



AYP Summary

TATUM MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

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

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Definitions and Abbreviations

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

FRL: 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%)

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 & 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 2009-2010, but that were derived from the achievement of students in the 2008-2009 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 (FRL), Students with Disabilities (SWD), and English Language Learners (ELL).

Student Demographics				
	TATUM MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	148	47.9	160,866	47.0
Male	161	52.1	169,312	49.5
Caucasian	141	45.6	95,406	27.9
African-American	2	0.6	8,670	2.5
Hispanic	165	53.4	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	1	0.3	36,449	10.7
English Language Learners	40	12.9	55,866	16.3
Students with Disabilities	34	11.0	45,346	13.3
Free/Reduced Lunch Program	158	51.1	203,946	59.6
Migrant	0	0.0	575	0.2

Source: STARS 40th day submission to Public Education Department.

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
TATUM ELEMENTARY	Not Met	CA	TATUM HIGH	Met	Progressing
TATUM JR HIGH	Met	Progressing			

AYP by Subgroup

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 <>).

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	54.2	76.2	<>	40.5	<>	<>	41.5	33.3	21.4
Districtwide-Grades 6-8	Reading Proficiency	57	55.6	76.3	<>	33.3	<>	<>	42.1	12.5	<>
Districtwide-Grade 11	Reading Proficiency	60	88.2	96.0	<>	<>	<>	<>	83.3	<>	<>
TATUM ELEMENTARY	Reading Proficiency	59	46.9	16.1	<>	33.3	<>	<>	38.5	17.1	<>
TATUM HIGH	Reading Proficiency	60	88.2	96.0	<>	<>	<>	<>	83.3	<>	<>
TATUM JR HIGH	Reading Proficiency	60	68.0	85.7	<>	36.4	<>	<>	48.1	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	45.8	66.7	<>	32.4	<>	<>	41.5	30.0	35.7
Districtwide-Grades 6-8	Math Proficiency	41	48.6	60.5	<>	33.3	<>	<>	42.1	18.8	<>
Districtwide-Grade 11	Math Proficiency	46	61.8	64.0	<>	<>	<>	<>	50.0	<>	<>
TATUM ELEMENTARY	Math Proficiency	47	40.7	9.7	<>	29.2	<>	<>	38.5	20.0	<>
TATUM HIGH	Math Proficiency	46	61.8	64.0	<>	<>	<>	<>	50.0	<>	<>
TATUM JR HIGH	Math Proficiency	41	58.0	71.4	<>	36.4	<>	<>	48.1	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	97.2	96.8	99.6	97.6	<>	<>	97.0	97.5	95.9
Districtwide-Grades 6-8	Attendance Rate	92	97.2	96.8	<>	97.6	<>	97.1	97.0	97.5	95.9
TATUM ELEMENTARY	Attendance Rate	92	97.4	97.3	99.6	97.5	<>	97.1	97.9	97.8	97.0
TATUM JR HIGH	Attendance Rate	92	97.1	96.9	<>	97.4	<>	<>	96.7	96.8	95.8
All Students	Graduation Rate	52	96.7	<>	<>	92.8	<>	<>	97.7	<>	<>
TATUM HIGH	Graduation Rate	52	96.7	<>	<>	92.8	<>	<>	97.7	<>	<>

National Assessment of Educational Progress (NAEP) Statewide Results

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. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0

8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
	White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

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

*** Sample size was insufficient to permit a reliable estimate

Rounds to zero

NAEP Participation Rates

	Reading (%)	Math (%)	Science (%)
4th Grade ELL	73.0	95.6	94.1
4th Grade SWD**	64.3	84.6	85.9
8th Grade ELL	81.9	94.2	90.1
8th Grade SWD**	64.3	77.9	85.7

** NAEP does not accommodate students with severe disabilities.
Participation in NAEP is not mandatory.

Assessment Summary by Grade

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 2009. 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.

