

Shining a Light on the Seventh Generation:

The State of Education of American Indian Students in NC



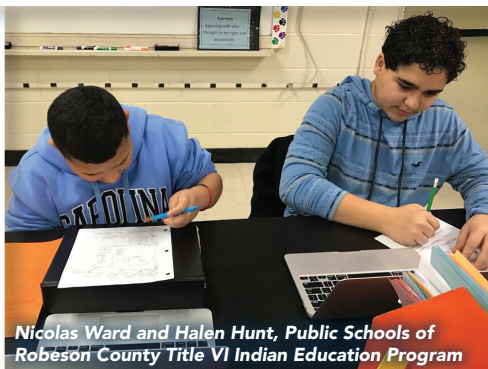
Chelsea Graham, Columbus County, Waccamaw-Siouan



Cameron Richardson, Nash County, Haliwa-Saponi



Jala Richardson, Haliwa-Saponi Tribal School/
Warren County



Nicolas Ward and Halen Hunt, Public Schools of
Robeson County Title VI Indian Education Program



Emily Silver-Campbell, Wake County Title VI
Indian Education Program

THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: BACKGROUND AND MEMBERSHIP

The State Advisory Council on Indian Education advocates collectively on behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VI-IEA administrators; and re-examines its mission and goals as school reform initiatives steer the direction of the public school system in North Carolina. Council membership is comprised of parents of American Indian students in K-12 public schools, K-12 American Indian educators, representatives from both houses of the North Carolina General Assembly, the University of North Carolina Board of Governors, and the North Carolina Commission of Indian Affairs.

CHENOA DAVIS
North Central Region

KAMIYO LANNING
Western Region

SHARON WILLIAMS
Piedmont Triad Region

JIM DAVIS
State Senator, District 50

MARGO HOWARD
Northeast Region

DR. CONNIE LOCKLEAR
Sandhills Region

DOROTHY CROWE
Piedmont Triad Region

CHARLES GRAHAM
House Representative,
District 87

ALISA HUNT-LOWERY
North Central Region

TIFFANY PEARSON
Sandhills Region

DR. SUSAN FAIRCLOTH
Southeast Region

GWENDOLYN JONES
Piedmont Triad Region

KARA STEWART
North Central Region

DR. FELICIA TURNER, SACIE Liaison

DR. OLIVIA OXENDINE, SBE Liaison

DR. SUSAN SILVER, NCDPI Liaison

STATE BOARD OF EDUCATION

SBE VISION: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

WILLIAM COBEY
Chair :: Chapel Hill – At-Large

BECKY TAYLOR
Greenville – Northeast Region

TODD CHASTEEN
Blowing Rock – Northwest Region

A.L. COLLINS
Vice Chair :: Kernersville – Piedmont Triad Region

REGINALD KENAN
Rose Hill – Southeast Region

WAYNE MCDEVITT
Asheville – Western Region

DAN FOREST
Lieutenant Governor :: Raleigh – Ex Officio

AMY WHITE
Garner – North Central Region

ERIC DAVIS
Charlotte – At-Large

DALE FOLWELL
State Treasurer :: Raleigh – Ex Officio

OLIVIA OXENDINE
Lumberton – Sandhills Region

PATRICIA N. WILLOUGHBY
Raleigh – At-Large

MARK JOHNSON
Secretary to the Board :: Raleigh

GREG ALCORN
Salisbury – Southwest Region

NC DEPARTMENT OF PUBLIC INSTRUCTION

Mark Johnson, Superintendent of Public Instruction :: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Office of the Deputy State Superintendent :: 6368 Mail Service Center, Raleigh, NC 27699-6368 :: Phone: (919) 807-3200 :: Fax: (919) 807-3388

Visit us on the Web :: www.ncpublicschools.org

M0117

TABLE OF CONTENTS



Acknowledgements	2
Letter From the SACIE Chairperson.....	3
PART I: Executive Summary and Recommendations	4
• Legislative Requirement	
• Public School Enrollment Data	
• State-level Findings	
• Related Findings from the Comprehensive Study of American Indian Achievement	
• Recommendations	
PART II: Discussion of State and LEA Findings	6
STATE FINDINGS: AMERICAN INDIAN STUDENT PERFORMANCE	
Elementary and Middle School	9
• End-of-Grade (EOG) Reading and Math (Grades 3-8 Combined)	
High School	10
• End-of-Course (EOC)	
• 4-Year Cohort Graduation and Annual Dropout Rates	
• Advanced Placement (AP) and SAT	
LEA FINDINGS: AMERICAN INDIAN STUDENT PERFORMANCE	
American Indian Student Performance by LEA or Charter School (alphabetically listed)	14
• End-of-Grade Results	
• End-of-Course Results	
• 4-Year Cohort Graduation and Annual Dropout Rates	
• Advanced Placement (AP) and SAT	
References	56
Appendices	
Appendix A: The Elementary and Secondary Education Act: Title VI – Indian, Native Hawaiian, and Alaska Native Education	57
Appendix B: Legislative History of the Indian Education Act of 1972	58
Appendix C: Title VI – The Indian Education Act in North Carolina: A Brief Description	59
Appendix D: Title VI – Indian Education Grantees in North Carolina	60
Appendix E: Title VI – Student Eligibility Certification (506 Form)	61
Appendix F: American Indian Tribes and Urban Organizations in North Carolina	62
Appendix G: Definition of Terms	63
Appendix H: American Indian Mascot Update	65
Appendix I: Data Notes	66
North Carolina Tribes and Title VI Grantee Counties	Inside Back Cover

ACKNOWLEDGEMENTS

A special note of gratitude is extended to the following individuals whose perspectives and information have added value to this annual report.

Photos

Dr. Connie Locklear (Lumbee), Director, Indian Education, Robeson County
Ivan Richardson (Haliwa-Saponi), Fotoworkz by Ivan
Krystal Stewart-Glasscock, Person County Schools
Sharon Williams (Coharie), SACIE Member, Clinton City Schools

Higher Education

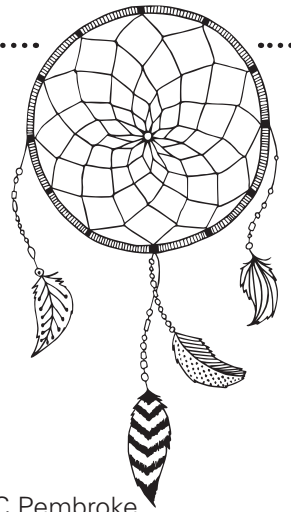
Dr. Olivia Oxendine, Associate Professor, School Administration and Counseling, UNC Pembroke

Department of Public Instruction

Todd Silberman, Public Information Specialist, Communications and Information
Allison Eargle, Graphic Designer, Communications and Information
Dr. Ken Gattis, Senior Research and Evaluation Consultant, Federal Program Monitoring
Swetha Pamulaparthi, Analysis and Reporting, Accountability Services
Dr. Felicia Turner, Liaison, State Advisory Council on Indian Education
Dr. Susan Silver, Instructional Review Coach Support Administrator, District & School Transformation Division
Laura Weakland, Lead Graphic Artist, Communications and Information

External Agencies

North Carolina Commission of Indian Affairs
UNC Pembroke



LETTER FROM THE SACIE CHAIRWOMAN

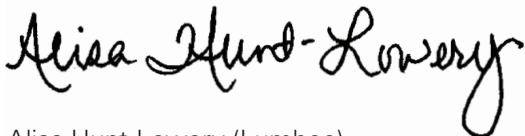
It is a privilege to present this report, *Shining a Light on the Seventh Generation: The State of Education of American Indian Students in North Carolina*, to the NC State Board of Education. It documents the work that is being completed on behalf of the 20,004 American Indian students in our public schools across the state. The report theme pays homage to the seven generations that our current education system will impact. This report has been a mainstay in the American Indian community since legislation was enacted in 1988, and it has earned North Carolina a place of prominence nationally for its regard for American Indian Education.

One goal of the State Advisory Council on Indian Education (SACIE) is to make Indian Education resources available anytime and anywhere to our teachers across the state. An asynchronous professional development module will be accessible by the fall of 2017 for teachers to integrate into their curricula. We want to make sure all teachers have resources in their classrooms to provide the most accurate information about the American Indian population in NC as well as the best possible learning environment for our children.

Significant work also has been completed in outlining a Strategic Plan for SACIE. We have accomplished a lot as advocates for our American Indian children over the past 29 years, and we plan to continue that good work by implementing goals that are aligned with the NC Department of Public Instruction's Strategic Plan during the next five years. This plan is putting together action steps that will assist in closing the achievement gap between American Indian students and other groups.

We look forward to continuing our decades-long collaboration between the Title VI Indian Education programs, the NC Commission of Indian Affairs, the NC State Board of Education, and our many stakeholders in Indian country to ensure the best educational opportunities for our students.

Sincerely,



Alisa Hunt-Lowery (Lumbée)
Chairwoman
State Advisory Council on Indian Education



PART I: Executive Summary and Recommendations



This is the annual report of the State Advisory Council on Indian Education to the State Board of Education. As legislatively mandated, via this report, the Council is presenting a summary of American Indian student performance outcomes in specified areas and recommendations to improve academic achievement.

Legislative Requirement

In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the NC General Assembly enacted SECTION 1. of NCGS § 115C-210.1) to modify the membership composition of the State Advisory Council on Indian Education. The SACIE 15-member board consists of five parents of American Indian students enrolled in K-12 public schools, including charter schools, and five American Indian K-12 public school educators. Also, one member shall be a Title VI director or coordinator, to be appointed by the State Board of Education, members of the North Carolina Senate and House of Representatives, members from the UNC Board of Governors, and the North Carolina Commission of Indian Affairs (NCCIA).

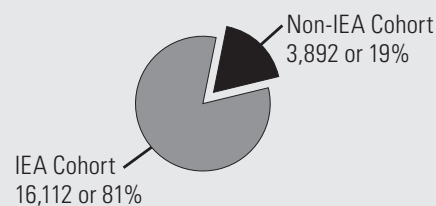
The law (NCGS § 115C-201.4) requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations about the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings where the highest performing subgroup and American Indians are compared. It is important to note that a rating of “proficiency” means that students are performing “at or above” grade level. Conversely, “non-proficient” means that student performance falls below grade level. Teachers, principals, and parents are advised to consider all performance percentages.

Public School Enrollment Data

As of the 2015-16 academic year, the total enrollment of American Indians/Alaskan Native (AI/AN) students in North Carolina’s public schools was 20,004 (NC Department of Public Instruction, 2016). Of this number, 16,112 students were enrolled in 18 school districts that receive funding through the Title VI Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VI grantee, but does enroll Indian students of the Meherrin Tribe. This report provides performance data of all students self-identified as American Indian/Alaskan Native to include those served by Title VI programs.

Enrollment data is based on the final Average Daily Membership (ADM) reported by the LEA for the 2015-16 school year.

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



Source: Division of Financial and Business Services, NC Department of Public Instruction, 2017

State-level Findings

The table below compares academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates. These outcomes are for students attending the 18 Title VI school districts and Hertford County. Federal schools are not included in this report for 2015-16.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	41.3%	69.7%	28.4%
EOG Math	39.4%	66.3%	26.9%
EOC Math I	41.7%	72.5%	30.8%
EOC English II	41.0%	70.7%	29.7%
EOC Biology	39.5%	68.5%	29%
Cohort Graduation Rate	82.0%	88.6%	6.6%
Dropout Rate	3.73%	2.03%	1.7%

Recommendations

The North Carolina State Advisory Council on Indian Education (SACIE) recommends that the NCDPI work closely with school districts and Title VI Indian Education coordinators to implement the following recommendations:

1. Require identified low-performing districts and schools that enroll American Indian students to supply goals and activities that specifically address increasing the achievement of American Indian students in the improvement plans they are required to submit to the state under G.S. § 115C-105.37(a1) (4).
2. Add the annual SACIE report to the recommended list of data sources School Improvement Teams should review and analyze as they develop or review their annual plans, and require those that serve American Indian students to identify in their School Improvement Plans how they will incorporate the most current SACIE report, resources, and educational best practices to meet the needs of American Indian students in their schools.
3. Ensure that all NC Department of Public Instruction staff, specifically those who support districts and schools with American Indian populations, are aware of American Indian Tribes in NC, their history, and their culture and have knowledge of all available instructional resources to support the increased achievement of American Indian students, including, but not limited to, collaborating with NC American Indian tribes, organizations, or Indian Education programs to receive training or consultation and/or requiring them to review the current SACIE Report and educational resources available on the SACIE website.
4. Ensure the current annual SACIE Report, *Shining a Light on the Seventh Generation: The State of Education of American Indian Students in North Carolina*, is widely disseminated across school districts and shared with external stakeholders. In addition, the current report should be posted on the websites of all schools and districts that serve American Indian students.
5. Enact Section 6.1 of the draft *NC Consolidated Plan under the Every Student Succeeds Act* by describing within that plan how, when developing its strategies, NC as a State Education Agency (SEA) will consider the academic and non-academic needs of American Indian students specifically.

PART II: Discussion of State and LEA Findings



Interpreting the Findings

The 2015-16 edition of the State Advisory Council on Indian Education Report consists of state-level and district-level achievement profiles and is intended to inform educators, policymakers, parents, and tribal communities about the annual progress of American Indian students in critical areas of school success across North Carolina.

In this report, the academic achievement of American Indian students is profiled for the state and each of the Title VI school districts and one additional district in the following assessment categories:

- 1) End-of-Grade (EOG) Reading (grades 3-8 combined)
- 2) End-of-Grade (EOG) Math (grades 3-8 combined)
- 3) End-of-Course (EOC) Math I
- 4) End-of-Course (EOC) Biology
- 5) End-of-Course (EOC) English II
- 6) Cohort Graduation Rate (CGR)
- 7) Dropout Rate, grades 9-13
- 8) SAT
- 9) Advanced Placement (AP)

Three years of data have been provided for each assessment. Beginning in 2013-14, five achievement levels were reported instead of four levels the previous year. For more details, see the 2012-13 READY Accountability Background Brief at <http://www.ncpublicschools.org/accountability/reporting/>.

The cohort graduation rate, SAT data, and AP data in the state and district profiles are provided for three years: 2013-14, 2014-15, and 2015-16. At the time data was compiled for this report, 2015-16 dropout rate data were not available; therefore, the dropout rate data is for different years (2012-13, 2013-14, and 2014-15) than the other data points provided. 2015-16 dropout rate data can be accessed at <http://www.ncpublicschools.org/docs/research/discipline/reports/consolidated/2015-16/consolidated-report.pdf>. This report highlights a three-year data trend to align with the critical transition period for the physical, emotional, and cognitive development of students in the upper-elementary grades (grades 3-5) through middle school (grades 6-8). This point is particularly relevant, given research that prescribes a stage-theory approach for students, especially minority and disadvantaged students. Regarding American Indian students, educators must be mindful of the interplay between cognitive readiness and the cultural environment: family, friends, tribe, and community. (McMahon, Kenyon, & Carter, 2012)

End-of-Grade (EOG) and End-of-Course (EOC) Data

Students who have a solid or superior command of course content are on target for a college and career path, have met the proficiency standard, and are performing “at or above grade level.” To meet the proficiency standard or to perform at or above grade level, students must attain Achievement Level 3, Achievement Level 4 or Achievement Level 5 on the EOG and EOC assessments. Students who score at Achievement Level 3 are prepared for the next grade but do not meet the college-and-career readiness standard.

Students who score at Achievement Level 1 or Achievement Level 2 have not met the proficiency standard and are not on a trajectory to be college-and career-ready. The one year of data in the tables and figures for EOG reading and mathematics and EOC Math I, Biology, and English II indicate the percentage of students who performed at or above Achievement Level 3 in 2015-16. The achievement level descriptors for 2015-16 are:

- Achievement Level 1: Students performing at this level have **limited command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for English language arts (ELA), CCSS for math and/or the North Carolina Essential Standards (ES) for science.

- Achievement Level 2: Students performing at this level have **partial command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science
- Achievement Level 3: Students performing at this level have **sufficient command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 4: Students performing at this level have **solid command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 5: Students performing at this level have **superior command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.

For example, if 57 percent of American Indian students performed at Achievement Level 3 or above in a given subject, this percentage of students was “proficient” in that subject. Conversely, the 43 percent of students who performed below grade level were not proficient in the same subject.

More detailed information regarding the achievement levels for the EOG and EOC assessments may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.

Cohort Graduation Rate

In July 2005, all 50 states signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. North Carolina’s four-year cohort graduation rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year cohort graduation rate, not referenced in this report, reflects the percentage of ninth graders who graduated from high school five years later.

The three years of data in the figures and tables for the cohort graduation rate reflect the cohort percentage of students by race and gender, who graduated with a regular diploma in four years or less.

Dropout Rate

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and “event dropout rates” are computed. The three years of dropout data in the state and district profiles show the percentage of students in grades 9-13 by race, and by race and gender, who dropped out between 2013 to 2015. Among all racial/ethnic groups from 2012-13 to 2014-15, there was a slight increase in the number of students dropping out of school for the state and among all racial/ethnic groups. The 2015-16 4-year Cohort Graduation Rate among American Indian students remained the same as the previous year; however, the dropout rate among American Indians is slightly higher than the state average and dropout rates among other racial/ethnic groups. (Pg.11) American Indian males dropout of school at higher rates than American Indian females. The difference between the drop out rate among male students and female students is larger for American Indians than it is for Black and Hispanic student groups.

SAT

The three-year trend of SAT data and district profiles show the participation rates and the mean total SAT scores of graduating seniors from 2013-14 to 2015-16. SAT performance is compared at the state, district and subgroup levels. The SAT participation rate for the state and all racial/ethnic subgroups (except Hispanics) were lower in 2015-16 compared to 2014-15; while the average SAT score went up slightly for the state and all racial/ethnic subgroups (except Hispanics) whose average scores decreased slightly by 3 points. In 2015-16, the average score for American Indians was 72 points below the state average and 133 points lower than the score for the highest performing subgroup. For more details, see page 13. (Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.)

Advanced Placement (AP)

The three-year trend of AP data and district profiles show the participation rates and the percentages of AP test-takers in grades 9-13 who scored a Level 3 or higher from 2014 to 2016.

Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix I.

Racial/Ethnic Subgroups

As a way to compare the rates of academic achievement, this report presents achievement data for the following subgroups:

- 1) American Indian;
- 2) White;
- 3) Black; and
- 4) Hispanic.

Cultural Information

There are eight, (8) Indian tribes located in North Carolina that hold membership on the NC Commission of Indian Affairs. Under the Dawes Act of 1887, and in 1889, the Eastern Band of Cherokee Indians was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized in North Carolina. The Lumbee Tribe of North Carolina is also state and federally recognized. The Lumbee were recognized by the federal government under the “Lumbee Act of 1956” in name only. As per NCGS 143B-704, eight Indian tribes and four Urban Indian Associations hold membership on the NC Commission of Indian Affairs. Chapter 71A of the North Carolina General Statutes provides summary of the Indian tribes recognized by the state of North Carolina (see Appendix F). As part of each profile, attention is given to the major American Indian tribes represented in the statewide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report (NC Department of Administration, Commission of Indian Affairs, 2015).

Using the Findings

Because the enrollment of American Indians in most school districts is comparatively small, conclusions drawn from the data should be reached carefully and weighed against other evidence, including local assessments such as nine-week grades, daily classroom progress, and other teacher-administered assessments.

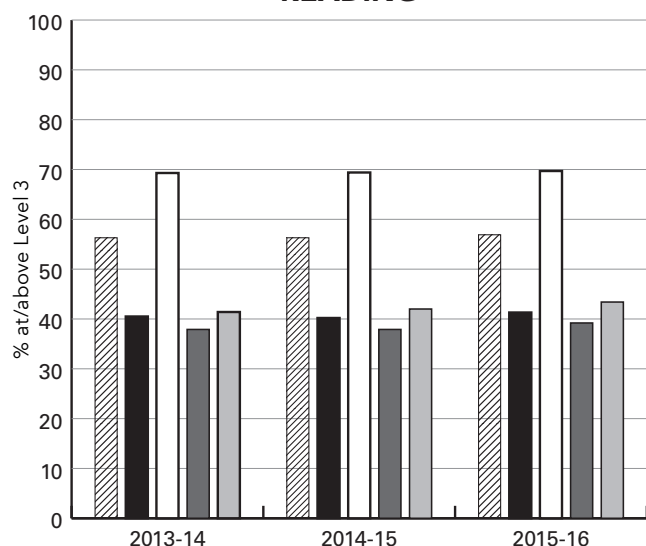
Nevertheless, because it is safe to conclude that American Indian students, for the most part, are performing below grade level in reading; extra effort must be made to increase achievement in this area. In some districts, the level of low achievement rightly justifies the need for ongoing and intensive intervention. The State Advisory Council on Indian Education strongly encourages educators to continue collecting and reviewing achievement data and monitoring the impact of instructional strategies and approaches on American Indian students in classroom settings.



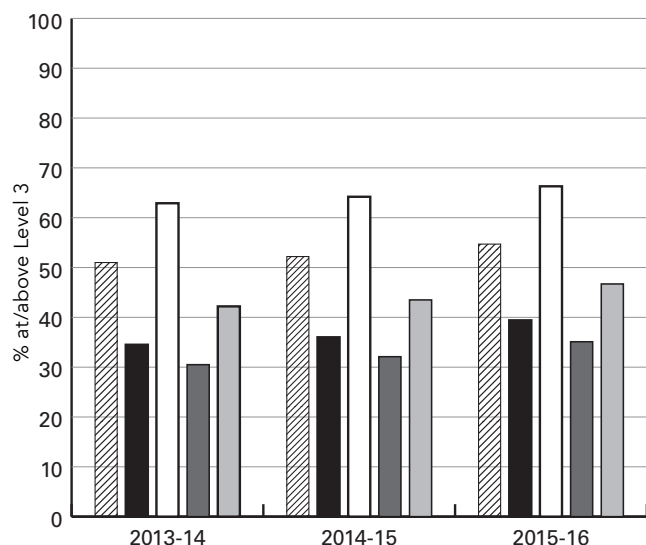
STATE FINDINGS

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

READING



MATH



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)					
Percent at/above Level 3					
2013-14	56.3	40.5	69.3	37.9	41.4
2014-15	56.3	40.2	69.4	37.9	42.0
2015-16	56.9	41.3	69.7	39.2	43.4
End-of-Grade Math (Grades 3-8 Combined)					
Percent at/above Level 3					
2013-14	51.0	34.5	62.9	30.5	42.2
2014-15	52.2	36.0	64.2	32.1	43.5
2015-16	54.7	39.4	66.3	35.1	46.7

 State
  American Indian
  White
  Black
  Hispanic

EOG: Reading and Math

The EOG reading data show that American Indian students performed 16 percentage points below the average for all other students in the state in 2015-16. To explain, 41.3% of American Indian students demonstrated grade level proficiency in reading compared to the state average of 56.9% of students demonstrating grade-level proficiency. American Indian students (41.3%) performed 2.1 percentage points higher in reading than their Black peers (39.2%).

American Indian students (41.3%) performed 2.1 percentage points below Hispanic students (43.4%).

Compared to White students (69.7%), American Indians (41.3%) performed 28.4 percentage points lower.

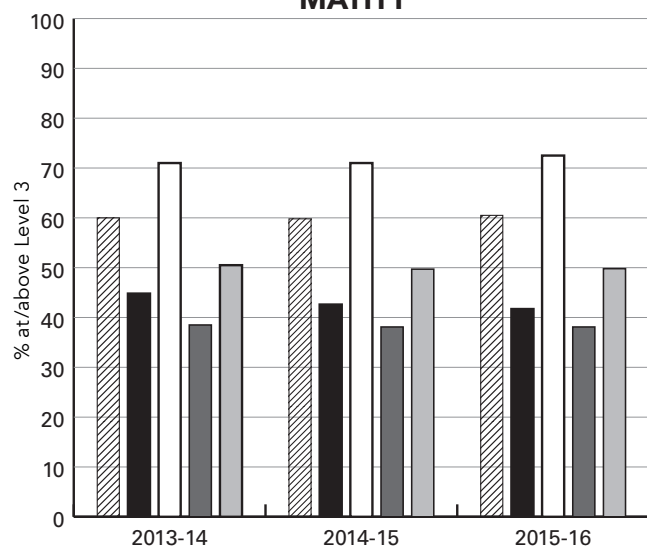
The EOG math data show that American Indian students performed significantly lower, 15.3 percentage points, than all other students in the state in 2015-16. To explain, 39.4% of American Indian students demonstrated grade-level proficiency in math compared to the state average of 54.7% of students who demonstrated grade-level proficiency.

American Indian students (39.4%) scored 26.9 percentage points lower than their White peers (66.3%) and 7.3 percentage points lower than their Hispanic peers (46.7%).

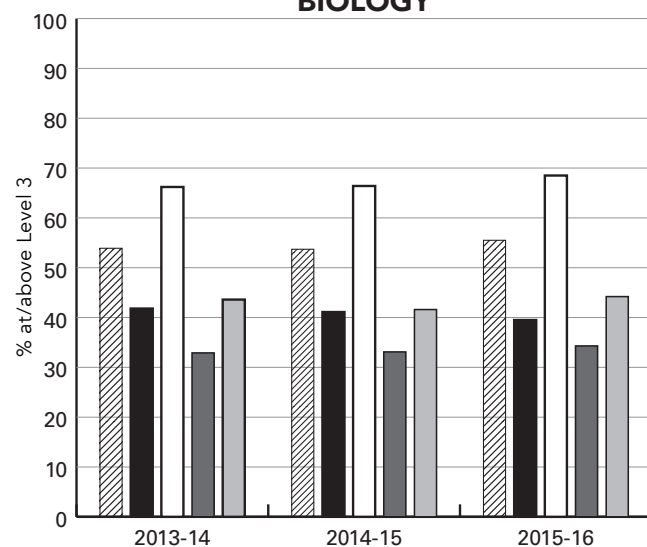
American Indian students scored 4.3 percentage points higher than their Black peers (35.1%).

HIGH SCHOOL END-OF-COURSE TESTS

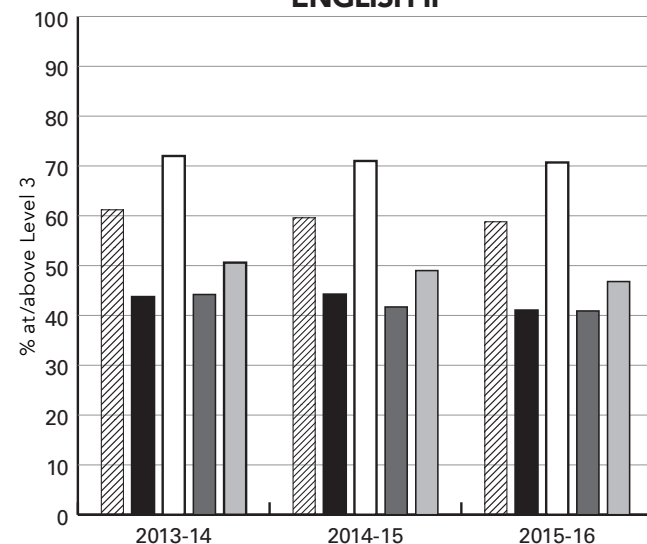
MATH I



BIOLOGY



ENGLISH II



Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2013-14	60.0	44.8	71.0	38.5	50.5
2014-15	59.8	42.6	71.0	38.1	49.7
2015-16	60.5	41.7	72.5	38.1	49.8
Biology: End-of-Course – Percent at/above Level 3					
2013-14	53.9	41.8	66.2	32.9	43.6
2014-15	53.7	41.1	66.4	33.1	41.6
2015-16	55.5	39.5	68.5	34.3	44.2
English II: End-of-Course – Percent at/above Level 3					
2013-14	61.2	43.7	72.0	44.2	50.6
2014-15	59.6	44.2	71.0	41.7	49.0
2015-16	58.8	41.0	70.7	40.9	46.8

 State
  American Indian
  White
  Black
  Hispanic

EOC: Math I, Biology and English II

In 2015-16, overall proficiency rates increased in Math (60.5%) and Biology (55.5%). English II proficiency rates demonstrated little change (58.8%) with only a decrease of .8 percentage points.

American Indian students (41.7%) performed 18.8 percentage points lower in Math I than the state average for all students (60.5%).

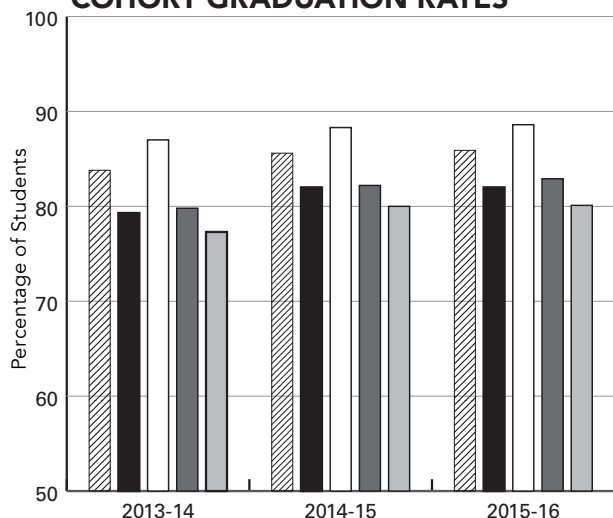
American Indian students performed 30.8 percentage points lower in Math I than their White peers (72.5%).

American Indian students performed 8.1 percentage points lower than their Hispanic peers (49.8%).

This same trend applies to proficiency rates for Biology. American Indian students (39.5%) performed 16 percentage points below the state average (55.5%). American Indian students demonstrated lower rates of proficiency than White (68.5%) and Hispanic students (44.2%). American Indian students performed higher than their Black peers (34.3%).

Likewise, the percentage of students demonstrating proficiency in English II reflects the same trend with American Indian students lagging behind the state average. American Indian students (41%) performed 17.8 percentage points below the state average (58.8%). American Indian students achieved lower rates of proficiency than both White (70.7%) and Hispanic (46.8%) students. American Indian students performed slightly higher than their Black peers (40.9%).

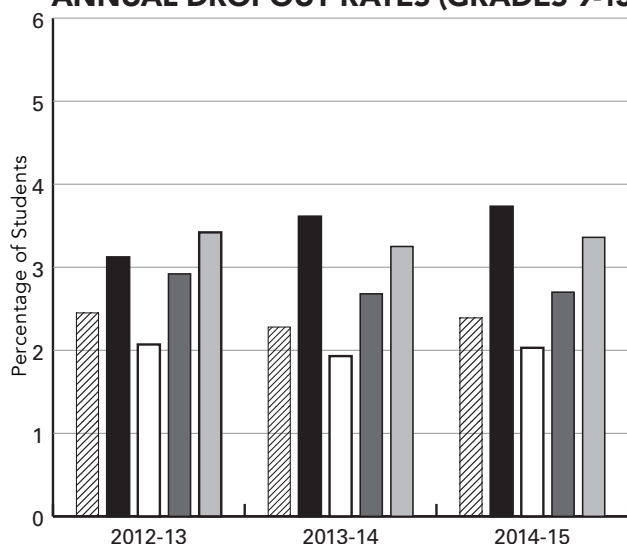
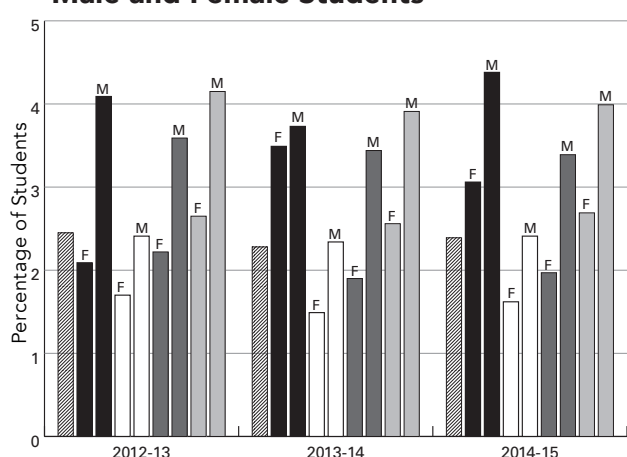
HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

NORTH CAROLINA 4-YEAR
COHORT GRADUATION RATES

Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2013-14	83.9	79.4	87.1	79.9	77.4				
2014-15	85.6	82.0	88.3	82.2	80.0				
2015-16	85.9	82.0	88.6	82.9	80.1				
Annual Dropout Rates (Grades 9-13)									
2012-13	2.45	3.12	2.07	2.92	3.42				
2013-14	2.28	3.61	1.93	2.68	3.25				
2014-15	2.39	3.73	2.03	2.70	3.36				
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2012-13	2.45	2.09	4.09	1.70	2.41	2.22	3.59	2.65	4.15
2013-14	2.28	3.49	3.73	1.49	2.34	1.90	3.44	2.56	3.91
2014-15	2.39	3.06	4.38	1.62	2.41	1.97	3.39	2.69	3.99

State
 American Indian
 White
 Black
 Hispanic

ANNUAL DROPOUT RATES (GRADES 9-13)

ANNUAL DROPOUT RATES (GRADES 9-13)
Male and Female Students

Four-Year Cohort Graduation Rate (CGR)

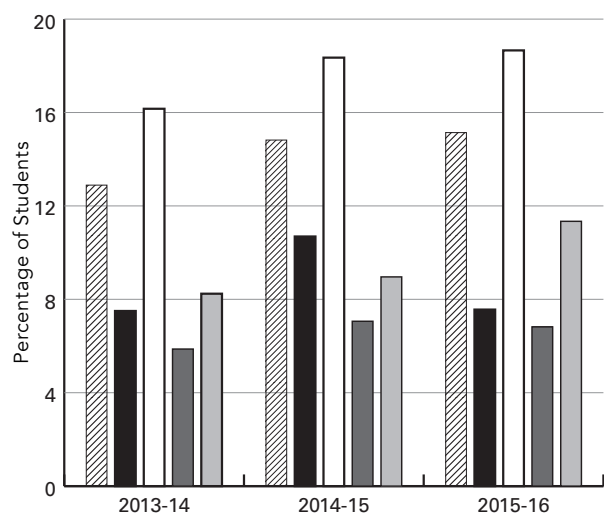
While the four-year cohort graduation rate of American Indian students (82.0%) trailed that of all students in the state (85.9%) by 3.9 percentage points, in 2015-16 American Indian students maintained their four-year cohort graduation rate from the previous year. The four-year graduation rate of American Indian students exceeds that of Hispanic students (80.1%) by 1.9 percentage points, but lags behind White students (88.6%) by more than 6 percentage points. The graduation rate among American Indian students remaining at 82.0% another year indicates positive movement in the right direction.

Annual Dropout Rate

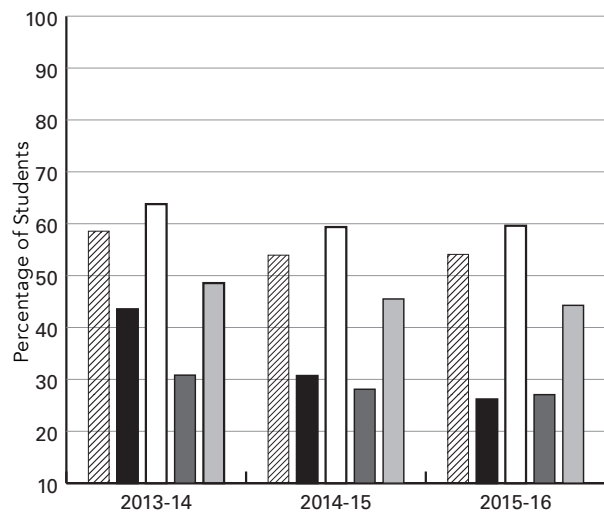
The dropout rate within the American Indian population in particular has been a long-standing issue of public concern. Because the dropout rate and the cohort graduation rate tend to be inversely related, typically, the more students who remain in school, the more who will also graduate from high school. Among American Indians and other racial/ethnic groups from 2014-15 to 2015-16, fewer students dropped out and more students graduated. However, the dropout rate for American Indian students increased in 2013-14 and 2014-15. American Indian students had the largest dropout rate in 2014-15 at 3.73%, followed by Hispanic students at 3.36%, Black students at 2.70%, and White students at 2.03%. Consequently, there was an increase in the state dropout rate and the dropout rates among all groups represented. The data show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students, with American Indian students leading this trend with 3.06% of female students dropping out compared to 4.38% of male students.

ADVANCED PLACEMENT (AP) TESTING

NC STUDENTS TAKING AN AP EXAM



AP PERFORMANCE: PERCENT OF STUDENTS SCORING 3, 4, OR 5



Year	State	American Indian	White	Black	Hispanic
Percent of Students NC Students Taking an Advanced Placement Exam					
2013-14	12.9	7.5	16.2	5.9	8.2
2014-15	14.8	10.7	18.4	7.1	9.0
2015-16	15.1	7.6	18.7	6.8	11.3
AP Performance: Percent of Students Scoring 3, 4, or 5					
2013-14	58.6	43.5	63.8	30.8	48.6
2014-15	53.9	30.7	59.4	28.1	45.5
2015-16	54.1	26.2	59.6	27.1	44.3

State
 American Indian
 White
 Black
 Hispanic

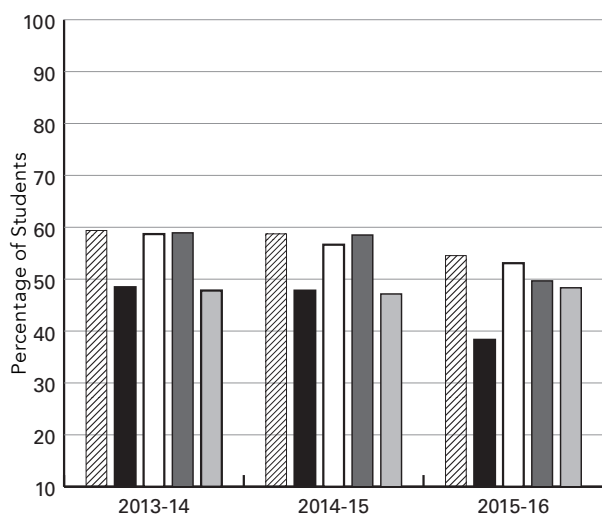
Advanced Placement (AP)

From 2014-15 to 2015-16, the percentage of students taking AP exams increased slightly for all students in the state by .3 percentage points. However, from 2014-15 to 2015-16, the number of American Indian students taking AP exams fell 3.1 percentage points, and the number of Black students taking AP exams fell .3 percentage points, while White students participation increased .3 percentage points, and Hispanic students experienced the largest increase in participation (2.3 percentage points). American Indian students had the third highest AP exam participation rates at 7.6%, with White students at 18.7%, Hispanic students at 11.3%, and Black students at 6.8%. However, all students subgroups, other than White students, were lower than the state average participation rate (15.1%).

