

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Brandon Hays

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Dora Elementary School

(As it should appear in the official records)

School Mailing Address 100 School Street P.O. Box 327

(If address is P.O. Box, also include street address.)

City Dora State NM Zip Code+4 (9 digits total) 88115-0327

County Roosevelt County State School Code Number* 044

Telephone 575-477-2211 Fax 575-477-2464

Web site/URL http://www.doraschools.com E-mail bhays@doraschools.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Steve Barron E-mail: sbarron@doraschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dora Consolidated Schools Tel. 575-477-2211

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

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

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 12 | 5 | 17 |
| K | 10 | 2 | 12 |
| 1 | 7 | 13 | 20 |
| 2 | 5 | 5 | 10 |
| 3 | 11 | 5 | 16 |
| 4 | 7 | 9 | 16 |
| 5 | 11 | 10 | 21 |
| 6 | 10 | 14 | 24 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 73 | 63 | 136 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 24 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 22%

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year | 11 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 12 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 23 |
| (4) Total number of students in the school as of October 1 | 104 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.221 |
| (6) Amount in row (5) multiplied by 100 | 22 |

7. English Language Learners (ELL) in the school: 5 %
7 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish and German
8. Students eligible for free/reduced-priced meals: 56 %
 Total number students who qualify: 76

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 26 %
35 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.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 1 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 1 Emotional Disturbance | 25 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 1 Multiple Disabilities | 4 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | Number of Staff |
|---|------------------------|
| Administrators | 1 |
| Classroom teachers | 7 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 6 |
| Paraprofessionals | 6 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 92% | 94% | 96% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

"The Dora Consolidated Schools and our community believe it is our responsibility to prepare students with the skills and knowledge necessary to become successful, productive citizens. Through a positive, caring, actively engaging academic environment our students will have the foundation to achieve their goals for a prosperous future and become lifelong learners." This is the vision that Dora Elementary strives to obtain while accomplishing our mission of "Educating the Leadership of Tomorrow."

Dora Consolidated Schools is a rural district located in Roosevelt County in Eastern New Mexico. The consolidated district of over 45 schools now consists of one elementary and one high school that reside within the same building. The school traces its history back to the original homesteaders of the area, and retains the pioneer spirit of a strong work ethic and the belief of providing for ones self, family, and community. Many of the students are the fourth and fifth generations to attend the school; therefore, the community has a vested interest in the school and its activities. The agriculturally based economy consisting primarily of farms, ranches, and dairies has created job opportunities for German and Spanish speaking immigrants that have moved into the area, influencing the community's culture.

As part of a PreK-12th grade environment, Dora Elementary School prides itself in its family atmosphere and commitment to student achievement. Dora Elementary serves 136 students PreK-6th grade and consists of one teacher per grade level. The staff is comprised of strong, experienced teachers, many of whom have lived their entire lives within the local community and are therefore personally invested in seeing the school succeed. The small school structure allows the staff to personally understand our students' needs and provide targeted intervention in a timely manner. Dora Elementary has become a data driven school that provides additional time and support for any student that has not mastered a specific skill. This practice is applied from the lowest achieving student to the highest achieving student within the school.

The staff and administration of Dora Elementary School work diligently to overcome the obstacles of being a rural school with limited financial resources. It has received additional funding through state grants in order to offer the community a preschool, provide after school instruction, create an art/music program, and to strengthen its K-3 reading program. The school has also succeeded in aiding educational assistants from the local community to earn their teaching degree by utilizing a program through a nearby university. Dora Elementary School has utilized a state approved alternative four days a week schedule since 1979 to assist the district with budget costs.

The staff at Dora Elementary School quickly embraced the changes brought with the introduction of the new Common Core Standards. The ability of our school to effectively communicate vertical alignment allowed us to begin realigning our curriculum with the new standards during the 2011-2012 school year. This was well ahead of most schools within our state. The extensive professional development provided to help with this transition allowed our school to better serve our students.

