

STATE ADVISORY COUNCIL ON

INDIAN EDUCATION



2006 REPORT TO THE STATE BOARD OF EDUCATION

Schools, Tribes and Communities: Educating Minds to Move Beyond



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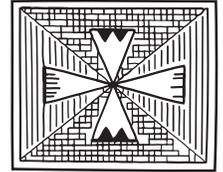
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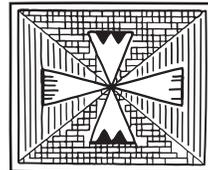
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**THE 2006 ANNUAL REPORT
SCHOOLS, TRIBES AND COMMUNITIES:
EDUCATING MINDS TO MOVE BEYOND**



is dedicated to
Gregory A. Richardson

Executive Director of the North Carolina Commission of Indian Affairs



On behalf of over 80,000 American Indians in North Carolina, The State Advisory Council on Indian Education honors our chief advocate:

Gregory A. Richardson

*Chairman, United States Census Advisory Committee on American Indians and Alaska Natives,
Washington, DC*

*Board of Directors of United Tribes of North Carolina
Board of Directors of the NC Economic Development Initiative
Governor's Interstate Indian Council
NC State Personnel Commission
Vietnam Veteran*



Gregory A. Richardson is a proud member of the Haliwa-Saponi Indian Tribe of Halifax and Warren Counties. As a youth, he attended the Old Haliwa Indian Elementary School. Throughout his prestigious career, Gregory has effectively promoted legislation to enhance opportunities for American Indians.





STATE ADVISORY COUNCIL ON INDIAN EDUCATION

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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. 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 policymakers, public school administrators, teachers, local tribal communities, and parents of school children by informing them of historical facts, current demographics, and educational achievement data that focus specifically on North Carolina's indigenous people. In addition, the work of the State Advisory Council has become a model for other states that have sizable indigenous populations. For 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.

The 2006 annual report, *Schools, Tribes, and Communities: Educating Minds to Move Beyond*, continues to describe the statistics on the dropout problem affecting North Carolina's American Indian students and the achievement data on End-of-Grade (EOG) and End-of-Course (EOC) tests. In 2004-2005, the data show that there is no improvement in the academic achievement of American Indian students in grades three through eight on reading and mathematics End-of-Grade tests. On EOC results for content courses in high school, the results show fluctuations from course to course. 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 this trend, the dropout rate (2.88%) has not improved for American Indian public school students. American Indian males continue to have the worst dropout rate of any other group in the state, regardless of gender.

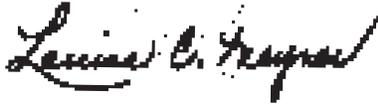
In 2005 we called for increased attention to students who had been suspended or expelled from school because of the obvious impact of these incidences on the dropout rate. We asked that schools not just ignore American Indian students or relegate them to an invisible space. Instead, we hoped that our heritage, our identity, and our place in the school environment would be celebrated. We reiterate this message in 2006. We must develop a multicultural perspective in public education that serves our culturally diverse students. This perspective requires that teachers are informed in content knowledge, in pedagogical skill, and in personal disposition to be culturally responsive teachers. In the 1990s, Dr. Ardy Bowker (aka 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.

"High expectations" is the watchword of this 2006 report. This year we also focus on the high achieving students in our school communities. The essential questions of this investigation are (1) how well are American Indian students being prepared for post-secondary education, (2) how much access is there to honors and advanced placement courses for those American Indian students who aspire to a college education, (3) how well are North Carolina's teachers being prepared to teach students from diverse ethnic backgrounds, and (4) what can be done in teacher

preparation programs and in-service training to prepare North Carolina’s teachers to teach American Indian students? In this report, Dr. Brenda Dial Deese, educator in the Robeson County Schools, reports the research findings on college completion and American Indian students, while Dr. Zoe Locklear, Dean of the School of Education at UNC-Pembroke, describes the state’s teacher preparation standards. One stresses the need for greater access to rigorous academic opportunities for college-bound students, while the other asserts that North Carolina’s teachers need to be more culturally responsive to the diverse students in our classrooms. The State Advisory Council feels strongly that we should emulate the actions taken by the Wisconsin legislature referred to in this document.

The State Board of Education continues to support our efforts to eliminate American Indian mascots, logos, symbols and other derogatory imagery from public schools. School systems throughout the state are asked annually to report their plans for removing these insensitive, demeaning portrayals of American Indians from their schools. We especially thank Guilford County Schools’ Superintendent, Dr. Terry Grier, for his article, “Mascots and their Meaning,” published in the American School Board Journal, October 2005. The Guilford County community has become a model of negotiation and understanding in our struggle for sensitivity and dignity. As a result of his leadership and the cooperation of parents, staff, and students, there are no public schools in Guilford County with American Indian mascots.

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.

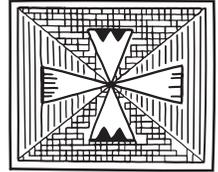


Louise C. Maynor, *Chair, State Advisory Council on Indian Education*

Classrooms are powerful places. They can be the sites of numbing boredom and degradation or of growth and connection. In my own educational history, I have known them as both.

Mike Rose
Possible Lives

LEGISLATION AND PURPOSE



Background

In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to the education of 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

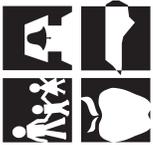
The composition of the Council ensures that multiple perspectives are raised and resolved in a procedural manner. The Department of Public Instruction provides assistance to the Council in carrying out its annual goals.

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



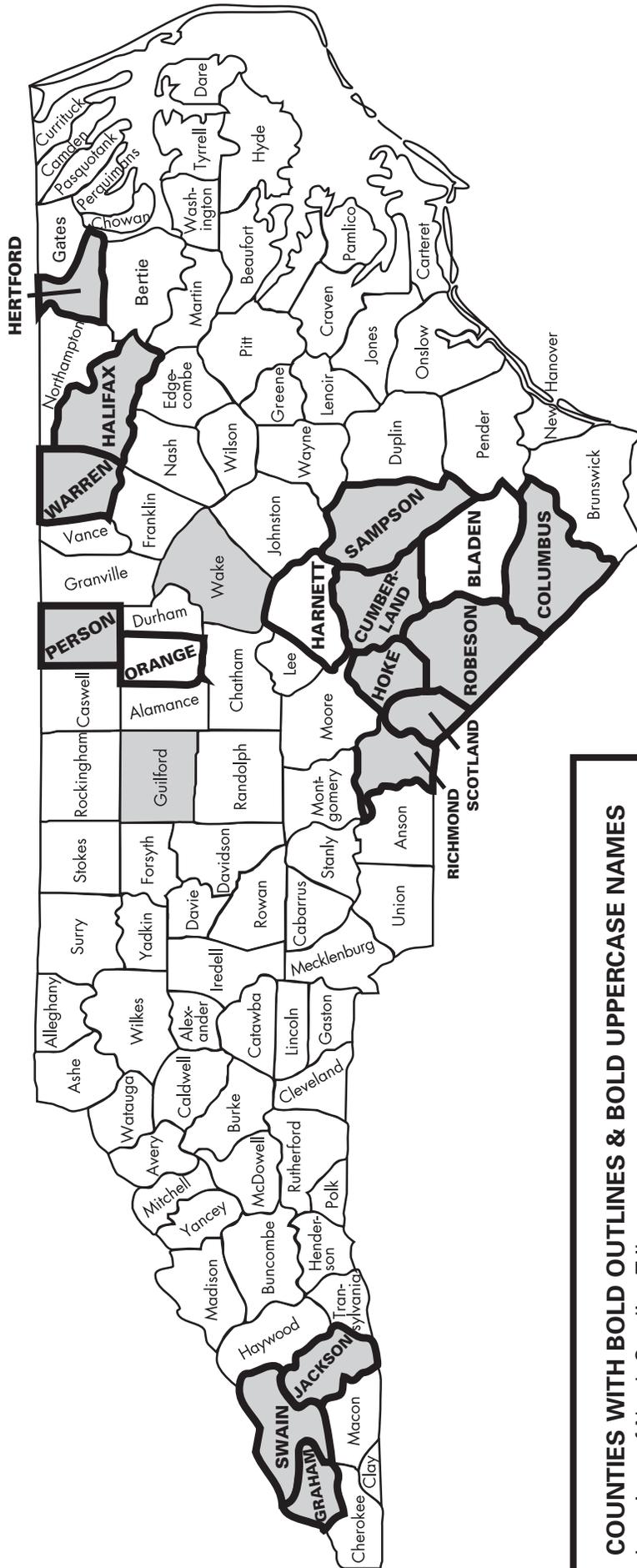
State Advisory Council on Indian Education

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 | | | | |
| <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 style="text-align: right;">04-02-04</p> | | | | |

NORTH CAROLINA TRIBES, LOCATIONS, AND TITLE VII GRANTEES



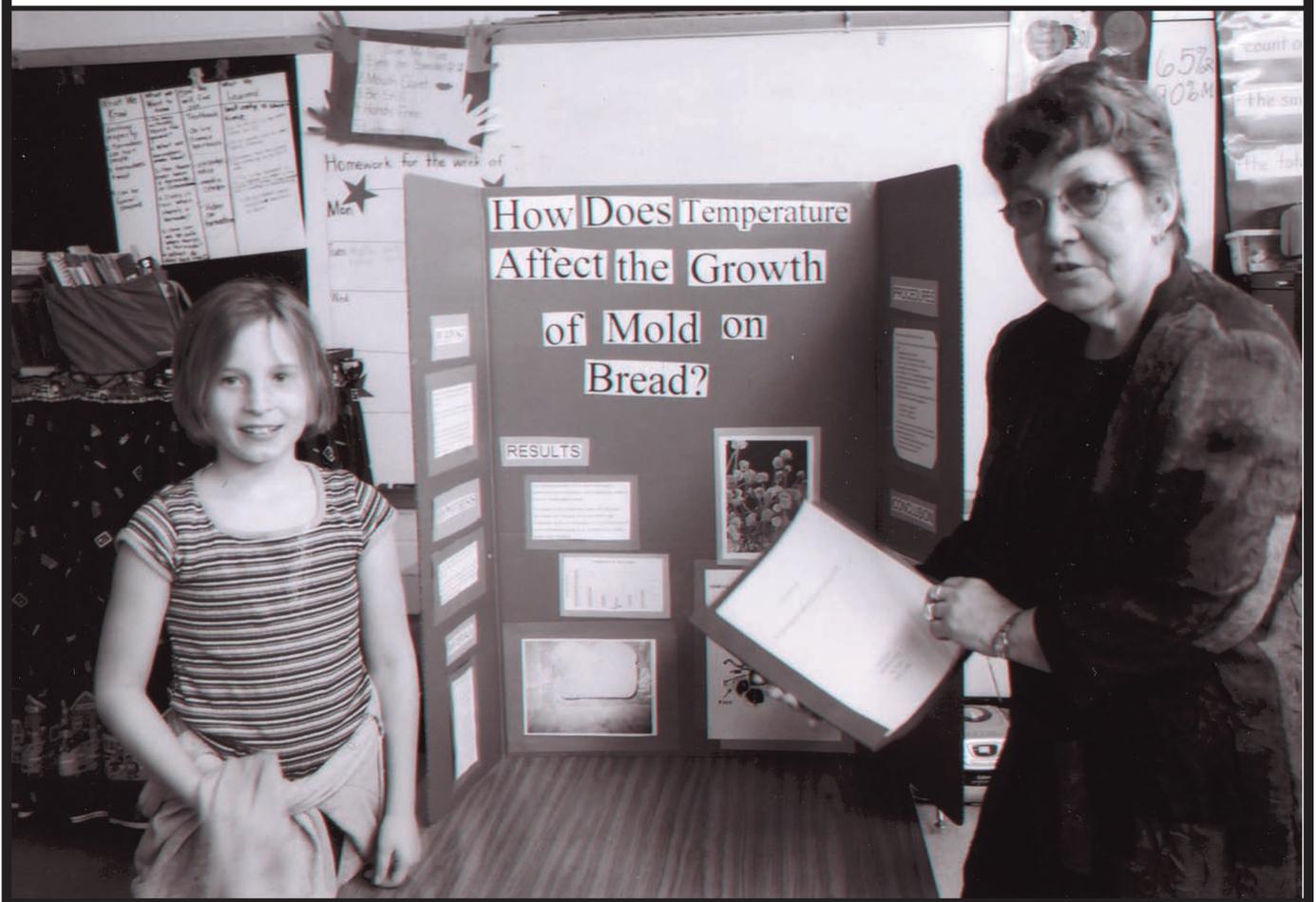
COUNTIES WITH BOLD OUTLINES & BOLD UPPERCASE NAMES
 Locations of North Carolina Tribes

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

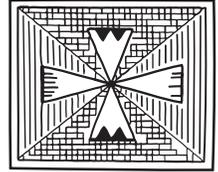
Shaded Counties – Title VII Grantees

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

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY



School Performance

Since 1995-06, American Indian students in grades 3 through 8 have improved their performance on End-of-Grade tests in reading and mathematics by more percentage points than any other ethnic group (31.8 percentage points). The performance gap between American Indian students in grades 3 through 8 and the state average has decreased from 22 points in 1993-94 to 8 points in 2004-05. The performance gap between American Indian students in grades 3 through 8 and white students has decreased from 33 points in 1993-94 to 17 points in 2004-05.

In 2004-05, 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 was 72.5 percent. Statewide, 80.9 percent of students performed at or above grade level.

At the high school level, American Indian student performance on End-of-Course tests fluctuated somewhat from 2003-04 to 2004-05. The percent proficient (Level III or IV) increased in Biology and decreased in Algebra I and English I.

Research suggests that exposure to advanced level course work tends to make a difference in how well students perform in school. The participation of American Indian students in high school Advanced Placement (AP) courses, a measure of advanced levels of study, continues to be low. In North Carolina, the number of high school students taking AP exams increased by 13% during 2004-05. In addition, the number of exams taken by this group increased by 14.3%. In contrast, the set of American Indian test takers also increased, but the number of exams taken by American Indian students decreased 4.3%. Statewide, the percent of students scoring at or above proficiency (Score of 3-5) on AP exams was 54.2 percent; however, the percent of American Indian students scoring at or above proficiency was 34.9 percent. Another alarming statistic reflects 0.5 percent of American Indian students in North Carolina taking AP exams compared with 75.9 percent of white students.

In a survey of 243 American Indian high school students conducted at the 2005 Indian Youth Conference held at Wake Forest University, only 24 students reported completion of an Advanced Placement (AP) course. While the majority of students reported taking Honors courses, in many instances, the courses taken did not match students' desired career paths. Although most of the surveyed students plan to attend a two- or four-year college or university, less than 10 percent had taken an AP course.

The Dropout Rate

In spite of a decline in the 2004-05 state average dropout rate (1.68 percent compared with 1.71 percent in 2003-04), the dropout rate for American Indian students remains significantly higher than the state average (2.88 percent) and continues to be an area of major concern. In 2004-05, the percent of American Indian females dropping out of school increased, and nearly 1 out of every 30 American Indian males dropped out of school (3.23 percent).

College Completion

A look at recent college completion rates showed that 20 percent of the general population attained bachelor's degrees compared with 9 percent of American Indians. Several factors influence the lack of completion of degree programs for American Indian students. This includes a disconnect between the American Indian culture and mainstream culture, cultural bias and racism, among others. Limited research and data exist for North Carolina on the critical issues of college admissions, attrition, degree completion, and school environment, and satisfaction with the college experience by American Indian students.

Preparation of Teachers

Critical to school improvement and student success is the ability of teachers to successfully teach a diverse population of students. Although standards are in place to develop culturally-sensitive teachers, there remains a lack of specific, accurate, and authentic information about American Indian culture. Subsequently, the absence of this information from teacher preparation and educational leadership programs will continue to perpetuate achievement problems for our students. It is essential for North Carolina to increase opportunities in teacher preparation programs and professional development experiences that build the capacity of teachers and administrators to more effectively serve American Indian students.

Teachers not only teach, but they also learn.

Sauk

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; retention rates in post-secondary schooling; and recognizing signature programs between tribal communities and LEAs that create programmatic responses to increasing the graduation rate for American Indian students.

Recommendation Two: Request the State Board of Education strengthen high quality teacher and administrator preparation for NC public schools by requiring these education professionals acquire instruction in American Indian history and culture in order to be licensed or recertified in the State of North Carolina.

- Identify acceptable programs/resources/institutions/online courses, etc. that would satisfy the specific AI studies requirement.
- Assign a specific number of course hours to satisfy the AI studies requirement.
- Identify a time frame whereby teachers and administrators (in-service professionals) would have to satisfy the requirement.

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.
- Request 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 K.)

- 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.
- Request 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.
- Request that all LEAs build a **comprehensive** school counseling program that regularly conducts sessions on dropout rates, improved academic achievement, the value of post-secondary education, understanding between education and post-secondary preparation, improved attendance, and selection of course study, including the benefits of advanced course-taking.
- Request that LEAs ensure students entering high school are assigned the same guidance counselor throughout their high school career, as a way to foster strong relationships between students and counselors.

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

- Request 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 J.)
- 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.
- Encourage school systems to invest in educational materials that promote the traditions, cultures, histories of state-recognized tribes.

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.

Man has responsibility, not power.

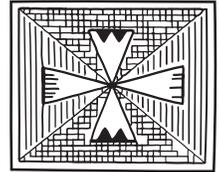
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SECTION I

STUDENT PERFORMANCE



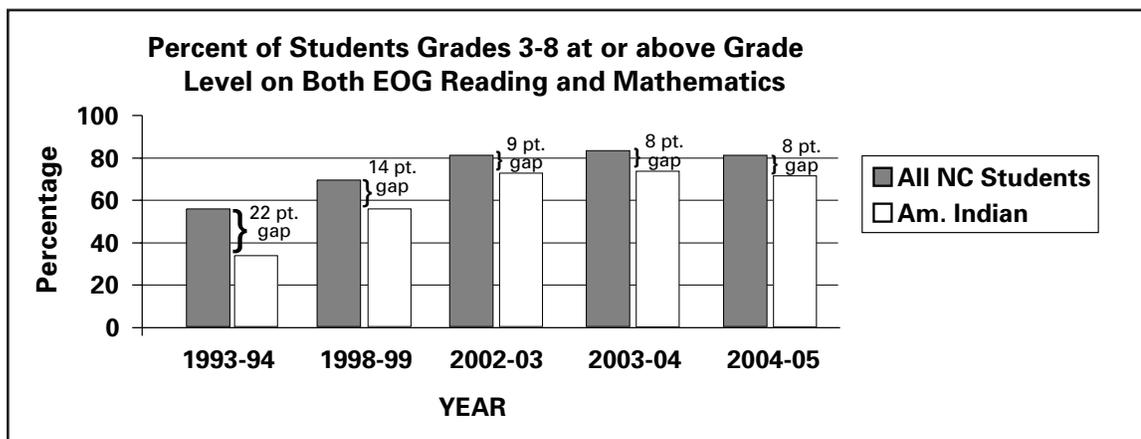
AMERICAN INDIAN STUDENT PERFORMANCE



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.

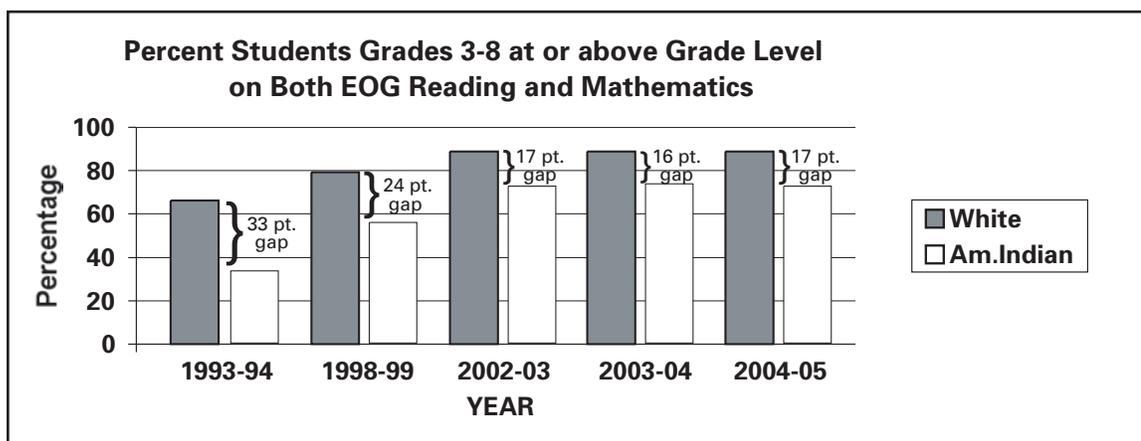
Overall, the achievement of American Indian students on End-of-Grade tests continues to show an increase over the past ten years, as shown in the following charts.

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 2004-05.

GRAPH 2



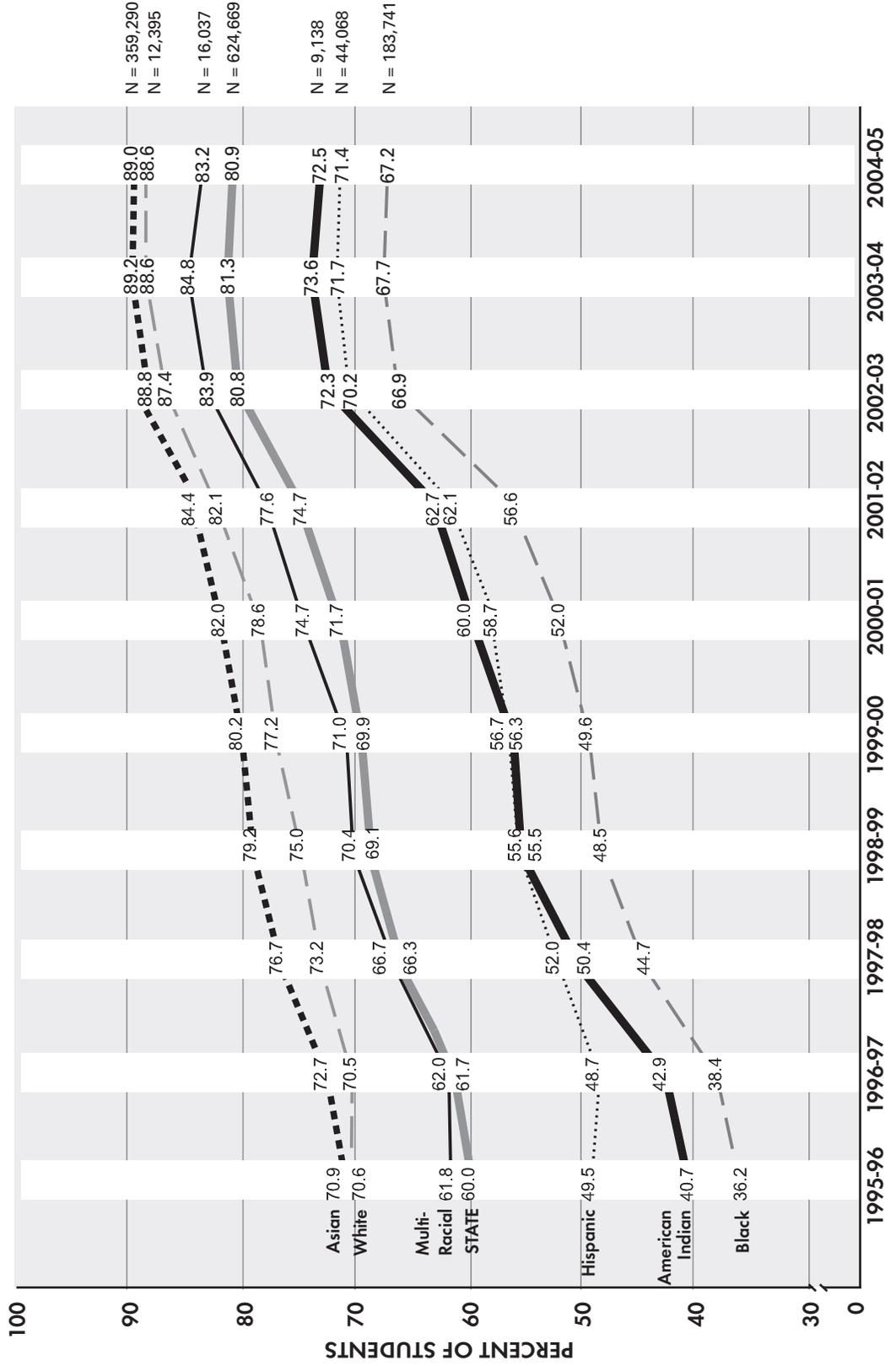
The achievement gap between American Indian students and white students has narrowed by 17 percentage points since 1993-94, when the gap was as wide as 33 percentage points.

GRAPH 3 (right)

In 2004-05, no racial/ethnic group improved performance on North Carolina's EOG tests from the previous year. American Indian students scored about one point lower in 2004-05 than in the previous year.

Since 1993-94, American Indian students have attained the largest gain on EOG tests than any other racial/ethnic group. Over this time frame, American Indian students have gained 39.2 points, compared with 19.3 points for Asian students, 22.8 points for White students, 24.1 points for Hispanic students, and 35.2 points for Black students.

GRAPH 3: EOG Reading and Math Trends, 1995-96 through 2004-05
1995-96 to 2004-05 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



DROPOUT RATES FOR AMERICAN INDIAN STUDENTS

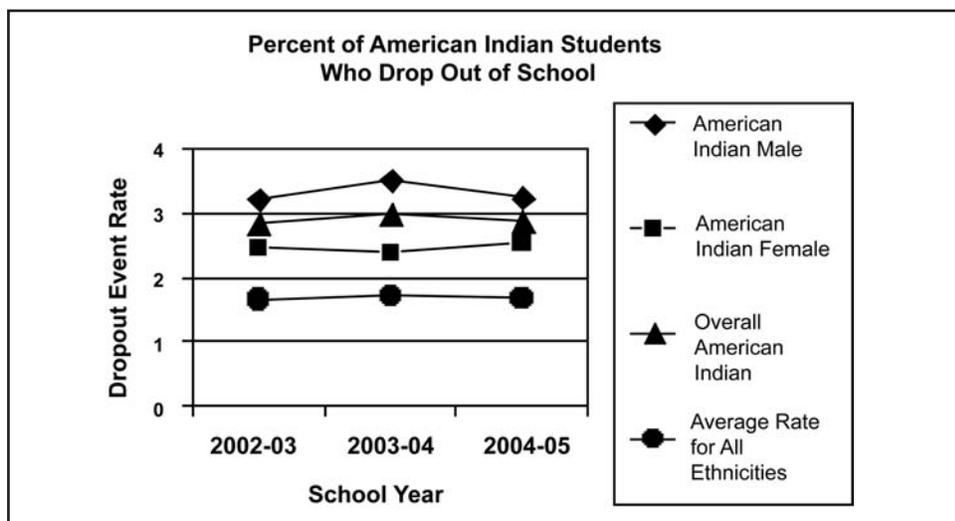
In the 2004-05 school year, the state average dropout rate for grades 1 through 12 was 1.68 percent. It declined slightly from the previous year's rate of 1.71 percent. In 2003-04, there were 21,142 dropout events recorded among nearly 1.24 million students. In 2004-05, however, there were 21,149 dropout events recorded in grades 1 through 12 among a student population that had grown to more than 1.26 million students. Notwithstanding gender differences, the dropout rate for American Indian students in 2004-05 saw a corresponding decline. However, American Indian females were dropping out at a slightly higher rate in 2004-05. (See Table 1 and Graph 4.)

TABLE 1

| AMERICAN INDIAN STUDENT DROPOUT EVENTS IN GRADES 1-12 | 00-01 | 01-02 | 02-03 | 03-04 | 2004-05 |
|--|--------------|--------------|--------------|--------------|----------------|
| What is the total percentage of American Indian students dropping out? | 3.55% | 2.73% | 2.85% | 2.97% | 2.88% |
| What percent of American Indian males are dropping out? | 3.89% | 3.11% | 3.21% | 3.52% | 3.23% |
| What percent of American Indian females are dropping out? | 3.20% | 2.33% | 2.45% | 2.39% | 2.52% |
| State average dropout rate among all students grades 1-12 | 1.97% | 1.81% | 1.66% | 1.71% | 1.68% |

In reviewing the dropout events as a percent of ethnic and gender membership for 2004-05, dropout events among American Indian males and females were nearly twice as likely as they were among White males and females. In 2004-05, nearly 1 in every 30 American Indian males in grades 1 through 12 dropped out of school.

GRAPH 4



At 2.88 percent, the rate was down only slightly from the previous year's 2.97 percent. The tables that follow indicate that there are disproportionately higher numbers of American Indian students dropping out of school, and this is a cause for concern. (See Table 2 and Table 3.)

TABLE 2

| DROPOUT EVENTS BY ETHNICITY, GRADES 1-12 | | | | |
|---|--------------------|-------------------------------|---|--|
| Ethnicity | # of Events | # in Ethnic Membership | Dropout Events as % of Ethnic Membership | Ethnic Dropout Events as % of All Dropout Events (n=21,142) |
| Am. Indian | 530 | 18,401 | 2.88% | 2.51% |
| Asian | 220 | 25,709 | 0.86% | 1.04% |
| Black | 7,214 | 397,539 | 1.81% | 34.16% |
| Hispanic | 1,881 | 89,767 | 2.10% | 8.91% |
| Multiracial | 347 | NA | NA | 1.64% |
| White | 10,924 | 729,220 | 1.50% | 51.73% |
| Total | 21,116 | 1,260,636 | 1.68% | 100.00% |
| N/A– Data not available | | | | |

Most dropout events occur among Whites, followed by Blacks, Hispanics, and American Indians respectively. More than half of all dropout events are among White students, and more than one-third of all dropout events occur among Black students. Looking at the total population for the 2004-05 school year, there were 1.68 dropout events for every 100 students in 2004-05. This is slightly lower than the previous year, when there were 1.71 dropout events per 100 students.

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 | 302 | 9,349 | 3.23% |
| Am. Indian Female | 228 | 9,052 | 2.52% |
| Asian Male | 143 | 13,168 | 1.09% |
| Asian Female | 77 | 12,541 | 0.61% |
| Black Male | 4,417 | 201,326 | 2.19% |
| Black Female | 2,797 | 196,213 | 1.43% |
| Hispanic Male | 1,097 | 46,332 | 2.37% |
| Hispanic Female | 784 | 43,435 | 1.80% |
| Multiracial Male | 168 | NA | NA |
| Multiracial Female | 179 | NA | NA |
| White Male | 6,373 | 374,592 | 1.70% |
| White Female | 4,551 | 354,628 | 1.28% |
| Total | 21,116 | 1,260,636 | 1.68% |
| N/A– Not available | | | |

In 2004-05, American Indian males and American Indian females had a disproportionately higher rate of dropout events in their population than other ethnicities. Dropout events among American Indian males represented 3.23 percent of their membership. For American Indian females, the rate was 2.52 percent, which was up slightly from the 2003-04 school year. In 2003-04, the dropout events among American Indian males represented 3.52 percent of their membership, while for American Indian females, the rate was 2.39 percent.

Specific data concerning dropouts in grades 7 through 12 in selected North Carolina school districts that receive Title VII Indian Education Program funding are shown in Table 4.

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

| SYSTEM | AMERICAN INDIAN | | | | SYSTEM | | | | STATE | | | |
|---------------------------------|------------------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|
| Columbus County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 184 | 199 | 192 | 194 | 3,236 | 3,227 | 3,235 | 3,211 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 4 | 9 | 13 | 12 | 173 | 111 | 114 | 126 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 2.17 | 4.52 | 6.77 | 6.19 | 5.35 | 3.44 | 3.52 | 3.92 | 3.71 | 3.38 | 3.45 | 3.23 |
| Cumberland County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 430 | 431 | 431 | 399 | 23,159 | 23,719 | 24,307 | 24,151 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 26 | 27 | 32 | 23 | 674 | 643 | 638 | 572 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 6.05 | 6.26 | 7.42 | 5.76 | 2.91 | 2.71 | 2.62 | 2.37 | 3.71 | 3.38 | 3.45 | 3.23 |
| Graham County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 66 | 57 | 62 | 68 | 540 | 529 | 557 | 551 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 6 | 6 | 2 | 5 | 24 | 22 | 19 | 27 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 9.09 | 10.53 | 3.23 | 7.35 | 4.44 | 4.16 | 3.41 | 4.90 | 3.71 | 3.38 | 3.45 | 3.23 |
| Guilford County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 169 | 181 | 194 | 179 | 28,284 | 29,191 | 30,194 | 31,110 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 4 | 2 | 8 | 9 | 753 | 602 | 655 | 651 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 2.37 | 1.10 | 4.12 | 5.03 | 2.66 | 2.06 | 2.17 | 2.09 | 3.71 | 3.38 | 3.45 | 3.23 |
| Halifax County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 152 | 149 | 153 | 151 | 2617 | 2,589 | 2,517 | 2,413 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 11 | 4 | 6 | 14 | 115 | 91 | 71 | 107 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 7.24 | 2.68 | 3.92 | 9.27 | 4.39 | 3.51 | 2.82 | 4.43 | 3.71 | 3.38 | 3.45 | 3.23 |
| Hertford County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 21 | 22 | 25 | 21 | 1,793 | 1,759 | 1,719 | 1,653 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | | 1 | | 1 | 87 | 76 | 50 | 64 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | | 4.55 | | 4.76 | 4.85 | 4.32 | 2.91 | 3.87 | 3.71 | 3.38 | 3.45 | 3.23 |

Source: NCDPI/Agency Operations and Management, and Technology Services, Student Information and Enterprise Delivery Team, 2004-05

TABLE 4 (CONTINUED)

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

| SYSTEM | AMERICAN INDIAN | | | | SYSTEM | | | | STATE | | | |
|---------------------------------|------------------------|-------------|-------------|--------------|---------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|
| Hoke County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 340 | 364 | 353 | 347 | 2,489 | 2,596 | 2,595 | 2,705 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 19 | 29 | 24 | 16 | 131 | 143 | 115 | 117 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 5.59 | 7.97 | 6.80 | 4.61 | 5.26 | 5.51 | 4.43 | 4.33 | 3.71 | 3.38 | 3.45 | 3.23 |
| Jackson County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 136 | 133 | 144 | 154 | 1,649 | 1,697 | 1,688 | 1,679 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 8 | 4 | 9 | 11 | 56 | 67 | 70 | 90 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 5.88 | 3.01 | 6.25 | 7.14 | 3.40 | 3.95 | 4.15 | 5.36 | 3.71 | 3.38 | 3.45 | 3.23 |
| Person County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 12 | 14 | 17 | 16 | 2,552 | 2,638 | 2,730 | 2,794 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 0 | 0 | 0 | 2 | 98 | 77 | 90 | 105 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 0.00 | 0.00 | 0.00 | 12.50 | 3.84 | 2.92 | 3.30 | 3.76 | 3.71 | 3.38 | 3.45 | 3.23 |
| Richmond County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 52 | 45 | 65 | 132 | 3,476 | 3,575 | 3,580 | 3,671 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 3 | 2 | 7 | 4 | 136 | 110 | 126 | 116 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 5.77 | 4.44 | 10.77 | 3.03 | 3.91 | 3.08 | 3.52 | 3.16 | 3.71 | 3.38 | 3.45 | 3.23 |
| Robeson County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 4,191 | 4,238 | 4,335 | 4,440 | 9,979 | 10,185 | 10,289 | 10,554 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 261 | 292 | 296 | 286 | 545 | 605 | 598 | 532 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 6.23 | 6.89 | 6.83 | 6.44 | 5.46 | 5.94 | 5.81 | 5.04 | 3.71 | 3.38 | 3.45 | 3.23 |
| Sampson County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 45 | 44 | 52 | 57 | 3,282 | 3,386 | 3,454 | 3,546 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 2 | 2 | 3 | 5 | 107 | 97 | 140 | 160 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 4.44 | 4.55 | 5.77 | 8.77 | 3.26 | 2.86 | 4.05 | 4.51 | 3.71 | 3.38 | 3.45 | 3.23 |

Source: NCDPI/Agency Operations and Management, and Technology Services, Student Information and Enterprise Delivery Team, 2004-05

TABLE 4 (CONTINUED)

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

| SYSTEM | AMERICAN INDIAN | | | | SYSTEM | | | | STATE | | | |
|---------------------------------|------------------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|
| Clinton City | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 44 | 40 | 43 | 44 | 1,170 | 1,172 | 1,255 | 1,246 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 4 | 1 | 0 | 2 | 38 | 21 | 47 | 51 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 9.09 | 2.50 | 0.00 | 4.55 | 3.25 | 1.79 | 3.75 | 4.09 | 3.71 | 3.38 | 3.45 | 3.23 |
| Scotland County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 300 | 322 | 334 | 352 | 2,941 | 2,935 | 3,005 | 3,035 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 12 | 11 | 25 | 24 | 83 | 86 | 97 | 97 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 4.00 | 3.42 | 7.49 | 6.82 | 2.82 | 2.93 | 3.23 | 3.20 | 3.71 | 3.38 | 3.45 | 3.23 |
| Swain County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 165 | 170 | 159 | 185 | 810 | 827 | 861 | 879 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 5 | 9 | 10 | 11 | 20 | 32 | 55 | 43 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 3.03 | 5.29 | 6.29 | 5.95 | 2.47 | 3.87 | 6.39 | 4.89 | 3.71 | 3.38 | 3.45 | 3.23 |
| Wake County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 105 | 110 | 128 | 137 | 43,355 | 45,519 | 48,189 | 50,467 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 9 | 1 | 5 | 8 | 1040 | 830 | 1,188 | 1,401 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 8.57 | 0.91 | 3.91 | 5.84 | 2.40 | 1.82 | 2.47 | 2.78 | 3.71 | 3.38 | 3.45 | 3.23 |
| Warren County | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 77 | 78 | 85 | 64 | 1,444 | 1,548 | 1,558 | 1,538 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 3 | 2 | 5 | 4 | 71 | 60 | 59 | 61 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 3.90 | 2.56 | 5.88 | 6.25 | 4.92 | 3.88 | 3.79 | 3.97 | 3.71 | 3.38 | 3.45 | 3.23 |
| Charlotte-Mecklenburg* | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 | 2002 | 2003 | 2004 | 2005 |
| Total Number of Students | 177 | 192 | 189 | 223 | 45,618 | 47,555 | 49,870 | 52,288 | 567,426 | 586,159 | 604,101 | 620,248 |
| Total Number of Dropouts | 14 | 17 | 14 | 12 | 1,639 | 1,500 | 1,686 | 1,223 | 21,046 | 19,834 | 20,817 | 20,944 |
| Dropout Rate (per 100 students) | 7.91 | 8.85 | 7.41 | 5.38 | 3.59 | 3.15 | 3.38 | 2.34 | 3.71 | 3.38 | 3.45 | 3.23 |

*Charlotte-Mecklenburg is not a Title VII Grantee; however, the district had a significant documented American Indian urban population.

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 (<http://www.ncreportcards.org> www.ncreportcards.org) provides information about the percentage of students enrolled in advanced courses (Advanced Placement, International Baccalaureate, community college courses, or college/university courses). Unfortunately, data disaggregated for American Indian student enrollment is not yet available. Through the College Board, the educational services and testing company that administers the Advanced Placement Program, 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 college/university credit. However, since AP exams are fee-based and not generally required of students enrolled in AP courses, not all students who enroll in the courses take the exams.

