

Gallup-McKinley County Schools

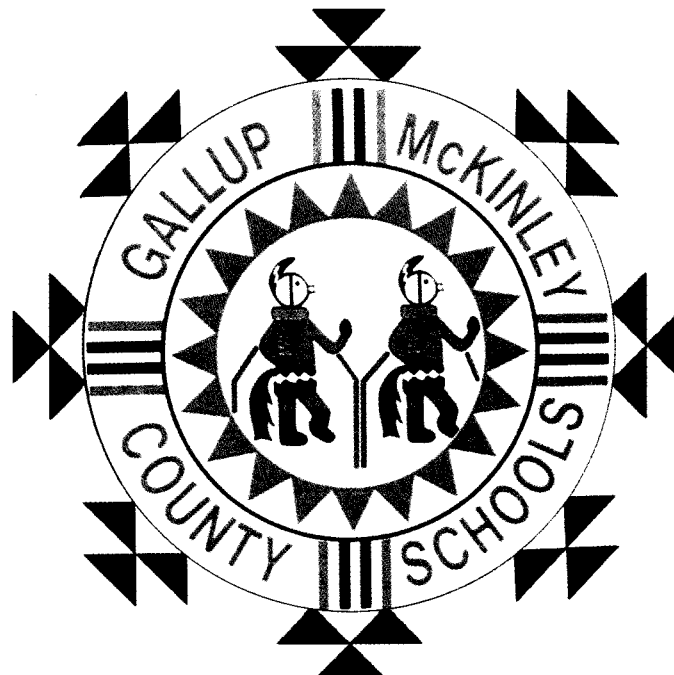


Tribal Education Status Report SY 2017-2018



TABLE OF CONTENTS

Introduction.....	1
Student Demographics.....	2
Student Achievement.....	4
School Safety.....	18
Graduation Rate.....	19
Attendance	20
Parent and Community Involvement.....	22
Educational Programs	23
Financial Report.	24
Federal Indian Policies and Procedures	26
School District Initiatives for Dropouts and Attendance	31
Variable School Calendar.....	34
School District Consultation.....	35
Curricula for Tribal Students	36

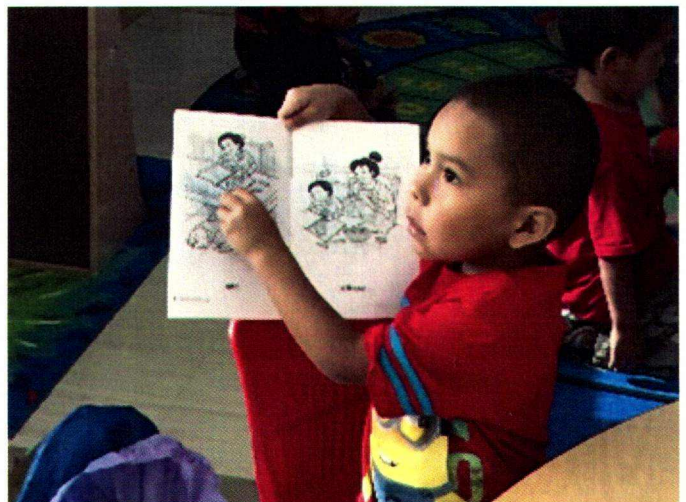


INTRODUCTION

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

1. Student Achievement
2. Dropout Rate
3. Attendance
4. Parent and Community Involvement
5. Educational Programs Targeting American Indian Students
6. Financial Reports
7. Current Status of Federal Indian Policies and Procedures
8. School District Initiatives to Decrease the Number of Student Drop-Outs and Increase Attendance
9. Public School Use of Variable School Calendars
10. School District Consultations with district Indian Education Committees, School – Site Parent Advisory Councils, Tribal, Municipal and Indian Organizations
11. Indigenous Research and Evaluation Measures and Results for Effective Curricula for Tribal Students

There are 16 public elementary, middle and high schools within Gallup McKinley County Schools are located on or near the Zuni and Navajo Indian Reservations. With over 83% of the student population identified as American Indian, the school district works collaboratively with the Zuni Pueblo and Navajo Nation, as well as the district's Indian Education Committee and District Parent Advisory Council. The district also held public hearings at different school sites and at chapter meetings to gain feedback from parents and the community about the various programs serving American Indian students.



STUDENT DEMOGRAPHICS

The following tables document GMCS total student enrollment at the end of school year of 2017-2018. American Indian students are 83.1% of the total population with Hispanic students comprising 10.5%. Caucasian students comprised 4.9% of the student population and the Asian, Black, and Pacific Islander students were 1.5% of the population.

Total Enrollment by Ethnicity	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Total
Elementary	35	17	287	497	4,101	1	4,938
Middle	28	10	105	287	2,041	1	2,472
High	37	13	152	365	2,938	0	3,505
Total	100	40	544	1,149	9,080	2	10,915

ELEMENTARY SCHOOL ENROLLMENT

Elementary School	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Total
CATHERINE A. MILLER		1	4	1	325		331
CHEE DODGE			2	3	270		275
CROWNPOINT	3	2			305		310
DAVID SKEET			6	1	188		195
DEL NORTE	1	5	8	107	329		450
INDIAN HILLS			28	42	198		268
JEFFERSON	1		35	70	217		323
LINCOLN	3	2	4	55	152		216
NAVAJO	1				248		249
RAMAH			22	3	122	1	148
RED ROCK	18	3	119	76	146		362
ROCKY VIEW	2		6	46	242		296
ROOSEVELT	1	2	20	33	117		173
STAGECOACH	2	1	6	35	234		278
THOREAU	1	1	8	7	263		280
TOBE TURPEN			16	18	344		378
TOHATCHI	1		1		221		223
TWIN LAKES	1		2		180		183
TOTAL	35	17	287	497	4,101	1	4,938

MIDDLE SCHOOL ENROLLMENT

Middle School	Asian	Black	Caucasian	Hispanic	American Indian	Pacific Islander	Total
CHIEF MANUELITO	6	4	20	72	496		598
CROWNPOINT	4		2		172		178
GALLUP	13	3	52	103	278		449
JOHN F. KENNEDY	3	3	24	111	530		671
NAVAJO					139	1	140
THOREAU	1		7	1	240		249
TOHATCHI	1				186		187
TOTAL	28	10	105	287	2,041	1	2,472

HIGH SCHOOL ENROLLMENT

High School	Asian	Black	Caucasian	Hispanic	American Indian	Total
CROWNPOINT			1		261	262
GALLUP CENTRAL		1	4	25	208	238
GALLUP	11	2	26	126	709	874
MIYAMURA	21	8	87	207	770	1,093
NAVAJO PINE	1				129	130
RAMAH		1	27	2	135	165
THOREAU	2		5	3	356	366
TOHATCHI	2		2	2	289	295
TSE'YI'GAI		1			81	82
TOTAL	37	13	152	365	2,938	3,505

STUDENT ACHIEVEMENT FOR SCHOOL YEAR 2017-2018

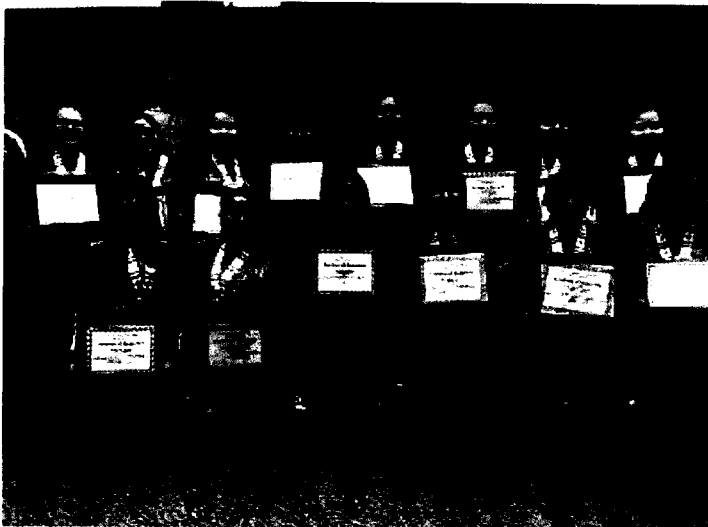
For school year 2017-2018, the district had expectations for all school sites focusing on tier one instruction. The expectations for principals were:

- Use of formative and summative assessments to inform instruction
- Progress monitoring in the classroom
- Analyzing and using data to develop lesson plans, differentiation and scaffolding learning
- Weekly collaboration time for using data and meeting with grade and content area teachers
- Use of the district curriculum to align daily instruction
- Use of walkthrough data in the observation and feedback cycles with teachers

In addition, the school district developed a comprehensive curriculum, pacing guides, and developed interim assessments that aligned to the PARCC assessment. Principals and teachers received training on using the curriculum and progress monitoring its implementation throughout the school year.