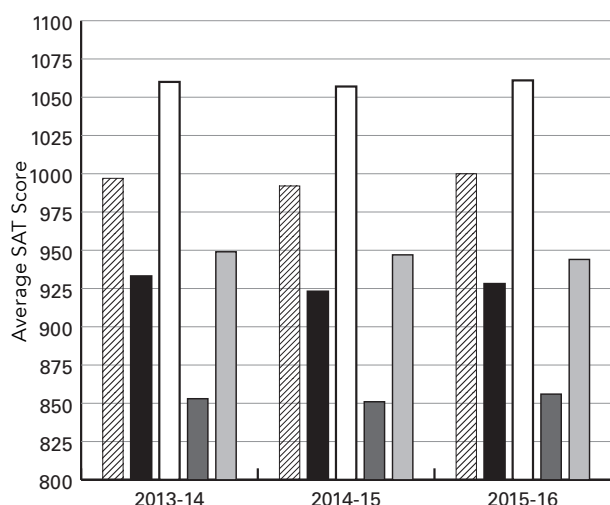
The College Board considers students who score 3 or higher on AP exams as “passing.” Only White students (59.6%) had a higher percentage of students scoring 3 or higher on AP exams than all other students (54.1%) in the state. The percentage of students who passed AP exams declined for American Indian, Black (27.1%) and Hispanic (44.3%) students subgroups from 2014-15, with American Indian students scoring the lowest at (26.2%).

SAT TESTING

NC STUDENTS TAKING THE SAT



NC AVERAGE SAT SCORES



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2013-14	59.4	48.4	58.7	58.9	47.8
2014-15	58.7	47.8	56.6	58.5	47.1
2015-16	54.5	38.3	53.1	49.7	48.3
NC Average SAT Scores					
2013-14	997	933	1060	853	949
2014-15	992	923	1057	851	947
2015-16	1000	928	1061	856	944

State American Indian White Black Hispanic

SAT

The SAT is an important academic indicator of student preparation for college and career opportunities. Student performances in critical reading, mathematics, and writing are considered strong predictors of college and career readiness.

PARTICIPATION

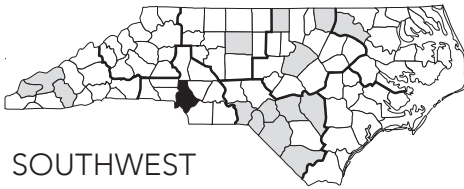
According to 2015-16 College Board data, SAT participation declined across the state and among all racial/ethnic groups. The rate of all North Carolina Public School students taking the SAT in 2015-16 (54.5) was 4.2 percentage points less than the rate of test takers in 2014-15 (58.7). The rate of American Indians taking the SAT in 2015-16 (38.3) was 9.5 percentage points less than the percentage rate in 2014-15.

Data show that the largest reduction in SAT participation from 2014-15 to 2015-16 was among American Indian students, whose participation decreased by 9.5 percentage points, followed by Black students with a decrease of 8.8 percentage points, then followed by White students with a decrease of 3.5 percentage points. SAT participation rates were up 1.2 percentage points among Hispanic students.

PERFORMANCE

For those taking the SAT in 2015-16, average scores for the state and all racial/ethnic groups increased from the previous year, with the exception of Hispanic students. American Indian students scored 5 points higher in 2015-16 than they did in 2014-15, followed by White students who scored 4 points higher, then followed by Black students who scored 4 points, while Hispanic students lost ground, scoring 3 points lower than the previous year. The 2015-16 average score for American Indians was 928, which was 72 points below the state average (1000) and 133 points lower than the score of their White peers (1061).

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

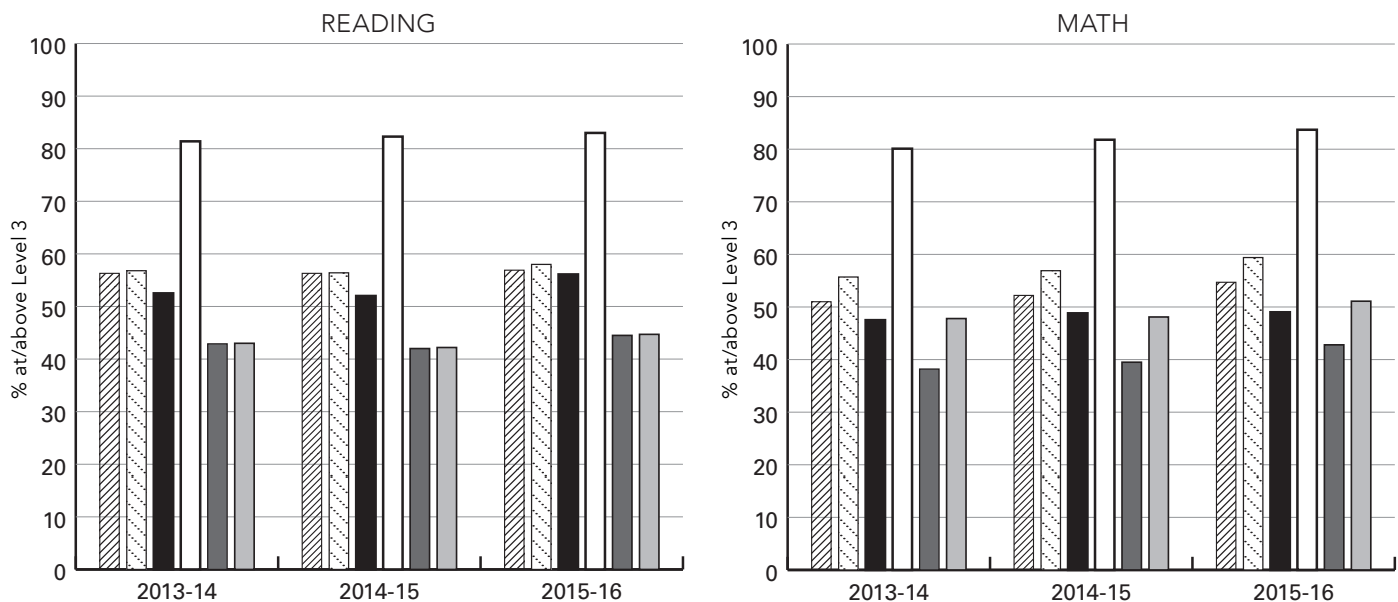


SOUTHWEST

Charlotte-Mecklenburg Schools enrolled 145,444 students in 168 schools, which includes a variety of theme-specific campuses. The 2015-16 enrollment reflects 678 (0.5%) American Indian students from various tribes. In 2015-16, the district proficiency rates were higher than state proficiency rates on all EOG/EOC assessments. American Indian students performed below the district and state averages in all EOG/EOC subjects. American Indian students demonstrated higher rates of proficiency than their Hispanic peers on all EOG/EOC assessments except EOG math and EOC Math I. American Indian students demonstrated higher rates of proficiency than their Black peers in all EOG/EOC assessments, except for EOC Math I. However, American Indian students significantly lagged behind their White peers in all EOG/EOC assessments. When comparing American Indians to other racial/ethnic groups, noticeable achievement gaps are apparent. The American Indian 4-Year Cohort Graduation Rate is lower than those of the state, the district, and all other racial/ethnic groups. The state graduation rate is slightly higher than the districts. No data have been reported for the annual dropout rate of American Indians for the last three years.

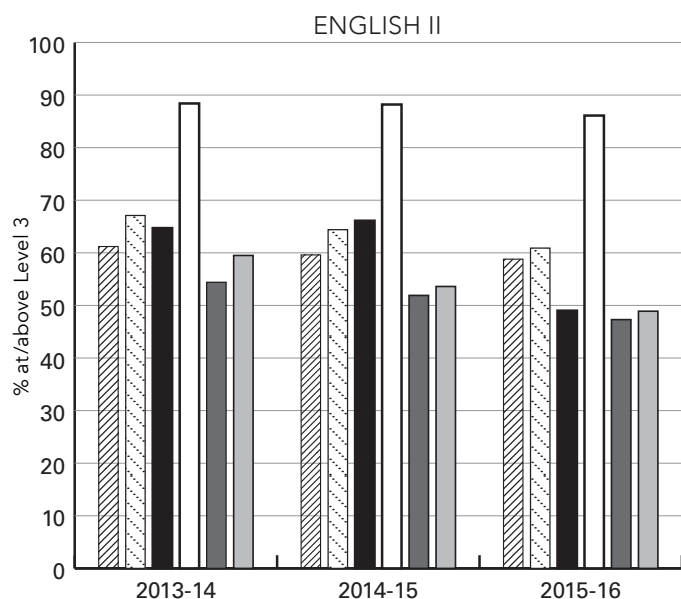
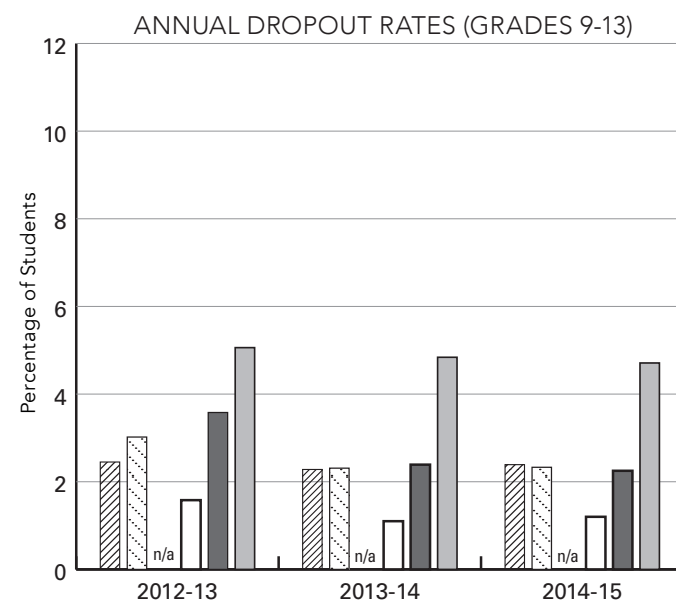
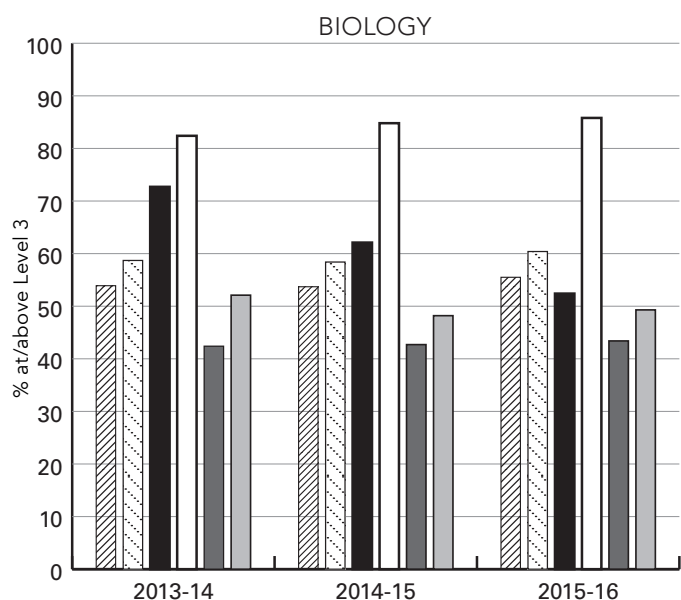
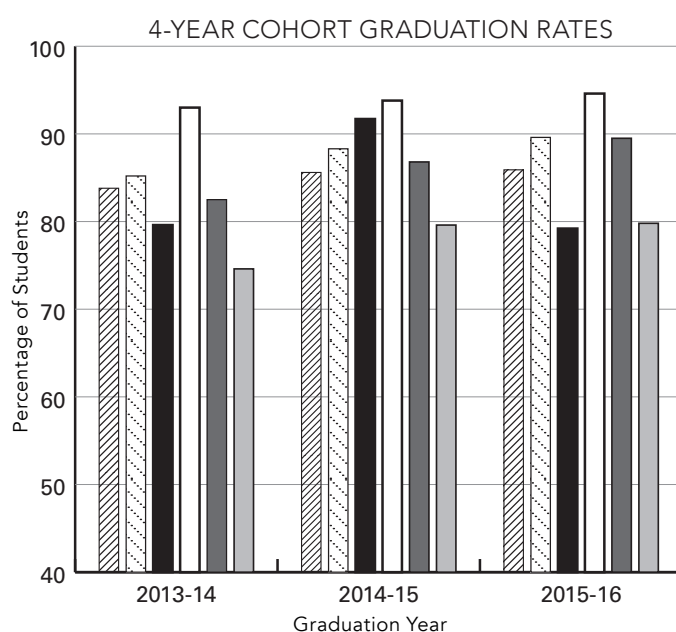
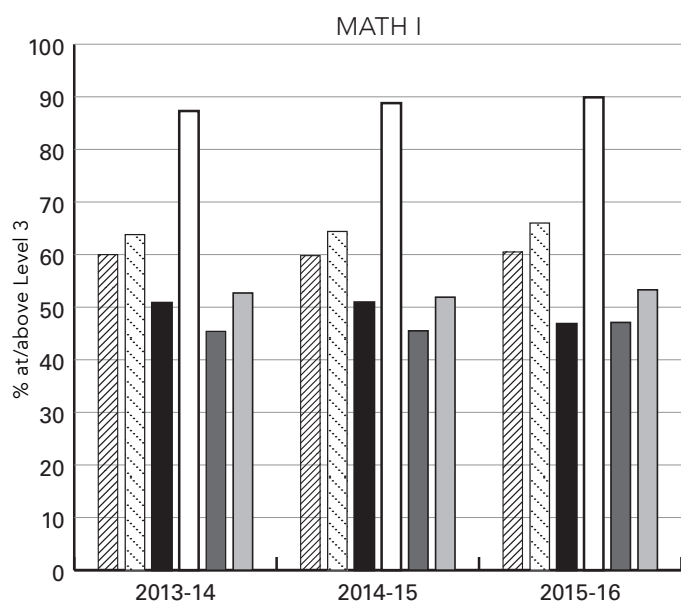
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	56.8	52.5	81.4	42.9	43.0
2014-15	56.3	56.4	52.0	82.3	42.0	42.2
2015-16	56.9	58.0	56.1	83.0	44.5	44.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	55.7	47.5	80.1	38.2	47.8
2014-15	52.2	56.9	48.8	81.8	39.5	48.1
2015-16	54.7	59.4	49.0	83.7	42.8	51.1
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	63.8	50.8	87.3	45.4	52.7
2014-15	59.8	64.4	50.9	88.8	45.5	51.9
2015-16	60.5	66.0	46.8	89.9	47.1	53.3
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	58.7	72.7	82.4	42.4	52.1
2014-15	53.7	58.4	62.1	84.8	42.7	48.2
2015-16	55.5	60.4	52.4	85.8	43.4	49.3
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	67.1	64.7	88.4	54.4	59.5
2014-15	59.6	64.4	66.1	88.2	51.9	53.6
2015-16	58.8	60.9	49.0	86.1	47.3	48.9
4-Year Cohort Graduation Rate						
2013-14	83.8	85.2	79.6	93.0	82.5	74.6
2014-15	85.6	88.3	91.7	93.8	86.8	79.6
2015-16	85.9	89.6	79.2	94.6	89.5	79.8
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	3.02	n/a	1.58	3.58	5.06
2013-14	2.28	2.31	n/a	1.10	2.39	4.84
2014-15	2.39	2.33	n/a	1.20	2.25	4.71

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION



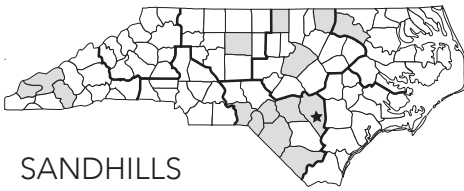
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

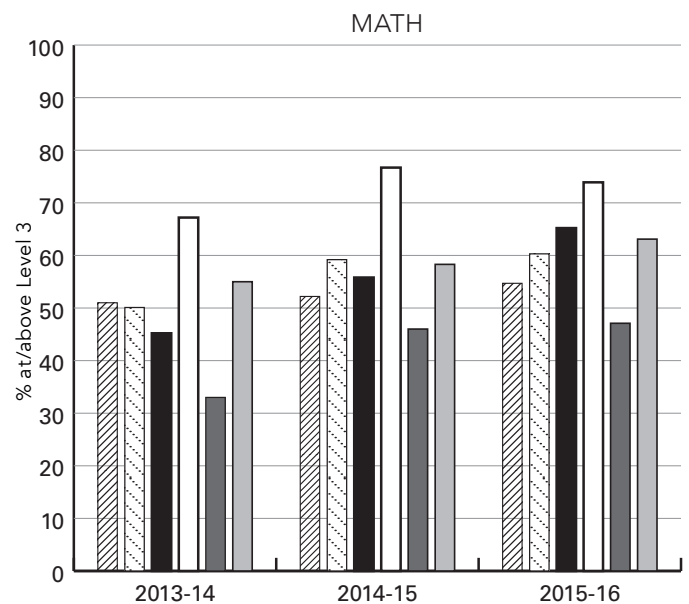
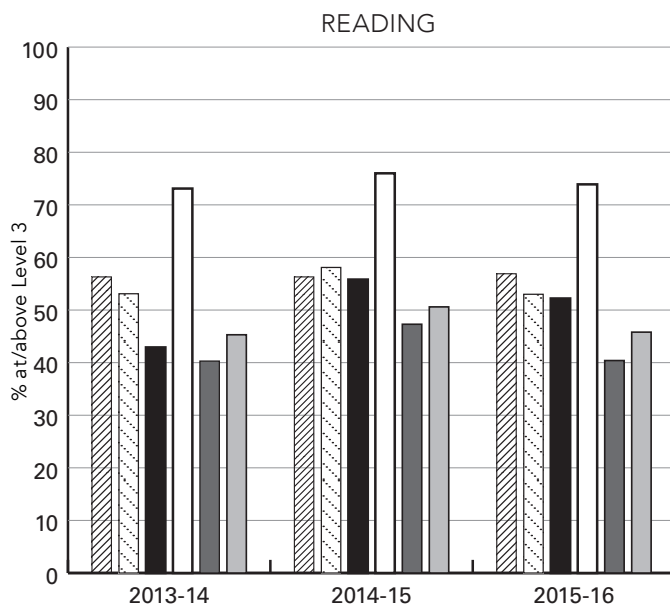


SANDHILLS

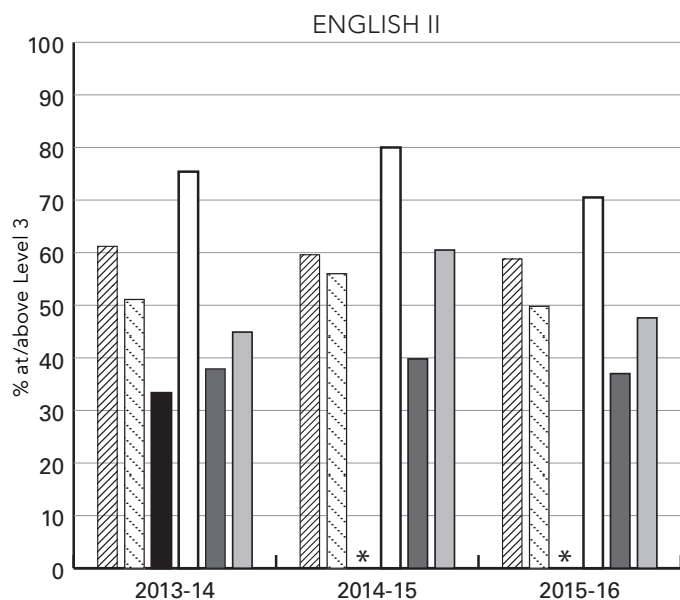
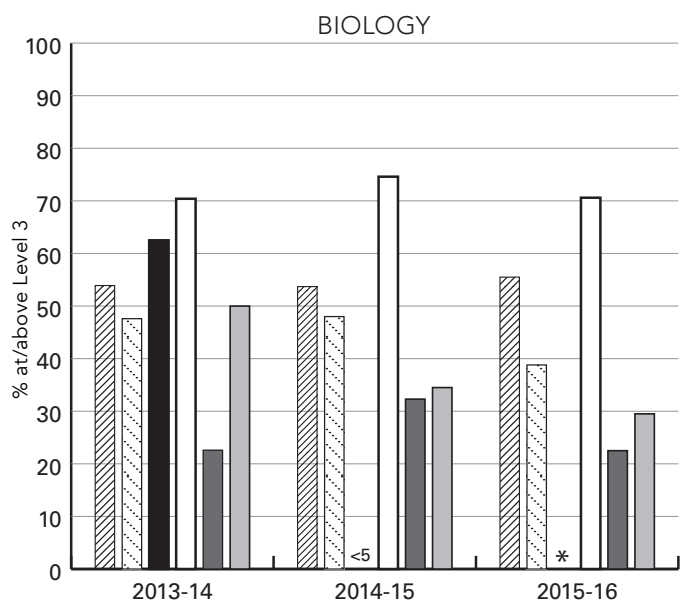
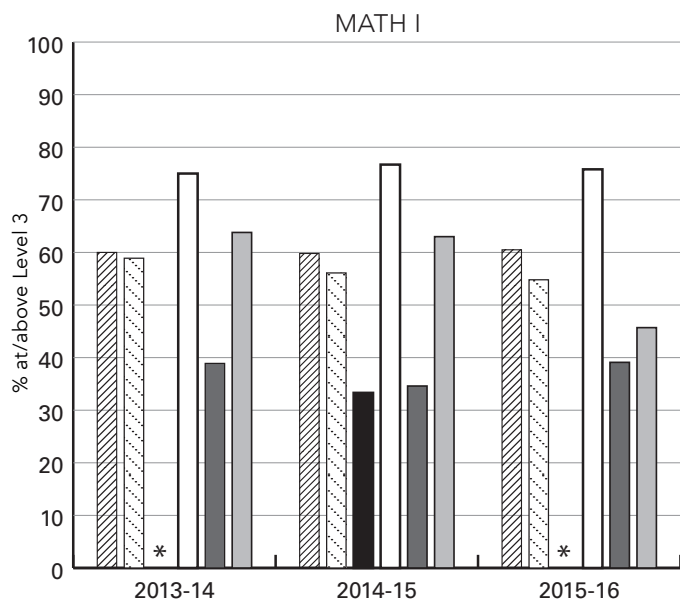
Clinton City Schools enrolled 3,047 students, including 87 (.03%) American Indians, mainly of the Cohaire Tribe. In the Title VI cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. In 2015-16, the district proficiency rates lagged behind the state in all EOG/EOC tested areas, except for EOG math. American Indian students performed below the district average in EOG reading but performed above the district and state averages in EOG math. Not enough data are available to present proficiency rates for EOC assessments. American Indian students demonstrated higher rates of proficiency than their Black and Hispanic peers in EOG reading and math; however, they lagged behind their White peers in the same areas. The 4-Year Cohort Graduation rate for American Indian students is reported as less than 95%. There were not enough American Indian students to specify exact proficiency rates; however, the district 4-Year Cohort Graduation rate exceeds the state's rate. The annual dropout rate for American Indians is unavailable due to the low number of American Indian students in the district.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	53.1	42.9	73.1	40.3	45.3
2014-15	56.3	58.1	55.8	76.0	47.3	50.6
2015-16	56.9	53.0	52.2	73.9	40.4	45.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	50.1	45.2	67.2	33.0	55.0
2014-15	52.2	59.2	55.8	76.7	46.0	58.3
2015-16	54.7	60.3	65.2	73.9	47.1	63.1
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	58.9	*	75.0	38.9	63.8
2014-15	59.8	56.1	33.3	76.7	34.6	63.0
2015-16	60.5	54.8	*	75.8	39.1	45.7
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	47.6	62.5	70.4	22.6	50.0
2014-15	53.7	48.0	<5	74.6	32.3	34.5
2015-16	55.5	38.8	*	70.6	22.5	29.5
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	51.1	33.3	75.4	37.9	44.9
2014-15	59.6	56.0	*	80.0	39.8	60.5
2015-16	58.8	49.8	*	70.5	37.0	47.6
4-Year Cohort Graduation Rate						
2013-14	83.8	84.7	*	90.6	76.8	86.2
2014-15	85.6	89.5	>95	90.9	87.5	85.0
2015-16	85.9	89.1	>95	88.1	91.5	83.0
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.29	n/a	n/a	2.06	n/a
2013-14	2.28	2.98	n/a	n/a	3.85	n/a
2014-15	2.39	1.05	n/a	n/a	n/a	n/a

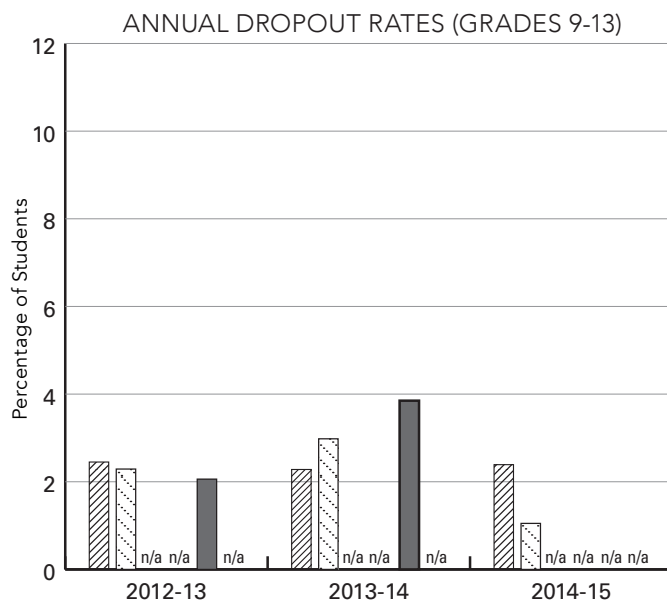
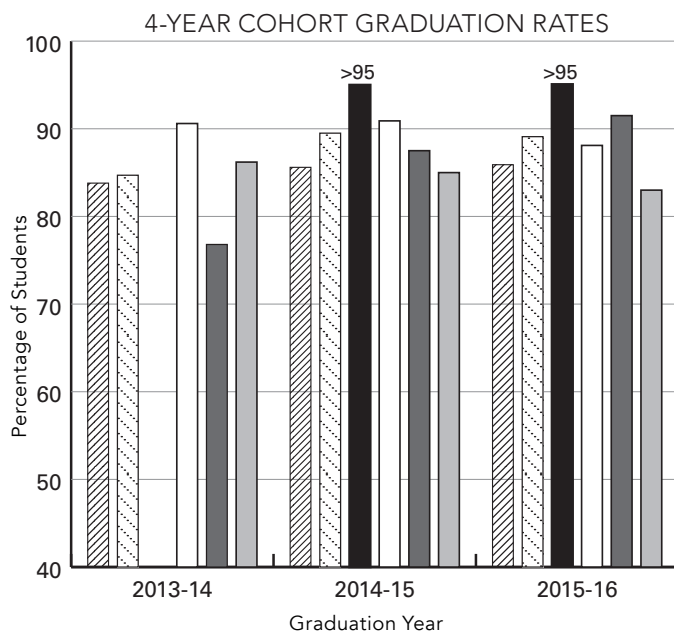
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

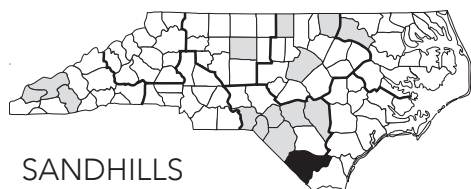
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

COLUMBUS COUNTY

DISTRICT CONTACT: KENWOOD ROYAL
http://www.columbus.k12.nc.us

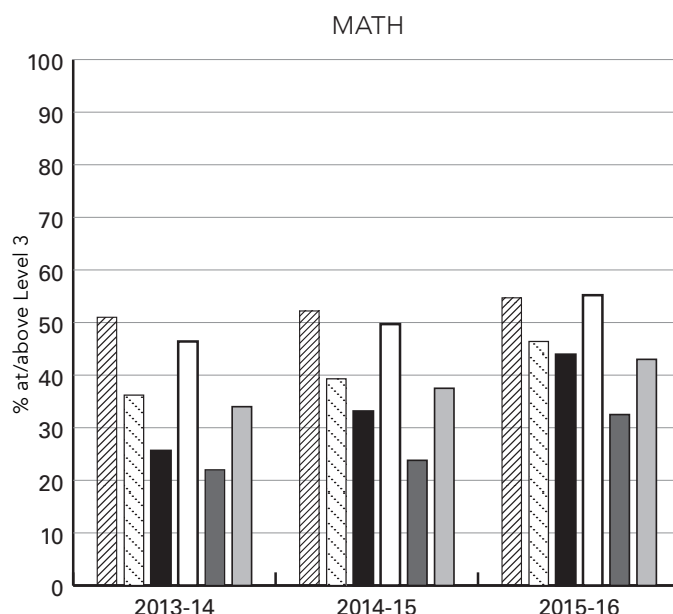
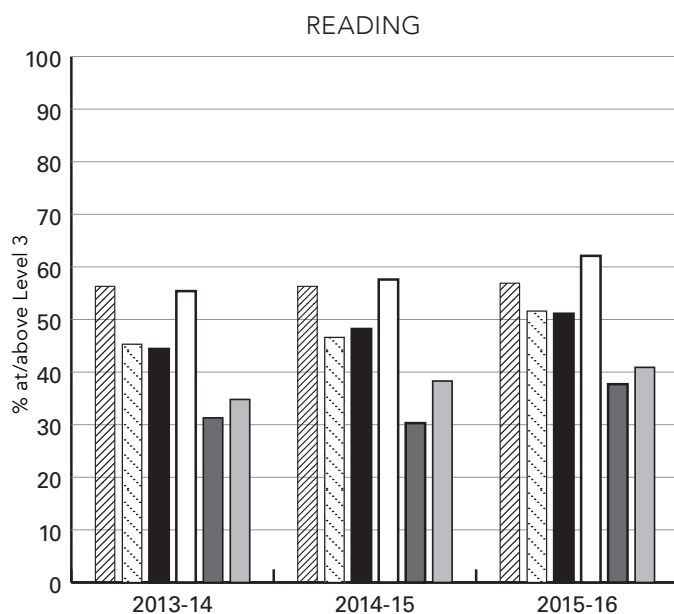


SANDHILLS

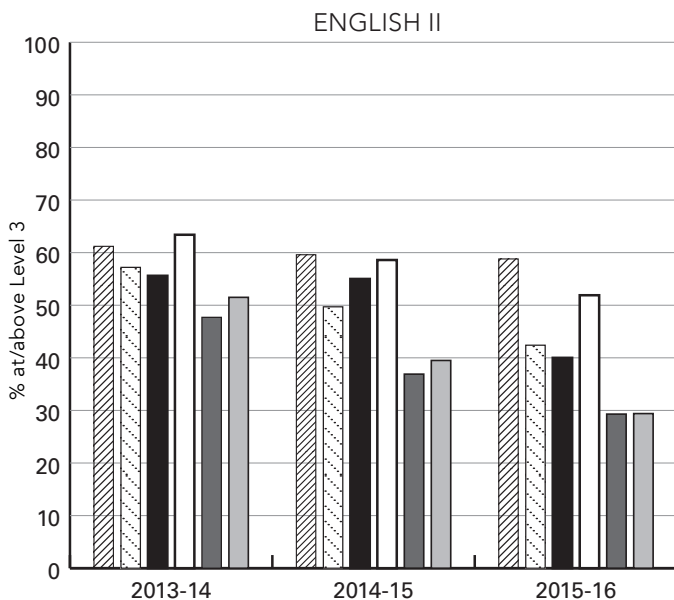
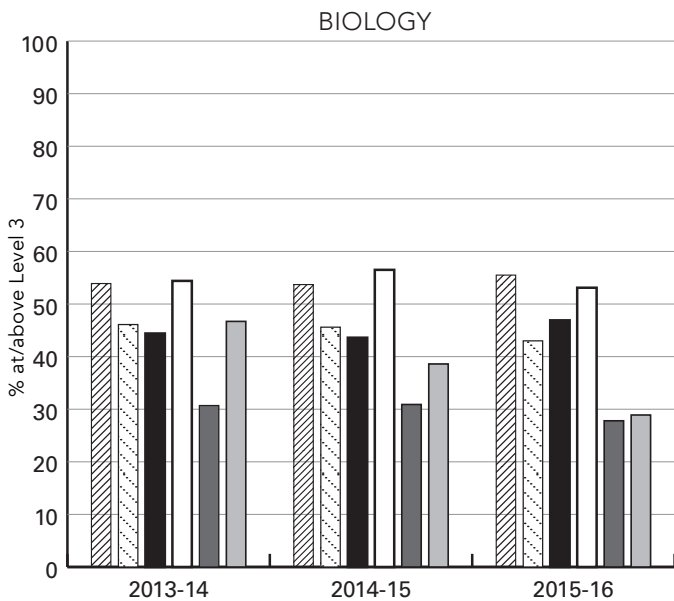
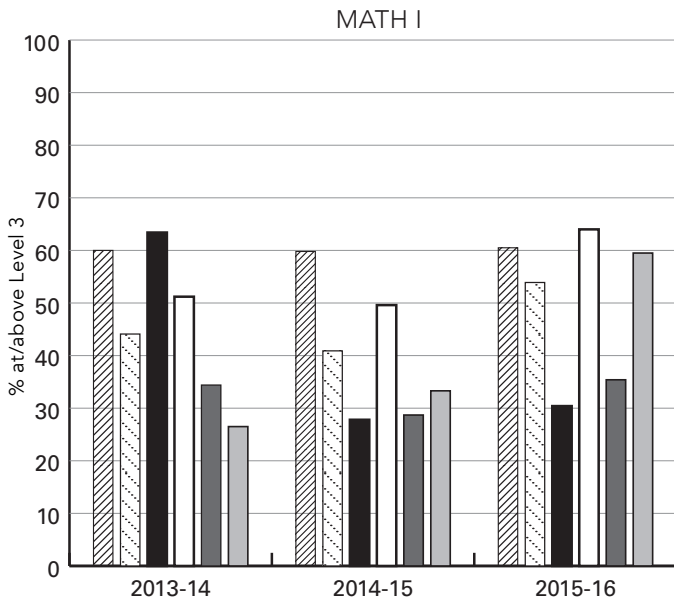
Columbus County Schools enrolled 5,883 students, of whom 315 (5.3%) are American Indians, primarily from the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In 2015-16 the average proficiency rate of the district was lower than the state average in EOG reading and math and all EOC assessments. American Indian students performed below district and state proficiency rates in all EOG/EOC areas, except for EOC Biology. American Indian students demonstrated higher proficiency rates higher than their Black and Hispanic peers in all subjects, except in EOC Math I. However, the average proficiency rates of American Indian students lagged behind those of their White peers on all EOG/EOC assessments. The 4-Year Cohort Graduation rate for American Indian students is lower than the state rate, the district rate, and the rates of White students in the district. American Indian students have a higher 4-Year Cohort Graduation rate than their Black and Hispanic peers. Sufficient data are not available for comparison of the annual dropout rate of American Indians.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	45.3	44.4	55.4	31.3	34.8
2014-15	56.3	46.6	48.2	57.6	30.3	38.3
2015-16	56.9	51.6	51.1	62.1	37.7	40.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	36.2	25.6	46.4	22.0	34.0
2014-15	52.2	39.3	33.1	49.7	23.8	37.5
2015-16	54.7	46.4	43.9	55.2	32.5	43.0
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	44.1	63.4	51.2	34.4	26.5
2014-15	59.8	40.9	27.8	49.6	28.7	33.3
2015-16	60.5	53.9	30.4	64.0	35.4	59.5
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	46.1	44.4	54.4	30.7	46.7
2014-15	53.7	45.6	43.6	56.5	30.9	38.6
2015-16	55.5	43.0	46.9	53.1	27.8	28.9
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	57.2	55.6	63.4	47.7	51.5
2014-15	59.6	49.7	55.0	58.6	36.9	39.5
2015-16	58.8	42.4	40.0	51.9	29.3	29.4
4-Year Cohort Graduation Rate						
2013-14	83.8	82.7	88.9	84.5	83.7	41.7
2014-15	85.6	84.8	>95	86.1	83.7	68.0
2015-16	85.9	81.5	80.8	84.9	77.0	75.9
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.65	n/a	2.45	2.73	7.50
2013-14	2.28	2.59	n/a	2.76	2.51	n/a
2014-15	2.39	1.97	n/a	1.45	2.27	n/a

