

# **BLOOMFIELD SCHOOLS**

**District Wide**

**Indian Education Status Report**

**2018/2019**

**325 NORTH BERGIN LANE  
BLOOMFIELD, NEW MEXICO 87413**

# **BLOOMFIELD SCHOOLS**

The vision of Bloomfield Schools is to educate our students to be responsible, productive members of a culturally diverse world.

## **MISSION**

Our mission is to provide a quality learning community focused on the unique needs and goals of our students.

## **BELIEFS**

We believe that...

- \*Wellness encompasses basic needs, belonging, and spirituality.
- \*Every person has the capability to learn.
- \*People Thrive in an environment that is safe, structured, fair and just.
- \*Our relationships within community determine who we are.
- \*Life experiences contribute to the development of character and integrity.
- \*Each person is unique and has inherent value.
- \*Dedication and motivation facilitate the achievement of goals.
- \*People want to enjoy life based on their own personal principles, beliefs and desires.
- \*All people are accountable for their ideas, thought and actions.

## **STRATEGIES**

- \*We will create an engaging school culture by transforming the educational process into an innovative learning environment.
- \*We will ensure an emotionally and physically safe environment that promotes stability and security.
- \*We will ensure that every employee optimizes potential.
- \*We will communicate effectively to ensure our success.
- \*We will embrace positive routines, structures, and traditions of family and community.

Bloomfield Schools' attendance area covers approximately 1500 square miles. There are seven schools which house approx. 3000 students. Approximately one-third of the students are Anglo, one-third Hispanic and one-third are Navajo. All schools are accredited by the State of New Mexico.

Communities served by the Bloomfield Schools are: Archuleta, Nageezi, Navajo Dam, Chaco Canyon, West Hammand, Blanco Canyon, Largo Canyon, Blanco Trading Post Area, Dzilh-Na-O-Dith-Hle, Navajo Agriculture Products, Inc. (N.A.P.I.), Huerfano, Bloomfield, Carson, Pump Canyon, Gobernador, Blanco, Turley, Escrito, Sims mesa, Lybrook, and Kimbeto.

A great area to live and raise a family, Bloomfield School District is centrally located in an area referred to as the "Four Corners". It is the only place in the United States where four states (New Mexico, Colorado, Utah, and Arizona) meet at a common point.

The people in the area are a diverse group that share common values of church, family, independence, and advocate for excellence in education.

<b>2018-2019 District Administration</b>			
Dr. Mizell	Superintendent	Patricia Marquez	Director of Federal Programs
Emily Foose	Director of Special Services	Kevin Summers	Director of Curriculum and Instruction
Jodie Maestas	Director of Finance	Debbie Hernandez	Director of Human Resources
Russell Florez	Director of Technology	James Olivas	Director of Assessment/Operations

<b>2018-2019 School Board</b>			
Dale Maes	President	Cecilia Lier ( Elizabeth Gomez)	Member
Bruce Armenta	Vice President	Tony DeHerrera	Member
Veronica Tso	Secretary		

The Bloomfield School District and School Board does not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion, or handicap in their programs or hiring practices.

<b><u>2018-19 Indian Education Committee (IEC) Members</u></b>		
The IEC's purpose is to assist in the planning of Title VI and/or JOM and Title VIII Impact Aid programs to promote quality education for Native American students.		
<b>Name</b>	<b>Position</b>	<b>Committee or Program</b>
MaryLee Toledo	Chair	JOM, Title VI and Title VIII
Verilynn Platero	Co-chair	JOM, Title VI and Title VIII
Loretta Toledo	Secretary	JOM, Title VI and Title VIII
Cheryl Frank	Member - alternate	JOM, Title VI and Title VIII
Kimberly Becenti	Member - alternate	JOM, Title VI and Title VIII
Tyshae Sam	Student Rep	JOM, Title VI and Title VIII
Jacqueline Harris	Teacher Rep	JOM, Title VI and Title VIII
Theresa Kelly	Teacher Rep - alternate	JOM, Title VI and Title VIII

# INTRODUCTION

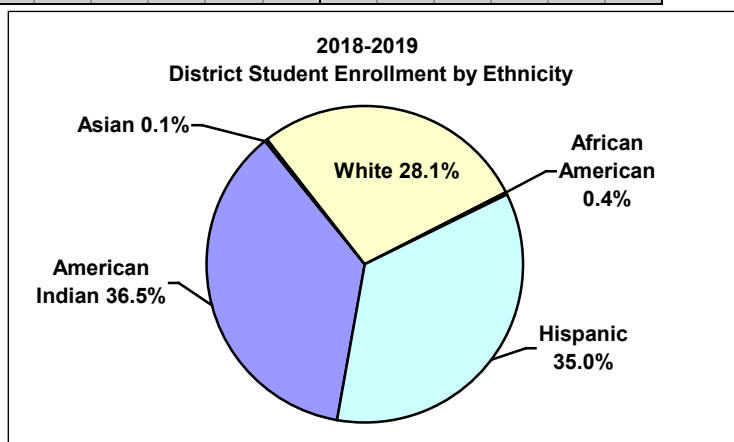
The Indian Education Act [22-23A-1 to 22-23A-8 NMSA 1978] states “a school district with tribal lands located within its boundaries shall provide a districtwide American Indian education status report to all tribes represented within the school district boundaries.” The NM Public Education Department’s Indian Education Division has designated 23 school districts as “on or near tribal lands”. The intent of the report is to inform the tribes of the education of native students within the 23 district using 12 required indicators.

