



Navajo Preparatory School

ANNUAL REPORT
2022



NAVAJO
PREPARATORY
SCHOOL

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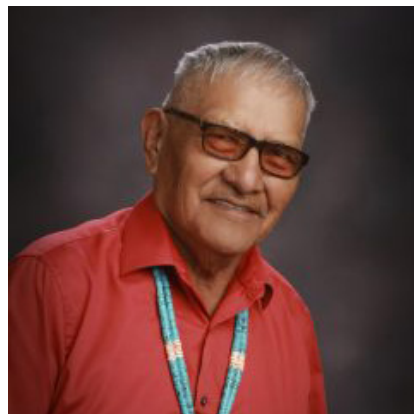
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Statement from the Head of School



Yá'á'tééh Navajo Prep Community,

This school year we lived our theme of Initiative, Innovation, and Impact. We did not allow the pandemic to negatively impact our school culture, academic excellence, or residential life. Navajo Prep seized the opportunity to initiate our COVID-19 Return To School Plan through innovation in all that we did. This allowed us to remain open 100% of the school year. Thank you to the students, parents, teachers, staff, and NPS community for respecting our safety protocols and engaging in surveillance testing for more than half the school year.

We have a lot to celebrate this school year—Happy 30th Anniversary Navajo Prep. The grounds and buildings have been an institution of learning since 1912—for over 100 years.

If the oval and trees could talk, what do you think they would say? I know they would be proud of the long legacy of leaders and founders for their courage and foresight to establish Navajo Prep. We are in the era of Indian self-determination where we no longer accept the laws and regulations of assimilating and accommodating our identities. Now we are fostering and growing what it means to be Indigenous, what it means to be Navajo, what it means to be a Native American, and what it means to take an Indigenous lens to a global perspective in all that we do.

As we reflect upon this year, let our successes and challenges guide our school improvement initiatives and campus development.

Sincerely,

A handwritten signature in black ink that reads "Shawna A. Becenti". The signature is fluid and cursive.

Shawna A. Becenti '93
Head of School

Letter from the Board President

Yá'á'tééh and Greetings Navajo Preparatory Students, Parents, Employees, Alumni, and members of the Navajo Prep Community.

On behalf of the Board of Trustees, we are honored to provide our stakeholders with an overview of what the Navajo Preparatory School has accomplished and to thank you for contributing greatly to Navajo Prep's success during the past school year. After the past two (2) years of an unprecedented pandemic and unique moment in history, we are starting to see our school and community come back together stronger than before. All members of the Navajo Preparatory School stepped up to the challenge of providing the best educational experiences for our students and families.

We are pleased to provide this Annual Report to the community as a mechanism to keep you informed about our efforts and progress. This annual report includes highlights regarding allocation of funding, priorities, strategic plan, and direction that the Navajo Preparatory School is moving toward. This year's report also highlights student success, campus development, and student program progress. The annual report is also an important measure and helps us plan strategically for the short and long-term success of Navajo Prep, and is a mechanism to hold us accountable.

We are honored to serve the students, families, employees, alumni and community members of the Navajo Preparatory School. Your involvement and engagement with us are very important as we continue to move forward. We know the important role that our community plays in our success.

Thank you for your continued support and involvement. Through recent uncertain times around us, it is always reassuring to know that we serve a purpose that is consistent and unwavering. We want all our students to know that they have a unique purpose and will always be a part of the Navajo Prep family! We hope to partner with our families to raise young men and women who are prepared for college, careers, and most importantly, fulfilling our Nation's calling to make a difference in our diverse communities. Yideeskáǵgóó Naat'áanii, leaders now and into the future.

Very Sincerely and Respectfully,



Matthew D. Tso
President, Board of Trustees, Navajo Preparatory School, Inc.



Vision and Mission

The **Vision** of Navajo Preparatory School, Inc. (*Navajo Prep*) is reflected in the IB Learner profile and motto:

Yideeskáągóó Naat'áanii
LEADERS NOW AND INTO THE FUTURE

Mission:

Our mission is to develop inquisitive, compassionate life-long learners and leaders through a challenging curriculum of international education and assessment. To promote a strong foundation of Navajo Philosophy and holistic worldview that fosters intercultural understanding and respect in a global society.



History

Navajo Prep was established in 1991 by the Education Committee of the Navajo Nation Council (*Resolution ECMY-33-91*). The school is incorporated under the Navajo Nation Corporation Code and the New Mexico State Corporation Commission as a non-profit organization under 501(c)(3) of the IRS code.

Navajo Prep is located in Farmington, New Mexico on the 82.45 acre site of the former campus of the Navajo Methodist Mission School. The site was purchased by the Navajo Nation in 1995 from the Women's Division of the General Board of Global Ministries of the United Methodist Church (*Navajo Nation Council Resolution CJA-02-95*). The site is now the permanent home of the Navajo Prep under a 99-year lease with the Navajo Nation (*RCMA-38-98*).

The School operates under the auspices of Public Law 100-297 as a grant school with federal funding, pursuant to legislative sanction by the Navajo Nation. The current reauthorization of the Public Law 100-297 by the Navajo Nation Board of Education ends June 30, 2026.



Strategic Plan

Highlights

The strategic planning process was led by the Core Team, which met bi-weekly throughout the year. The Core Team includes representatives from all departments and is tasked with providing guidance and feedback in determining the strategic goals of the school.

Committee Members:

Shawna Becenti
Sean Bekis
Kevin Belin
Janet Clifton
Diane Dembowski
Rod Denetso
Shawna Eaton
Yvette Escojeda
James Jacobs
Teahonna James
Keith Neil
Darah Tabrum
Lesley Tohtsoni
Manuel Watchman
Cheryl Wolfe
Roxanne Lee



Goal One:

Navajo Prep will embrace and value the Navajo language and other indigenous languages and ways of life as a global citizen.

Outcome 1.1: Increase the use of Indigenous languages and culture acquisition campus-wide.

Outcome 1.2: Increase the percentage of students earning the Navajo Nation Seal of Bilingual Proficiency to 12.5% across the 2023 cohort and ongoing thereafter.

Outcome 1.3: Increase campus-wide support full Navajo language and culture immersion through the creation of a Diné Bizaad Institute.

Goal Two:

Navajo Prep will achieve International Baccalaureate (IB) excellence and prepare all students for post-secondary opportunities.

Outcome 2.1: Fully implement the IB Diploma Programme and Middle Years Programme (MYP) into Navajo Prep.

Outcome 2.2: Implement MYP program to support DP success rates and prepare underclassmen for the rigor of IBDP.

Outcome 2.3: Extend IB educational philosophy across campus and beyond to promote both an interdisciplinary and a Navajo philosophy of learning.

Goal Three:

Navajo Prep will recruit, retain, and develop exceptional students, teachers, leaders, and support staff.

Outcome 3.1: Refine student and staff recruiting strategy to increase outreach and applicant pool.

Outcome 3.2: Develop competitive incentive packages that attract and retain highly qualified staff.

Outcome 3.3: Increase retention of students at NPS by 5% each year over the next 3 years.

Goal Four:

Navajo Prep will increase communication among stakeholders through systems, processes, and transparency.

Outcome 4.1: Increase frequency to quarterly for presentations and communication to specific stakeholders.

Outcome 4.2: Refine NPS public image through rebranding and marketing efforts to strengthen the school's narrative and story.

Outcome 4.3: Increase partnerships to strengthen professional learning communities and shared initiatives across Native communities and beyond.

Goal Five:

Navajo Prep will pursue and enhance campus development.

Outcome 5.1: Develop a holistic campus-wide technology plan that includes all stakeholder needs and a professional development calendar.

Outcome 5.2: Align the current master campus plan to school mission and vision to outline facility improvement and growth over the next five years.

Outcome 5.3: Expand the residential program to foster well-rounded students in culture and language, academic excellence, and IB learner profile traits.

Investment in Students

- Investment in student learning included technology upgrades, COVID-19 safe supplies and materials, training, and facility upgrades.
- Increase of **\$934,470.93** compared to last year. This increase supported NPS virtual learning to maintain the excellence of the academic program.



Expense	FY 2022
Communications	\$40,402.45
Contract Consulting Services	\$608,390.70
Dues and Subscriptions	\$52,259.526
Employee Retention	\$34,105.35
Fees	\$2,446.23
Fuel	\$43,845.93
Groceries	\$152,495.40
Meals	\$26,893.66
Medical Supplies	\$3,672.33
Minor Equipment	\$527,980.47
Paperwares	\$13,537.14
Parent Involvement	\$1,137.60
Salary	\$4,477,131.92
Software Update/Maintenance	\$179,273.42
Staff Development	\$3,210.00
Staff Training	\$21,068.89
Staff Travel	\$207,060.72
Student Activities	\$21,068.89
Student Travel	\$9,135.34
Supplies & Materials	\$388,974.24
Total	\$6,814,090.20

Investment in Employees

● NAVAJO PREP HAS PAID A TOTAL OF **\$654,879** IN PREMIUMS INTO THE SELF-FUNDED MEDICAL INSURANCE PROGRAM, NASHWT (*NATIVE AMERICAN SCHOOLS HEALTH & WELFARE TRUST*). THE SCHOOL HAS ALSO PAID A TOTAL **\$25,067** IN LIFE INSURANCE PREMIUMS AS AN ADDED PEACE OF MIND TO ALL STAFF.

COVID-19 Relief Paycheck in June 2020

Pay increase for all PT/FT Staff: **2%**
An additional one time paycheck and a **2%** pay increase in 2021-2022 SY as Christmas retention incentive

\$500 COVID-19 Vaccine incentive

Employee Monetary Retention Incentive
Years of Service Monetary Incentive
Increase in Employee Retention **\$524,157.96**

Annual leave and sick leave payout at **100%** or more

Human Resources

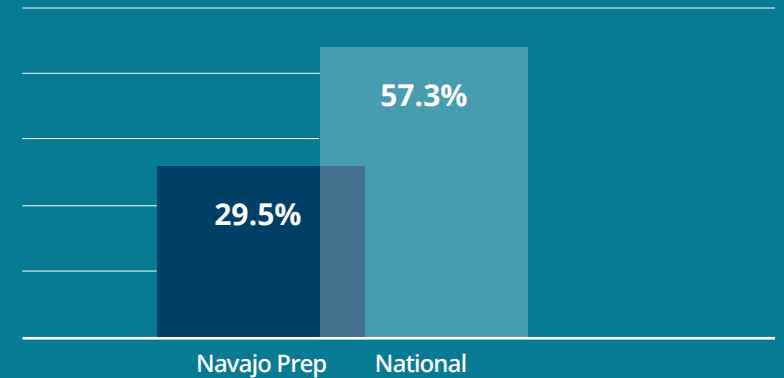
Navajo Prep Human Resources department manages all parts of the recruitment, employment, training, and benefits administration processes. The school has a team of 87 full-time and 59 part-time positions with certified and classified staff. Employee retention and satisfaction is paramount to the school's success, which is also why so much is invested in personnel from benefits to salaries.

Benefits Summary:

- 100% employer paid premiums for medical, dental, vision, and life insurance
- 5% 401k retirement plan match
- Paid time off and holiday vacations
- Employer paid professional development
- Tuition Reimbursement
- Short-term and Long-term disability
- Paid time off



Turnover Rate

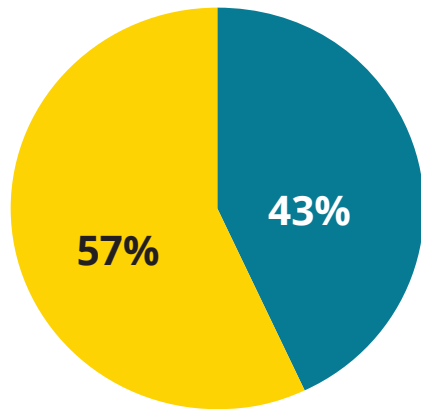


Navajo Prep's average turnover rate is 29.5% which is lower than the national average of 57.3%. This year's turnover rate did increase from last year's rate of 13%. This increase follows a national trend as across the United States turnover increased from 22% to 57.3%.

Demographic Statistics

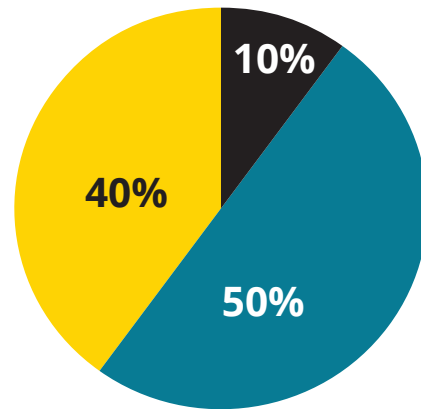
Navajo Prep has a diverse and dynamic workforce with a highly qualified faculty. Each teacher is licensed to teach in their respective field, and there is one National Board Certified Teacher.

Gender



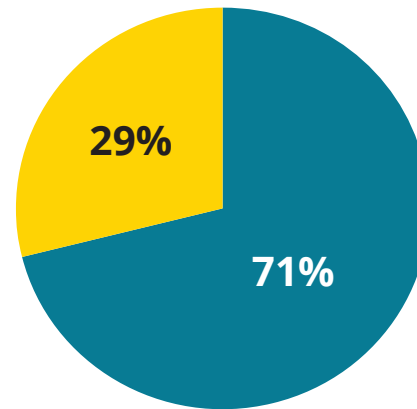
MALE FEMALE

Licensure



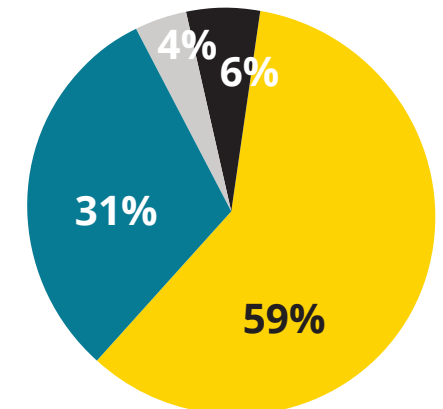
LEVEL 1 LEVEL 2 LEVEL 3

Education



BA OR HIGHER OTHER

Racial Diversity



Native American Caucasian
African American Asian/Other

COVID-19 Impact

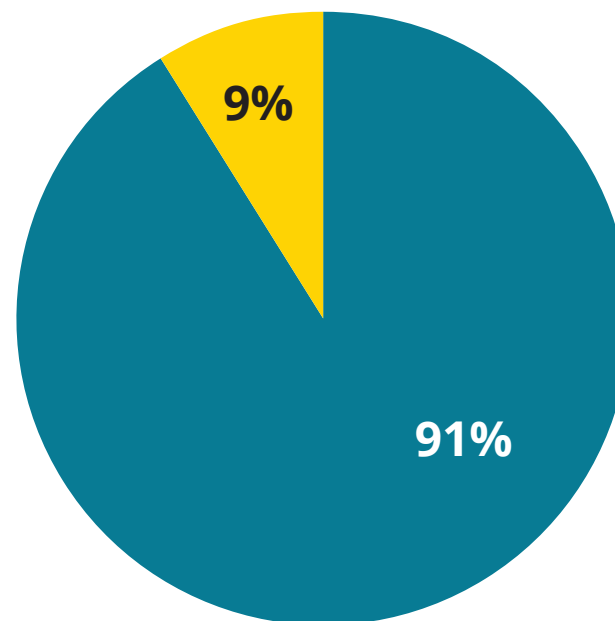
The pandemic disrupted and impacted every aspect of the operation. Despite this challenge, the Navajo Prep team adapted and made hybrid learning a reality. In addition, the school incentivized retention by providing a payout to all staff.

Once vaccines became available, the school also developed a vaccine incentive program which resulted in 91% of staff getting vaccinated. The incentive paid \$500.00 to each employee who showed proof of vaccination. In addition to this accomplishment, the school added an additional level of safety by implementing COVID-19 surveillance testing.

The Human Resource department developed a partnership with AFC clinic in Farmington where medical staff would come on campus to test a random number of staff for COVID-19. This test included a rapid and PCR test, with 100% of staff being tested each week. The random surveillance testing has yielded an astounding .06% prevalence rate on campus.



■ VACCINATED ■ UNVACCINATED



Cares Act Initiatives

Purchases and Upgrades

IT

Apple Macbook Pros & Macbook Airs, Apple iPads, hotspots (*NTUA, CellularOne, AT&T, Verizon, MOFI, Kajeet*), Wifi on buses, back-up battery for Dodge Hall, Verizon phone upgrades, outdoor Wifi, subscriptions, satellite internet

FACILITIES

Touchless faucets, toilets, & paper towel dispensers, riding scrubbers, disc scrubbers, walk-behind scrubbers, lawn vacuums, gym locker room shower upgrades, residential home flooring upgrade, PPE, signage, plexiglass

ACADEMICS

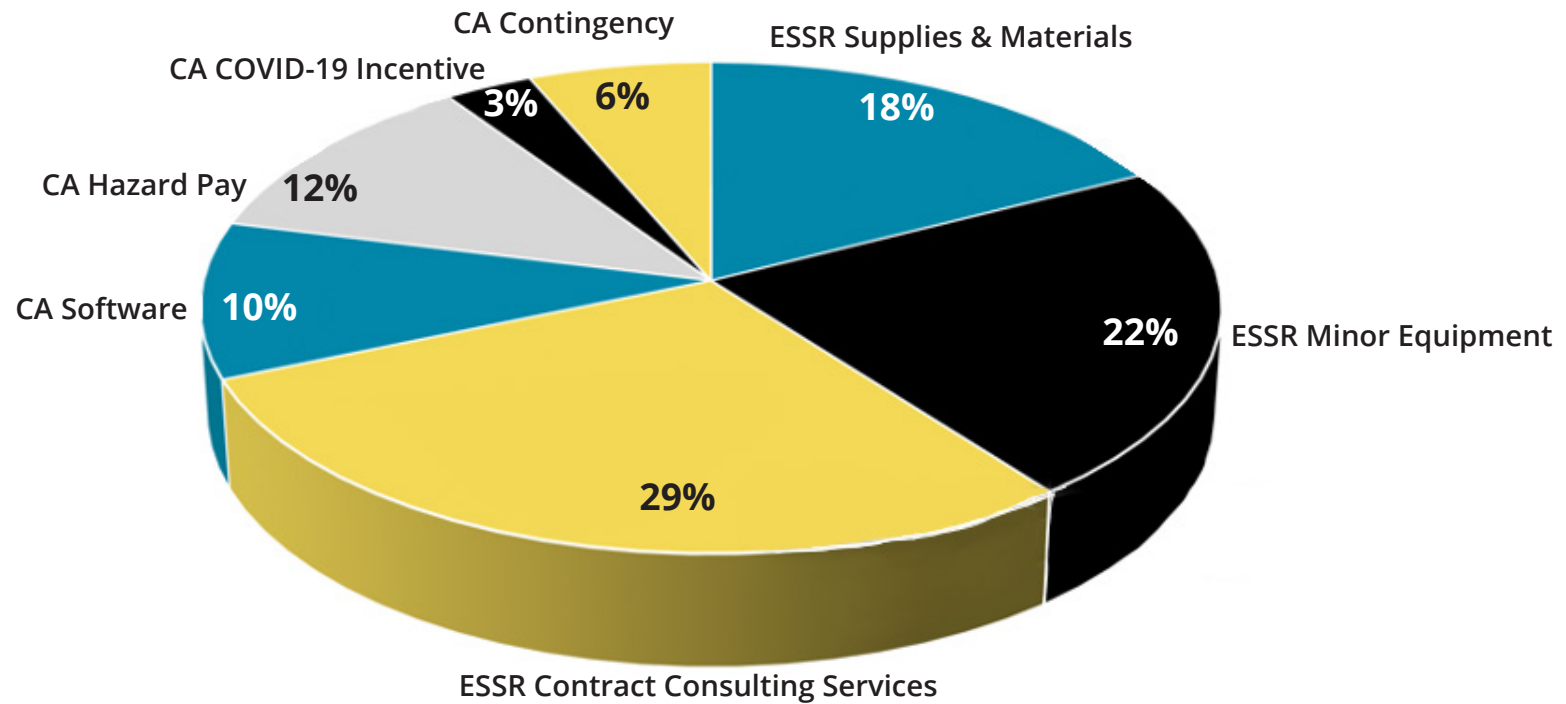
LMS System, video conferencing, desks for all classrooms, stand up desks for teachers, Distance Learning Classrooms, teacher headphones, professional development, lab table infrastructure

Cares Act Budget: \$1,610,871.11					
Description	Budget	YTD Transactions	Balance	Encumbrance	Balance
Cares Act ESSR Supplies And Materials	\$281,155	\$140,380.29	\$140,774.71	\$101,226.43	\$39,548.28
Cares Act ESSR Minor Equipment	\$356,511	\$301,202.47	\$55,308.53	\$21,087.56	\$34,220.97
Cares Act ESSR Contract Consulting Services	\$467,450	\$180,907.18	\$286,542.82	215,427.02	\$71,115.80
Cares Act Software	\$165,755	\$150,304.65	\$15,450.35	- \$12,189.32	\$3,261.03
Cares Act Hazard pay	\$186,279.11	\$180,0000	\$6,279.11	-	\$6,279.11
Cares Act COVID-19 Incentive	\$50,000.00	\$33,000.00	\$17,000.00	\$300.00	\$16,700.00
Cares Act Contingency	\$103,721	\$0	\$103,721	0	\$103,721.00
Total	1,610,871.110	\$985,076.52	\$625,076.52	\$350,778.05	\$274,846.19



