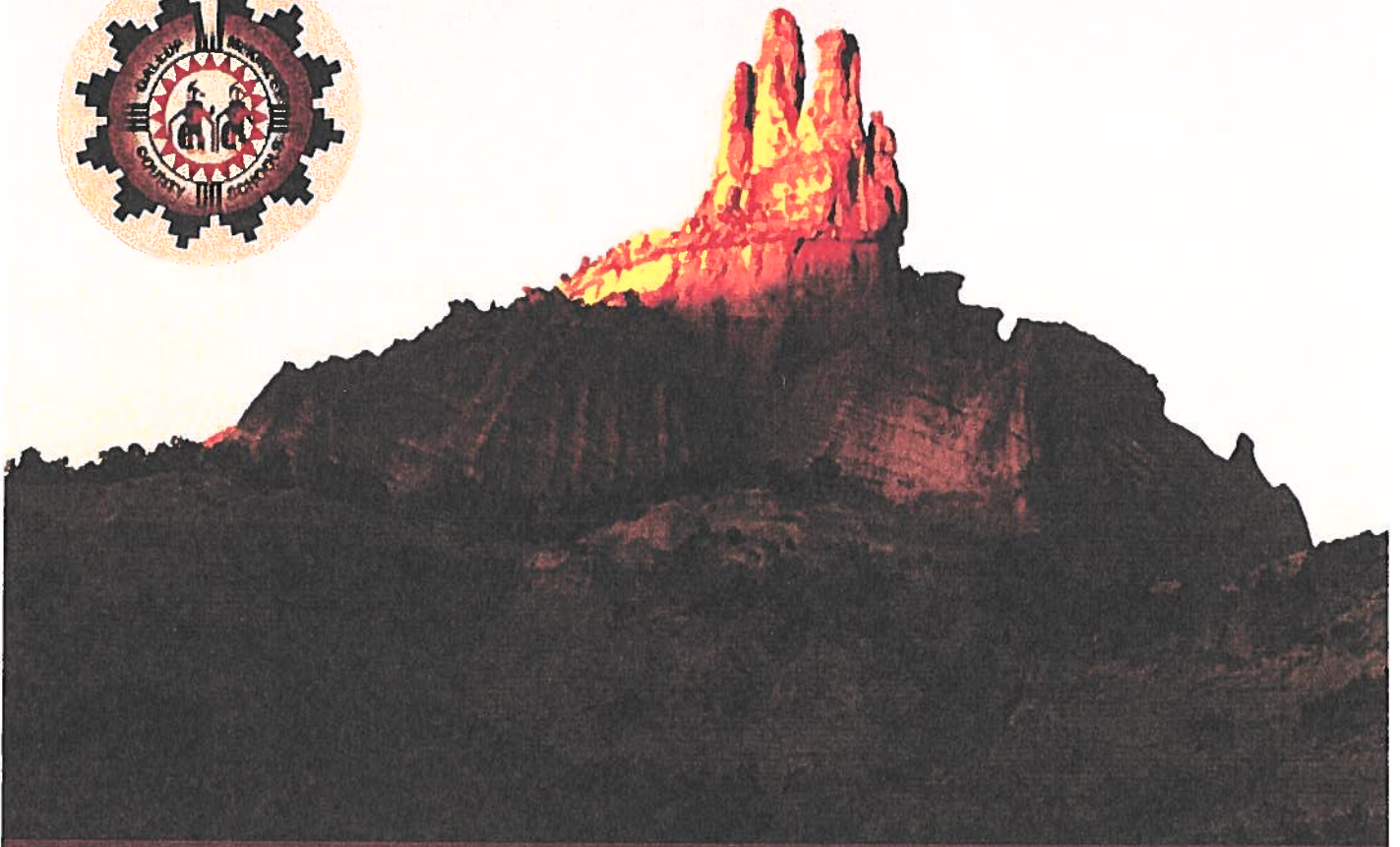


# Gallup McKinley County Schools



## Tribal Education Status Report SY 15-16

**Growing Students to be  
Productive Citizens in a  
Multi-Cultural Society**





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## INTRODUCTION

The New Mexico Indian Education Act requires each school district with tribal lands located within its boundaries to provide a districtwide tribal education status report beginning with SY 2015-2016. The Gallup McKinley County Schools' Tribal Education Status Report shows tables and documentation for the following areas as required by Article 23A Indian Education 22-23A-7 Report.

1. Student achievement
2. School safety
3. Graduation rate
4. Attendance
5. Parent and Community Involvement
6. Educational programs targeting tribal students
7. Financial reports
8. Current status of federal Indian Policies and Procedures
9. School district initiatives to decrease the number of student dropouts and increase attendance
10. Public school use and variable school calendars
11. School district consultations with district Indian Education committees, school- stie parent advisory councils, tribal, municipal and Indian organization and
12. Indigenous research and evaluation measures and results for effective curricula for tribal students.

Public schools within Gallup McKinley County Schools are located on or near the Zuni and Navajo Indian Reservations. With over 82% of the student population identified as American Indian, the school district works collaboratively with the Zuni and Navajo Tribes as well as the district's Indian Education Committee. The district also holds public hearings at different school sites and at chapter meetings to gain feedback from parents and the community about various programs serving students.





## STUDENT DEMOGRAPHICS

TOTAL	Asian	Black	Caucasian	America Indian	Pacific Islander	Total
Elementary	48	28	1029	5027	10	6142
Middle	18	10	407	2131	3	2569
High	47	20	536	3409	1	4023
	113	58	1972	10567	14	12734

ELEMENTARY	Asian	Black	Caucasian	American Indian	Pacific Islander	Total
Chee Dodge	2	0	1	376	0	379
Church Rock	0	0	3	397	0	400
Crownpoint	2	2	4	430	0	438
David Skeet	0	0	7	229	0	236
Indian Hills	0	0	92	227	1	320
Jefferson	1	2	138	202	0	343
Juan de Onate	0	2	85	272	0	359
Lincoln	6	3	85	181	1	276
Navajo	2	0	0	341	0	343
Ramah	1	0	43	159	2	205
Red Rock	19	7	202	157	2	387
Rocky View	0	2	69	309	0	380
Roosevelt	3	4	84	172	2	265
Stagecoach	2	1	62	259	0	324
Thoreau	1	0	24	348	2	375
Tobe Turpen	2	4	47	381	0	434
Tohatchi	2	0	1	221	0	224
Twin Lakes	2	0	0	214	0	216
Washington	3	1	82	152	0	238
	48	28	1029	5027	10	6142



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MIDDLE	Asian	Black	Caucasian	American Indian	Pacific Islander	Total
Chief Manuelito	4	4	98	538	0	645
Crownpoint	3	1	1	156	0	161
Gallup Middle	8	3	149	281	2	443
John F Kennedy	3	2	149	552	0	706
Navajo	0	0	0	137	1	138
Thoreau	0	0	9	266	0	275
Tohatchi	0	0	1	200	1	201
	18	10	407	2130	4	2569

HIGH	Asian	Black	Caucasian	American Indian	Pacific Islander	Total
Crownpoint	1	1	1	276	1	280
Gallup Central	3	1	39	335	0	378
Gallup Hgih	8	10	168	802	0	998
Miyamura	26	7	282	888	0	1203
Navajo Pine	3	0	1	169	0	173
Ramah	1	1	31	178	0	211
Thoreau	4	0	10	362	0	376
Tohatchi	1	0	3	270	0	274
Tseyigai	0	0	1	129	0	130
	47	20	536	3409	1	4023

For school year 2015-2016, Gallup McKinley County Schools had 82.9 % of their students identified as American Indian. Caucasian students comprised 15% of the total population with Asian, Black and Pacific Islander students with less than 1% each. The demographics show the schools within the boundaries of Gallup with a more diverse student population.

The demographics also show that the majority of Caucasian students attend the schools within the boundaries of Gallup. A majority of Pacific Islander students and 42% of the Asian students attend county area schools.

## STUDENT ACHIEVEMENT FOR SCHOOL YEAR 2015-2016

In school year 2015-2016, Gallup McKinley County School District continued its journey of school turnaround. In 2014-2015, prompted by historical low student achievement, the district was approved to join the University of Virginia's Partnership for Leaders in Education (PLE) program for turning around low performing schools. The first round of schools selected for cohort 11 were Chee Dodge Elementary, Crownpoint Elementary, David Skeet Elementary, Juan de Onate Elementary, Navajo Elementary and Stagecoach Elementary schools. The leaders of the schools, along with district leaders, went through training to address low student achievement. In addition, several schools were accepted into the New Mexico's Principals' Pursuing Excellence (PPE) program: Red Rock Elementary, Thoreau Middle, Gallup Middle and Crownpoint High.