In school year 2017- 2018, Gallup McKinley County Schools continued to participate in the New Mexico's Principals' Pursuing Excellence (PPE) Program. The program is a two-year program aimed at supporting and empowering school principals as they work to improve student achievement in their schools through the use of strategic plans, effective coaching and leadership. The principals at Red Rock Elementary, Thoreau Middle, Gallup Middle and Crownpoint High completed the program. In school year, 2017-2018, the principals at Miyamura High School, Thoreau High School, Ramah Elementary, and Ramah Mid/High School started the two-year program.

In school year 2017-2018, all the teachers at Navajo Pine High School and Gallup High School participated in the Teachers Pursuing Excellence (TPE) Program. The two-year TPE program focuses on improving teacher performance as measured by NM TEACH through mentoring and support for minimally effective and ineffective teachers.



DISTRICT READING ASSESSMENTS

In Gallup-McKinley County Schools, all students are assessed in reading. Istation is used to measure reading at the lower elementary grades. The Partnership for Assessments of Readiness for College and Career (PARCC) is used to measure reading achievement from 3rd grade through high school. The following tables document the reading assessments by grade level by schools disaggregated by all students and by American Indian students.

ELEMENTARY READING ASSESSMENT SCORES BY SCHOOLS

Istation Reading Assessment is given to students in kindergarten, first and second grade as directed by the New Mexico Public Education Department. Istation measures listening comprehension, phonemic awareness, letter knowledge, vocabulary, alphabetic decoding, reading comprehension, spelling, text fluency, word analysis, and reading comprehension. Istation is a computerized adaptive assessment that accurately reflects the reading level of each student and measures growth over time. Each student will begin the school year by taking an assigned set of subtests based on her/his grade level. Based on students' overall reading ability, more advanced or more basic subtests are added.

Istation Reading Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	K	815	54%	678	52%
Catherine A. Miller Elementary	K	61	84%	58	83%
Chee Dodge Elementary	K	44	61%	42	62%
Crownpoint Elementary	K	47	40%	47	40%
David Skeet Elementary	K	31	55%	31	55%
Del Norte Elementary	K	80	56%	58	50%
Indian Hills Elementary	K	47	60%	34	56%
Jefferson Elementary	K	59	42%	41	34%
Lincoln Elementary	K	38	76%	33	76%
Navajo Elementary	K	33	15%	32	16%
Ramah Elementary	K	25	68%	21	62%
Red Rock Elementary	K	60	73%	27	67%
Rocky View Elementary	K	41	61%	33	67%
Roosevelt Elementary	K	28	46%	22	45%
Stagecoach Elementary	K	61	30%	50	28%
Thoreau Elementary	K	48	52%	44	48%
Tobe Turpen Elementary	K	56	32%	50	30%
Tohatchi Elementary	K	32	69%	32	69%
Twin Lakes Elementary	K	24	62%	23	61%

Istation Reading Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	1	774	58%	649	55%
Catherine A. Miller Elementary	1	57	53%	57	53%
Chee Dodge Elementary	1	35	63%	35	63%
Crownpoint Elementary	1	50	64%	50	64%
David Skeet Elementary	1	23	65%	21	41%
Del Norte Elementary	1	74	46%	55	44%
Indian Hills Elementary	1	38	92%	27	62%
Jefferson Elementary	1	52	62%	42	60%
Lincoln Elementary	1	31	84%	20	75%
Navajo Elementary	1	41	15%	41	15%
Ramah Elementary	1	20	70%	15	60%
Red Rock Elementary	1	58	74%	19	74%
Rocky View Elementary	1	44	45%	39	46%
Roosevelt Elementary	1	16	50%	8	50%
Stagecoach Elementary	1	44	45%	41	44%
Thoreau Elementary	1	47	57%	45	58%
Tobe Turpen Elementary	1	64	48%	57	47%
Tohatchi Elementary	1	41	88%	39	87%
Twin Lakes Elementary	1	39	38%	38	39%

Istation Reading Assessment	All Students			American Indian	
	Grade	Count	% Proficient and Above	Count	% Proficient and Above
Districtwide	2	787	66%	648	63%
Catherine A. Miller Elementary	2	51	75%	50	74%
Chee Dodge Elementary	2	50	64%	50	64%
Crownpoint Elementary	2	52	73%	51	73%
David Skeet Elementary	2	27	59%	27	59%
Del Norte Elementary	2	62	79%	43	77%
Indian Hills Elementary	2	39	79%	30	77%
Jefferson Elementary	2	47	77%	29	79%
Lincoln Elementary	2	40	70%	24	62%
Navajo Elementary	2	41	34%	41	34%
Ramah Elementary	2	24	71%	20	65%
Red Rock Elementary	2	57	79%	25	72%
Rocky View Elementary	2	59	47%	50	46%
Roosevelt Elementary	2	41	61%	27	56%
Stagecoach Elementary	2	40	50%	32	41%
Thoreau Elementary	2	42	62%	39	59%
Tobe Turpen Elementary	2	61	61%	56	59%
Tohatchi Elementary	2	27	89%	27	89%
Twin Lakes Elementary	2	27	67%	27	67%

Partnership for Assessments of Readiness for College and Career (PARCC)

Beginning in grade 3, students start taking the Partnership for Assessments of Readiness for College and Career (PARCC) to measure reading achievement.

The following tables show PARCC English Language Arts Reading assessment scores by school. At the time of publication, the scores had not be available to disaggregate by ethnicity.

In order to meet confidentiality requirements:

- 1) Information is not shown for groups with fewer than 10 students.
- 2) ^ data from these cells were combined with a neighboring cell
- 3) Percentages may be reported in ranges
- 4) Due to rounding, percentages may not add up to 100%

PARCC ELEMENTARY READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	3	31	25	24	20	≤ 1
Catherine A. Miller	3	55-59	30-34	10-14	≤ 5	≤ 5
Chee Dodge	3	40-44	25-29	≤ 5	20-24	≤ 5
Crownpoint	3	35-39	30-34	15-19	15-19	≤ 5
David Skeet	3	20-29	30-39	30-39	≤ 10	≤ 10
Del Norte	3	25-29	20-24	30-34	15-19	≤ 5
Indian Hills	3	15-19	35-39	30-34	10-14	≤ 5
Jefferson	3	25-29	25-29	25-29	15-19	≤ 5
Lincoln	3	20-29	20-29	30-39	11-19	≤ 10
Navajo	3	50-54	20-24	10-14	10-14	≤ 5
Ramah	3	11-19	11-19	40-49	30-39	≤ 10
Red Rock	3	15-19	6-9	25-29	45-49	6-9
Rocky View	3	20-24	20-24	20-24	35-39	≤ 5
Roosevelt	3	20-29	11-19	30-39	20-29	≤ 10
Stagecoach	3	30-39	30-39	11-19	11-19	≤ 10
Thoreau	3	30-39	20-29	20-29	11-19	≤ 10
Tobe Turpen	3	30-34	20-24	30-34	15-19	≤ 5
Tohatchi	3	20-24	20-24	25-29	30-34	≤ 5
Twin Lakes	3	40-49	30-39	11-19	≤ 10	≤ 10

Gallup-McKinley County Schools Tribal Education Status Report for 2017-2018

PARCC ELEMENTARY READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	4	23	32	25	18	≤ 1
Catherine A. Miller	4	60-64	20-24	6-9	6-9	≤ 5
Chee Dodge	4	30-34	20-24	30-34	15-19	≤ 5
Crownpoint	4	35-39	35-39	15-19	10-14	≤ 5
David Skeet	4	20-29	20-29	20-29	20-29	≤ 10
Del Norte	4	10-14	25-29	25-29	25-29	≤ 5
Indian Hills	4	11-19	30-39	20-29	20-29	≤ 10
Jefferson	4	15-19	40-44	25-29	15-19	≤ 5
Lincoln	4	25-29	30-34	20-24	10-14	≤ 5
Navajo	4	25-29	35-39	25-29	10-14	≤ 5
Ramah	4	≤ 10	40-49	11-19	20-29	≤ 10
Red Rock	4	≤ 5	20-24	30-34	35-39	≤ 5
Rocky View	4	20-24	30-34	30-34	6-9	≤ 5
Roosevelt	4	≤ 10	20-29	20-29	30-39	≤ 10
Stagecoach	4	25-29	45-49	15-19	10-14	≤ 5
Thoreau	4	25-29	45-49	15-19	6-9	≤ 5
Tobe Turpen	4	20-24	30-34	25-29	15-19	≤ 5
Tohatchi	4	20-29	30-39	30-39	11-19	≤ 10
Twin Lakes	4	11-19	30-39	40-49	11-19	≤ 10

