



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

TATUM

NO CHILD LEFT BEHIND SUMMARY

TATUM

AYP Rating: Meets AYP

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	3	100
Schools in School Improvement	1	33
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

What is Adequate Yearly Progress (AYP)?

AYP is the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Federal No Child Left Behind (NCLB), Act of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute Article 2C says, "The state shall institute an 'adequate yearly progress program' that measures public schools' improvements..."

What do schools have to do in order to meet AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency.
- c) Reach targets for the attendance rate for elementary and middle schools and the graduation rate for high schools.

Who has to meet AYP?

The state, school districts, schools, and subgroups of 25 or more students within schools. The subgroups include Ethnicity/Race: Caucasian, African American, Asian/Pacific, Hispanic, American Indian/Alaskan Native; as well as Economically Disadvantaged (FRLP), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS*

	TATUM		STATE WIDE	
	Number	Percent	Number	Percent
Female	151	50.3	159155	48.8
Male	149	49.7	167000	51.2
Caucasian	146	48.7	99600	30.5
African-American	2	0.7	8523	2.6
Hispanic	151	50.3	178091	54.6
Asian/Pacific Islander	0	0.0	4246	1.3
American Indian	1	0.3	35679	10.9
English Language Learners	38	12.7	60832	18.7
Students with Disabilities	36	12.0	48634	14.9
Free/Reduced Lunch Program	168	56.0	193840	59.4
Migrant	0	0.0	796	0.2

*Source: STARS 120th day submission to Public Education Department.

NO CHILD LEFT BEHIND**2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
TATUM ELEMENTARY	AYP Not Met	SI-1	TATUM HIGH	Meets AYP	Progressing
TATUM JR HIGH	Meets AYP	Progressing			

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

AYP data are based on students who have attended a school for a full academic year. In addition to reading and math scores, a third academic indicator is required. For elementary and middle schools, it is attendance rate, while graduation rate is used for high schools. Results are not reported for subgroups with fewer than 10 students and are indicated by ***.

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	26.2	44.4	***	13.0	***	***	16.0	13.6	***	
All students in Grades 6, 7 & 8	Reading Proficiency	42	67.4	77.3	***	58.3	***	***	55.2	60.0	***	
All Students in Grades 9 & 11	Reading Proficiency	45	74.5	77.8	***	73.7	***	***	69.6	66.7	***	
TATUM ELEMENTARY	Reading Proficiency	44	31.0	48.2	***	16.7	***	***	12.5	20.0	***	
TATUM HIGH	Reading Proficiency	45	74.5	77.8	***	73.7	***	***	69.6	66.7	***	
TATUM JR HIGH	Reading Proficiency	45	80.0	92.3	***	70.6	***	***	72.7	70.6	***	
All Students in Grades 3, 4 & 5	Math Proficiency	33	21.4	33.3	***	13.0	***	***	12.0	13.6	***	
All students in Grades 6, 7 & 8	Math Proficiency	20	32.6	36.4	***	29.2	***	***	24.1	28.0	***	
All Students in Grades 9 & 11	Math Proficiency	27	61.7	74.1	***	47.4	***	***	43.5	44.4	***	
TATUM ELEMENTARY	Math Proficiency	28	27.6	37.0	***	20.0	***	***	12.5	23.3	***	
TATUM HIGH	Math Proficiency	27	61.7	74.1	***	47.4	***	***	43.5	44.4	***	
TATUM JR HIGH	Math Proficiency	20	26.7	30.8	***	23.5	***	***	27.3	17.7	***	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.7	93.2	***	96.3	***	***	95.0	95.8	***	
All students in Grades 6, 7 & 8	Attendance Rate	92	94.5	92.8	***	96.4	***	***	95.2	96.5	***	
TATUM ELEMENTARY	Attendance Rate	92	94.8	94.0	***	95.6	***	***	94.7	95.3	***	
TATUM JR HIGH	Attendance Rate	92	93.3	91.0	***	95.7	***	***	94.7	95.6	***	
All Students in Grade 12	Graduation Rate	90	100.0	100.0	***	100.0	***	***	100.0	100.0	***	
TATUM HIGH	Graduation Rate	90	100.0	100.0	***	100.0	***	***	100.0	100.0	***	

