



US Department of the Interior Bureau of Indian Education

Chi Chil'tah Community School 2022-2023 Report Card

About This School

Welcome to Chi Chil'tah Community School

School Improvement Designation

School Type

Navajo

School Accountability

[Documentation Link](#)

Enrollment



68

Number of students enrolled during the School Year

[View Details >](#)

Attendance



42.5%

The percentage of students who meet the criteria for on-track attendance

[View Details >](#)

Graduation Rates



0.0%

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



25.64%

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

[View Details >](#)

Mathematics



33.33%

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

[View Details >](#)

Science



0%

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

[View Details >](#)

English Learners



35.42%

The percentage of English learners who meet English language proficiency and students meeting individual progress targets

[View Details >](#)

Educator Qualifications



11

Number of staff members

[View Details >](#)

Per Pupil Expenditure



No data available

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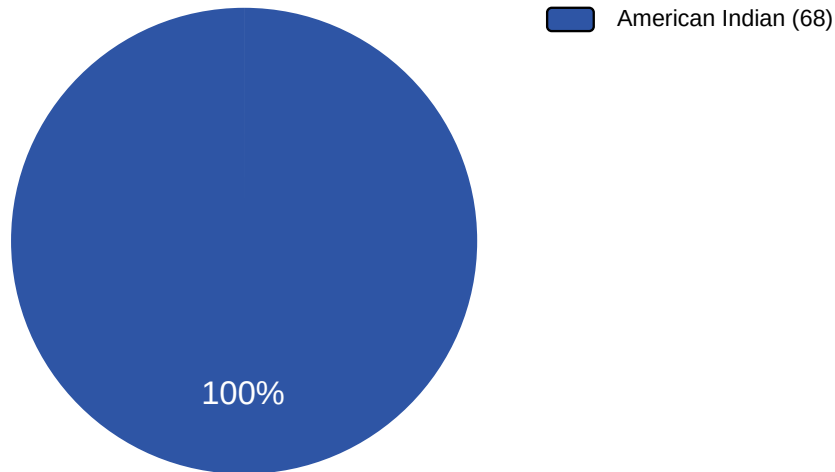