In North Carolina, the number of North Carolina test takers in 2005 increased over 4000 students from the previous year (See Tables 6 and 8). This change represented a 13% increase in the number of North Carolina high school students electing to take AP exams. The number of exams taken also increased by 14.3%. American Indian test takers also increased from the previous year (See Tables 6 and 8). However, the number of exams taken by this group declined by 4.3%. Put another way, more American Indian students were enrolled in Advanced Placement courses in 2005 than in 2004, but fewer content area exams were taken. This result might be explained in one of two ways. More students may be electing to take only one exam as opposed to multiple exams, or some students may be electing to receive graduation credit only. Further study is needed to determine the actual causes for the decline in the number of exams taken by this group.

Geography may offer a second explanation for a decrease in the number of exams taken. William Darity in his report to the State Board of Education entitled "Increasing Opportunity to Learn via Access to Rigorous Courses and Programs" (2002), reported that while rural schools in North Carolina have the greatest percentage of AP courses taught by faculty in field, schools in rural areas did not necessarily offer many different types of advanced courses. One reason for this may be that rural areas do not have the resources needed to recruit and retain highly qualified teachers. The table below shows the impact geography has on course offerings. With the greatest percentage of the American Indian student population living in rural North Carolina, a logical conclusion might be that there are fewer opportunities for students to enroll in multiple AP courses and take accompanying exams.

TABLE 5

| AVERAGE NUMBER OF AP COURSES OFFERED BY GEOGRAPHIC REGION | | |
|--|--------------------------|--|
| | Number of Schools | Mean Number of AP Courses Offered |
| Urban | 76 | 8.48 |
| Suburban | 67 | 6.12 |
| Rural | 159 | 3.90 |

Source: "Increasing Opportunity to Learn via Access to Rigorous Courses and Programs," William Darity, Jr.

A recent survey of American Indian youth in North Carolina may offer additional insight for the decline in the number of students taking exams. While attending the North Carolina Indian Youth Conference, June 2005, two hundred seventy-five students from across the state participated in a survey on Advanced Placement and Honors course taking. Of that number, 243 were in grades 9-12. Counties with the greatest representation were Robeson, Columbus, Halifax, Hoke, and Warren. Only 24 of the students surveyed had completed an Advanced Placement course. The majority, 247 students, reported taking Honors courses in English, Biology, Earth/Environmental Science and World History. A little over 60% of the students reported being advised about course selection with the greater proportion of that advice stemming from guidance counselors, teachers, and parents, respectively.

These findings raise a few concerns. First, the desired career path identified by the students surveyed does not match the kinds of Honors courses the students are taking. Typically, students planning to enter careers that rely heavily on math and/or science would be enrolled in courses that provide them with in depth knowledge in these content areas.

The second concern addresses the decision to take Honors courses as opposed to AP courses. These students, by virtue of the fact that they are aspiring to go beyond North Carolina's basic requirements, are among the most talented in the American Indian student population. They should be encouraged to aspire to a higher goal, which brings us to a third concern – the quality of advice students are receiving with respect to their career choices.

The majority (213) of the students have plans to attend a community college or four year college/university. When asked what field of study they planned to pursue, the students cited 92 different fields that require in depth knowledge of math and/or science.

By nature of their requirements, advanced placement exams are considered more rigorous than regular education courses. Performance on the exams depends, in part, on prior exposure to curriculum that has prepared students to meet the demands of such rigorous coursework. Nationally, American Indian students scoring 3 or higher (AP grade scale of 1-5) decreased by 2.1 percentage points from 44.4 to 42.3 percent (Table 7). A decline in the number of top scores (3-5) was also evidenced in North Carolina. In 2005, 34.9% of the exams taken by American Indians received a score of 3 or higher, representing a decrease of 6.7 percentage points (41.6 to 34.9).

Noticeably, in both North Carolina and the nation, American Indians consistently perform below the national average. In North Carolina, less than 50 percent of the exams taken by American Indian students received a score of 3 or higher over the last five years, while 56-60% of the exams taken by white students received a score of 3 or higher over the same period. Overall the percent of advanced placement exams taken by American Indian students with a score of 3 or higher has been inconsistent. Some years showed an increase while others showed a decline in the percent of top scores (See Table 7). The 2005 year marks the greatest decline (6.7 percentage points) in the number of exams with a score of 3 or better for American Indian test takers.

This inconsistent pattern of proficiency warrants further study by the State Advisory Council on Indian Education in the following areas:

- the level of preparation afforded to American Indian students prior to placement in AP courses; and
- the extent to which students in AP courses are given academic support.

Knowledge that is not used is abused.

Cree

TABLE 6

| NORTH CAROLINA PUBLIC SCHOOLS AP PARTICIPATION AND PERFORMANCE 2004-05 | | | | | | | | | | | | |
|---|-----------------|----------|-------------|----------|------------------------|----------|-------------|----------|--------------|----------|-------------|----------|
| | NC Total | | | | American Indian | | | | White | | | |
| | 2004 | | 2005 | | 2004 | | 2005 | | 2004 | | 2005 | |
| | # | % | # | % | # | % | # | % | # | % | # | % |
| # Test Takers | 30,050 | --- | 34,204 | --- | 175 | --- | 179 | --- | 23,105 | --- | 25,964 | --- |
| # Exams Taken | 54,576 | --- | 62,358 | --- | 285 | --- | 269 | --- | 41,557 | --- | 47,319 | --- |
| AP Score 1 | 11,261 | 20.6 | 13,059 | 20.9 | 86 | 30.2 | 81 | 30.1 | 7,119 | 17.1 | 8,170 | 17.3 |
| AP Score 2 | 13,213 | 24.2 | 15,502 | 24.9 | 81 | 28.4 | 94 | 34.9 | 10,030 | 24.1 | 11,584 | 24.5 |
| AP Score 3 | 13,716 | 25.1 | 15,514 | 24.9 | 69 | 24.2 | 59 | 21.9 | 11,143 | 26.8 | 12,594 | 26.6 |
| AP Score 4 | 10,130 | 18.6 | 11,398 | 18.3 | 35 | 12.3 | 28 | 10.4 | 8,307 | 20.0 | 9,378 | 19.8 |
| AP Score 5 | 6,256 | 11.5 | 6,885 | 11.0 | 14 | 4.9 | 7 | 2.6 | 4,958 | 11.9 | 5,593 | 11.8 |

* Disaggregated percentages are rounded. May not add to precisely 100%.
Data provided by the College Board, 2005.

TABLE 7

| PERCENT OF AP EXAMS WITH SCORES OF 3 OR HIGHER BY RACE/ETHNICITY NORTH CAROLINA AND THE NATION, 2001 TO 2005 | | | | | | | | | | | | | | | | |
|---|-------------|-------------|------------|-------------|-----------|------------|-------------|-----------|------------|-------------|-----------|------------|-------------|-----------|------------|--|
| | 2005 | | | 2004 | | | 2003 | | | 2002 | | | 2001 | | | |
| | US | NC | GAP | US | NC | GAP | US | NC | GAP | US | NC | GAP | US | NC | GAP | |
| American Indian | 42.3 | 34.9 | 7.4 | 44.4 | 41.6 | 2.8 | 45.2 | 39.2 | 6.0 | 44.4 | 45.1 | -0.7 | 42.7 | 41.8 | 0.9 | |
| Asian | 62.8 | 60.4 | 2.4 | 63.3 | 60.4 | 2.9 | 64.1 | 59.0 | 5.1 | 64.0 | 57.0 | 7.0 | 62.2 | 54.7 | 7.5 | |
| Black | 26.4 | 22.4 | 4.0 | 29.3 | 23.8 | 5.5 | 31.2 | 23.6 | 8.2 | 30.6 | 26.8 | 3.8 | 28.6 | 25.6 | 3.0 | |
| Hispanic | 44.6 | 52.7 | -8.1 | 48.1 | 53.8 | -5.7 | 50.5 | 53.6 | -3.1 | 50.9 | 56.9 | -6.0 | 50.5 | 51.3 | -0.8 | |
| White | 61.9 | 58.3 | 3.6 | 63.6 | 58.9 | 4.7 | 64.9 | 60.1 | 4.8 | 64.8 | 60.5 | 4.3 | 62.5 | 56.7 | 5.8 | |
| All Students | 57.6 | 54.2 | 3.4 | 59.7 | 55.1 | 4.6 | 61.5 | 56.0 | 5.5 | 61.4 | 56.9 | 4.5 | 59.5 | 53.7 | 5.8 | |

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, 2001-2005.

TABLE 8

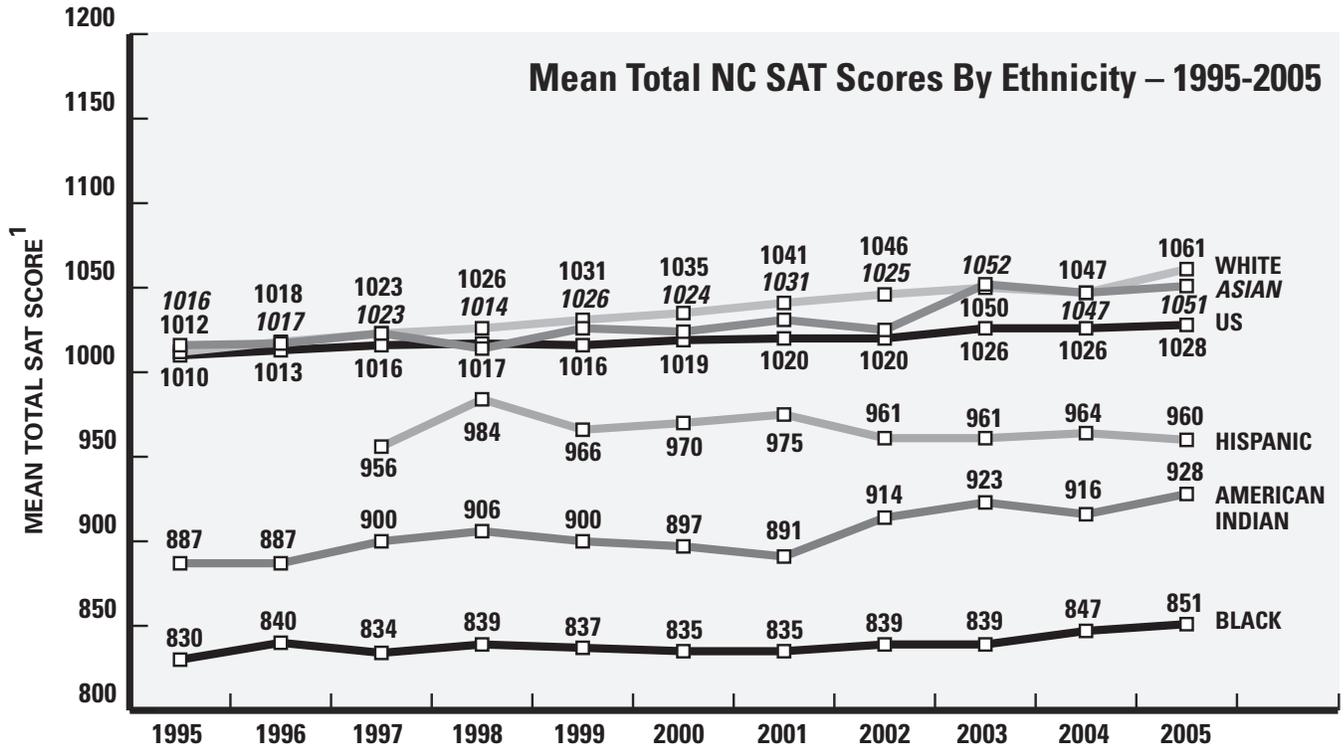
| NUMBER AND PERCENTAGE OF AP TEST TAKERS BY ETHNICITY NORTH CAROLINA AND THE NATION, 2004 TO 2005 | | | | | | | | |
|---|----------------|--------------|---------------|--------------|----------------|---------------|----------------|--------------|
| Number and Percent of Test Takers | | | | | | | | |
| | North Carolina | | | | Nation | | | |
| | 2005 | | 2004 | | 2005 | | 2004 | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| American Indian | 179 | 0.5 | 175 | 0.6 | 4,980 | 0.5 | 4,383 | 0.5 |
| Asian | 1,818 | 5.3 | 1,553 | 5.2 | 119,625 | 11.8 | 105,935 | 11.6 |
| Black | 3,845 | 11.2 | 3,373 | 11.2 | 60,871 | 6.0 | 51,053 | 5.6 |
| Hispanic | 952 | 2.8 | 778 | 2.6 | 132,837 | 13.1 | 115,729 | 12.7 |
| White | 25,964 | 75.9 | 23,105 | 76.9 | 635,581 | 62.5 | 582,579 | 63.8 |
| Other | 675 | 2.0 | 559 | 1.9 | 32,625 | 3.2 | 30,209 | 3.3 |
| No Response | 771 | 2.3 | 507 | 1.7 | 30,537 | 3.0 | 22,845 | 2.5 |
| Total | 34,204 | 100.0 | 30,050 | 100.0 | 912,733 | 100.0- | 912,733 | 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, 2006.

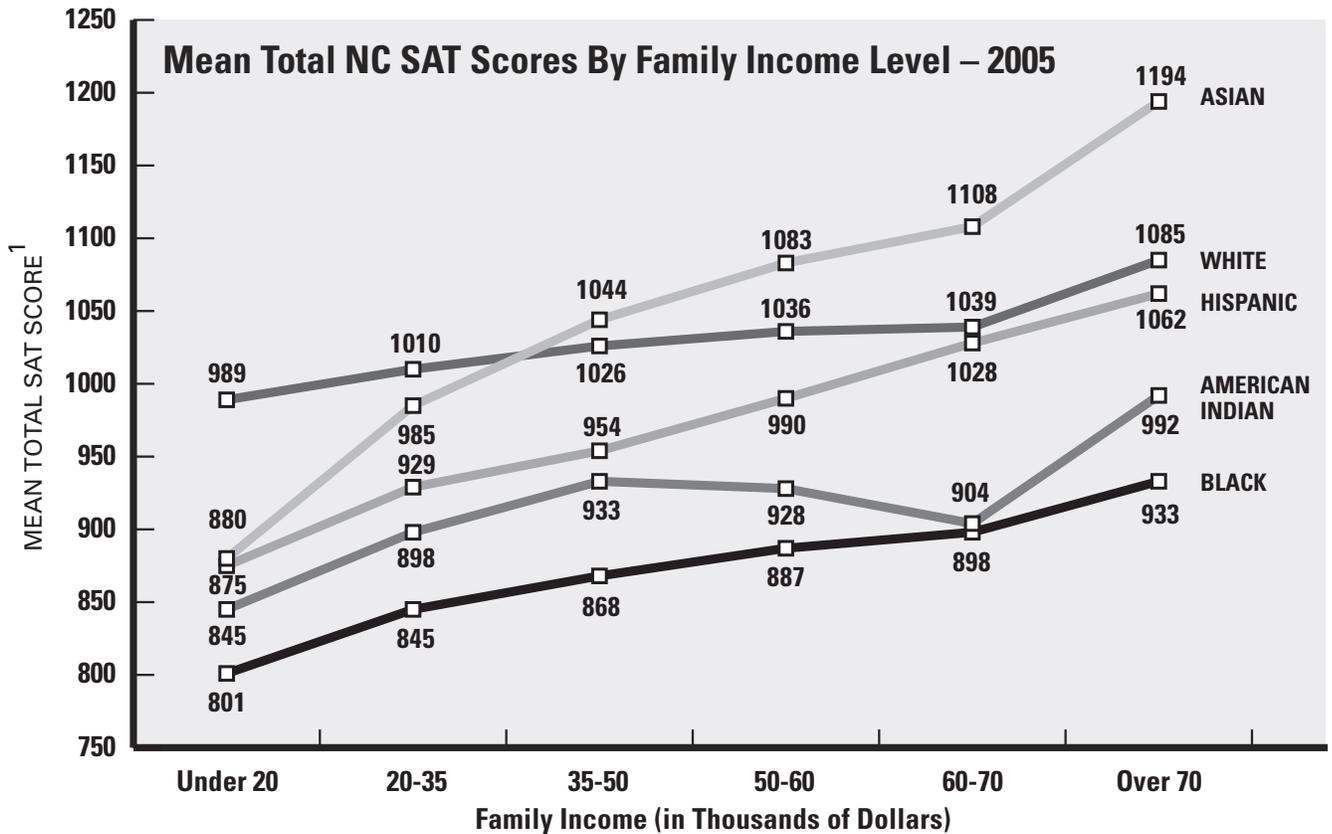
SAT SCORES

GRAPH 5

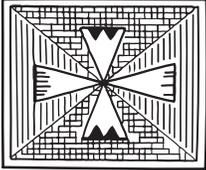


¹ All SAT scores are reported on the recentered score scale (1995).

GRAPH 6



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



WHAT IS HAPPENING?— COLLEGE COMPLETION AND AMERICAN INDIAN STUDENTS

According to the National Center for Education Statistics (2005) and research by Pavel, Skinner, Farris, Cahalan, Tippeconnic, & Stein (1998), nationally, Native Americans continue to lag academically behind that of the total population. This research noted that 9% of American Indians attained a bachelor's degree compared with 20% of the general population, and only 3% of Natives held graduate or professional degrees as compared with 7% of the total population. These statistics support the distressing reality that "American Indians were somewhat more likely to receive associate's degrees and less likely to obtain bachelor's, master's, or doctor's degrees than all students" (Pavel et al, 1998, p. 5). This report also stated that increased enrollment by women in higher education has been documented, which would align with the national, state and local statistics that a higher percentage of American Indian males are dropping out of high school.

According to research about American Indian students, American Indians have the lowest retention and graduation rates of any ethnic group in the country (Cole & Denzine, 2002). Reyhner (1992) documented that "American Indian and Alaska Native students have a dropout rate twice the national average—the highest dropout rate of any United States ethnic or racial group" (p. 1). What are some of the underlying reasons for these trends? Feaste (2002) found that in North Carolina, underachievement was common among poor and rural students. According to the Office of Minority Health and State Center for Health Statistics (August, 1999), "Seventy-nine percent of North Carolina American Indians live in rural areas. More than 40% of American Indian families live below 150% of the poverty level" (p.1).

High academic achievement and learning performance has been demonstrated among North Carolina American Indians when academic expectations are structured in a caring and supportive environment. Unfortunately, American Indian students in grades 1 through 12 represent the largest dropout population in North Carolina. According to data maintained by the Department of Public Instruction, in 2003-04, 2.97% of American Indian students dropped out of high school, out of a total membership of nearly 1.5%. The percent of American Indian males dropping out was 3.52%, which is more than double the total membership of American Indian students. Dropout data for the 2005 school year indicate that American Indians continue to maintain the record for highest dropout rates. The American Indian dropout rate "has led to very high rates of criminality, alcohol-related arrest records over ten times the national average, substance abuse, fetal alcohol syndrome, depression and high rates of suicide" (Gilliland, 1999, p. 2). Therein, American Indian people have a vested interest in supporting American Indian students who enter into higher education.

Studies on enrollment in post-secondary education suggest American Indian students are not completing degree programs. In fact, according to the American Indian Higher Education Consortium and Tribal College research (2000), "the history of higher education for American Indians in the United States largely has been one of systemic failure" (p.1). Further, Reyhner & Dodd (1995) and Butterfield (1994) found that American Indian students are not as successful in remaining in the higher education process as their counterparts. Causes include high attrition rates, student complaints about culturally-biased tests, lack of trusting relationships with professors and other college personnel, experience of racism on both personal and institutional levels, and lack of support from American Indian communities. Educational goals for American Indian students may need more definitive strategy and meaning. For example, American Indian communities may need to target specific problem areas and examine reasons why our students are not completing educational programs. According to Reyhner (2005), "success in school and in life is related to people's identity, how as a group and individually people are viewed by others and how they see themselves" (Slide 10). In this educational context, it is the responsibility of American Indians to provide the framework for how American Indian students can remain in higher education.

For those students who enter into higher education, there is cause for celebration. North Carolina American Indian students have proven that they have developed coping skills, learned effective study strategies, and have understood how to manage the demanding standards of curriculum, school cultures, and Native cultural issues. These are significant successes. Still, as Native students gain entry into higher education institutions, the sluggish retention rate of those students undermines the celebration. Some statistics report the loss of about half of American Indian freshmen every year in many universities and/or colleges (Hornett, 1989). Other research states that American Indian populations experience lower graduation rates than other ethnic groups in professional studies (Tate & Schwartz, 1993).

What are retention issues for American Indian students, and what support services should be available to American Indian students? More pointedly, according to Landrum (2002), it is necessary to determine who is responsible for retention and if the causes are “student-oriented or university-oriented” (p. 196). Landrum (2002) conducted a qualitative study that analyzed the responses of university personnel. The study included faculty and administrators. It found that the faculty and administrators basically approached retention issues differently. Additionally, Landrum’s (2002) study found the following factors impacted retention of undergraduate students in general:

- student skills,
- university obligations,
- academic choices and integration,
- supportive infrastructure,
- student external forces,
- preparedness and remediation opportunities, and
- student health and maturity.

It should be noted that not one American Indian student participated in Landrum’s study that consisted of a pool of 16,000 students. Obviously, these factors may affect American Indian students, but it is also essential to recognize that other issues may influence these “mainstream factors”, creating a multifaceted complexity for American Indian students. For example, it is necessary to recognize that for many American Indian students their home community is comprised of a population wherein the majority of people are American Indian, the culture is American Indian, and the norms and lifestyle are distinctively American Indian. Put succinctly, educational experiences for many American Indian students must be relevant to an understanding of self in relation to previous and present life experiences. Obviously, to become immersed in university life and mainstream culture for weeks at a time presents massive obstacles for Native students. Expectations of adaptation and change are added to the above cited conventional “mainstream” factors that are problematic for American Indian undergraduate students. Typically, many university personnel do not even acknowledge that these factors exist for Native students.

Tate and Schwartz (1993) provide additional factors that are unique to American Indian students that should be considered as added complexities to the “mainstream factors” cited in Landrum’s research. Factors that may cause anxiousness or feelings of despair among Native students include a faulty belief by faculty that Native students want a college experience similar to that of White students. This misunderstanding results in policies that are primarily designed for the mainstream population but unfortunately increase dissatisfaction with university life among Native students.

Another issue cited in this research was the “refusal of some faculty to include course content underscoring the positive contributions of ethnic people” (1993, p. 2).

This research and findings support a continued urgent need for the governing boards of the educational institutions of this state, which include the State Board of Education, the UNC-Board of Governors, and the State Board of Community Colleges, to address the serious issues of admissions, attrition, degree completion, and school environment and satisfaction

experienced daily by American Indian students on university and college campuses. Additionally, it should be noted that very limited data and research exist for the state of North Carolina on the aforementioned issues. Given North Carolina's significant American Indian population, this omission of information and subsequent action is unacceptable.

Hold fast to the words of your ancestors.

Hopi

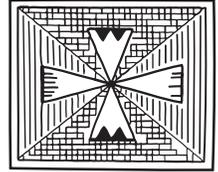


SECTION II

STANDARDS FOR THE PREPARATION OF PRESERVICE TEACHERS AND ADMINISTRATORS



STANDARDS FOR THE PREPARATION OF PRESERVICE TEACHERS AND ADMINISTRATORS



In order to successfully prepare high quality future teachers and administrators for the public schools, teacher education programs at the North Carolina colleges and universities must achieve both state and national accreditation. As adopted, the State Board of Education grants full accreditation to those programs which address various professional and content standards reflecting identified desired knowledge, skills and dispositions. From the perspective of the State Board of Education, this means, that college and university teacher education programs must meet an overall diversity program approval standard and satisfactorily meet separate, detailed Core and Diversity Standards. The overall diversity standard states:

Standard 4: The program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn.

The Core Standards for all teachers were originally articulated by the North Carolina Professional Teaching Standards Commission and were adopted by the State Board of Education in November 1999. The Core Standards reflect what teachers in North Carolina should know and be able to do. There are six Core Standards as listed:

Core Standard 1: Teachers know the content they teach.

Core Standard 2: Teachers know how to teach students.

Core Standard 3: Teachers are successful in teaching a diverse population of students.

Core Standard 4: Teachers are leaders.

Core Standard 5: Teachers are reflective about their practice.

Core Standard 6: Teachers respect and care about students.

As stated in current State Board of Education policy, effective beginning teachers are successful in teaching a diverse population of students. They affirm that diversity truly exists and believe that education is fundamentally a cultural process that ultimately contributes to the academic success or failure of students. Beginning teachers of diverse students have a keen sense of equity, a strong commitment to their profession, knowledge of their students' cultures and needs, and the ability to translate cultural knowledge into pedagogical strategies. As such, teachers should hold high expectations for all students and legitimize their students' backgrounds as part of the school's curriculum. Further, teachers must have knowledge of the diverse backgrounds, cultures and learning styles of their students.

The ultimate goal of the Diversity Standards is to develop in every child's teacher the knowledge, skills, and dispositions to ensure success for all students. Embracing and implementing these standards will have profound implications on the education of all children. There are six Diversity Standards as listed:

Standard 1: Teachers understand the central concepts, tools of inquiry, and structure of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.

Standard 2: Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

- Standard 3:* Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.
- Standard 4:* Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.
- Standard 5:* Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.
- Standard 6:* Teachers of diverse students are reflective practitioners who are committed to educational equity.

In order to be accredited by the State Board of Education, college and university training programs for educational leaders must also satisfy certain criteria and standards. The current Standards for Educational Leaders address the need to prepare educational leaders who value all students and are thus committed to educating all students to become successful adults. Simply put, educational leaders—school principals in particular—must capitalize on diversity to create a school culture that promotes respect and success for all students. There are seven standards which govern the accreditation process for school administration programs. One of these standards speaks specifically to issues of diversity:

- Standard 2:* Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.

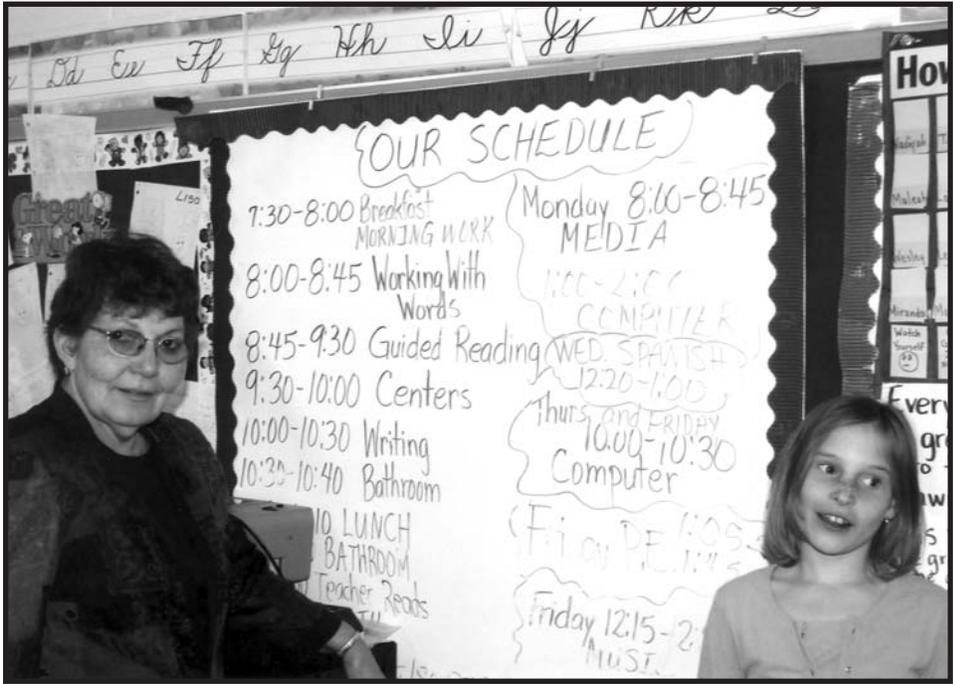
It is apparent that the State Board of Education has adopted sufficient standards to influence the establishment of culturally-sensitive teacher and administrator preparation programs. However, concern remains that even with these generic standards, the absence of specific, accurate, authentic information about American Indians will continue to contribute to a lack of understanding and subsequent societal problems for these children and their families. Summarily, specific attention is not being given to the preparation of teachers in the area of American Indian education. Although the above-stated standards espouse noteworthy ideals, in terms of culturally-relevant practice, they lack the specificity to ensure that teachers in this state will have learned accurate information about American Indians.

One method to address what may be inconsistent preparation of pre- and inservice teachers is through not only culturally responsive professional development programs but also through requiring that teachers in North Carolina must specifically learn about American Indian history and culture in order to be licensed or recertified. Precedence for such action has been established in Minnesota, Montana, New Mexico and Wisconsin whereby all of these states have Indian Education statutes. In the case of Wisconsin, teachers undergo instruction in Indian related studies, as defined by statute, in order to be licensed.

Wisconsin State Statute 115.28(17)(d), states:

“The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, cultural and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.”

Similar action in North Carolina would build the capacity of teachers to serve American Indian students throughout our schools and would support efforts to address inappropriate stereotypes, omission of information, and inaccuracies concerning American Indians.

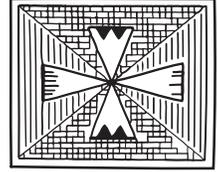


SECTION III

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; retention rates in post-secondary schooling; and recognizing signature programs between tribal communities and LEAs that create programmatic responses to increasing the graduation rate for American Indian students.

Recommendation Two: Request the State Board of Education strengthen high quality teacher and administrator preparation for NC public schools by requiring these education professionals acquire instruction in American Indian history and culture in order to be licensed or recertified in the State of North Carolina.

- Identify acceptable programs/resources/institutions/online courses, etc. that would satisfy the specific AI studies requirement.
- Assign a specific number of course hours to satisfy the AI studies requirement.
- Identify a time frame whereby teachers and administrators (in-service professionals) would have to satisfy the requirement.

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.
- Request 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 K.)

- 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.
- Request 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.
- Request that all LEAs build a **comprehensive** school counseling program that regularly conducts sessions on dropout rates, improved academic achievement, the value of post-secondary education, understanding between education and post-secondary preparation, improved attendance, and selection of course study, including the benefits of advanced course-taking.
- Request that LEAs ensure students entering high school are assigned the same guidance counselor throughout their high school career, as a way to foster strong relationships between students and counselors.

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

- Request 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 J.)
- 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.
- Encourage school systems to invest in educational materials that promote the traditions, cultures, histories of state-recognized tribes.

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 | 190 | 211 | 401 | Kenwood Royal | (910) 642-5168 |
| Cumberland | 472 | 456 | 928 | Trudy Locklear | (910) 678-2462 |
| Graham | 63 | 81 | 144 | Marcia Hollifield | (828) 479-4624 |
| Guilford | 197 | 195 | 392 | S. Jean Conley | (336) 621-4042 |
| Halifax | 181 | 125 | 306 | Tyus Few | (252) 583-5111 |
| Hertford | 16 | 14 | 30 | Janet Jones | (252) 358-1761 |
| Hoke | 477 | 476 | 953 | Billy Jacobs | (910) 875-4106 |
| Jackson | 205 | 180 | 385 | Terri Hollifield | (828) 586-2311 |
| Person | 13 | 18 | 31 | Carol Townsend | (336) 599-2191 |
| Richmond | 164 | 155 | 319 | Linda Nicholson | (910) 582-5860 |
| Robeson | 5,357 | 5,104 | 10,461 | Rita Locklear | (910) 521-2054 |
| Sampson | 59 | 58 | 117 | Pam Westbrook | (910) 592-1401 |
| Clinton City | 54 | 54 | 108 | Robert Taylor | (910) 592-3132 |
| Scotland | 426 | 425 | 851 | Lyle Shaw | (910) 277-4459 |
| Swain | 204 | 211 | 415 | Bob Marr | (828) 488-3129 |
| Wake | 147 | 161 | 308 | Melinda Stephani | (919) 850-1881 |
| Warren | 65 | 74 | 139 | Costel Evans | (252) 257-3184 |

Total served in Cohort **16,288**

Total Served Indian Male 8,290

Total Served Indian Female 7,998

Indian Membership Statewide **19,806**

Indian Membership Male 10,051

Indian Membership Female 9,755

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 | | 2005 | |
|-------|------|-------|------|-------|------|-------|------|-------|
| | AI | State | AI | State | AI | State | AI | State |
| 3 | 71.6 | 79.8 | 75.6 | 82.6 | 75.0 | 83.4 | 77.5 | 83.4 |
| 4 | 67.6 | 77.1 | 76.7 | 83.7 | 75.3 | 83.7 | 73.5 | 83.5 |
| 5 | 70.7 | 84.5 | 79.6 | 88.7 | 83.6 | 89.5 | 83.7 | 90.1 |
| 6 | 62.1 | 74.1 | 72.4 | 81.5 | 72.0 | 80.8 | 73.4 | 82.2 |
| 7 | 65.8 | 76.6 | 79.5 | 85.3 | 79.5 | 85.8 | 79.2 | 86.2 |
| 8 | 75.5 | 85.2 | 81.7 | 87.7 | 85.5 | 88.6 | 84.2 | 88.9 |

TABLE 10

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

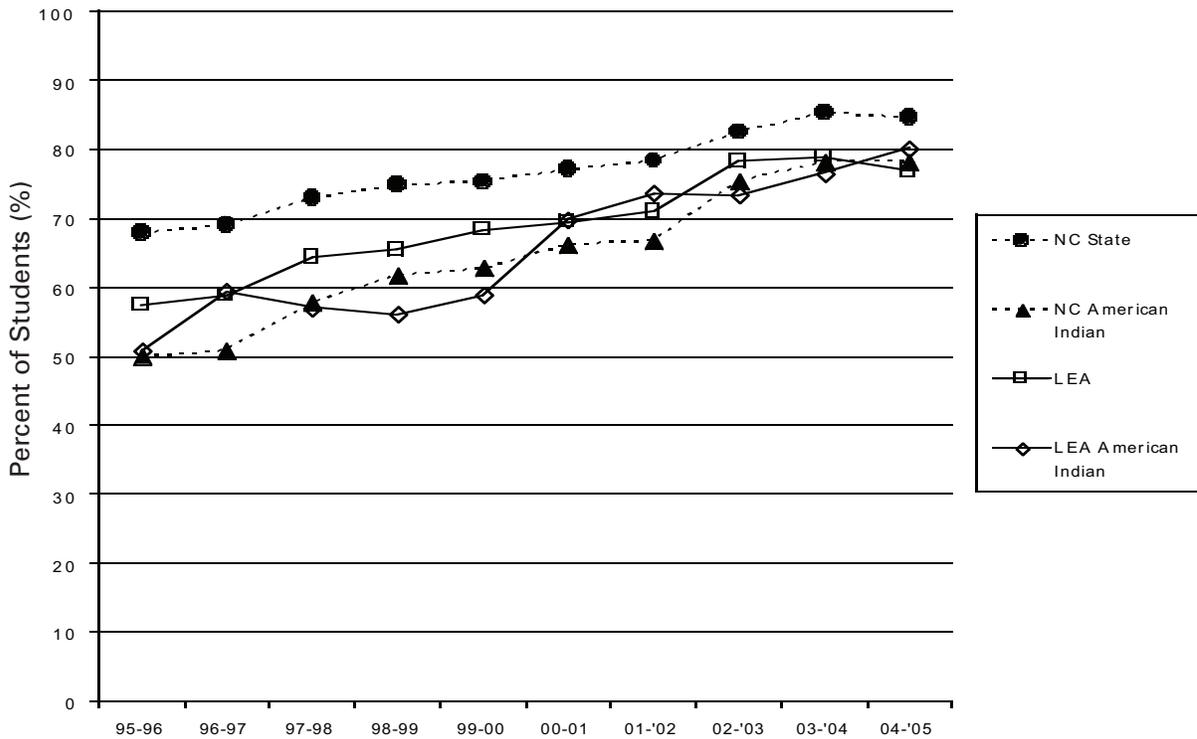
| Grade | 2002 | | 2003 | | 2004 | | 2005 | |
|-------|------|-------|------|-------|------|-------|------|-------|
| | AI | State | AI | State | AI | State | AI | State |
| 3 | 68.0 | 77.3 | 83.6 | 88.9 | 85.0 | 89.0 | 81 | 85.9 |
| 4 | 83.8 | 88.9 | 91.5 | 94.7 | 90.8 | 94.6 | 88.5 | 92.8 |
| 5 | 78.7 | 88.4 | 86.5 | 92.6 | 90.2 | 93.4 | 84.5 | 90.8 |
| 6 | 79.3 | 86.4 | 82.6 | 90.0 | 86.4 | 90.0 | 86.6 | 90.1 |
| 7 | 76.9 | 83.3 | 79.9 | 83.8 | 78.5 | 84.9 | 80.4 | 85.1 |
| 8 | 76.0 | 82.3 | 79.4 | 84.2 | 82.1 | 85.0 | 80.3 | 84.7 |

TABLE 11

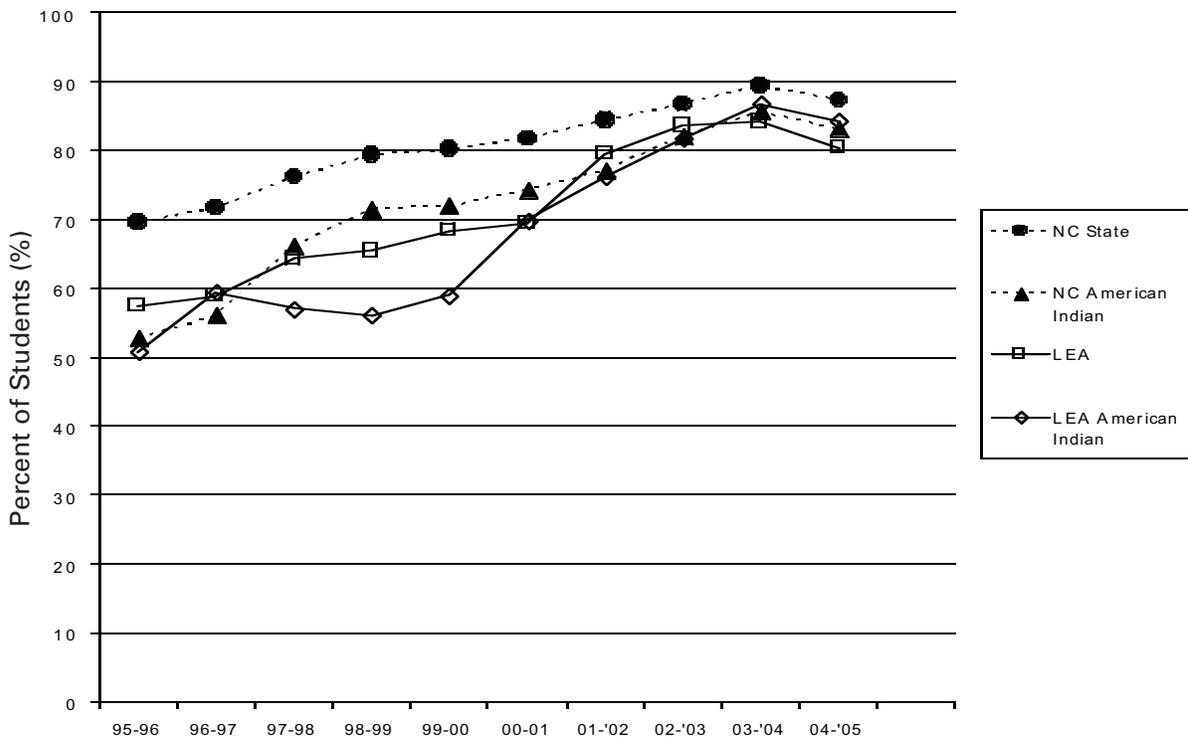
End-of-Course Tests: Percent of Students at or above Grade Level
(Achievement Level III or Higher)

| Subject | 2002 | | 2003 | | 2004 | | 2005 | |
|--------------|------|-------|------|-------|------|-------|------|-------|
| | AI | State | AI | State | AI | State | AI | State |
| Algebra I | 69.5 | 78.9 | 72.1 | 78.6 | 77.4 | 80.0 | 73.3 | 79.8 |
| Biology | 58.5 | 69.3 | 47.5 | 61.0 | 48.2 | 61.5 | 53.1 | 63.4 |
| ELP | 52.3 | 69.5 | 59.5 | 69.3 | na | na | na | na |
| English 1 | 50.5 | 69.6 | 67.1 | 81.6 | 73.7 | 81.6 | 72.4 | 81.6 |
| U.S. History | 38.0 | 50.1 | 43.7 | 54.9 | na | na | na | na |
| Algebra II | 69.8 | 76.9 | 70.0 | 78.8 | 73.6 | 79.5 | 73.1 | 78.5 |
| Physics | 67.6 | 84.4 | 69.7 | 83.4 | 73.7 | 85.3 | 63.7 | 68.6 |
| Chemistry | 60.1 | 70.6 | 66.6 | 74.2 | 66.0 | 75.2 | 71.6 | 76.5 |
| Geometry | 51.0 | 66.3 | 57.9 | 69.5 | 54.9 | 67.3 | 58.1 | 67.9 |
| Phys.Science | 51.4 | 61.5 | 53.9 | 64.0 | 61.7 | 67.5 | 75.5 | 86.1 |

