STATE ADVISORY COUNCIL ON

INDIAN EDUCATION

Seeking New Pathways for Student Success:
The Vision and the Reality of American Indian Student Achievement

2007 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION
Revised Edition

Willis Hunt, Lumbee - A Story of Indian Tradition, NOT Addiction, Guilford County Schools

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TABLE OF CONTENTS

Dedication 5

Foreword 7

State Advisory Council on Indian Education – Legislation and Purpose 9

EXECUTIVE SUMMARY 10

SECTION I: Statewide American Indian Student Assessment and Analyses 14

A: American Indian Student Performance on End-of-Grade State Tests

1. Overall Student Performance 15
2. Examination of Reading and Mathematics Tests 16
3. American Indian Student Performance on End-of-Grade State Tests (Graphical Representations)
   a. Reading at or above Achievement Level III, Grades 3 through 8 18
   b. Mathematics at or above Achievement Level III, Grades 3 through 8 19

B: American Indian Student Performance on End-of-Course State Tests

1. Algebra I End-of-Course Test Trends 20
2. Biology End-of-Course Test Trends 21
3. English I End-of-Course Test Trends 22

SECTION II: An Examination of the Performance of American Indian Students at the Secondary Level 23

SECTION III: American Indian Student Performance on End-of-Grade and End-of-Course Tests for Title VII Grantees, Charlotte-Mecklenburg Schools and the Haliwa-Saponi Tribal School 29

SECTION IV: Recommendations 86

APPENDICES 88

Appendix A: FUTURE-READY STUDENTS for the 21st Century 89

Appendix B: NC Course of Study Graduation Requirements 91

Appendix C: Risk Ratio for American Indian Students Being Identified as Exceptional in North Carolina Schools 94

Appendix D: Formula to Determine Risk Ratio 96

Appendix E: Mean SAT Scores and College Enrollment.....97

Appendix F: Tribes, Tribal Councils, and American Indian Organizations.....98

Appendix G: Title VII Programs 99

Appendix H: American Indian Mascots, Descriptors, and
Nicknames in Public Schools across North Carolina 100

Appendix I: Resources.....103

Appendix J: References.....107

Acknowledgements.....108

DEDICATION

The 2007 Annual Report *Seeking New Pathways for Student Success: The Vision and the Reality of American Indian Student Achievement* is dedicated to

Dr. Ogletree Richardson

Educator, Innovator, Leader

The 2007 State Advisory Council on Indian Education's annual report is dedicated to Dr. Ogletree Richardson. Throughout her professional career, Dr. Richardson has displayed outstanding leadership and tireless dedication to the education of children. She is a loyal member of the Haliwa-Saponi tribe and a model of excellence in education.

Dr. Richardson's distinguished career in education began in the late 1950's when she served as a substitute teacher and pianist for the Haliwa Indian School. Upon graduating from the Haliwa Indian School, Dr. Richardson worked as a substitute teacher for the Warren County Public School System. While working and rearing four sons, she continued to pursue her education. She first obtained a bachelor's degree from North Carolina Wesleyan College. She went on to earn a master's degree in Educational Administration and certification as an Educational Specialist from East Carolina University. Finally, she fulfilled a life-long dream when both she and her husband earned Doctorates of Education in Educational Administration.

As a teacher and administrator in Warren County for over twenty years, Dr. Richardson worked tirelessly to improve educational opportunities for all in the community until she retired in the late 1990's. Throughout her career, Dr. Richardson maintained a strong commitment to and desire for the re-opening of Haliwa Indian School where she had graduated and worked as a young professional. Her goal was to re-open this school to serve

Indian children and other children of the tribal community. In August 2000 this dream was realized when the Haliwa-Saponi Tribal School was re-opened as a charter school. Dr. Richardson came out of retirement to serve her community and tribe as administrator of the school until 2005. She stayed on as an education consultant for the school from 2005-06. She was integral in spreading the school's motto "Catch the Vision" and in the school's maintaining daily operations and long-term goals.

Dr. Richardson's contributions to education are numerous. She is a devoted community advocate on the local, state, and national levels. She served as chairperson of the Warren County Democratic Party, as the party's first American Indian female to be elected to such a position. She is a member of the Mt. Bethel Baptist Church education committee and a former member of the National Indian Education Association. She also served on the North Carolina State Advisory Council on Indian Education, and played a role in the development of a television documentary, *A Person, Myself,* which depicted Indian life in North Carolina.

Dr. Richardson's achievements and awards are many. She has received the North Carolina Indian Educator of the Year Award, the Haliwa-Saponi Indian Educator of the Year Award, and was most recently honored at the first American Indian Women's Conference.

Most notably, Dr. Richardson was pivotal in the creation and implementation of the *Haliwa-Saponi Native American Studies Curriculum Document*.

Today, Dr. Richardson continues to fight for quality education for all children of her community.

INDIAN EDUCATION

STATE ADVISORY COUNCIL ON INDIAN EDUCATION

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

FOREWORD

The State Advisory Council on Indian Education has served for 19 years as an advisory council to the North Carolina State Board of Education and the Department of Public Instruction. Established in 1988 to identify issues and concerns that affect academic achievement of American Indian students, the State Advisory Council 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 nineteen 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.

Our theme for the year, "Seeking New Pathways for Student Success: The Vision and the Reality of American Indian Student Achievement," focuses our report specifically on student learning outcomes for high school students and those factors that may be impeding student success for our indigenous population. In this 2007 report, we have attempted to present the data in a more straightforward, central manner than in previous reports. Each set of statistics receives a clearer visual graph along with some explanation of the meaning of the changes occurring in that population. The usual continuous pages of raw data have been removed in favor of more targeted data. The focus of the report is a full analysis of achievement data for American Indian students as reflected on end-of-course tests. The research findings are commented upon in comparison with the State's total student population.

Unfortunately, we have no significant improvement to report for the American Indian student population. The achievement gap between American Indian students and all students in grades 3 through 8 who scored proficient (Level III and IV) in both reading and mathematics widened to 15.4 percentage points for the 2005-06 school year. For 2004-05, the performance gap between these two groups of students was 8.4 percentage points. High school end-of-course results reveal a discouraging picture. The most positive results seem to have surfaced in the English I test where students showed modest gains—an upward trend—across the state's population. Results on the Mathematics End-of-Grade Test and the Biology End-of-Course Test are dismal as well, yet the State's emphasis on 21st Century Future-ready standards remains in place. With such systematic decreases in test scores, American Indian students are at a distinct disadvantage for entering college or the workforce with competitive skills. They will not meet the standards for 21st century future-ready graduates. The question resounds again—How will our native students survive without the requisite skills to enter this competitive world? It is imperative that state leaders and we as a community seek solutions that are more effective than what we are experiencing now.

We continue to be concerned about other variables that affect the progress of our indigenous population: dropout rates have not improved, and our students are alarmingly disproportionately represented in Exceptional Children's programs and in advanced and honors courses. We must seek new strategies—new pathways—to assure student success through the collaborative effort of the State Advisory Council, the Raising Achievement and Closing Gaps Section, and the American Indian communities. Our vision was to be even closer to closing the gap in achievement between the American Indian population and other groups, but the reality is that the gap has widened. We must seek new pathways to affect student learning.

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

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*

Left-to-right: Dr. Diedre Banks, Waccamaw Siouan, former Education Talent Search participant; Mr. Paul Brooks, Lumbee, Chairman of the Commission of Indian Affairs; Mr. Britt Cobb, Secretary of the North Carolina Department of Administration
Indian Unity Conference, 2007

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

EXECUTIVE SUMMARY

"Seeking New Pathways for Student Success: The Vision and the Reality of American Indian Student Achievement"

"To find great pathways, we must not only act, but also dream; not only plan, but also believe. We have a long way to go, but we're making great strides." – Mickey Locklear and Johannah Maynor, Lumbee

EXECUTIVE SUMMARY

STUDENT PERFORMANCE IN GRADES THREE THROUGH EIGHT

In the 2005-06 school year, the composite scores for American Indian students in grades 3 through 8 decreased. Although just over 60 percent of all students who took the North Carolina End-of-Grade (EOG) Reading Comprehension Tests and the North Carolina End-of-Grade Mathematics Tests met or exceeded academic proficiency, there was a significant decrease in the number of American Indian students scoring at or above the proficient level (Levels III and IV).

The achievement gap between American Indian students and all students in grades 3 through 8 who scored proficient in both reading and mathematics widened to 15.4 percentage points for the 2005-06 school year. For 2004-05, the performance gap between these two groups of students was 8.4 percentage points.

The percentage of American Indian students in grades 3 through 8 performing at or above proficiency in reading increased from 78.6 percent to 79 percent, an insignificant increase in performance. Even though this 0.4 percentage point gain moves achievement for American Indian students in an upward trend, these results are unsatisfactory and disappointing.

When viewed over a five-year period, American Indian students have enjoyed a 10 point gain in reading proficiency over the last five years. They were 68.9 percent proficient in 2002 and have increased to 79 percent proficient in reading for the current school year. This 10 point gain is almost three percentage points above the State's average gain in performance for the same span of years.

In mathematics, the performance gap between American Indian students and all other students is almost 14.9 percentage points. This gap represents an 8 point increase in the mathematics gap between these groups of students since 2001-02.

STUDENT PERFORMANCE ON HIGH SCHOOL END-OF-COURSE TESTS

With the increased rigor in graduation requirements (Appendix B), it is critical that all education stakeholders focus on what is happening with American Indian students at the secondary level. The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st Century. Over the period from 2002 to 2006, the achievement gap between American Indian students and the State has been reduced by 11 percentage points. In 2006, American Indian students are 7.8 percentage points behind the State average on the English I End-of-Course Test. This is the smallest that the achievement gap has been in five years between the two groups of students. Since 2002, American Indian students have improved their performance on the Algebra I End-of-Course Test by 6.9 percentage points compared with 3.6 points for the State. However, by 2006 American Indians were 12.3 percentage points behind the State average on the Biology End-of-Course Test.

DROPOUT RATES

High dropout rates for American Indian students persist. The dropout event rate for American Indian students was 2.25 percent, with American Indian males having the highest dropout event rate of any ethnicity and gender.

ADVANCED COURSE TAKING AND DISPROPORTIONALITY

American Indian students are disproportionately represented in exceptional children's programs. There are too few American Indian students identified as Academically and Intellectually Gifted (AIG), and there are too many assigned at the other end of the spectrum in classes for students with disabilities. It is especially troubling that American Indian students are more likely to be identified for Educable Mentally Disabled (EMD) and Behavioral and Emotional Disabled (BED) classes than any ethnic or racial subgroup, while they are less likely to be identified for AIG programs. This disproportionality is alarming. School systems should be required to re-evaluate their practices for assigning students, and they should be required to report to the State Board of Education with justifications for these placements. Our students deserve this attention.

Enrollment of American Indian students in honors courses and Advanced Placement courses is the lowest it has been in over five years. Last year's survey of American Indian youth in North Carolina indicated that American Indian students were not taking rigorous courses designed to prepare them for post-secondary education and/or careers that rely heavily on mathematics and/or science. Clearly, it is virtually impossible for American Indian students to succeed in a highly technological, global society if they are not prepared for these challenges in their early education.

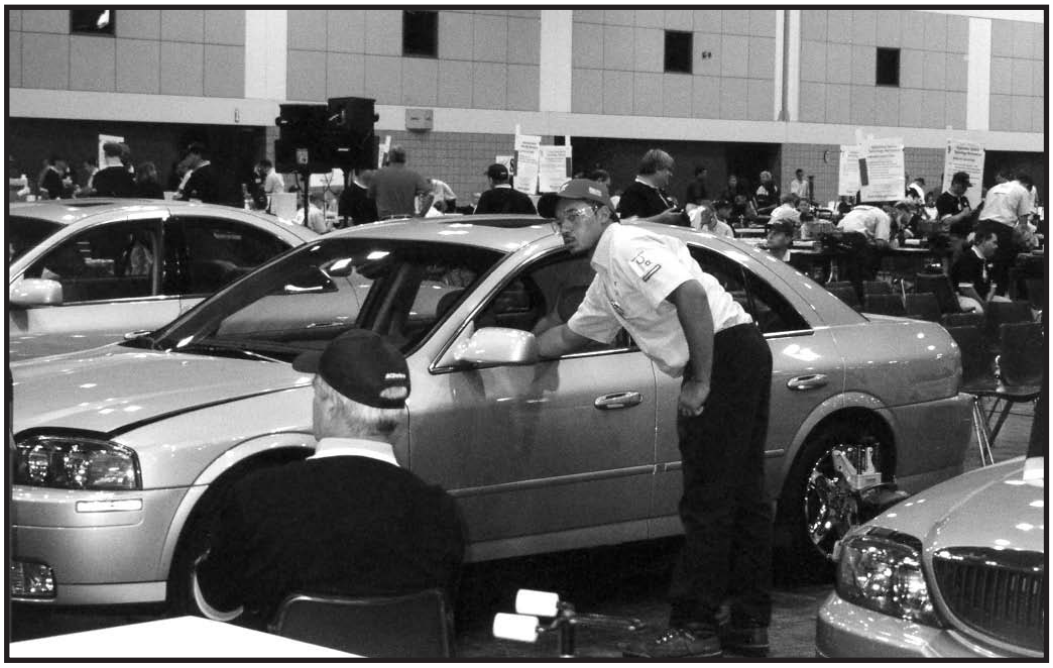
GRADUATION RATES

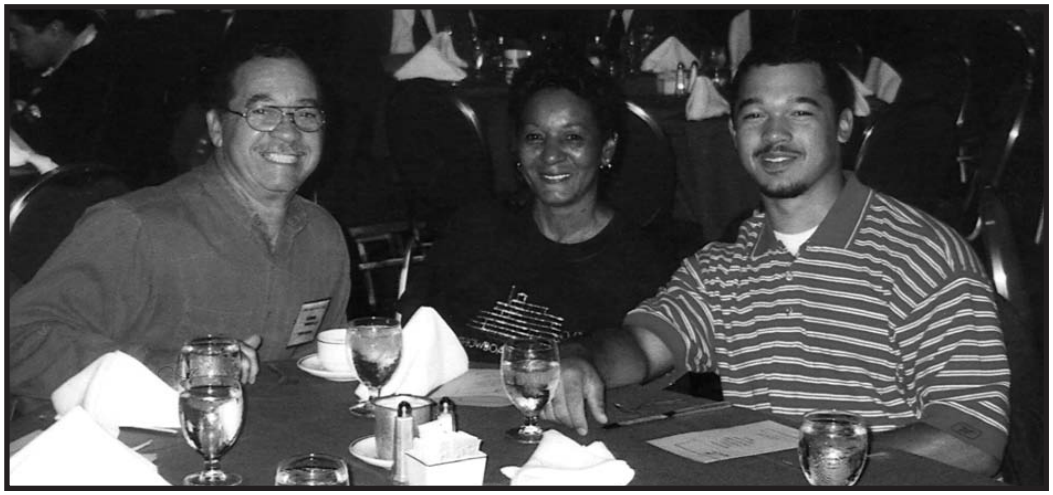
Given the negative profile depicted in the 2005-06 data, it is not surprising that the graduation rate for American Indian students is 51.1 percent compared with much higher percentages for all other groups. These data include the following graduation statistics: 74.1 percent for Asian students, 73.6 percent for white students, 60.0 percent for black students, and 51.8 percent for Hispanic students. American Indian students have the lowest four-year graduation rate of any ethnic group in the state.

CONCLUSION

We can do better by our indigenous population in this state. The State has a duty to these students just as it does to all other public school students to provide the best educational opportunities possible and to assure that these students are prepared for the future.

DeVane Burnette, Jr. (COHARIE), ***former Education Talent Search participant,*** began his automotive education with Guilford County Schools as a student at the Weaver Career Education Center. A graduate of Northwest High School and Guilford Technical Community College, he was awarded the honor of National Skills USA 2004 Champion, Automotive Service Technology, College Division. DeVane is now enjoying a successful career with Terry Labonte Chevrolet in Greensboro, NC.





SECTION I

Statewide American Indian Student Assessment and Analyses

Haliwa-Saponi Tribal School students, grades 3 through 8, displaying End-of-Grade Rewards

AMERICAN INDIAN STUDENT PERFORMANCE ON END-OF-GRADE STATE TESTS

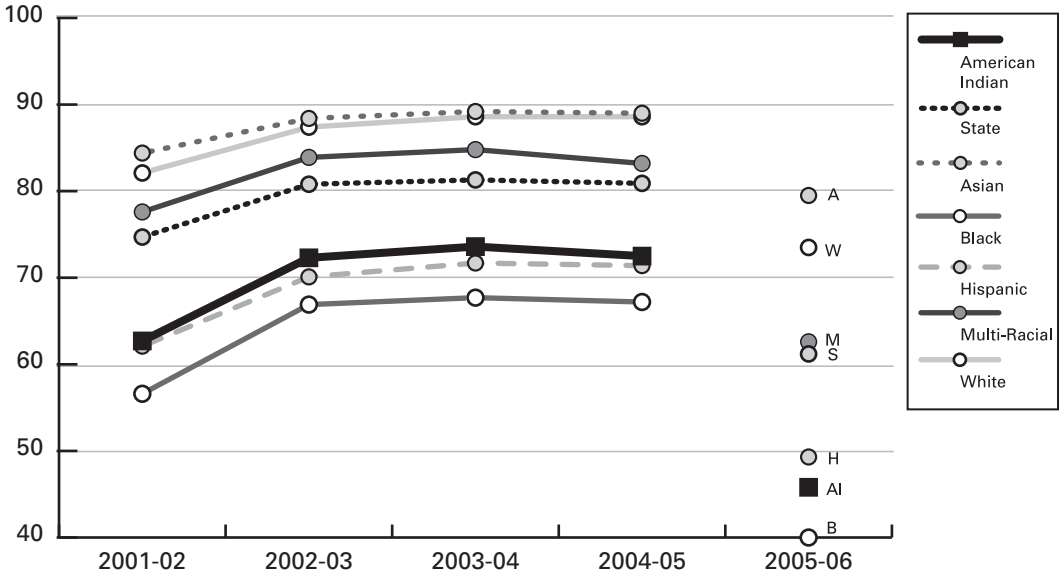
OVERALL STUDENT PERFORMANCE

For the 2005-06 school year, just over 60 percent of all students who took the reading and mathematics end-of-grade tests met or exceeded academic proficiency, scoring at or above Achievement Level III in both reading and mathematics. This level is almost a 20 percentage point decrease in achievement from last year. However, for American Indian students in particular, there was a significant decrease in the number of students scoring at or above the proficient level. As the graph below shows, 45.8 percent of these students in 2005-06 were considered proficient, which is significantly down from 72.5 percent the previous year. It should be noted that a similar pattern in performance evolves for all groups of students between these same school years. That is, nearly all groups experienced anywhere from a 9.5 percent decrease in achievement (Asian students) to as much as a 27.2 percent decrease in achievement (Black students) from last year's performance.

The achievement gap between American Indian students and all students in grades 3 through 8 who scored proficient in both reading and mathematics widened to 15.4 percentage points for the 2005-06 school year. For 2004-05, the performance gap between these two groups of students was 8.4 percentage points.

American Indian students had posted higher gains in performance compared to the State average since the 2001-02 school year. At one point, nearly 74 percent of all American Indian students were considered proficient. However, in the 2005-06 school year, slightly over 45 percent of American Indian students performed at or above grade level, a decrease of 16.9 percentage points five years earlier.

End of Grade Composite, Reading and Mathematics, Grades 3 through 8
Percent of Students at or above Achievement Level III, by Ethnicity



Source: Division of Accountability Services, North Carolina Department of Public Instruction

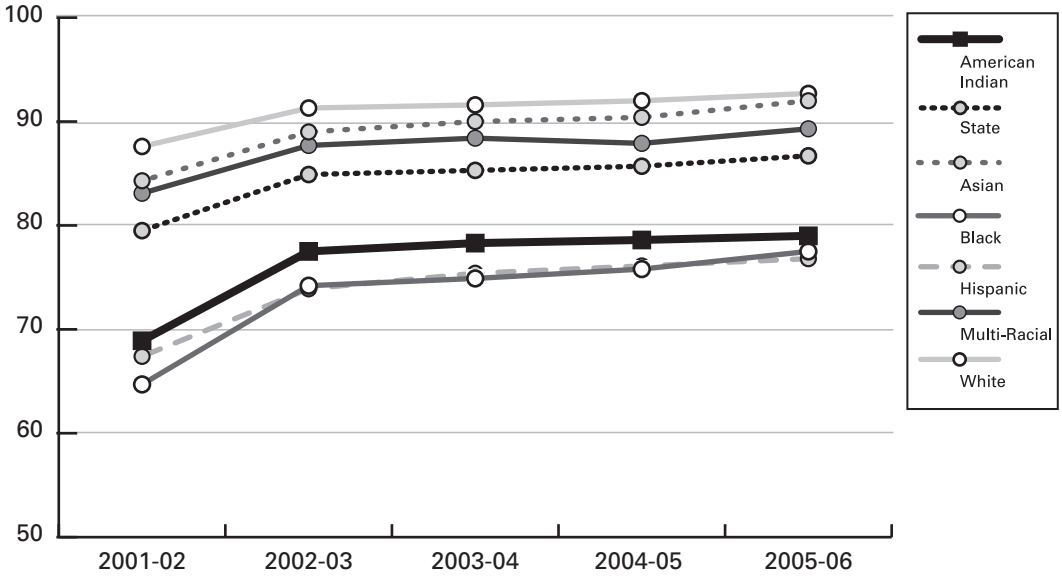
Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

EXAMINATION OF READING AND MATHEMATICS TEST SCORES

The magnitude and variance of the achievement test score gap is further seen statewide when reading and mathematics test results are examined individually, rather than as a composite score. In either case, achievement should ideally move in an upward direction. Reading test scores have increased in this ideal manner.

For the 2005-06 school year, 86.7 percent of all students scored proficient on the reading end-of-grade test, an increase of one percent from the year prior. The percentage of American Indian students in grades 3 through 8 performing at or above proficiency in reading increased from 78.6 percent to 79 percent. This is a relatively small increase in performance; nonetheless, it continues to move achievement for these students in an upward trend. Overall, American Indian students have enjoyed a 10 point gain in proficiency over the last five years when they were 68.9 percent proficient in 2002 to 79 percent proficient for the current school year. This ten-point gain is almost three percentage points above the State's average gain in performance for the same span of years.

End-of-Grade Composite, Reading, Grades 3 through 8
Percent of Students at or above Achievement Level III, by Ethnicity

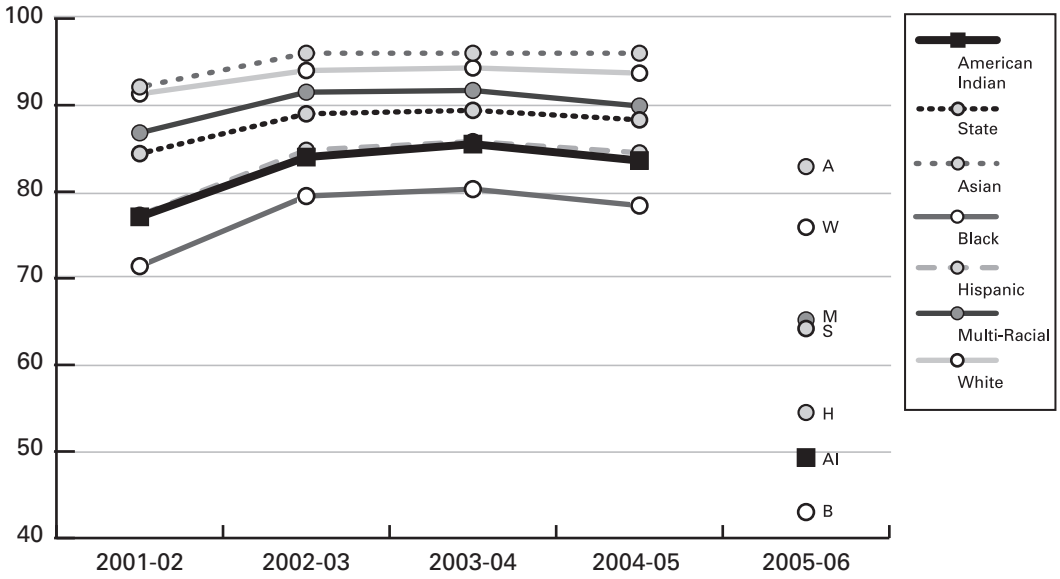


Source: Division of Accountability Services, North Carolina Department of Public Instruction

The findings for mathematics test results for students in grades 3 through 8 are strikingly dissimilar. As the graph below shows, only 64 percent of all students statewide scored at or above Level III in mathematics for the 2005-06 school year. This is a 24 percent decrease in last year's student performance which was a little over 88 percent proficient. That just under half (49.3 percent) of all American Indian students scored proficient means these students experienced one of the largest decreases in mathematics performance. As it stands now, the mathematics performance gap between American Indian students and all other students is almost 14.9 percentage points. This is nearly an 8 point increase in the mathematics gap between these groups of students since 2001-02. Interestingly enough, all groups of students experienced a significant decrease in mathematics performance in 2005-06 from the year prior, some with larger decreases than others. Those experiencing the largest drop in achievement were Black students (-35.4), American Indian students (-34.3) and Multi-Racial students (-24.7) in that order.

No one knows definitively why nearly all the groups posted significant decreases in achievement in mathematics for the 2005-06 school year. Regardless of the reason, one thing remains certain: North Carolina has an imperative to hold fast to its commitment to close—if not eliminate altogether—every education gap between and among all groups of students. We must not allow one year's unusual performance to deter us from the ongoing work of raising achievement and closing gaps.

End-of-Grade Composite, Mathematics, Grades 3 through 8
Percent of Students at or above Achievement Level III, by Ethnicity

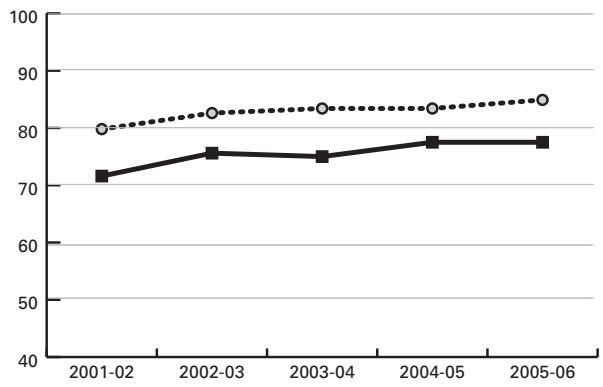


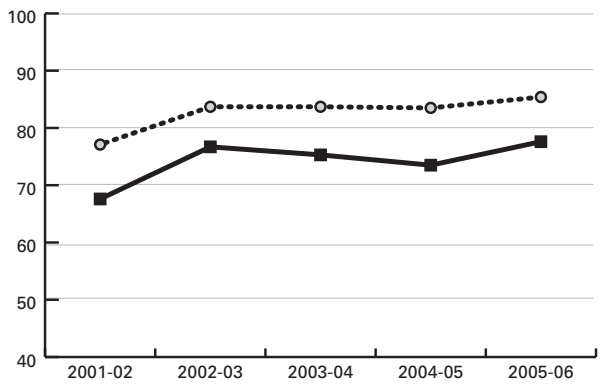
Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

You may consult the Department of Public Instruction's website for more information about the ABCs of Public Education and student performance by going online 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/.*

READING AT OR ABOVE ACHIEVEMENT LEVEL III, GRADES 3 THROUGH 8





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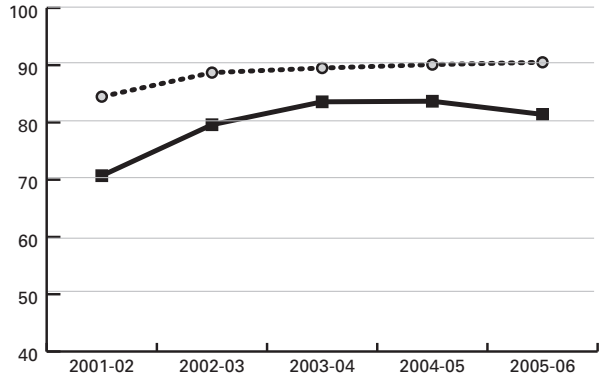

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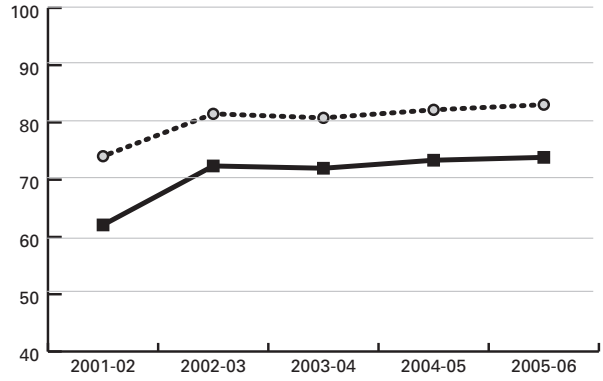

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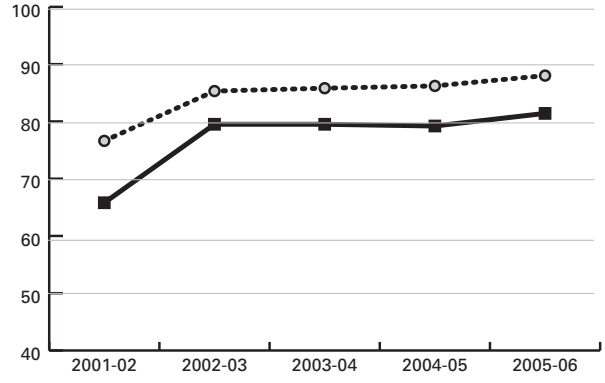

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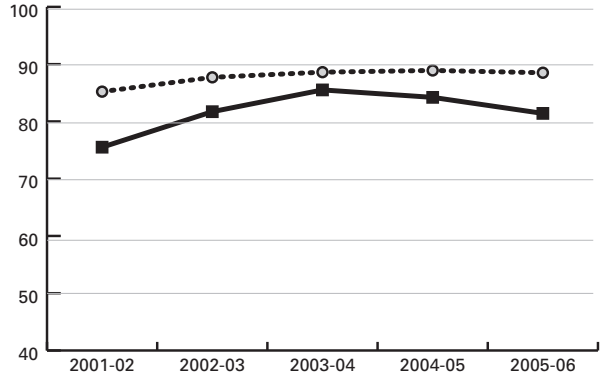
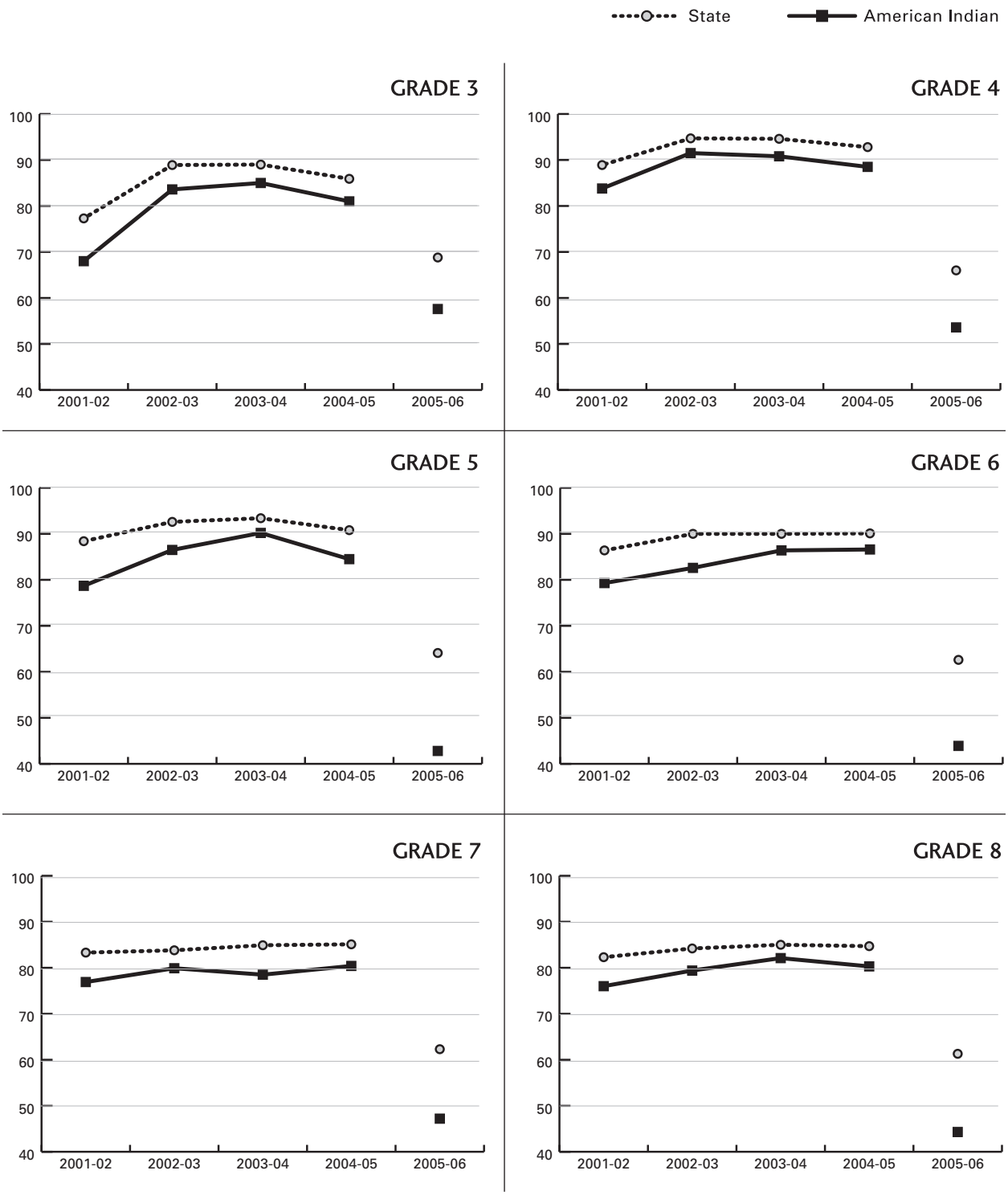


Source: Division of Accountability Services, North Carolina Department of Public Instruction

MATHEMATICS AT OR ABOVE ACHIEVEMENT LEVEL III, GRADES 3 THROUGH 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

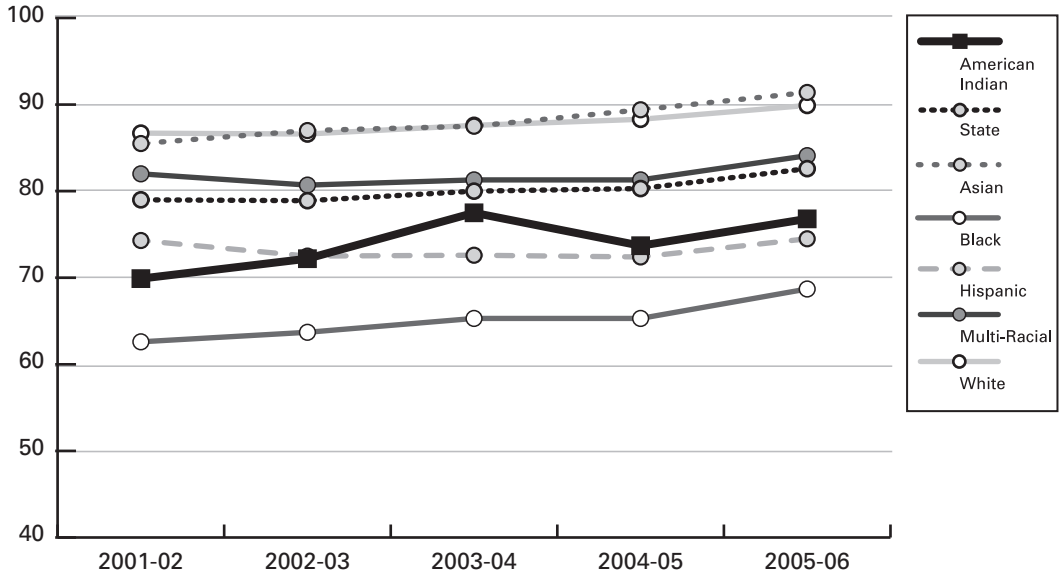
ALGEBRA I END-OF-COURSE TEST TRENDS

Since the 2001-02 school year, there has been an upward trend in student achievement for all racial/ethnic groups on the Algebra I End-of-Course Test. However, American Indian students have seen a greater increase in student proficiency on this test than any other ethnic group. American Indian students have improved their performance on the Algebra I test by 6.9 percentage points compared with 3.6 points for the State.

Over the last five years, the achievement gap between American Indian students and the State has fluctuated. The achievement gap has been as large as 9.1 percentage points in 2001-02 and as small as 2.5 points in 2003-04. Since the 2001-02 school year, the achievement gap between American Indian students and the State has narrowed by 3.3 percentage points.

At 76.8 percent proficient, American Indian students are 5.8 percentage points behind the State average (82.6 percent proficient) on the Algebra I test for the 2005-06 school year. American Indian students did experience a greater percentage of achievement when compared to Hispanic and Black student populations but achieved below Asian, White and Multi-Racial students.

Algebra I End-of-Course Test
Percent of Students at or above Achievement Level III, by Ethnicity



Source: Division of Accountability Services, North Carolina Department of Public Instruction

BIOLOGY END-OF-COURSE TEST TRENDS

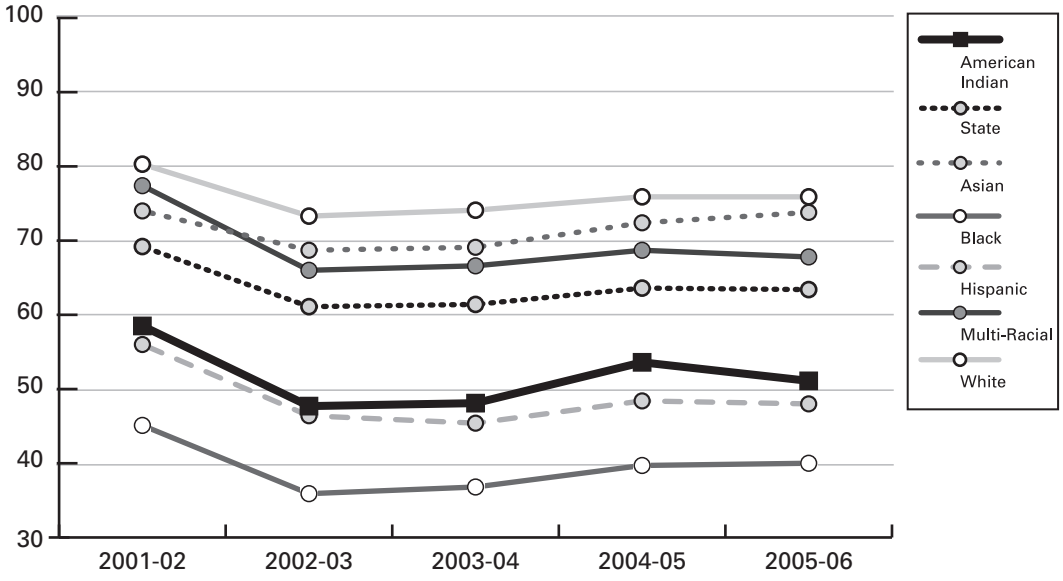
Over the last five years, student performance on the Biology End-of-Course Test for all racial/ethnic student groups has followed an inconsistent pattern of performance. A decline in student achievement is seen from the 2001-02 to the 2002-03 school year. However, performance by all groups of children began to increase starting with the 2003-04 school year. In 2005-06, most groups, including the State, had a slight decrease in achievement. Only Asian and Black students had a slight increase in student achievement for the 2005-06 school year.

There is also an inconsistent pattern in regards to the achievement gap between American Indian students and the State. Since 2001-02, the achievement gap between the American Indian students and the State has been as large as 13.4 percentage points in 2002-03 and as small as 10 points in 2004-05. By 2005-06 with a 51.1 percent proficiency, American Indian students were 12.3 percentage points behind the State average (63.4 percent proficient) on the Biology test.

American Indian students have seen the largest decrease in achievement among all the racial/ethnic groups between the 2004-05 and the 2005-06 school years. American Indian students dropped 2.5 percentage points (53.6 percent proficient to 51.1 percent proficient) compared to the State's drop of .2 percentage points (63.6 percent proficient to 63.4 percent proficient). Hispanic and Multi-Racial students also experienced a decrease in performance, whereas, Asian and Black students had a slight increase, and White students had consistent performance within these same school years.

Biology End-of-Course Test

Percent of Students at or above Achievement Level III, by Ethnicity



Source: Division of Accountability Services, North Carolina Department of Public Instruction

ENGLISH I END-OF-COURSE TEST TRENDS

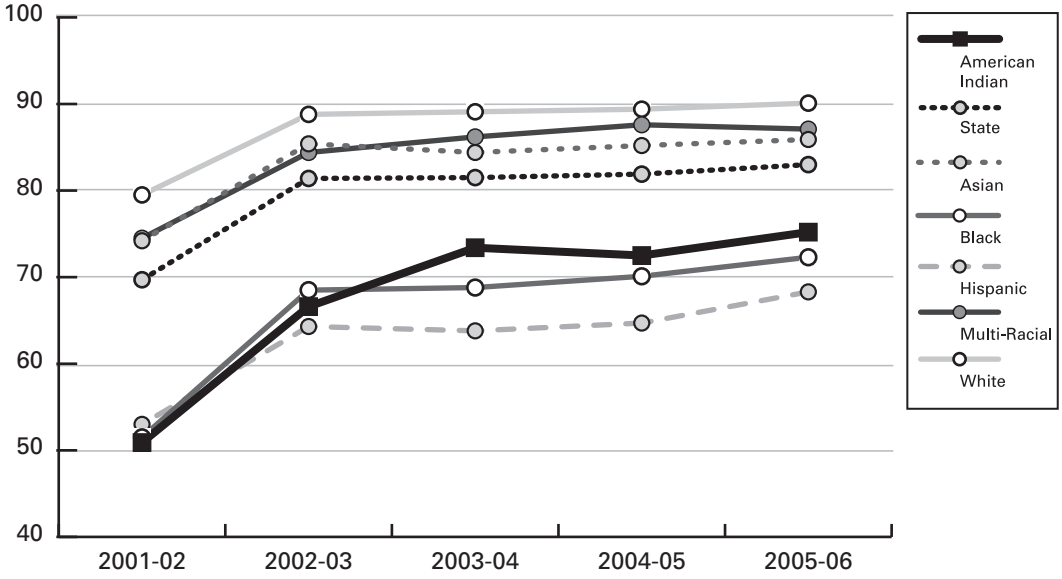
There has been an upward trend in student achievement for all racial/ethnic groups on the English I End-of-Course (EOC) Test. Over the last five years, American Indian students have had the greatest improvement in achievement compared to the other student groups on the English I test. Overall, American Indian students have gained 24.3 percentage points, compared with 20.8 percentage points for Black students, 15.3 points for Hispanic students, 11.7 percentage points for Asian students, and 10.6 percentage points for White students.

The achievement gap between American Indian students and the State has been reduced by 11 percentage points since 2001-02. From the 2004-05 school year to the 2005-06 school year, American Indian students experienced one of the highest gains in achievement among all ethnicities (2.7 percentage points), second only to Hispanic students who experienced a 3.6 percentage point increase. This gain reduced the achievement gap for American Indian students in the state to the lowest it has ever been since the 2001-2002 school year. In the 2005-06 school year, American Indian students were 7.8 percentage points behind the State average on the English I EOC Test. For the same school year, American Indian students experienced a higher percentage of achievement compared to the Hispanic and Black student populations but fell below Asian, White and Multi-Racial students.

