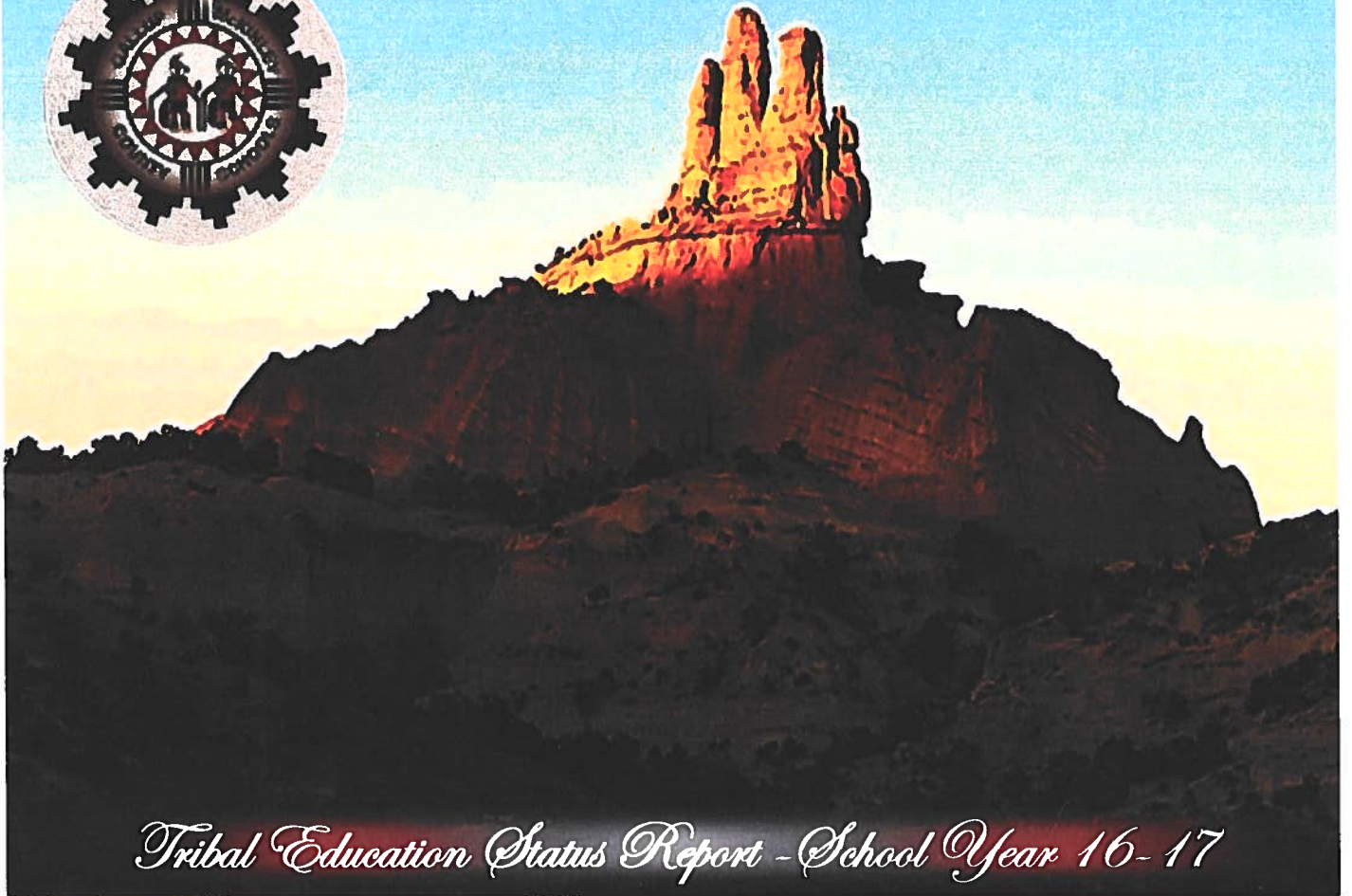


Gallup McKinley County Schools



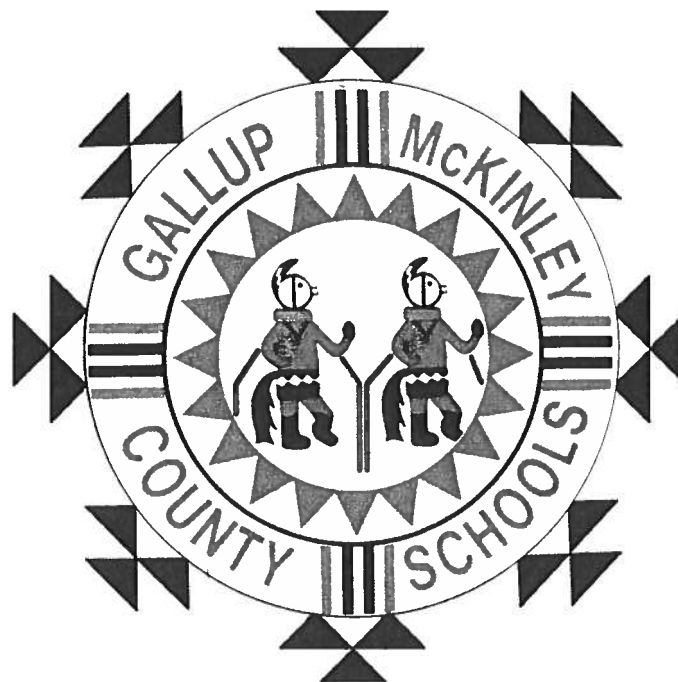
Tribal Education Status Report - School Year 16-17

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



TABLE OF CONTENTS

Introduction.....	1
Student Demographics.....	2
Student Achievement.....	6
School Safety.....	22
Graduation Rate.....	24
Attendance	25
Parent and Community Involvement.....	27
Educational Programs	28
Financial Report.	29
Federal Indian Policies and Procedures	31
School District Initiatives for Dropouts and Attendance	36
Variable School Calendar.....	37
School District Consultation.....	38
Curricula for Tribal Students	39

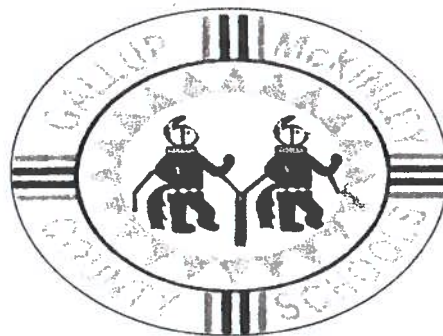


INTRODUCTION

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. 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- site 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	American Indian	Pacific Islander	Total
Elementary	45	33	878	4407	5	5368
Middle	24	13	401	1940	1	2379
High	43	14	503	3017	2	3579
	112	60	1782	9364	8	11326

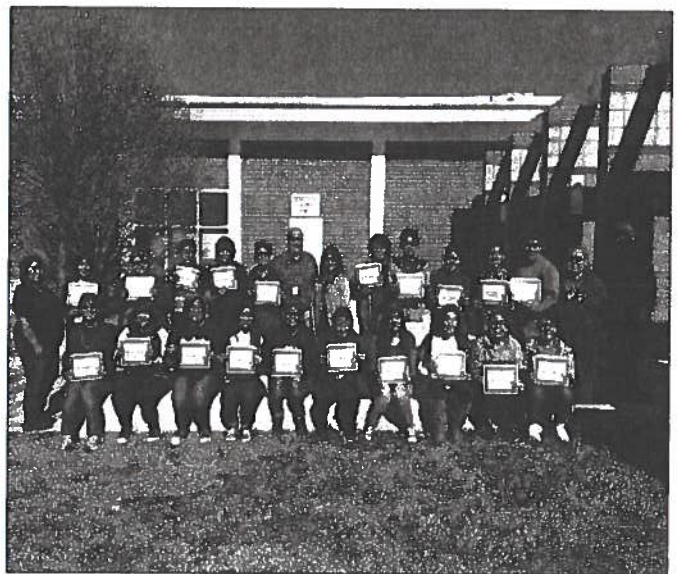
ELEMENTARY	Asian	Black	Caucasian	American Indian	Pacific Islander	Total
Chee Dodge Elem	1		3	316		320
Church Rock Elem		1	3	374		378
Crownpoint Elem	4	4	4	339		351
Indian Hills Elem	1	1	77	205		284
Jefferson Elem	1	2	125	207		335
Lincoln Elem	4	3	71	159		237
Navajo Elem	2			267	1	270
Tobe Turpen Elem	1	3	44	354		402
Ramah Elem	1		33	140	2	176
Red Rock Elem	17	9	203	155	2	386
Roosevelt Elem	2	6	57	149		214
Rocky View Elem	2		52	265		319
Stagecoach Elem	3	1	51	243		298
Juan de Onate Elem		2	55	184		241
David Skeet Elem			10	183		193
Thoreau Elem	2		25	293		320
Tohatchi Elem	2			207		209
Twin Lakes Elem				205		205
Washington Elem	2	1	65	162		230

