



State Advisory Council on Indian Education

2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



SCHOOLS IN TRANSITION

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Dedication



The 2010 Annual Report, *Schools in Transition*, 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. The following highlights a small sampling of these students and their accomplishments.

CLINTON CITY SCHOOLS

Keara Mitchell, *Coharie/Waccamaw Siouan*, Meredith College, NC State Contractual Scholarship, Meredith Scholarship, NC Education Lottery Scholarship, Federal SEO Scholarship, Academic Cooperative Scholarship

Kaelyn Chenoa Newton, *Coharie/Waccamaw Siouan*, Campbell University, Gates Millennium Scholarship, SUNS Program Scholarship, Campbell University Scholarship, United Tribes of NC Scholarship, Ft. Bragg Commissary Scholarship, North Carolina Legislative Tuition Grant

COLUMBUS COUNTY

Sky Jacobs, *Waccamaw-Siouan*, UNC-Pembroke, United Tribes Scholarship

Katelyn Jacobs, *Waccamaw-Siouan*, UNC-Pembroke, United Tribes Scholarship

Chelsea Lambert, *Waccamaw-Siouan*, UNC-Pembroke, United Tribes Scholarship

Daniel Nolan, *Waccamaw-Siouan*, Guilford College, United Tribes Scholarship, Guilford College Scholarship, Methodist University Opportunity Grant Scholarship

GRAHAM COUNTY

Eden Brown, *Eastern Band of Cherokee*, Southwestern Community College, Eastern Band of Cherokee Indians Scholarship

Samantha Hinojosa, *Eastern Band of Cherokee*, University of Hawaii, Eastern Band of Cherokee Indians Scholarship

Stephanie Key, *Eastern Band of Cherokee*, Emory University, Eastern Band of Cherokee Indians Scholarship

Sarah Welch, *Eastern Band of Cherokee*, Virginia Intermont College, Eastern Band of Cherokee Indians Scholarship

Will Wolfe, *Eastern Band of Cherokee*, Brevard College, Eastern Band of Cherokee Indians Scholarship

GUILFORD COUNTY

Joshua Grant Ransom, *Lumbee*, UNC-Chapel Hill, Pogue Scholarship

HALIWA-SAPONI TRIBAL SCHOOL

Amber Hedgepeth, *Haliwa-Saponi*, Halifax Community College, Pell Grant

Caitlyn Richardson, *Haliwa-Saponi*, NC Wesleyan College, The Wesleyan Scholarship, Brighter Future Grant/Pell Grant, NC Legislative Tuition Grant, NC State Contractual Grant



HOKE COUNTY

Benjamin Locklear, *Lumbee*, UNC-Pembroke, Hoke County Native American Scholarship

Leslie Locklear, *Lumbee*, UNC-Chapel Hill, Gates Millennium Scholarship, Hoke Native American Scholarship, 2009 Ronald McDonald House Charities Scholarship

Richard Locklear, *Lumbee*, UNC-Pembroke, UNC-Pembroke Merit Scholarship, Hoke County Native American Scholarship, Scholarship for Native Americans

Ronnie Lowery, *Lumbee*, Johnson & Wales University, Chancellor Scholarship, NC Contractual Scholarship, Presidential Scholarship, Hoke County Native American Scholarship

Amanda McNeill, *Lumbee*, UNC-Pembroke, United Tribes Scholarship, Hoke County Native American Scholarship, NC Native American Scholarship, Lumbee River Electric Membership Corporation Scholarship

PERSON COUNTY

Josh Hudson, *Sappony*, Avery University, Stuart Camp Scholarship

Teryn Smith, *Sappony*, UNC-Chapel Hill, Sappony Education Scholarship

Ryan Stewart, *Sappony*, UNC Charlotte, Sappony Education Scholarship

RICHMOND COUNTY

Stephanie McGee, *Cherokee*, Wingate University, Trustee's Scholarship from Wingate University

Billy Hatcher, *Cherokee*, NC State University, C & L Joyce Memorial Scholarship, Outstanding Senior Math Student Vulcan Scholarship, Pee Dee Scholarship, The Cole Scholarship

ROBESON COUNTY (2010 Graduates)

Corey Barton, *Lumbee*, George Washington University, Gates Millennium Scholarship, United Tribes Scholarship, Michael A. DeMayo Scholarship, Sam Walton Community Scholars, Presidential Academic Scholarship, University & Alumni Award

Enka Bullard, *Lumbee*, UNC-Pembroke, NC Association of Electric Cooperatives, Inc. Scholarship, Katie Bunch Youth Tour Scholarship

Lauren Caulder, *Lumbee*, UNC-Chapel Hill, Gates Millennium Scholarship, NC Teaching Fellows Program

Brandi Chavis, *Lumbee*, East Carolina University, State Employee Credit Union Scholarship

Rachel Collins, *Lumbee*, UNC-Chapel Hill, Gates Millennium Scholarship

Francine Cummings, *Lumbee*, UNC-Pembroke, Quickie Scholarship

Steven Greer, *Lumbee*, UNC-Pembroke, NCEOP Scholarship

Trenton Hammonds, *Lumbee*, UNC-Pembroke, NC Merit Scholarship

Carmen Hipp, *Lumbee*, Johnson & Wales University, National Student Organization School

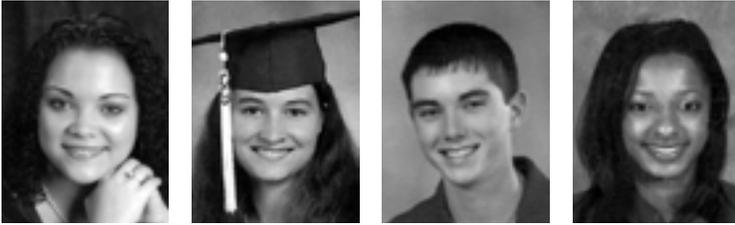
Belinda Hunt, *Lumbee*, UNC-Pembroke, American Indian Grant

Chelsey Hunt, *Lumbee*, Campbell Hunt, Scott Ellis Ward Scholarship

Alicia Jones, *Lumbee*, UNC Chapel Hill, Gates Millennium Scholarship, Dupont Employees Scholarship

Jakoyia Jones, *Lumbee*, Sandhills Community College, Lumber River Electric Membership Scholarship

Jordan Jones, *Lumbee*, UNC-Chapel Hill, The Carolina Covenant



Joshua Jones, *Lumbee*, Campbell University, Scott Ellis Ward Scholarship

Lella Kenworthy, *Lumbee*, UNC-Chapel Hill, PSRCAEOP Scholarship

Brandon Klingenschmidt, *Lumbee*, East Carolina University, Scotland Memorial Scholarship

Michael Locklear, *Lumbee*, College, State Employee Credit Union Scholarship

Taylor Locklear, *Lumbee*, NC State University, Chancellor Award

Jessica Oxendine, *Lumbee*, UNC-Chapel Hill, Voice of Democracy Scholarship

Kevin Oxendine, *Lumbee*, NC A&T, Presidential Scholarships, NC A&T Minority Scholarship

Brandi Scott, *Lumbee*, UNC-Pembroke, NC Teaching Fellows Program

Britney Strickland, *Lumbee*, UNC-Pembroke, NC Teaching Fellows Program

Tiffany Tyler, *Lumbee*, UNC-Chapel Hill, State Employees Credit Union Scholarship, Native American Scholarship, ACME Electric Scholarship, NCTUANT Scholarship

SCOTLAND COUNTY

Casey Jordan Dial, *Lumbee*, St. Andrews Presbyterian College, Trustee Scholarship, General Honors Scholarship, McGregor Foundation Scholarship, Laurinburg Chamber of Commerce PASS Scholarship

Catherine Frances Dial, *Lumbee*, UNC-Chapel Hill, Joseph E. & Grace Needham Pogue Scholarship, General Alumni Association Scholarship, Duke Energy Bioscience Scholarship, Scotland Memorial Foundation Scholarship

Brandon Edge, *Lumbee*, UNC-Pembroke, Hewitt & Priscilla McDougald Fume Scholarship

Josh Lane, *Cherokee/Lumbee*, UNC-Pembroke, Business, Finance and Marketing Scholarship