When analyzing student achievement on the English I EOC test over the last five years, a pattern in performance emerges among two different clusters of ethnic groups. That is, the American Indian, Hispanic and Black student cohort continuously has a lower percentage of achievement compared to the White, Multi-Racial and Asian student cohort. Since 2004, American Indian students have out-performed Black and Hispanic students but still fall significantly behind White, Multi-Racial and Asian students. This pattern has consistently and significantly contributed to the achievement gap between these clusters by as much as 16.7 percentage points.

English I End-of-Course Test

Percent of Students at or above Achievement Level III, by Ethnicity



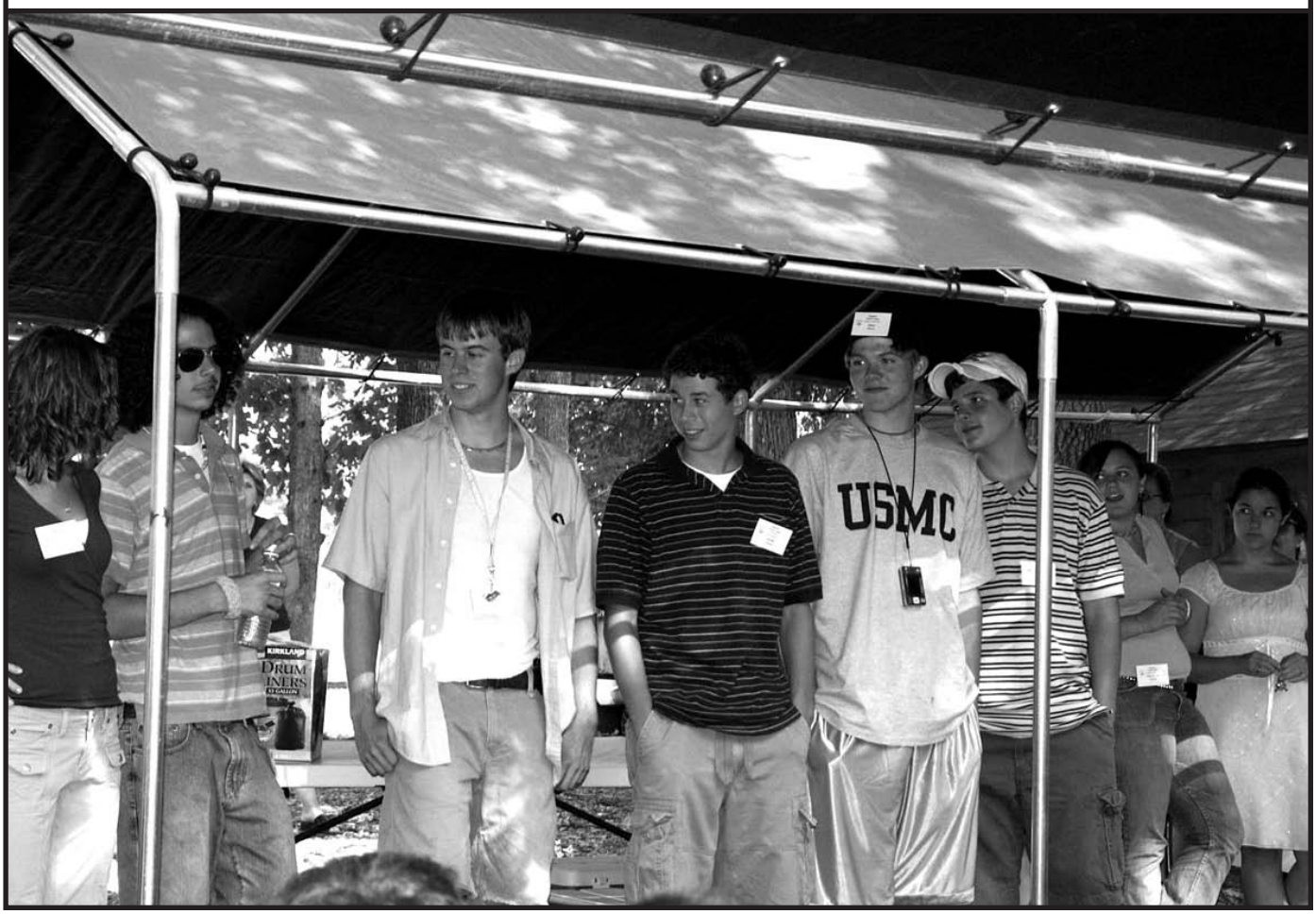
Source: Division of Accountability Services, North Carolina Department of Public Instruction

For a more in-depth look at how American Indian students are performing in their respective Title VII School Districts and Charlotte-Mecklenburg Schools, please go to pages 29-85. You may also consult the Department of Public Instruction's website for more information about the ABCs of Public Education and student performance by going online 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/*.

SECTION II

An Examination of the Performance of American Indian Students at the Secondary Level

Sappony youth counselors at Annual Educational Youth Camp



AN EXAMINATION OF THE PERFORMANCE OF AMERICAN INDIAN STUDENTS AT THE SECONDARY LEVEL

INTRODUCTION

Education systems across the country are feeling the pressure to prepare 21st Century future-ready students to be successful in a globally competitive society. Likewise, the North Carolina State Board of Education has recently adopted a mission to ensure every public school student graduates from high school, globally competitive for work, post-secondary education and life (Appendix A). With the increased rigor in graduation requirements (Appendix B), coupled with high dropout rates for American Indian students and disproportional representation of American Indian students in advanced courses, it is critical that all education stakeholders focus on what is happening with American Indian students at the secondary level.

Last year's survey of American Indian youth in North Carolina indicated that American Indian students were not taking rigorous courses designed to prepare them for post-secondary education and/or careers that rely heavily on mathematics and/or science. The survey further revealed that the desired career paths identified by these students did not match the kinds of advanced courses they were taking. For example, a student desiring to be a chemist was taking Honors History rather than Advanced Placement Chemistry. Typically, students planning to enter careers that rely heavily on mathematics and/or science would be enrolled in courses that provide them with in-depth knowledge in these content areas. The fact that these students are aspiring to go beyond North Carolina's basic course requirements for graduation indicates that they are among the most talented in the American Indian student population. However, they are not being guided to reach those goals by their schools or communities. It is clear that students are not receiving the quality of advice needed to make their career choices. It is imperative that they receive quality information in order to make these choices.

With increased attention on student preparation for the 21st century workforce, we must address the number of students dropping out of school. Driving this urgency is the goal of the State Board of Education to prepare students for life in the 21st century. As it stands now North Carolina is only graduating 64 percent of its student population in four years with a dropout event rate that is 5.04 percent. These factors alone make it all the more imperative that education stakeholders take a closer look at how we are preparing students for life in the 21st Century as well as keeping them in school.

AN EXAMINATION OF END-OF-COURSE TEST RESULTS AND COURSE SELECTION

To the extent possible, students must be able to pass basic content courses before they can attempt higher level courses necessary for STEM (Science, Technology, Engineering, and Mathematics) careers. For example, it is not possible to take Chemistry without first passing Geometry and Biology (a basic prerequisite to higher level science courses). American Indian students who took end-of-course tests in Geometry and Biology scored considerably lower than their state counterparts. (See page 21 for Biology scores.) This is disparaging news in light of Darity's (2001) report prepared for the North Carolina Department of Public Instruction on rigorous course taking and programs. This report indicated the more students are exposed to higher level mathematics, the better they will do on achievement tests. Darity further contends that "disproportionately low placement of minority students… in more challenging curricula may stem from procedures used to identify students as gifted or as eligible for high level courses." The lack of prior exposure to challenging curricula may offer one explanation

as to why there is a low enrollment in challenging curricula such as Algebra II, Chemistry, and Physics. In the 2005-06 school year, approximately 1,200 American Indian students were enrolled in Biology. During that same time, about 400 American Indian students were enrolled in Chemistry and only 52 were enrolled in Physics.

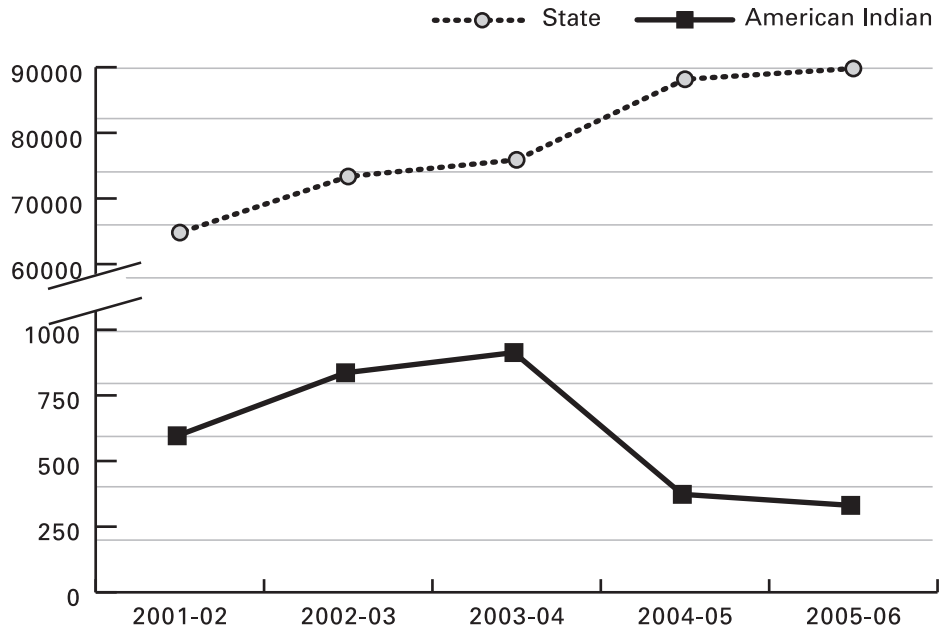
As the demands of our global economy change and accelerate, our schools also need to change and prepare students for challenges they will face as adults. Today many entry-level jobs in business and industry require the same level of skills and knowledge as entry-level college work. With a focus on 21st Century skills and preparedness, education stakeholders must adjust what we expect and deliver to students. At one time an 8th grade education was considered adequate preparation for the work force. In fact, an 8th grade education would not have necessarily prevented one from attaining a position as a highly skilled laborer. This is no longer the case. In the 21st Century a high school education plus advanced training is needed for such jobs as technicians and electricians. These technical jobs now require high-level skills acquired in Geometry, advanced Algebra, Trigonometry, and Physics. According to Hart (2005), 72 percent of high school graduates who are now skilled laborers report that they would have taken more challenging courses in high school. This is evidence that students themselves are aware they are not adequately prepared for the futures they have chosen.

For more information on high school student performance, see *American indian Student Performance on End-of-Course State Tests* on pages 29 through 85.

ADVANCED COURSE TAKING AND DISPROPORTIONALITY

Over time, American Indian students have been underrepresented in advanced courses. In fact, enrollment of American Indian students in advanced high school courses and Advanced Placement courses is the lowest it has been in over five years. American Indian students represent 1.4 percent of North Carolina's total student population. Therefore, enrollment of these students, in any course, should represent 1.4 percent. In 2005-06, only 0.36 percent of all students enrolled in Advanced Placement courses were American Indian.

Enrollment of American Indian Students in Advanced Placement Courses as Compared to the State Enrollment



Source: The College Board

Note: Many students across the state enroll in more than one Advanced Placement course. The data presented is based on the number enrolled in each course; therefore, students may appear multiple times.

Conversely, American Indian students are typically overrepresented in Exceptional Children's programs for students with disabilities and underrepresented in Exceptional Children's AIG programs. Based upon recent figures computed by the Exceptional Children Division at the North Carolina Department of Public Instruction, North Carolina American Indian students:

- became more at-risk of being identified in all disabilities, being 1.24 times more likely of being identified than all other student groups in 2004-05 to 1.29 times more likely of being identified in 2005-06. This is an increase of 0.05.
- were 2.16 times more likely to be identified EMD than any other student group in the 2004-05 school year as compared to 2.26 times more likely in the 2005-06 school year. This is an increase of 0.10.
- were .65 times more likely to be identified BED than any other student group in the 2005-06 school year. This was a slight decrease in the 0.71 risk-ratio factor in the 2004-05 school year.
- were 0.55 times less likely to be identified than all other groups of students in the 2004-05 school year and .53 times less likely of being identified AIG in the 2005-06 school year, a moderate decrease.

For more information on disproportionality, see Appendix C.

GUIDANCE AND SUPPORT MECHANISMS

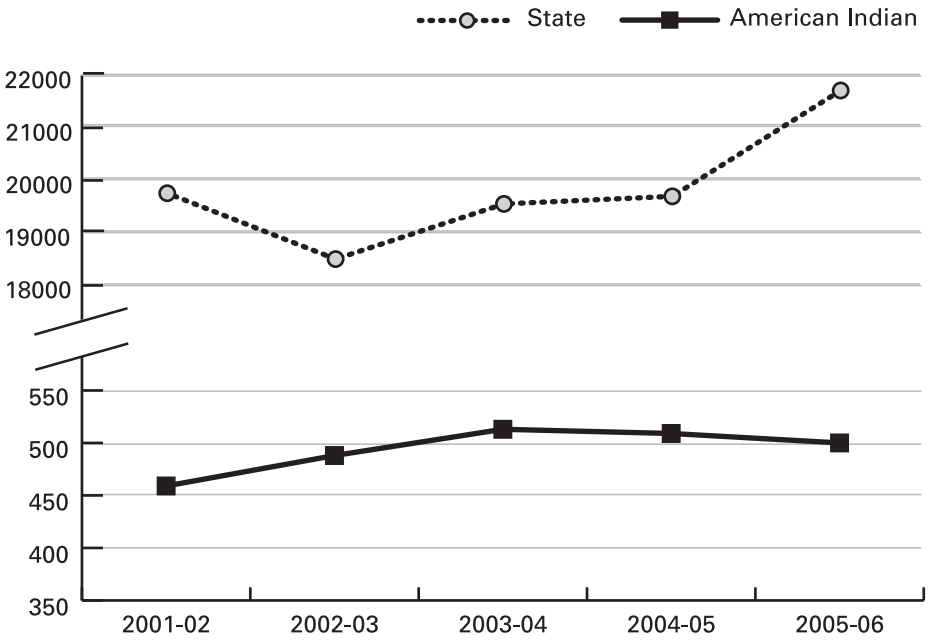
In the 2005 annual report, we found that a number of American Indian students did not believe that a support system was in place to address their concerns and needs—one of which is course selection and career choices. This same report found that a lack of trust exists between some American Indian students and school staff. If this is the case, one might wonder if counseling and guidance support mechanisms for addressing course selection and career choices are lacking. If so, could this be a reason why there is low enrollment of American Indian students in advanced courses? With respect to classroom teachers, disproportionately low enrollment of minority students in advanced courses may be due more to *teachers'* low expectations of minority student performance rather than that of the student's actual ability (Darity, 2001). Accordingly, if there is a lack of role models and support advocates, students will be left to make their own course selections without proper support and facilitation from guidance counselors, parents and teachers.

DROPOUT AND GRADUATION RATE

In the 2005-06 school year, over 21,000 students dropped out of school. Simply put, this meant that on any given day during that school year, 120 students would leave school for good. Obviously, students who do not complete their education will be ill-prepared for their desired careers. This proves equally true for American Indian students who aspire to careers in science and/or mathematics related fields. In the 2005-06 school year the state average dropout rate for grades 9 through 12 was 5.04 percent. The dropout event rate for American Indian students was 2.25 percent, with American Indian males having the highest dropout event rate of any ethnicity and gender. Notably, high school dropouts comprise the highest unemployment rate and the lowest income level in comparison to individuals who have at least a high school diploma or higher.

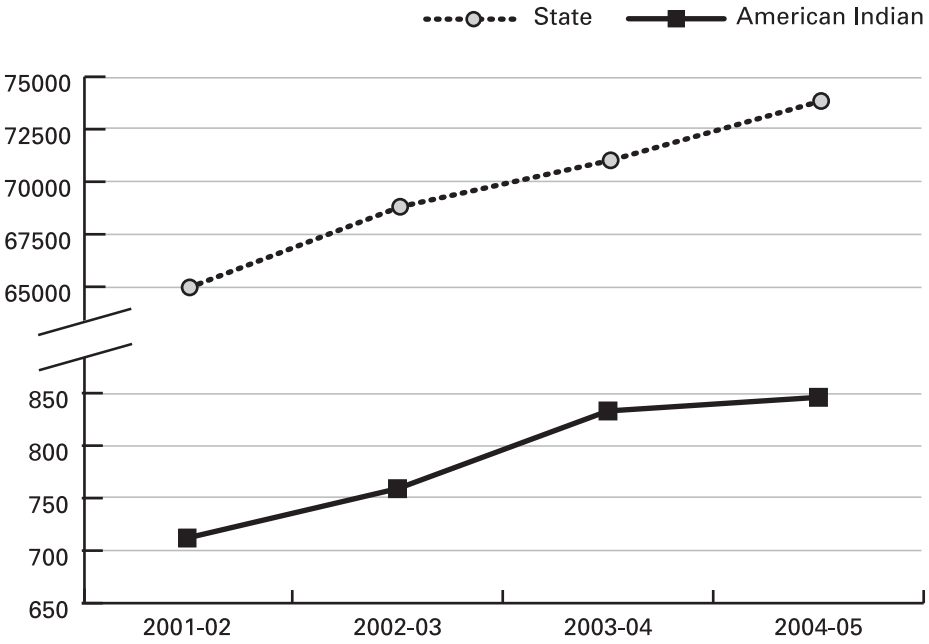
North Carolina released four-year high school graduation rates for the first time this year. This data reveals the number of students graduating and receiving a diploma in four years. The graduation rate for American Indian students is 51.1 percent compared to 74.1 percent for Asian students, 73.6 percent for White students, 60.0 percent for Black students, and 51.8 percent for Hispanic students. American Indian students have the lowest four-year graduation rate of any ethnic group in the state.

American Indian Dropout Data as Compared to the State



Source: Office of Agency Operations and Information Management, North Carolina Department of Public Instruction

American Indian Graduation Data as Compared to the State



Source: Division of Accountability Services, North Carolina Department of Public Instruction

CONCLUSION

Whether planning to enter college, training programs for skilled professionals or the workforce after graduation, American Indian high school students need to be educated at the level of readiness required for each of these courses. This readiness encompasses exposure to rigorous course work, proper guidance in course selection, and support mechanisms that encourage students to remain in school until graduation. There is much to be done to address the readiness of American Indian youth for 21st Century life. The Council pledges to actively engage tribal communities and educators in the business of adequately preparing all learners for adulthood in the global economy. But we cannot do this work alone. The Council seeks the assistance of the North Carolina State Board of Education to enact the following recommendations:

RECOMMENDATION ONE

The State Advisory Council on Indian Education requests that the State Board of Education support the original Resolution from the NC Commission of Indian Affairs to restore the Office of Indian Education within the Department of Public Instruction.

When examining North Carolina four-year cohort graduation rates, American Indians are reported as the lowest of any ethnic group.

North Carolina has the eighth largest American Indian population and the largest population of American Indians east of the Mississippi. The states with larger American Indian populations (with the exception of Texas and New York) have Offices of Indian Education within their State Departments, and numerous states with populations less than North Carolina's also have a Department of Indian Education (Minnesota, Maine, Montana, South Dakota, New Jersey).

Last year, 16,288 American Indian students were served by the 17 Title VII Indian Education programs in North Carolina. In 2006, North Carolina received over $3 million in federal funds to serve these students who overwhelming reside in *Leandro* counties and are enrolled in low-performing schools. An Office of Indian Education could be the central location for helping Title VII coordinators understand and most effectively use their federal dollars particularly in relation to the mandates of *NCLB*.

The Office of Indian Education would be the contact for Indian Education at the state level. Presently, there is no "true" contact for Indian Education at the Department of Public Instruction.

RECOMMENDATION TWO

Encourage school systems to expand the use of valid indicators in the identification of American Indian students for placement in Academically and Intellectually Gifted programs, honors and Advanced Placement courses and exceptional programs for students with disabilities.

School systems should use innovative practices for identifying American Indian students for placement in Exceptional Programs, such as Academically and Intellectually Gifted programs and other exceptionalities.

RECOMMENDATION THREE

Support the collaborative efforts among the State Advisory Council on Indian Education, the Raising Achievement and Closing Gaps Section, and American Indian communities to address current educational policies and issues, such as decreasing dropout rates and increasing graduation rates.

These efforts will identify and share strategies that empower education stakeholders to make informed decisions about the education and future of American Indian students.

SECTION III

American Indian Student Performance on End-of-Grade and End-of-Course Tests for Title VII Grantees, Charlotte-Mecklenburg Schools and the Haliwa-Saponi Tribal School

American Indian Second Graders at Swain County East Elementary School

COLUMBUS COUNTY

End of Grade Math

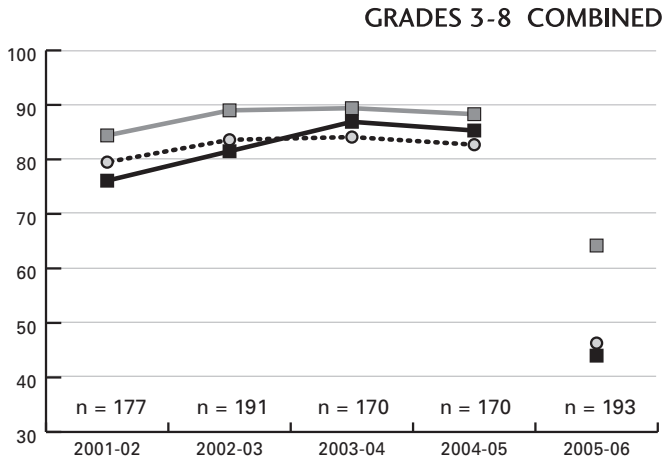
Percent of Students at or above Achievement Level III

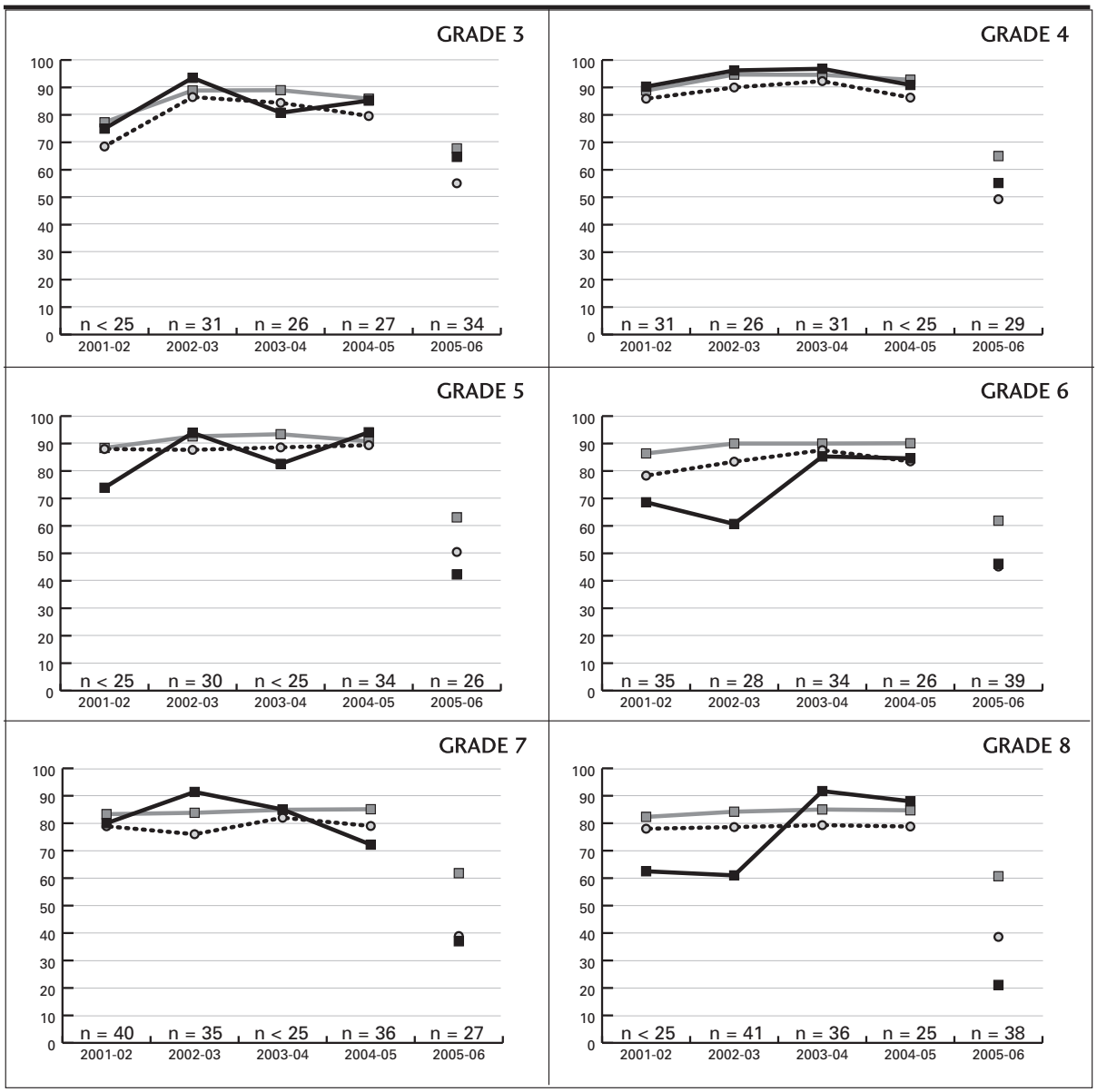
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

COLUMBUS COUNTY

End of Grade Reading

Percent of Students at or above Achievement Level III

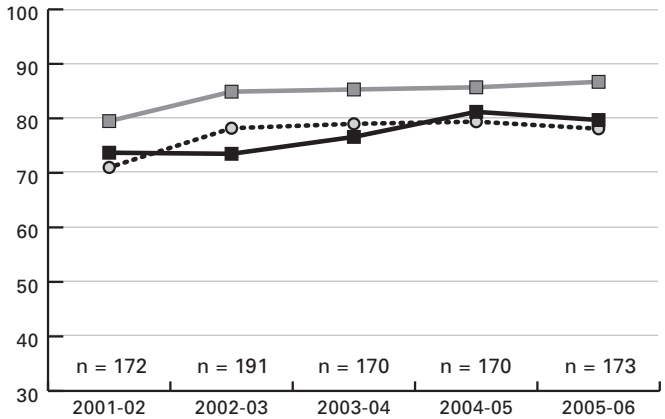
State

LEA

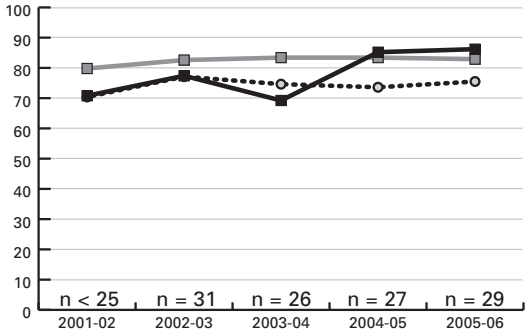
American Indian

n = the number of American Indian students tested each year

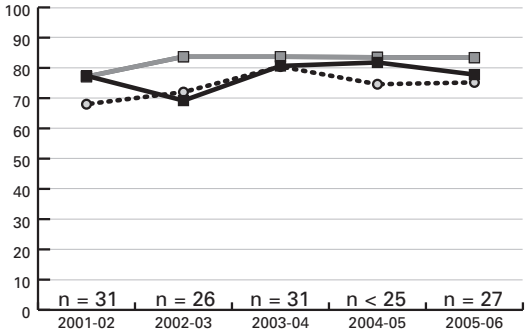
GRADES 3-8 COMBINED



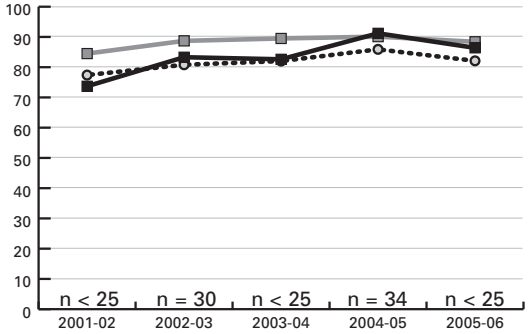
GRADE 3



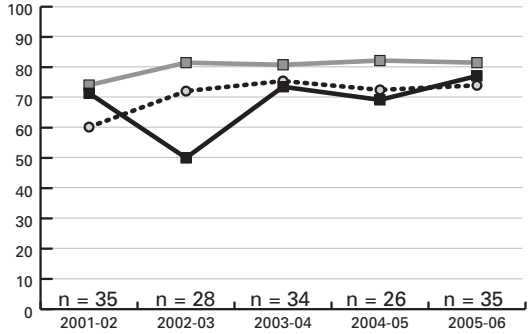
GRADE 4



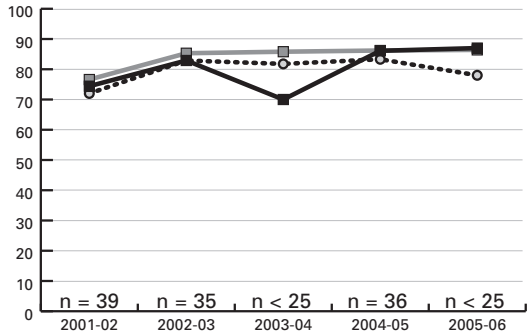
GRADE 5



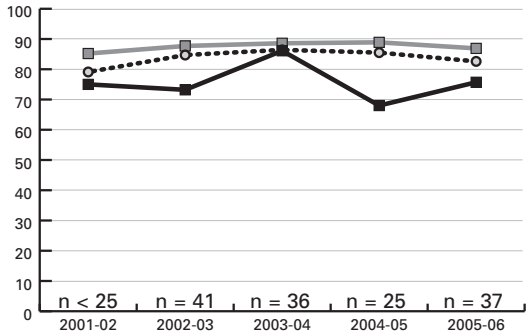
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

COLUMBUS COUNTY

End of Course

Percent of Students at or above Achievement Level III

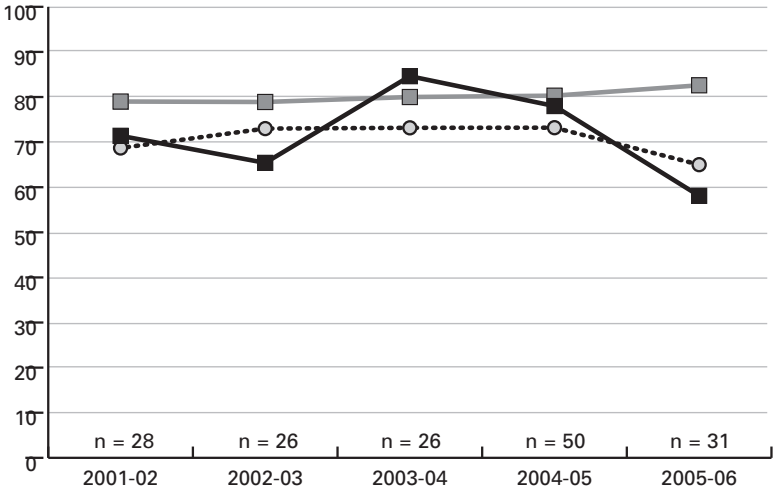
State

LEA

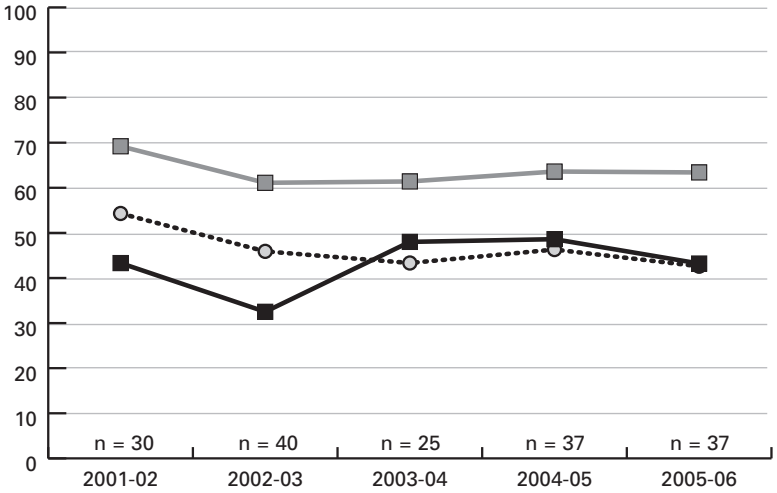
American Indian

n = the number of American Indian students tested each year

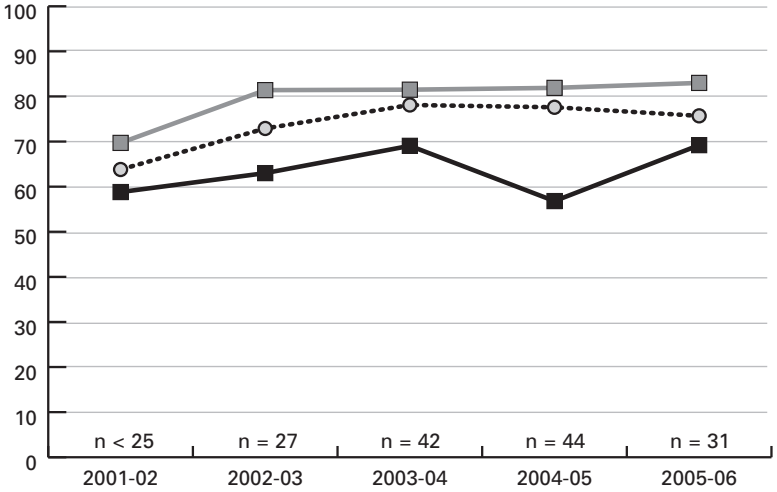
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

CUMBERLAND COUNTY

End of Grade Math

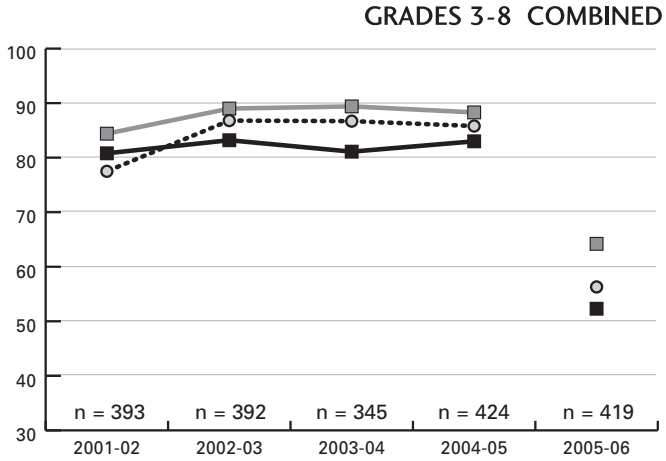
Percent of Students at or above Achievement Level III

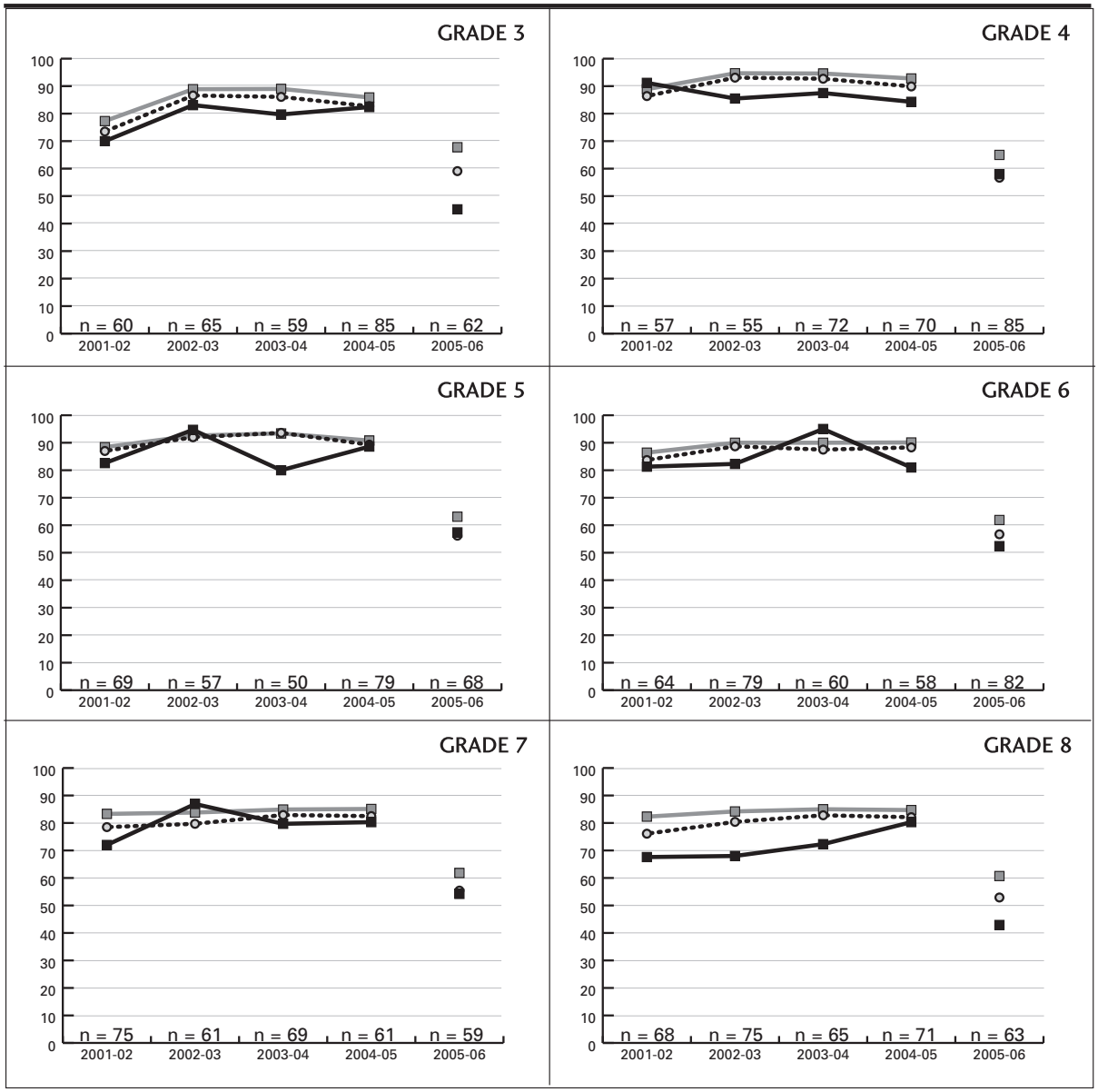
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

CUMBERLAND COUNTY

End of Grade Reading

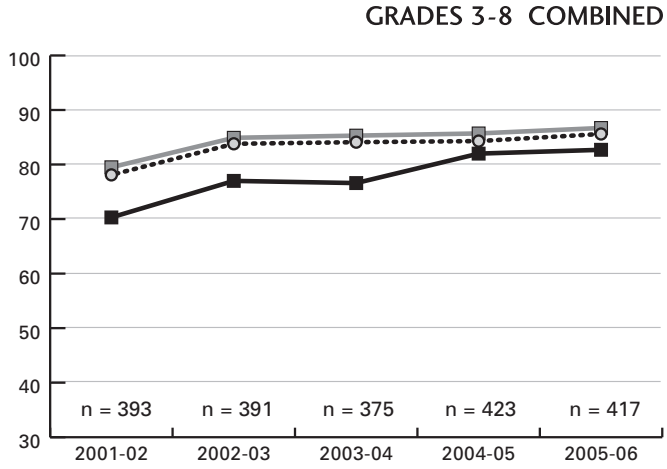
Percent of Students at or above Achievement Level III

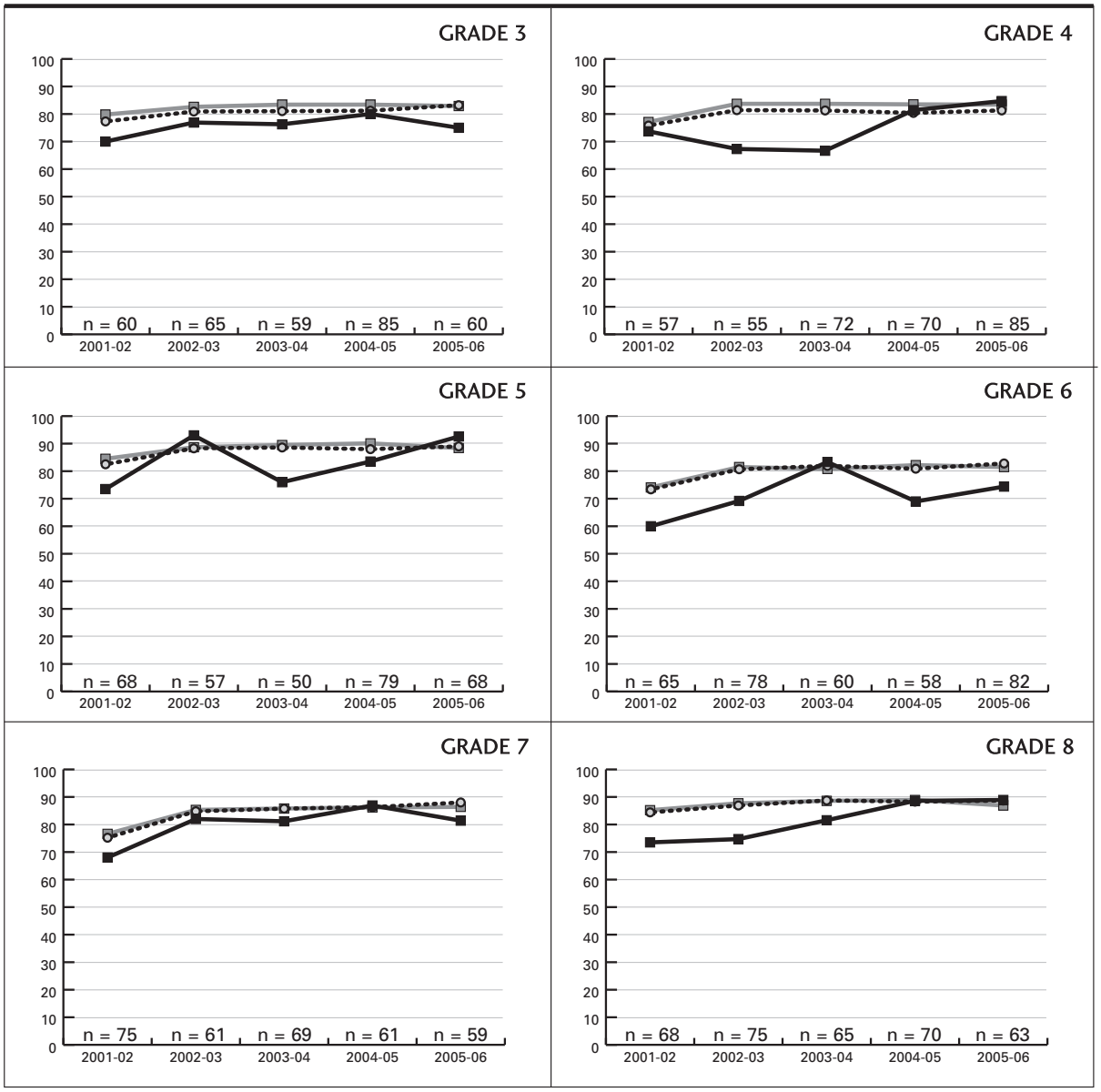
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

