State Advisory Council on Indian Education

2009 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

Weaving Innovative Educational Opportunities for American Indian Students

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Dedication

The 2009 Annual Report, *Weaving Educational Opportunities for American Indian Students*, is dedicated to the North Carolina American Indian students who were involved in Indian Education Programs and received a scholarship to attend a college or university. These programs focus on the education, culture, and heritage of American Indians and Alaska Natives. Below is a small sampling of these students.

CLINTON CITY SCHOOLS

Ashley Coble, Lumbee, Peace College
Peace College Academic Scholarship

Christie Ammons, Coharie, NC State University
NC State Academic Scholarship
The Sam Walton Community Scholarship

COLUMBUS COUNTY

Amanda Dowless, Waccamaw Siouan, Southeastern Community College
Hobbs Scholarship

Karen Jacobs, Waccamaw Siouan, Southeastern Community College
Wyche Scholarship

Kristin Moore, Waccamaw Siouan, Southeastern Community College
Job-link Foundation Scholarship

Ashlee Nowell Mitchell, Waccamaw Siouan, UNC-Pembroke
North Carolina American Indian Fund Scholarship

Audriana Robinson, Waccamaw Siouan, Southeastern Community College
Southeastern Community College Trustee's Scholarship

GRAHAM COUNTY

Kody Cook, Eastern Band of Cherokee, Tri County Community College
Eastern Band of Cherokee Indians Scholarship

Lucy Hernandez, Eastern Band of Cherokee, Gardner Web University
Eastern Band of Cherokee Indians Scholarship

Alysa Lane, Eastern Band of Cherokee, Western Carolina University
Eastern Band of Cherokee Indians Scholarship

Amy Teesateskie, Eastern Band of Cherokee, Tri County Community College
Eastern Band of Cherokee Indians Scholarship

GUILFORD COUNTY

Carles Stacy "CJ" Hunt III, Lumbee/Coharie, UNC-Greensboro
Johnny Hedgepeth Memorial American Scholarship

Alyce M. Rice, Sault Ste Marie Tribe of Chippewa Indians, UNC-Greensboro
Guilford Technical Community College Full Scholarship for Business Administration Tech Prep
Sault Ste Marie Tribe of Chippewa Indians Tribal Scholarship

Sean Alexander Saari, Chippewa, UNC-Greensboro
Honors Program Scholarship
State of NC Higher Education Scholarship

HALIWA-SAPONI TRIBAL SCHOOL

Christopher Adam Richardson, Haliwa-Saponi, UNC-Pembroke
NCNAYO Scholarship

HOKE COUNTY

Cassie Chavis, Lumbee, UNC-Pembroke
Hoke Local Retired School Personnel Scholarship

Ryan Truman Chavis, Lumbee, UNC-Pembroke
Hoke Native American Scholarship

Wiletta Cummings, Lumbee, UNC-Wilmington
SECU People Helping People Scholarship
NC Division of Veteran Affairs Scholarship
Hoke Local Retired School Personnel Scholarship

Ivey Allison Lowery, Lumbee, UNC-Pembroke
Hoke Native American Scholarship
United Tribes of North Carolina Scholarship
NC Native American Youth Organization Scholarship

Richard Austin McPhail, Lumbee, NC State University
Hoke Native American Scholarship
Starkie-Campos Athletic Scholarship
Charles Edward Cathey Masonic Scholarship
UNC Campus Scholarship

NC SCHOOL OF SCIENCE & MATHEMATICS

Amber Richardson, Haliwa-Saponi, Duke University
Gates Millennium Scholarship
United Tribes Scholarship
Blaylock Scholarship
The Highsmith Scholarship
Nancy Smith Scholarship

PERSON COUNTY

Brittany Stewart, Sappony, Piedmont Community College
Sappony Tribe Scholarship

ROBESON COUNTY (2009 Graduates)

Dalton Brooks, Lumbee, UNC-Chapel Hill
Pogue Scholarship

Justin Bullard, Lumbee, Campbell University
Administration Scholarship

Zachary Bullard, Lumbee, Wingate University
Wingate Merit Scholarship

Kaleb Clark, Lumbee, NC State University
Naval NROTC Scholarship

Kelsey Cummings, Lumbee, UNC-Charlotte
Voice of Democracy Scholarship

Timothy Cummings, Lumbee, University of Colorado
Gates Millennium Scholarship

Earnest Dial, Lumbee, UNC-Pembroke
UNCP Merit Scholarship, United Tribes Scholarship

Selisha Flanagan, Lumbee, UNC-Pembroke
UNCP Merit Scholarship

Sarah Gambrel, Lumbee, UNC-Pembroke
UNCP Merit Scholarship, KFC Scholarship

James Brett Hunt, Lumbee, UNC-Pembroke
United Tribes Scholarship

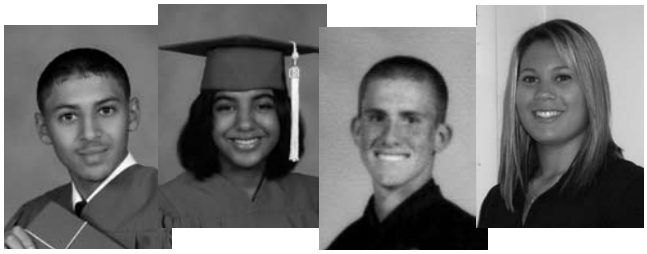
Mandi Hunt, Lumbee, UNC-Pembroke
UNCP Merit Scholarship

Nicolette Jacobs, Lumbee, Robeson Community College
United Tribes Scholarship

Tiffany Jones, Lumbee, Johnson & Wales University
Johnson & Wales Financial Aid Scholarship

Page D. Jones, Lumbee, UNC-Pembroke
Robeson Idol Scholarship

AC Locklear, Lumbee, UNC-Chapel Hill
Wingate Merit Scholarship
United Tribes Scholarship



Dustin Locklear, Lumbee, UNC-Pembroke
UNCP Merit Scholarship

Jeremy Locklear, Lumbee, UNC-Chapel Hill
Pogue Scholarship
Chancellor's Leadership Scholarship

Joshua Lee Locklear, Lumbee, Wingate University
Wingate Merit Scholarship
Naval NROTC Scholarship

Amber McDowell, Lumbee, UNC- Pembroke
UNCP Merit Scholarship
Gertrude Oxendine Drug Awareness Scholarship

Jordan McGirt, Lumbee, UNC-Pembroke
Teaching Fellows Scholarship

Courtney McMillian, Lumbee, Campbell University
Scott Ellis Scholarship

Katina Mitchell, Lumbee, Wingate University
Wingate Merit Scholarship

William Morgan, Lumbee, Wingate University
Wingate Merit Scholarship

Victor Onate, Lumbee, UNC-Pembroke
UNCP Merit Scholarship

Ashely Ray, Lumbee, UNC-Pembroke
UNCP Merit Scholarship

Christopher Spaulding, Lumbee, UNC-Chapel Hill
Pogue Scholarship
Army ROTC Scholarship
Naval NROTC Scholarship
U.S. Savings Bond

Jory Swett, Lumbee, UNC-Pembroke
Teaching Fellows Scholarship
Wingate Merit Scholarship
United Tribes Scholarship

Erin Woriax, Lumbee, Methodist University
Methodist Merit Scholarship

SAMPSON COUNTY

Amber Matthews, Coharie, Fayetteville Technical Community College
United Tribes Scholarship
Academic Competitiveness Grant
The Educational Lottery Grant

Larry Edwards, Coharie, Mt. Olive College
The Mt. Olive Leadership Scholarship
FFA Scholarship
Sampson County Association of Education Scholarship

SCOTLAND COUNTY

Alexandria Caple, Lumbee, East Carolina University
James W. Mason Scholarship
Louise Graham Davis Scholarship
Pee Dee Antique Power Club Scholarship
29th District Order of Eastern Star Scholarship

Johnathan B. Dial, Lumbee, UNC-Pembroke
Laurinburg Lodge Masons Scholarship
Johnsie Patterson McFadden/Montpelier Presbyterian Church Scholarship
UNC-Pembroke Academics Competitiveness Grant
North Carolina Grant

Harley Locklear, Lumbee, UNC-Pembroke
UNC-Pembroke Merit Scholarship
F. Leroy Marks Memorial Scholarship

Nicholas Locklear, Lumbee, UNC-Pembroke
Laurinburg Chamber of Commerce Pass Scholarship
UNC-Pembroke Merit Scholarship
Scotland Memorial Foundation Scholarship
Knights of Columbus Scholarship

Ricky Usher, Lumbee, UNC-Pembroke
UNC-Pembroke Merit Scholarship
Gibson United Methodist Church Scholarship

SWAIN COUNTY

Carrie Cooper, Eastern Band of Cherokee
Swain County High School's Girls Track Scholarship

Sierra Turtle, Eastern Band of Cherokee
Journey Scholarship of WNC Communities
Swain County High School's Girls Track Scholarship

Jennifer Wilson, Eastern Band of Cherokee, Meredith University
Meredith Merit Award

Foreword

Since 1988, the State Advisory Council on Indian Education (SACIE) has served in an advisory role to the North Carolina State Board of Education (SBE) and the Department of Public Instruction (DPI). In this capacity, the Council has submitted annual reports to the SBE which have primarily focused on the identification of issues and concerns that affect the academic achievement of American Indian students. The reports have been positively received by policymakers, school administrators, teachers, tribal groups, parents of American Indian children, and other interested parties. The reports have proven to be invaluable resources to consumers given the comprehensive presentation of information such as achievement data, demographics, and policy recommendations. Central to a number of reports, the Council has emphasized the need for interventions to reduce the drop out rates and improve the graduation rates of American Indian students. Further, the Council remains concerned about the low enrollment of American Indian students in Advanced Placement and International Baccalaureate courses.

In more recent reports, information was provided regarding schools which have used, and those that continue to use, American Indian-themed mascots, logos, symbols, and other insensitive imagery. Since 2002, a number of schools have taken action to eliminate their use of this derogatory imagery. However, the Council is aware that such inappropriate use persists in some schools; therefore, the Council will continue to advocate for change.

North Carolina has long been recognized as a national leader in school reform initiatives. In light of the state's recent actions toward high school reform, the 2009 SACIE report presents select information on innovative educational programs being provided in high schools located in three school districts. These districts enroll a relatively significant population of American Indian students. Two of the districts, Cumberland and Robeson, are state-operated while Cherokee Central Schools is federally-operated. In choosing the theme for this year's report, "*Weaving Innovative Educational Opportunities for American Indian Students*," an effort was made to reflect some of the innovative academic opportunities being provided in these high schools for the active engagement of American Indian students.

Based on a literature review and responses provided during interviews conducted with students and administrators, conclusions were drawn as to the manner in which innovative reform educational programs are more effectively serving American Indian students. Several significant findings and recommendations for state-level policy consideration and for district-level implementation are included. The Council contends that, if implemented, these recommendations will improve the academic achievement of American Indian students enrolled in other districts. The Council looks forward to the continued opportunity to partner with the State Board of Education and the Department of Public Instruction in the review and implementation of these findings and recommendations.

Zoe W. Locklear, Ph.D.
Chair, State Advisory Council on Indian Education

Executive Summary

Executive Summary

Background

In 1988, the N.C. General Assembly enacted Article 13A (NCGS § 115C-210) to establish a fifteen member State Advisory Council on Indian Education to serve as the mechanism for advocating on behalf of American Indian students. Membership consists of American Indian parents and educators, legislative members, representatives from the UNC Board of Governors, and a member of the North Carolina Commission of Indian Affairs.

The Council serves a crucial role in advising the State Board of Education (SBE) on issues pertaining to the education of American Indian students. More specifically, the Council is charged 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 (DPI) 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.

During the past year, the Council focused attention on advancing its plan, the *Strategic Pathways for Strengthening American Indian Education*. Public school administrators and staff, parents, tribal leaders, and community participants were engaged in creating educational experiences and cultural opportunities that promote high expectations and accountability for the academic success of American Indian students. The Council, in addition to others across the state, has identified multiple areas of concern that negatively impact the lives of American Indian youth. However, the Council has placed priority on two specific concerns: (1) improving the graduation rates for Native students, and (2) addressing the dropout crisis.

While the number of American Indian students leaving school without graduating has recently declined, this population of students continues to drop out in disproportionate numbers. The high school drop-out rate for American Indian students has decreased 1.88 percentage points over the last four years; however, statewide, these students are leaving school 1.4 times as often as other students. American Indian males, with a rate of 7.89 percent, have the highest dropout rate of any ethnic group. During the 2007-08 academic year, the 4–year cohort graduation rate for American Indian students was 55.7 percent.

Innovative Educational Opportunities

In North Carolina, a number of efforts are underway to improve graduation rates and strengthen the high school experience for all students. For example, Learn and Earn/Early College high school programs provide students an opportunity to simultaneously earn a high school diploma and an associate's degree or two years of college credit. Through the support of the Bill and Melinda Gates Foundation, North Carolina has created New Schools Project high schools that are more focused, rigorous, and delivered in smaller learning communities. In its 2009 Annual Report, the Council explores how the state's innovative reform programs can more effectively serve American Indian students. Through student focus groups and interviews with school administrators, the Council examined the nature of innovative high school opportunities, how schools are currently meeting the academic needs of American Indian students, ways in which Native culture is embedded in school experiences, and participation of Native students in online courses. Additionally, an attempt was made to identify barriers that prevent American Indian students from participating in any or all of these opportunities. The information was gathered in three school districts largely selected based on each district's relatively significant enrollment of American Indian students and recent establishment of innovative programs. Two of the districts, Cumberland and Robeson, are state-operated and the third district, Cherokee Central Schools, is tribally-operated.

The Council was gratified to learn that American Indian students are participating in some of these programs at close to the same rate or even at a higher rate than their proportion of the population. For example, 1.3% of the North Carolina public high school enrollment is American Indian, but American Indian students represent 3.3% of the students participating in Learn and Earn Early College High Schools and Redesigned High Schools (North Carolina New Schools Project, 2009) and 3.7% of the students enrolled in the North Carolina Virtual Public School, according to data from the North Carolina Department of Public Instruction. Approximately 1.1% of participants in community college "transition" courses (including Huskins, Early College, and Special Credit programs) are American Indian (North Carolina Community College System, 2008).

Unfortunately, the Council was discouraged by the very low participation rates of American Indian students in Advanced Placement (AP) and International Baccalaureate (IB) courses. In 2008, only 376 or 0.4% of the more than 85,000 AP examinations administered in North Carolina were taken by American Indian students (College Board). Of the 1,406 students currently taking IB courses, only 7 or 0.5% are American Indian, according to data reported by the North Carolina Department of Public Instruction.

Recommendations

Although evidence exists that documents the participation of American Indian students in innovative educational reform programs, evidence also indicates that a great deal of work remains to be done to ensure optimal engagement of students most at risk of dropping out of school. Educators and policy leaders must provide unwavering support for the establishment and expansion of educational programs that will engage students in positive academic experiences. Further, barriers which impede student participation must be identified and minimized or completely eliminated.

Therefore, the State Advisory Council on Indian Education advises the State Board of Education and local school districts to respond as follows:

Recommendation 1:

Establish and implement a broad array of innovative high school reform programs to provide rigorous academic experiences for American Indian students and aggressively identify, enroll, and monitor all students who would benefit from participation in such programs.

The state and local districts must strengthen and broaden identification and enrollment practices in order to effectively and efficiently meet the needs of American Indian students who would benefit from participation in innovative educational initiatives. Reliable and accurate data systems are critical in the successful implementation of these practices and must be developed in a deliberate and purposeful manner. Also, careful consideration must be given to disaggregation of data to ensure equitable participation of all eligible students.

Recommendation 2:

Develop and implement nontraditional outreach and communication strategies to effectively reach all American Indian families.

Although the state and local districts regularly disseminate education-related information, traditional communication strategies appear to be ineffective in reaching all American Indian students and parents. Consequently, parents are uninformed and are unable to support their child's participation in programs that would positively impact future success. Many Native parents regularly attend tribal-sponsored meetings but do not attend school meetings; therefore, it is imperative that districts develop alternative, nontraditional strategies to maximize communication. For example, to increase communication capacity, districts could partner with existing Indian education programs and tribal organizations that provide support services to American Indian families and children. Districts could include educational information in tribal newsletters, on tribal websites, and during community cultural events, such as powwows.

Recommendation 3:

Integrate accurate information regarding Native culture in all aspects of the curriculum.

Research supports the assertion that American Indian students demonstrate higher levels of academic performance when their cultural identity and heritage are acknowledged and validated. As the driving force for instruction across all disciplines and grade levels, state curricula standards must be rigorous and culturally-based in order to meet the unique academic needs of Native students. Instructional materials, including textbooks, must accurately reflect the historical and contemporary presence of American Indians in North Carolina, with particular emphasis on topics such as tribal histories and languages. Through high quality professional development, educators must be provided information relative to best instructional practices for teaching American Indian students. For this to occur, the SBE should support and expand the existing resources previously developed in partnership with LEARN NC.

Recommendation 4:

Establish supportive and caring school environments for all American Indian students.

It is reasonable to expect state and local districts to establish supportive and caring school environments for all students, including all American Indians. A prevalent theme emerged from the interviews regarding the importance of positive student-teacher relationships. Meaningful interactions between educators and students are essential for student success. During the site visits, positive relationships seemed to be at least partly enhanced by small school size given that students appeared to be more comfortable and empowered to approach teachers and administrators with questions and concerns. Students strongly emphasized the importance of having access to successful Native adult role models who could favorably impact their intrinsic motivation to establish high goals for their own success. The SBE and the Department of Public Instruction should partner with the state's tribal organizations to develop and disseminate an up-to-date database of Native individuals who could serve as guest presenters on a variety of topics.

Recommendation 5:

Identify and eliminate barriers which inhibit the participation of American Indian students in innovative educational opportunities.

In order for American Indian students to successfully participate in innovative educational programs, barriers which impede their participation must be identified and minimized or completely eliminated. Limited or no access to computers and/or the Internet outside the school setting surfaced in the interviews as a key barrier for many students. To minimize or eliminate this barrier, districts must seek additional resources to provide students with access to technology. The interview responses also cited barriers created by inflexible transportation policies and inadequate funding to support student transportation. The SBE could review existing transportation policies and identify those which unintentionally serve as disincentives to school districts. For example, policies related to efficiency ratings could be reviewed and revised to allow greater flexibility as needed by districts in the provision of transportation.

The Council looks forward to the continued opportunity to partner with the State Board of Education and the Department of Public Instruction in the review and implementation of the findings and recommendations included in the 2009 Annual Report, *Weaving Innovative Educational Opportunities for American Indian Students*.

Innovative Educational Opportunities for American Indian Students

Innovative Opportunities for American Indian High School Students in North Carolina

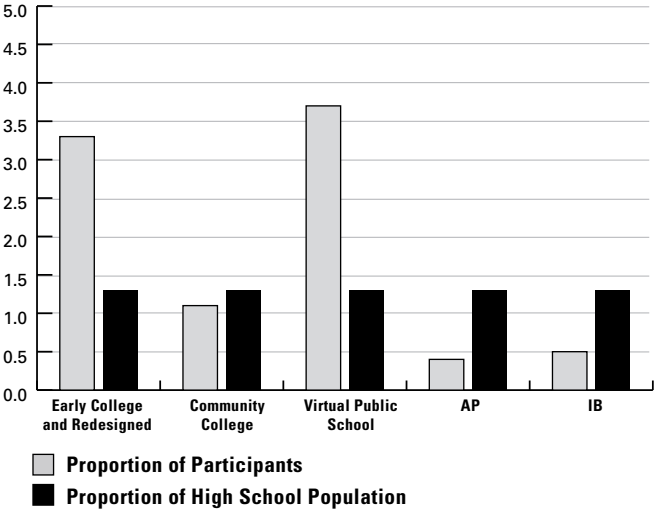
Background

The state of North Carolina is a national leader in high school reform, particularly in terms of developing and offering innovative educational opportunities to high school students. Major reform initiatives currently being implemented in North Carolina include:

- **Redesigned High Schools.** These are small, theme-based schools that focus on preparing students for college. Many of these schools were originally part of larger, comprehensive high schools.
- **Learn and Earn Early College High Schools.** Located primarily on university and community college campuses and serving students in grades 9-12 or 13, these high schools are targeted at students who have been historically underrepresented in college enrollments. The primary goal for these restructured high schools is to provide an accelerated curriculum to enable students to graduate with a high school diploma and two years of transferable college credit.
- **Opportunities to earn college credit,** through Huskins Dual Enrollment and Learn and Earn Online. These programs are designed to provide students with access to college courses either through dual enrollment at a local community college or through online access to college courses.
- **Increasing the focus on rigor, relevance, and relationships** in comprehensive high schools through a variety of approaches such as Ninth Grade Academies, theme-based Career Academies, and expanding enrollment in Advanced Placement (AP) and International Baccalaureate (IB) courses.

The good news is that American Indian students are participating in some of these opportunities at close to the same rate or even at a higher rate than their proportion of the population. For example, 1.3% of the North Carolina public high school enrollment is American Indian, but American Indian students represent 3.3% of the students participating in Learn and Earn Early College High Schools and Redesigned High Schools (North Carolina New Schools Project, 2009) and 3.7% of the students enrolled in the North Carolina Virtual Public School, according to data from the North Carolina Department of Public Instruction. Approximately 1.1% of participants in community college "transition" courses (including Huskins, Early College, and Special Credit programs) are American Indian (North Carolina Community College System, 2008).

Figure 1:
American Indian Participation in Selected Innovative Opportunities



Unfortunately, the discouraging news is that the American Indian participation rates are very low in AP and IB courses. Only 376 or 0.4% of the more than 85,000 AP examinations administered in North Carolina were taken by American Indian students (College Board, 2008). Of the 1,406 students currently taking IB courses, only 7 or 0.5% of the participants are American Indian, according to data reported by the North Carolina Department of Public Instruction. **Figure 1** depicts the extent to which specific programs serve a proportional share of American Indian students. For each innovative program, the chart reflects the proportion of program participants who are American Indian as compared to the overall proportion (1.3%) of American Indian students enrolled in North Carolina public high schools.

This report was created to examine how these innovative reform academic opportunities could serve American Indian students more effectively. Research and web-based resources regarding American Indian students and innovative high school opportunities were examined. There is very little information on this topic; therefore, additional literature on interventions and approaches for serving American Indian students was included.

To capture lessons learned from North Carolina experiences, the following interviews were conducted in March and April, 2009:

- Focus groups of students were convened in two sites: the Robeson Early College High School and South View High School in Cumberland County. The sites were selected given that both serve relatively large proportions of American Indian students and both have recently implemented innovative programs.
- School and central office staff from three districts were interviewed. These individuals included the principal of the Robeson Early College High School, the Title VII Indian Education Program Director in Robeson County, an assistant principal at South View High School, three Title VII Indian Education Program staff members in Cumberland County, and the Superintendent, three principals, one curriculum coordinator and one Exceptional Children's Program staff member from the Cherokee Central Schools.

The interviews included questions regarding the nature of innovative high school opportunities, how schools are currently meeting the academic needs of American Indian students, ways in which Native culture is embedded in school experiences, and participation of Native students in online courses. Additionally, an attempt was made to identify barriers that prevent American Indian students from participating in any or all of these opportunities. The following sections present a brief review of pertinent literature and national initiatives, followed by the results from the interviews and concluding with overall findings.

The national experience: literature and initiatives

A review of the research and national initiatives for this report was not designed to be comprehensive. Instead, the report highlights key points regarding serving American Indian students and identifies issues that stakeholders may consider.

The disconnect between students' home culture and school environments has been proposed as one explanation for why American Indian students do not perform as well in school as other groups (Vogt, Jordan, & Tharp, 1987). The literature on culture and instruction indicates that effective learning environments for students of diverse backgrounds include high expectations, strong caring relationships, teachers who are aware of students' backgrounds and who can effectively modify instruction to work with those students, and parental and community involvement (Edmunds, 2004).

In 2005, the Council of Chief State School Officers (CCSSO) convened a focus group of tribal leaders, educators, and researchers to specifically address the manner in which high school reform initiatives can benefit American Indian students. Results from this focus group and recommendations are included in an Issue Brief entitled, "How can the nation's high schools respond to the needs of Native American students?"

Specific recommendations included the following (CCSSO, 2006, p. 5):

- Aligning standards, curriculum, and assessment across grade levels.
- Improving communication between educators at the primary, secondary, and postsecondary levels.
- Raising expectations for student work.
- Assessing the best use of available resources.

It is possible that policymakers and educators may discount these recommendations given that they are not unique to Native populations. This concern was acknowledged in the Issue Brief, but the case was made that it is nonetheless important to implement these recommendations in American Indian communities given the historical low participation and involvement of Native students in reform initiatives. The CCSSO focus group also discussed culturally responsive schooling and identified four additional recommendations (2006, p. 5):

- Incorporating the community into the design of educational programs.
- Addressing students' cultures across the curriculum.
- Improving professional development.
- Disseminating and researching promising practices.

Specific examples were cited as to how these recommendations could be implemented with an American Indian perspective. "For example, high schools can reach out to families through a feast or small powwow, rather than an open house night. Schools can create programs in which American Indian students meet weekly with Native elders or other role models to remind themselves of the importance of working hard in the classroom. Research on promising practices could provide the opportunity to recognize educational achievements in ways that are consistent with American Indian values of honoring and celebrating the community. Further, promising practices could demonstrate how educators introduce culture in the classroom and how policymakers and communities support them, while professional development could provide new instructors with the background and skills to do so." (CCSSO, 2006, pp. 5-6)

The Center for Native Education is a national organization specifically focused on innovative high school opportunities for American Indian students. The centerpiece of its work is the establishment of Early College High Schools which are "culturally relevant and academically rigorous small high schools. By design, high school, local cultural content, and college requirements are blended into the curricula. Students can earn up to two years of college credit free of charge while completing their high school diplomas" (Center for Native Education, 2009). The schools are created through partnerships with tribes, high schools, and postsecondary partners and include substantial academic and social support for students.

Building on the Early College model, the Center for Native Education also created the New Path Program, an intergenerational model that allows students of all ages to take courses together and earn college credit. This model is consistent with the American Indian tradition of learning as a community.

Research and national initiatives indicate that American Indian students can benefit from many of the same reforms being implemented in high schools across the country, especially if there is an additional focus on integrating American Indian culture.

Focus on North Carolina: the voices of students and school administrators

To collect information on how consistent the North Carolina experiences are with other national initiatives, a series of interviews were conducted with individuals involved in the implementation of innovative educational opportunities. The interview protocols covered four main areas:

1. The nature of innovative opportunities available to students.
2. The needs of American Indian students and how the schools address those needs.
3. The integration of American Indian culture into the school experience.
4. Participation of Native students in online courses.

In addition, barriers that prevent students from taking advantage of some or all of these opportunities were explored. In considering the results reported below, it should be noted that limited resources only allowed for small group interviews. The study was further limited in that many student experiences were not captured, particularly those from students who had dropped out of high school or who decided not to participate.

Innovative opportunities available to students. The three school districts, Cherokee Central Schools, Cumberland County Schools, and the Public Schools of Robeson County provide a variety of innovative options for students. For example, both Cumberland and Robeson school districts support Early Colleges for students. These schools, respectively located on a university and a community college campus, provide students with the ability to simultaneously earn a high school diploma and college credit. Cherokee Central Schools supports partnerships with local colleges and universities to offer dual enrollment courses to its high school students. All three districts provide dual enrollment through the Huskins program and additional opportunities to earn college credit in the regular high schools.

The Cumberland and Robeson school districts have specialized theme-based schools or academies. The Cumberland County district has 15 theme-based schools or academies at the high school level. These schools or academies offer programming focused in areas such as Classical Studies, Health and Life Sciences, Information Technology, and the International Baccalaureate Program. The Robeson County district operates the Robeson Information Technology High School, a small school within a larger high school which provides students with project-based, technology-enhanced learning experiences and is based on the national New Tech High Model. This model is also used by Cherokee High School.

All of the districts also offer more flexible hours and programming for students, generally through computer-based options. For example, the Cherokee Central Schools offers credit recovery during Saturday Academies as well as extended time before and after school for students to take online courses. The Cumberland County district offers an Evening Academy, which provides more flexible scheduling, online courses, and credit recovery. In the Robeson County district, students who are not successful in their high schools and who are at risk of dropping out can attend the Learning Accelerated Program (LAP). This program provides flexible opportunities for enrollment in computer-based courses and credit recovery. Although none of these programs have been formally evaluated, Robeson County staff attributes the recent decrease in the district dropout rate to this program and other initiatives of this nature.

Offering multiple programmatic options means that students are more likely to find an environment that will work for them thereby allowing them to stay in school. When asked why they chose to attend a particular school, most students cited the following specific reasons. Students chose the Early College because they wanted the free college credit and the opportunity to do something for their future. Students selected the program at South View High School in Cumberland County because of its welcoming culture, the International Baccalaureate courses, the chance to be with friends, and/or the opportunity to play sports. In general, however, students appeared to be seeking a particular "fit" that would work for them. One student at the Early College described how this environment worked better for her than a traditional high school:

> *And I came out here because I knew if I would have went to … a regular high school, I wouldn't never made it. I would've probably quit in the tenth and eleventh grade …I knew this was for me and this was what I was going to do because I want to make something out of my life and I want my parents to be proud of me; not only my parents, but the teachers that have taught me in the past. I want them to be proud of me, too. So Early College is kind of like my lead way, somewhere for me to be able to take it and go.*

Meeting the needs of American Indian students. The Native students who were interviewed viewed themselves as having the same needs as other high school students. As one Early College student said, "I guess everybody has the same needs and eventually they usually get them." Nevertheless, some students indicated that they could benefit from an additional "push" to achieve and from high expectations. Another Early College student stated:

> *Most of our parents were raised up on farms and the highest grade they completed was maybe fifth or sixth grade...Really, it seems like if we could just have that extra push, like somebody there talking to us and telling us, "You need this. If you don't, then you're not going to go anywhere in life," really, basically that's all we need.*

School administrators agreed that all students need the same high expectations. One principal with the Cherokee Central Schools said:

> *When our kids go out and they graduate, they're going to be in competition with these kids from other schools…they're going to have to have the same skills those kids have. We're trying to keep our cultural heritage alive, and we're trying to push that as well as the academic rigor that is required.*

Similarly, an Early College principal commented on high expectations for all students:

> *None of our courses are watered down. We don't offer remedial courses, the prep courses that the other high schools have. Our kids go into Honors Geometry, and that's true of all of our students. I think the same expectations are there for the American Indian students, the Caucasians, the Hispanic…and that really helps.*

While having the same high expectations for all students is important, the South View assistant principal also made the point that educators need to look at students as individuals:

> *You have to look at what the children bring to the table individually, and get to know the students. And we do do that here. You have to get to know your child and know what their background is, and were*

they up all night because they were babysitting because mom's working? You have to look at each individual student to understand how to reach that student and get them to learn.

As the above comment indicates, individualizing instruction requires knowing the students and caring about them. Students and staff members frequently commented on the value of having caring relationships between students and adults. One district staff member who worked directly with these students commented on how having an adult who cares can make a difference:

So you get these kids who are depressed and feel like all hope is gone, and then you've got a person that says, "Oh, I believe in you. I believe in you." It changes. It changes the landscape of things.

The students agreed. As one Early College student shared, "You've got to have that person that you can sit down to talk to and every teacher here will listen, no matter what's going on." Another student talked about how the school supported her during a challenging time in her life:

"…you go to a high school and the teacher doesn't even know your name, doesn't even care. But out here, there's a personal connection that makes you want to do better and make better grades, and get into college and just show everybody you can do it."

EARLY COLLEGE STUDENT

When one's hurt, basically everybody gets hurt; because I had a loss last year with my brother, and it's like everybody here was sort of like my family. They called, and they sent me letters and all kinds of stuff, checking up on me. And it really helped out a lot because that was a down time in my life, and it was like everybody here, they just cared…– even my principal called, and she was checking up on me every day. So it really helps.

As noted, positive relationships were at least partly enhanced by small school size and the fact that everyone knew each other. The principal of the Robeson Early College High School commented:

It's like we're all one. We create more of a united body instead of recognizing, "Oh, you're different. You're American Indian," or, "You're African American," or you're whatever… Any number of things that might separate somebody in a traditional school, here it really doesn't. The staff shares the same sentiments. In a traditional school where I've worked, you have this clique of staff members over here and this one over here. And I think we recognize that we are small, and we're very, very united. And our differences aren't really as different as what they might be in some other places.

Although these supportive relationships may be easier to establish in small settings, large schools can create and sustain caring relationships as well. As one South View High School student stated:

I think our school is like a family. We're all family-oriented…We're just very supportive here, and I think it shows through our administration too; because I know if I have a problem, I can go directly to one of our administrators. They would help me out in any way possible.

Integrating culture into the school experience. Helping students be successful in school generally requires educators and student peers to acknowledge the heritage, background, and culture of American Indian students. The superintendent of Cherokee Central Schools remarked, "Kids have to understand where it is they come from. We help build a good self-esteem about who they are… because that is an essential piece of them coming to us and being able to succeed in school." As one of the Cumberland district administrators recommended, just talking to students about their background allows the teacher "… to substantiate who they are and acknowledge that Indians still exist and that an American Indian child is in my classroom. I think that goes a long way with our children and with my parents."

Cherokee Central Schools is a tribally-operated school district. Therefore, Cherokee culture is embedded into all aspects of the students' school experiences. Students are able to enroll in Cherokee language classes as well as a Cherokee language immersion program serving students in grades K-7. The high school offers courses on Cherokee history and arts. Most importantly, the Native culture is embedded into everyday classroom experiences where teachers make connections to Cherokee history, culture, and language. For example, a principal described how even the Physical Education instructor makes connections to the Cherokee heritage:

> *He gets them out there and says in the olden days they used to communicate by runners. So he would take his kids and tell one of them a story and have them run a mile then tell the next person, and they would run a mile and see what the story was at the end.*

For non-tribal schools where Native students are often in the minority, the integration of Native culture can be more challenging. In November, all three districts celebrate American Indian Heritage Month. Also, the Cumberland and Robeson districts sponsor Native American Student Associations (NASA). To increase students' awareness of their own history in combination with an academic program, Cumberland County Schools has begun the Dream Catcher Program which uses the Expanding the Circle Curriculum (Ness & Huisken, 2002). This program embeds American Indian principles and culturally-based activities clustered around four themes: (a) The Discovery, learning about themselves and their community; (b) The Framework, building foundational skills in problem-solving, self-advocacy, communication, diversity awareness, goal-setting, and organization; (c) The Choice, exploring various post-high school options; and (d) The Reflection, reflecting on what they have done. The Cherokee Central Schools also use the Expanding the Circle Curriculum. Initially, the school district offered the curriculum to exceptional children and has now included it in regular education classrooms.

Native students in both the Cumberland and Robeson districts expressed a desire for increased attention to American Indian history and culture in the curriculum. They also expressed a desire for Native experiences to be incorporated in school-sponsored special events and guest lectures. One Early College student commented, "So I would like, for future students who are coming here, to actually have more learning about their heritage." Similarly, one South View High School student said, "I think we need to—it's hard to explain—but like just have other people know more about us…I think that American Indians should get a chance to learn about their history."

Students want to interact more often with American Indian role models, either through successful teachers, counselors, and/or guest speakers. As one South View student said:

> *I think it would help because we'd see one of our—one of us succeed or see what they can accomplish...So it would be nice just to see that if we worked hard, we could still get it, we could still succeed in anything.*

Participation of Native students in online courses. Online courses were viewed as a significant way of expanding students' access to a broader range of courses. The online option allows small schools like Cherokee High School the opportunity to offer courses that would not normally be offered. In addition, online delivery makes it easier to offer college credit. As the Cherokee High School principal remarked, "They get a head start on college. They get to understand how college works." Students appreciate the flexibility of online courses as well as the opportunity to work at their own pace.

However, the students recognized that not all courses should be taken in an online format. For some courses, students need hands-on experiences. One Early College student said, "… there's certain classes that you can take online. You can't take a math or a Biology class, depending on whether you have to put your hands on it to understand it…Depending on whether… you can just look at it and get it, or you have to be physically touching it to get it. …I'm taking Spanish, music, arts, and psych. I did all those because it's like, read out of the book and answer questions. You can do that. But when it comes to hands-on, I have to see it, literally."

Those interviewed acknowledged that online courses require a certain level of motivation and responsibility on behalf of the student. One student said, "The classes are not hard. You just have to put yourself to it." The Early College principal indicated, "Initially, I think our students have a hard time just being intrinsically motivated and driven to log in and do the work, but they're beginning to buy into it." All of the school administrators agreed that students need to be motivated and responsible in order to be successful in online courses. The Robeson County Title VII Program Director indicated the following about students taking online courses:

> *…(they) have to be highly motivated to want to go to that computer and make themselves do that every day. So…we realize that every student is not that kind of an independent student. [Other students are] better at doing it if they're in a setting where there's a facilitator there, with a set time that they need to come in and out, they're going to be more successful that way than in trying to do it independently.*

This suggests that schools must provide dedicated space, time, and personnel to support students taking online courses.

Barriers to participation in innovative programs. Interviewees commented on barriers to students' participation in many of these innovative opportunities. While districts are requiring students to enroll in more rigorous courses, some students may exhibit lack of confidence in their ability to succeed due to historical lower expectations. As a result, students may need additional encouragement and counseling to enroll in advanced courses or to take the courses required for college admission. A district staff person in Cumberland County said:

> *Some of them have a fear of taking AP courses. Some of them just feel like, "I can't do that. I cannot take an AP or honors course."...You see kids who may have not taken a Spanish or a foreign language and they're in the 12th grade about to graduate and they're like, "Well, I can't go to college. I didn't take a foreign language."…Some of them don't have that extra push at home.*

An additional barrier is simply a lack of knowledge about innovative options. Although school districts do advertise educational options and opportunities in their communities, the traditional methods of information dissemination do not appear to be effective in reaching all American Indian parents. Consequently, the traditional methods do not fully inform all parents of program options and how they might impact their child's future. As a result, program participation of American Indian students is not as high as desired. As one district staff member described:

> *Parents are not informed. We talk about doing all this across-the-board advertising and all this kinds of stuff. Our parents, they don't get the message, do they? … Like schools of choice. They miss deadlines. They don't know about them, even though the county does —they advertise that it's there, and they put pamphlets out and stuff. It doesn't get in the hands of our parents.*

To address this issue, the Indian Education Program in Robeson County has used grant funding to support home visits during the summer months. The staff members are informed about different programming options and are prepared to discuss these options with parents and at-risk youth.

Lack of data and information is often a significant barrier even when staff members are actively reaching out to parents and students. One staff member commented:

> *We also had issues with how do you find out who these kids are, you know; so the schools need to really do a good job—scanning the documents, scanning the school records, and looking for every student that might benefit from the program.*

For more technology-based options, lack of access to computers or the Internet can frequently be a barrier. School and district staff members highlighted that many of the students do not have Internet access at home. A student at the Early College High School described these challenges but indicated how she made it work:

> *Since I don't have Internet …on my free time, I manage to do my work when I'm here, so when I get home, I won't be so backed up and worried about trying to find an Internet to do work.*

In the Cherokee Central Schools, students are allowed to check out computers if they are taking an online course. However, inconsistent availability to technological resources continues to restrict access for many students.

Lack of transportation can be a real barrier for participation in many of these activities, with the exception of the Cherokee Central Schools which can provide transportation for its students. District staff stated that, "for many programs, the very students who need to be involved in some of these programs don't have transportation. So that has been a problem."

Consequently, all of these barriers may prevent American Indian students from taking optimal advantage of these innovative programs that could more positively impact their achievement.

Findings

Results from the literature review and the interviews yielded significant findings that have implications for state policy and school districts offering innovative educational programs.

Finding: It is important to track the participation rates of American Indian students in innovative programs.

While American Indian participation rates are proportionally high in some of the programs (such as in the Early College and Redesigned High Schools), the rates are woefully low in other areas, such as in Advanced Placement and International Baccalaureate courses. Disaggregating participation rates in innovative opportunities by demographic group could be informative. By doing so, the state and school districts can determine if (a) all groups of students are participating equitably in these opportunities, and (b) changes need to be made to ensure equitable access.

In addition, data systems may help districts and schools more easily identify students who would benefit from these opportunities, particularly students who are at-risk of not graduating.

Finding: American Indian students benefit from a variety of programmatic options designed to provide rigorous experiences that meet their needs.

The districts examined in this report all provide a variety of options for students including thematic schools, early college high schools, access to college courses, and advanced course options. These varied options allow students to select programs that best meet their needs, whether they choose an evening course schedule or the opportunity to earn an associate's degree while in high school. However, whatever the option, high expectations and sufficient support to meet those expectations are key components.

Finding: American Indian students benefit from supportive and caring relationships.

A prevalent theme emerging from the interviews was the critical importance of positive student-teacher relationships. Creating these vital relationships requires careful attention. The state can identify and disseminate information about programs that lead to supportive and caring school environments. Subsequently, districts and schools can establish supportive learning environments that foster positive and meaningful interactions between educators and students.

Finding: American Indian students benefit from the integration of Native culture in the curriculum and the inclusion of Native role models in the school.

The literature on culture and instruction suggests that American Indian students perform better when their cultural identity and heritage are acknowledged and validated. Schools can do this by consistently embedding culturally relevant activities into classroom instruction, by sponsoring events that inform about American Indian culture, and by involving tribal community leaders who are American Indian role models.

State policy leaders have a role in this, as well. As curriculum standards are revised and textbooks are adopted, it is imperative that American Indian history and literature are appropriately represented. In addition, it is critical that professional development is offered to teachers on instructional strategies that best meet the needs of American

Indian students. Unequivocally, the state should support and expand the existing resources previously developed in partnership with LEARN NC.

Finding: American Indian students can benefit from online instruction.

Although online courses expand access to a broader curriculum, the interviewees suggested that online course delivery has both strengths and weaknesses. In particular, schools must recognize that some students require additional structure and support in order to succeed in online courses.

Finding: American Indian families benefit from nontraditional outreach to ensure their awareness of educational options.

Simply publicizing educational options through traditional channels does not reach all American Indian families. Both the state and school districts must adopt more creative methods for communication. One nontraditional possibility is to work through existing tribal networks and/or participate in cultural events. As recommended in the CCSSO report (2006), schools can actively engage and participate in cultural events, such as powwows, thereby creating opportunities to more effectively inform and disseminate information. Another possibility would be to include in program-specific grants a requirement for more nontraditional strategies of outreach and recruitment. For example, as part of grant proposals, the state should require applicants to describe specific outreach and recruitment efforts tailored to Native communities.

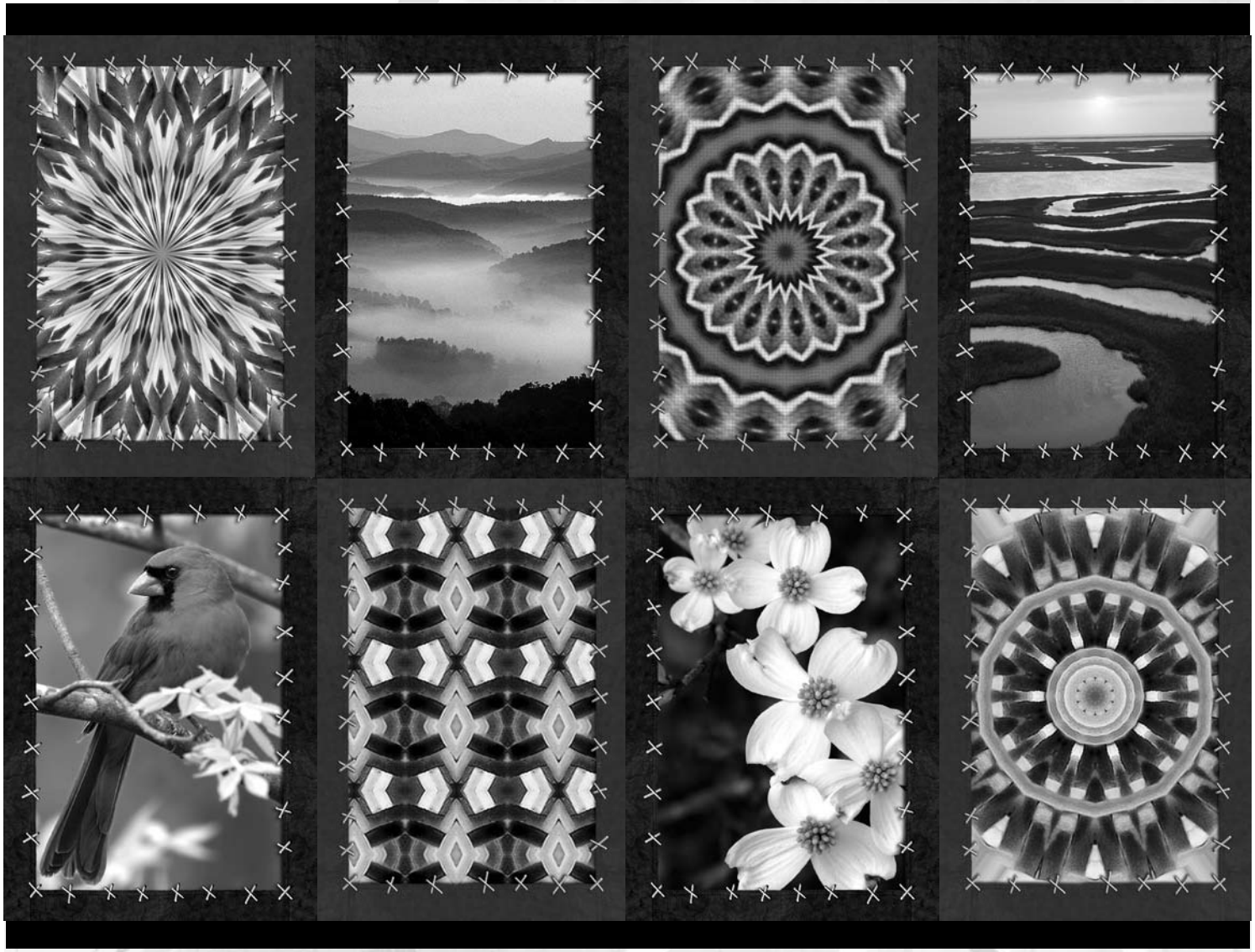
Finding: American Indian students benefit and program participation increases when identified barriers are addressed.

Schools and districts must ensure that American Indian families and students are informed regarding innovative opportunities. Additionally, schools and districts must identify and address potential barriers that inhibit American Indian student participation. For example, districts and schools could seek funding for laptops and adequate Internet access. Further, the state could review existing transportation policies to identify those that may unintentionally serve as disincentives to providing transportation for innovative programs.

Conclusion

In recent years, North Carolina has significantly increased the availability of innovative educational opportunities for all high school students. The state is continuously developing broader range of instructional models. However, additional effort must be made to ensure that American Indian students can take advantage of and benefit from these opportunities. It is the mission of the State Board of Education that "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century." Concomitantly, it is the vision of the State Advisory Council on Indian Education that "every American Indian student graduate from academically rigorous and culturally relevant high schools as well-prepared lifelong learners globally competitive for work and postsecondary education." As such, the findings identified in this report support the Council's position that culturally relevant learning environments are unquestionably essential for the success of American Indian students.

State Profile



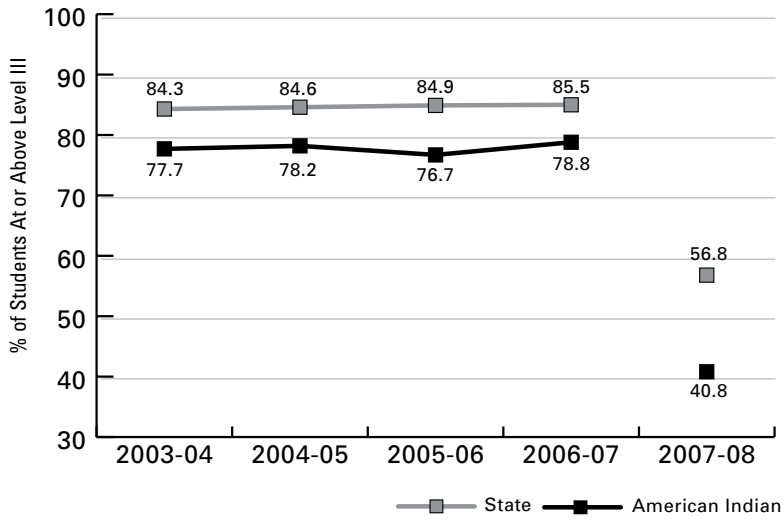
Elementary/Middle School Achievement

End of Grade Composite Scores

Composite scores in reading and math are compiled by averaging the results of End of Grade tests for grades 3-8. In 2007-08, the achievement gap between American Indian students and the state average composite scores in reading increased and is now a 16 percentage point gap. However, the gap in math has decreased 3.4 percentage points since 2005-06 reports.

READING

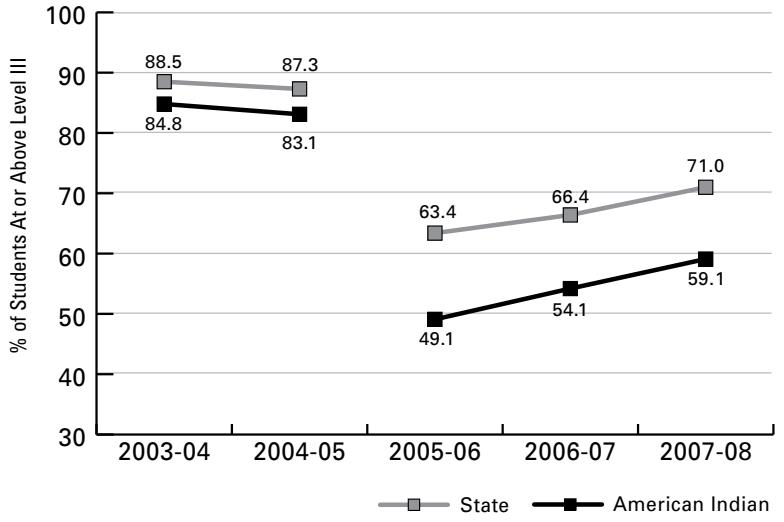
Composite Percent Proficient - Grades 3 through 8 Combined
(Percent of Students At or Above Achievement Level III)



- The break in the line graph indicates an incomparable change was made in the Reading EOG assessment. The SBE implemented more rigorous achievement level cut scores.
- Despite the fact that both subgroups decrease in the percent of proficiency, the gap in achievement between the American Indian student population and that of their state counterparts in 2007-08 is greater than it has been in years past.

MATH

Composite Percent Proficient - Grades 3 through 8 Combined
(Percent of Students At or Above Achievement Level III)



- The break in the line graph is due to changes that were made to the Math EOG that can not be compared to previous years. New test editions were introduced and the SBE implemented more rigorous achievement level cut scores.
- The achievement gap in mathematics between American Indian students and the state average widened after the test changes were made. However, the gap was narrowed in 2006-07 by 2 percent and again in 2007-08 by 0.4 percent.

End of Grade Scores by Grade Level

The tables below show test performance data by grade level over the most recent five year period. The percent proficiency of a certain class of students can be followed by reading diagonally down from left to right in the charts. Increases in percent proficiency over time may be seen as indications of the math or reading progress of a particular cohort of students.

PERCENT PROFICIENT READING
(Percent of Students at or Above Achievement Level III)

	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	75.0	77.5	77.5	77.7	40.2	83.4	83.4	84.9	83.7	55.6
4	75.3	73.5	77.6	80.8	46.7	83.7	83.5	85.4	87.4	60.6
5	83.6	83.7	81.4	88.8	38.9	89.5	90.1	90.5	91.6	56.9
6	72.0	73.4	73.9	74.9	47.2	80.8	82.2	83.1	84.2	60.5
7	79.5	79.2	81.4	83.1	33.6	85.8	86.2	88.0	88.1	52.0
8	85.5	84.2	81.4	84.7	37.6	88.6	88.9	88.5	89.5	55.1

PERCENT PROFICIENT MATHEMATICS
(Percent of Students at or Above Achievement Level III)

	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	85.0	81.0	57.6	63.0	68.2	89.0	85.9	68.8	71.9	74.4
4	90.8	88.5	54.9	54.6	66.0	94.6	92.8	66.0	68.7	74.2
5	90.2	84.5	45.0	55.2	55.9	93.4	90.8	64.1	67.6	70.8
6	86.4	86.6	46.0	49.8	56.3	90.0	90.1	62.6	65.3	69.0
7	78.5	80.4	47.2	49.5	53.0	84.9	85.1	62.3	64.1	68.1
8	82.1	80.3	45.0	52.4	54.2	85.0	84.7	61.3	65.7	69.1

High School Achievement

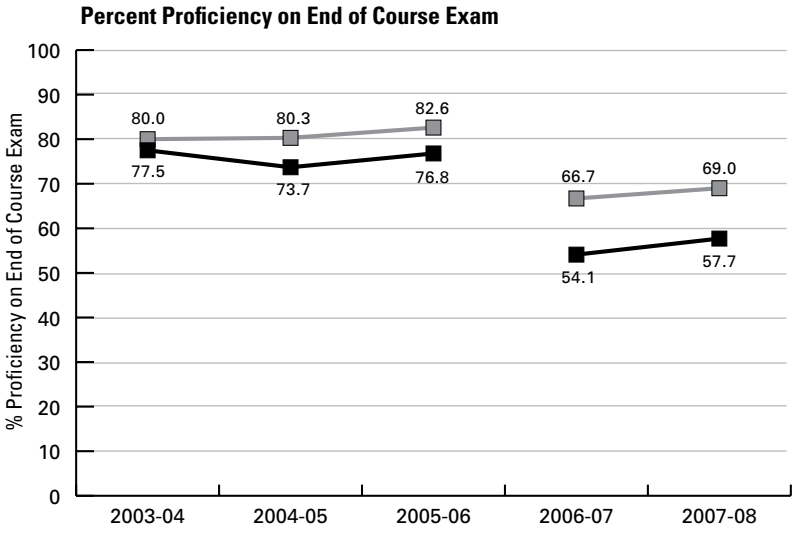
High School End-of-Course Tests

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Therefore, increased rigor and additional mathematics requirements were recently introduced as requirements to receive a NC high school diploma.

Beginning 2009-10, entering high school Freshman must earn four high school math credits, one must be beyond Algebra II or suited to their career/academic plan. This increase in academic expectation has caused many education stakeholders to focus their attention on secondary education.

