CENTRAL CONSOLIDATED SCHOOL DISTRICT

TRIBAL EDUCATION STATUS REPORT

A COMMUNITY OF LEARNERS DEDICATED TO BUILDING LIVES

COVERING NASCHITTI, NEWCOMB, OJO AMARILLO, SHIPROCK, AND KIRTLAND

2016-2017

CENTRAL CONSOLIDATED SCHOOL DISTRICT

CCSD Tribal Education Status Report

For School Year 2016-2017
Issued July 2017

Dr. Colleen W. Bowman
Superintendent

Mr. Adam Begaye
School Board President

Mr. Sheldon Pickering
School Board Vice-President

Ms. Christina Aspaas
School Board Secretary

Ms. Ruthda Thomas
School Board Member

Mr. Charlie Jones
School Board Member

"A Community of Learners, Dedicated to Building Lives" – *CCSD Vision*

"Building a collaborative relationship within our collective community through continuous learning, open communication, and shared trust." – *CCSD Mission*

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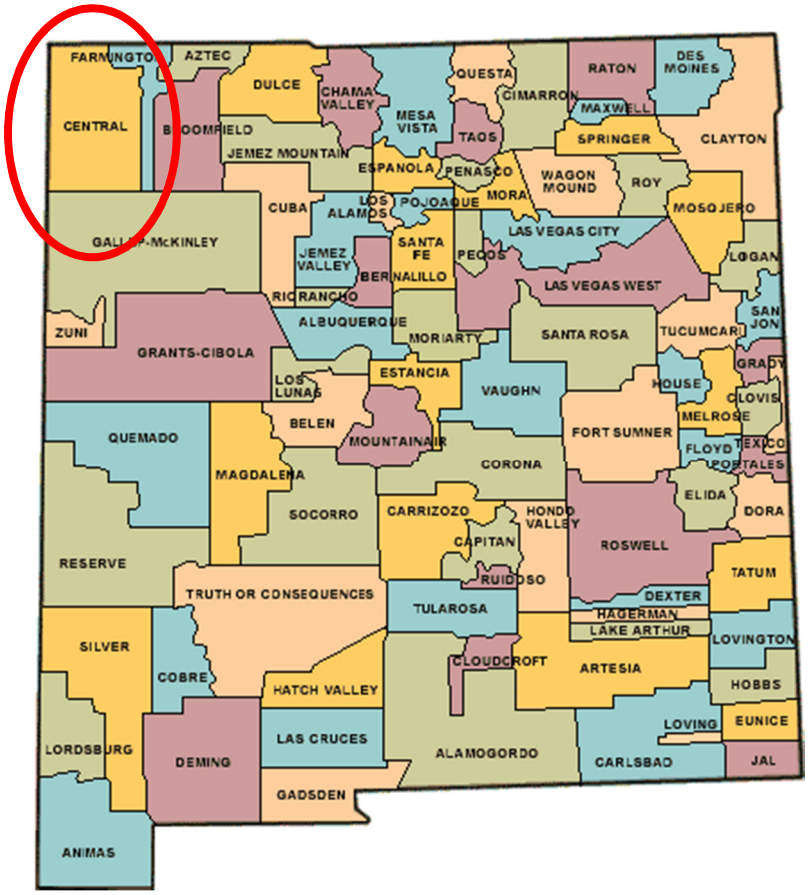
EXECUTIVE SUMMARY

Central Consolidated School District (CCSD) is located in the northwestern section of San Juan County, New Mexico and in the northeastern section of the Navajo Nation. The District is comprised of three distinct high school service areas: Newcomb, Shiprock, and Kirtland Central.



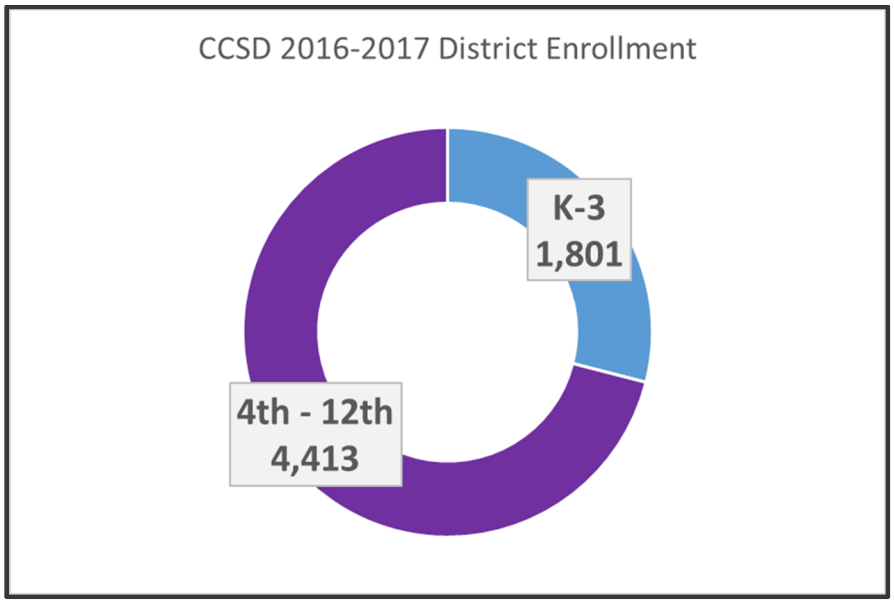
The District covers approximately 3,000 square miles of land and has approximately 1.6 million square feet of facilities. The District has shown growth in all school sites in the PARCC assessment and continues to innovate learning to meet the diverse needs of our student population.

CCSD Students have shown growth in the PARCC assessment in the past year with several schools improving in their letter grades. The District also increased a letter grade.

We are focused on innovative solutions that will help our students be successful, while motivating them to graduate and maintain high grades, incorporating projects such as High School Academies and an Early College High School.

Our cultural and language programs are second to none with a solid drive to support the development of Navajo Language and Culture for our children.

"THERE CAN BE NO KEENER REVELATION OF A SOCIETY'S SOUL THAN THE WAY IN WHICH IT TREATS ITS CHILDREN." – NELSON MANDELA



Student Demographics

Central Consolidated School District's enrollment is 89.6% Native American. Caucasians are the next largest demographic with only 6.6% of the student body.

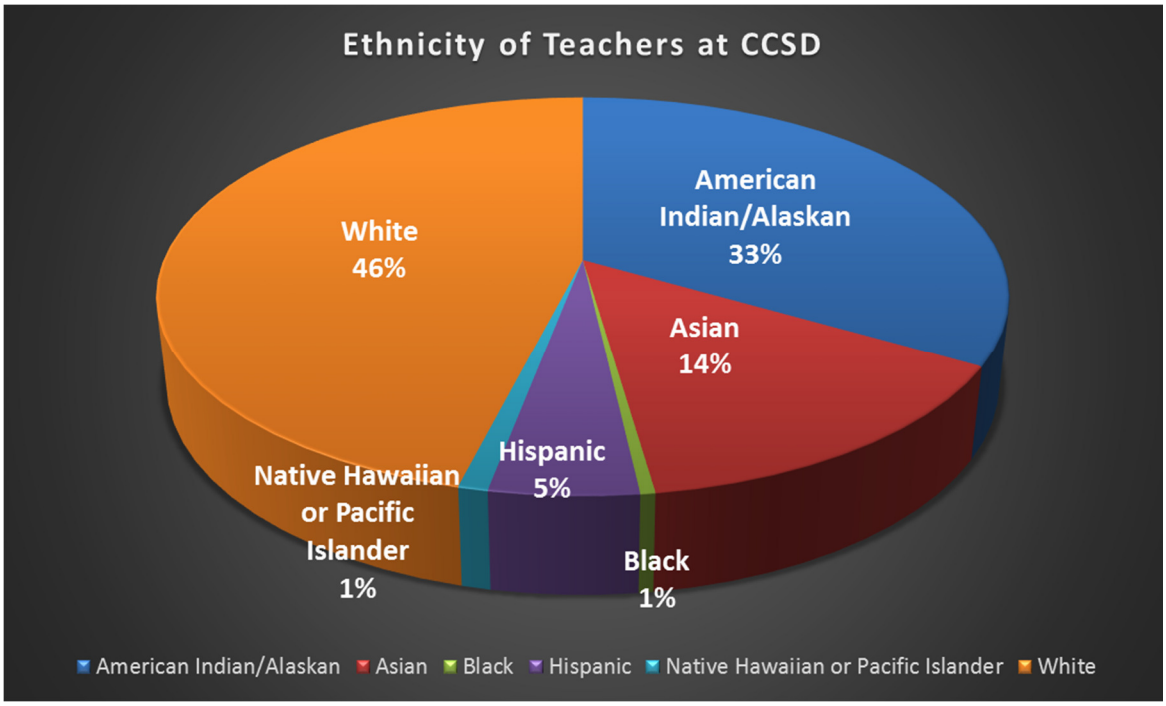
Student Demographics

	LEA		State	
Asian	42	0.7	4,345	1.3
American Indian	5,703	89.6	35,543	10.6
Pacific Islander	3	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	6,366	100.0	240,438	71.6
SWD	942	14.8	49,729	14.8
ELL	1,149	18.0	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	1	0.0	14,844	4.4

Source: LEA 120th-day submission to the PED

Teacher Demographics

Central Consolidated School District's is the second largest school district in San Juan County and draws instructors from regional population centers as well as international locations.



