



**AYP Summary**

DEXTER CONSOLIDATED SCHOOLS

Improvement Status: SI-1 delay

AYP Rating: AYP Not Met

	Total Number	%
Schools rated in district	3	100
Schools in Improvement	0	0
Schools in Corrective Action	2	66
Schools in Restructuring	1	33

**Report Contents**

- Student Demographics
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**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).

**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%)

<b>Student Demographics</b>				
	DEXTER CONSOLIDATED SCHOOLS		Statewide	
	Number	%	Number	%
Female	484	45.8	160,866	47.0
Male	573	54.2	169,312	49.5
Caucasian	276	26.1	95,406	27.9
African-American	0	0.0	8,670	2.5
Hispanic	781	73.9	185,147	54.1
Asian/Pacific Islander	0	0.0	4,506	1.3
American Indian	0	0.0	36,449	10.7
English Language Learners	197	18.6	55,866	16.3
Students with Disabilities	168	15.9	45,346	13.3
Free/Reduced Lunch Program	649	61.4	203,946	59.6
Migrant	32	3.0	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
DEXTER ELEMENTARY	Not Met	CA	DEXTER HIGH	Not Met	CA
DEXTER MIDDLE	Not Met	R-1			

## 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	61.6	77.1	<>	57.1	<>	<>	54.7	46.2	31.8
Districtwide-Grades 6-8	Reading Proficiency	57	45.6	50.0	<>	44.1	<>	<>	40.7	28.1	7.1
Districtwide-Grade 11	Reading Proficiency	60	41.3	65.0	<>	32.7	<>	<>	29.8	10.5	16.7
DEXTER ELEMENTARY	Reading Proficiency	63	61.6	77.1	<>	57.1	<>	<>	54.7	46.2	13.6
DEXTER HIGH	Reading Proficiency	60	41.3	65.0	<>	32.7	<>	<>	29.8	10.5	16.7
DEXTER MIDDLE	Reading Proficiency	57	45.6	50.0	<>	44.1	<>	<>	40.7	28.1	0
Districtwide-Grades 3-5	Math Proficiency	50	41.7	64.6	<>	35.1	<>	<>	34.6	26.9	27.3
Districtwide-Grades 6-8	Math Proficiency	41	43.6	54.7	<>	40.0	<>	<>	39.2	23.4	3.6
Districtwide-Grade 11	Math Proficiency	46	21.3	50.0	<>	10.9	<>	<>	17.0	5.3	0
DEXTER ELEMENTARY	Math Proficiency	50	41.7	64.6	<>	35.1	<>	<>	34.6	26.9	4.5
DEXTER HIGH	Math Proficiency	46	21.3	50.0	<>	10.9	<>	<>	17.0	5.3	0
DEXTER MIDDLE	Math Proficiency	41	43.6	54.7	<>	40.0	<>	<>	39.2	23.4	3.6
Districtwide-Grades 3-5	Attendance Rate	92	95.1	94.6	<>	95.2	<>	<>	94.8	95.0	92.6
Districtwide-Grades 6-8	Attendance Rate	92	95.1	94.6	<>	95.2	<>	<>	94.8	95.0	92.6
DEXTER ELEMENTARY	Attendance Rate	92	95.4	95.2	<>	95.4	<>	<>	95.2	95.6	94.0
DEXTER MIDDLE	Attendance Rate	92	95.1	94.6	<>	95.2	<>	<>	94.8	95.0	92.6
All Students	Graduation Rate	52	72.5	71.6	<>	72.6	<>	<>	75.1	70.9	42.6
DEXTER HIGH	Graduation Rate	52	72.5	71.6	<>	72.6	<>	<>	75.1	70.9	42.6