Kristen Locklear, *Lumbee*, NC State University, UNC Campus Scholarship

Dawjuanna Prince, *Lumbee*, UNC-Charlotte, UNC-Charlotte Academic Scholarship, Scotland Memorial Foundation Scholarship, McGregor Foundation Scholarship, Louis Graham Davis Scholarship, National Association of University Women Scholarship, Ministerial Alliance Scholarship, Delta Sigma Theta Sorority Scholarship

Ericka Renee Williams, *Lumbee*, St. Andrews Presbyterian College, Alumni Level Achievement Award, St. Andrews Humanitarian Award, St. Andrews Leadership and Service Award, St. Andrews Heritage Award

SWAIN COUNTY

Chantele Lossiah, *Eastern Band of Cherokee*, Southwestern Community College, Eastern Band of Cherokee Indians Scholarship

Evie Owle, *Eastern Band of Cherokee*, Southwestern Community College, Eastern Band of Cherokee Indians Scholarship

Nekime Smith, *Eastern Band of Cherokee*, Arizona Automotive Institute, Eastern Band of Cherokee Indians Scholarship

Misty Sutton, *Eastern Band of Cherokee*, Lenoir Rhyne College, Eastern Band of Cherokee Indians Scholarship

Monica Walk, *Eastern Band of Cherokee*, Western Carolina University, Eastern Band of Cherokee Indians Scholarship

WAKE COUNTY

Sheena Dial-Seymour, *Lumbee*, UNC-Pembroke, Alpha-Pi Graduate Chapter of the Alpha-Pi Omega Sorority Inc. Scholarship

Foreword

Since 1988, the State Advisory Council on Indian Education (SACIE) has served as advocates for American Indian students enrolled in North Carolina public schools. In its advisory capacity to the State Board of Education (SBE), the Council has the opportunity to present information and make recommendations specific to the educational needs of American Indian students. The Council is charged with the duty of advising the SBE on effective educational practices and initiatives for American Indian students. Likewise, the Council advises regarding programs that could potentially have negative effects on this population. The Council consistently allocates both time and effort to the identification of strategies, interventions, and initiatives that will raise academic achievement and reduce the dropout rate of American Indian students. This work is very important since, without question, many American Indian students are falling behind their peers in the state and nation and are ill-equipped to meet postsecondary and career demands as adults.

In 2009, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) began a collaborative with teachers, school administrators, university faculty, content experts, and others to develop common core state standards that define the knowledge and skills students should have within their K-12 education careers so they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. This collaborative, known as the Common Core State Standards Initiative (CCSSI), is an unprecedented state-led initiative designed to create consistent and clear learning standards for grades K-12 in English/language arts and mathematics that all states will be able to use.

Immediately following the June 2, 2010 release of the Common Core State Standards (CCSS), the SBE adopted the standards thereby becoming one of the first states to embrace clear and consistent goals to prepare children for success in college and/or work environments. While the Council supports this action taken by the SBE, the Council has some concerns with the CCSSI. As the SBE and the North Carolina Department of Public Instruction (NCDPI) create an operational roll-out plan for the fall of 2012, the Council urges the SBE to carefully review this implementation plan to make sure North Carolina American Indian cultural heritage is integrated throughout all curricular areas and is not treated as an “addition” to the standards. Also, the Council urges the SBE to develop relevant, authentic professional development for teachers to expand their instructional competencies.

Your consideration of these suggestions and the recommendations included in the report is greatly appreciated. As always, the Council looks forward to continued partnerships with the SBE and the NCDPI in the delivery of educational services to American Indian children located throughout North Carolina.



Zoe W. Locklear, Ph.D.

Chair, State Advisory Council on Indian Education



Executive Summary and Recommendations

SACIE 2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



SCHOOLS IN TRANSITION

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.

The Council, in addition to others across the state, has identified multiple areas of concern that negatively impact the lives of American Indian youth. The Council has placed priority on two specific concerns: (1) improving graduation rates for Native students, and (2) addressing the dropout crisis.

While the high school drop-out rate for American Indian students decreased at a faster rate than the state average, 3.4 percentage points over the last five years, these students are leaving school 1.2 times as often as other students. American Indian males, with a rate of 6.62 percent, have the highest dropout rate of any ethnic group. During the 2008-09 academic year, the 4-year cohort graduation rate for American Indian students was 60 percent, a 6.2 percentage point increase from the 2007-08 school year.



Schools in Transition

The educational system of the United States is undergoing sweeping changes as Congress contemplates the reauthorization of the Elementary and Secondary Education Act. The reauthorization has led national organizations and states to consider revisions of educational standards and adoption of national standards. In this atmosphere of change there are opportunities for the NC State Board of Education, in concert with the State Advisory Council on Indian Education, to develop new initiatives that will influence the new state curriculum guidelines and lead to on-going and active involvement with the improvement of educational opportunities for American Indian students. For Native communities, these opportunities can influence the process of change in ways that make school districts more responsive to the unique status and cultural differences of American Indian students.



In its 2010 Annual Report, the Council explores how the Common Core Standards Initiative, Advanced Placement® (AP) courses, and Academically and Intellectually Gifted (AIG) Programs can influence the academic achievement of American Indian students. American Indian students attending the University of North Carolina at Chapel Hill were interviewed in an attempt to gain insight into Native participation in AP and AIG Programs. The Council was pleased to learn that none of the students expressed the difficulty level of the AP courses as a deterrent; however, it was articulated that the courses were only offered on-line and that was a determining factor as to enrolling in AP courses.

Unfortunately, the Council was discouraged by the very low participation and examination rates of American Indian students in Advanced Placement courses. According to 2009 data, American Indian students comprised only 0.6% of the AP examinations given in North Carolina. The number of American Indian students in North Carolina Public Schools taking at least one AP examination increased from previous years. Records indicate that in 2009, 143 students took at least one AP examination while in 2008 and 2004, only 128 students took at least one examination. Of the 143 students in the 2009 group, 66 scored a 3 or higher. Thus, although more American Indian students took an AP examination in 2009, a small percentage (0.4) of them scored at least a 3 on the exam.

When asked about their participation in an AIG Program, almost all of the students indicated they were enrolled. Participation consisted of 30-minute weekly meetings with instructors outside regular class time. Many felt that the experience was “identical” to the regular class and enrichment was not addressed.

Recommendations

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

Recommendation 1:

Partner with the North Carolina Commission of Indian Affairs to host an Indian Education Summit during the 2010-11 school year.

The Summit would bring together parents, teachers, Title VII Coordinators, superintendents, tribal leaders, and community members. The primary objective of the Summit would be to provide a forum for the exchange of ideas, the identification of major issues, the development of a research agenda, and the development of an action plan for next steps – all directed toward the improvement of educational opportunities for American Indian students.

Recommendation 2:

Establish a task force, to include knowledgeable LEA practitioners, university and college faculty members, and other individuals to study the underrepresentation of American Indian students identified and served as Academically and Intellectually Gifted (AIG).

The task force should: (1) research best practices related to the identification of AIG students who are American Indian; (2) review the professional literature, consult nation/local experts, and study school districts which have been more effective in meeting the needs of AIG American Indian students; and (3) develop guiding practices and recommendations for the identification and placement of American Indian students in AIG programs.

Recommendation 3:

Commission a study to analyze the patterns and trends of enrollment of American Indian students in Advanced Placement (AP) courses to identify issues, concerns, accomplishments, barriers, course delivery, and implementation and future plans/initiatives.

Recommendation 4:

Partner with states not only with significant American Indian populations, but also those that have a comprehensive American Indian curriculum to ensure the integration of culture and heritage into all aspects of the curricula.



Schools in Transition

SACIE 2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



SCHOOLS IN TRANSITION

Schools in Transition

Introduction: Common Core State Standards



The Common Core State Standards Initiative (CCSSI) is a state-led effort to establish consistent and clear content standards for Kindergarten-12 (K-12) English/language arts and mathematics that all states can use. Beginning with the establishment of the initiative in April 2009, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School

Officers (CCSSO) have collaborated with teachers, school administrators, university faculty, content experts, assessment specialists, researchers, business/industry leaders, national organization representatives, and community groups to develop a clear and consistent framework, in the form of standards, that will guide the preparation of all children for eventual success in college and/or the workforce. The standards are based on the most effective models from several states and countries and are viewed as transformative. As written, they provide teachers and parents with a common and clear understanding of what students are expected to learn at each grade level, regardless of where they live. These newly developed standards define the knowledge, skills, core concepts, and procedures students should acquire during their K-12 education careers so that following high school graduation they will be prepared for success entry-level, credit-bearing academic college courses or in workforce training programs. The standards are: (1) aligned with college and work expectations; (2) written in clear, understandable, and consistent language; (3) inclusive of rigorous content and application of knowledge through higher-order thinking skills; (4) built on the strengths and lessons of current state standards; (5) based on information from top performing countries to ensure student success in a global economy and society; and, (6) are evidenced-based (Common Core State Standards Initiative website, 2010.)



