

LESSONS:



Leading Efforts to Support the Success of Native Students



State Advisory Council on Indian Education

REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: BACKGROUND AND MEMBERSHIP

In 1988, the North Carolina General Assembly enacted Article 13A (NCGS §115C-210), which created the State Advisory Council on Indian Education (SACIE). As a constituent group of the State Board of Education (SBE), the Council represents parents of American Indian students in grades K-12, both houses of the North Carolina General Assembly, the UNC Board of Governors, the North Carolina Commission of Indian Affairs, and K-12 educators. The Council advocates collectively in behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VII-IEA administrators; and re-examines its mission and goals, as school reform initiatives steer the direction of the public school system in North Carolina.

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Wenona Anstead, Warren County

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LETTER FROM THE CHAIRPERSON

The North Carolina General Assembly enacted legislation in 1988 that created the State Advisory Council on Indian Education (SACIE). This legislation followed the enactment of the Indian Education Act of 1972 (U.S. Department of Education, [USDOE], 2003). The role of the Council is to advise the State Board of Education on effective instructional practices for American Indian students and to defend their rights to equitable educational opportunities.

The SACIE continues to collaborate with the North Carolina Department of Public Instruction, the North Carolina Commission of Indian Affairs, the Title VII Indian Education coordinators, and American Indian tribes and organizations. The Council values and strives to build ambitious partnerships.

This report, *Leading Efforts to Support the Success of Native Students*, is a response to the legislation that created the Council a quarter of a century ago. As a framework for educational improvement, this report highlights several key findings that will help the Council prioritize future initiatives. As a starting point, I am pleased to announce that later in 2013, the SACIE will host the First Annual American Indian Education Summit, one that will emphasize reading and literacy.

By carefully studying student performance data, the Council is positioned to answer the question, "What do our American Indian students need and deserve?" Although American Indian students continue to show achievement gaps, the data presented on the following pages indicate that graduation rates have generally increased and dropout rates are trending downward. Within their school systems, American Indian students are engaged in numerous Title VII activities designed to deepen their understanding of native culture and to foster their academic growth. Across the state, American Indian parents serving on Title VII advisory boards and tribal councils are vigilant in their expectations for excellent programs and great educators. In short, good things are happening in Indian education.

As North Carolina implements its new *Standard Course of Study*, the Council wishes to partner with the State Board of Education in identifying respectful, supportive, and inclusive practices that focus on the "taught and tested" curriculum with attention to literacy. With sufficient emphasis on reading achievement, our youngsters will reach the important milestone of reading on grade level by third grade.

In the spirit of Lewis Meriam who argued decades ago in favor of public education for American Indian students, the SACIE also believes that a strong system of public schools works best for our 21,000 students. Therefore, we invite the State Board of Education and the Department of Public Instruction to join our cause in creating optimal learning conditions and opportunities for our students. It is vital to Native American communities and to North Carolina that each one graduates on time, college and career ready.

Your review of this report and its findings is greatly appreciated.

Sincerely,

Teresa Cunningham-Brown
Chair, State Advisory Council on Indian Education

FOREWORD



In a seminal study authorized by Congress in 1928, a particular section (Meriam, p. 315) begins with a question that bureaucrats in Washington pondered at the time, “Can the Indian be educated?” Serving in the Hoover administration, Hubert Work, Secretary of the Interior, commissioned Lewis Meriam to lead what is often regarded as one of the most forensic studies of the American Indian experience. Oddly, Meriam gave little attention to answering this research question.



Meriam left no facet of tribal life unexamined and used his stature to convince national leaders that everything problematic in the lives of American Indians required an educational response. He asserted that tribal leaders must understand the depth of their problems and accept the inevitable solutions. Meriam envisioned a model of education that would promote self-direction, personal responsibility, and adaptation to new circumstances. Nevertheless, he understood the importance of tradition and values and spoke with conviction about preserving the things that mattered to American Indian people.



Meriam and his team invested extensive time documenting the daily lives of children attending board schools (Adams, 1995; Coleman, 1993) and concluded that American Indian children deserved highly skilled teachers and child specialists in settings that equaled public education. Meriam knew that increased presence in public schools would require the active support of American Indian parents and tribal communities (Reyner, Martin, & Sakisetewa, 1994). Today, James P. Comer (2004) would capture this sense of involvement in the proverb, “It takes a whole village to raise a child,” meaning



that disadvantaged children must have the support of many stakeholders: federal, state, and local leaders, higher education, civic organizations, the business community, and public school educators.

Forty years later, Congress authorized a similar study. Chaired by Senator Edward Kennedy, the Committee revealed that Congress had not met its obligations to American Indian people. The Kennedy study, *Indian Education: A National Tragedy: A National Challenge* (1969), reiterated Meriam's thesis in that large bureaucracies are incapable of improving the lives of American Indian people. Education historians agree that the Kennedy study set the stage for the passage of the Indian Education Act of 1972 (U.S. Department of Education, 2003). Today, this Act is a subpart of the Elementary and Secondary Education Act-Title VII (Indian Education).

Lewis Meriam successfully persuaded Congress and state legislators to accept their moral responsibilities in educating American Indian students in the public school system. Today in North Carolina, approximately 21,000 American Indian students attend public schools and of this number, approximately 17,000 are enrolled in systems that receive federal funding under Title VII-Indian Education Act of 1972. Because of this funding stream, Title VII coordinators, public school educators, and American Indian parents continue to realize unimagined goals and opportunities for American Indian children and youth.



PART I: Overview of the Report



Purpose

The legislation that established the SACIE in 1988 stipulates that a report will be submitted each year to the State Board of Education and will include information relative to the success of American Indian students enrolled in public school settings. The Council also considers the feasibility of offering recommendations to reinforce the goals of local educators as they raise academic standards, improve the graduation rate, and promote the culture of American Indian students. This report has multiple uses when discussing student achievement with audiences vested in the success of American Indian students, or with individuals who wish to pursue independent research. In particular, tribal leaders and public school educators are among the key stakeholders with whom the Council will find common ground for implementing suggestions that appear later in the report.

In order to provide context to the information herein, an overview of the Indian Education Act (see Appendix A) will prove helpful to the readers. This SACIE report focuses on the educational progress of American Indian students enrolled in this cohort of 18 districts currently receiving fiscal support through Title VII of the Indian Education Act. Hertford County is also included, even though it is not a Title VII grantee, since the district enrolls students of the Meherrin Tribe.



Title VII in North Carolina: A Brief Sketch

Envisioning a comprehensive model for meeting the unique needs of American Indian and Alaska Native students, the authors of the Act adopted four premises: 1) American Indians have unique academic needs, especially with respect to language preservation; 2) a continuum of services, pre-school through post-secondary education, is imperative; 3) the trust relationship between the federal government and Indian people must be reinforced across governmental agencies; and 4) every Indian student, regardless of federal recognition status, deserves equal access to federal funding aimed at educational improvement. Although the Act has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix C).

Since the early 1970s, several school systems across North Carolina have benefitted from the Act. Whether through direct classroom support, college-career planning, after-school programs, cultural enrichment, or a mixture of services, Title VII funding has strengthened school districts' efforts to close achievement gaps and to expand awareness of the American Indian culture in North Carolina. Program directors are responsible for project development, budget management, resource planning, and numerous activities aimed at one fundamental goal: to raise the achievement of every American Indian student one day and one year at a time.

The parents/guardians of American Indian students are responsible for completing the Title VII 506 form and submitting it for consideration by the program administrator. Because decisions about funding are driven by verifiable numbers, parents must be

educated about the importance of the application process (see Appendix D). Program eligibility extends students the opportunity to participate in a range of activities designed to enrich the school experience and to close academic achievement gaps. Empowered to set the tone for Indian education in their respective systems, the Title VII administrators and parent advisory committees invest considerable time assessing multiple indicators of student success and planning programs in light of findings.

Population of Focus

The total enrollment of American Indians/Alaskan Native students in North Carolina’s public schools (K-12) is 20,857, of which 82 percent are enrolled in school districts receiving federal dollars through the Indian Education Act of 1972. The remaining students are enrolled in the other 97 school systems (see Figure 1). As in past annual reports, the Council has chosen to examine the achievement of American Indian students in the Title VII cohort of school systems



Figure 1 Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort



It is important to note, however, that choosing to participate in the Title VII-Indian Education program is a parental decision; therefore, the actual number of students receiving services could be much smaller than 17,076. This report, however, makes no distinction between student participants and non-participants.



PART II: The State and LEA Profiles



Interpreting the Profiles

Presented in separate profiles, this section uses tables and charts to capture the achievement of American Indian students in seven categories of performance: 1) EOG composite reading, grades 3-8; 2) EOG composite math, grades 3-8; 3) EOC performance Algebra I; 4) EOC performance Biology; and 5) EOC performance English I; 6) the four-year cohort graduation rate; and 7) the annual dropout rate, grades 9-12. A comparison is also made across four subgroups: 1) American Indian, 2) White, 3) Black, and 4) Hispanic. The numbers contained in the cells express the percentages of students performing at or above grade level in the five subjects included in the EOG/C model. The levels of grade-level attainment are the following:

Achievement Level I represents insufficient mastery of the subject.

Achievement Level II is inconsistent mastery of the subject.

Achievement Level III is consistent mastery and the minimum goal for students.

Achievement Level IV is superior mastery of the subject.

As an example, if 57 percent of American Indian students have attained “grade level or above” proficiency in a tested subject, it should be assumed that Level III or Level IV is the mastery point for the students. Conversely, this statistic means that 43 percent of the students are performing below grade level in the same tested subject.

The table data also inform the readers of the progress being made to promote high school completion. Two categories provide these statistics: 1) the four-year cohort graduation rate and 2) annual dropout rate, grades 9-12.

Unlike longitudinal investigations, this report captures a three-year window, a time span that aligns with critical transitions in the physical, emotional, and the cognitive development of children in the upper-elementary grades (gr. 3-5) through middle school (gr. 6-8). This point is particularly relevant given the research studies that prescribe a stage theory approach for educating minority and disadvantaged students. Those who educate American Indian students must be mindful of the interplay between stages of development and the students’ home-community settings, including family members and friends (McMahon, Kenynon & Carter, 2012).



Special Abbreviations

The accountability model includes two ways of designating unavailable student data. The placement of an asterisk (*) means that a particular subgroup consists of fewer than five students thus no data are included in the statistical reports. The insertion of n/a (not applicable) designates an unpopulated subgroup, meaning that at the time of the test, the school enrolled no students of a particular racial group.

Cultural Information

North Carolina is home to eight American Indian tribes. Seven tribes are recognized by the State of North Carolina with the Eastern Band of Cherokee holding recognition by the federal government (see Appendix E). As part of each profile, attention is given to the major American Indian tribes represented in the student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to include in this section.



Using the Profiles

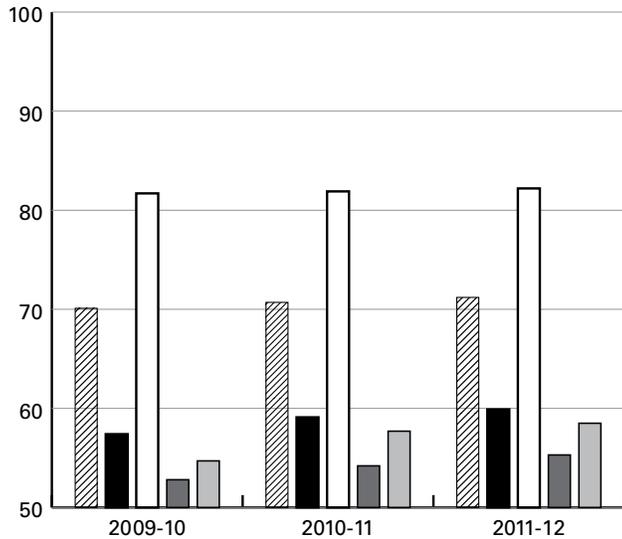
Because the enrollment of American Indians in most school systems is comparatively small, it is impractical to draw conclusions about grade-level attainment. It is highly advisable, however, to study these data alongside periodic tests, quizzes, homework assignments, nine-week grades, and other formative assessments as a way to verify assumptions. It is also possible to speculate about student achievement, given the entirety of these analyses. For example, one could conclude from the data that reading achievement is a pressure point for American Indian students. The Council does not suggest reasons for achievement outcomes or endorse programs to improve poor performance. The Council does encourage principals, teachers, and curriculum specialists to continue collecting and reviewing achievement indicators with the goal of identifying, implementing, and monitoring the effects of strategies and school-wide instructional programs.



STATE PROFILE

GRADES 3-8 READING AND MATH END-OF-GRADE COMPOSITE SCORES

READING

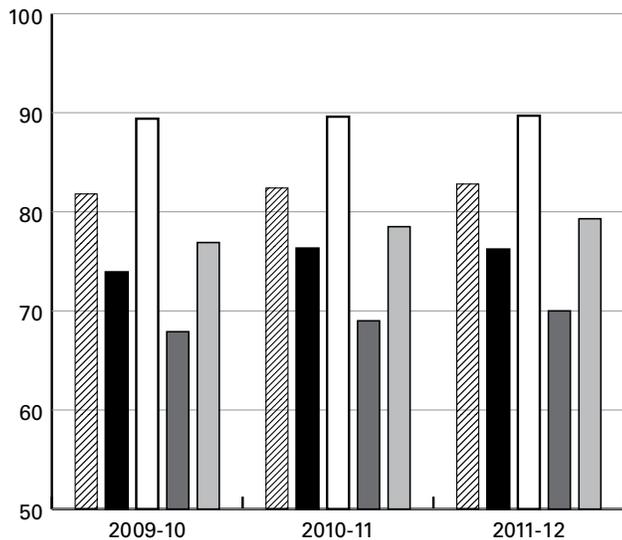


Year	State	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)					
2009-10	70.1	57.4	81.7	52.8	54.7
2010-11	70.7	59.1	81.9	54.2	57.7
2011-12	71.2	59.9	82.2	55.3	58.5
Combined End-of-Grade Math Scores (Gr. 3-8)					
2009-10	81.8	73.9	89.4	67.9	76.9
2010-11	82.4	76.3	89.6	69.0	78.5
2011-12	82.8	76.2	89.7	70.0	79.3

Proficiency Attainment in EOG Reading and Math

Using grade-level proficiency as the basis of comparison, these data reveal that American Indians are performing below the State in reading, while performing slightly better than Blacks and Hispanics. Compared with White subgroups, American Indians are achieving noticeably below their peers. The table reveals a similar trend when comparing rates of proficiency in EOG mathematics. It must be noted, however, that American Indians appear appreciably stronger in their math skills than in reading.

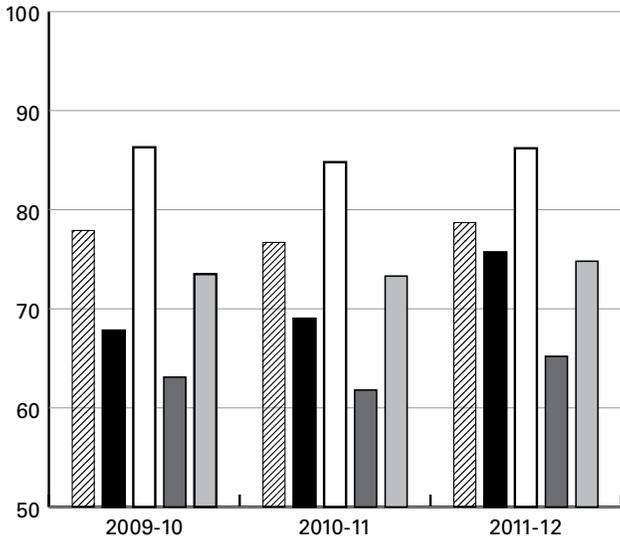
MATH



State
 American Indian
 White
 Black
 Hispanic

HIGH SCHOOL END-OF-COURSE TESTS

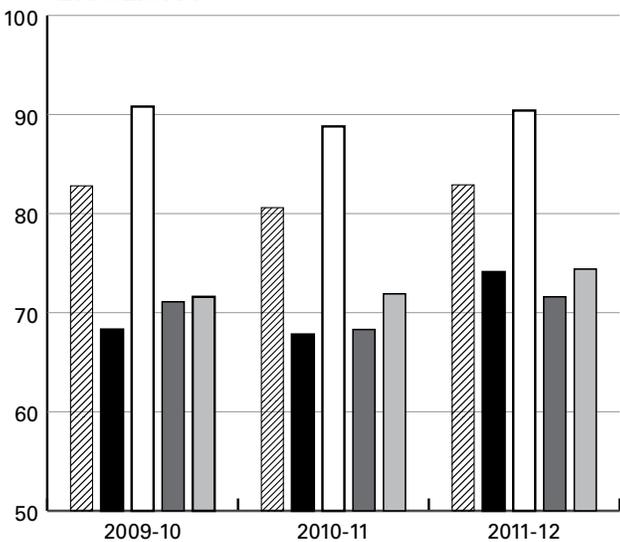
ALGEBRA I



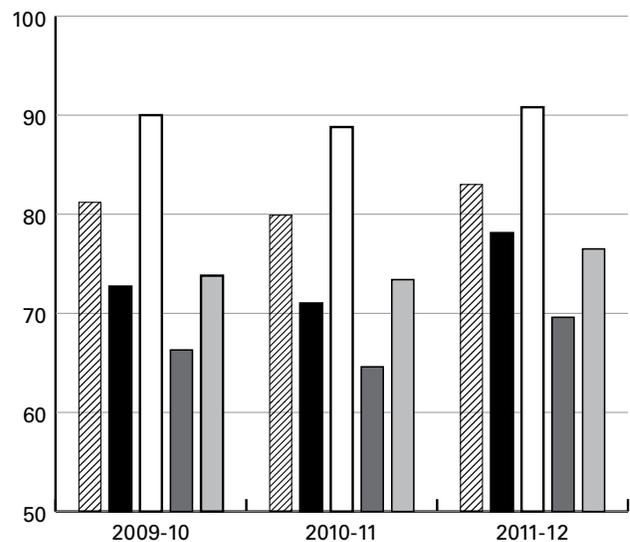
Year	State	American Indian	White	Black	Hispanic
End-of-Course Algebra I					
2009-10	77.9	67.8	86.3	63.1	73.5
2010-11	76.7	69.0	84.8	61.8	73.3
2011-12	78.7	75.7	86.2	65.2	74.8
End-of-Course Biology					
2009-10	81.2	72.7	90.0	66.3	73.8
2010-11	79.9	71.0	88.8	64.6	73.4
2011-12	83.0	78.1	90.8	69.6	76.5
End-of-Course English I					
2009-10	82.8	68.3	90.8	71.1	71.6
2010-11	80.6	67.8	88.8	68.3	71.9
2011-12	82.9	74.1	90.4	71.6	74.4

State
 American Indian
 White
 Black
 Hispanic

ENGLISH I



BIOLOGY

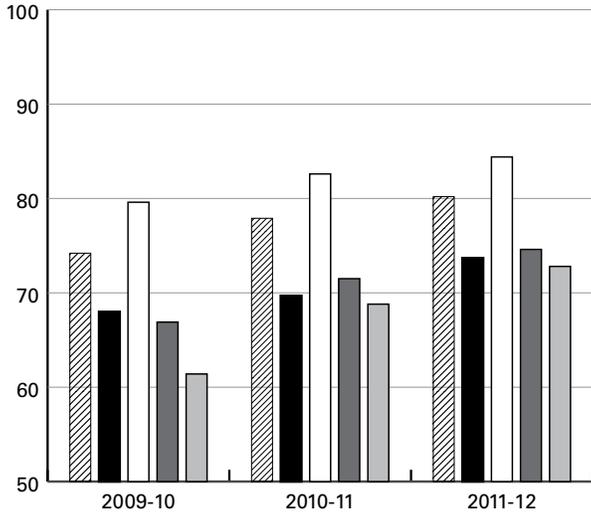


Proficiency Attainment in the EOC Subjects

These data point to gains in the annual percentage of American Indians attaining “grade-level proficiency or above” in the EOC areas. Comparisons among subgroups show White students appreciably above their peers insofar as attaining grade-level proficiency; however, American Indians show a trend of proficiency gains in each EOC category.

HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

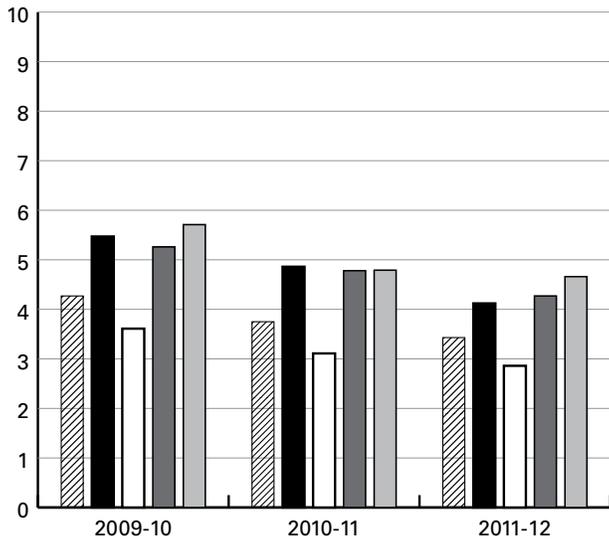
NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES



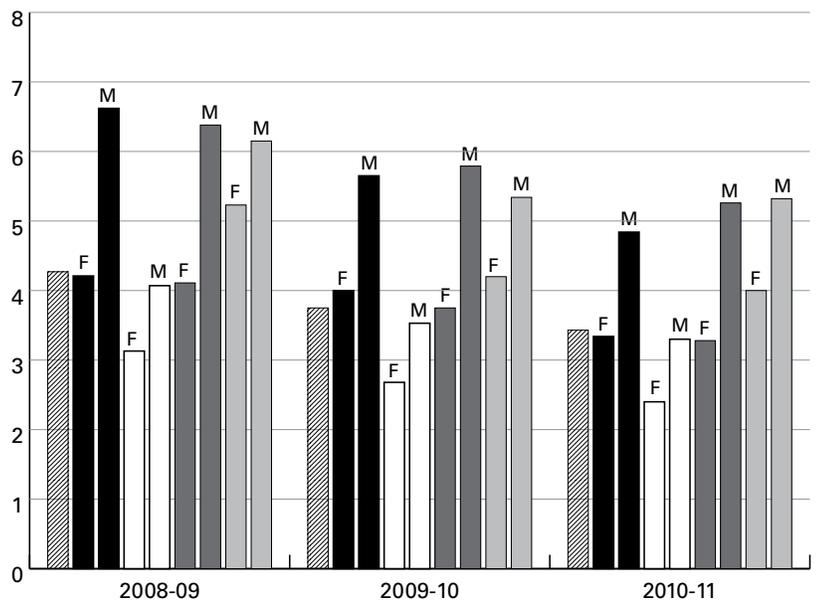
Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2009-10	74.2	68.0	79.6	66.9	61.4				
2010-11	77.9	69.7	82.6	71.5	68.8				
2011-12	80.2	73.7	84.4	74.6	72.8				
Grades 9-12 Dropout Rates									
2009-10	4.27	5.47	3.61	5.26	5.71				
2010-11	3.75	4.86	3.11	4.78	4.79				
2011-12	3.43	4.12	2.86	4.27	4.66				
Grades 9-12 Dropout Rates, Male & Female Students									
		F	M	F	M	F	M	F	M
2009-10	4.27	4.21	6.62	3.13	4.07	4.11	6.38	5.23	6.15
2010-11	3.75	4.00	5.65	2.68	3.53	3.75	5.79	4.20	5.34
2011-12	3.43	3.34	4.84	2.40	3.30	3.28	5.26	4.00	5.32

State American Indian White Black Hispanic

GRADES 9-12 ANNUAL DROPOUT RATES



GRADES 9-12 ANNUAL DROPOUT RATES Male and Female Students

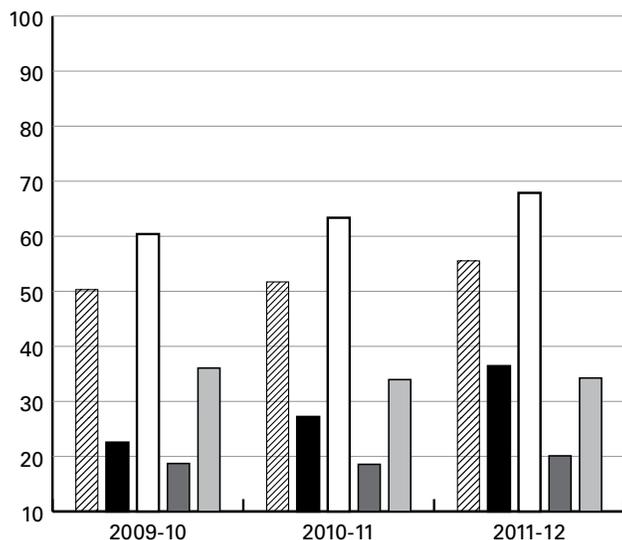


The Four-year Cohort Graduation and the Annual Dropout Rates

For several years, the American Indian dropout rate has been a matter of great public concern. However, a recent trend in state-level data confirms a decrease in the number of students dropping out of school and an increase in the number of high school graduates each year. These data for American Indians are indicative of this trend, pointing to dual achievement in both rates, with female and male statistics clearly moving in the right directions.

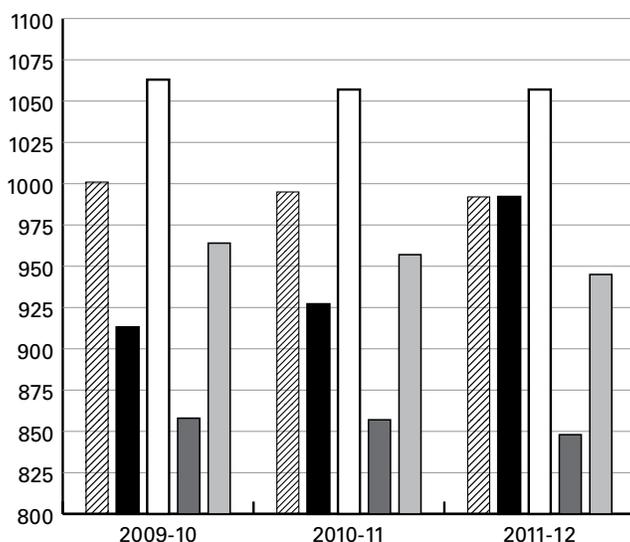
AP AND SAT TESTING

NC ADVANCED PLACEMENT EXAMINEES

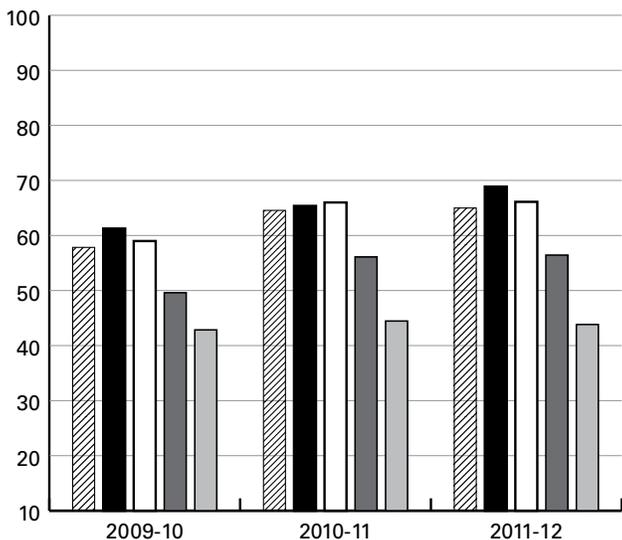


Year	State	American Indian	White	Black	Hispanic
Advanced Placement Number of Examinees					
2009-10	50.31	22.52	60.40	18.72	36.06
2010-11	51.71	27.18	63.36	18.57	33.96
2011-12	55.53	36.41	67.88	20.11	34.25
Students Taking the SAT					
2009-10	57.84	61.26	58.99	49.6	42.85
2010-11	64.56	65.37	66.00	56.10	44.46
2011-12	64.99	68.88	66.11	56.44	43.83
NC SAT Scores					
2009-10	1001	913	1063	858	964
2010-11	995	927	1057	857	957
2011-12	992	992	1057	848	945

NC SAT SCORES



NC STUDENTS TAKING THE SAT



Advanced Placement Examinations

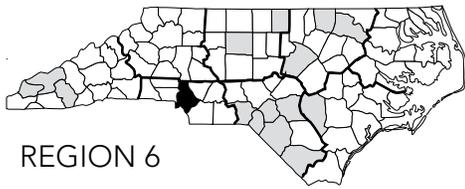
Advanced Placement (AP) is a program created by The College Board to offer college-level curricula to high school students and to offer qualified students the opportunity to earn college credit for AP courses based on performance on an AP standardized test. These data show a consistent increase among all students who have taken AP exams. Compared with other subgroups, American Indians show the highest numerical increase in test participation, with the latest figure exceeding 30 percent of the students who participated in 2012.

An Overview of the SAT

Critical reading, complex reasoning, and mathematical and writing abilities are often considered predictors of college; therefore, SAT scores are useful in making decisions about students' preparedness for post-secondary education.

Analyzed jointly, these data show annual increases in the number of American Indians taking the SAT alongside annual gains in the mean score. Worth noting is that American Indians represent the only subgroup with this dual track of improvement.



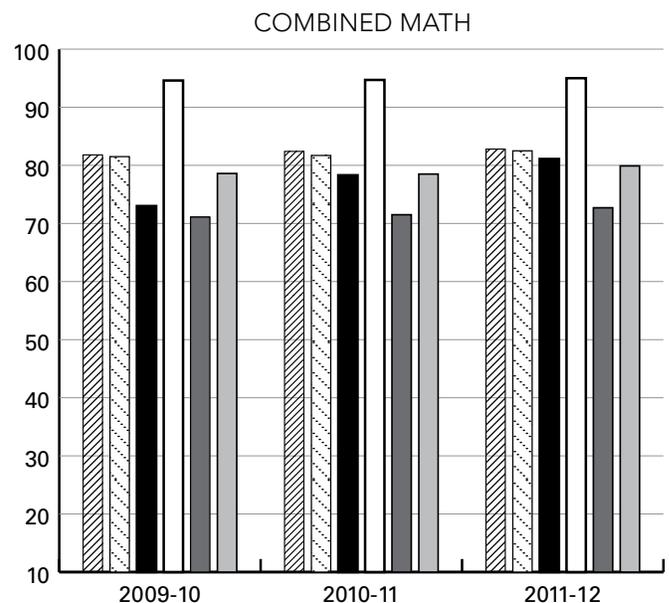
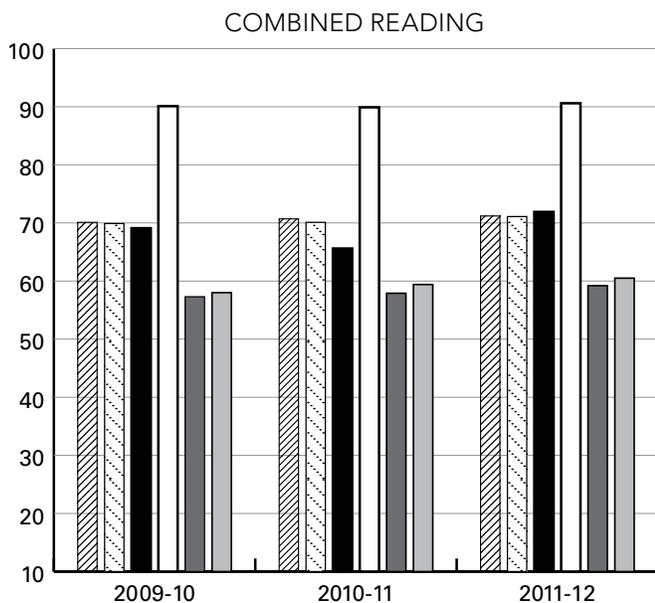


REGION 6

Charlotte-Mecklenburg Schools enroll 137,942 students in 159 schools, including a variety of theme-specific campuses. The student enrollment reflects 160 countries and 648 (0.47 percent) American Indians from tribes across the country. The district is behind the state in EOG reading and math, yet ahead in Algebra I, Biology, and in English I. Improvement is evident in the graduation and dropout rates. American Indians are below the district in all but one EOG/EOC subject (Biology). These data show a slight lead in EOG reading, when compared with Blacks and Hispanics. Additionally, the American Indian data show gains in EOG reading, math, and English. Although the American Indian cohort graduation rate lags behind the other subgroups, the dropout rate among American Indian students has declined over three years. When comparing American Indian and White subgroups, noticeable achievement gaps are apparent.