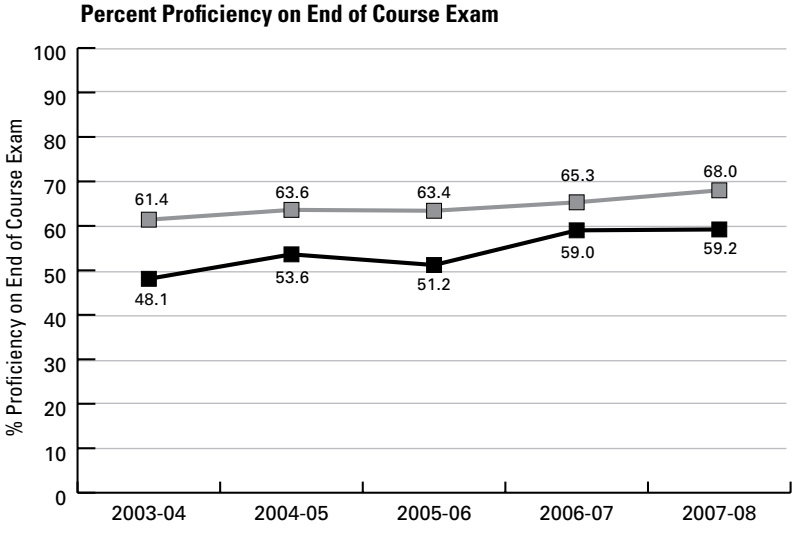
Due to limited data, the results from Algebra I, Biology, and English I are reported here, results from all five End-of-Course (EOC) tests will be reported in future editions as available. Currently, the percent proficient of American Indian students in all three of these areas is 60 percent of below.

ALGEBRA I



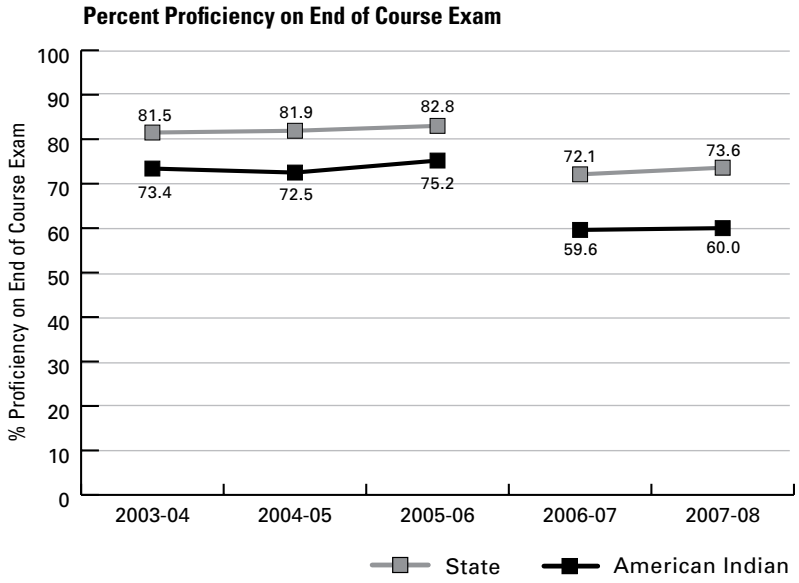
- The break in the line graph is due to changes that were made to the EOC test and can not be compared to previous years. New test editions were introduced and the SBE implemented more rigorous achievement level cut scores.
- In the past year, both the state's and the American Indian population have increased achievement in mathematics, and the American Indian population has closed the gap 1.3 percentage points.
- American Indian students in NC who scored proficient, earning a Level III or IV, on the EOC increased 1.1 times faster than NC's Algebra I students.

BIOLOGY



- American Indian students' percent proficiency on the Biology EOC increased by 0.2 percent.
- The state population taking the Biology EOC experienced an greater increase in achievement, resulting in a 1.9 percent increase in the achievement gap between American Indian students and the students in NC.

ENGLISH I

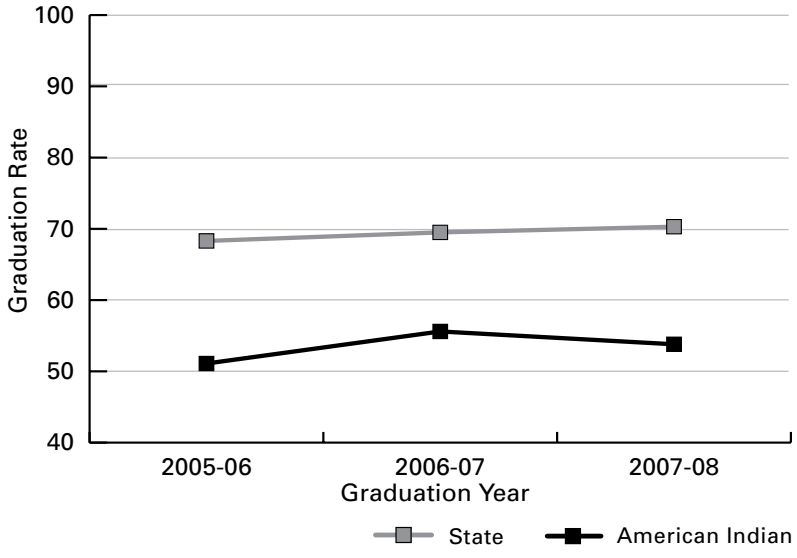


- In 2006-07, new tests were introduced and the SBE implemented more rigorous achievement level cut scores, resulting in measures that can not be compared.
- The percentage of American Indian students scoring proficient on the English I EOC increased. This rate of increase was not as great as that of the state, causing an increase of 1.1 percent in the achievement gap between these two subgroups.

High School Graduation Rates

Based on three years of data, American Indian students' four-year graduation rate has consistently remained lower than that of the state. The new, more rigorous graduation requirements adopted by the State Board of Education (see Appendix F) pose an even greater concern.

NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES

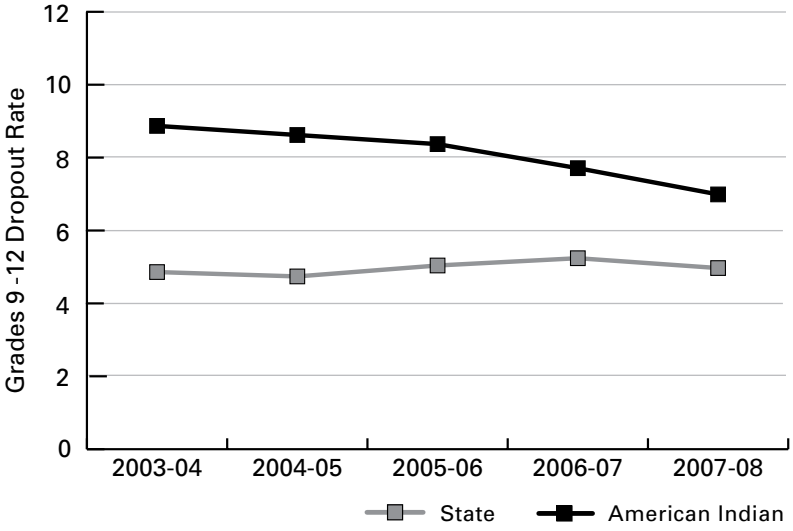


- As indicated by the increase in distance between the 2007-08 points for each subgroup, the gap between the percent of American Indian students and the students in the state of North Carolina is getting larger.

High School Drop-Out Rates

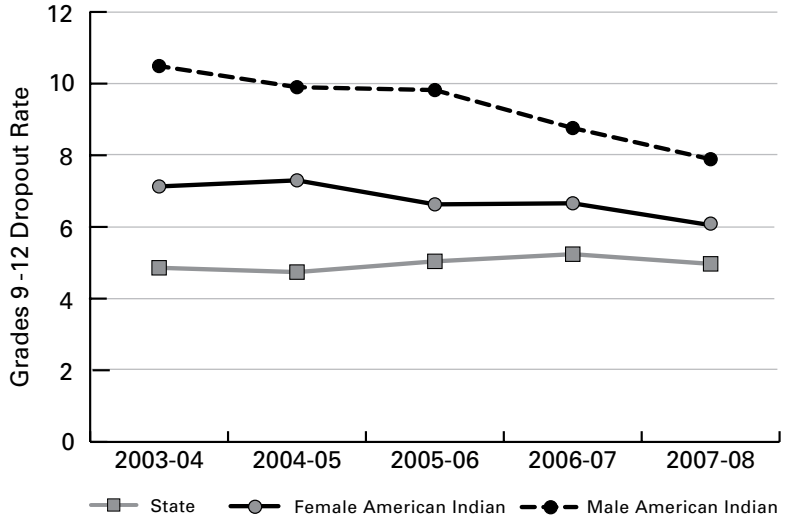
While the number of American Indian students leaving school without graduating has declined, American Indians students continue to drop out of school in disproportionate numbers.

GRADES 9–12 DROP-OUT RATES



- The high school drop-out rate for American Indian students has decreased 1.88 percentage points over the last four years, while the state average dropout rate has increased 0.11 percentage points.
- Despite the improvement in dropout rate, American Indian students are still leaving school 1.4 times as often as other students in North Carolina.

GRADES 9–12 DROP-OUT RATES
Male and Female Students



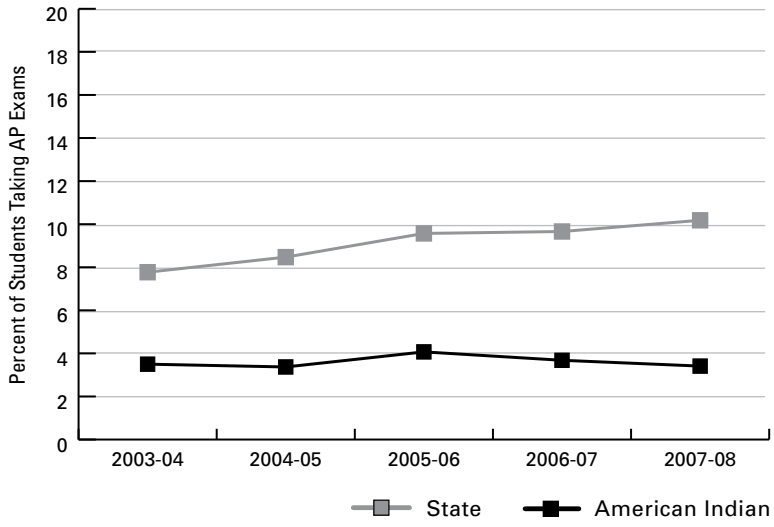
- While drop-out rates for American Indian males and females appear to be decreasing overall, the drop-out rate of both of these subgroups is higher than the state average.
- American Indian males, with a rate of 7.89 percent, have the highest dropout rate of any race/gender combination. However, the rate has decreased 2.6 percentage points since 2003-04.

Advanced Placement Courses

One way to measure student achievement is by examining student enrollment in Advanced Placement (AP) courses. Student exposure to AP level courses provides valuable experience and opportunities for earning college credit. The rate at which American Indian students enroll in AP courses indicates their level of preparation for higher education.

Students who participate in AP courses have significantly higher college grade point averages (GPAs) and higher college graduation rates than academically and economically similar students who do not take these demanding courses. North Carolina college admission officers have stated that while the goal of enrolling in AP courses is to earn college credit, students who complete the course, regardless of receiving college credit, are more prepared for college than their counterparts.

NC ADVANCED PLACEMENT EXAMINEES



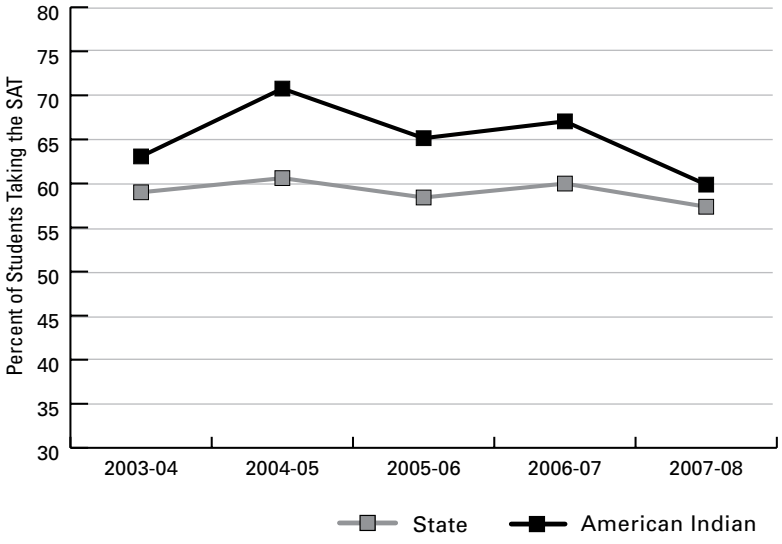
- Since 2003-2004 school year, the total number of AP examinees in NC has continuously increased, while fewer American Indian students are taking the AP exams for college credit.
- Students in the state take AP exams at approximately three times the rate of American Indian students.

SAT Scores

The Scholastic Aptitude Test (SAT) measures the verbal and math reasoning abilities students develop throughout school. The test identifies a student's ability to understand and analyze written material, to draw inferences, to differentiate shades of meaning, to draw conclusions, and to solve problems. These are skills that are necessary for success in college and the working world.

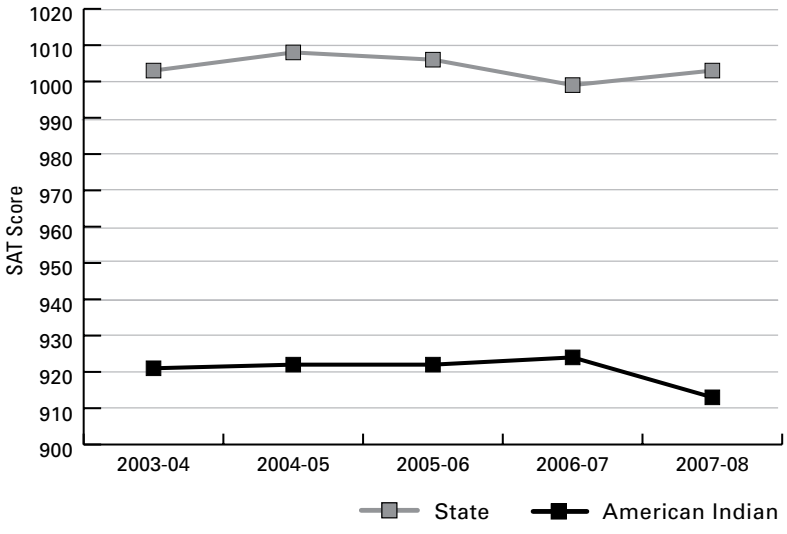
SAT scores are a fairly good predictor of a student's academic success in their first year of college. Therefore, colleges and universities rely heavily on SAT scores for college admission. Traditionally, students begin taking the SAT as early as the tenth grade.

NC STUDENTS TAKING THE SAT



- The percent of students taking the SAT in NC has decreased the past year.
- The percent of American Indian students taking the SAT in 2007-08 was slightly greater than the percent of students in NC taking the test.

NC SAT SCORES



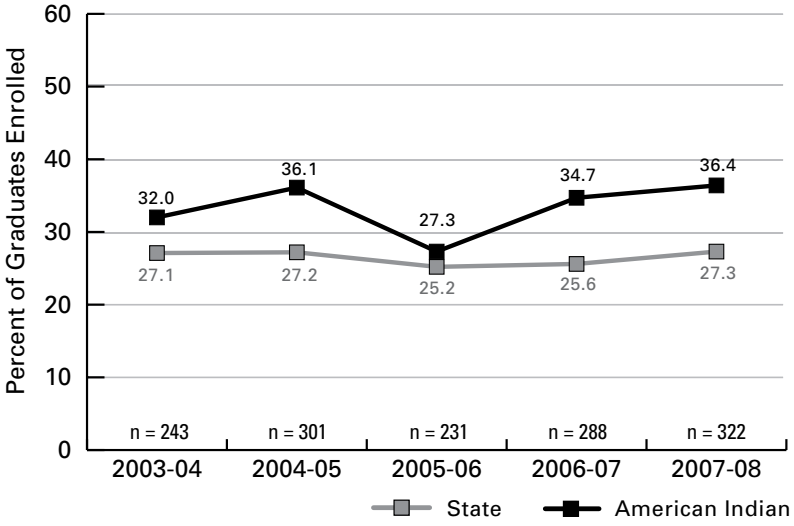
- American Indian student's average SAT scores has decreased 15 points the last year while the average score of the NC student population has increased.
- The greatest discrepancy is in the level of achievement. American Indian students scored on average 100 points lover than the state overall, which is the largest gap reported over the five year period. Although the range of performance fluctuates from year to year, the gap still remains significant.

College Enrollment

NC Community Colleges

American Indian students are entering community colleges at higher rates than the state average. Students who enter North Carolina's community college system may experience the benefits of saving money, living at home or close by, and making a smoother transition to college and living independently.

NC COMMUNITY COLLEGE SYSTEM (NCCCS) ENROLLMENT

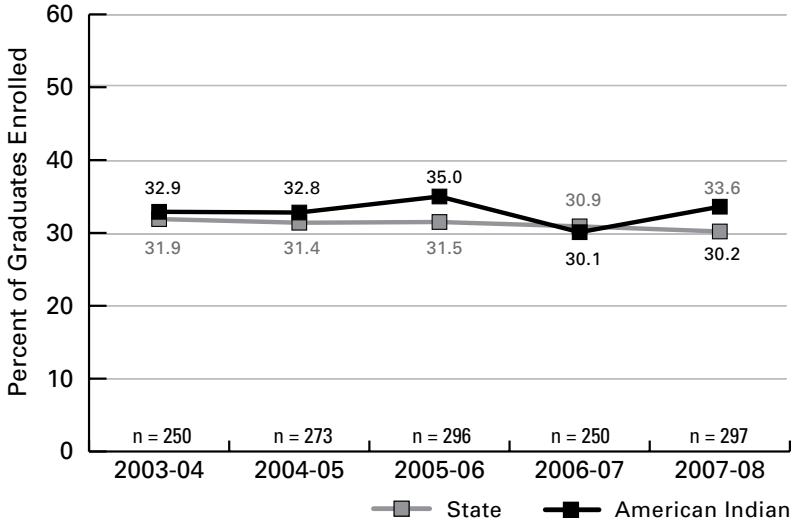


- Over the last two years, American Indians have enrolled in NC community colleges at a rate over thirty percent higher than the overall North Carolina student population.

University of North Carolina (UNC) System

In addition to the financial advantage of higher education, college graduates experience many other benefits, from greater health insurance coverage and better housing to longer life expectancy and more time for leisure activities. The University of North Carolina System has 16 schools across the state with a variety of program offerings.

ENROLLMENT IN UNC SYSTEM SCHOOLS



- North Carolina American Indian students have enrolled in UNC System schools at rates higher than the state average in four of the last five years.

College Retention and Graduation

Unfortunately, too many intelligent and capable American Indian students who enroll in colleges or universities experience a variety of difficulties and do not graduate. In the tables below, rates of retention and graduation rates for American Indian students are compared to the general North Carolina student population. The data are for UNC System schools with at least ten American Indian students in each of the cohort years examined.

A distinction is made between the students retained or graduated from the original UNC institution entered (OUI) and students retained or graduated from any UNC institution (AUI). Percentage retention and graduation is generally somewhat higher for the latter. For space reasons, only one year of the AUI data per group is shown in each table.

Unlike the other data reported in this section, these statistics include all students, including those from outside North Carolina.

UNC SYSTEM

- The freshman retention rate for American Indian students decreased to 77.3% for the 2005 cohort after exceeding the retention rate for all students for the first time with the 2004 cohort. The two-year retention rate for the 2005 cohort was 54.9%, the lowest rate in at least nine years.

- Graduation rates for American Indian students in the greater University of North Carolina system lag behind those of the general student population. The six-year graduation rate at UNC institutions for all students is 63% for the most recent data. The six-year rate for American Indian students is 44%.

	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
Cohort Year	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	266	74.1	60.9	52.3	55.6	81.2	70.4	65.1	70.7
1998	256	71.5	57.4	52.0	60.2	80.7	69.2	64.5	70.6
1999	241	71.0	61.8	59.3	63.9	80.3	70.3	65.9	71.9
2000	282	75.2	62.8	56.7	62.1	81.6	71.2	66.4	72.6
2001	279	77.4	61.6	58.1	60.9	81.5	71.2	66.2	71.9
2002	279	79.2	65.2	63.4	66.7	81.0	70.8	66.0	71.7
2003	290	78.3	63.8	59.0	64.1	81.8	71.7	66.3	72.1
2004	316	82.3	69.3	60.4	63.6	81.2	71.0	66.0	71.7
2005	357	77.3	54.9	NA	NA	80.6	70.8	NA	NA

	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
Cohort Year	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	266	23.3	35.0	39.1	42.5	33.4	53.4	58.1	62.7
1998	256	22.3	40.6	44.9	50.4	32.7	53.5	57.9	62.8
1999	241	23.7	39.8	46.1	49.4	34.9	54.9	59.1	64.0
2000	282	23.0	40.4	45.7	48.2	35.5	55.2	59.3	64.2
2001	279	17.6	35.1	41.6	43.7	35.1	54.2	58.7	63.4

EAST CAROLINA UNIVERSITY

- At East Carolina there have been several cohorts of American Indian students with retention rates comparable to the student population as a whole. Note the 3-year retention rates for the 1998, 1999, and 2004 cohorts in the chart below.

- Graduation rates for American Indian students have mostly trailed the general student population. The 2000 cohort had a 6-year graduation rate (at any UNC institution) that was only slightly lower than the rest of the ECU students in that cohort. However, the 2001 cohort fared much worse, as only 28% of these students graduated at any UNC institution in six years.

	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
Cohort Year	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	21	66.7	47.6	38.1	47.6	78.3	66.6	59.7	66.5
1998	24	79.2	54.2	58.3	66.7	79.0	66.3	60.9	67.2
1999	21	66.7	57.1	61.9	66.7	76.4	66.7	61.9	67.7
2000	28	71.4	60.7	53.6	64.3	78.0	67.9	63.5	69.0
2001	25	76.0	56.0	44.0	52.0	76.9	66.6	61.7	67.8
2002	21	81.0	66.7	57.1	57.1	76.6	67.2	61.7	67.7
2003	20	60.0	50.0	50.0	55.0	78.8	69.8	63.9	69.6
2004	23	73.9	69.6	65.2	65.2	75.9	67.5	62.9	69.1
2005	26	73.1	65.4	NA	NA	78.7	70.9	NA	NA

	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
Cohort Year	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	21	23.8	28.6	33.3	42.9	24.6	47.8	53.7	59.6
1998	24	25.0	41.7	41.7	50.0	25.7	48.1	53.3	58.8
1999	21	19.0	33.3	38.1	42.9	25.3	48.4	54.4	59.1
2000	28	7.1	42.9	46.4	57.1	27.6	50.5	56.4	60.9
2001	25	16.0	24.0	24.0	28.0	25.5	49.4	54.4	59.2

NORTH CAROLINA STATE UNIVERSITY

- After years of lower retention rates, the 2004 cohort of American Indian students had higher 1-, 2-, and 3-year retention rates than the general student population at NC State. However, the retention rates for the 2005 cohort returned to previous levels.

- American Indian students at NC State trail the general student population in all measures of graduation rate.

	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
Cohort Year	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	35	77.1	71.4	57.1	60.0	87.8	78.1	72.2	77.2
1998	32	81.3	59.4	53.1	75.0	88.0	79.2	74.1	80.2
1999	23	87.0	82.6	73.9	78.3	88.9	81.1	77.0	82.1
2000	45	75.6	68.9	66.7	75.6	88.7	81.9	77.6	83.0
2001	30	83.3	60.0	60.0	63.3	89.1	81.8	76.2	80.7
2002	35	97.1	88.6	91.4	91.4	90.0	82.4	77.3	82.1
2003	26	84.6	76.9	76.9	84.6	90.2	83.4	79.2	84.5
2004	33	93.9	90.9	78.8	81.8	88.7	82.2	77.8	82.3
2005	33	78.8	66.7	NA	NA	89.4	82.4	NA	NA

	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
Cohort Year	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	35	17.1	31.4	37.1	42.9	26.5	56.3	63.3	67.9
1998	32	15.6	40.6	40.6	53.1	29.7	60.9	66.9	72.1
1999	23	34.8	52.2	65.2	69.6	35.5	65.1	70.5	75.3
2000	45	24.4	42.2	53.3	60.0	36.8	65.0	70.2	75.0
2001	30	13.3	43.3	50.0	53.3	36.8	64.5	69.5	73.4

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- UNC-Chapel Hill has a relatively high student retention rate. The retention rate of American Indian students, while still high, lags a little behind that of the general student population. The table below reveals that two recent cohorts of American Indian students have had 100% freshman retention rates. However, retention rates slipped for the 2005 cohort, with the two-year rate falling to 64.1%.

- American Indian students at UNC-CH trail the general student population in all measures of graduation rate.

	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
Cohort Year	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	27	85.2	77.8	74.1	81.5	94.8	88.8	86.6	89.0
1998	26	88.5	73.1	65.4	69.2	93.9	87.8	84.0	86.7
1999	27	88.9	81.5	77.8	85.2	94.1	89.0	85.3	87.9
2000	27	100.0	81.5	74.1	77.8	95.0	89.8	86.9	89.4
2001	41	78.0	78.0	73.2	78.0	94.8	90.4	86.5	88.8
2002	32	84.4	81.3	81.3	87.5	95.3	91.1	87.4	89.2
2003	30	100.0	93.3	93.3	93.3	95.3	90.3	87.0	88.7
2004	33	90.9	84.8	78.8	87.9	96.5	92.2	88.7	90.3
2005	39	79.5	64.1	NA	NA	96.5	92.5	NA	NA

	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
Cohort Year	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	27	51.9	59.3	59.3	63	69.5	81.2	82.8	85.2
1998	26	50.0	65.4	69.2	73.1	66.8	79.7	81.7	84.2
1999	27	44.4	59.3	63.0	70.4	70.6	82.3	83.9	86.3
2000	27	48.1	70.4	77.8	77.8	71.2	82.6	83.8	86.0
2001	41	53.7	68.3	70.7	73.2	70.9	80.9	82.5	84.7

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

- Over the last nine years, by all measurements American Indian students have been retained at UNC-Pembroke at higher rates than the general student population.

- The graduation rates of American Indian students are comparable to those of other students, however the rates at UNC-P are relatively low overall.

	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
Cohort Year	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	117	72.6	57.3	50.4	52.1	71.0	52.7	46.0	54.2
1998	113	69.0	56.6	51.3	54.0	66.8	53.4	47.2	54.3
1999	104	70.2	58.7	56.7	58.7	67.6	51.2	45.5	55.2
2000	123	74.0	61.0	52.0	55.3	68.6	54.1	46.6	53.6
2001	134	76.1	56.7	56.7	58.2	72.2	50.6	45.3	53.3
2002	123	77.2	59.3	58.5	60.2	67.2	48.2	43.2	51.8
2003	125	78.4	60.0	52.8	56.8	67.1	50.3	42.9	52.4
2004	142	83.8	67.6	54.9	56.3	72.3	53.7	47.2	55.2
2005	173	78.0	49.7	NA	NA	67.5	47.5	NA	NA

	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
Cohort Year	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	117	17.9	29.9	36.8	37.6	20.4	33.5	38.1	42.9
1998	113	17.7	36.3	41.6	43.4	21.6	37.3	41.6	46.8
1999	104	24.0	39.4	42.3	42.3	18.7	31.8	34.9	41.1
2000	123	19.5	34.1	36.6	38.2	20.1	34.0	37.6	41.8
2001	134	9.0	25.4	35.8	37.3	14.7	27.5	34.0	40.3

WESTERN CAROLINA UNIVERSITY

- All recent cohorts of American Indian students at Western Carolina have trailed the general student population in retention rates with the exception of the 2001 and 2003 cohorts.

- American Indian students have had mostly lower graduation rates than the general student population, with the exception of the 1998 cohort. 45.5% of those students graduated at Western Carolina in 5 years or less, a rate higher than that of the general population.

	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
Cohort Year	Students	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI	Year 1 OUI	Year 2 OUI	Year 3 OUI	Year 3 AUI
1997	15	66.7	46.7	40.0	40.0	67.5	57.1	51.6	60.4
1998	11	63.6	54.5	36.4	54.5	69.6	55.6	50.6	59.5
1999	13	53.8	53.8	38.5	38.5	71.5	56.5	52.9	63.8
2000	12	66.7	33.3	33.3	41.7	69.4	57.2	50.5	61.4
2001	10	80.0	60.0	60.0	60.0	71.0	58.2	53.6	63.4
2002	12	66.7	50.0	33.3	33.3	69.1	58.2	52.3	59.5
2003	17	70.6	70.6	52.9	52.9	73.9	60.0	54.2	61.8
2004	16	56.3	37.5	37.5	37.5	70.9	59.6	53.6	63.5
2005	22	63.6	31.8	NA	NA	71.3	59.9	NA	NA

	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
Cohort Year	Students	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI	Year 4 OUI	Year 5 OUI	Year 6 OUI	Year 6 AUI
1997	15	6.7	20.0	20.0	26.7	25.3	45.5	48.8	55.5
1998	11	27.3	45.5	45.5	54.5	22.7	42.2	46.0	52.7
1999	13	< 5	15.4	38.5	38.5	22.6	42.8	47.3	54.4
2000	12	16.7	16.7	25.0	33.3	24.6	44.4	46.7	54.7
2001	10	10.0	20.0	30.0	30.0	22.5	43.3	47.4	55.4

Local Education Agency (LEA) Profiles

COLUMBUS COUNTY

LEA WEB SITE:
http://www.columbus.k12.nc.us

Academically

Approximately 85% of the 434 native American students attend Hallsboro/Artesia Elementary, Hallsboro Middle, and East Columbus High Schools. A full-time trained tutor is assigned to each of the three schools working out of labs designed to assist needy students in reading and math. Tutors work closely with classroom teachers.

Approximately 75 students attend an after-school tutoring program at one of the churches four days per week for most of the school year. The Columbus County Indian parents give support to this effort.

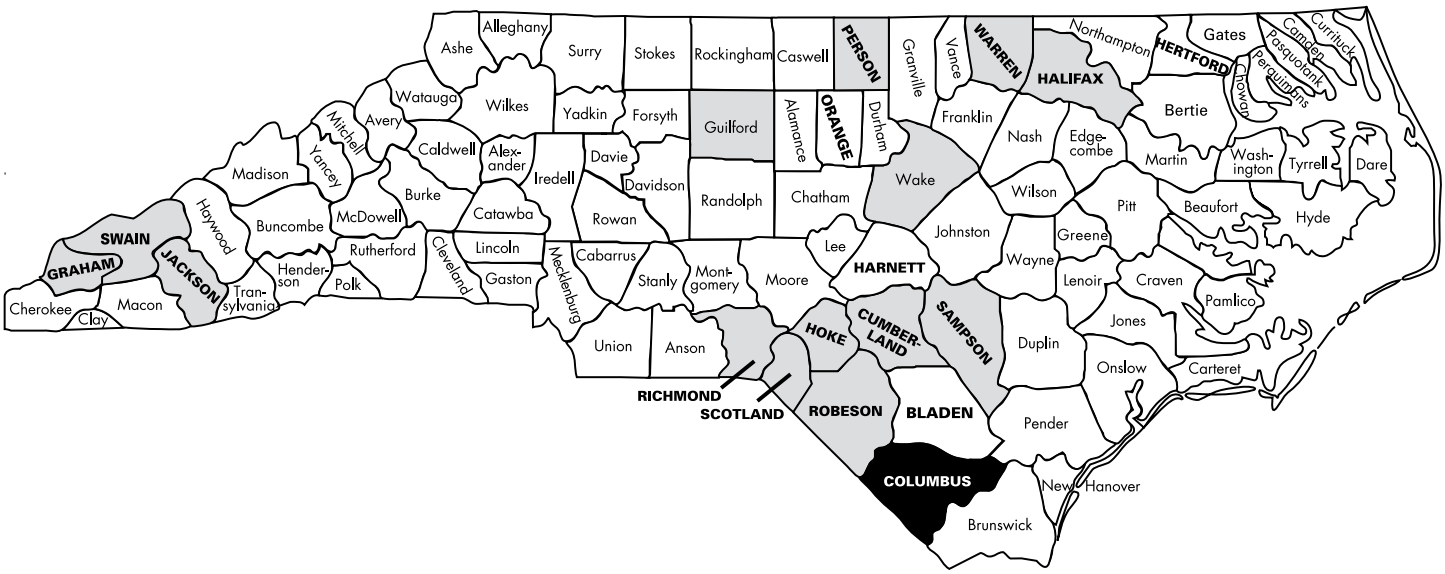
The Title VII Parent Committee coordinates parent training sessions at selected sites throughout the school year. It also supports activities at the Waccamaw Siouan Development Association (WSDA) designed to assist Indian students with their academics.

Cultural Awareness

Each year, all 4th grade students in Columbus County Schools are invited to attend the Annual Pow Wow at the WSDA to observe and participate (including frying bread) in several Indian cultural activities. This is largely supported by the Title VII Parent Committee.

Other Title VII Activities

1. Supports sending 40-50 students to the NC Native American Youth Conference each summer.
2. The Indian Parent Committee attends and participates in the Annual Indian Unity Conference.
3. The Indian Parent Committee unofficially serves as a liaison between home and school to enhance educational values and parental involvement.



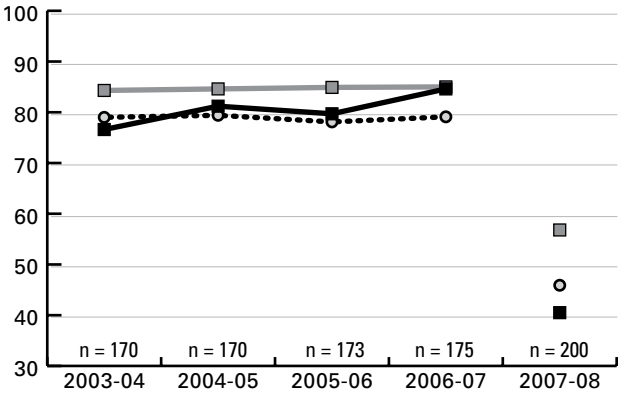
COLUMBUS COUNTY

Reading and Math End of Grade Tests

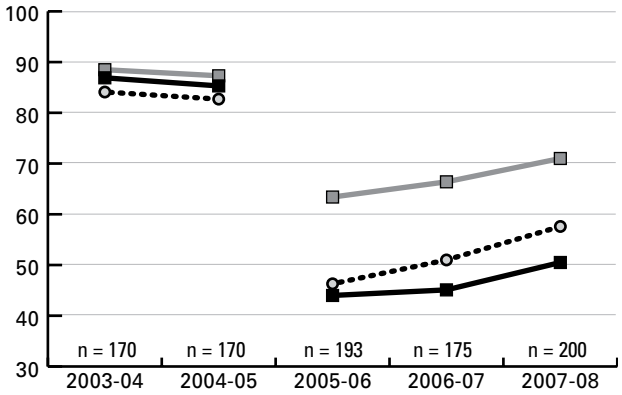
The reading achievement of American Indian students in Columbus County improved relative to that of all students in the county and the state overall through 2006-07. After the reading EOG test was revised in 2007-08, Columbus County Indian students scored lower than other students in the county and state.

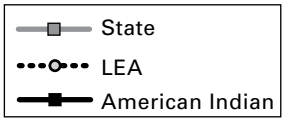
From 2003-04 through 2005-06, the achievement of American Indians on End of Grade math tests was similar to that of students in Columbus County overall. In the last two years American Indian math EOG test performance has trailed other Columbus County students.

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH





n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	69.2	85.2	86.2	72.0	43.9	74.6	73.6	75.5	72.4	46.7
	N Tested	26	27	29	25	41	544	470	493	514	548
4	% Grade Level	80.6	81.8	77.8	96.7	43.5	80.4	74.6	75.2	83.1	46.0
	N Tested	31	22	27	30	23	455	523	468	449	500
5	% Grade Level	82.6	91.2	86.4	90.0	33.3	82.0	85.9	82.1	85.0	45.1
	N Tested	23	34	22	30	36	456	490	548	454	466
6	% Grade Level	73.5	69.2	77.1	88.0	32.4	75.4	72.5	74.0	78.9	46.2
	N Tested	34	26	35	25	34	509	512	523	554	517
7	% Grade Level	70.0	86.1	87.0	85.4	58.6	81.8	83.3	78.0	86.7	46.7
	N Tested	20	36	23	41	29	543	546	531	498	520
8	% Grade Level	86.1	68.0	75.7	79.2	35.1	86.4	85.5	82.6	82.1	44.4
	N Tested	36	25	37	24	37	493	564	535	497	486

EOG MATHEMATICS, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	80.8	85.2	NA	56.0	73.2	84.4	79.6	NA	58.1	62.3
	N Tested	26	27	NA	25	41	544	471	NA	515	549
4	% Grade Level	96.8	90.9	55.2	40.0	56.5	92.3	86.3	49.3	56.1	55.0
	N Tested	31	22	29	30	23	455	531	471	449	502
5	% Grade Level	82.6	94.1	42.3	33.3	30.6	88.6	89.4	50.5	49.0	57.0
	N Tested	23	34	26	30	36	456	490	548	455	467
6	% Grade Level	85.3	84.6	46.2	64.0	55.9	87.6	83.5	45.2	54.2	55.3
	N Tested	34	26	39	25	34	509	514	522	554	517
7	% Grade Level	85.0	72.2	37.0	43.9	48.3	82.0	79.0	38.9	52.0	60.1
	N Tested	20	36	27	41	29	543	548	532	498	521
8	% Grade Level	91.7	88.0	21.1	37.5	37.8	79.3	78.8	38.6	44.4	55.2
	N Tested	36	25	38	24	37	493	566	536	498	484

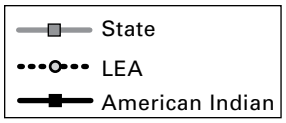
COLUMBUS COUNTY

End of Course Tests

In 2003-04 and 2004-05, American Indian students performed slightly higher than other Columbus County students on the Algebra I End of Course test, however, since that time the achievement of Indian students has fallen below that of other county students.

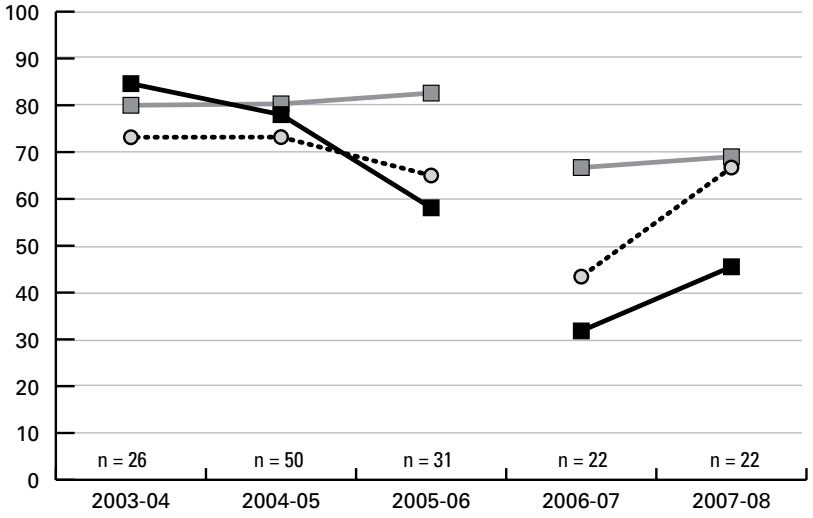
After dropping below other Columbus County students in achieving proficiency on the Biology EOC test in 2006-07, American Indian students achieved proficiency on that test at a rate higher than the county and state averages in 2007-08.

Over the last five years, Native students have consistently performed lower than other Columbus County students on English I EOC tests.

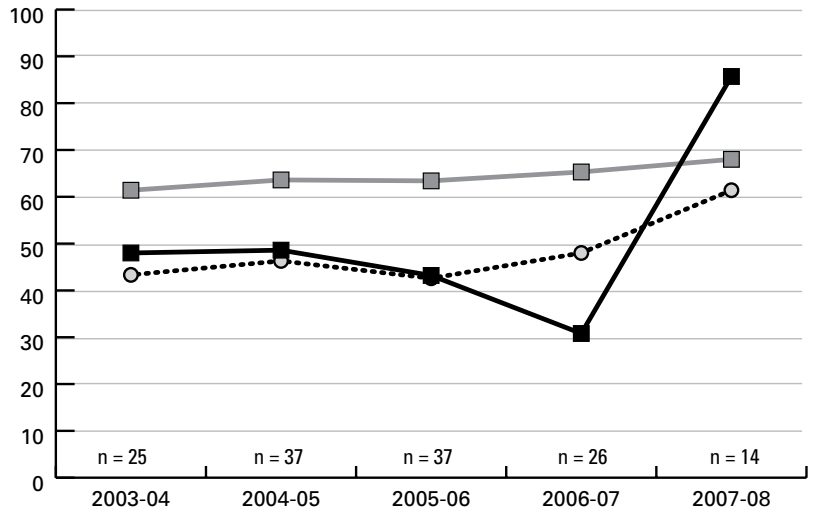


n = the number of American Indian students tested each year

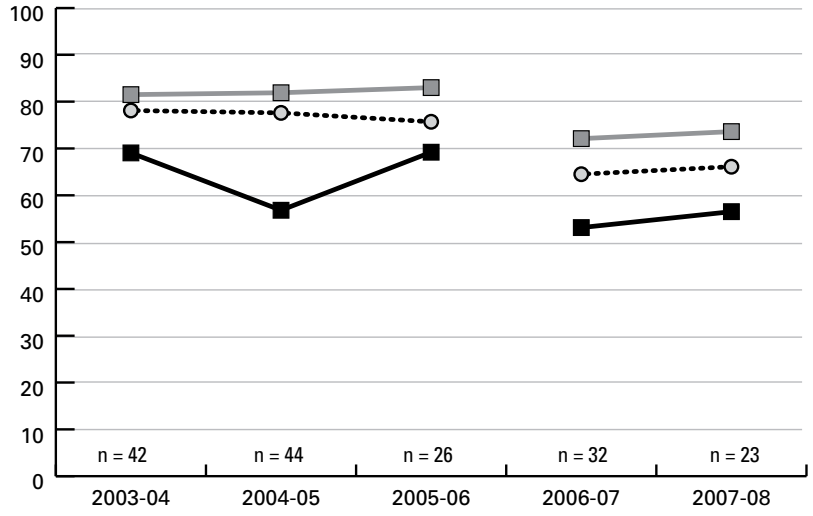
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

COLUMBUS COUNTY

High School Completion and College Enrollment

The American Indian cohort graduation rate again increased from 2007 to 2008. American Indian students now graduate at a rate significantly higher than other Columbus County students and slightly higher than the state average.

The dropout rate for American Indian students in Columbus County fell to 3.15%, below the state and LEA averages in 2007-08.

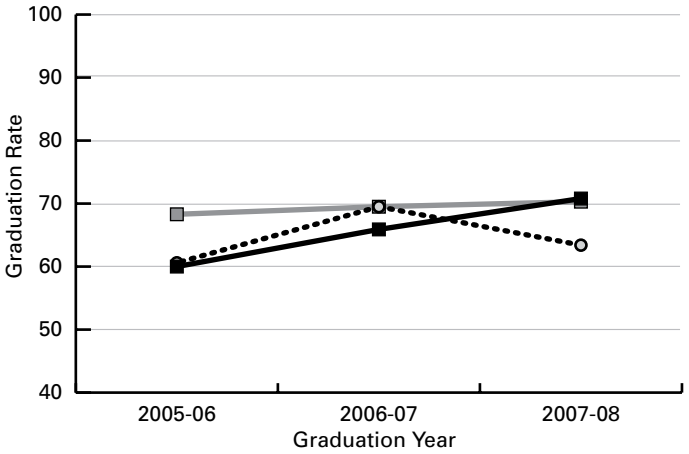
The rates of American Indian high school graduates enrolling in UNC system schools have exceeded those of other Columbus County graduates in three of the last four years.

The rates of American Indian enrollments in NC community colleges have exceeded those of other local graduates in four of the last five years.

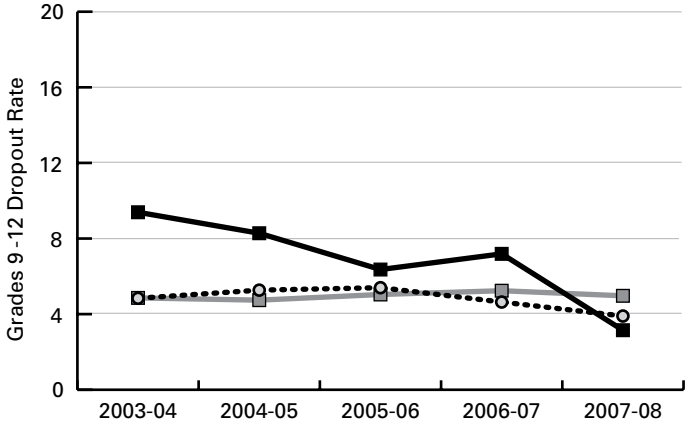
State
LEA
American Indian

n = the number of American Indian students attending

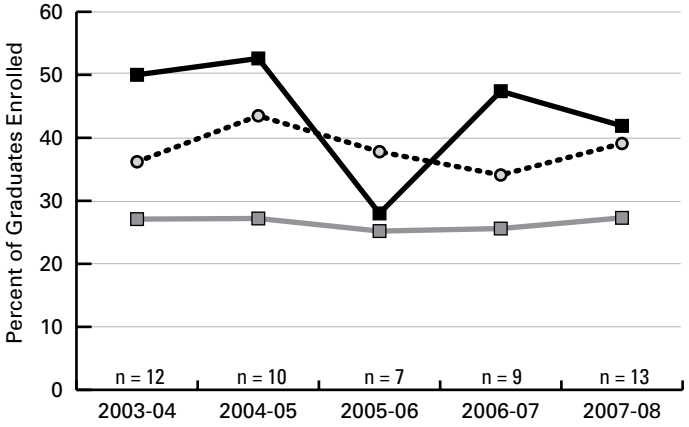
4-YEAR COHORT GRADUATION RATES



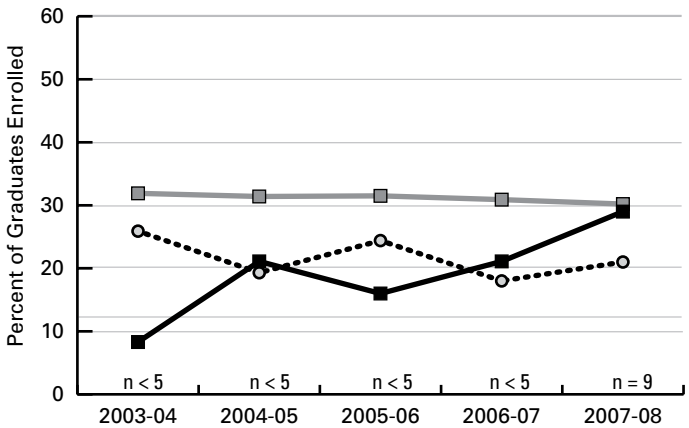
DROPOUT RATES



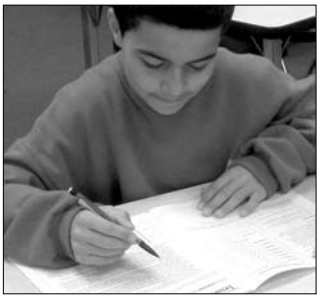
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



CUMBERLAND COUNTY



LEA WEB SITE:
http://www.ccs.k12.nc.us

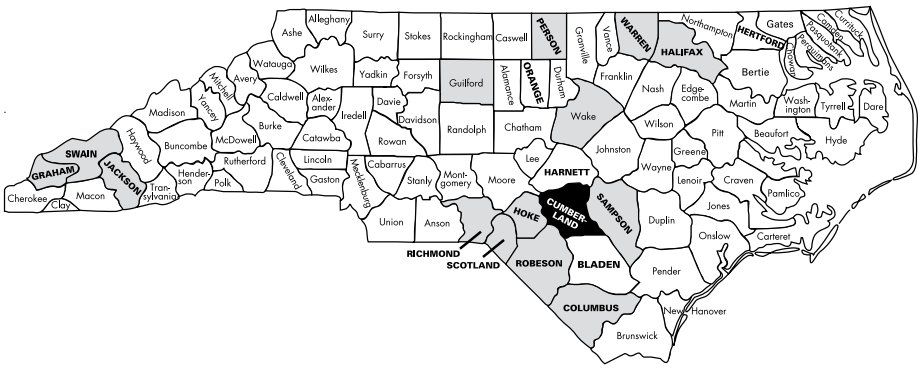
Cumberland County Schools Indian Education Program

Mission: To provide programs and activities of direct assistance for meeting the special educational and culturally related academic needs of American Indian and Alaskan Native Students (AI/AN) so that they can achieve the same challenging state performance standards as all students.

In the past two years the Indian Education Program has increased its grant funding to assist Native students. The following reflects some of the district's initiatives that support the unique cultural and academic needs of American Indian students:

1) Title VII Formula Grant - Office of Indian Education - US Department of Education - Washington DC - Federal Grant (5-year Grant).
The program's goals are to provide tutoring in reading and math to American Indian (AI) students who score below proficiency on EOG and/or benchmark tests at targeted K-8 schools; and to provide dropout prevention counseling. This grant provides services to approximately 205 AI students in 15 schools.

2) Project Support Grant - AI Dance Class - Arts Council of Fayetteville/Cumberland County
This grant provides six American Indian Dance Classes to AI students. An AI artist teaches the different dances. Sessions are held after school hours at South View and Mac Williams Middle Schools. Upon completion of this class students try-out for the Indian Education Dance Troupe that performs throughout the year in schools and at various events across the county.



3) Project Support Grant- Trip to Washington DC - Arts Council of Fayetteville/Cumberland County
This project supports and funds a trip to Washington DC for a select number of AI 9th grade students to visit the National Mall Area, the National Museum of the American Indian (MNAI), and to tour the Holocaust Museum.

4) Project Support Grant - AI Drum Classes - Arts Council of Fayetteville/Cumberland County
This project keeps the American Indian (AI) culture alive by teaching Drumming & Singing. An AI artist from the Lumbee tribe is employed to demonstrate and teach AI students about the huge role the drum has played in American Indian ceremony and culture.

5) Native Circles Smart Start Grant
The Partnership for Children (Smart Start) and the Office of Indian Education/CCS have joined forces to service and help prepare AI children for successful entry into Kindergarten. Native Circles works closely with AI families throughout Cumberland County; providing instructions to parents with age appropriate materials and activities using the Parents as Teachers Curriculum.

6) American Indian Drop-Out Prevention Program (AIDOPP) Discretionary Grant
The primary goal of this program is to continually decrease the dropout rate of American Indian (AI) students at targeted middle schools. The AI Dropout Prevention Project (AIDOPP) aims to change the way the district responds to American Indians, their culture and identity. Students are offered additional educational support needed to transition to high school and graduate.

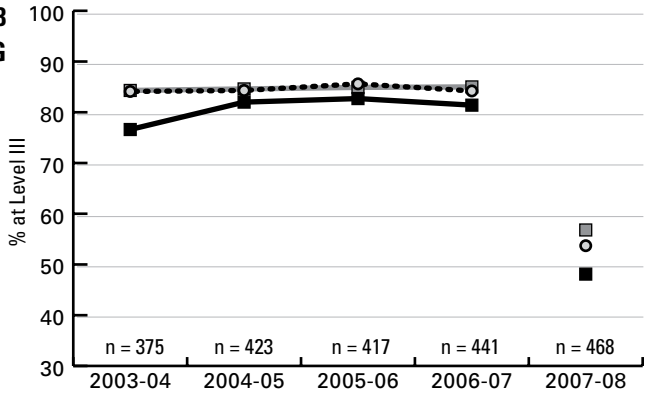
7) Dream Catcher's Indian Education Demonstration Grant U.S. Department of Education (4-year Grant) Drop-Out Prevention for American Indian High School Students
This funding supports efforts to continually decrease the dropout rate among AI students at South View, Grays Creek, Douglas Byrd and Cape Fear High schools. This program has one Coordinator and two Academic Advisors who work directly with the four high schools. AI students complete and adhere to a four-year academic plan of high academic and personal standards. Workshops are offered to educate teachers on the culture of the AI community. Teachers also learn about culturally relevant instructional practices.

CUMBERLAND COUNTY

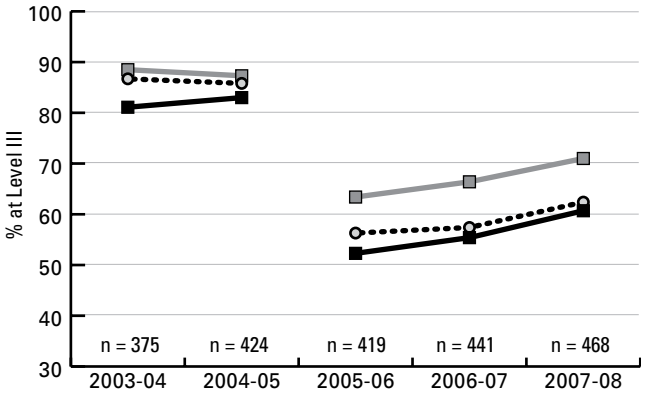
Reading and Math End of Grade Tests

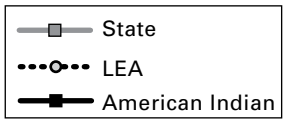
Over the last five years, American Indian students have scored slightly lower than Cumberland County students overall on End of Grade tests in both reading and math.

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH





n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	76.3	80.0	75.0	80.2	39.5	81.0	81.2	83.2	82.0	52.4
	N Tested	59	85	60	86	76	3698	3773	3945	3837	3977
4	% Grade Level	66.7	81.4	84.7	80.6	58.3	81.3	80.4	81.3	85.6	58.0
	N Tested	72	70	85	62	84	3488	3843	3680	3834	3785
5	% Grade Level	76.0	83.5	92.6	93.0	38.5	88.6	88.0	89.0	90.7	53.3
	N Tested	50	79	68	86	65	3529	3901	3819	3613	3957
6	% Grade Level	83.3	69.0	74.4	81.7	61.2	81.9	80.9	82.8	82.5	58.7
	N Tested	60	58	82	71	85	3613	3840	3806	3705	3621
7	% Grade Level	81.2	86.9	81.4	77.3	43.1	85.8	86.3	88.0	87.6	48.0
	N Tested	69	61	59	75	72	3612	3999	3868	3733	3833
8	% Grade Level	81.5	88.6	88.9	83.6	44.2	88.7	88.3	88.7	88.5	52.0
	N Tested	65	70	63	61	86	3587	3900	4002	3845	3885

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	79.7	82.4	NA	61.6	68.4	86.1	82.7	NA	61.7	65.7
	N Tested	59	85	NA	86	76	3698	3779	NA	3845	3977
4	% Grade Level	87.5	84.3	58.8	50.0	64.3	92.7	89.9	56.7	60.5	65.8
	N Tested	72	70	85	62	84	3488	3853	3689	3842	3797
5	% Grade Level	80.0	88.6	57.4	60.5	49.2	93.6	89.3	56.2	57.6	62.5
	N Tested	50	79	68	86	65	3529	3914	3839	3629	3961
6	% Grade Level	95.0	81.0	52.4	54.9	57.6	87.5	88.3	56.7	56.5	59.8
	N Tested	60	58	82	71	85	3613	3843	3807	3718	3624
7	% Grade Level	79.7	80.3	54.2	53.3	62.5	82.9	82.5	55.4	57.8	59.6
	N Tested	69	61	59	75	72	3612	4003	3874	3737	3838
8	% Grade Level	72.3	80.3	42.9	57.4	60.5	82.8	82.1	52.9	57.7	60.9
	N Tested	65	71	63	61	86	3587	3910	4004	3845	3885

CUMBERLAND COUNTY

End of Course Tests

The performance of American Indian students on End of Grade Algebra I tests has been similar to that of other Cumberland County students over the last five years. In 2006-07 and 2007-08, American Indian students performed higher than other students in the county and made considerable gains on overall North Carolina student performance.

