



NO CHILD LEFT BEHIND SUMMARY

New Mexico Statewide NCLB Rating: **AYP Not Met SI-2**

District NCLB Rating: **Meets AYP**

| | Total Number | Percent |
|-------------------------------|--------------|---------|
| Schools that Met AYP | 2 | 100 |
| Schools in School Improvement | 0 | 0 |
| Schools in Corrective Action | 0 | 0 |
| Schools in Restructuring | 0 | 0 |

**NO CHILD LEFT BEHIND
2006-07 DISTRICT ACCOUNTABILITY DATA (AYP)**

| Schools in District | Determination | Sanctions |
|---------------------|---------------|-----------|
| Dora ES | Meets AYP | None |
| Dora HS | Meets AYP | None |

What is Adequate Yearly Progress (AYP)?

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

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

Schools need to:

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

Who has to meet AYP?

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

2005-2006 STUDENT DEMOGRAPHICS*

| | Dora | | STATE WIDE | |
|--------------------------------|--------|---------|------------|---------|
| | Number | Percent | Number | Percent |
| Female | 120 | 51.9 | 159519 | 48.6 |
| Male | 111 | 48.1 | 168526 | 51.4 |
| Caucasian | 176 | 76.2 | 102066 | 31.1 |
| African-American | 1 | .4 | 8226 | 2.5 |
| Hispanic | 54 | 23.4 | 177254 | 54.0 |
| Asian/Pacific | 0 | 0 | 4136 | 1.3 |
| American Indian/Alaskan Native | 0 | 0 | 36453 | 11.1 |
| SWD | 49 | 21.2 | 50048 | 15.3 |
| ELL | 7 | 3 | 70172 | 21.4 |
| FRLP | 109 | 47.2 | 171635 | 52.3 |
| Migrant | 0 | 0 | 1229 | 0.4 |

* Source: ADS 40th day submission to Public Education Department.

*Feeder school methodology rating. See explanation on last page.

NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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

| | Academic Indicator | PERCENT OF STUDENTS PROFICIENT OR ABOVE | | | | | | | | | |
|---------------------------------|---------------------|---|--------------|-----------|------------------|----------|---------------|--------------------------------|------|------|------|
| | | NCLB Goal | ALL Students | Caucasian | African-American | Hispanic | Asian/Pacific | American Indian/Alaskan Native | FRLP | ELL | SWD |
| All Students In Grades 3, 4 & 5 | Math Proficiency | 28 | 28.6 | 33.3 | *** | *** | *** | *** | 22.2 | *** | *** |
| All Students In Grades 6, 7 & 8 | Math Proficiency | 15 | 31.3 | 42.9 | *** | 0.0 | *** | *** | 13.6 | *** | *** |
| All Students In Grades 9 & 11 | Math Proficiency | 22 | 48.0 | 50.0 | *** | *** | *** | *** | *** | *** | *** |
| Dora HS | Math Proficiency | 18 | 42.4 | 52.2 | *** | 7.7 | *** | *** | 16.7 | *** | *** |
| Dora ES | Math Proficiency | 23 | 25.0 | 29.6 | *** | 8.3 | *** | *** | 20.8 | *** | *** |
| All Students In Grades 3, 4 & 5 | Reading Proficiency | 45 | 69.1 | 69.7 | *** | *** | *** | *** | 55.6 | *** | *** |
| All Students In Grades 6, 7 & 8 | Reading Proficiency | 38 | 47.9 | 57.1 | *** | 23.1 | *** | *** | 40.9 | *** | *** |
| All Students In Grades 9 & 11 | Reading Proficiency | 41 | 72.0 | 77.3 | *** | *** | *** | *** | *** | *** | *** |
| Dora HS | Reading Proficiency | 41 | 59.3 | 69.6 | *** | 23.1 | *** | *** | 41.7 | *** | *** |
| Dora ES | Reading Proficiency | 40 | 62.5 | 63.6 | *** | 58.3 | *** | *** | 54.2 | *** | *** |
| <<<Statewide>>> | Attendance Rate | 92 | 94.7 | 95.5 | 95.3 | 94.6 | 97.1 | 92.9 | 94.3 | 94.2 | 93.8 |
| ---District--- | Attendance Rate | 92 | 95.6 | 95.6 | *** | 95.7 | *** | *** | 95.1 | *** | 95.6 |
| All Students In Grades 3, 4 & 5 | Attendance Rate | 92 | 95.3 | 95.1 | *** | 95.7 | *** | *** | 95.3 | *** | 95.4 |
| All Students In Grades 6, 7 & 8 | Attendance Rate | 92 | 96.3 | 96.1 | *** | 96.8 | *** | *** | 95.1 | *** | *** |
| All Students In Grades 9 & 11 | Attendance Rate | 92 | 95.5 | 95.7 | *** | 94.4 | *** | *** | 94.6 | *** | *** |
| Dora ES | Attendance Rate | 92 | 95.5 | 95.3 | *** | 95.9 | *** | *** | 95.3 | *** | 95.6 |
| <<<Statewide>>> | Graduation Rate | 90 | 87.0 | 91.4 | 88.0 | 85.3 | 87.6 | 79.7 | 84.4 | 74.9 | 81.7 |
| ---Districtwide--- | Graduation Rate | 90 | 93.8 | 100.0 | *** | *** | *** | *** | *** | *** | *** |
| Dora Hs | Graduation Rate | 90 | 93.8 | 100.0 | *** | *** | *** | *** | *** | *** | *** |

ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the New Mexico Standards Based Assessment (NMSBA), New Mexico High School Standards Assessment (NMHSSA) and the NM Alternate (NMALT) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2005-06 school year. The assessments were administered during March 2006. Results for groups of less than 10 students are not reported and are indicated by ***. Percents may not add to 100, due to rounding.

| 3RD GRADE | | READING | | | | | | | MATHEMATICS | | | | | | |
|--------------------------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | *** | *** | *** | *** | *** | *** | 100 | *** | *** | *** | *** | *** | *** |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 13 | 0 | 69 | 30 | 0 | 0 | 100 | 13 | 0 | 23 | 76 | 0 | 0 |
| | 2004-05 | 100 | 14 | 7 | 79 | 14 | 0 | 0 | 100 | 14 | 0 | 79 | 21 | 0 | 0 |
| NM State | 2005-06 | 99 | 24090 | 6 | 48 | 29 | 15 | 0 | 99 | 24105 | 4 | 41 | 46 | 7 | 0 |
| | 2004-05 | 98 | 23593 | 5 | 50 | 27 | 16 | 2 | 99 | 23582 | 4 | 39 | 49 | 7 | 1 |

| 4TH GRADE | | READING | | | | | | | MATHEMATICS | | | | | | |
|--------------------------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Male | 100 | 12 | 16 | 41 | 41 | 0 | 0 | 100 | 12 | 0 | 41 | 50 | 8 | 0 |
| Ethnicity | Caucasian | 100 | 11 | 18 | 45 | 36 | 0 | 0 | 100 | 11 | 0 | 45 | 45 | 9 | 0 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 15 | 13 | 46 | 40 | 0 | 0 | 100 | 15 | 0 | 33 | 60 | 6 | 0 |
| | 2004-05 | 100 | 19 | 16 | 58 | 21 | 5 | 0 | 100 | 19 | 5 | 21 | 74 | 0 | 0 |
| NM State | 2005-06 | 99 | 23816 | 10 | 43 | 34 | 11 | 0 | 99 | 23833 | 8 | 32 | 48 | 10 | 0 |
| | 2004-05 | 98 | 23970 | 10 | 42 | 35 | 11 | 2 | 99 | 23966 | 7 | 32 | 50 | 10 | 1 |

*ELL - English Language Learners

**SWD-Students with Disabilities.

5TH GRADE

READING

MATHEMATICS

| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
|--------------|--------------------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | 100 | 14 | 14 | 57 | 28 | 0 | 0 | 100 | 14 | 0 | 14 | 78 | 7 | 0 |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | 15 | 13 | 60 | 26 | 0 | 0 | 100 | 15 | 0 | 20 | 73 | 6 | 0 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 17 | 17 | 52 | 29 | 0 | 0 | 100 | 17 | 0 | 23 | 70 | 5 | 0 |
| | 2004-05 | 100 | 16 | 31 | 56 | 13 | 0 | 0 | 100 | 16 | 0 | 38 | 56 | 6 | 0 |
| NM State | 2005-06 | 99 | 24194 | 14 | 42 | 33 | 9 | 0 | 99 | 24199 | 6 | 28 | 49 | 15 | 0 |
| | 2004-05 | 99 | 24660 | 16 | 41 | 33 | 10 | 1 | 99 | 24659 | 4 | 23 | 57 | 15 | 1 |