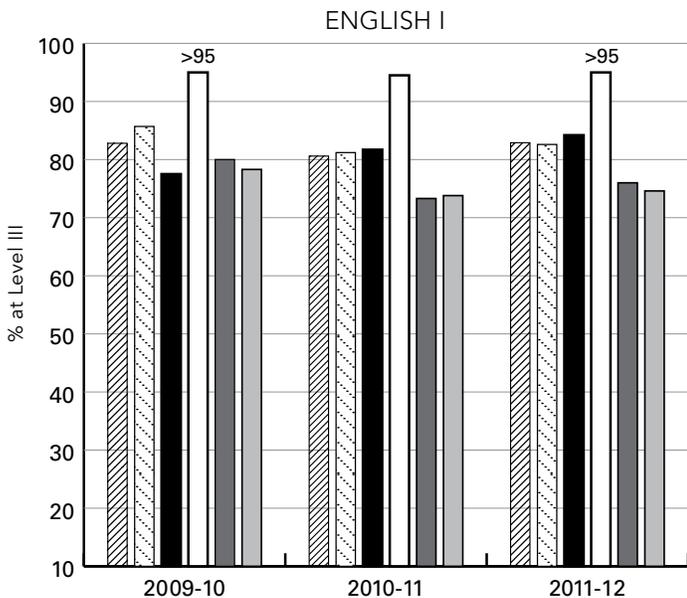
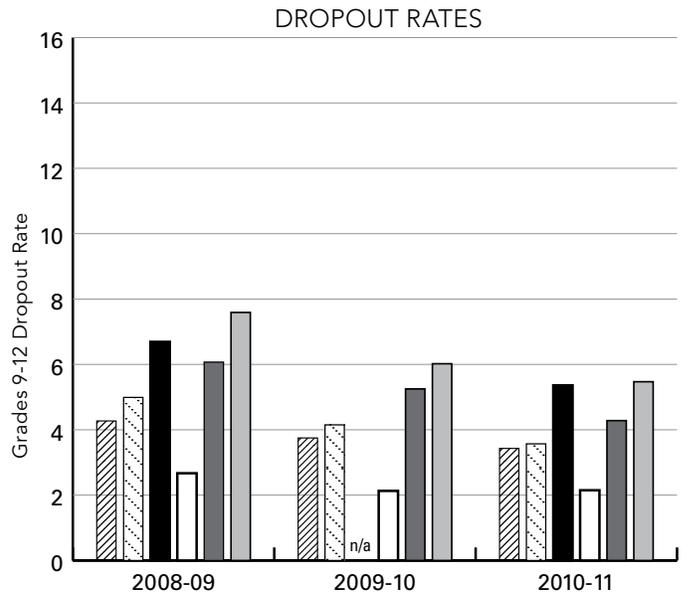
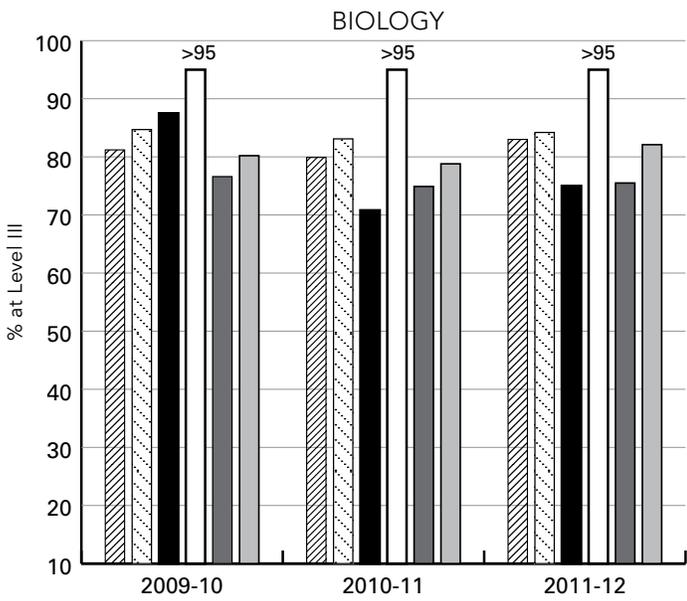
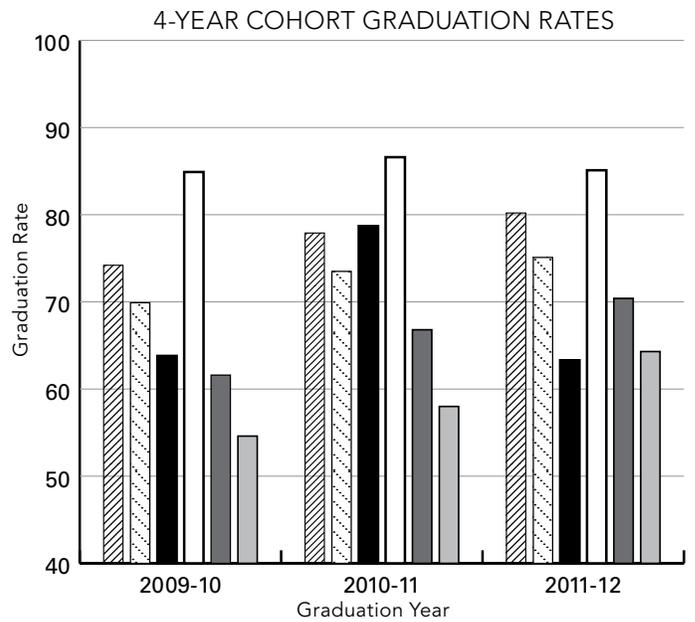
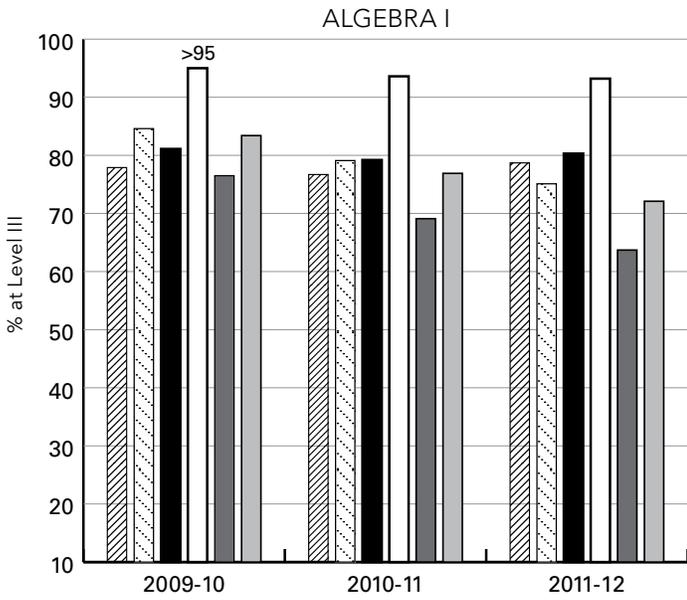
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	69.9	69.1	90.1	57.3	58.0
2010-11	70.7	70.1	65.6	89.9	57.9	59.4
2011-12	71.2	71.1	71.9	90.6	59.2	60.5
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	81.5	73.0	94.6	71.1	78.6
2010-11	82.4	81.7	78.3	94.7	71.5	78.5
2011-12	82.8	82.5	81.1	95.0	72.7	79.9
Algebra I: End-of-Course Average Scores						
2009-10	77.9	84.6	81.1	>95	76.5	83.4
2010-11	76.7	79.1	79.2	93.6	69.1	76.9
2011-12	78.7	75.1	80.3	93.2	63.7	72.1
Biology: End-of-Course Average Scores						
2009-10	81.2	84.7	87.5	>95	76.6	80.2
2010-11	79.9	83.1	70.8	>95	74.9	78.8
2011-12	83.0	84.2	75.0	>95	75.5	82.1
English I: End-of-Course Average Scores						
2009-10	82.8	85.7	77.5	>95	80.0	78.3
2010-11	80.6	81.2	81.7	94.5	73.3	73.8
2011-12	82.9	82.6	84.2	>95	76.0	74.6
4-Year Cohort Graduation Rate						
2009-10	74.2	69.9	63.8	84.9	61.6	54.6
2010-11	77.9	73.5	78.7	86.6	66.8	58.0
2011-12	80.2	75.1	63.3	85.1	70.4	64.3
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	4.99	6.69	2.67	6.07	7.59
2010-11	3.75	4.15	n/a	2.13	5.25	6.02
2011-12	3.43	3.57	5.36	2.15	4.28	5.47

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



END-OF-COURSE TESTS

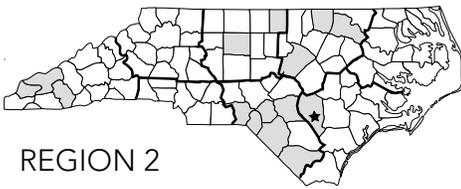
HIGH SCHOOL COMPLETION



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

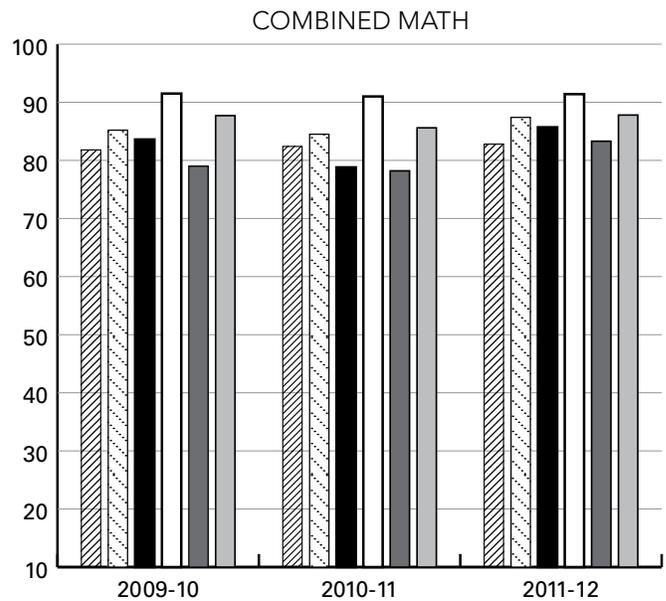
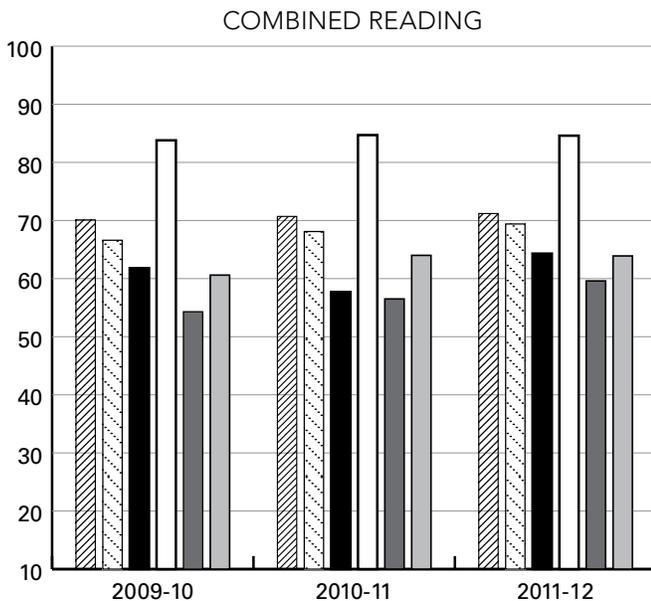


REGION 2

Clinton City Schools enroll 2,990 students, including 95 (3.2 percent) American Indians mainly of the Coharie Tribe. The smallest of the school systems in the Title VII cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school campus. Since 2009-10, the students in the LEA have surpassed the state in EOG math, Algebra I, and the cohort graduation rate. To elaborate further, for two consecutive years, the district reported a 100 percent American Indian graduation rate. American Indians are below the district in EOG reading and math. In 2012, the American Indian proficiency rate in Algebra I noticeably dropped. Compared with Hispanics and Blacks, American Indians exceed in English I. Although marginal declines are noted in the EOG/EOC proficiency rates of White students, this subgroup continues to exceed American Indian students in all EOG/EOC categories.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	66.6	61.8	83.8	54.3	60.6
2010-11	70.7	68.1	57.7	84.7	56.5	64.0
2011-12	71.2	69.4	64.3	84.6	59.6	63.9
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	85.2	83.6	91.5	79.0	87.7
2010-11	82.4	84.5	78.8	91.0	78.2	85.6
2011-12	82.8	87.4	85.7	91.4	83.3	87.8
Algebra I: End-of-Course Average Scores						
2009-10	77.9	87.8	88.9	>95	76.7	92.3
2010-11	76.7	76.3	80.0	91.9	62.9	74.4
2011-12	78.7	85.4	66.7	92.8	79.7	84.4
Biology: End-of-Course Average Scores						
2009-10	81.2	76.0	92.3	>95	58.1	81.5
2010-11	79.9	66.1	80.0	91.7	44.6	62.5
2011-12	83.0	85.5	66.7	92.3	79.7	90.5
English I: End-of-Course Average Scores						
2009-10	82.8	81.0	87.5	>95	75.5	60.6
2010-11	80.6	74.0	57.1	90.8	62.2	59.5
2011-12	82.9	83.4	77.8	92.5	78.6	77.8
4-Year Cohort Graduation Rate						
2009-10	74.2	77.4	100.0	82.1	73.7	81.8
2010-11	77.9	78.1	100.0	83.6	73.2	80.0
2011-12	80.2	81.9	87.5	91.3	75.6	75.8
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	5.50	n/a	2.76	6.24	8.89
2010-11	3.75	3.14	n/a	n/a	3.84	5.71
2011-12	3.43	2.64	n/a	n/a	3.59	4.76

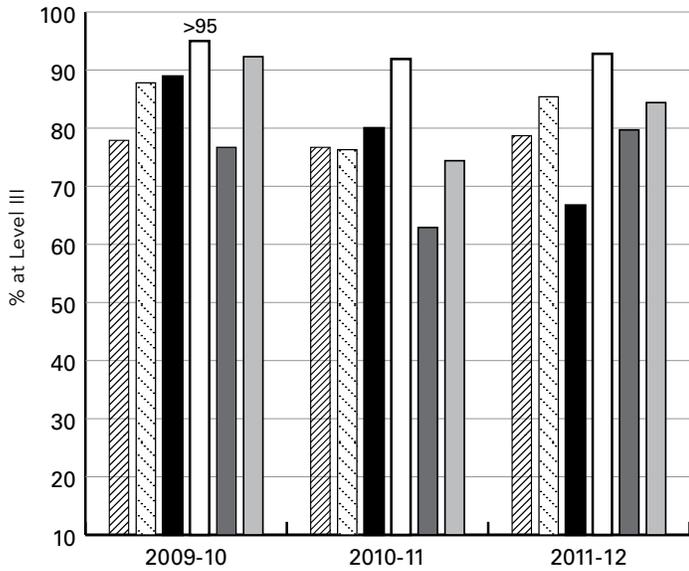
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



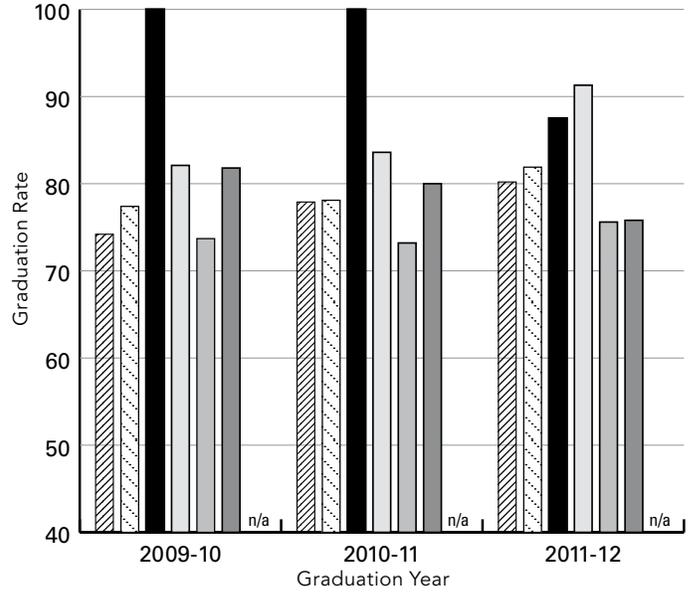
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

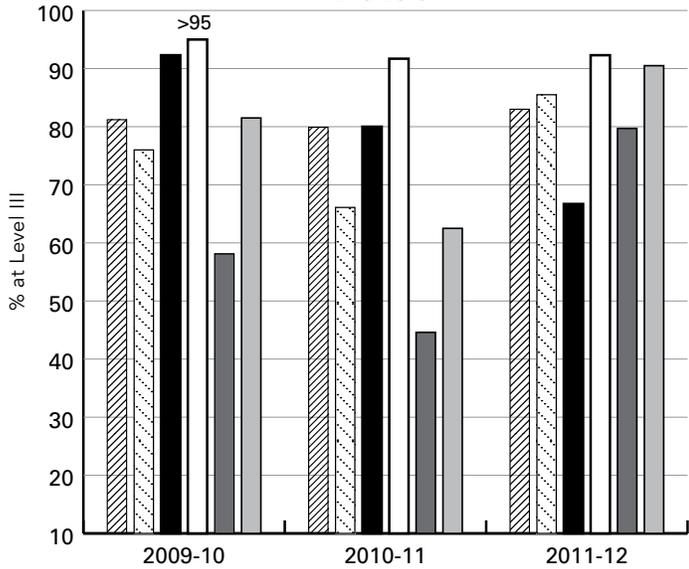
ALGEBRA I



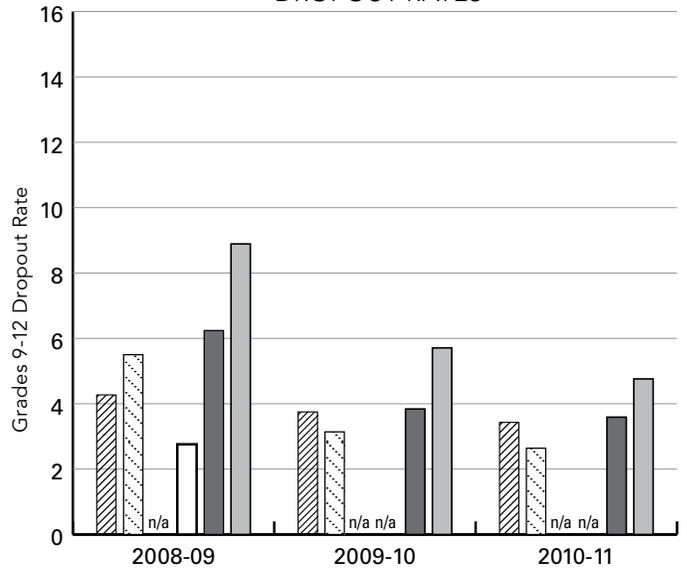
4-YEAR COHORT GRADUATION RATES



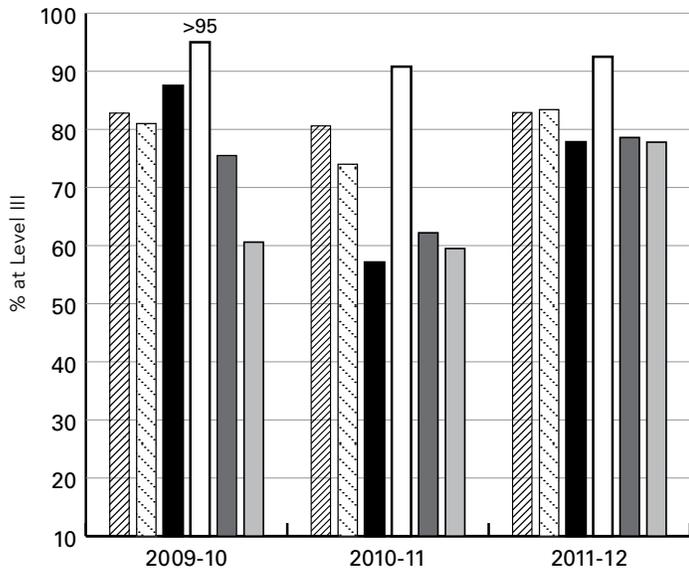
BIOLOGY



DROPOUT RATES



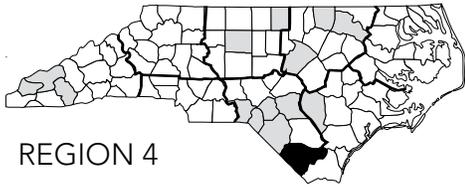
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

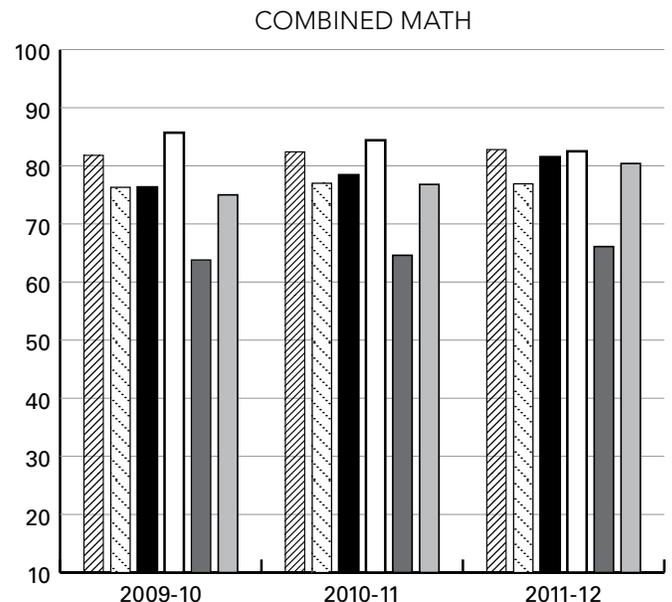
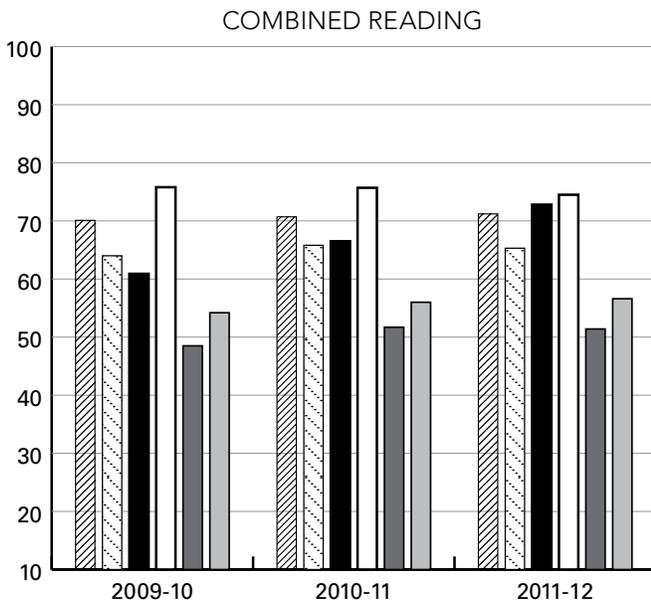


REGION 4

Columbus County Schools enroll 6,457 students, including 391 American Indians (6.1 percent). The American Indian students are mainly of the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In the subject categories of the EOG/EOC, the district exceeds the state in Biology and English I. Conversely, the district is below the state in EOG reading and math. Regarding the performance of minority subgroups, American Indians exceed Blacks and Hispanics in EOG reading and compare with Hispanics in EOG math. The American Indians show a three-year gain in Biology and a similar increase in the three-year cohort graduation rate. Comparatively, the American Indian proficiency rates in the EOG/EOC subjects fall below White subgroups.

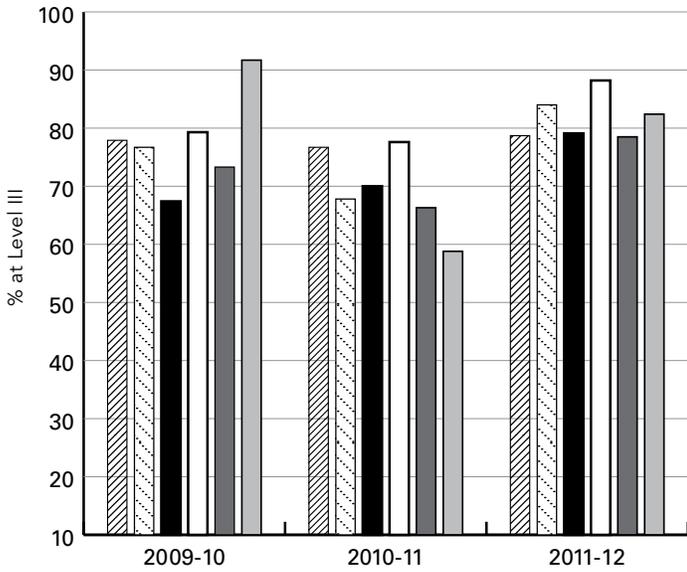
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	64.0	60.9	75.8	48.5	54.2
2010-11	70.7	65.8	66.5	75.7	51.7	56.0
2011-12	71.2	65.3	72.8	74.5	51.4	56.6
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	76.3	76.3	85.7	63.8	75.0
2010-11	82.4	77.0	78.4	84.4	64.6	76.8
2011-12	82.8	76.9	81.5	82.5	66.1	80.4
Algebra I: End-of-Course Average Scores						
2009-10	77.9	76.7	67.4	79.3	73.3	91.7
2010-11	76.7	67.8	70.0	77.6	66.3	58.8
2011-12	78.7	84.0	79.1	88.2	78.5	82.4
Biology: End-of-Course Average Scores						
2009-10	81.2	84.5	73.3	89.9	79.8	83.3
2010-11	79.9	80.4	81.3	86.2	70.9	80.0
2011-12	83.0	92.5	93.1	>95	87.6	>95
English I: End-of-Course Average Scores						
2009-10	82.8	82.3	77.1	87.8	74.5	77.8
2010-11	80.6	70.3	71.4	78.8	60.8	65.6
2011-12	82.9	88.5	94.4	93.7	78.2	85.2
4-Year Cohort Graduation Rate						
2009-10	74.2	72.4	66.7	74.1	71.2	75.0
2010-11	77.9	81.6	82.6	80.7	86.5	45.5
2011-12	80.2	81.2	91.2	80.3	83.8	56.5
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	2.83	4.00	2.75	2.68	n/a
2010-11	3.75	3.22	4.88	3.39	2.77	n/a
2011-12	3.43	3.46	n/a	3.47	3.03	8.26

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

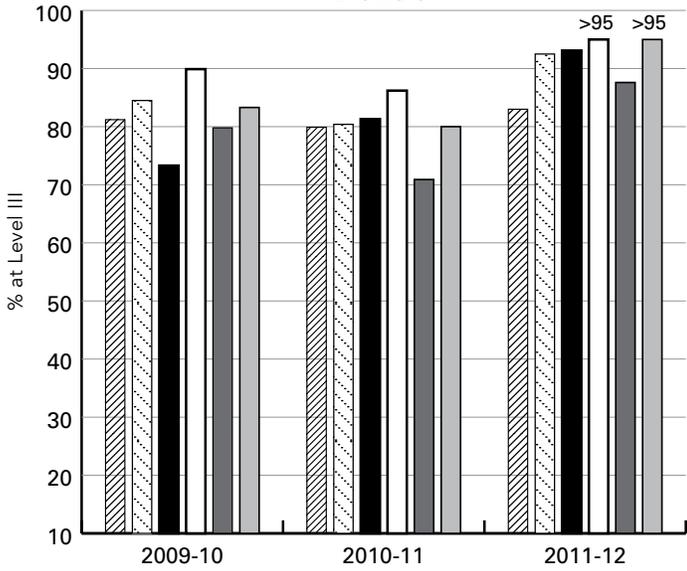


END-OF-COURSE TESTS

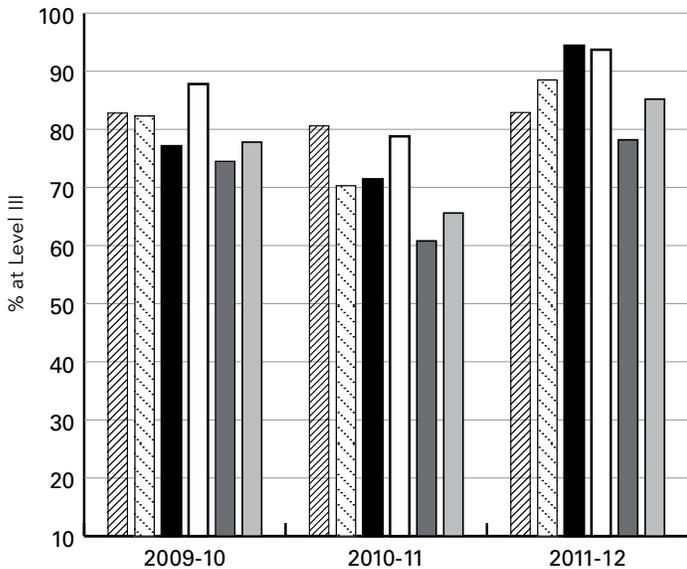
ALGEBRA I



BIOLOGY

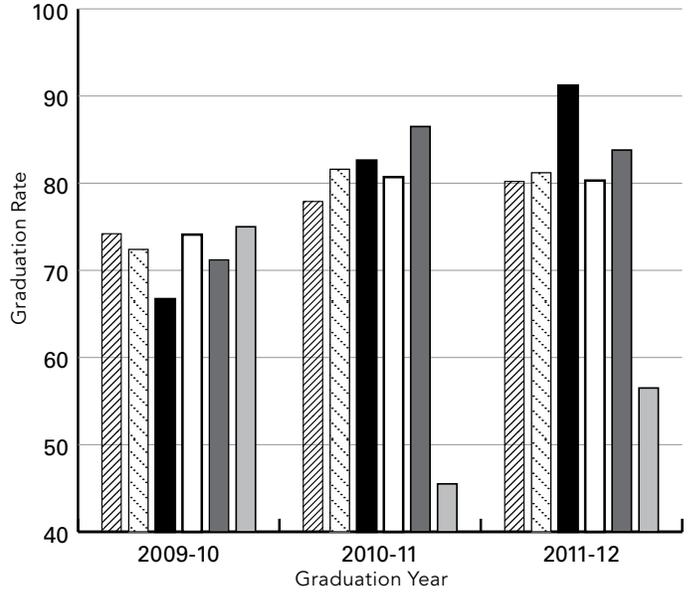


ENGLISH I

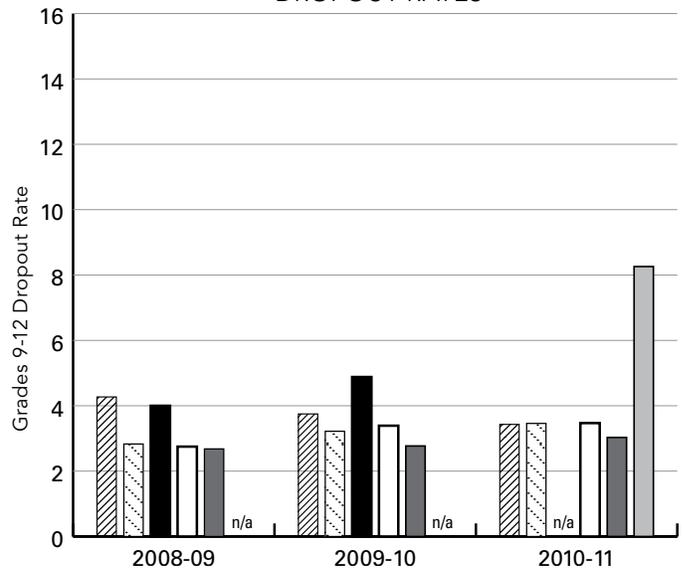


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



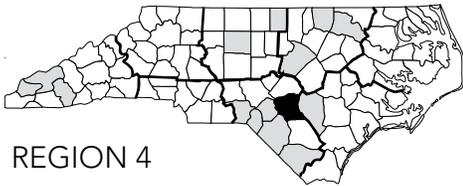
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

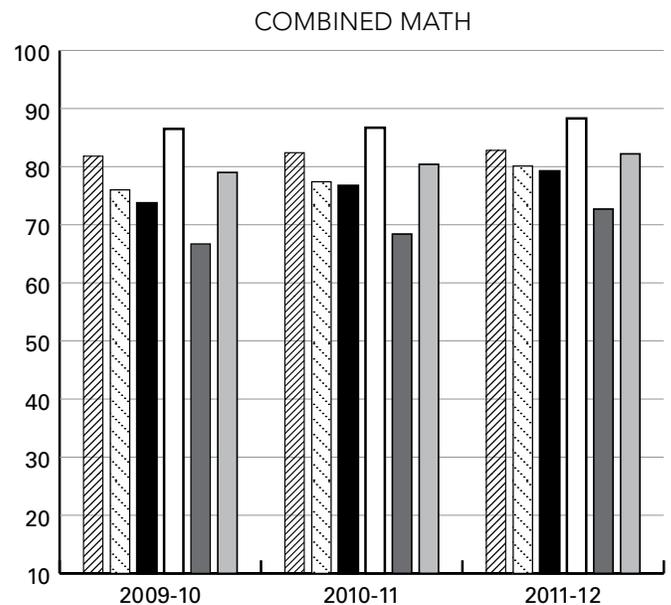
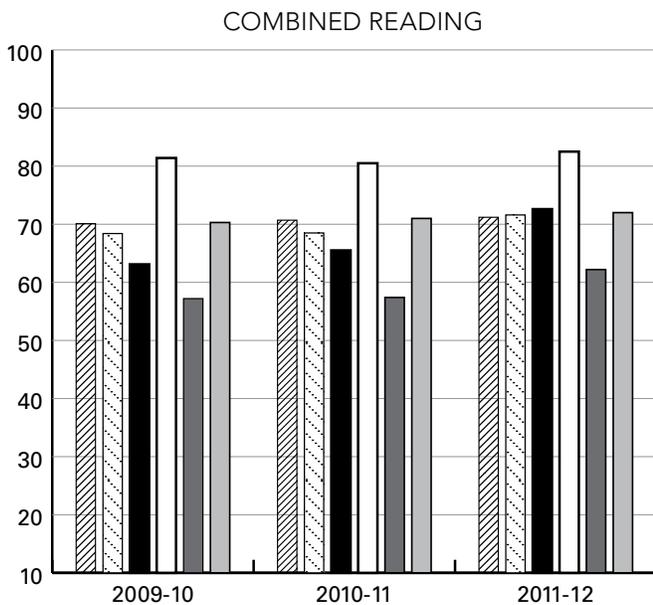
n/a = not available or no students in this racial/ethnic group were enrolled.