The 2002 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) made changes in federal education policy under the “No Child Left Behind Act” which mandated accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility. As part of the accountability provisions included in the law, a goal was set for having every child make the grade on state-defined education standards by the end of the 2013-14 school year. Every state developed benchmarks to measure progress for student learning and disaggregates student achievement data. The resulting wide variations in standards across states produced

uneven quality in public education. Concerns for equity for all students prompted the NGA Center and the CCSSO to initiate a project to set uniform standards across all states, otherwise known as the Common Core State Standards (CCSS). The new standards are designed to develop and support “college and career readiness” in all students and reflect a concern that American students, in general, are falling behind in school achievement as compared to students in other industrialized nations. The race for global competitiveness in business and industry motivated some of the thinking embedded in the standards. These new standards represent a significant change from the goal of “achievement at grade level” mandated by the “No Child Left Behind Act” by exceeding this fundamental expectation.

As stated, a primary driving force behind the CCSS is a concern for educational equity and opportunity for all children, regardless of location. Although adoption of national standards will undoubtedly be controversial among many educators in a country that has greatly valued state and local control of education, uniform standards at the national level are seen by some as a way to achieve this ideal of educational equity for all children.

At the conclusion of an extensive developmental process, on June 2, 2010, the CCSSO and the NGA Center released the final version of the Common Core State Standards. The release of the standards highlighted what was viewed as a collaborative effort to increase student achievement. Commencing with this date, the states began to adopt and implement to CCSS. During the three-year developmental process, stakeholders expressed unwavering support for the notion that strong schools are the surest way to create national long-term economic success and that students of today must be prepared to compete in a global market.



As of July 2010, 28 states had adopted this new set of common academic English/language arts and mathematics standards, thereby replacing their own individual state standards. By the end of the year, 41 states are expected to have adopted the standards, according to the CCSSO. Such action represents a major shift in education practice in a relatively short amount of time. It is noteworthy that following the launch of the CCSSI, for the first time, states began considering academic expectations across state lines.

Throughout the United States, school districts are undergoing sweeping changes as Congress contemplates the next reauthorization of the Elementary and Secondary Education Act. In anticipation of the reauthorization, policy makers were influenced to consider revisions and/or elimination of respective state standards in order to adopt and conform to the national standards. With strong support from Governor Beverly Perdue, on June 4, 2010, the North Carolina State Board of Education formally adopted the Common Core State Standards, becoming one of the first states in the nation to do so. The SBE and the NC Department of Public Instruction (NCDPI) will now proceed to develop an operational rollout/implementation plan for the fall of 2012.

Whenever systems are undergoing change, there are opportunities for innovation as well the presentation of challenges. For American Indian communities, it is important that the change process of change is implemented by school districts which are cognizant of the unique status and cultural differences of American Indian students. The challenge for districts is how to implement changes in positive, affirmative, and inclusive ways.

In this era of revolutionary change, opportunities will emerge for the State Advisory Council on Indian Education (SACIE) to participate in state initiatives to improve educational opportunities for American Indian Pre-K-12 students. As evidenced in this report, disparities persist between the End of Grade (EOG) test scores for American Indian students and the scores of other groups of students. These performance disparities continue to be of concern to the Council. The adoption of national standards and revisions of state standards provides an opportunity to address these disparities through curricula changes and increased attention to the unique status and identities of American Indian students enrolled in the state educational system.

As part of the Common Core State Standards Initiative, states are being asked to revise their state plans to bring them into alignment with the national standards. North Carolina has embarked on making such revisions. The opportunity exists for the State Board of Education to receive input from various constituencies, including the SACIE. For example, wherever American Indian cultural information is included in the curriculum, Indian students will feel recognized and validated. The North Carolina Humanities Council has produced a valuable resource in the form of a curriculum guide on American Indians in North Carolina which could serve as a

reference for accurate information to be included throughout the revised state curricula. Additionally, a number of related quality resources are available at the LEARN NC website and are readily accessible to consumers.

These new standards of “college and career readiness” may pose challenges to American Indian students whose family backgrounds do not include college educated parents or other close relatives with postsecondary degrees; hence, these students often do not have the same kind of parental role models that many majority students with college educated parents and middle class socio-economic lifestyles experience. In situations where poverty is a large part of the family background, college attendance may seem like an unattainable goal, another disincentive for postsecondary preparation. The revision of the North Carolina academic standards requires sensitivity to the myriad financial, cultural, and familial situations which influence student achievement. As the primary voice to the North Carolina State Board of Education for the state’s American Indian families and students, the State Advisory Council on Indian Education is in a unique position to be an active participant in revisions.

Often, the most meaningful reform occurs implemented at the local level in school districts where teachers are the curriculum decision-makers. Regardless of the subject matter, high academic standards require a rich and varied curriculum as well as teachers who are knowledgeable about and skilled in the delivery of the curriculum. In sixteen local education agencies (LEAs) and one charter school, American Indian students and parents benefit from the services provided by their Title VII programs. The funding for Title VII programs, which serve students who are members of both state and federally recognized tribes, can be viewed as acknowledgement by the federal government that Indian children are eligible for special services. Title VII program coordinators, in addition to members of their program parent committees, can and should advocate for curricula consideration for American Indian students based on cultural differences as well as other unique characteristics.

Advanced Placement Courses and Academically and Intellectually Gifted Programs



With new standards for “college and career readiness” successful student enrollment in Advanced Placement (AP) courses and Academically and Intellectually Gifted (AIG) programs will become increasingly more important as indicators of student achievement. Data show that American Indian students do not participate in AP courses at the same rate as white students (College Board, 2010.) Too often, American Indian students are not represented in AIG programs at the same level as white students. A contributing factor to this low participation is that many of the high schools where American Indian students attend are both rural and low wealth and do not have adequate resources to offer a wide range of AP classes or to support teachers in earning AIG licensure.

During 2009, the number of American Indian students in North Carolina public schools taking at least one AP examination increased from previous years. Records indicate that in 2009 143 students took at least one AP examination while in 2008 and 2004, only 128 students took at least one examination. Of the 143 students in the 2009 group, 66 scored a 3 or higher as compared to 67 in the class of 2008 and 57 in the class of 2004. Thus, although more American Indian students took an AP examination in 2009, a small percentage (0.4) of them scored at least a 3 on the exam.

Although the College Board generates PSAT score reports that predict the students who should be successful in AP classes, unless American Indian students receive sufficient counseling to enroll in the classes, they may not do so independently. Therefore, it is possible that eligible students are simply “overlooked” by high school teachers and counselors resulting in an underrepresentation of American Indian students in AP classes.

Recently, a focus group of six American Indian university students at the University of North Carolina at Chapel Hill (UNC-CH) were asked whether they had taken AP courses. All except one replied they had taken at least one AP course in high school. When asked why they had taken the AP course(s), they replied “to get into college.” When asked why they did not take more AP courses, one primary reason articulated, was that the AP courses were only offered on-line and as one student strongly declared, “I don’t like on-line courses.” The students also stated that since the AP courses were taught across two semesters, or year-long, but carried only one course credit, this was seen as a disincentive. None of the students expressed the difficulty level of the courses as a deterrent. When asked about their participation in an Academically and Intellectually Gifted program, all of the students except one indicated they were enrolled in such programs and courses, but their experiences were almost identical to the “regular” courses with the exception that students in the AIG programs, had 30-minute weekly meetings with their instructors outside the classroom. The one student who indicated that she did not take AP classes and was not enrolled in an AIG program said that she did not have these academic enrichment experiences because her high school did not offer such programs. She commented, “We were too poor.”



North Carolina is one of only six states in the nation that has legislation that mandates identification of and services to AIG students. This legislation states that “...academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields” (§115C-150.5.) The North Carolina definition stresses intellectual and academic performance, but program standards, policies, and implementation plans are developed by each LEA. The statute is explicit in its emphasis on intellectual performance, whereas studies of giftedness often define it as being comprised of a number of qualities such as enthusiasm, persistence, artistic expression, and intellectual interests (Ford, 2008.) Unfortunately, the narrow state definition often means that test scores, perceived to be a quantitative measure of intellectual ability and capacity to learn academic material, become the primary standard for inclusion of students in AIG programs.

