



NEW MEXICO PUBLIC EDUCATION DEPARTMENT  
SCHOOL DISTRICT REPORT CARD FOR 2006-2007 SCHOOL YEAR

Printed: 10/14/2008

DEXTER

NO CHILD LEFT BEHIND SUMMARY

DEXTER

AYP Rating: AYP Not Met

Improvement Status: Progressing

	Total Number	Percent
Schools rated in district	3	100
Schools in School Improvement	3	100
Schools in Corrective Action	0	0
Schools in Restructuring	0	0

**What is Adequate Yearly Progress (AYP)?**

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

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

Schools need to:

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

**Who has to meet AYP?**

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

**THIS REPORT INCLUDES:**

- District Student Demographics
- No Child Left Behind District Summary
- No Child Left Behind Accountability by Subgroup
- 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 11th Grade Assessments
- School Board Member Participation
- Data on District Expenditures
- Teacher Quality Data
- Parent Survey on the Quality of Education

2006-2007 STUDENT DEMOGRAPHICS\*

	DEXTER		STATE WIDE	
	Number	Percent	Number	Percent
Female	522	47.2	159155	48.8
Male	583	52.8	167000	51.2
Caucasian	280	25.3	99600	30.5
African-American	2	0.2	8523	2.6
Hispanic	823	74.5	178091	54.6
Asian/Pacific Islander	0	0.0	4246	1.3
American Indian	0	0.0	35679	10.9
English Language Learners	212	19.2	60832	18.7
Students with Disabilities	187	16.9	48634	14.9
Free/Reduced Lunch Program	737	66.7	193840	59.4
Migrant	54	4.9	796	0.2

\*Source: STARS 120th day submission to Public Education Department.

**NO CHILD LEFT BEHIND****2007-08 STATE ACCOUNTABILITY DATA (AYP)**

School Name	School AYP Rating	Improvement Status	School Name	School AYP Rating	Improvement Status
DEXTER ELEMENTARY	AYP Not Met	SI-1	DEXTER HIGH	Meets AYP	SI-1 delay
DEXTER MIDDLE	AYP Not Met	SI-2			

## NCLB ADEQUATE YEARLY PROGRESS (AYP) BY SUBGROUP

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

School Name	Academic Indicator	NCLB Goal	PERCENT OF STUDENTS PROFICIENT OR ABOVE							FRLP	ELL	SWD
			ALL Students	Caucasian	African-American	Hispanic	Asian/Pacific	American Indian/Alaskan Native				
All Students in Grades 3, 4 & 5	Reading Proficiency	49	58.0	63.6	***	56.2	***	***	53.2	57.8	27.6	
All students in Grades 6, 7 & 8	Reading Proficiency	42	45.5	55.0	***	41.9	***	***	42.9	43.4	3.9	
All Students in Grades 9 & 11	Reading Proficiency	45	39.7	50.0	***	35.1	***	***	34.3	42.4	16.0	
DEXTER ELEMENTARY	Reading Proficiency	49	58.0	63.6	***	56.2	***	***	53.2	57.8	27.6	
DEXTER HIGH	Reading Proficiency	45	40.0	50.0	***	35.5	***	***	34.7	42.4	16.7	
DEXTER MIDDLE	Reading Proficiency	42	46.0	55.0	***	42.6	***	***	43.6	44.1	10.7	
All Students in Grades 3, 4 & 5	Math Proficiency	33	29.5	30.9	***	29.0	***	***	26.9	31.4	10.4	
All students in Grades 6, 7 & 8	Math Proficiency	20	42.7	51.7	***	39.4	***	***	40.0	41.0	7.7	
All Students in Grades 9 & 11	Math Proficiency	27	32.7	50.0	***	26.1	***	***	27.3	32.2	<1.0	
DEXTER ELEMENTARY	Math Proficiency	33	29.5	30.9	***	29.0	***	***	26.9	31.4	10.4	
DEXTER HIGH	Math Proficiency	27	32.9	50.0	***	26.4	***	***	27.6	32.2	<1.0	
DEXTER MIDDLE	Math Proficiency	20	42.3	51.7	***	38.9	***	***	39.5	40.5	7.1	
All Students in Grades 3, 4 & 5	Attendance Rate	92	94.6	93.9	***	94.8	***	***	94.5	95.1	94.4	
All students in Grades 6, 7 & 8	Attendance Rate	92	94.6	94.9	***	94.4	***	***	93.9	95.4	90.4	
DEXTER ELEMENTARY	Attendance Rate	92	94.4	93.9	***	94.5	***	***	94.3	94.9	94.4	
DEXTER MIDDLE	Attendance Rate	92	94.6	94.9	***	94.4	***	***	93.9	95.4	94.5	
All Students in Grade 12	Graduation Rate	90	93.8	87.5	***	96.9	***	***	96.7	100.0	100.0	
DEXTER HIGH	Graduation Rate	90	92.3	85.0	***	95.6	***	***	92.7	100.0	100.0	

