

**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 CSI Status</b>	0	0.0
<b>Schools in TSI Status</b>	2	11.1
<b>Schools in MRI Status</b>	0	0.0

Source: PED Accountability Bureau

**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**

**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

**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, and teacher qualifications. This report is compiled for 89 districts that include traditional public schools, 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

Actual Expenditures

Teacher Credentials

**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	9,974	100.0	335,793	100.0
Female	4,914	49.3	163,876	48.8
Male	5,060	50.7	171,917	51.2
Caucasian	2,347	23.5	80,432	24.0
African American	445	4.5	7,739	2.3
Hispanic	7,100	71.2	206,856	61.6
Asian	42	0.4	4,458	1.3
American Indian	31	0.3	35,655	10.6
Pacific Islander	9	0.1	653	0.2
Multiracial	0	0.0	27	0.0
ED	6,414	64.3	250,974	74.7
SWD	1,347	13.5	54,359	16.2
ELL	1,776	17.8	50,179	14.9
Migrant	0	0.0	538	0.2
Recently Arrived	1,776	17.8	50,178	14.9

Source: LEA 120th-day submission to the PED

## Accountability - School Grading and Designation

In addition to earning a letter grade, a school may also earn one of three designations that signify the level of required school support and improvement activities:

- \*\*\* More Rigorous Interventions (MRI): To be identified as in need of More Rigorous Interventions (MRI), schools have earned 5 or 6 "F" grades in a row and are the four most struggling schools in the State.
- \*\* Comprehensive Support and Improvement (CSI): To be identified as in need of Comprehensive Support and Improvement (CSI), the school is in the lowest-performing five percent of Title I schools or is a high school where at least one-third of the students are not graduating on time.
- \* Targeted Support and Improvement (TSI): To be identified as in need of Targeted Support and Improvement (TSI), one or more subgroups of students (for example, race/ethnicity) are performing significantly lower than the rest of the student population.

A school's designation, if applicable, is noted next to its overall letter grade.

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

## Achievement - Proficiency Summaries by Grade

This table shows the school- and LEA-level results of statewide assessments administered during the 2017-2018 school year. These assessments include the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, the New Mexico Alternate Performance Assessment (NMAPA), the Standards Based Assessment (SBA) in Science and Spanish Reading, and the Istation assessment of early literacy skills. In order to protect student privacy, some results have been left blank or reported as a percentage range.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
KN	State Current	62	38				
	State Prior	60	40				
	LEA Current	59	41				
	LEA Prior	56	44				
1	State Current	60	40				
	State Prior	57	43				
	LEA Current	65	35				
	LEA Prior	65	35				
2	State Current	68	32				
	State Prior	66	34				
	LEA Current	76	24				
	LEA Prior	71	29				
3	State Current	30	70	32	68		
	State Prior	27	73	30	70		
	LEA Current	30	70	33	67		
	LEA Prior	23	77	29	71		
4	State Current	30	70	26	74	47	53
	State Prior	26	74	23	77	40	60

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
4	LEA Current	29	71	24	76	46	54
4	LEA Prior	25	75	25	75	37	63
5	State Current	31	69	28	72		
5	State Prior	30	70	24	76		
5	LEA Current	31	69	31	69		
5	LEA Prior	26	74	23	77		
6	State Current	29	71	21	79		
6	State Prior	26	74	20	80		
6	LEA Current	25	75	15	85		
6	LEA Prior	24	76	13	87		
7	State Current	30	70	21	79	43	57
7	State Prior	27	73	17	83	45	55
7	LEA Current	27	73	16	84	36	64
7	LEA Prior	31	69	14	86	40	60
8	State Current	30	70	22	78		
8	State Prior	29	71	21	79		
8	LEA Current	25	75	10	90		
8	LEA Prior	25	75	13	87		
9	State Current	29	71	19	81		
9	State Prior	26	74	17	83		
9	LEA Current	20	80	10	90		
9	LEA Prior	18	82	7	93		
10	State Current	33	67	15	85		
10	State Prior	32	68	15	85		
10	LEA Current	20	80	6	94		
10	LEA Prior	21	79	7	93		
11	State Current	42	58	10	90	27	73
11	State Prior	43	57	9	91	35	65
11	LEA Current	29	71	2	98	19	81
11	LEA Prior	31	69	5	95	29	71

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	39	61	21	79	38	62
All Students	LEA Current	36	64	17	83	33	67
Female	State Current	44	56	21	79	37	63
Female	LEA Current	40	60	16	84	29	71
Male	State Current	34	66	21	79	39	61
Male	LEA Current	32	68	17	83	36	64
Caucasian	State Current	54	46	35	65	60	40
Caucasian	LEA Current	46	54	25	75	52	48

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
African American	State Current	36	64	16	84	33	67
African American	LEA Current	26	74	8	92	17	83
Hispanic	State Current	34	66	18	82	33	67
Hispanic	LEA Current	33	67	15	85	27	73
Asian	State Current	62	38	50	50	61	39
Asian	LEA Current	47	53	31	69	30	70
American Indian	State Current	29	71	12	88	21	79
American Indian	LEA Current	31	69	≤ 20	≥ 80		
Economically Disadvantaged	State Current	33	67	16	84	31	69
Economically Disadvantaged	LEA Current	32	68	15	85	27	73
Students w Disabilities	State Current	14	86	7	93	14	86
Students w Disabilities	LEA Current	18	82	11	89	15	85
English Language Learners, Current	State Current	21	79	8	92	13	87
English Language Learners, Current	LEA Current	19	81	7	93	9	91

