



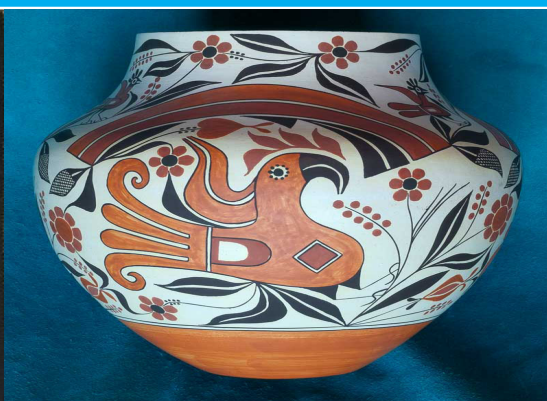
Grants/Cibola County School District



Tribal Education Survey Report SY 2016-2017



“Every Student, Every Day,
Building A Person For Life”



*My grandchild, education is the ladder. Tell our people
to take it---Hastiin Ch'il Haaajini (Manuelito)*



Grants-Cibola County Schools-Tribal Education Status Report of the School Year 2016-2017

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INTRODUCTION

The New Mexico Indian Education Act requires each school district with Tribal Lands within its boundaries to provide a district wide Tribal Education Status Report (TESR). The Grants-Cibola County Schools' Tribal Status Report shows information regarding public school performance, and how it is measured, how it is reported to the tribes and disseminated at the semiannual government-to-government meetings.

The information contained in this report includes information on the following topic areas:

1. Student achievement as measured by a statewide test approved by the department, with results disaggregated by tribal affiliation;
2. School safety;
3. Graduation rates;
4. Attendance;
5. Parent and community involvement;
6. Educational programs targeting tribal students;
7. Financial reports;
8. Current status of federal Indian education policies and procedures;
9. School district initiatives to decrease the number of student dropouts and increase attendance;
10. Public school use of variable school calendars;
11. School district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and
12. Indigenous research and evaluation measures and results for effective curricula for tribal students.

School District Demographics:

Cibola County has approximately 27,335 residents of which 28% are school age. Student enrollment for the 2015-2016 SY was 3,732 with 2,074 students in Elementary; 401 in Middle School and 1,257 student in High School. There are eleven (11) schools that make up the Grants Cibola County School District. Our schools are located in the following communities: Bluewater, San Rafael, The City of Grants, The Village of Milan, Pueblo of Laguna, Cubero Land Grant, and Seboyeta Land Grant.

The school district serves the educational needs of Native American students from three Pueblos/Tribe, they are: the Pueblo of Acoma, the Pueblo of Laguna, and the Navajo Nation.

The School Board

The G/CCS School Board is comprised of the individuals: President: Joel Stewart, Vice President Emily Hunt-Dailey, Secretary, Richard Jones, Board members: Dion Sandoval and Dr. Guy Archambeau.

GCCS Strategic Plan

The School Board and the Superintendent, Dr. Marc Space have established a strategic plan to identify the educational needs of our students and formalize goals to meet those needs.

The following overarching goals are:

1. To foster student excellence and academic achievement with a curriculum that recognizes our cultural diversity;
2. Instill excellence in teaching and leadership;
3. Create a school climate and environment that is safe, supportive, inclusive and respectful, and
4. Engage our diverse families and communities in student success.

Native American Student Demographics 2016-2017 SY

School Enrollment	Total Student	Caucasian	Hispanic	Asian	African American	Acoma	Laguna	Navajo	Other Tribes	Native American by school site and percentage
Bluewater Elementary	113	54	22	~	~	~	~	37	~	38 or 33%
Cubero Elementary	340	~	25	~	~	99	200	~	~	312 or 91%
Mesa View Elementary	477	56	236	~	~	30	22	115	11	178 or 37%
Milan Elementary	466	97	252	~	~	~	~	93	14	118 or 25%
Mt. Taylor Elementary	584	67	255	~	~	88	17	134	21	260 or 44%
San Rafael Elementary	67	~	44	~	~	~	~	10	~	16 or 24%
Seboyeta Elementary	64	0	15	~	~	~	47	~	~	49 or 76%
Los Alamos Middle School	449	77	204	~	~	43	12	99	12	166 or 37%
Laguna Acoma Middle School	53	~	~	~	~	17	32	~	~	50 or 94%
Laguna Acoma High School	279	~	19	~	~	76	171	10	~	261 or 94%
Grants High School	859	149	363	~	~	113	35	174	16	338 or 39%
Total	3,751	515	1,435	~	~	479	540	682	85	1,786 or 47%
Note: Enrollment is based on the 40th day attendance count of October 1, 2016 (Source:Powerschool) ~ Less than 10 in subgroup										

2015-2016 SY

School Enrollment	Total Student	Caucasian	Hispanic	Asian	African American	Acoma	Laguna	Navajo	Other Tribes	Native American by school site and percentage
Bluewater Elementary	122	52	24	~	~	~	1	40	~	44 or 36%
Cubero Elementary	322	4	17	~	~	95	192	~	~	301 or 93%
Mesa View Elementary	452	51	229	~	~	19	18	116	~	161 or 36%
Milan Elementary	496	102	258	~	~	~	~	110	11	129 or 26%
Mt. Taylor Elementary	531	68	243	~	~	79	14	107	14	214 or 40%
San Rafael Elementary	63	10	44	~	~	~	~	10	~	9 or 14%
Seboyeta Elementary	79	0	14	~	~	~	61	~	3	64 or 81%
Los Alamos Middle School	400	77	204	~	~	35	~	92	~	166 or 37%
Laguna Acoma Middle School	91	1	~	~	~	25	53	~	~	83 or 91%
Laguna Acoma High School	283	~	15	~	~	73	170	11	10	264 or 93%
Grants High School	901	156	397	~	~	109	36	179	19	340 or 38%
Total	3,742	525	1,419	16	27	445	557	666	87	1,755 or 47%
Note: Enrollment is based on the 40th day attendance count of October 14, 2015 (Source:Powerschool) ~ Less than 10 in subgroup										



Students and Parents participate in the STEAM Conference.

ATTENDANCE

Location	Attendance Average	American Indian	Student w/ Disabilities
Bluewater Elementary	94	95	94
Cubero Elementary	94	94	94
Grants High	90	89	88
Laguna-Acoma High	93	93	92
Laguna-Acoma Middle	96	96	97
Los Alamos Middle	94	94	93
Mesa View Elementary	94	93	93
Milan Elementary	96	95	95
Mount Taylor Elementary	94	94	93
San Rafael Elementary	93	93	92
Seboyeta Elementary	95	95	96

Habitual Truant Students by District and School

School Year 2015-2016

Location	Enrollment Count	Habitual Count	Percent Habitual	Unexcused Count
District Total	4,143.0	514.0	12.4%	3,283.0
Bluewater Elementary	140.0	14.0	10.00%	120.0
Cubero Elementary	376.0	46.0	12.23%	325.0
Grants High	976.0	155.0	15.88%	811.0
Laguna-Acoma High	316.0	18.0	5.70%	262.0
Laguna-Acoma Middle	102.0	6.0	5.88%	80.0
Los Alamos Middle	442.0	44.0	9.95%	370.0
Mesa View Elementary	547.0	2.0	0.37%	278.0
Milan Elementary	580.0	41.0	7.07%	428.0
Mount Taylor Elementary	628.0	168.0	26.75%	514.0
San Rafael Elementary	76.0	15.0	19.74%	66.0
Seboyeta Elementary	87.0	2.0	2.30%	73.0

School Year 2016-2017

Location	Enrollment Count	Habitual Count	Percent Habitual	Unexcused Count
District Total	4,098.0	759.0	18.52%	3523.0
Bluewater Elementary	126.0	7.0	5.56%	105.0
Cubero Elementary	393.0	77.0	19.59%	346.0
Grants High	918.0	135.0	14.71%	781.0
Laguna-Acoma High	313.0	26.0	8.31%	268.0
Laguna-Acoma Middle	78.0	3.0	3.85%	55.0
Los Alamos Middle	489.0	48.0	9.82%	406.0
Mesa View Elementary	570.0	196.0	34.39%	502.0
Milan Elementary	553.0	37.0	6.69%	376.0
Mount Taylor Elementary	659.0	209.0	31.71%	598.0
San Rafael Elementary	76.0	6.0	7.89%	66.0
Seboyeta Elementary	75.0	9.0	12.00%	71.0

MOBILITY REPORT

Mobility Report

School Year 2015-2016

Location Name	Mobility Rate
Bluewater Elementary	0.400
Cubero Elementary	0.264
Grants High School	0.238
Laguna Acoma High School	0.167
Laguna Acoma Middle School	0.237
Los Alamitos Middle School	0.181
Mesa View Elementary School	0.306
Milan Elementary School	0.303
Mount Taylor Elementary School	0.296
San Rafael Elementary School	0.324
Seboyeta Elementary School	0.314

School Year 2016-2017

Location Name	Mobility Rate
Bluewater Elementary	0.228
Cubero Elementary	0.234
Grants High School	0.182
Laguna Acoma High School	0.190
Laguna Acoma Middle School	0.479
Los Alamitos Middle School	0.218
Mesa View Elementary School	0.398
Milan Elementary School	0.293
Mount Taylor Elementary School	0.280
San Rafael Elementary School	0.642
Seboyeta Elementary School	0.485



Students from Grants High School and Laguna Acoma High School pose in front of the Unconquered II, Veterans Memorial Statue, by Alan Houser at the Heard Museum in Phoenix, Arizona.

STUDENT ACHIEVEMENT DATA

In this section of the TESR, data was gathered from PARCC and the District Report Card to measure student progress and proficiency in reading, mathematics and science.

