



Adequate Yearly Progress (AYP) Summary

DEXTER CONSOLIDATED SCHOOLS	
AYP Rating Not Met	
Improvement Status DI-2	
Schools rated in the district	3
Schools in Improvement	0
Schools in Corrective Action	1
Schools in Restructuring	2

- Graduation
- Teacher Quality
- Quality of Education Survey (Parent Survey)
- NAEP Assessment Summary for Grades 4 and 8

Definitions and Abbreviations

- Am Indian: American Indian or Alaskan Native
- Asian: Asian or Pacific Islander
- Afr Amer: African American
- ELL: English language learner; assessments include students who exited ELL status the first and second years
- ED: (FRL) 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%)

Source: PED Assessment and Accountability

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 2010-2011, but that were derived from the achievement of students in the 2009-2010 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 (ED), Students with Disabilities (SWD), and English Language Learners (ELL).

THIS REPORT INCLUDES:

- AYP Summary
- Student Demographics
- AYP by Schools
- AYP by Subgroups
- Expenditures
- School Board Member Training
- Assessment Proficiency by Subgroup for Grades 3-8, and 11

Improvement Status refers to school or district augmentations that are mandated by AYP. Each successive designation carries greater requirements for school or district monitoring, parent choice, and educational enhancement:

- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2

(Delay = made AYP the first of two years required to leave the designation and to return to Progressing)

Student Demographics				
	DEXTER CONSOLIDATED SCHOOLS		Statewide	
	N	%	N	%
All Students	1,071	100	334,324	100
Female	487	45.5	163,140	48.8
Male	584	54.5	171,184	51.2
Caucasian	255	23.8	85,417	25.5
Afr Am	3	0.3	7,026	2.1
Hispanic	811	75.7	200,137	59.9
Asian	0	0.0	4,158	1.2
Am Indian	2	0.2	34,907	10.4
ELL	152	14.2	47,677	14.3
SWD	167	0.2	44,235	0.1
ED	785	73.3	219,111	65.5
Migrant	30	0.0	538	0.0
Recently Arrived *	9	0.8	9	0.8

Source: District's 40th day submission to the NM Public Education Department (PED) * ELL Students new to the U.S. who qualified for exemption from Reading assessment

Adequate Yearly Progress (AYP) for Schools within DEXTER CONSOLIDATED SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Dexter Elementary	Not Met	R-1	Dexter High	Met	CA-delay
Dexter Middle	Not Met	R-2			

Source: PED Assessment and Accountability

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 ***).

Adequate Yearly Progress (AYP) for Subgroups with DEXTER CONSOLIDATED SCHOOLS

	Academic Indicator	Goal	All Students	Cauc.	Afr Amer	Hispanic	Asian	Am Indian	ED	ELL	SWD	Migrant
		%	%	%	%	%	%	%	%	%	%	%
Dexter Consolidated Schools	Reading Proficiency*	64	47	57	***	44	***	***	44	25	14	***
Dexter Elementary	Reading Proficiency*	67	55	70	***	51	***	***	52	38	22	***
Dexter High	Reading Proficiency*	64	61	76	***	52	***	***	55	***	***	***
Dexter Middle	Reading Proficiency*	61	37	38	***	36	***	***	34	5	5	***
Dexter Consolidated Schools	Reading Participation	64	99	99		100			99	100	98	***
Dexter Elementary	Reading Participation	67	100	100		100			100	100		***
Dexter High	Reading Participation	64	100			100			100			***
Dexter Middle	Reading Participation	61	99	98		100			99	100		***
Dexter Consolidated Schools	Math Proficiency*	52	39	47	***	36	***	***	36	18	7	***
Dexter Elementary	Math Proficiency*	57	40	54	***	36	***	***	37	21	13	***
Dexter High	Math Proficiency*	53	51	57	***	48	***	***	51	***	***	***
Dexter Middle	Math Proficiency*	48	34	36	***	34	***	***	31	13	< 2	***
Dexter Consolidated Schools	Math Participation	52	99	99		100			99	100	98	***
Dexter Elementary	Math Participation	57	100	100		100			100	100		***
Dexter High	Math Participation	53	100			100			100			***
Dexter Middle	Math Participation	48	99	98		100			99	100		***
Dexter Consolidated Schools	Attendance Rate	92	94	93	***	94	***	***	94	94	93	***
Dexter Elementary	Attendance Rate	92	93	93	***	93	***	93	93	93	91	***
Dexter High	Attendance Rate	92										
Dexter Middle	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	86	88	***	86	***	***	***	88	89	***
Dexter High	Graduation Rate	63	86	88	***	86	***	***	***	88	89	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = no data available