# ASSESSMENTS

Students in New Mexico schools are assessed in Reading and Mathematics in the 3rd through 9th and 11th grade by the Standards Based Assessment (SBA) and the NM Alternative Proficiency Assessment (NMAPA) for Students with Disabilities. These assessments were developed to measure the NM Standards and Benchmarks that educators and the public determined are important for our students to know and be able to do. The assessment results reported are for ALL students enrolled and participating in the testing during the 2006-07 school year. The assessments were administered during March 2007. Results for groups of fewer than 10 students are not reported and are indicated by \*\*\*. Percents may not add to 100, due to rounding.

3RD GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	43	2	56	37	5	0	100	43	2	30	58	9	0
	Male	100	39	3	49	33	15	0	100	39	3	21	67	10	0
Ethnicity	Caucasian	100	18	11	61	22	6	0	100	18	11	39	44	6	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	100	63	0	49	40	11	0	100	63	0	21	68	11	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	100	11	0	27	45	27	0	100	11	0	9	91	0	0
	ELL <sup>3</sup>	100	43	0	49	40	12	0	100	43	0	23	65	12	0
	FRLP	100	52	0	48	38	13	0	100	52	0	21	69	10	0
	Migrant	1.00	5	***	***	***	***	0	1.00	5	***	***	***	***	0
All Students	2006-07	100	82	2	52	35	10	0	100	82	2	26	62	10	0
	2005-06	98	95	4	46	33	15	2	98	95	1	26	63	7	2
NM State	2006-07	99	24,323	6	49	30	16	0	99	24,329	5	39	49	8	0
	2005-06	99	24,090	6	48	30	15	0	99	24,105	4	41	47	8	0

4TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	51	12	45	29	14	0	100	51	0	29	63	8	0
	Male	100	43	7	49	37	7	0	100	43	5	26	63	7	0
Ethnicity	Caucasian	100	24	8	42	33	17	0	100	24	4	13	71	13	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	70	10	49	33	9	0	100	70	1	33	60	6	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	100	16	6	38	25	31	0	100	16	0	19	75	6	0
	ELL <sup>3</sup>	100	42	12	52	31	5	0	100	42	2	38	57	2	0
	FRLP	100	69	9	48	30	13	0	100	69	3	29	62	6	0
	Migrant	1.00	6	***	***	***	***	0	1.00	6	***	***	***	***	0
All Students	2006-07	100	94	10	47	33	11	0	100	94	2	28	63	7	0
	2005-06	100	82	5	35	48	12	0	100	82	2	30	55	12	0
NM State	2006-07	99	24,231	10	44	33	12	0	99	24,237	11	35	45	9	0
	2005-06	99	23,816	11	43	35	11	0	99	23,833	9	33	48	10	0

<sup>1</sup> includes Alaskan Natives <sup>2</sup> SWD - Students with Disabilities <sup>3</sup> ELL - English Language Learners

5TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	97	37	16	49	27	5	3	100	37	0	22	59	19	0
	Male	100	47	9	38	43	11	0	96	47	6	30	51	9	4
Ethnicity	Caucasian	100	18	11	67	22	0	0	100	18	6	28	67	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	98	66	12	36	39	11	2	97	66	3	26	52	17	3
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	***	8	***	***	***	***	***	***	8	***	***	***	***	***
	ELL <sup>3</sup>	97	31	10	42	39	6	3	97	31	0	32	52	13	3
	FRLP	100	53	8	42	40	11	0	96	53	4	19	58	15	4
	Migrant	1.00	1	***	***	***	***	0	1.00	1	***	***	***	***	0
All Students	2006-07	99	84	12	43	36	8	1	98	84	4	26	55	13	2
	2005-06	100	95	7	47	33	13	0	100	95	1	18	61	20	0
NM State	2006-07	99	23,998	14	45	32	9	0	99	24,013	7	29	51	12	0
	2005-06	99	24,194	15	43	33	9	0	99	24,199	6	28	50	15	0

6TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	41	0	29	59	12	0	100	41	5	34	54	7	0
	Male	98	51	6	27	37	27	2	98	51	12	25	45	16	2
Ethnicity	Caucasian	100	22	5	36	45	14	0	100	22	23	32	32	14	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	99	70	3	26	47	23	1	99	70	4	29	54	11	1
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	93	14	7	7	14	64	7	93	14	0	7	36	50	7
	ELL <sup>3</sup>	100	35	3	26	51	20	0	100	35	6	34	49	11	0
	FRLP	98	65	2	29	43	25	2	98	65	6	28	52	12	2
	Migrant	1.00	5	***	***	***	***	0	1.00	5	***	***	***	***	0
All Students	2006-07	99	92	3	28	47	21	1	99	92	9	29	49	12	1
	2005-06	100	83	6	22	59	13	0	100	83	11	25	53	11	0
NM State	2006-07	99	24,110	5	33	48	15	0	99	24,119	5	22	52	21	0
	2005-06	99	24,598	5	36	49	11	0	97	24,608	4	20	51	23	3

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - ELL - English Language Learners

7TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	40	5	43	45	8	0	100	40	5	25	55	15	0
	Male	100	41	5	37	49	10	0	98	41	2	29	54	12	2
Ethnicity	Caucasian	100	20	0	50	45	5	0	95	20	5	30	60	0	5
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	61	7	36	48	10	0	100	61	3	26	52	18	0
	Asian/Pacific American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	***	7	***	***	***	***	***	***	7	***	***	***	***	***
	ELL <sup>3</sup>	100	34	3	50	41	6	0	100	34	0	35	56	9	0
	FRLP	100	57	5	37	49	9	0	100	57	4	32	53	12	0
	Migrant	1.00	8	***	***	***	***	0	1.00	8	***	***	***	***	0
All Students	2006-07	100	81	5	40	47	9	0	99	81	4	27	54	14	1
	2005-06	100	78	3	47	42	8	0	100	78	3	32	55	10	0
NM State	2006-07	99	24,666	8	42	39	10	1	99	24,663	5	20	49	25	1
	2005-06	99	25,165	6	45	39	11	1	97	25,180	3	20	47	27	3

8TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	43	2	60	35	2	0	100	43	7	49	40	5	0
	Male	95	40	0	45	45	5	5	93	40	5	40	48	0	8
Ethnicity	Caucasian	100	25	0	64	32	4	0	96	25	8	52	32	4	4
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	97	58	2	48	43	3	3	97	58	5	41	48	2	3
	Asian/Pacific American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	92	12	0	0	75	17	8	92	12	0	8	83	0	8
	ELL <sup>3</sup>	100	32	3	41	50	6	0	100	32	6	34	56	3	0
	FRLP	98	55	0	58	38	2	2	98	55	5	44	47	2	2
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	98	83	1	53	40	4	2	96	83	6	45	43	2	4
	2005-06	100	89	0	40	43	17	0	99	89	4	20	58	16	1
NM State	2006-07	99	25,103	3	53	34	10	1	99	25,102	5	25	50	19	1
	2005-06	99	25,652	3	48	38	10	1	98	25,659	4	22	48	24	2

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - ELL - English Language Learners

9TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	100	35	0	49	40	11	0	100	35	3	49	43	6	0
	Male	100	46	0	35	37	28	0	100	46	7	22	61	11	0
Ethnicity	Caucasian	100	22	0	64	32	5	0	100	22	14	50	36	0	0
	African-American	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	Hispanic	100	59	0	32	41	27	0	100	59	2	27	59	12	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	100	17	0	18	18	65	0	100	17	0	0	76	24	0
	ELL <sup>3</sup>	100	30	0	40	40	20	0	100	30	3	33	50	13	0
	FRLP	100	55	0	33	38	29	0	100	55	4	25	58	13	0
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	100	81	0	41	38	21	0	100	81	5	33	53	9	0
	2005-06	99	116	1	42	27	29	1	100	116	4	28	55	12	0
NM State	2006-07	98	27,588	2	42	29	25	2	98	27,594	7	30	48	13	3
	2005-06	97	28,060	1	42	29	25	3	98	28,040	5	28	48	17	2

11TH GRADE		READING							MATHEMATICS						
		Percent at Each Proficiency Level							Percent at Each Proficiency Level						
		Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid	Percent Participating	Number Tested	Advanced	Proficient	Nearing Proficiency	Beginning Step	Not Valid
Gender	Female	98	46	9	30	48	11	2	100	46	0	24	61	15	0
	Male	100	42	0	43	48	10	0	100	42	2	26	48	24	0
Ethnicity	Caucasian	100	27	4	41	52	4	0	100	27	4	33	48	15	0
	African-American	***	1	***	***	***	***	***	***	1	***	***	***	***	***
	Hispanic	98	60	5	33	47	13	2	100	60	0	22	58	20	0
	Asian/Pacific	***	0	***	***	***	***	***	***	0	***	***	***	***	***
	American Indian <sup>1</sup>	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Status	SWD <sup>2</sup>	100	10	0	20	40	40	0	100	10	0	0	40	60	0
	ELL <sup>3</sup>	97	33	9	33	39	15	3	100	33	0	24	52	24	0
	FRLP	98	53	8	30	49	11	2	100	53	0	25	55	21	0
	Migrant	1.00	2	***	***	***	***	0	1.00	2	***	***	***	***	0
All Students	2006-07	99	88	5	36	48	10	1	100	88	1	25	55	19	0
	2005-06	100	68	7	41	41	10	0	100	70	3	16	64	17	0
NM State	2006-07	98	19,936	7	41	36	15	2	97	19,939	7	25	44	22	3
	2005-06	98	20,449	13	45	28	13	2	98	20,470	7	24	46	21	5

<sup>1</sup> - includes Alaskan Natives

<sup>2</sup> - SWD - Students with Disabilities

<sup>3</sup> - ELL - English Language Learners

## School Board Member Participation\*

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

Board Member	Number of Points
Chavez, Orlando	10
Garnett, Susan	9
Lathrop, Dan	22
Sterrett, Donna	17
Thompson, Troy	15

Source: 2006-07 New Mexico School Board Association annual report.

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

## Data on District Expenditures

Includes state general fund operational moneys only for 2006-2007

	Expenditure	Percent
<b>Direct Instruction</b>	<b>4,763,050</b>	<b>61</b>
<b>Instructional Support Services</b>	<b>3,037,826</b>	<b>39</b>
Students	719,099	24
Instruction	169,900	6
General Administration	271,606	9
School Administration	580,545	19
Central Services	266,978	9
Operations & Maintenance	1,029,700	34
Student Transportation	0	0
<b>Non-Instructional Support</b>	<b>21,855</b>	<b>&lt;1</b>
Food Services	21,855	100
Community Services	0	0
<b>Capital Outlay</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>	<b>7,822,732</b>	

Source: End of year school-reported expenditures to NM Public Education Department School Budget office.



## Teacher Quality Data\*

Percent of Teachers Teaching with Emergency or Provisional Credentials: STATE WIDE: 0.34% DISTRICT: 1.14%

Emergency or provisional  
Credentials.

Core Classes not taught by  
Highly Qualified Teachers.

