



AYP Summary

DORA MUNICIPAL SCHOOLS

Improvement Status: Progressing

AYP Rating: AYP Met

	Total Number	%
Schools rated in district	2	100
Schools in Improvement	0	0
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

Report Contents

- Student Demographics
- AYP Summary
- Accountability Indicators by Subgroup
- NAEP Assessment Summary for Grades 4 and 8
- State Assessment Summaries for Grades 3-8, and 11
- School Board Member Participation
- Budgeted Expenditures
- Teacher Quality
- Quality of Education Survey (Parent Survey)

Definitions and Abbreviations

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English language learner; assessments include students who exited ELL status the first and second years

FRL: Free or Reduced Lunch; qualifies the student as economically disadvantaged

SWD: Students with disabilities; does not include special education students who are gifted

High Poverty Schools: Schools with the most students eligible for FRL (top 25%)

Low Poverty Schools: Schools with the fewest students eligible for FRL (bottom 25%)

What is Adequate Yearly Progress (AYP)?

Every school and district in the state must meet annual academic proficiency targets in mathematics and reading in order to be considered on track for 100% proficiency by school year 2013-14. AYP is part of state and federal statute. The Elementary & Secondary Education Act (ESEA) of 2001 says that each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in the law will meet or exceed the state's proficient level of academic achievement. New Mexico Statute states that "the Department shall measure the performance of every public school in New Mexico," (§ 22-2C-3, D)

AYP determinations result from assessments that are administered at the end of the prior school year. Therefore this report summarizes AYP findings that apply to 2009-2010, but that were derived from the achievement of students in the 2008-2009 school year.

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

Schools need to:

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

Who has to meet AYP?

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

Student Demographics				
	DORA MUNICIPAL SCHOOLS		Statewide	
	Number	%	Number	%
Female	125	50.8	160,866	47.0
Male	121	49.2	169,312	49.5
Caucasian	181	73.6	95,406	27.9
African-American	0	0.0	8,670	2.5
Hispanic	64	26.0	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	1	0.4	36,449	10.7
English Language Learners	5	2.0	55,866	16.3
Students with Disabilities	48	19.5	45,346	13.3
Free/Reduced Lunch Program	106	43.1	203,946	59.6
Migrant	0	0.0	575	0.2

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

Adequate Yearly Progress

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
DORA ELEMENTARY	Met	Progressing	DORA HIGH	Met	Progressing

AYP by Subgroup

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

Reporting Group	Academic Indicator	AYP Goal %	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Am Indian %	FRL %	ELL %	SWD %
Districtwide-Grades 3-5	Reading Proficiency	63	66.7	72.2	<>	53.3	<>	<>	60.0	<>	<>
Districtwide-Grades 6-8	Reading Proficiency	57	44.0	43.2	<>	46.2	<>	<>	34.8	<>	<>
Districtwide-Grade 11	Reading Proficiency	60	77.8	80.0	<>	<>	<>	<>	<>	<>	<>
DORA ELEMENTARY	Reading Proficiency	59	60.9	45.7	<>	<>	<>	<>	15.4	<>	<>
DORA HIGH	Reading Proficiency	60	56.4	57.1	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Math Proficiency	50	49.0	66.7	<>	6.7	<>	<>	36.7	<>	<>
Districtwide-Grades 6-8	Math Proficiency	41	30.0	27.0	<>	38.5	<>	<>	39.1	<>	<>
Districtwide-Grade 11	Math Proficiency	46	44.4	53.3	<>	<>	<>	<>	<>	<>	<>
DORA ELEMENTARY	Math Proficiency	47	46.9	41.3	<>	<>	<>	<>	7.7	<>	<>
DORA HIGH	Math Proficiency	43	32.7	35.7	<>	<>	<>	<>	<>	<>	<>
Districtwide-Grades 3-5	Attendance Rate	92	96.2	96.3	<>	95.8	<>	<>	95.8	95.1	95.1
Districtwide-Grades 6-8	Attendance Rate	92	96.2	96.3	<>	95.8	<>	<>	95.8	95.1	95.1
DORA ELEMENTARY	Attendance Rate	92	96.0	96.3	<>	95.0	<>	<>	95.7	96.2	95.8
All Students	Graduation Rate	52	86.6	89.0	<>	<>	<>	<>	<>	<>	<>
DORA HIGH	Graduation Rate	52	86.6	89.0	<>	<>	<>	<>	<>	<>	<>

National Assessment of Educational Progress (NAEP) Statewide Results

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

NAEP assessments have been given in subjects such as reading, mathematics, science, writing, U.S. history, geography, the arts, and others. Reading and mathematics are assessed every two years at grades 4 and 8. Science is assessed every four years. Results presented here are from 2009 (reading and mathematics), and from 2005 (science).