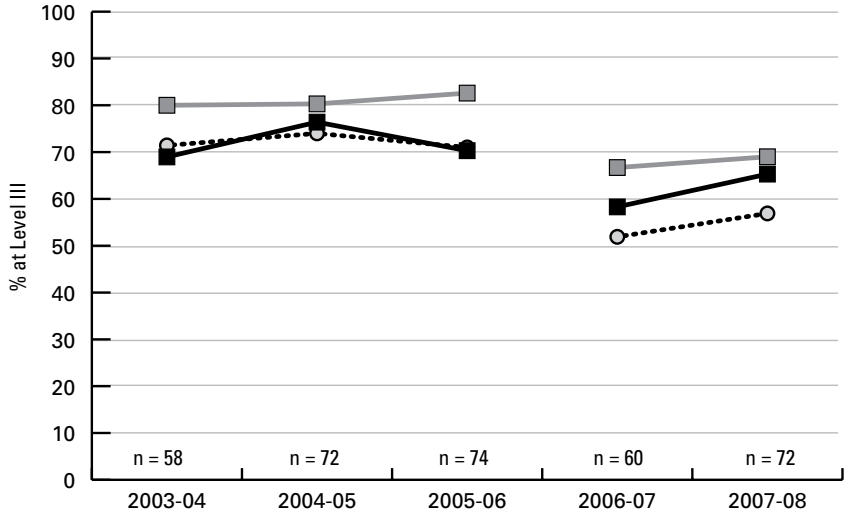
For the last five years, American Indian students have performed lower than other Cumberland County students on EOC Biology tests.

After three years of lower performance on English I EOC tests, American Indian students posted slightly higher results than students in Cumberland County and the state in 2006-07 and achieved results equivalent to other county and state students in 2007-08.

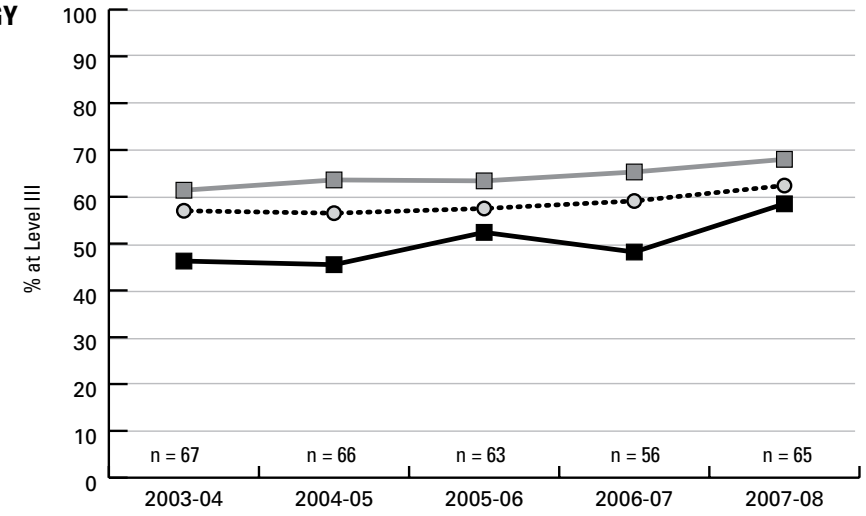
State
LEA
American Indian

n = the number of American Indian students tested each year

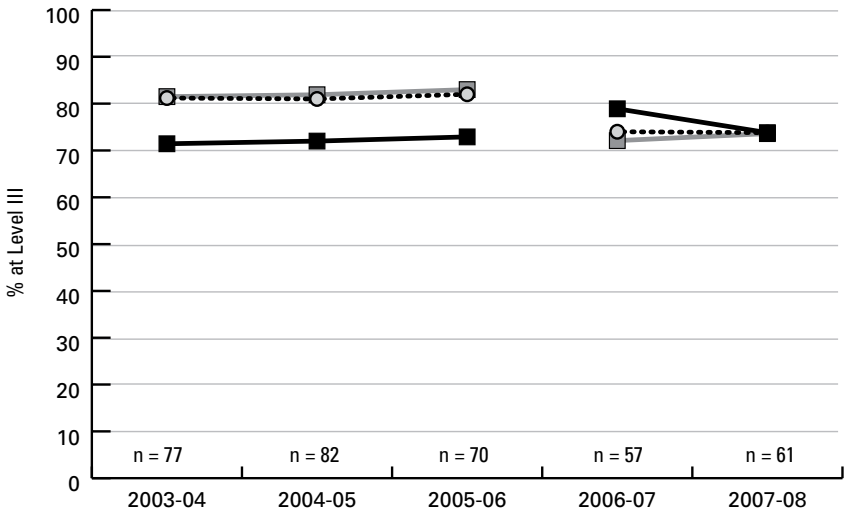
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

CUMBERLAND COUNTY

High School Completion and College Enrollment

From 2006 to 2008 the American Indian graduation rate has increased, but it still lags about ten percentage points below the state and county rates.

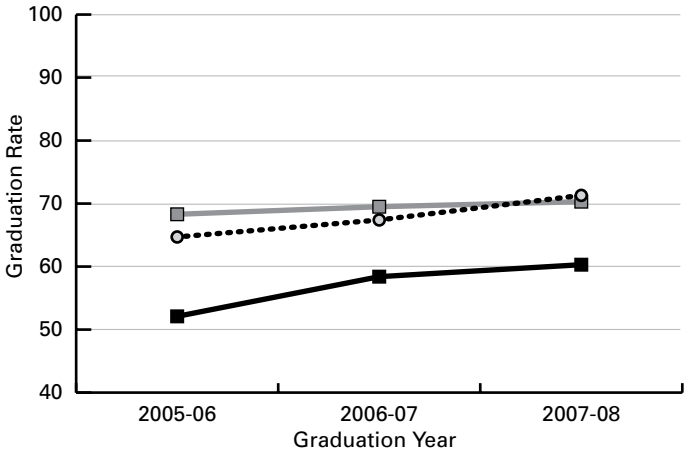
In 2007-08, American Indian students in Cumberland County dropped out of high school at a rate near the state average; however that 5.02% rate was above the rate for Cumberland County overall.

The rate of American Indian high school graduates enrolling in UNC system schools is lower than that of other Cumberland County graduates; however the rates of American Indian enrollments in NC community colleges have exceeded those of the overall local population in four of the last five years.

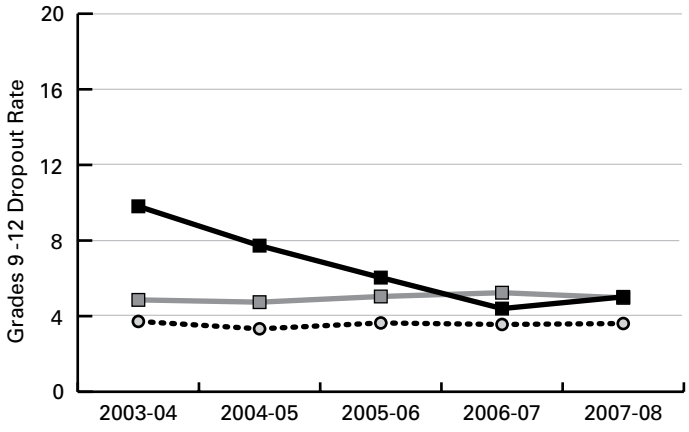
State
LEA
American Indian

n = the number of American Indian students attending

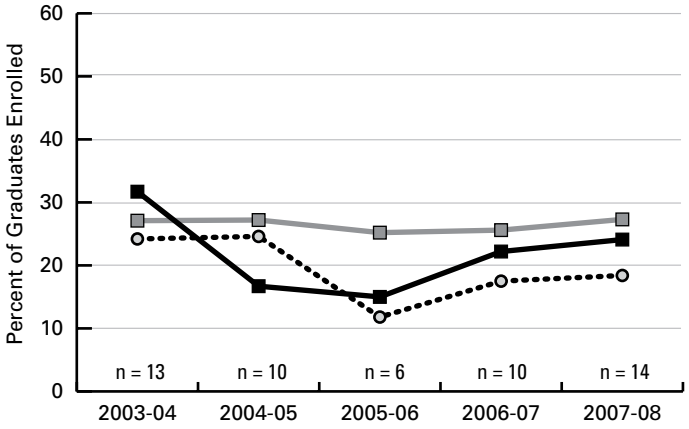
4-YEAR COHORT GRADUATION RATES



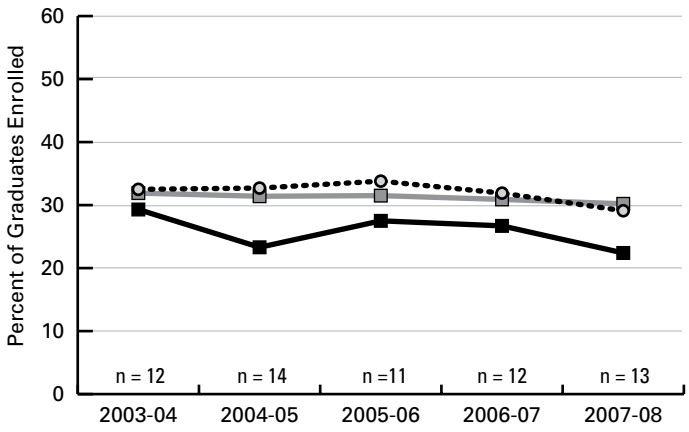
DROPOUT RATES



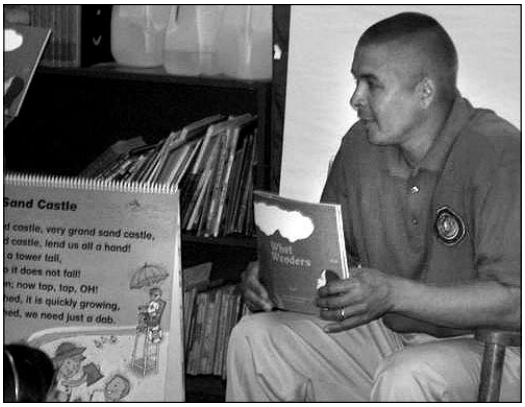
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



GRAHAM COUNTY



Graham County Schools Title VII Indian Education Program supports a full-time Indian Education Tutor position and works hand in hand with the Tribal Program in Graham County Schools to provide services to Indian Students Pre-K through 12th grade.

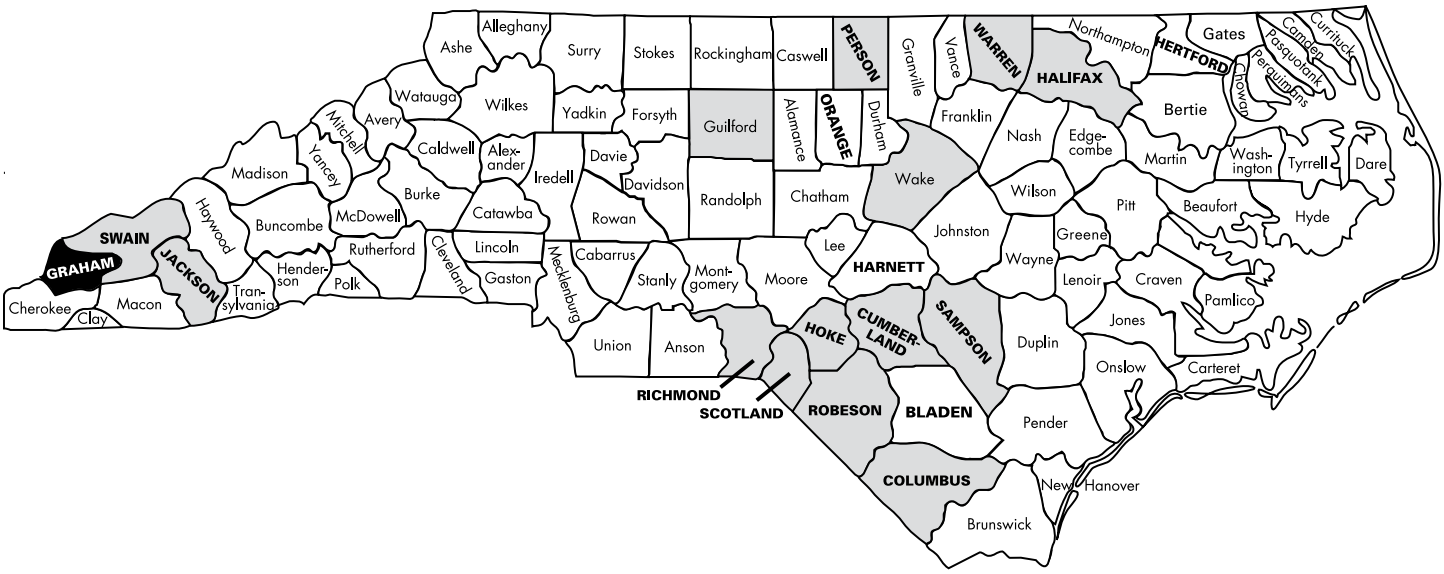
Mission

The mission of the Graham County Schools Indian Education Program is to provide an environment which develops capable, highly skilled citizens who can compete in the 21st century.

Goals

- Improve communication between families and school
- Increase academic achievement
- Improve attendance
- Provide assistance to parents, teachers, and students
- Increase High School graduation rate
- Assist graduates applying to the military and to colleges
- Work with community college to provide dual enrollment opportunities
- Work with Tribal programs to insure students receive maximum benefits
- Promote an appreciation of Indian culture and heritage.

LEA WEB SITE:
http://www.gcsk12.com



GRAHAM COUNTY

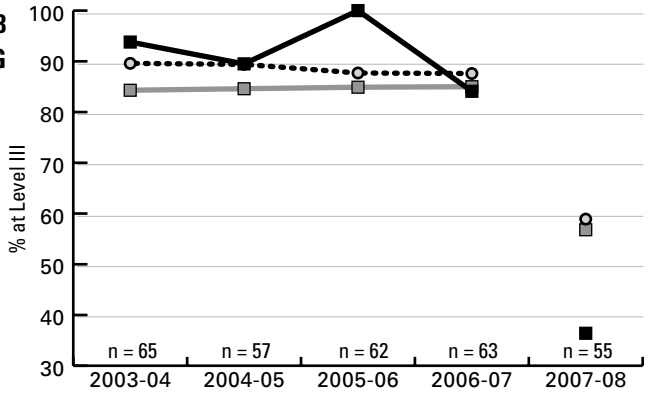
Reading and Math End of Grade Tests

In 2007-08, the math and reading achievement of Graham County's American Indian students in grades 3-8 trailed other students in the LEA and state after being comparable to other students the preceding four years.

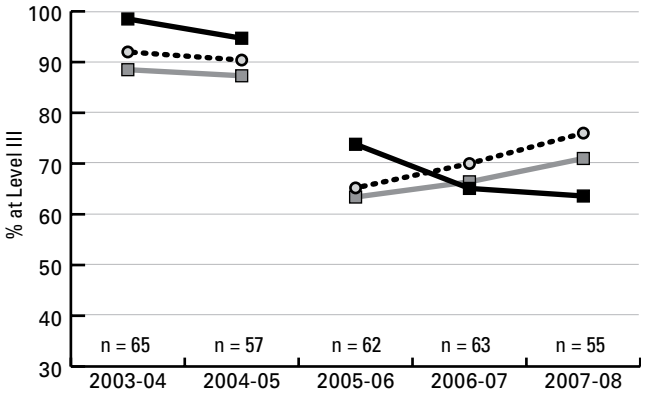
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	81.8	75.0	91.7	57.1	42.9	83.2	81.2	80.0	72.5	64.0
	N Tested	11	8	12	7	7	95	85	90	91	100
4	% Grade Level	88.9	81.8	100	81.8	12.5	85.4	82.0	85.4	84.5	49.4
	N Tested	9	11	8	11	8	82	89	82	84	81
5	% Grade Level	100.0	100.0	100.0	100.0	50	94.8	92.7	92.3	93.2	49.3
	N Tested	10	9	11	9	8	97	96	91	88	75
6	% Grade Level	92.3	88.9	100.0	90.0	33.3	94.1	96.0	88.0	96.5	68.2
	N Tested	13	9	8	10	9	85	99	92	86	88
7	% Grade Level	100.0	91.7	88.9	90.0	18.2	93.4	88.8	89.6	91.7	50.6
	N Tested	8	12	9	10	11	76	89	106	84	89
8	% Grade Level	100.0	100.0	100.0	91.7	58.3	93.0	78.0	91.1	92.2	69.4
	N Tested	9	9	13	12	12	86	96.2	90	103	85

EOG MATHEMATICS, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	100.0	62.5	NA	57.1	71.4	90.5	80.0	NA	56.0	79.0
	N Tested	11	8	NA	7	7	95	85	NA	91	100
4	% Grade Level	100.0	100.0	75.0	54.5	75.0	97.6	95.5	64.6	66.7	77.8
	N Tested	9	11	8	11	8	82	88	82	84	81
5	% Grade Level	100.0	100.0	72.7	55.6	62.5	95.9	91.7	65.9	71.4	71.1
	N Tested	10	9	11	9	8	97	96	91	91	76
6	% Grade Level	100.0	100.0	37.5	80.0	55.6	94.1	93.9	67.4	80.2	70.0
	N Tested	13	9	8	10	9	85	99	92	86	90
7	% Grade Level	100.0	100.0	88.9	70.0	63.6	96.1	93.3	70.1	75.0	76.4
	N Tested	8	12	9	10	11	76	89	107	84	89
8	% Grade Level	88.89	100.0	92.3	66.7	58.3	88.37	87.2	67.8	72.8	81.2
	N Tested	9	9	13	12	12	86	78	90	103	85

GRAHAM COUNTY

End of Course Tests

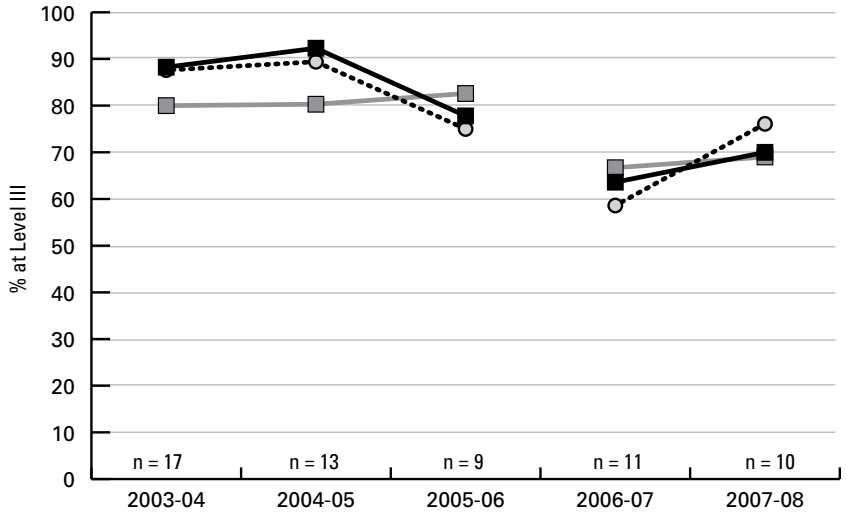
Over the last five years, Graham County American Indian students have performed well in comparison to other students in the county and the state on the EOC test in Algebra I and English I.

Performance on the EOC test in Biology has greatly improved in the last two years. In 2007-08 a larger percentage of American Indian students scored proficient than did other students in the county and the state.

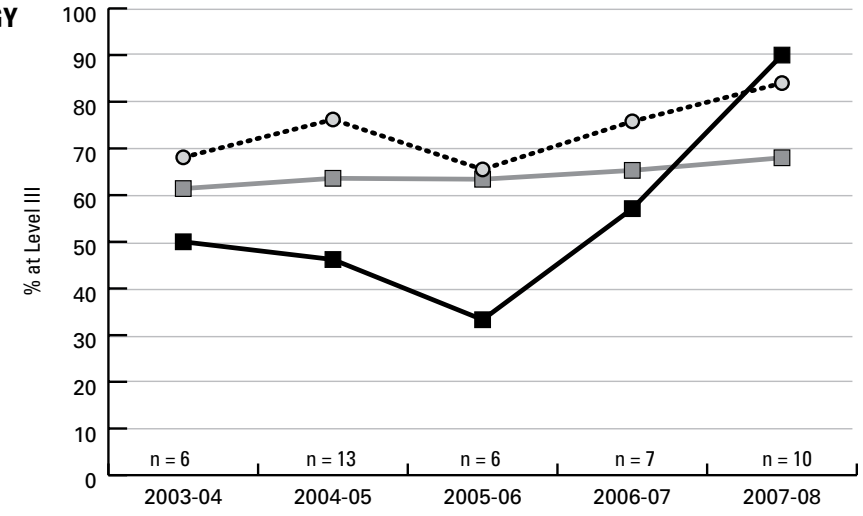
State
LEA
American Indian

n = the number of American Indian students tested each year

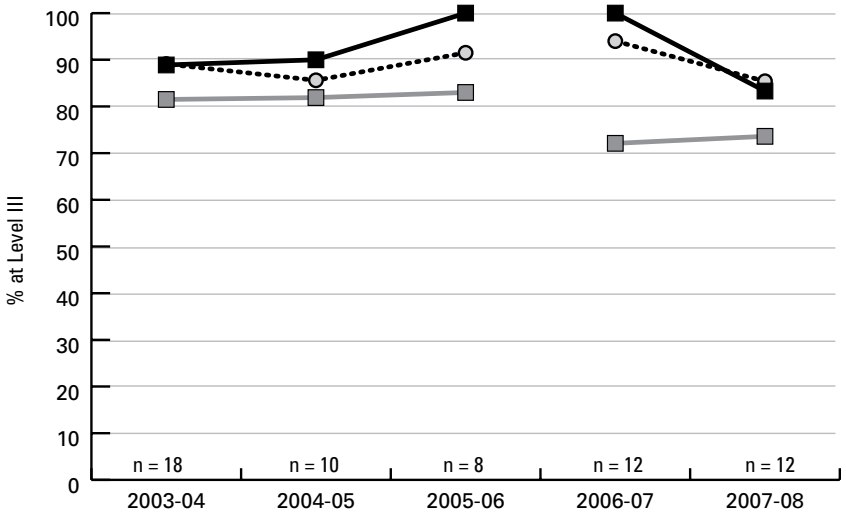
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

GRAHAM COUNTY

High School Completion and College Enrollment

The 2004 cohort of Graham County American Indian students graduated at the state rate in 2008 and above the rate for Graham County as a whole.

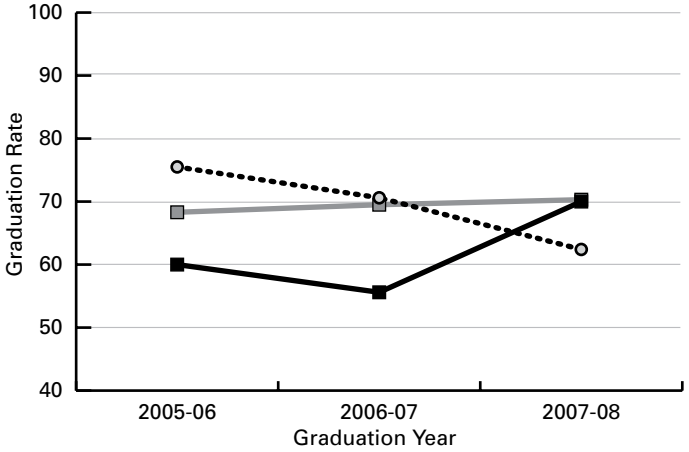
Less than five American Indian students have dropped out in each of the last five school years. Because of the small number of American Indian students, changes in the dropout rates are as much due to the number of high school students (the denominator) as the number of dropouts (the numerator). Therefore, the rate trend is not a very good indicator.

Because of the low number of graduates, enrollment trends in community colleges and UNC system schools are also poor indicators.

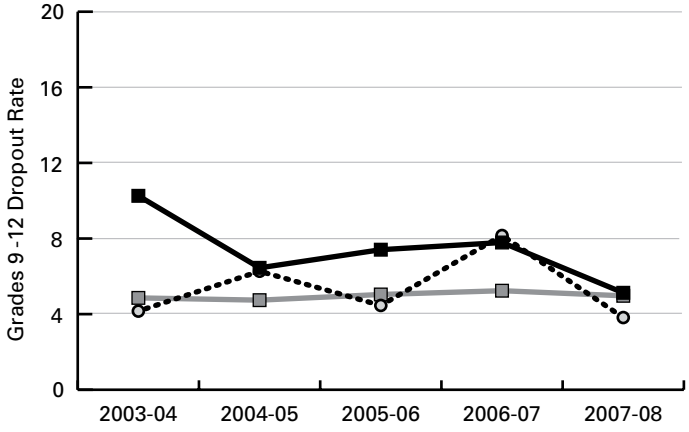
State
LEA
American Indian

n = the number of American Indian students attending

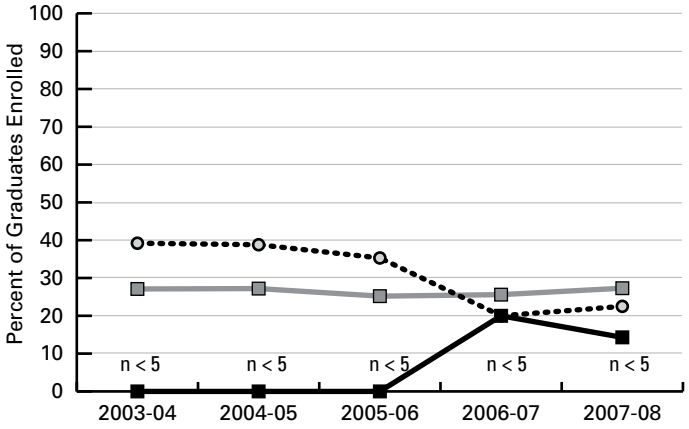
4-YEAR COHORT GRADUATION RATES



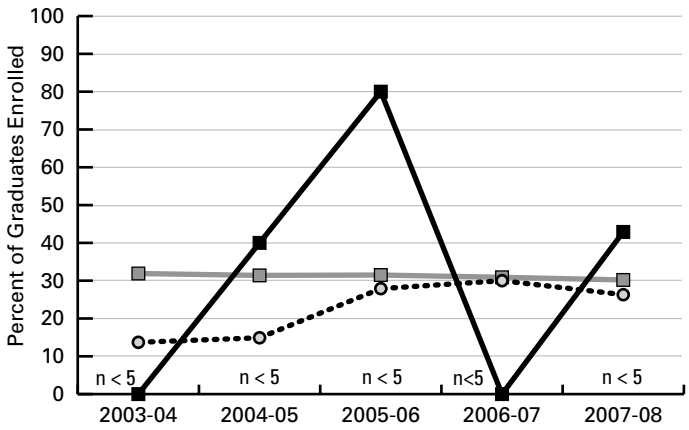
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



GUILFORD COUNTY

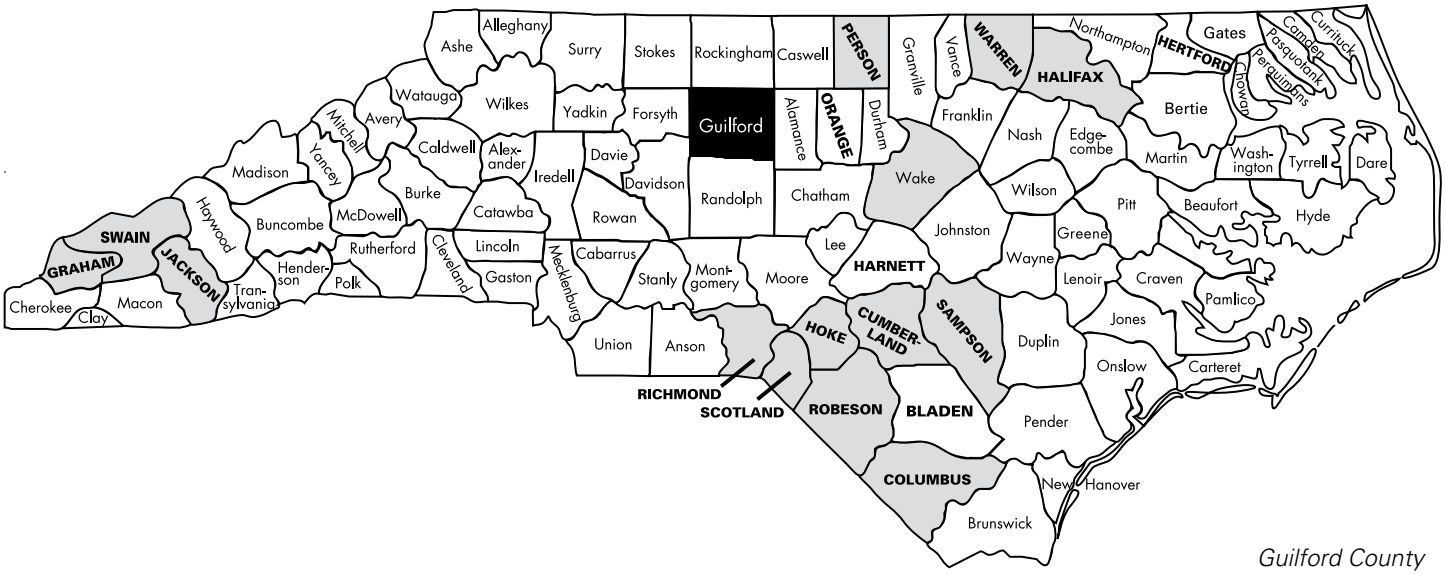
LEA WEB SITE:
http://www.gcsnc.com

Guilford County Schools' (GCS) Title VII Indian Education program, housed in the Student Services Division, supports a full-time Indian Education Support Teacher position. The program goals are to provide services to K-12 Native American students and families and GCS school personnel to help reduce high school dropouts, by positively impacting our children's school experiences and increasing our American Indian high school graduation rate. Having a small Native American student population in a district the size of Guilford County (average of 3 students per school, no school has more than 13 students) makes our work challenging. However, working to identify and serve our Native American students is rewarding and ongoing.

Our Indian Education program provides a number of services to help achieve its goals. Tutorials are provided to K-5 students performing below expectation. Career, financial aid, and college admissions information and guidance are provided to high school students and parents. An Indian Education Newsletter offers a means of communication for families of the district's current 232 Native American students. The work and leadership of the Indian Education parent committee is essential to the program's success.

Collaboration with GCS Safe and Drug Free Schools and the Triad Native American United Methodist Church and Guilford Native American Association has allowed students to benefit from Red Ribbon Week, Bully Proofing and Character Building Workshops that are expanded through the inclusion of Native American cultural perspectives and activities. Indian Education operates a resource library that makes loans to parents and classroom teachers. We also share traditional/contemporary Native American Culture during Indian Heritage Month and other cultural diversity awareness activities throughout the school year. GCS Native American students have attended the NCNAYO conferences held on the Wake Forest, UNC-Chapel Hill and Methodist College campuses.

The Title VII Parent Committee hosts an Annual Native American Student Recognition Day to celebrate our children's school successes. The event features a Native American Keynote speaker and entertainment to further showcase the talent of the Indian community. The Parent Committee holds an Annual Public Hearing in collaboration with the Native American School Days Program Cultural Festival co-hosted by the Guilford Native American Art Gallery and City Arts, Greensboro Parks and Recreation. In Guilford County Indian Education is a community effort; It takes all of us to serve our Native American students.



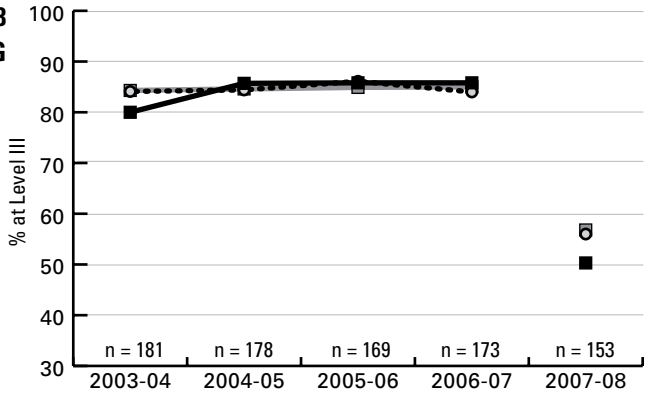
GUILFORD COUNTY

Reading and Math End of Grade Tests

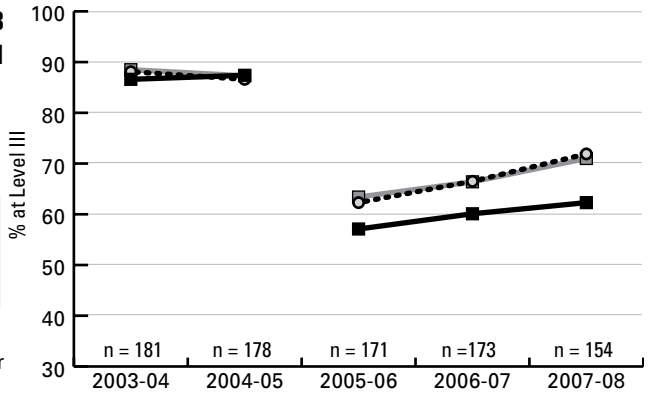
From 2004-05 through 2006-07, American Indian student performance on reading End of Grade tests equaled or exceeded that of other students in Guilford County and the state. After the reading EOG tests were revised in 2007, performance declined relative to other students.

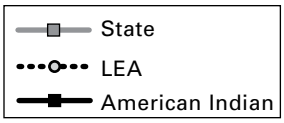
From 2002-03 until 2004-05, American Indian student performance on math EOG tests closely mirrored that of other students in the state. Since the math EOG tests were revised in 2005, the performance of Indian students has lagged slightly behind other students in Guilford County and the state.

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH





n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	71.4	79.4	90.5	78.1	37.5	81.8	81.8	83.4	82.0	54.2
	N Tested	28	34	21	32	24	4731	5019	4979	5063	5119
4	% Grade Level	76.0	88.0	65.7	95.0	46.4	81.6	80.8	83.8	85.1	58.5
	N Tested	25	25	35	20	28	4698	5033	5040	4952	5166
5	% Grade Level	88.1	100.0	96.2	94.1	65	89.0	88.2	89.5	91.0	56.3
	N Tested	42	21	26	34	20	4753	5046	5029	4995	5037
6	% Grade Level	78.1	84.6	96.2	90.9	48.4	81.1	81.2	82.7	84.5	62.2
	N Tested	32	39	26	22	31	4721	5056	5059	4898	5007
7	% Grade Level	76.9	83.3	92.5	84.6	45.8	85.5	85.4	88.5	87.4	52.9
	N Tested	26	30	40	26	24	4693	5132	5075	5042	5025
8	% Grade Level	92.9	82.8	76.2	92.3	61.5	90.0	88.6	87.6	90.3	52.1
	N Tested	28	29	21	39	26	4686	5093	5133	5013	5230

EOG MATHEMATICS, Percent of Students At/Above Grade Level

GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	78.6	85.3	NA	68.8	48.0	86.6	84.1	NA	72.1	74.7
	N Tested	28	34	NA	32	25	4731	5033	NA	5098	5154
4	% Grade Level	88.0	92.0	54.3	60.0	59.3	93.8	91.2	65.2	69.5	73.9
	N Tested	25	25	35	20	27	4698	5048	5069	4989	5197
5	% Grade Level	97.6	90.5	46.2	61.8	76.2	93.7	89.7	62.1	70.9	73.6
	N Tested	42	21	26	34	21	4753	5066	5050	5035	5060
6	% Grade Level	84.4	89.7	69.2	50.0	61.3	90.0	89.4	60.0	66.3	71.9
	N Tested	32	39	26	22	31	4721	5078	5082	4920	5031
7	% Grade Level	88.5	90.0	60.0	57.7	70.8	84.7	82.7	59.9	62.7	69.4
	N Tested	26	30	40	26	24	4693	5142	5086	5058	5031
8	% Grade Level	82.1	75.9	47.6	64.1	61.5	84.7	82.2	57.6	66.1	67.7
	N Tested	28	29	21	39	26	4686	5101	5128	5021	5246

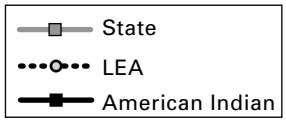
GUILFORD COUNTY

End of Course Tests

Over the last four years the percentage of American Indian students deemed proficient by End of Course Algebra I testing has been lower than other students in Guilford County, although in 2007-08 Indian students gained ground on other students in the county and the state.

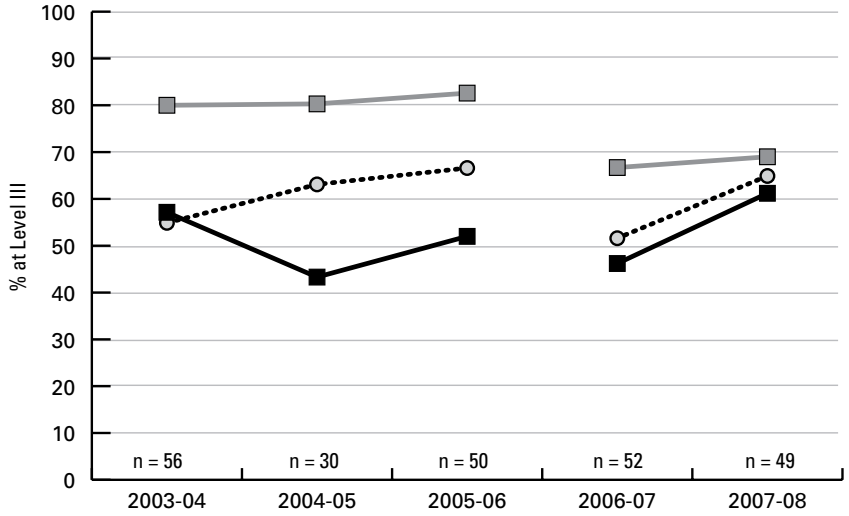
In Biology I over the last five years, fewer Native students scored proficient than other county and state students with the notable exception of 2006-07, when the percentage of Indian students scoring proficient exceeded that of other county students and equaled that of the state overall.

In English I, Guilford County American Indian students' EOC test performance has closely mirrored that of the county and state overall. Native students slightly outperformed other county and state students in 2003-04, 2005-06, and 2006-07, but were outperformed by the other students in 2004-05 and 2007-08.

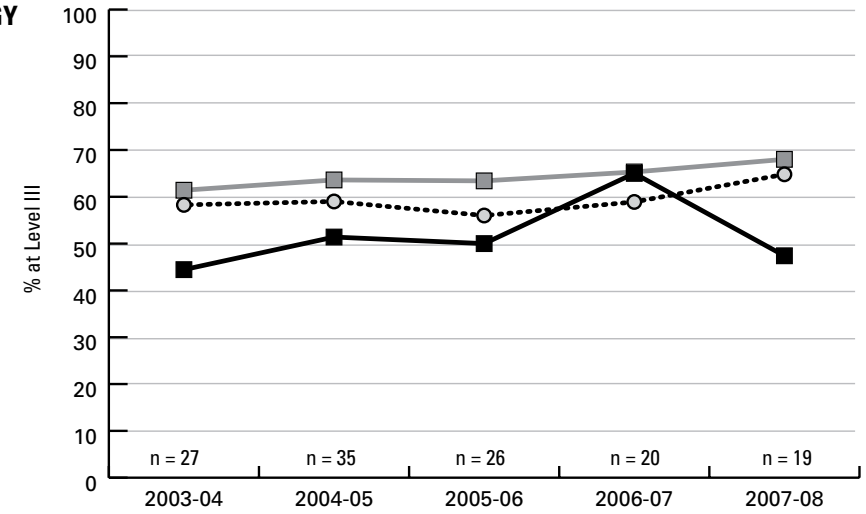


n = the number of American Indian students tested each year

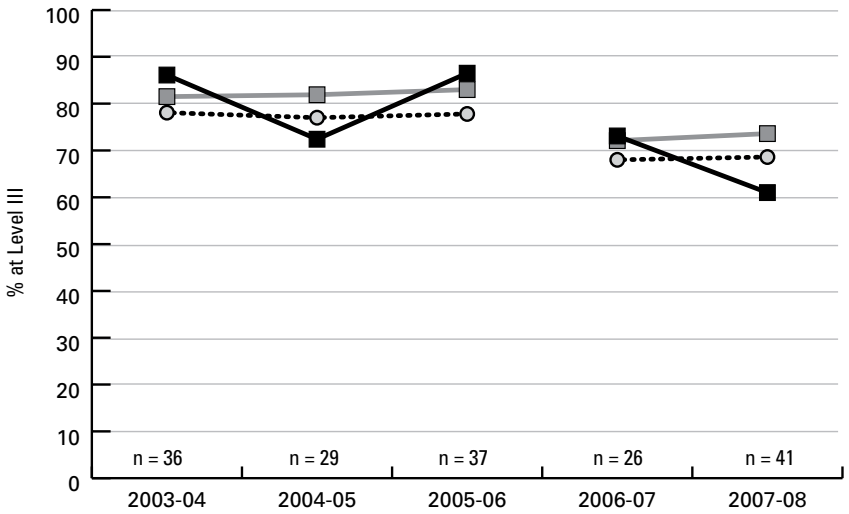
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

GUILFORD COUNTY

High School Completion and College Enrollment

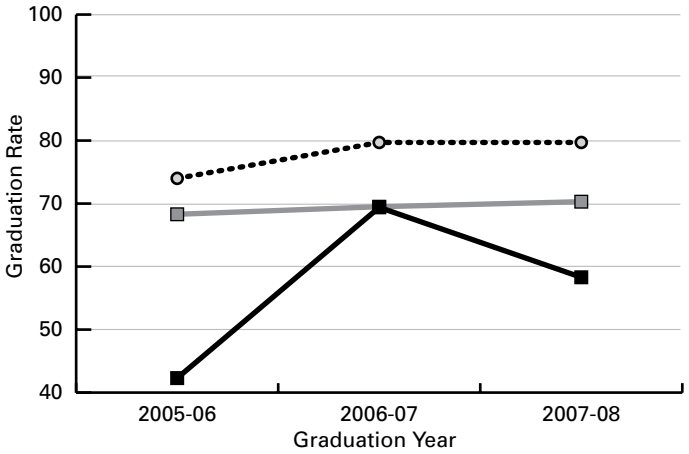
The American Indian cohort graduation rate in Guilford County declined from 2007 to 2008; however the American Indian dropout rate for 2007-08 was much lower than the previous year, falling below the state and LEA averages.

In 2007-08, rates of enrollment of American Indian students in higher education were much higher than other Guilford County students.

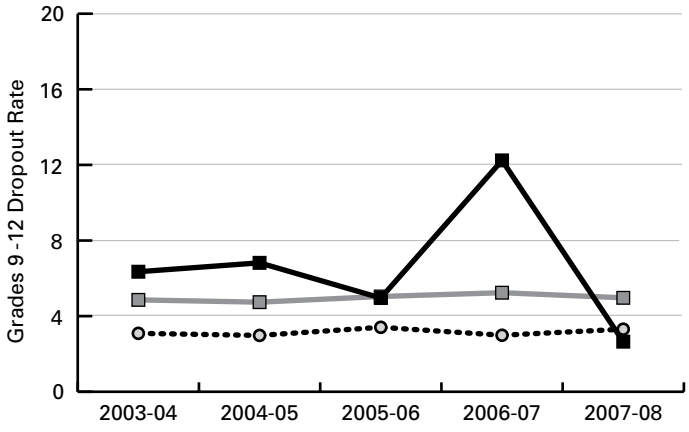
State
LEA
American Indian

n = the number of American Indian students attending

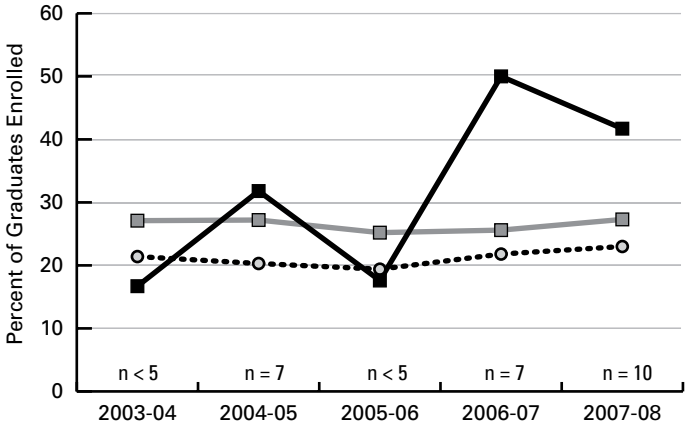
4-YEAR COHORT GRADUATION RATES



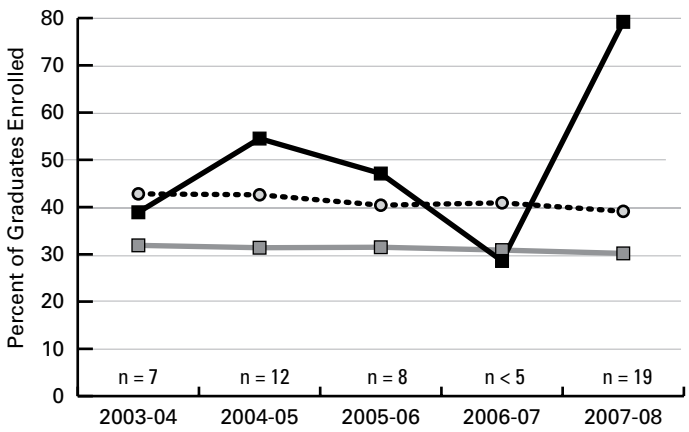
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

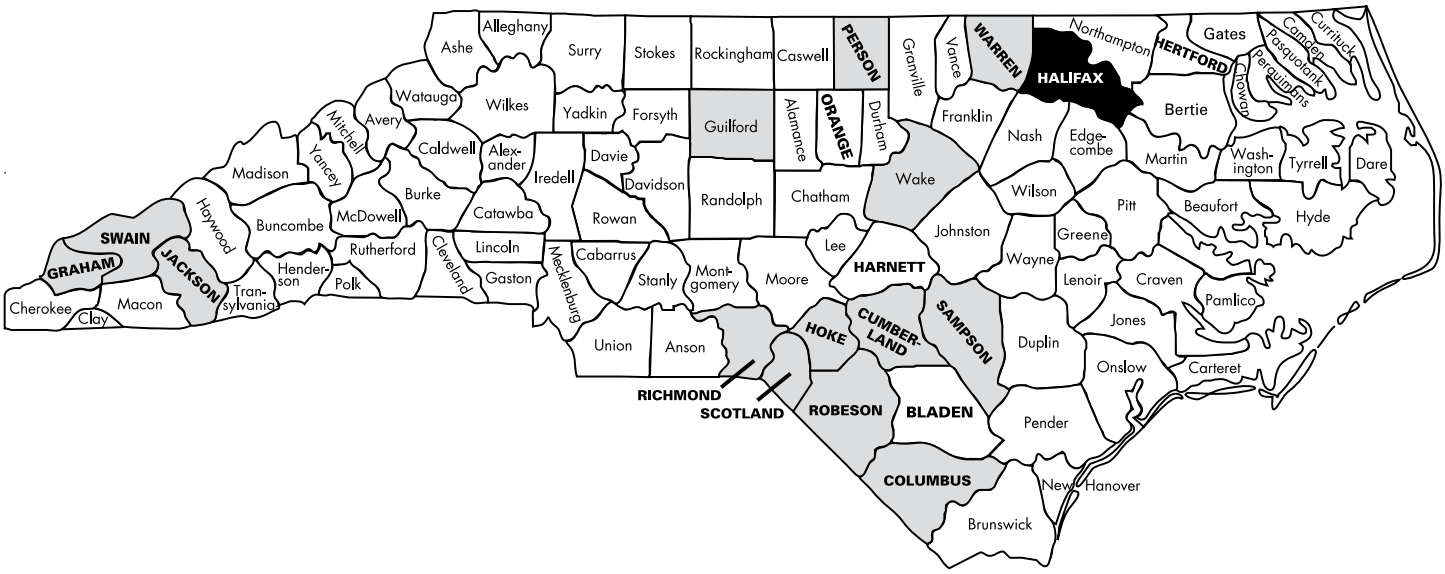


HALIFAX COUNTY

The Title VII Indian Education program in Halifax County Schools supports a full-time Indian Education Coordinator and a part-time contracted assistant. Instruction is provided weekly to students in grades K through 5 in reading and writing using a Native American theme. Additional weekly activities such as beading, basket making, pottery, and making fry bread are provided for elementary, middle, and high school students. The Title VII program also provides field trips for students. During the current school year, approximately 40 students visited the Smithsonian's National Museum of the American Indian in Washington, DC. The Museum is the first national museum dedicated to the languages, literature, history, and arts of Native Americans.

Annually, the program supports students attending the Youth Conference held in Wilmington, NC. The Parent Advisory Committee meets monthly and assists in planning activities for the year. The committee also works with the Director and Coordinator in planning the annual public hearing. We purchased reading materials related to health that will benefit all students. Our plans for the next school year include engaging more eligible students in the program, providing more activities and services, and improving parent participation.

LEA WEB SITE:
http://www.halifax.k12.nc.us



HALIFAX COUNTY

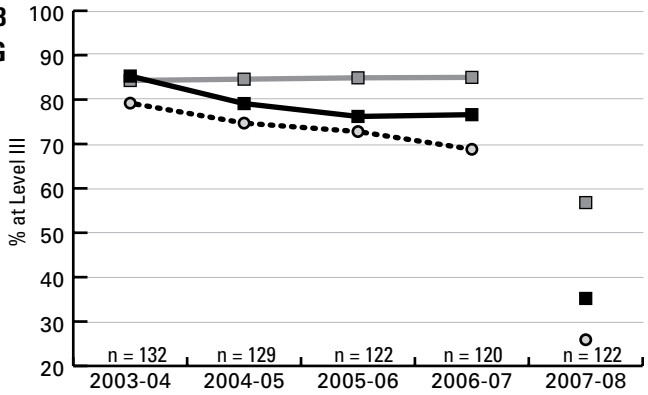
Reading and Math End of Grade Tests

The percentage of American Indian students scoring proficient on End of Grade tests in math and reading has exceeded that of other Halifax County students over the last five years.

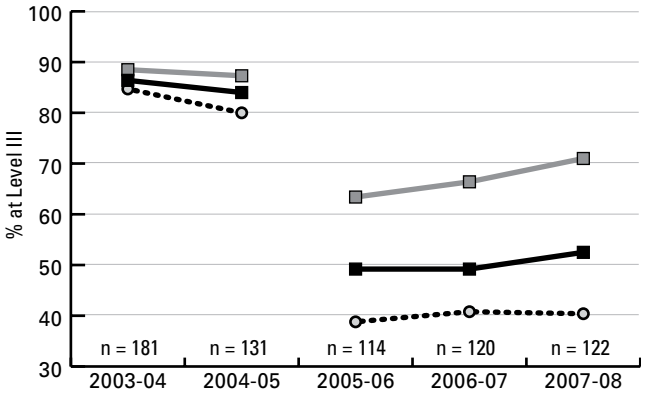
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	94.1	82.4	64.3	79.2	50.0	79.6	81.0	81.7	71.9	30.9
	N Tested	17	17	14	24	18	407	327	345	310	320
4	% Grade Level	76.2	85.7	88.2	91.7	40.7	85.5	76.3	79.9	74.4	32.9
	N Tested	21	14	17	12	27	394	393	324	317	322
5	% Grade Level	92.9	85.7	100.0	88.2	27.8	84.8	80.7	80.7	78.6	22.1
	N Tested	28	21	18	17	18	408	378	367	299	312
6	% Grade Level	86.4	71.4	68.2	73.7	38.9	76.8	69.8	60.5	61.5	28.7
	N Tested	22	28	22	19	18	392	430	387	348	282
7	% Grade Level	76.9	66.7	69.0	78.3	22.2	72.2	69.1	67.9	69.3	15.1
	N Tested	26	24	29	23	18	439	405	443	368	337
8	% Grade Level	94.4	88.0	72.7	76.0	30.4	83.5	73.5	69.2	71.9	26.2
	N Tested	18	25	22	25	23	412	430	406	430	370

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	78.6	94.1	NA	66.7	72.2	84.5	83.6	NA	56.6	50.0
	N Tested	28	17	NA	24	18	407	329	NA	311	320
4	% Grade Level	88.0	93.8	64.7	75.0	51.9	96.2	87.7	50.8	49.7	46.7
	N Tested	25	16	17	12	27	394	398	323	318	323
5	% Grade Level	97.6	90.5	61.1	47.1	55.6	92.6	85.9	41.3	45.8	40.4
	N Tested	42	21	18	17	18	408	382	368	299	312
6	% Grade Level	84.4	82.1	45.5	36.8	44.4	87.0	81.4	34.5	26.3	33.8
	N Tested	32	28	22	19	18	392	431	386	346	281
7	% Grade Level	88.5	70.8	37.9	43.5	33.3	74.7	70.9	36.6	41.8	32.4
	N Tested	26	24	29	23	18	439	406	443	368	336
8	% Grade Level	82.1	80.0	50.0	44.0	56.5	84.0	71.9	34.4	32.6	38.9
	N Tested	28	25	22	25	23	412	430	407	429	370

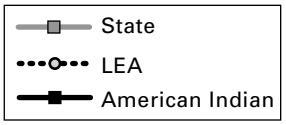
HALIFAX COUNTY

End of Course Tests

Over the last five years, the percentage of American Indian students deemed proficient by End of Course testing in Algebra I has exceeded that of other students in Halifax County, however proficiency levels lag far below that of the state overall.

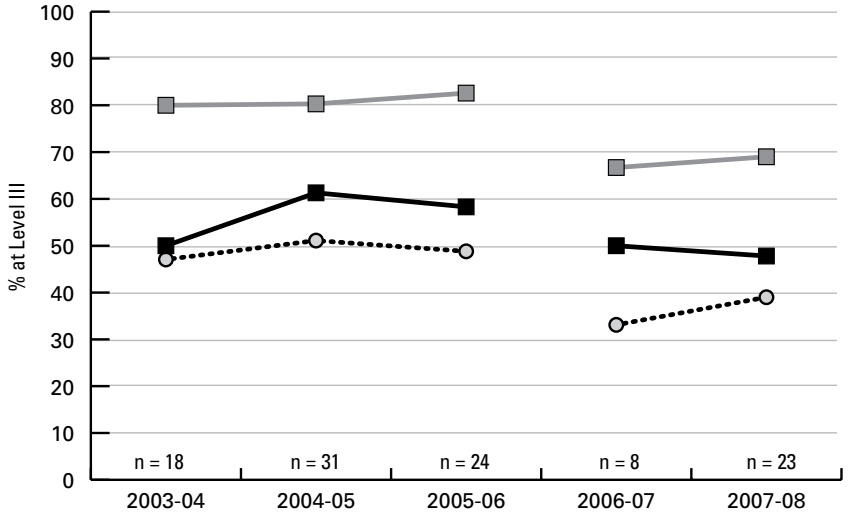
In Biology, performance on the EOC test by Native students fell to the same level as other Halifax County students for the first time in five years.

