



Adequate Yearly Progress (AYP) Summary

ROY MUNICIPAL SCHOOLS	
AYP Rating Not Met	
Improvement Status Progressing	
Schools rated in the district	2
Schools in Improvement	0
Schools in Corrective Action	0
Schools in Restructuring	0

- 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				
	ROY MUNICIPAL SCHOOLS		Statewide	
	N	%	N	%
All Students	53	100	334,324	100
Female	24	45.3	163,140	48.8
Male	29	54.7	171,184	51.2
Caucasian	34	64.2	85,417	25.5
Afr Am	0	0.0	7,026	2.1
Hispanic	19	35.8	200,137	59.9
Asian	0	0.0	4,158	1.2
Am Indian	0	0.0	34,907	10.4
ELL	0	0.0	47,677	14.3
SWD	8	0.2	44,235	0.1
ED	20	37.7	219,111	65.5
Migrant	0	0.0	538	0.0
Recently Arrived *	0	0.0	0	0.0

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 ROY MUNICIPAL SCHOOLS

School	AYP Rating	Improvement Status	School	AYP Rating	Improvement Status
Roy Elementary	Met	Progressing	Roy High	Not Met	Progressing

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 within ROY MUNICIPAL SCHOOLS

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
Roy Municipal Schools	Reading Proficiency*	64	17	***	***	***	***	***	***	***	***	***
Roy Elementary	Reading Proficiency*	63										
Roy High	Reading Proficiency*	64										
Roy Municipal Schools	Reading Participation	64										
Roy Elementary	Reading Participation	63										
Roy High	Reading Participation	64										
Roy Municipal Schools	Math Proficiency*	52	50	***	***	***	***	***	***	***	***	***
Roy Elementary	Math Proficiency*	54										
Roy High	Math Proficiency*	50										
Roy Municipal Schools	Math Participation	52										
Roy Elementary	Math Participation	54										
Roy High	Math Participation	50										
Roy Municipal Schools	Attendance Rate	92	97	97	***	97	***	***	95	***	98	***
Roy Elementary	Attendance Rate	92										
Roy High	Attendance Rate	92										
All Students in Grade 12	Graduation Rate	63	***	***	***	***	***	***	***	***	***	***
Roy High	Graduation Rate	63	***	***	***	***	***	***	***	***	***	***

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 ROY MUNICIPAL SCHOOLS

	Academic Indicator	Goal	All	Cauc.	Afr	Hispanic	Asian	Am	ED	ELL	SWD	Migrant
		%	Students %	%	Amer %	%	%	Indian %	%	%	%	%
District Wide-Grades 3, 4 & 5	Reading Proficiency*	64	***	***	***	***	***	***	***	***	***	***
District Wide-Grades 6, 7 & 8	Reading Proficiency*	64	20	***	***	***	***	***	***	***	***	***
District Wide-Grades 11	Reading Proficiency*	64	***	***	***	***	***	***	***	***	***	***
District Wide-Grades 3, 4 & 5	Math Proficiency*	52	***	***	***	***	***	***	***	***	***	***
District Wide-Grades 6, 7 & 8	Math Proficiency*	52	40	***	***	***	***	***	***	***	***	***
District Wide-Grades 11	Math Proficiency*	52	***	***	***	***	***	***	***	***	***	***

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	802,276	60
Instructional Support	514,345	38
Students	97,705	7
Instruction	0	<1
General Administration	136,713	10
School Administration	0	<1
Central Services	77,102	5
Operations Maintenance	200,124	14
Student Transportation	2,702	<1
Other	0	<1
Non-Instructional Support	18,888	1
Food Services	18,888	1
Community Services	0	<1
Capital Outlay	0	<1
Total	1,335,509	100

School Board Training	
Board Member	Number of Points*
Arlene Daniels	9
Joe Blair Clavel	8
Matt Mitchell	8
Sacramento Baca Jr.	17
Troy Daniels	8

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.

Source: PED Budget Office; general fund operational expenditures only

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 ROY MUNICIPAL SCHOOLS																					
3rd Grade	Participating (%)	Number Tested	READING					Participating (%)	Number Tested	MATH					Participating (%)	Number Tested	SCIENCE				
			% at Each Proficiency Level							% at Each Proficiency Level							% 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	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Male	***	1	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***	
Caucasian	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Afr Am	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Hispanic	***	1	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***	
Asian	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Am Indian	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
ELL	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
ED	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
SWD	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
Migrant	***	0	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***	
ALL2009-10	***	1	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***	
ALL2008-09	***	1	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***	
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 ROY MUNICIPAL 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	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Male	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
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	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
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	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***

