

**Pojoaque Valley School District  
Tribal Education Status Report  
2018-2019**

The Indian Education Department at Pojoaque Valley School District (PVSD) continues to strive to improve instructional practices to address the educational needs and cultural development of our Native American students. These initiatives are based on collaboration and partnerships with 4 Pueblo communities within the school district boundaries and 2 additional Pueblo communities that have students in PVSD. Pojoaque Valley School District meets with the Educational Directors with all of the Native American Pueblos in the area on a monthly basis. The collaboration is vital and is a reflection that both entities can come together to improve the education of Native American students within the district. PVSD has also re-established the Native American Parent Committee (NAPC) that meets quarterly. This group assists with the oversight of Native American programs, funding and expenditures.

**Student Achievement:** Below is the SBA and PARCC data by subgroup for 2012-2013 through 2017-2018 in both Reading/Language Arts and Math. Tables included are third grade through eleventh grade.

**Standards-Based Criterion-Referenced Assessment 2010 through 2016  
and  
PARCC 2014-2015 and 2015-2016  
Student Performance Data  
Percent Proficient by Grade by Subject, by Group  
(Must have 10 or more in a group for data to be reported)**

<b>Grade: 3</b>										
	<b>Reading/Language Arts</b>					<b>Mathematics</b>				
	<b>2012-13 N/%</b>	<b>2013-14 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>	<b>2012-13 N/%</b>	<b>2013-14 N/%</b>	<b>PARCC 2014-15 N/%</b>	<b>PARCC 2015-16 N/%</b>	<b>PARCC 2016-17 N/%</b>
<b>All</b>	133/69	140/60	143/14.7	137/28.5	154/27.3	133/69	140/62	144/15.3	137/32.8	154/20.1
<b>Native American</b>	19/68	21/57	21/4.76	21/23.8	19/5.3	19/84	21/31	21/9.52	21/19.0	19/15.8
<b>Asian</b>										
<b>African American</b>										
<b>Hispanic</b>	105/70	117/61	116/16.38	108/27.8	130/29.2	105/66	117/64	117/17.09	108/34.3	130/20.0
<b>Caucasian</b>										
<b>Special Education</b>	10/50	15/0	22/4.55			10/60	15/14	21/4.76		21/4.8
<b>Economically Disadvantaged</b>	84/62	95/51	107/14.95	105/21.9	114/19.3	84/63	95/51	108/12.04	105/25.7	114/15.8
<b>English Language Learner</b>	48/60	139/60	25/0			48/58	139/62	26/3.85		

	Grade: 4											
	Reading/Language Arts				Mathematics				Science			
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	SBA 2014- 15 N/%	SBA 2015- 16 N/%	SBA 2016- 17 N/%	SBA 2017- 18 N/%
All	146/24.7	143/20.3	135/20.7	154/15.6	145/18.6	143/16.1	135/20.7	154/7.8	144/45	144/43	136/43	155/37
Native American	26/15.38	20/20.0	20/20	26/15.4	26/7.69	20/10.0	20/20	26/11.5	19/42	19/37	20/45	20/15
Asian												
African American												
Hispanic	117/27.35	117/19.7	107/18.7	122/16.4	116/21.55	117/16.2	107/20.6	122/7.4	122/47	119/44	105/43	129/40
Caucasian												
Special Education	25/0	13/7.7	13/0	19/0	22/0	13/15.4	13/0	19/0	14/14	12/8		20/11
Economically Disadvantaged	92/15.22	101/18.8	96/14.6	109/13.8	92/8.7	101/10.9	96/15.6	109/4.6	88/37	101/42	96/35	109/31
English Language Learner	15/0			51/5.9	15/0			51/2	144/45	140/44	123/45	51/14