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) | | | | |
|-------|---------------|-----------------|------|------|------|-------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 65.6 | 70.8 | 77.4 | 69.2 | 85.2 | 70.8 | 70.4 | 77.1 | 74.6 | 73.6 |
| | N Tested | 32 | 24 | 31 | 26 | 27 | 534 | 520 | 497 | 544 | 470 |
| 4 | % Grade Level | 68.4 | 77.4 | 69.2 | 80.6 | 81.8 | 66.2 | 68.0 | 72.0 | 80.4 | 74.6 |
| | N Tested | 19 | 31 | 26 | 31 | 22 | 520 | 512 | 500 | 455 | 523 |
| 5 | % Grade Level | 73.3 | 73.7 | 83.3 | 82.6 | 91.2 | 73.2 | 77.4 | 80.8 | 82.0 | 85.9 |
| | N Tested | 30 | 19 | 30 | 23 | 34 | 519 | 501 | 521 | 456 | 490 |
| 6 | % Grade Level | 61.5 | 71.4 | 50.0 | 73.5 | 69.2 | 61.8 | 60.2 | 72.1 | 75.4 | 72.5 |
| | N Tested | 39 | 35 | 28 | 34 | 26 | 524 | 550 | 592 | 509 | 512 |
| 7 | % Grade Level | 57.7 | 74.4 | 82.9 | 70.0 | 86.1 | 65.7 | 72.0 | 82.9 | 81.7 | 83.3 |
| | N Tested | 26 | 39 | 35 | 20 | 36 | 533 | 521 | 532 | 543 | 546 |
| 8 | % Grade Level | 96.3 | 75.0 | 73.2 | 86.1 | 68.0 | 79.8 | 79.1 | 84.7 | 86.4 | 85.5 |
| | N Tested | 27 | 24 | 41 | 36 | 25 | 505 | 516 | 524 | 493 | 564 |

EOG Mathematics, Percent of Students at/above Grade Level

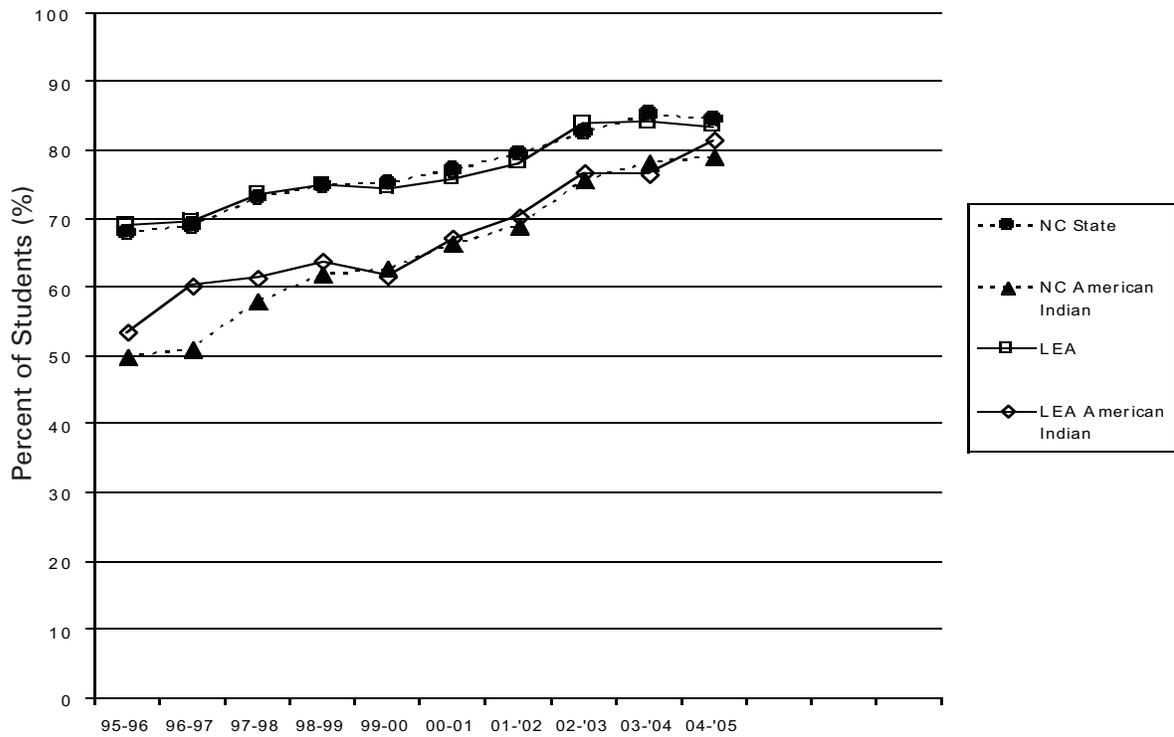
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|-------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 78.1 | 75.0 | 93.5 | 80.8 | 85.2 | 68.7 | 68.5 | 86.5 | 84.4 | 79.6 |
| | N Tested | 32 | 24 | 31 | 26 | 27 | 536 | 523 | 497 | 544 | 471 |
| 4 | % Grade Level | 60.9 | 90.3 | 96.2 | 96.8 | 90.9 | 85.1 | 85.9 | 90.0 | 92.3 | 86.3 |
| | N Tested | 23 | 31 | 26 | 31 | 22 | 524 | 517 | 502 | 455 | 531 |
| 5 | % Grade Level | 80.0 | 73.9 | 93.3 | 82.6 | 94.1 | 80.5 | 88.0 | 87.7 | 88.6 | 89.4 |
| | N Tested | 30 | 23 | 30 | 23 | 34 | 524 | 508 | 522 | 456 | 490 |
| 6 | % Grade Level | 66.7 | 68.6 | 60.7 | 85.3 | 84.6 | 80.2 | 78.3 | 83.4 | 87.6 | 83.5 |
| | N Tested | 39 | 35 | 28 | 34 | 26 | 525 | 553 | 595 | 509 | 514 |
| 7 | % Grade Level | 76.9 | 80.0 | 91.4 | 85.0 | 72.2 | 76.1 | 78.9 | 76.0 | 82.0 | 79.0 |
| | N Tested | 26 | 40 | 35 | 20 | 36 | 535 | 527 | 537 | 543 | 548 |
| 8 | % Grade Level | 93.1 | 62.5 | 61.0 | 91.7 | 88.0 | 78.7 | 78.0 | 78.6 | 79.3 | 78.8 |
| | N Tested | 29 | 24 | 41 | 36 | 25 | 512 | 519 | 527 | 493 | 566 |

EOC High School Subjects, Percent of Students at/above Grade Level

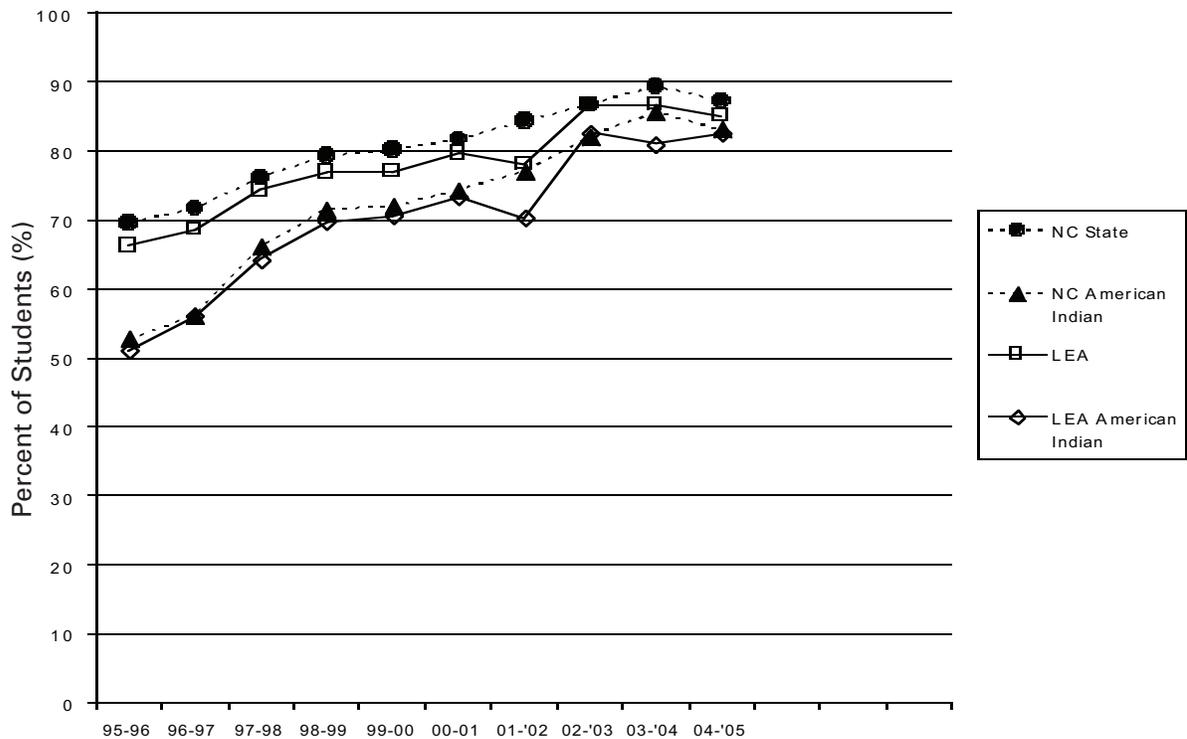
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|------|------|-------------|-----------------------|------|------|-------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 81.6 | 71.4 | 65.4 | 84.6 | 78 | 73.5 | 68.7 | 73.0 | 73.2 | 73.2 |
| | # Tested | 38 | 28 | 26 | 26 | 50 | 596 | 575 | 552 | 477 | 493 |
| Biology | % Grade Level | 38.1 | 43.3 | 32.5 | 48.0 | 48.6 | 46.6 | 54.3 | 45.9 | 43.3 | 46.3 |
| | # Tested | 21 | 30 | 40 | 25 | 37 | 489 | 484 | 505 | 494 | 479 |
| ELP | % Grade Level | 62.5 | 57.1 | 56.0 | — | — | 64.2 | 65.9 | 71.2 | — | — |
| | # Tested | 24 | 28 | 25 | — | — | 492 | 451 | 437 | — | — |
| English I | % Grade Level | 43.3 | 58.8 | 63.0 | 69.1 | 56.8 | 60.5 | 63.8 | 72.9 | 78.1 | 77.6 |
| | # Tested | 30 | 34 | 27 | 42 | 44 | 521 | 531 | 547 | 507 | 487 |
| US History | % Grade Level | 52.6 | 25.0 | 38.5 | — | — | 47.4 | 43.0 | 49.9 | — | — |
| | # Tested | 19 | 20 | 26 | — | — | 420 | 421 | 415 | — | — |
| Algebra II | % Grade Level | 30.8 | 37.5 | 50.0 | 58.3 | 92.9 | 48 | 65.7 | 65.5 | 65.4 | 70.5 |
| | # Tested | 13 | 8 | 8 | 12 | 14 | 300 | 245 | 264 | 269 | 251 |
| Physics | % Grade Level | 25 | 100.0 | 100 | — | — | 57.1 | 81.0 | 80.0 | 100.0 | 100 |
| | # Tested | 4 | 1 | 1 | — | — | 49 | 42 | 15 | 13 | 13 |
| Chemistry | % Grade Level | 28.6 | 66.7 | 75.0 | 83.3 | 50 | 44.7 | 59.5 | 75.7 | 72.2 | 77.3 |
| | # Tested | 14 | 3 | 4 | 6 | 4 | 206 | 205 | 169 | 194 | 150 |
| Geometry | % Grade Level | 55.6 | 35.3 | 36.8 | 61.5 | 82.4 | 51.6 | 50.6 | 49.5 | 56.8 | 58.9 |
| | # Tested | 9 | 17 | 19 | 13 | 17 | 312 | 322 | 364 | 273 | 304 |
| Phys.Science | % Grade Level | 72.7 | 61.1 | 45.0 | 75.0 | 68.8 | 53.4 | 53.3 | 64.8 | 67.7 | 71.8 |
| | # Tested | 11 | 18 | 20 | 20 | 16 | 277 | 315 | 361 | 328 | 373 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 78.6 | 70.0 | 76.9 | 76.3 | 80.0 | 75 | 77.3 | 80.9 | 81.0 | 81.2 |
| | N Tested | 56 | 60 | 65 | 59 | 85 | 4100 | 4003 | 3913 | 3698 | 3773 |
| 4 | % Grade Level | 60.9 | 73.7 | 67.3 | 66.7 | 81.4 | 72.4 | 75.8 | 81.4 | 81.3 | 80.4 |
| | N Tested | 69 | 57 | 55 | 72 | 70 | 3864 | 4007 | 3927 | 3488 | 3843 |
| 5 | % Grade Level | 72.6 | 73.5 | 93.0 | 76.0 | 83.5 | 80.7 | 82.5 | 88.3 | 88.6 | 88.0 |
| | N Tested | 62 | 68 | 57 | 50 | 79 | 3968 | 3960 | 3994 | 3529 | 3901 |
| 6 | % Grade Level | 56.3 | 60.0 | 69.2 | 83.3 | 69.0 | 69.4 | 73.4 | 80.7 | 81.9 | 80.9 |
| | N Tested | 80 | 65 | 78 | 60 | 58 | 3909 | 3904 | 3981 | 3613 | 3840 |
| 7 | % Grade Level | 61.5 | 68.0 | 82.0 | 81.2 | 86.9 | 75.9 | 75.2 | 84.8 | 85.8 | 86.3 |
| | N Tested | 65 | 75 | 61 | 69 | 61 | 3878 | 3861 | 3953 | 3612 | 3999 |
| 8 | % Grade Level | 76.8 | 73.5 | 74.7 | 81.5 | 88.6 | 82.5 | 84.4 | 86.9 | 88.7 | 88.3 |
| | N Tested | 69 | 68 | 75 | 65 | 70 | 3740 | 3879 | 3823 | 3587 | 3900 |

EOG Mathematics, Percent of Students at/above Grade Level

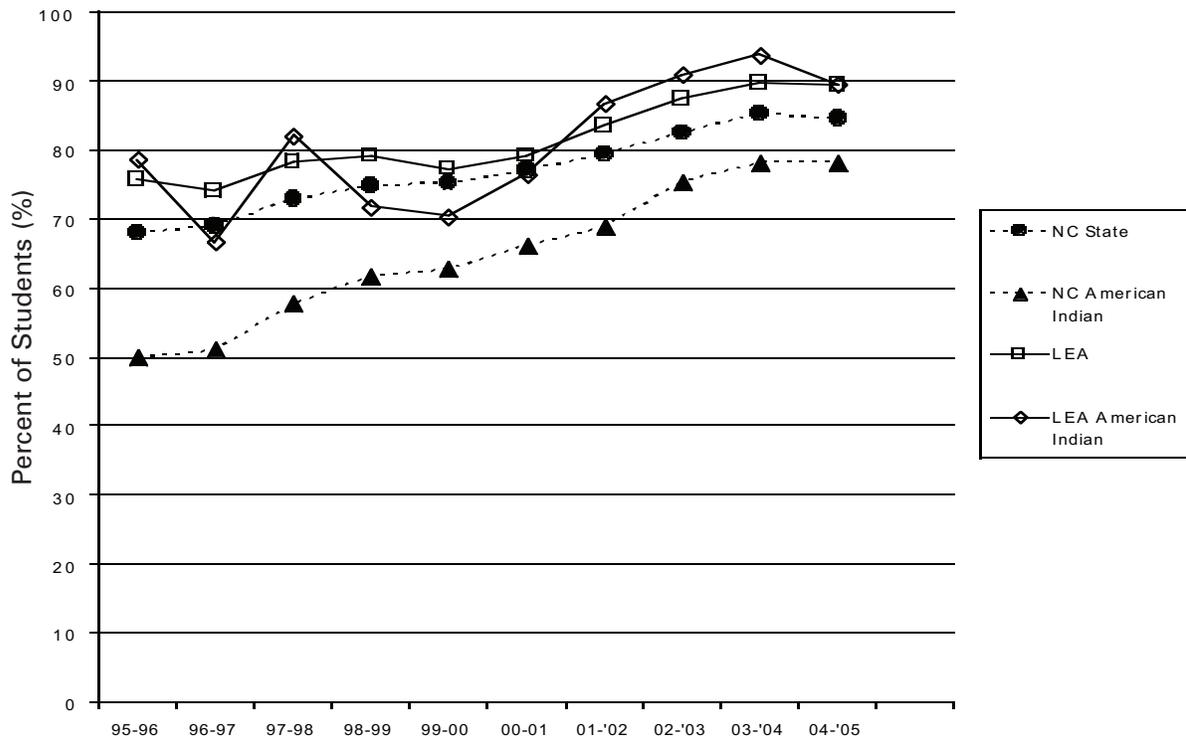
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 78.6 | 70.0 | 83.1 | 79.7 | 82.4 | 72.4 | 73.5 | 86.6 | 86.1 | 82.7 |
| | N Tested | 56 | 60 | 65 | 59 | 85 | 4109 | 4005 | 3917 | 3698 | 3779 |
| 4 | % Grade Level | 82.6 | 91.2 | 85.5 | 87.5 | 84.3 | 86.2 | 86.4 | 93.1 | 92.7 | 89.9 |
| | N Tested | 69 | 57 | 55 | 72 | 70 | 3879 | 4008 | 3930 | 3488 | 3853 |
| 5 | % Grade Level | 75.8 | 82.6 | 94.7 | 80.0 | 88.6 | 85.6 | 87.0 | 92.0 | 93.6 | 89.3 |
| | N Tested | 62 | 69 | 57 | 50 | 79 | 3974 | 3967 | 3998 | 3529 | 3914 |
| 6 | % Grade Level | 70.0 | 81.3 | 82.3 | 95.0 | 81.0 | 82.3 | 83.7 | 88.7 | 87.5 | 88.3 |
| | N Tested | 80 | 64 | 79 | 60 | 58 | 3908 | 3909 | 3985 | 3613 | 3843 |
| 7 | % Grade Level | 69.2 | 72.0 | 86.9 | 79.7 | 80.3 | 77.3 | 78.5 | 79.7 | 82.9 | 82.5 |
| | N Tested | 65 | 75 | 61 | 69 | 61 | 3879 | 3859 | 3951 | 3612 | 4003 |
| 8 | % Grade Level | 65.2 | 67.6 | 68.0 | 72.3 | 80.3 | 74.1 | 76.1 | 80.4 | 82.8 | 82.1 |
| | N Tested | 69 | 68 | 75 | 65 | 71 | 3748 | 3876 | 3821 | 3587 | 3910 |

EOC High School Subjects, Percent of Students at/above Grade Level

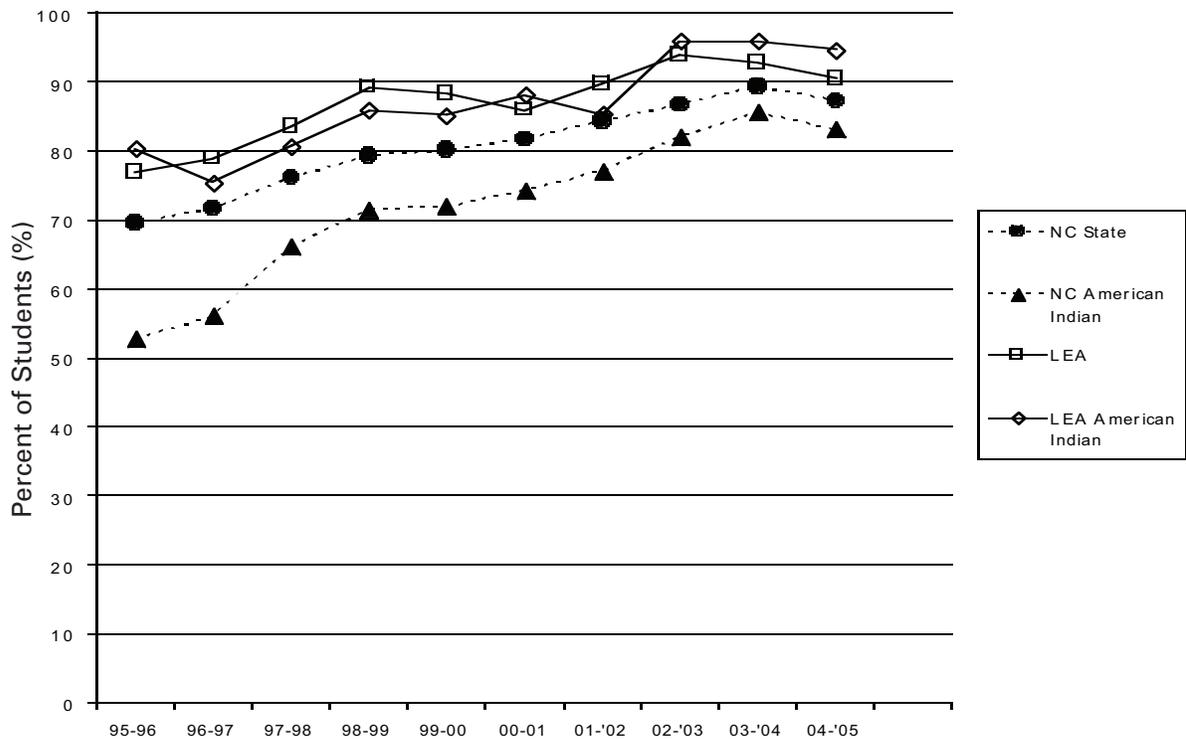
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 66.2 | 69.1 | 74.3 | 69.0 | 76.4 | 65.7 | 69.2 | 70.3 | 71.4 | 74.0 |
| | # Tested | 65 | 68 | 74 | 58 | 72 | 3629 | 4209 | 4272 | 3346 | 4682 |
| Biology | % Grade Level | 60.7 | 59.7 | 43.9 | 46.3 | 45.5 | 56.1 | 61.9 | 54.3 | 57.0 | 56.5 |
| | # Tested | 56 | 72 | 66 | 67 | 66 | 3438 | 3980 | 3974 | 3829 | 3905 |
| ELP | % Grade Level | 58.3 | 58.9 | 68.3 | — | — | 65.2 | 65.1 | 68.8 | — | — |
| | # Tested | 72 | 56 | 60 | — | — | 3892 | 3817 | 4144 | — | — |
| English I | % Grade Level | 61.7 | 55.4 | 72.8 | 71.4 | 72.0 | 65.3 | 66.9 | 82.1 | 81.2 | 81.0 |
| | # Tested | 81 | 65 | 81 | 77 | 82 | 4174 | 4173 | 4116 | 4143 | 4259 |
| US History | % Grade Level | 40.0 | 51.8 | 50.8 | — | — | 45.1 | 45.6 | 52.5 | — | — |
| | # Tested | 60 | 56 | 59 | — | — | 3146 | 3330 | 3498 | — | — |
| Algebra II | % Grade Level | 29.0 | 66.7 | 81.1 | 64.3 | 82.9 | 52.8 | 65.8 | 70.9 | 68.7 | 73.7 |
| | # Tested | 31 | 42 | 37 | 28 | 41 | 2267 | 2522 | 2513 | 2621 | 3000 |
| Physics | % Grade Level | 66.7 | 60.0 | 100.0 | 100.0 | 100.0 | 58.8 | 73.5 | 69.6 | 69.5 | 76.6 |
| | # Tested | 3 | 5 | 2 | 3 | 3 | 359 | 385 | 362 | 459 | 355 |
| Chemistry | % Grade Level | 50.0 | 79.3 | 78.9 | 60.0 | 72.7 | 54.9 | 65.5 | 65.7 | 64.4 | 70.0 |
| | # Tested | 20 | 29 | 19 | 20 | 22 | 1587 | 1654 | 1690 | 1796 | 1678 |
| Geometry | % Grade Level | 40.7 | 62.2 | 48.8 | 58.8 | 54.5 | 46.1 | 51 | 55.1 | 53.2 | 56.1 |
| | # Tested | 59 | 37 | 41 | 51 | 44 | 2694 | 3101 | 3234 | 3278 | 3308 |
| Phys.Science | % Grade Level | 40.0 | 52.4 | 42.9 | 55.6 | 75.0 | 47.1 | 55.8 | 54.5 | 60.7 | 67.2 |
| | # Tested | 25 | 21 | 28 | 36 | 48 | 1344 | 1075 | 1571 | 2054 | 2419 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 60.0 | 58.3 | 88.9 | 81.8 | 75.0 | 71.1 | 77.7 | 81.4 | 83.1 | 81.2 |
| | N Tested | 15 | 12 | 9 | 11 | 8 | 97 | 103 | 86 | 95 | 85 |
| 4 | % Grade Level | 58.3 | 85.7 | 80.0 | 88.9 | 81.8 | 71.9 | 80.2 | 88.1 | 85.4 | 82.0 |
| | N Tested | 12 | 14 | 10 | 9 | 11 | 89 | 91 | 101 | 82 | 89 |
| 5 | % Grade Level | 80.0 | 88.9 | 84.6 | 100.0 | 100.0 | 82.2 | 83.1 | 90.1 | 94.8 | 92.7 |
| | N Tested | 10 | 9 | 13 | 10 | 9 | 90 | 83 | 91 | 97 | 96 |
| 6 | % Grade Level | 80.0 | 90.0 | 100.0 | 92.3 | 88.9 | 78.6 | 81.3 | 88.2 | 94.1 | 96.0 |
| | N Tested | 20 | 10 | 8 | 13 | 9 | 117 | 91 | 85 | 85 | 99 |
| 7 | % Grade Level | 84.6 | 0.0 | 90.0 | 100.0 | 91.7 | 82.6 | 85.0 | 83.5 | 93.4 | 88.8 |
| | N Tested | 13 | 18 | 10 | 8 | 12 | 86 | 113 | 97 | 76 | 89 |
| 8 | % Grade Level | 93.3 | 91.7 | 100.0 | 100.0 | 100.0 | 88.7 | 95.2 | 91.9 | 93.0 | 78.0 |
| | N Tested | 15 | 12 | 17 | 9 | 9 | 97 | 83 | 111 | 86 | 96.2 |

EOG Mathematics, Percent of Students at/above Grade Level

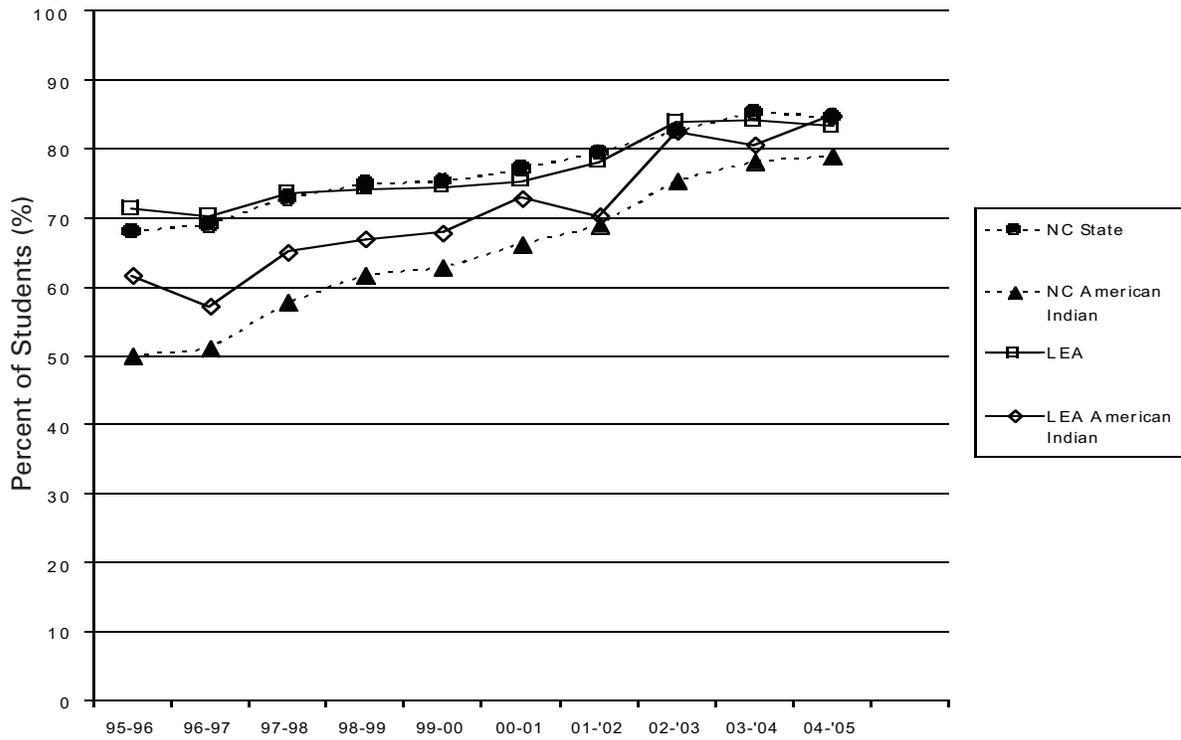
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|-------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 66.7 | 66.7 | 100.0 | 100.0 | 62.5 | 63.9 | 78.6 | 91.9 | 90.5 | 80.0 |
| | N Tested | 15 | 12 | 9 | 11 | 8 | 97 | 103 | 86 | 95 | 85 |
| 4 | % Grade Level | 91.7 | 85.7 | 100.0 | 100.0 | 100.0 | 87.6 | 87.9 | 95.0 | 97.6 | 95.5 |
| | N Tested | 12 | 14 | 10 | 9 | 11 | 89 | 91 | 101 | 82 | 88 |
| 5 | % Grade Level | 100.0 | 88.9 | 100.0 | 100.0 | 100.0 | 91.1 | 91.6 | 92.3 | 95.9 | 91.7 |
| | N Tested | 10 | 9 | 13 | 10 | 9 | 90 | 83 | 91 | 97 | 96 |
| 6 | % Grade Level | 95.0 | 90.0 | 100.0 | 100.0 | 100.0 | 91.5 | 90.1 | 94.1 | 94.1 | 93.9 |
| | N Tested | 20 | 10 | 8 | 13 | 9 | 117 | 91 | 85 | 85 | 99 |
| 7 | % Grade Level | 84.6 | 100.0 | 100.0 | 100.0 | 100.0 | 93.0 | 95.6 | 91.8 | 96.1 | 93.3 |
| | N Tested | 13 | 18 | 10 | 8 | 12 | 86 | 113 | 97 | 76 | 89 |
| 8 | % Grade Level | 93.3 | 75.0 | 100.0 | 88.89 | 100.0 | 88.7 | 95.2 | 97.3 | 88.37 | 87.2 |
| | N Tested | 15 | 12 | 17 | 9 | 9 | 97 | 83 | 110 | 86 | 78 |

EOC High School Subjects, Percent of Students at/above Grade Level

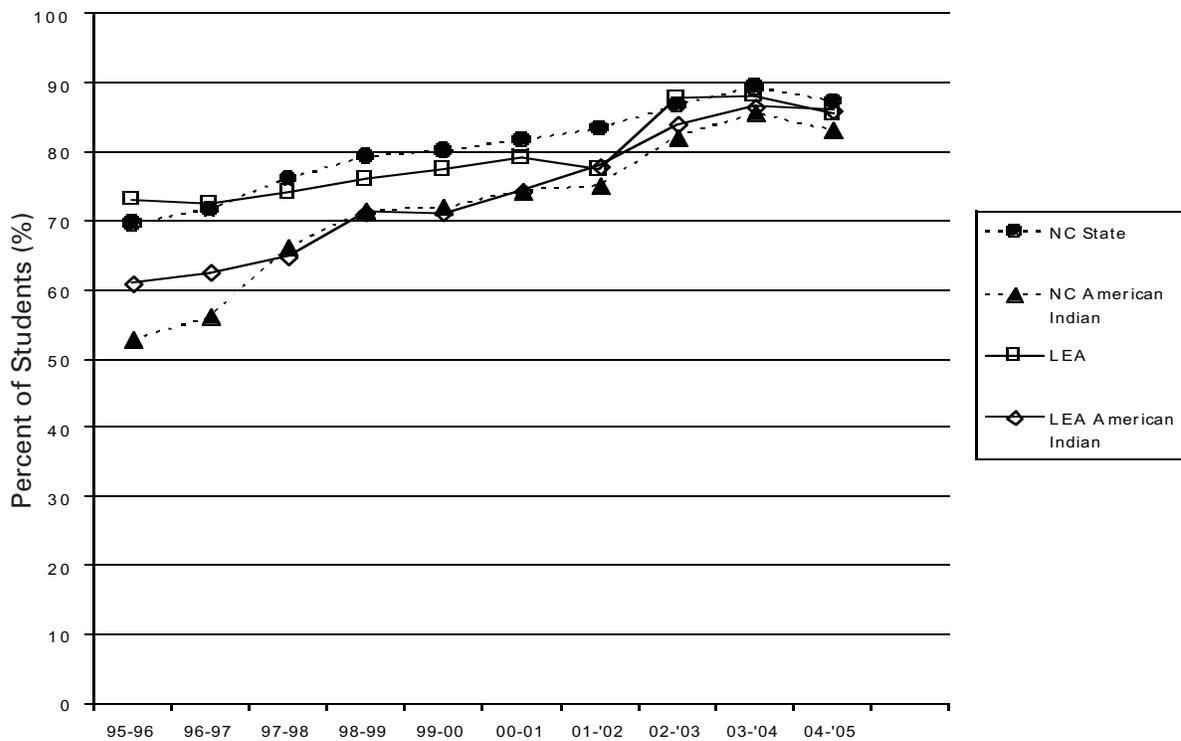
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|-------|-------|-----------------------|-------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 90.0 | 100.0 | 83.3 | 88.2 | 92.3 | 82.3 | 93.4 | 83.1 | 87.6 | 89.4 |
| | # Tested | 10 | 14 | 6 | 17 | 13 | 79 | 76 | 83 | 113 | 94 |
| Biology | % Grade Level | 50.0 | 88.9 | 60.0 | 50.0 | 46.2 | 78.3 | 84.0 | 56.8 | 68.1 | 76.2 |
| | # Tested | 2 | 9 | 10 | 6 | 13 | 60 | 94 | 44 | 94 | 84 |
| ELP | % Grade Level | 100.0 | 81.8 | 80.0 | — | — | 85.9 | 79.6 | 77.0 | — | — |
| | # Tested | 4 | 11 | 10 | — | — | 64 | 93 | 74 | — | — |
| English I | % Grade Level | 70.0 | 69.2 | 75.0 | 88.8 | 90.0 | 81.0 | 75.6 | 86.0 | 89.1 | 85.6 |
| | # Tested | 10 | 13 | 8 | 18 | 10 | 79 | 90 | 86 | 110 | 90 |
| US History | % Grade Level | 44.4 | 0.0 | 100.0 | — | — | 58.8 | 64.3 | 61.1 | — | — |
| | # Tested | 9 | 1 | 5 | — | — | 51 | 84 | 54 | — | — |
| Algebra II | % Grade Level | 75.0 | 100.0 | 66.7 | 100.0 | 85.7 | 85.7 | 82.5 | 90.7 | 96.1 | 75.8 |
| | # Tested | 4 | 5 | 6 | 3 | 7 | 56 | 40 | 54 | 52 | 62 |
| Physics | % Grade Level | — | — | — | — | 0.0 | — | 100.0 | — | 85.7 | 66.7 |
| | # Tested | — | — | — | — | 1 | — | 2 | — | 7 | 3 |
| Chemistry | % Grade Level | 33.3 | — | 60.0 | 50.0 | 50.0 | 54.5 | 85.7 | 51.3 | 60.0 | 63.0 |
| | # Tested | 3 | — | 5 | 4 | 2 | 11 | 14 | 39 | 35 | 27 |
| Geometry | % Grade Level | 100.0 | 85.7 | 77.8 | 16.7 | 71.4 | 75.0 | 78.5 | 82.1 | 67.8 | 77.3 |
| | # Tested | 3 | 7 | 9 | 6 | 14 | 52 | 65 | 56 | 59 | 88 |
| Phys.Science | % Grade Level | 28.6 | 66.7 | 50.0 | 62.5 | 100.0 | 66.1 | 78.2 | 58.6 | 72.9 | 89.4 |
| | # Tested | 7 | 3 | 4 | 8 | 1 | 59 | 55 | 58 | 59 | 47 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 76.9 | 75.7 | 80.0 | 71.4 | 79.4 | 73.5 | 77.1 | 80.8 | 81.8 | 81.8 |
| | N Tested | 26 | 37 | 30 | 28 | 34 | 5027 | 4927 | 4922 | 4731 | 5019 |
| 4 | % Grade Level | 71.9 | 73.0 | 87.5 | 76.0 | 88.0 | 71.8 | 74.0 | 82.1 | 81.6 | 80.8 |
| | N Tested | 32 | 37 | 40 | 25 | 25 | 4944 | 4944 | 4952 | 4698 | 5033 |
| 5 | % Grade Level | 87.5 | 96.2 | 86.5 | 88.1 | 100.0 | 81.5 | 83.2 | 88.0 | 89.0 | 88.2 |
| | N Tested | 24 | 26 | 37 | 42 | 21 | 4913 | 4865 | 5030 | 4753 | 5046 |
| 6 | % Grade Level | 62.2 | 63.3 | 81.3 | 78.1 | 84.6 | 69.7 | 72.1 | 80.6 | 81.1 | 81.2 |
| | N Tested | 45 | 30 | 32 | 32 | 39 | 4969 | 4970 | 4966 | 4721 | 5056 |
| 7 | % Grade Level | 76.2 | 80.0 | 76.5 | 76.9 | 83.3 | 74.2 | 73.6 | 84.2 | 85.5 | 85.4 |
| | N Tested | 21 | 35 | 34 | 26 | 30 | 4803 | 4895 | 5066 | 4693 | 5132 |
| 8 | % Grade Level | 73.3 | 77.8 | 82.5 | 92.9 | 82.8 | 81.5 | 84.7 | 88.3 | 89.0 | 88.6 |
| | N Tested | 30 | 27 | 40 | 28 | 29 | 4670 | 4722 | 4796 | 4686 | 5093 |