PARCC ELEMENTARY READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	5	22	29	31	17	≤ 1
Catherine A. Miller	5	30-34	40-44	20-24	≤ 5	≤ 5
Chee Dodge	5	50-54	25-29	15-19	≤ 5	≤ 5
Crownpoint	5	30-34	40-44	20-24	≤ 5	≤ 5
David Skeet	5	11-19	30-39	30-39	11-19	≤ 10
Del Norte	5	6-9	25-29	40-44	20-24	≤ 5
Indian Hills	5	10-14	25-29	40-44	20-24	≤ 5
Jefferson	5	6-9	20-24	30-34	35-39	≤ 5
Lincoln	5	20-29	11-19	40-49	11-19	≤ 10
Navajo	5	45-49	35-39	10-14	≤ 5	≤ 5
Ramah	5	11-19	40-49	11-19	20-29	≤ 10
Red Rock	5	15-19	15-19	30-34	30-34	≤ 5
Rocky View	5	15-19	20-24	35-39	20-24	≤ 5
Roosevelt	5	11-19	30-39	30-39	11-19	≤ 10
Stagecoach	5	≤ 5	20-24	40-44	30-34	≤ 5
Thoreau	5	25-29	30-34	25-29	15-19	≤ 5
Tobe Turpen	5	15-19	30-34	35-39	10-14	≤ 5
Tohatchi	5	20-29	11-19	30-39	20-29	≤ 10
Twin Lakes	5	11-19	30-39	30-39	11-19	≤ 10

MIDDLE SCHOOL READING ASSESSMENT SCORES

PARCC MIDDLE SCHOOL READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	6	14	26	34	23	3
Chief Manuelito	6	5-9	15-19	35-39	35-39	3-4
Crownpoint	6	20-24	25-29	25-29	25-29	≤ 5
Gallup	6	5-9	25-29	25-29	25-29	5-9
John F. Kennedy	6	16	34	36	13	≤ 2
Navajo	6	20-24	35-39	35-39	≤ 5	≤ 5
Ramah High School	6	11-19	20-29	30-39	20-29	≤ 10
Thoreau	6	6-9	15-19	40-44	25-29	6-9
Tohatchi	6	25-29	30-34	25-29	15-19	≤ 5

PARCC MIDDLE SCHOOL READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	7	22	24	26	24	4
Chief Manuelito	7	25-29	20-24	20-24	20-24	5-9
Crownpoint	7	20-24	20-24	30-34	20-24	≤ 5
Gallup	7	10-14	20-24	25-29	30-34	5-9
John F. Kennedy	7	25	23	25	25	≤ 2
Navajo	7	10-14	40-44	25-29	15-19	≤ 5
Ramah High School	7	11-19	30-39	30-39	11-19	≤ 10
Thoreau	7	20-24	20-24	25-29	25-29	6-9
Tohatchi	7	10-14	25-29	30-34	20-24	≤ 5

PARCC MIDDLE SCHOOL READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	8	19	26	31	22	2
Chief Manuelito	8	23	27	28	21	≤ 2
Crownpoint	8	20-24	20-24	35-39	15-19	≤ 5
Gallup	8	5-9	20-24	25-29	30-34	5-9
John F. Kennedy	8	21	25	31	20	≤ 2
Navajo	8	10-14	25-29	40-44	15-19	≤ 5
Ramah High School	8	^	^	≥ 80	≤ 20	^
Thoreau	8	20-24	25-29	30-34	15-19	≤ 5
Tohatchi	8	15-19	30-34	35-39	15-19	≤ 5

HIGH SCHOOL READING ASSESSMENT SCORES

PARCC HIGH SCHOOL READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	9	20	23	31	25	2
Crownpoint	9	30-34	20-24	25-29	15-19	≤ 5
Gallup Central	9	^	^	≥ 80	≤ 20	^
Gallup	9	14	23	32	29	≤ 2
Miyamura	9	17	18	30	32	3
Navajo Pine	9	11-19	30-39	20-29	11-19	≤ 10
Ramah	9	≤ 10	30-39	30-39	20-29	≤ 10
Thoreau	9	20-24	30-34	30-34	10-14	≤ 5
Tohatchi	9	30-34	20-24	30-34	10-14	≤ 5
Tse'Yi'Gai	9	^	^	≥ 80	≤ 20	^

PARCC HIGH SCHOOL READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	10	23	20	26	26	5
Crownpoint	10	35-39	30-34	20-24	6-9	≤ 5
Gallup Central	10	40-49	20-29	11-19	≤ 10	≤ 10
Gallup	10	18	13	31	35	4
Miyamura	10	14	17	26	33	10
Navajo Pine	10	50-59	30-39	11-19	≤ 10	≤ 10
Ramah	10	^	^	50-59	50-59	^
Thoreau	10	25-29	25-29	20-24	20-24	3-4
Tohatchi	10	30-34	30-34	20-24	15-19	≤ 5
Tse'Yi'Gai	10	20-29	20-29	40-49	11-19	≤ 10

PARCC HIGH SCHOOL READING					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	11	15	18	29	33	5
Crownpoint	11	35-39	15-19	20-24	20-24	≤ 5
Gallup Central	11	35-39	35-39	15-19	10-14	≤ 5
Gallup	11	10-14	15-19	30-34	30-34	5-9
Miyamura	11	8	13	25	46	8
Navajo Pine	11	30-39	11-19	40-49	≤ 10	≤ 10
Ramah	11	^	^	50-59	50-59	^
Thoreau	11	10-14	20-24	30-34	30-34	≤ 5
Tohatchi	11	20-24	10-14	40-44	20-24	≤ 5
Tse'Yi'Gai	11	≤ 10	11-19	40-49	30-39	≤ 10

DISTRICT MATHEMATICS ASSESSMENTS

Partnership for Assessments of Readiness for College and Career (PARCC)

Beginning in grade 3, students start taking the Partnership for Assessments of Readiness for College and Career (PARCC) to measure mathematics achievement.

The following tables show PARCC Mathematics assessment scores by school. At the time of publication, the scores had not been available to disaggregate by ethnicity.

In order to meet confidentiality requirements:

- 1) Information is not shown for groups with fewer than 10 students.
- 2) ^ data from these cells were combined with a neighboring cell
- 3) Percentages may be reported in ranges
- 4) Due to rounding, percentages may not add up to 100%

ELEMENTARY MATHEMATICS ASSESSMENT SCORES BY SCHOOLS

PARCC - ELEMENTARY MATH					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	3	17	27	29	24	3
Catherine A. Miller	3	40-44	25-29	15-19	10-14	≤ 5
Chee Dodge	3	25-29	25-29	20-24	20-24	≤ 5
Crownpoint	3	25-29	30-34	25-29	15-19	≤ 5
David Skeet	3	11-19	20-29	30-39	11-19	≤ 10
Del Norte	3	10-14	30-34	30-34	20-24	≤ 5
Indian Hills	3	6-9	20-24	30-34	40-44	≤ 5
Jefferson	3	15-19	20-24	30-34	25-29	≤ 5
Lincoln	3	11-19	20-29	30-39	30-39	≤ 10
Navajo	3	35-39	25-29	20-24	10-14	≤ 5
Ramah	3	≤ 10	11-19	30-39	40-49	≤ 10
Red Rock	3	6-9	10-14	25-29	40-44	10-14
Rocky View	3	≤ 5	20-24	35-39	30-34	6-9
Roosevelt	3	11-19	20-29	30-39	20-29	≤ 10
Stagecoach	3	11-19	11-19	40-49	20-29	≤ 10
Thoreau	3	20-29	30-39	20-29	11-19	≤ 10
Tobe Turpen	3	6-9	40-44	35-39	10-14	≤ 5
Tohatchi	3	10-14	25-29	30-34	30-34	≤ 5
Twin Lakes	3	20-29	40-49	20-29	≤ 10	≤ 10