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	Grade: 5									
	Reading/Language Arts					Mathematics				
	PARCC 2014-15 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%
All	132/22.0	132/22.0	148/22.3	145/15.9	144/27.1	133/16.5	133/16.5	149/22.8	146/13.7	144/18.8
Native American	27/29.63	27/29.63	17/23.5	21/14.3	19/15.8	27/22.22	27/22.22	17/23.5	21/9.5	19/15.8
Asian										
African American										
Hispanic	98/20.41	98/20.41	129/22.5	119/16.8	116/28.4	99/16.16	99/16.16	130/23.1	120/15.0	116/19
Caucasian										
Special Education	14/0	14/0	10/0.0	17/0	14/0	13/7.69	13/7.69	10/0.0	18/5.6	14/0
Economically Disadvantaged	89/17.98	89/17.98	86/16.3	106/14.2	105/23.8	89/14.61	89/14.61	87/14.9	107/9.3	105/12.4
English Language Learner					27/0					27/3.7

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	Grade: 6									
	Reading/Language Arts					Mathematics				
	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	2013-14 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%
All	130/44	150/16.0	142/18.3	155/25.8	161/21.1	130/27	149/14.8	142/14.8	155/18.1	160/11.9
Native American	20/35	27/11.11	23/4.3	15/26.7	31/19.4	20/10	27/11.11	23/4.3	15/20	31/9.7
Asian										
African American										
Hispanic	104/45	116/17.24	110/20.9	135/25.2	123/22	104/31	115/14.78	110/18.2	135/17	122/13.1
Caucasian										
Special Education	11/0	13/0		15/0	20/0	11/9	13/0		15/0	20/5
Economically Disadvantaged	103/38	108/8.33	93/12.9	93/19.4	107/16.8	103/20	108/9.26	93/9.7	93/9.7	107/9.3
English Language Learner	129/44	12/0			25/8	129/27	11/0			25/0

If cell is blank n < 10 or no data available

Grade: 7												
	Reading/Language Arts				Mathematics				Science			
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	SBA 2014- 15 N/%	SBA 2015- 16 N/%	SBA 2016- 17 N/%	SBA 2017- 18 N/%
All	148/21.7	161/20.5	156/14.7	164/25.6	146/9.6	160/14.0	156/15.4	164/23.2	152/32	162/35	163/37	170
Native American	27/11.11	20/15.0	24/0	24/16.7	27/0	20/5.0	24/4.2	24/29.2	22/14	20/25	26/28	16/44
Asian												
African American												
Hispanic	111/25.23	131/19.8	121/18.2	129/24.8	109/11.93	130/14.6	121/17.4	129/20.9	124/35	133/35	126/40	140/36
Caucasian	10/10.0		10/10		10/10							
Special Education	13/0	11/0.0	11/0	15/0	13/0	11/0.0	11/0	15/0	13/0	11/9	13/0	17/0
Economically Disadvantaged	100/14	102/17.6	91/9.9	87/14.9	98/7.14	102/7.8	91/11	87/18.4	100/25	103/28	95/29	89/33
English Language Learner	19/10.53			20/5	19/0			20/0	10/30	27/23	27/23	21/0

If cell is blank n < 10 or no data available

Grade: 8									
	Reading/Language Arts				Mathematics				
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	
All	159/34.6	150/23.3	167/22.2	159/28.9	131/0	118/6.8	121/0.8	113/9	
Native American	25/28	20/10.0	21/23.8	32/21.9	26/0	17/0.0	16/0	26/0	
Asian									
African American									
Hispanic	125/34.40	121/25.6	139/20.1	114/30.7	100/0	94/8.5	101/1	79/1.3	
Caucasian				13/30.8					
Special Education	14/7.14	12/0.0	15/0	15/0	20/0	12/0.0	15/0	14/0	
Economically Disadvantaged	104/31.73	99/18.2	109/15.6	90/23.3	100/0	84/6.0	86/1.2	70/1.4	
English Language Learner	25/12			26/7.7	30/0			26/0	

