

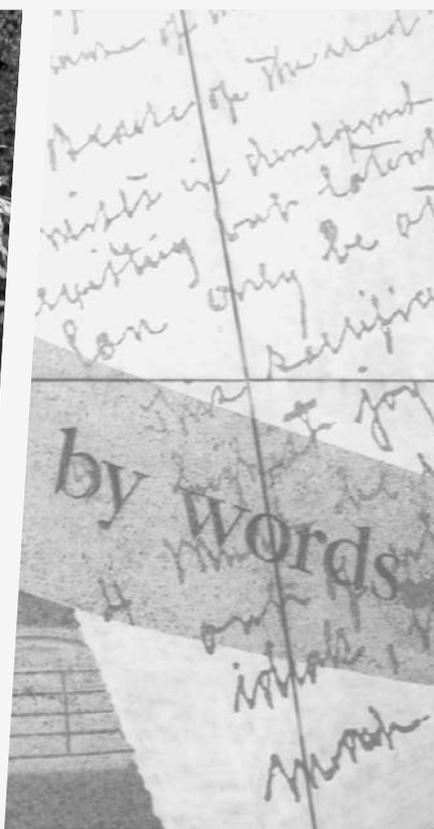
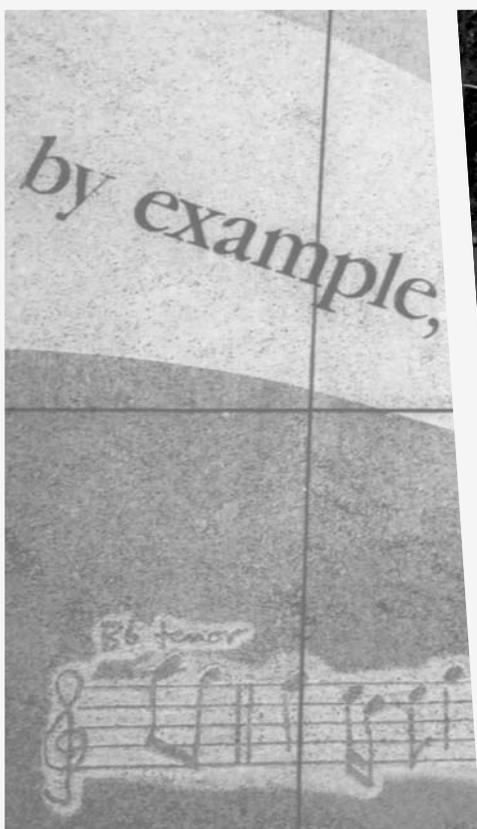
STATE ADVISORY COUNCIL ON

INDIAN EDUCATION



2005 REPORT TO THE STATE BOARD OF EDUCATION

Protect Our Future: Know Us, Respect Us, Teach Us



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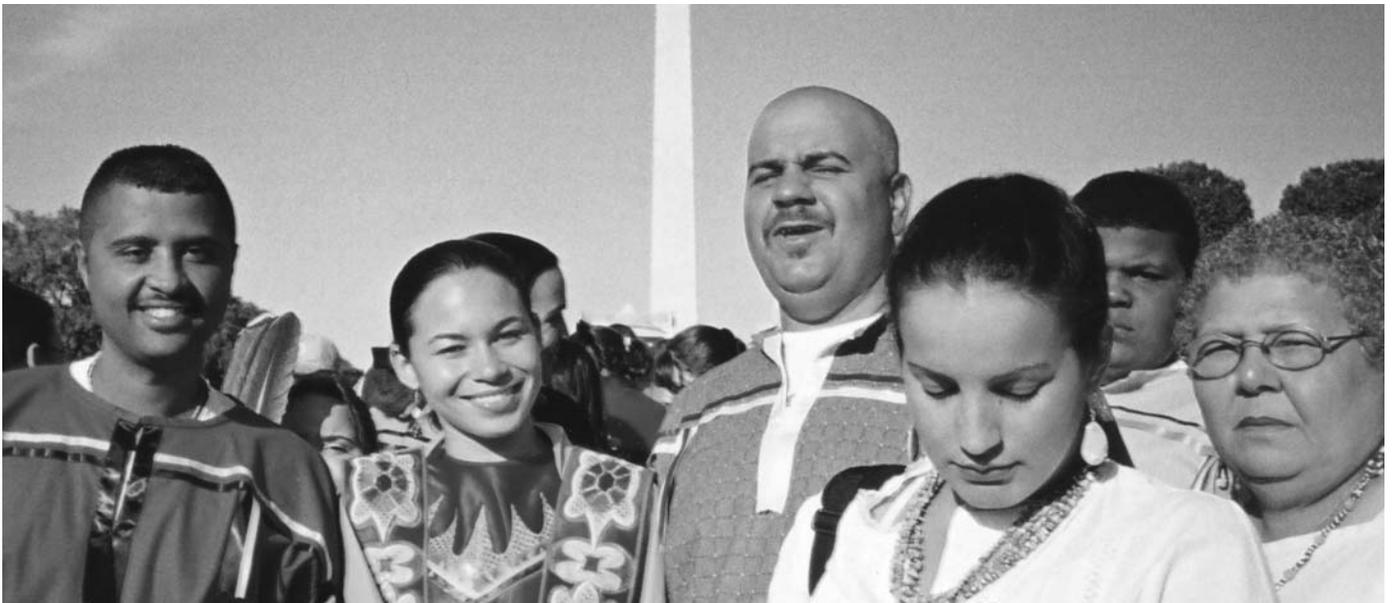


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The 2005 State Advisory Council on Indian Education Annual Report is dedicated to



Priscilla Maynor

Community Level

- PTA Vice-President of Legislation and Advocacy, West Lake Elementary
- Triangle Native American Society
- Adjunct Professor, School of Education, UNC-Pembroke
- District Team Supervisor, Programs for Exceptional Children, Public Schools of Robeson County
- Director, Bryan Learning Center, Public Schools of Robeson County
- Special Education Teacher, Preschool-Grade 8, Public Schools of Robeson County



State Level

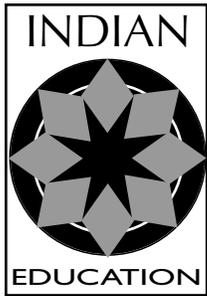
- Executive Director, Internal Operations and Management, NC DPI
- Senior Assistant, Communications and Information Division, NC DPI
- Director II- Senior Assistant to State Superintendent, NC DPI
- Education Planning and Development, Parents' Rights Consultant, Division of Exceptional Children, NC DPI
- Education Consultant I, Division of Exceptional Children, NC DPI



National Level

- National Indian Education Association (NIEA)
- Association for Supervision and Curriculum Development (ASCD)
- SERVE Policy Network
- The Spirit is With Us





STATE ADVISORY COUNCIL ON INDIAN EDUCATION

6301 Mail Service Center
Raleigh, North Carolina 27699-6301
919.807.3430

FOREWORD

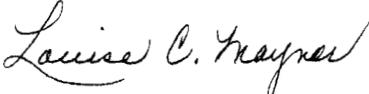
The State Advisory Council on Indian Education has served for seventeen years as an advisory board to the North Carolina State Board of Education and the Department of Public Instruction. Established in 1988 to identify issues and concerns that affect academic achievement of American Indian students,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

This 2005 Annual Report, **Protect Our Future: Know Us, Respect Us, Teach Us**, continues to investigate the complexities of the dropout problem affecting North Carolina's American Indian students. The academic achievement data for the 2003-2004 school year reflects modest improvement for American Indian students in grades three through eight on reading and mathematics End-of-Grade tests and at the high school level in five core courses. It is commendable that American Indian students are improving at a faster rate than any other ethnic group in the state on the End-of-Grade tests. However, in spite of these test gains, the dropout rate has not improved for native public school students. American Indian males continue to have the worst dropout rate of any other group in the state. Last year we called for more family involvement in order to broaden the net of responsibility for students' success in school. We shared recommendations and suggestions for parent, family, and community involvement, but we have no data to show results of that information. This year we continued to investigate barriers that impede achievement, particularly those issues that affect the dropout rate.

Suspensions and expulsions are the focus of this year's report. As a result of the findings from interviews with students who have been suspended, we restate our claim that schools cannot afford to ignore American Indian students. Their heritage, their identity, and their place in the school environment must be celebrated. They must not remain invisible and silent in our classrooms. We must develop a multicultural perspective in public education that serves our culturally diverse students. In the 1990s, Dr. Ardy Bowker Sixkiller Clarke interviewed 1,000 American Indian girls who had dropped out of school in Montana. In *Sisters in the Blood: The Education of Women in Native America*, Bowker reported that native students need to feel valued; they need caring, sensitive teachers; they need teachers who are informed on American Indian history and culture and who have high expectations for them. These findings are replicated in our 2005 interviews of American Indian students in North Carolina public schools.

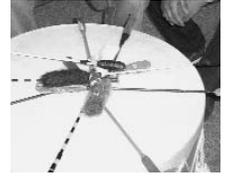
The State Board continues to support our efforts to eliminate American Indian mascots, logos, symbols and other derogatory imagery from public schools. School systems throughout the state annually report their plans to remove these insensitive portrayals of American Indians from their schools. It is our responsibility and our goal to provide a safe, caring and sensitive

school environment for all children and to promote learning as fully as is possible. We hereby present the most current statistical profile of American Indian students in our North Carolina public schools and we make recommendations that we believe will advance their academic achievement, if implemented.



Louise C. Maynor, *Chair, State Advisory Council on Indian Education*

LEGISLATION AND PURPOSE



Background

In 1988, the State Board of Education adopted an Indian education policy to provide a process for identifying issues pertaining to the education of Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for deliberating on and advocating for American Indian students in North Carolina.

While the Council has no governance responsibilities, it serves as a mechanism for advising the State Board of Education on issues pertaining to the education of American Indian students in grades K-12. More specifically, House Bill 2560 charges the Council with the following duties:

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

Council Membership

The composition of the Council ensures that multiple perspectives are raised and resolved in a procedural manner. The Department of Public Instruction provides assistance to the Council in carrying out its annual goals.

A chairperson is elected to:

- 1) coordinate the annual meeting schedule,
- 2) ensure that annual goals are achieved, and
- 3) communicate with American Indian communities on critical issues affecting American Indian students in North Carolina public schools.

The Council represents the following constituent groups:

- NC Legislature—one member appointed by the Senate President and another by the House Speaker
- UNC Board of Governors—two members representing institutions of higher education
- Local School Districts—ten American Indian parents of students in grades K-12
- NC Commission of Indian Affairs—one representative from the Commission
- The State Superintendent's Representative, NC Department of Public Instruction



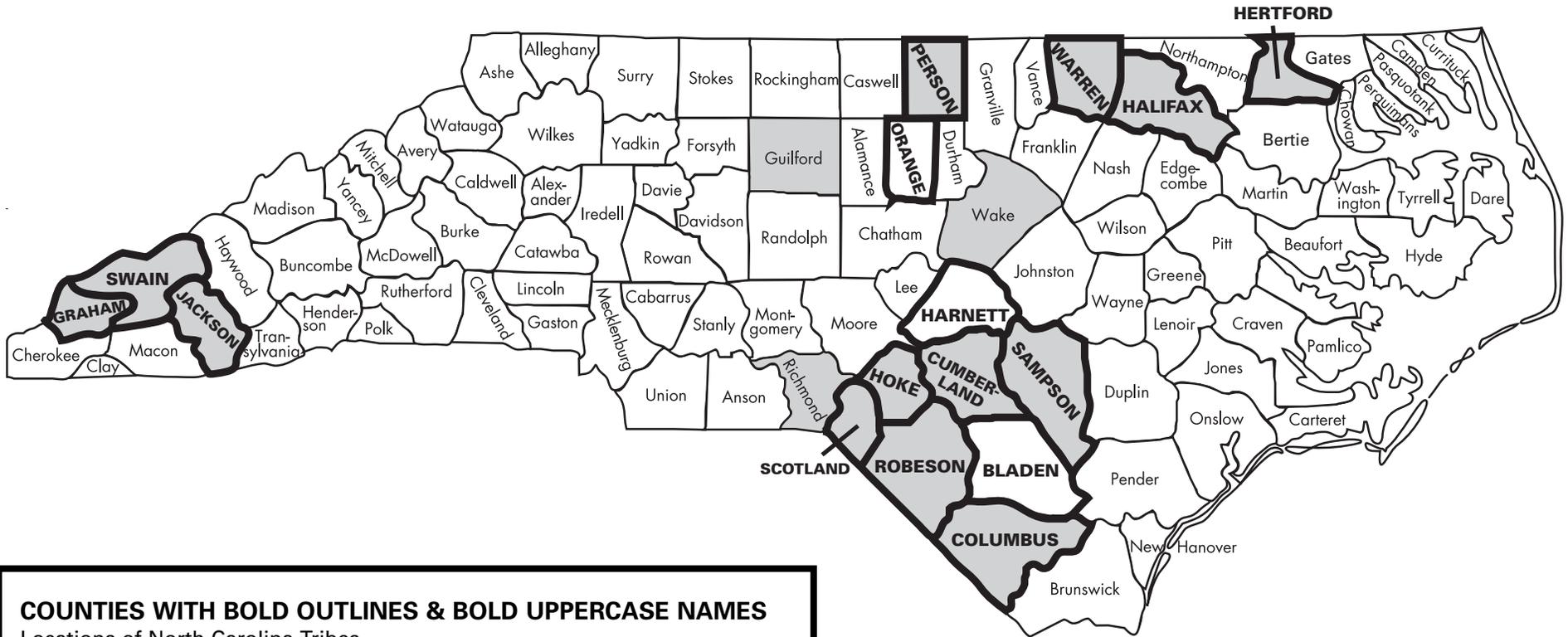
State Advisory Council on Indian Education

Strategic Pathway for Strengthening Indian Education in North Carolina

Mission Statement: The State Advisory Council on Indian Education will create a system that will involve parents and the community to provide educational and cultural opportunities with high levels of expectations of accountability in areas of American Indian student achievement.

Strategic Priority: High Student Performance	Strategic Priority: Healthy Students in Safe, Orderly, and Caring Schools	Strategic Priority: Quality Teachers, Administrators, and Staff	Strategic Priority: Strong Family, Community, and Business Support	Strategic Priority: Effective and Efficient Operations
Strategic Goals	Strategic Goals	Strategic Goals	Strategic Goals	Strategic Goals
<p>Goal 1: Every child ready for school</p> <p>Goal 2: Rigorous and relevant academic standards and assessment systems for every student</p> <p>Goal 3: Every student masters essential knowledge and skills</p> <p>Goal 4: Every student graduates from high school</p> <p>Goal 5: Every student a life-long learner and ready for work</p>	<p>Goal 1: Learning environments inviting and supportive of high student performance</p> <p>Goal 2: Schools free of controlled and illegal substances and all harmful behavior</p> <p>Goal 3: Mutual respect of students, teachers, administrators, and parents</p> <p>Goal 4: Adequate, safe education facilities that support high student performance</p>	<p>Goal 1: Professional preparation aligned with state priorities</p> <p>Goal 2: A system to develop, train, and license a BK professional staff for public schools</p> <p>Goal 3: A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff</p> <p>Goal 4: A system of continuous learning and professional development to support high performance of all employees</p> <p>Goal 5: High ethical and professional standards for all employees</p>	<p>Goal 1: State education priorities responsive to the needs of the family, community, and business customers</p> <p>Goal 2: A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes:</p> <ul style="list-style-type: none"> • Meaningful involvement in schools, • Interagency collaboration for health, nutrition, and social services, and • State and local partnerships <p>Goal 3: A system to build the capacity of local districts to create, respond to and sustain meaningful partnerships</p>	<p>Goal 1: Components of the education system aligned to achieve high performance</p> <p>Goal 2: Decision making authority and control at the most appropriate level closest to the classroom</p> <p>Goal 3: Information and accountability systems capable of reporting strategic and operational results</p> <p>Goal 4: A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement</p>
<p>NC Department of Public Instruction 6301 Mail Service Center Raleigh, NC 27699-6301</p>		<p>04-02-04</p>		

NORTH CAROLINA TRIBES, LOCATIONS, AND TITLE VII GRANTEES



COUNTIES WITH BOLD OUTLINES & 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

OCCANEECHI – Orange

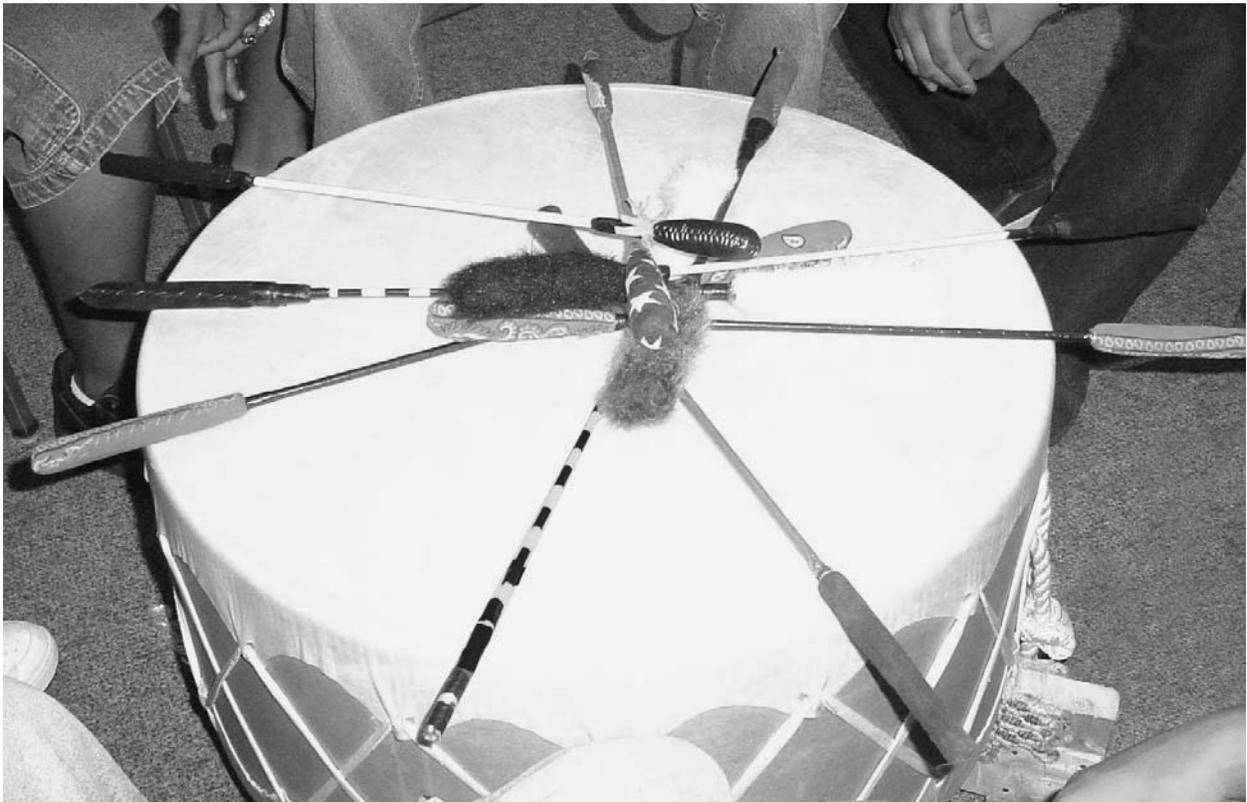
SAPPONY – Person

WACCAMAW-SIOUAN – Columbus and Bladen

Shaded Counties – Title VII Grantees

Columbus	Hoke	Clinton City
Cumberland	Jackson	Scotland
Graham	Person	Swain
Guilford	Richmond	Wake
Halifax	Robeson	Warren
Hertford	Sampson	

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY



School Performance

Among all ethnic groups, American Indian students in grades 3 through 8 have posted the most improved gains since 1996-97. Their performance on End-of-Grade tests in reading and mathematics in 2003-04 brings them to just 8 percentage points from eliminating the gap between American Indian students and the state average. American Indian high school students continue to improve their proficiency in the five core high school courses for 2003-04.

- In 2003-04, the percentage of American Indian students in grades 3 through 8 performing at or above grade level (Levels III and IV) on reading and mathematics End-of-Grade tests increased by 1.3 percentage points from 72.3 to 73.6 percent. Statewide, 81.3 percent of students in grades 3-8 performed at or above grade level on reading and mathematics End-of-Grade tests.
- At the high school level, American Indian student performance on End-of-Course tests continued to improve in 2003-04, reaching 65.8 percent proficiency (Level III or higher) in the five core courses, compared to the state average of 74.0 percent proficiency.

Because research suggests that exposure to advanced level course work tends to make a difference in how well students perform in school, this report includes a look at American Indian students' participation in high school Advanced Placement (AP) courses, a measure of advanced levels of study. What we find is that participation is fairly low. In North Carolina, the number of test takers in 2004 increased from the previous year (27,632 to 30,050). The number of exams taken by students also increased (49,130 to 54,155). For American Indian students in North Carolina, The College Board reports a similar change in AP test taking. One hundred eighty-two American Indian students took 285 exams in 2004, compared to 174 students who took 266 exams in 2003.

In a preliminary look at American Indian success rates in our state's public university system, over the last eight years, approximately 20 percent of American Indian students who enrolled as freshmen graduated from a college or university four years later. The rate is noticeably lower than the average rate for all students, which was just over 30 percent in the same period.

The Dropout Rate

Despite recent test gains, American Indian students dropout rates are still highest in the state. American Indian males continue to have the worst dropout rate of any group; 3.52% compared to 1.7% statewide. Recent state data indicates that American Indian students, as a whole, drop out at a rate nearly twice the state average.

Short-Term and Long-Term Suspensions

Suspensions have increased for American Indian students, particularly long-term suspensions. As a result, American Indian students are now facing challenges that may have critical effects that last into their adult lives. Long-term suspension negatively affects student performance on state-mandated tests, the decision to remain in school or drop out, relationships with school staff and other students, and how students view themselves.

The 2005 report indicates the following:

- The number of incidents of American Indian student short-term suspensions has nearly doubled over the last four years.

The incidence of long-term suspensions for American Indian students increased from 62 students in the 2002-03 school year to 102 students in the 2003-04 school year. The reasons for the increase are diverse.

The diverse reasons for suspensions were investigated through interviews with American Indian students. Various perceptions of schooling emerged. The interviews were limited to students who have actually been suspended from school. These students consistently spoke of common factors in their school experience, such as:

- Obtaining an education is important and valuable and students desire to complete high school.
- The idea of dropping out has occurred to all students.
- Students feel “invisible”. There is little evidence that a support system is in place for managing their particular concerns and/or needs.
- Visibility is magnified when students are labeled as “troublemakers”.
- Students feel their input goes largely unsolicited by their teachers and guidance counselors when it comes to making major decisions about their educational experience.
- School staff seldom encourage any of these students to pursue higher education.
- Disconnectedness was inevitable, given the breakdown in or lack of relationships with school staff and other students.
- Despite negative interactions with school staff and other students, all students felt school is a good place to learn.
- Suspensions have no positive effect on changing student behavior.
- Feelings of harassment by non-American Indian students happens a great deal.

In short, the effects of suspension are far-reaching. These effects limit students beyond high school where they are expected to function well economically, to conduct healthy relationships with peers, and to contribute to society.

Expulsions

There were no American Indian students expelled during the 2003-04 school year compared to two in the 2002-03 school year. This decrease may be attributed to the manner in which the State Board of Education defines expulsion.

RECOMMENDATIONS

Recommendation One: Request that the State Board of Education create within the Department of Public Instruction a position whose duties and responsibilities include, but are not limited to:

- Developing a partnership among the University of North Carolina system, the North Carolina Community College system, the North Carolina Commission on Indian Affairs and the NC Department of Public Instruction to conduct a review of American Indian enrollment, retention and graduation rates, and a review of the courses of study and degree programs American Indian students pursue in higher education. Information from this review should be provided to the State Advisory Council on Indian Education. Assist Council members in disseminating the review findings to tribal governments, Title VII Indian Education program directors, LEA superintendents and academic officers of statewide institutions of higher education.
- Gathering information that establishes successful rates of graduation from high school and post-secondary schooling. Information gathered shall include:
 - entrance rates,
 - matriculation rate for students entering community colleges, four-year colleges/universities, and vocational education programs, and
 - retention rates in post-secondary schooling.
- Recognizing signature programs between tribal communities and LEAs that create programmatic responses to increasing the graduation rate for American Indian students.

Recommendation Two: Identify the reasons that lead to suspensions and expulsions of American Indian students.

- Conduct a pilot study of disciplinary mechanisms used across the state by a number of diverse LEAs.
- Request that LEAs review their zero-tolerance policies to determine whether they exceed the scope and intent of the State Board's guidelines on school safety.
- Request the State Board of Education encourage LEAs to seek alternative measures or solutions when disciplining students for smoking.
- Require school administrators to document authentic reasons for and possible precursors to the behavior that led to the suspension or expulsion.

Recommendation Three: Continue to improve the quality and quantity of data available regarding American Indian students and their educational trajectories.

- Include data on attendance, grades, and placement in Honors and Advanced Placement education programs.
- Request that all schools actively use the information, data, and strategies profiled in the *2002-2003 Models for Improving Student Achievement* developed by the North Carolina Department of Public Instruction, Curriculum and School Reform Services area.
- Require that enrollment data in advanced courses be disaggregated and reported for American Indian students, particularly on the Statewide School and District Report Card for all LEAs.

Recommendation Four: Actively support initiatives that nurture and encourage American Indian students toward successful completion of high school appropriate preparation for enrollment in higher education, community colleges or universities and job preparation. (See Appendix J.)

- Support the State Board of Education's mandate that all students graduate from a rigorous, relevant academic program to succeed in both post-secondary education and 21st Century careers. Classroom teachers should enrich instruction with children's experiential learning and affinities. School systems, tribal elders, local businesses, and chambers of commerce should develop relationships among school systems to ensure academic preparation perpetually incorporates job skill requirements for various careers.
- Develop and support advisor/advisee programs (or comparable programs) to build relationships with students that strengthen their personal, social and academic goals.
- Require educators to cultivate positive relationships with American Indian students, parents, and tribal communities.
- Develop formal partnerships among school guidance departments, Title VII Indian Education program directors and offices of higher education aimed at aligning American Indian student course taking and academic preparation with the skill requirements for careers students are interested in seeking.

Recommendation Five: Continue to support professional development for teachers to enhance their knowledge of American Indian history and culture.

- Require that the American Indian online course of study entitled *American Indians in North Carolina* be included as one of the required credits for teacher certification/renewal.
- Follow the directive of Recommendation Eleven included in The North Carolina Commission on Raising Achievement and Closing Gaps Report which was approved by the State Board of Education in 2001 (See Appendix I).
- Request all schools provide systemic professional development to cultivate a climate in which all educators examine their own belief systems toward children and learning and whether they expect that all children can learn and achieve at high levels.

Recommendation Six: Request that the State Advisory Council on Indian Education develop an action plan to assist responsible parties in their implementation of the recommendations in this report and monitor the plan annually to assess the effectiveness of each recommendation.

- Determine the data to be collected and the procedures and processes to be followed to fulfill each recommendation.

SECTION I

Student Performance



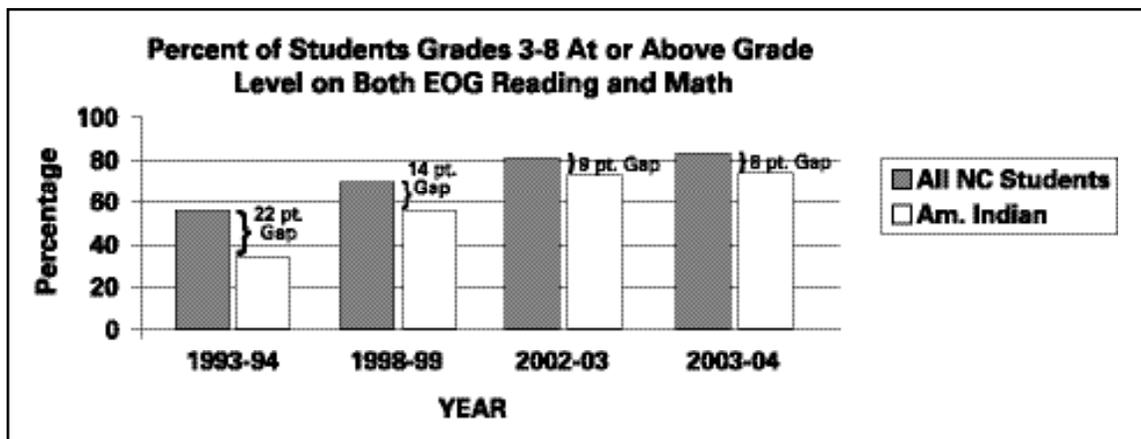
AMERICAN INDIAN STUDENT PERFORMANCE



American Indian students are continuing to close educational achievement gaps. Since the inception of the state's accountability program, American Indian students in grades 3 through 8 have improved performance at a slightly faster pace than white students.

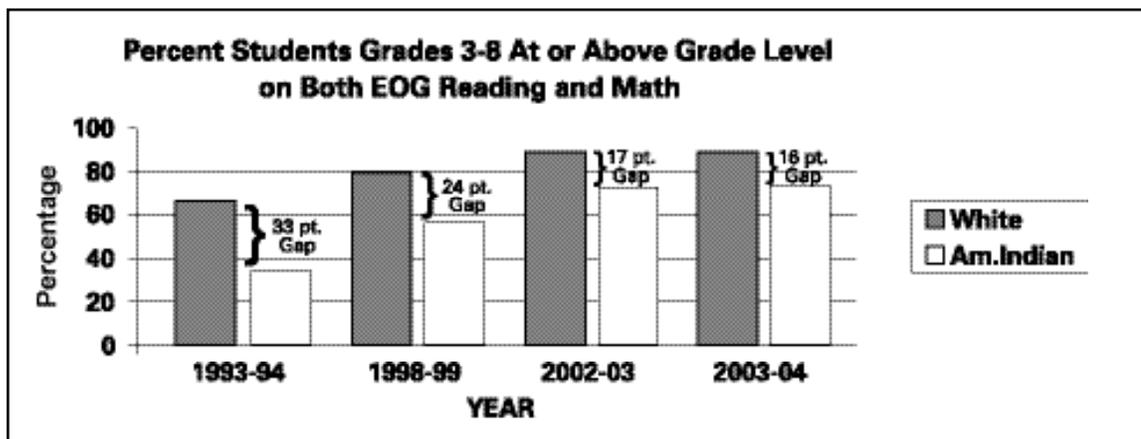
Overall, the achievement of American Indian students on End-of-Grade and End-of-Course tests has improved notably over the past ten years as shown in the following charts.

GRAPH 1



American Indian students have reduced the EOG scoring gap in both reading and math from 22 points in 1993-94 to 8 points in 2003-04.

GRAPH 2



The achievement gap between American Indian students and white students has narrowed by almost 17 percentage points since 1993-94, when the gap was as wide as 33 percentage points.

GRAPH 3 (right)

American Indian student performance for the 2003-04 school year reflects a slight increase of 1.3 percentage points.

In 1994-95, the percentage of American Indian students in grades 3-8 considered proficient was nearly 37 percent. As of 2003-2004, this percentage increased to 73.5 percent.

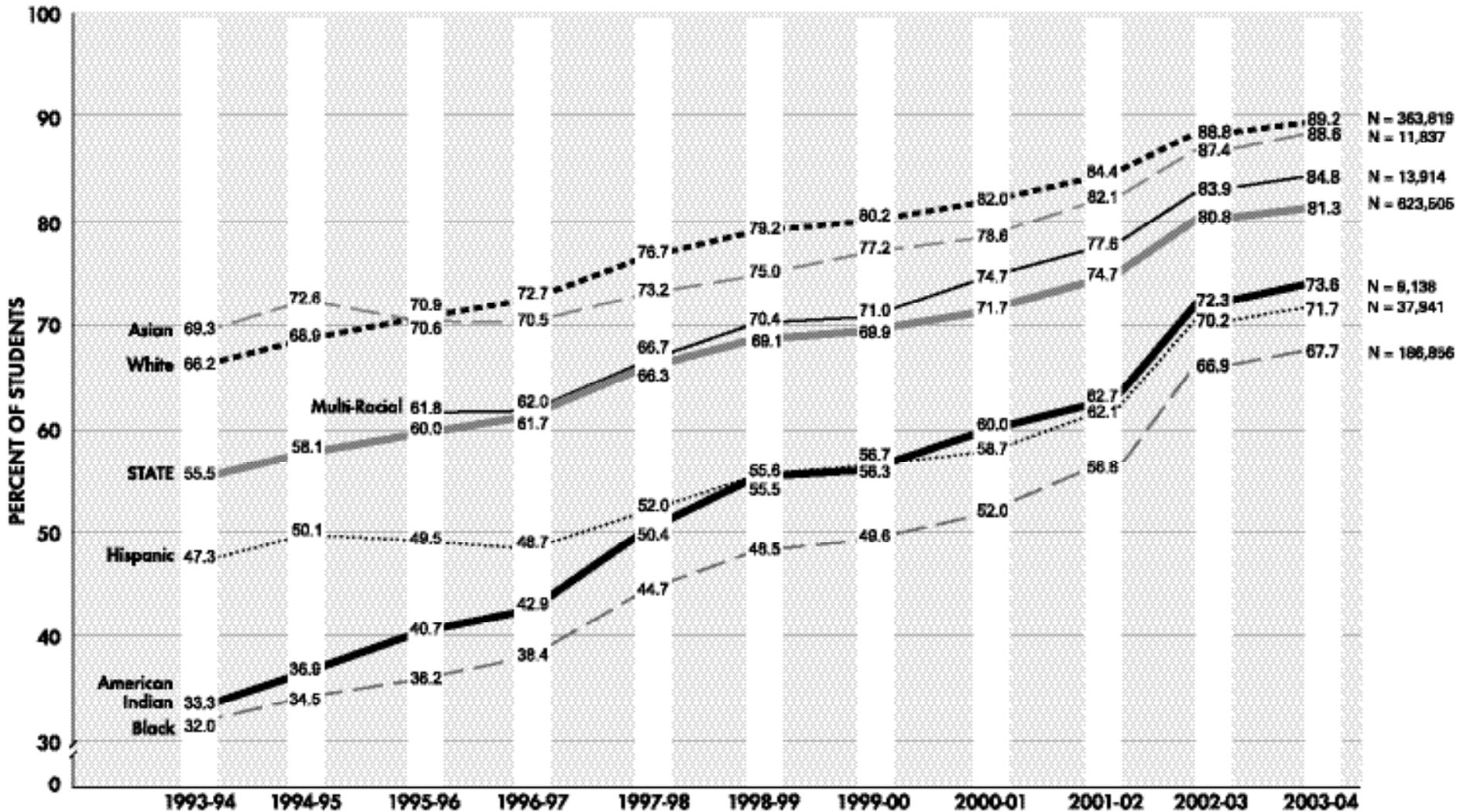
Between 2001 and 2004, school performance of most ethnic groups has improved rapidly, with American Indian students posting significant gains.

GRAPH 4 (p. 25)

At the high school level, a couple of observations should be noted about the results on student performance over the course of 10 years. Almost 66% of American Indian students performed at or above grade level for 2003-04, a near 8 percent increase from the previous year. The performance gap between American Indian students and white students has narrowed from a 32 percent gap in 1995-96 to a 17-point gap in 2003-04.

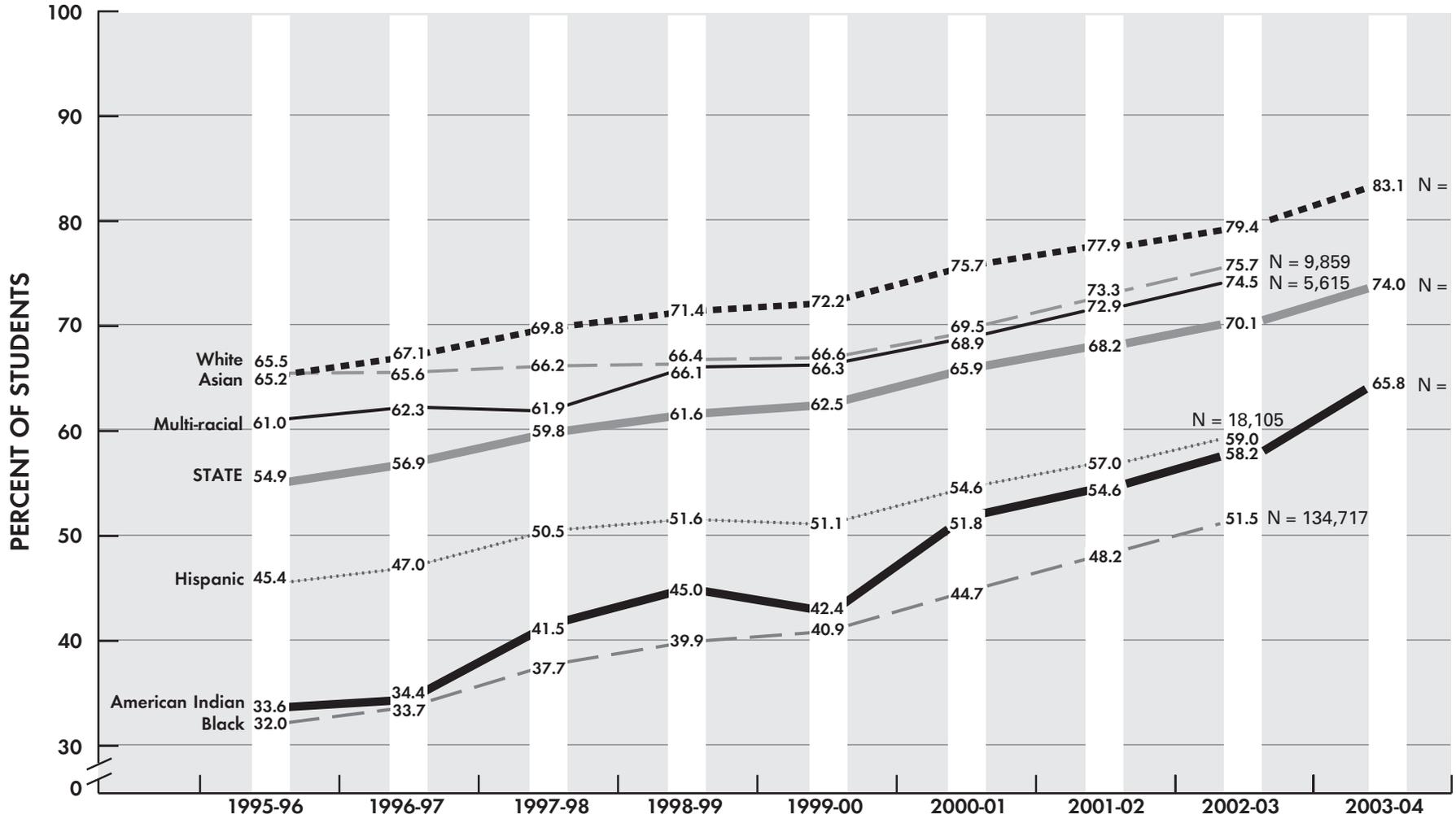
GRAPH 3: EOG Reading and Math Trends, 1993-94 through 2003-04

**1993-94 to 2003-04 End-of-Grade Multiple Choice Test Results; Grade 3-8, by Ethnicity
Percent of Students At or Above Level III in Both Reading and Mathematics**



GRAPH 4: EOC Five Core Courses Trends, 1995-96 through 2003-04

1995-96 to 2003-04 End-of-Course Multiple Choice Test Results;
Percent of Students At or Above Level III Across the Five Core Courses by Ethnicity
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)



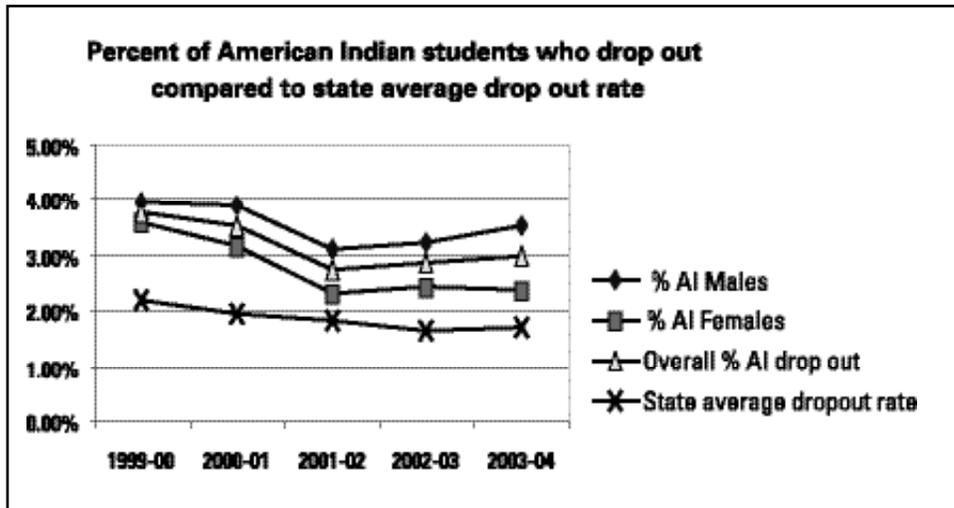
DROPOUT RATES FOR AMERICAN INDIAN STUDENTS

The state average dropout rates for grades 1-12 declined over the years from 2000-2003; however, the trend reversed in 2004 as the state average dropout rate increased from 1.66% to 1.71% (see Table 1 and Graph 5). The number of American Indian dropouts in grades 1-12 increased from 2.73% to 2.85% in the year 2003, then increased again from 2.85% to 2.97% in 2004. As Table 1 and Graph 5 indicate, the percent of American Indian females dropping out has declined from 2.45% in 2003 to 2.39% in 2004. This percent remains a concern, though, as American Indian females were over three times as likely to drop out (2.39%) as their female peers statewide (0.71%).