A combination of these factors has allowed Dora Elementary to receive an "A" rating from the State of New Mexico for both the 2011-2012 and 2012-2013 school years. This rating is based upon student achievement and growth on the New Mexico Standards Based Assessment (NMSBA). Over the last three school years, Dora Elementary has seen its percentage of students meeting proficiency on the NMSBA increase 14% in Reading and 22% in Math. In addition, the Economically Disadvantaged students have increased their proficiency rates by 29% in Reading and 23% in Math, and the percent of Hispanic students meeting proficiency also increased 29% in Reading and 23% in Math. The New Mexico Public Education Department (NMPED) has recognized Dora Consolidated Schools as a "NMBEST" school and will be highlighting our best practices as a model for other schools within the state.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) The New Mexico Standards Based Assessment (NMSBA) is used to determine the level at which students achieve proficiency on the grade specific performance standards in reading and mathematics. The state performance levels for the NMSBA are identified as advanced, proficient, nearing proficient, and beginning step. The NMPED and Dora Elementary consider a student to meet proficiency when they have scored either proficient or advanced on the NMSBA. The school utilizes this same terminology across other benchmark assessments.

In 2012 the NMPED transitioned the state to an “A” through “F” school grading system that takes into account multiple factors including the current academic standing of students in both reading and mathematics, and the academic growth of all students and subgroups over three years. A vertical scale for reading and mathematics has been developed by the NMPED that allows for the identification of academic growth from year to year in the tested areas. The new grading system also incorporates other factors such as school environment and parental involvement. The school grading system operates on a bell curve, with a “C” school showing average results across these factors.

B) Over the last three school years, Dora Elementary has seen its percentage of students meeting proficiency on the NMSBA increase 14% in Reading and 22% in Math. The Economically Disadvantaged students have increased their proficiency rates by 29% in Reading and 23% in Math over the same period of time. The percent of Hispanic students meeting proficiency also increased 29% in Reading and 23% in Math. An example of how Dora Elementary is increasing the percentage of a particular group of students over time can be seen by looking at the 2012-2013 sixth grade class. Since their fourth grade year in 2010-2011, the percentage of students meeting proficiency has increased by 33% in Reading and 50% in Math. Dora Elementary has closed the achievement gap between the Reading test scores of all students, and the Reading test scores of its subgroups during the last three years. Gaps in reading proficiency rates for reportable subgroups to all student comparisons have decreased by: Hispanic – 6% below to 1% above; Economically Disadvantaged – 16% below to 1% below. Dora Elementary has been able to keep the achievement gap in Math between all students and the subgroups less than 10% for the same time period.

A correlation can be drawn between the implementation of a Response to Intervention (RTI) model in the 2011-2012 school year and the increase in student performance. The RTI model includes many components that work together to provide targeted intervention for each individual student. Short-cycle assessments are created and administered every three weeks. Teachers utilize the data from these assessments to determine which skills need to be retaught to the entire class, or if individual students need additional time and support. Intervention periods for both reading and math are built into daily schedules, and staff is efficiently used to work with smaller groups during these periods. Technology has been purchased that allows students to receive individualized supplemental instruction on a daily basis. A consultant was hired to assist in the creation of an effective Student Assistance Team as part of the overall RTI process. The Student Assistance Team consists of teachers, parents, students, and other staff members who develop an individualized intervention plan for struggling students. This process has increased student success and reduced special education referrals.

Another correlation can be drawn between the increase of students' performance and the acquisition of additional interactive resources. Every classroom is equipped with a mobile interactive whiteboard and a document camera. Teachers also have access to mobile carts equipped with classroom sets of computers or iPads to enhance their instruction.

The increase of student performance also correlates with the high quality professional development that all staff members have received in Common Core, dyslexia, math and reading strategies, iPad training, and K-3 fluency training. Nine professional development days are utilized for high quality professional development for all staff. The staff has also extensively participated in other professional development opportunities.

2. Using Assessment Results:

The multifaceted assessment model utilized at Dora Elementary School is comprised of short cycle assessments, progress monitoring, benchmark assessments, and the formative NMSBA issued by the NMPED. The Common Core State Standards for reading and math are divided into three-week units. Short-cycle assessments are administered at the end of each of these units. Teachers analyze class mastery rate of each standard to determine if the standard needs to be retaught to the entire class. If more than 70% of the class mastered the standard, the teacher uses the data to identify the specific students needing intervention. Discovery Benchmark assessments are administered three times a year assessing the entire range of standards for a specific grade level. These assessments are utilized to make decisions for adjustments in the curriculum to ensure student mastery of grade level skills. The NMSBA is analyzed by the current year teacher as a summative exam for evaluation of all curriculum, instructional practices, and intervention strategies used throughout the school year. In addition, curriculum maps are adjusted by the next grade level teacher based on incoming students' test data.