Gallup-McKinley County Schools Tribal Education Status Report for 2017-2018

PARCC - ELEMENTARY MATH					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	4	17	37	26	19	≤ 1
Catherine A. Miller	4	40-44	40-44	10-14	≤ 5	≤ 5
Chee Dodge	4	10-14	25-29	30-34	30-34	≤ 5
Crownpoint	4	15-19	45-49	25-29	6-9	≤ 5
David Skeet	4	11-19	40-49	20-29	11-19	≤ 10
Del Norte	4	6-9	35-39	25-29	25-29	≤ 5
Indian Hills	4	11-19	20-29	40-49	20-29	≤ 10
Jefferson	4	6-9	35-39	30-34	25-29	≤ 5
Lincoln	4	20-24	25-29	25-29	20-24	≤ 5
Navajo	4	30-34	30-34	25-29	6-9	≤ 5
Ramah	4	11-19	30-39	20-29	20-29	≤ 10
Red Rock	4	6-9	30-34	20-24	35-39	≤ 5
Rocky View	4	15-19	35-39	20-24	20-24	≤ 5
Roosevelt	4	11-19	30-39	30-39	20-29	≤ 10
Stagecoach	4	15-19	40-44	25-29	15-19	≤ 5
Thoreau	4	15-19	50-54	25-29	≤ 5	≤ 5
Tobe Turpen	4	20-24	40-44	20-24	20-24	≤ 5
Tohatchi	4	10-14	35-39	35-39	10-14	≤ 5
Twin Lakes	4	20-29	50-59	11-19	11-19	≤ 10
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	5	20	33	29	17	≤ 1
Catherine A. Miller	5	45-49	35-39	15-19	≤ 5	≤ 5
Chee Dodge	5	35-39	35-39	10-14	6-9	≤ 5
Crownpoint	5	30-34	25-29	30-34	6-9	≤ 5
David Skeet	5	11-19	30-39	20-29	20-29	≤ 10
Del Norte	5	15-19	30-34	30-34	15-19	≤ 5
Indian Hills	5	10-14	30-34	40-44	15-19	≤ 5
Jefferson	5	6-9	25-29	30-34	30-34	≤ 5
Lincoln	5	11-19	20-29	11-19	40-49	≤ 10
Navajo	5	40-44	30-34	15-19	10-14	≤ 5
Ramah	5	≤ 10	40-49	30-39	11-19	≤ 10
Red Rock	5	20-24	25-29	25-29	25-29	≤ 5
Rocky View	5	20-24	40-44	25-29	6-9	≤ 5
Roosevelt	5	20-29	30-39	30-39	11-19	≤ 10
Stagecoach	5	≤ 5	25-29	40-44	25-29	≤ 5
Thoreau	5	15-19	45-49	20-24	10-14	≤ 5
Tobe Turpen	5	≤ 5	30-34	45-49	15-19	≤ 5
Tohatchi	5	11-19	20-29	20-29	30-39	≤ 10
Twin Lakes	5	20-29	40-49	20-29	≤ 10	≤ 10

MIDDLE SCHOOL MATHEMATICS ASSESSMENT SCORES BY SCHOOLS

PARCC - MIDDLE SCHOOL					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	6	19	40	28	13	≤ 1
Crownpoint	6	15-19	35-39	25-29	20-24	≤ 5
Gallup	6	5-9	35-39	30-34	20-24	5-9
John F. Kennedy	6	16	43	32	9	≤ 2
Navajo	6	45-49	40-44	6-9	≤ 5	≤ 5
Ramah	6	20-29	40-49	20-29	≤ 10	≤ 10
Thoreau	6	20-24	45-49	20-24	6-9	≤ 5
Tohatchi	6	35-39	40-44	15-19	≤ 5	≤ 5

PARCC - MIDDLE SCHOOL					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	7	22	41	26	11	≤ 1
Chief Manuelito	7	20-24	35-39	30-34	5-9	≤ 2
Crownpoint	7	20-24	25-29	30-34	15-19	≤ 5
Gallup	7	15-19	40-44	20-24	20-24	≤ 2
John F. Kennedy	7	24	36	30	9	≤ 2
Navajo	7	35-39	45-49	10-14	≤ 5	≤ 5
Ramah	7	30-39	40-49	11-19	≤ 10	≤ 10
Thoreau	7	10-14	55-59	20-24	10-14	≤ 5
Tohatchi	7	15-19	50-54	20-24	6-9	≤ 5

PARCC - MIDDLE SCHOOL					Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	8	38	34	18	10	≤ 1
Chief Manuelito	8	35-39	30-34	25-29	5-9	≤ 2
Crownpoint	8	20-24	20-24	15-19	40-44	≤ 5
Gallup	8	20-24	35-39	20-24	15-19	≤ 2
John F. Kennedy	8	46	33	13	5	≤ 2
Navajo	8	40-44	35-39	10-14	6-9	≤ 5
Ramah	8	^	^	≥ 80	≤ 20	^
Thoreau	8	45-49	40-44	10-14	≤ 5	≤ 5
Tohatchi	8	40-44	35-39	10-14	6-9	≤ 5

PARCC - MIDDLE SCHOOL					Proficient	
	Subject	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	Algebra I	22	35	28	14	≤ 1
Chief Manuelito	Algebra I	≤ 10	≤ 10	20-29	70-79	≤ 10
Gallup	Algebra I	\wedge	\wedge	≤ 20	≥ 80	\wedge
John F. Kennedy	Algebra I	≤ 10	≤ 10	60-69	20-29	≤ 10
Thoreau	Algebra I	\wedge	\wedge	≥ 80	≤ 20	\wedge
Tohatchi	Algebra I	\wedge	\wedge	≥ 80	≤ 20	\wedge

HIGH SCHOOL MATHEMATICS ASSESSMENT SCORES BY SCHOOLS

PARCC - HIGH SCHOOL					Proficient	
	Subject	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	Algebra I	22	35	28	14	≤ 1
Crownpoint	Algebra I	20-24	35-39	30-34	10-14	≤ 5
Gallup Central	Algebra I	\wedge	\wedge	≥ 80	≤ 20	\wedge
Gallup	Algebra I	27	33	29	10	≤ 2
Miyamura	Algebra I	20	33	31	17	≤ 2
Navajo Pine	Algebra I	20-29	30-39	20-29	≤ 10	≤ 10
Ramah	Algebra I	11-19	40-49	30-39	≤ 10	≤ 10
Thoreau	Algebra I	30-34	50-54	10-14	≤ 5	≤ 5
Tohatchi	Algebra I	30-34	55-59	10-14	≤ 5	≤ 5

PARCC - HIGH SCHOOL					Proficient	
	Subject	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
Districtwide	Algebra 2	42	29	19	10	≤ 1
Crownpoint	Algebra 2	60-64	30-34	≤ 5	≤ 5	≤ 5
Gallup Central	Algebra 2	85-89	10-14	≤ 5	≤ 5	≤ 5
Gallup	Algebra 2	41	32	17	9	≤ 2
Miyamura	Algebra 2	23	27	33	16	≤ 2
Navajo Pine	Algebra 2	60-69	20-29	≤ 10	≤ 10	≤ 10
Ramah	Algebra 2	\wedge	\wedge	≥ 80	≤ 20	\wedge
Thoreau	Algebra 2	50-54	35-39	10-14	≤ 5	≤ 5
Tohatchi	Algebra 2	50-54	30-34	6-9	6-9	≤ 5
Tse'Yi'Gai	Algebra 2	\wedge	\wedge	≥ 80	≤ 20	\wedge

PARCC HIGH SCHOOL

	Subject	% Level 1	% Level 2	% Level 3	Proficient	
					% Level 4	% Level 5
Districtwide	Geometry	13	47	30	10	≤ 1
Crownpoint	Geometry	15-19	55-59	25-29	≤ 5	≤ 5
Gallup Central	Geometry	11-19	60-69	20-29	≤ 10	≤ 10
Gallup	Geometry	14	52	28	6	≤ 2
Miyamura	Geometry	7	26	40	27	≤ 2
Navajo Pine	Geometry	11-19	60-69	20-29	≤ 10	≤ 10
Ramah	Geometry	^	^	≥ 80	≤ 20	^
Thoreau	Geometry	15-19	60-64	20-24	≤ 2	≤ 2
Tohatchi	Geometry	20-24	45-49	25-29	≤ 5	≤ 5
Tse'Yi'Gai	Geometry	≤ 10	60-69	30-39	≤ 10	≤ 10



DISTRICT SCIENCE ASSESSMENTS

In Gallup McKinley County Schools, all students in 4th, 7th and 11th grades are assessed in science. The New Mexico Standards Based Assessment (NMSBA) for Science is used to measure science achievement.

The following tables show NMSBA for Science assessment scores by schools. At the time of publication, the scores are not available to be disaggregated by ethnicity.

In order to meet confidentiality requirements:

- 1) Information is not shown for groups with fewer than 10 students
- 2) ^ data from these cells were combined with a neighboring cell
- 3) Percentages may be reported in ranges
- 4) Due to rounding, percentages may not add up to 100%

ELEMENTARY SCIENCE ASSESSMENT SCORES BY SCHOOLS

NMSBA ELEMENTARY SCIENCE				Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	4	34	38	27	≤ 1
Catherine A. Miller	4	70-74	20-24	6-9	≤ 5
Chee Dodge	4	35-39	40-44	20-24	≤ 5
Crownpoint	4	40-44	35-39	15-19	≤ 5
David Skeet	4	30-39	30-39	30-39	≤ 10
Del Norte	4	15-19	35-39	40-44	≤ 5
Indian Hills	4	20-29	40-49	20-29	≤ 10
Jefferson	4	25-29	35-39	35-39	≤ 5
Lincoln	4	30-39	30-39	20-29	≤ 10
Navajo	4	40-44	40-44	15-19	≤ 5
Ramah	4	30-39	30-39	20-29	≤ 10
Red Rock	4	10-14	30-34	50-54	≤ 5
Rocky View	4	35-39	35-39	20-24	≤ 5
Roosevelt	4	≤ 10	40-49	40-49	≤ 10
Stagecoach	4	40-44	40-44	20-24	≤ 5
Thoreau	4	35-39	45-49	15-19	≤ 5
Tobe Turpen	4	40-44	35-39	20-24	≤ 5
Tohatchi	4	30-34	50-54	15-19	≤ 5
Twin Lakes	4	20-29	40-49	20-29	≤ 10