Cumberland County Schools serve an expansive military community, which adds to its diversity profile. The enrollment is 51,744, including 991 American Indian students (1.7 percent) mainly of the Lumbee Tribe. The district operates 88 school campuses, including 15 high schools and two early college campuses. Over time the district has fallen behind the state in four of the five EOG/EOC assessments; however, the district exceeds the state in English I and in the cohort graduation rate. In each EOG/EOC category, American Indian students have lower attainment rates than the district and a higher trend in the dropout rate. Compared with other minority subgroups, American Indians exceed their Black peers in each category, except the dropout rate. Over three years, the cohort graduation rate for American Indians has fluctuated with 2012 showing the most improvement since 2009-10. Comparatively, the American Indian grade-level proficiency is below White subgroups.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	68.4	63.1	81.4	57.2	70.3
2010-11	70.7	68.5	65.5	80.5	57.4	71.0
2011-12	71.2	71.6	72.6	82.5	62.2	72.0
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	76.0	73.7	86.5	66.7	79.0
2010-11	82.4	77.4	76.7	86.7	68.4	80.4
2011-12	82.8	80.1	79.2	88.3	72.7	82.2
Algebra I: End-of-Course Average Scores						
2009-10	77.9	75.3	79.2	85.8	66.3	75.8
2010-11	76.7	70.0	66.1	81.4	60.6	73.6
2011-12	78.7	77.8	76.7	86.1	69.8	81.0
Biology: End-of-Course Average Scores						
2009-10	81.2	79.8	79.0	89.8	71.9	82.7
2010-11	79.9	78.5	69.6	89.5	69.4	83.5
2011-12	83.0	82.5	85.3	92.6	73.9	82.7
English I: End-of-Course Average Scores						
2009-10	82.8	83.1	80.7	90.8	76.2	85.8
2010-11	80.6	80.6	76.6	90.2	72.0	82.6
2011-12	82.9	83.9	84.8	90.2	78.0	85.9
4-Year Cohort Graduation Rate						
2009-10	74.2	75.1	73.4	77.2	73.7	73.0
2010-11	77.9	78.1	62.0	80.5	75.3	81.0
2011-12	80.2	80.7	80.2	81.5	78.4	85.6
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	4.99	5.45	4.05	3.50	3.54
2010-11	3.75	3.12	5.97	3.08	3.34	1.84
2011-12	3.43	3.12	4.79	3.09	3.22	0.32

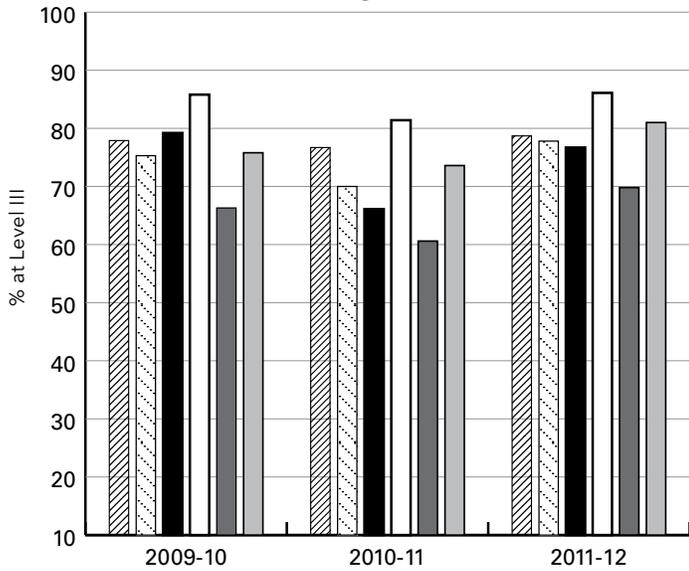
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



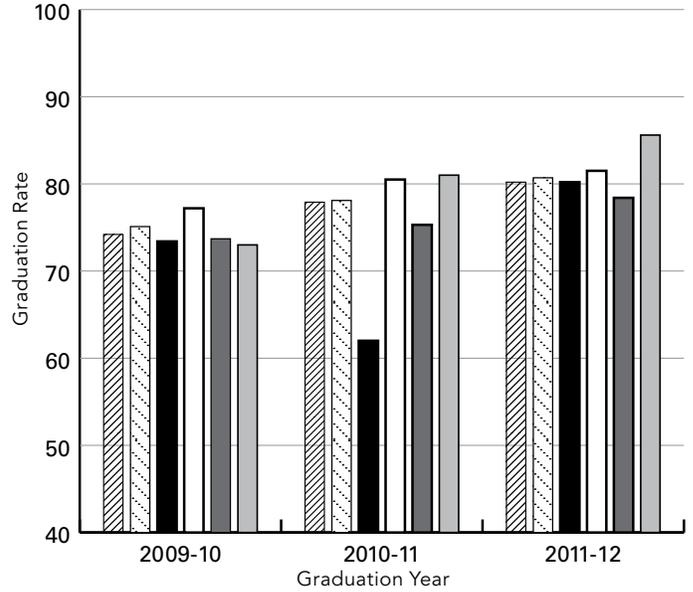
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

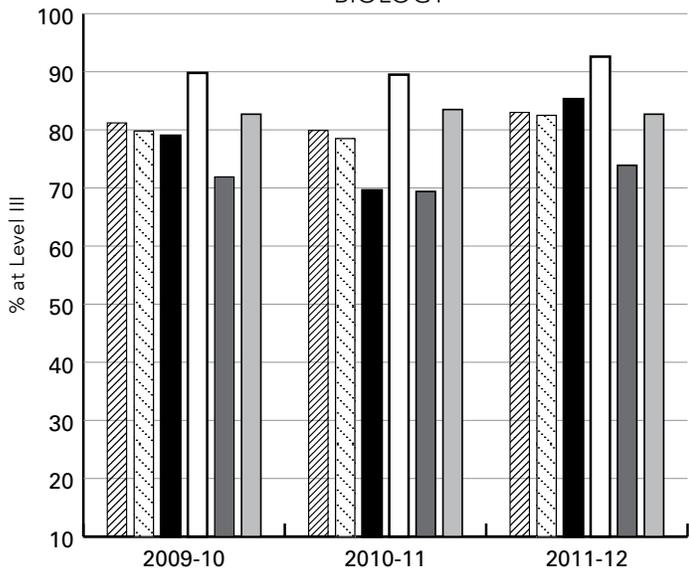
ALGEBRA I



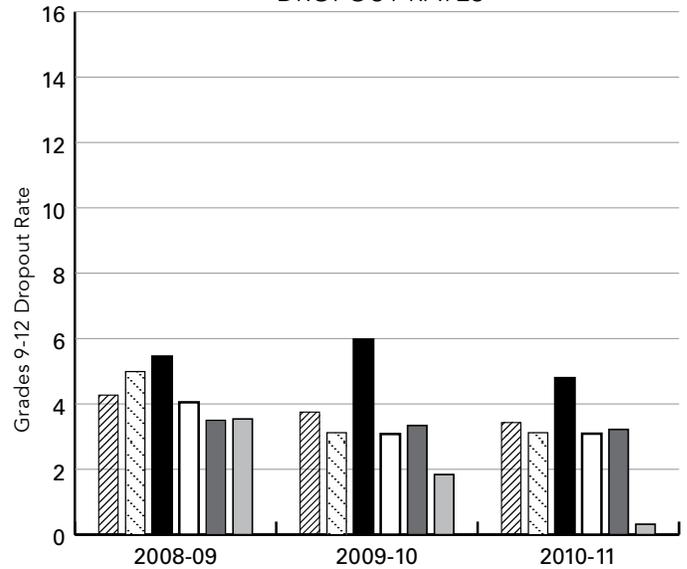
4-YEAR COHORT GRADUATION RATES



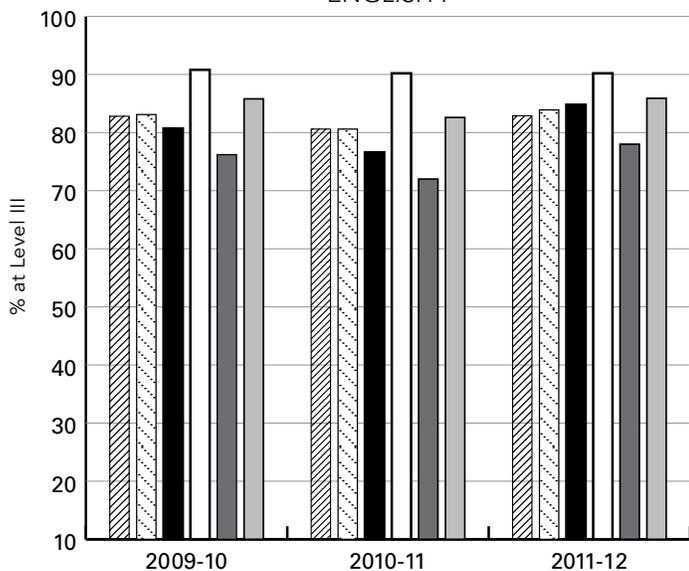
BIOLOGY



DROPOUT RATES



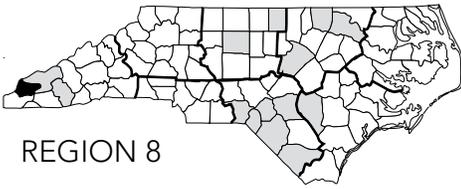
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

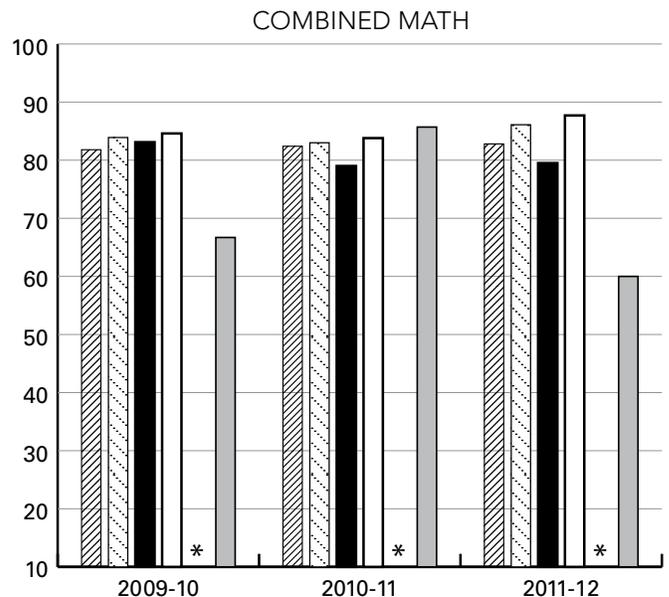
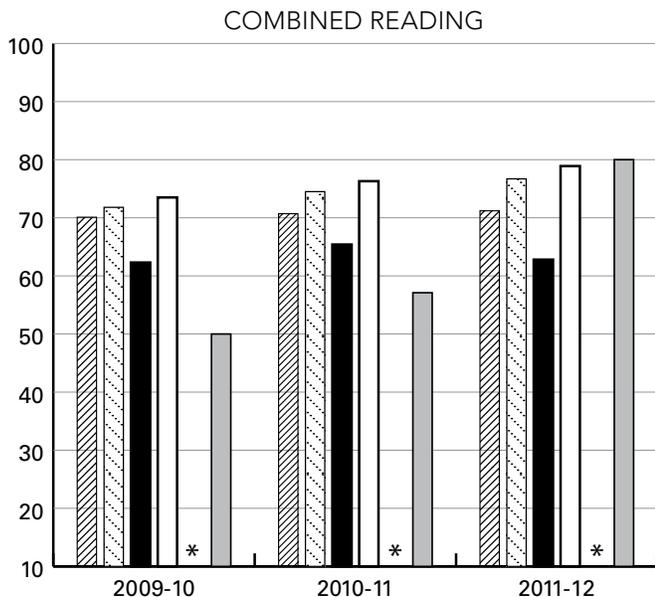


REGION 8

Located near the Qualla Boundary (Reservation of the Eastern Band of Cherokee), Graham County Schools enroll 1,204 students, including 33 American Indians (2.74 percent) mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. The district exceeds the state in EOG reading and math, Biology, and English I, and shows a commendable trend in the cohort graduation rate. In all but one EOG/EOC area (English I), American Indian students are behind the district in grade-level proficiency. Compared with Hispanics, American Indians exceed in EOG reading, yet they are behind their White peers in all other categories except English I. The three-year data reveal a commendable trend in the percentage of American Indians completing high school.

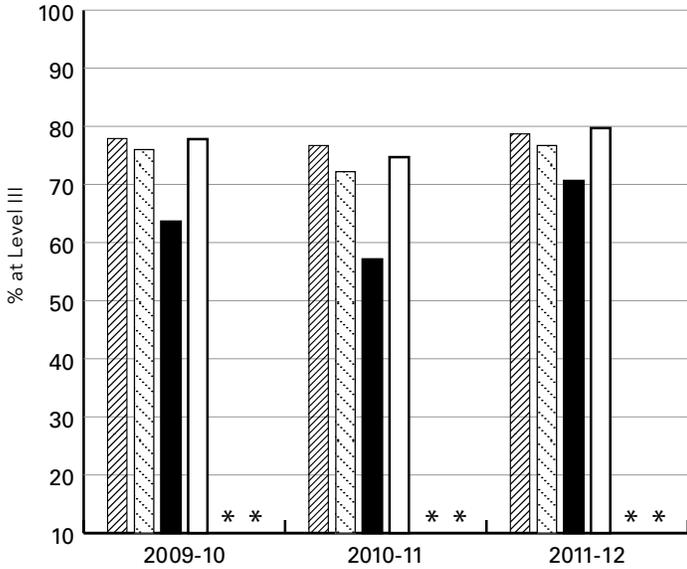
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	71.8	62.3	73.5	*	50.0
2010-11	70.7	74.5	65.4	76.3	*	57.1
2011-12	71.2	76.7	62.8	78.9	*	80.0
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	83.9	83.1	84.6	*	66.7
2010-11	82.4	83.0	79.0	83.8	*	85.7
2011-12	82.8	86.1	79.5	87.7	*	60.0
Algebra I: End-of-Course Average Scores						
2009-10	77.9	76.0	63.6	77.8	*	*
2010-11	76.7	72.2	57.1	74.7	*	*
2011-12	78.7	76.7	70.6	79.7	*	*
Biology: End-of-Course Average Scores						
2009-10	81.2	87.1	77.8	88.2	*	*
2010-11	79.9	87.4	69.2	89.9	*	*
2011-12	83.0	81.2	75.0	83.8	*	*
English I: End-of-Course Average Scores						
2009-10	82.8	92.2	90.0	92.4	*	*
2010-11	80.6	83.7	90.0	83.3	*	*
2011-12	82.9	86.2	87.5	86.6	*	*
4-Year Cohort Graduation Rate						
2009-10	74.2	84.3	90.9	84.0	n/a	n/a
2010-11	77.9	85.6	72.7	86.7	n/a	n/a
2011-12	80.2	93.6	100.0	92.4	n/a	n/a
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	2.61	n/a	2.69	n/a	n/a
2010-11	3.75	2.70	n/a	2.52	n/a	n/a
2011-12	3.43	2.14	n/a	2.17	n/a	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

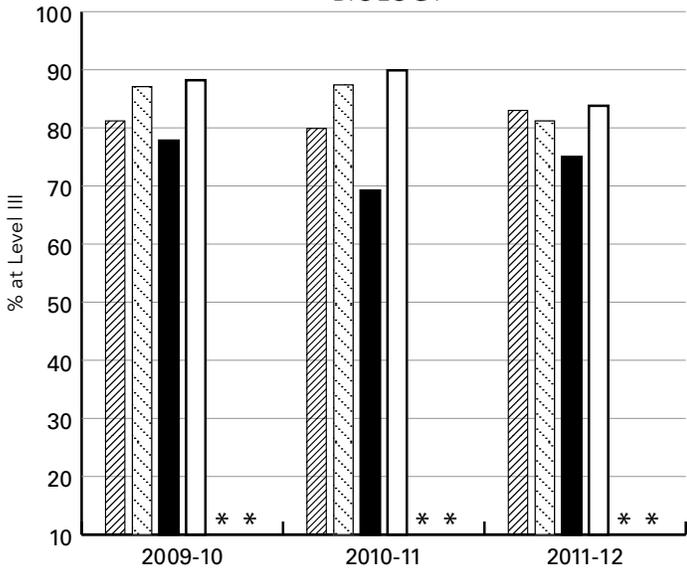


END-OF-COURSE TESTS

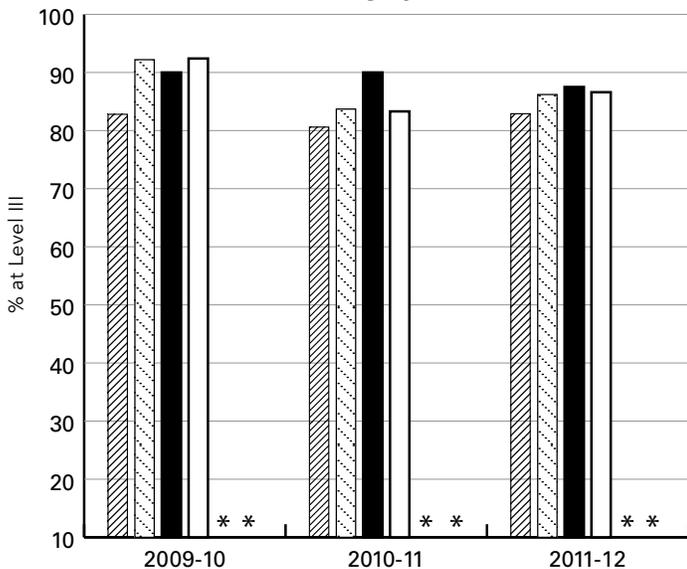
ALGEBRA I



BIOLOGY

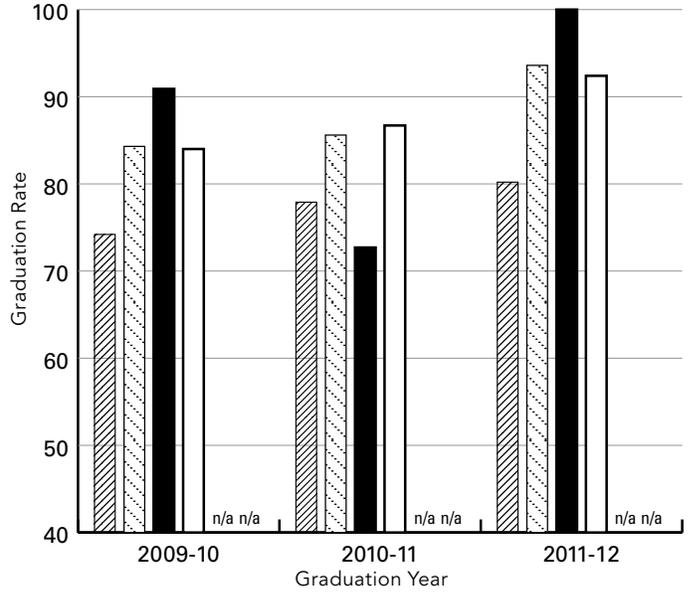


ENGLISH I

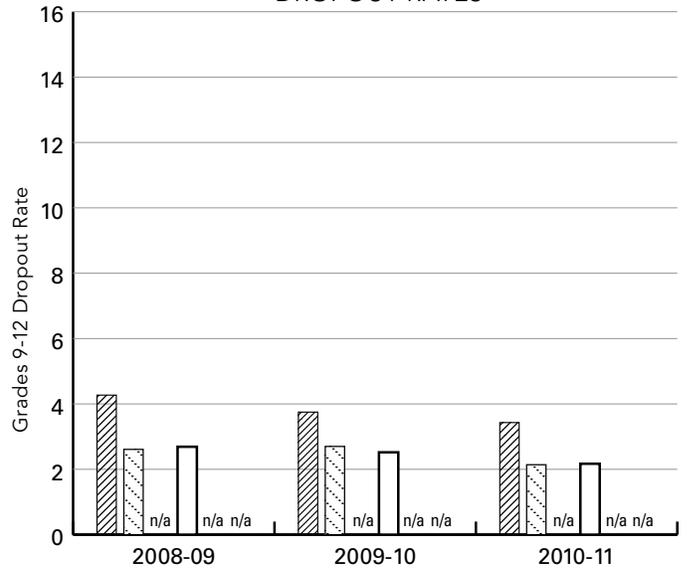


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



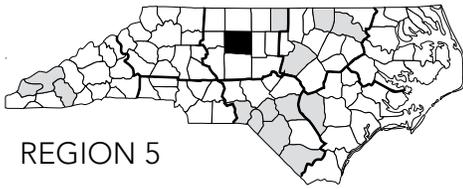
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

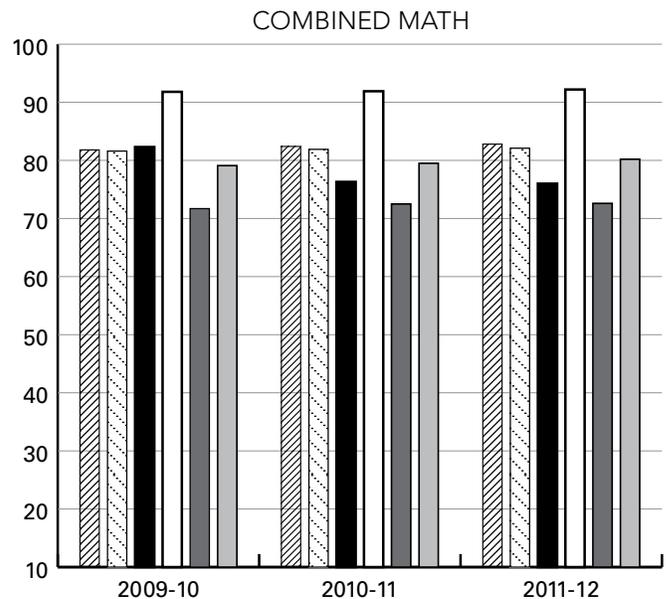
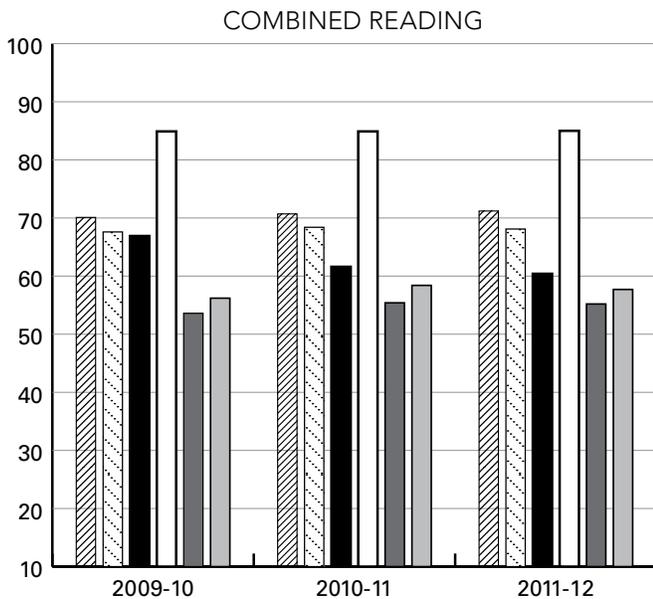


REGION 5

Guilford County Schools enroll 70,141 students of whom 406 (.58 percent) are American Indians of both federal and state tribes. Guilford County operates 124 schools, including a myriad of magnet campuses. For the subjects tested, the district is below the state, but the grade-level metric is moving in a positive direction. Additionally, the district shows noticeable gains in the dropout and cohort graduation rates. American Indian students are below the district in EOG reading, EOG math, Algebra I, and in the cohort graduation rate. On a positive note, the dropout rate among American Indian students is decreasing. Compared with other minority subgroups, American Indians are above Blacks and Hispanics in EOG reading, EOG math, Biology, and English I. Compared with their White peers, American Indian students are below in their grade-level performance.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	67.6	66.9	84.9	53.6	56.2
2010-11	70.7	68.4	61.6	84.9	55.4	58.4
2011-12	71.2	68.1	60.4	85.0	55.2	57.7
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	81.6	82.3	91.8	71.7	79.1
2010-11	82.4	81.9	76.3	91.9	72.5	79.5
2011-12	82.8	82.1	76.0	92.2	72.6	80.2
Algebra I: End-of-Course Average Scores						
2009-10	77.9	70.9	63.6	86.3	57.3	69.7
2010-11	76.7	72.6	56.5	86.5	59.6	71.9
2011-12	78.7	78.2	74.4	88.6	68.7	77.4
Biology: End-of-Course Average Scores						
2009-10	81.2	77.2	82.8	92.7	63.8	68.8
2010-11	79.9	75.8	80.0	90.7	63.4	68.8
2011-12	83.0	80.1	83.7	92.8	69.6	76.0
English I: End-of-Course Average Scores						
2009-10	82.8	77.9	92.3	92.4	66.8	70.6
2010-11	80.6	79.3	72.5	92.2	69.6	71.7
2011-12	82.9	80.8	75.6	92.7	70.5	77.0
4-Year Cohort Graduation Rate						
2009-10	74.2	80.7	65.2	88.1	75.5	68.5
2010-11	77.9	83.1	78.4	90.4	78.0	75.1
2011-12	80.2	84.5	63.2	90.4	81.2	78.1
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	3.13	9.21	1.86	4.09	3.39
2010-11	3.75	2.81	2.59	1.61	3.55	4.89
2011-12	3.43	2.71	1.38	1.78	3.46	5.10

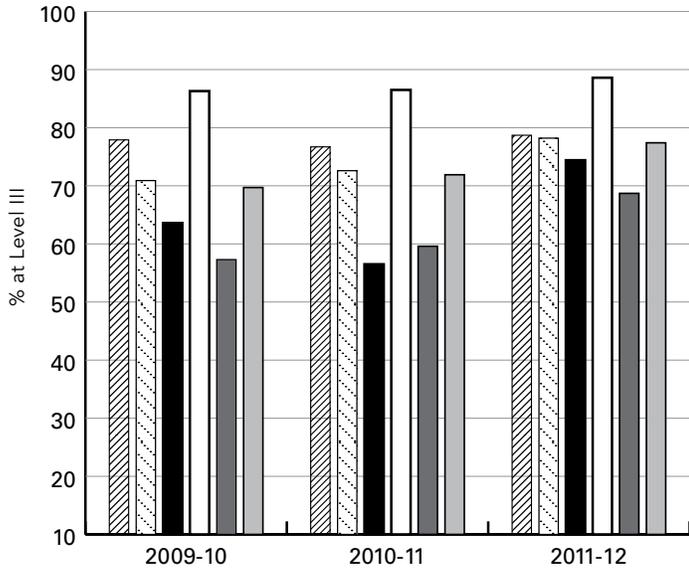
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



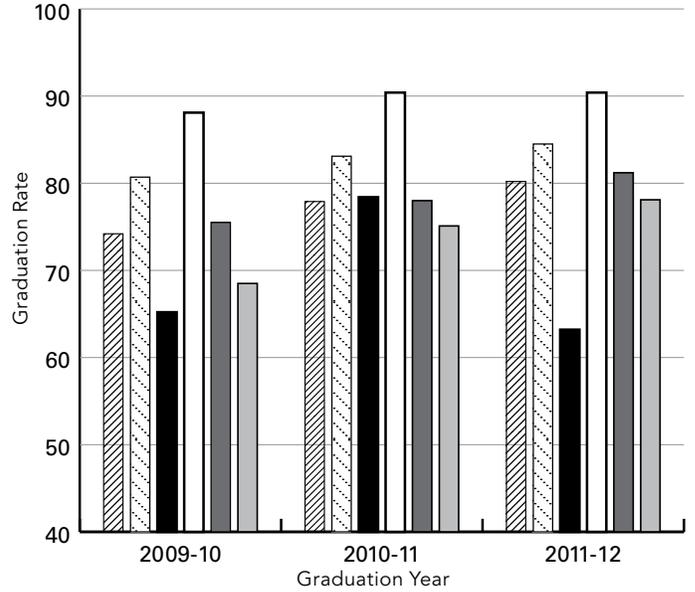
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

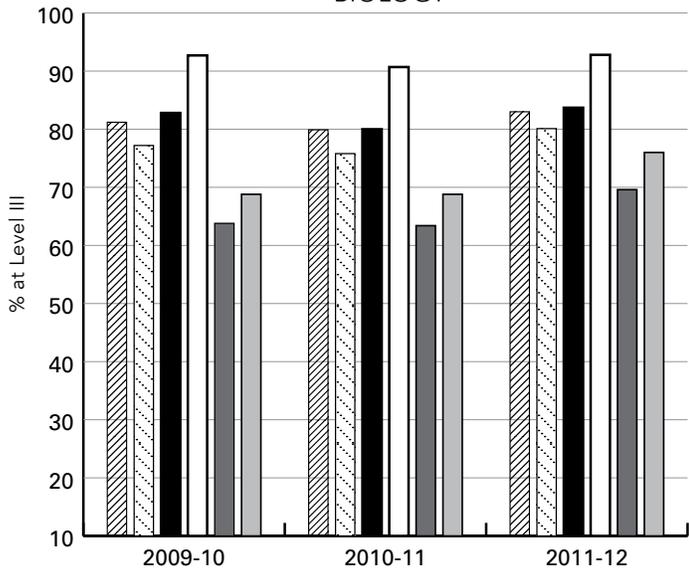
ALGEBRA I



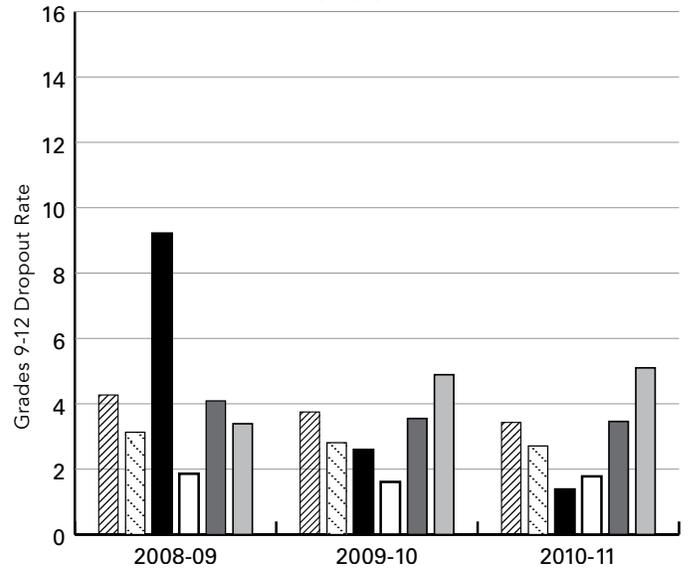
4-YEAR COHORT GRADUATION RATES



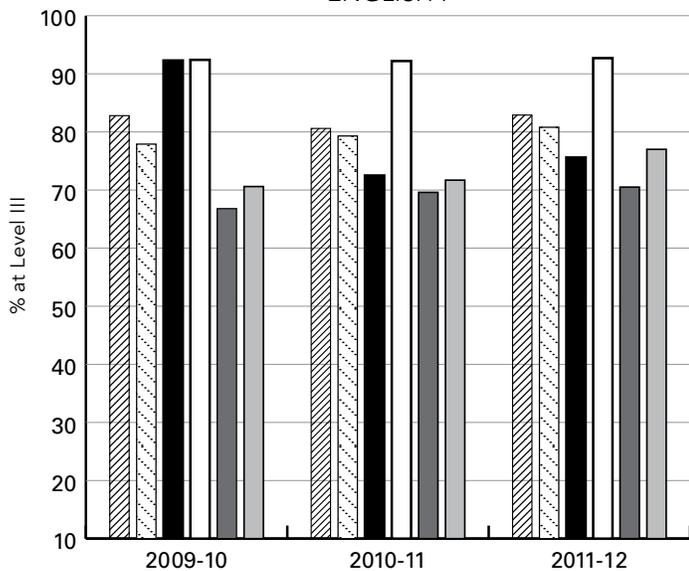
BIOLOGY



DROPOUT RATES



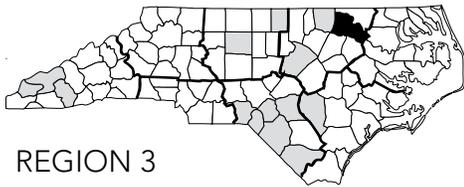
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

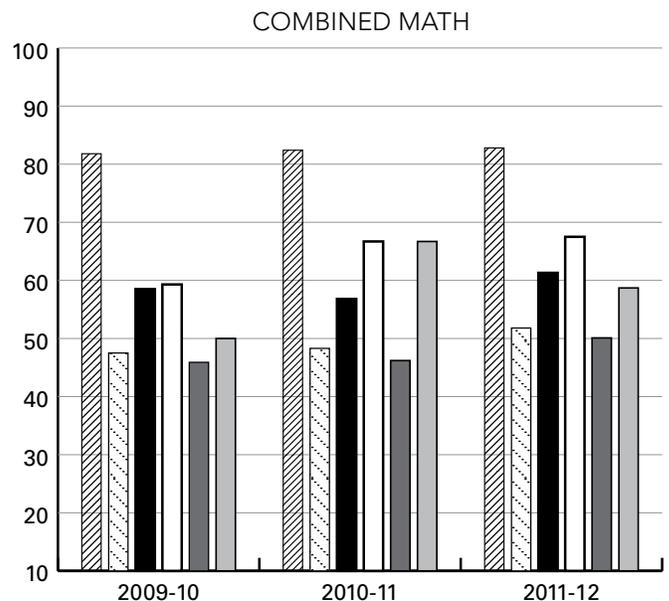
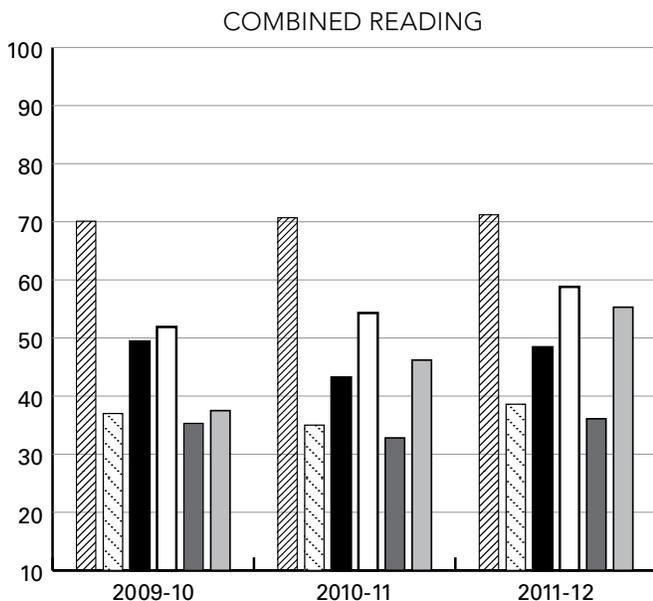


REGION 3

Halifax County Schools enroll 3,595 students of whom American Indians (Haliwa-Saponi) number 217 (6.0 percent). Across the district are 11 campuses, including two high schools. According to the adjacent table, the district is behind the state in each category of achievement, including the cohort graduation rate. Nevertheless, these data show a positive trend reversal, with commendable gains in Algebra I and Biology. American Indians exceed the district in each EOG/EOC subject with appreciable gains in Algebra I and Biology. Comparatively, American Indian proficiency rates for EOG reading and EOG math exceed those of Blacks and Hispanics, yet American Indians are lagging in the four-year cohort graduation rate. In EOG/EOC categories where data are displayed, American Indians are below their White peers in the proficiency metrics.