EOG Mathematics, Percent of Students at/above Grade Level

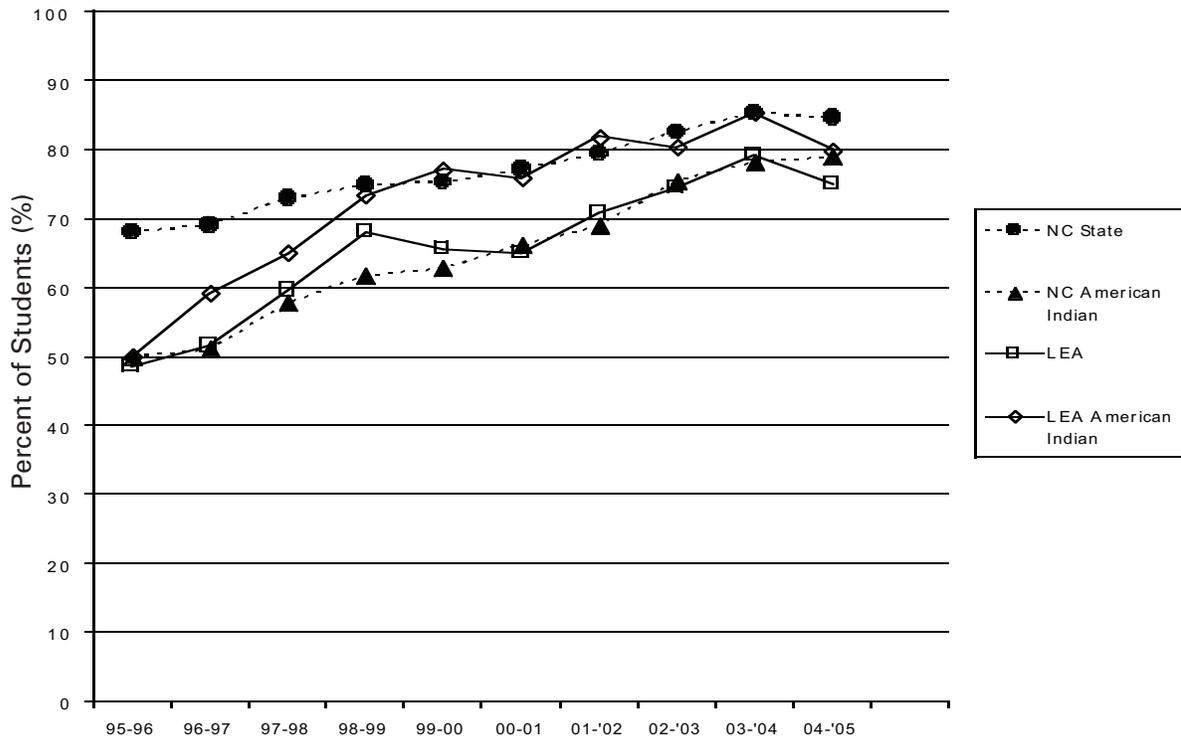
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 65.4 | 78.9 | 83.3 | 78.6 | 85.3 | 69.9 | 74.8 | 87.5 | 86.6 | 84.1 |
| | N Tested | 26 | 38 | 30 | 28 | 34 | 5039 | 4941 | 4935 | 4731 | 5033 |
| 4 | % Grade Level | 87.9 | 86.5 | 87.5 | 88.0 | 92.0 | 85.1 | 87.9 | 94.2 | 93.8 | 91.2 |
| | N Tested | 33 | 37 | 40 | 25 | 25 | 4975 | 4971 | 4964 | 4698 | 5048 |
| 5 | % Grade Level | 83.3 | 100.0 | 86.5 | 97.6 | 90.5 | 87.1 | 87.8 | 92.7 | 93.7 | 89.7 |
| | N Tested | 24 | 26 | 37 | 42 | 21 | 4927 | 4892 | 5039 | 4753 | 5066 |
| 6 | % Grade Level | 68.9 | 76.7 | 90.6 | 84.4 | 89.7 | 78.9 | 84.1 | 89.1 | 90.0 | 89.4 |
| | N Tested | 45 | 30 | 32 | 32 | 39 | 4968 | 4976 | 4973 | 4721 | 5078 |
| 7 | % Grade Level | 81.0 | 83.3 | 76.5 | 88.5 | 90.0 | 77.8 | 79.9 | 81.5 | 84.7 | 82.7 |
| | N Tested | 21 | 36 | 34 | 26 | 30 | 4800 | 4896 | 5069 | 4693 | 5142 |
| 8 | % Grade Level | 63.3 | 81.5 | 80.0 | 82.1 | 75.9 | 75.5 | 80.9 | 82.0 | 84.7 | 82.2 |
| | N Tested | 30 | 27 | 40 | 28 | 29 | 4659 | 4723 | 4809 | 4686 | 5101 |

EOC High School Subjects, Percent of Students at/above Grade Level

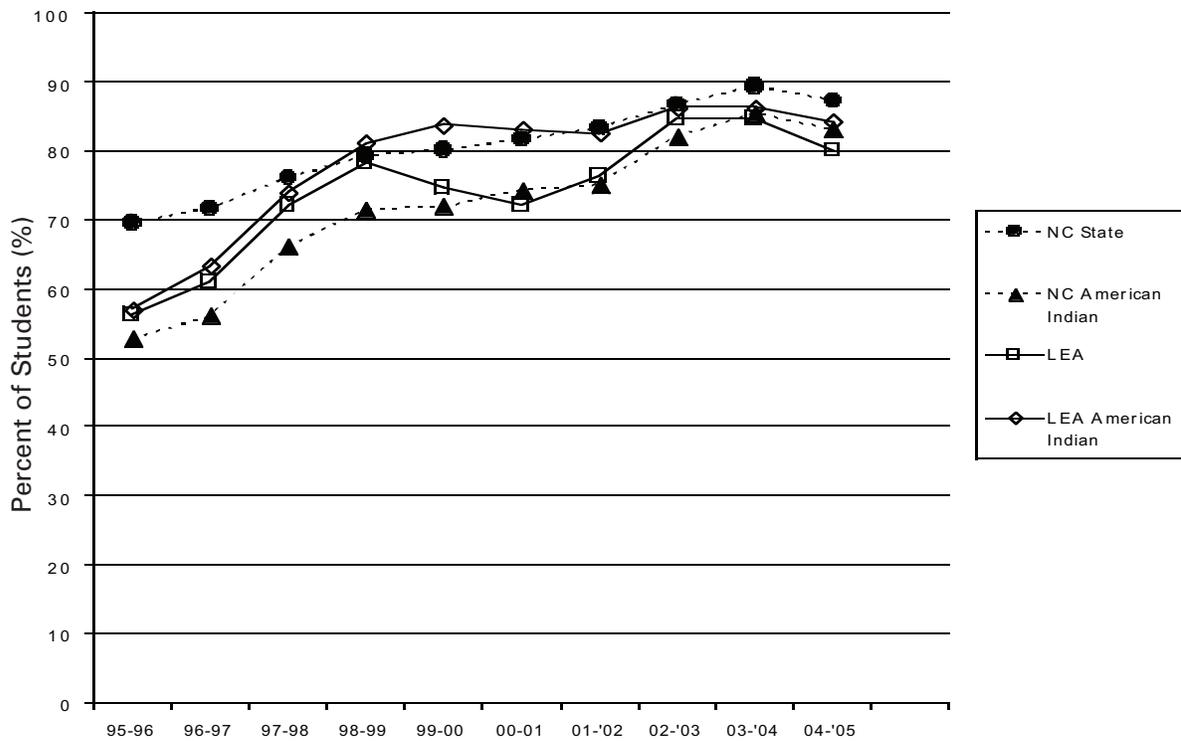
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 60.7 | 64.3 | 57.1 | 57.1 | 43.3 | 66.5 | 69.3 | 67.5 | 54.9 | 63.1 |
| | # Tested | 28 | 42 | 56 | 56 | 30 | 4941 | 5798 | 8196 | 3647 | 6412 |
| Biology | % Grade Level | 52.0 | 55.0 | 44.8 | 44.4 | 51.4 | 62.5 | 68.8 | 59.7 | 58.3 | 59.0 |
| | # Tested | 25 | 20 | 29 | 27 | 35 | 5047 | 3922 | 4511 | 5085 | 5203 |
| ELP | % Grade Level | 66.7 | 73.9 | 50.0 | — | — | 70.7 | 69.1 | 69.4 | — | — |
| | # Tested | 30 | 23 | 20 | — | — | 4791 | 5047 | 4487 | — | — |
| English I | % Grade Level | 74.3 | 66.7 | 82.1 | 86.1 | 72.4 | 68.7 | 65.2 | 80.1 | 78.1 | 77.0 |
| | # Tested | 35 | 30 | 28 | 36 | 29 | 4748 | 4999 | 5042 | 5401 | 5650 |
| US History | % Grade Level | 61.5 | 57.9 | 46.2 | — | — | 55.1 | 50.2 | 57.2 | — | — |
| | # Tested | 13 | 19 | 26 | — | — | 3575 | 4096 | 4248 | — | — |
| Algebra II | % Grade Level | 71.4 | 72.2 | 70.0 | 72.7 | 74.1 | 70.1 | 72.2 | 73.3 | 70.1 | 68.9 |
| | # Tested | 7 | 18 | 20 | 22 | 27 | 3042 | 3935 | 4015 | 4446 | 5648 |
| Physics | % Grade Level | 100.0 | 100.0 | 100.0 | 0.0 | 75.0 | 75.1 | 87.2 | 87 | 84.1 | 88.3 |
| | # Tested | 1 | 3 | 3 | 1 | 4 | 539 | 603 | 621 | 492 | 377 |
| Chemistry | % Grade Level | 75.0 | 58.3 | 66.7 | 55.6 | 61.1 | 69.8 | 70.5 | 75.4 | 70.1 | 72.0 |
| | # Tested | 8 | 12 | 6 | 9 | 18 | 2504 | 2857 | 2021 | 2343 | 2560 |
| Geometry | % Grade Level | 47.4 | 66.7 | 54.5 | 50.0 | 40.0 | 64.3 | 61.2 | 59.3 | 52.6 | 59.7 |
| | # Tested | 19 | 18 | 22 | 26 | 25 | 3667 | 3998 | 4539 | 5048 | 4912 |
| Phys.Science | % Grade Level | 85.7 | 54.5 | 62.5 | 76.5 | 26.7 | 61.7 | 63.8 | 60.3 | 58.1 | 56.7 |
| | # Tested | 14 | 22 | 16 | 17 | 15 | 1699 | 2217 | 2771 | 2899 | 3118 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 93.8 | 84.0 | 73.9 | 94.1 | 82.4 | 63.5 | 71.9 | 75.6 | 79.6 | 81.0 |
| | N Tested | 16 | 25 | 23 | 17 | 17 | 419 | 430 | 430 | 407 | 327 |
| 4 | % Grade Level | 77.4 | 88.9 | 72.4 | 76.2 | 85.7 | 62.7 | 75.0 | 76.6 | 85.5 | 76.3 |
| | N Tested | 31 | 18 | 29 | 21 | 14 | 445 | 384 | 445 | 394 | 393 |
| 5 | % Grade Level | 68.8 | 85.7 | 90.5 | 92.9 | 85.7 | 78.2 | 77.0 | 81.3 | 84.8 | 80.7 |
| | N Tested | 16 | 28 | 21 | 28 | 21 | 422 | 435 | 418 | 408 | 378 |
| 6 | % Grade Level | 70.0 | 70.6 | 80.8 | 86.4 | 71.4 | 58.9 | 63.5 | 67.6 | 76.8 | 69.8 |
| | N Tested | 30 | 17 | 26 | 22 | 28 | 418 | 403 | 466 | 392 | 430 |
| 7 | % Grade Level | 75.0 | 75.9 | 87.5 | 76.9 | 66.7 | 60.9 | 62.0 | 71.1 | 72.2 | 69.1 |
| | N Tested | 20 | 29 | 16 | 26 | 24 | 440 | 411 | 450 | 439 | 405 |
| 8 | % Grade Level | 75.0 | 90.0 | 81.8 | 94.4 | 88.0 | 66.4 | 74.6 | 75.5 | 83.5 | 73.5 |
| | N Tested | 28 | 20 | 33 | 18 | 25 | 402 | 421 | 437 | 412 | 430 |

EOG Mathematics, Percent of Students at/above Grade Level

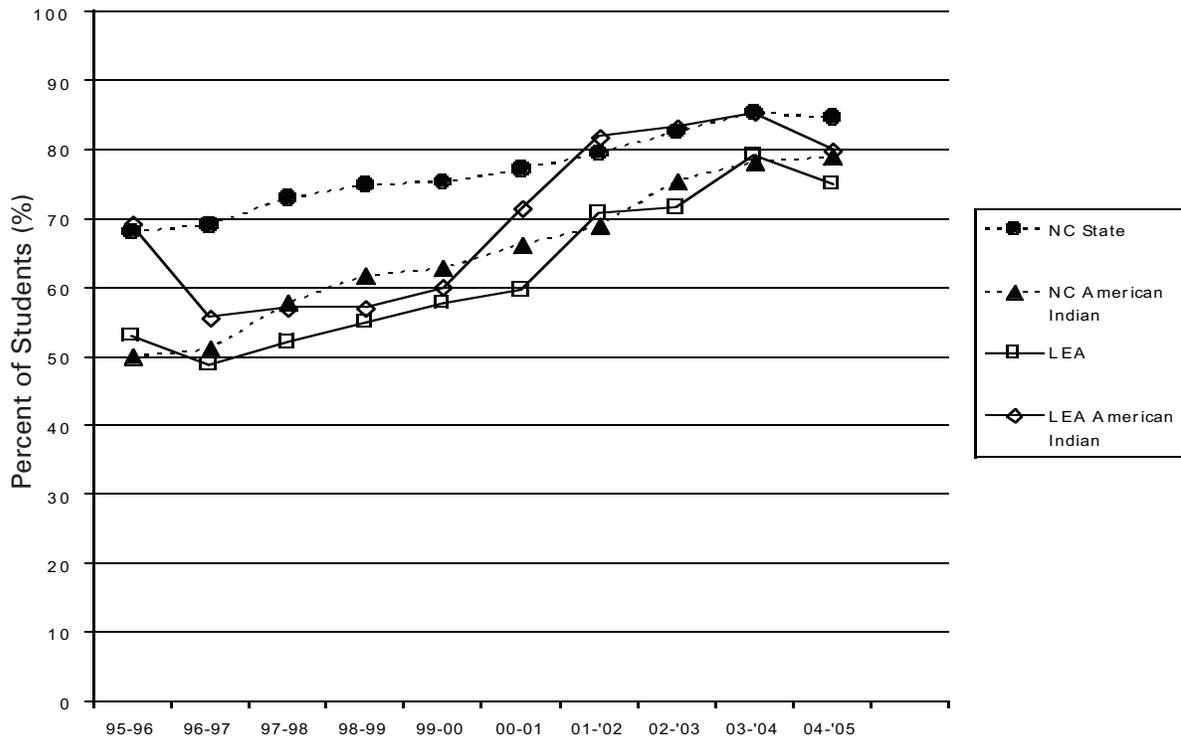
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 87.5 | 78.6 | 82.6 | 78.6 | 94.1 | 52.7 | 68.2 | 81.7 | 84.5 | 83.6 |
| | N Tested | 16 | 28 | 23 | 28 | 17 | 427 | 450 | 432 | 407 | 329 |
| 4 | % Grade Level | 90.6 | 94.4 | 93.3 | 88.0 | 93.8 | 82.2 | 87.5 | 91.3 | 96.2 | 87.7 |
| | N Tested | 32 | 18 | 30 | 25 | 16 | 465 | 393 | 458 | 394 | 398 |
| 5 | % Grade Level | 93.8 | 79.3 | 95.2 | 97.6 | 90.5 | 85.6 | 80.8 | 86.8 | 92.6 | 85.9 |
| | N Tested | 16 | 29 | 21 | 42 | 21 | 430 | 449 | 423 | 408 | 382 |
| 6 | % Grade Level | 82.8 | 94.1 | 92.3 | 84.4 | 82.1 | 74.6 | 82.6 | 80.0 | 87.0 | 81.4 |
| | N Tested | 29 | 17 | 26 | 32 | 28 | 426 | 414 | 464 | 392 | 431 |
| 7 | % Grade Level | 90.0 | 75.9 | 81.3 | 88.5 | 70.8 | 66.2 | 71.2 | 70.5 | 74.7 | 70.9 |
| | N Tested | 20 | 29 | 16 | 26 | 24 | 450 | 420 | 451 | 439 | 406 |
| 8 | % Grade Level | 62.1 | 85.0 | 72.7 | 82.1 | 80.0 | 70.3 | 68.7 | 71.6 | 84.0 | 71.9 |
| | N Tested | 29 | 20 | 33 | 28 | 25 | 401 | 434 | 440 | 412 | 430 |

EOC High School Subjects, Percent of Students at/above Grade Level

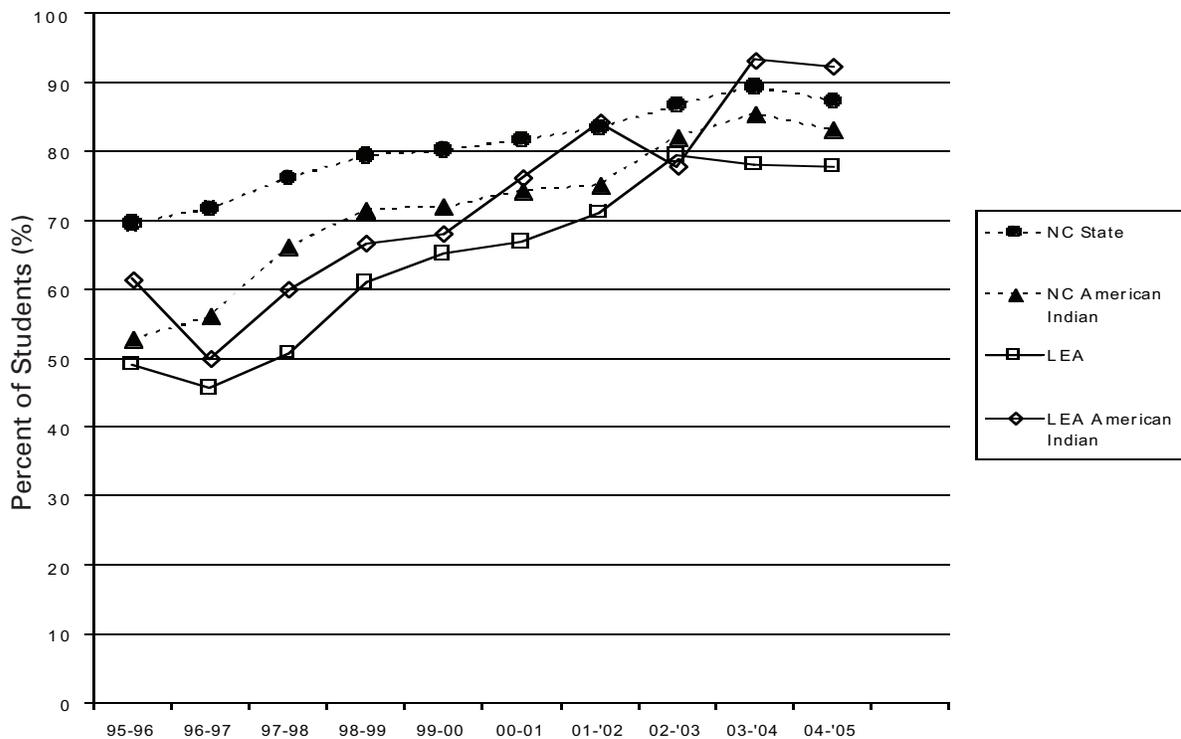
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 60.0 | 50.0 | 62.5 | 50.0 | 61.3 | 47.2 | 47.5 | 51.3 | 47.0 | 51.1 |
| | # Tested | 20 | 24 | 32 | 18 | 31 | 390 | 488 | 485 | 306 | 507 |
| Biology | % Grade Level | 60.0 | 66.7 | 43.8 | 33.3 | 26.1 | 22.8 | 39.5 | 22.7 | 23.3 | 14.4 |
| | # Tested | 20 | 18 | 16 | 24 | 23 | 429 | 304 | 264 | 330 | 313 |
| ELP | % Grade Level | 54.8 | 58.8 | 85.7 | — | — | 38.2 | 38.9 | 53.3 | — | — |
| | # Tested | 31 | 17 | 21 | — | — | 448 | 416 | 212 | — | — |
| English I | % Grade Level | 54.5 | 42.3 | 71.4 | 75.0 | 69.0 | 39.7 | 39.7 | 65.0 | 61.8 | 62.8 |
| | # Tested | 22 | 26 | 28 | 32 | 29 | 408 | 431 | 474 | 417 | 403 |
| US History | % Grade Level | 13.3 | 31.6 | 26.1 | — | — | 12.8 | 14.1 | 16.9 | — | — |
| | # Tested | 15 | 19 | 23 | — | — | 328 | 398 | 320 | — | — |
| Algebra II | % Grade Level | 18.8 | 66.7 | 40.0 | 72.2 | 57.1 | 32.6 | 45.2 | 45.0 | 51.7 | 60.9 |
| | # Tested | 16 | 18 | 15 | 18 | 28 | 285 | 252 | 211 | 259 | 258 |
| Physics | % Grade Level | 0.0 | 0.0 | 33.3 | 33.3 | — | 24.4 | 26.7 | 32.3 | 34.2 | 29.4 |
| | # Tested | 2 | 3 | 3 | 3 | — | 41 | 30 | 62 | 38 | 17 |
| Chemistry | % Grade Level | 0.0 | 50.0 | 80.0 | 25.0 | 50.0 | 17.2 | 28.4 | 42.9 | 40.0 | 44.2 |
| | # Tested | 8 | 12 | 10 | 4 | 14 | 163 | 204 | 154 | 90 | 154 |
| Geometry | % Grade Level | 31.8 | 13.3 | 40.9 | 30.0 | 35.7 | 16.8 | 17.7 | 23.3 | 18.6 | 16.9 |
| | # Tested | 22 | 15 | 22 | 30 | 14 | 315 | 254 | 322 | 285 | 343 |
| Phys.Science | % Grade Level | 58.3 | 55.6 | 41.4 | 36.4 | 30.4 | 35.3 | 41.5 | 34.5 | 33.3 | 17.8 |
| | # Tested | 12 | 18 | 29 | 11 | 23 | 255 | 337 | 359 | 225 | 376 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 0.0 | 50.0 | 80.0 | 100.0 | 100.0 | 56.5 | 63.8 | 71.3 | 67.1 | 73.1 |
| | N Tested | 1 | 4 | 5 | 1 | 1 | 306 | 279 | 272 | 237 | 264 |
| 4 | % Grade Level | 83.3 | 0.0 | 100.0 | 50.0 | 100.0 | 57.5 | 51.5 | 72.2 | 71.6 | 66.5 |
| | N Tested | 6 | 1 | 3 | 4 | 4 | 320 | 262 | 259 | 243 | 239 |
| 5 | % Grade Level | 0.0 | 85.7 | 0.0 | 100.0 | 100.0 | 63.2 | 67.5 | 75.4 | 81.4 | 78.2 |
| | N Tested | 1 | 7 | 1 | 2 | 2 | 299 | 317 | 280 | 237 | 262 |
| 6 | % Grade Level | 0.0 | 0.0 | 83.3 | 100.0 | 100.0 | 54.6 | 51.3 | 64.2 | 56.6 | 72.8 |
| | N Tested | 2 | 1 | 6 | 1 | 1 | 273 | 277 | 307 | 256 | 265 |
| 7 | % Grade Level | 50.0 | 0.0 | 100.0 | 60.0 | 80.0 | 58.3 | 55.9 | 69.4 | 71.7 | 67.0 |
| | N Tested | 4 | 2 | 1 | 5 | 5 | 300 | 261 | 281 | 272 | 264 |
| 8 | % Grade Level | 57.1 | 75.0 | 100.0 | 100.0 | — | 67.3 | 66.0 | 78.0 | 73.1 | 79.4 |
| | N Tested | 7 | 4 | 2 | 1 | — | 269 | 288 | 259 | 275 | 287 |

EOG Mathematics, Percent of Students at/above Grade Level

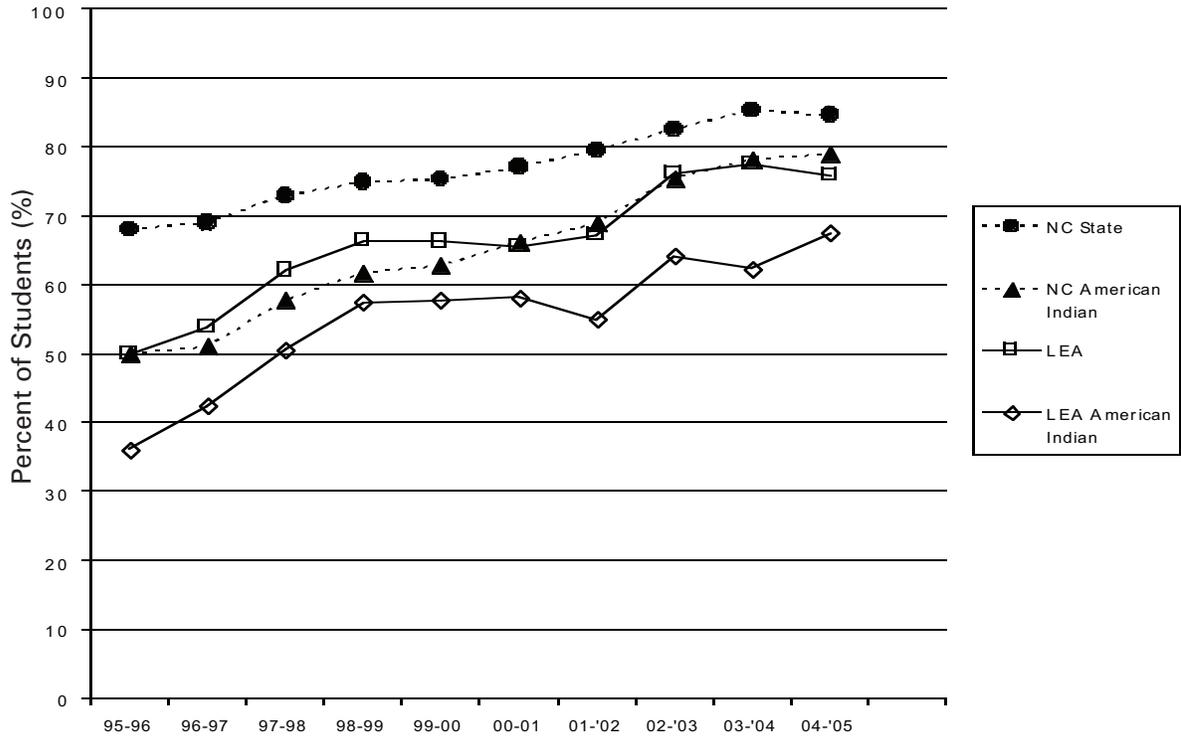
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 100.0 | 50.0 | 80.0 | 100.0 | — | 46.4 | 59.9 | 83.0 | 78.1 | 74.3 |
| | N Tested | 1 | 4 | 5 | 1 | — | 306 | 287 | 282 | 237 | 272 |
| 4 | % Grade Level | 83.3 | 100.0 | 66.7 | 100.0 | 100.0 | 77.9 | 80.7 | 88.2 | 89.3 | 84.0 |
| | N Tested | 6 | 1 | 3 | 4 | 1 | 321 | 264 | 271 | 243 | 243 |
| 5 | % Grade Level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 70.2 | 79.5 | 86.9 | 89.5 | 81.0 |
| | N Tested | 1 | 7 | 1 | 2 | 4 | 299 | 317 | 283 | 237 | 268 |
| 6 | % Grade Level | 100.0 | 100.0 | 66.7 | 100.0 | 100.0 | 71.5 | 69.7 | 79.5 | 80.5 | 83.3 |
| | N Tested | 2 | 1 | 6 | 1 | 2 | 274 | 277 | 307 | 256 | 275 |
| 7 | % Grade Level | 75.0 | 100.0 | 100.0 | 80.0 | 100.0 | 65.3 | 71.0 | 67.6 | 67.3 | 69.9 |
| | N Tested | 4 | 2 | 1 | 5 | 1 | 300 | 259 | 281 | 272 | 266 |
| 8 | % Grade Level | 57.1 | 80.0 | 100.0 | 100.0 | 80.0 | 69.9 | 65.7 | 70.0 | 72.4 | 78.5 |
| | N Tested | 7 | 5 | 2 | 1 | 5 | 269 | 289 | 260 | 275 | 289 |

EOC High School Subjects, Percent of Students at/above Grade Level

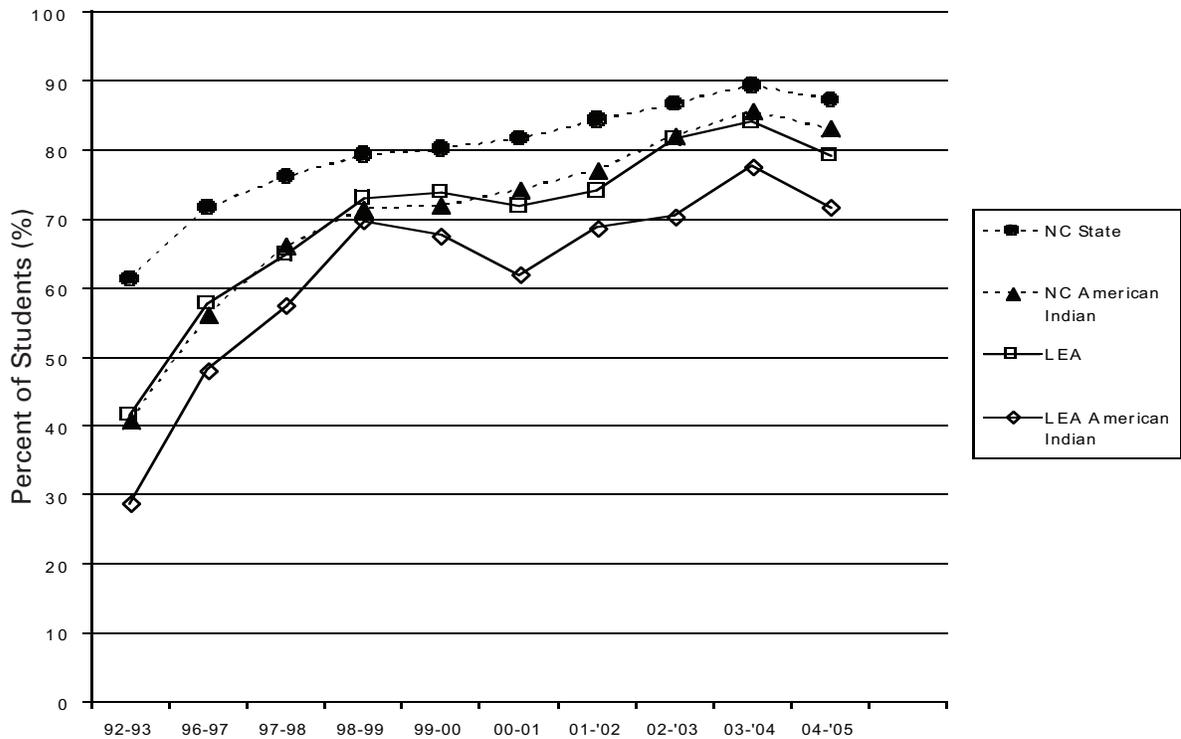
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|------|-------|-----------------------|------|------|------|-------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 40.0 | 25.0 | 33.3 | 25.0 | 37.5 | 27.2 | 53.4 | 51.5 | 39.1 | 47.8 |
| | # Tested | 5 | 4 | 3 | 4 | 8 | 445 | 223 | 357 | 235 | 314 |
| Biology | % Grade Level | 0.0 | 100.0 | 33.3 | 20.0 | 0.0 | 22.4 | 35.6 | 32.6 | 26.9 | 33.1 |
| | # Tested | 1 | 3 | 3 | 5 | 2 | 281 | 289 | 233 | 260 | 175 |
| ELP | % Grade Level | 100.0 | 40.0 | 50.0 | — | — | 64.9 | 50.5 | 43.8 | — | — |
| | # Tested | 2 | 5 | 6 | — | — | 222 | 493 | 464 | — | — |
| English I | % Grade Level | 40.0 | 33.3 | 25.0 | 66.7 | 0.0 | 41.9 | 44.2 | 60.9 | 57.9 | 59.5 |
| | # Tested | 5 | 6 | 4 | 3 | 1 | 327 | 310 | 299 | 283 | 299 |
| US History | % Grade Level | 0.0 | 0.0 | 100.0 | — | — | 17.0 | 18.8 | 26.5 | — | — |
| | # Tested | 4 | 1 | 3 | — | — | 264 | 261 | 226 | — | — |
| Algebra II | % Grade Level | 0.0 | 100.0 | 50.0 | 25.0 | 0.0 | 30.2 | 52.4 | 66.1 | 51.5 | 64.1 |
| | # Tested | 5 | 3 | 4 | 4 | 1 | 192 | 206 | 186 | 161 | 170 |
| Physics | % Grade Level | — | — | — | — | — | — | 17.3 | — | 75.0 | 100.0 |
| | # Tested | — | — | — | — | — | — | 139 | — | 8 | 4 |
| Chemistry | % Grade Level | 0.0 | — | 100.0 | 0.0 | 100.0 | 21.2 | 29.3 | 53.2 | 43.9 | 62.9 |
| | # Tested | 4 | — | 3 | 1 | 1 | 104 | 229 | 79 | 57 | 35 |
| Geometry | % Grade Level | 0.0 | 50.0 | 33.3 | — | 100.0 | 20.4 | 24.5 | 47.4 | 29.3 | 31.9 |
| | # Tested | 3 | 4 | 3 | — | 1 | 250 | 322 | 156 | 198 | 210 |
| Phys.Science | % Grade Level | 66.7 | 28.6 | 100.0 | 0.00 | — | 20.5 | — | 92.7 | 23.7 | 46.2 |
| | # Tested | 6 | 7 | 1 | 1 | — | 381 | — | 55 | 329 | 65 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|-------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 64.0 | 47.3 | 57.1 | 55.6 | 56.8 | 65.4 | 66.3 | 74.8 | 73.2 | 70.6 |
| | N Tested | 86 | 55 | 84 | 81 | 88 | 520 | 480 | 523 | 466 | 541 |
| 4 | % Grade Level | 46.6 | 57.0 | 60.4 | 53.8 | 51.9 | 60.2 | 59.1 | 72.1 | 72.9 | 75.9 |
| | N Tested | 58 | 86 | 53 | 78 | 81 | 490 | 506 | 477 | 468 | 518 |
| 5 | % Grade Level | 60.2 | 54.4 | 75.6 | 73.2 | 86.8 | 69.7 | 75.9 | 80.5 | 83.8 | 89.8 |
| | N Tested | 83 | 57 | 86 | 56 | 76 | 531 | 498 | 517 | 450 | 511 |
| 6 | % Grade Level | 48.3 | 45.3 | 52.6 | 57.9 | 66.7 | 58.9 | 61 | 70.2 | 70.8 | 74.6 |
| | N Tested | 58 | 86 | 57 | 76 | 63 | 472 | 533 | 476 | 446 | 524 |
| 7 | % Grade Level | 59.0 | 49.1 | 62.0 | 75.5 | 74.0 | 65.9 | 64.9 | 77.2 | 82.3 | 78.2 |
| | N Tested | 61 | 55 | 79 | 49 | 77 | 449 | 456 | 514 | 447 | 487 |
| 8 | % Grade Level | 68.6 | 79.7 | 75.5 | 72.5 | 86.4 | 73.5 | 77.9 | 82.7 | 83.3 | 80.6 |
| | N Tested | 51 | 59 | 53 | 69 | 59 | 434 | 429 | 445 | 442 | 499 |

EOG Mathematics, Percent of Students at/above Grade Level

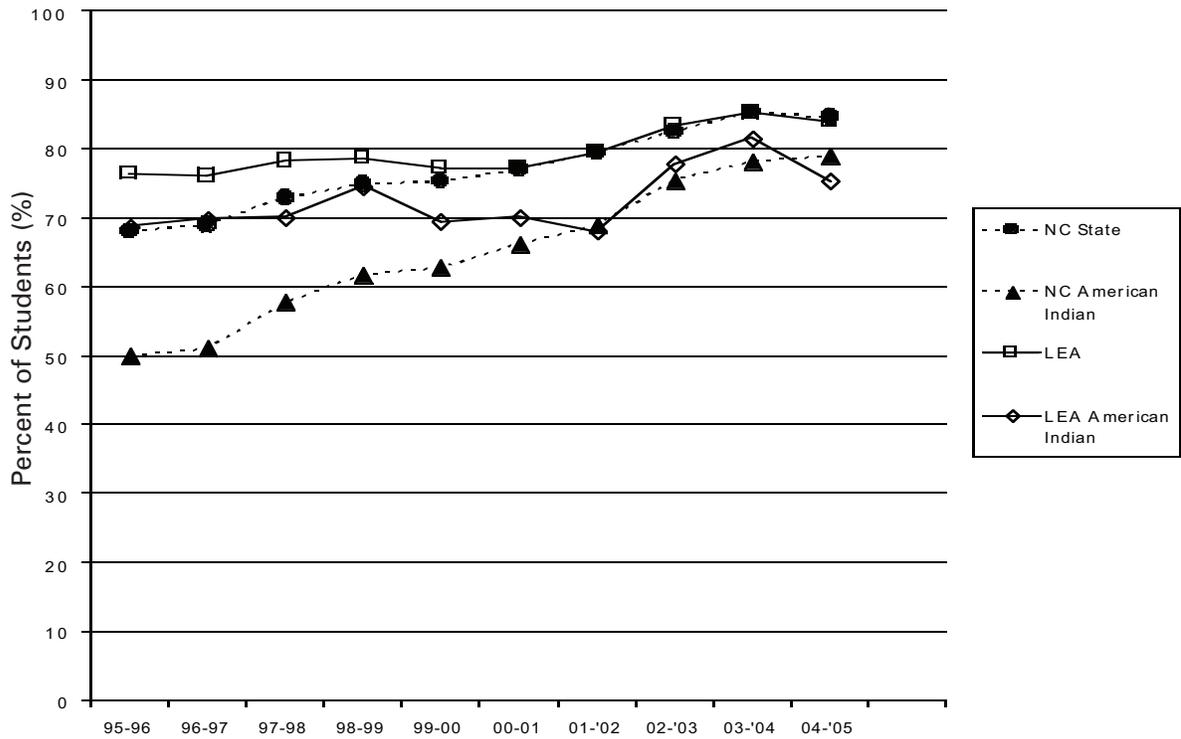
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|-------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 50.6 | 49.1 | 70.2 | 65.4 | 62.5 | 59.1 | 62.4 | 83.7 | 80.5 | 72.6 |
| | N Tested | 87 | 55 | 84 | 81 | 88 | 521 | 481 | 523 | 466 | 541 |
| 4 | % Grade Level | 72.9 | 79.1 | 83.0 | 92.3 | 81.5 | 77.2 | 77.4 | 88.7 | 93.8 | 90.2 |
| | N Tested | 59 | 86 | 53 | 78 | 81 | 491 | 508 | 478 | 468 | 520 |
| 5 | % Grade Level | 66.3 | 64.9 | 82.6 | 89.3 | 87.2 | 76.0 | 79.9 | 85.5 | 89.8 | 89.1 |
| | N Tested | 83 | 57 | 86 | 56 | 78 | 533 | 498 | 519 | 450 | 516 |
| 6 | % Grade Level | 60.3 | 69.8 | 66.7 | 82.9 | 76.2 | 77.1 | 77.3 | 82.8 | 86.5 | 84.7 |
| | N Tested | 58 | 86 | 57 | 76 | 63 | 472 | 532 | 476 | 446 | 524 |
| 7 | % Grade Level | 66.1 | 66.1 | 60.8 | 67.3 | 69.7 | 72.4 | 72.3 | 72.1 | 75.2 | 74.1 |
| | N Tested | 62 | 56 | 79 | 49 | 76 | 449 | 458 | 513 | 447 | 487 |
| 8 | % Grade Level | 58.0 | 78.0 | 56.9 | 71.0 | 62.7 | 69.4 | 75.3 | 76.4 | 81.0 | 77.0 |
| | N Tested | 50 | 59 | 51 | 69 | 59 | 434 | 429 | 441 | 442 | 500 |