In the achievement-proficiency summaries by subgroup section, the school data was extrapolated from the School District Report Card SY 2015-2016. Students were assessed in reading and mathematics in grades 3-11 and in science grades 4,7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

The second section shows Native American snapshot of the PARCC school performance level from data released in the Spring of 2016. Note that FERPA regulations were applied when student count was below 10 by indicating in the tables summaries “data suppressed to protect student privacy.”

The last section shows PARCC Student Achievement by Grade.

GCCS, along with the Pueblo of Acoma, the Pueblo of Laguna, the Navajo Nation, Baca-Prewitt Chapter have organized an advisory committee called the TIPP, Team Indian Policies and Procedures. This committee continues to explore ways of gathering disaggregated data specific to Pueblo and Navajo students. An important task of this committee is to research and analyze Native American student data and make recommendations to the LEA and the tribal entities on ways to improve academic achievement and closing the achievement gap.

The development of the TIPP was an outgrowth of the school district and tribes working collaboratively in improving communication and cooperation between the LEA and the Indian community, and to ensure the equal participation of Indian children in the education programs and activities of the LEA.



Meeting of the TIPP Committee members at the Pueblo of Acoma Tribal Auditorium

Achievement-Proficiency Summaries by Subgroup and School

Achievement- Proficiency Summaries by Subgroup 2015-2016 SY (School District Report Card 2015-2016)

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students, LEA Current	21	79	14	86	34	66
Female, LEA Current	25	75	13	87	30	70
Caucasian, LEA Current	37	63	26	74	54	46
African American, LEA Current	33	67	13	87		
Hispanic, LEA Current	26	74	18	82	42	58
Asian, LEA Current	31	69	25	75		
American Indian, LEA Current	12	88	7	93	21	79
Econo. Disadvantaged, LEA Current	21	79	14	86	34	66
Students w Disabilities, LEA Current	2	98	3	97	13	87
ELL, LEA Current	6	94	7	93	13	88

Achievement- Proficiency Summaries by School 2015-2016 SY (School District Report Card 2015-2016)

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Bluewater Elementary	48	52	64	36	50	50
American Indian	38	62	46	38		
Cubero Elementary	10	90	11	89	25	75
American Indian	46	54	11	89		
Grants High School	32	68	12	88	39	61
American Indian	22	78	6	94		
Laguna Acoma High School	13	87	2	98	16	84
American Indian	12	88	3	97		
Laguna Acoma Middle School	3	97	3	97	30	70
American Indian	3	97	3	97		
Los Alamos Middle School	15	85	11	89	33	67
American Indian	9	91	5	95		
Mesa View Elementary School	14	86	19	81	36	64
American Indian	35	65	9	91		
Milan Elementary School	29	71	16	84	47	53
American Indian	41	59	5	95		
Mount Taylor Elementary School	20	80	21	79	40	60
American Indian	29	71	16	84		
San Rafael Elementary School	13	87	20	80	45	55
American Indian	-	-	-	-		
Seboyeta Elementary School	10	90	5	95	<2	>98
	10	90	<1	>99		

PARCC, School Performance Level Native American Snapshot

ENGLISH LANGUAGE ARTS/LITERACY Grade 3 Assessment, Spring 2016 Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.6%	24%	24.2%
District	284	61.3%	15.5%	15.5%
School	15	33.3%	46.7	46
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS Grade 3 Assessment, Spring 2016 Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,587	42.0%	27.1%	29.9%
District	285	51%	25.3%	23.2%
School	15	13.3%	15.7%	80.0%
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY Grade 4 Assessment, Spring 2016 Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	24.9%
District	253	47.1%	30.8%	22.1%
School	17	29.4%	41.2%	29.4
American Indian or Alaska Native	6	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 4 Assessment, Spring 2016
Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.4%	27.5%	23.1%
District,	253	60.1%	25.7%	14.2%
School	17	5.9%	47.1%	47.1%
American Indian or Alaska Native	6	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District,	255	50.6%	30.2%	19.2%
School	14	21.4	21.4	57.1
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 5 Assessment, Spring 2016
Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District,	255	54.5%	25.1%	20.4%
School	14	21.4%	7.1%	71.4%
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District,	250	40.8%	33.6%	25.6%
School	12	33.3%	0.0%	66.6%
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 6 Assessment, Spring 2016
Bluewater Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	12	8.3%	33.3%	58.3%
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY
Grade 3 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.6%	24.2%	24.2%
District	284	54.9%	29.6%	15.5%
School	41	63.5%	29.3%	7.3%
American Indian or Alaska Native	38	65.8%	28.9%	5.3%



MATHEMATICS
Grade 3 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,587	42.9%	27.1%	29.9%
District	285	51.5%	25.3%	23.2%
School	41	65.9%	19.5%	14.6%
American Indian or Alaska Native	38	71.0%	18.4%	10.5%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 4 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	24.9%
District	253	47.1%	30.8%	22.2%
School	38	60.5%	31.6%	7.9%
American Indian or Alaska Native	35	62.8%	31.4%	5.7%

MATHEMATICS
Grade 4 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.4%	27.5%	23.1%
District	253	60.1%	25.7%	14.2%
School	38	52.6%	28.9%	18.4%
American Indian or Alaska Native	35	54.2%	28.6%	17.1%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
Cubero Elementary

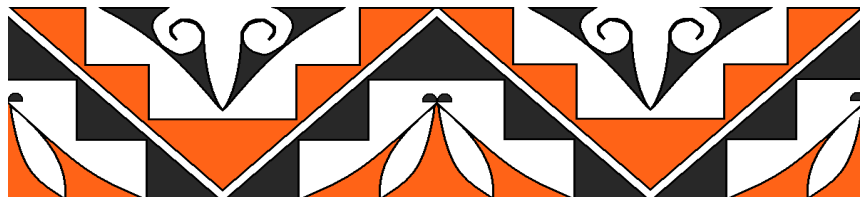
	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District	255	50.6%	30.2%	19.2%
School	51	62.8%	23.5%	13.7%
American Indian or Alaska Native	44	55.9%	22.7%	11.4%

MATHEMATICS
Grade 5 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District	255	54.5%	25.1%	20.4%
School	51	64.7%	31.4%	3.9%
American Indian or Alaska Native	44	65.9%	29.5%	4.5%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District	250	40.8%	33.6%	25.6%
School	29	51.7%	37.9%	10.3%
American Indian or Alaska Native	25	56.0%	36.0%	8.0%



MATHEMATICS
Grade 6 Assessment, Spring 2016
Cubero Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	29	62.1%	31.0%	6.9%
American Indian or Alaska Native	25	60.0%	32.0%	8.0%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 3 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.6%	24.2%	24.1%
District	284	54.9%	29.6%	15.5%
School	64	56.3%	32.8%	10.9%
American Indian or Alaska Native	24	66.7%	29.2%	4.2%

MATHEMATICS
Grade 3 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,587	42.9%	27.1%	29.9%
District	285	51.5%	25.3%	23.2%
School	64	59.4%	25.0%	15.6%
American Indian or Alaska Native	24	75.0%	20.8%	44.2%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 4 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	25.0%
District	253	47.1%	30.8%	22.1%
School	58	65.6%	20.7%	13.8%
American Indian or Alaska Native	25	72.0%	24.0%	4.0%

MATHEMATICS
Grade 4 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.4%	27.5%	23.1%
District	253	60.1%	25.7%	14.2%
School	58	72.4%	19.0%	8.6%
American Indian or Alaska Native	25	84.0%	16.0%	0.0%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District	255	50.6%	30.2%	19.2%
School	51	49.0%	39.2%	11.8%
American Indian or Alaska Native	11	72.8%	18.2%	9.1%



MATHEMATICS
Grade 5 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District	255	54.5%	25.1%	20.4%
School	51	49.0%	15.7%	35.3%
American Indian or Alaska Native	11	72.8%	9.1%	18.2%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District	250	40.8%	33.6%	25.6%
School	58	43.1%	37.9%	18.9%
American Indian or Alaska Native	22	54.6%	40.9%	4.5%

MATHEMATICS
Grade 6 Assessment, Spring 2016
Mesa View Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	58	43.1%	37.9%	19.0%
American Indian or Alaska Native	22	68.2%	13.6%	18.2%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 3 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.6%	24.2%	24.1%
District	284	54.9%	29.6%	15.5%
School	60	60.0%	26.7%	13.3%
American Indian or Alaska Native	18	83.3%	16.7%	0.0%

MATHEMATICS
Grade 3 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,587	42.9%	27.1%	29.9%
District	285	51.5%	25.3%	23.1%
School	61	50.8%	32.8%	16.4%
American Indian or Alaska Native	18	66.6%	33.3%	0.0%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 4 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	25.0%
District	253	47.1%	30.8%	22.1%
School	66	31.8%	30.3%	37.9%
American Indian or Alaska Native	15	40.0%	33.3%	36.7%



MATHEMATICS
Grade 4 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.4%	27.5%	23.1%
District	253	60.1%	25.7%	14.2%
School	66	59.1%	25.8%	15.2%
American Indian or Alaska Native	15	60.0%	33.3%	6.7%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District	255	50.6%	30.2%	19.2%
School	53	37.8%	30.2%	32.1%
American Indian or Alaska Native	13	38.5%	38.5%	23.1%

MATHEMATICS
Grade 5 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District	724	54.5%	25.1%	20.4%
School	53	52.8%	28.3%	18.9%
American Indian or Alaska Native	13	69.2%	30.0%	0.0%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District	250	40.8%	33.6%	25.6%
School	68	41.2%	26.5%	32.4%
American Indian or Alaska Native	15	46.6%	40.0%	13.3%