State of New Mexico:

Charter Schools – 99
School Districts - 89

Student Achievement
Central Consolidated School District is a district on the rise. True achievement is measured by yearly growth. Our District has also seen marked improvement in our PARCC scores, but there is still much to be done, as shown below:

PARCC Proficiency Level

Grades	Course	2016 (%)	2017 (%)	Change of %	Cohort Change	Class
Grade 3	ELA	18.3	19.3	1	*	Class 2026
	MATH	17.8	20.9	3.1	*	
Grade 4	ELA	17.5	17.1	-0.4	-1.2	Class 2025
	MATH	16.9	14.9	-2	-2.9	
Grade 5	ELA	17.7	21.4	3.7	3.9	Class 2024
	MATH	22.5	16.9	-5.6	0	
Grade 6	ELA	11.8	15.6	3.8	-2.1	Class 2023
	MATH	14.9	17.7	2.8	-4.8	
Grade 7	ELA	17.5	20.9	3.4	9.1	Class 2022
	MATH	13.1	5	-8.1	-9.9	
Grade 8	ELA	19.7	17.9	-1.8	0.4	Class 2021
	MATH	6.2	2.2	-4	-10.9	
Grade 9	ELA	22.4	17.4	-5	-2.3	Class 2020
	Algebra 1	6.6	8.7	2.1	2.5	
Grade 10	ELA	21.4	26.3	4.9	3.9	Class 2019
	Geometry	7.5	5.1	-2.4	-1.5	
Grade 11	ELA	34.9	37.4	2.5	16	Class 2018
	Algebra 2	12.1	3.6	-8.5	-3.9	

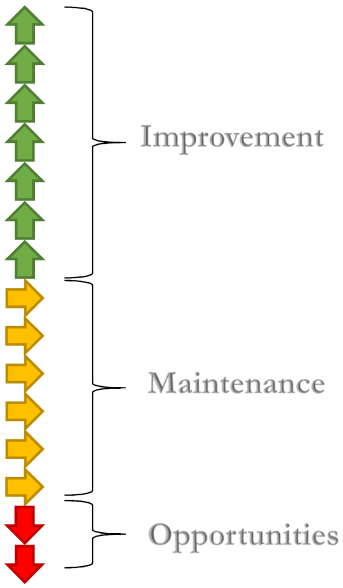
Targeted Area for Improvement

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	28	72	20	80	43	57
All Students	LEA Current	20	80	13	87	25	75
Female	LEA Current	26	74	15	85	25	75
Female	State Current	34	66	20	80	41	59
Male	State Current	22	78	20	80	44	56
Male	LEA Current	14	86	12	88	25	75
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	47	53	38	62	57	43
African American	State Current	24	76	15	85	38	62
Hispanic	State Current	23	77	16	84	37	63

Below are school grade data for 2015-2016. 2016-2017 data have not yet been released:

School	School Grade 2014-2015	School Grade 2015-2016
Eva B. Stokely	D	B
Judy Nelson	B	A
Kirtland Central High	C	B
Kirtland Elementary	C	B
Kirtland Middle	D	C
Newcomb Elementary	C	B
Ojo Amarillo	F	D
Shiprock High School	C	C
Career Prep Alternative	D	D
Mesa Elementary	D	D
Newcomb Middle	F	F
Newcomb High	D	D
Tse Bit Ai Middle	F	F
Nizhoni Elementary	D	F
Naschitti Elementary	B	C



As a District, we advanced one letter grade from last year:

District Grade	
2014-2015	2015-2016
D	C

WHERE PERFORMANCE IS MEASURED, PERFORMANCE IMPROVES

Central Consolidated School District administers the following tests:

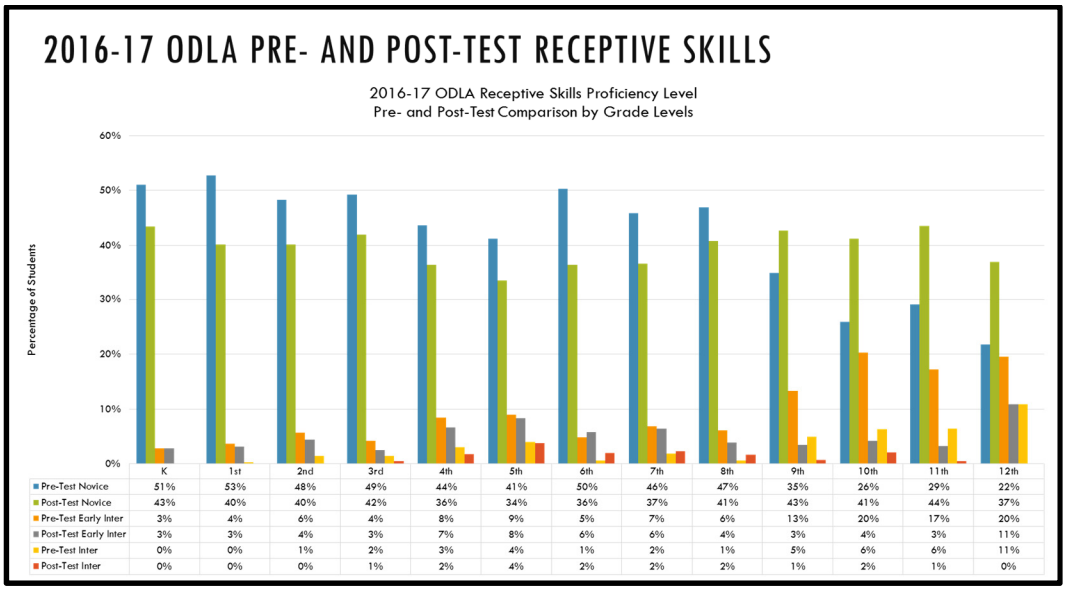
Assessment	Times Per Year
• New Mexico Alternate Assessment	2
• Standards-Based Assessment	2
• Spanish Standards-Based Assessment	2
• Spanish Proficiency Test (IPT)	2
• PARCC - Fall	1
• PARCC - Spring	1
• End of Course (EPIC)	1
• EOC Optionals	2
• ACCESS	1
• WAPT	1
• ODLA	2
• I-Station	2
• KOT	2
• NAEP	1
• BOY, MOY, EOY	6

Also consider that the District testing includes ACTs, SATs, ASVAB, and KEYS testing.

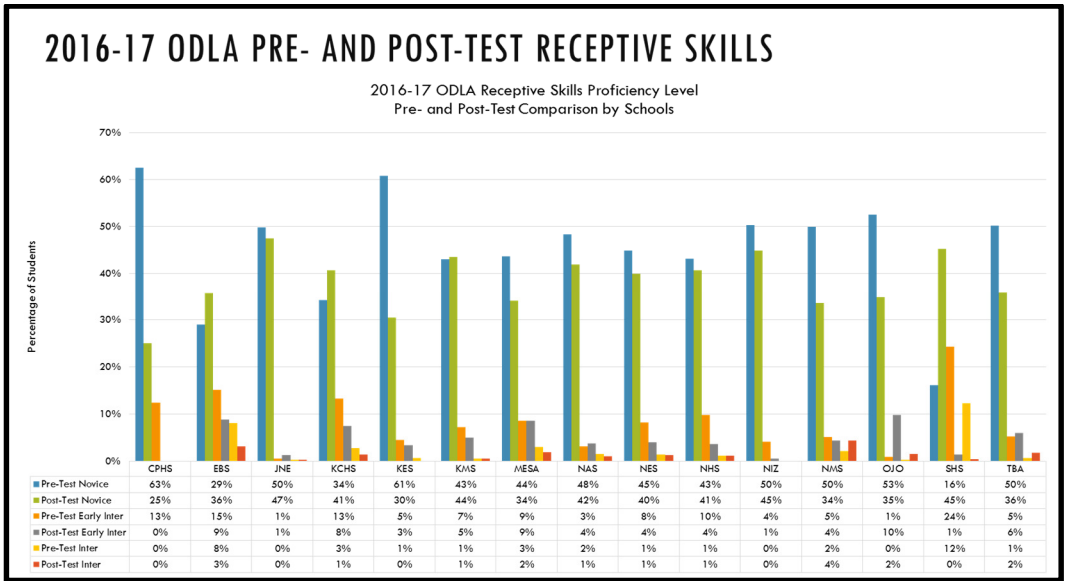
Oral Diné Language Assessment (ODLA)

The ODLA is used to assess student knowledge of the Navajo Language and Navajo Culture. The scores from this test are considered by the Navajo Board of Education and are an important indicator of student learning.

ODLA RECEPTIVE SKILLS

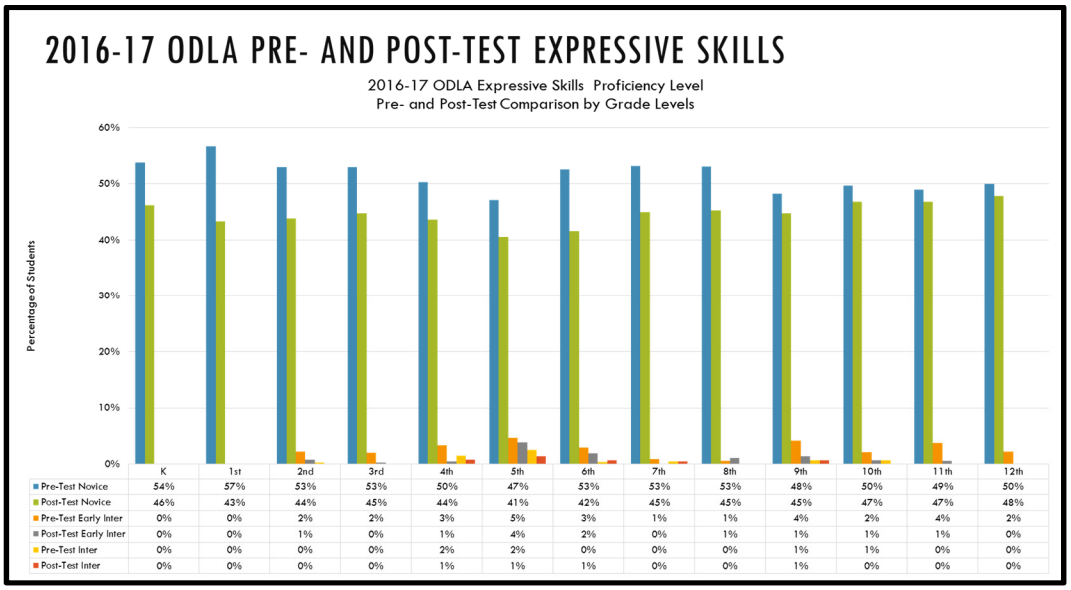


	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Pre-Test Novice	51%	53%	48%	49%	44%	41%	50%	46%	47%	35%	26%	29%	22%
Post-Test Novice	43%	40%	40%	42%	36%	34%	36%	37%	41%	43%	41%	44%	37%
Pre-Test Early Inter	3%	4%	6%	4%	8%	9%	5%	7%	6%	13%	20%	17%	20%
Post-Test Early Inter	3%	3%	4%	3%	7%	8%	6%	6%	4%	3%	4%	3%	11%
Pre-Test Inter	0%	0%	1%	2%	3%	4%	1%	2%	1%	5%	6%	6%	11%
Post-Test Inter	0%	0%	0%	1%	2%	4%	2%	2%	2%	1%	2%	1%	0%

