**About This School**
Welcome to Loneman Day 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.**

### Enrollment
- **Number of students enrolled during the School Year:** 248

### Attendance
- **The percentage of a school or group's overall student population that are present in school on any given day or period:** 83.16%

### Graduation Rates
- **Section Not Included**

### English Language Arts
- **The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessment:** 9.21%

### Mathematics
- **The percent of students at each achievement level and the percentage of students who participated in the Bureau-wide annual assessment:** 4.64%

### Science
- **Section Not Included**

### English Learners
- **Section Not Included**

### Educator Qualifications
- **Section Not Included**

### Per Pupil Expenditure
- **No data available**
Enrollment

248
Number of students enrolled during the School Year

Enrollment by Race/Ethnicity

- American Indian (248)

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>Number of Students</td>
<td>100% 248</td>
<td>100% 248</td>
<td>100% 248</td>
<td>21% 54</td>
</tr>
</tbody>
</table>

Bar chart showing:
- All Students
- English Learners
- Low Income
- Students with Disabilities
Enrollment by Residence

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Foster Students</th>
<th>Homeless</th>
<th>Migrant</th>
<th>Military Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>248</td>
<td></td>
<td>55%</td>
<td>137</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.
Isna Wica Owayawa 2020-2021 Report Card

83.16%
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>Ethnicity</th>
<th>Percentage</th>
<th>Count / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>44%</td>
<td>118 / 266</td>
</tr>
<tr>
<td>Asian</td>
<td></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>

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On Track Attendance by Other Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage</th>
<th>Count / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>44%</td>
<td>119 / 267</td>
</tr>
<tr>
<td>English Learners</td>
<td>44%</td>
<td>119 / 267</td>
</tr>
<tr>
<td>Low Income</td>
<td>44%</td>
<td>119 / 267</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>46%</td>
<td>26 / 56</td>
</tr>
</tbody>
</table>
### On Track Attendance by Residence

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Foster Students</th>
<th>Homeless</th>
<th>Migrant</th>
<th>Military Family</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance Rate</strong></td>
<td>44% 119 / 267</td>
<td></td>
<td>42% 58 / 138</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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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.
9.21%

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 (150)
- Did Not Participate (11)
- Alternate Assessment (2)

92% of students participated in the English Language Arts Assessment. The goal is 95% or higher.

### English Language Arts Proficiency - All Students

9.21% of students in this school demonstrated proficiency on this assessment by scoring in the "Meets" or "Exceeds" category. That is below BIE average of 17.18%.

Some information may be protected for student privacy.
English Language Arts Proficiencies by Race/Ethnicity

- American Indian: 7% Exceeds, 21% Meets, 69% Below
- Asian: 100% Exceeds
- African American: 100% Exceeds
- Hispanic/Latino: 100% Exceeds
- Multi Racial: 0% Exceeds, 25% Meets, 50% Below, 25% Well Below
- White: 75% Exceeds, 25% Meets, 0% Below
- Hawaiian/Pacific

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English Language Arts Proficiencies by Other Characteristics

- English Learners: 100% Below
- Low Income: 7% Exceeds, 21% Meets, 69% Below
- Students with Disabilities: 100% Below

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English Language Arts Proficiencies by Residence

- **Foster Students**: 22% Exceeds, 68% Meets
- **Homeless**
- **Migrant**
- **Military Family**

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**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.
4.64%

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

Mathematics Participation

92.64% of students participated in the Mathematics Assessment. The goal is 95% or higher.

Mathematics Proficiency - All Students

4.64% of students in this school demonstrated proficiency on this assessment by scoring in the "Meets" or "Exceeds" category. That is below BIE average of 10.78%.

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Mathematics Proficiencies by Race/Ethnicity

American Indian  Asian  African American  Hispanic/Latino  Multi Racial  White  Hawaiian/ Pacific

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Mathematics by Other Characteristics

English Learners  Low Income  Students with Disabilities

Some information may be protected for student privacy.
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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.