In school year 2015-2016, another cohort of schools was accepted to the University of Virginia's Partnership for Leaders in Education (PLE) program. The schools in cohort 12 were Rocky View Elementary, Ramah Elementary, Church Rock Elementary, Twin Lakes Elementary, Tohatchi Middle and Crownpoint Middle Schools. The schools in the PLE program continued to have a district shepherd for additional support to help implement their strategic 90 day plans to improve student achievement. All six schools got an instructional coach and extra funding for professional development. Throughout the school year, the school and district leaders received additional training and support from the PLE program.

The same year, another cohort of schools was admitted into the New Mexico Principals Pursuing Excellence program. They were Indian Hills Elementary, Tobe Turpen Elementary, Jefferson Elementary, Thoreau High and Navajo Pine High schools. These schools also had additional support from a district zone director with implementing strategic 90 day plans. They also received training and received more funding for differentiated professional development.

The district focused on addressing core instructional delivery, climate and culture, data driven instruction and providing quality observation and feedback to teachers. Principals, teachers, instructional coaches and district personnel received differentiated training and support throughout the school year on coaching and leadership.

As a result of these efforts, school ratings from the New Mexico School Grading System improved. There were two schools with an A up from one school in SY 14-15. B rated schools improved from 4 to 9. The C rated schools stayed the same at 17. The number of D rated schools decreased from 9 to 7. There was no F rated schools in SY 15-16.

The following pages of elementary, middle and high school assessment results were disaggregated by grades, schools and subject. There are pockets of student growth in grades and in subjects.



ELEMENTARY ASSESSMENT DATA		READING	
School by K Grade	Group	Count	% Proficient & Above
Districtwide	All	805	77.1
	American Indian	650	74.9
Chee Dodge Elementary	All	47	95.7
	American Indian	46	95.7
Church Rock Elementary	All	56	98.2
	American Indian	55	98.2
Crownpoint Elementary	All	62	77.4
	American Indian	60	76.7
David Skeet Elementary	All	28	71.4
	American Indian	28	71.4
Indian Hills Elementary	All	41	85.4
	American Indian	32	81.3
Jefferson Elementary	All	40	70.0
	American Indian	22	54.5
Juan de Onate Elementary	All	50	62.0
	American Indian	39	53.8
Lincoln Elementary	All	40	82.5
	American Indian	20	85.0
Navajo Elementary	All	43	69.8
	American Indian	43	69.8
Ramah Elementary	All	27	77.8
	American Indian	23	73.9
Red Rock Elementary	All	44	77.3
	American Indian	14	50.0
Rocky View Elementary	All	56	69.6
	American Indian	45	66.7
Roosevelt Elementary	All	41	61.0
	American Indian	24	58.3
Stagecoach Elementary	All	43	55.8
	American Indian	35	45.7
Thoreau Elementary	All	47	89.4
	American Indian	42	90.5
Tobe Turpen Elementary	All	57	78.9
	American Indian	47	76.6
Tohatchi Elementary	All	23	65.2
	American Indian	22	63.6
Twin Lakes Elementary	All	31	80.6
	American Indian	31	80.6
Washington Elementary	All	29	89.7
	American Indian	22	90.9

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		READING	
School by 1 <sup>st</sup> Grade	Group	Count	% Proficient & Above
Districtwide	All	835	55.4
	American Indian	661	52.3
Chee Dodge Elementary	All	44	59.1
	American Indian	44	59.1
Church Rock Elementary	All	67	46.3
	American Indian	64	46.9
Crownpoint Elementary	All	64	71.9
	American Indian	62	71.0
David Skeet Elementary	All	25	84.0
	American Indian	22	86.4
Indian Hills Elementary	All	45	73.3
	American Indian	32	75.0
Jefferson Elementary	All	52	53.8
	American Indian	27	48.1
Juan de Onate Elementary	All	47	36.2
	American Indian	39	28.2
Lincoln Elementary	All	34	61.8
	American Indian	20	50.0
Navajo Elementary	All	49	26.5
	American Indian	49	26.5
Ramah Elementary	All	26	38.5
	American Indian	17	35.3
Red Rock Elementary	All	53	73.6
	American Indian	21	61.9
Rocky View Elementary	All	45	71.1
	American Indian	35	71.4
Roosevelt Elementary	All	37	64.9
	American Indian	23	60.9
Stagecoach Elementary	All	43	48.8
	American Indian	31	45.2
Thoreau Elementary	All	40	55.0
	American Indian	34	55.9
Tobe Turpen Elementary	All	66	51.5
	American Indian	57	49.1
Tohatchi Elementary	All	33	45.5
	American Indian	33	45.5
Twin Lakes Elementary	All	31	41.9
	American Indian	30	40.0
Washington Elementary	All	34	50.0
	American Indian	21	47.6

Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

		READING	
School by 2 <sup>nd</sup> Grade	Group	Count	% Proficient & Above
Districtwide	All	830	53.9
	American Indian	657	51.4
Chee Dodge Elementary	All	54	25.9
	American Indian	54	25.9
Church Rock Elementary	All	56	21.4
	American Indian	55	20.0
Crownpoint Elementary	All	54	68.5
	American Indian	54	68.5
David Skeet Elementary	All	25	76.0
	American Indian	23	73.9
Indian Hills Elementary	All	38	63.2
	American Indian	25	60.0
Jefferson Elementary	All	45	53.3
	American Indian	25	56.0
Juan de Onate Elementary	All	47	46.8
	American Indian	33	48.5
Lincoln Elementary	All	41	56.1
	American Indian	26	53.8
Navajo Elementary	All	47	53.2
	American Indian	47	53.2
Ramah Elementary	All	26	69.2
	American Indian	23	65.2
Red Rock Elementary	All	58	63.8
	American Indian	23	52.2
Rocky View Elementary	All	57	61.4
	American Indian	47	66.0
Roosevelt Elementary	All	39	71.8
	American Indian	20	75.0
Stagecoach Elementary	All	46	34.8
	American Indian	33	24.2
Thoreau Elementary	All	48	58.3
	American Indian	44	56.8
Tobe Turpen Elementary	All	58	50.0
	American Indian	48	47.9
Tohatchi Elementary	All	30	70.0
	American Indian	29	69.0
Twin Lakes Elementary	All	28	57.1
	American Indian	28	57.1
Washington Elementary	All	33	57.6
	American Indian	20	50.0

**Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016**

School by 3 <sup>rd</sup> Grade	Group	READING		MATH	
		Count	% Proficient & Above		% Proficient & Above
Districtwide	All	841	12.0	841	19.0
	American Indian	663	9.4	664	15.5
Chee Dodge Elementary	All	46	2.2	46	13.0
	American Indian	46	2.2	46	13.0
Church Rock Elementary	All	52	1.9	52	3.8
	American Indian	49	2.0	49	2.0
Crownpoint Elementary	All	61	3.3	61	8.2
	American Indian	59	3.4	59	8.5
David Skeet Elementary	All	30	20.0	30	23.3
	American Indian	28	21.4	28	21.4
Indian Hills Elementary	All	43	23.3	42	38.1
	American Indian	31	22.6	31	32.3
Jefferson Elementary	All	48	14.6	48	29.2
	American Indian	27	14.8	27	25.9
Juan de Onate Elementary	All	40	17.5	40	12.5
	American Indian	22	18.2	22	18.2
Lincoln Elementary	All	35	20.0	35	37.1
	American Indian	20	15.0	20	30.0
Navajo Elementary	All	52	5.8	52	9.6
	American Indian	51	3.9	51	7.8
Ramah Elementary	All	29	3.4	29	6.9
	American Indian	22	4.5	22	4.5
Red Rock Elementary	All	58	22.4	58	31.0
	American Indian	19	10.5	19	21.1
Rocky View Elementary	All	54	20.4	54	25.9
	American Indian	38	21.1	38	26.3
Roosevelt Elementary	All	31	16.1	31	19.4
	American Indian	21	14.3	21	19.0
Stagecoach Elementary	All	44	18.2	44	27.3
	American Indian	39	12.8	39	20.5
Thoreau Elementary	All	61	11.5	61	21.3
	American Indian	56	10.7	56	21.4
Tobe Turpen Elementary	All	60	1.7	60	6.7
	American Indian	54	1.9	54	5.6
Tohatchi Elementary	All	34	17.6	35	20.0
	American Indian	33	15.2	34	17.6
Twin Lakes Elementary	All	32	9.4	32	12.5
	American Indian	31	6.5	31	9.7
Washington Elementary	All	31	6.5	31	22.6
	American Indian	17	5.9	17	17.6

Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

School by 4 <sup>th</sup> Grade	Group	READING		MATH		SCIENCE	
		Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	814	12.9	815	17.4	805	19.9
	American Indian	635	9.3	636	13.4	626	15.0
Chee Dodge Elementary	All	49	14.3	50	18.0	50	14.0
	American Indian	49	14.3	50	18.0	50	14.0
Church Rock Elementary	All	49	4.1	49	8.2	49	10.2
	American Indian	49	4.1	49	8.2	49	10.2
Crownpoint Elementary	All	57	5.3	57	14.0	57	15.8
	American Indian	54	3.7	54	13.0	53	11.3
David Skeet Elementary	All	39	20.5	39	30.8	39	30.8
	American Indian	39	20.5	39	30.8	39	30.8
Indian Hills Elementary	All	42	23.8	41	39.0	40	27.5
	American Indian	24	25.0	24	33.3	24	25.0
Jefferson Elementary	All	42	4.8	42	19.0	42	21.4
	American Indian	20	5.0	20	10.0	20	15.0
Juan de Onate Elementary	All	42	11.9	42	14.3	42	7.1
	American Indian	32	6.3	32	9.4	32	3.1
Lincoln Elementary	All	38	7.9	38	13.2	36	11.1
	American Indian	21	4.8	21	9.5	19	10.5
Navajo Elementary	All	46	2.2	46	4.3	45	13.3
	American Indian	46	2.2	46	4.3	45	13.3
Ramah Elementary	All	26	11.5	26	23.1	26	30.8
	American Indian	18	5.6	18	16.7	18	16.7
Red Rock Elementary	All	56	33.9	56	41.1	56	51.8
	American Indian	22	18.2	22	22.7	22	31.8
Rocky View Elementary	All	42	9.5	42	11.9	41	14.6
	American Indian	31	12.9	31	12.9	30	13.3
Roosevelt Elementary	All	37	27.0	37	16.2	37	29.7
	American Indian	22	18.2	22	13.6	22	31.8
Stagecoach Elementary	All	45	8.9	45	15.6	44	22.7
	American Indian	40	7.5	40	12.5	39	20.5
Thoreau Elementary	All	55	18.2	55	16.4	52	19.2
	American Indian	48	14.6	48	14.6	46	13.0
Tobe Turpen Elementary	All	58	3.4	59	8.5	59	11.9
	American Indian	46	4.3	46	6.5	46	13.0
Tohatchi Elementary	All	29	6.9	29	3.4	28	3.6
	American Indian	27	3.7	27	3.7	26	3.8
Twin Lakes Elementary	All	28	10.7	28	3.6	28	7.1
	American Indian	28	10.7	28	3.6	28	7.1
Washington Elementary	All	33	21.2	33	27.3	34	29.4
	American Indian	18	11.1	18	22.2	18	16.7



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School by 5 <sup>th</sup> Grade	Group	READING		MATH	
		Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	820	15.2	819	18.9
	American Indian	634	11.5	633	16.0
Chee Dodge Elementary	All	57	8.8	58	8.6
	American Indian	56	7.1	57	7.0
Church Rock Elementary	All	44	6.8	44	9.1
	American Indian	42	7.1	42	7.1
Crownpoint Elementary	All	62	9.7	61	18.0
	American Indian	61	9.8	60	18.3
David Skeet Elementary	All	44	13.6	44	13.6
	American Indian	44	13.6	44	13.6
Indian Hills Elementary	All	45	42.2	45	35.6
	American Indian	26	34.6	26	30.8
Jefferson Elementary	All	36	25.0	36	25.0
	American Indian	16	25.0	16	31.3
Juan de Onate Elementary	All	58	24.1	58	25.9
	American Indian	37	27.0	37	29.7
Lincoln Elementary	All	30	26.7	30	53.3
	American Indian	14	14.3	14	35.7
Navajo Elementary	All	42	4.8	42	4.8
	American Indian	42	4.8	42	4.8
Ramah Elementary	All	34	8.8	34	2.9
	American Indian	24	4.2	24	4.2
Red Rock Elementary	All	51	19.6	51	37.3
	American Indian	24	12.5	24	41.7
Rocky View Elementary	All	48	16.7	48	14.6
	American Indian	37	8.1	37	16.2
Roosevelt Elementary	All	37	8.1	37	8.1
	American Indian	22	9.1	22	13.6
Stagecoach Elementary	All	41	17.1	41	17.1
	American Indian	31	9.7	31	16.1
Thoreau Elementary	All	51	13.7	51	9.8
	American Indian	47	12.8	47	10.6
Tobe Turpen Elementary	All	51	7.8	51	23.5
	American Indian	38	2.6	38	10.5
Tohatchi Elementary	All	37	10.8	36	27.8
	American Indian	34	5.9	33	21.2
Twin Lakes Elementary	All	25	24.0	25	20.0
	American Indian	24	25.0	24	16.7
Washington Elementary	All	27	3.7	27	11.1
	American Indian	15	6.7	15	13.3

## MIDDLE SCHOOL ASSESSMENT DATA

School by 6th Grade	Group	READING		MATH	
		Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	770	16.6	771	12.2
	American Indian	619	12.6	620	9.8
Chief Manuelito Middle	All	187	20.3	188	14.9
	American Indian	154	15.6	155	12.9
Crownpoint Middle	All	53	17.0	53	17.0
	American Indian	51	13.7	51	15.7
Gallup Middle	All	135	32.6	135	14.1
	American Indian	84	25.0	84	9.5
John F Kennedy Middle	All	220	13.2	221	15.4
	American Indian	167	11.4	168	13.1
Navajo Middle	All	34	5.9	34	2.9
	American Indian	33	6.1	33	3.0
Ramah High	All	29	3.4	29	3.4
	American Indian	24	4.2	24	4.2
Thoreau Middle	All	63	4.8	62	4.8
	American Indian	57	3.5	56	3.6
Tohatchi Middle	All	46	6.5	46	2.2
	American Indian	46	6.5	46	2.2



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School by 7th Grade	Group	READING		MATH		SCIENCE	
		Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	828	16.1	829	7.8	826	23.7
	American Indian	643	11.8	643	5.3	644	17.1
Chief Manuelito Middle	All	198	14.6	198	3.5	198	19.2
	American Indian	159	13.2	159	3.1	161	16.1
Crownpoint Middle	All	38	21.1	38	18.4	37	27.0
	American Indian	35	17.1	35	14.3	34	20.6
Gallup Middle	All	141	28.4	142	9.2	143	40.6
	American Indian	78	17.9	79	5.1	80	25.0
John F Kennedy Middle	All	218	13.8	219	12.8	216	29.2
	American Indian	147	6.8	147	7.5	145	22.1
Navajo Middle	All	43	7.0	43	2.3	42	9.5
	American Indian	43	7.0	43	2.3	42	9.5
Ramah High	All	27	7.4	27	3.7	27	7.4
	American Indian	22	4.5	22	4.5	22	4.5
Thoreau Middle	All	85	11.8	84	4.8	86	12.8
	American Indian	83	12.0	82	4.9	85	1
Tohatchi Middle	All	74	14.9	74	4.1	72	12.5
	American Indian	72	15.3	72	2.8	71	12.7



Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

School by 8th Grade	Group	READING		MATH	
		Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	839	20.7	837	12.3
	American Indian	675	18.4	673	9.2
Chief Manuelito Middle	All	206	26.2	205	10.2
	American Indian	167	25.7	166	9.6
Crownpoint Middle	All	58	6.9	58	12.1
	American Indian	56	7.1	56	12.5
Gallup Middle	All	125	22.4	127	15.0
	American Indian	75	14.7	76	3.9
John F Kennedy Middle	All	213	25.8	212	21.2
	American Indian	152	23.0	151	17.9
Navajo Middle	All	40	7.5	40	5.0
	American Indian	40	7.5	40	5.0
Ramah High	All	18	5.6	18	16.7
	American Indian	11	9.1	11	9.1
Thoreau Middle	All	96	24.0	95	1.1
	American Indian	92	22.8	92	1.1
Tohatchi Middle	All	76	9.2	76	6.6
	American Indian	76	9.2	76	6.6





## HIGH SCHOOL ASSESSMENT DATA

School by 9th Grade	Group	READING		MATH	
		Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	880	18.4	882	12.9
	American Indian	689	13.6	691	9.3
Crownpoint High	All	58	8.6	65	7.7
	American Indian	55	7.3	62	6.5
Gallup Central High	All	18	5.6	20	5.0
	American Indian	16	6.3	17	5.9
Gallup High	All	224	21.4	221	10.4
	American Indian	173	16.2	170	8.2
Miyamura High	All	329	24.3	327	23.5
	American Indian	210	17.1	209	17.7
Navajo Pine High	All	32	12.5	32	9.4
	American Indian	31	12.9	31	9.7
Ramah High	All	27	7.4	27	3.7
	American Indian	19	5.3	19	5.3
Thoreau High	All	99	17.2	98	3.1
	American Indian	93	16.1	92	3.3
Tohatchi High	All	69	7.2	68	2.9
	American Indian	68	7.4	67	3.0
Tse Yi Gai High	All	23	4.3	23	4.3
	American Indian	23	4.3	23	4.3





Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

School by 10th Grade	Group	READING		MATH	
		Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	876	23.2	874	8.2
	American Indian	704	20.2	702	6.6
Crownpoint High	All	52	11.5	47	4.3
	American Indian	51	11.8	46	4.3
Gallup Central High	All	29	3.4	35	2.9
	American Indian	22	4.5	27	3.7
Gallup High	All	229	23.6	223	4.0
	American Indian	179	22.9	174	4.0
Miyamura High	All	285	24.9	281	17.1
	American Indian	206	18.4	203	14.3
Navajo Pine High	All	35	14.3	37	2.7
	American Indian	35	14.3	36	2.8
Ramah High	All	30	23.3	30	6.7
	American Indian	23	13.0	23	4.3
Thoreau High	All	95	24.2	99	5.1
	American Indian	89	23.6	93	4.3
Tohatchi High	All	70	24.3	70	1.4
	American Indian	69	23.2	69	1.4
Tse Yi Gai High	All	24	29.2	25	8.0
	American Indian	24	29.2	25	8.0



Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

School by 11th Grade	Group	READING		MATH		SCIENCE	
		Count	% Proficient & Above	Count	% Proficient & Above	Count	% Proficient & Above
Districtwide	All	843	27.3	753	4.8	850	19.6
	American Indian	686	23.0	617	3.2	696	14.4
Crownpoint High	All	65	20.0	32	9.4	60	10.0
	American Indian	63	17.5	32	9.4	58	6.9
Gallup Central High	All	45	6.7	38	2.6	49	8.2
	American Indian	38	5.3	33	3.0	44	6.8
Gallup High	All	219	21.5	204	4.9	220	18.2
	American Indian	177	20.3	164	4.9	179	15.6
Miyamura High	All	254	29.5	227	5.3	260	24.6
	American Indian	181	22.7	167	4.2	187	18.2
Navajo Pine High	All	29	27.6	24	4.2	28	17.9
	American Indian	27	25.9	24	4.2	26	11.5
Ramah High	All	35	31.4	35	2.9	35	22.9
	American Indian	31	25.8	31	3.2	31	12.9
Thoreau High	All	80	37.5	78	2.6	82	23.2
	American Indian	76	35.5	73	1.4	78	21.
Tohatchi High	All	56	25.0	55	1.8	56	8.9
	American Indian	54	24.1	54	1.9	54	7.4
Tse Yi Gai High	All	25	28.0	25	4.0	25	4.0
	American Indian	25	28.0	25	4.0	25	4.0



MIDDLE AND HIGH SCHOOL SOCIAL STUDIES END OF YEAR ASSESSMENT DATA

Social Studies 7th Grade			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	1388	456	33%
Chief Manuelito MS	347	87	25%
Crownpoint MS	64	26	41%
Gallup MS	264	147	56%
Kennedy MS	387	113	29%
Navajo MS	75	12	16%
Ramah HS	52	14	27%
Thoreau MS	151	41	27%
Tohatchi MS	47	16	34%

Social Studies 8th Grade			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	1403	627	45%
Chief Manuelito MS	385	313	81%
Crownpoint MS	113	28	25%
Gallup MS	243	128	53%
Kennedy MS	354	100	28%
Navajo MS	74	6	8%
Ramah HS	34	8	24%
Thoreau MS	167	32	19%
Tohatchi MS	33	12	36%

NM History 9 - 12			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	799	642	80%
Crownpoint HS	72	64	89%
Gallup Central HS	27	23	85%
Gallup HS	226	210	93%
Kennedy MS	1	1	100%
Miyamura HS	314	230	73%
Navajo Pine HS	36	30	83%
Ramah HS	16	12	75%
Thoreau HS	49	34	69%
Tohatchi HS	45	26	58%
Tse Gai HS	16	12	75%

Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

World History 9 - 12			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	553	258	47%
Crownpoint HS	110	69	63%
Gallup Central HS	10	6	60%
Gallup HS	192	104	54%
Miyamura HS	240	79	33%
Tohatchi HS	1	0	0%

US History 9 - 12			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	383	270	70%
Crownpoint HS	55	20	36%
Gallup Central HS	6	2	33%
Gallup HS	134	128	96%
Miyamura HS	185	118	64%
Thoreau HS	1	0	0%
Tohatchi HS	2	2	100%

US Government 9 - 12			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	519	266	51%
Crownpoint HS	15	7	47%
Gallup Central HS	8	3	38%
Gallup HS	157	79	50%
Miyamura HS	184	117	64%
Navajo Pine HS	33	27	82%
Ramah HS	16	5	31%
Thoreau HS	49	15	31%
Tohatchi HS	57	13	23%

Economics 9 - 12			
SCHOOL	# TESTED	# PASSING	% PASSING
Districtwide	7	3	43%
Gallup Central HS	5	1	20%
Gallup HS	1	1	100%
Miyamura HS	1	1	100%



## SCHOOL SAFETY

Gallup McKinley County Schools has a district safety plan as well as school site safety plans at each of its 35 schools and is in compliance with the school wellness policy from NMPED. All schools submit a school safety report to the NMPED Coordinated School Health and Wellness Bureau annually.

The school district does have a District School Safety and Wellness Committee comprised of representatives from the district counseling, food service, and nursing departments, Presbyterian Medical Services, Strategic Network of Advocates for Prevention of Suicide and Substance Abuse Coalition (SNAPSA) and community members. The committee meets monthly and provides recommendations to the Executive Leadership Team.

The school district partners with tribal organizations when responding to emergencies, disasters and for other urgent situations. Some of the partners are Navajo Nation Emergency Management Services, Indian Health Services in Gallup, NM, in Crownpoint, NM and in Fort Defiance, AZ. In addition, the district partners with Navajo Nation Department of Public Safety. Through the partnerships, school staff has been trained in assessment of school threats, culturally responsive suicide intervention, mental health first aid, culturally responsive counseling and suicide prevention.





Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

HEARINGS BY MONTH

	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>TOTAL</i>
	57	89	67	57	30	56	71	58	45	45	575
12.0 Firearm	1	2		1	1					2	7
12.1 Weapon	5	4	2	1	3	2	4	6	1		28
12.2 PA- Personnel	3			1		2		1	2		9
12.3 PA Student	1	5	4	3	5	11	6	4	7	3	49
12.4 SA						1		2	1		4
12.5 Bullying	2	6	4	11		4	1	2	4	1	35
12.6 DDT		1	3	1	2	2	1	3			13
12.7 Gang										1	1
12.8 Fighting	1	4	1	11	3		2	1	2		25
12.9 Aggr Conf		1	2			1	3	5	3		15
12.10 AL Personnel		1	1		3	3	1	1	2	12	
12.11 Crime	2	3		3	1		1	2	4	4	20
12.12 Poss	14	39	25	20	10	15	28	12	9	15	187
12.13 Use	21	40	24	19	11	23	30	5	3	13	189
12.14 Dist	2	2	1	3		3	3	3			17
12.15 Traff	1	1	1					4			7
12.20 Multiple	9	9	10	13	5	9	14	17	15	20	121

There was a total of 570 hearings during the 2015-2016 School Year of which students were placed on Behavior and/or Drug and Alcohol contract. Eighty-six students who violated these contracts were placed on long-term suspension meaning more than 10 days but less than 90 days. Twenty-nine students were expelled for multiple drug offenses, firearms at school, and trafficking drugs.

## HIGH SCHOOL GRADUATION RATES

4 Year Cohort by %		
	All Students	American Indian
District	66.6	64.9
Crownpoint	68.4	68.4
Gallup Central	26.5	23.6
Gallup	69	65.8
Miyamura	65.6	61.2
Navajo Pine	65	67.1
Ramah	77.2	80.2
Thoreau	74.5	73.5
Tohatchi	72.4	73.1
Tseyigai	80.1	80.1

Students are expected to graduate on time by August, 2015 when they enrolled in fall, 2011. These figures include all students who were ever enrolled during the four years, including part-time students.

5 Year Cohort by %		
	All Students	American Indian
District	65.7	63.7
Crownpoint	67.4	67.8
Gallup Central	20	19.4
Gallup	67.6	64.7
Miyamura	63.9	60.4
Navajo Pine	70.5	69
Ramah	90.1	87.6
Thoreau	78.4	78.6
Tohatchi	74.4	75
Tseyigai	75.4	75.2

Students are expected to graduate on time by August, 2014 when they enrolled in fall, 2010. Some of these students required another year to complete graduation requirements. These figures include all students who were ever enrolled during the four years, including part-time students.

Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

6 Year Cohort by %		
	All Students	American Indian
District	71.7	69.8
Crownpoint	83	82.4
Gallup Central	39.9	35.2
Gallup	72.3	69.2
Miyamura	68.3	64.6
Navajo Pine	69.1	68.3
Ramah	93	91.6
Thoreau	79.3	79.3
Tohatchi	74.8	74.8
Tseyigai	71.4	71.4

Students are expected to graduate on time by August, 2013 when they enrolled in fall, 2009. Some of these students required another year to complete graduation requirements. These figures include all students who were ever enrolled during the four years, including part-time students.