MATHEMATICS
Grade 6 Assessment, Spring 2016
Milan Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	68	30.4%	29.4%	13.2%
American Indian or Alaska Native	15	66.6%	26.7%	6.7%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 3 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.6%	24.2%	24.2%
District	284	54.9%	29.6%	15.5%
School	82	53.7%	28.0%	18.3%
American Indian or Alaska Native	30	63.3%	23.3%	13.3%



MATHEMATICS
Grade 3 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,587	42.9%	27.1%	29.9%
District	285	51.5%	25.3%	23.2%
School	83	47.5%	28.0%	24.4%
American Indian or Alaska Native	30	53.4%	30.0%	16.7%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 4 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	24.9%
District	253	47.1%	30.8%	22.2%
School	52	50.0%	26.9%	23.1%
American Indian or Alaska Native	19	57.9%	26.3%	15.8%

MATHEMATICS
Grade 4 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.4%	27.5%	23.1%
District	253	60.1%	25.7%	14.2%
School	52	65.4%	26.9%	7.7%
American Indian or Alaska Native	19	63.2%	26.3%	10.5%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District	255	50.6%	30.2%	19.3%
School	73	56.2%	30.1%	13.7%
American Indian or Alaska Native	32	56.3%	40.6%	3.1%

MATHEMATICS
Grade 5 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District	255	54.5%	25.1%	20.4%
School	73	60.3%	23.3%	16.4%
American Indian or Alaska Native	32	62.5%	25.0%	12.5%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District	250	40.8%	33.6%	25.6%
School	57	21.1%	47.4%	31.6%
American Indian or Alaska Native	19	21.1%	52.6%	26.3%



MATHEMATICS
Grade 6 Assessment, Spring 2016
Mount Taylor Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	57	40.3%	28.1%	31.6%
American Indian or Alaska Native	19	47.3%	26.3%	26.3%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 3 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.3%	24.2%	24.1%
District	284	54.9%	29.6%	15.5%
School	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 3 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,587	42.9%	27.1%	29.9%
District	285	51.4%	25.3%	23.2%
School	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



ENGLISH LANGUAGE ARTS/LITERACY
Grade 4 Assessment, Spring 2016
San Rafael Elementary

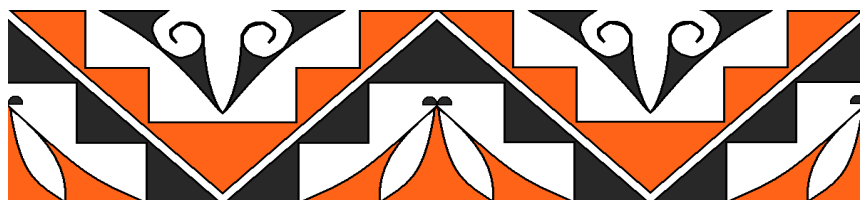
	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	25.0%
District	253	47.1%	30.8%	22.1%
School	12	25.0%	50.0%	25.0%
American Indian or Alaska Native	3	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 4 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.4%	27.5%	23.1%
District	253	60.1%	25.7%	14.2%
School	12	50.0%	33.3%	16.7%
American Indian or Alaska Native	3	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District	255	50.6%	30.2%	19.2%
School	6	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



MATHEMATICS
Grade 5 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District	255	54.5%	25.1%	20.4%
School	6	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District	250	40.8%	33.6%	25.6%
School	17	88.3%	11.8%	0.0%
American Indian or Alaska Native	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 6 Assessment, Spring 2016
San Rafael Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	17	64.7%	35.3%	0.0%
American Indian or Alaska Native	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



ENGLISH LANGUAGE ARTS/LITERACY
Grade 3 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,282	51.6%	24.2%	24.1%
District	284	54.9%	29.6%	15.5%
School	13	53.9%	38.5%	7.7%
American Indian or Alaska Native	11	54.6%	36.4%	9.1%

MATHEMATICS
Grade 3 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,587	42.9%	27.1%	29.9%
District	285	51.5%	25.3%	23.2%
School	13	69.3%	23.1%	7.7%
American Indian or Alaska Native	11	63.7%	27.3%	9.1%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 4 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,016	44.3%	30.8%	25.0%
District	253	47.1%	30.8%	22.1%
School	10	30.0%	70.0%	0.0%
American Indian or Alaska Native	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



MATHEMATICS
Grade 4 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,877	49.9%	27.5%	23.1%
District	253	60.1%	25.7%	14.2%
School	10	100.0%	0.0%	0.0%
American Indian or Alaska Native	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY
Grade 5 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,260	44.9%	30.4%	24.7%
District	255	50.6%	30.2%	19.2%
School	7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	5	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 4 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,621	44.8%	30.0%	25.2%
District	255	54.5%	25.1%	20.4%
School	7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	5	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



ENGLISH LANGUAGE ARTS/LITERACY
Grade 6 Assessment, Spring 2016
Seboyeta Elementary

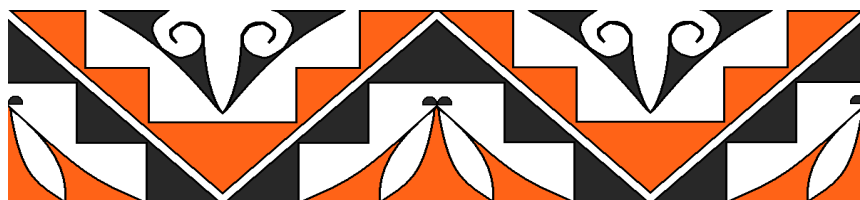
	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,897	43.0%	32.7%	24.2%
District	250	40.8%	33.6%	25.6%
School	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS
Grade 6 Assessment, Spring 2016
Seboyeta Elementary

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,021	51.0%	29.3%	19.7%
District	250	48.4%	32.4%	19.2%
School	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
American Indian or Alaska Native	7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

ENGLISH LANGUAGE ARTS/LITERACY
Grade 7 Assessment, Spring 2016
Los Alamitos Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,628	49.2%	27.7%	23.0%
District	231	48.9%	38.5%	12.6%
School	192	44.8%	40.6%	14.6%
American Indian or Alaska Native	57	63.1%	33.3%	3.5%



MATHEMATICS
Grade 7 Assessment, Spring 2016
Los Alamitos Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,773	51.2%	32.0%	16.9%
District	230	57.8%	35.7%	6.5%
School	191	55.5%	36.6%	7.9%
American Indian or Alaska Native	57	70.1%	29.8%	0.0%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 8 Assessment, Spring 2016
Los Alamitos Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,464	45.6%	28.8%	25.7%
District	253	59.3%	28.1%	12.6%
School	204	53.5%	31.4%	15.2%
American Indian or Alaska Native	76	60.5%	28.9%	10.5%

MATHEMATICS
Grade 8 Assessment, Spring 2016
Los Alamitos Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	19,281	68.2%	20.6%	11.3%
District	250	66.8%	22.0%	11.2%
School	203	61.6%	25.6%	12.8%
American Indian or Alaska Native	76	61.8%	28.9%	9.2%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 7 Assessment, Spring 2016
Laguna-Acoma Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,628	49.2%	27.7%	23.0%
District	231	48.9%	38.5%	12.6%
School	39	69.3%	28.2%	2.6%
American Indian or Alaska Native	38	68.4%	28.9%	2.6%

MATHEMATICS
Grade 7 Assessment, Spring 2016
Laguna-Acoma Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,773	51.2%	32.0%	16.9%
District	230	57.8%	35.7%	6.5%
School	39	69.2%	30.8%	0.0%
American Indian or Alaska Native	38	71.0%	28.9%	0.0%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 8 Assessment, Spring 2016
Laguna-Acoma Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	23,464	45.6%	28.8%	25.7%
District	253	59.3%	28.1%	12.6%
School	49	83.7%	14.3%	2.0%
American Indian or Alaska Native	42	88.1%	11.9%	0.0%



MATHEMATICS
Grade 8 Assessment, Spring 2016
Laguna-Acoma Middle

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	19,281	68.2%	20.6%	11.3%
District	250	66.8%	22.0%	11.2%
School	47	89.4%	6.4%	4.3%
American Indian or Alaska Native	40	90.0%	7.5%	2.5%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 9 Assessment, Spring 2016
Laguna-Acoma High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,205	44.0%	28.6%	27.4%
District	296	50.0%	30.4%	19.6%
School	69	66.7%	21.7%	11.6%
American Indian or Alaska Native	65	66.2%	23.1%	10.8%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 10 Assessment, Spring 2016
Laguna-Acoma High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	22,963	44.1%	23.9%	32.1%
District	255	51.8%	24.3%	23.9%
School	55	72.7%	18.2%	9.1%
American Indian or Alaska Native	50	72.0%	18.0%	10.0%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 11 Assessment, Spring 2016
Laguna-Acoma High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	21,268	30.7%	24.9%	44.3%
District	260	36.5%	24.2%	39.2%
School	86	58.2%	24.4%	17.4%
American Indian or Alaska Native	76	61.8%	22.4%	15.8%

MATHEMATICS
Algebra I Assessment, Spring 2016
Laguna-Acoma High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,979	53.8%	27.0%	19.2%
District	295	62.7%	28.1%	9.2%
School	72	80.5%	16.7%	2.8%
American Indian or Alaska Native	67	80.6%	16.4%	3.0%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 9 Assessment, Spring 2016
Grants High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	24,205	44.0%	28.6%	27.4%
District	296	50.0%	30.4%	19.6%
School	227	45.0%	33.0%	22.0%
American Indian or Alaska Native	67	59.7%	32.8%	7.5%