The DIBELS reading assessment is used in K-5th grades. All students complete a benchmark assessment three times a year that identifies them at "Benchmark - Core Support," "Nearing Benchmark - Strategic Support," or "Well Below Benchmark - Intensive Support." This data allows teachers to place students in targeted intervention groups and provides data for each student's specific weaknesses. Students requiring intensive support receive additional instruction during pullouts with the reading interventionist, in addition to the built in intervention period. All students are progress monitored once a month to ensure that the instructional plan is being successful for each student. Students that have been identified as "Well Below Benchmark" are progress monitored every two weeks to confirm that the interventions being administered are appropriate. In addition, the Accelerated Reader STAR data is combined with the Dibels Benchmark assessment to provide a more complete view of each student.

Students are routinely informed of their progress after short-cycle assessments and Dibels progress monitoring sessions. Students also lead the data review during the parent-teacher conferences that are held twice a year. The "school report card" received from NMPED is posted on the school's website and published in the local newspaper for the community's information.

3. Sharing Lessons Learned:

The NMPED has recognized Dora Consolidated Schools as a NMBEST school and will be highlighting our best practices as a model for other schools within the state. Only four schools in New Mexico were chosen for this honor. NMBEST will be the premier tool used by charters, schools and districts giving them hands-on and action-ready implementation tools to guide school turnaround, effective math and reading interventions, improving school practices and using data to drive school improvement. (NMBEST Site Guide. 2013-2014.) Administrators and staff members will be recorded on video during the spring of 2014 to share the school's best practices. These videos, as well as written accounts of the school's practices, will be shared on the NMBEST website hosted by NMPED.

Our school annually collaborates with nine other districts within our Regional Education Cooperative (REC) to share best practices. Master teachers from the REC, including Dora Elementary, present workshops on various topics including: Dyslexia, Common Core Curriculum Maps, Preschool Instructional Strategies, Dibels, Technology Integration, and Reading/Math Best Practices.

Our teachers have presented to other schools in the region on aspects of our K-3 reading program including how we analyze Dibels data, create intervention groups, and create intervention periods in our daily schedules. Reading coaches from other New Mexico REC's have visited our school to observe our K-3 reading program.

Staff members who have been trained as trainers in various instructional strategies and technology skills have presented workshops at other schools. A Dora Elementary staff member has mentored teachers from various schools as they complete their NMPED required dossiers in order to advance levels of licensure.

4. Engaging Families and Community:

Dora Elementary School has implemented a variety of strategies to engage families in their child's education and to take advantage of the different ways that the Dora community can help enrich our students' education. Student led parent-teacher conferences are held twice a year to review the student's data and include parents in setting academic goals. This has led to increased parental attendance and engagement. Dora Elementary also hosts a "Readers Raise the Roof" day once a semester. Families and community members are invited to read to students throughout the day and participate in different reading activities with the students. The local university and area community members have contributed to serving the Gifted and Talented students at Dora Elementary.

Dora Elementary hosts the "Playa Lake Festival" each year in conjunction with the Ogalla Commons Agency funded by a New Mexico Department of Game and Fish grant. Playa lakes play a large role in the area's habitat and most students are unaware of their impact or ways we can preserve them for future generations. Prior to the Playa Festival students participate in habitat lessons in their science class and create model habitats. The students spend the entire morning of the Playa Festival rotating through several learning stations experiencing hands on Playa education. The afternoon is spent visiting local playa lakes and completing research assignments. At the conclusion of the event, students write thank you notes to the different community members who help organize the festival. Area schools are invited to attend and participate each year.

The Dora Elementary Parent/Teacher/Student Organization (PTSO) has been revived and meets monthly to seek ways to raise money for student field trips and additional supplies for the classrooms. PTSO members help chaperone field trips and serve popcorn for the students during the "Academic Celebrations" held throughout the school year.

