

**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 A

| | Total Number | Percent |
|----------------------------------|--------------|---------|
| Schools Rated in District | 3 | 100.0 |
| Schools in CSI Status | 0 | 0.0 |
| Schools in TSI Status | 0 | 0.0 |
| Schools in MRI Status | 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 | 335 | 100.0 | 335,793 | 100.0 |
| Female | 154 | 46.0 | 163,876 | 48.8 |
| Male | 181 | 54.0 | 171,917 | 51.2 |
| Caucasian | 167 | 49.9 | 80,432 | 24.0 |
| African American | 3 | 0.9 | 7,739 | 2.3 |
| Hispanic | 165 | 49.3 | 206,856 | 61.6 |
| Asian | 0 | 0.0 | 4,458 | 1.3 |
| American Indian | 0 | 0.0 | 35,655 | 10.6 |
| Pacific Islander | 0 | 0.0 | 653 | 0.2 |
| Multiracial | 0 | 0.0 | 27 | 0.0 |
| ED | 153 | 45.7 | 250,974 | 74.7 |
| SWD | 58 | 17.3 | 54,359 | 16.2 |
| ELL | 20 | 6.0 | 50,179 | 14.9 |
| Migrant | 0 | 0.0 | 538 | 0.2 |
| Recently Arrived | 20 | 6.0 | 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 |
|-------------------------|---------------|-------------------|---------------|
| Tatum Elementary School | A | Tatum High School | A |
| Tatum Jr High School | B | | |

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 | | | | |
| KN | State Prior | 60 | 40 | | | | |
| KN | LEA Current | 68 | 32 | | | | |
| KN | LEA Prior | 68 | 32 | | | | |
| 1 | State Current | 60 | 40 | | | | |
| 1 | State Prior | 57 | 43 | | | | |
| 1 | LEA Current | 56 | 44 | | | | |
| 1 | LEA Prior | 64 | 36 | | | | |
| 2 | State Current | 68 | 32 | | | | |
| 2 | State Prior | 66 | 34 | | | | |
| 2 | LEA Current | ≥ 90 | ≤ 10 | | | | |
| 2 | LEA Prior | 48 | 52 | | | | |
| 3 | State Current | 30 | 70 | 32 | 68 | | |
| 3 | State Prior | 27 | 73 | 30 | 70 | | |
| 3 | LEA Current | 41 | 59 | 45 | 55 | | |
| 3 | LEA Prior | 22 | 78 | 39 | 61 | | |
| 4 | State Current | 30 | 70 | 26 | 74 | 47 | 53 |
| 4 | State Prior | 26 | 74 | 23 | 77 | 40 | 60 |
| 4 | LEA Current | 35 | 65 | ≤ 20 | ≥ 80 | ≥ 80 | ≤ 20 |
| 4 | LEA Prior | 42 | 58 | 15 | 85 | 73 | 27 |
| 5 | State Current | 31 | 69 | 28 | 72 | | |
| 5 | State Prior | 30 | 70 | 24 | 76 | | |
| 5 | LEA Current | 39 | 61 | 29 | 71 | | |
| 5 | LEA Prior | 35 | 65 | ≤ 10 | ≥ 90 | | |

| | | Reading | | Mathematics | | Science | |
|-------|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| Grade | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| 6 | State Current | 29 | 71 | 21 | 79 | | |
| 6 | State Prior | 26 | 74 | 20 | 80 | | |
| 6 | LEA Current | 47 | 53 | ≤ 20 | ≥ 80 | | |
| 6 | LEA Prior | 48 | 52 | 19 | 81 | | |
| 7 | State Current | 30 | 70 | 21 | 79 | 43 | 57 |
| 7 | State Prior | 27 | 73 | 17 | 83 | 45 | 55 |
| 7 | LEA Current | 45 | 55 | 41 | 59 | 73 | 27 |
| 7 | LEA Prior | 16 | 84 | 16 | 84 | 61 | 39 |
| 8 | State Current | 30 | 70 | 22 | 78 | | |
| 8 | State Prior | 29 | 71 | 21 | 79 | | |
| 8 | LEA Current | 39 | 61 | 29 | 71 | | |
| 8 | LEA Prior | 35 | 65 | 52 | 48 | | |
| 9 | State Current | 29 | 71 | 19 | 81 | | |
| 9 | State Prior | 26 | 74 | 17 | 83 | | |
| 9 | LEA Current | 55 | 45 | 38 | 62 | | |
| 9 | LEA Prior | 48 | 52 | 24 | 76 | | |
| 10 | State Current | 33 | 67 | 15 | 85 | | |
| 10 | State Prior | 32 | 68 | 15 | 85 | | |
| 10 | LEA Current | 48 | 52 | 12 | 88 | | |
| 10 | LEA Prior | 57 | 43 | 41 | 59 | | |
| 11 | State Current | 42 | 58 | 10 | 90 | 27 | 73 |
| 11 | State Prior | 43 | 57 | 9 | 91 | 35 | 65 |
| 11 | LEA Current | 57 | 43 | ≤ 20 | ≥ 80 | 45 | 55 |
| 11 | LEA Prior | 68 | 32 | | | 68 | 32 |