4th Grade	Reading (2009)				Math (2009)				Science (2005)			
	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	9.0	26.0	36.0	30.0	7.0	40.0	42.0	12.0	3.0	34.0	44.0	19.0
Black	1.0	13.0	36.0	50.0	2.0	18.0	48.0	33.0	1.0	8.0	39.0	53.0
Hispanic	1.0	12.0	32.0	55.0	1.0	16.0	48.0	34.0	1.0	9.0	34.0	56.0
Asian	12.0	27.0	32.0	29.0	***	***	***	***	***	***	***	***
Am Indian	1.0	9.0	24.0	66.0	#	13.0	43.0	43.0	#	5.0	31.0	64.0
SWD	1.0	4.0	12.0	83.0	#	9.0	41.0	50.0	#	4.0	26.0	69.0
ELL	#	3.0	13.0	84.0	#	5.0	36.0	60.0	#	3.0	23.0	74.0
FRLP	1.0	11.0	31.0	57.0	1.0	16.0	46.0	36.0	#	10.0	35.0	55.0
New Mexico	4.0	16.0	32.0	48.0	3.0	23.0	46.0	28.0	1.0	16.0	37.0	45.0
Nation	7.0	24.0	34.0	34.0	6.0	33.0	43.0	19.0	2.0	25.0	39.0	34.0
8th Grade	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic	% Advanced	% Proficient	% Basic*	% Below Basic
White	4.0	34.0	46.0	16.0	7.0	32.0	41.0	19.0	3.0	33.0	34.0	30.0
Black	1.0	15.0	40.0	44.0	2.0	11.0	42.0	45.0	3.0	12.0	23.0	63.0
Hispanic	#	14.0	44.0	42.0	1.0	10.0	39.0	50.0	#	9.0	26.0	65.0
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1.0	11.0	38.0	50.0	1.0	9.0	36.0	54.0	#	7.0	19.0	73.0
SWD	#	4.0	21.0	75.0	#	5.0	17.0	77.0	#	4.0	13.0	83.0
ELL	#	1.0	13.0	87.0	#	2.0	18.0	80.0	#	2.0	11.0	87.0
FRLP	1.0	14.0	43.0	43.0	1.0	10.0	38.0	50.0	#	10.0	24.0	66.0
New Mexico	1.0	20.0	44.0	34.0	3.0	17.0	39.0	41.0	1.0	17.0	28.0	54.0
Nation	2.0	28.0	43.0	26.0	7.0	25.0	39.0	29.0	3.0	24.0	30.0	43.0

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

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

Rounds to zero

NAEP Participation Rates

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

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

Assessment Summary by Grade

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for students with significant disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to master. The assessment results are for all students enrolled and present during testing in March 2009. District summaries do not include students from charter schools, which are reported separately. Results for groups with fewer than 10 students are not reported to meet confidentiality requirements. Percents may not add to 100, due to rounding.

3rd Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Male	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Caucasian	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Black	<>						<>						<>						
Hispanic	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	
FRL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
SWD	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
Migrant	<>						<>						<>						
All 2008-09	100	13	15	84	0	0	100	13	7	53	38	0	100	13	23	76	0	0	
All 2007-08	100	19	26	47	15	10	100	19	10	31	57	0	100	19	15	63	15	5	
NM 2008-09	99	25,222	9	51	23	14	99	25,229	8	45	41	3	99	25,214	11	70	16	0	
NM 2007-08	99	24,878	10	47	26	14	99	24,878	6	37	48	7	99	24,868	11	68	18	1	

