

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

Name of Principal Mrs. Lisa Medlin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Tatum High School
(As it should appear in the official records)

School Mailing Address P.O. Box 685, 306 W. Third Street
(If address is P.O. Box, also include street address.)

Tatum New Mexico 88267-0865
City State Zip Code+4 (9 digits total)

County Lea State School Code Number* 035

Telephone (505)398-4555 Fax (505) 398-8220

Web site/URL www.tatumschools.org E-mail lmedlin@tatumschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. TJ Parks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tatum Municipal Schools Phone (505) 398-4455

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Brett Sterling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date 2-6-07

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 — Middle schools
 1 Junior high schools
 1 High schools
 — Other
- 3 TOTAL
2. District Per Pupil Expenditure: \$4,543.34
 Average State Per Pupil Expenditure: \$5,431.10

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	16	17	33
2				10	12	7	19
3				11	12	10	22
4				12	10	12	22
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							96

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>51</u> | % White |
| <u>1</u> | % Black or African American |
| <u>48</u> | % Hispanic or Latino |
| <u> </u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	96
(5)	Total transferred students in row (3) divided by total students in row (4)	.125
(6)	Amount in row (5) multiplied by 100	12.5

8. Limited English Proficient students in the school: 7 %
7 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 49

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5%
5 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u> 1 </u>
Classroom teachers	<u> 12 </u>	<u> </u>
Special resource teachers/specialists	<u> 2 </u>	<u> </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 1 </u>	<u> </u>
Total number	<u> 18 </u>	<u> 1 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

Tatum has all secondary students in one building, thus when figuring student teacher ratios we use all students 7-12. All teachers in the secondary school teach JH and HS classes.

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	97%	94%	91%	95%
Daily teacher attendance	68%	72%	71%	86%	73%
Teacher turnover rate	7%	0%	7%	7%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	0%	1%	3%	1%	1%

14. **High Schools**

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>24</u>
Enrolled in a 4-year college or university	<u>42</u> %
Enrolled in a community college	<u>22</u> %
Enrolled in vocational training	<u>12</u> %
Found employment	<u>12</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>12</u> %
Unknown	<u> </u> %
Total	100 %

PART III - SUMMARY

Tatum High School is a rural isolated educational institution. The school district has the largest land circumference of the county with the fewest students. Tatum Municipal Schools hosts 293 students. TMS has seen a steady decline in enrollment. The 2006-07 school year saw positive growth the first time in ten years. Our economy is made up of oil, gas, ranching and farming. Tatum passed a \$3.5 million dollar bond issue in 2004. The schools board dedicated \$250,000.00 to improving the technology structure of the school. Partnering with the state's Laptop Learning Initiative, every student in Tatum High School has a wireless laptop they can take home. Technology has leveled the playing field for the students at Tatum Municipal Schools. TMS has three T1 lines to provide high speed internet access for students and staff as well as video conferencing through ITV Distance Education. The school board is dedicated to providing a well rounded education for all students.

“The mission of Tatum Municipal Schools is to provide each student a superior traditional education enhanced by technological advances in a safe supportive environment that promotes self discipline, motivation and excellence in learning. The Tatum Municipal Schools team joins the parents and community in assisting the students in developing skills to become independent and self sufficient adults who will succeed and contribute responsibly in a global community”

Through the Educational Plan for Student Success, Tatum has targeted Literacy, Math, Community Involvement and Technology as topics for their goals. Through concurrent enrollment agreements, Tatum High School students may take up to fifty hours of college classes through distance education. The five county schools are connected with New Mexico Junior College and Eastern New Mexico University to form Lea County Distance Education Consortium. The county schools have also formed a Vocational Academy housed at New Mexico Junior College. Students may take vocational classes for dual credit at NMJC. The focal point for Tatum Municipal Schools is to prepare our students for the next step in their lives. We want them to have the necessary skills to be successful citizens upon graduation. Our rural setting does not allow us to specialize with our students. Our students are encouraged to participate in a variety of activities, thus giving them a well-rounded education. Students participating on the athletic field may also perform in the drama department and the FFA program.