CUMBERLAND COUNTY

End of Course

Percent of Students at
or above Achievement Level III

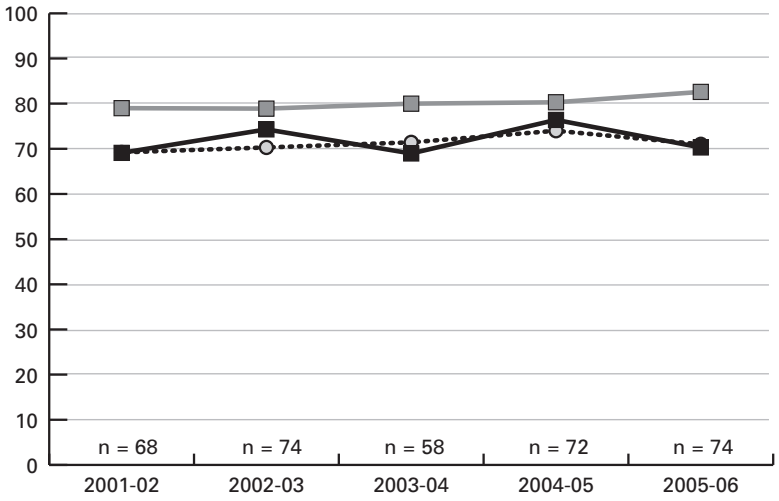
State

LEA

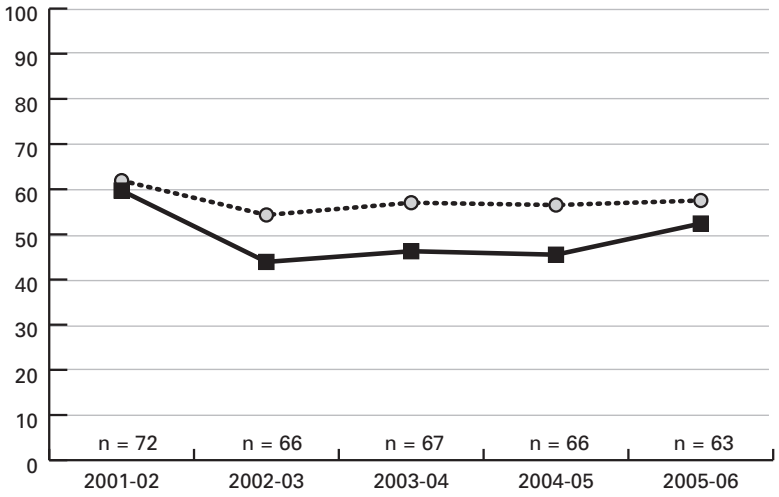
American Indian

n = the number of American Indian students tested each year

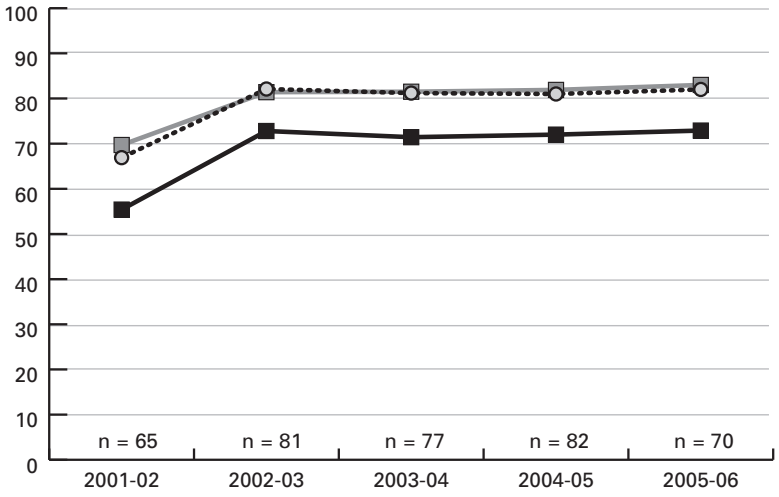
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

GRAHAM COUNTY

End of Grade Math

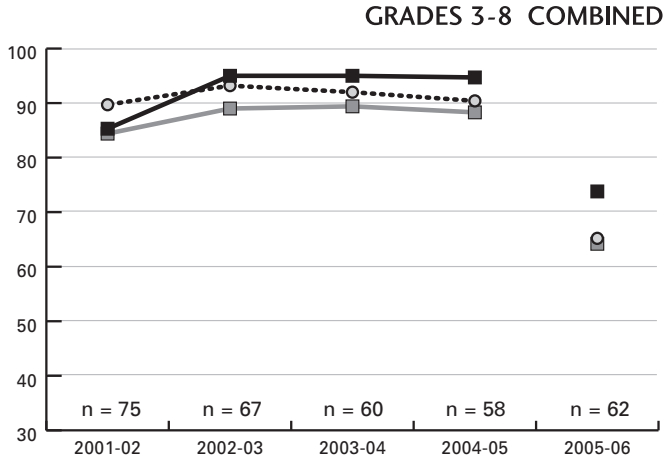
Percent of Students at or above Achievement Level III

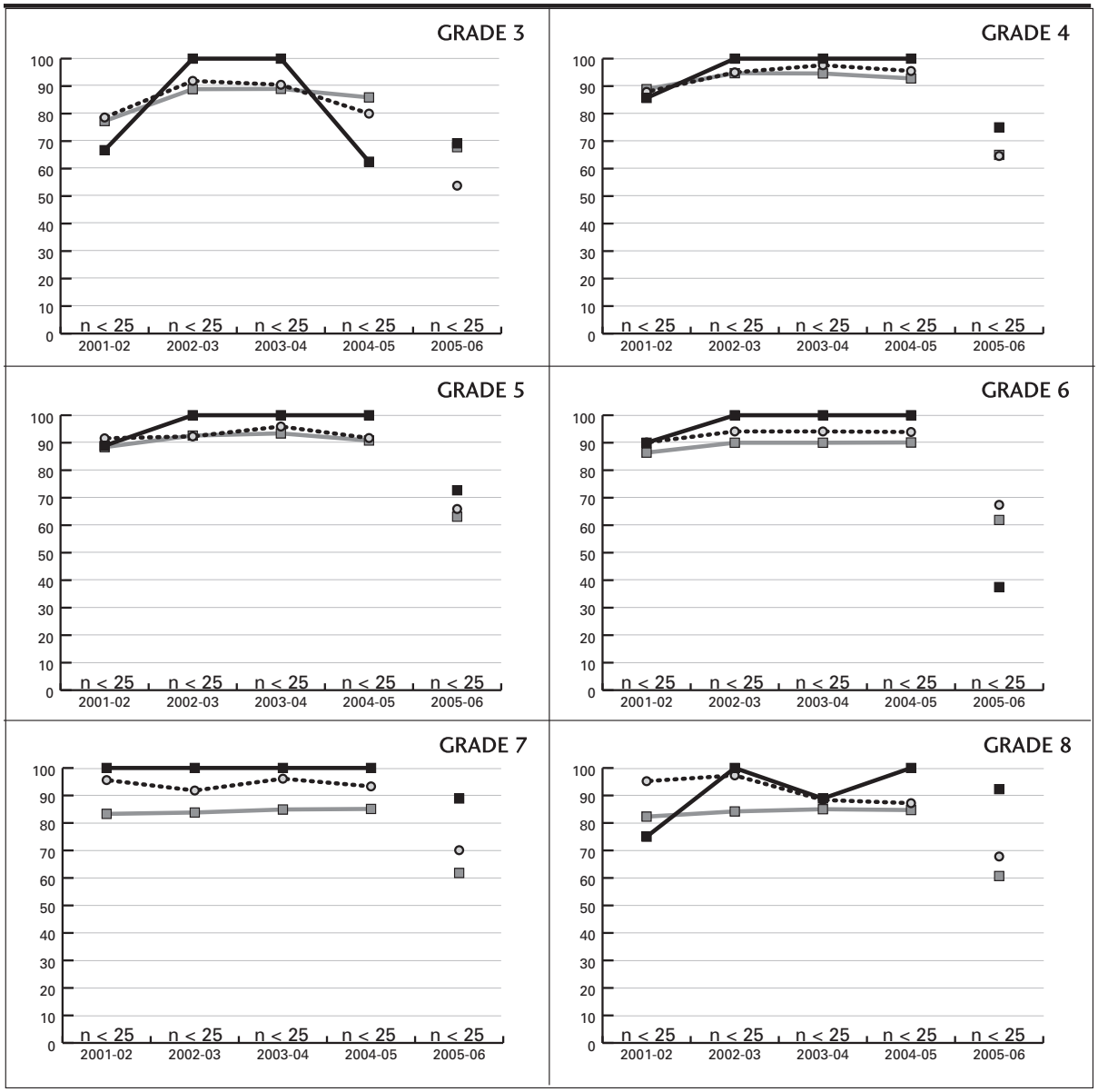
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

GRAHAM COUNTY

End of Grade Reading

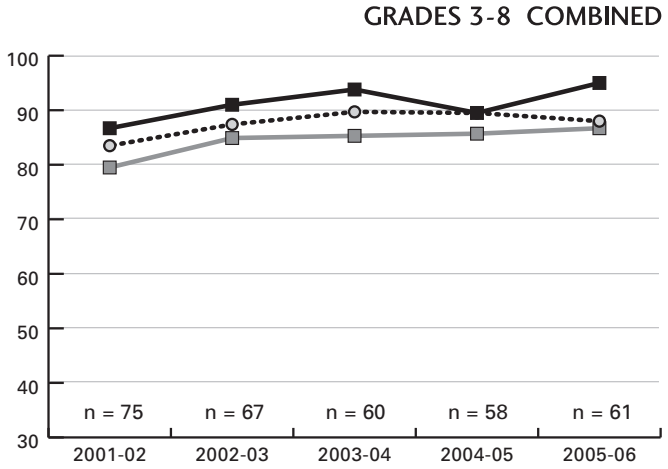
Percent of Students at or above Achievement Level III

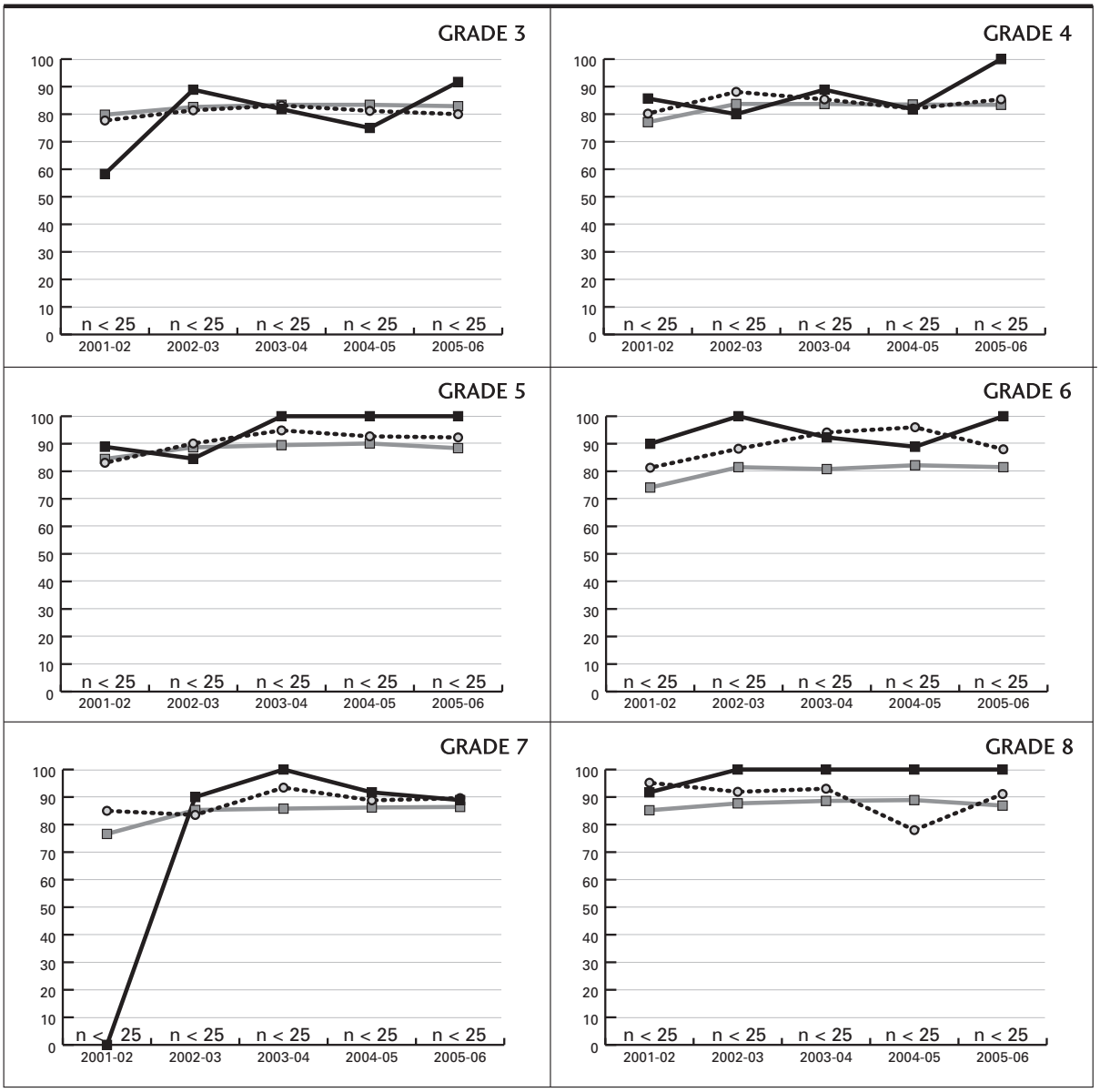
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

GRAHAM COUNTY

End of Course

Percent of Students at or above Achievement Level III

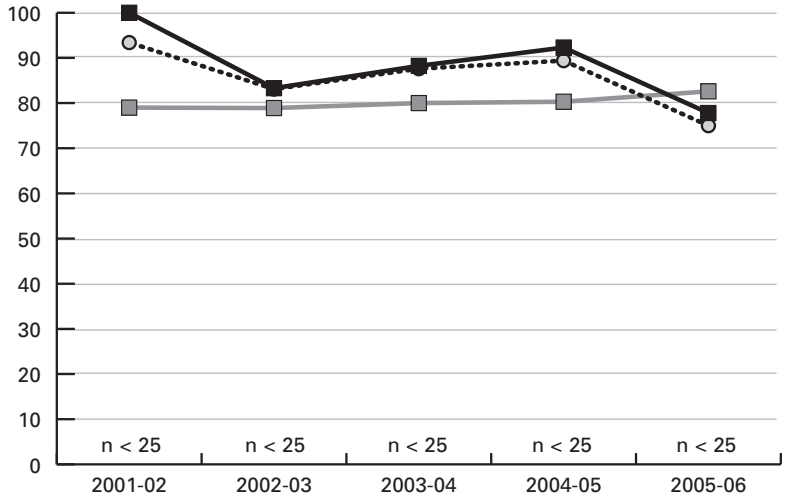
State

LEA

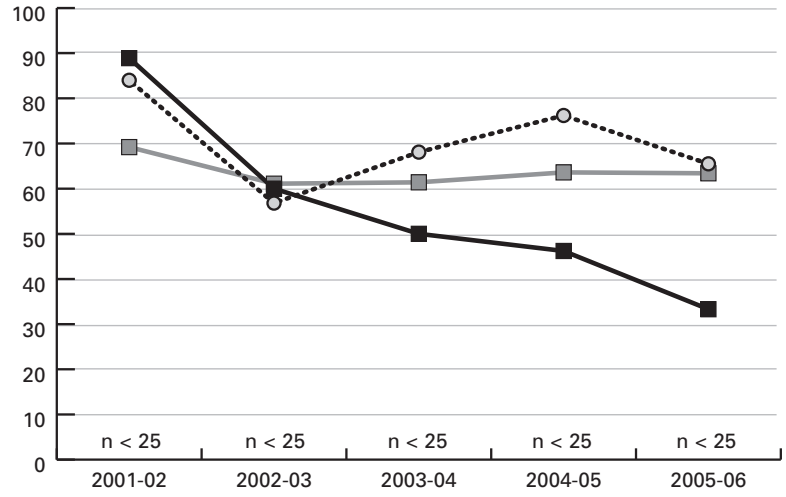
American Indian

n = the number of American Indian students tested each year

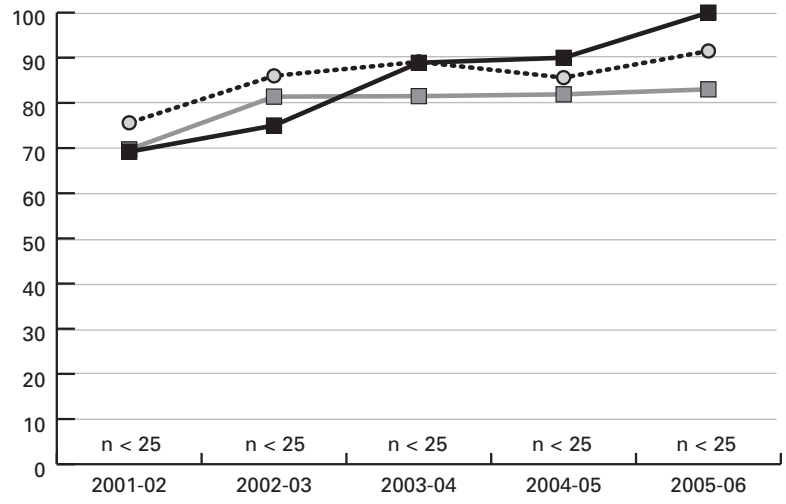
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

GUILFORD COUNTY

End of Grade Math

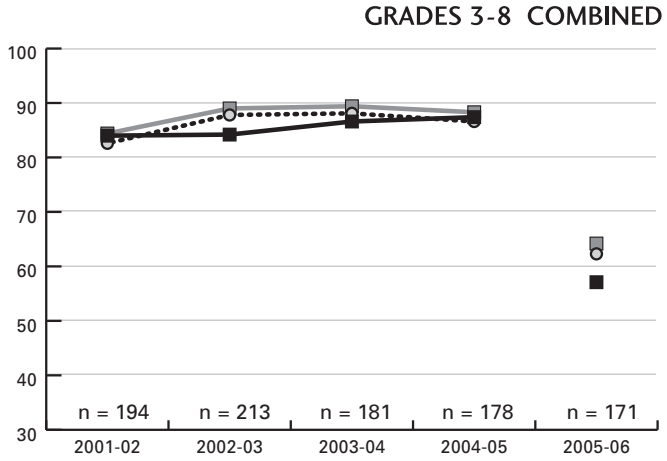
Percent of Students at or above Achievement Level III

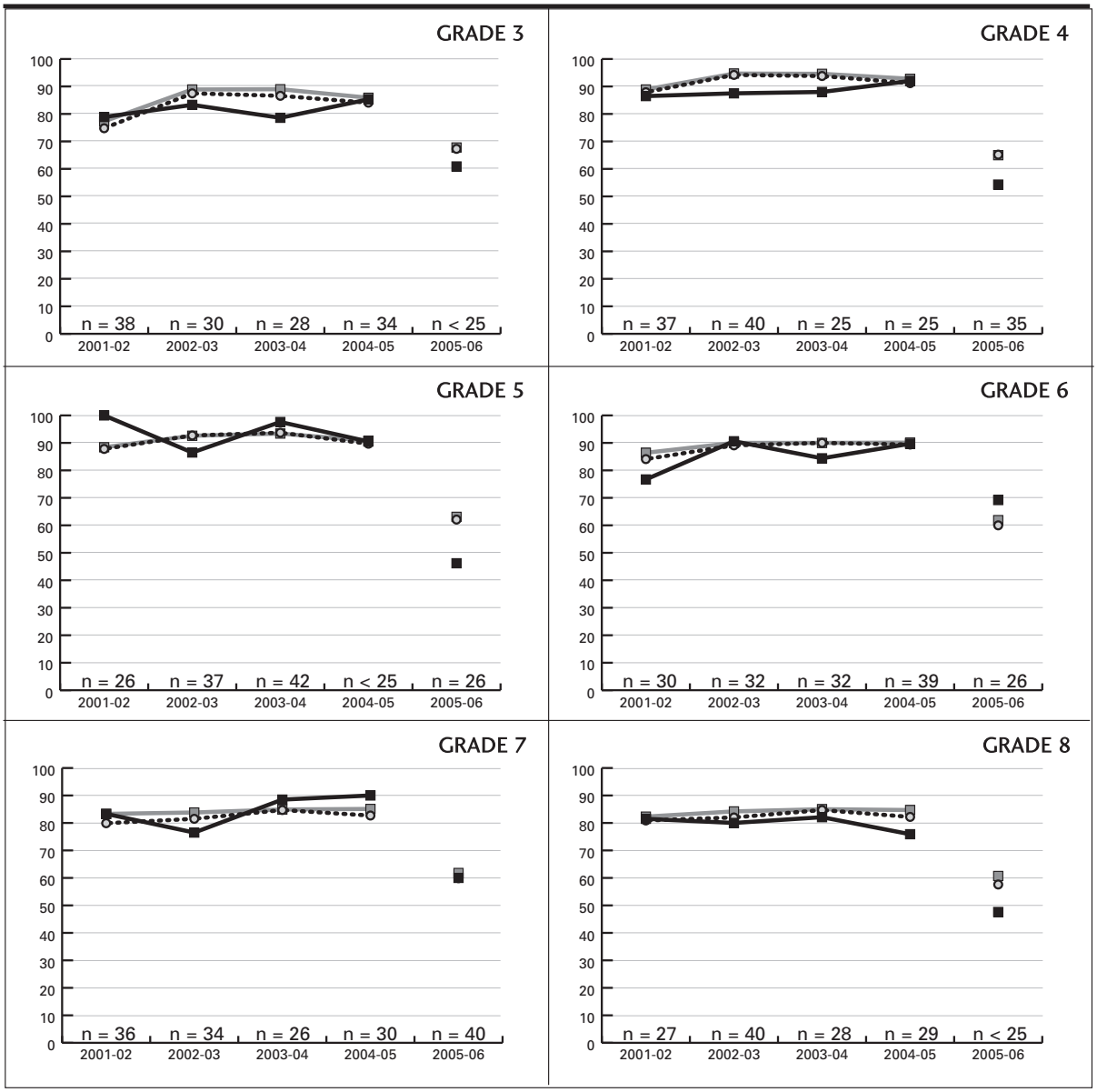
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

GUILFORD COUNTY

End of Grade Reading

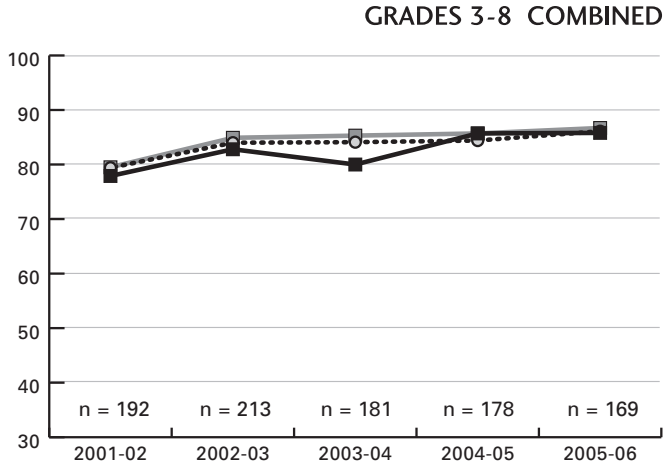
Percent of Students at or above Achievement Level III

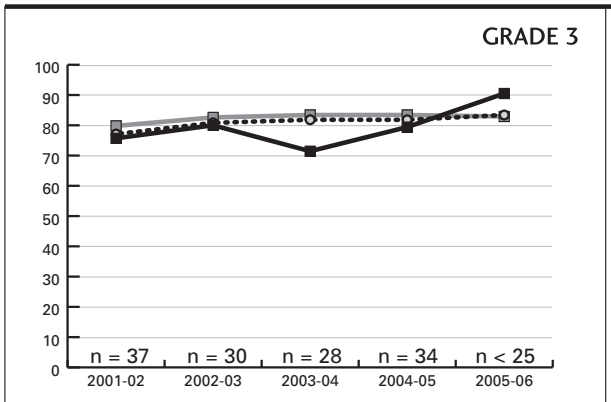
State

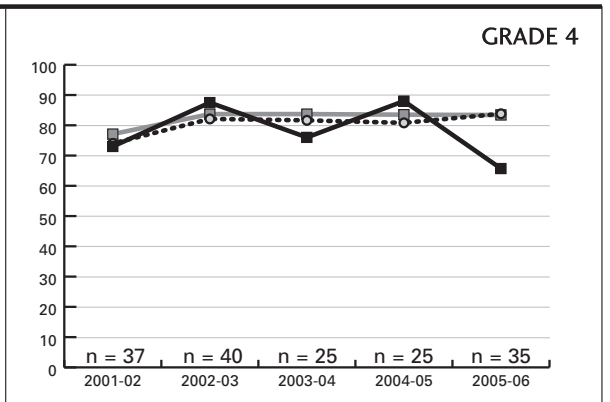
LEA

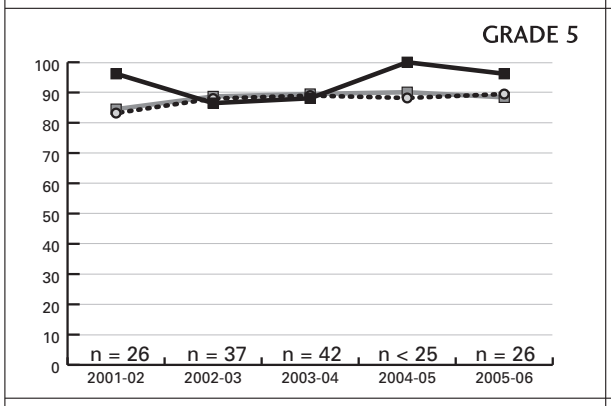
American Indian

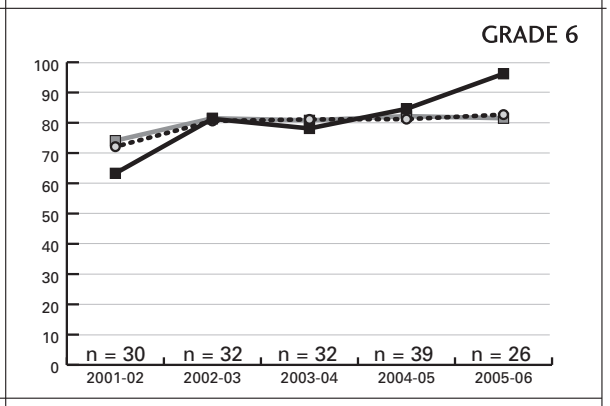
n = the number of American Indian students tested each year

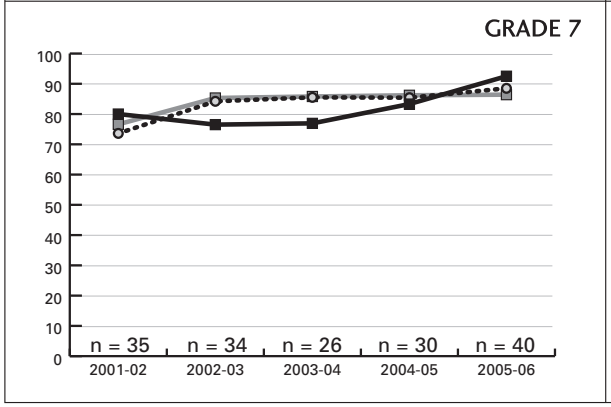


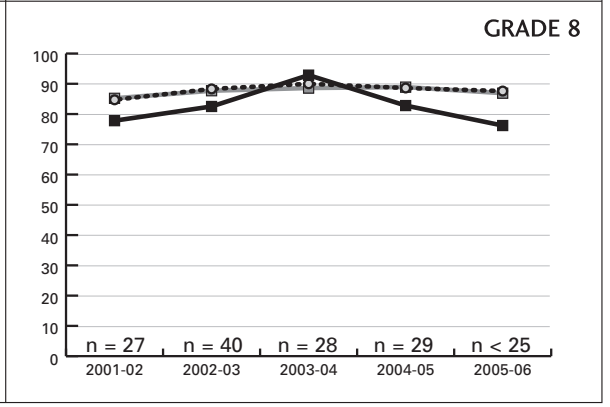












Source: Division of Accountability Services, North Carolina Department of Public Instruction

GUILFORD COUNTY

End of Course

Percent of Students at
or above Achievement Level III

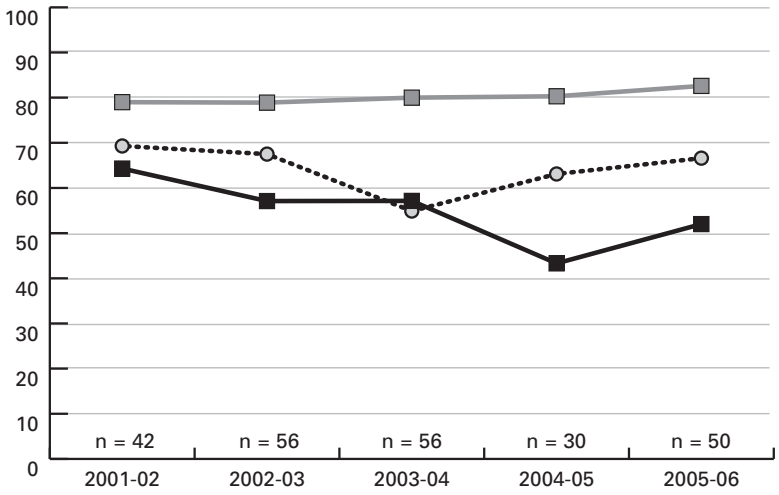
State

LEA

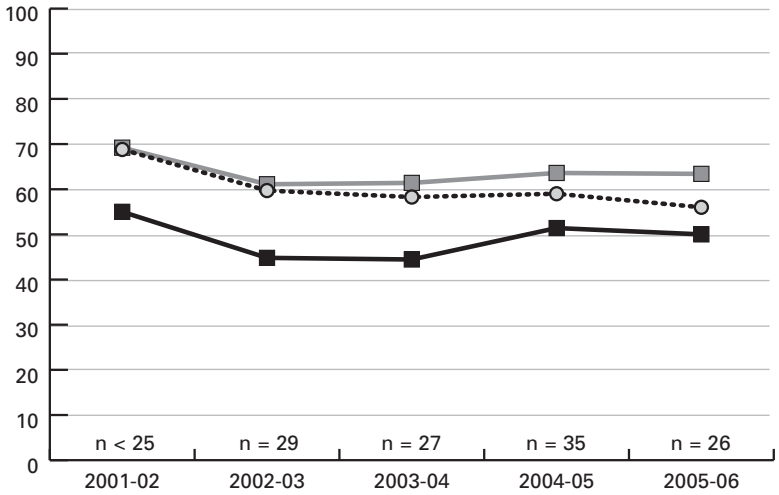
American Indian

n = the number of American Indian students tested each year

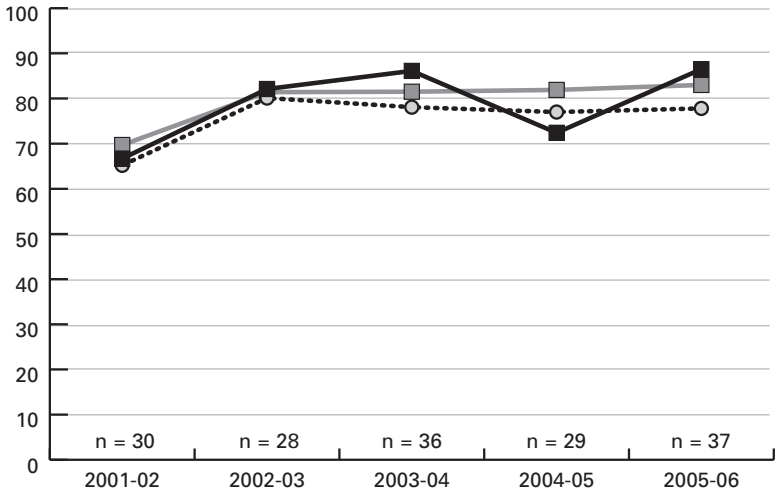
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

HALIFAX COUNTY

End of Grade Math

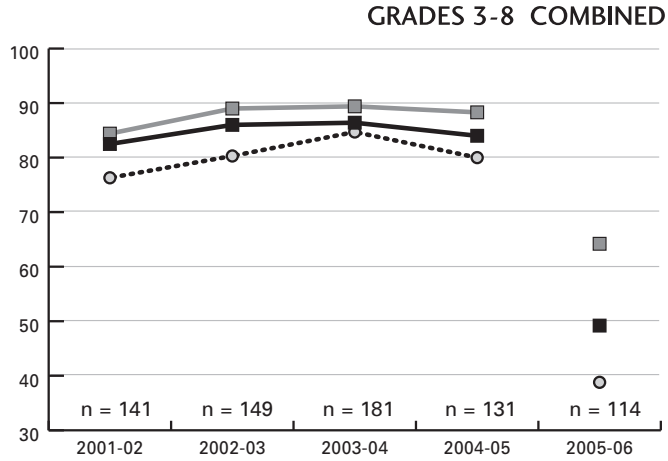
Percent of Students at or above Achievement Level III

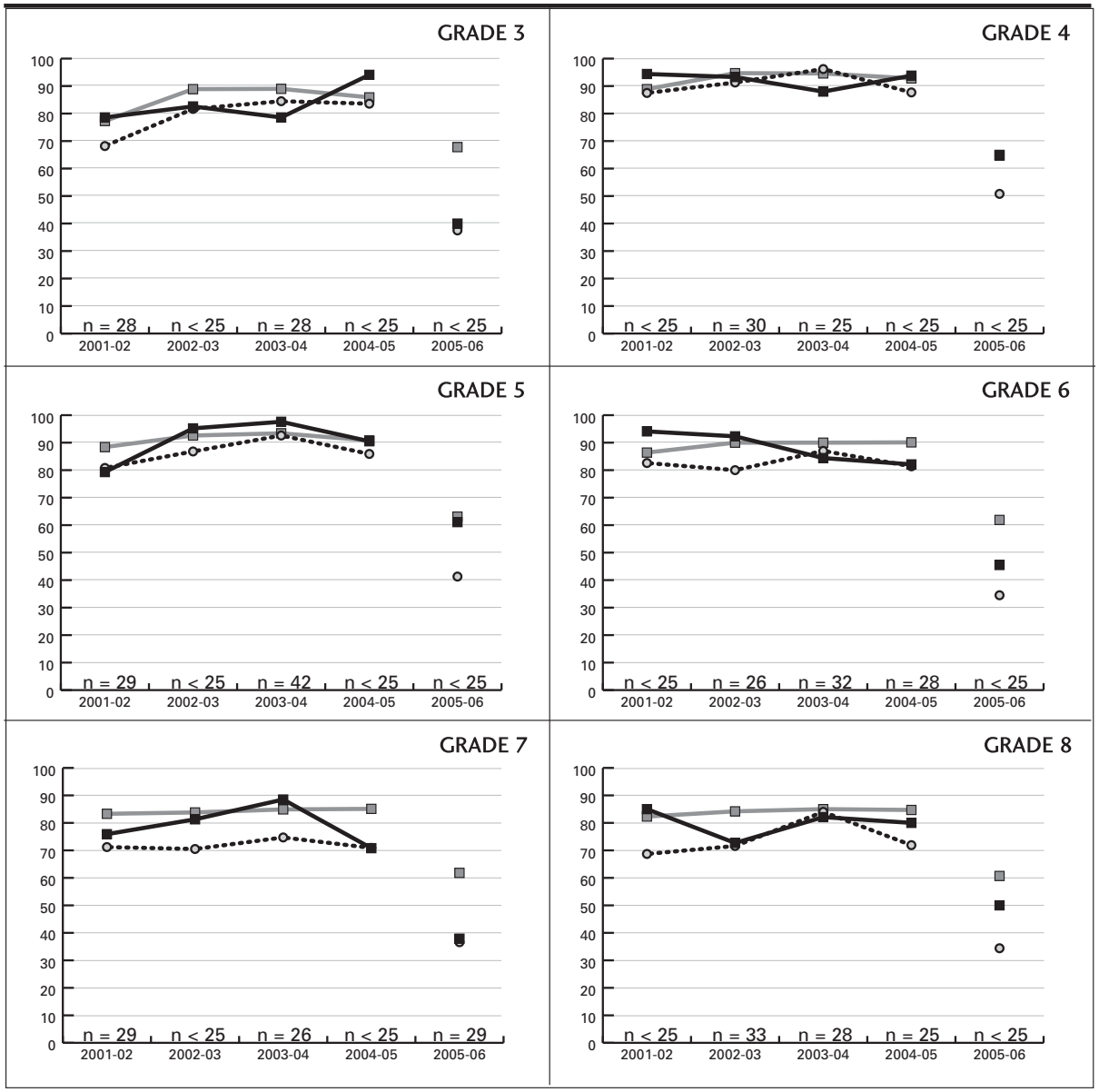
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

HALIFAX COUNTY

End of Grade Reading

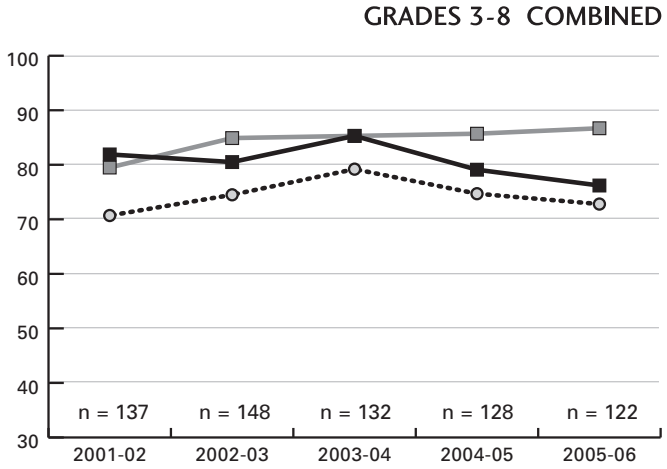
Percent of Students at or above Achievement Level III

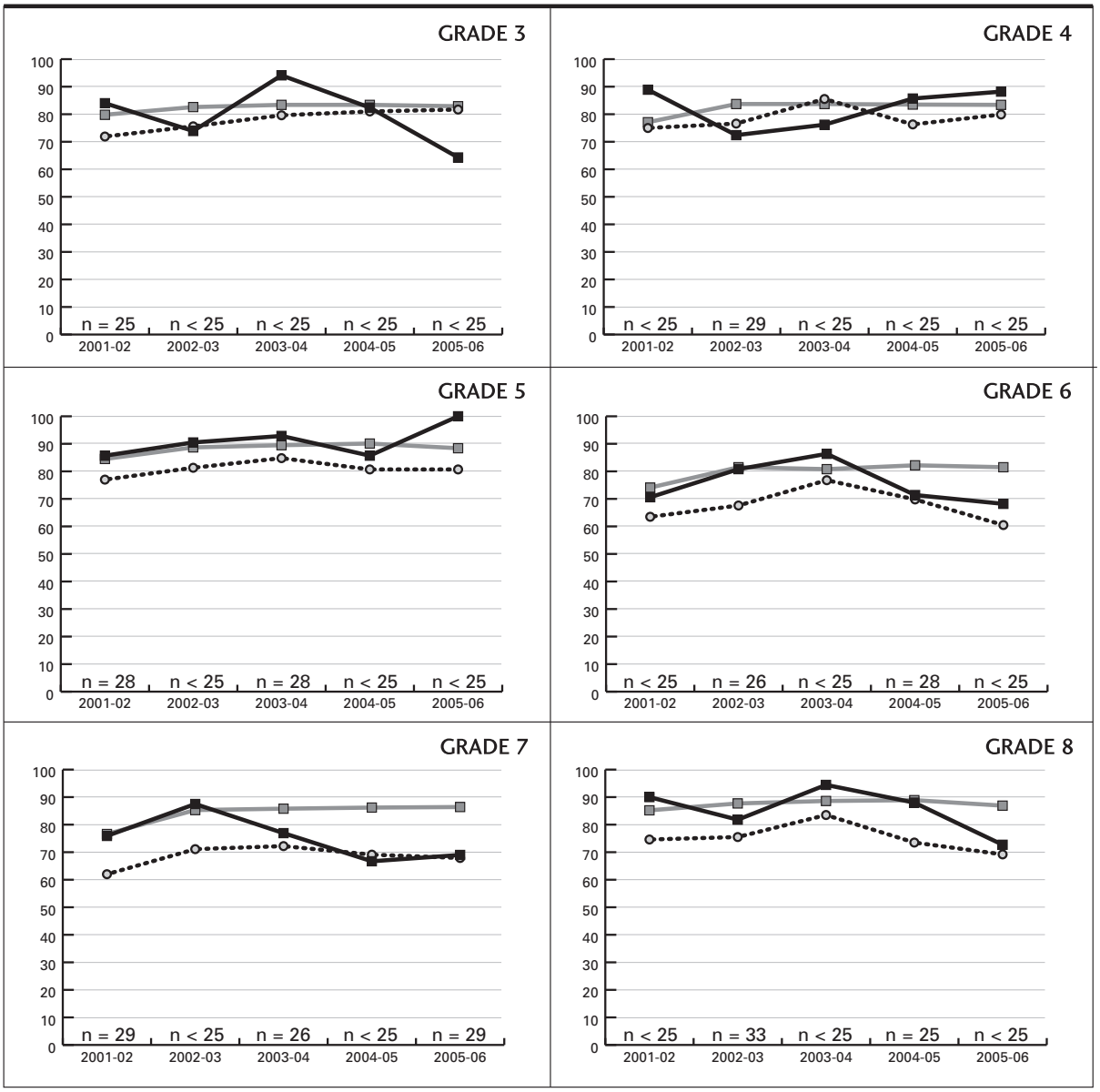
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

HALIFAX COUNTY

End of Course

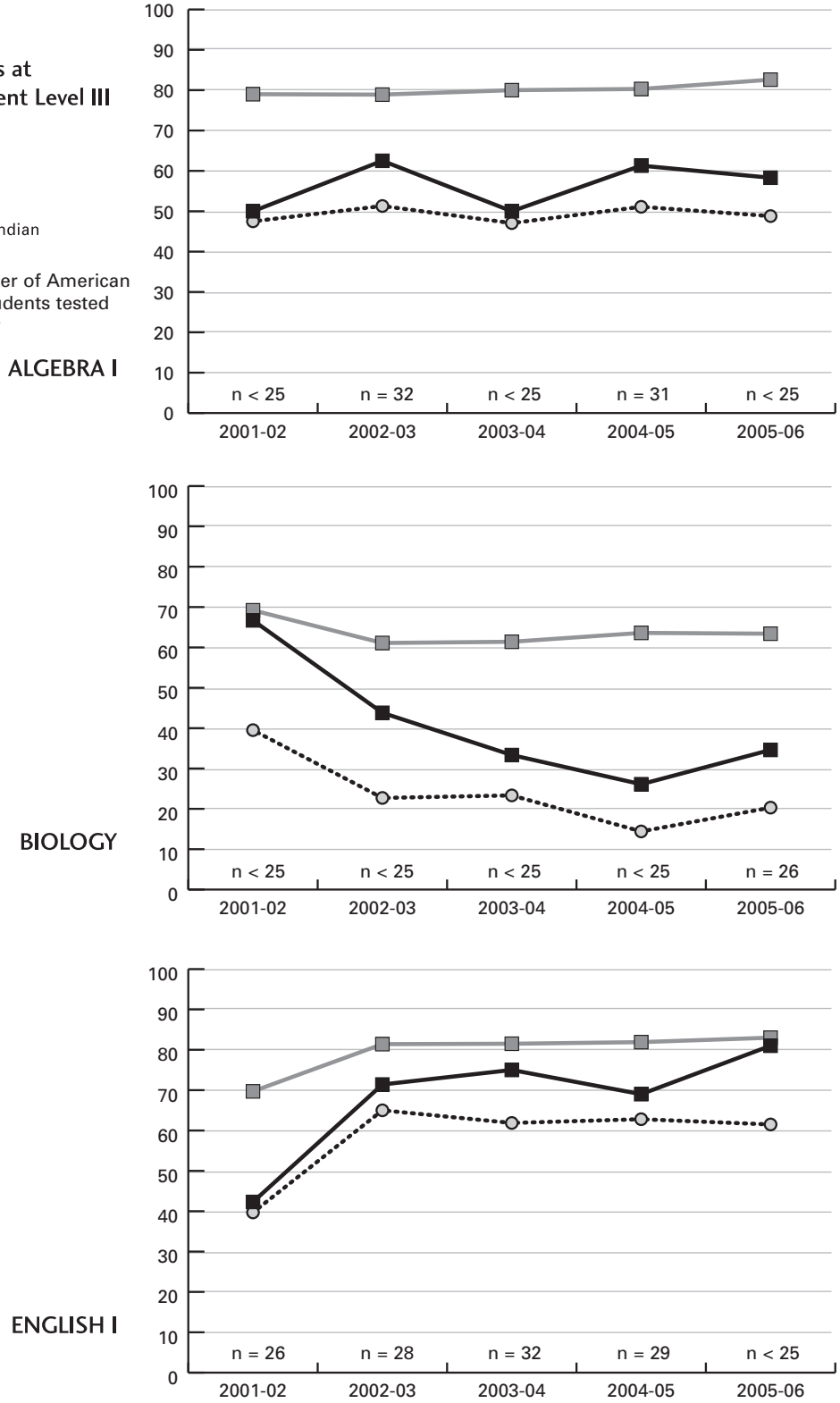
Percent of Students at or above Achievement Level III

