



US Department of the Interior Bureau of Indian Education

Chemawa Indian School 2020-2021 Report Card

About This School

Welcome to Chemawa Indian School. **During SY 2020-2021, BIE funded schools in virtual/ remote learning may not have administered state assessments. Those assessment results may not be included in this report card.

School Improvement Designation

School Type
Bureau Operated

School Accountability

[Documentation Link](#)

Enrollment



178

Number of students enrolled during the School Year

[View Details >](#)

Attendance



62.55%

The percentage of a school or group's overall student population that are present in school on any given day or period

[View Details >](#)

Graduation Rates



48.4%

The four-year graduation rate represents who received a regular diploma in four years or less, from the time in which they entered ninth grade

[View Details >](#)

English Language Arts



Section Not Included

Mathematics



Section Not Included

Science



Section Not Included

English Learners



Section Not Included

Educator Qualifications



Section Not Included

Per Pupil Expenditure



No data available

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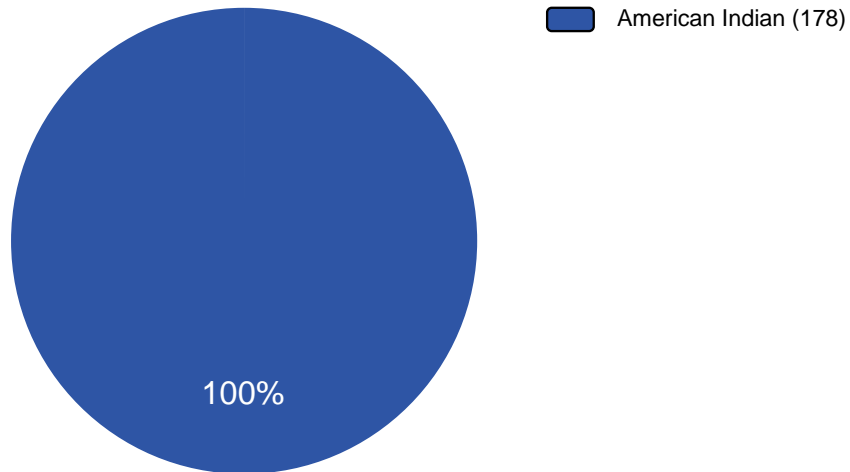


