



Adequate Yearly Progress (AYP) Summary

Tatum Municipal Schools	
AYP Rating	Not Met
Improvement Status	Progressing
Schools rated in the district	3
Schools in Improvement	0
Schools in Corrective Action	0
Schools in Restructuring	1

Source: NMPED Assessment and Accountability

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary and Secondary Education Act (ESEA) 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 states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2011-2012, but that were derived from the achievement of students in the 2010-2011 school year.

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 attendance in elementary and middle schools and graduation for high schools.

Who has to meet AYP?

Subgroups of 25 or more students within each school, district, and the state must meet AYP. The subgroups include Caucasian, African American, Asian/Pacific Islander, Hispanic, American Indian/Alaskan Native, Economically Disadvantaged (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Am: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years

- ED: Free or Reduced Lunch; qualifies the student as Economically Disadvantaged
- SWD: Students with disabilities; does not include special education students who are gifted
- High Poverty Schools: Schools with the most students eligible for FRL (top 25%)
- Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)
- LEA: Local Education Agency which refers to either a district or a charter school

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

The word "delay" in any status means entity made AYP the first of the two years required to return to Progressing.

Student Demographics

	LEA		State	
	N	%	N	%
All Students	330	100	334,700	100
Female	144	44	163,202	49
Male	186	56	171,498	51
Caucasian	147	45	88,508	26
Afr Am	3	< 2	7,765	2
Hispanic	178	54	198,850	59
Asian	0	0	4,463	< 2
Am Indian	2	< 2	34,861	10
Native Hawaiian or Other Pacific Islander	0	0	253	< 2
SWD	62	19	47,480	14
ELL	23	7	53,815	16
Recently Arrived *	0	0	40	< 2
ED	186	56	228,186	68
Migrant	0	0	452	< 2

Source: LEA's 120th day submission to the NMPED STARS. * ELL Students new to the U.S. who qualified for exemption from reading assessment.

Adequate Yearly Progress (AYP) for Schools within LEA

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Tatum Elementary	Not Met	R-2	Tatum High	Not Met	Progressing
Tatum Junior High	Not Met	Progressing			

Source: NMPED Assessment and Accountability

AYP is based on students who have attended a school for a full academic year. Three academic indicators are utilized: 1) mathematics, 2) reading, and 3) either attendance (elementary and middle schools), or graduation (high schools). Results are not reported for subgroups with fewer than 10 students (indicated by a blank).

Adequate Yearly Progress (AYP) for Subgroups within LEA

Academic Indicator	Goal %	All Students %	Cauc. %	Afr Am %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %
LEA Reading Proficiency*	75	45	60		36			42	29	9
Tatum Elementary Reading Proficiency*	74	34	47		29			29	35	7
Tatum High Reading Proficiency*	75	52			56			59		
Tatum Junior High Reading Proficiency*	75	57	79		36			57		
LEA Reading Participation	95	100	100		100			100	100	
Tatum Elementary Reading Participation	95	100			100			100		
Tatum High Reading Participation	95									
Tatum Junior High Reading Participation	95	100								
LEA Math Proficiency*	66	44	55		37			44	32	9
Tatum Elementary Math Proficiency*	67	35	42		33			33	39	7
Tatum High Math Proficiency*	66	41			44			47		
Tatum Junior High Math Proficiency*	63	60	79		41			62		
LEA Math Participation	95	100	100		100			100	100	
Tatum Elementary Math Participation	95	100			100			100		
Tatum High Math Participation	95									
Tatum Junior High Math Participation	95	100								
Tatum Elementary Attendance Rate	92	97	97		98			98	>98	97
Tatum Junior High Attendance Rate	92	96	95		96			96	98	
All Students in Grade 12 Graduation Rate	65	>98	>98		97			98	>98	
Tatum High Graduation Rate	65	>98	>98		97			98	>98	

Source: NMPED Assessment and Accountability; Full Academic Year only;

* % of students scoring Proficient or Above;