All certified staff (100%) are highly qualified by NCLB standards. Forty Three percent of the certified staff at Tatum High School are licensed to teach Special Educations classes as well as their original certification. THS has dual certifications in Fine Arts, Language Arts, Science, and Math. The dual certifications allow teachers to instruct their students through differentiated instruction. The Special Education training has benefited the “regular ed” teacher by exposing him/her to the various learning styles of all students. THS is able to use inclusion models in core subjects without diluting the curriculum or not meeting the I.E.P. requirements of each student.

TMS was the recipient of a documentary by a New Mexico based film production company. The theme throughout the entire movie was “the pioneer spirit”. We use all our resources to the best of our abilities. The cohesiveness of the community can be demonstrated by the many projects shard by the City Council and the school. Together we have been able to achieve greater success than any effort individually. TMS expresses the importance of community to its students. Community Service is vital for acceptance into several school programs. Recently, the THS film class produced a movie to be used throughout the entire state of New Mexico for sportsmanship training for coaches and parents. Our building trades classes are building a 2,000 square foot house they will auction in the summer of 2007. To add to our community spirit we offer two courses for Senior Citizens during the school day. Seniors are encouraged to participate in a swimming program and a computer class at no charge.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our school's assessment results for this past school year (2005-2006) indicate that we are making strides in a positive direction.

In reading at the 11th grade level, students score 80% proficient or advanced, while the state level is approximately 57%. The statistics for math indicate our students are 46% proficient or advanced, while the state level is 30% in the 11th grade.

For ninth graders in reading, 68% of our students are proficient or advanced, while the state level is much lower. In math at the ninth grade level, 37% of our students are proficient or advanced. The state level is again lower.

Because we are a small, rural school, with less than the required number of students per sub-group, that specific data is not often reported to us. However, last year (2005-06) in reading, the Hispanic students were 84% proficient and advanced, while Caucasian students were 76%. This tells us that our curriculum and instruction are sound and valid, that all students are being reached and being challenged. The math scores in the Hispanic sub-groups are 53% proficient or advanced for Tatum, while the Caucasian students score 57% proficient.

The Economically Disadvantaged students score 74% proficient or advanced in reading, compared to 80% overall. In math, 57% are proficient or advanced, compared to 55% overall.

Additionally, 10th grade students take the state exit exam, the New Mexico High School Competency Exam, in order to receive a diploma. Historically, our students score extremely high on this test.

In conclusion, student assessment data clearly shows that all Tatum High School students, regardless of what particular sub-group they may belong to, receive a quality education, out-performing students across the state in all areas.

2. Using Assessment Results

Administrators and teachers are continually analyzing data to understand where we are and to improve our student and school performance. When testing results of any kind are received in the district, the superintendent reviews and analyzes the data in depth. The superintendent charts and graphs all data and has a vast understanding of where we are and where we need to go. Also, results are examined by the building principal so that individual departments, as well as classroom teachers, can be aided in improving instruction and/or curriculum. This past semester, four teachers received specialized training through Connected University via an on-line class in how to take a particular student's data and tailor the instruction to best meet that student's needs. We also created a class designed especially to help those students who had not yet passed the state exit exam. Also, the school counselor does an excellent job of reviewing and guiding students concerning their ACT results. Not surprisingly, our students' ACT scores have risen and become consistent with state levels. Juniors at THS are also given the ASVAB test, giving them indications of where their strengths/interests might lie in terms of a career path. These results are reviewed with the students by an expert, allowing them to choose classes that will enable them to make a successful transition between high school and post-secondary options. We strive to use the data to determine changes that will make our school continue to be one of the best.