Percent of Teachers High Poverty Schools

0.72%

7.8%

Percent of Teachers Low Poverty Schools

0.15%

11.0%

	Number of teachers	Percent of teachers where highest degree reported is a Bachelor's	Percent of teachers where highest degree reported is a Master's or Higher	Percent of core academic classes not taught by Highly Qualified Teachers*
STATE WIDE	26,477	55.3%	41.6%	5.9%
District Wide	88	63.6	35.2	5.6
DEXTER ELEMENTARY	36	63.9	36.1	0.0
DEXTER HIGH	30	60.0	36.7	3.8
DEXTER MIDDLE	22	68.2	31.8	12.0

\* See explanation of data source on last page.

Note: Difference in teacher totals and school totals may occur because of district assignments.

\*\*\* = missing or not available

# Parent Survey on the Quality of Education Spring 2007

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

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

#=Number %=Percent \*\*\*=indicates no data reported

Q# =Question Number	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion							
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O	
STATE WIDE TOTALS	1	23924	48228	5258	1878	4484	4384	27.1	54.7	6.0	2.1	5.1	5.0
STATE WIDE TOTALS	2	21724	45468	9448	3634	3769	4113	24.6	51.6	10.7	4.1	4.3	4.7
STATE WIDE TOTALS	3	27778	46298	4966	1536	3079	4499	31.5	52.5	5.6	1.7	3.5	5.1
STATE WIDE TOTALS	4	27277	44349	7468	2342	2266	4454	30.9	50.3	8.5	2.7	2.6	5.1
STATE WIDE TOTALS	5	21917	43974	5864	2010	9868	4523	24.9	49.9	6.7	2.3	11.2	5.1
STATE WIDE TOTALS	6	22892	46794	6657	2672	4727	4414	26.0	53.1	7.6	3.0	5.4	5.0
STATE WIDE TOTALS	7	17866	41231	11719	4136	7591	5613	20.3	46.8	13.3	4.7	8.6	6.4
STATE WIDE TOTALS	8	35060	40813	5164	1860	1378	3881	39.8	46.3	5.9	2.1	1.6	4.4
STATE WIDE TOTALS	9	23318	46242	5727	1787	6090	4992	26.5	52.5	6.5	2.0	6.9	5.7
STATE WIDE TOTALS	10	29645	45292	5839	1496	1389	4495	33.6	51.4	6.6	1.7	1.6	5.1
DISTRICT WIDE TOTALS	1	82	84	7	1	7	3	44.6	45.7	3.8	0.5	3.8	1.6
DISTRICT WIDE TOTALS	2	83	76	14	6	3	2	45.1	41.3	7.6	3.3	1.6	1.1
DISTRICT WIDE TOTALS	3	80	88	8	2	3	3	43.5	47.8	4.3	1.1	1.6	1.6
DISTRICT WIDE TOTALS	4	83	83	12	3	0	3	45.1	45.1	6.5	1.6	0.0	1.6
DISTRICT WIDE TOTALS	5	86	81	6	2	7	2	46.7	44.0	3.3	1.1	3.8	1.1
DISTRICT WIDE TOTALS	6	70	87	13	6	4	4	38.0	47.3	7.1	3.3	2.2	2.2
DISTRICT WIDE TOTALS	7	61	95	11	4	9	4	33.2	51.6	6.0	2.2	4.9	2.2
DISTRICT WIDE TOTALS	8	76	89	16	3	0	0	41.3	48.4	8.7	1.6	0.0	0.0
DISTRICT WIDE TOTALS	9	68	99	7	5	4	1	37.0	53.8	3.8	2.7	2.2	0.5
DISTRICT WIDE TOTALS	10	62	98	13	2	3	6	33.7	53.3	7.1	1.1	1.6	3.3
DEXTER ELEMENTARY	1	42	26	1	0	1	0	60.0	37.1	1.4	0.0	1.4	0.0
DEXTER ELEMENTARY	2	48	21	0	0	1	0	68.6	30.0	0.0	0.0	1.4	0.0
DEXTER ELEMENTARY	3	42	24	1	0	2	1	60.0	34.3	1.4	0.0	2.9	1.4
DEXTER ELEMENTARY	4	38	28	3	0	0	1	54.3	40.0	4.3	0.0	0.0	1.4
DEXTER ELEMENTARY	5	41	25	1	0	3	0	58.6	35.7	1.4	0.0	4.3	0.0
DEXTER ELEMENTARY	6	36	30	4	0	0	0	51.4	42.9	5.7	0.0	0.0	0.0
DEXTER ELEMENTARY	7	28	35	1	0	3	3	40.0	50.0	1.4	0.0	4.3	4.3