TABLE 1

AMERICAN INDIAN STUDENT DROPOUT EVENTS IN GRADES 1-12	2003-04	02-03	01-02	00-01	99-00
What is the total percentage of American Indian students dropping out?	2.97%	2.85%	2.73%	3.55%	3.80%
What percent of American Indian males are dropping out?	3.52%	3.21%	3.11%	3.89%	3.98%
What percent of American Indian females are dropping out?	2.39%	2.45%	2.33%	3.20%	3.61%
State average dropout rate among all students grades 1-12	1.71%	1.66%	1.81%	1.97%	2.18%

GRAPH 5



While American Indians make up nearly 1.5% of the state's student membership in grades 1-12, they account for approximately 2.5% of the state's dropout events. American Indians have the highest dropout rates per ethnic population (2.97%), followed by Hispanics (2.14%) and Blacks (1.90%). (See Table 2)

TABLE 2

DROPOUT EVENTS BY ETHNICITY, GRADES 1-12					
Ethnicity	# of Events	# in Ethnic Membership	Dropout Events as % of Ethnic Membership	Dropout Events as % of 1-12 Membership (n=1,238,287)	Ethnic Dropout Events as % of All Dropout Events (n=21,142)
Am. Indian	534	17,992	2.97%	.04%	2.53%
Asian	227	24,733	0.92%	.02%	1.07%
Black	7,411	390,381	1.90%	.60%	35.05%
Hispanic	1,699	77,982	2.14%	.14%	7.90%
Multiracial	290	NA	NA	.02%	1.37%
White	11,011	727,199	1.51%	.89%	52.08%
Total	21,142	1,238,287	1.71%	1.71%	100.00%
– Data not available					

Of major concern is the disproportionate number of American Indian males who are dropping out. According to the data from 2003-04 (see Table 3), American Indian males (3.52%) and females (2.39%), Hispanic males (2.34%) and females (1.93%), and Black males (2.31%) drop out at rates that surpass the state average (1.71%). At the current rate, approximately one out of every 28 American Indian males in North Carolina drop out of school.

TABLE 3

PERCENTAGES OF DROPOUTS WITHIN ETHNIC/GENDER GROUPS, GRADES 1-12			
Ethnicity/Gender	# of Dropout Events	Total # in Ethnic/Gender Membership	Dropout Events as % of Ethnic/Gender Membership
Am. Indian Male	324	9210	3.52%
Am. Indian Female	210	8,782	2.39%
Asian Male	132	12,759	1.04%
Asian Female	95	11,974	0.79%
Black Male	4,562	197,600	2.31%
Black Female	2,849	192,781	1.48%
Hispanic Male	944	40,333	2.34%
Hispanic Female	725	37,649	1.93%
Multiracial Male	136	NA	NA
Multiracial Female	154	NA	NA
White Male	6,324	373,198	1.69%
White Female	4,687	354,001	1.32%
Total	21,142	1,238,287	1.71%
– Data not available			

Specific information concerning dropouts in grades 7-12 is also provided regarding those local education agencies that are grantees for Title VII Indian Education Programs (see Table 4).

TABLE 4
North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

SYSTEM	AMERICAN INDIAN				SYSTEM				STATE			
Columbus County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	177	184	199	192	3,316	3407	3,227	3,235	549,770	597,161	586,159	604,101
Total Number of Dropouts	5	4	9	13	158	173	111	114	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	2.82	2.17	4.52	6.77	4.76	3.77	3.44	3.52	4.07	3.52	3.38	3.45
Cumberland County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	421	430	431	431	22,570	23,853	23,719	24,307	549,770	597,161	586,159	604,101
Total Number of Dropouts	28	26	27	32	737	674	643	638	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	6.65	6.05	6.26	7.42	3.27	2.83	2.71	2.62	4.07	3.52	3.38	3.45
Graham County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	64	66	57	62	504	563	529	557	549,770	597,161	586,159	604,101
Total Number of Dropouts	4	6	6	2	20	24	22	19	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	6.25	9.09	10.53	3.23	3.98	4.26	4.16	3.41	4.07	3.52	3.38	3.45
Guilford County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	156	169	181	194	26,948	29,022	29,191	30,194	549,770	597,161	586,159	604,101
Total Number of Dropouts	15	4	2	8	747	753	602	655	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	9.62	2.37	1.10	4.12	2.77	2.60	2.06	2.17	4.07	3.52	3.38	3.45
Halifax County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	150	152	149	153	2,614	2,715	2,589	2,517	549,770	597,161	586,159	604,101
Total Number of Dropouts	6	11	4	6	113	115	91	71	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	4.00	7.24	2.68	3.92	4.32	4.24	3.51	2.80	4.07	3.52	3.38	3.45
Hertford County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	18	21	22	25	1,830	1,875	1,759	1,719	549,770	597,161	586,159	604,101
Total Number of Dropouts	0	0	1	0	67	87	76	50	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	0.00	1.74	4.55	0.00	3.77	4.64	4.32	2.88	4.07	3.52	3.38	3.45

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

TABLE 4
North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

SYSTEM	AMERICAN INDIAN				SYSTEM				STATE			
Hoke County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	326	340	364	353	2,441	2,607	2,596	2,595	549,770	597,161	586,159	604,101
Total Number of Dropouts	21	19	29	24	141	131	143	115	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	6.44	5.59	7.97	6.80	5.78	5.02	5.51	4.43	4.07	3.52	3.38	3.45
Jackson County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	138	136	133	144	1,639	1,705	1,697	1,688	549,770	597,161	586,159	604,101
Total Number of Dropouts	11	8	4	9	64	56	67	70	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	7.97	5.88	3.01	6.25	3.90	3.28	3.95	4.15	4.07	3.52	3.38	3.45
Person County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	13	12	14	17	2,509	2,649	2,638	2,730	549,770	597,161	586,159	604,101
Total Number of Dropouts	0	0	0	0	114	98	77	90	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	0.00	0.00	0.00	0.00	4.54	3.77	2.92	3.30	4.07	3.52	3.38	3.45
Richmond County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	49	52	45	65	3,390	3,610	3,575	3,580	549,770	597,161	586,159	604,101
Total Number of Dropouts	5	3	2	7	156	136	110	126	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	10.20	5.77	4.44	10.77	4.60	3.77	3.08	3.52	4.07	3.52	3.38	3.45
Robeson County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	4,276	4,191	4,238	4,335	10,011	10,465	10,185	10,289	549,770	597,161	586,159	604,101
Total Number of Dropouts	382	261	292	296	776	545	605	598	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	8.93	6.23	6.89	6.83	7.75	5.21	5.94	5.81	4.07	3.52	3.38	3.45
Sampson County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	41	45	44	52	3,209	3,377	3,386	3,454	549,770	597,161	586,159	604,101
Total Number of Dropouts	2	2	2	3	112	107	97	140	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	4.88	4.44	4.55	5.77	3.49	3.17	2.86	4.05	4.07	3.52	3.38	3.45

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

TABLE 4
North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

SYSTEM	AMERICAN INDIAN				SYSTEM				STATE			
Clinton City	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	43	44	40	43	1,117	1,205	1,172	1,255	549,770	597,161	586,159	604,101
Total Number of Dropouts	3	4	1	0	58	48	38	47	24,596	22,365	21,046	20,817
Dropout Rate (per 100 students)	6.98	9.09	2.50	0.00	5.21	4.30	3.15	3.75	4.62	4.07	3.52	3.45
Scotland County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	283	300	322	334	2,928	3,010	2,935	3,005	549,770	597,161	586,159	604,101
Total Number of Dropouts	14	12	11	25	169	131	83	97	24,596	22,365	21,046	20,817
Dropout Rate (per 100 students)	4.95	4.00	3.42	7.49	5.89	4.47	2.76	3.23	4.62	4.07	3.52	3.45
Swain County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	163	165	170	159	802	827	827	861	532,765	549,770	597,161	604,101
Total Number of Dropouts	9	5	9	10	33	38	20	55	24,596	22,365	21,046	20,817
Dropout Rate (per 100 students)	5.52	3.03	5.29	6.29	4.31	4.74	2.42	6.39	4.62	4.07	3.52	3.45
Wake County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	90	105	110	128	41,856	44,383	45,519	48,189	532,765	549,770	597,161	604,101
Total Number of Dropouts	2	9	1	5	1,114	1,038	1,040	1,188	24,596	22,365	21,046	20,817
Dropout Rate (per 100 students)	2.22	8.57	0.91	3.91	2.83	2.48	2.34	2.47	4.62	4.07	3.52	3.45
Warren County	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	75	77	78	85	1,438	1,514	1,548	1,558	532,765	549,770	597,161	604,101
Total Number of Dropouts	4	3	2	5	116	89	71	59	24,596	22,365	21,046	20,817
Dropout Rate (per 100 students)	5.33	3.90	2.56	5.88	6.19	4.69	3.88	3.79	4.07	3.52	3.38	3.45
*Charlotte-Mecklenburg	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004
Total Number of Students	167	177	192	185	41,928	43,529	45,581	49,870	549,770	597,161	586,159	604,101
Total Number of Dropouts	13	14	17	14	2,133	1,909	1,639	1,686	22,365	21,046	19,834	20,817
Dropout Rate (per 100 students)	7.91	8.85	5.90	7.57	4.39	3.60	3.15	3.38	4.07	3.52	3.38	3.45

*Charlotte-Mecklenburg is not a Title VII Grantee

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

ADVANCED COURSE TAKING

One way to measure student academic performance and success is to look at the rate at which students take upper-level or challenging coursework. The North Carolina School Report Cards (www.ncreportcards.org) provide information about the percentage of students enrolled in advanced courses (Advanced Placement, International Baccalaureate, community college courses, or college/university courses for high school students). Unfortunately, data disaggregated for American Indian student enrollment is not yet available. Through the College Board, North Carolina has access to data about the performance of American Indian students on Advanced Placement (AP) exams. The AP exam measures mastery of course skills and content, and students' scores may make them eligible for course credit in a college or university.

In North Carolina, the number of AP test takers in 2004 was up 8% from the previous year (from 27,825 to 30,050; See Table 7). The number of AP exams taken by students statewide increased by 10.2% (from 49,130 to 54,155). The College Board also reported a similar change in AP test-taking for American Indian students in North Carolina. The number of American Indian students taking AP exams increased 7% from the previous year (from 266 to 285). The set of test takers among American Indian students increased by 6% (from 174 to 182).

While American Indian student test-taking increased in North Carolina in 2004, the percentage of students scoring a grade of 3 or higher (AP grade scale of 1-5) also increased slightly by 2.4 percentage points to just over 41 percent (Table 6). In 2004 at the national level, approximately 44 percent of American Indian students scored 3 or higher on the AP exams they took; and, with the exception of 2002, in the past 5 years, American Indian students nationally have slightly out-performed those in North Carolina on AP exams.

Noticeably, in both North Carolina and the nation, American Indians consistently perform below the national average. In North Carolina, less than 50 percent of American Indian students scored 3 or higher on AP exams taken over the last five years, while 56-60% of white students scored 3 or higher over the same period.

TABLE 5

NORTH CAROLINA PUBLIC SCHOOLS AP PARTICIPATION AND PERFORMANCE 2003-04			
	NC Total	American Indian	White
# Test Takers	30,050	182	23,107
# Exams Taken	54,155	285	41,557
AP Score 1	20.9	30.2	17.1
AP Score 2	24.4	28.4	24.1
AP Score 3	25.1	24.2	26.8
AP Score 4	18.4	12.3	20.0
AP Score 5	11.2	4.9	11.9
* Disaggregated percentages are rounded. May not add to precisely 100%. Data provided by the College Board, 2004.			

Since student performance is associated with exposure to upper level academic content, enrichment opportunities, and teacher quality, the State Advisory Council on Indian Education is especially interested in conducting future research into the levels at which American Indian students are recommended for and enrolled in upper-level coursework, and the comparative rate at which schools with significant American Indian populations are staffed by highly qualified teachers.

TABLE 6

PERCENT OF AP EXAMS WITH SCORES OF 3 OR HIGHER BY RACE/ETHNICITY NORTH CAROLINA AND THE NATION, 2000 TO 2004																
	2004			2003			2002			2001			2000			
	US	NC	GAP	US	NC	GAP	US	NC	GAP	US	NC	GAP	US	NC	GAP	
American Indian	44.4	41.6	2.8	45.2	39.2	6.0	44.4	45.1	-0.7	42.7	41.8	0.9	49.8	45.7	4.1	
Asian	63.3	60.4	2.9	64.1	59.0	5.1	64.0	57.0	7.0	62.2	54.7	7.5	64.0	56.9	7.1	
Black	29.3	23.8	5.5	31.2	23.6	8.2	30.6	26.8	3.8	28.6	25.6	3.0	31.1	26.5	4.6	
Hispanic	48.1	53.8	-5.7	50.5	53.6	-3.1	50.9	56.9	-6.0	50.5	51.3	-0.8	54.0	52.0	2.0	
White	63.6	58.9	4.7	64.9	60.1	4.8	64.8	60.5	4.3	62.5	56.7	5.8	65.0	58.0	7.0	
All Students	59.7	55.1	4.6	61.5	56.0	5.5	61.4	56.9	4.5	59.5	53.7	5.8	62.1	55.4	6.7	

Note: Gap refers to the United States (US) percentage minus the North Carolina (NC) percentage. Data reflect public school students only.

SOURCE: North Carolina State Summary Report, The College Board, 2000-2004.

TABLE 7

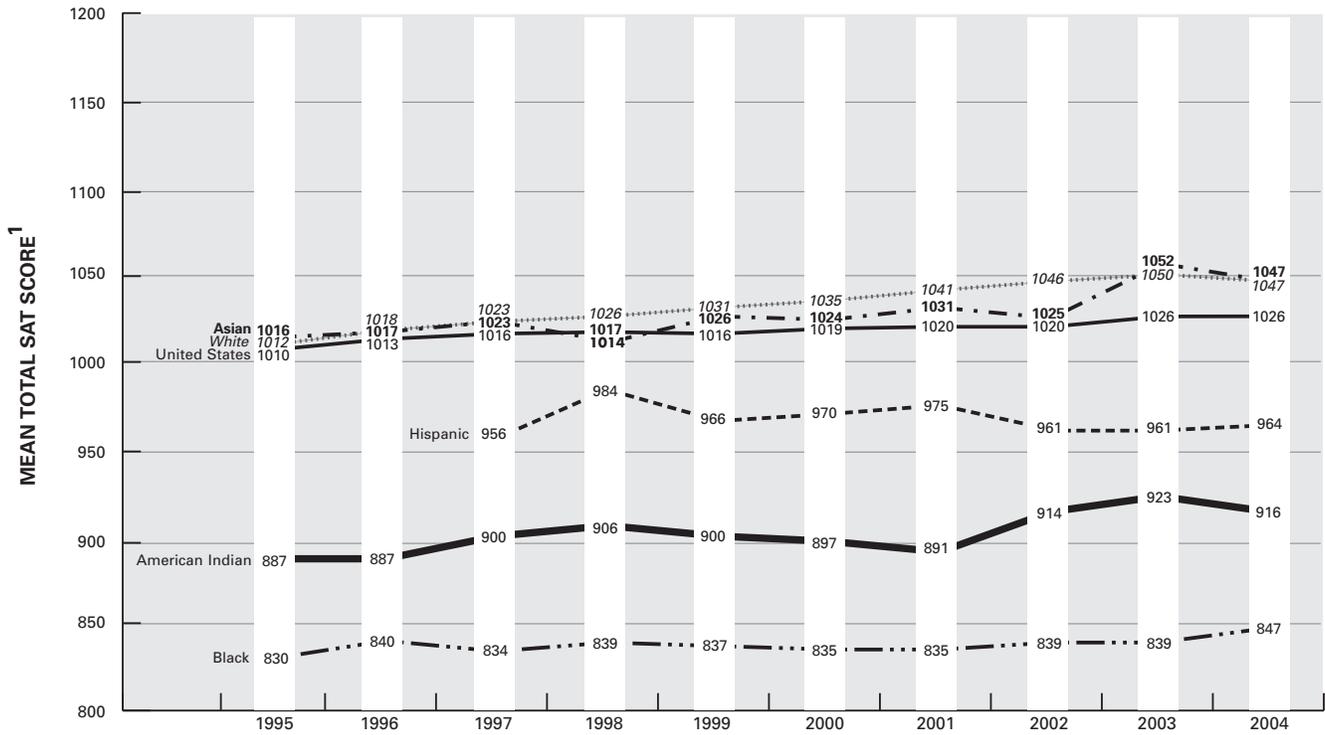
NUMBER AND PERCENTAGE OF AP TEST TAKERS BY ETHNICITY NORTH CAROLINA AND THE NATION, 2003 TO 2004								
Number and Percent of Test Takers								
	North Carolina				Nation			
	2004		2003		2004		2003	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian	175	0.6	174	0.6	4,383	0.5	3,937	0.5
Asian	1,553	5.2	1,415	5.1	105,935	11.6	95,441	11.5
Black	3,373	11.2	3,026	10.9	51,053	5.6	44,587	5.4
Hispanic	778	2.6	615	2.2	115,729	12.7	98,391	11.9
White	23,105	76.9	21,677	77.9	582,579	63.8	541,597	65.4
Other	559	1.9	474	1.7	30,209	3.3	26,292	3.2
No Response	507	1.7	444	1.6	22,845	2.5	18,242	2.2
Total	30,050	100.0	27,825	100.0	912,733	100.0	828,487	100.0

Note: Data reflect public school students only. Percent columns may not total 100 due to rounding.

SOURCE: Advanced Placement Report to the Nation, The College Board, 2005.

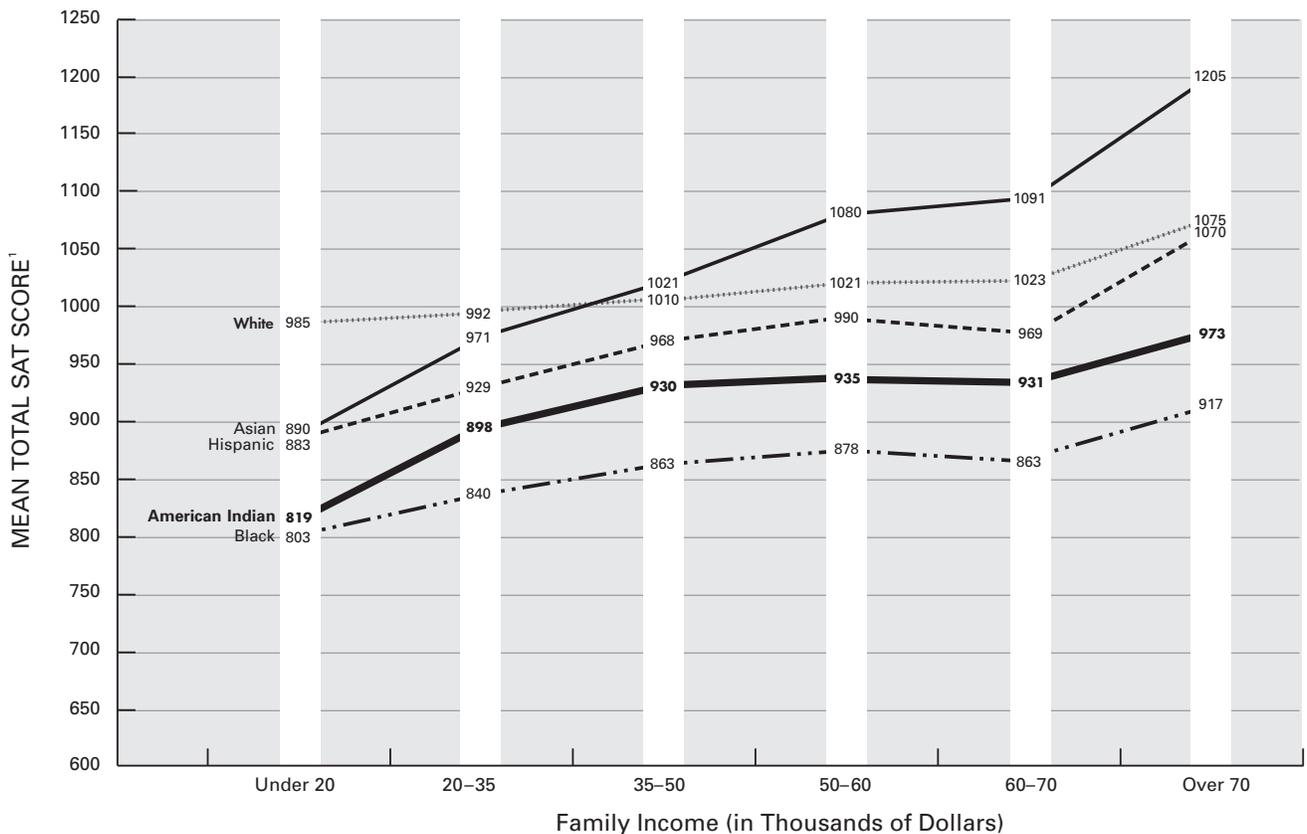
SAT SCORES

GRAPH 6 Mean Total NC SAT Scores by Ethnicity — 1995–2004



¹ All SAT scores are reported on the recentered score scale (1995).

GRAPH 7 Mean Total NC SAT Scores by Family Income Level — 2004



¹ All SAT scores are reported on the recentered score scale (1995).

COLLEGE COMPLETION

At this time, the Council has collected limited data on the trajectory of high-achieving, college-bound American Indians. Because college completion rates are an important indicator of life-long achievement and economic security, future reports of the State Advisory Council will explore American Indian enrollment in post-secondary education programs (community colleges and four-year colleges and universities) and student graduation rates and completion rates. In a preliminary look at American Indian success rates in our state's public university system, we find that system-wide, over the last eight years, just over 20 percent of American Indian students who enrolled as freshmen graduated from college four years later. The rate is noticeably lower than the average rate for all students, which was just over 30 percent in the same period. As the numbers of American Indian students enrolled in some University of North Carolina institutions is quite small, we see a wide range in American Indian student graduation rates (from 0 percent to approximately 43 percent) among institutions. However, it is quite difficult to make any meaningful comparisons among these schools. In future reports, the Council intends to examine the following additional questions:

- What percentage of American Indian high school seniors enroll in the state's public university system? What fields of study do they pursue?
- What percentage of American Indian high school seniors enroll in the state's community college system and of those, what percentage complete a two-year degree? What fields of study do they pursue?
- What percentage of American Indian 9th grade students express a strong interest in pursuing education beyond high school?
- What percentage of American Indian 9th grade students ultimately enroll in some form of higher education?
- How does American Indian post-secondary educational attainment compare to that of other ethnic groups across North Carolina?

TABLE 8

Four-Year Graduation Rates of First-time Full-time Freshman Entering UNC, All Students Compared to American Indian Students						
UNC Institution	2000-2004 All	2000-2004 American Indian	# American Indians Enrolled 2000	1996-2000 All	1996-2000 American Indian	# American Indians Enrolled '96
Appalachian State Univ.	34.2%	27.3%	11	34.1%	22.2%	9
East Carolina University	27.6%	7.1%	28	25.6%	27.8%	18
NC A&T State University	19.3%	42.9%	7	22.8%	0%	4
North Carolina State Univ.	36.9%	24.4%	45	27.5%	17.9%	28
UNC-Chapel Hill	65.3%	40.7%	27	66.9%	47.8%	23
UNC-Charlotte	25.8%	20%	5	21.3%	18.2%	11
UNC-Greensboro	29.7%	16.7%	6	25.1%	33.3%	6
UNC-Pembroke	20.1%	19.5%	123	17.8%	21.8%	142
UNC-Wilmington	42.7%	28.6%	7	37.1%	21.4%	14
Western Carolina Univ.	24.6%	16.7%	12	22.1%	0%	10
Total	34.7%	22.3%	282	33%	22.5%	275

* Schools that enrolled four American Indian students or less are not listed here but are included in total percentages. Data provided by UNC-General Administration, February 2004.



PUBLIC EDUCATION AND TRIBAL EDUCATION: LIVING IN TWO WORLDS

How does the American Indian child merge the process of formal education with identity that is derived from tribal education? Do the terms 'success' and 'achievement' have the same meaning for American Indians and non-Natives? Are survival, education, and quality of life interrelated for American Indians? Perhaps we need to revisit the past. Phyllis Old Dog Cross stated these remarks:

Rapid, unstable and irrational change was required of the Indian people if they were to survive. Incredible loss of all that had meaning was the norm. Inhuman treatment, murder, death, and punishment was a typical experience for all the tribal groups and some didn't survive. The dominant [mainstream] society devoted its efforts to change the Indian into a white-Indian. No inhuman pressure to effect this change was overlooked. These pressures included starvation, incarceration and enforced education. Religious and healing customs were banished. In spite of the years of oppression, the Indian and the Indian spirit survived. Not, however, without adverse effect. One of the major effects was the loss of cultured values and concomitant loss of personal identity... The Indian was taught to be ashamed of being Indian and to emulate the non-Indian. In short, "white was right". For the Indian male the only route to be successful, to be good, to be right, and to have an identity was to be as much like the white man as he could. (Allen, p.192)

Obviously, American Indians in the southeastern region of the United States experienced conflict early because of colonialism and contact with non-Indians. How did our American Indians and the communities cope? Jerry Wolfe, a member of the Eastern Band of Cherokee and 80+ years, shared his school experience and efforts to reconcile formal school education with tribal life.



I went to Cherokee Boarding School when I was eight years old in 1932. I was always very uneasy and uncomfortable at school. It made me feel uneasy in my skin. There was always moves made and words said for no reason at all, except that we were American Indian. There was always a fright in your soul because you were afraid to defend yourself and your culture. You really got punished for speaking the Cherokee language...even being suspected of speaking Cherokee. You really got a whipping...I felt tight in my shoulders for so many years [because of the experience]. It was like walking on eggshells. I was a grown man before I let the tenseness go away, before I could open up.

Interview with Jerry Wolfe, Elder of the Eastern Band of Cherokee

This dialogue provides insight to the approach of how formal education was administered to American Indians and the process of shedding Indian skin and transforming into a white-Indian. Obviously, it was not always successful and distrust was an unexpected outcome. Let's fast forward to the present year of 2005. The question to consider while reading the following

narrative that is the voice of an adolescent Haliwa-Saponi is how has the formal educational process changed for the American Indians? This student attends a school that is comprised of diverse populations and American Indians are a small minority.

School is not hard, but you can't stay focused. It's racist. I don't know how to explain it... it makes you feel not welcome. Well, one year we had a program [at our school] because it was American Indian Heritage Month. A flute-player came to do the presentation. [While he was playing the flute], the kids were talking and doing other things. Finally, he just asked the students if they wanted him to continue or sit down. They yelled for him to sit down. The teachers or the administrators did not do or say anything to the students. Another time, all the American Indians were going to go on a field trip. My friend, who is Haliwa-Saponi was told by his teacher that he wasn't dark enough and that teacher would not allow the student to go to the office so that he could go on the field trip. Some of my friends have danced in their regalia at school. One of my friend's regalia is detailed with feathers...Now some of the students call him 'birdman'. Another time, students shouted at us...there go them pow wow or Indian boys. I felt embarrassed and disliked. It makes me not want to show my heritage. I wouldn't tell the administration or the guidance counselors here. I'm scared they might say something, too. I just mind my own business... I am not involved in anything at this high school.

Interview with Haliwa-Saponi adolescent

It is significant that the existing school culture and environment in our public schools can make learning and the educational process extremely difficult. Distrust and fear continue to have roles in the educational process. The above narratives concerning formal education by an elder and the young Native youth validate that discarding Indianness continues to be practically mandated in the formal school experience. The American Indian communities must take notice. American Indian students have a dual responsibility as students and tribal members. They must grasp the meaning of a mainstream education, which encompasses the *Standard Course of Study*, No Child Left Behind, the structure of the educational process, the values of mainstream America, and how to fit into the mainstream environment. Implications of formal education include that American Indian students must conform to the practices of speech, customs, and in general reflect mainstream or White culture. Additionally, American Indian students need to embrace their identity. If American Indians assimilate completely into the White culture, the Indian psyche becomes irritated to such a degree, that internal cultural conflict and social ills may emerge even more relentlessly. Truthfully, this is a tall order for American Indian youth. Jerry Wolfe once again provides insight to the American Indian experience.

Home is what it is all about. That is where we learned our culture. Our beliefs were different – we had a knowledge of medicine, healing, powers and beliefs in the spirits to heal from sadness. We played ball and had dancing, singing, and a belief in animals, legends and birds, the fowl of the air. We lived with Nature and connected to all things. We had an understanding of plants, trees, and fish. We learned none of this at school.

–Jerry Wolfe

Not allowing students to fully explore and express their cultural identity but expecting American Indian students to demonstrate respect for the formal educational process while simultaneously allowing non-Indians to demonstrate disparaging and derogatory views of the American Indian identity may cause discipline issues, identity crisis, academic struggles, and subsequently affect future economic opportunities.

Another element concerning American Indian students that attend public schools may include that American Indian students do not consciously recognize differences in culture, cultural expectations, and how the process of education impacts the individual until they enter into the workforce. Identity, culture, and values are usually not discussed in the school environment, although denying their existence can have major implications educationally, psychologically and emotionally. Rachel Blue, a Lumbee, provides her experience in living in two worlds.

To be an American Indian, particularly an American Indian woman in today's workforce is quite difficult. It requires great care, balance and strategy to be able to succeed and stand out in a workforce that is mostly dominated by males and non-Indians. In my own profession, healthcare administration, I find that most often there is not a clear 'place' in my daily routine that allows for me to truly express who I am as a Native woman. By this, I mean, that as a Native woman I have these innate cultural values that are a part of who I am personally – but there's not an outlet for me to express those in my commonplace job. Therefore as a result, most Indian professionals struggle in balancing doing the things that they need to do to advance themselves professionally and keep a clear vision of who they are culturally.... In the workplace my culture/history is more of a "personal" thing that only comes up on occasion. This creates an internal struggle, because Native People who grow up in a Native community really are not able to separate themselves from who they are culturally. It affects everything about who you are on many different levels.

Interview with Rachel Blue, Young Professional, Member of the Lumbee Tribe

Some researchers suggest that education and external achievement in education may not be valued in the Native communities because it could indirectly require the individual to relinquish the American Indian identity as an individual, a tribal member, and as a valued person in the tribal community. External achievement includes recognition and opportunities that may require the Native youth to go 'outside' the comfort zone. For example, pursuing academic excellence at universities located in other areas of the state or outside the state and away from the Indian community is problematic for some Indian students. Connection in the Native community continues to be significant, and mainstream education must demonstrate how it fits within the framework of concepts, events, and the rhythm of Indian life. American Indian educators need to better recognize how education can be attained while maintaining the American Indian identity. The process of biculturalism can endorse education and help American Indian students to maintain their identity. LaFromboise, Coleman, & Gerton (1993) state that biculturalism is the state of being wherein the individual can "have a sense of belonging in two cultures without compromising his or her sense of cultural identity" (p. 399). This model encourages individuals to learn how to alternate their behavior appropriately to two targeted cultures.

As educators, we must define success in such a way that is appealing to our American Indian students. Rachel Blue frames a time-honored definition of success for professional American Indians.

I feel that Native people have an innate cultural drive to improve things and make things better for their People—almost as if what you are contributing to your "community" is a direct reflection of your success. Therefore, as an Indian professional, if I am not able to see tangibly where I am making a difference for my People everyday, which depending on one's profession, may very well not happen every day—this creates a feeling that one is not 'giving back' to their community.

–Rachel Blue

When comparing Garrett's Contemporary Mainstream American and Traditional Native American Cultural Values and Expectations Models, the mainstream model cited that mainstream America considers personal goals as important, are concerned mostly with facts, and fame and recognition are revered values. The Traditional Native Model, which reflects American Indian values, cited cooperation and group needs as more important than individual needs, viewed emotional relationships and reliance on extended family as important. American Indians tend to engage in these practices and these customs are regarded as significant cultural values (Garrett, 1999); the practices technically reveal the nuances and roles of a collective society. These values, in fact, encourage a prevailing sense of "Indianness" because they are based on the communal worldview of connections (Garrett, 1999). Again, success may be interpreted differently by American Indians as compared to mainstream America, and this can influence educational goals, professional aspirations, and the value of participating in school or formal education.

Accordingly, a qualitative study concerning Southeastern Indians by Deese (2002) established that the transition between two worlds is difficult. In the past, it was often levied that southeastern Natives in North Carolina did not have an identity, a culture, and in fact were not American Indians. However, it was established that such statements were written by non-Natives who wanted to strip American Indians of their Native identity. It was found that a survival strategy of the southeastern Natives was to carefully guard and protect their identity, culture, and way of life. Southeastern Natives consciously chose not to offend other ethnic groups but to maintain their identity as a distinct and separate people. This protection has existed since colonization and those characteristics remain significant to the identity of American Indians. This can be corroborated by the narratives in this section in addition to the qualitative study. In the Deese (2002) study, identity was identified as an embedded multiple worldview, which included sharing Native history, values and practices that encompassed life experiences and it was documented how these elements interconnected with Indianness.

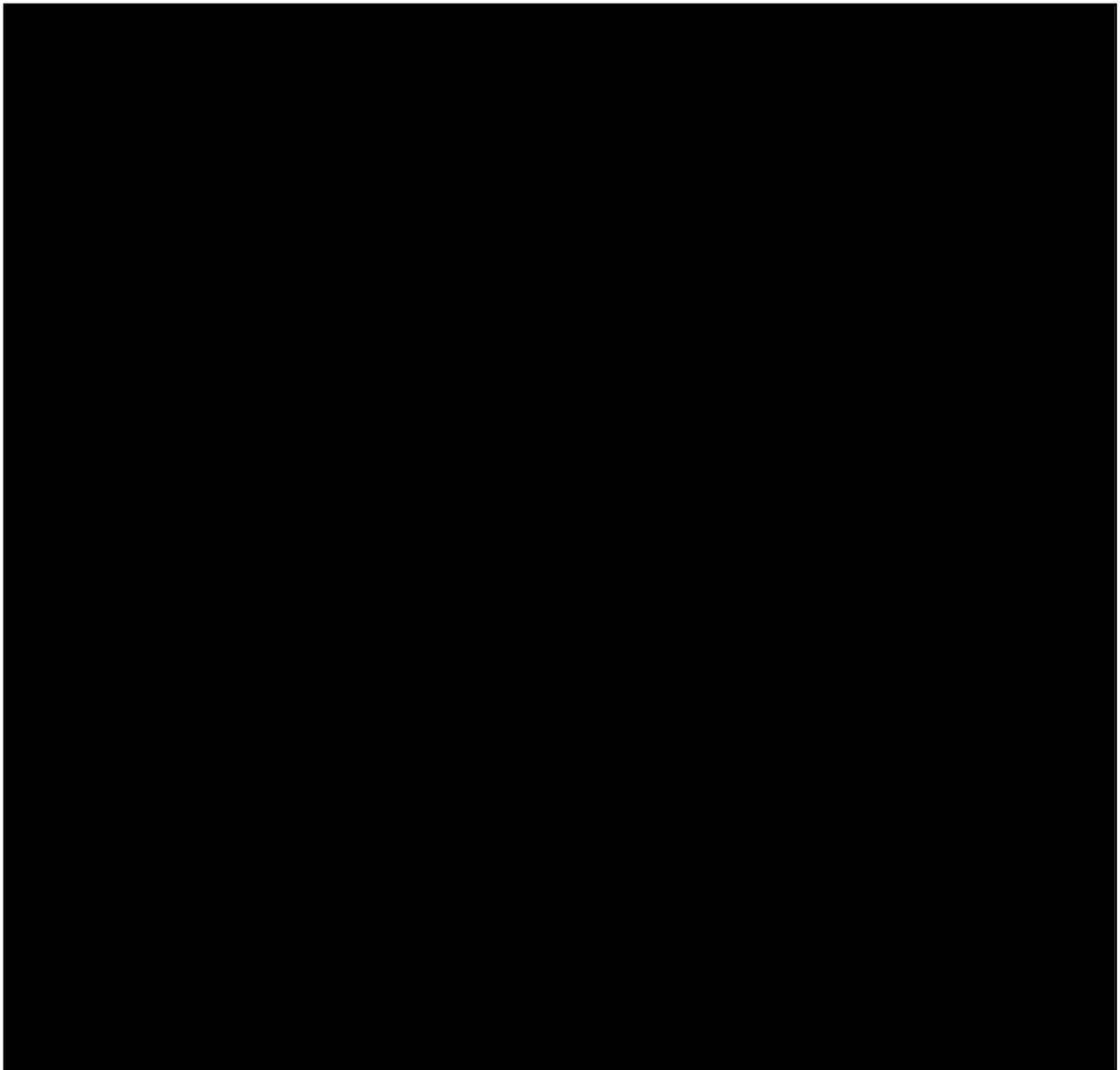
American Indian students must become better prepared for the educational experience— better support systems need to be in place for American Indian youth. Adequate focus must be given to the issues of American Indian youth who receive suspensions, expulsions and who consider dropping out of school as a solution. This focus and the ensuing strategies could positively affect the graduation rates of American Indian students. However, there is poignancy in these narratives that reminds us that it may not be the students with the majority of work to do; it may be state educators in public instruction and in American Indian communities that must redefine and redesign the process of education and identify the necessary components to assure achievement of educational objectives while maintaining a Native worldview. The best of these worlds would include educators, American Indian communities, and Native youth joining their voices together to insure that American Indian youth share ownership in the educational process.

There are times when we (at school) discuss what and who are the American Indian. People know that American Indians were at this place (North America) first and were settled there. People have known that Indians were different from other people. They did not think that I was.

–Daniel Bell, 7th Grader, Coharie

SECTION II

Suspensions and Expulsions of
American Indian Students



SUSPENSIONS AND EXPULSIONS



Education consultants from the North Carolina Department of Public Instruction interviewed seven middle and high school American Indian students who have been suspended and/or expelled in recent academic years. The students' ages ranged from 14 to 17 years, and the group included five males and two females who are currently in grades 8 to 11, respectively. These students represented various levels of academic achievement in school and were members of different tribes. The interviewees included a range of socio-economic backgrounds and were from diverse household family units, meaning that homes were comprised of single parents, two parents, grandparents, and/or extended family. Parents of these students are also diverse; they are employed at various occupations or unemployed and they represent a range of educational levels. The commonality with this population of American Indian students is that each student has experienced multiple suspensions and/or expulsion.

All of the interviewees recognized the value of obtaining an education even though all had been suspended multiple times. Each student expressed a desire and willingness to complete high school, but most of them confirmed that they have entertained the thought of dropping out of school. The thought of dropping out has been perpetuated by negative interactions occurring in the school and in their home settings. However, they refused to drop out for many reasons. One female interviewee expressed, "I thought about dropping out, but my mother would not let me. I am glad she didn't." This student has been suspended on several occasions and was forbidden to return to school at one point. Through her own persistence, she was finally allowed to return and continue her schooling. One of the male interviewees expressed a strong desire to leave school, but he was aware of the problems his older brother encountered after dropping out, including incarceration, so he has decided to remain in school despite his feelings of disconnection. One interviewee, who currently takes Honors Science and Advanced Placement classes, said that she does not feel encouraged to pursue her education. She said that she has never been approached by a teacher or other school official about going to college or about pursuing her education, even though she is a good student. All together, the interviews magnify the effects of suspension and drive home one compelling realization—these students continue to feel positive about completing high school despite the adversities they confront each day and despite the disconnectedness they often feel in the classroom.

Schools are typically designed to be positive, safe learning environments for all students. In these interviews, the majority of students admitted that their school is a "good place to learn", but they often spoke of feelings of discomfort and disengagement in their school environment. One of the female students stated, "Other students think I am a Puerto Rican [sexual expletive]." This student, as well as others interviewed, has hidden her identity and has refused to disclose her ethnicity to any school personnel, much less her peers because of fear of harassment. The interviewees expressed feelings of being disrespected, ignored, excluded, teased and singled out in the school situation.

References to feeling unsafe at school arose during the course of the interviews. Some students spoke of incidents that involved gangs, drugs, and smoking in hallways and restrooms that made them feel unsafe. Although not all the interviewees shared this experience, all of the interviewees expressed that they had been intimidated by other students and often felt disrespected by some staff members. A majority of students expressed that many of the school personnel do not care about them. Specifically the students stated that the adults at school do not listen to them when they speak, do not ask for their views, and will not allow them to share information or ideas. Many of these students expressed that they have never been in a position to collaborate, consult or offer insight into their own personal educational experience. Mostly, their opinions are disregarded. These students feel devalued because they feel invisible—that is, unless the adults see them as troublemakers, their voices are not heard.

According to the interviewees, when they are noticed, it is most likely that they are being singled out for inappropriate behaviors that these students see as unjust accusations. But, of course, the result of these accusations is usually suspension. This situation was particularly compelling: A student's locker was located a long distance from class. If she needed to go to her locker, she was unable to arrive on time to class. She requested a change in her locker location so she would not be late to her class. Her request was never acknowledged. No one tried to help her, but her teacher wrote her up multiple times for tardiness. She, of course, was suspended multiple times for tardiness. The student demonstrated problem-solving skills and maturity in trying to change the location of her locker, but there was no one to help her to get through the process that was causing the problem.

Astonishingly, these interviewees did not express negative feelings toward school. They all concluded that school is "a good place to learn" and that their education is important. Two additional points are worth noting: 1) these students were willing to be interviewed and were honest in their responses, and 2) they all demonstrated problem-solving skills beyond their years. It was clear that the issue of suspension and/or expulsion has negatively affected these American Indian students. Suspensions and/or expulsions have impeded their educational experience and have negatively affected their views of the educational process.

