



**DISTRICT: DEXTER School District**  
(Charters Included)

**Indicator 1: Graduation Rates**

Measurement: Percent of youth with IEPs graduating from high school with a regular (standard) diploma compared to percent of all youth in the state graduating with a regular diploma.

a) 40th Day 12th Graders with IEPs	9
b) Graduated - Standard Pathway	2

Dexter	State Targets					
	'05-06	'06-07	'07-08	'08-09	'09-10	'10-11
22.22%	60%	70%	80%	80%	80%	80%
Met State Target?	<input type="checkbox"/> NO					

Calculation: (a) # of 12th graders with IEPs enrolled on 40th day. (b) # 12th graders with IEPs graduating on a standard pathway. Percent = (b/a) times 100.

**Indicator 2: Dropout Rates**

Measurement: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school.

a) Total Enrollment in Grades 9-12	377
b) Dropouts with IEPs in Grades 9-12	4

Dexter	State Targets					
	'05-06	'06-07	'07-08	'08-09	'09-10	'10-11
1.06%	0.67%	0.66%	0.65%	0.64%	0.63%	0.62%
Met State Target?	<input type="checkbox"/> NO					

Calculation: (a) Total student enrollment in grades 9-12 on 40th day. (b) # dropouts with IEPs in grades 9-12. Percent = (b/a) times 100.

**Indicator 3: State Assessment - Participation and Performance Rates**

Measurement: Percent of students with IEPs proficient or above in reading and math and the percent of students with IEPs participating in the state assessment.

Students with IEPs	Reading	Math
a) Enrolled in AYP Grades	97	97
b) Student Participation	95	96
c) Students Tested	86	86
d) Students Proficient or Above	15	4

	Dexter		State Target	
	'05-06		'05-06	
	Reading	Math	Reading	Math
Participation	97.94%	98.97%	94.9%	95.1%
Proficiency	17.44%	4.65%	20.0%	13.0%
Met State Participation Target?	<input type="checkbox"/> YES		<input type="checkbox"/> YES	
Met State Proficiency Target?	<input type="checkbox"/> NO		<input type="checkbox"/> NO	

	State Targets			
	Participation		Proficiency	
	Reading	Math	Reading	Math
'06-07	95.0%	95.2%	24.0%	17.0%
'07-08	95.1%	95.3%	28.0%	22.0%
'08-09	95.2%	95.4%	32.0%	27.0%
'09-10	95.3%	95.5%	36.0%	33.0%
'10-11	95.4%	95.6%	40.0%	40.0%

Calculations: (a) # students with IEPs enrolled in AYP grades (b) # students with IEPs participating with or without accommodations in the NMSBA and Alternate Assessments in AYP Grades. (c) # students with IEPs tested and received a valid score. (d) # students with IEPs in assessed grades who are proficient or above in math or reading on the NMSBA or alternate assessment.. Participation Percent = (b/a) times 100; Proficiency Percent = (d/c) times 100. New Mexico's minimum size for NCLB subgroup is 25. 95% of each subgroups of 40 or more must participate.



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**Indicator 4: Suspension and Expulsion (Ages 3-21)**

Measurement A: Percent of students with IEPs identified as having a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year compared to state target.

Less than 10 students are not identified and is indicated by "<10". Suspensions/Expulsions of three or less are not reported.

Dexter '05-06								State Average	Met State Average?
# w/ IEPs Long-Term Suspensions/Expulsions (a)	Total Long-Term Suspensions/Expulsions (b)	# w/ IEPs Enrollment (c)	Total Enrollment (d)	% w/ IEPs Long-Term Suspensions/Expulsions (e) = (a/c)	% Total Long-Term Suspensions/Expulsions (f) = (b/d)	Difference +/- (g) = (e-f)	% w/ IEPs Long-Term Suspensions/Expulsions (h)		
All Students	0	0	197	1,151	0.00%	0.00%	0.00	0.12%	<input type="checkbox"/> YES

Calculation: (a) # students with IEPs with long-term suspension/expulsion, ages 3-21. (b) # all students with long-term suspensions/expulsions (c) # student with IEPs enrollment, ages 3-21. (d) # total student enrollment, ages 3-21. (e) Percent students with IEPs with long-term suspension/expulsions = (a/c) times 100; (f) Percent all students with long-term suspensions/expulsions = (b/d) times 100. (g) Difference = % of students with IEPs with long-term suspension/expulsion minus all students with long-term suspension/expulsion. (h) State Average = All students with IEPs with suspensions/expulsions in 89 school districts divided by total student population.

Note: New Mexico's definition of "significant discrepancy" is any LEA with a suspension rate equal to or above the state average with a positive difference in the number of students with IEPs suspended when compared to all students suspended.

**Indicator 5: School Age Least Restrictive Environment (LRE)**

Measurement: Percent of students with IEPs, ages 6 through 21 in three LRE settings compared to the state target.

a) School Age DEC 1 Child Count	166	Dexter '05-06	State Targets						
			'05-06	'06-07	'07-08	'08-09	'09-10	'10-11	
b) In Regular Class 80% or more (Setting 1)	126	75.90% Met Target?	<input type="checkbox"/> YES	54%	58%	62%	66%	70%	
c) In Regular Class 40% to 79% (Setting 2)	38								
d) In Regular Class less than 40% (Setting 3)	2	1.20% Met Target?	<input type="checkbox"/> YES	20%	18.5%	17%	15.5%	14%	12.5%
e) Public/Private Separate Schools, RTC, Homebound/Hospital. (Settings 4-11)	0	0.00% Met Target?	<input type="checkbox"/> YES	2.02%	2.01%	2%	1.99%	1.98%	1.97%

Calculation: (b) Setting 1 Rate = (b/a) times 100, (d) Setting 3 Rate = (d/a) times 100, (e) Settings 4-11 Rate = (e/a) times 100.

District rate meets state target if greater than or equal to setting 1 target or less than or equal to setting 3 and setting 4-11 state targets.



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**Indicator 6: Preschool Age Least Restrictive Environment (LRE)**

*Charters Not Included*

Measurement: Percent of preschool students with IEPs, ages 3 through 5 who received special education and related services in settings with typically developing peers compared to the state target.

a) Preschool December 1 Child Count	31	Dexter '05-06	State Targets					
			'05-06	'06-07	'07-08	'08-09	'09-10	'10-11
b) In Settings with Typically Developing Peers (e.g. early childhood settings, home and part-time early childhood/part-time early childhood special education settings. (ADS Settings 1,2,4,5,10,11)	31	100.00% <i>Met Target?</i>	56% <input type="checkbox"/>	58.8%	61.6%	64.4%	67.2%	70%
c) In Segregated Settings (ADS Settings 3,6,7,8)	0							

Calculation: (a) # preschool students with IEPs, ages 3-5, December 1 child count. (b) # preschool students with IEPs, ages 3-5 in settings with typically developing peers. Percent = (b/a) times 100.

**Indicator 12: Effective Transition (Part C to Part B)**

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

a) Children served in Part C and referred to Part B for eligibility determination	5						
		'05-06	'06-07	'07-08	'08-09	'09-10	'10-11
b) NOT Eligible & eligibility determined prior to their third birthday	0	State Targets: Cannot be less than 100%					
c) Eligible & have IEP/IFSP implemented by their third birthday	5	Dexter: 100.0%					
d) Parent refusal to provide consent caused delays in evaluation or initial services	0	Met State Target? YES					

Calculation: (a) # of children served in Part C and referred to Part B for eligibility determination. (b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. (c) # of those found eligible who have an IEP/IFSP developed and implemented by their third birthdays. Percent = [c/(a-b-d)] times 100.