EOC High School Subjects, Percent of Students at/above Grade Level

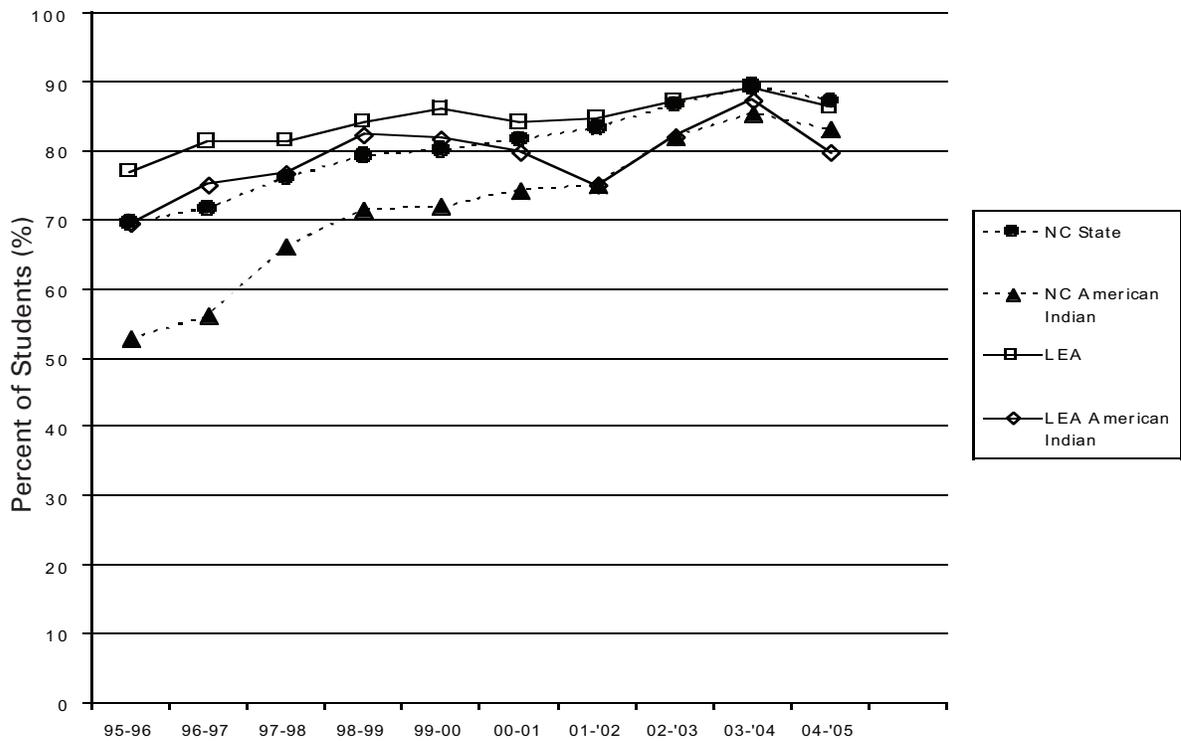
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|------|------|--------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 46.3 | 58.0 | 65.5 | 71. | 67.7 | 58.7 | 68.8 | 72.5 | 65.4 | 66.7 |
| | # Tested | 54 | 69 | 58 | 42 | 65 | 395 | 455 | 506 | 353 | 501 |
| Biology | % Grade Level | 34.7 | 40.0 | 29.3 | 34.0 | 36.7 | 40.4 | 51.2 | 41.9 | 39.2 | 40.8 |
| | # Tested | 49 | 50 | 58 | 53 | 49 | 423 | 342 | 473 | 423 | 449 |
| ELP | % Grade Level | 38.6 | 49.4 | 51.1 | — | — | 53.8 | 61.0 | 58.2 | — | — |
| | # Tested | 57 | 85 | 47 | — | — | 613 | 597 | 426 | — | — |
| English I | % Grade Level | 58.0 | 51.7 | 64.4 | 64.2 | 70.3 | 58.0 | 61.9 | 75.4 | 74.8 | 78.4 |
| | # Tested | 69 | 60 | 59 | 53 | 74 | 445 | 478 | 427 | 457 | 504 |
| US History | % Grade Level | 18.4 | 10.3 | 37.0 | — | — | 23.8 | 29.0 | 39.8 | — | — |
| | # Tested | 38 | 29 | 46 | — | — | 319 | 303 | 309 | — | — |
| Algebra II | % Grade Level | 42.3 | 59.3 | 72.0 | 65.4 | 24.1 | 44.7 | 51.7 | 67.1 | 62.3 | 41.7 |
| | # Tested | 26 | 27 | 25 | 26 | 29 | 275 | 269 | 243 | 284 | 288 |
| Physics | % Grade Level | 0.0 | 33.3 | — | 0.0 | 100.0 | 50.0 | 37.9 | 40.0 | 63.6 | 83.3 |
| | # Tested | 1 | 3 | — | 2 | 1 | 20 | 29 | 10 | 11 | 6 |
| Chemistry | % Grade Level | 21.1 | 25.0 | 58.3 | 70.6 | 61.5 | 45.4 | 51.7 | 65.1 | 54.7 | 47.7 |
| | # Tested | 19 | 4 | 24 | 17 | 13 | 185 | 87 | 186 | 170 | 193 |
| Geometry | % Grade Level | 31.9 | 42.9 | 42.2 | 20.4 | 34.2 | 31.2 | 40.3 | 43.2 | 29.1 | 32.4 |
| | # Tested | 47 | 42 | 45 | 44 | 38 | 407 | 372 | 377 | 378 | 411 |
| Phys.Science | % Grade Level | 17.4 | 16.7 | 23.5 | 20.0 | 38.9 | 25.0 | 42.9 | 31.7 | 33.3 | 33.8 |
| | # Tested | 23 | 24 | 17 | 25 | 18 | 168 | 170 | 123 | 168 | 142 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|-------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 62.5 | 90.6 | 81.1 | 65.5 | 82.8 | 69.7 | 84.1 | 72.2 | 81.9 | 82.5 |
| | N Tested | 32 | 32 | 37 | 29 | 29 | 264 | 251 | 272 | 232 | 280 |
| 4 | % Grade Level | 55.9 | 34.2 | 78.8 | 81.3 | 60.0 | 74.2 | 70.0 | 80.8 | 84.1 | 78.6 |
| | N Tested | 34 | 38 | 33 | 32 | 25 | 279 | 270 | 260 | 233 | 243 |
| 5 | % Grade Level | 74.1 | 73.5 | 78.6 | 93.5 | 73.5 | 77.1 | 82.0 | 80.6 | 88.2 | 88.2 |
| | N Tested | 27 | 34 | 42 | 31 | 34 | 292 | 289 | 258 | 237 | 246 |
| 6 | % Grade Level | 66.7 | 70.4 | 75.9 | 75.0 | 71.1 | 74.3 | 73.9 | 84.6 | 82.1 | 83.9 |
| | N Tested | 27 | 27 | 29 | 36 | 38 | 272 | 303 | 280 | 263 | 254 |
| 7 | % Grade Level | 78.9 | 61.5 | 73.1 | 82.9 | 84.8 | 82.4 | 76.5 | 79.1 | 85.2 | 86.1 |
| | N Tested | 19 | 26 | 26 | 35 | 33 | 250 | 281 | 278 | 277 | 280 |
| 8 | % Grade Level | 87.5 | 88.0 | 77.3 | 92.0 | 80.6 | 85.2 | 92.4 | 86.5 | 90.5 | 89.0 |
| | N Tested | 32 | 25 | 22 | 25 | 36 | 298 | 249 | 310 | 295 | 282 |

EOG Mathematics, Percent of Students at/above Grade Level

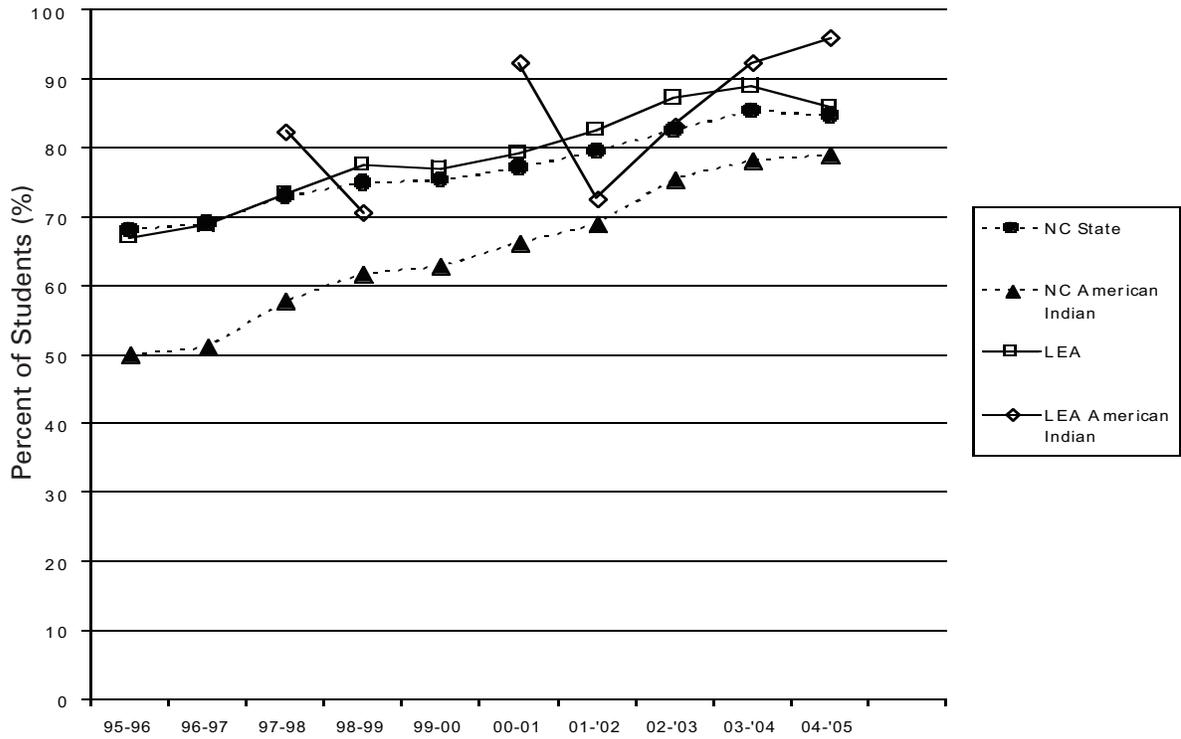
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|-------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 78.1 | 78.1 | 75.7 | 89.7 | 76.7 | 78.8 | 80.7 | 87.6 | 91.4 | 83.7 |
| | N Tested | 32 | 32 | 37 | 29 | 30 | 264 | 254 | 260 | 232 | 282 |
| 4 | % Grade Level | 77.1 | 71.1 | 87.9 | 90.6 | 88.0 | 86.2 | 84.5 | 91.8 | 93.6 | 91.8 |
| | N Tested | 35 | 38 | 33 | 32 | 25 | 283 | 271 | 258 | 233 | 243 |
| 5 | % Grade Level | 63.0 | 80.0 | 88.1 | 90.3 | 82.4 | 80.7 | 83.4 | 89.6 | 89.9 | 89.0 |
| | N Tested | 27 | 35 | 42 | 31 | 34 | 295 | 290 | 280 | 237 | 246 |
| 6 | % Grade Level | 82.1 | 66.7 | 83.3 | 88.9 | 78.9 | 87.9 | 86.0 | 81.0 | 90.1 | 90.6 |
| | N Tested | 28 | 27 | 30 | 36 | 38 | 272 | 308 | 279 | 263 | 254 |
| 7 | % Grade Level | 95.0 | 74.1 | 69.2 | 85.7 | 84.8 | 86.1 | 86.3 | 87.5 | 84.8 | 85.0 |
| | N Tested | 20 | 27 | 26 | 35 | 33 | 251 | 284 | 310 | 277 | 280 |
| 8 | % Grade Level | 87.5 | 80.8 | 86.4 | 88.0 | 70.3 | 85.2 | 87.3 | — | 86.8 | 82.7 |
| | N Tested | 32 | 26 | 22 | 25 | 37 | 297 | 251 | 287 | 295 | 283 |

EOC High School Subjects, Percent of Students at/above Grade Level

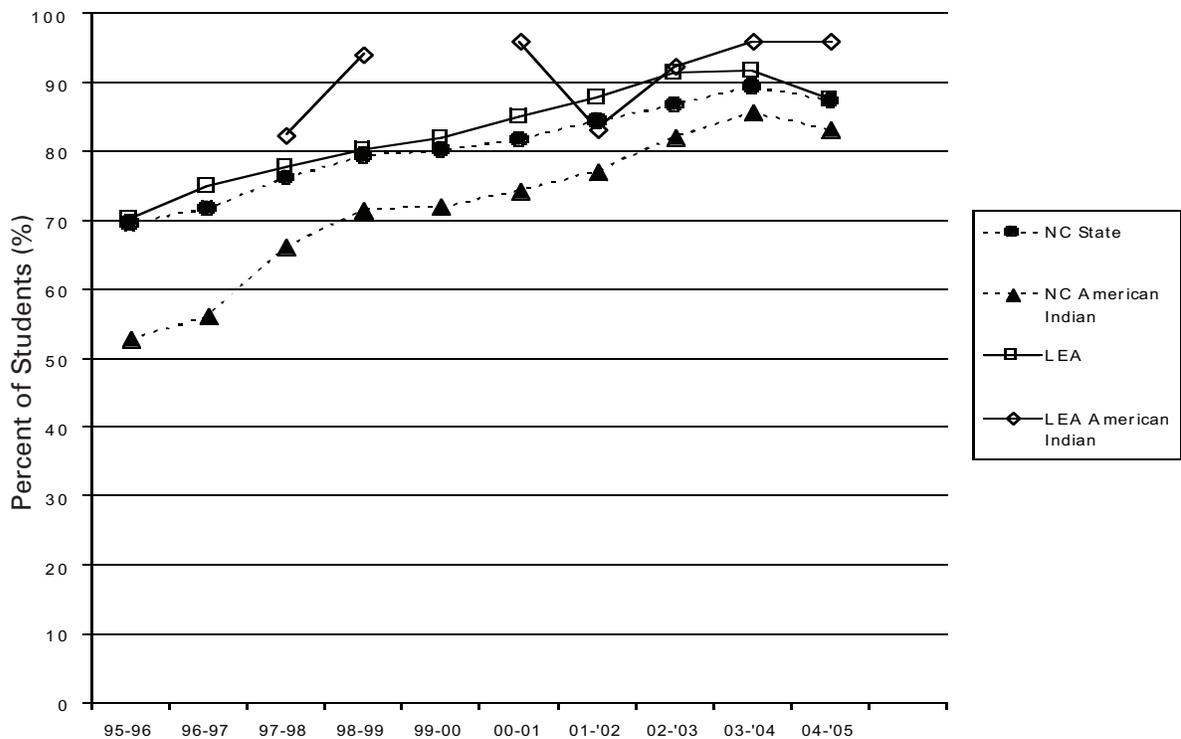
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|-------|-------|--------------|-----------------------|------|------|------|-------------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 85.0 | 70.0 | 77.8 | 90.5 | 83.3 | 80.9 | 78.3 | 80.9 | 88.8 | 82.2 |
| | # Tested | 20 | 30 | 18 | 21 | 18 | 272 | 290 | 246 | 259 | 297 |
| Biology | % Grade Level | 57.9 | 55.6 | 65.4 | 70.6 | 55.6 | 77.7 | 78.1 | 65.6 | 70.1 | 67.6 |
| | # Tested | 19 | 18 | 26 | 17 | 18 | 260 | 247 | 279 | 231 | 259 |
| ELP | % Grade Level | 33.3 | 54.5 | 43.5 | — | — | 66.9 | 62.2 | 64.3 | — | — |
| | # Tested | 27 | 33 | 23 | — | — | 302 | 323 | 269 | — | — |
| English I | % Grade Level | 44.4 | 66.7 | 73.9 | 85.7 | 58.3 | 72.3 | 73.2 | 83.5 | 85.0 | 78.1 |
| | # Tested | 27 | 33 | 23 | 21 | 24 | 285 | 299 | 266 | 286 | 320 |
| US History | % Grade Level | 31.6 | 61.1 | 33.3 | — | — | 62.1 | 60.2 | 56.2 | — | — |
| | # Tested | 19 | 18 | 21 | — | — | 232 | 244 | 258 | — | — |
| Algebra II | % Grade Level | 70.0 | 40.0 | 57.1 | 58.3 | 53.8 | 66.0 | 78.4 | 78.2 | 75.9 | 73.1 |
| | # Tested | 10 | 5 | 7 | 12 | 13 | 191 | 162 | 165 | 158 | 182 |
| Physics | % Grade Level | 0.0 | — | — | 0.0 | 100.0 | 66.7 | 85.7 | 90.9 | 63.2 | 60.0 |
| | # Tested | 1 | — | — | 1 | 1 | 9 | 21 | 11 | 19 | 5 |
| Chemistry | % Grade Level | 16.7 | 50.0 | 100.0 | 100.0 | 100.0 | 66.1 | 75.4 | 89.8 | 86.4 | 74.0 |
| | # Tested | 6 | 4 | 1 | 3 | 6 | 118 | 118 | 59 | 103 | 127 |
| Geometry | % Grade Level | 66.7 | 66.7 | 68.8 | 71.4 | 58.8 | 65.4 | 66.3 | 66.0 | 71.4 | 66.7 |
| | # Tested | 12 | 9 | 16 | 14 | 17 | 211 | 199 | 191 | 189 | 219 |
| Phys.Science | % Grade Level | 33.3 | 50.0 | 0.0 | 0.0 | 66.7 | 57.7 | 54.1 | 62.1 | 62.5 | 75.8 |
| | # Tested | 27 | 30 | 2 | 1 | 6 | 284 | 290 | 29 | 24 | 149 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 100.0 | 0.0 | 100.0 | 100.0 | 100.0 | 77.6 | 85.5 | 84.2 | 86.2 | 82.6 |
| | N Tested | 2 | 2 | 2 | 3 | 2 | 459 | 491 | 411 | 407 | 426 |
| 4 | % Grade Level | 100.0 | 0.0 | 66.7 | 50.0 | 100.0 | 73.2 | 78.8 | 87.7 | 88.6 | 84.3 |
| | N Tested | 1 | 2 | 3 | 2 | 2 | 437 | 433 | 473 | 376 | 420 |
| 5 | % Grade Level | 100.0 | — | 100.0 | 100.0 | 100.0 | 86.5 | 87.9 | 91.3 | 93.4 | 94.3 |
| | N Tested | 2 | — | 1 | 2 | 2 | 465 | 445 | 427 | 457 | 387 |
| 6 | % Grade Level | 100.0 | 66.7 | — | 100.0 | 100.0 | 73.2 | 75.8 | 80.7 | 88.0 | 84.1 |
| | N Tested | 3 | 3 | — | 1 | 4 | 451 | 479 | 462 | 424 | 492 |
| 7 | % Grade Level | 100.0 | 0.0 | 100.0 | 100.0 | 100.0 | 76.8 | 79.6 | 89.8 | 87.7 | 89.6 |
| | N Tested | 3 | 1 | 4 | 1 | 2 | 462 | 476 | 499 | 464 | 471 |
| 8 | % Grade Level | 100.0 | 0.0 | 50.0 | 100.0 | 100.0 | 87.4 | 87.3 | 88.5 | 92.5 | 92.0 |
| | N Tested | 2 | 3 | 2 | 4 | 2 | 452 | 448 | 470 | 455 | 477 |

EOG Mathematics, Percent of Students at/above Grade Level

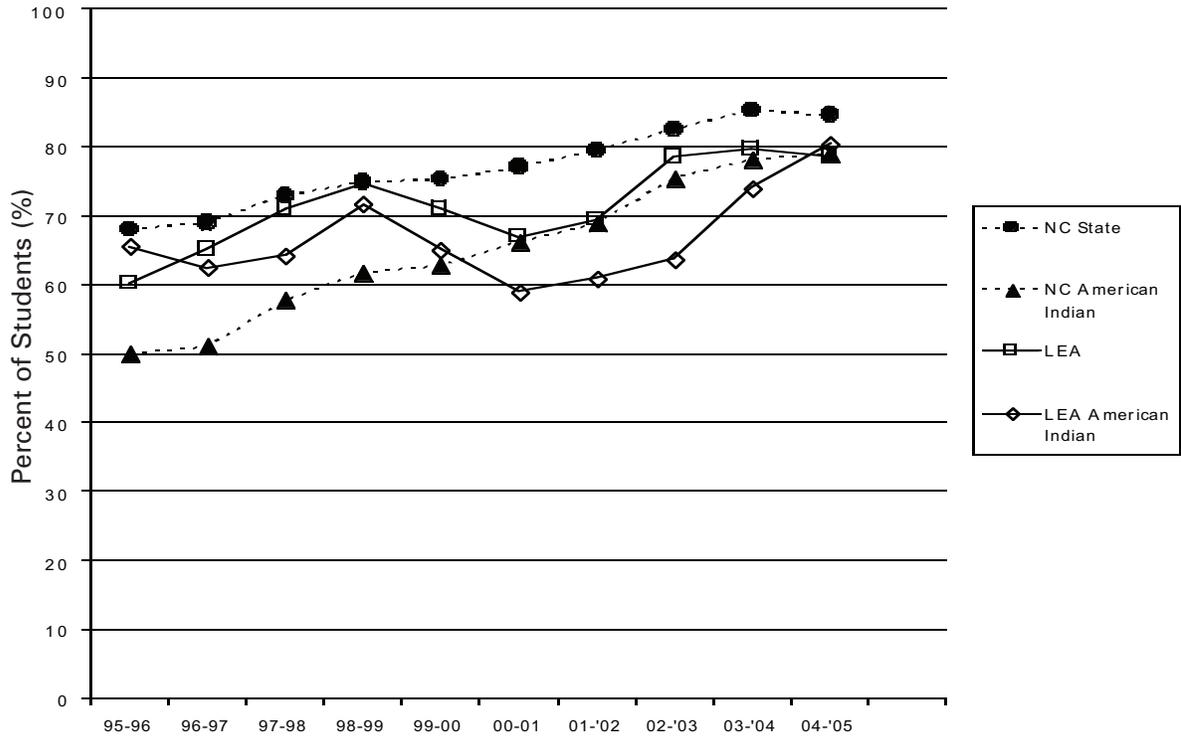
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 100.0 | 50.0 | 100.0 | 100.0 | 100.0 | 73.6 | 80.1 | 89.1 | 88.2 | 82.5 |
| | N Tested | 2 | 2 | 2 | 3 | 2 | 458 | 493 | 411 | 407 | 428 |
| 4 | % Grade Level | 100.0 | 100.0 | 66.7 | 100.0 | 100.0 | 88.6 | 91.9 | 96.4 | 91.8 | 94.5 |
| | N Tested | 1 | 2 | 3 | 2 | 2 | 438 | 434 | 474 | 376 | 421 |
| 5 | % Grade Level | 100.0 | — | 100.0 | 100.0 | 100.0 | 91.7 | 93.1 | 93.7 | 97.2 | 93.8 |
| | N Tested | 2 | — | 1 | 2 | 2 | 468 | 447 | 427 | 457 | 390 |
| 6 | % Grade Level | 100.0 | 100.0 | — | 100.0 | 100.0 | 88.7 | 91.1 | 94.4 | 94.8 | 91.7 |
| | N Tested | 3 | 3 | — | 1 | 4 | 453 | 482 | 462 | 424 | 495 |
| 7 | % Grade Level | 100.0 | 50.0 | 100.0 | 100.0 | 100.0 | 81.8 | 85.4 | 88.4 | 93.8 | 87.3 |
| | N Tested | 3 | 2 | 4 | 1 | 2 | 466 | 479 | 499 | 464 | 471 |
| 8 | % Grade Level | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 85.3 | 85.1 | 85.9 | 89.2 | 85.6 |
| | N Tested | 2 | 3 | 3 | 4 | 2 | 455 | 450 | 474 | 455 | 480 |

EOC High School Subjects, Percent of Students at/above Grade Level

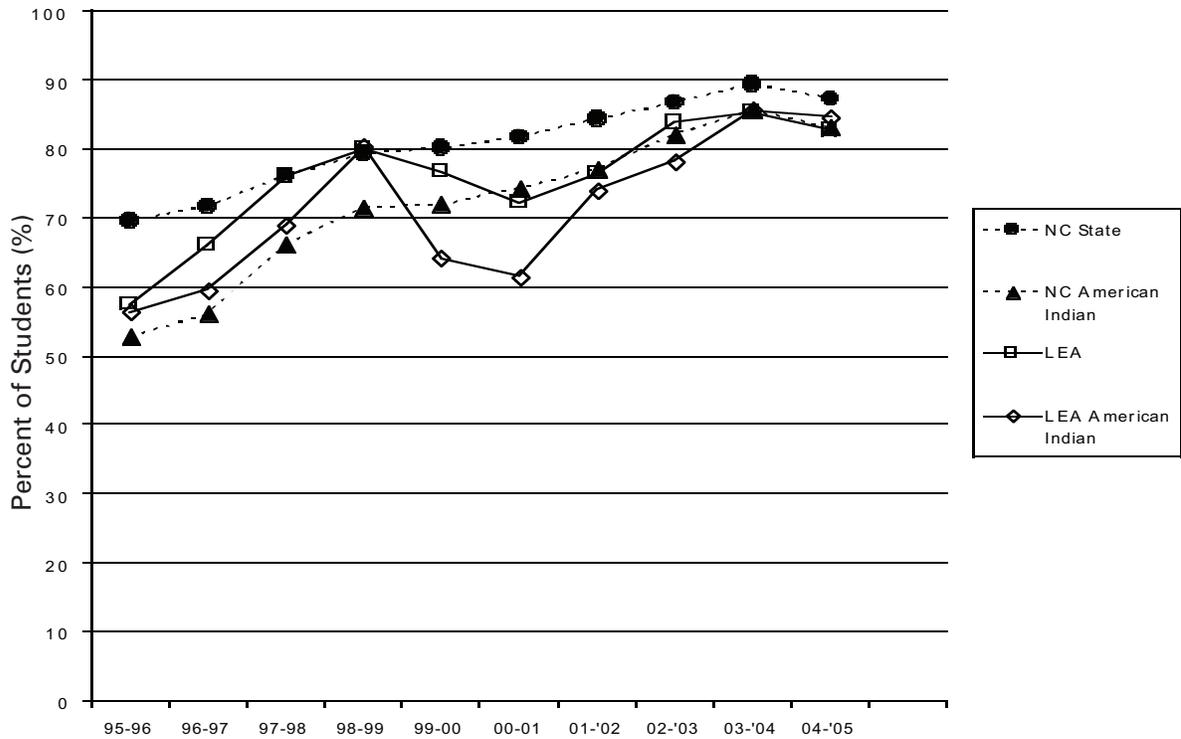
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 100.0 | 75.0 | 100.0 | 50.0 | 75.0 | 74.9 | 83.0 | 83.4 | 77.7 | 80.3 |
| | # Tested | 2 | 4 | 1 | 4 | 4 | 450 | 453 | 475 | 376 | 512 |
| Biology | % Grade Level | 0.0 | 0.0 | 66.7 | 100.0 | 100.0 | 66.2 | 73.7 | 64.3 | 61.2 | 64.8 |
| | # Tested | 1 | 2 | 3 | 1 | 1 | 314 | 315 | 384 | 425 | 361 |
| ELP | % Grade Level | — | 50.0 | 100.0 | — | — | 72.3 | 73.9 | 68.6 | — | — |
| | # Tested | — | 2 | 2 | — | — | 368 | 364 | 414 | — | — |
| English I | % Grade Level | 50.0 | 100.0 | 100.0 | 33.3 | 100.0 | 76.1 | 67.5 | 83.1 | 82.9 | 82.5 |
| | # Tested | 2 | 2 | 4 | 3 | 2 | 389 | 462 | 474 | 462 | 486 |
| US History | % Grade Level | 75.0 | — | 0.0 | — | — | 41.4 | 47.1 | 46.8 | — | — |
| | # Tested | 4 | — | 2 | — | — | 348 | 342 | 312 | — | — |
| Algebra II | % Grade Level | 100.0 | — | 0.0 | 100.0 | 100.0 | 73.2 | 80.8 | 82.9 | 79.2 | 83.1 |
| | # Tested | 2 | — | 1 | 3 | 2 | 246 | 240 | 234 | 298 | 295 |
| Physics | % Grade Level | — | — | — | — | — | 37.5 | 45.8 | 67.9 | 63.3 | 72.2 |
| | # Tested | — | — | — | — | — | 16 | 24 | 28 | 30 | 18 |
| Chemistry | % Grade Level | 0.0 | — | 0.0 | 100.0 | — | 57.6 | 75.8 | 82.0 | 78.0 | 97.8 |
| | # Tested | 1 | — | 1 | 2 | — | 203 | 161 | 178 | 200 | 46 |
| Geometry | % Grade Level | — | 50.0 | 33.3 | 100.0 | — | 60.4 | 68.3 | 60.5 | 58.8 | 66.4 |
| | # Tested | — | 2 | 3 | 1 | — | 326 | 287 | 349 | 354 | 330 |
| Phys.Science | % Grade Level | 50.0 | 0.0 | 100.0 | 20.0 | 100.0 | 65.6 | 46.3 | 57.8 | 61.8 | 70.8 |
| | # Tested | 2 | 1 | 1 | 5 | 1 | 250 | 328 | 296 | 330 | 318 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 61.1 | 61.5 | 63.6 | 78.6 | 73.5 | 64.6 | 74.3 | 80.7 | 75.7 | 78.0 |
| | N Tested | 18 | 13 | 22 | 14 | 34 | 697 | 646 | 685 | 608 | 622 |
| 4 | % Grade Level | 38.9 | 56.3 | 76.9 | 57.1 | 66.7 | 57.0 | 59.1 | 69.1 | 72.5 | 70.9 |
| | N Tested | 18 | 16 | 13 | 42 | 15 | 670 | 658 | 645 | 648 | 598 |
| 5 | % Grade Level | 50.0 | 55.6 | 63.2 | 89.3 | 86.8 | 70.9 | 71.4 | 80.4 | 81.5 | 84.1 |
| | N Tested | 10 | 18 | 19 | 28 | 38 | 645 | 678 | 649 | 617 | 678 |
| 6 | % Grade Level | 75.0 | 55.6 | 63.2 | 71.8 | 79.3 | 63.6 | 70.0 | 74.6 | 73.3 | 76.2 |
| | N Tested | 8 | 9 | 19 | 39 | 29 | 693 | 647 | 670 | 640 | 647 |
| 7 | % Grade Level | 45.5 | 60.0 | 44.4 | 88.0 | 83.7 | 69.9 | 65.2 | 82.3 | 80.8 | 78.9 |
| | N Tested | 11 | 10 | 9 | 25 | 43 | 607 | 702 | 689 | 635 | 730 |
| 8 | % Grade Level | 92.3 | 83.3 | 66.7 | 81.8 | 92.0 | 78.1 | 78.1 | 83.4 | 87.4 | 86.2 |
| | N Tested | 13 | 12 | 9 | 22 | 25 | 599 | 608 | 633 | 621 | 625 |

EOG Mathematics, Percent of Students at/above Grade Level

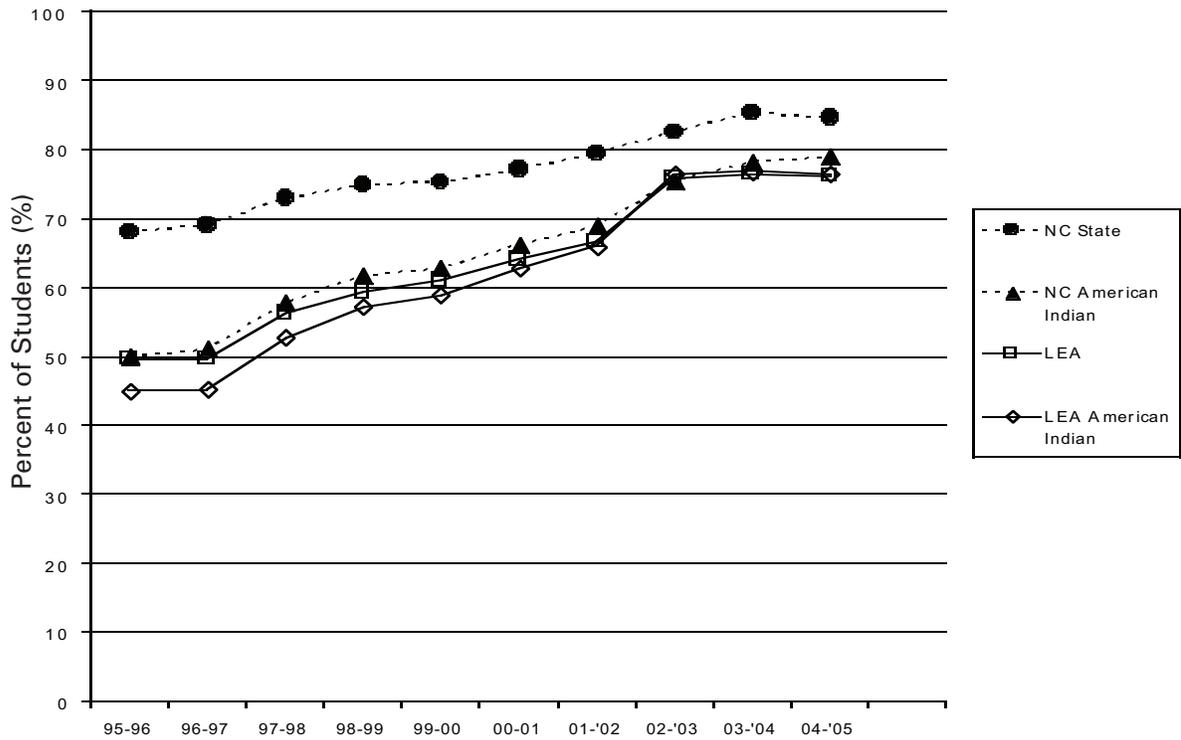
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 50.0 | 84.6 | 81.8 | 78.6 | 91.2 | 58.3 | 74.1 | 85.5 | 88.2 | 84.9 |
| | N Tested | 18 | 13 | 22 | 14 | 34 | 698 | 644 | 685 | 407 | 622 |
| 4 | % Grade Level | 66.7 | 75.0 | 85.7 | 90.5 | 92.9 | 73.3 | 75.8 | 87.3 | 91.8 | 85.6 |
| | N Tested | 18 | 16 | 14 | 42 | 14 | 666 | 658 | 647 | 376 | 599 |
| 5 | % Grade Level | 40.0 | 72.2 | 84.2 | 96.4 | 81.6 | 78.3 | 76.3 | 84.2 | 97.2 | 84.7 |
| | N Tested | 10 | 18 | 19 | 28 | 38 | 645 | 674 | 651 | 457 | 681 |
| 6 | % Grade Level | 87.5 | 55.6 | 84.2 | 84.6 | 86.2 | 77.0 | 83.1 | 85.4 | 94.8 | 88.6 |
| | N Tested | 8 | 9 | 19 | 39 | 29 | 691 | 646 | 669 | 424 | 648 |
| 7 | % Grade Level | 63.6 | 80.0 | 44.4 | 80.0 | 76.7 | 74.6 | 73.8 | 79.6 | 93.8 | 77.0 |
| | N Tested | 11 | 10 | 9 | 25 | 43 | 607 | 698 | 692 | 464 | 732 |
| 8 | % Grade Level | 69.2 | 75.0 | 66.7 | 81.8 | 91.7 | 72.7 | 75.7 | 81.0 | 89.2 | 77.6 |
| | N Tested | 13 | 12 | 9 | 22 | 24 | 600 | 604 | 631 | 455 | 626 |