6TH GRADE

READING

MATHEMATICS

| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
|--------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | 12 | 16 | 25 | 58 | 0 | 0 | 100 | 12 | 0 | 16 | 75 | 8 | 0 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Native American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 15 | 13 | 26 | 60 | 0 | 0 | 100 | 15 | 0 | 13 | 80 | 6 | 0 |
| | 2004-05 | 100 | 20 | 0 | 30 | 60 | 10 | 0 | 100 | 20 | 0 | 30 | 55 | 15 | 0 |
| NM State | 2005-06 | 99 | 24598 | 4 | 35 | 48 | 10 | 0 | 97 | 24608 | 4 | 19 | 51 | 22 | 2 |
| | 2004-05 | 99 | 25022 | 4 | 37 | 48 | 10 | 1 | 99 | 25010 | 4 | 18 | 54 | 24 | 1 |

*ELL - English Language Learners

**SWD-Students with Disabilities.

| 7TH GRADE | | READING | | | | | | | MATHEMATICS | | | | | | |
|--------------------------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | 100 | 12 | 8 | 33 | 50 | 8 | 0 | 100 | 12 | 0 | 50 | 25 | 25 | 0 |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | 15 | 6 | 40 | 53 | 0 | 0 | 93 | 15 | 0 | 53 | 33 | 6 | 6 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | 100 | *** | *** | *** | *** | *** | *** | 100 | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 21 | 4 | 28 | 52 | 14 | 0 | 95 | 21 | 0 | 38 | 28 | 28 | 4 |
| | 2004-05 | 100 | 19 | 11 | 58 | 26 | 5 | 0 | 100 | 19 | 0 | 16 | 74 | 11 | 0 |
| NM State | 2005-06 | 99 | 25165 | 5 | 44 | 38 | 10 | 0 | 97 | 25180 | 3 | 19 | 47 | 26 | 2 |
| | 2004-05 | 99 | 25499 | 7 | 43 | 38 | 11 | 1 | 99 | 25492 | 2 | 18 | 50 | 29 | 1 |

| 8TH GRADE | | READING | | | | | | | MATHEMATICS | | | | | | |
|--------------------------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Male | 100 | *** | *** | *** | *** | *** | *** | 100 | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | 13 | 0 | 76 | 23 | 0 | 0 | 100 | 13 | 7 | 46 | 38 | 7 | 0 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 18 | 0 | 66 | 27 | 5 | 0 | 100 | 18 | 5 | 33 | 55 | 5 | 0 |
| | 2004-05 | 100 | 16 | 0 | 56 | 38 | 6 | 0 | 100 | 16 | 0 | 25 | 56 | 19 | 0 |
| NM State | 2005-06 | 99 | 25652 | 3 | 47 | 38 | 10 | 0 | 97 | 25659 | 4 | 22 | 47 | 23 | 2 |
| | 2004-05 | 99 | 25835 | 3 | 48 | 36 | 11 | 1 | 99 | 25825 | 4 | 20 | 51 | 24 | 1 |

*ELL - English Language Learners

**SWD-Students with Disabilities.

9TH GRADE

READING

MATHEMATICS

| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
|--------------------------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | 13 | 0 | 69 | 23 | 7 | 0 | 100 | 13 | 0 | 53 | 38 | 7 | 0 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 15 | 0 | 66 | 26 | 6 | 0 | 100 | 15 | 0 | 53 | 40 | 6 | 0 |
| | 2004-05 | 100 | 25 | 0 | 56 | 32 | 12 | 0 | 100 | 25 | 8 | 56 | 28 | 8 | 0 |
| NM State | 2005-06 | 97 | 28060 | 1 | 42 | 28 | 25 | 2 | 97 | 28040 | 5 | 27 | 48 | 16 | 2 |
| | 2004-05 | 97 | 27637 | 2 | 41 | 29 | 25 | 3 | 96 | 27618 | 5 | 29 | 44 | 18 | 4 |