Blank = Too few or no students to report

Proficiencies by Grade Span for Subgroups - All¹ - within LEA

Academic Indicator	Goal	All	Cauc.	Afr Am	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
	%	%	%	%	%	%	%	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	75	38	48		33		32	39	8	
District Wide-Grades 6, 7 & 8	Reading Proficiency*	75	53	83		29		51	12	18	
District Wide-Grades 11	Reading Proficiency*	75	55	55		56		59			
District Wide-Grades 3, 4 & 5	Math Proficiency*	66	35	43		31		32	39	8	
District Wide-Grades 6, 7 & 8	Math Proficiency*	66	50	73		32		49	18	18	
District Wide-Grades 11	Math Proficiency*	66	45	45		44		47			

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;

* % of students scoring Proficient or Above; Blank = Too few or no students to report

Expenditures

	Expenditure (\$)	%
Direct Instruction	2,470,302	67
Instructional Support	1,176,234	32
Students	76,842	2
Instruction	96,298	3
General Administration	171,253	5
School Administration	243,327	7
Central Services	138,622	4
Operations Maintenance	427,057	12
Student Transportation	0	<1
Other	22,835	1
Non-Instructional Support	64,390	2
Food Services	42,890	1
Community Services	21,500	1
Capital Outlay	0	<1
Total	3,710,926	100

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Training

Board Member	Number of Points*
Aaron Bleyeberg	12
Ben Powell	6
Brett Sterling	1
Fernando Jimenez	2
Travis Glenn	2

Source: New Mexico School Board Association

* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM standards and benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2011. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

Proficiencies for Subgroups - All¹ - within LEA

3rd Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,771	6	47	25	22	0	100	25,768	4	48	35	13	0							
State Prior	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
LEA Current	100	22	0	27	32	41	0	100	22	0	32	50	18	0							
LEA Prior	100	22	0	41	27	32	0	100	22	5	41	45	9	0	100	22	0	82	18	0	0
Female		6							6												
Male	100	16	0	25	25	50	0	100	16	0	31	50	19	0							
Caucasian		8							8												
Afr Am		0							0						0						
Hispanic	100	14	0	21	21	57	0	100	14	0	29	43	29	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		5							5												
ED	100	11	0	18	18	64	0	100	11	0	27	36	36	0							
SWD		6							6												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

4th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,808	7	40	40	14	0	100	25,817	9	36	37	19	0	100	25,800	5	42	33	20	0
State Prior	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
LEA Current	100	22	0	36	45	18	0	100	22	5	36	32	27	0	100	22	0	32	45	23	0
LEA Prior	100	20	0	35	40	25	0	100	20	0	40	45	15	0	100	20	0	40	60	0	0
Female	100	12	0	33	42	25	0	100	12	0	33	25	42	0	100	12	0	17	50	33	0
Male	100	10	0	40	50	10	0	100	10	10	40	40	10	0	100	10	0	50	40	10	0
Caucasian		7							7						7						
Afr Am		0							0						0						
Hispanic	100	15	0	33	47	20	0	100	15	0	33	40	27	0	100	15	0	27	60	13	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		7							7						7						
ED	100	14	0	29	43	29	0	100	14	0	36	29	36	0	100	14	0	29	43	29	0
SWD		4							4						4						

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

5th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level			Participating %	Number Tested	% at Each Proficiency Level						
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof			Beginning Step	Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,481	9	43	36	12	0	100	25,481	9	33	39	19	0							
State Prior	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
LEA Current	100	21	5	48	38	10	0	100	21	5	29	52	14	0							
LEA Prior	100	20	5	25	50	20	0	100	20	5	20	60	15	0	100	20	0	25	70	5	0
Female		6							6												
Male	100	15	7	53	27	13	0	100	15	7	33	47	13	0							
Caucasian		8							8												
Afr Am		0							0						0						
Hispanic	100	13	8	38	38	15	0	100	13	0	31	46	23	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		6							6												
ED	100	13	8	38	46	8	0	100	13	0	31	54	15	0							
SWD		2							2												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