EOC High School Subjects, Percent of Students at/above Grade Level

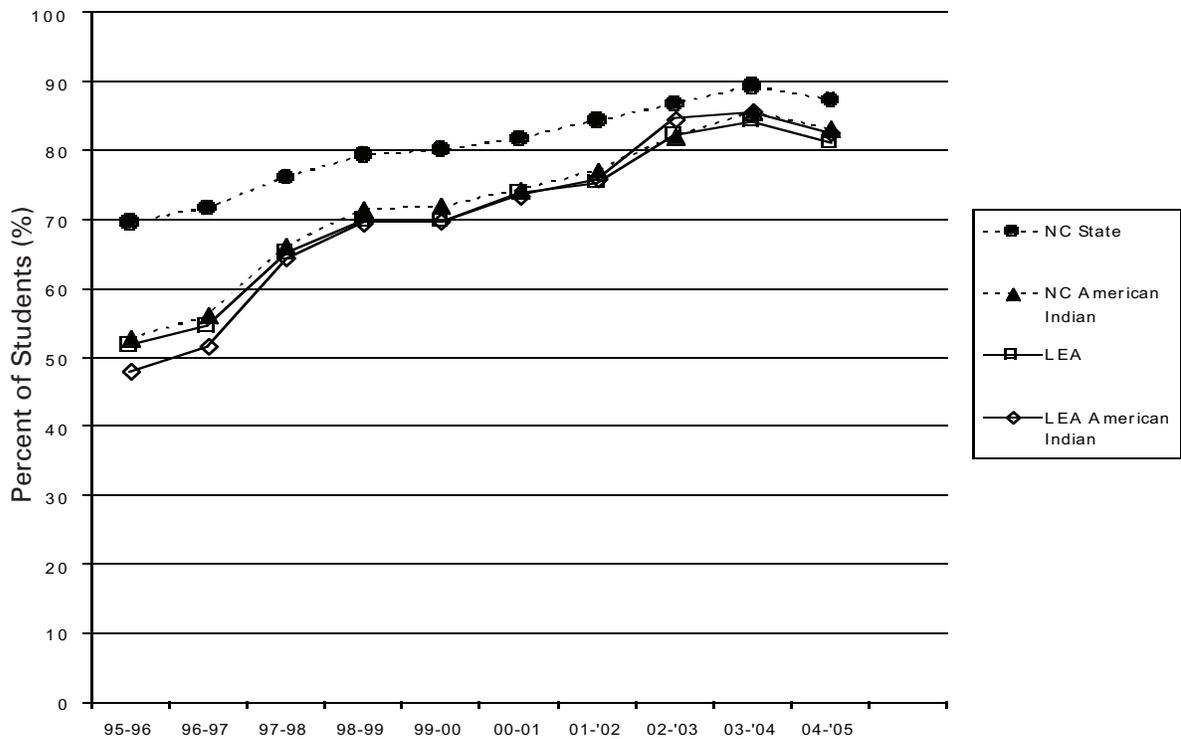
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 66.7 | 80.0 | 75.0 | 57.9 | 87.0 | 80.0 | 70.3 | 72.4 | 66.7 | 68.1 |
| | # Tested | 3 | 10 | 8 | 19 | 23 | 530 | 636 | 543 | 552 | 599 |
| Biology | % Grade Level | 33.3 | 80 | 71.4 | 30.8 | 53.8 | 58.0 | 57.6 | 48.8 | 45.6 | 58.0 |
| | # Tested | 3 | 5 | 7 | 13 | 13 | 538 | 495 | 482 | 454 | 572 |
| ELP | % Grade Level | 33.3 | 66.7 | 41.7 | — | — | 58.9 | 57.6 | 57.2 | — | — |
| | # Tested | 6.0 | 9.0 | 12.0 | — | — | 518 | 564 | 570 | — | — |
| English I | % Grade Level | 33.3 | 66.7 | 91.7 | 81.2 | 75 | 70.3 | 70.2 | 85.3 | 81.8 | 84.6 |
| | # Tested | 6.0 | 9.0 | 12.0 | 16.0 | 20.0 | 516 | 524 | 545 | 584 | 625 |
| US History | % Grade Level | 50.0 | 0.0 | 28.6 | — | — | 35.2 | 33.0 | 45.0 | — | — |
| | # Tested | — | 3 | 7 | — | — | 389 | 528 | 447 | — | — |
| Algebra II | % Grade Level | — | 50.0 | 66.7 | 90.0 | 62.5 | 70.7 | 81.9 | 77.2 | 74.6 | 74.2 |
| | # Tested | — | 2 | 3 | 10 | 8 | 304 | 309 | 373 | 355 | 314 |
| Physics | % Grade Level | — | — | — | — | — | 77.4 | 72.7 | 63.6 | 66.7 | 90.0 |
| | # Tested | — | — | — | — | — | 31 | 11 | 22 | 18 | 10 |
| Chemistry | % Grade Level | 66.7 | — | 0.0 | 0.0 | 83.3 | 62.9 | 78.0 | 59.9 | 55.4 | 74.4 |
| | # Tested | 3 | — | 1 | 1 | 6 | 178 | 177 | 182 | 184 | 176 |
| Geometry | % Grade Level | 40.0 | 33.3 | 87.5 | 53.8 | 37.5 | 47.8 | 52.1 | 55.6 | 50.0 | 62.1 |
| | # Tested | 5 | 3 | 8 | 13 | 8 | 404 | 445 | 421 | 382 | 472 |
| Phys.Science | % Grade Level | 0.0 | — | 66.7 | 83.3 | 71.4 | 38.8 | 64.6 | 60.3 | 66.4 | 74.1 |
| | # Tested | 2 | — | 6 | 6 | 7 | 98 | 113 | 194 | 226 | 216 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 66.6 | 70.5 | 76.3 | 74.1 | 77.7 | 70.4 | 71.6 | 74.9 | 75.5 | 76.4 |
| | N Tested | 815 | 792 | 802 | 800 | 764 | 1877 | 1813 | 1879 | 1783 | 1743 |
| 4 | % Grade Level | 58.2 | 67.2 | 76.6 | 76.8 | 69.7 | 61.5 | 66.6 | 76.6 | 76.9 | 72.5 |
| | N Tested | 787 | 755 | 765 | 773 | 793 | 1799 | 1794 | 1742 | 1746 | 1809 |
| 5 | % Grade Level | 67.9 | 65.7 | 76.1 | 81.4 | 80.1 | 68.1 | 67.4 | 76.4 | 80.2 | 80.0 |
| | N Tested | 747 | 794 | 825 | 744 | 778 | 1734 | 1811 | 1917 | 1690 | 1826 |
| 6 | % Grade Level | 54.8 | 59.2 | 70.3 | 70.3 | 72.3 | 54.5 | 59.8 | 71.3 | 70.2 | 69.3 |
| | N Tested | 631 | 699 | 781 | 788 | 729 | 1632 | 1653 | 1790 | 1791 | 1739 |
| 7 | % Grade Level | 56.2 | 61.7 | 81.5 | 80.2 | 76.8 | 58.5 | 59.8 | 77.8 | 80.0 | 77.4 |
| | N Tested | 678 | 629 | 717 | 739 | 800 | 1595 | 1632 | 1724 | 1678 | 1864 |
| 8 | % Grade Level | 71.4 | 71.0 | 78.6 | 87.8 | 82.6 | 70.0 | 74.8 | 77.5 | 85.0 | 82.7 |
| | N Tested | 751 | 655 | 655 | 696 | 746 | 1672 | 1566 | 1697 | 1630 | 1752 |

EOG Mathematics, Percent of Students at/above Grade Level

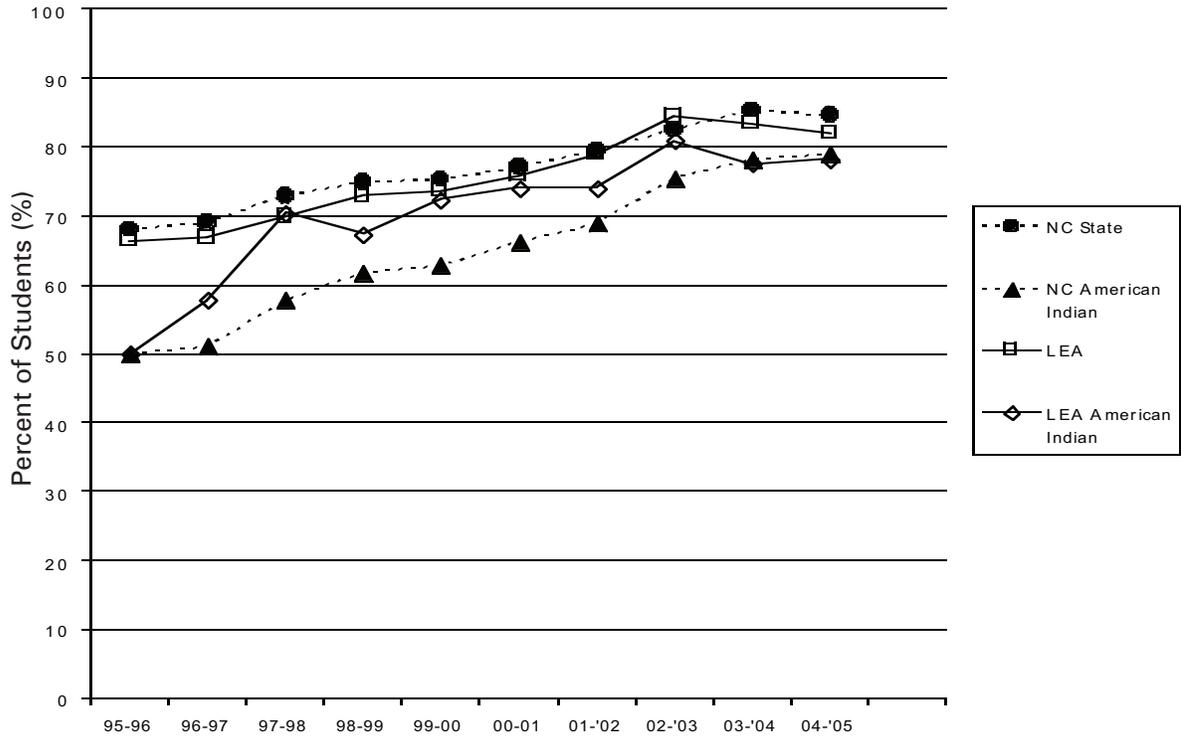
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 67.2 | 66.5 | 84.9 | 86.5 | 82.6 | 68.9 | 66.9 | 82.3 | 71.8 | 80.6 |
| | N Tested | 823 | 814 | 821 | 800 | 776 | 1896 | 1857 | 1917 | 1783 | 1773 |
| 4 | % Grade Level | 77.5 | 82.8 | 92.5 | 91.6 | 88.1 | 79.6 | 81.5 | 90.4 | 84.5 | 88.8 |
| | N Tested | 821 | 774 | 773 | 773 | 809 | 1848 | 1840 | 1758 | 1746 | 1828 |
| 5 | % Grade Level | 76.4 | 75.9 | 83.1 | 88.8 | 79.1 | 76.0 | 75.5 | 81.7 | 90.9 | 79.4 |
| | N Tested | 766 | 816 | 834 | 744 | 799 | 1775 | 1854 | 1931 | 1690 | 1854 |
| 6 | % Grade Level | 75.7 | 79.9 | 82.8 | 86.7 | 86.9 | 73.7 | 78.9 | 83.7 | 84.1 | 82.6 |
| | N Tested | 646 | 716 | 797 | 788 | 735 | 1673 | 1688 | 1818 | 1791 | 1763 |
| 7 | % Grade Level | 70.3 | 75.9 | 82.5 | 81.6 | 79.7 | 72.0 | 74.2 | 77.8 | 86.6 | 78.4 |
| | N Tested | 683 | 643 | 724 | 739 | 806 | 1607 | 1661 | 1738 | 1678 | 1890 |
| 8 | % Grade Level | 74.3 | 75.2 | 81.2 | 85.9 | 80.6 | 73.2 | 75.2 | 77.3 | 79.9 | 80.3 |
| | N Tested | 755 | 657 | 664 | 696 | 757 | 1677 | 1571 | 1718 | 1630 | 1770 |

EOC High School Subjects, Percent of Students at/above Grade Level

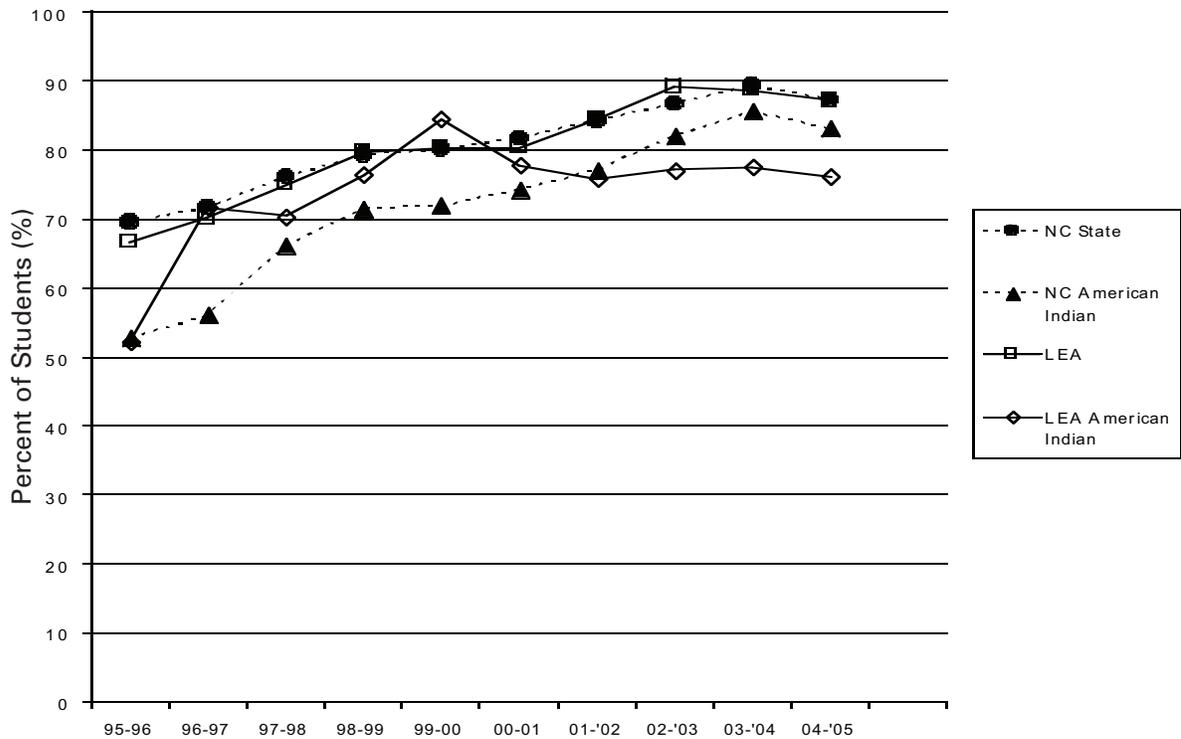
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 63.4 | 71.4 | 71.2 | 78.5 | 74.1 | 62.5 | 67.8 | 70.1 | 75.7 | 75.9 |
| | # Tested | 629 | 643 | 580 | 549 | 645 | 1500 | 1582 | 1539 | 1192 | 1528 |
| Biology | % Grade Level | 39.1 | 55.6 | 43.4 | 46.7 | 51.5 | 43.1 | 53.1 | 46.1 | 50.1 | 59.1 |
| | # Tested | 507 | 487 | 558 | 510 | 412 | 1280 | 1232 | 1405 | 1328 | 1080 |
| ELP | % Grade Level | 49.5 | 43.4 | 51.3 | — | — | 50.2 | 48.2 | 55.9 | — | — |
| | # Tested | 566 | 742 | 411 | — | — | 1482 | 1722 | 938 | — | — |
| English I | % Grade Level | 41.7 | 44.3 | 60.8 | 67.3 | 70.6 | 43.9 | 48.9 | 65.6 | 69.1 | 71.1 |
| | # Tested | 741 | 817 | 722 | 657 | 727 | 1766 | 1817 | 1713 | 1656 | 1707 |
| US History | % Grade Level | 28.2 | 29.7 | 38.9 | — | — | 34.8 | 38.8 | 44.5 | — | — |
| | # Tested | 483 | 434 | 493 | — | — | 1215 | 1091 | 1132 | — | — |
| Algebra II | % Grade Level | 53.8 | 70.0 | 67.8 | 73.1 | 76.8 | 53.7 | 69.1 | 72.1 | 77.0 | 80.9 |
| | # Tested | 318 | 283 | 301 | 275 | 267 | 750 | 727 | 748 | 697 | 729 |
| Physics | % Grade Level | 41.9 | 64.5 | 55.9 | 72.0 | 83.3 | 43.1 | 66.3 | 64.1 | 78.7 | 74.2 |
| | # Tested | 43 | 31 | 34 | 25 | 12 | 123 | 83 | 78 | 75 | 66 |
| Chemistry | % Grade Level | 38.6 | 55.4 | 59.4 | 63.0 | 71.5 | 42.1 | 63.2 | 65.2 | 70.6 | 73.7 |
| | # Tested | 241 | 195 | 192 | 192 | 172 | 608 | 465 | 485 | 483 | 479 |
| Geometry | % Grade Level | 43.6 | 40.7 | 54.9 | 52.7 | 58.7 | 42.2 | 43.0 | 58.4 | 57.6 | 63.2 |
| | # Tested | 383 | 381 | 357 | 334 | 303 | 944 | 928 | 870 | 898 | 820 |
| Phys.Science | % Grade Level | 27.1 | 53.5 | 51.2 | 59.3 | 60.4 | 34.7 | 56.9 | 55.7 | 61.7 | 65.1 |
| | # Tested | 133 | 243 | 283 | 405 | 364 | 251 | 378 | 637 | 1089 | 910 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|-------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 66.7 | 57.1 | 80.0 | 85.7 | 50.0 | 77.2 | 77.2 | 82.8 | 80.7 | 79.9 |
| | N Tested | 6 | 7 | 5 | 7 | 8 | 631 | 628 | 611 | 616 | 661 |
| 4 | % Grade Level | 72.7 | 71.4 | 37.5 | 0.0 | 85.7 | 73.8 | 79.4 | 79.9 | 82.3 | 81.2 |
| | N Tested | 11 | 7 | 8 | 2 | 7 | 602 | 603 | 621 | 581 | 628 |
| 5 | % Grade Level | 76.9 | 90.9 | 85.7 | 62.5 | 66.7 | 84 | 86.4 | 89.3 | 89.0 | 88.1 |
| | N Tested | 13 | 11 | 7 | 8 | 3 | 570 | 589 | 600 | 580 | 622 |
| 6 | % Grade Level | 62.5 | 80.0 | 80.0 | 87.5 | 87.5 | 66.8 | 71.5 | 85.6 | 83.4 | 77.6 |
| | N Tested | 8 | 10 | 10 | 8 | 8 | 591 | 579 | 599 | 591 | 626 |
| 7 | % Grade Level | 66.7 | 66.7 | 100.0 | 83.3 | 77.8 | 72.3 | 72.8 | 83.3 | 89.4 | 87.7 |
| | N Tested | 9 | 9 | 10 | 12 | 9 | 620 | 614 | 599 | 577 | 617 |
| 8 | % Grade Level | 0.0 | 80.0 | 100.0 | 90.9 | 90.9 | 82.5 | 86.2 | 85.6 | 86.9 | 88.5 |
| | N Tested | 7 | 10 | 7 | 11 | 11 | 510 | 587 | 617 | 564 | 608 |

EOG Mathematics, Percent of Students at/above Grade Level

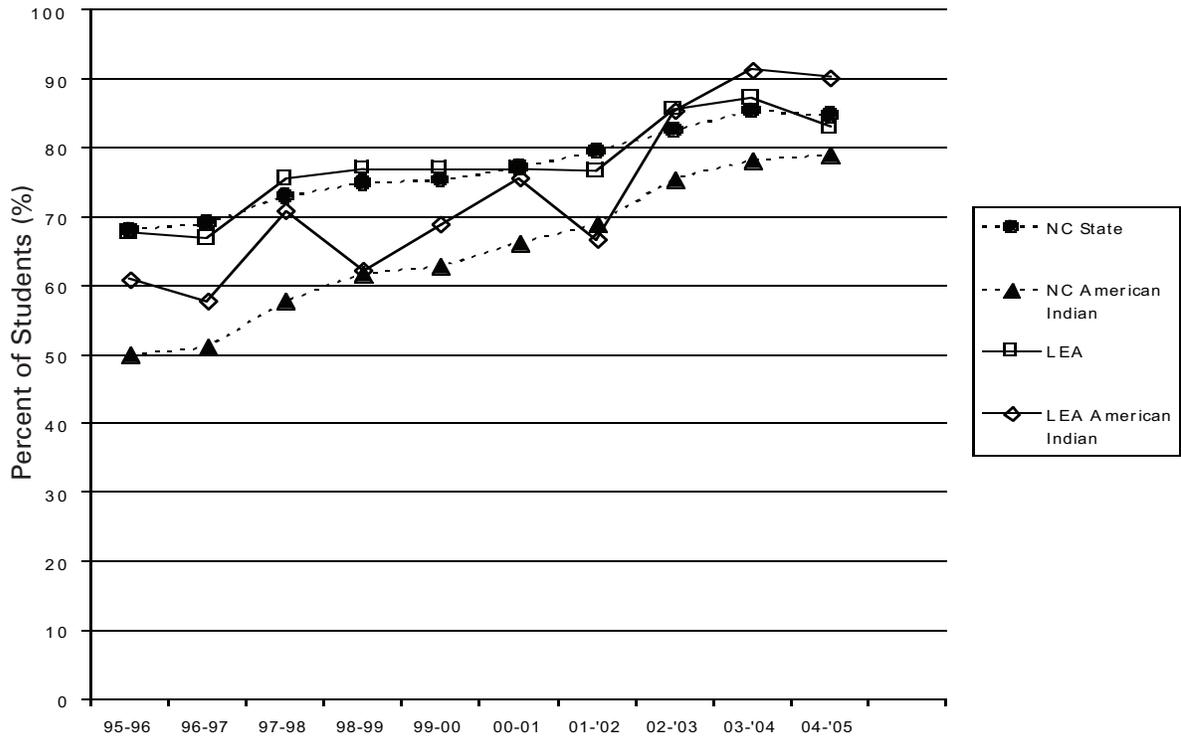
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 50.0 | 57.1 | 33.3 | 85.7 | 50.0 | 73.7 | 75.2 | 89.9 | 83.1 | 86.0 |
| | N Tested | 6 | 7 | 6 | 7 | 8 | 636 | 633 | 616 | 616 | 666 |
| 4 | % Grade Level | 90.9 | 100.0 | 75.0 | 50.0 | 85.7 | 85.6 | 90.8 | 94.7 | 91.7 | 92.3 |
| | N Tested | 11 | 7 | 8 | 2 | 7 | 606 | 606 | 625 | 581 | 639 |
| 5 | % Grade Level | 76.9 | 90.9 | 85.7 | 75.0 | 0.0 | 87.7 | 89.3 | 91.5 | 95.3 | 91.3 |
| | N Tested | 13 | 11 | 7 | 8 | 3 | 575 | 591 | 602 | 580 | 630 |
| 6 | % Grade Level | 75.0 | 70.0 | 90.0 | 75.0 | 87.5 | 80.2 | 85.1 | 89.8 | 93.1 | 87.8 |
| | N Tested | 8 | 10 | 10 | 8 | 8 | 592 | 582 | 597 | 591 | 633 |
| 7 | % Grade Level | 77.8 | 66.7 | 70.0 | 91.7 | 88.9 | 78.4 | 84.3 | 81.7 | 90.3 | 85.6 |
| | N Tested | 9 | 9 | 10 | 12 | 9 | 620 | 618 | 600 | 577 | 626 |
| 8 | % Grade Level | 85.7 | 80.0 | 100.0 | 72.7 | 90.9 | 76.0 | 82.2 | 86.6 | 81.7 | 87.0 |
| | N Tested | 7 | 10 | 7 | 11 | 11 | 512 | 589 | 618 | 564 | 616 |

EOC High School Subjects, Percent of Students at/above Grade Level

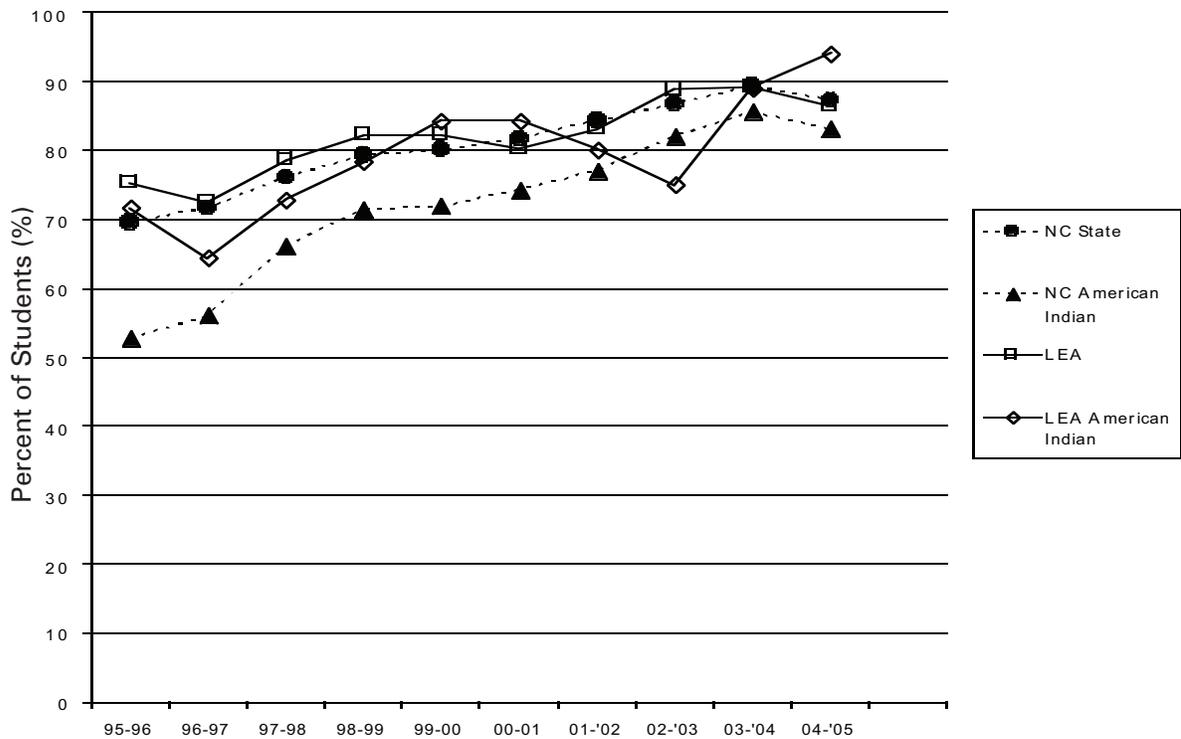
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|------|-------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 75.0 | 85.7 | 80.0 | 76.9 | 77.8 | 80.9 | 84.1 | 83.7 | 79.4 | 87.3 |
| | # Tested | 8 | 7 | 10 | 13 | 9 | 502 | 503 | 523 | 591 | 513 |
| Biology | % Grade Level | 71.4 | 80.0 | 40.0 | 41.7 | 61.5 | 53.6 | 60.0 | 43.0 | 50.0 | 57.0 |
| | # Tested | 7 | 5 | 5 | 12 | 13 | 487 | 482 | 514 | 530 | 563 |
| ELP | % Grade Level | 40.0 | 60.0 | 50.0 | — | — | 56.9 | 66.9 | 66.8 | — | — |
| | # Tested | 5 | 5 | 2 | — | — | 267 | 487 | 349 | — | — |
| English I | % Grade Level | 70.0 | 80.0 | 90.0 | 72.7 | 70.0 | 63.4 | 60.2 | 79.0 | 78.6 | 76.7 |
| | # Tested | 10 | 5 | 10 | 11 | 10 | 569 | 576 | 563 | 566 | 613 |
| US History | % Grade Level | 16.7 | 25.0 | 16.7 | — | — | 41.7 | 39.6 | 54.8 | — | — |
| | # Tested | 6 | 8 | 6 | — | — | 405 | 449 | 427 | — | — |
| Algebra II | % Grade Level | 100.0 | 100.0 | 60.0 | 100.0 | 25.0 | 66.1 | 73.3 | 74.2 | 76.9 | 78.2 |
| | # Tested | 1 | 2 | 5 | 3 | 4 | 298 | 285 | 306 | 321 | 367 |
| Physics | % Grade Level | — | — | — | — | — | 95.5 | — | 62.5 | — | 75.0 |
| | # Tested | — | — | — | — | — | 22 | — | 8 | — | 16 |
| Chemistry | % Grade Level | 100.0 | — | 50.0 | 100.0 | 66.7 | 68.3 | 77.1 | 66.5 | 69.7 | 78.1 |
| | # Tested | 1 | — | 2 | 1 | 3 | 208 | 175 | 197 | 211 | 219 |
| Geometry | % Grade Level | 60.0 | 16.7 | 66.7 | 71.4 | 62.5 | 53.3 | 62.8 | 63.6 | 61.2 | 63.4 |
| | # Tested | 5 | 6 | 3 | 7 | 8 | 345 | 347 | 354 | 379 | 415 |
| Phys.Science | % Grade Level | — | 44.4 | 66.7 | 20.0 | 70.0 | 76.6 | 53.2 | 61.9 | 67.7 | 70.3 |
| | # Tested | — | 9 | 3 | 5 | 10 | 145 | 391 | 320 | 427 | 464 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 83.3 | 66.7 | 81.8 | 71.4 | 100.0 | 76.4 | 79.4 | 83.6 | 88.4 | 80.1 |
| | N Tested | 12 | 6 | 11 | 7 | 3 | 225 | 204 | 183 | 198 | 206 |
| 4 | % Grade Level | 83.3 | 58.3 | 75.0 | 83.3 | 85.7 | 82.0 | 70.5 | 76.4 | 86.0 | 84.7 |
| | N Tested | 6 | 12 | 8 | 12 | 7 | 211 | 220 | 203 | 164 | 196 |
| 5 | % Grade Level | 80.0 | 85.7 | 100.0 | 100.0 | 85.7 | 80.6 | 86.2 | 90.8 | 90.6 | 88.5 |
| | N Tested | 5 | 7 | 9 | 9 | 14 | 211 | 217 | 218 | 191 | 192 |
| 6 | % Grade Level | 63.6 | 60.0 | 83.3 | 100.0 | 90.0 | 61.0 | 68.6 | 83.2 | 78.0 | 78.3 |
| | N Tested | 11 | 5 | 6 | 8 | 10 | 213 | 207 | 232 | 214 | 207 |
| 7 | % Grade Level | 0.0 | 58.3 | 75.0 | 100.0 | 100.0 | 79.0 | 73.3 | 91.3 | 89.8 | 89.4 |
| | N Tested | 3 | 12 | 4 | 5 | 8 | 205 | 221 | 207 | 226 | 208 |
| 8 | % Grade Level | 62.5 | 0.0 | 90.0 | 100.0 | 100.0 | 84.8 | 81.5 | 87.7 | 93.0 | 86.4 |
| | N Tested | 8 | 3 | 10 | 5 | 6 | 171 | 195 | 211 | 200 | 235 |

EOG Mathematics, Percent of Students at/above Grade Level

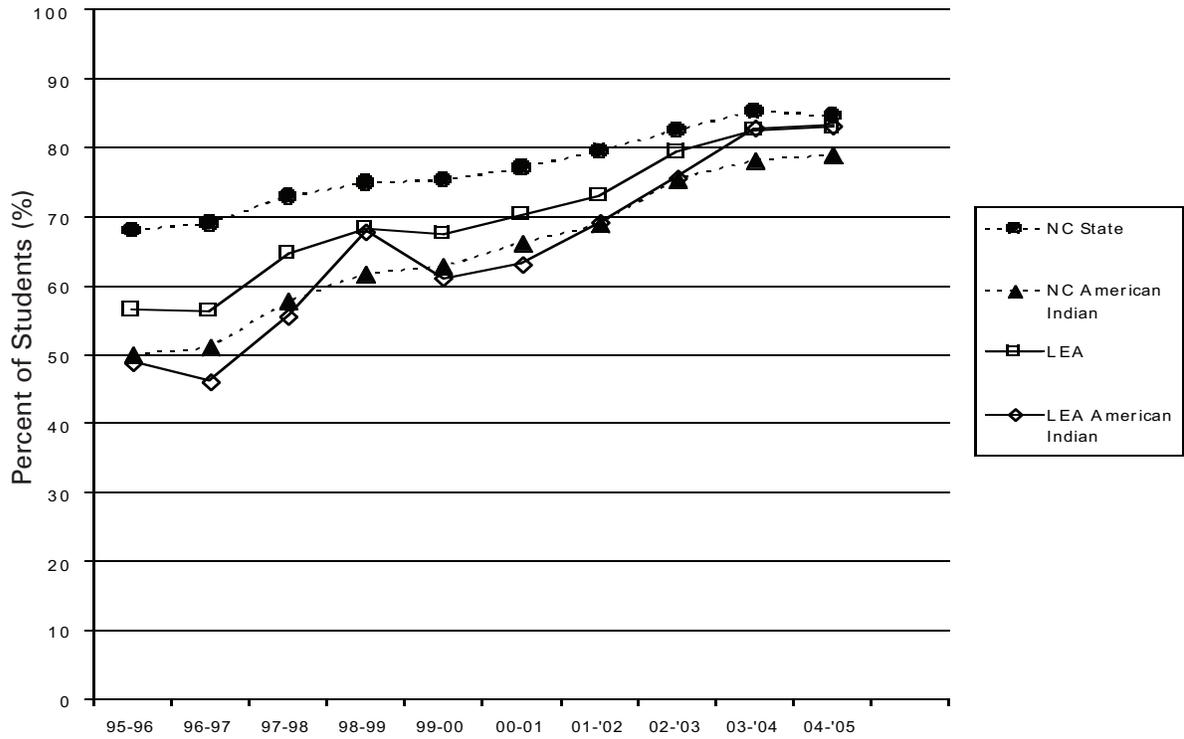
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 91.7 | 66.7 | 81.8 | 71.4 | 66.7 | 70.2 | 72.1 | 88.0 | 82.8 | 84.6 |
| | N Tested | 12 | 6 | 11 | 7 | 3 | 225 | 204 | 183 | 198 | 208 |
| 4 | % Grade Level | 83.3 | 75.0 | 75.0 | 91.7 | 100.0 | 88.6 | 90.9 | 93.6 | 90.9 | 92.5 |
| | N Tested | 6 | 12 | 8 | 12 | 7 | 211 | 220 | 204 | 164 | 199 |
| 5 | % Grade Level | 60.0 | 100.0 | 100.0 | 100.0 | 100.0 | 87.7 | 89.4 | 95.4 | 93.7 | 88.6 |
| | N Tested | 5 | 7 | 9 | 9 | 14 | 211 | 217 | 218 | 191 | 193 |
| 6 | % Grade Level | 81.8 | 60.0 | 66.7 | 100.0 | 80.0 | 74.6 | 84.5 | 88.4 | 94.9 | 82.6 |
| | N Tested | 11 | 5 | 6 | 8 | 10 | 213 | 207 | 232 | 214 | 207 |
| 7 | % Grade Level | 100.0 | 91.7 | 50.0 | 80.0 | 100.0 | 77.6 | 77.4 | 87.0 | 89.4 | 87.6 |
| | N Tested | 3 | 12 | 4 | 5 | 8 | 205 | 221 | 208 | 226 | 209 |
| 8 | % Grade Level | 87.5 | 100.0 | 60.0 | 80.0 | 100.0 | 84.2 | 84.1 | 81.1 | 87.0 | 85.5 |
| | N Tested | 8 | 3 | 10 | 5 | 6 | 171 | 195 | 212 | 200 | 234 |

EOC High School Subjects, Percent of Students at/above Grade Level

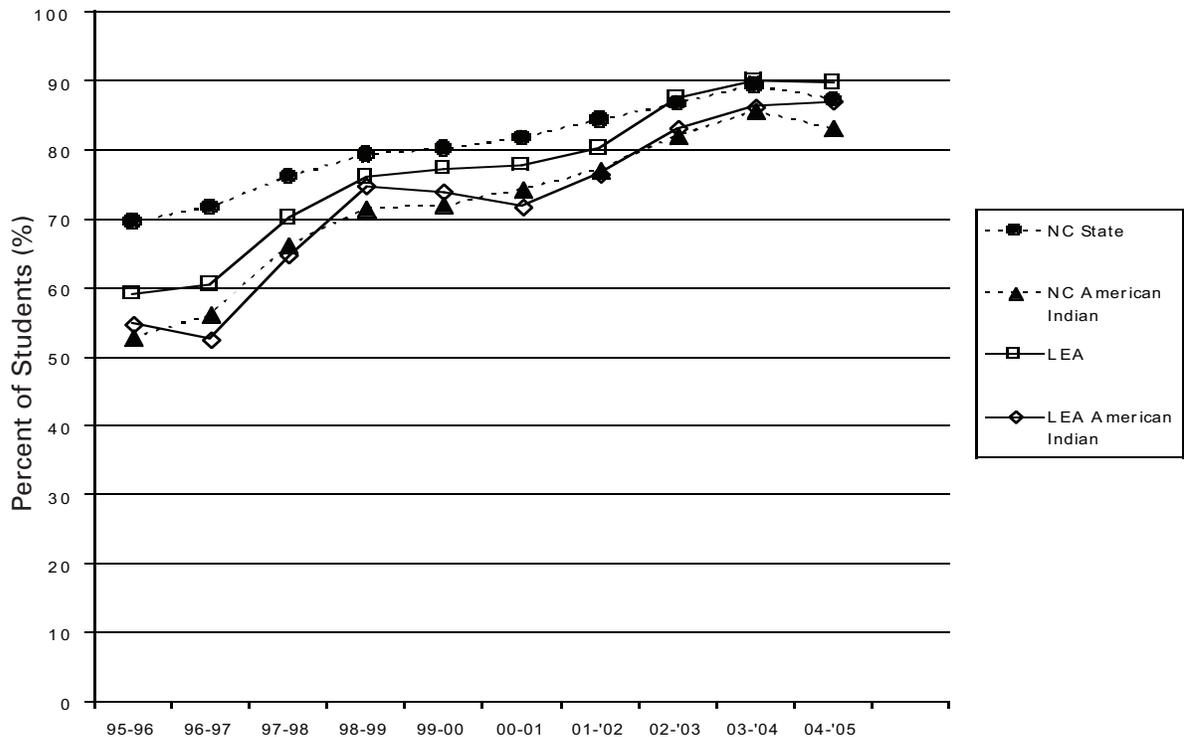
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|-------|------|-------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 72.7 | 87.5 | 100.0 | 88.9 | 100.0 | 77.1 | 84.1 | 86.6 | 80.0 | 84.8 |
| | # Tested | 11 | 8 | 4 | 9 | 4 | 188 | 189 | 172 | 195 | 217 |
| Biology | % Grade Level | 25.0 | 77.8 | 75.0 | 100.0 | 75.0 | 48.3 | 67.4 | 48.3 | 52.6 | 64.8 |
| | # Tested | 4 | 9 | 8 | 3 | 8 | 172 | 175 | 178 | 215 | 196 |
| ELP | % Grade Level | 35.7 | 75.0 | 100.0 | — | — | 62.3 | 64.8 | 65.9 | — | — |
| | # Tested | 14 | 8 | 4 | — | — | 212 | 179 | 217 | — | — |
| English I | % Grade Level | 53.8 | 55.6 | 100.0 | 90.0 | 71.4 | 66.4 | 71.1 | 87.0 | 75.8 | 84.5 |
| | # Tested | 13 | 9 | 3 | 10 | 7 | 211 | 180 | 177 | 227 | 207 |
| US History | % Grade Level | 57.1 | 25.0 | 62.5 | — | — | 49.7 | 54.4 | 55.4 | — | — |
| | # Tested | 7 | 4 | 8 | — | — | 183 | 171 | 175 | — | — |
| Algebra II | % Grade Level | 66.7 | 33.3 | 100.0 | 100.0 | 66.7 | 62.2 | 67.6 | 72.0 | 74.5 | 60.8 |
| | # Tested | 3 | 6 | 9 | 2 | 6 | 127 | 148 | 143 | 137 | 143 |
| Physics | % Grade Level | — | 100.0 | — | 100.0 | 100.0 | 84.6 | — | 100.0 | 94.7 | 100.0 |
| | # Tested | — | 2 | — | 1 | 3 | 13 | — | 16 | 19 | 23 |
| Chemistry | % Grade Level | 40.0 | 100.0 | 100.0 | 70.0 | 33.3 | 59.4 | 88.9 | 79.3 | 73.7 | 65.8 |
| | # Tested | 5 | 2 | 3 | 10 | 3 | 96 | 27 | 87 | 137 | 120 |
| Geometry | % Grade Level | 50.0 | 75.0 | 66.7 | 25.0 | 83.3 | 64.1 | 81.8 | 57.4 | 50.0 | 65.6 |
| | # Tested | 4 | 8 | 3 | 4 | 6 | 142 | 110 | 162 | 146 | 163 |
| Phys.Science | % Grade Level | — | — | 76.9 | 50.0 | 100.0 | — | 59.9 | 81.2 | 78.7 | 80.4 |
| | # Tested | — | — | 13 | 4 | 4 | — | 147 | 239 | 197 | 148 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 60.9 | 62.3 | 72.2 | 79.3 | 81.4 | 69.1 | 69.4 | 75.3 | 77.6 | 79.8 |
| | N Tested | 69 | 77 | 72 | 53 | 59 | 554 | 523 | 534 | 474 | 520 |
| 4 | % Grade Level | 57.6 | 59.4 | 77.6 | 85.9 | 81.1 | 64.9 | 68.0 | 81.1 | 84.4 | 78.3 |
| | N Tested | 66 | 64 | 76 | 71 | 53 | 536 | 543 | 502 | 482 | 480 |
| 5 | % Grade Level | 75.0 | 72.6 | 76.4 | 94.4 | 91.0 | 79.3 | 78.7 | 84.4 | 90.1 | 89.3 |
| | N Tested | 52 | 62 | 72 | 72 | 67 | 498 | 507 | 572 | 466 | 506 |
| 6 | % Grade Level | 49.2 | 73.5 | 67.1 | 73.0 | 76.0 | 58.8 | 67.6 | 71.8 | 78.6 | 78.7 |
| | N Tested | 63 | 49 | 70 | 74 | 75 | 488 | 478 | 570 | 533 | 520 |
| 7 | % Grade Level | 67.7 | 67.2 | 75.0 | 92.1 | 78.6 | 72.0 | 72.1 | 80.7 | 86.0 | 84.0 |
| | N Tested | 62 | 64 | 56 | 63 | 84 | 511 | 480 | 528 | 536 | 575 |
| 8 | % Grade Level | 73.1 | 81.0 | 86.4 | 80.8 | 88.7 | 78.1 | 82.4 | 83.3 | 85.2 | 85.1 |
| | N Tested | 52 | 58 | 66 | 52 | 62 | 475 | 467 | 504 | 481 | 529 |