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

	Academic Indicator	Goal %	All Students %	Cauc. %	Afr Amer %	Hispanic %	Asian %	Am Indian %	ED %	ELL %	SWD %	Migrant %
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	54	70	***	50	***	***	51	36	19	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	36	40	***	35	***	***	33	12	4	***
District Wide-Grades 11	Reading Proficiency*	64	58	76	***	50	***	***	53	***	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	40	51	***	37	***	***	37	24	11	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	32	36	***	31	***	***	28	15	0	***
District Wide-Grades 11	Math Proficiency*	52	49	57	***	46	***	***	49	***	***	***

Source: PED Assessment and Accountability

* % of students scoring Proficient or Above; Full Academic Year only

*** Too few students to report Blanks = No Data Available

Expenditures

	Expenditure (\$)	%
Direct Instruction	5,031,610	65
Instructional Support	2,669,018	34
Students	494,393	6
Instruction	41,987	<1
General Administration	256,169	3
School Administration	355,054	4
Central Services	563,206	7
Operations Maintenance	958,209	12
Student Transportation	0	<1
Other	0	<1
Non-Instructional Support	13,561	<1
Food Services	13,561	<1
Community Services	0	<1
Capital Outlay	0	<1
Total	7,714,189	100

Source: PED Budget Office; general fund operational expenditures only

School Board Training

Board Member	Number of Points*
Dan Lathrop	13
Donna Sterrett	15
Orlando Chavez	2
Susan Garnett	7
Troy Thompson	7

Source: New Mexico School Board Association

* Board members must accumulate five points during the year by attending specific training; does not reflect additional training that board members may have received.

State Assessment Results (district results exclude charter schools)

Students are assessed in reading, mathematics and science in grades 3-8 and 11 by the Standards Based Assessment (SBA) and the NM Alternate 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 2010. 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.

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

3rd Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				Participating (%)	Number Tested	% at Each Proficiency Level					
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step			Not Valid	Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	33	3	61	33	3	0	100	33	9	45	39	6	0	100	33	0	94	6	0	0
Male	100	55	7	47	25	20	0	100	55	5	44	47	4	0	100	55	5	85	7	2	0
Caucasian	100	18	0	83	6	11	0	100	18	0	72	28	0	0	100	18	6	94	0	0	0
Afr Am	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS																					
3rd Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Hispanic	100	68	7	44	35	13	0	100	68	9	37	49	6	0	100	68	3	87	9	1	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	31	0	42	35	23	0	100	31	6	29	55	10	0	100	31	0	81	16	3	0
ED	100	70	6	50	29	16	0	100	70	7	40	47	6	0	100	70	1	89	9	1	0
SWD	100	20	0	25	25	50	0	100	20	0	20	60	20	0	100	20	0	75	25	0	0
Migrant	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
ALL2009-10	100	88	6	52	28	14	0	100	88	7	44	44	5	0	100	88	3	89	7	1	0
ALL2008-09	100	74	12	64	14	8	0	100	74	6	55	35	2	0	100	74	8	79	12	0	0
NM2009-10	100	25,674	8	49	27	16	0	100	25,677	10	48	38	4	0	100	25,663	10	73	16	1	0
NM2008-09	99	25,222	9	51	23	14	0	99	25,229	8	45	41	3	0	99	25,214	11	70	16	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS																					
4th Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	43	14	40	37	9	0	100	43	0	37	49	14	0	100	43	0	44	56	0	0
Male	100	39	5	38	46	10	0	100	39	5	23	64	8	0	100	39	3	44	51	3	0
Caucasian	100	20	10	55	35	0	0	100	20	5	30	65	0	0	100	20	5	50	45	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	62	10	34	44	13	0	100	62	2	31	53	15	0	100	62	0	42	56	2	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	18	6	17	50	28	0	100	18	0	11	72	17	0	100	18	0	28	72	0	0
ED	100	66	11	32	45	12	0	100	66	3	26	58	14	0	100	66	2	36	61	2	0
SWD	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
Migrant	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
NM2009-10	100	25,267	9	43	35	14	0	100	25,278	9	36	47	7	0	100	25,263	2	48	46	4	0
ALL2009-10	100	82	10	39	41	10	0	100	82	2	30	56	11	0	100	82	1	44	54	1	0
NM2008-09	99	25,138	10	41	32	14	0	99	25,140	8	33	50	7	0	99	25,121	1	50	44	3	0
ALL2008-09	100	62	3	40	45	11	0	100	62	1	20	70	6	0	100	62	0	51	48	0	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