3. Communicating Assessment Results:

Tatum High School communicates in various ways to parents, community, and students about student performance. A five week progress report is one way we communicate students' on-going progress in the classroom. A nine week report follows. Teachers take assessments as new concepts are introduced, and students receive immediate and positive feedback from their teachers. Also, parents can access our TMS website through our on-line grade book (STI- Software Technology Inc.). Standardized test results are released to the local newspaper in order for the community to be made aware of our students' gains in achievement. In the past we have awarded our students with a block party to celebrate their proficient test scores. The school sends letters to parents of the individual students' test results on the standardized tests. When standardized test results are received in a timely fashion, the results are given out with the nine week report at parent-teacher conferences. When ACT results arrive, our counselor visits with students individually about their assessment results. Honors have been posted on our Character Counts! marquee for our community and local traffic to see. When we received the High Achieving award, a banner was posted in the gymnasium for the community and students to observe. Tatum High School is an inviting school and makes a conscious effort to communicate students' achievements throughout the school year.

4. Sharing Success:

Sharing the successes of a school district is extremely important. This sharing with other districts helps spread the use of sound teaching concepts and also helps prevent the failures of one district to another. At least two county-wide in-service trainings are held annually, and at this time teachers share and collaborate in small group settings. Our administrators have also been called upon to present topics of successes and accomplishments. The district has also rented a billboard located by the highway to display recent achievements. Radio ads and newspaper articles have also been made as "Back to School" campaigns. School/student successes are often shared at local, district, regional, state and national trainings and conferences. For the past four years, Tatum teachers have not only attended national conferences but have also been presenters. Information is also shared through the network of graduate classes. Presently, two staff members are acquiring ESL certification in order to better serve our diverse student population. During class discussions, teachers are asked to reflect and share successful teaching strategies with other teachers. Four staff members are involved with the Laptop Initiative through Classroom Connect—ConnectTech University. They were asked to collect student data through assessment and share this information on-line and with district colleagues as well. One of our veteran teachers was a field specialist for MC², responsible for training other junior high math teachers from thirteen different districts. He attended three academies each summer for three years where he was trained in exploratory and innovated math teaching strategies. Tatum High School not only readily shares proven successful achievements, but also willingly shares future educational ideas and aspirations with other districts.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Seniors and juniors have several options as far as class selection. We offer English III and IV, Accounting or Algebra II, Chemistry, U.S. History, and Government/Economics. Students may also take our Building Trades classes, Vocational Agriculture classes, or Computer Technician classes. Others have the ability to take ITV courses: Psychology, Sociology, College English and College Algebra, U.S. History, Government/Economics, Art and Music Appreciation, and Spanish as their foreign language. They are also offered a Communications course. Many of these classes are offered via an interactive distance-learning lab. Students receive dual credit that is high school credit and college credit hours. Our students have the opportunity to graduating with 50 college hours. Students also have the option to travel to a local community college and take various vocational/trade classes, such as welding, nursing, cosmetology, and graphic design. Again, these students are receiving credit both through the high school and through the college. We also have credit recovery programs such as PLATO and A+ LEARNING for those who might have transferred in and do not have the correct number of credits needed to graduate.

Sophomores and freshmen have a variety but not as many courses to choose from as the upper-classmen. They must take English I and II, and Algebra I or Geometry. They must take World History, NM History, and Driver's Education. They are also offered Building Trades, Vo-Agriculture classes, Art, and Business. Even though we are a small school, we are able to offer an advanced academic track to younger students so that they are ready to take college classes when they are juniors and seniors.

All students, grade 9-12 are encouraged to be in athletics, drama, and art.

TMS staff follows the NM Standards and Benchmarks. We have high expectations for ourselves in presenting the content to students, but also, we have high expectations for our students.