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 | 52 | 48 | 27 | 73 | 63 | 37 |
| Female | State Current | 44 | 56 | 21 | 79 | 37 | 63 |
| Female | LEA Current | 65 | 35 | 33 | 67 | 69 | 31 |
| Male | State Current | 34 | 66 | 21 | 79 | 39 | 61 |
| Male | LEA Current | 41 | 59 | 21 | 79 | 59 | 41 |
| Caucasian | State Current | 54 | 46 | 35 | 65 | 60 | 40 |
| Caucasian | LEA Current | 61 | 39 | 34 | 66 | 84 | 16 |
| African American | State Current | 36 | 64 | 16 | 84 | 33 | 67 |
| African American | LEA Current | | | | | | |
| Hispanic | State Current | 34 | 66 | 18 | 82 | 33 | 67 |
| Hispanic | LEA Current | 44 | 56 | 21 | 79 | 47 | 53 |
| Asian | State Current | 62 | 38 | 50 | 50 | 61 | 39 |
| American Indian | State Current | 29 | 71 | 12 | 88 | 21 | 79 |
| Economically Disadvantaged | State Current | 33 | 67 | 16 | 84 | 31 | 69 |
| Economically Disadvantaged | LEA Current | 46 | 54 | 24 | 76 | 46 | 54 |

| | | Reading | | Mathematics | | Science | |
|------------------------------------|---------------|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| Students w Disabilities | State Current | 14 | 86 | 7 | 93 | 14 | 86 |
| Students w Disabilities | LEA Current | 15 | 85 | ≤ 10 | ≥ 90 | ≤ 20 | ≥ 80 |
| English Language Learners, Current | State Current | 21 | 79 | 8 | 92 | 13 | 87 |
| English Language Learners, Current | LEA Current | 30 | 70 | ≤ 20 | ≥ 80 | | |

| Achievement - Proficiency Summaries by School | | | | | | | |
|---|--|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| | | Reading | | Mathematics | | Science | |
| | | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) | Proficient (%) | Not Proficient (%) |
| Tatum Elementary School | | 55 | 45 | 26 | 74 | ≥ 80 | ≤ 20 |
| Tatum High School | | 52 | 48 | 22 | 78 | 45 | 55 |
| Tatum Jr High School | | 42 | 58 | 34 | 66 | 73 | 27 |

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 | \$242,666 | 4.9 |
| Central Services | \$203,332 | 4.1 |
| Community Services | \$4,288 | 0.1 |
| Debt Service | \$423,100 | 8.6 |
| Food Services | \$170,255 | 3.5 |
| General Administration | \$198,227 | 4.0 |
| Instruction | \$2,350,093 | 47.9 |
| Instructional Support Services | \$100,294 | 2.0 |
| Operations & Maintenance | \$522,517 | 10.6 |
| Other Support Services | \$0 | 0.0 |
| School Administration | \$298,069 | 6.1 |
| Student Support Services | \$143,189 | 2.9 |
| Student Transportation | \$251,294 | 5.1 |

Source: PED School Budget and Financial Analysis Bureau

| 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 |
| Dan Partin | No |
| Jacob Jiron | No |
| Johnathan Peppin | No |
| Rusty Henard | No |
| Travis Glenn | No |

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 | 96 | 92 | | | | | | | | |
| Tatum High School | 96 | 92 | | | | | | | | |

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 | | | | | | | | | | |
| Tatum Municipal Schools | | | | | | | | | | |

| | All Students % | Caucasian % | Afr Amer % | Hispanic % | Asian % | Amer Indian % | ED % | SWD % | ELL % |
|-------------------|----------------|-------------|------------|------------|---------|---------------|------|-------|-------|
| State Current | 76 | 80 | 68 | 75 | 87 | 69 | 73 | 70 | 73 |
| Tatum High School | | | | | | | | | |

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 | 87 | 94 | | 81 | | | 89 | 64 | 68 |
| Tatum High School | 87 | 94 | | 81 | | | 89 | 64 | 68 |

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 | 3 | <2 | <2 |
| Tatum High School | <2 | 3 | <2 | <2 |

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

Teacher Credentials

| | Statewide % | LEA % |
|--|----------------------|-------|
| Teachers with Emergency or Provisional Credentials | 0.8 | 0.0 |
| Core Classes Not Taught by Highly Qualified Teachers | High Poverty Schools | 2.6 |
| | Low Poverty Schools | 2.2 |

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 % | |
| Tatum Elementary | 12 | 25.0 | 66.7 | 0.0 |
| Tatum High | 15 | 26.7 | 73.3 | 0.0 |
| Tatum Jr High | 12 | 33.3 | 66.7 | 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