MIDDLE SCHOOL SCIENCE ASSESSMENT SCORES BY SCHOOLS

NMSBA MIDDLE SCHOOL SCIENCE				Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	7	40	36	21	2
Chief Manuelito	7	40-44	30-34	20-24	≤ 2
Crownpoint	7	40-44	20-24	30-34	≤ 5
Gallup	7	30-34	30-34	30-34	5-9
John F. Kennedy	7	35	43	20	≤ 2
Navajo	7	55-59	35-39	6-9	≤ 5
Ramah	7	30-39	40-49	20-29	≤ 10
Thoreau	7	40-44	40-44	10-14	≤ 5
Tohatchi	7	50-54	35-39	10-14	≤ 5

HIGH SCHOOL SCIENCE ASSESSMENT SCORES BY SCHOOLS

NMSBA HIGH SCHOOL SCIENCE				Proficient	
	Grade	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	11	41	44	15	≤ 1
Crownpoint	11	35-39	50-54	10-14	≤ 5
Gallup Central	11	55-59	35-39	≤ 2	≤ 2
Gallup	11	40-44	40-44	10-14	≤ 2
Miyamura	11	29	48	22	≤ 2
Navajo Pine	11	50-59	40-49	≤ 10	≤ 10
Ramah	11	^	≥ 80	≤ 20	^
Thoreau	11	45-49	40-44	10-14	≤ 5
Tohatchi	11	60-64	25-29	10-14	≤ 5
Tse'Yi'Gai	11	60-69	30-39	≤ 10	≤ 10

SCHOOL SAFETY

Over a three-year period from August, 2015 through May, 2018, the number of long term suspensions have decreased by 41% and expulsions have decreased by 31%. The total number of hearings has decreased by 62%. The decrease is attributed to interventions and positive behaviors supports that are required to be in all school sites.

	2015-2016	2016-2017	2017-2018
Total Hearings Held	575	399	359
Total Long Term Suspensions	86	58	36
Total 365-Day Expulsions	29	42	9

STUDENT DISCIPLINARY HEARINGS BY MONTH

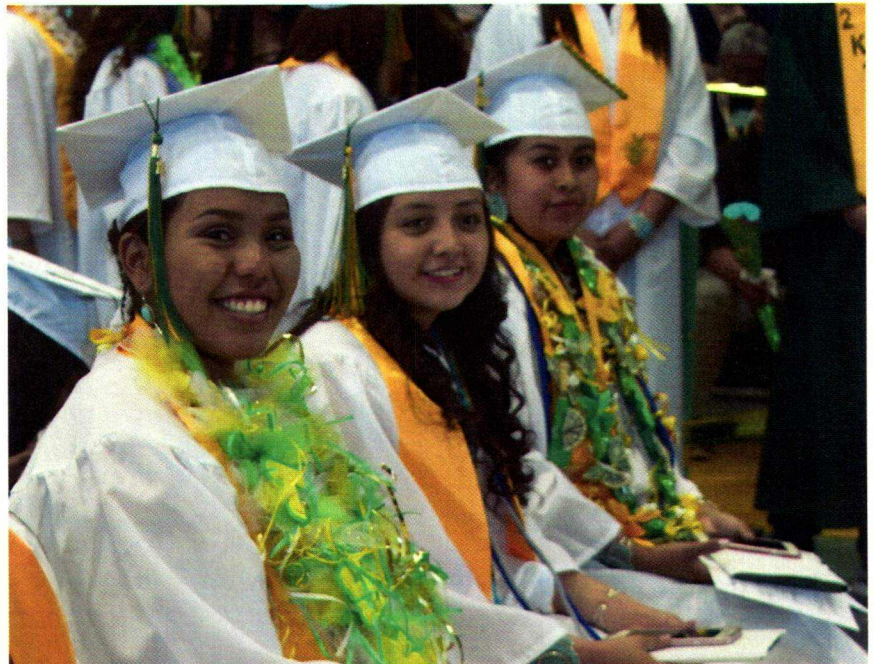
Violation	Detail	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Code	Hearings Held	34	25	38	25	46	51	44	47	42	7
12.0	Firearm				1				1	1	
12.1	Weapon Non-Firearm	1	1	2	3	2	2	2		2	
12.2	Physical Attack Personnel	1					1			1	1
12.3	Physical Attack Student	3	1		1			3	1	5	1
12.4	Sexual Attack		1					1	1	0	
12.5	Bullying	3	3	2	1	1	3	2	6	1	1
12.6	DDT	2	2	3	1	1	2	2		3	
12.7	Gang Activity									0	
12.8	Fighting	1		3	3		2	1	5	4	2
12.9	Aggressive Confrontation		4	1	2				1	0	
12.10	Abusive Language		3	2			2			0	
12.11	Criminal Activity	1	1				1	2		2	
12.12	Possession/Intoxicating Substance	15	8	19	9	12	16	21	16	14	
12.13	Use/Intoxicating Substance	13	9	10	9	26	23	15	19	12	
12.14	Distribution/Intoxicating Substance						1	3		1	
12.15	Trafficking/Intoxicating Substance			2					1	0	
12.16	Athletics Substance Abuse					2	1			0	
12.17	Tobacco		1							0	
12.18	False Report			1						0	
12.19	Electronic Device									0	
12.20	Multiple Misbehavior 5/Sem 7/Yr	5	2	4	3	10	10	4	12	6	2

GRADUATION RATES

The following table documents the number of students who graduated in May, 2018 and doesn't include those who have completed their requirements in summer school. The students who have Individual Educational Plans (IEPs) are counted as students who have graduated with a diploma.

The 4-year cohort, 5-year cohort and 6-year cohort data is not available at the time of TESR publication in July, 2018.

	Number of 12th Graders Enrolled	Number Graduated with Diploma	High School Completers	Number 12th Graders Retained	Graduates with IEPs
District	862	761	2	60	65
Crownpoint	55	54	0	2	11
Gallup Central	102	101	2	19	14
Gallup	204	178	0	8	42
Miyamura	268	236	0	10	63
Navajo Pine	35	32	0	0	8
Ramah	29	20	0	5	3
Thoreau	82	65	0	12	17
Tohatchi	62	56	0	4	4
Tseyigai	25	19	0	0	3



ATTENDANCE

The following tables show the average attendance rate for all schools by ethnicity. The overall attendance rate by ethnicity show that Pacific Islander students have the highest attendance rate of 96.24% and American Indian students have the lowest rate of 90.05%.

All Students	Am Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander
90.33%	90.05%	95.18%	92.28%	92.38%	91.13%	96.25%

ELEMENTARY SCHOOL ATTENDANCE DATA

The following table document the average attendance rate for all elementary schools. The school with the highest attendance rate for American Indian students was David Skeet Elementary with a 94.04% and the lowest rate of 90.55% was at Thoreau Elementary School.

Location	All	Am Indian	Asian	Black	Caucasian	Hispanic	Pacific Islander
CATHERINE A. MILLER	92.40%	92.48%		92.50%	90.00%	75.00%	
CHEE DODGE	91.51%	91.48%			92.50%	94.17%	
CROWNPOINT	91.99%	92.09%	85.00%	86.25%			
DAVID SKEET	94.10%	94.04%			97.08%	87.50%	
DEL NORTE	93.44%	93.77%	93.75%	91.75%	88.75%	92.86%	
INDIAN HILLS	93.76%	93.64%			94.46%	93.87%	
JEFFERSON	92.77%	92.13%	97.50%		92.14%	95.00%	
LINCOLN	92.53%	91.84%	100.00%	98.00%	94.69%	93.67%	
NAVAJO	93.36%	93.42%	80.00%				
RAMAH	92.30%	92.23%			93.47%	86.67%	92.50%
RED ROCK	92.66%	92.24%	94.59%	89.17%	92.66%	93.13%	
ROCKY VIEW	91.63%	91.10%	94.38%		94.38%	93.96%	
ROOSEVELT	92.73%	92.31%	100.00%	93.75%	94.13%	93.08%	
STAGECOACH	93.58%	93.64%	94.38%	92.50%	95.83%	92.75%	
THOREAU	90.62%	90.55%	75.00%	90.00%	91.41%	94.46%	
TOBE TURPEN	91.50%	91.39%	91.50%		92.89%	92.29%	
TOHATCHI	92.52%	92.48%	97.50%		95.00%		
TWIN LAKES	93.89%	93.88%	97.50%		93.33%		

(From 120-Day Report)

MIDDLE SCHOOL ATTENDANCE DATA

Location	All	Am Indian	Asian	Black	Caucasian	Hispanic	Pac Islander
CHIEF MANUELITO	91.04%	90.56%	89.38%	92.50%	93.36%	92.96%	
CROWNPOINT	90.63%	90.53%	94.38%		91.88%		
GALLUP	90.68%	89.68%	95.29%	97.92%	93.33%	91.26%	
JOHN F. KENNEDY	88.77%	88.58%	95.16%	90.42%	91.02%	85.94%	
NAVAJO SCHOOL	87.89%	87.80%					100.00%
THOREAU	87.17%	87.01%	97.50%		90.36%	93.75%	
TOHATCHI	92.42%	92.38%	100.00%				

(From 120 Day Report)

This table document the average attendance rate for all middle schools. The school with the highest attendance rate for American Indian students was Tohatchi Middle School with a 92.38% and the lowest rate of 87.01% was at Thoreau Middle School.