The Coyote Pack is a committee of parents that seek to raise funds to help support the athletic programs for Dora Elementary students. Athletics are an integral part of a small community's way of life and a source of great pride. The Coyote Pack strives to not only enhance the students' athletic experience, but also increase community support. The Dora Little Dribblers basketball tournament is a fundraising event completely initiated and run by the Dora Coyote Pack. The proceeds from the three-day tournament are used to fund our elementary athletic teams, which play other schools in a competitive athletic setting. All students may participate, and an emphasis is placed on sportsmanship and character education.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Dora Elementary School believes that its core curriculum is the state's standards. Textbooks and other "curriculum programs" are viewed as resources to help students achieve the state standards. The Common Core State Standards have been adopted by NMPED for reading and math. Dora Elementary follows the New Mexico Standards and Benchmarks for science, social studies, visual and performing arts, physical education, and technology.

The schools success can be attributed to the curriculum mapping process that has occurred since the implementation of the Common Core Standards in 2011-2012. Rigorous pacing units have been created for K-6th grades with specific skills in math and reading for students to master. The adopted textbooks were aligned to the curriculum maps. Scott Foresman Reading Street, Shurley English, and Saxon Phonics (K-3) are utilized for the English Language Arts curriculum. New McGraw Hill "My Math" textbooks were adopted for the 2013-2014 school year and were aligned to the school's curriculum maps. Teachers plan intervention based upon charted data and share this data with the administrator.

Science and social studies standards are addressed within the 90-minute reading block as informational texts. In addition, students receive 45 minutes of grammar/writing instruction. Kindergarten through 3rd grade teachers have begun implementing the use of "centers" within their reading blocks during the 2013-2014 school year. The math curriculum is covered in a 90-minute math block. This includes the Calendar Math program that is implemented school wide.

Students receive 45 minutes of daily computer instruction where they learn typing skills, build math facts fluency, and interact with math/reading software. Teachers assign math and reading lessons through the software based upon the student's individual needs. The lessons assigned can include intervention, review, or enrichment exercises.

Dora Elementary students also attend a daily 50-minute "specials" class period. The students alternate attending physical education and fine arts classes. The fine arts and PE teachers support classroom instruction through the integration of reading and math skills. For example, the art teacher has students illustrate books based upon the evidence found in the text. The PE teacher has students practice their math facts while they are performing their daily stretches. The music and art program is funded through a grant received from the state. The fine arts program has expanded the World Drumming Ensemble that performs during the winter and spring programs to all students by incorporating rhythm instruments into the Fine Arts curriculum. During the 2012-2013 school year, a group of elementary art students received a Scholastics "Kids are Authors" finalist nomination for writing and illustrating their own children's book.

Allowing students the opportunity to compete in academic challenges is an integral part of the overall curriculum we offer at Dora Elementary. All students in 4th – 6th grade compete in a school-wide science fair. Many of these students have advanced to regional and state competitions. All students in 2nd – 6th grade also compete in the school spelling bee, with the winner and runner-up advancing to the county spelling bee. Our 5th and 6th grade students have participated in team project competitions that allow them to design Lego robots, K-nex gear/rubber band driven racecars, and hot air balloons.

Rewarding students for their hard work is utilized in motivating students to achieve at a high level in all curriculum areas. Students who earn perfect attendance, "A" honor roll, and meet their behavior standards for the nine weeks grading period receive certificates and have their names placed in a drawing for prizes. Independent daily reading is critical to the growth of students' fluency and comprehension. This is why Dora Elementary students independently set Accelerated Reading goals with their teachers for each grading period. Students who reach their goals also receive award certificates during each nine weeks' celebration assembly and have their names placed in the prize drawings.

2. Reading/English:

The foundational reading program for K-3rd grade is Saxon Phonics. This program is built into the 90-minute reading block and concentrates on phonemic awareness, phonics, vocabulary, fluency, comprehension, and spelling. Fidelity to this program has resulted in tremendous gains towards achieving our goal of having all students reading on grade level by the end of 3rd grade. The program was chosen because of its spiraling and structured approach to phonics instruction. Student in K-3rd intervention receive more time and support through extended Saxon lessons. As students progress from basic foundational reading to multisyllabic words, the “Rewards” program is used for students still struggling with their fluency rates in 4th and 5th grade.