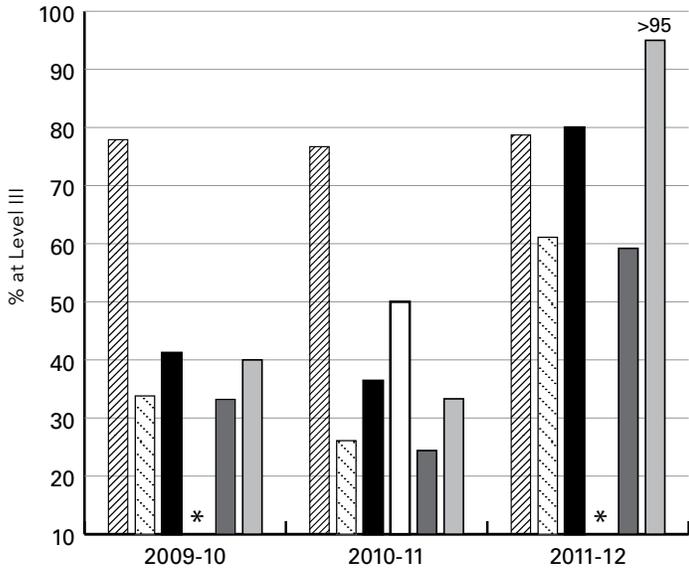
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	37.0	49.4	51.9	35.3	37.5
2010-11	70.7	35.0	43.2	54.3	32.8	46.2
2011-12	71.2	38.6	48.4	58.8	36.1	55.3
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	47.5	58.5	59.3	45.9	50.0
2010-11	82.4	48.3	56.8	66.7	46.2	66.7
2011-12	82.8	51.8	61.3	67.5	50.1	58.7
Algebra I: End-of-Course Average Scores						
2009-10	77.9	33.8	41.2	*	33.2	40.0
2010-11	76.7	26.1	36.4	50.0	24.4	33.3
2011-12	78.7	61.1	80.0	*	59.2	>95
Biology: End-of-Course Average Scores						
2009-10	81.2	49.1	53.8	75.0	47.9	66.7
2010-11	79.9	58.0	55.0	80.0	57.6	80.0
2011-12	83.0	82.1	92.3	*	81.6	*
English I: End-of-Course Average Scores						
2009-10	82.8	43.9	50.0	57.1	43.7	20.0
2010-11	80.6	47.1	71.4	77.8	45.7	20.0
2011-12	82.9	56.7	55.6	40.0	56.8	*
4-Year Cohort Graduation Rate						
2009-10	74.2	70.1	66.7	*	70.7	*
2010-11	77.9	71.9	66.7	*	72.9	n/a
2011-12	80.2	75.5	60.0	*	77.5	83.3
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	5.73	12.35	n/a	5.17	n/a
2010-11	3.75	3.99	n/a	n/a	3.88	n/a
2011-12	3.43	3.68	n/a	n/a	3.77	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

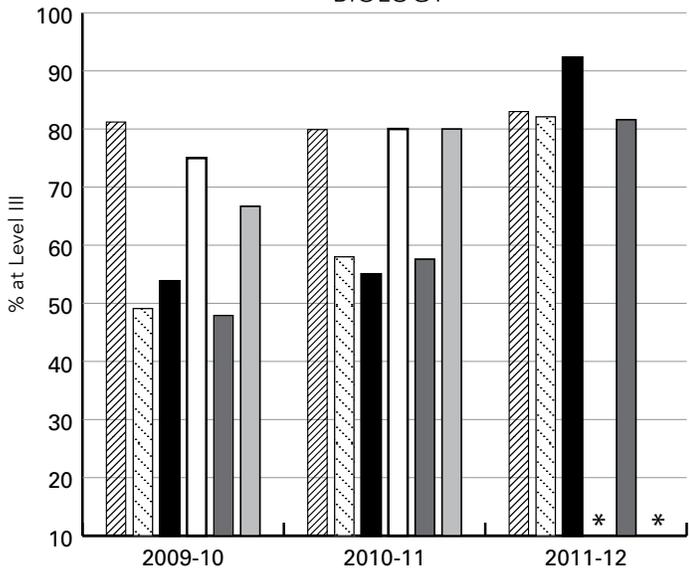


END-OF-COURSE TESTS

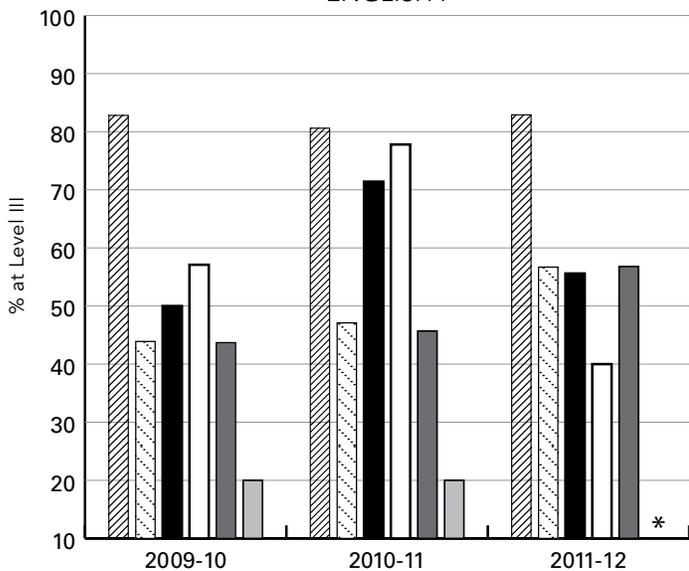
ALGEBRA I



BIOLOGY

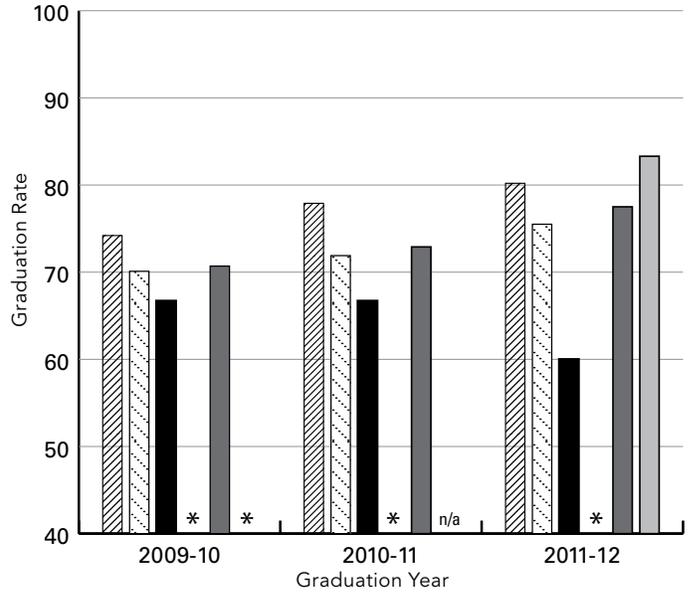


ENGLISH I

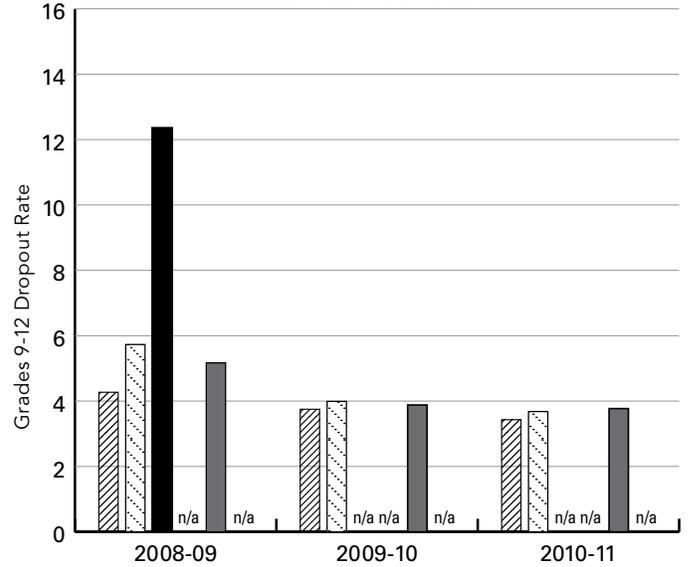


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



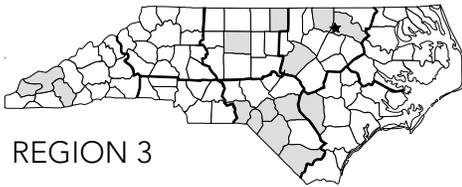
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

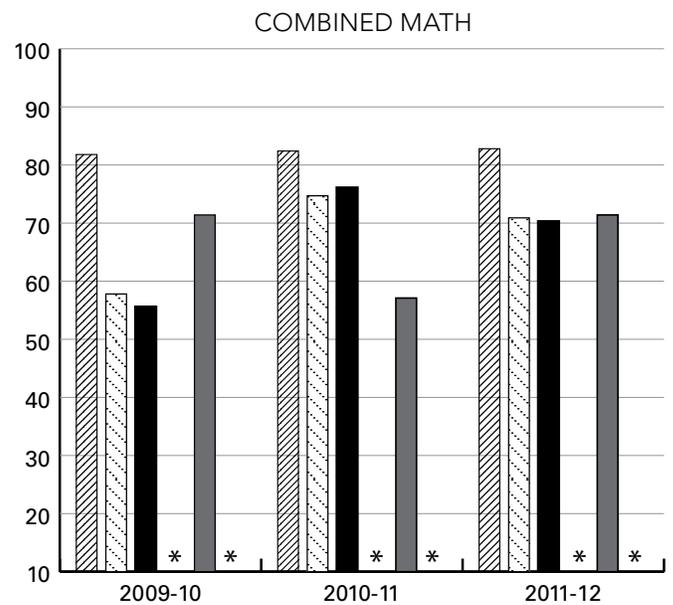
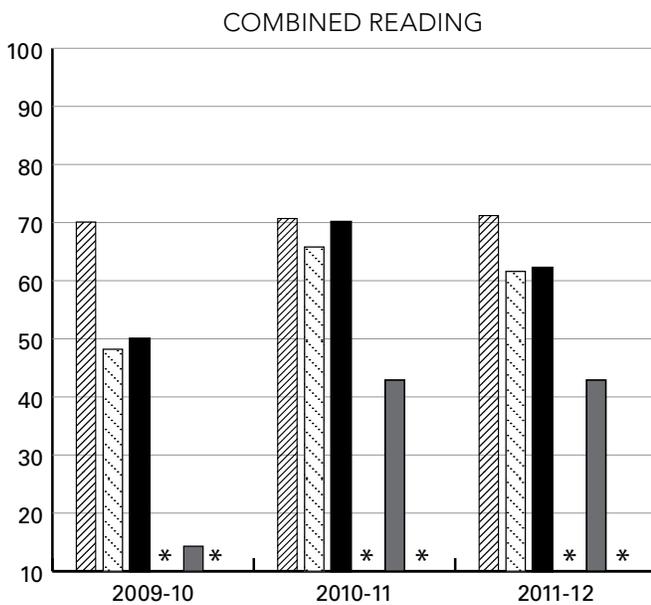


REGION 3

Chartered by the State Board of Education in 2000, the Haliwa-Saponi Tribal School enrolls 171 students of whom many are members of the Haliwa-Saponi Tribe. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates the customs and values across the curriculum. The school serves grades K-12 and is located in Halifax County. Since 2009, the school has made steady gains in reading. Although proficiency rates are below the state, the improvement margin in most areas is noticeable. Comparatively, the American Indian attainment rates are below the school overall, with fluctuations occurring in EOG reading, math, and English I. For the cohort graduation rate metric, the American Indian subgroup is performing better than the school, with a noticeable improvement occurring in 2012. Equally important is a decrease in the school's dropout rate.

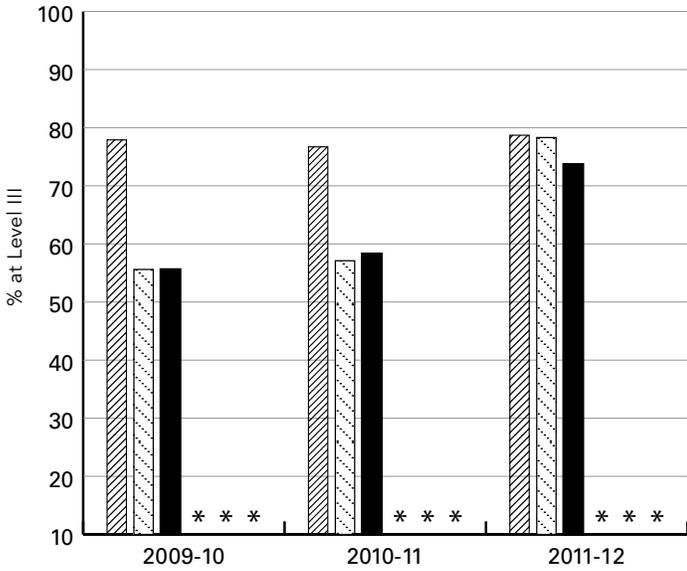
Year	State	Charter School	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	48.2	50.0	*	14.3	*
2010-11	70.7	65.8	70.1	*	42.9	*
2011-12	71.2	61.6	62.2	*	42.9	*
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	57.8	55.6	*	71.4	*
2010-11	82.4	74.7	76.1	*	57.1	*
2011-12	82.8	70.9	70.3	*	71.4	*
Algebra I: End-of-Course Average Scores						
2009-10	77.9	55.6	55.6	*	*	*
2010-11	76.7	57.1	58.3	*	*	*
2011-12	78.7	78.3	73.7	*	*	*
Biology: End-of-Course Average Scores						
2009-10	81.2	>95	>95	*	*	*
2010-11	79.9	**	**	**	**	**
2011-12	83.0	66.7	66.7	*	*	*
English I: End-of-Course Average Scores						
2009-10	82.8	77.8	75.0	*	*	*
2010-11	80.6	58.3	54.5	*	*	*
2011-12	82.9	87.5	85.7	*	*	*
4-Year Cohort Graduation Rate						
2009-10	74.2	66.7	66.7	n/a	n/a	n/a
2010-11	77.9	70.0	70.0	n/a	n/a	n/a
2011-12	80.2	72.7	77.8	n/a	n/a	n/a
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	13.04	14.12	n/a	n/a	n/a
2010-11	3.75	2.50	n/a	n/a	n/a	n/a
2011-12	3.43	2.89	n/a	n/a	n/a	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

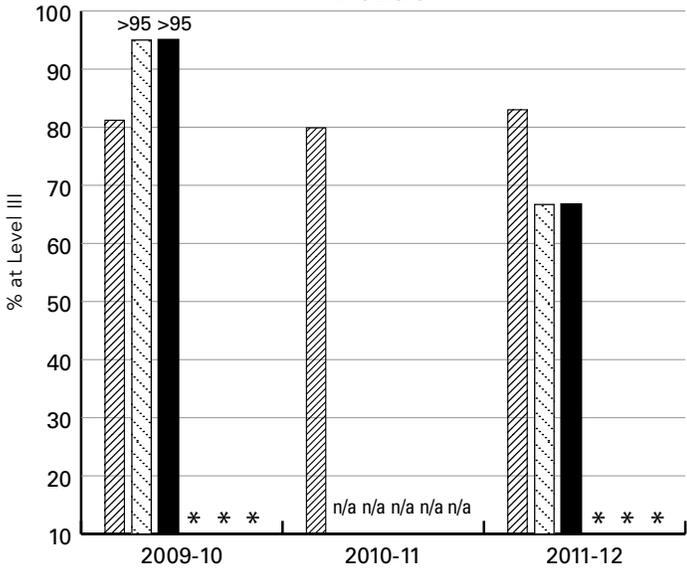


END-OF-COURSE TESTS

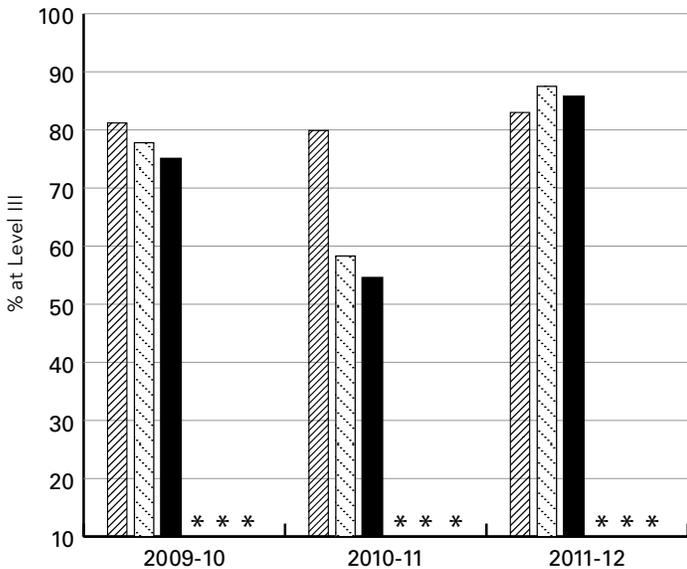
ALGEBRA I



BIOLOGY

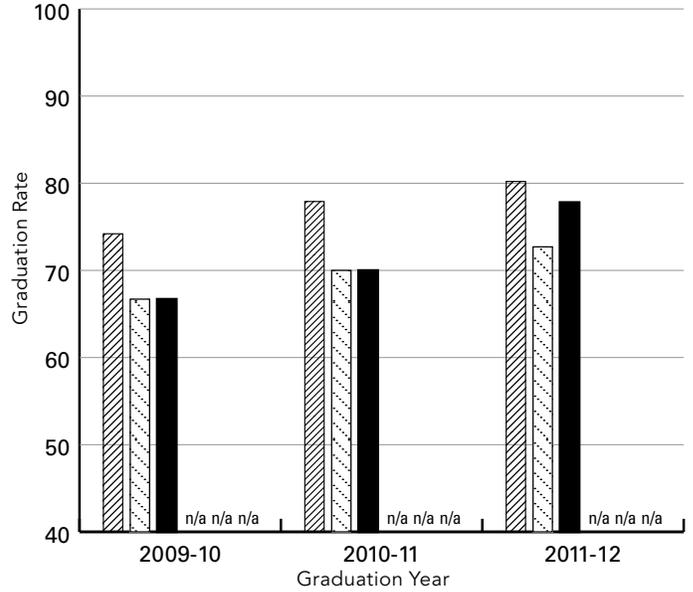


ENGLISH I

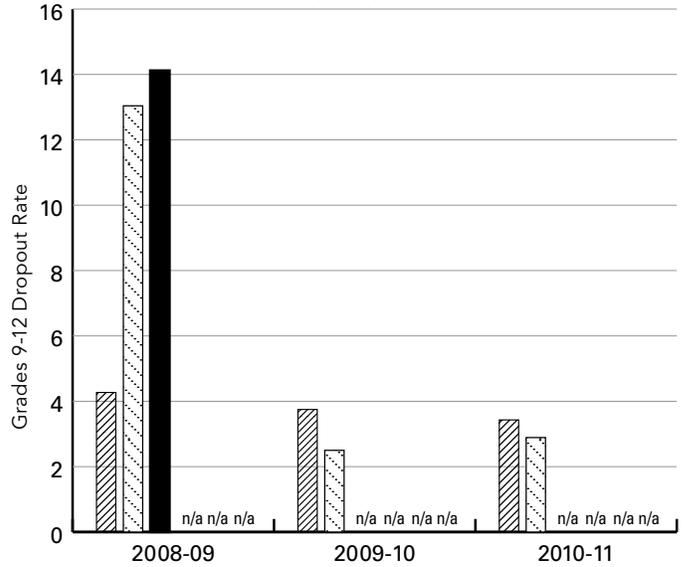


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



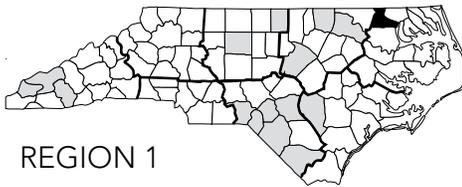
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

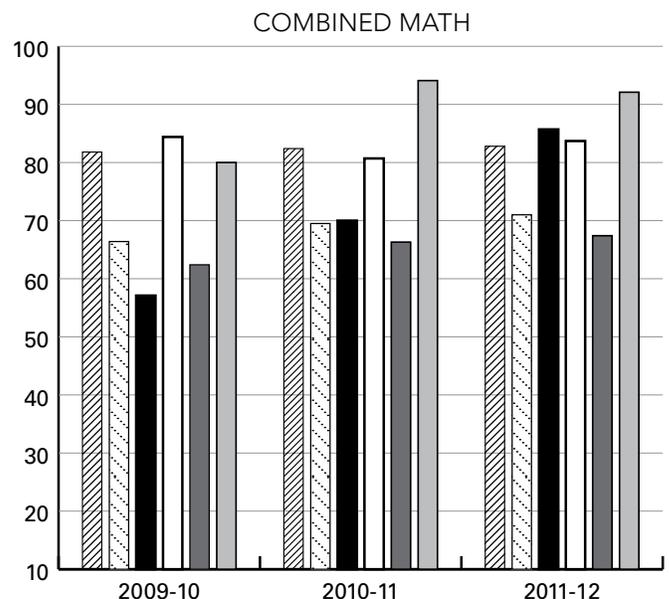
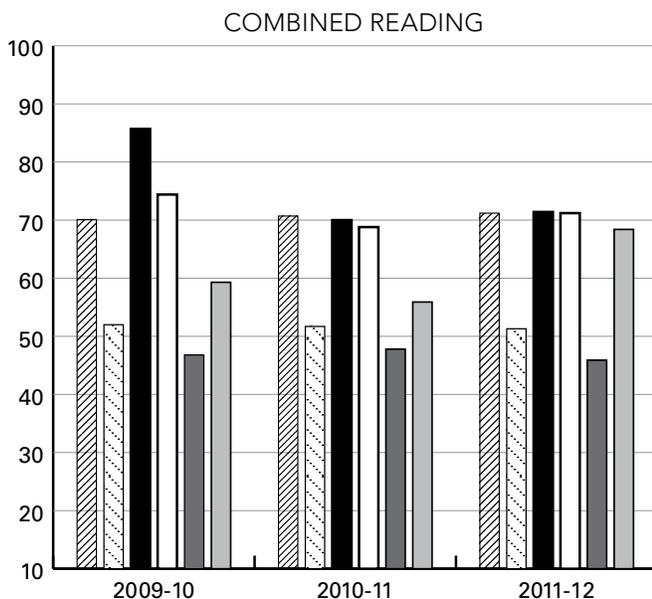


REGION 1

Hertford County Schools enroll approximately 3,000 students of whom 24 (0.8 percent) identify as American Indian, mainly of the Meherrin Tribe, a native culture indigenous to Hertford, Bertie, Gates, and Northampton counties. The district operates eight campuses, including two high schools and one early college high school. Although the district shows fluctuations in grade-level attainment, the students, as a whole, appear to be improving in EOG math, Biology, English I, as well as in the cohort graduation and dropout rates. For EOG reading, American Indians exceed the other subgroups, yet this trend shows a three-year decline. The American Indian proficiency rate for EOG math is below the other subgroups. Nevertheless, this rate represents a three-year gain of 28.4 points.

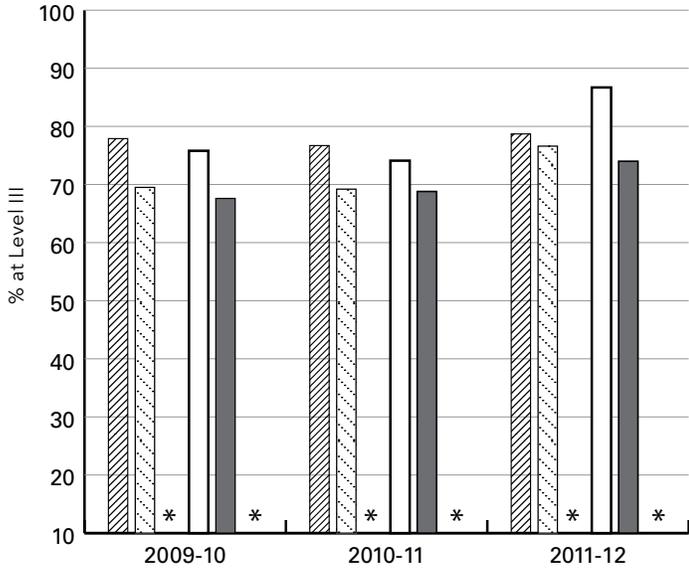
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	52.0	85.7	74.4	46.8	59.3
2010-11	70.7	51.7	70.0	68.8	47.8	55.9
2011-12	71.2	51.3	71.4	71.2	45.9	68.4
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	66.4	57.1	84.4	62.4	80.0
2010-11	82.4	69.5	70.0	80.7	66.3	94.1
2011-12	82.8	71.0	85.5	83.7	67.4	92.1
Algebra I: End-of-Course Average Scores						
2009-10	77.9	69.5	*	75.8	67.6	*
2010-11	76.7	69.2	*	74.1	68.8	*
2011-12	78.7	76.6	*	86.7	74.0	*
Biology: End-of-Course Average Scores						
2009-10	81.2	87.4	*	93.3	86.1	>95
2010-11	79.9	84.4	*	83.8	84.2	*
2011-12	83.0	92.2	*	86.8	93.4	*
English I: End-of-Course Average Scores						
2009-10	82.8	80.9	*	88.9	79.0	*
2010-11	80.6	69.6	*	83.3	66.8	*
2011-12	82.9	85.3	*	91.4	83.8	*
4-Year Cohort Graduation Rate						
2009-10	74.2	65.8	n/a	48.8	69.1	n/a
2010-11	77.9	83.9	n/a	74.4	86.1	*
2011-12	80.2	77.9	n/a	56.5	81.3	n/a
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	2.34	n/a	6.02	1.85	n/a
2010-11	3.75	3.29	n/a	n/a	3.76	n/a
2011-12	3.49	2.32	n/a	3.47	2.19	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

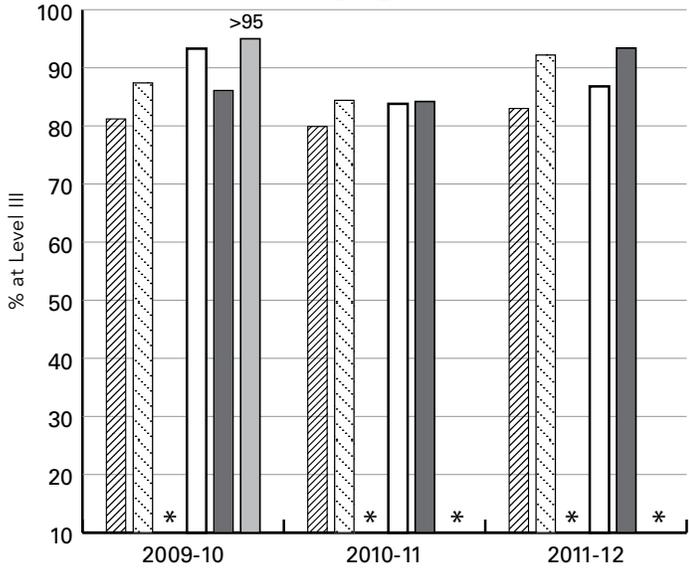


END-OF-COURSE TESTS

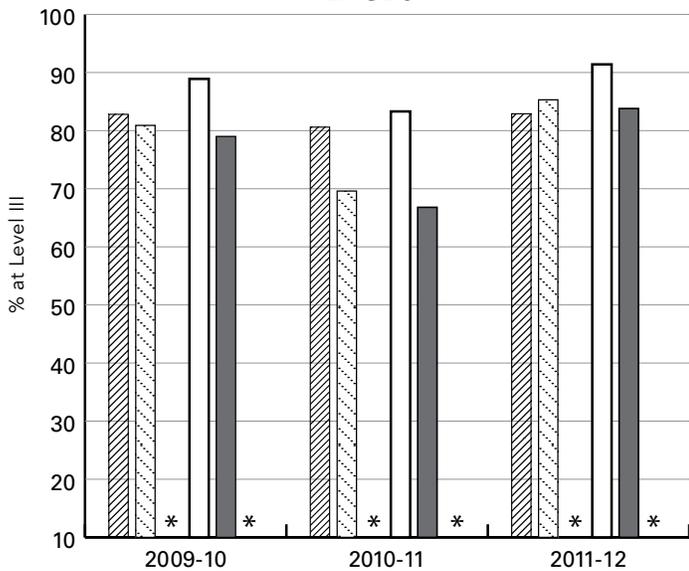
ALGEBRA I



BIOLOGY

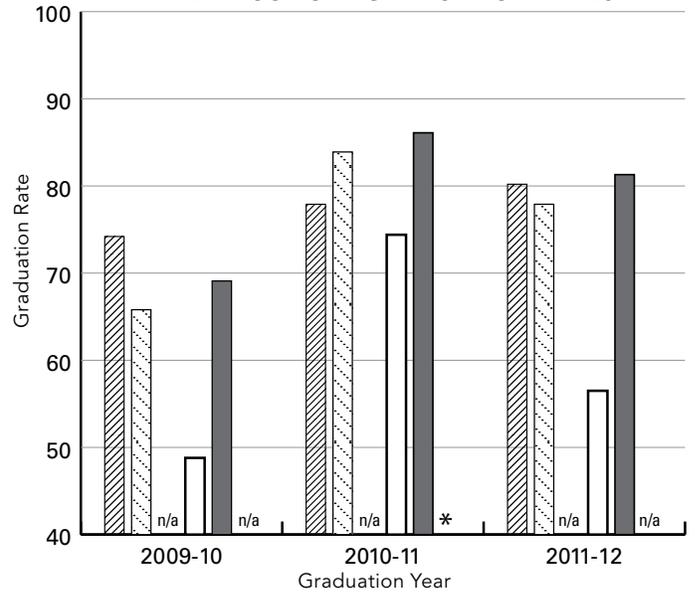


ENGLISH I

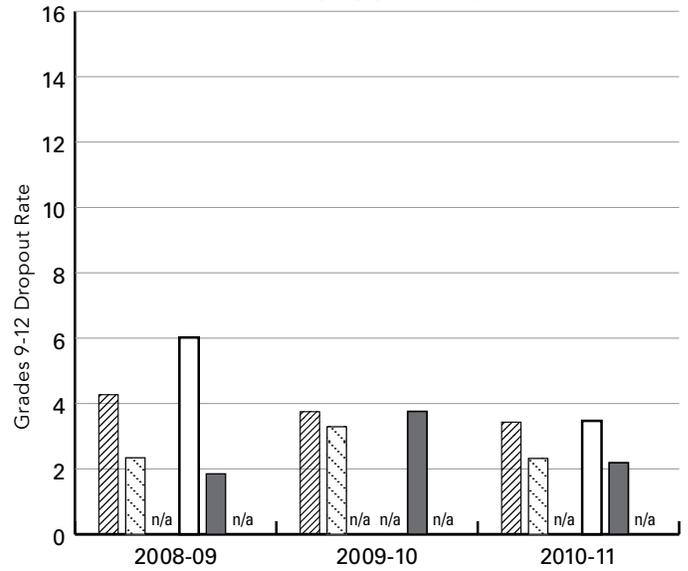


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



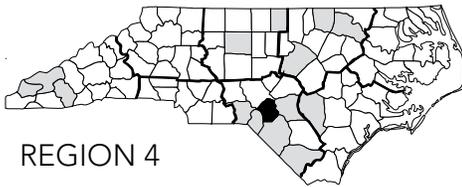
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

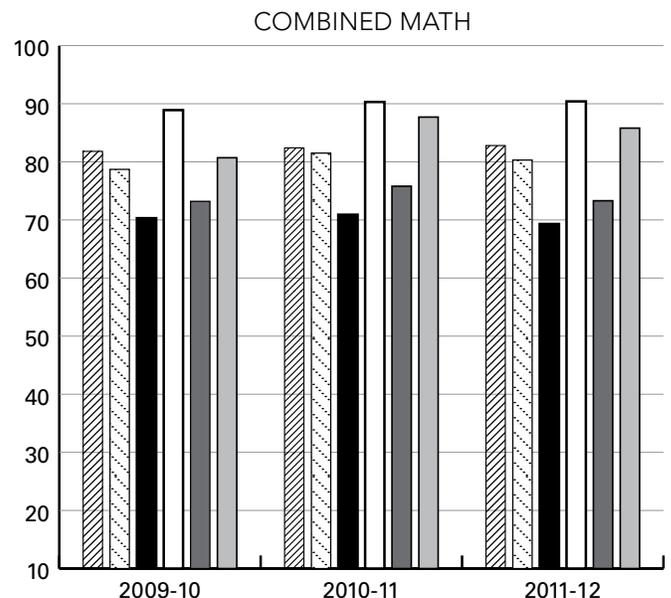
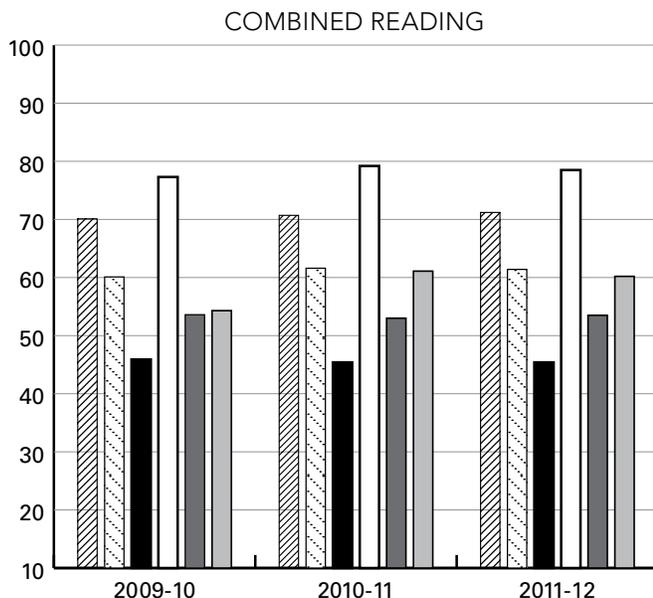
n/a = not available or no students in this racial/ethnic group were enrolled.