6th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level			Participating %	Number Tested	% at Each Proficiency Level						
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof			Beginning Step	Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	25,026	9	39	36	16	0	100	25,019	5	32	41	22	0							
State Prior	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
LEA Current	100	20	5	30	40	25	0	100	20	0	30	55	15	0							
LEA Prior	100	23	4	13	61	22	0	100	23	4	30	48	17	0	100	23	0	17	61	22	0
Female		9							9												
Male	100	11	0	45	18	36	0	100	11	0	45	36	18	0							
Caucasian		6							6												
Afr Am		0							0						0						
Hispanic	100	14	0	14	50	36	0	100	14	0	21	57	21	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		7							7												
ED	100	12	0	33	42	25	0	100	12	0	33	42	25	0							
SWD		3							3												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year; Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

7th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,366	6	42	36	16	0	100	24,375	5	33	38	24	0	99	24,362	9	31	35	25	1
State Prior	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
LEA Current	100	28	11	39	39	11	0	100	28	7	50	25	18	0	100	28	7	50	29	14	0
LEA Prior	100	24	21	46	29	4	0	100	24	25	21	46	8	0	100	24	4	50	46	0	0
Female	100	11	9	45	27	18	0	100	11	0	64	18	18	0	100	11	0	64	9	27	0
Male	100	17	12	35	47	6	0	100	17	12	41	29	18	0	100	17	12	41	41	6	0
Caucasian	100	13	15	62	23	0	0	100	13	8	62	23	8	0	100	13	0	69	31	0	0
Afr Am		1							1						1						
Hispanic	100	14	0	21	57	21	0	100	14	0	43	29	29	0	100	14	14	29	29	29	0
Asian		0							0						0						
Am Indian		0							0						0						
ELL		7							7						7						
ED	100	14	0	50	36	14	0	100	14	0	57	29	14	0	100	14	14	50	14	21	0
SWD		6							6						6						

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups - All¹ - within LEA

8th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	100	24,055	7	47	29	17	0	100	24,058	4	36	43	16	0		1					
State Prior	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
LEA Current	100	24	8	62	25	4	0	100	24	21	38	42	0	0							
LEA Prior	100	20	5	60	20	15	0	100	20	15	55	25	5	0	100	20	0	20	65	15	0
Female	100	11	9	64	27	0	0	100	11	27	27	45	0	0							
Male	100	13	8	62	23	8	0	100	13	15	46	38	0	0							
Caucasian	100	11	18	73	0	9	0	100	11	36	55	9	0	0							
Afr Am		0							0						0						
Hispanic	100	13	0	54	46	0	0	100	13	8	23	69	0	0							
Asian		0							0						0						
Am Indian		0							0						0						
ELL		3							3												
ED	100	13	8	62	31	0	0	100	13	8	46	46	0	0							
SWD		2							2												

Source: NMPED Assessment and Accountability; ¹All students tested – not limited to Full Academic Year;
Blank = Too few or no students to report

Proficiencies for Subgroups within LEA

11th Grade	READING							MATH					SCIENCE								
	Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level					Participating %	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
State Current	99	20,737	10	38	38	14	1	99	20,733	6	32	49	12	1	98	20,726	4	35	42	17	2
State Prior	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
LEA Current	100	29	14	41	41	3	0	100	29	3	41	55	0	0	100	29	3	28	52	17	0
LEA Prior	100	24	4	75	21	0	0	100	24	0	42	50	8	0	96	24	0	21	67	8	4
Female	100	14	21	43	29	7	0	100	14	7	36	57	0	0	100	14	7	21	43	29	0
Male	100	15	7	40	53	0	0	100	15	0	47	53	0	0	100	15	0	33	60	7	0
Caucasian	100	11	18	36	45	0	0	100	11	0	45	55	0	0	100	11	0	36	64	0	0
Afr Am		0							0							0					
Hispanic	100	18	11	44	39	6	0	100	18	6	39	56	0	0	100	18	6	22	44	28	0
Asian		0							0							0					
Am Indian		0							0							0					
ELL		6							6							6					
ED	100	17	12	47	35	6	0	100	17	6	41	53	0	0	100	17	6	18	53	24	0
SWD		1							1							1					