CARES Spending by Percent

ESSER: Elementary and Secondary School Emergency Relief
CARES: Coronavirus Aid Relief Economic Security Act
CA: CARES Act



Professional Development

ALL STAFF ATTENDED THE FOLLOWING TRAININGS:

Suspected Child Abuse and Neglect Training School policy training
COVID-19 Best Practices Training
USDA Nutrition Training
Online Teaching Training
iVisions Training, Payroll, Year-End, General Ledger, and HR BIE leadership training

DEPARTMENT SPECIFIC TRAININGS:

Academic Department:

Leading the Learning- IB Lou Marchesano
IB Social and Emotional Learning- Maria Hersey
IB Learning Diversity and Inclusion- FLIBS
SCAN Reporting Training
Leadership Intelligences in the IB
IB Standards and Practices Workshop
Logitech Classroom Video System training
IB Unit Development- The Arts- Carolyn Derr
IB Unit Development- Design- Carolyn Derr
IB Unit Development- Physical/Health Education- Carolyn Derr
ATL Skill Development in the Classroom- Carolyn Derr
MYP Launch- Tom Bronson
Department of Health Student Indicator Training - Twila Fundark-Becenti
Inquiry in the Classroom- Tom Bronson
Anchor Grading the Extended Essay- Tami Jo Bechdol

Student & Community Engagement Department:

QPR: Suicide Prevention
National Association of College Admission Counseling Conference
Rocky Mountain Association of College Admission Counseling Conference
Infinite Campus Virtual Training
Open Apply
US Dep. of Ed. Project Director Conference
Office of Indian Education Talking Circle
Burn-in Mindset
Microsoft Office Excel Basic
National School Nurse Association Conference
National Afterschool Association Conference
National Indian Education Association
International Baccalaureate Middle Years Program Personal Project

Business Office:

Fixed Assets iVisions Training Certification
Payroll iVisions Training Certification
NASHWT Insurance Training
TCM iVisions Training
Grant Compliance Training
EASIE Title VI Webinars
Visions Payroll and HR Training
My School Bucks Training
Heinfield Meech Preparing your SEFA for the Single Audit
NASBO Conference
iVisions Employee Self Service Training
Heinfield Meech Annual Grant School Conference

Residential Department:

First Aid/CPR/AED/BBP with SJC
Safety, Emergency & Crisis Preparedness, COOP
Bloodborne Pathogens
Confidentiality Health Information Privacy Act and Family
Education Rights to Privacy
Medication Administration
Students Rights
Child Abuse Reporting Requirements and Protection Procedures
(SCAN)
Student Checkout Policy
Suicide Prevention (*PREPaRE*) certification and QPR train the trainer
for 5 staff members
De-escalation/Conflict Resolution
Substance Abuse Issues
Parenting Skills/Child Care
Basic Counseling Skills
Student Supervision Skill
Child Development/ Child Care/Parenting Skills
Working with Children with Special Needs
Ethics/ Professionalism
ISEP Review Requirements
Strategic Direction
History of BIE Schools
NASIS Training
Safety/COVID-19-Reporting/Pool testing
COVID-19 Updates
Special Needs
Career Counseling

Trauma Informed Response Culturally Responsive Care
Gang and Drug Awareness
Defensive Drivers with SJC
John Hopkins COVID-19 Training for staff and student Certifications
Zero Tolerance Policies (*Bullying*)
Magnus Training
IB Support Training
Panorama Training
Schoology Training
Zoom Use Training

Food Services:

Institute Child Nutrition and the School Nutrition Association Trainings
on Production Records, Meal Counts, Meal Patterns
Marketing your School Nutrition Program for Civil Rights Training
Annual Processing Training and Food Show covered Supply Chain
Issues along with Processing USDA Foods
NASIS Training
Serve Safe Management classes for all kitchen staff covering
Emergency/Disaster Preparedness, Equipment and Facilities, HACCP,
Nutrition Education, Procurement Cleaning and Sanitizing, Cooling
food safely, Date marking and FIFO (*First In, First Out*), Food Allergies,
Preventing cross-contamination Waste Management, Handling
chemicals safely, Handwashing effectively, Food Employee illness,
Receiving and food delivery
CDC'S Food Service COVID-19 Guidelines for Federal Facilities
Pandemic EBT Uploads for students who were quarantined during
the school year 21-22
USDA Supply Chain assistance funds used for milk purchases over
the year
NSLP (*National School Lunch Program*)
CACFP (*Child and Adult Care food Program*) at Risk Waiver
NSLP Breakfast and Lunch Ran on SSO Seamless Summer Operations
this year School year 22-23 will be back to regular regulations
Heartland Solution and Mosaic POS serving line trainings

Technology Department:

IC Realtime Webinars - Thermal Imaging for Surveillance
IC Realtime Webinars - What's New at IC Realtime
IC Realtime Webinars - Working Smart with our Smart ICRSS Desktop App
IC Realtime Webinars - Pre-Install Planning & Best Practices
IC Realtime Webinars - Elite Surveillance from IC Realtime
Infinite Campus Workflow Suite Demo
Adobe Sign for Education: Voice of the Customer Series
Destiny Resource
MySchoolBucks Infinite Campus Integration
Cisco Meraki Webinar: The Meraki Quarterly
Launch Into Learning: SMART Notebook
Destiny Resource Import Converter Training
Adobe Sign Enablement Training
Deep Dive into Windows 365
Wyebot Data Evaluation
Sophos AMA Threat Hunting with XDR
Splan Visitor Management - Introduction
Veeam Demo Backup Repository
3CX Web Meeting: 3CX Product Training Basic 1-3
Mapping Assistance with Intermapper
BIE Winter Training, Installing Kiosk Site Readiness
InformaCast Fusion
Backupify M365 Demo
Apple Streaming Event Spring
Transforming Your Classroom with Apple
Intrado Revolution Discussion
Apple Certified Support Professional macOS 11
CompTIA Network+
Microsoft Azure Fundamentals
CompTIA A+ Core 2019



Hands-on with Cisco Meraki Wireless Access Points
VMware VCP-DCV (*Updated for vSphere 7*)
NASIS Gradebook
MacOS Deployment
Fire Extinguisher Training
SCAN Training
FISSA Training
Destiny Resource Manager
Apple Monthly Webinar
Destiny Resource Manager
JNUC 2021
Transgender Cultural Fluency
Campus Workflow
Bloodborne Pathogen Exposure Prevention (*HR-Online*)
Cybersecurity Overview (*HR-Online*)
Sexual Harassment (*HR-Online*)
Jamf Monthly Webinar
NASIS AdHocs

Head of School:

Four Corners Superintendents PLC
San Juan Emergency Management Meetings
New Mexico Public Education Priority Schools Social and Emotional Learning Training
AASA National Conference On Education, Nashville
Burn-In Mindset
DBOSBA Summer Conference Keynote Speaker
Equity Coaching
Fiduciary Presentation – Bank Of Albuquerque
International Baccalaureate Inclusion And Diversity
NIEA 52nd Annual Convention
NIEA On The Hill
NMPED Lead Instructional Infrastructure
NMPED Reciprocal Accountability Training
NMPED Rise Engaging Your Core Team
Overcoming Misinformation During The COVID-19 Response
Principal Calendaring
Student And Staff Safety: Addressing The Significant Rise In Mental Health Needs And Violence
The National School Board Association Conference



Academics

Highlights

RETURNING TO FACE-TO-FACE INSTRUCTION:

The work of administration to ensure a safe environment for students to return to campus safely was instrumental in seeing a rise in student achievement this academic year. Based on quarter and semester grade data, there is sufficient evidence to support the claim that students learn more and achieve greater success when they are on campus and face-to-face with instructors. We have been very pleased with the return to academic excellence we have seen this year post-pandemic in regard to student skill acquisition, the development of ATL skills, and personal growth in a return to social situations.

The Academic program selected a focus on building Inquiry within the classroom this year in line with the core foundations of the International Baccalaureate Programme. Teachers spent several professional development days in training designed to foster the growth of student inquiry and adapting lessons to reflect more student voice within the instructional hours. The inquiry mindset and structure is designed to facilitate more student-driven direction for instruction based on their inquiries. The focus centers upon students developing their Approaches to Learning skills by:

- Thinking about a subject/topic and formulating questions
- Researching possible solutions and seeking out credible sources to support claims
- Socially interacting with their classmates to discuss findings (*respectful discourse*)
- Communicating with their peers and instructors to validate the answers that were developed
- Managing oneself in meeting time allocations

IB PROGRAM EXPANSION TO INCLUDE MYP:

Throughout the school year, professional development on campus and workshops off campus provided teachers with insight into the expansion of the IB at Navajo Prep to include specific instruction within the Middle Years Programme at the 9th and 10th grade levels. The teachers in these areas worked closely with several consultants in understanding the shift in their classes to a concept-based inquiry focused more on the overarching concepts and less about the intricacies of the content acquisition. Navajo Prep will work for the upcoming school year to continue the transition to full MYP for the Fall of 2024, when Navajo Prep will seek full authorization as a Middle Years Programme School.

HYBRID TRANSITION:

At the beginning of the school year, NPS families were given the opportunity to choose the best learning environment for their student for the 2021-2022 School Year. 95% of students elected to return to campus for the school year. The remaining students selected the 100% virtual instruction model, joining their classes remotely and participating from their home environment. Throughout the school year, the Navajo Prep response to rises in COVID-19 cases in our community allowed for students to join virtually as needed for a short time frame. Several students elected to return to campus to close out the school year in a face-to-face environment, while several others elected to move back to virtual to complete their school year. The academic staff were extremely flexible in navigating the ins and outs of the students participating virtually and physically in their classes.

Assessments

The return to face-to-face instruction facilitated the ability for Navajo Prep to offer standardized assessments again for students. The 10th grade students engaged in the PSAT exam in October of 2021. NPS Juniors participated in several required assessments from the Bureau of Indian Education: BIE Pearson Assessment of English, BIE Pearson Assessment of Math, Cognia Science Assessment, and the NM State Department of Education SAT School-Day Assessment. Seniors participated in assessments in Diné Language and Culture from the Office of Standards, Curriculum, and Assessment Development. The IB Diploma Programme students and Course Certificate Candidates completed their IB assessments in May and will be awaiting results in July.

IB Exam Results by Subject from 2016-2021

GROUPS 1, 2, 3 & INTERDISCIPLINARY: SUBJECT AVERAGE GRADE

	SY2016	SY2017	SY2018	SY2019	SY2020	SY2021
ENGLISH A: L&L HL	3.92	3.45	3.87	4.50	4.36	3.69
ENGLISH A: L&L SL	4.00	3.80	NA	3.86	3.79	4.09
SPANISH B SL	3.10	3.47	NA	5.50	NA	6.00
SPANISH AB SL	NA	NA	3.90	4.24	4.50	4.00
HOTA HL	3.22	3.77	3.71	3.41	3.65	3.91
HOTA SL	3.00	NA	NA	NA	NA	NA
PSYCHOLOGY HL	4.00	NA	NA	NA	NA	NA
PSYCHOLOGY SL	2.75	NA	NA	NA	NA	NA
ENVIRO. SYSTEMS SL	1.25	2.88	NA	3.00	3.20	3.00

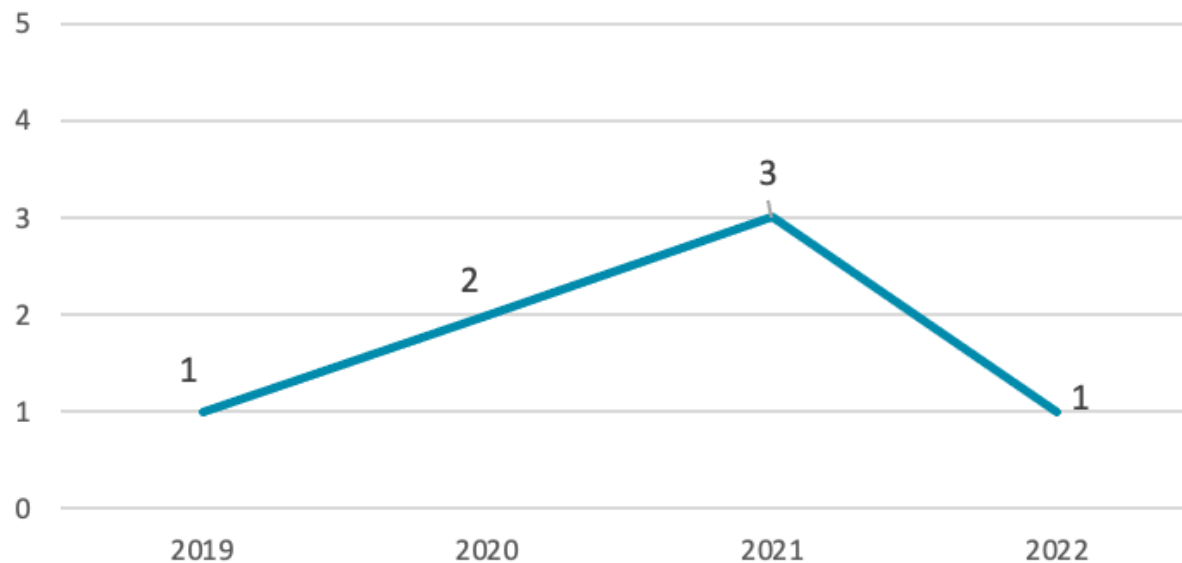
GROUPS 4, 5 & 6: SUBJECT AVERAGE GRADE

	SY2016	SY2017	SY2018	SY2019	SY2020	SY2021
BIOLOGY HL	2.22	2.36	2.14	2.80	2.64	3.00
BIOLOGY SL	2.00	2.33	2.40	NA	NA	NA
CHEMISTRY SL	2.00	2.20	3.00	2.60	3.70	3.70
SPORTS EXERCISE SL	.00	2.50	3.00	2.67	NA	4.75
MATH STUDIES SL	2.64	2.86	2.60	2.50	3.78	NA
MATHEMATICS SL	1.75	2.13	2.44	2.67	2.67	NA
MATHEMATICS A&A SL	NA	NA	NA	NA	NA	3.50
MATHEMATICS A&I SL	NA	NA	NA	NA	NA	3.27
VISUAL ARTS HL	.00	3.25	3.17	3.00	3.33	3.33
VISUAL ARTS SL	.00	3.50	3.00	NA	NA	NA
MUSIC SOLO PERF SL	NA	NA	NA	2.00	5.00	2.00

Navajo Language

Since 2019, Navajo Preparatory School has made it a strategic goal to increase the number of students who graduate with the Navajo Language Seal of Bilingual Proficiency. The seal is awarded by the Navajo Nation's Department of Diné Education. In 2022, one senior was awarded the Navajo Language Seal of Bilingual Proficiency.

Number Of Students Who Are Awarded The Navajo Nation Seal Of Bilingual Proficiency:

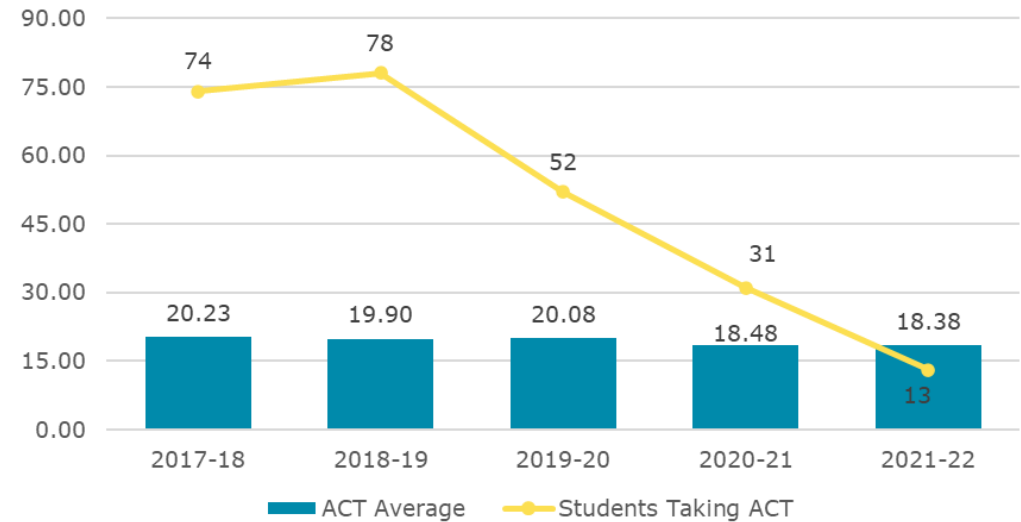


ACT/SAT Testing Trends

The number of students who have taken the ACT and SAT have declined since the beginning of the COVID-19 pandemic. Many students did not take an official ACT or SAT test as many colleges waived mandatory ACT/SAT scores for the purpose of college admissions and scholarships. The Class of 2023 took the SAT School Day, an official SAT examination, on April 26, 2022. These scores are not included in this year's annual report.

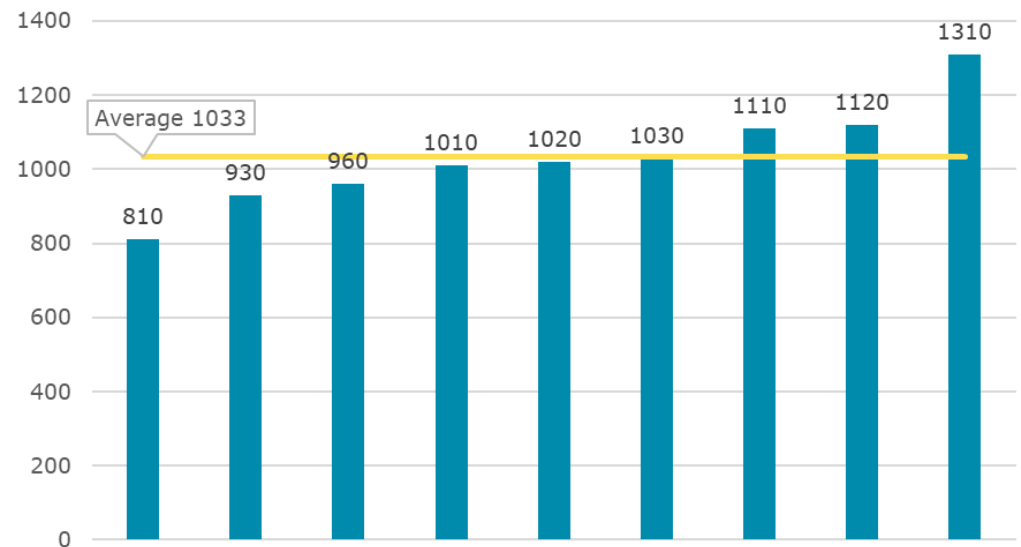


ACT Average



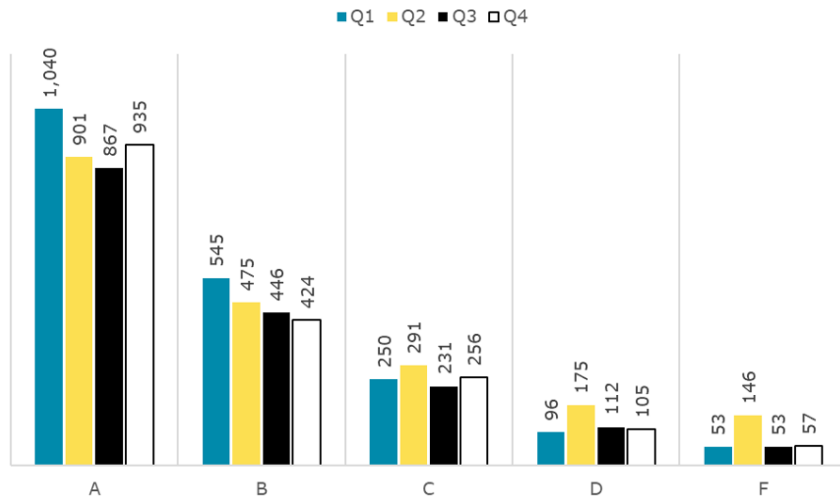
SAT Scores

9 Individual Student Scores For The 2021-2022 School Year

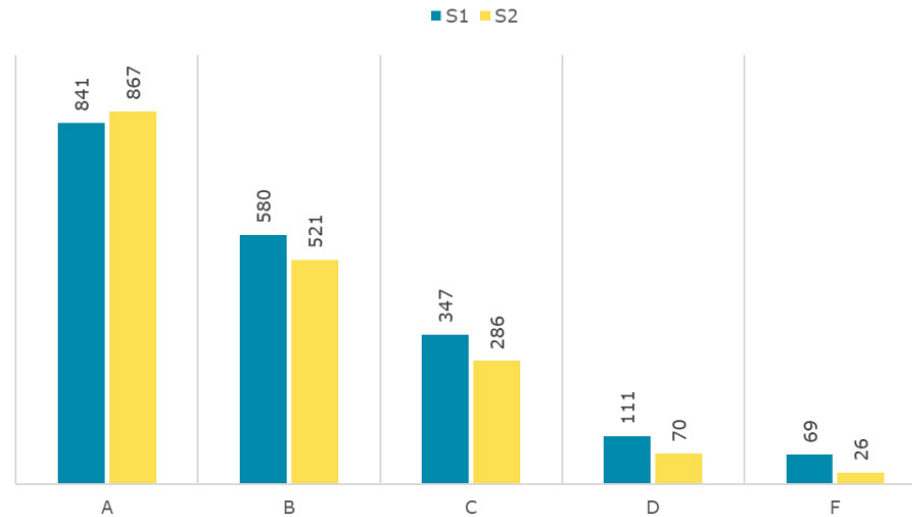


Academic Performance

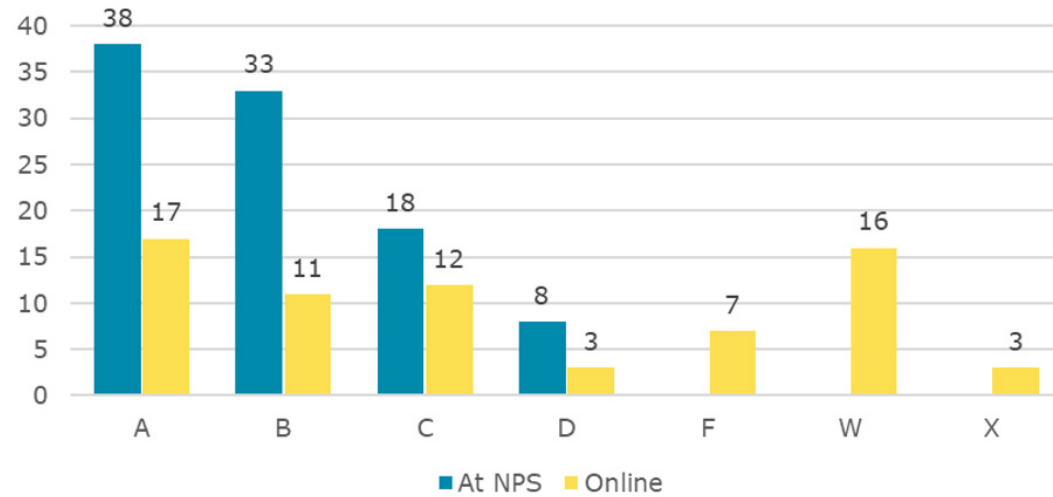
2021-2022 Quarter Overall Grade Breakdown