If cell is blank n < 10 or no data available

Grade: 9								
	Reading/Language Arts				Algebra 1			
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%
All	186/16.13	169/29.0	176/17.0	174/17.8	160/1.88	192/5.7	144/4.2	199/12.6
8 <sup>th</sup> Grade					62/25.81	35/25.8	46/41.3	46/47.8
Female				96/22.9				104/6.7
Male				78/11.5				95/18.9
Native American	34/14.71	19/21.1	20/5.0	29/13.8	32/0	30/0.0	23/8.7	32/9.4
Asian								
African American								
Hispanic	145/15.86	135/31.1	148/18.2	138/18.1	120/2.5	151/7.3	158/12	156/12.8
Caucasian								10/20
Special Education	23/0	13/15.4	18/0	19/0	26/0	22/0.0	15/0	23/0
Economically Disadvantaged	129/10.85	108/25.9	106/12.3	109/15.6	113/0	136/3.7	117/8.5	127/10.2
English Language Learner	19/0			26/0	22/0			34/0

If cell is blank n < 10 or no data available

Grade: 10								
	Reading/Language Arts				Geometry			
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%
All	129/28.68	162/34.6	165/38.2	163/23.9	141/7.8	174/3.5	307/4.9	149/6.7
Female				74/28.4				66/9.1
Male				89/20.2				83/4.8
Native American	22/22.73	27/22.2	24/25	31/16.1	24/8.33	17/0.0	24/0	29/3.4
Asian								
African American								
Hispanic	99/29.29	129/36.4	125/38.4	124/25.8	113/7.96	144/3.5	135/8.1	112/8
Caucasian								
Special Education	15/0	18/11.1	12/8.3	18/0	16/0	18/5.6	20/0	13/0
Economically Disadvantaged	86/25.58	109/29.4	106/31.1	99/19.2	91/8.79	109/1.8	111/4.5	86/3.5
English Language Learner	11/0			27/7.4				18/0

If cell is blank n < 10 or no data available

Grade: 11								
	Reading/Language Arts				Algebra 2			
	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%	PARCC 2014-15 N/%	PARCC 2015-16 N/%	PARCC 2016-17 N/%	PARCC 2017-18 N/%
All	135/36.30	132/36.4	122/55.7	157/49	88/10.23	98/9.2	135/11.1	135/10.4
Female				82/65.9				73/6.8
Male				75/30.7				62/14.5
Native American	24/16.67	18/38.9	25/28	23/26.1	16/0	14/21.4	21/4.8	20/5
Asian								
African American								
Hispanic	105/38.10	104/34.6	122/48.4	118/51.7	65/13.85	81/7.4	104/5.8	104/12.5
Caucasian				14/64.3				
Special Education	15/0	14/0.0	17/11.8	12/16.7				
Economically Disadvantaged	86/33.73	88/31.8	98/39.8	102/43.1	51/11.76	59/13.6	83/8.4	85/3.5
English Language Learner				17/11.8				14/0

If cell is blank n < 10 or no data available

High School Science				
	SBA 2014-15 N/%	SBA 2015-16 N/%	SBA 2016-17 N/%	SBA 2017-18 N/%
All	145/27	137/31	154/24	161/27
Female	75/26	62/27	79/18	83/30
Male	70/27	75/33	75/28	78/22
Native American	20/16	22/32	25/12	24/5
Asian				
African American				
Hispanic	119/29	106/30	122/26	120/27
Caucasian				16/62
Special Education	15/0	14/14	17/6	14/0
Economically Disadvantaged	87/25	92/28	97/17	101/22
English Language Learner	36/21	60/29	10/0	16/0

If cell is blank n < 10 or no data available

The Pojoaque Valley School District will continue to provide staff development for teachers in the areas of instructional differentiation, student achievement and strategies to increase student instruction. The District will continue to meet monthly with the Native American Educational Directors and quarterly with NAPC to monitor student achievement, plan instructional strategies and remediate any problems that arise.

The Pojoaque Valley School District has entered into a partnership with New Mexico Highlands University and Los Alamos National Labs to develop a Regional Partnership School (RPS). The RPS is designed to assist 3<sup>rd</sup> year college students entering the teaching profession and to improve the instructional strategies within the District. Through this partnership, the district teachers receive professional development in Language Arts and Mathematics.