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year

Blanks = Too few students to report

Graduation - High School 4-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	26,490	67	12,895	72	13,595	63	7,863	76	616	62	14,394	64	351	84	3,266	60	9,271	61	5,209	66	14,089	61
LEA	39	>98	21	>98	18	>98	24	>98			15	97					36	>98	6		17	98
Tatum High	39	>98	21	>98	18	>98	24	>98			15	97					36	>98	6		17	98

Source: PED Assessment and Accountability. Class of 2010; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School 5-Year Cohort Graduation within LEA

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE	27,290	70	13,270	74	14,020	68	8,440	78	744	68	14,137	67	340	85	3,629	64	9,820	68	5,530	68	13,486	65
LEA	27	88	10	88	17	87	15	85	1		11	90					25	88	3		14	79
Tatum High	27	88	10	88	17	87	15	85	1		11	90					25	88	3		14	79

Source: PED Assessment and Accountability. Class of 2009; All students ever enrolled including part time.
Blanks = Too few or no students to report

Graduation - High School Non-Graduates within LEA

Group	Certificate		Status Unknown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATE	310	<2	5,489	21	1,734	6	1,334	5
LEA								
Tatum High								

Source: PED Assessment and Accountability; Class of 2010; All students ever enrolled including part time; Blank = Too few or no students to report; Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers %
STATE	0	0.7
LEA	0	0.0
High Poverty Schools	N/A	N/A
Low Poverty Schools	0	<0.1
Tatum Elementary	0	0.0
Tatum High	0	0.0
Tatum Junior High	0	0.0

Source: LEA's 120th day submission to NMPED;
Blank = No data available

Teacher Quality, Level of Education

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
STATE	22,031	56	42
LEA	27	37	63
Tatum Elementary	12	42	58
Tatum High	16	38	62
Tatum Junior High	10	60	40

Source: LEA's 120th day submission to NMPED
 Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

- 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.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1 STATE	90,980	36.5	54.3	3.7	1.3	3.2	1.1
2 STATE	91,126	33.0	52.8	7.6	2.6	3.1	0.9
3 STATE	91,050	36.9	52.2	5.5	1.4	3.1	0.9
4 STATE	91,192	35.9	50.8	7.7	2.0	2.1	1.5
5 STATE	91,185	31.0	50.9	6.0	1.9	9.2	1.1
6 STATE	91,109	31.7	53.0	6.8	2.5	4.7	1.2
7 STATE	91,168	25.3	48.5	12.8	3.7	7.7	2.0
8 STATE	91,172	44.5	46.6	5.2	1.7	1.2	0.9
9 STATE	91,082	32.3	53.3	5.9	1.8	5.4	1.3
10 STATE	91,006	38.5	51.3	6.2	1.4	1.4	1.2
1 LEA	201	61.2	31.3	3.0	1.0	2.0	1.5
2 LEA	201	65.7	31.8	1.0	0.0	1.0	0.5
3 LEA	201	61.2	36.8	0.5	0.0	1.0	0.5
4 LEA	201	62.2	33.8	2.0	0.0	0.0	2.0
5 LEA	201	52.2	38.8	1.5	2.0	5.0	0.5
6 LEA	201	54.2	38.3	5.0	1.5	0.5	0.5
7 LEA	201	45.3	40.8	7.0	1.0	4.5	1.5
8 LEA	201	60.7	36.3	3.0	0.0	0.0	0.0
9 LEA	201	55.2	38.8	2.5	0.0	2.5	1.0
10 LEA	201	50.7	39.3	6.5	0.5	0.5	2.5
1 Tatum Elementary	115	61.7	33.9	2.6	0.9	0.9	0.0
2 Tatum Elementary	115	62.6	33.9	1.7	0.0	0.9	0.9
3 Tatum Elementary	115	55.7	42.6	0.0	0.0	0.9	0.9