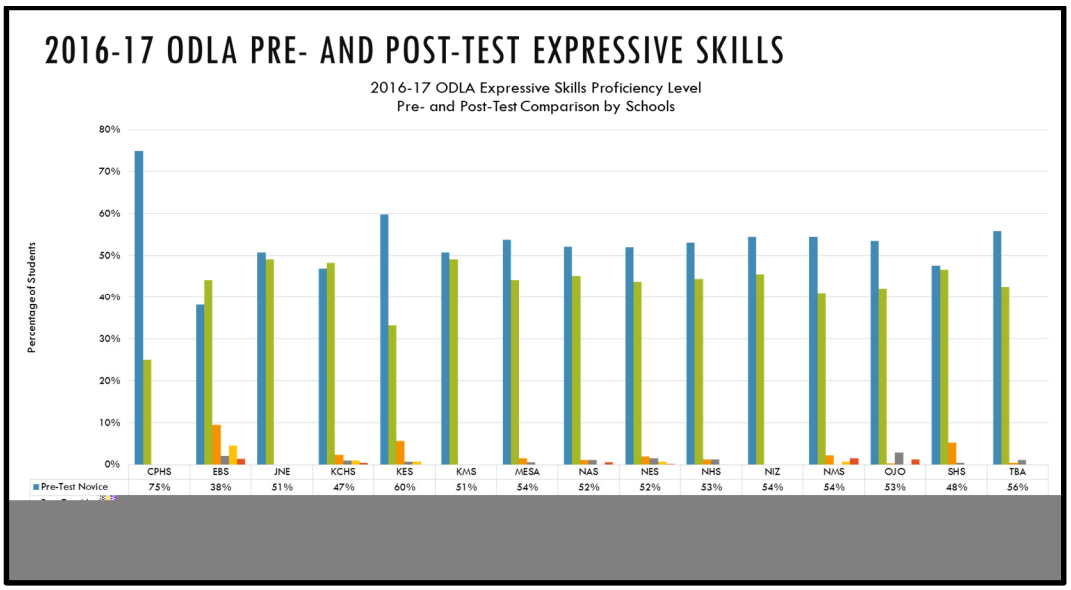


	CPHS	EBS	JNE	KCHS	KES	KMS	MESA	NAS	NES	NHS	NIZ	NMS	OJO	SHS	TBA
Pre-Test Novice	63%	29%	50%	34%	61%	43%	44%	48%	45%	43%	50%	50%	53%	16%	50%
Post-Test Novice	25%	36%	47%	41%	30%	44%	34%	42%	40%	41%	45%	34%	35%	45%	36%
Pre-Test Early Inter	13%	15%	1%	13%	5%	7%	9%	3%	8%	10%	4%	5%	1%	24%	5%
Post-Test Early Inter	0%	9%	1%	8%	3%	5%	9%	4%	4%	4%	1%	4%	10%	1%	6%
Pre-Test Inter	0%	8%	0%	3%	1%	1%	3%	2%	1%	1%	0%	2%	0%	12%	1%
Post-Test Inter	0%	3%	0%	1%	0%	1%	2%	1%	1%	1%	0%	4%	2%	0%	2%

ODLA EXPRESSIVE SKILLS



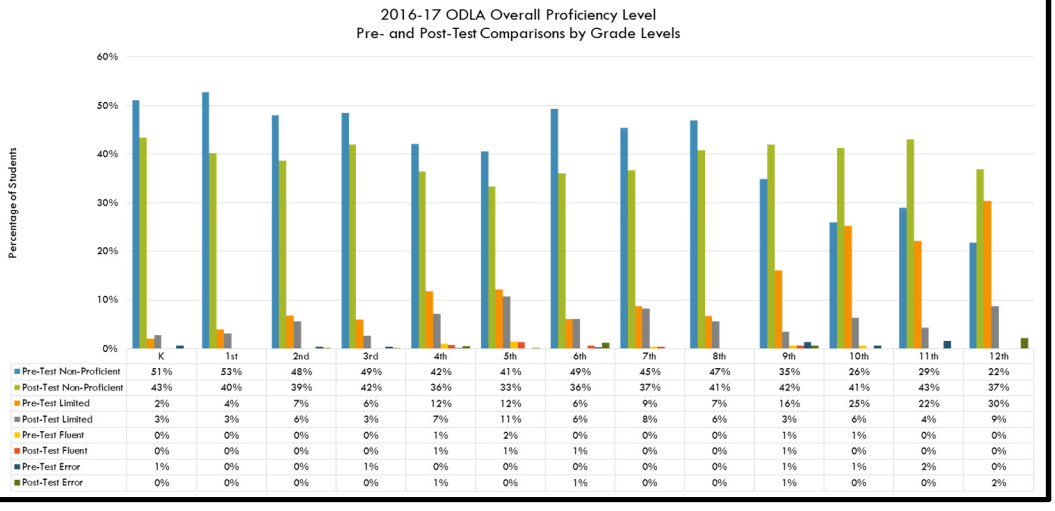
	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Pre-Test Novice	54%	57%	53%	53%	50%	47%	53%	53%	53%	48%	50%	49%	50%
Post-Test Novice	46%	43%	44%	45%	44%	41%	42%	45%	45%	45%	47%	47%	48%
Pre-Test Early Inter	0%	0%	2%	2%	3%	5%	3%	1%	1%	4%	2%	4%	2%
Post-Test Early Inter	0%	0%	1%	0%	1%	4%	2%	0%	1%	1%	1%	1%	0%
Pre-Test Inter	0%	0%	0%	0%	2%	2%	0%	0%	0%	1%	1%	0%	0%
Post-Test Inter	0%	0%	0%	0%	1%	1%	1%	0%	0%	1%	0%	0%	0%



	CPHS	EBS	JNE	KCHS	KES	KMS	MESA	NAS	NES	NHS	NIZ	NMS	OJO	SHS	TBA
Pre-Test Novice	75%	38%	51%	47%	60%	51%	54%	52%	52%	53%	54%	54%	53%	48%	56%

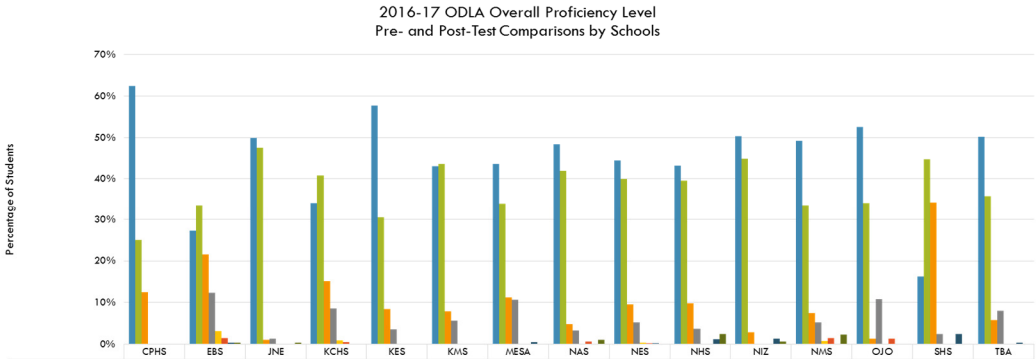
ODLA OVERALL PROFICIENCY

2016-17 ODLA PRE- AND POST-TEST OVERALL PROFICIENCY LEVEL



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Pre-Test Non-Proficient	51%	53%	48%	49%	42%	41%	49%	45%	47%	35%	26%	29%	22%
Post-Test Non-Proficient	43%	40%	39%	42%	36%	33%	36%	37%	41%	42%	41%	43%	37%
Pre-Test Limited	2%	4%	7%	6%	12%	12%	6%	9%	7%	16%	25%	22%	30%
Post-Test Limited	3%	3%	6%	3%	7%	11%	6%	8%	6%	3%	6%	4%	9%
Pre-Test Fluent	0%	0%	0%	0%	1%	2%	0%	0%	0%	1%	1%	0%	0%
Post-Test Fluent	0%	0%	0%	0%	1%	1%	1%	0%	0%	1%	0%	0%	0%
Pre-Test Error	1%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	2%	0%
Post-Test Error	0%	0%	0%	0%	1%	0%	1%	0%	0%	1%	0%	0%	2%