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

4th Grade		Reading						Mathematics						Science					
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level						
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	
Female	100	12	16	33	33	16	100	12	8	33	58	0	100	12	0	50	50	0	
Male	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	
Caucasian	100	10	20	30	30	20	100	10	10	30	40	20	100	10	0	60	30	10	
Black	<>						<>						<>						
Hispanic	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	
Asian	<>						<>						<>						
Am Ind	<>						<>						<>						
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	
FRL	100	14	0	42	42	14	100	14	0	21	71	7	100	14	0	35	57	7	
SWD	<>						<>						<>						
Migrant	<>						<>						<>						
All 2008-09	100	19	10	31	42	15	100	19	5	21	63	10	100	19	0	42	52	5	
All 2007-08	100	18	22	50	22	5	100	18	5	33	55	5	100	18	0	55	44	0	
NM 2008-09	99	25,138	10	41	32	14	99	25,140	8	33	50	7	99	25,121	1	50	44	3	
NM 2007-08	99	24,364	8	42	34	14	99	24,367	7	31	52	8	99	24,357	2	48	44	3	

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

5th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Male	100	10	10	50	30	10	100	10	20	30	40	10	100	10	0	60	40	0
Caucasian	100	17	23	47	23	5	100	17	23	47	23	5	100	17	0	64	35	0
Black	<>						<>						<>					
Hispanic	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
SWD	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	19	21	47	26	5	100	19	21	42	31	5	100	19	0	63	36	0
All 2007-08	100	10	10	50	30	10	100	10	0	30	70	0	100	10	0	50	30	20
NM 2008-09	99	24,494	13	44	33	8	99	24,495	9	33	46	9	99	24,478	6	46	42	5
NM 2007-08	99	24,274	10	45	35	8	99	24,274	8	31	47	11	99	24,270	3	43	48	4

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

6th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Male	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>	<>	8	<>	<>	<>	<>
Caucasian	100	10	0	40	50	10	100	10	0	30	60	10	100	10	0	30	50	20
Black	<>						<>						<>					
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>
FRL	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	13	0	38	53	7	100	13	7	30	53	7	100	13	0	23	61	15
All 2007-08	100	18	0	16	77	5	100	18	0	11	77	11	100	18	0	5	77	16
NM 2008-09	99	24,097	5	38	44	10	99	24,101	6	26	54	10	99	24,092	2	31	53	11
NM 2007-08	99	23,666	5	37	45	10	99	23,666	4	23	58	13	99	23,653	2	28	56	12

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

7th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Male	100	12	0	33	58	8	100	12	0	25	66	8	100	12	0	8	83	8
Caucasian	100	12	0	25	58	16	100	12	0	16	66	16	100	12	0	8	75	16
Black	<>						<>						<>					
Hispanic	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
FRL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	17	0	35	52	11	100	17	0	17	64	17	100	17	0	5	82	11
All 2007-08	100	18	5	38	44	11	100	18	0	16	72	11	100	18	0	27	61	11
NM 2008-09	99	23,696	9	43	37	8	99	23,697	8	23	52	15	99	23,687	2	33	50	12
NM 2007-08	99	23,964	7	42	36	12	99	23,964	5	23	51	18	99	23,954	1	31	51	14

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

8th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	10	0	60	40	0	100	10	0	40	50	10	100	10	0	30	60	10
Male	100	10	0	50	40	10	100	10	0	30	60	10	100	10	0	10	90	0
Caucasian	100	15	0	60	33	6	100	15	0	33	60	6	100	15	0	26	66	6
Black	<>						<>						<>					
Hispanic	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
SWD	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	20	0	55	40	5	100	20	0	35	55	10	100	20	0	20	75	5
All 2007-08	100	21	4	61	28	4	100	21	4	28	66	0	100	21	0	14	66	19
NM 2008-09	99	23,969	8	53	28	8	99	23,965	7	35	49	7	99	23,959	0	26	57	14
NM 2007-08	99	24,576	5	58	28	6	99	24,579	6	29	49	13	98	24,564	0	24	58	14

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

11th Grade		Reading					Mathematics					Science						
Reporting Group	% at Each Proficiency Level						% at Each Proficiency Level						% at Each Proficiency Level					
	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4	% Participating	Number Tested	Level 1	Level 2	Level 3	Level 4
Female	100	11	18	63	18	0	100	11	27	9	63	0	100	11	0	36	63	0
Male	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>	<>	7	<>	<>	<>	<>
Caucasian	100	15	13	66	20	0	100	15	40	13	40	6	100	15	0	53	46	0
Black	<>						<>						<>					
Hispanic	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	<>						<>						<>					
FRL	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
SWD	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
Migrant	<>						<>						<>					
All 2008-09	100	18	11	66	22	0	100	18	33	11	50	5	100	18	0	44	55	0
All 2007-08	100	16	0	37	50	12	100	16	0	37	43	18	100	16	0	12	81	6
NM 2008-09	98	20,191	5	45	36	10	98	20,181	8	25	37	26	97	20,178	1	31	56	7
NM 2007-08	97	20,363	6	43	36	11	97	20,365	8	24	39	24	96	20,104	1	32	55	6

