

**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
<b>Schools Rated in District</b>	18	100.0
<b>Schools in Priority Status</b>	1	5.6
<b>Schools in Focus Status</b>	3	16.7
<b>Schools in Strategic Status</b>	0	0.0
<b>Schools in Reward Status</b>	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 Agency 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	9,819	2.9	336,326	100.0
Female	4,832	49.2	164,089	48.8
Male	4,987	50.8	172,237	51.2
Caucasian	2,451	25.0	81,394	24.2
African American	453	4.6	7,600	2.3
Hispanic	6,844	69.7	206,348	61.4
Asian	40	0.4	4,457	1.3
American Indian	24	0.2	35,884	10.7
ED	6,518	66.4	249,348	74.1
SWD	1,265	12.9	52,927	15.7
ELL	1,608	16.4	45,669	13.6
Migrant	0	0.0	428	0.1
Recently Arrived	552	5.6	16,801	5.0

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 2017 represented 685 schools.

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

## 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	27	73	30	70		
3	State Prior	25	75	30	70		
3	LEA Current	23	77	29	71		
3	LEA Prior	20	80	29	71		
4	State Current	26	74	23	77	40	60
4	State Prior	25	75	23	77	43	57
4	LEA Current	25	75	25	75	37	63
4	LEA Prior	21	79	20	80	33	67
5	State Current	30	70	24	76		
5	State Prior	25	75	26	74		
5	LEA Current	26	74	23	77		
5	LEA Prior	19	81	23	77		
6	State Current	26	74	20	80		
6	State Prior	24	76	20	80		
6	LEA Current	24	76	13	87		
6	LEA Prior	21	79	16	84		
7	State Current	27	73	17	83	45	55
7	State Prior	23	77	18	82	45	55
7	LEA Current	31	69	14	86	40	60
7	LEA Prior	19	81	10	90	35	65
8	State Current	29	71	21	79		
8	State Prior	26	74	20	80		
8	LEA Current	25	75	13	87		
8	LEA Prior	22	78	11	89		
9	State Current	26	74	17	83		
9	State Prior	27	73	18	82		
9	LEA Current	18	82	7	93		
9	LEA Prior	16	84	5	95		
10	State Current	32	68	15	85		

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
10	State Prior	32	68	13	87		
10	LEA Current	21	79	7	93		
10	LEA Prior	25	75	4	96		
11	State Current	43	57	9	91	35	65
11	State Prior	45	55	10	90	39	61
11	LEA Current	31	69	5	95	29	71
11	LEA Prior	39	61	3	97	31	69

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	State Current	37	63	20	80	40	60
All Students	LEA Current	35	65	16	84	36	64
Female	State Current	42	58	20	80	39	61
Female	LEA Current	39	61	15	85	34	66
Male	State Current	32	68	20	80	42	58
Male	LEA Current	32	68	16	84	37	63
Caucasian	State Current	52	48	33	67	61	39
Caucasian	LEA Current	44	56	24	76	52	48
African American	State Current	34	66	15	85	37	63
African American	LEA Current	30	70	8	92	19	81
Hispanic	State Current	33	67	16	84	34	66
Hispanic	LEA Current	32	68	13	87	30	70
Asian	State Current	61	39	50	50	66	34
Asian	LEA Current	56	44	19	81		
American Indian	State Current	26	74	11	89	22	78
American Indian	LEA Current	32	68	29	71		
Economically Disadvantaged	State Current	31	69	15	85	32	68
Economically Disadvantaged	LEA Current	31	69	12	88	29	71
Students w Disabilities	State Current	19	81	9	91	18	82
Students w Disabilities	LEA Current	21	79	11	89	14	86
English Language Learners, Current	State Current	20	80	10	90	16	84
English Language Learners, Current	LEA Current	18	82	8	92	17	83

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Booker T Washington Elementary		59	41				
Broadmoor Elementary		55	45	42	58	63	37
College Lane Elementary		47	53	30	70	36	64
Coronado Elementary		49	51	23	77	60	40
Edison Elementary		43	57	22	78	38	62
Heizer Middle School		18	82	10	90	26	74
Highland Junior		25	75	15	85	48	52
Hobbs Freshman		19	81	7	93		
Hobbs High		26	74	6	94	29	71
Houston Junior		36	64	15	85	42	58
Jefferson Elementary		37	63	20	80	23	77
Mills Elementary		55	45	38	62	55	45
Murray Elementary School		37	63	15	85	11	89
Sanger Elementary		42	58	31	69	39	61

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Southern Heights Elementary	28	72	13	87	13	87
Stone Elementary	56	44	41	59	54	46
Taylor Elementary	36	64	13	87	26	74
Will Rogers Elementary	39	61	20	80	22	78

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	\$7,413,423	7.5
Central Services	\$1,486,884	1.5
Community Services	\$0	0.0
Debt Service	\$7,986,092	8.1
Food Services	\$3,994,334	4.0
General Administration	\$1,095,862	1.1
Instruction	\$52,549,043	53.1
Instruction Support Services	\$2,428,280	2.5
Operations & Maintenance	\$6,631,305	6.7
Other Support Services	\$0	0.0
School Administration	\$5,441,756	5.5
Student Support Services	\$7,928,714	8.0
Student Transportation	\$1,988,125	2.0