HIGH SCHOOL ATTENDANCE DATA

The following table document the average attendance rate for all high schools. The school with the highest attendance rate for American Indian students was Gallup High School with a 90.22% and the lowest rate of 76.48% was at Gallup Central Alternative School.

Location	All	Am Indian	Asian	Black	Caucasian	Hispanic
CROWNPOINT	86.05%	86.01%			96.25%	
GALLUP CENTRAL	76.23%	76.48%		91.25%	73.96%	73.92%
GALLUP	90.37%	90.22%	96.82%	98.75%	89.52%	90.65%
MIYAMURA	88.53%	88.05%	94.92%	90.00%	91.74%	88.30%
NAVAJO PINE	86.13%	86.02%	100.00%			
RAMAH	89.56%	88.69%		97.50%	93.06%	97.50%
THOREAU	85.39%	85.17%	97.50%		90.00%	96.25%
TOHATCHI	87.78%	87.66%	96.25%		90.07%	94.38%
TSE'YI'GAI	87.18%	87.12%		92.50%		

(From 120-Day Report)

As students get into higher grades, the attendance rates drop. In elementary, attendance rates for American Indian students ranged from the highest rate of 94.04% to 90.55% as the lowest. As students progressed to middle school, the attendance rate dropped to 92.38% to 87.01%. Attendance rates for American Indian students in the high schools ranged from 90.22% to 76.48%.

PARENT AND COMMUNITY INVOLVEMENT

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

COMMUNITY INVOLVEMENT

In Gallup-McKinley County Schools, there was extensive information that was disseminated through the newspapers and radio stations as well as through the district website and Facebook. The following newspapers had various news articles and schedules posted on a regular basis: *Gallup Journey*, *Trading Post News*, *Navajo Times*, *Gallup Sun* and *Gallup Independent*. The KGAK radio station, I Heart Media and Millennium Media also conducted interviews and communicated events. Publications and schedule of events were distributed to all Navajo Nation chapters within the school district as well as religious organizations, city and county government.

Principals are required to attend at least two chapter meetings that their students' parents attend. They share academic and non-academic information and gathered feedback from the parents and community to improve educational programs.

PARENT INVOLVEMENT

In all schools, there is a variety of methods to communicate with parents. Schools have websites and newsletters for communication. The school liaisons also help in distributing information to parents. There are also home visits done by principals, counselors and teachers to students' homes. They also called homes and posted information in the community.

In all schools, there are open houses in the beginning of the school year. Math night, literacy night and cultural nights are other events regularly scheduled throughout the school year. Academic recognition and pageants were held in the schools in addition to sporting events.

All school sites have an Advisory School Council that have elected parents and community members serving in an advisory capacity to help the school. Parents and community members have the opportunity to have a voice in site-based events and decisions. From each school site's Advisory School Council, one was designated to represent the school to the District Parent Advisory Council who met quarterly.

This past school year, the Cultural Education Department hosted cultural nights and Family and Community Engagement Sessions (FACES) with parents and communities. In addition, there were workshops for parents so they can learn the Diné language to support their students' learning during the day. In addition, there were multicultural festivals at school sites. There was a culminating Navajo Language Festival held in May 2018 where students displayed their talking, singing and dancing skills using the Diné language.

EDUCATIONAL PROGRAMS

The goal of this component is to recognize and support the unique educational and cultural needs of American Indian students. With 83% of the student population from American Indian descent, the district has three programs that specifically support the unique needs of American Indian students.

TITLE VI

From the United States of Department of Education, Office of Indian Education Formula Grants (Title VI), the district received \$1.6 million for school year 2017-2018. The goal of this grant was to increase student achievement in reading and math, decrease dropout rates and increase graduation rates. The grant was designed to ensure that all American Indian students meet the challenging New Mexico state standards in reading, math, science and social studies.

The grant funded the salaries and benefits of Navajo language and culture teachers and five instructional coaches. In addition, the grant funded professional development for the teachers, supplies and materials, teacher travel and supported the work on revising the district's home language curriculum.

BILINGUAL-MULTICULTURAL EDUCATION

The school district received \$860,514 from New Mexico Public Education Department for the heritage language programs in all schools and immersion instruction in one elementary school. The goal is for students to become biliterate and bilingual in addition to achieving academic proficiency. The majority of this funding paid for salaries and benefits of home language teachers who were teaching Navajo and Zuni heritage languages.

JOHNSON O'MALLEY PROGRAM

The funding from Johnson O'Malley program is from Navajo Nation. Some of the total allocation of \$685,557 went to school sites for purchasing culturally relevant supplies and materials, purchasing incentives for increased attendance and academic achievement, and funding field trips. The program helped parents purchase books from Book Fairs and purchase caps/gowns for seniors. In addition, JOM funds funded the Navajo Language and Culture Festival and funded cultural presentations by consultants. It also funded youth leadership presentations.

OPERATIONAL AND OTHER FUNDING

Many schools used Title I and operational funds for after school tutoring for struggling students and for credit recovery programs to help students stay on track for graduation. High schools also scheduled senior nights and financial aid nights. Postsecondary institutions and military personnel also visited high schools to distribute information on post high school opportunities.

GMCS FINANCIAL REPORT**DISTRICT OPERATING BUDGET REVENUE**

The following table details the revenue funding source used by the district.

FUNDING SOURCE	AMOUNT
11000 - Operational	\$ 97,179,780.09
12000- Teacherage	\$ 842,488.15
13000 - Transportation	\$ 5,112,437.00
14000 - Instructional Materials	\$ 351,408.27
21000 - Food Service	\$ 7,400,918.08
22000 - Athletics	\$ 338,475.90
23000 - Non-Budgeted Activity	\$ 637,254.80
24000	\$ 8,828,899.57
25000	\$ 11,970,062.99
27000	\$ 3,584,553.59
28000	\$ 383,076.38
31100 - Bond Building	\$ 6,905,212.18
31500 - Special Capital Outlay Federal	\$ 46,970.00
317000 - Capital Improvements SB-9	\$ 1,760,326.73
41000 - Debt Services	\$ 7,123,066.65

DISTRICT FUNDS GENERATED BY AMERICAN INDIAN STUDENTS

The chart below shows the funds generated by American Indian students to the district. The enrollment figures are from the 120-day report.

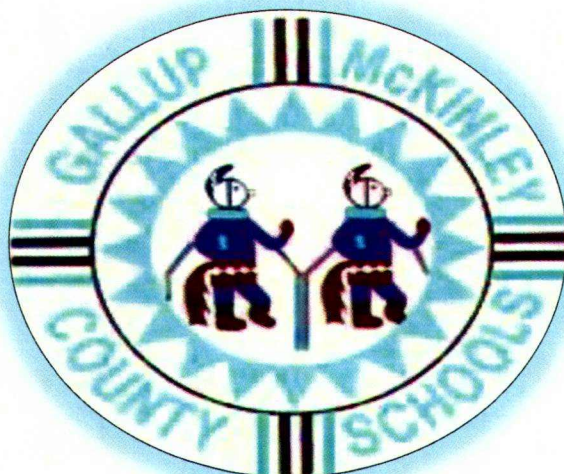
Total Enrollment	American Indian Students	Total District Budget	Indian Education Formula Grant Title VI	Impact Aid - Indian Education Title VII	Johnson O'Malley	New Mexico Indian Education
10,915	9,080	\$204,931,447	\$1,680,007	\$13,301,144	\$685,557	\$25,000

DISTRICT BUDGETED EXPENDITURES

The district budgeted expenditures chart below lists total expenditures for school year 2017-2018 by function.

EXPENDITURES	AMOUNT
1000 - Instruction	\$ 74,579,927.62
2100 - Student Support Services	\$ 11,321,813.14
2200 - Instructional Support Services	\$ 4,407,651.20
2300 - General Administration	\$ 1,351,711.03
2400 - School Administration	\$ 7,559,309.43
2500 - Central Services	\$ 3,900,300.52
2600 - Operations and Maintenance	\$ 17,955,194.62
2700 - Student Transportation	\$ 5,221,414.00
2900 - Other Support Services	\$ 224,264.94
3100 - Food Services	\$ 8,866,154.96
3300 - Community Services	\$ 6,213.15
4000 - Capital Outlay	\$ 12,666,568.08
5000 - Debt Services	\$ 8,848,112.68

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



FEDERAL INDIAN POLICIES AND PROCEDURES

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

The Indian Policies and Procedures documentation is part of the district's Impact Aid application process with public hearings held in the communities or evening sessions in the schools. Feedback and suggestions from the public hearings are used to provide guidance to federal grants within the district. Formal consultation with tribal leaders from Navajo Nation and the Zuni Pueblo are required when renewing this document.