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 ROY MUNICIPAL 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	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Male	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Caucasian	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
SWD	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ALL2008-09	***							***							***						
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 ROY MUNICIPAL 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	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Male	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
ALL2008-09	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
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 ROY MUNICIPAL 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	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Male	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
Caucasian	***	4	***	***	***	***	***	***	4	***	***	***	***	***	***	4	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
SWD	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	***	6	***	***	***	***	***	***	6	***	***	***	***	***	***	6	***	***	***	***	***
ALL2008-09	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
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 ROY MUNICIPAL 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	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
Male	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Caucasian	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
SWD	***	1	***	***	***	***	***	***	1	***	***	***	***	***	***	1	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	***	3	***	***	***	***	***	***	3	***	***	***	***	***	***	3	***	***	***	***	***
ALL2008-09	***	5	***	***	***	***	***	***	5	***	***	***	***	***	***	5	***	***	***	***	***
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 ROY MUNICIPAL SCHOOLS

Proficiencies for Subgroups within ROY MUNICIPAL SCHOOLS																					
READING								MATH							SCIENCE						
11th Grade	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
			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	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Male	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Caucasian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Afr Am	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Hispanic	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
Asian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Am Indian	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ELL	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ED	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
SWD	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
Migrant	***	0	***	***	***	***	***	***	0	***	***	***	***	***	***	0	***	***	***	***	***
ALL2009-10	***	2	***	***	***	***	***	***	2	***	***	***	***	***	***	2	***	***	***	***	***
ALL2008-09	100	14	0	71	28	0	0	100	14	0	78	21	0	0	100	14	0	64	35	0	0
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 ROY MUNICIPAL 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
Roy Municipal Schools	4	>98	3	***	1	***	3	***	***	***	1	***	***	***	***	***	2	***	***	***	***	***
Roy High	4	>98	3	***	1	***	3	***	***	***	1	***	***	***	***	***	2	***	***	***	***	***

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 ROY MUNICIPAL 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
Roy Municipal Schools	4	>98	3	***	1	***	3	***	***	***	1	***	***	***	***	***	2	***	***	***	***	***
Roy High	4	>98	3	***	1	***	3	***	***	***	1	***	***	***	***	***	2	***	***	***	***	***

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 ROY MUNICIPAL SCHOOLS

Group	Certificate		Status Unkown		Exit Out		Still Enrolled	
	N	%	N	%	N	%	N	%
STATEWIDE	473	<2	6094	18	1655	5	1261	4
Roy Municipal Schools	0	0	0	0	0	0	0	0
Roy High	0	0	0	0	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 Unkown: 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
Roy Municipal Schools	0	0.0
In Low Poverty Schools	N/A	N/A
In High Poverty Schools	N/A	N/A
Roy Elementary	0	0.0
Roy High	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
Roy Municipal Schools	10	60	40
Roy Elementary	4	25	75
Roy High	6	83	17

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	Roy Municipal Schools	24	54.2	45.8	0.0	0.0	0.0	0.0
2	Roy Municipal Schools	24	70.8	25.0	0.0	4.2	0.0	0.0
3	Roy Municipal Schools	24	54.2	45.8	0.0	0.0	0.0	0.0
4	Roy Municipal Schools	24	54.2	41.7	4.2	0.0	0.0	0.0
5	Roy Municipal Schools	24	58.3	41.7	0.0	0.0	0.0	0.0
6	Roy Municipal Schools	24	50.0	41.7	4.2	4.2	0.0	0.0
7	Roy Municipal Schools	24	37.5	37.5	20.8	0.0	0.0	4.2
8	Roy Municipal Schools	24	58.3	33.3	8.3	0.0	0.0	0.0
9	Roy Municipal Schools	24	45.8	50.0	0.0	0.0	0.0	4.2
10	Roy Municipal Schools	24	54.2	45.8	0.0	0.0	0.0	0.0
	Roy Elementary							
1	Roy High	24	54.2	45.8	0.0	0.0	0.0	0.0
2	Roy High	24	70.8	25.0	0.0	4.2	0.0	0.0
3	Roy High	24	54.2	45.8	0.0	0.0	0.0	0.0
4	Roy High	24	54.2	41.7	4.2	0.0	0.0	0.0
5	Roy High	24	58.3	41.7	0.0	0.0	0.0	0.0
6	Roy High	24	50.0	41.7	4.2	4.2	0.0	0.0
7	Roy High	24	37.5	37.5	20.8	0.0	0.0	4.2
8	Roy High	24	58.3	33.3	8.3	0.0	0.0	0.0
9	Roy High	24	45.8	50.0	0.0	0.0	0.0	4.2
10	Roy High	24	54.2	45.8	0.0	0.0	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