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	22
Joseph Calderon	24
Lance Wiseman	0
Patricia Jones	0
Peggy Appleton	9

Source: NM School Board Association

### Graduation - 4-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, 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	71	76	61	71	81	63	67	62	67
LEA Current	87	89	90	85			82	85	84
Hobbs Freshman	78	79		78			72	≥ 80	76
Hobbs High	90	93	91	88			86	85	86

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

### Graduation - 5-Year Cohort of 2015

These figures represent students who were expected to graduate on time by August 1, 2015, 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	75	79	68	74	84	71	72	68	73
LEA Current	88	91	67	89			82	69	88
Hobbs Freshman	77	82	44	79			64	50	74
Hobbs High	91	94	76	92			88	78	92

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

### Graduation - 6-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 up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All	Afr	Amer
Hobbs Municipal Schools			

	Students %	Caucasian %	Amer %	Hispanic %	Asian %	Indian %	ED %	SWD %	ELL %
State Current	79	83	76	78	91	75	75	72	76
LEA Current	88	92	87	87			85	80	82
Hobbs High	88	92	87	87			85	80	82

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

Source: PED Accountability Bureau

### Graduation - 4-Year Cohort of 2016, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2016, 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](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	16	4	15
LEA Current		11.0	<2	3.0
Hobbs Freshman		10.0	2	3.0
Hobbs High		11.0		3.0

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 2015 (College Going) and 2013 (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	Hispanic N	Asian N	Amer Indian N	ED N	SWD N	ELL N
Hobbs Municipal Schools	Eligible	476	134	21	318			248	31	112
Hobbs Municipal Schools	Enrolled in state	232	66	13	151			108		52
Hobbs Municipal Schools	Enrolled out of state	36	19		14			10		
Hobbs Municipal Schools	Credits Earned	152	51	10	87			59		
Hobbs High	Eligible	476	134	21	318			248	31	112
Hobbs High	Enrolled in state	232	66	13	151			108		52
Hobbs High	Enrolled out of state	36	19		14			10		
Hobbs High	Credits Earned	152	51	10	87			59		

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

Source: National Student Clearinghouse

### Teacher Credentials

		Statewide %	LEA %
Teachers with Emergency or Provisional Credentials		0.3	0.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA	NA
	Low Poverty Schools	2.4	1.9

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	11	27.3	63.6	0.0
Broadmoor Elementary	25	48.0	52.0	0.0
College Lane Elementary	27	37.0	63.0	0.0
Coronado Elementary	23	52.2	43.5	0.0
Edison Elementary	21	61.9	38.1	0.0
Heizer Middle School	43	60.5	37.2	7.0
Highland Junior	40	50.0	50.0	3.4

Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Hobbs Freshman	51	51.0	49.0	1.6
Hobbs High	110	40.0	60.0	1.9
Houston Junior	43	55.8	44.2	3.2
Jefferson Elementary	25	44.0	52.0	1.8
Mills Elementary	24	50.0	50.0	0.0
Murray Elementary School	33	42.4	54.5	0.0
Sanger Elementary	23	39.1	60.9	0.0
Southern Heights Elementary	31	58.1	38.7	0.0
Stone Elementary	26	53.8	46.2	0.0
Taylor Elementary	26	61.5	38.5	0.0
Will Rogers Elementary	22	59.1	40.9	0.0

\* 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	3,784	95	92	94	92	92	91	80	95	91	93
Booker T Washington Elementary	104	97	98	98	96	94	95	88	92	97	98
Broadmoor Elementary	294	97	99	97	95	96	97	81	99	95	96
College Lane Elementary	379	96	91	94	92	92	92	73	97	90	90
Coronado Elementary	208	99	97	97	95	97	97	91	98	98	99
Edison Elementary	238	92	88	89	92	89	92	75	97	88	89
Heizer Middle School	179	84	62	84	80	82	74	79	78	82	82
Highland Junior	188	94	93	95	88	92	90	90	93	91	96
Hobbs Freshman	103	85	94	89	82	91	86	83	86	84	86
Hobbs High	89	84	87	87	78	93	73	90	82	82	90
Houston Junior	50	96	96	94	94	90	94	90	98	94	94
Jefferson Elementary	216	93	92	92	93	91	91	85	95	90	92
Mills Elementary	194	98	93	96	94	88	93	72	99	92	96
Murray Elementary School	327	96	99	96	94	94	92	78	99	93	92
Sanger Elementary	288	97	92	96	96	89	93	69	98	91	93
Southern Heights Elementary	181	92	78	88	90	91	94	82	94	86	86
Stone Elementary	296	97	92	95	95	93	94	79	98	90	95
Taylor Elementary	225	95	94	94	95	93	90	77	95	85	96
Will Rogers Elementary	225	97	95	99	94	95	91	81	95	95	95

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