MIDDLE	Asian	Black	Caucasian	American Indian	Pacific Islander	Total
Chief Manuelito	4	6	93	513		616
Gallup	9	3	147	255		414
Crownpoint	4		2	146		152
Navajo				120	1	121
Tohatchi	3		1	182		186
Thoreau			8	229		237
JFKennedy	4	4	150	495		653

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

HIGH	Asian	Black	Caucasian	American Indian	Pacific Islander	Total
Gallup Central	1	1	29	221		252
Crownpoint	2			255		257
Gallup	9	5	150	731	2	897
Tohatchi	1		2	269		272
Miyamura	24	8	282	807		1121
Navajo Pine	3			128		131
Ramah			29	154		183
Thoreau	3		11	338		352
Tseyigai				114		114

In Gallup McKinley County Schools, there were 11,326 students from the 120-day report. Of those, 82.6 % were of American Indian ethnicity. The next largest group of students were the Caucasian students with 15.7% of the total population. Of the total population, .9% were Asian, .5% were Black and .07% were Pacific Islander.



STUDENT DEMOGRAPHICS BY TRIBES

For school year 2016-2017, Gallup McKinley County had 9,364 American Indian students enrolled on the 120th day count. The tribes represented by the 9,364 students were: Acoma, Isleta, Jemez, Jicarilla Apache, Laguna, Mescalero Apache, Navajo, Pojoaque, Kewa, Taos, Zia and Zuni. Below are the demographics of the schools by tribes.

ELEMENTARY	Acoma	Isleta	Jemez	Jicarilla Apache	Laguna	Navajo	Pojoaque	Kewa	Taos	Zuni	Other
Chee Dodge						312				3	1
Church Rock	1					368		1		4	
Crownpoint						334					5
David Skeet				1		178			1	3	
Indian Hills	3				1	196				2	3
Jefferson		1				197				7	2
Juan de Onate					1	171	1			11	
Lincoln						150				4	5
Navajo						267					
Ramah						110				26	4
Red Rock	1					144				5	5
Rocky View			2			252				9	2
Roosevelt					2	138				5	4
Stagecoach						229				14	
Thoreau						291					2
Tobe Turpen				1		349				4	
Tohatchi						206					1
Twin Lakes						205					
Washington	1				1	154				2	4

MIDDLE	Acoma	Laguna	Mescalero Apache	Navajo	Zia	Zuni	Other
Chief Manuelito			1	499		8	5
Crownpoint				143		1	2
Gallup		1		248		4	2
JFKennedy	1	1		480	1	8	4
Navajo				118			2
Thoreau		1		225			3
Tohatchi				179			3

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

HIGH	Isleta	Jemez	Laguna	Mescalero Apache	Navajo	Kewa	Zia	Zuni	Other
Crownpoint					253				2
Gallup Central			1	1	206		1	6	6
Gallup	1		1		710			11	8
Miyamura		1	4	1	773	1		17	10
Navajo Pine					126				2
Ramah					107			44	3
Thoreau					335				3
Tohatchi					267				2
Tseyigai				1	112				1



STUDENT ACHIEVEMENT FOR SCHOOL YEAR 2016-2017

In school year 2016-2017, all 35 schools were categorized into four zones depending on the level of support they needed. The schools received varying levels of support and each zone was assigned a zone director who provided the support.

Six schools in cohort 12 of the Partnership for Leaders in Education (PLE) program, Rocky View Elementary, Ramah Elementary, Church Rock Elementary, Twin Lakes Elementary, Tohatchi Middle and Crownpoint Middle, continued to be supported by a zone director. In addition, the schools in the PLE program received an instructional coach and extra funding for professional development. Throughout the school year, the school and district leaders received additional funding and support from the PLE program.

In school year 2016-2017, the principals in the New Mexico's Principals' Pursuing Excellence (PPE) program- Red Rock Elementary, Thoreau Middle, Gallup Middle and Crownpoint High- continued to receive training on the use of strategic plans to improve student achievement, effective coaching, and leadership. The schools in the PPE program also received additional support from the district for professional development.

NMPED SCHOOL REPORT CARDS FOR GMCS SCHOOLS

School ratings from the New Mexico School Grading System showed pockets of improvement and pockets of decline in student achievement. There were 16 schools whose grades stayed the same while 5 schools' grades went up one grade and 2 schools whose grades went up two grade levels. There were several schools whose school grades went down: 6 schools' grades went down one letter grade and 6 schools went down two letter grades.

GMCS HIGH SCHOOLS NMPED REPORT CARDS

	2013-2014	2014-2015	2015-2016	2016-2017
Crownpoint	B = 71.51	C = 64	C = 55.68	C = 51.35
Gallup Central	C = 54.9	C = 55.04	C = 61.50	C = 59.10
Gallup High	C = 61.68	C = 93.08	C = 56.16	C = 54.20
Miyamura	C = 63.69	B = 66.96	C = 63.75	C = 63.25
Navajo Pine	C = 53.45	C = 51.13	C = 54.99	C = 59.09
Ramah	C = 59.41	B = 65.04	C = 55.43	C = 64.89
Thoreau	C = 63.69	F = 42	C = 54.38	D = 41.88
Tohatchi	C = 55.06	C = 57.13	B = 66.15	C = 64.57
Tseyigai	C = 56.86	C = 64.13	B = 70.16	A = 77.77

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

GMCS MIDDLE SCHOOLS NMPED REPORT CARDS

	2013-2014	2014-2015	2015-2016	2016-2017
Chief Manuelito	D = 38.39	B = 66.2	B = 68.19	C = 50.64
Crownpoint	D = 44.45	D = 41.84	A = 82.24	B = 73.29
Gallup	D = 43.17	C = 59.31	B = 65.30	B = 66.45
JFKennedy	D = 46.87	C = 59.98	B = 70.68	C = 54.38
Navajo	D = 43.88	C = 55.06	D = 42.10	D = 49.47
Thoreau	C = 53.89	F = 30.31	D = 45.09	D = 41.50
Tohatchi	F = 24.98	D = 38.2	C = 55.34	F = 31.97

GMCS ELEMENTARY SCHOOLS NMPED REPORT CARDS

	2013-2014	2014-2015	2015-2016	2016-2017
Chee Dodge	F = 31.98	C = 52.07	C = 57.90	C = 55.29
Church Rock	F = 34.02	F = 28.2	D = 38.61	F = 26.58
Crownpoint	F = 26.11	D = 48.11	C = 55.54	F = 36.40
David Skeet	D = 40.55	B = 72.35	B = 61.66	D = 48.01
Indian Hills	F = 33.37	A = 77.45	A = 81.95	C = 50.61
Jefferson	C = 51.94	D = 38.39	C = 56.58	B = 66.16
Ocate	D = 47.11	D = 38.62	C = 54.83	A = 77.31
Lincoln	D = 47.91	C = 55.09	B = 69.59	A = 77.67
Navajo	D = 42.96	D = 42.8	D = 46.52	D = 39.94
Ramah	D = 37.95	C = 53.39	D = 37.99	B = 61.88
Red Rock	B = 63.58	C = 56.01	B = 63.75	B = 69.36
Rocky View	F = 29.60	F = 34.75	C = 53.36	D = 41.07
Roosevelt	F = 35.33	D = 47.9	D = 49.57	D = 40.64
Stagecoach	F = 33.54	D = 40.7	D = 47.47	D = 40.56
Thoreau	F = 34.71	D = 41.61	B = 65.95	D = 42.58
Tobe Turpen	D = 41.81	C = 53.27	C = 56.88	C = 54.13
Tohatchi	D = 39.1	C = 58.55	C = 58.92	C = 58.65
Twin Lakes	F = 33.12	C = 55.73	C = 56.64	F = 30.80
Washington	F = 32.51	C = 52.64	C = 52.29	B = 63.25

DISTRICT READING ASSESSMENTS

In Gallup McKinley County Schools, all students are assessed in reading. DIBELS is used to measure reading at the lower level elementary grades. The Partnership for Assessments of Readiness for College and Career (PARCC) is used to measure reading achievement from 3rd grade through high school.