2016-17 ODLA PRE- AND POST-TEST PROFICIENCY LEVEL

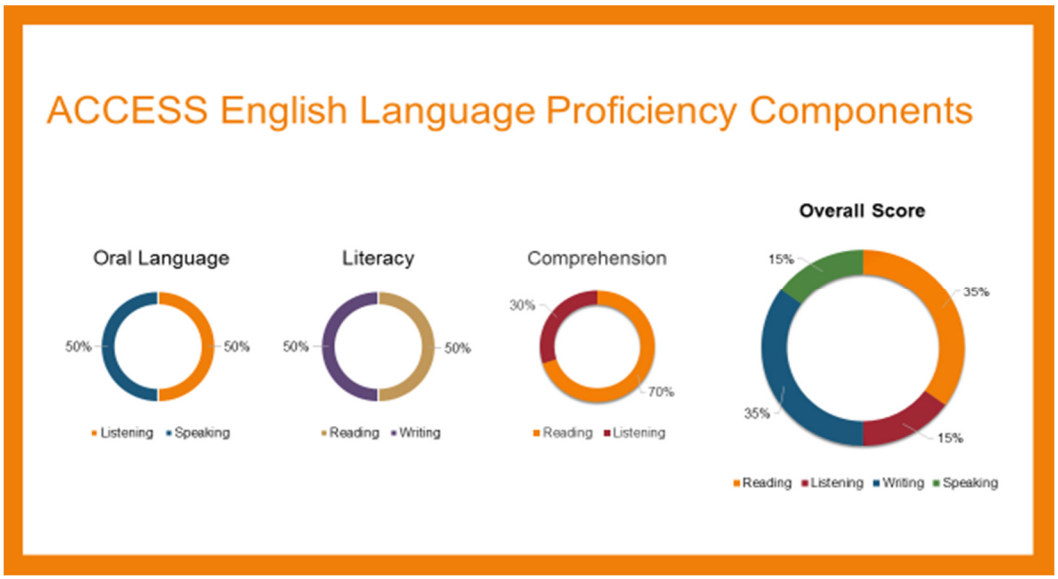


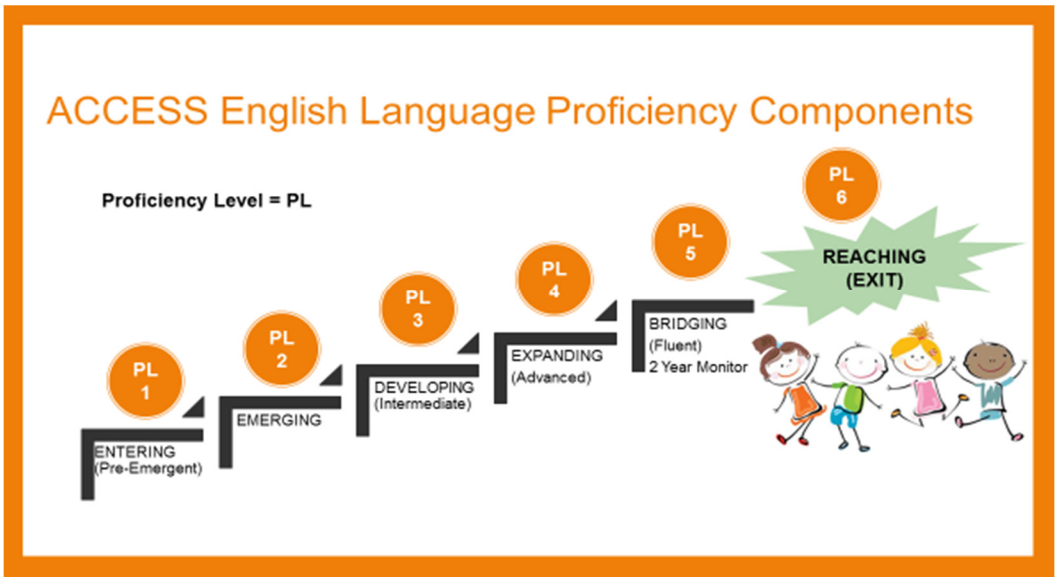
	CPHS	EBS	JNE	KCHS	KES	KMS	MESA	NAS	NES	NHS	NIZ	NMS	OJO	SHS	TBA
Pre-Test Non-Proficient	63%	27%	50%	34%	58%	43%	44%	48%	44%	43%	50%	49%	53%	16%	50%
Post-Test Non-Proficient	25%	34%	47%	41%	30%	44%	34%	42%	40%	40%	45%	34%	34%	45%	36%
Pre-Test Limited	13%	22%	1%	15%	8%	8%	11%	5%	10%	10%	3%	7%	1%	34%	6%
Post-Test Limited	0%	12%	1%	9%	3%	6%	11%	3%	5%	4%	0%	5%	11%	2%	8%
Pre-Test Fluent	0%	3%	0%	1%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Post-Test Fluent	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%
Pre-Test Error	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	1%	0%	0%	2%	0%
Post-Test Error	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%	1%	2%	0%	0%	0%

ACCESS Test

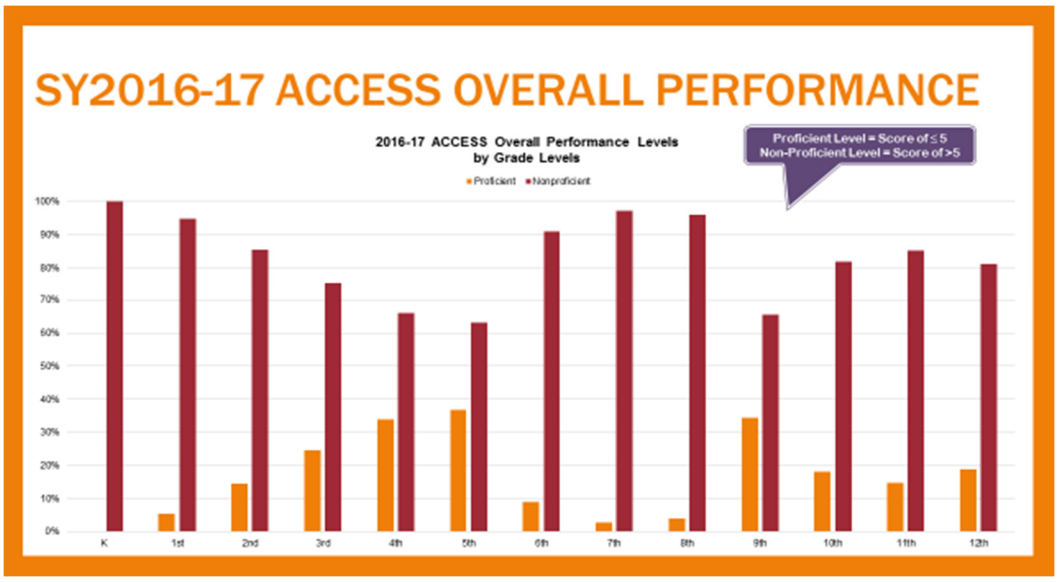
One of the best indicators of learning for English Learners is the ACCESS test. ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. Here are our results:

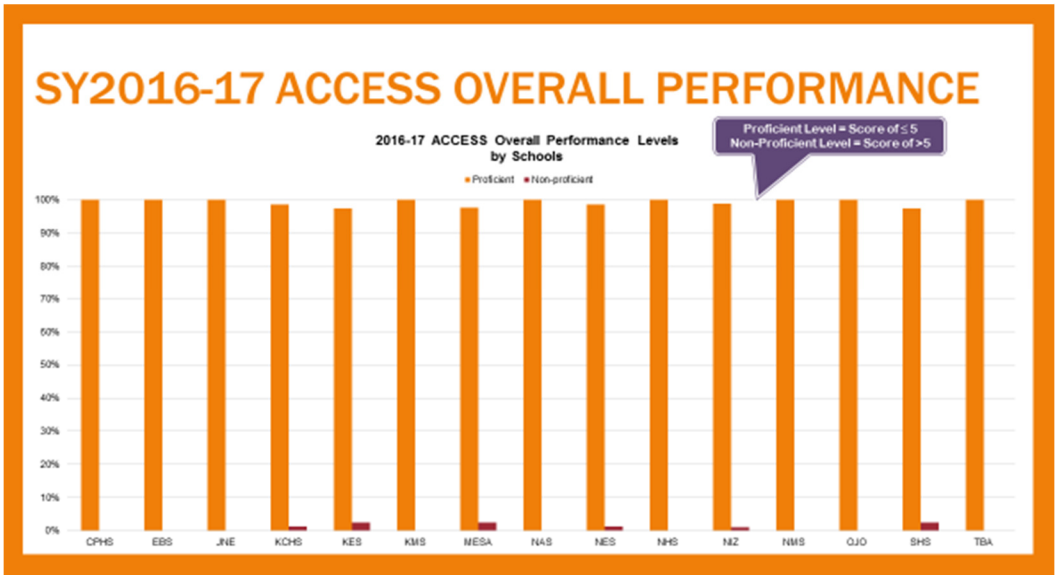
ACCESS COMPONENTS



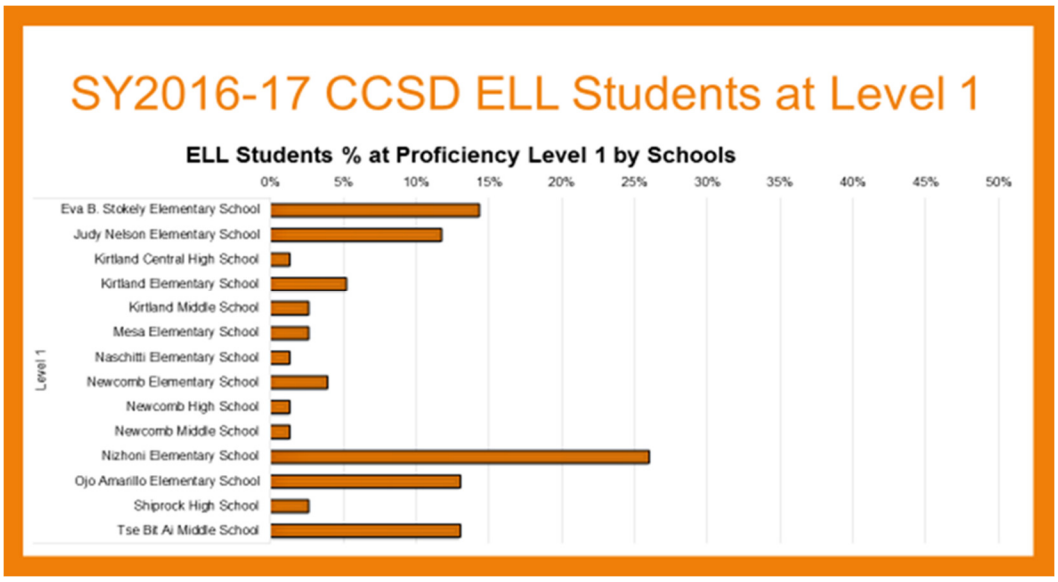


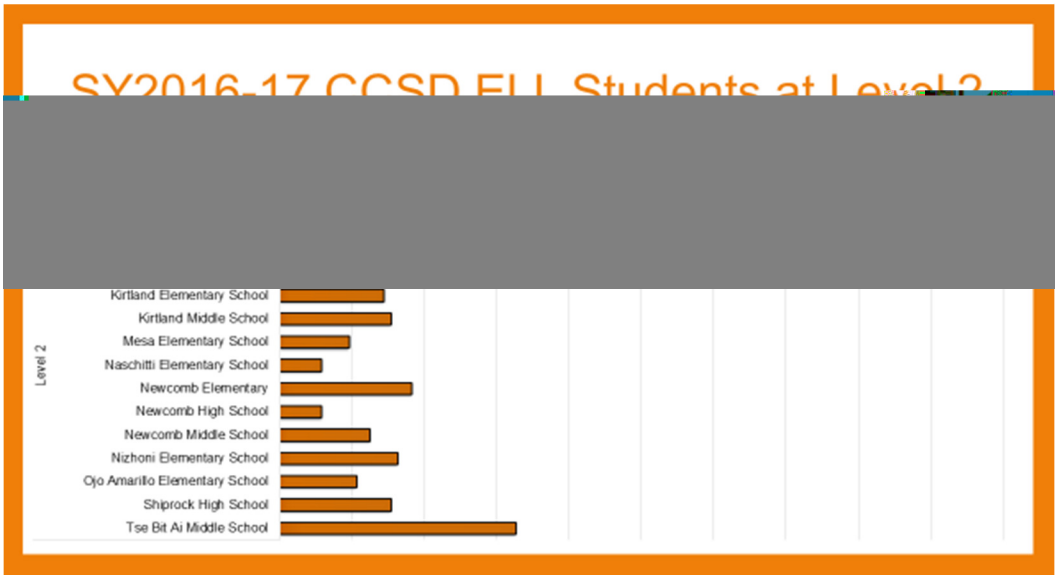
ACCESS OVERALL PERFORMANCE



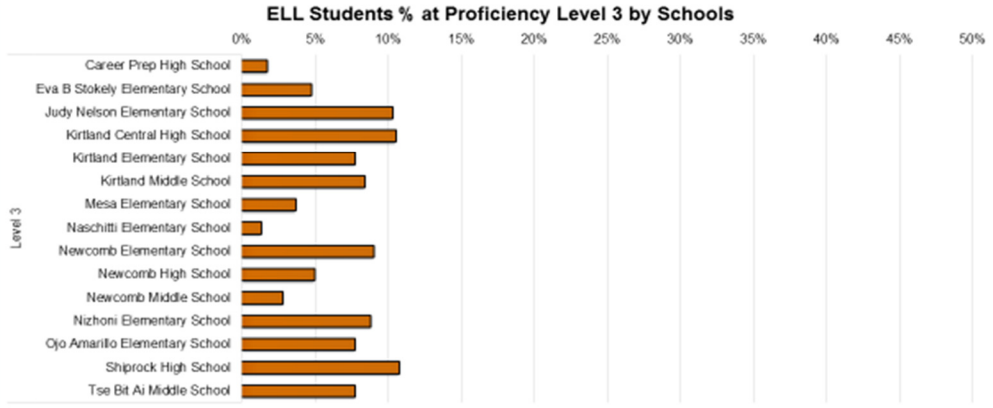


ACCESS PERFORMANCE BY LEVEL

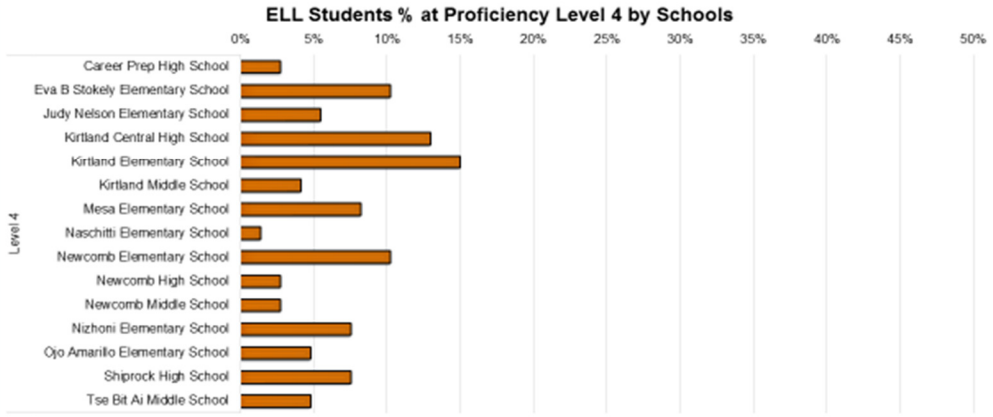


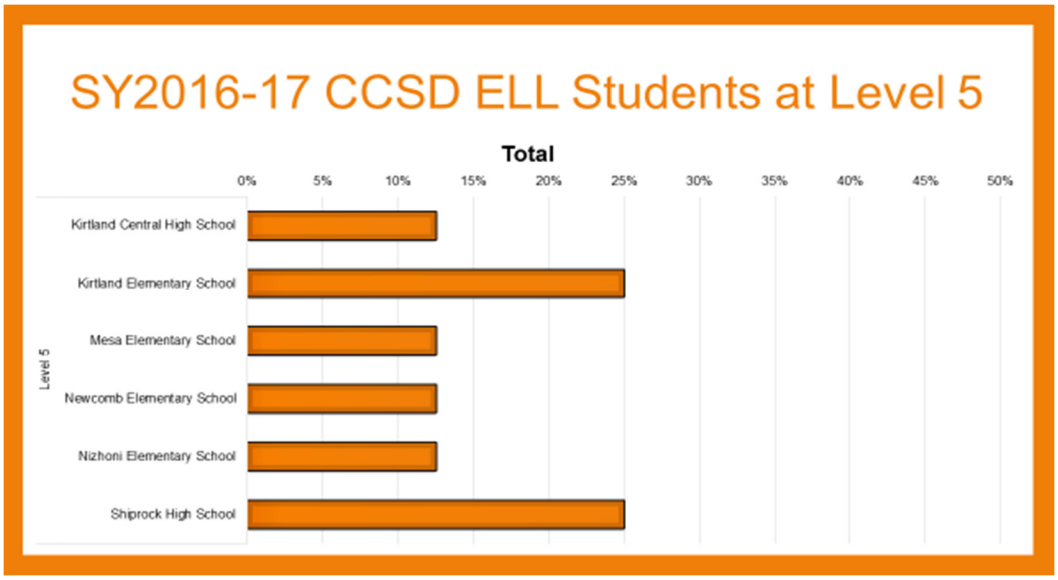


SY2016-17 CCSD ELL Students at Level 3

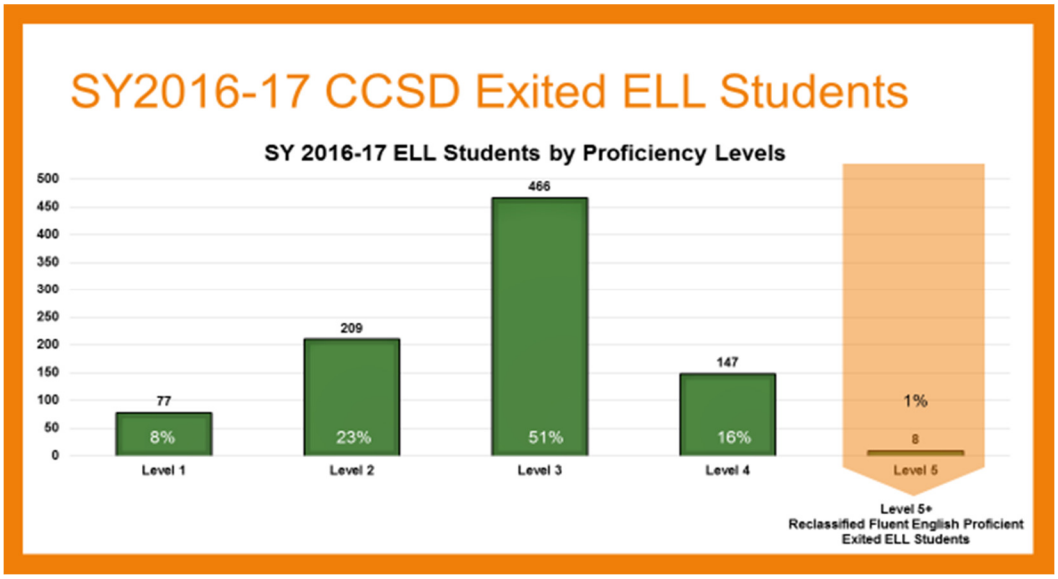


SY2016-17 CCSD ELL Students at Level 4





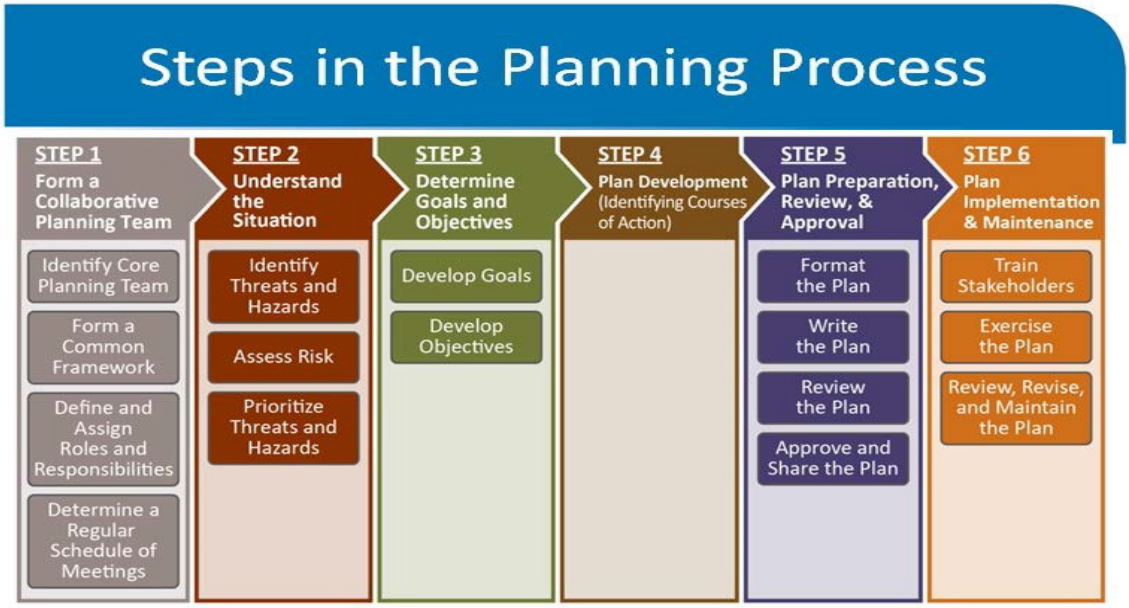
ACCESS OVERALL PERFORMANCE FOR EXITED ELL STUDENTS



Planning for School Safety:

The District has embraced the FEMA model for Incident Command and Response. Our team has responded to multiple crisis situations, teaming with local resources to assure the safety of our students.

The following processes are used to support school safety planning:



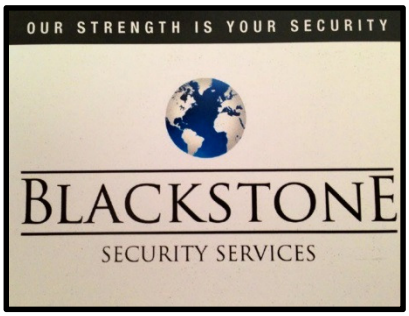
The district administration established training on using the Safe School Guide and technical assistance as needed for each of the requirements and components of the plan. In addition, the following required Assurance forms were uploaded into the WebEPSS as compliance documentation:

Assurances	
☐	Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
☐	Bullying Prevention
☐	Child Abuse and Neglect
☐	Discipline Policy (including Bus Disruptions)
☐	Emergency Drills
☐	Food Safety Inspections
☐	Identification and Badging
☐	Integrated Pest Management
☐	Review, Revise, and Share the Plan
☐	Tobacco, Alcohol and Drug Free Schools

A final review was completed and all 16 SSPs were submitted on February 8, 2017 for NMPED CSHWB review. In closing, Central Consolidated School District (CCSD) understands the importance of safety as a priority to the learning process for all stakeholders. CCSD organizes itself to respond with effectiveness to safety hazards and aims to strengthen our security and emergency preparedness through whole community involvement.

School Security

Central Consolidated School District is committed to the safety of our students, staff, and community. The District has worked hard to forge partnerships with the Navajo Nation Police Department as well as San Juan County Emergency Response and Law Enforcement. In addition to these partnerships, we employ:



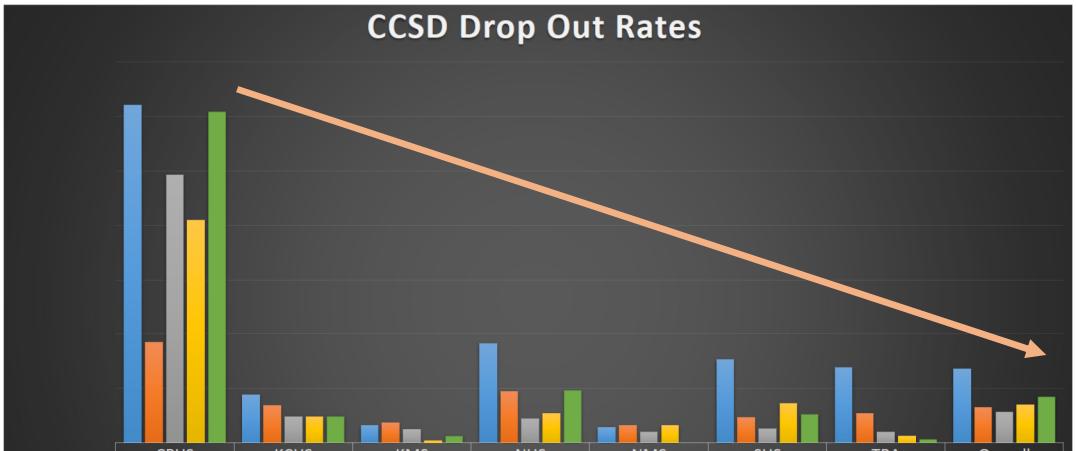
We contract seven (7) full-time Level 1 guards from Blackstone Security to protect our high schools and their surrounding schools.

In addition to the seven contract security guards, the District has a ten member Rapid Response Team of Level 3 trained security guards who also work for the Facilities Team. This team is able to rapidly respond to an emergency and provide trained support, no matter what the situation.

Finally, the District has embraced the Incident Command Team (ICT) system from FEMA. All members of the team are trained on FEMA emergency management protocols.

One of the best indicators of student success, aside from graduation rates, is dropout rates and attendance.