The Hoke County School System enrolls 8,127 students, which includes 909 (11.2 percent) American Indians. The students attend one of 13 schools, which include one high school and an early college high school. The district exceeds the state in Biology and shows gains in the cohort graduation and dropout rates. In each EOG/EOC subject, American Indians are below the district and noticeably so in EOG reading and English I. When comparing proficiency attainment across minority subgroups, American Indians show deficits in EOG reading, EOG math, and Biology. Additionally, American Indians lag behind in the cohort graduation and dropout rates and perform below their White peers in the EOG/EOC tested subjects.

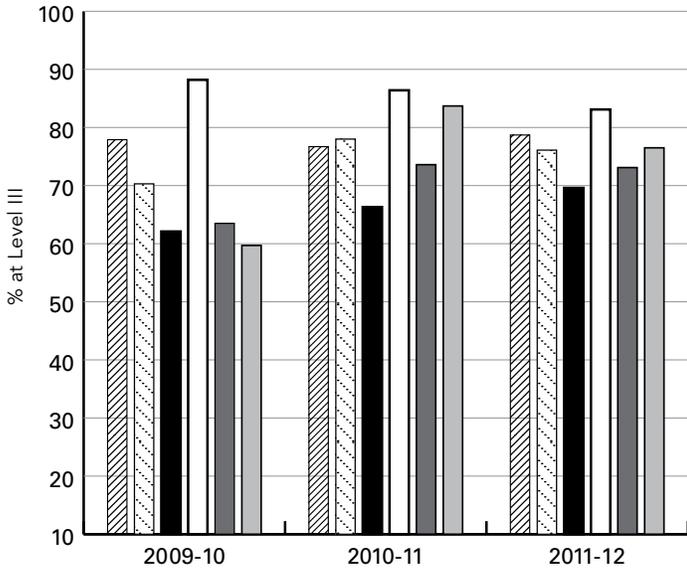
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	60.1	45.9	77.3	53.6	54.3
2010-11	70.7	61.6	45.4	79.2	53.0	61.1
2011-12	71.2	61.4	45.4	78.5	53.5	60.2
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	78.7	70.3	88.9	73.2	80.7
2010-11	82.4	81.5	70.9	90.3	75.8	87.7
2011-12	82.8	80.3	69.3	90.4	73.3	85.8
Algebra I: End-of-Course Average Scores						
2009-10	77.9	70.3	62.1	88.2	63.5	59.7
2010-11	76.7	78.0	66.3	86.4	73.6	83.7
2011-12	78.7	76.1	69.6	83.1	73.1	76.5
Biology: End-of-Course Average Scores						
2009-10	81.2	89.4	86.1	>95	85.7	90.3
2010-11	79.9	87.7	88.6	>95	82.9	87.9
2011-12	83.0	86.3	77.8	>95	81.5	81.0
English I: End-of-Course Average Scores						
2009-10	82.8	76.9	62.2	93.7	74.4	68.7
2010-11	80.6	70.7	56.0	82.2	69.1	64.4
2011-12	82.9	75.1	69.4	85.6	70.0	73.0
4-Year Cohort Graduation Rate						
2009-10	74.2	65.4	66.7	67.6	65.4	n/a
2010-11	77.9	69.9	58.3	66.9	72.2	74.6
2011-12	80.2	73.7	54.0	75.4	77.6	70.4
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	4.54	6.41	3.84	4.14	5.77
2010-11	3.75	3.67	3.98	4.11	2.84	6.26
2011-12	3.43	3.31	7.09	1.64	3.15	3.75

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

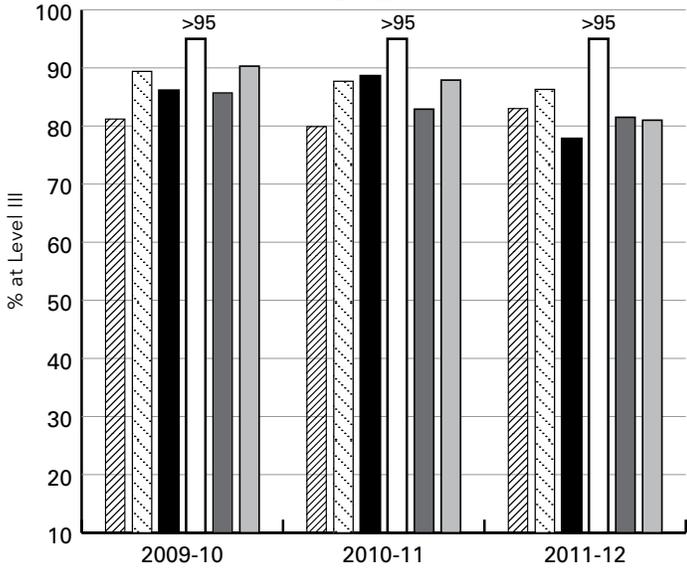


END-OF-COURSE TESTS

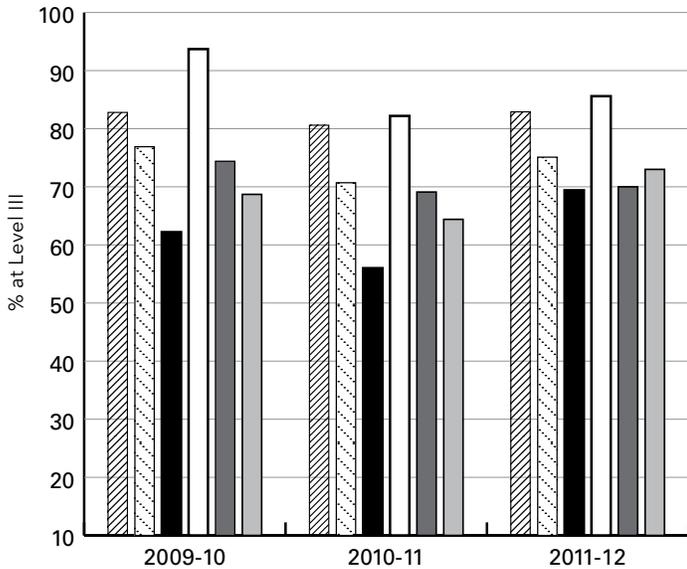
ALGEBRA I



BIOLOGY

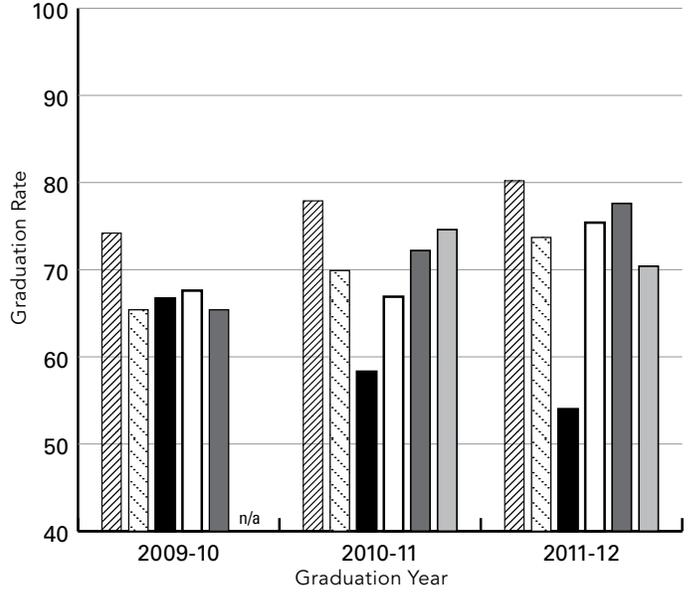


ENGLISH I

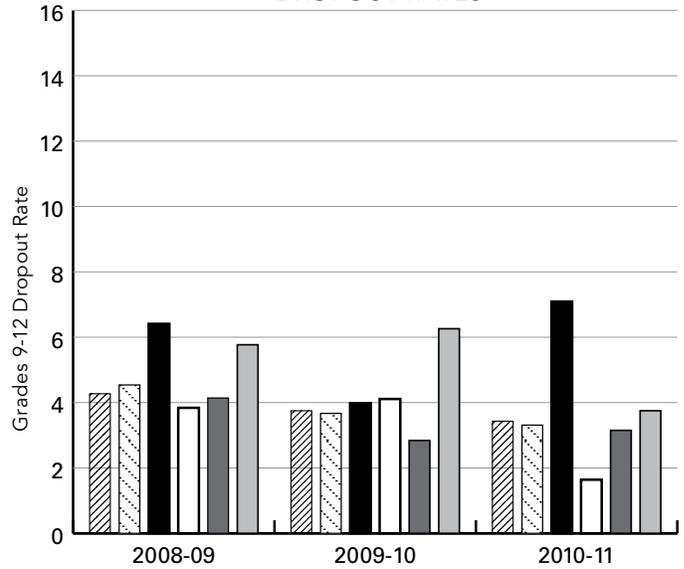


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



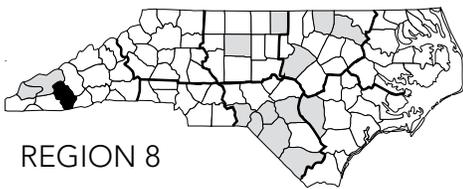
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

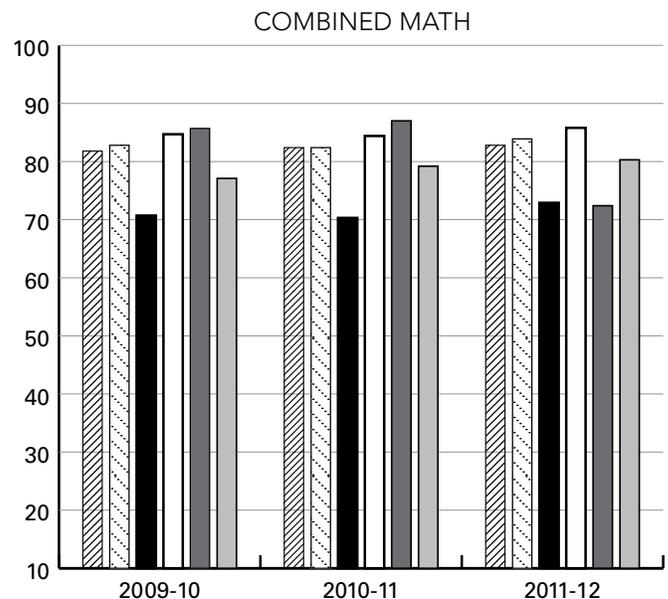
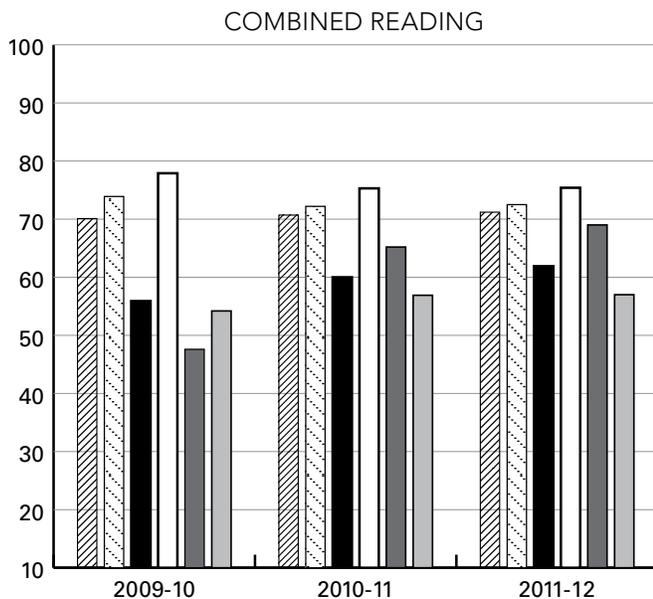
n/a = not available or no students in this racial/ethnic group were enrolled.



Located on land contiguous with the Qualla Boundary, Jackson County Schools enroll 3,590 students of whom 334 are American Indian, mainly Cherokee. Jackson County operates nine campuses, including one high school and two early college high schools. Since 2010, the district has exceeded the state in the EOG/EOC subjects tested. Likewise, improvement in the LEA cohort graduation rate is noted. American Indians have generally performed below the district in the EOG/EOC subjects; however, the district is showing gains in the American Indian cohort graduation rate. When compared with their Black peers, American Indians exceed in EOG reading, but not in math. In all categories of grade-level proficiency, American Indians are behind their White peers. Worth noting is a decrease in the overall dropout rate for American Indians.

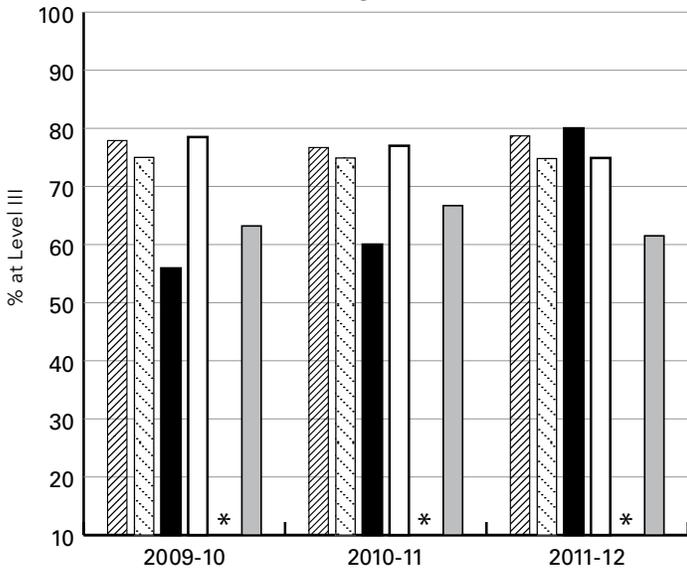
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	73.9	55.9	77.9	47.6	54.2
2010-11	70.7	72.2	60.0	75.3	65.2	56.9
2011-12	71.2	72.5	61.9	75.4	69.0	57.0
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	82.8	70.7	84.7	85.7	77.1
2010-11	82.4	82.4	70.3	84.4	87.0	79.2
2011-12	82.8	83.9	72.9	85.8	72.4	80.3
Algebra I: End-of-Course Average Scores						
2009-10	77.9	75.0	55.9	78.5	*	63.2
2010-11	76.7	74.9	60.0	77.0	*	66.7
2011-12	78.7	74.8	80.0	74.9	*	61.5
Biology: End-of-Course Average Scores						
2009-10	81.2	91.1	>95	92.7	*	40.0
2010-11	79.9	87.5	66.7	89.5	*	76.9
2011-12	83.0	86.6	70.0	91.7	*	42.9
English I: End-of-Course Average Scores						
2009-10	82.8	85.2	55.6	91.0	*	50.0
2010-11	80.6	82.2	66.7	86.2	*	56.5
2011-12	82.9	87.5	88.0	87.2	*	88.9
4-Year Cohort Graduation Rate						
2009-10	74.2	77.1	40.9	79.8	n/a	85.7
2010-11	77.9	77.2	51.7	81.4	n/a	63.6
2011-12	80.2	83.7	87.5	84.2	n/a	75.0
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	6.56	14.55	5.76	n/a	n/a
2010-11	3.75	3.04	5.95	2.79	n/a	n/a
2011-12	3.43	2.11	7.59	1.72	n/a	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

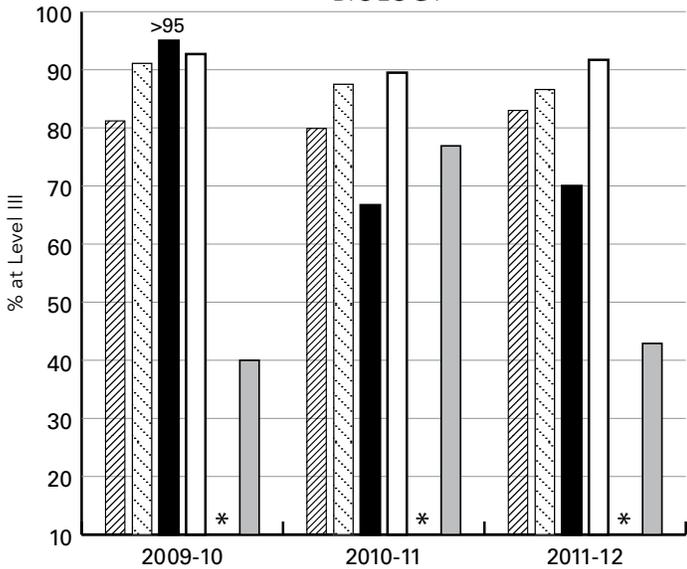


END-OF-COURSE TESTS

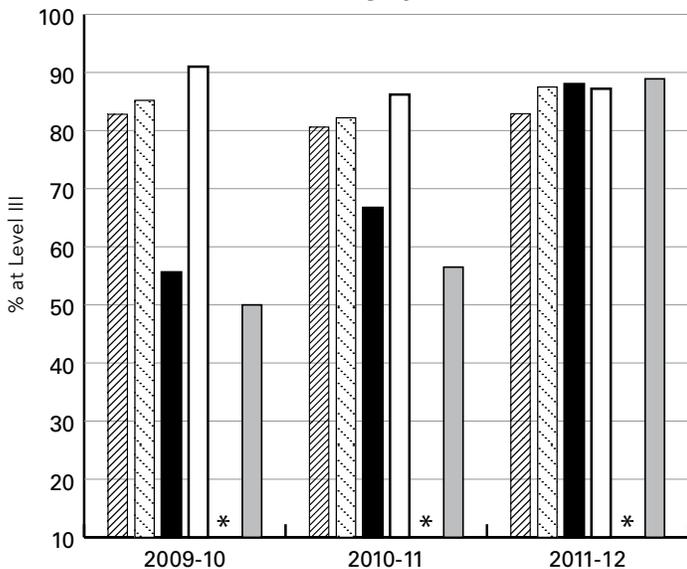
ALGEBRA I



BIOLOGY

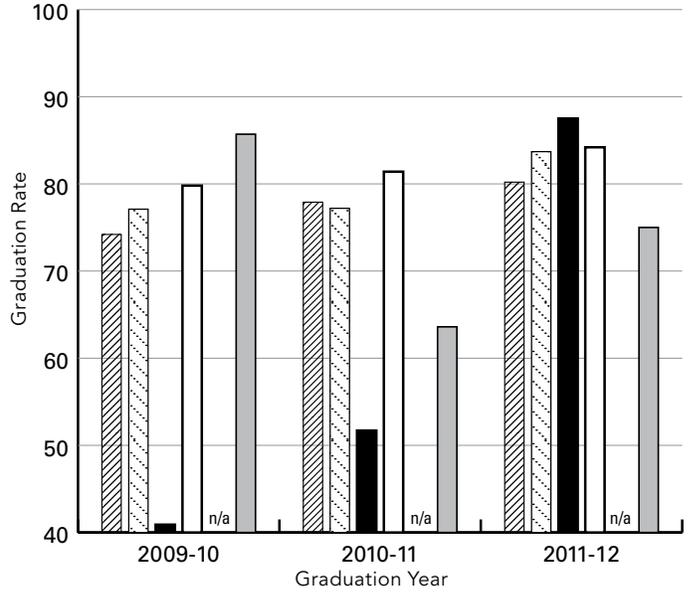


ENGLISH I

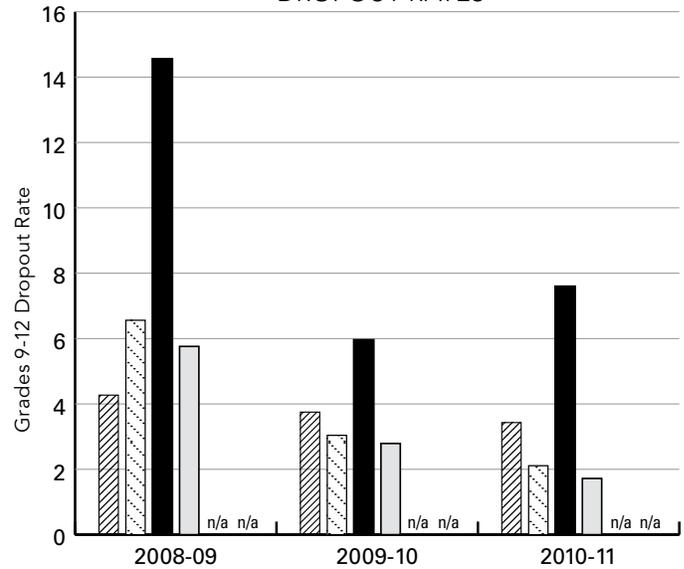


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



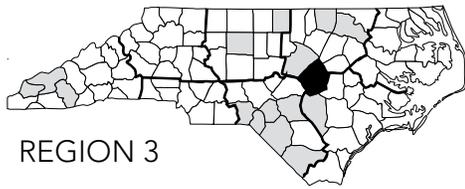
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

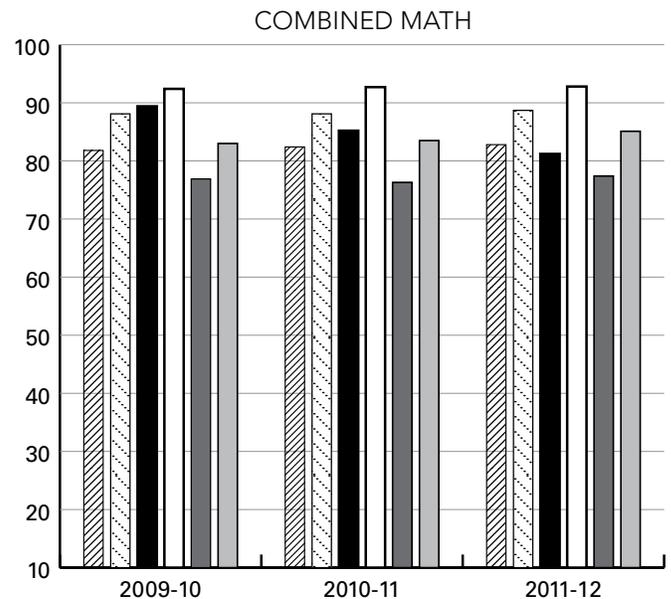
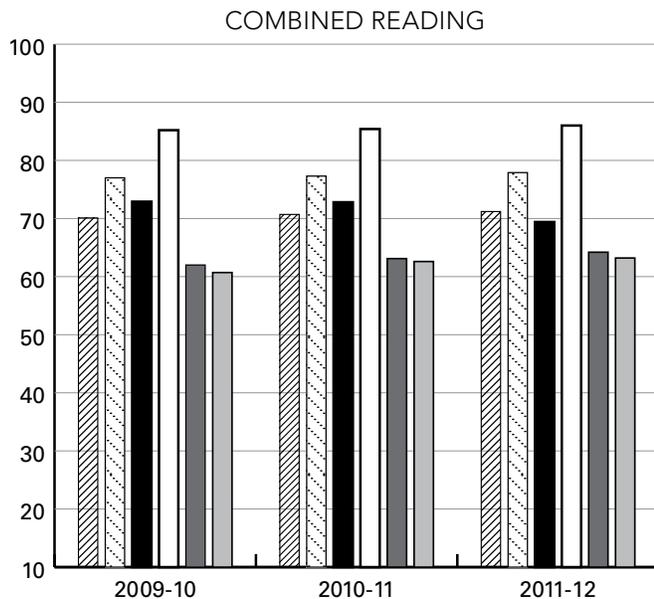


REGION 3

Johnston County Schools enroll over 33,000 students of whom 136 (0.41 percent) are American Indians representing various tribes. The district operates 44 campuses, including nine high schools and one early college high school. Compared with the state, the district exceeds in each EOG/EOC category, as well as in the cohort graduation and dropout rates. American Indians exceed the state grade-level proficiency rate in EOG reading, yet this rate is below the district. In EOG reading, American Indians show the highest proficiency rates when compared with the other minority subgroups. Regarding EOG math, American Indians surpass the state, LEA, Blacks, and Hispanics, yet their proficiency attainment is below White subgroups. American Indians have improved in Algebra I, with some stability since 2010-11. Although the American Indian cohort graduation rate reached 85.7 percent in 2011, this rate decreased in 2012.

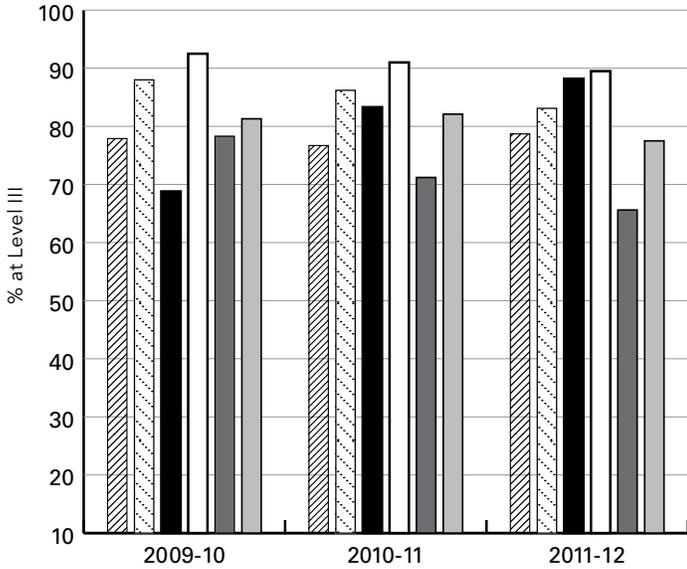
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	77.0	72.9	85.2	62.0	60.7
2010-11	70.7	77.3	72.8	85.4	63.1	62.6
2011-12	71.2	77.9	69.4	86.0	64.2	63.2
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	88.1	89.4	92.4	76.9	83.0
2010-11	82.4	88.1	85.2	92.7	76.3	83.5
2011-12	82.8	88.7	81.2	92.8	77.4	85.1
Algebra I: End-of-Course Average Scores						
2009-10	77.9	88.0	68.8	92.5	78.3	81.3
2010-11	76.7	86.2	83.3	91.0	71.2	82.1
2011-12	78.7	83.1	88.2	89.5	65.6	77.5
Biology: End-of-Course Average Scores						
2009-10	81.2	85.8	>95	92.1	73.9	71.8
2010-11	79.9	87.6	90.9	92.6	74.2	78.2
2011-12	83.0	88.0	80.0	>95	70.8	80.7
English I: End-of-Course Average Scores						
2009-10	82.8	89.0	92.9	94.2	79.6	77.8
2010-11	80.6	87.3	77.8	92.5	76.3	79.4
2011-12	82.9	85.3	81.8	92.2	69.9	74.5
4-Year Cohort Graduation Rate						
2009-10	74.2	74.4	71.4	80.8	65.8	58.1
2010-11	77.9	78.7	85.7	83.4	72.3	60.2
2011-12	80.2	82.4	55.6	86.8	75.7	73.9
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	4.58	n/a	3.68	4.92	7.73
2010-11	3.75	3.71	n/a	2.92	4.11	6.81
2011-12	3.43	3.28	n/a	2.51	4.50	5.39

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

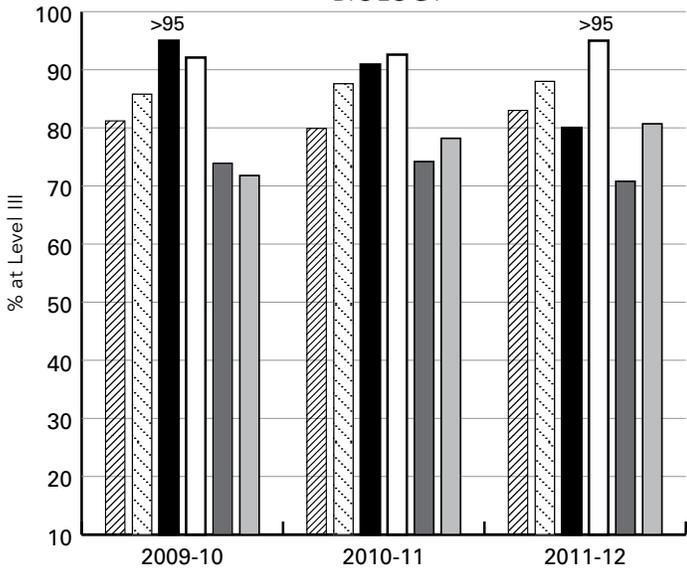


END-OF-COURSE TESTS

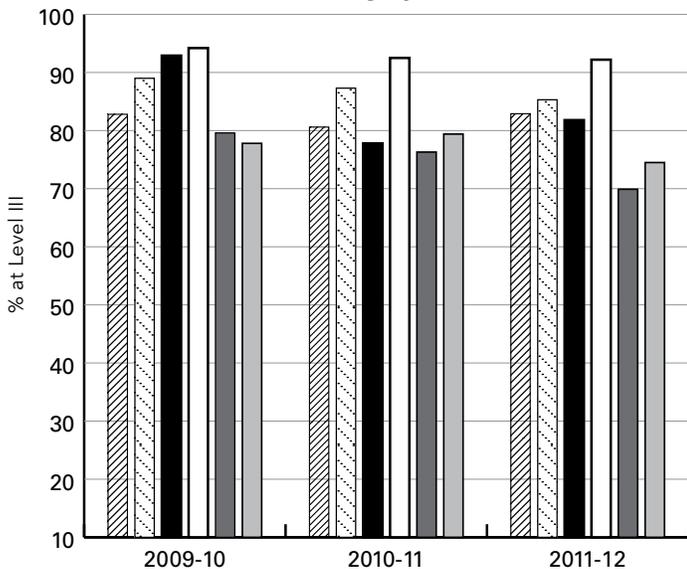
ALGEBRA I



BIOLOGY

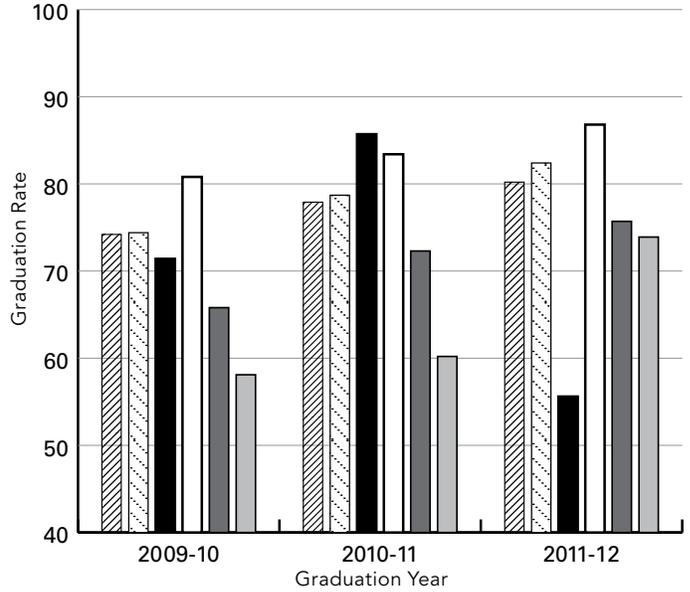


ENGLISH I

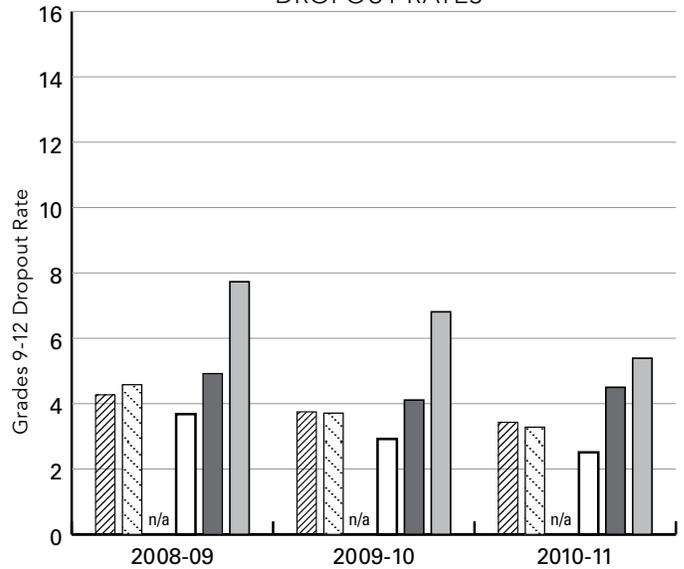


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



DROPOUT RATES

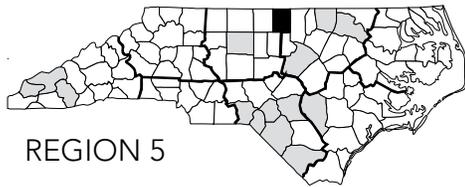


State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

PERSON COUNTY

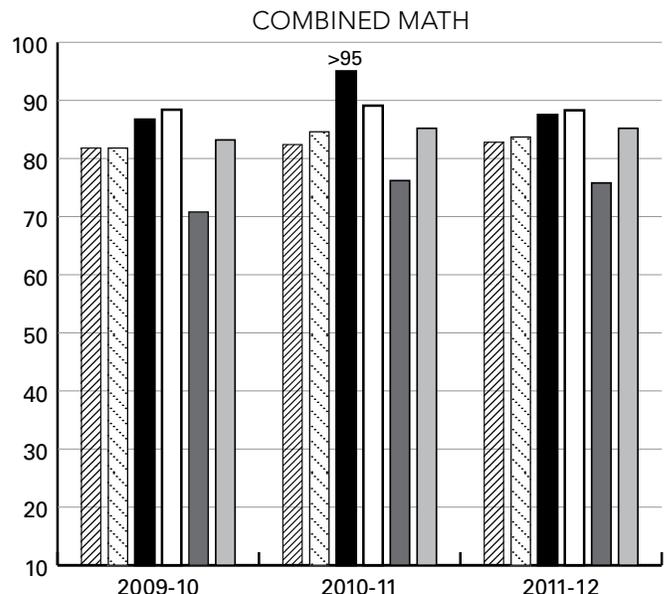
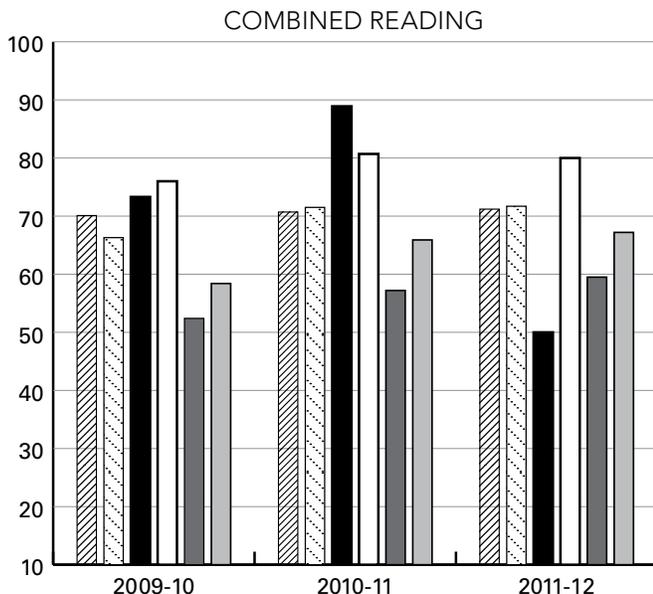