### **School Safety:**

The discipline incident totals are listed below. PVSD has two Native American liaisons that work with all Native American students especially students that have disciplinary action. A second liaison was added this past spring due to the increased needs of Native American Students. The District meets with the Native American Pueblo Educational Directors monthly and with the Native American Parent Committee quarterly. We encourage parents to sign a release form that enables PVSD to discuss student concerns with the Educational Directors. If the Pueblo has a release, the District works with the Pueblo Educational Directors with each of the students in concern.

	<b>Drug Related</b>	<b>Gang Related</b>	<b>Serious Injury</b>	<b>Weapon Related</b>
African Am.	2	0	0	0
Caucasian	10	0	0	1
Hispanic	93	2	8	11
Native America	16		2	1
<b>Grand Total</b>	<b>121</b>	<b>2</b>	<b>10</b>	<b>13</b>

### **Graduation Rate:**

The Native American student's progress to graduation is closely monitored by the Native American Liaison. All students are monitored monthly and results are shared with the Pueblo Educational Directors at the monthly meetings. Each of the Pueblos offers after school tutoring for any student that has a need for extra instruction. The District offers electronic learning and credit recovery for any student to be able to recover credits or advance their credits.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Attendance	95.0%	93.2%	95.7%	95.08%	87.51%	92%	90.42%
Dropout	5.2%	2.9%	2.4%	2.0%	3.3%	3%	
4 Year Graduation	77.6%	78.1%	78.0%	74.0%	75.0%	77.8%	78%

**Attendance:**

The Native American student's attendance is closely monitored by the Native American Liaison. All students are monitored monthly and results are shared with the Pueblo Educational Directors at the monthly meetings. Each of the Pueblos offers assist PVSD in working with parents and families to ensure that the students are attending school.

School	Average School Attendance	Male	Female	Asian Rate	African Am. Rate	Caucasian Rate	Hispanic Rate	Native Am. Rate
PABLO ROYBAL ELEMENTARY	92.2%	92.2%	92.2%	0	87.4%	90.7%	92.7%	90.9%
POJOAQUE HIGH	91.9%	91.5%	92.2%	0	93.3%	90.1%	92.1%	90.9%
POJOAQUE INTERMEDIATE	93.7%	93.6%	93.9%	0	93.4%	93.4%	94.0%	92.7%
POJOAQUE MIDDLE	93.1%	93.0%	93.2%	0	97.3%	93.0%	93.2%	92.2%
SIXTH GRADE ACADEMY	97.0%	96.8%	97.0%	0	0	97.4%	96.9%	96.7%

**Parent and Community Involvement:**

The Pojoaque Valley School District Native American Parents have a committee (Native American Parent Committee – NAPC). NAPC is comprised of parents interested in participating. There are additionally 2 members appointed from each of the Native American Pueblo Governors. The Pueblos that participate are Pojoaque, Nambe, Tesuque, San Ildefonso, Santa Clara and Ohkay Owingeh.

PVSD also hosts a district wide Parent Advisory Committee (PAC) that allows all parents to participate. These meetings are held quarterly and are completely managed by parents with attendance from parents, tribal authorities and school district personnel.

**Educational Programs Targeting Tribal Students:**

Pojoaque Valley Schools provides classes and clubs that are targeted to our Native American students. The district, with the Pueblos assistance, offers Tewa language to students in grades Kindergarten through High School. The Tewa language classes are taught by staff that are approved by the Pueblos. The District also offers Native American Clubs at the secondary level. All Native American students have the opportunity to participate. The Districts and the Pueblos also host luncheons for the Native American students throughout the school year.