The interviews produced the following additional findings:

- The majority of interviewees feel disconnected from the school and staff. Few students believed that a support system was in place to address their concerns or needs. Lack of trust exists between some American Indian students, other students, and some staff. Counseling and guidance support mechanisms for addressing disruptive situations seemed to be lacking. These students would benefit from counseling in resiliency and coping skills, and particularly counseling that is based on their cultural needs. According to some of the students, some staff members do provide genuine support. They spoke of an American Indian social worker who was an advocate for them. They spoke of the need for more supportive adults in the schools. Because of the lack of role models, support advocates, and other connections to the school community, few of these students participate in extracurricular activities, athletics, clubs or other day programs at each school. In fact, the students were not well informed of whether or not these activities are available.
- These American Indian adolescents were suspended for various commonplace but unacceptable behaviors. The most frequent infraction was smoking. Long-term suspension is the most likely outcome after a student has been referred to the office for smoking four times. A school with a zero-tolerance smoking policy may be following regulations to remove students from school for smoking, but the contradictions inherent in sending them home are bewildering and illogical. Why not use some intervention strategy to help them quit smoking? Other infractions included skipping class, tardies, and disrespectful behavior. There was an incident of fighting that resulted in suspension, perhaps justly so. Multiple suspensions for the same infractions appeared to occur without any type of alternative intervention other than short-term suspension. Statements from students indicate that the interventions and programs being used do not effectively address the infractions. There is no real attempt to change behaviors of students who are suspended. One student shared, "Being suspended is stupid. What will I learn at home? I will just go home and sleep." These interviewees felt that suspensions were given unfairly to some students and that students were not treated equally. Suspensions were not given to all students for the same infractions.
- All the students interviewed expressed that they enjoy learning. Each student provided insight to his/her style of learning. The majority preferred the use of manipulatives, hands-on activities and cooperative learning. These are usually the preferred learning styles of American Indian students. Historically, American Indians have preferred a collective, cooperative society. Thus, in school, these students may profit from cooperative learning groups rather than highly competitive,

individualized assignments. Learning theorists also report that American Indians prefer to observe and then attempt tasks by modeling. Students indicated that these learning methods were most effective for them, yet they had little evidence to indicate that teachers use these styles/methods of instruction to meet their specific needs.

- Internal strength and a heightened instinct for survival were clearly apparent in these American Indian students, as these traits have been demonstrated by their ancestors. These seven American Indian students recognized that they possessed academic strengths, most notably in math and science, and that they could excel in sports and athletics. But, they were also aware of their weaknesses, both academically and personally. They understood that education was a worthy goal, but often these students were not provided information, support or opportunities to continue their academic goals effectively.
- It is most apparent from these interviews that interpersonal relationships are significant and powerful influences for American Indian students. They need to feel valued and connected with educators and peers, and these students are keenly aware of the need to feel that they 'belong.' This 'belongingness' need has been identified as a primary value among southeastern Native communities. Respect for each other is essential. American Indian students are taught to respect authority, and this respect should be transmitted to the authorities in the school situation. However, students should be included in the dialogue, especially when it concerns the individual's behavior and expectations. School communities should also be aware of how important peer relationships are and how they can positively or negatively affect student behavior and/or academic expectations. Again, the sense of 'belonging' and the need for 'collective community' are Native values that must be included in the school community. Our school personnel need to understand the importance of these values especially when they teach American Indian children.

The students interviewed provided the following suggestions for school personnel:

- Provide alternatives to suspensions and expulsions that allow students opportunities to address the personal and academic challenges they are confronting.
- Arrange for local police to monitor students who skip school off campus.
- Develop an environment of mutual respect between students, teachers and administrators.
- Ensure that teachers make learning fun and interesting by including activities that support the learning styles of all students.
- Encourage all students to become actively involved in school activities. Don't exclude some students and include others.
- Make deliberate efforts to develop positive relationships between students, teachers and administrators (to care).

Overall, the students interviewed were adamant about their own personal expectations to do right and stay in school. They expressed a strong desire to graduate from high school and become successful in later life. These students not only recognized the risks that challenge them daily, but they have identified the negative outcomes that can and have already resulted for them. They felt that school personnel have not held them in high esteem and have not had high expectations for them; therefore, any infraction that they committed could lead to suspension. They understand that becoming a dropout affects their quality of life. The negative and hurtful school experiences have not diminished their hope nor have these incidents inhibited the students' determination to succeed in school. One male student commented, "Some teachers tell students they won't amount to be nothing. They put students down a lot. I never thought about dropping out of school; I want to succeed in life. I won't let them stop me."

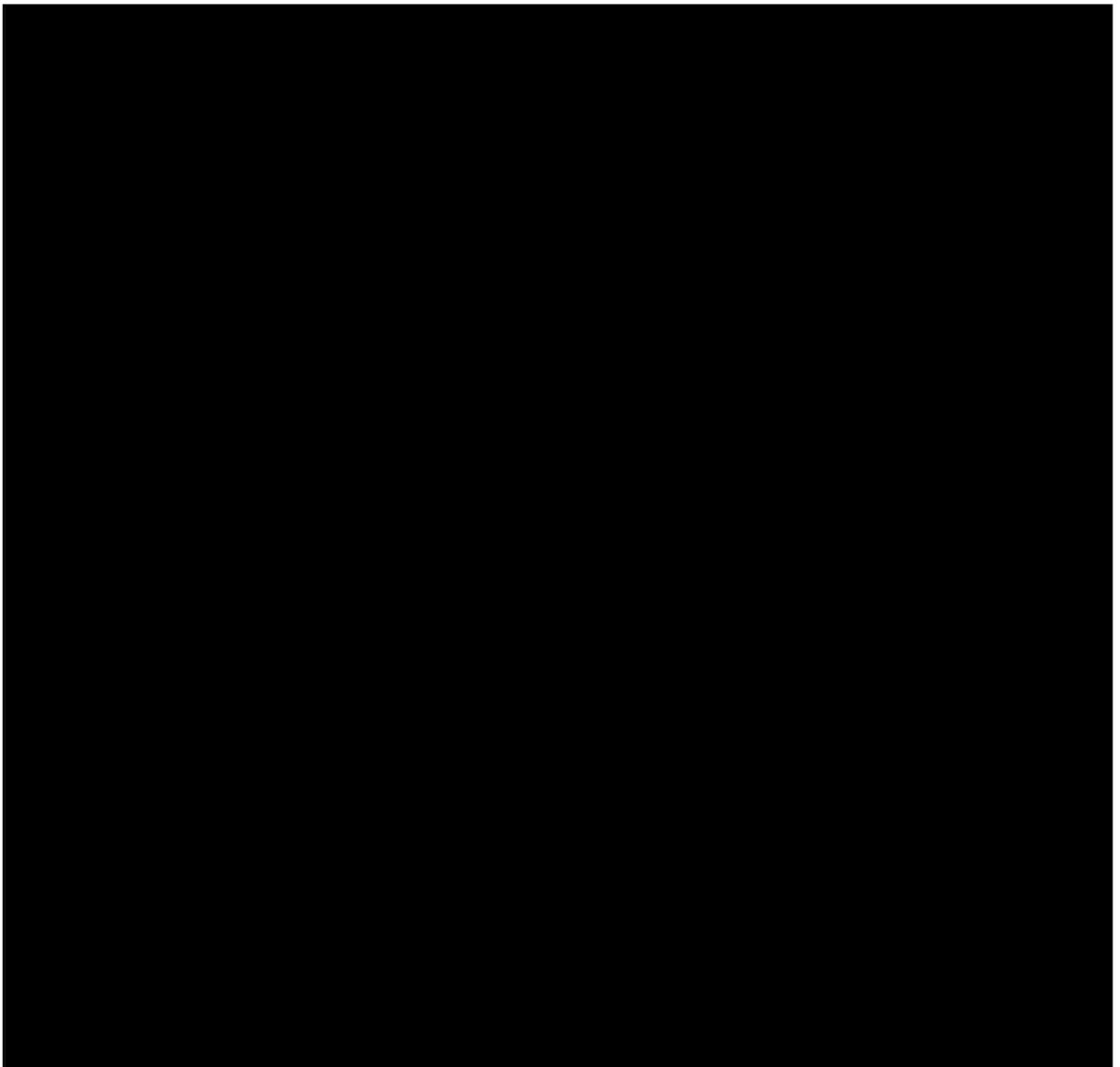
Other Considerations

The interviews also provided a context for other implications that are related to the educational success of American Indian youth. The following should be working considerations and recommendations for school personnel:

- Schools of Education in colleges and universities should recognize that they have significant roles to play in public education. A major emphasis must be placed on cultural diversity and how it affects curriculum, instructional methods, and learning styles. Teaching and learning from a European perspective calls for a much different ideology, experience, and understanding than the traditional or bicultural American Indian is accustomed to. American Indian students must modify their natural learning styles to accommodate the Euro-centered style of teaching and learning, or they cannot succeed in school. Those students who can adjust and adapt to traditional methods succeed; those who cannot fall by the wayside. It is important to note that some American Indian teachers are becoming desensitized to their own American Indian students by following best teaching practices based on the European model. Such practice is even more harmful to American Indian students because the teachers they should be able to trust to meet their needs are responding in a mainstream modality. We must have more training and professional development on learning styles and cultural diversity in our teacher education programs.
- Teachers need to know more about the cultural background of American Indians. The collective, communal social organizations of most Native communities of the past are still reflected in modern communities. Preserving heritage and maintaining American Indian identity are critical values in the Native world. Teachers may not realize that these values are still strong or that these youth are coping with the effects of generations of neglect of the American Indian in this society. American Indian communities, parents, tribal councils, and faith-based communities should consider these issues and engage in serious dialogue about how to support American Indian youth. In addition, American Indian youth need the presence of caring professionals in our schools, and they even need American Indian adults to become more involved in the community schools. Where possible, the schools should recruit American Indians as volunteers and substitute teachers, and more should be done to recruit American Indian young people who could pursue a professional career in education.

SECTION III

Recommendations



RECOMMENDATIONS



Recommendation One: Request that the State Board of Education create within the Department of Public Instruction a position whose duties and responsibilities include, but are not limited to:

- Developing a partnership among the University of North Carolina system, the North Carolina Community College system, the North Carolina Commission on Indian Affairs and the NC Department of Public Instruction to conduct a review of American Indian enrollment, retention and graduation rates, and a review of the courses of study and degree programs American Indian students pursue in higher education. Information from this review should be provided to the State Advisory Council on Indian Education. Assist Council members in disseminating the review findings to tribal governments, Title VII Indian Education program directors, LEA superintendents and academic officers of statewide institutions of higher education.
- Gathering information that establishes successful rates of graduation from high school and post-secondary schooling. Information gathered shall include:
 - entrance rates,
 - matriculation rate for students entering community colleges, four-year colleges/universities, and vocational education programs, and
 - retention rates in post-secondary schooling.
- Recognizing signature programs between tribal communities and LEAs that create programmatic responses to increasing the graduation rate for American Indian students.

Recommendation Two: Identify the reasons that lead to suspensions and expulsions of American Indian students.

- Conduct a pilot study of disciplinary mechanisms used across the state by a number of diverse LEAs.
- Request that LEAs review their zero-tolerance policies to determine whether they exceed the scope and intent of the State Board's guidelines on school safety.
- Request the State Board of Education encourage LEAs to seek alternative measures or solutions when disciplining students for smoking.
- Require school administrators to document authentic reasons for and possible precursors to the behavior that led to the suspension or expulsion.

Recommendation Three: Continue to improve the quality and quantity of data available regarding American Indian students and their educational trajectories.

- Include data on attendance, grades, and placement in Honors and Advanced Placement education programs.
- Request that all schools actively use the information, data, and strategies profiled in the *2002-2003 Models for Improving Student Achievement* developed by the North Carolina Department of Public Instruction, Curriculum and School Reform Services area.
- Require that enrollment data in advanced courses be disaggregated and reported for American Indian students, particularly on the Statewide School and District Report Card for all LEAs.

Recommendation Four: Actively support initiatives that nurture and encourage American Indian students toward successful completion of high school appropriate preparation for enrollment in higher education, community colleges or universities and job preparation. (See Appendix J.)

- Support the State Board of Education’s mandate that all students graduate from a rigorous, relevant academic program to succeed in both post-secondary education and 21st Century careers. Classroom teachers should enrich instruction with children’s experiential learning and affinities. School systems, tribal elders, local businesses, and chambers of commerce should develop relationships among school systems to ensure academic preparation perpetually incorporates job skill requirements for various careers.
- Develop and support advisor/advisee programs (or comparable programs) to build relationships with students that strengthen their personal, social and academic goals.
- Require educators to cultivate positive relationships with American Indian students, parents, and tribal communities.
- Develop formal partnerships among school guidance departments, Title VII Indian Education program directors and offices of higher education aimed at aligning American Indian student course taking and academic preparation with the skill requirements for careers students are interested in seeking.

Recommendation Five: Continue to support professional development for teachers to enhance their knowledge of American Indian history and culture.

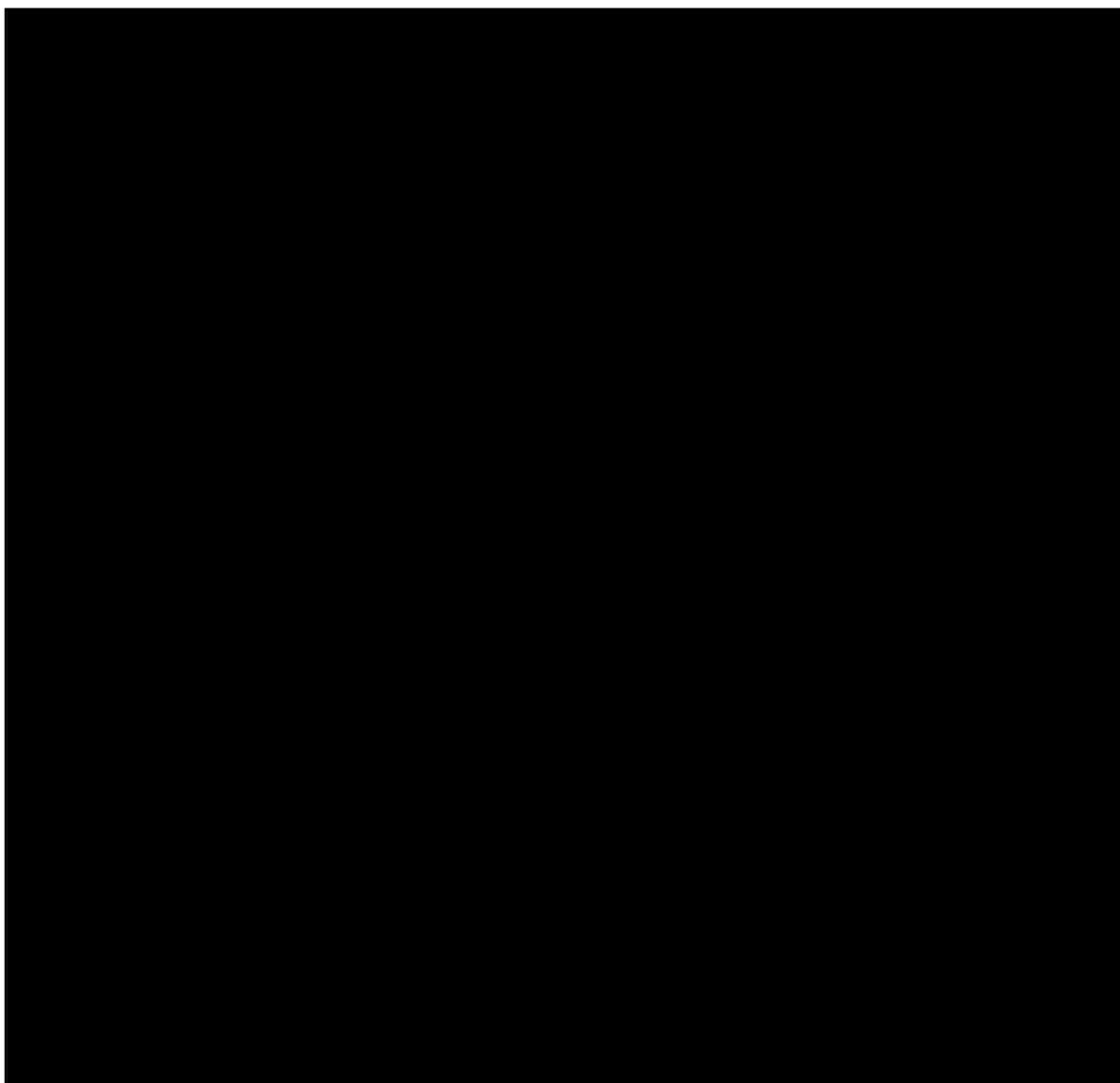
- Require that the American Indian online course of study entitled *American Indians in North Carolina* be included as one of the required credits for teacher certification/renewal.
- Follow the directive of Recommendation Eleven included in The North Carolina Commission on Raising Achievement and Closing Gaps Report which was approved by the State Board of Education in 2001 (See Appendix I).
- Request all schools provide systemic professional development to cultivate a climate in which all educators examine their own belief systems toward children and learning and whether they expect that all children can learn and achieve at high levels.

Recommendation Six: Request that the State Advisory Council on Indian Education develop an action plan to assist responsible parties in their implementation of the recommendations in this report and monitor the plan annually to assess the effectiveness of each recommendation.

- Determine the data to be collected and the procedures and processes to be followed to fulfill each recommendation.

SECTION IV

Student Performance Data



TITLE VII COHORTS

System	Male	Female	Students Served	Program Administrator/Director	Phone
Columbus	193	205	398	Kenwood Royal	(910) 642-5168
Cumberland	485	421	906	Trudy Locklear	(910) 678-2462
Graham	61	71	132	Marcia Hollifield	(828) 479-4624
Guilford	223	209	432	S. Jean Conley	(336) 621-4042
Halifax	185	127	312	Tyus Few	(252) 583-5111
Hertford	20	17	37	Janet Jones	(252) 358-1761
Hoke	487	455	942	Billy Jacobs	(910) 875-1761
Jackson	208	168	376	Terri Hollisfield	(828) 586-2311
Person	10	20	30	Leon Hamlin	(336) 559-2191
Richmond	97	86	183	Linda Nicholson	(910) 582-5860
Robeson	5,291	5,059	10,350	Rita Locklear	(910) 521-2054
Sampson	51	62	113	Pam Westbrook	(910) 592-1401
Clinton City	51	55	106	Linda Brunson	(910) 592-3132
Scotland	440	422	862	Lyle Shaw	(910) 277-4459
Swain	192	193	385	Bob Marr	(828) 488-3129
Wake	140	155	295	Melinda Stephani	(919) 850-1881
Warren	76	75	151	Costel Evans	(252) 257-3184

Total served in Cohort **16,010**

Total Served Indian Male 8,210

Total Served Indian Female 7,800

Indian Membership Statewide **19,416**

Indian Membership Male 9,928

Indian Membership Female 9,488

STUDENT ACHIEVEMENT DATA

STATE SUMMARY DATA – ALL STUDENTS

TABLE 9

End-of-Grade Reading Test: Percent of Students At or Above Grade Level
(Achievement Level III or Higher)

Grade	2002		2003		2004	
	AI	State	AI	State	AI	State
3	71.6	79.8	75.6	82.6	75.0	83.4
4	67.6	77.1	76.7	83.7	75.3	83.7
5	70.7	84.5	79.6	88.7	83.6	89.5
6	62.1	74.1	72.4	81.5	72.0	80.8
7	65.8	76.6	79.5	85.3	79.5	85.8
8	75.5	85.2	81.7	87.7	85.5	88.6

TABLE 10

End-of-Grade Mathematics Test: Percent of Students At or Above Grade Level
(Achievement Level III or Higher)

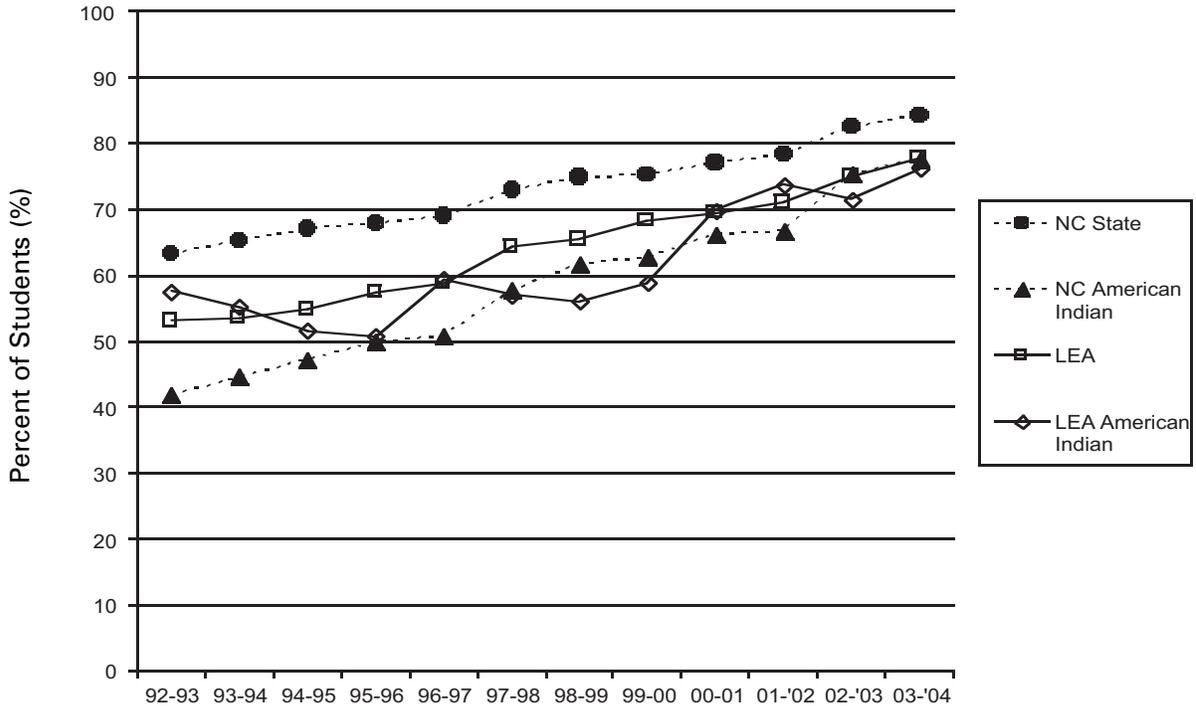
Grade	2002		2003		2004	
	AI	State	AI	State	AI	State
3	68.0	77.3	83.6	88.9	85.0	89.0
4	83.8	88.9	91.5	94.7	90.8	94.6
5	78.7	88.4	86.5	92.6	90.2	93.4
6	79.3	86.4	82.6	90.0	86.4	90.0
7	76.9	83.3	79.9	83.8	78.5	84.9
8	76.0	82.3	79.4	84.2	82.1	85.0

TABLE 11

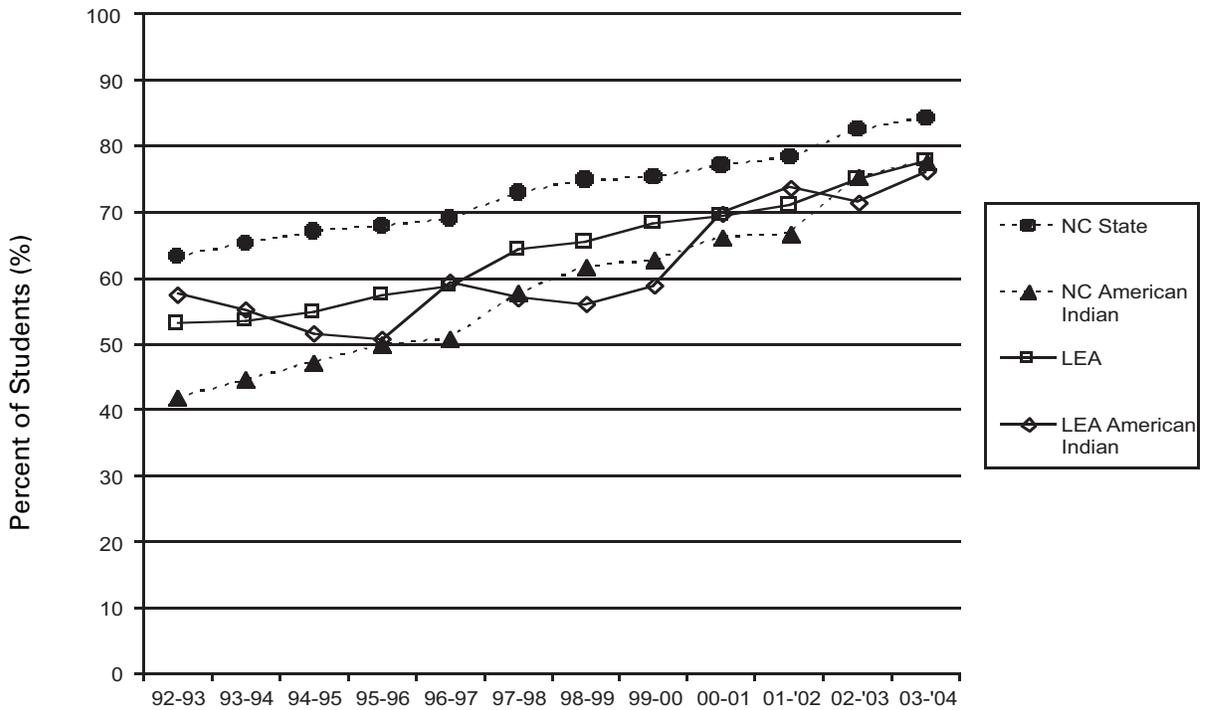
End-of-Course Tests: Percent of Students At or Above Grade Level
(Achievement Level III or Higher)

Subject	2002		2003		2004	
	AI	State	AI	State	AI	State
Algebra I	69.5	78.9	72.1	78.6	77.4	80.0
Biology	58.5	69.3	47.5	61.0	48.2	61.5
ELP	52.3	69.5	59.5	69.3	na	na
English 1	50.5	69.6	67.1	81.6	73.7	81.6
U.S. History	38.0	50.1	43.7	54.9	na	na
Algebra II	69.8	76.9	70.0	78.8	73.6	79.5
Physics	67.6	84.4	69.7	83.4	73.7	85.3
Chemistry	60.1	70.6	66.6	74.2	66.0	75.2
Geometry	51.0	66.3	57.9	69.5	54.9	67.3
Phys.Science	51.4	61.5	53.9	64.0	61.7	67.5

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	43.0	41.4	65.6	70.8	77.4	69.2	58.0	64.5	70.8	70.4	77.1	74.6
	N Tested	32	29	32	24	31	26	565	538	534	520	497	544
4	% Grade Level	62.0	54.5	68.4	77.4	69.2	80.6	63.0	59.3	66.2	68.0	72.0	80.4
	N Tested	32	33	19	31	26	31	503	535	520	512	500	455
5	% Grade Level	60.0	75.8	73.3	73.7	83.3	82.6	67.0	74.9	73.2	77.4	80.8	82.0
	N Tested	30	33	30	19	30	23	521	491	519	501	521	456
6	% Grade Level	54.0	51.9	61.5	71.4	50.0	73.5	63.0	62.6	61.8	60.2	72.1	75.4
	N Tested	31	27	39	35	28	34	541	546	524	550	592	509
7	% Grade Level	61.0	60.0	57.7	74.4	82.9	70.0	68.0	71.6	65.7	72.0	82.9	81.8
	N Tested	31	35	26	39	35	20	554	545	533	521	532	543
8	% Grade Level	54.0	67.7	96.3	75.0	73.2	86.1	71.0	77.4	79.8	79.1	84.7	86.4
	N Tested	33	31	27	24	41	36	553	539	505	516	524	493

EOG Mathematics, Percent of Students At/Above Grade Level

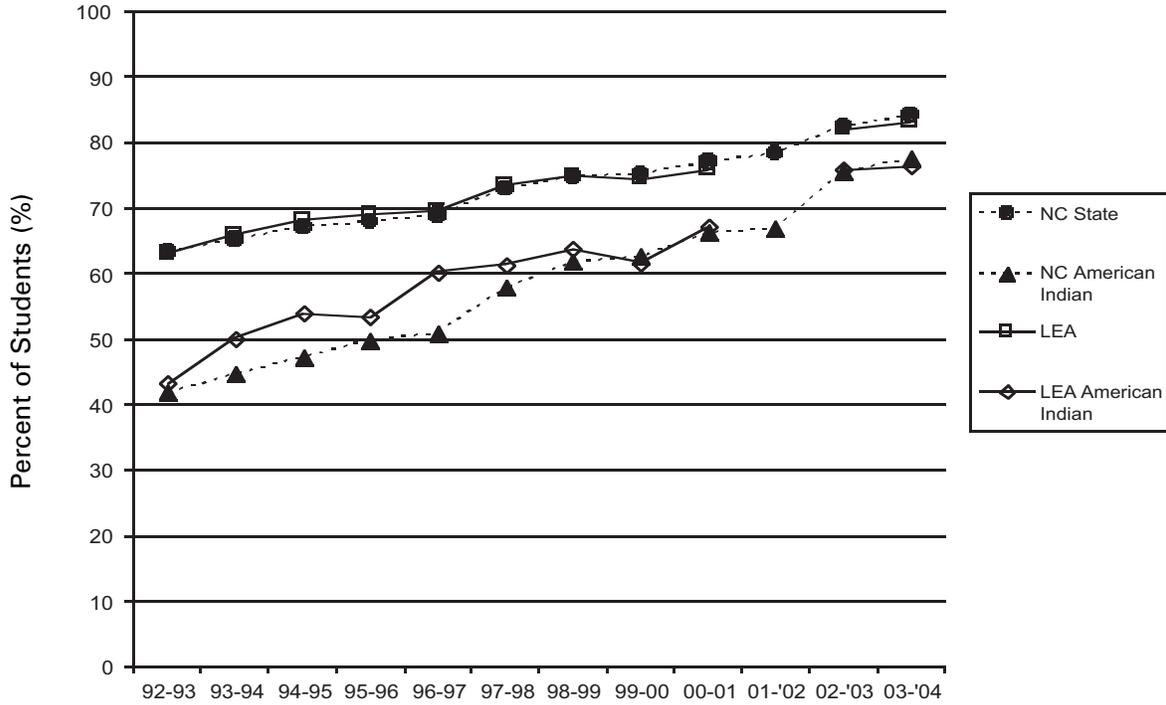
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	56.0	62.1	78.1	75.0	93.5	80.8	61.0	68.8	68.7	68.5	86.5	84.4
	N Tested	32	29	32	24	31	26	567	539	536	523	497	544
4	% Grade Level	75.0	78.8	60.9	90.3	96.2	96.8	80.0	80.2	85.1	85.9	90.0	92.3
	N Tested	32	33	23	31	26	31	505	540	524	517	502	455
5	% Grade Level	66.0	66.7	80.0	73.9	93.3	82.6	80.0	79.1	80.5	88.0	87.7	88.6
	N Tested	30	33	30	23	30	23	525	492	524	508	522	456
6	% Grade Level	67.0	55.6	66.7	68.6	60.7	85.3	75.0	76.1	80.2	78.3	83.4	87.6
	N Tested	31	27	39	35	28	34	543	547	525	553	595	509
7	% Grade Level	68.0	80.0	76.9	80.0	91.4	85.0	75.0	80.4	76.1	78.9	76.0	82.0
	N Tested	32	35	26	40	35	20	555	546	535	527	537	543
8	% Grade Level	66.0	87.1	93.1	62.5	61.0	91.7	73.0	77.3	78.7	78.0	78.6	79.3
	N Tested	33	31	29	24	41	36	553	538	512	519	527	493

EOC High School Subjects, Percent of Students At/Above Grade Level

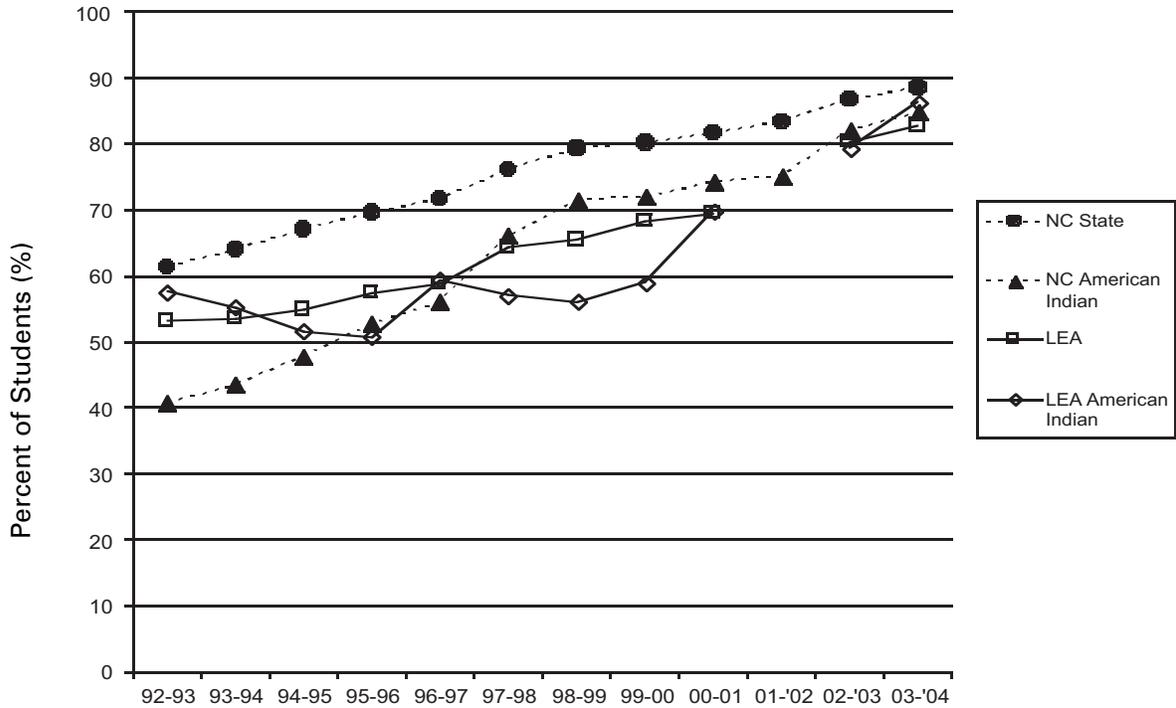
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	56.7	45.5	81.6	71.4	65.4	84.6	54.1	63.9	73.5	68.7	73.0	73.2
	# Tested	30	11	38	28	26	26	754	510	596	575	552	477
Biology	% Grade Level	36.4	66.7	38.1	43.3	32.5	48.0	46.1	42.5	46.6	54.3	45.9	43.3
	# Tested	11	21	21	30	40	25	401	492	489	484	505	494
ELP	% Grade Level	61.3	65.0	62.5	57.1	56.0	—	62.8	63.2	64.2	65.9	71.2	—
	# Tested	31	20	24	28	25	—	521	497	492	451	437	—
English I	% Grade Level	51.9	41.7	43.3	58.8	63.0	69.0	56.1	58.5	60.5	63.8	72.9	78.1
	# Tested	27	36	30	34	27	42	533	586	521	531	547	507
US History	% Grade Level	33.3	48.3	52.6	25.0	38.5	—	37.2	43.5	47.4	43.0	49.9	—
	# Tested	18	29	19	20	26	—	441	469	420	421	415	—
Algebra II	% Grade Level	35.3	42.1	30.8	37.5	50.0	58.3	50.4	39.5	48.0	65.7	65.5	65.4
	# Tested	17	19	13	8	8	12	256	299	300	245	264	269
Physics	% Grade Level	66.7	100.0	25.0	100.0	100.0	—	79.4	58.1	57.1	81.0	80.0	100.0
	# Tested	3	1	4	1	1	—	34	31	49	42	15	13
Chemistry	% Grade Level	20.0	22.2	28.6	66.7	75.0	83.3	36.4	47.7	44.7	59.5	75.7	72.2
	# Tested	5	9	14	3	4	6	165	216	206	205	169	194
Geometry	% Grade Level	33.3	26.1	55.6	35.3	36.8	61.5	34.9	39.6	51.6	50.6	49.5	56.8
	# Tested	27	23	9	17	19	13	312	407	312	322	364	273
Phys.Science	% Grade Level	66.7	0.0	72.7	61.1	45.0	75.0	45.5	53.4	53.4	53.3	64.8	67.7
	# Tested	21	1	11	18	20	20	209	73	277	315	361	328

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	66.0	59.4	78.6	70.0	76.9	76.3	74.0	71.1	75.0	77.3	80.9	81.0
	N Tested	60	69	56	60	65	59	4219	4022	4100	4003	3913	3698
4	% Grade Level	61.0	61.4	60.9	73.7	67.3	66.7	70.0	70.1	72.4	75.8	81.4	81.3
	N Tested	68	57	69	57	55	72	4013	4037	3864	4007	3927	3488
5	% Grade Level	54.0	64.5	72.6	73.5	93.0	76.0	78.0	78.6	80.7	82.5	88.3	88.6
	N Tested	64	76	62	68	57	50	3882	3885	3968	3960	3994	3529
6	% Grade Level	69.0	47.1	56.3	60.0	69.2	83.3	73.0	71.0	69.4	73.4	80.7	81.9
	N Tested	65	68	80	65	78	60	3822	3884	3909	3904	3981	3613
7	% Grade Level	63.0	64.1	61.5	68.0	82.0	81.2	76.0	73.8	75.9	75.2	84.8	85.8
	N Tested	82	64	65	75	61	69	3915	3861	3878	3861	3953	3612
8	% Grade Level	66.0	71.4	76.8	73.5	74.7	81.5	77.0	81.4	82.5	84.4	86.9	88.7
	N Tested	63	77	69	68	75	65	3707	3885	3740	3879	3823	3587

EOG Mathematics, Percent of Students At/Above Grade Level

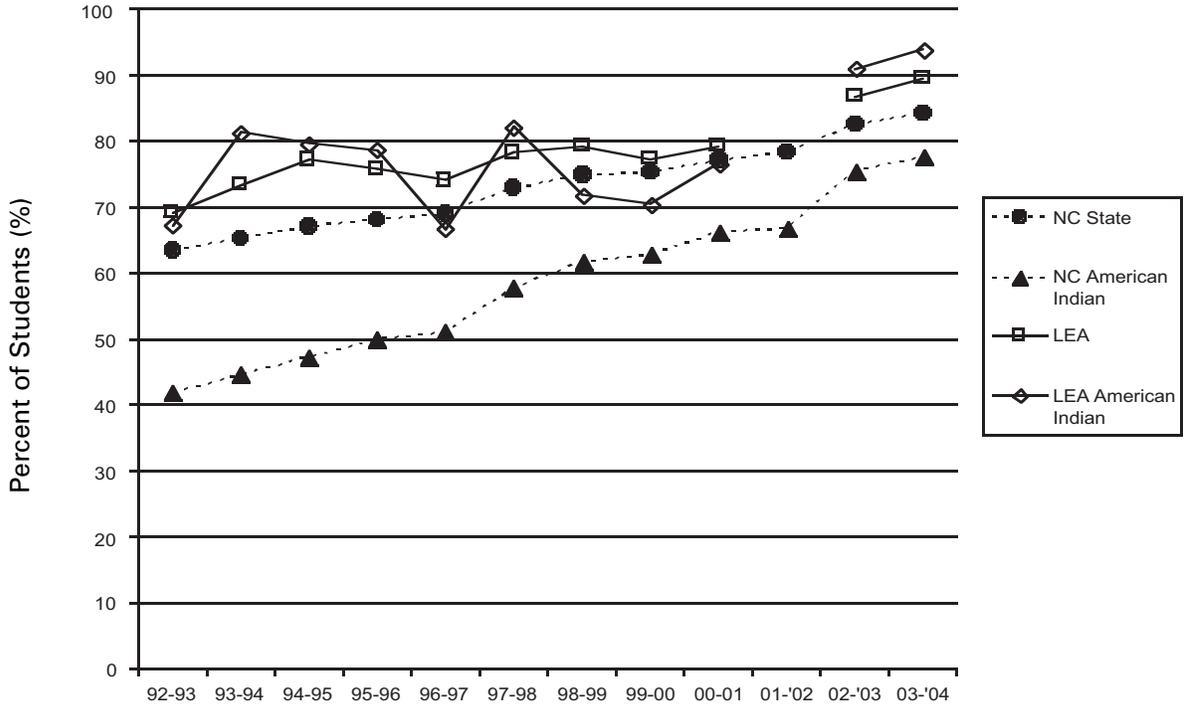
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	65.0	63.8	78.6	70.0	83.1	79.7	69.0	67.3	72.4	73.5	86.6	86.1
	N Tested	60	69	56	60	65	59	4222	4022	4109	4005	3917	3698
4	% Grade Level	79.0	82.5	82.6	91.2	85.5	87.5	82.0	82.1	86.2	86.4	93.1	92.7
	N Tested	68	57	69	57	55	72	4019	4042	3879	4008	3930	3488
5	% Grade Level	68.0	77.6	75.8	82.6	94.7	80.0	83.0	83.0	85.6	87.0	92.0	93.6
	N Tested	64	76	62	69	57	50	3891	3893	3974	3967	3998	3529
6	% Grade Level	71.0	61.8	70.0	81.3	82.3	95.0	78.0	78.4	82.3	83.7	88.7	87.5
	N Tested	64	68	80	64	79	60	3827	3883	3908	3909	3985	3613
7	% Grade Level	72.0	67.2	69.2	72.0	86.9	79.7	80.0	75.6	77.3	78.5	79.7	82.9
	N Tested	83	64	65	75	61	69	3916	3863	3879	3859	3951	3612
8	% Grade Level	58.0	71.4	65.2	67.6	68.0	72.3	68.0	75.0	74.1	76.1	80.4	82.8
	N Tested	63	77	69	68	75	65	3716	3888	3748	3876	3821	3587