2021-2022 Semester Overall Grade Breakdown

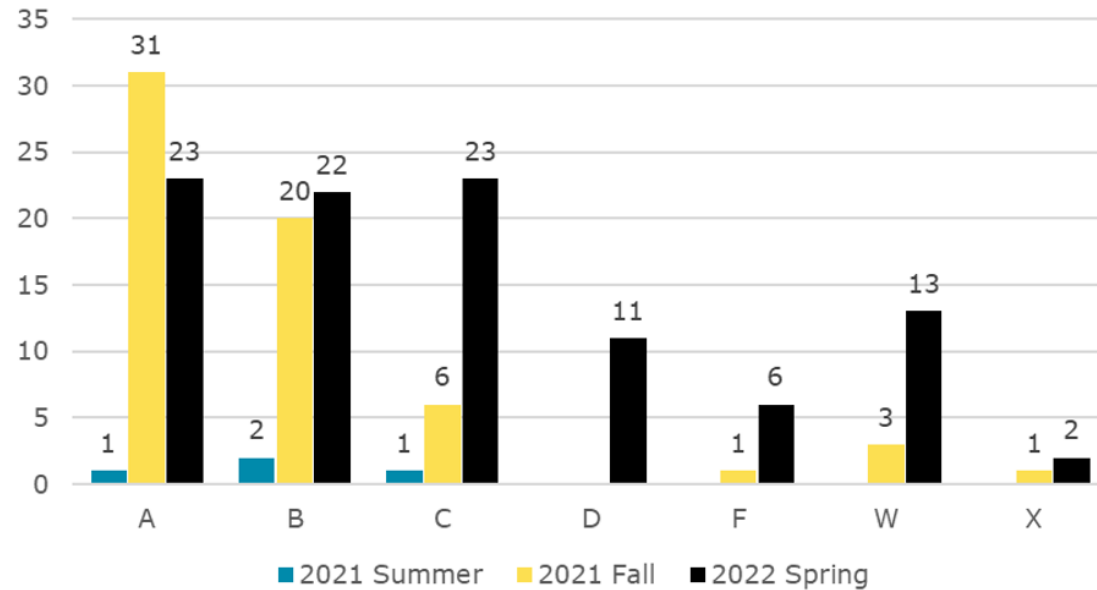


Dual Credit On-site Versus Online

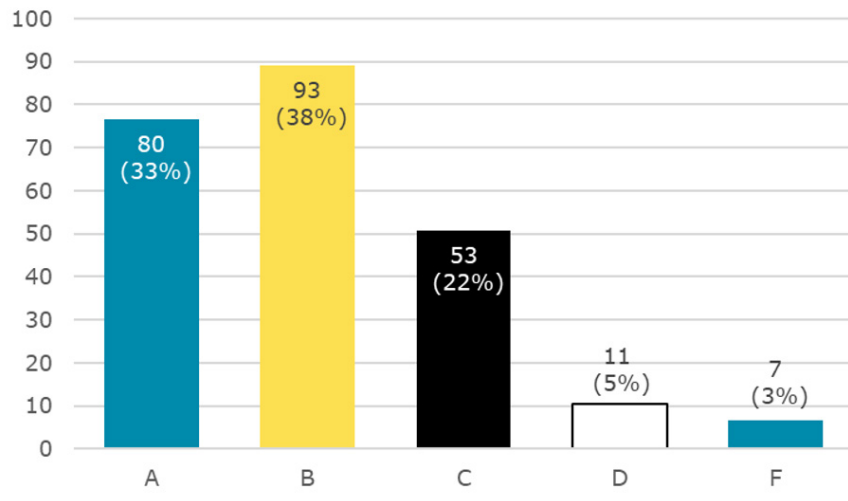


Navajo Prep students completed 79 courses on campus and 69 online. Students may register for more than one dual credit course at a time.

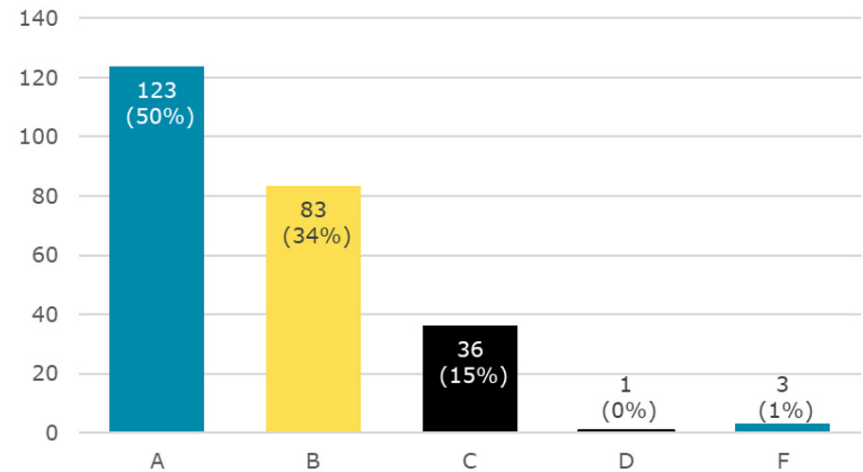
San Juan College Dual Credit



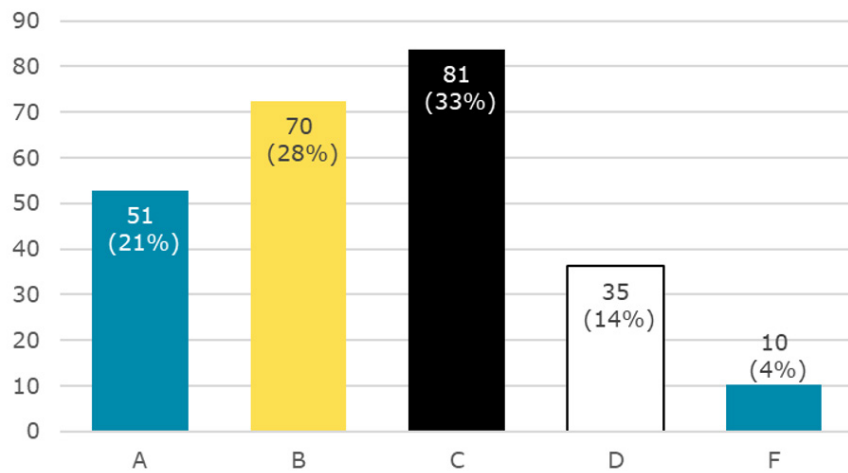
ELA Fall 2021 Semester 1 Grade Breakdown



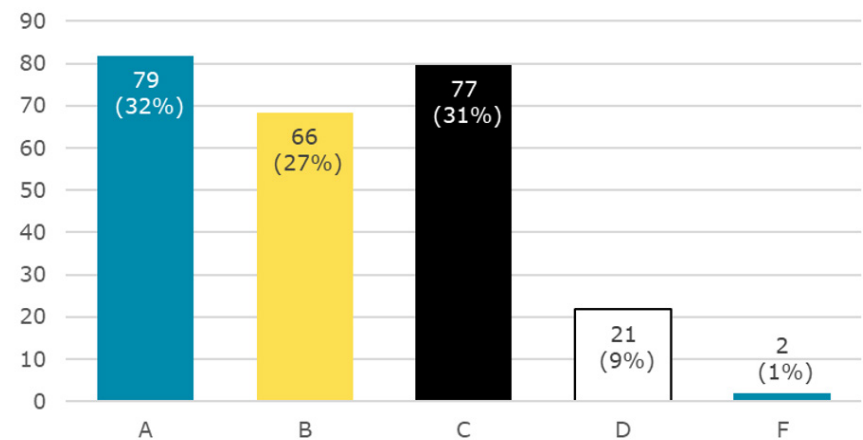
ELA Spring 2022 Semester 2 Grade Breakdown



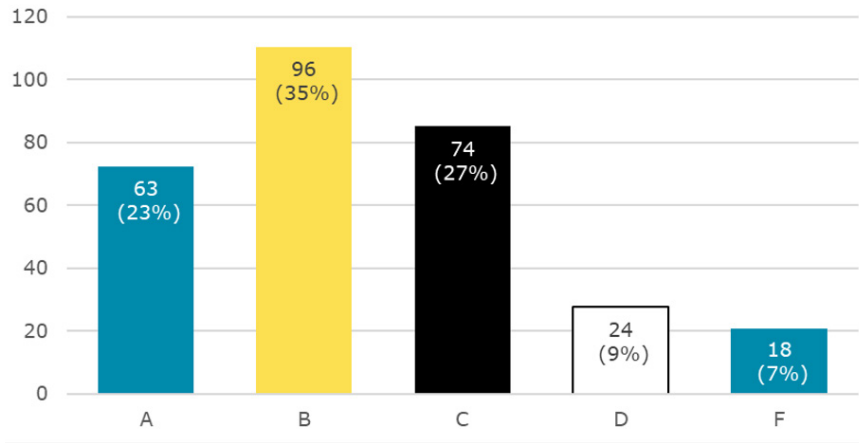
MATH Fall 2021 Semester 1 Grade Breakdown



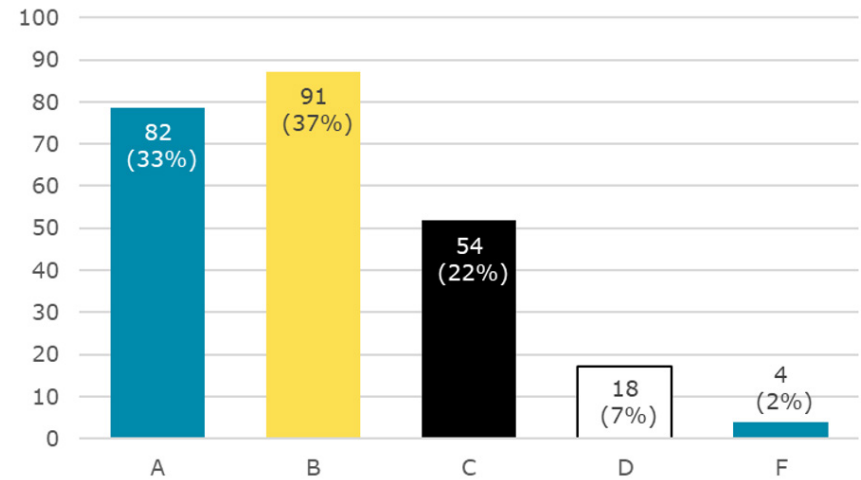
MATH Spring 2022 Semester 2 Grade Breakdown



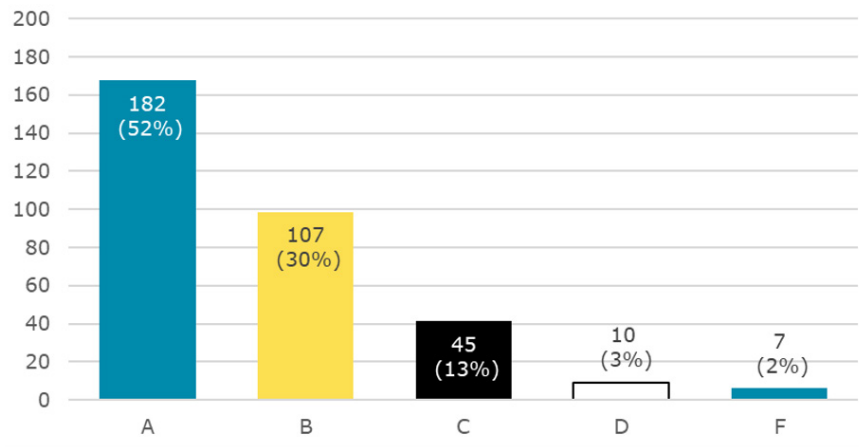
Science Fall 2021 Semester 1 Grade Breakdown



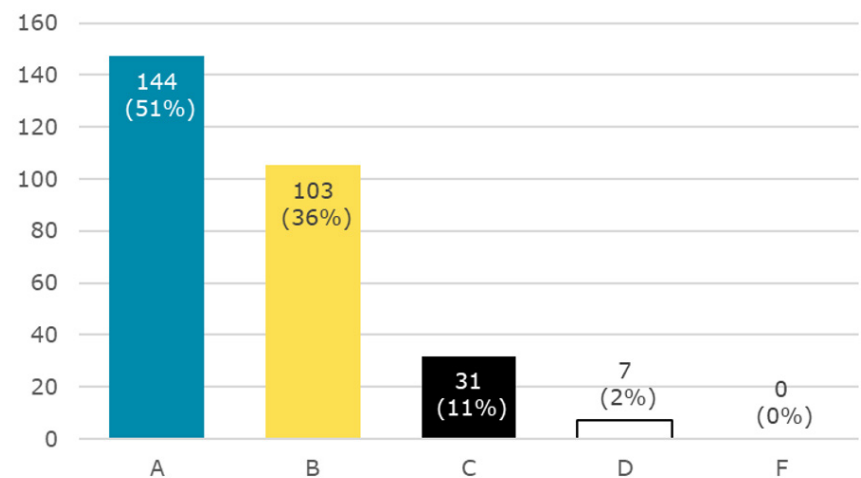
Science Spring 2022 Semester 2 Grade Breakdown



Social Studies Fall 2021 Semester 1 Grade Breakdown



Social Studies Spring 2022 Semester 2 Grade Breakdown



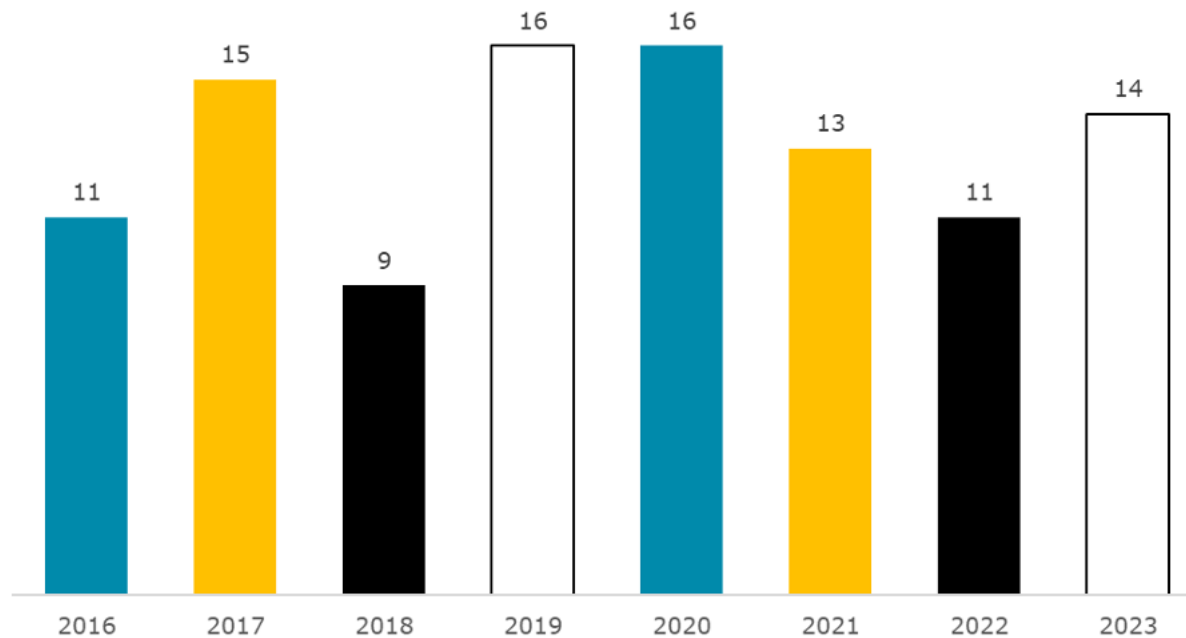
IB Diploma Program

Highlight

Celebrating and honoring our two IB diploma recipients from Cohort 2021

Cade Allison and Jaden Shirley were both awarded the Full IB Diploma for the cohort of 2021. Additionally, three students received sufficient scores of 24 or higher, but did not receive high enough marks on their Higher Level (*HL*) exams to be awarded the IB Diploma. Four students were within two points of receiving the IB Diploma as well.

IB Diploma Programme Number of Candidates 2016-2023



IB 2021-2022 Highlights

Eleven (11) students persevered through a year of virtual instruction in their Junior year and a return to campus their Senior year to complete the course requirements for the Full IB Diploma. These students completed:

- More than 45 different Creativity, Activity, Service (CAS) experiences in their Senior year
- Received two (2) Exemplary Extended Essay scores
- All 11 received Exemplary on their long-term CAS Projects
- Seven (7) received Exemplary scores for their Project Presentation

Eleven additional Seniors elected to sit for IB Exams as a Course Certificate Candidate. Several of these students took more than one Course Certificate Exam. These students took exams in the following courses:

- 8 Certificate Exams in History of the Americas
- 4 Certificate Exams in Environmental Systems and Societies
- 1 Certificate Exam in Math Analysis and Approaches
- 1 Certificate Exam in Biology
- 3 Certificate Exams in Language and Literature
- 1 Certificate Exam in Chemistry
- 1 Certificate Exam in Sports Exercise and Health Science





Diné Bizaad Institute:

Navajo Language and Culture

HOGAN

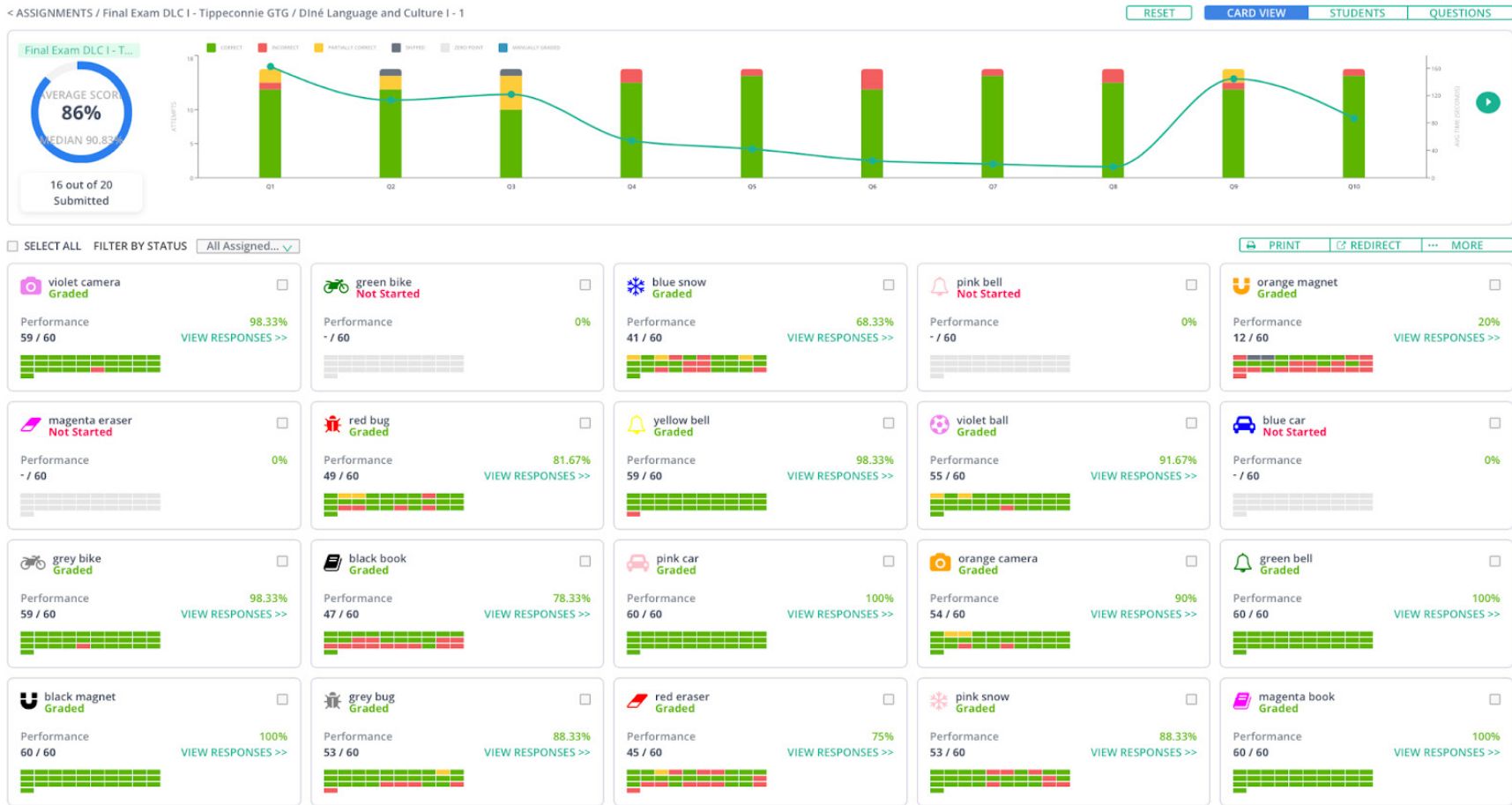
Navajo Prep received capital outlay funding from the State of New Mexico to re-build the Hogan. On November 23, 2020, the Hogan was dismantled after 19 years of serving our campus. The structure had been damaged by fire, water, flood and rot, weakening the integrity of the structure. The scope of work, and researching designers and vendors, took over a year to complete. We selected Farmington Construction to build our new Hogan. The Groundbreaking Ceremony took place October 23, 2021 with many organizations and leaders in attendance. On April 19, 2022 we blessed the Hogan for use for Hózhó Naashá Week, with a handful of students and board members present. The Hogan was used everyday during the week long event. Construction of the Hogan will be completed in the Summer of 2022.