5th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	28	7	61	32	0	0	100	28	0	36	50	14	0	100	28	0	50	43	7	0
Male	100	46	2	46	48	4	0	100	46	2	33	50	15	0	100	46	2	41	54	2	0
Caucasian	100	15	13	47	40	0	0	100	15	7	40	40	13	0	100	15	0	60	33	7	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	59	2	53	42	3	0	100	59	0	32	53	15	0	100	59	2	41	54	3	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	17	0	41	59	0	0	100	17	0	18	59	24	0	100	17	0	24	65	12	0
ED	100	59	3	51	42	3	0	100	59	0	34	51	15	0	100	59	2	39	56	3	0
SWD	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Migrant	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ALL2009-10	100	74	4	51	42	3	0	100	74	1	34	50	15	0	100	74	1	45	50	4	0
ALL2008-09	100	80	13	47	33	5	0	100	80	6	31	55	7	0	100	80	3	41	53	1	0
NM2009-10	100	25,322	14	45	33	8	0	100	25,345	11	34	45	9	0	100	25,332	4	48	43	4	0
NM2008-09	99	24,494	13	44	33	8	0	99	24,495	9	33	46	9	0	99	24,478	6	46	42	5	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

6th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	44	0	41	48	11	0	100	44	0	16	73	11	0	100	44	0	23	61	16	0
Male	98	43	0	14	65	19	2	98	43	2	21	63	12	2	98	43	2	19	63	14	2
Caucasian	94	16	0	38	56	0	6	94	16	6	31	56	0	6	94	16	6	44	44	0	6
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	71	0	25	56	18	0	100	71	0	15	70	14	0	100	71	0	15	66	18	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	21	0	10	62	29	0	100	21	0	5	86	10	0	100	21	0	0	71	29	0
ED	99	73	0	25	59	15	1	99	73	1	14	71	12	1	99	73	0	18	64	16	1
SWD	91	11	0	0	18	73	9	91	11	0	0	45	45	9	91	11	0	0	45	45	9
Migrant	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
ALL2009-10	99	87	0	28	56	15	1	99	87	1	18	68	11	1	99	87	1	21	62	15	1
ALL2008-09	100	89	1	31	55	12	0	100	89	1	38	52	7	0	100	89	1	32	59	6	0
NM2009-10	100	24,278	4	35	48	12	0	100	24,276	8	27	55	10	0	100	24,274	2	28	57	12	0
NM2008-09	99	24,097	5	38	44	10	0	99	24,101	6	26	54	10	0	99	24,092	2	31	53	11	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

7th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	49	0	53	45	2	0	100	49	4	33	55	8	0	100	49	0	39	55	6	0
Male	100	47	0	17	64	19	0	100	47	2	19	60	19	0	100	47	0	38	40	21	0
Caucasian	100	25	0	28	64	8	0	100	25	0	24	56	20	0	100	25	0	32	52	16	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	70	0	39	50	11	0	100	70	4	27	57	11	0	100	70	0	40	47	13	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ELL	100	12	0	17	58	25	0	100	12	8	17	42	33	0	100	12	0	25	58	17	0
ED	100	81	0	33	54	12	0	100	81	2	27	54	16	0	100	81	0	36	48	16	0
SWD	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Migrant	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ALL2009-10	100	96	0	35	54	10	0	100	96	3	26	57	14	0	100	96	0	39	48	14	0
ALL2008-09	100	86	6	38	38	16	0	100	86	4	26	59	9	0	100	86	1	46	41	10	0
NM2009-10	100	24,156	8	42	40	10	0	100	24,159	9	24	50	16	0	100	24,152	3	36	49	10	0
NM2008-09	99	23,696	9	43	37	8	0	99	23,697	8	23	52	15	0	99	23,687	2	33	50	12	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