In English I, American Indian students have performed better than other county students on EOC tests in four of the last five years.

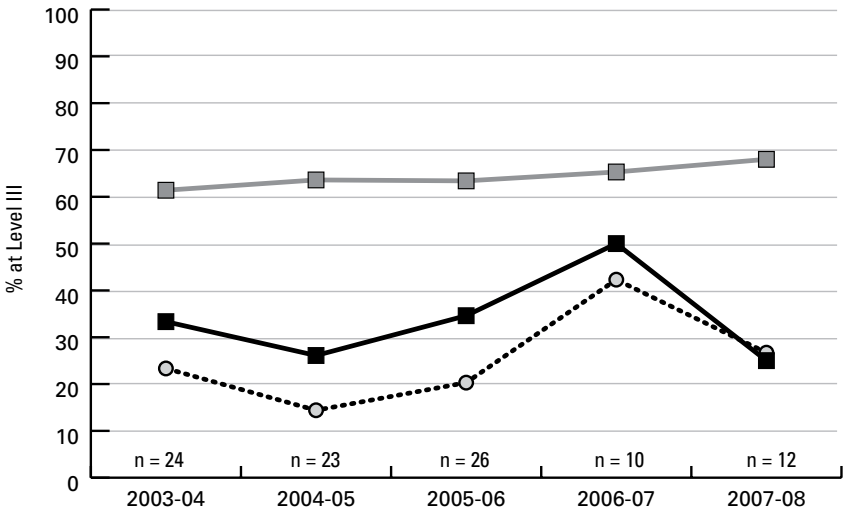


n = the number of American Indian students tested each year

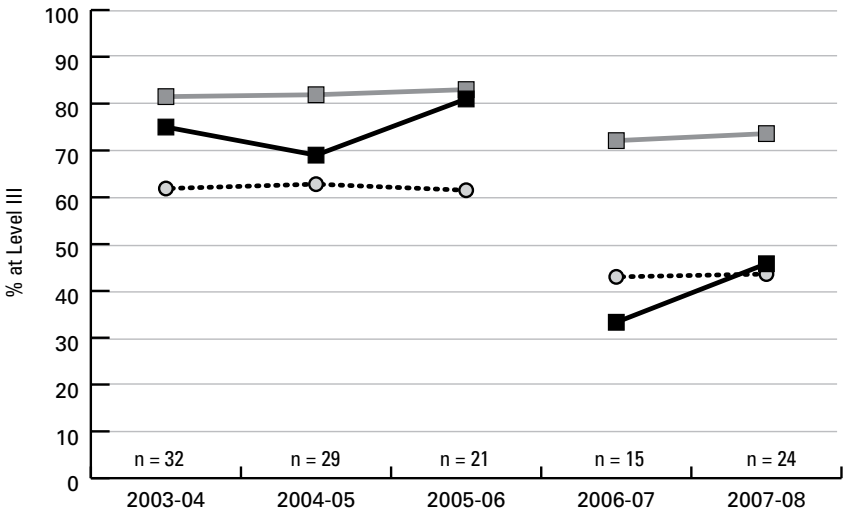
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

HALIFAX COUNTY

High School Completion and College Enrollment

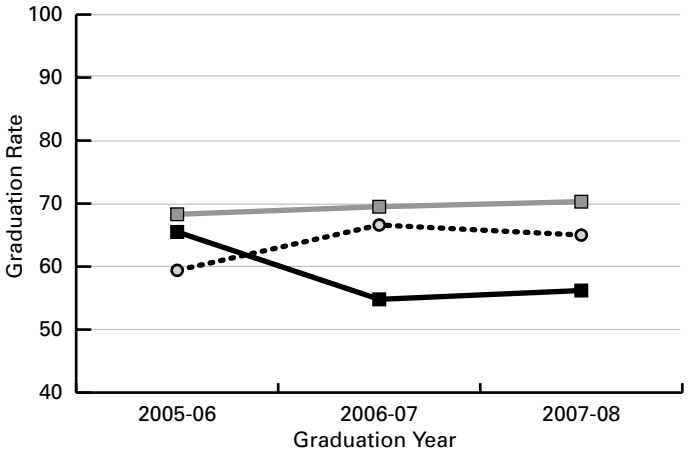
The cohort graduation rate for American Indian students again trailed those of other students in Halifax County and the state in 2008. The dropout rate for Indian students increased to 15.5% in 2007-08.

In four of the last five years, the rates of enrollment of Native students in NC community colleges have exceeded those of other Halifax County students. In 2007-08 the rate of enrollment of Indian students in UNC system schools surpassed that of other county and state students for the first time in five years.

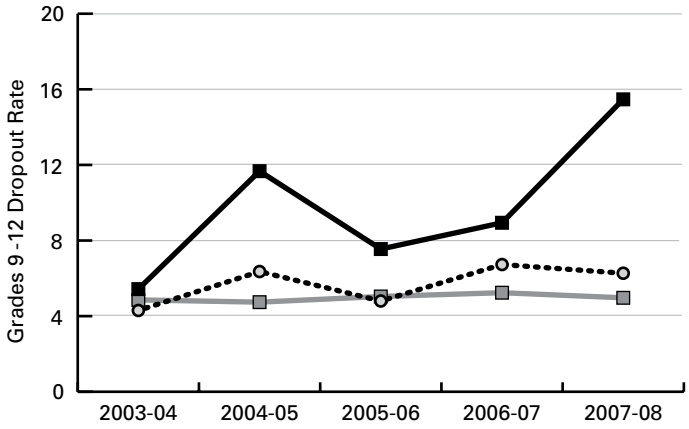
State
LEA
American Indian

n = the number of American Indian students attending

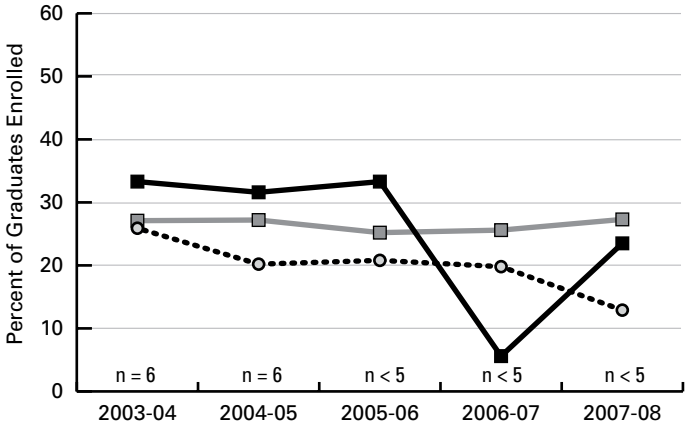
4-YEAR COHORT GRADUATION RATES



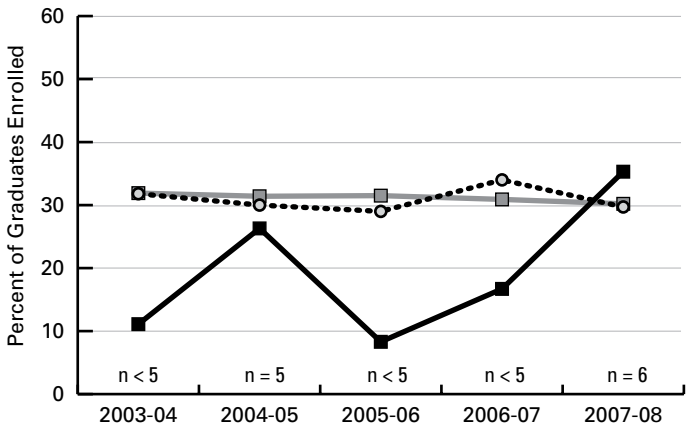
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



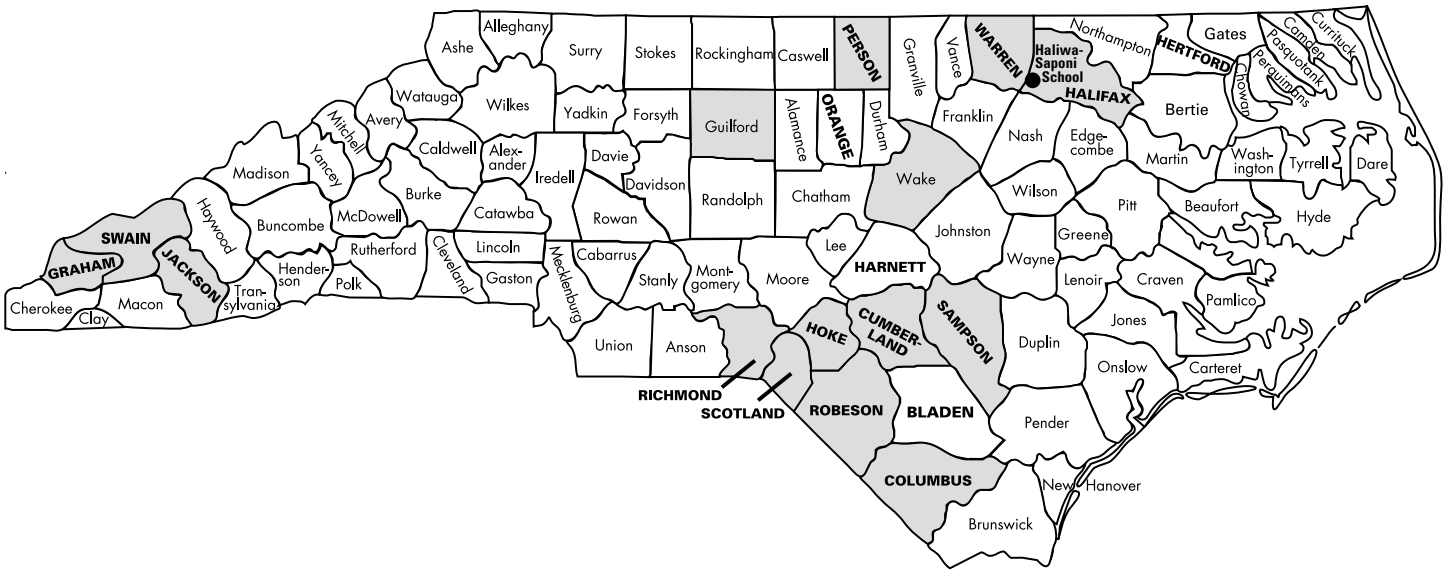
HALIWA-SAPONI TRIBAL SCHOOL

The Title VII Indian Education Program of the Haliwa-Saponi Tribal School facilitates an afterschool program for Native students in grades 1-6. Students are assisted with their homework and any other projects that need completion. With a focus on reading and mathematics, students are encouraged to use interactive software to strengthen skills in those areas.

We also offer two nights of culture classes for students in grades 2-12. Our students learn how to make crafts ranging from traditional and contemporary, as well as mixed media art forms.

Our Title VII Indian Education Program has also offered workshops, special assemblies, and educational fieldtrips which have provided our students a stronger sense of pride in their Native heritage. Through these activities, our students have been exposed to opportunities that can await them in their future.

LEA WEB SITE:
http://www.haliwa-saponi.com/

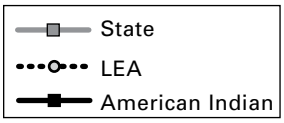


HALIWA-SAPONI TRIBAL SCHOOL

Reading and Math End of Grade Tests

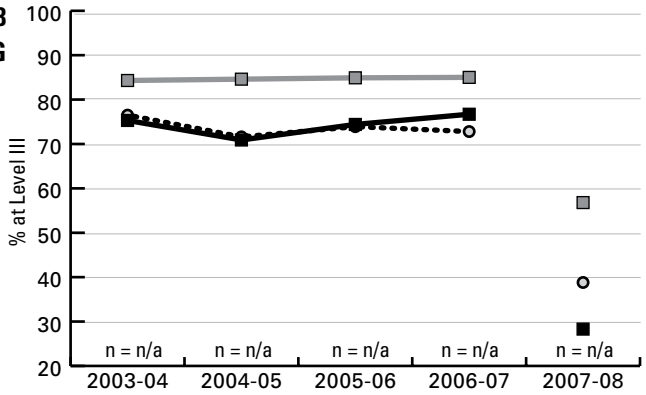
From 2003-04 through 2006-07, the percentage of the school's grade 3-8 students deemed proficient in reading and math have trailed the state averages.

*Note: there is insufficient data to display high school proficiency rates.

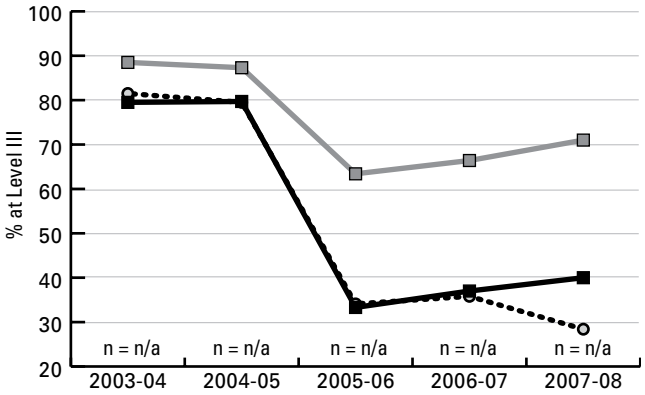


n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



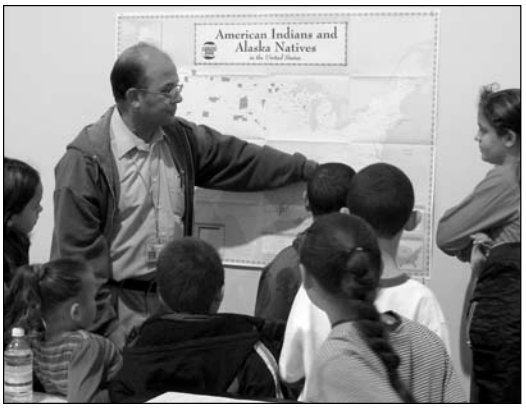
EOG READING, Percent of Students At/Above Grade Level

HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	87.5	38.5	63.6	72.7	44.4	88.9	50.0	50.0	75.0	44.4
	N Tested	n/a	n/a	n/a	n/a	9	n/a	n/a	n/a	n/a	9
4	% Grade Level	86.7	>=95	45.5	71.4	40.0	87.5	90.0	53.8	62.5	36.4
	N Tested	n/a	n/a	n/a	n/a	10	n/a	n/a	n/a	n/a	11
5	% Grade Level	90.9	92.9	88.9	90.0	18.2	91.7	93.8	90.9	90.9	15.4
	N Tested	n/a	n/a	n/a	n/a	11	n/a	n/a	n/a	n/a	13
6	% Grade Level	53.3	71.4	81.3	87.5	*	61.1	71.4	83.3	77.8	28.6
	N Tested	n/a	n/a	n/a	n/a	5	n/a	n/a	n/a	n/a	7
7	% Grade Level	66.7	58.8	77.8	73.3	10.0	62.5	61.1	77.8	66.7	9.1
	N Tested	n/a	n/a	n/a	n/a	10	n/a	n/a	n/a	n/a	11
8	% Grade Level	77.8	75.0	84.6	73.3	33.3	80.0	71.4	85.7	73.3	37.5
	N Tested	n/a	n/a	n/a	n/a	15	n/a	n/a	n/a	n/a	16

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	87.5	46.2	≤5	63.6	55.6	88.9	56.3	≤5	58.3	55.6
	N Tested	n/a	n/a	n/a	n/a	9	n/a	n/a	n/a	n/a	9
4	% Grade Level	≥95	≥95	45.5	21.4	40.0	≥95	≥95	53.8	18.8	36.4
	N Tested	n/a	n/a	n/a	n/a	10	n/a	n/a	n/a	n/a	11
5	% Grade Level	90.9	92.9	55.6	20.0	18.2	91.7	93.8	45.5	27.3	15.4
	N Tested	n/a	n/a	n/a	n/a	11	n/a	n/a	n/a	n/a	13
6	% Grade Level	73.3	92.9	56.3	62.5	*	77.8	92.9	55.6	55.6	28.6
	N Tested	n/a	n/a	n/a	n/a	5	n/a	n/a	n/a	n/a	7
7	% Grade Level	40.0	76.5	16.7	33.3	60.0	43.8	77.8	16.7	33.3	54.5
	N Tested	n/a	n/a	n/a	n/a	10	n/a	n/a	n/a	n/a	11
8	% Grade Level	≥95	75.0	30.8	33.3	40.0	≥95	64.3	35.7	33.3	43.8
	N Tested	n/a	n/a	n/a	n/a	15	n/a	n/a	n/a	n/a	16

HOKE COUNTY



LEA WEB SITE:
http://www.hcs.k12.nc.us

Mission

The mission of IEA for Hoke County Schools is to support the cultural and academic needs of Native American students to ensure global preparedness for 21st century learning.

The Title VII Program of Hoke County Schools supports:

Academics

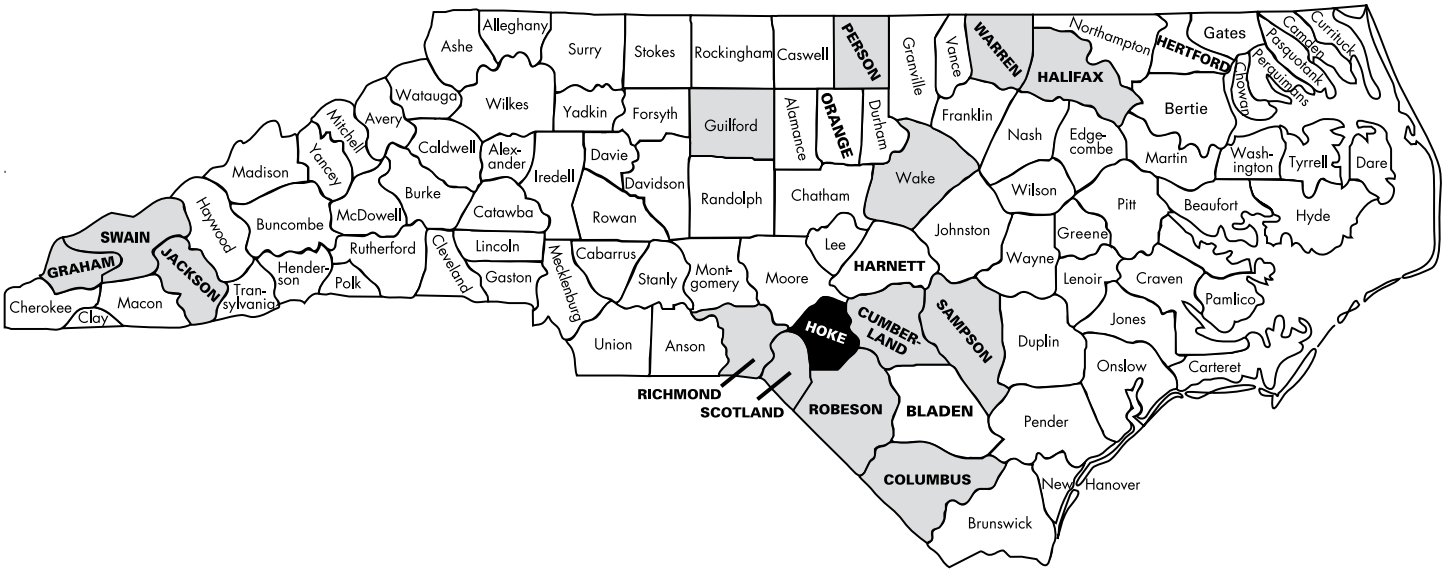
- By monitoring attendance and making home visits to offer guidance and support to students and parents to improve attendance and reduce the dropout rate.
- By assisting with tutoring and after school remediation programs in the areas of reading and math to foster a learning environment that will help improve classroom performance, end-of-grade, and end-of-course test scores.
- By serving as a liaison between home and school to enhance educational values and parental involvement.

Cultural Awareness

- Supports individual/ group programs/activities to motivate students and parents to become more involved in the school and community.

Community Partnership with Hawk Eye Boys & Girls Club

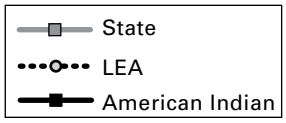
- Provide opportunities (once a month) for students and parents to learn about Native American History, traditions and identity.
- Reinforce math skills and test taking strategies.
- Participate in storytelling to enhance listening and comprehension skills.



HOKE COUNTY

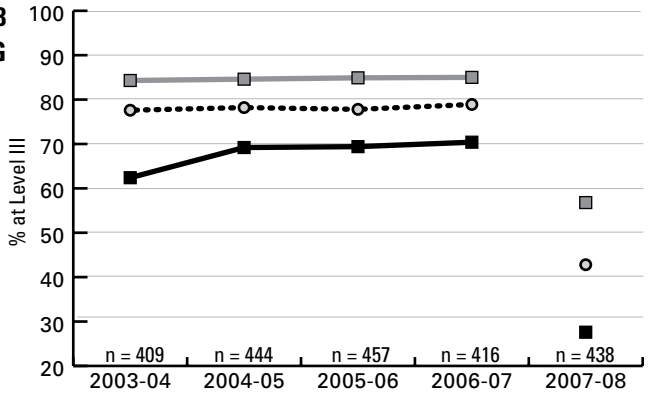
Reading and Math End of Grade Tests

The percentage of American Indian students deemed proficient in reading and math by End of Grade testing has lagged behind that of other students in Hoke County over the last five years.

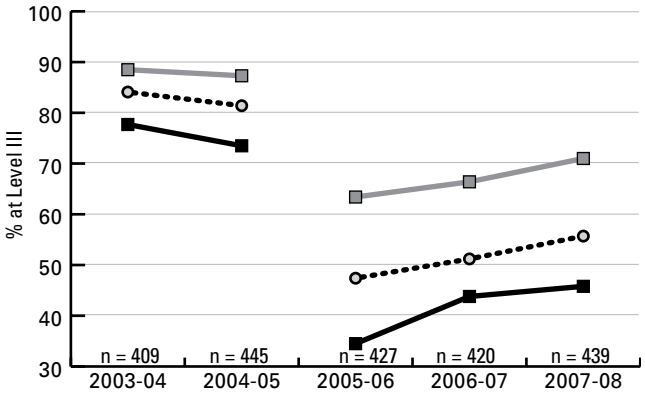


n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	55.6	56.8	67.5	68.4	29.5	73.2	70.6	74.2	76.3	40.0
	N Tested	81	88	83	76	88	466	541	551	557	650
4	% Grade Level	53.8	51.9	61.4	69.0	47.9	72.9	75.9	73.3	81.4	46.6
	N Tested	78	81	88	71	71	468	518	539	528	567
5	% Grade Level	73.2	86.8	78.2	76.8	22.1	83.8	89.8	84.3	81.8	42.3
	N Tested	56	76	78	82	68	450	511	515	523	525
6	% Grade Level	57.9	66.7	60.9	64.3	26.6	70.8	74.6	73.8	75.4	46.7
	N Tested	76	63	69	70	79	446	524	516	496	512
7	% Grade Level	75.5	74.0	69.6	89.7	12.7	82.3	78.2	81.6	87.3	38.9
	N Tested	49	77	69	58	71	447	487	538	498	507
8	% Grade Level	72.5	86.4	80.0	76.3	26.2	83.3	80.6	80.0	85.5	42.5
	N Tested	69	59	70	59	61	442	499	451	483	522

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	65.4	62.5	NA	54.5	48.9	80.5	72.6	NA	56.3	60.4
	N Tested	81	88	NA	77	90	466	541	NA	560	654
4	% Grade Level	92.3	81.5	37.5	50.0	67.6	93.8	90.2	50.1	58.5	64.4
	N Tested	78	81	88	72	71	468	520	539	530	568
5	% Grade Level	89.3	87.2	32.9	35.7	47.1	89.8	89.1	50.6	44.8	57.0
	N Tested	56	78	79	84	68	450	516	516	525	526
6	% Grade Level	82.9	76.2	38.6	32.9	47.4	86.5	84.7	47.0	53.7	56.2
	N Tested	76	63	70	70	78	446	524	517	495	511
7	% Grade Level	67.3	69.7	24.6	43.1	36.6	75.2	74.1	45.1	49.2	52.3
	N Tested	49	76	69	58	71	447	487	537	498	507
8	% Grade Level	71.0	62.7	28.6	30.5	23.0	81.0	77.0	39.2	44.7	41.9
	N Tested	69	59	70	59	61	442	500	451	483	520

HOKE COUNTY

End of Course Tests

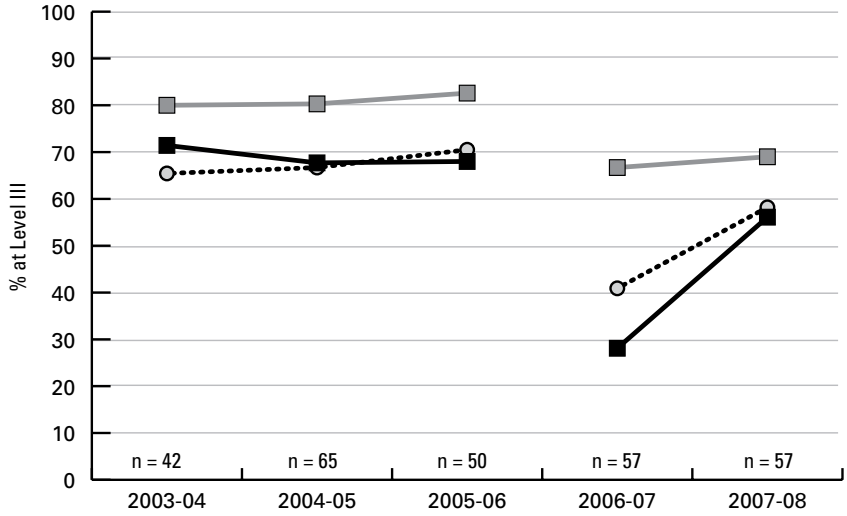
The percentage of American Indian students judged proficient on End of Course tests in Biology and English I has lagged slightly behind that of other Hoke County students for the last five years, however in 2007-08 both native and non-native students made large gains toward the state averages on these tests.

The performance of American Indian students on Algebra I EOC tests compares favorably with other Hoke County students in four of the last five years.

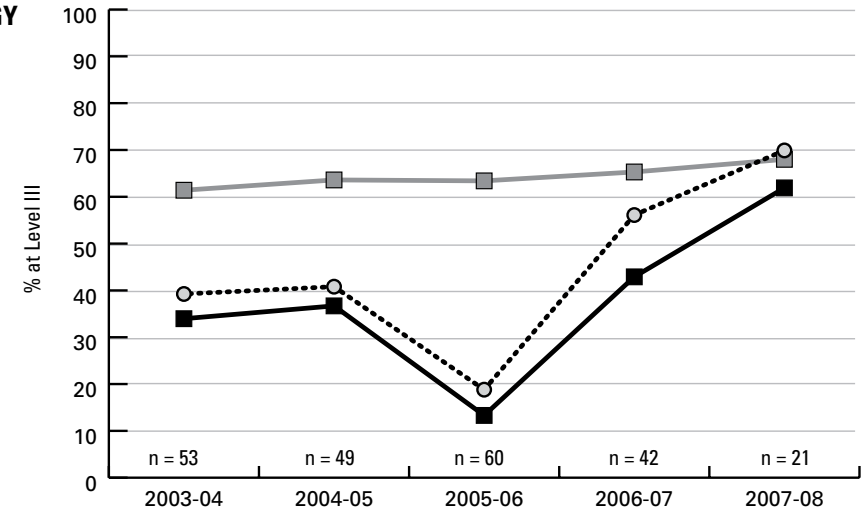
State
LEA
American Indian

n = the number of American Indian students tested each year

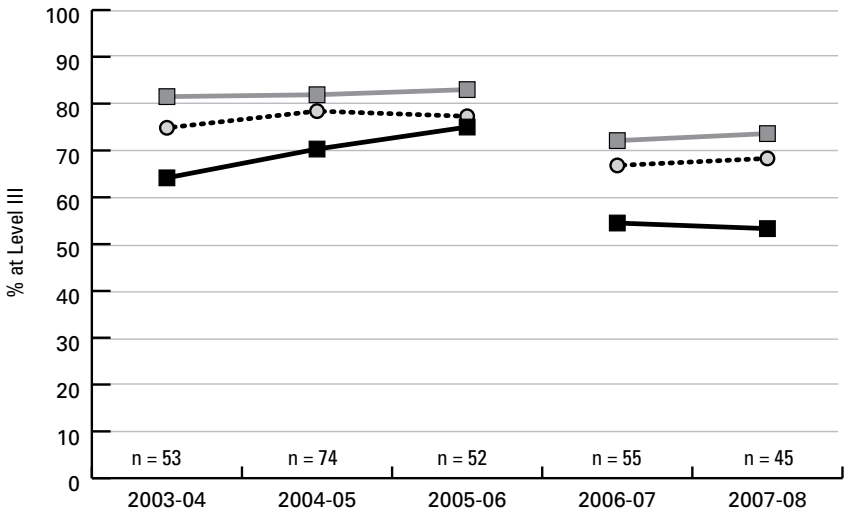
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

HOKE COUNTY

High School Completion and College Enrollment

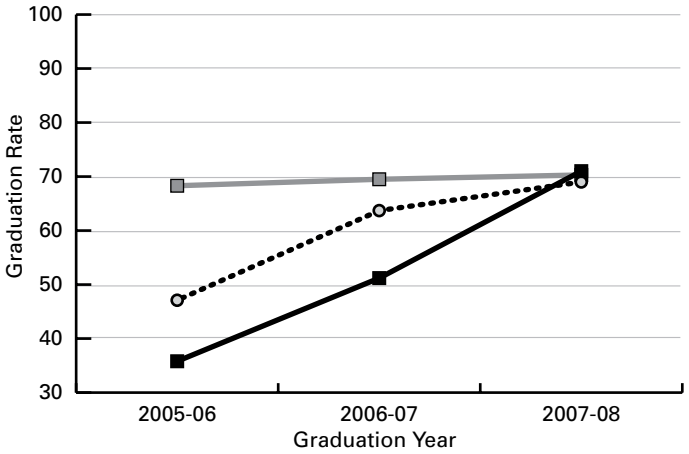
After two years of gains, the Hoke County American Indian cohort graduation rate exceeded the state average in 2008. The dropout rate for Indian students declined to 5.88%.

In recent years, Hoke County American Indian graduates have enrolled in NC community colleges at rates comparable to other students in Hoke County and the state. In 2007-08 these graduates enrolled in UNC system schools at a rate higher than that of other students in Hoke County and in North Carolina as a whole.

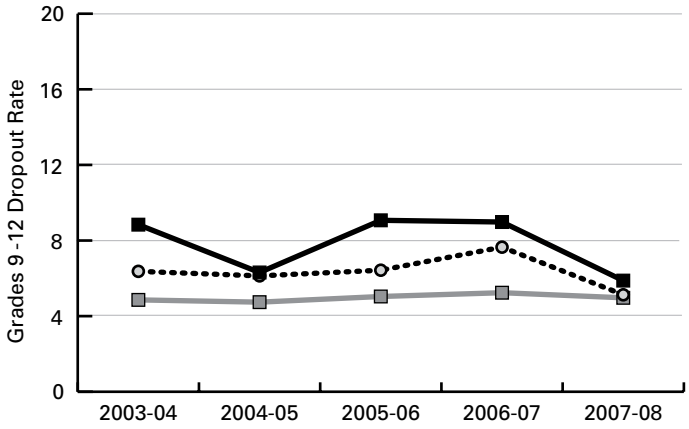
State
LEA
American Indian

n = the number of American Indian students attending

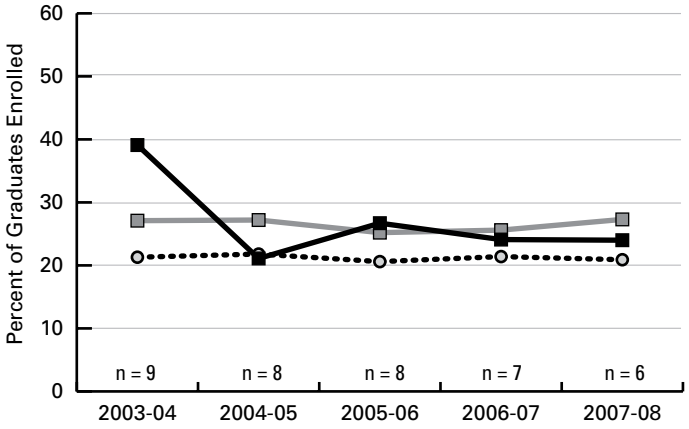
4-YEAR COHORT GRADUATION RATES



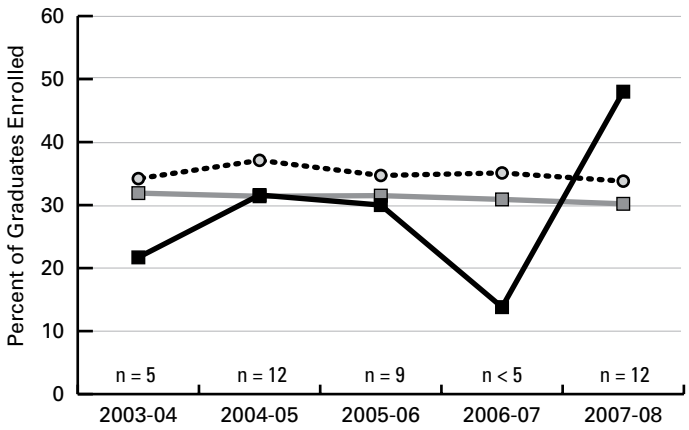
DROPOUT RATES



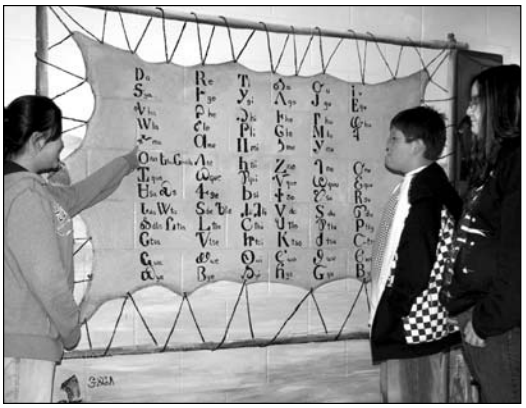
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

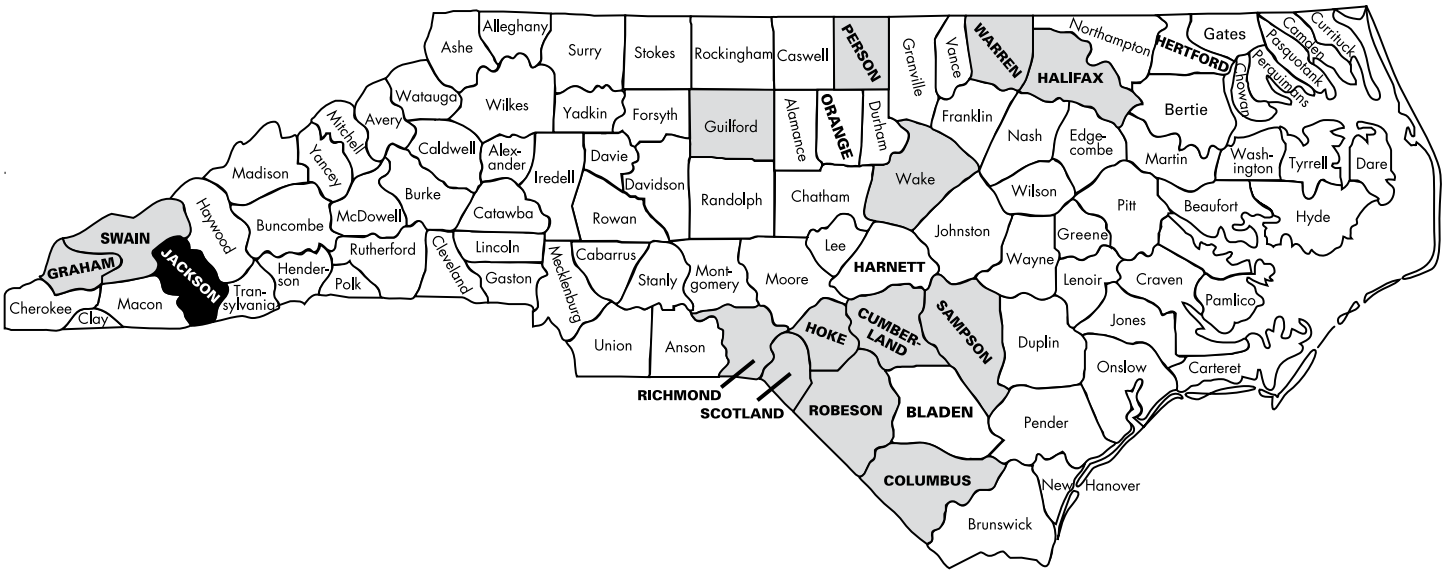


JACKSON COUNTY



The Title VII program offers several types of support and enrichment to Native American students in Jackson County Public Schools. Foremost among these are Cherokee Language Instruction and reading and math remediation. Cherokee Language instruction is offered to students in grades 4 through 8 at Smokey Mountain Elementary as part of student elective options. Students in need of remediation in the areas of math and reading are offered that remediation during the school day through the services of a reading specialist and lead teacher.

LEA WEB SITE:
https://www.jcps.k12.nc.us



JACKSON COUNTY

Reading and Math End of Grade Tests

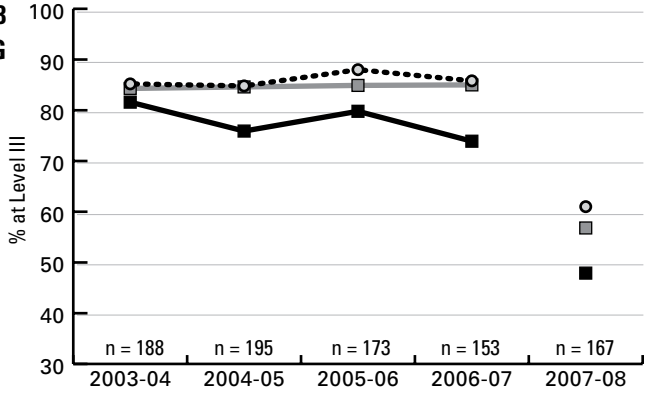
The percentage of American Indian students scoring proficient on End of Grade reading tests has trailed that of other Jackson County students over the last five years.

The performance of Jackson County American Indian students on math End of Grade tests closely mirrored that of other county and state students in 2003-04, and 2004-05, fell back in 2005-06 and 2006-07, and returned to form in 2007-08.

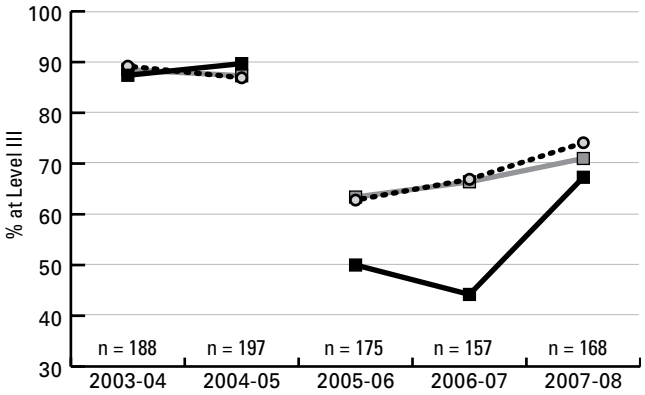
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	65.5	82.8	88.9	85.0	51.4	81.9	82.5	82.9	84.2	61.2
	N Tested	29	29	27	20	37	232	280	287	240	276
4	% Grade Level	81.2	60.0	76.0	92.3	64.0	84.1	78.6	87.2	88.3	63.9
	N Tested	32	25	25	26	25	233	243	265	274	255
5	% Grade Level	93.5	73.5	61.9	83.3	53.8	88.2	88.2	88.3	90.4	57.7
	N Tested	31	34	21	24	26	237	246	247	260	284
6	% Grade Level	75.0	71.1	72.7	34.8	50.0	82.1	83.9	89.1	84.9	66.3
	N Tested	36	38	33	23	20	263	254	239	252	246
7	% Grade Level	82.9	84.8	92.5	82.1	30.8	85.2	86.1	92.9	92.4	54.4
	N Tested	35	33	40	28	26	277	280	254	251	237
8	% Grade Level	92.0	80.6	77.8	87.5	39.4	90.5	89.0	88.6	93.0	62.3
	N Tested	25	36	27	32	33	295	282	280	243	257

EOG MATHEMATICS, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	89.7	76.7	NA	58.3	76.3	91.4	83.7	NA	74.0	76.7
	N Tested	29	30	NA	24	38	232	282	NA	254	283
4	% Grade Level	90.6	88.0	68.0	53.8	77.8	93.6	91.8	64.8	62.0	76.2
	N Tested	32	25	25	26	27	233	243	267	276	265
5	% Grade Level	90.3	82.4	38.1	37.5	60.0	89.9	89.0	51.2	62.6	65.1
	N Tested	31	34	21	24	25	237	246	248	262	284
6	% Grade Level	88.9	78.9	47.1	26.1	70.0	90.1	90.6	72.1	68.7	77.9
	N Tested	36	38	34	23	20	263	254	240	252	244
7	% Grade Level	85.7	84.8	45.0	44.8	68.0	84.8	85.0	63.1	66.3	76.7
	N Tested	35	33	40	29	25	277	280	255	252	236
8	% Grade Level	88.0	70.3	37.0	41.9	51.5	86.8	82.7	61.4	74.4	72.8
	N Tested	25	37	27	31	33	295	283	280	242	257

JACKSON COUNTY

End of Course Tests

Until the Algebra I End of Course exam was redesigned in 2006, Jackson County American Indian students scored proficient at or above the state rate.

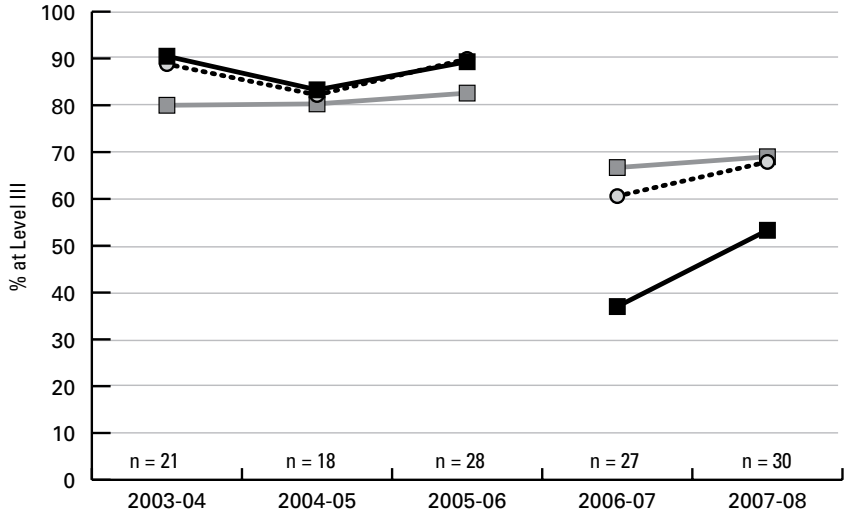
Until 2007-08, Native students were achieving proficiency at approximately the same rate as other students in the state on the EOC Biology exam.

American Indian students scored proficient on the EOC English I exam at approximately the same rate as other county and state students in 2003-04 and 2006-07.

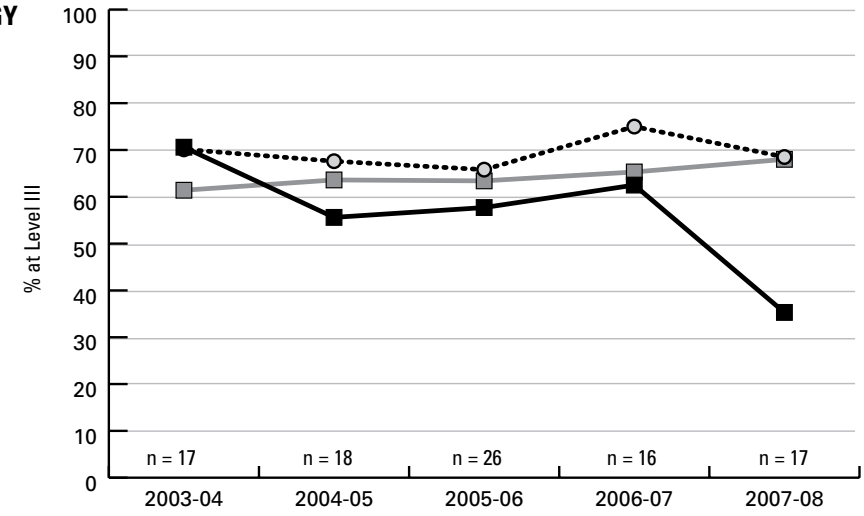
State
LEA
American Indian

n = the number of American Indian students tested each year

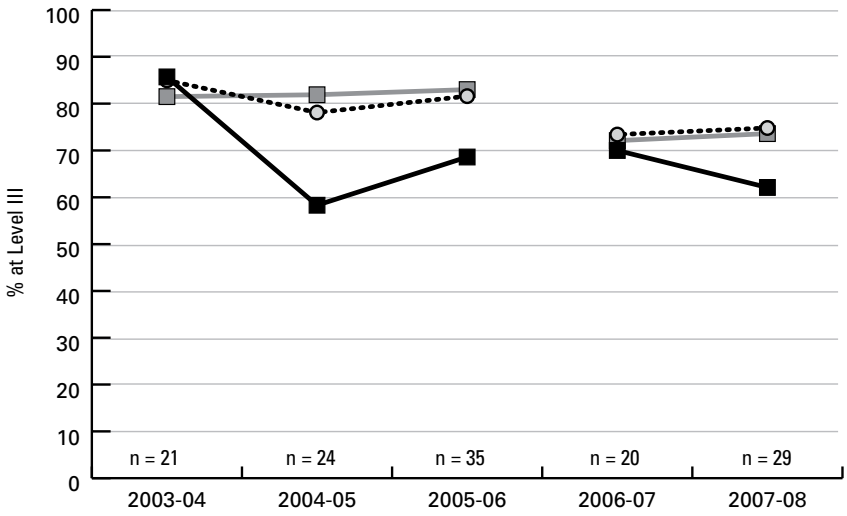
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

JACKSON COUNTY

High School Completion and College Enrollment

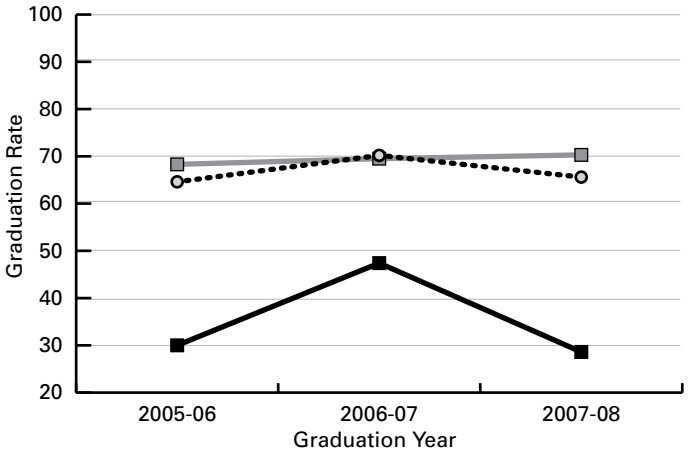
American Indian students have graduated from high school at rates far lower than other Jackson County students in the three years that cohort graduation rates have been calculated. Native student dropout rates have been much higher than that of other Jackson County students in four of the last five years.

American Indian graduates have enrolled in UNC system schools at rates lower than those of other Jackson County graduates. In 2007-08 for the first time in five years, the rate of Native students attending NC community colleges surpassed those for other Jackson County graduates and for the state overall.

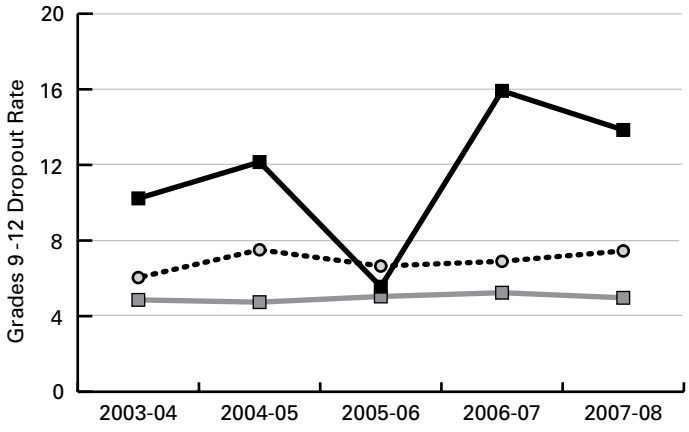
State
LEA
American Indian

n = the number of American Indian students attending

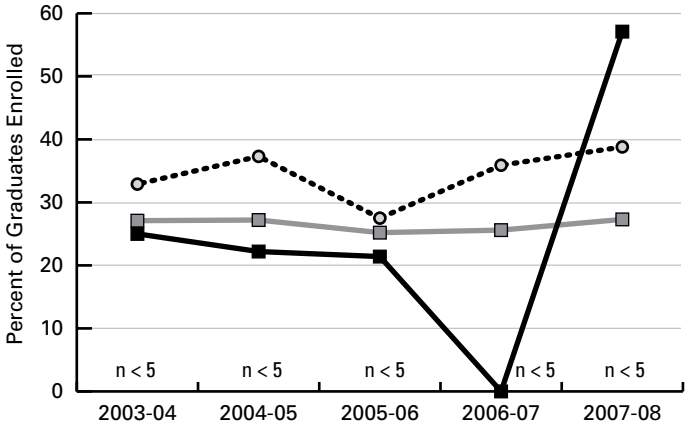
4-YEAR COHORT GRADUATION RATES



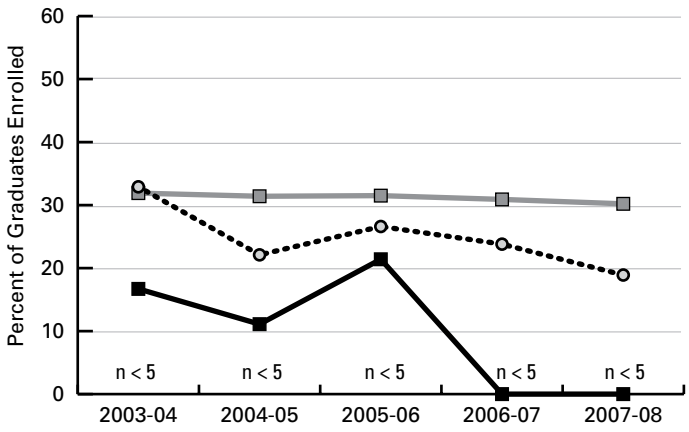
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

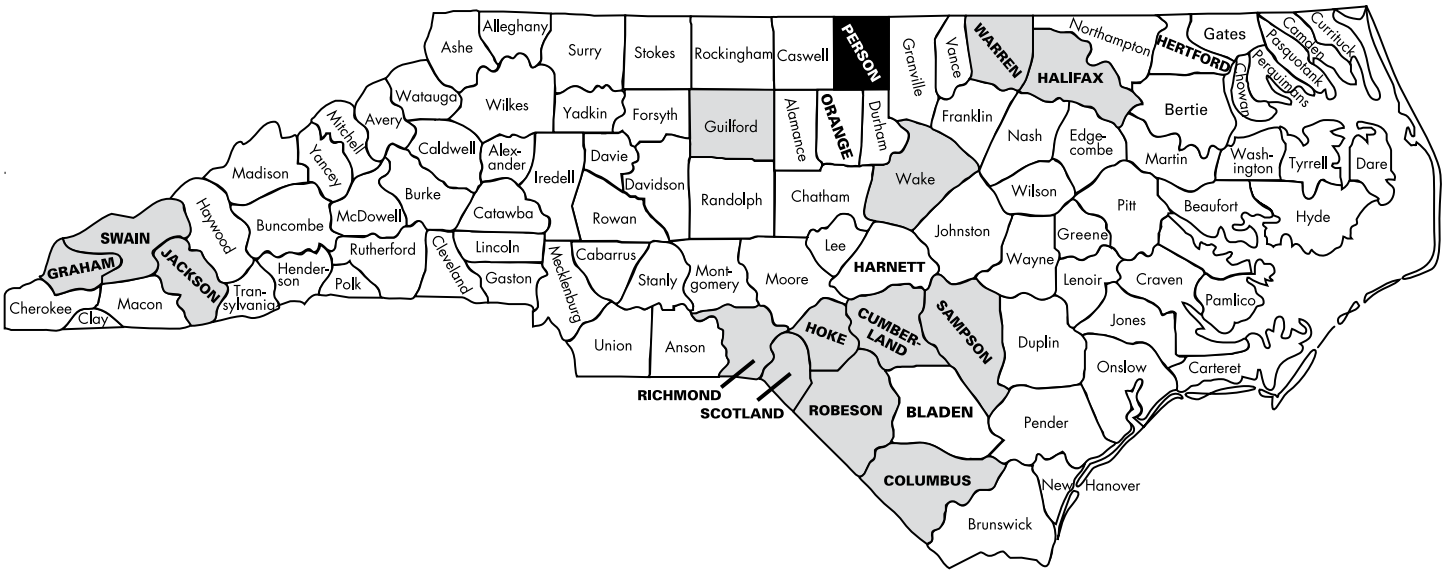


PERSON COUNTY

The Title VII Indian Grant in Person County supports 23 identified students in the acquisition of supplemental reading materials and field experiences in Native American History. Students travel to historical sites and participate in opportunities that help broaden their perspectives and prepare them in setting goals for future education and careers.

A Parent Advisory Group meets regularly and plans for each year. Student progress and community involvement is supported and monitored. Students participate in activities and workshops within the community. The students are encouraged to excel in their class work.

LEA WEB SITE:
http://www.person.k12.nc.us



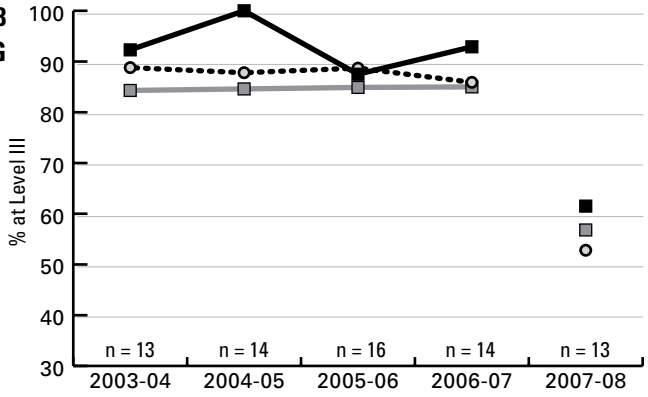
PERSON COUNTY

Reading and Math End of Grade Tests

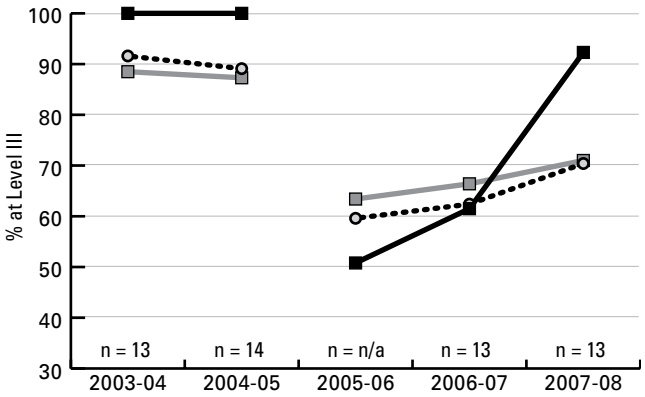
The percentage of American Indian students scoring proficient on End of Grade reading tests has equaled or exceeded that of other students in Person County and the state over the last five years.