NAVAJO LANGUAGE INSTRUCTION

The Diné Bizaad Institute developed assessments to guide the vertical alignment of Navajo Language and Culture classes from Navajo Language I to IV. In accordance with the Department of Diné Education, students partake in the DLPA, ONLC-T-SBA, and the Navajo Nation Bilingual Seal Assessment. Our program also creates internal assessments that guide our instruction and are conducted at the beginning, middle and the end of year.

The Navajo Language program created a data system to analyze student progress and identify necessary interventions or acceleration through the Edulastic assessment software. This initiative allows Navajo Prep to analyze formative and bi-weekly student assessments.



Evening and After-School Activities for Students

The Diné Bizaad Institute provides weekly after-school culture nights in conjunction with the 21st Century program. These presentations range from winter stories to shoe game, string games nights, cooking demonstrations, and more. These evening activities help to support, reinforce, and normalize the Navajo language within our community.

Admissions and Navajo Language

The Diné Bizaad Institute developed a language assessment tool to measure Navajo Prep applicants' knowledge of Navajo Language and Culture. Our Navajo Language and Culture admission assessments are created by the instructor in the classroom and then digitized by the Director of the Diné Bizaad Institute. Students are given multiple choice, classification, and other assessment options for a rigorous assessment that gives our department valuable information about every student over the course of their tenure at Navajo prep.



Community Engagement

The Diné Bizaad Institute worked with the Diné College teacher education program and the San Juan College dual language program to offer Navajo language college courses to students as an elective program. This initiative has fueled conversations around aligning Navajo Language required courses to dual credit coursework.

The Diné Bizaad Institute also worked with Native American Community Academy to develop a network of schools focused on Navajo language and culture.

The Director of the Diné Bizaad Institute participated on the House Memorial 18 Subcommittee 2 Taskforce for Bilingual Education, Dual Language Education, Native Languages, TESOL, and Professional Development meeting. This committee was developed in response to the Yazzie/Martinez v. State of New Mexico case. Other committee members included the Pueblo Tribal members, NM Public Education Department, University of New Mexico, New Mexico State University, San Juan College, Highlands University, Northern New Mexico University.

We are working to identify potential partners to collaborate with the Diné Bizaad institute in the future.

Navajo Language and International Baccalaureate

The Diné Bizaad Institute participated in conversations with IB regarding the recognition of the Navajo Language within the IB framework. Within the next 2 years, the IB program will create and implement a Language and Culture IB program. There has been great headway in expanding the IB assessments to include oral text. This is a key component of the Navajo Language and is an important milestone for Navajo Prep.

Student Proficiency Improvement

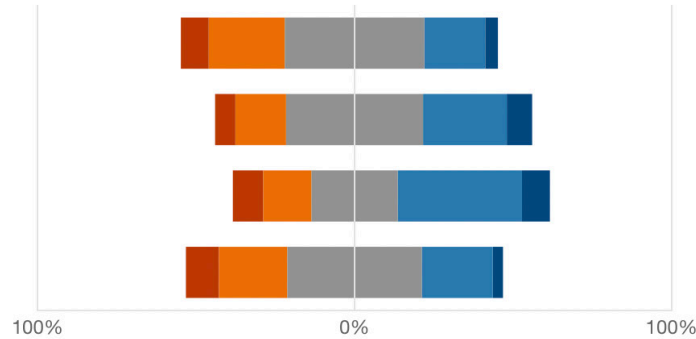
■ minimal ■ basic ■ developing ■ emerging ■ nearing proficient

How has your DLC course improve your own confidence in SPEAKING navajo

How has your DLC course improve your own confidence in COMPREHENDING navajo

How has your DLC course improve your own confidence in READING navajo

How has your DLC course improve your own confidence in WRITING navajo



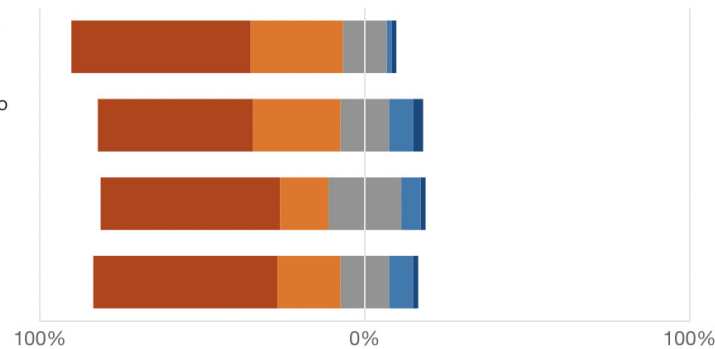
■ minimal ■ basic ■ developing ■ emerging ■ nearing proficient

How was your confidence in SPEAKING navajo Before NPS

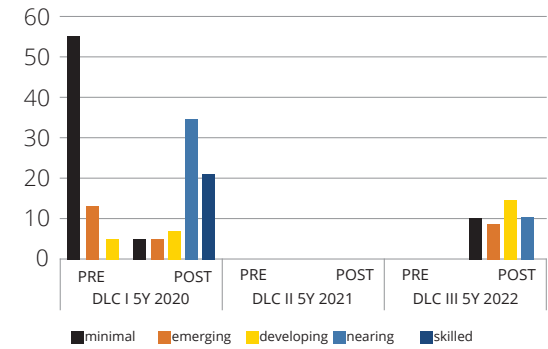
How was your confidence in COMPREHENSION navajo Before NPS

How was your confidence in READING navajo Before NPS

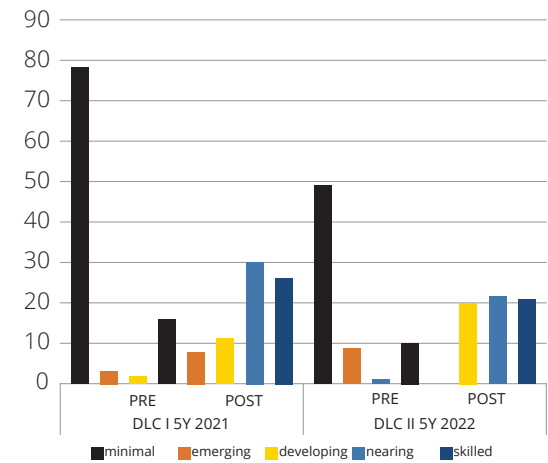
How was your confidence in WRITING navajo Before NPS



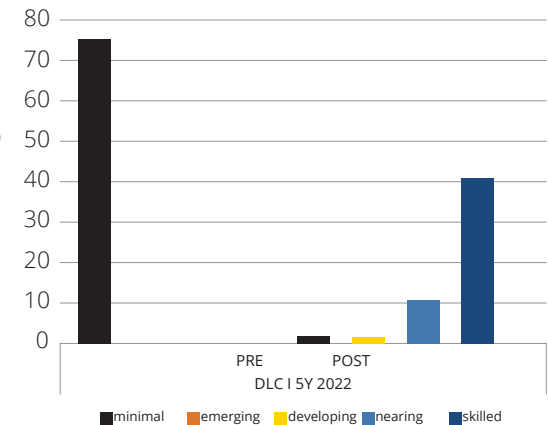
Class of 2023 DLC Pre/Post Scores



Class of 2024 DLC Pre/Post Scores



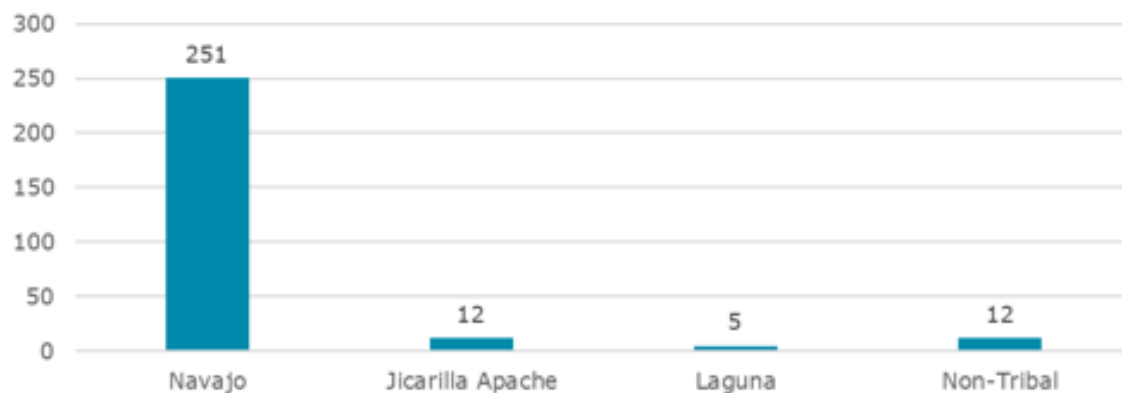
Class of 2025 DLC Pre/Post Scores



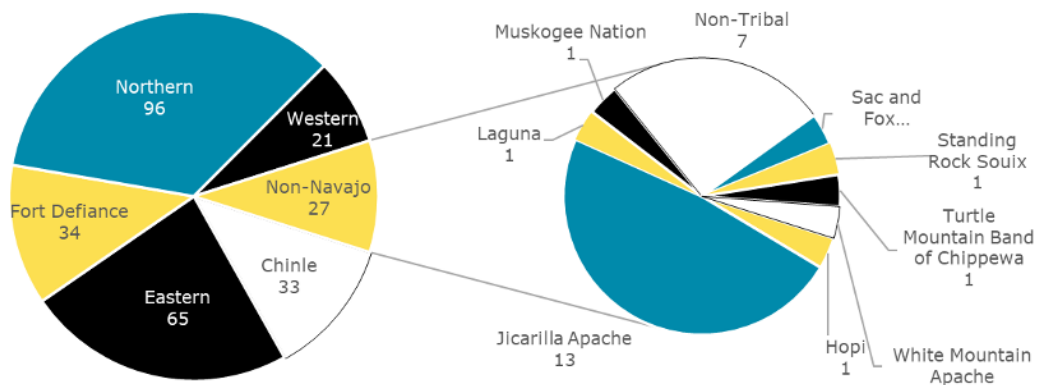
Student Demographics



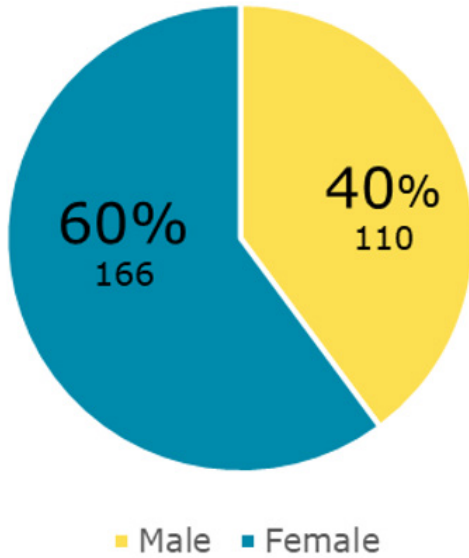
Tribal Affiliation



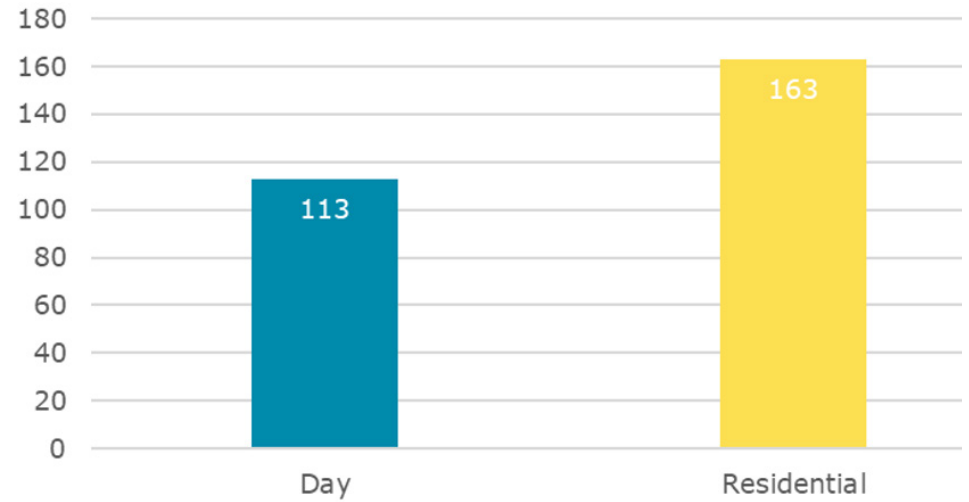
Student County by Agency



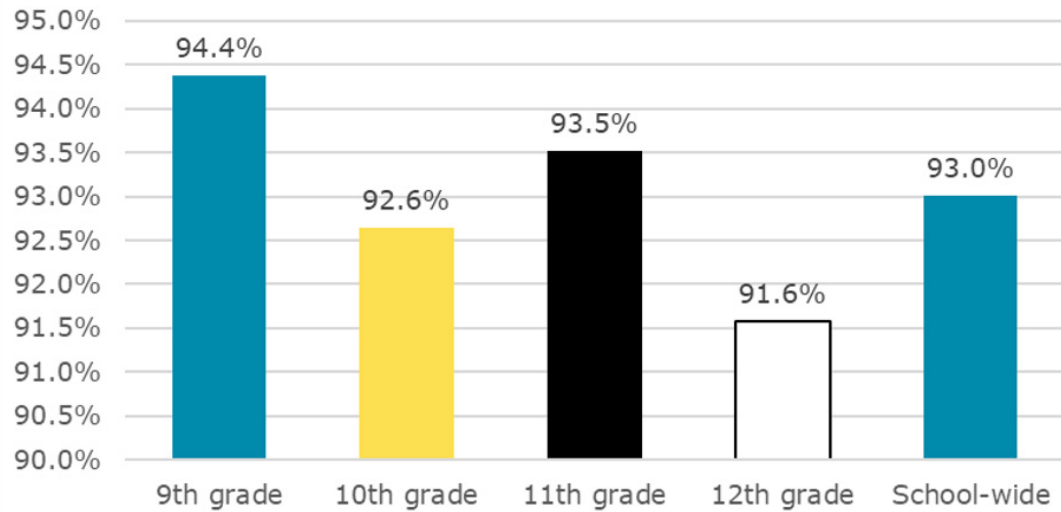
Student Demographics by Gender



Students by Residential Status

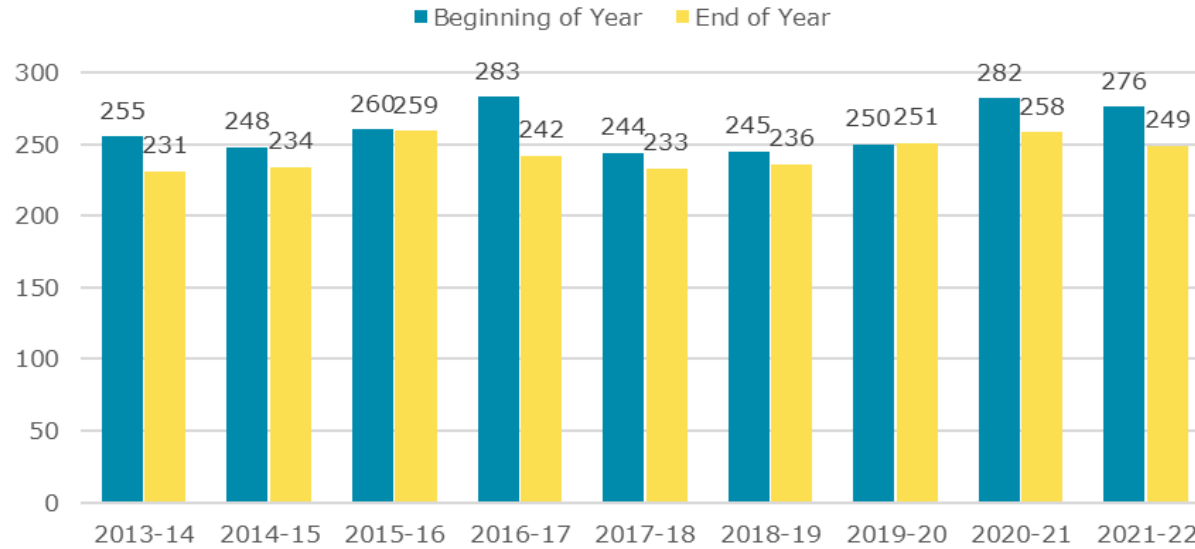


Attendance by Grade Level

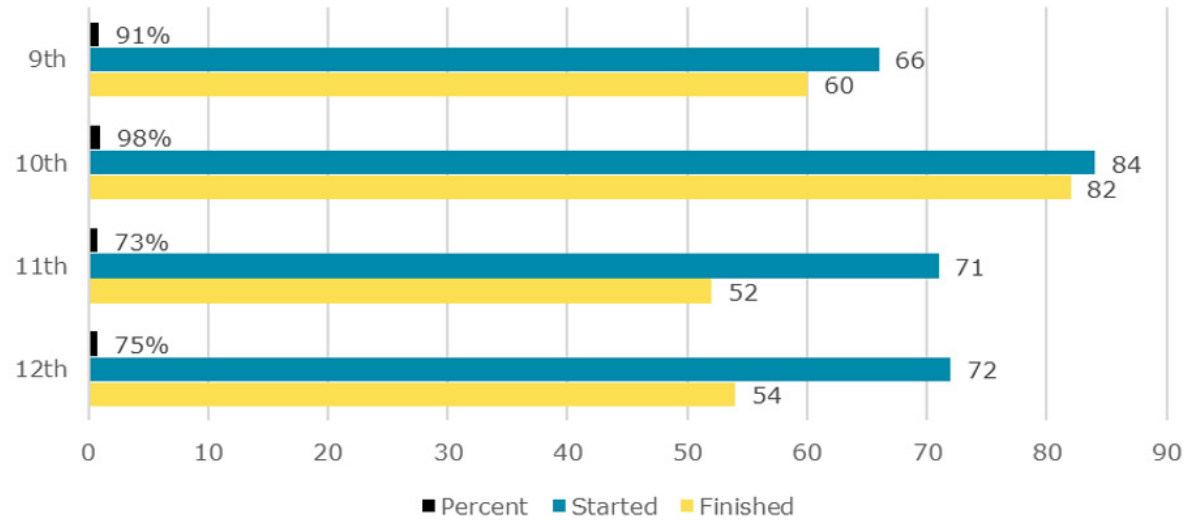


In the 2021-2022 school year, attendance rates were impacted by COVID-19 related quarantine and absences.