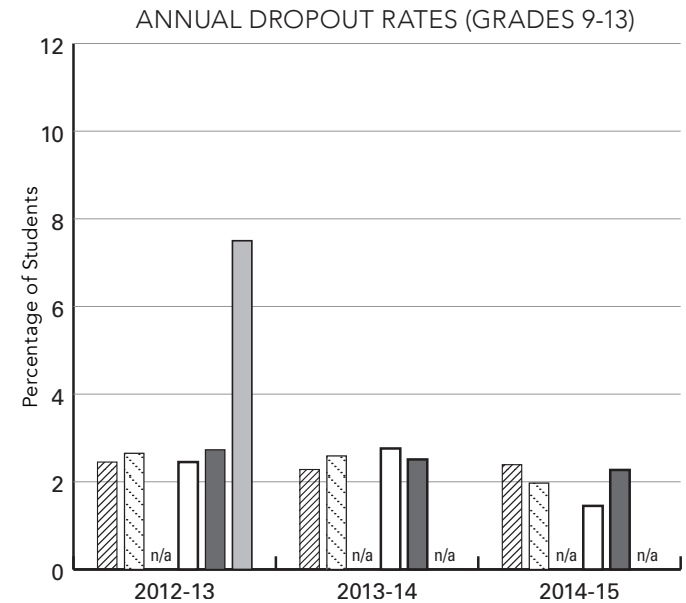
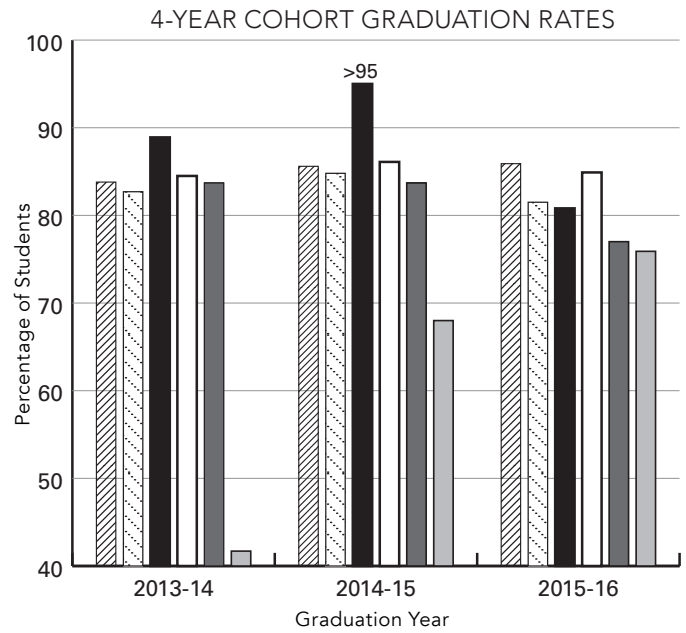
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



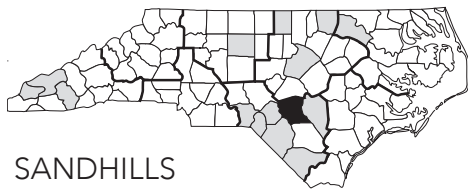
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

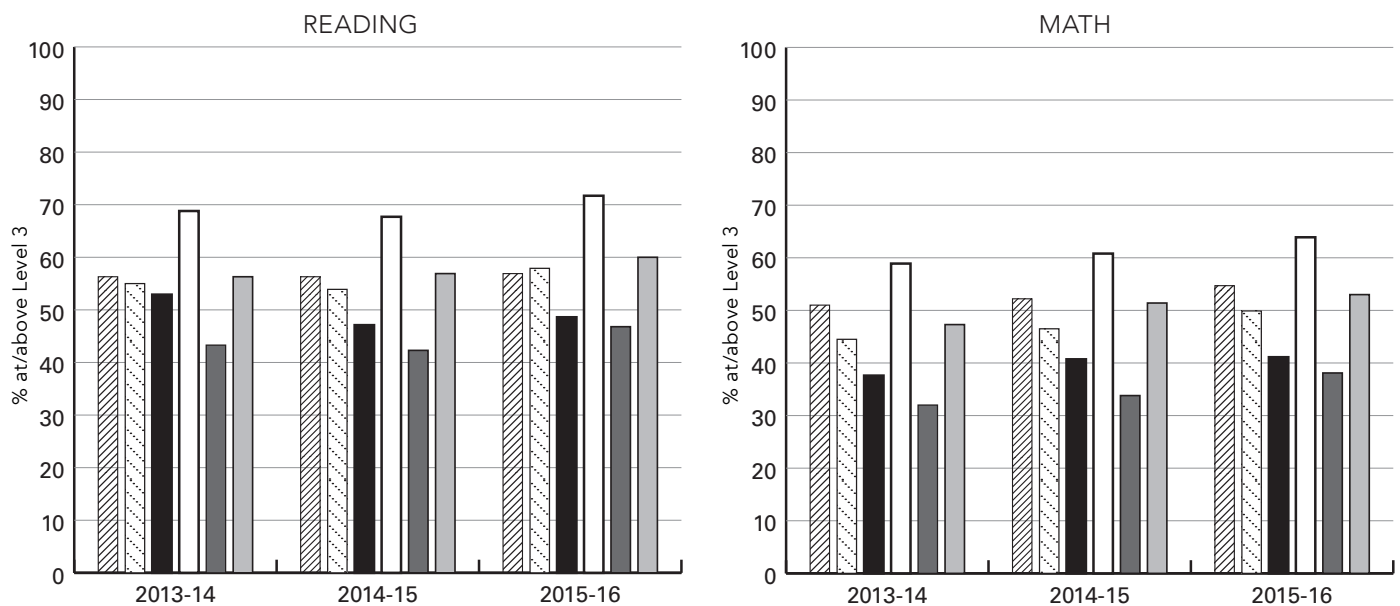


SANDHILLS

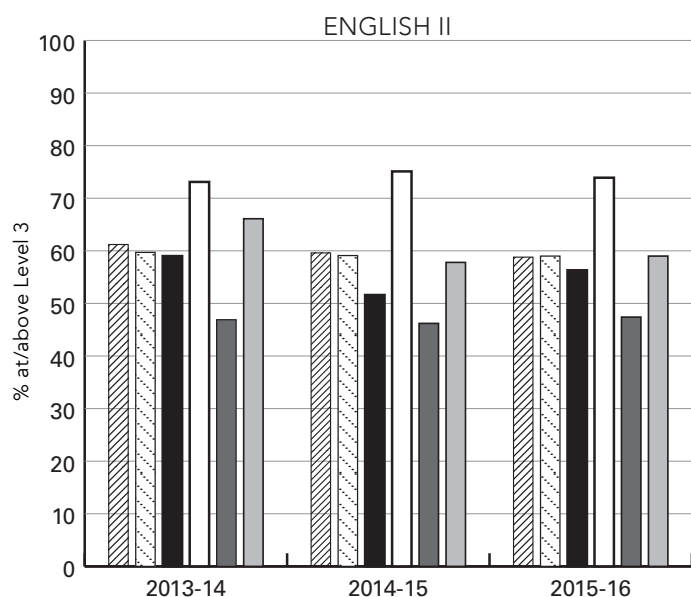
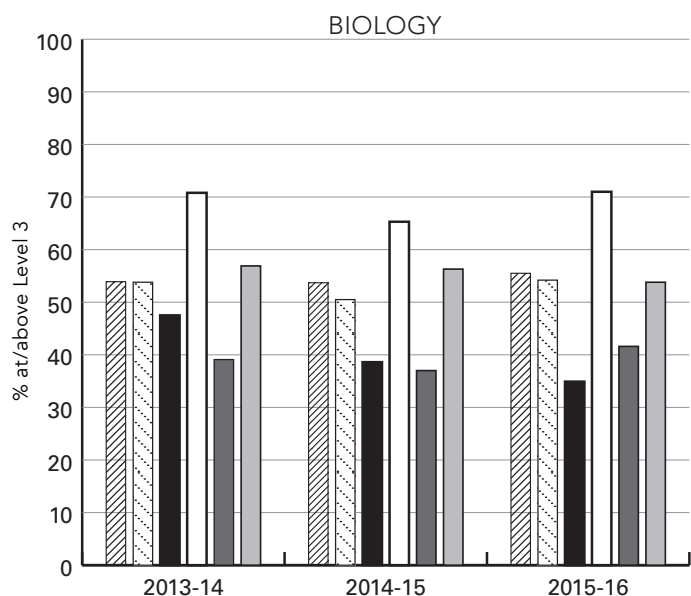
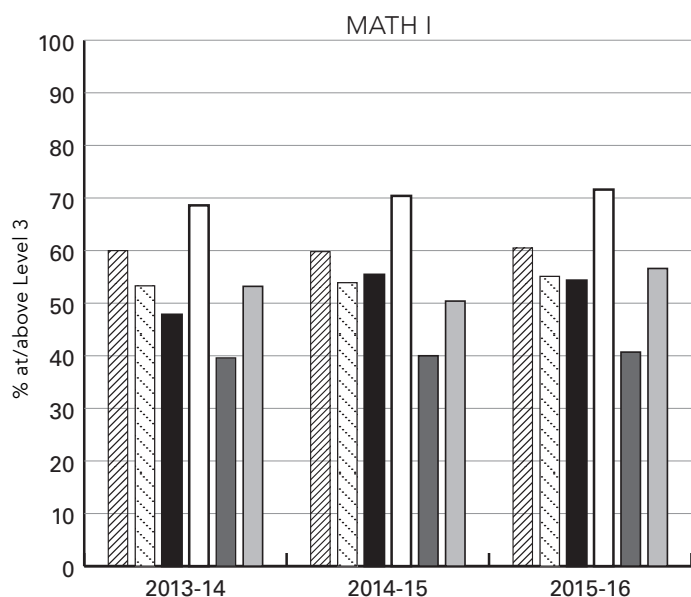
Cumberland County Schools serves an expansive military community, which adds to the diversity of the district. The district currently serves 49,918 students, including 919 (2.5%) American Indian students, mainly of the Lumbee Tribe. The district operates 86 schools, including 15 high schools and two early colleges. In 2015-16, the average proficiency rate for the district lagged behind that of the state average in EOG math, EOC Math I, and EOC Biology. American Indian students average rates of proficiency lagged behind the district and state in all areas of the EOG/EOC assessment. American Indian students demonstrated higher rates of proficiency than their Black peers in all EOG/EOC tested subjects, except for EOC Biology. American Indian students' proficiency rates lagged behind their White and Hispanic peers in each EOG/EOC subject area. Compared to the state, the district, and all other racial/ethnic groups, American Indians have the lowest 4-Year Cohort Graduation proficiency rate. American Indians have a higher annual dropout rate than the state, the district, and all other racial/ethnic groups.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	55.0	52.9	68.8	43.3	56.3
2014-15	56.3	53.9	47.1	67.7	42.3	56.9
2015-16	56.9	57.9	48.6	71.7	46.8	60.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	44.5	37.6	58.9	32.0	47.3
2014-15	52.2	46.5	40.7	60.8	33.8	51.4
2015-16	54.7	49.9	41.1	63.9	38.1	53.0
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	53.3	47.8	68.6	39.6	53.2
2014-15	59.8	53.9	55.4	70.4	40.0	50.4
2015-16	60.5	55.1	54.3	71.6	40.7	56.6
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	53.8	47.5	70.8	39.1	56.9
2014-15	53.7	50.5	38.6	65.3	37	56.3
2015-16	55.5	54.2	34.9	71.0	41.6	53.8
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	59.7	59.0	73.1	46.9	66.1
2014-15	59.6	59.1	51.6	75.1	46.2	57.8
2015-16	58.8	59.0	56.3	73.9	47.4	59.0
4-Year Cohort Graduation Rate						
2013-14	83.8	81.2	80.3	83.7	78.1	83.1
2014-15	85.6	81.7	66.1	85.0	79.2	83.8
2015-16	85.9	81.9	72.8	83.8	79.5	84.3
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	1.64	2.97	1.97	1.64	1.07
2013-14	2.28	2.22	4.53	2.29	2.22	1.55
2014-15	2.39	2.07	4.71	1.80	2.37	1.46

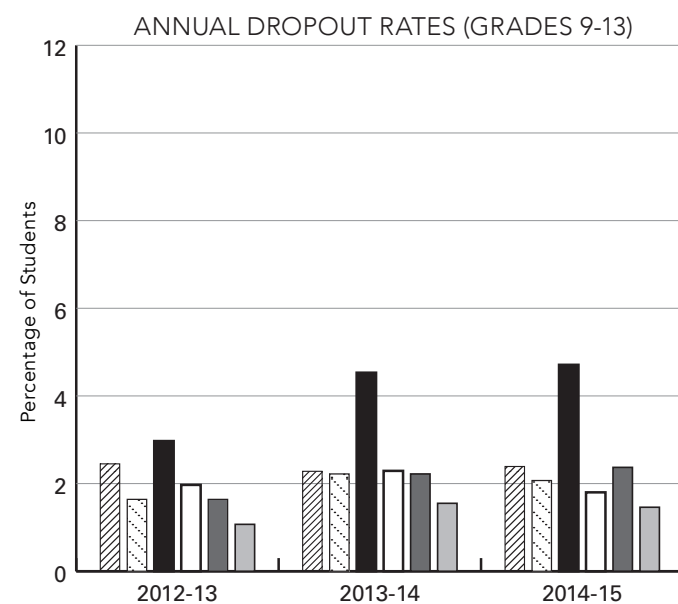
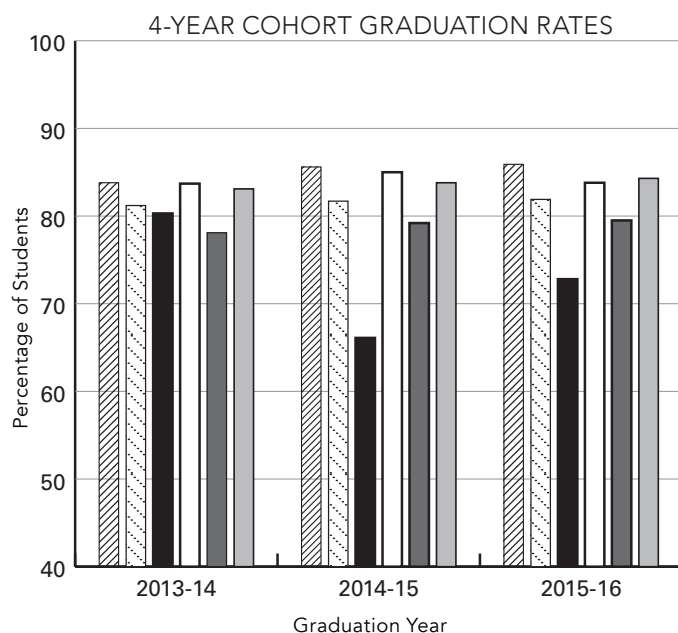
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

GRAHAM COUNTY

DISTRICT CONTACT: LESTER GREENE
http://www.grahamcountyschools.org

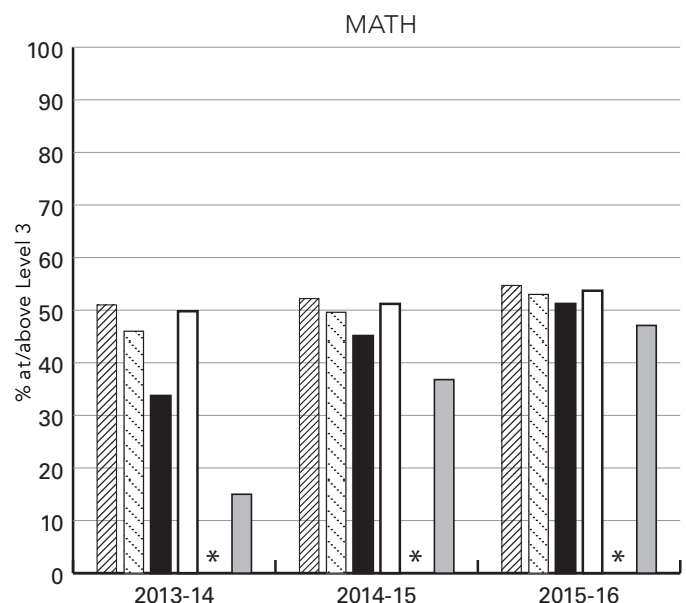
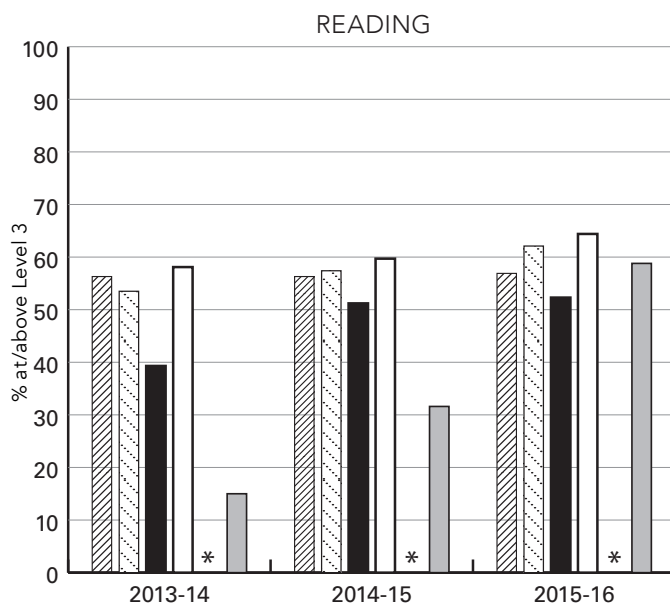


WESTERN

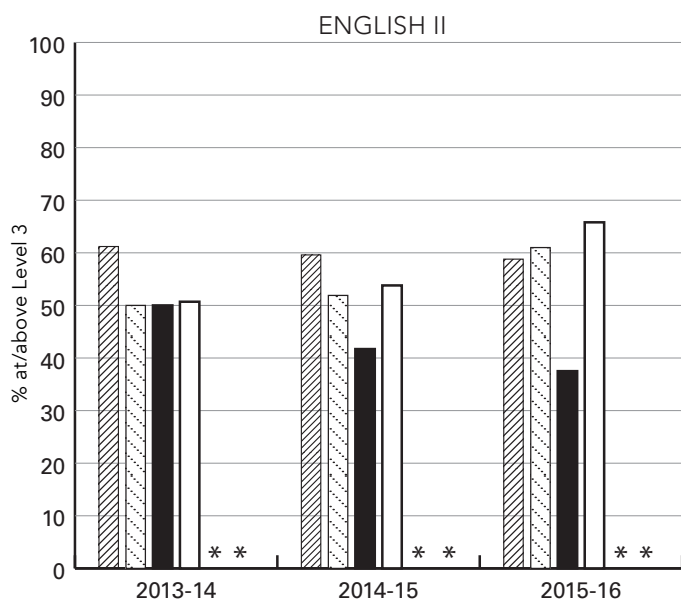
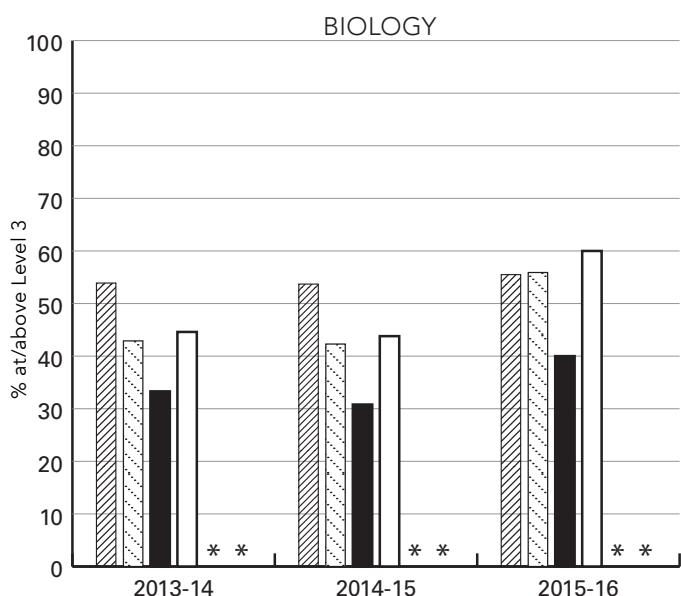
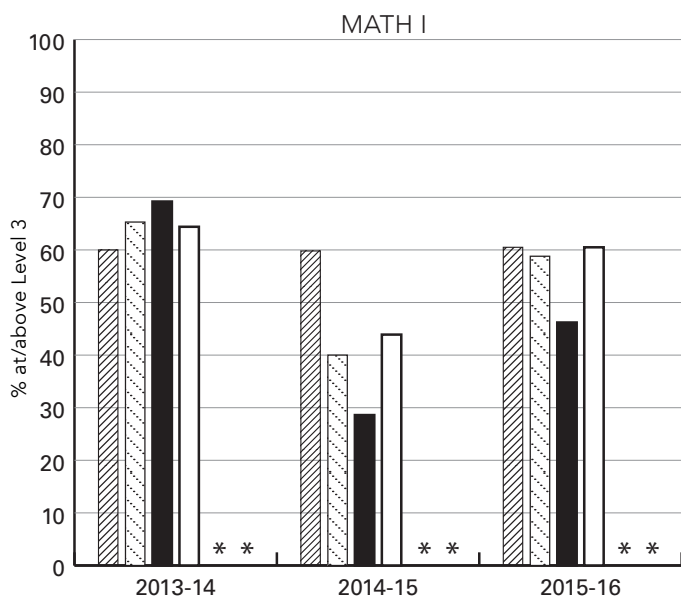
Located near the Qualla Boundary (a reservation of the Eastern Band of the Cherokee), Graham County Schools enrolled 1,152 students, including 187 (16%) American Indians, mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. In 2015-16, the district lagged behind the state's average in proficiency rates in EOG math and EOC Math I; however, the district exceeded the state in all other subjects. In all EOG/EOC tested subject areas, American Indian students lagged behind the district average in grade-level proficiency rates. Compared to their Hispanic peers, more American Indians were proficient in math, but fewer were proficient in reading on the EOG tests. Sufficient data were not available for comparison to their Black peers. American Indian students lagged behind their White peers in all other EOG/EOC subjects. For 2015-16, the 4-year Cohort Graduation rate (81.8) was lower than the state (85.9) and district (86) rates. The three-year annual dropout rate data for 2015-16 was not available to report.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	53.5	39.3	58.1	*	15.0
2014-15	56.3	57.4	51.2	59.7	*	31.6
2015-16	56.9	62.1	52.3	64.4	*	58.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	46.0	33.7	49.8	*	15.0
2014-15	52.2	49.6	45.1	51.2	*	36.8
2015-16	54.7	53.0	51.2	53.7	*	47.1
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	65.3	69.2	64.4	*	*
2014-15	59.8	40.0	28.6	43.9	*	*
2015-16	60.5	58.8	46.2	60.5	*	*
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	42.9	33.3	44.6	*	*
2014-15	53.7	42.3	30.8	43.8	*	*
2015-16	55.5	55.9	40.0	60.0	*	*
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	50.0	50.0	50.7	*	*
2014-15	59.6	51.9	41.7	53.8	*	*
2015-16	58.8	61.0	37.5	65.8	*	*
4-Year Cohort Graduation Rate						
2013-14	83.8	81.6	91.7	79.7	n/a	n/a
2014-15	85.6	88.4	85.7	88.4	*	n/a
2015-16	85.9	86.0	81.8	86.5	n/a	*
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	3.10	n/a	3.69	n/a	n/a
2013-14	2.28	4.07	n/a	4.52	n/a	n/a
2014-15	2.39	1.09	n/a	n/a	n/a	n/a

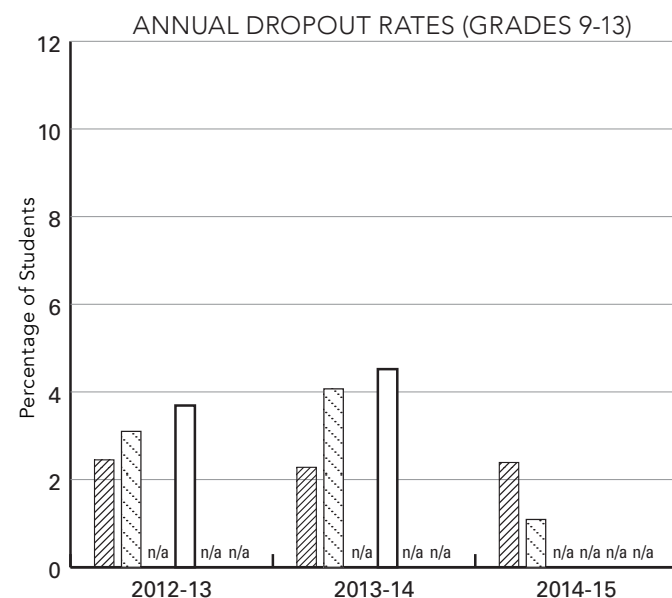
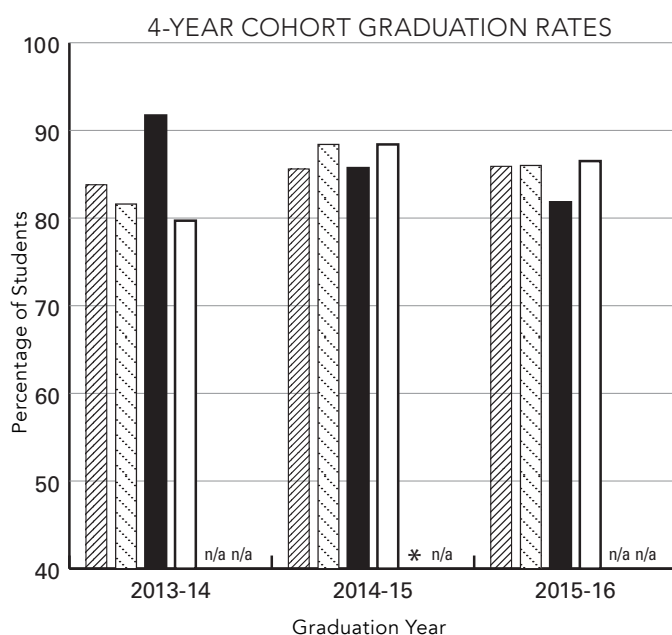
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



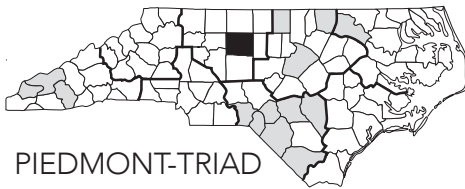
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

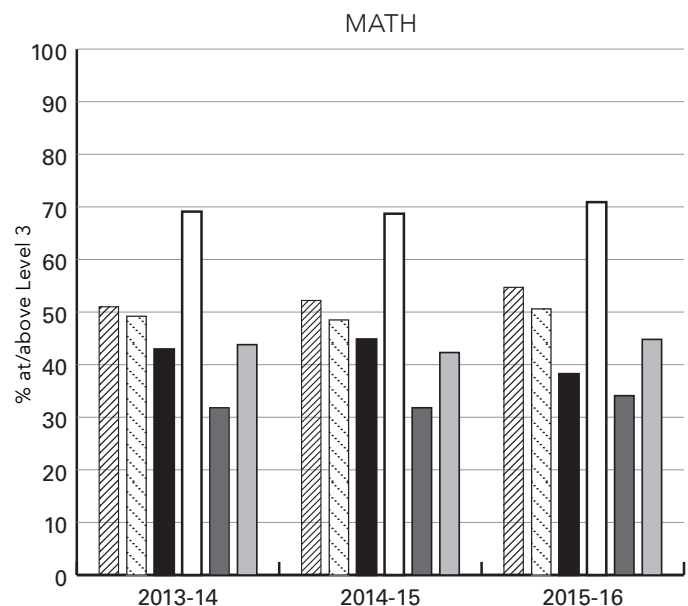
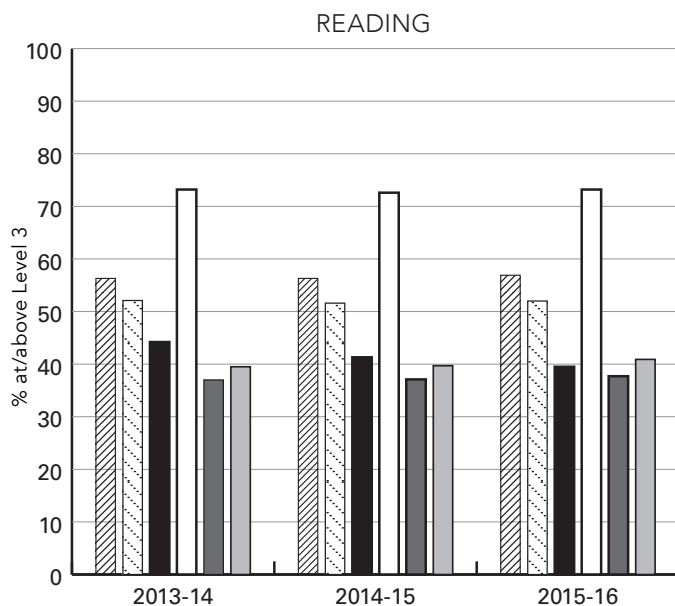


PIEDMONT-TRIAD

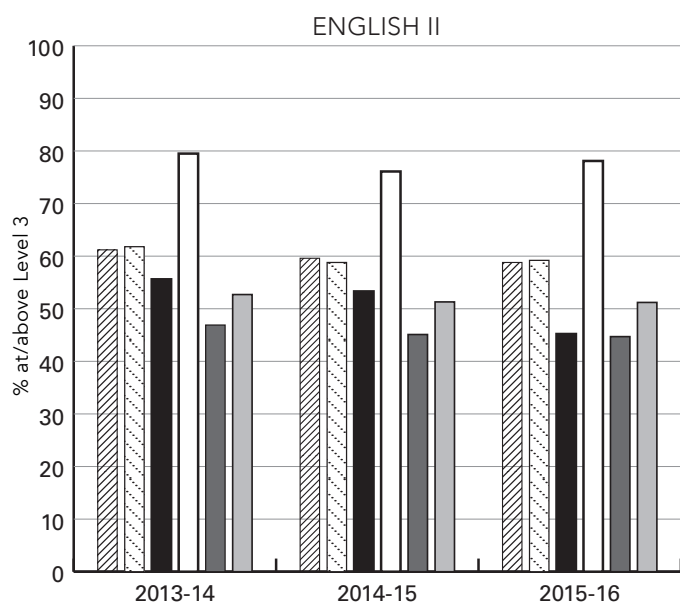
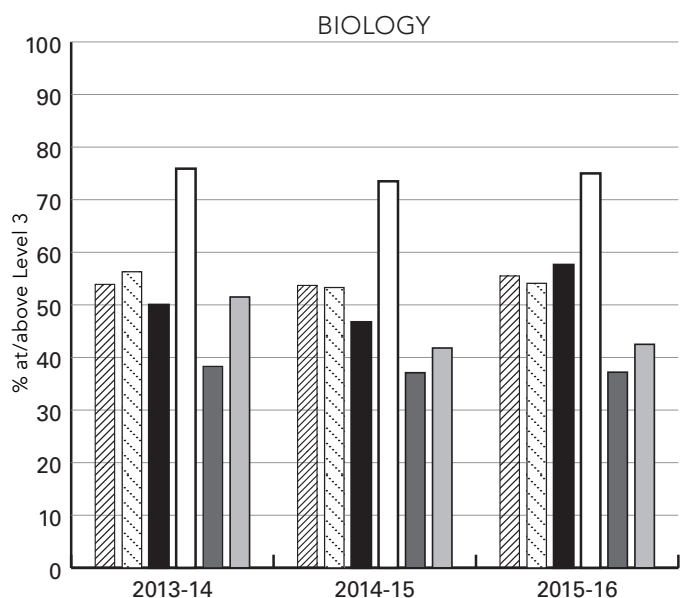
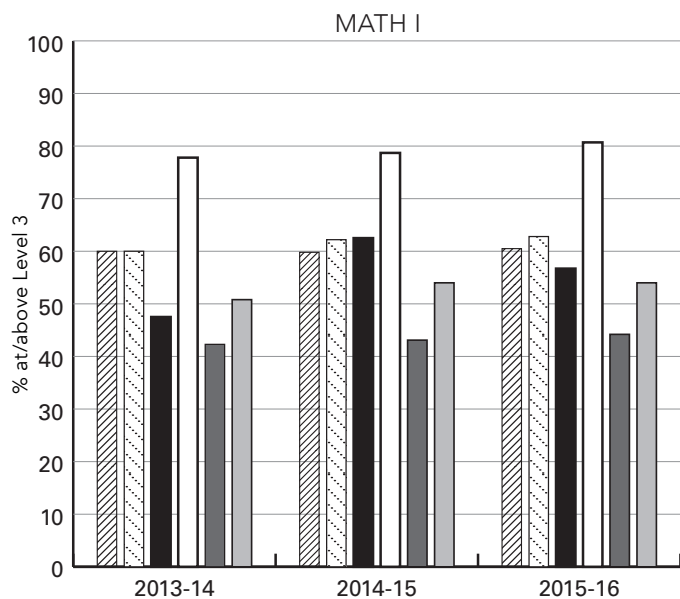
Guilford County Schools enrolled 71,429 students, of whom 326 (0.5%) are American Indians representing both federal and state recognized tribes. Guilford County operates 129 schools, including a myriad of magnet campuses. 2015-16 data showed that the rates of American Indian students demonstrating proficiency on EOG reading and math tests and Math I and English II EOC tests was lower than the state and district rates. However, the percentage of American Indian students demonstrating proficiency on EOC Biology tests exceeded the state and district percentages. Academically, American Indian students in this district demonstrated higher levels of proficiency than their Black peers on all EOG/EOC assessments; however, they lagged behind their White peers in all tested areas and behind their Hispanic peers in EOG reading and math and EOC English II. The American Indian 4-year Cohort Graduation rate shows an up-and-down trend over the last three-year period; however for 2015-16 it was lower than the cohort graduation rates for the state, the district rate, and all other racial/ethnic groups. Sufficient data are not available for comparison to the dropout rate for American Indian students for 2015-16.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	52.1	44.2	73.2	37.0	39.5
2014-15	56.3	51.6	41.3	72.6	37.1	39.7
2015-16	56.9	52.0	39.5	73.2	37.7	40.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	49.2	42.9	69.1	31.8	43.8
2014-15	52.2	48.5	44.8	68.7	31.8	42.3
2015-16	54.7	50.6	38.2	70.9	34.1	44.8
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	60.0	47.5	77.8	42.3	50.8
2014-15	59.8	62.2	62.5	78.7	43.1	54.0
2015-16	60.5	62.8	56.7	80.7	44.2	54.0
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	56.3	50	75.9	38.3	51.5
2014-15	53.7	53.3	46.7	73.5	37.1	41.8
2015-16	55.5	54.1	57.6	75.0	37.2	42.5
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	61.8	55.6	79.5	46.9	52.7
2014-15	59.6	58.8	53.3	76.1	45.1	51.3
2015-16	58.8	59.2	45.2	78.1	44.7	51.2
4-Year Cohort Graduation Rate						
2013-14	83.8	88.5	83.3	91.8	86.9	82.5
2014-15	85.6	89.3	86.1	92.7	88.1	84.6
2015-16	85.9	89.4	76.9	93.4	87.9	80.2
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.07	n/a	1.49	2.41	2.95
2013-14	2.28	1.97	n/a	1.30	2.26	2.88
2014-15	2.39	2.20	n/a	1.32	2.64	3.89

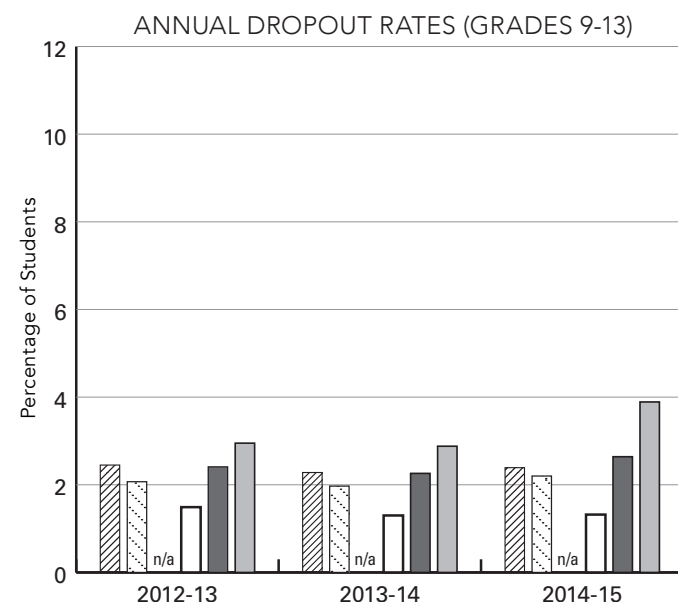
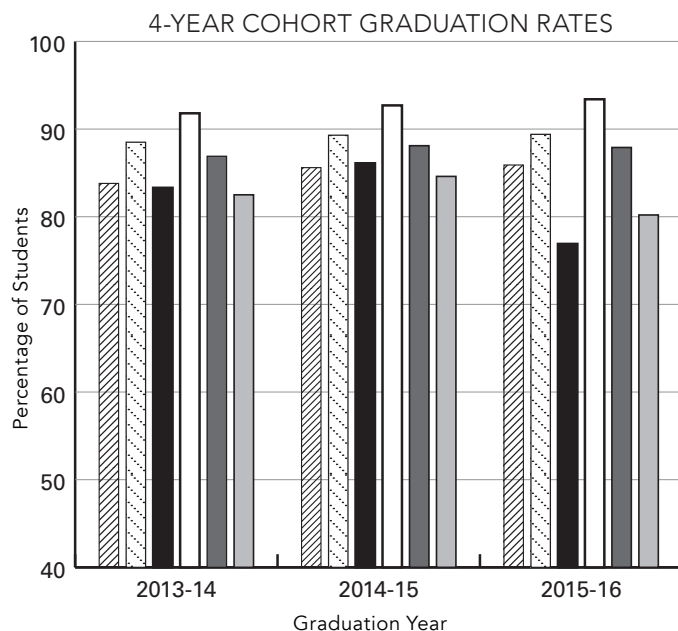
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



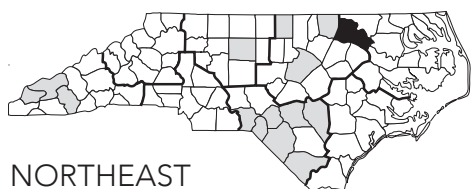
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

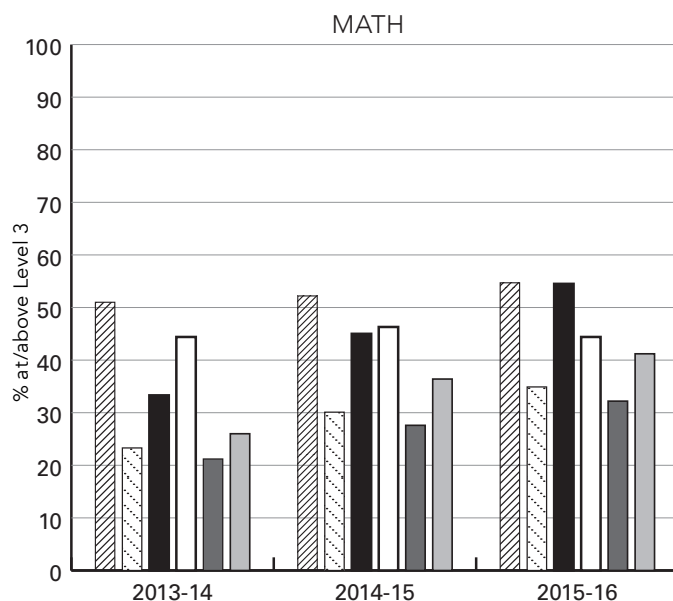
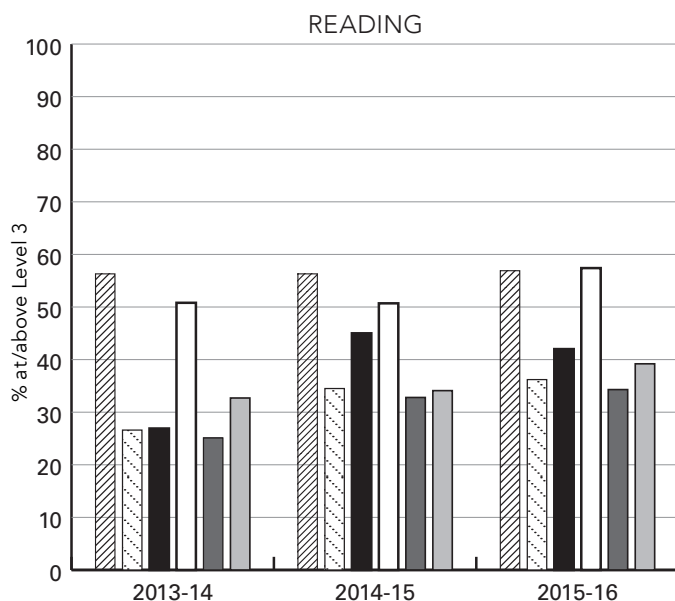


NORTHEAST

Halifax County Schools enrolled 2,732 students, of whom 152 (6%) are American Indian, mostly the Haliwa-Saponi Indian Tribe. Across the district are 11 campuses including two high schools. In the EOG/EOC tested subjects, the district proficiency rates for 2015-16 fell below the state averages. The percentage of American Indian students who were proficient on the EOG/EOC tested areas exceeded the district rate, except in Math I. There was insufficient data for American Indian student performance to compare to the district percentage rate for EOC Biology and English II assessments. Where data were provided, the proficiency rates reveal that American Indian students are not keeping up with their White peers in the EOG-tested areas. However, the EOG reading, Math I, and EOC Math proficiency rates of American Indian students exceeded those of Hispanic and Black students in the district. The 4-year Cohort Graduation rate for the state (85.9%) exceeded the district's (73.4%) rates.