2b. English:

Reading is part of Tatum High School's Educational Plan for Student Success (EPSS) plan. We strive to increase reading levels and reading comprehension. We began the Accelerated Reader Program (AR) five years ago at the high school level. At that time, approximately 64% of our student body read below grade level. We built an AR class into our schedule so that our students would get an hour of reading every day for one school year. The next year because we were unable to schedule AR as a class, we attempted to have one day a week of AR reading in our Language Arts and English classes. We added two reading classes at the junior high level because we thought if we could target our junior high emerging readers, this would enhance their foundation in reading. We taught and continue to teach reading strategies, and this has proved to increase reading comprehension. Due to budget cuts, reading was incorporated into the high school English classes. According to test results, our scores have flip-flopped; as of the last post-test, we have 67% reading above grade level. We continue to see advances, particularly with our ESL students and their reading levels. We STAR test all students in October and then again in April. We start the students reading below their levels, and when they test, and pass the AR tests, they see success and continue to read, increasing their reading level and comprehension with each book. Our English classes are comprised of grammar, vocabulary, and writing. We teach the Shurley Method which infuses syntax and writing and has proven to be a very successful method for our students. We have a skeleton writing format that we introduce and then expand as our students' skills improve. We have had great success with our sophomores passing the writing portion of the NMHSCE. Our vocabulary is part of the CORE KNOWLEDGE curriculum, consisting of Latin and Greek roots and stems. We introduce these in junior high and continue through 12th grade. As a school, we want our students to succeed and contribute responsibly in a global community, and they can do that by reading successfully.

3. Additional Curriculum Area:

Tatum Municipal School's mission stresses developing students' skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community. One area of emphasis is our math curriculum. We have introduced investigative math to our students. Investigative math requires a deeper level of thinking which encourages students to make discoveries through conjectures. The program calls for students to select and use various types of problem solving techniques such as brainstorming, looking for a pattern, guess and check, work backward, organized lists, draw a picture of diagram, and/or create a table. The emphasis is more on the process of getting to the answer than on the answer itself. Investigative math enhances skills in proof and reasoning, representation, and communication. The math program encourages students to connect their mathematical ideas and develop a deeper and lasting understanding and the use of mathematics. The math teachers are encouraged to relate the math skills being taught in the classroom to other curriculums in the school. Our math curriculum gives teachers more tools and flexibility to help all levels of students in our district. The math curriculum provides ESL instructional support to help non-English speaking students to become successful in the math curriculum. Our curriculum has high expectations and provides strong support for all students. The math curriculum promotes the use of computers and calculators to provide visual representation of mathematical ideas. These tools also help students organize and analyze data, along with helping students to compute efficiently and accurately in order to build greater knowledge. Our math curriculum allows students to apply prior knowledge and progress toward real world application. These problem solving strategies will carry on throughout the curriculum, not only across the curriculum, but also be applicable in real life situations.

4. Instructional Methods:

Tatum Municipal Schools uses many different instructional methods to reach our ever changing student population. Differentiated strategies are used in all levels and all subject areas. Tatum has been a forerunner in the belief that technology enhances learning. Media projection systems were purchased for all classrooms as aids to address the needs of each type of learner, whether the learner is audio, visual, or tactile. Every child, 9-12 has access to a laptop. Many assignments are submitted strictly through email instead of printed copies. Students enrolled in concurrent enrollment through NMJC must submit all assignments through their Web CT system. Media presentations are assigned at all grade levels and all curriculums. There are four computer labs available for student use and classes. Presently, one of our students is serving on the statewide committee Council for Technology in Education as the State Student Representative. The CTE is responsible for setting the standards and benchmarks for technology use in New Mexico. CTE also has a strong voice politically requesting and supplying dollars throughout the state for technology supported projects.

The following are some of the instructional strategies currently implemented in the different subject areas at THS. Last year a tech lab was constructed with bond money and legislative appropriations. This lab's main focus is to expose students to technical careers and job skills through the use of technology. Student degree plans currently carry the district requirement of one credit of computers as a graduation mandate. A film production class was added to the schedule this year through a grant from the Rural Ed Division of the Public Education Department. This class constructs storyboards, operates and records film, downloads and manipulates video software, and burns the DVDs. This class was recently selected as 1 of 8 winners of the New Mexico Media Literacy Project—Talk Back to Big Tobacco! Script 7 Storyboard Contest for their TV commercial on the Cost of Smoking. Many of the departments work together with their curriculum. The Math Department discusses math strategies that are being used in the Building Trades house construction project. The art teacher and math teacher worked together with students on a city mural that was graphed and painted on a community building this past summer. Graphic Design, Landscape Design, Perspective and Design Elements are utilized in Building Trades, Art, DEPCO lab,