## NAPC Grant Review

- Goals:
  - Provide modified and developed Core Curriculum State Standards curriculum in Reading Language Arts and Math that is culturally relevant and positively reinforced through both regular classes and our heritage language classes.
- Focus:
  - Pojoaque Valley Schools will provide a Native American Liaison and Social Worker to monitor student's academic progress, provide academic and personal support and work with teachers to provide for student needs.
    - Monitor student academic growth
    - Work with parents, students and teachers to provide a culturally rich academic environment
    - Work with Native American Tribal Governments to ensure wrap around services for Native American students
    - Assist with college applications/scholarships
    - Work with families to complete FAFSA
- All allocations listed below are estimations. Teachers salaries can change if there are staffing changes, number of stipends can change if teachers get additional endorsements, costs of programs can change, etc.
- A final report of budget will be provided in August with updates throughout the year.

### Title I:

- Allocation: \$382,104.31 (increase from last year of 28%)
  - Application has not been released so figures are an estimation
  - Summer School - \$20,000
  - Homeless - \$5,000
  - Class Size Reduction - \$125,000
  - Counselor – Elementary – \$60,000
  - Benefits – \$50,150
  - District Professional Development Set Aside - \$10,000
  - School site allocation - \$100,000
  - Indirect Costs - \$11,954.31



## Title II:

- Allocation: \$59,097.01 (increase from last year of 19%)
  - Stipends for mentors of new teachers - \$15,000
  - Stipends for teachers attending Summer Institute - \$15,000
  - Benefits - \$11,500
  - Supplies and Materials for New Teacher Mentoring and Opportunity Mentoring Group - \$8,000
  - Contract professional development - \$9,597.01
  - Out of district professional development - \$3,000

## Title III

- Allocation: \$24,077.41
  - English Language Development professional development - \$20,000
  - Supplies and Materials for students - \$4,077.41

## Title IV

- Allocation: 27,094.18 (increase from last year of 34%)
  - English Language Arts professional development - \$27,094.18

## Title VI

- Allocation: \$73,507.00 (decrease from last year of 0.04%)
  - Personnel \$58,589
  - Professional Development Travel \$1,000
  - Supplies \$4,000
  - Student Activities \$5,000
  - Professional Development \$4,918

## Bilingual

- Estimated allocation: \$430,084
  - Salaries and Benefits for teachers and bilingual specialist will exceed the allocation
    - Estimated \$455,700.00
      - Salaries/stipends include
        - Bilingual Spanish Teachers salaries and benefits
        - Bilingual Tewa Teachers salaries and benefits
        - Bilingual stipends
        - TESOL stipends
        - Bilingual specialist
        - Bilingual test IAs
        - Principal stipend to observe teachers in program (\$1500)
      - Bilingual will be supplemented with operational funding

## Indian Education Grant

- Has not been released at this time

**Indian Policies and Procedures:** See Appendix A

## School District Initiatives:

The Pojoaque Valley Schools employs a Native American Liaison. The job responsibilities of this person are to meet with the Native American students to monitor attendance, grades, graduation status etc. PVSD also provides Tewa instruction in grades Kindergarten through 12<sup>th</sup> grade. Every spring the Native American Liaison hosts a Native American Banquet for students that are graduating.

The Tribal leaders host Native American luncheons on a regular basis at the secondary schools. The intent of these luncheons is to get the students together, discuss school and provide a forum for students to be able to speak freely with tribal leaders.

**Variable School Calendars:** See Appendix B

**School District Consultations:** Monthly, PVSD hosts a Pueblo Educational Directors meeting. This meeting is a forum in which the district can request assistance from the tribal government and the district can provide information about school activities and programs. If the Educational Directors have a release from parents of their tribe, the District also provides student information on grades, attendance and discipline.

The Educational Directors also provide information on programs that are offered in the Pueblos. The District can then help students take advantage of those programs.

**Indigenous Research, Evaluation and Curricula:**

The District employs two teachers that are approved by a Tribal Governor. These teachers are employed to teach Tewa to students in grades Kindergarten through 12<sup>th</sup> grade. The Pueblos that we serve are very conservative and monitor the Tewa language instruction very carefully. The District in conjunction with Nambe Pueblo are reviewing lesson plans of Tewa teachers on a monthly basis to ensure that the student language is supported at school and through the Pueblo.