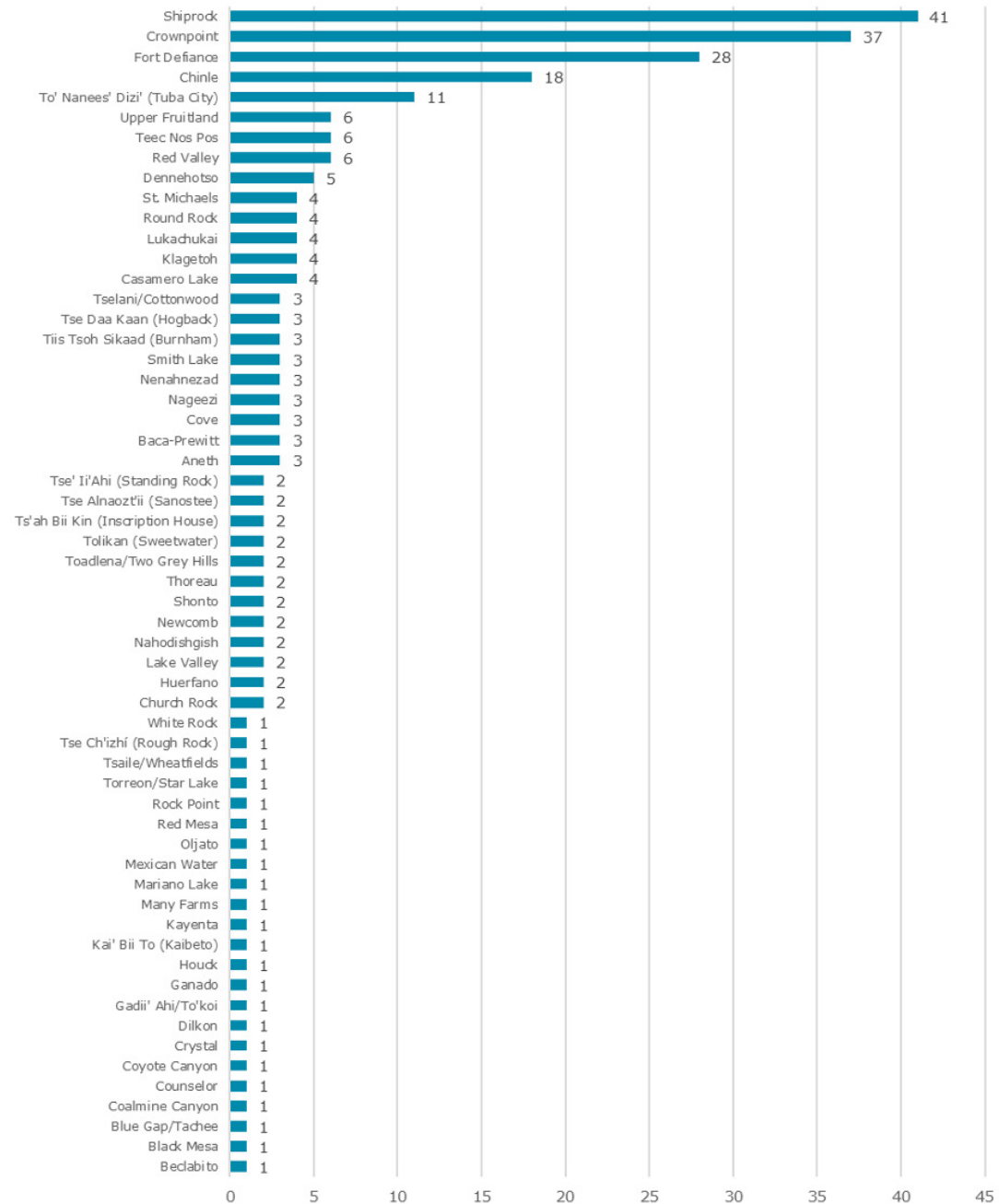
Enrollment Summary by Year



Retention Rate by Cohort



Student Count by Chapter



Student Intervention

SCHOLASTIC WARNING

Students who failed either quarter 1 or quarter 3 core courses and are in jeopardy of failing the semester and entering scholastic probation. These students are required by contract to go to **Learning Circles** for the following quarter and pass all of their classes by the end of the semester.

Fall Semester 2021 Results

Total Scholastic Warning Students: **12**

Removed from Warning: **10**

Transitioned to Probation: **2**

Spring Semester 2022 Results

Total Scholastic Warning Students: **21**

Removed from Warning: **9**

Transitioned to Probation: **8**

Required to attend summer school: **16**

SCHOLASTIC PROBATION

Students who failed at least one or more core courses from the previous semester are on scholastic probation. These students are required by contract to go to **Learning Circles** for an entire semester and pass all of their classes by the end of the semester.

Fall Semester 2021 Results

Total Scholastic Probation Students: **20**

Withdrew voluntarily before semester ended: **0**

Required to withdraw: **2**

Removed from Probation: **9**

Continued on Probation: **8**

Spring Semester 2022 Results

Total Scholastic Probation Students: **11**

Withdrew voluntarily before semester ended: **1**

Required to attend summer school: **16**

Removed from Probation: **4**

SENIOR CONTRACT

Senior contract students are seniors in jeopardy of not meeting their credit requirements prior to their expected graduation date. They are placed on contract and followed up by the **Academic Counselor**, but are required to attend **Learning Circles** as well.

Learning Circles are after school hybrid study halls held by select academic teachers on Tuesdays and Thursdays. **Scholastic Probation, Scholastic Warning, and Senior Contract** students all attend these either in person or virtually. Learning Circles are an opportunity and a requirement for these students to block in time to work with their teacher(s) to catch up on their work and improve their grades. However, they are available to any student at Navajo Prep regardless of their academic status.

Senior Contracts

Total Senior Contract Students: **7**

Transferred: **1**

Graduated: **6**

Fall Semester 2021 Results

Learning Circle Attendance

Average attendance: **12**

Total Students who attended at least one Learning Circle: **75**

Spring Semester 2022 Results

Learning Circle Attendance

Average attendance: **39**

Total Students (*Contract and Not*) who attended at least one Learning Circle: **118**



Student Admission

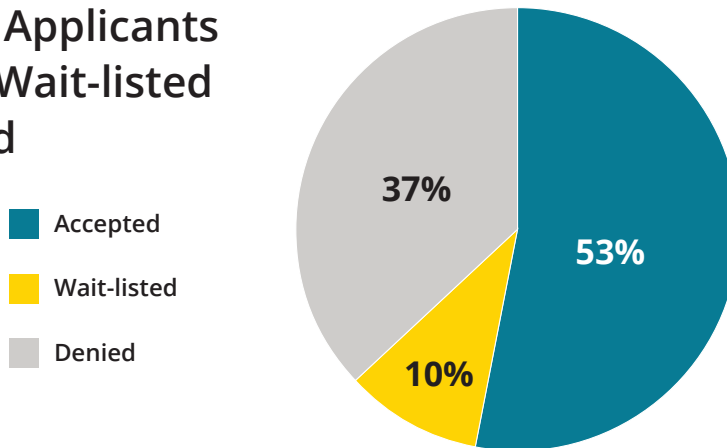
From 2021 to 2022, the percent of completed applications increased by **15%** (2021 $n=126$; 2022 $n=145$).

Navajo Prep admitted **53%** of applicants ($n=77$), wait-listed **10%** of applicants ($n=15$), and did not offer admission to 37% of applicants ($n=53$).

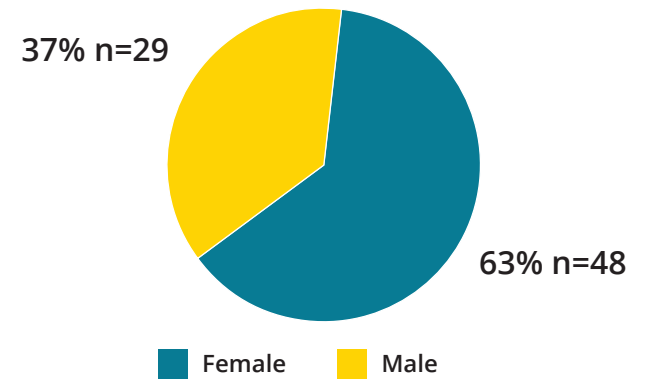
Of the 77 students who were admitted, this is an expected yield of **99%**. 74 newly admitted students confirmed enrollment and two who were admitted off the wait-list are completing enrollment paperwork.

For newly admitted students, **38%** were admitted as day students ($n=29$) and **62%** were admitted as residential ($n=48$). **94%** of newly admitted students were admitted as 9th graders to the Class of 2026 ($n=72$), **4%** were admitted as 10th graders to the Class of 2025 ($n=3$) and **2%** were accepted as 11th graders in the Class of 2024 ($n=2$). The Student and Community Engagement Department will continue to manage enrollment, withdrawals, and wait-list of incoming students. Navajo Prep strives to begin the 2022-2023 school year with an incoming class of 75 students. The admission coordinator expects to meet this goal and is coordinating with the student life and academics departments to meet enrollment goals.

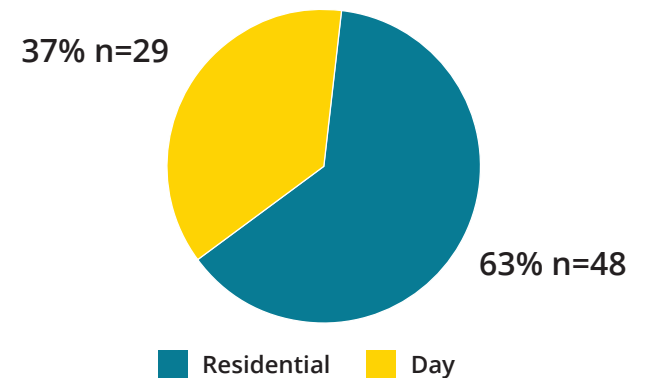
Percent of Applicants Accepted, Wait-listed and Denied



Number of Newly Admitted Students by Gender



Number of Newly Admitted Student by Residential Status



Students live in the following communities

NEWLY ADMITTED STUDENTS LIVE IN THE FOLLOWING COMMUNITIES:

Albuquerque, NM
Blanding, UT
Blue Gap, AZ
Chinle, AZ
Crownpoint, NM
Cuba, NM
Dennehotso, AZ

Dulce, NM
Farmington, NM
Fort Defiance, AZ
Fruitland, UT
Gallup, NM
Hogansburg, NY
Kirtland, NM

Lawrence, KS
Lukachakai, AZ
Montezuma Creek, UT
Monument Valley, AZ
Nageezi, NM
Naschitti, NM
Navajo, NM

Newcomb, NM
Piñon, NM
Round Rock, AZ
Shiprock, NM
Show Low, AZ
Swampscott, MS
Teec Nos Pos, AZ

Tempe, AZ
Thoreau, NM
Tsaile, AZ
Tuba City, AZ
Window Rock, AZ

A snapshot
of our newly
admitted class:

63% will be residential students and **37%** will be day students.

10% have a sibling who currently attends Navajo Prep.

13% have a parent or guardian who graduated from Navajo Preparatory School or Navajo Academy.

30% will be the first in their family to graduate from college.

Our newly admitted **Class of 2026** speaks out:

“If I could change one thing in my home community, I would improve the basketball courts so that kids could play. I would also build a bigger library with lots more books and bigger tutoring area for kids. I also would add a culture center where kids and adults could learn different languages.”

“I don’t know what I will do in the future, but I am thinking of applying to Harvard and pursuing a career where I can help people be happy. I want to play volleyball at Navajo Prep and can’t wait to come to the school.”

“I want to make the education system better for students to learn. School is monotonous. We need to change the structure and environment of school.”



Parent Engagement

At Navajo Preparatory School, parents and guardians are an important part of the Prep community. Navajo Prep encouraged parental involvement through virtual events, webinars, and committees.

Virtual Parent Nights:

Navajo Prep hosted grade level parent events in the evening. Parent nights included information about supporting students through the milestones of their academic year.

Attendance For These Events: 332;

Average Attendance: 83

Parent Advisory Committee:

Parent Advisory Committee met monthly to address school-wide initiatives and provide feedback.

Total Attendance Over The Year: 85;

Average Attendance: 12

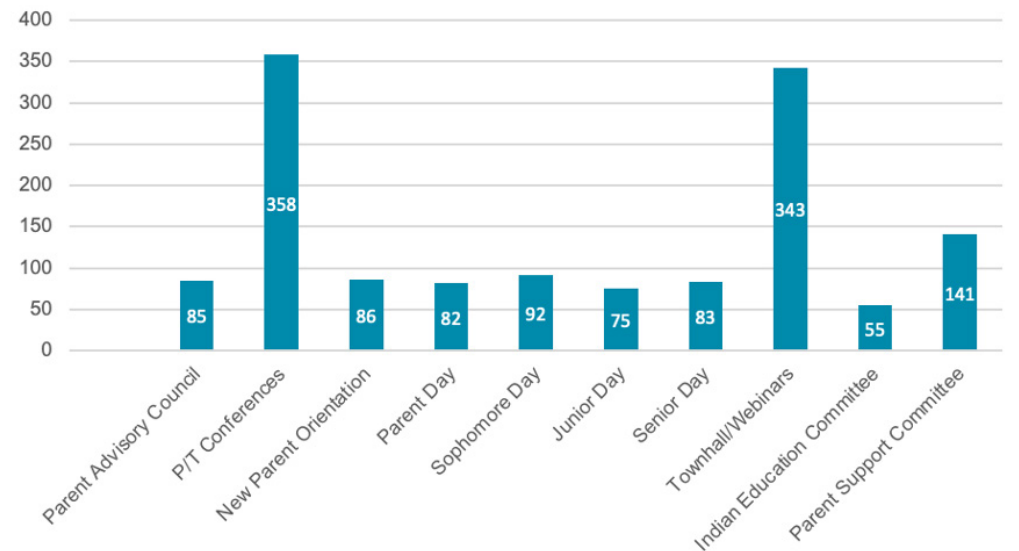
Indian Education Committee:

Met monthly to provide oversight over Johnson O'Malley program funds to support language and culture instruction, college and career readiness, and academic enrichment.

Total Attendance Over The Year: 55;

Average Attendance: 8

2021-22 Attendance at Parent Engagement Events



The total number of attendees at parent and family events was 1400 throughout the 2021-2022 school year.

Class of 2022 Matriculation

Rope Antone, Crownpoint, NM, Northern Arizona University
Colby Begay, Ft. Defiance, AZ, UNM-Gallup
Joshua Begay, White Rock, NM, Fort Lewis College
Mya Benally, Farmington, NM, Bowdoin College
Dion Benally, Kirtland, NM, San Juan College
Collin Bia, Wheatfields, AZ, San Juan College
Samuel Bouchard, Bluff, UT, Colorado Mesa University
Laila Charley, Shiprock, NM, Haskell Indian Nations University
Kyler Clitso, St Michaels, AZ, University of Minnesota, Morris
Mya Davis, Lukachukai, AZ, Fort Lewis College
Chantelle Dee, Aneth, UT, University of Utah
Dontrelle Denetso, Shiprock, NM, Hillcrest Native Gap Year Program
Keenan Etcitty, Shiprock, NM, San Juan College
Amber Garcia, San Felipe Pueblo, NM, University of New Mexico
Jillian Garcia, Farmington, NM, Northern Arizona University
Andrew Hall, LaPlata, NM, Fort Lewis College
D'Andre Harker, Ganado, AZ, Navajo Technical University
Zaltana Harris, Farmington, NM, US Marine Corps
Gabrielle Henderson, Farmington, NM, Northern Arizona University
Hardie Henry, Kirtland, NM, Fort Lewis College
Alyssa Howe, Farmington, NM, New Mexico State University
Mackenzie Israel, Black Mountain, AZ, Fort Lewis College
Sahale James, Window Rock, AZ, Northern Arizona University
Enoch Jeffrey, Farmington, NM, Fort Lewis College
Amber King, Farmington, NM, San Juan College
Natiana King, Tsaile, AZ, Scottsdale Community College
Tori-Lynn Largo, Crownpoint, NM, University of Arizona

Breanna Lewis, Gallup, NM, University of New Mexico
Kylen Littlehat, Bloomfield, NM, University of Portland
Jeremiah Livingston, Gallup, NM, Fort Lewis College
Alexia Lope, Fruitland, NM, Fort Lewis College
James McGrady, Farmington, NM, University of New Mexico
Oliver Mohs, Shiprock, NM, Rice University
Mia Morris, Farmington, NM, Navajo Technical University
Autumn Nelson, Cove, AZ, Fort Lewis College
Naomi Peshlakai, Counselor, NM, University of New Mexico
Daliyah Lapahie (*Randall*), Newcomb, NM, Arizona State University
Alexis Sandoval, Cove, AZ, San Juan College
Logan Shirley, Ft. Defiance, AZ, Fort Lewis College
Jake Silago III, Crownpoint, NM, New Mexico Institute of Mining and
Technology
Alana Smith, Farmington, NM, University of Denver
Madison Smith, Navajo, NM, University of California, Santa Barbara
Alex Wells, Dulce, NM, Northern Arizona University
Amber White, Red Valley, AZ, Duke University
Lia Wilford, Kirtland, NM, Carnegie Mellon University
Kalani Williams, Shiprock, NM, Fort Lewis College
Damaris Yazzie, TeecNosPos, AZ, San Juan College
Daniel Yazzie, Kirtland, NM, University of New Mexico
Kimberlynnibah Yazzie, Tuba City, AZ, Oklahoma State University
Ronin Yazzie, Shiprock, NM, Calvin University
Shalom Yazzie, Mitten Rock, AZ, San Juan College
Ajah-Rain Yellowhair, Winslow, AZ, University of Portland

College Visits

Throughout the year, Navajo Prep supported students through the college guidance process. In addition to hosting several virtual and in-person FAFSA events, military recruitment, and occupational career presentations, Navajo Prep hosted 43 college visits that were fully virtual, fully in person, or in a hybrid format. 130 students attended these events, and the total student attendance count was 500.

American University
Amherst College
Bates College
Boston University
Brown University
Colby College
Columbia University
Dartmouth College
Duke University
Eastern New Mexico University
Emerson College
Fort Lewis College
Harvey Mudd College
Hofstra University
Johns Hopkins University
Lafayette College
Mount Holyoke College
Navajo Technical University
New Mexico Highlands University
New Mexico State University
Northeastern University
Northern Arizona University
Northwestern University

Queen Mary University of London
Scripps College
Seattle University
St. Edward's University
St. Lawrence University
Swarthmore College
Texas A&M University
Tohono O'odham Community College
Tufts University
Union College
United States Military Academy at West Point
University of New Mexico School of Medicine
University of Notre Dame
University of Redlands
University of Rochester
University of Southern California
Utah State University - Blanding
Washington University
Whitman College
Willamette University

Class of 2022 earned

\$4,007,838

in scholarships and grants

Class of 2022 accepted

\$1,761,377

in scholarships and grants

Class of 2022:

5 Chief Manuelito

Candidates

Class of 2021:

6 Chief Manuelito

Recipients

77%

of Class of 2022 will attend a 4-year college or university

Student Life Program

The Student Life program at Navajo Preparatory School embraced the return of students from virtual/hybrid to in person for SY 21-22. The Residential homes were at maximum capacity working under the guidelines of the Navajo Nation to ensure that we followed COVID-19 safe practices for our staff/students. The return of students brought life back into the Residential homes and pushed our program to adapt to new routines. This included weekly pooled testing, increased sanitation of homes, and overall practice of a safe and healthy environment, which focused on not only good cleaning practices, but overall social emotional wellness of our students.

The Student Life Program works in collaboration with the Academic program to facilitate the mental, physical, emotional, social and (*K'e*) cultural development of students by providing a safe, healthy, and supportive environment that recognizes individuality and independence. Activities and support programs are developed and adapted to support the emerging student to prepare for life beyond high school. The learning skills that the students encounter in the Home Living environment focus on preparing them to be successful not only at the high school level, but at the post-secondary level as well. The incorporation of culture into the activities and support programs builds the foundation of family/home living.

Students were more vigilant on social distancing with others, and we incorporated Wellness Wednesdays in our program. Wellness Wednesdays had a different topic each week to address social emotional issues. Educational safety nets were built into the homes to provide another layer of support for academics. This was demonstrated with more students attending tutoring sessions, de-stressor activities, and overall check in with the Residential Advisor on grades. Residential Advisors reached out to parents and guardians to share academic progress and offer support to students who were academically struggling.

Some highlights of this past year included the advancement of technology for our staff. Residential staff communication was vastly improved with the utilization of OneNote to have all forms/notes in one area, so that the staff that was going off shift was able to relay communication to the next shift. iPads were distributed to each Residential Advisor to ensure that they had access to technology to update forms or notes online. Department supervisors were able to log in at any time to see the notes, make updates, and/or see activities that were currently in progress on campus. Computers and assistive technology were incorporated into the isolation rooms to improve communication with staff members and students. The development of the Student Life Core Team was a strength that improved communications among all staff members and instilled leadership among team members to improve accountability and to address any immediate concerns.

The following are programs offered as a part of the Student Life Program with support from the 21st Century Program.

- Supplemental learning opportunities to enhance the study skills of students, life skills courses for all students with Academy Programs in a virtual environment and later as an in-person school
- Real world skills such as money management, cooking skills, organizing schedules, active learning from others, etc.
- Active participation from Residential Advisors with students in all student events/learning opportunities.
- Weekly Wellness Activities provided by Residential Advisors
- Weekly Navajo Cultural Learning/Support system
- Community Building
- Natural Helpers/Counseling Services through SBHC
- Family Engagement is highly encouraged and supported
- Active participation in the Annual Hózhq Naashá Week
- Open Door policy for all parents/guardians/students
- Strong open communication with all parents/guardians, families, teachers, staff, etc.



After-School Program

The after-school program allows students to expand opportunities in social emotional wellness, real world skills, college and career readiness, academic support, and Diné language and culture. Navajo Prep strives to provide safe, supervised environments where students can increase school and community involvement and develop leadership skills. Students share life lessons such as responsibility, respect for others, teamwork, and goal setting. Students build friendships, k'é, and self-confidence through their participation in the after-school program.

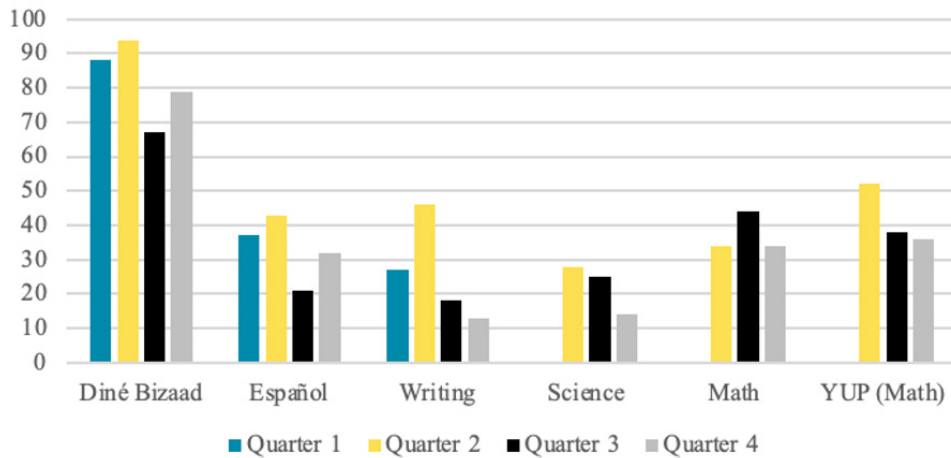
The after-school program at Navajo Preparatory School is funded through the 21st Century Community Learning Centers Grant. The 21st Century Program provides opportunities to learn time management, wellness, nutrition, and more through evening presentations and activities.