The following tables document the reading assessments by grade levels by schools disaggregated by all students and by American Indian students. The assessments include Standard Based Spanish Reading, New Mexico Alternative Performance Assessment in Reading, PARCC Reading and DIBELS Reading.

ELEMENTARY READING ASSESSMENT SCORES BY SCHOOLS

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

DIBELS reading assessment is given to students in kindergarten, first and second grades only. DIBELS measures oral reading fluency and retell fluency. Oral reading fluency measures accuracy and fluency with texts – the ability to effortlessly translate letters to sounds and sounds to words. Retell fluency is a comprehension check for the oral reading fluency assessment for reading competence.

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

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

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

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

Beginning in third grade, students take the Partnership for Assessments of Readiness for College and Career (PARCC) to measure reading achievement.

PARCC Reading Assessment	Grade	All Students		American Indian	
		Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	3	841	12.0	663	9.4
Chee Dodge Elementary	3	46	2.2	46	2.2
Church Rock Elementary	3	52	1.9	49	2.0
Crownpoint Elementary	3	61	3.3	59	3.4
David Skeet Elementary	3	30	20.0	28	21.4
Indian Hills Elementary	3	43	23.3	31	22.6
Jefferson Elementary	3	48	14.6	27	14.8
Juan de Onate Elementary	3	40	17.5	22	18.2
Lincoln Elementary	3	35	20.0	20	15.0
Navajo Elementary	3	52	5.8	51	3.9
Ramah Elementary	3	29	3.4	22	4.5
Red Rock Elementary	3	58	22.4	19	10.5
Rocky View Elementary	3	54	20.4	38	21.1
Roosevelt Elementary	3	31	16.1	21	14.3
Stagecoach Elementary	3	44	18.2	39	12.8
Thoreau Elementary	3	61	11.5	56	10.7
Tobe Turpen Elementary	3	60	1.7	54	1.9
Tohatchi Elementary	3	34	17.6	33	15.2
Twin Lakes Elementary	3	32	9.4	31	6.5
Washington Elementary	3	31	6.5	17	5.9



Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

PARCC Reading Assessment	Grade	All Students		American Indian	
		Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	4	814	12.9	635	9.3
Chee Dodge Elementary	4	49	14.3	49	14.3
Church Rock Elementary	4	49	4.1	49	4.1
Crownpoint Elementary	4	57	5.3	54	3.7
David Skeet Elementary	4	39	20.5	39	20.5
Indian Hills Elementary	4	42	23.8	24	25.0
Jefferson Elementary	4	42	4.8	20	5.0
Juan de Onate Elementary	4	42	11.9	32	6.3
Lincoln Elementary	4	38	7.9	21	4.8
Navajo Elementary	4	46	2.2	46	2.2
Ramah Elementary	4	26	11.5	18	5.6
Red Rock Elementary	4	56	33.9	22	18.2
Rocky View Elementary	4	42	9.5	31	12.9
Roosevelt Elementary	4	37	27.0	22	18.2
Stagecoach Elementary	4	45	8.9	40	7.5
Thoreau Elementary	4	55	18.2	48	14.6
Tobe Turpen Elementary	4	58	3.4	46	4.3
Tohatchi Elementary	4	29	6.9	27	3.7
Twin Lakes Elementary	4	28	10.7	28	10.7
Washington Elementary	4	33	21.2	18	11.1

PARCC Reading Assessment	Grade	All Students		American Indian	
		Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	5	820	15.2	634	11.5
Chee Dodge Elementary	5	57	8.8	56	7.1
Church Rock Elementary	5	44	6.8	42	7.1
Crownpoint Elementary	5	62	9.7	61	9.8
David Skeet Elementary	5	44	13.6	44	13.6
Indian Hills Elementary	5	45	42.2	26	34.6
Jefferson Elementary	5	36	25.0	16	25.0
Juan de Onate Elementary	5	58	24.1	37	27.0
Lincoln Elementary	5	30	26.7	14	14.3
Navajo Elementary	5	42	4.8	42	4.8
Ramah Elementary	5	34	8.8	24	4.2
Red Rock Elementary	5	51	19.6	24	12.5
Rocky View Elementary	5	48	16.7	37	8.1
Roosevelt Elementary	5	37	8.1	22	9.1
Stagecoach Elementary	5	41	17.1	31	9.7
Thoreau Elementary	5	51	13.7	47	12.8
Tobe Turpen Elementary	5	51	7.8	38	2.6
Tohatchi Elementary	5	37	10.8	34	5.9
Twin Lakes Elementary	5	25	24.0	24	25.0
Washington Elementary	5	27	3.7	15	6.7

MIDDLE SCHOOL READING ASSESSMENTS BY SCHOOLS

PARCC Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	6	770	16.6	619	12.6
Chief Manuelito Middle	6	187	20.3	154	15.6
Crownpoint Middle	6	53	17.0	51	13.7
Gallup Middle	6	135	32.6	84	25.0
John F Kennedy Middle	6	220	13.2	167	11.4
Navajo Middle	6	34	5.9	33	6.1
Ramah High	6	29	3.4	24	4.2
Thoreau Middle	6	63	4.8	57	3.5
Tohatchi Middle	6	46	6.5	46	6.5

PARCC Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	7	828	16.1	643	11.8
Chief Manuelito Middle	7	198	14.6	159	13.2
Crownpoint Middle	7	38	21.1	35	17.1
Gallup Middle	7	141	28.4	78	17.9
John F Kennedy Middle	7	218	13.8	147	6.8
Navajo Middle	7	43	7.0	43	7.0
Ramah High	7	27	7.4	22	4.5
Thoreau Middle	7	85	11.8	83	12.0
Tohatchi Middle	7	74	14.9	72	15.3

PARCC Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	8	839	20.7	675	18.4
Chief Manuelito Middle	8	206	26.2	167	25.7
Crownpoint Middle	8	58	6.9	56	7.1
Gallup Middle	8	125	22.4	75	14.7
John F Kennedy Middle	8	213	25.8	152	23.0
Navajo Middle	8	40	7.5	40	7.5
Ramah High	8	18	5.6	11	9.1
Thoreau Middle	8	96	24.0	92	22.8
Tohatchi Middle	8	76	9.2	76	9.2

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

HIGH SCHOOL READING ASSESSMENTS BY SCHOOLS

PARCC Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	9	880	18.4	689	13.6
Crownpoint High	9	58	8.6	55	7.3
Gallup Central Alternative	9	18	5.6	16	6.3
Gallup High	9	224	21.4	173	16.2
Miyamura High	9	329	24.3	210	17.1
Navajo Pine High	9	32	12.5	31	12.9
Ramah High	9	27	7.4	19	5.3
Thoreau High	9	99	17.2	93	16.1
Tohatchi High	9	69	7.2	68	7.4
Tse Yi Gai High	9	23	4.3	23	4.3

PARCC Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	10	876	23.2	704	20.2
Crownpoint High	10	52	11.5	51	11.8
Gallup Central Alternative	10	29	3.4	22	4.5
Gallup High	10	229	23.6	179	22.9
Miyamura High	10	285	24.9	206	18.4
Navajo Pine High	10	35	14.3	35	14.3
Ramah High	10	30	23.3	23	13.0
Thoreau High	10	95	24.2	89	23.6
Tohatchi High	10	70	24.3	69	23.2
Tse Yi Gai High	10	24	29.2	24	29.2