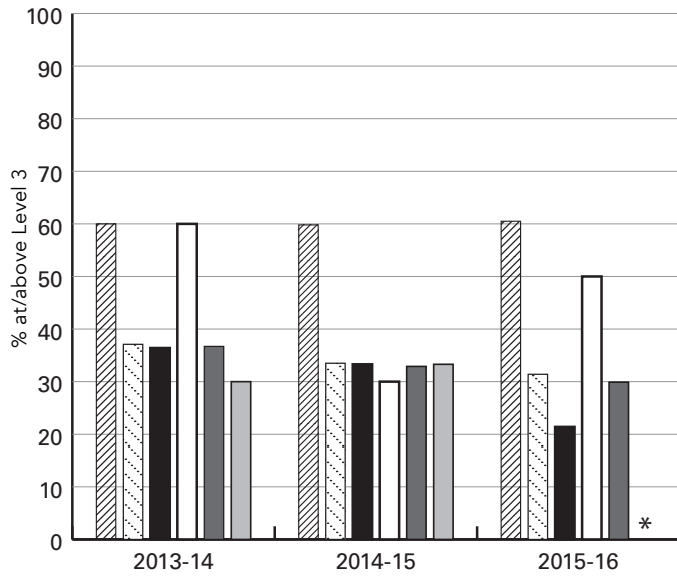
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	26.6	26.9	50.8	25.1	32.7
2014-15	56.3	34.5	45.0	50.7	32.8	34.1
2015-16	56.9	36.2	42.0	57.4	34.3	39.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	23.3	33.3	44.4	21.2	26.0
2014-15	52.2	30.1	45.0	46.3	27.6	36.4
2015-16	54.7	34.9	54.5	44.4	32.2	41.2
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	37.1	36.4	60.0	36.7	30.0
2014-15	59.8	33.5	33.3	30.0	32.9	33.3
2015-16	60.5	31.4	21.4	50.0	29.9	*
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	37.4	70.0	*	36.0	30.0
2014-15	53.7	25.1	20.0	*	24.5	*
2015-16	55.5	19.6	*	*	17.6	*
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	25.1	20.0	*	24.9	33.3
2014-15	59.6	28.5	44.4	*	26.8	*
2015-16	58.8	26.6	*	*	23.5	*
4-Year Cohort Graduation Rate						
2013-14	83.8	74.6	n/a	*	76.7	n/a
2014-15	85.6	73.6	83.3	*	73.6	*
2015-16	85.9	73.4	*	*	73.4	*
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	3.11	n/a	n/a	2.96	n/a
2013-14	2.28	3.10	n/a	n/a	3.29	n/a
2014-15	2.39	4.75	n/a	n/a	4.38	n/a

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

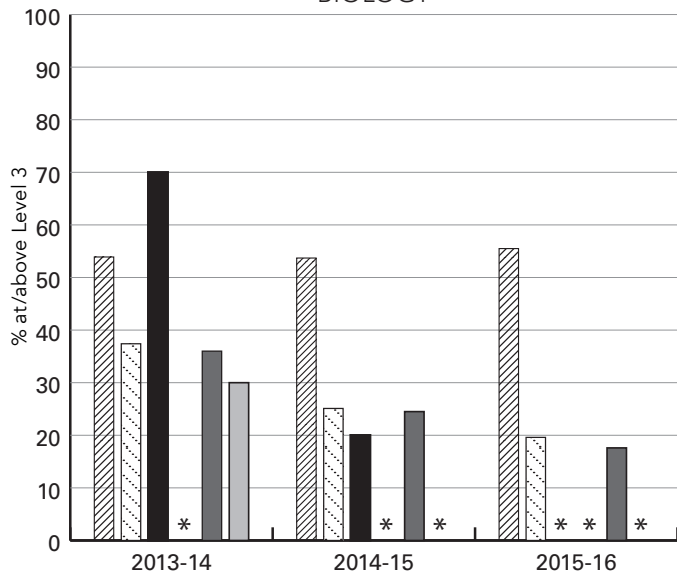


END-OF-COURSE TESTS

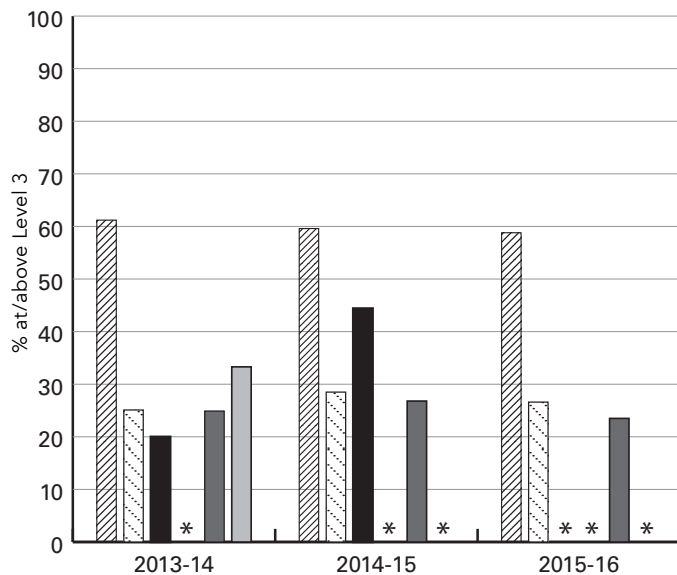
MATH I



BIOLOGY

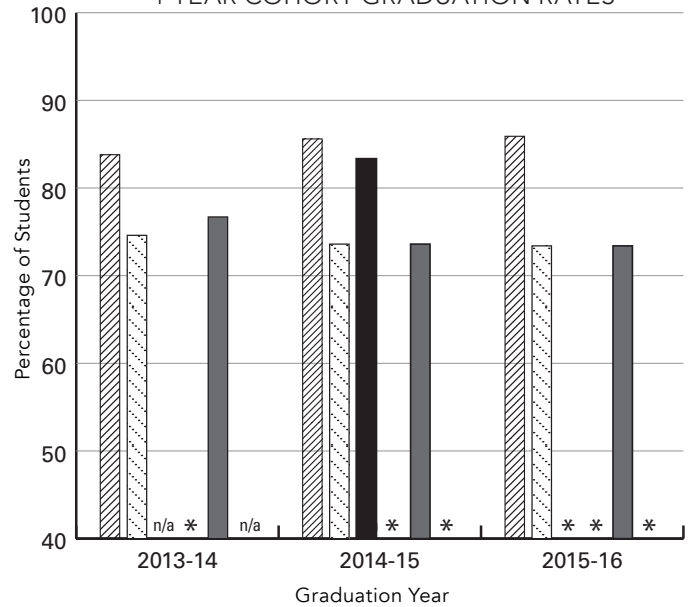


ENGLISH II

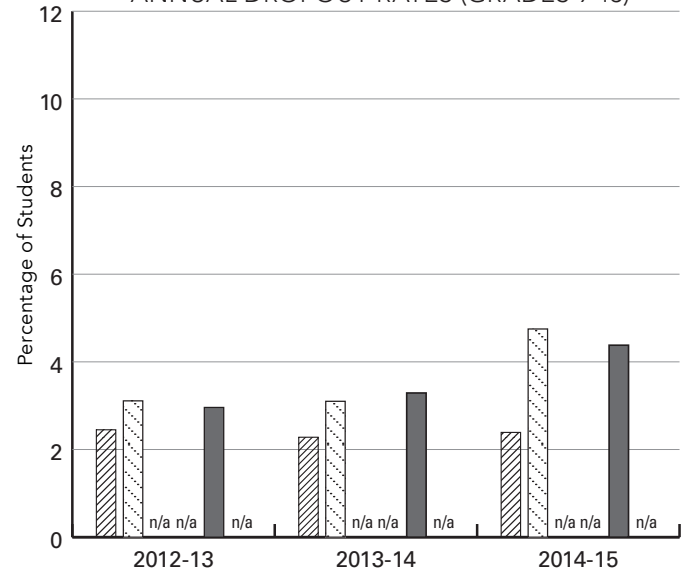


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



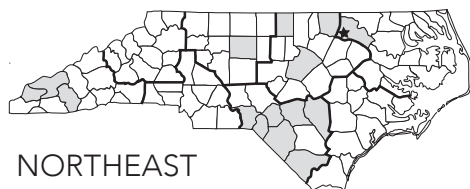
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

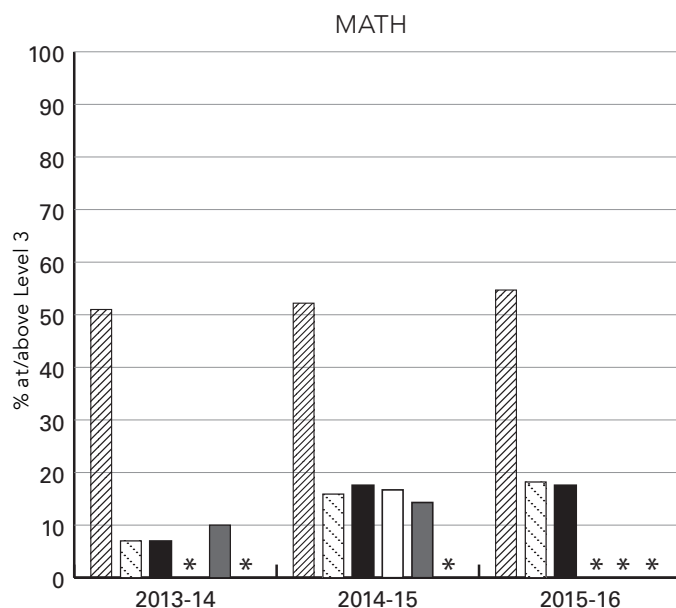
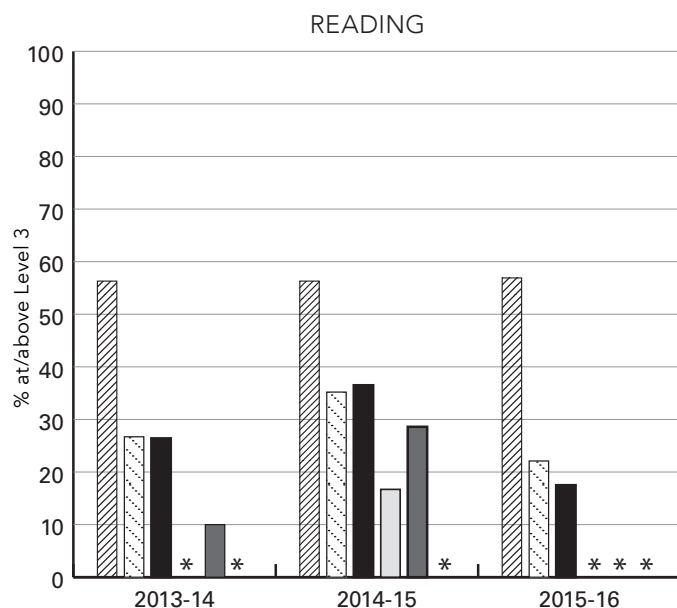


NORTHEAST

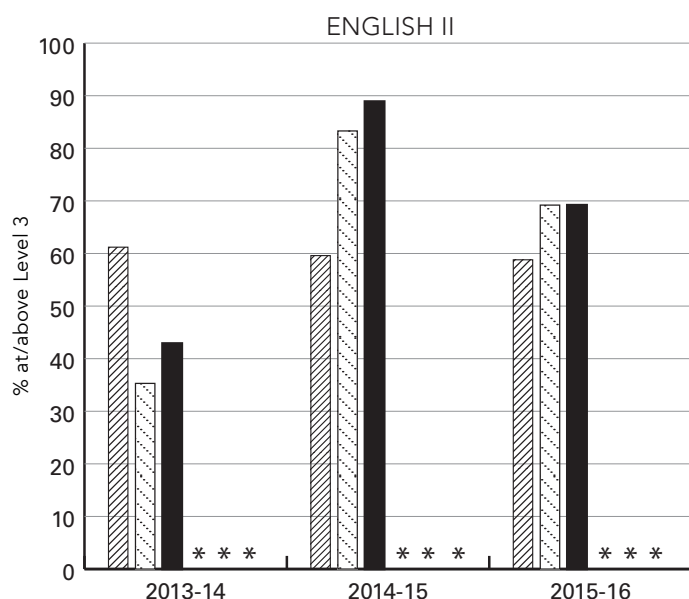
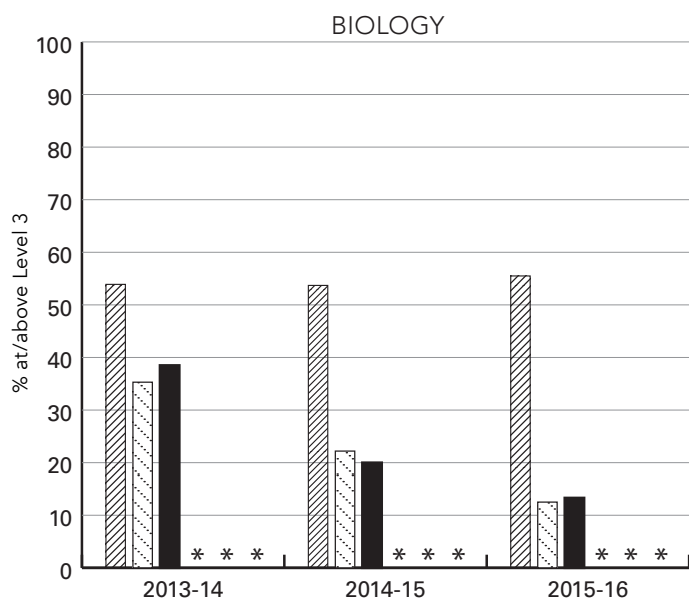
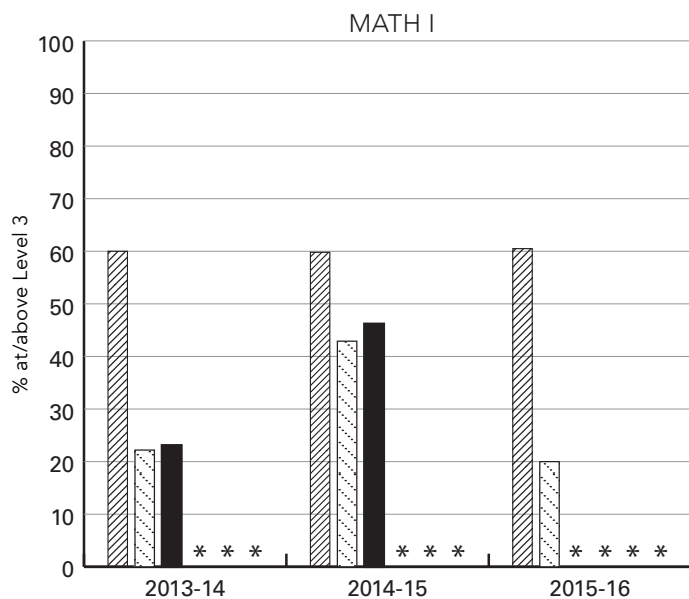
Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School enrolled 176 students, 139 (79%) of which are American Indian. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates the customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. The percentage of American Indian students demonstrating proficiency was much lower than that of the state and district in all subjects except for EOG reading and math. Proficiency exceeded that of the state in EOC Biology and EOC English II. The American Indian 4-Year Cohort Graduation rate (75.0) was less than that of the state (85.9) and district (68.8) rates, and lower than the 2014-15 (>95) 4-year Cohort Graduation rate. Data for annual dropout percentage rates were not supplied.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	26.7	26.4	*	10.0	*
2014-15	56.3	35.2	36.5	16.7	28.6	*
2015-16	56.9	22.1	17.5	*	*	*
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	7.0	6.9	*	10.0	*
2014-15	52.2	15.9	17.5	16.7	14.3	*
2015-16	54.7	18.2	17.5	*	*	*
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	22.2	23.1	*	*	*
2014-15	59.8	42.9	46.2	*	*	*
2015-16	60.5	20.0	*	*	*	*
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	35.3	38.5	*	*	*
2014-15	53.7	22.2	20.0	*	*	*
2015-16	55.5	12.5	13.3	*	*	*
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	35.3	42.9	*	*	*
2014-15	59.6	83.3	88.9	*	*	*
2015-16	58.8	69.2	69.2	*	*	*
4-Year Cohort Graduation Rate						
2013-14	83.8	83.3	80.0	n/a	n/a	n/a
2014-15	85.6	>95	>95	n/a	*	n/a
2015-16	85.9	68.8	75.0	*	*	n/a
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	*	n/a	n/a	n/a	n/a
2013-14	2.28	1.69	n/a	n/a	n/a	n/a
2014-15	2.39	4.69	n/a	n/a	n/a	n/a

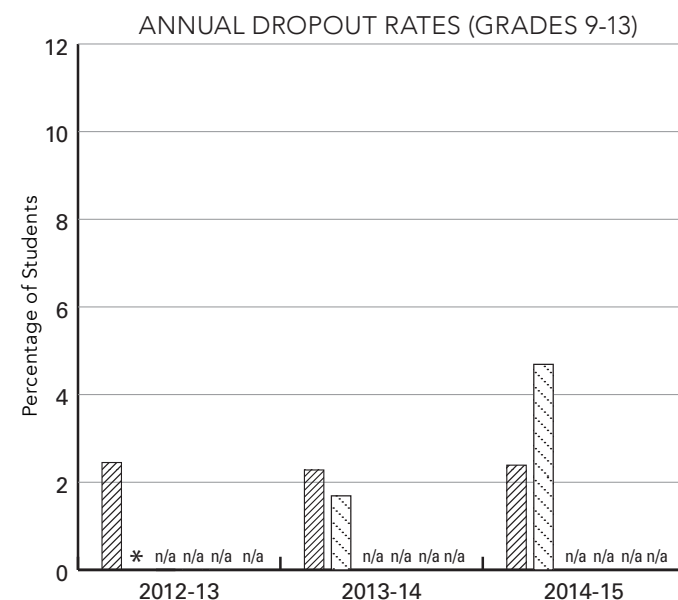
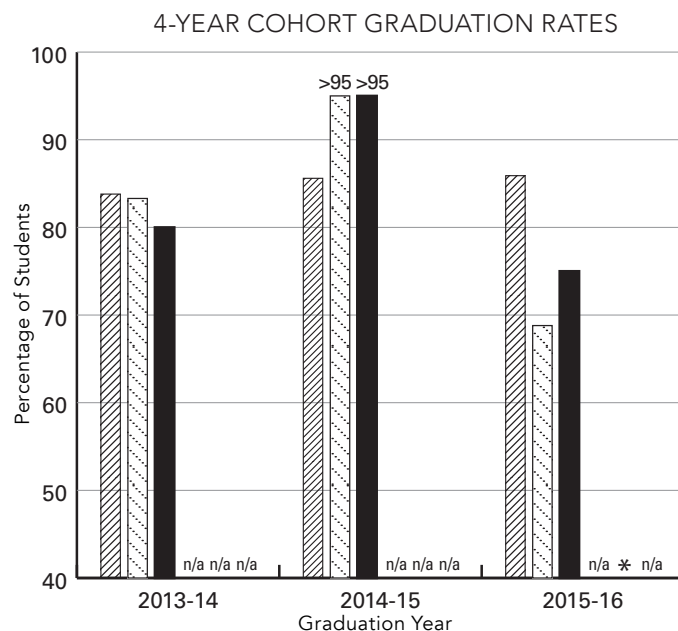
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



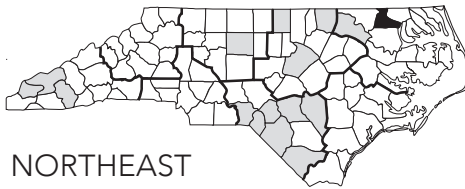
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

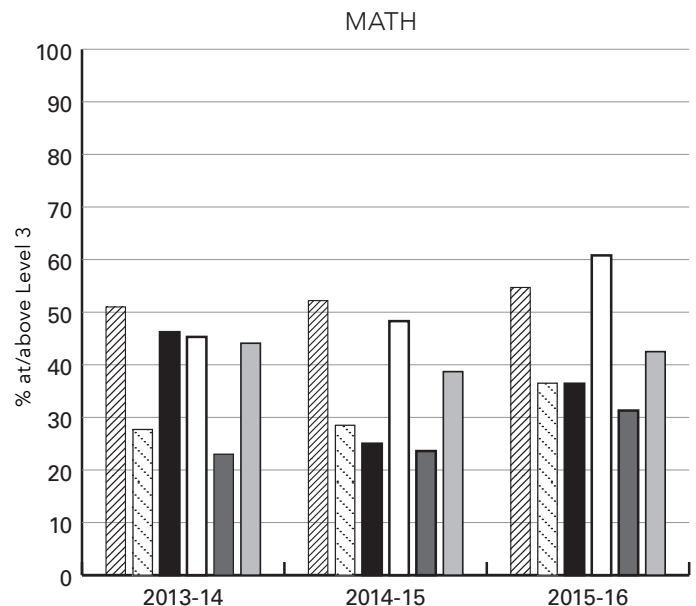
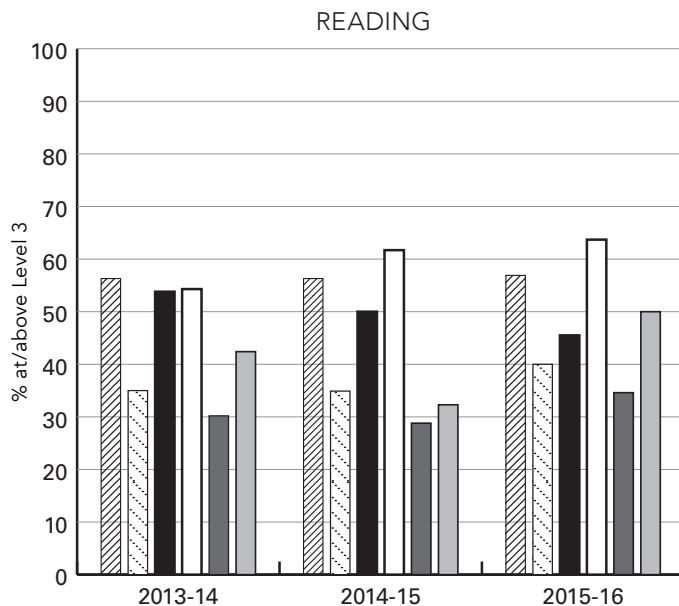


NORTHEAST

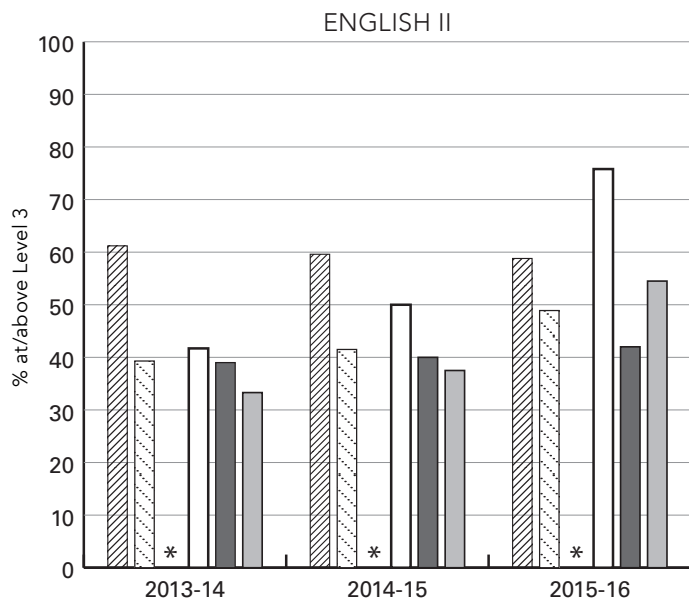
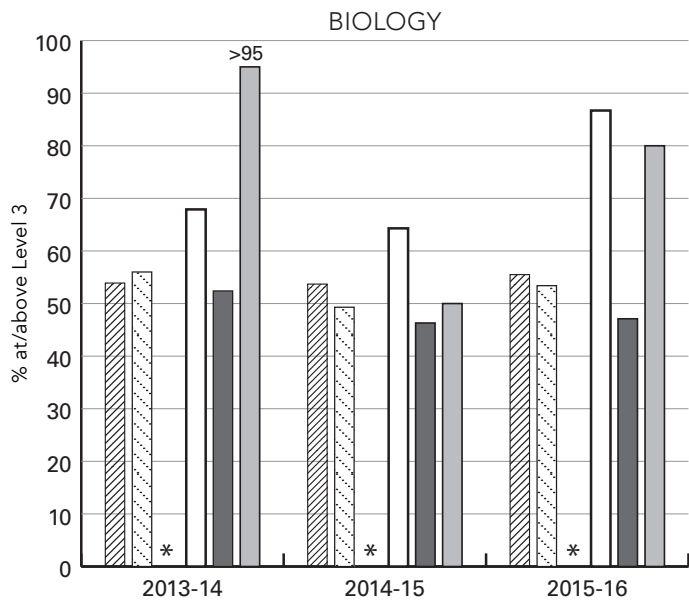
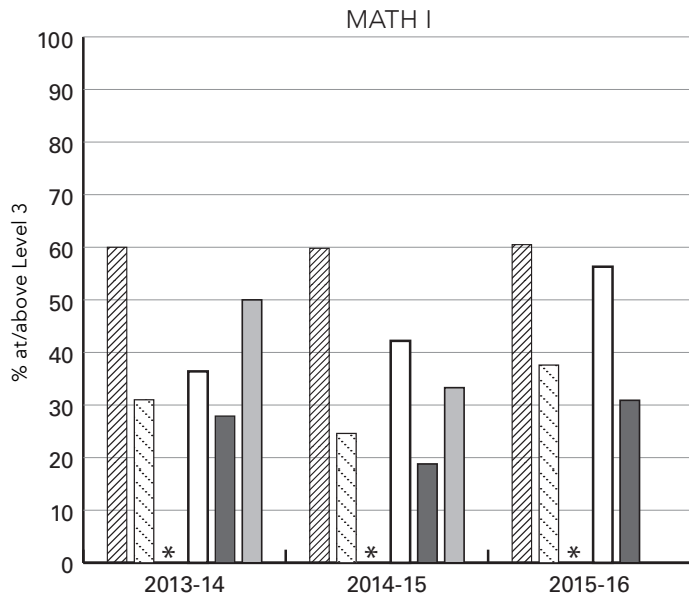
Hertford County Schools enrolled approximately 2,884 students, of whom 22 (0.8%) identify as American Indian, mainly of the Meherrin Tribe. The district operates seven schools. Data for 2015-16 showed that district proficiency rates lagged behind the state in all EOG/EOC tested subjects. The rate of American Indian students demonstrating proficiency (45.5%) on EOG reading tests was higher than the district rate (40%) but lower than the state rate (56.9%). For EOG math, the proficiency rate for American Indian students (36.4%) was lower than both the district (36.5%) and state proficiency rates (54.7%). On EOG reading and math assessments, the proficiency rate for American Indian students exceeded the proficiency rate for Black students, but was lower than Hispanic and White students. On all EOC assessments, there were not enough students to gather sufficient data. The 4-Year Cohort Graduation percentage rate for American Indians was not specified. The annual dropout rates for American Indians were not provided.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	35.0	53.8	54.3	30.2	42.4
2014-15	56.3	34.9	50.0	61.7	28.8	32.3
2015-16	56.9	40.0	45.5	63.7	34.6	50.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	27.7	46.2	45.3	23.0	44.1
2014-15	52.2	28.5	25.0	48.3	23.6	38.7
2015-16	54.7	36.5	36.4	60.8	31.3	42.5
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	31.0	*	36.4	27.9	50.0
2014-15	59.8	24.6	*	42.2	18.8	33.3
2015-16	60.5	37.6	*	56.3	30.9	*
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	56.0	*	67.9	52.4	>95
2014-15	53.7	49.3	*	64.3	46.3	50.0
2015-16	55.5	53.4	*	86.7	47.1	80.0
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	39.3	*	41.7	39.0	33.3
2014-15	59.6	41.5	*	50.0	40.0	37.5
2015-16	58.8	48.9	*	75.8	42.0	54.5
4-Year Cohort Graduation Rate						
2013-14	83.8	76.0	n/a	58.5	81.4	62.5
2014-15	85.6	86.0	*	77.1	88.5	*
2015-16	85.9	85.9	*	67.6	89.5	*
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.43	n/a	5.59	1.72	n/a
2013-14	2.28	1.11	n/a	n/a	n/a	n/a
2014-15	2.39	3.22	n/a	8.55	2.00	n/a

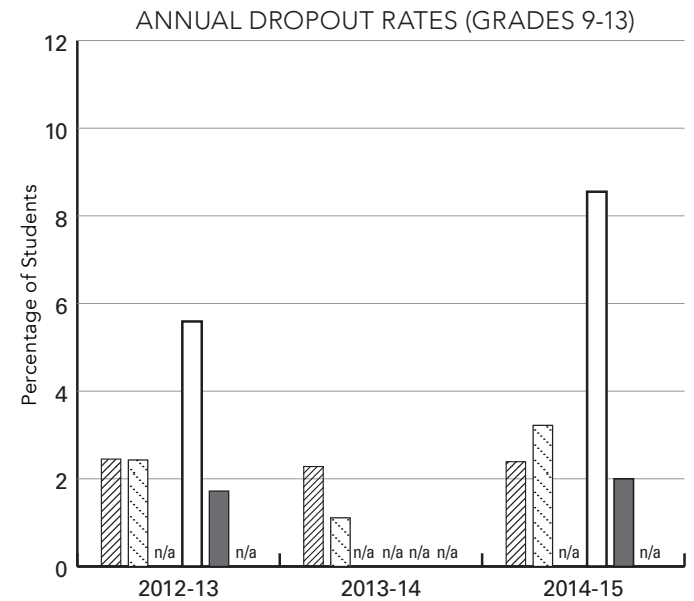
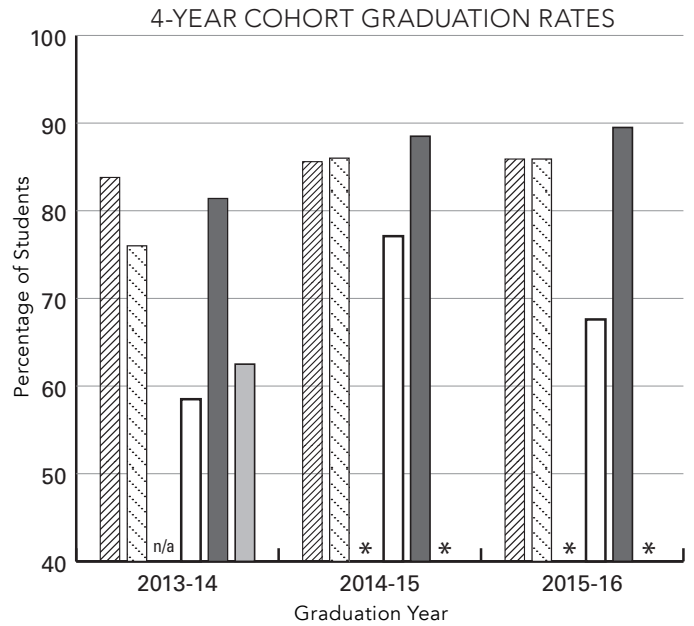
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

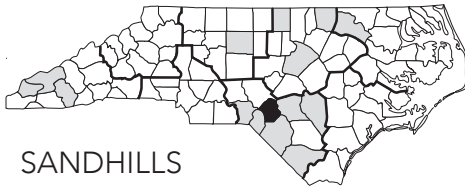
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

HOKE COUNTY

DISTRICT CONTACT: ELIZABETH MITCHELL
http://www.hcs.k12.nc.us

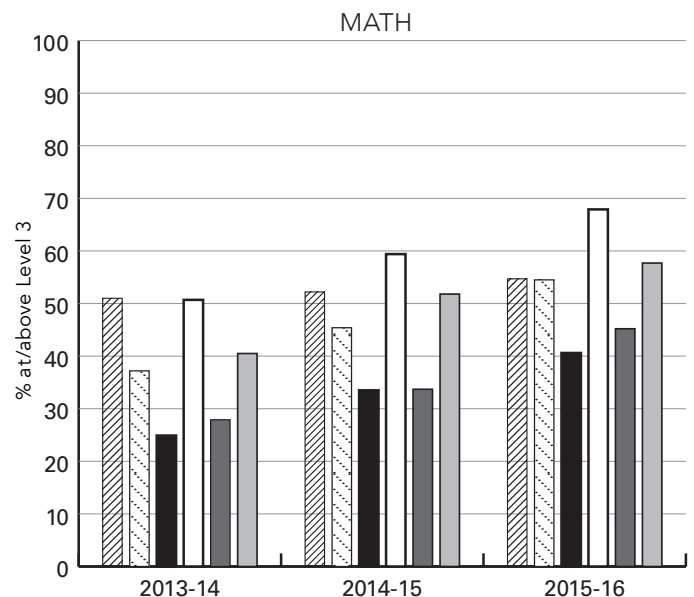
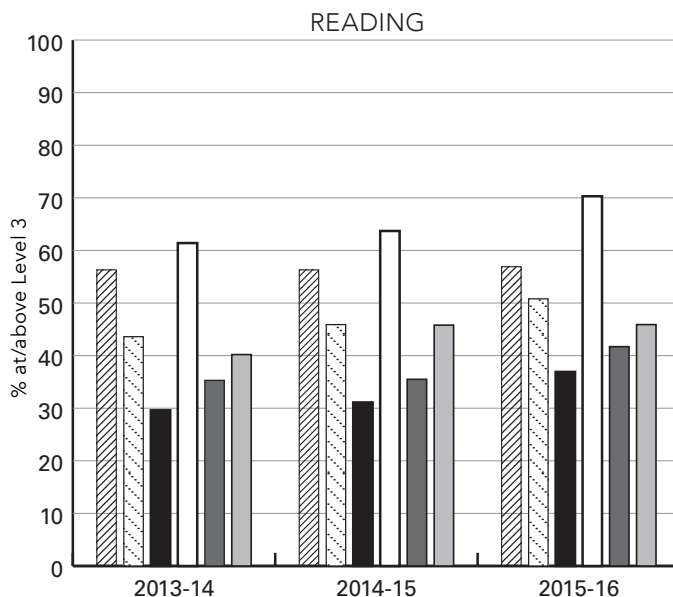