The District has seen a 2.6% reduction in dropout rates since the 2010-2011 school year. Decreases at individual school sites are as great as a 6.6% reduction in dropouts (Tse Bit Ai Middle School).



	CPHS	KCHS	KMS	NHS	NMS	SHS	TBA	Overall
2011-2010	31	4.4	1.6	9.1	1.4	7.6	6.9	6.8
2012-2013	9.2	3.4	1.8	4.7	1.6	2.3	2.7	3.2
2013-2014	24.6	2.4	1.2	2.2	1	1.3	1	2.8
2014-2015	20.5	2.4	0.2	2.7	1.6	3.6	0.6	3.5
2015-2016	30.4	2.4	0.6	4.8	0	2.6	0.3	4.2

Student Attendance as Measured by Habitual Truancy

Students are considered habitual truant when they miss 10 or more days per school year. CCSD has approximately 22% of students who fit this category. As attendance is important to learning, the District is taking steps to motivate students to attend school.

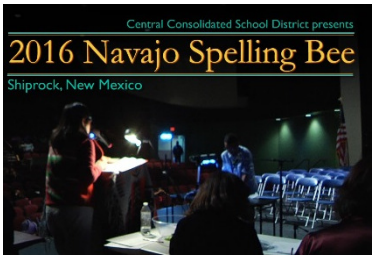
Full District Name	Dist Code	School Type	Enrollment Count	Habitual Count	Percent Habitual	Unexcused Count
CENTRAL CONSOLIDATED SCHOOLS	067	Elementary School	4,096	833	20.34%	2,857
		High School	2,193	468	21.34%	1,478
		Middle School	1,321	270	20.44%	1,036
[redacted]						
3,799	854	21.95%	2,791	REPORT TOTA		Elementary School
2,086	470	22.53%	1,444			High School
1,297	270	20.82%	1,027			Middle School
145	30	20.69%	96			Other
7,278	1,605	22.05%	5,354			Report Total

Navajo Knowledge Bowl

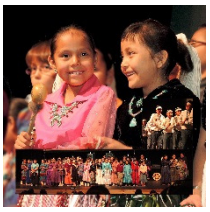
The Navajo Knowledge Bowl, hosted by CCSD was well attended. 14 school districts participated including: Aztec, Cuba, Central, Navajo Prep, Tseyieai, Whitehorse, Window Rock, and San Juan School District. The Knowledge Bowl consisted of five events consisting of: Navajo Reading, Navajo Writing, Navajo Speaking, Singing, and Group Singing.

Navajo Spelling Bee

Central Consolidated holds an annual Navajo Spelling Bee, testing the Navajo language spelling skills of fourth, fifth, and sixth grade students. Students are expected to not only spell the words correctly, but to also correctly insert the high-tones, glottal-stops, and nasal-tones into each word.



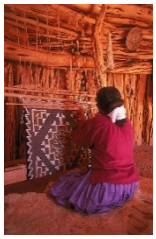
Bilingual Showcase



CCSD also hosts an annual Bilingual Showcase. Over 370 students participated from seven schools. The showcase included songs, skits, and dances. All culture were welcome to participate and we were pleased to have a demonstration from our Spanish and Filipino students, also.

Summer Language Camp

CCSD hosts a Summer Language Camp for our Navajo students. The camp lasts for ten days and is based on themes. This year's theme was Weaving. Students learned traditional weaving methods in an immersed language environment. 100 students participated in this unique opportunity.



Culture Nights

CCSD also hosts Navajo Language and Culture education nights for students and their families. The education nights cover seasonal themes and are held twice a week during winter and spring. This program is sponsored by and supported by Johnson O'Malley funds. – Students and families. Based on seasonal themes, done twice a week during winter and spring. Curriculum has been developed. Newcomb, Shiprock, and Kirtland. This is part of the JOM plan.