Drama and Math classes. Tatum implements a variety of strategies to captivate and inspire each student's learning. Some of those strategies include full scale drama productions, mock trials, virtual field trips, mock press conferences with past presidents, science bowls, science fairs, student trained computer repair assistants, poetry contests, judging, welding, public speaking, and engineering. THS has made the Dallas Mercantile Rural Revitalization Renovation Project a focus. The Dallas Mercantile building was built in the 1930s. It is being moved into Tatum to be a museum. Students are doing the research on the items inside to make information cards. Students are also conducting interviews with pioneers of the community to put in their museum. Students are using their skills on the laptop and video and digital cameras to make the cards and interviews. Five years ago, the only staff member certified to teach ESL and Spanish moved. Two staff members volunteered to become TESOL certified to better serve our students. To conclude, THS is a role model of what a life long learner should be—ever adapting and changing to the events and circumstances of the surroundings.

5. Professional Development:

Professional Development at Tatum Municipal Schools is based on the premise of improving instruction. Tatum Municipal Schools currently has the highest Training and Experience rating in the state of New Mexico. T & E is based on the number of years of teaching experience as well as degree(s) above a BA. Tatum Municipal School is one of very few schools throughout New Mexico which has 100% of it's certified staff meet the highly qualified criteria. Instruction is based on the communication between the teacher and student. The implementation of technology has been vital to the educational growth at THS, thus we embellish over fifty percent of our professional development to the integration of technology into lesson planning and presentations. THS uses coaching techniques when feasible. We prefer bringing experts into our school to demonstrate live classroom best practices. Coaching enables our teachers to have hands on training, and does not require them to miss a day of instruction with their students. THS also uses common planning times. We dismiss school forty minutes early on Wednesdays when we have a complete week of school with no early releases. The teachers use this time to implement cross-curricular lessons. The 2006-07 school year has stressed classroom management by using excerpts from Dr. Harry Wong. The third level of professional development is data driven decisions. The high school principal has participated in a state wide training to learn methods of deciphering test scores and their impact on classroom instruction. Mrs. Medlin has led building level meetings to incorporate the data disaggregating models.

PART VII - ASSESSMENT RESULTS

Data Table for State Criterion-Referenced Tests

Subject – Math Grade 9 New Mexico Standards Based Assessment

Year 2005 -06 Publisher - Harcourt

	2003-04	2004-05	2005-06
Testing Month	March	February	February
SCHOOL SCORES			
% Proficient plus Advanced Proficient		48	37
% Proficient		43	32
Number of Students Tested		21	19
Percent of Total Students Tested		100	100
Number of Students Alternatively Assessed		0	0
Percent of Students Alternatively Assessed		0	0
SUB-GROUP SCORES			
1. Hispanic		No Data	Data Not Reported To School For Sub-groups
% Proficient plus Advanced Proficient			
% Proficient			
Number of Students Tested			
2. Economically Disadvantaged			
% Proficient plus Advanced Proficient		54	For This Year
% Proficient		54	
Number of Students Tested		13	

Please note****

This series of tables does show growth from year to year, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state has taken the criterion reference test for the past two years only.

Please refer to other tables that show norm reference test information.