EOC High School Subjects, Percent of Students At/Above Grade Level

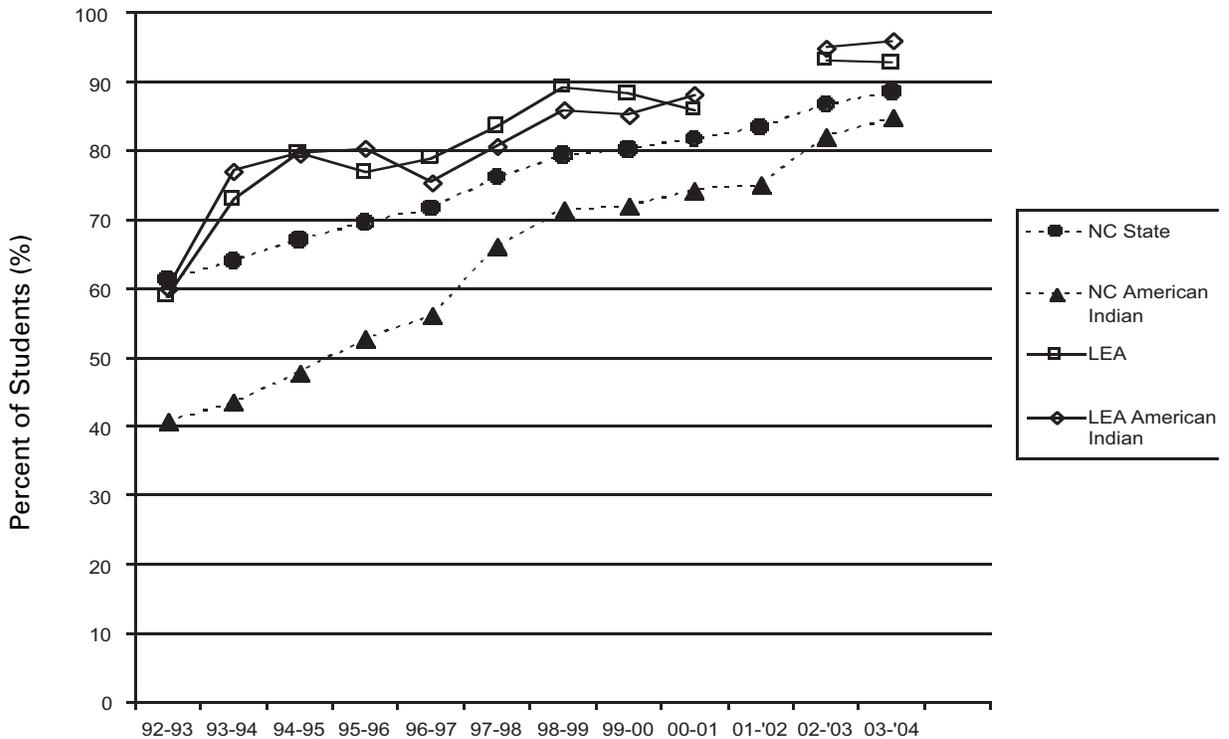
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	44.4	60.6	66.2	69.1	74.3	69.0	52.9	54.9	65.7	69.2	70.3	71.4
	# Tested	63	66	65	68	74	58	3437	3651	3629	4209	4272	3346
Biology	% Grade Level	41.2	36.1	60.7	59.7	43.9	46.3	48.5	50.2	56.1	61.9	54.3	57.0
	# Tested	68	61	56	72	66	67	3227	3352	3438	3980	3974	3829
ELP	% Grade Level	48.1	59.2	58.3	58.9	68.3	—	64.4	64.7	65.2	65.1	68.8	—
	# Tested	77	76	72	56	60	—	3872	3943	3892	3817	4144	—
English I	% Grade Level	47.6	50.7	61.7	55.4	72.8	71.4	64.1	66.4	65.3	66.9	82.1	81.2
	# Tested	82	73	81	65	81	77	3807	3978	4174	4173	4116	4143
US History	% Grade Level	50.0	34.5	40.0	51.8	50.8	—	49.2	41.2	45.1	45.6	52.5	—
	# Tested	46	55	60	56	59	—	2859	3080	3146	3330	3498	—
Algebra II	% Grade Level	66.7	34.3	29.0	66.7	81.1	64.3	38.0	42.7	52.8	65.8	70.9	68.7
	# Tested	24	35	31	42	37	28	2220	2262	2267	2522	2513	2621
Physics	% Grade Level	100.0	100.0	66.7	60.0	100.0	100.0	59.2	60.2	58.8	73.5	69.6	69.5
	# Tested	1	1	3	5	2	3	304	420	359	385	362	459
Chemistry	% Grade Level	50.0	52.9	50.0	79.3	78.9	60.0	54.3	51.9	54.9	65.5	65.7	64.4
	# Tested	20	17	20	29	19	20	1518	1593	1587	1654	1690	1796
Geometry	% Grade Level	41.9	36.5	40.7	62.2	48.8	58.8	43.8	39.0	46.1	51.0	55.1	53.2
	# Tested	43	52	59	37	41	51	2679	2948	2694	3101	3234	3278
Phys.Science	% Grade Level	38.9	49.2	40.0	52.4	42.9	55.6	45.2	44.1	47.1	55.8	54.5	60.7
	# Tested	54	63	25	21	28	36	3103	3136	1344	1075	1571	2054

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	66.0	75.0	60.0	58.3	88.9	81.8	71.0	76.1	71.1	77.7	81.4	83.2
	N Tested	9	12	15	12	9	11	87	88	97	103	86	95
4	% Grade Level	77.0	60.0	58.3	85.7	80.0	88.9	74.0	67.0	71.9	80.2	88.1	85.4
	N Tested	18	10	12	14	10	9	112	94	89	91	101	82
5	% Grade Level	60.0	72.2	80.0	88.9	84.6	100.0	70.0	76.1	82.2	83.1	90.1	94.8
	N Tested	15	18	10	9	13	10	86	113	90	83	91	97
6	% Grade Level	81.0	30.8	80.0	90.0	100.0	92.3	81.0	71.6	78.6	81.3	88.2	94.1
	N Tested	16	13	20	10	8	13	96	88	117	91	85	85
7	% Grade Level	60.0	88.2	84.6	0.0	90.0	100.0	86.0	79.6	82.6	85.0	83.5	93.4
	N Tested	10	17	13	18	10	8	84	103	86	113	97	76
8	% Grade Level	100.0	90.9	93.3	91.7	100.0	100.0	92.0	94.3	88.7	95.2	91.9	93.0
	N Tested	3	11	15	12	17	9	84	87	97	83	111	86

EOG Mathematics, Percent of Students At/Above Grade Level

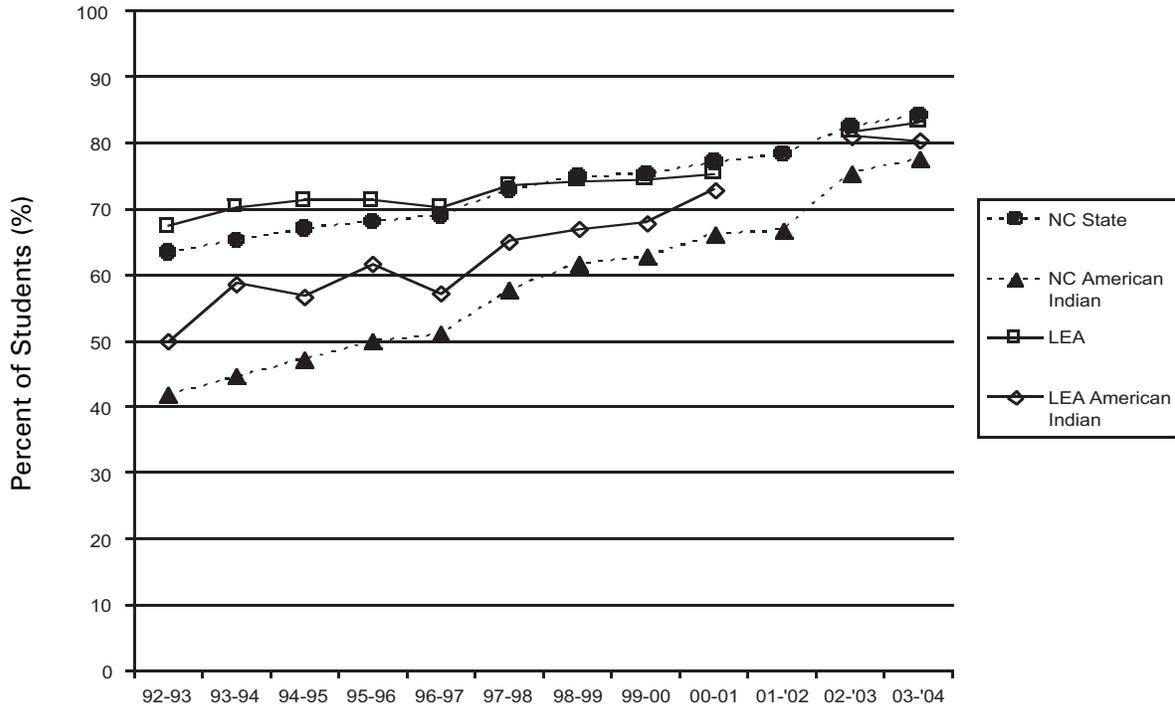
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	77.0	58.3	66.7	66.7	100.0	100.0	74.0	71.6	63.9	78.6	91.9	90.5
	N Tested	9	12	15	12	9	11	86	88	97	103	86	95
4	% Grade Level	88.0	90.0	91.7	85.7	100.0	100.0	88.0	86.2	87.6	87.9	95.0	97.6
	N Tested	18	10	12	14	10	9	112	94	89	91	101	82
5	% Grade Level	73.0	94.4	100.0	88.9	100.0	100.0	87.0	90.3	91.1	91.6	92.3	95.9
	N Tested	15	18	10	9	13	10	86	113	90	83	91	97
6	% Grade Level	93.0	69.2	95.0	90.0	100.0	100.0	97.0	90.9	91.5	90.1	94.1	94.1
	N Tested	16	13	20	10	8	13	96	88	117	91	85	85
7	% Grade Level	90.0	100.0	84.6	100.0	100.0	100.0	94.0	95.1	93.0	95.6	91.8	96.1
	N Tested	10	17	13	18	10	8	84	103	86	113	97	76
8	% Grade Level	100	90.9	93.3	75	100	88.89	92	94.3	88.7	95.2	97.3	88.37
	N Tested	3	11	15	12	17	9	84	87	97	83	110	86

EOC High School Subjects, Percent of Students At/Above Grade Level

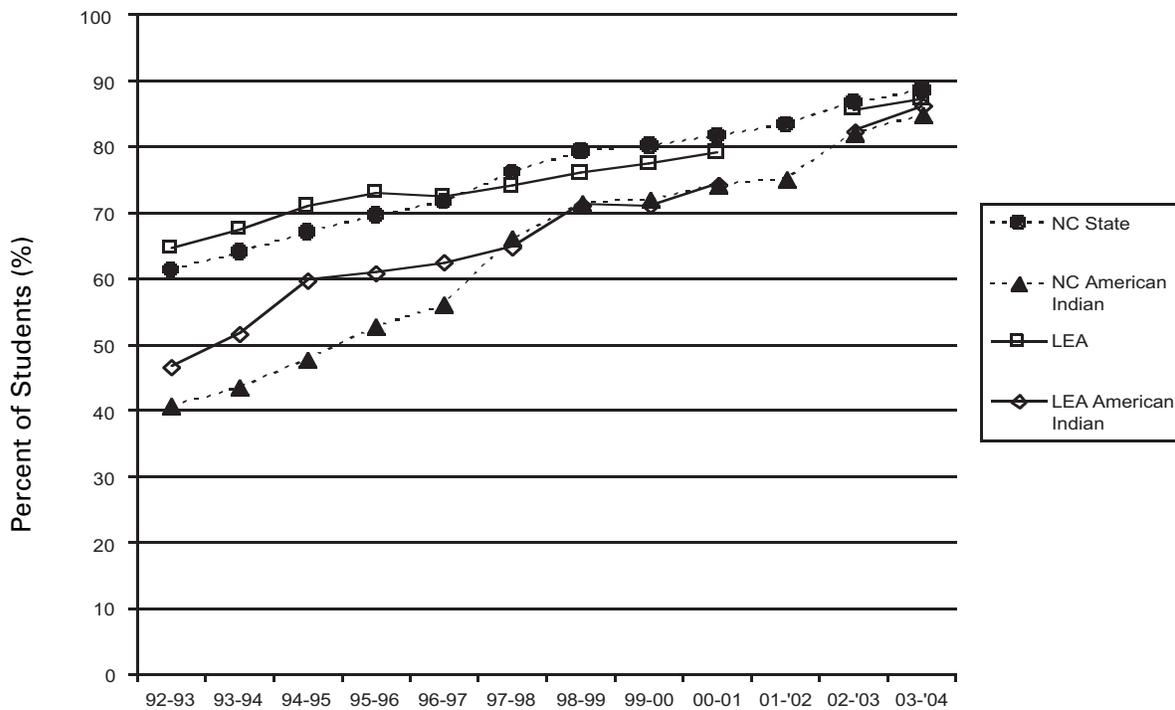
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	80.0	100.0	90.0	100.0	83.3	88.2	85.4	84.6	82.3	93.4	83.1	87.6
	# Tested	10	2	10	14	6	17	82	78	79	76	83	113
Biology	% Grade Level	87.5	37.5	50.0	88.9	60.0	50.0	78.3	63.9	78.3	84.0	56.8	68.1
	# Tested	8	8	2	9	10	6	83	61	60	94	44	94
ELP	% Grade Level	87.5	70.0	100.0	81.8	80.0	—	83.3	73.5	85.9	79.6	77.0	—
	# Tested	8	10	4	11	10	—	72	68	64	93	74	—
English I	% Grade Level	75.0	50.0	70.0	69.2	75.0	88.9	76.1	86.7	81.0	75.6	86.0	89.1
	# Tested	12	4	10	13	8	18	92	90	79	90	86	110
US History	% Grade Level	50.0	55.6	44.4	0.0	100.0	—	57.0	66.2	58.8	64.3	61.1	—
	# Tested	8	9	9	1	5	—	86	71	51	84	54	—
Algebra II	% Grade Level	75.0	100.0	75.0	100.0	66.7	100.0	58.3	84.9	85.7	82.5	90.7	96.2
	# Tested	4	5	4	5	6	3	24	53	56	40	54	52
Physics	% Grade Level	100.0	—	—	—	—	—	100.0	62.5	—	100.0	—	85.7
	# Tested	1	—	—	—	—	—	3	8	—	2	—	7
Chemistry	% Grade Level	25.0	40.0	33.3	—	60.0	50.0	8.6	54.5	54.5	85.7	51.3	60.0
	# Tested	4	5	3	—	5	4	58	33	11	14	39	35
Geometry	% Grade Level	40.0	50.0	100.0	85.7	77.8	16.7	68.4	76.3	75.0	78.5	82.1	67.8
	# Tested	5	4	3	7	9	6	57	38	52	65	56	59
Phys.Science	% Grade Level	20.0	100.0	28.6	66.7	50.0	62.5	45.7	76.7	66.1	78.2	58.6	72.9
	# Tested	5	5	7	3	4	8	46	43	59	55	58	59

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	64.0	60.6	76.9	75.7	80.0	71.4	70.0	71.8	73.5	77.1	80.8	81.8
	N Tested	25	33	26	37	30	28	4991	5106	5027	4927	4922	4731
4	% Grade Level	64.0	64.3	71.9	73.0	87.5	76.0	68.0	70.4	71.8	74.0	82.1	81.6
	N Tested	42	28	32	37	40	25	4950	5021	4944	4944	4952	4698
5	% Grade Level	77.0	73.2	87.5	96.2	86.5	88.1	75.0	77.5	81.5	83.2	88.0	89.0
	N Tested	27	41	24	26	37	42	4672	4928	4913	4865	5030	4753
6	% Grade Level	60.0	69.6	62.2	63.3	81.3	78.1	72.0	70.0	69.7	72.1	80.6	81.1
	N Tested	30	23	45	30	32	32	4559	4780	4969	4970	4966	4721
7	% Grade Level	71.0	53.1	76.2	80.0	76.5	76.9	77.0	74.7	74.2	73.6	84.2	85.5
	N Tested	28	32	21	35	34	26	4556	4656	4803	4895	5066	4693
8	% Grade Level	66.0	87.1	73.3	77.8	82.5	92.9	80.0	83.3	81.5	84.7	88.3	90.0
	N Tested	42	31	30	27	40	28	4428	4546	4670	4722	4796	4686

EOG Mathematics, Percent of Students At/Above Grade Level

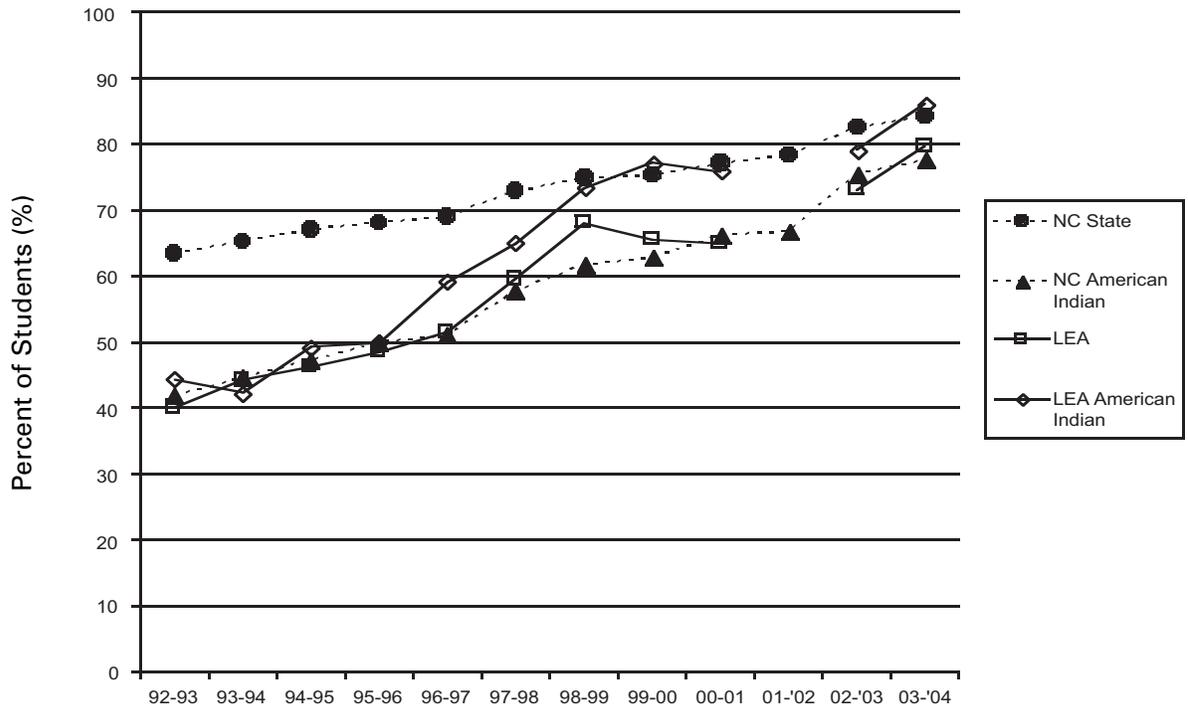
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	56.0	54.5	65.4	78.9	83.3	78.6	66.0	68.2	69.9	74.8	87.5	86.6
	N Tested	25	33	26	38	30	28	5007	5114	5039	4941	4935	4731
4	% Grade Level	81.0	79.3	87.9	86.5	87.5	88.0	78.0	82.8	85.1	87.9	94.2	93.8
	N Tested	42	29	33	37	40	25	4961	5036	4975	4971	4964	4698
5	% Grade Level	85.0	80.5	83.3	100.0	86.5	97.6	80.0	79.9	87.1	87.8	92.7	93.7
	N Tested	27	41	24	26	37	42	4693	4941	4927	4892	5039	4753
6	% Grade Level	66.0	78.3	68.9	76.7	90.6	84.4	77.0	79.9	78.9	84.1	89.1	90.0
	N Tested	30	23	45	30	32	32	4558	4789	4968	4976	4973	4721
7	% Grade Level	78.0	65.6	81.0	83.3	76.5	88.5	80.0	75.9	77.8	79.9	81.5	84.7
	N Tested	28	32	21	36	34	26	4565	4662	4800	4896	5069	4693
8	% Grade Level	59.0	70.0	63.3	81.5	80.0	82.1	74.0	77.6	75.5	80.9	82.0	84.7
	N Tested	39	30	30	27	40	28	4430	4540	4659	4723	4809	4686

EOC High School Subjects, Percent of Students At/Above Grade Level

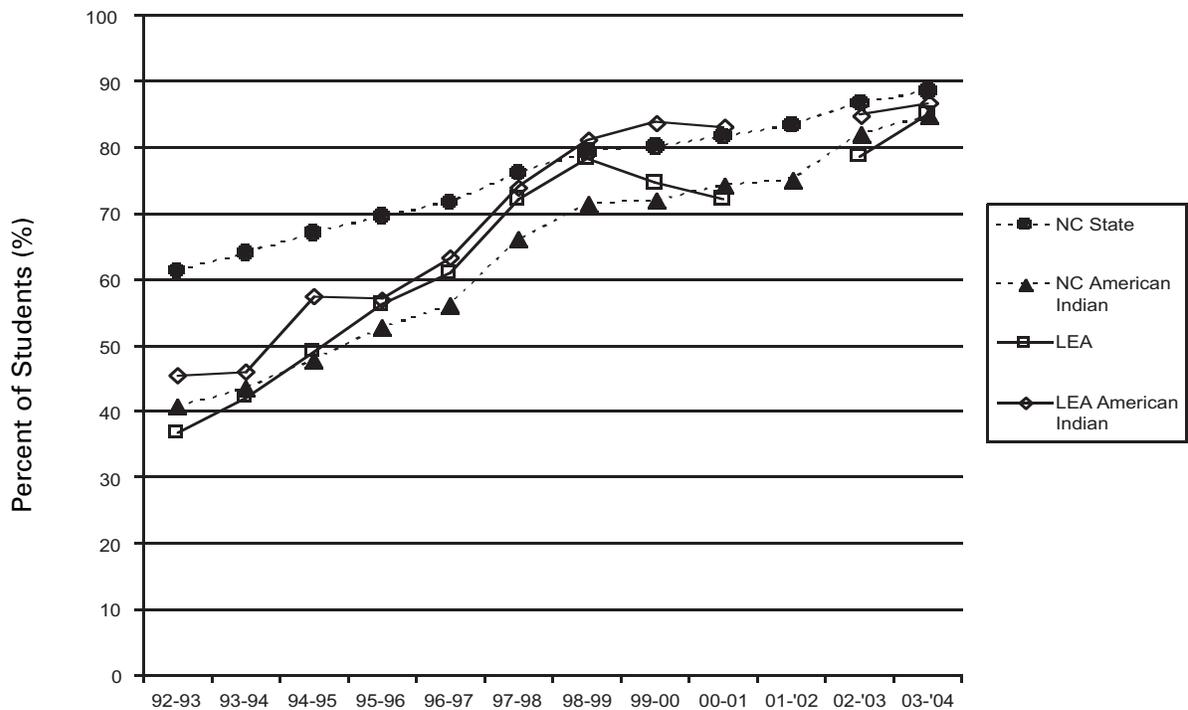
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	42.1	48.5	60.7	64.3	57.1	57.1	56.5	64.3	66.5	69.3	67.5	54.9
	# Tested	19	33	28	42	56	56	4573	4877	4941	5798	8196	3647
Biology	% Grade Level	57.1	58.8	52.0	55.0	44.8	44.4	58.1	65.2	62.5	68.8	59.7	58.3
	# Tested	14	17	25	20	29	27	3659	3864	5047	3922	4511	5085
ELP	% Grade Level	45.0	73.7	66.7	73.9	50.0	—	73.3	72.8	70.7	69.1	69.4	—
	# Tested	20	19	30	23	20	—	3519	3922	4791	5047	4487	—
English I	% Grade Level	41.2	57.6	74.3	66.7	82.1	86.1	65.7	69.4	68.7	65.2	80.1	78.1
	# Tested	17	33	35	30	28	36	4232	4559	4748	4999	5042	5401
US History	% Grade Level	23.5	23.1	61.5	57.9	46.2	—	57.9	50.3	55.1	50.2	57.2	—
	# Tested	17	13	13	19	26	—	3387	3366	3575	4096	4248	—
Algebra II	% Grade Level	40.0	62.5	71.4	72.2	70.0	72.7	60.1	63.7	70.1	72.2	73.3	70.1
	# Tested	5	8	7	18	20	22	2696	2774	3042	3935	4015	4446
Physics	% Grade Level	50.0	100.0	100.0	100.0	100.0	0.0	71.8	75.7	75.1	87.2	87.0	84.1
	# Tested	4	2	1	3	3	1	653	638	539	603	621	492
Chemistry	% Grade Level	40.0	66.7	75.0	58.3	66.7	55.6	60.0	63.5	69.8	70.5	75.4	70.1
	# Tested	5	3	8	12	6	9	2200	2195	2504	2857	2021	2343
Geometry	% Grade Level	55.6	70.0	47.4	66.7	54.5	50.0	59.7	61.4	64.3	61.2	59.3	52.6
	# Tested	9	10	19	18	22	26	3059	3488	3667	3998	4539	5048
Phys.Science	% Grade Level	50.0	53.1	85.7	54.5	62.5	76.5	56.9	55.1	61.7	63.8	60.3	58.0
	# Tested	12	32	14	22	16	17	3706	3933	1699	2217	2771	2899

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	95.0	77.8	93.8	84.0	73.9	94.1	75.0	67.6	63.5	71.9	75.6	79.6
	N Tested	24	36	16	25	23	17	451	490	419	430	430	407
4	% Grade Level	69.0	79.2	77.4	88.9	72.4	76.2	68.0	68.8	62.7	75.0	76.6	85.5
	N Tested	36	24	31	18	29	21	465	446	445	384	445	394
5	% Grade Level	72.0	77.4	68.8	85.7	90.5	92.9	79.0	75.5	78.2	77.0	81.3	84.8
	N Tested	25	31	16	28	21	28	458	436	422	435	418	408
6	% Grade Level	71.0	81.0	70.0	70.6	80.8	86.4	69.0	58.7	58.9	63.5	67.6	76.8
	N Tested	31	21	30	17	26	22	404	453	418	403	466	392
7	% Grade Level	67.0	66.7	75.0	75.9	87.5	76.9	59.0	61.2	60.9	62.0	71.1	72.2
	N Tested	28	30	20	29	16	26	399	410	440	411	450	439
8	% Grade Level	68.0	83.3	75.0	90.0	81.8	94.4	55.0	61.4	66.4	74.6	75.5	83.5
	N Tested	25	24	28	20	33	18	454	404	402	421	437	412

EOG Mathematics, Percent of Students At/Above Grade Level

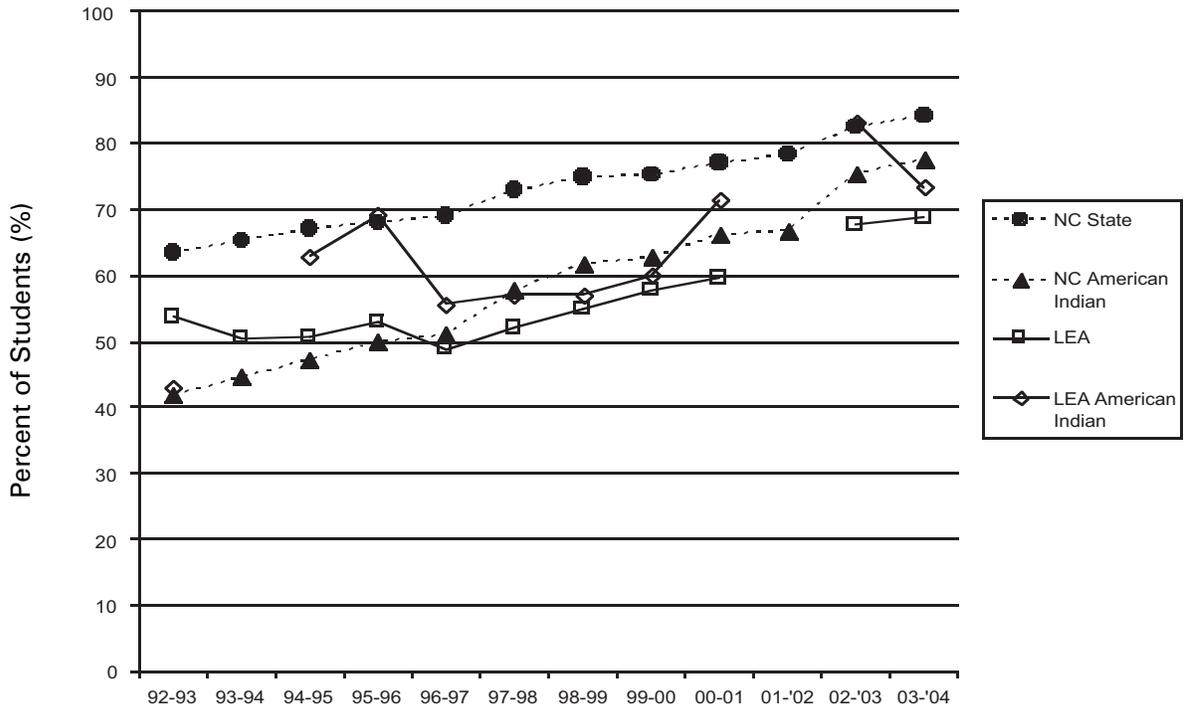
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	70.0	83.3	87.5	78.6	82.6	78.6	70.0	61.8	52.7	68.2	81.7	84.5
	N Tested	24	36	16	28	23	28	459	497	427	450	432	407
4	% Grade Level	91.0	100.0	90.6	94.4	93.3	88.0	86.0	83.0	82.2	87.5	91.3	96.2
	N Tested	36	24	32	18	30	25	479	459	465	393	458	394
5	% Grade Level	80.0	74.2	93.8	79.3	95.2	97.6	88.0	81.5	85.6	80.8	86.8	92.6
	N Tested	26	31	16	29	21	42	467	453	430	449	423	408
6	% Grade Level	80.0	90.9	82.8	94.1	92.3	84.4	79.0	76.4	74.6	82.6	80.0	87.0
	N Tested	31	22	29	17	26	32	412	461	426	414	464	392
7	% Grade Level	82.0	73.3	90.0	75.9	81.3	88.5	77.0	72.9	66.2	71.2	70.5	74.7
	N Tested	28	30	20	29	16	26	404	410	450	420	451	439
8	% Grade Level	76.0	87.5	62.1	85.0	72.7	82.1	66.0	72.7	70.3	68.7	71.6	84.0
	N Tested	25	24	29	20	33	28	455	406	401	434	440	412

EOC High School Subjects, Percent of Students At/Above Grade Level

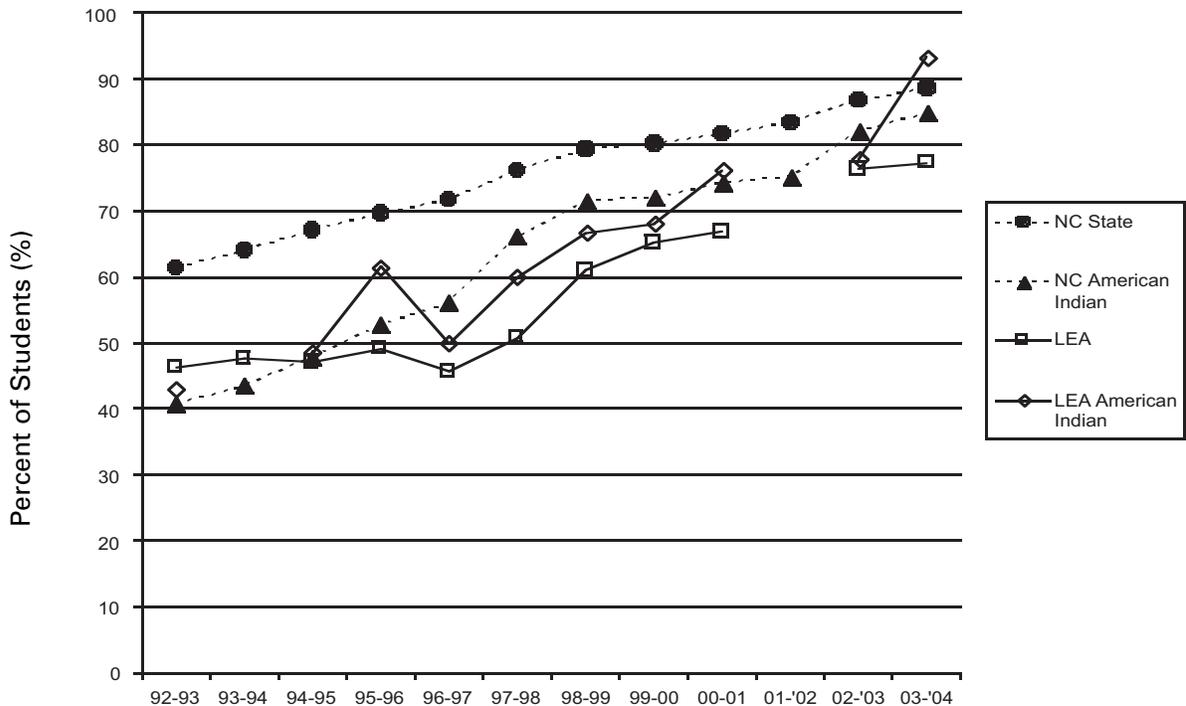
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	58.6	54.1	60.0	50.0	62.5	50.0	43.4	32.1	47.2	47.5	51.3	47.1
	# Tested	29	37	20	24	32	18	484	521	390	488	485	306
Biology	% Grade Level	56.5	43.8	60.0	66.7	43.8	33.3	32.5	23.9	22.8	39.5	22.7	23.3
	# Tested	23	16	20	18	16	24	418	380	429	304	264	330
ELP	% Grade Level	90.9	52.6	54.8	58.8	85.7	—	48.9	44.7	38.2	38.9	53.3	—
	# Tested	22	19	31	17	21	—	468	349	448	416	212	—
English I	% Grade Level	29.6	54.2	54.5	42.3	71.4	75.0	28.9	33.5	39.7	39.7	65.0	61.9
	# Tested	27	24	22	26	28	32	492	526	408	431	474	417
US History	% Grade Level	9.5	12.5	13.3	31.6	26.1	—	15.7	6.4	12.8	14.1	16.9	—
	# Tested	21	24	15	19	23	—	343	357	328	398	320	—
Algebra II	% Grade Level	15.4	16.7	18.8	66.7	40.0	72.2	8.2	19.1	32.6	45.2	45.0	51.7
	# Tested	13	12	16	18	15	18	231	230	285	252	211	259
Physics	% Grade Level	0.0	0.0	0.0	0.0	33.3	33.3	8.6	33.3	24.4	26.7	32.3	34.2
	# Tested	2	3	2	3	3	3	35	27	41	30	62	38
Chemistry	% Grade Level	10.0	7.1	0.0	50.0	80.0	25.0	8.3	12.0	17.2	28.4	42.9	40.0
	# Tested	10	14	8	12	10	4	206	175	163	204	154	90
Geometry	% Grade Level	7.1	14.3	31.8	13.3	40.9	30.0	5.8	7.6	16.8	17.7	23.3	18.6
	# Tested	14	21	22	15	22	30	293	380	315	254	322	285
Phys.Science	% Grade Level	19.0	26.7	58.3	55.6	41.4	36.4	13.1	15.7	35.3	41.5	34.5	33.3
	# Tested	21	30	12	18	29	11	381	491	255	337	359	225

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	100.0	62.5	0.0	50.0	80.0	100.0	53.0	58.6	56.5	63.8	71.3	67.1
	N Tested	2	8	1	4	5	1	307	331	306	279	272	237
4	% Grade Level	100.0	0.0	83.3	0.0	100.0	50.0	51.0	53.0	57.5	51.5	72.2	71.6
	N Tested	2	1	6	1	3	4	285	300	320	262	259	243
5	% Grade Level	0.0	100.0	0.0	85.7	0.0	100.0	55.0	61.9	63.2	67.5	75.4	81.4
	N Tested	1	1	1	7	1	2	288	291	299	317	280	237
6	% Grade Level	25.0	33.3	0.0	0.0	83.3	100.0	45.0	49.0	54.6	51.3	64.2	56.6
	N Tested	4	3	2	1	6	1	290	298	273	277	307	256
7	% Grade Level	50.0	50.0	50.0	0.0	100.0	60.0	55.0	54.3	58.3	55.9	69.4	71.7
	N Tested	4	6	4	2	1	5	313	282	300	261	281	272
8	% Grade Level	100.0	83.3	57.1	75.0	100.0	100.0	66.0	68.7	67.3	66.0	78.0	73.1
	N Tested	1	6	7	4	2	1	333	313	269	288	259	275

EOG Mathematics, Percent of Students At/Above Grade Level

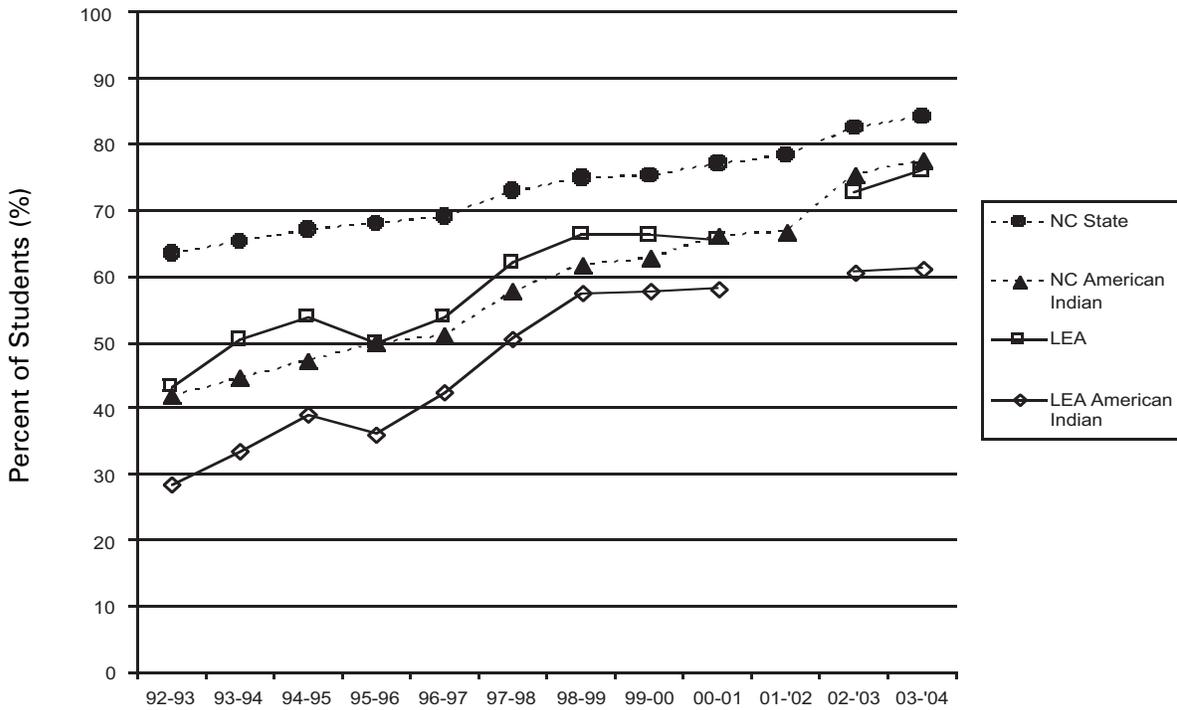
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	100.0	62.5	100.0	50.0	80.0	100.0	48.0	55.8	46.4	59.9	83.0	78.1
	N Tested	2	8	1	4	5	1	307	335	306	287	282	237
4	% Grade Level	50.0	100.0	83.3	100.0	66.7	100.0	64.0	73.5	77.9	80.7	88.2	89.3
	N Tested	2	1	6	1	3	4	285	302	321	264	271	243
5	% Grade Level	50.0	100.0	100.0	100.0	100.0	100.0	63.0	65.1	70.2	79.5	86.9	89.5
	N Tested	2	1	1	7	1	2	291	292	299	317	283	237
6	% Grade Level	75.0	66.7	100.0	100.0	66.7	100.0	64.0	69.8	71.5	69.7	79.5	80.5
	N Tested	4	3	2	1	6	1	291	298	274	277	307	256
7	% Grade Level	50.0	66.7	75.0	100.0	100.0	80.0	63.0	65.4	65.3	71.0	67.6	67.3
	N Tested	4	6	4	2	1	5	313	283	300	259	281	272
8	% Grade Level	100.0	66.7	57.1	80.0	100.0	100.0	61.0	62.5	69.9	65.7	70.0	72.4
	N Tested	1	6	7	5	2	1	335	312	269	289	260	275