PARCC Reading Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	11	843	27.3	686	23.0
Crownpoint High	11	65	20.0	63	17.5
Gallup Central Alternative	11	45	6.7	38	5.3
Gallup High	11	219	21.5	177	20.3
Miyamura High	11	254	29.5	181	22.7
Navajo Pine High	11	29	27.6	27	25.9
Ramah High	11	35	31.4	31	25.8
Thoreau High	11	80	37.5	76	35.5
Tohatchi High	11	56	25.0	54	24.1
Tse Yi Gai High	11	25	28.0	25	28.0
Districtwide	12	13	7.7	11	9.1

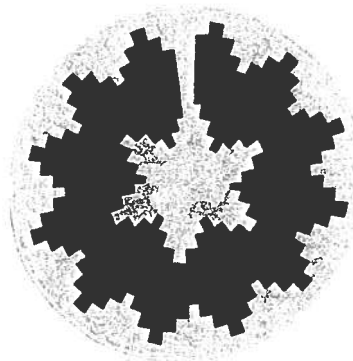
DISTRICT MATHEMATICS ASSESSMENTS

In Gallup McKinley County Schools, all students except those in kindergarten through second grade are assessed in math. The Partnership for Assessments of Readiness for College and Career (PARCC) is used to measure math achievement from 3rd grade through high school.

The following tables document the math assessments by grade levels by schools disaggregated by all students and by American Indian students. The assessments include New Mexico Alternative Performance Assessment in Math and PARCC Mathematics.

ELEMENTARY MATHEMATICS ASSESSMENT SCORES BY SCHOOLS

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	3	841	19.0	664	15.5
Chee Dodge Elementary	3	46	13.0	46	13.0
Church Rock Elementary	3	52	3.8	49	2.0
Crownpoint Elementary	3	61	8.2	59	8.5
David Skeet Elementary	3	30	23.3	28	21.4
Indian Hills Elementary	3	42	38.1	31	32.3
Jefferson Elementary	3	48	29.2	27	25.9
Juan de Onate Elementary	3	40	12.5	22	18.2
Lincoln Elementary	3	35	37.1	20	30.0
Navajo Elementary	3	52	9.6	51	7.8
Ramah Elementary	3	29	6.9	22	4.5
Red Rock Elementary	3	58	31.0	19	21.1
Rocky View Elementary	3	54	25.9	38	26.3
Roosevelt Elementary	3	31	19.4	21	19.0
Stagecoach Elementary	3	44	27.3	39	20.5
Thoreau Elementary	3	61	21.3	56	21.4
Tobe Turpen Elementary	3	60	6.7	54	5.6
Tohatchi Elementary	3	35	20.0	34	17.6
Twin Lakes Elementary	3	32	12.5	31	9.7
Washington Elementary	3	31	22.6	17	17.6



Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

PARCC Math Assessment		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	4	815	17.4	636	13.4
Chee Dodge Elementary	4	50	18.0	50	18.0
Church Rock Elementary	4	49	8.2	49	8.2
Crownpoint Elementary	4	57	14.0	54	13.0
David Skeet Elementary	4	39	30.8	39	30.8
Indian Hills Elementary	4	41	39.0	24	33.3
Jefferson Elementary	4	42	19.0	20	10.0
Juan de Onate Elementary	4	42	14.3	32	9.4
Lincoln Elementary	4	38	13.2	21	9.5
Navajo Elementary	4	46	4.3	46	4.3
Ramah Elementary	4	26	23.1	18	16.7
Red Rock Elementary	4	56	41.1	22	22.7
Rocky View Elementary	4	42	11.9	31	12.9
Roosevelt Elementary	4	37	16.2	22	13.6
Stagecoach Elementary	4	45	15.6	40	12.5
Thoreau Elementary	4	55	16.4	48	14.6
Tobe Turpen Elementary	4	59	8.5	46	6.5
Tohatchi Elementary	4	29	3.4	27	3.7
Twin Lakes Elementary	4	28	3.6	28	3.6
Washington Elementary	4	33	27.3	18	22.2
		All Students		American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	5	819	18.9	633	16.0
Chee Dodge Elementary	5	58	8.6	57	7.0
Church Rock Elementary	5	44	9.1	42	7.1
Crownpoint Elementary	5	61	18.0	60	18.3
David Skeet Elementary	5	44	13.6	44	13.6
Indian Hills Elementary	5	45	35.6	26	30.8
Jefferson Elementary	5	36	25.0	16	31.3
Juan de Onate Elementary	5	58	25.9	37	29.7
Lincoln Elementary	5	30	53.3	14	35.7
Navajo Elementary	5	42	4.8	42	4.8
Ramah Elementary	5	34	2.9	24	4.2
Red Rock Elementary	5	51	37.3	24	41.7
Rocky View Elementary	5	48	14.6	37	16.2
Roosevelt Elementary	5	37	8.1	22	13.6
Stagecoach Elementary	5	41	17.1	31	16.1
Thoreau Elementary	5	51	9.8	47	10.6
Tobe Turpen Elementary	5	51	23.5	38	10.5
Tohatchi Elementary	5	36	27.8	33	21.2
Twin Lakes Elementary	5	25	20.0	24	16.7
Washington Elementary	5	27	11.1	15	13.3

MIDDLE SCHOOL MATHEMATICS ASSESSMENT SCORES BY SCHOOLS

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	6	771	12.2	620	9.8
Chief Manuelito Middle	6	188	14.9	155	12.9
Crownpoint Middle	6	53	17.0	51	15.7
Gallup Middle	6	135	14.1	84	9.5
John F Kennedy Middle	6	221	15.4	168	13.1
Navajo Middle	6	34	2.9	33	3.0
Ramah High	6	29	3.4	24	4.2
Thoreau Middle	6	62	4.8	56	3.6
Tohatchi Middle	6	46	2.2	46	2.2

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	7	829	7.8	643	5.3
Chief Manuelito Middle	7	198	3.5	159	3.1
Crownpoint Middle	7	38	18.4	35	14.3
Gallup Middle	7	142	9.2	79	5.1
John F Kennedy Middle	7	219	12.8	147	7.5
Navajo Middle	7	43	2.3	43	2.3
Ramah High	7	27	3.7	22	4.5
Thoreau Middle	7	84	4.8	82	4.9
Tohatchi Middle	7	74	4.1	72	2.8

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	8	837	12.3	673	9.2
Chief Manuelito Middle	8	205	10.2	166	9.6
Crownpoint Middle	8	58	12.1	56	12.5
Gallup Middle	8	127	15.0	76	3.9
John F Kennedy Middle	8	212	21.2	151	17.9
Navajo Middle	8	40	5.0	40	5.0
Ramah High	8	18	16.7	11	9.1
Thoreau Middle	8	95	1.1	92	1.1
Tohatchi Middle	8	76	6.6	76	6.6

HIGH SCHOOL MATHEMATICS ASSESSMENT SCORES BY SCHOOLS

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	9	882	12.9	691	9.3
Crownpoint High	9	65	7.7	62	6.5
Gallup Central Alternative	9	20	5.0	17	5.9
Gallup High	9	221	10.4	170	8.2
Miyamura High	9	327	23.5	209	17.7
Navajo Pine High	9	32	9.4	31	9.7
Ramah High	9	27	3.7	19	5.3
Thoreau High	9	98	3.1	92	3.3
Tohatchi High	9	68	2.9	67	3.0
Tse Yi Gai High	9	23	4.3	23	4.3

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	10	874	8.2	702	6.6
Crownpoint High	10	47	4.3	46	4.3
Gallup Central Alternative	10	35	2.9	27	3.7
Gallup High	10	223	4.0	174	4.0
Miyamura High	10	281	17.1	203	14.3
Navajo Pine High	10	37	2.7	36	2.8
Ramah High	10	30	6.7	23	4.3
Thoreau High	10	99	5.1	93	4.3
Tohatchi High	10	70	1.4	69	1.4
Tse Yi Gai High	10	25	8.0	25	8.0

PARCC Math Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	11	753	4.8	617	3.2
Crownpoint High	11	32	9.4	32	9.4
Gallup Central Alternative	11	38	2.6	33	3.0
Gallup High	11	204	4.9	164	4.9
Miyamura High	11	227	5.3	167	4.2
Navajo Pine High	11	24	4.2	24	4.2
Ramah High	11	35	2.9	31	3.2
Thoreau High	11	78	2.6	73	1.4
Tohatchi High	11	55	1.8	54	1.9
Tse Yi Gai High	11	25	4.0	25	4.0
Districtwide	12	14	7.1	11	9.1

DISTRICT SCIENCE ASSESSMENTS

Gallup McKinley County Schools, all students in 4th, 7th and 11th grades are assessed in science. The New Mexico Standards Based Assessment (NMSBA) for Science is used to measure science achievement. The following tables document the science assessments by the three grade levels by schools disaggregated by all students and by American Indian students.