ENGLISH LANGUAGE ARTS/LITERACY
Grade 10 Assessment, Spring 2016
Grants High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	22,963	44.1%	23.9%	32.1%
District	255	51.8%	24.3%	23.9%
School	200	46.0%	26.0%	28.0%
American Indian or Alaska Native	88	60.2%	23.9%	15.9%

ENGLISH LANGUAGE ARTS/LITERACY
Grade 11 Assessment, Spring 2016
Grants High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	21,268	30.7%	24.9%	44.3%
District	260	36.5%	24.2%	39.2%
School	174	25.8%	24.1%	50.0%
American Indian or Alaska Native	63	31.7%	27.0%	41.3%

MATHEMATICS
Algebra I Assessment, Spring 2016
Grants High

	Number of Valid Scores	Level 1, Did Not Yet Meet Expectations/Level 2, Partially Met Expectations	Level 3, Approached Expectations	Level 4, Met Expectations/Level 5 Exceeded Expectations
State	25,979	53.8%	27.0%	19.2%
District	295	62.7%	28.1%	9.2%
School	221	57.5%	31.2%	11.3%
American Indian or Alaska Native	65	69.2%	29.2%	1.5%



PARCC STUDENT ACHIEVEMENT BY GRADE

STUDENT ACHIEVEMENT/ Grade 3

ENGLISH LANGUAGE ARTS/LITERACY Grade 3 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,282	52	24	24
DISTRICT	284	55	30	15
BLUEWATER	15	33	20	47
CUBERO	41	63	29	7
MESA VIEW	64	57	33	11
MILAN	60	60	27	13
MOUNT TAYLOR	82	51	28	18
SAN RAFAEL	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
SEBOYETA	13	54	38	8

MATHEMATICS Grade 3 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	25,587	52	24	24
DISTRICT	285	52	25	23
BLUEWATER	15	13	7	80
CUBERO	41	65	20	15
MESA VIEW	64	59	25	16
MILAN	61	51	33	16
MOUNT TAYLOR	82	48	28	24
SAN RAFAEL	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
SEBOYETA	13	69	23	8

STUDENT ACHIEVEMENT/ Grade 4

ENGLISH LANGUAGE ARTS/LITERACY Grade 4 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,016	44	31	25
DISTRICT	253	47	31	23
BLUEWATER	17	30	41	30
CUBERO	38	61	32	8
MESA VIEW	58	66	21	14
MILAN	66	32	30	38
MOUNT TAYLOR	52	50	27	23
SAN RAFAEL	12	25	50	25
SEBOYETA	10	30	70	8

MATHEMATICS Grade 4 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,877	50	27	23
DISTRICT	253	60	26	14
BLUEWATER	17	6	47	47
CUBERO	38	52	29	18
MESA VIEW	58	72	19	9
MILAN	66	59	26	16
MOUNT TAYLOR	52	65	27	8
SAN RAFAEL	12	50	33	17
SEBOYETA	10	100	0	0



STUDENT ACHIEVEMENT/Grade 5

PA ENGLISH LANGUAGE ARTS/LITERACY Grade 5 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,260	45	30	25
DISTRICT	255	51	30	19
BLUEWATER	14	21	21	57
CUBERO	51	62	24	14
MESA VIEW	51	49	39	12
MILAN	53	38	30	32
MOUNT TAYLOR	73	56	30	14
SAN RAFAEL	6	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
SEBOYETA	7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS Grade 5 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,621	45	30	25
DISTRICT	255	54	25	21
BLUEWATER	14	21	7	71
CUBERO	51	65	31	4
MESA VIEW	51	49	16	35
MILAN	53	53	28	19
MOUNT TAYLOR	73	60	23	16
SAN RAFAEL	6	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
SEBOYETA	7	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



Navajo student participating in the regional science fair.

STUDENT ACHIEVEMENT/Grade 6

ENGLISH LANGUAGE ARTS/LITERACY Grade 6 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	23,897	43	33	25
DISTRICT	250	40	34	26
BLUEWATER	12	33	0	66
CUBERO	29	51	38	10
MESA VIEW	58	43	38	19
MILAN	68	41	26	32
MOUNT TAYLOR	57	21	47	28
SAN RAFAEL	17	88	12	0
SEBOYETA	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS Grade 6 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,021	51	29	19
DISTRICT	250	49	32	19
BLUEWATER	12	8	33	58
CUBERO	29	62	31	7
MESA VIEW	58	43	38	19
MILAN	68	57	29	13
MOUNT TAYLOR	57	40	28	32
SAN RAFAEL	17	65	35	0
SEBOYETA	9	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		



Students coding robot at STEAM Conference

STUDENT ACHIEVEMENT/Grade 7

PARCC English Language Arts/Literacy

ENGLISH LANGUAGE ARTS/LITERACY Grade 7 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	23,628	49	28	23
DISTRICT	231	49	39	13
LAGUNA ACOMA MIDDLE	39	69	28	3
LOS ALAMITOS MIDDLE	192	45	41	1

MATHEMATICS

Grade 7 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	23,773	51	32	17
DISTRICT	230	57	36	7
LAGUNA ACOMA MIDDLE	39	70	31	3
LOS ALAMITOS MIDDLE	191	56	37	8

STUDENT ACHIEVEMENT/Grade 8

ENGLISH LANGUAGE ARTS/LITERACY Grade 8 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	23,464	45	29	26
DISTRICT	253	59	28	12
LAGUNA ACOMA MIDDLE	49	84	14	2
LOS ALAMITOS MIDDLE	204	53	31	15

MATHEMATICS

Grade 8 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	19,281	68	21	11
DISTRICT	230	250	22	11
LAGUNA ACOMA MIDDLE	47	90	6	4
LOS ALAMITOS MIDDLE	203	62	26	13

STUDENT ACHIEVEMENT/Grade 9

ENGLISH LANGUAGE ARTS/LITERACY Grade 7 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	24,205	44	29	27
DISTRICT	296	50	30	19
GRANTS HIGH SCHOOL	227	45	33	22
LAGUNA-ACOMA HIGH SCHOOL	69	67	22	12

MATHEMATICS/Integrated Mathematics I

Pre-Algebra/Algebra 1

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	576	73	18	9
DISTRICT	13	84	15	0
GRANTS HIGH SCHOOL	5	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
LAGUNA-ACOMA HIGH SCHOOL	8	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS/Integrated Mathematics II

Geometry

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	644	72	21	7
DISTRICT	247	71	25	4
GRANTS HIGH SCHOOL	190	67	27	6
LAGUNA-ACOMA HIGH SCHOOL	57	81	18	2

MATHEMATICS/Integrated Mathematics III

Algebra II

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	579	69	20	12
DISTRICT	247	59	26	16
GRANTS HIGH SCHOOL	179	50	30	20
LAGUNA-ACOMA HIGH SCHOOL	76	78	17	5

MATHEMATICS/Algebra I Assessment

Algebra I

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	25,979	54	27	19
DISTRICT	295	63	28	9
GRANTS HIGH SCHOOL	221	57	31	11
LAGUNA-ACOMA HIGH SCHOOL	72	81	17	3
LAGUNA-ACOMA MIDDLE SCHOOL	2	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

MATHEMATICS/Algebra II Assessment

Algebra II

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	20,157	63	22	16
DISTRICT	2	63	28	9
GRANTS HIGH SCHOOL	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		
LAGUNA-ACOMA HIGH SCHOOL	1	DATA SUPPRESSED TO PROTECT STUDENT PRIVACY		

STUDENT ACHIEVEMENT/Grade 10

PAR ENGLISH LANGUAGE ARTS/LITERACY Grade 10 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	22,963	44	24	32
DISTRICT	255	52	24	24
GRANTS HIGH SCHOOL	200	46	26	29
LAGUNA-ACOMA HIGH SCHOOL	55	73	18	9

STUDENT ACHIEVEMENT/Grade 11

PA ENGLISH LANGUAGE ARTS/LITERACY Grade 11 Assessment, 2015-2016

PERFORMANCE DISTRIBUTION BY %	# OF STUDENTS	DID NOT YET MEET /PARTIALLY MET	APPROACHED/MET	MET/EXCEEDED
STATE	21,268	31	25	45
DISTRICT	260	37	24	39
GRANTS HIGH SCHOOL	174	26	24	50
LAGUNA-ACOMA HIGH SCHOOL	86	59	24	17



Elders from the Pueblo of Laguna visit students at Cubero Elementary School.

EDUCATION PROGRAMS TARGETING TRIBAL STUDENTS

The educational program's objective is to recognize and support the unique cultural and educational needs of American Indian students enrolled in public and charter schools.

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet.

Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

The school district offered instruction in the Navajo and Keres Languages. The language programs are offered at the following schools: Grants High School, Laguna Acoma Jr./Sr. High School and Los Alamos Middle School.

This year, the school district began offering tutoring services for Acoma students at the Pueblo of Acoma Library. A memorandum of understanding was garnered between the Grants-Cibola County School District and the Pueblo of Acoma to provide these services.

For the second year in a row, students attended the National United Native Indian Youth conference in Tempe, Arizona. UNITY is America's foremost leadership organization for Native Youth. Grants High School students continue to develop a Native American youth council at their school.

Students from Grants High School and Laguna Acoma High School attended that Youth Entrepreneurship Summit which was sponsored by the American Indian Business Enterprise Development organization. The Summit was designed for Native students who are interested in business and entrepreneurship and other fields.

Navajo students attending Los Alamos Middle School and Grants High School, who were enrolled in the Navajo Language program visited the Navajo Nation Museum in Window Rock, Arizona.