There seems to be a fairly standard response among Indian parents when discussions of Indian student academic achievement arise. Parents often state, “Teachers don’t understand that my child learns differently.” The implication is that Indian students have different learning styles than non-Indians, but the differences are very hard for parents, researchers, and teachers to articulate and discern. Teachers, especially those with large classes, find it difficult to differentiate instruction to accommodate different student learning styles and/or modify their curricula and lesson plans.

There is an extensive body of literature on American Indian student learning styles. Given there are approximately 567 federally recognized American Indian tribes, it is not surprising to find vast differences between tribal groups in terms of geographic environments, linguistic backgrounds, and cultural values. Further, in North Carolina, in addition to the federally recognized Eastern Band of Cherokee, there are eight state recognized tribes making it impossible to generalize about differences in learning styles between Indian and non-Indian students (Pewawardy, 2002), although there seems to be general consensus that Indian



children in their own families learn in ways which tend to be more experiential than purely intellectual. Anecdotal evidence indicates that Indian children learn from observing and modeling adult behavior (Swisher, 1991.) Research evidence indicates that American Indian students may express giftedness more readily in artistic and other forms of performance behaviors such as singing and dancing as opposed to purely intellectual and academic performance (Pewewardy, 2002.)

Plans for the identification of academically and intellectually gifted students in North Carolina public schools are developed at the Local Educational Agency level. A study of minority participation in AP and AIG courses (Darity, 2001) indicated that school districts used multiple indicators of intelligence to identify students for AIG courses, but student perceptions from the UNC-CH focus group were that teachers largely identified students based on subject grades. The disparities in achievement on standardized tests indicates that if Indian students are perceived as low achievers they are less likely to be identified for AIG courses.

The student in the focus group mentioned above who commented that her school was “too poor” to offer AP and AIG courses raises another issue for American Indians and that is simply a resource issue. The American Indian communities in North Carolina are located in predominantly rural areas of the state, or Tier I counties, which typically lack the resources to offer specialized courses and which are negatively impacted by high teacher turnover often due to the poor quality or lack of resources in their schools (Montgomery, 2001). If the SBE will recognize that state standards for AIG students are based on only one area of possible giftedness and initiate a systematic study of current practices in identifying students for these classes, current underrepresentation of American Indian students in those classes might be mitigated.

A systematic review should be taken of the quality of the classes offered across LEAs. One finding from the discussion with the focus group of American Indian college students at UNC-CH was that being in an AIG class simply meant that students were required to attend mandatory one-on-one sessions with their teachers for one-half hour once a week. Given the current shift in national standards to college and career readiness, emphasis on student performance in AP and AIG courses as indicators of college readiness, the SBE should

conduct a systematic study of the quality of these courses, requirements for student identification, and potential changes that may need to be made to policies and procedures to ensure the intent of the legislation for AIG programs is being implemented as envisioned.

Recommendations:

The State Advisory Council on Indian Education advises the North Carolina State Board of Education and local education agencies (LEAs) to respond to the following:

- Partner with the North Carolina Commission of Indian Affairs to host an Indian Education Summit during the 2010-11 school year. The Summit would bring together parents, teachers, Title VII Program Coordinators, superintendents, tribal leaders, community members, and other interested parties. The primary objective of the Summit would be to provide a forum for the exchange of ideas, the identification of major issues, the development of a research agenda, and the development of an action plan for next steps – all directed toward the improvement of educational opportunities for American Indian students.
- Establish a task force to include knowledgeable LEA practitioners, university and college faculty members, and other individuals to study the underrepresentation of American Indian students identified and served as Academically and Intellectually Gifted. The task force should: (1) research best practices related to the identification of AIG students who are American Indian; (2) review the professional literature, consult national and state experts, and study practices in school districts which have been more effective in meeting the needs of AIG American Indian students; and (3) develop guiding practices and recommendations for the identification and placement of American Indian students in AIG programs.
- Commission a study to analyze the patterns and trends of enrollment of American Indian students in Advanced Placement (AP) courses to identify issues, concerns, accomplishments, barriers, course delivery and implementation, and future plans/initiatives.
- Partner not only with states that have significant American Indian populations, but also with those that have a comprehensive American Indian curriculum to ensure the integration of American Indian culture and heritage in all aspects of the curricula.



State Profile

SACIE 2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



SCHOOLS IN TRANSITION

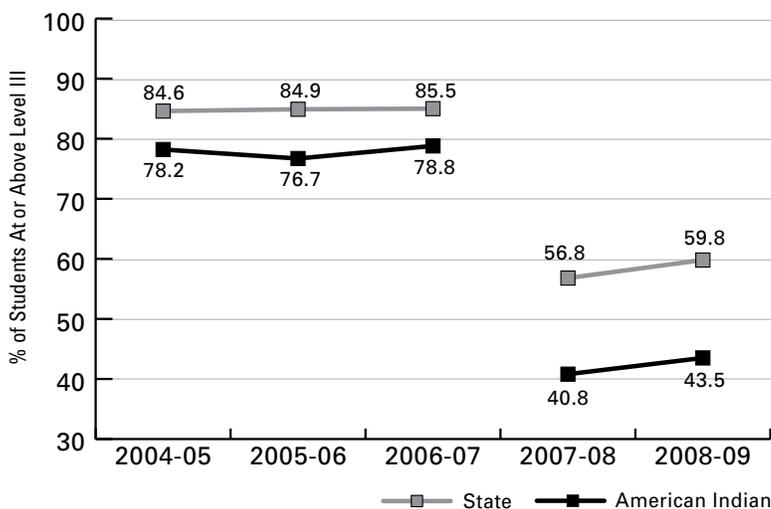
Elementary/Middle School Achievement

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 2008-09, the achievement gap between American Indian students and the state average composite scores in reading increased and is now a 16.3 percentage point gap. However, the gap in math has decreased 3.4 percentage points since 2005-06 reports.

READING

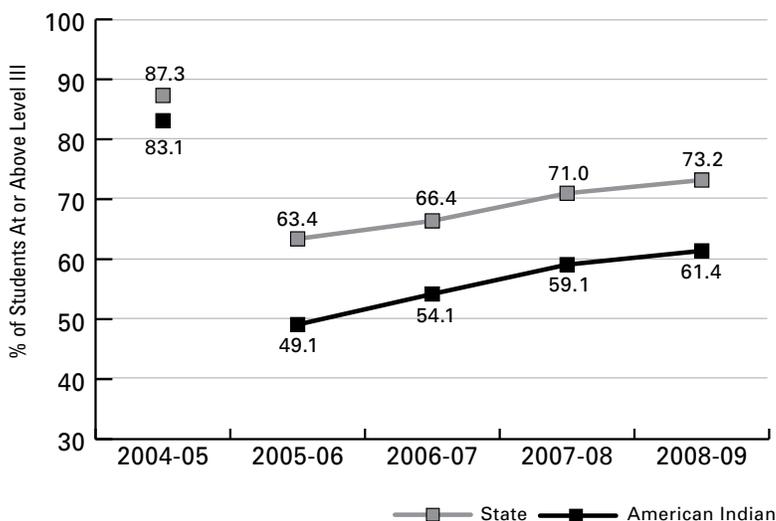
Composite Percent Proficient - Grades 3 through 8 Combined
(Percent of Students At or Above Achievement Level III)



Although the American Indian proficiency percentage increased in 2008-09 by 2.7 percentage points, the roughly 16 percentage point gap between American Indian students and their state counterparts remained. This is the largest gap reported in five years

MATH

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



American Indian students increased proficiency levels by 2.3 percentage points in 2008-09, the smallest increase reported in the past five years. The proficiency gap between American Indian students and their state counterparts (11.8) showed no significant change in the 2008-09 reporting period from the previous year.