Northern Navajo Fair

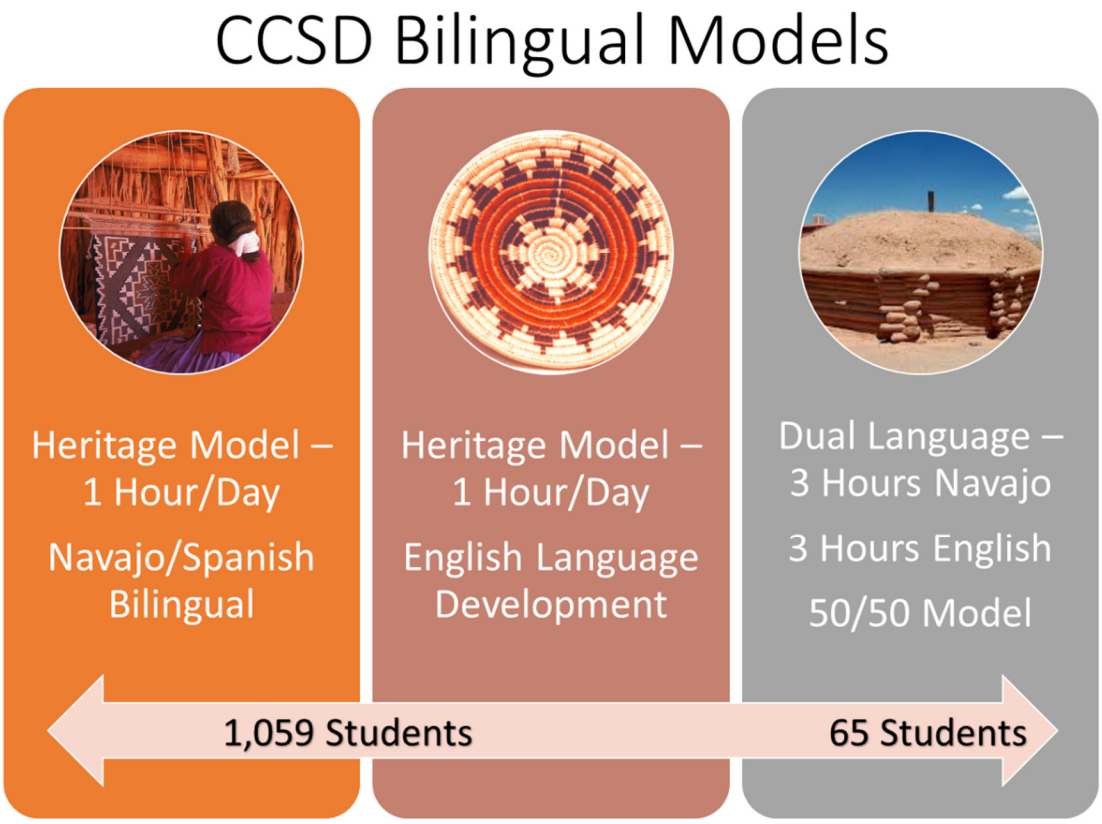
We proudly showcase our students and their achievements every year at the Shiprock Northern Navajo Fair. We have students present from each of our schools with presentations ranging from traditional dances to robotics to ROTC drill teams.

Cultural Counseling for Students and Parents

CCSD employed a Cultural Specialist, Sheldon Begay, who provided cultural counseling, field trips to sacred mountains, and support for our students. Mr. Begay provides an important supplement to our western counseling services and behavior supports as he works with students and families.

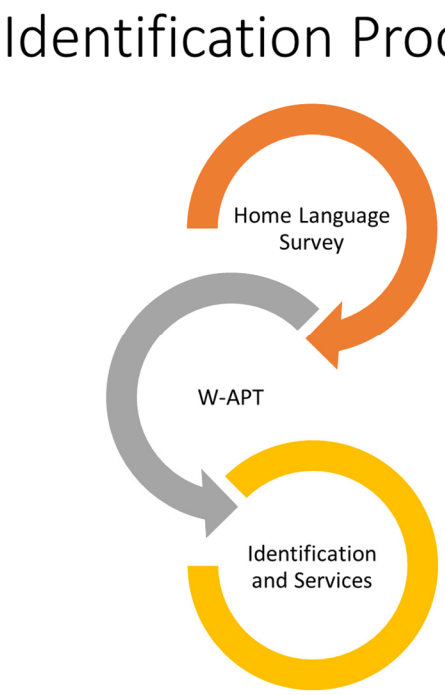
Dual Language Instructional Models for Native American Students

We offer a variety of models to meet the divergent needs of our students:



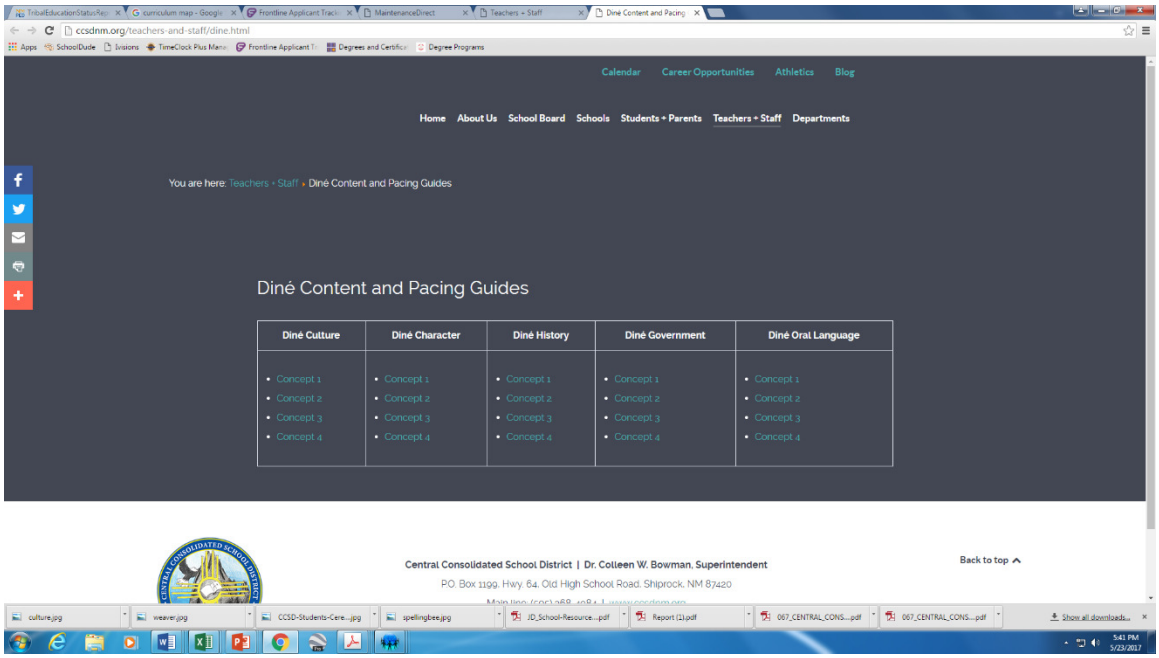
With this model, students are identified via the Home Language Survey. Students who are identified are then given the WAPT test to determine if they qualify as English Language Learners (ELL). Those who qualify are provided services under one of the models above ranging from the Heritage Model of 1 hour per day to the K-6 Immersion Model that provides 3 hours per day of direct instruction in Navajo and 3 hours per day of direct instruction in English.

To determine eligibility for our language models for Native Americans, we follow this process:



Curriculum Mapping for Navajo Teachers

CCSD invested heavily in the efforts of its teachers to build a curriculum for dual language. The curriculum currently in place with the bilingual teachers was created by CCSD staff. The team also built a curriculum map to assist teachers.

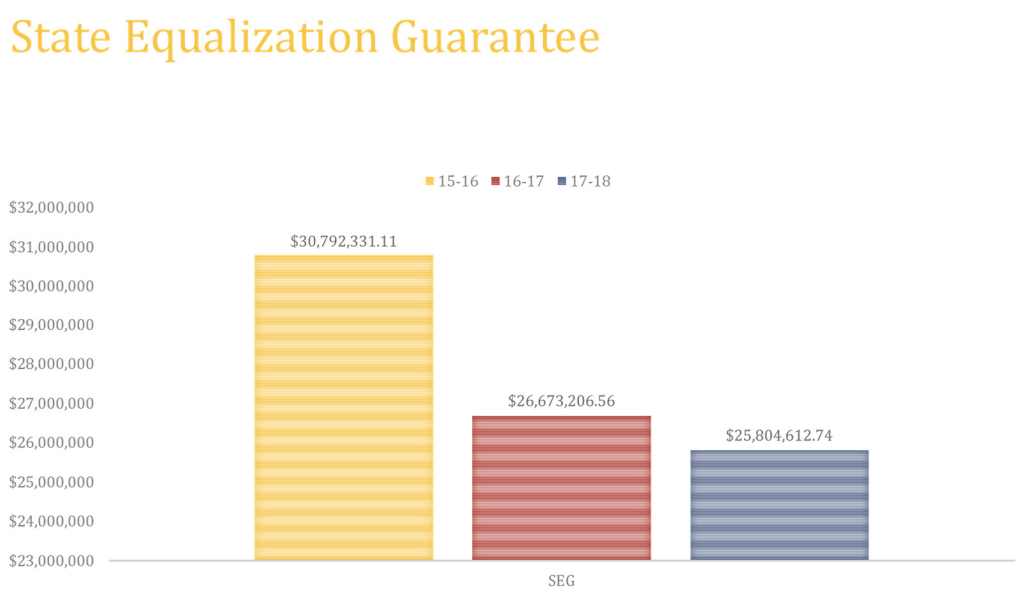


Focus On Learning
Central Consolidated School District is focused on putting the maximum number of dollars possible into the classroom. This consists not only of direct instruction, but also in providing the programs and facilities that support student success.