SANDHILLS

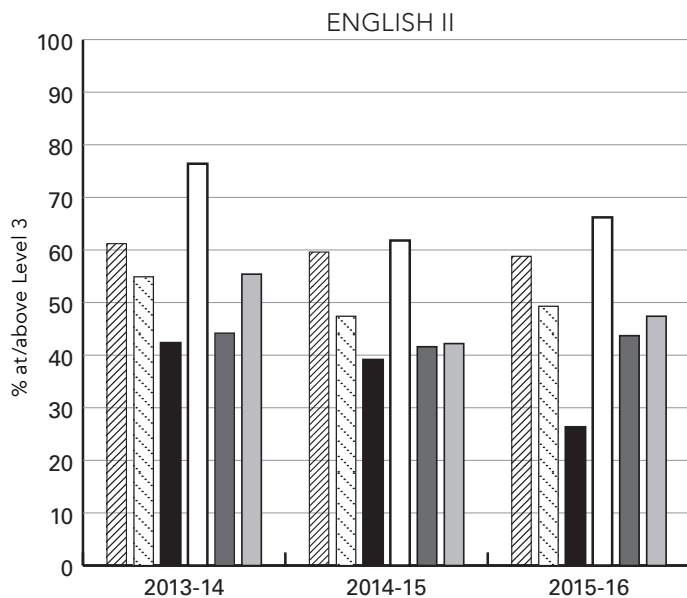
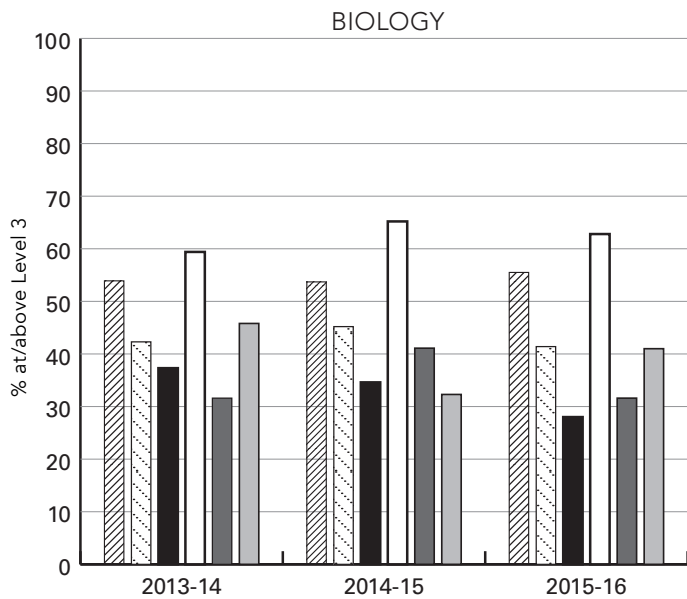
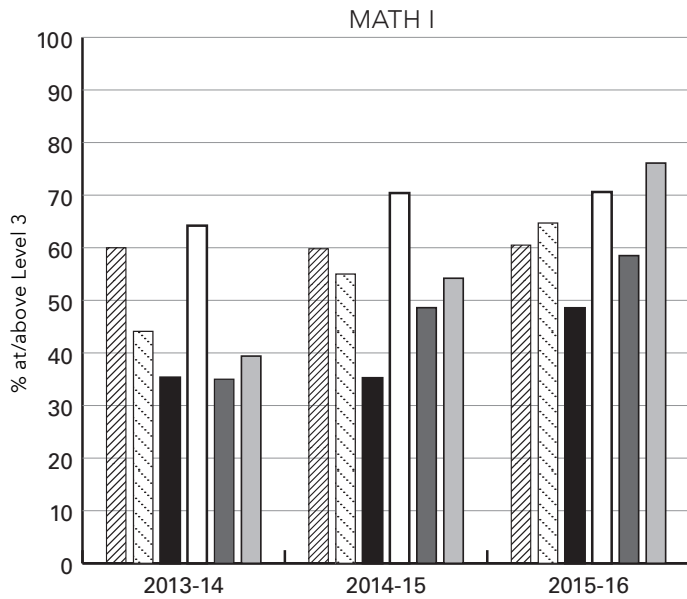
The Hoke County Schools enrolled 8,300 students, which includes 815 (10%) American Indians. Students attend one of 14 schools, which include one high school, one alternative school, and an early college. In 2015-16, the district proficiency rate was lower than the state rate for all EOG/EOC tested subjects except for EOC Math I. For American Indian students, deficits were noted in each EOG/EOC tested subjects. The proficiency rates for American Indian students in all EOG/EOC subjects were lower than other racial/ethnic groups in the district. The 4-Year Cohort Graduation rate for American Indians (65.5) was lower than both district (79.5) and state (85.9) rates. The annual dropout rate for American Indians over the last 3-years has fluctuated from 3.99% in 2012-13, to 6.84% in 2012-14, to 4.96% in 2014-15.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	43.6	29.6	61.4	35.3	40.2
2014-15	56.3	45.9	31.1	63.7	35.5	45.8
2015-16	56.9	50.8	36.9	70.3	41.7	45.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	37.2	24.9	50.7	27.9	40.5
2014-15	52.2	45.4	33.5	59.4	33.7	51.8
2015-16	54.7	54.5	40.6	67.9	45.2	57.7
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	44.1	35.3	64.2	35.0	39.4
2014-15	59.8	55.0	35.2	70.4	48.6	54.2
2015-16	60.5	64.7	48.5	70.6	58.5	76.1
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	42.3	37.3	59.4	31.6	45.8
2014-15	53.7	45.2	34.6	65.2	41.1	32.3
2015-16	55.5	41.4	28.0	62.8	31.6	41.0
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	54.9	42.3	76.4	44.2	55.4
2014-15	59.6	47.4	39.1	61.8	41.6	42.2
2015-16	58.8	49.3	26.3	66.2	43.7	47.4
4-Year Cohort Graduation Rate						
2013-14	83.8	70.7	62.0	68.5	77.7	54.8
2014-15	85.6	75.1	60.9	78.4	78.4	70.0
2015-16	85.9	79.5	65.5	85.2	80.7	78.9
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.32	3.99	2.53	2.03	2.59
2013-14	2.28	2.26	6.84	2.00	1.54	n/a
2014-15	2.39	2.22	4.96	2.17	1.79	n/a

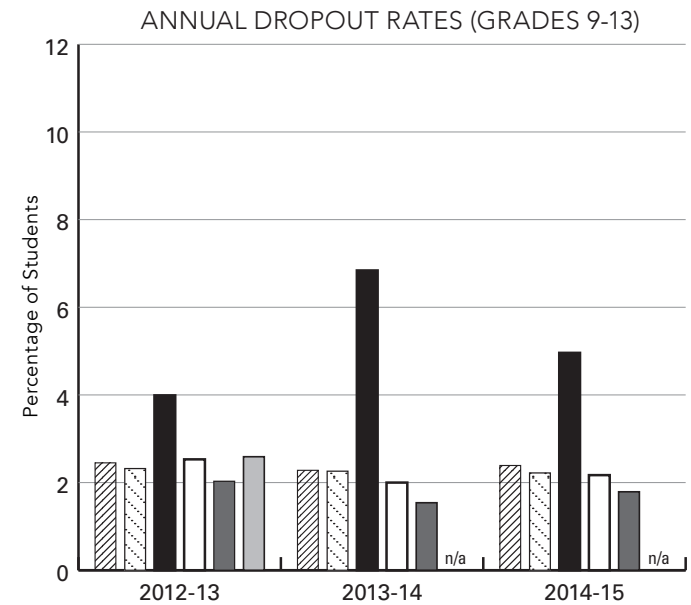
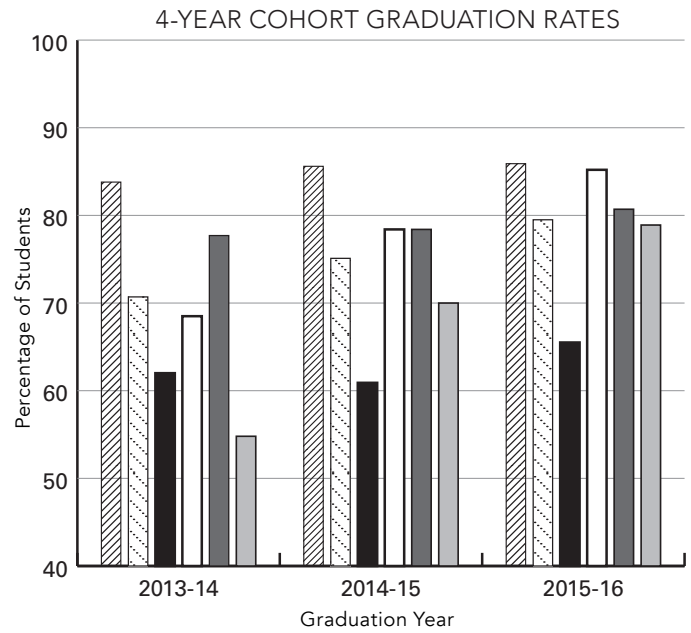
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



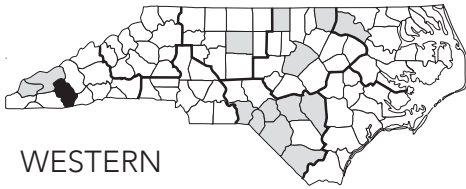
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

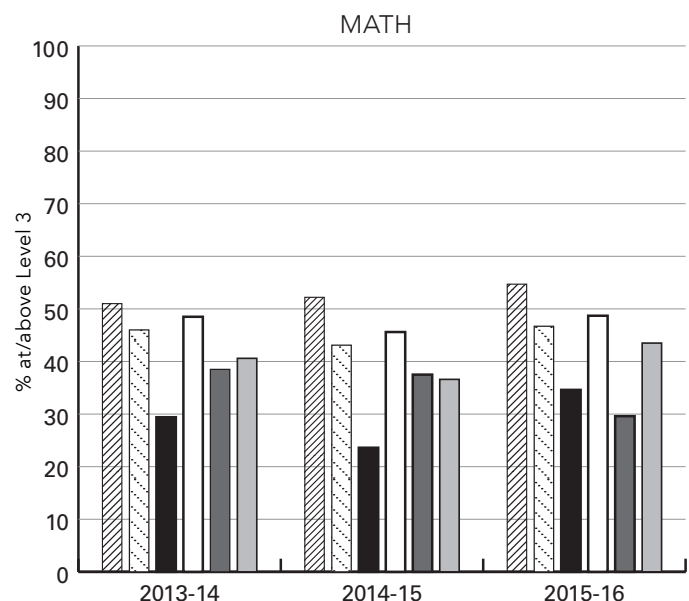
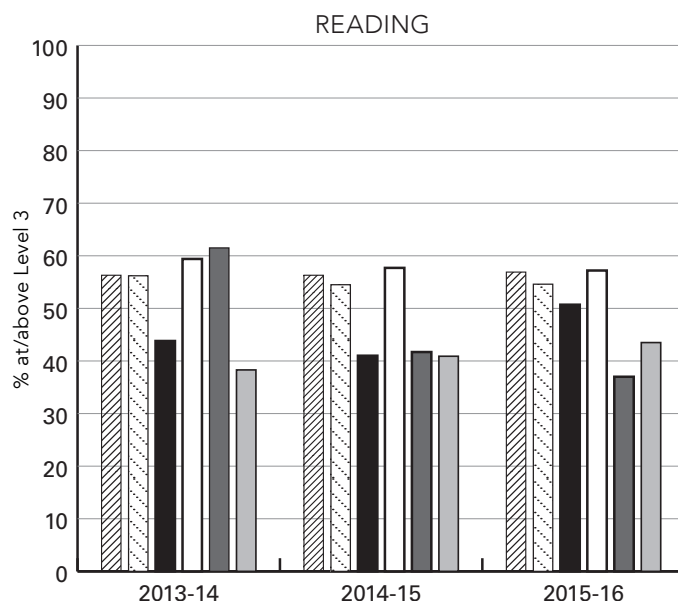


WESTERN

Located on land contiguous with the Qualla Boundary, Jackson County Schools enrolled 3,685 students of whom 294 (8%) are American Indian, mainly of the Eastern Band of Cherokee. The Jackson County school district operates nine campuses, including one high school and two early colleges. In 2015-16, the district's performance lagged behind the state on all EOC/EOG assessments. The proficiency rates for American Indians were lower than the state and district on all EOG/EOC assessments. American Indian students performed higher than their Black and Hispanic peers in EOG reading, EOC Math I and English II. They also scored higher than their Black peers in EOG math and EOC Biology. American Indian students lagged behind their White peers in all EOG/EOC subjects. The 4-Year Cohort Graduation rate for American Indians (76) was lower than both state (85.9) and district (86.7) rates. The percentage rates of the district were higher than percentage rates of the state. The annual dropout percentage rate for American Indians has not been included for the last 4 years.

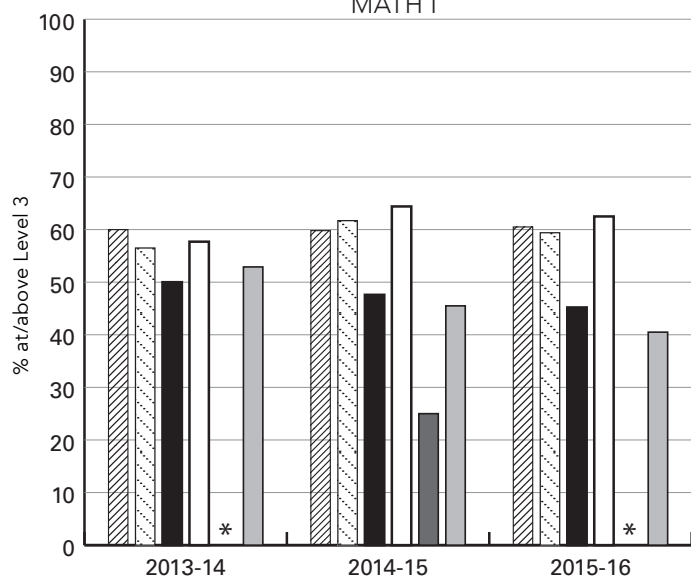
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	56.2	43.8	59.4	61.5	38.3
2014-15	56.3	54.5	41.0	57.7	41.7	40.9
2015-16	56.9	54.6	50.7	57.2	37.0	43.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	46.0	29.4	48.5	38.5	40.6
2014-15	52.2	43.1	23.6	45.6	37.5	36.6
2015-16	54.7	46.7	34.6	48.7	29.6	43.5
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	56.5	50.0	57.7	*	52.9
2014-15	59.8	61.7	47.6	64.4	25.0	45.5
2015-16	60.5	59.4	45.2	62.5	*	40.5
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	57.4	59.1	58.1	*	47.4
2014-15	53.7	54.4	58.3	56.5	16.7	35.5
2015-16	55.5	51.6	38.9	54.5	10.0	40.6
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	62.4	44.4	65.7	*	48.0
2014-15	59.6	54.4	59.1	54.5	<5	51.9
2015-16	58.8	56.9	43.8	61.1	*	23.5
4-Year Cohort Graduation Rate						
2013-14	83.8	88.0	78.9	88.9	n/a	87.5
2014-15	85.6	83.8	72.2	84.7	*	78.6
2015-16	85.9	86.7	76.0	88.0	*	80.0
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	1.73	n/a	1.83	n/a	n/a
2013-14	2.28	2.19	n/a	2.09	n/a	n/a
2014-15	2.39	3.25	n/a	2.50	n/a	n/a

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

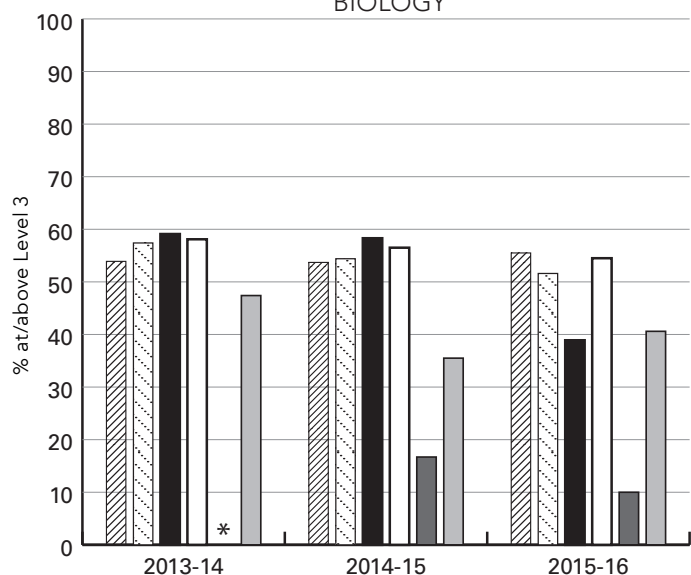


END-OF-COURSE TESTS

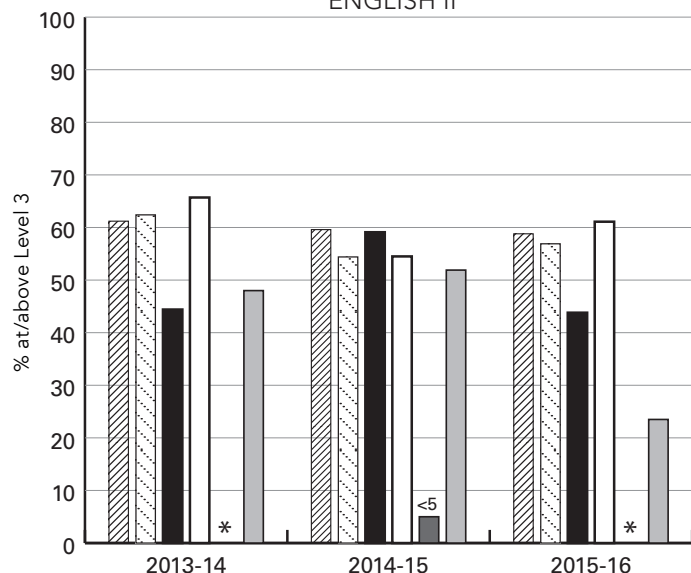
MATH I



BIOLOGY

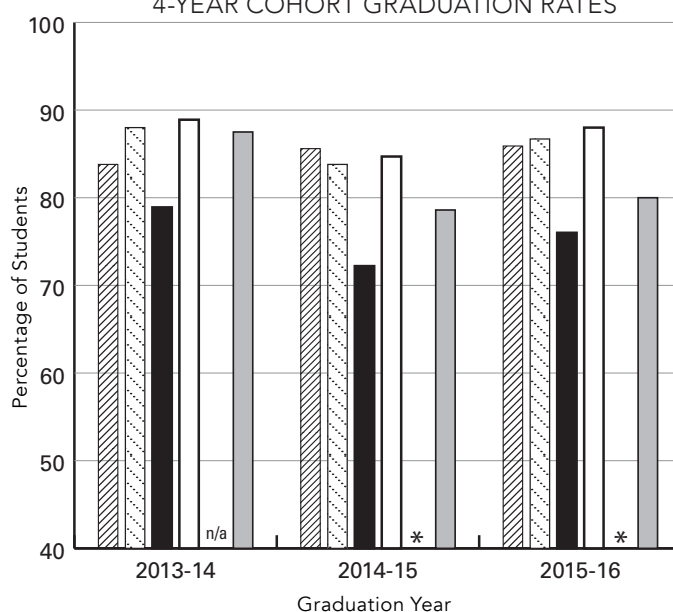


ENGLISH II

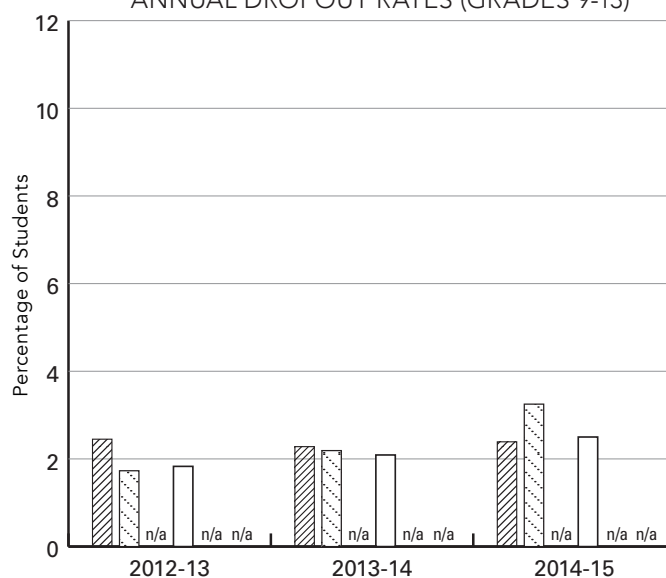


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

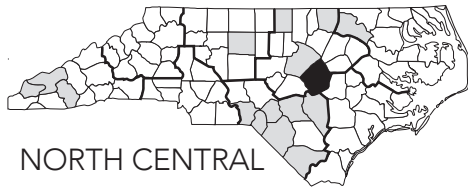
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

JOHNSTON COUNTY

DISTRICT CONTACT: RAY STOTT
http://www.johnston.k12.nc.us

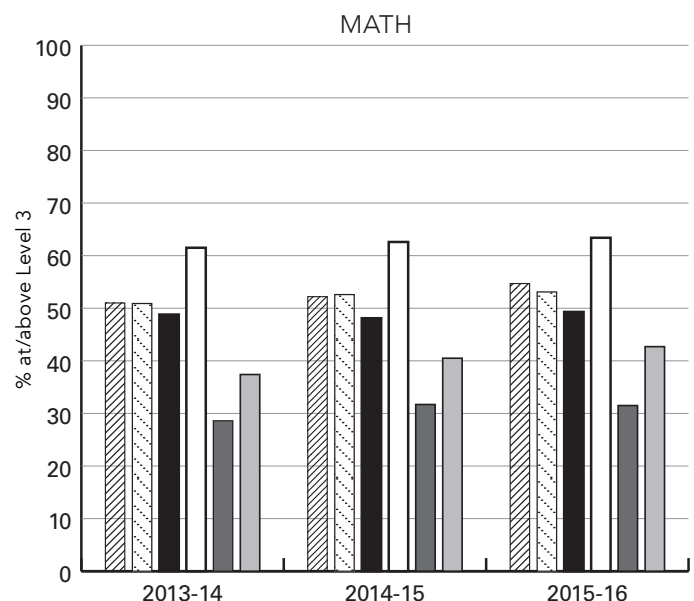
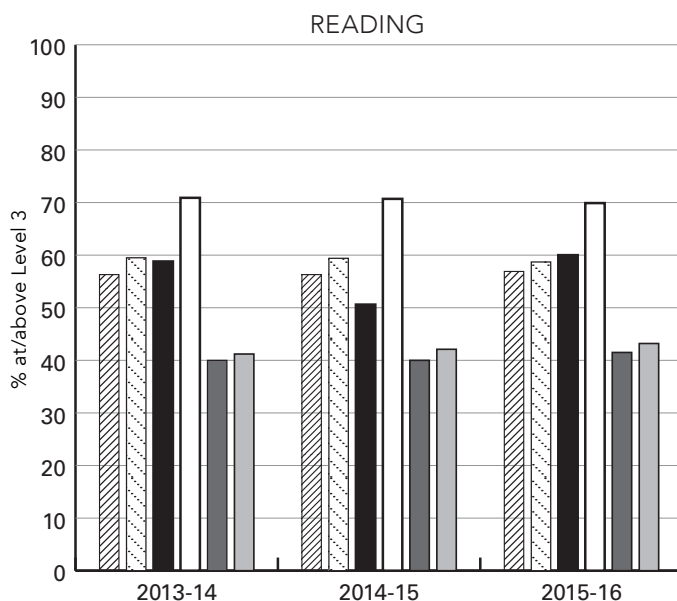


NORTH CENTRAL

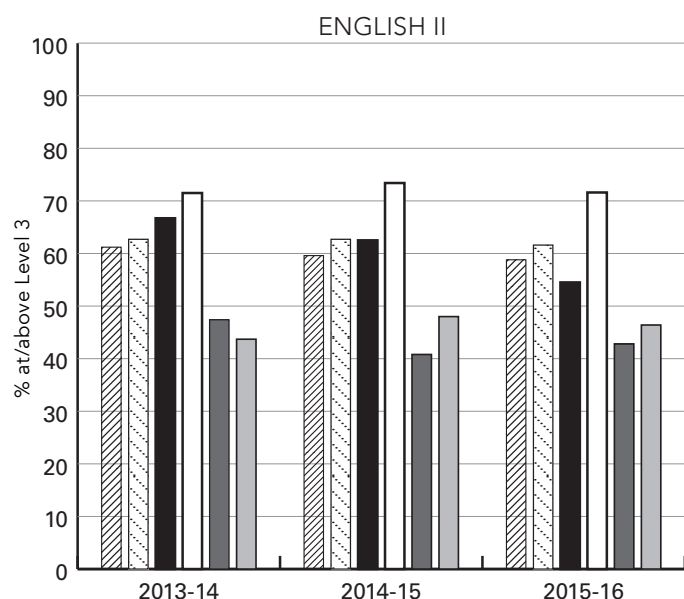
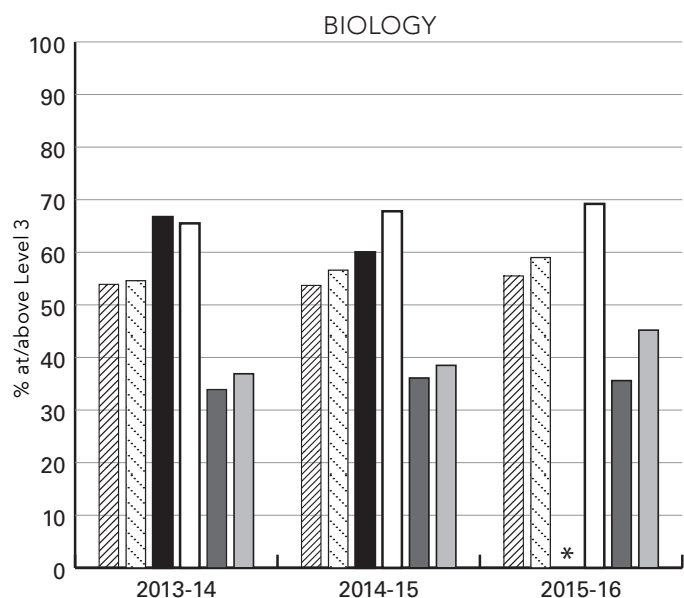
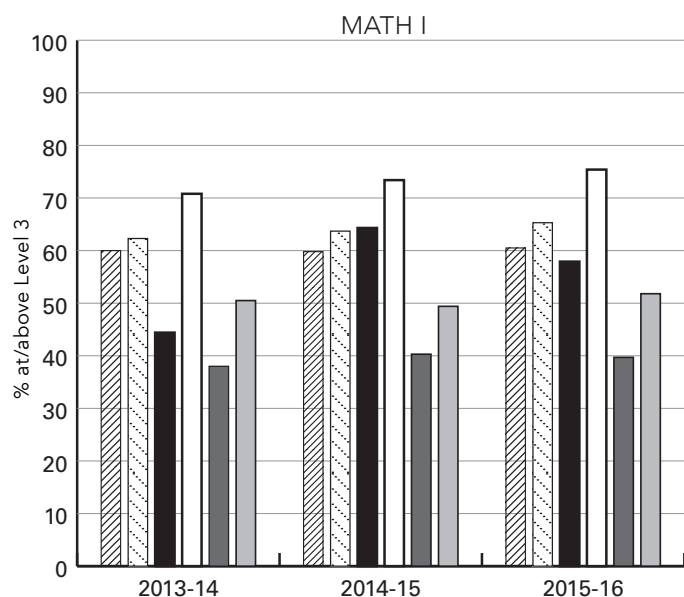
Johnston County Schools enrolled over 34,452 students, of whom 134 (4%) are American Indians of various tribes. The district operates 44 schools, including nine high schools and one early college. Compared with the state, 2015-16 data showed that the district proficiency rates were higher in all EOG/EOC subjects except for EOG math. The percentage of American Indian students at the proficient level was lower than the percentage for the district in all EOG/EOC subjects, except for EOG reading and EOC Biology. Proficiency rates for American Indian students in EOG reading and math exceeded that of Black and Hispanic students. However, White students demonstrated greater rates of proficiency than American Indian students in all EOG/EOC assessments. The American Indian 4-Year Cohort Graduation rate was too small for comparison. The annual dropout rates for American Indian students has not been included for the last 4 years.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	59.5	58.8	70.9	40.0	41.2
2014-15	56.3	59.4	50.6	70.7	40.0	42.1
2015-16	56.9	58.7	60.0	69.9	41.5	43.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	50.9	48.8	61.5	28.6	37.4
2014-15	52.2	52.6	48.1	62.6	31.7	40.5
2015-16	54.7	53.1	49.3	63.4	31.5	42.7
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	62.3	44.4	70.8	38.0	50.5
2014-15	59.8	63.7	64.3	73.4	40.3	49.4
2015-16	60.5	65.3	57.9	75.4	39.7	51.8
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	54.6	66.7	65.5	33.9	36.9
2014-15	53.7	56.6	60.0	67.8	36.1	38.5
2015-16	55.5	59.0	*	69.2	35.6	45.2
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	62.7	66.7	71.5	47.4	43.7
2014-15	59.6	62.7	62.5	73.4	40.8	48.0
2015-16	58.8	61.6	54.5	71.6	42.8	46.4
4-Year Cohort Graduation Rate						
2013-14	83.8	85.4	75.0	90.3	78.0	76.5
2014-15	85.6	88.8	84.6	91.8	84.3	82.0
2015-16	85.9	90.1	*	92.6	85.6	84.7
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	1.95	n/a	1.56	2.93	2.43
2013-14	2.28	1.82	n/a	1.27	2.38	3.38
2014-15	2.39	1.99	n/a	1.27	2.65	3.81

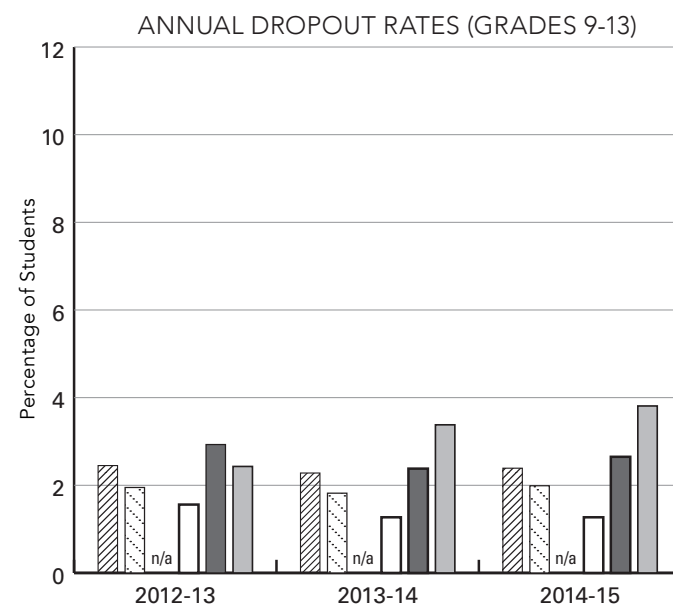
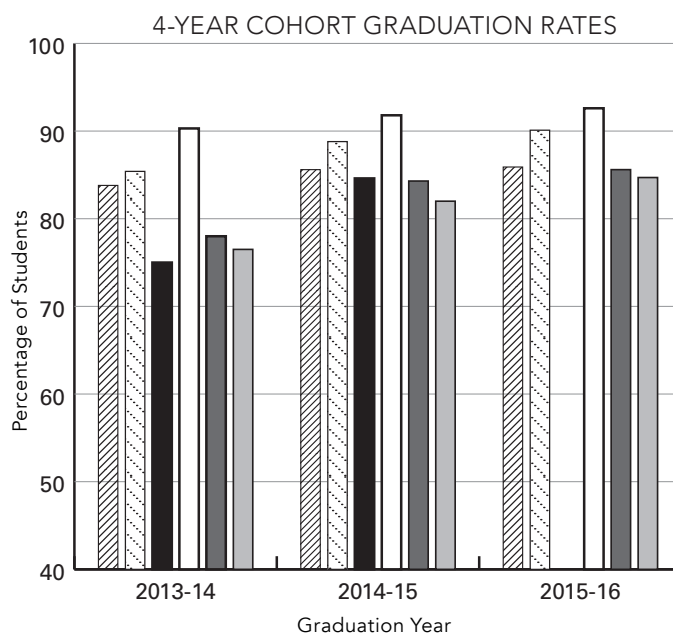
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

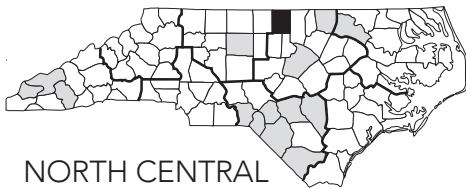
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

PERSON COUNTY

DISTRICT CONTACT: PAULA CHANDLER
http://www.person.k12.nc.us

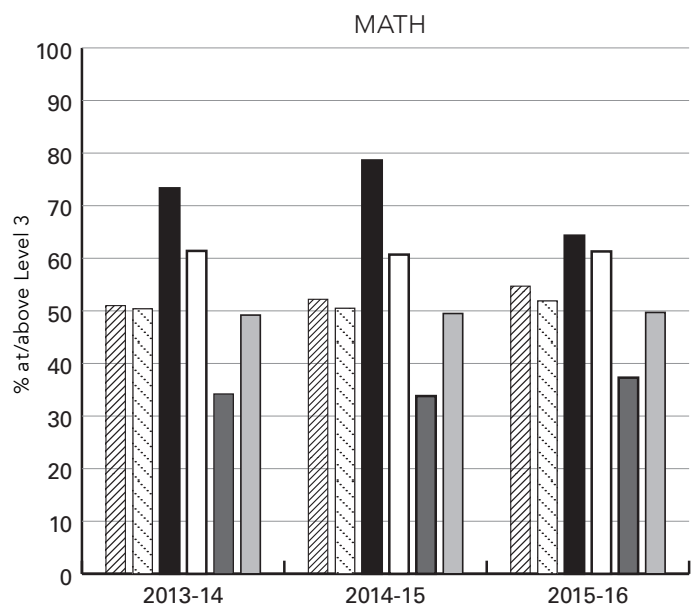
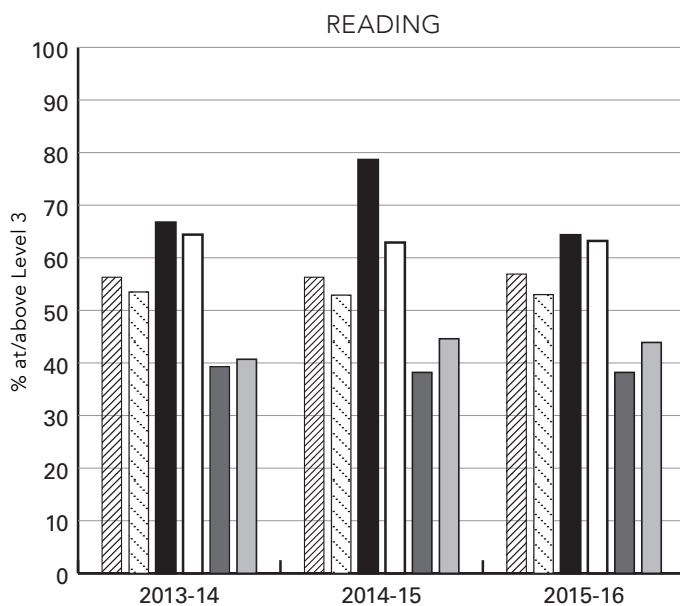


