

STATE ADVISORY COUNCIL ON INDIAN EDUCATION

Tribes, Communities and Schools:

Fostering Student Success Through Partnerships



2008 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

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Council Members and Staff

North Carolina Tribes and Title VII Grantee Counties

Dedication



The 2008 Annual Report Tribes, Communities and Schools: Fostering Student Success through Partnerships is dedicated to the North Carolina American Indian graduates of 2007-08. These students served by Title VII Indian Education Programs and were recipients of various scholarships for post-secondary education. All students and Title VII programs may not be represented. The State Advisory Council on Indian Education is proud to honor our future generation of American Indian leaders.

CLINTON CITY SCHOOLS

Elizabeth Michele Jacobs (Coharie), East Carolina University
Brothers for Christ Scholarship
Mattie Peterson Memorial Scholarship

Holly Jacobs (Coharie), UNC-Chapel Hill
NC Teaching Fellows Scholarship
NC Educational Opportunities Program Scholarship
UNC-Chapel Hill Scholarship
United Tribes Scholarship
Student Government Association Scholarship
Sampson High School Alumni Scholarship
Retired School Personnel Scholarship
Delta Kappa Gamma Scholarship
Edward W Taylor Scholarship
Lions Club Scholarship
Smithfield (Clinton Branch) Scholarship,
Campbell University Scholarship

COLUMBUS COUNTY

Shanta Bryant (Waccamaw Siouan), NC State University
Gates Millenium Scholarship
NC State Pact Promise Scholarship
Campbell University Presidential Scholarship

Allison Freeman (Waccamaw Siouan), Southeastern Community College
Wyche Scholarship

Eric Graham (Waccamaw Siouan), East Carolina University
United Tribes Scholarship

James Matt Jacobs (Waccamaw Siouan), UNC-Pembroke
Hobbs Scholarship

Maria Patrick (Waccamaw Siouan), Southeastern Community College
Barefoot Memorial Scholarship
United Tribes Scholarship

Morgan Patrick (Waccamaw Siouan), UNC-Pembroke
United Tribes Scholarship
Softball Scholarship

Gina Simmons (Waccamaw Siouan), UNC-Wilmington
YWCA Leadership Scholarship
Concerned Citizens of Lake Waccamaw Scholarship

CUMBERLAND COUNTY

Lisa Jeffries (Coharie), UNC-Chapel Hill
Morehead-Cain Scholarship

GRAHAM COUNTY

Scott Chekelelee (Cherokee), Tri-County Community College
Kasi Cook (Cherokee), Western Carolina University
Kari Beth Holloway (Cherokee), Tri-County Community College
Dakota Robinson (Cherokee), Western Carolina University
Terinda Whisenant (Cherokee), Western Carolina University
Kristina Wolfe (Cherokee), University of Tennessee
Eastern Band of Cherokee Indian Tribal Scholarship

GUILFORD COUNTY

Kathryn Hutchins (Lumbee), Duke University
The Trinity Scholarship

Timothy Wright (Lumbee), North Carolina A&T
Kenneth Dungee Scholarship
Native American Incentive Scholarship

HALIFAX COUNTY

Lauren Davis (Haliwa-Saponi), UNC-Chapel Hill
Louis and Rose Kitner Scholarship
UNC Campus Scholarship

Kehoni Green (Haliwa-Saponi), Nash Community College
Mount Bethel Indian Baptist Church Scholarship

Maria Jackson (Haliwa-Saponi), UNC-Chapel Hill
Embark Scholarship

Benjamin Richardson (Haliwa-Saponi), NC State University,
NCNAYO Scholarship

Danielle Richardson (Haliwa-Saponi), Nash Community College
Mount Bethel Indian Baptist Church Scholarship

Monica Williams (Haliwa-Saponi), Elizabeth City
State University
Native American Incentive Scholarship

RICHMOND COUNTY

Brittany Robin Raines (Lumbee), UNC-Pembroke
NC Teaching Fellows Scholarship

ROBESON COUNTY

Justin Bullard (Lumbee), UNC-Pembroke
Football Scholarship

Kyra Lowry (Lumbee), East Carolina University
United Tribes Scholarship

Chiara Oxendine (Lumbee), UNC-Chapel Hill
GATES Millennium Scholarship
United Tribes Scholarship

Coty Oxendine (Lumbee), NC State University
NC State Pact Promise Scholarship

Sarah Oxendine (Lumbee), NC State University
Parks Scholarship

SAMPSON COUNTY

Larry Edwards (Coharie/Lumbee), Mt. Olive College
FFA Scholarship

SCOTLAND COUNTY

Anthony B. Chavis (Lumbee), UNC-Pembroke
Native American Incentive Scholarship

Ashley Vance Chavis (Lumbee), Western Carolina University
Baseball Scholarship

Stephanie Emanuel (Lumbee) Robeson Community College
Lefendre Education Fund Award

Jessica Danielle Lee (Lumbee), Wake Technical
Community College
Linda Wilson Acteen Scholarship

Alexandra Gail Locklear (Lumbee), East Carolina University
PeeDee Antique Power Club Scholarship
29th District Order of Eastern Star Scholarship

Brittany Locklear (Lumbee), UNC-Pembroke
Native American Incentive Scholarship

Michael Oxendine (Lumbee), Appalachian State University
Laurinburg Rotary Club Scholarship
Appalachian State University Diversity Scholarship

SWAIN COUNTY

Krystal Allen (Eastern Band of Cherokee), Campbell University
Campbell University Scholarship
Eastern Band of Cherokee Indians Tribal Scholarships

Lorin Arvey (Eastern Band of Cherokee), Lenoir-Rhyne College
James G.K. McClure Educational Development Scholarship
Lenoir-Rhyne College Scholarship

Candice Craig (Creek-Muscogee Nation of Oklahoma),
Western Carolina University
Nell M. Leatherwood Endowment Scholarship
Swain County Health Department Scholarship
Swain County Hospital of WestCare Nursing Scholarship

Heather Harlan (Eastern Band of Cherokee), Southwestern
Community College
Swain County High School Girl's Track Scholarship

Amelia Haynes (Cherokee Nation of Oklahoma),
UNC-Wilmington
Swain County High School Girl's Track Scholarship



Foreword

The State Advisory Council on Indian Education is observing the twentieth anniversary since its establishment as an advisory council to the North Carolina State Board of Education and the Department of Public Instruction. Established in 1988 to identify issues and concerns that affect academic achievement of American Indian students, the State Advisory Council submits an annual report to the State Board of Education that describes achievement data of school children from American Indian tribes in the state's public schools. The annual report has been beneficial to state policymakers, public school administrators, teachers, local tribal communities, and parents of school children by informing them of historical facts, current demographics, and educational achievement data that focus specifically on North Carolina's indigenous people. In addition, the work of the State Advisory Council has become a model for other states that have sizable indigenous populations. For twenty years, the efforts undertaken by this Council in conjunction with the State Board of Education have generated positive outcomes for American Indian school children in this state.

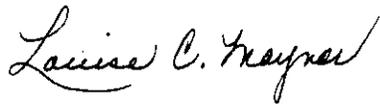
The 2008 theme, *"Tribes, Communities, and Schools: Fostering Student Success through Partnerships,"* focuses specifically on the collaboration needed for student success. We investigate strategies and best practices for establishing partnerships between families, tribes, communities, and schools in order to enhance student achievement. The case study of an American Indian community in the Graham County Schools demonstrates the interrelatedness of culture and schooling. In the Snowbird community, parents, tribal officials, community members and school personnel are knowledgeable about each other and are responsive to the needs of all children, sharing respect and understanding for all cultures and incorporating this understanding into the curriculum. Research continues to verify that native students achieve at a higher rate and experience greater academic success even in college when they maintain their tribal traditions and indigenous culture while they pursue education. There are many lessons to be learned from the partnership between the Snowbird community and the Graham County Schools.

This year's report presents the strategic pathways that have been developed to strengthen American Indian education and includes an impressive analysis of achievement data for American Indian students as reflected on end-of-grade and end-of-course tests. For grades 3 through 8, the achievement gap between American Indian students and state average composite scores in reading and math narrowed by two percentage points, but both groups declined in the percentage of students who scored proficient (level III) on these tests. When compared to the total population, American Indian students have a six-point gap in reading and a twelve-point difference in math. End-of-course results reflect deficiencies in Algebra 1, Biology, and English.

The Council continues to be concerned about drop-out rates, graduation rates, and enrollment in advanced placement and honors courses. Slight positive movement in all three areas is indicated in this report. Because continuing academic success for American Indian students is our goal, we present college enrollment, retention, and graduation data for all universities in the UNC system that have ten or more American Indian students.

The State Board of Education continues to support our efforts to eliminate American Indian mascots, logos, symbols and other derogatory imagery from public schools. School systems throughout the state annually report their plans for removing these insensitive, demeaning portrayals of American Indians. This report includes a full update on the schools that have reported successful change and schools that have not. It is imperative that we continue to press for this change in all public schools in order to assure that “every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.”

We hereby present the most current statistical profile of American Indian students in our North Carolina public schools, and we make recommendations that we believe will advance their academic achievement, if implemented.



Louise C. Maynor

Chair, State Advisory Council on Indian Education



**Tribes, Communities and Schools:
Fostering Student Success Through Partnerships**



Executive Summary

American Indian parents and tribal communities in North Carolina have been persistent in voicing concern about the quality of their children's education. With the demands of a global economy and the 21st Century, American Indian students must be prepared to meet life with an excellent academic education and a firm grounding in their culture, language and traditions. Research consistently shows that Native students who retain strong cultural and traditional ties to their tribes attain greater academic achievement than those who do not; therefore, it is increasingly imperative for American Indian students to receive both cultural and academic education.



In recent years, academic indicators reveal mixed results for North Carolina's American Indian students. Steady progress has been made in reducing the abysmally high American Indian dropout rate since 2003-04, when the rate approached 9 percent. Fortunately, the rate decreased to 7.71 percent in 2006-07, but the rate continues to be one of the highest rates for any ethnic group. The 4-year cohort graduation rate for this population of students was 55.6% for 2006-07.

The percentage of grade 3-8 Indian students reading proficiently has increased slightly since earlier in the decade, but there remains a seven percentage point gap between Indian children

and others. In math the performance gap had closed to four percentage points in 2004-05, but has widened considerably since the new end-of-grade tests were implemented in 2005-06. The reasons for the wider gap, now twelve points, are not known. Because of higher state standards, the overall percentage of students in North Carolina deemed proficient significantly decreased in 2005-06, but the drop was much greater for Indian children. With exception to Biology, similar drops in percent proficiency were seen in high school courses when end-of-course exams were redesigned in 2006-07. In Biology, American Indian students closed the performance gap to six percentage points. For Algebra I and English I, percentages in proficiency dropped and the achievement gap widened.

Gains in preparation for higher education are being made. The percentage of Indian students taking AP courses and AP tests continues to increase. Average SAT scores and the percentage of Indian students taking SAT tests are also on the rise. However, American Indian students still trail other students on these indicators.

Additionally, the data show that in recent years a higher proportion of American Indians have taken advantage of higher education opportunities than the state's student population at large. American Indian high school graduates have enrolled in North Carolina's community colleges at rates higher than the state average for four consecutive years. The same is true for enrollments in institutions of the University of North Carolina (UNC) System in three of the past four years. With few exceptions, however, American Indian students graduate from college at lower rates.

Our expectation is for every American Indian student in North Carolina to graduate well-prepared for work and postsecondary education. In the current accountability environment, schools with increasingly diverse student populations must make sure all students succeed educationally; and school professionals and teachers need to proactively create a climate and opportunities for parents and

communities from diverse backgrounds to be actively involved as stakeholders in schools. Gaining a better understanding of factors that contribute to improved engagement between schools, students, parents and communities should be a priority at the local, state and federal levels. It is an urgent priority for American Indian communities who are concerned about the future of their youth and the preservation of their tribal language, culture and identity.

The State Advisory Council on Indian Education recognizes that the connection between parents, the tribal community and schools is vital to improving American Indian student achievement. The 2008 Annual Report focuses on gaining a better understanding of factors that contribute to improved engagement between schools, students, parents and communities. The Council looks at the role the North Carolina Department of Public Instruction can play in facilitating improved communication and coordination with Title VII Indian education programs. In addition, school and community partnership efforts in Graham County Schools are explored. Observations described in this report may offer insights into some factors that contribute to improved engagement between schools, students, parents and tribal communities. The Council believes that this could prove beneficial for all school districts across the state serving significant populations of American Indian students, specifically in terms of understanding the importance of bridging relationships and preserving language and culture.



Recommendations

American Indian students are making impressive strides, yet there is much to be done to address the readiness of American Indian students for life in the 21st Century and beyond. All stakeholders including tribal communities must commit to ensuring the well-being of these students and the quality of education they receive, particularly given the clear evidence of striking disparities in their educational achievement and attainment. Through effective partnerships at the state level and those seen in Graham County Schools, teachers and school professionals, Indian education programs, families and tribal communities can assist students in achieving a firm grounding in their culture, language and traditions and academic excellence. With resources targeted through the following recommendations, American Indian students in North Carolina are poised to reach higher levels of educational success.

Recommendation 1:

Actively support pre-service preparation and professional development for teachers and other school professionals to enhance their knowledge of American Indian history, language and culture.

- Request that Schools of Education incorporate ways to help non-Native school professionals become aware of the world views of American Indian people. Teacher education and school administrator programs should help these individuals develop an appreciation of the history, language and culture of American Indians, particularly those of North Carolina.
- Expand opportunities for professional development that provide teachers methods of integrating lessons of American Indian history into subject areas such as literature, science and health.
- Actively seek business and foundation partners who are willing to provide annual sponsorship grants to educators and others who are interested in becoming more expert on North Carolina American Indian history, language, culture and current affairs.
- Continue efforts that require all public school administrators and local boards of education to review their policies and procedures toward the use of American Indian sports mascots, logos and all demeaning imagery; and educate public school personnel about the educational, curricular, and psychological effects of using American Indian sports mascots and logos.
- Provide professional development opportunities for staff within the Department of Public Instruction, particularly for those involved in state and regional work of Comprehensive School Support. It is critical for these individuals to develop an appreciation of the history, language and culture of American Indian communities as well as an understanding of the contemporary education issues of American Indian students.
- Engage tribal organizations such as the Museum of the Cherokee Indian and the Native American Resource Center to provide professional development opportunities for school districts across the state.

Recommendation 2:

Foster partnerships between high schools, post-secondary education institutions, local business community and tribal communities with a specific focus on American Indian students' preparation for college and/or attainment of skilled employment.

- Develop formal partnerships between school guidance departments and Title VII Indian Education program directors aimed at aligning American Indian student course taking and academic preparation for post-secondary education and/or with the skill requirements for jobs or professions students are interested in seeking.
- Invite representatives from local chambers of commerce, local job services or employment offices and local human resources professionals to work with Title VII Indian Education program coordinators, guidance counselors and tribal communities to review current job markets, determine in what sectors American Indians are currently employed and to explore ways to broaden employment opportunities, particularly within tribal communities. In addition, ask groups to work with school professionals to formulate action plans for strengthening American Indian students' preparation for future education and employment opportunities.

Recommendation 3:

Serve as the catalyst for both state and local coordination in supporting and expanding programs that strengthen the education of American Indian students.

- Include representation from the American Indian community on state-level boards, committees or commissions and in the work of the Department of Public Instruction in reviewing and/or developing education policy, curriculum and standards.
- Encourage and support through technical assistance eligible school districts in applying for Title VII Indian Education grants and in establishing Indian education programs designed to meet the unique educational and culturally related academic needs of American Indians.
- Revise current State Board Policy EEO-B-001 to reflect the partnership and roles of the Department of Public Instruction, the State Advisory Council on Indian Education and local districts in strengthening Indian education.
- Develop a research agenda and seek ways to enhance capacity for conducting research on the academic achievement of American Indian students in North Carolina through partnerships and/or collaborations with universities and other research organizations. A comprehensive research agenda for American Indian education should 1) establish baseline data on academic achievement and retention in order to monitor improvement; 2) evaluate promising practices used with American Indian students; and 3) evaluate the role of native language and culture in the development of educational strategies.
- Facilitate outreach strategies in partnership with other state agencies and organizations to compile appropriate resources geared towards assisting school districts, Title VII Indian education programs and tribal communities in supporting American Indian students. Publish and disseminate these materials for use by tribal organizations, American Indian churches and schools serving relatively large populations of American Indian students.

Recommendation 4:

Improve the quality and quantity of data available regarding American Indian students and their educational trajectories.

- Add required data for completing the Title VII Indian Education Eligibility Form (506 Form) to the NC WISE student information system to help school districts identify eligible students and generate reports more effectively and efficiently.
- Develop a partnership among the University of North Carolina system, the North Carolina Community College system and the Department of Public Instruction to develop the capability to link PK-20 data sources. This would allow a review of American Indian enrollment, retention and graduation rates and a review of the courses of study and degree programs American Indian students pursue in higher education. Information from this review will be provided to the State Advisory Council on Indian Education who will disseminate its findings to Tribal governments, Title VII Indian Education program directors, LEA superintendents, and academic officers of institutions of higher education statewide.
- Utilize data from the National Indian Education Study to gauge and monitor the performance of North Carolina's American Indian students in relation to American Indian students in other states with significant American Indian populations.

SACIE – Purpose and Partnerships

State Advisory Council on Indian Education - Purpose



In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to the education of American Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen member State Advisory Council on Indian Education to serve as the mechanism for advocating on the behalf of American Indian students. Membership consists of American Indian parents and educators, legislative members from the N.C. Senate and House of Representatives, representatives from the UNC Board of Governors, the North Carolina Commission of Indian Affairs and the Office of the State Superintendent of Public Instruction.

The Council serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. More specifically, the Council is charged with the following duties:

- to advise the SBE on effective educational practices for American Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among American Indian students;
- to advise the SBE and the Department of Public Instruction on ways to improve coordination and communication for the benefit of American Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations, and to conferees at the annual North Carolina Indian Unity Conference; and
- to advise the SBE on any other aspect of American Indian education when requested by the State Board, educators, parents, students, business leaders, and other constituents.

Strategic Partnerships in Strengthening American Indian Education

Better coordination of school improvement planning, collaboration and communication between parents, tribal communities, schools, local districts, and state education leaders is essential to meet the unique needs of American Indian students. Parents and tribal communities share a common desire to see their children graduate from high school with a quality education that prepares them for college, work and life. Yet, the American Indian student dropout rates in North Carolina are still among the highest for both male and females.

A key role for educators is to assure that educational programs for American Indian students recognize and support the unique cultural and educational needs of native students and that these students achieve academic excellence. Collaboration with community resources knowledgeable about American Indian students offers an opportunity for educators to partner in strengthening educational opportunities offered to all students, both native and non-native.

In an effort to examine the state's role in Indian education the State Advisory Council on Indian Education and state education leaders, convened a meeting with superintendents, Indian education program coordinators and representatives from tribal communities. Participants engaged in dialogue and established cooperative strategies aimed at improving the academic achievement of American Indian students in North Carolina. Outcomes included:

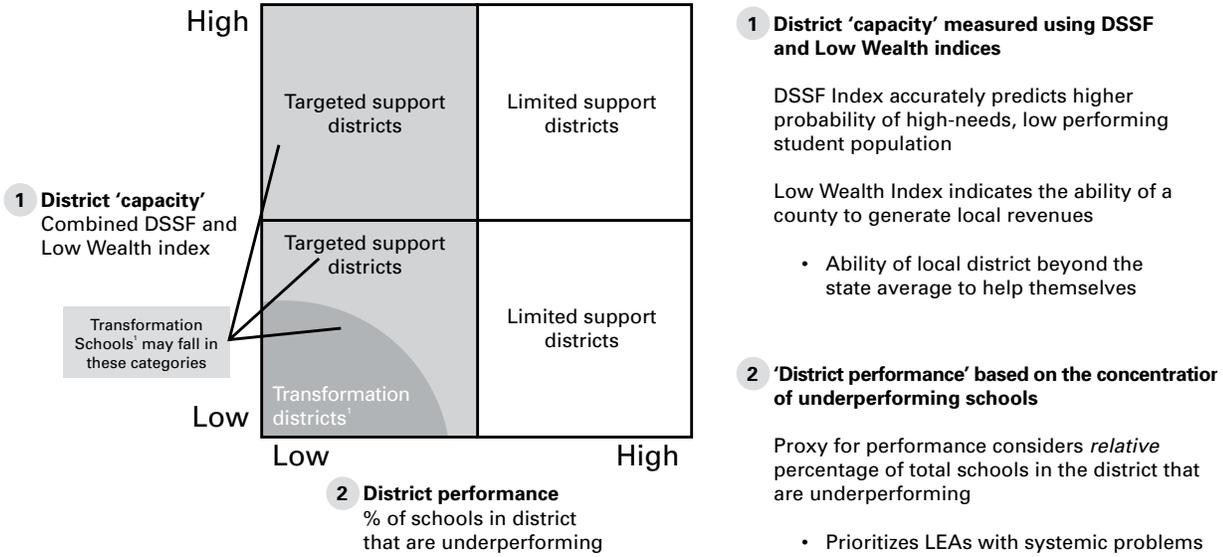
1. transitioning the leadership role for Indian education within the N.C. Department of Public Instruction (NCDPI) to the Policy and Strategic Planning, Office of the Deputy State Superintendent;
2. creating a cross-agency project team representative of Curriculum, Instruction and Technology, Accountability Services, Comprehensive School Support, Talent Management and Leadership Development, Strategic Planning and Policy and Communications and Information to support the efforts of the State Advisory Council on Indian Education and to coordinate the work of the Department in addressing needs of American Indian students;
3. aligning the goals of the Council to the priorities of the State Board of Education, including measures of accountability; and
4. outlining a comprehensive strategy of support for schools, local districts, Indian education programs and tribal communities.

Comprehensive School Support and Services

NCDPI, in consultation with superintendents, district personnel, principals, teachers and community leaders, has designed a more proactive, coordinated and comprehensive approach to partnering and supporting local districts and schools in school improvement. The primary focus of comprehensive support is to serve districts with an emphasis of more intensive support to those schools most in need. These districts are referred to as "transformation districts." The aim of comprehensive support is to build the district's capacity, knowledge, skills and dispositions to ensure teaching and learning for all students.

A screening process, managed by a state-level Strategic Roundtable, is in place to identify districts and their level of need. The screening consists of measuring a local district's capacity against its performance. The level and intensity of state support is dependent on a district's ranking on measures of capacity and performance reflected in the matrix below. Each district identified as a transformation district will be assigned a District Transformation Coach to serve as support to the district's central office staff.

Matrix of Performance and Capacity



The framework for comprehensive support services will be driven by a needs assessment which encompasses five dimensions: instructional excellence and alignment, professional capacity, leadership capacity, planning and operational effectiveness and family and community support. After the completion of the needs assessments in a district, a state-level Agency Roundtable will be held. The Agency Roundtable will consist of a cross-functional working group of directors who looks at NCDPI available services and coordinates resources to allow for a greater use of funding and staff. Regional Roundtables will be held in the regions where transformation districts are located and will be led by a Regional Lead. The Regional Roundtables will bring together district coaches, school coaches, regionally-based NCDPI staff, Indian education coordinators, and RESA staff to look at deploying all resources and implementing strategies in a region more effectively.

For many local districts and schools serving significant populations of American Indian students, the new approach means a customized, comprehensive approach to school improvement. The strategy of comprehensive school support and services can engage Indian education coordinators and tribal communities as active participants in school improvement planning and decision-making.

Through Regional Roundtables, Indian education programs and tribal communities, local districts and schools in partnership with NCDPI can better provide varied educational and support services to address the unique educational and culturally-related needs of American Indian students and enhance academic achievement for all students in the districts.



Strategic Pathway



Strategic Pathway

Strategic Pathway for Strengthening American Indian Education

Mission:

The mission of the State Advisory Council on Indian Education is to create a system that engages state policy leaders, public school personnel, parents, tribal leaders and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for the academic achievement of American Indian students, thus preparing students for success in a globally competitive environment.

Vision:

Every American Indian student in North Carolina will graduate from academically rigorous and culturally relevant high schools as well-prepared lifelong learners globally competitive for work and postsecondary education.

SBE GOAL 1: NC PUBLIC SCHOOLS WILL PRODUCE GLOBALLY COMPETITIVE STUDENTS.

SACIE Pathway Goal 1.1: American Indian students will have quality instruction sensitive to their diverse learning styles and cultural uniqueness, enabling them to graduate from high school with globally competitive skills that focus on high levels of literacy and mathematical competence and also self-motivation and self-direction.

SACIE Pathway Goal 1.2: American Indian students will be exposed to curricula that integrate interdisciplinary themes and relevant learning projects into core curriculum in order to engage and assist students in acquiring essential skills and improving their academic performance.

SACIE Pathway Goal 1.3: American Indian students will have the opportunity to explore careers through internships, vocational education and real-world opportunities.

Pathway Objective 1(a): By 2013, 95% of American Indian high school students will graduate from public high schools with a regular diploma.

Year	Actual Performance
2006-07	55.6% (Baseline)

Pathway Objective 1(b): By 2013, 95% of American Indian high school students will successfully complete graduation projects that show mastery of critical thinking and problem-solving skills and preparedness for work and/or postsecondary education.

Year	Actual Performance
	Baseline data will be available in 2009-10

Pathway Objective 1(c): By 2013, 95% of American Indian students will score at or above proficiency on reading, math and science state assessments.

Year	Actual Math Performance (Grades 3-8 EOG Test Composite)
2006-07	54.1% (Baseline)
	Actual Reading Performance (Grades 3-8 EOG Test Composite)
2006-07	78.8% (Baseline)
	Science Performance (Grades 3-8 EOG Test Composite)
	Baseline data will be available Fall 2009

Pathway Objective 1(d): By 2013, the percentage of American Indian high school students enrolled in Advanced Placement (AP) courses will be proportional to that of the overall state student population enrolled in AP courses, which is currently 16%.

Year	Actual Performance
2006-07	5.57% (343 students) (Baseline)

Pathway Objective 1(e): By 2013, 95% of American Indian students will score at or above proficient on CTE Technical Attainment.

Year	Actual Performance
2006-07	46% (Baseline)

SBE GOAL 2: NC PUBLIC SCHOOLS WILL BE LED BY 21ST CENTURY PROFESSIONALS.

SACIE Pathway Goal 2.1: Teachers and school professionals will be knowledgeable about American Indians in North Carolina and will provide students with culturally responsive instruction.

SACIE Pathway Goal 2.2: Teachers and school professionals will be highly qualified using diverse assessment measures to identify the needs of American Indian students to inform classroom instruction and improve teaching and learning.

SACIE Pathway Goal 2.3: Teachers and school professionals will engage parents, tribal leaders and communities in creating effective partnerships that enhance educational experiences and cultural opportunities.

Pathway Objective 2(a): Through 2013, there will be an annual increase in the percentage of teachers and school professionals participating in quality professional development that prepares for culturally sensitive instruction and provides tribal and cultural knowledge.

Year	Actual Performance
	Baseline data will be available in 2009-10

Pathway Objective 2(b): By 2013, 99% of teachers in local school districts with significant populations of American Indian students (significant defined as enrollment of 15 or greater) will be highly qualified.

Year	Actual Performance
2006-07	97.49% (Baseline)

Pathway Objective 2(c): By 2013, 85% of American Indian parents, tribal leaders and communities will indicate satisfaction with their students' public school experience.

Year	Actual Performance
	Baseline data will be available in 2009-10

SBE GOAL 3: HEALTHY, RESPONSIBLE STUDENTS FOR THE 21ST CENTURY

SACIE Pathway Goal 3.1: American Indian students will have learning environments that are culturally inviting, healthy, supportive and respectful, thereby empowering them to be responsible citizens.

SACIE Pathway Goal 3.2: American Indian students will develop strong cultural and personal identities and character through participation in unique educational and counseling programs.

Pathway Objective 3(a): By 2013, a decrease of 50% in the number of public schools using American Indian sport mascots, logos and demeaning imagery.

Year	Actual Performance
2007-08	41 Public Schools (Baseline)

Pathway Objective 3(b): By 2013, increase the ratio of American Indian students served by Title VII Indian education programs to 0.950, which is 19 out of 20 students.

Year	Actual Performance
2007-08	0.847 (Baseline)

Pathway Objective 3(c): By 2013, an increase of 100% in the number of high schools serving a significant population of American Indian students offering an American Indian Studies course.

Year	Actual Performance
2007-08	5 (Baseline)

SBE GOAL 4: LEADERSHIP WILL GUIDE INNOVATION IN NC PUBLIC SCHOOLS.

SACIE Pathway Goal 4.1: American Indian students will participate in innovative educational opportunities.

Pathway Objective 4(a): By 2013, the percentage of American Indian students enrolled in NC Virtual High School and Science, Technology, Engineering & Mathematics (STEM) High Schools will be at least proportional to that of the overall state American Indian high school student population.

Year	Actual Performance NC Virtual High School
	Baseline data availability to be determined

Year	Actual Performance STEM High Schools
2007-08	0.9% (Baseline)

Pathway Objective 4(b): By 2013, increase the number of local school districts receiving federal funding for Title VII Indian Education programs by 50%.

Year	Actual Performance
2007-08	17 (Baseline)

Showcase of Partnerships



Showcase of Partnerships

American Indian parents and tribal communities in North Carolina have been persistent in voicing concern about the quality of their children's education. With the demands of a global economy and the 21st Century, American Indian students must be prepared to meet life with an excellent academic education and a firm grounding in their culture, language and traditions. Research consistently shows that Native students who retain strong cultural and traditional ties to their tribes attain greater academic achievement than those who do not; therefore, it is increasingly imperative for American Indian students to receive both cultural and academic education.

In recent years, academic indicators reveal mixed results for North Carolina's American Indian students. Steady progress has been made in reducing the abysmally high American Indian dropout rate since 2003-04, when the rate approached 9 percent. Fortunately, the rate decreased to 7.71 percent in 2006-07; but the rate continues to be one of the highest rates for any ethnic group. The 4-year cohort graduation rate for this population of students was 55.6% for 2006-07. This is not acceptable. Our expectation is for every American Indian student in North Carolina to graduate from academically rigorous and culturally relevant high schools well-prepared for work and postsecondary education. According to researchers Cleary and Peacock (1998), studies clearly support one focus for schools in addressing challenges such as low graduation rates and dropout—making sure that American Indian students are grounded in their cultures.

"Academics can exceed and excel when culture is aligned and incorporated."

TOM BELT, Cherokee Language Coordinator, Cherokee Center, Western Carolina University

This has significance for American Indian education because an American Indian student who feels isolated and unknown may be at increased risk for school failure. "Academics can exceed and excel when culture is aligned and incorporated", states Tom Belt, the Cherokee Language Coordinator at Western Carolina's Cherokee Center. When schools are not adequately able to address the cultural needs of American Indian students, the parents and tribal communities become a critical resource for promoting and sustaining students' success.

In the current accountability environment, schools with increasingly diverse student populations must make sure all students succeed educationally. School professionals and teachers need to proactively create a climate and opportunities for parents and communities from diverse backgrounds to be actively involved as stakeholders in schools. Gaining a better understanding of factors that contribute to improved engagement between schools, students, parents and communities should be a priority at the local, state and federal levels. It is an urgent priority for American Indian communities who are concerned about the future of their youth and the preservation of their tribal language, culture and identity.

The State Advisory Council on Indian Education recognizes that the connection between parents, the tribal community and schools is vital to improving American Indian student achievement. Therefore, the Council focuses its 2008 Report on exploring partnerships at the local district level, more specifically, efforts and existing partnerships between Graham County Schools, the Snowbird Community in Graham County, and the Eastern Band of Cherokee Indians. In general, the Council is unable to draw conclusions about school and community partnerships in all schools and tribal communities in other school districts within the western region or across North Carolina. However, observations made of Graham County might offer insights into some factors that contribute to improved engagement between schools, students, parents and tribal communities. The Council believes that this could prove beneficial for all school districts across the state serving significant populations of American Indian students, specifically in terms of understanding the importance of bridging relationships and preserving language and culture.

Partnering to Preserve and Perpetuate Our Native Language and Culture: Graham County Schools, Title VII Indian Education, and the Eastern Band of Cherokee Indians



Native America is remarkably diverse, encompassing hundreds of communities with distinct languages and/or dialects, cultures and philosophies that defy easy generalizations (Lomawaima, 1999). Approximately 100,000 American Indians live in North Carolina. There are eight recognized tribes ranging in size from 50 to well over 40,000 members and all have their own histories, stories and cultural traditions. Most tribes have a central government and retain limited sovereignty. Tribal governments and urban American Indian organizations serve as the communities' centers for practice of ceremonial traditions, for administering cultural and educational programs, and as advocates for housing and economic development.

The federally-recognized Eastern Band of the Cherokee Indians (EBCI) reside on the Qualla Boundary in western North Carolina, maintain limited sovereignty, and operate schools and other institutions under the sponsorship of the Bureau of Indian Affairs. The Qualla Boundary includes the town of Cherokee, NC as well as several other communities. Many of these townships would have been clan townships in earlier times (Bird clan, Wolf clan, etc). There are other communities more removed from the main reservation that are still part of the Cherokee reservation such as Snowbird, near Robbinsville, NC and several tracts both large and small in Cherokee County. There are about 13,400 Eastern Band of Cherokee members, most of who live on the Reservation. The Reservation is slightly more than 56,000 acres held in trust by the federal government specifically for the EBCI. The EBCI also provides assistance for the education of Cherokee students residing off the Reservation who attend public schools in the region, including schools in Cherokee, Jackson, Graham and Swain Counties.

Graham County Schools, the focus of this report, has a current American Indian school membership of approximately 12%. Most American Indian students enrolled in the school district reside in the Snowbird community. In grades 3-8, Graham County's American Indian students are high achievers, generally outperforming the average student in the state over the last five years. The students also perform well in high school, particularly in English and math. These performance results served as a basis for the Council's interest in exploring the school district's efforts in supporting the education of Native students, particularly how the tribal community is engaged in the teaching and learning process for American Indian youth.

Staff representing members of the State Advisory Council on Indian Education interviewed the superintendent of Graham County Schools, the Director of the Title VII Indian Education Program, central office administrators, principals, teachers, counselors, students, tribal leaders and education administrators for the Eastern Band of Cherokee Indians, parents and other community members, and faculty and staff of Western Carolina University working with the Cherokee Center (See Appendix H). The team also visited schools, community-based programs and historical sites within the region of the Eastern Band of Cherokee Indians.

Relationships of Understanding and Respect

The Council has repeatedly heard stories from across North Carolina about many American Indian children attending school with students and teachers who are not aware that American Indians live in the state. Most public school students and teachers do not know the name of any of the state's tribes or anything about them.

“As long as stereotypical ideas are accepted as natural facts, they will never be scrutinized, analyzed or revised. They will become dominating influences in the training of young minds, Native and non-native alike. Native and non-Native educators have an opportunity and responsibility to scrutinize, analyze and revise the natural truths and the pedagogical theory and practice they implement every day.”

K. TSIANINA LOMAWAIMA
(Creek), 1999

Many American Indian students find themselves feeling ethnically anonymous with little or no acceptance of American Indians and a scarce understanding of where they fit in the predominant culture in their school. American Indian students deal with an education challenge that most students in school do not have and will never have to think about. They need

to master academic content standards like every other student, while at the same time they must embrace their unique culture and history then reconcile it with mainstream America (State Advisory Council on Indian Education, 2004 Annual Report). Often reconciliation is complicated by struggles against devaluing stereotypes of American Indians and the remnants of colonial education along with false teachings that are accepted as natural facts. All of these continue to perpetuate the perception that Natives are of the past and no longer exist in today's society.

School professionals and teachers who reject stereotypical ideas and acknowledge, accept, and teach a child's cultural heritage have significantly

better success in educating American Indian students. According to one tribal community member, non-native communities are not culturally, historically and socially like Native communities and this must first be recognized. Interviews and observations in Graham County Schools seem to reflect this recognition by those involved in educating American Indian children.

Superintendent Davis stressed his point in stating, “Teachers and all of us need to be in touch with the American Indian community and know them and their needs.” For school administrators, his best advice is to put in place the right people who are familiar with the needs of the American Indian population. In his school district, the director for Title VII Indian education program is a member of the district's leadership team and a member of the Cherokee community. This, Davis contends, is the first step in fostering understanding and developing relationships that support American Indian education. Individuals interviewed for this report reiterated Davis' point stating that having good relationships, genuine, mutual understanding and respect of one another are key ingredients to their effectiveness. “We are blessed with good relations, states Chief Michell Hicks, it's one of the most important aspects for us—not just with administrators but with folks in the region as well.”



“Teachers and all of us need to be in touch with the American Indian community and know them and their needs.”

RICK DAVIS,
Superintendent,
Graham County Schools

“We are blessed with good relations. It’s one of the most important aspects for us—not just with administrators but with folks in the region as well. The sovereign right is that we make sure American Indian children are taken care of, but all children are going to benefit.”

*PRINCIPAL CHIEF MICHELL HICKS
Eastern Band of Cherokee Indians*

Overall, individuals interviewed were attuned to their role and responsibility in promoting academic excellence and for teaching all children—both Native and non-native—about the American Indian culture and heritage. One high school student interviewed states, “Our teachers help a lot. They help with anything. Most are non-native but they look at students the same and value our culture, identity and language.” In Graham County, school professionals and tribal leaders work collaboratively to create nurturing and respectful learning environments and to provide programs that educate all students. This could not have been more evident than in a kindergarten class of non-native students taught by an elder tribal community member, as the students showcased their proficiency in speaking the Cherokee language and their understanding of the Cherokee syllabary. Through this example, one could see how teaching of the Cherokee language increases student awareness of and sensitivity toward others regardless of race or cultural background. Not only does such a school experience create a classroom environment more conducive to learning, it ensures that all students learn new skills which will ultimately lead to a better understanding of others and

to a valuing of diversity. For Native students, it provides a welcoming and accepting learning environment where they can be proud of their Indian identity. All students benefit. As another high school student describes her relationship with non-native peers, “We compete against each other, but we all support each other—like a family.”

One interviewee, an education program administrator with the EBCI, describes the partnership of school professionals in Graham County and the Snowbird tribal community as being one of natural cultural sensitivity. “It’s a two-way street. There are needs in the American Indian community; however, we Indian people have to understand the school district has needs too—demands from the State Board of Education and No Child Left Behind,” states Abe Wachacha, member of the Eastern Band of Cherokee Tribal Council representing the Snowbird community and Cherokee County. Indian education professionals and community members all agree that relationships, leadership and support from the superintendent and the tribal community are making a difference in Indian education. School professionals listen and are receptive and responsive to the needs of American Indian children. Tribal leaders listen and are receptive and responsive to the needs of the school district.

“We don’t only want a place at the table. We’d like to have a voice as to how things should go for us and not have things administered on us. We need to be involved and part of the decisions and in shaping what we know works for us.”

TOM BELT, Cherokee Language Coordinator, WCU



The community is a part of the decision-making process and is heavily engaged in activities such as teaching the language, writing and translating curriculum, and supporting the implementation of programs. An interviewee added that some may attribute progress to gaming resources but our relationships were in place and strong prior to gaming. Most interviewees felt that the entire western region has benefited from the long-standing relationships.

The Importance of Culture and Language

“Through Native culture and language we must engage ourselves and non-natives at the highest level of debate and acquisition of knowledge for the purpose of gaining clarity and growth in our minds and bodies. Strong, clear thinking and action will further develop our great Nations from which we come. Native culture and language that exemplifies respect, humility, beauty, patience, and honor should be a curriculum for living throughout all the stages of our lives.”

TARAJEAN YAZZIE, Navajo

The historical attempts to eliminate American Indian cultures and languages are having a profound effect on American Indian education today, particularly with the possible loss of hundreds of tribal languages. “For our Indian people, education is needed for success but also to reestablish the importance of own identity and our own culture...language is a part of it and plays into that in the most profound way”, states Western Carolina’s Tom Belt. Interviewed members of the EBCI expressed concern that the Cherokee language is in danger of dying out in the near future due to the loss of elders who speak it and the small number of younger people who are fluent speakers. This is a phenomenon occurring in many tribal communities. Therefore, it is increasingly an urgent priority for American Indian communities who are concerned about the future of their youth and the preservation of their tribal culture, language, and identity. Many tribal communities believe that only a concerted effort by schools, homes, and communities will ensure their survival.

Of great significance in Graham County is the positive attitude of school professionals and their response to the tribal community’s concern and expressed need to preserve the Cherokee history, culture and language. Observations and interviews with school professionals reveal an attitude of inclusiveness that embraces the Cherokee culture as part of the overall community’s identity. School professionals and the Title VII Indian education program have partnered with members of the tribal community and community-based programs in the area to incorporate the Cherokee students’ history, language, and culture into the school environment, elementary through high school. The Council found this to be a key

component for ensuring that all American Indian students were grounded in their culture and equipped to achieve academic excellence. Members of the Snowbird community who were interviewed consistently commended the leadership of Graham County Schools and its Title VII Indian Education program in fostering cultural understanding. In the Snowbird Community, parents and volunteers, with support from the Cherokee Preservation Foundation, work on translating books and other curriculum materials into the Cherokee language for use in Graham County Schools and its Title VII Indian education program.

This attitude is also reflected in several preservation efforts throughout the reach of the EBCI. The Cherokee Preservation Foundation funds several other initiatives, including the new Kituwah Immersion Academy. EBCI, in partnership with Western Carolina University (WCU), will hire university staff members to develop language courses and teacher certification programs, recruit students to be teachers and create a Kituwah Teaching Fellows Program. The goal is to not only help revitalize the language but also support immersion schools by training high-quality teachers fluent in the language. “Our goal is to identify Cherokee speakers who can become certified teachers,” said one interviewee. Most community members interviewed agree that immersing children in a language is the best way to save a language and the tribal culture. According to EBCI tribal administrators, the goal for the language immersion program, which currently serves about 18 children in its preschool program, is to expand the program through sixth grade, starting in 2009.

“For our Indian people, education is needed for success but also to reestablish the importance of own identity and our own culture...language is a part of it and plays into that in the most profound way.”

TOM BELT, Cherokee
Language Coordinator, WCU

Partnerships in Action

There is an active American Indian education movement by many tribes in the United States aimed at helping public schools to be more culturally sensitive to American Indian students by incorporating the students' history, language, and culture into the school environment. As with any reform movement, many of the substantive changes are initiated from grassroots constituencies such as American Indian parents and tribal leaders. In the western part of North Carolina, Graham County Schools, the Snowbird community and the EBCI provide a powerful example of how schools and tribal communities can work together to make a difference in Indian education. A few of the efforts observed by the team include but are not limited to the following:



Leadership

The Tribal Council for the Eastern Band of Cherokee Indians is the governing body for the Tribe and acts in concert with Graham County Public Schools and surrounding colleges and universities not only to identify educational needs but to act on those needs. Chief Hicks meets periodically with Superintendent Rick Davis and the Graham County Board of Education to discuss the needs and progress of all children in the school district. The school administration and the tribe establish benchmarks for programs. Both understand the benefit of using data to monitor students' progress and to help develop necessary programs. A number of initiatives have emerged from these meetings. One such program initiated by the tribe is donating 500 book bags packed with supplies to area schools for needy students, not just for children enrolled in the tribe. Chief Hicks states, "It's the sovereign right that American Indian children are taken care of, but all children are going to benefit." The EBCI has also encouraged reading by helping develop and publish a children's book each year. The book is written and illustrated by a member of the Tribe and is published in a dual-language edition with both English and Cherokee. The books are distributed to every kindergarten student, to surrounding schools, and to libraries.

Not only does the tribe have a full Council composed of tribal leaders and elders, but it also has established a Junior Leadership Tribal Council to promote and "grow" leadership from within the tribe. Composed of teenaged representatives from the various communities, the members participate in a mock tribal council and derive their own legislative ideas. These ideas are then presented to the full Tribal Council. One recommendation recently made by the Junior Council was to include the Cherokee language as a foreign language credit. The Tribal Council is presently working with some colleges and universities to establish that program. The Junior Council members are also heavily involved in community activities such as food drives for the needy and other volunteer projects.

Principal Chief Michell Hicks, tribal leaders and elders, Superintendent Rick Davis, and the Graham County Public School System together are involved in joint decision-making. All parties have one major focus—the education and well-being of all children. Together, they have established a working relationship that promotes education and leadership from within the tribe. Chief Hicks recommends that tribal leaders and elders conduct an idea forum and meet with area leaders to establish what can be done to improve the region, not just for the tribe. He states, "It all begins with leadership. You have to sell it. You have to walk it and talk it."

“The mission of the museum is to preserve through the museum’s exhibits, and to perpetuate, through educational programs, the culture and heritage of the Cherokee people.”

*DR. BARBARA DUNCAN,
Director of Educational Programs,
Museum of the Cherokee Indian*

Culture and Language

Within Graham County Schools, there is a “seamless infusion” of culture. All children, not just those on the tribal enrollment, learn the Cherokee language and culture. One of the tribal elders facilitates a session on the Cherokee language. All of the children are non-native and can fluently say the days of the week, the alphabet, and parts of the body, and even sing songs in Cherokee. This may very well contribute to the academic success of students in Graham County Schools. According to Tom Belt, language can become a teaching tool, a means as well as an end. “The language grounds students in Cherokee culture.”

One community partner that aligns and incorporates the Cherokee culture is the Museum of the Cherokee Indian. The museum offers a variety of resources, workshops, and professional development opportunities for educators, students, and people in the surrounding communities. These opportunities include a Cherokee History and Culture Institute in which participants can receive college

credit, a 10-day Cherokee language immersion workshop for adults, and access to guided tours of the Cherokee Heritage Trails. A visitor can create a “tailored” tour of the museum and receive The Cherokee Experience, which can include storytelling about Cherokee history and culture, a music and dance program, a nature walk, a hands-on craft workshop, or a lecture by a visiting scholar. Dr. Barbara Duncan, Director of Educational Programs, states, “The mission of the museum is to preserve, through the museum’s exhibits, and to perpetuate, through educational programs, the culture and heritage of the Cherokee people.”

Not only do the schools and the museum infuse language and culture into everyday life, but institutes of higher education are also involved. Western Carolina, in collaboration with the EBCI, has established the American Indian Center. The main purpose of the center is to allow people from the community to reestablish the Cherokee language. Although WCU has offered courses in Cherokee language and research for at least ten years, the university felt a need to bring the language back to the people and establish a community-based instructional center. One does not have to drive to the college campus to take a course in Cherokee language; it is offered right in the community. The Center is also helping to establish a total language immersion school. The school will enroll students from 6 months of age through grade 12. Students will be taught academic subjects completely with the use of the Cherokee language. It will be the only language spoken by teachers and students throughout the day. Dr. Hartwell Francis, Director of the Cherokee Language Program at WCU, states, “With the immersion program, students will not have to reject academics to establish cultural identity.” Western Carolina University and its leaders fully understand the need for involvement at the university level. “If a university turns its back on a culture, they’re turning their back on the basic reason why universities are there—to best prepare students for what’s in the real world,” states Tom Belt.

Community

In addition to the Cherokee Language Center, which serves as a hub for community interaction, other programs also foster inclusiveness. A community public health clinic operates on the campus of Robbinsville Middle School. Not only does this provide much-needed health services, but it affords parents and community members the opportunity to visit and experience the school setting. In addition to the clinic, the Tribe sponsors a diabetes and nutrition youth camp every summer that is open to the entire community.

Additionally, counselors are provided by the tribe. These counselors act as mentors and serve the population from Pre-K through graduate school. Not only do they serve as mentors, but they are also advocates for students, providing a variety of other services that range from negotiating college tuition to providing youth with summer college experiences to collaborating with universities to foster culturally sensitive environments.

Key Findings

Educating the whole child is the priority of Graham County Schools, tribal leaders and elders of the Eastern Band of Cherokee, Western Carolina University, and the surrounding communities. While academics are often the focus of traditional education, this non-traditional alliance firmly believes that academics are but one part of an individual's education. This belief manifests itself through the following:

- a “seamless infusion” of culture throughout the educational experience of students in Graham County Public Schools. The Cherokee language, history, and culture are part of every Native and non-Native child's education.
- partnerships among school officials, tribal leaders, and community elders. All are included and have a voice in joint decision-making regarding the education and welfare of all children.
- the establishment of a Junior Tribal Council to aid in decision making and youth development.
- programs and resources available at the Museum of the Cherokee Indian.
- the offering of university courses and the establishment of the Cherokee Language Center.
- the development of the Cherokee Language immersion school.
- a diabetes and nutrition camp for community youth.
- counselors as mentors/advocates



The key to the success of American Indian students is the establishment of meaningful relationships, not just with teachers and administrators, but with community, tribal, and university leaders. In doing so, American Indian students will not have to reject academics to establish cultural identity. They will be able to walk in two worlds without sacrificing their identities. When American Indian culture, heritage, and language are infused within a child's education, all stakeholders involved benefit greatly from this design, and these benefits become part of everyone's legacy. As Tom Belt has concluded, “It's not just our history. It's the history of this region—this part of the state.”

Conclusions

Based on the interviews and the observations of the team, the Council finds that in Graham County Schools:

- Intercultural harmony exists. All children, both Native and non-native, are introduced early to high quality Native cultural activities that are infused across the curriculum. This strategy appears to be effective in building intercultural understanding.
- Tribal communities value their relationships with schools, and they want those connections to be close and comfortable. Likewise, school professionals value the partnership with the community and actively engage tribal leaders in the decision-making and efforts to improve Indian education.
- Relationships and leadership are critical keys to successful collaboration in improving American Indian education.