ELEMENTARY SCIENCE ASSESSMENT SCORES BY SCHOOLS

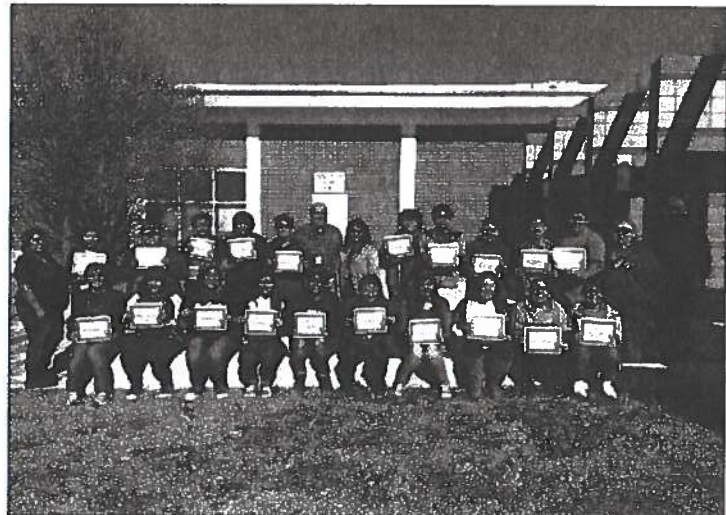
NMSBA Science Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	4	805	19.9	626	15.0
Chee Dodge Elementary	4	50	14.0	50	14.0
Church Rock Elementary	4	49	10.2	49	10.2
Crownpoint Elementary	4	57	15.8	53	11.3
David Skeet Elementary	4	39	30.8	39	30.8
Indian Hills Elementary	4	40	27.5	24	25.0
Jefferson Elementary	4	42	21.4	20	15.0
Juan de Onate Elementary	4	42	7.1	32	3.1
Lincoln Elementary	4	36	11.1	19	10.5
Navajo Elementary	4	45	13.3	45	13.3
Ramah Elementary	4	26	30.8	18	16.7
Red Rock Elementary	4	56	51.8	22	31.8
Rocky View Elementary	4	41	14.6	30	13.3
Roosevelt Elementary	4	37	29.7	22	31.8
Stagecoach Elementary	4	44	22.7	39	20.5
Thoreau Elementary	4	52	19.2	46	13.0
Tobe Turpen Elementary	4	59	11.9	46	13.0
Tohatchi Elementary	4	28	3.6	26	3.8
Twin Lakes Elementary	4	28	7.1	28	7.1
Washington Elementary	4	34	29.4	18	16.7

MIDDLE SCHOOL SCIENCE ASSESSMENT SCORES BY SCHOOLS

NMSBA Science Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	7	826	23.7	644	17.1
Chief Manuelito Middle	7	198	19.2	161	16.1
Crownpoint Middle	7	37	27.0	34	20.6
Gallup Middle	7	143	40.6	80	25.0
John F Kennedy Middle	7	216	29.2	145	22.1
Navajo Middle	7	42	9.5	42	9.5
Ramah High	7	27	7.4	22	4.5
Thoreau Middle	7	86	12.8	85	12.9
Tohatchi Middle	7	72	12.5	71	12.7

HIGH SCHOOL SCIENCE ASSESSMENT SCORES BY SCHOOLS

NMSBA Science Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	11	850	19.6	696	14.4
Crownpoint High	11	60	10.0	58	6.9
Gallup Central Alternative	11	49	8.2	44	6.8
Gallup High	11	220	18.2	179	15.6
Miyamura High	11	260	24.6	187	18.2
Navajo Pine High	11	28	17.9	26	11.5
Ramah High	11	35	22.9	31	12.9
Thoreau High	11	82	23.2	78	21.8
Tohatchi High	11	56	8.9	54	7.4
Tse Yi Gai High	11	25	4.0	25	4.0



DISTRICT SOCIAL STUDIES ASSESSMENTS

In Gallup McKinley County Schools, all students are assessed in social studies. The End-of-Course assessments are used to measure achievement levels of students in middle and high schools. The following tables document academic achievements of middle and high school students in their social studies classes.

MIDDLE SCHOOL SOCIAL STUDIES ASSESSMENT BY SCORES BY SCHOOLS

Social Studies 7th Grade	Total Number of Tests	Total Number of Passing Scores	Percent 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	Total Number of Tests	Total Number of Passing Scores	Percent 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%

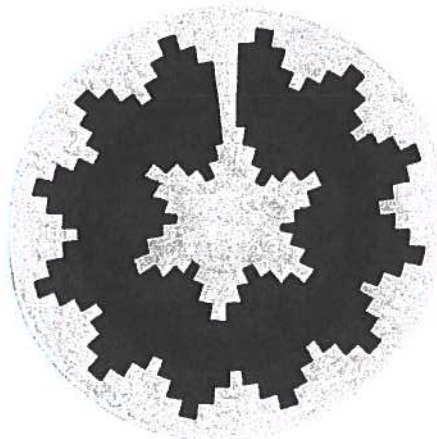
HIGH SCHOOL SOCIAL STUDIES ASSESSMENT BY SCORES BY SCHOOLS

Economics 9 - 12	Number Tested	Number of Passing Scores	Percent Passing
Districtwide	7	3	43%
Gallup Central HS	5	1	20%
Gallup HS	1	1	100%
Miyamura HS	1	1	100%

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

NM History 9 - 12	Number Tested	Number of Passing Scores	Percent 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%

US Government 9 - 12	Number Tested	Number of Passing Scores	Percent 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%

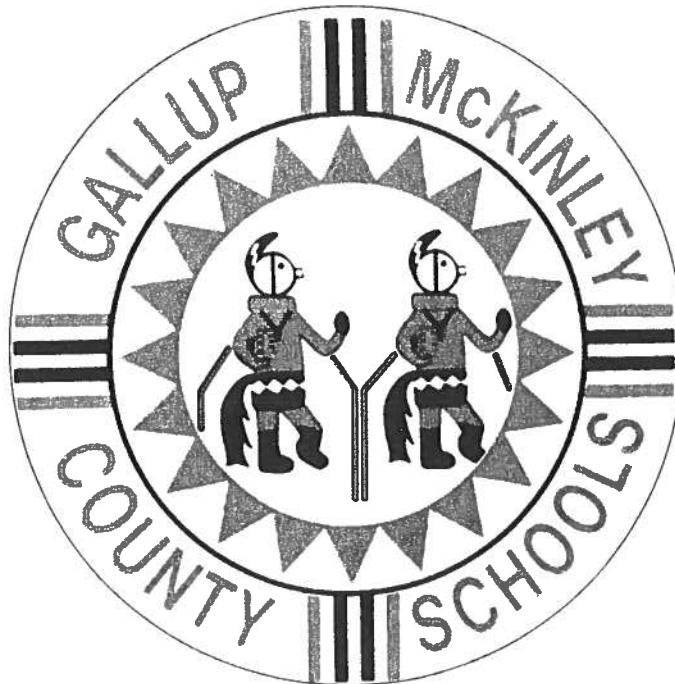


SCHOOL SAFETY

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 submitted a school safety plan 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 have 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 2016-2017