## DISTRICT STUDENT ENROLLMENT

\* Sorted by Number of American Indian students enrolled.

School Name	Number Enrolled	* AI Enrolled	AI %	Elem	MS	JH	HS	Alt. HS	Charter	A	B	C	D	F	CSI
BLOOMFIELD HIGH	695	258	37.4%				X					X			
CENTRAL PRIMARY	499	205	41.0%	X								X			
NAABA ANI ELEMENTARY	529	235	44.4%	X									X		
MESA ALTA JR HIGH	409	149	36.4%			X							X		X
BLOOMFIELD Early Childhood Center	320	101	27.9%	X						X					
CHARLIE Y. BROWN ALT	93	48	52.5%					X					X		X
BLANCO ELEMENTARY	203	25	9.3%	X							X				
<b>District Total</b>	<b>2748</b>	<b>1021</b>	<b>37.1%</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>		

Number of:	District wide	American Indian	AI Percent
Students	27148	1,021	31.9%
Teachers	216	8	.06%
Counselors	6	1	16%
Principals	12	1	.08%
Administrators	11	1	.09%
School Board	5	1	2%



Tribal Affiliation	Number of students in District
Acoma	
Cochiti	
Isleta	
Jemez	3
Jicarilla Apache	14
Laguna	
Mescalero Apache	7
Nambe	1

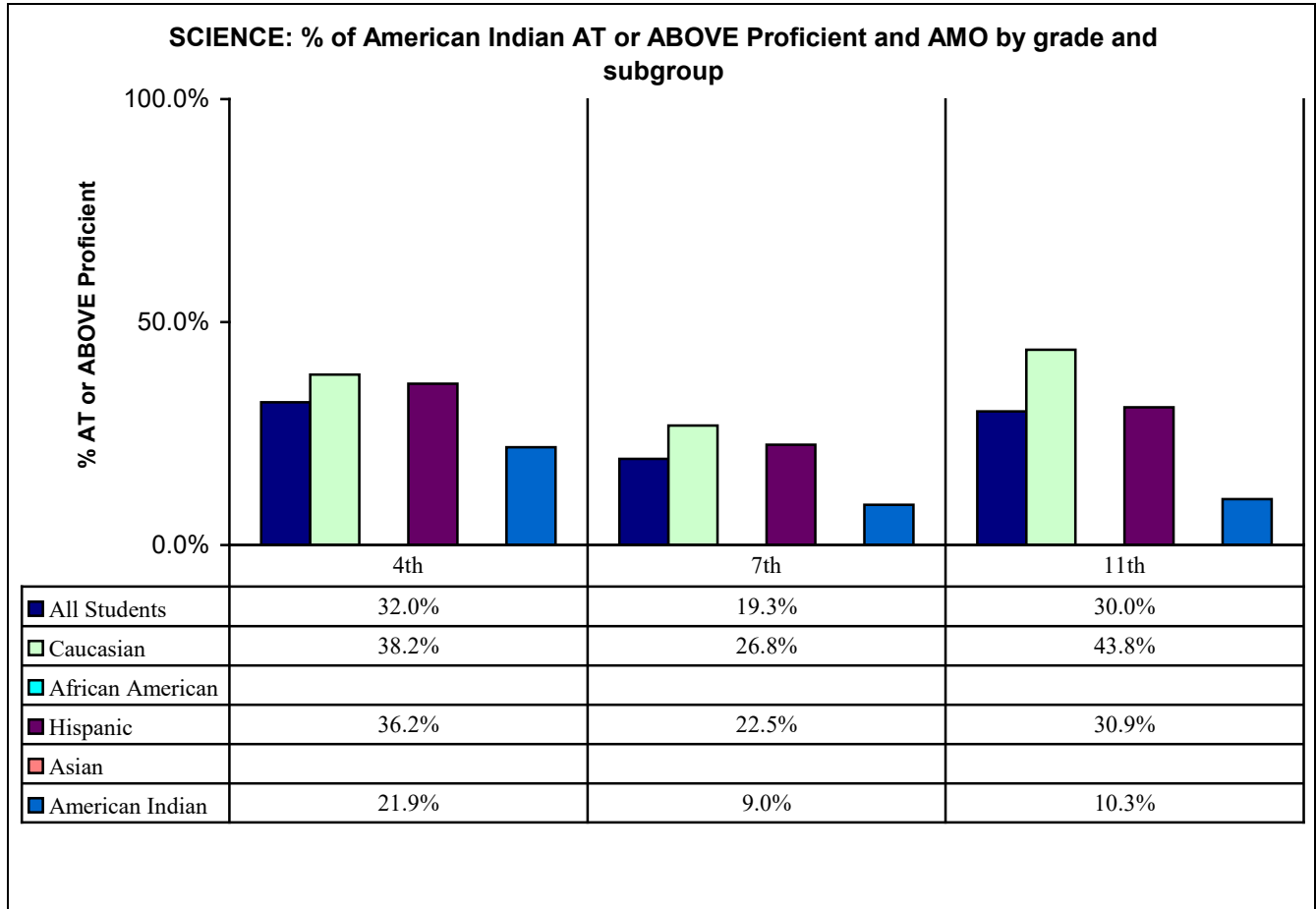
Tribal Affiliation	Number of students in District
Navajo (Diné)	978
Ohkay Owingeh	
Picuris	
Pojoaque	
San Felipe	
San Ildefonso	
Sandia	
Santa Ana	