## 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	100	40	15	67	15	2	100	40	5	55	37	2	100	40	7	82	10	0			
Male	100	34	8	61	14	14	100	34	8	55	32	2	100	34	8	76	14	0			
Caucasian	100	16	6	87	6	0	100	16	12	81	6	0	100	16	6	93	0	0			
Black	<>						<>						<>								
Hispanic	100	58	13	58	17	10	100	58	5	48	43	3	100	58	8	75	15	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	22	4	59	18	18	100	22	0	36	54	9	100	22	0	68	31	0			
FRL	100	57	10	59	19	10	100	57	3	47	45	3	100	57	5	78	15	0			
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Migrant	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>	<>	3	<>	<>	<>	<>			
All 2008-09	100	74	12	64	14	8	100	74	6	55	35	2	100	74	8	79	12	0			
All 2007-08	100	65	7	41	35	15	100	65	0	16	70	12	98	65	1	80	16	0			
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	23	4	39	47	8	100	23	0	13	73	13	100	23	0	60	39	0			
Male	100	39	2	41	43	12	100	39	2	25	69	2	100	39	0	46	53	0			
Caucasian	100	15	6	46	40	6	100	15	6	26	66	0	100	15	0	60	40	0			
Black	<>						<>						<>								
Hispanic	100	47	2	38	46	12	100	47	0	19	72	8	100	47	0	48	51	0			
Asian	<>						<>						<>								
Am Ind	<>						<>						<>								
ELL	100	18	0	27	61	11	100	18	0	11	72	16	100	18	0	22	77	0			
FRL	100	43	2	34	53	9	100	43	0	20	69	9	100	43	0	41	58	0			
SWD	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>	<>	6	<>	<>	<>	<>			
Migrant	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>	<>	2	<>	<>	<>	<>			
All 2008-09	100	62	3	40	45	11	100	62	1	20	70	6	100	62	0	51	48	0			
All 2007-08	100	88	5	32	42	19	100	88	1	21	69	7	100	88	1	37	57	3			
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	100	41	12	51	34	2	100	41	4	43	41	9	100	41	2	43	53	0
Male	100	39	15	43	33	7	100	39	7	17	69	5	100	39	5	38	53	2
Caucasian	100	17	29	52	17	0	100	17	23	41	29	5	100	17	17	70	5	5
Black	<>						<>						<>					
Hispanic	100	63	9	46	38	6	100	63	1	28	61	7	100	63	0	33	66	0
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	38	7	36	47	7	100	38	0	28	57	13	100	38	0	26	73	0
FRL	100	59	8	44	40	6	100	59	1	27	61	10	100	59	0	32	66	1
SWD	100	10	10	20	60	10	100	10	10	0	80	10	100	10	0	20	70	10
Migrant	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>	<>	4	<>	<>	<>	<>
All 2008-09	100	80	13	47	33	5	100	80	6	31	55	7	100	80	3	41	53	1
All 2007-08	100	90	1	47	44	6	100	90	2	20	58	18	100	91	1	34	61	3
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	100	44	2	43	45	9	100	44	0	45	47	6	100	44	0	36	61	2
Male	100	45	0	20	64	15	100	45	2	31	57	8	100	45	2	28	57	11
Caucasian	100	24	4	25	62	8	100	24	0	33	54	12	100	24	0	37	54	8
Black	<>						<>						<>					
Hispanic	100	65	0	33	52	13	100	65	1	40	52	6	100	65	1	30	61	6
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	21	0	19	61	19	100	21	4	23	57	14	100	21	4	14	76	4
FRL	100	72	1	30	52	15	100	72	1	36	54	8	100	72	1	27	62	8
SWD	100	10	0	0	70	30	100	10	0	10	70	20	100	10	0	20	70	10
Migrant	<>						<>						<>					
All 2008-09	100	89	1	31	55	12	100	89	1	38	52	7	100	89	1	32	59	6
All 2007-08	100	88	2	31	51	14	100	88	1	26	63	9	100	88	9	27	46	17
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	100	31	3	54	38	3	100	31	3	29	64	3	100	31	0	58	38	3
Male	100	55	9	29	38	23	100	55	5	25	56	12	100	55	1	40	43	14
Caucasian	100	21	9	47	23	19	100	21	4	42	47	4	100	21	0	57	38	4
Black	<>						<>						<>					
Hispanic	100	65	6	35	43	15	100	65	4	21	63	10	100	65	1	43	43	12
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	21	0	14	71	14	100	21	0	9	71	19	100	21	0	19	71	9
FRL	100	58	6	31	43	18	100	58	3	22	62	12	100	58	0	43	41	15
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Migrant	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>	<>	1	<>	<>	<>	<>
All 2008-09	100	86	6	38	38	16	100	86	4	26	59	9	100	86	1	46	41	10
All 2007-08	98	84	7	40	33	17	98	84	1	25	58	14	98	84	2	36	47	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	36	5	52	36	5	100	36	11	52	33	2	100	36	0	36	58	5
Male	100	48	4	56	22	16	97	48	14	43	35	4	100	48	2	52	35	10
Caucasian	100	19	10	57	26	5	100	19	26	63	10	0	100	19	0	63	31	5
Black	<>						<>						<>					
Hispanic	100	65	3	53	29	13	98	65	9	43	41	4	100	65	1	40	49	9
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	22	4	45	22	27	95	22	0	31	50	13	100	22	4	36	40	18
FRL	100	59	3	50	33	11	98	59	8	45	40	3	100	59	1	37	50	10
SWD	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>	<>	9	<>	<>	<>	<>
Migrant	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>	<>	5	<>	<>	<>	<>
All 2008-09	100	84	4	54	28	11	98	84	13	47	34	3	100	84	1	45	45	8
All 2007-08	100	89	3	51	38	6	100	89	13	31	47	7	98	89	0	32	56	10
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	97	36	0	38	47	11	97	36	0	25	41	30	97	36	0	8	80	8
Male	97	39	2	41	38	15	97	39	5	12	48	30	97	39	0	15	69	12
Caucasian	100	20	0	65	30	5	100	20	10	40	40	10	100	20	0	20	75	5
Black	<>						<>						<>					
Hispanic	96	55	1	30	47	16	96	55	0	10	47	38	96	55	0	9	74	12
Asian	<>						<>						<>					
Am Ind	<>						<>						<>					
ELL	100	19	0	10	63	26	100	19	0	5	42	52	100	19	0	0	84	15
FRL	100	47	2	27	55	14	100	47	2	14	42	40	100	47	0	12	74	12
SWD	91	12	0	16	41	33	91	12	0	0	25	66	91	12	0	0	50	41
Migrant	<>						<>						<>					
All 2008-09	97	75	1	40	42	13	97	75	2	18	45	30	97	75	0	12	74	10
All 2007-08	100	85	3	35	45	15	98	85	7	20	35	36	100	83	0	28	57	13
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	%
<b>Direct Instruction</b>	<b>5,067,448</b>	<b>62</b>
<b>Instructional Support Services</b>	<b>2,846,948</b>	<b>35</b>
Students	540,105	7
Instruction	21,227	<1
General Administration	289,045	4
School Administration	495,661	6
Central Services	331,105	4
Operations & Maintenance	1,165,565	14
Student Transportation	0	0
Other	4,240	<1
<b>Non-Instructional Support</b>	<b>216,084</b>	<b>3</b>
Food Services	216,084	3
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>8,130,480</b>	