STUDENT DISCIPLINARY HEARINGS BY MONTHS											
Code	Detail	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
12.0	Firearm	4									
12.1	Weapon Non-firearm	2	1	5	1	2	6	4		3	
12.2	Physical attack Personnel		1	4	2	3	3	2	5	7	
12.3	Physical attack Student		2	1	4	3	2	7	10	4	
12.4	Sexual attack			2							
12.5	Bullying	3	3	8	3		3	6	7	3	
12.6	DDT		4	4	1		1				
12.7	Gang activity	1					1			1	
12.8	Fighting	5	2	3	3	1		1	4	5	
12.9	Aggressive confrontation			2	2	1		1	1		
12.10	Abusive language	1		4	1	1		1	2		
12.11	Criminal activity	1		4	1		1	1	1	1	1
12.12	Possession -intoxicating substance	12	22	20	14	7	12	8	14	9	6
12.13	Use - intoxicating substance	14	26	21	11	3	10	11	16	14	5
12.14	Distribution - intoxicating substance			2	2		2	1			
12.15	Trafficking - intoxicating substance						1	2			
12.16	Athletics- substance abuse		1								
12.17	Tobacco			1						1	
12.18	False report			1		1					
12.19	Electronic device										
12.20	Multiple misbehaviors 5/sem or 7/yr	4	1	2	3	3	4	2	8	2	2
	Total Number of Hearings	47	63	84	48	25	46	47	69	51	14

There was a total of 494 hearings during the 2016-2017 school year which resulted in students being placed on behavior and/or drug and alcohol contracts. This is 76 less hearings as compared to SY 2015-2016. Fifty-eight students who violated these contracts were placed on long-term suspension for more than 10 days, but less than 90 days. Forty-two students were expelled for multiple drug offenses, firearms at school, and trafficking drugs.

HIGH SCHOOL GRADUATION RATES

4 YEAR COHORT	Total Students	Total Graduates	American Indian	Asian	Black	Caucasian	Hispanic
Crownpoint	53	49	48				1
Gallup Central	94	35	29			2	4
Gallup	190	174	138	3	2	3	28
Miyamura	229	204	134	3	2	15	50
Navajo Pine	26	20	18	1			1
Ramah	31	26	22			3	1
Thoreau	77	68	64	1		3	
Tohatchi	55	51	50	1			
Tseyigai	27	24	24				

Students are expected to graduate in four years in May, 2017 when they enroll as freshmen students in fall of 2013. These figures include students who were enrolled in the high schools in their senior year who graduated in the expected time frame of four years.

5 YEAR COHORT	Total Students	Total Graduates	American Indian	Hispanic
Crownpoint	7	5	5	
Gallup Central	61	28	27	1
Gallup	15	12	12	
Miyamura	9	7	5	2
Navajo Pine	2	0		
Ramah	1	0		
Thoreau	7	4	4	
Tohatchi	3	2	2	
Tseyigai	0			

Students are expected to graduate in four years. The students in the 5-year cohort were expected to graduate in May, 2016, but their road to earning their diplomas took an extra year.

6 YEAR COHORT	Total Students	Total Graduates	American Indian	Hispanic
Gallup Central	25	13	11	2
Gallup	3	2	2	
Miyamura	1	0		

Students in the 6-year cohort were expected to graduate in four years in May, 2015, but the students in this cohort took an extra two years to complete their high school education.

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

ELEMENTARY ATTENDANCE DATA

ELEMENTARY SCHOOLS	# Students	Average School Attendance Rate	American Indian Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate
CHEE DODGE	330	93.42	93.48	93.52	0.00	94.03	96.61
CHURCH ROCK	405	92.25	92.27	0.00	94.91	98.15	95.37
CROWNPOINT	371	93.05	93.29	95.72	0.00	96.60	96.06
DAVID SKEET	198	96.06	96.11	0.00	0.00	96.55	94.44
INDIAN HILLS	296	94.89	95.50	0.00	0.00	95.18	94.70
JEFFERSON	358	95.19	94.75	100.00	98.72	95.49	95.77
JUAN DE ONATE	249	94.73	94.19	0.00	0.00	93.98	94.90
LINCOLN	254	93.90	93.15	98.18	98.77	95.60	94.64
NAVAJO	284	93.47	93.67	98.38	0.00	0.00	0.00
RAMAH	191	92.14	91.99	95.14	0.00	93.81	91.90
RED ROCK	401	95.02	94.81	96.45	98.15	95.64	95.46
ROCKY VIEW	344	94.09	94.24	97.22	0.00	95.11	93.75
ROOSEVELT	218	94.04	94.16	98.15	99.41	95.22	93.80
STAGECOACH	320	94.82	94.63	99.54	0.00	95.30	95.03
THOREAU	350	92.37	92.36	89.39	0.00	92.79	92.37
TOBE TURPEN	436	93.55	93.85	89.35	90.51	96.18	92.33
TOHATCHI	218	93.81	93.77	97.69	0.00	0.00	95.72
TWIN LAKES	208	92.51	92.67	0.00	0.00	0.00	94.91
WASHINGTON	248	94.40	94.99	99.07	0.00	90.65	94.10

(From 120 Day Report)

MIDDLE SCHOOL ATTENDANCE DATA

MIDDLE SCHOOLS	# Students	Average School Attendance Rate	American Indian Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate
CHIEF MANUELITO	638	92.62	92.49	97.22	95.24	94.29	92.79
CROWNPOINT	157	91.93	91.80	97.11	0.00	91.19	0.00
GALLUP	428	92.79	92.27	98.56	94.44	94.18	92.87
JOHN F. KENNEDY	685	91.61	91.20	95.37	96.99	90.61	92.75
NAVAJO	133	91.12	91.06	99.07	0.00	0.00	0.00
THOREAU	247	92.06	92.07	0.00	0.00	93.52	90.82
TOHATCHI	194	92.29	92.26	96.94	0.00	0.00	90.74

(From 120 Day Report)

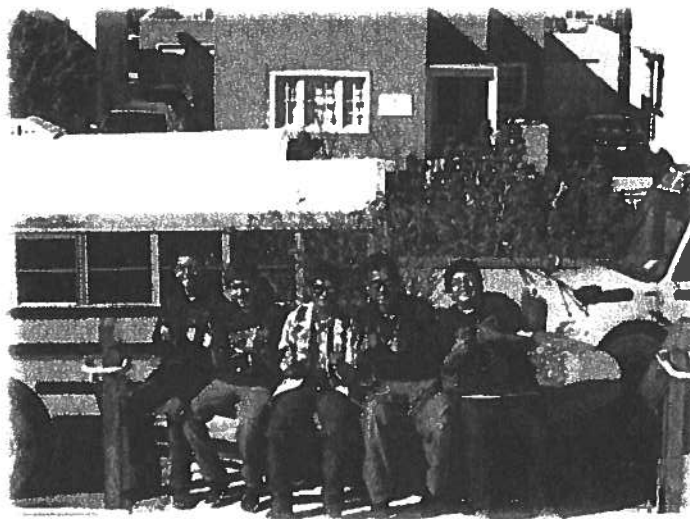
HIGH SCHOOL ATTENDANCE DATA

HIGH SCHOOLS	# Students	Average School Attendance Rate	American Indian Rate	Asian Rate	Black Rate	Caucasian Rate	Hispanic Rate
CROWNPOINT	272	88.76	88.73	96.30	0.00	0.00	86.42
GALLUP CENTRAL	324	80.39	80.89	78.36	0.00	74.69	77.45
GALLUP	960	92.25	91.90	97.54	96.41	92.33	93.31
MIYAMURA	1,204	89.02	88.45	97.17	96.52	92.70	88.64
NAVAJO PINE	150	85.71	85.41	97.22	0.00	0.00	94.44
RAMAH	198	91.47	91.05	0.00	0.00	93.11	92.31
THOREAU	377	89.74	89.52	95.22	0.00	95.28	91.09
TOHATCHI	285	88.87	88.88	99.07	0.00	79.52	94.34
TSE'YI'GAI	119	91.75	91.75	0.00	0.00	0.00	0.00

(From 120 Day Report)

As students get into higher grades, the attendance rates drop. In elementary, the attendance rates for American Indian students range from 91.99% at Ramah Elementary to the highest of 96.11% at David Skeet Elementary. For middle schools, the lowest attendance rates for American Indian students was at Navajo Middle School with 91.06% to the highest at Chief Manuelito Middle School with 92.49%. At the high schools, Gallup Central had the lowest attendance rate for American Indian students with 80.89% to Gallup High School's rate of 92.9%.