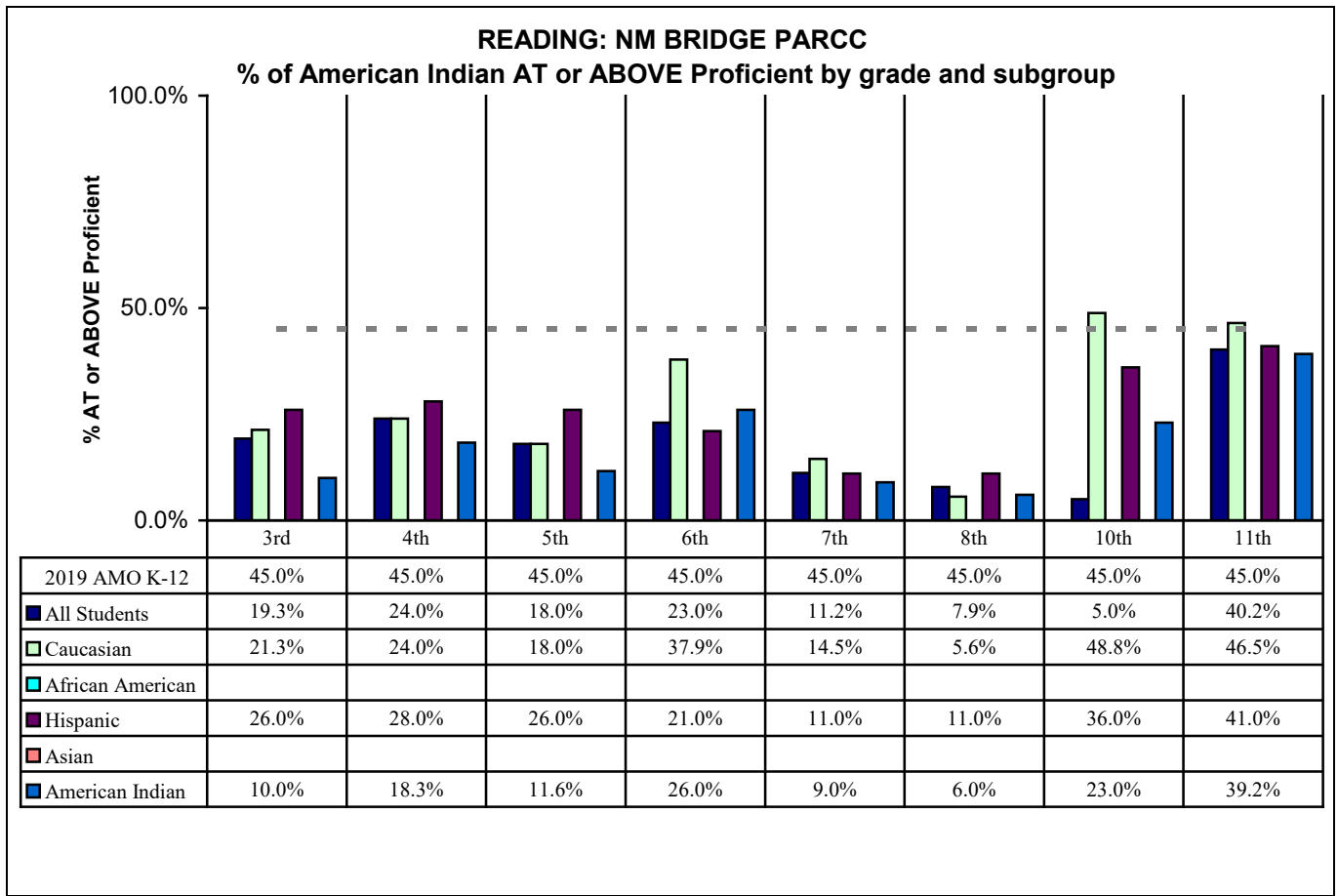
Tribal Affiliation	Number of students in District
Santa Clara	2
Santo Domingo	
Taos	
Tesuque	
Zia	
Zuni	
Other tribe	16

## INDIAN EDUCATION ACT REQUIRED INDICATORS (12)

### 1. STUDENT ACHIEVEMENT DATA

The PARCC / New Mexico Standards Based Assessments (NMSBA) is the approved testing instrument used to assess student achievement in New Mexico public schools. The NMSBA is aligned to the New Mexico Content Standards and Benchmarks, which provides academic focus and direction for instruction. The chart below shows the district percentage of students “at” or “above” proficiency by ethnicity as measured by the NMSBA.