Teachers have been trained to use the close reading strategy during their reading and small group instruction. Center time allows our students to do hands on activities and the teacher to group the students according to their needs. The teacher is also able to differentiate instruction within the small group setting to reteach or reinforce specific skills. The core basal Reading Street program has been aligned to the instructional units created for reading in each grade. Additionally, a variety of grade level non-fictional science and social studies texts are combined with the basal reader passages to better address the Common Core Standards. Accelerated Reader is utilized to help determine appropriate texts for students to develop fluency with repeated reading. In Kindergarten oral language is reinforced through the LindaMood Inventory of Phonemic Sequencing (LIPS) program to ensure reading readiness.

With the transition to the Common Core Standards, an increase in textual writing has increased. Shurley English is utilized for grammar instruction, as well as writing instruction throughout the 90-minute reading block. Focus is placed on quality sentences and evidence from the passage in all writing exercises.

The daily 45-minute reading intervention period, called “Reading Rocks,” follows a modified “walk to intervention” model. Students’ needs are assessed through Dibels, STAR, and short-cycle assessments. Students are then placed into four groups that average less than five students per group. The “intensive” students receive additional support in phonics and multisyllabic word attack from the reading interventionist. The “nearing benchmark” students continue to work on fluency and basic reading comprehension skills. “Benchmark” students receive specific reading comprehension instruction based upon their short-cycled assessments. “Advanced” students receive enrichment activities. These groups are flexible and are evaluated throughout the school year with group assignment and curriculum adjusted as needed. Students with the most intensive needs receive an additional 30-minutes of intervention throughout each school day.

3. Mathematics:

Dora Elementary School transitioned to the “My Math” program by McGraw Hill before the 2013-2014 school year due to the former program not adequately addressing the Common Core Standards. The “My Math” program allows for the alignment of its units with our Common Core curriculum maps. This allows us to use the “My Math” online assessment creator for our short-cycle tests, thereby increasing the timeliness and quality of the data we have to design interventions. The program takes a modeling approach with foundational mathematics skills, which corresponds with the “Singapore Method” that is used as a supplemental program for word problems. Manipulatives primarily are utilized in K-2nd grade and 2nd–3rd grades transition to model drawings using unit bars.

Our instructional methods also include interactive learning with technology. Teachers have mobile interactive whiteboards in their classrooms that allow students to interact with graphs, models, and visual problems. Teachers also utilize the iPad cart to enhance students learning through a different platform. An overarching philosophy in our math curriculum is to focus on fundamental math skills and present scenarios that require students to research and design relevant solutions for current problems they will encounter in the real world. For additional support at home, students have access to online video tutorials.

Students who are identified as needing intervention through daily informal assessments and short-cycle

assessment data receive additional support during the built in 45-minute math intervention period. This intervention group changes on a daily basis and is standard specific. Students who are not assigned to intervention go to the computer lab where they learn typing skills, review math facts, and practice with interactive math/reading software. Teachers assign math and reading lessons through the software based upon the student's individual needs. The lessons assigned can include intervention, review, or enrichment exercises.

4. Additional Curriculum Area:

Dora has offered a Developmentally Delayed (D/D) Preschool program for three and four-year olds since the 1991-1992 school year. Twenty-six percent of Dora Elementary students receive special education services. However, 50% of the special education population is comprised of D/D preschool students. Over the years the kindergarten teacher has observed that the D/D students have adjusted to the kindergarten setting and routine much more quickly than children who did not attend preschool. Dora Elementary has recently added the New Mexico PreK Initiative four-year-old program in addition to the D/D Preschool program to impact more students' school readiness and success in the primary grades. This decision was based on the findings of the New Mexico PreK Initiative research where children who participate in PreK showed an average of 5.44 points higher on the vocabulary measure, 1.63 points higher on the mathematics measure, and 24 percent higher on the early literacy measure than children who did not participate. ("The New Mexico PreK Evaluation: Results from the Initial Four Years of a New State Preschool Initiative – Final Report." www.newmexicoprek.org)