State Profile



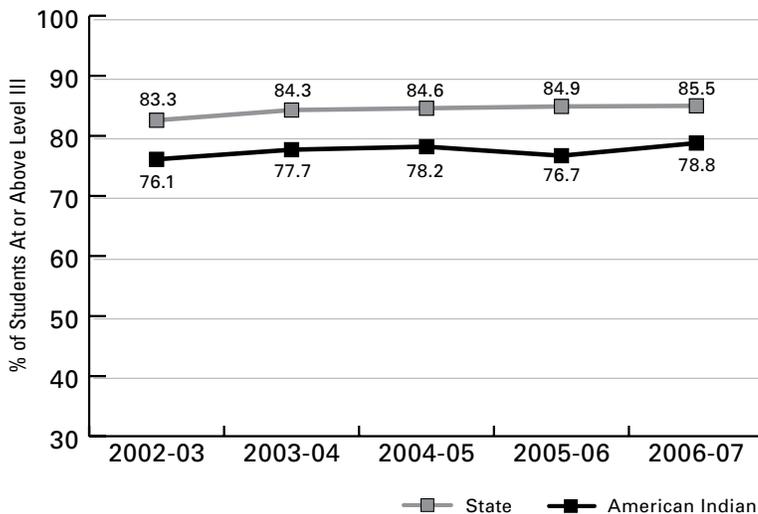
Elementary/Middle School Achievement

End of Grade Composite Scores

Composite scores in reading and math are compiled by averaging the results of End of Grade tests for grades 3-8. In 2006-07, the achievement gap between American Indian and state average composite scores in both reading and math were narrowed by two percentage points. However, the gap is still over six points in reading and over twelve points in math.

READING

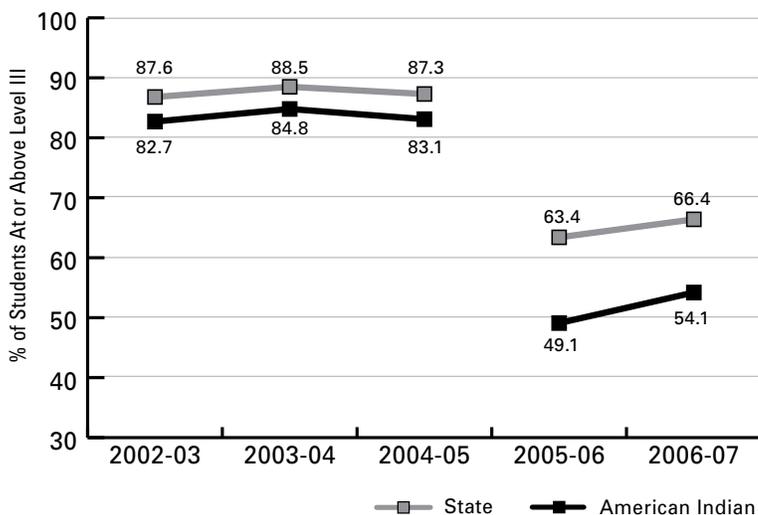
Composite Percent Proficient - Grades 3 through 8 Combined
(Percent of Students At or Above Achievement Level III)



- In reading, from the 2005-06 school year to the 2006-07 school year, the achievement level of American Indian students increased by 2.1 percentage points.

MATH

Composite Percent Proficient - Grades 3 through 8 Combined
(Percent of Students At or Above Achievement Level III)



- The decreases in percent proficiencies for both American Indian students and the state average in 2005-06 were due to changes made to the End of Grade test. New test editions were introduced, and the State Board of Education implemented more rigorous achievement level cut scores. Therefore, it is believed that the decreases in these percentages for all students in 2005-06 were largely due to the increased standards.
- The achievement gap in mathematics achievement between American Indian students and the state average widened after the test changes were made, however the gap was narrowed again in 2006-07.

End of Grade Scores by Grade Level

The tables below show test performance data by grade level over the most recent five year period. The percent proficiency of a certain class of students can be followed by reading diagonally down from left to right in the charts. Increases in percent proficiency over time may be seen as indications of the math or reading progress of a particular cohort of students.

PERCENT PROFICIENT READING

(Percent of Students at or Above Achievement Level III)

Grade	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	75.6	75	77.5	77.5	77.7	82.6	83.4	83.4	84.9	83.7
4	76.7	75.3	73.5	77.6	80.8	83.7	83.7	83.5	85.4	87.4
5	79.6	83.6	83.7	81.4	88.8	88.7	89.5	90.1	90.5	91.6
6	72.4	72	73.4	73.9	74.9	81.5	80.8	82.2	83.1	84.2
7	79.5	79.5	79.2	81.4	83.1	85.3	85.8	86.2	88	88.1
8	81.7	85.5	84.2	81.4	84.7	87.7	88.6	88.9	88.5	89.5

PERCENT PROFICIENT MATHEMATICS

(Percent of Students at or Above Achievement Level III)

Grade	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	83.6	85.0	81.0	57.6	63.0	88.9	89.0	85.9	68.8	71.9
4	91.5	90.8	88.5	54.9	54.6	94.7	94.6	92.8	66.0	68.7
5	86.5	90.2	84.5	45.0	55.2	92.6	93.4	90.8	64.1	67.6
6	82.6	86.4	86.6	46.0	49.8	90.0	90.0	90.1	62.6	65.3
7	79.9	78.5	80.4	47.2	49.5	83.8	84.9	85.1	62.3	64.1
8	79.4	82.1	80.3	45.0	52.4	84.2	85.0	84.7	61.3	65.7

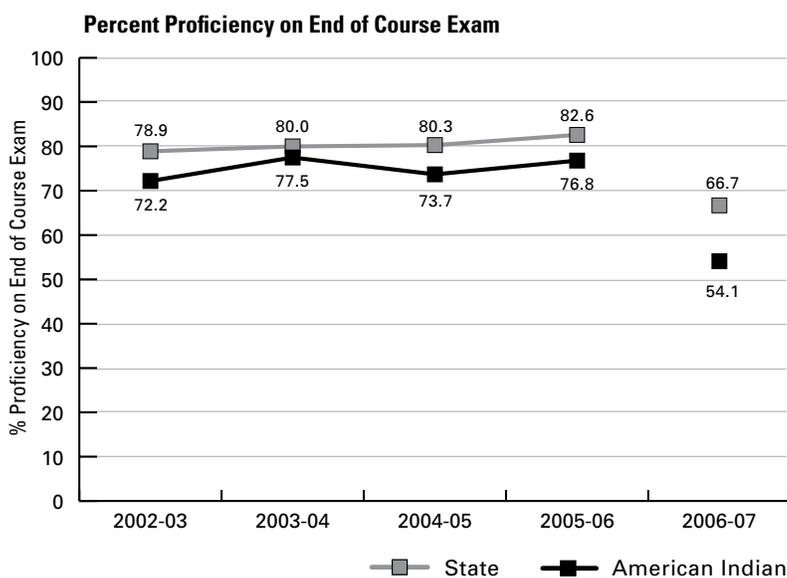
High School Achievement

High School End of Course Tests

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. With the increased rigor recently introduced in North Carolina graduation requirements (see Appendix C), it is critical that all education stakeholders and tribal communities focus on the secondary school level.

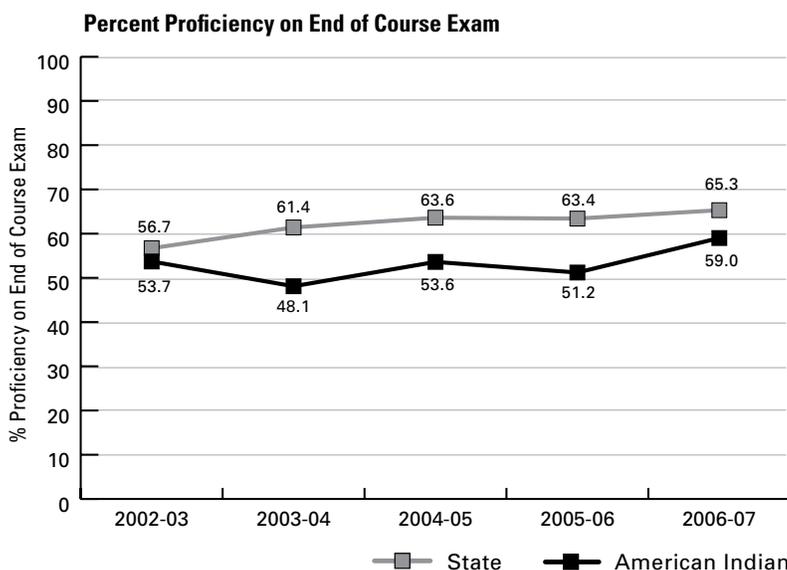
Part of the increased rigor comes from the new graduation requirement to demonstrate proficiency (level III or above) on five End of Course tests, including Algebra I, Biology, and English I. Due to the limited data, only results from these three tests are reported here. Currently the percent proficiencies of American Indian students in Algebra I, Biology, and English I are all below 60%. Results from all five tests will be reported in future report editions.

ALGEBRA I



- The decreases in Algebra I percent proficiencies for both American Indian students and the state average in 2006-07 were due to changes made to the End of Course test. New test editions were introduced and the State Board of Education implemented more rigorous achievement level cut scores. Therefore, the decreases in these percentages in 2006-07 were largely due to the increased standards.
- From 2005-06 to 2006-07, state achievement in mathematics decreased from 82.6% to 66.7% proficient, while American Indian student proficiency decreased from 76.8% to 54.1%. The state decrease in Algebra I proficiency was 15.9%, while American Indians experienced a 22.7% decrease.
- In 2003-04, the achievement gap between American Indian students and the state average was 2.5 percentage points in Algebra I, however in 2006-07 the gap had increased to 12.6 percentage points.

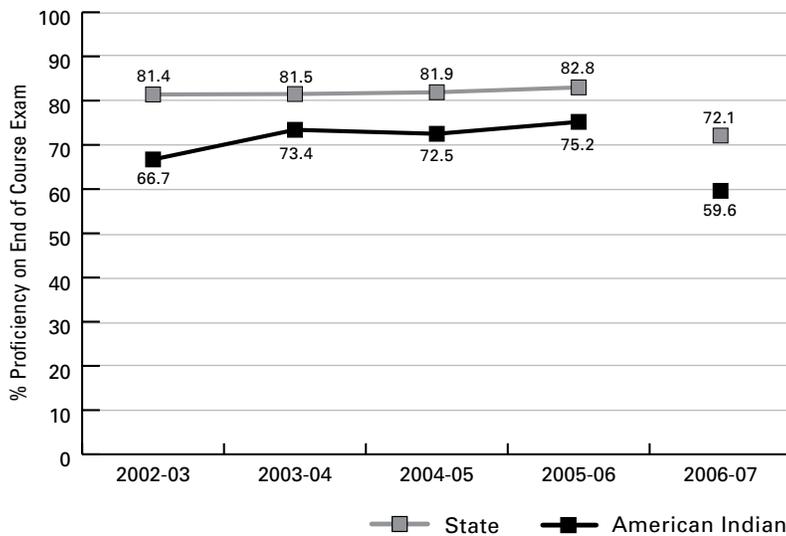
BIOLOGY



- American Indian students' percent proficiency on the Biology End of Course test increased from 51.2% to 59.0% last year.
- American Indian student percent proficiency in Biology is currently within 6.3 percentage points of the state average. This is the smallest difference in achievement since 2002-03.

ENGLISH I

Percent Proficiency on End of Course Exam

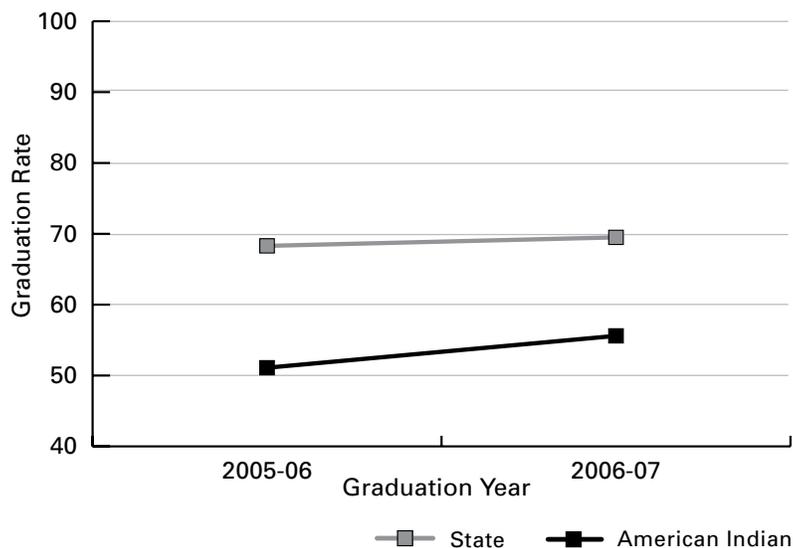


- The large decreases in English I EOC percent proficiencies for North Carolina students in 2006-07 were due to changes made to the End of Course test. New test editions were introduced and the State Board of Education implemented more rigorous achievement level cut scores. Therefore, it is believed that the decreases in these percentages in 2006-07 were largely due to the increased standards.
- After gaining ground on the state average in recent years, American Indian students lost ground in 2006-07. The percentage of American Indian students measured proficient on the English I EOC test decreased by 15.6%, while average state proficiency decreased by 10.7%.

High School Graduation Rates

Based on two years of data by ethnicity, American Indian students have the lowest four-year graduation rate in the state, despite recent increases. The new graduation requirements (see Appendix C) pose an even greater concern.

NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES

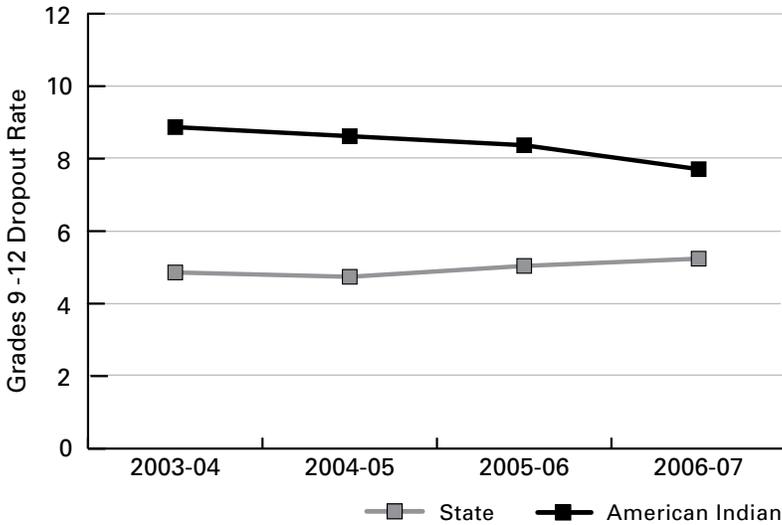


- The overall state graduation rate increased by 1.2% from 2005-06 to 2006-07, while that of American Indian students increased by 4.5 percentage points.

High School Drop-Out Rates

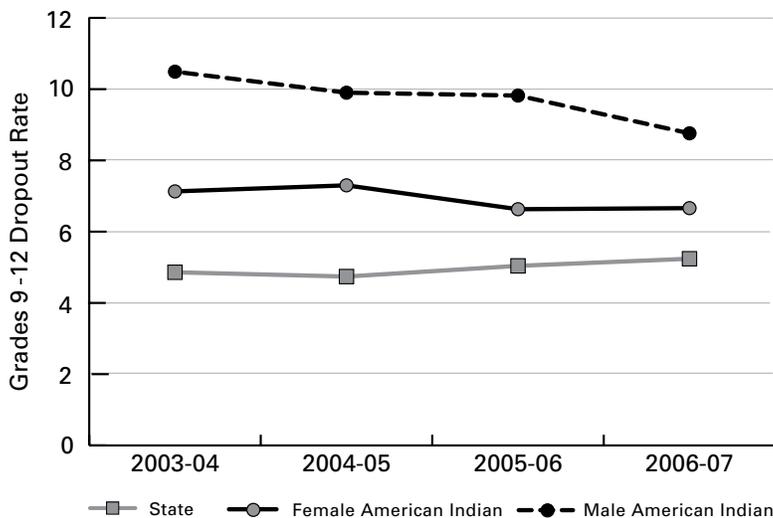
While the number of American Indian students leaving school without graduating has declined, native students continue to drop out of school in disproportionate numbers.

GRADES 9–12 DROP-OUT RATES



- The high school dropout rate for American Indian students has decreased 1.16 percentage points over the last four years, while the state average dropout rate has increased 0.38 percentage points.
- Despite the improvement in dropout rate, American Indian students are still leaving school 1.5 times as often as other students in North Carolina.

GRADES 9–12 DROP-OUT RATES Male and Female Students



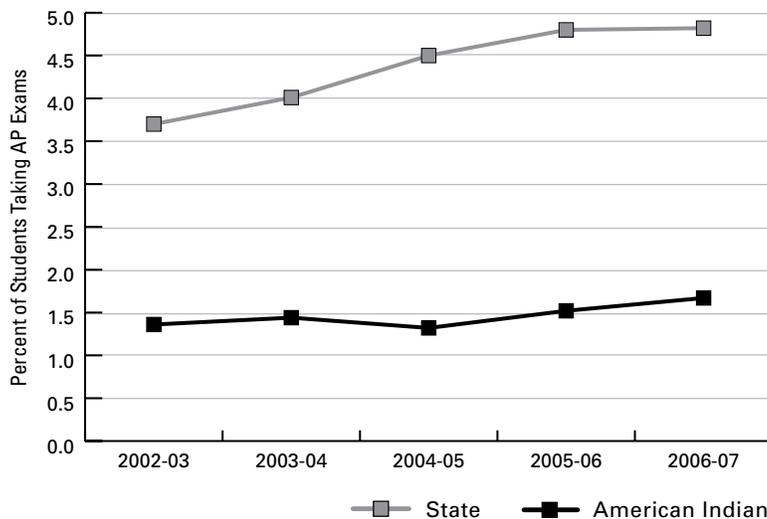
- While dropout rates for American Indian males and females appear to be decreasing overall, the drop-out rate of both of these subgroups is higher than the state average.
- American Indian females are dropping out 1.3 times more often than the state average.
- American Indian males, with a rate of 8.76 percent, have the highest dropout rate of any race/gender combination.

Advanced Placement Courses

Examining the enrollment in Advanced Placement (AP) courses is another way to measure student academic performance. AP courses offer challenging material and opportunities for earning college credit. The rate at which American Indian students enroll in AP courses provides an assessment of the preparation of American Indian students for higher education.

The third annual “Advanced Placement Report to the Nation” notes that students who participate in AP courses have significantly better college grade point averages (GPAs) and higher college graduation rates than academically and economically similar students who did not take these demanding courses. North Carolina college admission officers have also stated that while the ultimate goal of enrolling in AP courses is to receive college credit, students who accept the challenge and complete the course (even without receiving college credit) are more prepared for college than their counterparts.

NC ADVANCED PLACEMENT EXAMINEES



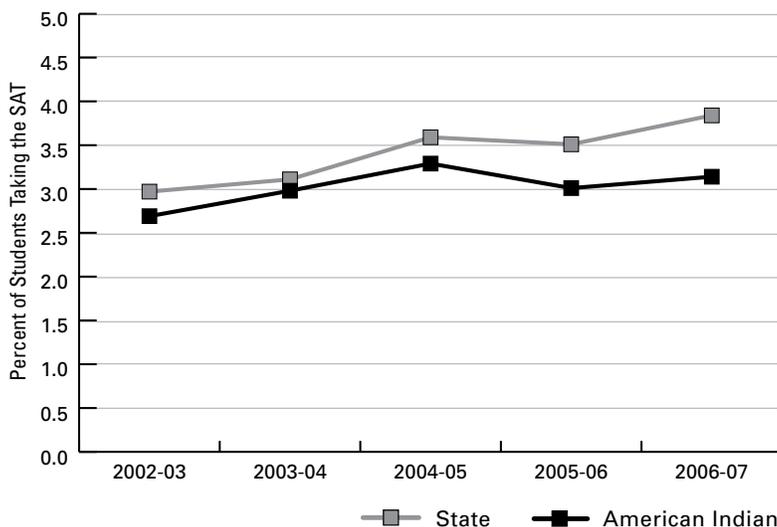
- American Indian AP test taking dropped slightly in 2004-05, but has steadily increased since then.
- Other students in the state register for AP tests at approximately three times the rate of American Indian students.
- The rate of AP test taking has increased 22.8% for American Indian students since 2002-03. The rate of AP course taking for all students has increased 30.3%.

SAT Scores

Since 1941, students across North Carolina have taken the test formally known as the Scholastic Aptitude Test (SAT). Now known by the letters SAT, the test measures the verbal and math reasoning abilities students develop throughout school. According to the College Board, the test looks for a student’s ability to understand and analyze written material, to draw inferences, to differentiate shades of meaning, to draw conclusions, and to solve problems. These are skills that are necessary for success in college and the working world.

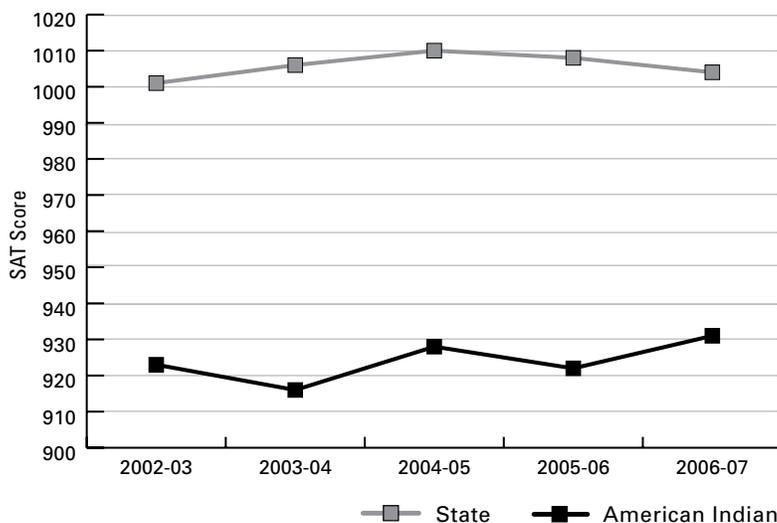
Colleges and universities rely heavily on SAT scores for college admittance because it is a fairly good predictor of a student’s academic success in the first year of college. Students begin taking the test as early as the tenth grade, seeking scores to grant them entrance to a college or university of their choice.

NC STUDENTS TAKING THE SAT



- In North Carolina, the percentage of American Indian students taking the SAT has been lower than that of the general population for the last five years. In 2006-07 American Indian students took the SAT at 82% the rate of the general population.
- The rate of SAT taking has increased 16.7% for American Indian students since 2002-03. The rate of SAT taking for all students has increased 29.3%.

NC SAT SCORES



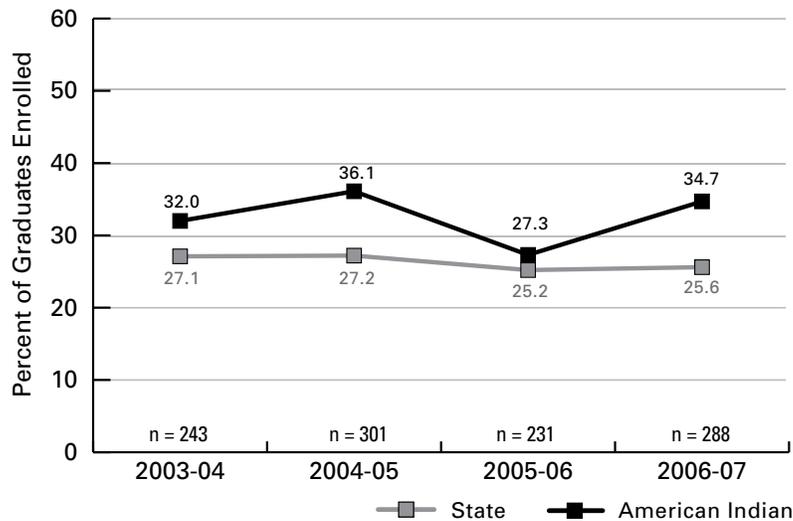
- American Indian students’ average SAT scores have increased by 8 points since 2002-03, while the average score of the state student population has increased 3 points.
- During 2003-2004, American Indian students scored on average 90 points lower than the state overall, which was the largest gap reported over the five year period. However, in 2006-2007, American Indian students had decreased this discrepancy by 17 points. Although the range of performance fluctuates from year to year, the gap remains significant.

College Enrollment

NC Community Colleges

American Indian students are entering community colleges at higher rates than the state average. Students who enter North Carolina's community college system may experience the benefits of saving money, living at home or close by, and making a smoother transition to independent living.

NC COMMUNITY COLLEGE SYSTEM (NCCCS) ENROLLMENT

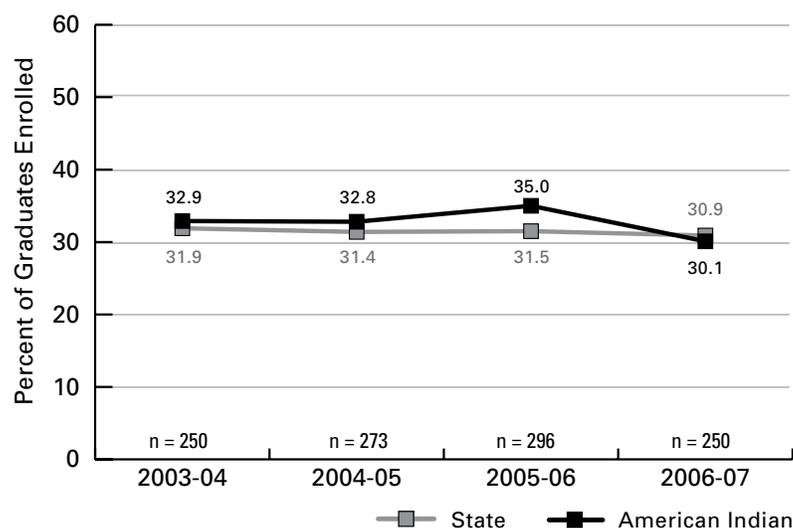


- In 2004-05 (high school class of 2004) and 2006-07 (class of 2006) American Indians enrolled in NC community colleges over thirty percent more frequently than the overall North Carolina student population.

University of North Carolina (UNC) System

College graduates experience many benefits, from greater health insurance coverage and better housing to longer life expectancy and more time for leisure activities. The University of North Carolina System has 16 schools across the state with a variety of program offerings. American Indian students enroll in the UNC System schools at rates similar to other students in the state.

ENROLLMENT IN UNC SYSTEM SCHOOLS



- North Carolina American Indian enrollment in the UNC System was higher than the state average until 2006-07, when it dropped just below the state average.

College Retention and Graduation

Unfortunately, too many intelligent and capable American Indian students who enroll in colleges or universities experience a variety of difficulties and do not graduate, which is consistent with trends in public education. In the tables below, rates of retention and graduation rates for American Indian students are compared to the general North Carolina student population. The data represents UNC System schools with at least ten American Indian students in each of the cohort years examined.

A distinction is made between the students retained or graduated from the original UNC institution entered (OUI) and students retained or graduated from any UNC institution (AUI). Percentage retention and graduation is generally somewhat higher for the latter. Unlike the other data reported in this section, these statistics include all students, including those from outside North Carolina.

UNC SYSTEM

- The freshman retention rate for American Indian students has improved in recent years. It exceeded the retention rate for all students for the first time with the 2004 cohort. Of the American Indian students in that cohort, 69% were still attending the original UNC institution entered after two years, a rate that is only slightly lower than the state average.
- Graduation rates for American Indian students in the greater University of North Carolina system lag behind those of the general student population. The six-year graduation rate at any UNC institution for all students is 64% for the most recent data. The six-year rate for American Indian students is approximately 50%.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	266	74.1	60.9	52.3	55.6	81.2	70.4	65.1	70.7
1998	256	71.5	57.4	52.0	60.2	80.7	69.2	64.5	70.6
1999	241	71.0	61.8	59.3	63.9	80.3	70.3	65.9	71.9
2000	282	75.2	62.8	56.7	62.1	81.6	71.2	66.4	72.6
2001	279	77.4	61.6	58.1	60.9	81.5	71.2	66.2	71.9
2002	279	79.2	65.2	63.4	66.7	81.0	70.8	66.0	71.7
2003	290	78.3	63.8	59.0	64.1	81.8	71.7	66.3	72.1
2004	316	82.3	69.3	NA	NA	81.2	71.0	NA	NA

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	266	23.3	35.0	39.1	42.5	33.4	53.4	58.1	62.7
1998	256	22.3	40.6	44.9	50.4	32.7	53.5	57.9	62.8
1999	241	23.7	39.8	46.1	49.4	34.9	54.9	59.1	64.0
2000	282	23.0	40.4	45.7	49.3	35.5	55.2	59.3	64.1

EAST CAROLINA UNIVERSITY

- Although the American Indian student retention at East Carolina is lower overall—particularly by the third year—there have been several cohorts with retention rates comparable to the overall population.
- Graduation rates for American Indian students have mostly trailed the general student population. The 2000 cohort had a very low 4-year graduation rate, but had a 6-year graduation rate (at any UNC institution) that was only slightly lower than the rest of the ECU students in that cohort.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	21	66.7	47.6	38.1	47.6	78.3	66.6	59.7	66.5
1998	24	79.2	54.2	58.3	66.7	79.0	66.3	60.9	67.2
1999	21	66.7	57.1	61.9	66.7	76.4	66.7	61.9	67.7
2000	28	71.4	60.7	53.6	64.3	78.0	67.9	63.5	69.0
2001	25	76.0	56.0	44.0	52.0	76.9	66.6	61.7	67.8
2002	21	81.0	66.7	57.1	57.1	76.6	67.2	61.7	67.7
2003	20	60.0	50.0	50.0	55.0	78.8	69.8	63.9	69.6
2004	23	73.9	69.6	NA	NA	75.9	67.5	NA	NA

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	21	23.8	28.6	33.3	42.9	24.6	47.8	53.7	59.6
1998	24	25.0	41.7	41.7	50.0	25.7	48.1	53.3	58.8
1999	21	19.0	33.3	38.1	42.9	25.3	48.4	54.4	59.1
2000	28	7.1	42.9	46.4	57.1	27.6	50.5	56.4	60.9

NORTH CAROLINA STATE UNIVERSITY

- After years of lower retention rates, the 2004 cohort of American Indian students had much higher 1-year and 2-year retention rates than the general student population at NC State.
- American Indian students at NC State trail the general student population in all measures of graduation rate.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	35	77.1	71.4	57.1	60.0	87.8	78.1	72.2	77.2
1998	32	81.3	59.4	53.1	75.0	88.0	79.2	74.1	80.2
1999	23	87.0	82.6	73.9	78.3	88.9	81.1	77.0	82.1
2000	45	75.6	68.9	66.7	75.6	88.7	81.9	77.6	83.0
2001	30	83.3	60.0	60.0	63.3	89.1	81.8	76.2	80.7
2002	35	97.1	88.6	91.4	91.4	90.0	82.4	77.3	82.1
2003	26	84.6	76.9	76.9	84.6	90.2	83.4	79.2	84.5
2004	33	93.9	90.9	NA	NA	88.7	82.2	NA	NA

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	35	17.1	31.4	37.1	42.9	26.5	56.3	63.3	67.9
1998	32	15.6	40.6	40.6	53.1	29.7	60.9	66.9	72.1
1999	23	34.8	52.2	65.2	69.6	35.5	65.1	70.5	75.3
2000	45	24.4	42.2	53.3	60	36.9	64.9	70.1	74.9

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- UNC-Chapel Hill has a relatively high student retention rate. The retention rate of American Indian students, while still high, lags a little behind that of the general student population. However, as seen in the table below, there have been two recent cohorts of American Indian students with 100% freshman retention rates. The 2003 cohort maintained its outstanding retention rate through three years.
- American Indian students at UNC-CH trail the general student population in all measures of graduation rate.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	27	85.2	77.8	74.1	81.5	94.8	88.8	86.6	89.0
1998	26	88.5	73.1	65.4	69.2	93.9	87.8	84.0	86.7
1999	27	88.9	81.5	77.8	85.2	94.1	89.0	85.3	87.9
2000	27	100	81.5	74.1	77.8	95.0	89.8	86.9	89.4
2001	41	78.0	78.0	73.2	78.0	94.8	90.4	86.5	88.8
2002	32	84.4	81.3	81.3	87.5	95.3	91.1	87.4	89.2
2003	30	100	93.3	93.3	93.3	95.3	90.3	87.0	88.7
2004	33	90.9	84.8	NA	NA	96.5	92.2	NA	NA

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	27	51.9	59.3	59.3	63	69.5	81.2	82.8	85.2
1998	26	50.0	65.4	69.2	73.1	66.8	79.7	81.7	84.2
1999	27	44.4	59.3	63.0	70.4	70.6	82.3	83.9	86.3
2000	27	48.1	70.4	77.8	77.8	71.2	82.6	83.8	86.0

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

- In recent years by all measurements American Indian students have been retained at UNC-Pembroke at higher rates than the general student population.
- The graduation rates of American Indian students are comparable to those of other students, however the rates at UNC-P are relatively low overall.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	117	72.6	57.3	50.4	52.1	71.0	52.7	46.0	54.2
1998	113	69.0	56.6	51.3	54.0	66.8	53.4	47.2	54.3
1999	104	70.2	58.7	56.7	58.7	67.6	51.2	45.5	55.2
2000	123	74.0	61.0	52.0	55.3	68.6	54.1	46.6	53.6
2001	134	76.1	56.7	56.7	58.2	72.2	50.6	45.3	53.3
2002	123	77.2	59.3	58.5	60.2	67.2	48.2	43.2	51.8
2003	125	78.4	60.0	52.8	56.8	67.1	50.3	42.9	52.4
2004	142	83.8	67.6	NA	NA	72.3	53.7	NA	NA

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	117	17.9	29.9	36.8	37.6	20.4	33.5	38.1	42.9
1998	113	17.7	36.3	41.6	43.4	21.6	37.3	41.6	46.8
1999	104	24.0	39.4	42.3	42.3	18.7	31.8	34.9	41.1
2000	123	19.5	34.1	36.6	38.2	20.1	34.0	37.6	41.8

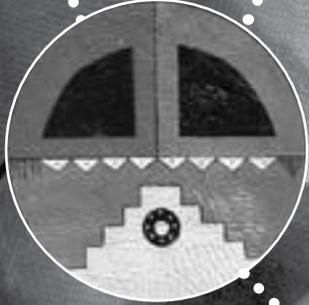
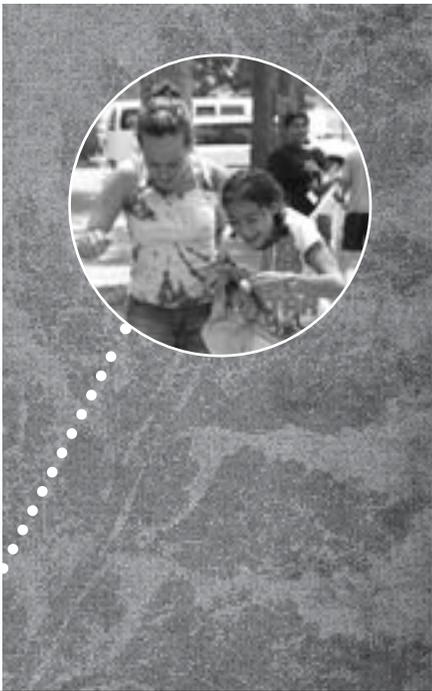
WESTERN CAROLINA UNIVERSITY

- All recent cohorts of American Indian students at Western Carolina have trailed the general student population in retention with the exception of the 2001 and 2003 cohorts.
- American Indian students have had mostly lower graduation rates than the general student population, with the exception of the 1998 cohort. 45.5% of those students graduated at Western Carolina in 5 years or less, a rate higher than that of the general population.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	15	66.7	46.7	40.0	40.0	67.5	57.1	51.6	60.4
1998	11	63.6	54.5	36.4	54.5	69.6	55.6	50.6	59.5
1999	13	53.8	53.8	38.5	38.5	71.5	56.5	52.9	63.8
2000	12	66.7	33.3	33.3	41.7	69.4	57.2	50.5	61.4
2001	10	80.0	60.0	60.0	60.0	71.0	58.2	53.6	63.4
2002	12	66.7	50.0	33.3	33.3	69.1	58.2	52.3	59.5
2003	17	70.6	70.6	52.9	52.9	73.9	60.0	54.2	61.8
2004	16	56.3	37.5	NA	NA	70.9	59.6	NA	NA

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	15	6.7	20.0	20.0	26.7	25.3	45.5	48.8	55.5
1998	11	27.3	45.5	45.5	54.5	22.7	42.2	46.0	52.7
1999	13	< 5	15.4	38.5	38.5	22.6	42.8	47.3	54.4
2000	12	16.7	16.7	25.0	33.3	24.6	44.4	46.7	54.7

LEA Profiles



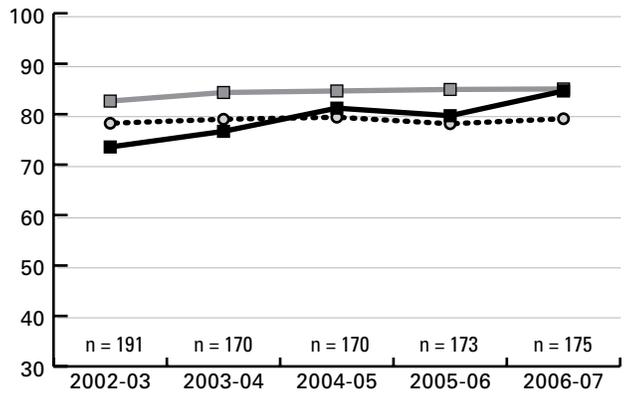
COLUMBUS COUNTY

Reading and Math End of Grade Tests

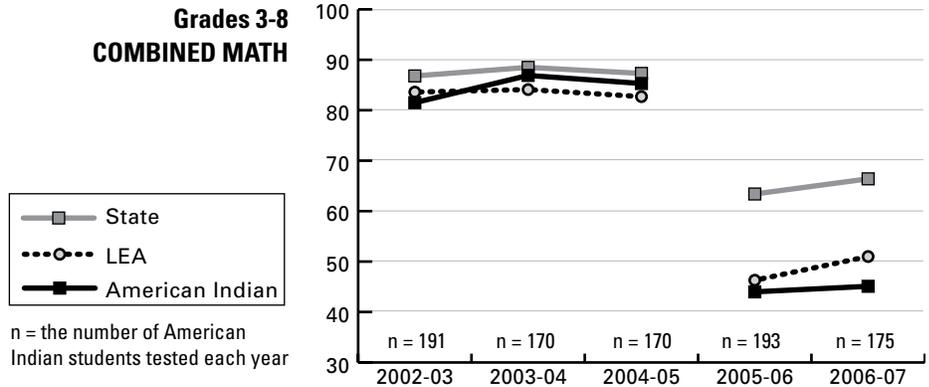
The reading achievement of American Indian students in Columbus County has improved relative to that of all students in the county and the state over the last four years. In 2006-07 the same proportion of Columbus County Indian students achieved at Level III or higher on the End of Grade test as students in the state overall.

In four of the last five years, the achievement of American Indians on End of Grade math tests was similar to that of students in Columbus County overall. In 2006-07 American Indian math EOG test performance declined relative to other Columbus County students. After the math EOG test revision in 2005, Columbus County students as a group have performed much lower than the state overall.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



State
 LEA
 American Indian

n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	77.4	69.23	85.2	86.2	72	77.1	74.63	73.6	75.5	72.4
	N Tested	31	26	27	29	25	497	544	470	493	514
4	% Grade Level	69.2	80.65	81.8	77.8	96.7	72	80.44	74.6	75.2	83.1
	N Tested	26	31	22	27	30	500	455	523	468	449
5	% Grade Level	83.3	82.61	91.2	86.4	90	80.8	82.02	85.9	82.1	85
	N Tested	30	23	34	22	30	521	456	490	548	454
6	% Grade Level	50	73.53	69.2	77.1	88	72.1	75.44	72.5	74	78.9
	N Tested	28	34	26	35	25	592	509	512	523	554
7	% Grade Level	82.9	70.00	86.1	87	85.4	82.9	81.77	83.3	78	86.7
	N Tested	35	20	36	23	41	532	543	546	531	498
8	% Grade Level	73.2	86.11	68	75.7	79.2	84.7	86.41	85.5	82.6	82.1
	N Tested	41	36	25	37	24	524	493	564	535	497

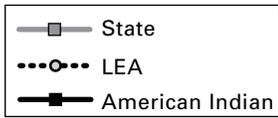
EOG MATHEMATICS, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	93.5	80.8	85.2	NA	56	86.5	84.4	79.6	NA	58.1
	N Tested	31	26	27	NA	25	497	544	471	NA	515
4	% Grade Level	96.2	96.8	90.9	55.2	40	90.0	92.3	86.3	49.3	56.1
	N Tested	26	31	22	29	30	502	455	531	471	449
5	% Grade Level	93.3	82.6	94.1	42.3	33.3	87.7	88.6	89.4	50.5	49
	N Tested	30	23	34	26	30	522	456	490	548	455
6	% Grade Level	60.7	85.3	84.6	46.2	64	83.4	87.6	83.5	45.2	54.2
	N Tested	28	34	26	39	25	595	509	514	522	554
7	% Grade Level	91.4	85.0	72.2	37	43.9	76.0	82.0	79	38.9	52
	N Tested	35	20	36	27	41	537	543	548	532	498
8	% Grade Level	61.0	91.7	88	21.1	37.5	78.6	79.3	78.8	38.6	44.4
	N Tested	41	36	25	38	24	527	493	566	536	498

COLUMBUS COUNTY

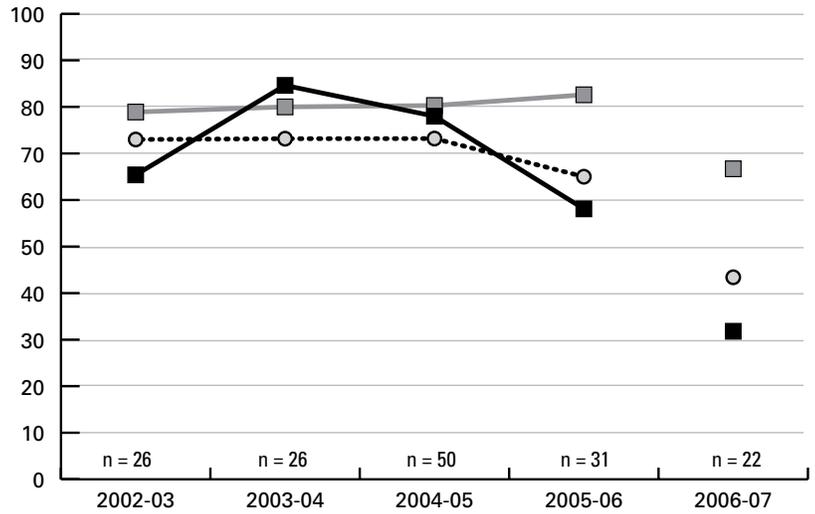
End of Course Tests

The achievement of American Indian students on Algebra I and Biology End of Course tests has recently fallen below that of students overall in Columbus County. In 2003-04 and 2004-05, Indian students performed slightly higher than other Columbus County students on these tests. Over the last five years, Indian students have consistently performed lower than other Columbus County students on English I EOC tests.

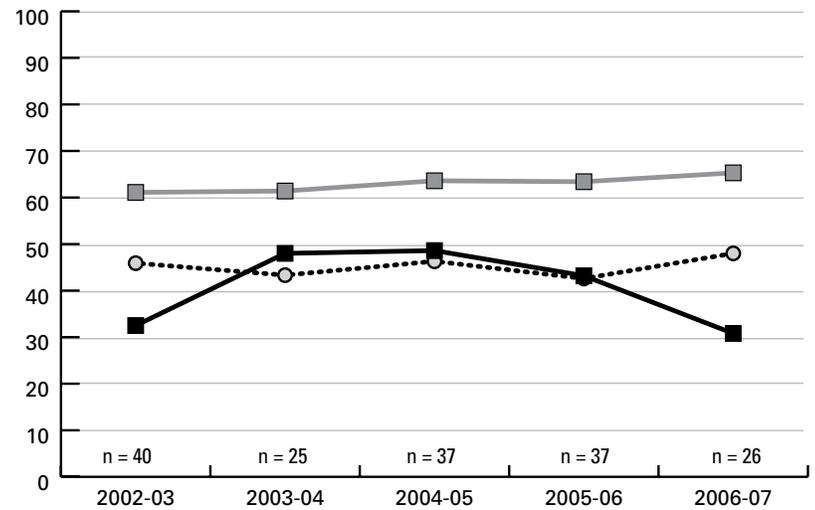


n = the number of American Indian students tested each year

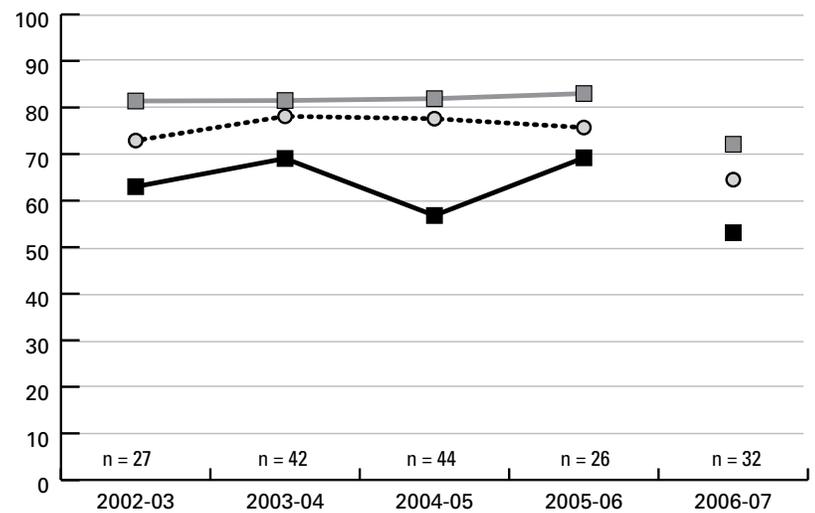
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

COLUMBUS COUNTY

High School Completion and College Enrollment

Dropout rates for American Indian students in Columbus County have been consistently higher than the overall county rate. However, the American Indian cohort graduation rate increased significantly from 2006 to 2007.

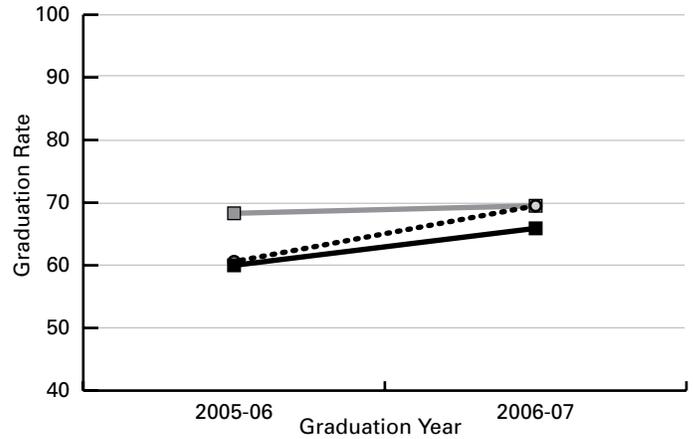
The percentages of American Indian high school graduates enrolling in UNC system schools have exceeded those of other Columbus County graduates in two of the last three years.

The rates of American Indian enrollments in NC community colleges have exceeded those of the overall population in three of the last four years.

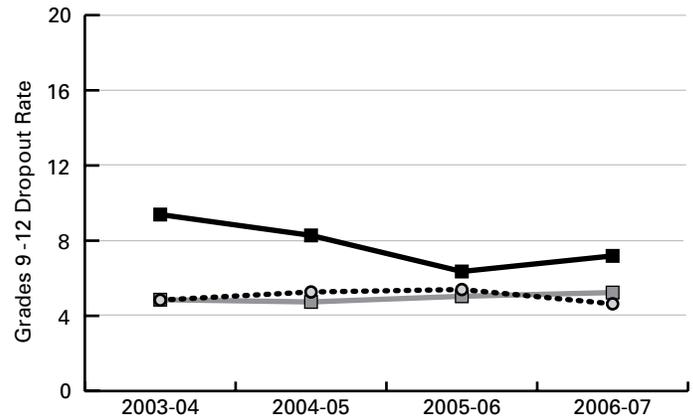


n = the number of American Indian students attending

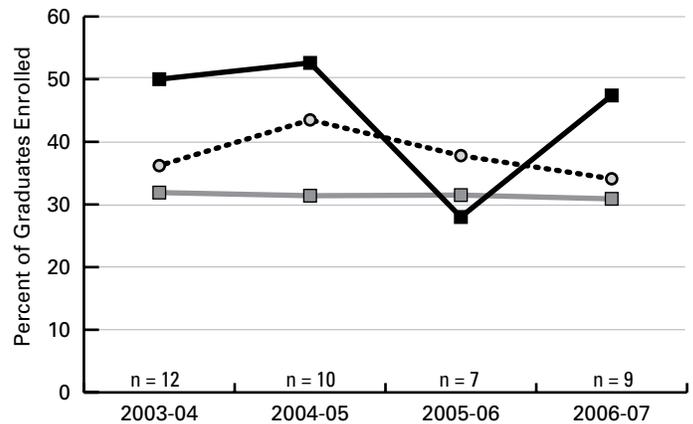
4-YEAR COHORT GRADUATION RATES



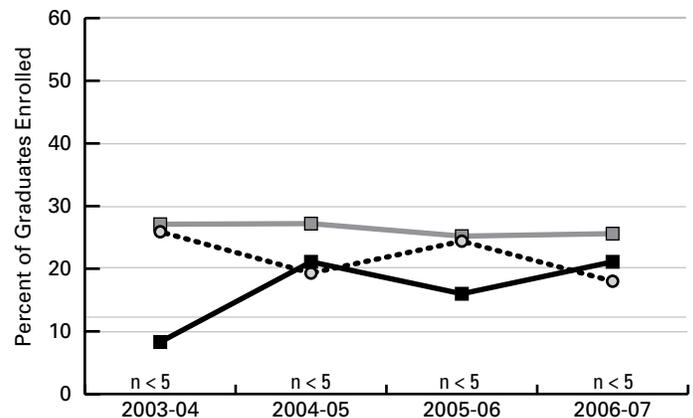
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



CUMBERLAND COUNTY



<http://www.ccs.k12.nc.us>

Cumberland County includes the city of Fayetteville and part of the Fort Bragg Military Reservation. For census purposes, the county is considered to be 86% urban and 14% rural. According to the 2000 Census, 10.5% of Cumberland County residents live in poverty. 84.2% of adult residents have at least a high school diploma, and 19.1% have at least a Bachelors degree. The unemployment rate in 2006 was 5.5%, compared with 4.8% for the state overall.