EOC High School Subjects, Percent of Students At/Above Grade Level

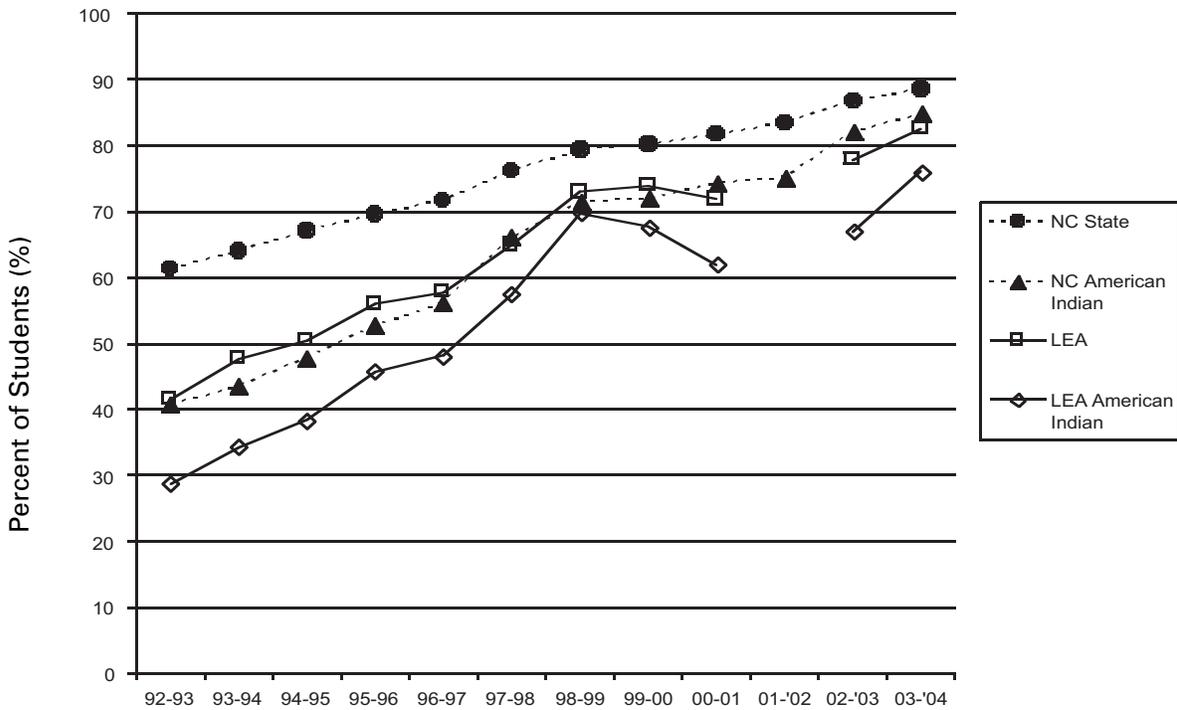
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	100.0	100.0	40.0	25.0	33.3	25.0	22.1	39.2	27.2	53.4	51.5	39.1
	# Tested	1	3	5	4	3	4	321	347	445	223	357	235
Biology	% Grade Level	—	0.0	0.0	100.0	33.3	20.0	31.3	26.6	22.4	35.6	32.6	26.9
	# Tested	—	1	1	3	3	5	262	222	281	289	233	260
ELP	% Grade Level	100.0	33.3	100.0	40.0	50.0	—	58.6	59.4	64.9	50.5	43.8	—
	# Tested	3	3	2	5	6	—	220	234	222	493	464	—
English I	% Grade Level	0.0	100.0	40.0	33.3	25.0	66.7	37.1	38.5	41.9	44.2	60.9	58.0
	# Tested	1	1	5	6	4	3	369	379	327	310	299	283
US History	% Grade Level	33.3	—	0.0	0.0	100.0	—	18.3	21.9	17.0	18.8	26.5	—
	# Tested	3	—	4	1	3	—	290	260	264	261	226	—
Algebra II	% Grade Level	0.0	—	0.0	100.0	50.0	25.0	8.4	41.1	30.2	52.4	66.1	51.6
	# Tested	4	—	5	3	4	4	226	192	192	206	186	161
Physics	% Grade Level	—	—	—	—	—	—	37.5	16.7	—	17.3	—	75.0
	# Tested	—	—	—	—	—	—	8	6	—	139	—	8
Chemistry	% Grade Level	0.0	—	0.0	—	100.0	0.0	22.1	31.4	21.2	29.3	53.2	43.9
	# Tested	3	—	4	—	3	1	181	159	104	229	79	57
Geometry	% Grade Level	—	0.0	0.0	50.0	33.3	—	14.4	15.6	20.4	24.5	47.4	29.3
	# Tested	—	1	3	4	3	—	229	250	250	322	156	198
Phys.Science	% Grade Level	25.0	0.0	66.7	28.6	100.0	0.0	27.2	24.9	20.5	—	92.7	23.7
	# Tested	4	1	6	7	1	1	401	458	381	—	55	329

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	59.0	52.9	64.0	47.3	57.1	55.6	66.0	65.7	65.4	66.3	74.8	73.2
	N Tested	83	51	86	55	84	81	543	487	520	480	523	466
4	% Grade Level	49.0	59.0	46.6	57.0	60.4	53.8	60.0	61.6	60.2	59.1	72.1	72.9
	N Tested	57	78	58	86	53	78	489	528	490	506	477	468
5	% Grade Level	63.0	58.2	60.2	54.4	75.6	73.2	67.0	71.4	69.7	75.9	80.5	83.8
	N Tested	57	55	83	57	86	56	435	476	531	498	517	450
6	% Grade Level	62.0	45.8	48.3	45.3	52.6	57.9	69.0	61.1	58.9	61.0	70.2	70.9
	N Tested	53	59	58	86	57	76	444	442	472	533	476	446
7	% Grade Level	56.0	61.8	59.0	49.1	62.0	75.5	65.0	67.5	65.9	64.9	77.2	82.3
	N Tested	74	55	61	55	79	49	436	452	449	456	514	447
8	% Grade Level	53.0	66.2	68.6	79.7	75.5	72.5	68.0	71.2	73.5	77.9	82.7	83.3
	N Tested	41	68	51	59	53	69	399	413	434	429	445	442

EOG Mathematics, Percent of Students At/Above Grade Level

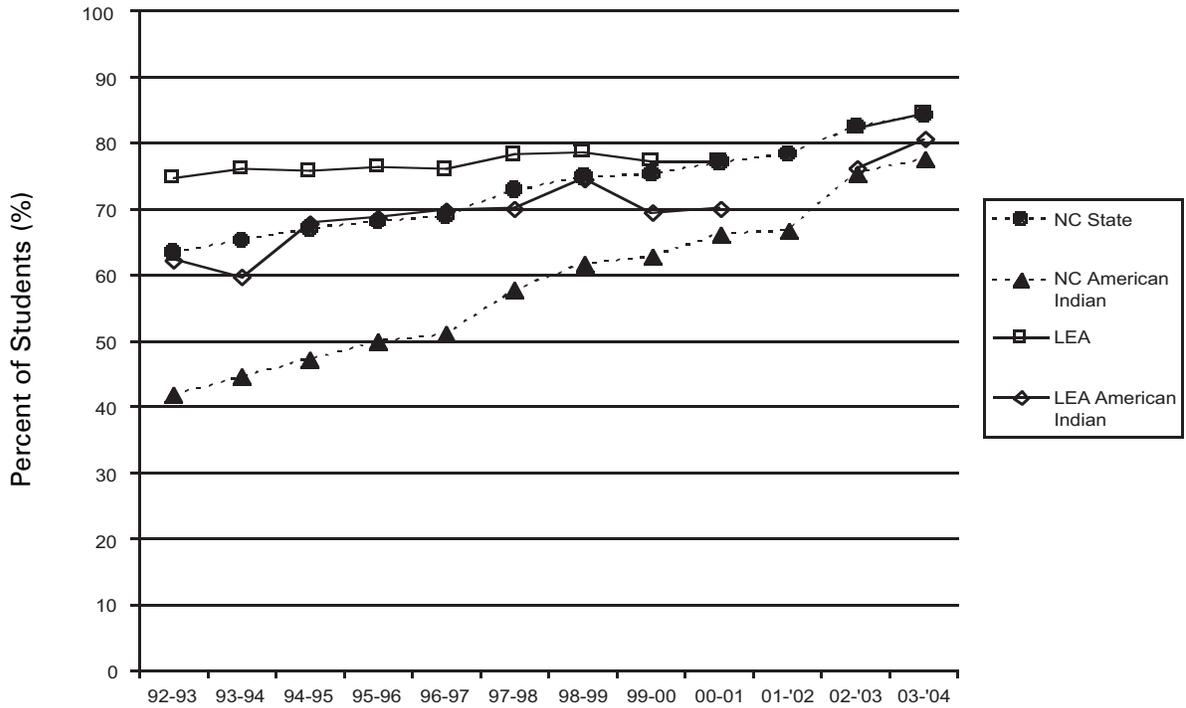
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	66.0	51.9	50.6	49.1	70.2	65.4	64.0	63.8	59.1	62.4	83.7	80.5
	N Tested	83	52	87	55	84	81	549	497	521	481	523	466
4	% Grade Level	70.0	80.0	72.9	79.1	83.0	92.3	77.0	80.4	77.2	77.4	88.7	93.8
	N Tested	58	80	59	86	53	78	494	535	491	508	478	468
5	% Grade Level	72.0	62.5	66.3	64.9	82.6	89.3	76.0	76.0	76.0	79.9	85.5	89.8
	N Tested	59	56	83	57	86	56	439	479	533	498	519	450
6	% Grade Level	75.0	70.7	60.3	69.8	66.7	82.9	80.0	77.4	77.1	77.3	82.8	86.5
	N Tested	54	58	58	86	57	76	453	443	472	532	476	446
7	% Grade Level	66.0	67.9	66.1	66.1	60.8	67.3	66.0	74.3	72.4	72.3	72.1	75.2
	N Tested	72	56	62	56	79	49	438	451	449	458	513	447
8	% Grade Level	68.0	66.2	58.0	78.0	56.9	71.0	73.0	70.9	69.4	75.3	76.4	81.0
	N Tested	41	68	50	59	51	69	399	412	434	429	441	442

EOC High School Subjects, Percent of Students At/Above Grade Level

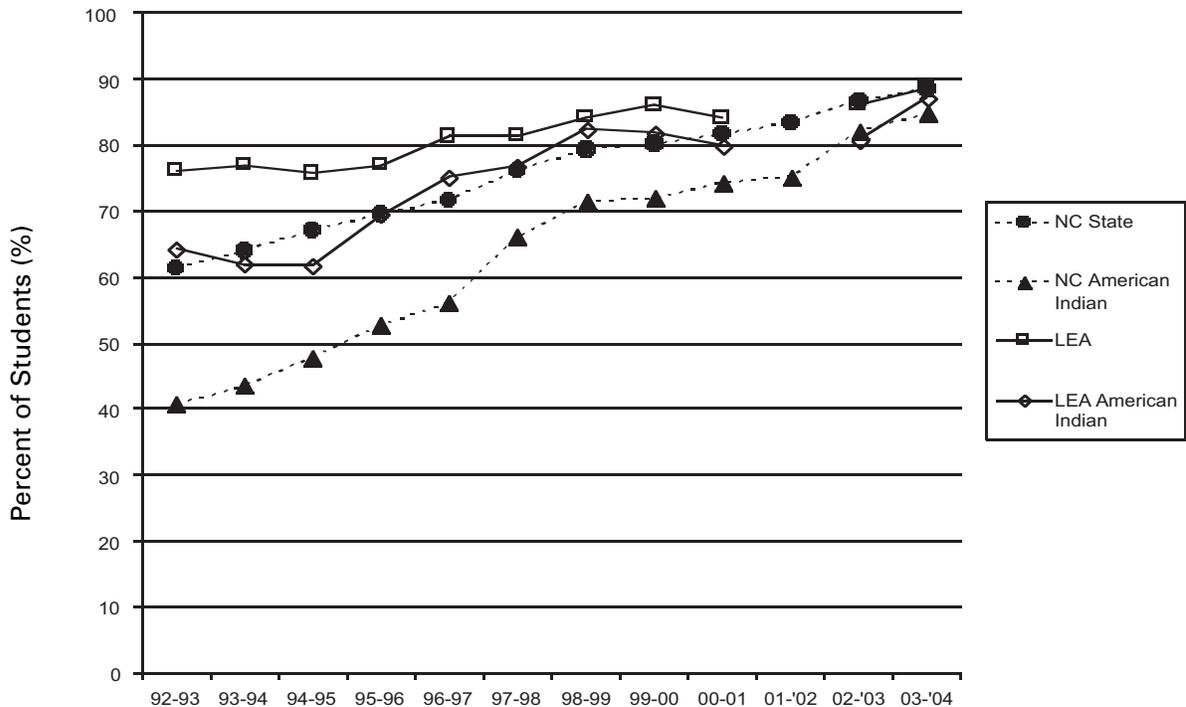
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	36.7	50.8	46.3	58.0	65.5	71.4	45.8	52.2	58.7	68.8	72.5	65.4
	# Tested	49	59	54	69	58	42	498	513	395	455	506	353
Biology	% Grade Level	22.6	28.1	34.7	40.0	29.3	34.0	37.4	35.9	40.4	51.2	41.9	39.2
	# Tested	53	64	49	50	58	53	476	443	423	342	473	423
ELP	% Grade Level	61.5	50.0	38.6	49.4	51.1	—	60.9	60.6	53.8	61.0	58.2	—
	# Tested	26	30	57	85	47	—	256	254	613	597	426	—
English I	% Grade Level	47.1	36.5	58.0	51.7	64.4	64.2	54.7	52.7	58.0	61.9	75.4	74.8
	# Tested	68	52	69	60	59	53	475	442	445	478	427	457
US History	% Grade Level	27.5	14.3	18.4	10.3	37.0	—	32.2	29.1	23.8	29.0	39.8	—
	# Tested	40	35	38	29	46	—	332	316	319	303	309	—
Algebra II	% Grade Level	25.0	42.9	42.3	59.3	72.0	65.4	37.0	45.6	44.7	51.7	67.1	62.3
	# Tested	24	21	26	27	25	26	230	250	275	269	243	284
Physics	% Grade Level	0.0	100.0	0.0	33.3	—	0.0	37.5	71.4	50.0	37.9	40.0	63.6
	# Tested	2	1	1	3	—	2	24	14	20	29	10	11
Chemistry	% Grade Level	9.5	4.3	21.1	25.0	58.3	70.6	12.1	16.4	45.4	51.7	65.1	54.7
	# Tested	21	23	19	4	24	17	215	280	185	87	186	170
Geometry	% Grade Level	24.2	15.9	31.9	42.9	42.2	20.5	33.8	26.1	31.2	40.3	43.2	29.1
	# Tested	33	44	47	42	45	44	337	440	407	372	377	378
Phys.Science	% Grade Level	0.0	0.0	17.4	16.7	23.5	20.0	26.7	39.1	25.0	42.9	31.7	33.3
	# Tested	5	7	23	24	17	25	30	69	168	170	123	168

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	60.0	59.4	62.5	90.6	81.1	65.5	74.0	73.5	69.7	84.1	272.0	81.9
	N Tested	25	32	32	32	37	29	290	294	264	251	72	232
4	% Grade Level	67.0	44.0	55.9	34.2	78.8	81.3	72.0	73.4	74.2	70.0	80.8	84.1
	N Tested	28	25	34	38	33	32	262	304	279	270	260	233
5	% Grade Level	80.0	74.2	74.1	73.5	78.6	93.5	79.0	75.3	77.1	82.0	80.6	88.2
	N Tested	15	31	27	34	42	31	235	291	292	289	258	237
6	% Grade Level	84.0	68.8	66.7	70.4	75.9	75.0	80.0	76.5	74.3	73.9	84.6	82.1
	N Tested	26	16	27	27	29	36	275	247	272	303	280	263
7	% Grade Level	85.0	82.8	78.9	61.5	73.1	82.9	85.0	79.6	82.4	76.5	79.1	85.2
	N Tested	27	29	19	26	26	35	280	294	250	281	278	277
8	% Grade Level	71.0	85.2	87.5	88.0	77.3	92.0	79.0	87.1	85.2	92.4	86.5	90.5
	N Tested	21	27	32	25	22	25	278	286	298	249	310	295

EOG Mathematics, Percent of Students At/Above Grade Level

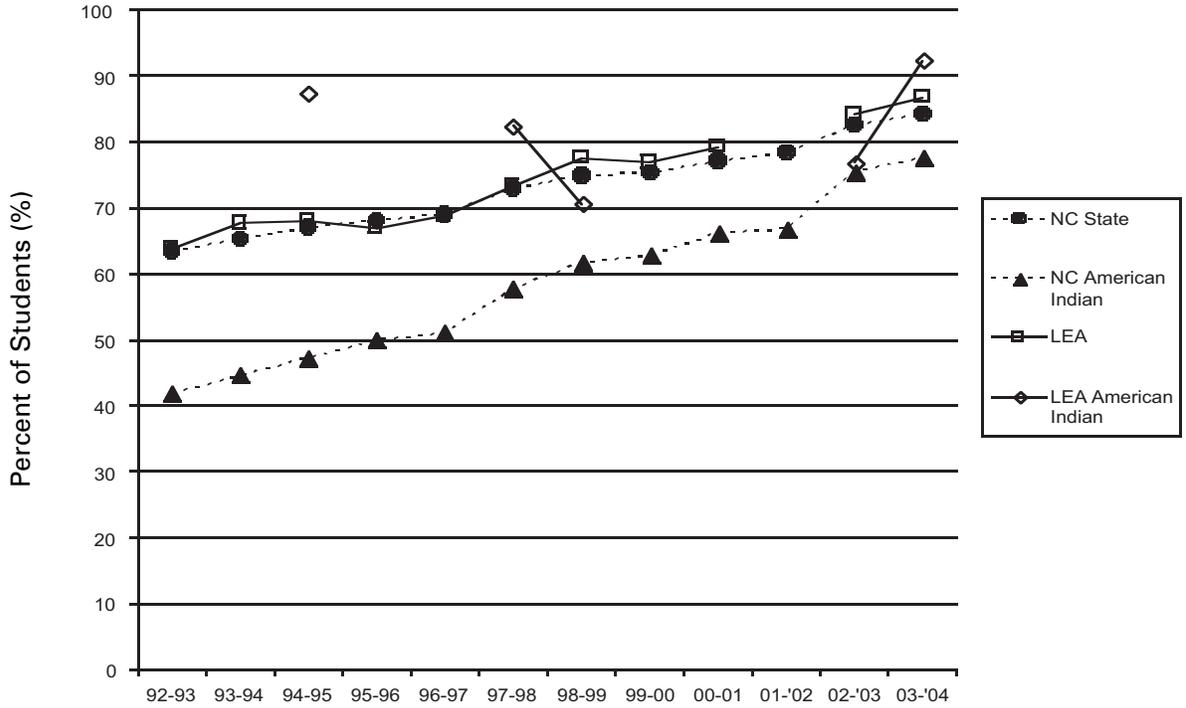
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	72.0	84.4	78.1	78.1	75.7	89.7	74.0	77.2	78.8	80.7	260.0	91.4
	N Tested	25	32	32	32	37	29	290	294	264	254	87.6	232
4	% Grade Level	78.0	72.0	77.1	71.1	87.9	90.6	89.0	90.2	86.2	84.5	258.0	93.6
	N Tested	28	25	35	38	33	32	262	305	283	271	91.8	233
5	% Grade Level	86.0	80.6	63.0	80.0	88.1	90.3	85.0	84.9	80.7	83.4	280.0	89.9
	N Tested	15	31	27	35	42	31	235	291	295	290	89.6	237
6	% Grade Level	96.0	81.3	82.1	66.7	83.3	88.9	85.0	91.5	87.9	86.0	279.0	90.1
	N Tested	26	16	28	27	30	36	276	248	272	308	81	263
7	% Grade Level	88.0	89.7	95.0	74.1	69.2	85.7	91.0	85.8	86.1	86.3	310.0	84.8
	N Tested	27	29	20	27	26	35	279	295	251	284	87.5	277
8	% Grade Level	71.0	81.5	87.5	80.8	86.4	88.0	80.0	89.1	85.2	87.3	287.0	86.8
	N Tested	21	27	32	26	22	25	278	285	297	251	—	295

EOC High School Subjects, Percent of Students At/Above Grade Level

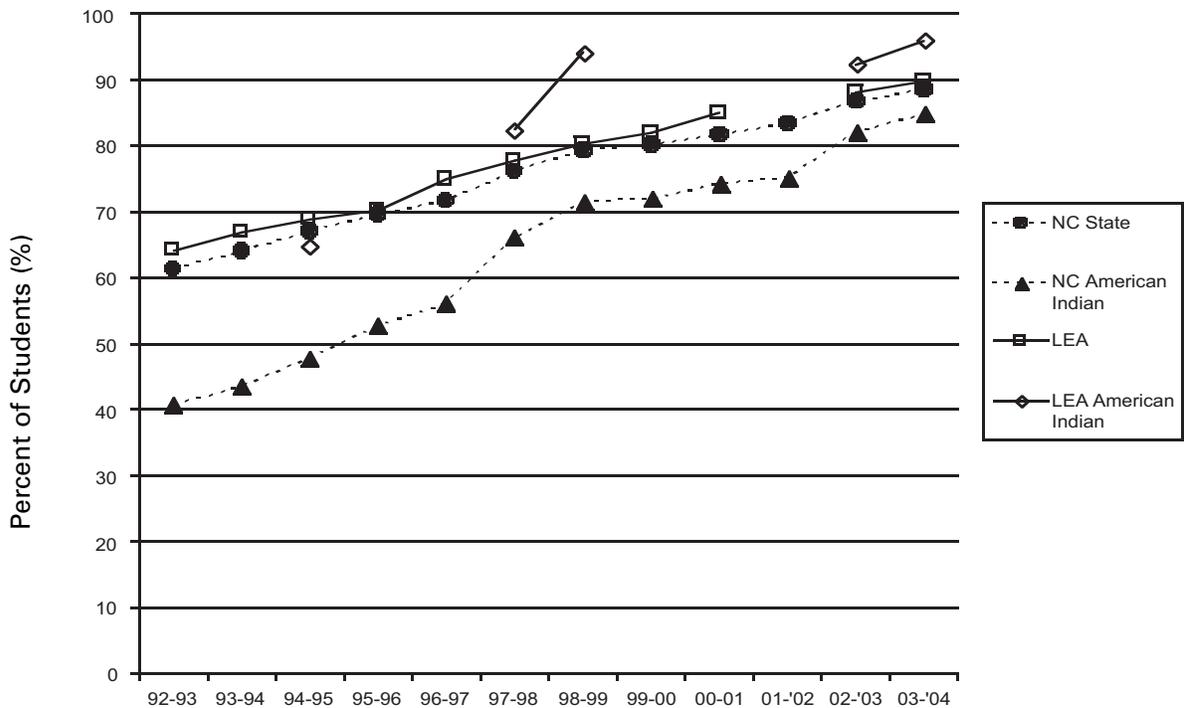
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	61.9	71.4	85.0	70.0	77.8	90.5	76.6	77.3	80.9	78.3	80.9	88.8
	# Tested	21	14	20	30	18	21	274	273	272	290	246	259
Biology	% Grade Level	50.0	39.1	57.9	55.6	65.4	70.6	66.0	65.7	77.7	78.1	65.6	70.1
	# Tested	12	23	19	18	26	17	209	248	260	247	279	231
ELP	% Grade Level	40.0	31.8	33.3	54.5	43.5	—	65.0	69.6	66.9	62.2	64.3	—
	# Tested	30	22	27	33	23	—	329	299	302	323	269	—
English I	% Grade Level	47.1	46.2	44.4	66.7	73.9	85.7	68.8	76.9	72.3	73.2	83.5	85.0
	# Tested	34	26	27	33	23	21	295	294	285	299	266	286
US History	% Grade Level	33.3	22.2	31.6	61.1	33.3	—	47.0	53.1	62.1	60.2	56.2	—
	# Tested	9	9	19	18	21	—	217	241	232	244	258	—
Algebra II	% Grade Level	22.2	0.0	70.0	40.0	57.1	58.3	58.9	52.8	66.0	78.4	78.2	75.9
	# Tested	9	5	10	5	7	12	185	161	191	162	165	158
Physics	% Grade Level	—	100.0	0.0	—	—	0.0	63.2	91.3	66.7	85.7	90.9	63.2
	# Tested	—	1	1	—	—	1	19	23	9	21	11	19
Chemistry	% Grade Level	66.7	66.7	16.7	50.0	100.0	100.0	72.1	57.9	66.1	75.4	89.8	86.4
	# Tested	3	6	6	4	1	3	111	114	118	118	59	103
Geometry	% Grade Level	22.2	33.3	66.7	66.7	68.8	71.4	54.9	61.7	65.4	66.3	66.0	71.4
	# Tested	9	12	12	9	16	14	195	206	211	199	191	189
Phys.Science	% Grade Level	37.5	36.7	33.3	50.0	0.0	0.0	62.3	63.9	57.7	54.1	62.1	62.5
	# Tested	32	30	27	30	2	1	324	316	284	290	29	24

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	66.0	—	100.0	0.0	100.0	100.0	74.0	—	77.6	85.5	84.2	86.2
	N Tested	3	—	2	2	2	3	510	492	459	491	411	407
4	% Grade Level	0.0	50.0	100.0	0.0	66.7	50.0	74.0	75.6	73.2	78.8	87.7	88.6
	N Tested	3	2	1	2	3	2	469	488	437	433	473	376
5	% Grade Level	100.0	100.0	100.0	—	100.0	100.0	84.0	85.6	86.5	87.9	91.3	93.4
	N Tested	4	1	2	—	1	2	433	457	465	445	427	457
6	% Grade Level	66.0	100.0	100.0	66.7	—	100.0	68.0	68.8	73.2	75.8	80.7	88.0
	N Tested	3	3	3	3	—	1	472	464	451	479	462	424
7	% Grade Level	100.0	66.7	100.0	0.0	100.0	100.0	80.0	74.3	76.8	79.6	89.8	87.7
	N Tested	3	3	3	1	4	1	427	471	462	476	499	464
8	% Grade Level	100.0	100.0	100.0	0.0	50.0	100.0	85.0	81.3	87.4	87.3	88.5	92.5
	N Tested	1	2	2	3	2	4	393	401	452	448	470	455

EOG Mathematics, Percent of Students At/Above Grade Level

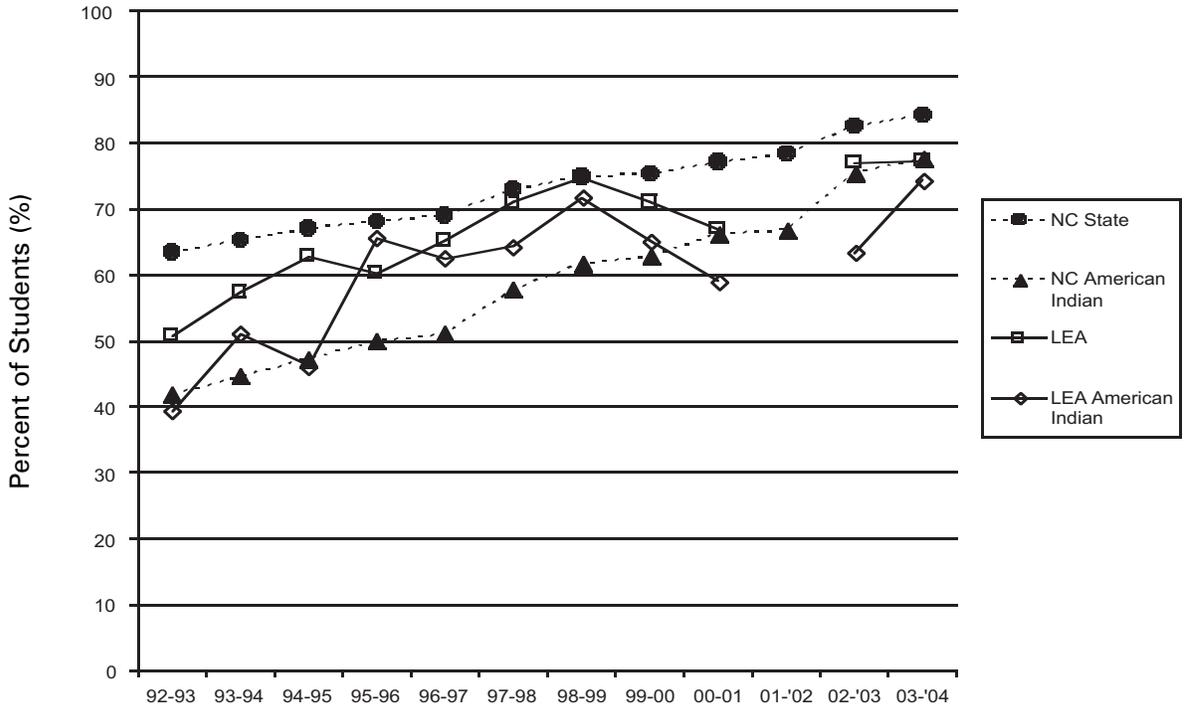
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	100.0	—	100.0	50.0	100.0	100.0	68.0	68.3	73.6	80.1	89.1	88.2
	N Tested	3	—	2	2	2	3	512	492	458	493	411	407
4	% Grade Level	66.0	100.0	100.0	100.0	66.7	100.0	84.0	89.0	88.6	91.9	96.4	91.8
	N Tested	3	2	1	2	3	2	471	489	438	434	474	376
5	% Grade Level	100.0	100.0	100.0	—	100.0	100.0	87.0	88.2	91.7	93.1	93.7	97.2
	N Tested	4	2	2	—	1	2	434	459	468	447	427	457
6	% Grade Level	100.0	100.0	100.0	100.0	—	100.0	81.0	82.6	88.7	91.1	94.4	94.8
	N Tested	3	3	3	3	—	1	473	465	453	482	462	424
7	% Grade Level	100.0	66.7	100.0	50.0	100.0	100.0	80.0	77.9	81.8	85.4	88.4	93.8
	N Tested	3	3	3	2	4	1	428	471	466	479	499	464
8	% Grade Level	100.0	100.0	100.0	100.0	100.0	100.0	82.0	86.1	85.3	85.1	85.9	89.2
	N Tested	1	2	2	3	3	4	392	402	455	450	474	455

EOC High School Subjects, Percent of Students At/Above Grade Level

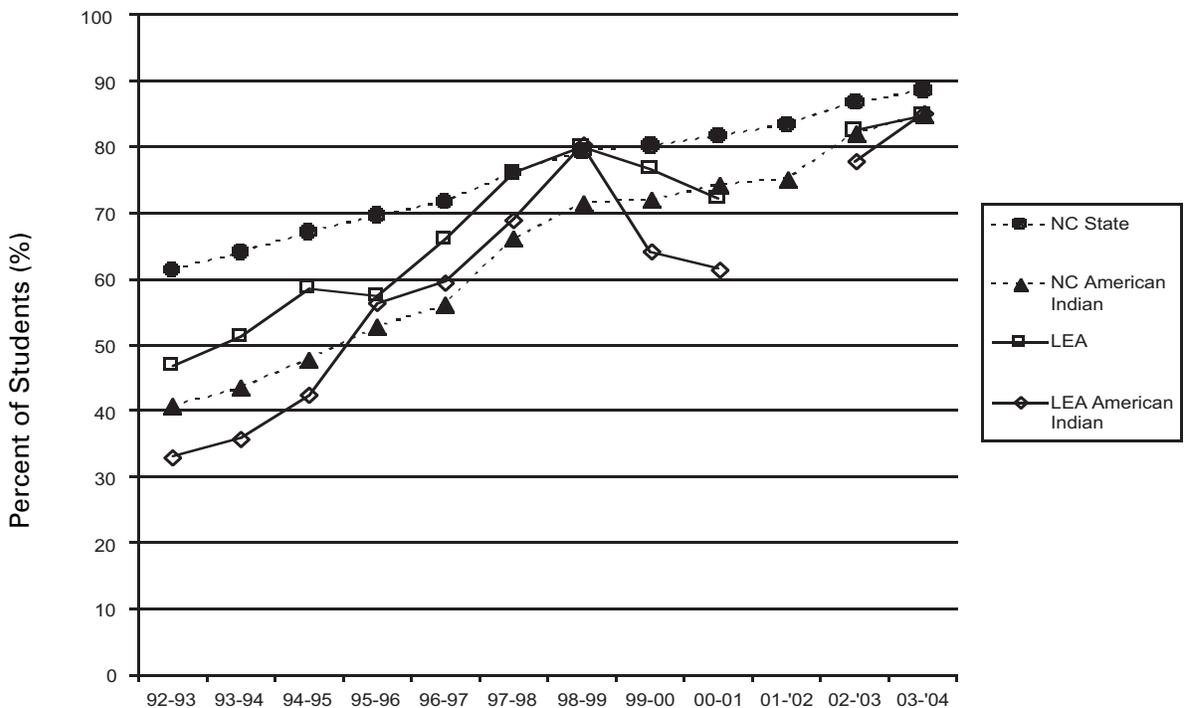
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	100.0	100.0	100.0	75.0	100.0	50.0	59.7	69.0	74.9	83.0	83.4	77.7
	# Tested	3	1	2	4	1	4	501	426	450	453	475	376
Biology	% Grade Level	100.0	100.0	0.0	0.0	66.7	100.0	61.5	56.4	66.2	73.7	64.3	61.2
	# Tested	1	1	1	2	3	1	364	305	314	315	384	425
ELP	% Grade Level	—	75.0	—	50.0	100.0	—	66.7	64.0	72.3	73.9	68.6	—
	# Tested	—	4	—	2	2	—	21	392	368	364	414	—
English I	% Grade Level	50.0	—	50.0	100.0	100.0	33.3	70.4	79.6	76.1	67.5	83.1	82.9
	# Tested	2	—	2	2	4	3	423	401	389	462	474	462
US History	% Grade Level	100.0	100.0	75.0	—	0.0	—	39.9	34.9	41.4	47.1	46.8	—
	# Tested	1	1	4	—	2	—	321	358	348	342	312	—
Algebra II	% Grade Level	100.0	—	100.0	—	0.0	100.0	54.5	63.4	73.2	80.8	82.9	79.2
	# Tested	1	—	2	—	1	3	200	227	246	240	234	298
Physics	% Grade Level	—	—	—	—	—	—	57.5	42.6	37.5	45.8	67.9	63.3
	# Tested	—	—	—	—	—	—	40	61	16	24	28	30
Chemistry	% Grade Level	100.0	—	0.0	—	0.0	100.0	61.8	64.9	57.6	75.8	82.0	78.0
	# Tested	1	—	1	—	1	2	144	148	203	161	178	200
Geometry	% Grade Level	—	—	—	50.0	33.3	100.0	57.5	65.6	60.4	68.3	60.5	58.8
	# Tested	—	—	—	2	3	1	299	311	326	287	349	354
Phys.Science	% Grade Level	50.0	—	50.0	0.0	100.0	20.0	63.2	61.9	65.6	46.3	57.8	61.8
	# Tested	2	—	2	1	1	5	250	344	250	328	296	330

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	57.0	60.0	61.1	61.5	63.6	78.6	77.0	67.4	64.6	74.3	80.7	75.7
	N Tested	7	15	18	13	22	14	648	654	697	646	685	608
4	% Grade Level	88.0	22.2	38.9	56.3	76.9	57.1	64.0	62.8	57.0	59.1	69.1	72.5
	N Tested	9	9	18	16	13	42	659	646	670	658	645	648
5	% Grade Level	66.0	77.8	50.0	55.6	63.2	89.3	70.0	69.7	70.9	71.4	80.4	81.5
	N Tested	12	9	10	18	19	28	591	644	645	678	649	617
6	% Grade Level	100.0	77.8	75.0	55.6	63.2	71.8	79.0	71.6	63.6	70.0	74.6	73.3
	N Tested	9	9	8	9	19	39	555	592	693	647	670	640
7	% Grade Level	28.0	75.0	45.5	60.0	44.4	88.0	76.0	74.0	69.9	65.2	82.3	80.8
	N Tested	7	12	11	10	9	25	578	600	607	702	689	635
8	% Grade Level	100.0	77.8	92.3	83.3	66.7	81.8	80.0	82.4	78.1	78.1	83.4	87.4
	N Tested	2	9	13	12	9	22	606	535	599	608	633	621

EOG Mathematics, Percent of Students At/Above Grade Level

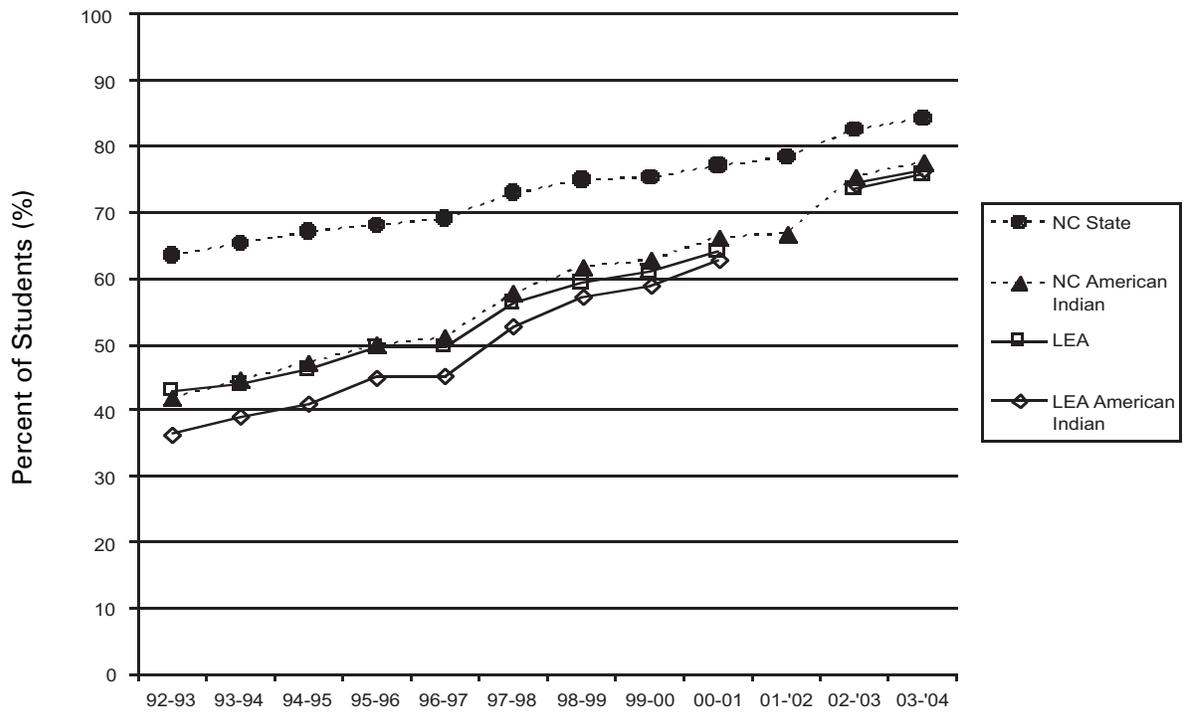
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	42.0	53.3	50.0	84.6	81.8	78.6	71.0	65.0	58.3	74.1	85.5	88.2
	N Tested	7	15	18	13	22	14	649	654	698	644	685	407
4	% Grade Level	66.0	40.0	66.7	75.0	85.7	90.5	78.0	79.7	73.3	75.8	87.3	91.8
	N Tested	9	10	18	16	14	42	662	649	666	658	647	376
5	% Grade Level	83.0	66.7	40.0	72.2	84.2	96.4	80.0	73.8	78.3	76.3	84.2	97.2
	N Tested	12	9	10	18	19	28	591	646	645	674	651	457
6	% Grade Level	100.0	77.8	87.5	55.6	84.2	84.6	87.0	82.6	77.0	83.1	85.4	94.8
	N Tested	9	9	8	9	19	39	554	591	691	646	669	424
7	% Grade Level	100.0	83.3	63.6	80.0	44.4	80.0	84.0	80.4	74.6	73.8	79.6	93.8
	N Tested	7	12	11	10	9	25	576	601	607	698	692	464
8	% Grade Level	100.0	66.7	69.2	75.0	66.7	81.8	80.0	80.4	72.7	75.7	81.0	89.2
	N Tested	2	9	13	12	9	22	605	536	600	604	631	455

EOC High School Subjects, Percent of Students At/Above Grade Level

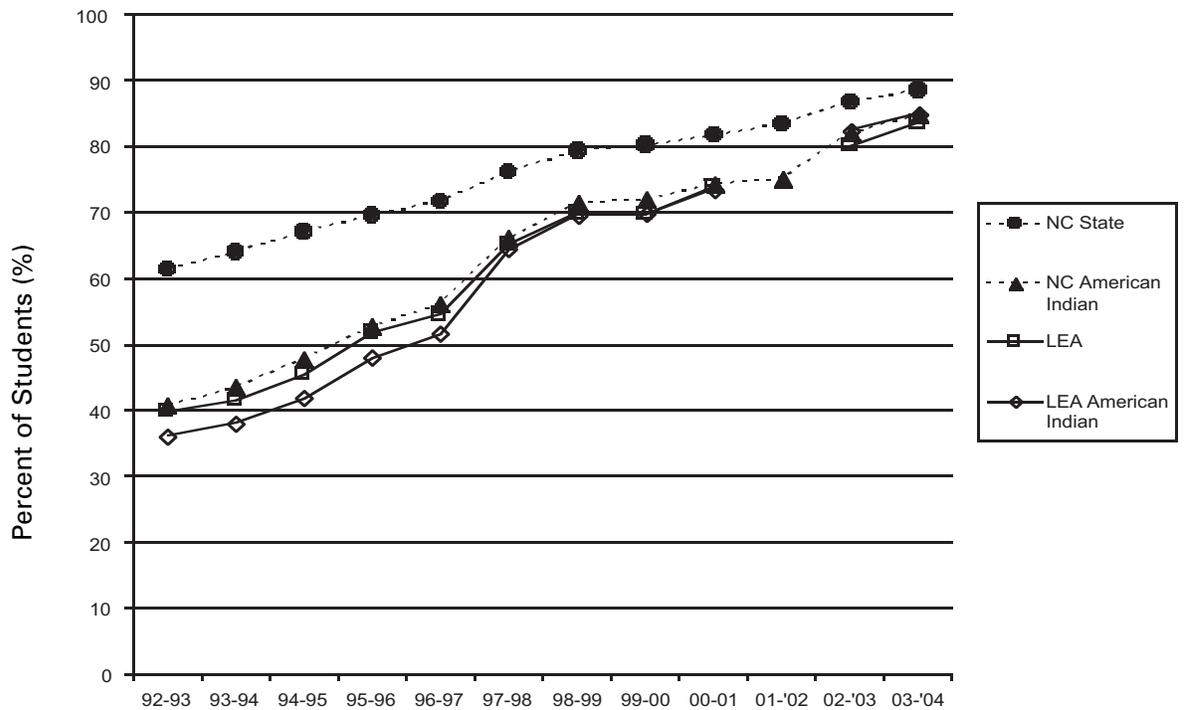
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	14.3	—	66.7	80.0	75.0	57.9	52.0	85.0	80.0	70.3	72.4	66.7
	# Tested	7	—	3	10	8	19	523	160	530	636	543	552
Biology	% Grade Level	28.6	42.9	33.3	80.0	71.4	30.8	44.2	40.3	58.0	57.6	48.8	45.6
	# Tested	7	7	3	5	7	13	582	556	538	495	482	454
ELP	% Grade Level	50.0	0.0	33.3	66.7	41.7	—	52.6	57.9	58.9	57.6	57.2	—
	# Tested	12	1	6	9	12	—	576	610	518	564	570	—
English I	% Grade Level	45.5	0.0	33.3	66.7	91.7	81.3	60.3	68.2	70.3	70.2	85.3	81.8
	# Tested	11	1	6	9	12	16	585	623	516	524	545	584
US History	% Grade Level	60.0	25.0	50.0	0.0	28.6	—	40.5	41.4	35.2	33.0	45.0	—
	# Tested	10	4	—	3	7	—	412	428	389	528	447	—
Algebra II	% Grade Level	40.0	0.0	—	50.0	66.7	90.0	33.5	44.6	70.7	81.9	77.2	74.6
	# Tested	5	2	—	2	3	10	269	285	304	309	373	355
Physics	% Grade Level	100.0	—	—	—	—	—	97.5	97.1	77.4	72.7	63.6	66.7
	# Tested	1	—	—	—	—	—	40	34	31	11	22	18
Chemistry	% Grade Level	100.0	100.0	66.7	—	0.0	0.0	75.4	82.2	62.9	78.0	59.9	55.4
	# Tested	3	1	3	—	1	1	195	197	178	177	182	184
Geometry	% Grade Level	0.0	0.0	40.0	33.3	87.5	53.8	37.6	35.4	47.8	52.1	55.6	50.0
	# Tested	6	4	5	3	8	13	394	418	404	445	421	382
Phys.Science	% Grade Level	30.0	100.0	0.0	—	66.7	83.3	53.2	57.0	38.8	64.6	60.3	66.4
	# Tested	—	1	2	—	6	6	457	449	98	113	194	226