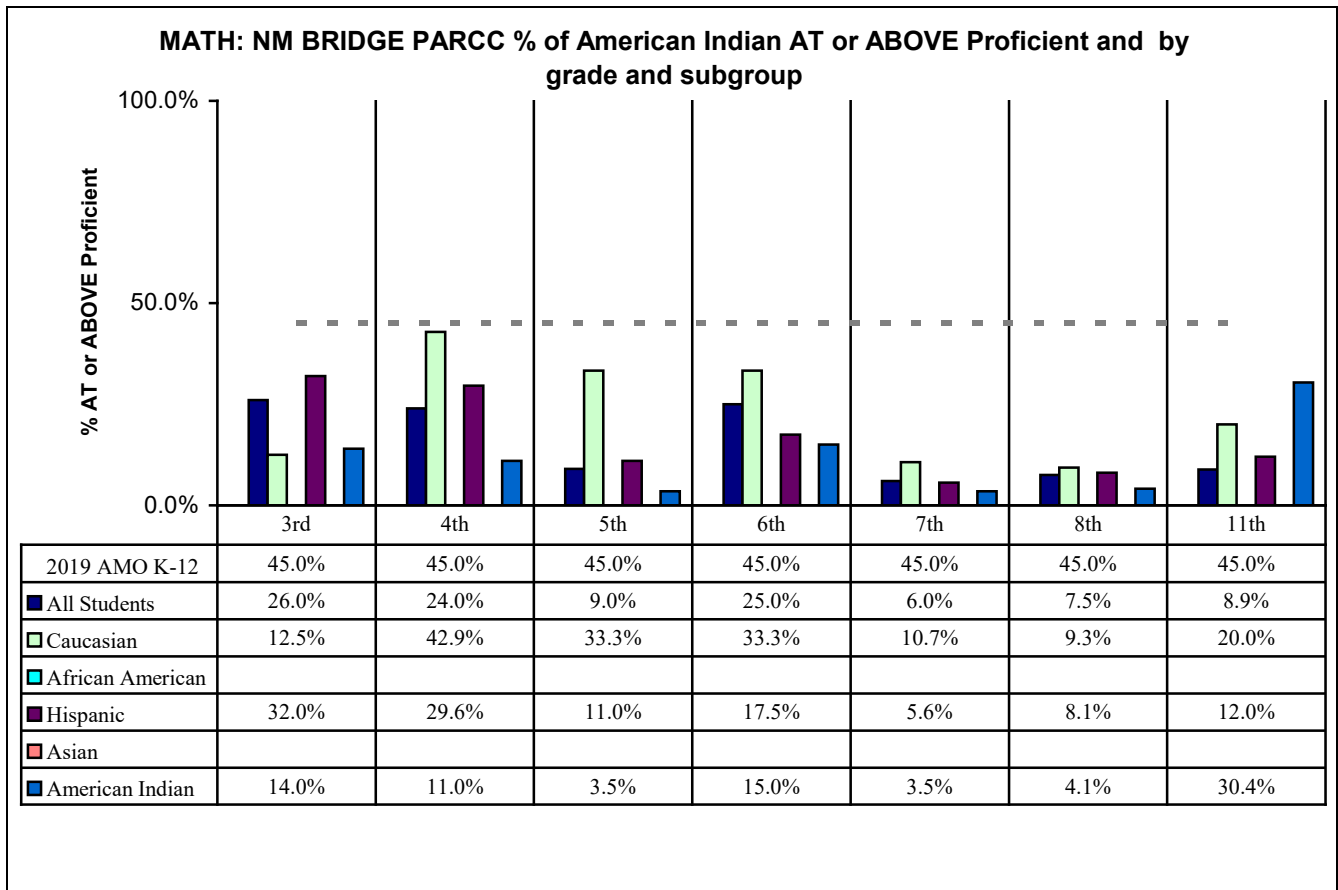




Short Cycle Assessments in math are also used to assess student progress. The table below shows the district percentage of students “at” or “above” proficiency by ethnicity.

**READING: EDULASTIC CFA**

Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
All Students	NA	34	45	36	47	42	55	40	43	51		-	-



Short Cycle Assessments in math are also used to assess student progress. The table below shows the district percentage of students **“at” or “above” proficiency** by ethnicity.

**MATH: EDULASTIC CFA**

Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
All Students	NA	32	40	46	52	44	54	45	43	56	73	62	36

## 2. SCHOOL SAFETY

The district has self-assessed safety of all schools within the district using the rubric below. A description of the activity is included to inform the reader of the activity.