In 2003-04, 2004-05, and 2007-08, American Indian student performance on End of Grade math tests exceeded that of other county and state students.

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



State
LEA
American Indian

n = the number of American Indian students tested each year

* In the EOG charts below, beginning in 2007-08, in compliance with NCLB reporting requirements, counts fewer than five (5) are not reported and are masked with an asterisk (*).

EOG READING, Percent of Students At/Above Grade Level

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	100.00	100	100	100	*	86.24	82.6	87.8	84.1	57.1
	N Tested	3	2	1	2	*	407	426	393	402	382
4	% Grade Level	50.00	100	100	100	*	88.56	84.3	89.3	88.7	55.9
	N Tested	2	2	3	1	*	376	420	401	381	397
5	% Grade Level	100.00	100	100	100	*	93.44	94.3	93.5	93.8	53.4
	N Tested	2	2	2	3	*	457	387	413	404	363
6	% Grade Level	100.00	100	50	100	*	87.97	84.1	82.6	84.4	54.1
	N Tested	1	4	2	1	*	424	492	419	417	405
7	% Grade Level	100.00	100	80	100	*	87.72	89.6	91.3	88.8	46.4
	N Tested	1	2	5	3	*	464	471	496	394	392
8	% Grade Level	100.00	100	100	75	*	92.53	92	87.6	90	49.9
	N Tested	4	2	3	4	*	455	477	500	441	377

EOG MATHEMATICS, Percent of Students At/Above Grade Level

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	100.0	100	NA	100	*	88.2	82.5	NA	72.9	77.4
	N Tested	3	2	NA	2	*	407	428	NA	406	385
4	% Grade Level	100.0	100		100	*	91.8	94.5	62.2	63.3	76.1
	N Tested	2	2	n < 5	1	*	376	421	407	381	398
5	% Grade Level	100.0	100	100		*	97.2	93.8	64	61.4	76.6
	N Tested	2	2	2	n < 5	*	457	390	417	409	363
6	% Grade Level	100.0	100	100	100	*	94.8	91.7	56.6	64.2	64
	N Tested	1	4	2	1	*	424	495	424	419	406
7	% Grade Level	100.0	100	80		*	93.8	87.3	60.4	58.3	62.1
	N Tested	1	2	5	3	*	464	471	497	396	393
8	% Grade Level	100.0	100			*	89.2	85.6	53.6	60.6	66.7
	N Tested	4	2	n < 5	n < 5	*	455	480	500	444	378

PERSON COUNTY

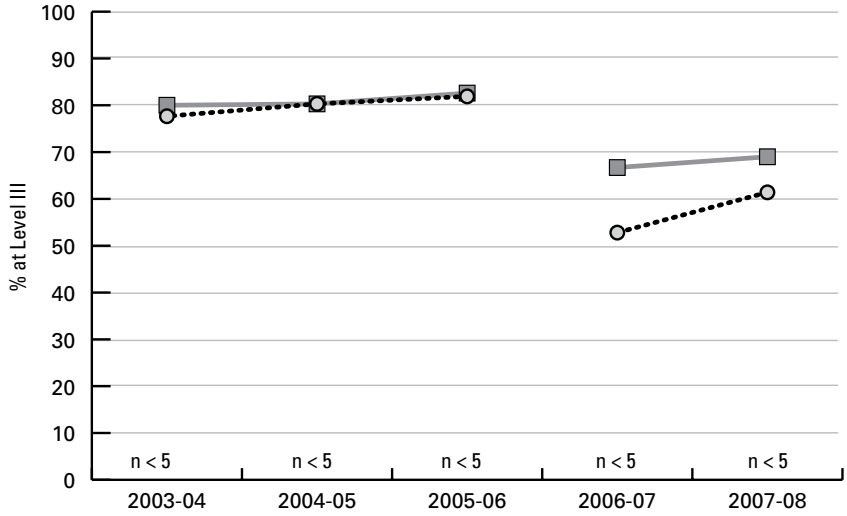
End of Course Tests

Only a few American Indian students in Person County take a particular End of Course test in a particular year. There is insufficient data to display proficiency rates.

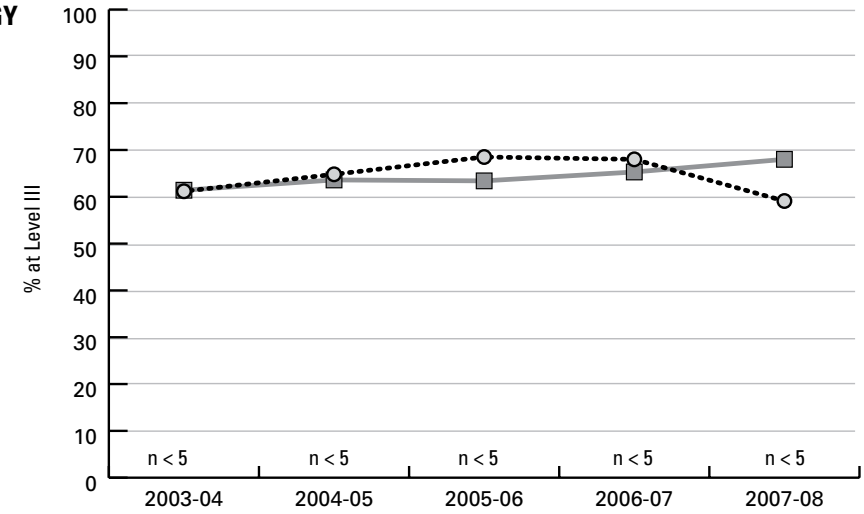
State
LEA
American Indian

n = the number of American Indian students tested each year

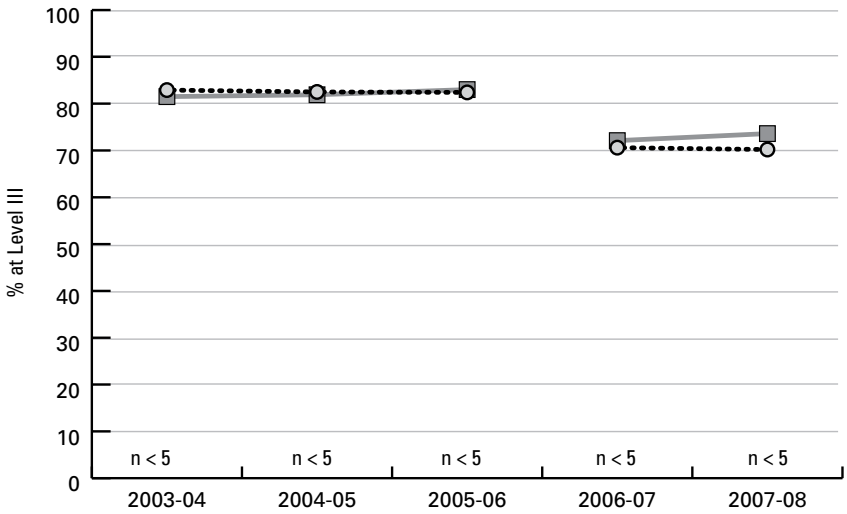
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

PERSON COUNTY

High School Completion and College Enrollment

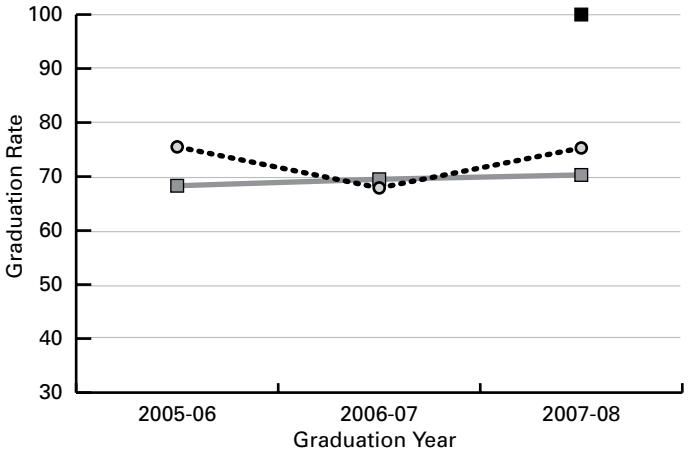
Because Person County high schools have only a few American Indian students, dropout and graduation rates are not very meaningful. However, it can be noted that no American Indian students dropped out of school in four of the last five years.

By summing the college enrollment numbers for the last five years, it can be determined that Native students have enrolled in both NC community colleges and UNC systems schools in greater proportions than Person County students overall.

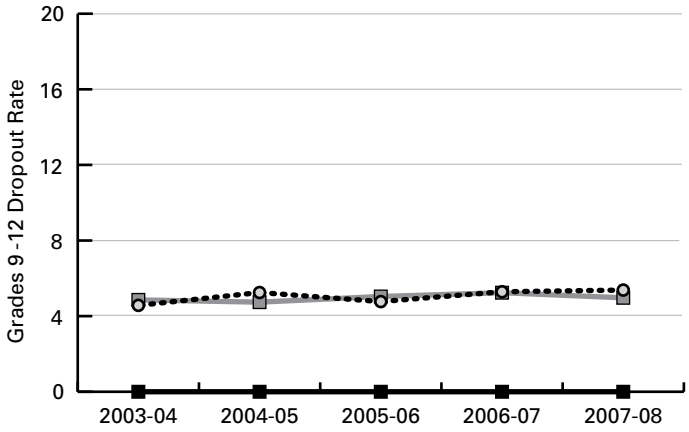
State
LEA
American Indian

n = the number of American Indian students attending

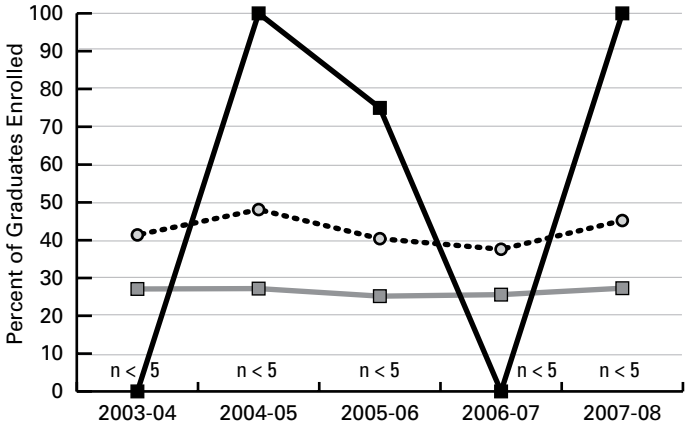
4-YEAR COHORT GRADUATION RATES



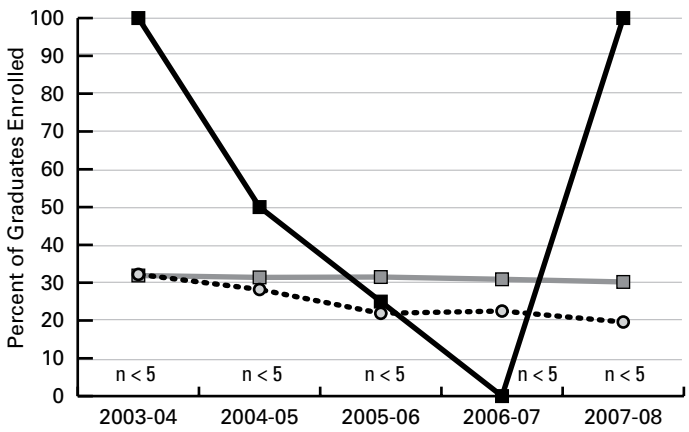
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



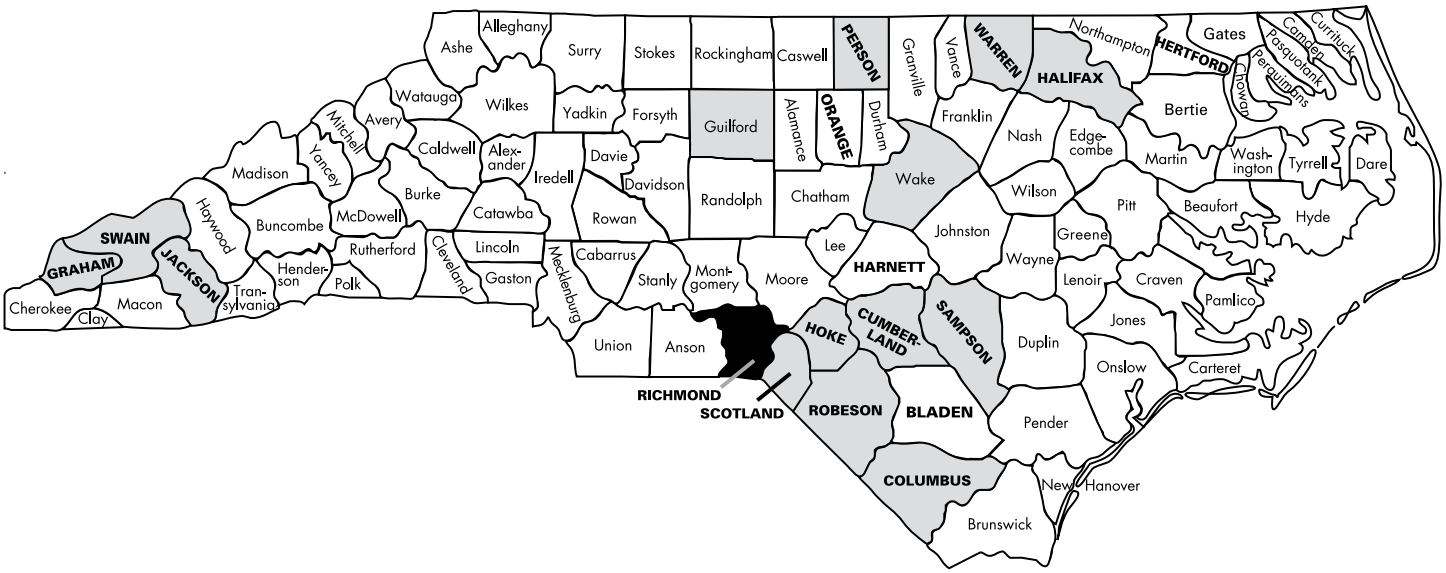
RICHMOND COUNTY

The goals of the Indian Education Program in Richmond County Schools are to increase reading and math scores and prevent dropouts.

The responsibilities of the staff members are:

1. Working with at risk students in reading and math
2. Dropout Prevention
3. Parent Meetings/Newsletters
4. Providing information regarding higher education
5. Provide cultural awareness
    a. Read aloud in K-5 using Native American Literature
    b. Grades 6-12 have Native American Clubs at the school
    c. Programs and activities

LEA WEB SITE:
http://www.richmond.k12.nc.us



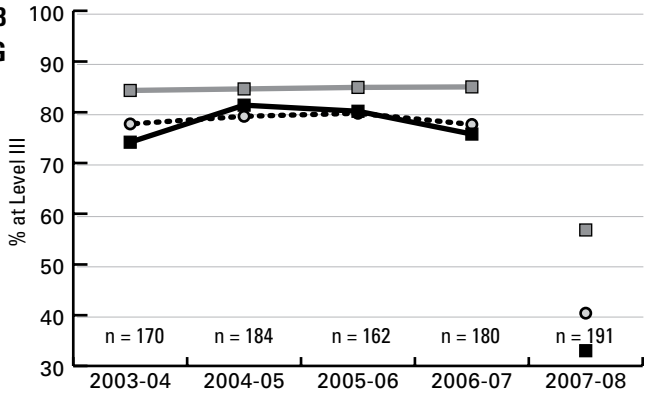
RICHMOND COUNTY

Reading and Math End of Grade Tests

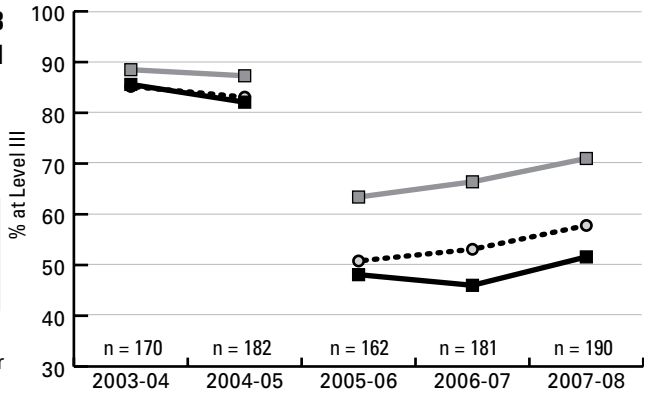
The performance of American Indian students on End of Grade reading tests mirrored that of other students in Richmond County through 2006-07. In 2007-08, reading performance trailed other county students by about seven percentage points.

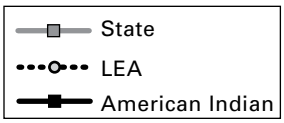
From 2003-04 through 2005-06, the achievement of American Indians on End of Grade math tests was similar to that of students in Richmond County overall. In the last two years, American Indian math EOG test performance has trailed other Richmond County students.

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH





n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

RICHMOND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	78.6	73.5	64.7	63.6	29.6	75.7	78.0	79.0	75.4	39.4
	N Tested	14	34	17	33	27	608	622	630	622	604
4	% Grade Level	57.1	66.7	79.3	73.9	35.1	72.5	70.9	74.4	74.2	42.0
	N Tested	42	15	29	23	37	648	598	614	621	610
5	% Grade Level	89.3	86.8	80.0	87.1	18.5	81.5	84.1	84.2	83.2	38.4
	N Tested	28	38	15	31	27	617	678	576	608	651
6	% Grade Level	71.8	79.3	76.5	76.2	48.5	73.3	76.2	79.6	74.9	48.5
	N Tested	39	29	34	21	33	640	647	682	569	620
7	% Grade Level	88.0	83.7	89.3	74.4	30.4	80.8	78.9	80.5	79.3	35.6
	N Tested	25	43	28	39	23	635	730	657	700	596
8	% Grade Level	81.8	92.0	84.6	78.8	31.8	87.4	86.2	81.0	82.6	38.3
	N Tested	22	25	39	33	44	621	625	686	609	668

EOG MATHEMATICS, Percent of Students At/Above Grade Level

RICHMOND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	78.6	91.2	NA	45.5	66.7	88.2	84.9	NA	65.5	73.7
	N Tested	14	34	NA	33	27	407	622	NA	623	608
4	% Grade Level	90.5	92.9	37.9	30.4	62.2	91.8	85.6	49.8	47.4	58.1
	N Tested	42	14	29	23	37	376	599	616	622	611
5	% Grade Level	96.4	81.6	26.7	48.4	40.7	97.2	84.7	52.3	48.3	50.2
	N Tested	28	38	15	31	27	457	681	576	609	652
6	% Grade Level	84.6	86.2	41.2	59.1	51.5	94.8	88.6	56.1	57.9	58.4
	N Tested	39	29	34	22	33	424	648	684	573	620
7	% Grade Level	80.0	76.7	64.3	43.6	45.5	93.8	77.0	48.7	50.7	55.0
	N Tested	25	43	28	39	22	464	732	653	702	595
8	% Grade Level	81.8	91.7	51.3	45.5	43.2	89.2	77.6	43.4	50.1	52.5
	N Tested	22	24	39	33	44	455	626	686	609	668

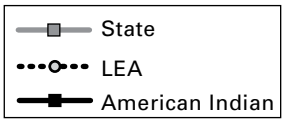
RICHMOND COUNTY

End of Course Tests

Since the Algebra I End of Course test was redesigned in 2006, American Indian student performance on this test has equaled or exceeded that of other students in Richmond County.

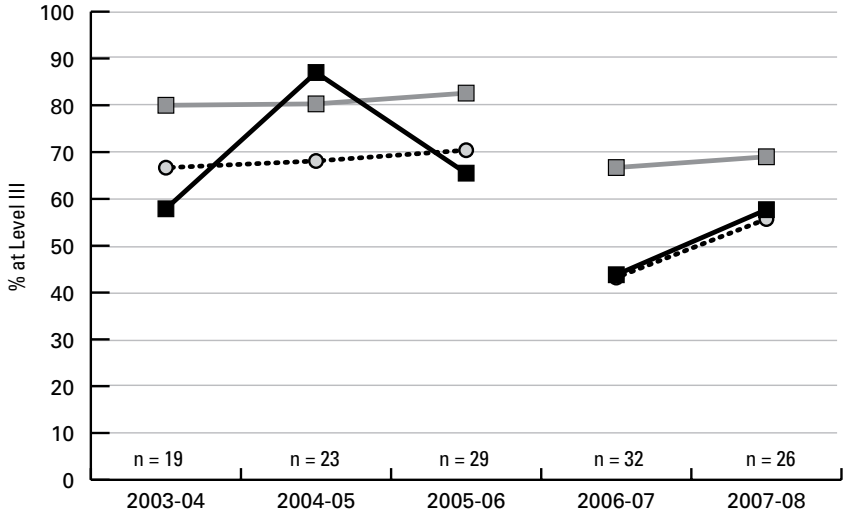
Over the last five years, American Indian student performance on Biology EOC tests has lagged behind other students in Richmond County and the state—with the notable exception of 2006-07.

On the English I EOC, American Indian student performance in 2003-04 was equal to other students in the county and the state. In 2004-05, 2006-07, and 2007-08, smaller percentages of Native students were proficient on this test than other students in the county in the state, while in 2005-06, all 21 Native students were proficient, far exceeding the performance of other county and state students.

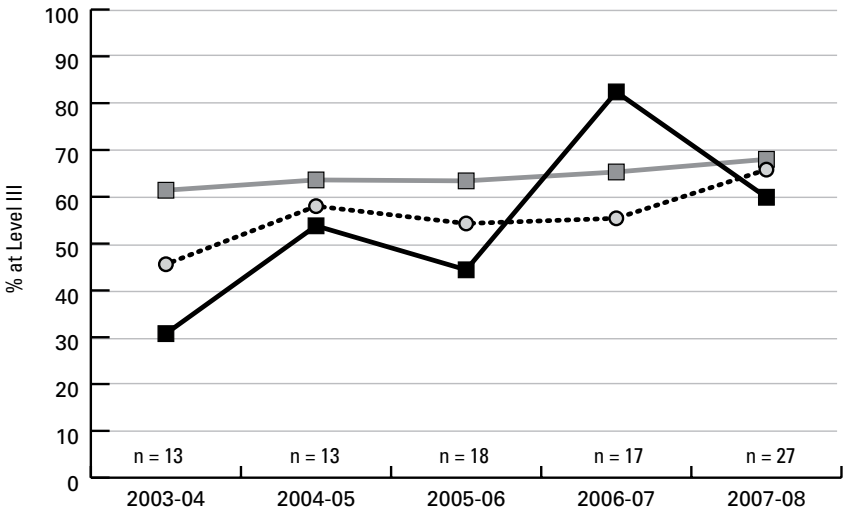


n = the number of American Indian students tested each year

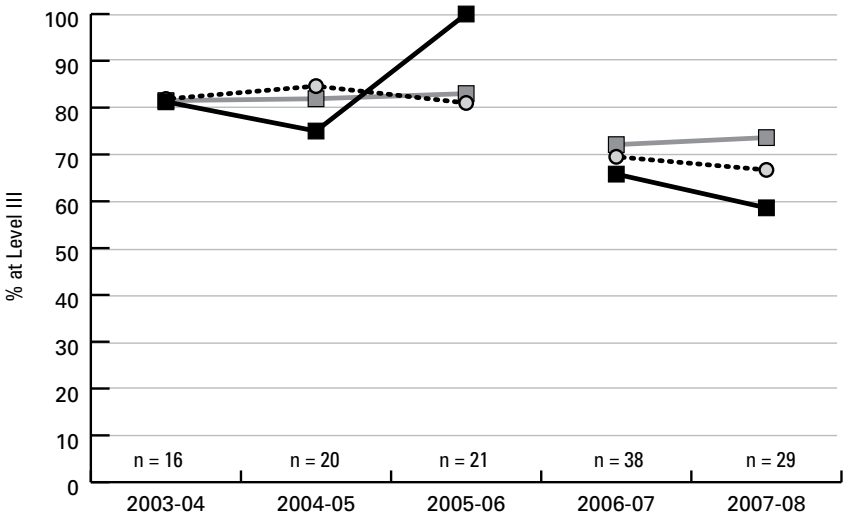
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

RICHMOND COUNTY

High School Completion and College Enrollment

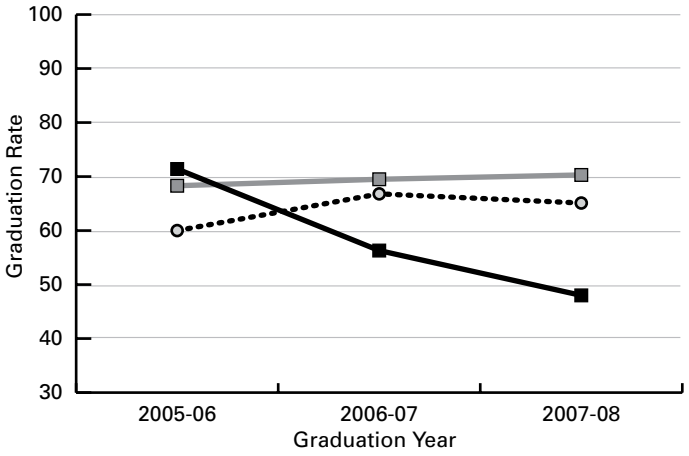
The percentage of American Indian students graduating was lower than other Richmond County students in 2007 and 2008. The dropout rates of Native students have been higher than those of other Richmond County students the last five years.

By summing the college enrollment numbers for the last five years, it can be determined that American Indian students have enrolled in NC community colleges at a slightly lower rate than other Richmond County students and have enrolled in UNC system schools at only half the rate of other county students.

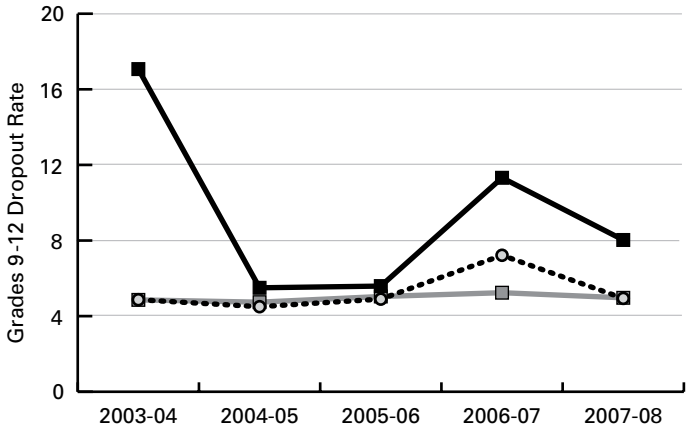
State
LEA
American Indian

n = the number of American Indian students attending

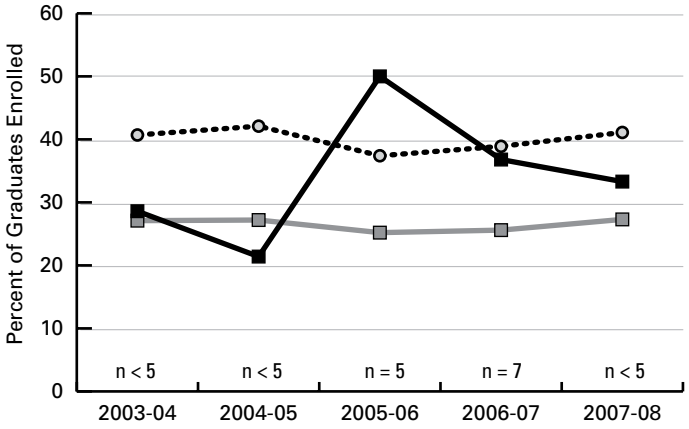
4-YEAR COHORT GRADUATION RATES



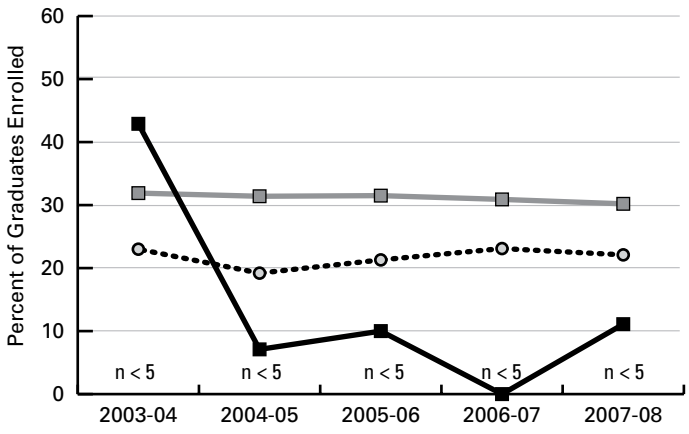
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



ROBESON COUNTY

LEA WEB SITE:
http://www.robeson.k12.nc.us

The Title VII Indian Education Program for the Public Schools of Robeson County is located at the Indian Education Resource Center in Pembroke, in the historical 1939 Pembroke High School building. The facility houses an art gallery, museum, library and computer lab that is open for parents and students use. The Indian Education Program that began in 1974 is funded by a grant from the US Department of Education, Office of Indian Education and serves over 11,000 American Indian K-12 students. Our Indian Education Program is one of the largest in the United States.

The Title VII program goals are to reduce the dropout rate, increase reading scores, and provide cultural enrichment. We accomplish this by utilizing traditional speakers, providing opportunities for involvement in two clubs for 7-12 grade students. The (American Indians Science and Engineering Society (AISES), and the Native American Student Association (NASA) club. We provide for parents and students workshops throughout the year such as Scholarship night, Reading workshop and Summer Camp. The students and parents may also attend conferences and workshops that are local, statewide, and national.

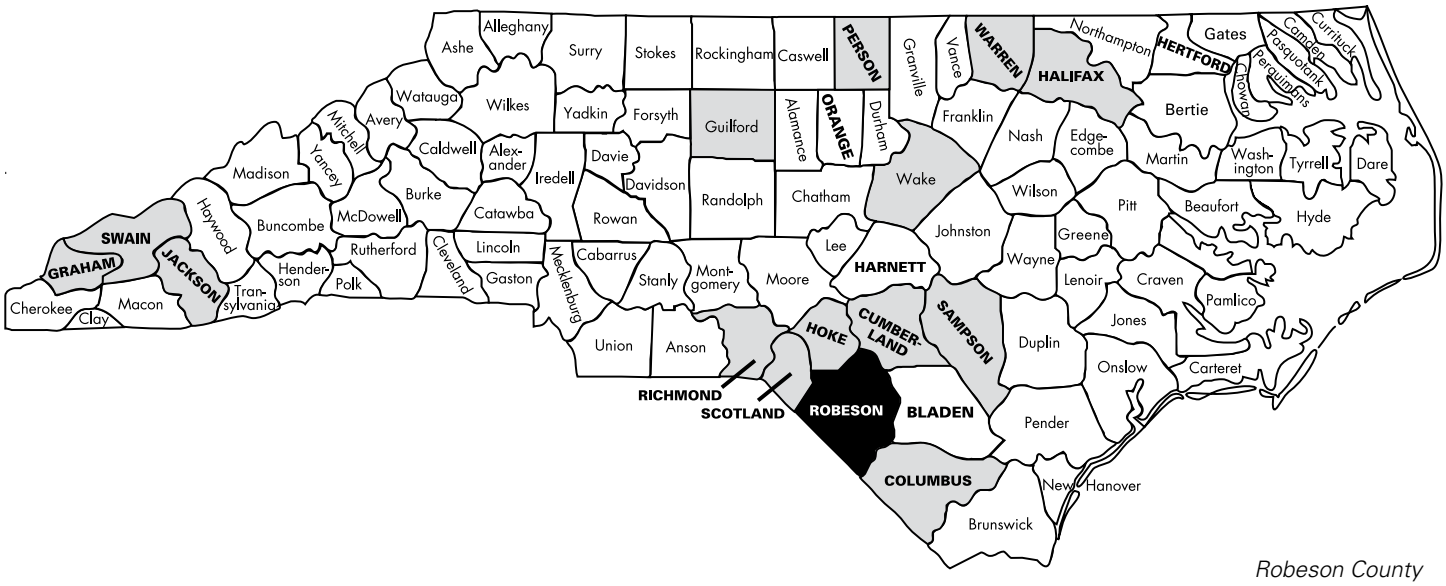
The Youth Development Specialist is employed at each school and serves as the link between students, parents, community agencies and educators.

The Title VII Indian Education Parent Committee meets monthly. Members are elected from each high school district and serve as an advisory committee for Indian Education.

The program strives to integrate culture, traditions and education with every activity provided. Opportunities for parents and students are scheduled yearly include:

- Reading Workshop
- Summer Camp Workshop
- Saturday Academy
- Scholarship Workshop
- Cultural Academies
- Summer Camp
- College and University Informational Meetings

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. Our Title VII grant strives to accomplish this each year.



ROBESON COUNTY

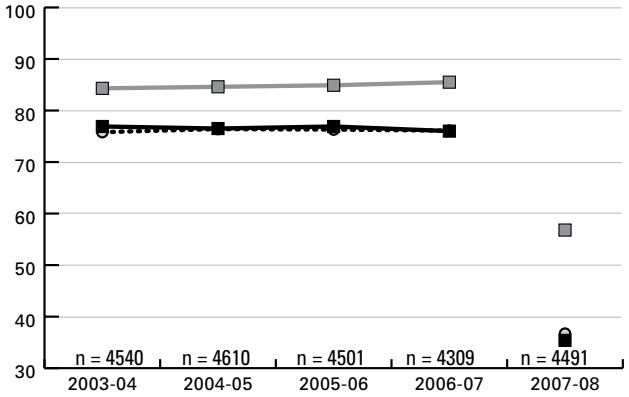
Reading and Math End of Grade Tests

The performance of American Indian students on math and reading EOG tests has been mostly consistent with that of other Robeson County students over the last five years. Test performance for Robeson County in both math and reading has been lower than the state average. The extent of this lag in performance in math increased after the math tests were redesigned in 2005 and the reading tests were redesigned in 2007.

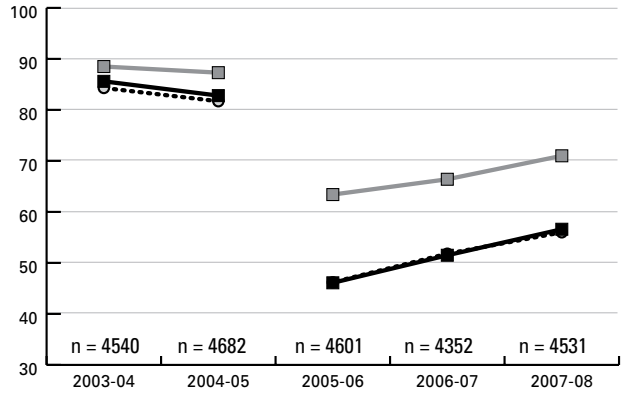
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	74.1	77.7	75.4	77.9	36.2	75.5	76.4	77.2	78.6	37.0
	N Tested	800	764	759	750	828	1783	1743	1739	1686	1863
4	% Grade Level	76.8	69.7	75.8	76.8	41.0	76.9	72.5	75.4	78.0	43.3
	N Tested	773	793	720	725	776	1746	1809	1644	1662	1713
5	% Grade Level	81.4	80.1	76.3	88.3	32.5	80.2	80.0	78.3	86.1	34.5
	N Tested	744	778	761	702	718	1690	1826	1741	1548	1629
6	% Grade Level	70.3	72.3	70.1	71.7	43.9	70.2	69.3	69.5	73.9	42.9
	N Tested	788	729	763	724	722	1791	1739	1821	1665	1589
7	% Grade Level	80.2	76.8	79.4	81.0	28.9	80.0	77.4	77.9	80.4	30.0
	N Tested	739	800	722	735	723	1678	1864	1711	1728	1622
8	% Grade Level	87.8	82.6	79.1	84.0	29.4	85.0	82.7	79.6	82.2	32.7
	N Tested	696	746	776	673	724	1630	1752	1803	1600	1726

ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	86.5	82.6	NA	61.7	68.7	71.8	80.6	NA	62.1	64.6
	N Tested	800	776	NA	762	830	1783	1773	NA	1708	1873
4	% Grade Level	91.6	88.1	52.7	51.0	63.2	84.5	88.8	51.0	53.6	61.6
	N Tested	773	809	731	739	787	1746	1828	1672	1686	1731
5	% Grade Level	88.8	79.1	38.9	52.9	53.8	90.9	79.4	42.3	52.1	51.9
	N Tested	744	799	773	705	730	1690	1854	1755	1559	1646
6	% Grade Level	86.7	86.9	38.0	44.5	54.8	84.1	82.6	39.1	49.0	54.2
	N Tested	788	735	772	733	725	1791	1763	1846	1681	1593
7	% Grade Level	81.6	79.7	46.6	44.1	47.8	86.6	78.4	43.7	43.2	51.1
	N Tested	739	806	723	737	732	1678	1890	1729	1745	1666
8	% Grade Level	85.9	80.6	43.2	53.1	49.4	79.9	80.3	45.3	51.6	51.2
	N Tested	696	757	780	676	727	1630	1770	1820	1613	1732

ROBESON COUNTY

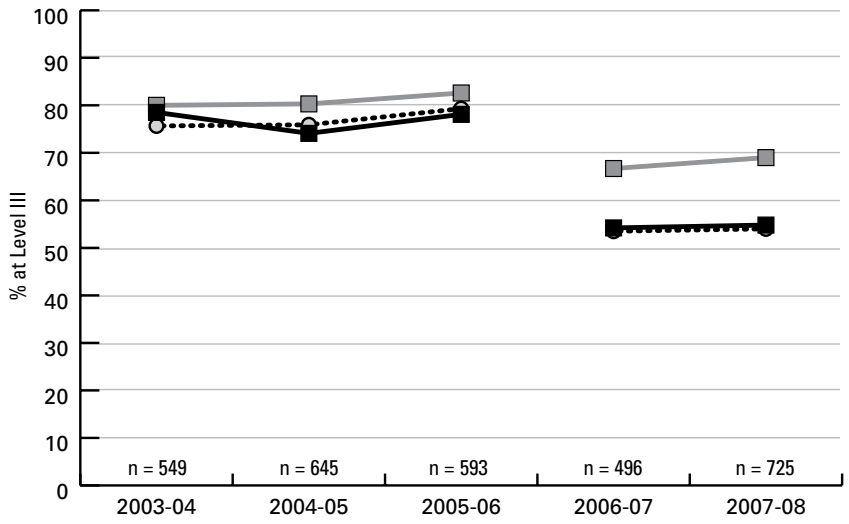
End of Course Tests

The performance of American Indian students on Algebra I and English I End of Course tests has been similar to that of other students in Robeson County. The percentage of Indian students achieving at Level III or higher on Biology EOC tests has lagged slightly behind other students in the LEA, however in 2006-07, the percent proficiency in Biology for both American Indians and other students in Robeson County met or exceeded the state average.

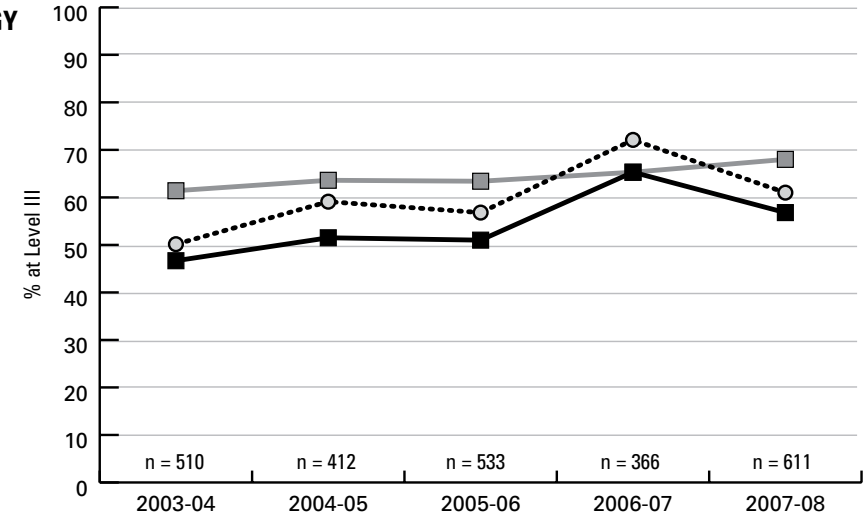
State
LEA
American Indian

n = the number of American Indian students tested each year

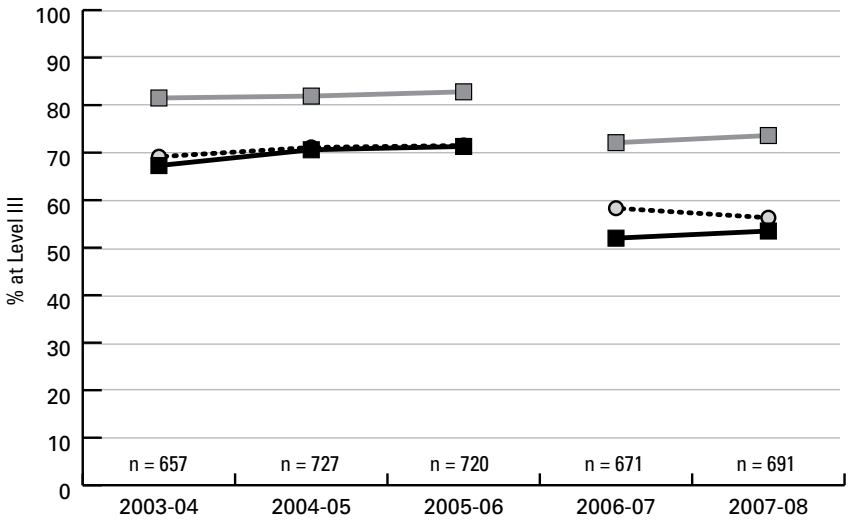
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

ROBESON COUNTY

High School Completion and College Enrollment

In 2007-08, the graduation rate for Robeson County's American Indian students slightly exceeded the LEA average for the first time. The graduation rate still trails the state rate by sixteen percentage points.

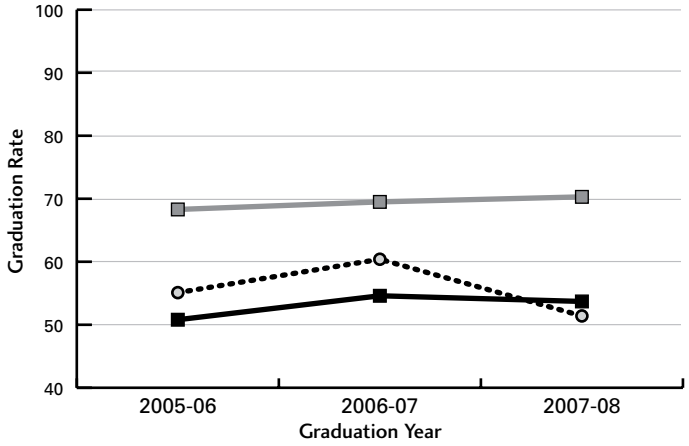
The dropout rate for Robeson County Native students continues to decline, falling below seven percent in 2007-08.

Over the last five years, American Indian high school graduates have enrolled in UNC system schools at about the same rates as other Robeson County students. They have enrolled in NC community colleges at rates slightly higher than other local students.

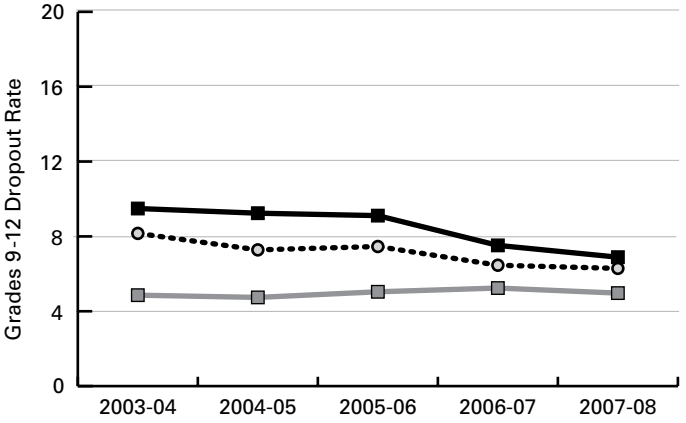
State
LEA
American Indian

n = the number of American Indian students attending

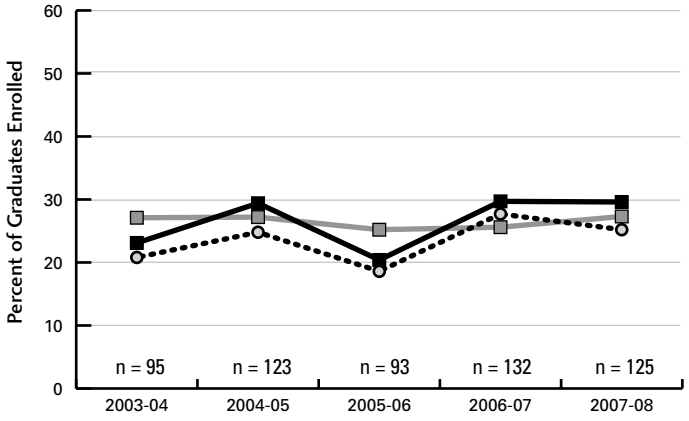
4-YEAR COHORT GRADUATION RATES



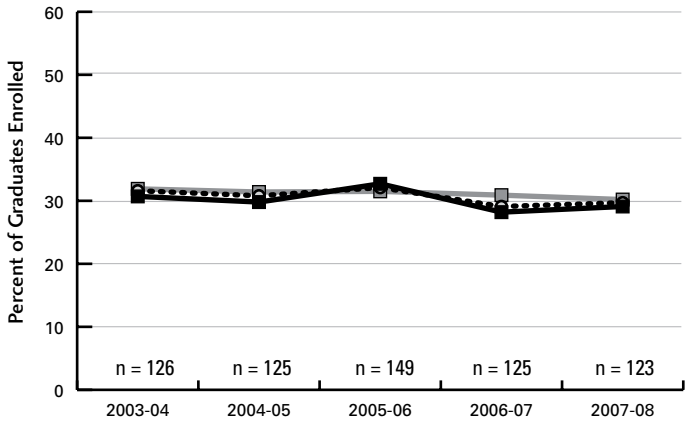
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



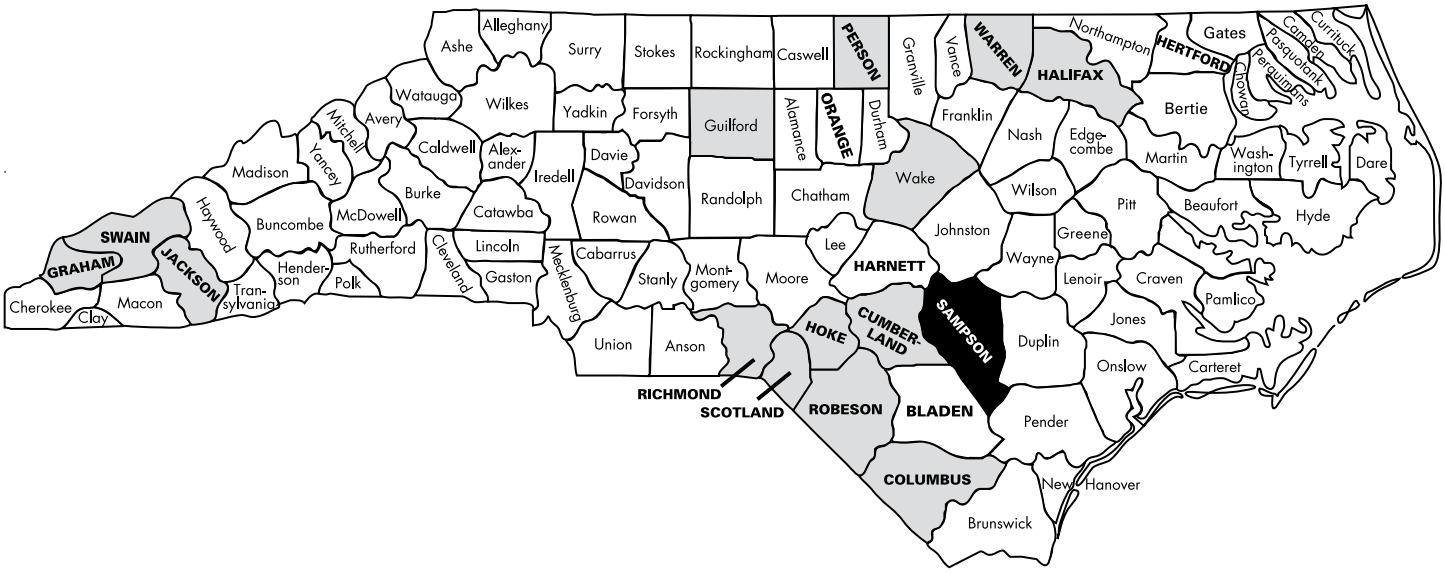
SAMPSON COUNTY

Sampson County Schools serves 121 students in our Title VII Indian Education Program. The program includes a home school coordinator, Mrs. Joyce Locklear, who serves as a link between the school and the homes through home visits. Students are given the opportunity to participate in many cultural activities such as the NC Indian Unity Conference, Art Therapy Program, and the Drum Program.

Midway Middle and Midway High School students participate in the Educational Talent Search Program sponsored by the North Carolina Commission of Indian Affairs. Several students participate in the Native American "NOT" Tobacco Program.

A part-time tutor is employed to work with small groups and individual students in the areas of reading and math. Assistance with senior graduation projects has also been provided.

LEA WEB SITE:
http://www.sampson.k12.nc.us



SAMPSON COUNTY

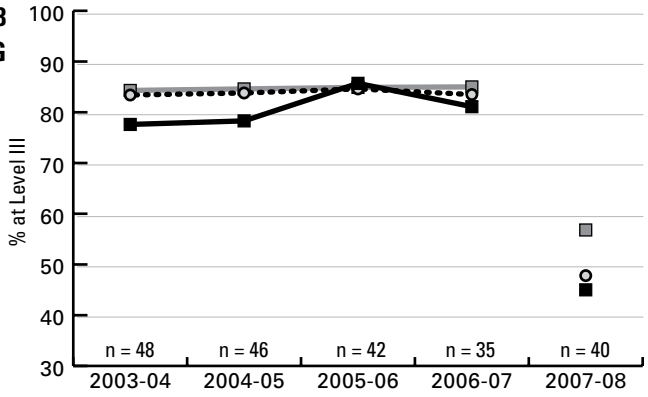
Reading and Math End of Grade Tests

In the last three years, the performance gap on reading End of Grade exam between Sampson County American Indian students and other students in the county has been closed. The percentage of American Indian students scoring proficient in math exceeded that of other Sampson County and North Carolina students in 2006-07, but lagged behind again in 2007-08.

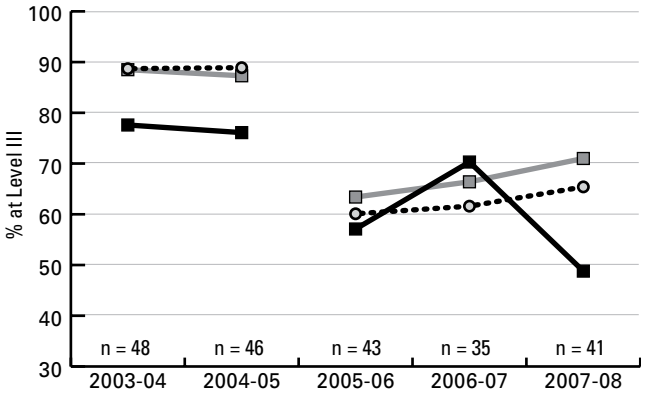
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	85.7	50.0	90.0	90.9	50.0	80.7	79.9	80.9	81.0	46.0
	N Tested	7	8	10	11	6	616	661	611	610	635
4	% Grade Level	0.0	85.7	83.3	100.0	50.0	82.3	81.2	83.3	87.4	53.0
	N Tested	2	7	6	7	10	581	628	634	578	610
5	% Grade Level	62.5	66.7	100	57.1	50.0	89.0	88.1	89.9	88.5	51.1
	N Tested	8	3	6	7	8	580	622	613	590	566
6	% Grade Level	87.5	87.5	0.0	66.7	33.3	83.4	77.6	77.6	82.2	49.8
	N Tested	8	8	2	3	9	591	626	621	585	617
7	% Grade Level	83.3	77.8	88.9	100.0	40.0	89.4	87.7	87.6	87.0	43.3
	N Tested	12	9	9	1	5	577	617	619	606	594
8	% Grade Level	90.9	90.9	88.9	83.3	*	86.9	88.5	88.9	90.1	43.9
	N Tested	11	11	9	6	*	564	608	603	587	611

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	85.7	50.0	n/a	90.9	66.7	83.1	86.0	NA	65.4	71.5
	N Tested	7	8	n/a	11	6	616	666	NA	612	635
4	% Grade Level		85.7	33.3	85.7	80.0	91.7	92.3	63.5	60.0	68.0
	N Tested	n < 5	7	6	7	10	581	639	638	575	610
5	% Grade Level	75.0		50.0	42.9	62.5	95.3	91.3	59.1	62.8	67.3
	N Tested	8	n < 5	6	7	8	580	630	614	591	565
6	% Grade Level	75.0	87.5			10.0	93.1	87.8	55.0	62.6	61.8
	N Tested	8	8	n < 5	n < 5	10	591	633	625	586	618
7	% Grade Level	91.7	88.9	22.2		20.0	90.3	85.6	56.2	60.3	63.1
	N Tested	12	9	9	n < 5	5	577	626	623	607	594
8	% Grade Level	72.7	90.9	77.8	83.3	n/a	81.7	87.0	59.7	69.1	60.6
	N Tested	11	11	9	6	n/a	564	616	606	589	606

SAMPSON COUNTY

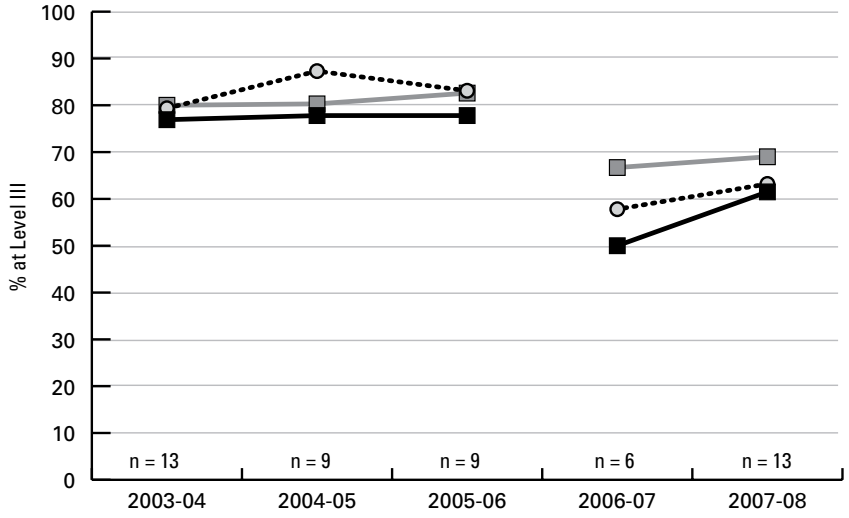
End of Course Tests

American Indian student have achieved proficiency on the End of Course test in Algebra I at slightly lower rates than other Sampson County students over the last five years; however, in 2007-08 the gap was reduced to a single percentage point. Indian student performance on End of Course tests in Biology and English I has mirrored that of other Sampson County students with the exception of 2006-07, when large declines in performance were seen.

