83.5	86.0	83.3

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2014, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2014 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 Graduation Technical Guide 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 Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
Statewide	0.2	21.9	6.2	9.5
Districtwide	0.0	12.5	2.2	2.3
Hobbs Freshman	0.0	11.5	2.2	2.0
Hobbs High	0.0	13.3	2.2	2.6

Blanks indicate too few students to report (N<10) Source: PED Data Planning and Analysis Bureau

College Going and College Credit Accumulation

These figures represent students who graduated in 2013 (College Going) and 2011 (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
Hobbs High	Eligible	432	129	26	269			183	37	44
Hobbs High	Enrolled, In-State	229	70	15	140			92		15
Hobbs High	Enrolled, Out-of-State	28	16							
Hobbs High	Credits Earned	142	61		72			46		

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
	Low Poverty Schools	2.2

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
Broadmoor Elementary	27	44.4	55.6	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
Hobbs Freshman	55	41.8	58.2	5.2
Hobbs High	110	38.2	61.8	6.6
Houston Junior	45	55.6	44.4	6.7
Jefferson Elementary	28	46.4	50	1.5
Mills Elementary	26	53.8	42.3	0
Sanger Elementary	23	52.2	47.8	35.6

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers
		Bachelor's	Advanced	
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
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
Districtwide	4,540	96	94	95	92	93	93	90	94	93	95
Booker T Washington Elementary	117	100	97	100	97	100	99	97	99	99	98
Broadmoor Elementary	307	98	86	98	98	97	97	87	97	97	96
College Lane Elementary	294	98	95	95	95	95	93	81	98	95	96
Coronado Elementary	306	98	96	96	95	96	95	84	97	97	93
Edison Elementary	320	96	94	95	95	98	92	89	99	94	94
Heizer Middle School	100	96	96	95	81	97	88	95	90	93	93
Highland Junior	206	87	94	88	77	87	87	92	80	84	93
Hobbs Freshman	76	94	100	97	91	97	92	94	97	95	95
Hobbs High	804	93	92	89	83	81	81	95	90	89	96
Houston Junior	344	94	94	93	86	91	91	91	91	91	94
Jefferson Elementary	13	92	69	84	100	63	84	100	84	100	92
Mills Elementary	304	98	95	97	95	97	96	83	97	97	97
Sanger Elementary	295	98	97	98	98	98	96	88	97	97	97
Southern Heights Elementary	162	95	94	93	91	95	97	92	98	95	91
Stone Elementary	285	97	94	98	97	97	98	83	97	96	95
Taylor Elementary	288	96	94	99	96	97	96	85	98	94	94
Will Rogers Elementary	405	97	99	97	95	97	100	100	85	88	100

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 which 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			
	Reading %	Math %	Science %
4th Grade ELL	91	95	94 (2009)
4th Grade SWD*	93	88	86 (2009)
8th Grade ELL	92	95	93 (2011)
8th Grade SWD*	89	90	87 (2011)

* NAEP does not accommodate students with severe disabilities
Participation in NAEP is not mandatory

4th Grade	Reading (2015)				Math (2015)				Science (2009)			
	Advanced %	Proficient %	Basic*	Below %	Advanced %	Proficient %	Basic*	Below %	Advanced %	Proficient %	Basic*	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	39	37
Nation	8	27	33	32	7	32	42	19	1	32	39	29

8th Grade	Reading (2015)				Math (2015)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	22	35	43
Nation	3	29	42	25	8	24	38	30	2	29	34	36

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

Rounds to zero

Blanks indicate too few students to report