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	60.0	61.8	66.6	70.5	76.3	74.1	63.0	65.2	70.4	71.6	74.9	75.5
	N Tested	804	844	815	792	802	800	1849	1894	1877	1813	1879	1783
4	% Grade Level	55.0	57.9	58.2	67.2	76.6	76.8	56.0	61.2	61.5	66.6	76.6	76.9
	N Tested	713	767	787	755	765	773	1751	1768	1799	1794	1742	1746
5	% Grade Level	51.0	58.4	67.9	65.7	76.1	81.5	54.0	59.4	68.1	67.4	76.4	80.2
	N Tested	715	700	747	794	825	744	1741	1725	1734	1811	1917	1690
6	% Grade Level	52.0	47.0	54.8	59.2	70.3	70.3	55.0	51.5	54.5	59.8	71.3	70.2
	N Tested	771	692	631	699	781	788	1735	1708	1632	1653	1790	1791
7	% Grade Level	59.0	54.4	56.2	61.7	81.5	80.2	61.0	57.7	58.5	59.8	77.8	80.0
	N Tested	670	776	678	629	717	739	1608	1736	1595	1632	1724	1678
8	% Grade Level	64.0	71.3	71.4	71.0	78.6	87.8	64.0	69.1	70.0	74.8	77.5	85.0
	N Tested	705	675	751	655	655	696	1626	1611	1672	1566	1697	1630

EOG Mathematics, Percent of Students At/Above Grade Level

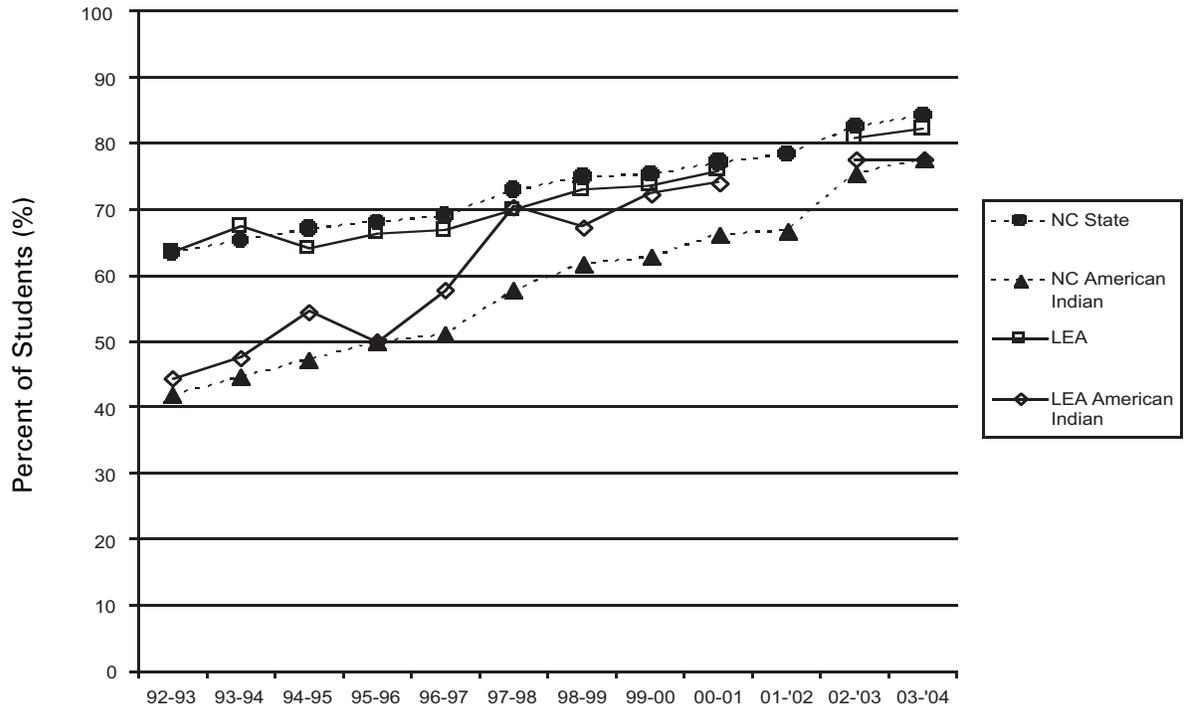
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	60.0	61.2	67.2	66.5	84.9	86.5	63.0	63.1	68.9	66.9	82.3	71.8
	N Tested	815	858	823	814	821	800	1866	1912	1896	1857	1917	1783
4	% Grade Level	75.0	78.7	77.5	82.8	92.5	91.6	75.0	79.0	79.6	81.5	90.4	84.5
	N Tested	722	775	821	774	773	773	1773	1787	1848	1840	1758	1746
5	% Grade Level	65.0	66.5	76.4	75.9	83.1	88.8	67.0	65.7	76.0	75.5	81.7	90.9
	N Tested	719	704	766	816	834	744	1750	1737	1775	1854	1931	1690
6	% Grade Level	72.0	68.1	75.7	79.9	82.8	86.7	71.0	69.6	73.7	78.9	83.7	84.1
	N Tested	778	698	646	716	797	788	1757	1722	1673	1688	1818	1791
7	% Grade Level	77.0	70.5	70.3	75.9	82.5	81.6	76.0	69.4	72.0	74.2	77.8	86.6
	N Tested	671	784	683	643	724	739	1615	1759	1607	1661	1738	1678
8	% Grade Level	68.0	72.6	74.3	75.2	81.2	85.9	67.0	70.9	73.2	75.2	77.3	79.9
	N Tested	709	676	755	657	664	696	1636	1616	1677	1571	1718	1630

EOC High School Subjects, Percent of Students At/Above Grade Level

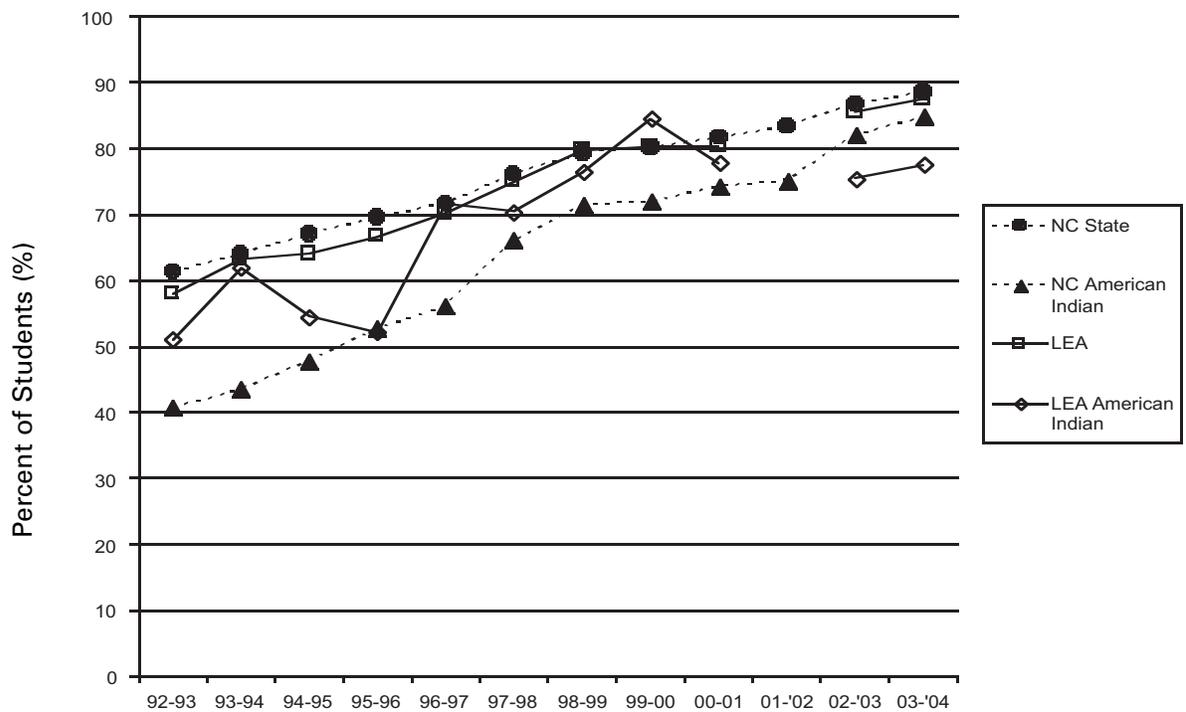
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	50.6	43.8	63.4	71.4	71.2	78.5	56.2	47.5	62.5	67.8	70.1	75.7
	# Tested	563	696	629	643	580	549	1316	1591	1500	1582	1539	1192
Biology	% Grade Level	41.8	29.5	39.1	55.6	43.4	46.7	43.7	35.7	43.1	53.1	46.1	50.2
	# Tested	462	613	507	487	558	510	1108	1437	1280	1232	1405	1328
ELP	% Grade Level	38.4	31.0	49.5	43.4	51.3	—	48.4	36.5	50.2	48.2	55.9	—
	# Tested	581	710	566	742	411	—	1406	1643	1482	1722	938	—
English I	% Grade Level	42.1	43.1	41.7	44.3	60.8	67.3	46.5	45.5	43.9	48.9	65.6	69.1
	# Tested	788	785	741	817	722	657	1814	1785	1766	1817	1713	1656
US History	% Grade Level	20.9	19.8	28.2	29.7	38.9	—	25.9	23.5	34.8	38.8	44.5	—
	# Tested	98	479	483	434	493	—	1183	1151	1215	1091	1132	—
Algebra II	% Grade Level	25.0	28.2	53.8	70.0	67.8	73.1	25.5	29.7	53.7	69.1	72.1	77.0
	# Tested	324	287	318	283	301	275	813	824	750	727	748	697
Physics	% Grade Level	15.7	16.7	41.9	64.5	55.9	72.0	31.4	35.9	43.1	66.3	64.1	78.7
	# Tested	51	24	43	31	34	25	140	117	123	83	78	75
Chemistry	% Grade Level	32.8	37.3	38.6	55.4	59.4	63.0	35.3	38.8	42.1	63.2	65.2	70.6
	# Tested	290	201	241	195	192	192	688	613	608	465	485	483
Geometry	% Grade Level	21.9	29.5	43.6	40.7	54.9	52.7	28.1	31.9	42.2	43.0	58.4	57.6
	# Tested	375	386	383	381	357	334	971	928	944	928	870	898
Phys.Science	% Grade Level	26.9	22.6	27.1	53.5	51.2	59.3	35.8	24.5	34.7	56.9	55.7	61.7
	# Tested	547	704	133	243	283	405	1304	1731	251	378	637	108.9

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	81.0	66.7	66.7	57.1	80.0	85.7	72.0	76.7	77.2	77.2	82.8	80.7
	N Tested	11	12	6	7	5	7	590	584	631	628	611	616
4	% Grade Level	60.0	66.7	72.7	71.4	37.5	0.0	67.0	68.0	73.8	79.4	79.9	82.3
	N Tested	10	12	11	7	8	2	592	581	602	603	621	581
5	% Grade Level	66.0	100.0	76.9	90.9	85.7	62.5	78.0	81.7	84.0	86.4	89.3	89.0
	N Tested	9	7	13	11	7	8	586	590	570	589	600	580
6	% Grade Level	75.0	60.0	62.5	80.0	80.0	87.5	69.0	67.7	66.8	71.5	85.6	83.4
	N Tested	8	10	8	10	10	8	527	606	591	579	599	591
7	% Grade Level	37.0	62.5	66.7	66.7	100.0	83.3	72.0	71.0	72.3	72.8	83.3	89.4
	N Tested	8	8	9	9	10	12	550	520	620	614	599	577
8	% Grade Level	77.0	88.9	0.0	80.0	100.0	90.9	77.0	77.4	82.5	86.2	85.6	86.9
	N Tested	9	9	7	10	7	11	530	561	510	587	617	564

EOG Mathematics, Percent of Students At/Above Grade Level

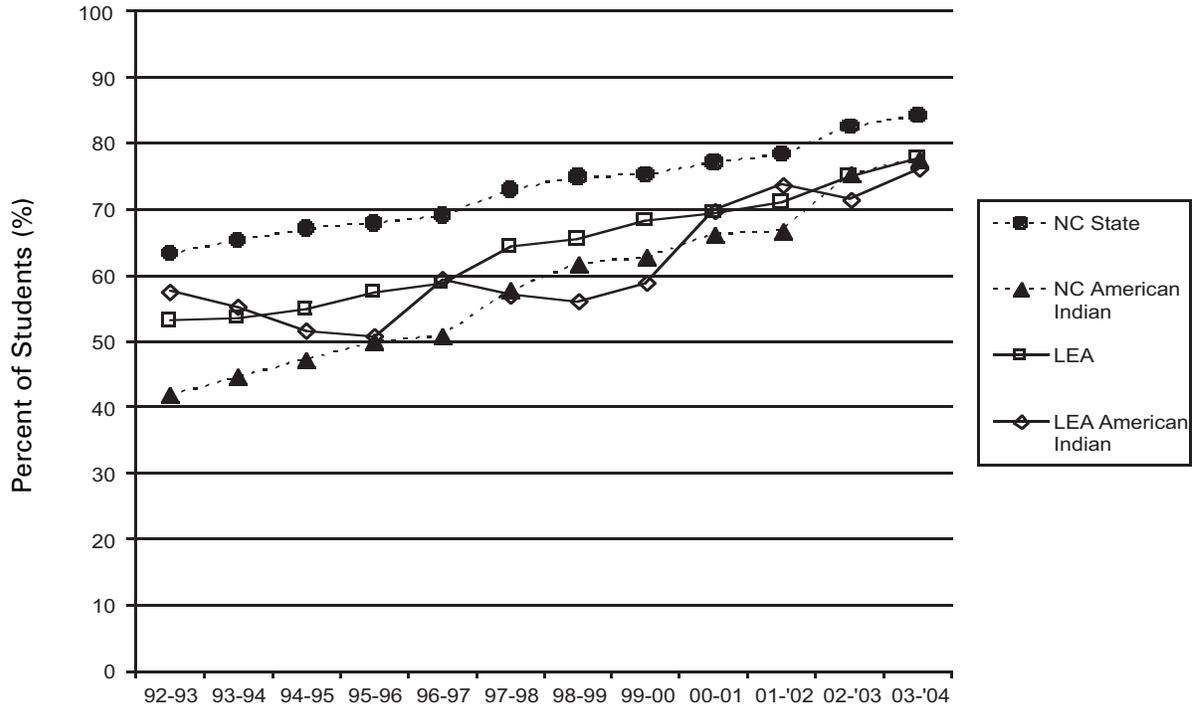
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	81.0	91.7	50.0	57.1	33.3	85.7	68.0	75.8	73.7	75.2	89.9	83.1
	N Tested	11	12	6	7	6	7	598	590	636	633	616	616
4	% Grade Level	70.0	75.0	90.9	100.0	75.0	50.0	82.0	85.4	85.6	90.8	94.7	91.7
	N Tested	10	12	11	7	8	2	594	588	606	606	625	581
5	% Grade Level	66.0	85.7	76.9	90.9	85.7	75.0	85.0	84.6	87.7	89.3	91.5	95.3
	N Tested	9	7	13	11	7	8	588	596	575	591	602	580
6	% Grade Level	87.0	80.0	75.0	70.0	90.0	75.0	79.0	82.7	80.2	85.1	89.8	93.1
	N Tested	8	10	8	10	10	8	529	608	592	582	597	591
7	% Grade Level	62.0	87.5	77.8	66.7	70.0	91.7	82.0	76.2	78.4	84.3	81.7	90.3
	N Tested	8	8	9	9	10	12	552	521	620	618	600	577
8	% Grade Level	88.0	88.9	85.7	80.0	100.0	72.7	81.0	76.6	76.0	82.2	86.6	81.7
	N Tested	9	9	7	10	7	11	531	563	512	589	618	564

EOC High School Subjects, Percent of Students At/Above Grade Level

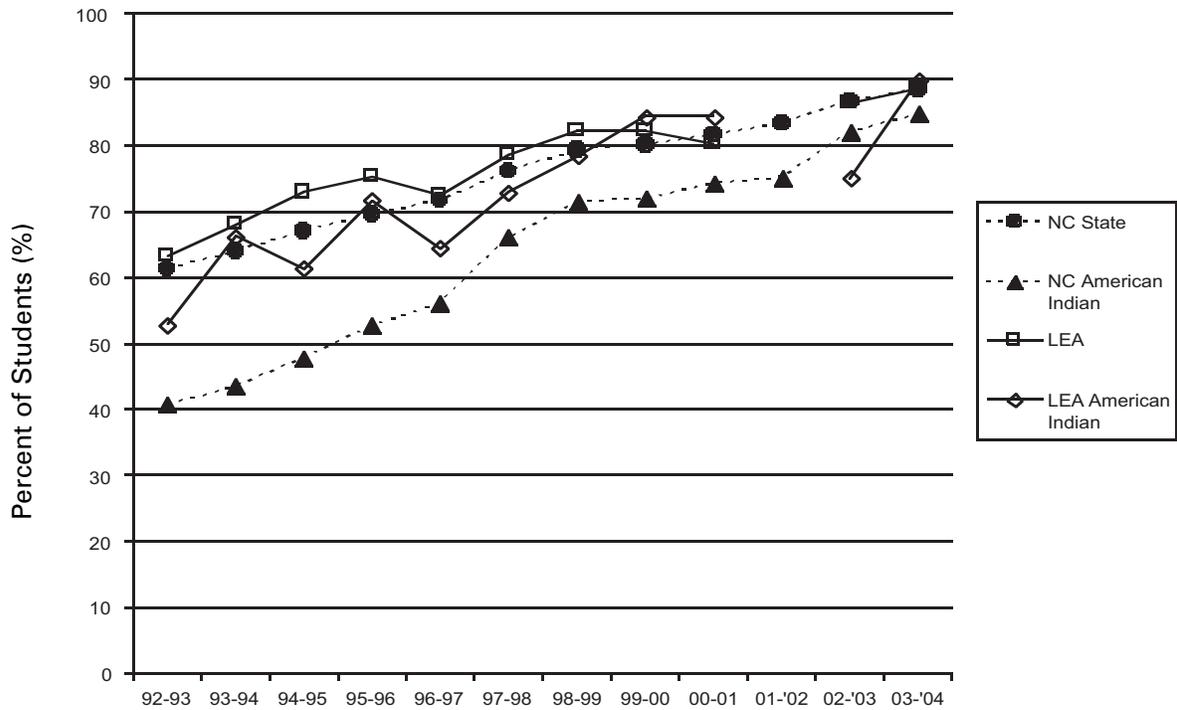
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	100.0	80.0	75.0	85.7	80.0	76.9	59.4	68.4	80.9	84.1	83.7	79.4
	# Tested	2	5	8	7	10	13	480	554	502	503	523	591
Biology	% Grade Level	0.0	50.0	71.4	80.0	40.0	41.7	44.4	44.5	53.6	60.0	43.0	50.0
	# Tested	2	4	7	5	5	12	471	434	487	482	514	530
ELP	% Grade Level	66.7	20.0	40.0	60.0	50.0	—	63.8	61.6	56.9	66.9	66.8	—
	# Tested	3	5	5	5	2	—	450	424	267	487	349	—
English I	% Grade Level	75.0	71.4	70.0	80.0	90.0	72.7	62.2	65.7	63.4	60.2	79.0	78.6
	# Tested	4	7	10	5	10	11	468	543	569	576	563	566
US History	% Grade Level	75.0	0.0	16.7	25.0	16.7	—	55.8	46.3	41.7	39.6	54.8	—
	# Tested	4	2	6	8	6	—	400	447	405	449	427	—
Algebra II	% Grade Level	50.0	50.0	100.0	100.0	60.0	100.0	46.7	58.8	66.1	73.3	74.2	76.9
	# Tested	2	4	1	2	5	3	319	279	298	285	306	321
Physics	% Grade Level	—	—	—	—	—	—	64.3	70.6	95.5	—	62.5	—
	# Tested	—	—	—	—	—	—	42	34	22	—	8	—
Chemistry	% Grade Level	66.7	0.0	100.0	—	50.0	100.0	58.3	62.2	68.3	77.1	66.5	69.7
	# Tested	3	1	1	—	2	1	247	230	208	175	197	211
Geometry	% Grade Level	20.0	100.0	60.0	16.7	66.7	71.4	53.4	58.2	53.3	62.8	63.6	61.2
	# Tested	5	3	5	6	3	7	341	335	345	347	354	379
Phys.Science	% Grade Level	66.7	—	—	44.4	66.7	20.0	52.2	25.0	76.6	53.2	61.9	67.7
	# Tested	3	—	—	9	3	5	469	4	145	391	320	427

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	50.0	71.4	83.3	66.7	81.8	71.4	78.0	80.3	76.4	79.4	83.6	88.4
	N Tested	4	7	12	6	11	7	203	213	225	204	183	198
4	% Grade Level	75.0	40.0	83.3	58.3	75.0	83.3	73.0	74.9	82.0	70.5	76.4	86.0
	N Tested	8	5	6	12	8	12	199	207	211	220	203	164
5	% Grade Level	50.0	80.0	80.0	85.7	100.0	100.0	77.0	77.8	80.6	86.2	90.8	90.6
	N Tested	4	10	5	7	9	9	189	198	211	217	218	191
6	% Grade Level	57.0	40.0	63.6	60.0	83.3	100.0	68.0	65.5	61.0	68.6	83.2	78.0
	N Tested	7	5	11	5	6	8	170	200	213	207	232	214
7	% Grade Level	80.0	71.4	0.0	58.3	75.0	100.0	85.0	75.9	79.0	73.3	91.3	89.8
	N Tested	10	7	3	12	4	5	184	170	205	221	207	226
8	% Grade Level	25.0	81.8	62.5	0.0	90.0	100.0	77.0	88.8	84.8	81.5	87.7	93.0
	N Tested	4	11	8	3	10	5	171	179	171	195	211	200

EOG Mathematics, Percent of Students At/Above Grade Level

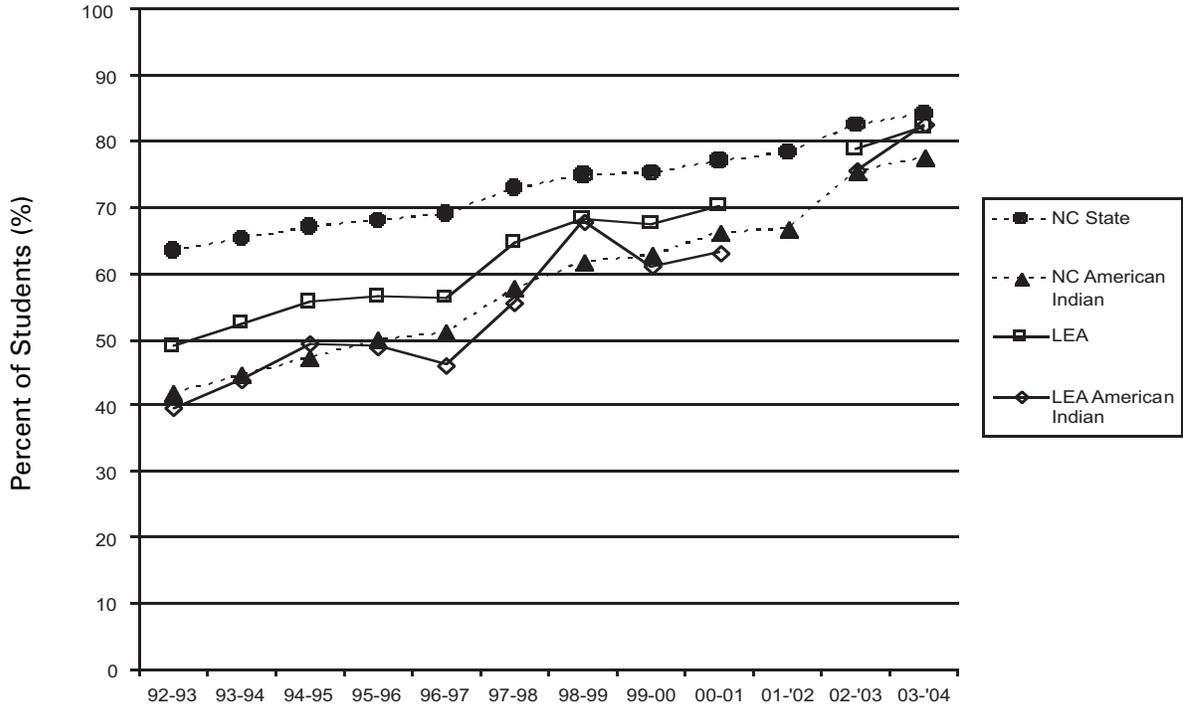
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	50.0	71.4	91.7	66.7	81.8	71.4	75.0	71.8	70.2	72.1	88.0	82.8
	N Tested	4	7	12	6	11	7	203	213	225	204	183	198
4	% Grade Level	87.0	60.0	83.3	75.0	75.0	91.7	82.0	88.4	88.6	90.9	93.6	90.9
	N Tested	8	5	6	12	8	12	199	207	211	220	204	164
5	% Grade Level	75.0	100.0	60.0	100.0	100.0	100.0	84.0	83.8	87.7	89.4	95.4	93.7
	N Tested	4	10	5	7	9	9	189	198	211	217	218	191
6	% Grade Level	85.0	80.0	81.8	60.0	66.7	100.0	79.0	80.5	74.6	84.5	88.4	94.9
	N Tested	7	5	11	5	6	8	170	200	213	207	232	214
7	% Grade Level	90.0	100.0	100.0	91.7	50.0	80.0	90.0	79.4	77.6	77.4	87.0	89.4
	N Tested	10	7	3	12	4	5	185	170	205	221	208	226
8	% Grade Level	50.0	81.8	87.5	100.0	60.0	80.0	81.0	90.5	84.2	84.1	81.1	87.0
	N Tested	4	11	8	3	10	5	171	179	171	195	212	200

EOC High School Subjects, Percent of Students At/Above Grade Level

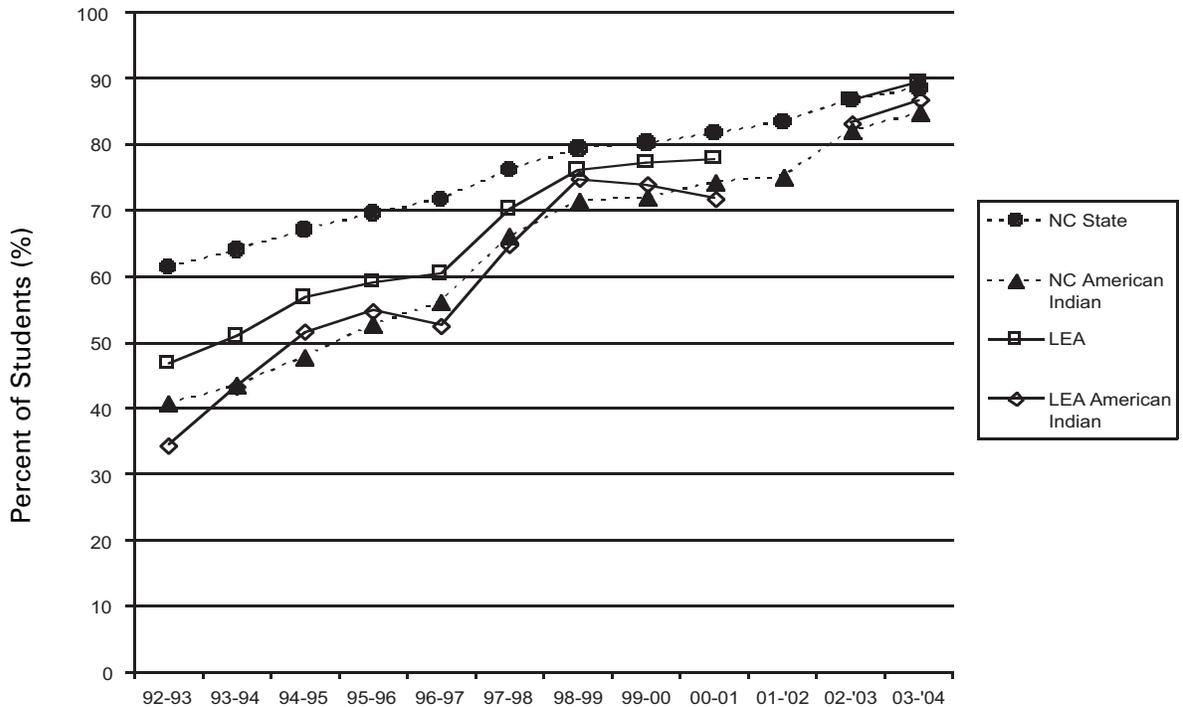
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	40.0	100.0	72.7	87.5	100.0	88.9	59.1	73.1	77.1	84.1	86.6	80.0
	# Tested	5	4	11	8	4	9	98	156	188	189	172	195
Biology	% Grade Level	28.6	25.0	25.0	77.8	75.0	100.0	54.7	39.1	48.3	67.4	48.3	52.6
	# Tested	7	8	4	9	8	3	159	184	172	175	178	215
ELP	% Grade Level	50.0	33.3	35.7	75.0	100.0	—	56.5	59.6	62.3	64.8	65.9	—
	# Tested	10	6	14	8	4	—	209	193	212	179	217	—
English I	% Grade Level	50.0	33.3	53.8	55.6	100.0	90.0	60.0	65.6	66.4	71.1	87.0	75.8
	# Tested	10	6	13	9	3	10	195	186	211	180	177	227
US History	% Grade Level	20.0	28.6	57.1	25.0	62.5	—	50.0	47.2	49.7	54.4	55.4	—
	# Tested	10	7	7	4	8	—	176	159	183	171	175	—
Algebra II	% Grade Level	20.0	33.3	66.7	33.3	100.0	100.0	35.2	49.6	62.2	67.6	72.0	74.5
	# Tested	5	6	3	6	9	2	142	137	127	148	143	137
Physics	% Grade Level	—	—	—	100.0	—	100.0	66.7	100.0	84.6	—	100.0	94.7
	# Tested	—	—	—	2	—	1	6	12	13	—	16	19
Chemistry	% Grade Level	40.0	100.0	40.0	100.0	100.0	70.0	50.7	66.7	59.4	88.9	79.3	73.7
	# Tested	5	3	5	2	3	10	134	87	96	27	87	137
Geometry	% Grade Level	42.9	25.0	50.0	75.0	66.7	25.0	53.5	51.0	64.1	81.8	57.4	50.0
	# Tested	7	4	4	8	3	4	144	145	142	110	162	146
Phys.Science	% Grade Level	44.4	0.0	—	—	76.9	50.0	56.7	56.6	—	59.9	81.2	78.7
	# Tested	9	4	—	—	13	4	187	175	—	147	239	197

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	Participation	1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	67.0	53.6	60.9	62.3	72.2	79.2	66.0	61.6	69.1	69.4	75.3	77.6
	N Tested	58	69	69	77	72	53	554	583	554	523	534	474
4% Grade	Level	64.0	65.3	57.6	59.4	77.6	85.9	57.0	64.2	64.9	68.0	81.1	84.4
	N Tested	54	49	66	64	76	71	511	514	536	543	502	482
5% Grade	Level	67.0	70.5	75.0	72.6	76.4	94.4	66.0	69.3	79.3	78.7	84.4	90.1
	N Tested	64	61	52	62	72	72	510	512	498	507	572	466
6% Grade	Level	54.0	50.8	49.2	73.5	67.1	73.0	68.0	61.4	58.8	67.6	71.8	78.6
	N Tested	44	63	63	49	70	74	473	508	488	478	570	533
7% Grade	Level	75.0	57.4	67.7	67.2	75.0	92.1	76.0	70.7	72.0	72.1	80.7	86.0
	N Tested	49	54	62	64	56	63	509	488	511	480	528	536
8% Grade	Level	79.0	72.7	73.1	81.0	86.4	80.8	75.0	77.7	78.1	82.4	83.3	85.2
	N Tested	43	55	52	58	66	52	484	498	475	467	504	481

EOG Mathematics, Percent of Students At/Above Grade Level

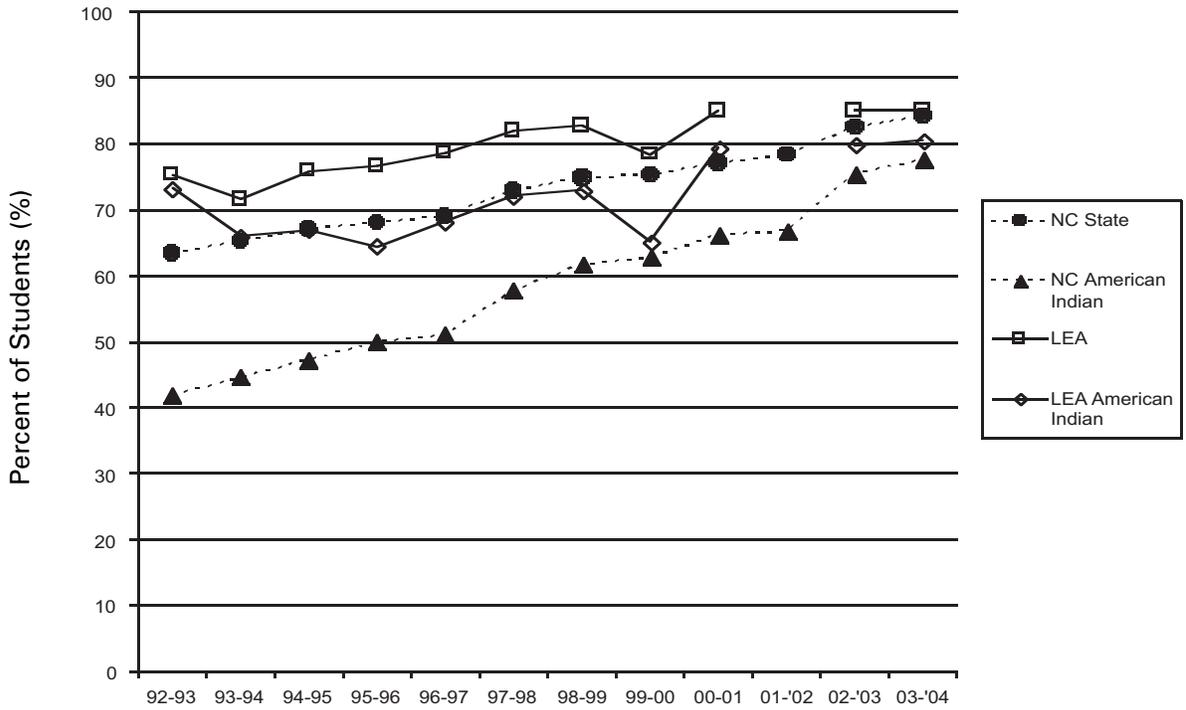
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	Participation	1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	62.0	62.3	60.0	57.7	87.5	88.7	64.0	64.6	65.9	61.7	87.0	87.8
	N Tested	59	69	70	78	72	53	559	587	560	528	537	474
4	% Grade Level	71.0	88.0	75.0	76.2	87.2	94.4	79.0	80.1	82.8	83.2	93.3	96.3
	N Tested	60	50	64	63	78	71	519	518	540	548	505	482
5	% Grade Level	73.0	79.7	81.5	85.5	84.9	91.7	75.0	79.2	85.3	88.5	90.3	95.1
	N Tested	65	64	54	62	73	72	513	515	503	513	575	466
6	% Grade Level	70.0	63.5	66.7	91.7	81.4	85.1	75.0	74.4	76.5	83.0	88.0	91.2
	N Tested	44	63	63	48	70	74	476	507	490	476	569	533
7	% Grade Level	83.0	74.1	80.6	82.8	75.0	85.7	84.0	83.9	79.3	83.2	84.8	88.6
	N Tested	49	54	62	64	56	63	510	490	508	481	528	536
8	% Grade Level	90.0	81.5	69.2	74.1	80.3	78.8	77.0	81.9	77.9	79.8	80.9	86.5
	N Tested	43	54	52	58	66	52	483	498	475	466	503	481

EOC High School Subjects, Percent of Students At/Above Grade Level

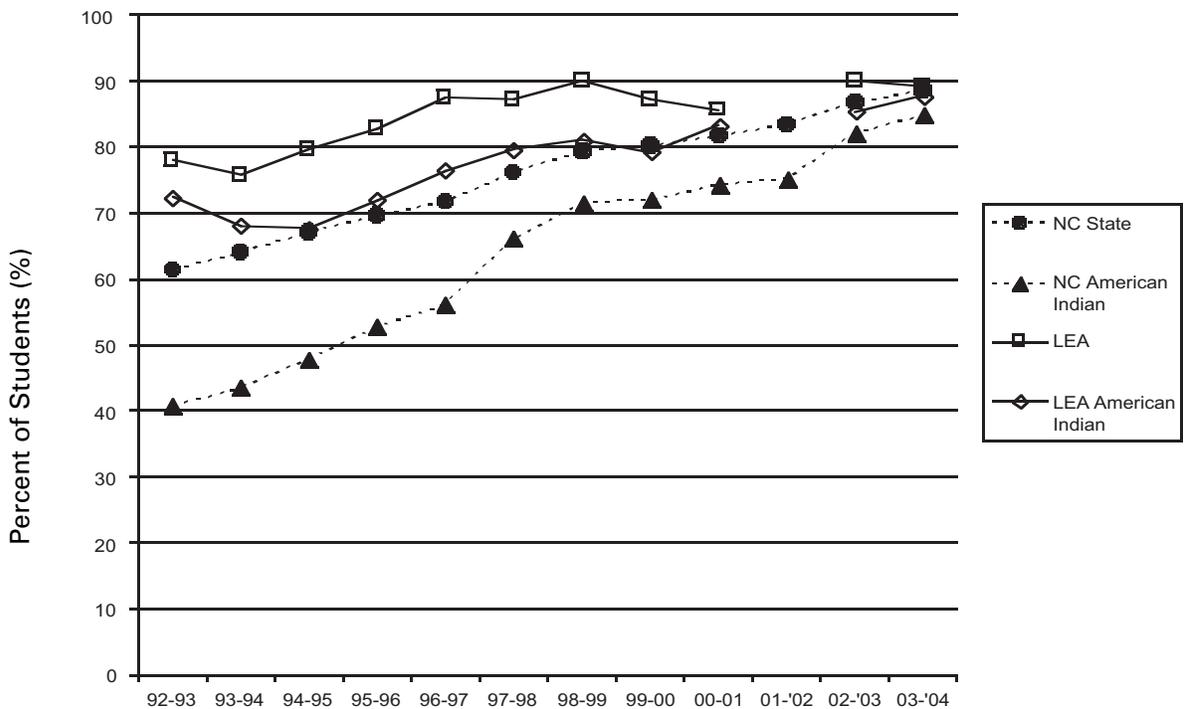
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	Participation	1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	80.0	87.5	95.0	97.3	96.2	95.2	70.8	82.0	88.1	91.3	96.3	92.0
	# Tested	30	40	40	37	53	62	483	434	471	458	509	412
Biology	% Grade Level	44.7	38.5	47.7	57.1	48.3	14.6	53.6	51.1	55.2	56.2	60.8	36.1
	# Tested	38	26	44	42	29	41	502	364	502	402	365	379
ELP	% Grade Level	71.4	74.1	75.9	65.9	50.0	—	79.3	66.2	70.6	67.1	70.9	—
	# Tested	7	27	29	44	38	—	193	396	442	419	419	—
English I	% Grade Level	35.3	50.0	62.7	44.4	67.9	76.9	55.0	59.9	61.2	61.6	76.7	74.3
	# Tested	34	46	59	45	56	65	553	499	520	495	484	479
US History	% Grade Level	12.0	53.8	36.8	41.2	53.7	—	36.3	42.0	55.8	45.8	52.4	—
	# Tested	25	26	19	34	41	—	366	348	371	358	368	—
Algebra II	% Grade Level	31.6	58.8	78.6	100.0	89.5	75.0	52.7	66.1	75.4	93.1	89.0	88.6
	# Tested	19	17	14	12	19	24	277	230	236	204	227	264
Physics	% Grade Level	100.0	—	—	—	100.0	100.0	62.1	56.8	82.4	90.5	93.3	88.5
	# Tested	1	—	—	—	1	2	58	37	34	42	15	26
Chemistry	% Grade Level	50.0	75.0	90.0	62.5	100.0	100.0	60.7	74.6	72.4	82.5	95.9	97.1
	# Tested	6	4	10	8	5	5	140	173	170	120	98	103
Geometry	% Grade Level	56.3	88.9	76.5	85.7	85.0	68.2	60.9	72.6	73.2	76.4	79.2	75.5
	# Tested	16	18	17	21	20	22	248	288	269	276	265	327
Phys.Science	% Grade Level	35.7	60.0	51.5	64.9	69.2	90.9	53.1	48.3	57.3	68.9	77.2	85.2
	# Tested	14	45	33	37	39	33	271	414	410	357	302	223