The county's 2006-07 school membership of 52,346 was one of the largest in the state. From 2000 to 2006, the county population shrank 1.3%, most likely the result of military deployments. American Indians comprise 1.6% of the population of Cumberland. The main tribe represented is Lumbee. The two largest racial groups in the county are white (54.4%) and black (36.2%).

The school population identified as American Indian in Cumberland County is 892. The Title VII program serves 1,050 students.



CUMBERLAND COUNTY

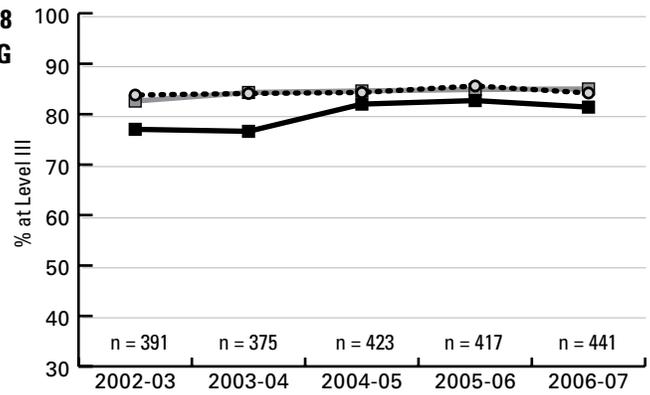
Reading and Math End of Grade Tests

Over the last five years American Indian students have performed slightly lower than Cumberland County students overall on End of Grade tests in both reading and math.

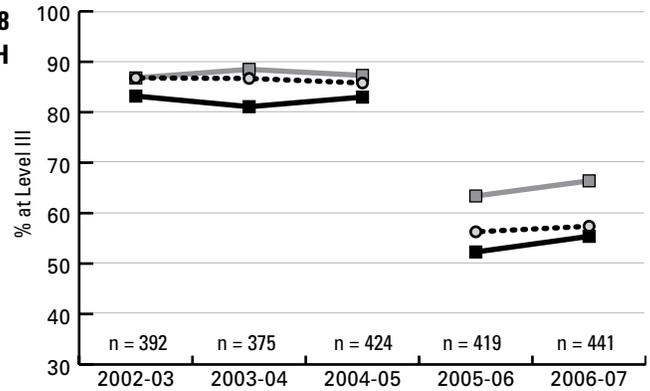


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	76.9	76.27	80	75	80.2	80.9	81.04	81.2	83.2	82
	N Tested	65	59	85	60	86	3913	3698	3773	3945	3837
4	% Grade Level	67.3	66.67	81.4	84.7	80.6	81.4	81.28	80.4	81.3	85.6
	N Tested	55	72	70	85	62	3927	3488	3843	3680	3834
5	% Grade Level	93	76.00	83.5	92.6	93	88.3	88.61	88	89	90.7
	N Tested	57	50	79	68	86	3994	3529	3901	3819	3613
6	% Grade Level	69.2	83.33	69	74.4	81.7	80.7	81.93	80.9	82.8	82.5
	N Tested	78	60	58	82	71	3981	3613	3840	3806	3705
7	% Grade Level	82	81.16	86.9	81.4	77.3	84.8	85.77	86.3	88	87.6
	N Tested	61	69	61	59	75	3953	3612	3999	3868	3733
8	% Grade Level	74.7	81.54	88.6	88.9	83.6	86.9	88.74	88.3	88.7	88.5
	N Tested	75	65	70	63	61	3823	3587	3900	4002	3845

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	83.1	79.7	82.4	NA	61.6	86.6	86.1	82.7	NA	61.7
	N Tested	65	59	85	NA	86	3917	3698	3779	NA	3845
4	% Grade Level	85.5	87.5	84.3	58.8	50	93.1	92.7	89.9	56.7	60.5
	N Tested	55	72	70	85	62	3930	3488	3853	3689	3842
5	% Grade Level	94.7	80.0	88.6	57.4	60.5	92.0	93.6	89.3	56.2	57.6
	N Tested	57	50	79	68	86	3998	3529	3914	3839	3629
6	% Grade Level	82.3	95.0	81	52.4	54.9	88.7	87.5	88.3	56.7	56.5
	N Tested	79	60	58	82	71	3985	3613	3843	3807	3718
7	% Grade Level	86.9	79.7	80.3	54.2	53.3	79.7	82.9	82.5	55.4	57.8
	N Tested	61	69	61	59	75	3951	3612	4003	3874	3737
8	% Grade Level	68.0	72.3	80.3	42.9	57.4	80.4	82.8	82.1	52.9	57.7
	N Tested	75	65	71	63	61	3821	3587	3910	4004	3845

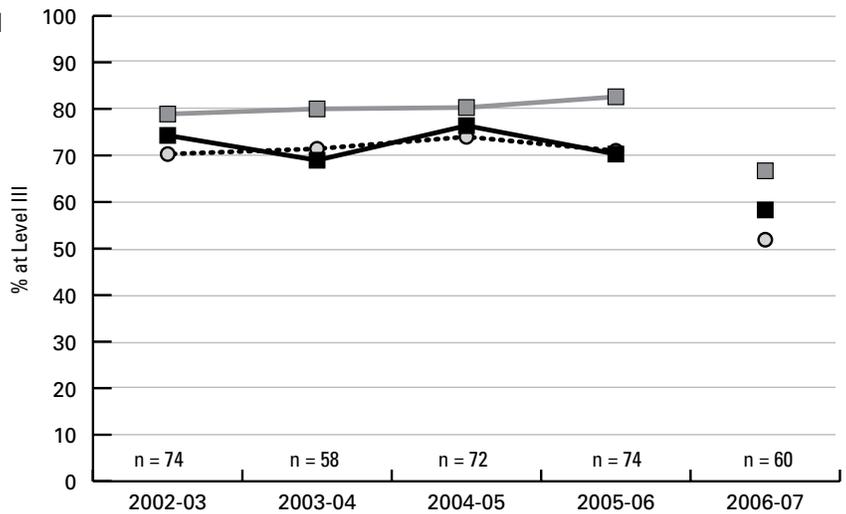
CUMBERLAND COUNTY ALGEBRA I

End of Course Tests

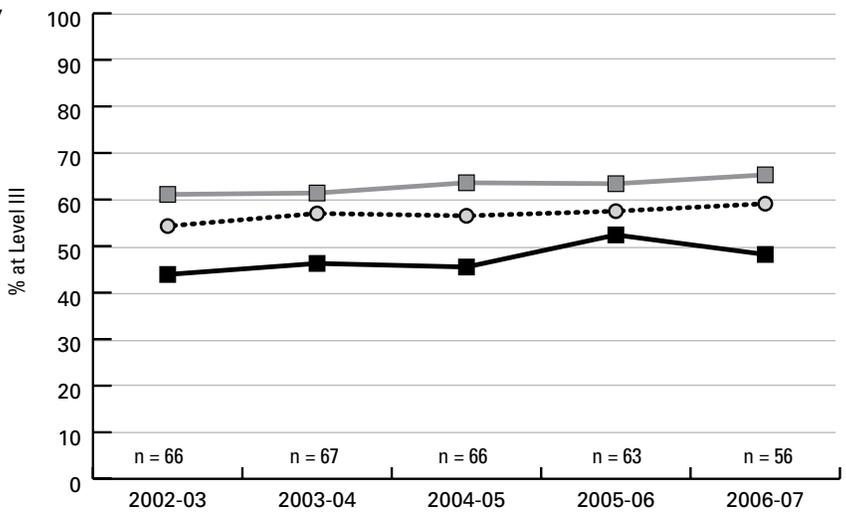
The performance of American Indian students on Algebra I EOC tests has been similar to that of other Cumberland County students over the last five years. In 2006-07, American Indian students performed slightly higher than other students in the county and made considerable gains on overall North Carolina student performance.

For the last five years American Indian students have performed lower than Cumberland County students overall on Biology EOC tests.

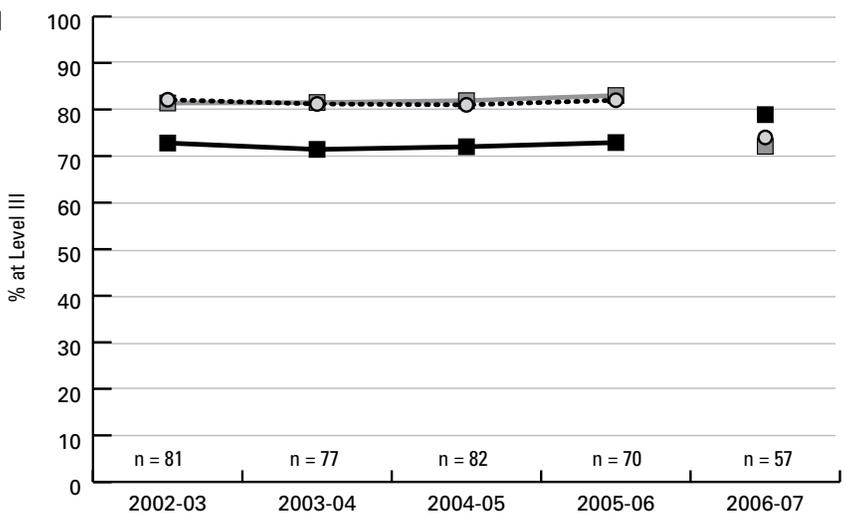
After four years of lower performance on English I EOC tests, American Indian students posted slightly higher performance than students in Cumberland County and the state in 2006-07.



BIOLOGY



ENGLISH I



State
 LEA
 American Indian

 n = the number of American Indian students tested each year

Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

CUMBERLAND COUNTY

High School Completion and College Enrollment

Over the last four years, the gap between American Indian dropout rates and the overall Cumberland County rate has narrowed.

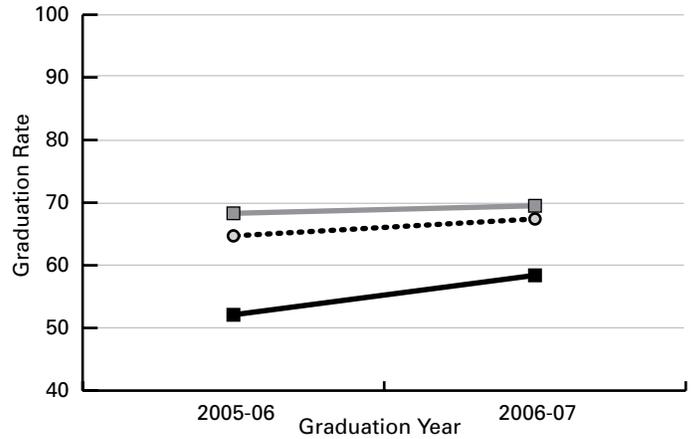
From 2006 to 2007 the difference in the graduation rates of American Indian students and the overall Cumberland population has been reduced.

The rates of American Indian high school graduates enrolling in UNC system schools have lagged behind those of other Cumberland County graduates, however the rates of American Indian enrollments in NC communities colleges have exceeded those of the local population in three of the last four years.

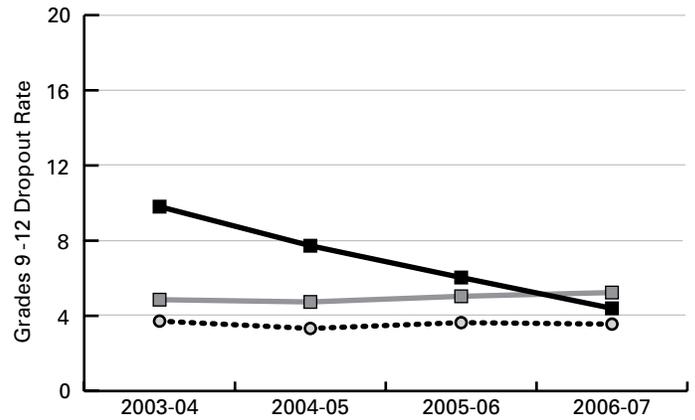


n = the number of American Indian students attending

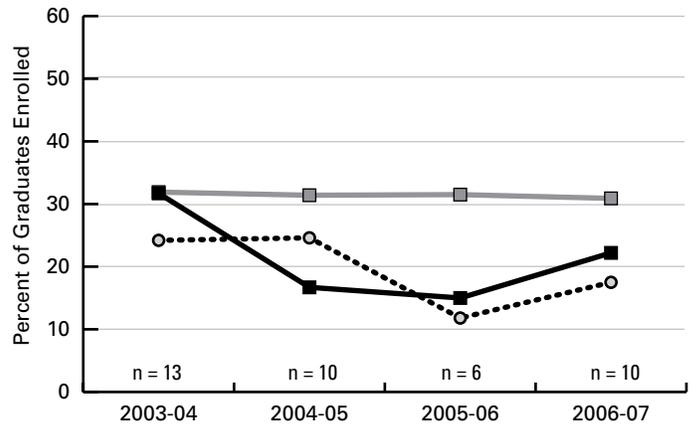
4-YEAR COHORT GRADUATION RATES



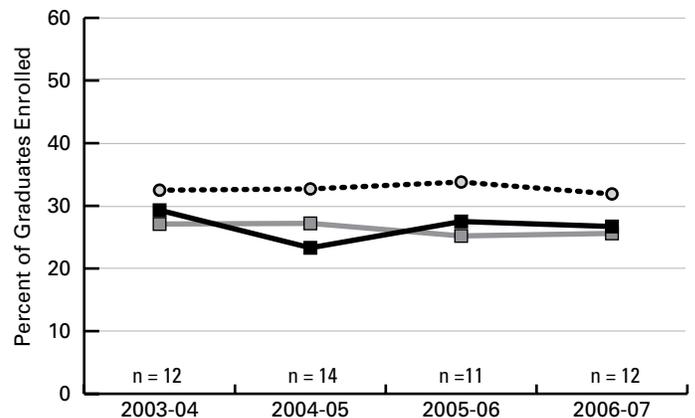
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



GRAHAM COUNTY

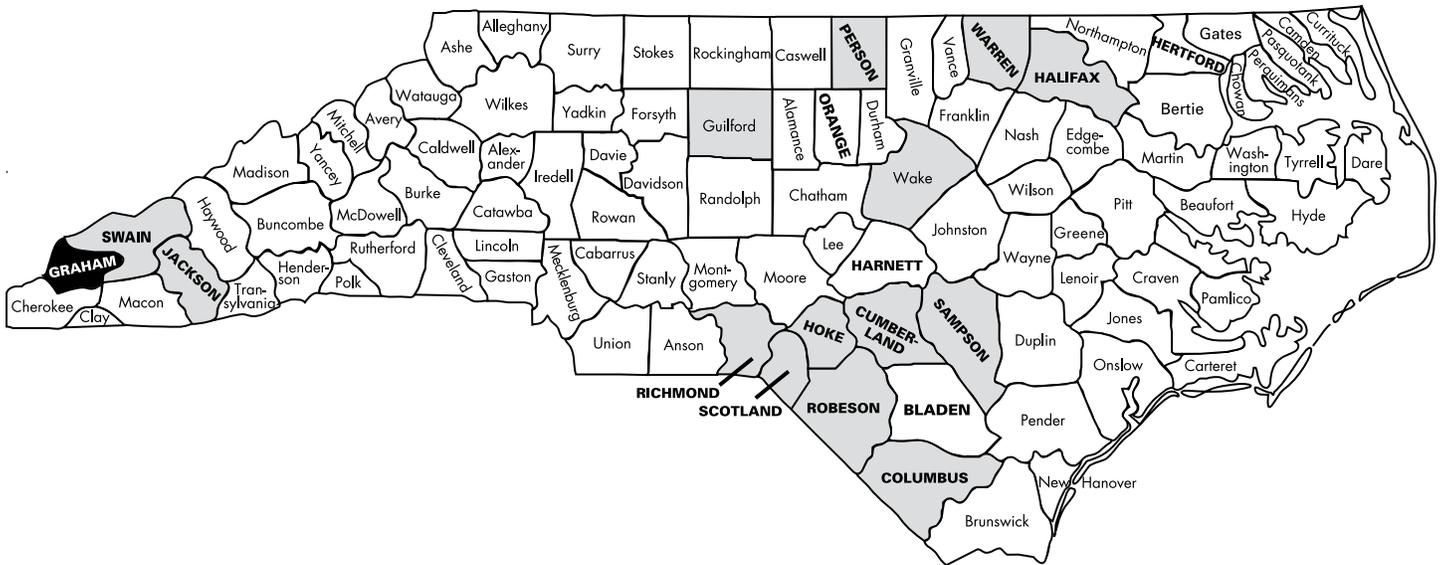


<http://www.gcsk12.com>

Graham County is located in southwestern North Carolina along the Tennessee border. The county is considered 100% rural for census purposes. Accordingly to the 2000 Census, 14.4% of Graham County residents live in poverty. 68.4% of adult residents have at least a high school diploma, but only 11.3% have a Bachelors degree or higher. The unemployment rate in 2006 was 6.4%, compared with 4.8% for the state overall.

The county's 2006-07 school membership of 1,202 was one of the smallest in the state. There was negligible growth recorded in the county from 2000 to 2006, compared to 10.1% overall in the state of North Carolina. American Indians comprise 6.3% of the population. The main tribe represented is the Eastern Band of Cherokee Indians. The largest racial group in the county is white (92.0%).

The school population identified as American Indian in Graham County is 116. The Title VII program serves 162 students.



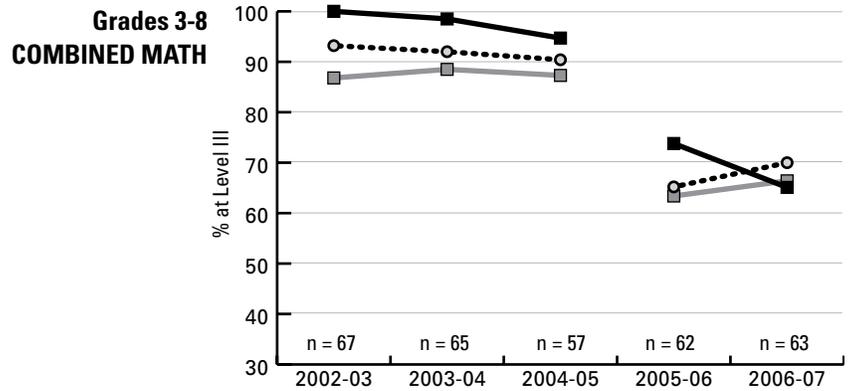
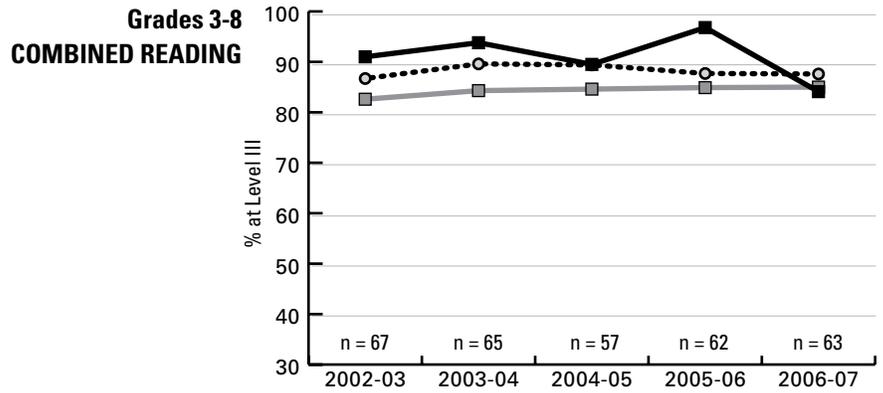
GRAHAM COUNTY

Reading and Math End of Grade Tests

The math and reading achievement of Graham County's American Indian students in grades 3-8 has generally been at or above that of the average student in the LEA and state over the last five years.



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	88.9	81.82	75	91.7	57.1	81.4	83.16	81.2	80	72.5
	N Tested	9	11	8	12	7	86	95	85	90	91
4	% Grade Level	80	88.89	81.8	100	81.8	88.1	85.37	82	85.4	84.5
	N Tested	10	9	11	8	11	101	82	89	82	84
5	% Grade Level	84.6	100.00	100	100	100	90.1	94.85	92.7	92.3	93.2
	N Tested	13	10	9	11	9	91	97	96	91	88
6	% Grade Level	100	92.31	88.9	100	90	88.2	94.12	96	88	96.5
	N Tested	8	13	9	8	10	85	85	99	92	86
7	% Grade Level	90	100.00	91.7	88.9	90	83.5	93.42	88.8	89.6	91.7
	N Tested	10	8	12	9	10	97	76	89	106	84
8	% Grade Level	100	100.00	100	100	91.7	91.9	93.02	78	91.1	92.2
	N Tested	17	9	9	13	12	111	86	96.2	90	103

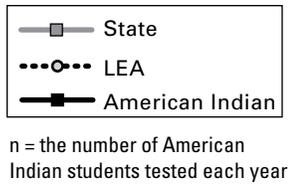
EOG MATHEMATICS, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	100.0	100.0	62.5	NA	57.1	91.9	90.5	80	NA	56
	N Tested	9	11	8	NA	7	86	95	85	NA	91
4	% Grade Level	100.0	100.0	100	75	54.5	95.0	97.6	95.5	64.6	66.7
	N Tested	10	9	11	8	11	101	82	88	82	84
5	% Grade Level	100.0	100.0	100	72.7	55.6	92.3	95.9	91.7	65.9	71.4
	N Tested	13	10	9	11	9	91	97	96	91	91
6	% Grade Level	100.0	100.0	100	37.5	80	94.1	94.1	93.9	67.4	80.2
	N Tested	8	13	9	8	10	85	85	99	92	86
7	% Grade Level	100.0	100.0	100	88.9	70	91.8	96.1	93.3	70.1	75
	N Tested	10	8	12	9	10	97	76	89	107	84
8	% Grade Level	100	88.89	100	92.3	66.7	97.3	88.37	87.2	67.8	72.8
	N Tested	17	9	9	13	12	110	86	78	90	103

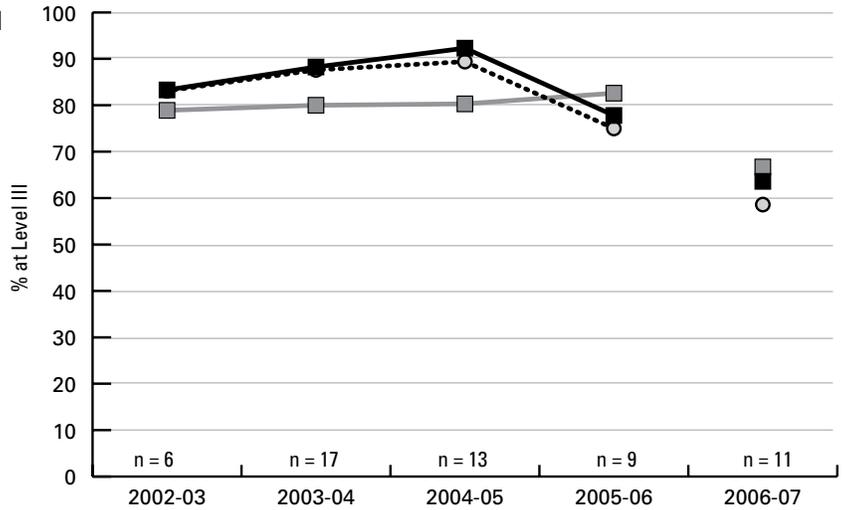
GRAHAM COUNTY

End of Course Tests

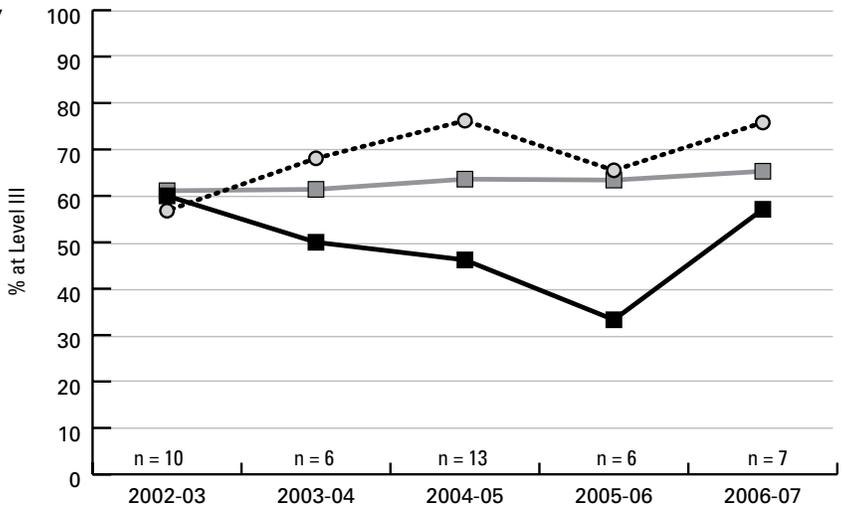
In recent years Graham County American Indian students have performed higher on the test in English I, but lower on the Biology EOC than other students in the state and local district. In Algebra I, the American Indian students scored higher than all other students in the state until 2005-06.



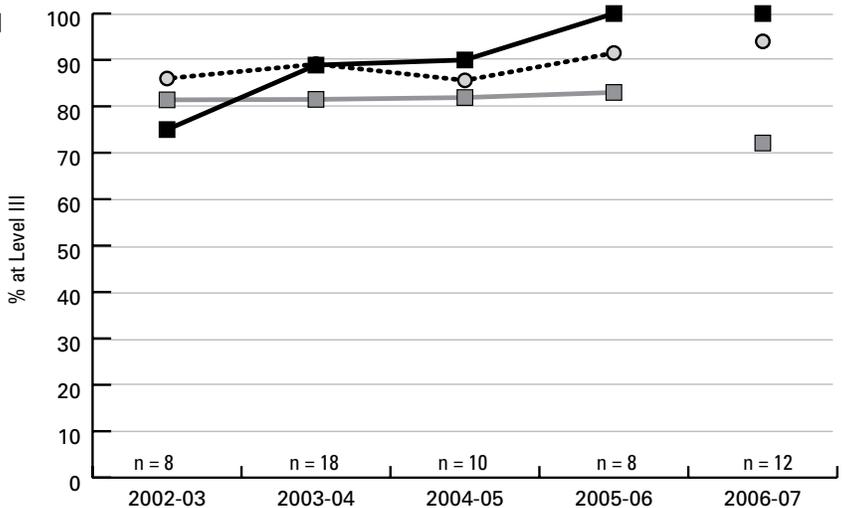
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

GRAHAM COUNTY

High School Completion and College Enrollment

American Indian students in Graham County graduate at rates lower than the state and LEA averages.

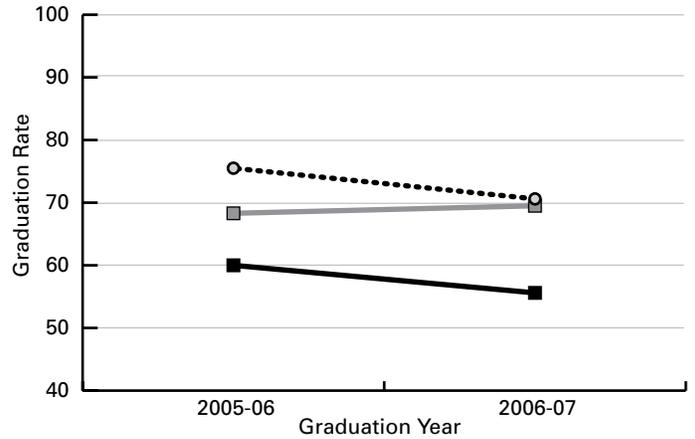
Less than five American Indian students have dropped out in each of the last four school years. Because of the small number of American Indian students, changes in the dropout rates are as much due to the number of high school students (denominator) as the number of dropouts (numerator). Therefore, the rate trend is not a very good indicator.

A similar situation is also noted when looking at rates of American Indian graduates attending UNC system schools and the state's community colleges. There were only five American Indian graduates in 2005, 2006, and 2007. There were none in 2004.

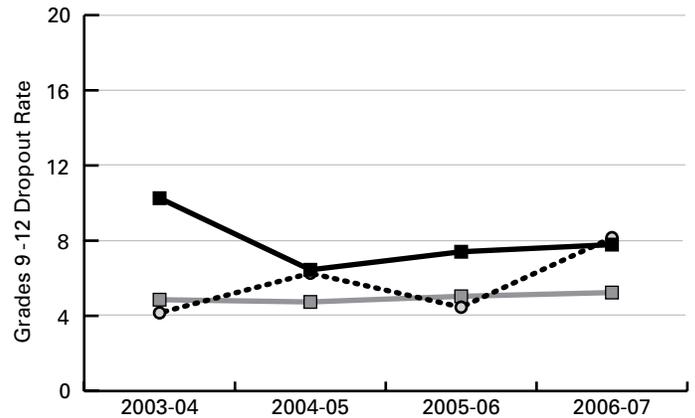


n = the number of American Indian students attending

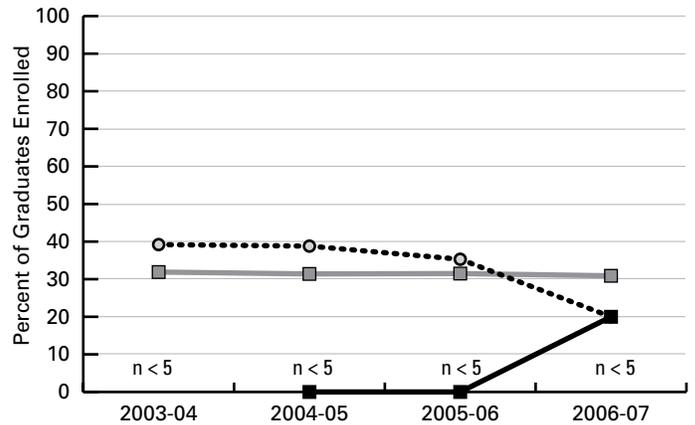
4-YEAR COHORT GRADUATION RATES



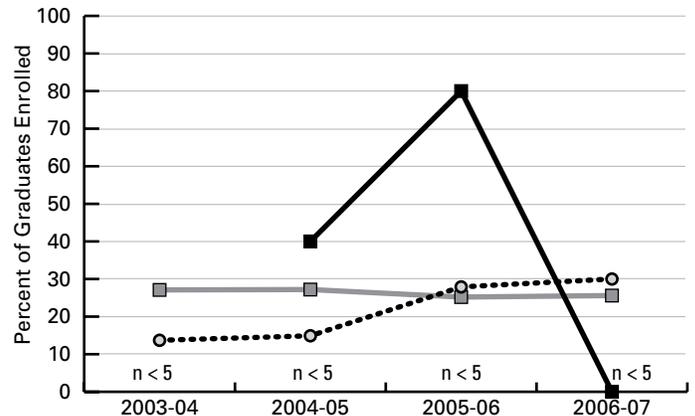
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



GUILFORD COUNTY



<http://www.gcsnc.com>

Guilford County is located in north central North Carolina and contains the cities of Greensboro and High Point. For census purposes, the county is considered to be 84% urban and 16% rural. According to the 2000 Census, 7.6% of Guilford County residents live in poverty. 83.0% of adult residents have at least a high school diploma, and 30.3% have at least a Bachelors degree. The unemployment rate in 2006 was 4.7%, slightly lower than the state average of 4.8%.

Guilford County's 2006-07 school membership of 69,677 was one of the largest in the state. From 2000 to 2006, the county grew 7.3%, compared to 10.1% for the state overall. American Indians comprise 0.5% of the population. The two largest racial groups in the county are white (64.6%) and black (29.2%).

The school population identified as American Indian in Guilford County is 328. The Title VII program serves 210 students.



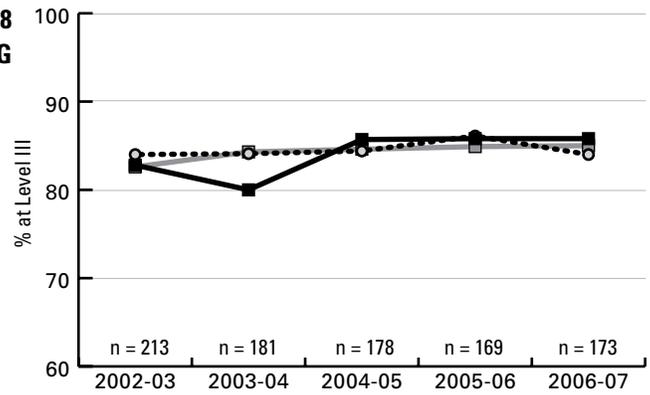
GUILFORD COUNTY

Reading and Math End of Grade Tests

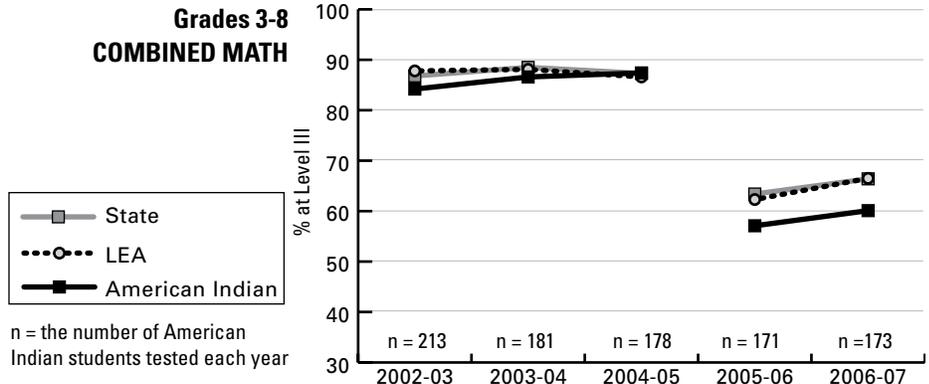
In four of the last five years, American Indian student performance on reading End of Grade tests has equaled or exceeded that of other students in Guilford County and the state.

From 2002-03 until 2004-05, American Indian student performance on math End of Grade tests closely mirrored that of other students in the state. Since the math EOG tests were revised in 2005, the performance of Indian students has lagged slightly behind other students in Guilford County and the state.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



■ State
● LEA
■ American Indian

n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	80	71.43	79.4	90.5	78.1	80.8	81.82	81.8	83.4	82
	N Tested	30	28	34	21	32	4922	4731	5019	4979	5063
4	% Grade Level	87.5	76.00	88	65.7	95	82.1	81.63	80.8	83.8	85.1
	N Tested	40	25	25	35	20	4952	4698	5033	5040	4952
5	% Grade Level	86.5	88.10	100	96.2	94.1	88	88.98	88.2	89.5	91
	N Tested	37	42	21	26	34	5030	4753	5046	5029	4995
6	% Grade Level	81.3	78.13	84.6	96.2	90.9	80.6	81.11	81.2	82.7	84.5
	N Tested	32	32	39	26	22	4966	4721	5056	5059	4898
7	% Grade Level	76.5	76.92	83.3	92.5	84.6	84.2	85.51	85.4	88.5	87.4
	N Tested	34	26	30	40	26	5066	4693	5132	5075	5042
8	% Grade Level	82.5	92.86	82.8	76.2	92.3	88.3	89.99	88.6	87.6	90.3
	N Tested	40	28	29	21	39	4796	4686	5093	5133	5013

EOG MATHEMATICS, Percent of Students At/Above Grade Level

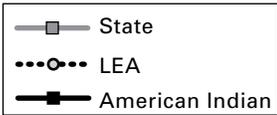
GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	83.3	78.6	85.3	NA	68.8	87.5	86.6	84.1	NA	72.1
	N Tested	30	28	34	NA	32	4935	4731	5033	NA	5098
4	% Grade Level	87.5	88.0	92	54.3	60	94.2	93.8	91.2	65.2	69.5
	N Tested	40	25	25	35	20	4964	4698	5048	5069	4989
5	% Grade Level	86.5	97.6	90.5	46.2	61.8	92.7	93.7	89.7	62.1	70.9
	N Tested	37	42	21	26	34	5039	4753	5066	5050	5035
6	% Grade Level	90.6	84.4	89.7	69.2	50	89.1	90.0	89.4	60	66.3
	N Tested	32	32	39	26	22	4973	4721	5078	5082	4920
7	% Grade Level	76.5	88.5	90	60	57.7	81.5	84.7	82.7	59.9	62.7
	N Tested	34	26	30	40	26	5069	4693	5142	5086	5058
8	% Grade Level	80.0	82.1	75.9	47.6	64.1	82.0	84.7	82.2	57.6	66.1
	N Tested	40	28	29	21	39	4809	4686	5101	5128	5021

GUILFORD COUNTY

End of Course Tests

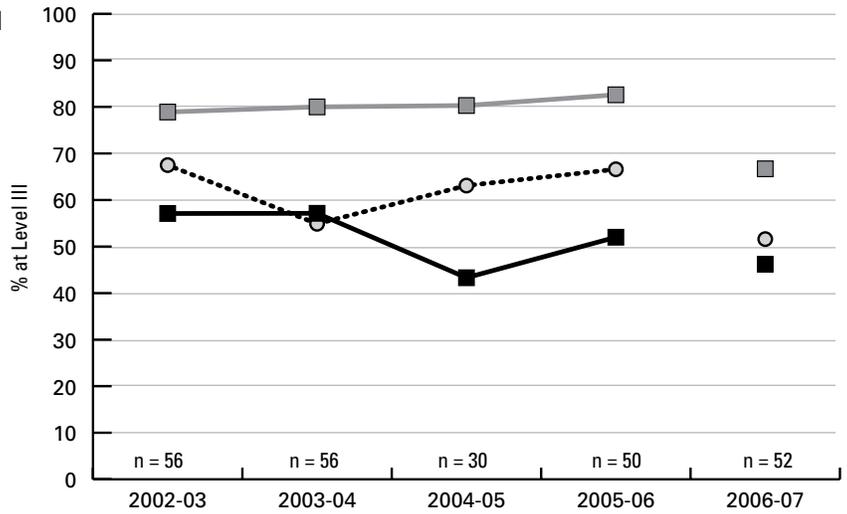
Over the last five years, the percentage of American Indian students deemed proficient by End of Course Algebra I testing has been generally lower than other students in Guilford County. Lower performance was also seen in Biology I with the notable exception of 2006-07 when the percentage of Indian students scoring proficient exceeded that of other Guilford County students and equaled that of the state overall.

In English I, Guilford County American Indian students' EOC test performance has mirrored that of the county and state overall.

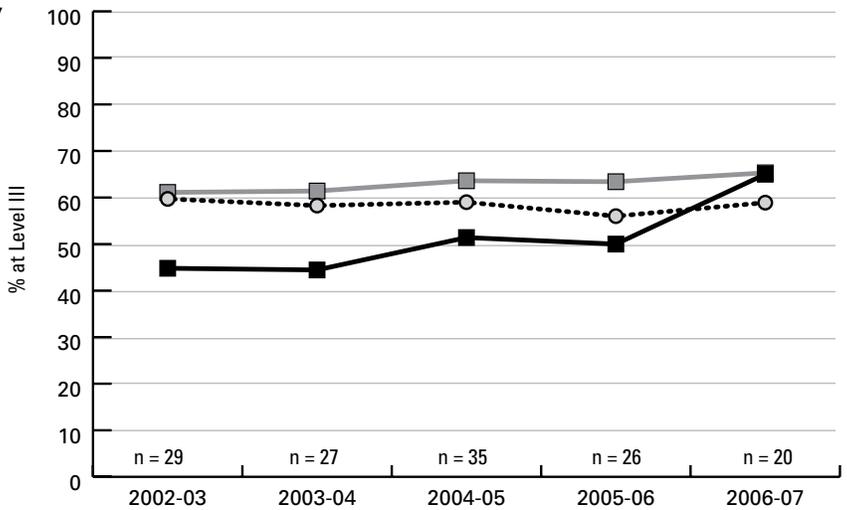


n = the number of American Indian students tested each year

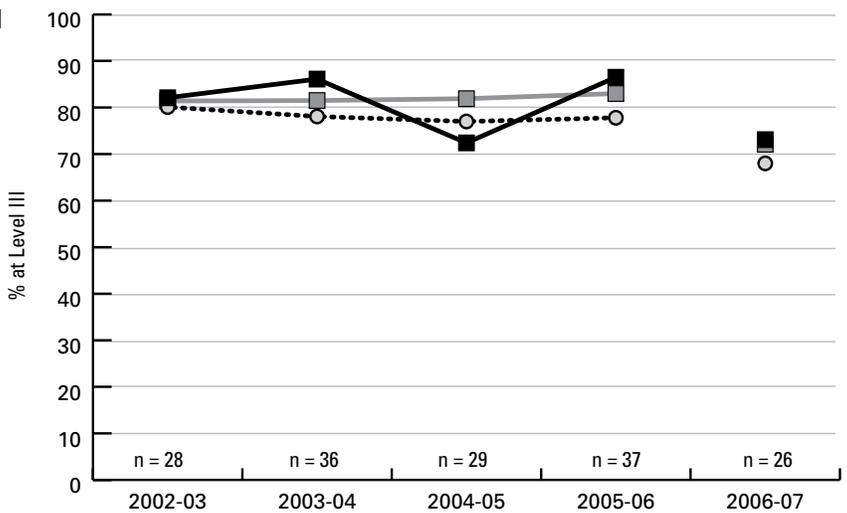
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

GUILFORD COUNTY

High School Completion and College Enrollment

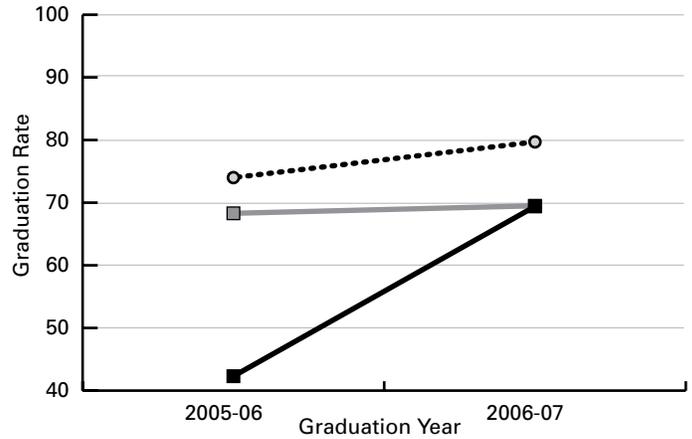
Because Guilford County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make huge differences in performance indicators. The American Indian cohort graduation rate in Guilford County improved markedly from 2005-06 to 2006-07, however the event dropout rate for 2006-07 was much higher than the previous year.

Rates of enrollment in higher education from 2003-04 to 2006-07 of Indian students and other Guilford County students have been comparable.

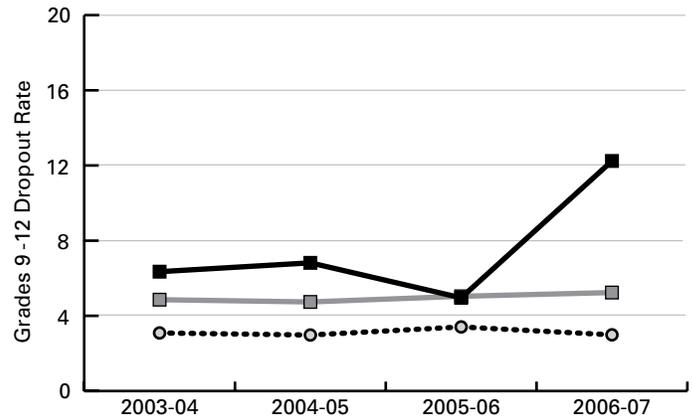


n = the number of American Indian students attending

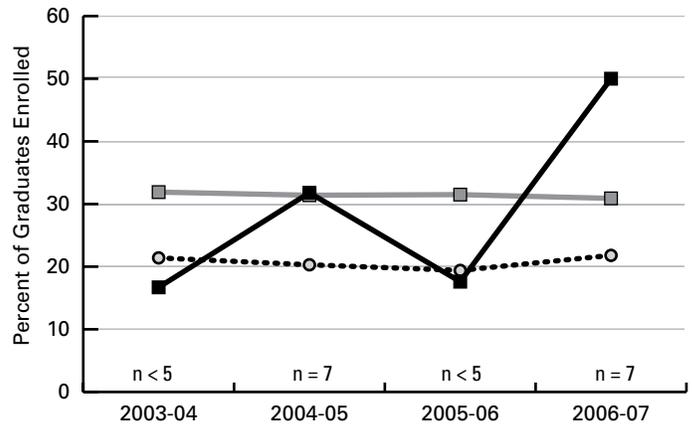
4-YEAR COHORT GRADUATION RATES



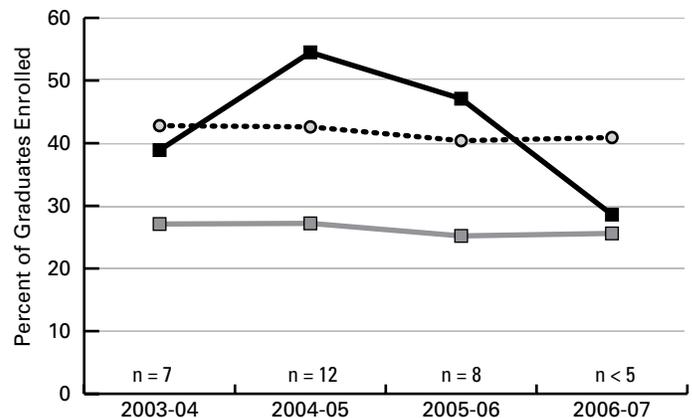
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HALIFAX COUNTY



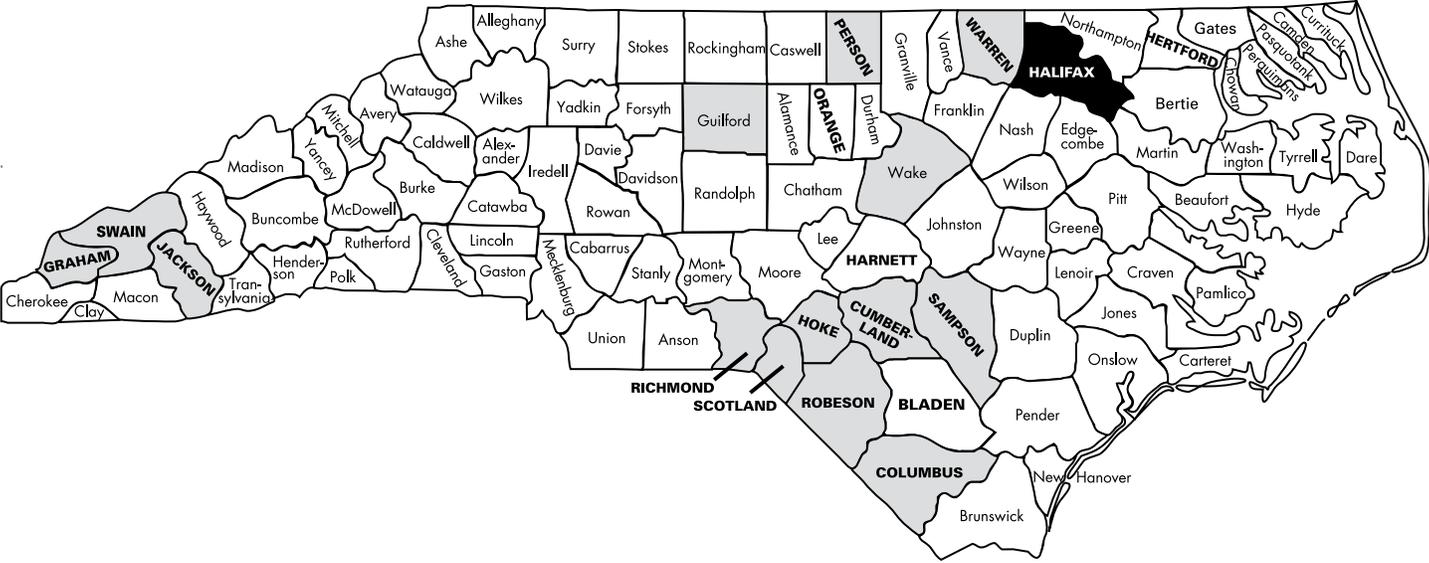
<http://www.halifax.k12.nc.us>

Halifax county is located in northeastern North Carolina. According to the 2000 Census, 21.9% of county residents live in poverty. 60.3% of adult residents have at least a high school diploma, but only 9.2% have at least a Bachelors degree. The unemployment rate in 2006 was 6.6%, compared with 4.8% for the state overall.

The 2006-07 school membership of 4,736 for Halifax County Schools is smaller than the state average of 12,081. Separate city school systems for the cities of Roanoke Rapids and Weldon are also located in Halifax County. For census purposes, Halifax County is considered 21% urban and 79% rural, however the Halifax County school district is almost completely rural.

From 2000 to 2006, the population of Halifax County shrank 3.2%. American Indians comprise 4.3% of the population. The main tribe represented is Haliwa-Saponi. The two largest racial groups in the county are black (65.1%) and white (28.6%).

The school population identified as American Indian in Halifax County is 234. The Title VII program serves 276 students.



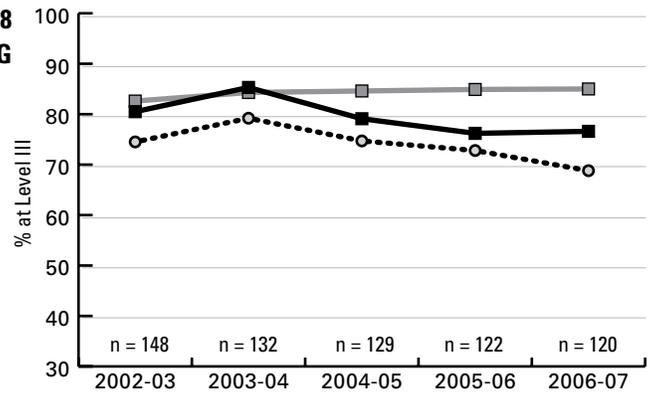
HALIFAX COUNTY

Reading and Math End of Grade Tests

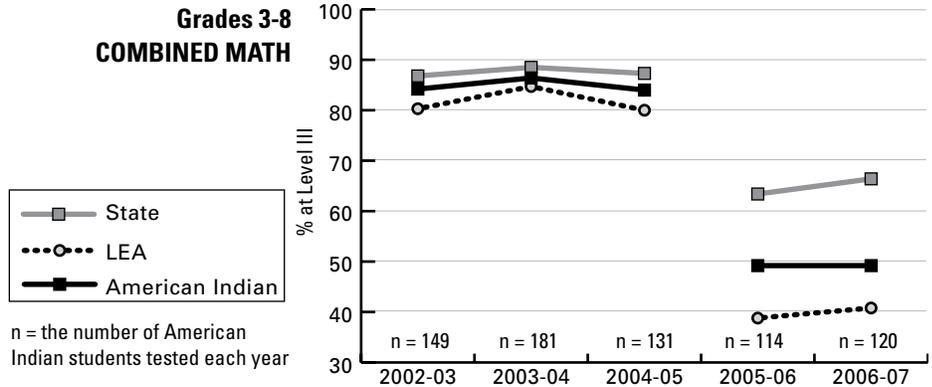
The percentage of American Indian students proficient on End of Grade tests in reading has exceeded that of other Halifax County students over the last five years.