The graduation rate by cohorts show that the rate of graduation increases. For example, a student who should have graduated in four years, but worked an additional year is counted in the 5-year cohort. If a student took six years to earn a high school diploma, he/she is counted in the 6-year cohort. All high schools work with students so they have the opportunity to earn credits and pass assessments to earn a high school diploma.



## ELEMENTARY ATTENDANCE DATA

	% Asian	% Black	% Caucasian	% Hispanic	% American Indian	% Pacific Islander	% Total
Chee Dodge	97.34				94.31		94.33
Catherine A. Miller			97.37		93.57		93.58
Crownpoint	98.79		97.09	99.56	94.61		94.69
Indian Hills			96.26	95.98	95.41	100.00	95.62
Jefferson	98.81		94.56	95.76	95.03		95.18
Lincoln	98.61	94.49	93.14	94.00	94.03	96.28	94.10
Navajo	98.74				94.38	100.00	94.41
Turpen	97.34	96.38	97.26	94.04	94.12		94.35
Ramah	91.26		96.47	98.39	92.94	97.03	93.66
Red Rock	96.65	96.54	96.90	95.29	94.36		95.52
Roosevelt	97.16%	94.32	94.40	94.43	94.17	98.12	94.30
Rocky View			97.26	95.87	94.49		94.74
Stagecoach	95.54		91.62	95.74	95.09		95.13
Juan de Onate			97.34	95.43	95.06		95.18
David Skeet			97.55		96.01		96.05
Thoreau			93.36	94.47	93.98		93.98
Tohatchi	97.23				94.19		94.23
Twin Lakes	99.81				94.01		94.08
Washington	96.05		89.73	94.81	94.81		94.74
Elementary Total	97.12	95.76	95.94	95.21	94.43	98.26%	94.63

## MIDDLE SCHOOL ATTENDANCE DATA

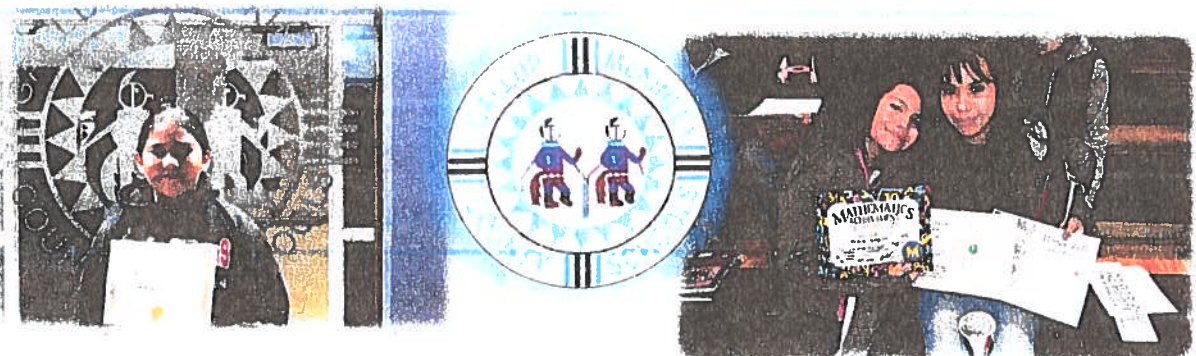
	% All Students	% Asian	% African American	% Caucasian	% Hispanic	% American Indian	% Pacific Islander
Chief Manuelito	92.6	97.7	95	95.1	93.6	92.3	0
Crownpoint	91.1	98	0	100	0	90.9	0
Gallup Middle	93	99.1	97.7	95	95.3	92.5	97.2
JFK Middle	90.9	97.6	96.3	91.8	92.6	90.3	0
Navajo	93.2	0	0	100	0	93.1	100
Thoreau	93.4	0	0	95.1	88.5	93.5	0
Tohatchi	93.2	0	0	0	0	93.2	0
Middle and High Schools Total	91.1	97.4	93.9	93.4	91.6	90.9	97.7

## HIGH SCHOOL ATTENDANCE DATA

	% All Students	% Asian	% African American	% Caucasian	% Hispanic	% American Indian	% Pacific Islander
Crownpoint	90.5	95.4	95.9	73.3	0	90.4	96.3
Gallup Central	81.3	98.3	0	86.4	82.9	80.9	0
Gallup High	93.5	97.8	95.5	94.4	94.2	93.3	0
Miyamura	89.3	94.7	89.7	92.5	89.1	88.9	0
Navajo Pine	90.3	99.2	0	88	0	90.4	0
Ramah	92.2	87.6	88.5	92.4	98.3	91.9	0
Thoreau	91.1	96.2	0	95.3	88.4	91	0
Tohatchi	88.8	100	0	82.1	92	88.8	0
Tseyigai	91.6	0	0	100	0	91.5	0
Middle and High Schools Total	91.1	97.4	93.9	93.4	91.6	90.9	97.7

As students get into high schools, the attendance rates drop. In elementary, the highest attendance rate was by Asian students and the lowest was by American Indian students. In middle and high schools, Pacific Islanders and Asian students had the highest attendance rate with American Indian students with the lowest rates.

GMCS is working with parents and students regarding attendance. There are home visits made by home liaison personnel and at times by counselors. For students with excessive absences, they are referred to the Student Assistance Team which is comprised of the student, parent, teacher, counselor and school administrator. They work together to come up with a plan so the student attends school more frequently.





## PARENT AND COMMUNITY INVOLVEMENT

The goal of this component is to ensure that parents, tribal departments of education, community organizations, post-secondary institutions and tribal, state and local policymakers work together to identify ways to improve educational opportunities for American Indian students.

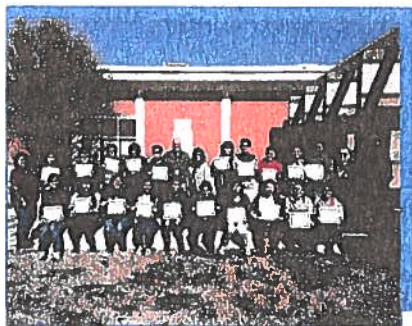
There is two-way communication with parents regarding their students. Report cards and assessment information is distributed to parents. Parents are welcome to their student's school to meet with the counselor, principal and/or to make appointments with their student's teacher(s). Schools have a website, host Open House events, literacy/math nights, academic recognition and cultural events throughout the school year. Finally, schools have newsletters that are sent to parents periodically.

In addition to the activities mentioned, at the elementary level, schools provide monthly parent-child training through the Parent-As-Educator program. There is also Jump Start programs available for students and parents to meet and visit with the teacher prior to the school year beginning. There were cultural workshops for parents and the community.

At the middle schools, there were cultural workshops for parents and the community as well as tutoring opportunities in addition to the activities already mentioned.

In addition to the events mentioned, the high schools had senior nights and financial aid nights to disseminate financial aid information to their seniors. Post-secondary institutions and military personnel visit high schools to distribute information regarding college and career programs.

The principals were required to attend at least two chapter meetings for the chapters that their students' parents come from. The principals shared academic and non-academic information and gathered feedback from the parents and community to improve the educational program.



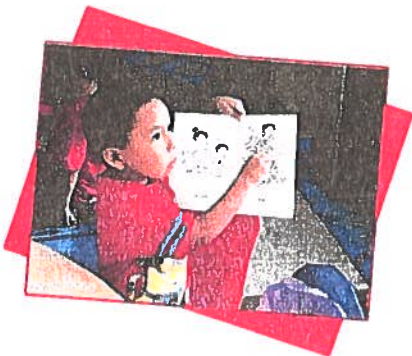
## EDUCATIONAL PROGRAMS

The goal of this area is to recognize and support the unique educational and cultural needs of American Indians students. Under the NMPED Bilingual Multicultural Education program, GMCS has incorporated the Heritage Language model. The goal of the program is to support and revitalize the students' native language and culture through oral and/or written language instruction. The district has worked closely with Department of Dine Education from Navajo Nation on the curriculum and has provided technical assistance. A small number of teachers were funded from the bilingual program to provide education to students.

In Gallup McKinley County Schools, all schools have a Navajo language/culture teacher who provides instruction with the goal of attaining Navajo language proficiency. The Navajo Language and Culture (NLC) program has 3 instructional coaches who work with all the teachers in the 35 schools within GMCS. Trainings were provided to the teachers on using content and language objectives, developing lesson plans, cooperative learning techniques and on increasing student interaction. Use of NMTEACH rubric was also provided to improve instruction.