Enrollment

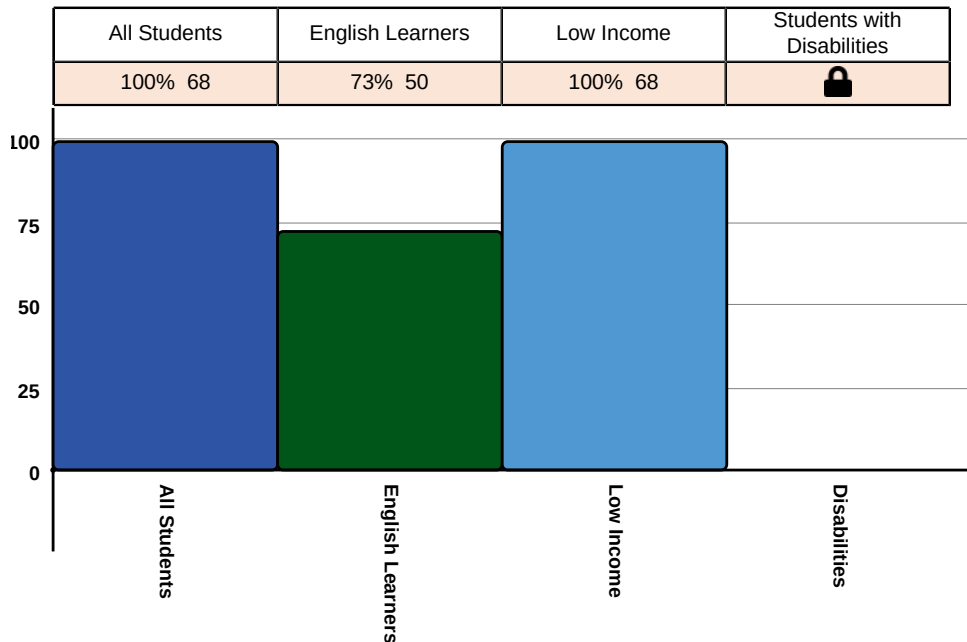
68

Number of students enrolled during the School Year

Enrollment by Race/Ethnicity



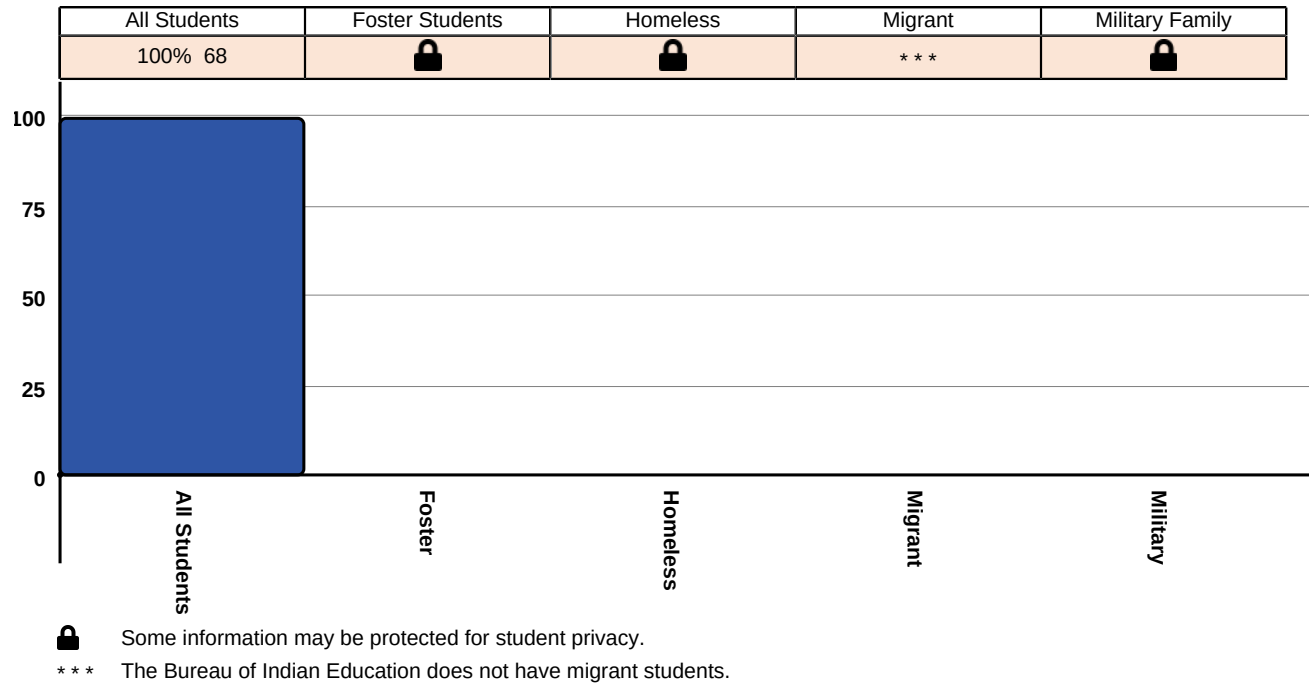
Enrollment by Other Characteristics



Some information may be protected for student privacy.

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Enrollment by Residence



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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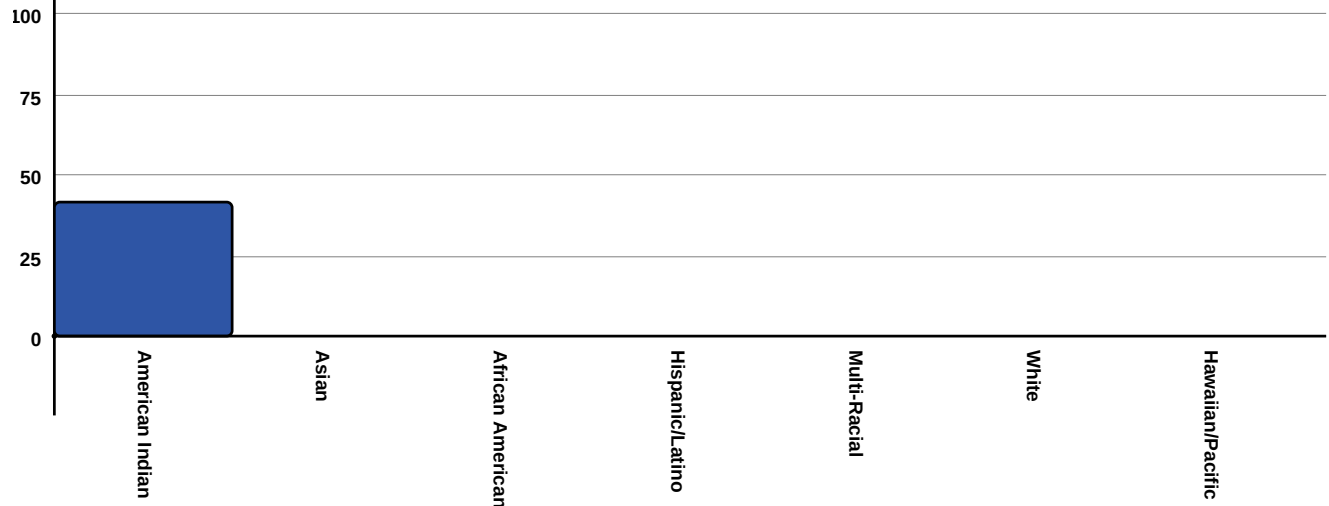
Attendance