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	85.0	50.0	84.8	61.5	64.7	66.7	81.0	75.6	87.5	75.7	78.6	73.6
	N Tested	21	20	33	26	34	33	124	119	136	107	131	129
4	% Grade Level	65.0	68.2	81.3	78.8	70.4	75.7	79.0	75.0	84.0	80.9	86.7	86.3
	N Tested	26	22	16	33	27	37	123	132	119	141	113	131
5	% Grade Level	62.0	73.1	85.0	88.9	85.7	82.8	79.0	82.1	90.1	92.0	90.1	86.8
	N Tested	37	26	20	18	35	29	145	134	131	125	151	114
6	% Grade Level	80.0	54.5	81.5	77.8	78.3	80.0	84.0	72.6	79.8	77.5	79.7	83.8
	N Tested	25	33	27	27	23	35	119	146	129	138	133	142
7	% Grade Level	66.0	73.9	61.8	65.5	96.2	92.0	83.0	78.0	78.6	81.2	87.9	91.2
	N Tested	27	23	34	29	26	25	128	123	140	138	149	137
8	% Grade Level	85.0	72.0	88.0	77.8	90.3	96.4	89.0	87.5	90.2	86.0	91.4	92.9
	N Tested	27	25	25	27	31	28	119	128	122	136	139	141

EOG Mathematics, Percent of Students At/Above Grade Level

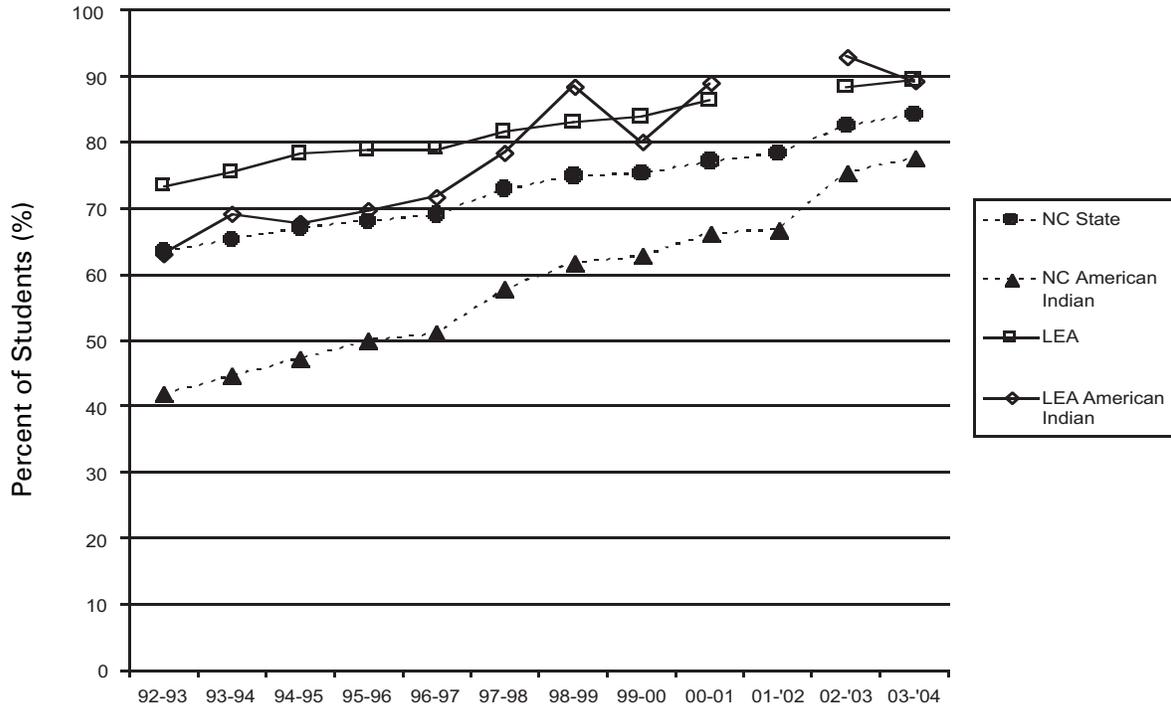
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	85.0	60.0	85.3	57.7	82.4	78.8	89.0	79.8	84.1	69.4	90.8	85.3
	N Tested	21	20	34	26	34	33	124	119	138	108	131	129
4	% Grade Level	76.0	90.9	87.5	82.4	88.9	94.6	91.0	91.7	91.8	88.8	94.7	97.7
	N Tested	26	22	16	34	27	37	123	132	122	143	114	131
5	% Grade Level	78.0	92.3	85.0	88.9	91.7	93.1	86.0	91.8	88.6	88.1	94.8	94.7
	N Tested	37	26	20	18	36	29	145	134	132	126	153	114
6	% Grade Level	92.0	72.7	96.3	92.6	87.0	91.4	95.0	84.9	89.3	89.1	89.5	93.0
	N Tested	25	33	27	27	23	35	119	146	131	138	133	142
7	% Grade Level	77.0	82.6	67.6	72.4	88.5	88.0	89.0	86.2	77.1	75.7	85.9	86.9
	N Tested	27	23	34	29	26	25	128	123	140	140	149	137
8	% Grade Level	77.0	76.0	84.0	81.5	77.4	82.1	87.0	88.3	84.4	83.1	87.8	84.4
	N Tested	27	25	25	27	31	28	119	128	122	136	139	141

EOC High School Subjects, Percent of Students At/Above Grade Level

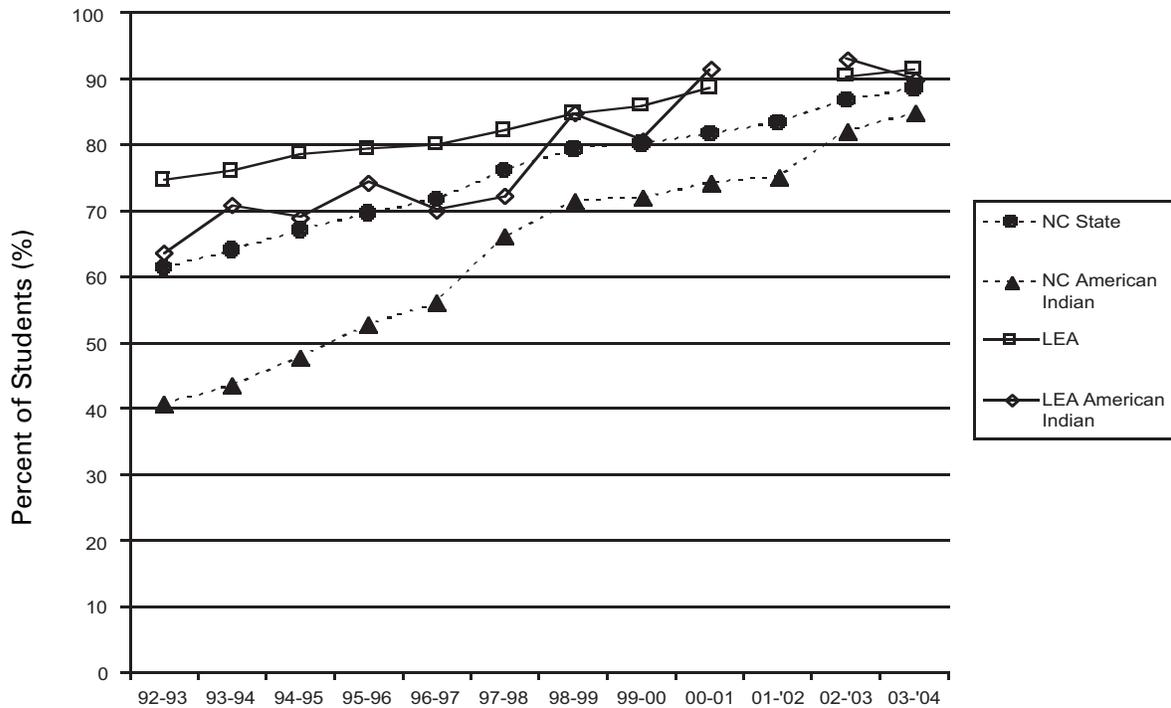
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	64.0	59.4	75.0	67.6	72.0	68.8	66.1	69.0	82.3	83.8	77.9	70.8
	# Tested	25	32	20	34	25	32	124	145	96	154	113	130
Biology	% Grade Level	51.6	43.5	56.7	76.2	60.0	51.9	74.8	57.5	59.1	79.1	66.1	74.8
	# Tested	31	23	30	21	25	27	143	106	110	110	127	123
ELP	% Grade Level	86.4	93.8	95.0	88.9	89.5	—	89.0	93.3	96.0	93.1	91.8	—
	# Tested	22	16	20	18	19	—	73	90	101	102	85	—
English I	% Grade Level	73.3	80.8	66.7	65.5	54.2	73.0	73.7	81.7	81.4	73.7	82.0	78.2
	# Tested	30	26	24	29	24	37	137	120	118	137	133	147
US History	% Grade Level	55.0	42.9	66.7	57.1	47.8	—	64.8	64.2	73.5	63.9	57.3	—
	# Tested	20	28	24	21	23	—	105	120	117	97	117	—
Algebra II	% Grade Level	68.8	66.7	61.5	71.4	80.0	50.0	73.7	71.0	75.5	75.5	75.4	61.0
	# Tested	16	9	13	7	10	12	57	69	53	49	61	59
Physics	% Grade Level	80.0	—	—	50.0	—	—	71.4	100.0	100.0	81.8	—	—
	# Tested	5	—	—	2	—	—	21	4	9	11	—	—
Chemistry	% Grade Level	25.0	35.0	66.7	100.0	77.8	42.9	35.8	54.6	68.1	91.3	80.0	70.5
	# Tested	12	20	6	2	9	7	67	97	47	23	40	61
Geometry	% Grade Level	30.8	58.8	30.8	90.9	50.0	57.1	67.5	66.7	47.0	78.9	69.6	63.6
	# Tested	13	17	13	11	14	14	83	87	66	57	79	77
Phys.Science	% Grade Level	70.8	50.0	47.4	41.2	63.6	81.3	76.0	53.8	69.7	73.3	85.2	88.4
	# Tested	24	4	19	17	11	16	125	13	89	86	61	69

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	87.0	78.9	85.0	90.9	88.2	92.0	80.0	82.8	85.3	87.6	89.0	89.0
	N Tested	24	19	20	22	34	25	7610	7918	7780	7881	8260	8021
4	% Grade Level	85.0	68.0	90.5	77.8	95.2	92.3	80.0	81.3	85.9	87.4	89.9	90.9
	N Tested	21	25	21	18	21	26	7406	7725	7680	7700	8131	7758
5	% Grade Level	88.0	84.6	77.8	86.4	94.4	90.0	84.0	87.7	90.8	92.2	93.5	94.7
	N Tested	17	26	27	22	18	20	7244	7674	7572	7759	8056	7742
6	% Grade Level	84.0	83.3	0.0	68.0	87.5	78.9	80.0	77.9	80.7	82.8	87.7	88.7
	N Tested	19	18	24	25	24	19	7034	7646	7645	7948	8334	7710
7	% Grade Level	88.0	87.5	87.5	95.7	95.2	100.0	84.0	84.3	85.1	86.7	90.3	91.4
	N Tested	9	24	16	23	21	26	6768	7316	7446	7769	8362	7932
8	% Grade Level	100.0	80.0	94.7	94.4	100.0	87.0	87.0	88.7	90.6	91.4	92.2	93.1
	N Tested	14	15	19	18	24	23	6587	6958	7085	7414	8065	7791

EOG Mathematics, Percent of Students At/Above Grade Level

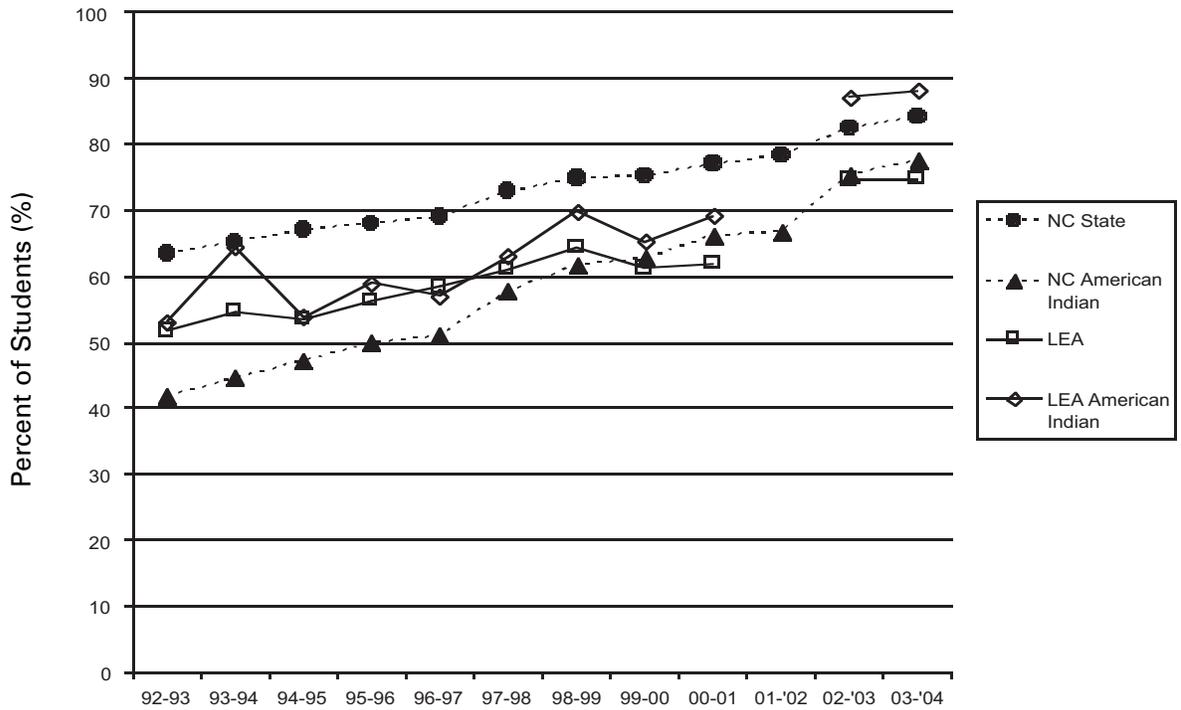
Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	87.0	73.7	85.0	86.4	91.2	92.0	77.0	79.5	84.0	87.1	93.4	92.9
	N Tested	24	19	20	22	34	25	7635	7960	7801	7909	8261	8021
4	% Grade Level	85.0	84.0	95.5	100.0	100.0	100.0	88.0	88.9	92.7	94.7	96.3	97.3
	N Tested	21	25	22	18	21	26	7425	7758	7707	7719	8147	7758
5	% Grade Level	82.0	84.6	89.3	90.9	94.4	100.0	87.0	88.7	92.1	93.8	95.6	96.7
	N Tested	17	26	28	22	18	20	7273	7709	7611	7792	8062	7742
6	% Grade Level	80.0	94.4	95.8	96.0	91.7	89.5	84.0	85.2	88.1	90.2	91.7	93.6
	N Tested	20	18	24	25	24	19	7028	7642	7643	7955	8334	7710
7	% Grade Level	77.0	75.0	100.0	91.3	90.5	88.5	87.0	86.6	87.6	90.3	87.9	89.6
	N Tested	9	24	16	23	21	26	6760	7309	7452	7774	8381	7932
8	% Grade Level	92.0	73.3	84.2	94.4	91.7	78.3	83.0	85.6	86.9	88.3	88.5	89.4
	N Tested	14	15	19	18	24	23	6600	6966	7081	7408	8071	7791

EOC High School Subjects, Percent of Students At/Above Grade Level

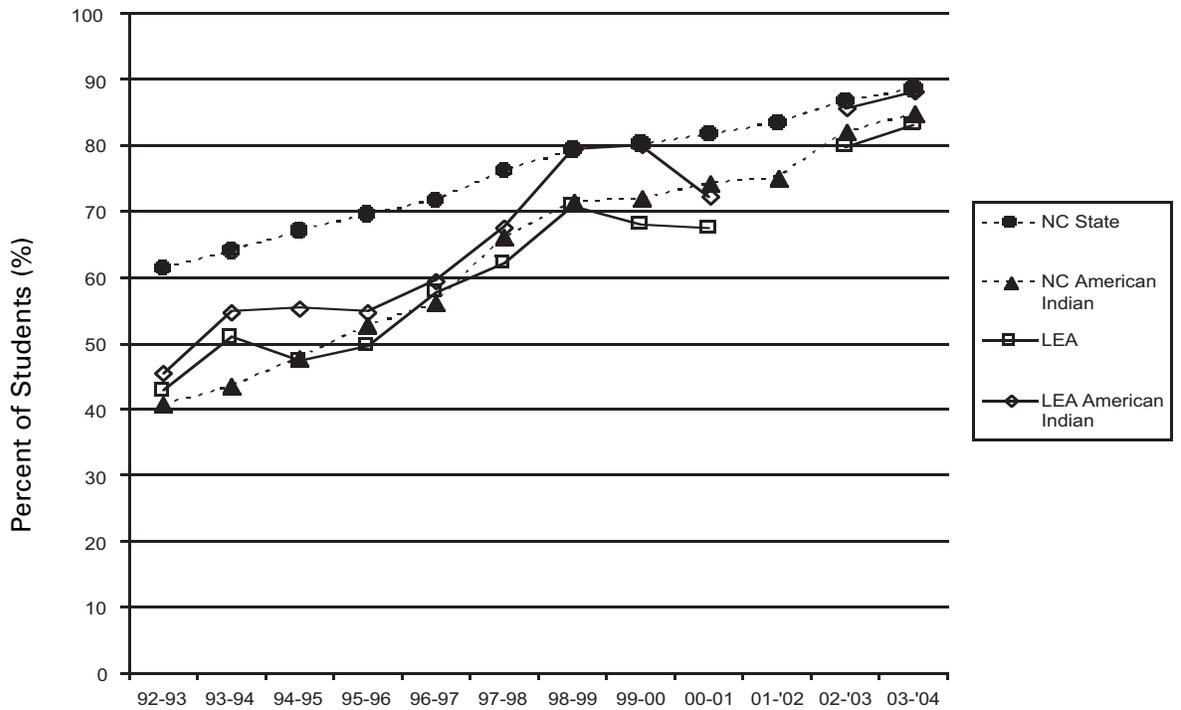
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	69.2	81.8	100.0	100.0	86.4	91.4	78.4	81.4	88.2	88.2	88.3	85.9
	# Tested	13	11	16	9	22	35	6615	6868	7012	7759	8526	6793
Biology	% Grade Level	72.7	58.3	73.3	82.4	64.7	77.8	68.4	70.7	71.0	80.6	74.2	74.1
	# Tested	11	12	15	17	17	18	5939	6340	6775	6457	6225	7974
ELP	% Grade Level	56.5	76.9	68.8	72.2	83.3	—	73.7	78.3	78.2	79.2	80.4	—
	# Tested	23	13	16	18	12	—	6984	6784	7383	7448	6701	—
English I	% Grade Level	81.8	93.3	71.4	65.0	94.4	93.1	74.2	78.7	79.0	81.1	88.8	87.5
	# Tested	11	15	14	20	18	29	6446	6946	7261	7392	7702	8574
US History	% Grade Level	68.8	41.7	46.2	35.7	80.0	—	66.7	60.1	64.1	62.5	67.6	—
	# Tested	16	12	13	14	10	—	5119	5526	5906	6151	6404	—
Algebra II	% Grade Level	46.2	70.0	71.4	81.3	88.2	71.4	77.3	75.8	82.7	86.5	85.2	87.6
	# Tested	13	10	7	16	17	7	4206	4621	4878	4968	5297	6529
Physics	% Grade Level	75.0	80.0	0.0	66.7	100.0	100.0	81.9	79.3	81.9	90.7	89.2	92.5
	# Tested	4	5	1	3	3	3	1707	1785	1706	1924	1231	1409
Chemistry	% Grade Level	84.6	70.0	62.5	66.7	92.3	100.0	77.7	74.6	78.4	83.7	85.5	88.7
	# Tested	13	10	8	6	13	6	3773	4020	4148	3810	3793	4162
Geometry	% Grade Level	56.3	87.5	72.7	75.0	70.0	80.0	74.1	75.0	80.3	80.0	82.1	77.5
	# Tested	16	8	11	16	10	20	4850	5109	4972	5749	6193	7207
Phys.Science	% Grade Level	46.2	100.0	25.0	66.7	50.0	77.8	59.2	62.4	65.5	65.3	61.6	65.8
	# Tested	13	4	4	3	6	9	3727	3283	2487	2127	2526	2808

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	91.0	54.5	60.0	0.0	90.0	100.0	66.0	60.5	59.8	63.2	72.8	68.3
	N Tested	12	11	10	10	10	7	273	253	249	253	235	224
4	% Grade Level	75.0	70.0	85.7	80.0	83.3	80.0	58.0	58.7	60.0	59.8	76.8	75.1
	N Tested	12	10	7	10	12	10	255	259	240	246	241	225
5	% Grade Level	88.0	71.4	0.0	85.7	100.0	100.0	68.0	65.9	71.9	77.4	80.8	85.1
	N Tested	9	14	7	7	10	10	255	252	270	239	245	222
6	% Grade Level	46.0	54.5	66.7	81.8	90.9	87.5	62.0	52.5	52.7	52.1	74.3	66.8
	N Tested	13	11	15	11	11	8	234	259	264	282	257	229
7	% Grade Level	64.0	50.0	66.7	76.9	100.0	90.9	58.0	59.5	62.2	56.3	75.0	77.2
	N Tested	14	16	9	13	10	11	250	257	251	268	272	250
8	% Grade Level	61.0	92.3	58.8	75.0	92.3	100.0	70.0	71.2	64.7	72.0	76.7	81.4
	N Tested	13	13	17	8	13	10	281	—	258	243	262	253

EOG Mathematics, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	75.0	81.8	70.0	100.0	80.0	85.7	64.0	62.5	55.2	60.2	81.4	82.1
	N Tested	12	11	10	10	10	7	276	259	250	254	236	224
4	% Grade Level	75.0	80.0	100.0	80.0	100.0	90.0	70.0	74.5	72.3	75.8	92.9	92.0
	N Tested	12	10	7	10	12	10	268	267	242	248	241	225
5	% Grade Level	88.0	78.6	100.0	100.0	100.0	100.0	81.0	71.2	78.6	84.2	84.7	94.6
	N Tested	9	14	7	7	10	10	261	260	271	241	248	222
6	% Grade Level	76.0	72.7	73.3	90.9	90.9	100.0	72.0	64.4	68.3	71.4	87.6	85.2
	N Tested	13	11	15	11	11	8	237	261	265	283	258	229
7	% Grade Level	85.0	68.8	77.8	76.9	80.0	90.9	65.0	65.2	66.5	67.2	68.1	74.4
	N Tested	14	16	9	13	10	11	250	256	251	268	273	250
8	% Grade Level	76.0	100.0	47.1	75.0	76.9	80.0	70.0	70.9	63.6	72.5	72.0	77.1
	N Tested	13	13	17	8	13	10	281	234	258	244	261	253

EOC High School Subjects, Percent of Students At/Above Grade Level

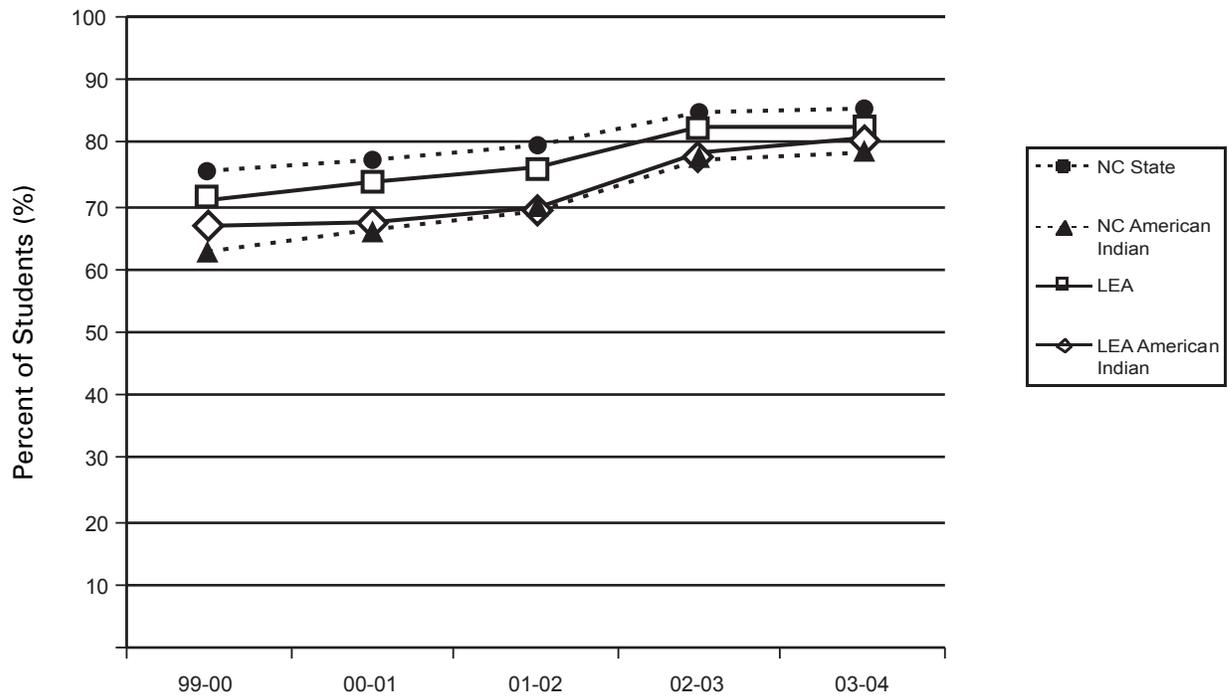
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	45.5	50.0	84.2	47.4	81.8	85.7	38.8	30.6	56.4	66.6	79.3	59.9
	# Tested	11	12	19	19	11	14	240	245	303	335	261	242
Biology	% Grade Level	46.2	50.0	58.3	55.6	41.2	25.0	35.2	31.9	31.5	43.2	42.8	33.5
	# Tested	13	8	12	9	17	8	213	204	222	155	257	248
ELP	% Grade Level	46.2	26.7	70.0	42.1	57.1	—	40.4	33.4	39.2	41.0	42.8	—
	# Tested	13	15	20	19	14	—	280	296	288	293	327	—
English I	% Grade Level	62.5	42.9	86.7	50.0	90.0	100.0	49.6	50.0	50.2	50.2	77.8	72.7
	# Tested	8	14	15	18	10	12	228	282	253	285	270	249
US History	% Grade Level	14.3	33.3	62.5	66.7	64.7	—	29.1	34.3	33.5	41.1	50.7	—
	# Tested	7	9	8	9	17	—	179	216	179	219	207	—
Algebra II	% Grade Level	0.0	50.0	100.0	77.8	40.0	91.7	23.9	35.0	56.2	59.1	69.3	69.8
	# Tested	4	10	4	9	5	12	92	103	105	127	137	215
Physics	% Grade Level	33.3	0.0	66.7	100.0	100.0	100.0	69.8	72.9	63.4	79.1	96.2	96.7
	# Tested	3	1	3	2	3	1	43	48	71	43	26	30
Chemistry	% Grade Level	33.3	50.0	100.0	42.9	66.7	100.0	52.4	40.5	69.7	58.8	81.8	64.7
	# Tested	3	4	4	7	3	3	82	84	66	102	55	85
Geometry	% Grade Level	58.3	16.7	55.6	42.9	46.2	71.4	56.3	42.3	40.6	54.7	41.2	65.3
	# Tested	12	6	9	7	13	7	103	137	143	148	262	196
Phys.Science	% Grade Level	30.0	26.7	46.7	30.0	20.0	80.0	27.6	27.4	32.5	32.6	52.2	47.2
	# Tested	10	15	15	20	5	10	293	288	305	279	201	144

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

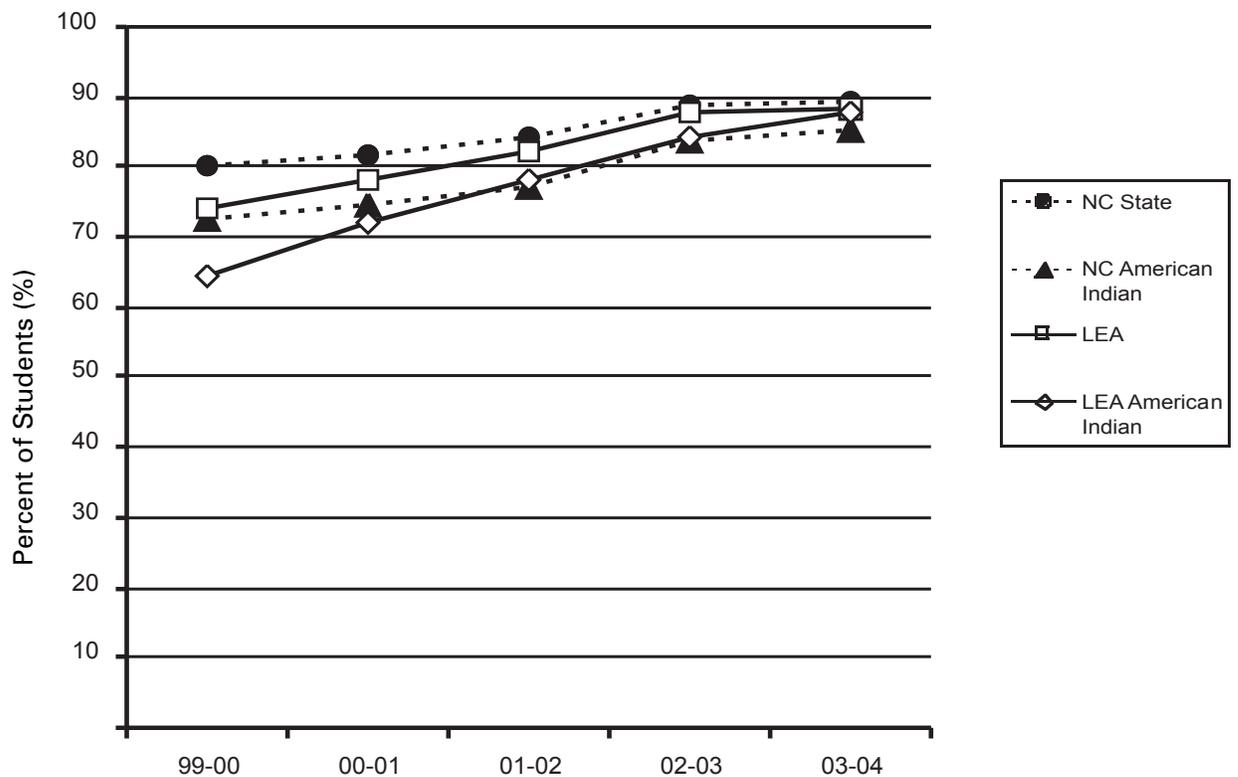
CHARLOTTE/MECKLENBURG COUNTY

(County is not a Title VII Grantee)

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	—	66.7	79.2	76.4	73.1	78.7	—	72.1	75.1	78.3	81.6	84.2
	N Tested	—	33	48	55	52	61	—	8272	8219	8272	8657	8317
4	% Grade Level	—	61.1	60.0	71.4	81.3	76.7	—	69.1	71.6	73.9	82.9	84.7
	N Tested	—	36	30	49	48	43	—	7894	8159	8274	8404	7904
5	% Grade Level	—	55.2	81.3	75.0	87.8	100.0	—	75.3	82.1	81.4	86.6	88.8
	N Tested	—	29	32	32	49	37	—	7833	7782	8248	8585	7699
6	% Grade Level	—	51.4	53.8	63.4	71.9	78.0	—	64.1	65.8	70.8	77.0	76.8
	N Tested	—	37	26	41	32	41	—	7631	7561	7962	8619	7918
7	% Grade Level	—	86.5	62.2	54.3	71.4	76.2	—	86.4	70.5	72.5	81.8	82.3
	N Tested	—	37	37	35	35	21	—	7475	7578	7928	8241	7995
8	% Grade Level	—	77.8	65.6	71.1	80.6	86.7	—	77.3	78.4	81.2	83.8	87.7
	N Tested	—	27	32	38	31	30	—	7167	7407	7704	8300	7518

EOG Mathematics, Percent of Students At/Above Grade Level

Grade	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
3	% Grade Level	63.5	57.6	68.0	71.4	77.4	86.9	67.5	68.1	71.6	75.5	88.0	89.7
	N Tested	—	33	50	56	53	61	—	8379	8295	8359	8705	8317
4	% Grade Level	76.6	75.0	76.7	92.0	95.8	90.7	77.2	79.7	83.8	87.8	94.7	95.6
	N Tested	—	36	30	50	48	43	—	7983	8259	8357	8461	7904
5	% Grade Level	70.5	63.3	81.3	80.6	94.0	97.3	77.7	79.2	84.9	86.5	91.9	94.7
	N Tested	—	30	32	31	50	37	—	7900	7866	8351	8656	7699
6	% Grade Level	74.2	57.9	69.2	80.5	84.4	97.6	73.2	72.9	78.0	85.3	88.4	90.2
	N Tested	—	38	26	41	32	41	—	7669	7585	8005	8639	7918
7	% Grade Level	76.1	67.6	67.6	62.9	85.7	76.2	75.6	73.3	76.1	79.4	82.4	84.5
	N Tested	—	37	37	35	35	21	—	7470	7557	7928	8266	7995
8	% Grade Level	68.7	66.7	71.9	78.9	64.5	90.0	69.4	73.2	73.7	79.0	80.9	85.1
	N Tested	—	27	32	38	31	30	—	7171	7407	7720	8292	7518

EOC High School Subjects, Percent of Students At/Above Grade Level

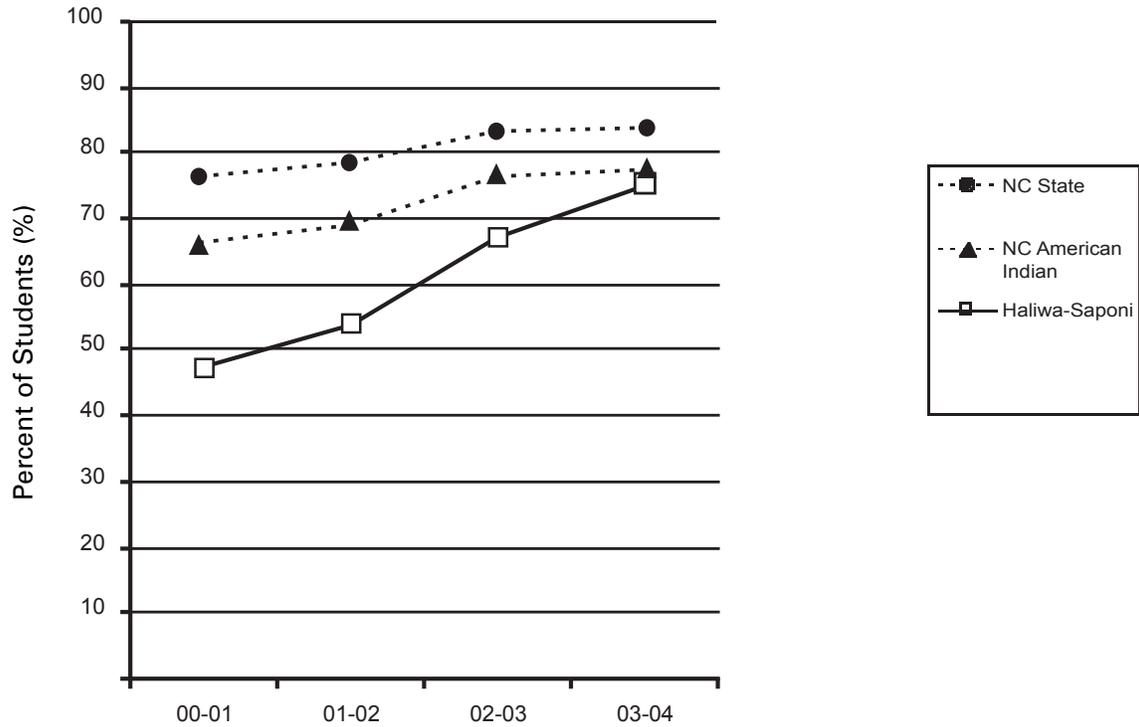
Course	Participation	AMERICAN INDIAN						SYSTEM (All Students)					
		1999	2000	2001	2002	2003	2004	1999	2000	2001	2002	2003	2004
Algebra I	% Grade Level	—	51.9	61.5	37.5	63.0	62.3	—	52.8	55.2	65.1	65.3	47.3
	# Tested	—	27	39	32	46	53	—	7848	9073	8678	11226	5213
Biology	% Grade Level	—	47.8	50.0	58.6	50.0	30.3	—	58.8	57.8	65.0	54.3	51.9
	# Tested	—	23	24	29	34	33	—	6427	6977	9462	8238	8968
ELP	% Grade Level	—	54.3	66.7	62.1	71.4	—	—	60.6	62.6	60.2	60.5	—
	# Tested	—	35	24	29	35	—	—	7529	7860	8175	8862	—
English I	% Grade Level	—	58.6	66.7	57.7	83.9	68.2	—	67.3	66.6	68.7	77.5	76.0
	# Tested	—	29	24	26	31	44	—	6909	7363	7672	8154	8948
US History	% Grade Level	—	50.0	38.5	54.5	56.3	—	—	47.7	52.9	51.6	56.2	—
	# Tested	—	8	13	22	16	—	—	5290	5743	6045	6224	—
Algebra II	% Grade Level	—	50.0	55.6	50.0	44.4	69.2	—	60.8	64.8	65.2	66.6	69.0
	# Tested	—	8	9	14	18	13	—	4281	4911	5637	5575	6411
Physics	% Grade Level	—	66.7	0.0	—	100.0	50.0	—	67.7	70.1	80.4	77.6	79.0
	# Tested	—	3	3	—	2	2	—	1324	1268	1293	1314	1731
Chemistry	% Grade Level	—	46.7	66.7	42.9	44.4	33.3	—	53.0	53.6	54.1	56.7	55.9
	# Tested	—	15	9	14	18	15	—	4514	4540	5025	6412	5637
Geometry	% Grade Level	—	47.4	33.3	36.0	35.0	50.0	—	52.6	51.9	51.0	57.3	45.5
	# Tested	—	19	18	25	20	28	—	5861	6520	6610	7025	7787
Phys.Science	% Grade Level	—	47.4	50.0	0.0	100.0	—	—	46.8	41.1	39.5	43.9	48.1
	# Tested	—	19	8	2	2	—	—	4270	1563	522	538	208

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

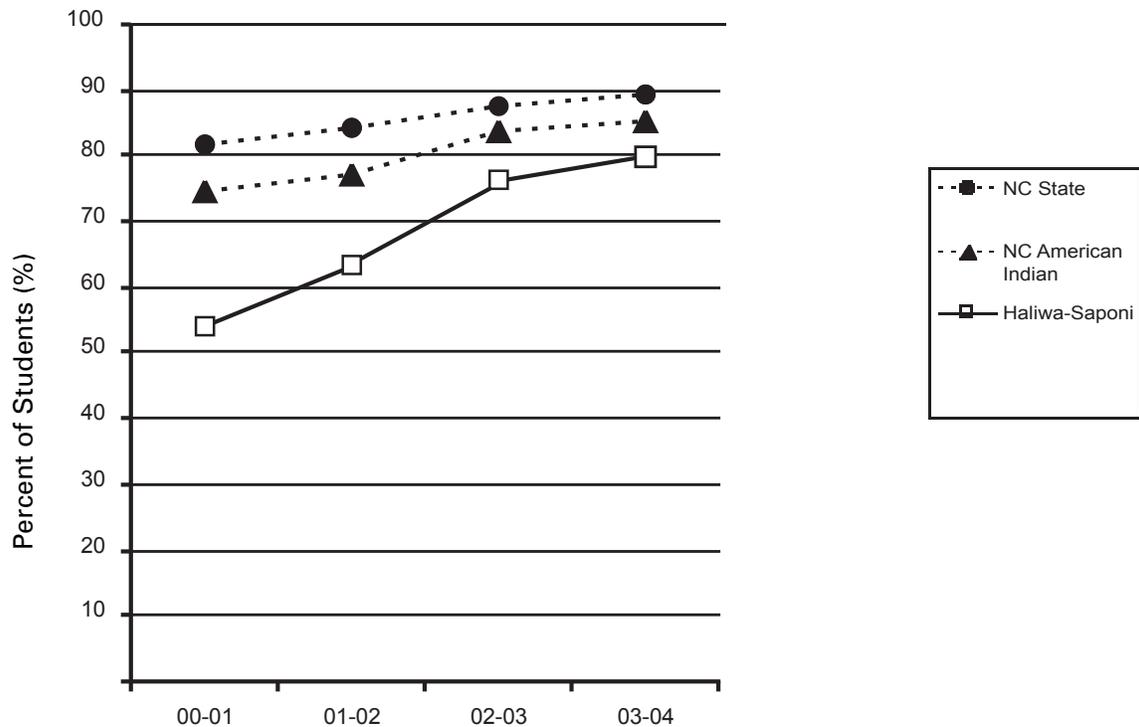
HALIWA-SAPONI TRIBAL SCHOOL

(Not a Title VII Grantee)

Trend of American Indian Students At/Above Grade Level in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

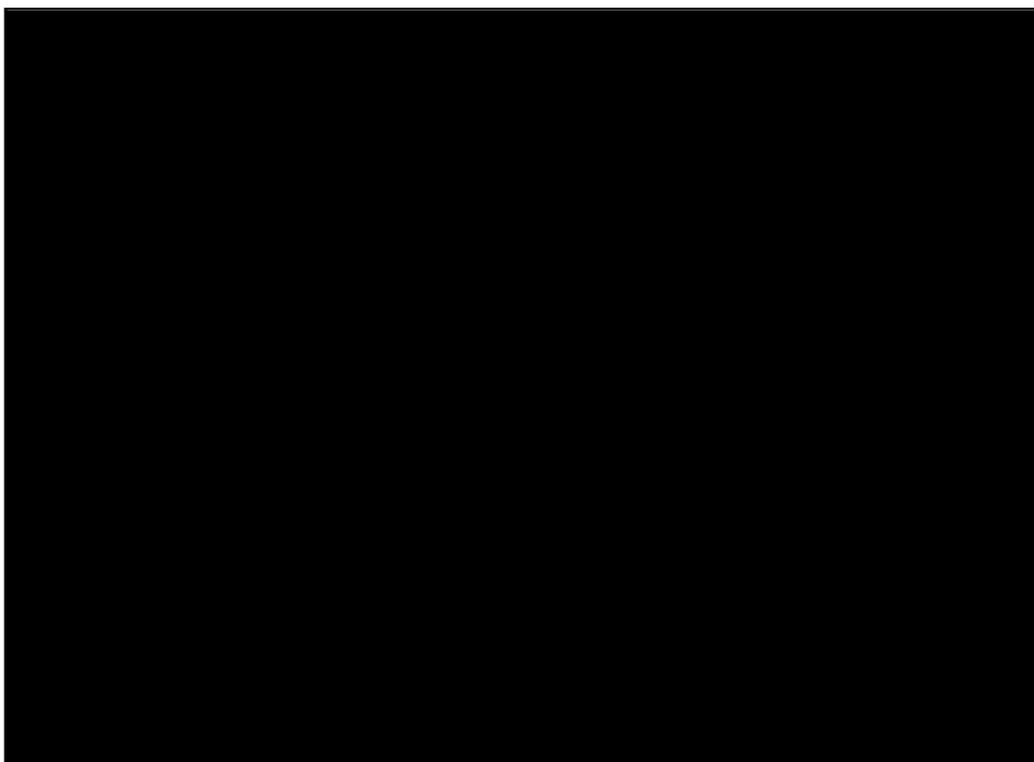
		AMERICAN INDIAN				
Grade	Participation	2000	2001	2002	2003	2004
3	% Grade Level	—	43.8	75.0	58.8	87.5
	N Tested	—	16	12	17	8
4	% Grade Level	—	50.0	44.4	91.7	87.5
	N Tested	—	10	18	12	16
5	% Grade Level	—	66.7	46.2	76.5	91.7
	N Tested	—	12	13	17	12
6	% Grade Level	—	—	60.0	55.6	61.1
	N Tested	—	—	10	18	18
7	% Grade Level	—	—	—	72.7	62.5
	N Tested	—	—	—	11	16
8	% Grade Level	—	—	—	—	80
	N Tested	—	—	—	—	10

EOG Mathematics, Percent of Students At/Above Grade Level

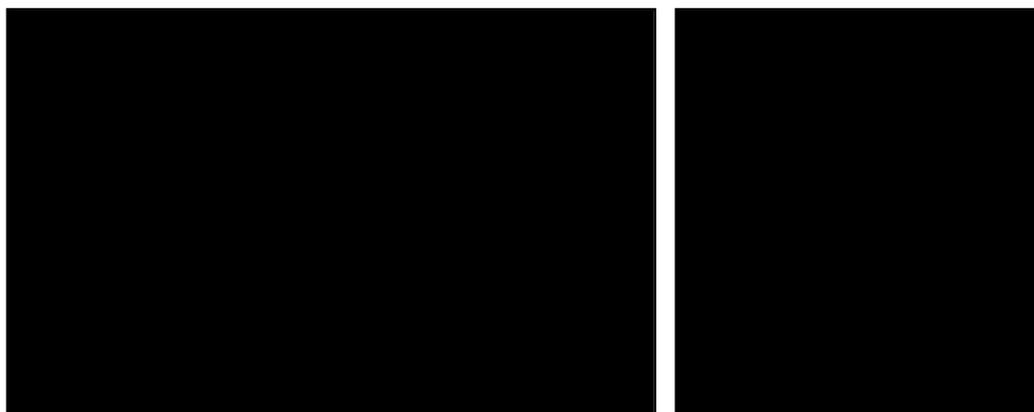
		AMERICAN INDIAN				
Grade	Participation	2000	2001	2002	2003	2004
3	% Grade Level	—	12.5	75.0	76.5	87.5
	N Tested	—	16	12	17	8
4	% Grade Level	—	30.0	61.1	91.7	100.0
	N Tested	—	10	18	12	16
5	% Grade Level	—	25.0	53.8	82.4	91.7
	N Tested	—	12	13	17	12
6	% Grade Level	—	—	50.0	77.8	77.8
	N Tested	—	—	10	18	18
7	% Grade Level	—	—	—	36.4	43.8
	N Tested	—	—	—	11	16
8	% Grade Level	—	—	—	—	100.0
	N Tested	—	—	—	—	10

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2003-04

APPENDICES



Student making pottery at the Indian Education Resource Center in Pembroke, NC.