GMCS is working with parents and students regarding attendance. There are home visits made by home liaisons and at times, by teachers and counselors. For students with excessive absences, they are referred to the Student Assistance Team to identify ways to help improve the students' attendance and grades. The team consists of the student, parent, teacher, counselor and school administrator.



PARENT AND COMMUNITY INVOLVEMENT

The goal of this component of the Tribal Education Status Report 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.

In Gallup McKinley County Schools, there is two-way communication with parents regarding their students. Report cards and assessment information is distributed to parents from individual schools. Parents are welcome to visit their students' school to meet with the counselor, principal and/or make appointments to work with their student's teacher(s). In addition, schools have a website, host open house events, literacy/math nights, academic recognition, and cultural events throughout the school year. Finally, many schools have newsletters that are sent to parents periodically.

At the elementary level, schools provide monthly parent-child training through the Parent-As-Educators program in addition to the above-mentioned activities. There was also Jump Start programs available for students and parents to meet and visit with the teachers 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 community, as well as tutoring opportunities to the activities already mentioned.

In addition to the events mentioned, high schools had senior nights and financial aid nights to disseminate financial aid information for their seniors. Post-secondary institutions and military personnel visit high schools to distribute information regarding college and career programs. In addition, high schools work collaboratively with post-secondary institutions to provide dual credit courses for their students to fulfill the state requirement for graduation.

The principals are also 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 educational programs.

From the district level, there have been public hearings scheduled at chapter meetings or at school sites to garner feedback from parents and communities regarding the federal programs: Title I, Title II, Title III, Johnson O'Malley, NM state bilingual, Title VI and Title VII.

There were Science, Technology, Engineering, Arts and Mathematics (STEAM) forums held in the cluster schools. The teachers presented how their classrooms and schools were integrating science, technology, arts and math into their curriculum.

EDUCATIONAL PROGRAMS

The goal of this component is to recognize and support the unique educational and cultural needs of American Indian students. With 82.9% of the student population being of American Indian ethnic descent, the district has three programs that specifically support the unique needs of American Indian students.

From the United States of Department of Education, Office of Indian Education Formula Grants (Title VI), the district receives funding. The grant funds the salaries and benefits of the district's Navajo language and culture (NLC) instructional coaches and a majority of the NLC teachers. The grant also funds professional development to support the educational needs of American Indian students. Title VI also funds culturally relevant training for staff, provides funds for culturally relevant teaching supplies and materials and supporting the work on integrating American Indian specific content into the general curriculum. Counselors also received culturally relevant counseling training.

In addition to Title VI, the district has funding from the New Mexico Public Education Department's Bilingual Multicultural Education program to fund the heritage language model for revitalizing the Navajo language. The goal of this program is to support and revitalize the students' native language and culture through oral language instruction. The district has worked closely with the Department of Diné Education to develop the curriculum and develop Navajo teachers' evaluation instrument. A small number of teachers were funded from the bilingual program to provide education to students.

The third program that helps support the unique educational needs of American Indian students is the Johnson O'Malley (JOM) program. The JOM program provides school sites funds for purchasing culturally relevant supplies and materials, supplying school supplies and incentives, funding field trips to cultural sites and events and provides an avenue to help parents with purchasing instructional materials and equipment. JOM has helped pay for books from book fairs and cap and gowns for seniors. Finally, the JOM program helps the district in sponsoring the Navajo Language and Culture Festival when students showcase their knowledge through singing and dancing.

The school district works closely with San Juan College, University of New Mexico-Gallup, Navajo Technical University and New Mexico State University- Grants on dual credit courses for high school students. There are memorandum of understanding agreements with the post-secondary institutions to allow GMCS students to simultaneously earn college and high school credits. The dual credit courses help bridge the transition from high school to college/university.

FINANCIAL REPORT

2016-2017 DISTRICT OPERATING BUDGET REVENUE

FUND GROUP	AMOUNT
11000 - Operational	\$ 91,973,463.47
12000- Teacherage	\$ 874,914.67
13000 - Transportation	\$ 4,836,207.00
14000 - Instructional Materials	\$ 690,661.08
21000 - Food Service	\$ 7,018,335.10
22000 - Athletics	\$ 278,556.07
23000 - Non-Budgeted Activity	\$ 541,807.87
24000	\$ 15,582,143.79
25000	\$ 10,946,955.24
27000	\$ 4,061,800.44
28000	\$ 518,961.20
31100 - Bond Building	\$ 5,217.88
31500 - Special Capital Outlay Federal	\$ 737,590.00
317000 - Capital Improvements SB-9	\$ 5,339,324.47
41000 - Debt Services	\$ 7,581,894.95

The Gallup McKinley County Schools 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	Johnson O'Malley	New Mexico Indian Education	Funds Per Student
11,326	9,364	\$205,201,615	\$1,729,448	\$9,597,728	\$716,835	\$25,000	\$23,203

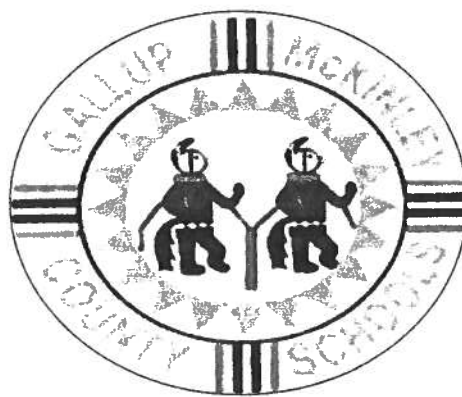
This chart shows the funds generated by American Indian students to the district.

DISTRICT BUDGETED EXPENDITURES

The district budgeted expenditures chart lists total expenditures for school year 2016-2017.

EXPENDITURES	AMOUNT
Capital Outlay	\$ 15,269,614.33
Central Services	\$ 3,421,115.04
Community Services	\$ 6,878.20
Debt Services	\$ 8,584,207.87
Food Services	\$ 7,548,573.29
General Administration	\$ 1,690,313.60
Instruction	\$ 73,353,342.24
Instructional Support Services	\$ 4,248,341.30
Operations and Maintenance	\$ 17,147,849.30
Other Support Services	\$ 196,882.46
School Administration	\$ 6,889,195.60
Student Support Services	\$ 11,551,566.14
Student Transportation	\$ 6,232,802.48

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 (IPP) is part of annual renewal process that includes public hearings and tribal consultation meetings. The IPP ensures that there is maximum participation in the development, approval and implementation of educational programs. In addition, the IPP ensures that all Native American students have the opportunity to equally participate in all educational programs and services. The attached document is the culminating document that demonstrates the commitment of the school district towards Native American students and their families and the partnership between the Navajo and Zuni tribes.

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

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



GALLUP-McKINLEY COUNTY PUBLIC SCHOOLS
IMPACT AID
Indian Policies and Procedures
2016-2017 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 VII (Impact Aid Program) of the Elementary and Secondary Act of 1965, the *No Child Left Behind Act* of 2001, the *Every Student Succeeds Act* of 2015 and the *New Mexico Indian Education Act* of 2003, 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 II: Supporting Effective Instruction, Title III: English Language Acquisition, Title IV: Student Support and Academic Enrichment Grants, Title V: Rural and Low Income School Program, Title VI: Indian Education Formula Grants, and Title VII: 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 opportunities for Navajo Nation Chapters, Department of Diné Education, 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 and obtain consent with Navajo Nation Chapters, Department of Diné Education, 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 all federal programs. 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 scores/PARCC/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 and the Department of Diné Education, 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. GMCS does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age in its programs and activities.
- 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*, *Every Student Succeeds Act* of 2015 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 Department of Diné Education and 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 federal funding sources, the Department of Diné Education and Indian Education Committee will submit recommendations to modify the educational programs, services, and activities offered by the district.
- 3.2 GMCS shall review and consider the Department of Diné Education and 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, the Department of Diné Education, 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, the Department of Diné Education, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee and parents of Native American students prior to and at a Public Hearing:

- Title VII Impact Aid Application
 - Evaluation of educational programs assisted with Title VII Impact Aid funds
 - Educational program plans that will be funded by Title VII Impact Aid
 - Assessment data for Native American students
 - School Improvement Action Plan for the low performing schools
 - Title VII 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, the Department of Diné Education 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 Power Announcement, 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 5.1 & 5.2 above.