The following are programs offered as a part of the Student Life Program with support from the 21st Century Program.

- **Social Emotional Learning Support**
- **Promoting learning opportunities to enhance *(but not limited to)*:**
 - Study skills
 - Tutoring services
 - Student advocacy
 - Finals study central
 - Money management
 - Cooking skills
 - Organizing schedules
 - Active learning from others
- **Weekly Wellness Activities provided by 21st Century coordinator, Residential Advisors, After-school activities specialist, Student support specialist and Natural helpers**
 - Community off campus engagement (CAS)
 - Family Engagement Opportunities
 - Navajo Language and Culture Inclusion
 - Weekly Cultural Learning/Activities



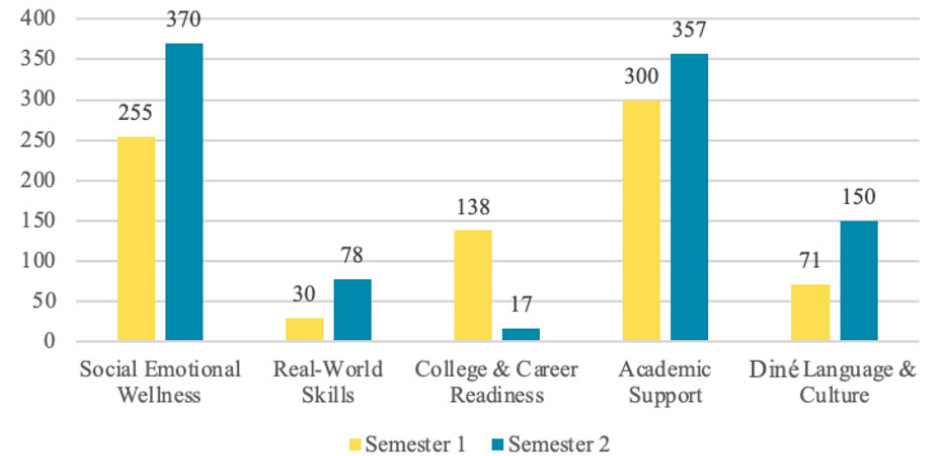
Number of Students who Participated in Tutoring by Subject Area



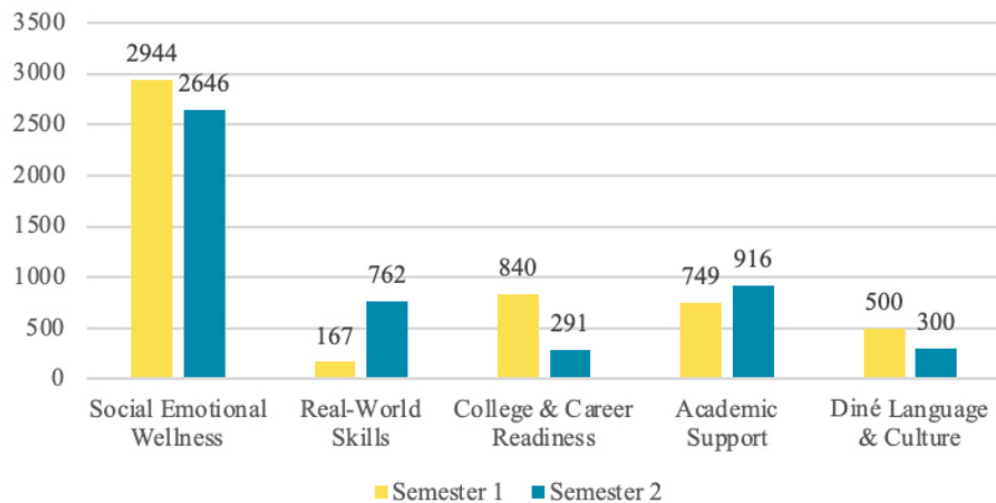
*There was no math, science, or YUP math tutoring during Quarter 1

**YUP is a contracted online math tutoring service that students may participate in for free.

Number of Hours Offered by Program Goal



Student Participation Count by Program Goal



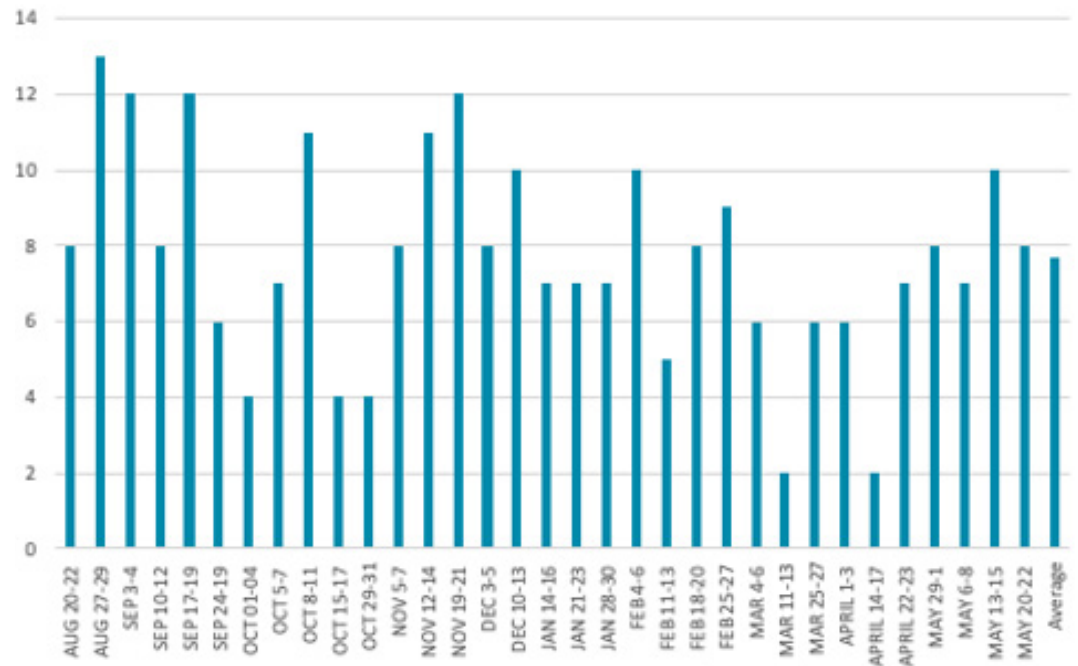
Seven Day Program:

In 2021-2022, Navajo Preparatory School instituted the Seven Day Program that allows our students to reside on campus seven days a week. The intent is to simulate a college environment and to give students the option to attend NPS if traveling to and from their home environment would be an obstacle for their attending our School. The only time the Residential Homes are closed are during Holiday Breaks or when the Seven Day program has a school sponsored overnight activity. This allows for students to attend our school from both near and far. During the Seven Day Program, we continue our 21st Century Community Learning Center Program where we focus on teaching our students life skills, college & career readiness skills, promoting social & emotional wellness, providing academic support, and focusing on Navajo Language & Culture.

Through the Seven Day program, we are also able to teach students about budgeting, purchasing, and cooking their food to increase knowledge and prepare for life on a college campus. We hope to expose our students to new life experiences in our community and provide them with a positive environment in a home-away-from-home on our campus. The program will open the door for international students to attend our school in the near future.



Seven Day Student Participation



Highlights

- Student safety protocols for staff and students/safety emergency protocols, lanyards, safety equipment, flash lights, AED in homes, fire blankets
- New employee checklist online portal for easy access for new hire; New employee portal to house needed documentations for new staff
- Hired more subs to relieve overtime and burnout of full time Residential Advisors
- Revised Incident Reporting Form One Note for easy access
- iPads for each staff member for student accountability, virtual meetings, communication, documentation, and easy access to staff One Note
- Halloween Carnival and Thanksgiving Dinner
- Weekly pool testing; After hours testing staff trained
- Residential Core Team was established to take individual strengths of staff to better serve students. Team was established for better communication and to attack large projects.
- Master Excel list: One stop shop for all employees to meet needs, including communication, COVID-19, admissions, attendance, parent phone numbers, and accountability.
- Trained in Rapid testing
- Microsoft Teams roster for communication and COVID-19 tracking for each residential home included in the Seven Day Program to communicate with students.
- 7 day restructured program safety and accountability. Calendar, application and commitment letter online.
- BIE requirement training
- Activities drivers training
- Wednesday Eagle step up
- Staff and students health screening protocol
- Residential awards
- Monthly Birthday celebrations
- Air purifiers in each room
- One stop shop One Note
- JHU COVID-19 education for students and staff
- Health rooms Alexa, desktops for communication and RA protection from COVID-19
- Natural Helpers retreat
- BIE Reauthorization review
- ChemDry: grout tiles cleaning and sanitizing Spring Break 22 and each break thereafter
- Weekly calendars
- Marcy Reynolds GSA LGBTQ representative
- Website updates
- Excel training when school starts for staff

Athletics



The athletic program continued to take precautions against COVID-19 by limiting the number of student athletes on each team. Each team was capped in order to follow social distancing protocols and minimize any chance of spread of COVID-19 on campus.

Student achievement and recognition:

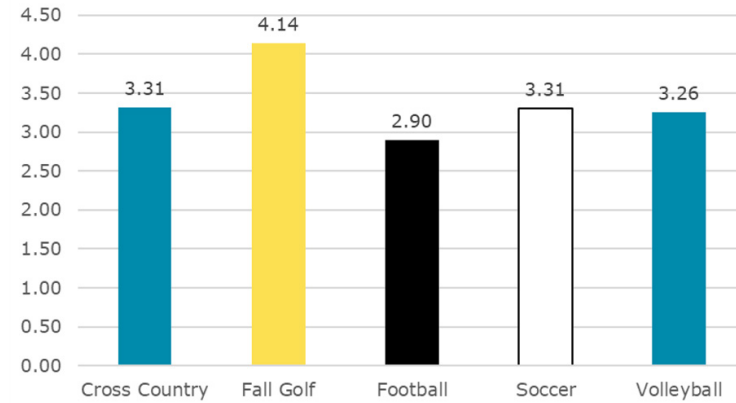
One student from football, boys basketball, and baseball represented Navajo Prep in the NMHSCA All Star Game.

3A District Champion Results:

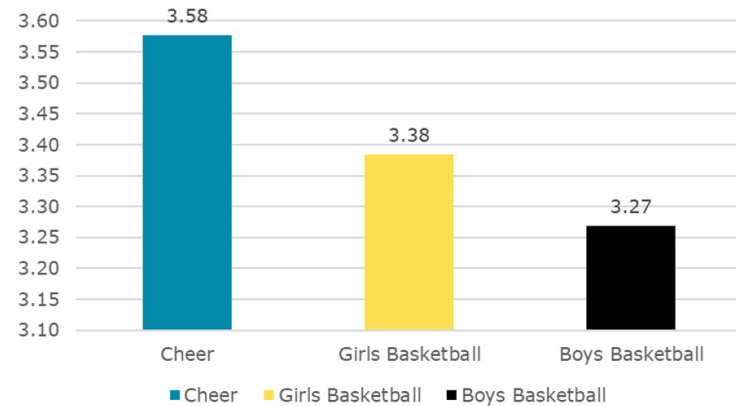
Volleyball
Football
Boys Basketball

Softball
Baseball

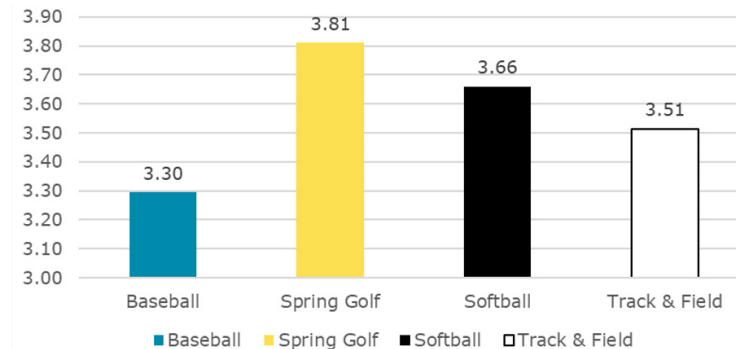
Fall Sports GPA



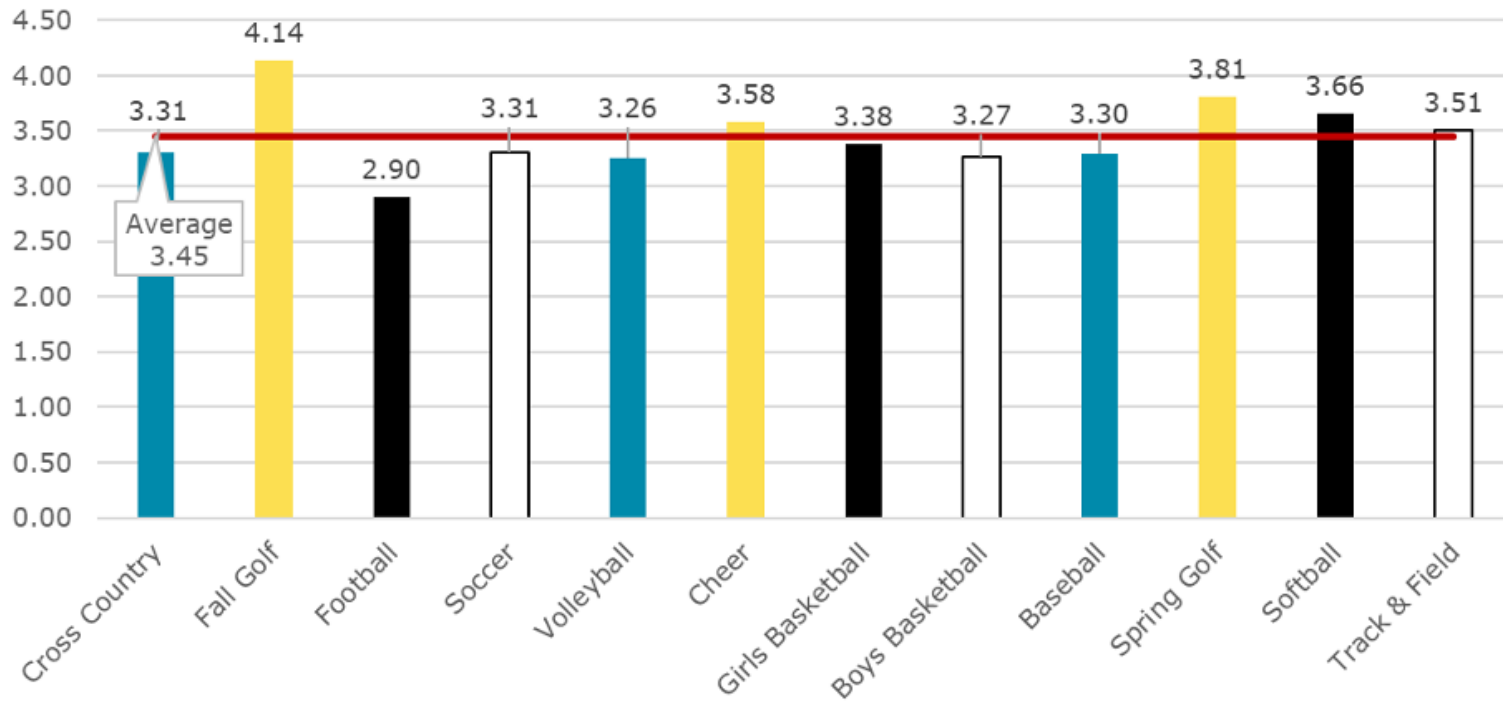
Winter Sports GPA



Spring Sports GPA



Fall, Winter and Spring Sports GPA



Technology

Highlights

The NPS Technology Department was awarded 1 out of 3 total “Hero Awards” from eSchool News for their hard work during the pandemic. The Hero Award recognizes “the country’s best examples of success in these trying times, anyone that made it possible to educate students in this time when unprecedented demands on schools and districts was thought impossible.”

TECHNOLOGY INVENTORY PLAN

In order to maintain our inventory and support campus needs, Navajo Prep maintains a technology inventory plan to replace aging hardware on campus. Starting in 2024, Navajo Prep will buy 100 new laptops annually. A new laptop will be assigned to the incoming class to use throughout their four years at Navajo Prep.



Network Infrastructure

2021-22 Upgrades

Blade Servers

Cisco UCS and Dell Equallogic disk array, \$113,619.06

Door Access Control, \$421,839.06

- 196 networked door locks (*all NPS campus*)
- Upgraded West gate to allow for remote management
- Access control door server and software
- Badging software and printer
- SPLAN Visitor Management software

Wireless Access Points

- 7 additional Cisco Meraki MR46 access points, \$2,932.50
(*school portion for E-rate 2020*)

Logitech Rally Teleconference

- Rally Plus, Rally Bar Mini, Rally Group conferencing systems, \$9,333.15 and \$9,723.95

Classroom Audio

- 10 BEAM Pro classroom audio enhancement systems, \$13,200.00

Backup Server

- HPE ML350 and Veeam Backup/Replication, \$25,063.74

Securly Web Filter

Student web filter and auditor, \$9,519.00

Jamf Protect

- MacOS endpoint security, \$13,195.35

Backupify

- File backup protection for Office 365 applications, \$8,580.00

Additional Apple devices

- 61 iPads

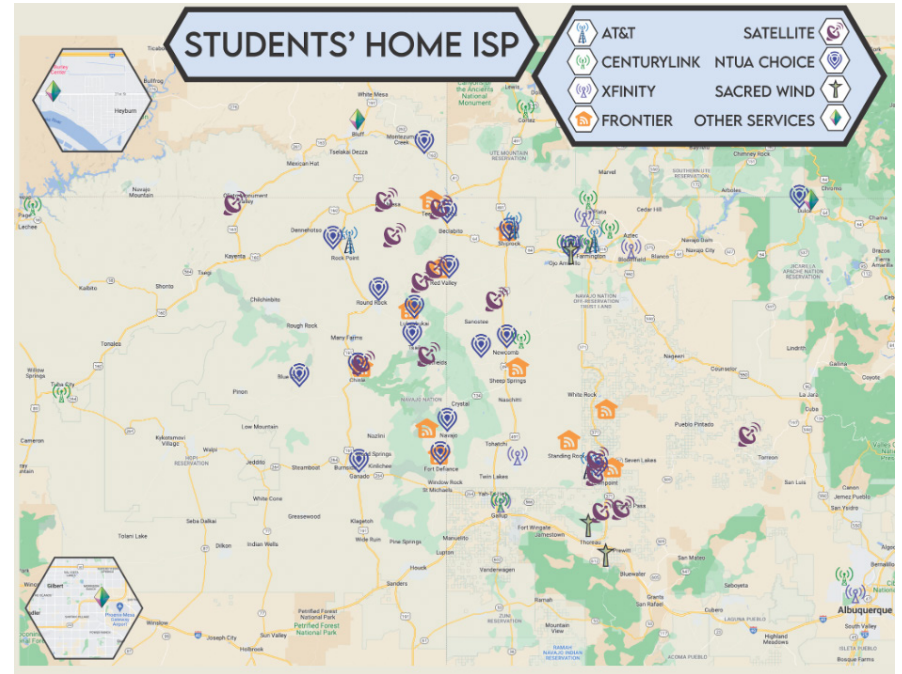
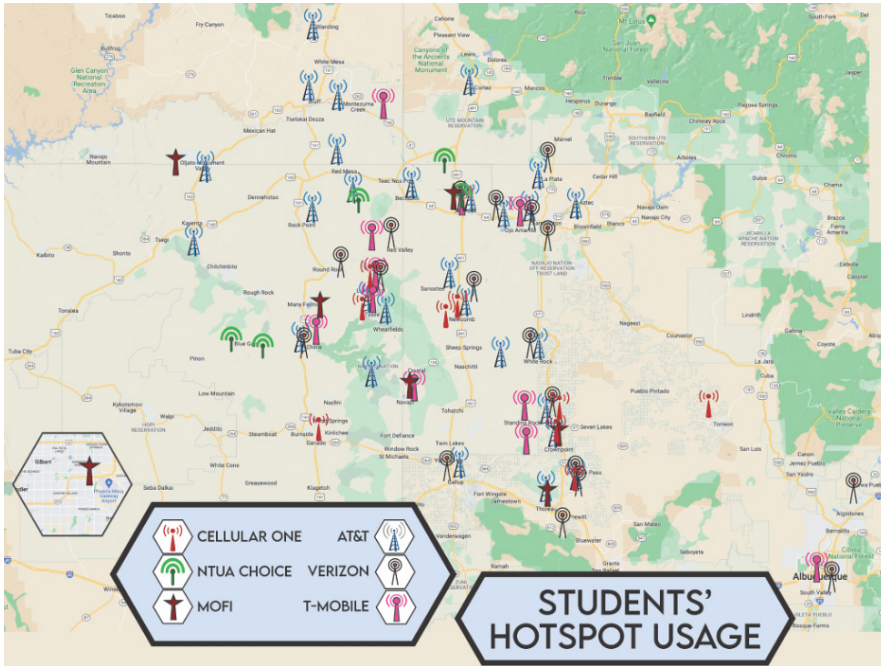
7 iMac desktops