All targeted	ALL Schools	Some Schools	Not in Schools	Category	Evidence of Program or Activity
<b>Prevention</b> – provides direction for school staff for preventing potential harmful situations					
X	X			Use of local <u>COMMUNITY INTERVENTION</u> programs (i.e. Health Ed./Services, Mental, Suicide prevention, Counseling Services, Violence prevention)	<ul style="list-style-type: none"> <li>SOS (Signs of Suicide) program is being utilized – integrated K-12 anti-bullying campaign school wide</li> <li>District/Community Safety Committee</li> </ul>
X	X			Provides on-site <u>STUDENT ASSISTANCE SERVICES</u> such as School Health Clinics, Peer Counseling, etc.	<ul style="list-style-type: none"> <li>Native Youth Advisors at secondary level</li> </ul>
X	X			Have <u>TRAFFIC SAFETY AND ENVIRONMENTAL DESIGNS</u> in place (sign-in, security cameras, playground safety, fences)	<ul style="list-style-type: none"> <li>Visual physical structures in place at school sites Coordinated Anti-bullying campaign</li> </ul>
X	X			Provide <u>STAFF DEVELOPMENT</u> regarding the availability of school health programs, safety issues, mental health services, substance abuse prevention programs etc...	<ul style="list-style-type: none"> <li>Employee Assistance Program for school safety training</li> <li>MANDT Trainings</li> </ul>
X	X			<u>PARENT AND COMMUNITY INVOLVEMENT</u> in planning and maintaining a safe learning environment:	<ul style="list-style-type: none"> <li>Parents/community members on school safety committees</li> </ul>
X	X			<u>PBIS / CULTURAL CLIMATE /</u>	<ul style="list-style-type: none"> <li>Character Counts program not being used consistently in the district. New “Character Count” program will be implemented at secondary level.</li> <li>Conscious Discipline at Elementary schools.</li> </ul>
	X			<u>SCHOOL HEALTH ADVISORY COUNCIL</u> active and involved	<ul style="list-style-type: none"> <li>Meet every other month – working on getting site committee in place</li> </ul>
		X		Cultural Relevant Pedagogy	<ul style="list-style-type: none"> <li>Teachers are trained cultural relevancy and climate to support all students through ESSA</li> </ul>
<b>Policies &amp; Procedures</b> – provides direction for school staff for intervening in potential harmful situations					
	X			Safety <u>POLICIES</u> such as Dress Code, Student Conduct, Bus Disruptions, Attendance, bullying, gangs, drugs, and weapons	<ul style="list-style-type: none"> <li>District Code of Conduct manual available</li> <li>District Strategic Planning</li> </ul>
	X			Safety <u>PROCEDURES</u> includes clear statements to support the policies	<ul style="list-style-type: none"> <li>Manual available</li> </ul>
	X			Annual <u>ASSESSMENTS AND EVALUATION</u> on safety are conducted	<ul style="list-style-type: none"> <li>School District Safety Committee meet monthly</li> </ul>
	X			Written policies addressing <u>SCHOOL HEALTH</u> : health and physical education and activity, nutrition, social and emotional well being, healthy and safe environments etc..	
<b>Emergency response</b> – Assists schools in preparing for potential emergency situations					
	X			<u>SCHOOL EMERGENCY RESPONSE PLAN</u> : (Crisis Management Plan) in place at the School, District and Community level	<ul style="list-style-type: none"> <li>Will be posted throughout the district and school sites</li> </ul>
	X			<u>CLASSROOM SAFETY PLAN</u> and ability to assess the safety system:	<ul style="list-style-type: none"> <li>Available with each classroom teacher</li> </ul>
	X			<u>NUMBER AND TYPE OF DRILLS</u> practiced <ul style="list-style-type: none"> <li>▶ Fire Drills (9)</li> <li>▶ Shelter in place/Lock downs (2)</li> <li>▶ Evacuation (1)</li> </ul>	<ul style="list-style-type: none"> <li>Documentation available at respective school sites</li> </ul>
	X			Incidence Command System ( <u>ICS</u> ) <u>TERMINOLOGY KNOWN</u> by school personnel, language in safety plan aligns to ICS, flowchart	<ul style="list-style-type: none"> <li>Districtwide School Safe Plan : Approved by the NMPED</li> </ul>
	X			Staff are briefed and know of their <u>ROLES AND RESPONSIBILITIES</u> in case of emergency, lock down, overnight stay	<ul style="list-style-type: none"> <li>Documentation available at respective school sites</li> </ul>
<b>Recovery</b> – Assists schools in coping with the aftermath of a traumatic incident					
	X			<u>SUPPORT</u> for student, parents and staff (grieving, safe environment) provided	<ul style="list-style-type: none"> <li>District Social Workers/psychologist</li> </ul>
	X			<u>PREVENT “Copycat”</u> responses and reduce long term effects that negatively influence the school	<ul style="list-style-type: none"> <li>District Crisis response team</li> </ul>