8th Grade	READING							MATH					SCIENCE								
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	36	3	61	31	6	0	100	36	3	47	47	3	0	100	36	0	33	61	6	0
Male	100	56	0	34	41	25	0	100	56	18	27	46	9	0	100	56	0	34	55	11	0
Caucasian	100	21	0	57	29	14	0	100	21	14	33	52	0	0	100	21	0	52	43	5	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	71	1	41	39	18	0	100	71	11	35	45	8	0	100	71	0	28	62	10	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	100	19	0	11	63	26	0	100	19	0	21	74	5	0	100	19	0	5	84	11	0
ED	100	71	1	41	38	20	0	100	71	8	32	52	7	0	100	71	0	27	63	10	0
SWD	***	7	***	***	***	***	***	***	7	***	***	***	***	***	***	7	***	***	***	***	***
Migrant	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ALL2009-10	100	92	1	45	37	17	0	100	92	12	35	47	7	0	100	92	0	34	58	9	0
ALL2008-09	100	84	4	54	28	11	0	98	84	13	47	34	3	1	100	84	1	45	45	8	0
NM2009-10	100	23,689	6	54	30	9	0	100	23,693	8	32	53	7	0	99	23,688	1	28	58	13	1
NM2008-09	99	23,969	8	53	28	8	0	99	23,965	7	35	49	7	0	99	23,959	0	26	57	14	0

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS

Proficiencies for Subgroups within DEXTER CONSOLIDATED SCHOOLS																					
11th Grade	READING							MATH							SCIENCE						
	Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level					Participating (%)	Number Tested	% at Each Proficiency Level				
			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid			Advanced	Proficient	Nearing Prof	Beginning Step	Not Valid
Female	100	36	8	61	28	3	0	100	36	6	42	39	14	0	100	36	0	25	72	3	0
Male	100	29	10	34	45	10	0	100	29	14	38	34	14	0	100	29	7	14	72	7	0
Caucasian	100	21	10	67	19	5	0	100	21	14	43	43	0	0	100	21	10	24	67	0	0
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	100	44	9	41	43	7	0	100	44	7	39	34	20	0	100	44	0	18	75	7	0
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	9	***	***	***	***	***	***	9	***	***	***	***	***	***	9	***	***	***	***	***
ED	100	51	8	45	39	8	0	100	51	8	41	33	18	0	100	51	4	16	75	6	0
SWD	***	8	***	***	***	***	***	***	8	***	***	***	***	***	***	8	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	100	65	9	49	35	6	0	100	65	9	40	37	14	0	100	65	3	20	72	5	0
ALL2008-09	97	75	1	40	42	13	2	97	75	2	18	45	30	2	97	75	0	12	74	10	2
NM2009-10	99	20,199	8	46	34	10	1	99	20,190	10	26	37	25	1	98	20,184	1	32	56	9	2
NM2008-09	98	20,191	5	45	36	10	1	98	20,181	8	25	37	26	1	97	20,178	1	31	56	7	2

Source: PED Assessment and Accountability; All students tested, not limited to Full Academic Year
Blanks = no data available; *** Too few students to report

Graduation - High School 4-Year Cohort Graduation DEXTER CONSOLIDATED SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%	N	%
	STATEWIDE	27058	66	13118	70	13940	62	8554	74	748	61	13869	63	345	80	3542	58	13226	60	5217	65	9549
Dexter Consolidated Schools	116	86	47	90	69	84	36	88	***	***	80	86	***	***	***	***	69	82	29	89	57	88
Dexter High	116	86	47	90	69	84	36	88	***	***	80	86	***	***	***	***	69	82	29	89	57	88

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.
*** Too few students to report

Graduation - High School 5-Year Cohort Graduation DEXTER CONSOLIDATED SCHOOLS

Group	All		Female		Male		Caucasian		Af Amer		Hispanic		Asian		Am Ind		ELL		SWD		ED	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	No	%	N	%	N	%
	STATEWIDE	27290	70	13118	74	14020	68	8440	78	744	68	14137	67	340	85	3629	64	13486	65	5530	68	9820
Dexter Consolidated Schools	116	89	47	90	69	87	36	88	***	***	80	89	***	***	***	***	71	85	29	90	57	91
Dexter High	116	89	47	90	69	87	36	88	***	***	80	89	***	***	***	***	71	85	29	90	57	91

Source: PED Assessment and Accountability. Class of 2008; all students ever enrolled including part time.
*** Too few students to report

Graduation - High School Non-Graduates DEXTER CONSOLIDATED SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Dexter Consolidated Schools	0	0	14	12	0	0	0	0
Dexter High	0	0	14	12	0	0	0	0

Source: PED Assessment and Accountability. Class of 2009; all students ever enrolled including part time.