5 MacBooks Pros

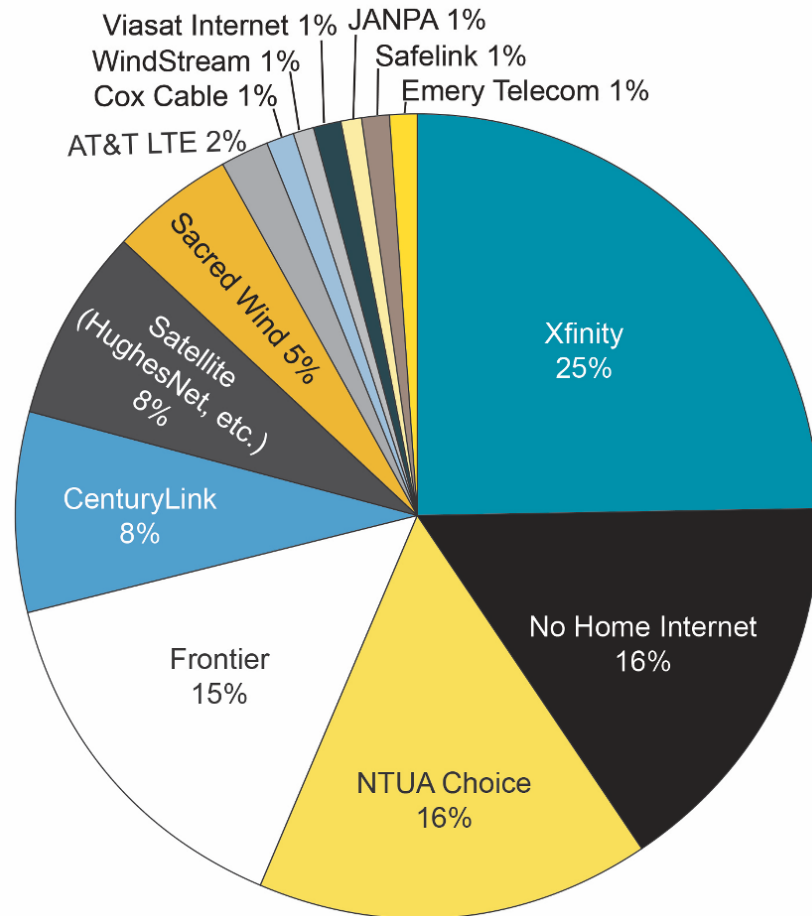
TOTAL **\$72,140**



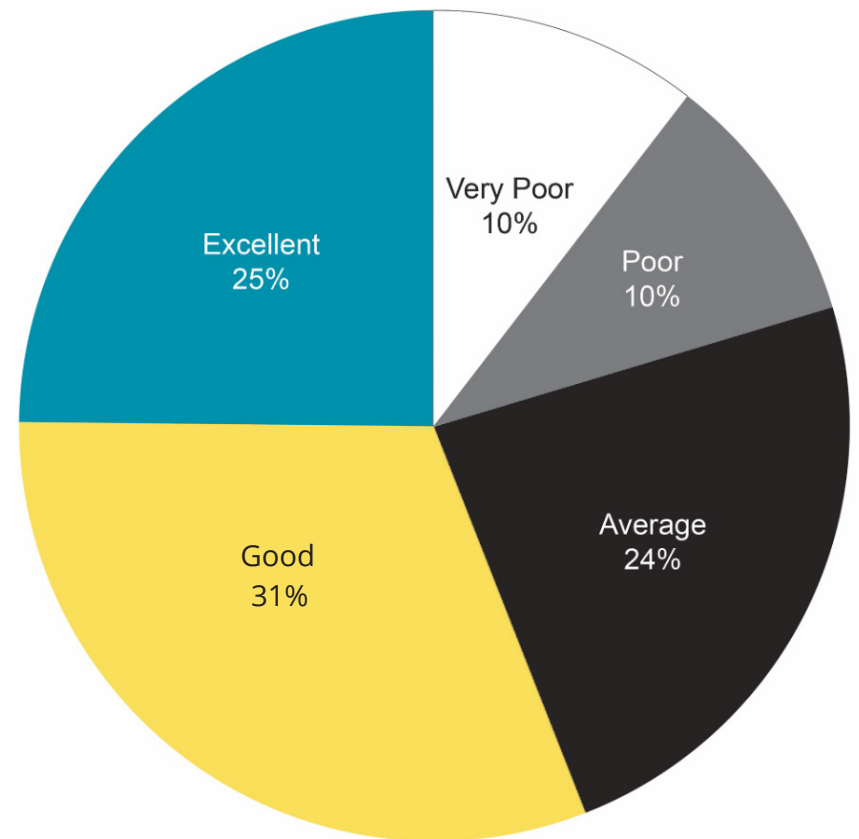
These maps showcase all locations where NPS students are using cellular hotspots. Hotspots consist of Kajeet (Verizon, AT&T, T-Mobile), CellularOne, Mofi (AT&T), NTUA Choice Wireless, and HughesNet.



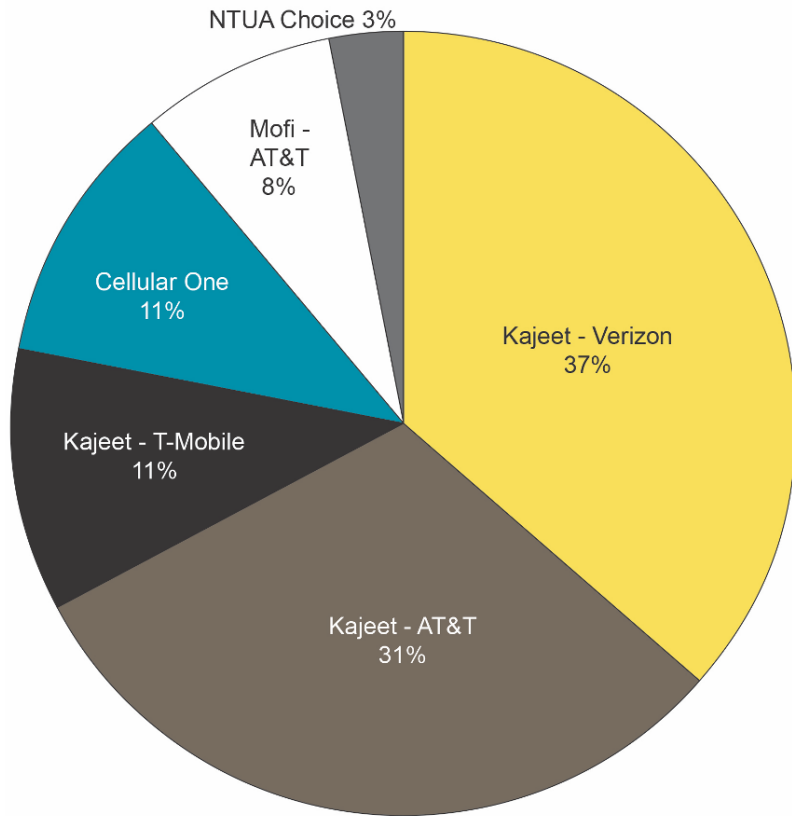
Student Home Internet Provider Breakdown



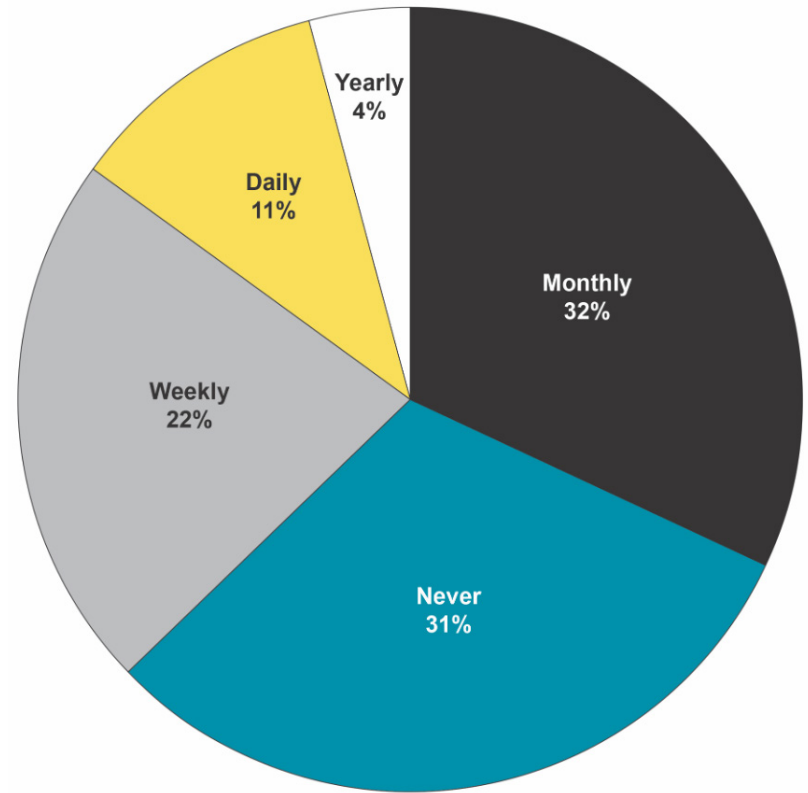
Student Hotspot Connection Feedback



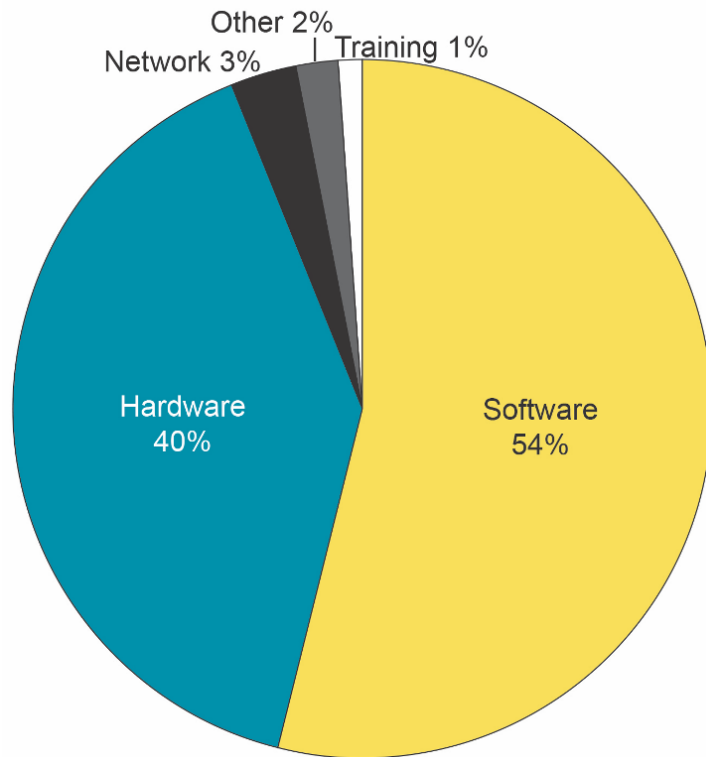
Student Cellular Hotspot Distribution



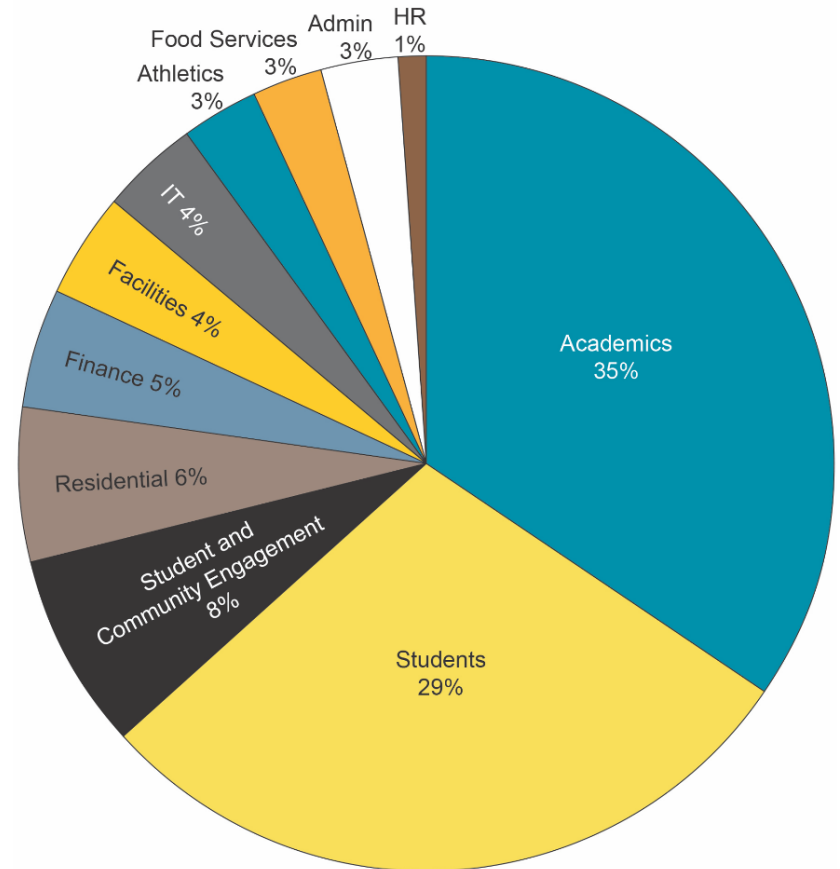
Student Hotspot Usage



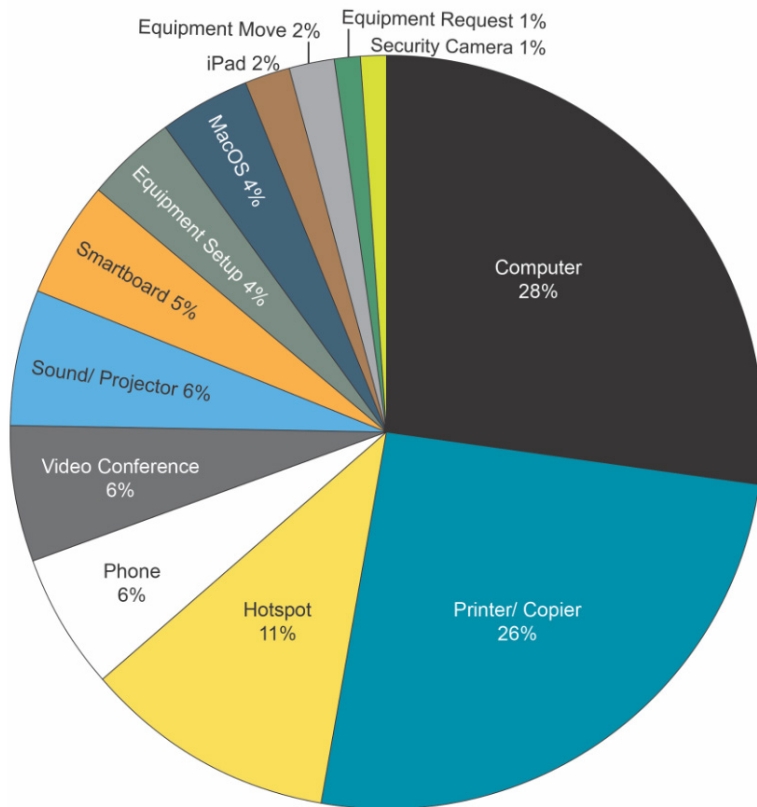
Work Order Category Distribution



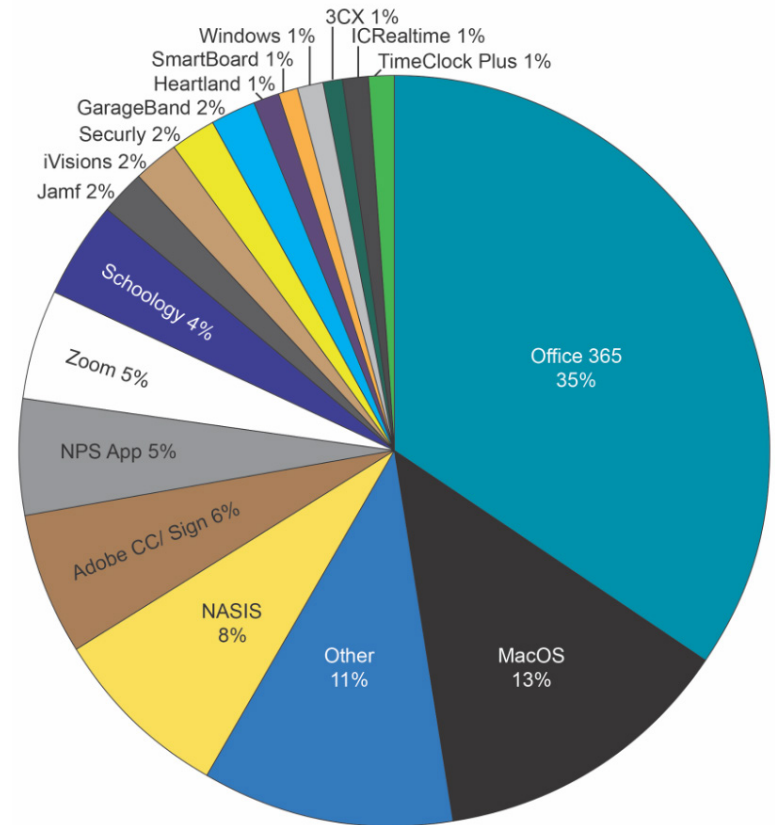
Work Order Distribution



Work Order Software Category Breakdown

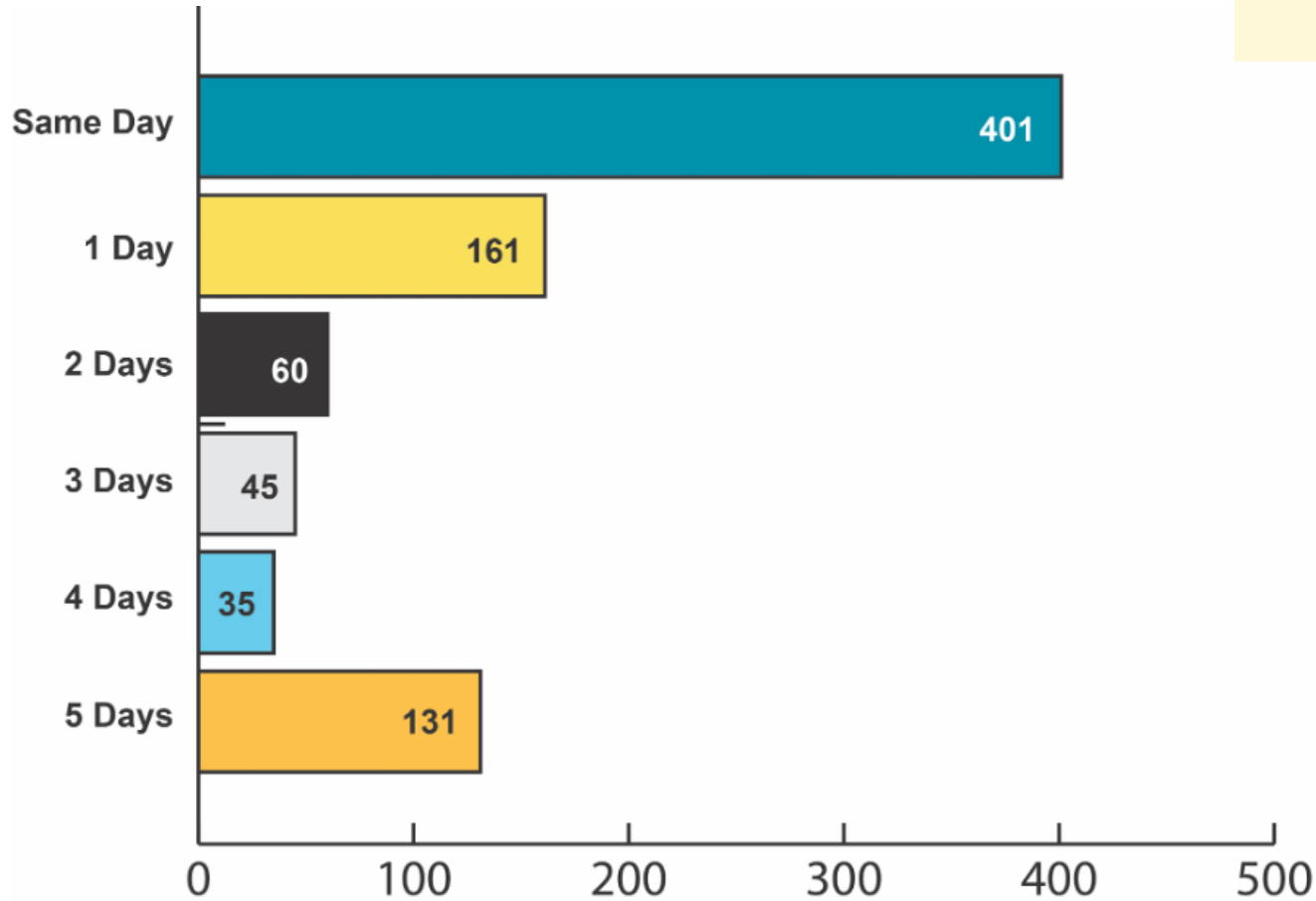


Work Order Software Category Breakdown



IT Work Order Completion By Number Of Days

IT works to ensure that technical issues are resolved in a timely manner. This graph shows the number of work orders completed and how many days it took to complete them. The majority of IT work orders are completed on the same day that they are submitted.