42.5%

The percentage of students who meet the criteria for on-track attendance

On Track Attendance by Race/Ethnicity

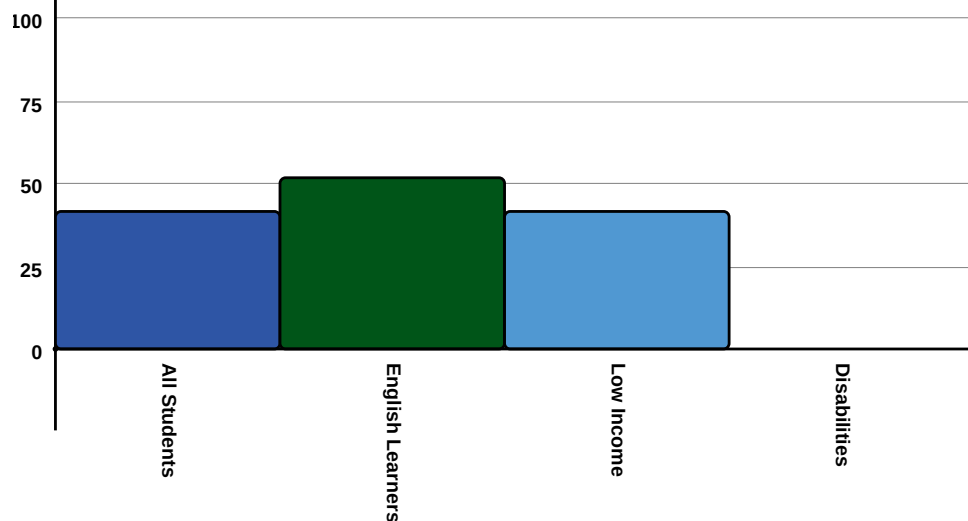
American Indian	Asian	African American	Hispanic/Latino	Multi Racial	White	Native Hawaiian/ Pacific Islander
42% 31 / 73	🔒	🔒	🔒	🔒	🔒	🔒



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On Track Attendance by Other Characteristics

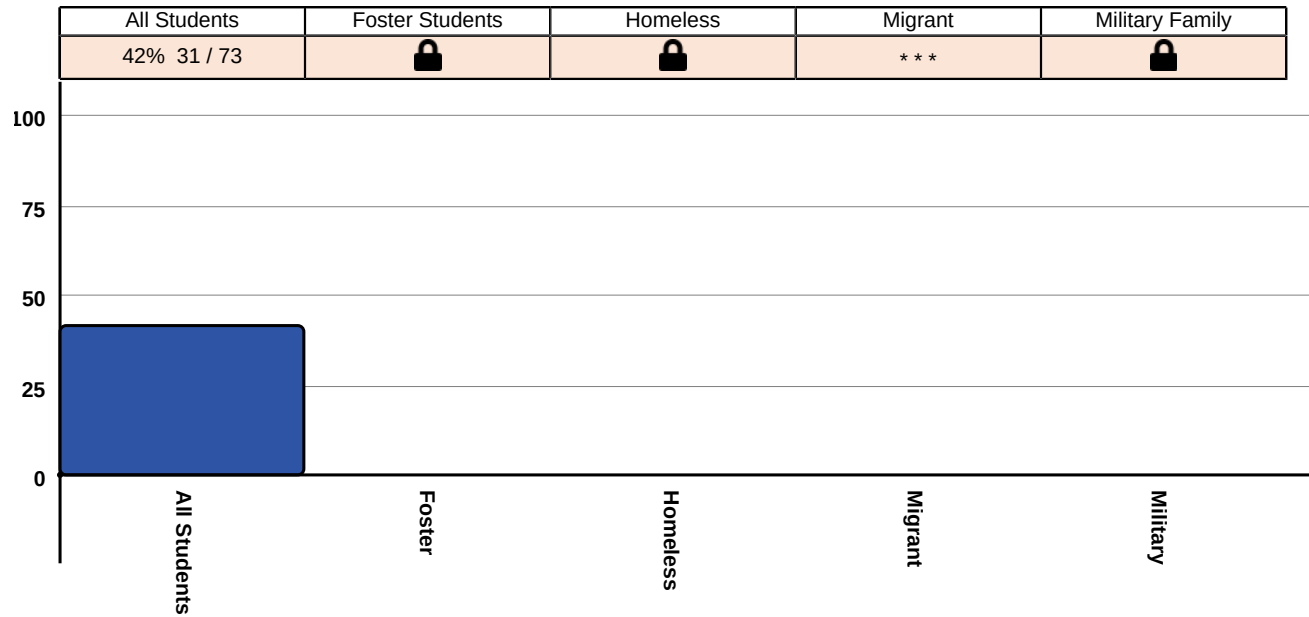
All Students	English Learners	Low Income	Students with Disabilities
42% 31 / 73	52% 27 / 51	42% 31 / 73	🔒



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On Track Attendance by Residence



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The Bureau of Indian Education does not have migrant students.

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

0.0%

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



Graduation Rate by Other Characteristics



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Graduation Rate by Residence



Some information may be protected for student privacy.

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The Bureau of Indian Education does not have migrant students.

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.