From the United States of Education, Office of Indian Education, the school district receives funding from the Indian Education Formula Grant Program. The grant funds the salaries and benefits for the Navajo language/culture instructional coaches and a majority of the NLC teachers as well as fund professional development for teachers. Title VI funded culturally relevant training for staff, provided funding for culturally relevant instructional supplies and materials as well as began integrating American Indian specific content into the general curriculum. Counselors also received culturally relevant counseling training.

GMCS students also take dual credit courses. The district has Memorandum of Understanding agreements with Navajo Technical University, San Juan College, New Mexico State University- Grants and University of New Mexico – Gallup so that students may earn college and high school credit simultaneously. The dual credit courses help bridge the transition between high school and college/university.



## FINANCIAL REPORT

### DISTRICT OPERATING BUDGET REVENUE

FUND GROUP	AMOUNT
11000 - Operational	\$96,012,681
12000 - Teacherage	\$866,781
13000 – Transportation	\$5,157,454
14000- Instructional Materials	\$809,487
21000- Food Service	\$6,559,350
22000- Athletics	\$300,925
23000- Non-Budgeted Activity	\$570,784
24000-	\$14,268,451
25000	\$10,891,681
27000	\$3,320,003
28000	\$524,724
29000- Private Grants	\$13,280
31100- Bond Building	\$7,768,754
31500- Special Capital Outlay Federal	\$17,812
31700- Capital Improvements SB-9	\$4,932,228
41000 – Debt Services	\$6,945,295

The GMCS financial report details the revenue funding source used by the district.

### DISTRICT FUNDS GENERATED BY AMERICAN INDIAN STUDENTS

Total Enrollment	American Indian Students	Total District Budget	Indian Education Formula Grant Title VI	Impact Aid Indian Education Title VII	JOM	NM - IEA	Funds per Student
11,947	79%	\$202,169,703	\$1,680,029	\$8,552,069	\$593,981	\$25,000	\$1,408

This chart shows the funds generated by American Indian students to the district.



## DISTRICT BUDETED EXPENDITURES

	Amount in Dollars
Capital Outlay	14,060,070
Central Services	3,319,110
Community Services	9,331
Debt Services	9,930,997
Food Services	7,172,938
General Administration	1,640,586
Instruction	70,852,726
Instructional Support Services	3,732,162
Operations and Maintenance	16,029,236
Other Support Services	76,920
School Administration	6,977,365
Student Support Services	11,687,374
Student Transportation	5,392,540

The district budgeted expenditures chart lists total expenditures.

The Public School Finance Act was enacted in 1974 with the goal of distributing operational funds to school districts in a non-categorical manner while providing for local autonomy.



## FEDERAL INDIAN POLICIES AND PROCEDURES

The Indian Policies and Procedures is part of an annual renewal process that includes public hearings and tribal consultation meetings. The attached Indian Policies and Procedures agreement is the culminating document that demonstrates the commitment of the school district towards Native American students and their families and their partnership with Navajo and Zuni tribes.

The Indian Policies and Procedures documents are part of the district's Impact Aid application with public hearings held either at chapter meetings or evening sessions in the schools. The feedback from the public hearings is used to provide feedback to federal grants within the district. The Zuni and Navajo tribes are also consulted when renewing this document.

As part of the public hearing process, parents, community members and tribal officials are notified of the various federal and state grants the district receives. The public is informed of how those funds are allocated toward improving student achievement.





**GALLUP-McKINLEY COUNTY PUBLIC SCHOOLS**  
**IMPACT AID**  
**Indian Policies and Procedures**  
**2015-2016 SY**

The Gallup-McKinley County School (GMCS) District's goal under the Indian Policies and Procedures is to ensure that all Native American children of school age have equal access to all programs, services, and activities provided by the school district. Under the provisions of the Title VIII (Impact Aid Program) of the Elementary and Secondary Act of 1965, the *No Child Left Behind Act* of 2001 and the *New Mexico Indian Education Act* of 2003, and the GMCS District and its Board of Education hereby adopt the following Indian Policies and Procedures.

GMCS District's Indian Policies and Procedures shall maximize Indian participation in the development, approval and implementation of all programs. The dissemination of information shall be provided annually to include the following State and Federal programs: New Mexico State Bilingual Program, Title I School Improvement, Title III English Language Acquisition, Title VII Indian Education, Title VIII Impact Aid, and Johnson O'Malley Act. The information will be provided to Native American parents whose children attend GMCS, the Indian Education Committee, and outlying Native American communities served by the school district.

**1. POLICY**

GMCS shall provide opportunity for Navajo Nation Chapters, Pueblo of Zuni, Indian Education Committee and parents of Native American students to comment on the participation of their children. This is to ensure equal access of educational programs, services, and fair reviews offered by the GMCS Indian Education Programs in accordance to 34 Code of Federal Regulation 222.94 (a)(1).

**Procedures**

GMCS shall consult with Navajo Nation Chapters, Pueblo of Zuni, Tribal Officials, and parents of Native American students. The purpose of these meetings are to inform, address concerns, and advise regarding Native American children's equal participation in the educational programs and activities of the school district.

The following meetings shall occur throughout the school year to provide opportunities for parents/community members to comment at:

- 1) Indian Education Committee regular meetings (quarterly).
- 2) Four or more public hearings on Federal programs for Native American children within a school year.
- 3) Review Indian Policies and Procedures, annually, with the Indian Education Committee.
- 4) Other meetings related to the District Indian Education Committee
- 5) Board of Education meetings held quarterly.
- 6) Conduct formal tribal consultation meetings with Tribal Officials (Consultation is defined as district level meetings having a formal exchange of opinion, between appointed or elected members who discuss, make decision, and reach an agreement regarding plans, policy, and budget.).
- 7) Annual meeting with Tribal Leaders, Chapter Officials, and Council Delegates.
- 8) School principals will conduct parent meetings (one meeting per semester) to inform, address concerns, and advice regarding Native American children's equal participation in the educational programs funded by Impact Aid. The meetings will include their respective Tribal Leaders.

**2. POLICY**

GMCS shall annually assess the extent to which Native American students are participating on an equal basis in the educational programs and activities provided by the district. (34 CFR 222.94 (a)(2))

#### **Procedures**

- 2.1 GMCS shall review New Mexico Standard-based Assessment/PARCC scores/A-F School Grade Reports and parent/tribal officials' comments annually. The data and comments shall be documented and reported to the Indian Education Committee, by the end of first semester, regarding the extent to which Native American students participate on an equal basis in the district's educational programs and activities.
- 2.2 GMCS shall provide an annual report to the Indian Education Committee members and Tribal Officials regarding the Johnson O'Malley Program needs assessments, student enrollment, and Native American students' participation at each school site.
- 2.3 GMCS shall present information regarding equal participation to the Indian Education Committee, parents of Native American students and Tribal Officials on an annual basis.
- 2.4 GMCS shall practice equal educational opportunities in compliance with the United States Office of Civil Rights. The Board of Education and district staff shall ensure equal opportunity is provided to every Native American student for participation in school-sponsored activities, services, and programs. No discrimination based on race, sex, age, disabilities, ethnicity, or religion shall be practice in providing educational opportunities. Gender may not be used as a detriment for participation in a program except when gender is a valid qualification.
- 2.5 GMCS District shall comply with New Mexico *Indian Education Act*, Federal Public Law 107-110, *No Child Left Behind (NCLB) Act*, *Navajo Nation Sovereignty in Education Act*, and the Tribal Education Codes.
- 2.6 GMCS shall orient school principals and administrators on the approved Indian Policies and Procedures annually.

### **3. POLICY**

GMCS shall receive documented input annually from the Indian Education Committee to advise the school district in modifying its educational programs and activities, to ensure equal participation by Native American students. (34 CFR 222.94 (a)(3))

#### **Procedures**

- 3.1 When comments and input collected indicate that Native American students do not participate on an equal basis in educational programs and services funded by Impact Aid or other funding sources, the Indian Education Committee will submit a plan of action and recommendations to modify the educational programs, services, and activities offered by the district.
- 3.2 GMCS shall review and consider Indian Education Committee recommended plans of action to ensure equal participation for Native American students.
- 3.3 GMCS shall review recommendations on the plan of action and implement adjustments, as needed, to ensure compliance.
- 3.4 GMCS shall adhere to its Board Policy regarding parents' grievances and complaints in a timely manner.