Certificate: completed course work but did not pass exit exam; Status Unknown: dropped out or whereabouts unknown; Exit Out: exited with intent to get GED or other vocational credential; Still Enrolled: continuing high school enrollment past 4th year

*** Too few students to report

Teacher Quality, Credentials

	Emergency/Provisional Credentials %	Core Classes Not Taught by Highly Qualified Teachers
Statewide	0	0.5
Dexter Consolidated Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	0.0
Dexter Elementary	0	0.0
Dexter High	0	0.0
Dexter Middle	0	0.0

Source: District's 120th day submission to PED

Blanks = No Data Available

Teacher Quality, Level of Educaiton

	Number of Teachers	Highest Degree	
		Bachelors %	Advanced Degrees %
Statewide	22428	57	42
Dexter Consolidated Schools	76	57	42
Dexter Elementary	34	65	35
Dexter High	26	38	58
Dexter Middle	21	62	38

Source: District's 120th day submission to PED

Teacher totals may differ because of district assignments

Quality of Education Survey

Questions:

- 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.

Q		Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
1	Statewide	40167	34.9	52.0	4.8	1.8	3.6	2.9
2	Statewide	40192	32.7	50.3	8.3	3.2	3.8	1.8
3	Statewide	40172	35.7	50.6	5.6	2.0	3.8	2.3
4	Statewide	40145	36.0	48.7	7.3	2.6	2.2	3.2
5	Statewide	40169	30.5	48.8	6.3	2.6	9.4	2.4
6	Statewide	40215	31.6	50.3	7.3	3.3	5.0	2.6
7	Statewide	40135	26.2	47.7	11.8	3.4	7.2	3.8
8	Statewide	40160	43.1	45.9	5.3	2.0	1.9	1.8
9	Statewide	40079	33.2	50.1	6.4	2.3	5.6	2.5
10	Statewide	40162	37.5	50.6	6.0	1.8	1.6	2.6
1	Dexter Consolidated Schools	447	32.4	54.6	4.7	1.8	4.7	1.8
2	Dexter Consolidated Schools	447	43.8	51.0	2.5	0.7	1.1	0.9
3	Dexter Consolidated Schools	447	34.7	51.7	6.7	2.2	2.5	2.2
4	Dexter Consolidated Schools	447	34.0	53.2	7.4	0.9	1.3	3.1
5	Dexter Consolidated Schools	447	35.3	55.7	2.7	0.9	3.8	1.6
6	Dexter Consolidated Schools	447	31.1	48.5	8.9	4.0	4.5	2.9
7	Dexter Consolidated Schools	447	25.7	53.7	8.3	1.8	7.8	2.7
8	Dexter Consolidated Schools	447	40.0	49.2	6.0	1.3	2.5	0.9
9	Dexter Consolidated Schools	447	32.4	54.4	3.4	1.1	7.4	1.3
10	Dexter Consolidated Schools	447	34.0	53.9	4.9	2.7	2.2	2.2
1	Dexter Elementary	260	32.3	56.2	2.3	1.2	6.2	1.9
2	Dexter Elementary	260	48.8	48.5	1.2	0.0	0.8	0.8
3	Dexter Elementary	260	33.5	57.3	5.0	0.0	3.1	1.2
4	Dexter Elementary	260	33.8	58.1	4.6	0.0	1.2	2.3
5	Dexter Elementary	260	33.1	61.2	1.5	0.4	2.7	1.2
6	Dexter Elementary	260	32.3	53.8	5.8	1.9	3.5	2.7
7	Dexter Elementary	260	23.1	51.9	8.1	1.5	12.3	3.1
8	Dexter Elementary	260	45.0	44.6	5.4	1.2	2.3	1.5
9	Dexter Elementary	260	32.3	57.7	1.5	0.4	6.5	1.5
10	Dexter Elementary	260	30.8	56.5	6.5	1.2	1.5	3.5
1	Dexter High	169	33.7	55.0	5.9	0.6	3.0	1.8
2	Dexter High	169	39.1	55.0	3.0	1.8	0.6	0.6
3	Dexter High	169	37.3	46.2	7.7	3.6	1.8	3.6
4	Dexter High	169	34.9	46.7	9.5	2.4	1.8	4.7
5	Dexter High	169	38.5	49.1	3.6	1.2	5.3	2.4

Questions:

- 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.