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
Dan Lathrop	8
Donna Sterrett	11
Orlando Chavez	8
Susan Garnett	12
Troy Thompson	13
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	75	56.0	42.7	0.0
DEXTER ELEMENTARY	32	56.2	43.8	0.0
DEXTER HIGH	25	44.0	52.0	0.0
DEXTER MIDDLE	21	71.4	28.6	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 (%)
DEXTER ELEMENTARY	132	1	42.4	49.2	1.5	0	4.5	2.3
DEXTER ELEMENTARY	132	2	50	47.7	0	0	1.5	0.8
DEXTER ELEMENTARY	132	3	50	40.2	3	0.8	4.5	1.5
DEXTER ELEMENTARY	132	4	41.7	49.2	3	0.8	1.5	3.8
DEXTER ELEMENTARY	132	5	37.9	51.5	3	0	6.1	1.5
DEXTER ELEMENTARY	132	6	36.4	52.3	3.8	0	5.3	2.3
DEXTER ELEMENTARY	132	7	22.7	56.1	5.3	0	11.4	4.5
DEXTER ELEMENTARY	132	8	54.5	38.6	1.5	2.3	1.5	1.5
DEXTER ELEMENTARY	132	9	28	56.8	3	0.8	6.8	4.5
DEXTER ELEMENTARY	132	10	28.8	56.1	3.8	3.8	6.1	1.5
DEXTER HIGH	5	1	20	60	20	0	0	0
DEXTER HIGH	5	2	60	40	0	0	0	0
DEXTER HIGH	5	3	20	40	40	0	0	0
DEXTER HIGH	5	4	20	40	40	0	0	0
DEXTER HIGH	5	5	40	40	0	0	20	0
DEXTER HIGH	5	6	20	20	20	40	0	0
DEXTER HIGH	5	7	20	80	0	0	0	0



	Number Respondents	Question #	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Do Not Know (%)	No Opinion (%)
DEXTER HIGH	5	8	20	40	40	0	0	0
DEXTER HIGH	5	9	20	20	40	20	0	0
DEXTER HIGH	5	10	60	40	0	0	0	0
DEXTER MIDDLE	22	1	18.2	68.2	4.5	0	9.1	0
DEXTER MIDDLE	22	2	31.8	63.6	4.5	0	0	0
DEXTER MIDDLE	22	3	18.2	59.1	9.1	4.5	4.5	4.5
DEXTER MIDDLE	22	4	27.3	59.1	9.1	4.5	0	0
DEXTER MIDDLE	22	5	22.7	54.5	4.5	4.5	13.6	0
DEXTER MIDDLE	22	6	9.1	63.6	18.2	4.5	0	4.5
DEXTER MIDDLE	22	7	9.1	68.2	9.1	0	9.1	4.5
DEXTER MIDDLE	22	8	31.8	54.5	4.5	9.1	0	0
DEXTER MIDDLE	22	9	13.6	59.1	13.6	4.5	9.1	0
DEXTER MIDDLE	22	10	27.3	59.1	4.5	4.5	0	4.5
Districtwide	159	1	38.4	52.2	2.5	0	5	1.9
Districtwide	159	2	47.8	49.7	0.6	0	1.2	0.6
Districtwide	159	3	44.7	42.8	5	1.2	4.4	1.9
Districtwide	159	4	39	50.3	5	1.2	1.2	3.1
Districtwide	159	5	35.8	51.6	3.1	0.6	7.5	1.2
Districtwide	159	6	32.1	52.8	6.3	1.9	4.4	2.5
Districtwide	159	7	20.8	58.5	5.7	0	10.7	4.4
Districtwide	159	8	50.3	40.9	3.1	3.1	1.2	1.2
Districtwide	159	9	25.8	56	5.7	1.9	6.9	3.8
Districtwide	159	10	29.5	56	3.8	3.8	5	1.9
(blank) = No data available								