11TH GRADE

READING

MATHEMATICS

| | | Percent at Each Proficiency Level | | | | | | | Percent at Each Proficiency Level | | | | | | |
|--------------------------------|------------------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|-----------------------------------|---------------|----------|------------|---------------------|----------------|-----------|
| | | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid | Percent Participating | Number Tested | Advanced | Proficient | Nearing Proficiency | Beginning Step | Not Valid |
| Gender | Female | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Male | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| Ethnicity | Caucasian | 100 | 14 | 14 | 64 | 21 | 0 | 0 | 100 | 14 | 7 | 28 | 57 | 7 | 0 |
| | African-American | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Hispanic | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Asian/Pacific | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| American Indian/Alaskan Native | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | |
| Status | SWD** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | ELL* | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | FRLP | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| | Migrant | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** | *** |
| All Students | 2005-06 | 100 | 15 | 13 | 60 | 26 | 0 | 0 | 100 | 15 | 6 | 26 | 60 | 6 | 0 |
| | 2004-05 | 100 | 16 | 6 | 75 | 13 | 6 | 0 | 100 | 16 | 0 | 44 | 38 | 19 | 0 |
| NM State | 2005-06 | 98 | 20449 | 12 | 45 | 27 | 12 | 1 | 97 | 20470 | 6 | 23 | 45 | 21 | 2 |
| | 2004-05 | 95 | 20322 | 12 | 45 | 28 | 11 | 5 | 95 | 20323 | 7 | 23 | 44 | 21 | 5 |

*ELL - English Language Learners **SWD-Students with Disabilities.

School Board Member Participation*

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

| Board Member | Number of Points |
|------------------|------------------|
| Cox, Kenneth | 12 |
| Roberts, Jana | 7 |
| Watson, Scott | 9 |
| Carrasco, Kenner | 7 |
| Burruss, Rebecca | 8 |

Source: 2005-06 New Mexico School Board Association annual report.

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

Data on District Budgeted Expenditures

Includes state general fund budgeted operational monies only for 2005-2006

| | Expenditure | Percent |
|-----------------------------------|-------------|---------|
| Direct Instruction | \$1326717 | 58 |
| Instructional Support | 277764 | 12 |
| Administration | 159613 | 7 |
| Business and Support Services | 58588 | 3 |
| Operations/Maintenance of Plant | 358349 | 16 |
| Food Services | 34663 | 2 |
| Athletics | 46611 | 2 |
| Non-Instructional Student Support | 19336 | 1 |
| Community Services | 0 | 0 |
| Transportation Services | 0 | 0 |
| Capital Outlay | 0 | 0 |
| Total | \$2281641 | 101 |

Source: Preliminary end of year school-reported budgeted expenditures to NM Public Education Department School Budget office as of September 27, 2006 reports.

Teacher Quality Data*

| Percent of Teachers Teaching with Emergency or Provisional Credentials: | STATE WIDE: 0.68% | DISTRICT: 0 % | | |
|---|---------------------------------------|---|---|---|
| | Emergency or Provisional Credentials. | Core Classes and Highly Qualified Teachers. | | |
| Percent of Teachers High Poverty Schools | 0.79% | 94.8% | | |
| Percent of Teachers Low Poverty Schools | 0.72% | 87.7% | | |
| | Number of teachers | Percent of teachers where highest degree reported is a Bachelor's | Percent of teachers where highest degree reported is a Master's or Higher | Percent of core academic classes taught by Highly Qualified Teachers* Spring 2006 |
| STATE WIDE | 24102 | 62.3% | 37.7% | 90.7% |
| Dora District Wide | 24 | 66.7 | 33.3 | 94.4 |
| Dora ES | 12 | 50 | 50 | 87.5 |
| Dora HS | 12 | 83.3 | 16.7 | 95.7 |

* See explanation of data source on last page. *** = missing or not available Difference in teacher totals and school totals may occur because of district assignments.