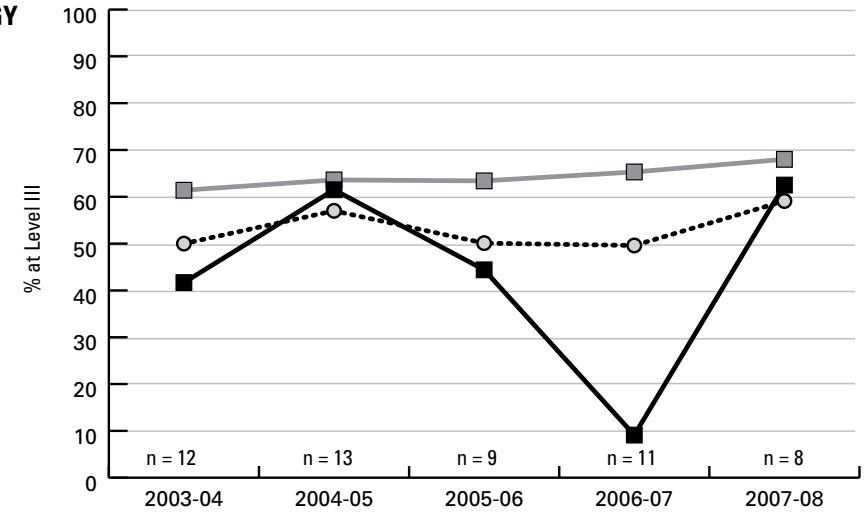
State
LEA
American Indian

n = the number of American Indian students tested each year

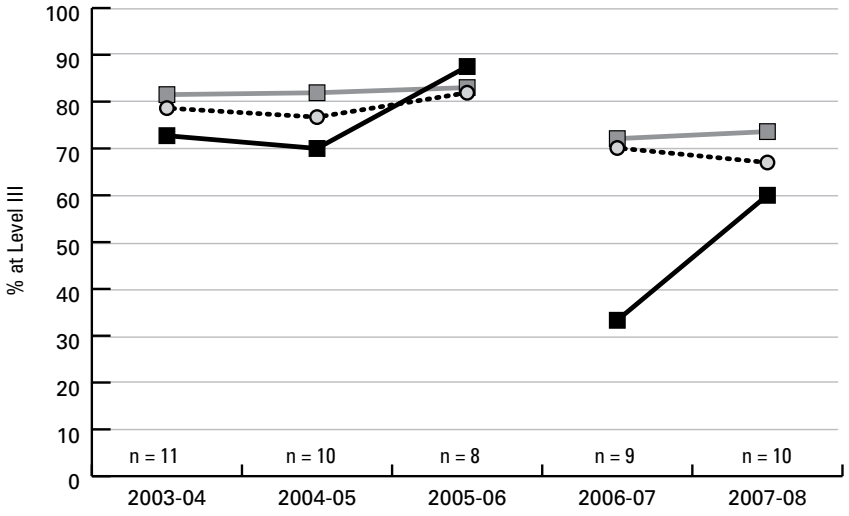
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SAMPSON COUNTY

High School Completion and College Enrollment

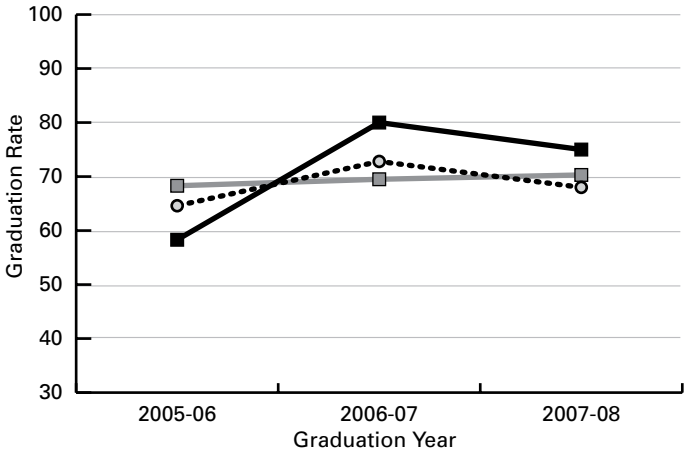
Because Sampson County high schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. The percentage of American Indian students graduating was higher than other Sampson County students in 2007 and 2008. The dropout rates of Indian students have been higher than those of other Sampson County students in four of the last five years.

By summing the college enrollment numbers for the last five years, it can be determined that American Indian students have enrolled in NC community colleges at a higher rate than other Sampson County students and have enrolled in UNC system schools at about the same rate as other county students.

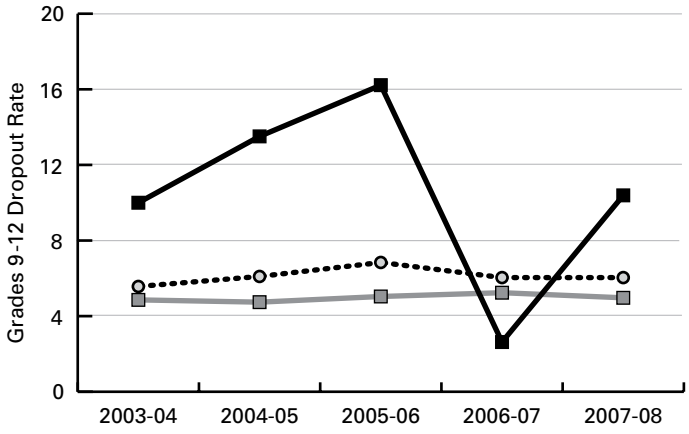
State
LEA
American Indian

n = the number of American Indian students attending

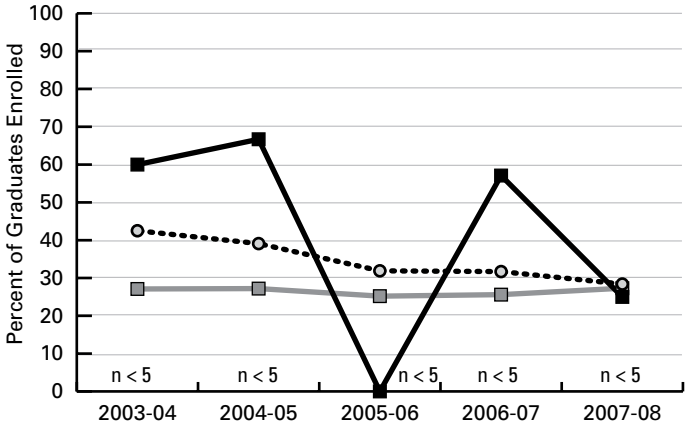
4-YEAR COHORT GRADUATION RATES



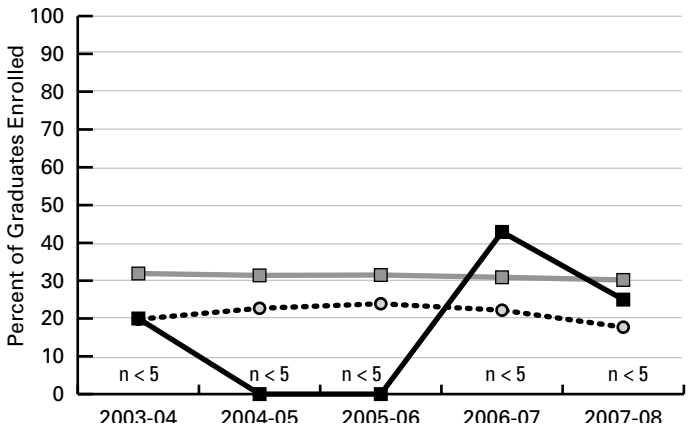
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



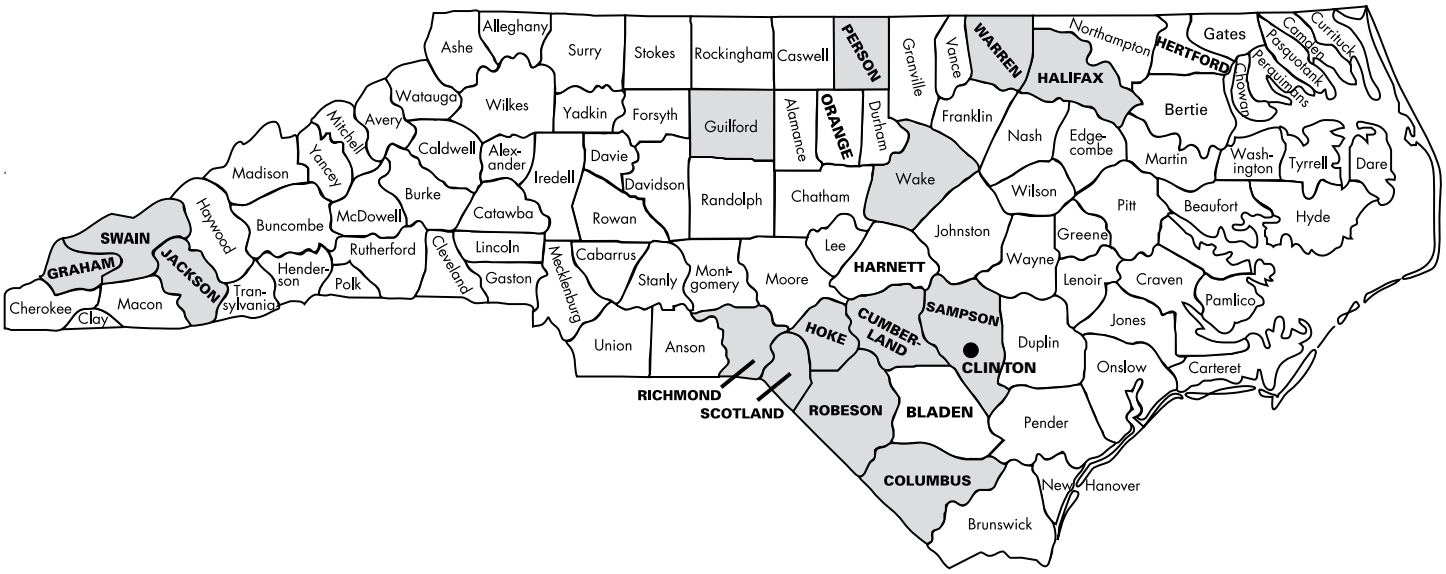
CLINTON CITY SCHOOLS

The Clinton City Schools' Indian Education Program assists students at all 5 schools: L. C. Kerr (Pre-K, Kindergarten, and 1st Grade); Butler Avenue (2nd & 3rd Grades); Sunset Avenue (4th & 5th Grades); Sampson Middle (6th, 7th, & 8th Grades); and Clinton High (9th, 10th, 11th, & 12th Grades). We monitor grades, attendance, behavior, and community involvement of the Native students. An afterschool tutorial program is established to assist students in a variety of subjects.

Clinton High School has the Native American Student Organization Club (NASO) and the NASO Jr. Club will begin next year at Sampson Middle School. Forty-eight of our students participate in the Educational Talent Search program sponsored by NC Commission of Indian Affairs.

The Title VII Program sponsors Native Gatherings (mini powwows) at each of the 5 schools during Native American Heritage month in November. We actively participate in the Native American "NOT" Program, Art Therapy, and UNC Teaching Fellows workshops. American Indian dance, drumming, beading, and regalia construction classes will begin later this year. Sharon Williams is the Title VII Coordinator for Clinton City Schools.

LEA WEB SITE:
http://www.clinton.k12.nc.us



CLINTON CITY SCHOOLS

Reading and Math End of Grade Tests

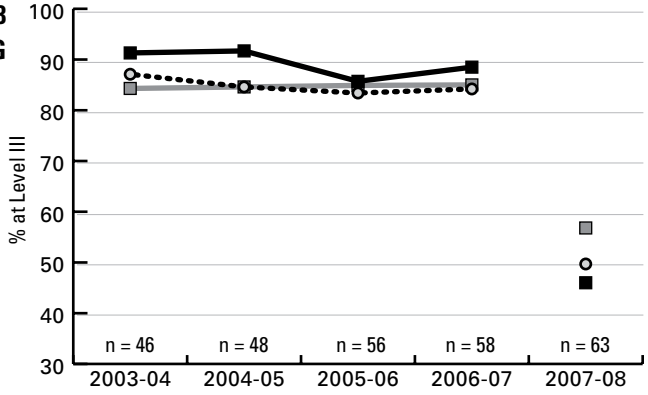
In 2007-08, Clinton American Indian student performance on reading End of Grade tests fell slightly below other Clinton students. In the four years prior, Indian student performance had equaled or exceeded that of other students in the city and the state.

American Indian student performance on math EOG tests has equaled or exceeded that of other students from Clinton City Schools since 2003-04.

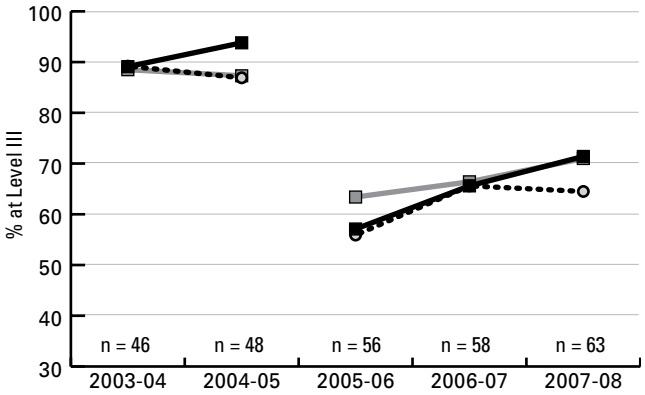
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	71.4	100.0	83.3	92.3	55.6	88.4	80.1	82.4	83.6	47.6
	N Tested	7	3	12	13	9	198	206	227	213	246
4	% Grade Level	83.3	85.7	75.0	76.9	40.0	86.0	84.7	76.9	84.8	55.8
	N Tested	12	7	4	13	15	164	196	208	224	233
5	% Grade Level	100.0	85.7	90.0	100.0	30.8	90.6	88.5	87.8	92.3	48.4
	N Tested	9	14	10	3	13	191	192	213	207	213
6	% Grade Level	100.0	90.0	72.7	90.0	80.0	78.0	78.3	83.7	84.8	57.6
	N Tested	8	10	11	10	5	214	207	203	217	217
7	% Grade Level	100.0	100.0	90.9	90.0	20.0	89.8	89.4	83.6	89.9	42.1
	N Tested	5	8	11	10	10	226	208	225	207	235
8	% Grade Level	100.0	100.0	100.0	100.0	72.7	93.0	86.4	85.8	85.3	47.1
	N Tested	5	6	8	9	11	200	235	211	224	204

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	71.4		NA	69.2	55.6	82.8	84.6	NA	78.4	70.7
	N Tested	7	n < 5	NA	13	9	198	208	NA	213	246
4	% Grade Level	91.7	100		69.2	73.3	90.9	92.5	56.2	67.0	69.1
	N Tested	12	7	n < 5	13	15	164	199	210	224	233
5	% Grade Level	100.0	100.0	40.0		84.6	93.7	88.6	56.1	73.9	69.5
	N Tested	9	14	10	n < 5	13	191	193	214	207	213
6	% Grade Level	100.0	80.0	63.6	70.0	80.0	94.9	82.6	58.6	65.4	64.4
	N Tested	8	10	11	10	5	214	207	203	217	216
7	% Grade Level	80.0	100.0	36.4	90.0	60.0	89.4	87.6	52.4	65.2	59.1
	N Tested	5	8	11	10	10	226	209	225	207	235
8	% Grade Level	80.0	100.0	62.5	33.3	72.7	87.0	85.5	51.2	56.4	53.2
	N Tested	5	6	8	9	11	200	234	211	225	205

CLINTON CITY SCHOOLS

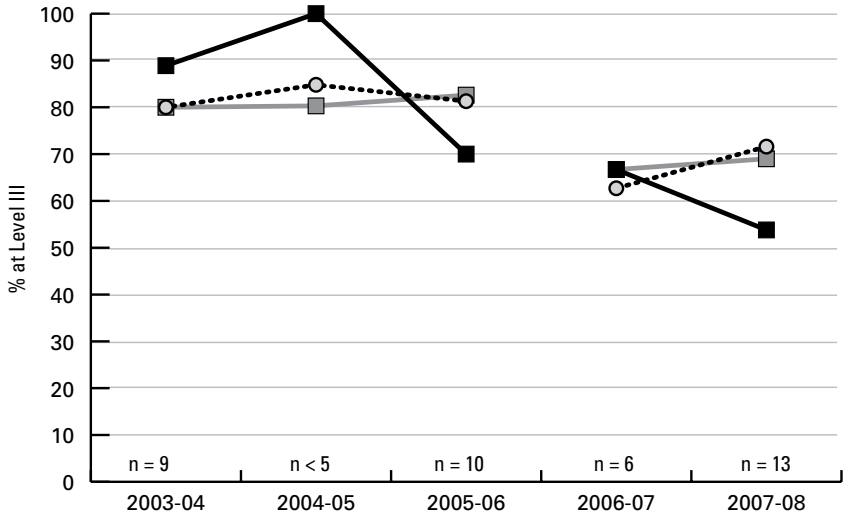
End of Course Tests

American Indian student performance on Algebra I and English I End of Course tests fell to below that of other students in Clinton and the state in 2007-08. The performance of Indian students on the Biology EOC test has been declining in recent years. No data was available for Biology in 2007-08.

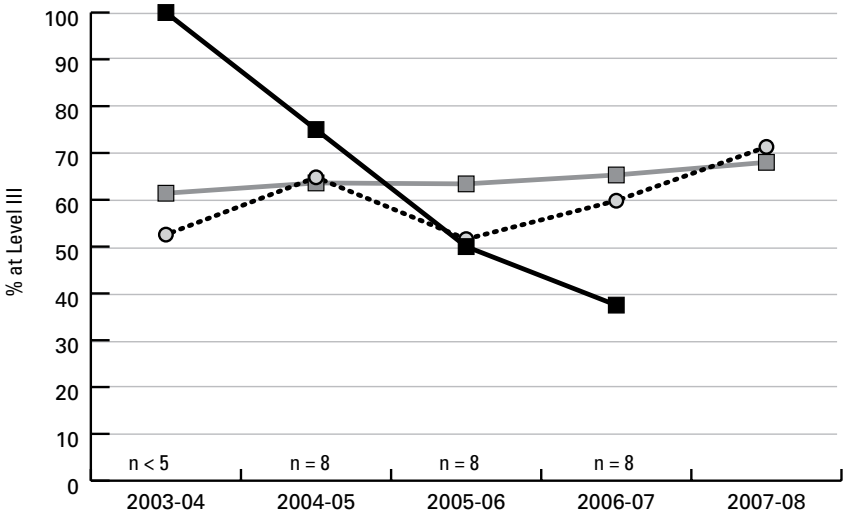
State
LEA
American Indian

n = the number of American Indian students tested each year

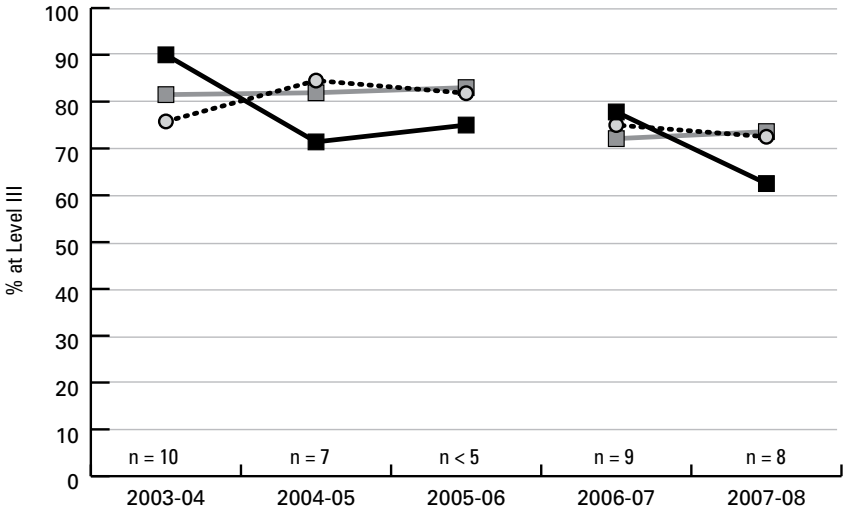
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

CLINTON CITY SCHOOLS

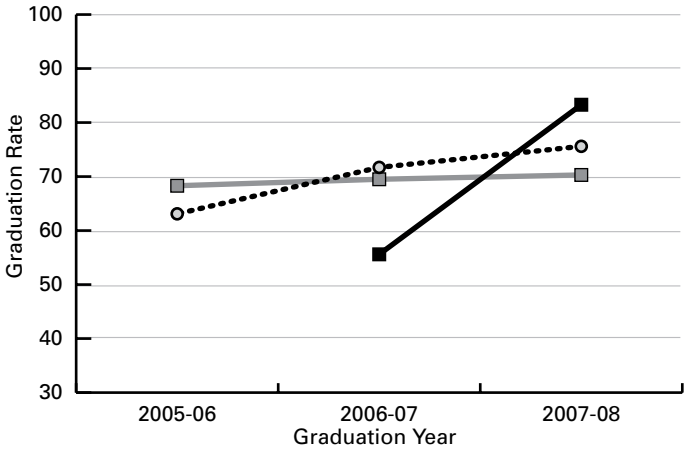
High School Completion and College Enrollment

Because Clinton City Schools have relatively few American Indian students, differences of only one or two dropouts or graduations can make large differences in performance indicators. The graduation rate for American Indian students in Clinton City Schools was lower than the overall LEA rate for 2006-07 and higher than the LEA rate in 2007-08.

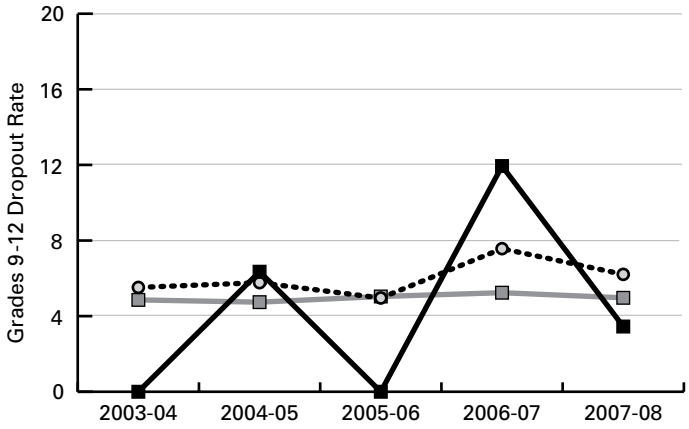
The dropout rate for American Indian students was higher than the overall LEA rate in 2004-05 and 2006-07 and lower than the overall rate in 2003-04, 2005-06, and 2007-08. No American Indian students dropped out in Clinton City Schools in the 2003-04 and 2005-06 school years.

By summing the college enrollment numbers for the last five years, it can be determined that American Indian students have enrolled in NC community colleges at about the same rate as other Clinton City students and have enrolled in UNC system schools at a rate lower than other students.

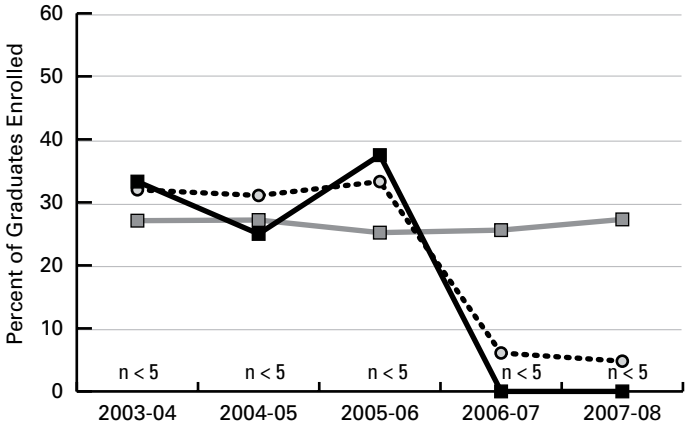
4-YEAR COHORT GRADUATION RATES

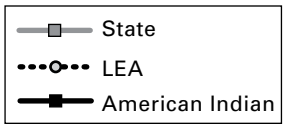


DROPOUT RATES



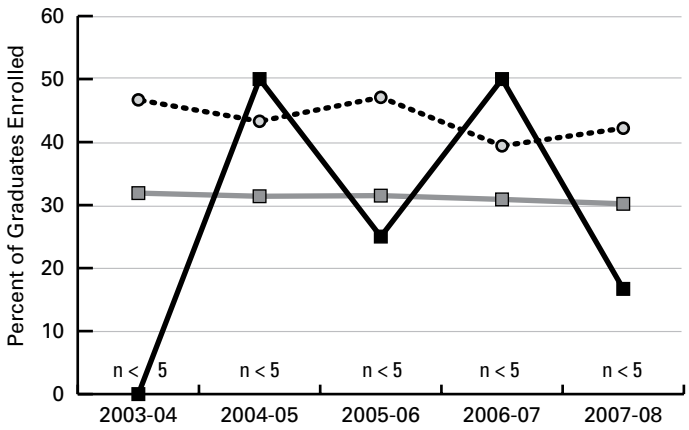
STUDENTS ATTENDING NC COMMUNITY COLLEGES





n = the number of American Indian students attending

STUDENTS ATTENDING UNC SYSTEM SCHOOLS

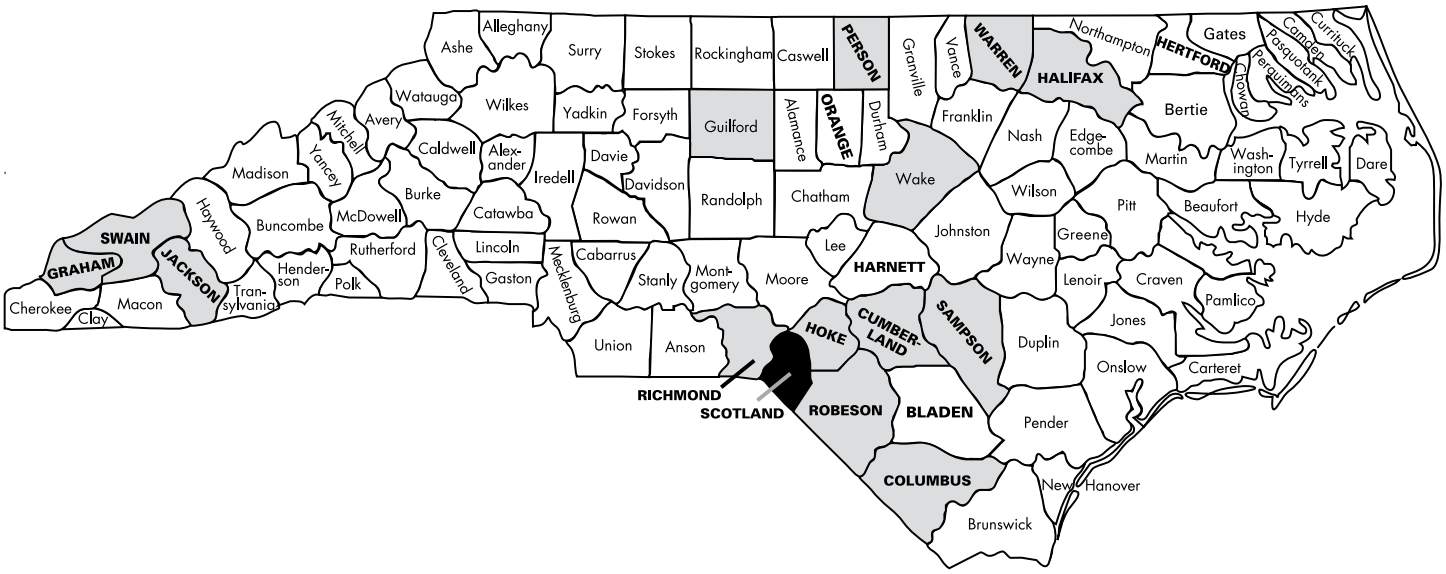


SCOTLAND COUNTY

The Title VII Indian Education program in Scotland County supports a full-time tutor in the elementary schools. She works mainly with students in grades three through five, but makes contact with the pre-kindergarten through second grade as well. Middle school students have math enrichment provided by a retired staff member who works one day per week in each middle school. High school students have the advantage of an on-site teacher who also works with the newly formed Native American Student Association (NASA). We are excited to be able to charter this worthy organization and fully support their work.

A full time social worker assists in middle schools and the high schools to target attendance, work to prevent drop-outs, and to encourage our students to apply to college. Both the high school teacher and social worker help students to seek financial aid for college and university enrollment. We have a small but extremely dedicated and competent staff. Our parent advisory group helps to plan the year's work. We are growing and have great plans to do even more for our students.

LEA WEB SITE:
http://www.scsnc.org



SCOTLAND COUNTY

Reading and Math End of Grade Tests

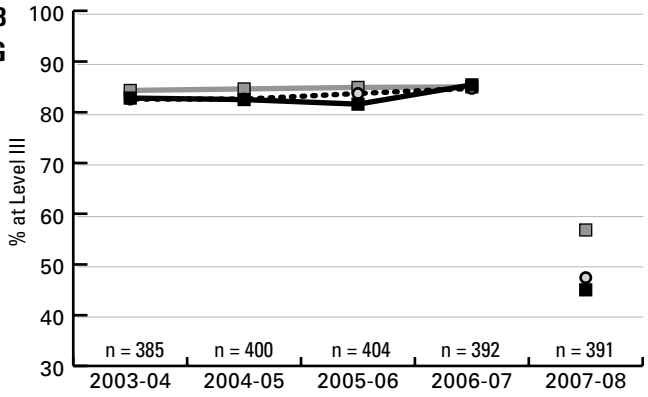
Over the last five years, American Indian students have performed similarly to other students in Scotland County on End of Grade reading test performance.

The performance of American Indian students on End of Grade math tests has lagged one to five percentage points behind other county students for the last five years.

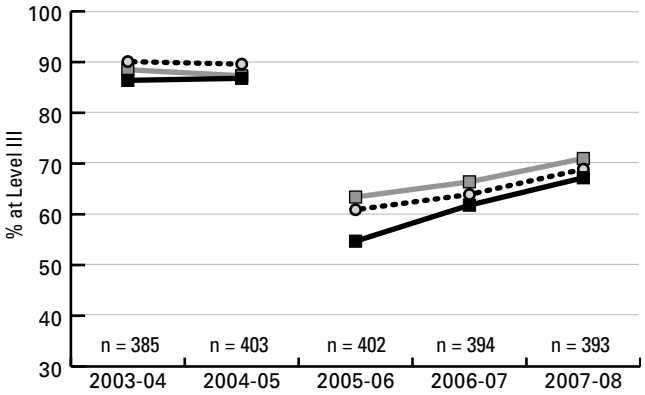
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	79.2	81.4	77.5	83.3	45.3	77.6	79.8	84.5	82.4	47.3
	N Tested	53	59	71	78	64	474	520	555	494	497
4	% Grade Level	85.9	81.1	83.6	85.7	48.0	84.4	78.3	81.7	85.0	52.2
	N Tested	71	53	61	63	75	482	480	507	521	494
5	% Grade Level	94.4	91.0	84.9	92.1	32.4	90.1	89.3	85.2	91.7	45.7
	N Tested	72	67	53	63	68	466	506	486	480	523
6	% Grade Level	73.0	76.0	80.0	85.2	51.6	78.6	78.7	78.8	79.9	50
	N Tested	74	75	70	54	64	533	520	519	483	482
7	% Grade Level	92.1	78.6	79.2	92.4	43.1	86.0	84.0	87.3	88.6	43.9
	N Tested	63	84	72	66	51	536	575	498	498	472
8	% Grade Level	80.8	88.7	84.4	88.2	49.3	85.2	85.1	84.5	88.3	45
	N Tested	52	62	77	68	69	481	529	550	469	478

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	88.7	81.7	NA	73.4	76.9	87.8	86.8	NA	68.5	80.9
	N Tested	53	60	NA	79	65	474	524	NA	496	497
4	% Grade Level	94.4	87.3	68.3	46.9	77.3	96.3	91.4	62.7	58.1	71.9
	N Tested	71	55	60	64	75	482	486	507	520	494
5	% Grade Level	91.7	91.0	45.3	61.9	50.7	95.1	91.6	52.9	63.6	60.7
	N Tested	72	67	53	63	69	466	513	486	478	522
6	% Grade Level	85.1	90.7	61.4	61.1	54.7	91.2	92.4	59.7	60.2	59.2
	N Tested	74	75	70	54	64	533	524	523	482	478
7	% Grade Level	85.7	83.3	55.6	71.2	70.6	88.6	90.6	64.9	71.0	72.7
	N Tested	63	84	72	66	51	536	576	499	496	473
8	% Grade Level	78.8	87.1	51.3	54.4	72.5	86.5	84.7	62.8	64.8	68.1
	N Tested	52	62	76	68	69	481	529	549	469	480

SCOTLAND COUNTY

End of Course Tests

After lagging far behind in 2006-07, Scotland County American Indian students closed the gap on other county students on the Algebra I End of Course test in 2007-08.

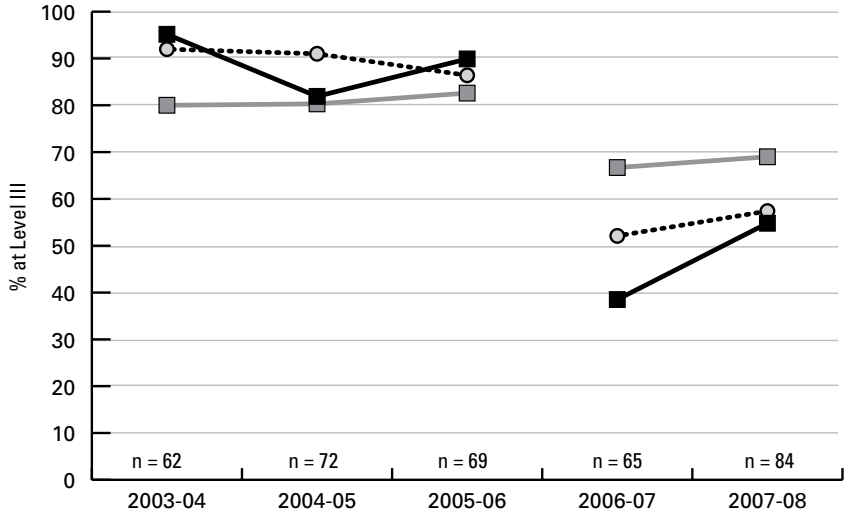
In recent years, Native students in Scotland County have not performed well on the Biology EOC test; however in 2007-08, they achieved a percent proficiency that was higher than other county students and close to that of the state average.

American Indian students have performed similar to other Scotland County students on the English I EOC test.

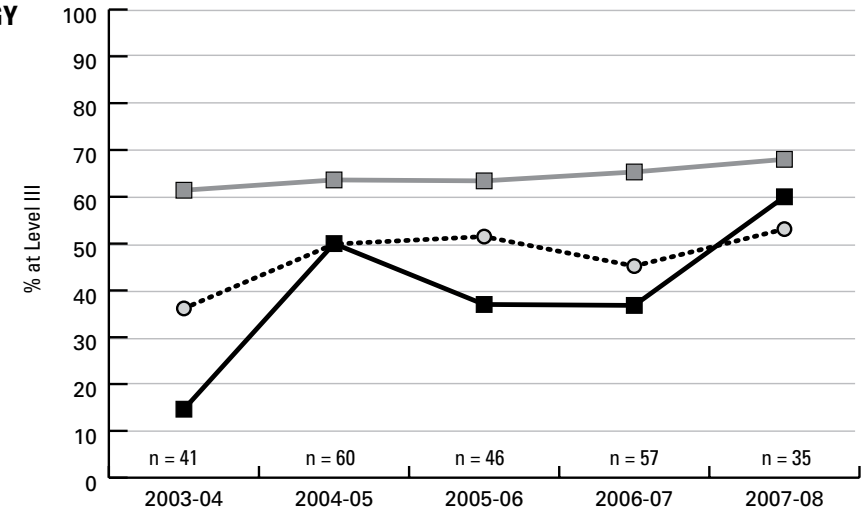
State
LEA
American Indian

n = the number of American Indian students tested each year

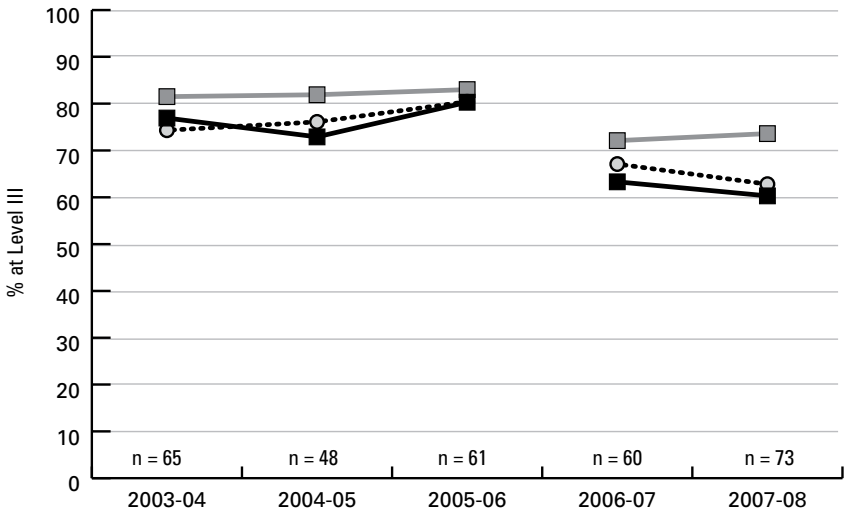
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SCOTLAND COUNTY

High School Completion and College Enrollment

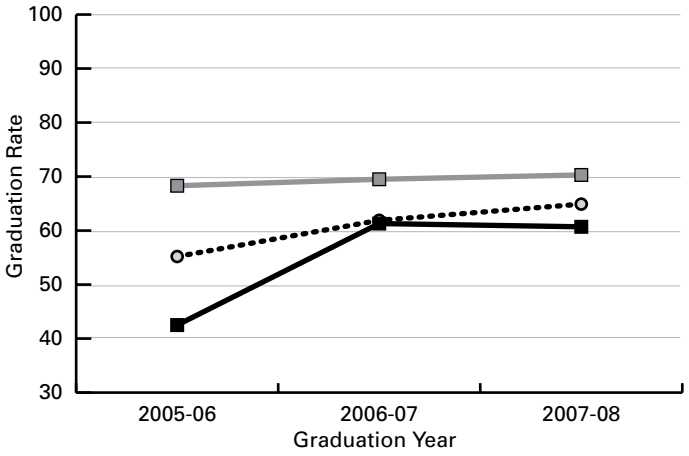
The dropout rate for Scotland County American Indian students is 7.02%, much higher than the overall Scotland County rate. In the last two years, the graduation rate of Native students has closely mirrored that of other county students and has trailed the state average.

Over the last five years, American Indian graduates have enrolled in NC community colleges at rates greater than those of other Scotland County students. Until the rate decreased in 2007-08, American Indian students were enrolling in UNC system schools at rates similar to those of other county students.

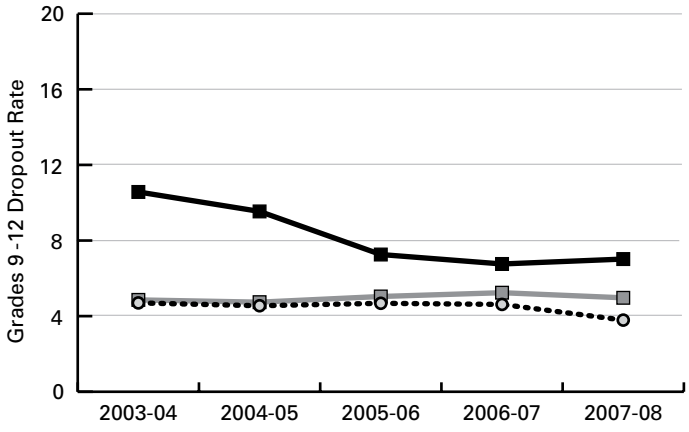
State
LEA
American Indian

n = the number of American Indian students attending

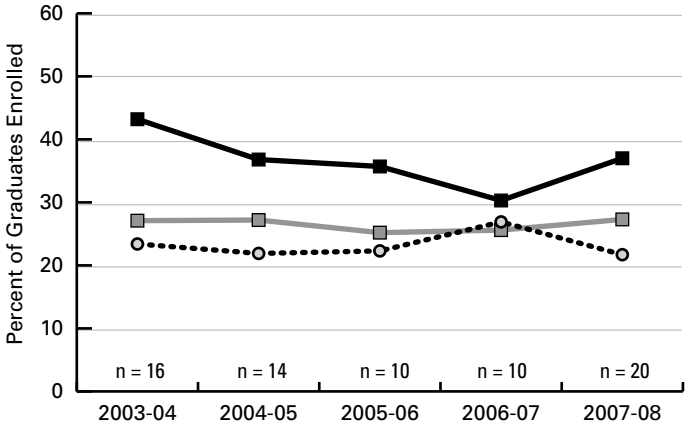
4-YEAR COHORT GRADUATION RATES



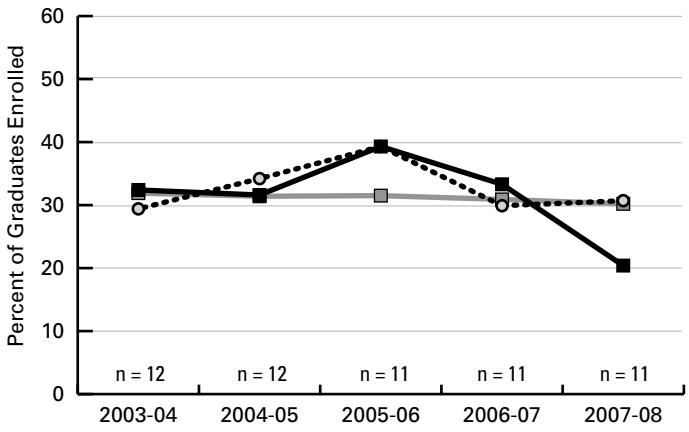
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



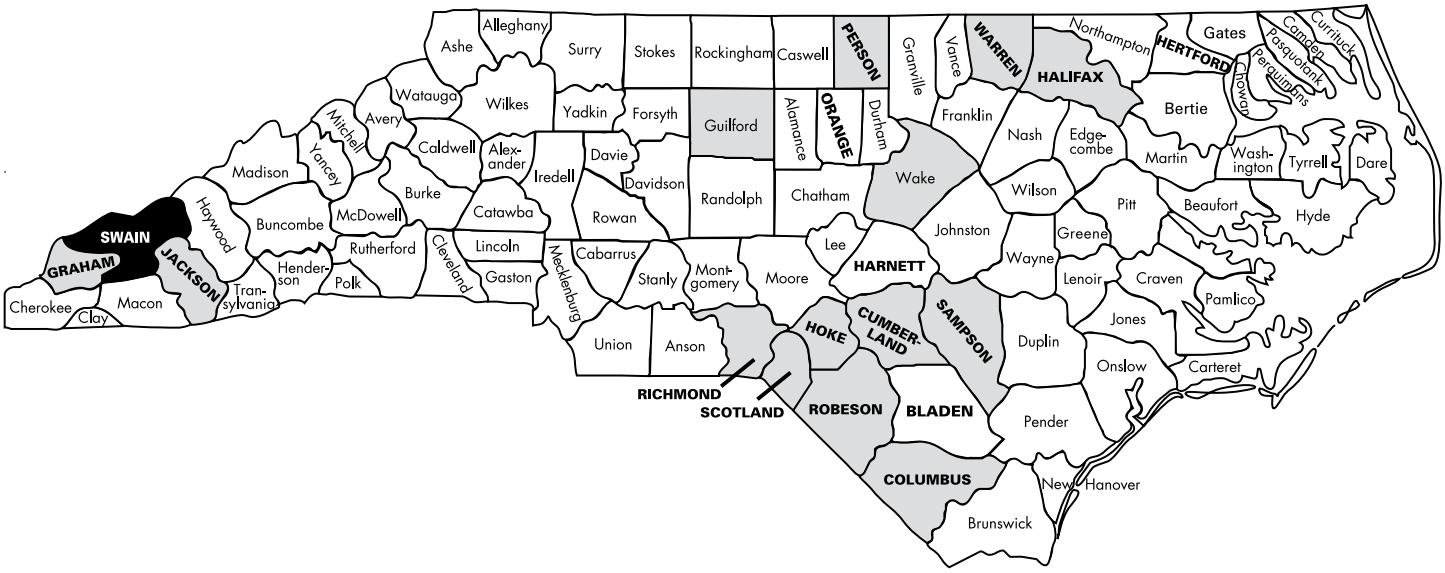
STUDENTS ATTENDING UNC SYSTEM SCHOOLS



SWAIN COUNTY

LEA WEB SITE:
http://www.swain.k12.nc.us

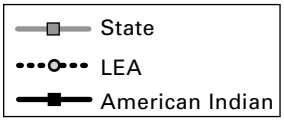
Swain County has three Native American tutors working with students in grades 3-12 in reading, mathematics, and science. We focus on students that have not been successful on end-of-grade tests or end-of-course tests. Over the past several years, we have shown a steady improvement in the test scores of our Native American population that we serve.



SWAIN COUNTY

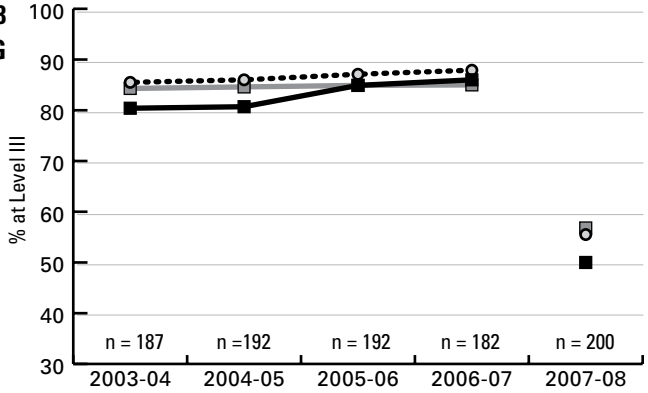
Reading and Math End of Grade Tests

American Indian students have slightly trailed other Swain County students in performance on End of Grade math and reading tests for the last five years.

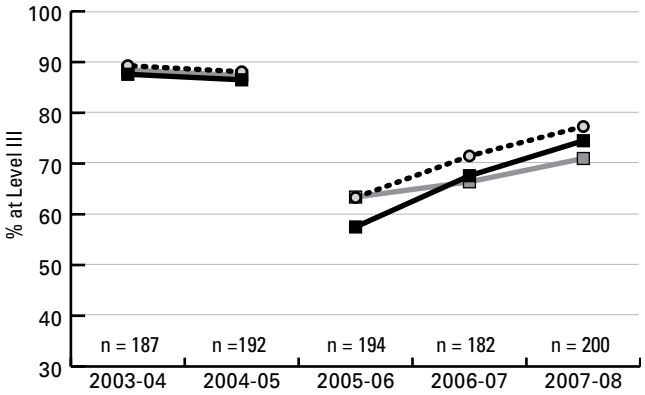


n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	66.7	66.7	82.6	83.3	47.1	73.6	78.3	81.5	81.7	56.2
	N Tested	33	30	23	30	34	129	106	119	126	121
4	% Grade Level	75.7	84.6	73.1	95.5	61.3	86.3	85.0	88.6	91.5	65.9
	N Tested	37	39	26	22	31	131	133	105	117	126
5	% Grade Level	82.8	77.1	94.7	75.0	57.1	86.8	88.0	90.2	92.0	62.5
	N Tested	29	35	38	24	28	114	133	132	100	120
6	% Grade Level	80.0	79.3	78.4	84.2	48.1	83.8	81.5	84.0	83.0	55.5
	N Tested	35	29	37	38	27	142	119	144	135	110
7	% Grade Level	92.0	87.5	90.3	91.9	45.2	91.2	88.4	89.8	93.5	45.5
	N Tested	25	32	31	37	42	137	146	128	153	145
8	% Grade Level	96.4	88.9	86.5	87.1	44.7	92.9	92.3	88.4	88.4	50.3
	N Tested	28	27	37	31	38	141	143	155	121	155

EOG MATHEMATICS, Percent of Students At/Above Grade Level

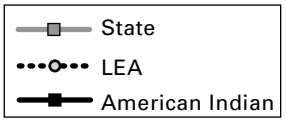
SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	78.8	70.0	NA	80.0	70.6	85.3	78.3	NA	74.6	70.2
	N Tested	33	30	NA	30	34	129	106	NA	126	121
4	% Grade Level	94.6	100	53.8	81.8	83.9	97.7	97.8	69.5	76.1	82.5
	N Tested	37	39	26	22	31	131	135	105	117	126
5	% Grade Level	93.1	82.9	65.8	58.3	75.0	94.7	90.2	59.1	69.7	77.5
	N Tested	29	35	38	24	28	114	133	132	99	120
6	% Grade Level	91.4	89.7	64.9	78.9	66.7	93.0	91.6	71.5	78.5	76.4
	N Tested	35	29	37	38	27	142	119	144	135	110
7	% Grade Level	88.0	93.8	38.7	59.5	73.8	86.9	87.2	59.8	68.6	76.6
	N Tested	25	32	31	37	42	137	148	127	153	145
8	% Grade Level	82.1	77.8	57.9	54.8	76.3	84.4	81.9	61.8	65.3	80.0
	N Tested	28	27	38	31	38	141	144	157	121	155

SWAIN COUNTY

End of Course Tests

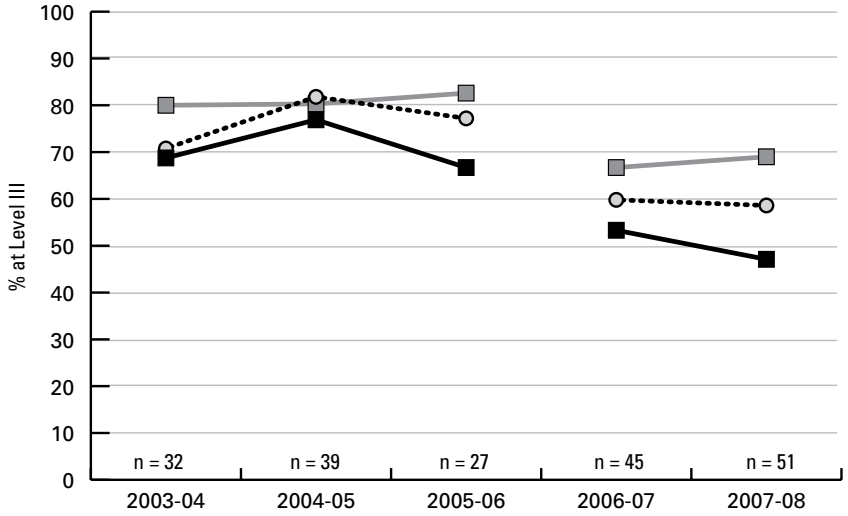
American Indian student performance on End of Course tests in Algebra I and Biology has lagged behind that of other Swain County students over the last five years.

American Indian students have been outperformed slightly by other students in Swain County on English I EOC tests with the notable exception of 2004-05, when almost all of the American Indian students taking the EOC test scored proficient.

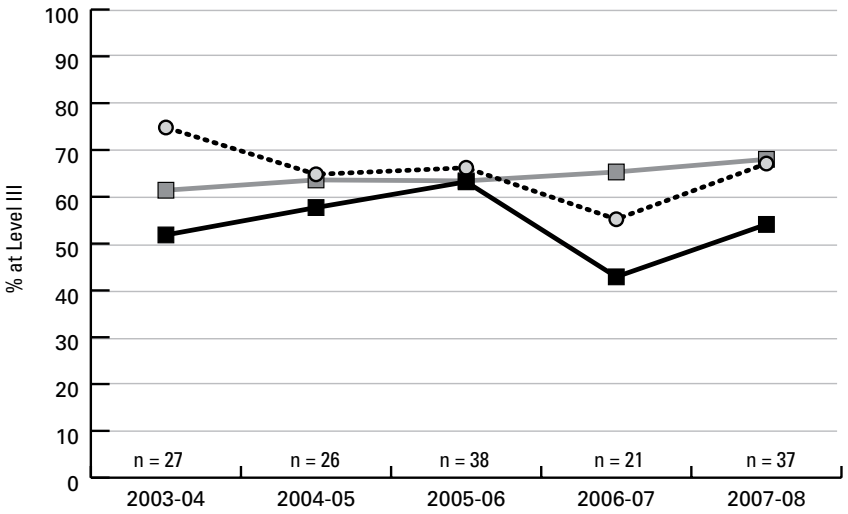


n = the number of American Indian students tested each year

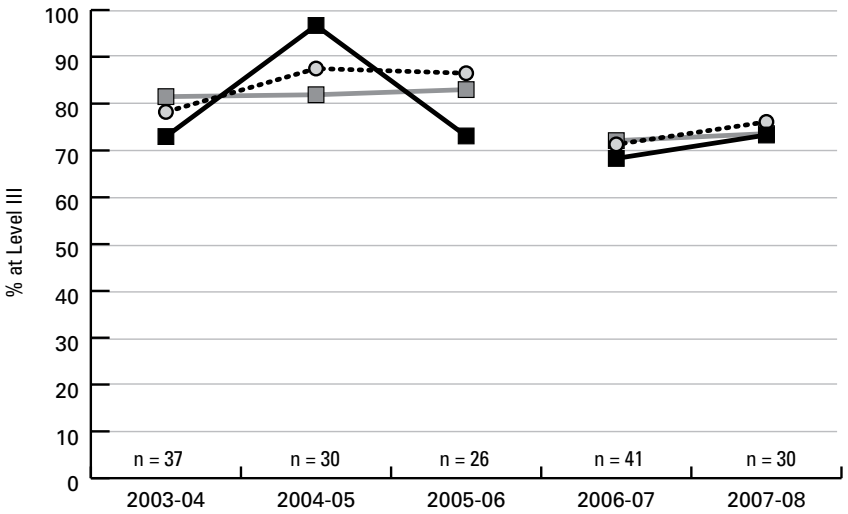
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SWAIN COUNTY

High School Completion and College Enrollment

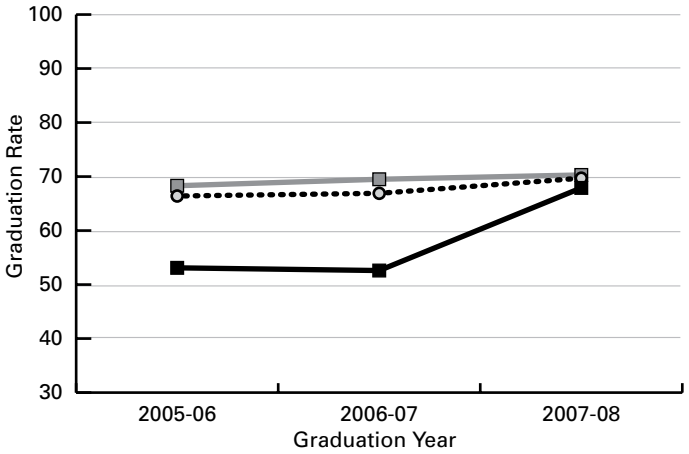
American Indian students have dropped out of Swain County schools at rates higher than the county average over the last four years. After graduating at much lower than average rates the first two years the cohort graduation rate was calculated, the American Indian graduation rate improved to near the state and Swain County rates in 2007-08.