State

LEA

American Indian

n = the number of American Indian students tested each year



Source: Division of Accountability Services, North Carolina Department of Public Instruction

HERTFORD COUNTY

End of Grade Math

Percent of Students at or above Achievement Level III

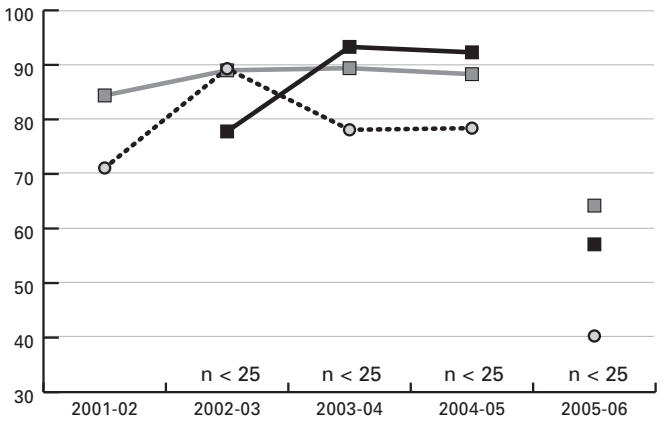
State

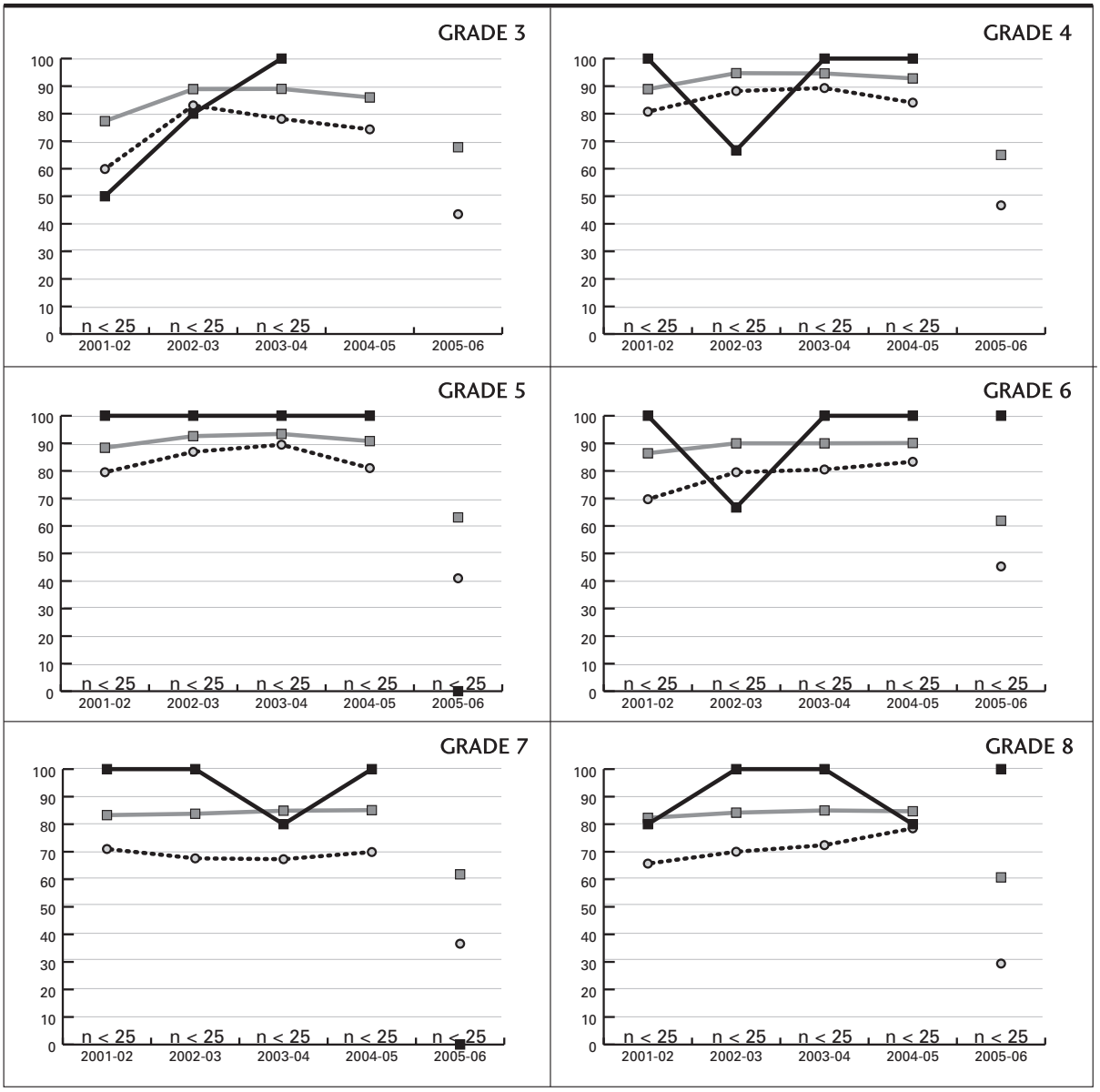
LEA

American Indian

n = the number of American Indian students tested each year

GRADES 3-8 COMBINED





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

HERTFORD COUNTY

End of Grade Reading

Percent of Students at or above Achievement Level III

State

LEA

American Indian

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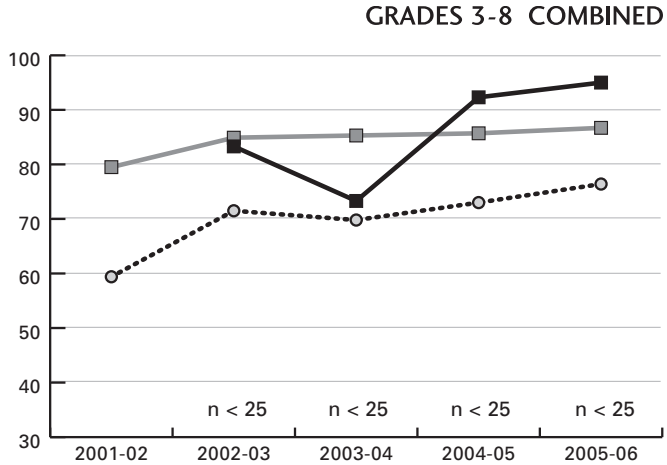

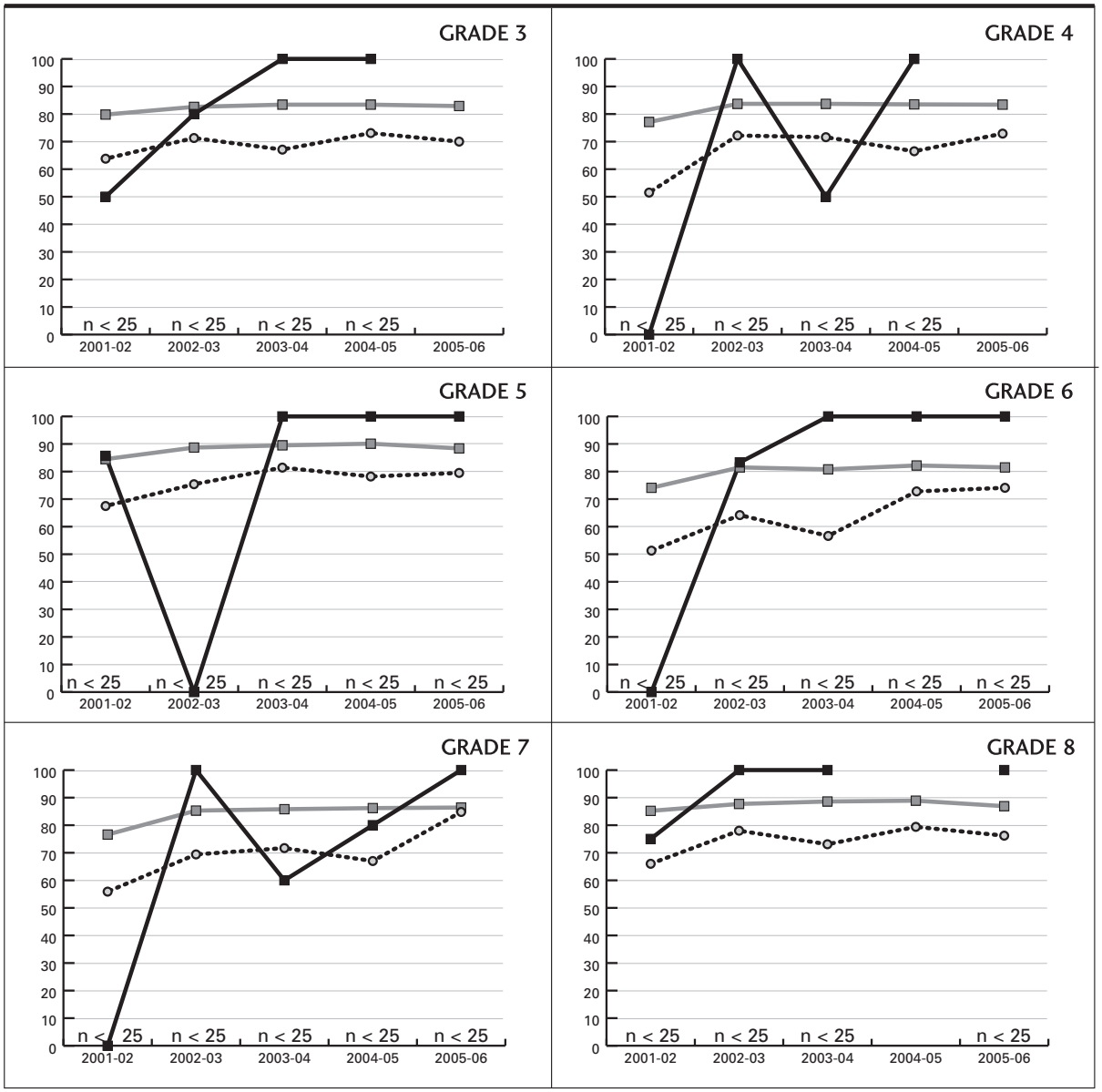

Source: Division of Accountability Services, North Carolina Department of Public Instruction

HERTFORD COUNTY

End of Course

Percent of Students at
or above Achievement Level III

State

LEA

American Indian

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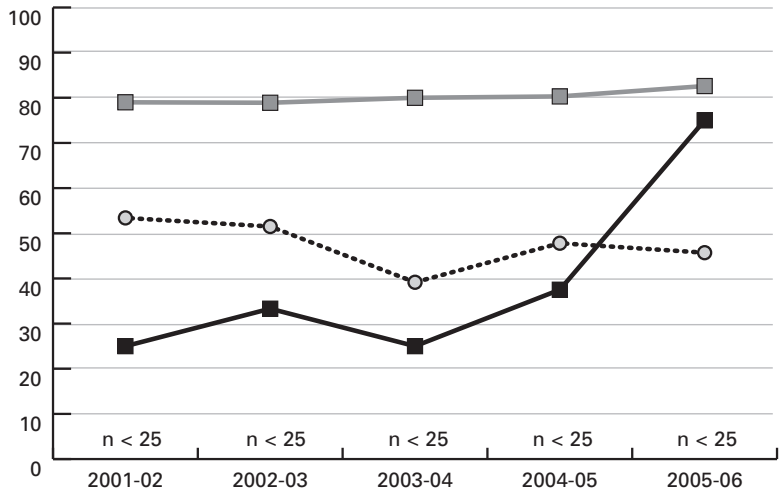
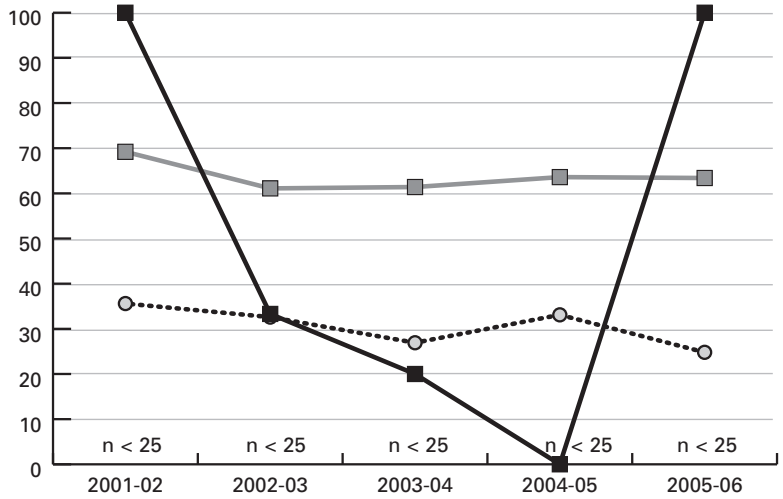
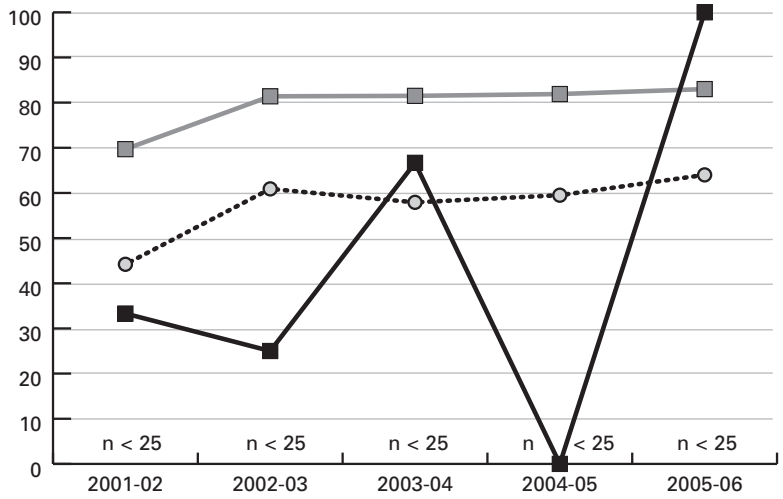
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

HOKE COUNTY

End of Grade Math

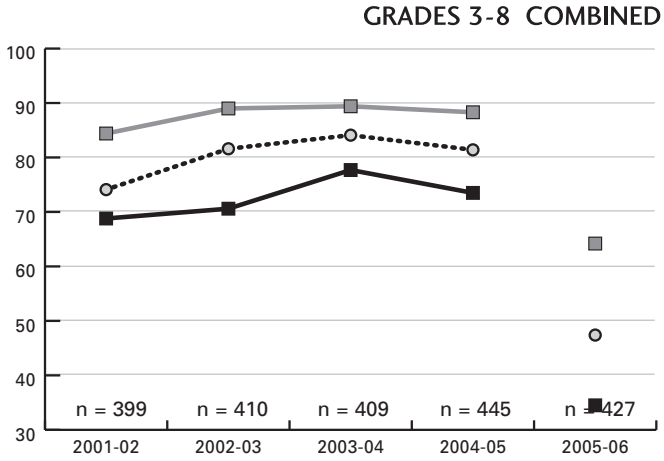
Percent of Students at or above Achievement Level III

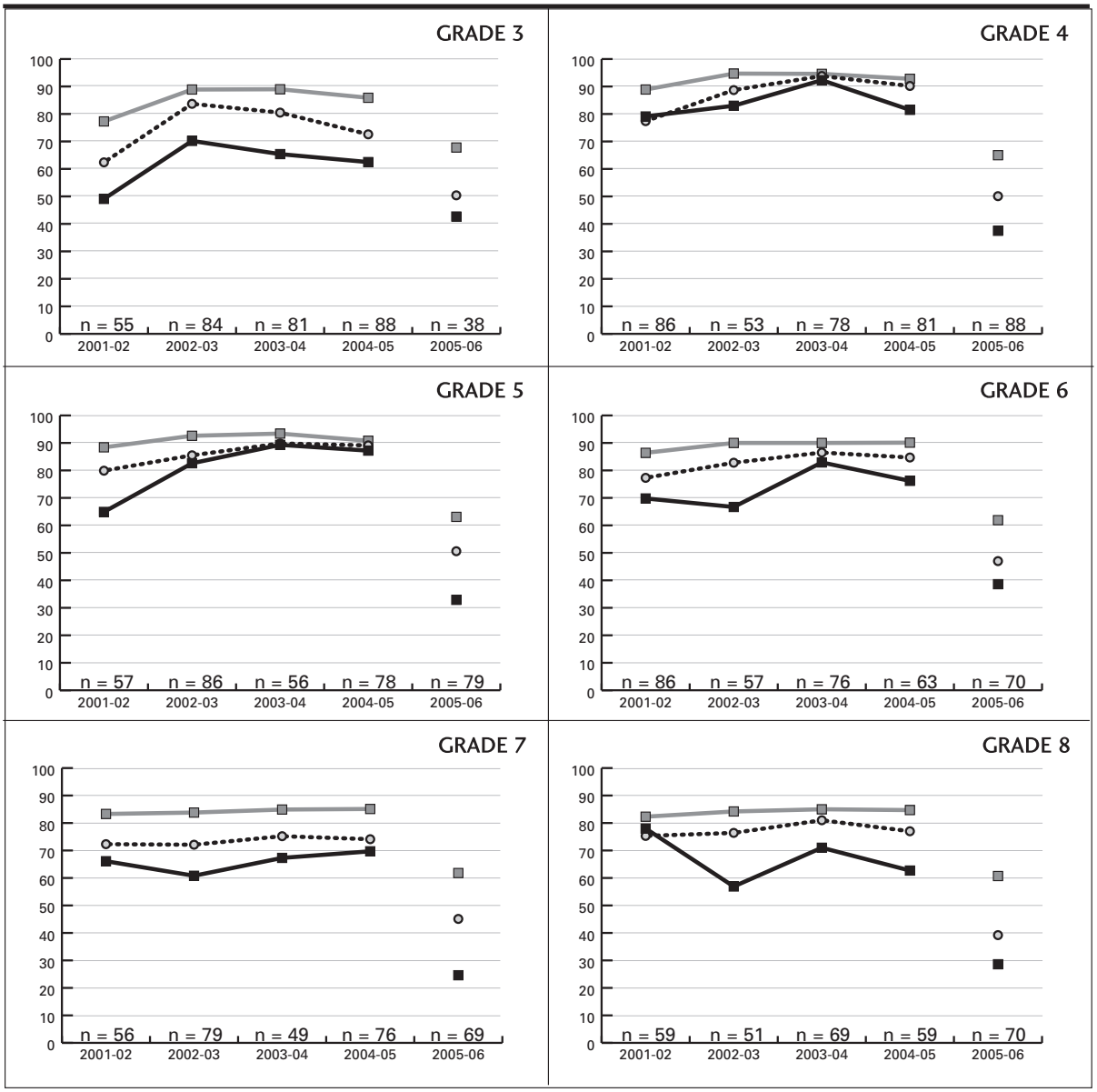
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

HOKE COUNTY

End of Grade Reading

Percent of Students at or above Achievement Level III

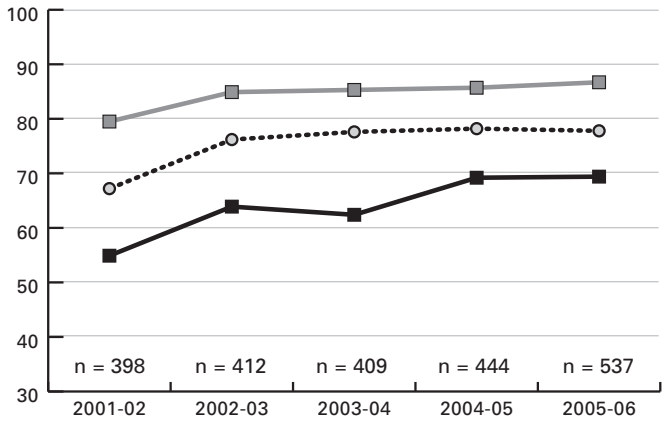
State

LEA

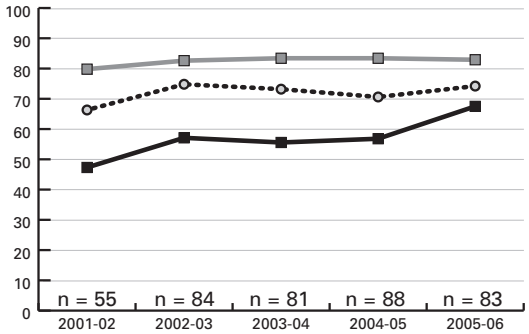
American Indian

n = the number of American Indian students tested each year

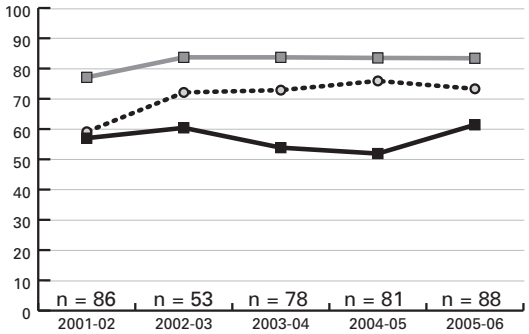
GRADES 3-8 COMBINED



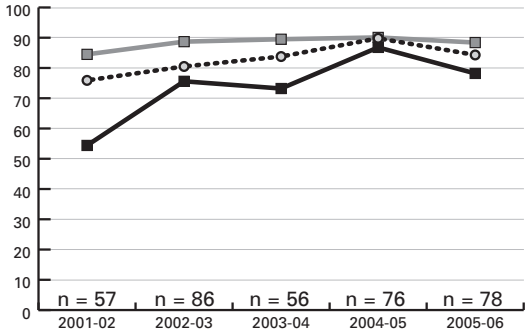
GRADE 3



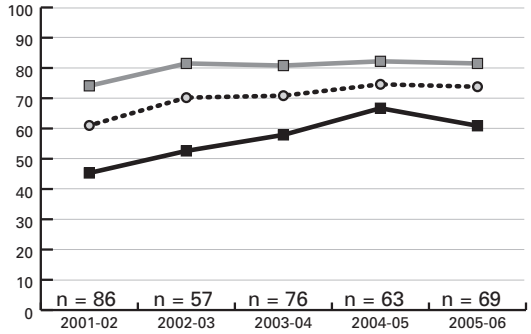
GRADE 4



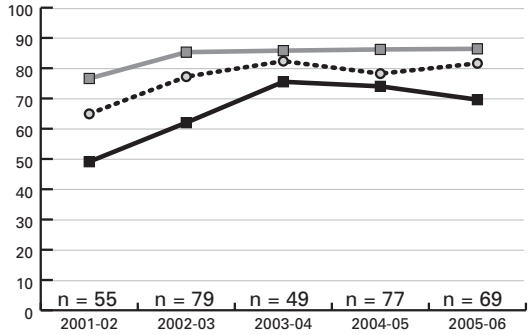
GRADE 5



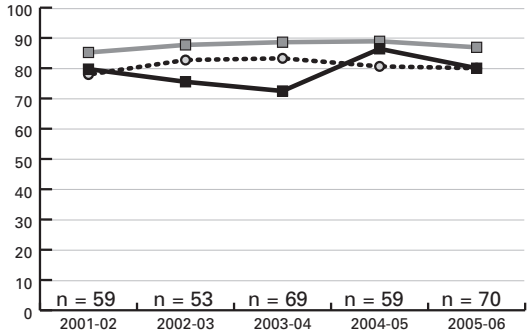
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

HOKE COUNTY

End of Course

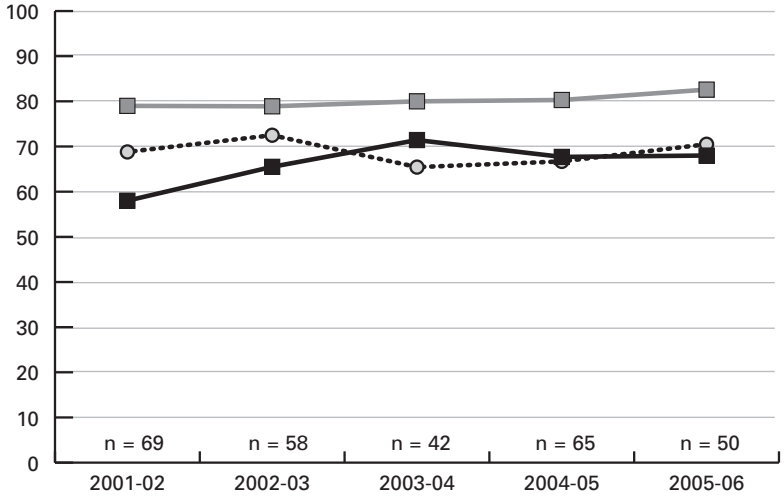
Percent of Students at or above Achievement Level III

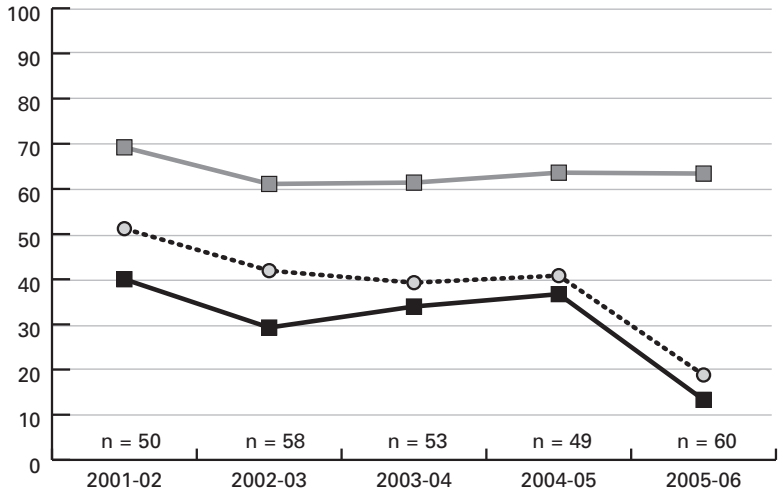
State

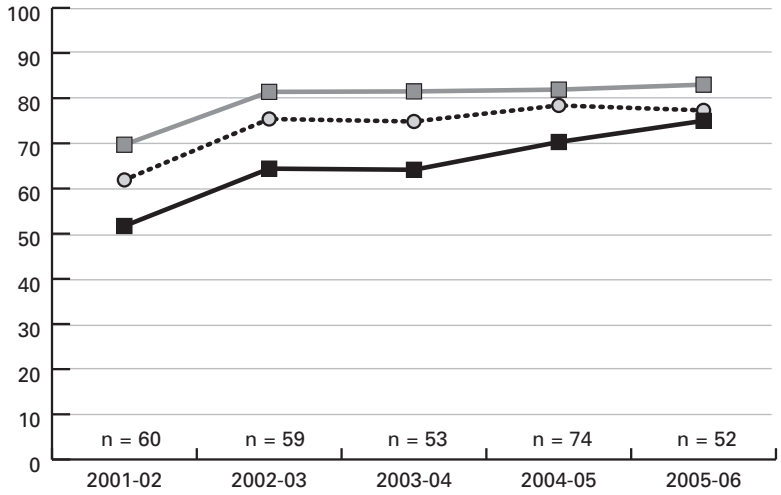
LEA

American Indian

n = the number of American Indian students tested each year







Source: Division of Accountability Services, North Carolina Department of Public Instruction

JACKSON COUNTY

End of Grade Math

Percent of Students at or above Achievement Level III

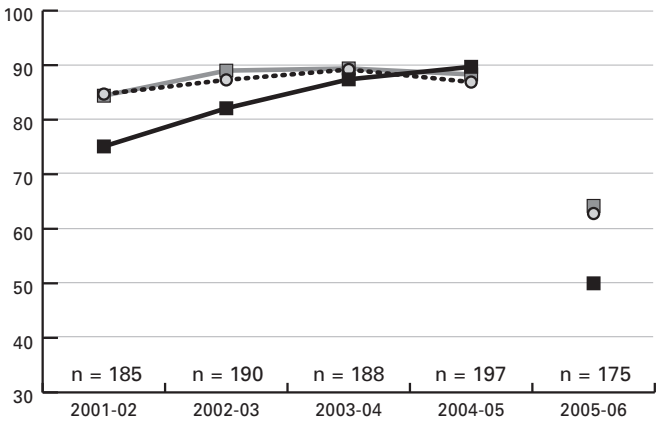
State

LEA

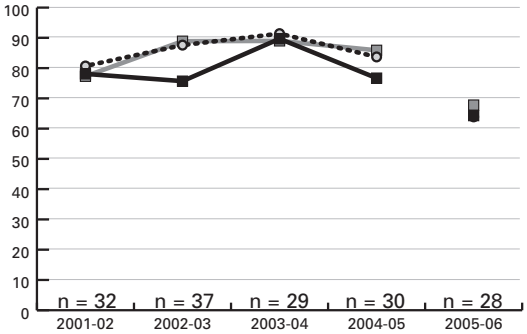
American Indian

n = the number of American Indian students tested each year

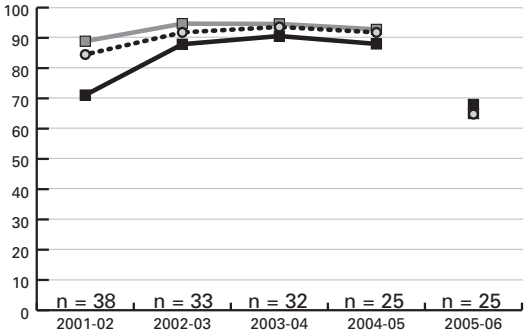
GRADES 3-8 COMBINED



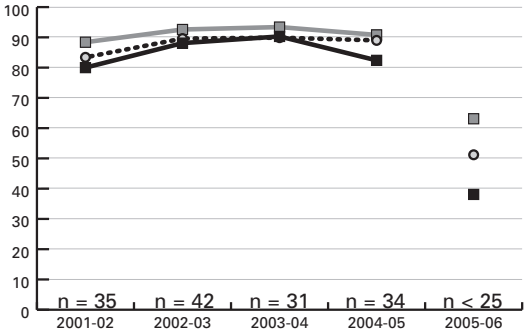
GRADE 3



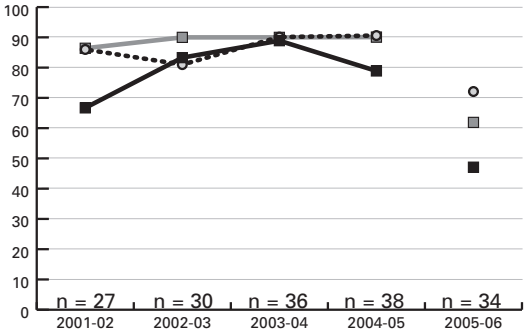
GRADE 4



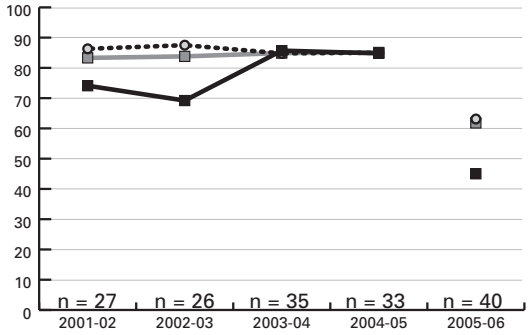
GRADE 5



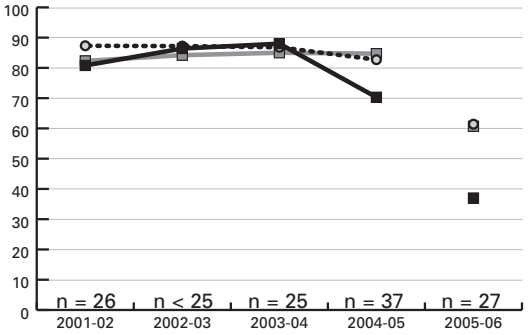
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

JACKSON COUNTY

End of Grade Reading

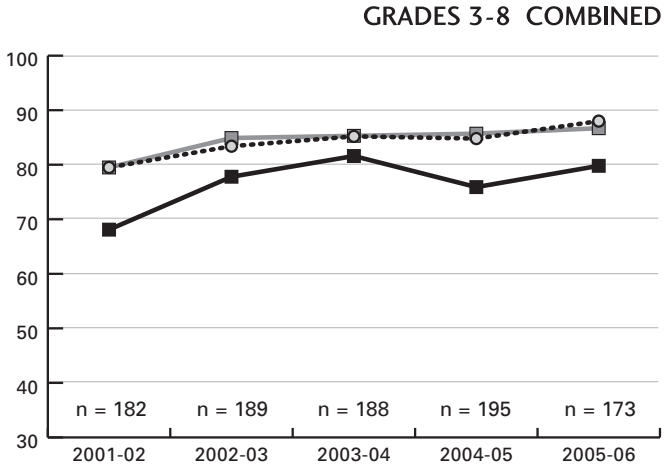
Percent of Students at or above Achievement Level III

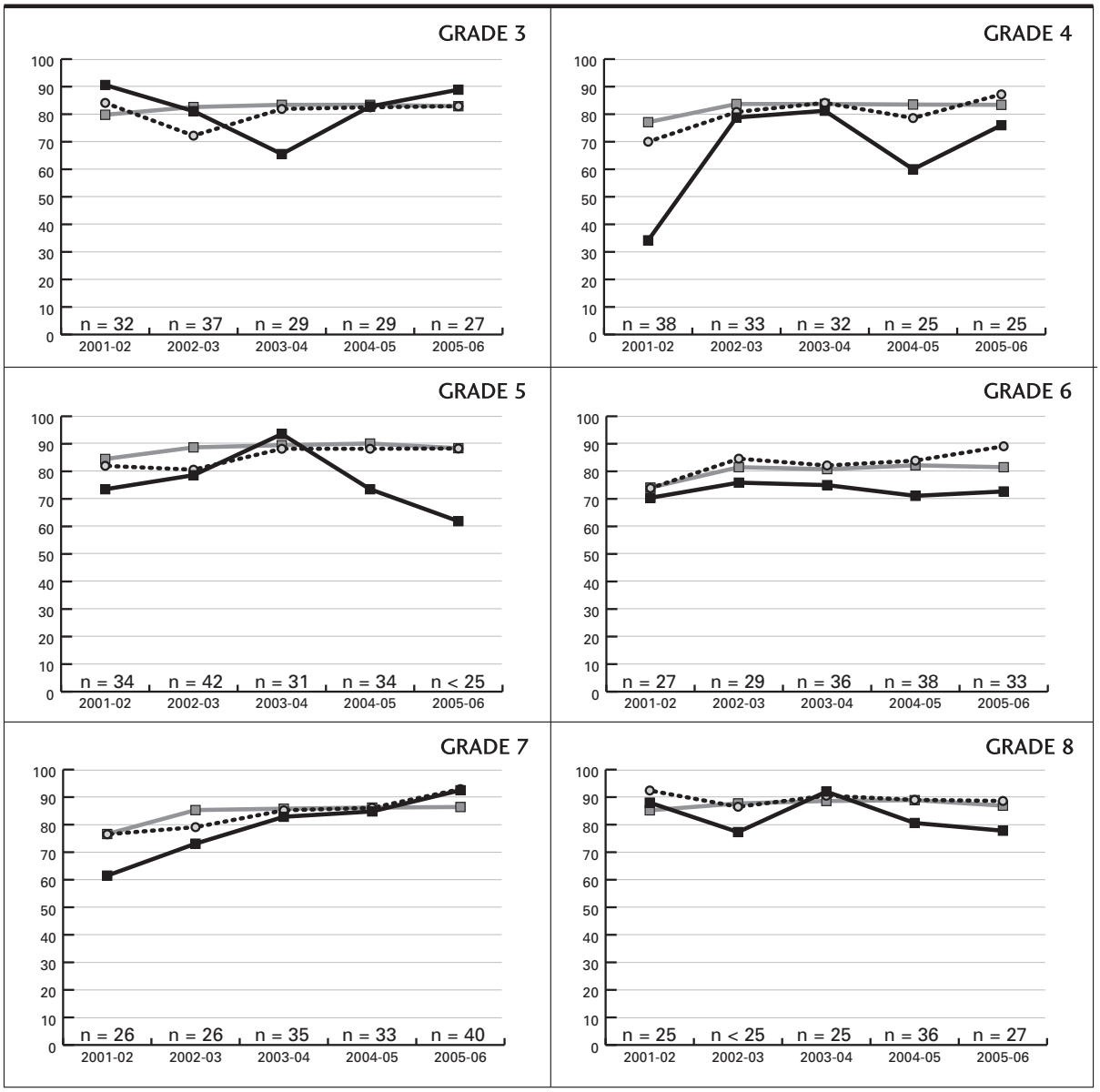
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

JACKSON COUNTY

End of Course

Percent of Students at or above Achievement Level III

State

LEA

American Indian

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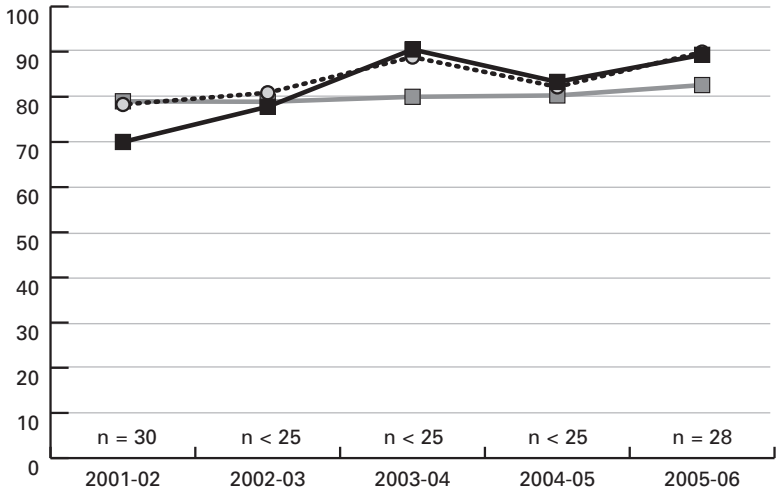
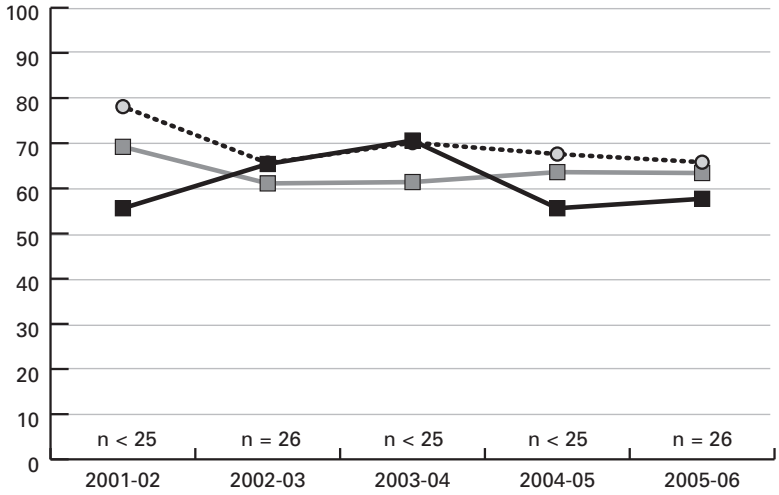
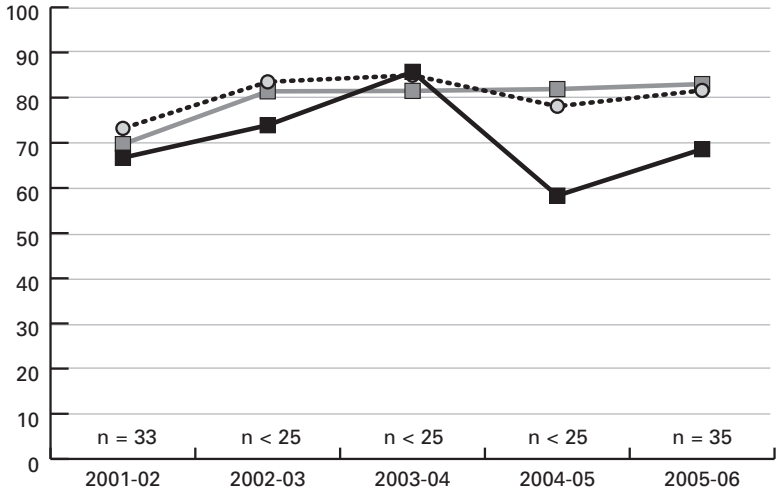
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

PERSON COUNTY

End of Grade Math

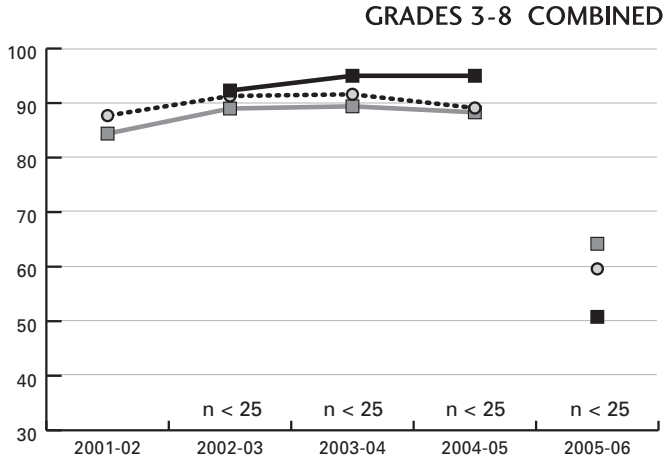
Percent of Students at or above Achievement Level III