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Male	100	11	0	27	55	18	0	100	11	0	36	55	9	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	10	0	10	40	50	0	100	10	0	20	40	40	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	5	***	***	***	***	***	***	5	***	***	***	***	***
	ELL ³	100	11	0	9	55	36	0	100	11	0	18	55	27	0
	FRLP	100	11	0	9	55	36	0	100	11	0	9	73	18	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	20	0	20	50	30	0	100	20	0	25	55	20	0
	2005-06	94	16	6	25	25	38	6	100	16	0	19	31	50	6
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Male	100	10	0	30	50	20	0	100	10	0	40	50	10	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	FRLP	100	11	0	36	27	36	0	100	11	0	36	45	18	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	19	5	32	37	26	0	100	19	0	37	47	16	0
	2005-06	100	15	13	60	13	13	0	100	15	7	20	67	7	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

¹ includes Alaskan Natives ² SWD - Students with Disabilities ³ ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Male	100	10	0	40	50	10	0	100	10	0	10	80	10	0
Ethnicity	Caucasian	100	10	0	70	30	0	0	100	10	10	20	70	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	12	0	50	42	8	0	100	12	8	25	58	8	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	19	0	58	37	5	0	100	19	5	16	74	5	0
	2005-06	100	20	20	25	35	20	0	100	20	10	10	65	15	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Male	100	12	0	42	50	8	0	100	12	8	25	50	17	0
Ethnicity	Caucasian	100	12	8	50	42	0	0	100	12	17	25	42	17	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	ELL ³	100	10	10	30	40	20	0	100	10	0	40	50	10	0
	FRLP	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	21	10	38	43	10	0	100	21	10	29	48	14	0
	2005-06	100	17	0	41	59	0	0	100	17	0	12	65	24	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	14	14	64	21	0	0	100	14	7	21	64	7	0
	Male	100	13	8	38	46	8	0	100	13	0	15	54	31	0
Ethnicity	Caucasian	100	12	8	67	25	0	0	100	12	0	25	67	8	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	15	13	40	40	7	0	100	15	7	13	53	27	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	ELL ³	100	16	13	50	31	6	0	100	16	6	13	56	25	0
	FRLP	100	18	17	44	33	6	0	100	18	6	22	50	22	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	27	11	52	33	4	0	100	27	4	19	59	19	0
	2005-06	100	17	6	88	6	0	0	100	17	0	18	82	0	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	15	0	87	13	0	0	100	15	0	20	80	0	0
	Male	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Ethnicity	Caucasian	100	13	0	85	8	8	0	100	13	0	23	69	8	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	10	0	70	30	0	0	100	10	0	10	90	0	0
	Asian/Pacific American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	2	***	***	***	***	***	***	2	***	***	***	***	***
	ELL ³	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	FRLP	100	11	0	82	18	0	0	100	11	0	18	82	0	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	23	0	78	17	4	0	100	23	0	17	78	4	0
	2005-06	100	31	19	68	13	0	0	100	31	13	32	52	3	0
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	18	11	72	17	0	0	100	18	6	67	28	0	0
	Male	100	16	19	56	19	6	0	100	16	31	38	25	6	0
Ethnicity	Caucasian	100	21	24	57	19	0	0	100	21	29	52	19	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	13	0	77	15	8	0	100	13	0	54	38	8	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	100	10	10	60	20	10	0	100	10	10	30	50	10	0
	FRLP	100	15	0	73	20	7	0	100	15	0	47	47	7	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	34	15	65	18	3	0	100	34	18	53	26	3	0
	2005-06	100	19	0	68	21	11	0	100	19	5	32	58	5	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	Male	100	11	9	45	27	18	0	100	11	9	27	45	18	0
Ethnicity	Caucasian	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	***	9	***	***	***	***	***	***	9	***	***	***	***	***
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian ¹	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD ²	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	ELL ³	100	11	0	64	27	9	0	100	11	0	45	27	27	0
	FRLP	100	12	0	58	33	8	0	100	12	0	42	42	17	0
	Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***
All Students	2006-07	100	19	11	53	26	11	0	100	19	5	42	37	16	0
	2005-06	100	22	55	36	9	0	0	100	22	23	50	18	9	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

¹ - includes Alaskan Natives

² - SWD - Students with Disabilities

³ - ELL - English Language Learners

School Board Member Participation*

In order to meet the law, Board members must have accumulated five points during the year by attending specific training.

Board Member	Number of Points
Cogburn, Kelly	7
Glenn, Travis	7
Jimenez, Fernando	6
Powell, Ben	8
Sterling, Brett	9

Source: 2006-07 New Mexico School Board Association annual report.

* In addition to the training required by the NM State Board Association, many school board members attend additional training. The information provided here does not reflect other training that school board members have received.

Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
Direct Instruction	1,516,725	61
Instructional Support Services	960,405	39
Students	84,230	9
Instruction	132,972	14
General Administration	190,391	20
School Administration	119,794	12
Central Services	86,371	9
Operations & Maintenance	346,436	36
Student Transportation	211	<1
Non-Instructional Support	14,746	1
Food Services	11,865	80
Community Services	2,881	20
Capital Outlay	0	0
Total Expenditures	2,491,876	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.

Teacher Quality Data*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 0.00%

Emergency or provisional
Credentials.

Core Classes not taught by
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	67	41.8	53.7	0.0
TATUM ELEMENTARY	27	40.7	55.6	0.0
TATUM HIGH	27	40.7	55.6	0.0
TATUM JR HIGH	13	46.2	46.2	0.0

* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

*** = missing or not available

Parent Survey on the Quality of Education Spring 2007

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0	
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7	
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1	
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1	
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1	
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0	
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4	
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4	
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7	
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1	
DISTRICT WIDE TOTALS	1	56	114	16	2	9	1	28.3	57.6	8.1	1.0	4.5	0.5	
DISTRICT WIDE TOTALS	2	68	124	2	0	4	0	34.3	62.6	1.0	0.0	2.0	0.0	
DISTRICT WIDE TOTALS	3	65	117	9	3	4	0	32.8	59.1	4.5	1.5	2.0	0.0	
DISTRICT WIDE TOTALS	4	61	111	19	5	0	2	30.8	56.1	9.6	2.5	0.0	1.0	
DISTRICT WIDE TOTALS	5	77	95	11	3	12	0	38.9	48.0	5.6	1.5	6.1	0.0	
DISTRICT WIDE TOTALS	6	54	116	15	7	5	1	27.3	58.6	7.6	3.5	2.5	0.5	
DISTRICT WIDE TOTALS	7	47	100	30	12	3	6	23.7	50.5	15.2	6.1	1.5	3.0	
DISTRICT WIDE TOTALS	8	82	94	12	4	0	6	41.4	47.5	6.1	2.0	0.0	3.0	
DISTRICT WIDE TOTALS	9	56	108	17	8	8	1	28.3	54.5	8.6	4.0	4.0	0.5	
DISTRICT WIDE TOTALS	10	76	103	7	8	0	4	38.4	52.0	3.5	4.0	0.0	2.0	
TATUM DISTRICT OFF	1	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	2	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	3	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	4	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	5	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	6	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	7	0	1	0	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	

Parent Survey on the Quality of Education Spring 2007

The Quality of Education Survey is provided to all parents statewide yearly by regulation. It consists of ten required questions by the NM Public Education Department.

- 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 maintains 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 employs various instructional methods and strategies to meet my child's needs.
 Q10. My child takes responsibility for his or her learning.

#=Number %=Percent ***=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
TATUM DISTRICT OFF	8	0	1	0	0	0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	9	1	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	
TATUM DISTRICT OFF	10	1	0	0	0	0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	
TATUM ELEMENTARY	1	26	35	7	1	5	35.1	47.3	9.5	1.4	6.8	0.0		
TATUM ELEMENTARY	2	21	48	2	0	3	28.4	64.9	2.7	0.0	4.1	0.0		
TATUM ELEMENTARY	3	22	45	5	1	1	29.7	60.8	6.8	1.4	1.4	0.0		
TATUM ELEMENTARY	4	25	42	7	0	0	33.8	56.8	9.5	0.0	0.0	0.0		
TATUM ELEMENTARY	5	18	41	4	1	10	24.3	55.4	5.4	1.4	13.5	0.0		
TATUM ELEMENTARY	6	18	46	3	3	3	24.3	62.2	4.1	4.1	4.1	1.4		
TATUM ELEMENTARY	7	16	31	14	6	3	21.6	41.9	18.9	8.1	4.1	5.4		
TATUM ELEMENTARY	8	37	33	1	2	0	50.0	44.6	1.4	2.7	0.0	1.4		
TATUM ELEMENTARY	9	21	39	4	3	6	28.4	52.7	5.4	4.1	8.1	1.4		
TATUM ELEMENTARY	10	22	41	3	5	0	29.7	55.4	4.1	6.8	0.0	4.1		
TATUM HIGH	1	11	32	4	0	2	22.4	65.3	8.2	0.0	4.1	0.0		
TATUM HIGH	2	18	31	0	0	0	36.7	63.3	0.0	0.0	0.0	0.0		
TATUM HIGH	3	18	28	1	1	1	36.7	57.1	2.0	2.0	2.0	0.0		
TATUM HIGH	4	16	25	5	2	0	32.7	51.0	10.2	4.1	0.0	2.0		
TATUM HIGH	5	25	20	3	1	0	51.0	40.8	6.1	2.0	0.0	0.0		
TATUM HIGH	6	15	27	4	2	1	30.6	55.1	8.2	4.1	2.0	0.0		
TATUM HIGH	7	13	26	7	2	0	26.5	53.1	14.3	4.1	0.0	2.0		
TATUM HIGH	8	17	24	5	1	0	34.7	49.0	10.2	2.0	0.0	4.1		
TATUM HIGH	9	14	26	6	2	1	28.6	53.1	12.2	4.1	2.0	0.0		
TATUM HIGH	10	21	25	2	1	0	42.9	51.0	4.1	2.0	0.0	0.0		
TATUM JR HIGH	1	19	46	5	1	2	25.7	62.2	6.8	1.4	2.7	1.4		
TATUM JR HIGH	2	29	44	0	0	1	39.2	59.5	0.0	0.0	1.4	0.0		
TATUM JR HIGH	3	25	43	3	1	2	33.8	58.1	4.1	1.4	2.7	0.0		
TATUM JR HIGH	4	20	43	7	3	0	27.0	58.1	9.5	4.1	0.0	1.4		