### **4. POLICY**

GMCS shall disseminate all appropriate materials/documents to Navajo Nation Chapters, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee and parents of Native American students, within 30 days that the Impact Aid application is submitted, to ensure adequate time to review and provide comments. (34 CFR 222.94 (a) (4))

#### **Procedures**

- 4.1 The following documents shall be disseminated to the Navajo Nation Chapters, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee and parents of Native American students prior to and at a Public Hearing:
  - Title VIII Impact Aid Application
  - Evaluation of educational programs assisted with Title VIII Impact Aid funds
  - Educational program plans that will be funded by Title VIII Impact Aid
  - Assessment data for Native American students

- School Improvement Action Plan for the low performing schools
  - Title VIII Impact Aid Indian Policies and Procedures (Indian Policies and Procedures)
  - Financial Report
- 4.2 After formal adoption of the Indian Policies and Procedures, copies will be provided to the following parties:
- Navajo Nation Chapter, Pueblo of Zuni, Navajo Nation President and Vice-President, and Tribal Officials
  - Indian Education Committee members
  - Parents of all students via district website
  - New Mexico Public Education Department and Indian Education Division
  - Navajo Nation Department of Diné Education
  - The Office of the Zuni Governor

## **5. POLICY**

GMCS shall solicit and comply in accordance with the New Mexico Open Meetings Act and the District School Board policies. The GMCS shall notify Navajo Nations Chapters, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee, and Native American parents of the locations and time of meetings. (34 CFR 222.94 (1) (6))

### **Procedures**

- 5.1 The New Mexico Open Meetings Act requires 72 hour notice to be given to the public prior to the convening of meetings.
- 5.2 Information such as location, frequency, date, time, and agenda items of school board meetings or public hearings will be publicized in local newspaper, radio, website, flyers, brochures, and PowerAnnouncement, and to include Navajo Nation news, tribal announcements, and school announcements prior to the actual meetings.
- 5.3 Navajo Nation Chapters, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee, and parents of Native American children will be notified about the meetings as described in procedures 6.1 & 6.2 above.

## **6. POLICY**

GMCS shall encourage Navajo Nation Chapters, Pueblo of Zuni, Tribal Officials, the Indian Education Committee, and the parents of Native American children to present their views regarding the educational needs of Native American students. The district shall encourage parental involvement to assist Native American students to realize the importance of education, services, and activities associated with Title VIII Impact Aid funds. (34 CFR 22.94 (a) (7))

### **Procedures - GMCS shall:**

- 6.1 Conduct four or more public hearings within a fiscal school year for Navajo Nation Chapters, Pueblo of Zuni, Tribal Officials, the Indian Education Committee, and parents of Native American children to comment on items of concern prior to the district School Board adoption of educational programs (i.e. curriculum, etc.), services, and activities concerning Native American students.
- 6.2 Review the Impact Aid programs on an ongoing basis to identify program educational needs of Native American students in the district in collaboration with Indian Education representatives and district budget team.
- 6.3 Provide Native American student achievement data, annually, to Navajo Nation Chapters, Pueblo of Zuni, Tribal Officials, the Indian Education Committee, and parents of Native American children to make recommendations to the Board of Education as they formulate educational plans.

## **7. POLICY**

GMCS Indian Policies and Procedures will be reviewed and modified as necessary by the Indian Education Committee for approval for the next school year.

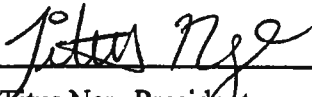
**Procedures**

- 7.1 The Sub-Committee of the Indian Education Committee will review and recommend changes to the GMCS Impact Aid Indian Policies and Procedures prior to the beginning of the school year.
- 7.2 The Indian Policies and Procedures will be presented to the IEC Committee for an approval at a duly called meeting.

**CERTIFICATION**



Frank Chiapetti, Superintendent  
Gallup McKinley County Schools



Titus Nez, President  
Board of Education  
Gallup McKinley County Schools

Russell Begay, President  
Navajo Nation



Val R. Panteah, Sr., Governor  
Pueblo of Zuni

Revised 12 7 15

## INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

Number of Dropouts by Grade

	7 <sup>TH</sup> GRADE		8 <sup>TH</sup> GRADE	
	American Indian	Other Ethnicity	American Indian	Other Ethnicity
Chief Manuelito	3	1	4	1
Crownpoint	1	0	0	0
Gallup Middle	1	0	3	0
JFK Middle	4	1	4	2
Navajo	0	0	2	0
Ramah	0	0	3	0
Thoreau	1	0	1	0
Tohatchi	0	0	0	0

Number of Dropouts by Grade

	9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE	
	Amer Indian	Other	Amer Indian	Other	Amer Indian	Other	Amer Indian	Other
Crownpoint	2	0	2	1	0	0	1	0
Gallup Central	16	3	14	8	25	4	17	4
Gallup	1	2	3	1	8	4	5	2
Miyamura	15	0	10	0	13	0	16	1
Navajo Pine	2	0	2	0	1	0	1	0
Ramah	2	0	3	0	0	1	0	0
Thoreau	6	0	4	0	8	0	4	0
Tohatchi	2	0	1	0	3	0	1	0
Tseyigai	1	0	1	0	0	0	1	0

With the majority of students in Gallup McKinley County Schools identified as American Indian, the dropout rate parallels the ratio of American Indian to all other ethnicities. Approximately 86 % of the students who are labeled as dropouts are identified as American Indian.

To combat dropping out, all school sites have a Student Assistance Team (SAT) in place to help students who are struggling academically. Educational and counseling supports are in place through the SAT process to help struggling students. Parents, teachers, counselors and other pertinent members of school staff serve on individual teams to deter at-risk behaviors that lead to students dropping out.



### TRUANCY RATES BY SCHOOLS

ELEMENTARY	Enrollment Count	Habitual Count	% Habitual
Chee Dodge	361	66	18.28
Church Rock	386	74	19.17
Crownpoint	410	66	16.1
David Skeet	241	22	9.13
Indian Hills	319	20	6.27
Jefferson	338	18	5.33
Juan de Onate	374	35	9.36
Lincoln	273	18	6.59
Navajo	310	95	30.65
Ramah	200	21	10.5
Red Rock	380	39	10.26
Rocky View	384	47	12.24
Roosevelt	277	9	3.25
Stagecoach	326	66	20.25
Thoreau	347	102	29.39
Tobe Turpen	438	114	26.03
Tohatchi	218	34	15.6
Twin Lakes	212	55	25.94
Washington	243	34	13.99
Total	6037	935	15.49

MIDDLE	Enrollment Count	Habitual Count	% Habitual
Chief Manuelito	620	362	58.39
Crownpoint	144	81	56.25
Gallup Middle	435	77	17.7
JFK Middle	694	360	51.87
Navajo	129	53	41.09
Thoreau	266	71	26.69
Tohatchi	189	33	17.46
Total	2477	1037	41.87

## TRUANCY RATES BY SCHOOLS

HIGH	Enrollment Count	Habitual Count	% Habitual
Crownpoint	257	187	72.76
Gallup Central	373	244	65.42
Gallup High	990	734	74.14
Miyamura	1216	647	53.21
Navajo Pine	170	113	66.47
Ramah	204	48	23.53
Thoreau	367	249	67.85
Tohatchi	247	193	78.14
Tseyigai	127	57	44.48
Total	3951	2472	62.57

Truancy is defined as having more than 10 absences within a school year. The tables show the number of students who have been absent from school with either an excused or an unexcused absence. The tables show that as students get into the higher grades, the truancy rates increase.

The district has a Student Assistance Team (SAT) at each school to help students who are struggling. With excessive absences, the likelihood is very high that the grades will also decrease. When students are identified as struggling, the teacher, counselor, administrator and parents meet to discuss interventions to help the student.

In some schools, the school liaison makes home visits to determine why the student isn't attending school. Home visits are also done by teachers, counselors and administrators in an effort to help the student.



# Gallup McKinley County Schools – Tribal Education Status Report for School Year 2015-2016

## VARIABLE SCHOOL CALENDAR

Gallup McKinley County Schools has a district committee involving school site principals, district personnel and representatives from the McKinley County Federation of United School Employees to develop a school calendar. The calendar honors federal holidays and honors Navajo Nation Sovereignty Day by giving employees and students a day off.

2015 - 2016

JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug 6-7 Prof. Dev. Day  
Aug 10 1st Day Students

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept 7 Labor Day  
Sept 21 Parent Teacher Conf  
Oct 7 End of 1st Qtr  
Oct 8-9 Fall Break  
Oct 12 Data Day No Students  
Oct 14 40th Day Reporting

NOVEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 11 Veterans Day  
Nov 23 - 27 Thanksgiving Break  
Dec 18 End of 2nd Qtr  
Dec 21 - Jan 1 Winter Break

JANUARY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

Jan 1 Winter Break  
Jan 4 Data Day No Students  
Jan 18 MLK Jr Day  
Feb 8 Parent Teacher Conf  
Feb 15 Presidents Day

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

March 4 End of 3rd Qtr  
March 7 Data Day No Students  
March 21 - 25 Spring Break  
April 28 Navajo Sovereignty Day  
April 29 Nav Sov Day Observed

MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 25 Last Day for Students  
May 26 Professional Dev Day  
May 26 Last Day for Teachers  
May 30 Memorial Day



## SCHOOL DISTRICT CONSULTATION

GMCS has an active Indian Education Committee (IEC) representing the 35 schools. Some IEC members represent several schools and the goal is to have maximum parental participation by having a parent representing a single school. The IEC meet at least twice per month for the budget, general meetings and have numerous special and committee meetings each month. The IEC serves as the primary parent committee to provide feedback for Title VI and Title VII.