From 2002-03 until 2004-05, American Indian student performance on math End of Grade tests closely mirrored that of other students in Halifax County and the state. Since the math EOG tests were revised in 2005, the performance of Indian students has lagged slightly behind other students in Halifax County and the state.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	73.9	94.12	82.4	64.3	79.2	75.6	79.61	81	81.7	71.9
	N Tested	23	17	17	14	24	430	407	327	345	310
4	% Grade Level	72.4	76.19	85.7	88.2	91.7	76.6	85.53	76.3	79.9	74.4
	N Tested	29	21	14	17	12	445	394	393	324	317
5	% Grade Level	90.5	92.86	85.7	100	88.2	81.3	84.80	80.7	80.7	78.6
	N Tested	21	28	21	18	17	418	408	378	367	299
6	% Grade Level	80.8	86.36	71.4	68.2	73.7	67.6	76.79	69.8	60.5	61.5
	N Tested	26	22	28	22	19	466	392	430	387	348
7	% Grade Level	87.5	76.92	66.7	69	78.3	71.1	72.21	69.1	67.9	69.3
	N Tested	16	26	24	29	23	450	439	405	443	368
8	% Grade Level	81.8	94.44	88	72.7	76	75.5	83.50	73.5	69.2	71.9
	N Tested	33	18	25	22	25	437	412	430	406	430

EOG MATHEMATICS, Percent of Students At/Above Grade Level

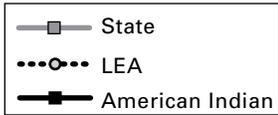
HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	82.6	78.6	94.1	NA	66.7	81.7	84.5	83.6	NA	56.6
	N Tested	23	28	17	NA	24	432	407	329	NA	311
4	% Grade Level	93.3	88.0	93.8	64.7	75	91.3	96.2	87.7	50.8	49.7
	N Tested	30	25	16	17	12	458	394	398	323	318
5	% Grade Level	95.2	97.6	90.5	61.1	47.1	86.8	92.6	85.9	41.3	45.8
	N Tested	21	42	21	18	17	423	408	382	368	299
6	% Grade Level	92.3	84.4	82.1	45.5	36.8	80.0	87.0	81.4	34.5	26.3
	N Tested	26	32	28	22	19	464	392	431	386	346
7	% Grade Level	81.3	88.5	70.8	37.9	43.5	70.5	74.7	70.9	36.6	41.8
	N Tested	16	26	24	29	23	451	439	406	443	368
8	% Grade Level	72.7	82.1	80	50	44	71.6	84.0	71.9	34.4	32.6
	N Tested	33	28	25	22	25	440	412	430	407	429

HALIFAX COUNTY

End of Course Tests

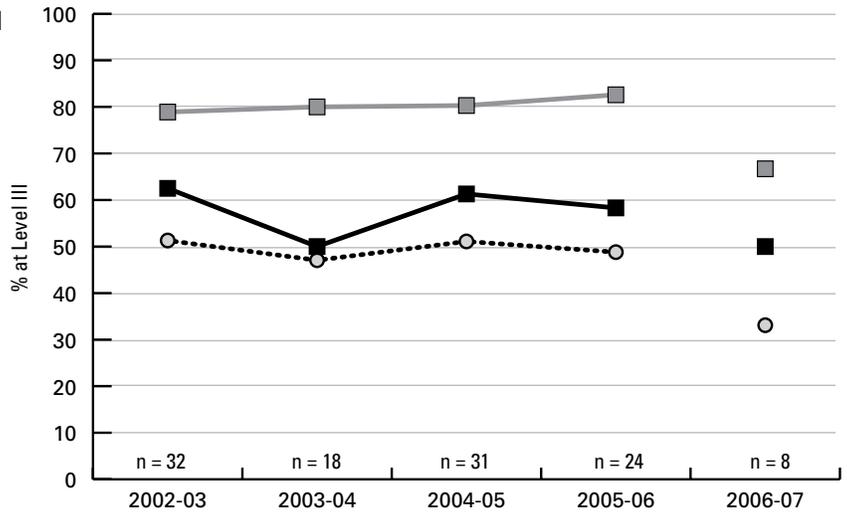
Over the last five years, the percentage of American Indian students deemed proficient by End of Course testing in Algebra I and Biology has exceeded that of other students in Halifax County, however proficiency levels lag far below that of the state overall.

In English I, American Indian students have performed better than other Halifax County students on EOC tests in four of the last five years.

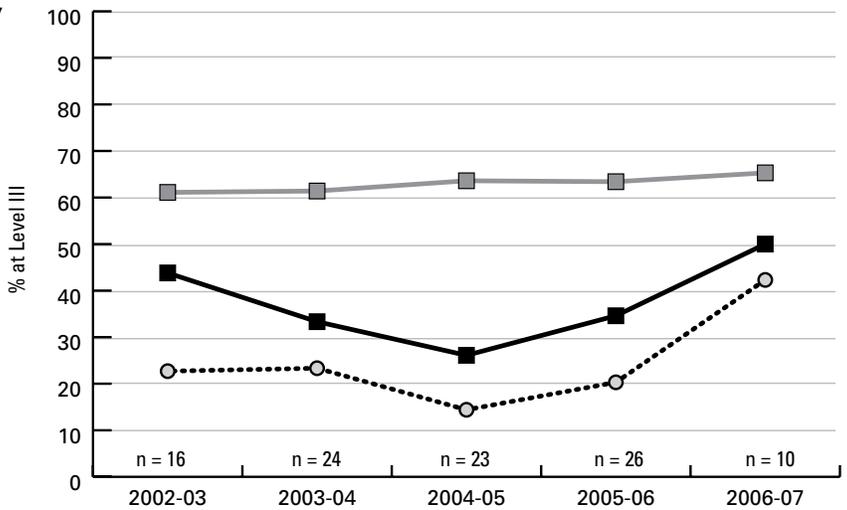


n = the number of American Indian students tested each year

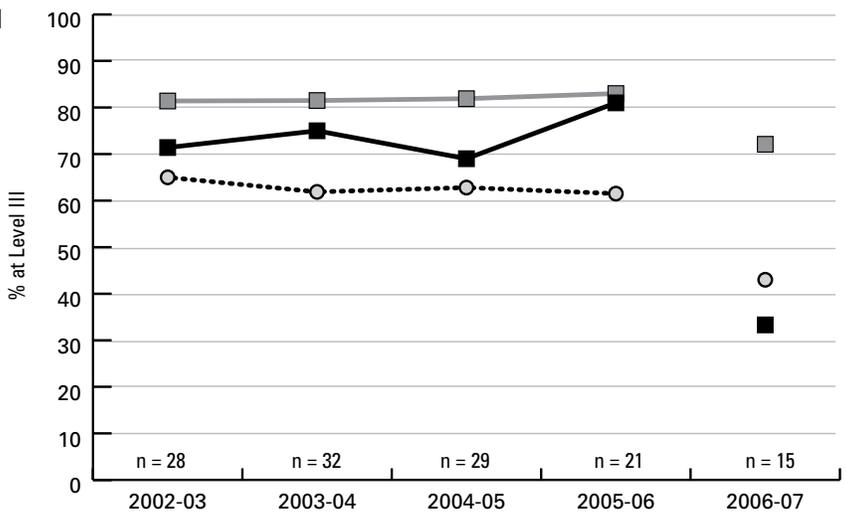
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

HALIFAX COUNTY

High School Completion and College Enrollment

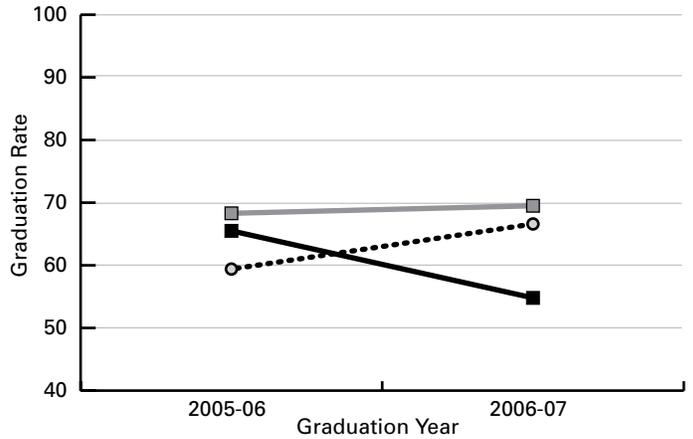
Because Halifax County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. The cohort graduation rate for Indian students was higher than for other Halifax County students in 2006 but was lower in 2007. Dropout rates for both Indian students and other Halifax students increased in 2006-07.

Over the last four years, the rates of enrollment in NC community colleges of Indian students have been comparable to that of other Halifax County students, however the rates of enrollment of Indian students in UNC system schools have been lower than those of other county students.

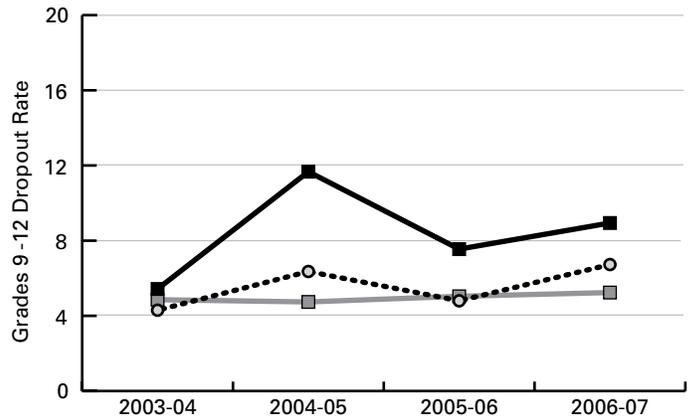


n = the number of American Indian students attending

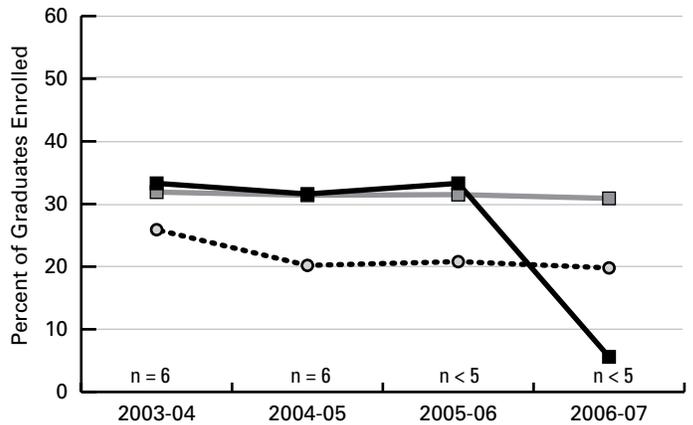
4-YEAR COHORT GRADUATION RATES



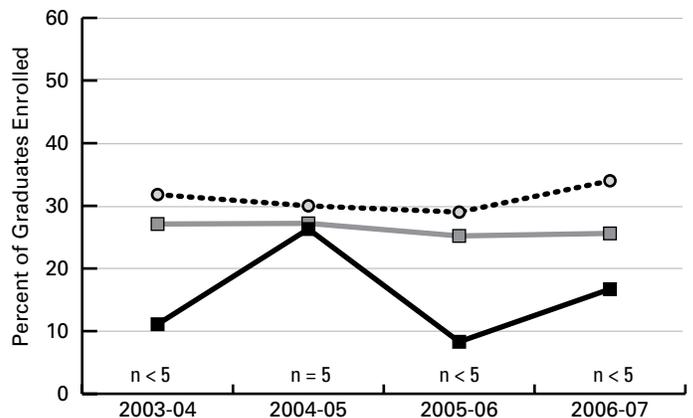
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



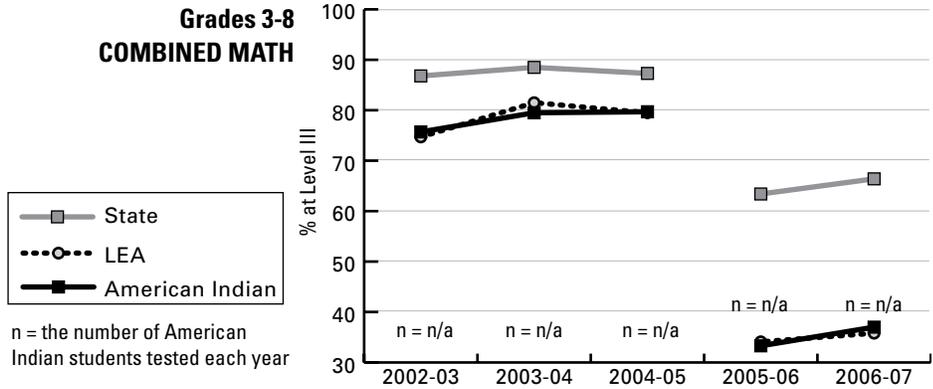
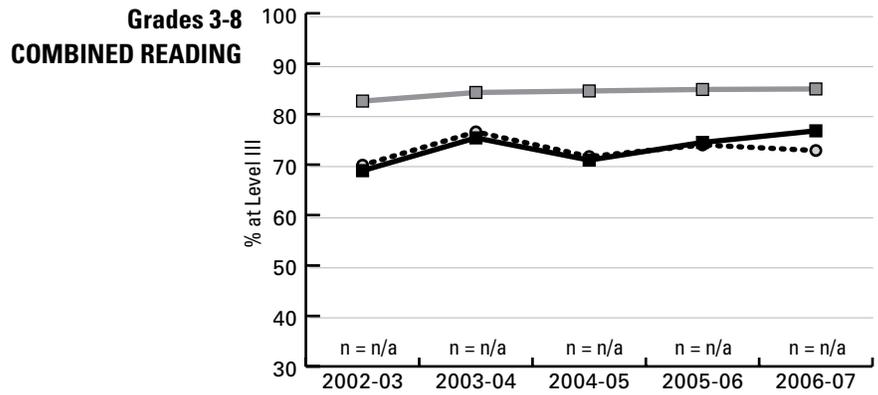
STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HALIWA-SAPONI TRIBAL SCHOOL

Reading and Math End of Grade Tests

Over the last five years, the percentage of the school's grade 3-8 students deemed proficient in reading and math have trailed the state averages.



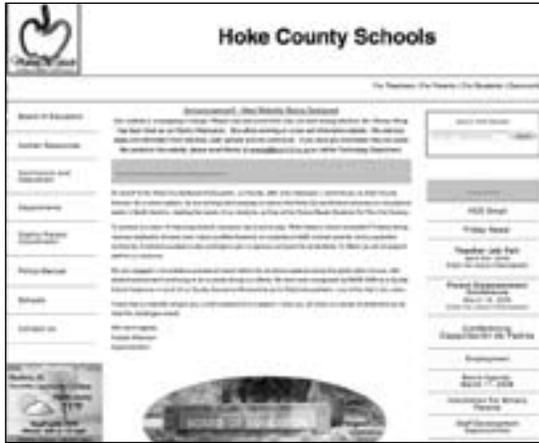
EOG READING, Percent of Students At/Above Grade Level

HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	56.3	87.5	38.5	63.6	72.7	58.8	88.9	50.0	50.0	75.0
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	% Grade Level	90.9	86.7	≥95	45.5	71.4	91.7	87.5	90.0	53.8	62.5
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	% Grade Level	75.0	90.9	92.9	88.9	90.0	76.5	91.7	93.8	90.9	90.9
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	% Grade Level	58.8	53.3	71.4	81.3	87.5	55.6	61.1	71.4	83.3	77.8
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	% Grade Level	70.0	66.7	58.8	77.8	73.3	70.0	62.5	61.1	77.8	66.7
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	% Grade Level	NA	77.8	75.0	84.6	73.3	NA	80.0	71.4	85.7	73.3
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	75.0	87.5	46.2	≤5	63.6	76.5	88.9	56.3	≤5	58.3
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	% Grade Level	90.9	≥95	≥95	45.5	21.4	91.7	≥95	≥95	53.8	18.8
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	% Grade Level	81.3	90.9	92.9	55.6	20.0	82.4	91.7	93.8	45.5	27.3
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	% Grade Level	82.4	73.3	92.9	56.3	62.5	77.8	77.8	92.9	55.6	55.6
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	% Grade Level	40.0	40.0	76.5	16.7	33.3	36.4	43.8	77.8	16.7	33.3
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	% Grade Level	NA	≥95	75.0	30.8	33.3	NA	≥95	64.3	35.7	33.3
	N Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

HOKE COUNTY

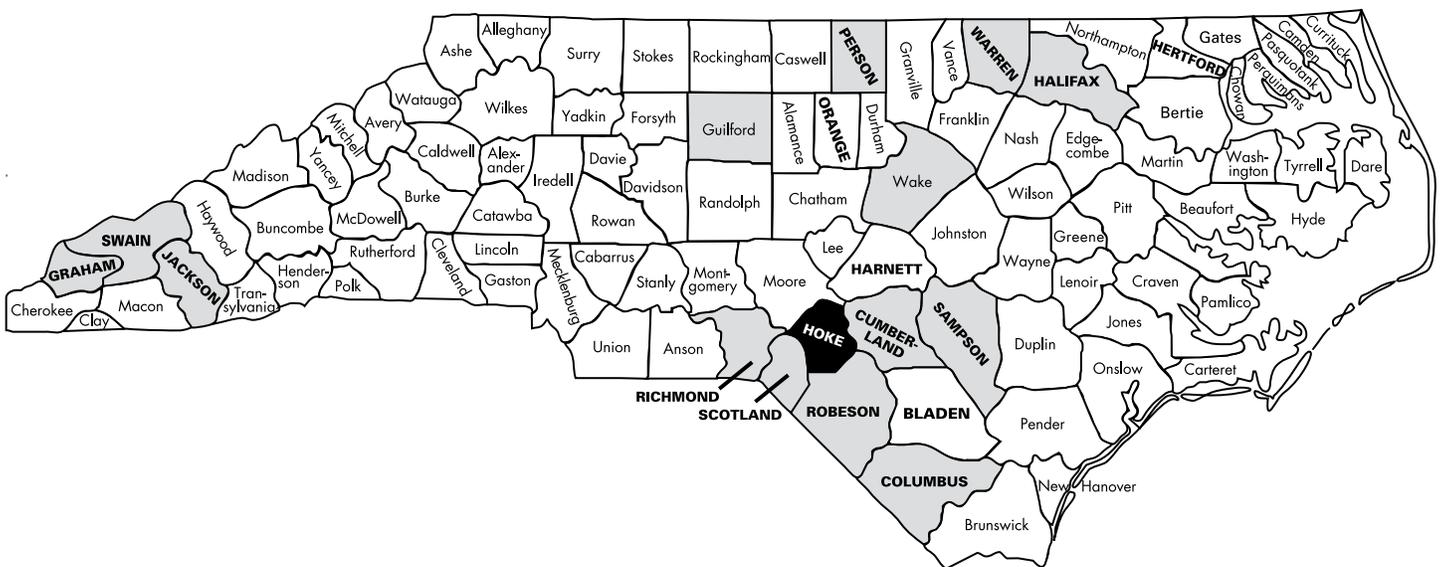


<http://www.hcs.k12.nc.us>

Hoke County is located in south central North Carolina. For census purposes, the county is considered 44% urban and 56% rural. According to the 2000 Census, 14.4% of Hoke County residents live in poverty. 73.5% of adult residents have at least a high school diploma, but only 10.9% have at least a Bachelors degree. The unemployment rate in 2006 was 5.6%, compared with 4.8% for the state overall.

The county's 2006-07 school membership of 7,146 is smaller than the state average of 12,081. From 2000 to 2006, the county grew 25.7%, compared to 10.1% for the state overall. American Indians comprise 11.0% of the population of Hoke County. The main tribe represented is Lumbee. The two largest racial groups in the county are white (44.6%) and black (37.6%).

The school population identified as American Indian in Hoke County is 946. The Title VII program serves 1,035 students.



HOKE COUNTY

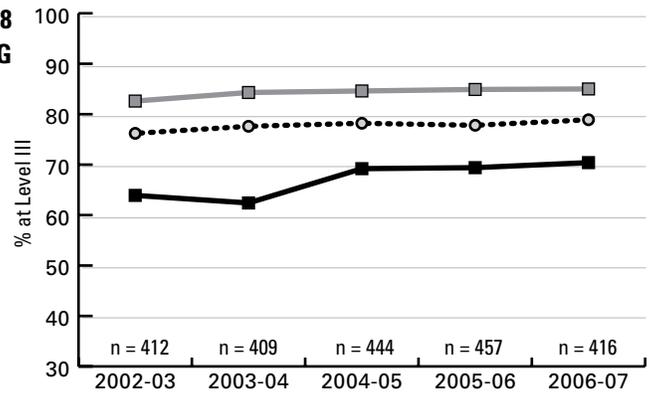
Reading and Math End of Grade Tests

The percentage of American Indian students deemed proficient in reading and math by End of Grade testing has lagged behind that of other students in Hoke County over the last five years.

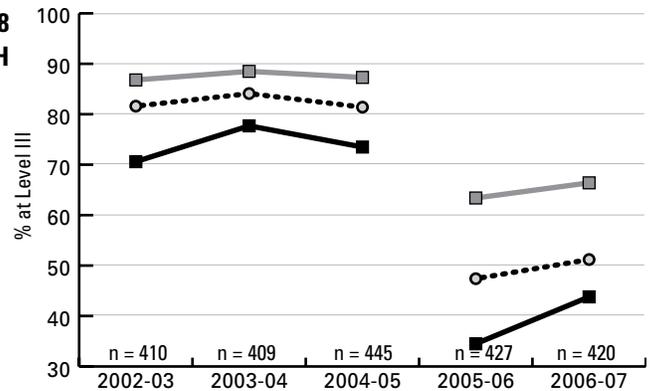


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	57.1	55.56	56.8	67.5	68.4	74.8	73.18	70.6	74.2	76.3
	N Tested	84	81	88	83	76	523	466	541	551	557
4	% Grade Level	60.4	53.85	51.9	61.4	69	72.1	72.86	75.9	73.3	81.4
	N Tested	53	78	81	88	71	477	468	518	539	528
5	% Grade Level	75.6	73.21	86.8	78.2	76.8	80.5	83.78	89.8	84.3	81.8
	N Tested	86	56	76	78	82	517	450	511	515	523
6	% Grade Level	52.6	57.89	66.7	60.9	64.3	70.2	70.85	74.6	73.8	75.4
	N Tested	57	76	63	69	70	476	446	524	516	496
7	% Grade Level	62	75.51	74	69.6	89.7	77.2	82.33	78.2	81.6	87.3
	N Tested	79	49	77	69	58	514	447	487	538	498
8	% Grade Level	75.5	72.46	86.4	80	76.3	82.7	83.26	80.6	80	85.5
	N Tested	53	69	59	70	59	445	442	499	451	483

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	70.2	65.4	62.5	NA	54.5	83.7	80.5	72.6	NA	56.3
	N Tested	84	81	88	NA	77	523	466	541	NA	560
4	% Grade Level	83.0	92.3	81.5	37.5	50	88.7	93.8	90.2	50.1	58.5
	N Tested	53	78	81	88	72	478	468	520	539	530
5	% Grade Level	82.6	89.3	87.2	32.9	35.7	85.5	89.8	89.1	50.6	44.8
	N Tested	86	56	78	79	84	519	450	516	516	525
6	% Grade Level	66.7	82.9	76.2	38.6	32.9	82.8	86.5	84.7	47	53.7
	N Tested	57	76	63	70	70	476	446	524	517	495
7	% Grade Level	60.8	67.3	69.7	24.6	43.1	72.1	75.2	74.1	45.1	49.2
	N Tested	79	49	76	69	58	513	447	487	537	498
8	% Grade Level	56.9	71.0	62.7	28.6	30.5	76.4	81.0	77	39.2	44.7
	N Tested	51	69	59	70	59	441	442	500	451	483

HOKE COUNTY

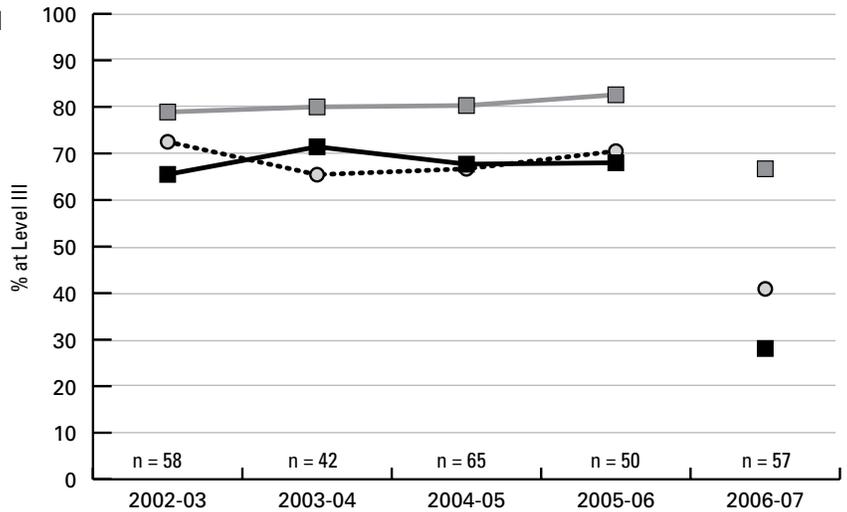
End of Course Tests

The percentage of American Indian students judged proficient on End of Course tests in Biology and English I has lagged slightly behind that of other Hoke County students for the last five years. From 2003-04 to 2005-06, the performance of American Indian students on Algebra I EOC tests compared favorably with other Hoke County students.

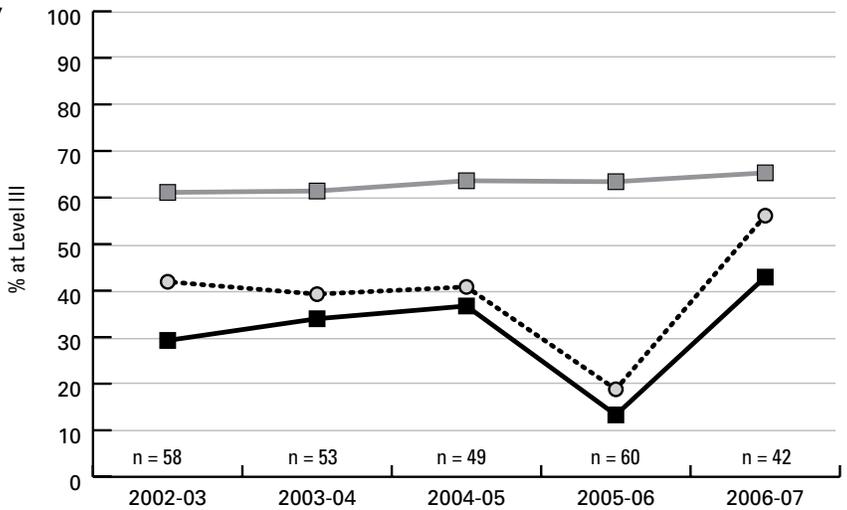


n = the number of American Indian students tested each year

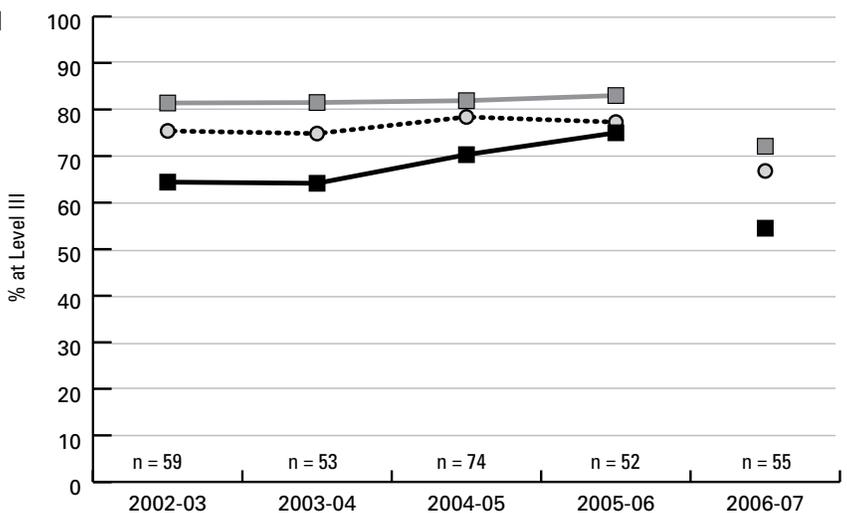
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

HOKE COUNTY

High School Completion and College Enrollment

Although the American Indian cohort graduation rate improved in 2007, the rate is still over ten percentage points lower than the rate for other Hoke County students.

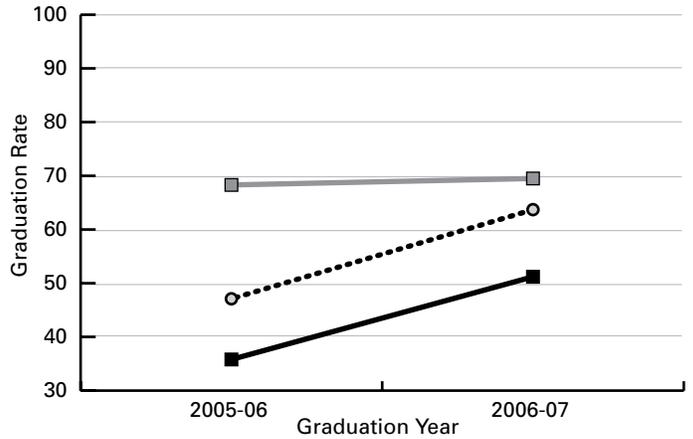
The dropout rates for Indian students have been higher than those of their classmates for the last four years.

Hoke County American Indian graduates have enrolled in NC community colleges at rates somewhat higher than those of their classmates, however they have enrolled in UNC system schools at lower rates.

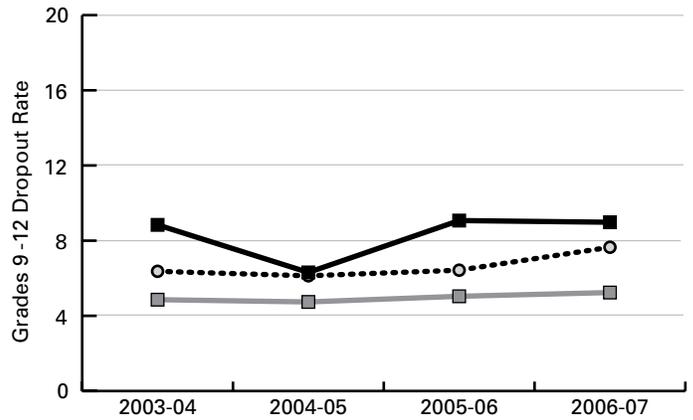


n = the number of American Indian students attending

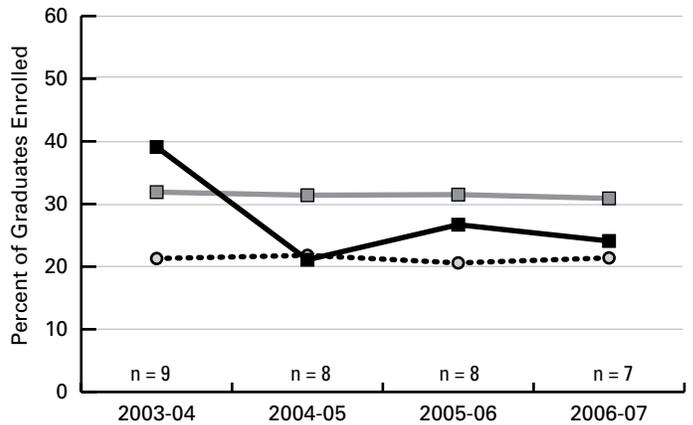
4-YEAR COHORT GRADUATION RATES



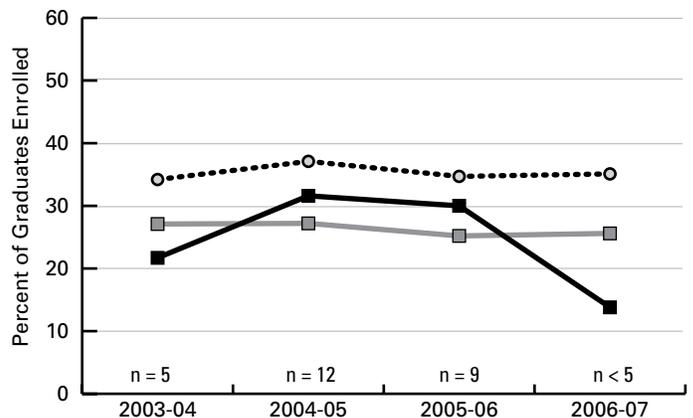
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



JACKSON COUNTY

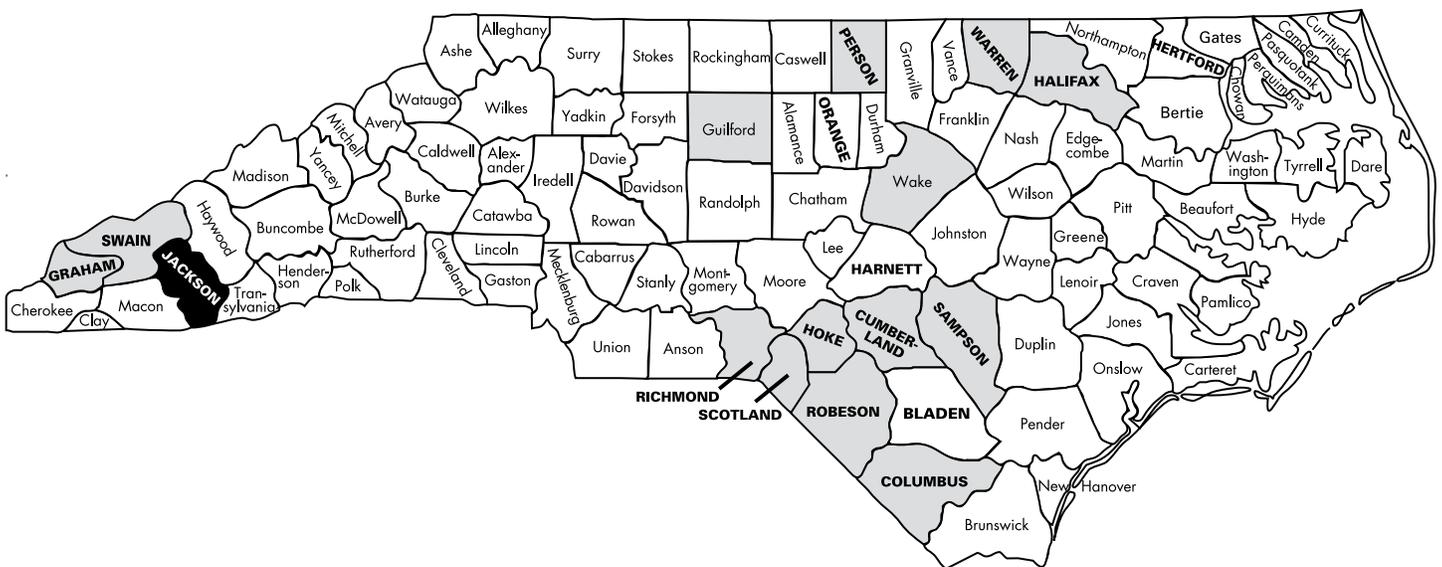


<http://www.jcps.k12.nc.us>

Jackson County is located in southwestern North Carolina. The county is considered 24% urban and 76% rural for census purposes. According to the 2000 Census, 8.7% of Jackson County residents live in poverty. 79.8% of adult residents have at least a high school diploma, and 27.3% have at least a Bachelors degree. The unemployment rate in 2006 was 3.7%, compared with 4.8% for the state overall.

The county's 2006-07 school membership of 3,633 is smaller than the state average of 12,081. From 2000 to 2006, the county grew 7.4%, compared to 10.1% for the state overall. American Indians comprise 2.3% of the population of Jackson County. The main tribe represented is the Eastern Band of Cherokee Indians. The largest racial group in the county is white (93.5%).

The school population identified as American Indian in Jackson County is 334. The Title VII program serves 370 students.



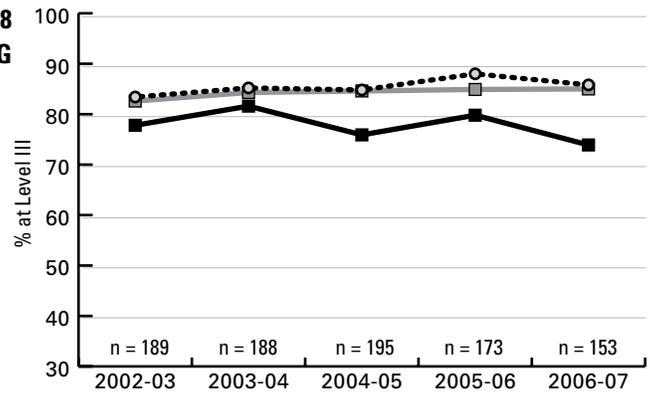
JACKSON COUNTY

Reading and Math End of Grade Tests

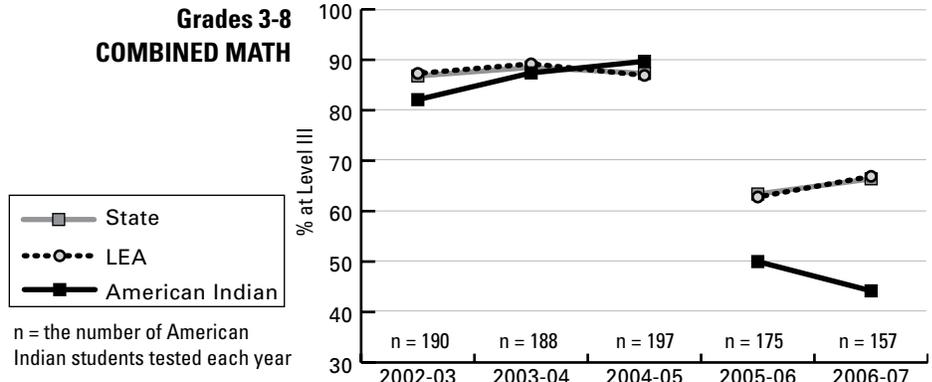
The percentage of American Indian students scoring proficient on End of Grade reading tests has trailed that of other Jackson County students over the last five years.

The performance of American Indian students on math End of Grade tests closely mirrored that of other county students until the tests were revised in 2005. The percentage of Indian students achieving Level III on math EOG tests has lagged far behind other Jackson County students the last two years.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	81.1	65.52	82.8	88.9	85	272	81.90	82.5	82.9	84.2
	N Tested	37	29	29	27	20	72.2	232	280	287	240
4	% Grade Level	78.8	81.25	60	76	92.3	80.8	84.12	78.6	87.2	88.3
	N Tested	33	32	25	25	26	260	233	243	265	274
5	% Grade Level	78.6	93.55	73.5	61.9	83.3	80.6	88.19	88.2	88.3	90.4
	N Tested	42	31	34	21	24	258	237	246	247	260
6	% Grade Level	75.9	75.00	71.1	72.7	34.8	84.6	82.13	83.9	89.1	84.9
	N Tested	29	36	38	33	23	280	263	254	239	252
7	% Grade Level	73.1	82.86	84.8	92.5	82.1	79.1	85.20	86.1	92.9	92.4
	N Tested	26	35	33	40	28	278	277	280	254	251
8	% Grade Level	77.3	92.00	80.6	77.8	87.5	86.5	90.51	89	88.6	93
	N Tested	22	25	36	27	32	310	295	282	280	243

EOG MATHEMATICS, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	75.7	89.7	76.7	NA	58.3	260.0	91.4	83.7	NA	74
	N Tested	37	29	30	NA	24	87.6	232	282	NA	254
4	% Grade Level	87.9	90.6	88	68	53.8	258.0	93.6	91.8	64.8	62
	N Tested	33	32	25	25	26	91.8	233	243	267	276
5	% Grade Level	88.1	90.3	82.4	38.1	37.5	280.0	89.9	89	51.2	62.6
	N Tested	42	31	34	21	24	89.6	237	246	248	262
6	% Grade Level	83.3	88.9	78.9	47.1	26.1	279.0	90.1	90.6	72.1	68.7
	N Tested	30	36	38	34	23	81	263	254	240	252
7	% Grade Level	69.2	85.7	84.8	45	44.8	310.0	84.8	85	63.1	66.3
	N Tested	26	35	33	40	29	87.5	277	280	255	252
8	% Grade Level	86.4	88.0	70.3	37	41.9	287.0	86.8	82.7	61.4	74.4
	N Tested	22	25	37	27	31	295	283	280	242	

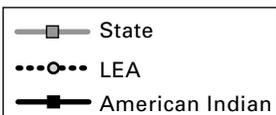
JACKSON COUNTY

End of Course Tests

With the exception of 2006-07, Jackson County American Indian students have scored at or above the state average on Algebra I EOC exams for the last several years.

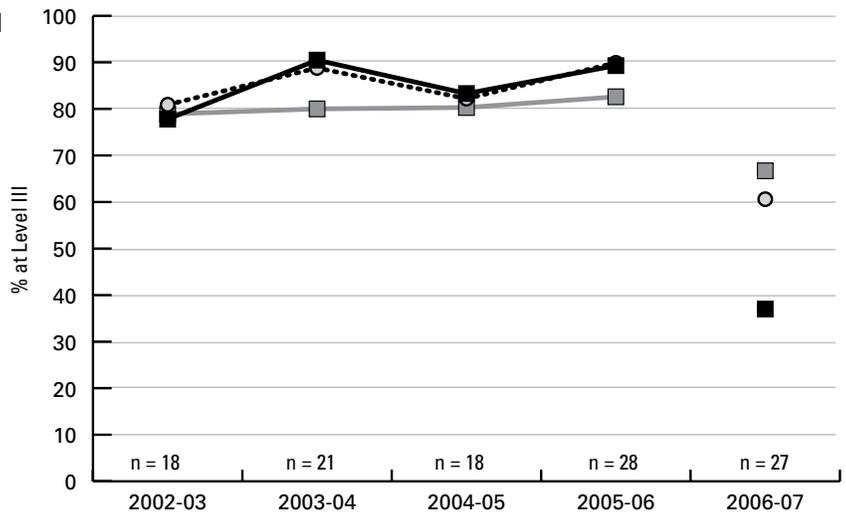
Jackson County Indian students have performed similar to other students in the state on End of Course Biology tests over the last five years.

In 2006-07, after two years of less desirable results, American Indian student performance on EOC English I exams mirrored that of other students in Jackson County and the state.

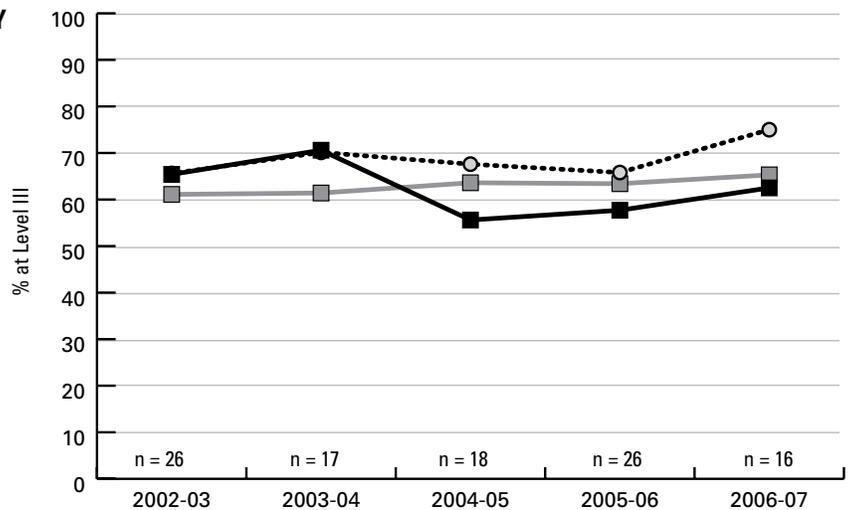


n = the number of American Indian students tested each year

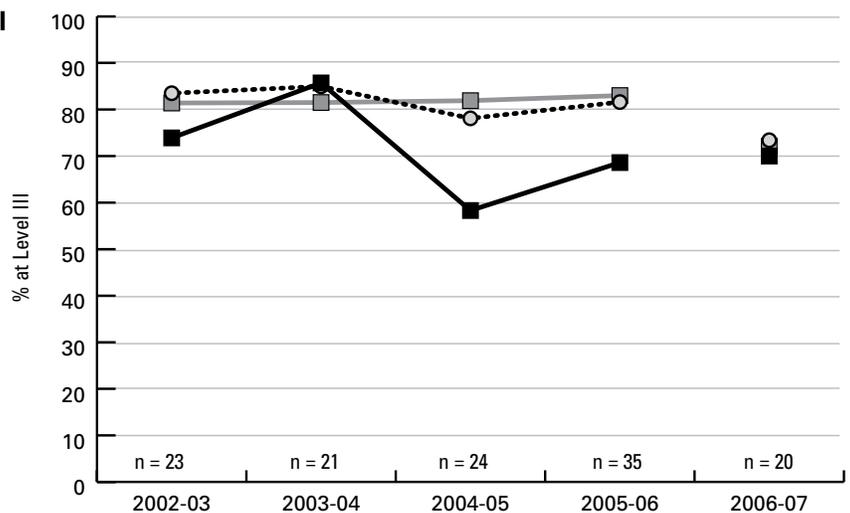
ALGEBRA I



BIOLOGY



ENGLISH I



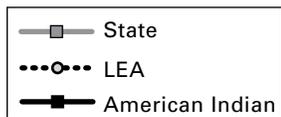
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

JACKSON COUNTY

High School Completion and College Enrollment

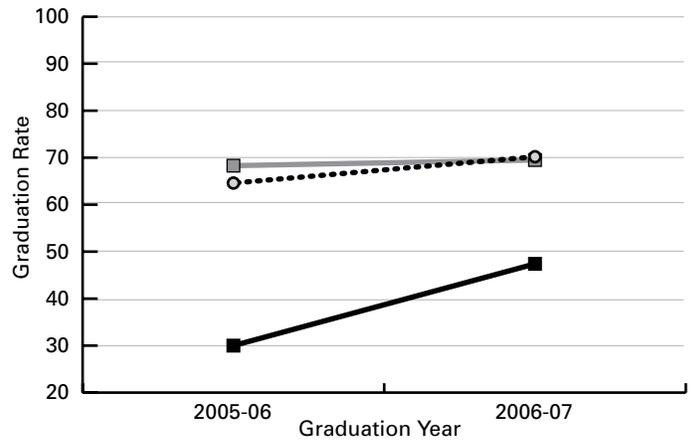
Because Jackson County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. American Indian students have graduated from high school at far lower rates than other Jackson County students in the two years that cohort graduation rates have been calculated. Indian student dropout rates have been much higher than that of other Jackson County students in three of the last four years.

American Indian graduates have enrolled in NC community colleges and UNC system schools at rates lower than those of other Jackson County graduates.

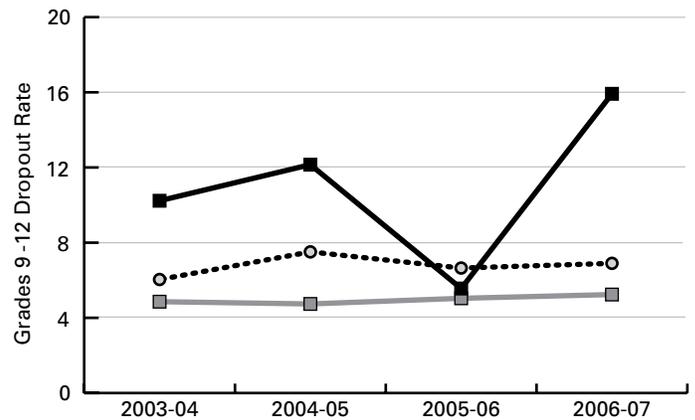


n = the number of American Indian students attending

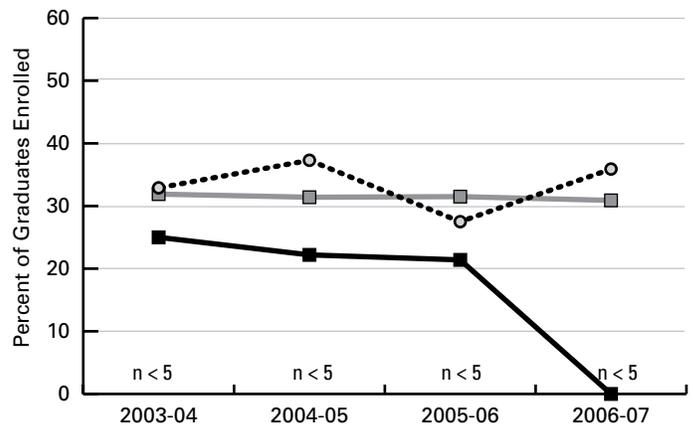
4-YEAR COHORT GRADUATION RATES



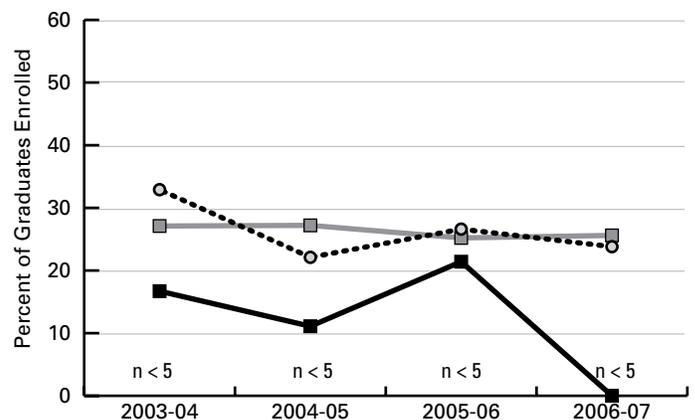
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



PERSON COUNTY



<http://www.person.k12.nc.us>

Person County is located in north central North Carolina along the Virginia border. The county is considered 26.6% urban and 73.4% rural for census purposes. According to the 2000 census 9.4% of county residents live in poverty. 74.8% of adult residents have at least a high school diploma, but only 10.3% have at least a Bachelors degree. The unemployment rate in 2006 was 6.2%, compared with 4.8% for the state overall.