Data Table for State Criterion-Referenced Tests

Subject – Math Grade 11 New Mexico High School Standards Assessment

Year 2005 -06 Publisher - Pearson

	2003-04	2004-05	2005-06
Testing Month	March	February	February
SCHOOL SCORES			
% Proficient plus Advanced Proficient		46	76
% Proficient		33	52
Number of Students Tested		24	21
Percent of Total Students Tested		100	100
Number of Students Alternatively Assessed		1	1
Percent of Students Alternatively Assessed		.05	.05
SUB-GROUP SCORES			
			Data
1. Hispanic			Not
% Proficient plus Advanced Proficient		35	Reported
% Proficient		21	To
Number of Students Tested		14	School
			For
2. Economically Disadvantaged			Sub-groups
% Proficient plus Advanced Proficient		40	For
% Proficient		30	This
Number of Students Tested		10	Year

Please note****

This series of tables does show growth from year to year, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state has taken the criterion reference test for the past two years only.

Please refer to other tables that show norm reference test information.

Data Table for State Criterion-Referenced Tests

Subject – Reading Grade 9 New Mexico Standards Based Assessment

Year 2005 -06 Publisher - Harcourt

	2003-04	2004-05	2005-06
Testing Month	March	February	February
SCHOOL SCORES			
% Proficient plus Advanced Proficient		57	68
% Proficient		52	68
Number of Students Tested		21	19
Percent of Total Students Tested		100	100
Number of Students Alternatively Assessed		0	0
Percent of Students Alternatively Assessed		0	0
SUB-GROUP SCORES			
			Data
1. Hispanic		No Data	Not
% Proficient plus Advanced Proficient			Reported
% Proficient			To
Number of Students Tested			School
			For
2. Economically Disadvantaged			Sub-groups
% Proficient plus Advanced Proficient		62	For
% Proficient		62	This
Number of Students Tested		13	Year

Please note****

This series of tables does show growth from year to year, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state has taken the criterion reference test for the past two years only.

Please refer to other tables that show norm reference test information.

Data Table for State Criterion-Referenced Tests

Subject – Reading Grade 11 New Mexico High School Standards Assessment

Year 2005 -06 Publisher - Pearson

	2003-04	2004-05	2005-06
Testing Month	March	February	February
SCHOOL SCORES			
% Proficient plus Advanced Proficient		79	90
% Proficient		54	33
Number of Students Tested		24	21
Percent of Total Students Tested		100	100
Number of Students Alternatively Assessed		1	1
Percent of Students Alternatively Assessed		.05	.05
SUB-GROUP SCORES			
			Data
1. Hispanic			Not
% Proficient plus Advanced Proficient		71	Reported
% Proficient		57	To
Number of Students Tested		14	School
			For
2. Economically Disadvantaged			Sub-groups
% Proficient plus Advanced Proficient		70	For
% Proficient		50	This
Number of Students Tested		10	Year

Please note****

This series of tables does show growth from year to year, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state has taken the criterion reference test for the past two years only.

Please refer to other tables that show norm reference test information.

Math – Grade 9 & 11 2005-06

% of Students		Math Performance Levels>>>				
School Name	Grade	Beginning Step	Nearing Proficient	Proficient	Advanced	Grand Total
TATUM HIGH	9	5%	58%	32%	5%	100%
	11	10%	14%	52%	24%	100%
Grand Total		15%	72%	84%	29%	100%

Math – Grade 8, 9, 11 2004-05

% of Students		Math Performance Levels>>>				
School Name	Grade	Beginning Step	Nearing Proficient	Proficient	Advanced	Grand Total
TATUM HIGH	8	25%	60%	15%	0%	100%
	9	0%	52%	43%	5%	100%
	11	13%	42%	33%	13%	100%
Grand Total		13%	94%	76%	18%	100%

Math – Grade 7, 8, 9, 11 2003-04

% of Students		Math Performance Levels>>>				
School Name	Grade	Beginning Step	Nearing Proficient	Proficient	Advanced	Grand Total
TATUM HIGH	7					
No Criterion Reference Test Information for this year						
	8					
	9					
	11					
Grand Total						

Because of our extremely small school size, these tables show growth for a particular **group** of students, ninth graders during the 2005-06 school year. These tables show their growth over the past three years, not how ninth graders in general performed over a three year period. We have found this approach to data analysis to be equally if not more useful in examining our curriculum/assessment results. It allows us the opportunity to individualize instruction for each student and track progress from year to year. (Note *** - Our district/state has taken the criterion reference test for the past two years only.)