NORTH CENTRAL

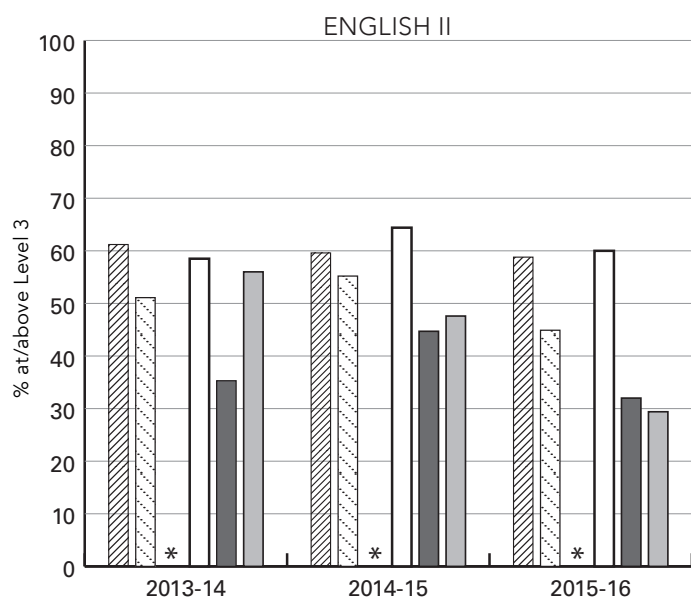
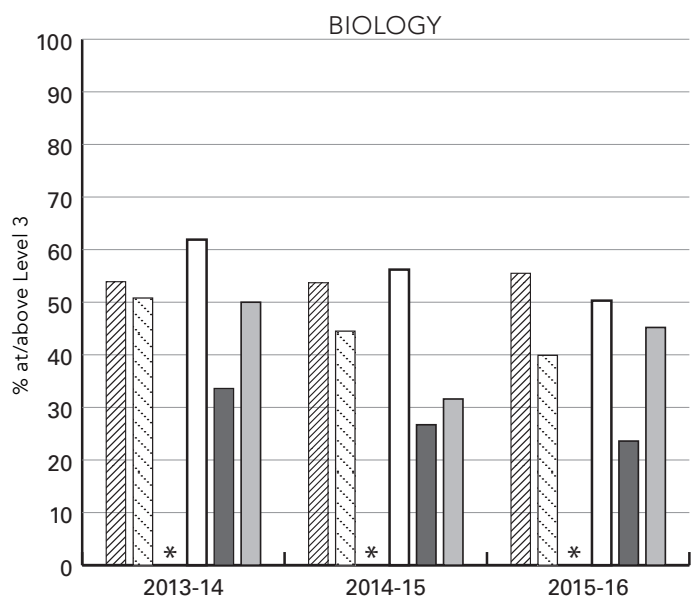
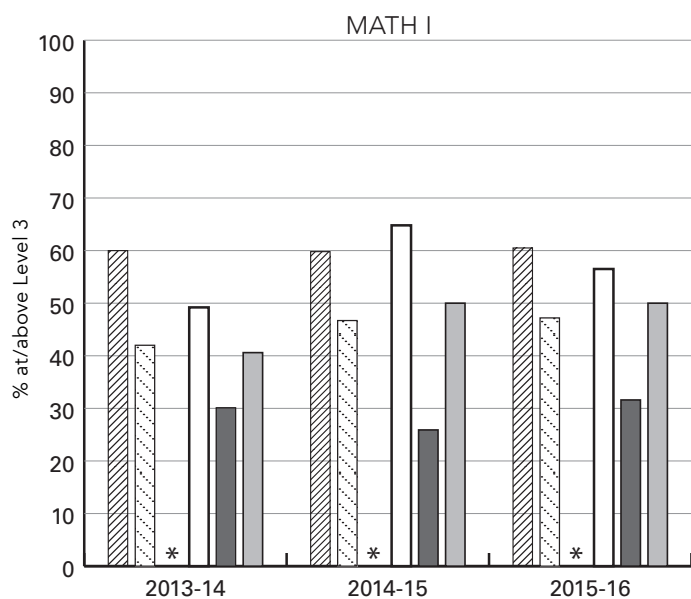
Person County Schools enrolled 4,570 students, of whom 25 (5%) are American Indians, mainly of the the Sappony Tribe. Students attend one of 10 schools, including one high school. Other campuses include a pre-school center and a program that focuses on early intervention and family services. 2015-16 data showed that district proficiency rates were lower than state rates in all EOG/EOC subjects. In EOG reading and math, the proficiency rates for American Indian students were higher than the district and state. The percentages of American Indian students demonstrating proficiency in EOG reading and math were higher than their White, Black, and Hispanic peers. The sparse enrollment of American Indian students above the eighth grade restricts meaningful data analysis. The 4-Year Cohort Graduation and annual dropout rates of American Indian students were not available.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	53.5	66.7	64.4	39.3	40.7
2014-15	56.3	52.9	78.6	62.9	38.2	44.6
2015-16	56.9	53.0	64.3	63.2	38.2	43.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	50.4	73.3	61.4	34.2	49.2
2014-15	52.2	50.5	78.6	60.7	33.8	49.5
2015-16	54.7	51.9	64.3	61.3	37.3	49.7
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	42.0	*	49.2	30.1	40.6
2014-15	59.8	46.7	*	64.8	25.9	50.0
2015-16	60.5	47.2	*	56.5	31.6	50.0
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	50.8	*	61.9	33.6	50.0
2014-15	53.7	44.5	*	56.2	26.7	31.6
2015-16	55.5	39.9	*	50.3	23.6	45.2
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	51.1	*	58.5	35.3	56.0
2014-15	59.6	55.2	*	64.4	44.7	47.6
2015-16	58.8	44.9	*	60.0	32.0	29.4
4-Year Cohort Graduation Rate						
2013-14	83.8	76.0	n/a	72.5	79.9	81.5
2014-15	85.6	78.9	<5	81.7	74.4	77.8
2015-16	85.9	76.3	*	78.3	74.0	76.0
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	4.19	n/a	3.57	5.28	5.77
2013-14	2.28	3.89	n/a	3.93	3.01	n/a
2014-15	2.39	5.20	n/a	4.22	6.40	n/a

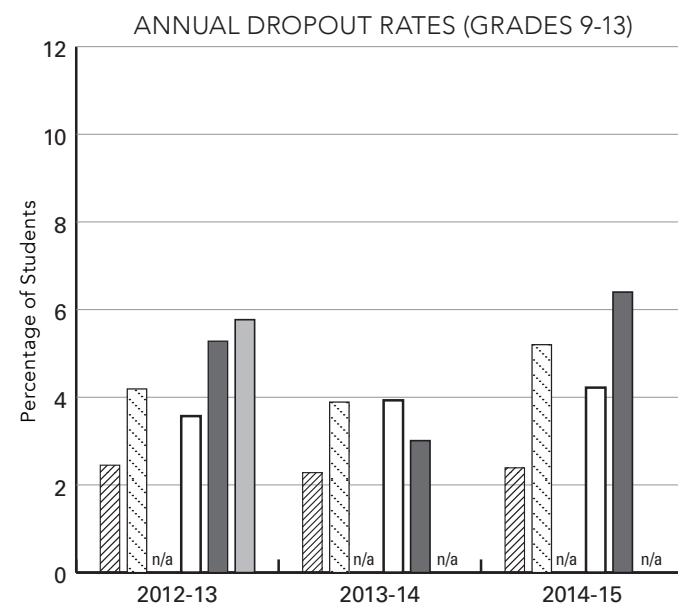
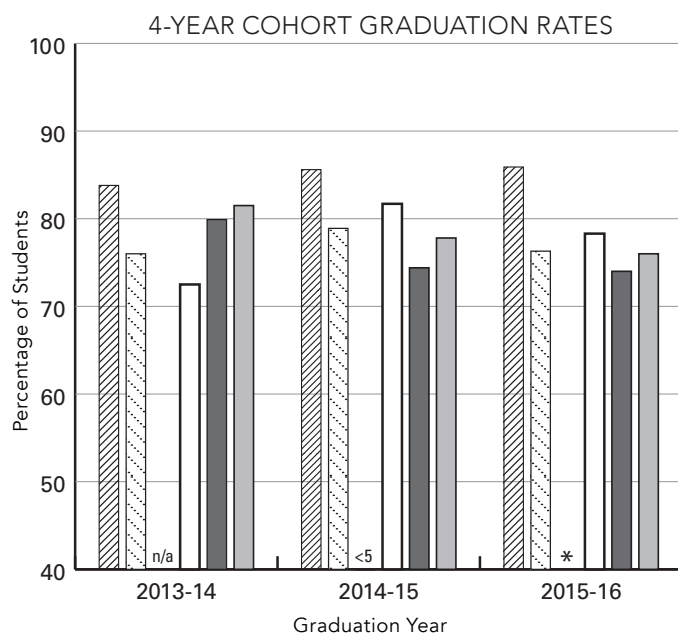
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



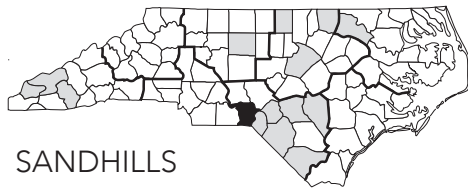
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

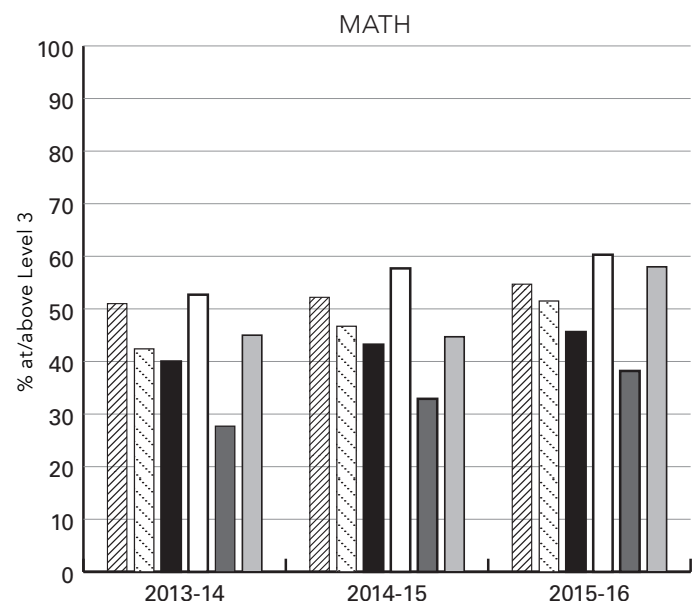
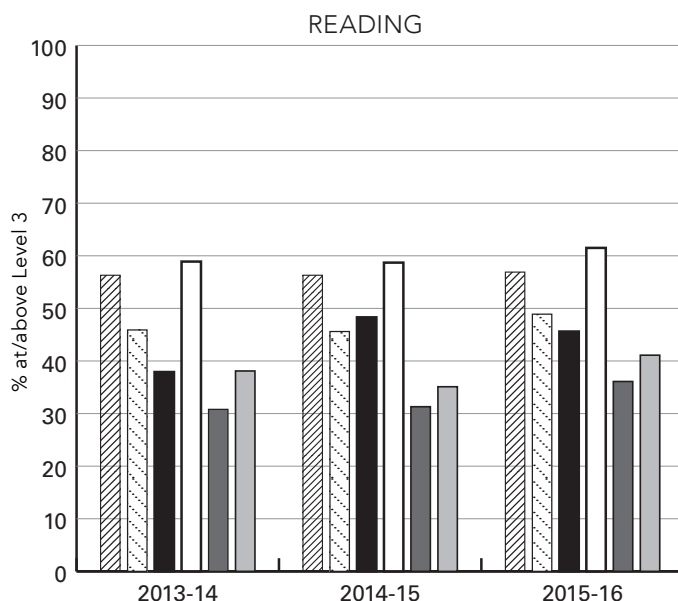


SANDHILLS

Richmond County Schools enrolled 7,343 students, of whom 272 (4%) are American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 16 schools. In 2015-16, the district proficiency rates were lower than the state in all EOG/EOC assessments, except for Math I. The proficiency rates of American Indian students were lower than the district rate in all EOG/EOC tested subjects except for EOC English II. American Indians demonstrated higher rates of proficiency than their Black peers in all EOG/EOC tested subjects. They also demonstrated higher rates of proficiency than their Hispanic peers in all subjects except EOG math and EOC Math I and Biology. In all EOG/EOC areas, fewer American Indians were proficient when compared to their White peers. The 4-Year Cohort Graduation rates for American Indians has fluctuated for the last three years; however, American Indian students have lower rates than the state (85.9), the district (81.2), White students (78.4), Black students (87.7), and Hispanic students (80.5).

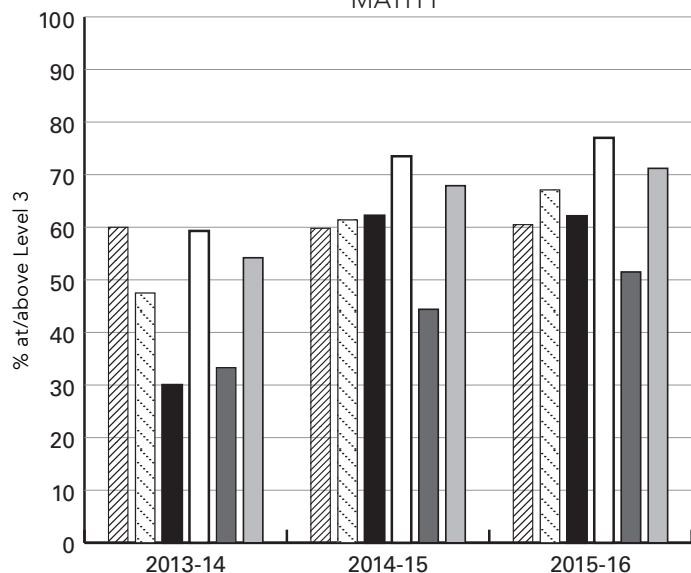
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	45.9	37.9	58.9	30.8	38.1
2014-15	56.3	45.6	48.3	58.7	31.3	35.1
2015-16	56.9	48.9	45.6	61.5	36.1	41.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	42.4	40.0	52.7	27.7	45.0
2014-15	52.2	46.7	43.2	57.7	32.9	44.7
2015-16	54.7	51.5	45.6	60.3	38.2	58.0
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	47.5	30.0	59.3	33.3	54.2
2014-15	59.8	61.4	62.2	73.5	44.4	67.9
2015-16	60.5	67.1	62.1	77.0	51.5	71.2
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	31.7	36.2	41.8	20.0	27.7
2014-15	53.7	43.4	25.8	61.7	27.0	47.8
2015-16	55.5	45.9	44.4	63.1	29.0	44.9
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	39.1	44.8	49.8	26.9	34.1
2014-15	59.6	40.4	20.0	55.2	25.9	41.5
2015-16	58.8	49.0	58.3	62.2	32.2	56.0
4-Year Cohort Graduation Rate						
2013-14	83.8	79.2	72.7	79.7	81.5	67.4
2014-15	85.6	81.0	78.6	78.6	85.4	81.6
2015-16	85.9	81.2	70.3	78.4	87.7	80.5
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.47	6.15	2.73	1.28	5.56
2013-14	2.28	3.27	n/a	3.70	2.66	n/a
2014-15	2.39	3.03	n/a	3.60	1.44	n/a

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

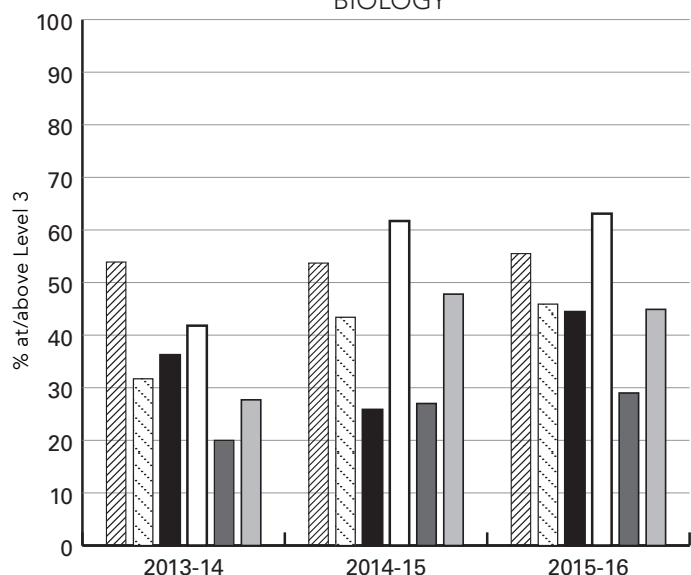


END-OF-COURSE TESTS

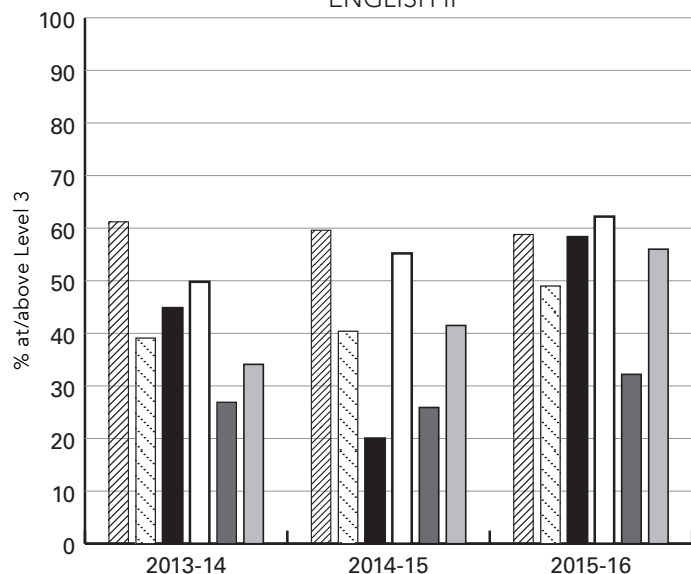
MATH I



BIOLOGY

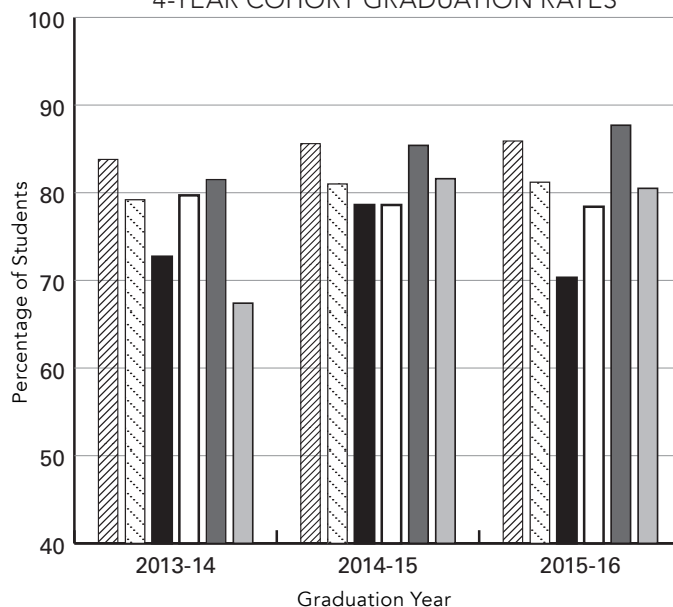


ENGLISH II

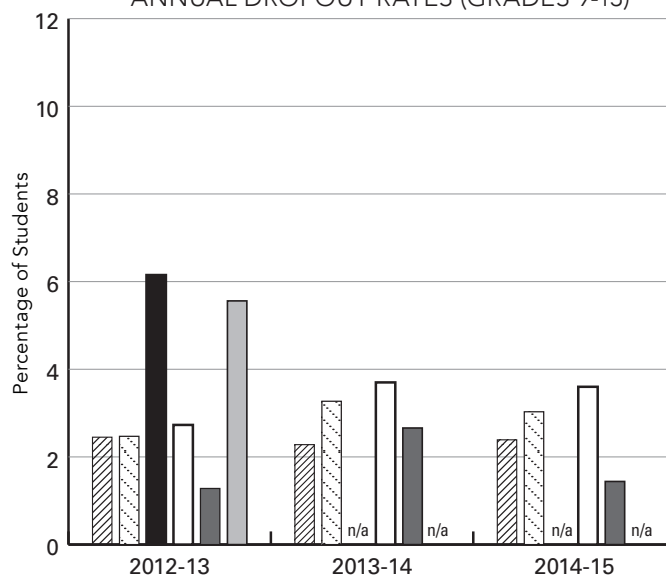


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

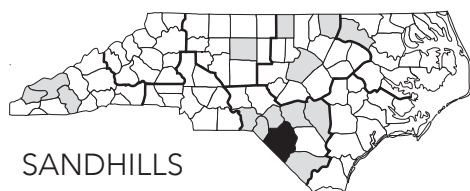
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

ROBESON COUNTY

DISTRICT CONTACT: DR. CONNIE LOCKLEAR
http://www.robeson.k12.nc.us

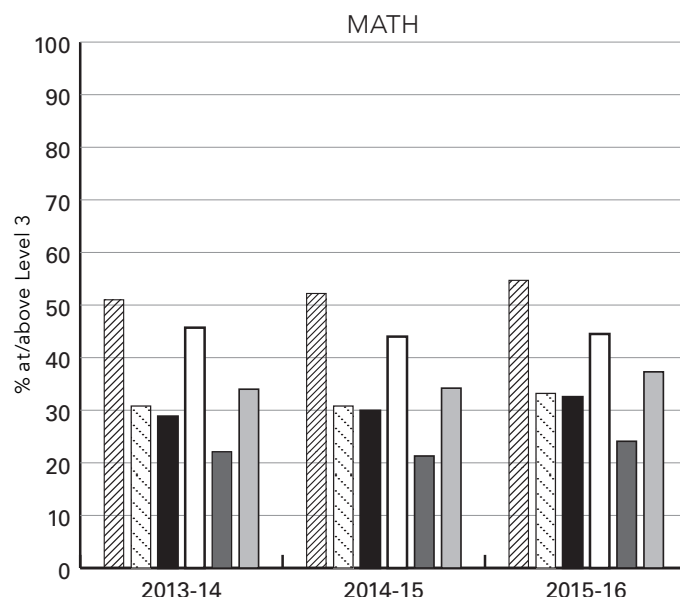
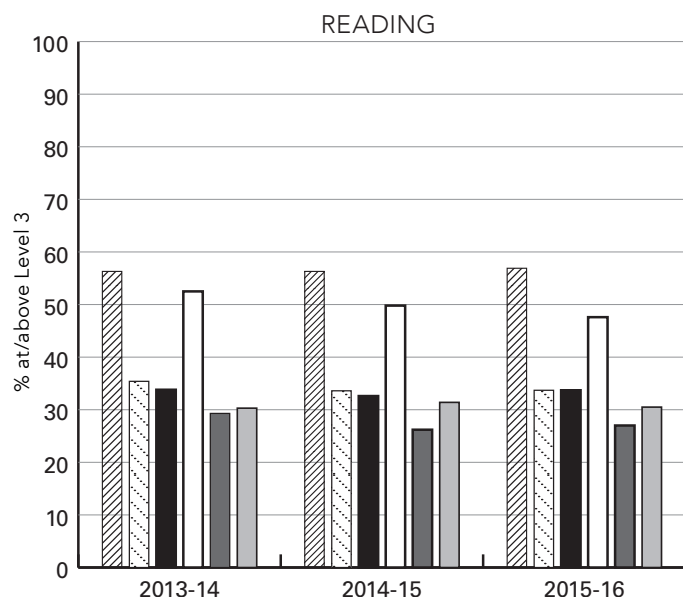


SANDHILLS

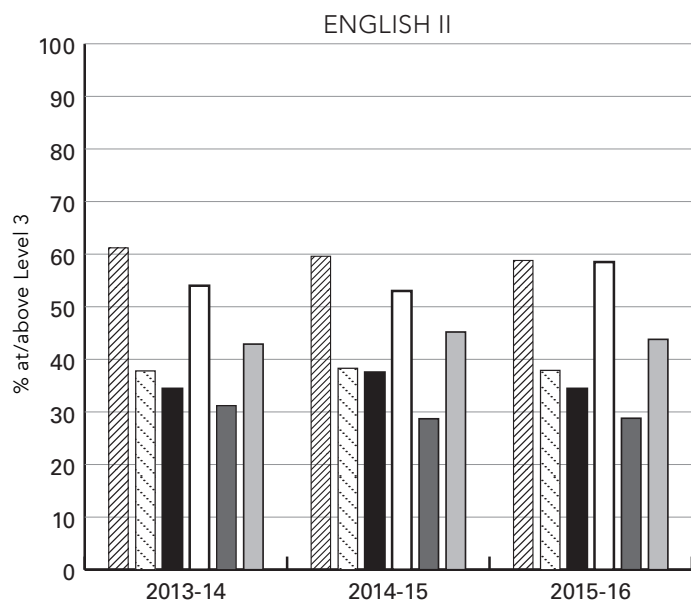
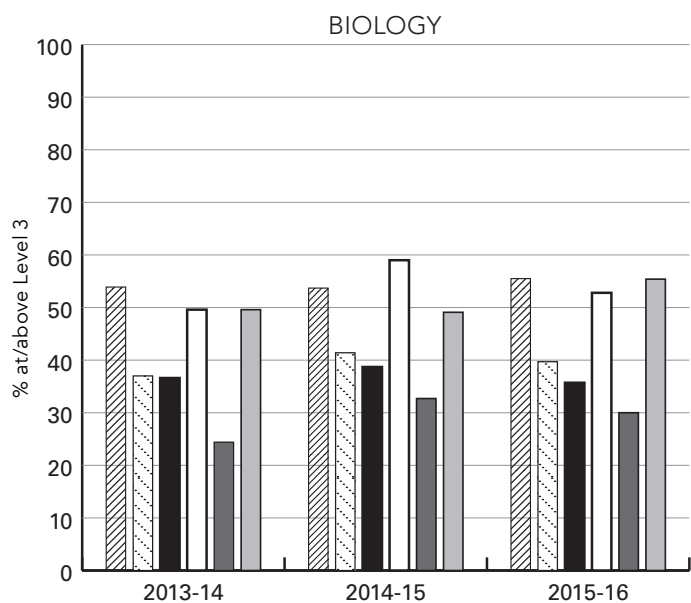
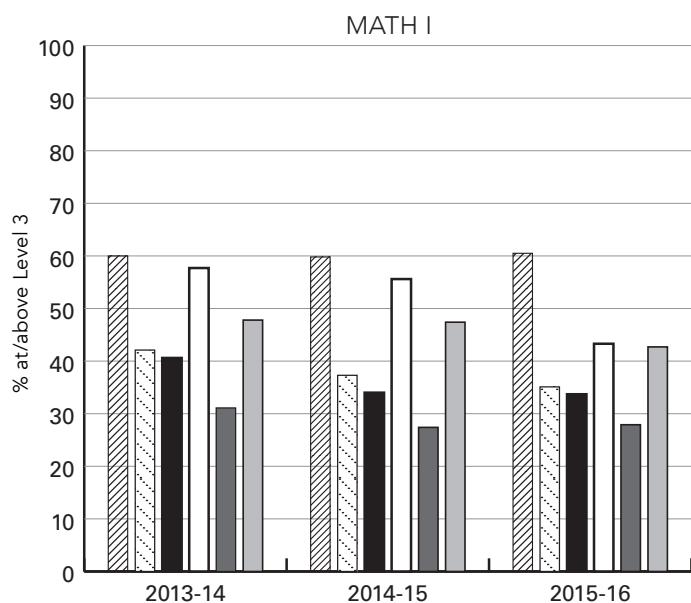
The Public Schools of Robeson County enrolled 23,240 students, including 9,902 (43%), who are identified as American Indians, mainly of the Lumbee Tribe. The district operates 41 schools. The proficiency rates of American Indian students lagged behind state rates in all tested areas, however, their performance was in line with district proficiency rates on EOG reading assessments, but slightly lower on all other EOG/EOC assessments. The proficiency rates of American Indian students lagged behind their White peers on all EOG/EOC assessments. They demonstrated higher rates of proficiency than Black students in all areas, yet lagged behind Hispanic students in all subjects, except EOG reading. Small improvement has been made from 2014-15 to 2015-16 in EOG reading and math. The 4-Year Cohort Graduation rate for the state (85.9) and the district (85.9) are similar. In 2015-16, American Indian students (86) had a higher graduation rate than their White peers, the district, and the state; however, Black and Hispanic student's graduation rates exceeded those of American Indian students. The annual dropout rate for American Indian students has fluctuated over the last three years.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	35.4	33.8	52.5	29.3	30.3
2014-15	56.3	33.6	32.6	49.8	26.2	31.4
2015-16	56.9	33.7	33.7	47.6	27.0	30.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	30.8	28.8	45.7	22.1	34.0
2014-15	52.2	30.8	29.9	44.0	21.3	34.2
2015-16	54.7	33.2	32.5	44.5	24.1	37.3
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	42.1	40.6	57.7	31.1	47.8
2014-15	59.8	37.3	34.0	55.6	27.4	47.4
2015-16	60.5	35.1	33.7	43.3	27.9	42.7
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	37.0	36.6	49.6	24.4	49.6
2014-15	53.7	41.4	38.7	59.0	32.7	49.1
2015-16	55.5	39.7	35.7	52.8	30.0	55.4
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	37.8	34.4	54.0	31.2	42.9
2014-15	59.6	38.3	37.5	53.0	28.7	45.2
2015-16	58.8	37.9	34.4	58.5	28.8	43.8
4-Year Cohort Graduation Rate						
2013-14	83.8	85.0	84.6	83.6	86.0	89.3
2014-15	85.6	86.6	87.4	81.6	88.9	87.8
2015-16	85.9	85.9	86.0	80.6	88.8	86.5
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	2.34	2.61	2.97	1.83	n/a
2013-14	2.28	2.92	2.57	4.94	2.59	n/a
2014-15	2.39	2.22	2.60	2.52	1.58	n/a

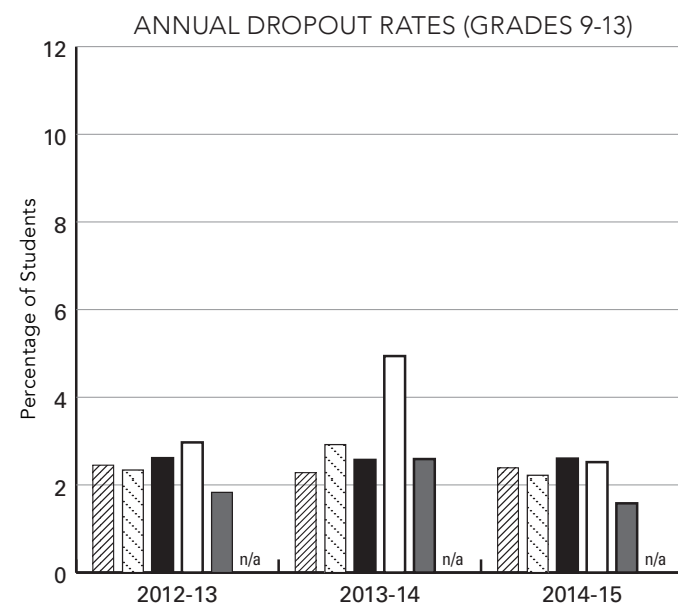
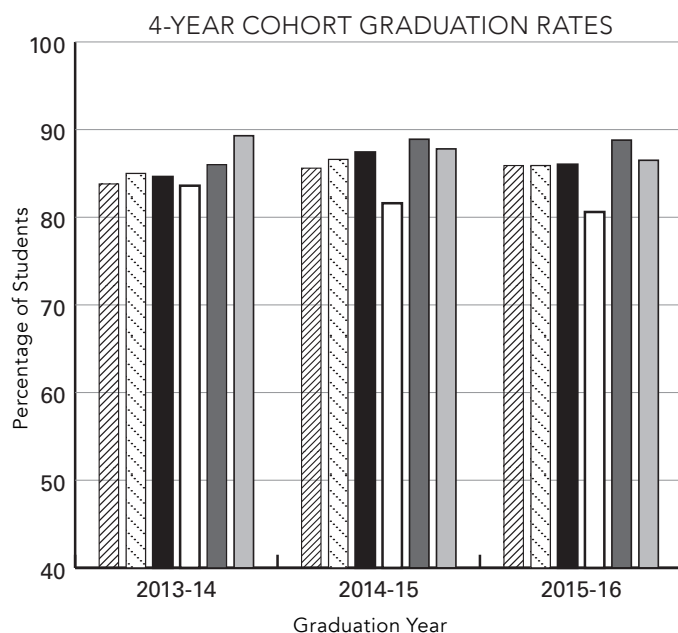
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

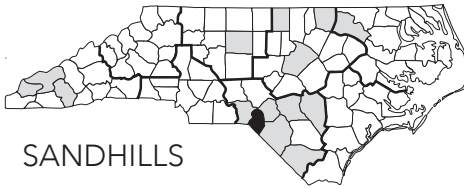
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

SCOTLAND COUNTY

DISTRICT CONTACT: DR. PATRICIA POWERS
http://www.scotland.k12.nc.us

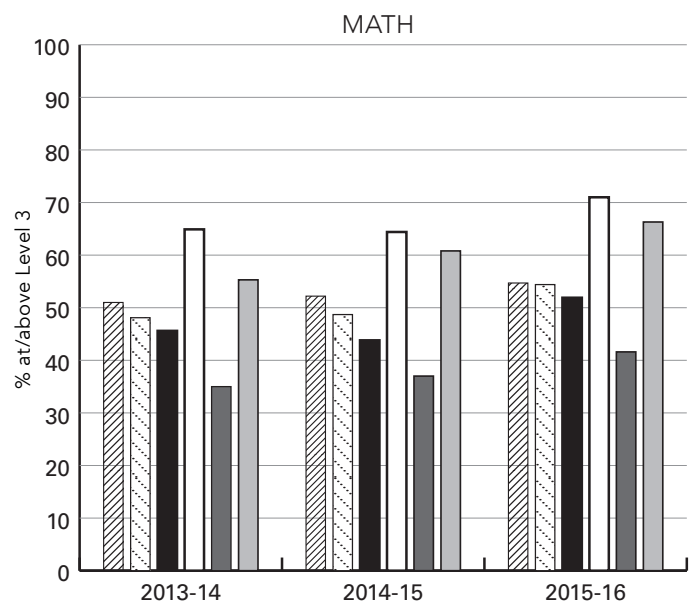
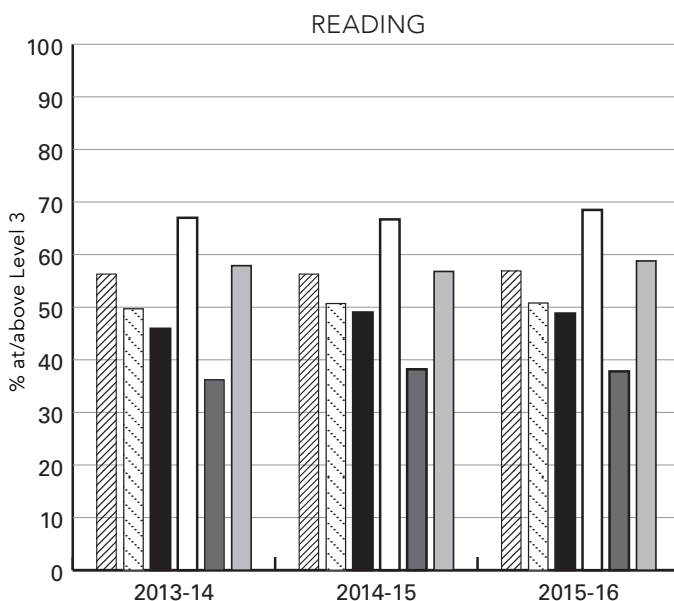


SANDHILLS

Scotland County Schools enrolled 5,818 students, including 936 (16%) American Indians mainly of the Lumbee Tribe. The district operates 13 campuses, including one high school and one early college. In 2015-16 district proficiency rates were below the state in all EOG/EOC tested subjects. American Indian students demonstrated lower proficiency rates than the district and state in all EOG/EOC tested subjects except Math I. Proficiency rates for American Indian students lagged behind those of their Hispanic peers in EOG reading and math, but were higher in EOC Math I and English II with no data given for Biology. Compared to their White peers, American Indian students fell behind in all EOG/EOC-tested areas; however, they are ahead of their Black peers in all EOG/EOC tested areas. The American Indian 4-Year Cohort Graduation rate for 2015-16 fell below the rates for the district, state, and all other racial/ethnic groups. The annual dropout rate for 2015-16 exceeded the rates for the district, state, and all other racial/ethnic student subgroups except Hispanics.