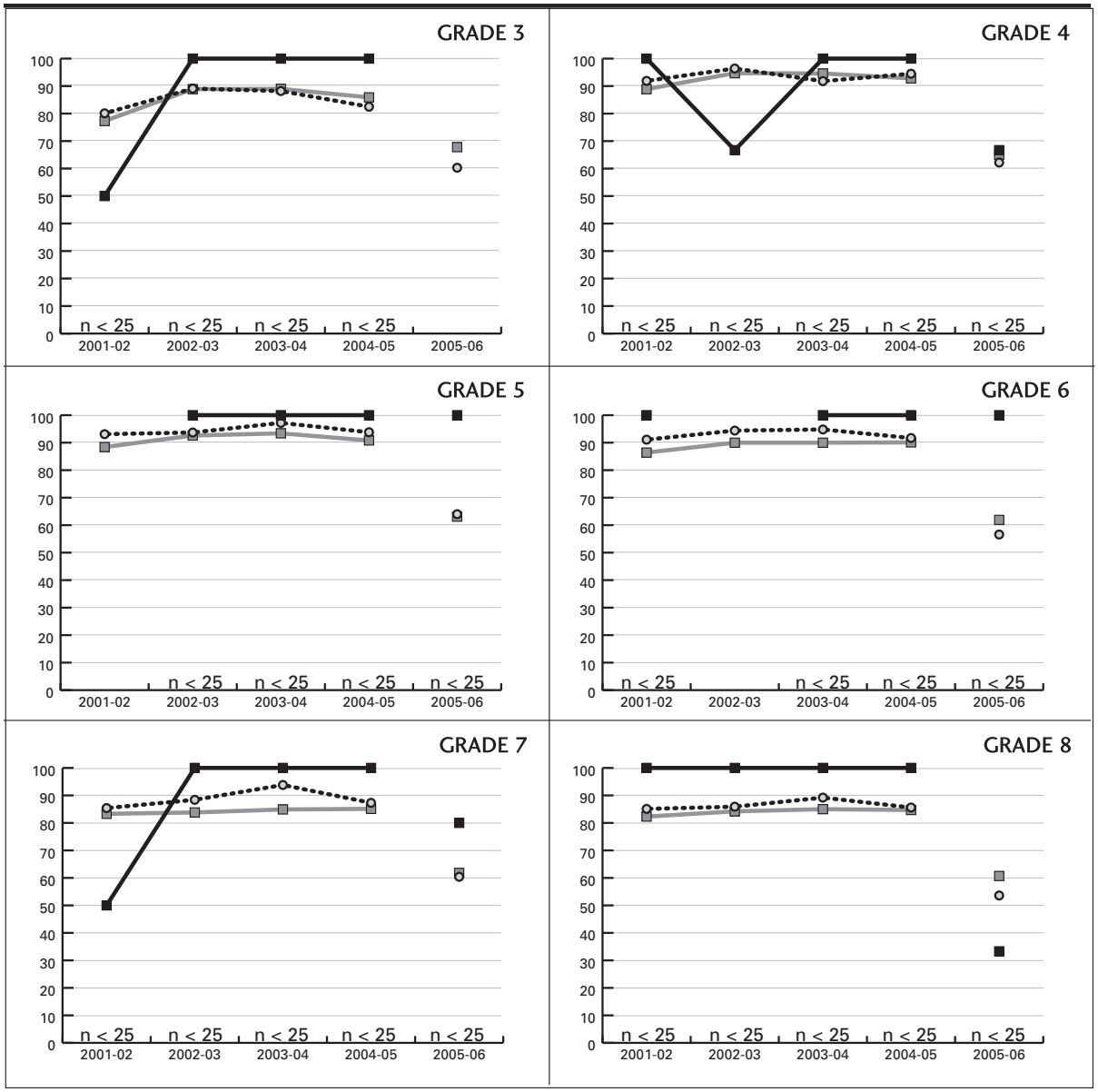
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

PERSON COUNTY

End of Grade Reading

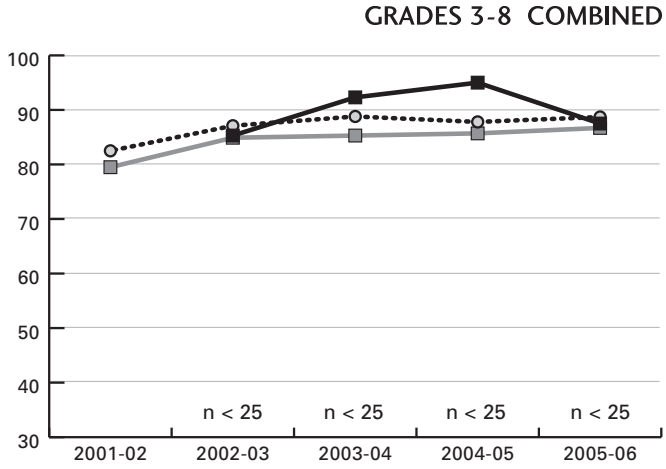
Percent of Students at or above Achievement Level III

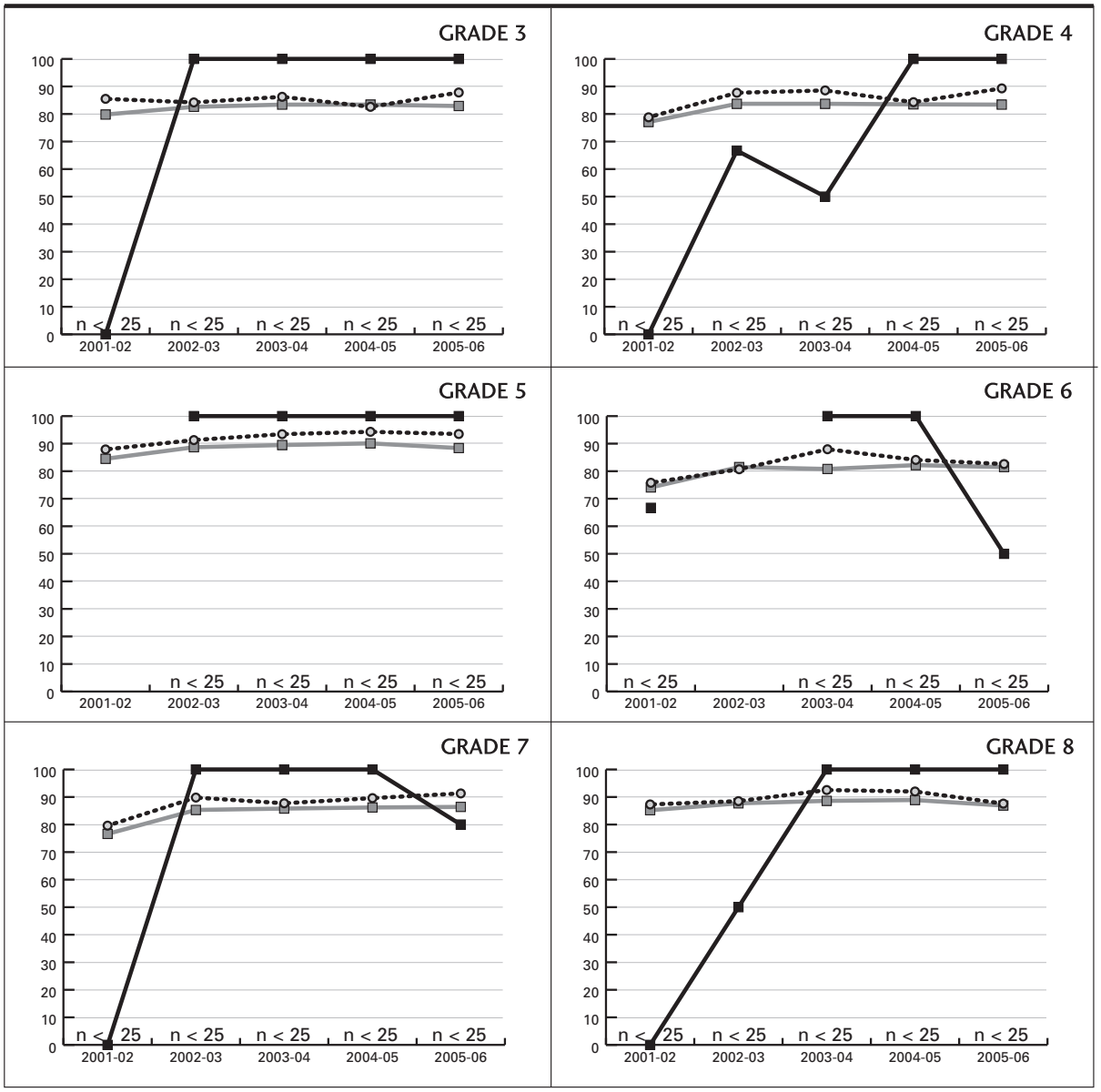
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

PERSON COUNTY

End of Course

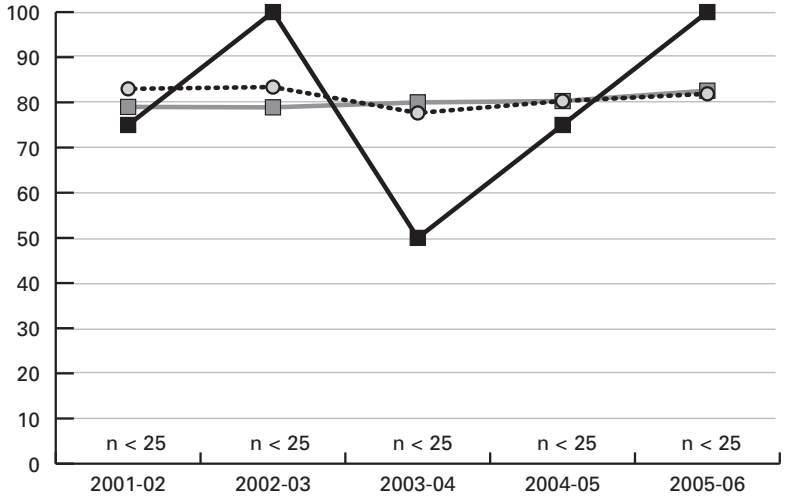
Percent of Students at or above Achievement Level III

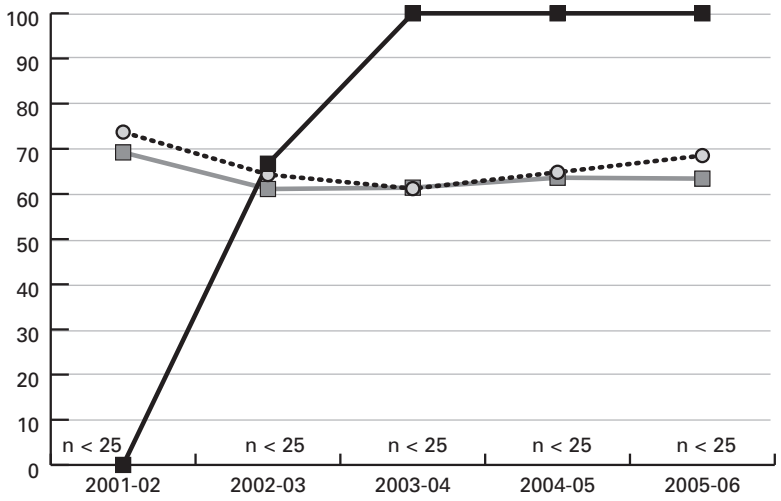
State

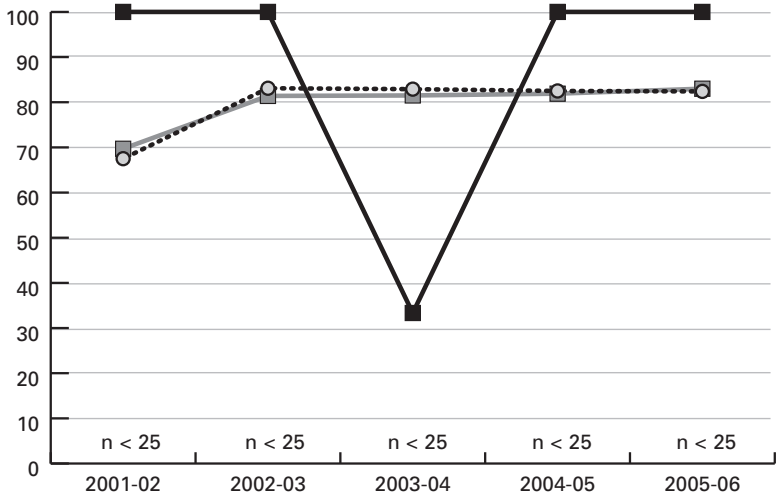
LEA

American Indian

n = the number of American Indian students tested each year







Source: Division of Accountability Services, North Carolina Department of Public Instruction

RICHMOND COUNTY

End of Grade Math

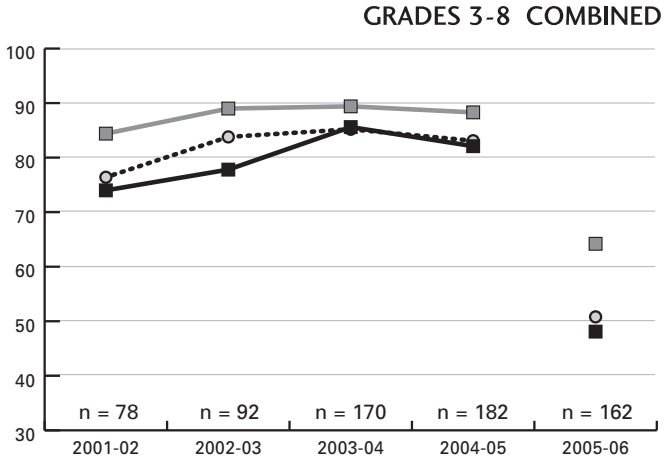
Percent of Students at or above Achievement Level III

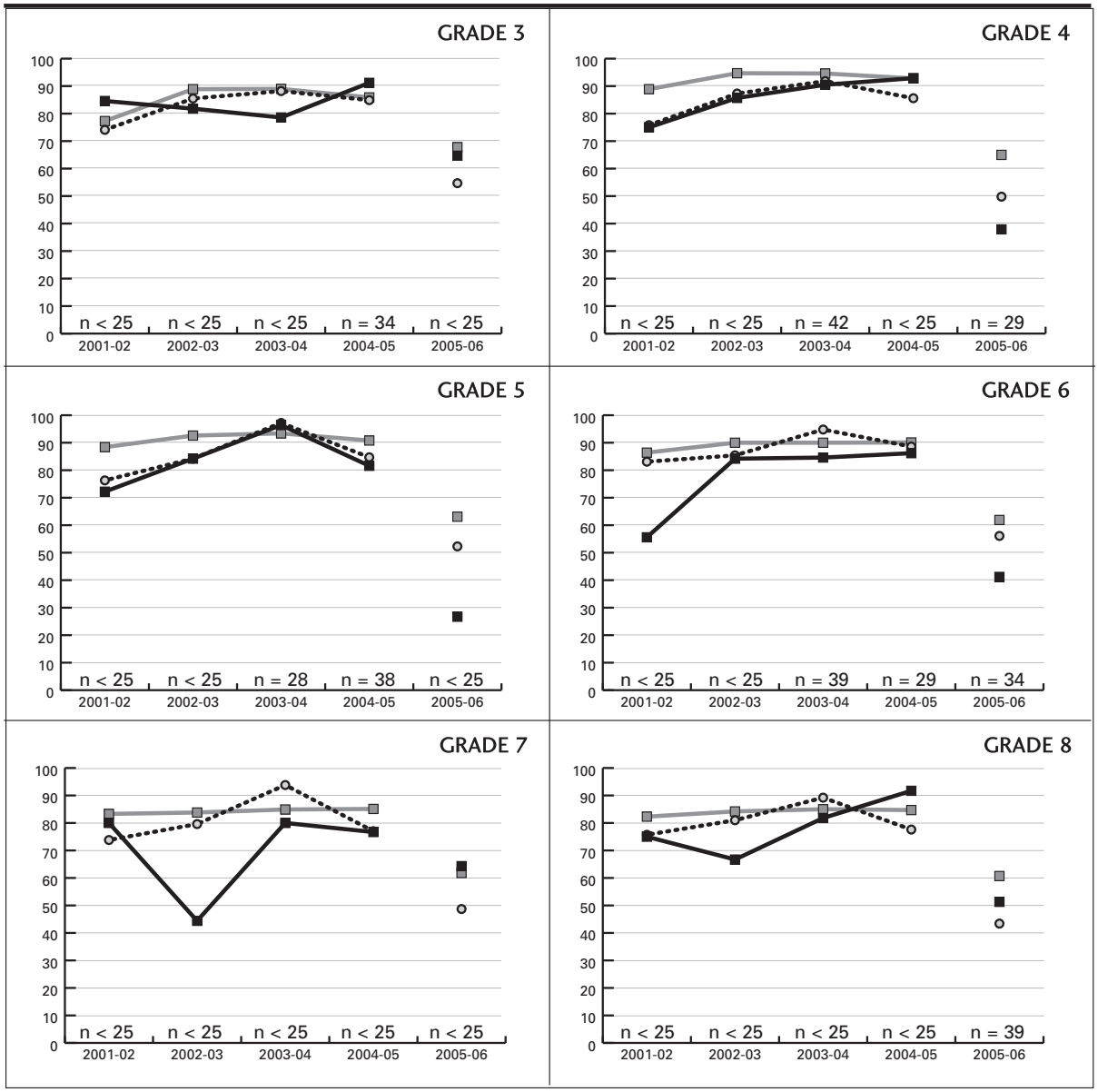
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

RICHMOND COUNTY

End of Grade Reading

Percent of Students at or above Achievement Level III

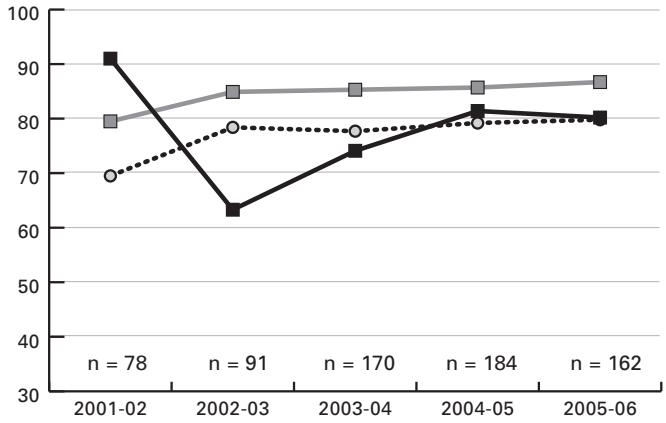
State

LEA

American Indian

n = the number of American Indian students tested each year

GRADES 3-8 COMBINED



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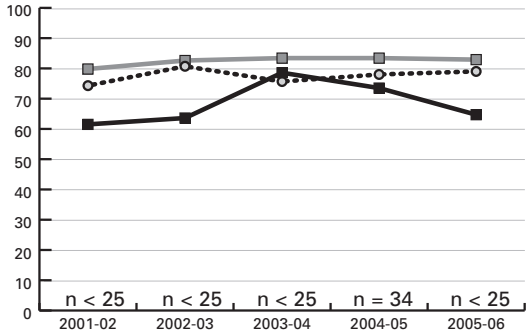
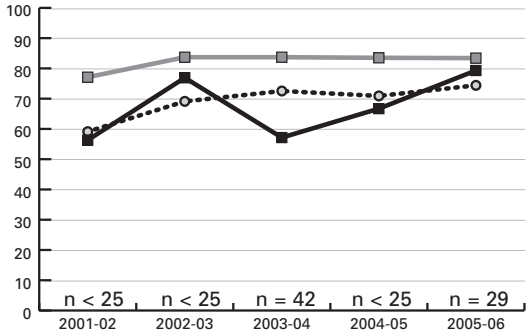
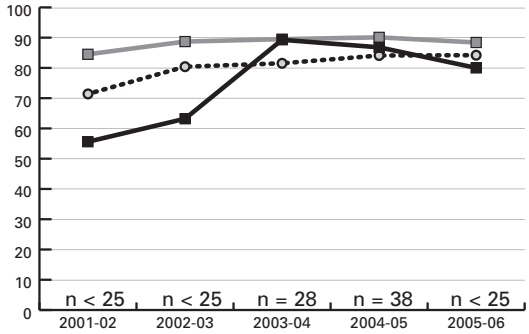


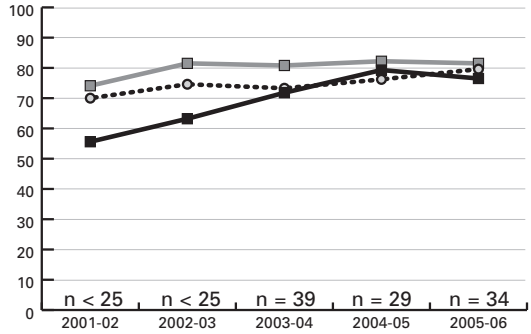
GRADE 4



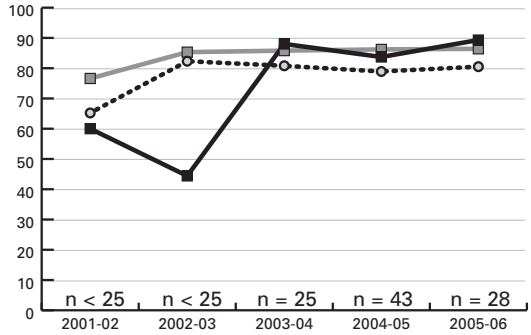
GRADE 5



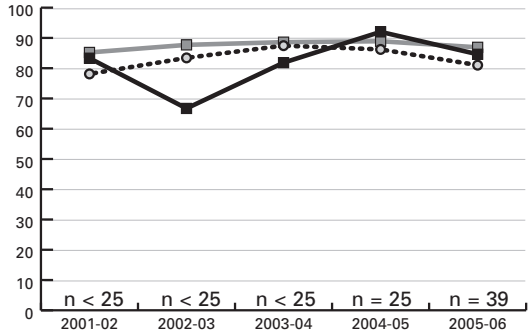
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

RICHMOND COUNTY

End of Course

Percent of Students at
or above Achievement Level III

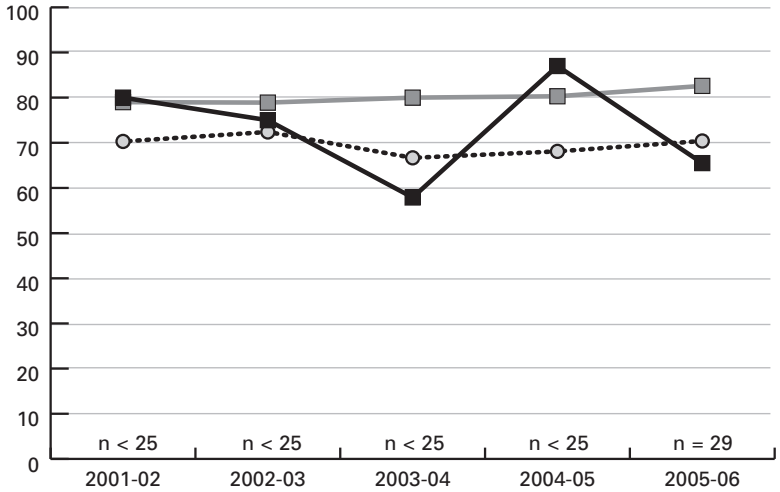
State

LEA

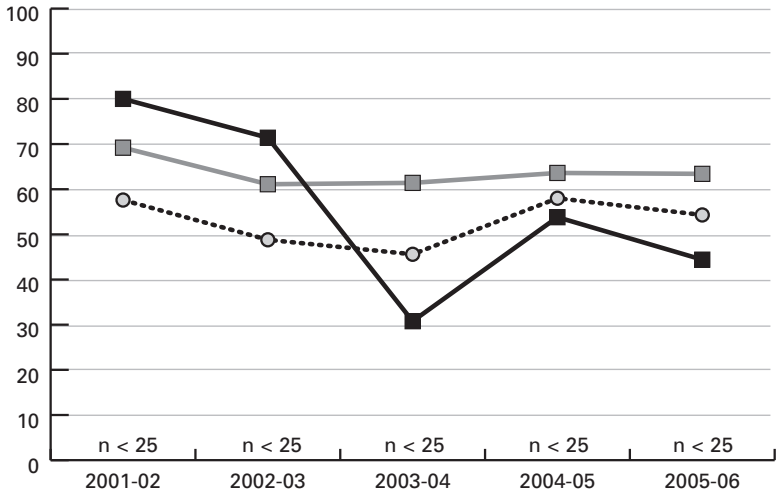
American Indian

n = the number of American Indian students tested each year

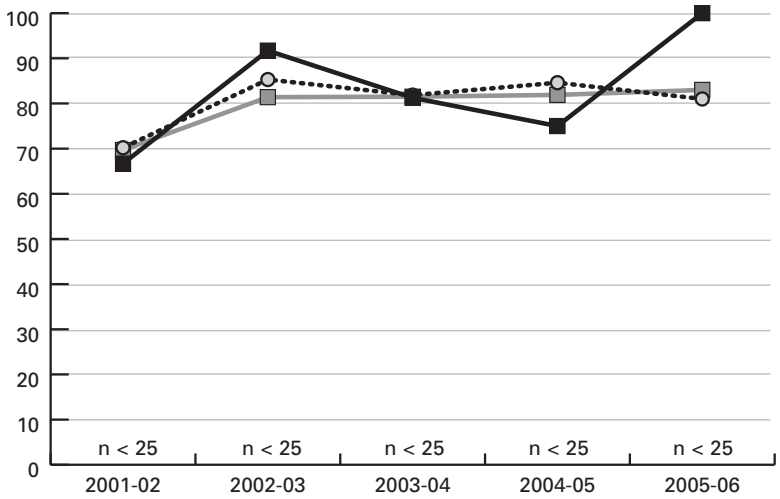
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

ROBESON COUNTY

End of Grade Math

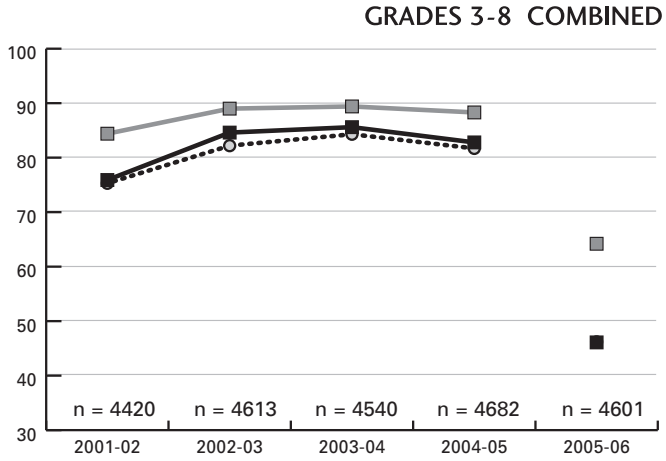
Percent of Students at or above Achievement Level III

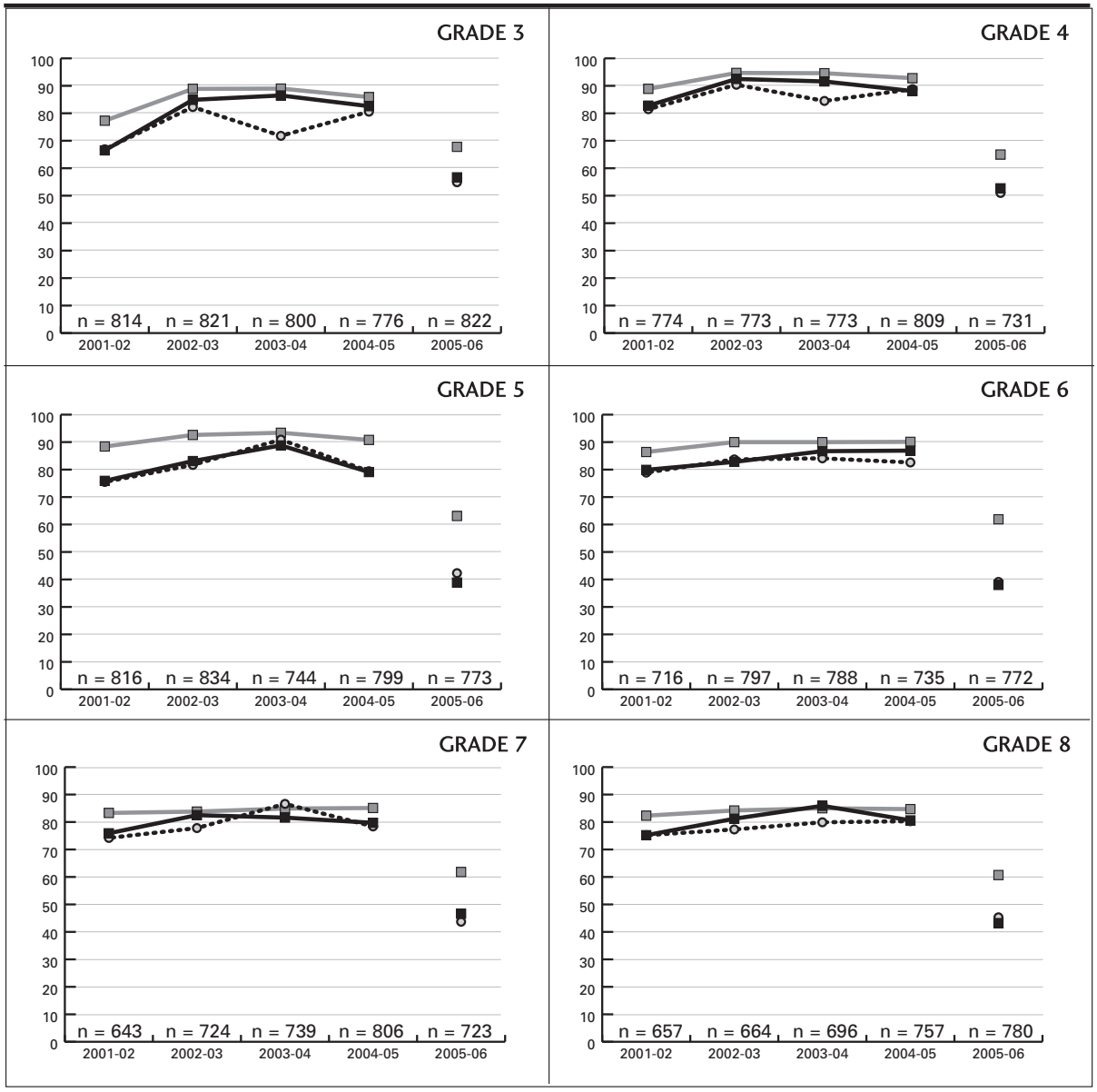
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

ROBESON COUNTY

End of Grade Reading

Percent of Students at or above Achievement Level III

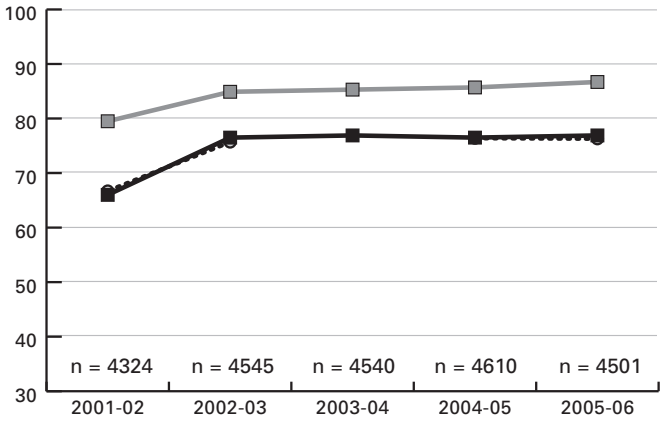
State

LEA

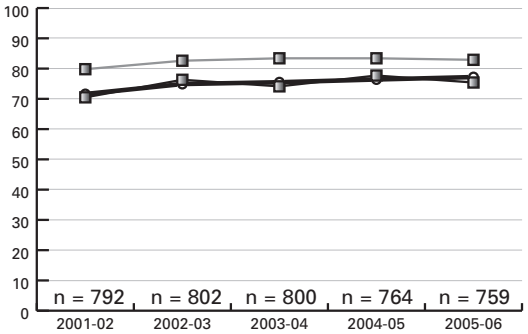
American Indian

n = the number of American Indian students tested each year

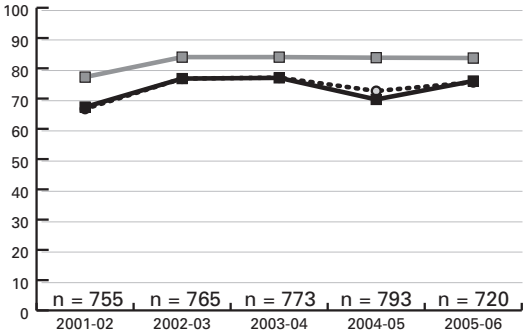
GRADES 3-8 COMBINED



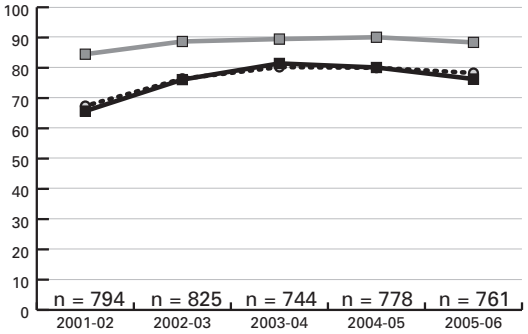
GRADE 3



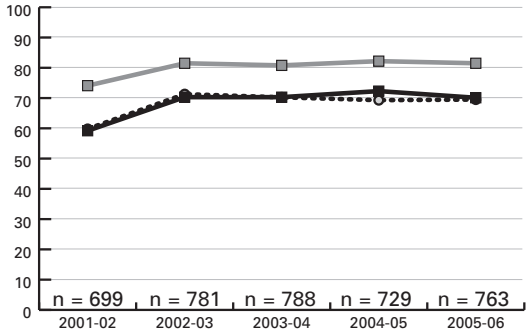
GRADE 4



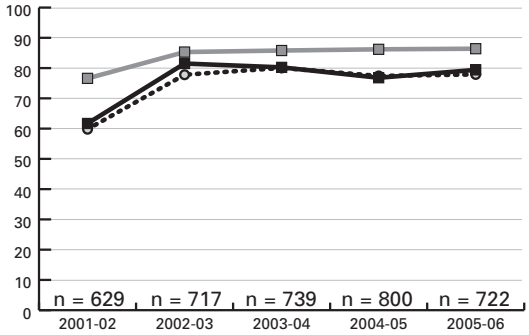
GRADE 5



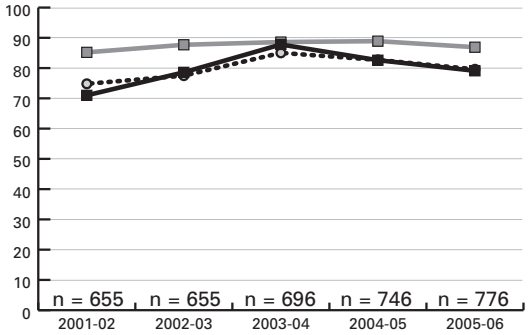
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

ROBESON COUNTY

End of Course

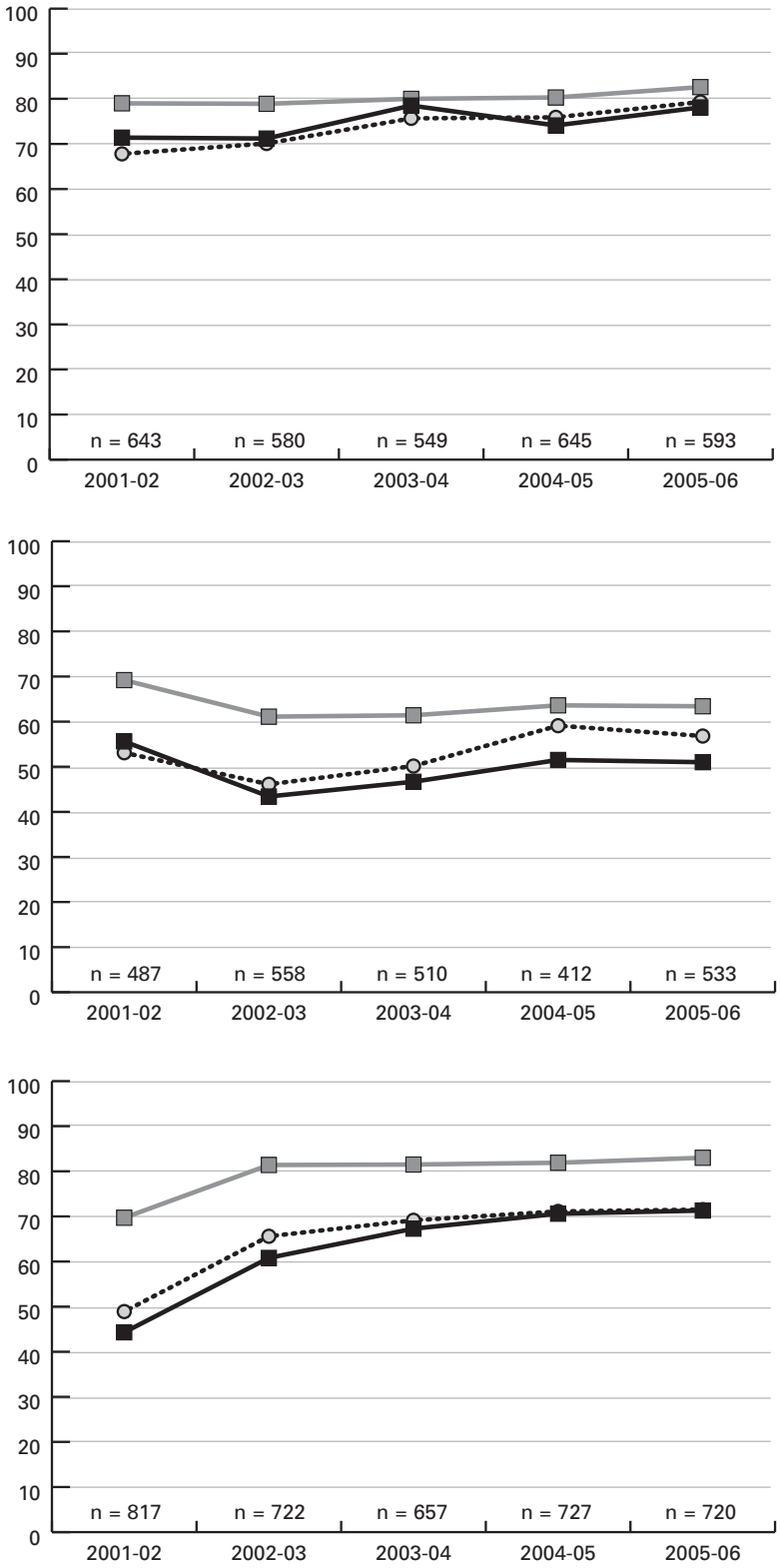
Percent of Students at
or above Achievement Level III

State

LEA

American Indian

n = the number of American Indian students tested each year



Source: Division of Accountability Services, North Carolina Department of Public Instruction

SAMPSON COUNTY

End of Grade Math

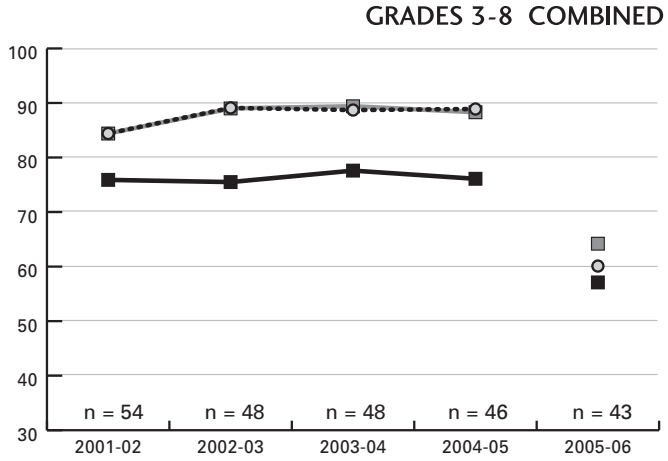
Percent of Students at or above Achievement Level III

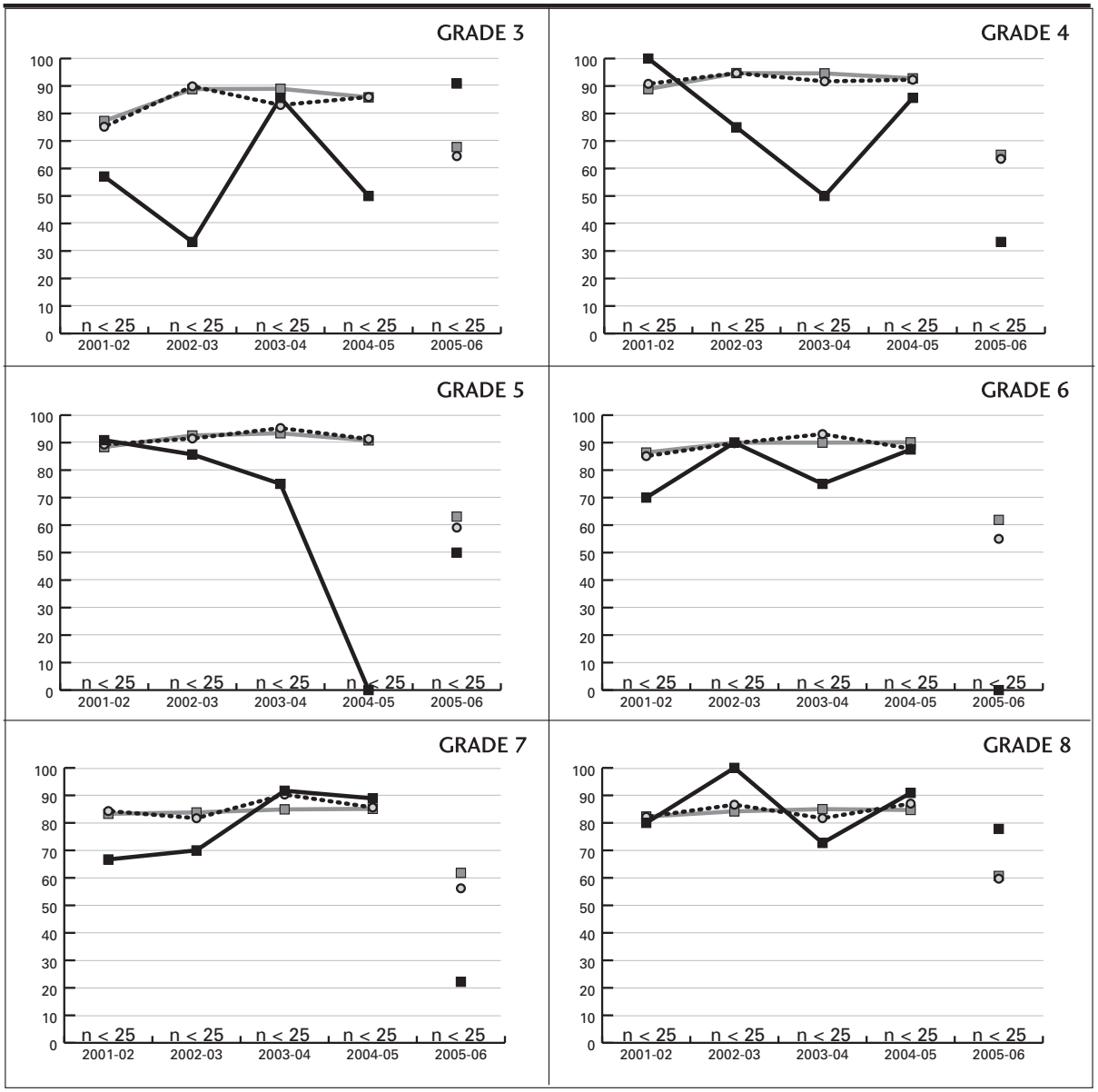
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

SAMPSON COUNTY

End of Grade Reading

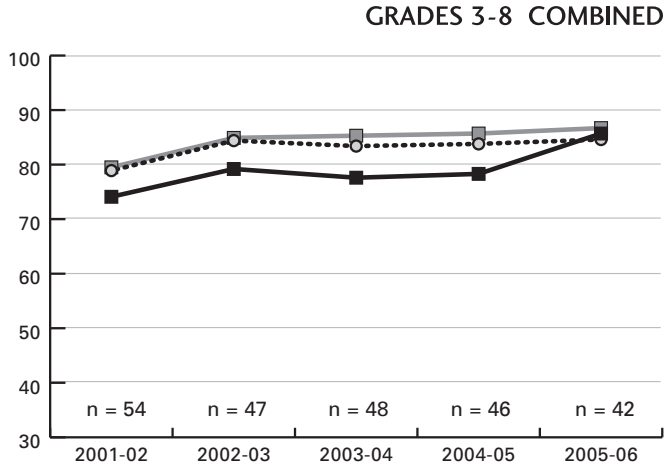
Percent of Students at or above Achievement Level III