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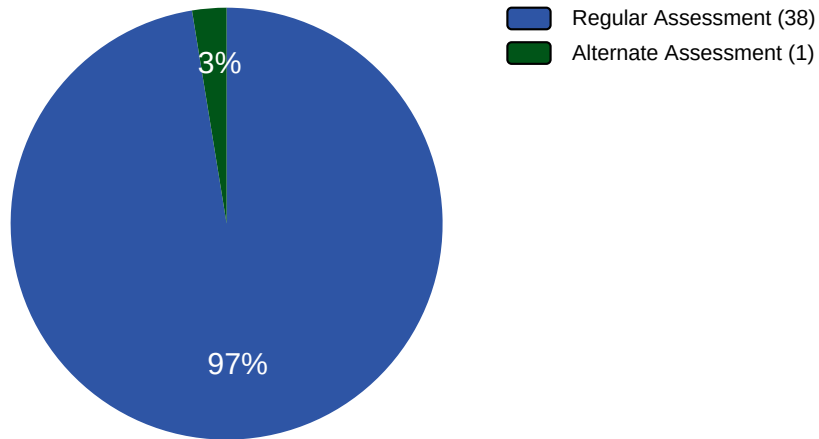


English Language Arts

25.64%

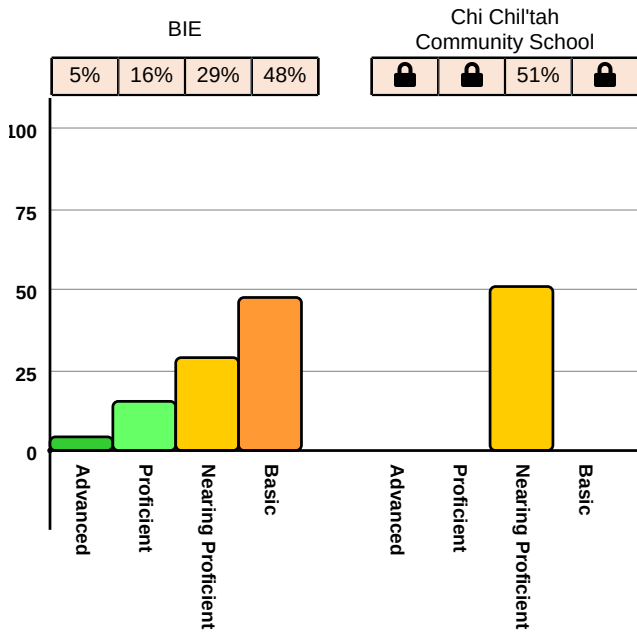
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessments.

English Language Arts Participation



100% of students participated in the English Language Arts Assessment. The goal is 95% or higher.

English Language Arts Proficiency - All Students



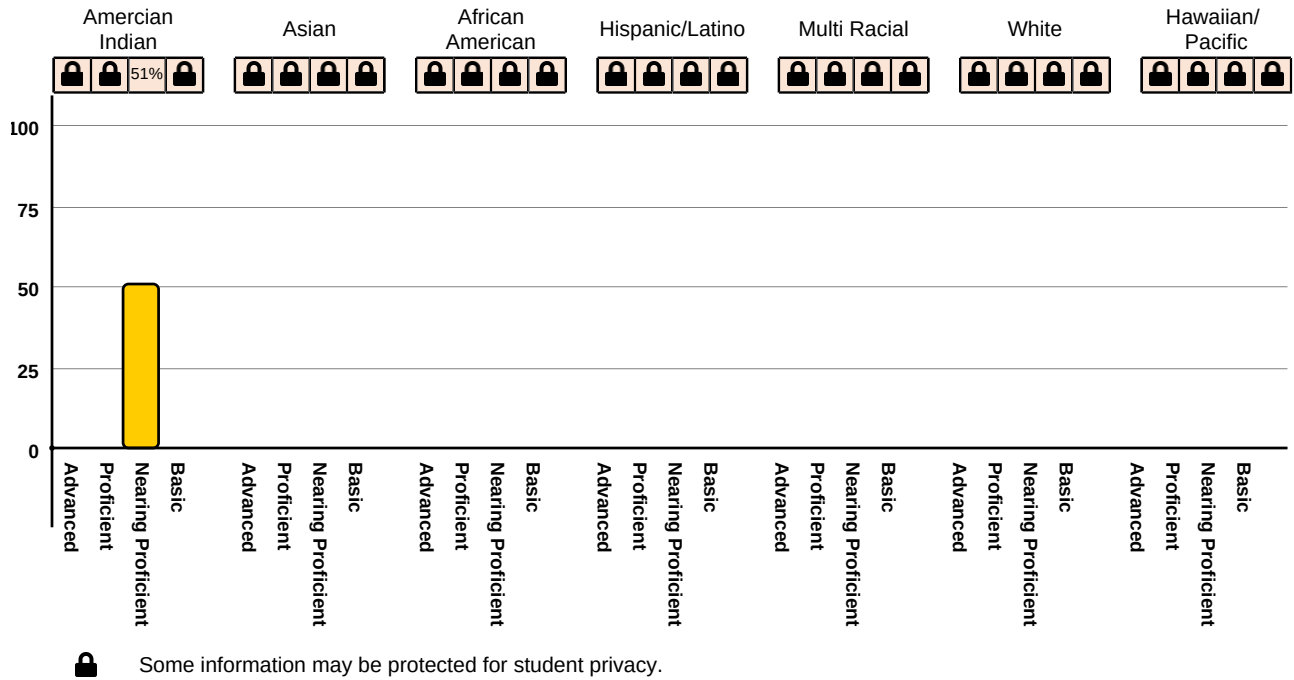
25.64% of students in this school demonstrated proficiency on this assessment by scoring in the "Proficient" or "Advanced" category. That is above BIE average of 22.4%.