Dora's preschool curriculum is based upon the New Mexico Early Learning Guidelines, which focuses on the whole child and based upon sound child development research. The comprehensive preschool curriculum includes: language arts, math, science, health and hygiene, large and fine motor skills, fine arts, social skills, problem solving and perseverance. The curriculum is play and investigation oriented. Teachers and students engage in the learning process together as they explore and discover concepts through high quality play experiences, engaging activities, and daily routines. Teachers skillfully plan these learning activities to encourage the expansion of current skills, knowledge base, and interest of the students. Activities and learning centers used this year include; a doctor's office, a restaurant, a variety of indoor and outdoor building materials, cooking activities, and exploration centers consisting of magnets, ice, water, and instant snow. These individual, small group, and large group activities take place both indoor and outdoor. Developmentally appropriate strategies are used in presenting academic content. For example, manipulatives are used to introduce early literacy and math readiness skills. The teachers observe and assess students in the natural setting of play using the New Mexico Early Learning Guidelines. Rubrics and portfolios are used to assess 23 Essential Indicators. The results of the student's individual assessments are used to plan the current activities and curriculum. Activities that reflect and incorporate the cultural differences of the students are also implemented throughout the school year. For example, this year a parent volunteer lead the students in celebrating the Chinese New Year. The alignment of our PreK curriculum with the Common Core Standards assures a smooth student transition into kindergarten. ("The NM PreK Curriculum Policy Brief." www.newmexicoprek.org)

Transitions are a critical part of our program. The transition of students from the local Birth to Three programs to the Dora Preschool D/D program and the transition from preschool to kindergarten are both milestones. The preschool and kindergarten classes are located in the Early Childhood Building encouraging interaction with students and teachers of both classes. These interactions help prepare the preschool students for kindergarten as they become familiar with the environment and school routines.

The Dora Preschool encourages parent involvement by inviting parents to share cultural activities and traditions with the class (i.e. Celebration of the Chinese New Year, holiday family traditions, cultural music, dance, traditional dress, etc.). In order to provide families with information on helping prepare their child to learn we host family nights that include activities and distribution of New Mexico PreK material. Dora Preschool schedules three parent conferences a year and there is daily communication between teachers and family members. Facilitating early involvement of families encourage them to stay involved throughout their child's educational career.

5. Instructional Methods:

Differentiated learning has been a focus at Dora Elementary School over the last five years. Multiple professional development trainings have been provided during staff in-services, as well as offsite workshops. Implementation of the strategies learned is expected to be applied within the classrooms and is now included within the states new teacher evaluation system. A strong emphasis has been made to the identification and service of dyslexic students. Teachers and educational aides have attended the Southwest International Dyslexia Association's annual training for the last five years. Dora's superintendent received an honor from this association for our schools' commitment to serving the dyslexic population. The strategies learned through these trainings are just as applicable to our non-dyslexic students. Teachers have also received training on the different learning modalities students may have and are consistently planning multiple instructional strategies throughout their lesson plans that address a variety of these modalities.

Scaffolding and differentiation is further supported through technology. As a small rural school, resources are limited. However, a concerted effort has been placed on providing teachers and students with the technology that can be used during classroom instruction. Mobile interactive whiteboards, document cameras, iPads, and Apple TV's are examples of technology available for teachers and students. Software provides targeted lessons during the 45-minute daily computer period and addresses intervention, review, or enrichment needs. The programs require students to master a concept or skill before progressing on to the next assigned standard.

Special education is viewed as a support system to help students achieve on grade level instruction instead of a stand-alone program. This philosophy drives the scheduling of special education students' pullout services to allow them to receive as much grade level instruction as possible. Within the classroom, special education students receive support through educational assistants. Classroom teachers note the instructional differentiation these students receive in their lesson plans and view them as "their" students. Students who receive special services or intensive interventions do not simply progress through a purchased program, but rather receive instruction individualized for each student.

6. Professional Development:

The school's leadership team creates professional development plans each year based on needs identified through data and new pedagogies. This plan is communicated to the staff and the NMPED through the school's Educational Plan for Student Success (EPSS). Priority is then given to professional development opportunities that align with the school's EPSS plan. Professional development is also provided on the same topic over multiple years to ensure the training becomes a part of the school's culture. An emphasis has been placed over the last three years on the transition to the Common Core, instructional differentiation, technology within the classroom, and curriculum mapping.