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)

Grade	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	77.5	77.5	77.7	40.2	42.9	83.4	84.9	83.7	55.6	58.2
4	73.5	77.6	80.8	46.7	47.4	83.5	85.4	87.4	60.6	62.3
5	83.7	81.4	88.8	38.9	44.3	90.1	90.5	91.6	56.9	60.2
6	73.4	73.9	74.9	47.2	47.2	82.2	83.1	84.2	60.5	63.6
7	79.2	81.4	83.1	33.6	39.8	86.2	88.0	88.1	52.0	56.1
8	84.2	81.4	84.7	37.6	39.5	88.9	88.5	89.5	55.1	58.3

PERCENT PROFICIENT MATHEMATICS

(Percent of Students at or Above Achievement Level III)

Grade	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	81.0	57.6	63.0	68.2	65.2	85.9	68.8	71.9	74.4	75.3
4	88.5	54.9	54.6	66.0	65.9	92.8	66.0	68.7	74.2	75.6
5	84.5	45.0	55.2	55.9	61.8	90.8	64.1	67.6	70.8	73.5
6	86.6	46.0	49.8	56.3	56.9	90.1	62.6	65.3	69.0	70.5
7	80.4	47.2	49.5	53.0	60.8	85.1	62.3	64.1	68.1	71.3
8	80.3	45.0	52.4	54.2	56.7	84.7	61.3	65.7	69.1	72.8

High School Achievement

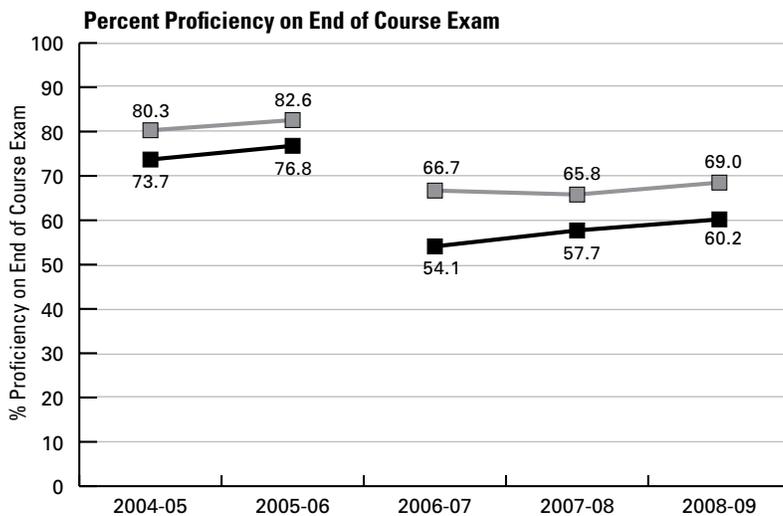
High School End-of-Course Tests

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school students will graduate from high school, be globally competitive for work and postsecondary education and prepared for the 21st Century. Therefore, increased rigor and additional mathematics requirements were adopted 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 attention on secondary education.

Due to limited data, only the results from Algebra I, Biology, and English I are reported here. Currently, the percent proficient of American Indian students in all three of these areas does not exceed 62.5%. In all three EOC scores reported here, American Indian students achieve proficiency at rates below their state counterparts. The tables below provide specific analysis regarding each subject test. Results from other End-of-Course (EOC) tests (the above three and Algebra II, Civics and Economics, Physical Science, OCS, and US History) will be reported in future editions as available.

ALGEBRA I

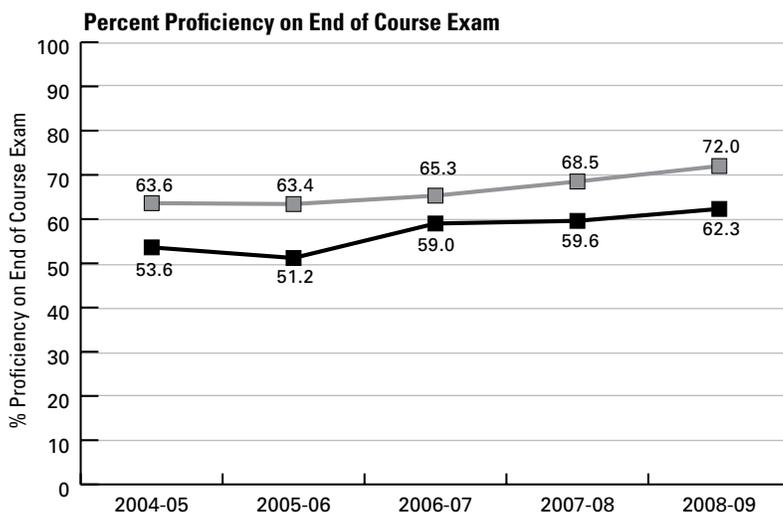


Although both the state's and the American Indian population made gains in proficiency in Algebra I, the gap between these populations widened by .7 percentage points, to 11.8.

Since administration of the new test in 2006-07, American Indian students have increased proficiency levels by 6.1 percentage points, compared to 2.3 percentage points by the state population.

■ State ■ American Indian

BIOLOGY

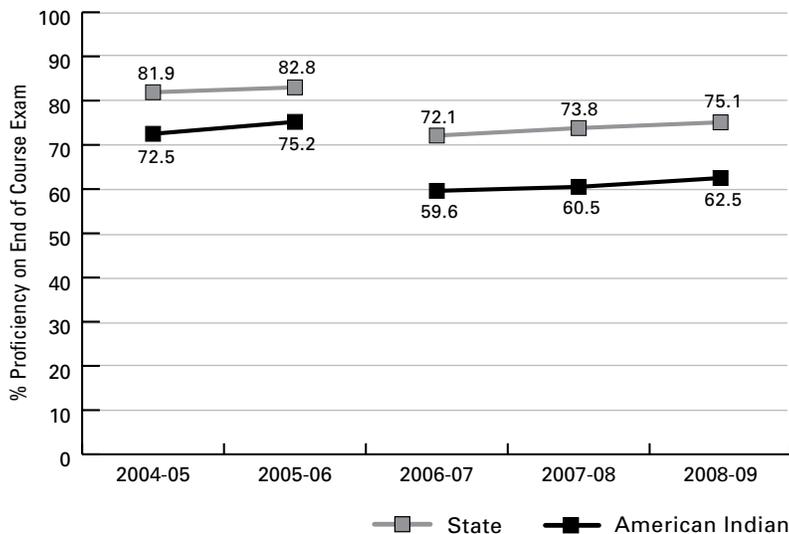


American Indian students' proficiency on the Biology End Of Course test increased by 2.7 percent to 62.3, 9.7 percent behind the state population. This is the largest gap since 2005-06, when the difference between the American Indian and state population's proficiency on the Biology test was 12.2 percent.

■ State ■ American Indian

ENGLISH I

Percent Proficiency on End of Course Exam

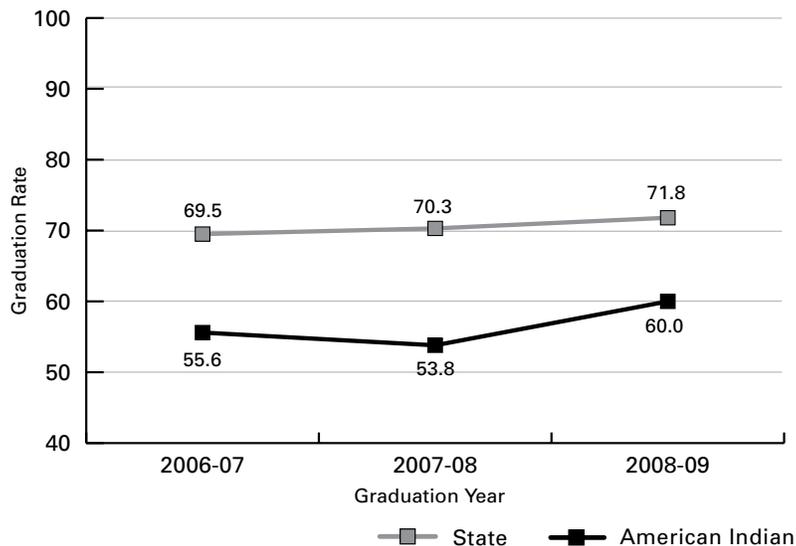


American Indian students increased proficiency by two percentage points in 2008-09. This exceeds the overall state population's increase of 1.3 percent. As a result, American Indian students decreased the gap between American Indian and the state population to 12.6 percentage points from 13.3 percentage points in 2007-08.

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 E) pose an even greater concern.

NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES

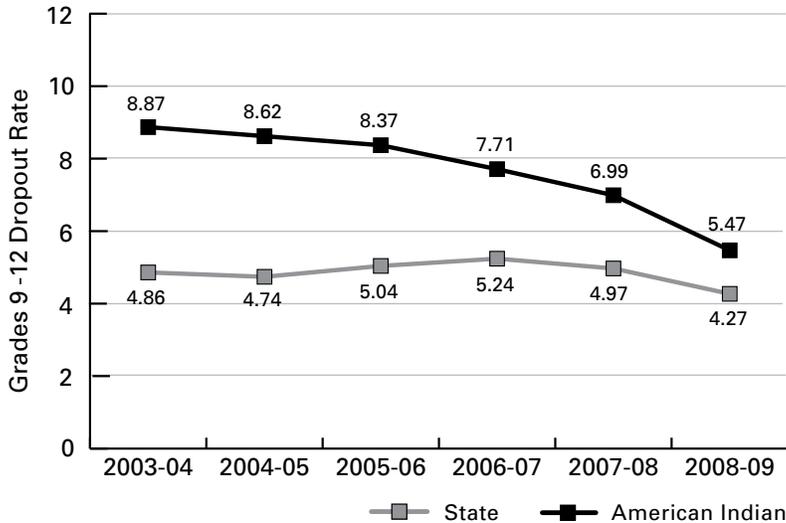


American Indian students posted their highest graduation rate in the past three years, at 60 percent. This also represents the smallest gap between American Indian students and the state population since 2006-07. Although American Indian students' graduation rate is 11.8 percentage points below the state population, American Indian students' graduation rate has increased faster over the displayed three-year period than that of the state population.

High School Drop-Out Rates

While the number of American Indian students leaving school without graduating declined in 2008-2009, the rate still exceeds the state average.

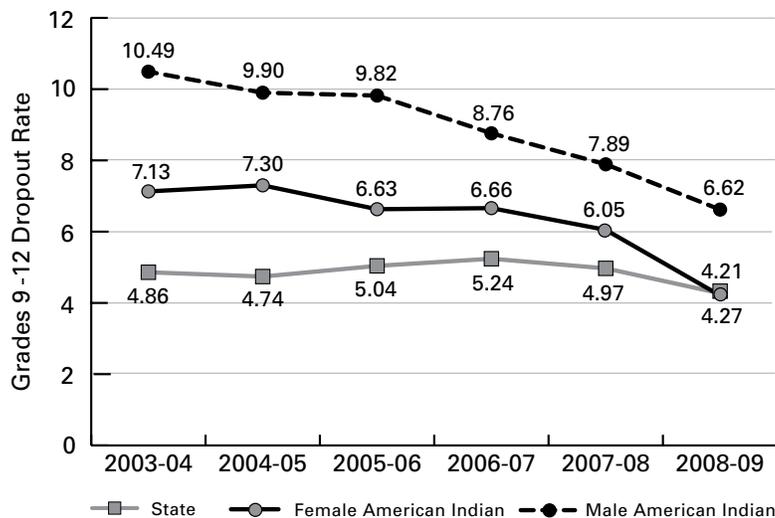
GRADES 9–12 DROP-OUT RATES



While the high school drop-out rate for American Indian students decreased at a faster rate than the state average, -3.4 percentage points over the last five years compared to -.59 percentage points for the state average, the drop-out rate for American Indian students is 1.2 percentage points higher than the state average.

In addition to posting the lowest drop-out rates in five years for both populations, the five-year trend of narrowing the gap between American Indian students and the state population continued.

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



American Indian females posted the lowest drop-out rate in five years (4.21), lower than the state average and American Indian males.

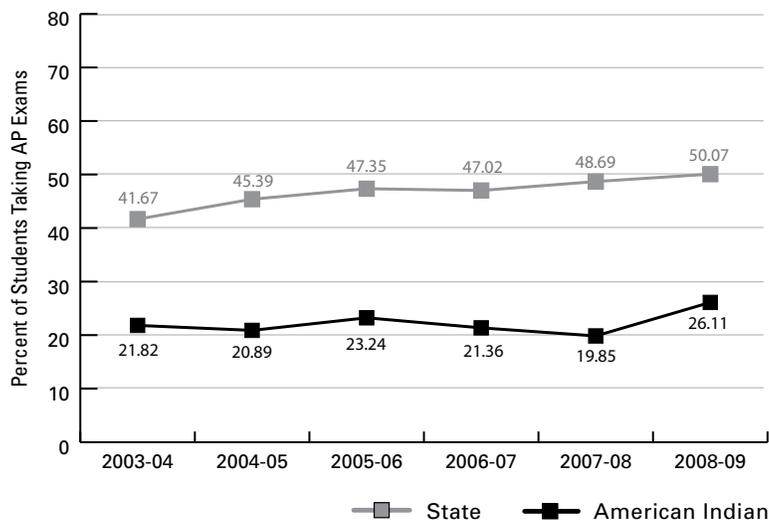
The drop-out rate for American Indian males continued a five-year downward trend, but still exceeds the state average by 2.35 percentage points.

Advanced Placement Courses

Examining student enrollment in Advanced Placement (AP) courses provides an additional indicator of student academic achievement at the high school level. Engagement in AP coursework prepares students for college-level work and provides opportunities for earning college credit.

For the first time in four years, the percentage of American Indian students taking the AP exam increased. However, since 2003-04, the total number of AP examinees in NC has continuously increased, while fewer American Indian students have taken the AP exam for college credit.

NC ADVANCED PLACEMENT EXAMINEES



Since 2003-2004 school year, the total number of AP examinees in NC has increased slightly, while fewer American Indian students are taking the AP exams for college credit.

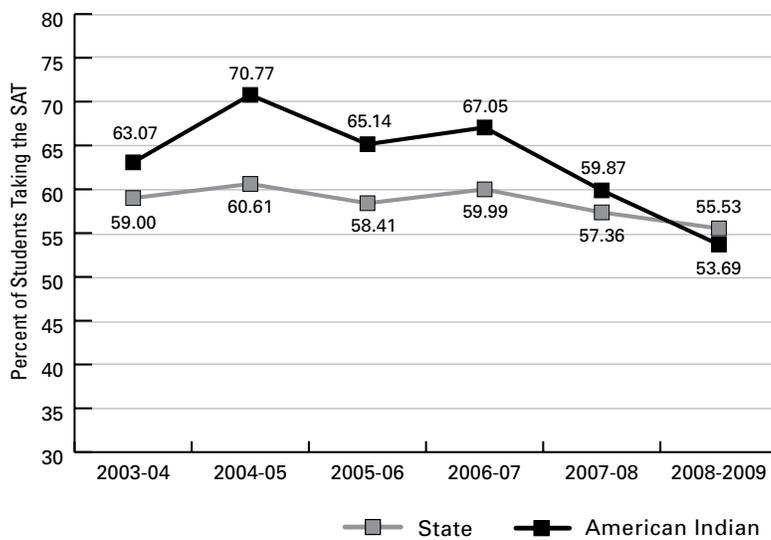
Students in the state take AP exams at approximately three times the rate of American Indian students.

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 necessary for success in college and the working world.

Colleges and universities rely heavily on SAT scores when considering college admission. Since colleges accept the best combined score from a single testing event, students often begin taking the SAT as early as tenth grade.

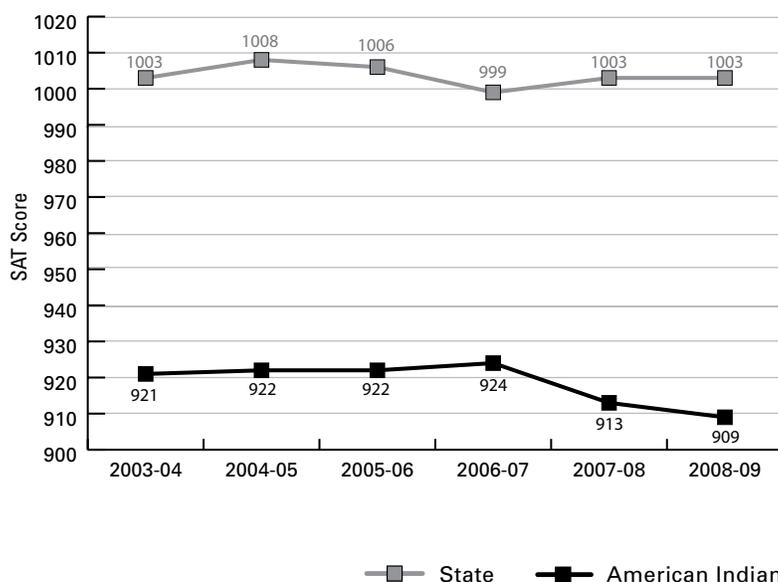
NC STUDENTS TAKING THE SAT



The percent of students taking the SAT decreased for both the state and American Indian populations.