Each school also has a school site parent advisory council with elections held annually. The school advisory school council provides feedback to the principal and school site staff on Title I, JOM, and other programs to meet the needs of the school. The advisory school councils are meeting at least once per quarter and more often if necessary.

The school district also involves the Navajo Nation and Zuni Pueblo as necessary when making decisions that affect the members of their tribes. Formal tribal consultation meetings are held as necessary to gain feedback regarding federal programs. The Navajo Nation meets at least quarterly with the district leaders in regard to the district Navajo language and culture program.

School principals are required to attend at least two chapter meetings per semester. At these chapter meetings, principals describe the programs at their schools and get comments. During these meetings, principals not only get to share information, they get to meet and know their local community leaders.

The district leaders have attended the Navajo Nation Board of Education meeting to share student achievement data. In addition, leaders have attended Easter Navajo Nation agency meetings to share achievement data and provide written reports of their respective schools with GMCS.

Within the city of Gallup, district leaders have participated in different meetings to collaborate. The Gallup City Council and the Gallup Executive Directors Association have witnessed active participation of the district superintendent. District leaders have also participated in meetings with CYFD, United Blood services, RMCHCS, Gallup Chamber of Commerce and GIMC.

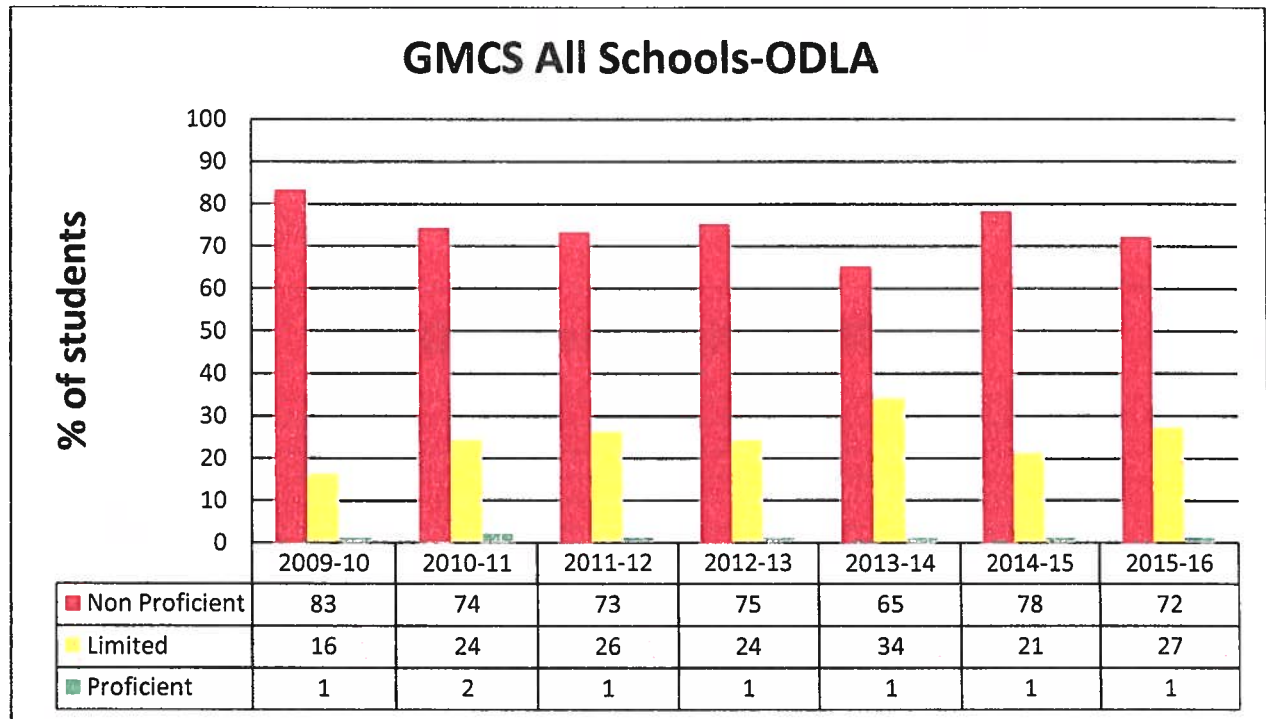


## CURRICULA FOR TRIBAL STUDENTS

The goal of this component is to plan, develop, implement and evaluate curricula in native languages, culture and history designed for tribal and non-tribal students as approved by New Mexico tribes. In GMCS, Navajo Nation has identified Diné Content Standards as the curricula used by the Navajo language and culture program. The Diné Content Standards are used to develop pacing guides that teachers use.

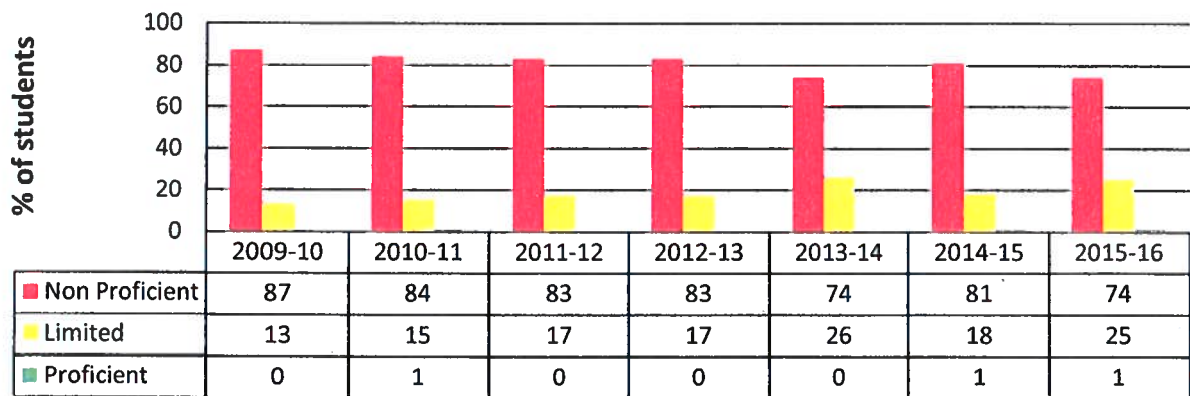
Periodic tribal consultation meetings occur throughout the school year with Navajo Nation Division of Diné Education. The district and the Division of Diné Education have begun developing a 520 evaluation instrument for the Navajo language/culture teachers who have a Navajo Nation home language certificate. GMCS and DoDE have met to discuss curricula changes, the Oral Dine Language Assessment (ODLA) results, and the district program.

All students who take the Navajo language and culture classes must take the ODLA to gauge language proficiency. Historically, the ODLA scores show lack of proficiency with the Diné language. Although the proficiency rates are at 1% since 2009-2010, the number of limited proficient students is an average of 24%. As students moved from elementary to high schools, the proficiency rates slightly increase.

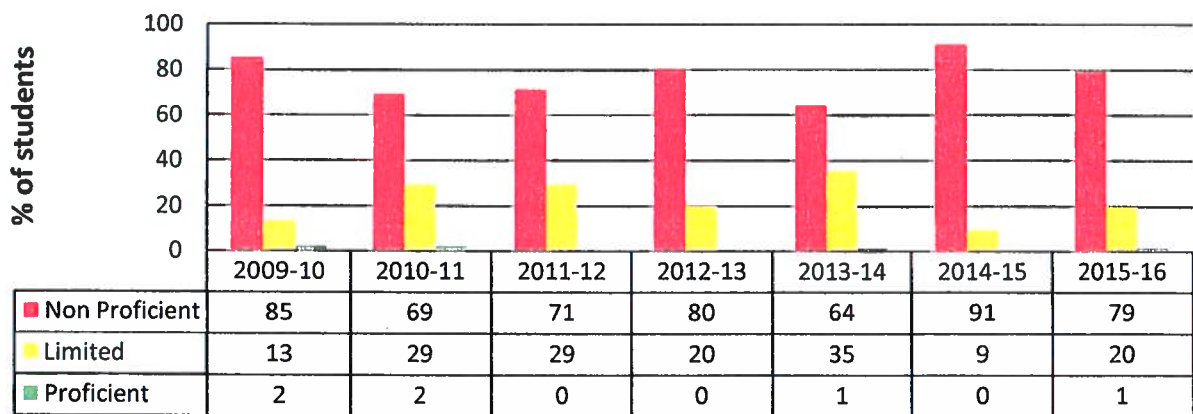




### GMCS Elementary Schools-ODLA



### GMCS Middle Schools-ODLA



### GMCS High Schools-ODLA