EOG Mathematics, Percent of Students at/above Grade Level

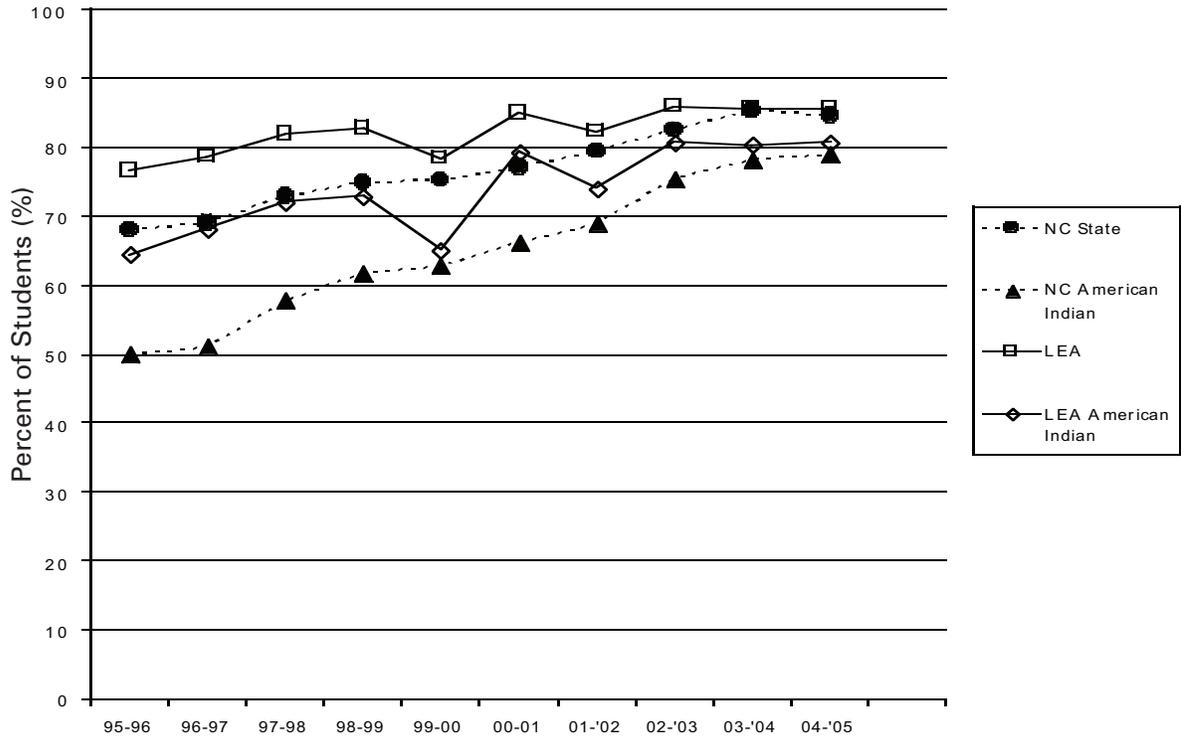
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 60.0 | 57.7 | 87.5 | 88.7 | 81.7 | 65.9 | 61.7 | 87.0 | 87.8 | 86.8 |
| | N Tested | 70 | 78 | 72 | 53 | 60 | 560 | 528 | 537 | 474 | 524 |
| 4 | % Grade Level | 75.0 | 76.2 | 87.2 | 94.4 | 87.3 | 82.8 | 83.2 | 93.3 | 96.3 | 91.4 |
| | N Tested | 64 | 63 | 78 | 71 | 55 | 540 | 548 | 505 | 482 | 486 |
| 5 | % Grade Level | 81.5 | 85.5 | 84.9 | 91.7 | 91.0 | 85.3 | 88.5 | 90.3 | 95.1 | 91.6 |
| | N Tested | 54 | 62 | 73 | 72 | 67 | 503 | 513 | 575 | 466 | 513 |
| 6 | % Grade Level | 66.7 | 91.7 | 81.4 | 85.1 | 90.7 | 76.5 | 83.0 | 88.0 | 91.2 | 92.4 |
| | N Tested | 63 | 48 | 70 | 74 | 75 | 490 | 476 | 569 | 533 | 524 |
| 7 | % Grade Level | 80.6 | 82.8 | 75.0 | 85.7 | 83.3 | 79.3 | 83.2 | 84.8 | 88.6 | 90.6 |
| | N Tested | 62 | 64 | 56 | 63 | 84 | 508 | 481 | 528 | 536 | 576 |
| 8 | % Grade Level | 69.2 | 74.1 | 80.3 | 78.8 | 87.1 | 77.9 | 79.8 | 80.9 | 86.5 | 84.7 |
| | N Tested | 52 | 58 | 66 | 52 | 62 | 475 | 466 | 503 | 481 | 529 |

EOC High School Subjects, Percent of Students at/above Grade Level

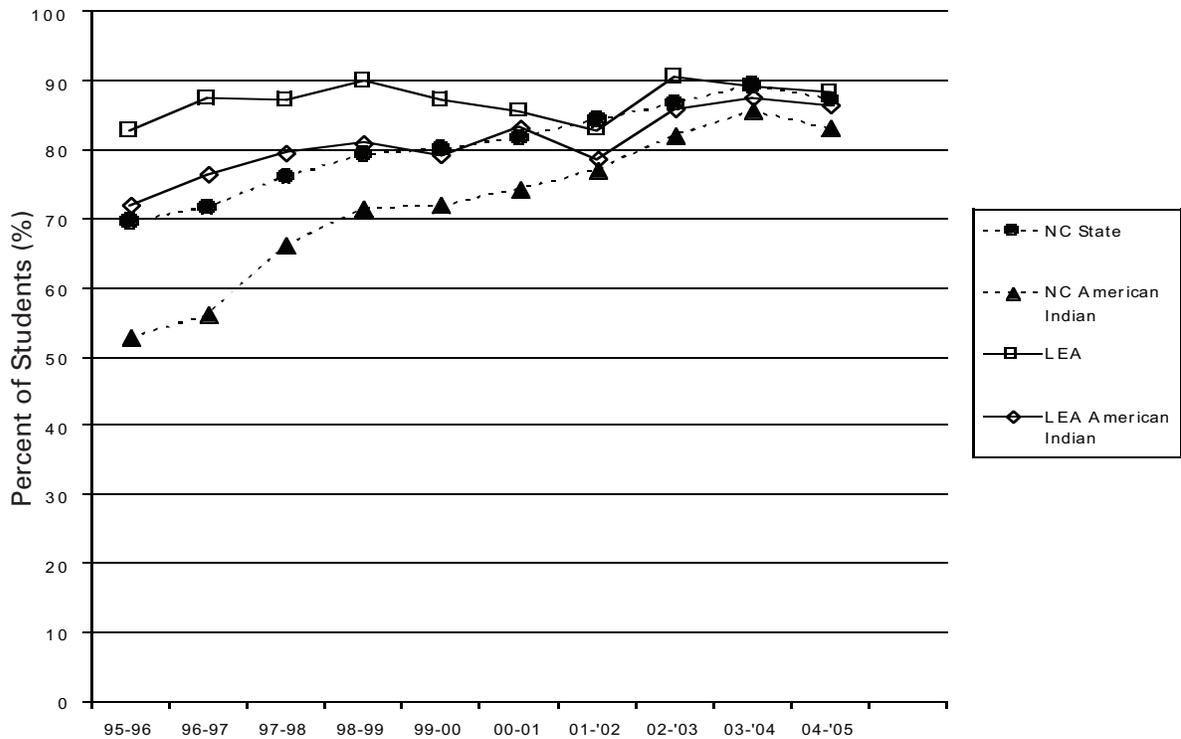
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 95.0 | 97.3 | 96.2 | 95.2 | 81.9 | 88.1 | 91.3 | 96.3 | 92.0 | 91.0 |
| | # Tested | 40 | 37 | 53 | 62 | 72 | 471 | 458 | 509 | 412 | 587 |
| Biology | % Grade Level | 47.7 | 57.1 | 48.3 | 14.6 | 50.0 | 55.2 | 56.2 | 60.8 | 36.2 | 49.9 |
| | # Tested | 44 | 42 | 29 | 41 | 60 | 502 | 402 | 365 | 379 | 419 |
| ELP | % Grade Level | 75.9 | 65.9 | 50.0 | — | — | 70.6 | 67.1 | 70.9 | — | — |
| | # Tested | 29 | 44 | 38 | — | — | 442 | 419 | 419 | — | — |
| English I | % Grade Level | 62.7 | 44.4 | 67.9 | 76.9 | 72.9 | 61.2 | 61.6 | 76.7 | 74.3 | 76.1 |
| | # Tested | 59 | 45 | 56 | 65 | 48 | 520 | 495 | 484 | 479 | 506 |
| US History | % Grade Level | 36.8 | 41.2 | 53.7 | — | — | 55.8 | 45.8 | 52.4 | — | — |
| | # Tested | 19 | 34 | 41 | — | — | 371 | 358 | 368 | — | — |
| Algebra II | % Grade Level | 78.6 | 100.0 | 89.5 | 75.0 | 72.2 | 75.4 | 93.1 | 89.0 | 88.6 | 73.9 |
| | # Tested | 14 | 12 | 19 | 24 | 36 | 236 | 204 | 227 | 264 | 505 |
| Physics | % Grade Level | — | — | 100.0 | 100.0 | — | 82.4 | 90.5 | 93.3 | 88.5 | 89.5 |
| | # Tested | — | — | 1 | 2 | — | 34 | 42 | 15 | 26 | 19 |
| Chemistry | % Grade Level | 90.0 | 62.5 | 100.0 | 100.0 | 93.3 | 72.4 | 82.5 | 95.9 | 97.1 | 88.6 |
| | # Tested | 10 | 8 | 5 | 5 | 15 | 170 | 120 | 98 | 103 | 140 |
| Geometry | % Grade Level | 76.5 | 85.7 | 85.0 | 68.2 | 100.0 | 73.2 | 76.4 | 79.2 | 75.5 | 54.8 |
| | # Tested | 17 | 21 | 20 | 22 | 1 | 269 | 276 | 265 | 327 | 31 |
| Phys.Science | % Grade Level | 51.5 | 64.9 | 69.2 | 90.9 | 87.5 | 57.3 | 68.9 | 77.2 | 85.2 | 86.9 |
| | # Tested | 33 | 37 | 39 | 33 | 16 | 410 | 357 | 302 | 223 | 183 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 84.8 | 61.5 | 64.7 | 66.7 | 66.7 | 87.5 | 75.7 | 78.6 | 73.6 | 78.3 |
| | N Tested | 33 | 26 | 34 | 33 | 30 | 136 | 107 | 131 | 129 | 106 |
| 4 | % Grade Level | 81.3 | 78.8 | 70.4 | 75.7 | 84.6 | 84.0 | 80.9 | 86.7 | 86.3 | 85.0 |
| | N Tested | 16 | 33 | 27 | 37 | 39 | 119 | 141 | 113 | 131 | 133 |
| 5 | % Grade Level | 85.0 | 88.9 | 85.7 | 82.8 | 77.1 | 90.1 | 92.0 | 90.1 | 86.8 | 88.0 |
| | N Tested | 20 | 18 | 35 | 29 | 35 | 131 | 125 | 151 | 114 | 133 |
| 6 | % Grade Level | 81.5 | 77.8 | 78.3 | 80.0 | 79.3 | 79.8 | 77.5 | 79.7 | 83.8 | 81.5 |
| | N Tested | 27 | 27 | 23 | 35 | 29 | 129 | 138 | 133 | 142 | 119 |
| 7 | % Grade Level | 61.8 | 65.5 | 96.2 | 92.0 | 87.5 | 78.6 | 81.2 | 87.9 | 91.2 | 88.4 |
| | N Tested | 34 | 29 | 26 | 25 | 32 | 140 | 138 | 149 | 137 | 146 |
| 8 | % Grade Level | 88.0 | 77.8 | 90.3 | 96.4 | 88.9 | 90.2 | 86.0 | 91.4 | 92.9 | 92.3 |
| | N Tested | 25 | 27 | 31 | 28 | 27 | 122 | 136 | 139 | 141 | 143 |

EOG Mathematics, Percent of Students at/above Grade Level

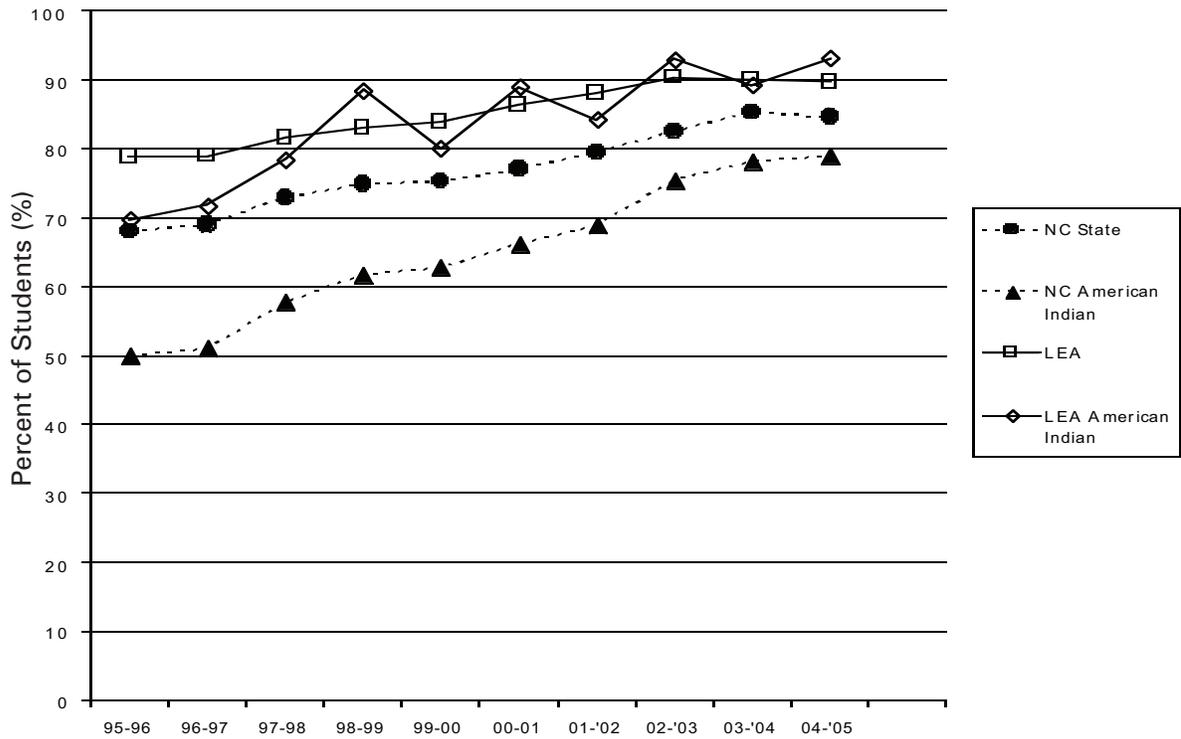
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 85.3 | 57.7 | 82.4 | 78.8 | 70.0 | 84.1 | 69.4 | 90.8 | 85.3 | 78.3 |
| | N Tested | 34 | 26 | 34 | 33 | 30 | 138 | 108 | 131 | 129 | 106 |
| 4 | % Grade Level | 87.5 | 82.4 | 88.9 | 94.6 | 100.0 | 91.8 | 88.8 | 94.7 | 97.7 | 97.8 |
| | N Tested | 16 | 34 | 27 | 37 | 39 | 122 | 143 | 114 | 131 | 135 |
| 5 | % Grade Level | 85.0 | 88.9 | 91.7 | 93.1 | 82.9 | 88.6 | 88.1 | 94.8 | 94.7 | 90.2 |
| | N Tested | 20 | 18 | 36 | 29 | 35 | 132 | 126 | 153 | 114 | 133 |
| 6 | % Grade Level | 96.3 | 92.6 | 87.0 | 91.4 | 89.7 | 89.3 | 89.1 | 89.5 | 93.0 | 91.6 |
| | N Tested | 27 | 27 | 23 | 35 | 29 | 131 | 138 | 133 | 142 | 119 |
| 7 | % Grade Level | 67.6 | 72.4 | 88.5 | 88.0 | 93.8 | 77.1 | 75.7 | 85.9 | 86.9 | 87.2 |
| | N Tested | 34 | 29 | 26 | 25 | 32 | 140 | 140 | 149 | 137 | 148 |
| 8 | % Grade Level | 84.0 | 81.5 | 77.4 | 82.1 | 77.8 | 84.4 | 83.1 | 87.8 | 84.4 | 81.9 |
| | N Tested | 25 | 27 | 31 | 28 | 27 | 122 | 136 | 139 | 141 | 144 |

EOC High School Subjects, Percent of Students at/above Grade Level

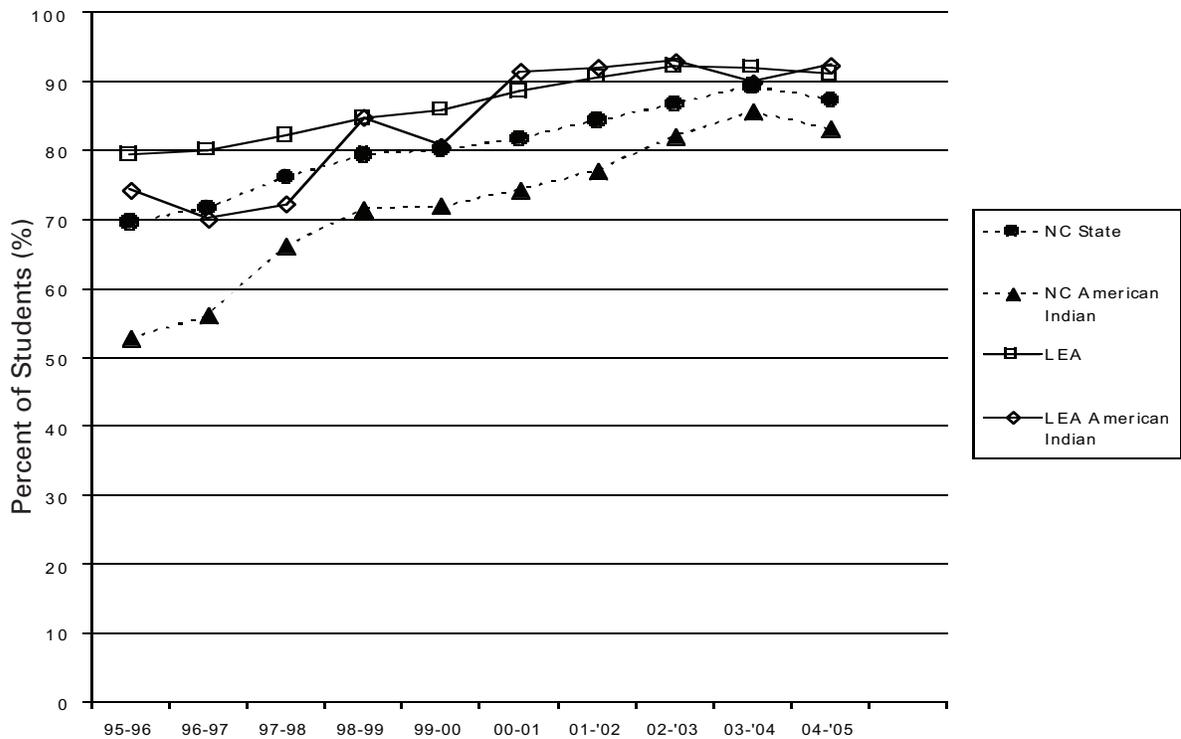
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|------|------|------|-----------------------|------|------|------|-------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 75.0 | 67.6 | 72.0 | 68.7 | 76.9 | 82.3 | 83.8 | 77.9 | 70.8 | 81.8 |
| | # Tested | 20 | 34 | 25 | 32 | 39 | 96 | 154 | 113 | 130 | 176 |
| Biology | % Grade Level | 56.7 | 76.2 | 60.0 | 51.8 | 57.7 | 59.1 | 79.1 | 66.1 | 74.8 | 64.8 |
| | # Tested | 30 | 21 | 25 | 27 | 26 | 110 | 110 | 127 | 123 | 125 |
| ELP | % Grade Level | 95.0 | 88.9 | 89.5 | — | — | 96 | 93.1 | 91.8 | — | — |
| | # Tested | 20 | 18 | 19 | — | — | 101 | 102 | 85 | — | — |
| English I | % Grade Level | 66.7 | 65.5 | 54.2 | 73.0 | 96.7 | 81.4 | 73.7 | 82.0 | 78.2 | 87.5 |
| | # Tested | 24 | 29 | 24 | 37 | 30 | 118 | 137 | 133 | 147 | 144 |
| US History | % Grade Level | 66.7 | 57.1 | 47.8 | — | — | 73.5 | 63.9 | 57.3 | — | — |
| | # Tested | 24 | 21 | 23 | — | — | 117 | 97 | 117 | — | — |
| Algebra II | % Grade Level | 61.5 | 71.4 | 80.0 | 50.0 | 66.7 | 75.5 | 75.5 | 75.4 | 61.0 | 77.0 |
| | # Tested | 13 | 7 | 10 | 12 | 12 | 53 | 49 | 61 | 59 | 74 |
| Physics | % Grade Level | — | 50.0 | — | — | — | 100.0 | 81.8 | — | — | 100.0 |
| | # Tested | — | 2 | — | — | — | 9 | 11 | — | — | 8 |
| Chemistry | % Grade Level | 66.7 | 100.0 | 77.8 | 42.9 | 75.0 | 68.1 | 91.3 | 80.0 | 70.5 | 81.5 |
| | # Tested | 6 | 2 | 9 | 7 | 8 | 47 | 23 | 40 | 61 | 54 |
| Geometry | % Grade Level | 30.8 | 90.9 | 50.0 | 57.1 | 81.8 | 47 | 78.9 | 69.6 | 63.6 | 66.7 |
| | # Tested | 13 | 11 | 14 | 14 | 11 | 66 | 57 | 79 | 77 | 78 |
| Phys.Science | % Grade Level | 47.4 | 41.2 | 63.6 | 81.3 | 91.7 | 69.7 | 73.3 | 85.2 | 88.4 | 92.7 |
| | # Tested | 19 | 17 | 11 | 16 | 12 | 89 | 86 | 61 | 69 | 55 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 85.0 | 90.9 | 88.2 | 92.0 | 90.9 | 85.3 | 87.6 | 89.0 | 89.0 | 88.5 |
| | N Tested | 20 | 22 | 34 | 25 | 22 | 7780 | 7881 | 8260 | 8021 | 8705 |
| 4 | % Grade Level | 90.5 | 77.8 | 95.2 | 92.3 | 96.3 | 85.9 | 87.4 | 89.9 | 90.9 | 88.6 |
| | N Tested | 21 | 18 | 21 | 26 | 27 | 7680 | 7700 | 8131 | 7758 | 8686 |
| 5 | % Grade Level | 77.8 | 86.4 | 94.4 | 90.0 | 96.4 | 90.8 | 92.2 | 93.5 | 94.7 | 94.3 |
| | N Tested | 27 | 22 | 18 | 20 | 28 | 7572 | 7759 | 8056 | 7742 | 8808 |
| 6 | % Grade Level | 0.0 | 68.0 | 87.5 | 78.9 | 85.7 | 80.7 | 82.8 | 87.7 | 88.7 | 87.9 |
| | N Tested | 24 | 25 | 24 | 19 | 21 | 7645 | 7948 | 8334 | 7710 | 8767 |
| 7 | % Grade Level | 87.5 | 95.7 | 95.2 | 100.0 | 85.7 | 85.1 | 86.7 | 90.3 | 91.4 | 90.4 |
| | N Tested | 16 | 23 | 21 | 26 | 21 | 7446 | 7769 | 8362 | 7932 | 8751 |
| 8 | % Grade Level | 94.7 | 94.4 | 100 | 87.0 | 100.0 | 90.6 | 91.4 | 92.2 | 93.1 | 92.0 |
| | N Tested | 19 | 18 | 24 | 23 | 25 | 7085 | 7414 | 8065 | 7791 | 8815 |

EOG Mathematics, Percent of Students at/above Grade Level

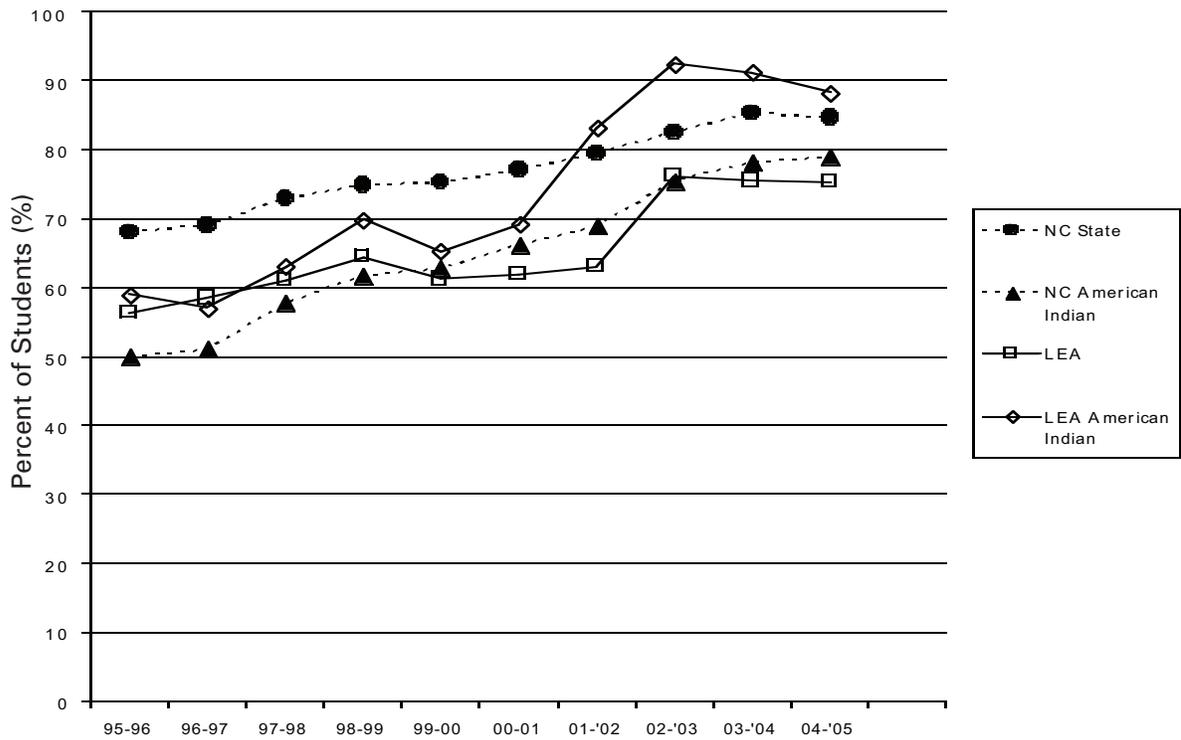
| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 85.0 | 86.4 | 91.2 | 92.0 | 81.8 | 84.0 | 87.1 | 93.4 | 92.9 | 89.9 |
| | N Tested | 20 | 22 | 34 | 25 | 22 | 7801 | 7909 | 8261 | 8021 | 8778 |
| 4 | % Grade Level | 95.5 | 100.0 | 100.0 | 100.0 | 96.3 | 92.7 | 94.7 | 96.3 | 97.3 | 94.5 |
| | N Tested | 22 | 18 | 21 | 26 | 27 | 7707 | 7719 | 8147 | 7758 | 8766 |
| 5 | % Grade Level | 89.3 | 90.9 | 94.4 | 100.0 | 100.0 | 92.1 | 93.8 | 95.6 | 96.7 | 94.1 |
| | N Tested | 28 | 22 | 18 | 20 | 28 | 7611 | 7792 | 8062 | 7742 | 8859 |
| 6 | % Grade Level | 95.8 | 96.0 | 91.7 | 89.5 | 100.0 | 88.1 | 90.2 | 91.7 | 93.6 | 92.9 |
| | N Tested | 24 | 25 | 24 | 19 | 21 | 7643 | 7955 | 8334 | 7710 | 8788 |
| 7 | % Grade Level | 100.0 | 91.3 | 90.5 | 88.5 | 85.7 | 87.6 | 90.3 | 87.9 | 89.6 | 88.9 |
| | N Tested | 16 | 23 | 21 | 26 | 21 | 7452 | 7774 | 8381 | 7932 | 8772 |
| 8 | % Grade Level | 84.2 | 94.4 | 91.7 | 78.3 | 88.0 | 86.9 | 88.3 | 88.5 | 89.4 | 88.0 |
| | N Tested | 19 | 18 | 24 | 23 | 25 | 7081 | 7408 | 8071 | 7791 | 8834 |

EOC High School Subjects, Percent of Students at/above Grade Level

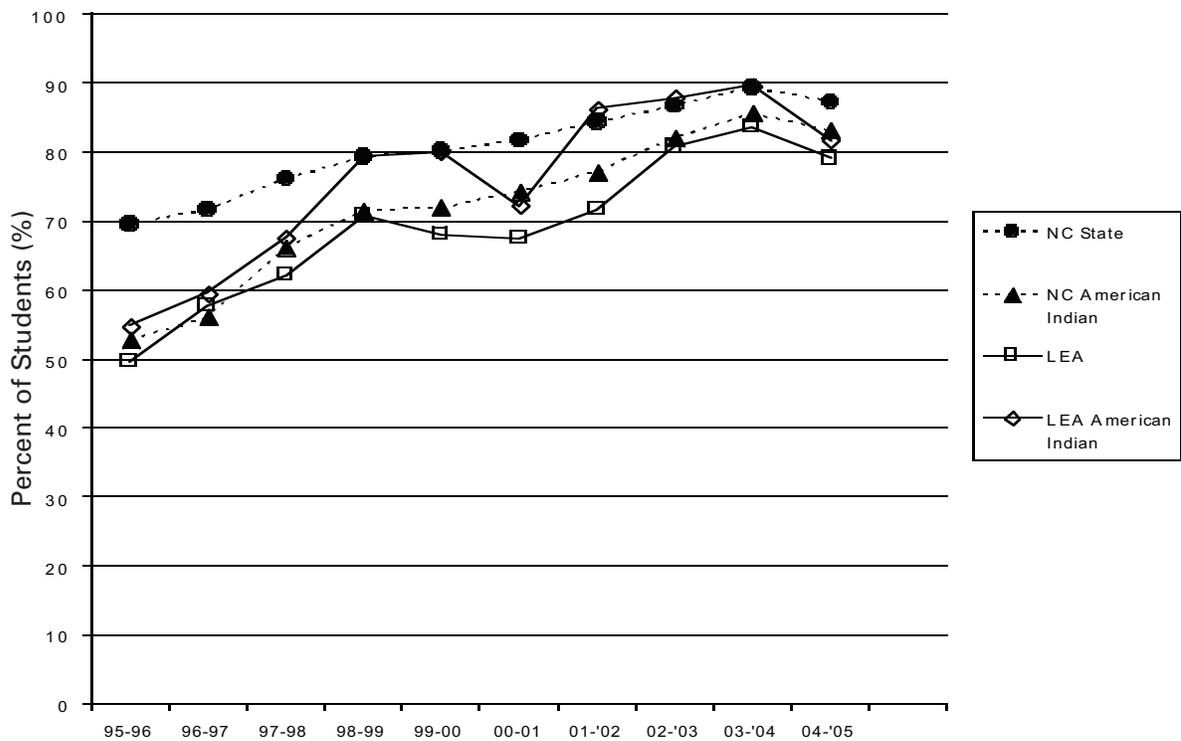
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|-------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 100.0 | 100.0 | 86.4 | 91.4 | 78.3 | 88.2 | 88.2 | 88.3 | 85.1 | 88.4 |
| | # Tested | 16 | 9 | 22 | 35 | 23 | 7012 | 7759 | 8526 | 6793 | 9401 |
| Biology | % Grade Level | 73.3 | 82.4 | 64.7 | 77.8 | 78.6 | 71.0 | 80.6 | 74.2 | 74.1 | 73.9 |
| | # Tested | 15 | 17 | 17 | 18 | 28 | 6775 | 6457 | 6225 | 7974 | 7691 |
| ELP | % Grade Level | 68.8 | 72.2 | 83.3 | — | — | 78.2 | 79.2 | 80.4 | — | — |
| | # Tested | 16 | 18 | 12 | — | — | 7383 | 7448 | 6701 | — | — |
| English I | % Grade Level | 71.4 | 65.0 | 94.4 | 93.1 | 81.8 | 79.0 | 81.1 | 88.8 | 87.5 | 86.7 |
| | # Tested | 14 | 20 | 18 | 29 | 22 | 7261 | 7392 | 7702 | 8574 | 9042 |
| US History | % Grade Level | 46.2 | 35.7 | 80.0 | — | — | 64.1 | 62.5 | 67.6 | — | — |
| | # Tested | 13 | 14 | 10 | — | — | 5906 | 6151 | 6404 | — | — |
| Algebra II | % Grade Level | 71.4 | 81.3 | 88.2 | 71.4 | 84.0 | 82.7 | 86.5 | 85.2 | 87.6 | 85.7 |
| | # Tested | 7 | 16 | 17 | 7 | 25 | 4878 | 4968 | 5297 | 6529 | 7426 |
| Physics | % Grade Level | 0.0 | 66.7 | 100.0 | 100.0 | 60.0 | 81.9 | 90.7 | 89.2 | 92.5 | 92.0 |
| | # Tested | 1 | 3 | 3 | 3 | 5 | 1706 | 1924 | 1231 | 1409 | 1658 |
| Chemistry | % Grade Level | 62.5 | 66.7 | 92.3 | 100.0 | 88.9 | 78.4 | 83.7 | 85.5 | 88.7 | 87.4 |
| | # Tested | 8 | 6 | 13 | 6 | 9 | 4148 | 3810 | 3793 | 4162 | 4630 |
| Geometry | % Grade Level | 72.7 | 75.0 | 70.0 | 80.0 | 65.5 | 80.3 | 80.0 | 82.1 | 77.5 | 77.3 |
| | # Tested | 11 | 16 | 10 | 20 | 29 | 4972 | 5749 | 6193 | 7207 | 7524 |
| Phys.Science | % Grade Level | 25.0 | 66.7 | 50.0 | 77.8 | 72.7 | 65.5 | 65.3 | 61.6 | 65.8 | 66.9 |
| | # Tested | 4 | 3 | 6 | 9 | 11 | 2487 | 2127 | 2526 | 2808 | 2650 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

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) | | | | |
|-------|---------------|-----------------|------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 60.0 | 0.0 | 90.0 | 100.0 | 75.0 | 59.8 | 63.2 | 72.8 | 68.3 | 67.3 |
| | N Tested | 10 | 10 | 10 | 7 | 12 | 249 | 253 | 235 | 224 | 202 |
| 4 | % Grade Level | 85.7 | 80.0 | 83.3 | 80.0 | 100.0 | 60.0 | 59.8 | 76.8 | 75.1 | 73.4 |
| | N Tested | 7 | 10 | 12 | 10 | 6 | 240 | 246 | 241 | 225 | 218 |
| 5 | % Grade Level | 0.0 | 85.7 | 100.0 | 100.0 | 100.0 | 71.9 | 77.4 | 80.8 | 85.1 | 86.3 |
| | N Tested | 7 | 7 | 10 | 10 | 11 | 270 | 239 | 245 | 222 | 226 |
| 6 | % Grade Level | 66.7 | 81.8 | 90.9 | 87.5 | 77.8 | 52.7 | 52.1 | 74.3 | 66.8 | 70.6 |
| | N Tested | 15 | 11 | 11 | 8 | 9 | 264 | 282 | 257 | 229 | 245 |
| 7 | % Grade Level | 66.7 | 76.9 | 100 | 90.9 | 100.0 | 62.2 | 56.3 | 75.0 | 77.2 | 76.1 |
| | N Tested | 9 | 13 | 10 | 11 | 8 | 251 | 268 | 272 | 250 | 243 |
| 8 | % Grade Level | 58.8 | 75.0 | 92.3 | 100.0 | 100.0 | 64.7 | 72.0 | 76.7 | 81.4 | 83.3 |
| | N Tested | 17 | 8 | 13 | 10 | 11 | 258 | 243 | 262 | 253 | 258 |

EOG Mathematics, Percent of Students at/above Grade Level

| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|-------|-------|-------|-------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 70.0 | 100.0 | 80.0 | 85.7 | 75.0 | 55.2 | 60.2 | 81.4 | 82.1 | 72.8 |
| | N Tested | 10 | 10 | 10 | 7 | 12 | 250 | 254 | 236 | 224 | 202 |
| 4 | % Grade Level | 100.0 | 80.0 | 100.0 | 90.0 | 83.3 | 72.3 | 75.8 | 92.9 | 92.0 | 84.5 |
| | N Tested | 7 | 10 | 12 | 10 | 6 | 242 | 248 | 241 | 225 | 219 |
| 5 | % Grade Level | 100.0 | 100.0 | 100.0 | 100.0 | 83.3 | 78.6 | 84.2 | 84.7 | 94.6 | 86.3 |
| | N Tested | 7 | 7 | 10 | 10 | 12 | 271 | 241 | 248 | 222 | 227 |
| 6 | % Grade Level | 73.3 | 90.9 | 90.9 | 100.0 | 100.0 | 68.3 | 71.4 | 87.6 | 85.2 | 85.0 |
| | N Tested | 15 | 11 | 11 | 8 | 9 | 265 | 283 | 258 | 229 | 247 |
| 7 | % Grade Level | 77.8 | 76.9 | 80.0 | 90.9 | 75.0 | 66.5 | 67.2 | 68.1 | 74.4 | 70.2 |
| | N Tested | 9 | 13 | 10 | 11 | 8 | 251 | 268 | 273 | 250 | 245 |
| 8 | % Grade Level | 47.1 | 75.0 | 76.9 | 80.0 | 81.8 | 63.6 | 72.5 | 72.0 | 77.1 | 80.7 |
| | N Tested | 17 | 8 | 13 | 10 | 11 | 258 | 244 | 261 | 253 | 259 |