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

Budgeted Expenditures

Includes state general fund operational monies only for 2008-2009

	Expenditure	%
Direct Instruction	1,647,450	54
Instructional Support Services	1,255,061	41
Students	154,377	5
Instruction	92,211	3
General Administration	216,059	7
School Administration	158,159	5
Central Services	122,908	4
Operations & Maintenance	501,544	16
Student Transportation	8,500	<1
Other	1,303	<1
Non-Instructional Support	62,526	2
Food Services	62,526	2
Community Services	0	0
Capital Outlay	109,454	4
Total Expenditures	3,074,491	

Source: Projected expenditures reported to NMPED School Budget Office.

School Board Participation

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

Member	Points
Bill Prater	8
Gary Simpson	23
Jana Roberts	16
John Mohon	16
Kenneth Cox	15

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

Teacher Quality

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

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

	Number of Teachers	Highest Degree Bachelors (%)	Highest Degree Master's or Higher (%)	Core Classes Not Taught by Highly Qualified Teachers (%)
Statewide	22020	58.1	41.3	1.7
Districtwide	23	60.9	39.1	0.0
DORA ELEMENTARY	14	50.0	50.0	0.0
DORA HIGH	13	76.9	23.1	0.0

Teacher totals may differ because of district assignments.

NDA = No data available

Parent Survey on the Quality of Education

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

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

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
Districtwide	113	1	45.1	53.1	1.8	0	0	0
Districtwide	113	2	60.2	37.2	0.9	0	1.8	0
Districtwide	113	3	45.1	44.2	6.2	0.9	3.5	0
Districtwide	113	4	48.7	43.4	5.3	0	0	2.7
Districtwide	113	5	40.7	53.1	2.7	0	0.9	2.7
Districtwide	113	6	48.7	45.1	3.5	0.9	0	1.8
Districtwide	113	7	39.8	49.5	3.5	0.9	2.7	3.5
Districtwide	113	8	59.3	35.4	5.3	0	0	0
Districtwide	113	9	43.4	44.2	7.1	0	3.5	1.8
Districtwide	113	10	45.1	45.1	5.3	0.9	1.8	1.8
DORA ELEMENTARY	70	1	47.1	52.8	0	0	0	0
DORA ELEMENTARY	70	2	64.3	31.4	1.4	0	2.8	0
DORA ELEMENTARY	70	3	45.7	42.8	4.3	1.4	5.7	0
DORA ELEMENTARY	70	4	50	41.4	4.3	0	0	4.3
DORA ELEMENTARY	70	5	38.6	52.8	2.8	0	1.4	4.3
DORA ELEMENTARY	70	6	48.6	47.1	1.4	1.4	0	1.4
DORA ELEMENTARY	70	7	38.6	48.6	2.8	1.4	2.8	5.7
DORA ELEMENTARY	70	8	64.3	32.8	2.8	0	0	0

	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
DORA ELEMENTARY	70	9	47.1	42.8	5.7	0	2.8	1.4
DORA ELEMENTARY	70	10	45.7	41.4	5.7	1.4	2.8	2.8
DORA HIGH	43	1	41.9	53.5	4.7	0	0	0
DORA HIGH	43	2	53.5	46.5	0	0	0	0
DORA HIGH	43	3	44.2	46.5	9.3	0	0	0
DORA HIGH	43	4	46.5	46.5	7	0	0	0
DORA HIGH	43	5	44.2	53.5	2.3	0	0	0
DORA HIGH	43	6	48.8	41.9	7	0	0	2.3
DORA HIGH	43	7	41.9	51.2	4.7	0	2.3	0
DORA HIGH	43	8	51.2	39.5	9.3	0	0	0
DORA HIGH	43	9	37.2	46.5	9.3	0	4.7	2.3
DORA HIGH	43	10	44.2	51.2	4.7	0	0	0
(blank) = No data available								