6. POLICY

GMCS shall encourage Navajo Nation Chapters, the Department of Diné Education, 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 VII 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, the Department of Diné Education, 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 federal 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, the Department of Diné Education, 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.

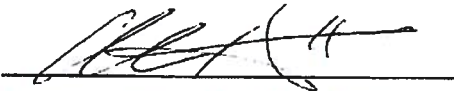
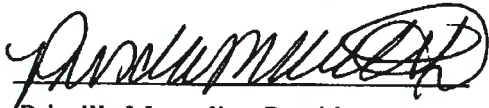
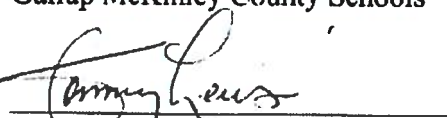

7. POLICY

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


Mike Hyatt, Interim Superintendent
Gallup McKinley County Schools
Priscilla Manuelito, President
Board of Education
Gallup McKinley County Schools
Dr. Tommy Lewis
Superintendent of Schools
Navajo Nation
Val R. Panteah, Sr., Governor
Pueblo of Zuni

INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE

TRUANCY and INCREASE ATTENDANCE

Truancy is defined as having more than ten (10) absences within a school year. According to the NMPED Habitual Truant Students by District report for school year 2016-2017, there are 3,192 students who were habitually truant. This is 27.56% of the total student population of 11,584 which includes students from the private and charter schools within GMCS.

During school year 2015-2016, the district's overall habitual truancy rate was 39.97% with 15.49% at the elementary level, 41.87% at the middle schools and 62.57% at the high schools. The decreased rates from 39.97% to the 2016-2017 rate of 27.56% show that more students are attending schools more often.

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 grades will also decrease as students miss more days of school. Teachers, parents, counselors and administrators are involved in the SAT process to help students identify the obstacles to absences and develop plans to improve attendance.

There are home school liaisons at each school who make home visits to help determine why students are absent. Additional people who do home visits are teachers and counselors and at times, the administrators in an effort to help the student. When compared to school year 2015-2016, the attendance rates have all risen in all schools except for Crownpoint Middle School, Gallup Central High School and Tseyigai High Schools.

STUDENT DROP-OUTS

To combat dropping out of school, the schools have used the support from the SAT process and have utilized the services of the school site counselors. All counselors have been trained in suicide prevention/intervention, culturally relevant counseling, and the use of k'é (clanship and familial relations) when working with students.

Another resource used was using different interventions to combat suspension and expulsion. When dealing with disciplinary actions, schools have been trained in working with students and their parents, instead of being punitive in nature. Instead of imposing the harshest penalties for disciplinary behaviors, the schools have recommended counseling or other positive methods to teach and/or re-teach appropriate behaviors. This focus has resulted in less disciplinary referrals and fewer absences due to suspensions.

In 2015-2016, there was 570 hearings held which resulted in students being placed on behavior and/or drug and alcohol contracts. That rate has decreased for 2016-2017 to 494 hearings. There were 28 less students who were placed on long-term suspensions (more than 10 days, but less than 90 days) for violating their behavior contracts as compared to school year 2015-2016. Despite the less number of hearings, there were more students being expelled this year at 42 as compared the previous year's rate of 29 which resulted in 13 more students.

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

VARIABLE SCHOOL CALENDAR

Gallup McKinley County Schools has a district committee involving school 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.

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						

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 9 Prof Dev Day
Aug 10 Prof Dev Day
Aug 11 1st Day Students

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	

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 5 Labor Day
Sept 19 Parent Teacher Conf
Oct 12 End of 1st Qtr
Oct 19 Data Day no students
Oct 20 - 21 Fall Break

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			

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 21-25 Thanksgiving Break
Dec 1 80th Day
Dec 16 End of 2nd Qtr
Dec 19 - 30 Winter Break

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				

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				

Jan 2 Data Day no students
Jan 16 MLK Jr Day
Feb 6 Parent Teacher Conf
Feb 20 Presidents Day

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	

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 3 End of 3rd Qtr
March 6 Data Day no Students
March 20 - 24 Spring Break
April 28 Navajo Sov. Day

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			

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 29 Memorial Day
May 30 Last Day Students
May 31 Prof Dev Day
May 31 Last Day for Teachers

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 district leaders in regard to the 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 NATIVE AMERICAN 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, the Navajo Nation has identified the 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 the Navajo Nation and the Zuni Pueblo. The district has collaborated with Navajo Nation's Division of Diné Education to discuss curricula changes, dual language program, the Oral Diné Language Assessment (ODLA) results and the district's language program. The district has begun formal consultation sessions to begin a Zuni language program.

All students who take the Navajo language and culture classes must take the ODLA to assess oral language proficiency. Below are the ODLA end-of-year results in May, 2017 by schools.

ELEMENTARY SCHOOLS ODLA DATA BY NUMBER OF STUDENTS

	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non-Proficient	Limited	Fluent
Catherine Miller	150	3	0	153	0	0	150	3	0
Chee Dodge	102	5	0	107	0	0	102	5	0
Crownpoint	107	6	1	113	1	0	107	7	0
David Skeet	78	8	0	86	0	0	78	8	0
Indian Hills	89	31	0	120	0	0	89	31	0
Jefferson	93	0	0	93	0	0	93	0	0
Juan de Onate	57	1	0	58	0	0	57	1	0
Lincoln	47	2	0	49	0	0	47	2	0
Navajo	138	118	3	259	0	0	138	121	0
Ramah	48	25	1	74	0	0	74	0	0
Red Rock	30	0	0	30	0	0	30	0	0
Rocky View	86	0	0	85	0	1	85	1	0
Roosevelt	117	4	0	121	0	0	117	4	0
Stagecoach	12	28	0	40	0	0	28	28	0
Thoreau	52	50	1	103	0	0	52	51	0
Tobe Turpen	90	22	0	115	1	1	91	25	1
Tohatchi	90	5	0	95	0	0	90	5	0
Twin Lakes	172	7	2	181	0	0	172	9	0
Washington	22	0	5	22	0	0	22	0	0

Gallup McKinley County Schools Tribal Education Status Report for 2016-2017

MIDDLE SCHOOLS ODLA DATA BY NUMBER OF STUDENTS

MIDDLE SCHOOLS	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non-Proficient	Limited	Fluent
Chief Manuelito	73	17	0	91	0	0	73	18	0
Crownpoint	29	1	2	31	1	0	29	3	0
Gallup	69	0	4	68	0	1	69	2	2
JF Kennedy	24	40	13	74	3	0	25	52	0
Navajo	73	22	19	105	7	2	73	39	20
Ramah Mid/High	6	0	0	6	0	0	6	0	0
Thoreau	61	18	3	81	1	0	60	22	0
Tohatchi	60	15	4	76	3	0	61	18	0

HIGH SCHOOLS ODLA DATA BY NUMBER OF STUDENTS

HIGH SCHOOLS	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non-Proficient	Limited	Fluent
Gallup	76	21	8	95	8	1	77	26	1
Miyamura	84	31	31	119	12	5	86	46	4
Navajo Pine	18	14	8	35	5	0	18	22	0
Tohatchi	0	23	15	14	31	3	0	36	2
Crownpoint	76	11	6	93	0	0	76	17	0
Ramah Mid/High	6	0	0	6	0	0	6	0	0
Thoreau	66	14	4	84	0	0	74	10	0

There were language and culture goals for the academic year. The language goal of the Navajo language and culture program was to converse in the Diné language in the elementary schools. In the middle schools, the language goal was to present an oral project and the high school's goal was to present a portfolio demonstrating their oral reading and writing skills. The culture goals for the program was: elementary students will be aware of themselves through the clan system and extended family structure; middle school students will demonstrate their knowledge of cultural artifacts and high school students will research and present on a cultural teaching and its relevance to land, water, community and/or resources.

RECEIVED
SEP 28 2017
BY: _____