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
4	Tatum Elementary	115	61.7	34.8	0.0	0.0	0.0	3.5
5	Tatum Elementary	115	45.2	40.9	2.6	3.5	7.0	0.9
6	Tatum Elementary	115	49.6	41.7	4.3	2.6	0.9	0.9
7	Tatum Elementary	115	35.7	43.5	9.6	1.7	7.0	2.6
8	Tatum Elementary	115	62.6	36.5	0.9	0.0	0.0	0.0
9	Tatum Elementary	115	53.0	42.6	1.7	0.0	0.9	1.7
10	Tatum Elementary	115	41.7	45.2	7.0	0.9	0.9	4.3
1	Tatum High	59	62.7	28.8	3.4	0.0	1.7	3.4
2	Tatum High	59	69.5	30.5	0.0	0.0	0.0	0.0
3	Tatum High	59	69.5	30.5	0.0	0.0	0.0	0.0
4	Tatum High	59	62.7	32.2	5.1	0.0	0.0	0.0
5	Tatum High	59	64.4	33.9	0.0	0.0	1.7	0.0
6	Tatum High	59	62.7	30.5	6.8	0.0	0.0	0.0
7	Tatum High	59	59.3	37.3	3.4	0.0	0.0	0.0
8	Tatum High	59	61.0	32.2	6.8	0.0	0.0	0.0
9	Tatum High	59	61.0	28.8	5.1	0.0	5.1	0.0
10	Tatum High	59	67.8	23.7	8.5	0.0	0.0	0.0
1	TatumJunior High	27	55.6	25.9	3.7	3.7	7.4	3.7
2	TatumJunior High	27	70.4	25.9	0.0	0.0	3.7	0.0
3	TatumJunior High	27	66.7	25.9	3.7	0.0	3.7	0.0
4	TatumJunior High	27	63.0	33.3	3.7	0.0	0.0	0.0
5	TatumJunior High	27	55.6	40.7	0.0	0.0	3.7	0.0
6	TatumJunior High	27	55.6	40.7	3.7	0.0	0.0	0.0
7	TatumJunior High	27	55.6	37.0	3.7	0.0	3.7	0.0
8	TatumJunior High	27	51.9	44.4	3.7	0.0	0.0	0.0
9	TatumJunior High	27	51.9	44.4	0.0	0.0	3.7	0.0
10	TatumJunior High	27	51.9	48.1	0.0	0.0	0.0	0.0

Source: NMPED online anonymous parent survey
Blanks = No data available

Statewide Results for the National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student performance across states and for the nation as a whole. NAEP does not replace the Standards Based Assessment (SBA) that students take every year, which measures student performance according to New Mexico curriculum standards. All students in New Mexico are required to take the SBA, while the NAEP selects representative samples of students. The sampling method does not allow for reporting results by district, much like a political poll does not sample and report by neighborhood. For further information, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Assessment year is the most recent available at the time of this report

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	7	24	34	34	6	33	43	19	1	32	71	29
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
ED	1	11	31	57	1	16	46	36	0	15	55	45
ELL	#	3	13	84	#	5	36	60	#	2	22	78
SWD	1	4	12	83	#	9	41	50	#	13	43	57
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
Asian	12	27	32	29								
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ¹ (%)	Below Basic (%)
Nation	2	28	43	26	7	25	39	29	1	29	62	38
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
ED	1	14	43	43	1	10	38	50	0	13	43	57
ELL	#	1	13	87	#	2	18	80	#	1	13	87
SWD	#	4	21	75	#	5	17	77	0	9	23	77
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
Asian												
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Af Amer	1	15	40	44	2	11	42	45				
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19

* Information at <http://nationsreportcard.gov/>

Basic¹ is most comparable to Proficient on New Mexico's Standards Based Assessment

Blank = Too few or no students to report; # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

* Information at <http://nationsreportcard.gov/>

** NAEP does not accommodate students with severe disabilities; participation is not mandatory