3rd Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
Male	100	12	16	41	16	25	100	12	16	50	25	8	100	12	0	58	41	0			
Caucasian	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	15	6	46	20	26	100	15	6	53	33	6	100	15	0	40	60	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	12	0	50	16	33	100	12	8	50	33	8	100	12	0	33	66	0			
FRL	100	15	6	40	26	26	100	15	6	46	40	6	100	15	0	40	60	0			
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	21	19	42	19	19	100	21	14	52	28	4	100	21	0	57	42	0			
All 2007-08	100	15	6	40	20	33	100	15	6	20	60	13	100	15	13	60	26	0			
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0			
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

4th Grade		Reading						Mathematics						Science							
Reporting Group	% at Each Proficiency Level							% at Each Proficiency Level							% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4			
Female	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
Male	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>			
Caucasian	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>			
Black	<>						<>						<>								
Hispanic	100	10	0	30	40	30	100	10	0	20	70	10	100	10	0	30	70	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>			
FRL	100	13	0	38	38	23	100	13	0	46	46	7	100	13	0	46	53	0			
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>			
Migrant	<>						<>						<>								
All 2008-09	100	17	5	41	35	17	100	17	5	41	41	11	100	17	0	47	52	0			
All 2007-08	100	22	9	54	18	18	100	22	0	13	77	9	100	22	0	50	40	9			
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3			
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3			

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
<> Fewer than 10 students

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Male	100	12	8	50	41	0	100	12	0	16	75	8	100	12	0	41	58	0
Caucasian	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Black	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Hispanic	100	12	0	33	41	25	100	12	0	8	58	33	100	12	0	25	58	16
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
FRL	100	13	0	38	38	23	100	13	0	23	46	30	100	13	0	23	61	15
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	21	9	42	33	14	100	21	0	23	57	19	100	21	0	38	52	9
All 2007-08	100	20	10	30	50	10	100	20	5	25	60	10	100	20	5	35	55	5
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	10	20	20	50	10	100	10	10	20	60	10	100	10	10	30	60	0
Male	100	12	0	16	75	8	100	12	0	25	58	16	100	12	0	41	50	8
Caucasian	100	10	20	30	40	10	100	10	10	20	70	0	100	10	10	50	40	0
Black	<>						<>						<>					
Hispanic	100	11	0	9	81	9	100	11	0	18	54	27	100	11	0	18	72	9
Asian	<>						<>						<>					
Am Ind	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
FRL	100	11	0	27	63	9	100	11	0	27	45	27	100	11	0	36	54	9
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	22	9	18	63	9	100	22	4	22	59	13	100	22	4	36	54	4
All 2007-08	100	19	0	42	47	10	100	19	5	5	78	10	100	19	0	15	73	10
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Male	100	10	0	40	40	20	100	10	0	20	60	20	100	10	0	20	70	10
Caucasian	100	10	0	60	20	20	100	10	10	40	40	10	100	10	10	30	60	0
Black	<>						<>						<>					
Hispanic	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
FRL	90	11	9	18	45	18	100	11	9	27	54	9	100	11	9	18	54	18
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	94	18	5	38	33	16	100	18	5	27	55	11	100	18	5	22	61	11
All 2007-08	100	28	17	53	25	3	100	28	17	21	50	10	100	28	0	39	53	7
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	18	16	55	27	0	100	18	16	50	33	0	100	18	0	22	72	5
Male	100	14	35	57	7	0	100	14	28	50	21	0	100	14	0	35	64	0
Caucasian	100	18	44	55	0	0	100	18	38	44	16	0	100	18	0	38	61	0
Black	<>						<>						<>					
Hispanic	100	14	0	57	42	0	100	14	0	57	42	0	100	14	0	14	78	7
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>
FRL	100	16	12	50	37	0	100	16	12	43	43	0	100	16	0	18	75	6
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	32	25	56	18	0	100	32	21	50	28	0	100	32	0	28	68	3
All 2007-08	100	30	3	73	23	0	100	30	13	46	36	3	100	30	0	13	76	10
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	18	22	72	5	0	100	18	5	50	38	5	100	18	0	33	66	0
Male	100	16	25	56	18	0	100	16	37	31	12	18	100	16	6	62	25	6
Caucasian	100	25	28	68	4	0	100	25	28	36	24	12	100	25	4	56	40	0
Black	<>						<>						<>					
Hispanic	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	100	12	16	66	16	0	100	12	8	41	33	16	100	12	0	25	66	8
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	34	23	64	11	0	100	34	20	41	26	11	100	34	2	47	47	2
All 2007-08	100	23	8	65	26	0	100	23	13	26	43	17	95	23	0	34	60	0
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

Levels: 1 = Advanced, 2 = Proficient, 3 = Nearing Proficiency, 4 = Beginning Step
 <> Fewer than 10 students

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	2,414,066	68
Instructional Support Services	1,090,982	31
Students	48,551	1
Instruction	90,848	3
General Administration	113,554	3
School Administration	255,444	7
Central Services	144,817	4
Operations & Maintenance	431,933	12
Student Transportation	0	0
Other	5,835	<1
Non-Instructional Support	64,014	2
Food Services	43,400	1
Community Services	20,614	1
Capital Outlay	0	0
Total Expenditures	3,569,062	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

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

Member	Points
Ben Powell	2
Brett Sterling	7
Fernando Jimenez	0
Kelly Cogburn	8
Travis Glenn	2

Source: 2008-09 New Mexico School Board Association Annual Report.