For the first time in five years, the percent of American Indian students taking the SAT fell below the state percentage. The percentage of American Indian students taking the SAT dropped more than six percentage points in the past year.

NC SAT SCORES



American Indian students' average SAT score decreased for the second-straight year, while the the average score of the state population remained the same.

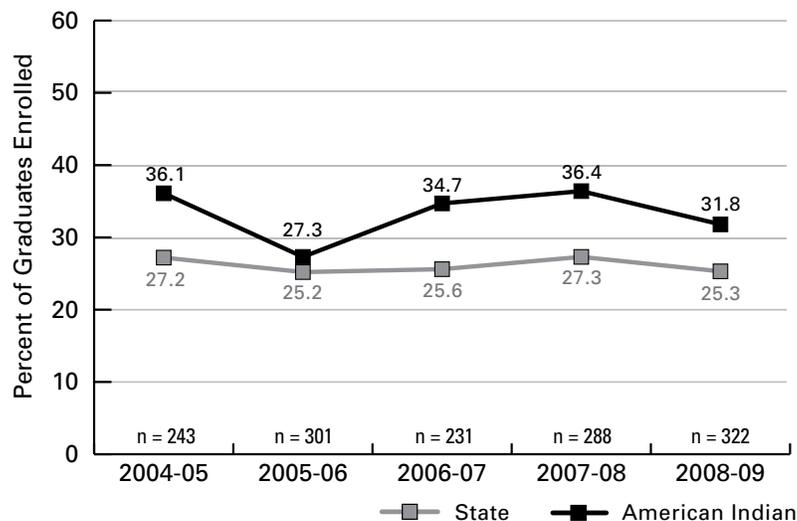
American Indian students scored nearly 100 points below the state population on the SAT in 2008-2009. This is the largest gap reported in the five-year period.

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

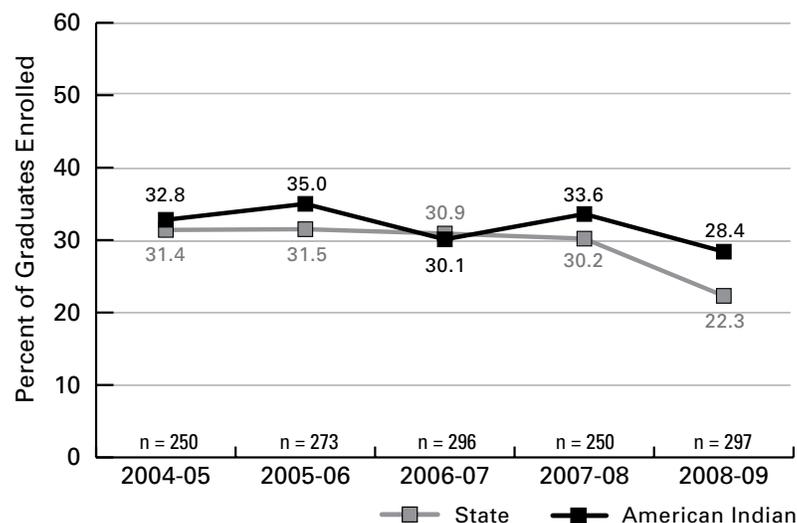


American Indian students in NC continued to enroll in NC community colleges at a greater percentage than the overall state population. However, in 2008-09, there was a 4.6 percentage point decrease in American Indian enrollment from 2007-08.

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



American Indian students enrolled in UNC System schools more than the overall state population during four out of the last five years. Although this year American Indian student enrollment in UNC system schools declined by 5.2 percentage points.

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

- Retention rates for the 2006 cohort declined from Year 1 to Year 3, but was slightly higher for AUI. Retention rates for American Indian students have been consistently lower than the general population for the years shown below.
- A smaller percentage of American Indian students graduate in 4 years than non-native students. Similar to the general population, American Indian students graduate at the highest percentage in year six.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	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
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
2006	282	71.6	61.3	57.1	59.2	81.0	71.3	66.6	72.0

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	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
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
2002	279	27.6	42.7	47.3	50.2	35.1	54.3	58.8	63.5

EAST CAROLINA UNIVERSITY

- The cohort graduation rates for American Indian students at ECU often fall below the general student population. Retention rates of American Indian students are competitive with the general population after year one, but tend to decline at a fast pace. It is important to note, however, the small number of American Indian students attending this institution.
- The 2002 cohort's four-year (OUI) graduation rate increased by 16.7 percentage points from the 2001 cohort's rate. Graduation rates for American Indian students at ECU continue to fall below the general population.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	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
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
2006	32	65.6	53.1	56.3	62.5	77.3	69.0	64.4	69.2

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	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
1998	21	23.8	28.6	33.3	42.9	24.6	47.8	53.7	59.6
1999	24	25.0	41.7	41.7	50.0	25.7	48.1	53.3	58.8
2000	21	19.0	33.3	38.1	42.9	25.3	48.4	54.4	59.1
2001	28	7.1	42.9	46.4	57.1	27.6	50.5	56.4	60.9
2002	21	23.8	47.6	47.6	47.6	27.2	49.5	54.3	59.1

NORTH CAROLINA STATE UNIVERSITY

- The 2006 cohort of American Indian students boasted strong retention rates over the three-year span. Although rates did not reach the 2004 cohort's rates, they demonstrate a significant improvement over the 2005 cohort rates. Over the three years (OUI), this was, on average, seven percentage points below the general population.
- For the first time in five years, the 2002 American Indian cohort's graduation rates matched the general population rates.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	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
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
2006	21	81.0	76.2	71.4	71.4	89.2	82.0	77.5	82.6

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	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
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
2002	35	42.9	65.7	71.4	74.3	38.5	66.2	71.5	76.0

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- The three-year retention rates for the 2006 cohort were consistently above 80%. The retention rates for the general UNC-CH population generally fall at or above 90%.
- Twenty-one of the 32 American Indian 2002 cohort graduated after four years (65.6%). Although UNC-CH graduates American Indians students at a rate lower than the general population, the 2002 cohort posted the highest graduation rates over the five-year span reported below.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	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
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
2006	32	93.8	90.6	81.3	84.4	96.5	93.1	88.9	90.7

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	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
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
2002	32	65.6	75.0	78.1	84.4	73.2	83.7	86.1	87.6

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

- During the reporting period displayed below (beginning with the 1998 cohort), retention rates for American Indian students at UNC-P are higher than for the general population. Retention rates fall after the first year.
- Only 16.3% of the 2002 cohort graduated after four years. American Indian students at UNC-P post the highest graduation rates at year six. For the 2002 cohort, that was 36.6% (OUI), higher than the general population.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	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
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
2006	134	71.6	59.7	56.0	56.7	71.5	50.8	46.2	55.0

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	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
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
2002	123	16.3	31.7	36.6	36.6	14.2	28.7	33.4	39.7

WESTERN CAROLINA UNIVERSITY

- All recent cohorts of American Indian students at Western Carolina post lower retention rates than the general student population, with the exception of the 2001 and 2003 cohorts.
- Graduation rates for American Indian students are lower than for the general population. When interpreting the data below, please note the relatively small number of students.

Cohort Year	AMERICAN INDIAN RETENTION RATE (%)					ALL RETENTION RATE (%)			
	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
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
2006	11	45.5	54.5	27.3	27.3	66.5	55.5	51.9	62.7

Cohort Year	AMERICAN INDIAN GRADUATION RATE (%)					ALL GRADUATION RATE (%)			
	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
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
2002	12	25.0	33.3	33.3	33.3	28.2	45	49.5	54.7



LEA Profiles

SACIE 2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



SCHOOLS IN TRANSITION

COLUMBUS COUNTY



Academically

Approximately 85% of the Native American students in the county attend Hallsboro/Artesia Elementary, Hallsboro Middle, and East Columbus High Schools. A full-time tutor is assigned to each of the three schools to work with students. These tutors collaborate with classroom teachers to identify specific students' needs in reading and math.