Dora Elementary has been proactive in providing its staff with Common Core training. The entire K-6th grade teaching staff attended a weeklong summer workshop as a team to prepare for the transition to the Common Core Standards. Finances have also been prioritized for off-site trainings hosted throughout the state for training related to Common Core and all staff members have attended multiple Common Core trainings. This training has resulted in instructional shifts within the classrooms and refined curriculum maps.

A strong emphasis has also been made to the identification and service of dyslexic students. Teachers and educational aides have attended the Southwest International Dyslexia Association's annual training for the last five years. Dora's Superintendent received an honor from this association for our school's commitment to serving the dyslexic population. The strategies learned through these trainings are just as applicable to our non-dyslexic students. Teachers have also received training on the different learning modalities students may have and are consistently planning multiple instructional strategies throughout their lesson plans that will address a variety of these modalities.

Teachers and administrators collaboratively plan individualized professional development plans on a yearly

basis. These plans are supported and encouraged for personal growth in areas identified through self-evaluation and administrative evaluations. The teacher submits a written reflection at the conclusion of the school year providing evidence of the plan's results.

7. School Leadership

The community sets high expectations for the achievement of Dora Elementary. The school board has helped move the district forward by being supportive of the school's initiatives and personally being involved with the school. As a small rural school with limited personnel, Dora Elementary School capitalizes on the strengths of each staff member to effectively accomplish all that must be performed on a daily basis. The superintendent is highly involved in the day-to-day functioning of the school and works closely with the school's leadership team to impact change at the school. The school's leadership team is comprised of the superintendent, principal, and four master teachers. This team helps guide the vision for the school, set yearly budgets, recommends policy changes, and serves as representatives of the staff. The focus of decisions for the leadership team is always on what will positively impact student achievement. The principal's motto of "Everything with a Purpose" has become common language across the school.

The current principal has served Dora Elementary School for the last three school years. As a returning alumnus of Dora Consolidated Schools, he has a vested interest in the success of the school and community. His involvement in the community provides him an insight of its culture and an understanding of the community's expectations of the school. He strives to be a transformational leader by helping the school create a common vision of student success and setting goals to help bring about the realization of student success. He works along side the staff on a day-to-day basis to provide instructional coaching, personal support, motivation, and guidance in the implementation of school initiatives. The school principal attempts to attend all off-site staff trainings, so as to continue to grow professionally with the staff.

Dora Elementary School's culture has shifted to a Professional Learning Community (PLC). While this PLC culture looks very different at Dora Elementary than at most schools, due to having only one teacher per grade level, it has helped to increase communication and build staff buy-in. The principal meets with the PreK-3rd grade PLC and the 3rd-6th grade PLC on a regular basis. These meetings and the communication they have created between the principal and the teachers have been instrumental in the student growth experienced over the last three years. The transition to Common Core curriculum units, short-cycle assessments, and the new teacher evaluation model have been significant topics during these meetings. Data is analyzed during these meetings and discussions about scientifically based instructional methods occur. The principal uses a collaborative approach with his staff through these PLC meetings to make adjustments to new initiatives and the day-to-day matters involving our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 77 | 43 | 50 | 43 | 62 |
| % Advanced | 0 | 0 | 5 | 0 | 8 |
| Number of students tested | 13 | 14 | 20 | 14 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or | | | | | |