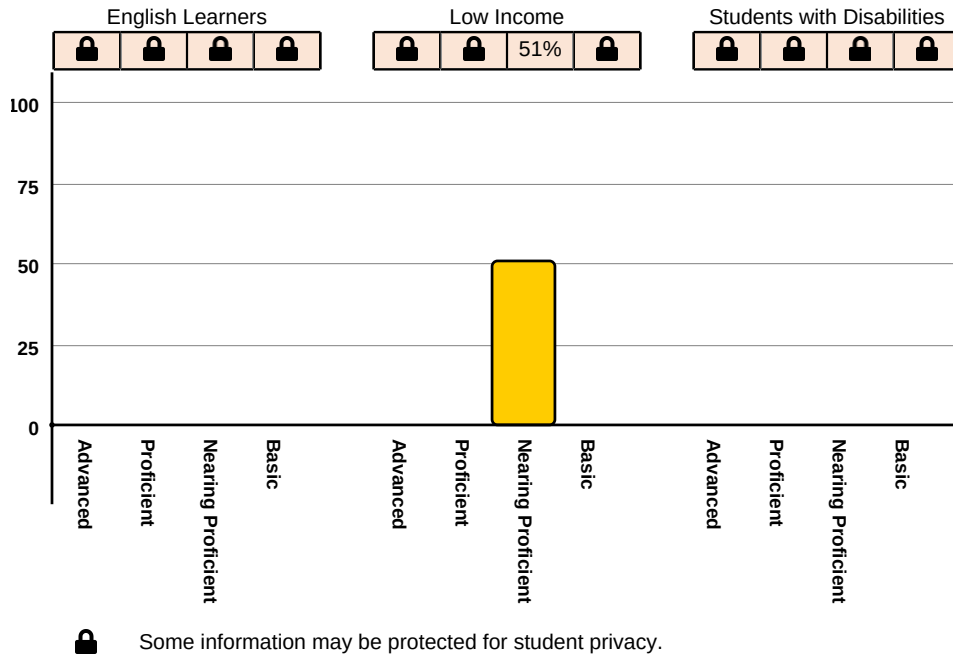
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English Language Arts Proficiencies by Race/Ethnicity



English Language Arts Proficiencies by Other Characteristics



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English Language Arts Proficiencies by Residence



Proficiency

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

Students who score at "Proficient" or "Advanced" 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.

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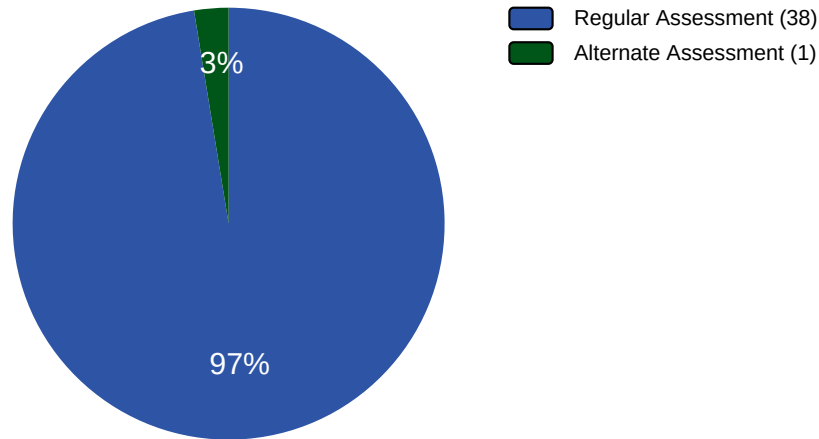


Mathematics

33.33%

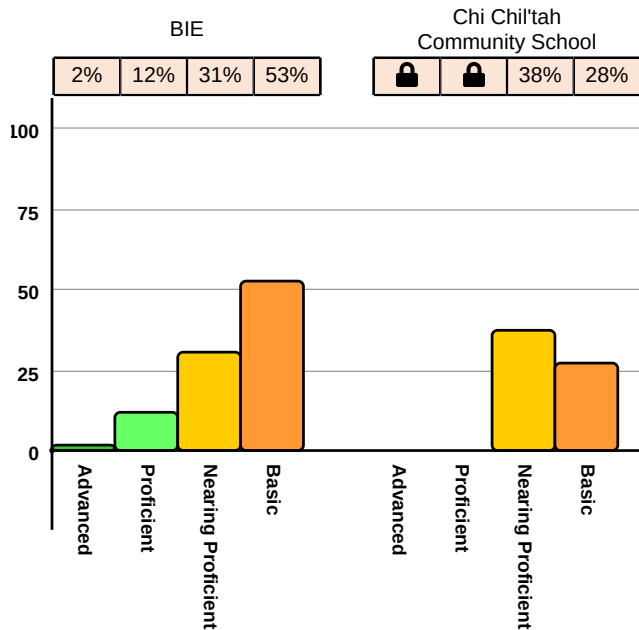
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessments.