REGION 5

Person County Schools enroll 4,838 students of whom 24 are American Indians (4.2 percent), mainly of the Sappony Tribe. The students attend one of the 12 schools, including one high school. Other campuses include a pre-school center and a program that focuses on early intervention and family services. The three-year data trend shows the district within range of the state in EOG math and English I. When percentages are averaged, the district shows marginal improvement in EOG math. Reading proficiency for American Indians indicates improvement until the third year, when student performance decreases. The significant changes in the number of students tested annually accounts for the fluctuating achievement results. Sparse American Indian student enrollment above the eighth grade restricts meaningful data analysis.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	66.3	73.3	76.0	52.4	58.4
2010-11	70.7	71.5	88.9	80.7	57.2	65.9
2011-12	71.2	71.7	50.0	80.0	59.5	67.2
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	81.8	86.7	88.4	70.8	83.2
2010-11	82.4	84.6	>95	89.1	76.2	85.2
2011-12	82.8	83.7	87.5	88.3	75.8	85.2
Algebra I: End-of-Course Average Scores						
2009-10	77.9	81.8	*	87.7	73.2	70.0
2010-11	76.7	69.4	*	74.8	59.9	69.4
2011-12	78.7	79.7	*	83.4	69.1	93.9
Biology: End-of-Course Average Scores						
2009-10	81.2	80.8	*	93.0	62.2	93.3
2010-11	79.9	81.2	*	88.3	70.3	64.3
2011-12	83.0	90.1	*	92.3	86.5	91.7
English I: End-of-Course Average Scores						
2009-10	82.8	79.4	>95	87.2	69.2	65.4
2010-11	80.6	80.0	*	83.0	74.4	84.4
2011-12	82.9	81.4	*	87.6	70.5	83.3
4-Year Cohort Graduation Rate						
2009-10	74.2	70.0	n/a	74.5	62.7	71.4
2010-11	77.9	72.7	n/a	81.2	60.6	76.9
2011-12	80.2	68.4	n/a	70.3	62.9	82.4
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	5.40	n/a	5.04	6.23	n/a
2010-11	3.75	5.96	n/a	4.96	7.64	n/a
2011-12	3.43	5.47	n/a	5.03	6.37	n/a

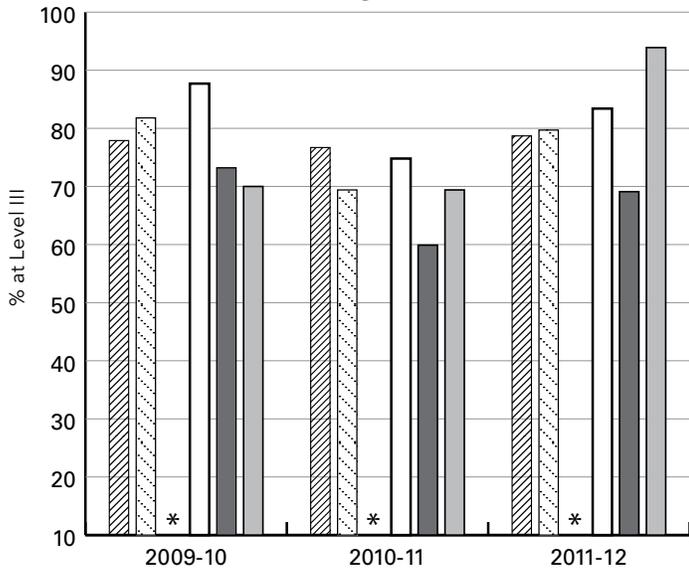
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



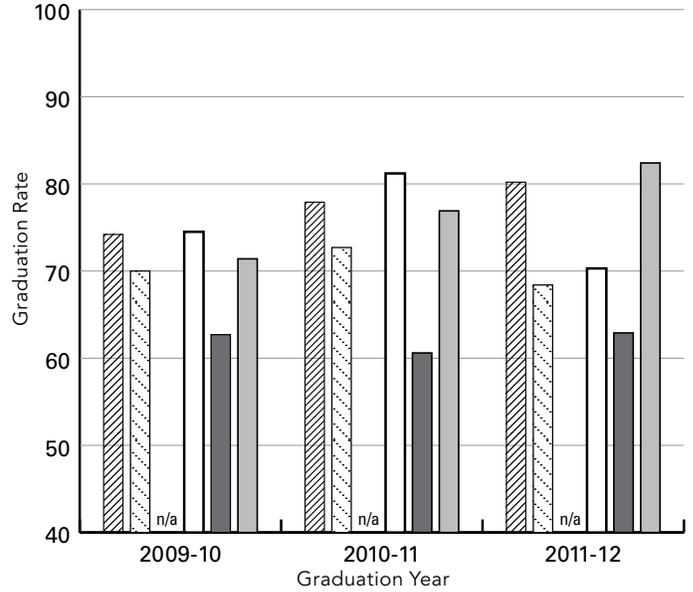
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

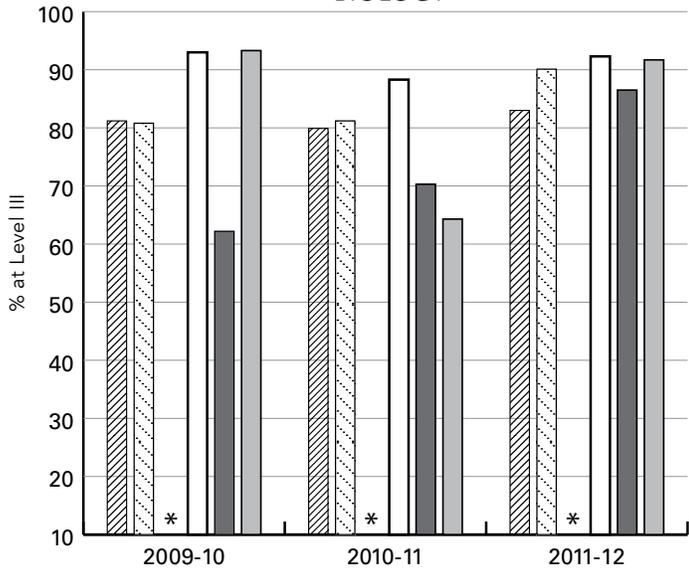
ALGEBRA I



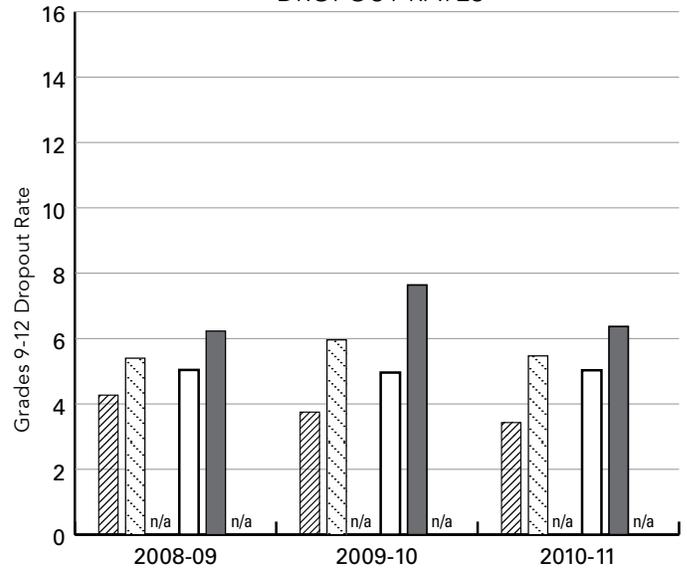
4-YEAR COHORT GRADUATION RATES



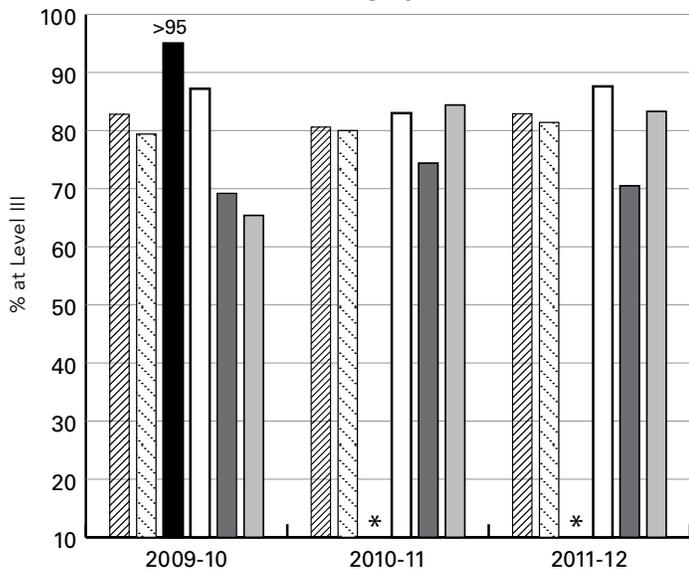
BIOLOGY



DROPOUT RATES



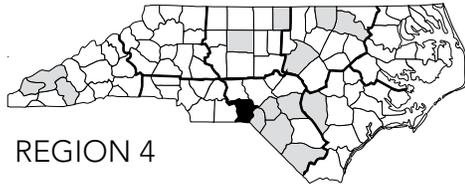
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

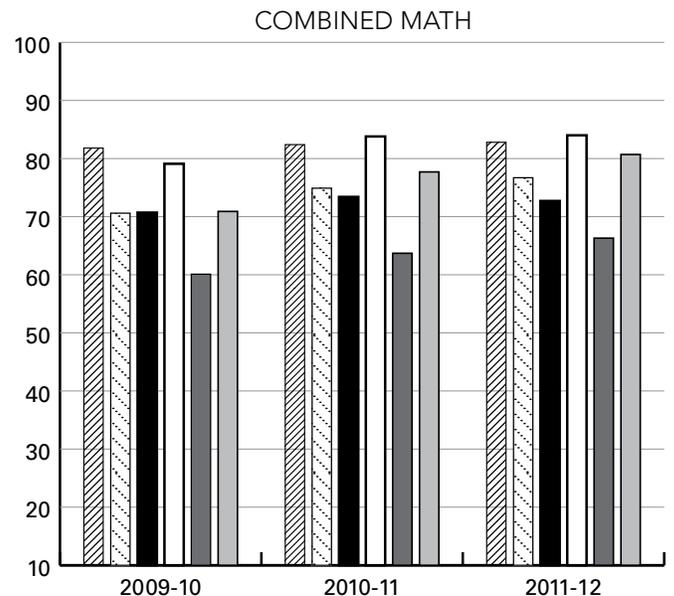
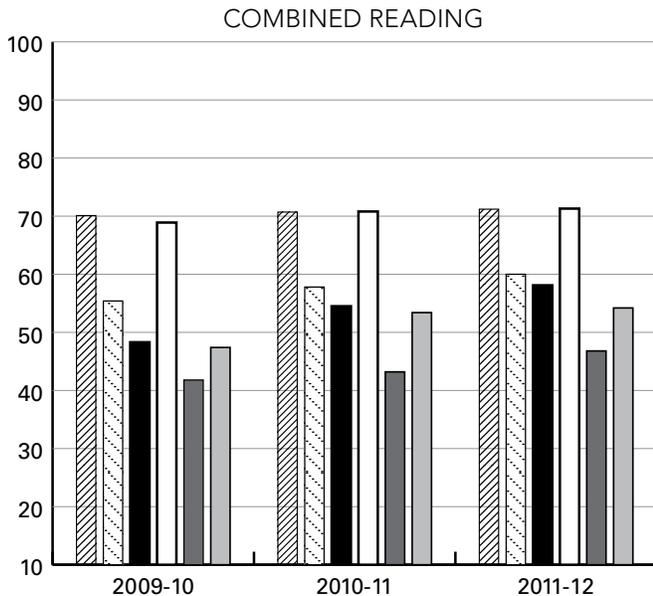


REGION 4

Richmond County Schools enroll 7,640 students of whom 324 (4.2 percent) are American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 17 schools, including one high school, one early college high school, and several special-focus campuses. Over three years, the district has performed below the state in the EOG/EOC subjects, showing deficits in EOG reading. Nevertheless, the annual gains suggest a positive trend reversal. American Indians are below the district in the EOG/EOC subjects; however, a positive reversal is noted in three of the five tested subjects. American Indians are performing better than other minority subgroups in English I, yet below Black and Hispanics in the cohort graduation rate. American Indians are performing below their White peers, when comparing the five EOG/EOC proficiency metrics.

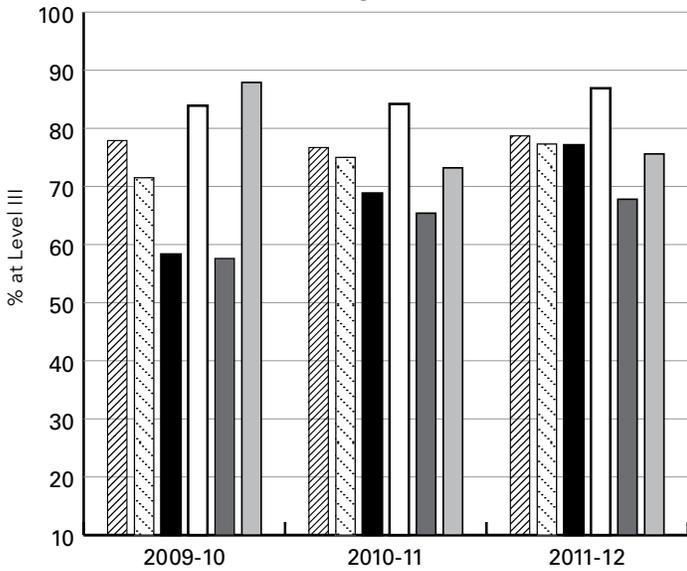
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	55.4	48.3	68.9	41.8	47.4
2010-11	70.7	57.8	54.5	70.8	43.2	53.4
2011-12	71.2	60.0	58.1	71.3	46.8	54.2
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	70.6	70.7	79.1	60.1	70.9
2010-11	82.4	74.9	73.4	83.8	63.7	77.7
2011-12	82.8	76.7	72.7	84.0	66.3	80.7
Algebra I: End-of-Course Average Scores						
2009-10	77.9	71.5	58.3	83.9	57.6	87.9
2010-11	76.7	75.0	68.8	84.2	65.4	73.2
2011-12	78.7	77.3	77.1	86.9	67.8	75.6
Biology: End-of-Course Average Scores						
2009-10	81.2	68.4	59.4	81.9	55.3	68.0
2010-11	79.9	69.3	60.9	81.0	54.1	80.6
2011-12	83.0	83.4	73.3	94.9	69.5	94.1
English I: End-of-Course Average Scores						
2009-10	82.8	74.4	71.4	88.6	58.0	66.7
2010-11	80.6	72.1	76.5	87.9	57.3	61.9
2011-12	82.9	77.8	74.2	87.0	69.4	69.7
4-Year Cohort Graduation Rate						
2009-10	74.2	69.3	57.5	64.7	75.1	69.7
2010-11	77.9	73.6	58.6	67.1	81.2	80.8
2011-12	80.2	73.5	54.1	72.8	77.6	71.9
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	3.28	4.78	3.88	2.49	n/a
2010-11	3.75	3.44	6.87	3.68	2.92	n/a
2011-12	3.43	4.32	6.36	4.01	4.03	7.14

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

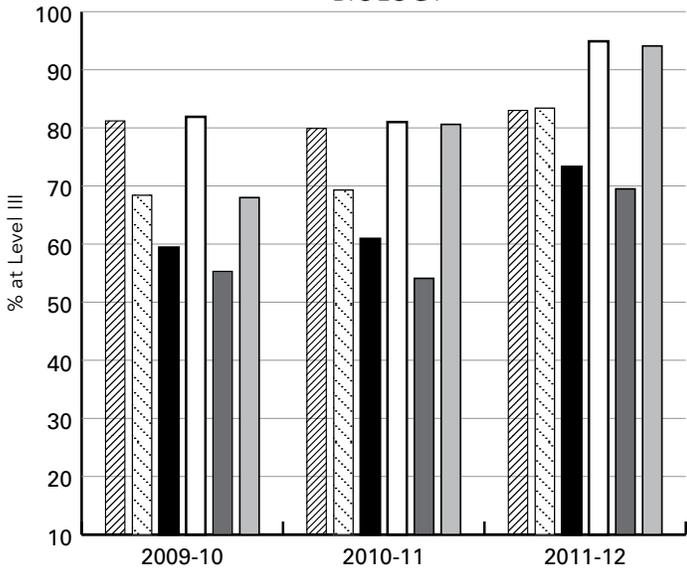


END-OF-COURSE TESTS

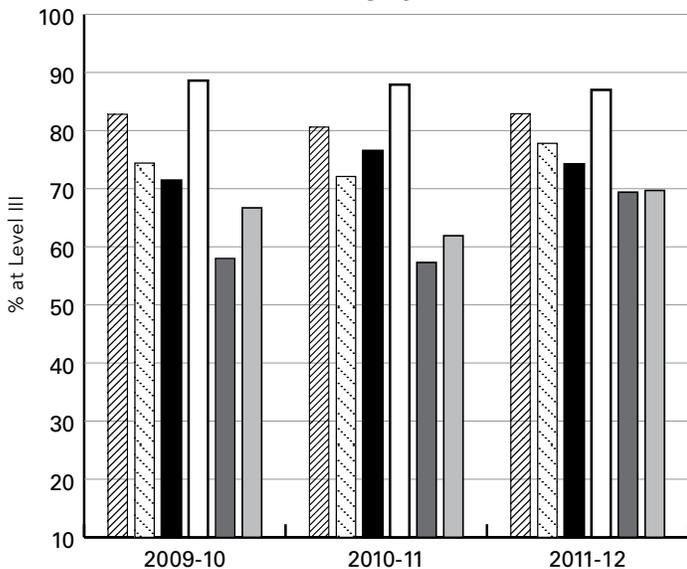
ALGEBRA I



BIOLOGY

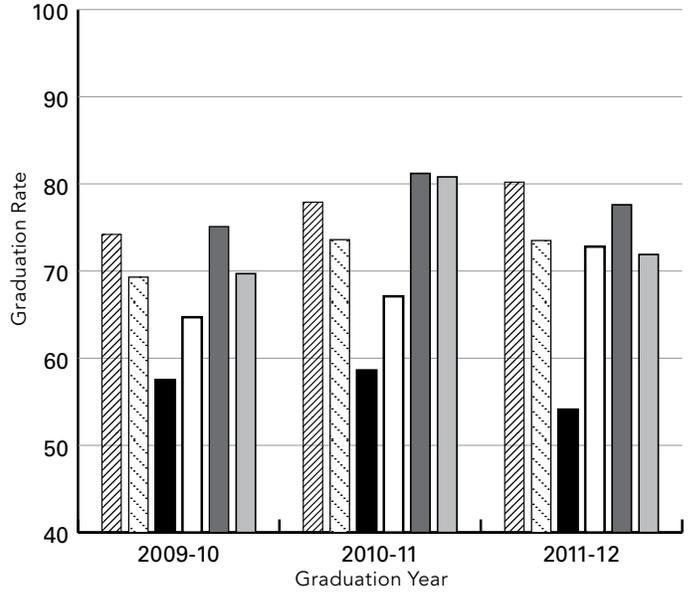


ENGLISH I

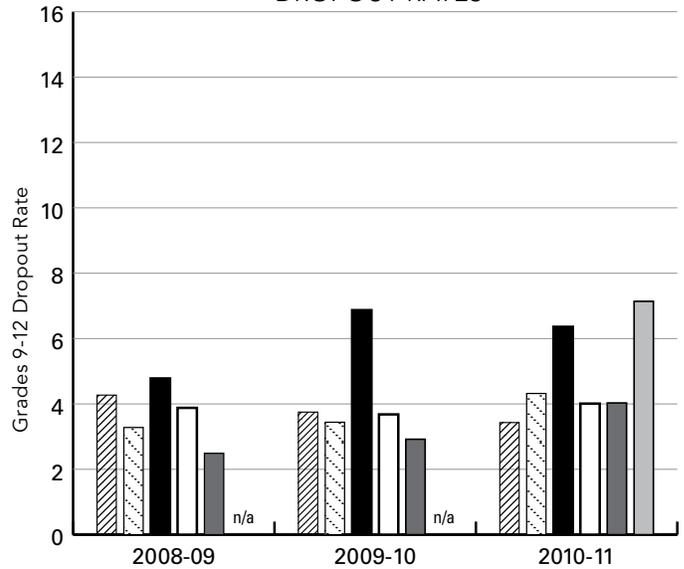


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



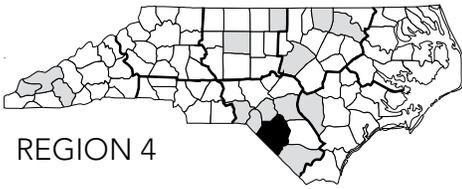
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

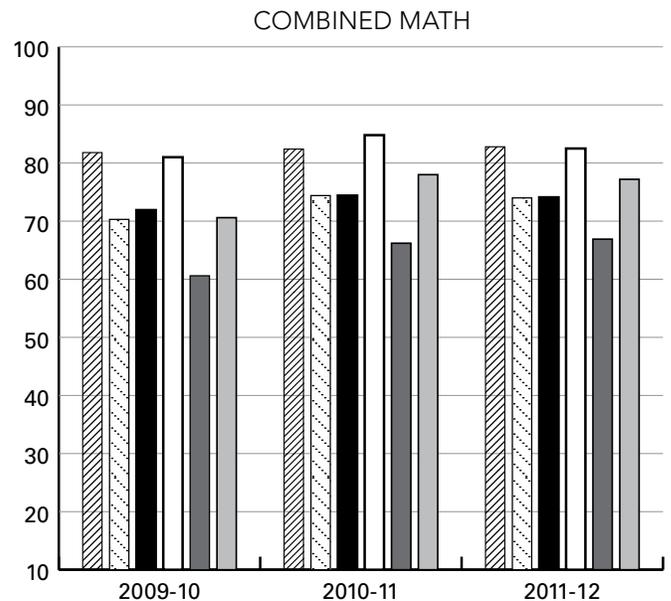
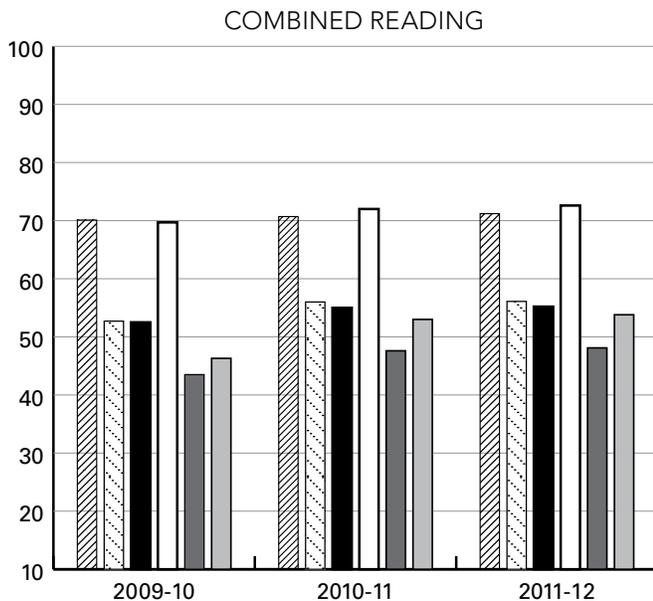
n/a = not available or no students in this racial/ethnic group were enrolled.



The Public Schools of Robeson County enroll 23,772 students of whom 10,164 (43.0 percent) identify as American Indian, mainly of the Lumbee Tribe. Geographically expansive and rural, the district operates 43 schools, including six high schools, an early college high school, a career technical campus, and a pre-school center. Over three years, the district has performed below the state in the EOG/EOC subjects, with sizeable gaps in EOG reading and English I. These data, however, show incremental improvements, including noticeable strides in the cohort graduation rate and dropout rates. Comparatively, American Indians exceed other minorities in EOG reading, yet they are below their Hispanic peers in EOG math, Algebra I, Biology, and in English I. Steady improvement is apparent in the cohort graduation and dropout rates. American Indian students are below their White peers in the two school-completion categories. Similarly, they are below their White peers when comparing grade-level proficiency rates.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	52.7	52.5	69.7	43.5	46.3
2010-11	70.7	56.0	55.0	72.0	47.6	53.0
2011-12	71.2	56.1	55.2	72.6	48.1	53.8
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	70.3	71.9	81.0	60.6	70.6
2010-11	82.4	74.4	74.4	84.8	66.2	78.0
2011-12	82.8	74.0	74.1	82.5	66.9	77.2
Algebra I: End-of-Course Average Scores						
2009-10	77.9	67.8	64.7	82.6	62.4	78.5
2010-11	76.7	73.0	69.3	83.4	70.6	82.7
2011-12	78.7	75.6	74.9	84.7	69.6	82.7
Biology: End-of-Course Average Scores						
2009-10	81.2	71.3	66.2	85.7	69.2	75.7
2010-11	79.9	70.4	66.0	84.0	65.1	80.2
2011-12	83.0	81.7	74.3	92.9	84.1	90.2
English I: End-of-Course Average Scores						
2009-10	82.8	66.2	60.1	85.6	62.7	69.5
2010-11	80.6	62.7	59.3	75.2	60.7	63.1
2011-12	82.9	70.6	70.7	87.3	61.4	69.5
4-Year Cohort Graduation Rate						
2009-10	74.2	74.8	75.4	73.9	75.2	72.7
2010-11	77.9	78.8	76.1	80.0	80.4	84.5
2011-12	80.2	82.6	80.6	83.1	82.5	90.7
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	4.50	4.27	4.88	5.31	n/a
2010-11	3.75	4.42	4.83	5.31	4.26	n/a
2011-12	3.43	3.48	3.58	3.80	3.45	1.08

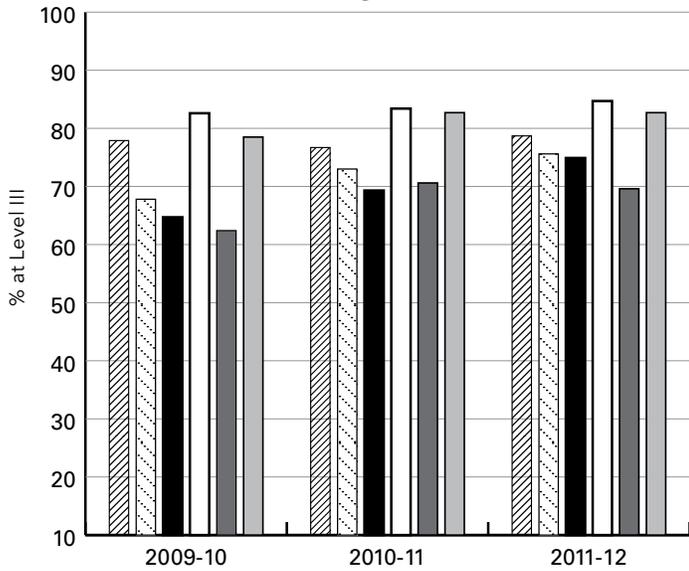
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



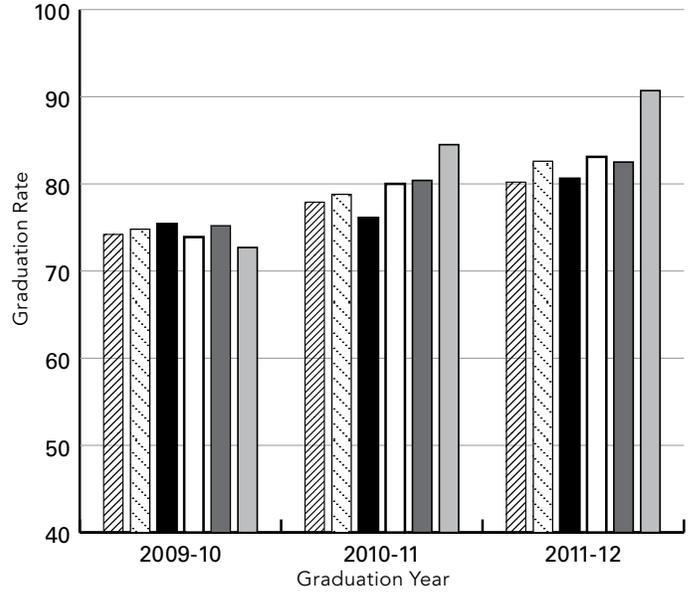
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

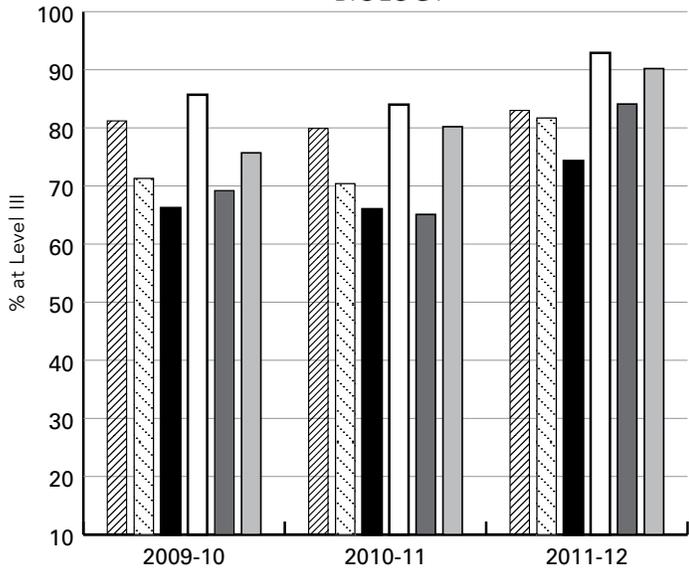
ALGEBRA I



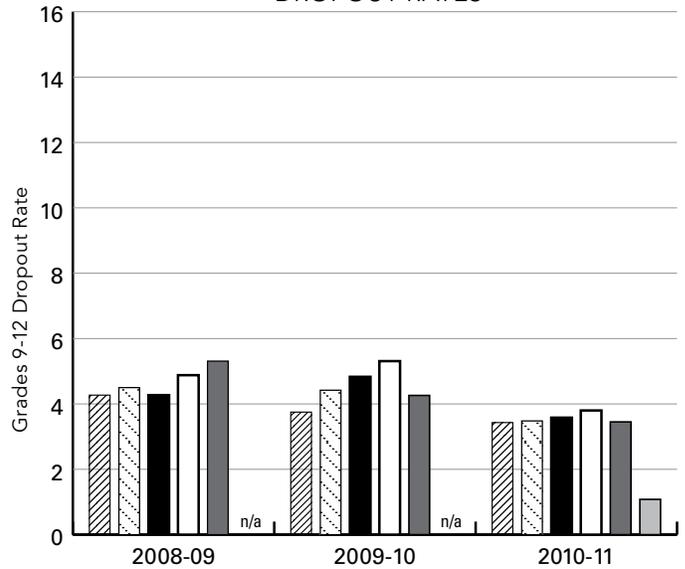
4-YEAR COHORT GRADUATION RATES



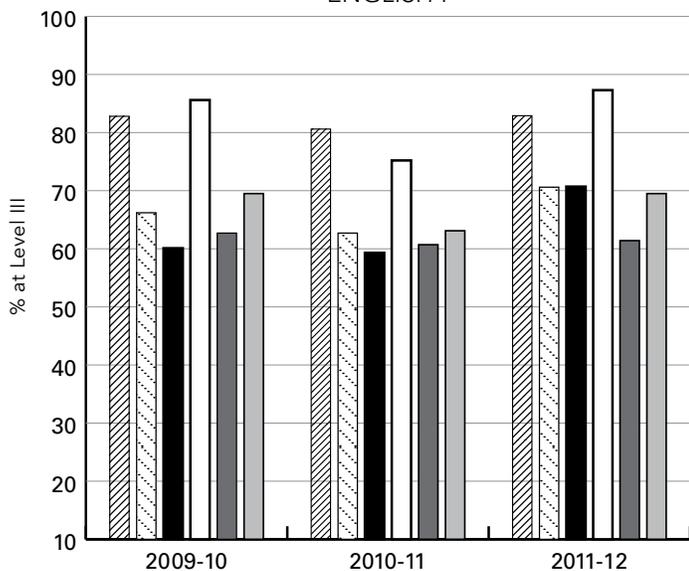
BIOLOGY



DROPOUT RATES



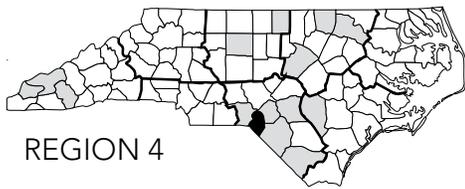
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

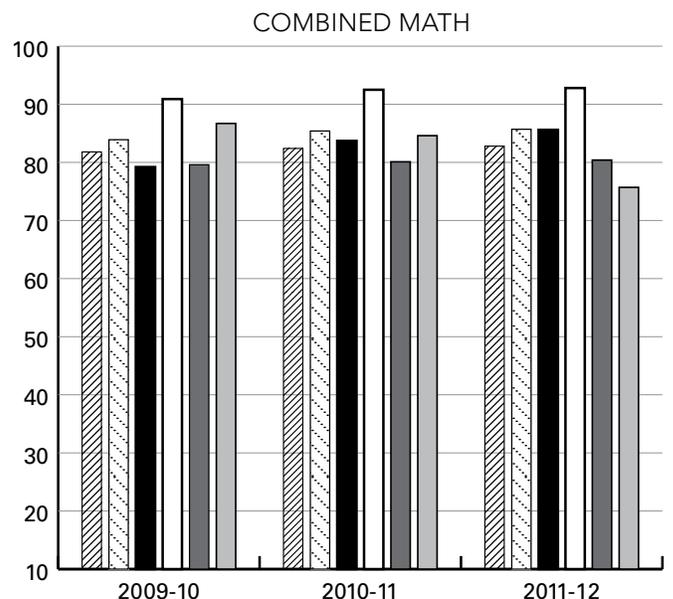
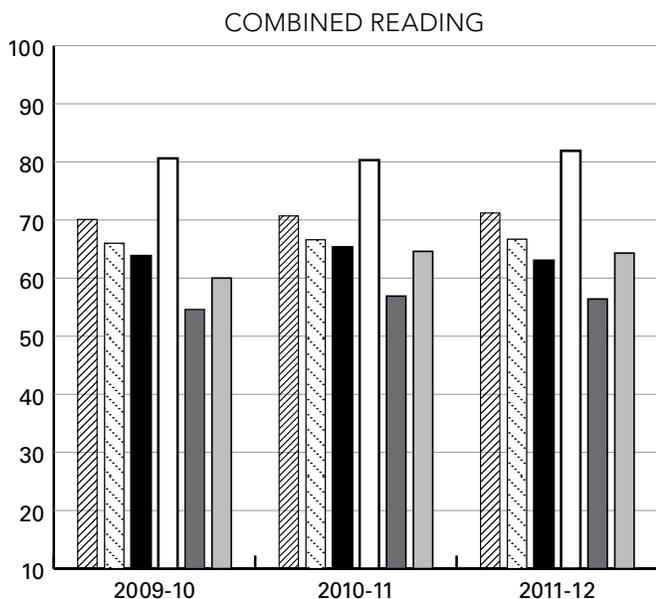


REGION 4

Scotland County Schools enroll 6,140 students, including 922 American Indians (15.0 percent). The tribe of principal identity is Lumbee. The district operates 16 campuses, including one high school and one early college high school. The district is below the state in all areas except EOG math; however, the district shows noticeable improvement in English I and in the cohort graduation rate. A three-year average shows American Indians performing above the district in Biology, yet lagging in the other tested subjects. When comparing all minority subgroups, American Indians are slightly above their peers in EOG reading; slightly above Blacks in EOG math; and below Hispanics in math. Worthy of note is an improvement in the cohort graduation rate. In the metric for grade-level proficiency in the EOG/EOC subjects, American Indians are below their White peers.