American Indian graduates enroll in UNC system schools at rates lower than others in Swain County; however, they enroll in NC community colleges at very high rates, much higher than other county and state graduates.

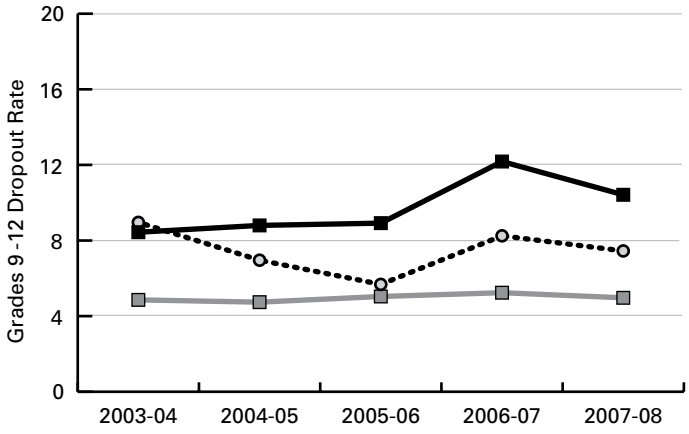
State
LEA
American Indian

n = the number of American Indian students attending

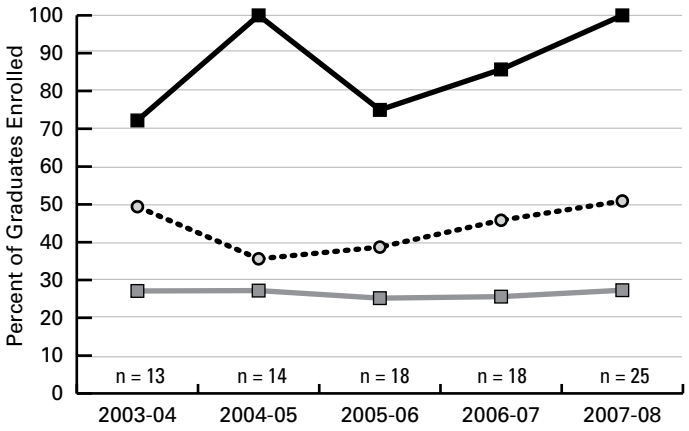
4-YEAR COHORT GRADUATION RATES



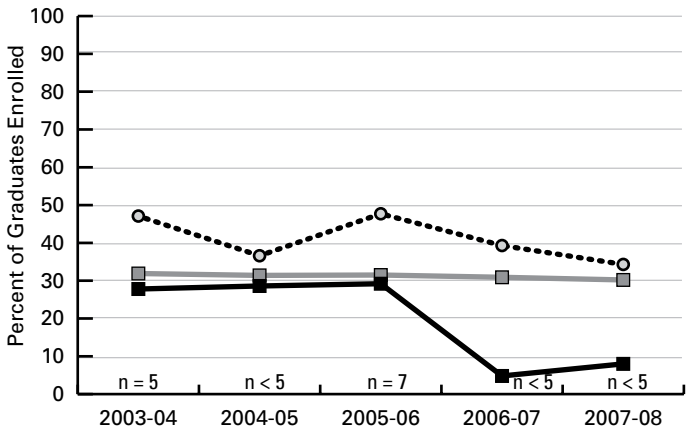
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



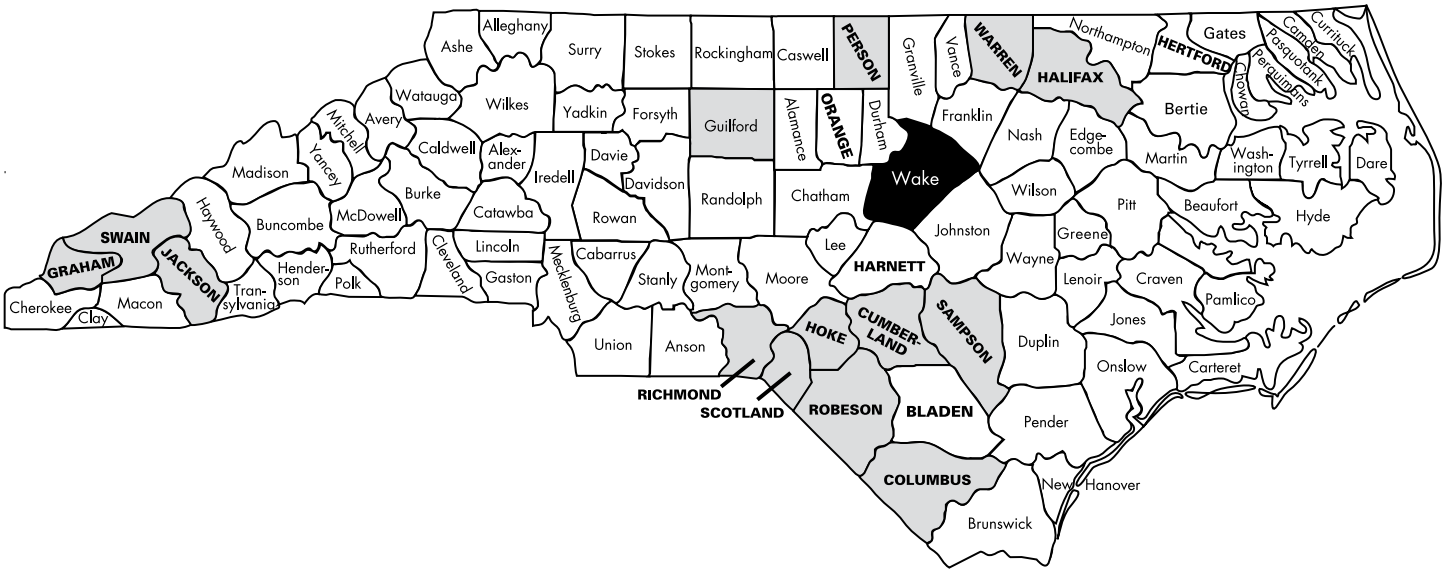
STUDENTS ATTENDING UNC SYSTEM SCHOOLS



WAKE COUNTY

LEA WEB SITE:
http://www.wcpss.net

Wake County Public Schools maintains an Indian Education Center located at the Garner Training Center in Garner, NC. The Center houses computers, sewing machines, books and other resources that are used with our students who come there for our many programs. Our Title VII funds pay for after-school and weekend programs at the Center, including purely academic programs such as our popular Reading Club (differentiated by two age groups), Creative Writing Seminars (differentiated by two age groups) and Native Culture classes specifically aligned to various *NC Standard Courses of Study*. Students participate in beading, basket making, moccasin making, pottery, etc. We also provide tutoring in academic areas for students who have documented data-driven needs. The Center hosts a monthly Parent Advisory Committee meeting, "open house" times for students to study, read, and write and the annual federally-required business meeting. We purchase a variety of reading materials for students in the K-12 levels that are used during Reading Club. We are continually updating our student base and trying to involve more of our eligible students in our many programs.



WAKE COUNTY

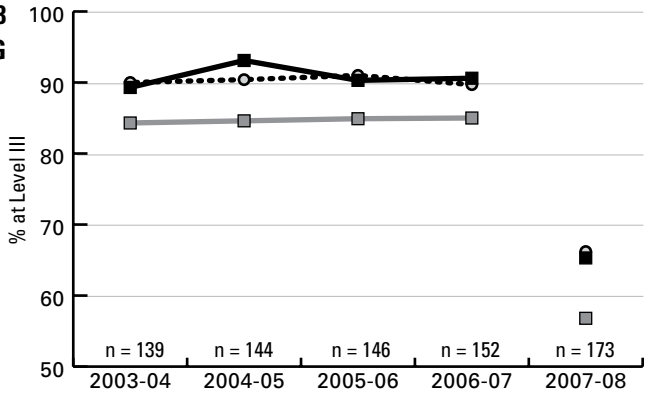
Reading and Math End of Grade Tests

Over the last five years, American Indian students have outperformed other students in Wake County and the state on End of Grade tests in reading and in math.

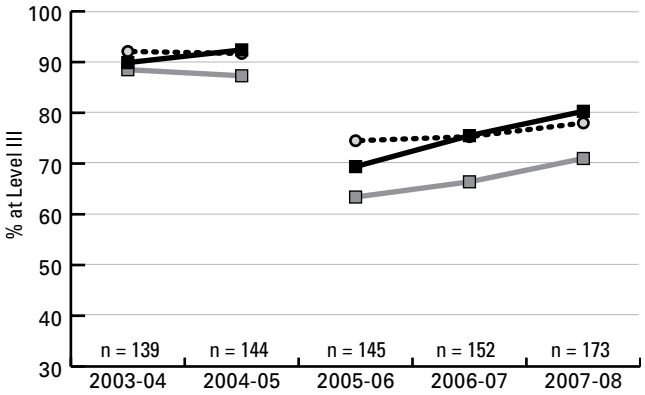
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	92.0	90.9	79.2	86.2	50.0	89.0	88.5	89.4	88.4	63.8
	N Tested	25	22	24	29	28	8021	8705	9438	9889	10450
4	% Grade Level	92.3	96.3	96.2	88.0	69.4	90.9	88.6	90.9	91.9	69.2
	N Tested	26	27	26	25	36	7758	8686	8975	9658	10281
5	% Grade Level	90.0	96.4	96.6	95.5	73.9	94.7	94.3	93.3	94.5	67.0
	N Tested	20	28	29	22	23	7742	8808	9036	9229	10111
6	% Grade Level	78.9	85.7	83.3	86.4	70.4	88.7	87.9	88.9	88.2	69.5
	N Tested	19	21	30	22	27	7710	8767	9117	9266	9693
7	% Grade Level	100.0	85.7	91.3	93.3	58.6	91.4	90.4	91.5	92.7	62.1
	N Tested	26	21	23	30	29	7932	8751	9203	9275	9642
8	% Grade Level	87.0	100.0	85.7	100.0	70.0	93.1	92.0	91.9	92.1	65.6
	N Tested	23	25	14	24	30	7791	8815	8956	9305	9693

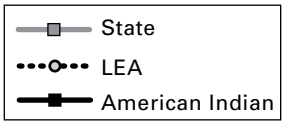
EOG MATHEMATICS, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	92.0	81.8	NA	75.9	85.7	92.9	89.9	NA	79.6	80.1
	N Tested	25	22	NA	29	28	8021	8778	NA	9932	10475
4	% Grade Level	100.0	96.3	64.0	76.0	91.7	97.3	94.5	75.7	79.2	81.9
	N Tested	26	27	25	25	36	7758	8766	9058	9692	10303
5	% Grade Level	100.0	100	62.1	81.8	78.3	96.7	94.1	73.4	76.8	79.1
	N Tested	20	28	29	22	23	7742	8859	9091	9269	10122
6	% Grade Level	89.5	100.0	70.0	68.2	66.7	93.6	92.9	73.4	74.7	76.6
	N Tested	19	21	30	22	27	7710	8788	9176	9306	9686
7	% Grade Level	88.5	85.7	73.9	80.0	79.3	89.6	88.9	72.7	73.7	74.3
	N Tested	26	21	23	30	29	7932	8772	9242	9309	9659
8	% Grade Level	78.3	88.0	78.6	75.0	76.7	89.4	88.0	72.0	73.9	75.3
	N Tested	23	25	14	24	30	7791	8834	9003	9337	9695

WAKE COUNTY

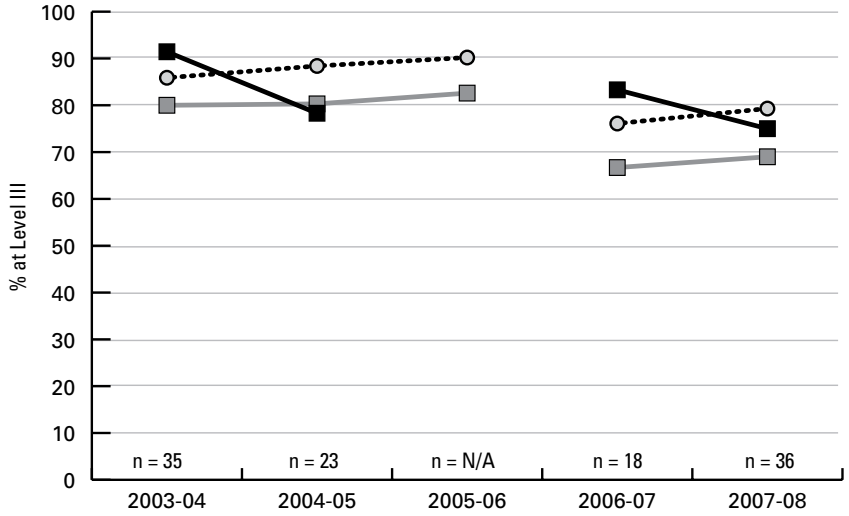
End of Course Tests

In the four years with available data, American Indian students have outperformed their Wake County classmates on End of Course tests twice in Algebra I and English I and three times in Biology. In 2006-07, all American Indian students performed at Level III or higher on the English I EOC test.

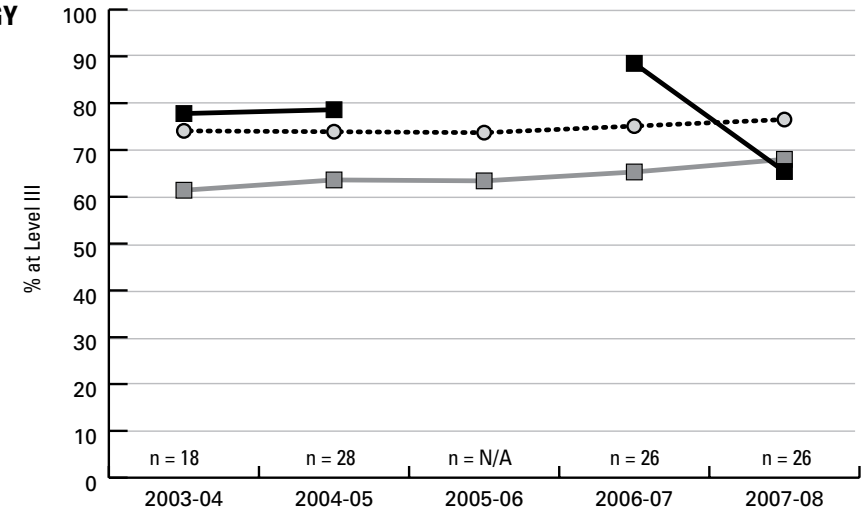


n = the number of American Indian students tested each year

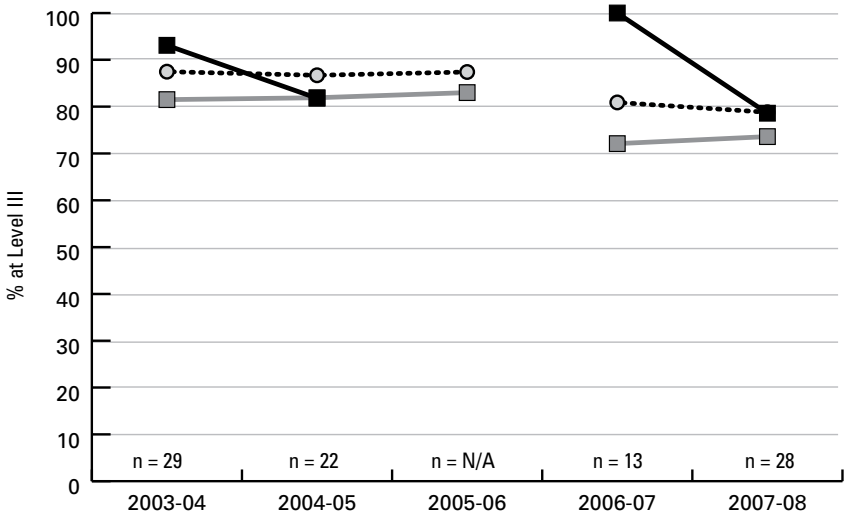
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

WAKE COUNTY

High School Completion and College Enrollment

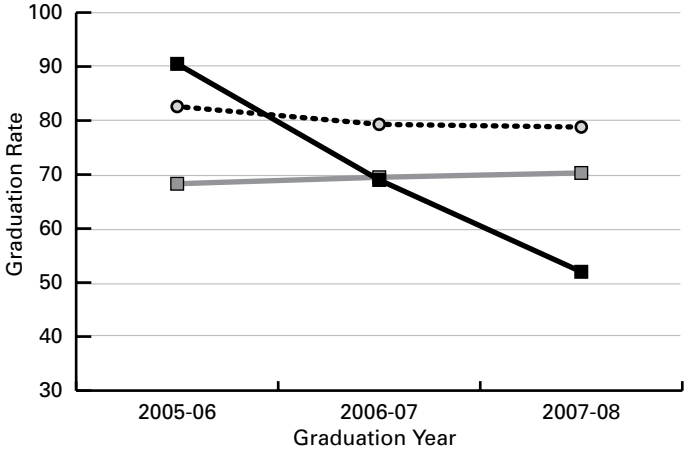
American Indian students have dropped out of Wake County schools at rates lower than the county average in two of the last three years. However, the cohort graduation rate for Indian students has fallen from 90% in 2006 to near 50% in 2008.

Over the last five years, American Indian students have enrolled in both NC community colleges and UNC system schools at rates higher than those of other students in Wake County.

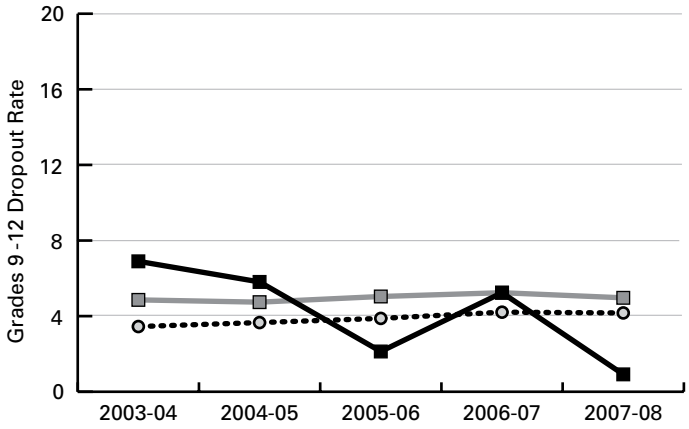
State
LEA
American Indian

n = the number of American Indian students attending

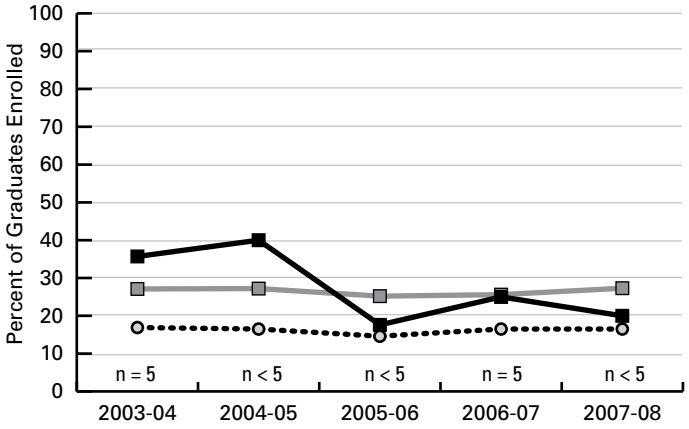
4-YEAR COHORT GRADUATION RATES



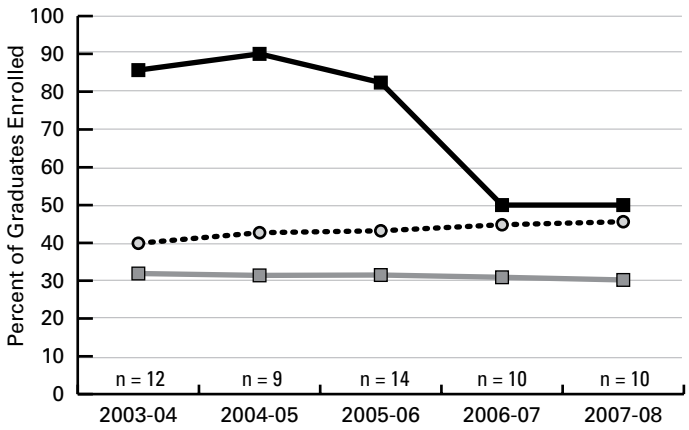
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



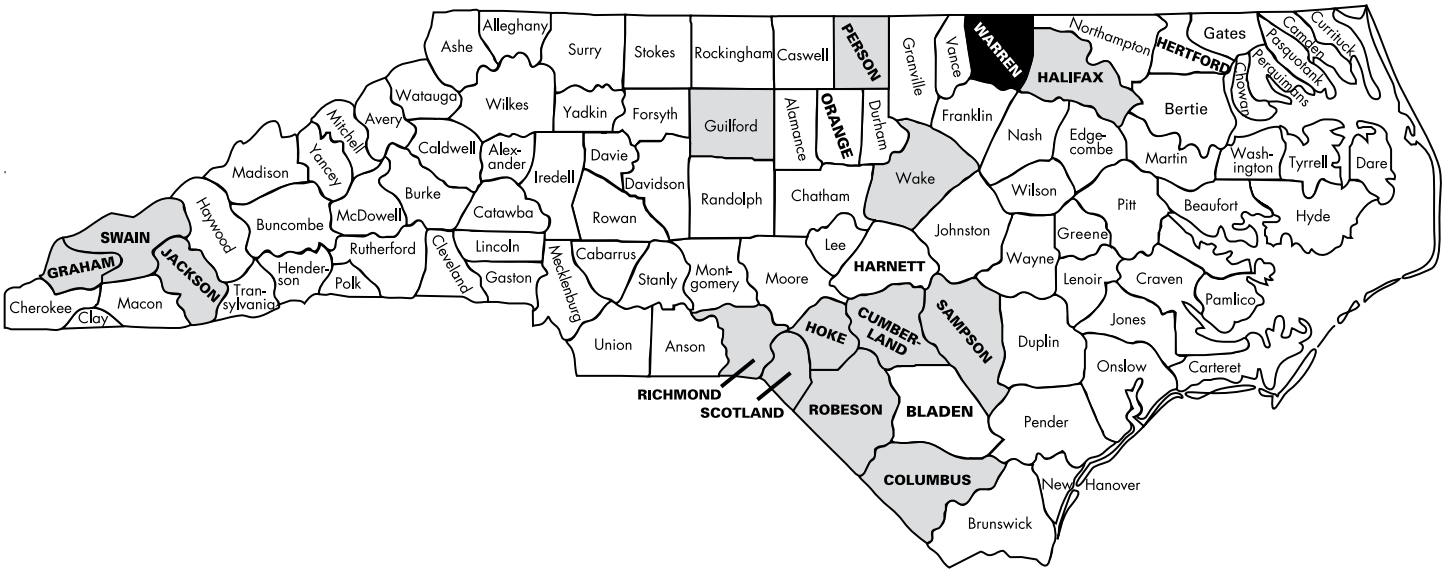
STUDENTS ATTENDING UNC SYSTEM SCHOOLS



WARREN COUNTY

LEA WEB SITE:
http://www.wcsk12.org/

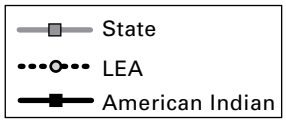
Warren County Title VII Indian Education Program serves American Indian students in grades K-12. Currently, 144 American Indian students are served through Title VII funding. The program offers students the opportunity to explore colleges and potential careers. Students attend various educational conferences and cultural events. They can engage in an after-school tutorial program and a Native American Student Association (NASA) Club. Our goal is to eliminate dropouts and increase test scores by fostering a culturally-relevant environment.



WARREN COUNTY

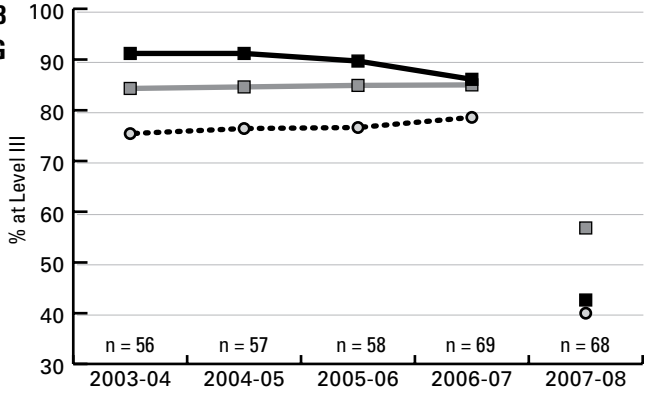
Reading and Math End of Grade Tests

Over the last five years, American Indian students have outperformed other students in Warren County and the state on End of Grade tests in reading and in math.

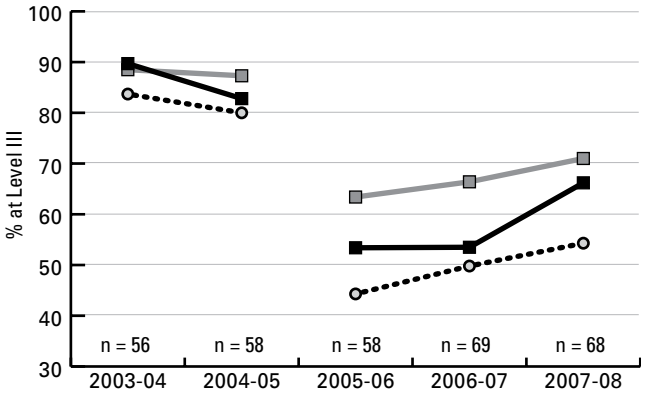


n = the number of American Indian students tested each year

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	100.0	75.0	90.9	78.6	46.2	68.3	67.3	77.1	72.4	34.5
	N Tested	7	12	11	14	13	224	202	175	199	206
4	% Grade Level	80.0	100.0	75.0	83.3	38.5	75.1	73.4	70.6	76.3	56.2
	N Tested	10	6	12	12	13	225	218	204	177	185
5	% Grade Level	100.0	100.0	100.0	83.3	33.3	85.1	86.3	85.8	85.3	38.7
	N Tested	10	11	6	12	9	222	226	211	191	181
6	% Grade Level	87.5	77.8	84.6	100.0	38.5	66.8	70.6	70.2	76.0	41.3
	N Tested	8	9	13	8	13	229	245	228	217	189
7	% Grade Level	90.9	100.0	100.0	100.0	25.0	77.2	76.1	78.1	85.8	33.2
	N Tested	11	8	8	13	8	250	243	228	211	214
8	% Grade Level	100.0	100.0	100.0	90.0	66.7	81.4	83.3	78.2	82.1	38.3
	N Tested	10	11	8	10	12	253	258	243	224	214

EOG MATHEMATICS, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	85.7	75.0	NA	50.0	84.6	82.1	72.8	NA	58.3	59.2
	N Tested	7	12	NA	14	13	224	202	NA	199	206
4	% Grade Level	90.0	83.3	25	50.0	61.5	92.0	84.5	43.6	49.2	63.2
	N Tested	10	6	12	12	13	225	219	204	179	185
5	% Grade Level	100.0	83.3	66.7	58.3	66.7	94.6	86.3	54.5	49.2	53.0
	N Tested	10	12	6	12	9	222	227	213	191	181
6	% Grade Level	100.0	100.0	30.8	37.5	46.2	85.2	85.0	40.2	53.9	49.7
	N Tested	8	9	13	8	13	229	247	229	219	189
7	% Grade Level	90.9	75.0	87.5	61.5	50.0	74.4	70.2	37.1	42.4	42.1
	N Tested	11	8	8	13	8	250	245	229	210	214
8	% Grade Level	80.0	81.8	75.0	70.0	83.3	77.1	80.7	38.3	48.7	59.2
	N Tested	10	11	8	10	12	253	259	243	226	213

WARREN COUNTY

End of Course Tests

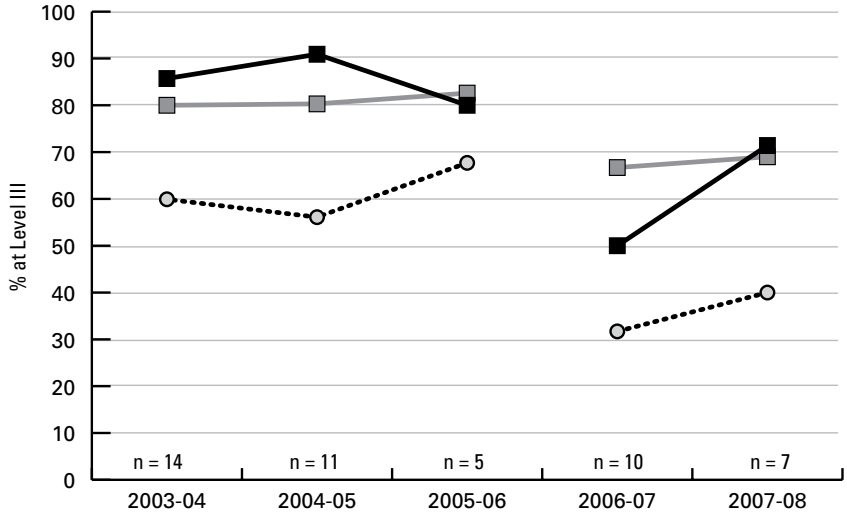
For the last five years, American Indian students have outperformed other Warren County students on End of Course tests in Algebra I and English I. In both 2003-04 and 2005-06, all Native students scored proficient in English I.

In each of the last four years, American Indian students have outperformed other county students on the EOC Biology test.

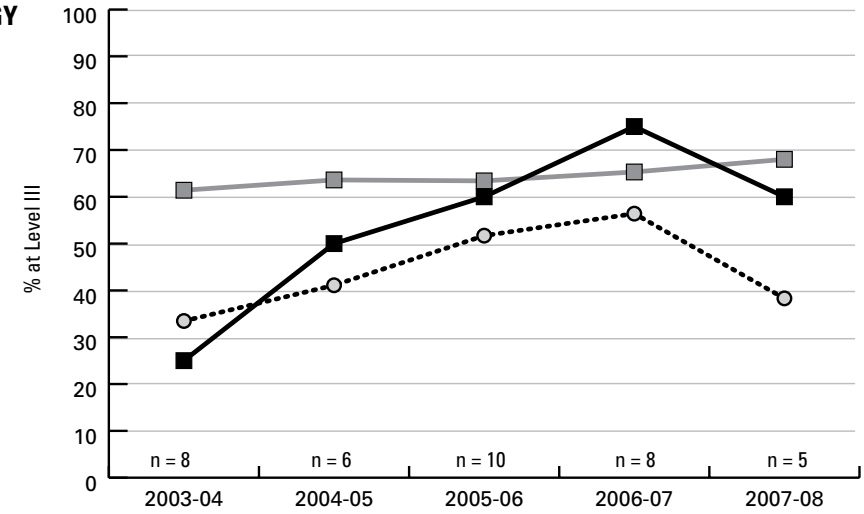
State
LEA
American Indian

n = the number of American Indian students tested each year

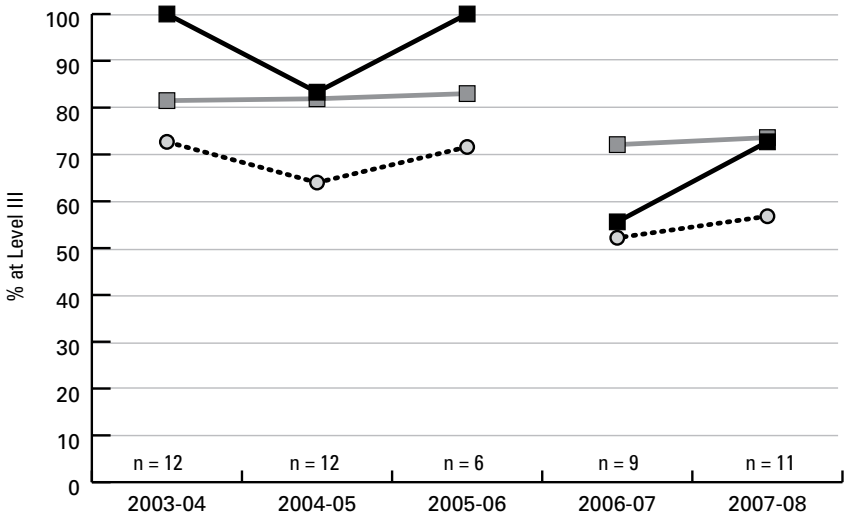
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

WARREN COUNTY

High School Completion and College Enrollment

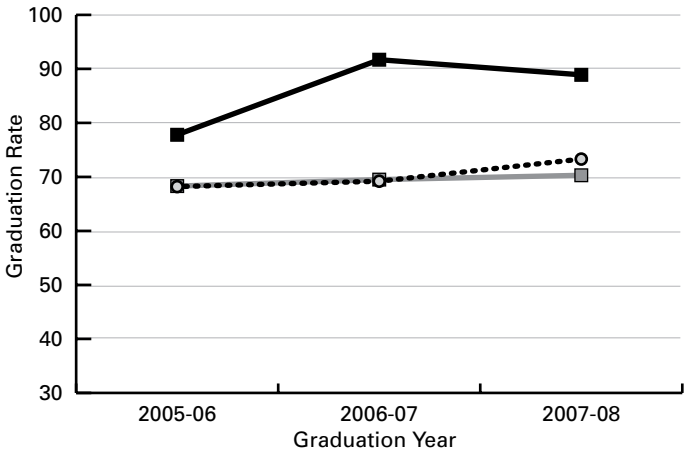
The dropout rate for American Indian students in Warren County has steadily improved over the last three years. In 2007-08, there were no American Native dropouts in Warren County. The cohort graduation rate for Native students has exceeded the rate for other county and state students in all three years that it has been calculated.

By summing the college enrollment numbers for the last five years, it can be determined that American Indian students have enrolled in NC community colleges at a higher rate than other Warren County students. Until 2007-08, Native students enrolled in UNC system schools at a lower rate than other county students.

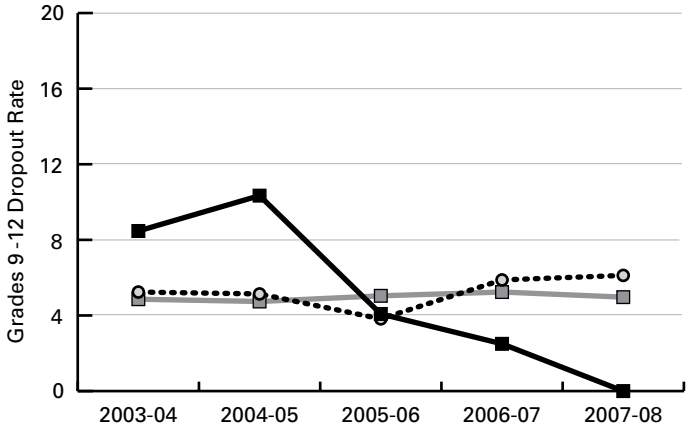
State
LEA
American Indian

n = the number of American Indian students attending

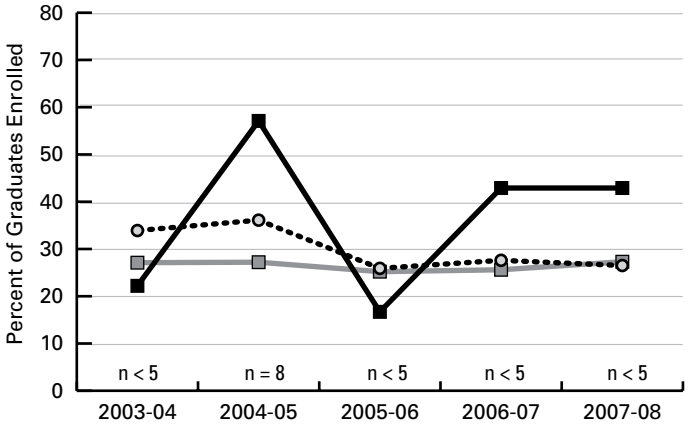
4-YEAR COHORT GRADUATION RATES



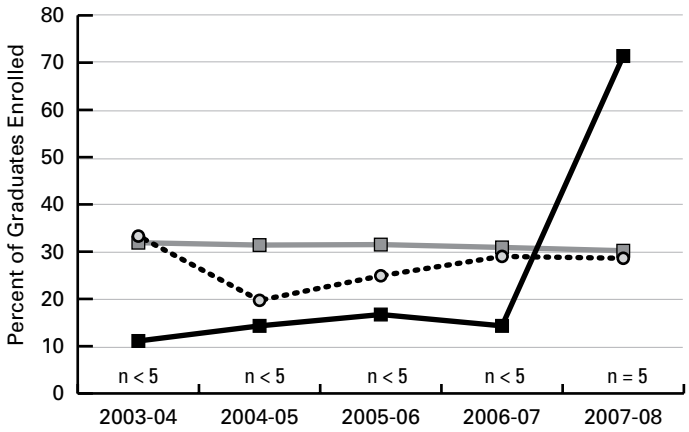
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



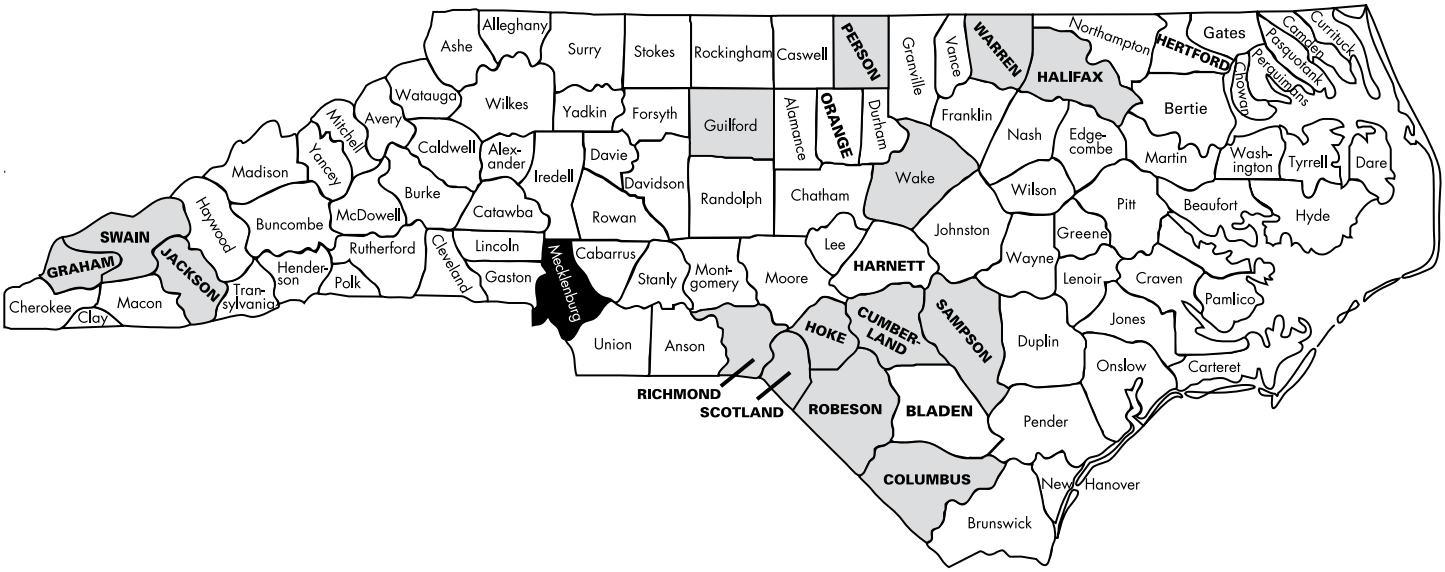
Prior Grantees: Title VII School Districts

CHARLOTTE/MECKLENBURG

LEA WEB SITE:
http://www.cms.k12.nc.us

Mecklenburg is the state's most populous county and is dominated by the city of Charlotte. The county is considered 96.2% urban and 3.8% rural for census purposes. According to the 2000 Census, 6.6% of county residents live in poverty. 86.2% of adult residents have at least a high school diploma, and 37.1% have at least a Bachelors degree. The unemployment rate in 2006 was 4.5%, compared with 4.8% for the state overall.

Charlotte-Mecklenburg's 2008-09 school membership of 134,060 was the second largest in the state. From 2000 to 2006, the county grew 19.0%, compared to 10.1% for the state overall. American Indians comprise 0.5% of the population, and the school population identified as American Indian is 624. The two largest racial groups in the county are white (64.0%) and black (27.7%).



CHARLOTTE/ MECKLENBURG

Reading and Math End of Grade Tests

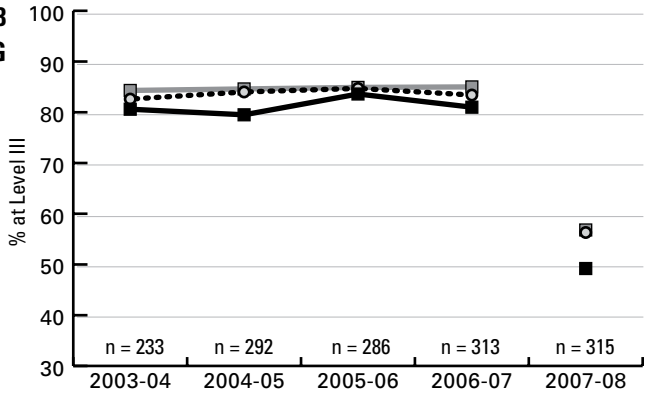
The grade 3-8 reading achievement of Charlotte-Mecklenburg's American Indian students has slightly trailed the LEA and state averages over the last five years.

American Indian math achievement has trailed the LEA and state averages since 2004-05.

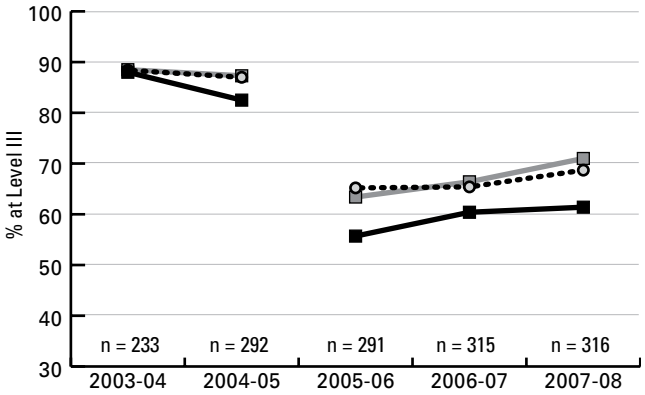
State
LEA
American Indian

n = the number of American Indian students tested each year

Grades 3-8 COMBINED READING



Grades 3-8 COMBINED MATH



EOG READING, Percent of Students At/Above Grade Level

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	78.7	70.2	79.4	73.4	51.2	84.2	83.8	86.0	83.8	56.9
	N Tested	61	57	63	79	41	8317	9017	9386	9959	10598
4	% Grade Level	76.7	78.0	88.1	92.0	49.3	84.7	84.3	85.5	87.6	61.4
	N Tested	43	59	42	50	67	7904	8870	9123	9473	9940
5	% Grade Level	100.0	88.1	83.3	92.5	54.5	88.8	89.9	90.0	91.8	58.2
	N Tested	37	42	54	53	55	7699	8857	8990	9089	9573
6	% Grade Level	78.0	80.0	80.6	74.1	63.0	76.8	78.3	78.3	79.9	59.4
	N Tested	41	45	36	58	54	7918	8892	9126	8948	9164
7	% Grade Level	76.2	86.8	85.4	90.6	28.6	82.2	81.8	83.7	83.3	50.1
	N Tested	21	53	48	32	56	7995	9130	9094	9192	9343
8	% Grade Level	86.7	75.0	86.0	87.8	50.0	87.7	85.6	84.8	86.9	51.6
	N Tested	30	36	43	41	42	7518	9105	9223	9048	9505

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	86.9	73.7	NA	62.0	70.7	89.7	85.8	NA	71.6	70.9
	N Tested	61	57	NA	79	41	8317	9056	NA	10018	10659
4	% Grade Level	90.7	88.1	67.4	70.0	65.7	95.6	92.8	68.1	70.1	71.9
	N Tested	43	59	43	50	67	7904	8920	9173	9516	10006
5	% Grade Level	97.3	92.9	59.3	67.9	67.3	94.7	91.2	68.5	70.4	73.0
	N Tested	37	42	54	53	55	7699	8908	9042	9137	9608
6	% Grade Level	97.6	88.9	57.9	54.2	58.5	90.2	87.8	61.9	62.8	65.8
	N Tested	41	45	38	59	53	7918	8948	9139	8970	9190
7	% Grade Level	76.2	81.1	40.8	66.7	50.0	84.5	82.7	58.9	61.1	64.2
	N Tested	21	53	49	33	56	7995	9175	9081	9190	9370
8	% Grade Level	90.0	69.4	45.2	51.2	56.8	85.1	80.9	62.2	64.8	66.1
	N Tested	30	36	42	41	44	7518	9146	9226	9046	9518

CHARLOTTE/ MECKLENBURG

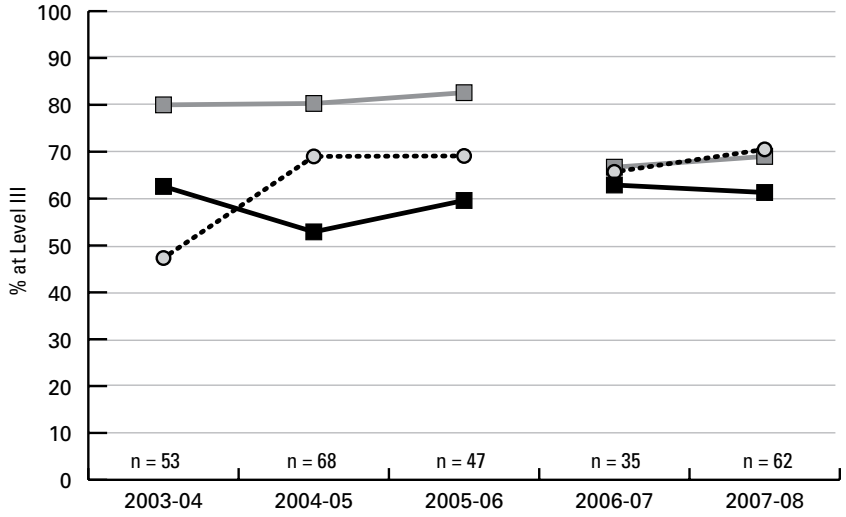
End of Course Tests

American Indian student performance on the End of Course tests trailed that of other Mecklenburg County students for the last four years in Algebra I and for four of the last five years in Biology. On the English I EOC test, the percentage of Native students scoring proficient has also trailed other county students over the last five years; however, in the last two years the deficit has been reduced to a percentage point or less.

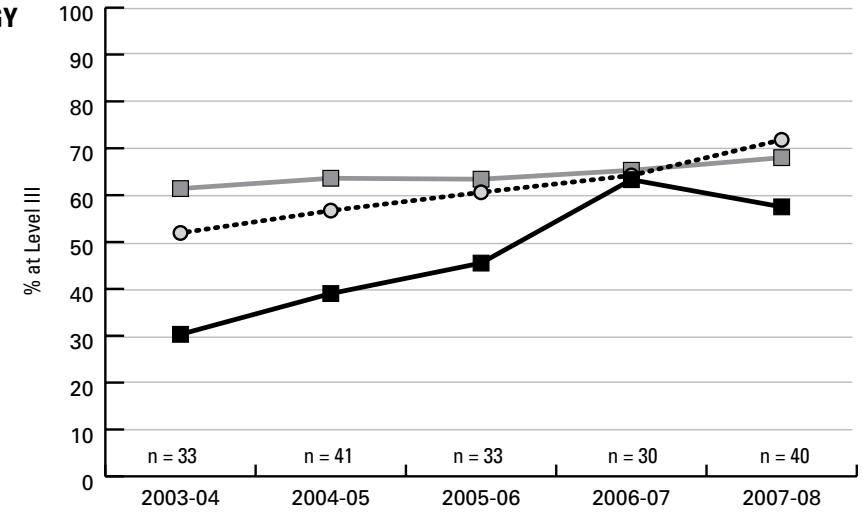
State
LEA
American Indian

n = the number of American Indian students tested each year

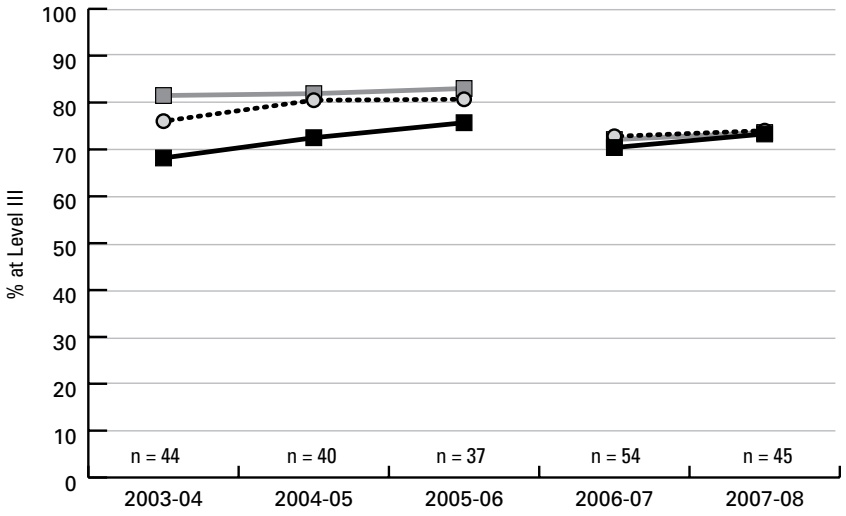
ALGEBRA I



BIOLOGY



ENGLISH I



Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

CHARLOTTE/ MECKLENBURG

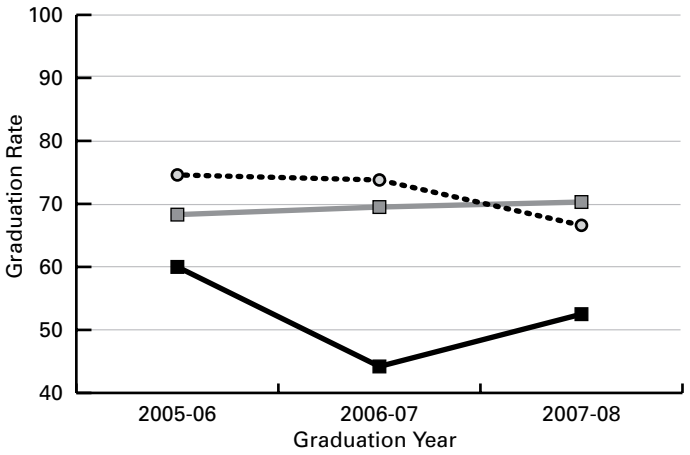
High School Completion and College Enrollment

Charlotte-Mecklenburg's American Indian students drop out in higher proportions and graduate at lower rates than the state and district averages. However, those who graduate enroll in UNC system schools and the state's community colleges at rates comparable to other students in the district and the state.

