Cheyenne-Eagle Butte School 2020-2021 Report Card

About This School
Welcome to Cheyenne-Eagle Butte 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
Comprehensive Support and Improvement

School Type
Bureau Operated

School Accountability
Documentation Link

Enrollment
741
Number of students enrolled during the School Year

Attendance
89.59%
The percentage of a school or group's overall student population that are present in school on any given day or period

Graduation Rates
53.3%
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

English Language Arts
17.55%
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessment

Mathematics
12.76%
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessment

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

741
Number of students enrolled during the School Year

Enrollment by Race/Ethnicity

- American Indian (741)

Enrollment by Other Characteristics

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100% 741</strong></td>
<td>100% 741</td>
<td>100% 741</td>
<td>100% 741</td>
<td>20% 155</td>
</tr>
</tbody>
</table>
Enrollment by Residence

<table>
<thead>
<tr>
<th>All Students</th>
<th>Foster Students</th>
<th>Homeless</th>
<th>Migrant</th>
<th>Military Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% 741</td>
<td>☐</td>
<td>3% 23</td>
<td>⬤</td>
<td>☐</td>
</tr>
</tbody>
</table>

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.
89.59%
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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>47%</td>
<td>855</td>
</tr>
<tr>
<td>Asian</td>
<td>402 / 855</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Racial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### On Track Attendance by Other Characteristics

<table>
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<tr>
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<tr>
<td>English Learners</td>
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<td>855</td>
</tr>
<tr>
<td>Low Income</td>
<td>47%</td>
<td>855</td>
</tr>
<tr>
<td>Disabilities</td>
<td>44%</td>
<td>80 / 179</td>
</tr>
</tbody>
</table>

Some information may be protected for student privacy.
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.
53.3%
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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Graduation Rate</th>
<th>Graduates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>53%</td>
<td>40 / 75</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Racial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
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<td></td>
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</tr>
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Graduation Rate by Other Characteristics

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<tbody>
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<td>Low Income</td>
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<td>40 / 75</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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.
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessments.

English Language Arts Participation

- Regular Assessment (186)
- Did Not Participate (105)
- Alternate Assessment (2)

64.16% of students participated in the English Language Arts Assessment. The goal is 95% or higher.

English Language Arts Proficiency - All Students

17.55% of students in this school demonstrated proficiency on this assessment by scoring in the "Meets" or "Exceeds" category. That is above BIE average of 17.18%.

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English Language Arts Proficiencies by Race/Ethnicity

- **American Indian**: 12%
- **Asian**: 28%
- **African American**: 54%
- **Hispanic/Latino**: 75%
- **Multi Racial**: 100%
- **White**: 75%
- **Hawaiian/Pacific**: 100%

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English Language Arts Proficiencies by Other Characteristics

- **English Learners**: 12%
- **Low Income**: 28%
- **Students with Disabilities**: 81%

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English Language Arts Proficiencies by Residence

Foster Students

Homeless

Migrant

Military Family

Proficiency

English Language Arts (ELA) proficiency shares what level of understanding students have reached based on a standard assessment.

Students who score at "Meets" or "Exceeds" have demonstrated an understanding at or above the standard for their grade level in English Language Arts. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.

Participation

The participation rate is based on the number of students who are enrolled within the school for the entire testing window and take the annual assessment. If a student is enrolled within the school during the entire testing window and does not complete one or more items, the student will be counted as a nonparticipant in the participation calculation.
12.76%
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessments.

Mathematics Participation

66.89% of students participated in the Mathematics Assessment. The goal is 95% or higher.

Mathematics Proficiency - All Students

12.76% of students in this school demonstrated proficiency on this assessment by scoring in the "Meets" or "Exceeds" category. That is above BIE average of 10.78%.

Some information may be protected for student privacy.
Mathematics Proficiencies by Race/Ethnicity

Some information may be protected for student privacy.

Mathematics by Other Characteristics

Some information may be protected for student privacy.
Mathematics Proficiencies by Residence

<table>
<thead>
<tr>
<th>Residence</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Below</th>
<th>Well Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Migrant</td>
<td>***</td>
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</table>

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**Proficiency**
Mathematics proficiency shares what level of understanding students have reached based on a standard assessment.

Students who score at "Meets" or "Exceeds" have demonstrated an understanding at or above the standard for their grade level in Mathematics. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school.

**Participation**
The participation rate is based on the number of students who are enrolled within the school for the entire testing window and take the annual assessment. If a student is enrolled within the school during the entire testing window and does not complete one or more items, the student will be counted as a nonparticipant in the participation calculation.