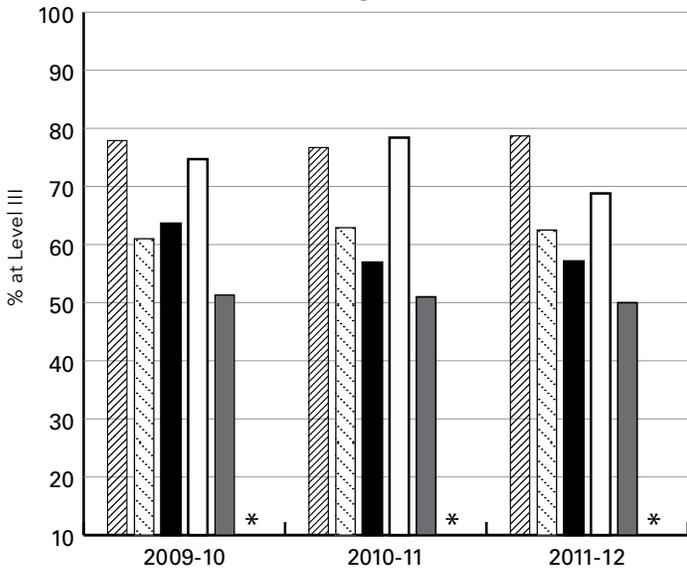
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	66.0	63.8	80.6	54.6	60.0
2010-11	70.7	66.6	65.3	80.3	56.9	64.6
2011-12	71.2	66.7	63.0	81.9	56.4	64.3
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	83.9	79.2	90.9	79.6	86.7
2010-11	82.4	85.4	83.7	92.5	80.1	84.6
2011-12	82.8	85.7	85.6	92.8	80.4	75.7
Algebra I: End-of-Course Average Scores						
2009-10	77.9	61.0	63.6	74.7	51.3	*
2010-11	76.7	62.9	56.9	78.4	51.0	*
2011-12	78.7	62.5	57.1	68.8	50.0	*
Biology: End-of-Course Average Scores						
2009-10	81.2	72.0	69.6	84.5	63.8	*
2010-11	79.9	63.3	75.0	80.7	47.5	*
2011-12	83.0	75.8	78.6	85.9	64.7	83.3
English I: End-of-Course Average Scores						
2009-10	82.8	68.6	63.0	85.4	58.9	*
2010-11	80.6	75.7	74.2	87.2	66.7	*
2011-12	82.9	74.6	57.1	86.1	70.3	87.5
4-Year Cohort Graduation Rate						
2009-10	74.2	69.5	54.8	69.3	72.9	n/a
2010-11	77.9	65.6	63.9	68.5	62.9	n/a
2011-12	80.2	76.2	77.1	80.0	73.8	n/a
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	4.19	5.44	4.40	3.80	n/a
2010-11	3.75	4.07	6.43	4.64	3.21	n/a
2011-12	3.43	5.37	5.69	2.83	7.06	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

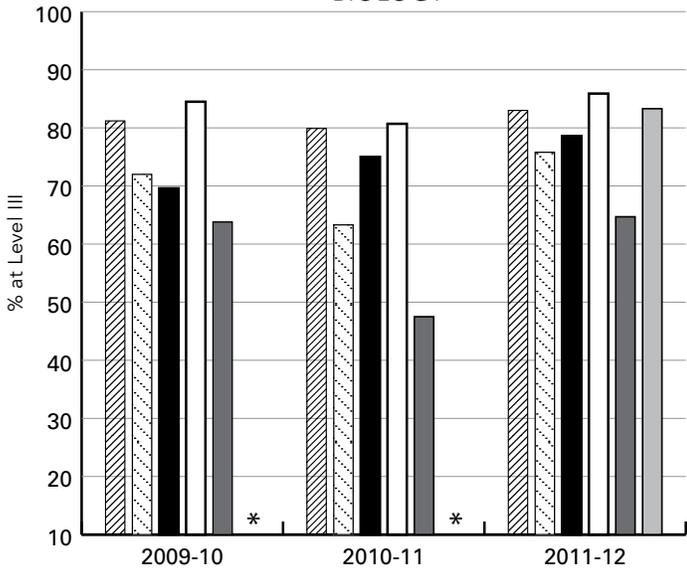


END-OF-COURSE TESTS

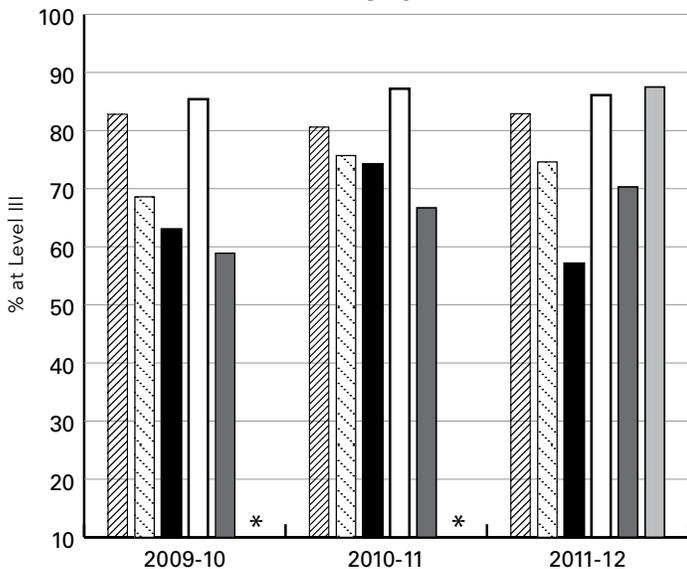
ALGEBRA I



BIOLOGY

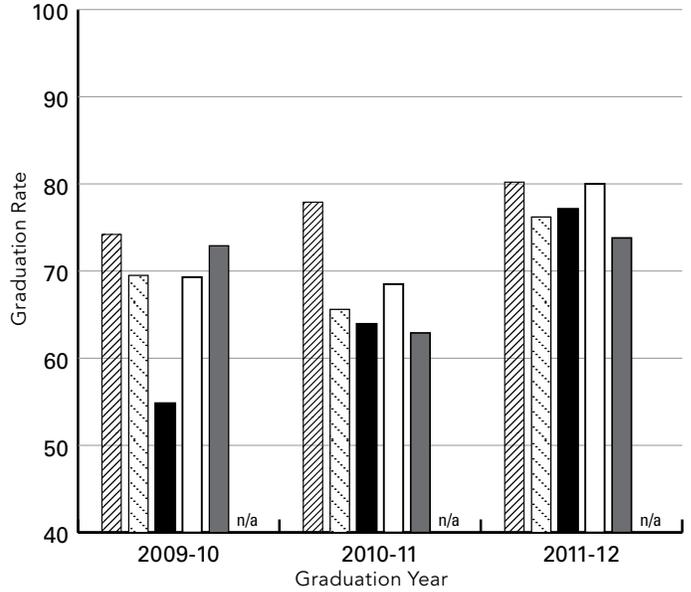


ENGLISH I

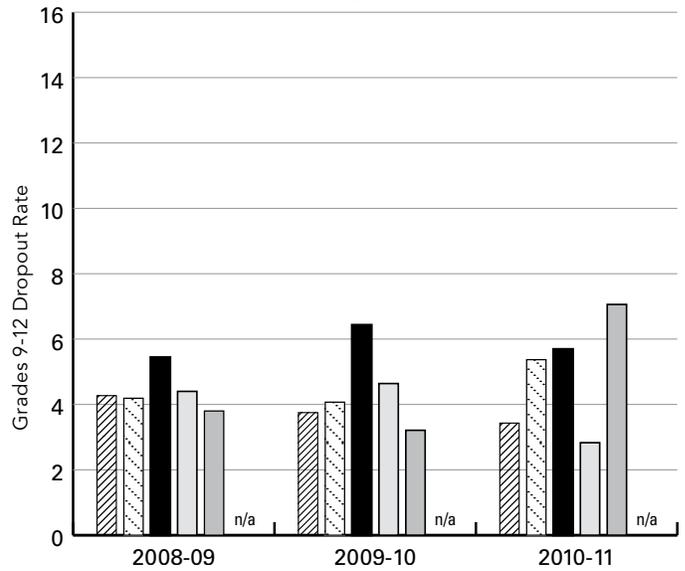


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



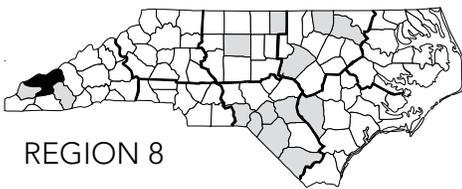
DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

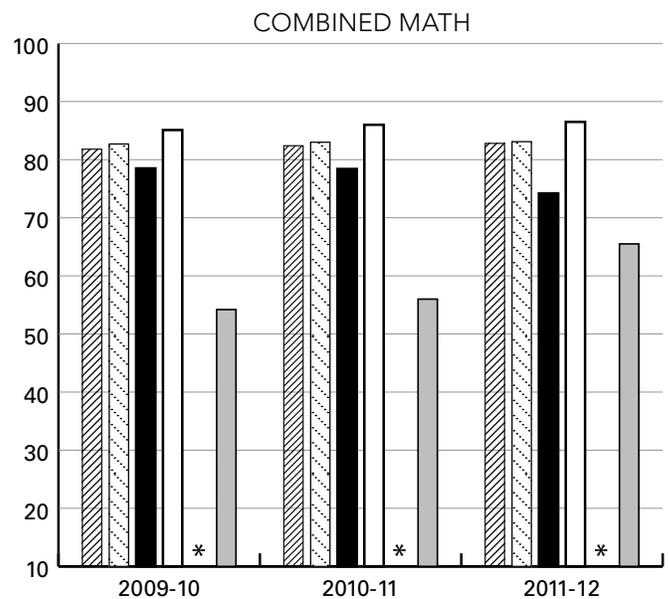
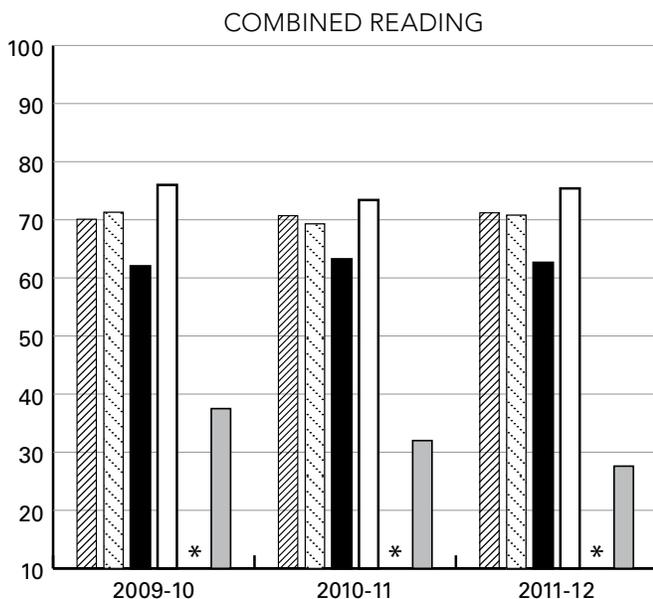
n/a = not available or no students in this racial/ethnic group were enrolled.



Swain County Schools enroll 1,951 students of whom 237 (23.7 percent) are members of the Eastern Band of Cherokee. Located on land contiguous with the Qualla Boundary, the district operates nine schools, including two early college high school campuses, and one high school. Regarding three-year trends, the district compares with the state in the EOG categories and shows steady improvement in the cohort graduation rate. Conversely, the district dropout rate has increased. Three-year data for American Indian subgroups show grade-level proficiency rates trending below the district and fluctuations in the cohort graduation and dropout rates. Comparatively, American Indian students exceed Hispanics in EOG reading and math; however, American Indians students are below their White peers in tested EOG/EOC subjects.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	71.3	62.0	76.0	*	37.5
2010-11	70.7	69.3	63.2	73.4	*	32.0
2011-12	71.2	70.8	62.6	75.4	*	27.6
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	82.7	78.5	85.1	*	54.2
2010-11	82.4	83.0	78.4	86.0	*	56.0
2011-12	82.8	83.1	74.2	86.5	*	65.5
Algebra I: End-of-Course Average Scores						
2009-10	77.9	72.9	74.6	71.8	*	60.0
2010-11	76.7	80.8	67.3	84.9	*	*
2011-12	78.7	72.4	70.5	74.1	*	80.0
Biology: End-of-Course Average Scores						
2009-10	81.2	71.1	60.5	74.5	*	*
2010-11	79.9	77.6	72.7	81.0	*	80.0
2011-12	83.0	75.2	75.3	75.3	*	*
English I: End-of-Course Average Scores						
2009-10	82.8	86.7	84.7	87.2	*	>95
2010-11	80.6	77.5	78.0	75.5	*	*
2011-12	82.9	72.8	65.0	75.7	*	60.0
4-Year Cohort Graduation Rate						
2009-10	74.2	70.2	70.0	69.4	n/a	n/a
2010-11	77.9	73.3	58.1	79.0	n/a	*
2011-12	80.2	79.9	78.4	80.0	n/a	83.3
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	6.33	9.83	4.98	n/a	n/a
2010-11	3.75	6.11	5.29	6.81	n/a	n/a
2011-12	3.43	6.81	7.46	6.74	n/a	n/a

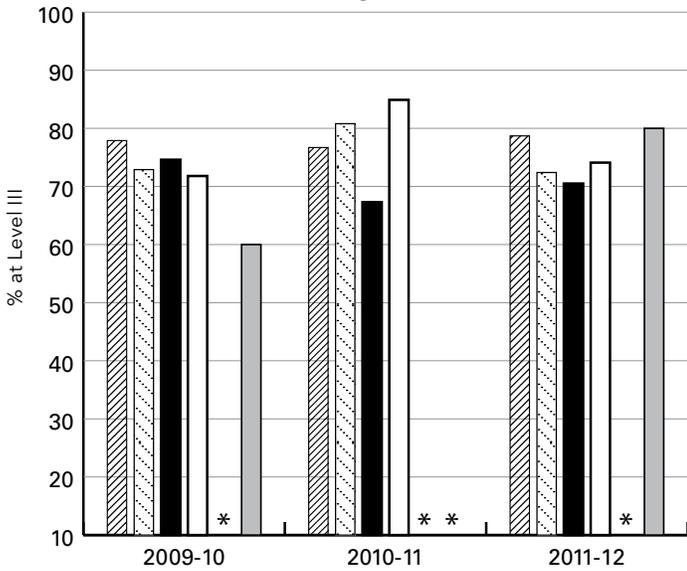
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



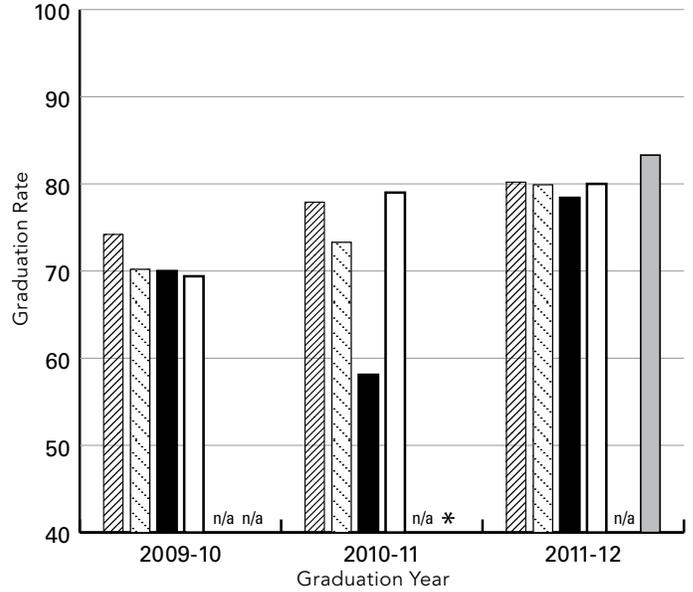
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

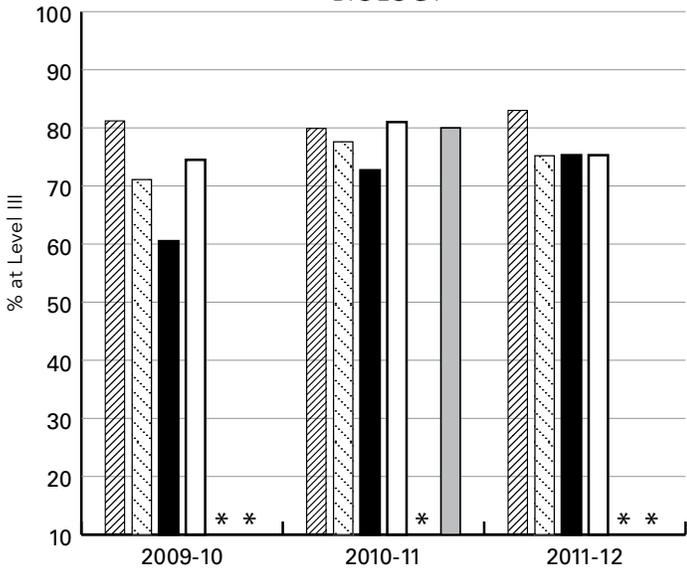
ALGEBRA I



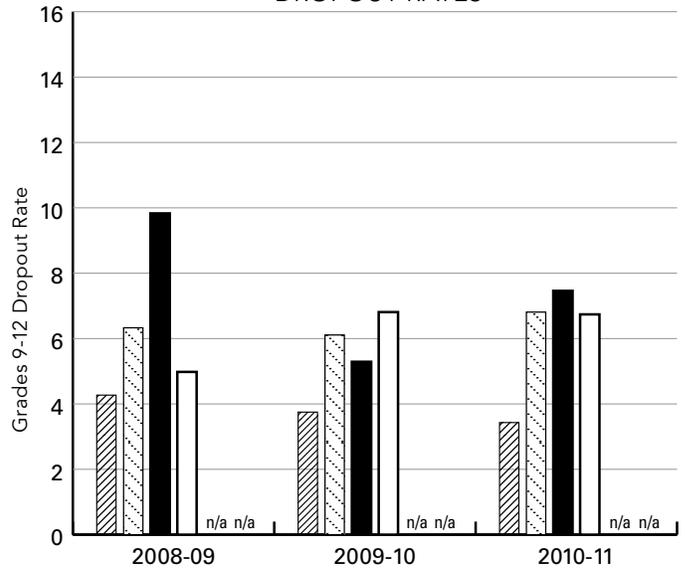
4-YEAR COHORT GRADUATION RATES



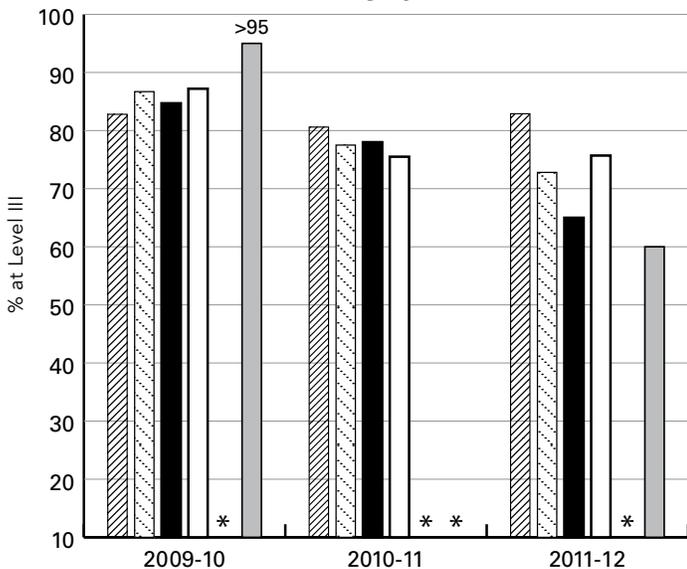
BIOLOGY



DROPOUT RATES



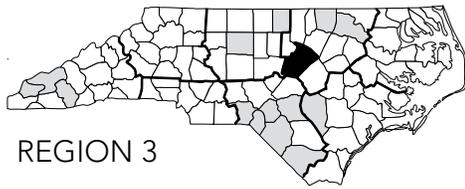
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

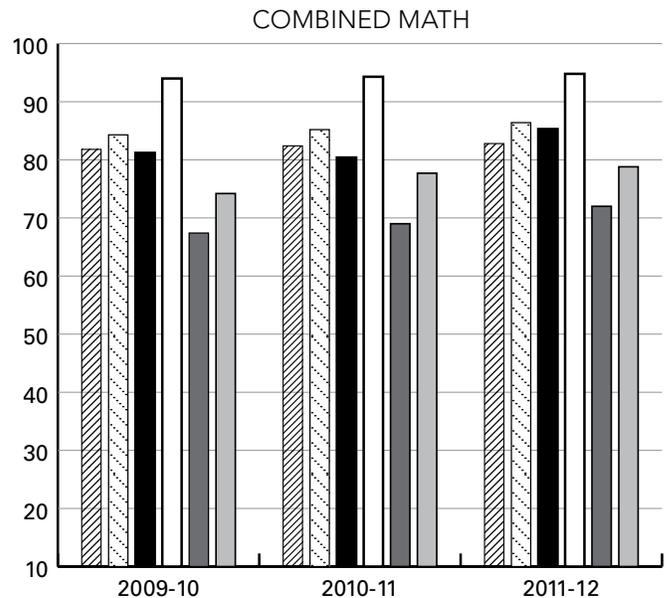
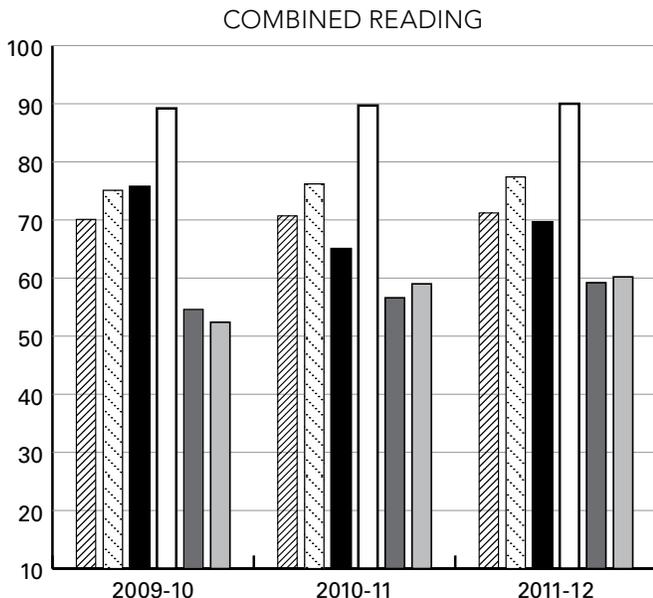


REGION 3

Wake County Schools enroll 149,508 students and operates 162 schools, including 25 high schools, and a cadre of special-focus campuses. Richly diverse in countries of origin, Wake County enrolls 578 (0.4 percent) American Indian students representing 78 tribal affiliations. In the five EOG/EOC tested subjects, Wake County students performed better than the state. When comparing the mean grade-level rates for all minority subgroups, American Indians exceed in each EOG/EOC category. When the same metric is compared with their White peers, American Indians are below in the overall proficiency rate. When analyzing the two school completion categories, two findings are apparent: 1) the American Indian cohort graduation rate has fallen 2) while the dropout rate for American Indians has decreased over three years.

Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	75.1	75.7	89.2	54.6	52.4
2010-11	70.7	76.2	65.0	89.7	56.6	59.0
2011-12	71.2	77.4	69.6	90.0	59.2	60.2
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	84.3	81.2	94.0	67.4	74.2
2010-11	82.4	85.2	80.4	94.3	69	77.7
2011-12	82.8	86.4	85.3	94.8	72	78.8
Algebra I: End-of-Course Average Scores						
2009-10	77.9	84.9	76.7	>95	67.1	72.5
2010-11	76.7	85.0	81.7	94.2	68.4	78.9
2011-12	78.7	86.1	74.2	93.8	72.0	80.6
Biology: End-of-Course Average Scores						
2009-10	81.2	84.2	89.7	>95	65.3	73.4
2010-11	79.9	84.4	76.9	>95	65.1	76.0
2011-12	83.0	87.2	86.0	>95	71.9	79.4
English I: End-of-Course Average Scores						
2009-10	82.8	85.4	76.5	>95	72.2	66.4
2010-11	80.6	84.6	76.3	95.0	70.2	73.2
2011-12	82.9	87.0	78.3	>95	74.5	77.1
4-Year Cohort Graduation Rate						
2009-10	74.2	78.2	95.7	89.3	63.9	54.2
2010-11	77.9	80.9	83.3	90.7	67.9	65.2
2011-12	80.2	80.8	76.5	90.3	70.2	65.4
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	3.47	5.76	1.82	5.35	7.38
2010-11	3.75	3.53	n/a	1.86	5.32	6.86
2011-12	3.43	3.25	2.54	1.66	5.43	5.78

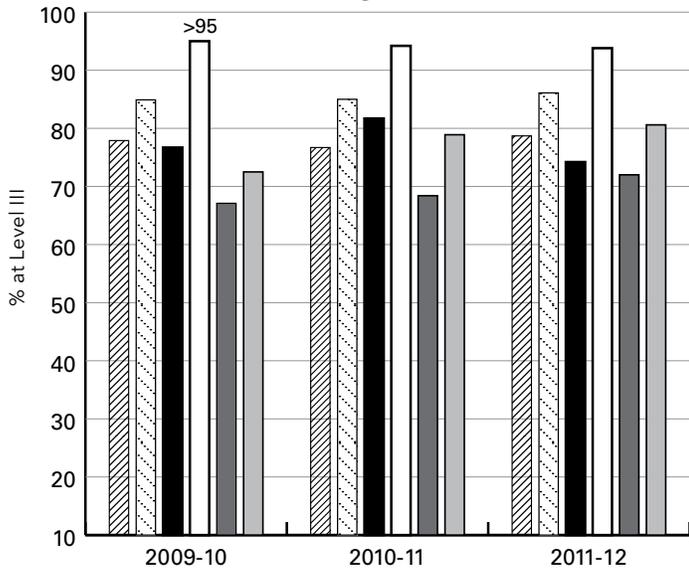
GRADES 3-8 READING AND MATH END-OF-GRADE TESTS



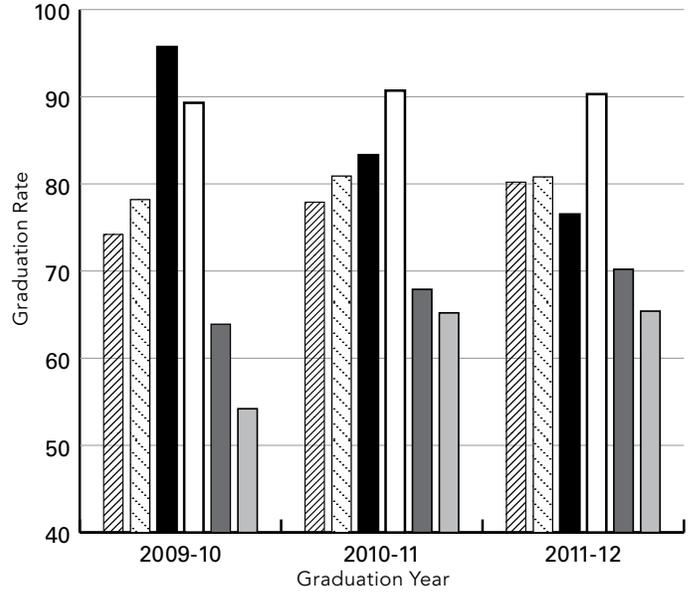
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