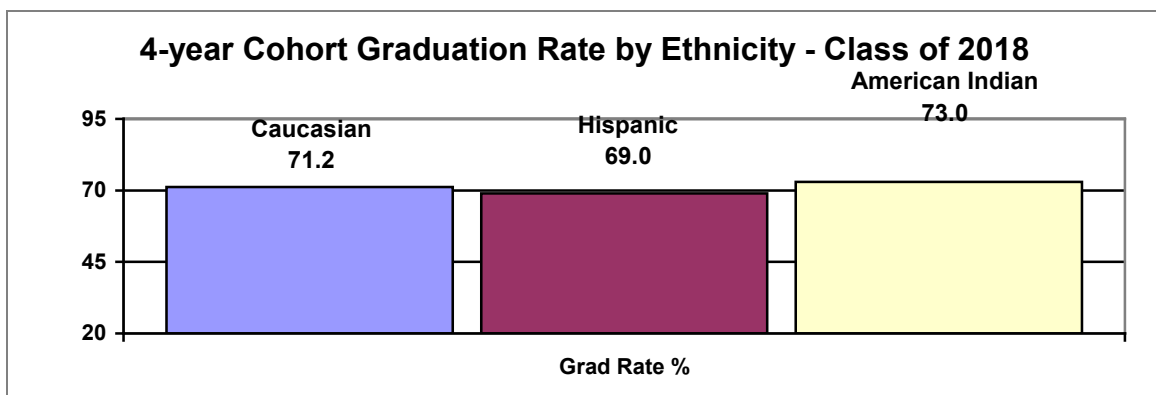


District number and percentage of incidents reported to law enforcement SY 2008-2009.

<b>Incidences Reported to Justice System</b>	<b>District Number</b>	<b>District Percentage</b>	<b>AI Number</b>	<b>AI Percentage</b>
Violence – Assault/Battery with firearm, knife or cutting object, dangerous weapon, hands, feet, fist and simple; other violence – Homicide, Sexual battery, Kidnapping, Robbery forceful, self injury and general.	1		0	0
Vandalism – Graffiti, Criminal Damage, Break & Enter Burglary, Larceny & Theft, Arson, Vandalism	0		0	0
Substance Abuse – Drug violation, Tobacco use	22		5	25%
Weapons - Weapon Possession	1		0	0
Gang Activity	0		0	0
Alcohol Violation	8		5	63%
Firearm - Handgun, Rifle/shotgun, other	11		0	0
<b>District Total</b>	<b>43</b>		<b>10</b>	<b>23%</b>

3. GRADUATION RATE

New Mexico is implementing and transitioning to the National Governors Association (NGA) 4 year cohort computation rate for graduation. Previously the state utilized a senior completion method that tracked 12<sup>th</sup> grade graduation. This year marks the first 4-year cohort (2008 Cohort) representing students who were freshmen in 2004 and who graduated by September, 2008.



Source: NMPED Assessment and Accountability Division –

Table sorted by American Indian percentage rate. Results are masked for subgroups with fewer than 10 students to comply with confidentiality requirements.

<b>4-YR COHORT - Class of 2018 School</b>	<b>ALL Students (N)</b>	<b>Rate (%)</b>	<b>Amer. Indian (N)</b>	<b>Rate (%)</b>
BLOOMFIELD HIGH	358	47.4	150	38.6
CHARLIE Y. BROWN ALT	80	14.3	43	15.1
DISTRICTWIDE	403	43.3	172	34.9
STATEWIDE	32,261	60.3	4,861	49.8

Source: NMPED Assessment and Accountability Division –

4. ATTENDANCE

<b>School</b>	<b>Std.Ct.</b>	<b>ALL %</b>	<b>School</b>	<b>Std.Ct.</b>	<b>ALL %</b>
Blanco Elem.	296	94.18%	C.Y.Brown Alt.	124	87.85%
BECC	220	89.79%	Naaba Ani Elem	634	90.13%
Central Primary	654	91.52%	Mesa Alta JH	474	94.95%
Bloomfield HS	824	95.07%	Dist Total	2599	

Source: STARS

## 5. PARENT AND COMMUNITY INVOLVEMENT

The table below shows the involvement of community and parents in helping to increase student achievement in alignment to the framework used in the NMPED Parent toolkit which assists stakeholders in developing school and family partnerships

Parent Involvement	Collaborating with the Community	Date	Description of Activity	Promoting positive parenting	Improving Communication	Enhancing Student Learning	Increasing Volunteerism	Support Decision Making & Advocacy
X	X		Hanaadli Community Open House			X		
X	X		2019 Native Senior Recognition	X	X		X	X
X	X		District Title I Family Advocate	X	X	X	X	X
X			Elementary Title I Parent Contracts	X	X	X		X
X	X		Mesa Alta Family Night/ Open House	X	X		X	
	X		Monthly School Calendars		X			
X			Parent Teacher Conferences	X	X	X		X

## 6. EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Federal	State	Tribal	Local	Other	Source	Program/Activity <u>TARGETING</u> AI students	No. of ALL Students Served	No. of AI Students Served
X					Title I	Schoolwide ALL Schools – IRS	2748	1028
X					Title VII	Educational Assistants, Secondary Navajo Language teachers	2748	98
X					Title VIII	Educational Assistants, Nurses, Curriculum Director, IRS	2748	1028
		X			JOM	Native Youth Advisor, Field Trips, JOM staff, Reading & Math Tutoring, parental shares	2748	1028
	X				General Operations	Secondary Native Youth Advisor	2748	407
X					Title III English Language Acquisition	ELL Training for staff, English Language Acquisition resource materials	2748	123
	X				State Bilingual	Navajo Language & Culture, History classes	2748	53