Mathematics Participation



100% of students participated in the Mathematics Assessment. The goal is 95% or higher.

Mathematics Proficiency - All Students



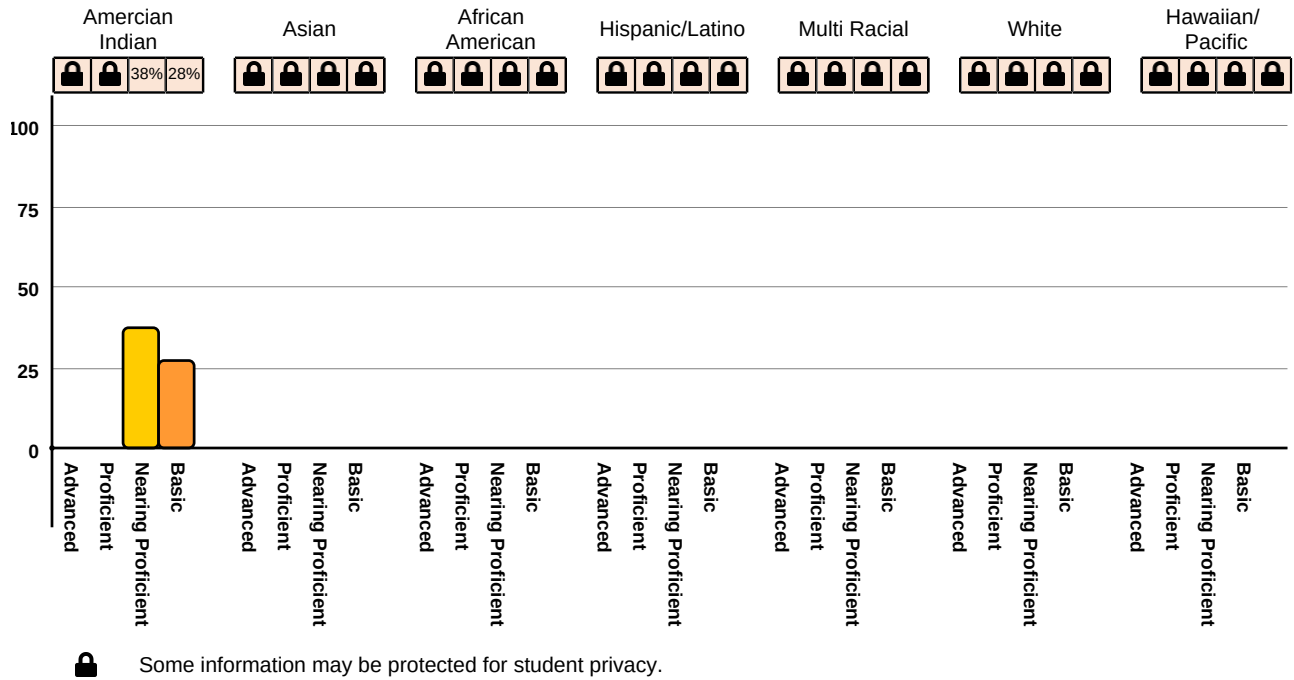
33.33% of students in this school demonstrated proficiency on this assessment by scoring in the "Proficient" or "Advanced" category. That is above BIE average of 14.87%.



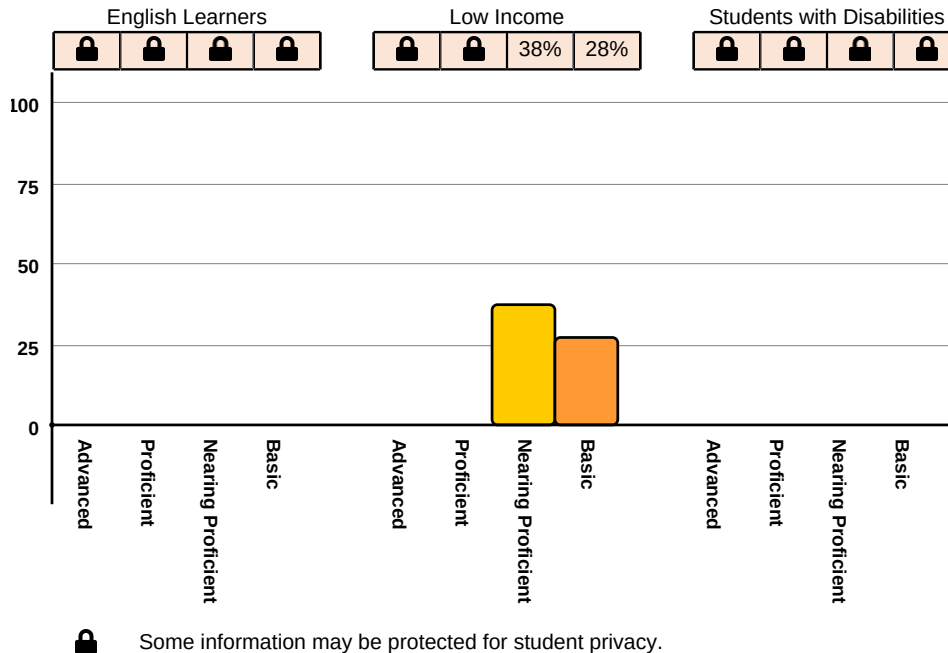
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Mathematics Proficiencies by Race/Ethnicity



Mathematics by Other Characteristics



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Mathematics Proficiencies by Residence



Proficiency

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

Students who score at "Proficient" or "Advanced" 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.