Parent Survey on the Quality of Education

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

- Q1. My child is safe at school.
- Q2. My child's school building is in good repair and has sufficient space to support quality education.
- Q3. My child's school holds high expectations for academic achievement.
- Q4. School personnel encourage me to participate in my child's education.
- Q5. The school offers adequate access to up-to-date computers and technologies.
- Q6. School staff maintains consistent discipline, which is conducive to learning.
- Q7. My child has an adequate choice of school-sponsored extracurricular activities.
- Q8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
- Q9. The school staff employs various instructional methods and strategies to meet my child's needs.
- Q10. My child takes responsibility for his or her learning.

* *** indicates no data reported.

= Number % = Percent

SQ# = Question Number

SA Strongly Agree

A=Agree

D=Disagree

SD=Strongly Disagree

K=Do not know

O=No Opinion

| | SQ # | #SA | #A | #D | #SD | #K | #O | %SA | %A | %D | %SD | %K | %O |
|---------------------|------|-------|-------|-------|------|------|------|------|------|------|------|------|-----|
| STATE WIDE | 1 | 25114 | 45988 | 4272 | 1610 | 3421 | 3688 | 29.9 | 54.7 | 5.1 | 1.9 | 4.1 | 4.4 |
| | 2 | 22527 | 43569 | 7926 | 3156 | 3407 | 3586 | 26.8 | 51.8 | 9.4 | 3.7 | 4.0 | 4.3 |
| | 3 | 27588 | 43088 | 4786 | 1582 | 3043 | 3913 | 32.8 | 51.3 | 5.7 | 1.9 | 3.6 | 4.7 |
| | 4 | 27390 | 40986 | 7317 | 2330 | 1948 | 4168 | 32.6 | 48.7 | 8.7 | 2.8 | 2.3 | 5.0 |
| | 5 | 22179 | 41630 | 5507 | 1821 | 8948 | 3935 | 26.4 | 49.5 | 6.6 | 2.2 | 10.6 | 4.7 |
| | 6 | 22823 | 44192 | 6200 | 2663 | 4456 | 4026 | 27.1 | 52.4 | 7.3 | 3.2 | 5.3 | 4.8 |
| | 7 | 17303 | 39472 | 11309 | 3878 | 7425 | 4667 | 20.6 | 47.0 | 13.5 | 4.6 | 8.8 | 5.6 |
| | 8 | 33766 | 38615 | 4847 | 1861 | 1263 | 3707 | 40.2 | 45.9 | 5.8 | 2.2 | 1.5 | 4.4 |
| | 9 | 22702 | 44122 | 5475 | 1868 | 5748 | 4053 | 27.0 | 52.5 | 6.5 | 2.2 | 6.8 | 4.8 |
| | 10 | 28703 | 43077 | 5627 | 1522 | 1224 | 3866 | 34.2 | 51.3 | 6.7 | 1.8 | 1.5 | 4.6 |
| Dora District Total | 1 | 17 | 55 | 7 | *** | 2 | *** | 21 | 67.9 | 8.6 | *** | 2.5 | *** |
| Dora District Total | 2 | 18 | 40 | 13 | 5 | 2 | 3 | 22.2 | 49.4 | 16 | 6.2 | 2.5 | 3.7 |
| Dora District Total | 3 | 15 | 48 | 9 | 1 | 4 | 4 | 18.5 | 59.3 | 11.1 | 1.2 | 4.9 | 4.9 |
| Dora District Total | 4 | 15 | 46 | 15 | 2 | 1 | 2 | 18.5 | 56.8 | 18.5 | 2.5 | 1.2 | 2.5 |
| Dora District Total | 5 | 13 | 48 | 7 | *** | 9 | 4 | 16 | 59.3 | 8.6 | *** | 11.1 | 4.9 |
| Dora District Total | 6 | 11 | 51 | 13 | 2 | 3 | 1 | 13.6 | 63 | 16 | 2.5 | 3.7 | 1.2 |
| Dora District Total | 7 | 9 | 54 | 7 | 3 | 5 | 3 | 11.1 | 66.7 | 8.6 | 3.7 | 6.2 | 3.7 |