Person County's 2006-07 school membership of 5,633 was about half the size of the mean of North Carolina school districts. From 2000 to 2006, the county grew 4.8%, compared to 10.1% for the state overall. American Indians comprise 0.5% of the population. The main tribe represented is Sappony. The largest racial groups in the county are white (68.8%) and black (28.4%).

The school population identified as American Indian in Person County is 27. The Title VII program serves 23 students.



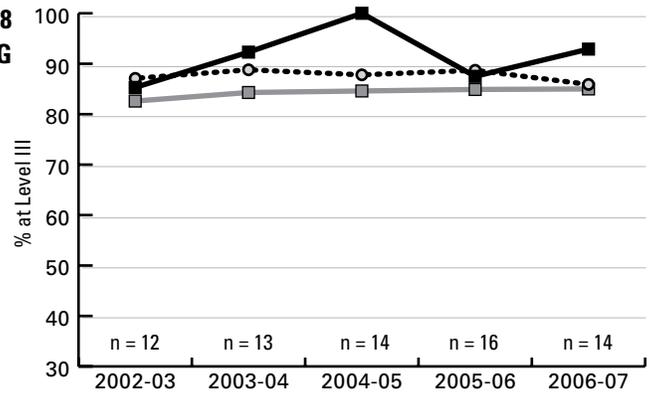
PERSON COUNTY

Reading and Math End of Grade Tests

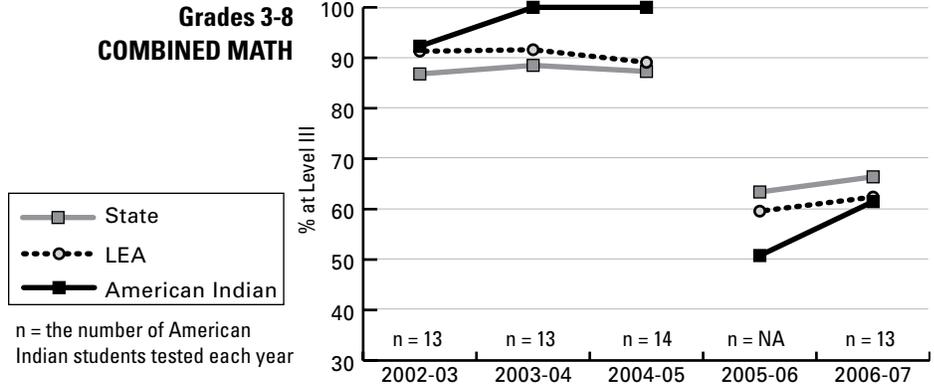
The percentage of American Indian students scoring proficient on End of Grade reading tests has equaled or exceeded that of other students in Person County and the state over the last five years.

Except for 2005-06, American Indian student performance on End of Grade math tests has equaled or exceeded that of other Person County students in recent years.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	100	100.00	100	100	100	84.2	86.24	82.6	87.8	84.1
	N Tested	2	3	2	1	2	411	407	426	393	402
4	% Grade Level			100	100	100	87.7	88.56	84.3	89.3	88.7
	N Tested	n < 5	n < 5	2	3	1	473	376	420	401	381
5	% Grade Level	100	100.00	100	100	100	91.3	93.44	94.3	93.5	93.8
	N Tested	1	2	2	2	3	427	457	387	413	404
6	% Grade Level		100.00	100		100	80.7	87.97	84.1	82.6	84.4
	N Tested	0	1	4	n < 5	1	462	424	492	419	417
7	% Grade Level	100	100.00	100	80	100	89.8	87.72	89.6	91.3	88.8
	N Tested	4	1	2	5	3	499	464	471	496	394
8	% Grade Level		100.00	100	100		88.5	92.53	92	87.6	90
	N Tested	n < 5	4	2	3	n < 5	470	455	477	500	441

EOG MATHEMATICS, Percent of Students At/Above Grade Level

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	100.0	100.0	100	NA	100	89.1	88.2	82.5	NA	72.9
	N Tested	2	3	2	NA	2	411	407	428	NA	406
4	% Grade Level		100.0	100		100	96.4	91.8	94.5	62.2	63.3
	N Tested	n < 5	2	2	n < 5	1	474	376	421	407	381
5	% Grade Level	100.0	100.0	100	100		93.7	97.2	93.8	64	61.4
	N Tested	1	2	2	2	n < 5	427	457	390	417	409
6	% Grade Level		100.0	100	100	100	94.4	94.8	91.7	56.6	64.2
	N Tested	0	1	4	2	1	462	424	495	424	419
7	% Grade Level	100.0	100.0	100	80		88.4	93.8	87.3	60.4	58.3
	N Tested	4	1	2	5	3	499	464	471	497	396
8	% Grade Level	100.0	100.0	100			85.9	89.2	85.6	53.6	60.6
	N Tested	3	4	2	n < 5	n < 5	474	455	480	500	444

PERSON COUNTY

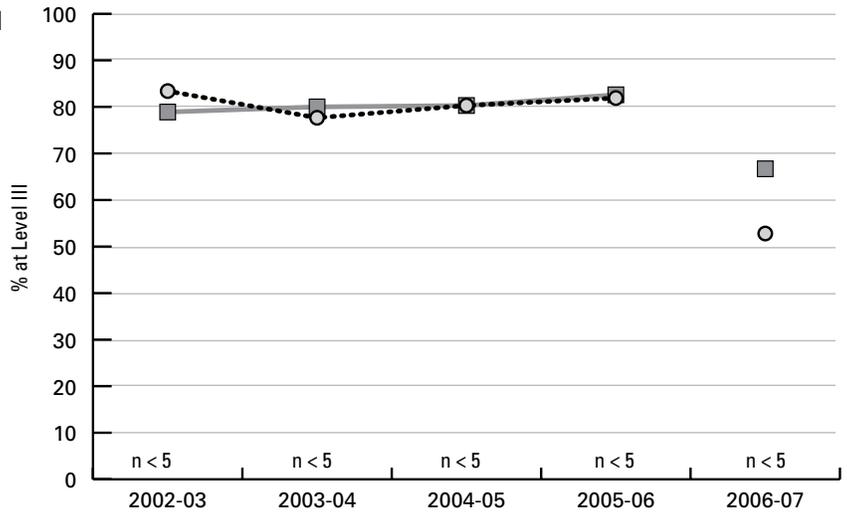
End of Course Tests

Only a few American Indian students in Person County take a particular End of Course exam in a particular year, hence it is difficult to detect definite trend. However, it can be said that American Indian student performance on EOC tests in Algebra I, Biology, and English I has more often than not equaled or exceeded that of other students in Person County and the state. American Indian data are not presented because of small numbers of students.

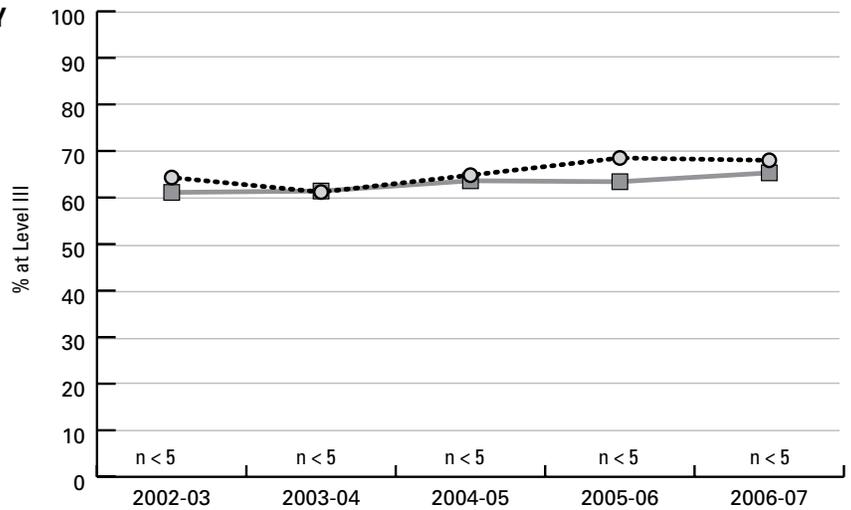


n = the number of American Indian students tested each year

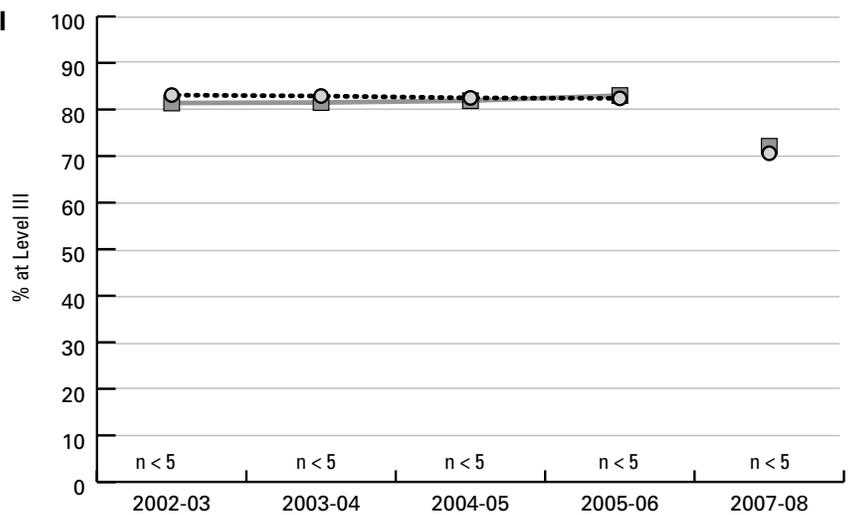
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

PERSON COUNTY

High School Completion and College Enrollment

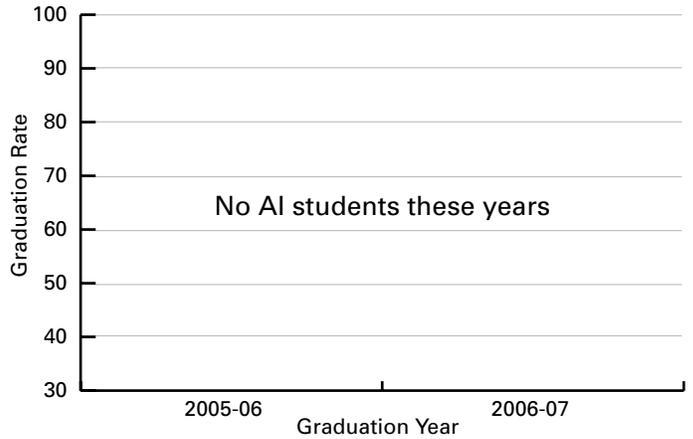
Because Person County high schools have only a few American Indian students, dropout and graduation rates are not very meaningful, especially for any one particular year. However, it can be noted that no American Indian students dropped out of school the last four years.

By summing the college enrollment numbers for the last four years, it can be determined that Indian students have enrolled in both NC community colleges and UNC systems schools in greater proportions than Person County students overall.

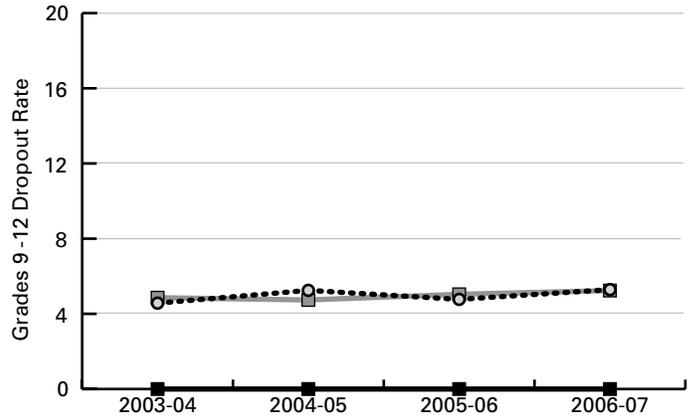


n = the number of American Indian students attending

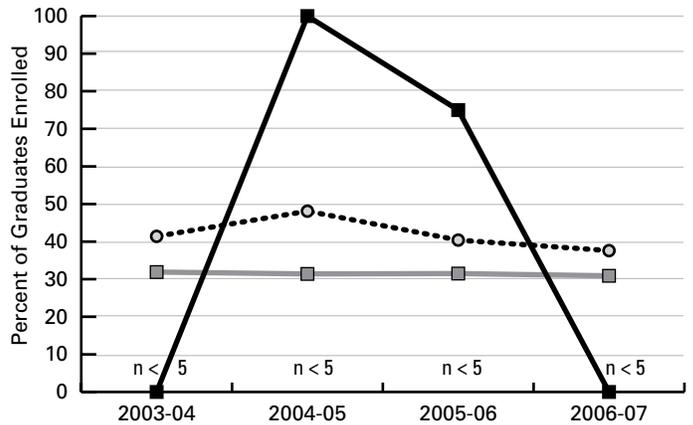
4-YEAR COHORT GRADUATION RATES



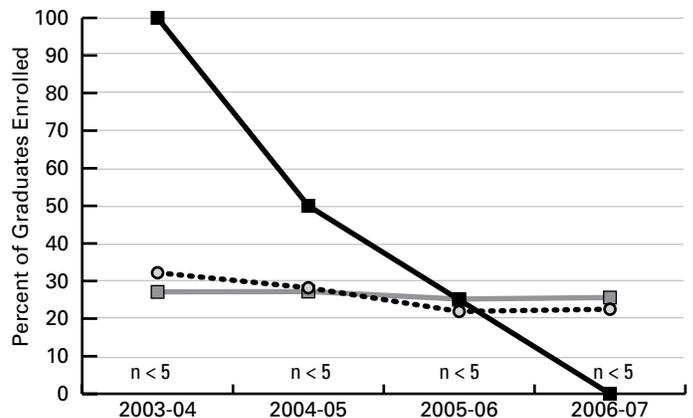
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



RICHMOND COUNTY

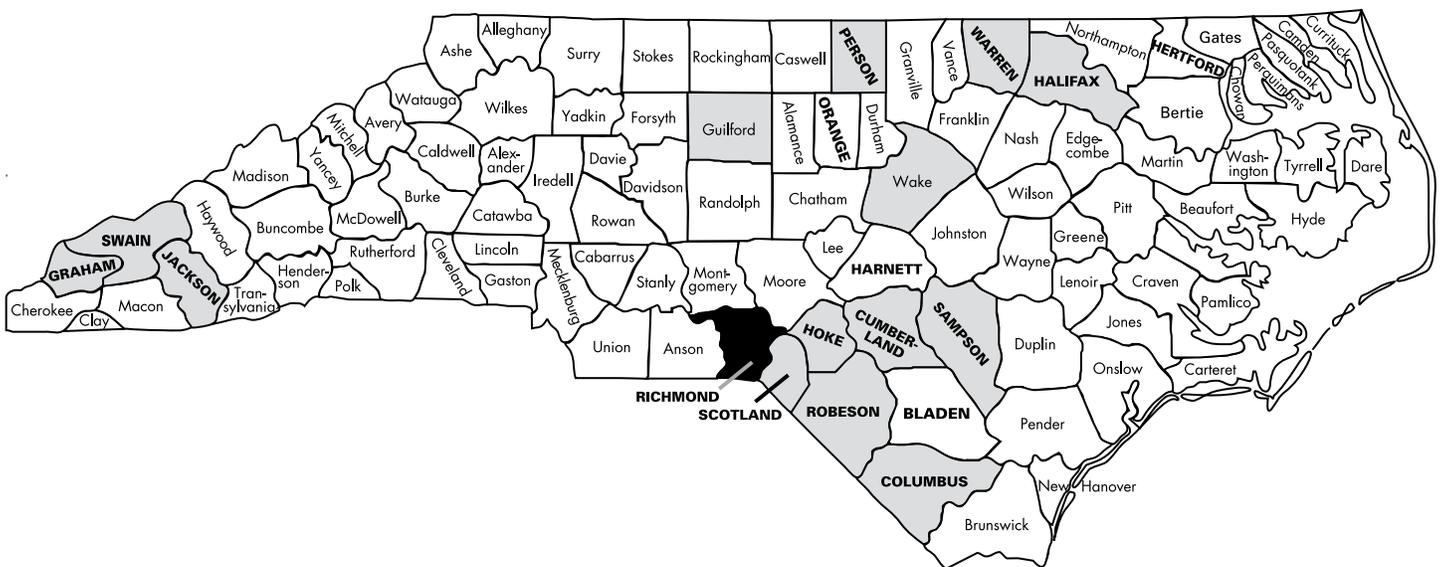


<http://www.richmond.k12.nc.us>

Richmond County is located in south central North Carolina along the South Carolina border. The county is considered 54.2% urban and 45.8% rural for census purposes. According to the 2000 census, 15.9% of county residents live in poverty. 69.2% of adult residents have at least a high school diploma, but only 10.1% have at least a Bachelors degree. The unemployment rate in 2006 was 7.7%, compared with 4.8% for the state overall.

Richmond County's 2006-07 school membership of 8,036 was somewhat smaller than the state mean school district size of 12,081. From 2000 to 2006, the county did not gain in population, while the state overall grew at a rate of 10.1%. American Indians comprise 1.9% of the population. The largest racial groups in the county are white (64.7%) and black (30.6%).

The school population identified as American Indian in Richmond County is 347. The Title VII program serves 362 students.



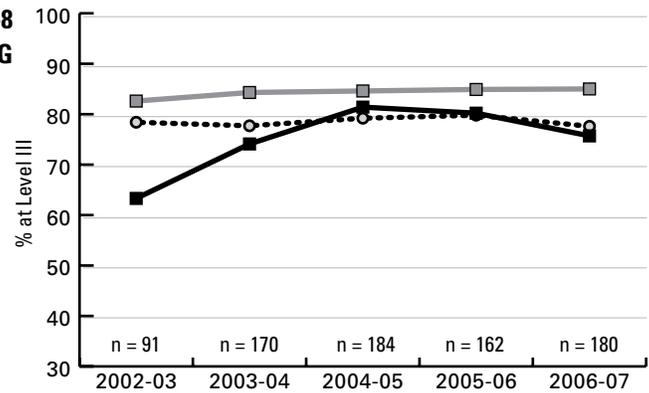
RICHMOND COUNTY

Reading and Math End of Grade Tests

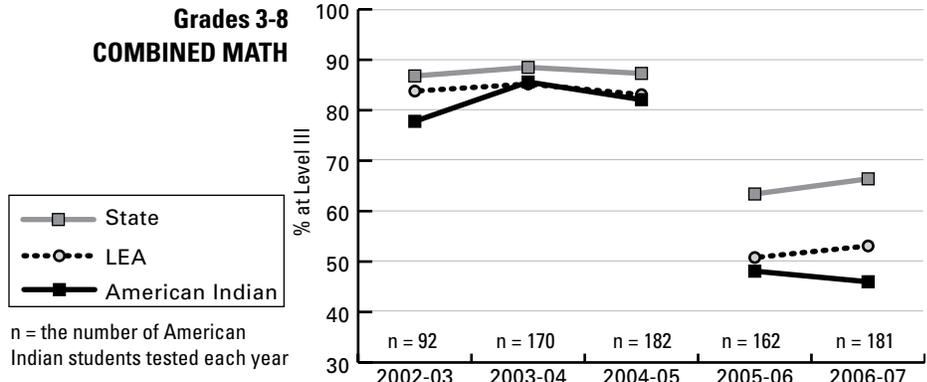
In the last four years the performance of American Indian students on End of Grade reading tests has mirrored that of other students in Richmond County.

American Indian student performance on End of Grade math tests was similar to that of other Richmond County students in three of the last five years. In 2002-03 and in 2006-07, Indian student performance was slightly lower than Richmond County students overall.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



■ State
 ● LEA
 ■ American Indian
 n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

RICHMOND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	63.6	78.57	73.5	64.7	63.6	80.7	75.66	78	79	75.4
	N Tested	22	14	34	17	33	685	608	622	630	622
4	% Grade Level	76.9	57.14	66.7	79.3	73.9	69.1	72.53	70.9	74.4	74.2
	N Tested	13	42	15	29	23	645	648	598	614	621
5	% Grade Level	63.2	89.29	86.8	80	87.1	80.4	81.52	84.1	84.2	83.2
	N Tested	19	28	38	15	31	649	617	678	576	608
6	% Grade Level	63.2	71.79	79.3	76.5	76.2	74.6	73.28	76.2	79.6	74.9
	N Tested	19	39	29	34	21	670	640	647	682	569
7	% Grade Level	44.4	88.00	83.7	89.3	74.4	82.3	80.79	78.9	80.5	79.3
	N Tested	9	25	43	28	39	689	635	730	657	700
8	% Grade Level	66.7	81.82	92	84.6	78.8	83.4	87.44	86.2	81	82.6
	N Tested	9	22	25	39	33	633	621	625	686	609

EOG MATHEMATICS, Percent of Students At/Above Grade Level

RICHMOND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	81.8	78.6	91.2	NA	45.5	85.5	88.2	84.9	NA	65.5
	N Tested	22	14	34	NA	33	685	407	622	NA	623
4	% Grade Level	85.7	90.5	92.9	37.9	30.4	87.3	91.8	85.6	49.8	47.4
	N Tested	14	42	14	29	23	647	376	599	616	622
5	% Grade Level	84.2	96.4	81.6	26.7	48.4	84.2	97.2	84.7	52.3	48.3
	N Tested	19	28	38	15	31	651	457	681	576	609
6	% Grade Level	84.2	84.6	86.2	41.2	59.1	85.4	94.8	88.6	56.1	57.9
	N Tested	19	39	29	34	22	669	424	648	684	573
7	% Grade Level	44.4	80.0	76.7	64.3	43.6	79.6	93.8	77	48.7	50.7
	N Tested	9	25	43	28	39	692	464	732	653	702
8	% Grade Level	66.7	81.8	91.7	51.3	45.5	81.0	89.2	77.6	43.4	50.1
	N Tested	9	22	24	39	33	631	455	626	686	609

RICHMOND COUNTY

End of Course Tests

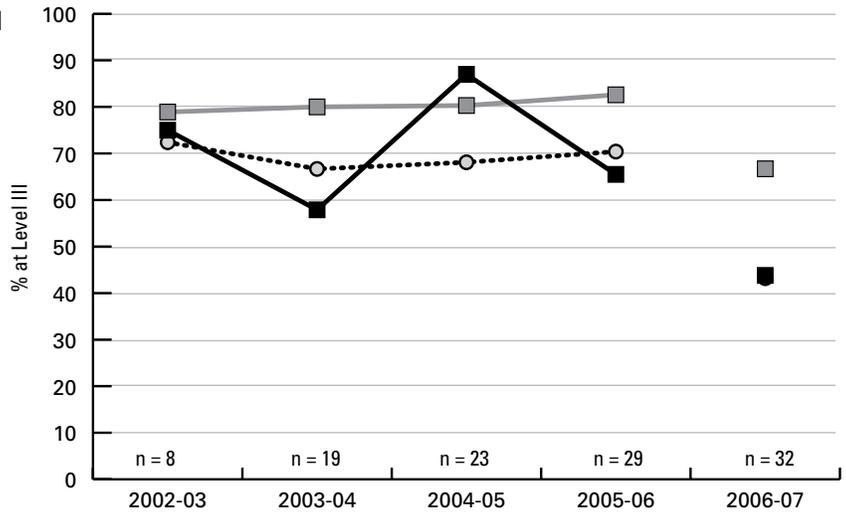
In four of the last five years American Indian student performance on Algebra I and English I EOC exams has closely mirrored that of other students in Richmond County—with two very positive exceptions. In 2004-05 the percentage of Indian students scoring proficient on the Algebra I EOC exam exceeded that of other students in the Richmond County and the state. In 2005-06 all 21 Indian students tested scored proficient on the English I EOC exam.

From 2003-04 through 2005-06, American Indian student performance on Biology EOC tests lagged behind other students in Richmond County and the state. However in 2002-03 and 2006-07, a higher percentage of Indian students were proficient in Biology than other students in Richmond County and the state.

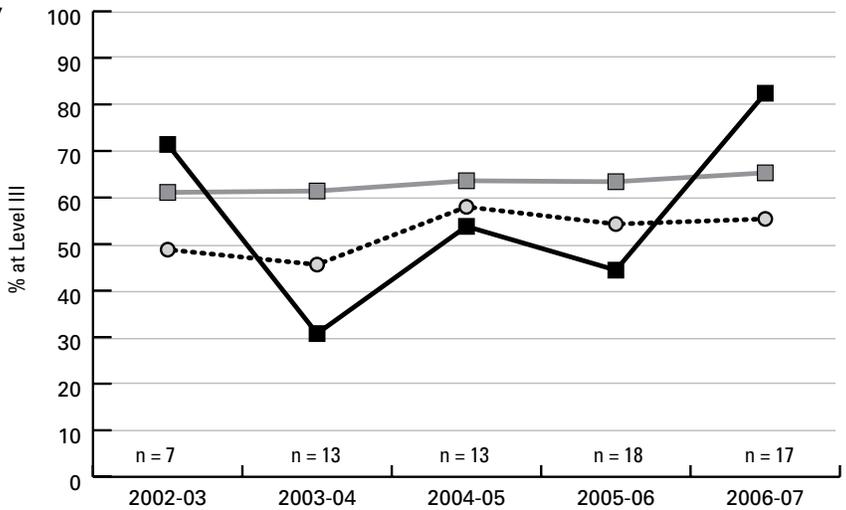


n = the number of American Indian students tested each year

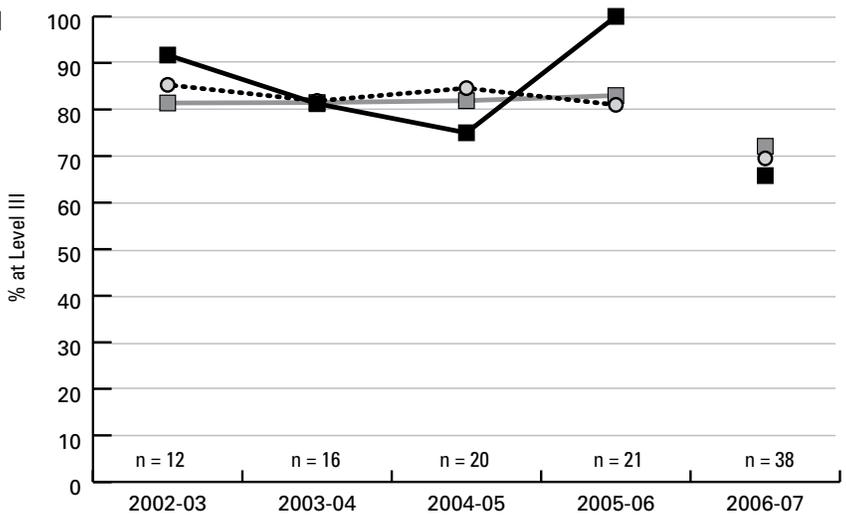
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

RICHMOND COUNTY

High School Completion and College Enrollment

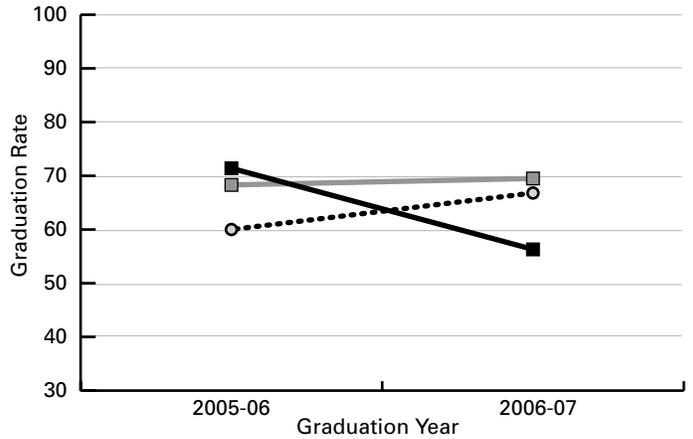
Because Richmond County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. The percentage of American Indian students graduating was higher than other Richmond County students in 2006 and lower in 2007. The dropout rates of Indian students have been higher than those of other Richmond County students the last four years.

By summing the college enrollment numbers for the last four years, it can be determined that American Indian students have enrolled in NC community colleges at a slightly lower rate than other Richmond County students and have enrolled in UNC system schools at only half the rate of other county students.

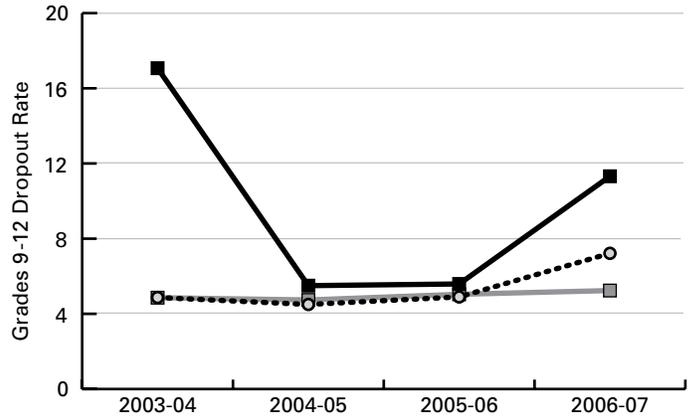


n = the number of American Indian students attending

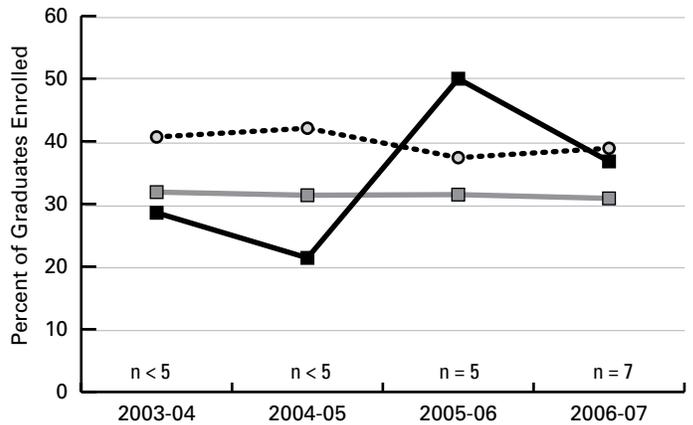
4-YEAR COHORT GRADUATION RATES



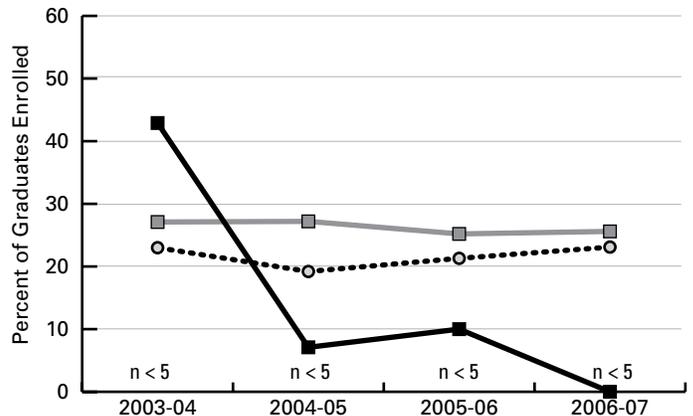
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



ROBESON COUNTY

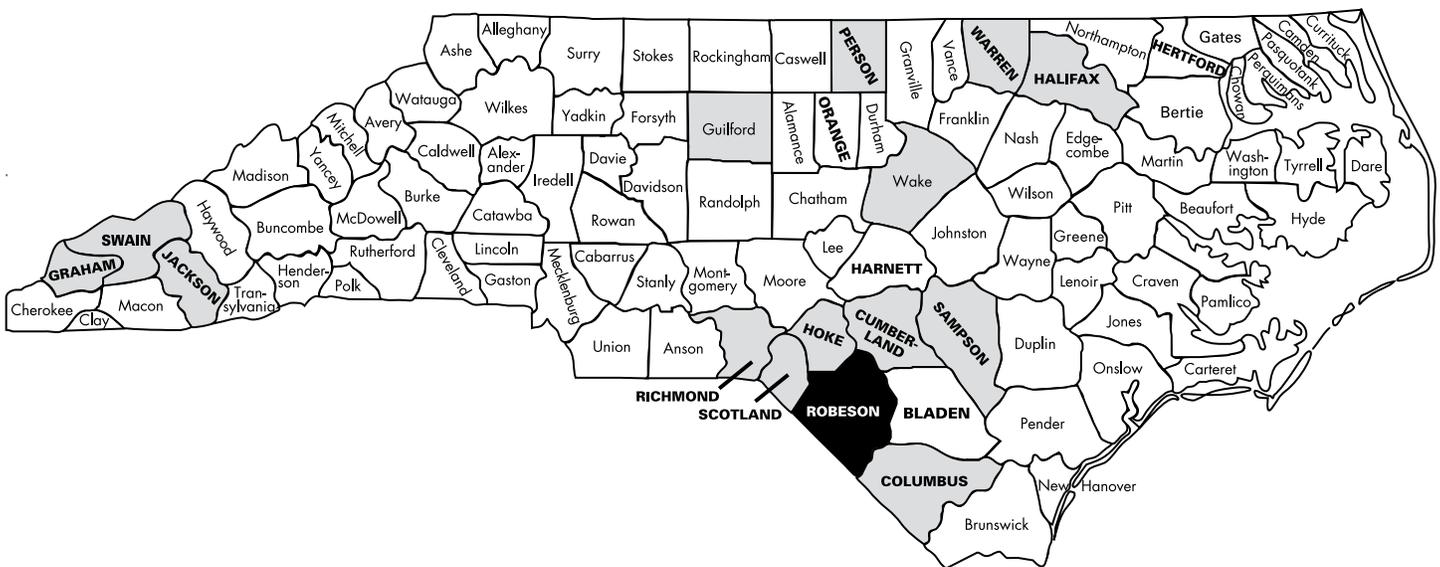


<http://www.robeson.k12.nc.us>

Geographically Robeson is the state's largest county. Straddling I-95 on the South Carolina line, Robeson is considered 35% urban and 65% rural for census purposes. According to the 2000 Census, 19.6% of county residents live in poverty. 64.9% of adult residents have at least a high school diploma, but only 11.4% have at least a Bachelors degree. The unemployment rate in 2006 was 6.2%, compared with 4.8% for the state overall.

Robeson County's 2006-07 school membership of 23,730 was about twice as large as the average NC school district. From 2000 to 2006, the county grew 4.7%, compared to 10.1% for the state overall. American Indians comprise 36.8% of the population and are the largest racial group in the county. The main tribe represented is Lumbee. The next two largest racial groups in the county are white (32.7%) and black (25.5%).

The school population identified as American Indian in Robeson County is 9,713. The Title VII program serves 11,477 students.

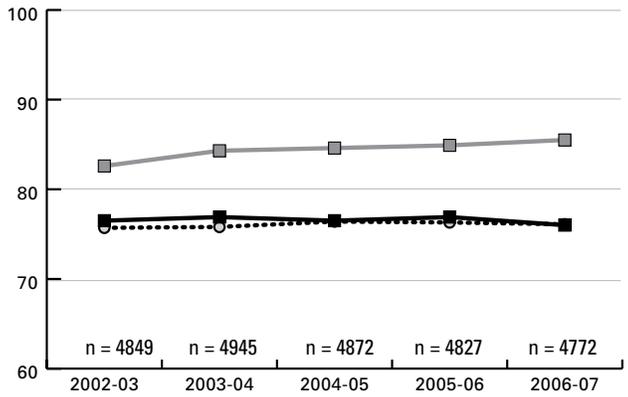


ROBESON COUNTY

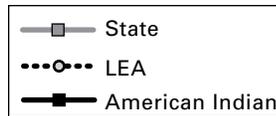
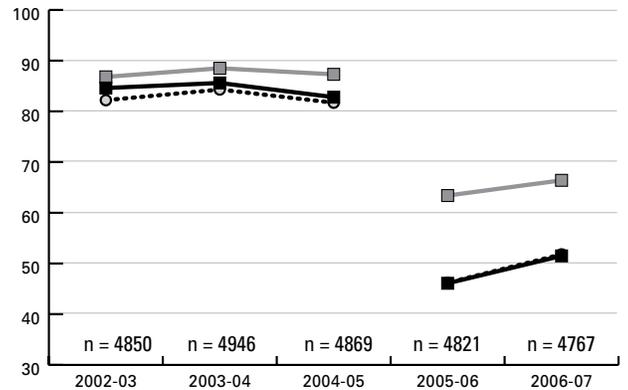
Reading and Math End of Grade Tests

The performance of American Indian students on math and reading EOG tests has been mostly consistent with that of other Robeson County students over the last five years. Test performance for Robeson County in both math and reading has been lower than the state average. The extent of this lag in performance in math increased after the tests were revised in 2005-06.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



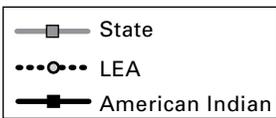
ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	76.3	74.13	77.7	75.4	77.9	74.9	75.49	76.4	77.2	78.6
	N Tested	802	800	764	759	750	1879	1783	1743	1739	1686
4	% Grade Level	76.6	76.84	69.7	75.8	76.8	76.6	76.92	72.5	75.4	78
	N Tested	765	773	793	720	725	1742	1746	1809	1644	1662
5	% Grade Level	76.1	81.45	80.1	76.3	88.3	76.4	80.24	80	78.3	86.1
	N Tested	825	744	778	761	702	1917	1690	1826	1741	1548
6	% Grade Level	70.3	70.30	72.3	70.1	71.7	71.3	70.24	69.3	69.5	73.9
	N Tested	781	788	729	763	724	1790	1791	1739	1821	1665
7	% Grade Level	81.5	80.24	76.8	79.4	81	77.8	80.04	77.4	77.9	80.4
	N Tested	717	739	800	722	735	1724	1678	1864	1711	1728
8	% Grade Level	78.6	87.79	82.6	79.1	84	77.5	85.03	82.7	79.6	82.2
	N Tested	655	696	746	776	673	1697	1630	1752	1803	1600

ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	84.9	86.5	82.6	NA	61.7	82.3	71.8	80.6	NA	62.1
	N Tested	821	800	776	NA	762	1917	1783	1773	NA	1708
4	% Grade Level	92.5	91.6	88.1	52.7	51	90.4	84.5	88.8	51	53.6
	N Tested	773	773	809	731	739	1758	1746	1828	1672	1686
5	% Grade Level	83.1	88.8	79.1	38.9	52.9	81.7	90.9	79.4	42.3	52.1
	N Tested	834	744	799	773	705	1931	1690	1854	1755	1559
6	% Grade Level	82.8	86.7	86.9	38	44.5	83.7	84.1	82.6	39.1	49
	N Tested	797	788	735	772	733	1818	1791	1763	1846	1681
7	% Grade Level	82.5	81.6	79.7	46.6	44.1	77.8	86.6	78.4	43.7	43.2
	N Tested	724	739	806	723	737	1738	1678	1890	1729	1745
8	% Grade Level	81.2	85.9	80.6	43.2	53.1	77.3	79.9	80.3	45.3	51.6
	N Tested	664	696	757	780	676	1718	1630	1770	1820	1613

ROBESON COUNTY

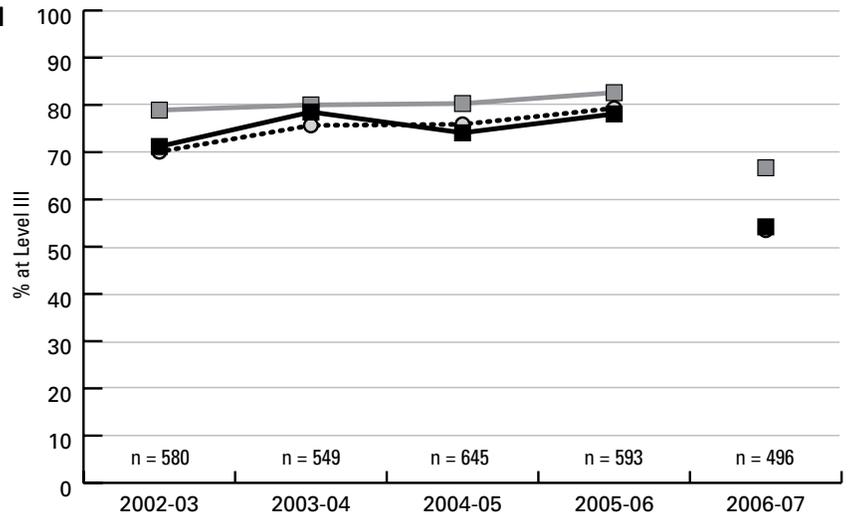
End of Course Tests

American Indian students' average achievement on Algebra I and English I EOC tests has been somewhat similar to other students in Robeson County. The percentage of students achieving at Level III or higher on Biology tests has lagged slightly behind other students in the LEA, however in 2006-07 the Biology achievement of both American Indians and others students in the LEA met or exceeded the state average.

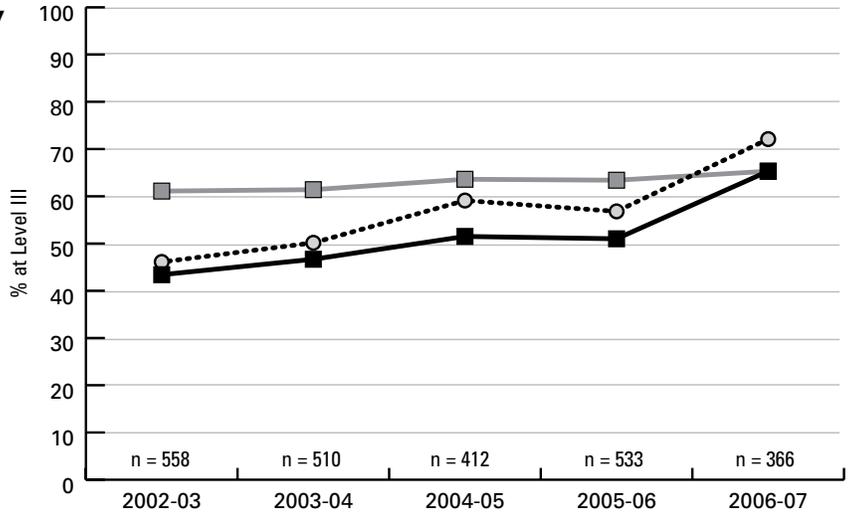


n = the number of American Indian students tested each year

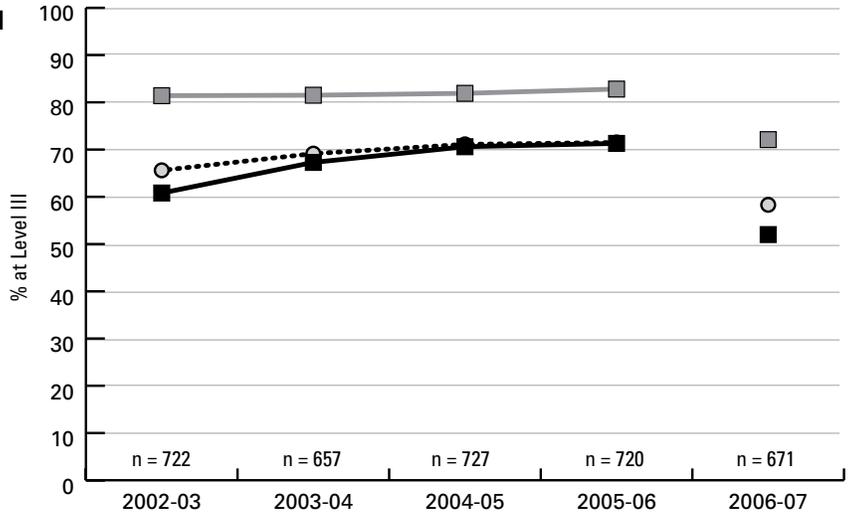
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

ROBESON COUNTY

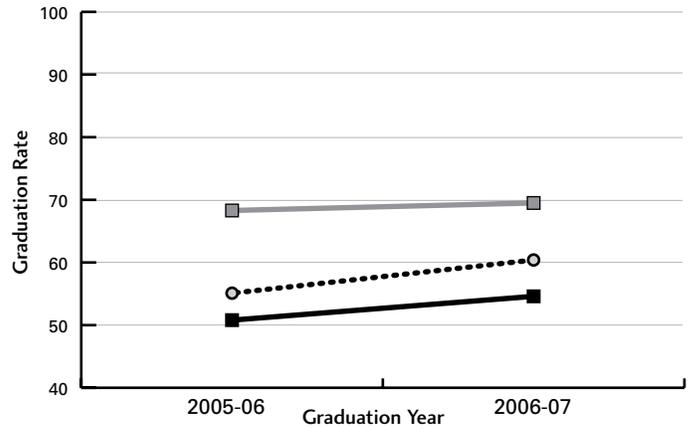
High School Completion and College Enrollment

The graduation rate for Robeson County's American Indian students has lagged behind the LEA average for the first two years the cohort rate has been calculated. The rates for both American Indians and the LEA as a whole, while improving in 2007, are still far below that of the state average.

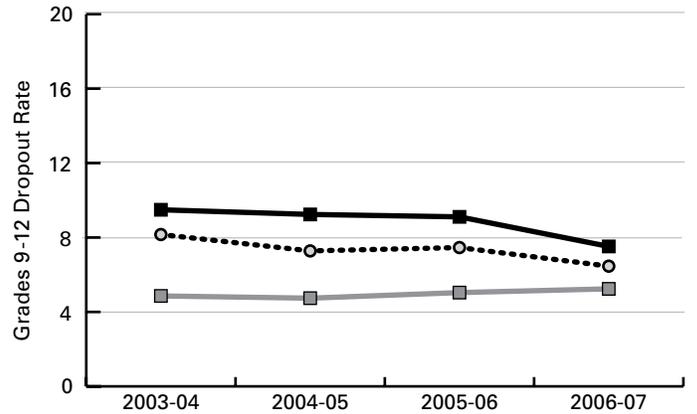
Likewise, dropout rates for American Indian students improved in 2006-07 but are still higher than the LEA overall.

American Indian high school graduates enroll in both community colleges and UNC system schools at about the same rate as other Robeson County graduates.

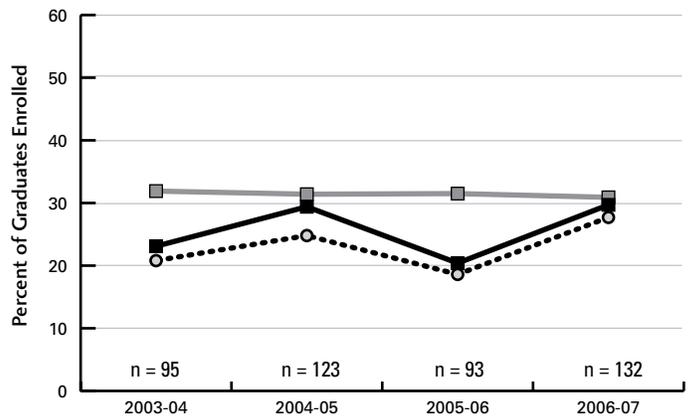
4-YEAR COHORT GRADUATION RATES



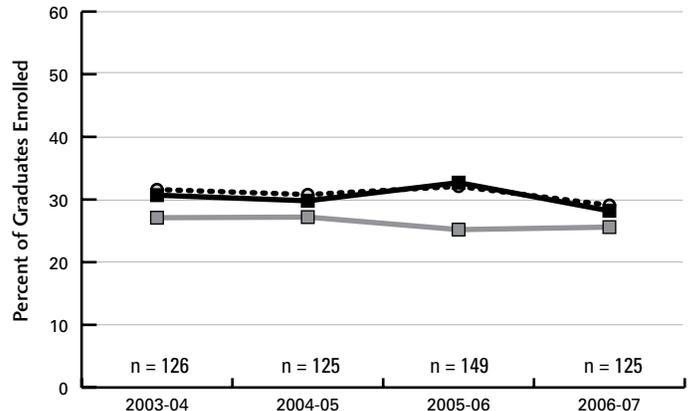
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



n = the number of American Indian students attending

SAMPSON COUNTY

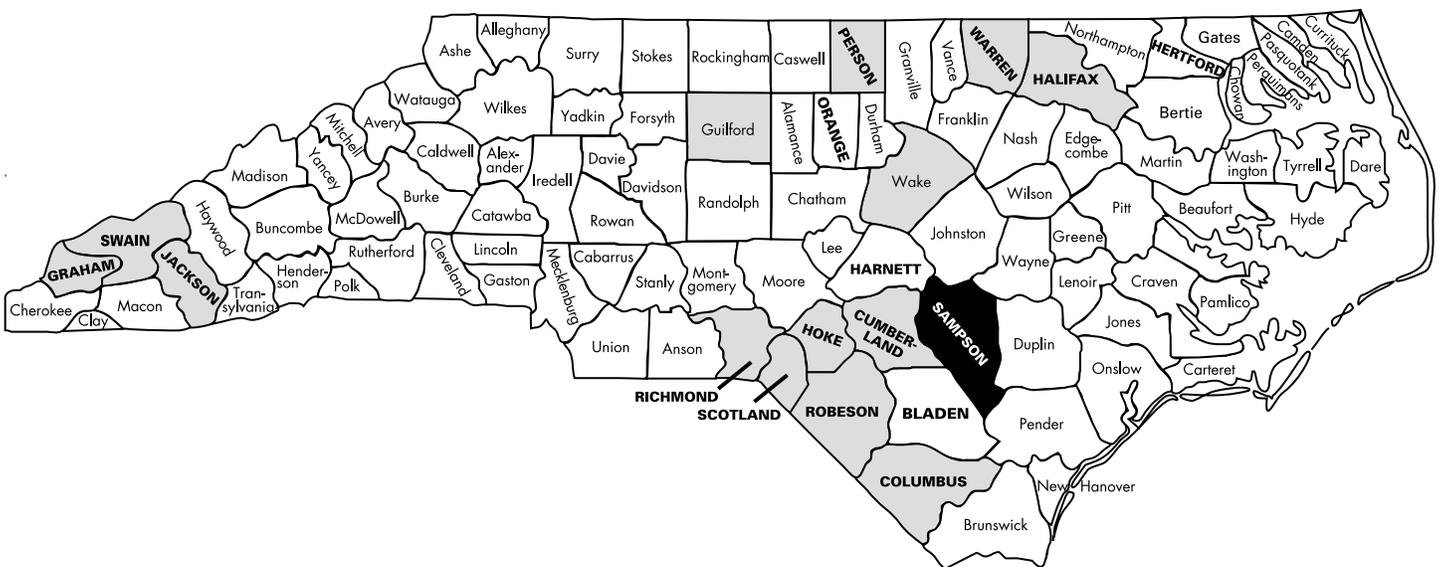


<http://www.sampson.k12.nc.us>

Sampson is the second largest county in land area. Located in southeastern NC, it is considered 100% rural for census purposes. According to the 2000 Census, 13.1% of county residents live in poverty. 68.1% of adult residents have at least a high school diploma, but only 9.3% have at least a Bachelors degree. The unemployment rate in 2006 for the entire county, including the city of Clinton, was 4.6%, compared with 4.8% for the state overall.