Enrollment

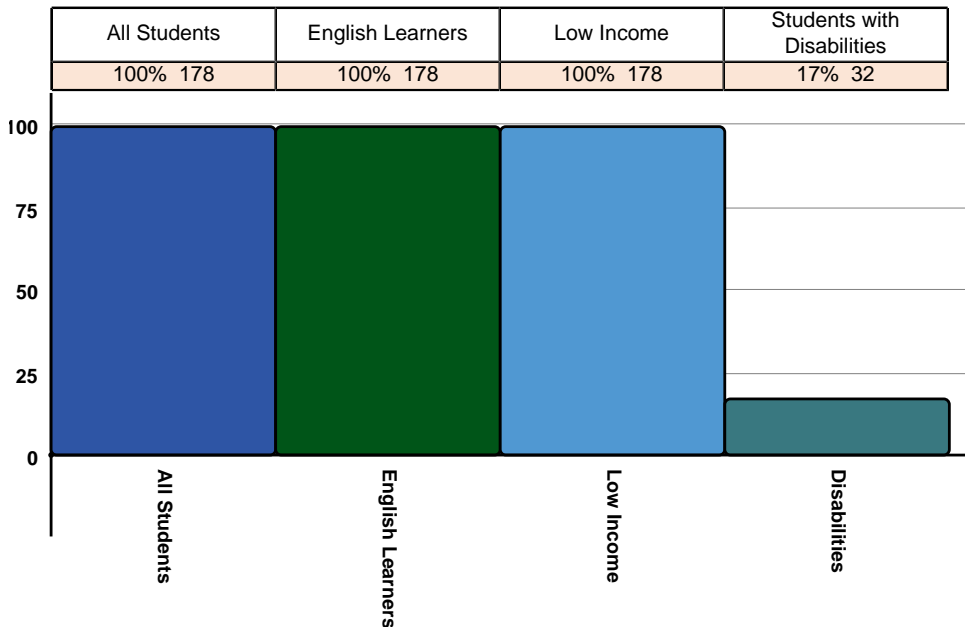
178

Number of students enrolled during the School Year

Enrollment by Race/Ethnicity

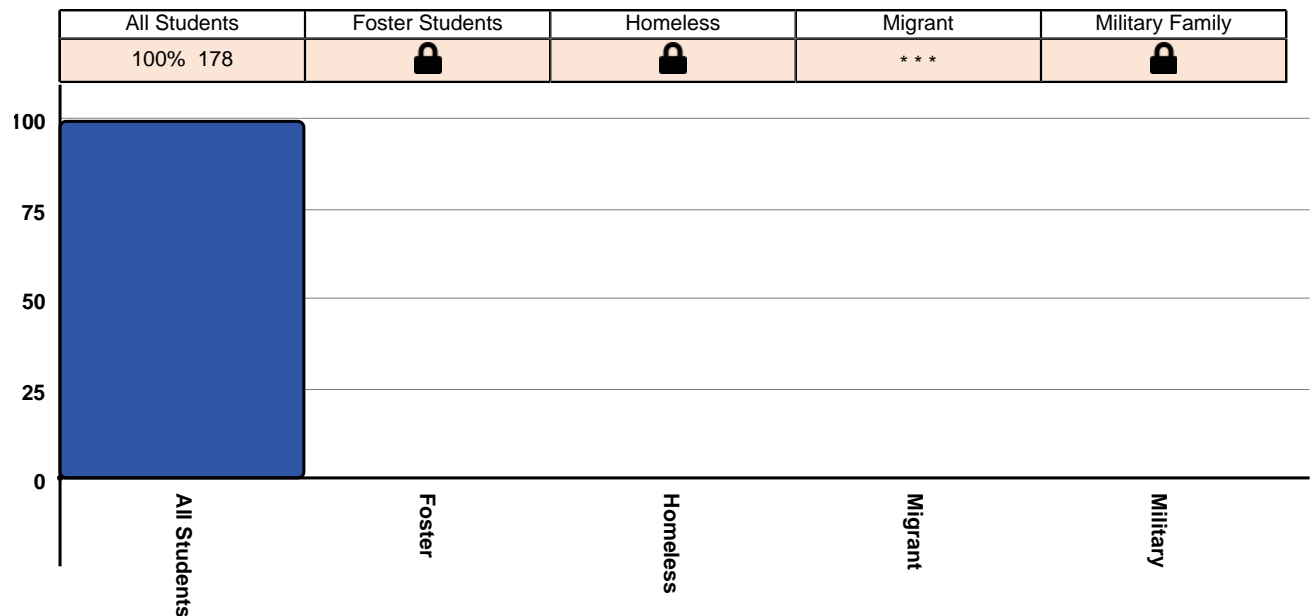


Enrollment by Other Characteristics



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Enrollment by Residence



🔒 Some information may be protected for student privacy.
 *** The Bureau of Indian Education does not have migrant students.

A snapshot of enrollment in the Bureau of Indian Education is collected every year on the first business day in October. The student count is the main base of funding for the Bureau of Indian Education, based on Title 14 of the Bureau of Education Code, and includes varied levels of funding based on educational needs. This count does not include students who enrolled after October 1st. It is also independent of the ISEP count which is the last Friday of October.

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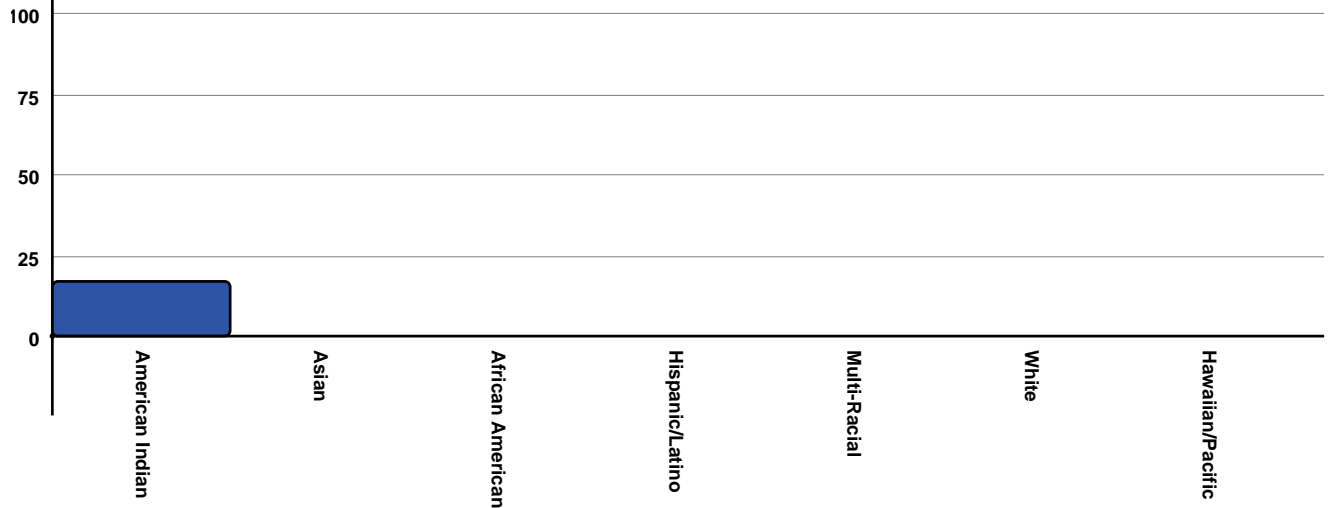
Attendance