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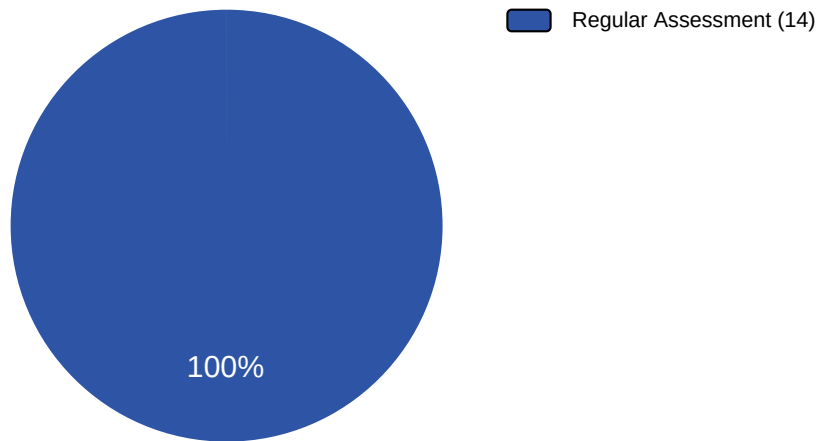


Science

0%

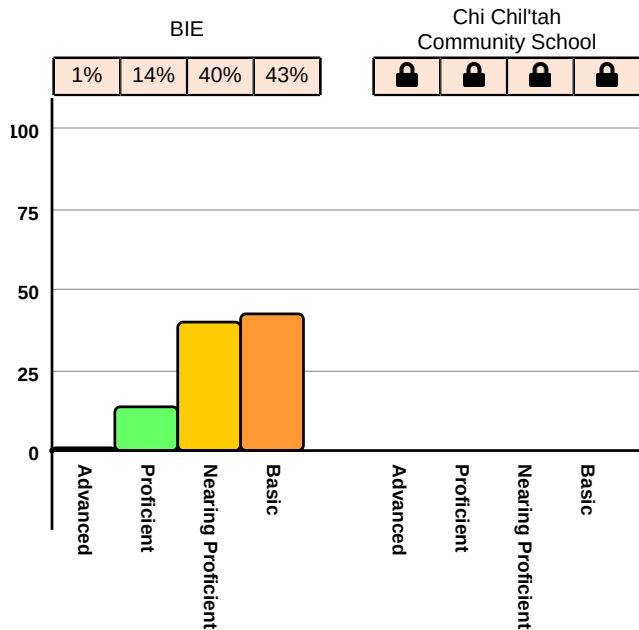
The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessments.

Science Participation



100% of students participated in the Science Assessment. The goal is 95% or higher.

Science Proficiency - All Students



0% of students in this school demonstrated proficiency on this assessment by scoring in the "Proficient" or "Advanced" category. That is below BIE average of 15.86%.



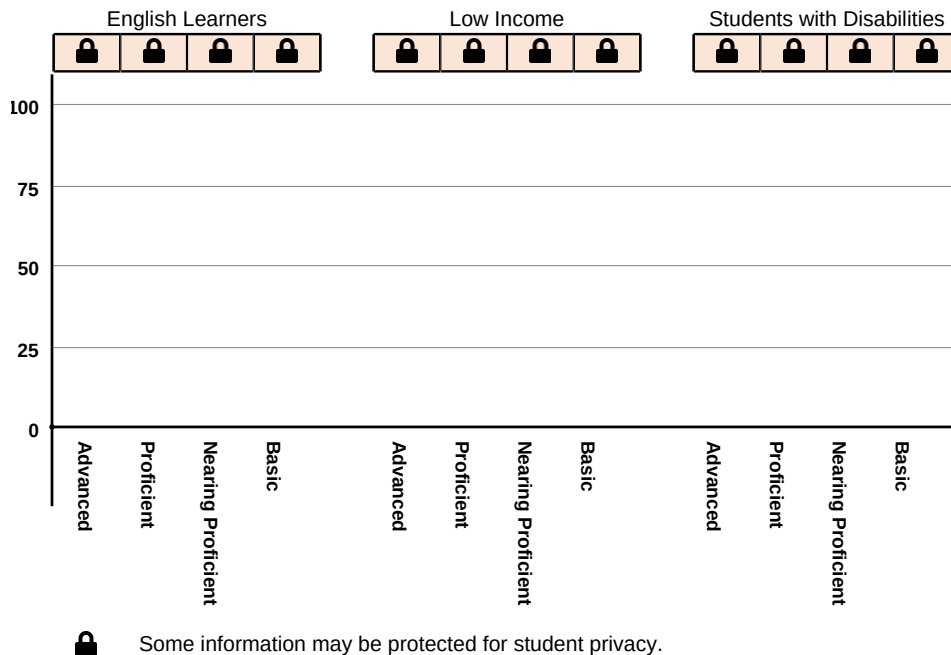
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Science Proficiencies by Race/Ethnicity



Science Proficiencies by Other Characteristics



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Science Proficiencies by Residence



Proficiency

Science proficiency shares what level of understanding students have reached based on a standard assessment.