| Dora District Total | 8 | 24 | 44 | 6 | 4 | *** | 3 | 29.6 | 54.3 | 7.4 | 4.9 | *** | 3.7 |
| Dora District Total | 9 | 17 | 52 | 5 | 1 | 6 | *** | 21 | 64.2 | 6.2 | 1.2 | 7.4 | *** |
| Dora District Total | 10 | 26 | 48 | 4 | *** | 2 | 1 | 32.1 | 59.3 | 4.9 | *** | 2.5 | 1.2 |
| Dora ES | 1 | 14 | 40 | 1 | *** | 2 | *** | 24.6 | 70.2 | 1.8 | *** | 3.5 | *** |
| Dora ES | 2 | 17 | 28 | 8 | 1 | 2 | 1 | 29.8 | 49.1 | 14 | 1.8 | 3.5 | 1.8 |
| Dora ES | 3 | 10 | 34 | 6 | *** | 4 | 3 | 17.5 | 59.6 | 10.5 | *** | 7 | 5.3 |
| Dora ES | 4 | 12 | 35 | 8 | *** | 1 | 1 | 21.1 | 61.4 | 14 | *** | 1.8 | 1.8 |
| Dora ES | 5 | 9 | 32 | 5 | *** | 7 | 4 | 15.8 | 56.1 | 8.8 | *** | 12.3 | 7 |
| Dora ES | 6 | 7 | 42 | 6 | *** | 1 | 1 | 12.3 | 73.7 | 10.5 | *** | 1.8 | 1.8 |
| Dora ES | 7 | 5 | 42 | 2 | 2 | 5 | 1 | 8.8 | 73.7 | 3.5 | 3.5 | 8.8 | 1.8 |
| Dora ES | 8 | 22 | 31 | 1 | *** | *** | 3 | 38.6 | 54.4 | 1.8 | *** | *** | 5.3 |
| Dora ES | 9 | 13 | 38 | 1 | 1 | 4 | *** | 22.8 | 66.7 | 1.8 | 1.8 | 7 | *** |
| Dora ES | 10 | 17 | 35 | 2 | *** | 2 | 1 | 29.8 | 61.4 | 3.5 | *** | 3.5 | 1.8 |
| Dora HS | 1 | 3 | 15 | 6 | *** | *** | *** | 12.5 | 62.5 | 25 | *** | *** | *** |
| Dora HS | 2 | 1 | 12 | 5 | 4 | *** | 2 | 4.2 | 50 | 20.8 | 16.7 | *** | 8.3 |
| Dora HS | 3 | 5 | 14 | 3 | 1 | *** | 1 | 20.8 | 58.3 | 12.5 | 4.2 | *** | 4.2 |
| Dora HS | 4 | 3 | 11 | 7 | 2 | *** | 1 | 12.5 | 45.8 | 29.2 | 8.3 | *** | 4.2 |
| Dora HS | 5 | 4 | 16 | 2 | *** | 2 | *** | 16.7 | 66.7 | 8.3 | *** | 8.3 | *** |
| Dora HS | 6 | 4 | 9 | 7 | 2 | 2 | *** | 16.7 | 37.5 | 29.2 | 8.3 | 8.3 | *** |
| Dora HS | 7 | 4 | 12 | 5 | 1 | *** | 2 | 16.7 | 50 | 20.8 | 4.2 | *** | 8.3 |
| Dora HS | 8 | 2 | 13 | 5 | 4 | *** | *** | 8.3 | 54.2 | 20.8 | 16.7 | *** | *** |
| Dora HS | 9 | 4 | 14 | 4 | *** | 2 | *** | 16.7 | 58.3 | 16.7 | *** | 8.3 | *** |
| Dora HS | 10 | 9 | 13 | 2 | *** | *** | *** | 37.5 | 54.2 | 8.3 | *** | *** | *** |

Data Definitions and Explanations

Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

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

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

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

Assessments - Proficiency Levels

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

Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2005-06 school year. Data for the "Percent of core academic classes taught by Highly Qualified Teachers" comes from the report:

For the Spring 2006 data, it is obtained from the ADS 120th day Highly Qualified Teacher report generated on 10/20/2006.

Feeder Schools Methodology

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

High and Low Poverty Schools

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

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