There have been public hearings were held at Crownpoint Chapter Meeting and at Becenti Chapter Meeting. Parent meetings were held with the district's Indian Education Committee and with parents and communities in Tohatchi. In addition, there were formal tribal consultations with both the Zuni Pueblo and the Navajo Nation four times this year from September, 2017 to May, 2018.



GALLUP-McKINLEY COUNTY PUBLIC SCHOOLS
IMPACT AID
Indian Policies and Procedures
2017-2018 SY

The Gallup-McKinley County School (GMCS) District's goal under the Indian Policies and Procedures is to ensure that all Native American children of school age have equal access to all programs, services, and activities provided by the school district. Under the provisions of the Title VII (Impact Aid Program) of the Elementary and Secondary Act of 1965, the *No Child Left Behind Act* of 2001, the *Every Student Succeeds Act* of 2015 and the *New Mexico Indian Education Act* of 2003, the GMCS District and its Board of Education hereby adopt the following Indian Policies and Procedures.

GMCS District's Indian Policies and Procedures shall maximize Indian participation in the development, approval and implementation of all programs. The dissemination of information shall be provided annually to include the following State and Federal programs: New Mexico State Bilingual Program, Title I: School Improvement, Title II: Supporting Effective Instruction, Title III: English Language Acquisition, Title IV: Student Support and Academic Enrichment Grants, Title V: Rural and Low Income School Program, Title VI: Indian Education Formula Grants, and Title VII: Impact Aid, and Johnson O'Malley Act. The information will be provided to Native American parents whose children attend GMCS, the Indian Education Committee, and outlying Native American communities served by the school district.

1. POLICY

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

Procedures

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

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

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

2. POLICY

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

Procedures

- 2.1 GMCS shall review New Mexico Standard-based Assessment scores/ PARCC/A-F School Grade Reports and parent/tribal officials' comments annually. The data and comments shall be documented and reported to the Indian Education Committee and the Department of Diné Education regarding the extent to which Native American students participate on an equal basis in the district's educational programs and activities.
- 2.3 GMCS shall present information regarding equal participation to the Indian Education Committee, parents of Native American students and Tribal Officials on an annual basis.
- 2.4 GMCS shall practice equal educational opportunities in compliance with the United States Office of Civil Rights. The Board of Education and district staff shall ensure equal opportunity is provided to every Native American student for participation in school-sponsored activities, services, and programs. GMCS does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age in its programs and activities.
- 2.5 GMCS District shall comply with New Mexico *Indian Education Act*, Federal Public Law 107-110, *No Child Left Behind (NCLB) Act*, *Navajo Nation Sovereignty in Education Act*, *Every Student Succeeds Act* of 2015 and the Tribal Education Codes.
- 2.6 GMCS shall orient school principals and administrators on the approved Indian Policies and Procedures annually.

3. POLICY

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

Procedures

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

4. POLICY

GMCS shall disseminate all appropriate materials/documents annually to Navajo Nation Chapters, the Department of Diné Education, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee and parents of Native American students to ensure adequate time to review and provide comments. (34 CFR 222.94 (a) (4))

Procedures

- 4.1 The following documents shall be disseminated to the Navajo Nation Chapters, the Department of Diné Education, Pueblo of Zuni, and Tribal Officials, the Indian Education Committee and parents of Native American students prior to and at a Public Hearing:
 - Title VII Impact Aid Application
 - Evaluation of educational programs assisted with Title VII Impact Aid funds

- Educational program plans that will be funded by Title VII Impact Aid
 - Assessment data for Native American students
 - Title VII Impact Aid Indian Policies and Procedures (Indian Policies and Procedures)
 - Financial Report
- 4.2 After formal adoption of the Indian Policies and Procedures, copies will be provided to the following parties:
- Navajo Nation Chapter, Pueblo of Zuni, Navajo Nation President and Vice-President, and Tribal Officials
 - Indian Education Committee members
 - Parents of all students via district website
 - New Mexico Public Education Department and Indian Education Division
 - Navajo Nation Department of Diné Education
 - The Office of the Zuni Governor

5. POLICY

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

Procedures

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

6. POLICY

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

Procedures - GMCS shall:

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

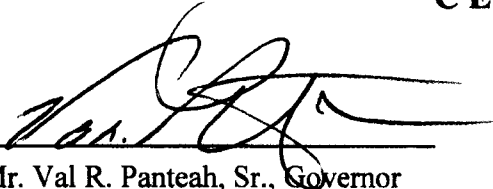
7. POLICY

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

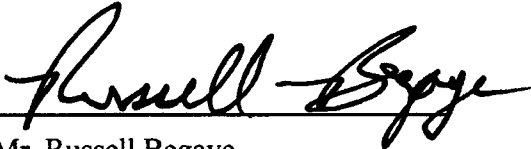
Procedures

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

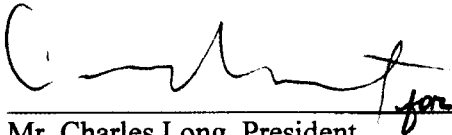
CERTIFICATION



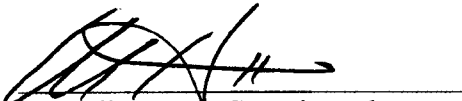
Mr. Val R. Panteah, Sr., Governor
Pueblo of Zuni



Mr. Russell Begaye
President
Navajo Nation



Mr. Charles Long, President
Board of Education
Gallup McKinley County Schools



Mr. Mike Hyatt, Superintendent
Gallup McKinley County Schools

INITIATIVES TO INCREASE ATTENDANCE AND DECREASE THE NUMBER OF STUDENT DROPOUTS

TRUANCY AND INCREASING ATTENDANCE RATES

Habitual Truant Students						
	Total Enrollment		Habitual Student Count		% Habitual	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
District	11,584	11,425	3,192	3,606	26.97	31.56
Elementary	5,494	5,452	1,122	1,170	20.42	21.46
Middle	2,396	2,420	714	913	29.80	37.73
High	3,698	3,556	1,356	1,523	35.25	42.83

The table above documents habitual truant students for the entire district by elementary, middle and high schools for two years. New Mexico Public Education Department defines truant students as students who have more than ten (10) unexcused absences within a school year. The data from the NMPED Habitual Student Report shows that there is an increase in all school levels with the highest rates at the middle schools with an increase of 7.93% and the high schools with an increase of 7.58%.

Habitual Truant Students by Elementary Schools			
	Enrollment	Habitual Student Count	% Habitual
District Total	5,452	1,170	21.46%
Catherine A Miller	370	72	19.46%
Chee Dodge	328	103	31.40%
Crownpoint	349	89	25.50%
David Skeet	232	19	8.19%
Del Norte	511	107	20.94%
Indian Hills	511	107	20.94%
Jefferson	372	31	8.33%
Lincoln	247	44	17.81%
Navajo	270	59	21.85%
Ramah	174	16	9.20%
Red Rock	407	63	15.48%
Rocky View	350	84	24.00%
Roosevelt	213	16	7.51%
Stagecoach	318	68	21.38%
Thoreau	306	92	30.07%
Tobe Turpen	436	120	27.52%
Tohatchi	242	70	28.93%
Twin Lakes	196	71	36.22%

Habitual Truant Students by Middle Schools			
	Enrollment	Habitual Student Count	% Habitual
District Total	2,420	913	37.73%
Chief Manuelito	621	215	34.62%
Crownpoint	168	72	42.86%
Gallup	467	183	39.19%
JFK Middle	685	281	41.02%
Navajo	136	35	25.74%
Thoreau	215	69	32.09%
Tohatchi	176	57	32.39%

Habitual Truant Students by High Schools			
	Enrollment	Habitual Student Count	% Habitual
District Total	3,556	1,523	42.83%
Crownpoint	241	147	61.00%
Gallup Central	329	232	70.52%
Gallup	902	315	34.92%
Miyamura	1,169	375	32.08%
Navajo Pine	124	68	54.84%
Ramah	179	31	17.32%
Thoreau	368	217	58.97%
Tohatchi	265	109	41.13%
Tseyigai	90	33	36.67%

With excessive absences, the likelihood is very high that grades will also decrease as students miss more days of school. The Student Assistance Teams (SAT) at each school helps students who are struggling academically. Teachers, parents, counselors and administrators are involved in the SAT process to help students identify obstacles to absences and develop plans to improve attendance that eventually lead to better academic performance. The use of Early Warning Systems also help identify students who had excessive absences.

In addition to the SAT process, home school liaisons are located in each school. The liaisons make home visits to help identify why students are not in school. Additional people who do home visits are teachers, counselors and at times, the administrators, in an effort to help students.

Other resources included Johnson O'Malley funding. All sites received funding for incentives to increase attendance from the Johnson O'Malley program. Despite this additional funding, the habitual truancy rates increased.