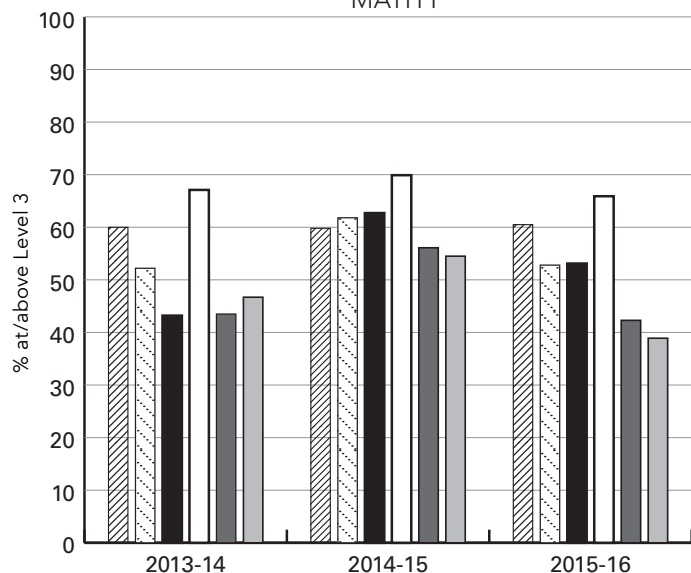
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	49.7	45.9	67.0	36.2	57.9
2014-15	56.3	50.7	49.0	66.7	38.2	56.8
2015-16	56.9	50.8	48.8	68.5	37.8	58.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	48.1	45.6	64.9	35.0	55.3
2014-15	52.2	48.7	43.8	64.4	37.0	60.8
2015-16	54.7	54.4	51.9	71.0	41.6	66.3
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	52.2	43.2	67.1	43.5	46.7
2014-15	59.8	61.8	62.7	69.9	56.1	54.5
2015-16	60.5	52.8	53.1	65.9	42.3	38.9
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	37.1	34.0	52.2	27.0	50.0
2014-15	53.7	41.4	32.8	60.4	27.7	42.9
2015-16	55.5	51.3	43.9	71.4	38.5	*
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	43.4	33.3	59.8	35.8	50.0
2014-15	59.6	43.0	36.5	62.1	31.9	60.0
2015-16	58.8	42.6	41.7	60.2	30.0	37.5
4-Year Cohort Graduation Rate						
2013-14	83.8	78.3	73.8	80.4	77.3	n/a
2014-15	85.6	81.8	70.6	86.6	80.5	87.5
2015-16	85.9	82.5	76.5	83.0	86.6	80.0
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	4.22	8.13	3.64	3.57	n/a
2013-14	2.28	4.18	6.12	3.56	3.82	n/a
2014-15	2.39	4.98	8.52	4.18	4.19	n/a

END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

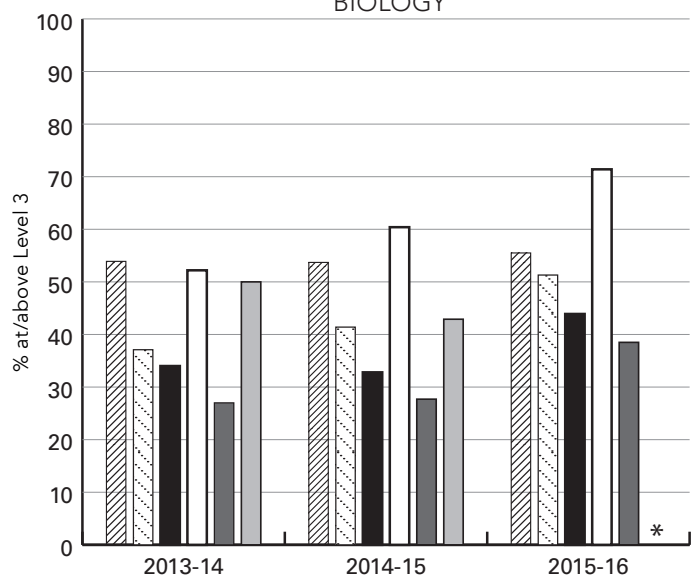


END-OF-COURSE TESTS

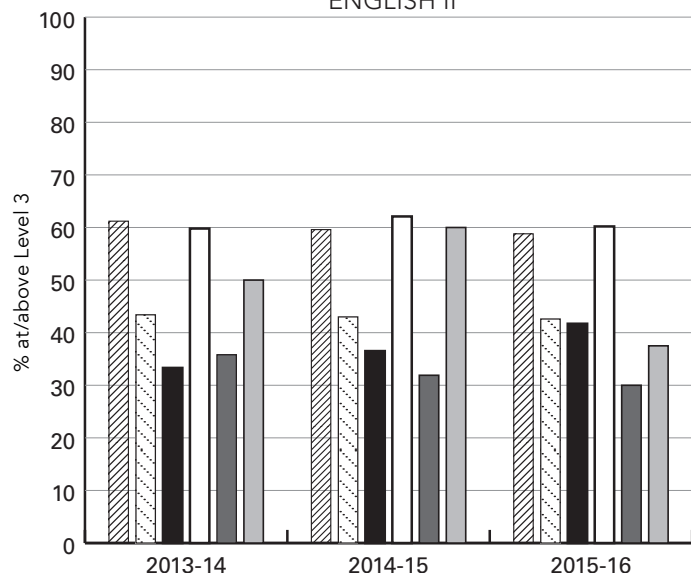
MATH I



BIOLOGY

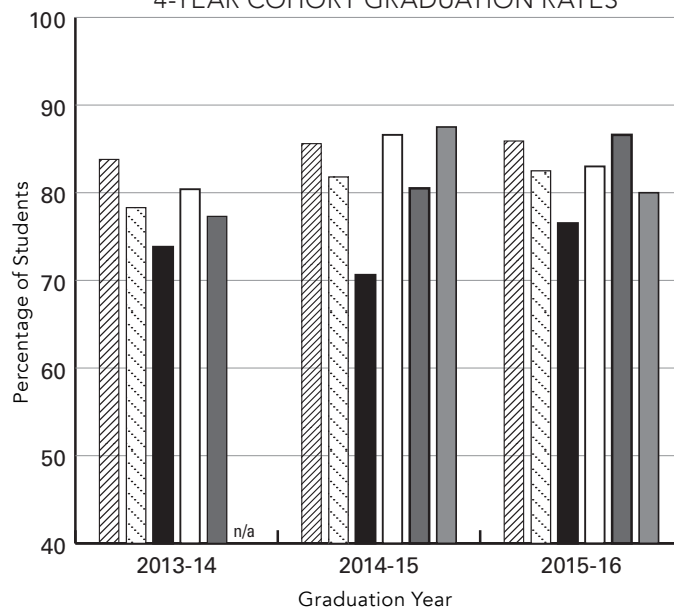


ENGLISH II

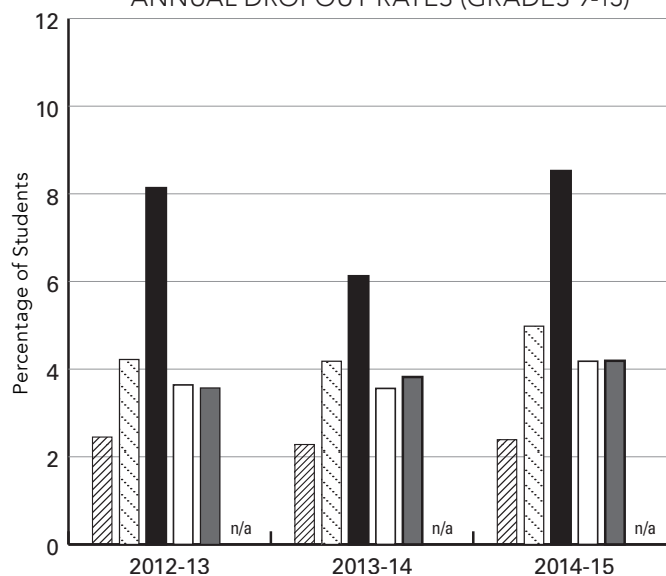


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



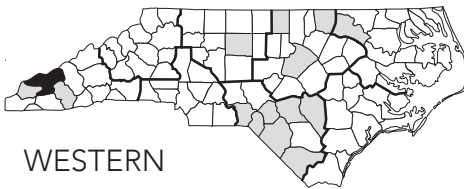
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

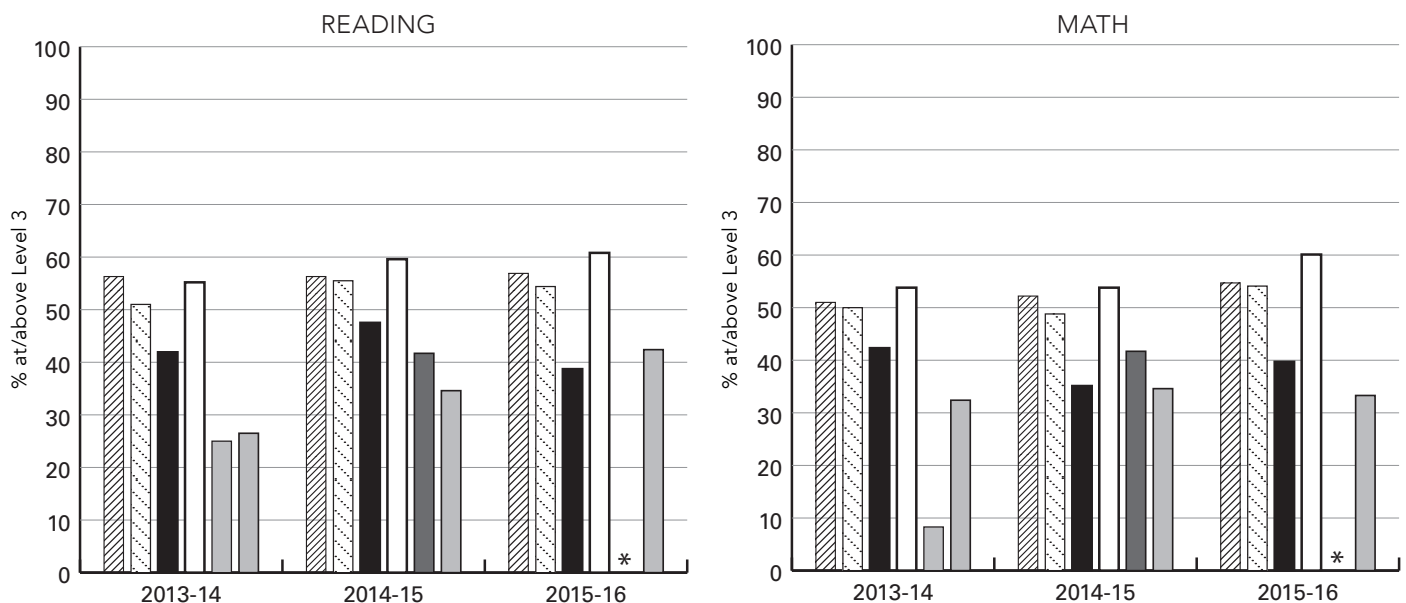


WESTERN

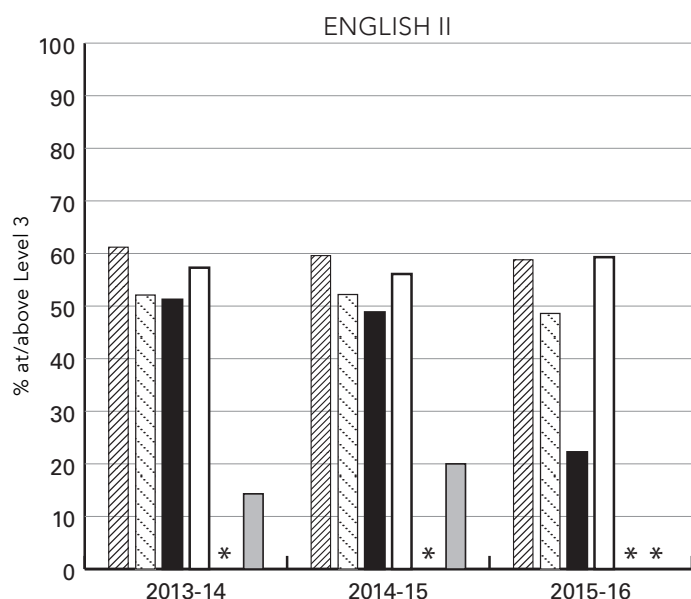
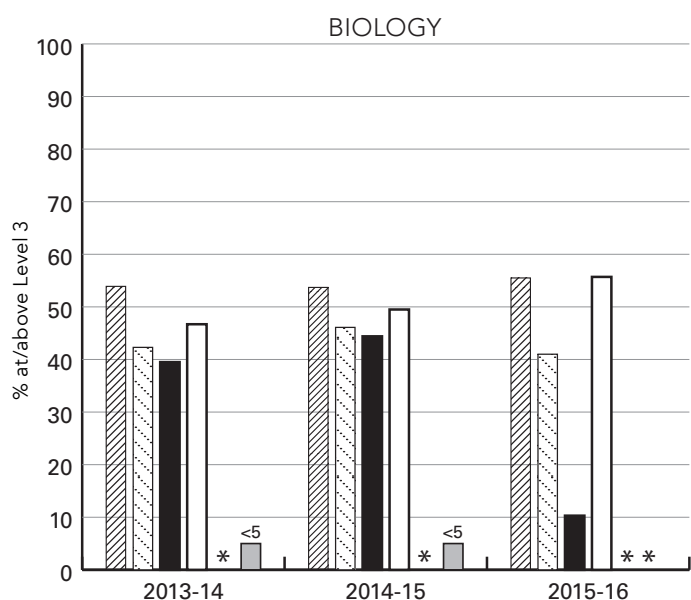
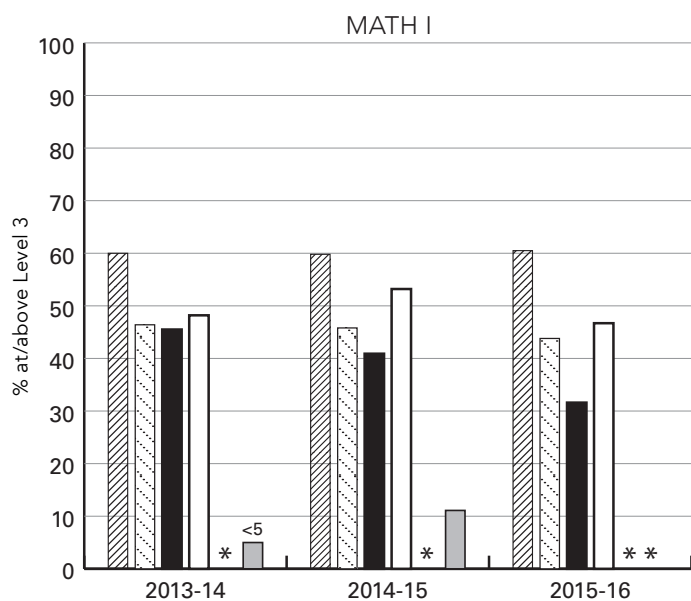
Swain County Schools enrolled 1,896 students, of whom 457 (24%) are members of the Eastern Band of Cherokee. Located on land contiguous with the Qualla Boundary, the district operates five schools, including two early colleges, and one high school. In 2015-16, district proficiency rates were lower than the state on all EOG/EOC assessments. American Indian students demonstrated a lower proficiency rate than the district and state in all EOG/EOC tested subjects. American Indian students performed better than Hispanic students in all EOG/EOC tested subjects (where data is available) except for EOG reading. White students outperformed American Indians in all EOG/EOC tested areas. The 4-Year Cohort Graduation rate for the district was lower than the state. American Indian students had a higher graduation rate than the district but lagged behind the state. For American Indian students, sufficient data are not available for comparison of the annual dropout rate.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	51.0	41.9	55.2	25.0	26.5
2014-15	56.3	55.5	47.5	59.6	41.7	34.6
2015-16	56.9	54.4	38.7	60.8	*	42.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	50.0	42.3	53.8	8.3	32.4
2014-15	52.2	48.8	35.1	53.8	41.7	34.6
2015-16	54.7	54.1	39.7	60.1	*	33.3
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	46.4	45.5	48.2	*	<5
2014-15	59.8	45.8	40.9	53.2	*	11.1
2015-16	60.5	43.8	31.6	46.7	*	*
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	42.3	39.5	46.7	*	<5
2014-15	53.7	46.1	44.4	49.5	*	<5
2015-16	55.5	41.0	10.3	55.7	*	*
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	52.1	51.2	57.3	*	14.3
2014-15	59.6	52.2	48.8	56.1	*	20.0
2015-16	58.8	48.6	22.2	59.3	*	*
4-Year Cohort Graduation Rate						
2013-14	83.8	84.2	86.4	80.5	n/a	n/a
2014-15	85.6	84.3	75.0	85.6	n/a	>95
2015-16	85.9	79.9	81.6	79.2	n/a	*
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	3.04	4.55	2.44	n/a	n/a
2013-14	2.28	4.92	n/a	5.70	n/a	n/a
2014-15	2.39	4.52	n/a	4.88	n/a	n/a

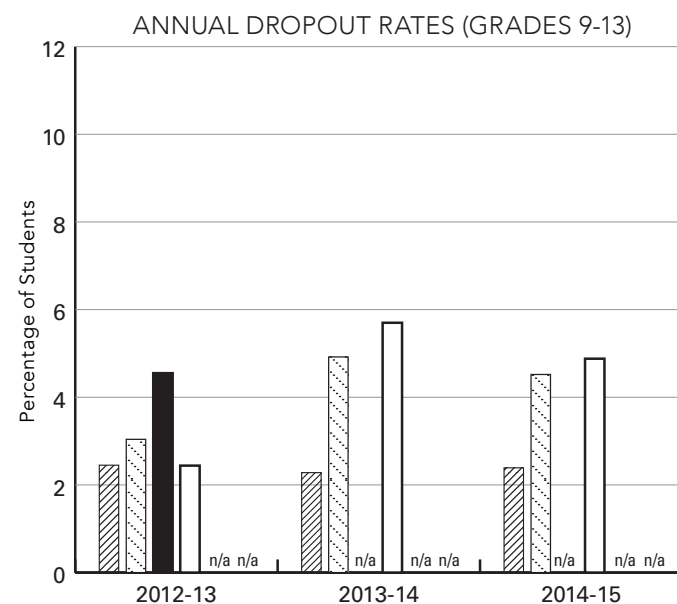
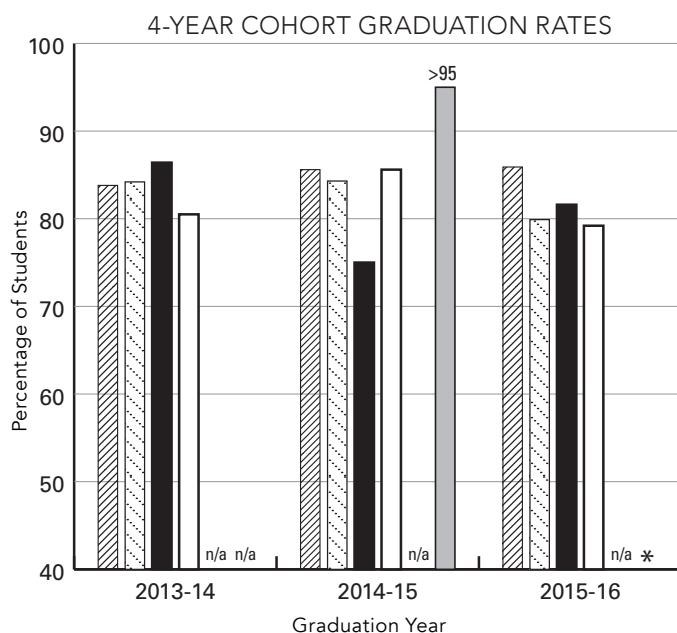
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



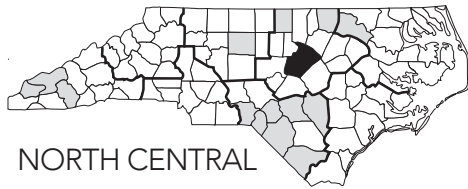
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

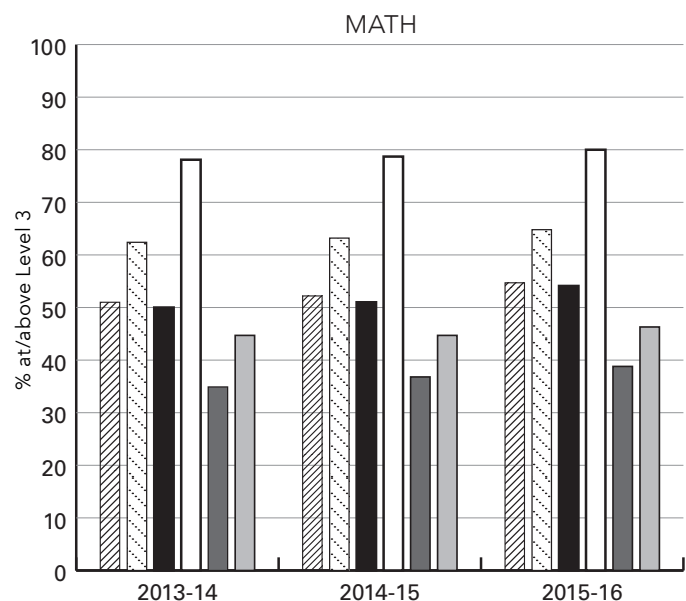
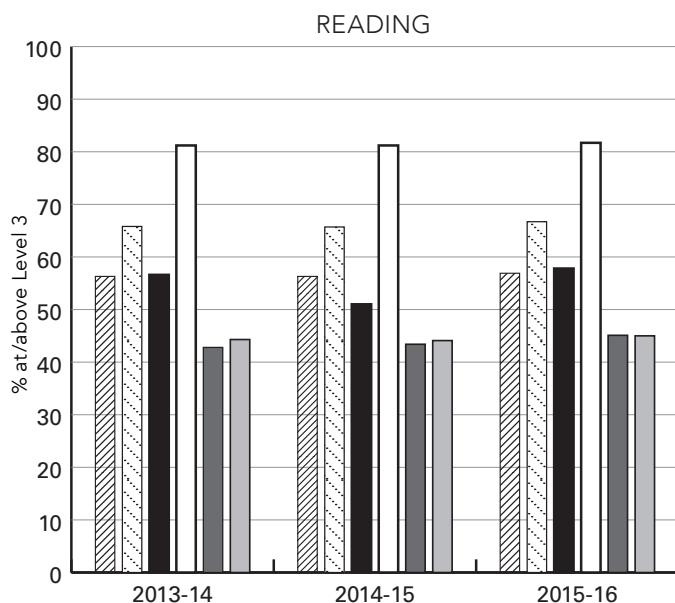
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.



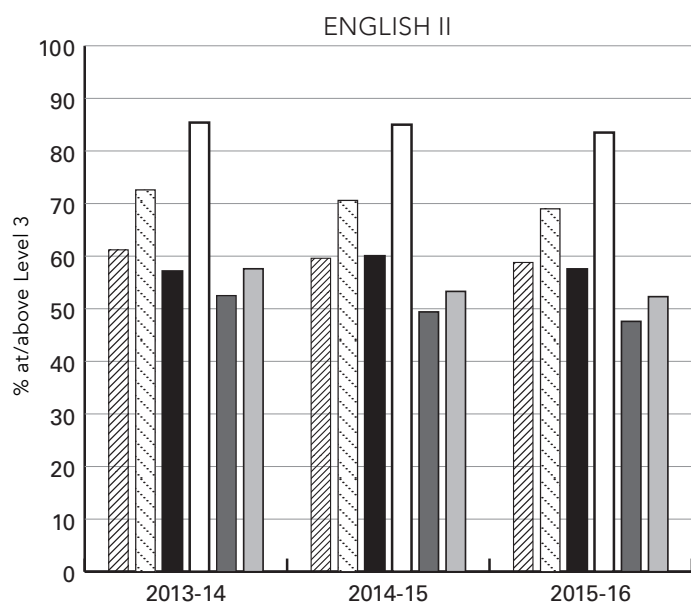
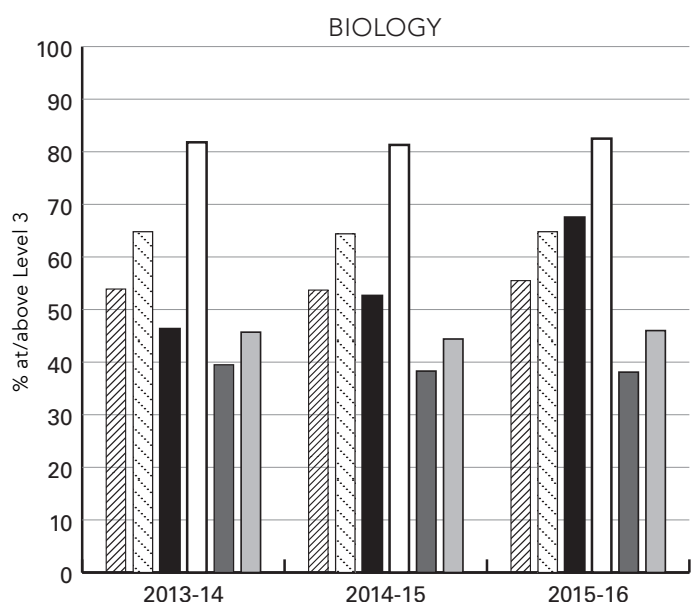
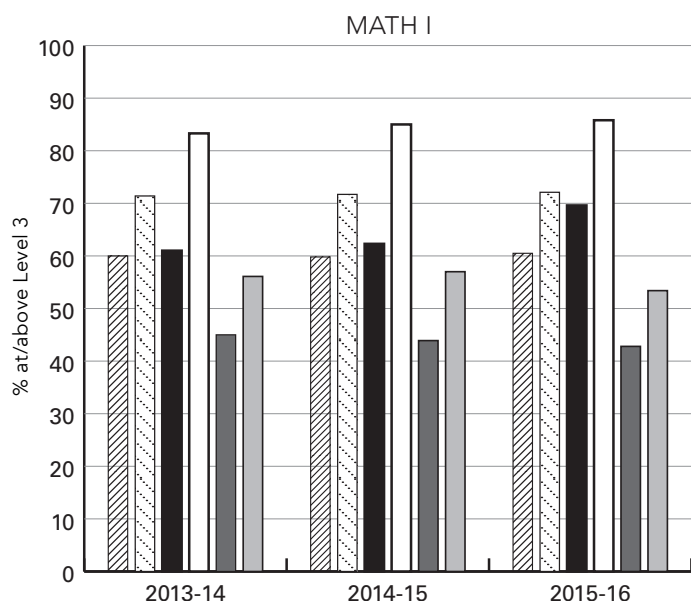
Wake County Public Schools enrolled 156,612 students in 169 schools, including 27 high schools, and a cadre of special-focus schools. Richly diverse, Wake County Public Schools enroll 446 (0.3%) American Indian students representing 78 tribal affiliations. In 2015-16 in the five EOG/EOC tested subjects, the district proficiency rates were higher than the state rates. The proficiency rates for American Indian students were lower than the district rates in all tested areas of the EOG/EOC, except EOC Biology. However, the proficiency rates for American Indian students were higher than the state proficiency rates in EOG reading, significantly higher in EOC Math I and EOC Biology, but lower in EOG math and EOC English II. The American Indian students perform better than their Black and Hispanic peers in each EOG/EOC tested subject; however, they lag behind their White peers in the same tested areas. The data show that the 4-Year Cohort Graduation rate of American Indians lagged behind the rates for the state, district, and all other racial/ethnic student subgroups except for Hispanics. The American Indian annual dropout rate exceeds the rates for the state, district and all other racial/ethnic groups.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	65.8	56.6	81.2	42.8	44.3
2014-15	56.3	65.7	51.0	81.2	43.4	44.1
2015-16	56.9	66.7	57.8	81.7	45.1	45.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	62.4	50.0	78.1	34.9	44.7
2014-15	52.2	63.2	51.0	78.7	36.8	44.7
2015-16	54.7	64.8	54.1	80.0	38.8	46.3
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	71.4	61.0	83.3	45.0	56.1
2014-15	59.8	71.7	62.3	85.0	43.9	57.0
2015-16	60.5	72.1	69.6	85.8	42.8	53.4
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	64.8	46.3	81.8	39.5	45.7
2014-15	53.7	64.4	52.6	81.3	38.3	44.4
2015-16	55.5	64.8	67.5	82.5	38.1	46.0
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	72.6	57.1	85.4	52.5	57.6
2014-15	59.6	70.6	60.0	85.0	49.4	53.3
2015-16	58.8	69.0	57.5	83.5	47.6	52.3
4-Year Cohort Graduation Rate						
2013-14	83.8	82.2	60.0	90.7	72.8	67.2
2014-15	85.6	86.1	74.6	92.6	78.9	73.7
2015-16	85.9	87.1	77.3	93.0	81.1	73.6
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	1.95	n/a	1.10	2.90	4.18
2013-14	2.28	2.22	6.64	1.22	3.35	4.30
2014-15	2.39	2.15	5.24	1.14	3.05	4.53

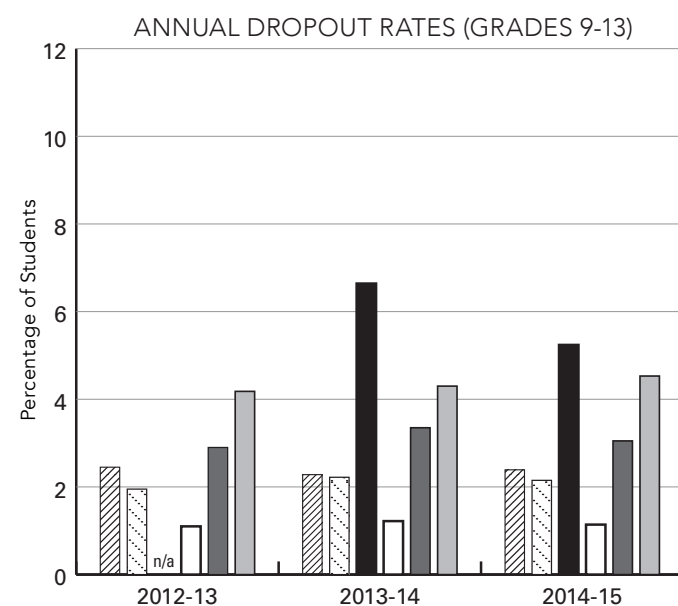
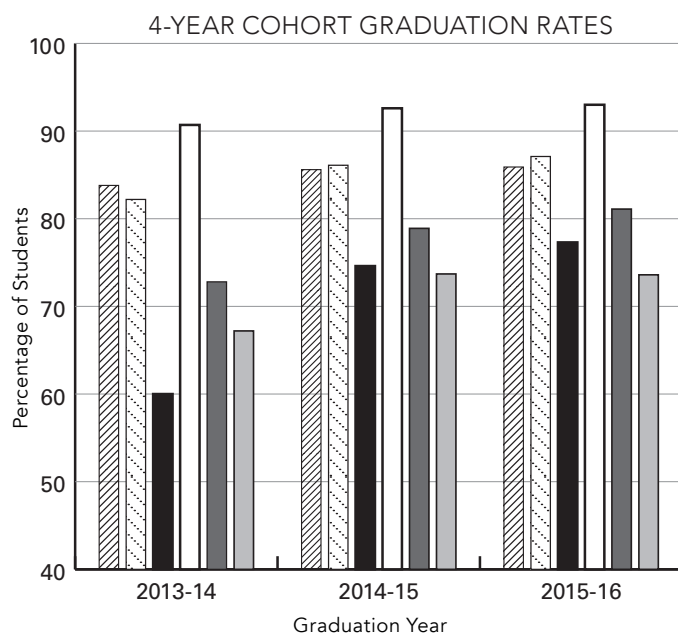
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

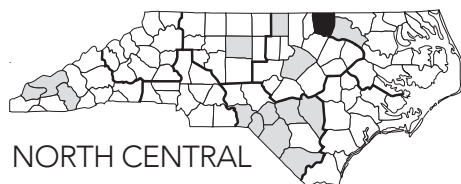
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

WARREN COUNTY

DISTRICT CONTACT: CHENOA DAVIS
http://www.warrenk12nc.org

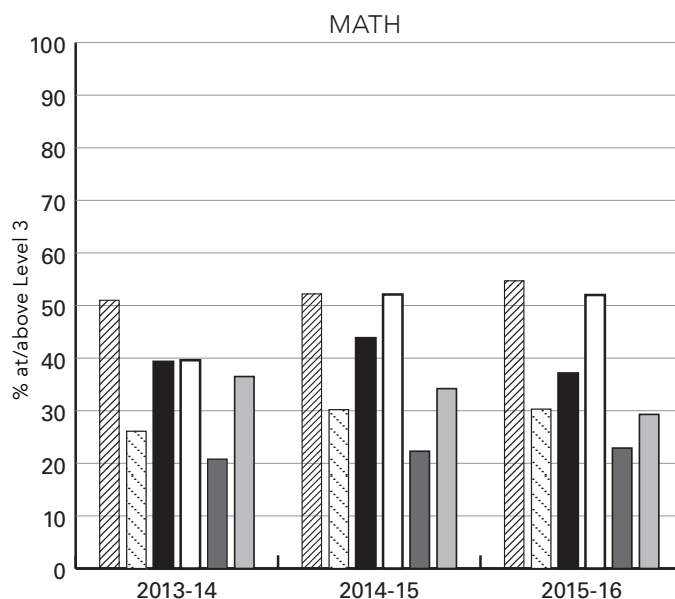
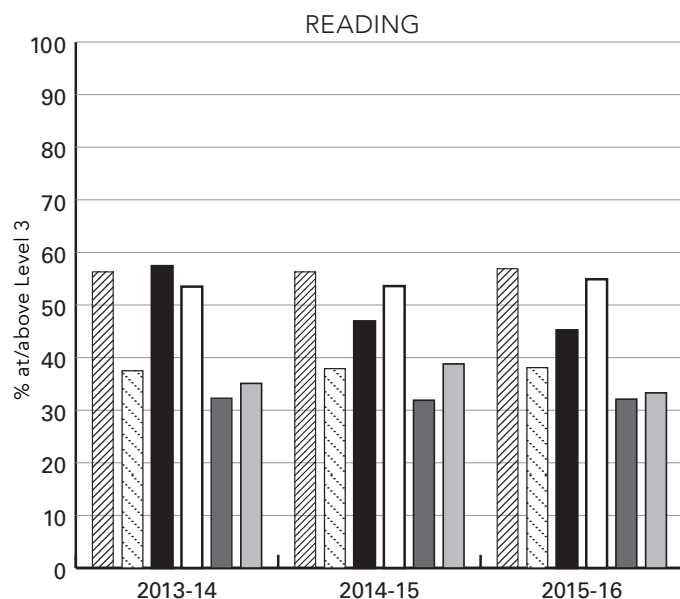


NORTH CENTRAL

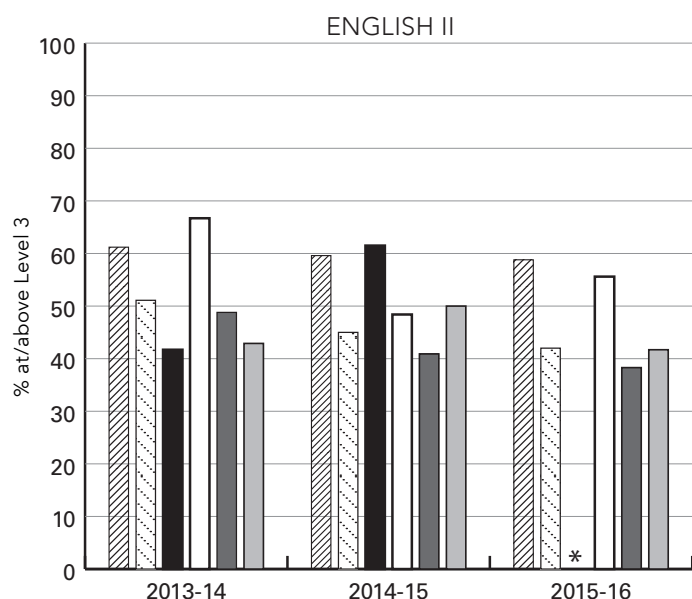
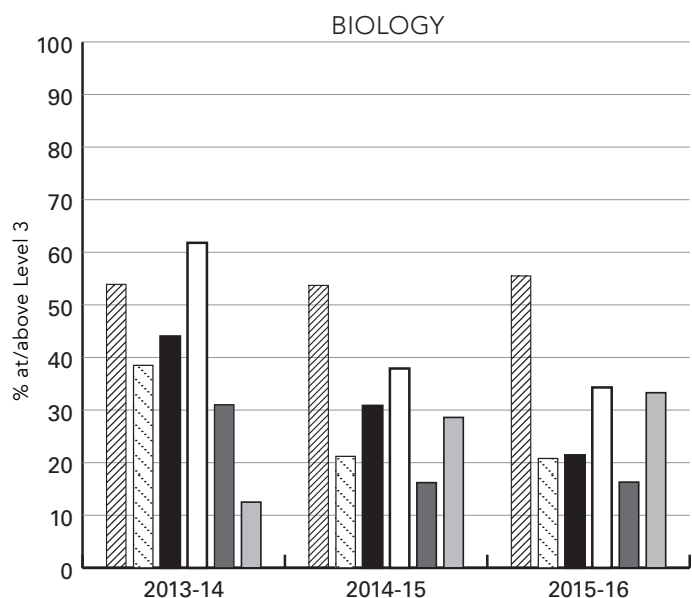
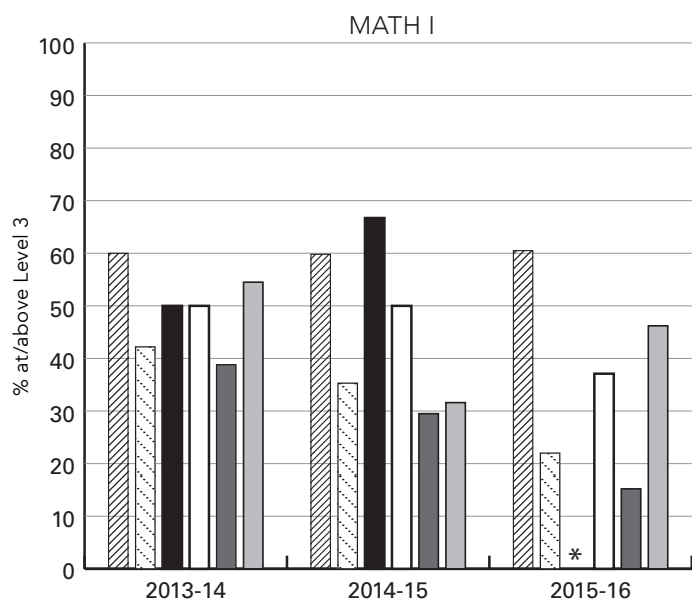
Warren County Schools enrolled 2,238 students, including 145 (6%) American Indian students, mainly of the Haliwa-Saponi Tribe. Warren County Schools operate six schools. In 2015-16, district proficiency rates in all EOG/EOC tested subjects trails the state rates. The proficiency rates of American Indian students exceeded the district rates in all EOG/EOC tested subjects where data are available but fall behind the state rate in every subject. American Indian students outperformed their Hispanic peers in EOG reading and math; however, they lagged behind Hispanic students in Biology. American Indian students also lagged behind their White peers in EOG reading and math as well as EOC Biology. American Indian students demonstrated higher rates of proficiency than their Black peers in all areas where data were available. There was insufficient data for American Indians to compare proficiency rates on EOC Math I and English II. The district 4-Year Cohort Graduation rate was lower than the proficiency rate of the state. American Indian students have a lower 4-year Cohort Graduation rate than both the state and district as well as all other racial/ethnic groups except Hispanics. Sufficient data on the annual dropout rate were not available for American Indians. Sufficient data on the annual dropout rate were not available for American Indians.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	56.3	37.5	57.4	53.5	32.3	35.1
2014-15	56.3	37.9	46.9	53.6	31.9	38.8
2015-16	56.9	38.1	45.2	54.9	32.1	33.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2013-14	51.0	26.1	39.3	39.6	20.8	36.5
2014-15	52.2	30.2	43.8	52.1	22.3	34.2
2015-16	54.7	30.3	37.1	52.0	22.9	29.3
Math I: End-of-Course – Percent at/above Level 3						
2013-14	60.0	42.2	50.0	50.0	38.8	54.5
2014-15	59.8	35.3	66.7	50.0	29.5	31.6
2015-16	60.5	22.0	*	37.1	15.2	46.2
Biology: End-of-Course – Percent at/above Level 3						
2013-14	53.9	38.5	44.0	61.8	31.0	12.5
2014-15	53.7	21.2	30.8	37.9	16.2	28.6
2015-16	55.5	20.8	21.4	34.3	16.3	33.3
English II: End-of-Course – Percent at/above Level 3						
2013-14	61.2	51.1	41.7	66.7	48.8	42.9
2014-15	59.6	45.0	61.5	48.4	40.9	50.0
2015-16	58.8	42.0	*	55.6	38.3	41.7
4-Year Cohort Graduation Rate						
2013-14	83.8	71.7	70.6	86.7	71.9	*
2014-15	85.6	72.0	82.4	66.7	71.8	62.5
2015-16	85.9	70.4	54.2	68.4	74.6	*
Annual Dropout Rate (Grades 9-13)						
2012-13	2.45	4.10	na	4.94	4.62	n/a
2013-14	2.28	4.87	n/a	n/a	5.28	n/a
2014-15	2.39	5.43	n/a	n/a	5.08	n/a