Q	Total N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Do Not Know %	No Opinion %
6 Dexter High	169	29.6	44.4	11.2	5.3	5.9	3.6
7 Dexter High	169	30.8	56.2	7.1	1.8	1.8	2.4
8 Dexter High	169	33.1	56.8	5.9	1.2	3.0	0.0
9 Dexter High	169	33.1	52.7	5.3	1.2	6.5	1.2
10 Dexter High	169	39.1	50.9	2.4	3.6	3.6	0.6
1 Dexter Middle	18	22.2	27.8	27.8	22.2	0.0	0.0
2 Dexter Middle	18	16.7	50.0	16.7	0.0	11.1	5.6
3 Dexter Middle	18	27.8	22.2	22.2	22.2	0.0	5.6
4 Dexter Middle	18	27.8	44.4	27.8	0.0	0.0	0.0
5 Dexter Middle	18	38.9	38.9	11.1	5.6	5.6	0.0
6 Dexter Middle	18	27.8	11.1	33.3	22.2	5.6	0.0
7 Dexter Middle	18	16.7	55.6	22.2	5.6	0.0	0.0
8 Dexter Middle	18	33.3	44.4	16.7	5.6	0.0	0.0
9 Dexter Middle	18	27.8	22.2	11.1	11.1	27.8	0.0
10 Dexter Middle	18	33.3	44.4	5.6	16.7	0.0	0.0

Source: NMPED online anonymous parent survey
Blanks = No Data Available

Statewide Results for the National Assessment of Educational Progress (NAEP)

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, mathematics and science.

4th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	9	26	36	30	7	40	42	12	1	48	86	14
Af Amer	1	13	36	50	2	18	48	33	#	16	56	44
Hispanic	1	12	32	55	1	16	48	34	0	15	55	45
Asian	12	27	32	29	***	***	***	***	***	***	***	***
Am Indian	1	9	24	66	#	13	43	43	#	8	44	56
SWD	1	4	12	83	#	9	41	50	#	13	43	57
ELL	#	3	13	84	#	5	36	60	#	2	22	78
ED	1	11	31	57	1	16	46	36	0	15	55	45
New Mexico	4	16	32	48	3	23	46	28	0	24	63	37
Nation	7	24	34	34	6	33	43	19	1	32	71	29

8th Grade	Reading (2009)				Math (2009)				Science (2009)			
	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)	Advanced (%)	Proficient (%)	Basic ² (%)	Below Basic (%)
Caucasian	4	34	46	16	7	32	41	19	2	39	81	19
Af Amer	1	15	40	44	2	11	42	45	***	***	***	***
Hispanic	#	14	44	42	1	10	39	50	0	14	44	56
Asian	***	***	***	***	***	***	***	***	***	***	***	***
Am Indian	1	11	38	50	1	9	36	54	0	10	36	64
SWD	#	4	21	75	#	5	17	77	0	9	23	77
ELL	#	1	13	87	#	2	18	80	#	1	13	87
ED	1	14	43	43	1	10	38	50	0	13	43	57
New Mexico	1	20	44	34	3	17	39	41	1	21	55	45
Nation	2	28	43	26	7	25	39	29	1	29	62	38

Source: <http://nationsreportcard.gov/>

Basic² is most comparable to Proficient on New Mexico's Standards Based Assessment

*** Too few students to report # Rounds to zero

Statewide Participation in the National Assessment of Educational Progress (NAEP)

	Reading (2009) %	Math (2009) %	Science (2009) %
4th Grade ELL	73	96	94
4th Grade SWD**	64	85	86
8th Grade ELL	82	94	91
8th Grade SWD**	64	78	77

Source: <http://Nationsreportcard.gov/>

** NAEP does not accommodate students with severe disabilities; participation is not mandatory