DECREASING STUDENT DROPOUTS

The final dropout rates for the district and individual schools were not available at the time of this publication for school year 2017-2018. The following table shows data for school years 2015-2016 and 2016-2017 for the district. Dropout rates are collected for grades 7-12 only.

Drop Out Rate for All Students in Grades 7-12			
School Year	Enrollment	Number of Students	Rate by %
2015-2016	5,524	252	4.5
2016-2017	5,515	259	4.7

To combat dropping out of school, the schools have the resources of the counselor, Student Assistance Team (SAT) processes, academic supports and the help of culturally relevant counseling. The SAT process includes meetings with parents to identify supports for students before the students drop out of school. There has been a focus on academic supports to assist students such as after-school tutoring, credit recovery, and individual tutoring.

Within GMCS, counselors have been trained in suicide prevention/intervention, culturally relevant counseling and the use of k'é (clanship and familial relations) when working with students. In addition, the district employed a traditional interventionist who also worked with students. The school counselors worked directly with students and his/her parents to address low academic performance.



VARIABLE SCHOOL CALENDAR

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

2017 - 2018

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

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

Aug 4 New Teacher Orientation

Aug 7-8 Prof Dev Day

Aug 9 1st Day Students

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

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

Sept 4 Labor Day

Sept 18 Parent Teacher Conf

Oct 11 End Quarter 1/1st Reporting Date

Oct 12-13 Fall Break

Oct 16 Data Day no students

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

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

Nov 13 Veterans Day

Nov 20-24 Thanksgiving Break

Dec 1 2nd Reporting Date

Dec 22 End of 2nd Quarter

Dec 25 - 29 Winter Break

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

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

Jan 1-5 Winter Break (Cont.)

Jan 8 Data Day no students

Jan 15 MLK Jr Day

Feb 5 Parent Teacher Conf

Feb 14 3rd Reporting Date

Feb 19 Presidents Day

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

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

March 2 End of 3rd Quarter

March 5 Data Day no students

March 19 - 23 Spring Break

April 23 Navajo Sovereignty Day

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

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

May 28 Memorial Day

May 25 Last Day Students

May 29 Last Day for Teachers

SCHOOL DISTRICT CONSULTATION

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

Each school also has a school site Advisory School Council (ASC) with elections held annually. The school's ASC provides feedback to the principal and school site staff on Title I, JOM, and other programs to meet the needs of the school. The ASC met at least once per quarter and more often if necessary.

The district has developed a District Parent Advisory Committee (PAC) with the members appointed by the school principals from their existing site Advisory School Councils. The district PAC have met regarding services for English Language Learners and the Title VI application.

The school district also involved the Zuni Pueblo and Navajo Nation when making decisions that affect the members of their tribes. Formal tribal consultation with Zuni leaders were held in to gain feedback regarding federal programs and the Indian Policies and Procedures in October, December, January and May 2018. The Navajo Nation met with district leaders about the Navajo language and culture program in September, October and April 2018. The district leaders have attended the Navajo Nation Board of Education meeting to share student achievement data and the new McKinley Academy program.

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

The program managers for the federal programs also presented to parents and communities to gain feedback during public hearings. The public hearings were held at Becenti and Crownpoint chapters and to the Tohatchi community. In addition, the program managers presented information to the district's Indian Education Committee.

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



CURRICULA FOR AMERICAN INDIAN STUDENTS

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

Tribal consultation meetings occur throughout the school year with Navajo Nation and the Zuni Pueblo leaders. The district has collaborated with Navajo Nation's Division of Diné Education to discuss curricula changes, dual language and heritage language programs, and professional development for teachers, teacher evaluation and the Oral Diné Language Assessment (ODLA) results. GMCS had the first Zuni teacher at Ramah Elementary and Ramah Middle/High Schools who taught the Zuni language.

All students who take the Navajo language and culture classes must take the Oral Diné Language Assessment to assess oral language proficiency. Below are the end-of-year results for school 2017-2018.

ELEMENTARY SCHOOLS ODLA DATA BY NUMBER OF STUDENTS

ELEMENTARY SCHOOLS									
Number of Students	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non-Proficient	Limited	Fluent
Catherine Miller	149	85	25	254	5	0	149	110	0
Chee Dodge	81	57	11	147	2	0	81	68	0
Crownpoint	32	24	19	65	9	1	31	43	1
David Skeet	94	11	0	105	0	0	94	11	0
Del Norte- LB	27	24	3	54	0	0	27	27	0
Del Norte - DJ	45	12	0	57	0	0	47	10	0
Indian Hills	11	54	21	86	0	0	16	70	0
Jefferson	57	14	1	72	0	0	57	15	0
Lincoln	54	36	0	90	0	0	54	36	0
Navajo	42	111	8	160	1	0	75	86	0
Ramah	8	26	1	32	3	0	7	28	0
Red Rock	61	0	0	61	0	0	61	0	0
Rocky View	85	2	0	87	0	0	85	2	0
Roosevelt	41	0	0	41	0	0	41	0	0
Stagecoach	106	0	0	106	0	0	106	0	0
Thoreau	22	57	5	84	0	0	22	62	0
Tohatchi	28	60	6	94	0	0	28	66	0
Turpen	56	30	22	104	4	0	56	52	0
Twin Lakes	54	21	0	75	0	0	54	21	0
Total	1053	624	122	1774	24	1	1091	707	1

MIDDLE SCHOOLS ODLA DATA BY NUMBER OF STUDENTS

MIDDLE SCHOOLS									
Number of Students	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non-Proficient	Limited	Fluent
Chief Manuelito	64	23	2	89	0	0	64	25	0
Crownpoint	25	2	1	28	0	0	24	4	0
Gallup	91	8	4	98	2	3	92	8	3
John F Kennedy	24	41	12	74	3	0	36	41	0
Navajo	86	39	12	134	3	0	86	50	1
Ramah	5	10	1	7	9	0	5	11	0
Thoreau	93	12	2	102	4	1	92	15	0
Tohatchi	52	13	6	69	2	0	52	19	0
Total	440	148	40	601	23	4	451	173	4

HIGH SCHOOLS ODLA DATA BY NUMBER OF STUDENTS

HIGH SCHOOLS									
Number of Students	Receptive			Expressive			Overall		
	Novice	Early Intermediate	Intermediate	Novice	Limited	Intermediate	Non-Proficient	Limited	Fluent
Crownpoint	52	8	12	70	1	1	52	19	1
Gallup - WN	27	29	55	57	26	28	26	58	27
Gallup	30	21	11	27	18	17	19	34	9
Miyamura - EN	45	31	19	84	6	5	45	45	5
Miyamura - DS	16	37	25	60	15	3	17	59	2
Navajo Pine	12	8	4	20	4	0	12	12	0
Ramah	3	1	0	3	1	0	3	1	0
Thoreau	27	6	9	35	5	2	27	14	1
Tohatchi	30	15	11	37	11	8	27	23	6
Tseyigai	12	12	14	28	8	2	12	24	2
Total	254	168	160	421	95	66	240	289	53

The goal of the language and culture program for the SY 2017-2018 was to converse using the home heritage language in all schools. With the focus on use of functional oral language, teachers received training on the use of handling verbs with specific topics at the elementary level. For the middle and high schools, the focus expanded to repetition and more exposure to oral discourse using the native language. The focus on oral language proficiency has resulted in more students becoming more fluent.

TREND ODLA DATA

The following tables show data for six years using the Oral Diné Language Assessment to measure oral proficiency of students who are in the Navajo language program.

Starting with school year 2017-2018, the Culture Education Department has evaluated the curriculum for alignment to oral language proficiency. In addition, they are targeting and developing specific language skills by grade levels and scaffolding those skills in the upper grades. The focus on oral language development has resulted in more students being fluent.

ALL GMCS SCHOOLS						
Number of Students	SY 12-13	SY13-14	SY14-15	SY 15-16	SY 16-17	SY 17-18
Not Proficient	1797	1633	1831	2114	2337	1782
Limited	565	858	502	781	608	1169
Fluent	12	19	27	26	12	58

ELEMENTARY SCHOOLS						
Number of Students	SY 12-13	SY13-14	SY14-15	SY 15-16	SY 16-17	SY 17-18
Not Proficient	1297	1088	1145	1371	1606	1091
Limited	272	390	252	483	301	707
Fluent	0	0	7	1	1	1

MIDDLE SCHOOLS						
Number of Students	SY 12-13	SY13-14	SY14-15	SY 15-16	SY 16-17	SY 17-18
Not Proficient	323	307	369	432	390	451
Limited	82	169	35	109	154	173
Fluent	0	6	0	7	4	4

HIGH SCHOOLS						
Number of Students	SY 12-13	SY13-14	SY14-15	SY 15-16	SY 16-17	SY 17-18
Not Proficient	177	238	317	311	341	240
Limited	211	299	215	189	153	289
Fluent	12	13	20	18	7	53