### Achievement - Proficiency Summaries by School

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
B.T. Washington Elementary School		63	37				
Broadmoor Elementary School		56	44	35	65	62	38
College Lane Elementary School		49	51	35	65	54	46
Coronado Elementary School		51	49	31	69	53	47
Edison Elementary School		39	61	25	75	33	67
Heizer Middle School		16	84	12	88	28	72
Highland Junior		20	80	13	87	36	64
Hobbs Freshman High School		21	79	11	89		
Hobbs High School		21	79	3	97	19	81
Houston Middle School		41	59	16	84	44	56
Jefferson Elementary School		43	57	25	75	33	67
Mills Elementary School		64	36	49	51	63	37
Murray Elementary School		33	67	18	82	19	81
Sanger Elementary School		51	49	33	67	50	50
Southern Heights Elementary School		36	64	21	79	24	76
Stone Elementary School		58	42	37	63	72	28
Taylor Elementary School		39	61	24	76	40	60
Will Rogers Elementary School		43	57	19	81	50	50

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

Source: PED Accountability Bureau

### Actual 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	\$7,602,782	7.8
Central Services	\$1,540,187	1.6
Community Services	\$0	0.0
Debt Service	\$7,149,318	7.4
Food Services	\$4,412,415	4.5
General Administration	\$1,130,289	1.2
Instruction	\$51,518,042	53.1
Instructional Support Services	\$2,486,230	2.6
Operations & Maintenance	\$6,451,276	6.6
Other Support Services	\$0	0.0

### School Board Training

School district board members must complete a total of five hours of training annually. The annual training requirement varies for new and continuing state-authorized charter board members, and it must include training in specific topics. Please visit <https://webnew.ped.state.nm.us/bureaus/accountability/district-report-cards> for specific requirements.

Board Member	Met Requirement
Gary Eidson	Yes
Joseph Calderon	Yes
Patricia Jones	No

	Amount \$	Percent %
School Administration	\$4,753,370	4.9
Student Support Services	\$8,020,986	8.3
Student Transportation	\$2,038,158	2.1

Source: PED School Budget and Financial Analysis Bureau

Board Member	Met Requirement
Peggy Appleton	Yes
Terry O'Brain	Yes

Source: NM School Board Association and PED Options for Parents and Families Division

### Graduation - 4-Year Cohort of 2017

These figures represent students who were expected to graduate on time by August 1, 2017, 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	68	71	85	61	66	62	68
LEA Current	86	88	78	86			82	73	79
Hobbs Freshman High School	81	84	75	80		70	76	65	67
Hobbs High School	88	91	79	88		38	84	75	83

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

### Graduation - 5-Year Cohort of 2016

These figures represent students who were expected to graduate on time by August 1, 2016, 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	76	80	68	75	87	69	73	70	73
LEA Current	90	91	94	89			86	93	88
Hobbs Freshman High School	82	83	91	81			77	91	79
Hobbs High School	93	94	94	92			90	93	90

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

### Graduation - 6-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 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 %
State Current	77	81	72	76	86	73	74	71	75
LEA Current	89	92	69	89			83	72	88
Hobbs Freshman High School	78	83	45	80			64	52	76
Hobbs High School	92	94	79	92		91	89	82	92

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

### Graduation - 4-Year Cohort of 2017, Status of Non-Graduates

These figures represent students who were expected to graduate on time by August 1, 2017, 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:

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>.

	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	15	4	10
LEA Current	<2	6	<2	9
Hobbs Freshman High School	<2	5	<2	9
Hobbs High School	<2	7	<2	8

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

Teacher Credentials	Statewide %	LEA %
Hobbs Municipal Schools		

Teachers with Emergency or Provisional Credentials		0.8	0.0	
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	2.6	NA	
	Low Poverty Schools	2.2	2.6	
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 %	
Broadmoor Elementary	23	56.5	43.5	0.0
BT Washington Elementary	14	28.6	57.1	0.0
College Lane Elementary	31	38.7	61.3	0.0
Coronado Elementary	24	50.0	45.8	6.3
Edison Elementary	21	61.9	38.1	0.0
Heizer Middle School	46	54.3	45.7	1.7
Highland Middle School	45	51.1	48.9	0.0
Hobbs Freshman High	45	48.9	51.1	0.0
Hobbs High	105	37.1	62.9	2.8
Houston Middle School	48	54.2	45.8	4.4
Jefferson Elementary	24	45.8	50.0	0.0
Mills Elementary	22	40.9	59.1	0.0
Murray Elementary	32	53.1	43.8	7.1
Sanger Elementary	23	39.1	60.9	0.0
Southern Heights Elementary	31	61.3	32.3	1.5
Stone Elementary	24	62.5	37.5	0.0
Taylor Elementary	29	62.1	37.9	0.0
Will Rogers Elementary	25	52.0	48.0	0.0
* Does not include Below Bachelors Blank=no data available or not applicable				
Source: LEA 120th-day submission to PED				

## 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

	Reading %	Math %	Science %
4th Grade ELL	95	95	95
4th Grade SWD*	91	92	93
8th Grade ELL	91	93	96
8th Grade SWD*	90	90	92

\* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2017)				Math (2017)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	5	19	29	46	4	23	42	31	#	24	40	37
Nation	9	27	31	33	8	32	39	21	1	36	39	25

8th Grade	Reading (2017)				Math (2017)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	2	22	41	34	5	16	37	43	1	20	35	45
Nation	4	31	41	25	10	24	36	31	2	31	34	33

# Rounds to zero