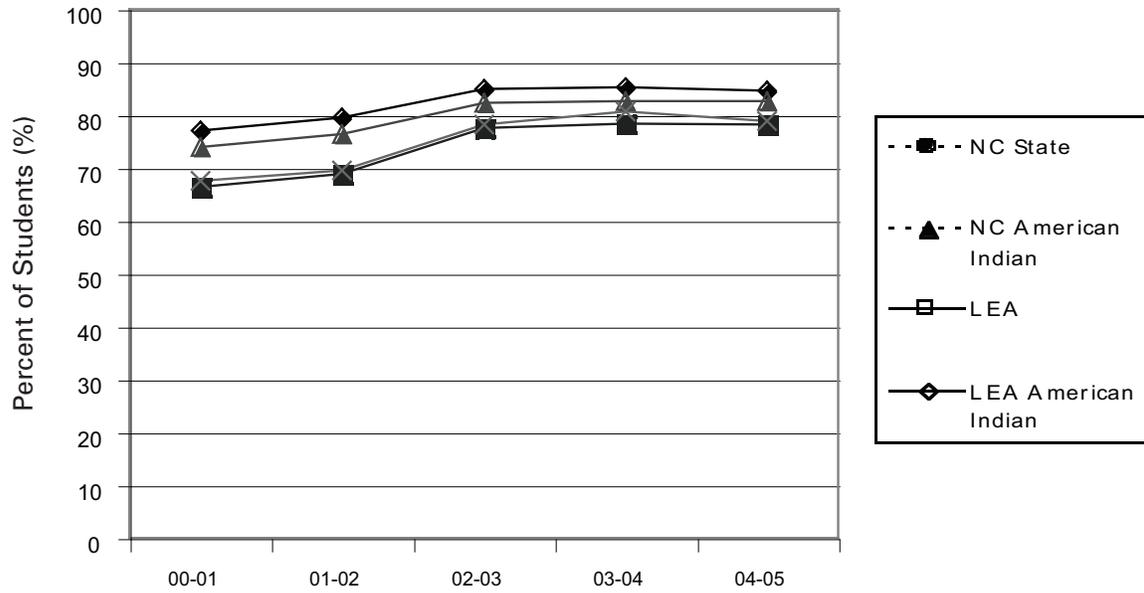
EOC High School Subjects, Percent of Students at/above Grade Level

| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|-------|-------|-------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 84.2 | 47.4 | 81.8 | 85.7 | 90.9 | 56.4 | 66.6 | 79.3 | 59.9 | 56.1 |
| | # Tested | 19 | 19 | 11 | 14 | 11 | 303 | 335 | 261 | 242 | 294 |
| Biology | % Grade Level | 58.3 | 55.6 | 41.2 | 25.0 | 50.0 | 31.5 | 43.2 | 42.8 | 33.5 | 41.1 |
| | # Tested | 12 | 9 | 17 | 8 | 6 | 222 | 155 | 257 | 248 | 246 |
| ELP | % Grade Level | 70.0 | 42.1 | 57.1 | — | — | 39.2 | 41.0 | 42.8 | — | — |
| | # Tested | 20 | 19 | 14 | — | — | 288 | 293 | 327 | — | — |
| English I | % Grade Level | 86.7 | 50.0 | 90.0 | 100.0 | 83.3 | 50.2 | 50.2 | 77.8 | 72.7 | 64.0 |
| | # Tested | 15 | 18 | 10 | 12 | 12 | 253 | 285 | 270 | 249 | 283 |
| US History | % Grade Level | 62.5 | 66.7 | 64.7 | — | — | 33.5 | 41.1 | 50.7 | — | — |
| | # Tested | 8 | 9 | 17 | — | — | 179 | 219 | 207 | — | — |
| Algebra II | % Grade Level | 100.0 | 77.8 | 40.0 | 91.7 | 60.0 | 56.2 | 59.1 | 69.3 | 69.8 | 77.1 |
| | # Tested | 4 | 9 | 5 | 12 | 5 | 105 | 127 | 137 | 215 | 170 |
| Physics | % Grade Level | 66.7 | 100.0 | 100.0 | 100.0 | 33.3 | 63.4 | 79.1 | 96.2 | 96.7 | 68.7 |
| | # Tested | 3 | 2 | 3 | 1 | 3 | 71 | 43 | 26 | 30 | 67 |
| Chemistry | % Grade Level | 100.0 | 42.9 | 66.7 | 100.0 | 55.6 | 69.7 | 58.8 | 81.8 | 64.7 | 61.8 |
| | # Tested | 4 | 7 | 3 | 3 | 9 | 66 | 102 | 55 | 85 | 131 |
| Geometry | % Grade Level | 55.6 | 42.9 | 46.2 | 71.4 | 80.0 | 40.6 | 54.7 | 41.2 | 65.3 | 39.1 |
| | # Tested | 9 | 7 | 13 | 7 | 10 | 143 | 148 | 262 | 196 | 192 |
| Phys.Science | % Grade Level | 46.7 | 30.0 | 20.0 | 80.0 | 60.0 | 32.5 | 32.6 | 52.2 | 47.2 | 39.2 |
| | # Tested | 15 | 20 | 5 | 10 | 5 | 305 | 279 | 201 | 144 | 130 |

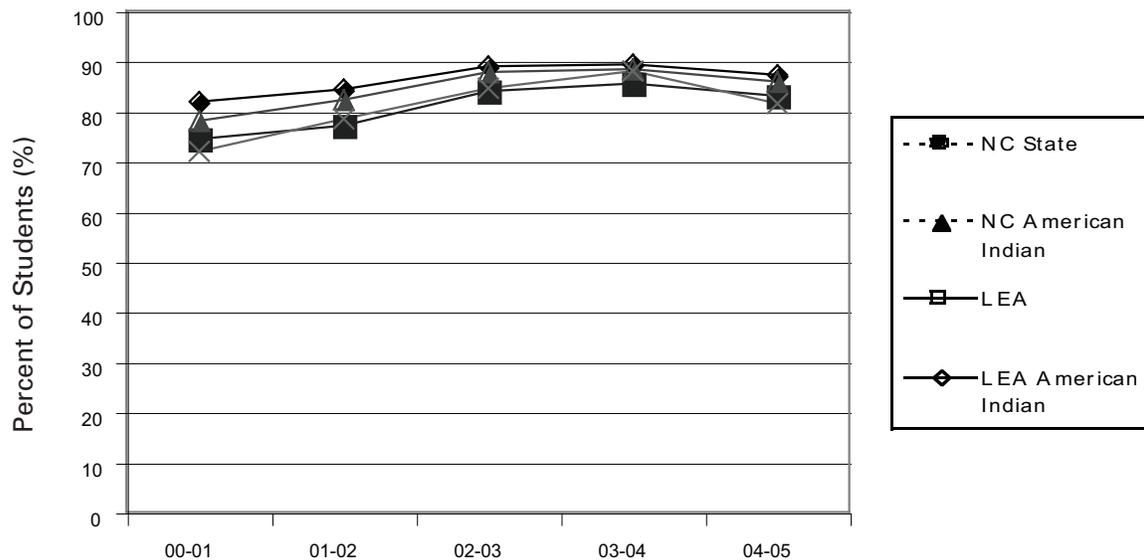
Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

(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) | | | | |
|-------|---------------|-----------------|------|------|-------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 79.2 | 76.4 | 73.1 | 78.7 | 70.2 | 75.1 | 78.3 | 81.6 | 84.2 | 83.8 |
| | N Tested | 48 | 55 | 52 | 61 | 57 | 8219 | 8272 | 8657 | 8317 | 9017 |
| 4 | % Grade Level | 60 | 71.4 | 81.3 | 76.7 | 78.0 | 71.6 | 73.9 | 82.9 | 84.7 | 84.3 |
| | N Tested | 30 | 49 | 48 | 43 | 59 | 8159 | 8274 | 8404 | 7904 | 8870 |
| 5 | % Grade Level | 81.3 | 75.0 | 87.8 | 100.0 | 88.1 | 82.1 | 81.4 | 86.6 | 88.8 | 89.9 |
| | N Tested | 32 | 32 | 49 | 37 | 42 | 7782 | 8248 | 8585 | 7699 | 8857 |
| 6 | % Grade Level | 53.8 | 63.4 | 71.9 | 78.1 | 80.0 | 65.8 | 70.8 | 77.0 | 76.8 | 78.3 |
| | N Tested | 26 | 41 | 32 | 41 | 45 | 7561 | 7962 | 8619 | 7918 | 8892 |
| 7 | % Grade Level | 62.2 | 54.3 | 71.4 | 76.2 | 86.8 | 70.5 | 72.5 | 81.8 | 82.3 | 81.8 |
| | N Tested | 37 | 35 | 35 | 21 | 53 | 7578 | 7928 | 8241 | 7995 | 9130 |
| 8 | % Grade Level | 65.6 | 71.1 | 80.6 | 86.7 | 75.0 | 78.4 | 81.2 | 83.8 | 87.7 | 85.6 |
| | N Tested | 32 | 38 | 31 | 30 | 36 | 7407 | 7704 | 8300 | 7518 | 9105 |

EOG Mathematics, Percent of Students at/above Grade Level

| Grade | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|-------|---------------|-----------------|------|------|------|------|-----------------------|------|------|------|------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 68.0 | 71.4 | 77.4 | 86.9 | 73.7 | 71.6 | 75.5 | 88.0 | 89.7 | 85.8 |
| | N Tested | 50 | 56 | 53 | 61 | 57 | 8295 | 8359 | 8705 | 8317 | 9056 |
| 4 | % Grade Level | 76.7 | 92.0 | 95.8 | 90.7 | 88.1 | 83.8 | 87.8 | 94.7 | 95.6 | 92.8 |
| | N Tested | 30 | 50 | 48 | 43 | 59 | 8259 | 8357 | 8461 | 7904 | 8920 |
| 5 | % Grade Level | 81.3 | 80.6 | 94.0 | 97.3 | 92.9 | 84.9 | 86.5 | 91.9 | 94.7 | 91.2 |
| | N Tested | 32 | 31 | 50 | 37 | 42 | 7866 | 8351 | 8656 | 7699 | 8908 |
| 6 | % Grade Level | 69.2 | 80.5 | 84.4 | 97.6 | 88.9 | 78.0 | 85.3 | 88.4 | 90.2 | 87.8 |
| | N Tested | 26 | 41 | 32 | 41 | 45 | 7585 | 8005 | 8639 | 7918 | 8948 |
| 7 | % Grade Level | 67.6 | 62.9 | 85.7 | 76.2 | 81.1 | 76.1 | 79.4 | 82.4 | 84.5 | 82.7 |
| | N Tested | 37 | 35 | 35 | 21 | 53 | 7557 | 7928 | 8266 | 7995 | 9175 |
| 8 | % Grade Level | 71.9 | 78.9 | 64.5 | 90.0 | 69.4 | 73.7 | 79.0 | 80.9 | 85.1 | 80.9 |
| | N Tested | 32 | 38 | 31 | 30 | 36 | 7407 | 7720 | 8292 | 7518 | 9146 |

EOC High School Subjects, Percent of Students at/above Grade Level

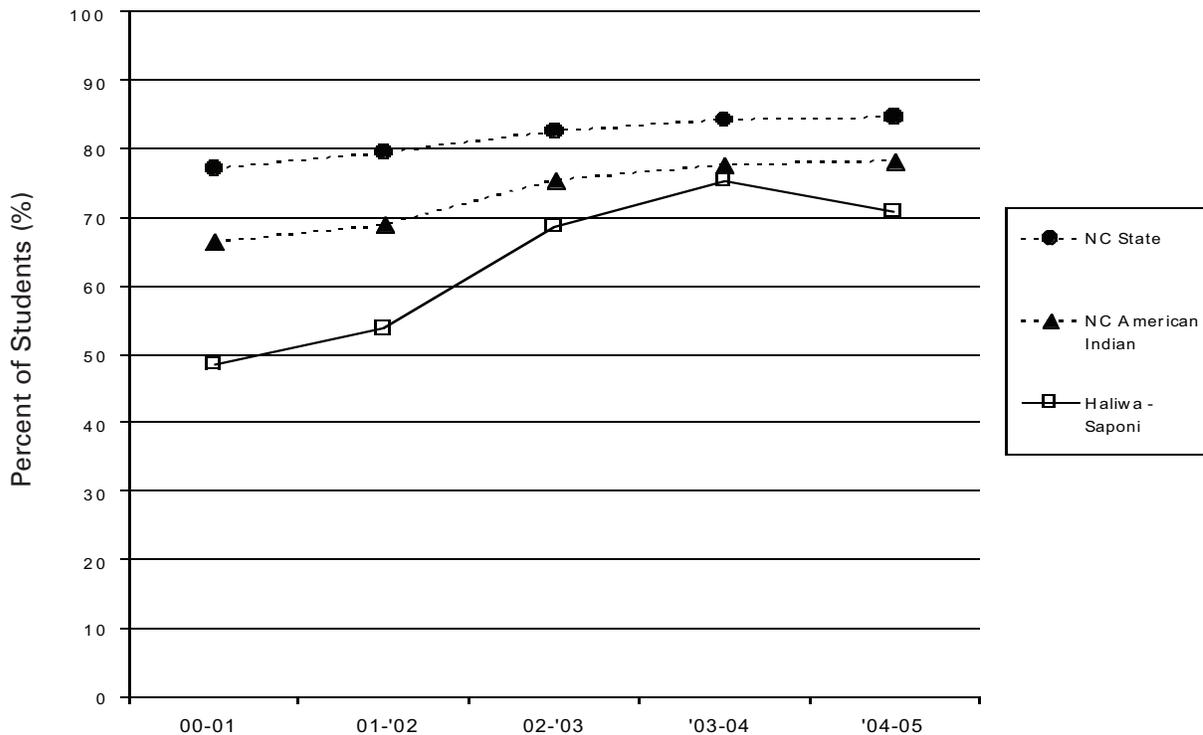
| Course | Participation | AMERICAN INDIAN | | | | | SYSTEM (All Students) | | | | |
|--------------|---------------|-----------------|------|-------|------|------|-----------------------|------|-------|------|-------|
| | | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Algebra I | % Grade Level | 61.5 | 37.5 | 63.0 | 62.3 | 52.9 | 55.2 | 65.1 | 65.3 | 47.3 | 69.0 |
| | # Tested | 39 | 32 | 46 | 53 | 68 | 9073 | 8678 | 11226 | 5213 | 10814 |
| Biology | % Grade Level | 50.0 | 58.6 | 50.0 | 30.3 | 39.0 | 57.8 | 65.0 | 54.3 | 51.9 | 56.7 |
| | # Tested | 24 | 29 | 34 | 33 | 41 | 6977 | 9462 | 8238 | 8968 | 8598 |
| ELP | % Grade Level | 66.7 | 62.1 | 71.4 | — | — | 62.6 | 60.2 | 60.5 | — | — |
| | # Tested | 24 | 29 | 35 | — | — | 7860 | 8175 | 8862 | — | — |
| English I | % Grade Level | 66.7 | 57.7 | 83.9 | 68.2 | 72.5 | 66.6 | 68.7 | 77.5 | 76.0 | 80.5 |
| | # Tested | 24 | 26 | 31 | 44 | 40 | 7363 | 7672 | 8154 | 8948 | 8865 |
| US History | % Grade Level | 38.5 | 54.5 | 56.3 | — | — | 52.9 | 51.6 | 56.2 | — | — |
| | # Tested | 13 | 22 | 16 | — | — | 5743 | 6045 | 6224 | — | — |
| Algebra II | % Grade Level | 55.6 | 50.0 | 44.4 | 69.2 | 50.0 | 64.8 | 65.2 | 66.6 | 69.0 | 66.0 |
| | # Tested | 9 | 14 | 18 | 13 | 30 | 4911 | 5637 | 5575 | 6411 | 7834 |
| Physics | % Grade Level | 0.0 | — | 100.0 | 50.0 | 33.3 | 70.1 | 80.4 | 77.6 | 79.0 | 81.0 |
| | # Tested | 3 | — | 2 | 2 | 3 | 1268 | 1293 | 1314 | 1731 | 1382 |
| Chemistry | % Grade Level | 66.7 | 42.9 | 44.4 | 33.3 | 52.9 | 53.6 | 54.1 | 56.7 | 55.9 | 55.4 |
| | # Tested | 9 | 14 | 18 | 15 | 17 | 4540 | 5025 | 6412 | 5637 | 6087 |
| Geometry | % Grade Level | 33.3 | 36.0 | 35.0 | 50.0 | 38.1 | 51.9 | 51.0 | 57.3 | 45.5 | 53.1 |
| | # Tested | 18 | 25 | 20 | 28 | 42 | 6520 | 6610 | 7025 | 7787 | 8849 |
| Phys.Science | % Grade Level | 50.0 | 0.0 | 100.0 | — | 0.0 | 41.1 | 39.5 | 43.9 | 48.1 | 74.6 |
| | # Tested | 8 | 2 | 2 | — | 1 | 1563 | 522 | 538 | 208 | 189 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

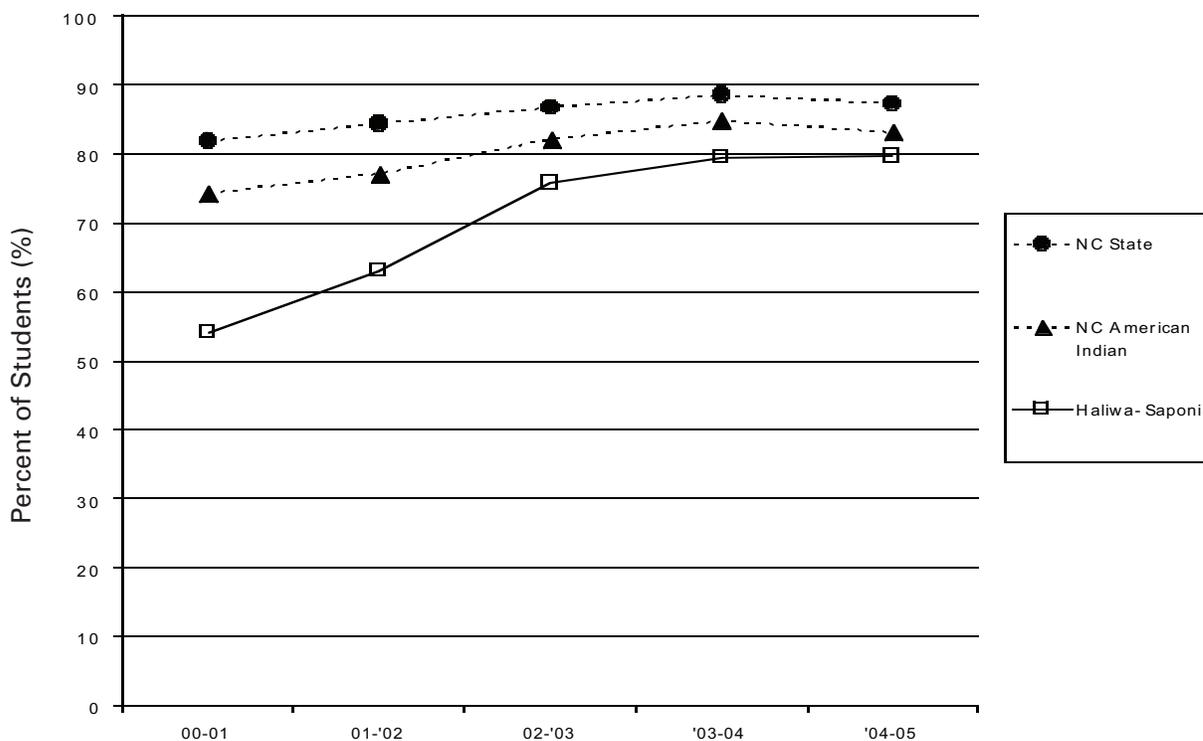
HALIWA-SAPONI TRIBAL SCHOOL

(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 | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 43.8 | 75.0 | 58.8 | 87.5 | 38.5 |
| | N Tested | 16 | 12 | 17 | 8 | 13 |
| 4 | % Grade Level | 50.0 | 44.4 | 91.7 | 87.5 | 100.0 |
| | N Tested | 10 | 18 | 12 | 16 | 9 |
| 5 | % Grade Level | 66.7 | 46.2 | 76.5 | 91.7 | 92.9 |
| | N Tested | 12 | 13 | 17 | 12 | 14 |
| 6 | % Grade Level | — | 60.0 | 55.6 | 61.1 | 71.4 |
| | N Tested | — | 10 | 18 | 18 | 14 |
| 7 | % Grade Level | — | — | 72.7 | 62.5 | 58.8 |
| | N Tested | — | — | 11 | 16 | 17 |
| 8 | % Grade Level | — | — | — | 80 | 75 |
| | N Tested | — | — | — | 10 | 12 |

EOG Mathematics, Percent of Students at/above Grade Level

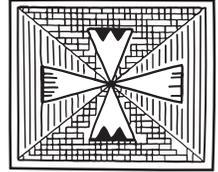
| | | AMERICAN INDIAN | | | | |
|--------------|----------------------|------------------------|-------------|-------------|-------------|--------------|
| Grade | Participation | 2001 | 2002 | 2003 | 2004 | 2005 |
| 3 | % Grade Level | 12.5 | 75.0 | 76.5 | 87.5 | 46.2 |
| | N Tested | 16 | 12 | 17 | 8 | 13 |
| 4 | % Grade Level | 30.0 | 61.1 | 91.7 | 100.0 | 100.0 |
| | N Tested | 10 | 18 | 12 | 16 | 9 |
| 5 | % Grade Level | 25.0 | 53.8 | 82.4 | 91.7 | 92.9 |
| | N Tested | 12 | 13 | 17 | 12 | 14 |
| 6 | % Grade Level | — | 50.0 | 77.8 | 77.8 | 92.9 |
| | N Tested | — | 10 | 18 | 18 | 14 |
| 7 | % Grade Level | — | — | 36.4 | 43.8 | 76.5 |
| | N Tested | — | — | 11 | 16 | 17 |
| 8 | % Grade Level | — | — | — | 100.0 | 75 |
| | N Tested | — | — | — | 10 | 12 |

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2004-05

APPENDICES



APPENDIX A



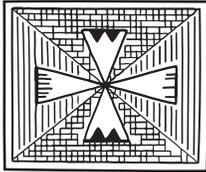
American Indian Mascots, Descriptors, and Nicknames in Public Schools Across North Carolina

In February 2002, the North Carolina 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 the use of American Indian descriptors to name mascots, logos, and sports teams is detrimental to the achievement, self-identity, self-concept, and self-esteem of American Indian students. The Council also stressed that these descriptors work contrary to the State Board of Education's strategic priority to ensure that schools provide a welcoming, caring and safe place for student learning. These derogatory expressions undermine the strategic priority to assure high achievement for all students.

In June 2002, the State Board of Education joined over 250 organizations who have expressed disapproval of the use of naming mascots and related imagery. The North Carolina State Board of Education mandated that all public school administrators and local boards of education review their policies and procedures toward the use of American Indian sports mascots, logos and other demeaning imagery and submit a plan of action for eliminating American Indian nicknames, mascots, and logos.

Since 1968, the use of American Indian mascots has gained widespread attention and has evolved into a national movement. In 2005, the National Collegiate Athletic Association banned the hostile or abusive use of American Indian nicknames, mascots, and logos during bowl games or post-season play. Schools that do not comply will face sanctions. This decision dramatizes the seriousness of this debate and trains the spotlight even more on efforts to remove these depictions from our schools. The American Psychological Association called for the immediate retirement of all demeaning imagery toward American Indians.

Over the past three years, local boards of education in North Carolina public schools have reviewed and revised their policies and have submitted reports of their action plans. In 2002, seventy-two schools in North Carolina used derogatory depictions of American Indians. By 2005, forty-three schools continued to embrace these negative images. Forty percent of the schools have eliminated these names and logos from their sports teams. We congratulate J.F. Webb High School in Oxford, North Carolina, and Northwest Cabarrus Middle School for changing their mascots from American Indian nicknames to non-offensive names. Superintendent Terry Grier, Guilford County Schools, has written an instructive article on the process that two high schools engaged in order to change their mascots. As a result of their sincere re-evaluation of this issue, Superintendent Grier reports that Guilford County now has no schools using Native American mascots. We recommend this journal article, "Mascots and their Meaning: How One District Worked through the Emotional Issue of Changing Team Logos," [American School Board Journal](#), October 2005, to all who still have demeaning American Indian mascots. The State Advisory Council on American Indian Education continues to solicit the goodwill and understanding of all school personnel as we attempt to eradicate these images from the experience of our students.



APPENDIX B

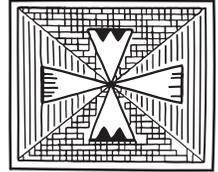
American Indian Studies Elective for Students and Professional Development for Teachers

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. Moreover, an in-depth understanding and appreciation of the cultural heritage of minority student populations is essential to effectively teaching them. A number of professional development opportunities have been created across the state to meet these needs, 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.

Recognizing the need for high quality professional development, the Department of Public Instruction has partnered with LEARN NC at UNC-Chapel Hill, a web-based program providing instructional resources and professional development to teachers, to develop and offer several courses including: American Indians in North Carolina, the Civil Rights Movement, and a new course, American Indians in the United States. Funding from the State Department of Public Instruction allows teachers to enroll in these eight-week online professional development courses through LEARN NC at no cost to the teacher or school. The two courses that focus on American Indians invite teachers to explore critical issues in American Indian history through primary sources including archaeological evidence of ancient native communities, family stories from the Trail of Tears, photographs of American Indian schools and families from the early twentieth century, newspaper clippings, oral histories, works of art, films, and much more. Participating teachers also explore issues related to the education of American Indian students in North Carolina in the past and in the present and are challenged to evaluate classroom materials, children's literature, and their own lesson plans to determine whether they reflect respect for and accurate information about American Indians. Through online discussion forums, teachers are able to interact with one another and the instructor (historian Kathryn Walbert, Ph.D.) to reflect on the information provided, ask questions, share resources, and suggest ideas for bringing American Indian history and culture to life in North Carolina classrooms. The final project for each course is a newly created lesson plan on an American Indian Studies topic. The best of these teacher-created lesson plans are published on LEARN NC where they can be used by countless other educators to enhance classroom teaching on American Indians.

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 State Advisory Council on Indian Education 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.

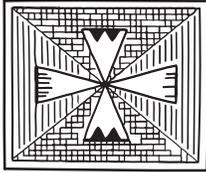
APPENDIX C



A Timeline of Progress in Education

Raising Academic Achievement • Leading the Nation in Education Progress

- 2005 The State Board of Education approves new ABCs formulas for evaluating schools. These go into effect with the 2005-06 school year.
- 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 student 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.



APPENDIX D

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 2005-06 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. 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. Students entering ninth grade for the first time in 2006-07 and beyond will have to pass five EOC assessments (Algebra I, Biology, English I, Civics & Economics, and U.S. History) and successfully complete a senior project.

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 2004-2005 | | | |
|--|---|----------------------------|--|
| 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. 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 2004-05, 80.9 percent of all students met or exceeded academic achievement. For American Indian students, there was a slight decrease in the number of students scoring at the proficient level for the 2004-05 school year. As the table below indicates, 72.5 percent of these students were considered proficient, down from 73.6 percent the previous year.

The achievement gap between American Indian students and White students in grades 3-8 scoring proficient in both reading and mathematics continues to narrow since the ABCs Accountability Program 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. For the 2004-05 school year, the performance gap between these two groups of students increased from 15.6 percent to 16.5 percent.

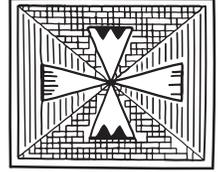
Overall, the performance of American Indian students statewide continues to show significant gains. In 1996-97, 42.9 percent of these students were considered proficient or above proficient. However, for the 2004-05 school year, 72.5 percent of American Indian students performed at or above grade level, a difference of 29.6 percentage points.

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 |
|---------|------------------------|------------------------------------|--------------------------|
| 2004-05 | 80.9 percent | 72.5 percent | 89.0 percent |
| 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 E



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, 2005-06:

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 76.7 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 or comprehensive test if students are not required to participate in the writing test.
- 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 or comprehensive test if students are not required to participate in Algebra.

The disaggregation of data for the student demographic subgroups is an important part of identifying and developing high quality programs and strategies for closing achievement gaps. School test results for 2004-05, 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 2004-05 school year, 56.8 percent of North Carolina's public schools made Adequate Yearly Progress.

Schools that receive Title I funding and miss a target (either participation or proficiency) for two consecutive years in the same subject enter into School Improvement Status. Once a school enters School Improvement Status, it must meet all targets in the subject that identified them 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. In 2004-05, 87 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 regionally accredited four-year institution, and they demonstrate competence in the subject area(s) they teach. The standards for "highly qualified" 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 education 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.

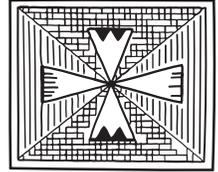
Federal regulations regarding "highly qualified" teachers have multiple rules that are applied in various ways and for various circumstances. For example, a veteran elementary school teacher with 25 years of experience and a doctoral degree might not be considered highly qualified by federal definition. 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*. On the other hand, a new history teacher who has not yet completed a teacher education program, but who has a degree in history is considered to be highly qualified under federal definition.

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 my child's teacher met North Carolina's teacher licensing requirements? In what areas is the teacher certified/licensed?
- Has my child's teacher had any licensure requirements waived?
- What degrees does my 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 F



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.

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. 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>

North Carolina Public Schools

LEARN NC

Offered through the NC Department of Public Instruction, LEARN NC provides courses online for K-12 educators to give them the opportunity to attain CEUs on their own schedule. Courses are instructor-led and available statewide. <http://www.learnnc.org/courses>

NC SCHOOL REPORT CARDS

Provides detailed data about public school and school district in North Carolina.
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. www.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/21stcclc/>

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID serves more than 70,000 students enrolled in over 1000 middle and high schools in 20 states and 14 countries. Demographic characteristics of participants vary by school and state. The program serves all students regardless of their ethnicity or socioeconomic status, but it focuses on low-income students who are the first in their families to have the opportunity to attend college. www.ncpublicschools.org

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 the School of Education and the university. 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 to prepare to enter and succeed in postsecondary education. 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, and promotes Native control of educational institutions. The association also helps to improve educational opportunities and resources for Alaska Natives and American Indians throughout the United States. <http://www.niea.org/>

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. www.indianeduresearch.net

AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY (AISES)

Founded in 1977 by American Indian scientists, engineers and educators, offers financial, academic and cultural support to American Indians and Alaska Natives from middle school through graduate school. AISES also provides professional development activities to enable teachers to work effectively with Native students as well as culturally appropriate curricula and publications. www.aises.org

CANKU OTA

Canku Ota is an online newsletter celebrating Native Americans. The newsletter provides access to a wealth of information about American Indian educational resources at 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. 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 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. 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 America. The Center serves as a resource for the exchange of information on the education, culture and community activities of Indians. www.uncp.edu/nativemuseum

NATIVE AMERICAN STUDENT ASSOCIATION (NASA)

This organization was formed to create a community among the Native American students at NCSU. NASA's aim is to focus on the cultures of Native American students' ancestors and to enrich awareness of others on the campus and the surrounding community. NASA is open to all people of all races who want to learn more about the indigenous people of this land and we welcome you to join. www.ncsu.edu/stud_orgs/nasa

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>

NORTH CAROLINA MUSEUM OF HISTORY

The museum features programs for families, schools, and community groups. For educators, these programs are structured to provide students with meaningful experiences in North Carolina history that are directly linked to the North Carolina Standard Course of Study. The North Carolina Museum of History is part of the Division of State History Museums, Office of Archives and History, N.C. Department of Cultural Resources. www.ncmuseumofhistory.org

SISTERS IN THE BLOOD

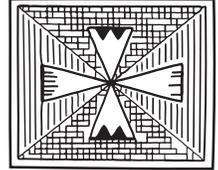
A text on women's studies and Native studies widely used in America, [Sisters in the Blood](#) provides insight into the dropout problem and academic achievement for Native women as well as investigating other complexities of American Indian life and schooling. The book may be read online at www.sixkiller.com/publications.htm

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>

APPENDIX G



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
Email: emaynor@intrstar.net

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
Michell 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 27405
Rick Oxendine, Executive Director
Phone: 336-273-8686 / FAX: 336-272-2925
Email: www.guilfordnative.org

HALIWA-SAPONI TRIBE, INC.

P. O. Box 99, 39021 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
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: saponny@msn.com

TRIANGLE NATIVE AMERICAN SOCIETY

P. O. Box 26841
Raleigh, NC 27611
Lanna Dial, President
Phone: 919-233-7478
Email: tnas@tnasweb.org

TRIBAL COUNCIL OF THE LUMBEE TRIBE

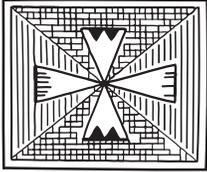
P. O. Box 2709
Pembroke, NC 28372
Mr. Leon Jacobs, Tribal Administrator
Phone: 910-521-7861 / FAX: 910-521-7790
Email: leon.jacobs@lumbeetribe.com

UNITED TRIBES OF N.C.

c/o Cumberland Co. Assoc. for Indian People
2173 Downing Rd.
Fayetteville, NC 28312
Gladys Hunt, President
Phone: 910-483-8442 / FAX: 910-483-8742
Email: ccaip@netzero.com

WACCAMAW SIOUAN TRIBE

P. O. Box 69
Bolton, NC 28423
Michael Lewis, Tribal Council Chair
Phone: 910-655-9551 / 910-655-8778
FAX: 910-655-8779
Email: siouan@aol.com



APPENDIX H

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Kernersville, NC 27284

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RONNIE SUTTON

NC House of Representatives
PO Box 787
Pembroke, NC 28372

RHONDA TRUITT

305 Old Farm Drive
Graham, NC 27253

Staff to the Council

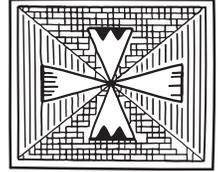
SHIRLEY L. STATEN, SECTION CHIEF

Raising Achievement and Closing Gaps Section
Division of Middle Grades Education
Curriculum and School Reform Services

BENITA TIPTON

State Superintendent's Representative
Secondary Math/Science
Division of Secondary Education
Curriculum and School Reform Services

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

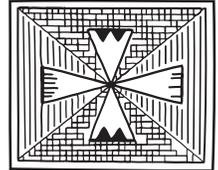
That a study be commissioned by the state to examine and profile the history of organized education for American Indians and African Americans in North Carolina. A document should be generated that factually tracks the formal academic training of these two cultures from the onset of public schooling 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".

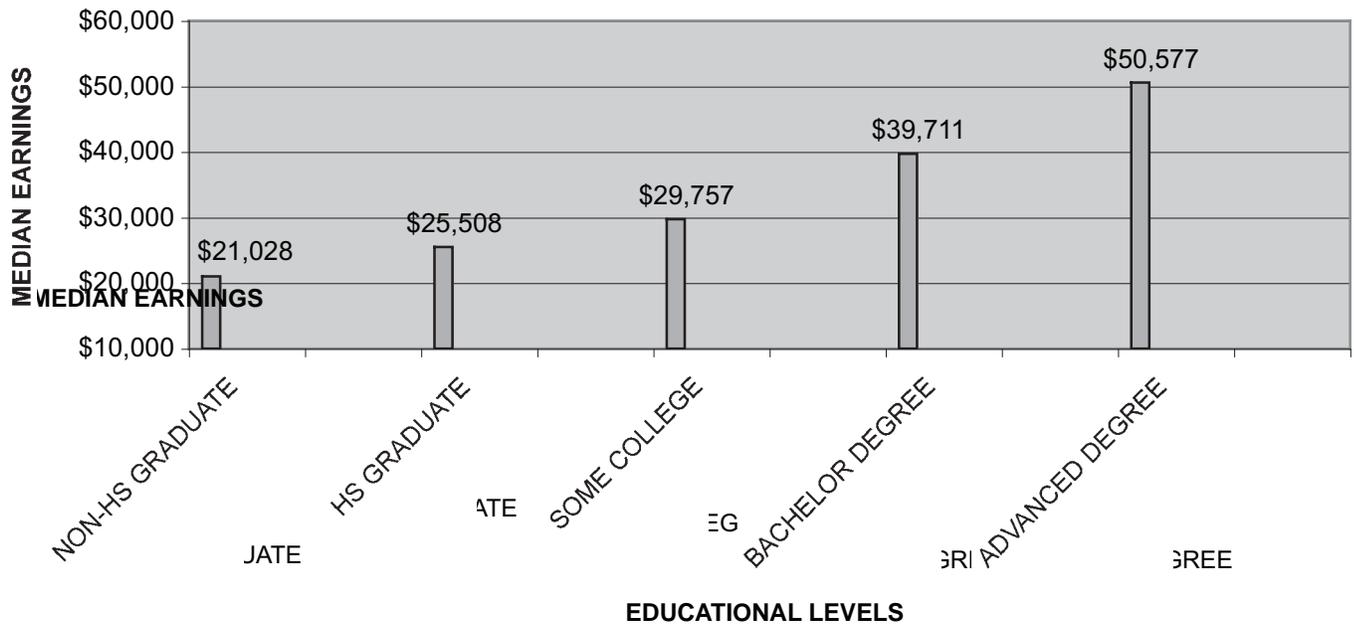
* The North Carolina Commission on Raising Achievement and Closing Gaps, First Report to the State Board of Education, December 2001, can be viewed at: <http://ncpublicschools.org/closingthegap/advcomm>

APPENDIX J

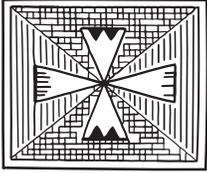


Lifetime Earnings by Degree

1999 NORTH CAROLINA MEDIAN ANNUAL EARNINGS BY EDUCATIONAL LEVEL



Source: U.S Census Bureau, 2000



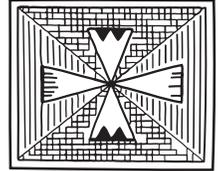
APPENDIX K

Factors Contributing to the Dropout Rate for American Indian Students

- Lack of cultural relevance
- Lack of home/school communication
- Lack of parenting skills
- Differing cultural backgrounds
- Negative school structure
- Inappropriate curriculum
- Cultural discontinuity
- Negative school climate
- Pregnancy
- Motivation
- Passive teaching methods
- Socio-economic factors
- Poor attendance
- Alienation from school
- Uncaring teachers/untrained teachers
- Prejudice
- Weak English Literature
- Communication differences
- Negative school experiences
- Low parental support

Source: *Journal of American Indian Education*, 1993

APPENDIX L

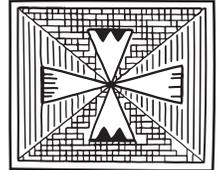


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*Don't walk behind me; I may not lead. Don't walk in front of me;
I may not follow. Walk beside me that we may be as one.*

Ute