Data Table for State Norm-Referenced Tests

Subject – Math Grade 9 Terra Nova

Year 2003-04 Publisher - CTB McGraw Hill

Scores reported here as: NCE Percentiles

	2001-02	2002-03	2003-04
Testing Month	March	March	March
SCHOOL SCORES			
Total Score	56	54	61
Number of Students Tested	16	26	21
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	1	0	1
Percent of Students Alternatively Assessed	4	0	4
SUB-GROUP SCORES			
1. Hispanic			
% Proficient plus Advanced Proficient	1	3	4
% Proficient	5	8	6
Number of Students Tested	7	13	10
2. Economically Disadvantaged			
% Proficient plus Advanced Proficient	0	1	1
% Proficient	6	9	8
Number of Students Tested	7	12	9

Please note****

This series of tables does show growth from year to year on a national percentile basis, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state took the norm reference test for several years before our state assessment program changed to a criterion-reference test.

Please refer to other tables that show criterion reference test information.

Data Table for State Norm-Referenced Tests

Subject – Math Grade 11 Terra Nova

Year 2003-04 Publisher - CTB McGraw Hill

Scores reported here as: NCE Percentiles

	2001-02	2002-03	2003-04
Testing Month	March	March	March
SCHOOL SCORES			
Total Score	49	60	47
Number of Students Tested	32	19	18
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUB-GROUP SCORES			
1. Hispanic			
% Proficient plus Advanced Proficient	2	2	1
% Proficient	8	5	5
Number of Students Tested	13	9	7
2. Economically Disadvantaged			
% Proficient plus Advanced Proficient	0	2	0
% Proficient	14	6	6
Number of Students Tested	17	10	10

Please note****

This series of tables does show growth from year to year on a national percentile basis, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state took the norm reference test for several years before our state assessment program changed to a criterion-reference test.

Please refer to other tables that show criterion reference test information.

Data Table for State Norm-Referenced Tests

Subject – Reading Grade 9 Terra Nova

Year 2003-04 Publisher - CTB McGraw Hill

Scores reported here as: NCE Percentiles

	2001-02	2002-03	2003-04
Testing Month	March	March	March
SCHOOL SCORES			
Total Score	59	57	62
Number of Students Tested	16	26	21
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUB-GROUP SCORES			
1. Hispanic			
% Proficient plus Advanced Proficient	1	4	5
% Proficient	6	8	5
Number of Students Tested	7	13	10
2. Economically Disadvantaged			
% Proficient plus Advanced Proficient	0	0	3
% Proficient	7	11	6
Number of Students Tested	7	12	9

Please note****

This series of tables does show growth from year to year on a national percentile basis, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state took the norm reference test for several years before our state assessment program changed to a criterion-reference test.

Please refer to other tables that show criterion reference test information.

Data Table for State Norm-Referenced Tests

Subject – Reading Grade 11 Terra Nova

Year 2003-04 Publisher - CTB McGraw Hill

Scores reported here as: NCE Percentiles

	2001-02	2002-03	2003-04
Testing Month	March	March	March
SCHOOL SCORES			
Total Score	56	60	49
Number of Students Tested	32	19	18
Percent of Total Students Tested	100	100	100
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
SUB-GROUP SCORES			
1. Hispanic	2	2	1
% Proficient plus Advanced Proficient	8	7	6
% Proficient	13	9	7
Number of Students Tested			
2. Economically Disadvantaged			
% Proficient plus Advanced Proficient	2	1	0
% Proficient	14	8	9
Number of Students Tested	17	10	10

Please note****

This series of tables does show growth from year to year on a national percentile basis, not tracking of an individual class. Please refer to other tables (colored) that show a more accurate representation of how students are progressing from year to year.

Our district/state took the norm reference test for several years before our state assessment program changed to a criterion-reference test.

Please refer to other tables that show criterion reference test information.