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Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
TATUM JR HIGH	5	34	33	4	1	2	0	45.9	44.6	5.4	1.4	2.7	0.0	
TATUM JR HIGH	6	21	42	8	2	1	0	28.4	56.8	10.8	2.7	1.4	0.0	
TATUM JR HIGH	7	18	42	9	4	0	1	24.3	56.8	12.2	5.4	0.0	1.4	
TATUM JR HIGH	8	28	36	6	1	0	3	37.8	48.6	8.1	1.4	0.0	4.1	
TATUM JR HIGH	9	20	43	7	3	1	0	27.0	58.1	9.5	4.1	1.4	0.0	
TATUM JR HIGH	10	32	37	2	2	0	1	43.2	50.0	2.7	2.7	0.0	1.4	

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

ELL - English Language Learners, or students whose first language is a language other than English.

Migrant - Students whose parents/guardians are primarily employed in agriculture on a seasonal basis and establish temporary residence in NM.

FRLP - Students eligible for the free or reduced lunch program at their school.

SWD- Students with Disabilities.

No Child Left Behind District Summary - What happens if a school does not make AYP?

- After 1st year of not making AYP – the school, in partnership with its district and local community, will be encouraged to:
 - (a) perform a data analysis to determine why it did not make AYP,
 - (b) amend its Educational Plan for Student Success (EPSS), and
 - (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department (PED) will provide technical assistance, as requested, during this process.
- After 2nd Year of not making AYP (designated School Improvement I) – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- After 3rd Year of not making AYP (designated School Improvement II) – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- After 4th Year of not making AYP (designated Corrective Action) – in addition to the requirements listed above the school and district must also implement one or more of the following: replace staff as allowed by law, implement a new curriculum, decrease management authority of the public school, appoint an outside expert to advise the public school, extend the school day or year, and change the public school's internal organizational structure.
- After 5th Year of not making AYP (designated Restructuring I) – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions: re-open the public school as a charter school, replace all or most of the staff, as allowed by law, turn over the management of the public school to the PED, and make other governance changes.
- After 6th year of not making AYP (designated Restructuring II) – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

How can a school be removed from improvement status? By reaching AYP targets for two consecutive years.

Assessments - Proficiency Levels

Standards-based assessments are scored according to proficiency levels that are established by committees of teachers from across New Mexico. Every question/item on each test is evaluated and studied in order to specify knowledge, skills and abilities that students should have in order to demonstrate proficiency. Based upon how many items a student answers correctly, and how well they can justify their answers, a proficiency level is assigned. The proficiency levels are: Beginning, Nearing Proficient, Proficient and Advanced. Since the assessments are designed to measure how well students are achieving the New Mexico standards, students scoring at the Proficient or Advanced level are designated as having met the standards.

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

Feeder School Methodology

Feeder schools are kindergarten through second grade schools, and their students do not take the standards-based tests. NCLB requires that all schools be rated for Adequate Yearly Progress, including feeder schools. These schools are rated on the performance of third grade students who once attended there.

High and Low Poverty Schools

High Poverty Schools: Schools with the most students eligible for Free or Reduced Lunch (Top 25%).

Low Poverty Schools: Schools with the fewest students eligible for Free or Reduced Lunch (Bottom 25%).