62.55%

The percentage of a school or group's overall student population that are present in school on any given day or period

On Track Attendance by Race/Ethnicity

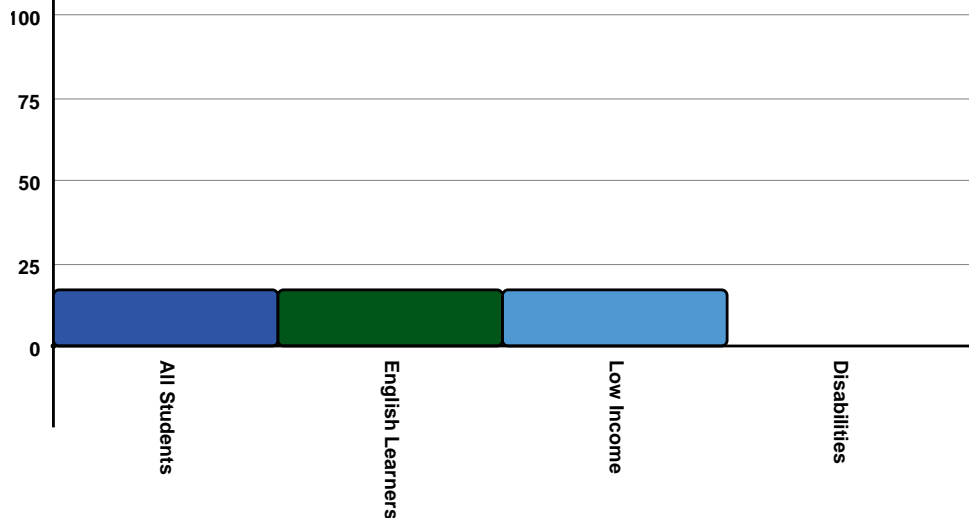
American Indian	Asian	African American	Hispanic/Latino	Multi Racial	White	Native Hawaiian/ Pacific Islander
17% 42 / 245						



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On Track Attendance by Other Characteristics

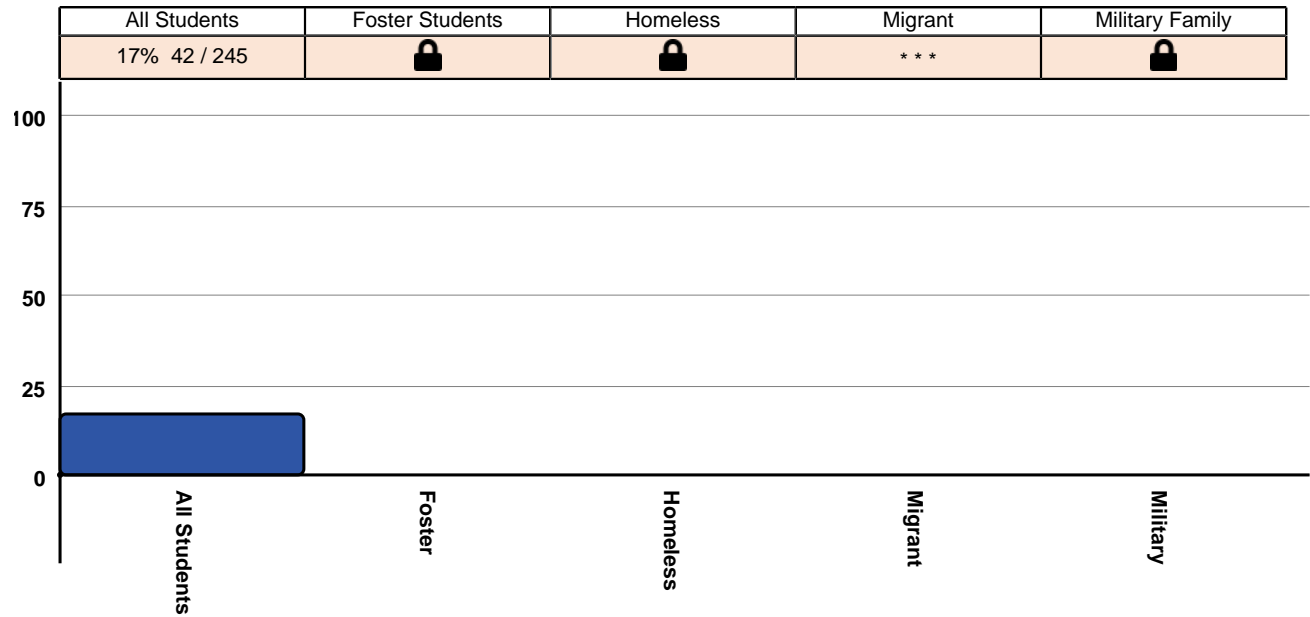
All Students	English Learners	Low Income	Students with Disabilities
17% 42 / 245	17% 42 / 245	17% 42 / 245	