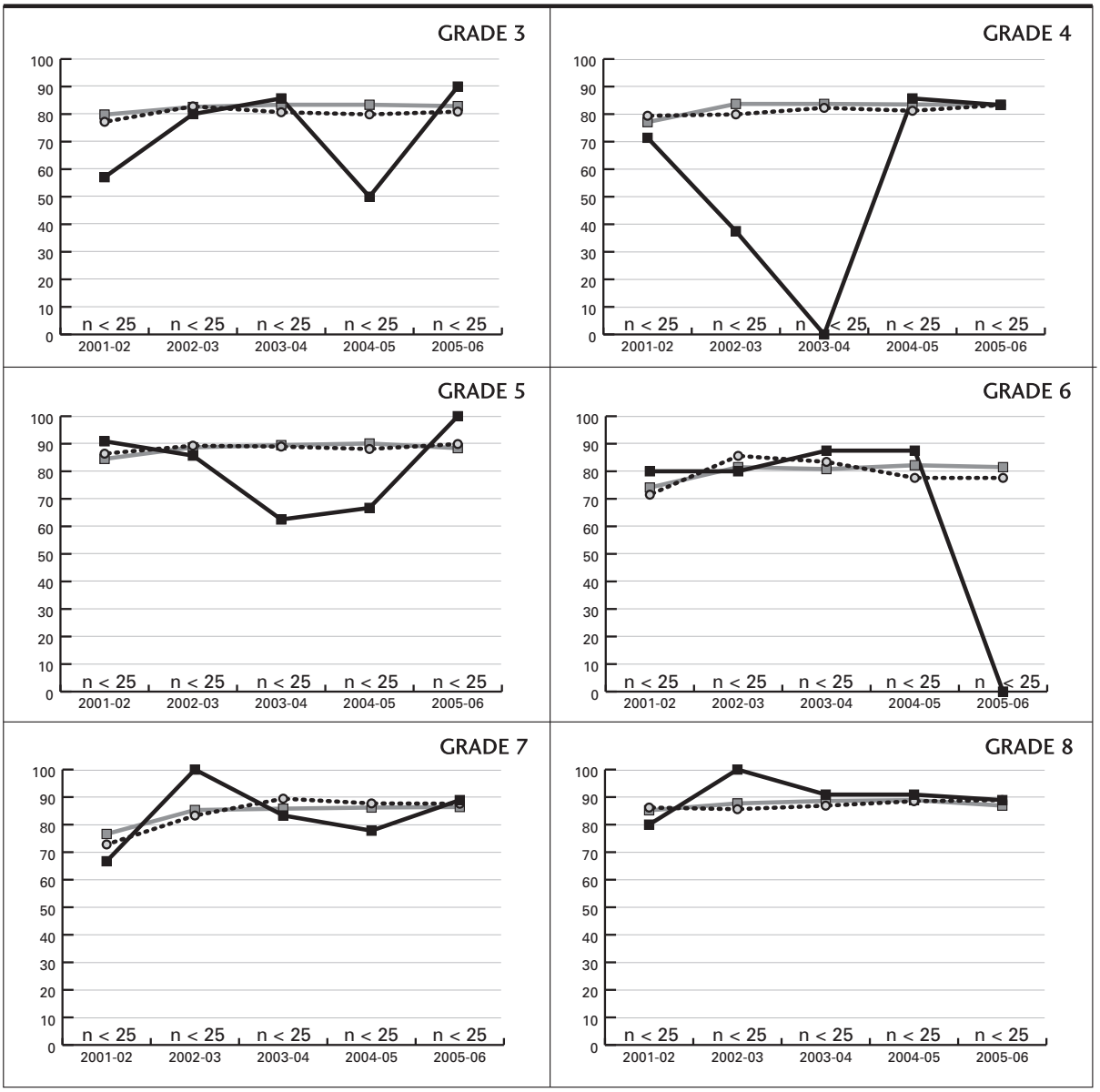
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

SAMPSON COUNTY

End of Course

Percent of Students at
or above Achievement Level III

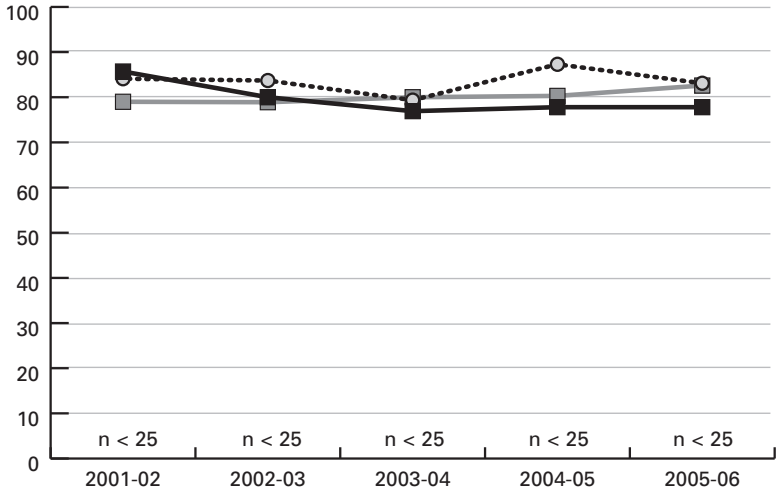
State

LEA

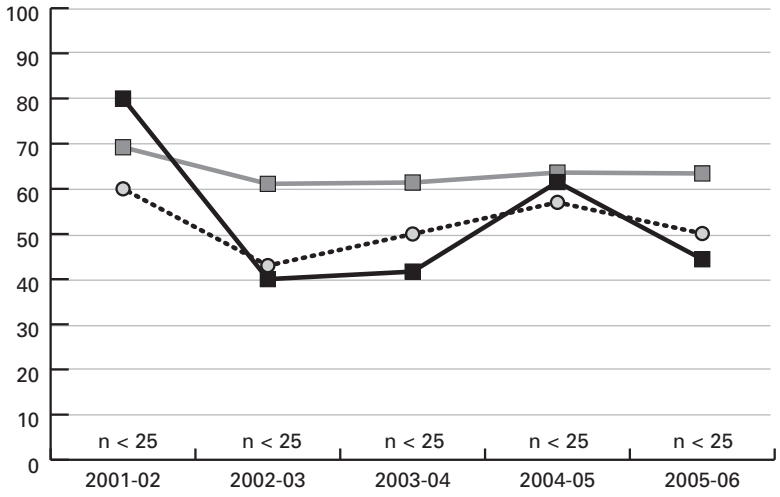
American Indian

n = the number of American Indian students tested each year

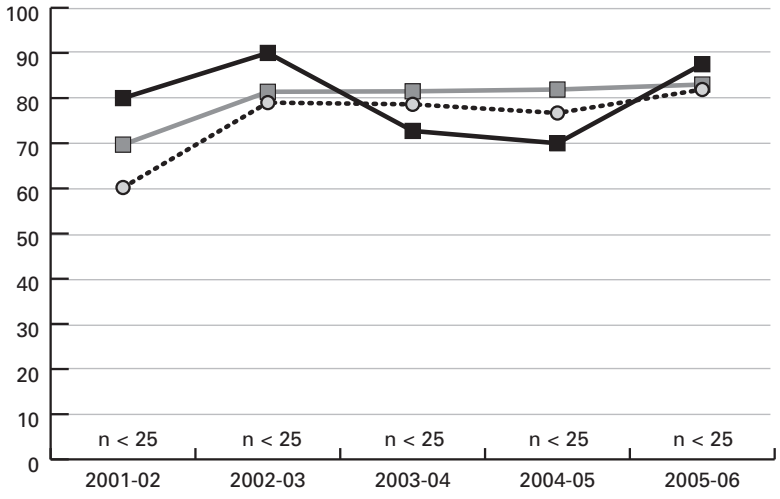
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

CLINTON CITY

End of Grade Math

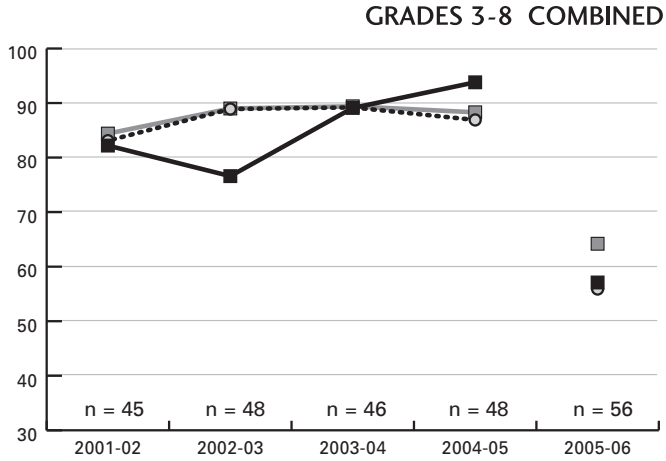
Percent of Students at or above Achievement Level III

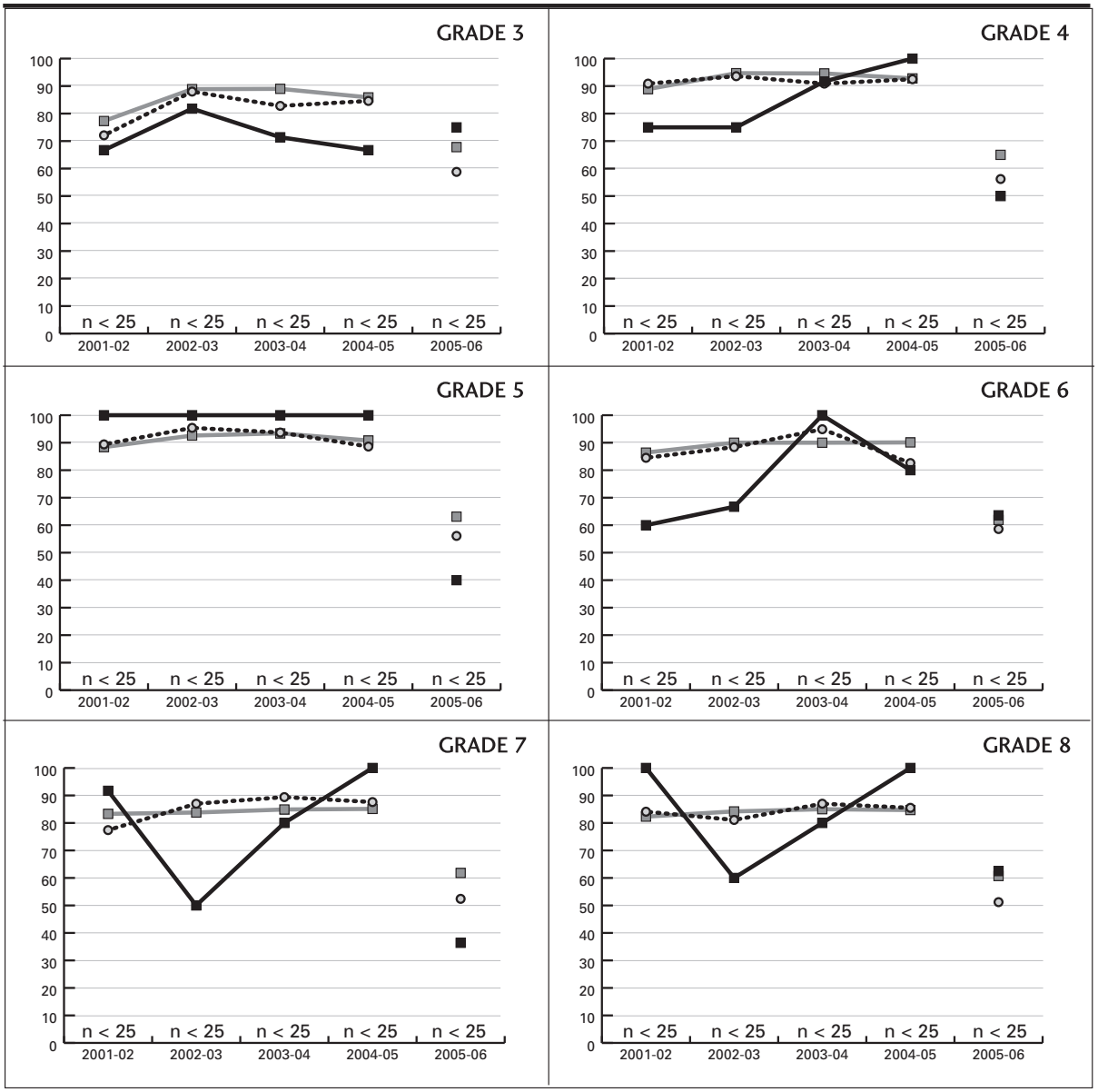
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

CLINTON CITY

End of Grade Reading

Percent of Students at or above Achievement Level III

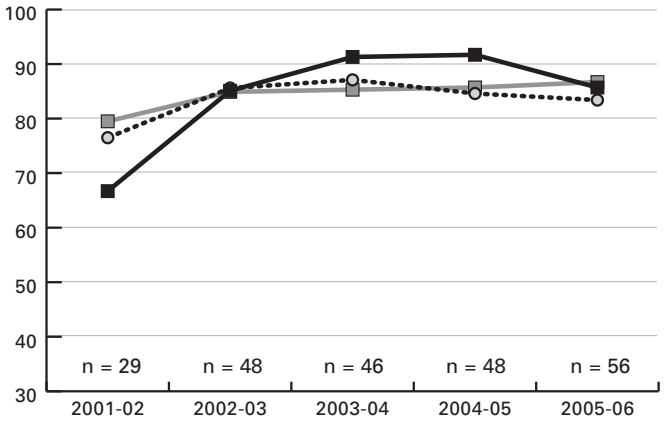
State

LEA

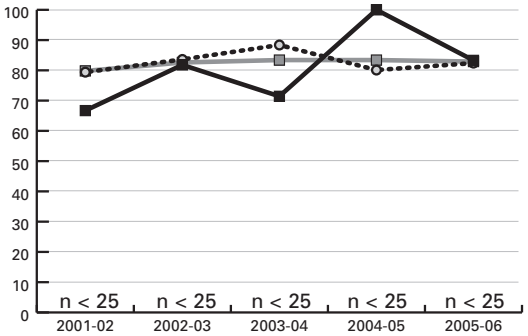
American Indian

n = the number of American Indian students tested each year

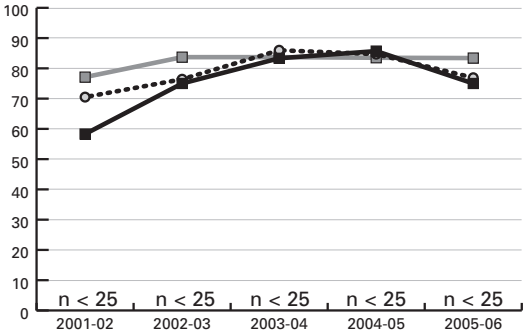
GRADES 3-8 COMBINED



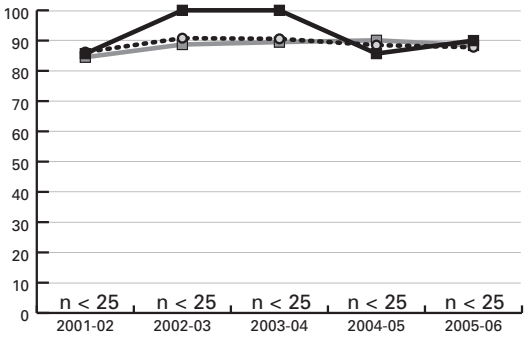
GRADE 3



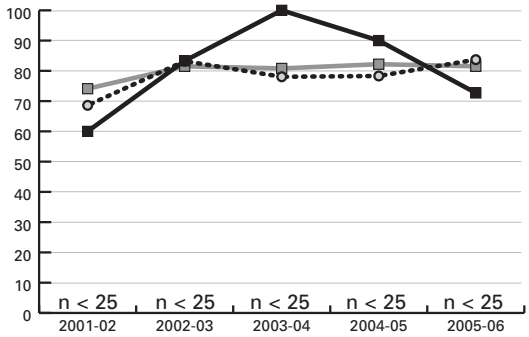
GRADE 4



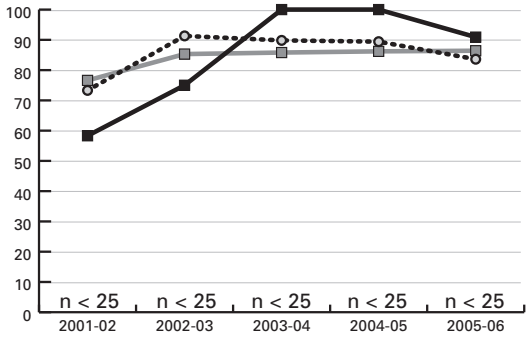
GRADE 5



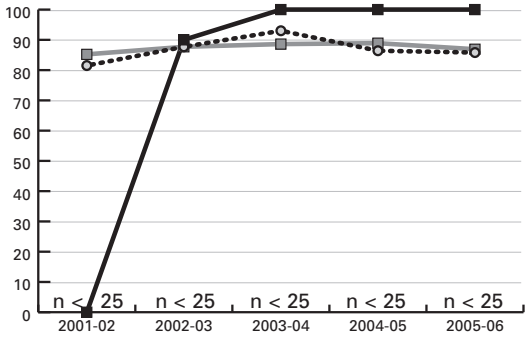
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

CLINTON CITY

End of Course

Percent of Students at or above Achievement Level III

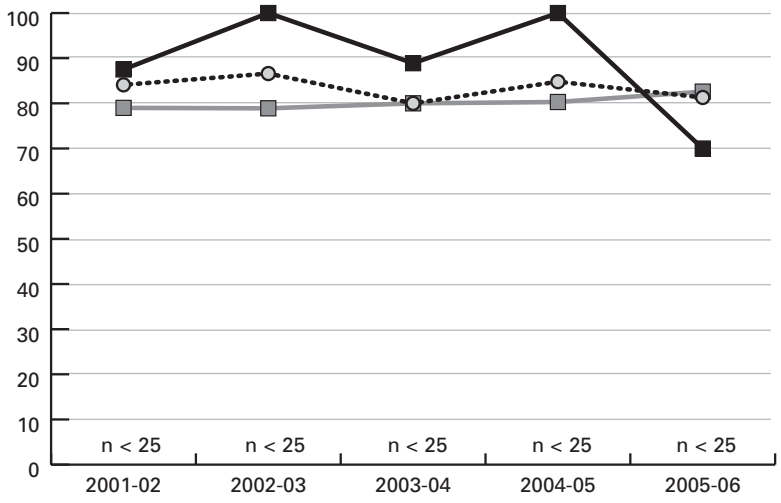
State

LEA

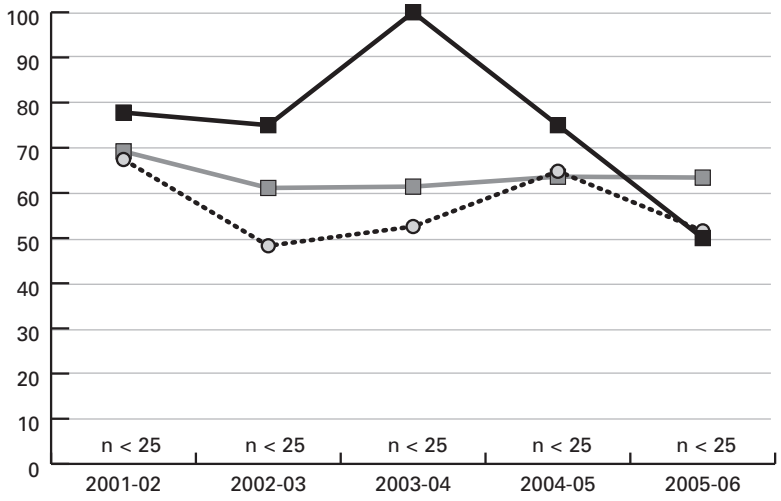
American Indian

n = the number of American Indian students tested each year

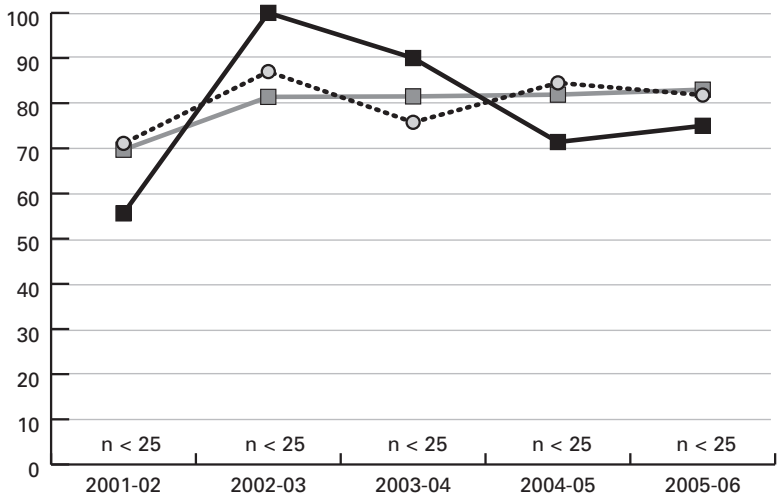
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

SCOTLAND COUNTY

End of Grade Math

Percent of Students at or above Achievement Level III

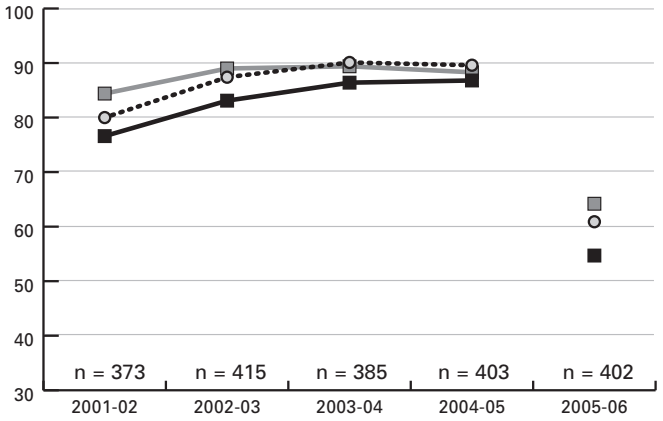
State

LEA

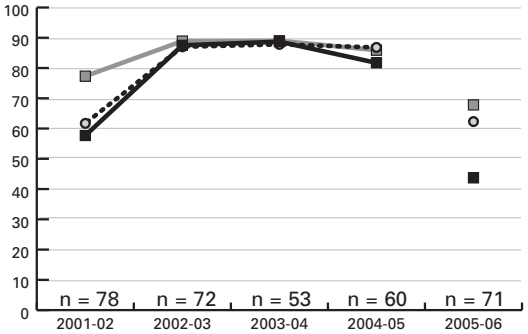
American Indian

n = the number of American Indian students tested each year

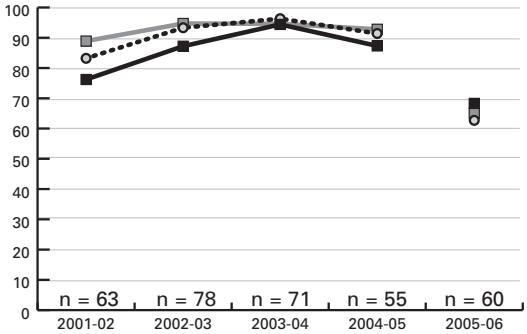
GRADES 3-8 COMBINED



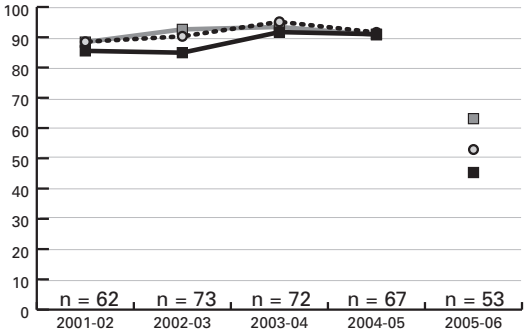
GRADE 3



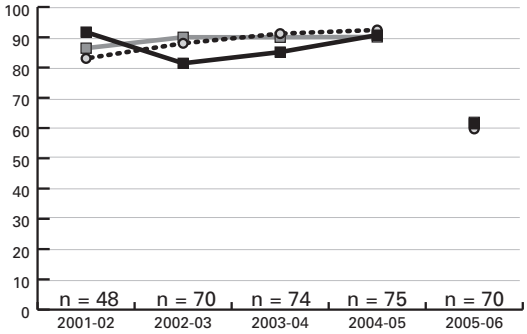
GRADE 4



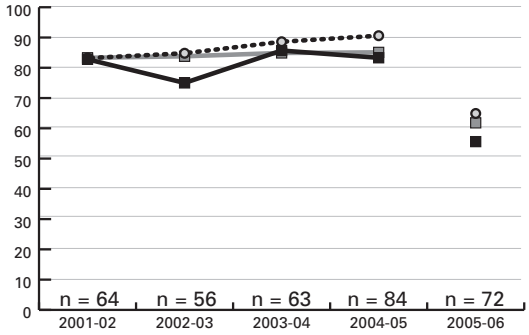
GRADE 5



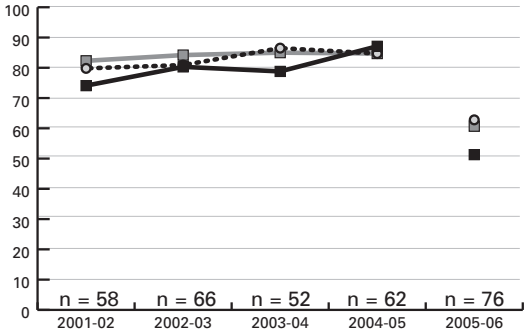
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

SCOTLAND COUNTY

End of Grade Reading

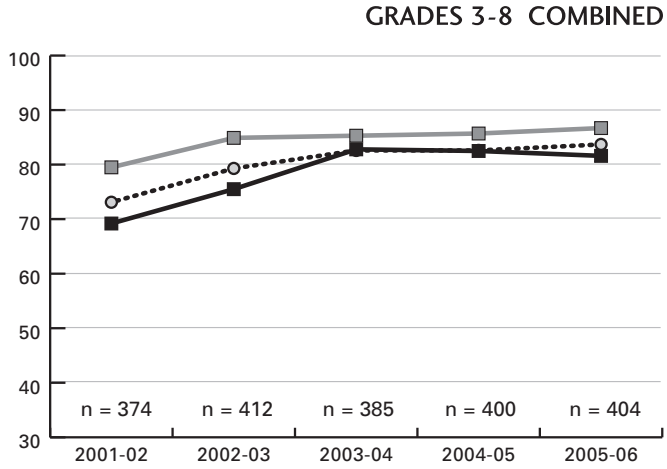
Percent of Students at or above Achievement Level III

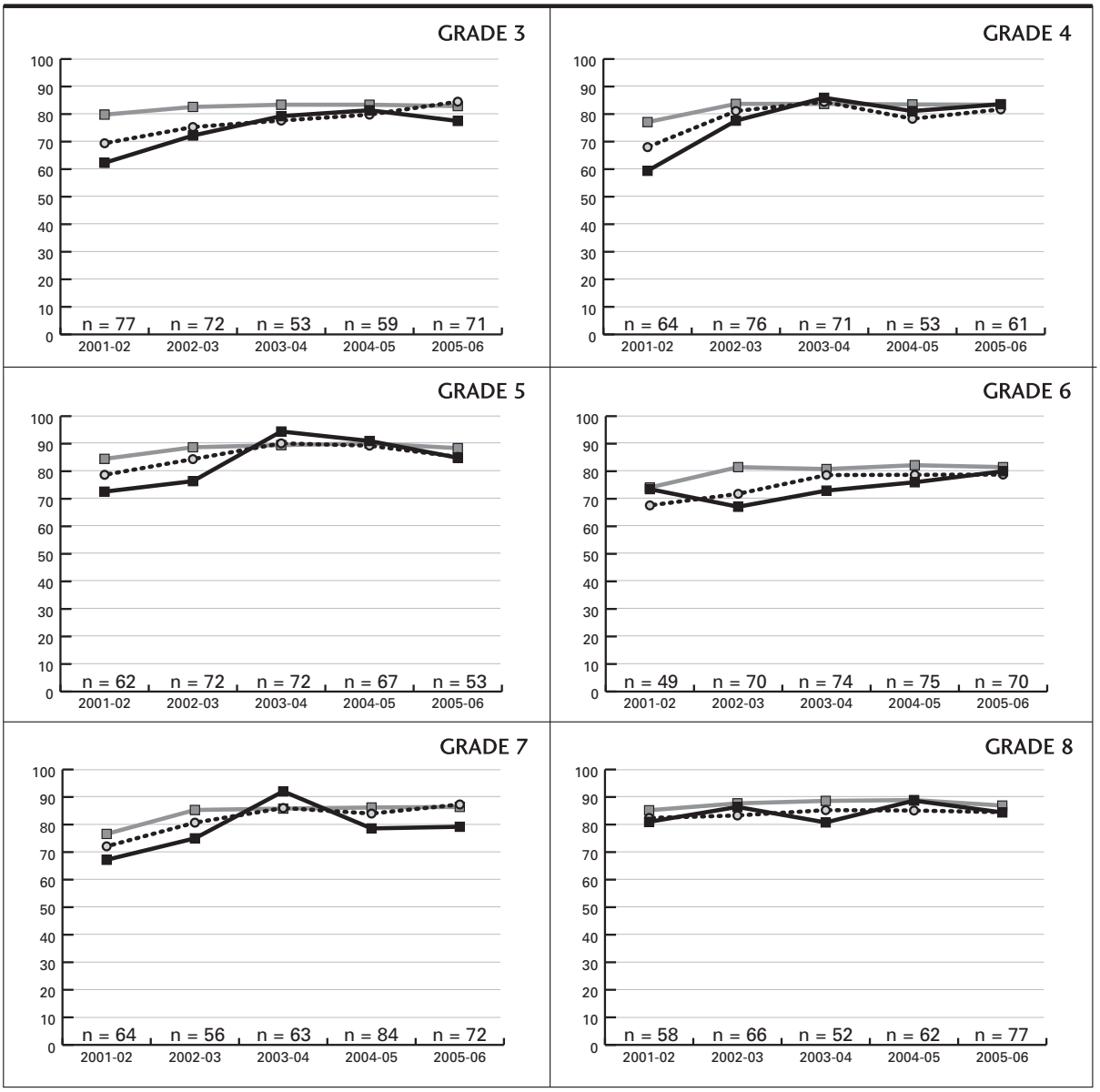
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

SCOTLAND COUNTY

End of Course

Percent of Students at
or above Achievement Level III

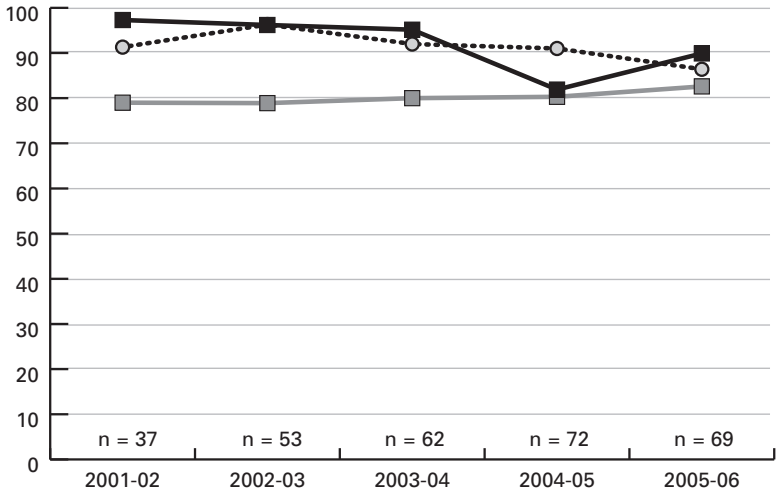
State

LEA

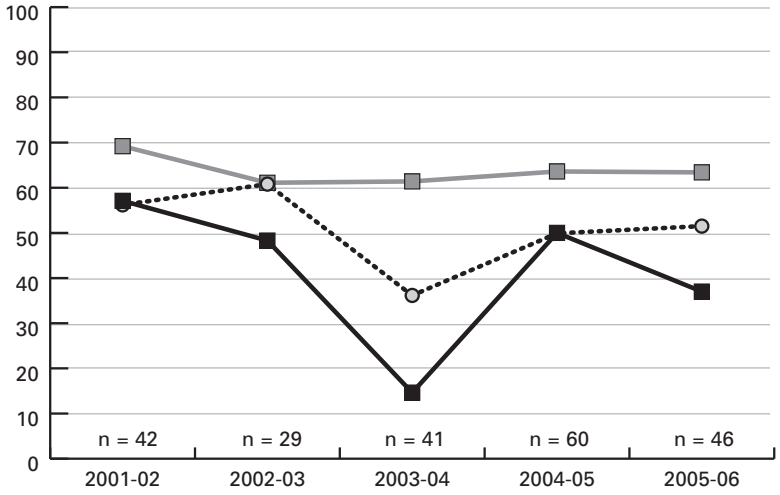
American Indian

n = the number of American Indian students tested each year

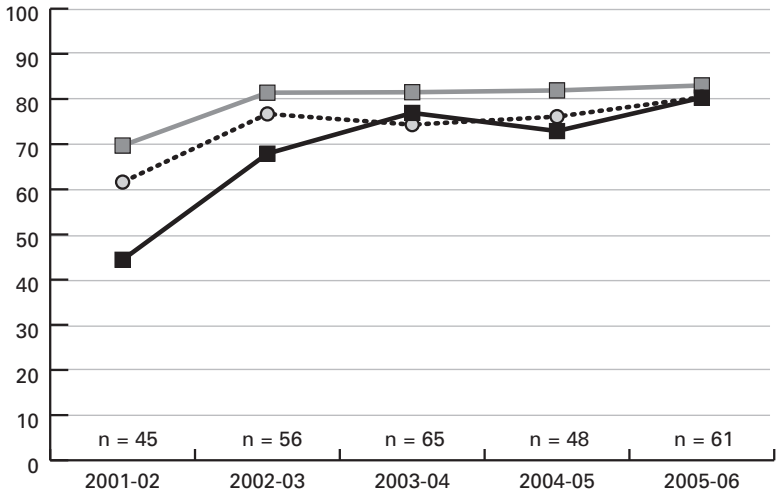
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

SWAIN COUNTY

End of Grade Math

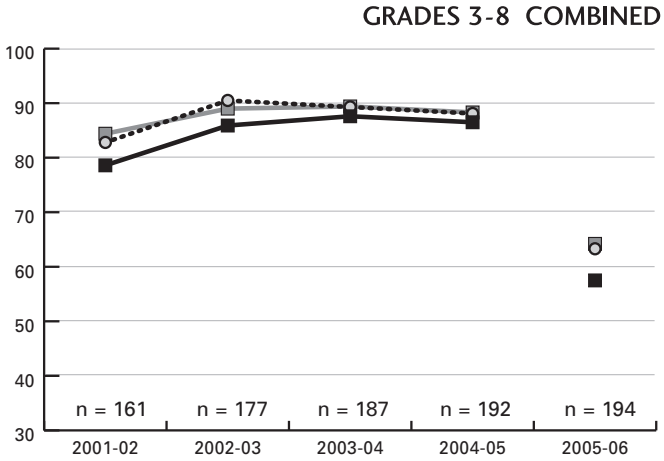
Percent of Students at or above Achievement Level III

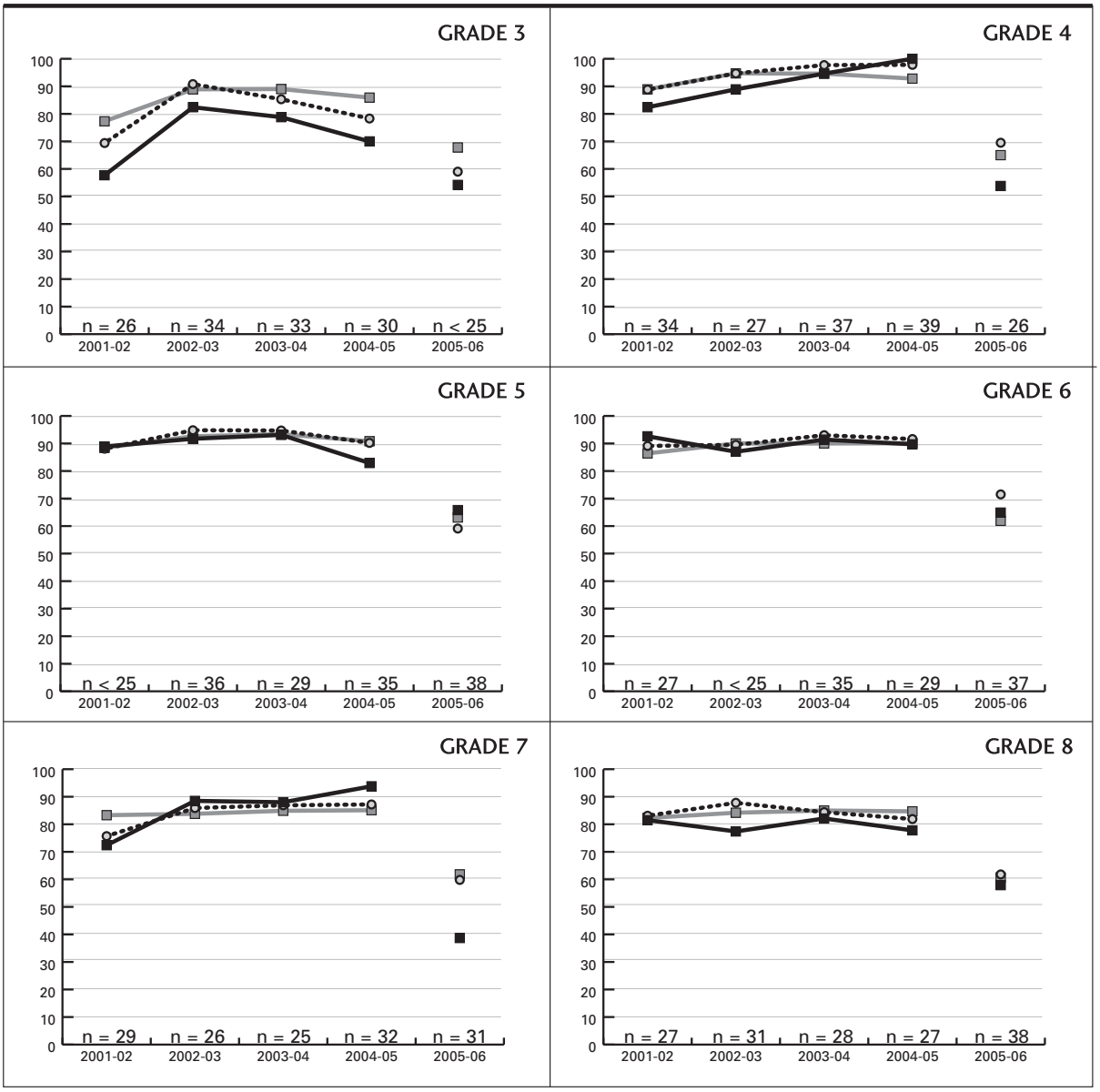
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

SWAIN COUNTY

End of Grade Reading

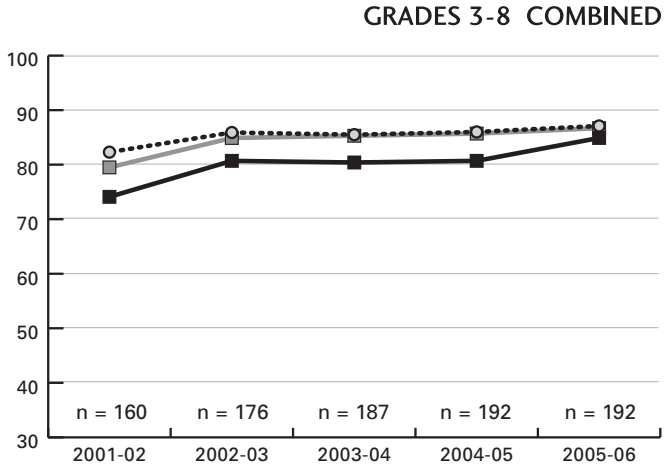
Percent of Students at or above Achievement Level III

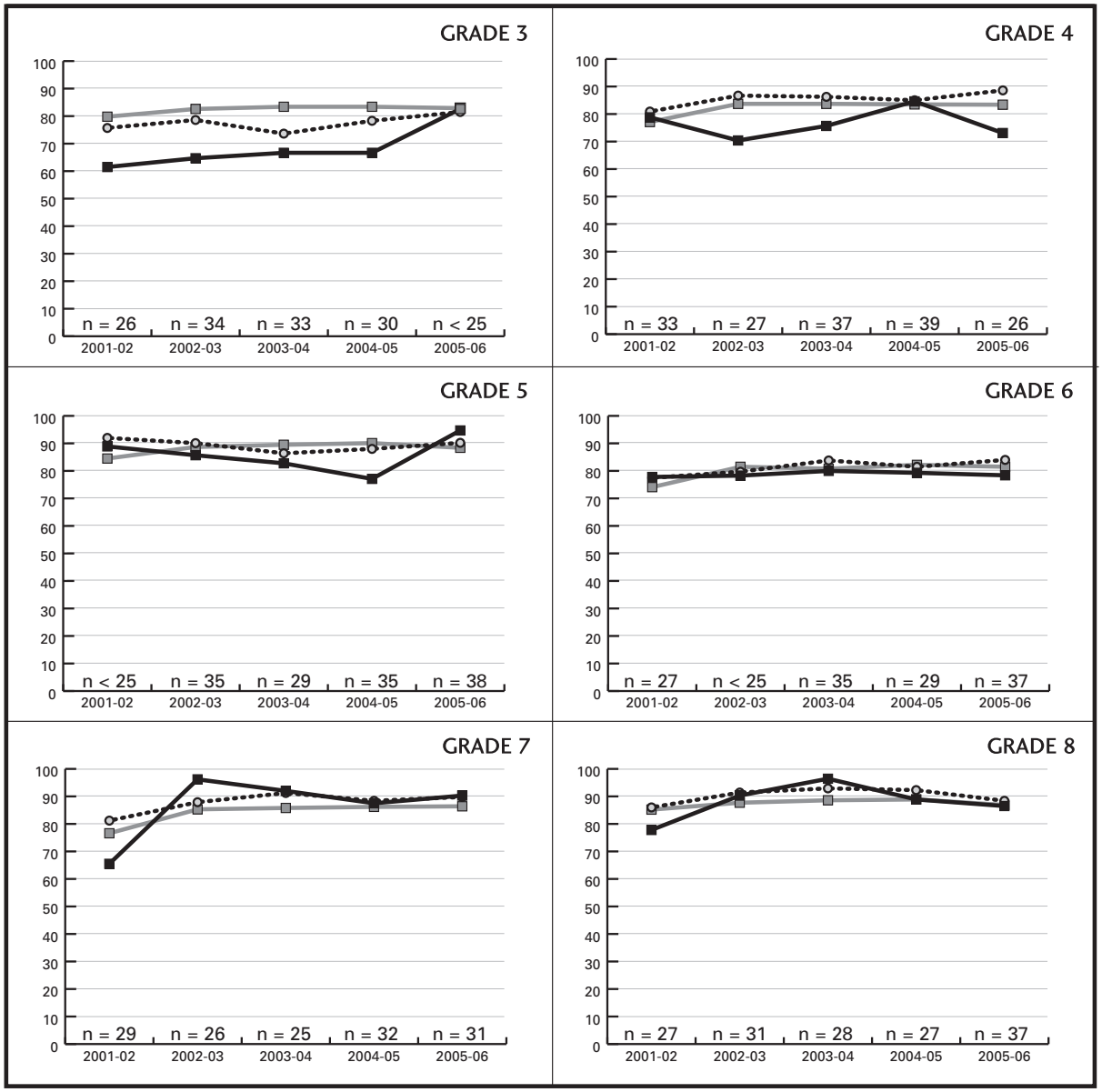
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