Sampson County's 2006-07 school membership of 8,015 was somewhat smaller than the average NC school district. The county also contains a separate school district for the city of Clinton. From 2000 to 2006, the county grew 5.7%, compared to 10.1% for the state overall. American Indians comprise 1.6% of the population. The main tribe represented is Coharie. The largest racial groups in the county are white (62.4%) and black (26.9%).

The school population identified as American Indian in Sampson County is 96. The Title VII program serves 125 students.

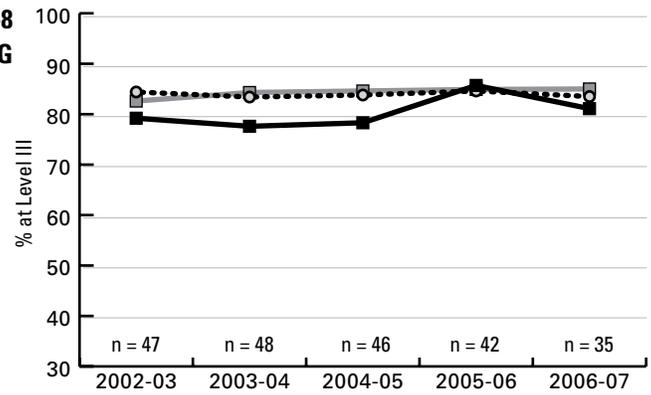


SAMPSON COUNTY

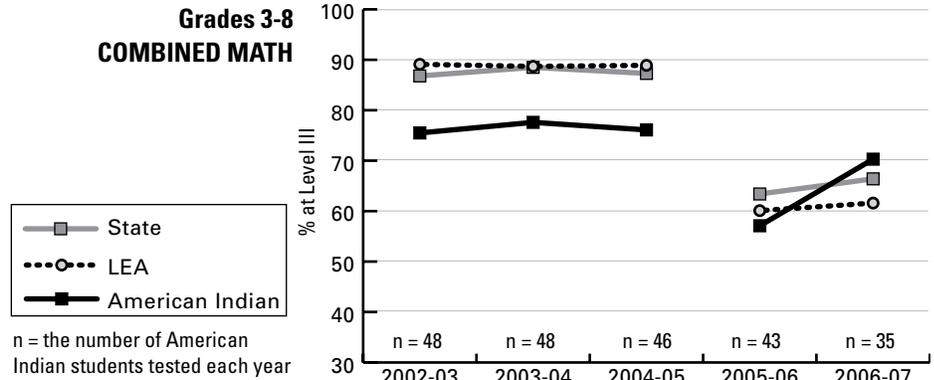
Reading and Math End of Grade Tests

In the last two years the End of Grade exam performance gap between Sampson County American Indian students and other students in the county and the state has been closed. The percentage of American Indian students scoring proficient in reading exceeded that of other Sampson County and North Carolina students in 2005-06. The percentage of Indian students scoring proficient in math exceeded that of other county and state students in 2006-07.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	80	85.71	50	90	90.9	82.8	80.68	79.9	80.9	81
	N Tested	5	7	8	10	11	611	616	661	611	610
4	% Grade Level	37.5		85.7	83.3	100	79.9	82.27	81.2	83.3	87.4
	N Tested	8	n < 5	7	6	7	621	581	628	634	578
5	% Grade Level	85.7	62.50		100	57.1	89.3	88.97	88.1	89.9	88.5
	N Tested	7	8	n < 5	6	7	600	580	622	613	590
6	% Grade Level	80	87.50	87.5			85.6	83.42	77.6	77.6	82.2
	N Tested	10	8	8	n < 5	n < 5	599	591	626	621	585
7	% Grade Level	100	83.33	77.8	88.9	100	83.3	89.43	87.7	87.6	87
	N Tested	10	12	9	9	1	599	577	617	619	606
8	% Grade Level	100	90.91	90.9	88.9	83.3	85.6	86.88	88.5	88.9	90.1
	N Tested	7	11	11	9	6	617	564	608	603	587

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	33.3	85.7	50	NA	90.9	89.9	83.1	86	NA	65.4
	N Tested	6	7	8	NA	11	616	616	666	NA	612
4	% Grade Level	75.0		85.7	33.3	85.7	94.7	91.7	92.3	63.5	60
	N Tested	8	n < 5	7	6	7	625	581	639	638	575
5	% Grade Level	85.7	75.0		50	42.9	91.5	95.3	91.3	59.1	62.8
	N Tested	7	8	n < 5	6	7	602	580	630	614	591
6	% Grade Level	90.0	75.0	87.5			89.8	93.1	87.8	55	62.6
	N Tested	10	8	8	n < 5	n < 5	597	591	633	625	586
7	% Grade Level	70.0	91.7	88.9	22.2		81.7	90.3	85.6	56.2	60.3
	N Tested	10	12	9	9	n < 5	600	577	626	623	607
8	% Grade Level	100.0	72.7	90.9	77.8	83.3	86.6	81.7	87	59.7	69.1
	N Tested	7	11	11	9	6	618	564	616	606	589

SAMPSON COUNTY

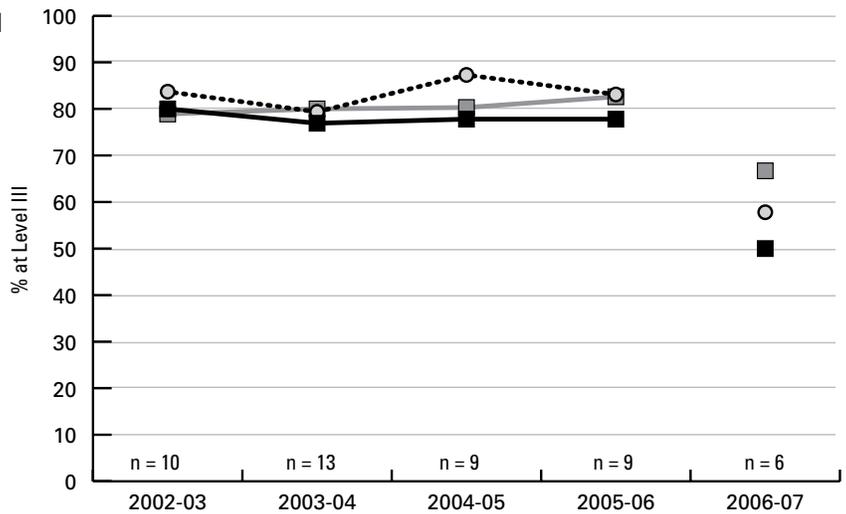
End of Course Tests

American Indian students have performed similar to other Sampson County students on the End of Course exams in Algebra I, Biology, and English I with the exception of 2006-07, when sharp declines were seen, particularly in Biology and English I.

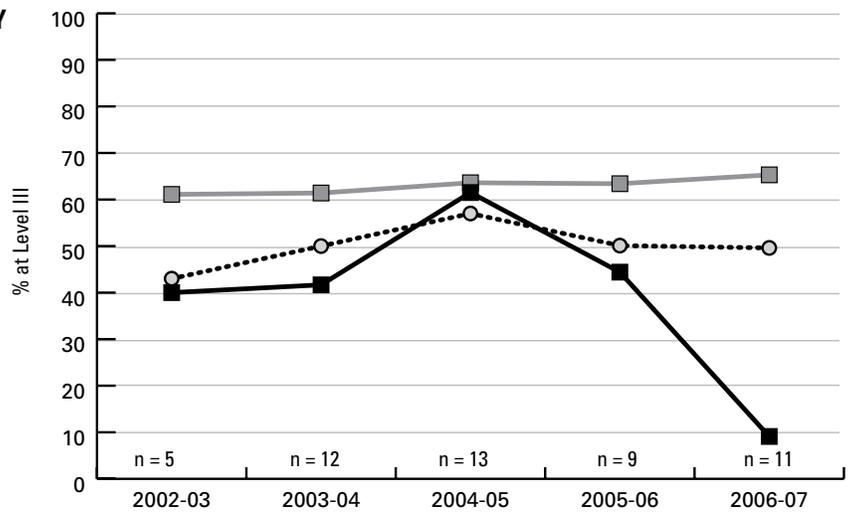


n = the number of American Indian students tested each year

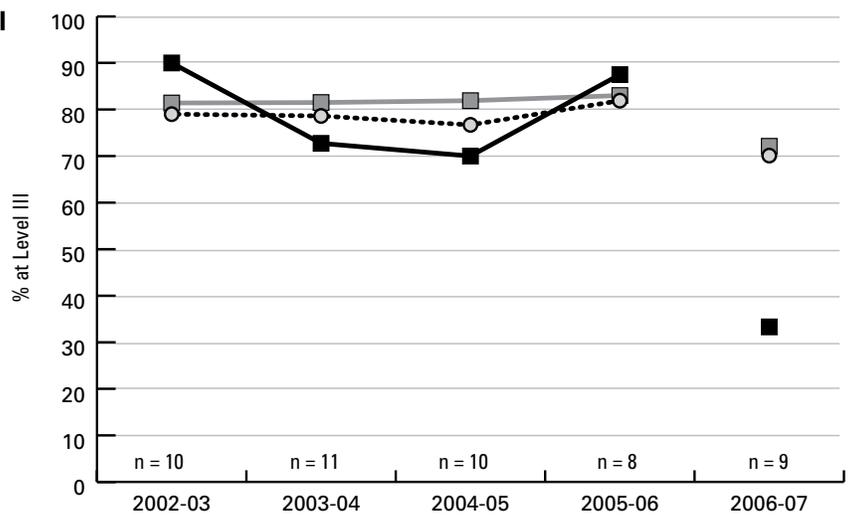
ALGEBRA I



BIOLOGY



ENGLISH I



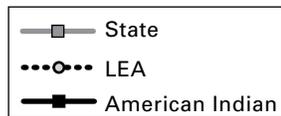
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SAMPSON COUNTY

High School Completion and College Enrollment

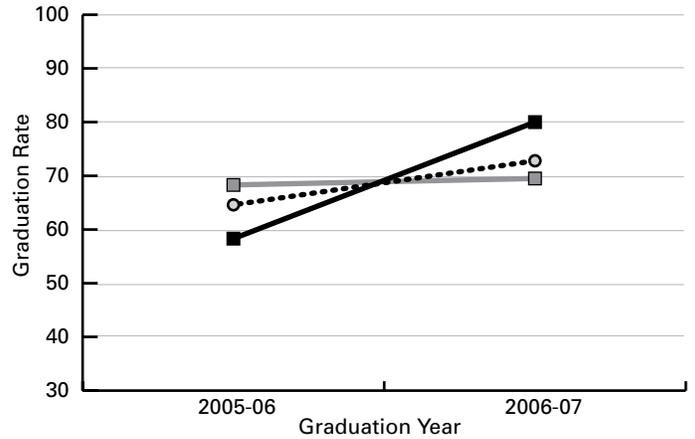
Because Sampson County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. The percentage of American Indian students graduating was higher than other Sampson County students in 2007 and lower in 2006. The dropout rates of Indian students have been higher than those of other Sampson County students in three of the last four years.

By summing the college enrollment numbers for the last four years, it can be determined that American Indian students have enrolled in NC community colleges at a much higher rate than other Sampson County students and have enrolled in UNC system schools at about the same rate as other county students.

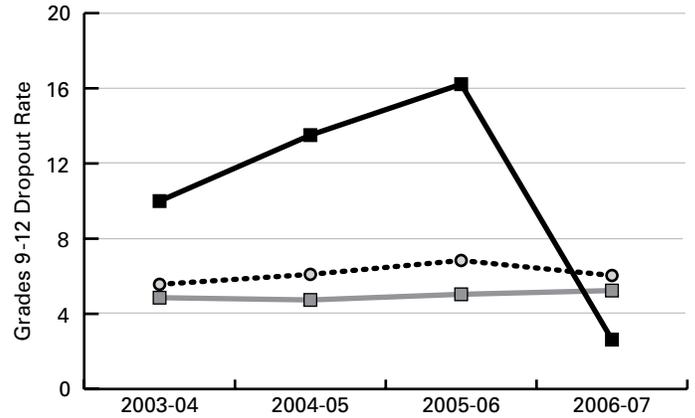


n = the number of American Indian students attending

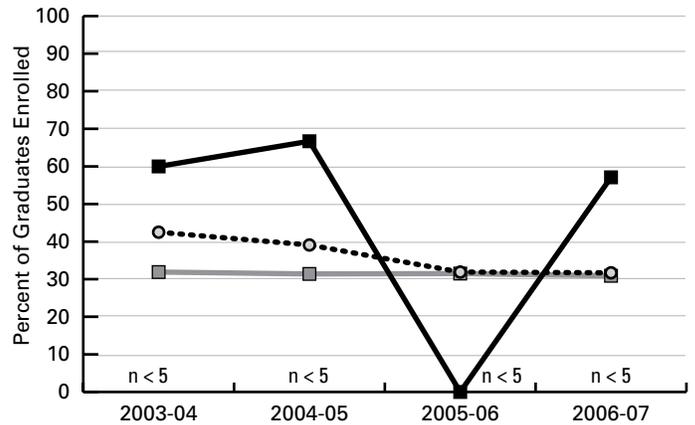
4-YEAR COHORT GRADUATION RATES



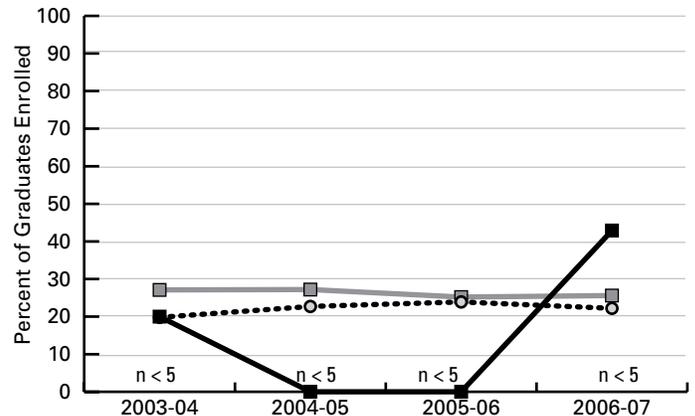
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



CLINTON CITY SCHOOLS

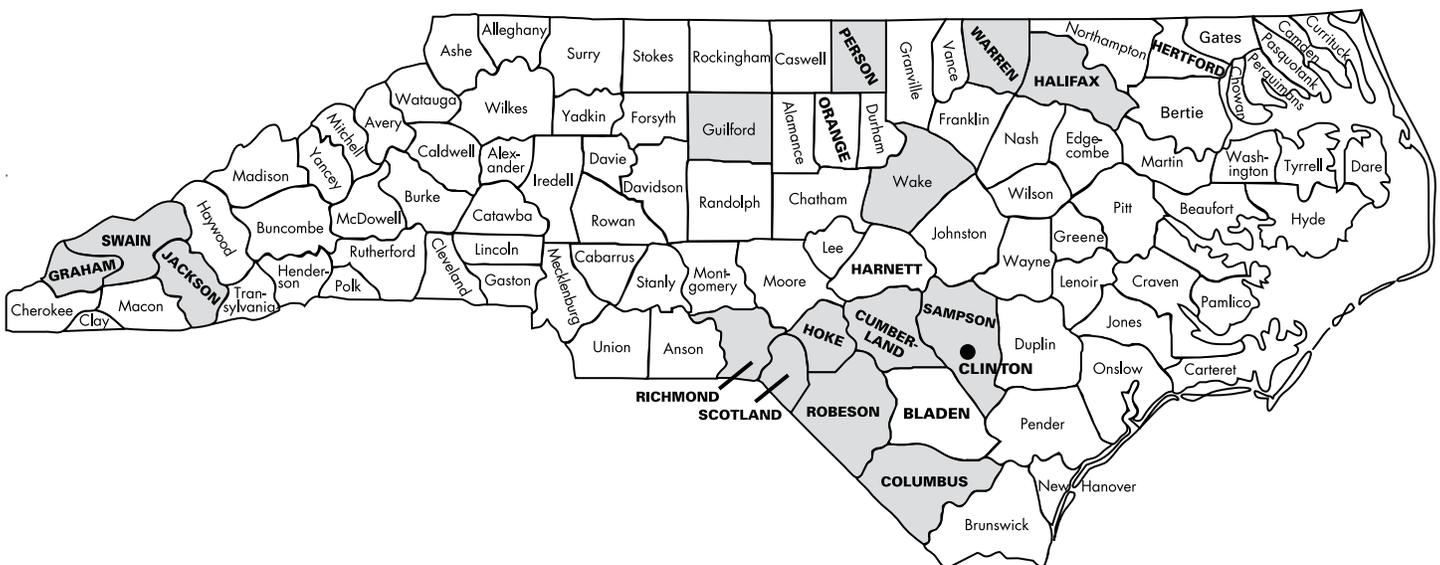


<http://www.clinton.k12.nc.us>

Clinton is the county seat of Sampson County in southeastern North Carolina. The city itself is considered 59% urban and 41% rural for census purposes. According to the 2000 Census, 14.8% of city residents live in poverty. 71.8% of adult residents have at least a high school diploma, but only 16% have at least a Bachelors degree. The unemployment rate in 2006 for Sampson County, including the city of Clinton, was 4.6%, compared with 4.8% for the state overall.

Clinton's 2006-07 school membership of 3,148 was much smaller than the average NC school district. Sampson County has a separate school district. From 2000 to 2006, the county grew 5.7%, compared to 10.1% for the state overall. American Indians comprise 3.2% of the city population. The main tribe represented is Coharie. The largest racial groups in the city are white (54.3%) and black (38.6%).

The school population identified as American Indian in Clinton is 110. The Title VII program serves 139 students.

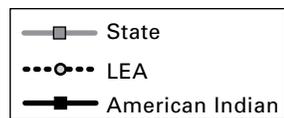


CLINTON CITY SCHOOLS

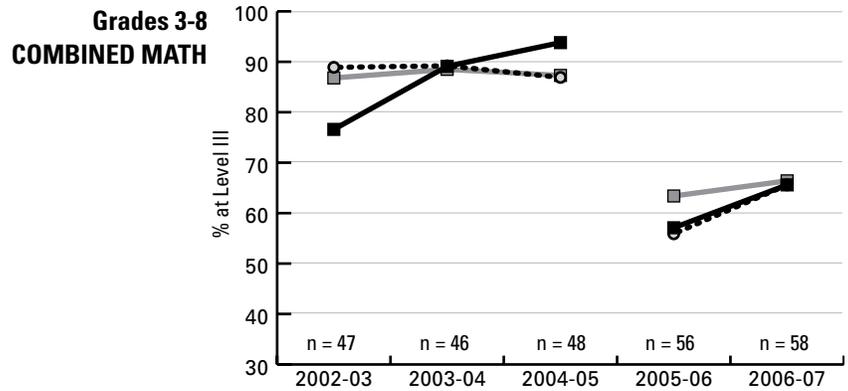
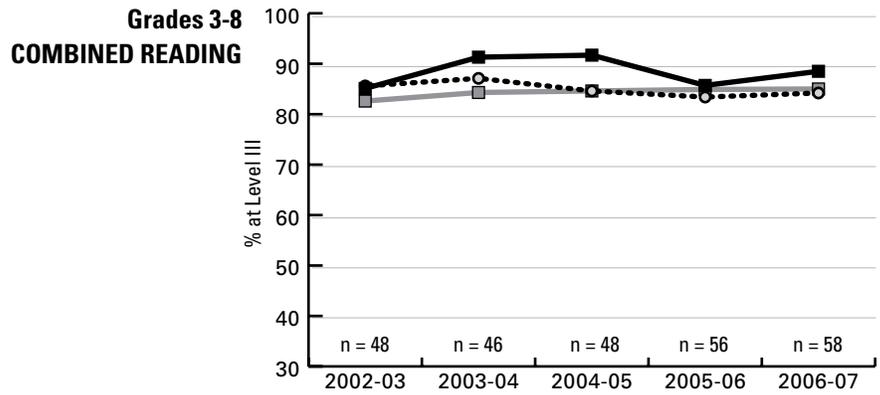
Reading and Math End of Grade Tests

Over the last five years American Indian student performance on reading End of Grade tests has equaled or exceeded that of students in the state overall.

American Indian student performance on math EOG tests has equaled or exceeded that of other students from Clinton City Schools since 2003-04.



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	81.8	71.43	100	83.3	92.3	83.6	88.38	80.1	82.4	83.6
	N Tested	11	7	3	12	13	183	198	206	227	213
4	% Grade Level	75	83.33	85.7		76.9	76.4	85.98	84.7	76.9	84.8
	N Tested	8	12	7	n < 5	13	203	164	196	208	224
5	% Grade Level	100	100.00	85.7	90	100	90.8	90.58	88.5	87.8	92.3
	N Tested	9	9	14	10	3	218	191	192	213	207
6	% Grade Level	83.3	100.00	90	72.7	90	83.2	78.04	78.3	83.7	84.8
	N Tested	6	8	10	11	10	232	214	207	203	217
7	% Grade Level		100.00	100	90.9	90	91.3	89.82	89.4	83.6	89.9
	N Tested	n < 5	5	8	11	10	207	226	208	225	207
8	% Grade Level	90	100.00	100	100	100	87.7	93.00	86.4	85.8	85.3
	N Tested	10	5	6	8	9	211	200	235	211	224

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	81.8	71.4		NA	69.2	88.0	82.8	84.6	NA	78.4
	N Tested	11	7	n < 5	NA	13	183	198	208	NA	213
4	% Grade Level	75.0	91.7	100		69.2	93.6	90.9	92.5	56.2	67
	N Tested	8	12	7	n < 5	13	204	164	199	210	224
5	% Grade Level	100.0	100.0	100	40		95.4	93.7	88.6	56.1	73.9
	N Tested	9	9	14	10	n < 5	218	191	193	214	207
6	% Grade Level	66.7	100.0	80	63.6	70	88.4	94.9	82.6	58.6	65.4
	N Tested	6	8	10	11	10	232	214	207	203	217
7	% Grade Level		80.0	100	36.4	90	87.0	89.4	87.6	52.4	65.2
	N Tested	n < 5	5	8	11	10	208	226	209	225	207
8	% Grade Level	60.0	80.0	100	62.5	33.3	81.1	87.0	85.5	51.2	56.4
	N Tested	10	5	6	8	9	212	200	234	211	225

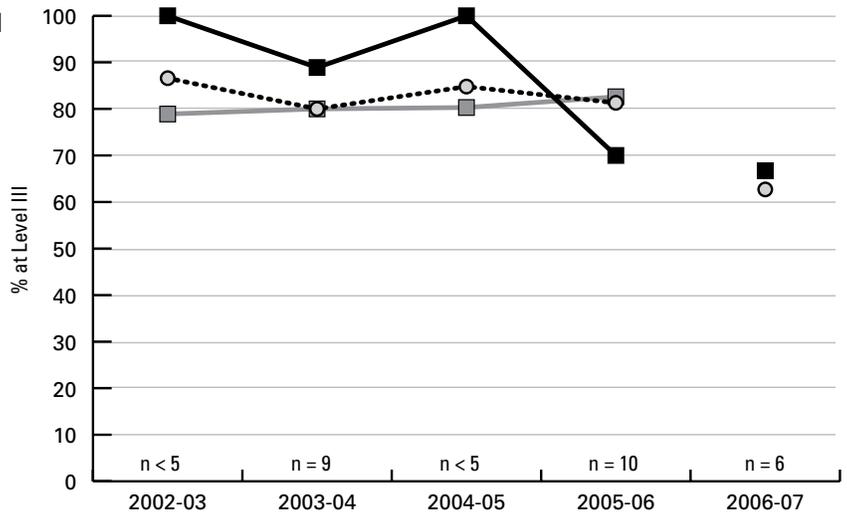
CLINTON CITY SCHOOLS ALGEBRA I

End of Course Tests

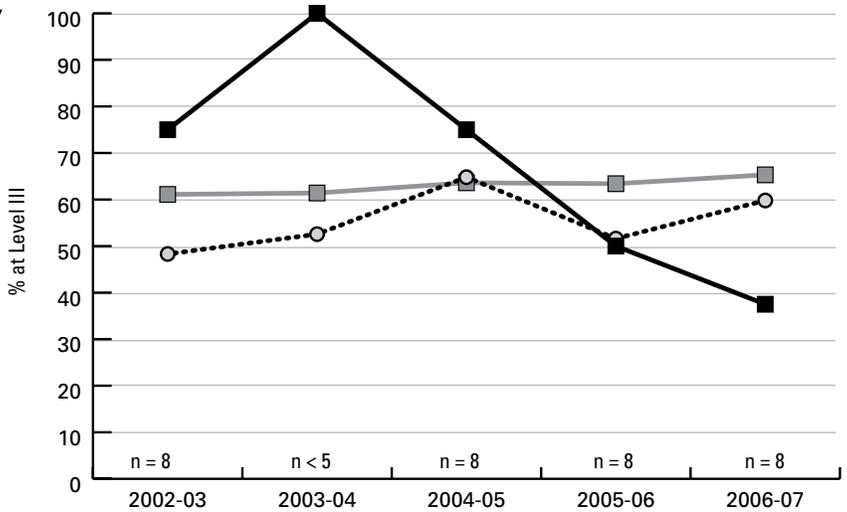
American Indian student performance on Algebra I and Biology EOC tests has equaled or exceeded that of other students in Clinton in four of the last five years. Indian students have also outperformed other Clinton students on English I EOC tests in three of the last five years.



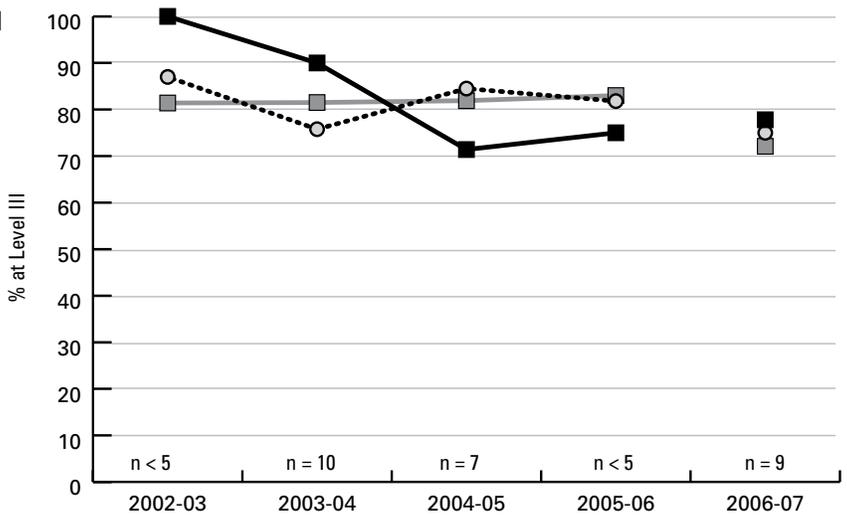
n = the number of American Indian students tested each year



BIOLOGY



ENGLISH I



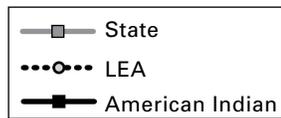
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

CLINTON CITY SCHOOLS

High School Completion and College Enrollment

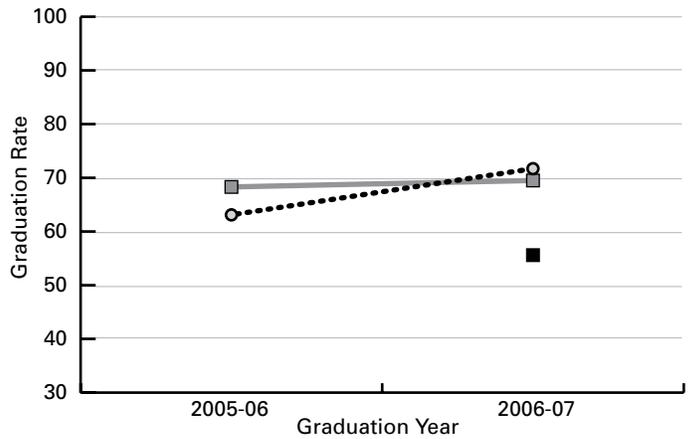
Because Clinton City Schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. The graduation rate for American Indian students in Clinton was lower than the overall LEA rate for 2006-07, the only year for which adequate data is available. The dropout rate for American Indian students was higher than the overall rate in 2004-05 and 2006-07, however, no American Indian students enrolled in Clinton City Schools dropped out in the 2003-04 nor 2005-06 school year.

By summing the college enrollment numbers for the last four years, it can be determined that American Indian students have enrolled in NC community colleges at about the same rate as other Clinton City students and have enrolled in UNC system schools at a rate somewhat lower than other city students.

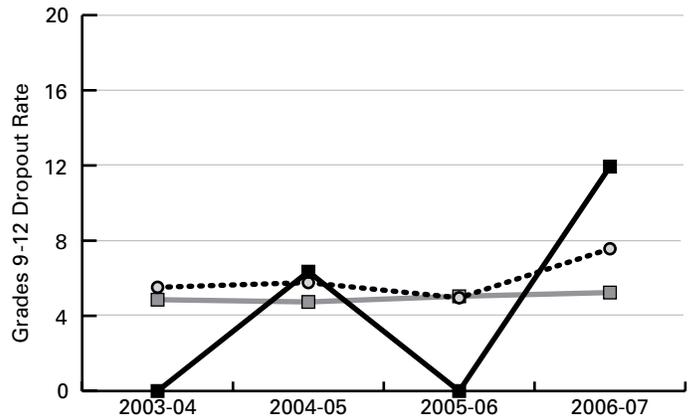


n = the number of American Indian students attending

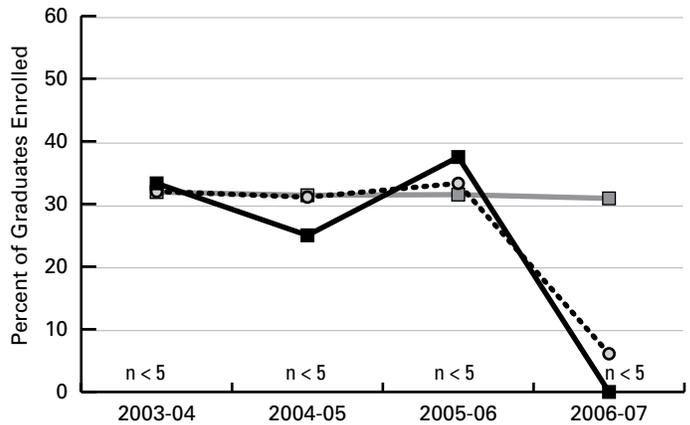
4-YEAR COHORT GRADUATION RATES



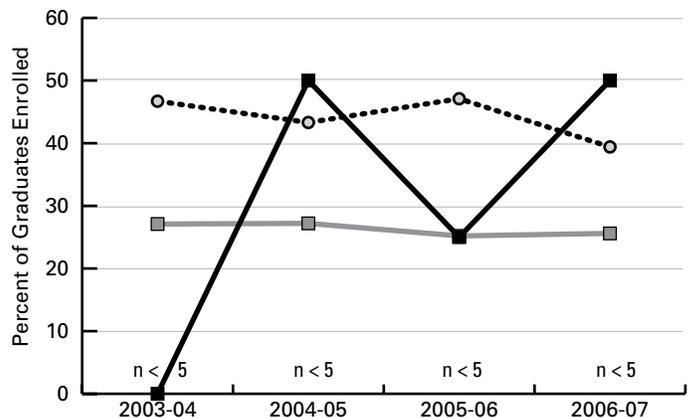
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



SCOTLAND COUNTY

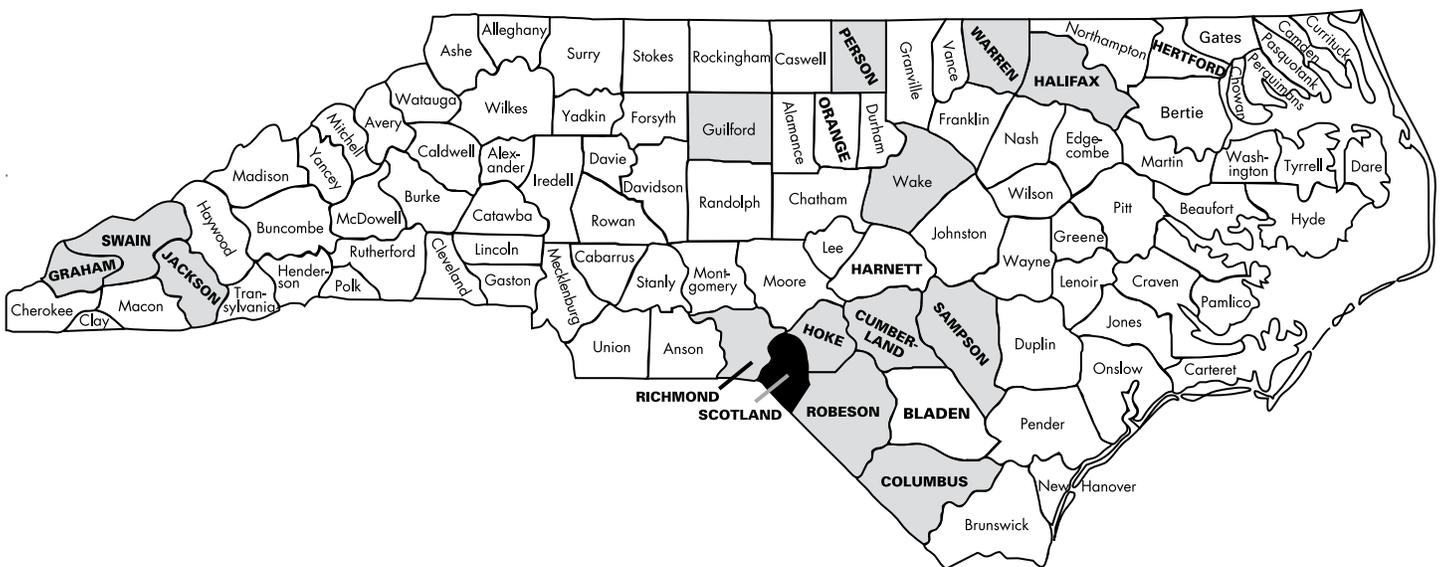


<http://www.scsnc.org>

Scotland County is located along the South Carolina border between Robeson and Richmond counties and southwest of Hoke County. The county is considered 47.2% urban and 52.8% rural for census purposes. According to the 2000 census 17.4% of county residents live in poverty. 71.4% of adult residents have at least a high school diploma, and 16% have at least a Bachelors degree. The unemployment rate in 2006 was 9.0%, compared with 4.8% for the state overall.

Scotland County's 2006-07 school membership of 6,733 was a little over half that of the mean state school district size. From 2000 to 2006, the county's population gained 3.0%, while the state overall grew at a rate of 10.1%. American Indians comprise 8.2% of the population. The main tribe represented is Lumbee. The largest racial groups in the county are white (51.7%) and black (37.3%).

The school population identified as American Indian in Scotland County is 861. The Title VII program serves 937 students.



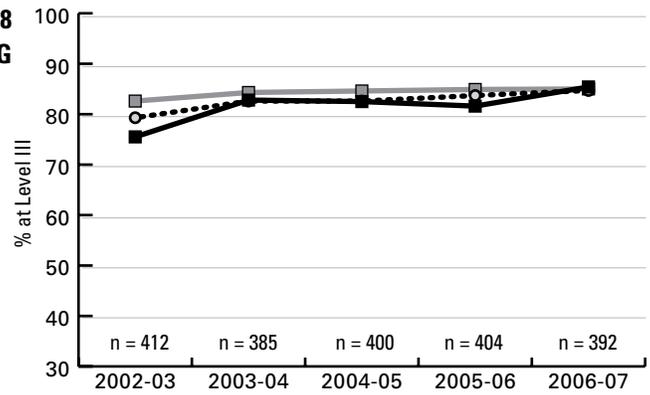
SCOTLAND COUNTY

Reading and Math End of Grade Tests

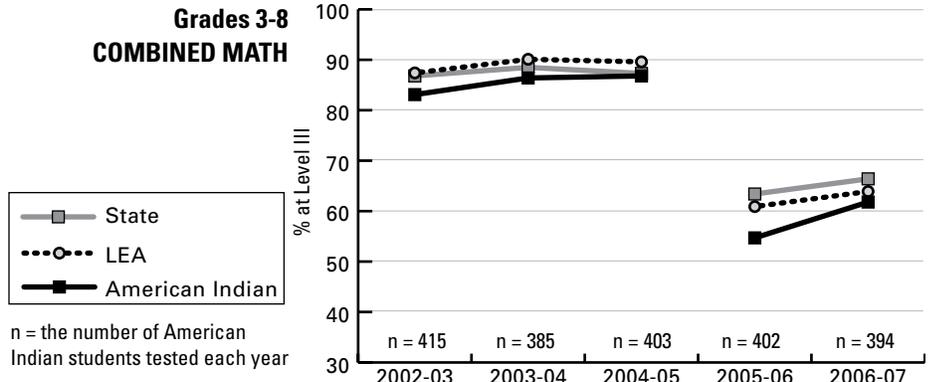
Over the last five years, American Indian students have caught up with other students on End of Grade reading test performance, first equaling the other students in Scotland County in 2003-04, then matching other North Carolina students in 2006-07.

The performance of American Indian students on End of Grade math tests has lagged slightly behind other Scotland County students for the last five years.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



■ State
 ● LEA
 ■ American Indian
 n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	72.2	79.25	81.4	77.5	83.3	75.3	77.64	79.8	84.5	82.4
	N Tested	72	53	59	71	78	534	474	520	555	494
4	% Grade Level	77.6	85.92	81.1	83.6	85.7	81.1	84.44	78.3	81.7	85
	N Tested	76	71	53	61	63	502	482	480	507	521
5	% Grade Level	76.4	94.44	91	84.9	92.1	84.4	90.13	89.3	85.2	91.7
	N Tested	72	72	67	53	63	572	466	506	486	480
6	% Grade Level	67.1	72.97	76	80	85.2	71.8	78.61	78.7	78.8	79.9
	N Tested	70	74	75	70	54	570	533	520	519	483
7	% Grade Level	75	92.06	78.6	79.2	92.4	80.7	86.01	84	87.3	88.6
	N Tested	56	63	84	72	66	528	536	575	498	498
8	% Grade Level	86.4	80.77	88.7	84.4	88.2	83.3	85.24	85.1	84.5	88.3
	N Tested	66	52	62	77	68	504	481	529	550	469

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	87.5	88.7	81.7	NA	73.4	87.0	87.8	86.8	NA	68.5
	N Tested	72	53	60	NA	79	537	474	524	NA	496
4	% Grade Level	87.2	94.4	87.3	68.3	46.9	93.3	96.3	91.4	62.7	58.1
	N Tested	78	71	55	60	64	505	482	486	507	520
5	% Grade Level	84.9	91.7	91	45.3	61.9	90.3	95.1	91.6	52.9	63.6
	N Tested	73	72	67	53	63	575	466	513	486	478
6	% Grade Level	81.4	85.1	90.7	61.4	61.1	88.0	91.2	92.4	59.7	60.2
	N Tested	70	74	75	70	54	569	533	524	523	482
7	% Grade Level	75.0	85.7	83.3	55.6	71.2	84.8	88.6	90.6	64.9	71
	N Tested	56	63	84	72	66	528	536	576	499	496
8	% Grade Level	80.3	78.8	87.1	51.3	54.4	80.9	86.5	84.7	62.8	64.8
	N Tested	66	52	62	76	68	503	481	529	549	469

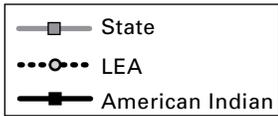
SCOTLAND COUNTY

End of Course Tests

Until 2006-07, American Indian students outperformed other North Carolina students on the End of Course exam in Algebra I.

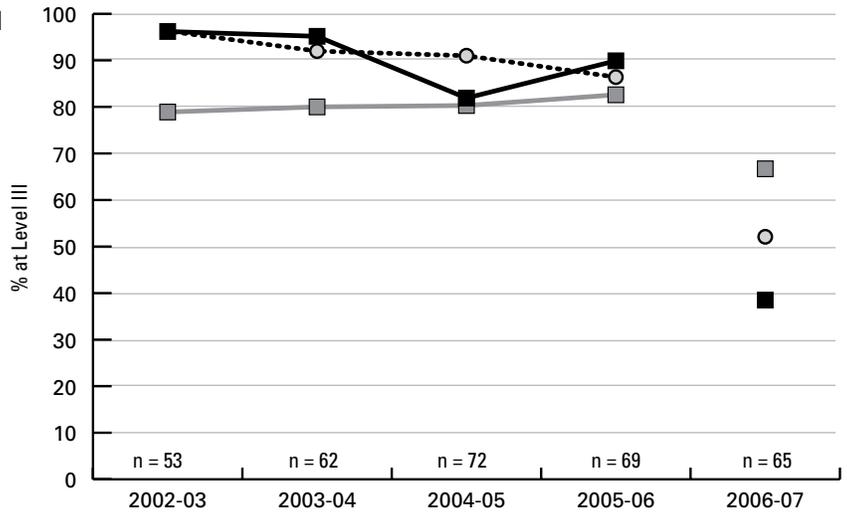
American Indian students in Scotland County have not performed well on the EOC tests in Biology. Only in 2002-03 and 2004-05 did even half of the students achieve proficiency.

American Indian students have performed similar to other Scotland County students on EOC tests in English I.

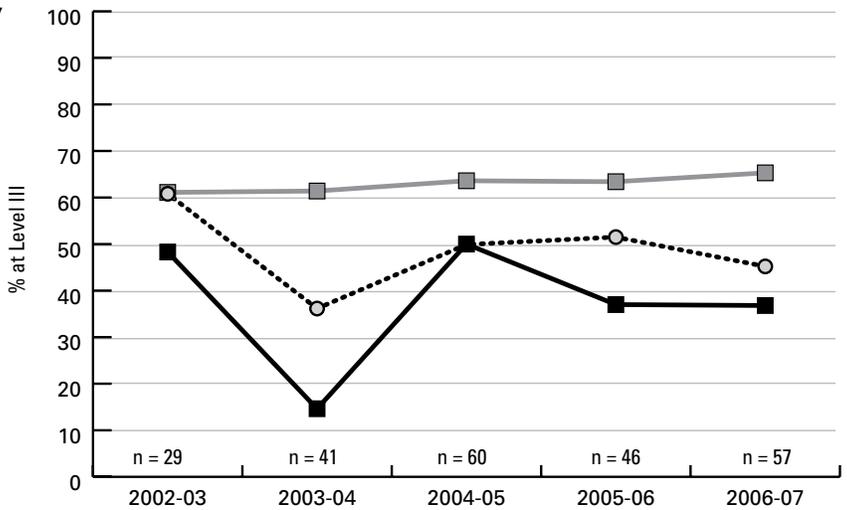


n = the number of American Indian students tested each year

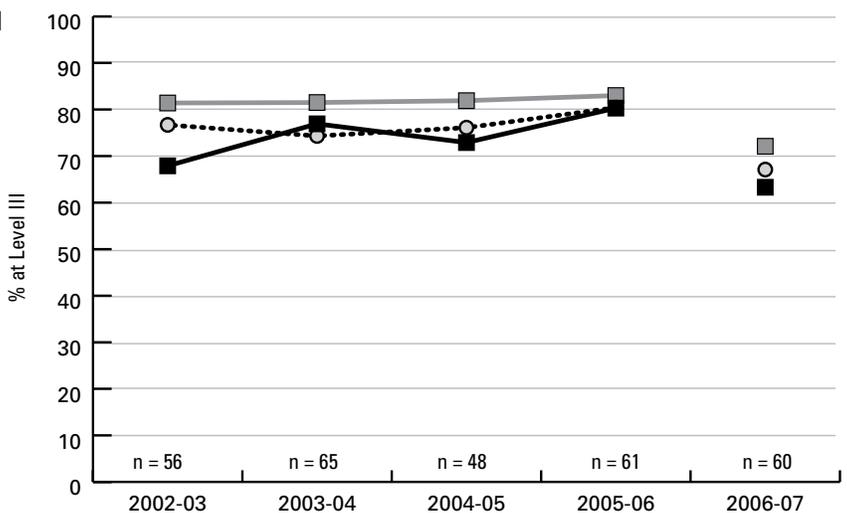
ALGEBRA I



BIOLOGY



ENGLISH I



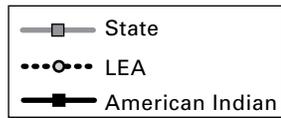
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SCOTLAND COUNTY

High School Completion and College Enrollment

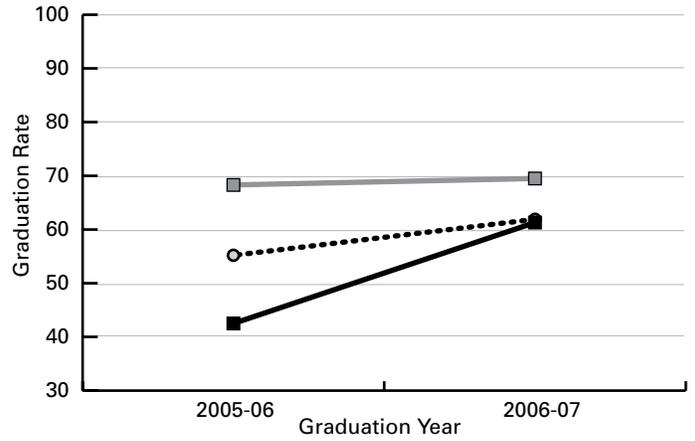
Although the dropout rate for American Indian students is higher than the overall Scotland County rate, the rate has come down substantially over the last three years. In 2007 Indian students in Scotland County graduated at approximately the same rate as other county students.

Over the last four years, American Indian graduates have enrolled in NC community colleges at rates greater than those of other Scotland county students and have enrolled in UNC system schools at rates similar to those of other county students.