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On Track Attendance by Residence



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On-track attendance shares the percentage of students who are not chronically absent. Students must be present and ready to learn to succeed academically. Chronically absent students are those students who are absent for any reason (excused or unexcused), such as illness or out-of-school suspension, for 10% or more of a school's total school time between October 1 and May 31. School Year is represented by the last year of the school year. For example, the 2020-2021 school year is shown as 2021

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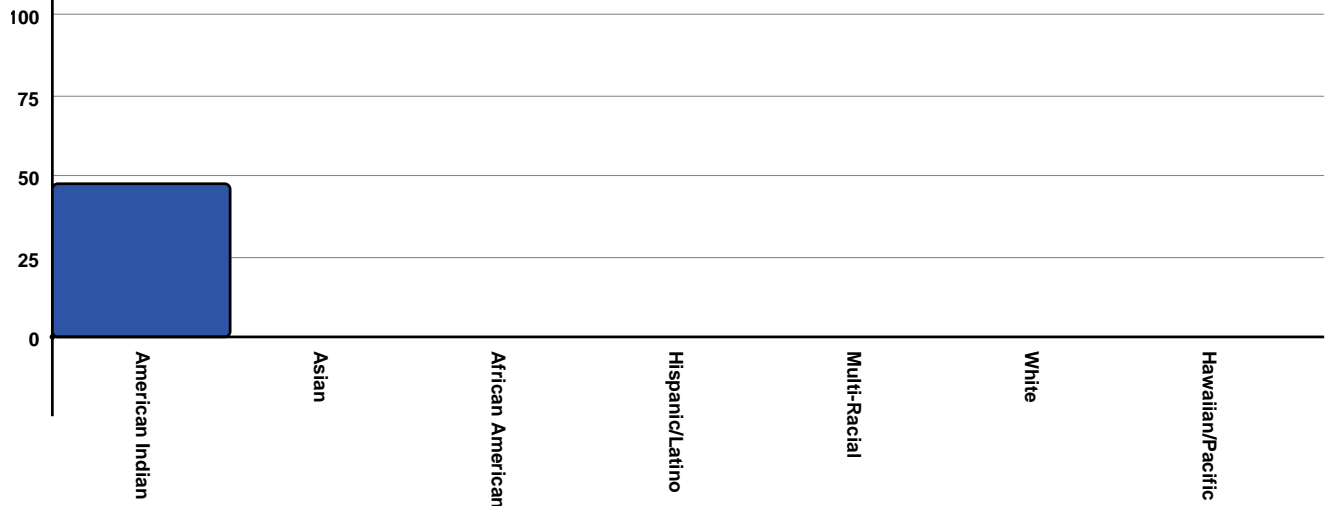
Graduation Rates

48.4%

The four-year graduation rate represents who received a regular diploma in four years or less, from the time in which they entered ninth grade