## NATIVE AMERICAN LANGUAGE BILINGUAL PROGRAM

Dual Lang.	Indigenous	Enrichment	Maintenance	Transitional	School	Instructional Time (Hours)	Language Served	Number of Students served	Assessment used to measure	Professional Development Provided?
	X	X			Bloomfield Early Childhood Center		Navajo/Dine	20	ORAL DINE LANGUAGE ASSESSMENT – NEW TEST	
	X	X			Central Primary		Navajo/Dine	32	ODLA	
	X	X			Mesa Alta Jr. High		Navajo/Dine	16	ODLA	
	X	X			Bloomfield High School		Navajo/Dine	37	ODLA	
	X	X			Charley Y. Brown High Sch.		Navajo/Dine	16	ODLA	

## 7. FINANCIAL REPORTS

UCOA #	FUNCTION - Revenues	Amount	UCOA #	FUNCTION - Revenues	Amount
FUND 11000	OPERATIONAL	23,149,785	FUND 31100	BOND BUILDING	52,000
FUND 12000	TEACHERAGE	0	FUND 31200	PUBLIC SCHOOL CAPITAL OUTLAY	
FUND 13000	TRANSPORTATION	1,086,776	FUND 31300	SPECIAL CAPITAL OUTLAY - LOCAL	
FUND 14000	INSTRUCTIONAL MATERIALS	95,893	FUND 31400	SPECIAL CAPITAL OUTLAY - STATE	
FUND 21000	FOOD SERVICES	1,339,003	FUND 31500	SPECIAL CAPITAL OUTLAY - FEDERAL	
FUND 22000	ATHLETICS	110,926	FUND 31600	CAPITAL IMPROVEMETS HB-33	
FUND 23000	NON-INSTRUCTIONAL SUPPORT	375,679	FUND 31700	CAPITAL IMPROVEMENTS SB-9	3,264,744
FUND 24000	FEDERAL FLOW-THROUGH GRANTS	2,054,894	FUND 31800	ENERGY EFFICIENCY ACT	
FUND 25000	FEDERAL DIRECT GRANTS	932,142	FUND 31900	EDU TECH EQUIPMENT ACT	
FUND 26000	LOCAL GRANTS	198,762	FUND 32100	PUBLIC SCHOOL CAPITAL OUTLAY - 20%	
FUND 27000	STATE FLOW-THROUGH GRANTS	957,055	FUND 41000	DEBT SERVICE	6,695,009
FUND 28000	STATE DIRECT GRANTS	0	FUND 42000	DEFERRED SICK LEAVE	
FUND 29000	COMBINED LOCAL/STATE DIRECT GRANTS	34,375	FUND 43000	ED. TECH. DEBT SERVICE	
<b>2008 - 2009 REVENUES - GRAND TOTAL:</b>			<b>\$ 40,347,133 with Federal Flow through and direct</b>		

Federal Flow Through (24000) and Federal Direct (25000)					
24101	Title I - IASA	818329	24162	Title I School Improvement	44,115
24102	Javits Gifted & Talented Students		24163	Title III - Immigrant	
24106	Entitlement IDEA-B	1,062,752	24167	Reading First	
24107	Discretionary IDEA-B	46,457	24168	Carl D Perkins Tech Prep - Current	
24109	Preschool IDEA-B	545,675	24171	Carl D Perkins Special Projects - Current	
24125	Title I Family Literacy IASA		24174	Carl D Perkins Secondary - Current	32,295
24129	Partnerships in Char Ed Pilot		24180	Carl D Perkins HSTW - Current	
24113	McKinney Ventoe	16018			
24143	ELL Title III Incentive Awards	21820	25131	Johnson O'Malley	68,898
24146	Charter Schools		25145	Impact Aid Special Education	91,016
24150	Title V Innovative partA		25147	Impact Aid	198,565
24153	English Language Acquisition		25149	Grade Childcare/CYFD	
24154	Teacher/Prin Trng & Recruit	269,954	25153	Title XIX Medicaid 3/21 yrs	
24155	Indian Ed - Title VII	55652.	25162	TANF/Grade HSD	
24157	Title IV Safe & Drug Free Sch & Com.	54,805	25184	Indian Education Title VII	204,882
24159	21st Cent Community Learning Ctrs		25202	Teacher Quality Enhancement	
24160	Rural Low Income Grant		25398	Indian Education Act	58982
<b>Local (26000)</b>					
26112	Johnson & Johnson		26143	Save the Children	
26113	LANL		26150	Burlington Res/Meridian Oil Foundation	
26123	PNM Foundation Inc.				
<b>State Flow Through (27000) and State Direct (28000)</b>					
27117	Tech to Ed - PED	55,082	27164		
27138	Incentive for School Improve		27166	K-3 Plus	245,325
<b>27150</b>	<b>Indian Education Act</b>		27198	K5+ Pilot 4 & 5	65,898
27154	Beginning Teacher Mentor		27170	Library fund	15,295
27155	Breakfast for Elem Students				
27160		51,482			
27163	School In Need of Improvement	39,420			
<b>Combined Local-State (29000)</b>					
29102	Private Dir. Grant		29130	School Based Health Center	
	Tobacco				

**8. CURRENT STATUS OF INDIAN EDUCATION POLICES AND PROCEDURES**

The Indian Education Act requires the Public Education Department to ensure that school districts obtain the signatures of the current leadership to verify district consultation and communicating regarding the education of Native American students and Title VIII Impact Aid Indian Policy and Procedures (IPP).