Lower left pottery and woven basket by Angel Bradley (pictured right), Eastern Band of Cherokee, Smokey Mountain Elementary School, Jackson County

APPENDIX A



American Indian Mascots, Descriptors, and Nicknames in Public Schools Across North Carolina

In February 2002, the NC State Advisory Council on Indian Education passed a resolution calling for the elimination of American Indian mascots and related imagery in North Carolina's public schools. In its resolution, the Council stressed that American Indian descriptions naming mascots, logos and sports team nicknames are detrimental to the achievement, self identity, self concept, and self-esteem of American Indian students. Council also stressed that these descriptions work contrary to both the State Board of Education's strategic priority to ensure that schools provide a welcoming, caring and inviting place for student learning, and the strategic priority that student achievement is high in schools for all students. The State Board of Education approved a recommendation in June 2002 strongly encouraging all educators in the public schools of North Carolina to educate themselves on the educational, curricular and psychological effects of using American Indian sport mascots and logos. In addition, the State Board agreed that all public school administrators and local boards of education should review their policies and procedures toward the use of American Indian sport mascots, logos and other demeaning imagery.

In the past year, local boards of education across the state (including districts such as Granville County and Gaston County), have reviewed and revised their policies for using American Indians or other existing ethnic groups as mascots, nicknames or descriptors for school-related teams, clubs and organizations. In its February 2004 meeting, the NC State Advisory Council on Indian Education publicly commended these school districts for their responsive and definitive action. The Council agreed that local education agencies across the state should encourage continued commitment to their local plans of action. Local plans of action should be aimed at increasing administrator, teacher and student understanding of the negative impact of those policies on the attitudes, cultural sensitivity and cultural understanding of both American Indian and non-Indian students enrolled in their schools. The Council will provide a report on the status following the districts' reporting.

American Indian Studies Elective and Professional Development for Teachers

The State Board of Education approved the creation of an American Indian Studies elective for public high school students. The elective is part of the state curriculum and can be offered in any high school in North Carolina by decision of the local school board. The American Indian Studies elective covers the histories, cultures and oral literary traditions of tribes native to North Carolina. American Indians are also increasingly visible in grades K-8 of the Standard Course of Study, the state defined curriculum.

The existence of an American Indian Studies elective for high school students has created an immediate need for curricular resources and teacher training. A number of professional development opportunities have been created across the state, but as yet, there is no coordination in what programs or content are available to teachers and there is no central clearinghouse that inventories the resources and programs that are being developed. The Department of Public Instruction partnered with LEARN NC, an online tool for instructional

resources and professional development geared toward teachers in North Carolina, to develop teacher education modules for the state's American Indian Studies Elective. Teachers can also now access North Carolina Indian and North American Indian Studies Elective. Teachers can also now access North Carolina Indian and North American Indian model lesson plans through LEARN NC. Another partnership with UNC Pembroke and the Wildacres Leadership Initiative provided for the first time in July 2003, an institute on American Indian history and culture that was highly rated by participating teachers. The Council has heard anecdotally that a number of other groups are providing training and producing curricular resources on American Indian history and culture, but these efforts are not part of a coordinated education initiative.

APPENDIX B

A Decade of Progress in Education



Raising Academic Achievement • Leading the Nation in Education Progress

- 2004 The State Board of Education approves a new High School Exit Standards framework that includes satisfactory student performance on five end-of-course tests and a senior project.
- 2003 North Carolina leads the nation in integrating No Child Left Behind into school accountability and improvement efforts.
North Carolina remains focused on improving academic achievement for all students at all academic levels; ensuring that all students have access to highly qualified teachers; communicating with parents and communities about school performance; and, involving communities in locally-based education decisions.
- 2002 The Federal No Child Left Behind Act is signed into law.
Law requires: holding schools accountable for all students performing at grade level; closing achievement gaps between student demographic groups; and having a highly qualified teacher in every classroom.
Student performance is up 22 percentage points from 1993; 75 percent of students in grades 3-8 test at or above grade level in both reading and math.
- 2001 The North Carolina General Assembly mandates, with support of the State Board of Education and the Department of Public Instruction, that the state include a 'closing the achievement gap' component when measuring schools on student academic growth.
- 2000 The State Board of Education starts holding high schools accountable for showing growth in individual student achievement in 10 major subject areas.
As a result, high schools are measured for both absolute academic achievement and for improvements in individual students' achievement.
- 1999 The State Board of Education approves standards at third, fifth, and eighth grade that ensure students are working at grade level in reading, writing, and math before being promoted to the next grade.
- 1997-98 High schools are first measured under the ABCs accountability program.
- 1996-97 K-8 schools are first measured under the ABCs accountability program.
A rewards system is introduced providing cash bonuses to teachers and staff in schools that meet or exceed academic expectations.
62 percent of students in grades 3-8 score at or above grade level in both reading and math.
- 1995 State law introduces the ABCs of Public Education comprehensive school improvement effort.
The ABCs accountability program requires sweeping education reforms: reorganizing and refocusing public schools through high academic standards, teaching the basics, and maximum local control.
- 1992-93 Statewide testing begins in reading and math for grades 3-8.
53 percent of students perform at or above grade level in both reading and math.
- 1989 The NC School Improvement and Accountability Act introduces statewide curriculum standards, testing programs, and annual performance report cards.



APPENDIX C

Understanding Education Accountability in North Carolina: The ABCs of Public Education

Overview

The ABCs of Public Education is North Carolina's comprehensive school improvement effort. The result of a 1995 state law requiring sweeping education reforms and reorganization, the ABCs has focused public schools in three areas: strong accountability with an emphasis on high educational standards, teaching the basics, and maximum local control. Since its beginning, the ABCs program has been modified and improved to better portray school performance and to ensure that its measures are as fair and accurate as possible. The 2004-05 school year marks the ninth year of the ABCs for K-8 schools and the eighth year for high schools. The ABCs accountability model sets growth and performance standards for each elementary, middle and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results and selected other components are used to measure schools' growth and performance.

What distinguishes the ABCs accountability model from other accountability models is the commitment to rewarding growth in student academic achievement over time. By focusing on both growth and overall performance, schools that make substantial progress in improving student achievement can be rewarded for their efforts before their students are performing at top levels. High-performing schools still are held accountable for the growth of each student, even after the student reaches grade-level proficiency.

Performance standards are measured based on the absolute achievement or the percent of students' scores at or above grade level. Growth standards are benchmarks set annually to measure a school's average progress or growth in student achievement.

Student Assessment

Students in grades 3-8 complete state ABCs End-of-Grade tests in reading and mathematics at the conclusion of each school year. High school students enrolled in the following courses complete state ABCs End-of-Course tests at the conclusion of each course. For 2004-05, those courses are: English I, Algebra I, Algebra II, Geometry, Biology, Chemistry, Physical Science and Physics.

On every ABCs test, student performance is rated according to the following four performance levels:

- Level I: Students performing at this level do not have sufficient mastery of knowledge and skills in this grade level or subject area to be successful at the next grade level or at a more advanced level in this subject area.
- Level II: Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this grade level or subject area and are minimally prepared to be successful at the next grade level or at a more advanced level in this subject area.
- Level III: Students performing at this level consistently demonstrate mastery of this subject matter and skills and are well prepared for the next grade level or for a more advanced level in this subject area.

Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in this grade level or subject matter and are very well prepared for the next grade level or for a more advanced level in the subject area.

School Evaluation and Recognition

School performance is publicized annually by the State Board of Education for the following recognition categories:

SCHOOL STATUS LABELS FOR 2003-2004			
PERFORMANCE LEVEL Based on Percent of Students' Scores at or Above Achievement Level III	ACADEMIC GROWTH		
	Schools Making Expected Growth or High Growth		Schools Making Less than Expected Growth
90% to 100%	Met AYP	Honor School of Excellence	No Recognition
	AYP Not Met	School of Excellence	
80% to 89%	School of Distinction		
60% to 79%	School of Progress		
50% to 59%	Priority School		
Less than 50%	Priority School		Low-Performing*

* The term "low performing" applies to a school that does not meet the expected growth standard and less than 50% of its students are performing at or above Achievement Level III.

Each year, as part of North Carolina's ABCs Accountability program, elementary, middle, and high schools receive one or more ABCs designations based on their performance on the state's End-of-Grade/End-of-Course tests. These ABCs designations are awarded based on standards in two areas: 1) performance, the percentage of students testing at or above grade level, and, 2) growth, whether students have learned as much as they were expected to learn in one year.

Schools that reach the state's highest performance and growth standards are eligible for incentive awards or other recognition. Schools become designated low performing when their growth and performance fall below specified levels, and those schools may receive mandatory assistance based on action by the State Board of Education.

Each year, every school receives one of the following ABCs designations: High Growth, Expected Growth, No Recognition, Priority School, or Low Performing. When schools meet or exceed the state's growth goals and satisfy the state's testing requirements, they can earn the following additional designations for commendable performance: Honor School of Excellence, School of Excellence, School of Distinction, or School of Progress.

Incentives for high performance and sanctions for low performance are key elements of the ABCs. Teachers, principals and other certified staff, as well as teacher assistants, are eligible for cash incentives based on whether a school meets expected or high growth.

One of the major strengths of the ABCs is the assistance provided to schools that are designated as low performing by the State Board of Education. State Assistance Teams may be assigned to low-performing schools to help the schools evaluate their teaching and learning environment and to provide services that will improve the education of all children attending those schools.

Assistance Teams review all facets of school operation and assist in developing recommendations for improving student performance. The teams also evaluate all certified personnel assigned to the schools and make recommendations concerning their performance.

School and Student Performance

In 2003-04, more students than ever before scored at the proficient level or better in ABCs testing. The percentage of students performing at or above the proficient level, also called grade level, on both the reading and mathematics tests across grades 3-8 was 81.3 percent for the state as a whole. In 1996-97, 61.7 percent were proficient.

In 2003-04, 75.1 percent of all schools met or exceeded academic growth expectations and only two schools were identified as low performing with fewer than 50 percent of their students' test scores at the proficient level or above and not making expected or high growth. In 1996-97, only 56.7 percent of the schools met or exceeded academic growth expectations and 123 schools were designated as low performing.

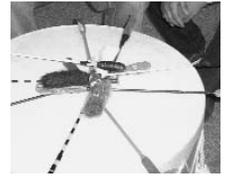
The gap between American Indian students and white students in grades 3-8 scoring proficient in both reading and mathematics has been almost cut in half since the ABCs began. In 2003-04, the gap between American Indian students and white students in grades 3-8 scoring proficient in both reading and mathematics narrowed to 15.6 percentage points, down from 29.8 percentage points in 1996-97. In 2003-04, 73.6 percent of American Indian students statewide performed at or above grade level in both reading and mathematics in 2003-04, up from 42.9 percent in 1996-97, a 30.7 percentage point gain.

PERCENT OF STUDENTS AT OR ABOVE GRADE LEVEL IN BOTH READING AND MATH, GRADES 3-8

	All students statewide	American Indian students statewide	White students statewide
2003-04	81.3 percent	73.6 percent	89.2 percent
2002-03	80.8 percent	72.3 percent	88.8 percent
1996-97	61.7 percent	42.9 percent	72.7 percent

For more information about the ABCs, please go to <http://abcs.ncpublicschools.org/abcs/> or contact your local school district superintendent. A list of North Carolina superintendents and contact information can be found at: www.ncpublicschools.org/nceddirectory/.

APPENDIX D



No Child Left Behind: Our Schools and the Federal Education Law

No Child Left Behind (NCLB), signed into federal law by President George W. Bush in 2002, is having a tremendous impact on North Carolina's public schools. The legislation represents the largest ever expansion of involvement in K-12 education by the federal government. Several key parts of the new Act are well aligned with North Carolina's ABCs of Public Education accountability program and the major education initiatives already underway in our state. No Child Left Behind measures student and school performance, establishes standards for teacher qualifications, and involves parents and communities in education-related decision making.

Adequate Yearly Progress Standards

The federal No Child Left Behind Act requires North Carolina to establish a set of standards for determining whether the state's schools are making Adequate Yearly Progress (AYP). Beginning with a baseline from the 2001-02 school year, schools must make AYP every school year. Adequate Yearly Progress is determined based on a series of incrementally higher performance targets in reading and math culminating in the goal that all students (100%) reach grade level standards or higher by 2013-14. Based on federal guidelines, the State Board of Education has set the following AYP performance targets for the school year, 2004-05:

Schools Offering Grades K-8 Must Have

- A 90 percent daily attendance rate or improvement (0.1 percentage point) from the previous year.
- 76.7 percent of the entire school testing at or above grade level in reading, and 6.7 percent of students from every demographic subgroup of over 40 students – including American Indians – testing at or above grade level in reading as measured by the state's End-of-Grade tests given in grades 3-8.
- 81 percent of the entire school testing at or above grade level in math, and 81 percent of students from every demographic subgroup of over 40 students – including American Indians – testing at or above grade level in math as measured by the state's End-of-Grade tests given in grades 3-8.

Schools Offering Grades 9-12 Must Have

- A 90 percent graduation rate or improvement (0.1 percentage point) from the previous year.
- 35.4 percent of students from every demographic subgroup of 40 or more students, including American Indians, testing at or above grade level as measured by English I and Grade 10 writing End-of-Course tests.
- 70.8 percent of students from every demographic subgroup of 40 or more students, including American Indians, testing at or above grade level as measured by the Algebra I End-of-Course test.

The disaggregation of data for the student demographic subgroups is an important part of identifying and developing high quality programs and strategies for closing minority achievement gaps. School test results for 2003-04, broken into subgroups, are available on

the Public Schools of North Carolina Web site, <http://ayp.ncpublicschools.org/>. If even one subgroup in one subject area in a school does not meet NCLB standards, the school will not meet Adequate Yearly Progress standards. In the 2003-04 school year, 70.8 percent of North Carolina's public schools made Adequate Yearly Progress.

Schools that receive Title I funding and do not make Adequate Yearly Progress (AYP) for two consecutive years in the same subject enter into School Improvement Status. Once a school enters School Improvement Status, it must meet Adequate Yearly Progress (AYP) for two consecutive years in order to be removed from improvement status. Schools in School Improvement face sanctions that increase in severity each year the school remains in school improvement. For more information about AYP and the No Child Left Behind Act, visit www.ncpublicschools.org/nclb.

Teacher Quality Standards

One of the important provisions of the No Child Left Behind Act is a requirement that, by June 30, 2006, all teachers of core academic subjects must be "highly qualified." North Carolina already has rigorous standards for teacher licensure and this new federal law adds one more way in which teacher qualification can be measured. In 2002-03, 83 percent of teachers across the state met the federal "highly qualified" definition.

"Highly qualified" teachers are generally defined as teachers who are fully licensed (also called certified) by the state. They hold at least a bachelor's degree from a four-year institution, and they demonstrate competence in the subject area(s) they teach. The standards for "highly qualified" only apply to teachers in core subject areas: English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through Grade 6 (K-6). The federal regulations do not apply to non-core subject area teachers such as vocational teachers or physical education teachers.

Teachers can demonstrate subject area competence in a number of ways, ranging from national board certification or passing scores on professional exams, to completion of an academic major or a master's or doctoral degree in the subject area taught.

Federal regulations regarding "highly qualified" teachers have multiple rules that are applied in various ways and for various circumstances. For example, a veteran elementary school teacher with 25 years of experience and a doctoral degree might not be considered highly qualified by federal definition. If the teacher were licensed by North Carolina before a subject area-teaching exam was required for certification, even with his doctoral degree and 25 years of experience, this teacher would not demonstrate "competence" according to federal rules. So while this teacher may be an extremely well qualified teacher, his qualifications do not meet the federal definition. Eventually, this teacher is likely to pass a federally mandated exam, but until then he will not be considered "highly qualified" according to No Child Left Behind. Many effective, quality teachers may not currently meet the federal definition of "highly qualified," but the state expects its numbers of "highly qualified" teachers to increase as rules become more clear and requirements are fully communicated to teachers.

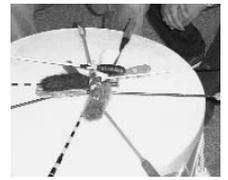
In schools with federal Title I funding, parents may ask their school district about the qualifications of their child's teacher. Parents may request the following information:

- Has a child's teacher met North Carolina's teacher licensing requirements?
In what areas is the teacher certified/licensed?
- Has a child's teacher had any licensure requirements waived?
- What degrees does a child's teacher hold and with what academic majors?

In addition, parents of children attending schools with federal Title I funding must be notified when their child is taught a core academic subject for four or more consecutive weeks by a teacher who does not meet "highly qualified" standards. For more information about highly qualified teachers and parent communications in Title I funded schools, visit www.ncpublicschools.org/nclb.

APPENDIX E

Suspensions and Expulsions



List of Resources for Parents and Communities

The following resources are meant to provide information that might be useful to the readers. Neither the NC Department of Public Instruction nor the State Advisory Council on Indian Education endorses these resources.

North Carolina Public Schools

NC SCHOOL REPORT CARDS

Provides detailed data about public school and school district in North Carolina.

<http://www.ncreportcards.org>

NC ABCS OF PUBLIC EDUCATION

Provides details about North Carolina's public school accountability program that started in 1995, including information about school performance standards and annual school ABCs designations. <http://abcs.ncpublicschools.org/abcs>

Educational Programs

21ST CENTURY COMMUNITY LEARNING CENTERS

U.S. Department of Education announced the award of nearly \$206 million in new 21st Century Community Learning Center grants. The new grants will go to over 300 school districts, working in partnership with community-based organizations, to establish and expand after-school, summer, and weekend programs for students in over 1,400 rural and inner-city communities.

<http://www.ed.gov/21steele/>

CENTER FOR MULTILINGUAL MULTICULTURAL RESEARCH

The center is an organized research unit at the University of Southern California, facilitating the research collaboration, dissemination and professional development activities of faculty, students, and others across School of Education, university outside organizational lines. The center provides a base for those interested in multilingual education, multicultural education and other related areas, and the opportunity to come together for research and program collaboration. <http://www.usc.edu/dept/education/CMMR>

GEAR UP

The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Executive Director of GEAR UP NC is Anthony Locklear. http://www.ncmentor.org/gear_up/

TRIO PROGRAM

The TRIO programs are educational opportunity outreach programs designed to motivate and support students. U.S. Department of Education, 1990 K Street, N.W., 7th floor Washington, DC 20006-8510 <http://www.ed.gov/about/offices/list/ope/trio/index.html>

INROADS

Inroads offers corporate internships, educational support, and training programs to talented minority college students. Inroads works to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership. Inroads has affiliates in Charlotte, Raleigh, Durham, Chapel Hill, and Greensboro.

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

NATIONAL INDIAN EDUCATION ASSOCIATION

The National Indian Education Association supports traditional Native cultures and values, enables Native learners to become contributing members of their communities, promotes Native control of educational institutions, and improves educational opportunities and resources for Alaska Natives and American Indians throughout the United States.

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

NATIONAL MUSEUM OF THE AMERICAN INDIAN

The Smithsonian's National Museum of the American Indian opened its doors to the public on September 21, 2004. The Public Affairs Office of the National Museum of the American Indian is dedicated to informing the public, Native communities, and tribal and mainstream media about all aspects of the museum. This information includes the museum's programs and exhibitions, as well as its continuing outreach to Native communities throughout the hemisphere.

<http://www.nmai.si.edu/>

BUREAU OF INDIAN AFFAIRS, OFFICE OF INDIAN EDUCATION

The Bureau of Indian Affairs, Office of Indian Education Programs is a service organization devoted to providing quality education opportunities for American Indian people. Established in the latter part of the nineteenth century to carry out the federal government's education commitment to Indian tribes, it has become the only national education system for American Indian children and adults. <http://www.oiep.bia.edu/>

Clearinghouses for American Indian Resources and Educational Links

AMERICAN INDIAN EDUCATION RESEARCH

A continuation of work that began with a 1998 Presidential Executive Order on Indian education research, the American Indian Education Research site includes links for information on research funding sources, data sources, and conference papers.

<http://www.indianeduresearch.net>

CANKU OTA

An online newsletter celebrating Native America. Access a wealth of information about American Indian educational resources at <http://www.turtletrack.org> under "Cool links."

INDIAN EDUCATION.ORG

This website provides Indian education leaders and local school programs funded by Title VII with access to resources, information, and connection to other organizations involved with Indian education. <http://www.indianeducation.org>

MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING (MCREL)

Mcrel is a nationally recognized non-profit organization that specializes in education research and school reform. The organization publishes issues reports on education reform for schools serving Native American children, such as its latest report "Examining Comprehensive School Reform in Schools Serving Native American Communities: Case Study Report". The report can be accessed via the Mcrel's website.

<http://www.mcrel.org/topics/productDetail.asp?productID=96#>

MUSEUM OF THE NATIVE AMERICAN RESOURCE CENTER

Located on the campus of University of North Carolina at Pembroke, the Museum of the Native American Resource Center has a mission to educate the public about the culture of Native Americans. The Center serves as a resource for the exchange of information on the education, culture and community activities of Indians. <http://www.uncp.edu/nativemuseum>

NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS

Created in 1971 by the North Carolina General Assembly, the North Carolina Commission of Indian Affairs has a two-fold mission to increase economic opportunities for Indians in North Carolina and to maximize educational opportunities for Indian citizens of North Carolina. The Commission also offers links to other resources to Indian education and initiatives.

<http://www.doa.state.nc.us/doa/cia/indian.htm>

SISTERS IN THE BLOOD

A text on women's studies and Native studies widely used in America, *Sisters in the Blood* provides insight into the dropout problem and academic achievement for Native women as well as investigating other complexities of American Indian life and schooling. The book may be read online at <http://www.sixkiller.com/publications.htm>

Tribal colleges, Native Studies programs, and Indian Education:
<http://www.nativeculture.com/lisamitten/education.html>

Native American research and information sites maintained by the Educational Technology Center – KSU in Kennesaw, GA: <http://edtech.kennesaw.edu/web/natam.html>

Scholarship and Financial Aid Information

AMERICAN INDIAN COLLEGE FUND

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

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

CATCHING THE DREAM

Provides help with writing essays for college and also provides assistance when obtaining and applying for scholarships. The director is Dr. Dean Chavers who can be reached at (505) 262-2351. email: ctd4deanchavers@aol.com

COLLEGE FOUNDATION OF NORTH CAROLINA

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

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

FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID)

Prospective college students can apply for federal financial aid through the Free Application for US Federal Student Aid (FAFSA), a service of the US Education Department.

<http://www.fafsa.ed.gov/>

GATES MILLENNIUM SCHOLARS PROGRAM

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

SCHOLARSHIP AND GRANT PAGE FOR NATIVE AMERICAN STUDENTS

General Information for financial aid including a detailed list of Native American scholarships.

<http://www.uncc.edu/finaid>



APPENDIX F

Tribal Organizations in North Carolina

COHARIE INTRA-TRIBAL COUNCIL

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

CUMBERLAND COUNTY ASSOCIATION FOR INDIAN PEOPLE

2173 Downing Rd.
Fayetteville, NC 28312
Gladys Hunt, Executive Director
Phone: 910-483-8442 / FAX: 910-483-8742
Email: ccaip@netzero.net

EASTERN BAND OF CHEROKEE

P. O. Box 455
Cherokee, NC 28719
Michelle Hicks, Principal Chief
Phone: 828-497-2771 / FAX: 828-497-7007
Email: mhicks@nc-chokeee.com

GUILFORD NATIVE AMERICAN ASSOCIATION

P. O. Box 5623
Greensboro, NC 27435
Rick Oxendine, Executive Director
Phone: 336-273-8686 / FAX: 336-272-2925
Email: www.guilfordnative.org

HALIWA-SAPONI TRIBE, INC.

P. O. Box 99, 39129 Hwy. 561
Hollister, NC 27844
Mr. Archie Lynch, Executive Director
Phone: 252-586-4017 / FAX: 252-586-3918
Email: alynch@haliwa-saponi.com

MEHERRIN INDIAN TRIBE

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

METROLINA NATIVE AMERICAN ASSOCIATION

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

NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS

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

OCCANEECHI BAND OF SAPONI NATION

207 E. Center Street
Mebane, NC 27302
William Hayes, Chairman
Phone: 919-304-3723 / FAX: 919-304-3724
Email: obsn@mebtel.net

SAPPONY - HIGH PLAINS INDIANS, INC., FOR THE SAPPONY

P. O. Box 1101
Roxboro, NC 27573
Dante Desiderio, Executive Director
Phone: 434-585-3352
Email: sappony@msn.com

TRIANGLE NATIVE AMERICAN SOCIETY

P. O. Box 26841
Raleigh, NC 27611
Lanna Dial, President
Phone: 919-233-7478

TRIBAL COUNCIL OF THE LUMBEE TRIBE

P. O. Box 2709
Pembroke, NC 28372
Mr. Leon Jacobs, Tribal Administrator
Phone: 910-521-7861 / FAX: 910-521-7790
Email: leon.jacobs@lumbeetribe.com

UNITED TRIBES OF N.C.

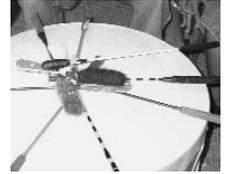
c/o Cumberland Co. Assoc. for Indian People
2713 Downing Rd.
Fayetteville, NC 28312
Gladys Hunt, President
Phone: 910-483-8442 / FAX: 910-483-8742
Email: ccaip@netzero.com

WACCAMAW SIOUAN DEVELOPMENT ASSOCIATION

P. O. Box 69
Bolton, NC 28423
Archie Jacobs, Tribal Council Chair
Phone: 910-655-9551 / FAX: 910-655-8779
Email: siouan@aol.com

APPENDIX G

Council Members and Staff



DANIEL BELL

UNC American Indian Studies
CB 3520 Greenlaw Hall
Chapel Hill NC 27599

ROSEANNA BELT

WCU – Cherokee Center
1594 Acquoni Road
Cherokee NC 28719

KIMBERLY BIRD

11431 Longhedge Lane
Charlotte NC 28273

THERESA BLANKS

5263 Pocosin Road
Lake Waccamaw NC 28450

BRIAN K. BROOKS

PO Box 999
Pembroke NC 28372

DOROTHY STEWART CROWE

156 Cherokee Lane
Roxboro NC 27574

BRENDA DIAL DEESE, VICE CHAIRPERSON

PO Drawer 2909
Lumberton NC 28359-2909

VELINA HAMMOND EBERT

9435 Durango Drive
Kernersville NC 27284

ANGELA LYNCH

1630 Tuck Drive
Burlington NC 27217

LOUISE C. MAYNOR, CHAIRPERSON

1626 University Drive
Durham NC 27707

VIVIAN CARTER MAYNOR

PO Box 315
Clinton NC 28329

JILL AMMONS ROGITZ

526 Swift Creek Rd.
Raeford NC 28376

EARLENE J. STACKS

910 Lansdowne Road
Charlotte NC 28270

RONNIE SUTTON

NC House of Representatives
PO Box 787
Pembroke NC 28372

Staff to the Council

SHIRLEY STATEN, SECTION CHIEF

Raising Achievement and Closing Gaps Section
Division of School Improvement

BENITA TIPTON

State Superintendent's Representative
Teacher Development Services
Division of School Improvement

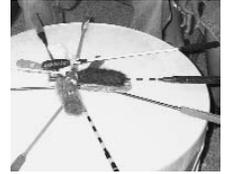


APPENDIX H

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APPENDIX I



The North Carolina Advisory Commission On Raising Achievement and Closing Gaps

RECOMMENDATIONS (Abbreviated Form)*

RECOMMENDATION ONE

That the state takes steps to reduce, then to eliminate the disproportionate number of minority students assigned to special education programs. As a part of the ABCs reporting process, require that schools provide descriptive data, in table format, that will allow for comparisons between the percentage of students assigned to the various categorical special education programs in school districts with state averages in those same categories, and with rates of incidence of the various handicapping conditions in the general populations of our nation.

RECOMMENDATION TWO

That the state recognize its obligation to ensure that students have an equal opportunity to learn by promoting, encouraging, and funding instructional approaches that expose minority students currently functioning at or near grade level to advanced content, challenging strategies, and quality work, thus increasing the number of minority students who perform at the highest levels on standardized and end-of-grade tests.

RECOMMENDATION THREE

That a professionally designed public information campaign be initiated statewide to get the attention of parents (especially those with consistently underachieving students) and local communities.

RECOMMENDATION FOUR

That each LEA be directed to request the following from each school in its district:

- An annual action plan for creatively seeking to improve the school's image with parents and to raise the level of connectedness to parents in general but specifically to those not usually involved with school.
- Parent involvement records should be kept identifying parents who come to school to assist and support the school and the child in the teaching and learning process.
- Voluntary home visits by teachers and administrators should be considered for the simple purpose of building a trusting relationship between home and school.

RECOMMENDATION FIVE

That the State Board of Education and the Superintendent immediately make a public commitment to design and fund a required, but flexible, professional development initiative that will ensure that classroom teachers acquire the knowledge, skills, and dispositions needed to be successful in teaching a diverse population of students.

RECOMMENDATION SIX

That the state provide the substantial TIME that classroom teachers need to update their skills and gain new skills in working with diverse populations by requiring that veteran classroom teachers accept paid 11-month contracts once during every four-year period.

RECOMMENDATION SEVEN

That the state create, fund, and support special seminars and course development for existing university teacher education faculty designed to ensure that they command and model the specific knowledge, skills, and dispositions necessary to prepare pre-service teachers to be successful in teaching diverse student populations.

RECOMMENDATION EIGHT

That the State Board of Education seek the support of the President of the University of North Carolina and the various chancellors to require all search committees for new teacher education faculty members to assess and rate applicants as to the knowledge, skills, and disposition they will need to teach pre-service teachers to work successfully with diverse student populations.

RECOMMENDATION NINE

That the state demonstrate seriousness about resolving the shortage of qualified classroom teachers in North Carolina who are prepared to be successful with diverse populations. Design and implement a specific preparation delivery system that provides monetary incentives then identifies high school and community college graduates who want to teach; preparing, graduating, and placing them in high need schools and teaching areas.

RECOMMENDATION TEN

That the State Board of Education adopt a closing the gap component to the accountability system that sets a universal standard and sets measures and incentives at the school district level. More specifically, the Commission recommends that the State Board explore setting a "universal standard" by which to measure the performance of racial/ethnic populations and socioeconomic groups. This is accomplished by setting a goal and a timeframe for meeting that goal. For example, the one standard studied by the Commission is for 95% of all ethnic/racial and socioeconomic groups to reach grade level proficiency by the year 2010.

RECOMMENDATION ELEVEN

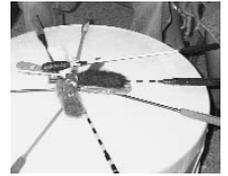
That a study be commissioned by the state to examine and profile the history of organized education for American Indians and African Americans in North Carolina. A document should be generated that factually tracks the formal academic training of these two cultures from the onset of public schooling to present practice. Specific attention should be given to the state's assumption of responsibility for education these two groups within the public schooling system. The results from this study will hopefully contribute to what should become a broader effort to build a credible body of knowledge about minority cultures that can be used to prepare professionals, especially teachers, to more comfortably exchange or interact across ethnic/cultural lines in the classroom and beyond.

RECOMMENDATION TWELVE

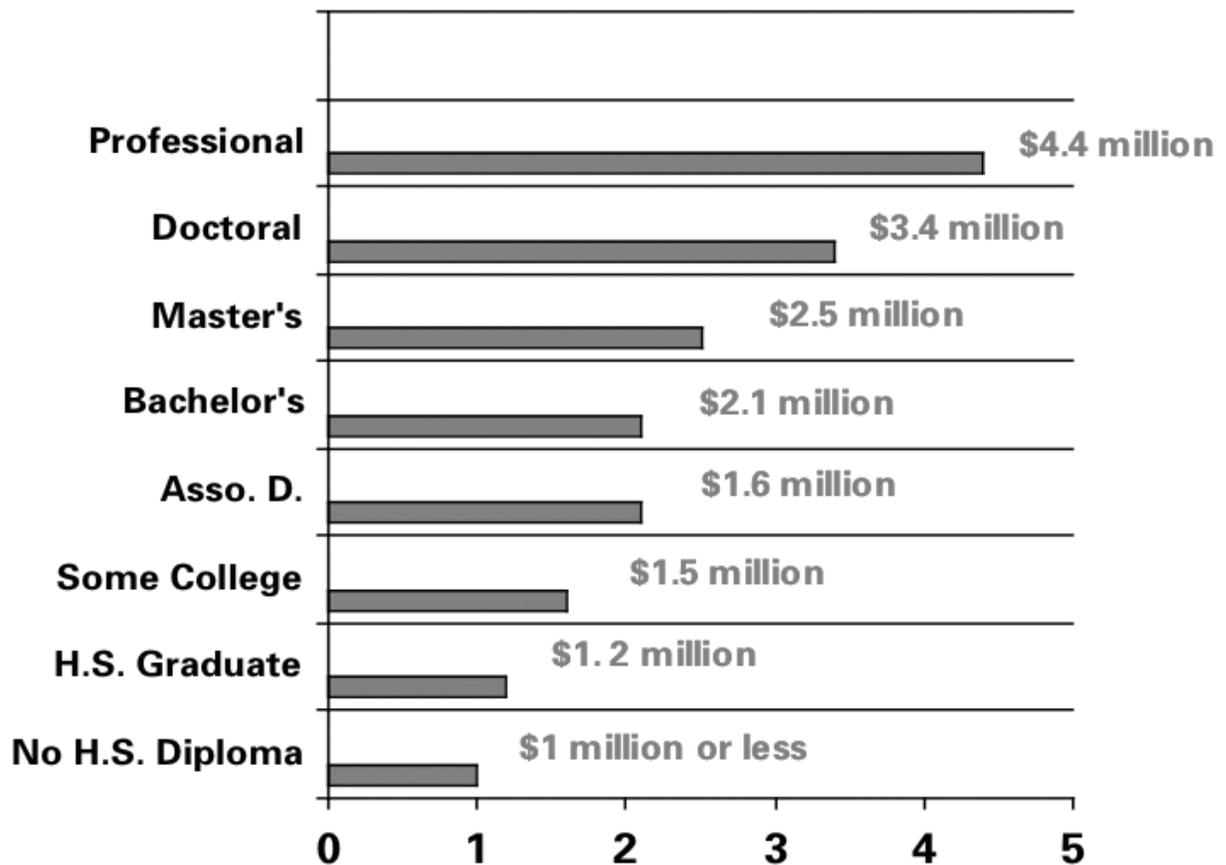
Conduct formal studies of best practices in the education of major racial/ethnic groups, in particular Hispanic/Latino and Asian students, including research from countries of origin. Most teaching practices in North Carolina classrooms do not reflect knowledge of cultural, social, and learning factors represented by the full range of the racial and ethnic composition of the students being taught. As with the recommendation to document the history and educational practices of African American and American Indian students, the purpose of these studies is "to build a credible body of knowledge about minority cultures that can be used to prepare educators, especially teachers, to more comfortably exchange or interact across ethnic/cultural lines in the classroom and beyond".

* The North Carolina Commission on Raising Achievement and Closing Gaps, First Report to the State Board of Education, December 2001, can be viewed at: <http://ncpublicschools.org/closingthegap/advcomm>

APPENDIX J



Life Time Earnings By Educational Level



Source: U.S. Census Bureau, 2002



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Dr. Elsie Leak, Associate Superintendent, Curriculum and School Reform Services, North Carolina Department of Public Instruction.

Marvin Pittman, Director of School Improvement, Curriculum and School Reform Services, North Carolina Department of Public Instruction.

Priscilla Maynor, Executive Director, Internal Operations and Management, North Carolina Department of Public Instruction.

Shirley L. Staten, Section Chief, Raising Achievement and Closing Gaps Section, Curriculum and School Reform Services, North Carolina Department of Public Instruction.

Benita Tipton, Education Consultant, Teacher Development Section, Curriculum and School Reform Services, North Carolina Department of Public Instruction.

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Chris Cobitz, Section Chief, Reporting Section, Division of Accountability Services, North Carolina Department of Public Instruction.

Helmuts Feifs, Education and Planning Consultant, Division of Accountability Services, North Carolina Department of Public Instruction.

Johnny Wilson, Education and Planning Consultant, Division of Accountability Services, North Carolina Department of Public Instruction.

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