Graduation Rate by Race/Ethnicity

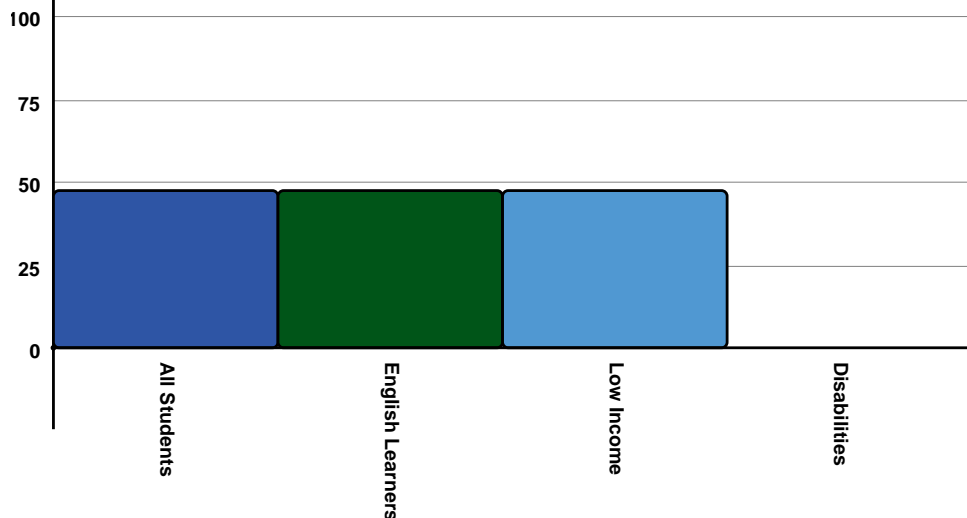
American Indian	Asian	African American	Hispanic/Latino	Multi Racial	White	Native Hawaiian/ Pacific Islander
48% 31 / 64	🔒	🔒	🔒	🔒	🔒	🔒



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Graduation Rate by Other Characteristics

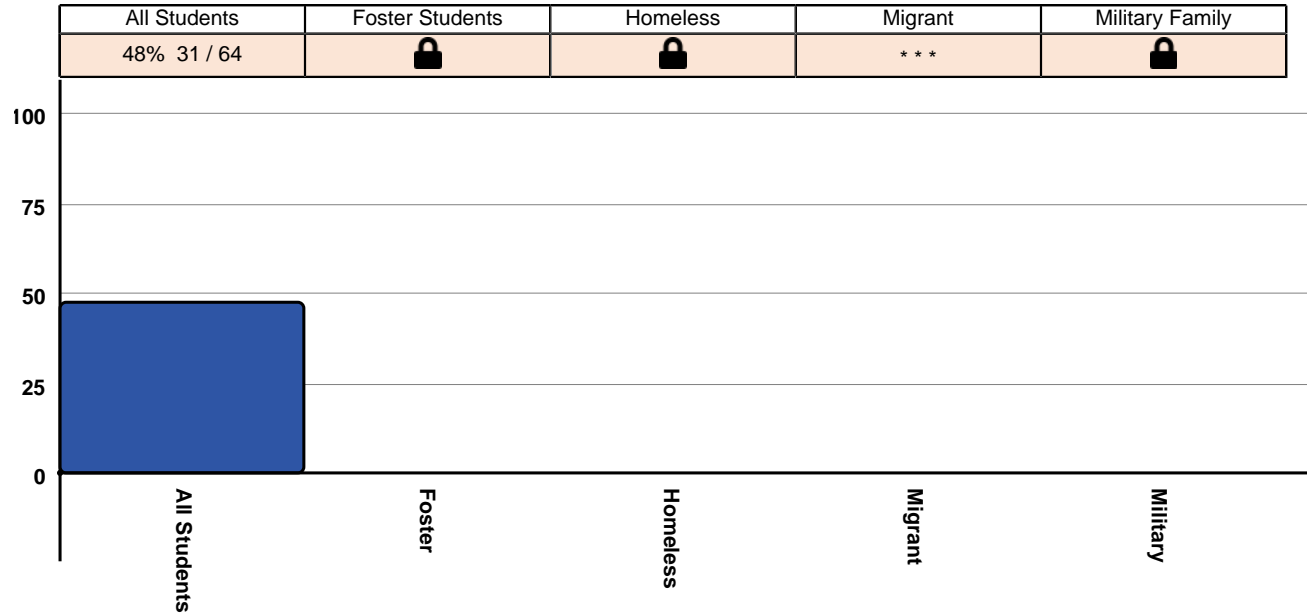
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48% 31 / 64	48% 31 / 64	48% 31 / 64	🔒



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Graduation Rate by Residence



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Graduation rates represent the percentage of students who graduated high school with a regular diploma. Graduation rates are calculated as prescribed by the National Center for Education Statistics (NCES), which provides data to the federal reporting system. In accordance with NCES requirements, the Bureau of Indian Education uses the 4k-year adjusted cohort graduation rate which is defined as the number of first-time 9th grades who graduate with a regular high school diploma in 4 years. Graduation rates do not include students who earn alternate diplomas or certificates.