Teacher Quality

Percent of Teachers Teaching with Emergency or Provisional Credentials: Statewide: 0.00% District: 0.00%

	Core Classes Not Taught by Highly Qualified Teacher	
	Statewide	District
High Poverty Schools	1.57%	0.00%
Low Poverty Schools	1.41%	0.00%

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	28	39.3	57.1	0.0
TATUM ELEMENTARY	12	58.3	41.7	0.0
TATUM HIGH	17	29.4	64.7	0.0
TATUM JR HIGH	9	55.6	44.4	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

The Quality of Education Survey is provided annually to all parents statewide. These 10 questions are required by state regulation:

- 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 Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	185	1	78.9	16.2	0.5	0.5	1.6	2.2
Districtwide	185	2	78.9	19.5	0	0	0.5	1.1
Districtwide	185	3	76.2	17.8	2.7	0	0.5	2.7
Districtwide	185	4	70.8	24.3	0.5	0	0.5	3.8
Districtwide	185	5	71.9	15.7	4.3	0.5	4.9	2.7
Districtwide	185	6	71.3	18.9	4.9	0.5	1.6	2.7
Districtwide	185	7	58.4	27	3.2	2.2	4.3	4.9
Districtwide	185	8	71.3	23.2	2.2	0	0.5	2.7
Districtwide	185	9	63.2	26.5	1.6	1.6	1.1	5.9
Districtwide	185	10	63.8	26.5	3.8	0.5	1.6	3.8
TATUM ELEMENTARY	113	1	79.6	15	0.9	0	1.8	2.7
TATUM ELEMENTARY	113	2	76.1	21.2	0	0	0.9	1.8
TATUM ELEMENTARY	113	3	71.7	19.5	3.5	0	0.9	4.4
TATUM ELEMENTARY	113	4	69	25.7	0	0	0.9	4.4
TATUM ELEMENTARY	113	5	69.9	15	3.5	0.9	8	2.7
TATUM ELEMENTARY	113	6	67.2	19.5	7.1	0.9	1.8	3.5
TATUM ELEMENTARY	113	7	50.4	26.5	4.4	3.5	7.1	8

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
TATUM ELEMENTARY	113	8	69.9	22.1	2.7	0	0.9	4.4
TATUM ELEMENTARY	113	9	58.4	25.7	1.8	2.7	1.8	9.7
TATUM ELEMENTARY	113	10	54	30.1	6.2	0.9	2.7	6.2
TATUM HIGH	47	1	74.5	19.1	0	2.1	2.1	2.1
TATUM HIGH	47	2	76.6	23.4	0	0	0	0
TATUM HIGH	47	3	83	14.9	2.1	0	0	0
TATUM HIGH	47	4	70.2	23.4	2.1	0	0	4.2
TATUM HIGH	47	5	70.2	23.4	4.2	0	0	2.1
TATUM HIGH	47	6	76.6	17	2.1	0	2.1	2.1
TATUM HIGH	47	7	70.2	27.6	2.1	0	0	0
TATUM HIGH	47	8	74.5	23.4	2.1	0	0	0
TATUM HIGH	47	9	70.2	27.6	2.1	0	0	0
TATUM HIGH	47	10	76.6	23.4	0	0	0	0
TATUM JR HIGH	25	1	84	16	0	0	0	0
TATUM JR HIGH	25	2	96	4	0	0	0	0
TATUM JR HIGH	25	3	84	16	0	0	0	0
TATUM JR HIGH	25	4	80	20	0	0	0	0
TATUM JR HIGH	25	5	84	4	8	0	0	4
TATUM JR HIGH	25	6	80	20	0	0	0	0
TATUM JR HIGH	25	7	72	28	0	0	0	0
TATUM JR HIGH	25	8	72	28	0	0	0	0
TATUM JR HIGH	25	9	72	28	0	0	0	0
TATUM JR HIGH	25	10	84	16	0	0	0	0
(blank) = No data available								