SWAIN COUNTY

End of Course

Percent of Students at or above Achievement Level III

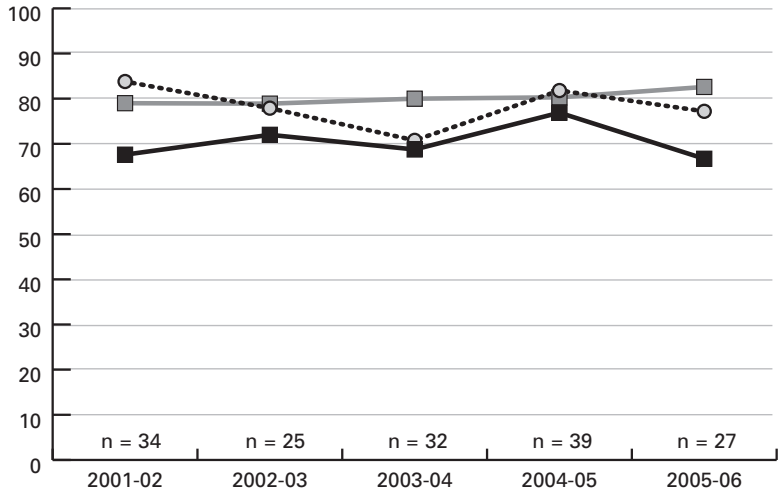
State

LEA

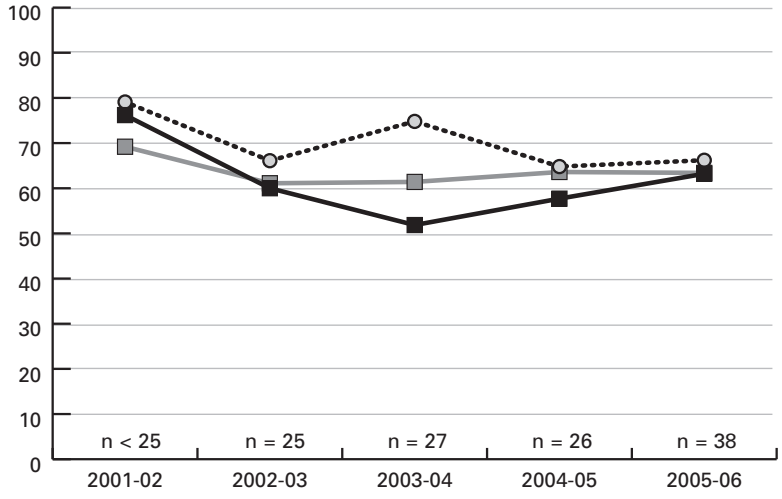
American Indian

n = the number of American Indian students tested each year

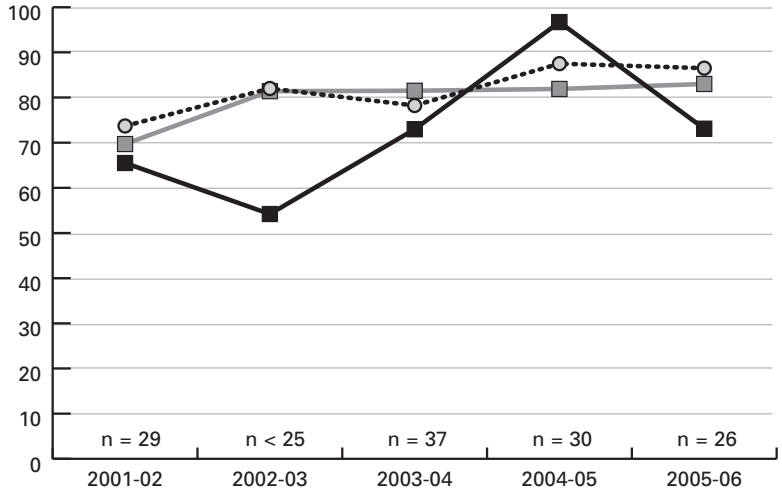
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

WAKE COUNTY

End of Grade Math

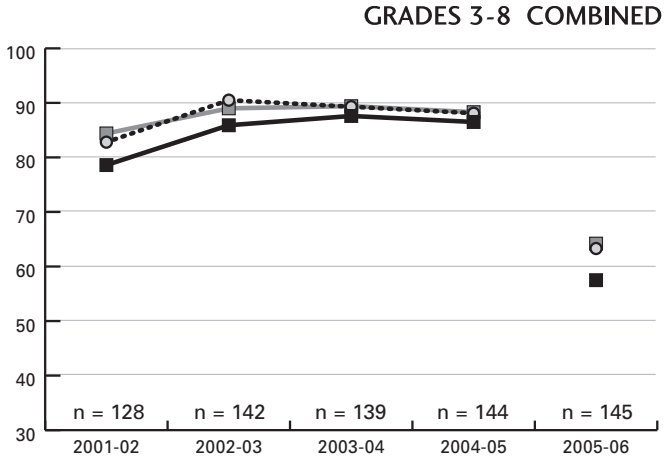
Percent of Students at or above Achievement Level III

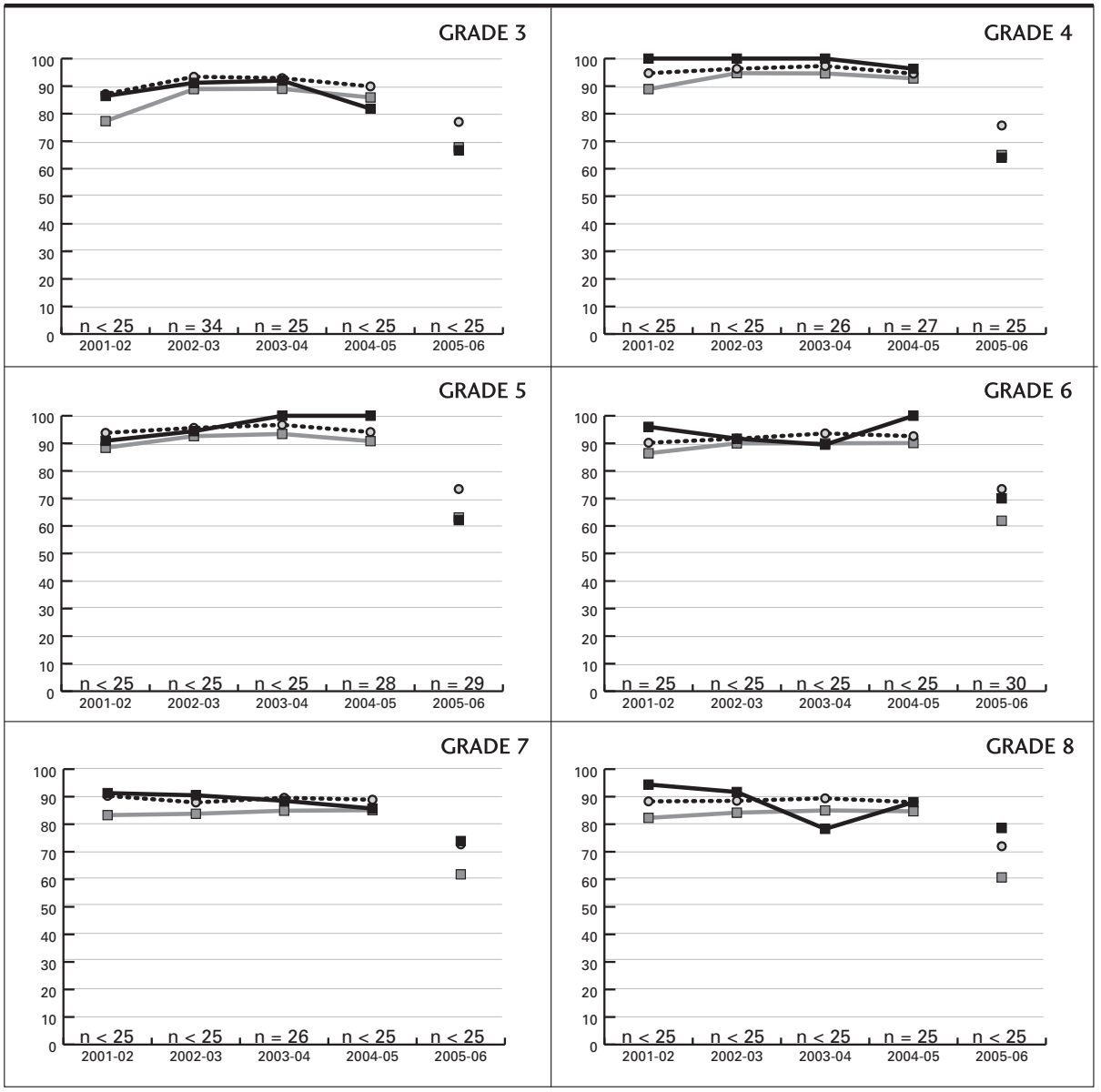
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

WAKE COUNTY

End of Grade Reading

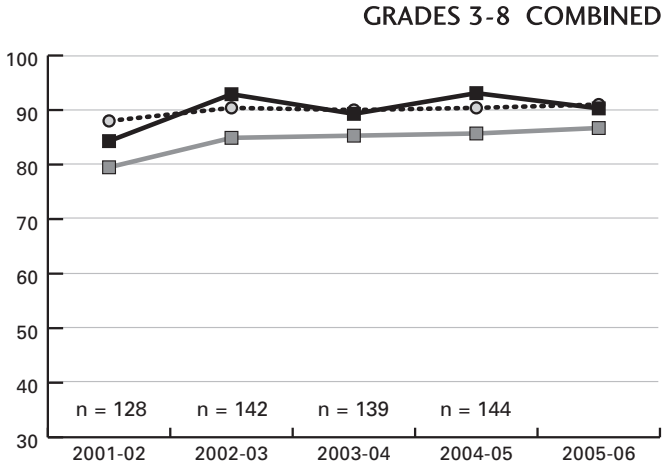
Percent of Students at or above Achievement Level III

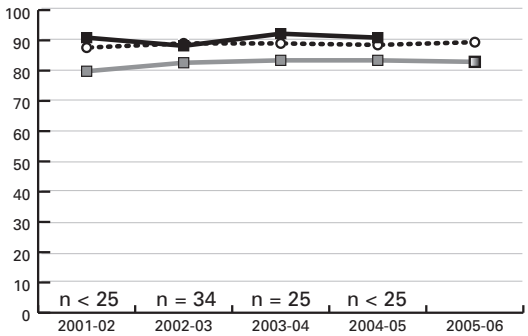
State

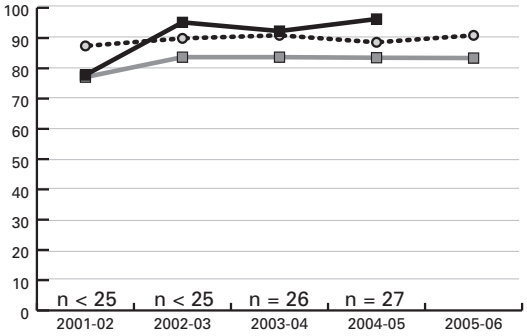
LEA

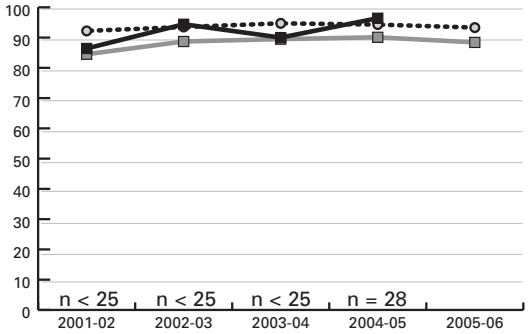
American Indian

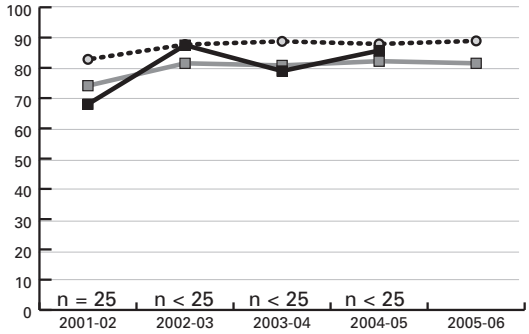
n = the number of American Indian students tested each year

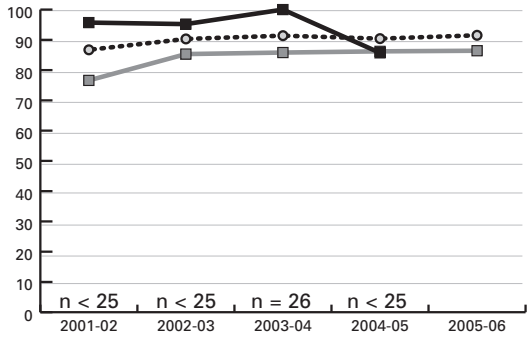


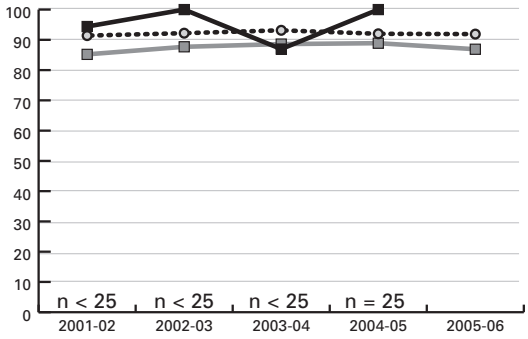












Source: Division of Accountability Services, North Carolina Department of Public Instruction

WAKE COUNTY

End of Course

Percent of Students at or above Achievement Level III

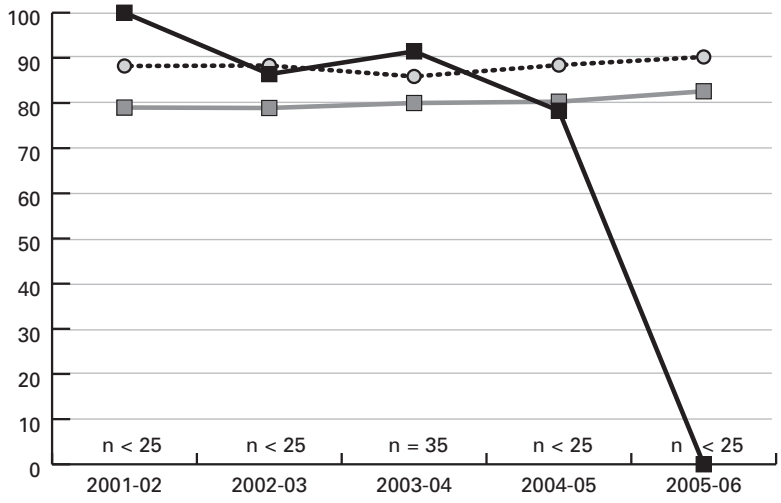
State

LEA

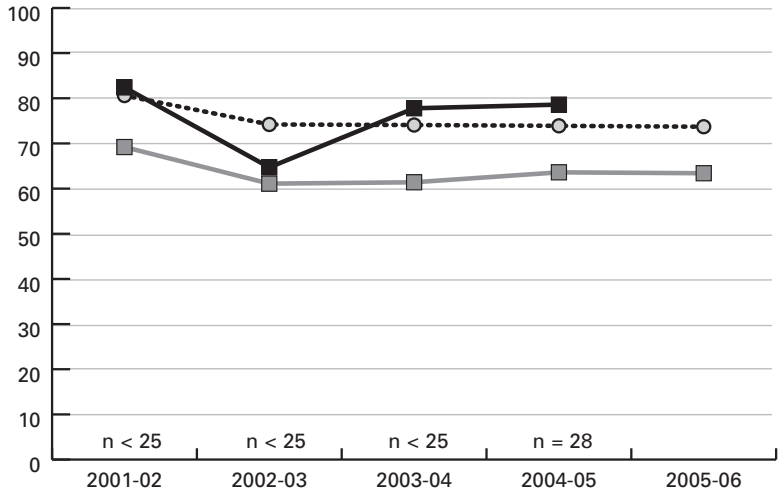
American Indian

n = the number of American Indian students tested each year

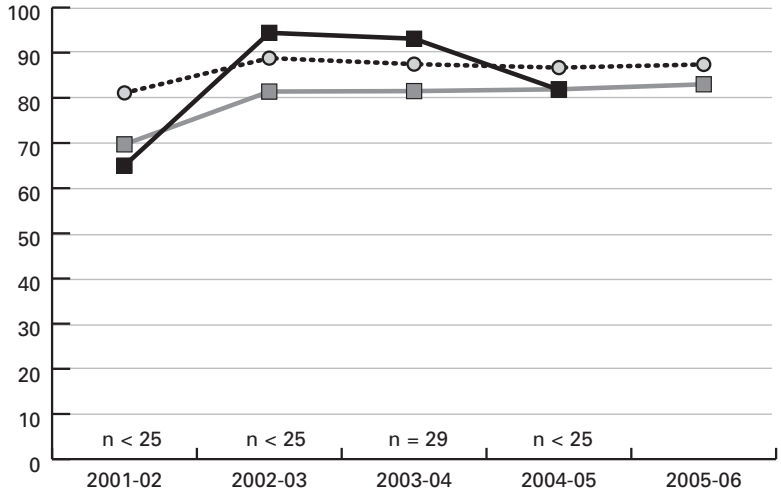
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

WARREN COUNTY

End of Grade Math

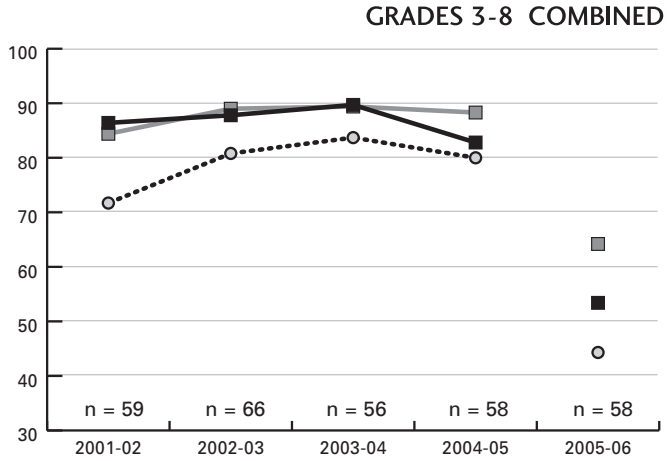
Percent of Students at or above Achievement Level III

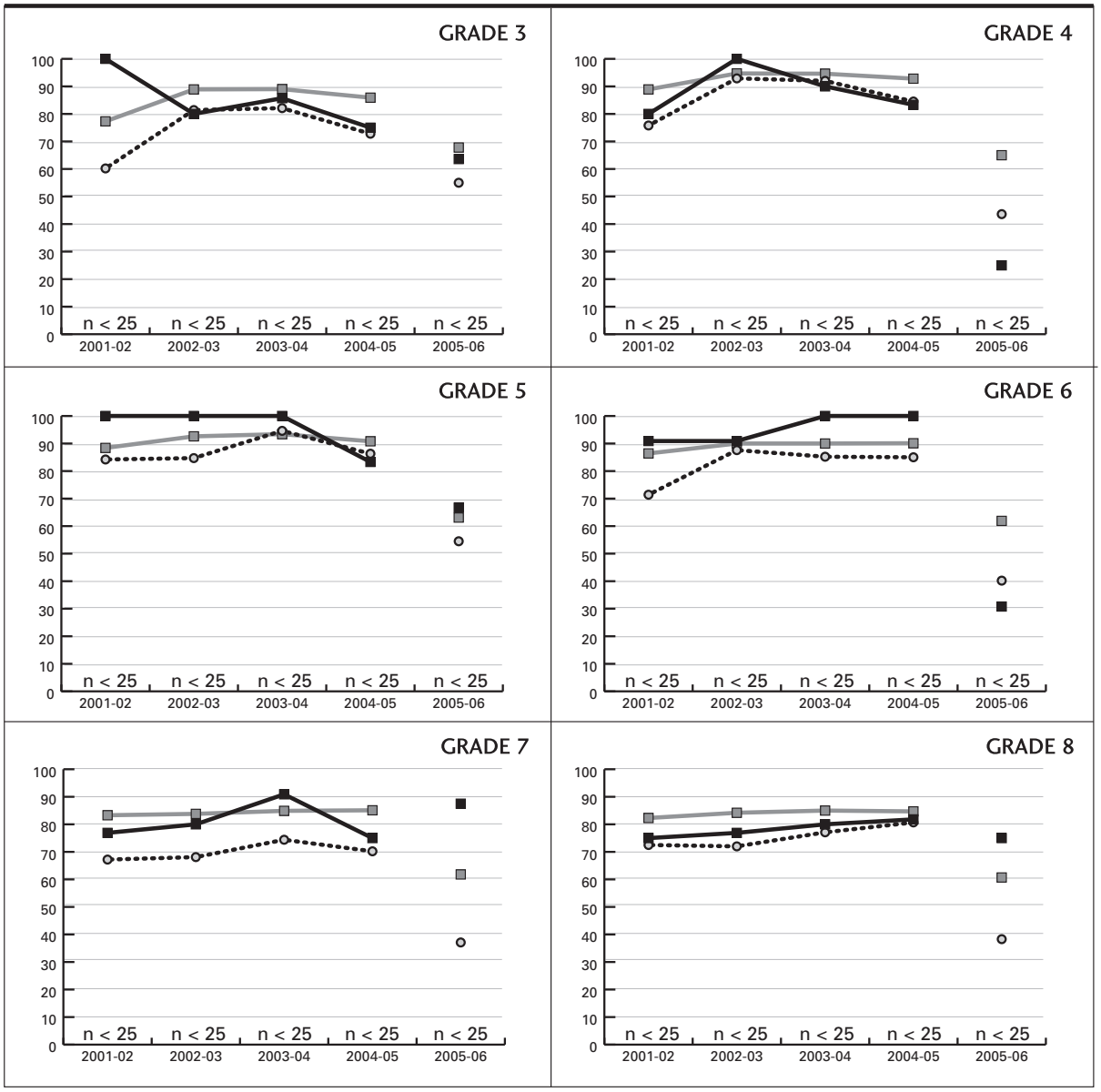
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

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WARREN COUNTY

End of Grade Reading

Percent of Students at or above Achievement Level III

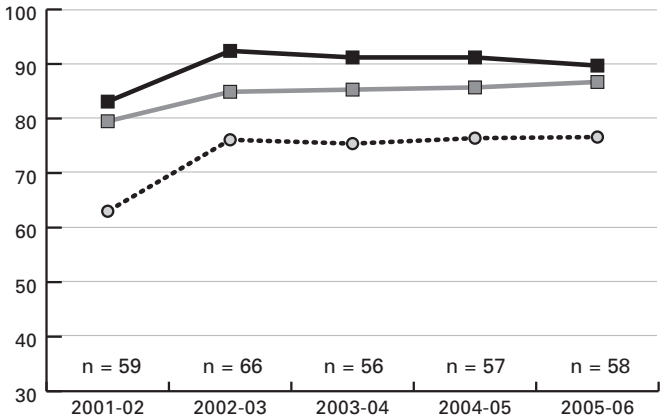
State

LEA

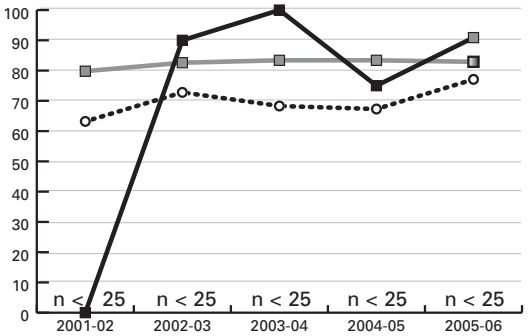
American Indian

n = the number of American Indian students tested each year

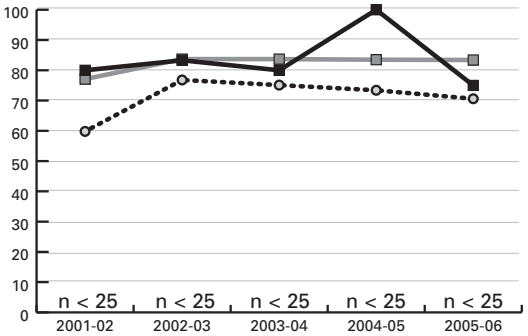
GRADES 3-8 COMBINED



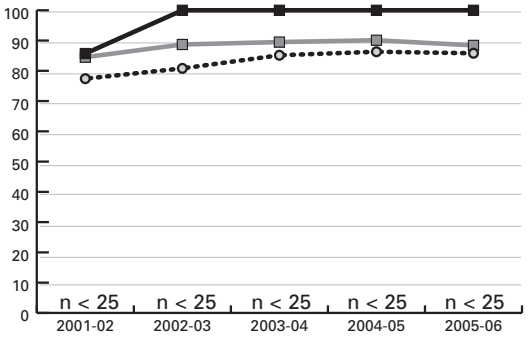
GRADE 3



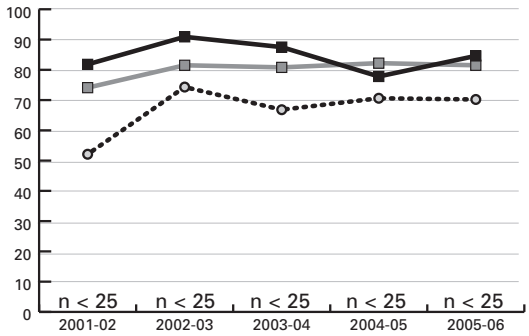
GRADE 4



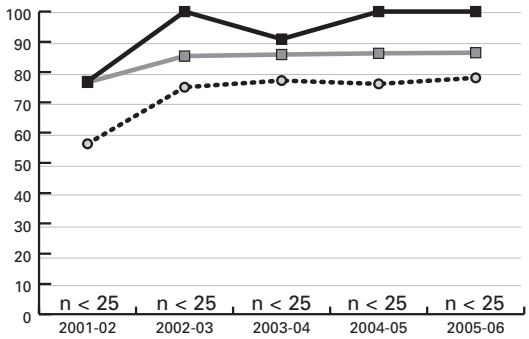
GRADE 5



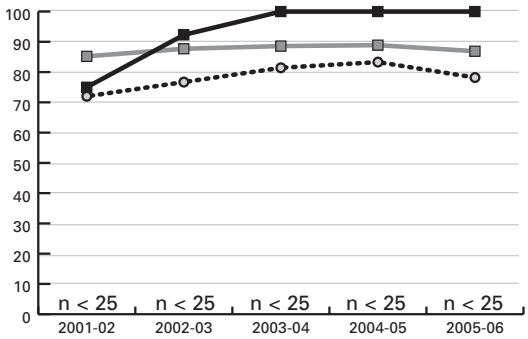
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

WARREN COUNTY

End of Course

Percent of Students at or above Achievement Level III

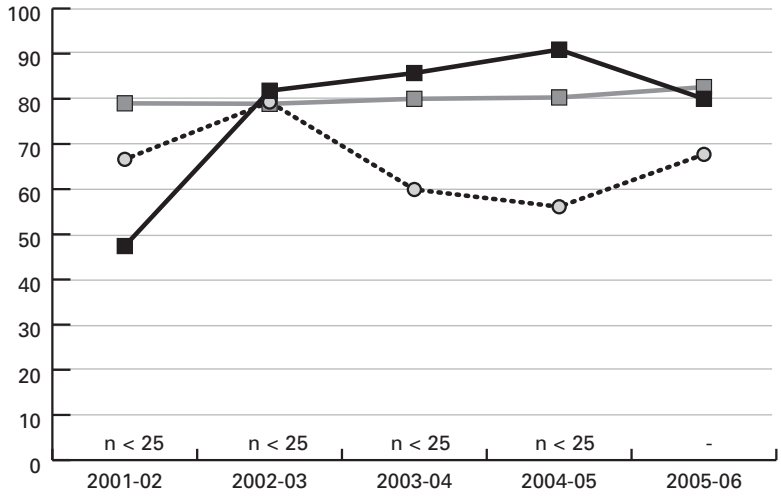
State

LEA

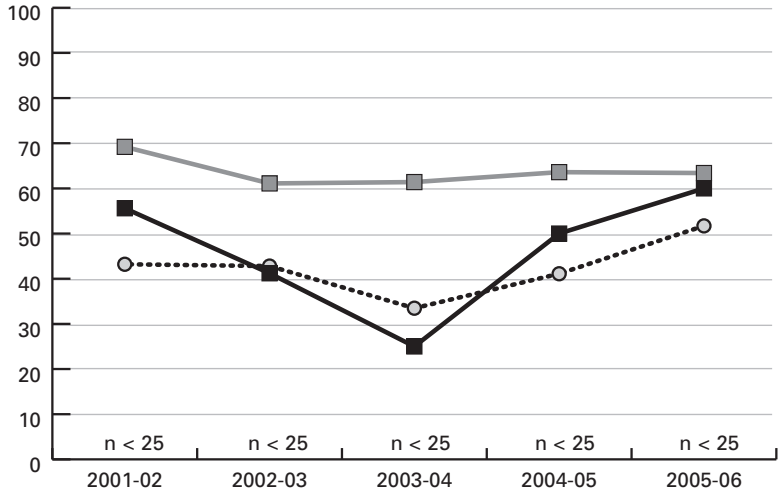
American Indian

n = the number of American Indian students tested each year

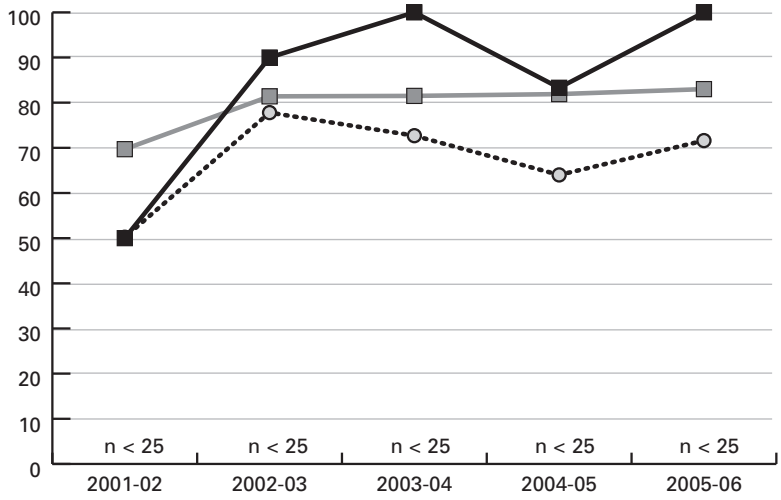
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

Charlotte-Mecklenburg

End of Grade Math

Percent of Students at or above Achievement Level III

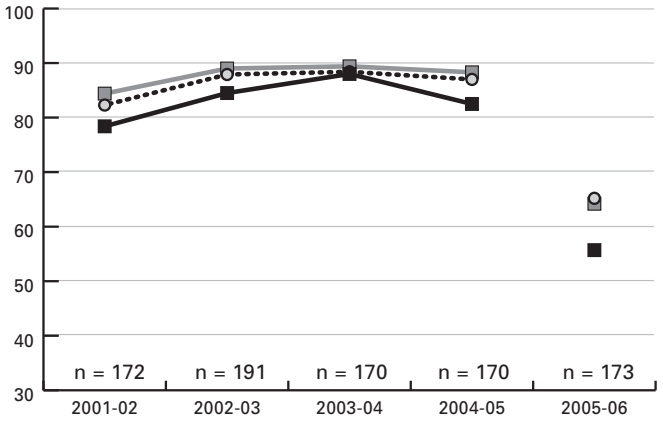
State

LEA

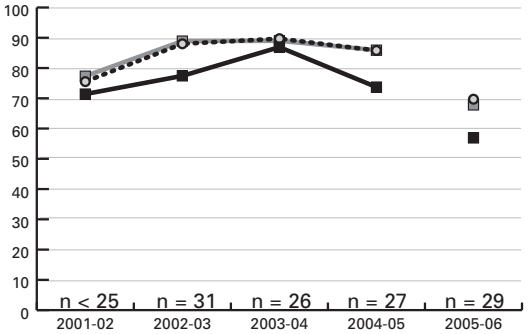
American Indian

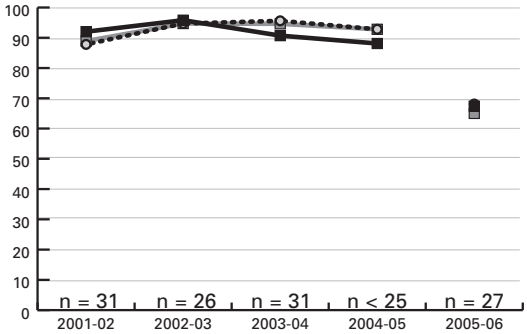
n = the number of American Indian students tested each year

GRADES 3-8 COMBINED

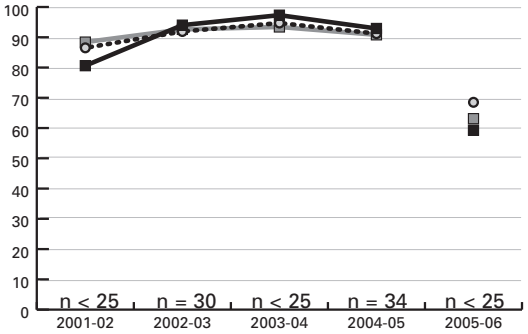


GRADE 3

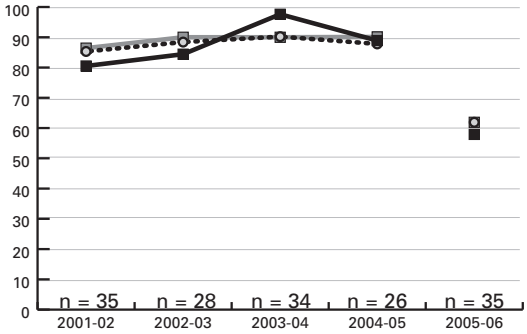




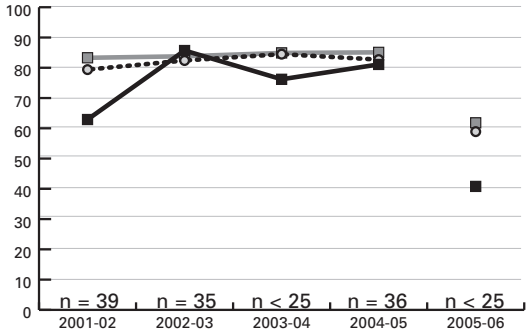
GRADE 5



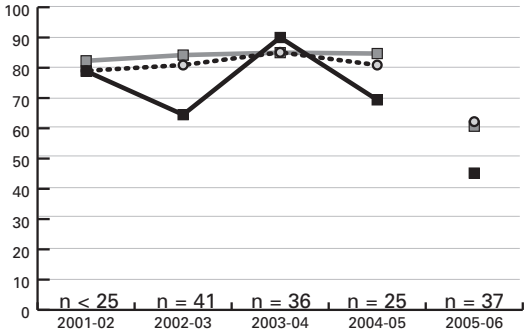
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

Charlotte-Mecklenburg

End of Grade Reading

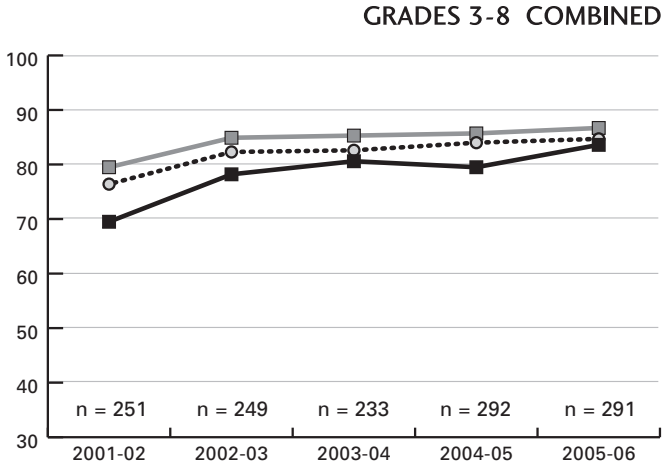
Percent of Students at or above Achievement Level III

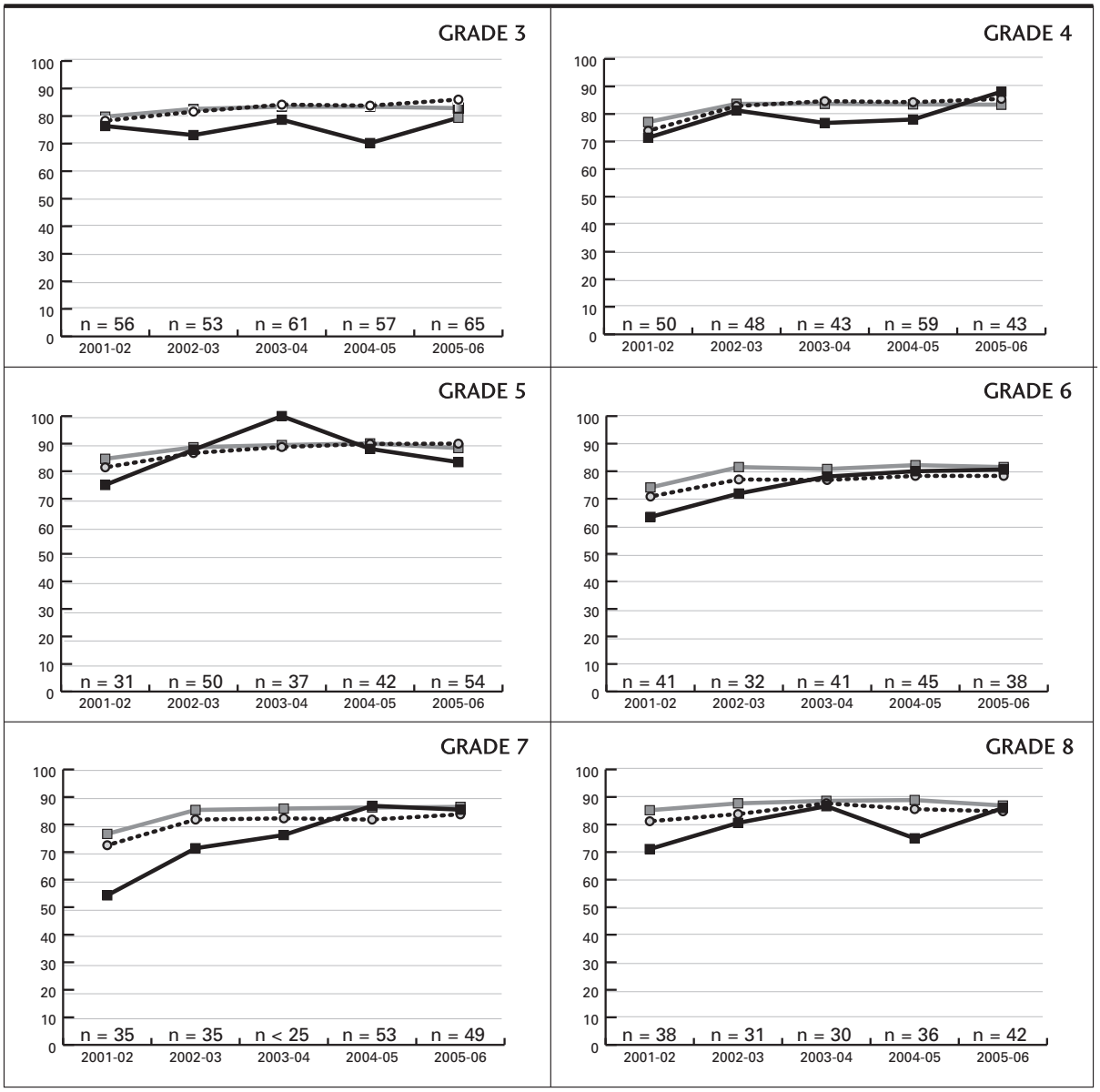
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Charlotte-Mecklenburg

End of Course

Percent of Students at
or above Achievement Level III

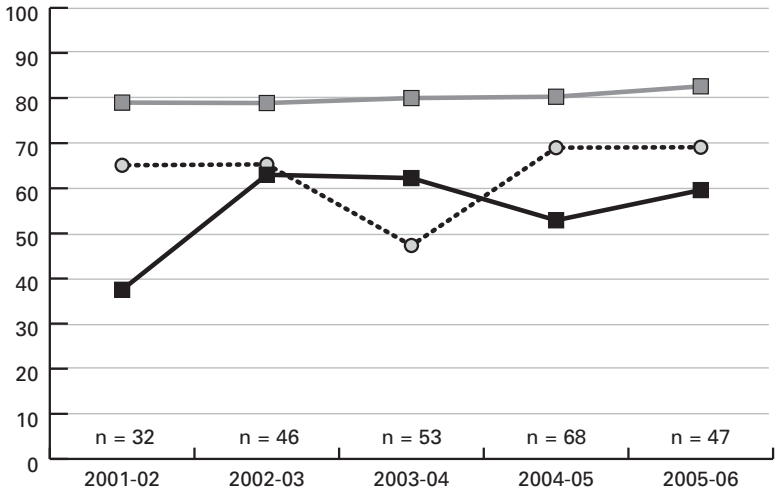
State

LEA

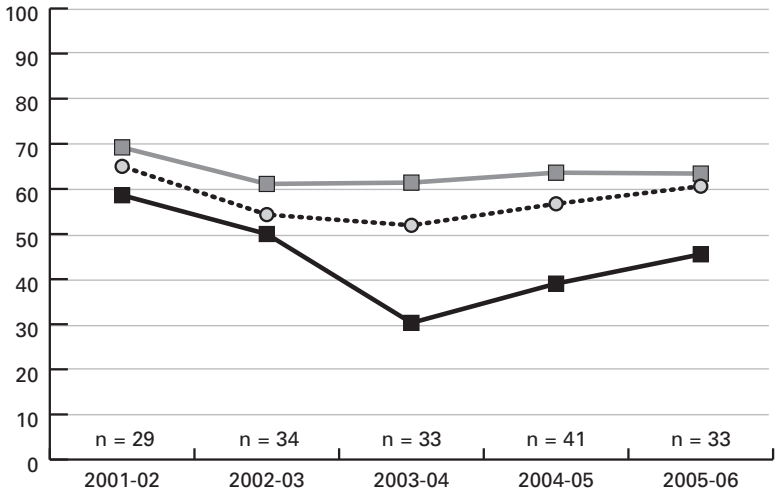
American Indian

n = the number of American Indian students tested each year

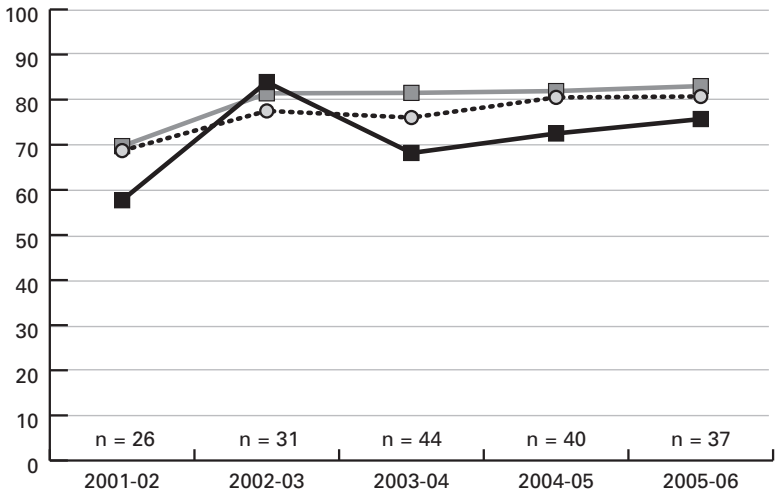
ALGEBRA I



BIOLOGY



ENGLISH I



Source: Division of Accountability Services, North Carolina Department of Public Instruction

Haliwa-Saponi

End of Grade Math

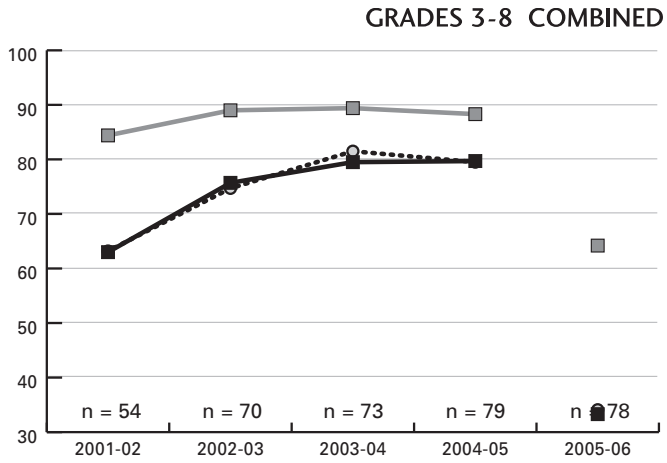
Percent of Students at or above Achievement Level III

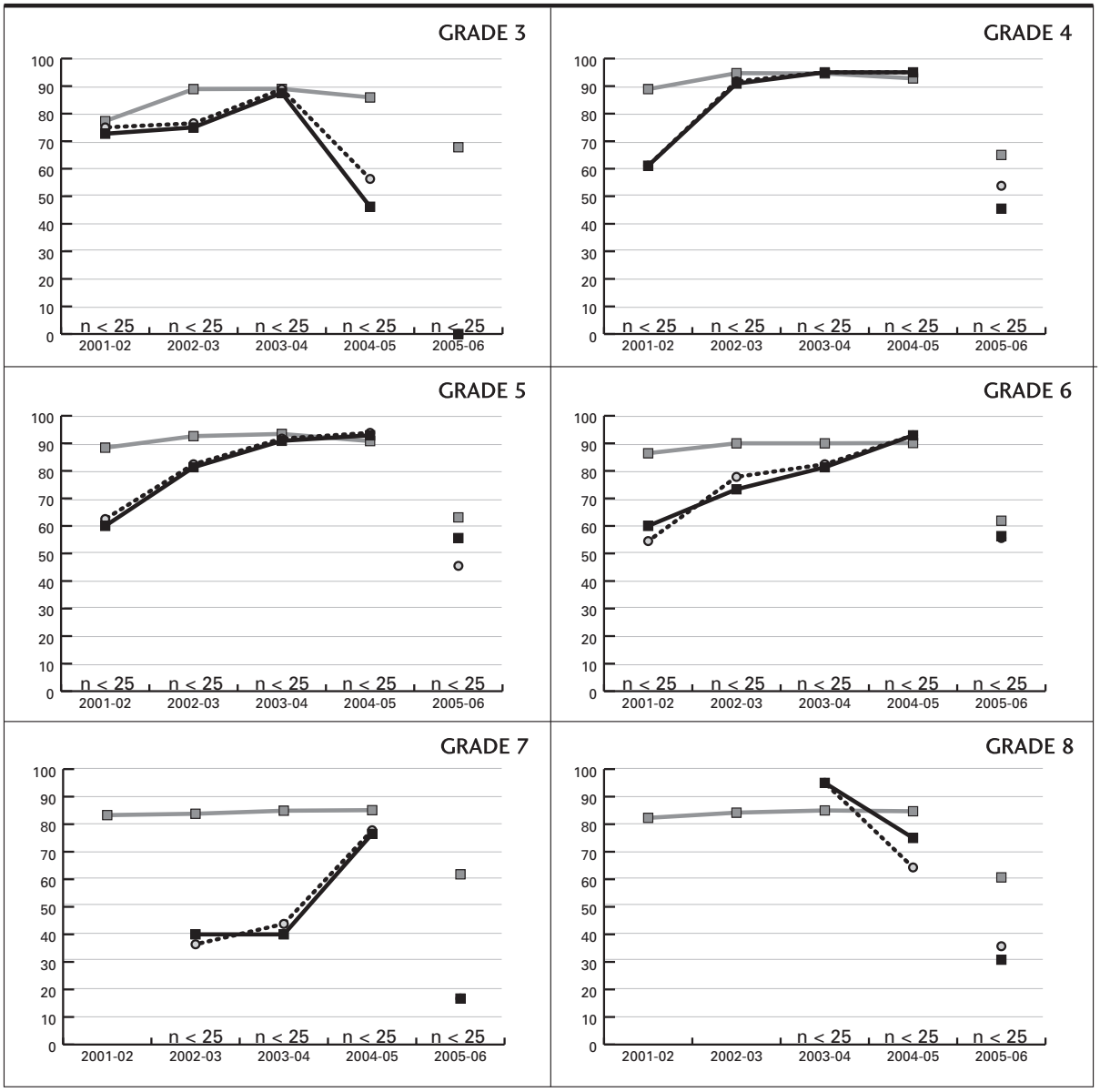
State

LEA

American Indian

n = the number of American Indian students tested each year





Source: Division of Accountability Services, North Carolina Department of Public Instruction

Note: 2005-06 scores are identified separately due to the fact that a new Mathematics End-of-Grade Test was administered in the 2005-06 school year. The 2005-06 mathematics data is not comparable to previous mathematics test scores.