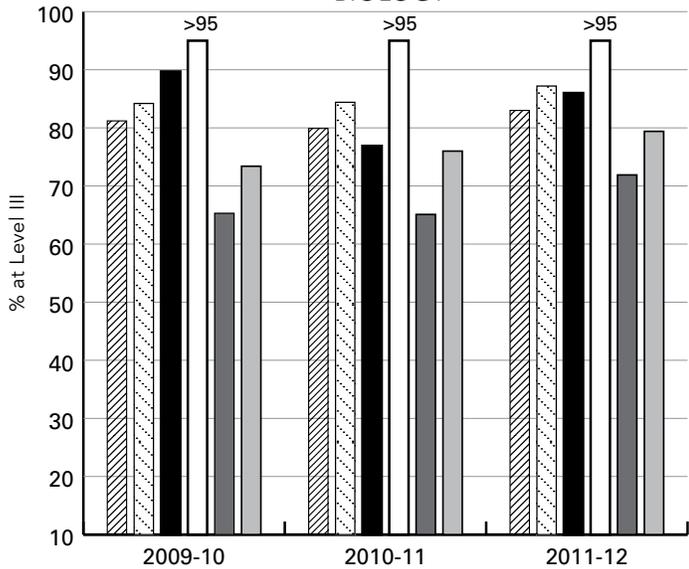
ALGEBRA I



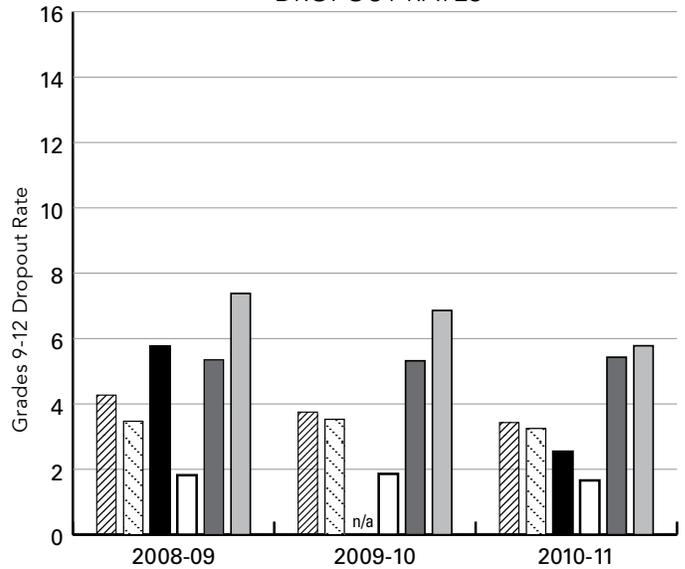
4-YEAR COHORT GRADUATION RATES



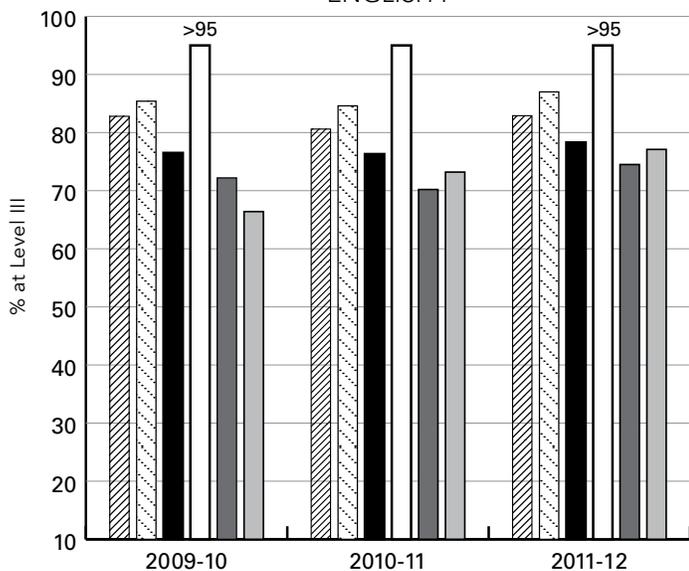
BIOLOGY



DROPOUT RATES



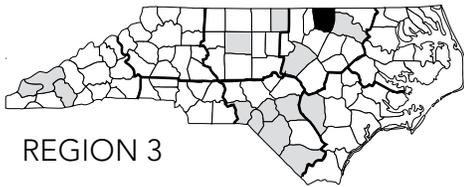
ENGLISH I



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

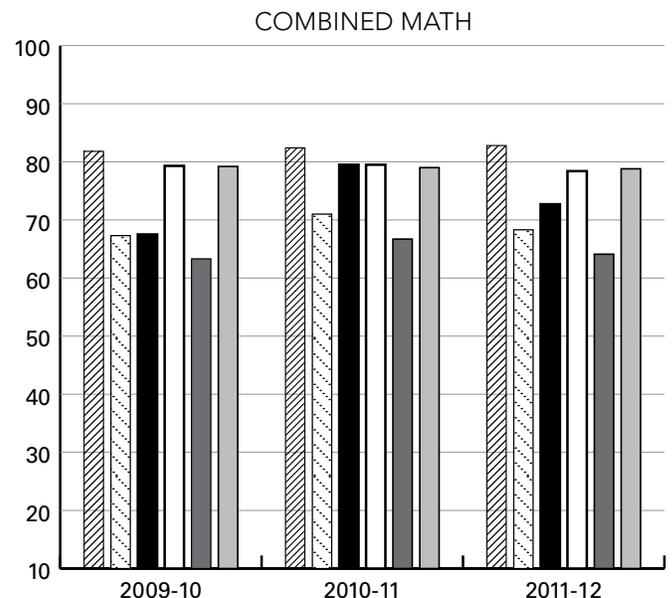
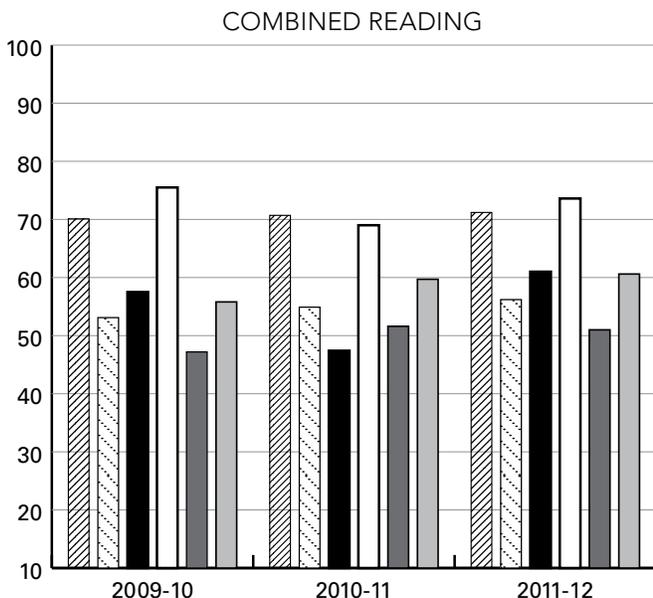


REGION 3

Warren County Schools enroll 2,425 students, including 163 American Indians, or 6.8 percent of the enrollment. The American Indian students enrolled in the district are mainly of the Haliwa-Saponi Tribe, which also is indigenous to Halifax County and the surrounding communities. Warren County operates six schools, including one high school and several special-focus campuses. With the exception of the cohort graduation rate, the district falls behind the state in every category. American Indians exceed the state in two of the five EOG/EOC subjects, in some years, the LEA in six subjects; in most years the Black subgroup in six subjects; and the Hispanic subgroup in two areas. The American Indian cohort graduation rate is the highest of the subgroups, yet these data show a downward fluctuation in the three-year trend. Comparatively, American Indian students are below their White peers in EOG/EOC tested subjects.

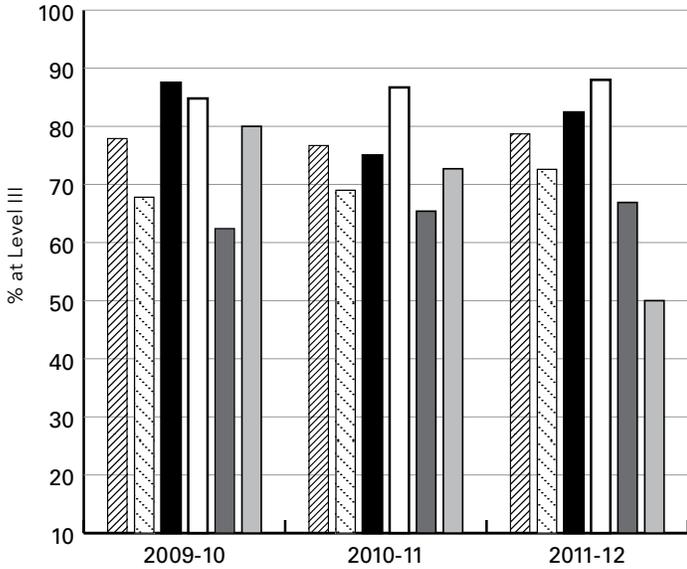
Year	State	LEA	American Indian	White	Black	Hispanic
Combined End-of-Grade Reading Average Scores (Gr.3-8)						
2009-10	70.1	53.1	57.5	75.5	47.2	55.8
2010-11	70.7	54.9	47.4	69.0	51.6	59.7
2011-12	71.2	56.2	61.0	73.6	51.0	60.6
Combined End-of-Grade Math Average Scores (Gr. 3-8)						
2009-10	81.8	67.3	67.5	79.3	63.3	79.2
2010-11	82.4	71.0	79.5	79.5	66.7	79.0
2011-12	82.8	68.3	72.7	78.4	64.1	78.8
Algebra I: End-of-Course Average Scores						
2009-10	77.9	67.8	87.5	84.8	62.4	80.0
2010-11	76.7	69.0	75.0	86.7	65.4	72.7
2011-12	78.7	72.6	82.4	88.0	66.9	50.0
Biology: End-of-Course Average Scores						
2009-10	81.2	72.5	82.6	90.2	65.9	66.7
2010-11	79.9	76.3	69.2	91.3	70.2	>95
2011-12	83.0	67.6	80.0	87.5	62.0	66.7
English I: End-of-Course Average Scores						
2009-10	82.8	78.1	80.0	90.5	73.6	*
2010-11	80.6	70.6	92.3	92.1	62.3	11.0
2011-12	82.9	74.7	87.5	74.3	72.4	66.7
4-Year Cohort Graduation Rate						
2009-10	74.2	71.2	100.0	74.4	70.7	*
2010-11	77.9	79.5	86.7	85.3	77.8	83.3
2011-12	80.2	83.9	89.5	84.8	83.2	85.7
Annual Dropout Rate (Gr. 9-12)						
2009-10	4.27	5.55	n/a	4.85	4.97	n/a
2010-11	3.75	4.16	n/a	3.73	4.56	n/a
2011-12	3.43	3.90	n/a	n/a	4.61	n/a

GRADES 3-8 READING AND MATH END-OF-GRADE TESTS

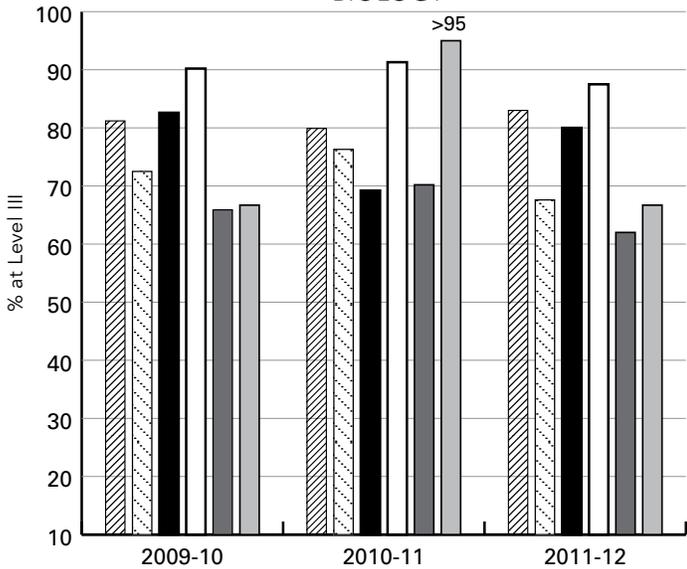


END-OF-COURSE TESTS

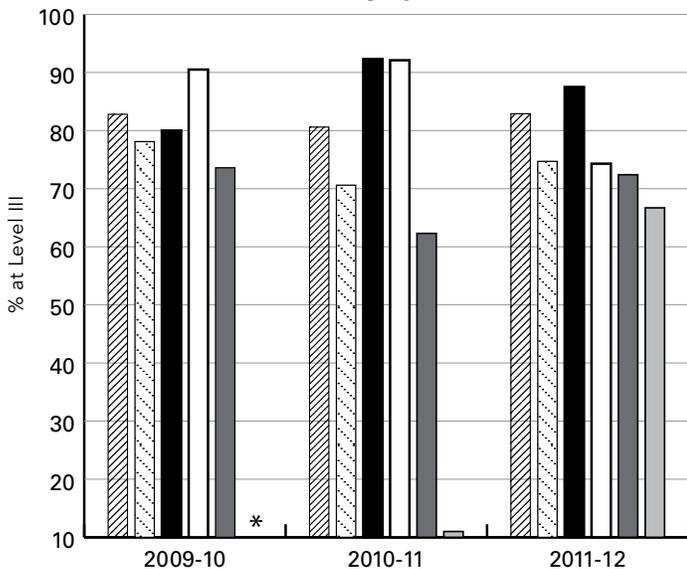
ALGEBRA I



BIOLOGY

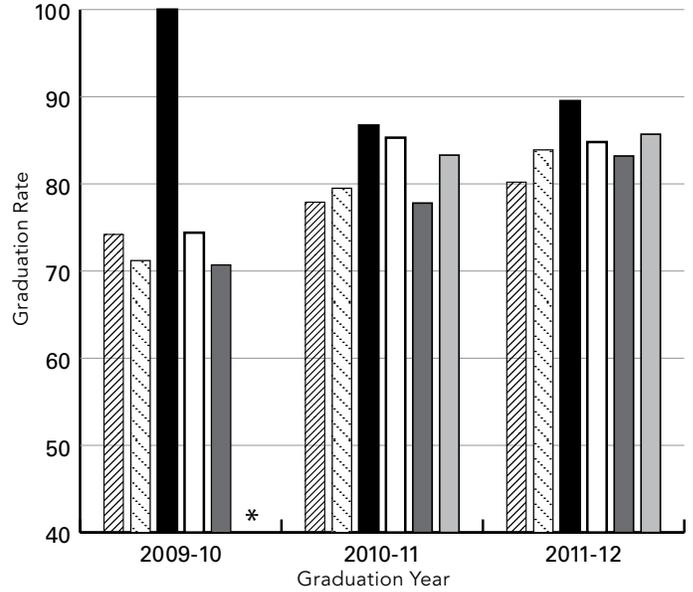


ENGLISH I

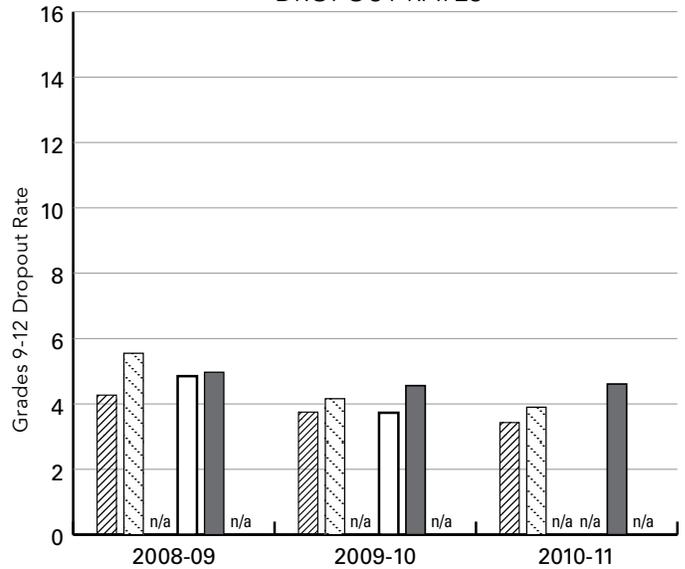


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



DROPOUT RATES



State
 American Indian
 White
 Black
 Hispanic

* Fewer than 5 students in the cohort

n/a = not available or no students in this racial/ethnic group were enrolled.

PART IV: Lessons from the Profiles



Selected Findings

Total cohort averages of three accountability areas - 1) the cohort graduation rate, 2) composite reading, and 3) Algebra I - reveal the following comparative findings.

- As a whole, the cohort of school systems reported here shows commendable progress in the cohort graduation rate metric. For example, in five LEAs (Local Education Agency), both the LEA and the American Indian rates have concurrently increased since 2009-10. Largely because of small subgroup numbers and perhaps the calculation methodology, the American Indian dropout results tend to show greater swings (plus and minus) than the four-year cohort graduation results.

Implications for Strategic Action: Because the issue of dropping out tends to be pervasive among American Indian students, school improvement teams should frequently track two metrics with equal certitude: 1) the four-year cohort graduation rate and 2) the annual dropout rate. Taking this dual approach seems necessary if the vision of educators is to increase the number of American Indian high school graduates.

- Reading performance appears to be a pressure point for American Indian students. When grade-level proficiency percentages are averaged for the LEA, American Indians, and White students, the results are 65.1, 62 and 75.1 percent respectively.

Implications for Action: Given these three-year averages, 38 percent of American Indian students in grades 3-8 are reading below grade level, compared to a rate of 34.9 percent for the LEA and 24.9 percent for White subgroups. Unattended reading problems have numerous negative side effects; thus, it behooves schools to adopt an early prevention philosophy and to provide the necessary resources to intervene before third grade. Teachers and curriculum specialists must determine the extent to which American Indians are reading below grade level and take immediate steps to narrow the proficiency gaps.

- At the LEA level, three-year averages show that 76.5 percent of students are performing at or above grade level in Algebra I, compared with 73 percent of American Indians and 79.6 percent of White students. Statistically, American Indians appear stronger in Algebra I than in reading; however, this finding deserves some clarification. First, the EOG reading percentages represent a student population from different developmental stages - elementary and middle grades - whereas students enrolled in Algebra I are approximately the same age and are generally in high school. Additionally, young students have not had the same exposure to standardized tests as have students tested in Algebra I. Nevertheless, American Indian students appear to have a better command of Algebra I than of reading; therefore, schools should build upon their success in mathematical achievement.

Implications for Action: While 73 percent of American Indians are performing at proficient or above in Algebra I, 27 percent of American Indians are performing below grade level in Algebra I compared with 23.5 percent at the LEA level. Among White students, 21.4 percent are performing below proficiency in Algebra I. Math experts regard Algebra I as a gatekeeper subject, since it is the first in a series of higher-level math courses that students need for college or workplace success. Because many students fail to develop a solid math foundation, they graduate from high school unprepared for the 21st century. American Indians whose performance is below grade level will benefit from math teachers who employ direct teaching approaches, provide positive reinforcement, integrate cooperative learning, and work closely with parents to help students gain the self-confidence to succeed in rigorous courses.

Final Comments

Reflecting on the question that guided the research of Lewis Meriam nearly a century ago, the Council believes it is equally possible to educate the American Indian student as any other subgroup, if the right conditions and resources are provided. Having the right conditions begins with people: the leaders empowered to set the tone, to hire the best staff, and to inspire with purpose and passion. The school leader must strive for cultural inclusion and be able to project a sense of authenticity and trustworthiness, two traits of importance when working in predominantly American Indian communities. The objective is to gain full participation of parents in their students' education (Auerback, 2010; Epstein & Sanders, 2012).

Another conditional requisite recommended by James Comer (2004) includes teachers and specialists who are deeply aware of human development and its place in the curriculum (Comer, Joyner, & Ben-Avie, 2004). In light of findings in this report that point to weaknesses in reading, American Indian students require instruction that intentionally integrates the pathways of speaking, writing, listening, reading, and observing. Learning to read requires many caring individuals investing time as listeners, storytellers, and conversation partners. Schools cannot solve the literacy problem single-handedly. Seeking broad participation from tribal organizations, business partners, and, most importantly, the parents is imperative. In this vein, Long (2012) believes that mothers make a tremendous difference in the success of their children. From fostering a love for books to monitoring their pathways toward high school completion, the matriarchal influence should not be underestimated.

Hare (2006) favors a curriculum that supports the "whole child" by attending to the emotional, ethical, physical, and cognitive pathways of human development. This approach has relevance in schools with high enrollments of American Indian students, since research confirms an alarming rate of mental health disparities among American Indian youth (Bryant, Turner, Bell, Herrell, Manson & Buchwald, 2004).

To improve academically will require American Indian students to experience the meaning of academic rigor by enrolling in challenging courses and setting high expectations for themselves. Given the critical shortage of American Indians in STEM (science, technology, engineering, and mathematics) fields, Emanuel (2012) states, "Students should receive early exposure to STEM disciplines and attentive advising and mentoring in college." Additionally, students must develop strong study skills; enroll in difficult courses; and participate in STEM activities and clubs (Scott, 2012).

The strategies for reaching new heights in student achievement are endless. Some ideas are truly new while others often return under different names and trademarks. What matters the most is having the hopefulness to try and to try again. Our American Indian students deserve our relentless engagement. The Council encourages the readers to share this annual report extensively.



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APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE VII — INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A — INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

SEC. 7102. PURPOSE.

- (a) **PURPOSE:** It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.
- (b) **PROGRAMS:** This part carries out the purpose described subsection by authorizing programs of direct assistance for:
 - (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
 - (2) the education of Indian children and adults;
 - (3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and
 - (4) research, evaluation, data collection, and technical assistance.

Source: U.S. Department of Education-Office of Indian Education

APPENDIX B

TITLE VII — INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	State Board of Education District
Charlotte/Mecklenburg	Karin Dancy	6
Clinton City Schools	Sharon Williams	2
Columbus County	Tara Carter	4
Cumberland County	Darlene Ransom	4
Graham County	Marcia Hollifield	8
Guilford County	Jean Conley	5
Halifax County	Dottie Umstead	3
Haliwa-Saponi Tribal School	Margie Barber	3
Hoke County	Elizabeth Mitchell	4
Jackson County	Angie Lovedahl	8
Johnston County	Ana Sanders	3
Person County	Paula Chandler	5
Richmond County	Billie Allen	4
Robeson County	Rita Locklear	4
Scotland County	Lyle Shaw	4
Swain County	Bob Marr	8
Wake County	Mike Tally	3
Warren County	Frank Polakeiwicz	3

Source: North Carolina Department of Public Instruction

APPENDIX C

LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT 1972

Date	Event
1969	Release of the seminal study, <i>Indian Education: A National Tragedy, A National Challenge</i> . This study drew national attention to the educational disparities that had resulted from many years of failed policies at the highest levels of government.
1972	Congress enacts the Indian Education Act and establishes the Office of Indian Education and the National Advisory Council on Indian Education.
1974	Public Law 93-380 amends the Act to add teacher training and a fellowship program.
1988	Public Law 100-97: Congress extends eligibility to Bureau of Indian (BIA) schools.
1994	Public Law 103-382: Congress reauthorizes Indian Education as Title IX Part A of the Elementary and Secondary School Act.
2001	Public Law 107-110: Congress reauthorizes Title VII Part A of the No Child Left Behind Act. Formula grants are to be based on challenging state academic content, and standardized tests are the tools for improving the quality of teaching and learning.

Source: U.S. Department of Education-Office of Indian Education

APPENDIX D

TITLE VII STUDENT ELIGIBILITY CERTIFICATION

Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. **This form will become part of your child's school record and will not need to be completed every year.** This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD _____

Date of Birth _____ (As shown on school enrollment records)

School Name _____ Grade _____

Name of Tribe, Band, or Group _____

Tribe, Band or Group is: (check one)

Federally Recognized, including Alaska Native _____ State Recognized _____ Terminated _____

Organized Indian Group Meeting #5 of the definition above _____

Name of individual with tribal membership: _____

Individual named is (check one): _____ Child _____ Child's Parent _____ Child's Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) _____ OR Other
(explain) _____

Name and address of organization maintaining membership data for the tribe, band or group:

I verify that the information provided above is accurate:

PARENT'S SIGNATURE _____ Date _____

Mailing Address _____ Telephone _____

Source: U.S. Department of Education-Office of Indian Education

APPENDIX E

AMERICAN INDIAN TRIBES IN NORTH CAROLINA

Tribe	SBE District and School District (of Tribal Presence)	Recognition Status	Enrollment Population (est.)
Coharie	<u>Second District:</u> Sampson, Clinton City	State	2,000
Eastern Band of Cherokee	<u>Eighth District:</u> Jackson, Swain, Graham	Federal	13,400
Haliwa-Saponi	<u>Third District:</u> Halifax, Roanoke Rapids, Weldon City, Warren	State	3,800
Lumbee	<u>Fourth District:</u> Robeson, Hoke, Scotland, Cumberland, Richmond	State	58,000
Meherrin	<u>First District:</u> Hertford, Bertie, Gates	State	800
Occaneechi Band of Sappony Nation	<u>Fifth District:</u> Alamance, Orange	State	850
Sappony	<u>Fifth District:</u> Person	State	
Waccamaw Siouan	<u>Fourth District:</u> Columbus, Bladen	State	2,400

Source: The North Carolina Commission of Indian Affairs using 2010 Census Report

APPENDIX F

HIGH-FREQUENCY TERMS

American Indian is any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the State in which the tribe or band resides; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994. The U.S. Department of Education has adopted this definition as eligibility policy in Title VII of the IEA.

Common Core State Standards (CCSS) provide a common baseline of skills, knowledge, and expectations that school districts and schools must implement. The goal is to prepare every student for the workplace and/or post-secondary education. Furthermore, the Common Core is designed to ensure that students receive a high quality education, regardless of the school, district, or state where they attend school.

The Elementary and Secondary Education Act (ESEA) of 1965 became a keystone of federal education policy during the Johnson administration. Believing that poverty is linked to school achievement, Congress appropriated massive funding to improve school libraries, language laboratories, learning centers, and support services in poor school districts. Since the passage of this legislation in 1965, the funding of Native American schools has increased dramatically. In 2002, Congress amended and authorized ESEA as No Child Left Behind (NCLB).

End-of-Course (EOC) tests are designed to assess the competencies defined by the Standard Course of Study for Algebra I/Integrated Math I, English I, and Biology. These tests are administered during the last two weeks of school for students on a traditional calendar and the last week of the academic year for students on a block schedule.

End-of-Grade (EOG) tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) are consistent with grade-level goals and expected competencies in the Standard Course of Study for specific content in the elementary grades. School districts administer these tests during the last three weeks of the school year.

Federally recognized refers to an Indian or Alaska Native tribe, band, nation, pueblo, village, or community acknowledged by the Secretary of the Interior to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994 (U.S.C. § 479a.).

Grade-Level or above Proficiency is a technical term in the North Carolina accountability model that expresses the relative rate of growth based on a common understanding of what constitutes mastery/proficiency at a given grade level. In order to reach consensus on the meaning of proficiency, educators must consider several variables, including the state-adopted curriculum and the developmental stages of students.

Holistic Education promotes the belief that each person finds meaning and purpose through connections to the community, to the natural world, and to the humanitarian values of empathy, individual responsibility, and personal sacrifice. Holistic education calls forth a high regard for life and a passion for learning. Holistic education differs in its application; however, the core belief guiding the theory is that students will deepen their knowledge only when abstract ideas are transferred to practice.

Indian Education Act of 1972 is considered landmark legislation in that Congress established, for the first time, a comprehensive approach for educating American Indian/Alaska Native students (AI/AN). Since its enactment in 1972, the IEA has continued through subsequent re-authorization procedures with No Child Left Behind being the latest of the statutes. Allotments to states are made possible through Title VII of the Elementary and Secondary Education Act (ESEA).

Literacy Development generally refers to fluency in reading, writing, and speaking and suggests an interdependent relationship between the modes of communication. Literacy development is seen as emerging from children’s oral language development and their initial attempts at reading and writing. Within an emergent literacy framework, children’s early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.

Local Educational Agency (LEA) is a county or city entity legally authorized to administer educational programs funded by the North Carolina General Assembly governed by the State Board of Education and carried out by the Department of Public Instruction.

North Carolina Commission of Indian Affairs (NCCAI) was established by the General Assembly in 1971. The Commission is organized under the North Carolina Department of Administration and strives to address the concerns of Indian citizens in communities across the state. Pursuant to the General Statutes of North Carolina 143B-404-411, the Commissioners collaborate with state education officials in areas that impact American Indian students in grades K-12.

The North Carolina Department of Public Instruction (NCDPI) administers all policies adopted by the State Board of Education (SBE) and employs instructional, financial, and technological personnel to assist public schools in developing and implementing local policies and programs consistent with SBE policies and goals.

Parent Advisory Committee is part of Title VII of the Indian Education Act; this committee lends support to the system-wide Title VII initiative through project advisement, volunteer support, and resource development.

State Advisory Council on Indian Education dates back to 1988 when the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210) to establish a body to advocate for American Indian students enrolled in the public schools. Composed of 15 members, the Council consists of parents, state legislators, UNC Board of Governor appointees, public school practitioners, and representatives of the North Carolina Commission of Indian Affairs.

State Board of Education (SBE) is charged with supervising and administering “the free public school system and the educational funds provided for its support.” The Board consists of the Lieutenant Governor, the State Treasurer, and eleven members who are appointed by the Governor and confirmed by the General Assembly during a joint session (NC DPI, 2012).

State-recognized Indian Tribe is one that meets the eligibility criteria established by an agency of State government. The U. S. Census Bureau relies on a state-appointed liaison to provide the names of tribes that states officially recognize. Acting as this liaison, the North Carolina Commission of Indian Affairs reports to the Census Bureau seven state tribes: 1) Coharie, 2) Haliwa Saponi, 3) Lumbee, 4) Meherrin, 5) Occaneechi of the Saponi Nation, 6) Sappony, and 7) Waccamaw Siouan.

Note: The Eastern Band of the Cherokee is a Federally designated tribe.

STEM (Science, Technology, Engineering, and Mathematics) is an acronym designating the fields of study in science, technology, engineering, and mathematics. The acronym is in use regarding access to United States work visas for immigrants who are skilled in the STEM fields. This special condition for granting visas has drawn attention to the deficiencies in preparing students in this country for high-tech jobs. Maintaining a citizenry that is proficient in the STEM areas is a key portion of the public school agenda for the United States.

APPENDIX G

American Indian Mascots Update

Public Schools of North Carolina Use of American Indian School Mascots 2011-12

Local Education Agency (LEA)	School Name	Current Mascot
1. Alamance-Burlington	Altamahaw-Ossipee Elementary	Indians (do not use logo or imagery on materials)
	Haw River Elementary	Braves (dreamcatcher on materials)
	Western Middle	Braves (do not use logo or imagery on materials)
	Western Alamance High	Warriors
2. Beaufort	Chocowinity Middle	Indians
	Chocowinity Primary	Indians
3. Buncombe	Clyde A. Erwin High	Warriors
	Clyde A. Erwin Middle	Warriors
4. Caldwell	Gamewell Middle	Braves
	West Caldwell High	Warriors
5. Catawba	Harry M Arndt Middle	Redskins
	Saint Stephens High	Indians
6. Dare	Manteo Middle	Braves (do not use logo or imagery on materials)
	Manteo High	Redskins
7. Davidson	Denton Elementary	Red Raiders (do not use logo or imagery on materials)
8. Duplin	Chinquapin Elementary	Indians
9. Edgecombe	North Edgecombe High	Warriors
10. Franklin	Louisburg High	Warriors
11. Gaston	East Gaston Senior High	Warriors
	South Point High	Red Raiders (added 1-15-08)
12. Iredell-Statesville	Brawley Middle	Braves
	West Iredell High	Warriors (do not use logo or imagery on materials)
13. Johnston	Meadow Elementary	Indians
14. Lincoln	West Lincoln Middle	Chiefs
15. Mitchell	Buladean Elementary	Braves
16. Montgomery	West Montgomery High	Warriors
17. Robeson	Oxendine Elementary	Chiefs (predominately AI student population)
	Pembroke Middle	Warriors (predominately AI student population)
18. Stokes	South Stokes High	Mighty Sauras
	Southeastern Stokes Middle	Warriors
19. Wayne	Eastern Wayne Middle	Warriors
	Eastern Wayne High	Warriors
20. Yadkin	Forbush Elementary	Braves

- In 2002, 73 North Carolina schools in 43 school districts had an American Indian mascot or imagery. As of May 2010, 33 NC schools in 20 school districts were using American Indian mascots. This is a decrease of approximately 59% over an 8-year span.

As of May 2012, 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
Alamance	Elon Elementary	Braves	Little Phoenix	2009-10 school year
Avery	Newland Elementary	Indians	None	2000-2001
Beaufort	Chocowinity High (Southside High)	Fighting Indians	Seahawks	January 2000
Buncombe	Clyde A Erwin High	Squaws	Warriors	1999 - Result of compromise with U.S. Dept. of Justice
Burke	Icard Elementary	Warriors	Colts	April 2004
Cabarrus	Northwest Cabarrus Middle	Warriors	Titans	2004
Caldwell	Gamewell Elementary	Indian Scouts	Bulldogs	2009-10 school year
Carteret	White Oak Elementary	Indians	Tree	2000
Catawba	Catawba Middle	Indians	Dragons	2002
	Saint Stephens Elementary	Indians	None	2001
Columbus	Old Dock Elementary	Braves	Colts	June 2008
Craven	Brinson Memorial Elementary	Braves	Bears	2002
Cumberland	Westover Middle	Warriors	Wildcats	2002
Dare	Manteo Elementary	Braves-in-Training	None	2006-07 school year
Granville	Stovall-Shaw Elementary	Braves	Eagles	2004
	J.F. Webb High	Warriors	Warrior (space-age imagery)	January 2005
Guilford	Alamance Elementary	Indians	Wolves	2003
	Andrews High School	Red Raiders	Red Raiders (do not use Indian imagery)	May 2004
	Southern Guilford High	Indians	The Storm	March 2004
Haywood	Junaluska Elementary	Warriors	Eagles (Indian motif remained in honor of school's namesake)	Unavailable
Henderson	Etowah Elementary	Indians	All-Stars	August 2008
Charlotte/Mecklenburg	Coulwood Middle	Braves	Catamounts	2002
	McKee Road Elementary	Indians	All Stars	2000
	The Paideia Academy at Oakhurst (Oakhurst Elem)	Indians	Dolphins	Unavailable
	West Mecklenburg Sr High	Indians	Hawks	2004
Martin	Roanoke Middle	Redskins	Cougars	2009-10 school year
	Roanoke High	Redskins	Cougars	2009-10 school year
New Hanover	Ogden Elementary	Indians	Stingrays	1999
Pamlico	Arapahoe Charter	Warriors	Bobcats	March 2009
Pitt	Ayden Middle	Warriors	Knights	2002
Randolph	Southeastern Randolph Middle	Seminoles	Titans	March 2004
Rutherford	Sunshine Elementary	Indian	Bear	2004
Stanly	Aquadale Elementary	Braves	None	2002
Surry	Westfield Elementary	Indian Warriors	Wildcats	January 2008
Union	Indian Trail Elementary	Warriors	Tumbles the Timberwolf	September 2007
	Waxhaw Elementary	Indians	Bluebird	Spring 2004
Wayne	Northeast Elementary	Warriors	Cougars	2001
Watauga	Valle Crucis Elementary	Indians	Bears	2006
Wilkes	Millers Creek Elementary	Redskins	Ravens	2002
	West Wilkes Middle	Redskins	Knights	2002
Yancey	Micaville Elementary	Redskins	Miners	August 2008

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 | Scotland |
| Guilford | Swain |
| Halifax | Wake |
| Hoke | Warren |
| Jackson | Clinton City |
| Johnston | Haliwa-Saponi Tribal School |
| Person | Charlotte-Mecklenburg Schools |