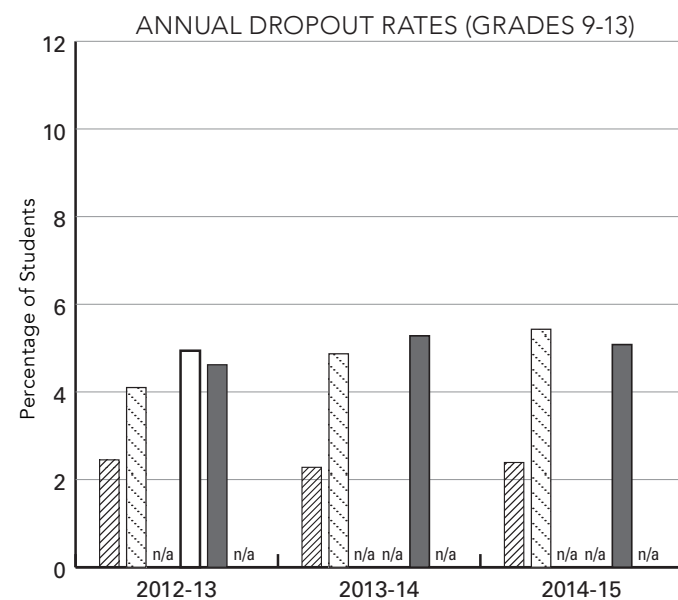
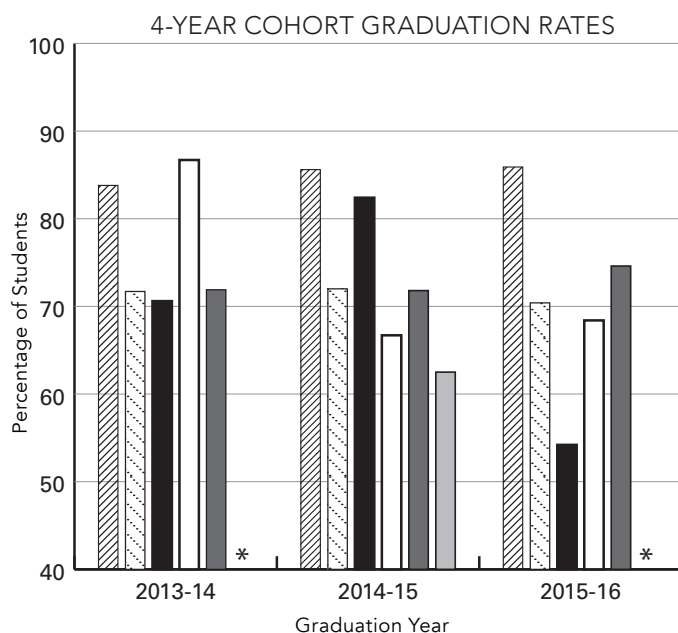
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

Students Taking an AP Exam by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2013-14	12.9	19.2	17.5	30.7	9.3	13.2
2014-15	14.8	20.9	16.5	32.3	10.8	14.0
2015-16	15.1	20.7	9.0	31.8	10.2	15.6
Clinton City						
2013-14	12.9	7.6	15.4	14.8	2.2	0.7
2014-15	14.8	11.3	*	22.1	4.1	5.8
2015-16	15.1	12.9	*	25.9	5.0	6.6
Columbus						
2013-14	12.9	3.6	n/a	4.8	2.6	0.8
2014-15	14.8	4.9	4.0	6.3	2.7	n/a
2015-16	15.1	6.2	*	7.9	3.0	*
Cumberland						
2013-14	12.9	11.3	10.9	16.5	5.9	8.7
2014-15	14.8	12.2	12.2	17.0	6.5	8.9
2015-16	15.1	11.7	4.4	15.0	5.8	14.4
Graham						
2013-14	12.9	9.0	7.1	9.1	n/a	20.0
2014-15	14.8	6.0	*	6.2	n/a	n/a
2015-16	15.1	9.3	*	8.8	n/a	*
Guilford						
2013-14	12.9	23.9	22.9	33.7	12.2	17.6
2014-15	14.8	25.1	22.1	34.8	12.6	19.0
2015-16	15.1	25.4	16.8	35.6	12.6	23.3
Halifax						
2013-14	12.9	5.5	3.6	4.3	5.7	n/a
2014-15	14.8	n/a	n/a	n/a	n/a	n/a
2015-16	15.1	*	n/a	*	n/a	n/a
Haliwa-Saponi Tribal School						
2013-14	12.9	n/a	n/a	n/a	n/a	n/a
2014-15	14.8	n/a	n/a	n/a	n/a	n/a
2015-16	15.1	n/a	n/a	n/a	n/a	n/a
Hertford						
2013-14	12.9	2.5	n/a	3.0	2.4	4.5
2014-15	14.8	*	n/a	*	n/a	n/a
2015-16	15.1	n/a	n/a	n/a	n/a	n/a
Hoke						
2013-14	12.9	13.0	5.9	17.8	10.8	10.8
2014-15	14.8	12.5	7.8	16.2	9.3	8.9
2015-16	15.1	11.0	5.0	13.9	6.5	16.7
Jackson						
2013-14	12.9	2.7	4.5	2.7	n/a	n/a
2014-15	14.8	3.8	*	3.6	n/a	*
2015-16	15.1	4.8	*	4.9	n/a	*
Johnston						
2013-14	12.9	8.5	5.4	9.6	2.9	3.9
2014-15	14.8	7.4	11.9	9.3	3.1	2.5
2015-16	15.1	6.9	*	8.2	2.9	4.3

Year	State	District	American Indian	White	Black	Hispanic
Person						
2013-14	12.9	8.7	12.5	10.4	4.8	14.7
2014-15	14.8	9.8	*	12.2	4.1	13.2
2015-16	15.1	10.8	*	13.6	4.4	12.7
Richmond						
2013-14	12.9	8.1	6.0	11.3	4.4	6.2
2014-15	14.8	7.8	*	10.9	3.5	7.5
2015-16	15.1	9.7	*	12.3	5.1	9.2
Robeson						
2013-14	12.9	4.2	3.3	9.5	2.0	2.7
2014-15	14.8	9.7	8.6	18.7	4.8	7.3
2015-16	15.1	8.7	6.3	19.6	3.8	6.9
Scotland						
2013-14	12.9	2.9	2.5	4.9	1.7	n/a
2014-15	14.8	7.9	6.9	12.7	4.9	*
2015-16	15.1	8.3	4.2	13.3	4.5	*
Swain						
2013-14	12.9	6.4	5.3	7.1	20.0	n/a
2014-15	14.8	7.4	5.1	7.7	n/a	*
2015-16	15.1	10.6	*	10.4	n/a	*
Wake						
2013-14	12.9	15.7	14.2	21.0	3.7	7.4
2014-15	14.8	21.4	21.5	27.0	7.7	10.1
2015-16	15.1	23.0	19.4	29.2	8.5	12.9
Warren						
2013-14	12.9	3.4	3.9	4.4	3.2	n/a
2014-15	14.8	2.6	*	*	2.2	n/a
2015-16	15.1	3.9	*	*	2.9	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

Students Taking AP Exams by District

Data from 2015-16 indicates that many American Indian students (as well as other low-income minorities) remained underrepresented in AP classrooms and in the population of students scoring 3 or higher on AP exams. Of the 19 districts reporting in 2015-16, five districts had fewer than 10 percent of their American Indian students taking AP exams. Only Guilford County Schools (16.8%) and Wake County Public Schools (19.4%) reported participation rates higher than 10 percent among American Indian students.

AP Performance by District (Percent of Students Scoring 3, 4, or 5)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2013-14	58.6	55.4	44.1	69.5	25.6	45.5
2014-15	53.9	54.6	48.4	68.8	25.1	46.2
2015-16	54.1	56.9	29.4	71.1	25.7	50.4
Clinton City						
2013-14	58.6	23.0	*	26.2	14.3	*
2014-15	53.9	23.4	*	27.4	14.3	22.2
2015-16	54.1	40.4	*	47.2	5.6	46.2
Columbus						
2013-14	58.6	5.8	n/a	7.8	0.0	*
2014-15	53.9	11.6	0.0	14.5	6.3	n/a
2015-16	54.1	16.4	*	19.3	5.3	*
Cumberland						
2013-14	58.6	34.0	36.7	38.6	19.4	33.3
2014-15	53.9	33.2	25.0	38.0	20.0	36.5
2015-16	54.1	34.3	33.3	41.9	17.2	35.4
Graham						
2013-14	58.6	51.6	*	55.6	n/a	*
2014-15	53.9	54.5	*	52.6	n/a	n/a
2015-16	54.1	34.4	*	26.9	n/a	*
Guilford						
2013-14	58.6	57.4	43.8	68.1	33.7	49.6
2014-15	53.9	54.8	63.3	65.2	31.5	49.6
2015-16	54.1	52.7	52.6	63.0	28.5	46.7
Halifax						
2013-14	58.6	0.0	*	*	0.0	n/a
2014-15	53.9	n/a	n/a	n/a	n/a	n/a
2015-16	54.1	*	n/a	*	n/a	n/a
Haliwa-Saponi Tribal School						
2013-14	58.6	n/a	n/a	n/a	n/a	n/a
2014-15	53.9	n/a	n/a	n/a	n/a	n/a
2015-16	54.1	n/a	n/a	n/a	n/a	n/a
Hertford						
2013-14	58.6	13.6	n/a	*	0.0	*
2014-15	53.9	*	n/a	*	n/a	n/a
2015-16	54.1	n/a	n/a	n/a	n/a	n/a
Hoke						
2013-14	58.6	13.3	5.9	17.7	9.7	26.7
2014-15	53.9	13.7	14.3	20.0	5.4	16.7
2015-16	54.1	19.7	21.4	23.2	6.2	27.0
Jackson						
2013-14	58.6	67.7	*	72.0	n/a	n/a
2014-15	53.9	51.2	*	58.8	n/a	*
2015-16	54.1	54.4	*	56.3	n/a	*
Johnston						
2013-14	58.6	60.0	*	62.6	52.0	47.5
2014-15	53.9	58.6	60.0	61.4	41.5	38.6
2015-16	54.1	57.2	*	62.0	44.2	40.2

Year	State	District	American Indian	White	Black	Hispanic
Person						
2013-14	58.6	44.8	*	45.1	30.4	53.3
2014-15	53.9	46.9	*	48.2	45.0	28.6
2015-16	54.1	42.8	*	46.3	40.9	15.4
Richmond						
2013-14	58.6	14.2	14.3	15.7	4.8	11.1
2014-15	53.9	27.5	*	29.8	6.1	33.3
2015-16	54.1	21.8	*	29.9	2.2	25.0
Robeson						
2013-14	58.6	21.1	18.0	27.8	15.8	12.5
2014-15	53.9	10.8	8.4	16.3	4.5	8.2
2015-16	54.1	11.7	8.5	14.0	3.1	21.6
Scotland						
2013-14	58.6	40.4	28.6	46.4	28.6	n/a
2014-15	53.9	20.4	15.0	25.7	11.6	*
2015-16	54.1	24.5	16.7	30.1	13.5	*
Swain						
2013-14	58.6	71.8	50.0	82.1	*	n/a
2014-15	53.9	60.5	62.5	60.0	n/a	*
2015-16	54.1	60.0	*	58.5	n/a	*
Wake						
2013-14	58.6	79.3	78.6	80.1	59.3	74.3
2014-15	53.9	68.8	61.5	71.4	42.7	63.1
2015-16	54.1	66.2	53.3	69.3	37.5	55.7
Warren						
2013-14	58.6	15.4	*	50.0	6.3	n/a
2014-15	53.9	15.8	*	*	9.1	n/a
2015-16	54.1	22.2	*	*	7.1	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

AP Performance by District

American Indian participation rates in AP classes are too small to analyze. In 2015-16, only seven (Charlotte/Mecklenburg, Cumberland, Guilford, Hoke, Robeson, Scotland, and Wake) of the 19 districts identified in this report reported American Indian students scoring a 3, 4 or 5 on AP exams. Rates ranged from 53.3 percent in Wake County Public Schools, to a 8.5 percent in Public Schools of Robeson County. Of the seven districts with data, American Indian students taking AP exams scored higher than Black students in all seven districts. However, American Indian students scored lower than Hispanic students taking AP exams in five districts and higher than Hispanic students in one district.

Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2013-14	59.0	57.4	39.1	68.3	48.8	40.8
2014-15	59.0	59.6	75.0	68.3	54.0	38.2
2015-16	55.0	53.6	33.3	62.8	46.1	40.0
Clinton City						
2013-14	59.0	70.4	100.0	71.1	69.4	54.2
2014-15	59.0	66.1	100.0	66.1	69.1	72.2
2015-16	55.0	65.1	*	83.1	58.3	68.3
Columbus						
2013-14	59.0	41.2	53.8	37.9	43.6	11.8
2014-15	59.0	51.4	42.3	44.6	56.8	50.0
2015-16	55.0	42.8	63.2	39.1	39.8	*
Cumberland						
2013-14	59.0	50.3	33.9	51.8	47.7	44.0
2014-15	59.0	51.4	59.5	47.2	49.8	38.9
2015-16	55.0	40.2	32.4	38.9	32.5	46.4
Graham						
2013-14	59.0	45.9	50.0	46.8	n/a	n/a
2014-15	59.0	38.8	70.0	34.8	n/a	*
2015-16	55.0	37.9	*	38.1	n/a	n/a
Guilford						
2013-14	59.0	66.7	69.0	68.6	62.6	53.1
2014-15	59.0	68.1	62.1	67.4	61.6	52.9
2015-16	55.0	64.1	38.2	66.3	56.2	57.9
Halifax						
2013-14	59.0	50.3	80.0	23.1	50.9	n/a
2014-15	59.0	46.6	66.7	*	48.1	n/a
2015-16	55.0	33.7	*	*	36.4	*
Haliwa-Saponi Tribal School						
2013-14	59.0	20.0	12.5	n/a	100.0	n/a
2014-15	59.0	46.2	55.6	n/a	*	n/a
2015-16	55.0	*	*	n/a	n/a	n/a
Hertford						
2013-14	59.0	51.8	100.0	53.1	47.4	33.3
2014-15	59.0	68.1	*	33.3	66.9	*
2015-16	55.0	65.5	n/a	*	59.9	*
Hoke						
2013-14	59.0	42.6	32.1	32.7	48.9	26.3
2014-15	59.0	35.3	42.9	21.2	38.3	7.5
2015-16	55.0	21.8	*	19.7	21.1	19.2
Jackson						
2013-14	59.0	31.5	10.0	33.2	n/a	14.3
2014-15	59.0	31.4	*	31.3	n/a	*
2015-16	55.0	20.6	*	19.9	*	*
Johnston						
2013-14	59.0	48.2	100.0	46.0	39.5	26.0
2014-15	59.0	41.2	60.0	43.2	44.2	23.1
2015-16	55.0	39.0	*	41.6	31.8	25.3

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

Year	State	District	American Indian	White	Black	Hispanic
Person						
2013-14	59.0	48.7	33.3	50.7	47.5	45.8
2014-15	59.0	42.5	n/a	39.7	46.9	29.6
2015-16	55.0	40.6	*	33.6	41.1	*
Richmond						
2013-14	59.0	24.2	19.2	24.8	24.9	18.9
2014-15	59.0	25.9	n/a	28.3	24.7	*
2015-16	55.0	20.4	*	21.0	17.3	*
Robeson						
2013-14	59.0	33.5	29.7	37.9	37.5	16.7
2014-15	59.0	29.5	28.1	30.5	31.5	24.5
2015-16	55.0	27.7	25.1	34.9	27.3	22.9
Scotland						
2013-14	59.0	58.1	56.5	56.4	54.9	33.3
2014-15	59.0	63.3	55.1	58.3	61.0	*
2015-16	55.0	59.6	52.9	48.0	67.1	*
Swain						
2013-14	59.0	44.1	58.1	37.8	n/a	66.7
2014-15	59.0	49.1	50.0	46.1	*	*
2015-16	55.0	42.5	*	40.5	n/a	*
Wake						
2013-14	59.0	65.1	97.6	72.3	53.0	34.8
2014-15	59.0	65.5	54.9	70.8	51.9	38.0
2015-16	55.0	62.0	66.7	67.6	45.0	39.9
Warren						
2013-14	59.0	61.5	80.0	60.0	61.1	11.1
2014-15	59.0	65.5	76.5	65.4	62.3	85.7
2015-16	55.0	62.0	60.0	48.5	64.8	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

Students Taking the SAT by District

In 2015-16, the SAT participation rate among American Indian students was higher than the state average participation rate in three (Columbus, Wake, and Warren Counties) of the 19 school districts. Sufficient data was not supplied for all American Indian students due to their participation being too small; however, the data supplied indicated that the SAT participation rates of American Indian students was higher than that of their White peers in three (Columbus, Scotland, and Warren Counties) of the 19 school districts. American Indian students participated in the SAT at higher rates than their Black peers in two school districts (Columbus and Wake Counties); however, they participated in the SAT at lower rates than their Hispanic peers in three other school districts (Charlotte/Mecklenburg, Cumberland and Guilford Counties).

Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2013-14	997	1010	1024	1122	881	978
2014-15	992	992	978	1112	872	947
2015-16	1000	1001	965	1128	865	956
Clinton City						
2013-14	997	908	*	1010	779	818
2014-15	992	884	881	1001	789	835
2015-16	1000	912	*	1034	804	842
Columbus						
2013-14	997	854	841	913	788	*
2014-15	992	852	846	903	786	841
2015-16	1000	872	872	924	790	*
Cumberland						
2013-14	997	932	918	1015	850	937
2014-15	992	930	884	1015	851	935
2015-16	1000	951	944	1035	875	955
Graham						
2013-14	997	960	830	983	n/a	n/a
2014-15	992	994	1009	990	n/a	*
2015-16	1000	949	*	943	n/a	n/a
Guilford						
2013-14	997	973	976	1091	845	934
2014-15	992	974	928	1085	849	925
2015-16	1000	982	1007	1087	858	933
Halifax						
2013-14	997	764	*	*	762	*
2014-15	992	790	812	*	785	n/a
2015-16	1000	792	*	*	786	*
Haliwa-Saponi Tribal School						
2013-14	997	*	*	n/a	*	n/a
2014-15	992	721	730	n/a	*	n/a
2015-16	1000	*	*	n/a	n/a	n/a
Hertford						
2013-14	997	796	*	897	777	*
2014-15	992	772	*	928	747	*
2015-16	1000	780	n/a	*	771	*
Hoke						
2013-14	997	900	918	994	865	893
2014-15	992	895	787	1041	843	*
2015-16	1000	928	*	1007	852	935
Jackson						
2013-14	997	1012	*	1013	n/a	*
2014-15	992	998	*	999	n/a	*
2015-16	1000	1048	*	1067	*	*
Johnston						
2013-14	997	998	996	1043	877	910
2014-15	992	997	975	1038	865	936
2015-16	1000	1013	*	1043	906	954

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

Year	State	District	American Indian	White	Black	Hispanic
Person						
2013-14	997	925	*	973	867	925
2014-15	992	888	N/A	937	798	951
2015-16	1000	936	*	1012	851	*
Richmond						
2013-14	997	877	922	941	790	967
2014-15	992	861	n/a	935	779	*
2015-16	1000	910	*	983	837	*
Robeson						
2013-14	997	865	864	959	801	866
2014-15	992	856	855	1007	764	845
2015-16	1000	861	874	924	775	874
Scotland						
2013-14	997	877	937	933	809	*
2014-15	992	864	841	966	799	*
2015-16	1000	877	844	997	806	*
Swain						
2013-14	997	901	876	919	*	*
2014-15	992	953	908	993	*	*
2015-16	1000	977	*	984	n/a	*
Wake						
2013-14	997	1070	1052	1115	902	1016
2014-15	992	1065	1070	1112	907	1023
2015-16	1000	1066	996	1108	911	1011
Warren						
2013-14	997	830	874	951	787	*
2014-15	992	839	816	940	808	923
2015-16	1000	860	825	986	841	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

n/a = Current year data are unavailable or contain no scores for the selected test.

SAT Performance by District

The SAT performance for American Indian students cannot be analyzed and reported on because in 11 of the 19 districts the American Indian student population taking the SAT in 2015-16 was too small. Of those school districts that did have sufficient data regarding American Indian student performance on the SAT, the data shows that American Indian students scored the same or higher than their Hispanic peers in four school districts. American Indian students' SAT scores were on par with the district average in Columbus County (872), however this average score is lower than the state average score (1000). American Indian students (1007) scored above the state average (1000) in one of the 19 school districts (Guilford County).

REFERENCES



- McMahon, T, Kenyon, D, Carter, J. (2012). *My culture, my family, my school, me: Identifying strengths and challenges in the lives and communities of American Indian youth*. Journal of Child and Family Studies.
- North Carolina Department of Administration, Commission of Indian Affairs (2015). *NC Tribal Communities*. Retrieved from <https://ncadmin.nc.gov/citizens/american-indians/nc-tribal-communities>.
- N.C. Gen. Stat. § 115C-105.37. Identification of low-performing schools. (2014).
- N.C. Gen. Stat. § 115C-210.1. Membership – How appointed. (2013).
- N.C. Gen. Stat. § 115C-201.4. Duties of the Council. (2013).
- North Carolina Department of Public Instruction, Division of Accountability Services. (2015). *2014 READY Accountability Background Brief Supplement: North Carolina School Performance Grades*. Retrieved from <http://www.ncpublicschools.org/docs/accountability/reporting>
- North Carolina Department of Public Instruction, Division of Accountability Services (2016). *2015-16 Accountability and Testing Results*. Retrieved November 2016 from <http://www.ncpublicschools.org/accountability/>
- North Carolina Department of Public Instruction, Division of Financial and Business Services (2016). *Average Daily Membership and Membership Last Day by LEA*. Retrieved November 2016 from <http://www.ncpublicschools.org/fbs/accounting/data/>

APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT **Title VI – 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: US Department of Education-Office of Indian Education

APPENDIX B

LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT OF 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 (IEA) 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 VI 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.
2015	Public Law 114-95: Congress reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, now cited as the Every Student Succeeds Act (ESSA). As part of this reauthorization Indian Education now falls under Title VI.

Source: US Department of Education-Office of Indian Education

APPENDIX C

TITLE VI – THE INDIAN EDUCATION ACT OF 1972 IN NORTH CAROLINA: A BRIEF DESCRIPTION

In an effort to develop a comprehensive model to meet the unique needs of American Indian and Alaskan Native students, Congress adopted the Indian Education Act of 1972. The Act is based on the following 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. Even though the Indian Education Act of 1972 has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix B).

Since the Indian Education Act was adopted, several school systems with a significant American Indian population have benefited. Some school systems benefited through direct classroom support, college/career planning, after-school programs, cultural enrichment, or a mixture of some or all of these. Funding through Title VI has enabled school districts' efforts to close the achievement gap and improve the awareness of American Indian culture in North Carolina. Title VI program directors are responsible for budget management, project development, resource planning, and other activities aimed at improving achievement of every American Indian student one day and one year at a time.

Prior to students' receipt of services under Title VI, a formal application (506 Form) must be completed by a parent or legal guardian (see Appendix E), which is reviewed by district-level personnel responsible for Indian Education services. Since Title VI funding is based on these 506 forms informing parents and guardians about the procedure, enrollment in the program is viewed as an ongoing process.

APPENDIX D

TITLE VI – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	Chiquita Lloyd	Chiquita.Lloyd@cms.k12.nc.us	980.343.8638	Southwest
Clinton City	Shirley Williams	s.williams@clinton.k12.nc.us	910.592.5623 x1626	Sandhills
Columbus	Kenwood Royal	kenwoodroyal@columbus.k12.nc.us	910.642.5168	Sandhills
Cumberland	Darlene Holmes Ransom	darleneransom@ccs.k12.nc.us	910.678.2460	Sandhills
Graham	Lester Greene	l.greene@graham.k12.nc.us	828.479.9820	Western
Guilford	Eric Hines	hinese@gcsnc.com	336-370-2300	Piedmont Triad
Halifax	Dottie Umstead	umsteadd@halifax.k12.nc.us	252.583.3111	Northeast
Haliwa-Saponi	Consuela Richardson	consuela.richardson@hstsedu.org	252.257.5853	North Central
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.4835 x229	Sandhills
Jackson	Angie Bills	abills@jcpsmail.org	828.586.1954	Western
Johnston	Ray Stott	raystott@johnston.k12.nc.us	919.934.2518 x1029	North Central
Person	Paula Chandler	chandlerp@person.k12.nc.us	336.599.2191	North Central
Richmond	Billie Allen	billieallen@richmond.k12.nc.us	910.582.7907	Sandhills
Robeson	Dr. Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	Sandhills
Scotland	Dr. Patricia Powers	ppowers@scotlad.k12.nc.us	910.277.4459	Sandhills
Swain	Mike Treadway	mtreadway@swainmail.org	828.488.3129 x5129	Western
Wake	Gwen Locklear	glocklear@wcpss.net	919.779.5936	North Central
Warren	Chenoa Davis	chdavis@warren.k12.nc.us	252.257.3184	North Central

Source: North Carolina Department of Public Instruction

APPENDIX E

OMB Number: 1810-0021 Expiration Date: 07/31/2019

U.S. Department of Education
Office of Indian Education
Washington, DC 20202

TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____ Date of Birth _____ Grade _____
(As shown on school enrollment records)

Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: _____ Child _____ Child's Parent _____ Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):

- _____ Federally Recognized
- _____ State Recognized
- _____ Terminated Tribe (Documentation required. Must attach to form)
- _____ 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. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

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

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

APPENDIX F

AMERICAN INDIAN TRIBES IN NORTH CAROLINA

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

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

URBAN INDIAN ORGANIZATIONS IN NORTH CAROLINA

Organization	SBE District
Cumberland County Association For Indian People	Sandhills
Guilford Native American Association	Piedmont Triad
Metrolina Native American Association	Southwest
Triangle Native American Society	North Central

Source: The North Carolina Commission of Indian Affairs

APPENDIX G

DEFINITION OF 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 US Department of Education has adopted this definition as eligibility policy in Title VI of the IEA.

Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to know and be able to do. The Standards are robust and relevant to the real world, reflecting the knowledge and skills young people need for success in college and careers. Furthermore, the CCSS 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 the No Child Left Behind (NCLB) act. In December 2015, Congress again reauthorized the ESEA to become the Every Student Succeeds Act (ESSA).

End-of-Course (EOC) tests of Math I, English II, and Biology assess knowledge and skills outlined in the Common Core State Standards for mathematics and English language arts and the North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days of the school year for year-long courses and within the final five instructional days of the semester.

End-of-Grade (EOG) tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) assess grade-level knowledge and skills outlined in the Common Core State Standards for mathematics and English language arts and the North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days 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.).

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 (IEA) 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 VI of the Elementary and Secondary Education Act (ESEA) which is now known as the ESSA.

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.

Low-Performing Schools are those that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. §115C- 83.15(115C-105.37).

North Carolina Commission of Indian Affairs (NCCIA) was established by the North Carolina 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.

North Carolina Department of Public Instruction (NCDPI) administers all policies adopted by the State Board of Education 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 VI of the Indian Education Act. This committee lends support to the system-wide Title VI initiative through project advisement, volunteer support, and resource development.

Proficiency is a technical term in the READY accountability model that means a student has mastered the content sufficiently and is on track for college-and-career readiness. For accountability purposes, a student demonstrates proficiency when he or she scores an achievement level of 3, 4, or 5 on the assessment. Achievement Level 3 identifies students who have sufficient command of grade-level knowledge and skills in the tested content areas (English language arts, math, and science) to move on the next grade, but who may need additional academic support to be on track for college-and-career readiness (grade-level proficiency). Achievement levels 4 and 5 indicate students are on the track to be college-and-career ready by the time they graduate from high school (college-and-career ready proficiency). Proficiency statistics (e.g., Percent Proficient) provide an estimate of a student group’s performance or a school’s aggregate proficiency.

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 Governors 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 (NCDPI, 2012).

State-Recognized Indian Tribe is one that meets the eligibility criteria established by an agency of state government. The US 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 H

AMERICAN INDIAN MASCOT UPDATE

As of June 2015, 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 US Dept. of Justice
Burke	Icard Elementary	Warriors	Colts	April 2004
Cabarrus	Northwest Cabarrus Middle	Warriors	Trojans	Unavailable
Caldwell	Gamewell Elementary	Indian Scouts	Bulldogs	2009-10 school year
Carteret	White Oak Elementary	Indians	Wildcats	Unavailable
Catawba	Saint Stephens Elementary	Indians	Stars	Unavailable
Columbus	Old Dock Elementary	Braves	Colts	June 2008
Craven	Brinson Memorial Elementary	Braves	Bear Club	2002
Cumberland	Westover Middle	Warriors	Wildcats	2002
Dare	Manteo Elementary	Braves-in-Training	Braves	Unavailable
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	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	Wildcats	Unavailable
	McKee Road Elementary	Indians	Stars	2000
	West Mecklenburg Sr High	Indians	Hawks	2004
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	Wildcats	March 2004
Rutherford	Sunshine Elementary	Indian	Bears	2004
Stanly	Aquadale Elementary	Braves	Bulls	Unavailable
Surry	Westfield Elementary	Indian Warriors	Wildcats	January 2008
Union	Indian Trail Elementary	Warriors	Timberwolves	September 2007
	Waxhaw Elementary	Indians	Wolves	Unavailable
Wayne	Northeast Elementary	Warriors	Eagles	Unavailable
Watauga	Valle Crucis Elementary	Indians	Cougars	Unavailable
Wilkes	Millers Creek Elementary	Redskins	Ravens	2002
	West Wilkes Middle	Redskins	Knights	2002
Yancey	Micaville Elementary	Redskins	Miners	August 2008

APPENDIX I

DATA NOTES

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

The denominator (20,004) for the percentages of North Carolina American Indian students enrolled in the IEA Cohort vs. the Non-IEA Cohort is the total North Carolina American Indian/Alaskan Native student enrollment in 2015-16. The numerator (16,112) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 18 Title VI school districts in 2015-16. The numerator (3,892) for the Non-IEA Cohort percentage is the total North Carolina American Indian/Alaskan Native student enrollment minus the enrollment for the Title VI school districts in 2015-16.

Data Source: Grade, Race, & Sex file at <http://www.ncpublicschools.org/fbs/accounting/>

End-of-Course (EOC) Scores

EOC exams are the summative assessments administered to students enrolled in Math I, Biology, and English II courses. EOC scores indicate the percentage of students that scored Level 3, Level 4 or Level 5 (i.e. the percentage of proficient students). The numerator is the number students scoring Level 3, Level 4 and Level 5. The denominator is the number of eligible students.

Data Source: <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

End-of-Grade (EOG) Scores

EOG exams are summative assessments administered to students at grades 3-8. These include mathematics and English language arts at grades 3-8, and science in grades 5 and 8. EOG scores indicate the percentage of students that scored Level III or higher. The numerator is the number students scoring Level III, Level IV and Level V. The denominator is the number of eligible students.

Data Source: <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

SAT Scores

The SAT is an assessment that provides educators an important measure of academic achievement as students prepare for post-secondary college and career opportunities. Typically, students take the test during their junior and senior years to assess their ability to reason, to solve problems, and to gauge the knowledge and skills they develop in their high school course work (College Board, 2016).

Data Source: 1) The College Board. (2016) State Integrated Summary 2015-16. North Carolina All-Schools. Atlanta: Southern Regional Office. 2) Western Interstate Commission for Higher Education (WICHE). Knocking at the College Door: Projections of High School Graduates by State, March 2012.

Participation Source: The numerator for the state percentages were taken from the North Carolina Public School State Integrated Summaries (College Board, 2013-14, 2014-15, and 2015-16). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, December 2012 and the Grade, Race, Sex (GRS) by LEA files (Division of School Business School Financial Reporting).

Performance Source: Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2013-14, 2014-15, and 2015-16). The mean total score is the summation of the average Critical Reading score and the average Mathematics score.

AP Exam Scores

The College Board, offers college-level courses in 34 subjects that may be taken by high school students. To facilitate access to AP exams to all students, the College Board does not require students to take an AP course before taking an AP exam. Thus, homeschooled students and students whose schools do not offer AP may take AP exams. Final AP exam scores are reported on a five-point scale. Although colleges and universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive college credit or placement:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

Data Source: The College Board. (2016) State Integrated Summary 2015-16. North Carolina All-Schools. Atlanta: Southern Regional Office.

Participation Source: The numerators for the percentages in the AP data tables were taken from the North Carolina Public School State Integrated Summaries (College Board, 2013-14, 2014-15, and 2015-16); the denominators were taken from the Average Daily Memberships (ADMs) and the Grade, Race, Sex (GRS) by LEA files. (Division of School Business School Financial Reporting, 2013-14, 2014-15, and 2015-16).

Performance Source: The numerators and denominators for the percentages in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2013-14, 2014-15, and 2015-16). Note: The percent of Test-Takers Scoring 3 or Higher is the number of test-takers who scored 3 or higher on at least one exam divided by the total number of test-takers.

Cohort Graduation Rates

The calculations for the Cohort Graduation Rate (CGR) begin when students enter the 9th grade for the first time and are based on data collected from the public schools through the authoritative sources. CGR is calculated by dividing the number of graduates by the number of students who should have graduated within the designated cohort.

Data Source: <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate>

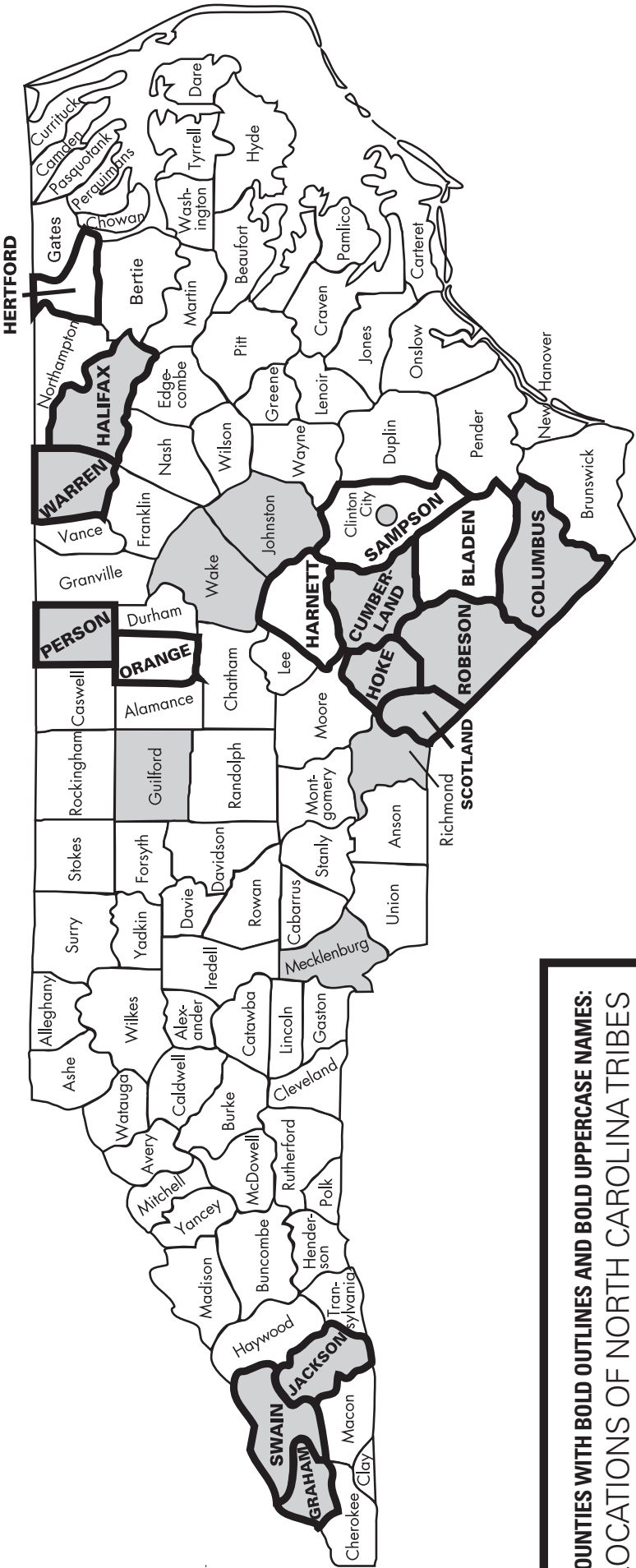
Dropout Rates

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and “event dropout rates” are computed. The event dropout rate, or simply the “dropout rate,” is the number of students in a particular grade span dropping out in one year divided by the total students in a specified grade span.

Special Abbreviations and Notations

In the footnotes of some of the figures and tables in this report, abbreviations and notations are used to describe the data. The asterisk (*) indicates that the student population in the subgroup is too small for the value to be reported. In this report, in compliance with federal privacy regulations (FERPA), an asterisk indicates fewer than ten students were in the cohort. Another FERPA regulation is use of <5 or >95 notation which indicates the percentage and number of students are not shown because the actual percentage is greater than 95% or less than 5%. Compliance with these federal regulations ensures that student information remains anonymous (DMG-2009-004-SE). The use of n/a indicates that the current year’s data is not available or no scores for the selected test or subgroup.

NC Tribes, Locations, and Title VI 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 and Warren	
LUMBEE – Robeson, Hoke, Scotland and Cumberland	
MEHERRIN – Hertford	
OCCANECHI BAND OF THE SAPONI NATION – Orange	
SAPPONY – Person	
WACCAMAW-SIOUAN – Columbus and Bladen	

SHADED COUNTIES: Title VI GRANTEES		
Charlotte-Mecklenburg Schools	Halifax County Schools	Public Schools of Robeson County
Clinton City Schools	– Haliwa-Saponi Tribal School	Scotland County Schools
Columbus County Schools	Hoke County Schools	Swain County Schools
Cumberland County Schools	Jackson County Public Schools	Wake County Public School System
Graham County Schools	Johnston County Schools	Warren County Schools
Guilford County Schools	Person County Schools	
	Richmond County Schools	