	Amount $	Percent %
Capital Outlay	$11,802,297	12.7
Central Services	$2,282,354	2.5
Community Services	$528,622	0.6
Debt Service	$5,426,862	5.8
Food Services	$3,409,874	3.7
General Administration	$2,248,392	2.4
Instruction	$40,029,688	43.1
Instructional Support Services	$2,696,906	2.9
Operations & Main[redacted]	[redacted]	[redacted]

Based on the above table, CCSD invests $49,310,749 or 53.1% of the Operating Budget directly into the classroom. All remaining services focus on students and their needs.

With fluctuations in the energy sector, the state of New Mexico is having some tough times financially. Due to drops in enrollment, hiring of less experienced teachers, and decreased state revenues, we have seen a steady decline in state dollars:



Taxbase and Bonding Capacity

Central Consolidated derives great stability from the large industries located within the district. Bond capacities are in large part determined by the assessed valuation of these industries.

Major Taxpayers -Central Consolidated School District

	Assessed Valuation 2014-15
PNM Electric	$214,165,264
Arizona Public Service Co.	83,038,749
San Juan Coal Co.	54,865,927
Tucson Electric Company	48,580,571
MSR Public Power	31,529,279
Southern Cal Public Power	28,880,255
El Paso Natural Gas	15,885,087
City of Farmington	13,531,766
City of Anaheim	12,923,062
Salt River Project	10,118,117

Assessed Valuation Comparison

Tax Year	San Juan County	Central Consol. School District	% of County
2014-15	$3,699,681,887	$676,859,712	18.30%
2013-14	3,659,080,964	772,842,252	21.12
2012-13	4,074,550,253	807,182,202	19.81
2011-12	4,015,634,242	823,052,887	20.50
2010-11	3,752,314,577	780,547,072	20.80
2009-10	4,765,779,308	690,015,115	14.48
2008-09	4,403,286,082	679,517,065	15.44
2007-08	4,259,131,064	666,134,877	15.64
2006-07	4,313,169,508	654,865,135	15.18
2005-06	3,658,523,737	655,470,115	17.92
2004-05	3,257,122,732	634,143,632	19.47
2003-04	2,683,859,099	634,462,625	19.64

In addition to a robust corporate tax base, Central also has a strong property tax base:

Abstract of Assessed Valuation

Property Tax Year Beginning Nov.:	2010	2011	2012	2013	2014
Land	$24,915,893	$27,524,075	$30,497,506	$30,775,266	$32,046,740
Improvements	63,944,761	68,373,868	72,720,055	73,541,202	95,002,040
Personal Property	4,780,697	4,401,268	4,192,115	4,732,667	5,029,357
Mobile Homes	6,714,702	6,519,004	6,675,530	6,449,115	6,343,689
Livestock	157,283	120,954	113,451	110,080	121,441
Assessor's Taxable Value	100,513,336	106,939,169	114,198,657	115,608,330	138,543,267
Exemptions:					
Head of Family	(1,626,496)	(1,610,469)	(1,632,868)	(1,693,581)	(1,709,575)
Veterans	(1,001,506)	(1,005,025)	(999,626)	(944,754)	(932,934)
Other	(5,803,736)	(7,221,378)	(8,392,669)	(8,389,105)	(28,336,773)
Total Exemptions	(8,431,738)	(9,836,872)	(11,025,163)	11,027,440	(30,979,282)
Assessor's Net Taxable Value	92,081,598	97,102,297	103,173,494	104,580,890	107,563,985
Oil and Gas*	8,025,066	10,631,551	9,835,750	6,415,561	8,432,118
Centrally Assessed Property	680,440,408	715,319,039	694,172,958	661,845,801	560,863,609
Total Net Taxable Value	$780,547,072	$823,052,887	$807,182,202	$772,842,252	$676,859,712

This does not include Impact Aid

DREAM DINÉ CHARTER SCHOOL

This charter school is operated out of Shiprock, New Mexico, and enrolls approximately **26 students**. The state-funded program cost for the school is **$482,000.00**.

If the students were to be enrolled at Central Schools, the District would receive approximately **$195,000.00**. Nearly all of the DREAM DINÉ charter school students are former students of Central Schools.

SAN JUAN EARLY COLLEGE HIGH SCHOOL

San Juan Early College High School is located in Farmington, New Mexico and draws students from area school districts.

For the 2016-2017 school year, there were 10 students. 10 more students are expected to sign up for 2017-2018, bringing the total to **20 students**. By sending these students to the San Juan Early College High School, the District will lose approximately **$150,000.00**.

While Central Schools supports school choice and educational options, the cost to the District is significant.

CCSD is working collaboratively with the Johnson O'Malley Indian Education Committee to approve the JOM Educational Plan, the JOM ByLaws, and Open Meetings Act. Members are represented at the following meetings:

- Navajo Nation JOM Regional Meetings
- National Nation Subcontractors Meetings
- New Mexico Government-to-Government Summit

The District participates in federal program audits, as required. We also have representation at the National Indian Education Association Conferences.

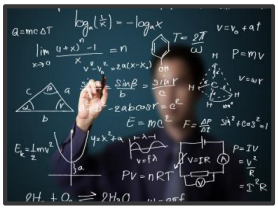
IF YOU BUILD IT, THEY WILL COME

Technical Apprenticeship Program (TAP): Modeled after the Academies of Nashville, this innovative program will provide work-study and apprenticeship opportunities to students in the areas of electrical, plumbing, heating/cooling, carpentry, landscaping, and more. The initial cohort will consist of 16 students and will focus on at-risk students.

Dual Language: Central Consolidated School District offers a K-5 immersive program that includes direct instruction in Navajo for ½ of the school day and direct instruction in English for the rest of the day. Culture and tradition are an essential component to this program.

Cultural Assistance Team: Recognizing that our district children are whole children, the district has invested in a Cultural Assistance Team (CAT). The team consists of behaviorists, cultural counselors, social workers, registered nurses, and special educators. This team provides guidance and assistance to schools to help our students succeed.

Alternative Opportunities for Learning: The District offers opportunities for students who are at-risk, credit deficient, or who are struggling with social issues to receive an education. Student Intervention Teams partner with local agencies to assist students in their quest to be successful.



High School Academies: CCSD is supporting the implementation of career cluster academies in the Newcomb, Shiprock, and Kirtland areas. Academies consist of areas like Nursing, Business/Technology, Culinary Arts, Dine' Studies, Indigenous Healthcare, Performing Arts, Welding, and more!

Early College Technical High School: CCSD is integrating corporate partners with education to offer wonderful high-tech learning opportunities with industry leaders.

District Indian Education Committee

Established by statute, we have a fully functional Indian Education Committee that oversees administration of the Title VII and Johnson O'Malley activities. They participate in reviewing student surveys and putting together the educational plan to improve learning, language, and culture for our students. Their activities are overseen by the CCSD School Board.

Local Chapters

CCSD has numerous Chapters with whom we interact including the following:

1. Bitl"aa bito (Beclabito) Chapter
2. T'iis Tsoh Sikaad (Burnham) Chapter
3. Gad'íí'áhí (Cudeii) Chapter
4. Naschitti Chapter
5. Nenahnezad Chapter
6. Newcomb Chapter
7. San Juan Chapter
8. Tsé Al Náozt' í (Sanostee) Chapter
9. Tó Haltsooí (Sheepsprings) Chapter
10. Shiprock Chapter
11. Tsé Daa Káán (Hogback) Chapter
12. Tóháálí /Bis Dah Łitso (Toadlena/Two Grey Hills) Chapter
13. Upper Fruitland Chapter

San Juan Chapter House

State and Federal Organizations

CCSD works directly with Title VII, Impact Aid, Johnson O'Malley, Department of Dine' Education (DODE), and the NM Public Education Department as partners in working to make sure that our programs are funded and that our students succeed.

Department of Diné Education

The Navajo Nation

NMPED

Public Education Department

MEETING THE NEEDS OF ALL DEPENDS ON MEETING THE NEEDS OF THE ONE

Central Schools has identified approximately 15% of its student population as students with disabilities. The largest group of students with disabilities is the category of Specific Learning Disability.

Budget:

		1617 Budget as of 09/30/2016	1617 Budget as of 12/31/2016	Current Balance as of 01/23/2017	Current Balance Remaining
11000	**Operational**	5,039,943.44	5,039,943.44	-	0%
24106	**IDEA B - Entitlement**	1,230,945.00	1,230,945.00	**50,574.08**	4%
24109	**IDEA B - Pre School**	45,180.00	45,180.00	**16,781.42**	37%
24112	**IDEA B - Intervention**	225,200.00	225,200.00	**225,200.00**	100%
25145	**Impact Aid - Special Ed**	965,869.00	965,869.00	**200,579.10**	21%
25153	**Medicaid**	327,678.00	327,678.00	**132,007.41**	40%
		$7,834,815.44	**$7,834,815.44**	**$625,142.01**	8%

Disability Categories

Disability	Count	Percent
Autistic	32	4%
Development Delayed	188	21%
Emotionally Disturbed	18	2%
Hearing Impaired	11	1%
Multiple Disability	31	3%
Other Health Impairment	72	8%
Orthopedically Impaired	1	0%
Speech Language	36	4%
Specific Learning Disability	461	52%
Speech Only	27	3%
Traumatic Brain Injury	12	1%
Visually Impaired	3	0%

CREATING BEAUTIFUL PLACES TO LEARN

The total district facility inventory square footage is 1,692,931 square feet comprised of 1,633,563 square feet of permanent facilities and 59,368 square feet of portable facilities. There is a total of 583 instructional spaces throughout the district's 16 schools. 526 instructional spaces are located in permanent facilities and 57 are in portables.

CCSD is an award-winning district, recognized by the Public Schools Facility Authority (PSFA) as the most improved school district in the state in 2016.