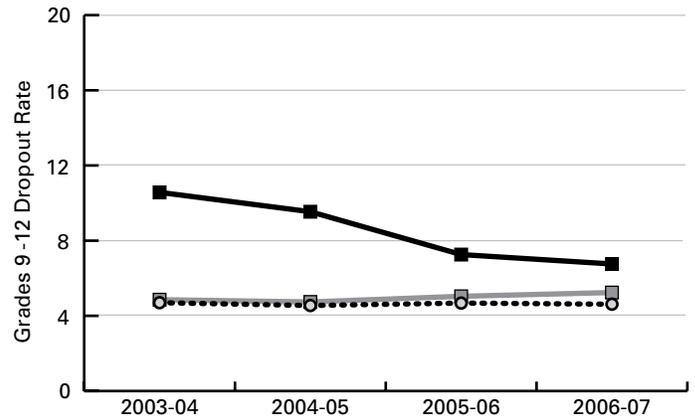


n = the number of American Indian students attending

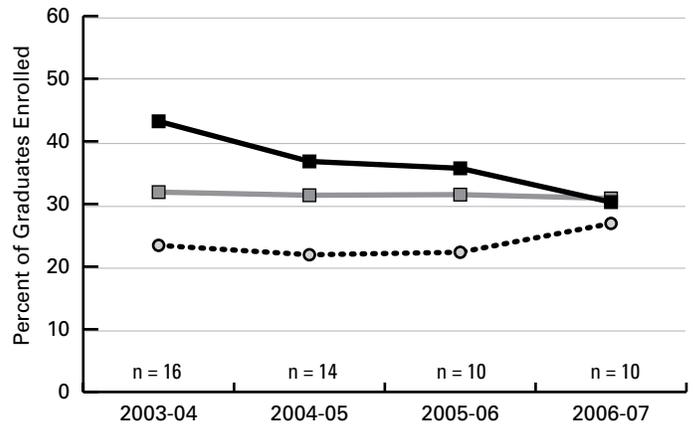
4-YEAR COHORT GRADUATION RATES



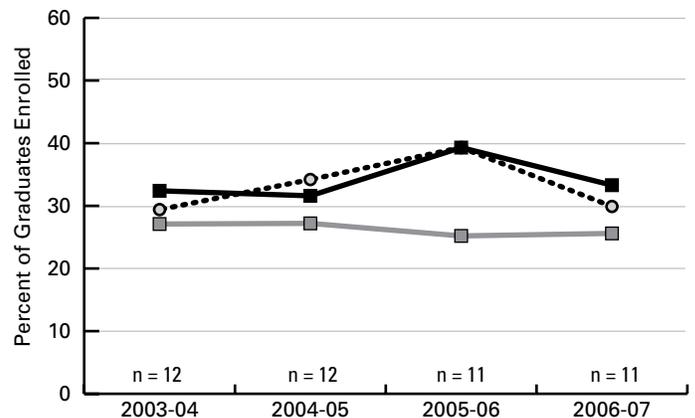
DROPOUT RATES



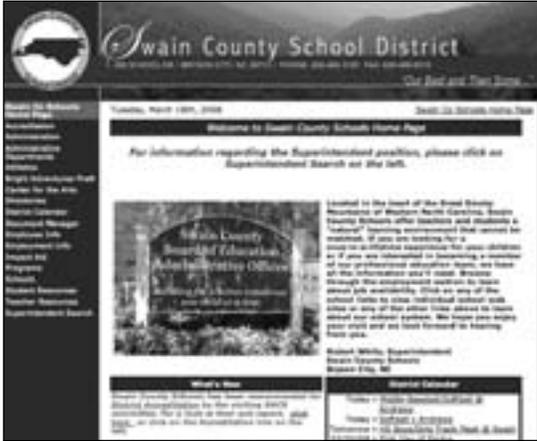
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



SWAIN COUNTY

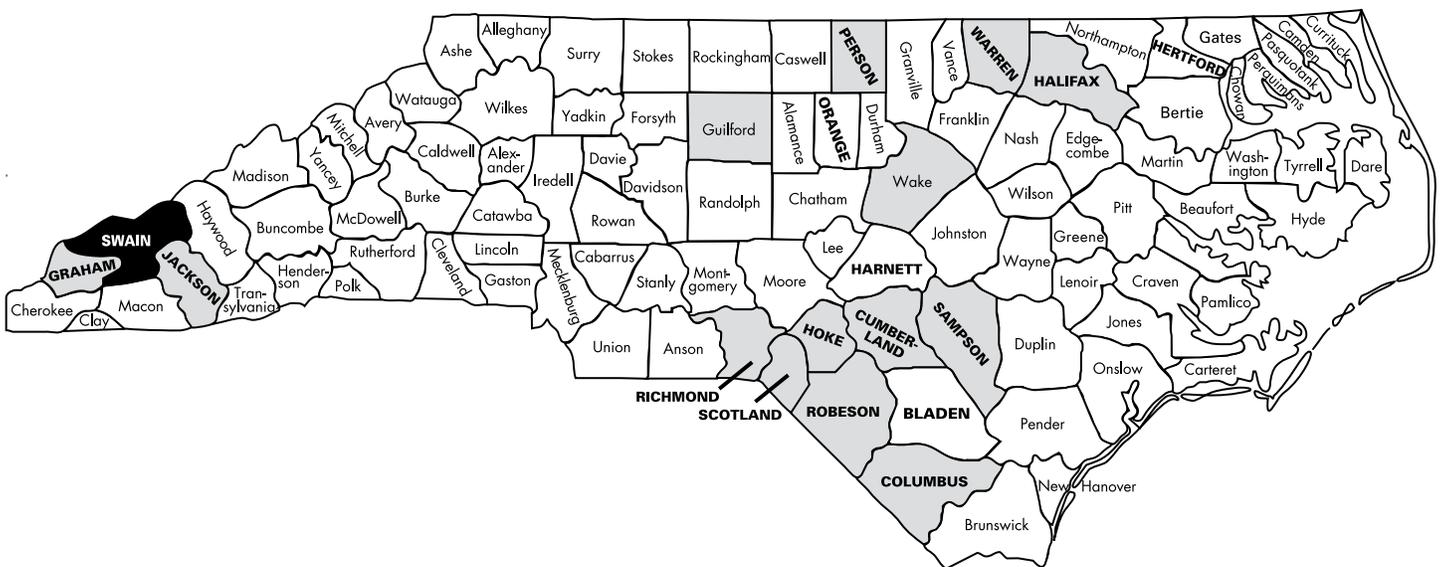


<http://www.swain.k12.nc.us>

Swain County is located in southwestern North Carolina. The county is considered 100% rural for census purposes. According to the 2000 Census, 11.5% of Swain County residents live in poverty. 71.3% of adult residents have at least a high school diploma, while 14.9% have at least a Bachelors degree. The unemployment rate in 2006 was 5.8%, compared with 4.8% for the state overall.

The county's 2006-07 school membership of 9,180 is somewhat smaller than the state average of 12,081. From 2000 to 2006, the county grew 3.6%, compared to 10.1% for the state overall. American Indians comprise 6.0% of the population. The main tribe represented is the Eastern Band of Cherokee Indians. The largest racial group in the county is white (88.8%).

The school population identified as American Indian in Swain County is 400. The Title VII program serves 435 students.



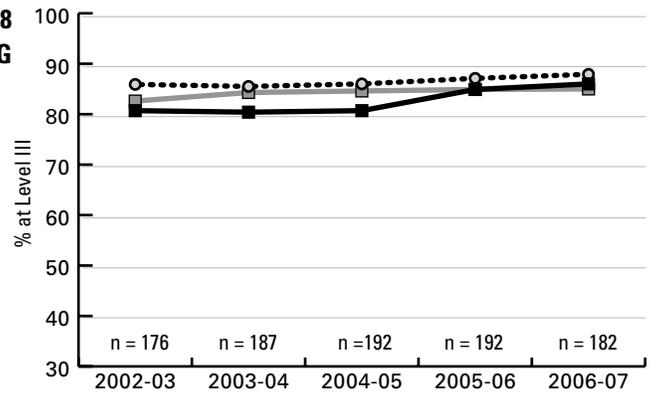
SWAIN COUNTY

Reading and Math End of Grade Tests

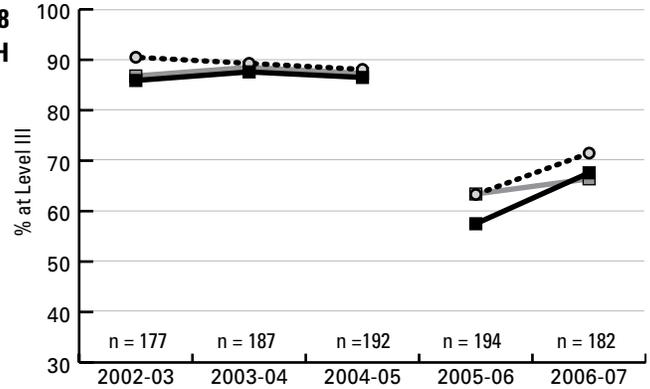
In the last two years American Indian students have equaled and slightly surpassed the state average achievement on End of Grade reading tests.

With the exception of 2005-06, the percentage of American Indian students scoring proficient on End of Grade math tests has been virtually identical to that of the state average.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



■ State
 ● LEA
 ■ American Indian

n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	64.7	66.67	66.7	82.6	83.3	78.6	73.64	78.3	81.5	81.7
	N Tested	34	33	30	23	30	131	129	106	119	126
4	% Grade Level	70.4	75.68	84.6	73.1	95.5	86.7	86.26	85	88.6	91.5
	N Tested	27	37	39	26	22	113	131	133	105	117
5	% Grade Level	85.7	82.76	77.1	94.7	75	90.1	86.84	88	90.2	92
	N Tested	35	29	35	38	24	151	114	133	132	100
6	% Grade Level	78.3	80.00	79.3	78.4	84.2	79.7	83.80	81.5	84	83
	N Tested	23	35	29	37	38	133	142	119	144	135
7	% Grade Level	96.2	92.00	87.5	90.3	91.9	87.9	91.24	88.4	89.8	93.5
	N Tested	26	25	32	31	37	149	137	146	128	153
8	% Grade Level	90.3	96.43	88.9	86.5	87.1	91.4	92.91	92.3	88.4	88.4
	N Tested	31	28	27	37	31	139	141	143	155	121

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	82.4	78.8	70	NA	80	90.8	85.3	78.3	NA	74.6
	N Tested	34	33	30	NA	30	131	129	106	NA	126
4	% Grade Level	88.9	94.6	100	53.8	81.8	94.7	97.7	97.8	69.5	76.1
	N Tested	27	37	39	26	22	114	131	135	105	117
5	% Grade Level	91.7	93.1	82.9	65.8	58.3	94.8	94.7	90.2	59.1	69.7
	N Tested	36	29	35	38	24	153	114	133	132	99
6	% Grade Level	87.0	91.4	89.7	64.9	78.9	89.5	93.0	91.6	71.5	78.5
	N Tested	23	35	29	37	38	133	142	119	144	135
7	% Grade Level	88.5	88.0	93.8	38.7	59.5	85.9	86.9	87.2	59.8	68.6
	N Tested	26	25	32	31	37	149	137	148	127	153
8	% Grade Level	77.4	82.1	77.8	57.9	54.8	87.8	84.4	81.9	61.8	65.3
	N Tested	31	28	27	38	31	139	141	144	157	121

SWAIN COUNTY

End of Course Tests

American Indian student performance on EOC exams in Algebra I has lagged slightly behind that of other Swain County students over the last five years.

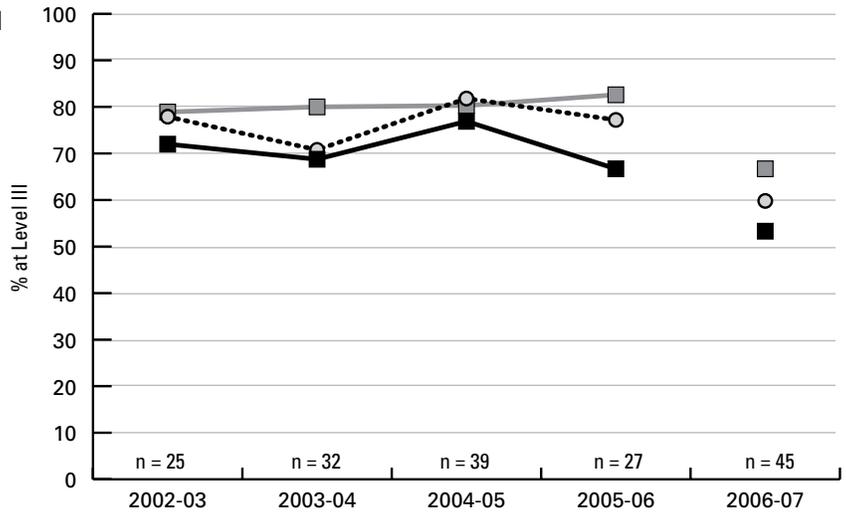
Indian student performance has also lagged in Biology with two notable exceptions, 2002-03 and 2005-06.

American Indian students have been outperformed by other students in Swain County on English I EOC tests with the notable exception of 2004-05, when almost all of the American Indian students taking the EOC test scored proficient.

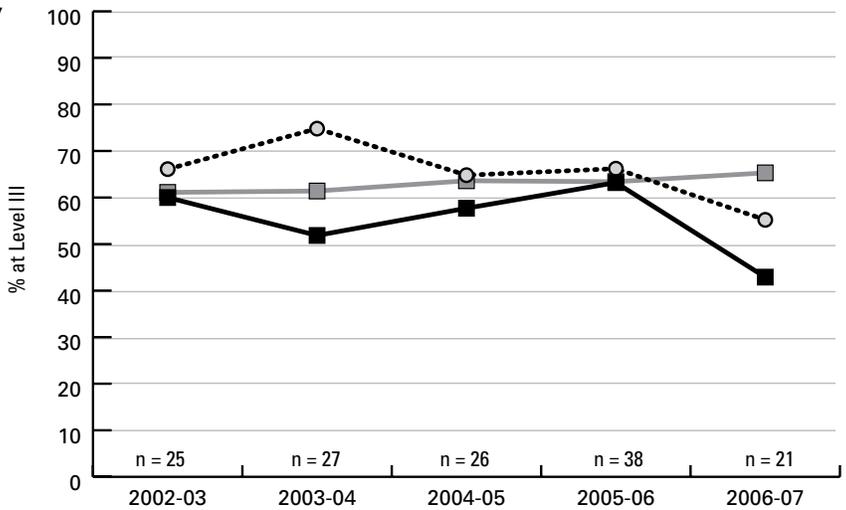


n = the number of American Indian students tested each year

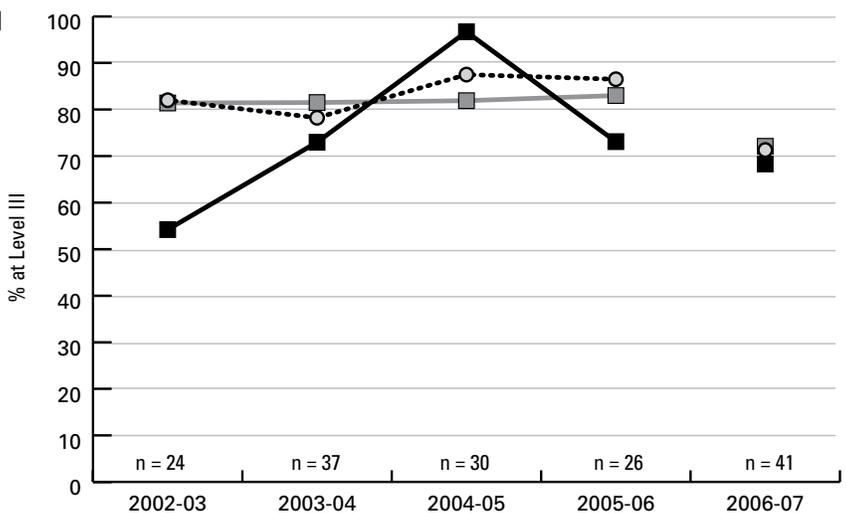
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SWAIN COUNTY

High School Completion and College Enrollment

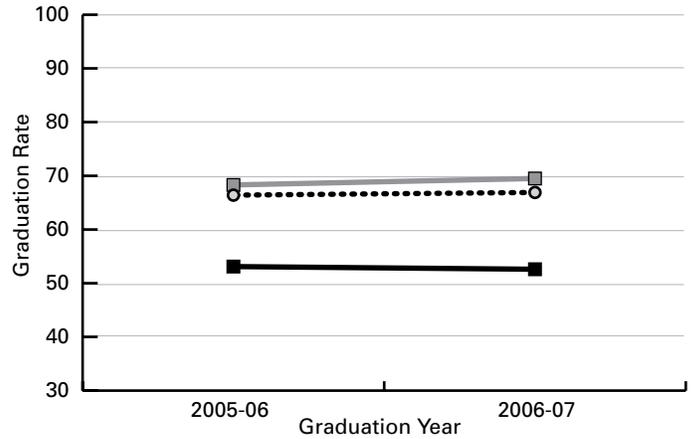
American Indian students have dropped out of Swain County schools at higher rates than the county average over the last three years and have graduated at lower than average rates the two years the cohort graduation rate has been calculated.

American Indian graduates enroll in UNC system schools at rates lower than others in Swain County, however they enroll in NC community colleges at very high rates, much higher than other county graduates.

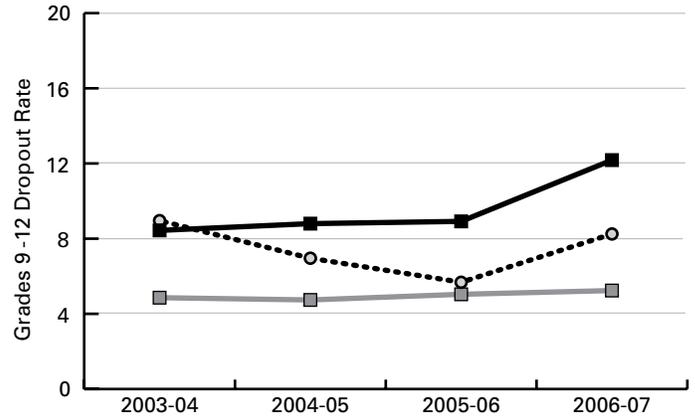


n = the number of American Indian students attending

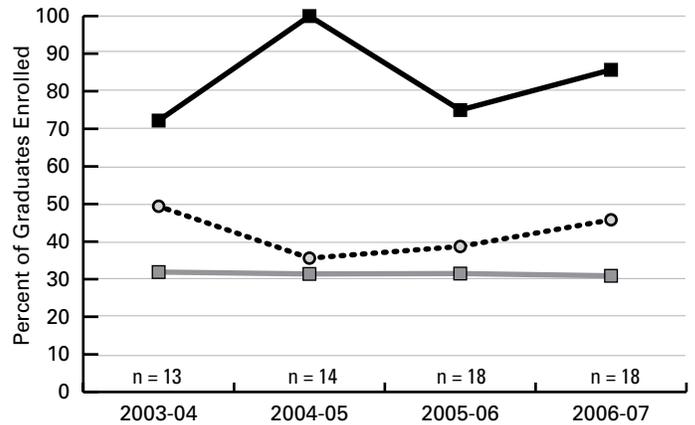
4-YEAR COHORT GRADUATION RATES



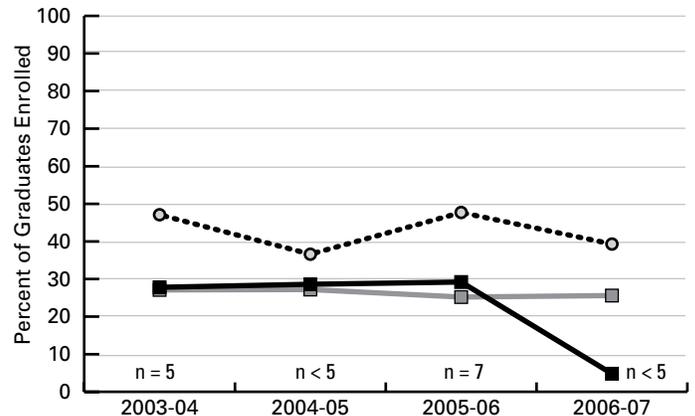
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

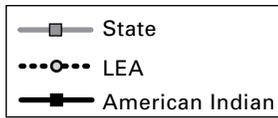


WAKE COUNTY

Reading and Math End of Grade Tests

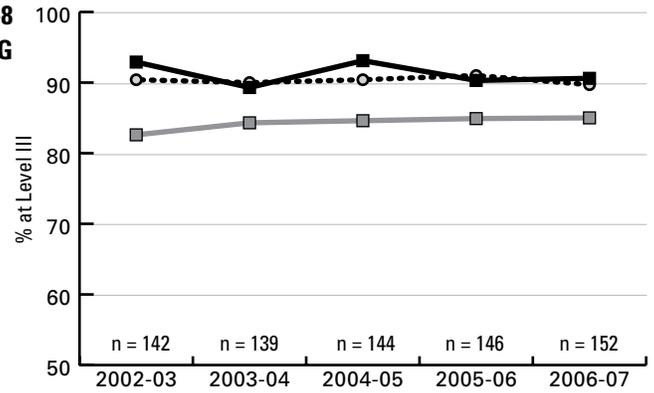
American Indian student performance on End of Grade reading tests has equaled or exceeded that of other Wake County students for the last five years.

The percentage of Indian students scoring proficient on EOG math tests was equal to that of other Wake County students in three of the last five years.

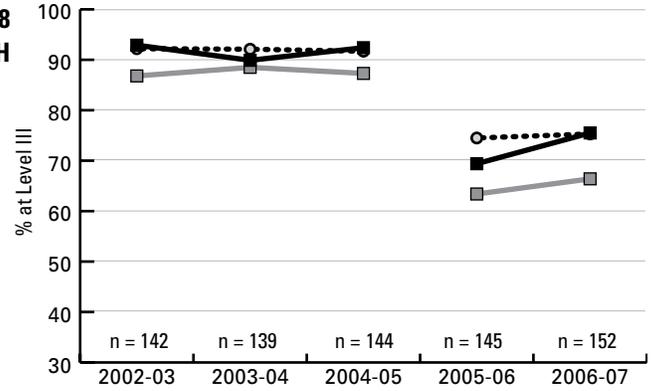


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	90	100.00	75	90.9	78.6	72.8	68.30	67.3	77.1	72.4
	N Tested	10	7	12	11	14	235	224	202	175	199
4	% Grade Level	83.3	80.00	100	75	83.3	76.8	75.11	73.4	70.6	76.3
	N Tested	12	10	6	12	12	241	225	218	204	177
5	% Grade Level	100	100.00	100	100	83.3	80.8	85.14	86.3	85.8	85.3
	N Tested	10	10	11	6	12	245	222	226	211	191
6	% Grade Level	90.9	87.50	77.8	84.6	100	74.3	66.81	70.6	70.2	76
	N Tested	11	8	9	13	8	257	229	245	228	217
7	% Grade Level	100	90.91	100	100	100	75	77.20	76.1	78.1	85.8
	N Tested	10	11	8	8	13	272	250	243	228	211
8	% Grade Level	92.3	100.00	100	100	90	76.7	81.42	83.3	78.2	82.1
	N Tested	13	10	11	8	10	262	253	258	243	224

EOG MATHEMATICS, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	91.2	92.0	81.8	NA	75.9	93.4	92.9	89.9	NA	79.6
	N Tested	34	25	22	NA	29	8261	8021	8778	NA	9932
4	% Grade Level	100.0	100.0	96.3	64	76	96.3	97.3	94.5	75.7	79.2
	N Tested	21	26	27	25	25	8147	7758	8766	9058	9692
5	% Grade Level	94.4	100.0	100	62.1	81.8	95.6	96.7	94.1	73.4	76.8
	N Tested	18	20	28	29	22	8062	7742	8859	9091	9269
6	% Grade Level	91.7	89.5	100	70	68.2	91.7	93.6	92.9	73.4	74.7
	N Tested	24	19	21	30	22	8334	7710	8788	9176	9306
7	% Grade Level	90.5	88.5	85.7	73.9	80	87.9	89.6	88.9	72.7	73.7
	N Tested	21	26	21	23	30	8381	7932	8772	9242	9309
8	% Grade Level	91.7	78.3	88	78.6	75	88.5	89.4	88	72	73.9
	N Tested	24	23	25	14	24	8071	7791	8834	9003	9337

WAKE COUNTY

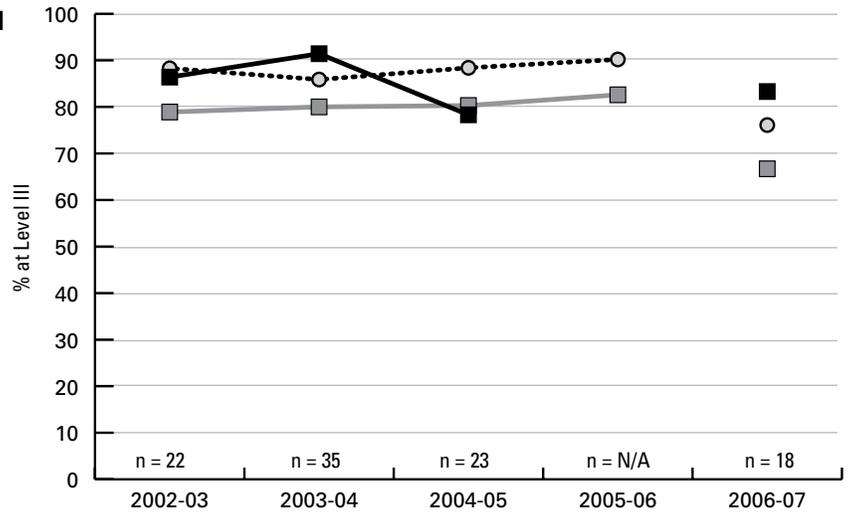
End of Course Tests

Of the four years with available data, American Indian students have outperformed their Wake County classmates on End of Course tests twice in Algebra I and three times in Biology and in English I.

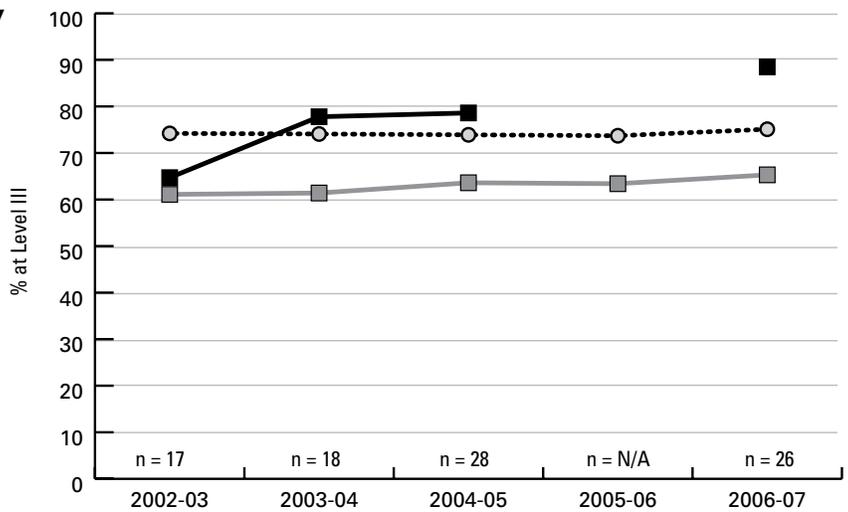


n = the number of American Indian students tested each year

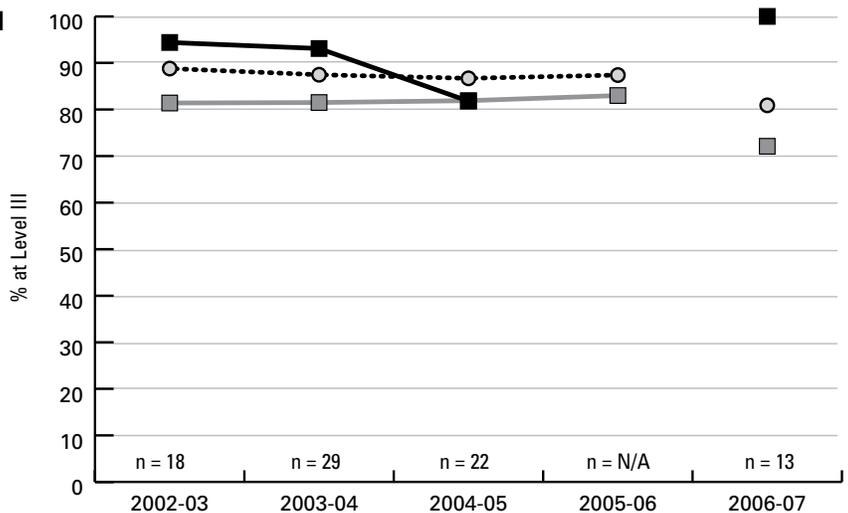
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

WAKE COUNTY

High School Completion and College Enrollment

American Indian students have dropped out of Wake County schools at higher rates than the county average in three of the last four years.

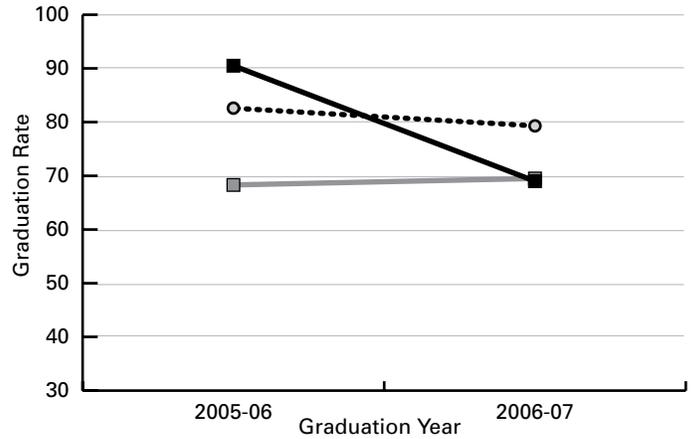
The cohort graduation rate for Indian students was higher than the rate for other county students in 2006, but lower in 2007.

Over the last four years, American Indian students have enrolled in both NC community colleges and UNC system schools at rates higher than those of other students in Wake County.

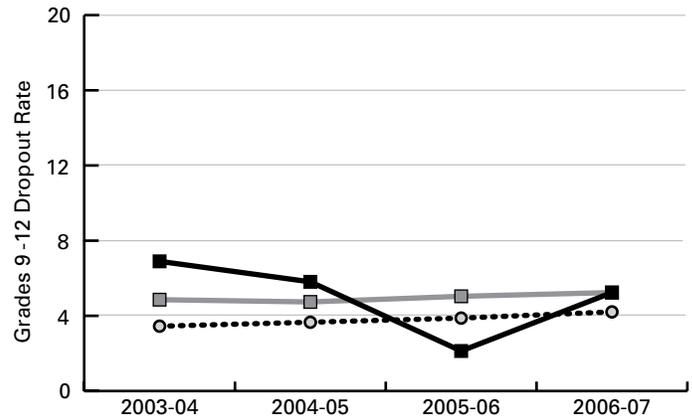


n = the number of American Indian students attending

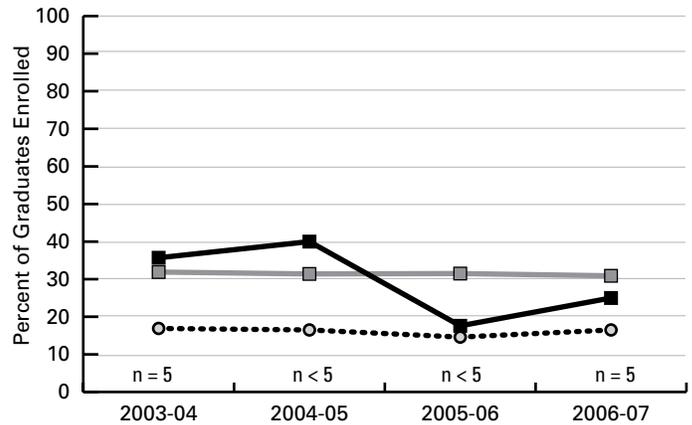
4-YEAR COHORT GRADUATION RATES



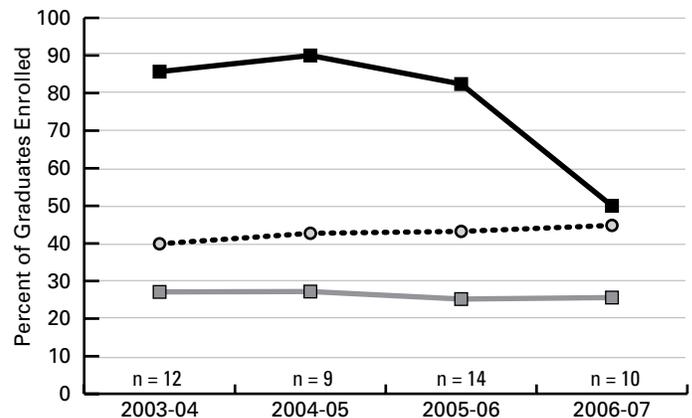
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



WARREN COUNTY



<http://www.wcsk12.org/>

Warren County is predominantly rural and lies mostly south and east of I-85 along the Virginia border. According to the 2000 Census, 21.8% of county residents live in poverty. 67.5% of adult residents have at least a high school diploma, but only 11.6% have at least a Bachelors degree.

Warren County's 2006-07 school membership was 2,783. From 2000 to 2006, the county lost 1.8% of its population. American Indians comprise 4.8% of the population. The main tribe represented is Haliwa-Saponi. The two largest racial groups in the county are black 54.5% and white 38.9%.

The school population identified as American Indian in Warren County is 122. The Title VII program serves 128 students.

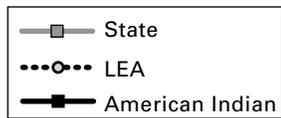


WARREN COUNTY

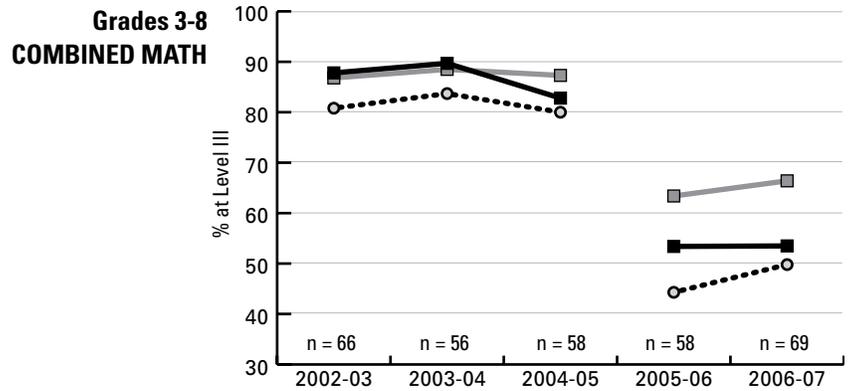
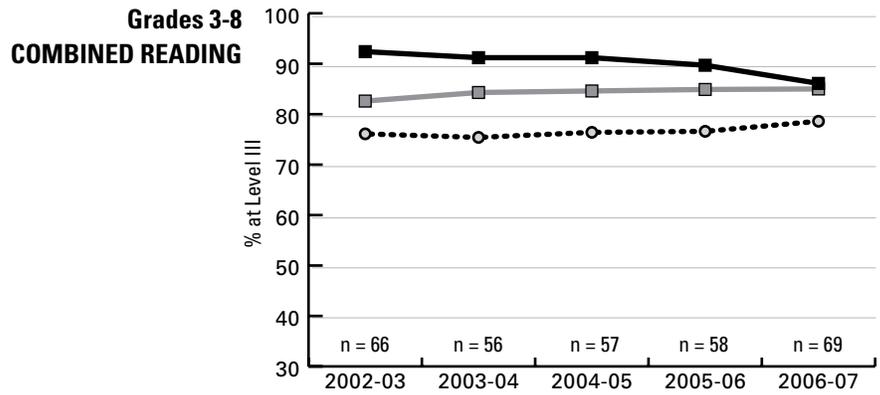
Reading and Math End of Grade Tests

Over the last five years American Indian students have outperformed other students in Warren County and the state on End of Grade tests in reading.

Indian students have also outperformed other Warren County students on End of Grade math tests, however their performance has slipped below that of the North Carolina average in recent years.



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	88.9	81.82	75	91.7	57.1	81.4	83.16	81.2	80	72.5
	N Tested	9	11	8	12	7	86	95	85	90	91
4	% Grade Level	80	88.89	81.8	100	81.8	88.1	85.37	82	85.4	84.5
	N Tested	10	9	11	8	11	101	82	89	82	84
5	% Grade Level	84.6	100.00	100	100	100	90.1	94.85	92.7	92.3	93.2
	N Tested	13	10	9	11	9	91	97	96	91	88
6	% Grade Level	100	92.31	88.9	100	90	88.2	94.12	96	88	96.5
	N Tested	8	13	9	8	10	85	85	99	92	86
7	% Grade Level	90	100.00	91.7	88.9	90	83.5	93.42	88.8	89.6	91.7
	N Tested	10	8	12	9	10	97	76	89	106	84
8	% Grade Level	100	100.00	100	100	91.7	91.9	93.02	78	91.1	92.2
	N Tested	17	9	9	13	12	111	86	96.2	90	103

EOG MATHEMATICS, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	80.0	85.7	75	NA	50	81.4	82.1	72.8	NA	58.3
	N Tested	10	7	12	NA	14	236	224	202	NA	199
4	% Grade Level	100.0	90.0	83.3	25	50	92.9	92.0	84.5	43.6	49.2
	N Tested	12	10	6	12	12	241	225	219	204	179
5	% Grade Level	100.0	100.0	83.3	66.7	58.3	84.7	94.6	86.3	54.5	49.2
	N Tested	10	10	12	6	12	248	222	227	213	191
6	% Grade Level	90.9	100.0	100	30.8	37.5	87.6	85.2	85	40.2	53.9
	N Tested	11	8	9	13	8	258	229	247	229	219
7	% Grade Level	80.0	90.9	75	87.5	61.5	68.1	74.4	70.2	37.1	42.4
	N Tested	10	11	8	8	13	273	250	245	229	210
8	% Grade Level	76.9	80.0	81.8	75	70	72.0	77.1	80.7	38.3	48.7
	N Tested	13	10	11	8	10	261	253	259	243	226

WARREN COUNTY

End of Course Tests

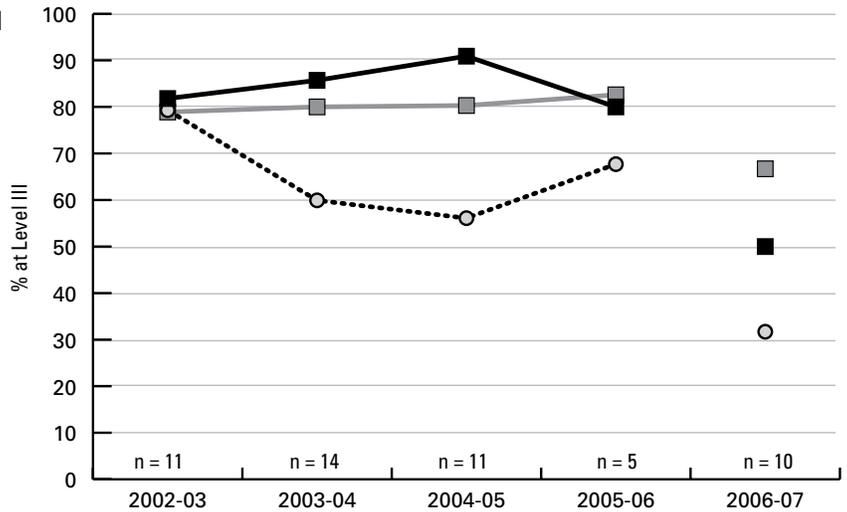
For the last five years American Indian students have outperformed other Warren County students on End of Course exams in Algebra I and English I. In both 2003-04 and 2005-06, all Indian students tested in English I scored proficient.

EOC Biology test performance of Warren County American Indian students has improved in each of the last three years. In 2006-07 the percentage of Indian students proficient in Biology was greater than that of other students in Warren County and in North Carolina overall.

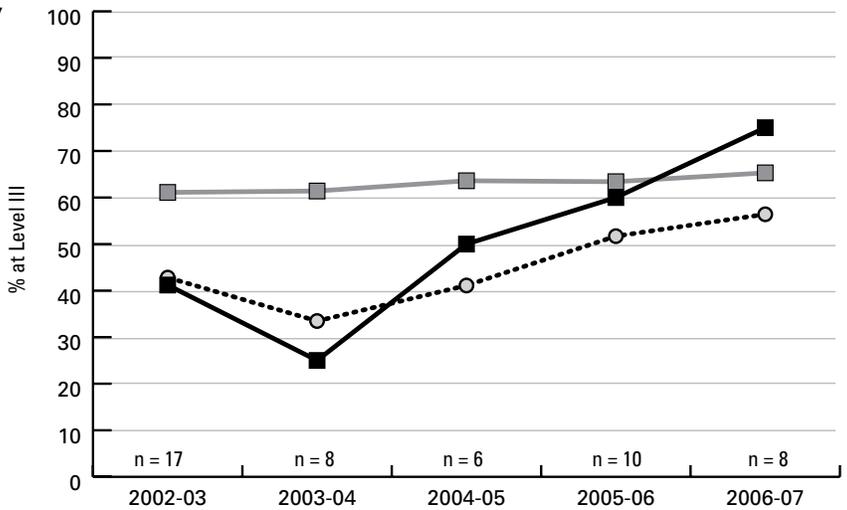


n = the number of American Indian students tested each year

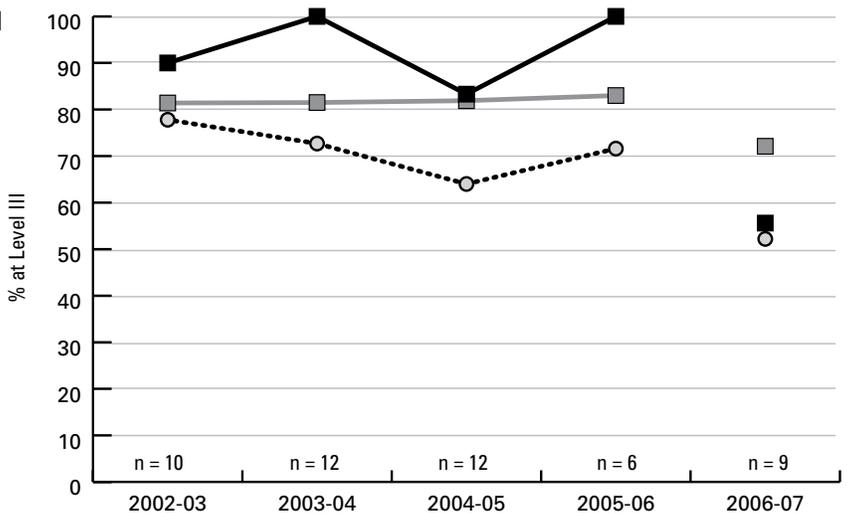
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

WARREN COUNTY

High School Completion and College Enrollment

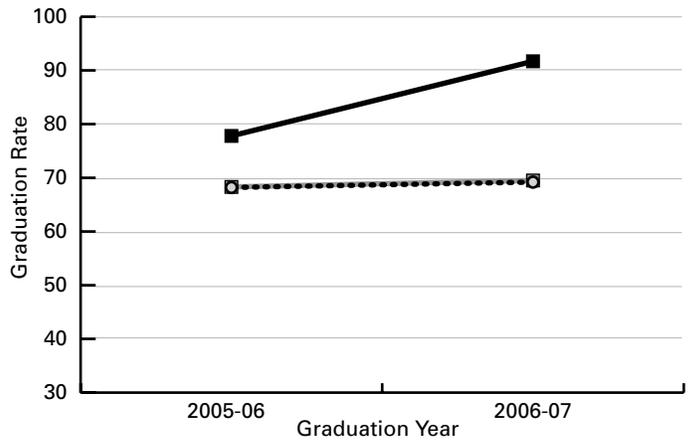
Because Warren County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. American Indian students have dropped out of Warren County schools at rates higher than the county average in three of the last four years. However, the cohort graduation rate for Indian students was higher than the rate for other county students in both 2006 and 2007.

By summing the college enrollment numbers for the last four years, it can be determined that American Indian students have enrolled in NC community colleges at a higher rate than other Warren County students, but they have enrolled in UNC system schools at a lower rate than other county students.

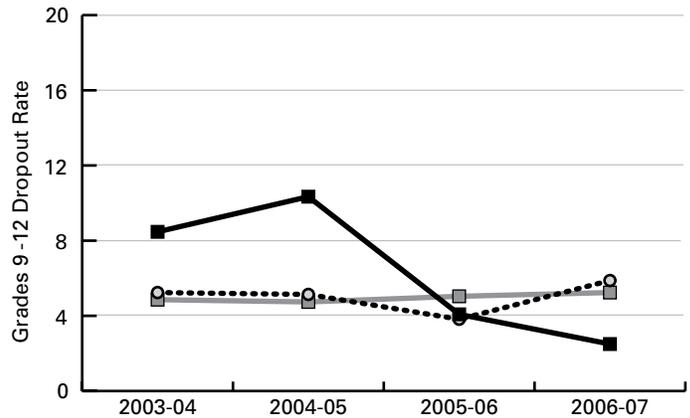


n = the number of American Indian students attending

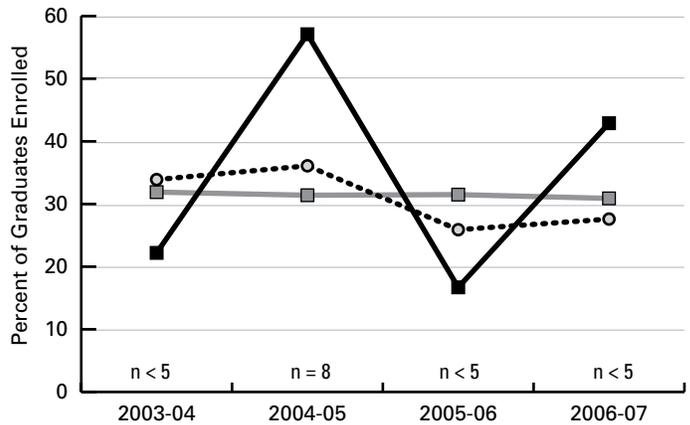
4-YEAR COHORT GRADUATION RATES



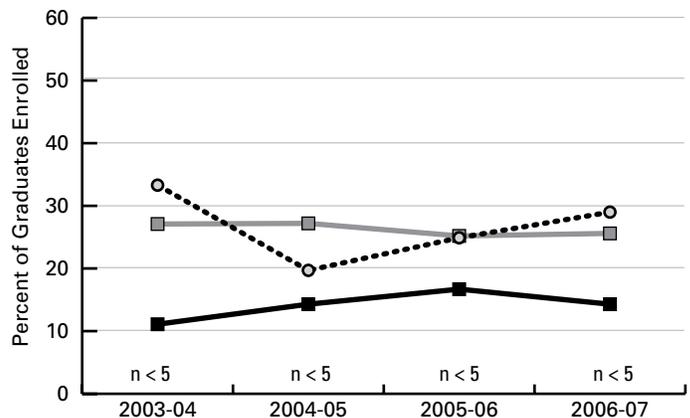
DROPOUT RATES



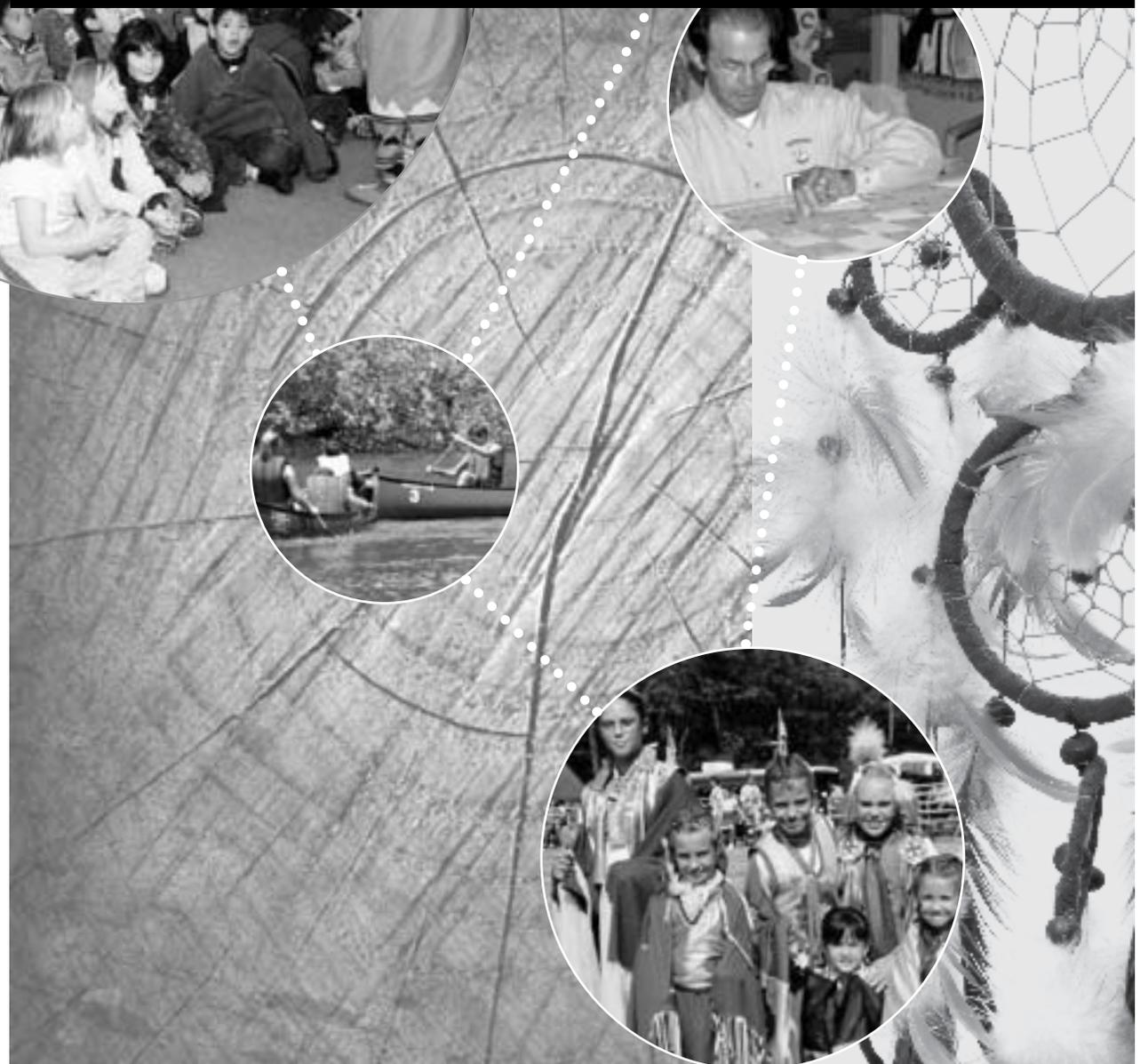
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



Prior Grantees: Title VII School Districts



CHARLOTTE/MECKLENBURG



<http://www.cms.k12.nc.us>

Mecklenburg is the state's most populous county and is dominated by the city of Charlotte. The county is considered 96.2% urban and 3.8% rural for census purposes. According to the 2000 Census, 6.6% of county residents live in poverty. 86.2% of adult residents have at least a high school diploma, and 37.1% have at least a Bachelors degree. The unemployment rate in 2006 was 4.5%, compared with 4.8% for the state overall.

Charlotte-Mecklenburg's 2006-07 school membership of 127,639 was the largest in the state. From 2000 to 2006, the county grew 19.0%, compared to 10.1% for the state overall. American Indians comprise 0.5% of the population, and the school population identified as American Indian is 623. The two largest racial groups in the county are white (64.0%) and black (27.7%).