Haliwa-Saponi

End of Grade Reading

Percent of Students at or above Achievement Level III

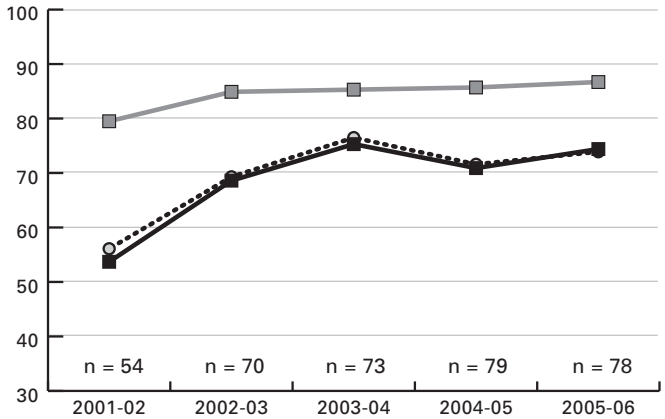
State

LEA

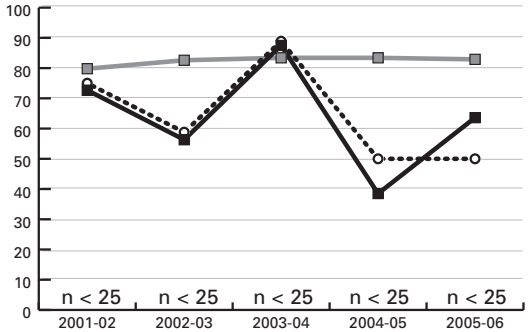
American Indian

n = the number of American Indian students tested each year

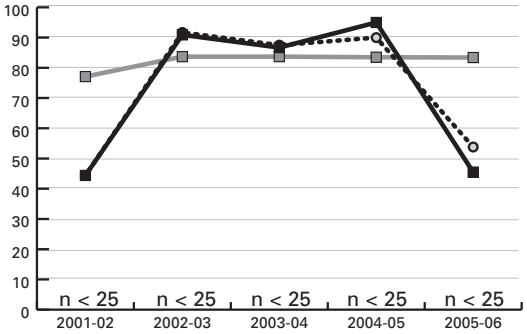
GRADES 3-8 COMBINED



GRADE 3



GRADE 4



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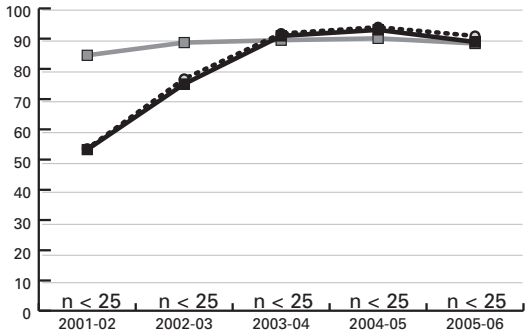
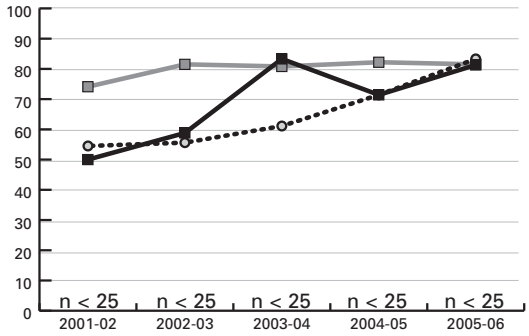
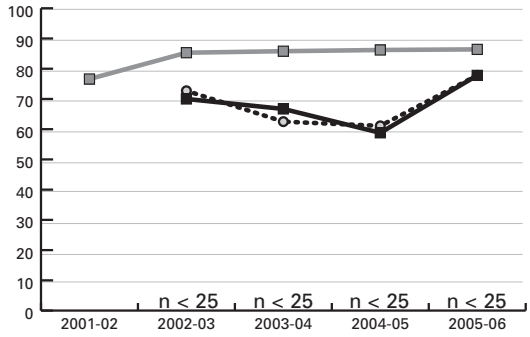


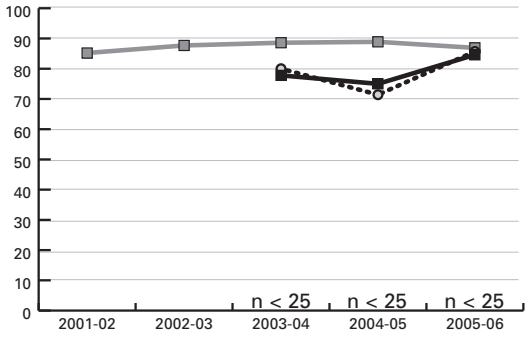
GRADE 6



GRADE 7



GRADE 8



Source: Division of Accountability Services, North Carolina Department of Public Instruction

SECTION IV
Recommendations

"Traditional Hand Drum" – by Christina Brewington, Coharie/Lumbee

RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION

RECOMMENDATION ONE

The State Advisory Council on Indian Education requests that the State Board of Education support the original Resolution from the NC Commission of Indian Affairs to restore the Office of Indian Education within the Department of Public Instruction.

When examining North Carolina four-year cohort graduation rates, American Indians are reported as the lowest of any ethnic group.

North Carolina has the eighth largest American Indian population and the largest population of American Indians east of the Mississippi. The states with larger American Indian populations (with the exception of Texas and New York) have Offices of Indian Education within their State Departments, and numerous states with populations less than North Carolina's also have a Department of Indian Education (Minnesota, Maine, Montana, South Dakota, New Jersey).

Last year, 16,288 American Indian students were served by the 17 Title VII Indian Education programs in North Carolina. In 2006, North Carolina received over $3 million in federal funds to serve these students who overwhelming reside in *Leandro* counties and are enrolled in low-performing schools. An Office of Indian Education could be the central location for helping Title VII coordinators understand and most effectively use their federal dollars particularly in relation to the mandates of *NCLB*.

The Office of Indian Education would be the contact for Indian Education at the state level. Presently, there is no "true" contact for Indian Education at the Department of Public Instruction.

RECOMMENDATION TWO

Encourage school systems to expand the use of valid indicators in the identification of American Indian students for placement in Academically and Intellectually Gifted programs, honors and Advanced Placement courses and exceptional programs for students with disabilities.

School systems should use innovative practices for identifying American Indian students for placement in Exceptional Programs, such as Academically and Intellectually Gifted programs and other exceptionalities.

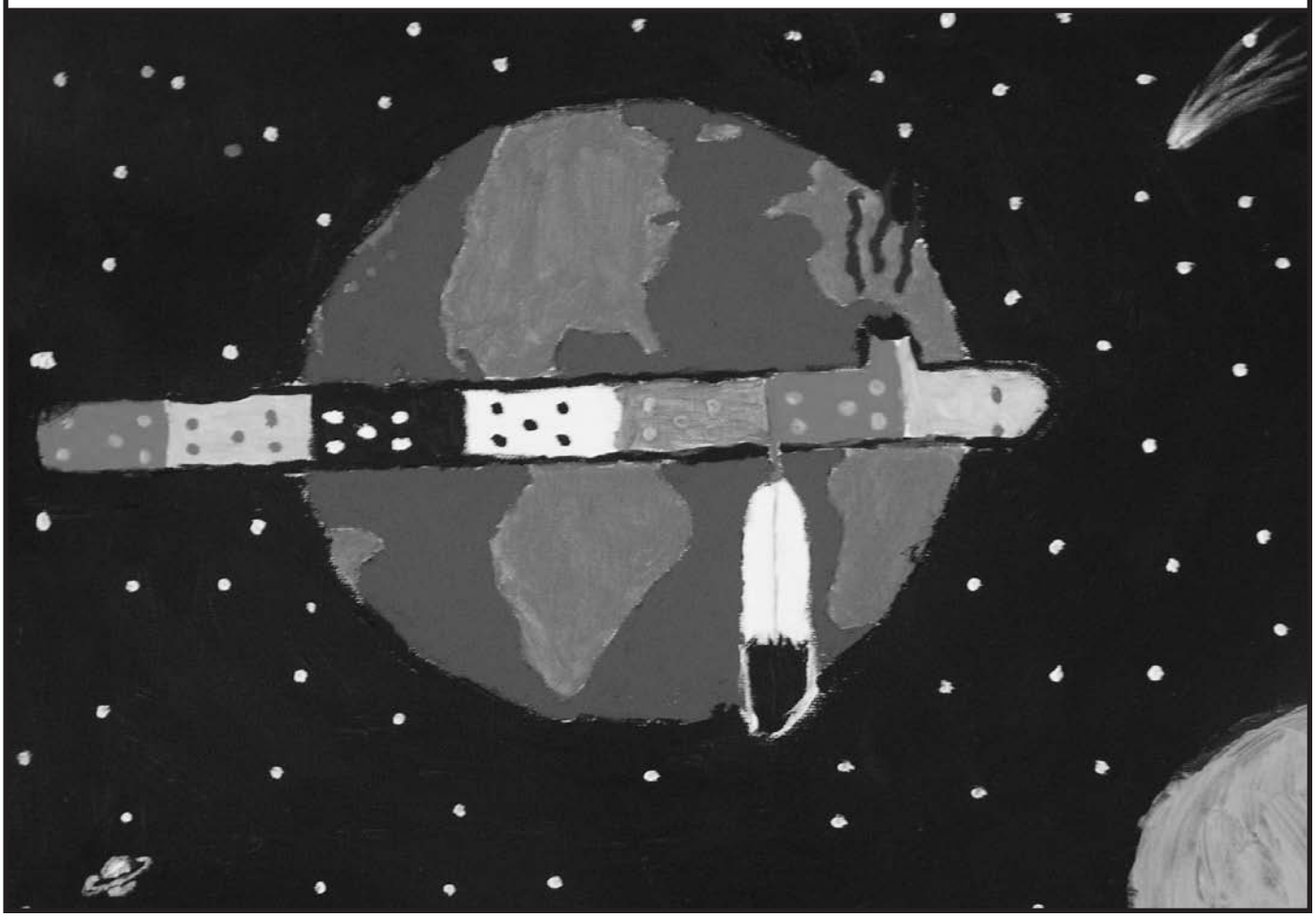
RECOMMENDATION THREE

Support the collaborative efforts among the State Advisory Council on Indian Education, the Raising Achievement and Closing Gaps Section, and American Indian communities to address current educational policies and issues, such as decreasing dropout rates and increasing graduation rates.

These efforts will identify and share strategies that empower education stakeholders to make informed decisions about the education and future of American Indian students.

APPENDICES

"Traditional Universe"– painting by Jacob Levy, Lumbee



APPENDIX A

FUTURE-READY STUDENTS FOR THE 21ST CENTURY

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st Century.

Goal: NC public schools will produce globally competitive students.

- Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

Goal: NC public schools will be led by 21st Century professionals.

- Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.
- Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- Every educational professional uses data to inform decisions.

Goal: NC public school students will be healthy and responsible.

- Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.
- Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Every school focuses on developing strong student character, personal responsibility, and community/world involvement.
- Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Goal: Leadership will guide innovation in NC public schools.

- School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students.

Goal: NC public schools will be governed and supported by 21st Century systems.

- Processes are in place for financial planning and budgeting that focus on resource attainment and alignment with priorities to maximize student achievement.
- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.

Goals approved by the North Carolina State Board of Education on September 7, 2006

APPENDIX B

NC COURSE OF STUDY GRADUATION REQUIREMENTS

Four Courses of Study, One Diploma...

Multiple graduation courses of study were approved by the State Board of Education at its August, 1999 meeting. They were implemented with first time ninth graders in 2000-01. The three courses of study are-- Career Preparation, College Technical Preparation, and College/University Preparation. In addition, a fourth course of study called the Occupational Course of Study for certain students with disabilities who have an Individualize Education Plan was implemented with entering ninth graders in 2000-01. Students who do not complete the graduation requirements for the above courses of study may be eligible for the following exit documents:

- Certificate of Achievement: Students who satisfy all state and local graduation requirements but who fail the competency tests will receive a certificate of achievement and transcript shall be allowed by the LEA to participate in graduation exercises.
- Graduation Certificate: Effective with the class entering ninth grade for the 1992-93 school year, special needs students as defined by G.S. 115C-109, excluding academically gifted or pregnant students, who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
    - Successful completion of 20 course units by general subject area (4 English, 3 mathematics, 3 science, 3 social studies, 1 health and physical education, and 6 local electives) under paragraph (b). These students are not required to pass the specifically designated courses such as Algebra I, Biology, or United States History.
    - Completion of all IEP requirements.

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation courses of study shall meet the following exit standards:

- successfully complete a graduation project that is developed, monitored, and scored within the LEA (school district) using state-adopted rubrics; and
- score at proficiency level III or above on the end-of-course assessment for English I, U.S. History, Biology, Civics and Economics, and Algebra I.
    - A student who does not score at proficiency level III or above on the end-of-course assessment for any of these courses but who passes the course shall be offered the opportunity to retake the assessment no later than three weeks from the receipt of assessment results.
    - If the student does not score at or above proficiency level III on the retest, school officials shall apply a review process to provide focused intervention, a second retest opportunity, and a review of the student's documentation to determine whether the student has met the exit standard for the course. The principal shall make the final decision as to whether the student has met the exit standard.

On the following two pages is a chart outlining the course requirements for each course of study.

NC COURSE OF STUDY GRADUATION REQUIREMENTS

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/ UNIVERSITY PREP* Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL Course of Study Requirements (Selected IEP students/ excluded from EOC Proficiency level requirements)
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV
Mathematics	3 Credits Including Algebra I (This requirement can be met with Integrated Mathematics I & II when accompanied with the Algebra I EOC)	3 Credits** Algebra I, Geometry, Algebra II, OR Algebra I, Technical Mathematics I&II, OR Integrated Mathematics I,II,&III	4 Credits (4th credit effective for first time ninth graders in 2002-2003)* Algebra I, Algebra II, Geometry, and higher level mathematics course with Algebra II as prerequisite OR Integrated Mathematics I,II,III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III
Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	3 Credits A physical science course, Biology, Earth/Environmental Science	2 Credits Life Skills Science I, II
Social Studies	3 Credits Civics & Economics, US History, World History*****	3 Credits Civics & Economics, US History, World History*****	3 Credits Civics & Economics, US History, World History***** (2 courses to meet UNC minimum admission requirements - US History & 1 elective)	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)
Second Language	Not required	Not required**	2 Credits in the same language	Not required
Computer Skills	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	No specific course required, students must demonstrate proficiency through state testing (starting with graduating class of 2001)	Computer proficiency as specified in IEP

Continued on next page...

Content Area	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP** Course of Study Requirements	COLLEGE/ UNIVERSITY PREP* Course of Study (UNC 4-yr college) Requirements	OCCUPATIONAL Course of Study Requirements (Selected IEP students/ excluded from EOC Proficiency level requirements)
Health and Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education	1 Credit Health/Physical Education
Career/Technical JROTC Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in Career/Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR 4 Credits in JROTC; OR 4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course;	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course	Not required	4 Credits Career/Technical Education electives
	Recommend at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway);	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision	Recommend at least one credit in an arts discipline and/or requirement by local decision
Electives or other requirements****	2 Elective Credits and other credits designated by LEA	2 Elective Credits and other credits designated by LEA	3 Elective Credits and other credits designated by LEA	Occupational Preparation: 6 Credits: Occupational Preparation I, II, III, IV**** Elective credits/ completion of IEP objectives/ Career Portfolio-required
Total	20 Credits plus any local requirements	20 Credits plus any local requirements	20 Credits plus any local requirements	22 Credits Plus any local requirements

*The fourth mathematics credit in college/university prep became effective for entering ninth graders of 2002-03.

**A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

***Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

*****Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

APPENDIX C

RISK RATIO FOR AMERICAN INDIAN STUDENTS OF BEING IDENTIFIED AS EXCEPTIONAL IN NORTH CAROLINA SCHOOLS

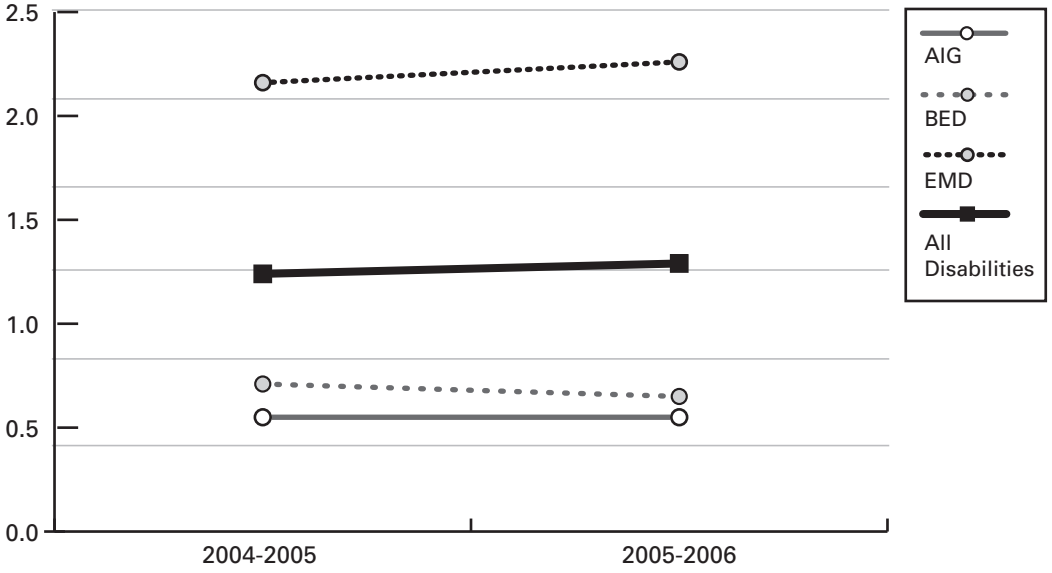
Risk ratio is the risk of a subgroup of being identified as exceptional compared to the risk for all other students. Beginning with the 2004-05 school year, North Carolina began tracking the risk ratio factor in the following areas of Exceptional Children categories for minorities: all disabilities, Educable Mental Disabilities (EMD), Behavioral-Emotional Disabilities (BED), and Academically or Intellectually Gifted (AIG). This information will be collected for future years to monitor the progress towards accomplishing the goal of 0% disproportionality for minorities in EC programs.

The chart below displays the risk ratio for American Indian students in North Carolina for the 2004-05 and 2005-06 school years. Based upon figures computed using the formulas listed in the appendix, in North Carolina, American Indian students are at a higher risk of being identified in all categories of exceptionality.

Conversely, American Indian students are typically overrepresented in Exceptional Children's programs. Based upon recent figures computed by the Exceptional Children Division at the North Carolina Department of Public Instruction, North Carolina American Indian students:

- became more at-risk of being identified in all disabilities, being 1.24 times more likely of being identified than all other student groups in 2004-05 to 1.29 times more likely of being identified in 2005-06. This is an increase of 0.05.
- were 2.16 times more likely to be identified EMD than any other student group in the 2004-05 school year as compared to 2.26 times more likely in the 2005-06 school year. This is an increase of 0.10.
- were .65 times more likely to be identified BED than any other student group in the 2005-06 school year. This was a slight decrease in the 0.71 risk-ratio factor in the 2004-05 school year.
- were 0.55 times less likely to be identified than all other groups of students in the 2004-05 school year and .53 times less likely of being identified AIG in the 2005-06 school year, a moderate decrease.

Risk Ratio for American Indian Students in North Carolina Being Identified for Exceptional Children's Programs



Source: IDEAdata.org

North Carolina will continue to collect trend data that show the risk ratio for American Indian students (and all other students) for placement in Exception Children's programs. Meanwhile, the State will proceed to implement strategies to decrease disproportionality in Exceptional Children's programs due to inappropriate identification of minority students.

APPENDIX D

FORMULA TO DETERMINE RISK RATIO

Definition: Disproportionate Representation (or disproportionality) includes both over and under representation of minorities in special education and programs for students who are academically or intellectually gifted.

Goal: All school systems will have 0% disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

HOW IS THE RISK RATIO DETERMINED?

In order to determine whether or not there is a higher risk for American Indian students to be identified for placement in Exceptional Children (EC) programs in North Carolina, the following questions must be answered and specific computations must be completed.

I. COMPOSITION INDEX

THE QUESTION: *"What percentage of students identified as Exceptional Children are American Indian in North Carolina?"*

THE FORMULA: *American Indian Identified EC x 100 = % of AI EC*
All EC Students

II. RISK INDEX

THE QUESTION: *"For an American Indian student, what is the risk of being identified EC?"*

THE FORMULA: *American Indian EC_____ x 100 = % of AI EC*
All American Indian Students

THE STATEMENT: *"__ percent of all American Indian students are at risk of being identified EC."*

III. RISK RATIO

THE QUESTION: *"What is the risk of identification as EC for American Indian students, compared to the risk for all other students?"*

THE FORMULA: *American Indian EC /All American Indian Students=Risk Index*

All Other EC Students/All Other Students=Risk Index

AI Risk Index_____ x 100 = Risk Ratio
All Other Students' Risk Index

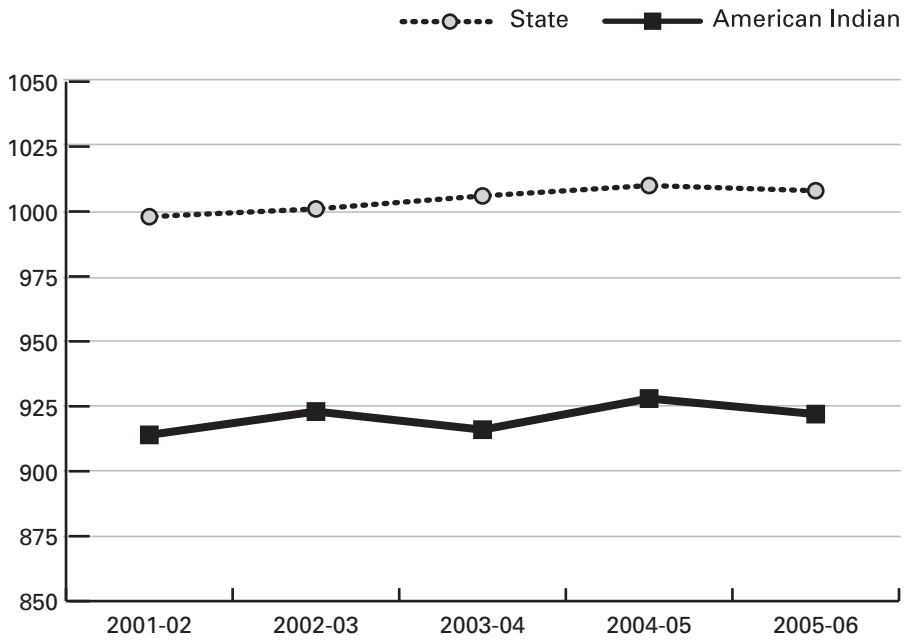
THE STATEMENT: *"American Indian students are _____ times more likely than all other students to be identified EMD."*

Source: IDEAdata.org

APPENDIX E

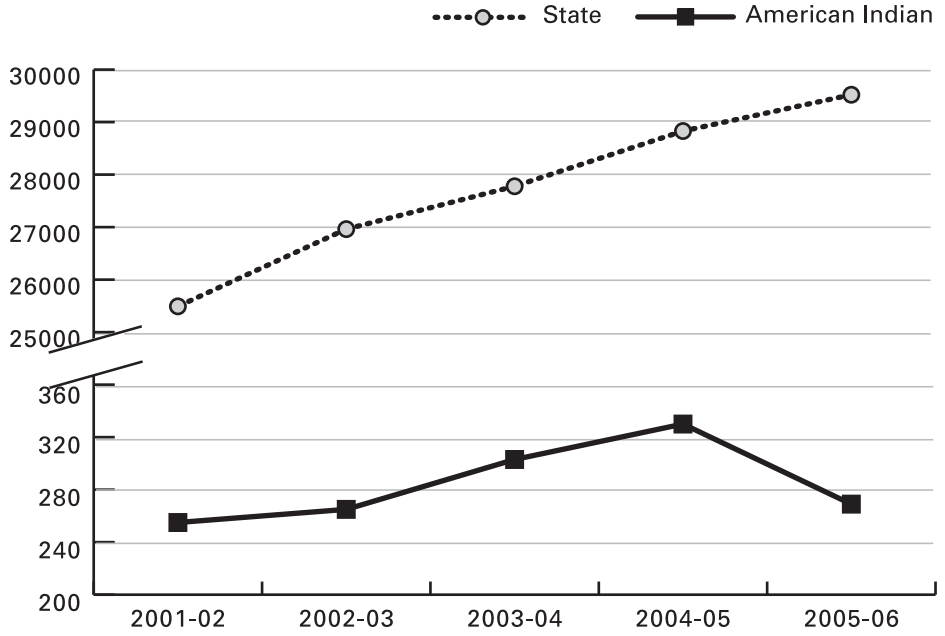
MEAN SAT SCORES AND COLLEGE ENROLLMENT

Mean SAT Score Comparison



Source: The College Board

College Enrollment: Comparison between American Indian Students and the State



Source: The University of North Carolina

APPENDIX F

TRIBES, TRIBAL COUNCILS, AND AMERICAN INDIAN ORGANIZATIONS

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

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

EASTERN BAND OF CHEROKEE
P. O. Box 455, Cherokee, NC 28719
Paxton Myers, Tribal Administrator
Phone: 828-497-2771 / FAX: 828-497-7007
Email: paxtmyer@nc-cherokee.com

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

HALIWA-SAPONI TRIBE, INC.
P. O. Box 99, Hollister, NC 27844
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
Donald Strickland, Executive Director
Phone: 704-926-1524 / FAX: 704-347-0888
Email: mnaa2000@excite.com

NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS
217 West Jones Street, Raleigh, NC 27699-1317
Gregory Richardson, Executive Director
Phone: 919-733-5998 / FAX: 919-733-1207

OCCANEECHI BAND OF THE SAPONI NATION
P.O. Box 356, Mebane, NC 27302
Phone: 919-304-3723 / FAX: 919-304-3724
Email: obsn@mebtel.net

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

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

LUMBEE TRIBE OF NORTH CAROLINA
P. O. Box 2709, Pembroke, NC 28372
Leon Jacobs, Tribal Administrator
Phone: 910-521-7861 / FAX: 910-521-7790
Email: ljacobs@lumbeetribe.com

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

Source: North Carolina Commission of Indian Affairs, *North Carolina Tribes and Organizations*, February, 2007

APPENDIX G

TITLE VII PROGRAMS

The Office of Indian Education (OIE), located in the Office of the Under Secretary (OUS), was created in 1972 under the Indian Education Act. The *No Child Left Behind Act of 2001* amends the Indian education programs in OIE as Title VII, Part A of Elementary and Secondary Education Act. The Federal legislation focuses on the education of American Indians, Alaska Natives, and Native Hawaiians from preschool to graduate school.

System	Male	Female	Students Served	Program Administrator/Director	Phone
Columbus	204	230	434	Kenwood Royal	(910) 642-5168
Cumberland	543	454	997	Trudy Locklear	(910) 678-2462
Graham	73	93	166	Marcia Hollifield	(828) 479-4624
Guilford	195	177	372	S. Jean Conley	(336) 621-4042
Halifax	161	110	271	Tyus Few	(252) 583-3111
Hertford	11	7	18	Ron Hignite	(252) 358-1761
Hoke	500	510	1,010	Billy Jacobs	(910) 875-4835
Jackson	169	161	330	Angela Lovedahl	(828) 586-2311 x254
Person	13	10	23	Carol Townsend	(336) 599-2191
Richmond	190	172	362	Linda Nicholson	(910) 582-5860
Robeson	5,594	5,658	11,252	Rita Locklear	(910) 521-2054
Sampson	52	73	125	Pam Westbrook	(910) 592-1401 x20133
Clinton City	56	62	118	Robert Taylor	(910) 592-3132
Scotland	464	503	967	Lyle Shaw	(910) 277-4459 x314
Swain	198	211	409	Bob Marr	(828) 488-3120 x229
Wake	104	114	218	Melinda Stephani	(919) 850-1881
Warren	57	69	126	Tony Cozart	(252) 257-3184

Total served in Cohort **17,198**
Total Served Indian Male *8,584*
Total Served Indian Female *8,614*

Indian Membership Statewide **19,927**
Indian Membership Male *10,027*
Indian Membership Female *9,900*

APPENDIX H

AMERICAN INDIAN MASCOTS, DESCRIPTORS, AND NICKNAMES IN PUBLIC SCHOOLS ACROSS NORTH CAROLINA

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

At the direction of the State Board of Education, several local education agencies (LEAs) across the state have reviewed and revised their policies for using American Indians or other existing ethnic groups as mascots, nicknames or descriptors for school-related teams, clubs and organizations. In 2002, 73 schools continued to embrace these negative images. By 2007, 43 schools have eliminated these names and logos from their sports teams. The chart below displays some of the name and log changes that have been enacted by local education agencies in an effort to eliminate American Indian mascots.

LEA	School	Previous Mascot	Current Mascot	Date Changed
Avery	Newland Elem School	Indians	None	2000-2001
Buncombe	Clyde A Erwin High School	Squaws	Lady Warriors	1999 - Result of compromise with U.S. Dept. of Justice
Burke	Icard Elem School Northwest	Warriors	Colts	April 2004
Cabarrus	Cabarrus Middle School	Warriors	Titans	2004
Carteret	White Oak Elem School	Indians	Tree	2000
Catawba	Catawba Intermediate	Indians	Dragons	2002
	Saint Stephens Elem	Indians	None	2001

LEA	School	Previous Mascot	Current Mascot	Date Changed
Craven	Brinson Memorial Elem School	Braves	Bears	2002
Cumberland	Westover Middle School	Warriors	Wildcats	2002
Granville	Stovall-Shaw Elem School	Braves	Eagles	2004
	J.F. Webb High School	Warriors	Warrior (space-age imagery)	January 2005
Guilford	Alamance Elem School	Indians	Wolves	2003
	Southern Guilford High School	Indians	The Storm	March 2004
Haywood	Junaluska Elem School	Warriors	Eagles (Indian motif remained in honor of school's namesake)	Unavailable
Charlotte/ Mecklenburg	Coulwood Middle School	Braves	Catamounts	2002
	McKee Road Elem School	Indians	All Stars	2000
	West Meck Senior High	Indians	Hawks	2004
New Hanover	Ogden Elem School	Indians	Stingrays	1999
Pamlico	Arapahoe Charter School	Warriors	Warriors (inherited mascot - not used on letterhead, uniforms, etc.)	Unavailable
Pitt	Ayden Middle Sch. Southeastern	Warriors	Knights	2002
Randolph	Randolph Middle School	Seminoles	Titans	March 2004
Rutherford	Sunshine Elem School	Indian	Bear	2004
Stanly	Aquadale Elem School	Braves	None	2002
Surry	Westfield Elem School	Indian Warriors	--W--	2003

LEA	School	Previous Mascot	Current Mascot	Date Changed
Union	Indian Trail Elem School	Warriors	Colts	April 2004
	Waxhaw Elem School	Indians	Bluebird	Spring 2004
Wayne	Northeast Elem School	Warriors	Cougars	2001
Wilkes	Millers Creek Elem School	Redskins	Ravens	2002
	West Wilkes Middle School	Redskins	Knights	2002

**The information provided in the chart was last updated March 12, 2007.*

In the past few years, approximately 40% of North Carolina's public schools with American Indian mascots and logos have eliminated them. We would like to congratulate the above-mentioned schools 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. We recommend Grier's 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 Board of Education and the NC State Advisory Council on Indian Education agree that local education agencies across the state should encourage continued commitment to their local plans of action. Local plans of actions should be aimed at increasing awareness of the negative impact of American Indian mascots. Administrators, teachers and students should be encouraged to develop a cultural sensitivity and understanding of issues surrounding the use of demeaning imagery within their schools. The Council 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 I

RESOURCES

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/*

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

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

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

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

SCHOLARSHIP AND GRANT PAGE FOR NATIVE AMERICAN STUDENTS
General Information for financial aid including a detailed list of Native American scholarships. *http://www.uncc.edu/finaid*

PUBLIC SCHOOLS OF NORTH CAROLINA

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/courses106*

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. *http://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. *http://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 post-secondary 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. *http://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. *http://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 *http://www.turtletrack.org* under "Cool links."

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

MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING (MCREL)
MCREL is a nationally recognized non-profit organization that specializes in education research and school reform. The organization publishes reports on education reform for schools serving Native American children, such as its latest report "Examining Comprehensive School Reform in Schools Serving Native American Communities: Case Study Report". The report can be accessed via the Mcrel's website. *http://www.mcrel.org/topics/productDetail.asp?productID=96#*

MUSEUM OF THE NATIVE AMERICAN RESOURCE CENTER
Located on the campus of University of North Carolina at Pembroke, the Museum of the Native American Resource Center has a mission to educate the public about the culture of Native America. The Center serves as a resource for the exchange of information on the education, culture and community activities of Indians. *http://www.uncp.edu/nativemuseum*

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. *http://www.ncsu.edu/stud_orgs/nasa108*

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. *http://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 *http://www.sixkiller.com/publications.htm*

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

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

APPENDIX J

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

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Jordan Edmondson, Sappony, watches intently as her grandmother, Linda Martin Epps, teaches the art of quilting the native way.

Male traditional dance regalia at the American Indian Heritage Celebration, North Carolina Museum of History

COUNCIL MEMBERS AND STAFF

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

ROSEANNA BELT
WCU – Cherokee Center
1594 Acquoni Road
Cherokee, NC 28719

KIMBERLY BIRD
11431 Longhedge Lane
Charlotte, NC 28273

BRIAN K. BROOKS
PO Box 999
Pembroke, NC 28372

DOROTHY STEWART CROWE
156 Cherokee Lane
Roxboro, NC 27574

BRENDA DIAL DEESE, ***Vice Chairperson***
PO Drawer 2909
Lumberton, NC 28359-2909

LOUISE C. MAYNOR, ***Chairperson***
1626 University Drive
Durham, NC 27707

CLAIRE HUNTER MORROW
712 Overhill Rd.
Salisbury, NC 28144

JILL AMMONS ROGITZ
526 Swift Creek Rd.
Raeford, NC 28376

KATINA LYNCH
638 Evans Road
Hollister, NC 27844

EARLENE J. STACKS
910 Lansdowne Rd.
Charlotte, NC 28270

GINGER STONE
792 Mt. Moriah Church Rd.
Clinton, NC 28328

RONNIE SUTTON
NC House of Representatives
PO Box 787
Pembroke, NC 28372

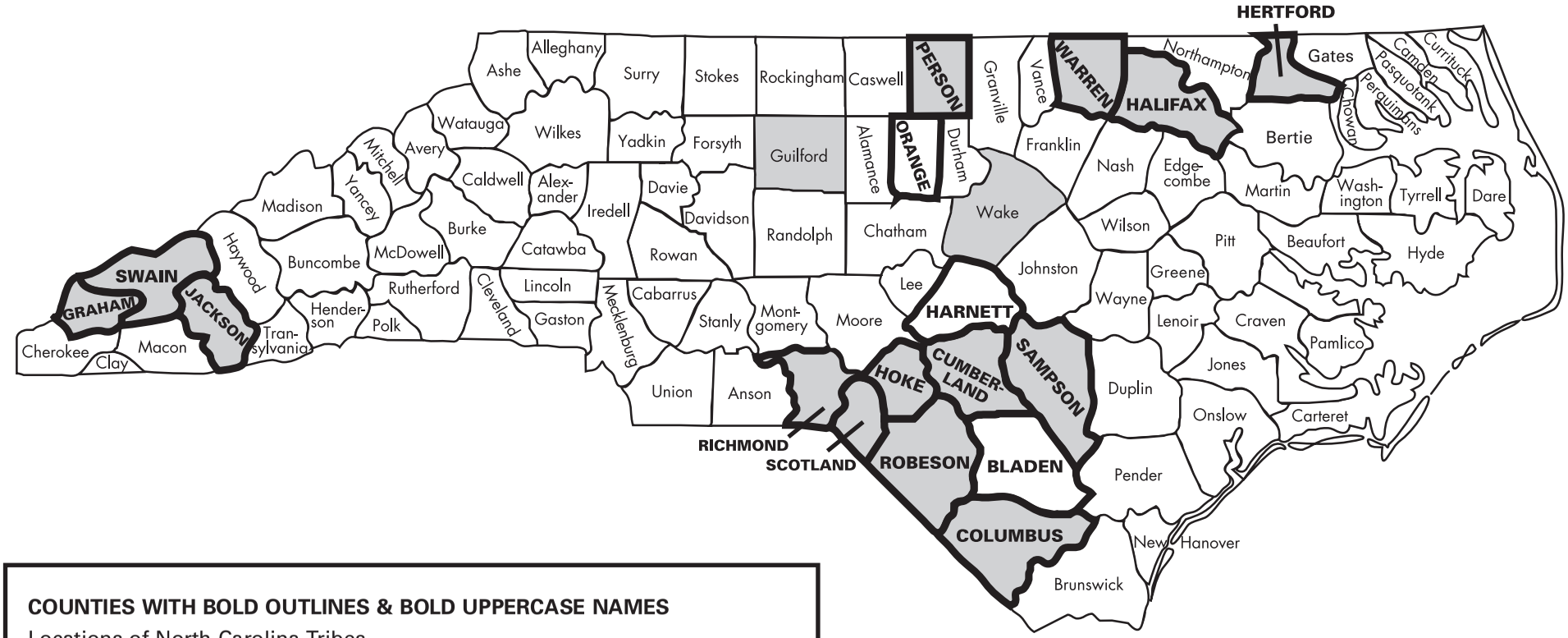
RHONDA TRUITT
305 Old Farm Drive
Graham, NC 27253

STAFF TO THE COUNCIL

DEBORA C. SYDNOR, ***Section Chief***
Raising Achievement and Closing Gaps Section
North Carolina Department of Public Instruction

BENITA TIPTON
State Superintendent's Representative
North Carolina Department of Public Instruction

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 BAND OF THE SAPONI NATION – 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	