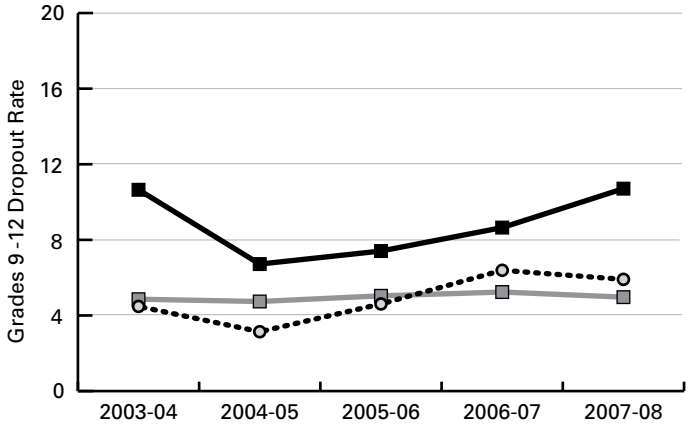
State
LEA
American Indian

n = the number of American Indian students attending

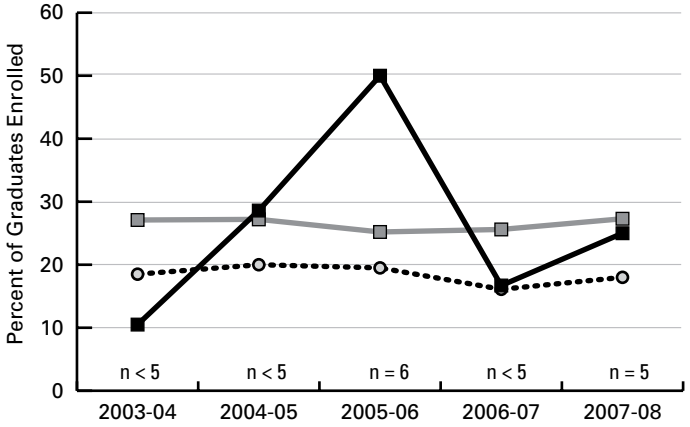
4-YEAR COHORT GRADUATION RATES



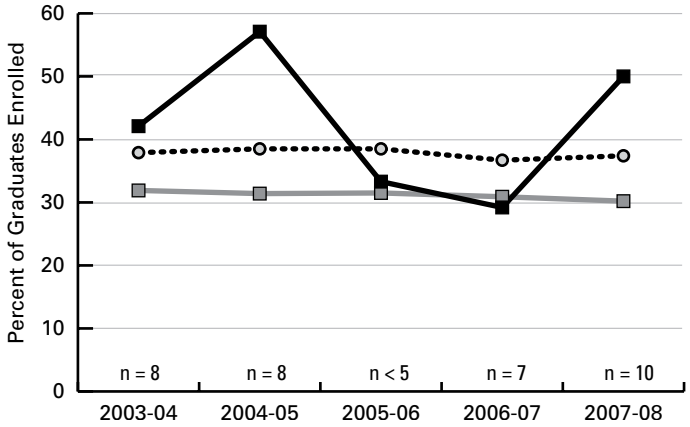
DROPOUT RATES



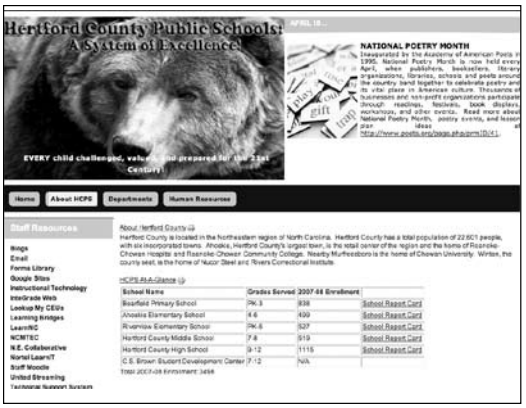
STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



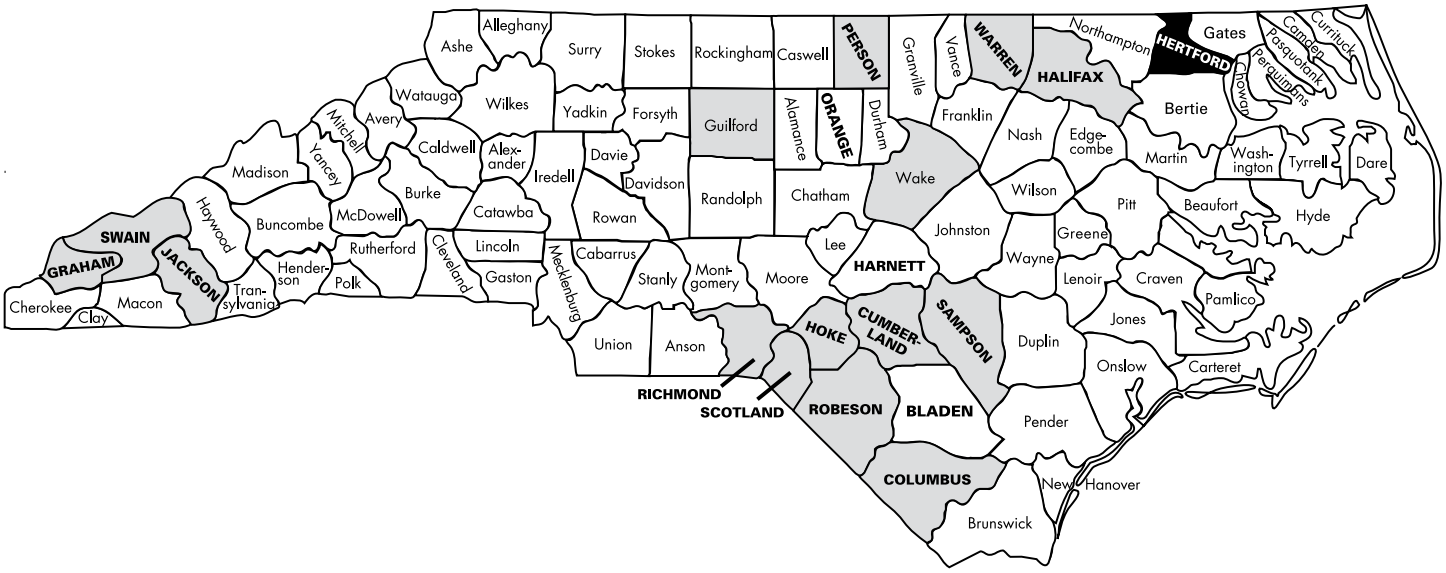
HERTFORD COUNTY



LEA WEB SITE:
http://www.hertford.k12.nc.us/

Hertford County is in northeastern North Carolina along the Virginia border. According to the 2000 Census, 20.8% of county residents live in poverty. 65.6% of adult residents have at least a high school diploma, but only 11.1% have at least a Bachelors degree.

Hertford County's 2007-08 school membership was 3,231. Nine students in Hertford schools are identified as American Indian. From 2000 to 2006, the county grew 2.6%, compared to 10.1% for the state overall. American Indians comprise 1.2% of the population. The two largest racial groups in the county are black (59.6%) and white (37.4%).



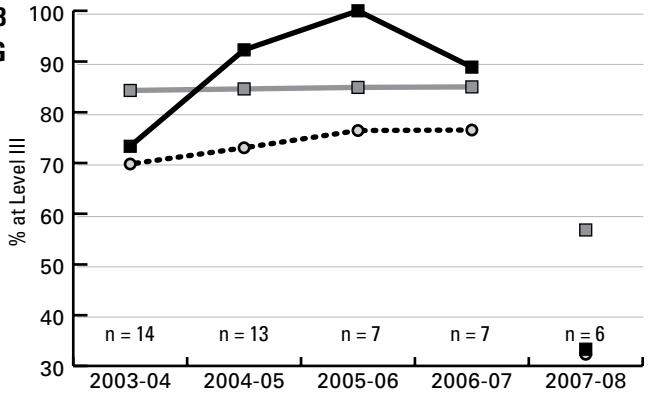
HERTFORD COUNTY

Reading and Math End of Grade Tests

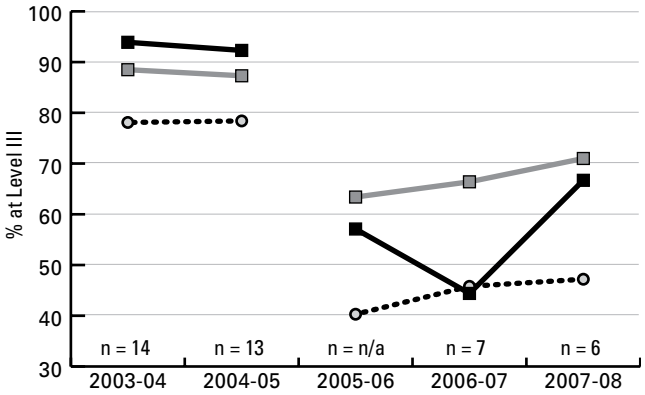
From 2004-05 to 2006-07, the percentage of Hertford County's grade 3-8 American Indian students reading proficiently exceeded the state average. In 2007-08, the percentage proficiency dropped below the state average.

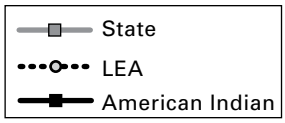
In math, American Indian students performed higher that the state and county averages in 2003-04 and 2004-05. The percentage proficiency of Indian students trailed the state average the last three years, but exceeded the county average two of the last three years.

Grades 3-8
COMBINED READING



Grades 3-8
COMBINED MATH





n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level	*	*	0	*	0	67.1	73.1	70.0	76.8	30.6
	N Tested	n<5	n<5	0	n<5	0	237	264	230	228	245
4	% Grade Level	*	*	0	0	*	71.6	66.5	72.9	80.0	37.4
	N Tested	n<5	n<5	0	0	n<5	243	239	240	195	206
5	% Grade Level	*	*	*	0	*	81.4	78.2	79.5	87.5	29.6
	N Tested	n<5	n<5	n<5	0	n<5	237	262	234	232	199
6	% Grade Level	*	*	*	*	0	56.6	72.8	74.1	74.3	38.4
	N Tested	n<5	n<5	n<5	n<5	0	256	265	251	230	232
7	% Grade Level	60.0	80.0	*	*	*	71.7	67.0	84.8	79.8	30.2
	N Tested	5	5	n<5	n<5	n<5	272	264	263	242	225
8	% Grade Level	*	0	*	*	*	73.1	79.4	76.2	86.7	28.1
	N Tested	n<5	0	n<5	n<5	n<5	275	287	252	249	235

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2003-04	2004-05	2005-06	2006-07	2007-08	2003-04	2004-05	2005-06	2006-07	2007-08
3	% Grade Level			NA		0	78.1	74.3	NA	49.4	52.8
	N Tested	n < 5		NA	n < 5	0	237	272	NA	233	246
4	% Grade Level					*	89.3	84.0	46.7	45.2	43.7
	N Tested	n < 5	n < 5			n<5	243	243	242	199	213
5	% Grade Level					*	89.5	81.0	41.0	52.8	46.2
	N Tested	n < 5	n < 5	n < 5		n<5	237	268	239	233	199
6	% Grade Level					0	80.5	83.3	45.3	41.4	50.6
	N Tested	n < 5	n < 5	n < 5	n < 5	0	256	275	258	232	233
7	% Grade Level	80.0				*	67.3	69.9	36.6	40.7	47.6
	N Tested	5	n < 5	n < 5	n < 5	n<5	272	266	273	246	229
8	% Grade Level		80.0			*	72.4	78.5	29.4	45.2	43.3
	N Tested	n < 5	5	n < 5	n < 5	n<5	275	289	255	259	238

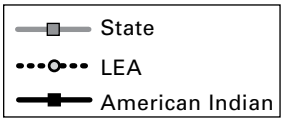
HERTFORD COUNTY

High School Completion and College Enrollment

EOC page intentionally omitted: Hertford does not have enough American Indian high school students to calculate meaningful statistics on EOC test performance.

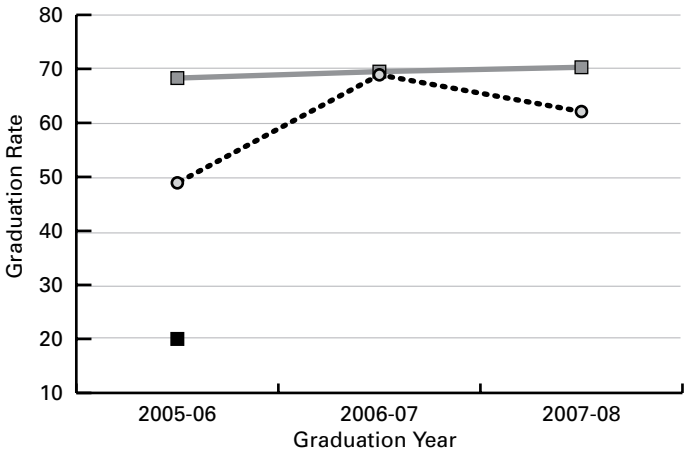
Because Hertford County high schools have only a few American Indian students, dropout and graduation rates are not very meaningful. There were too few native students in 2007 and 2008 to calculate a graduation rate. However, it can be noted that no American Indian students dropped out of school in three of the last five years.

Hertford does not have enough American Indian graduates to calculate meaningful rates of college attendance.

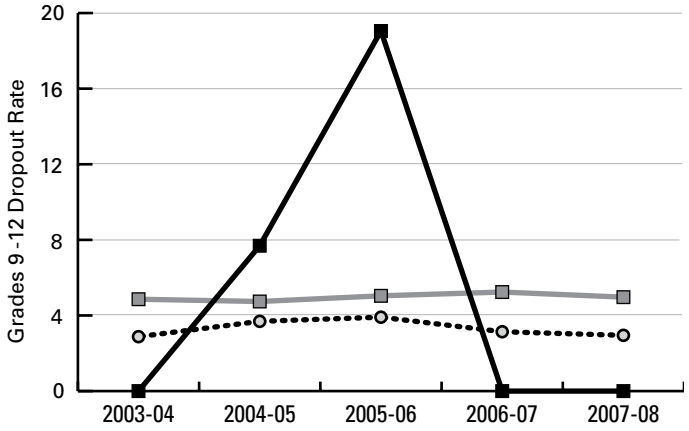


n = the number of American Indian students attending

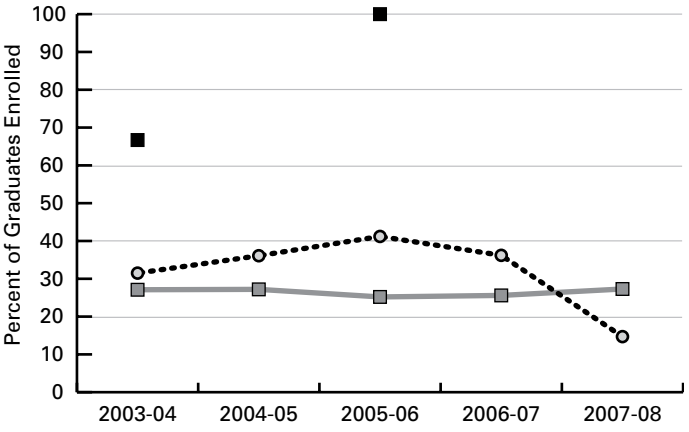
4-YEAR COHORT GRADUATION RATES



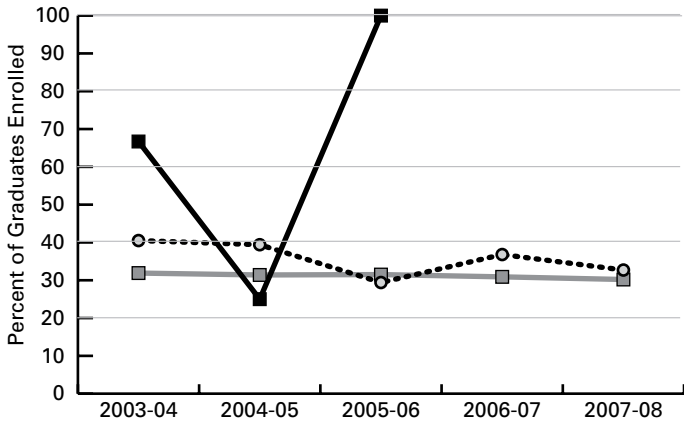
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



Appendices

Appendix A

American Indian Mascots Update

Public Schools of North Carolina Use of American Indian School Mascots 2008-09

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

In 2002, 73 North Carolina schools in 43 school districts had an American Indian mascot or imagery. As of May 8, 2009, 38 NC schools in 21 school districts were using American Indian mascots. This is a decrease of approximately 48% over a 7-year span.

Gamewell Elementary School in Caldwell County was added to the list on April 17, 2009. It was verified on the school website that Gamewell Elementary still maintains the Indian Scouts as the school mascot.

Eastern Wayne Elementary School in Wayne County was added to the list on April 28, 2009.

Northeast Elementary School in Wayne County was removed from the list due to misinformation.

As of May 2009, the following schools have changed their mascot or currently do not have a mascot:

Local Education Agency (LEA)	School Name	Previous Mascot	Current Mascot	Date Changed
Avery	Newland Elem School	Indians	None	2000-2001
Beaufort	Chocowinity High School (Southside High School)	Fighting Indians	Seahawks	January 2000
Buncombe	Clyde A Erwin High School	Squaws	Warriors	1999 - Result of compromise with U.S. Dept. of Justice
Burke	Icard Elem School	Warriors	Colts	April 2004
Cabarrus	Northwest Cabarrus Middle School	Warriors	Titans	2004
Carteret	White Oak Elem School	Indians	Tree	2000
Catawba	Catawba Middle School	Indians	Dragons	2002
	Saint Stephens Elem	Indians	None	2001
Columbus	Old Dock Elementary	Braves	Colts	June 2008
Craven	Brinson Memorial Elem School	Braves	Bears	2002
Cumberland	Westover Middle School	Warriors	Wildcats	2002
Dare	Manteo Elementary	Braves-in-Training	None	2006-07 school yr
Granville	Stovall-Shaw Elem School	Braves	Eagles	2004
	J.F. Webb High School	Warriors	Warrior (spage-age imagery)	January 2005
Guilford	Alamance Elem School	Indians	Wolves	2003
	Andrews High School	Red Raiders	Red Raiders (do not use Indian imagery	May 2004
	Southern Guilford HS	Indians	The Storm	March 2004
Haywood	Junaluska Elem School	Warriors	Eagles (Indian motif remained in honor of school's namesake)	Unavailable
Henderson	Etowah Elementary	Indians	All-Stars	August 2008
Charlotte/Mecklenburg	Coulwood Middle School	Braves	Catamounts	2002
	McKee Road Elem School	Indians	All Stars	2000
	The Paideia Academy at Oakhurst (Oakhurst Elem)	Indians	Dolphins	Unavailable
	West Meck Senior High	Indians	Hawks	2004
New Hanover	Ogden Elem School	Indians	Stingrays	1999
Pamlico	Arapahoe Charter School	Warriors	Bobcats	March 2009
Pitt	Ayden Middle School	Warriors	Knights	2002
Randolph	Southeastern 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	Wildcats	January 2008
Union	Indian Trail Elem School	Warriors	Tumbles the Timberwolf	September 2007
	Waxhaw Elem School	Indians	Bluebird	Spring 2004
Watauga	Valle Crucis Elem School	Indians	Bears	2006
Wilkes	Millers Creek Elem School	Redskins	Ravens	2002
	West Wilkes Middle School	Redskins	Knights	2002
Yancey	Micaville Elementary	Redskins	Miners	August 2008

Appendix B

Strategic Pathway for Strengthening American Indian Education

Mission: The mission of the State Advisory Council on Indian Education is to create a system that engages state policy leaders, public school personnel, parents, tribal leaders and communities in providing educational experiences and cultural opportunities that promote high expectations and accountability for the academic achievement of American Indian students, thus preparing students for success in a globally competitive environment.

Vision: Every American Indian student in North Carolina will graduate from academically rigorous and culturally relevant high schools as well-prepared lifelong learners globally competitive for work and postsecondary education.

SBE GOAL 1: NC PUBLIC SCHOOLS WILL PRODUCE GLOBALLY COMPETITIVE STUDENTS.

SACIE Pathway Goal 1.1: American Indian students will have quality instruction sensitive to their diverse learning styles and cultural uniqueness, enabling them to graduate from high school with globally competitive skills that focus on high levels of literacy and mathematical competence and also self-motivation and self-direction.

SACIE Pathway Goal 1.2: American Indian students will be exposed to curricula that integrate interdisciplinary themes and relevant learning projects into core curriculum in order to engage and assist students in acquiring essential skills and improving their academic performance.

SACIE Pathway Goal 1.3: American Indian students will have the opportunity to explore careers through internships, vocational education and real-world opportunities.

Pathway Objective 1(a): By 2013, 95% of American Indian high school students will graduate from public high schools with a regular diploma.

Year	Actual Performance
2006-07	55.6% (Baseline)
2007-08	55.7%

Pathway Objective 1(b): By 2013, 95% of American Indian high school students will successfully complete graduation projects that show mastery of critical thinking and problem-solving skills and preparedness for work and/or postsecondary education.

Year	Actual Performance
	Baseline data will be available in 2009-10

Pathway Objective 1(c): By 2013, 95% of American Indian students will score at or above proficiency on reading, math and science state assessments.

Year	
2006-07	Actual Math Performance (Grades 3-8 EOG Test Composite)
	54.1% (Baseline)
2007-08	Actual Math Performance (Grades 3-8 EOG Test Composite)
	58.6%
2006-07	Actual Reading Performance (Grades 3-8 EOG Test Composite)
	78.8% (Baseline)
2007-08	Actual Reading Performance (Grades 3-8 EOG Test Composite)
	39.9%
2006-07	Science Performance
	Baseline data Fall 2009

Pathway Objective 1(d): By 2013, the percentage of American Indian high school students enrolled in Advanced Placement (AP) courses will be proportional to that of the overall state student population enrolled in AP courses, which is currently 10.18%.

Year	Actual Performance
2006-07	3.68% (188 students)
2007-08	3.41% (190 students)

Pathway Objective 1(e): By 2013, 95% of American Indian students will score at or above proficient on CTE Technical Attainment.

Year	Actual Performance
2006-07	46% (Baseline)
2007-08	56.1%

SBE GOAL 2: NC PUBLIC SCHOOLS WILL BE LED BY 21ST CENTURY PROFESSIONALS.

SACIE Pathway Goal 2.1: Teachers and school professionals will be knowledgeable about American Indians in North Carolina and will provide students with culturally responsive instruction.

SACIE Pathway Goal 2.2: Teachers and school professionals will be highly qualified using diverse assessment measures to identify the needs of American Indian students to inform classroom instruction and improve teaching and learning.

SACIE Pathway Goal 2.3: Teachers and school professionals will engage parents, tribal leaders and communities in creating effective partnerships that enhance educational experiences and cultural opportunities.

Pathway Objective 2(a): Through 2013, there will be an annual increase in the percentage of teachers and school professionals participating in quality professional development that prepares for culturally sensitive instruction and provides tribal and cultural knowledge.

Year	Actual Performance
	Baseline data will be available in 2009-10

Pathway Objective 2(b): By 2013, 99% of teachers in local school districts with significant populations of American Indian students (significant defined as enrollment of 15 or greater) will be highly qualified.

Year	Actual Performance
2006-07	97.49% (Baseline)
2007-08	97.98%

Pathway Objective 2(c): By 2013, 85% of American Indian parents, tribal leaders and communities will indicate satisfaction with their students' public school experience.

Year	Actual Performance
	Baseline data will be available in 2009-10

SBE GOAL 3: HEALTHY, RESPONSIBLE STUDENTS FOR THE 21ST CENTURY

SACIE Pathway Goal 3.1: American Indian students will have learning environments that are culturally inviting, healthy, supportive and respectful, thereby empowering them to be responsible citizens.

SACIE Pathway Goal 3.2: American Indian students will develop strong cultural and personal identities and character through participation in unique educational and counseling programs.

Pathway Objective 3(a): By 2013, a decrease of 50% in the number of public schools using American Indian sport mascots, logos and demeaning imagery.

Year	Actual Performance
2007-08	41 Public Schools (Baseline)
2008-09	38

Pathway Objective 3(b): By 2013, increase the ratio of American Indian students served by Title VII Indian education programs to 0.950, which is 19 out of 20 students.

Year	Actual Performance
2007-08	0.847 (Baseline)
2008-09	0.844

Pathway Objective 3(c): By 2013, an increase of 100% in the number of high schools serving a significant population of American Indian students offering an American Indian Studies course.

Year	Actual Performance
2007-08	5 (Baseline)
2008-09	18

SBE GOAL 4: LEADERSHIP WILL GUIDE INNOVATION IN NC PUBLIC SCHOOLS.

SACIE Pathway Goal 4.1: American Indian students will participate in innovative educational opportunities.

Pathway Objective 4(a): By 2013, the percentage of American Indian students enrolled in NC Virtual High School and Science, Technology, Engineering & Mathematics (STEM) High Schools will be at least proportional to that of the overall state American Indian high school student population.

Year	Actual Performance NC Virtual High School
2007-08	3.69% (Baseline)

Year	Actual Performance STEM High Schools
2007-08	0.9%
2008-09	4.04%

Pathway Objective 4(b): By 2013, increase the number of local school districts receiving federal funding for Title VII Indian Education programs by 50%.

Year	Actual Performance
2007-08	17 (Baseline)
2008-09	17

Appendix C

The National Indian Education Study (NIES)

Study Overview

The National Indian Education Study (NIES) is a two-part study designed to describe the condition of education for American Indian and Alaska Native students in the United States. NIES was authorized under the 2004 Presidential Executive Order 13336. The purpose of this order was to address the unique educational and culturally-related academic needs of the American Indian/Alaska Native (AI/AN) students and to provide assistance in meeting the challenging student achievement standards of the No Child Left Behind (NCLB) legislation.

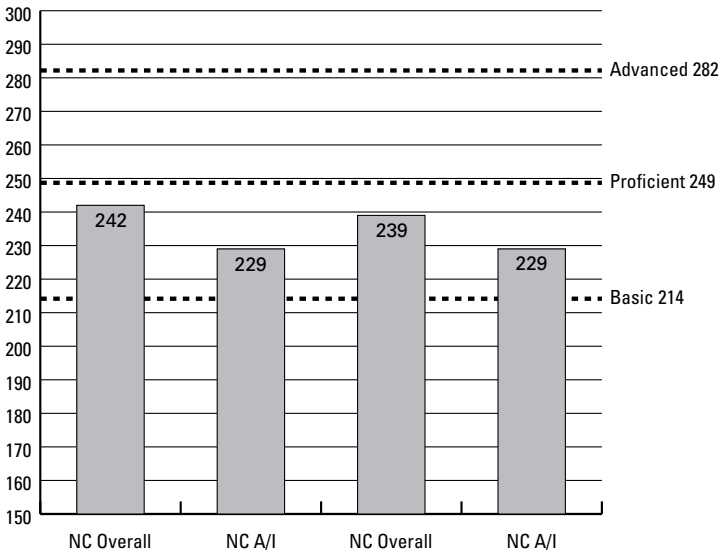
Part I of the NIES provides in-depth information on the academic performance of fourth- and eighth-grade American Indian and Alaska Native students on the National Assessment of Educational Progress (NAEP) in mathematics and reading.

Part II of the study presents the results of a special survey of AI/AN students and schools, focusing on demographic and cultural factors such as the integration of native language and culture into school and classroom activities.

The study was conducted in 2005, 2007, and 2009. Data are available for the nationally representative sample of American Indian and Alaska Native students in public, private, Department of Defense, and Bureau of Indian Education funded schools. The results are made available one year after the study is conducted.

2007 NAEP Mathematics Grade 4 Results

- North Carolina's average scale score for AI/AN students was 229. This was significantly higher than Alaska, New Mexico, South Dakota, and Arizona, but was not significantly different from the remaining six states the nation and the other 39 states.
- North Carolina's average scale score for AI/AN students (229) was significantly lower than the average scale score for all students in the NAEP sample for North Carolina (242). The nation's public schools students average scale score for AI/AN students (229) was also significantly lower than the average scale score for all students in the NAEP sample for the nation's public schools (239).
- North Carolina's average scale score for AI/AN students (229) was not significantly different from the nation's public schools average scale score for AI/AN students (229). North Carolina's average scale score for all students in the NAEP sample (242) was significantly higher than all students in the nation's public school sample (239).
- North Carolina and the nation's public school AI/AN students score in the Basic range of the NAEP achievement levels. For all students in the NAEP sample for North Carolina and the nation's public schools, students score in the Basic range of the NAEP scale.



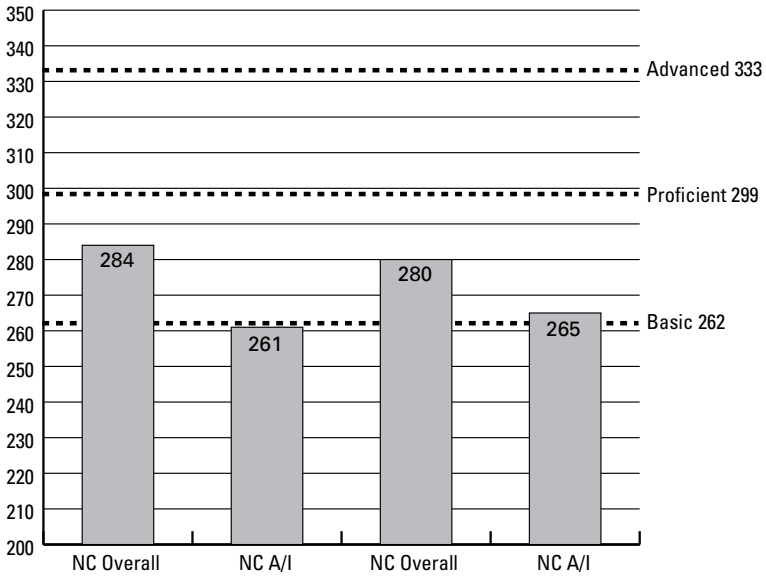
NC = North Carolina NP = National Public

NOTE: Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 213 or lower; Basic, 214-248; Proficient, 249-281; and Advanced, 282 and above. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments.

2007 NAEP Mathematics Grade 8 Results

- North Carolina's average scale score for AI/AN students was 261. This was not significantly different from the other ten states the nation and the other 39 states.
- North Carolina's average scale score for AI/AN students (261) was significantly lower than the average scale score for all students in the NAEP sample for North Carolina (284). The nation's public schools students average scale score for AI/AN students (265) was also significantly lower than the average scale score for all students in the NAEP sample for the nation's public schools (280).
- North Carolina's average scale score for AI/AN students (261) was not significantly different from the nation's public schools average scale score for AI/AN students (265). North Carolina's average scale score for all students in the NAEP sample (284) was significantly higher than all students in the nation's public school sample (280).
- North Carolina AI/AN students score in the below Basic range of the NAEP achievement levels and the nation's public school AI/AN students score in the Basic range of the NAEP achievement levels. For all students in the NAEP sample for North Carolina and the nation's public schools, students score in the Basic range of the NAEP scale.



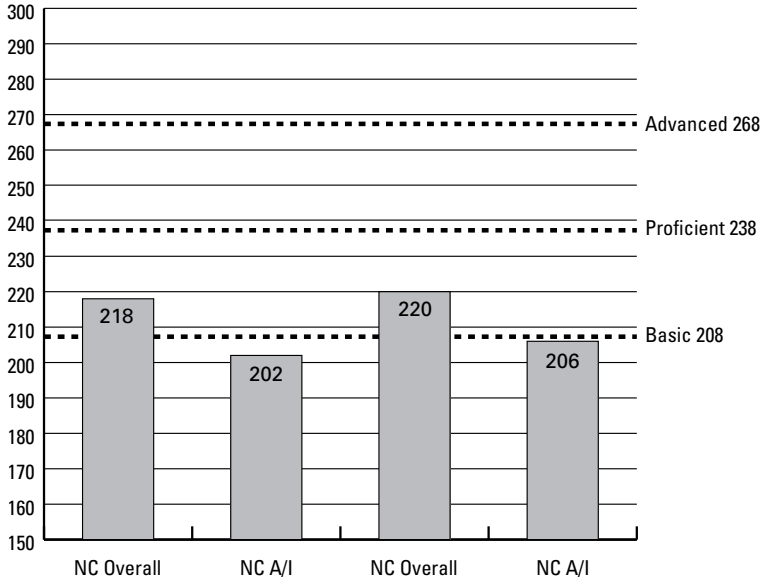
NC = North Carolina NP = National Public

NOTE: Achievement levels correspond to the following points on the NAEP mathematics scale: below Basic, 261 or lower; Basic, 262-298; Proficient, 299-332; and Advanced, 333 and above. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments.

2007 NAEP Reading Grade 4 Results

- North Carolina's average scale score for AI/AN students was 202. This was significantly higher than Alaska and Arizona, but not statistically different from the remaining eight states the nation and the other 39 states.
- North Carolina's average scale score for AI/AN students (202) was significantly lower than the average scale score for all students in the NAEP sample for North Carolina (218). The nation's public schools students average scale score for AI/AN students (206) was also significantly lower than the average scale score for all students in the NAEP sample for the nation's public schools (220).
- North Carolina's average scale score for AI/AN students (202) was not significantly different from the nation's public schools average scale score for AI/AN students (206). Also, North Carolina's average scale score for all students in the NAEP sample (218) was not significantly different from all students in the nation's public school sample (220).



NC = North Carolina NP = National Public

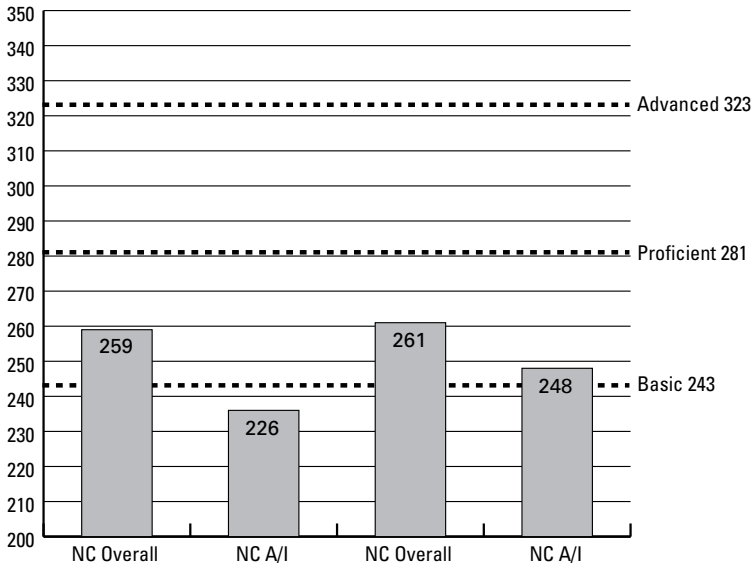
NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; and Advanced, 268 and above. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

- North Carolina and the nation's public school AI/AN students score in the below Basic range of the NAEP achievement levels. For all students in the NAEP sample for North Carolina and the nation's public schools, students score in the Basic range of the NAEP scale.

2007 NAEP Reading Grade 8 Results

- North Carolina's average scale score for AI/AN students was 236. This was significantly lower than Oregon, Oklahoma, and the other 39 states, but not statistically different from the nation, Washington, Montana, Minnesota, North Dakota, South Dakota, Alaska, New Mexico and Arizona.
- North Carolina's average scale score for AI/AN students (236) was significantly lower than the average scale score for all students in the NAEP sample for North Carolina (259). The nation's public schools students average scale score for AI/AN students (248) was also significantly lower than the average scale score for all students in the NAEP sample for the nation's public schools (261).
- North Carolina's average scale score for AI/AN students (236) was significantly lower than the nation's public schools average scale score for AI/AN students (248). North Carolina's average scale score for all students in the NAEP sample (218) was not significantly different from all students in the nation's public school sample (220).
- North Carolina AI/AN students score in the below Basic range of the NAEP achievement levels and the nation's public school students score in the Basic range of the NAEP achievement levels. For all students in the NAEP sample for North Carolina and the nation's public schools, students score in the Basic range of the NAEP scale.



NC = North Carolina NP = National Public

NOTE: Achievement levels correspond to the following points on the NAEP reading scale: below Basic, 207 or lower; Basic, 208-237; Proficient, 238-267; and Advanced, 268 and above. Performance comparisons may be affected by differences in exclusion rates for students with disabilities and English language learners in the NAEP samples and by changes in sample sizes.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments.

How Results Are Reported

The survey report presents findings in three categories:

- Student Characteristics focuses on basic demographic information about AI/AN students, including geographic location, the types of schools they attend, socioeconomic and learning factors, and home support for learning.
- Teacher and School Characteristics provides information about the teachers and schools that serve AI/AN students, including the racial/ethnic and linguistic backgrounds of teachers, the education and preparation of teachers, and the characteristics of the schools, including staffing and school climate.
- Integration of Language and Culture presents survey results showing the extent of students' knowledge of their tribe or group, the use of tribal languages within the home and at school, teachers' integration of culture and language into the classroom, and students' exposure to their AI/AN community and culture.

The report compares the results for AI/AN students attending high density schools (those in which at least 25 percent of the students are AI/AN) with those for students attending low density schools (those in which less than 25 percent of the students are AI/AN), and makes comparisons between the results for AI/AN students attending public and Bureau of Indian Education (BIE) schools.

Results for American Indian/Alaska Native students are also presented for five NIES-defined regions of the country: Atlantic, North Central, South Central, Mountain, and Pacific. These regions, which differ from those used in other NAEP reports, are based on U.S. Census divisions and are configured to align with the overall distribution of the AI/AN student population. The regional results are based on samples from students enrolled in all types of schools (public, private, BIE, and Department of Defense) and reflect the combined samples from all of the states within each region.

Geographic Factors

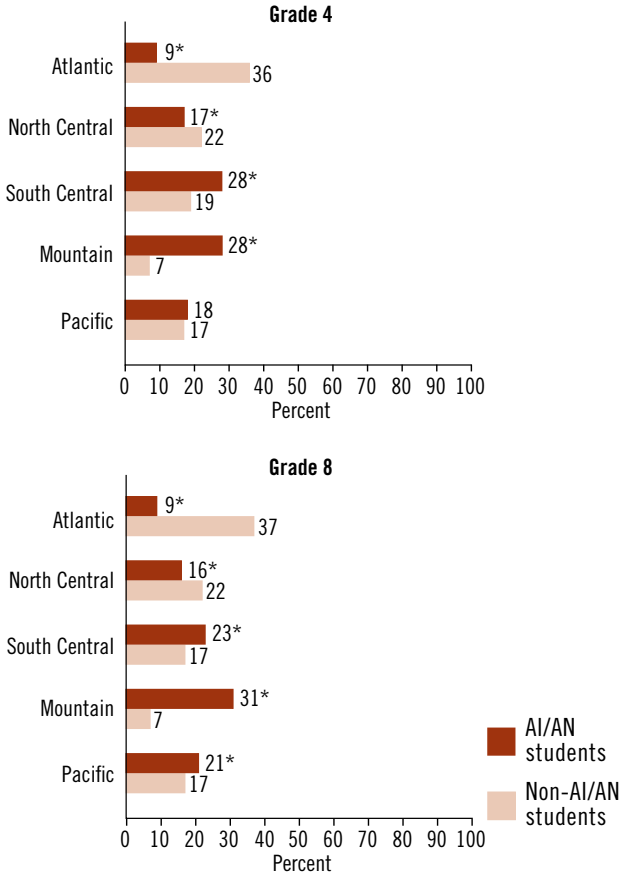
How are AI/AN students distributed across the regions of the United States?

AI/AN students were not evenly distributed across the five regions in which the schools they attended were located. Fifty-six percent of fourth-grade and 54 percent of eighth-grade AI/AN students attended schools in the South Central and Mountain regions (figure 1-1).

Forty percent of fourth-grade and 46 percent of eighth-grade AI/AN students attending high density schools were concentrated in the Mountain region (figure 1-2).

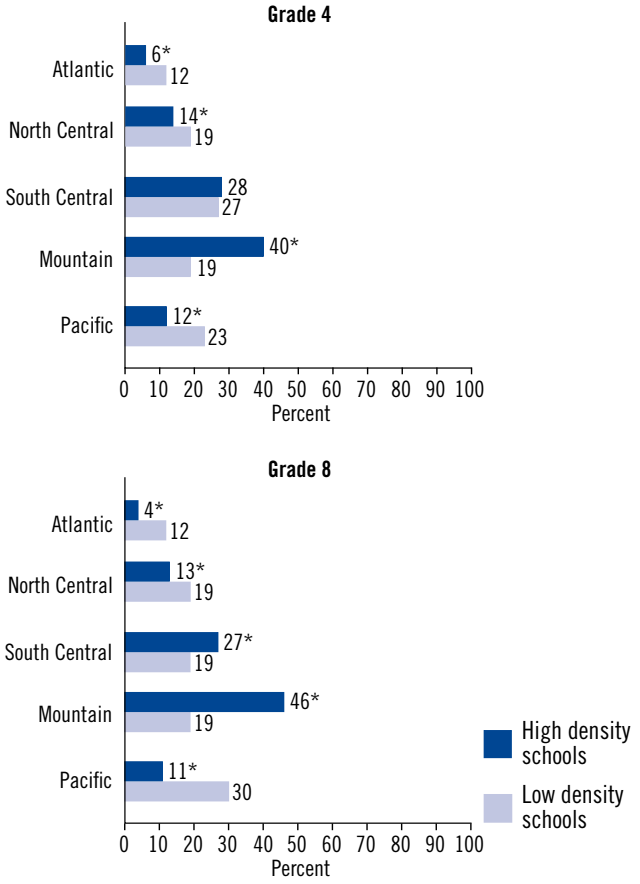
AI/AN students attending BIE schools were also concentrated in the Mountain region—66 percent at grade 4 and 59 percent at grade 8 (table 1-1).

Figure 1-1. Percentage of fourth- and eighth-grade students, by region and student group: 2007



* Significantly different ($p < .05$) from non-AI/AN students.
NOTE: AI/AN = American Indian/Alaska Native. Regions are defined in the Technical Notes. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 1-2. Percentage of fourth- and eighth-grade AI/AN students, by region and school density: 2007



* Significantly different ($p < .05$) from low density schools.
NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Regions are defined in the Technical Notes. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

NIES Study

Table 1-1. Percentage of AI/AN students, by grade, type of school, and region: 2007

Region	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
Atlantic	10	1*	9	#*
North Central	17	24*	15	31*
South Central	30	5*	25	6*
Mountain	24	66*	27	59*
Pacific	19	4*	24	4*

\# Rounds to zero.
* Significantly different ($p < .05$) from public schools.
NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Regions are defined in the Technical Notes. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

SOURCE: 2009 National Indian Education Study - Part II: The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8, R. Moran and B. Rampey

The three major areas of findings from Part II of the NIES: characteristics of AI/AN students, characteristics of their teachers and schools, and the integration of native language and culture in their homes and schools. Some of the major findings are highlighted below.

Social and demographic information provides insights into the AI/AN student population

Location

Higher percentages of AI/AN fourth-graders (56 percent) and eighth-graders (54 percent) attended schools in the South Central and Mountain regions than in other regions. In the Mountain region, higher percentages of AI/AN students (40 to 46 percent across grades) attended schools in which at least 25 percent of the students were AI/AN ("high density" schools) than attended low density schools (19 percent).

Families and Homes

A higher percentage of AI/AN students (about 58 percent) were eligible for free school lunch compared to their non-AI/AN peers (about 34 percent). A lower percentage of AI/AN students (about 75 percent) than non-AI/AN students (about 89 percent) said they had access to a computer in their homes.

Language

A higher percentage of AI/AN students in high density schools (about 20 percent) than in low density schools (about 10 percent) reported that a language other than English was spoken in their homes all or most of the time. A higher percentage of students in Bureau of Indian Education (BIE) schools (35 percent) than in public schools (about 12 percent) reported the same.

Teachers and school administrators describe the context in which AI/AN students learn

Teachers' Backgrounds

While nearly 80 percent of AI/AN students overall were taught by teachers who identified themselves as White, a higher percentage of AI/AN students in BIE schools (about 40 to 60 percent across grades) than in public schools (5 to 9 percent) were taught by AI/AN teachers. Also, a higher percentage of students in BIE schools (20 to 29 percent) than in public schools (about 3 percent) were taught by teachers who said they were fluent native language speakers.

School Characteristics and Climate

A higher percentage of AI/AN students in high density schools (55 to 64 percent across grades) than in low density schools (12 to 21 percent) attended schools where more than three-quarters of the student body was eligible for free/reduced-price school lunch. Higher percentages of students in high density schools (15 to 35 percent) than in low density schools (2 to 12 percent) had administrators who indicated serious problems with student absenteeism, student tardiness, lack of family involvement, and low expectations.

Homes, communities, and schools provide opportunities for integration of AI/AN language and culture

Homes and Communities

Exposure to native language at home most of the time occurred more frequently for students in BIE schools (about 41 percent) than for students in public schools (about 17 percent). A higher percentage of eighth-graders in high density schools (44 percent) than in low density schools (27 percent) said that they participated in AI/AN ceremonies or gatherings several times a year.

Teachers and Schools

Although nearly 90 percent of AI/AN students overall had teachers who provided instruction entirely in English, a higher percentage of students in high density schools (16 to 20 percent) than in low density schools (about 2 percent) had teachers who reported occasional use of AI/AN language in their instruction. A higher percentage of students in BIE schools (72 to 97 percent) than in public schools (26 to 63 percent) had school administrators who said that students received instruction on a variety of topics related to their native cultures.

Appendix D

Title VII Indian Education 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.

2008-09 Title VII Cohorts

System	Students Served	Program Administrator	Phone
Columbus	434	Kenwood Royal	(910) 642-5168
Cumberland	1,077	Trudy Locklear	(910) 678-2462
Graham	174	Marcia Hollifield	(828) 479-4624
Guilford	210	S. Jean Conley	(336) 621-4042
Halifax	265	Robert Moore	(252) 583-3111
Haliwa-Saponi	110	Gwen Richardson	(252) 257-5853
Hoke	1,030	Elizabeth Mitchell	(910) 875-4835
Jackson	385	Angela Lovedahl	(828) 586-2311x254
Person	23	Carol Townsend	(336) 599-2191
Richmond	328	Debbie Wrenn	(910) 582-5860
Robeson	11,333	Rita Locklear	(910) 521-2054
Sampson	121	Pam Westbrook	(910) 592-1401x20133
Clinton City	164	Terrace Miller	(910) 592-3132
Scotland	932	Lyle Shaw	(910) 277-4459x314
Swain	491	Bob Marr	(828) 488-3120x229
Wake	237	Melinda Stephani	(919) 850-1881
Warren	144	Costel Evans	(252) 257- 3184

Total served in 2008 Cohort **17,511**
Total served in 2009 Cohort **17,458**
Title VII Decrease **53 (< .5%)**

2008 Indian Membership Statewide **20,684**
2009 Indian Membership Statewide **20,777**
Membership Increase **93 (<.5%)**

Appendix E

Tribes, Tribal Councils, and American Indian Organization

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

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

MEHERRIN INDIAN TRIBE
P. O. Box 508, Winton, NC 27986
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
Kara Jones, 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
W.A. "Tony" Hayes, Chair
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

WACCAMAW SIOUAN TRIBE
P. O. Box 69, Bolton, NC 28423
Paula Jacobs, 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*, March 2009

Appendix F

NC Course of Study High School Graduation Requirements

Every high school student must meet the Course and Credit, The North Carolina Graduation Project, End-of-Course Tests, Computer Skills Test, and Local requirements.

- **Course and Credit Requirements:** Listed in the chart below and organized according to the year a student first entered high school.
- **Graduation Project Requirement:** Successfully complete The North Carolina Graduation Project (for students who entered ninth grade in 2007-08 or later). The North Carolina Graduation Project includes four components: a research paper, a portfolio, a product and a presentation. More information on The North Carolina Graduation Project is available at www.ncpublicschools.org/graduationproject.
- **End-of-Course Test Requirements:** Score proficient on the five essential end-of-course tests: Algebra I, Biology, Civics and Economics, English I, and U.S. History (for students who entered ninth grade in 2006-07 or later).
- **Computer Skills Test:** Score proficient on the Computer Skills Test.
- **Local Requirements:** Meet any additional requirements adopted by your local board of education.

For Ninth Graders Entering Between 2000 – 2008-09				For some Ninth Graders with Cognitive Disabilities; 2000 – >	For Ninth Graders Entering in 2009-10 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements *(UNC 4-yr college)*	OCCUPATIONAL Course of Study Requirements *(Selected IEP students excluded from EOC Proficiency Level requirements)*	FUTURE READY CORE
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	**4 Credits** I, II, III, IV
Mathematics	**3 Credits** Including Algebra I *This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.*	**3 Credits*** Algebra I, Geometry, Algebra II, **OR** Algebra I, Technical Math I & II, **OR** Integrated Mathematics I, II, & III	**4 Credits** Algebra I, Algebra II, Geometry, and higher level math 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	**4 Credits** (Algebra I, Geometry, Algebra II) **OR** (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans *A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.*
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	**3 Credits** A physical science course, Biology, Earth/Environmental Science
Social Studies	**3 Credits** Civics and Economics, US History, World History****	**3 Credits** Civics and Economics, US History, World History****	**3 Credits** Civics and 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)	**3 Credits** Civics and Economics, US History, World History****
Second Language	Not required	Not required*	2 Credits in the same language	Not required	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC.
Computer Skills	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	No specific course required; students must demonstrate proficiency through state testing.	Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.

Health and Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education	**1 Credit** Health/Physical Education
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	**6 Credits required** **2 Elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – Second Languages **4 Elective credits strongly recommended (four course concentration) from one of the following:** – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts,visual arts) – Any other subject area (e.g. mathematics, science, social studies, English)
Career/ Technical	**4 Credits in Career/Technical** Select courses appropriate for career pathway to include a second level (advanced) course; **OR**	**4 Credits** Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	**4 Credits** Career/Technical Education electives	
JROTC	**4 Credits in JROTC; OR**				
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	**4 Credits in an Arts Discipline** Select courses appropriate for an arts education pathway to include an advanced course.				
	Recommended: at least one credit in an arts discipline and/or requirement by local decision (for students not taking an arts education pathway)	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	Recommended: at least one credit in an arts discipline and/or requirement by local decision	
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	21 Credits plus any local requirements

* A student pursuing a College Tech Prep course of study may also 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. *** Examples of electives include JROTC and other courses that are of interest to the student. **** Effective with ninth graders of 2003-2004, World History must be taken to meet the requirements of World Studies.

Appendix G

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

EDUCATIONAL RESOURCES

American Indian Studies Course - NC Social Studies Elective
American Indian Studies introduces students to the diverse history and culture of American Indians, beginning with life prior to Columbus. Important issues American Indians have faced from prehistoric societies to present-day contemporary society are discussed. Students immerse themselves in America's oldest and continuous civilizations and cultures with a focus on American Indians of North Carolina.
http://www.ncpublicschools.org/curriculum/socialstudies/scos/2003-04/078americanindian

National Assessment of Educational Progress (NAEP)
The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.
http://nces.ed.gov/nationsreportcard/

The National Indian Education Studies (NIES) - A Special Study Conducted by NAEP
The National Indian Education Study (NIES) is a two-part study designed to describe the condition of education for American Indian and Alaska Native students in the United States. The study is sponsored by the Office of Indian Education (OIE) and conducted by the National Center for Education Statistics for the U.S. Department of Education. A Technical Review Panel, whose members included American Indian and Alaska Native educators and researchers from across the country, helped design the study.

NIES was authorized under the 2004 Executive Order 13336. The purpose of this order was to assist American Indian/Alaska Native students in meeting the challenging student achievement standards of the No Child Left Behind (NCLB) legislation.
http://nces.ed.gov/nationsreportcard/nies/

NC Learn and Earn
Learn and Earn high schools allow students to jump start their college education or gain career skills for free. Learn and Earn students attend a high school located on a college campus and can earn a high school diploma and two years of college credit or an associate degree in up to five years - for free! Currently there are 60 Learn and Earn high schools across the state.
http://www.nclearnandearn.gov/

North Carolina State Advisory Council on Indian Education (SACIE)
The State Advisory Council on Indian Education was established to identify issues and concerns that affect academic achievement of American Indian students. Council members have spent a great deal of time studying the yearly data collected on academic achievement and dropout rates, keeping abreast of education policy issues at the local, state, and national levels, and working closely with tribal leadership in American Indian communities. As an outcome, the Council has devised a report that strives to address relevant concerns pertaining to the education of American Indian students and provide appropriate recommendations to the State Board of Education. Each year, the Council focuses its efforts on dropout data and academic achievement. To download a copy of the annual report or to obtain resources, go to http://www.ncpublicschools.org/americanindianed/

North Carolina Virtual Public School (NCVPS)
The NC Virtual Public School provides students with expanded academic options by offering online courses and online services such as test preparation, career planning services, and credit recovery to North Carolina students. By virtue of the online course delivery, students from all areas of the state will now have access to courses and highly qualified teachers in subjects that they may not have available at their local school. For more information, go to http://www.ncvps.org/

UNC American Indian Center
The American Indian Center is a campus-wide center that will advance the University's overall mission of research, teaching and public service by creating an environment in which quality research, scholarship, and engagement related to American Indians is strengthened, nurtured and coordinated.

North Carolina is home to one of the largest Native populations in the eastern United States and the center serves as the University's front door to American Indian communities across the state and the nation.

The Center enables UNC, as the University of the People and the leading public institution in the United States, to truly serve the First People of North Carolina and become the premier public university in the East for American Indian research, scholarship, public service and knowledge dissemination. For more information, go to http://americanindiancenter.unc.edu/.

Appendix H

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Appendix I

Data Sources

The College Board

- North Carolina Advanced Placement Examinees
- North Carolina SAT Examinees
- North Carolina SAT Scores

North Carolina Community College System

- State and LEA Enrollment in NC Community Colleges

North Carolina Department of Public Instruction – Accountability Services

- State and LEA Percent Proficient on End of Grade Tests
- State and LEA Percent Proficient on End of Course Tests
- State and LEA 4-Year Cohort Graduation Rates

North Carolina Department of Public Instruction

- State and LEA Grade 9-12 Dropout Rates

University of North Carolina General Administration

- State and LEA Enrollment in UNC System Schools
- UNC System Retention and Graduation Rates
- UNC System Institution Retention and Graduation Rates

The U.S. Department of Education- National Assessment of Educational Progress

- National Indian Education Study

Appendix J

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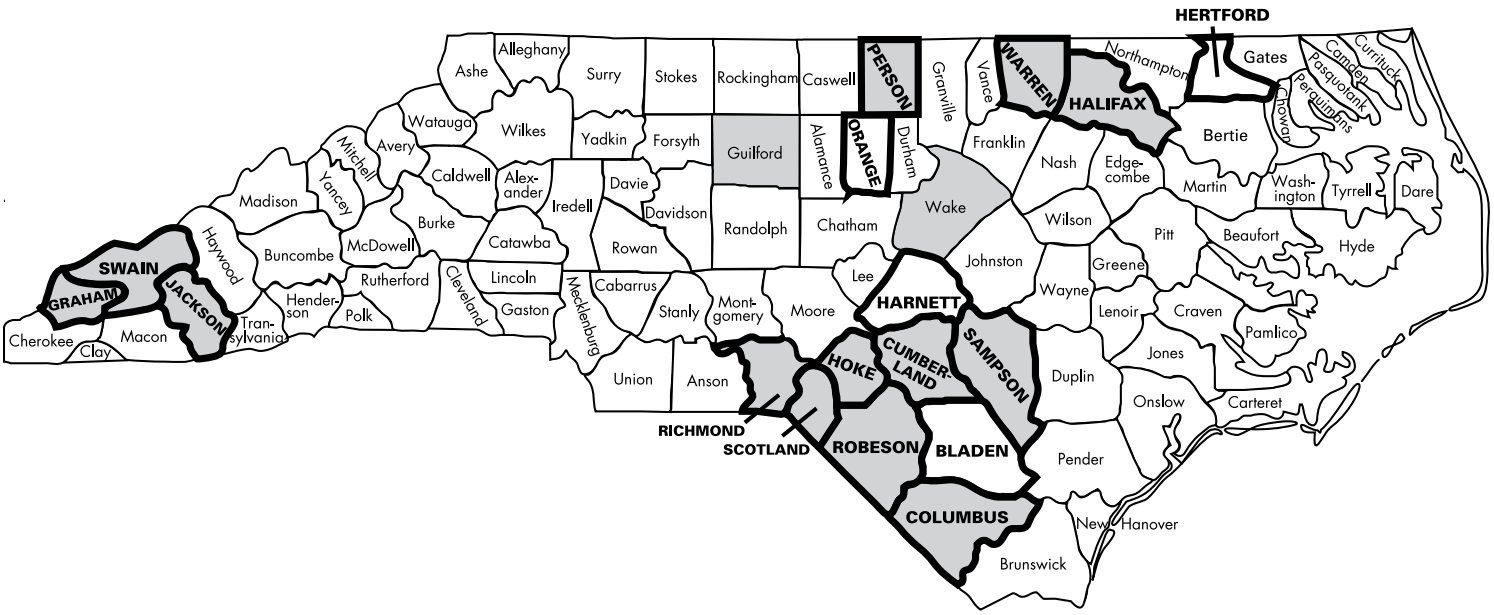
NC Tribes, Locations, and Title VII Grantees



COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES

COHARIE - Sampson and Harnett

EASTERN BAND OF THE CHEROKEE - Graham, Swain, and Jackson

HALIWA-SAPONI - Halifax & Warren

LUMBEE - Robeson, Hoke, Scotland and Cumberland

MEHERRIN - Hertford

OCCANEECHI BAND OF THE SAPONI NATION - Orange

SAPPONY - Person

WACCAMAW-SIOUAN - Columbus and Bladen

SHADED COUNTIES: TITLE VII GRANTEES

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

Haliwa-Saponi Tribal School