Students who score at "Proficient" or "Advanced" have demonstrated an understanding at or above the standard for their grade level in Science. 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.

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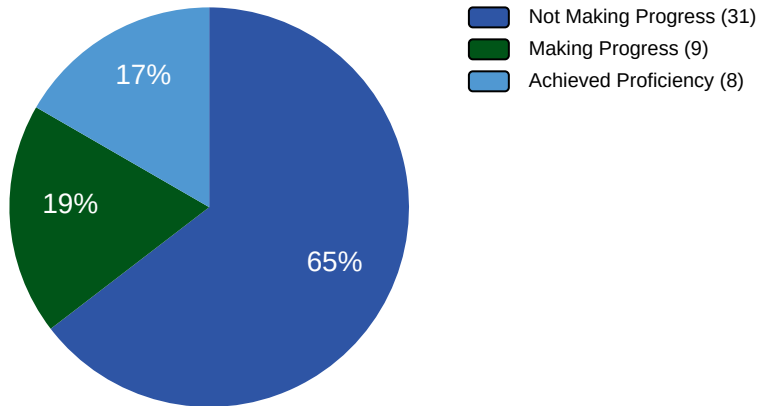
English Learners

35.42%

The percentage of English learners who meet English language proficiency and students meeting individual progress targets.

School Count:	48 out of 73 students in this school are English Learners. That is 65.75% of the student population.
Making Progress:	9 out of 48 students are making progress to become proficient. That is 18.75% of the English Learner students.
Achieved Proficiency:	8 out of 48 students became proficient. That is 16.67% of the English Learner students.
Not Making Progress:	31 out of 48 students have not yet made progress to become proficient in English. That is 64.58% of the English Learner students.

English Learner Progress



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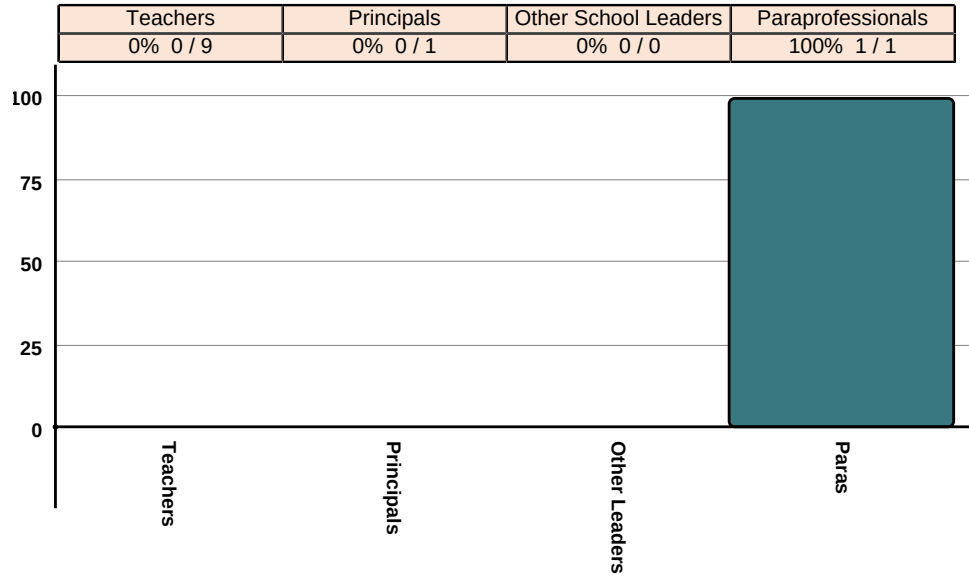


Educator Qualifications

11

Number of Staff Members

Early Career Educators



Educator Qualifications



Chi Chil'tah Community School 2022-2023 Report Card

Early Career Educators: Educators with four or less years of experience.

An **Emergency Certificate** is issued to an educator who holds, or is eligible to hold, a teaching license but has not met the requirements for certification in a specific content area. An emergency certificate is issued only at the request of the hiring authority (e.g. school district). Emergency certificates are valid for up to three years (or up to six years in the case of skilled and technical science teachers) unless revoked. Emergency certificates are not issued for all content areas.

Out-of-field teachers taught at least one course outside their licensed content area. While teachers holding an emergency certificate or certificate of eligibility are identified as teaching out-of-field in this analysis, these licensed educators are working towards full certification in the appropriate content areas.