Safety

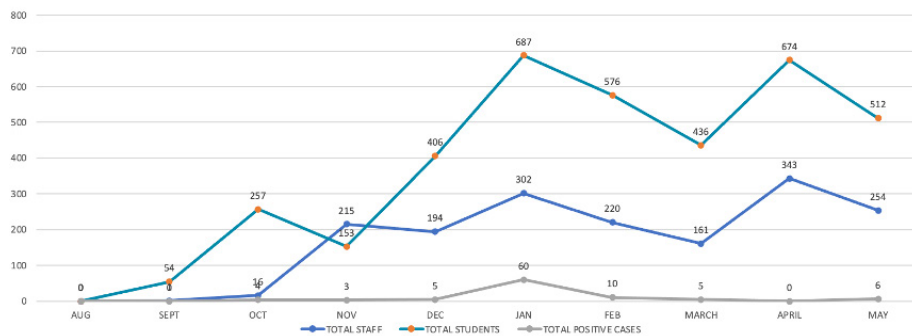
The Director of Safety and Emergency Response oversees the implementation of the Continuity of Operations Plan (COOP) to ensure safety protocols are followed and to mitigate emergencies.

Highlights of COVID-19 Protocols and Safety Response:

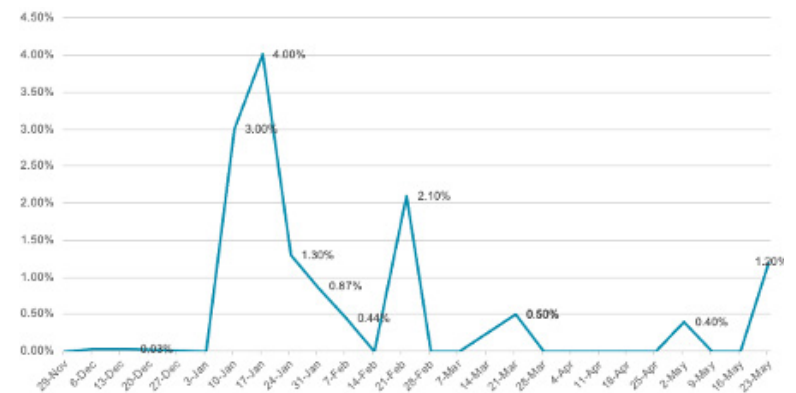
1. Mandatory Surveillance Testing

- (23) Mandatory test dates- Prior to November, COVID-19 surveillance testing was random. The school implemented weekly mandatory surveillance testing of all students and staff from November 29, 2021– May 22, 2022
- The on-campus positivity rate from mandatory COVID-19 surveillance testing from November 29, 2021-May 25, 2022 was 0.60%. Surveillance testing helped us to protect the nest and identify cases of COVID-19 on campus to reduce any spread.

Staff and Student Surveillance Pooled Testing



Weekly Positivity Rate during Mandatory Surveillance



2. Random Testing

- Prior to November 29, 2021, Navajo Prep required random surveillance testing of staff. 20% of the staff were randomly selected from COVID-19 testing. All unvaccinated employees were required to complete weekly COVID-19 testing.
- Through the random COVID-19 testing initiative, 146 tests were administered over the course of 8 testing dates.

3. Purchases

- 1000+ antigen rapid tests were purchased. Five (5) Automated External Defibrillators (AED) were purchased, with the goal to purchase an additional five (5) units in 2022-2023.

4. Training

- Navajo Prep maintains twenty-four hour guard service 365 days a year with eight security officers. A new position was added in Spring 2022. In June of 2022, the security team will attend the State of New Mexico Security Officer Certification Levels 1 and 2 Training.

5. Cameras and Surveillance

- Navajo Prep invested in more than 200 cameras to monitor activities 365 days a year. Cameras are maintained and updated as needed by the IT department.

6. Mandatory Safety Drills

- Safety drills are conducted as per NMPED regulations: fire drills, emergency lock downs, preventative lock downs. Security team is responsible for the monthly auditing and inspection of Fire Extinguishers, Exit and Emergency Lights, AEDs, Eye Wash Stations.

7. Fire Drills

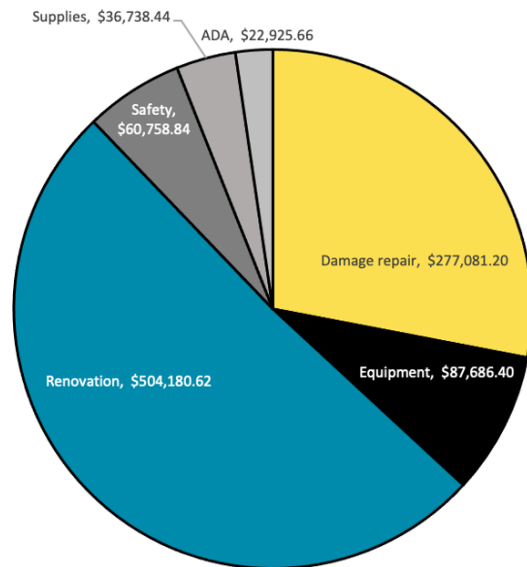
- Monthly fire drills are conducted with the addition of the required one per week during the first month of school.



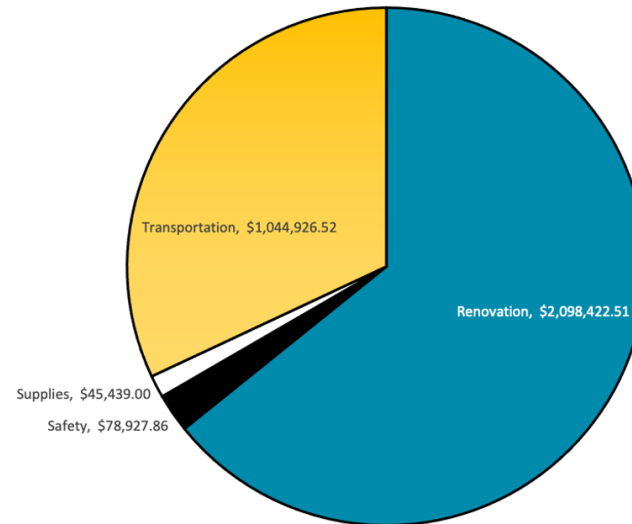
Facilities and Operations

\$4,257,087 total expenses on school-wide projects using CARES II, ARPA, Capital Outlay, BIE Maintenance, and ISEP Carryover.

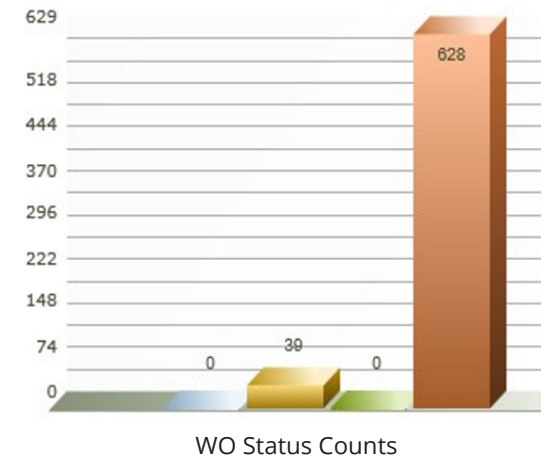
School-wide Completed Projects



School-wide In-progress Projects



Status Analysis



- Fiscal Year (New Request)
- Fiscal Year (Work in Progress)
- Fiscal Year (Completed)
- Fiscal Year (Closed Work Orders)

Transportation

\$4,257,087 total expenses on school-wide projects using CARES II, ARPA, Capital Outlay, BIE Maintenance, and ISEP Carryover.

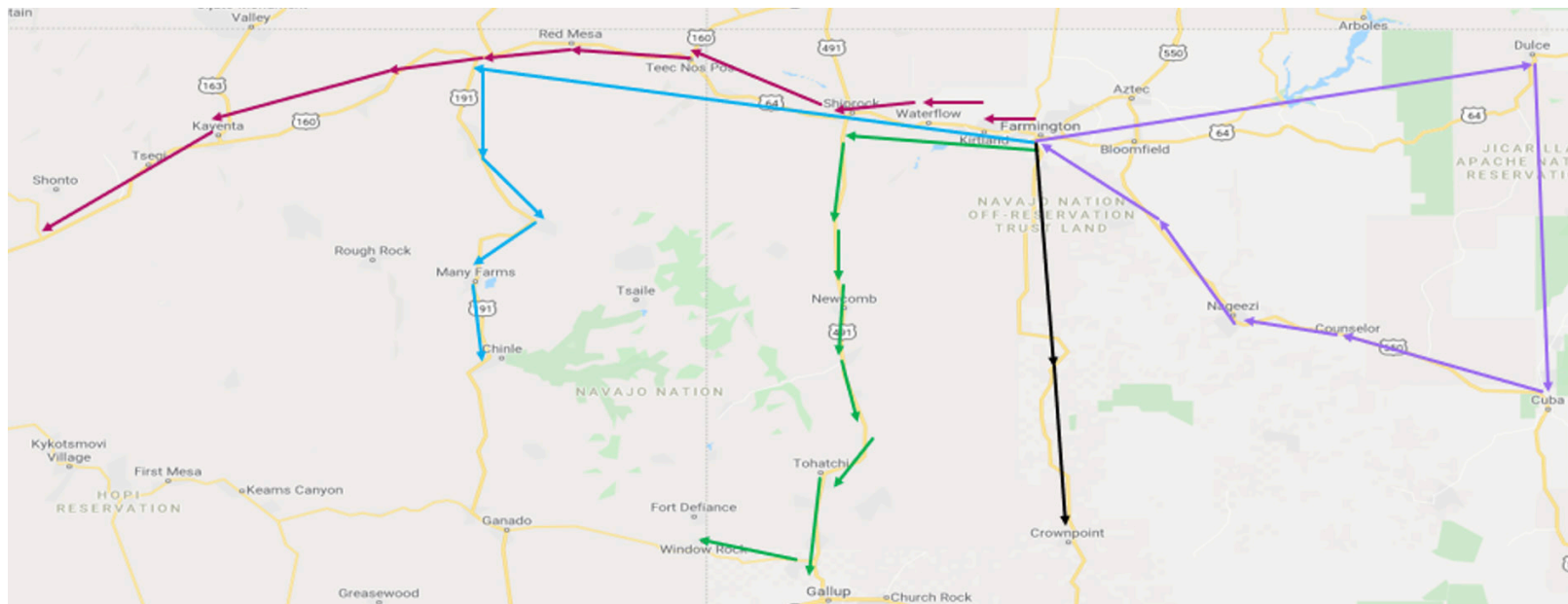
Red: Shonto Route (316 miles round trip)

Purple: Cuba and Dulce Route (274 miles round trip)

Black: Crownpoint Route (170 miles round trip)

Green: Window Rock Route (221 miles round trip)

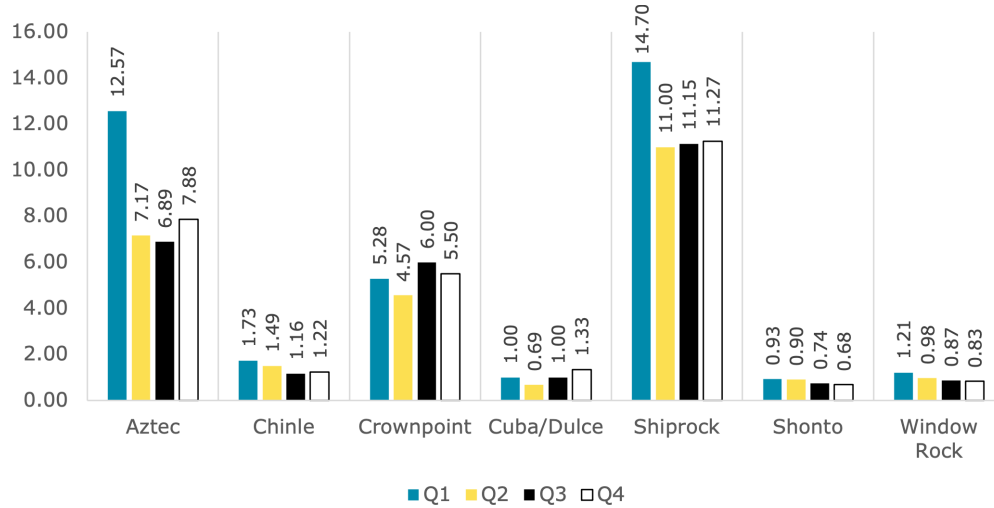
Turquoise: Chinle Route (223 miles round trip)



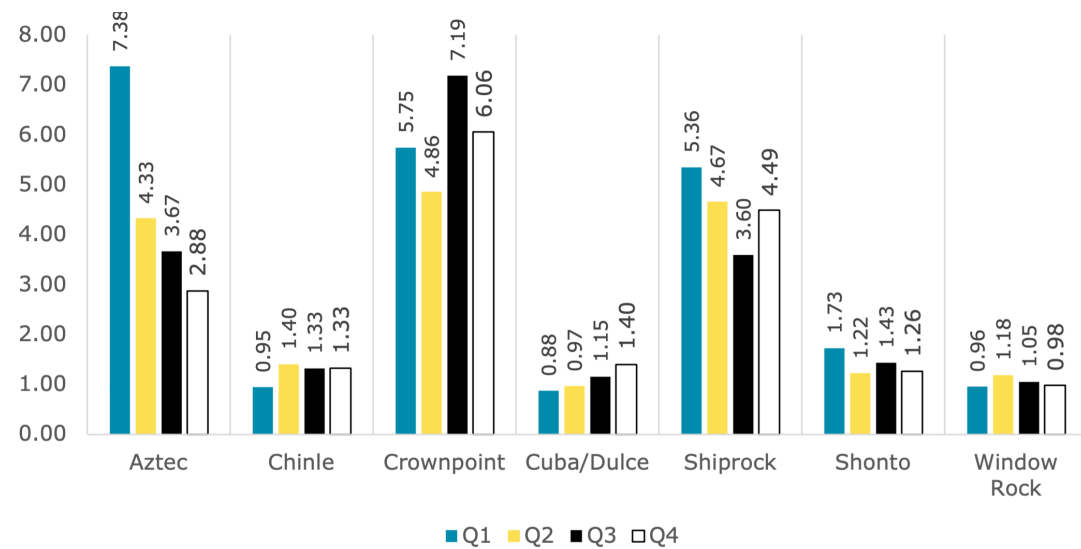
Highlights

Each week NPS buses run 1,204 miles

Average Ridership by Pickup Location



Average Ridership by Dropoff Location



Food Services

Food services has worked with menu item shortages over the school year due to the supply chain problems. This resulted in being creative at times to ensure we are following regulations. USDA increased the reimbursement rates for the NSLP due to the supply chain difficulties and associated increase in prices.

Grocery expense:

FY 2020 - **\$182,932.21**

FY 2021 - **\$81,739.06**

FY 2022 - **\$162,462.76**

Number of Reimbursed Meals

Breakfast	Lunch	Dinner	Days	Total
20,485	23,858	9,949	180	229,259



Dr. Taylor McKenzie Health Center

School Based Health Center (SBHC)

Students serviced by the SBHC staff, Dr. Beirne and Dr. Spatafore

- 1,302 treated or assisted
- 45 students per week
- 5-10 students once per week for provider visits

SBHC Vaccination Clinics

- Flu Vaccine Clinics
 - Students 8%
 - Staff 25%
- COVID-19 Vaccine Clinics
 - Students 5%
 - Staff 7%

Students' Initial COVID-19 Vaccination

- Students 93%
- Percentage by grade level
 - Seniors- 89%
 - Juniors- 98%
 - Sophomores- 95%
 - Freshmen- 88%

COVID-19 Initial Vaccination and Incentive

- Students 19%
- 47 student submission = \$14,100.00

COVID-19 Booster Vaccination and Incentive

- Students 44%
- 109 student submissions= \$32,700.00

Unvaccinated Students: 3% (n=8)

How many students were COVID-19 positive while at home and did not report to campus?

14% (n=38)

How many students tested positive for COVID-19 while on campus?

17% (n=46)

SBHC COLLABORATIONS:

- New Mexico Alliance for School Based Health Center Grant
Awarded \$10,000
- Johns Hopkins University Safe School Research Project
 - Provided weekly COVID-19 PCR testing
 - Rapid COVID-19 test kits
 - COVID-19 education provided by Dr. Panagis Galiatsatos, Pulmonary & Critical Care Physician, Director of the Tobacco Treatment Clinic
Assistant Professor of Medicine.
- Kwek Society
 - End Period Poverty
 - Feminine hygiene products available throughout campus
- Bras for Girls Program
 - Received 160 Sports Bras
 - Distributed to all NPS female students

NAVAJO PREPARATORY SCHOOL

Brand Evolution

Where we were: **Our origins—Navajo Preparatory School, Inc. Logo:**



The Goal:

Develop a modern and comprehensive brand that acknowledges the history of Navajo Preparatory School but reflects its present and future. The new brand should convey the strength of Navajo Preparatory School for the future.

The brand needed to speak to the school's vision:

Yideeskáágóó Naat'áanii

LEADERS NOW AND INTO THE FUTURE

Research Results:

Culture, language, teachings, history and a view of the world through an indigenous lens are all integral to Navajo Prep's identity. For that reason, each element of the brand was carefully chosen and incorporated with thought and intention:

Significant symbols included in the brand:

Cornstalk:

The cornstalk represents life and growth. As educators, daily work is centered on students' growth, learning, and development.

Eagle:

The eagle is sacred and is the leader of the sky people. We aim to have our students reach their highest goals through our programs.

Turquoise, Yellow, White and Black:

White represents dawn, spring, corn, Kinyaa'aanii, infancy, the mind, and thinking. Turquoise represents the midday, summer, beans, Tó'áhaní, childhood, the body of, and motor skills. Yellow represents twilight, autumn, squash, Tódích'íinii, adulthood, social responsibilities, and the ability to communicate effectively. Black represents the night, Winter, tobacco, Hasht'ishnii, elderly life, emotional stability, and patience.

Representation of the Globe to denote International Baccalaureate (IB) Programme:

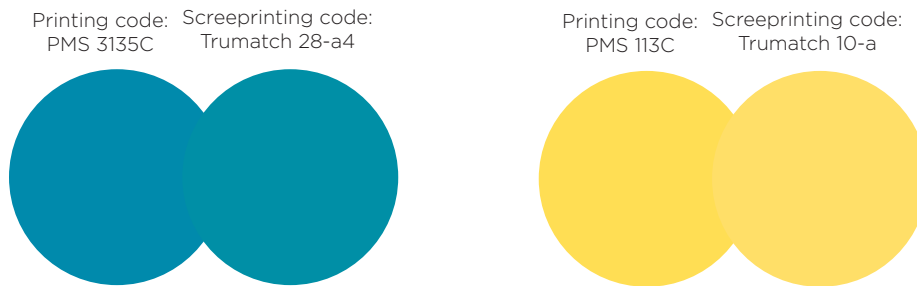
Navajo Preparatory School is a leader in New Mexico as one of only five schools in the state offering the International Baccalaureate Diploma Programme. The IB is an integral part of Navajo Preparatory School, providing a challenging, global high school education to our students.

Brand Solutions:

Several small elements of the brand needed to be fine tuned in an effort to build a full brand guide to be used school wide.

Color Consistency:

In the past, the brand colors tended to shift based on the medium that was used. There was no way to be certain that the tones could be consistent. A color study was developed which pinpointed specific color codes used in printing, screen printing, paint, embroidery, etc. Specific brand colors were chosen in an effort to keep tones consistent.



Font Consistency:

In addition to selecting fonts that would be used in the brand universally, fonts had to be chosen carefully for general use. Specific fonts were chosen which allowed for the use of Navajo letters.

Recommended body copy fonts (*offers Navajo letter options*)

HEADER FONT: Agenda Bold, All caps, black and turquoise options, horizontal orientation, tracking 140:

Navajo Preparatory School
Navajo Preparatory School

Recommended body copy fonts (*both offer Navajo letter options*)

SANS SERIF FONT: Open Sans Regular:
Yideeskáągóó Naat'áanii

SERIF FONT: Times New Roman Regular:
Yideeskáągóó Naat'áanii

Navajo Preparatory School Academic Logo:



NAVAJO PREPARATORY SCHOOL



NAVAJO PREPARATORY SCHOOL



**NAVAJO
PREPARATORY
SCHOOL**

Navajo Preparatory School Athletic Logo:



The Future:

With our new brand and a planned and consistent brand guide, Navajo Preparatory School's visual identity is poised to tell our story, to make our community proud and to articulate the future for our school and our culture.



NAVAJO PREPARATORY SCHOOL



NAVAJO PREPARATORY SCHOOL ADMINISTRATIVE TEAM

Shawna A. Becenti, Head of School

Keith Neil, Dean of Instruction

Darah Tabrum, Dean of Student and Community Engagement

Roderick Denetso, Dean of Student Life

Rainy Crisp, Assistant Dean of Instruction and Athletic Director

Stacy Irwin, Facilities Manager

Sean Bekis, Network Administrator

Kevin Belin, Director of the Diné Bizaad Institute

Manuel Watchman, Director of Human Resources and Interim Director of Finance

Austin Petersen, Director of Food Services

Yvette Escojeda, Administrative Services Coordinator

Steve Wamel, Director of Safety and Emergency Management





**NAVAJO
PREPARATORY
SCHOOL**

1220 W. Apache St., Farmington, NM 87401
navajoprep.com



Yideeskáągóó Naat'áanii