## Parent Survey on the Quality of Education Spring 2007

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

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

#=Number %=Percent \*\*\*=indicates no data reported

Q#	SA=Strongly Agree	A=Agree	D=Disagree	SD=Strongly Disagree	K=Do not know	O=No Opinion								
Q#	#SA	#A	#D	#SD	#K	#O	%SA	%A	%D	%SD	%K	%O		
DEXTER ELEMENTARY	8	41	28	0	1	0	58.6	40.0	0.0	1.4	0.0	0.0		
DEXTER ELEMENTARY	9	39	28	1	2	0	55.7	40.0	1.4	2.9	0.0	0.0		
DEXTER ELEMENTARY	10	25	36	6	0	2	35.7	51.4	8.6	0.0	2.9	1.4		
DEXTER HIGH	1	29	48	4	1	5	32.2	53.3	4.4	1.1	5.6	3.3		
DEXTER HIGH	2	24	43	14	6	1	26.7	47.8	15.6	6.7	1.1	2.2		
DEXTER HIGH	3	29	51	6	2	0	32.2	56.7	6.7	2.2	0.0	2.2		
DEXTER HIGH	4	35	43	7	3	0	38.9	47.8	7.8	3.3	0.0	2.2		
DEXTER HIGH	5	35	43	4	2	4	38.9	47.8	4.4	2.2	4.4	2.2		
DEXTER HIGH	6	27	43	7	5	4	30.0	47.8	7.8	5.6	4.4	4.4		
DEXTER HIGH	7	27	47	7	4	4	30.0	52.2	7.8	4.4	4.4	1.1		
DEXTER HIGH	8	26	49	14	1	0	28.9	54.4	15.6	1.1	0.0	0.0		
DEXTER HIGH	9	20	58	5	2	4	22.2	64.4	5.6	2.2	4.4	1.1		
DEXTER HIGH	10	28	49	5	2	1	31.1	54.4	5.6	2.2	1.1	5.6		
DEXTER MIDDLE	1	11	10	2	0	1	45.8	41.7	8.3	0.0	4.2	0.0		
DEXTER MIDDLE	2	11	12	0	0	1	45.8	50.0	0.0	0.0	4.2	0.0		
DEXTER MIDDLE	3	9	13	1	0	1	37.5	54.2	4.2	0.0	4.2	0.0		
DEXTER MIDDLE	4	10	12	2	0	0	41.7	50.0	8.3	0.0	0.0	0.0		
DEXTER MIDDLE	5	10	13	1	0	0	41.7	54.2	4.2	0.0	0.0	0.0		
DEXTER MIDDLE	6	7	14	2	1	0	29.2	58.3	8.3	4.2	0.0	0.0		
DEXTER MIDDLE	7	6	13	3	0	2	25.0	54.2	12.5	0.0	8.3	0.0		
DEXTER MIDDLE	8	9	12	2	1	0	37.5	50.0	8.3	4.2	0.0	0.0		
DEXTER MIDDLE	9	9	13	1	1	0	37.5	54.2	4.2	4.2	0.0	0.0		
DEXTER MIDDLE	10	9	13	2	0	0	37.5	54.2	8.3	0.0	0.0	0.0		

## Data Definitions and Explanations

### Enrollment/AYP by Subgroup/Performance

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

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

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

SWD- Students with Disabilities.

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

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

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

### Assessments - Proficiency Levels

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

### Teacher Quality Data

Data for the "Percent of teachers..." with Bachelor's degree or Master's degree and higher are obtained from the ADS 120th day Staff file submission for the 2006-07 school year. Data for the "Percent of core academic classes not taught by Highly Qualified Teachers" also comes from the report obtained from the STARS 120th day for 2006-07, highly qualified teacher report generated on 5/16/2008.

### Feeder School Methodology

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

### High and Low Poverty Schools

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

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