| | | | | | |
|--|----|----|----|----|--|
| Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 70 | 60 | 47 | 50 | |
| % Advanced | 0 | 0 | 7 | 0 | |
| Number of students tested | 10 | 10 | 15 | 10 | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: To meet federal confidentiality requirements, the New Mexico Public Education Department (NMPED) cannot report data when fewer than 10 students are in a category. Therefore, blank "Number of students tested" cells indicates either no students were tested for that subgroup or data was masked. Please see Part IV: Assessment Results for a description of Dora Elementary's aggregated subgroup performance.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 60 | 53 | 17 | 80 | 26 |
| % Advanced | 0 | 0 | 0 | 7 | 5 |
| Number of students tested | 15 | 19 | 18 | 15 | 19 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | 21 |
| % Advanced | | | | | 0 |
| Number of students tested | | | | | 14 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|--|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | | 54 | 16 | 82 | 40 |
| % Advanced | | 0 | 0 | 9 | 10 |
| Number of students tested | | 13 | 12 | 11 | 10 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: To meet federal confidentiality requirements, the New Mexico Public Education Department (NMPED) cannot report data when fewer than 10 students are in a category. Therefore, blank "Number of students tested" cells indicates either no students were tested for that subgroup or data was masked. Please see Part IV: Assessment Results for a description of Dora Elementary's aggregated subgroup performance.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 74 | 40 | 75 | 37 | 63 |
| % Advanced | 16 | 7 | 25 | 5 | 21 |
| Number of students tested | 19 | 15 | 20 | 19 | 19 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 60 | | | 68 | |
| % Advanced | 0 | | | 0 | |
| Number of students tested | 10 | | | 12 | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 85 | 50 | 80 | 40 | 71 |
| % Advanced | 15 | 10 | 33 | 10 | 24 |
| Number of students tested | 13 | 10 | 15 | 10 | 17 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: To meet federal confidentiality requirements, the New Mexico Public Education Department (NMPED) cannot report data when fewer than 10 students are in a category. Therefore, blank "Number of students tested" cells indicates either no students were tested for that subgroup or data was masked. Please see Part IV: Assessment Results for a description of Dora Elementary's aggregated subgroup performance.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 67 | 73 | 44 | 35 | 39 |
| % Advanced | 6 | 9 | 17 | 0 | 8 |
| Number of students tested | 18 | 11 | 18 | 20 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|--|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 69 | | 50 | 33 | 30 |
| % Advanced | 8 | | 30 | 0 | 0 |
| Number of students tested | 13 | | 10 | 18 | 10 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: To meet federal confidentiality requirements, the New Mexico Public Education Department (NMPED) cannot report data when fewer than 10 students are in a category. Therefore, blank "Number of students tested" cells indicates either no students were tested for that subgroup or data was masked. Please see Part IV: Assessment Results for a description of Dora Elementary's aggregated subgroup performance.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 69 | 64 | 45 | 71 | 100 |
| % Advanced | 0 | 7 | 5 | 0 | 15 |
| Number of students tested | 13 | 14 | 20 | 14 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|----|----|----|--|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 60 | 70 | 53 | 60 | |
| % Advanced | 0 | 10 | 7 | 0 | |
| Number of students tested | 10 | 10 | 15 | 10 | |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: To meet federal confidentiality requirements, the New Mexico Public Education Department (NMPED) cannot report data when fewer than 10 students are in a category. Therefore, blank "Number of students tested" cells indicates either no students were tested for that subgroup or data was masked. Please see Part IV: Assessment Results for a description of Dora Elementary's aggregated subgroup performance.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 67 | 68 | 28 | 67 | 42 |
| % Advanced | 7 | 11 | 0 | 7 | 11 |
| Number of students tested | 15 | 19 | 18 | 15 | 19 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | 43 |
| % Advanced | | | | | 0 |
| Number of students tested | | | | | 14 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|--|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | | 85 | 33 | 64 | 50 |
| % Advanced | | 15 | 0 | 9 | 20 |
| Number of students tested | | 13 | 12 | 11 | 10 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: To meet federal confidentiality requirements, the New Mexico Public Education Department (NMPED) cannot report data when fewer than 10 students are in a category. Therefore, blank "Number of students tested" cells indicates either no students were tested for that subgroup or data was masked. Please see Part IV: Assessment Results for a description of Dora Elementary's aggregated subgroup performance.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 74 | 73 | 85 | 63 | 68 |
| % Advanced | 21 | 7 | 5 | 16 | 21 |
| Number of students tested | 19 | 15 | 20 | 19 | 19 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 60 | | | 68 | |
| % Advanced | 0 | | | 0 | |
| Number of students tested | 10 | | | 12 | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 85 | 80 | 80 | 50 | 71 |
| % Advanced | 23 | 10 | 7 | 30 | 24 |
| Number of students tested | 13 | 10 | 15 | 10 | 17 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: Measured Progress

Test: NM Standards Based Assessment
Edition/Publication Year: 2009

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 61 | 82 | 56 | 50 | 39 |
| % Advanced | 0 | 9 | 11 | 0 | 0 |
| Number of students tested | 18 | 11 | 18 | 20 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|--|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 62 | | 60 | 50 | 40 |
| % Advanced | 0 | | 20 | 0 | 0 |
| Number of students tested | 13 | | 10 | 18 | 10 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

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