Over 100 students attended the 3rd Annual STEAM Conference, "Discover Your Genius" at Los Alamos Middle School. The conference focused on STEAM topics including: aeronautics, architecture, robotics, performing arts, science exploration, rocketry, basic electronics and coding.



Students proudly displaying their architectural designed house at the 3rd Annual STEAM Conference.

DISTRICT BUDGETED EXPENDITURES

Capital Outlay	\$4,517,879
Central Services	\$629, 570
Community Services	\$0
Debt Service	\$3,727,405
Food Services	\$2,046,924
General Administration	\$1,398,759
Instruction	\$21,884,598
Instructional Support Services	\$363,860
Operations and Maintenance	\$5,222,782
Other Support Services	\$22,452
School Administration	\$1,442,731
Student Support Services	\$4,887,084
Student Transportation	\$1,305,604



FEDERAL INDIAN POLICIES AND PROCEDURES

The Federal Impact Aid, Indian Policies and Procedures (IPP) is an important document that is a part of the annual application that is submitted to the Impact Aid Program in Washington, D.C. demonstrating compliance within the law concerning consultation with the Indian community.

For the 2016-2017 SY, one public hearing and 5 (five) meetings were held to gather community input and feedback from the Native American community.

The attached IPP is a living document that demonstrates the strong commitment of the school district, tribes and parents to work together to improve American Indian student academic achievement.

The uniqueness of this document is that it uses district school data to drive decision making. A fourteen member advisory committee Team Indian Policies and Procedures (TIPP) comprising of Tribal and school district representatives and community members has been established to work on the implementation of the IPP. The TIPP also established its own By-laws. This collaboration is being showcased at the state and national meetings and conferences as a way of promoting school district and community engagement.

For the past two years the Grants-Cibola County School Board and Tribal Leaders have signed this important document.

On June 5, 2016 a Data Summit was held, with a wide range of participants from the New Mexico Public Education Department, the Grants Cibola County School District, the Pueblos of Acoma and Laguna, the Baca/Prewitt Navajo Chapter of the Navajo Nation, the Pueblo of Laguna Education Priority Team members and the Bureau of Indian Education. The Summit focused on the current state of data collection, identifying the data needs and data integration issues.

Indian Policies and Procedures Signing, January 25, 2016



From Left to Right: G/CCS School Board Vice President Emily Hunt Dailey, G/CCS School Board Member Dion Sandoval, G/CCS Superintendent Marc Space, Pueblo of Laguna Governor Virgil Siow, G/CCS School Board President, G/CCS School Board President Joel Stewart, G/CCS Board member Dr. Guy Archambeau, Pueblo of Acoma Governor Kurt Riley, Pueblo of Acoma Councilman Harold Chino, G/CCS Board Secretary Richard Jones, and Pueblo of Acoma Councilman Barney Chino.

Indian Policies and Procedures Grants/Cibola County School District

The Grants Cibola County Schools (“District”), as part of the requirements for the receipt of Federal Impact Aid funds, adopts this set of Indian Policies and Procedures (“IPP”) to fulfill the commitments stated below and to establish a process of consultation and involvement with tribes and parents of Indian students with the ultimate goal of improving student scholastic performance. The process shall be facilitated by the eight policies and related procedures set forth below.

Elementary and Secondary Education Act, ESEA (NCLB) No Child Left Behind TITLE VIII – IMPACT AID

Impact aid provides funds to school districts, in place of property taxes not received from federal lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts; these districts may use the funds in whatever manner they choose in accordance with their local and State requirements.

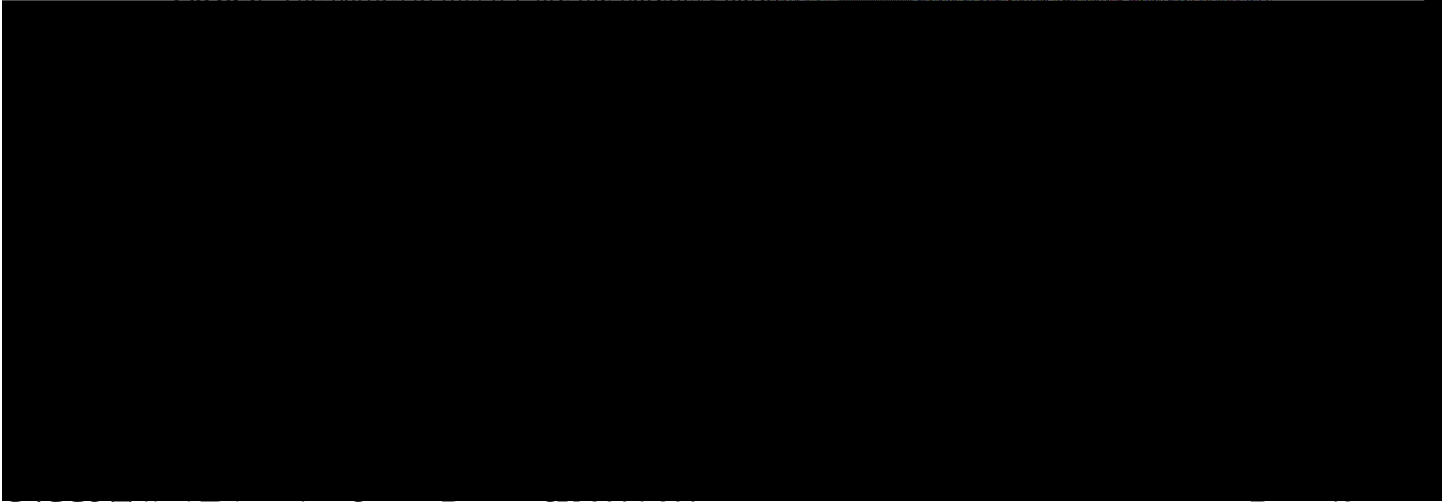
Most LEAs use these funds for a wide variety of expenses, including the salaries of teachers and teacher aides; purchasing textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Payments for Children with Disabilities must be used for the extra costs of educating these children.

The LEA may use the funds for other purposes such as capital expenditures. Some Impact Aid funds must be used for specific purposes. All payments are distributed directly to the bank accounts of school districts.

DEFINITIONS

Equal Access: It is the intent of the District that all Native American or Indian children (“Indian”) attending the District shall have equal and equitable access to all programs, services, and activities offered. It is the intent of the District to fully comply with all requirements of SEC. 8004. [20 U.S.C. 7704], and the New Mexico Indian Education Act, NMSA 1978. However, nothing herein is intended to and shall not conflict or violate the Family Educational Rights and Privacy Act (20 USC 1232 (g)).

Parties: The parties to this IPP are the parents/guardians and extended family members of



Their task is to ensure that meaningful interaction, discussion, and partnership occur in the implementation of the IPP. The statutory role provided by Title VIII is not replaced by TIPP; parents, tribes and the District will continue to fulfill their roles as stipulated in Title VIII guidelines.

IPP Data Set (Appendix A): The IPP Data Set should show if Indian students are participating equally and are making adequate achievement. This information shall be a part of the District's improvement plans; the District, schools, and IPP will receive the same data for the purposes of systematically and uniformly modifying programs and activities to achieve equal participation and improve achievement. Indian student information is to be disaggregated at least by District-wide, school, ELL, SWD, and other factors as appropriate and feasible. The TIPP may revise the IPP Data Set (Adding, deleting, clarifying) and definitions as appropriate.

Indian Parent Advisory Committee (IPAC):

The IPAC is composed of and selected by parents of Indian children attending Grants/Cibola County Schools. The IPAC membership consists of the following co-chairs: an Acoma parent, a Laguna parent, a Navajo parent, a certified educator, a Laguna Acoma High School student and the Grants High School student. The establishment of an IPAC is part of Title VII of the Indian Education Act of 1972 and is not required by Title VIII Impact Aid. The IPAC serves in an advisory capacity to the school district and has adopted bylaws for the conduct of the activities of the committee and abides by such bylaws.

Meetings: Meetings will be held so that parents and tribes can provide comments, concerns, and recommendations, on how student performance can be improved. The TIPP will organize and schedule meetings outlined in the policies and procedures to facilitate this process insuring the frequency, dates, times, and location of all meetings are made public. Notices of meetings will be posted in the District's Office of Indian Education and will be sent to area tribes for posting.

Information Sharing: The following materials will be disseminated to tribes and parents who request the same in writing.

- a. The District strategic plan and school EPSS that document needs, goals, strategies, and outcomes related to Indian student performance;
- b. State and federal reports which document Indian student needs and performance outcomes;
- c. The Title VIII Impact Aid Application for funds;
- d. Any evaluations of those programs in which Indian children are participating; and
- e. The District Indian Education Status Report.

Policy I: Give Tribal Officials and Parents an opportunity to comment on whether Indian Children participate on equal basis with non-Indian children in educational and programs and activities provided by the district.

Procedures (August Timeframe):

1. The District, tribes and members of the IPAC shall identify their representatives to the TIPP.

2. The prior year TIPP shall provide an orientation to any new members of the TIPP and IPAC including a review of the current IPP, the IPP Work Cycle, NM Public Education Department and Indian Education Division Strategic Plan(s), District Strategic Plan, school site EPSS plans, and IPP Goals from the previous school year.
3. The prior year TIPP shall provide a review of the IPP Data Set to the TIPP and IPAC which was used to monitor student performance relative to prior year goals and how they reflect the current school year:
4. The IPAC will assess the extent to which Indian students participate on an equal basis with non-Indian children served by the District and be prepared to share their input at the next TIPP meeting. The IPAC will accomplish this through meetings and other information sharing methods as they determine appropriate.

Policy II: Assess the extent to which Indian students participate on an equal basis with non-Indian children served by the District.

