School Grade Report Card
2016

Final Grade

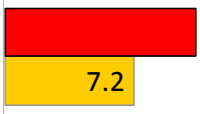
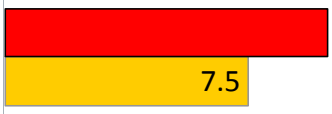
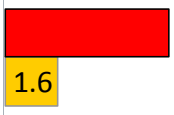
C

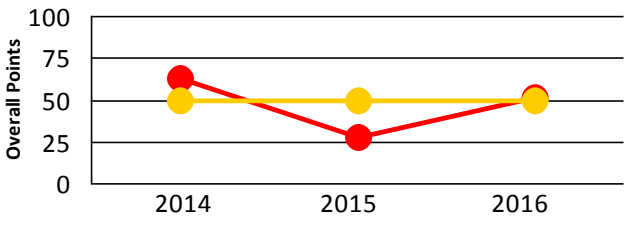
Jefferson Elementary

District: Hobbs Municipal Schools

Grade Range: KN - 5 Code: 33066

This School
Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		F	14.51	40
School Growth Did the school as a whole improve student performance more or less than expected?		D	3.80	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		B	10.65	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	7.57	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.89	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			5.00	5



3-Year Average

47.1

D

Final School Grade

75.0	to <	100.0	A
60.0	to <	75.0	B
50.0	to <	60.0	C
37.5	to <	50.0	D
0.0	to <	37.5	F

Total Points

51.42

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

Current Standing

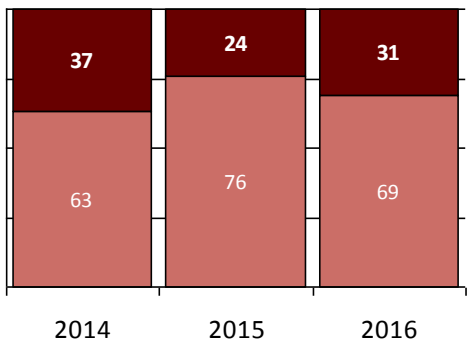
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

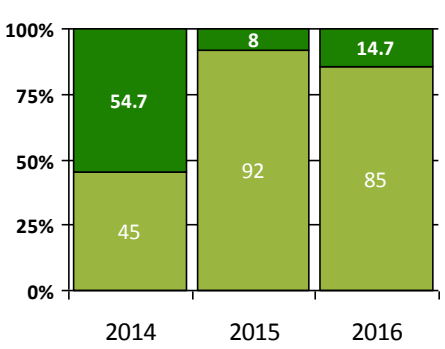
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	31.3	34.1	28.9	26.3	41.7	31.7	-	-	29.7	14.9	25.2
Proficient and Advanced (Pts)	3.13										
Value-Added Model (Pts)	5.33										
Math											
Proficient and Advanced (%)	14.7	11.7	17.6	13.6	-	15.1	-	-	12.7	7.4	14.7
Proficient and Advanced (Pts)	1.47										
Value-Added Model (Pts)	4.58										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.

Proficient
Not Proficient





School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	Reading	*Math*
Value-Added Score	-0.270	-0.310
Points Earned	1.96	1.89

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	**Subgroup Analysis**									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.23	-0.01	0.03	0.04	0.00	0.01	-	-0.21	0.02	-0.11	.1
Highest 75% (Pts)	5.89										
Lowest 25% (VAS)	-.4	0.05	-0.15	0.13	-0.25	-0.13	-	-	-0.11	-0.09	0.00
Lowest 25% (Pts)	3.56										
Math Growth											
Highest 75% (VAS)	-.1	-.1	.0	-.1	.2	.0	-	-	-.1	-.1	-.2
Highest 75% (Pts)	4.75										
Lowest 25% (VAS)	-.3	-.1	-.1	-.2	-.4	-.1	-	-	-.1	-.3	-.2
Lowest 25% (Pts)	4.01										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	96.0	95	96	95	94	96	100	95	95	95	97
Attendance (Points)	5.03										

Survey (Average)	43.8
Survey (Points)	4.9
Count of Surveys (N)	443

Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- [x] Student and Parent Engagement
- [x] Truancy Improvement
- [ ] Extracurricular Activities
- [x] Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	100
Math (%)	100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	31.5		12.8		79.2		83.2		35.7			
	Rank	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**
Current Standing	19	(46)	31	(45)	26	(46)	22	(45)	30	(46)	24	(46)
School Growth	25	(46)	33	(45)	27	(46)	27	(45)	38	(46)	29	(46)
Student Growth, Highest 75%	13	(46)	22	(45)	19	(46)	23	(45)	23	(46)	15	(46)
Student Growth, Lowest 25%	23	(46)	40	(45)	33	(46)	33	(45)	33	(46)	33	(46)
Opportunity to Learn	13	(46)	10	(45)	13	(46)	4	(45)	10	(46)	11	(46)

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html.

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2016 (%)	31.3	34.1	28.9	26.3	41.7	31.7	-	-	29.7	14.9	25.2
	2015 (%)	24.2	24.6	23.4	21.2	20.0	25.1		<2.0	23.1	17.4	9.8
	2014 (%)	36.8	40.4	33.6	34.5	-	37.0	-	-	36.3	23.1	25.0
Math Proficiency	2016 (%)	14.7	11.7	17.6	13.6	-	15.1	-	-	12.7	7.4	14.7
	2015 (%)	8.0	6.2	9.6	6.4	33.3	7.5			7.1	12.1	6.6
	2014 (%)	54.7	54.3	55.1	51.7	-	55.8	-	-	53.8	42.3	56.6

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
4 Feeder schools are schools that do not have students in tested grades 3-11.
5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at http://aae.ped.state.nm.us/.