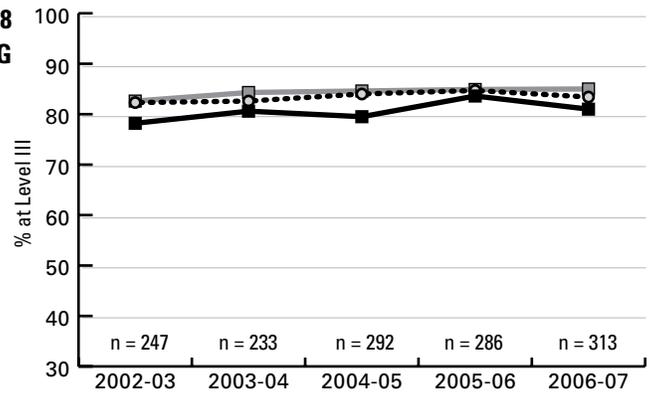


CHARLOTTE/ MECKLENBURG

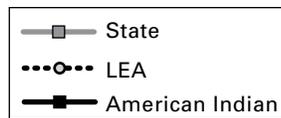
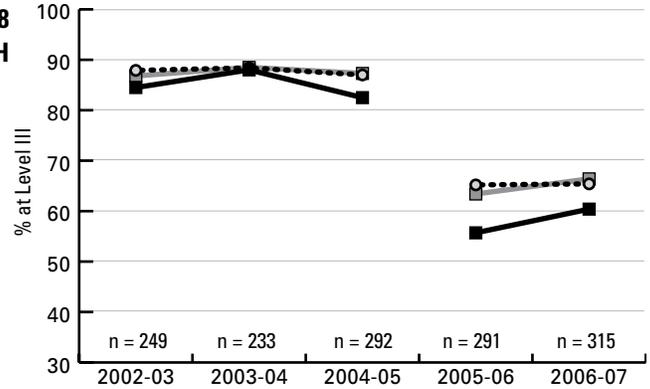
Reading and Math End of Grade Tests

The grade 3-8 reading achievement of Charlotte-Mecklenburg's American Indian students has slightly trailed the LEA average over the last five years. A similar gap in math was enlarged somewhat after the redesign of the EOG tests in 2005-06. However the gap was reduced in 2006-07.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	73.1	78.69	70.2	79.4	73.4	81.6	84.16	83.8	86	83.8
	N Tested	52	61	57	63	79	8657	8317	9017	9386	9959
4	% Grade Level	81.3	76.74	78	88.1	92	82.9	84.67	84.3	85.5	87.6
	N Tested	48	43	59	42	50	8404	7904	8870	9123	9473
5	% Grade Level	87.8	100.00	88.1	83.3	92.5	86.6	88.79	89.9	90	91.8
	N Tested	49	37	42	54	53	8585	7699	8857	8990	9089
6	% Grade Level	71.9	78.05	80	80.6	74.1	77	76.81	78.3	78.3	79.9
	N Tested	32	41	45	36	58	8619	7918	8892	9126	8948
7	% Grade Level	71.4	76.19	86.8	85.4	90.6	81.8	82.25	81.8	83.7	83.3
	N Tested	35	21	53	48	32	8241	7995	9130	9094	9192
8	% Grade Level	80.6	86.67	75	86	87.8	83.8	87.70	85.6	84.8	86.9
	N Tested	31	30	36	43	41	8300	7518	9105	9223	9048

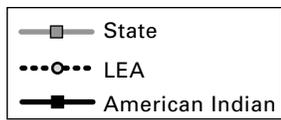
EOG MATHEMATICS, Percent of Students At/Above Grade Level

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	77.4	86.9	73.7	NA	62	88.0	89.7	85.8	NA	71.6
	N Tested	53	61	57	NA	79	8705	8317	9056	NA	10018
4	% Grade Level	95.8	90.7	88.1	67.4	70	94.7	95.6	92.8	68.1	70.1
	N Tested	48	43	59	43	50	8461	7904	8920	9173	9516
5	% Grade Level	94.0	97.3	92.9	59.3	67.9	91.9	94.7	91.2	68.5	70.4
	N Tested	50	37	42	54	53	8656	7699	8908	9042	9137
6	% Grade Level	84.4	97.6	88.9	57.9	54.2	88.4	90.2	87.8	61.9	62.8
	N Tested	32	41	45	38	59	8639	7918	8948	9139	8970
7	% Grade Level	85.7	76.2	81.1	40.8	66.7	82.4	84.5	82.7	58.9	61.1
	N Tested	35	21	53	49	33	8266	7995	9175	9081	9190
8	% Grade Level	64.5	90.0	69.4	45.2	51.2	80.9	85.1	80.9	62.2	64.8
	N Tested	31	30	36	42	41	8292	7518	9146	9226	9046

CHARLOTTE/ MECKLENBURG

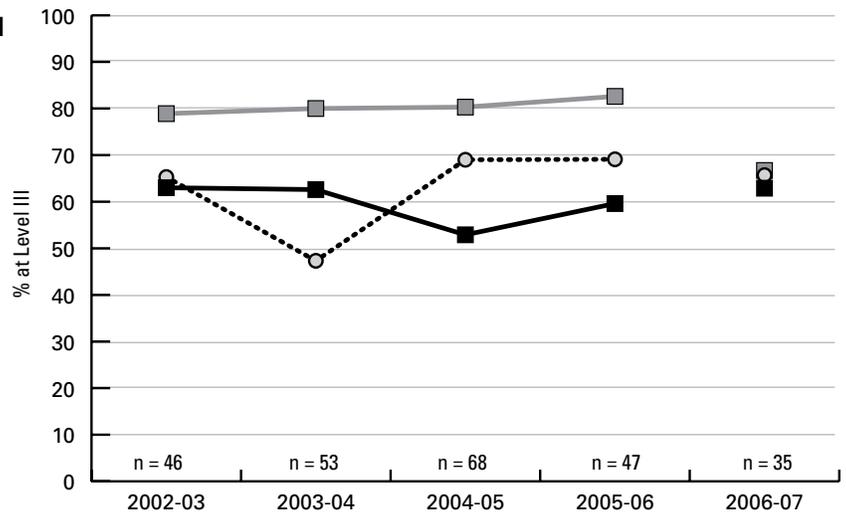
End of Course Tests

In 2006-07, Charlotte-Mecklenburg's American Indian students closed the performance gap with other students in the district and state on EOC tests in Algebra I, Biology, and English I.

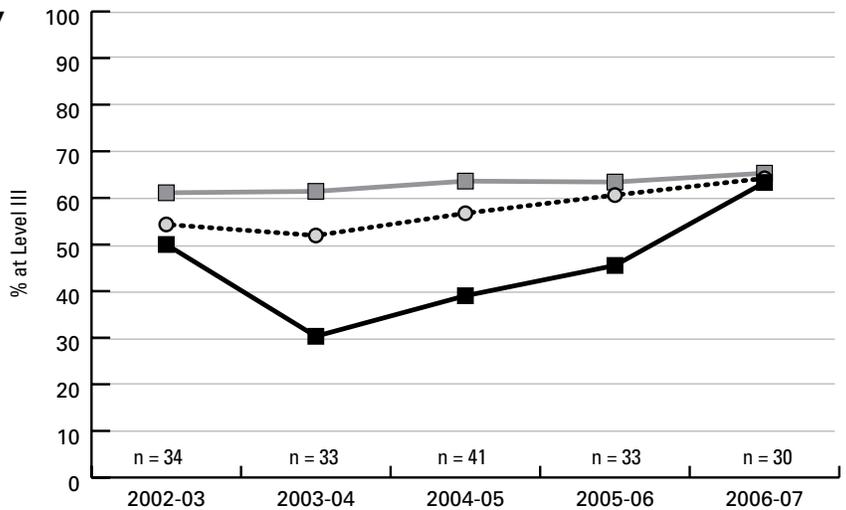


n = the number of American Indian students tested each year

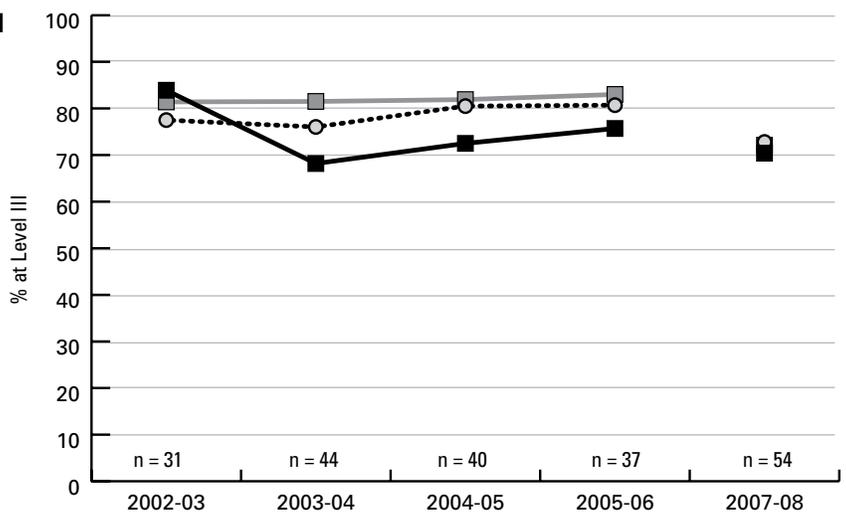
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

CHARLOTTE/ MECKLENBURG

High School Completion and College Enrollment

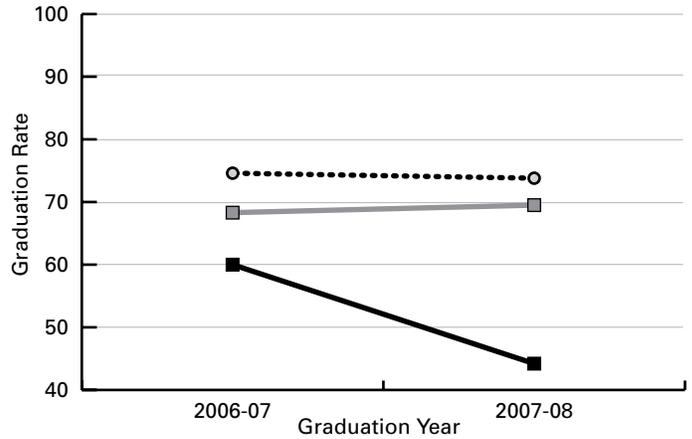
Charlotte-Mecklenburg's American Indian students drop out in higher proportions and graduate at lower rates than the state and district averages.

However, those who have graduated have enrolled in UNC system schools and the state's community colleges at rates comparable to other students in the district and the state.

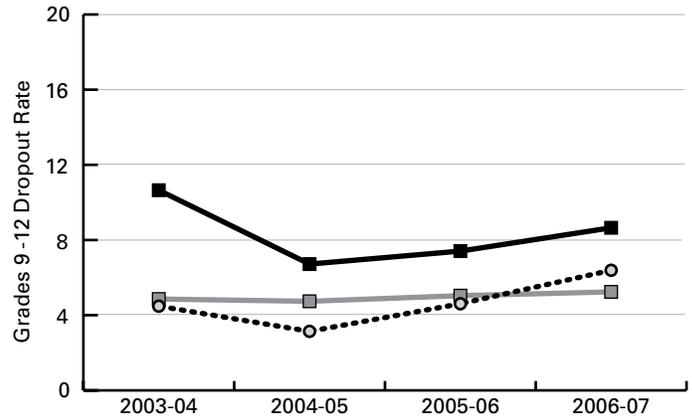


n = the number of American Indian students attending

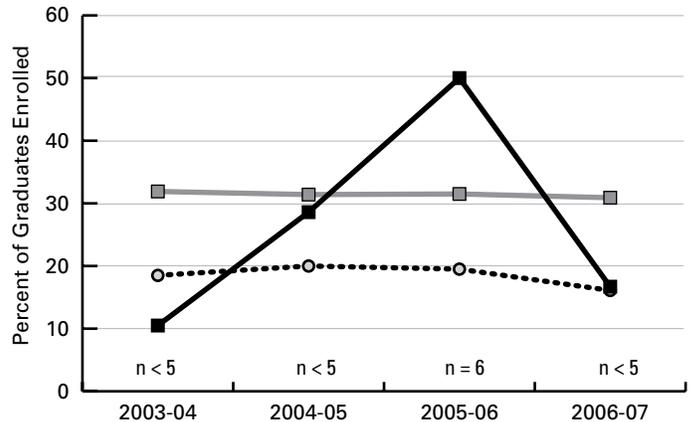
4-YEAR COHORT GRADUATION RATES



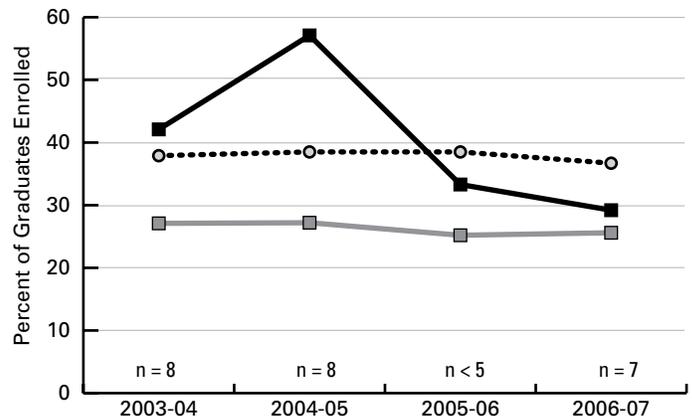
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

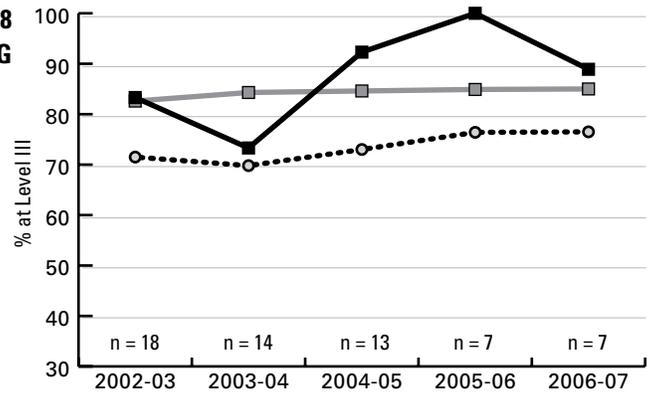


HERTFORD COUNTY

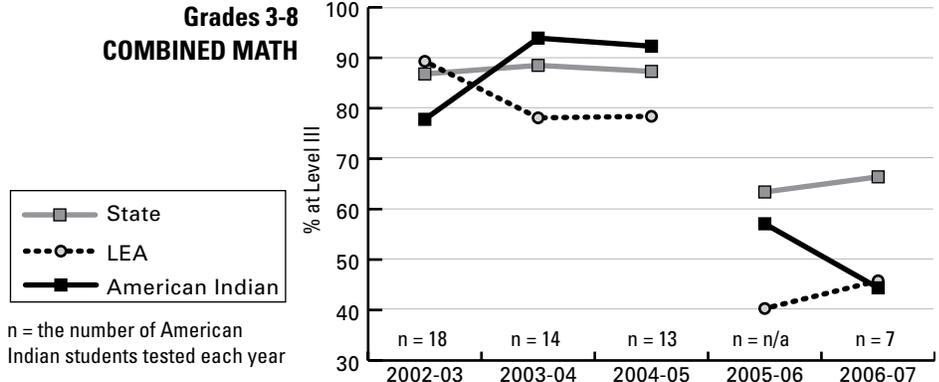
Reading and Math End of Grade Tests

The percentage of Hertford County's grade 3-8 American Indian students reading proficiently has exceeded the LEA average over the last five years. The percentage deemed proficient or higher on Math EOG tests has exceeded the LEA average in three of the last five years.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	80					71.3	67.09	73.1	70	76.8
	N Tested	5	n < 5	n < 5		n < 5	272	237	264	230	228
4	% Grade Level						72.2	71.60	66.5	72.9	80
	N Tested	n < 5	n < 5	n < 5			259	243	239	240	195
5	% Grade Level						75.4	81.43	78.2	79.5	87.5
	N Tested	n < 5	n < 5	n < 5	n < 5		280	237	262	234	232
6	% Grade Level	83.3					64.2	56.64	72.8	74.1	74.3
	N Tested	6	n < 5	n < 5	n < 5	n < 5	307	256	265	251	230
7	% Grade Level		60.00	80			69.4	71.69	67	84.8	79.8
	N Tested	n < 5	5	5	n < 5	n < 5	281	272	264	263	242
8	% Grade Level						78	73.09	79.4	76.2	86.7
	N Tested	n < 5	n < 5		n < 5	n < 5	259	275	287	252	249

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2002-03	2003-04	2004-05	2005-06	2006-07	2002-03	2003-04	2004-05	2005-06	2006-07
3	% Grade Level	80.0			NA		83.0	78.1	74.3	NA	49.4
	N Tested	5	n < 5		NA	n < 5	282	237	272	NA	233
4	% Grade Level						88.2	89.3	84	46.7	45.2
	N Tested	n < 5	n < 5	n < 5			271	243	243	242	199
5	% Grade Level						86.9	89.5	81	41	52.8
	N Tested	n < 5	n < 5	n < 5	n < 5		283	237	268	239	233
6	% Grade Level	66.7					79.5	80.5	83.3	45.3	41.4
	N Tested	6	n < 5	n < 5	n < 5	n < 5	307	256	275	258	232
7	% Grade Level		80.0				67.6	67.3	69.9	36.6	40.7
	N Tested	n < 5	5	n < 5	n < 5	n < 5	281	272	266	273	246
8	% Grade Level			80			70.0	72.4	78.5	29.4	45.2
	N Tested	n < 5	n < 5	5	n < 5	n < 5	260	275	289	255	259

HERTFORD COUNTY

High School Completion and College Enrollment

EOC page intentionally omitted: Hertford does not have enough American Indian high school students to calculate meaningful statistics on EOC test performance.

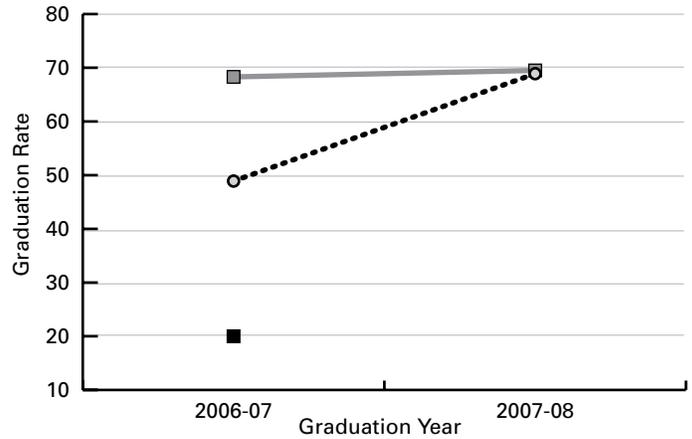
Because Hertford County high schools have only a few American Indian students, dropout and graduation rates are not very meaningful, particular for any one particular year. However, only one of five students graduated on time (in 4 years) in the one year with enough native students to calculate a graduation rate.

Hertford does not have enough American Indian graduates to calculate meaningful rates of college attendance.

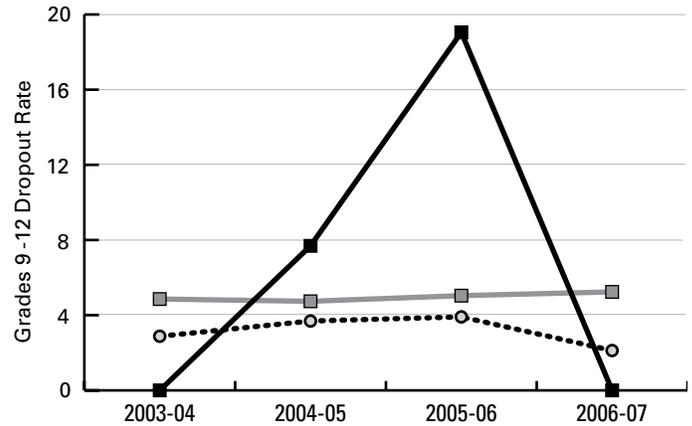


n = the number of American Indian students attending

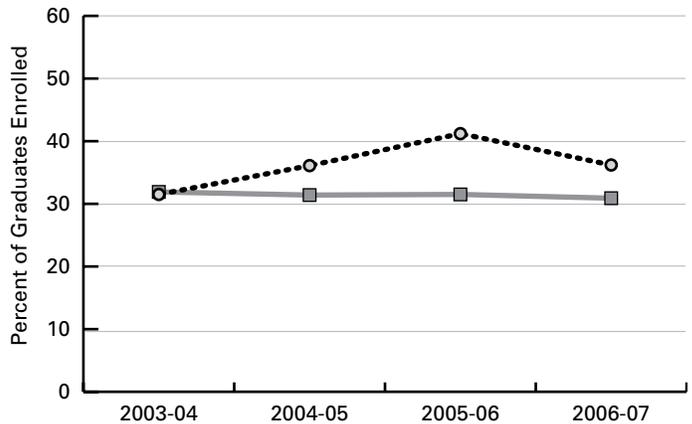
4-YEAR COHORT GRADUATION RATES



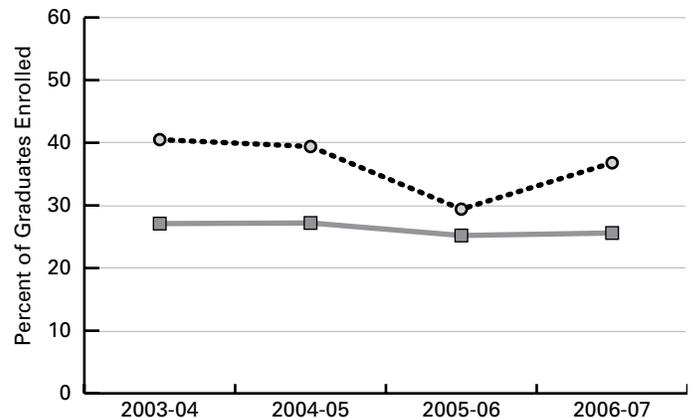
DROPOUT RATES



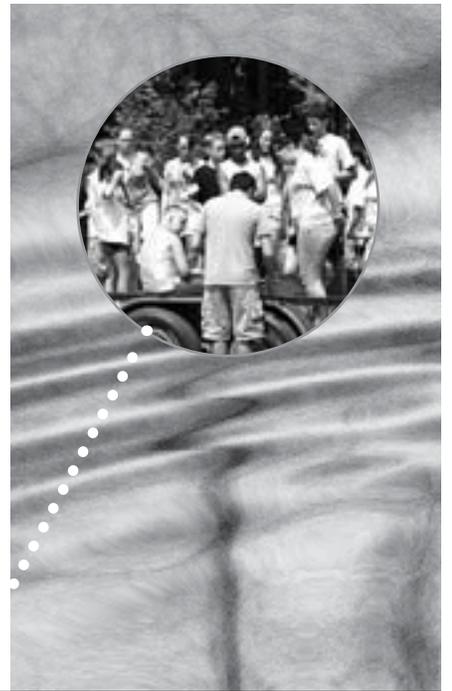
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



American Indian Mascots



American Indian Mascots Update

Public Schools of North Carolina Use of American Indian School Mascots 2007-08

Local Education Agency (LEA)	School Name	Current Mascot
1. Alamance-Burlington	Altamahaw-Ossipee Elementary	Indians (logo or imagery not used)
	Haw River Elementary	Indians
	*Elon Elementary	Braves
	Western Middle School	Braves
	Western Alamance High School	Warriors
2. Beaufort	Chocowinity Middle	Indians
	Chocowinity Primary	Indians
3. Buncombe	Clyde A. Erwin High School	Warriors
	Clyde A. Erwin Middle School	Warriors
4. Caldwell	Gamewell Middle	Braves
	West Caldwell High School	Warriors
5. Catawba	Harry M Arndt Middle	Redskins
	Saint Stephens High School	Indians
6. Columbus	*Old Dock Elementary	Braves
7. Dare	*Manteo Elementary	Braves-in-Training (logo or imagery not used)
	*Manteo Middle	Indians
	*Manteo High	Redskins
8. Davidson	*Denton Elementary	Red Raiders
9. Duplin	*Chinquapin Elementary	Indians
10. Edgecombe	North Edgecombe High	Warriors
11. Franklin	Louisburg High	Warriors
12. Gaston	East Gaston Senior High	Warriors
	South Point High School	Red Raiders (added 1-15-08)
13. Henderson	Etowah Elementary	Indians
14. Iredell-Statesville	Brawley Middle School	Braves
	West Iredell High	Warriors
15. Johnston	Meadow Elementary	Indians
16. Lincoln	West Lincoln Middle	Chiefs
17. Martin	Roanoke Middle	Indians
	Roanoke High	Indians
18. Mitchell	Buladean Elementary	Braves
19. Montgomery	West Montgomery High School	Warriors
20. Pamlico	Arapahoe Charter	Indians
21. Robeson	Oxendine Elementary	Chiefs
	Pembroke Middle	Warriors
22. Stokes	South Stokes High School	Mighty Sauras
	Southeastern Stokes Middle	Warriors

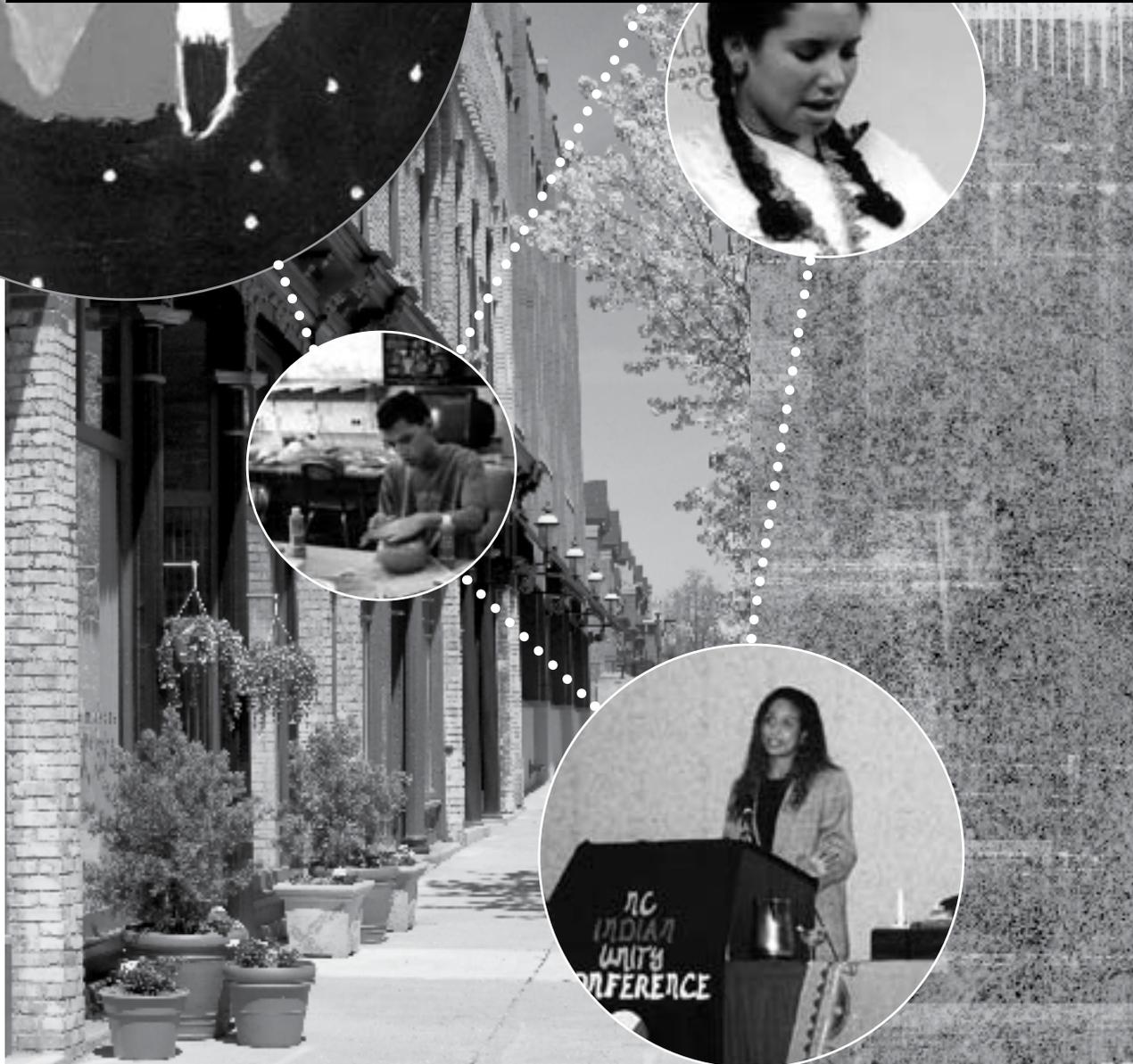
- On January 15, 2008, South Point High School in Gaston County was added to the list as having the Red Raiders as an American Indian mascot.
- As of April 25, 2008, 42 NC schools in 26 school districts are using American Indian mascots.

As of April 25, 2008, the following schools have changed their mascot or currently do not have a mascot:

Local Education Agency (LEA)	School Name	Previous Mascot	Current Mascot	Date Changed
Avery	Newland Elem. School	Indians	None	2000-2001
Beaufort	Chocowinity High School (Southside High School)	Fighting Indians	Seahawks	January 2000
Buncombe	Clyde A Erwin High School	Squaws	Lady Warriors	1999 - Result of compromise with U.S. Dept. of Justice
Burke	Icard Elem School	Warriors	Colts	April 2004
Cabarrus	Northwest Cabarrus Middle School	Warriors	Titans	2004
Caldwell	Gamewell Elem School	Indian Scouts	None	2008
Carteret	White Oak Elem School	Indians	Tree	2000
Catawba	Catawba Middle School	Indians	Dragons	2002
	Saint Stephens Elem	Indians	None	2001
Craven	Brinson Memorial Elem School	Braves	Bears	2002
Cumberland	Westover Middle School	Warriors	Wildcats	2002
Granville	Stovall-Shaw Elem School	Braves	Eagles	2004
	J.F. Webb High School	Warriors	Warrior (spage-age imagery)	January 2005
Guilford	Alamance Elem School	Indians	Wolves	2003
	Andrews High School	Red Raiders	Red Raiders (do not use Indian imagery)	May 2004
	Southern Guilford HS	Indians	The Storm	March 2004
Haywood	Junaluska Elem School	Warriors	Eagles (Indian motif remained in honor of school's namesake)	Unavailable
Charlotte/Mecklenburg	Coulwood Middle School	Braves	Catamounts	2002
	McKee Road Elem School	Indians	All Stars	2000
	The Paideia Academy at Oakhurst (Oakhurst Elem)	Indians	Dolphins	Unavailable
	West Meck Senior High	Indians	Hawks	2004
New Hanover	Ogden Elem School	Indians	Stingrays	1999
Pamlico	Arapahoe Charter School	Warriors	Warriors (inherited mascot-not used on letterhead, uniforms, etc.)	Unavailable
Pitt	Ayden Middle School	Warriors	Knights	2002
Randolph	Southeastern Randolph Middle School	Seminoles	Titans	March 2004
Rutherford	Sunshine Elem School	Indian	Bear	2004
Stanly	Aquadale Elem School	Braves	None	2002
Surry	Westfield Elem School	Indian Warriors	Wildcats	January 2008
Union	Indian Trail Elem School	Warriors	Colts	April 2004
	Waxhaw Elem School	Indians	Bluebird	Spring 2004
Wayne	Northeast Elem School	Warriors	Cougars	2001
Watauga	Valle Crucis Elem School	Indians	Bears	2006
Wilkes	Millers Creek Elem School	Redskins	Ravens	2002
	West Wilkes Middle School	Redskins	Knights	2002



Appendices



Appendix A

Title VII Indian Education Programs

Indian Education Programs, initially created by the Indian Education Act in 1972, are designed to meet the unique educational and culturally related academic needs of American Indians and Alaskan Natives (AI/AN) so that these students can achieve to the same challenging state standards as all students. The programs are committed to connecting families of AI/AN students with culture, community and education. The No Child Left Behind Act of 2001 amended Indian education programs as Title VII, Part A of the Elementary and Secondary Education. There are 17 Title VII Indian Education grantees currently in North Carolina.

2007-08 Title VII Cohorts

System	Students Served	Program Administrator	Phone
Columbus	437	Kenwood Royal	(910) 642-5168
Cumberland	1050	Trudy Locklear	(910) 678-2462
Graham	162	Marcia Hollifield	(828) 479-4624
Guilford	210	S. Jean Conley	(336) 621-4042
Halifax	276	Tyus Few	(252) 583-3111
Haliwa-Saponi	125	Gwen Richardson	(252) 257-5853
Hoke	1,035	Tona Jacobs	(910) 875-4835
Jackson	370	Angela Lovedahl	(828) 586-2311x254
Person	23	Carol Townsend	(336) 599-2191
Richmond	362	Linda Nicholson	(910) 582-5860
Robeson	11,477	Rita Locklear	(910) 521-2054
Sampson	125	Pam Westbrook	(910) 592-1401x20133
Clinton City	139	Robert Taylor	(910) 592-3132
Scotland	937	Lyle Shaw	(910) 277-4459x314
Swain	435	Bob Marr	(828) 488-3120x229
Wake	218	Melinda Stephani	(919) 850-1881
Warren	126	Tony Cozart	(252) 257- 3184

Total served in 2007 Cohort 17,336
Total served in 2008 Cohort 17,511
Title VII Increase 175 (1.0%)

2007 Indian Membership Statewide 19,927
2008 Indian Membership Statewide 20,684
Membership Increase 757 (3.8%)

Appendix B

Tribes, Tribal Councils, and American Indian Organization

COHARIE TRIBE

7531 N. U.S. Hwy 421, Clinton, NC 28328
Elizabeth Maynor, Executive Director
Phone: 910-564-6909 / FAX: 910-564-2701
Email: emaynor@intrstar.net

CUMBERLAND COUNTY ASSOCIATION OR INDIAN PEOPLE

2173 Downing Rd., Fayetteville, NC 28301
Gladys Hunt, Executive Director
Phone: 910-483-8442 / FAX: 910-483-8742
Email: ccaip@netzero.net

EASTERN BAND OF CHEROKEE

P. O. Box 455, Cherokee, NC 28719
Paxton Myers, Tribal Administrator
Phone: 828-497-2771 / FAX: 828-497-7007
Email: paxtmyer@nccherokee.com

GUILFORD NATIVE AMERICAN ASSOCIATION

P. O. Box 5623, Greensboro, NC 27403
Rick Oxendine, Director
Phone: 336-273-8686 / FAX: 336-272-2925
Email: info@guilfordnative.org

HALIWA-SAPONI TRIBE

P. O. Box 99, Hollister, NC 27844
Archie Lynch, Executive Director
Phone: 252-586-4017 / FAX: 252-586-3918
Email: alynch@haliwasaponi.com

LUMBEE TRIBE OF NORTH CAROLINA

P. O. Box 2709, Pembroke, NC 28372
Tammy Maynor, Tribal Administrator
Phone: 910-521-7861 / FAX: 910-521-7790
Email: tmaynor@lumbeetribe.com

MEHERRIN INDIAN TRIBE

P. O. Box 508, Winton, NC 27986
Denyce Hall, Executive Director
Phone: 252-398-3321 / FAX: 252-396-0334
Email: meherrin@inteliport.com

METROLINA NATIVE AMERICAN ASSOCIATION

8001 N. Tryon Street, Charlotte, NC 28262
Donald Strickland, Executive Director
Phone: 704-926-1524 / FAX: 704-347-0888
Email: mnaa2000@excite.com

NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS

217 West Jones Street, Raleigh, NC 27699-1317
Gregory Richardson, Executive Director
Phone: 919-733-5998 / FAX: 919-733-1207

OCCANEECHI BAND OF THE SAPONI NATION

P.O. Box 356, Mebane, NC 27302
Phone: 919-304-3723 / FAX: 919-304-3724
Email: obsn@mebtel.net

SAPPONY TRIBE

P. O. Box 3265, Roxboro, NC 27574
Dante Desiderio, Executive Director
Phone: 434-585-3352
Email: sappony@msn.com

TRIANGLE NATIVE AMERICAN SOCIETY

P. O. Box 26841, Raleigh, NC 27611
Lana Dial, President
Phone: 919-733-7107
Email: tnaspresident@tnasweb.org

WACCAMAW SIOUAN TRIBE

P. O. Box 69, Bolton, NC 28423
Paula Jacobs, Tribal Council Chair
Phone: 910-655-8778 / FAX: 910-655-8779
Email: siouan@aol.com

Source: North Carolina Commission of Indian Affairs

Appendix C

NC Course of Study High School Graduation Requirements

For Ninth Graders Entering Between 2000 – 2008-09				Available for Ninth Graders 2000→	For Ninth Graders Entering in 2009-10 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE READY CORE
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans <i>At the request of a parent and with counseling provided by the school, a student will be able to opt out of this math sequence. He/she would be required to pass Algebra I and Geometry or Integrated Math I and II and two other application-based math courses.</i>
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth/Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History****	3 Credits Civics and Economics, US History, World History****	3 Credits Civics and Economics, US History, World History**** <i>(2 courses to meet UNC minimum admission requirements - US History & 1 elective)</i>	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History****
Second Language	Not required	Not required*	2 Credits in the same language	Not required	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC.
Computer Skills	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education

Electives or other requirements ***	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/Career Portfolio required	6 Credits required 2 Elective credits must be a combination of Career Technical Education, Arts Education, or Second Languages. <i>As part of this core, the State Board of Education strongly recommends that local superintendents assist students in developing a four-course concentration focused on student interests and postsecondary goals. The concentration would provide an opportunity for the student to participate in a rigorous, in-depth and linked study. The concentration would not limit a student's access to opportunities provided through community college concurrent enrollment, Learn and Earn Early College, Huskins or university dual enrollment. Local superintendents or their designees would approve student concentrations.</i>
Career Technical	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/Technical Education electives	
JROTC	4 Credits in JROTC; OR				
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course.				
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits plus any local requirements	21 Credits plus any local requirements

* A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics. ** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment. *** Examples of electives include JROTC and other courses that are of interest to the student. **** Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

Appendix D

Presidential Executive Order 13336

On April 30, 2004, President George W. Bush recognized the unique educational and culturally related academic needs of American Indian and Alaska Native students by signing Executive Order 13336. This Order is consistent with the unique political and legal relationship of the Federal Government with tribal governments. The purpose of this order is assist American Indian and Alaska Native students in meeting the challenging student academic standards of the No Child Left Behind Act of 2001 (Public Law 107-110) in a manner that is consistent with tribal traditions, languages, and cultures. This order builds on the innovations, reforms, and high standards of the No Child Left Behind Act of 2001, including: stronger accountability for results; greater flexibility in the use of Federal funds; more choices for parents; and an emphasis on research-based instruction that works.

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Presidential Documents

Title 3
The President

Executive Order 13336 of April 30, 2004
American Indian and Alaska Native Education

By the authority vested in me as President by the Constitution and the laws of the United States of America, and to recognize the unique educational and culturally related academic needs of American Indian and Alaska Native students consistent with the unique political and legal relationship of the Federal Government with tribal governments, it is hereby ordered as follows:

Section 1. Purpose. The United States has a unique legal relationship with Indian tribes and a special relationship with Alaska Native entities as provided in the Constitution of the United States, treaties, and Federal statutes. This Administration is committed to continuing to work with these Federally recognized tribal governments on a government-to-government basis, and supports tribal sovereignty and self-determination. It is the purpose of this order to assist American Indian and Alaska Native students in meeting the challenging student academic standards of the No Child Left Behind Act of 2001 (Public Law 107-110) in a manner that is consistent with tribal traditions, languages, and cultures. This order builds on the innovations, reforms, and high standards of the No Child Left Behind Act of 2001, including: stronger accountability for results; greater flexibility in the use of Federal funds; more choices for parents; and an emphasis on research-based instruction that works.

Sec. 2. Interagency Working Group. There is established an Interagency Working Group on American Indian and Alaska Native Education (Working Group) to oversee the implementation of this order.

(a) The Working Group's members shall consist exclusively of the heads of the executive branch departments, agencies, or offices listed below:

- (i) the Department of Education;
- (ii) the Department of the Interior;

- (iii) the Department of Health and Human Services;
- (iv) the Department of Agriculture;
- (v) the Department of Justice;
- (vi) the Department of Labor; and
- (vii) such other executive branch departments, agencies, or offices as the Co-Chairs of the Working Group may designate.

A member of the Working Group may designate, to perform the Working Group functions of the member, an employee of the member's department, agency, or office who is either an officer of the United States appointed by the President, or a full-time employee serving in a position with pay equal to or greater than the minimum rate payable for GS-15 of the General Schedule. The Working Group shall be led by the Secretaries of Education and the Interior, or their designees under this section, who shall serve as Co-Chairs.

(b) The function of the Working Group is to oversee the implementation of this order. The Working Group shall, within 90 days of the date of this order, develop a Federal interagency plan that recommends initiatives, strategies, and ideas for future interagency actions that promote the purpose, as stated in section I, of this order. In carrying out its activities under this order, the Working Group may consult with representatives of American Indian and Alaska Native tribes and organizations, in conformity with Executive Order 13175 of November 6, 2000, and with the National Advisory Council on Indian Education (NACIE). Any such consultations shall be for the purpose of obtaining information and advice concerning American Indian and Alaska Native education and shall be conducted in a manner that seeks individual advice and does not involve collective judgment or consensus advice or deliberation.

Sec. 3. Study and Report. The Secretary of Education, in coordination with the Working Group, shall conduct a multi-year study of American Indian and Alaska Native education with the purpose of improving American Indian and Alaska Native students' ability to meet the challenging student academic standards of the No Child Left Behind Act of 2001.

- (a) The study shall include, but not be limited to:
 - (i) the compilation of comprehensive data on the academic achievement and progress of American Indian and Alaska Native students toward meeting the challenging student academic standards of the No Child Left Behind Act of 2001;
 - (ii) identification and dissemination of research-based practices and proven methods in raising academic achievement and, in particular, reading achievement, of American Indian and Alaska Native students;
 - (iii) assessment of the impact and role of native language and culture on the development of educational strategies to improve academic achievement;
 - (iv) development of methods to strengthen early childhood education so that American Indian and Alaska Native students enter school ready to learn; and
 - (v) development of methods to increase the high school graduation rate and develop pathways to college and the workplace for American Indian and Alaska Native students.

The Secretary of Education shall develop an agenda, including proposed timelines and ongoing activities, for the conduct of the study, and shall make that agenda available to the public on the Internet.

(b) The Secretary of Education, in coordination with the Working Group, shall issue a report to the President that shall:

- (i) provide the latest data available from the study;
- (ii) comprehensively describe the educational status and progress of American Indian and Alaska Native students with respect to meeting the goals outlined in the No Child Left Behind Act of 2001 and any other student achievement goals the Secretary of Education or the Secretary of the Interior may deem necessary;
- (iii) report on proven methods for improving American Indian and Alaska Native student academic achievement; and
- (iv) update the Federal interagency plan outlined in section 2(b) of this order.

Sec. 4. *Enhancement of Research Capabilities of Tribal-Level Educational Institutions.* The Secretary of Education and the Secretary of the Interior shall consult with the entities set forth in section 2(a) of this order and tribally controlled colleges and universities to seek ways to develop and enhance the capacity of tribal governments, tribal universities and colleges, and schools and educational programs serving American Indian and Alaska Native students and communities to carry out, disseminate, and implement education research, as well as to develop related partnerships or collaborations with non-tribal universities, colleges, and research organizations.

Sec. 5. *National Conference.* The Secretary of Education and the Secretary of the Interior, in collaboration with the Working Group and Federal, State, tribal, and local government representatives, shall jointly convene a forum on the No Child Left Behind Act of 2001 to identify means to enhance communication, collaboration, and cooperative strategies to improve the education of American Indian and Alaska Native students attending Federal, State, tribal, and local schools.

Sec. 6. *Administration.* The Department of Education shall provide appropriate administrative services and staff support to the Working Group. With the consent of the Department of Education, other participating agencies may provide administrative support to the Working Group, to the extent permitted by law and consistent with their statutory authority.

Sec. 7. *Termination.* The Working Group established under section 2 of this order shall terminate not later than 5 years from the date of this order, unless extended by the President.

Sec. 8. *Consultation.* The Secretary of Education and Secretary of the Interior shall consult the Attorney General as appropriate on the implementation of this order, to ensure that such implementation affords the equal protection of the laws required by the due process clause of the Fifth Amendment to the Constitution.

Sec. 9. *General Provisions.*

(a) This order is intended only to improve the internal management of the executive branch and is not intended to, and does not, create any right, benefit, or trust responsibility, substantive or procedural, enforceable at law or equity, by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

(b) Executive Order 13096 of August 6, 1998, is revoked.

Appendix E

Resources

SCHOLARSHIP AND FINANCIAL AID INFORMATION

American Indian College Fund

Based in Denver, with offices in New York City, the nonprofit American Indian College Fund was created in 1989 to raise private support for scholarships, endowments and public awareness for higher education for Native Americans. In 1999 alone, the Fund raised more than \$33 million on behalf of the 30 tribal colleges it was founded to support. <http://www.collegefund.org/>

College Foundation of North Carolina

The College Foundation of North Carolina is a nonprofit partnership between Pathways of North Carolina, College Foundation, Inc., and the North Carolina State Education Assistance Authority. These organizations have broad expertise in helping students to prepare successfully for college and to find the best financial aid alternatives. Together they provide a complete and comprehensive source of information for students and their families. <http://www.cfnc.org/>

FAFSA (Free Application for Federal Student Aid)

Prospective college students can apply for federal financial aid through the Free Application for US Federal Student Aid (FAFSA), a service of the US Education Department. <http://www.fafsa.ed.gov/>

Gates Millennium Scholars Program

The Gates Millennium Scholars Program, administered by the United Negro College Fund, will provide scholarships and fellowships for outstanding low income African American, Native American, Hispanic American, and Asian Pacific American students to attend the undergraduate and graduate institutions of their choice. <http://www.gmsp.org>

North Carolina American Indian Fund

The North Carolina American Indian Fund is a book voucher program sponsored by the North Carolina Commission on Indian Affairs. These vouchers provide books for students attending post secondary institutions, and range from \$250 to \$500 in value. <http://www.doa.state.nc.us/cia/Indian.htm>

Scholarship and Grant Page for Native American Students

General Information for financial aid including a detailed list of Native American scholarships. <http://www.uncc.edu/finaid>

EDUCATIONAL RESOURCES

Cherokee Language Program, Western Carolina University

Western Carolina University and the Cherokee Preservation Fund have partnered to develop the Cherokee Language Program to foster the survival of Cherokee culture and heritage. <http://www.wcu.edu/298.asp>

Museum of the Cherokee Indian – Education Department

The museum's Education Department offers courses for teachers, including: graduate courses on "Cherokee Culture and History", in-service workshops on "Using the Museum in Your Classroom" and special workshops designed for visiting groups. Their goal is to provide accurate information and classroom resources for elementary and secondary teachers. <http://www.cherokeemuseum.org/>

Appendix F

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Appendix G

Data Sources

The College Board

- North Carolina Advanced Placement Examinees
- North Carolina SAT Examinees
- North Carolina SAT Scores

North Carolina Community College System

- State and LEA Enrollment in NC Community Colleges

North Carolina Department of Public Instruction – Accountability Services

- State and LEA Percent Proficient on End of Grade Tests
- State and LEA Percent Proficient on End of Course Tests
- State and LEA 4-Year Cohort Graduation Rates

North Carolina Department of Public Instruction – Agency Operations & Information Management

- State and LEA Grade 9-12 Dropout Rates

University of North Carolina General Administration

- State and LEA Enrollment in UNC System Schools
- UNC System Retention and Graduation Rates
- UNC System Institution Retention and Graduation Rates

Appendix H

Acknowledgements

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Tina Saunooke, Student Coordinator, 4-Year and Graduate Programs, Eastern Band of Cherokee

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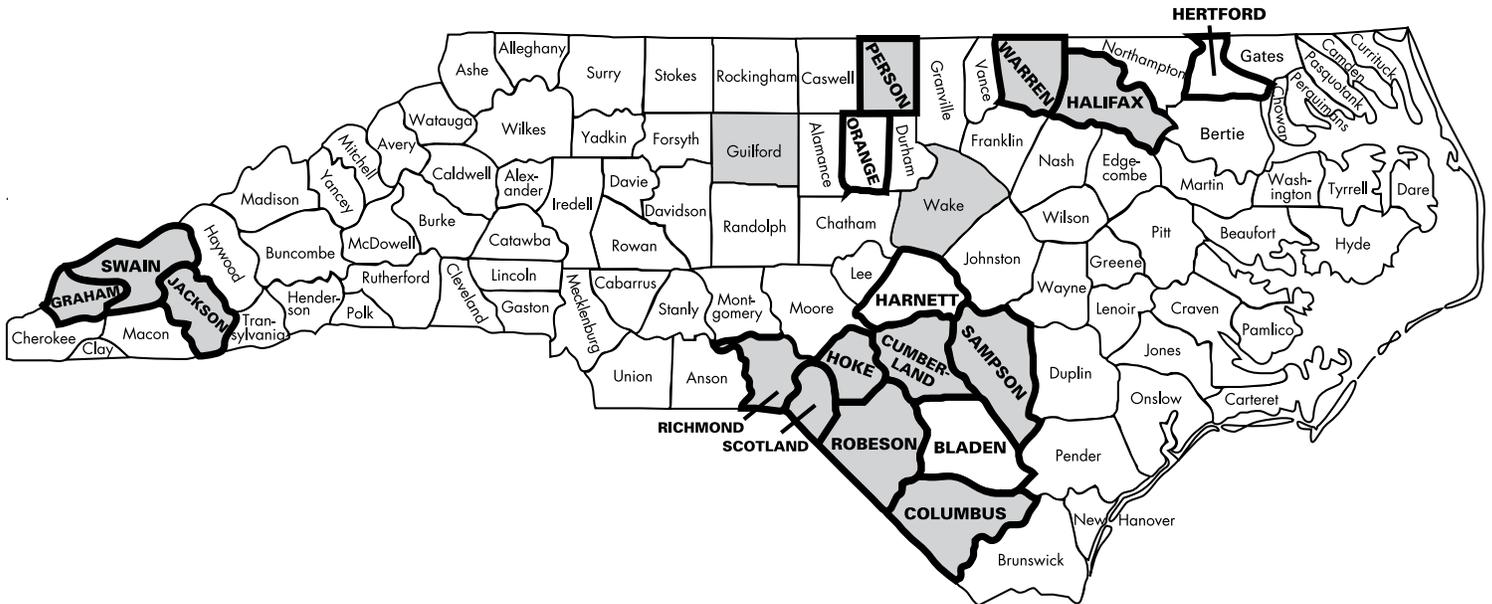
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NC Tribes, Locations, and Title VII Grantees



COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES

- COHARIE - Sampson and Harnett**
- EASTERN BAND OF THE CHEROKEE - Graham, Swain, and Jackson**
- HALIWA-SAPONI - Halifax & Warren**
- LUMBEE - Robeson, Hoke, Scotland and Cumberland**
- MEHERRIN - Hertford**
- OCCANEECHI BAND OF THE SAPONI NATION - Orange**
- SAPPONY - Person**
- WACCAMAW-SIOUAN - Columbus and Bladen**

SHADED COUNTIES: TITLE VII GRANTEES

- | | |
|------------------------------------|---------------------|
| Columbus | Richmond |
| Cumberland | Robeson |
| Graham | Sampson |
| Guilford | Clinton City |
| Halifax | Scotland |
| Hoke | Swain |
| Jackson | Wake |
| Person | Warren |
| Haliwa-Saponi Tribal School | |