<b>Signatures on IPP document</b>	yes	no	<b>Name/Title</b>	Date of signature	Date of annual review
Superintendent Signature	X		Dr. Kimberly Mizell	1/23/19	1/24/19
School Board President	X		Dale Maes	1/24/19	1/24/19
IEC President	X		Mary Lee Toledo	1/24/19	1/24/19
Tribal Consulation 10-31-2018	X		Dr. Timothy Benally		1/24/19
Federal Programs Director	X		Patricia Marquez	1/24/19	1/24/19

**9. DISTRICT INITIATIVES TO DECREASE THE NUMBER OF STUDENT DROPOUTS AND INCREASE ATTENDANCE**

Drop out	Attendance	<b>Activity to Address Attendance and Dropouts</b>	All Student	NA Targeted
X	X	Native Youth Advisor at Secondary Schools		X
X	X	Middle School Design at seventh and eighth grades	X	X
X		Saturday and Zero hour Make-up days	X	X
	X	SAT/ RTI at elementary grades	X	X

**10. PUBLIC SCHOOL USE OF VARIABLE CALENDARS**

Native American students participate in activities associated with their tribes and communities. This section lists how the district incorporates and responds to the important cultural activities of the tribes.

<b>Date</b>	<b>Tribal Activity</b>	Event included on Calendar	Event NOT on Calendar	School Closed	School in Session	Students excused	Students NOT excused

**11. DISTRICT CONSULTATION WITH COMMITTEES AND ORGANIZATIONS**

The following results regarding consultations with District level Indian Education Committees (IEC), school site Parent Advisory Committees (PAC) and Tribal, Municipal and Indian organizations in the local decision making process during the 2008-2009 School Year.

IEC	PAC	Tribal	Municipal	Indian Orgs.	Other	<b>Meeting Name</b>	<b>Decisions Addressed</b>	Average Number of participants	Number of meetings held
X						JOM Monthly IEC mtgs.	Budget & Parental Shares	5	11
	X					State Bilingual Parent mtgs.	District Bilingual Programs	8	4
	X	X			X	Title VI Impact Aid Indian Polices and Procedures	Update and Approve Indian Policies and Procedures	8 to 10	3 to 4
	X					Title VI / Indian Intitiave	Budget, grant components	7	4
						Tribal Consulation 10-2018 4/2019 --	Tribal Consulation with Navajo Nation in regards to 12 indicators and grants	8	2

Consultation is defined as a formal exchange of opinion via a discussion aimed at ascertaining opinions or reaching an agreement

## 12. INDIGENOUS RESEARCH, EVALUATION MEASURES AND CURRICULA FOR TRIBAL STUDENTS

Indigenous research, evaluation measures and curricula for tribal students are currently being established. The list below shows what possibly may be considered applicable to this category.

\* Indigenous according to the Indian Education Act, means native or tribal groups of the Americas that maintain a cultural identity separate from the surrounding dominant cultures.

Research	Evaluation	Curricula	<b>School</b>	<b>Description</b>
	X		BECC, Central Primary, Naaba Ani, Mesa Alta, Bloomfield High, Charley Y. Brown High School	Oral Dine Language Assessment

The table below shows the number of students at each proficiency level in Native Languages or Cultural Based Assessment used in the district.

<b>NATIVE LANGUAGE: ORAL DINE LANGUAGE ASSESSMENT</b>															
	<b>Elementary</b>						<b>Mid School</b>			<b>High School</b>					
	Core			x	Supplemental		Core	x	Supplemental		Core			x	Supplemental
	Kdg	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th		
Advanced															
Proficient									1	1					
Beginning		1						1	4	10	10	3	2		
Not Proficient	20	32	2	8	4	2	4	15	23	11	8	13	4		

\*These number include new enrollees and students in Bilingual classes

## **District Contact Information**

<b>School</b>	<b>Position</b>	<b>Name</b>	<b>Number</b>
Central Office	Superintendent	Dr.Kim Mizell	(505) 632-4333 or 632-4300
Central Office	Federal Programs Director	Patricia Marquez	(505) 632-4309
Charley Y. Brown HS	Principal	Adam Benavidez	(505) 634-3948
Bloomfield High Sch.	Principal	Chad Burkholder	(505) 634-3404
Mesa Alta Jr. High	Principal	Elvira Crockett	(505) 634-3857
Naaba Ani Elem.	Principal	Sharon Jenson	(505) 634-3505
Blanco Elementary	Principal	Lynda Spencer	(505) 634-3901
Central Primary	Principal	Jena Arumbula	(505) 634-3600
Bloomfield Early Childhood Center	Principal	Ronda Sharp	(505) 634-3881