Procedures (November – January Timeframe)

1. The TIPP will make a concerted effort to especially gather the input of parents relating to the view of equal participation, how it can be meaningfully measured, and how services are being provided to children in the school District.
2. The TIPP will engage performance improvement techniques such as more detailed data review, root cause analysis, brainstorming and other techniques, to develop suggested modifications to the District's educational program.
3. The TIPP will develop proposed changes to the District's educational program to include revised IPP Goals and Strategies including:
 - a. A modification of existing programs, activities and tasks,
 - b. Alternative teaching approaches to include culturally-relevant approaches,
 - c. A new IPP Data Set which will be used to monitor progress at achieving the new/revised IPP Goals.
4. The TIPP will also propose how the IPP Goals and Strategies align with the current District Strategic Plan and EPSS Plans.
5. New/revised IPP Goals and Strategies will be finalized and approved by the TIPP who will seek parent, tribal and District Superintendent approval as appropriate.
6. The TIPP will present new/revised IPP Goals and Strategies to the District School Board for their approval. As potential changes and/or new approaches to achieve IPP Goals and Strategies are identified throughout the school year, these will be presented to the District Superintendent and Board.

Policy III: Modify, if necessary, the District's educational program to ensure that Indian children participate on equal basis with non-Indian children served by the District.

Procedures (January – March Timeframe)

1. Upon approval by the District Board, the District will re-evaluate the current educational program and financial budgets to determine how the IPP Strategies

- and Goals can be achieved. If for any reason any IPP Goal or Strategy is not chosen to be implemented, the District will document the reason(s) to the TIPP.
2. The District and the TIPP will develop a timeline for program modification that is contingent upon the District's timelines for program development and modification.

Policy IV: Disseminate relevant applications, evaluations, program plans and information related to the education programs of the District in sufficient time to allow Area Tribes and Parents an opportunity to review the materials and make recommendations on addressing the needs of Indian children and how the District may help those children realize the benefits of the district's education programs and activities.

Procedures (March Timeframe)

1. The District will formalize educational program modifications through revised/new programs, activities and tasks to implement the IPP Goals and Strategies including a timeline for implementation.
2. The District will implement the new/revised educational program according to the timeline and provide monthly reports to the TIPP.
3. These monthly reports will include a report of information gathered according to new/revised IPP Data Set.

Policy V: Gather information concerning how the Indian community views education issues, including the frequency, location and time of meetings.

Procedures (April Timeframe)

1. The TIPP will continually gather, review and analyze IPP Data Set information to determine the effective implementation and how the revised educational program is affecting student performance.
2. The District Office of Indian Education and the TIPP will organize public hearings and other local meetings to present a conclusive report of how the revised educational program has affected student performance.
3. At these meetings, the TIPP will gather student and parent views on how the educational program are addressing educational issues and how the District may address particular needs of Indian children.
4. Note: These procedures will not prevent parents or tribal officials from conveying their views directly to the District through District Board meetings and/or tribal council/chapter venues.

Policy VI: Notify the Parents and Area Tribes of the locations and times of meetings.

Procedures (April – May Timeframe)

1. The TIPP will convene meeting(s) with parents and tribes to share initial student and parent reviews and feedback of how the revised/new educational program is affecting student performance.

2. The District Office of Indian Education will develop and provide the District Superintendent a report on the modifications which the District has agreed to and submit that list to the TIPP and the respective tribal officials.

Policy VII: Consult and involve Tribal Officials and Parents in the planning and development of the District's education programs and activities (July-ongoing).

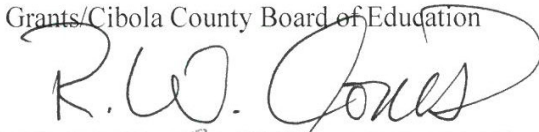
Procedures (July – Ongoing)

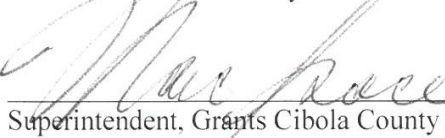
1. The TIPP will convene meeting(s) with parents and tribes to provide specific input to the planning and development of the District's education programs and activities. These meetings can include a review of the NM Public

BY:


President Joel Stewart

Grants/Cibola County Board of Education


Board Secretary, Richard Jones


Superintendent, Grants Cibola County Schools

1-24-17
Date

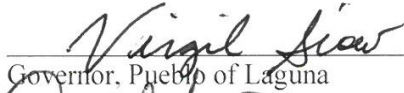
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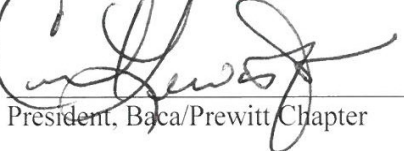
Concur:


Governor, Pueblo of Acoma

01/30/17
Date

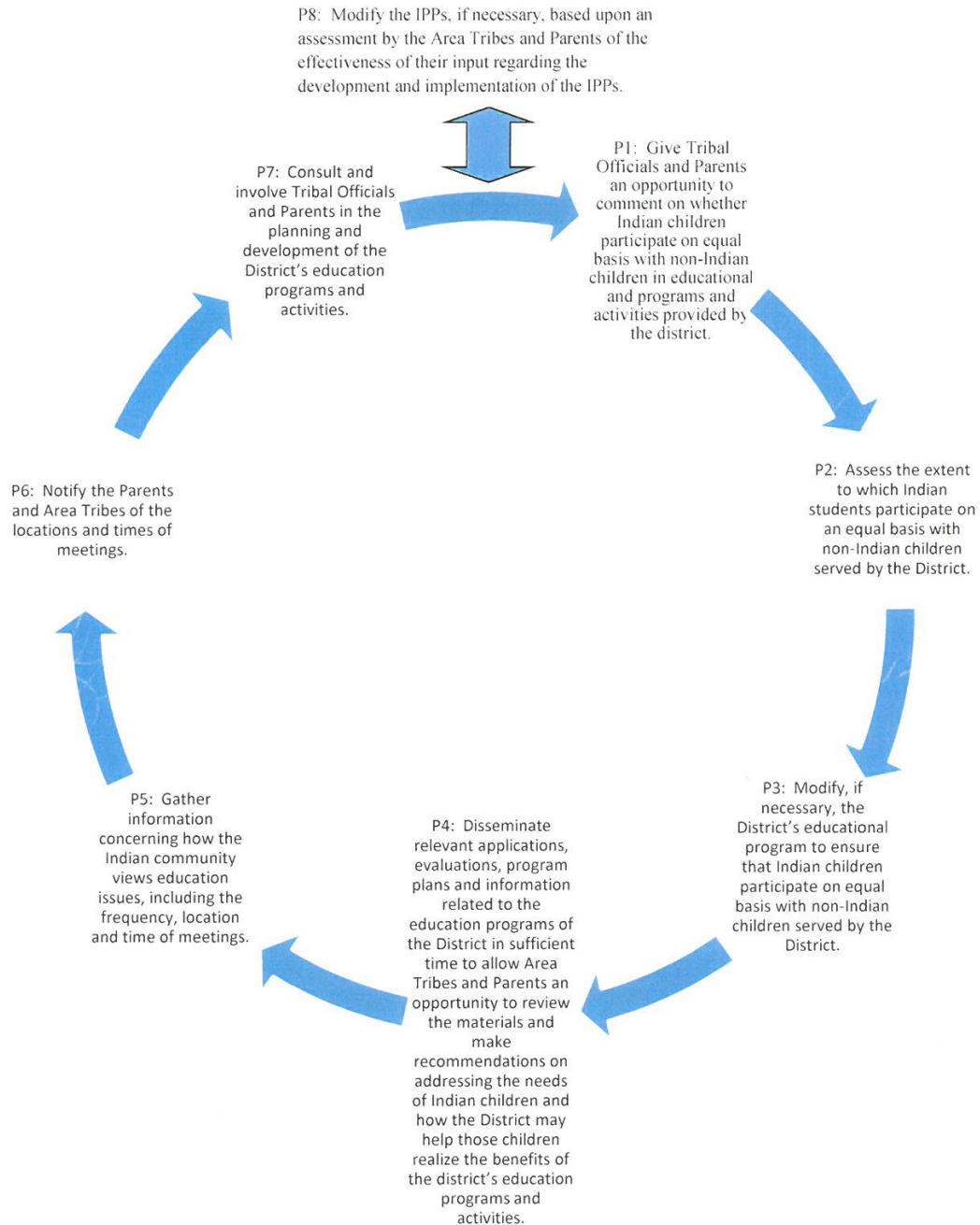

Governor, Pueblo of Laguna

1/24/17
Date


President, Baca/Prewitt Chapter

January 24, 2017
Date

**GRANTS CIBOLA COUNTY SCHOOLS
INDIAN POLICIES AND PROCEDURES
A Framework for Student Performance Improvement**

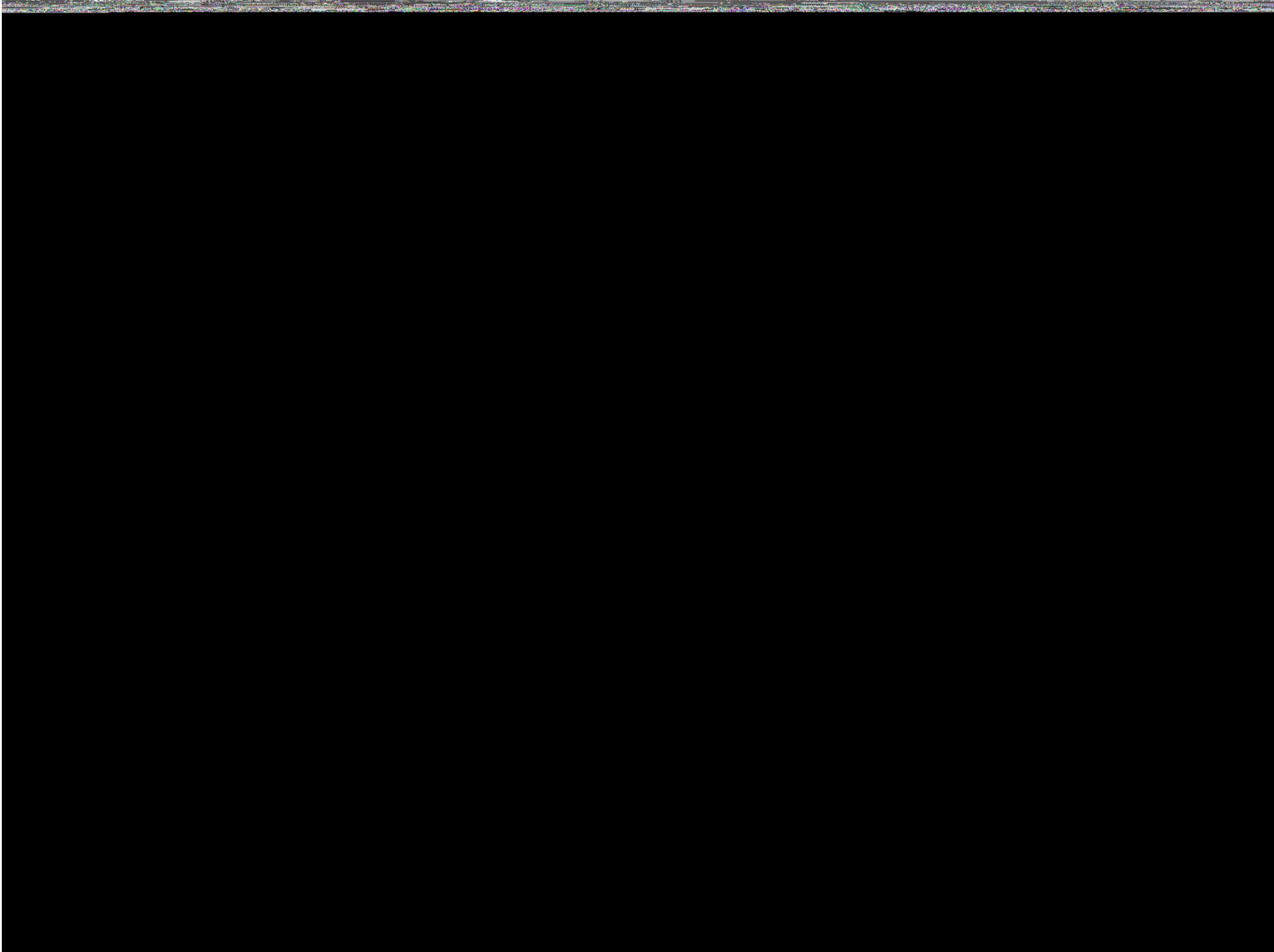


Appendix A

IPP Data Sets

The IPP information (data) should show if the Indian students are participating equally and are making adequate achievement on a longitudinal basis for key Native subgroups (ELL, SWD). All data reports will be reviewed and approved by District Administration prior to dissemination. Written and oral reports of key findings will be submitted to the GCCS School Board. The list below is subject to revision by the District in consultation with tribal officials and parents.

Data Topics of the New Mexico Indian Education Act

- A. Student Achievement (NMIEA): District performance data (formative/summative) that shows levels of achievement in academic core, content areas, fine arts, etc. Other measures that schools use to show progress will be included as appropriate.
 - B. School Safety (NMIEA). Classroom School safety as measured by changes in discipline incidences, truancy, and high absenteeism will help to determine if student's behaviors support student achievement.
 - C. Graduation Rate (NMIEA). Graduation rate as measured by four year cohort graduation rates for ELs, SWDs. Percent of students
 - D. Attendance (NMIEA). School attendance as measured by decreased percent of absenteeism greater than 10 days, reduced student dropouts, etc.
- 

Industry certification. Percent of eligible Indian students increasing in readiness activities increasing over multiple years.

- H. Postsecondary Education. Enrollment and rates of completion at two year, four year, and other training programs. Tribes will work with the District in developing an optimal method of collecting this data through District or tribal resources.
- I. Scholarships. Percent of Indian graduates receiving local and non-local scholarships, by High School, as compared to other ethnicities.
- J. Tribal Involvement. District's consultations with District Indian Education committees, school-site parent advisory councils and tribal, municipal and Indian organizations.

VARIABLE SCHOOL CALENDAR

The variable school calendar objective is to ensure that New Mexico Schools collaborate with Tribal governments to identify the important cultural events. Variable school calendars address the American Indian students' cultural and family responsibilities. Grants Cibola County Schools has a committee comprised of representatives from feeder schools, including the BIE and tribal contract schools, parents and school administrators who are involved in the development of school calendar. Students have 2 cultural days off on September 2, Pueblo of Acoma, San Esteban Feast Day and September 19 Pueblo of Laguna Feast Day.

GRANTS/CIBOLA COUNTY SCHOOL CALENDAR 2016-2017

Approved by Board 4/15/16

JULY 2016

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 2016

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			

SEPTEMBER 2016

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 2016 Reporting Period #1 10/12

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					

NOVEMBER 2016

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 2016 Reporting Period #2 12/1

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

JANUARY 2017

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 2017 Reporting Period #3 2/8

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				

MARCH 2017

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 2017

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 2017 Reporting Period #4 5/26

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 2017

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			

K3 Plus	(School In Session 8/15 - 7/22 No School 7/4 - 7/5)
Independence Day/Dist. Closed	7/4 - 7/5
New Teacher Orientation	8/5/2016
PLC No Students/Staff Only	8/8 - 8/9
Staff In-Service/No Students	8/10/2016
Fall Classes Begin	8/11/2016
Cultural Day/ PLC - No School for Students	9/2 & 9/19/16
Labor Day/District Closed	9/5/2016
PLC/Columbus Day - No Students	10/10/2016
End of 1st Grading Period	10/14/2016
Parent Teacher Conferences	10/21/2016
Veterans Day/District Closed	11/11/2016
Thanksgiving Break	11/21 - 11/25
Thanksgiving Break/District Closed	11/23 - 11/25
GHS, LAHS, LAMS Semester Tests	12/15 - 12/16
End of 2nd Grading Period/Fall Semester	12/16/2016
District Closed	12/21 - 12/23
Winter Break	12/19 - 12/30
District Closed	12/26 - 12/27/2016
District Closed	1/2/2017
Winter Break/Students/Staff	1/2/2017
PLC No Students/Staff Only	1/3/2017
Teacher In-Service/No Students	1/4/2017
Spring Classes Begin	1/5/2017
Martin Luther King/District Closed	1/16/2017
Parent Teacher Conferences	2/10/2017
Presidents Day/District Closed	2/20/2017
End of 3rd Grading Period	3/10/2017
District Closed	3/20 & 3/24/2017
Spring Break	3/20 - 3/24/2017
District Closed	4/14/2017
In-Service Staff Appreciation	5/5/2017
GHS Graduation	5/19/2017
LAHS Graduation	5/20/2017
GHS, LAHS, LAMS Semester Tests	5/25 - 5/26/2017
End Spring Semester	5/26/2017
District Closed	5/29/2017
No Students/Staff Only PLC	
Beginning & End of School/Students	
District Closed	
Parent/Teacher Conference/No Students	
End Of Grading Periods	
Staff In-Service	
Pay days	
Semester Tests	
No Staff/Students	

12-8-9 A school year consists of at least one hundred eighty full instructional days or the equivalent thereof, exclusive of any released time for in-service: The total G/CCS school hours are above the state required amount to allow for in-service, EPSS and or other instructional needs for make up days

	District	State Required
Kindergarten	1038 Hrs/Yr	990 Hrs./Yr 175 days for students
Gr 1-6	1038 Hrs/Yr	990 Hrs/Yr 179 days for E.A.'s
Gr 7-12	1118 Hrs/Yr	1080 Hrs/Yr 184 days Teachers

1st Semester 82
2nd Semester 93
Total 175

TEACHER CONTRACTS	184 days
TEACHER ASSISTANT CONTRACTS:	179 days WORK ON 5/5
COOKS CONTRACTS:	180 days WORK ON 5/5
BUS DRIVERS CONTRACTS:	174 days WORK ON 5/5

PLC DAYS
8/8, 8/9, 9/2, 9/19, 10/10, 1/3

... the local board may designate a prescribed number of hours within the school year for parent conferences and/or home visits up to the following maximum hrs: K-22 hrs; Grades 1-6: 6-18 hrs; and Grades 7-12: 12 hrs (6NMAC 3.2.2.9.16.1)

HIGH SCHOOL GRADUATION RATES

4-Year Cohort by %		
	All Students	American Indian
District	68	63
Grants High School	66	64
Laguna Acoma High School	74	73

Source: School District Report Card 2015-2016

Students that are in the 4-Year Cohort are expected to graduate on time by August of 2015 when they enrolled in the Fall of 2011. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students

5-Year Cohort by %		
	All Students	American Indian
District	70	71
Grants High School	66	61
Laguna Acoma High School	84	84

Source: School District Report Card 2015-2016

These figures represent students who were expected to graduate on time by August 1, 2014, and either graduated on time or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

6-Year Cohort by %		
	All Students	American Indian
District	72	75
Grants High School	67	60
Laguna Acoma High School	86	88

Source: School District Report Card 2015-2016

These figures represent students who were expected to graduate on time by August 1, 2013, and either graduated on time or required two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.



Pueblo of Laguna Governor, Virgil Siow congratulates LAHS Graduate

G/CCS DISCIPLINARY HEARINGS

FROM 2013-2014 THROUGH 2016-2017

Prior to the 2013-2014 school year, superintendent disciplinary hearings were conducted by principals. That is, a principal from one school who sought to suspend long term or expel a student would take their case to another principal assigned by the superintendent. This protocol is a rather unusual delegation of responsibility. In most districts, the superintendent conducts such hearings. Prior to 2013-2014, the number of such hearings in the Grants/Cibola County Schools averaged 50 students annually.

For the past four years, superintendent hearings have been conducted by the superintendent and have resulted in significantly less hearings.

On average, the number of hearings for Native American students has been comparable to the District's Native American student population at approximately 50%.

Most hearings have focused on allegations of student's intent to distribute illegal substances. Very few hearings have involved allegations of verbal or physical assaults directed to a staff member. A few incidents have dealt with claims of sexual harassment.

Grants High School has accounted for most of the hearings, though that is to be expected since the school is the District's largest school. Only one elementary school in the last four years, has requested a disciplinary hearing.

Overall, the number of students brought to a disciplinary hearing have declined significantly and the number of actions taken by the superintendent resulting in long term suspension or expulsion, has also declined.

SY 2016-2017

Count	Date	GHS	LAHS	LAMS	Elementary	#Acoma	#Laguna	#Navajo	#Other	S-Suspension	NS-No Suspension	E-Expulsion
1	4/19/2017	1						1			NS	
2	4/19/2017	1				1					NS	
3	4/19/2017	1						1		S		
4	2/17/2017		1				1				NS	
5	1/26/2017	1							1		NS	
6	12/5/2016	1							1	S		
7	12/16/2016				1		1				NS	
8	10/12/16		1				1				NS	
9	9/7/2016		1						1	S		

SY 2015-2016

Count	Date	GHS	LAHS	LAMS	Elementary	#Acoma	#Laguna	#Navajo	#Other	S-Suspension	NS-No Suspension	E-Expulsion
1	5/9/2016	1						1		S		
2	5/10/2016		1					1		S		
3	4/25/2016	1							1	S		
4	12/5/2016	1							1			E
5	2/22/2016			1				1		S		
6	2/9/2016	1							1	S		
7	10/15/2015	1							1	S		

SY 2014-2015

Count	Date	GHS	LAHS	LAMS	Elementary	#Acoma	#Laguna	#Navajo	#Other	S-Suspension	NS-No Suspension	E-Expulsion
1	3/19/2015	1						1		S		
2	2/24/2015	1							1		NS	
3	2/10/2015	1							1			
4	1/29/2015				1				1			
5	12/3/2014	1							1		NS	
6	10/8/2014	1										

G/CCS DISCIPLINARY HEARINGS....continued

SY 2013-2014

Count	Date	GHS	LAHS	LAMS	Elementary	#Acoma	#Laguna	#Navajo	#Other	S-Suspension	NS-No Suspension	E-Expulsion
1	5/2/2014	1							1			
2	4/9/2014		1									
3	4/8/2014	1							1			
4	4/3/2014	1				1						
5	3/18/2014			1				1				
6	3/10/2014			1								
7	2/27/2014	1							1			
8	2/18/2014	1					1					
9	2/10/2014	1							1			
10	12/9/2013	1							1			
11	11/25/2013	1						1				
12	11/25/2013	1							1			
13	11/14/2013		1				1					
14	3/3/2014		1				1					
15	12/6/2013	1						1				
16	11/22/2013	1							1			
17	11/14/2013		1				1					
18	11/6/2013	1							1			
19	10/30/2013		1				1					
20	10/17/2013	1							1			
	Totals	26	9	5	1	2	8	10	19	Total: 41 Disciplinary Hearings		



Teachers touring the Sky City Cultural Center and Haak'u Museum during the new teachers orientation at Acoma Pueblo.

PARENT AND COMMUNITY INVOLVEMENT

The parent and community objective is to ensure that stakeholders including: parents, tribal departments of education; community-based organizations, urban American community members, universities, tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

Parental involvement in education has been widely documented indicating that when parents participate in their child's education the outcomes are an increase in student academic achievement, improvement in the student's overall attitude and school behavior. Moreover, higher aspirations in school, improved attendance, fewer discipline problems, and less bullying all have been attributed to parent participation.

Throughout the school year, Indian Parent Advisory Committee (IPAC) holds meetings at different school sites in the district. The IPAC is made up of parents, a certified teacher and high school students who serve as advocates for the betterment of education for all American Indian students. The IPAC also assists in the development of the Title VI Indian education formula grant by identifying, programs, services and initiatives that serve American Indian students and families. These meetings are open to the public and serve as a venue to address educational issues and concerns.

Title VI staff, who are located at the different school sites throughout the district work to engage families in the education of their students and stressing the importance of parental involvement.

The 3rd Annual STEAM conference was held at Los Alamitos Middle School in April 2017 which drew the attendance of over 200 participants including students, parents and teachers. The conference was funded by the New Mexico Public Education Department, Indian Education Division NMPED-IED and local banks and the local hospital. The conference offered hands-on workshops and presentations related to science, technology, engineering, the performing arts and math topics.

At each of the 11 school sites open houses and parent/teacher conference days are hosted two times a year in the Fall and in the Spring, topics covered include:

- Parent training on issues pertaining to students' academic progress;
- Prevention of bullying including Cyberbullying;
- Drug and Alcohol Prevention;
- Peer Pressure;
- Drug Awareness which includes Marijuana edibles; and
- Social Media good, bad and dangerous.

At one school, an Early Warning System (EWS) is being implemented. The EWS extends an invitation to parents to meet with staff to discuss:

- Attendance-supportive sessions with parents to create a plan to improve their student's performance;
- Behavior-minor infractions and major infractions; and
- Course Performance-grades, danger of failing or falling behind, and/or not completing class assignments.



Grants High School and Laguna-Acoma High School students participating in the Keres Language Bowl.

INDIGENOUS RESEARCH, EVALUATION AND CURRICULUM

Substance use among adolescents has become a serious national problem. Those concerned about the welfare of Los Alamos Middle School Native students partnered with the Tri-Ethnic Center for Prevention Research, Department of Psychology at Colorado State University to conduct a survey to measure student substance use and other factors associated with substance use.

The “Our Youth, Our Future” survey asked 154 Native students about their history of drug and alcohol use and the frequency and intensity of their current drug and alcohol use. The survey also asked about other factors that may relate to substance abuse as well as student characteristics that may protect them from substance use and abuse. The project was funded by the National Institute on Drug Abuse.

This past year, Dr. Melissa E. Riley assisted the school district in creating a student questionnaire that was used in the evaluation and development and submittal of the Title VI, Indian Education grant. The questionnaire was given to students attending Los Alamos Middle School, Laguna Acoma Jr./Sr. High School and Grants High School. The questionnaire cover four topic areas:

- Native American student access to college readiness resources;
- Native American student access to prevention and intervention activities;
- Cultural-based activities for GCCS Native American students; and
- Increasing student/parent/school and communication for academic success.

For the 2017-2018 School Year, GCCS plans, with the approval of the Pueblo of Acoma and the Pueblo of Laguna to begin offering a supplemental K-12 curriculum entitled, “100 years of State and Federal Policy, The Impact on Pueblo Nations,” across the school district. This curriculum was developed by the Indian Pueblo Cultural Center with a grant from the W.K. Kellogg Foundation. The curriculum was developed by a team of expert Pueblo educators.

The school district continues to build and support the Navajo Language, History and Culture program. The Navajo Language, History and Culture classes were held at Los Alamos Middle School and at Grants High School.

On Feb. 27, 2017 GCCS Superintendent, Marc Space and Navajo Nation President Russell Begaye signed a Memorandum of Agreement between the Grants-Cibola School District and the Navajo Nation. Dr. Tommy Lewis, Navajo Nation Superintendent of Schools said “The Grants-Cibola County School District took the initiative to integrate Diné Bizáád into their district. This effort is commendable. The Navajo Nation Department of Diné Education will provide technical support to the district.”



Pictured from Left to Right: Navajo Nation Vice President Jonathan Nez, Navajo Nation Superintendent of Schools Dr. Tommy Lewis, Navajo Nation President Russell Begaye and GCCS Superintendent Marc Space at the signing of the MOA.

SCHOOL SAFETY

The school district partners with tribal organizations when responding to emergencies, disasters and other urgent emergency situations. Some of the partners include the following agencies:

- The City of Grants Police Department
- Cibola County Sheriffs Department
- Cibola General Hospital
- Pueblo of Acoma Police Department
- Pueblo of Laguna Police Department
- Acoma Canoncito Laguna Hospital
- Village of Milan Police Department

The Grants-Cibola County School District uses SafeSchools online training to meet the safety training requirements for all staff. The mandatory training courses include the following topic areas.

- Sexual Harrassment;
- Bloodborne Pathogen Exposure Prevention;
- Fire Extinguisher Safety; and
- Bullying: Recognition and Response.

The school district's Health Department participates, along with the Cibola County's Local Emergency Preparedness Committee (LEPC) in organizing a flu-pod (point of distribution). The Health Department also participated in Continental Divide Electric Co-Op's Annual Health Fair. The Department is involved in the Future Foundations Family Center's Health Council, where entities from throughout the Cibola County share information on health needs, services and activities.



Pueblo of Acoma Tribal Leaders meeting with Grants High School Students during the annual student advisory day.