Approximately 75 students attend an after-school tutoring program at one of the community churches four days per week throughout the school year. Parents provide 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 American Indian students with their academics.

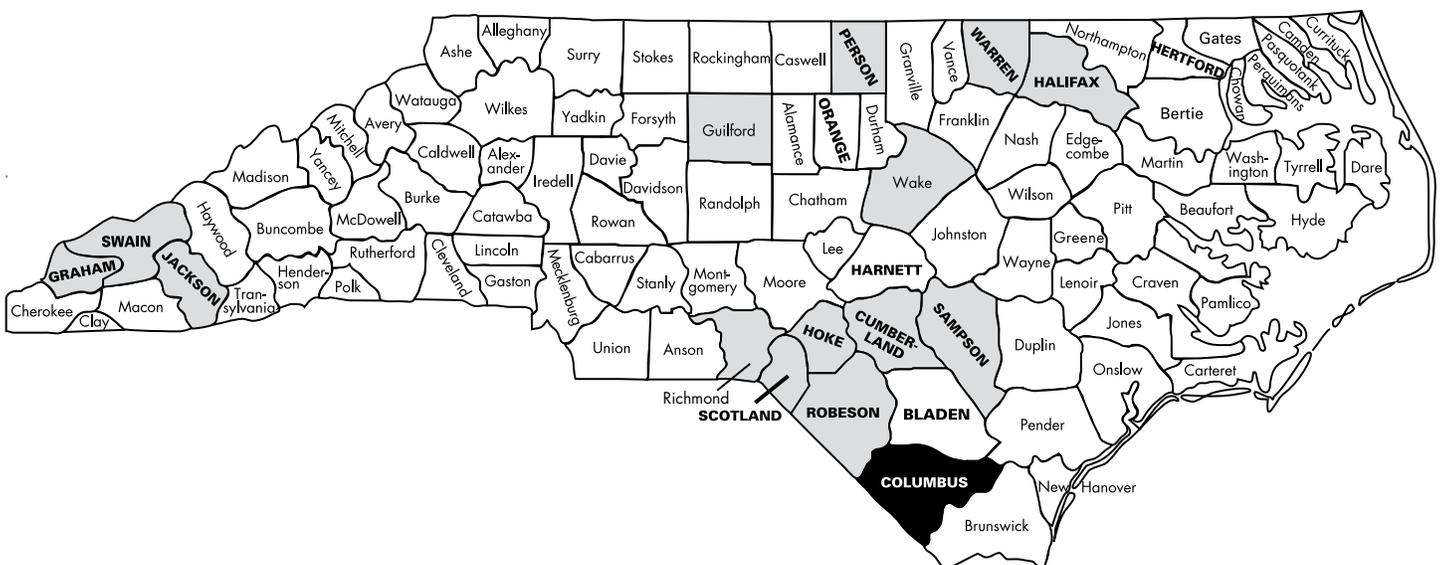
Cultural Awareness

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 in several Indian cultural activities (including frying bread). This effort is largely supported by the Title VII Parent Committee.

The Columbus County Title VII Program also

- supports sending 40-50 students to the NC Native American Youth Conference each summer.
- attends and participates in the annual NC Indian Unity Conference.
- serves as a liaison between home and school to enhance educational values and promote parental involvement

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



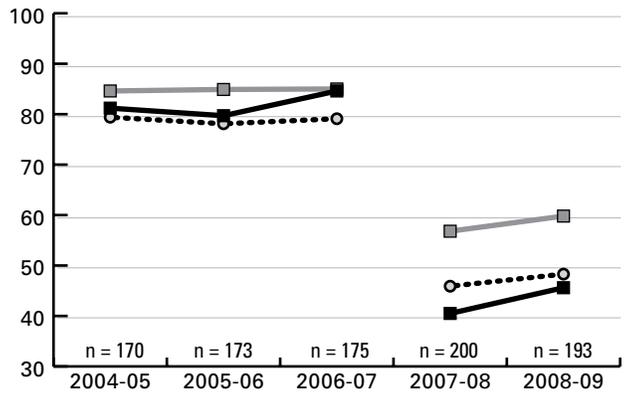
COLUMBUS COUNTY

Reading and Math End of Grade Tests

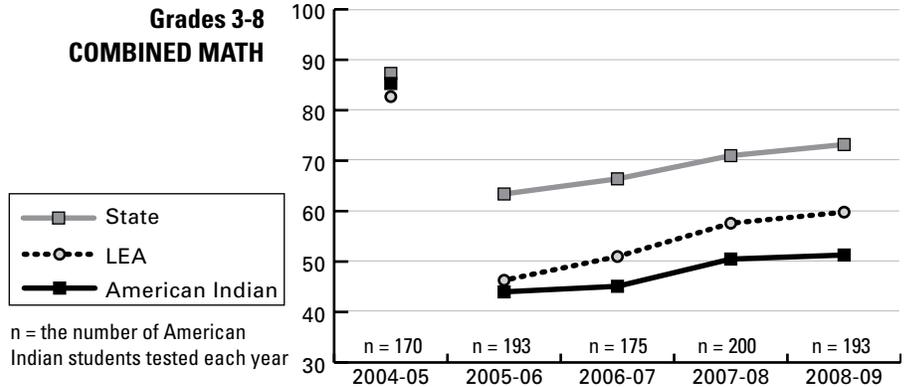
The reading achievement of American Indian students in Columbus County improved relative to the county and state populations through 2006-07. After the revised test was administered in 2007-2008, Columbus County Indian students scored below both the county and state populations. There was relatively no change between American Indian students in Columbus County and the state, but Columbus County's Indian population achieved a larger increase than their LEA counterparts.

In 2008-09, American Indian students in Columbus County continued to trail their LEA and state counterparts in EOG math performance by similar margins as the previous year. The largest test-score gap exists between the state population and local American Indian students, who perform nearly 20 points below their state counterparts.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



■ State
 ● LEA
 ■ American Indian
 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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	85.2	86.2	72.0	43.9	56.3	73.6	75.5	72.4	46.7	43.2
	N Tested	27	29	25	41	32	470	493	514	548	533
4	% Grade Level	81.8	77.8	96.7	43.5	60.0	74.6	75.2	83.1	46.0	56.0
	N Tested	22	27	30	23	40	523	468	449	500	536
5	% Grade Level	91.2	86.4	90.0	33.3	42.3	85.9	82.1	85.0	45.1	44.6
	N Tested	34	22	30	36	26	490	548	454	466	502
6	% Grade Level	69.2	77.1	88.0	32.4	32.4	72.5	74.0	78.9	46.2	52.0
	N Tested	26	35	25	34	37	512	523	554	517	477
7	% Grade Level	86.1	87.0	85.4	58.6	32.1	83.3	78.0	86.7	46.7	46.1
	N Tested	36	23	41	29	28	546	531	498	520	523
8	% Grade Level	68.0	75.7	79.2	35.1	46.7	85.5	82.6	82.1	44.4	47.9
	N Tested	25	37	24	37	30	564	535	497	486	520

EOG MATHEMATICS, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	85.2	NA	56.0	73.2	68.8	79.6	NA	58.1	62.3	62.5
	N Tested	27	NA	25	41	32	471	NA	515	549	534
4	% Grade Level	90.9	55.2	40.0	56.5	50.0	86.3	49.3	56.1	55.0	61.9
	N Tested	22	29	30	23	40	531	471	449	502	538
5	% Grade Level	94.1	42.3	33.3	30.6	42.3	89.4	50.5	49.0	57.0	53.5
	N Tested	34	26	30	36	26	490	548	455	467	505
6	% Grade Level	84.6	46.2	64.0	55.9	51.4	83.5	45.2	54.2	55.3	63.5
	N Tested	26	39	25	34	37	514	522	554	517	479
7	% Grade Level	72.2	37.0	43.9	48.3	50.0	79.0	38.9	52.0	60.1	58.0
	N Tested	36	27	41	29	28	548	532	498	521	522
8	% Grade Level	88.0	21.1	37.5	37.8	43.3	78.8	38.6	44.4	55.2	59.4
	N Tested	25	38	24	37	30	566	536	498	484	522

COLUMBUS COUNTY

End of Course Tests

Since the 2005-06 school year, American Indian students continue to perform well below their local and state counterparts on the Algebra I EOC. In 2008-09, both American Indian students' scores and the LEA population's scores decreased, while the state scores remained unchanged.

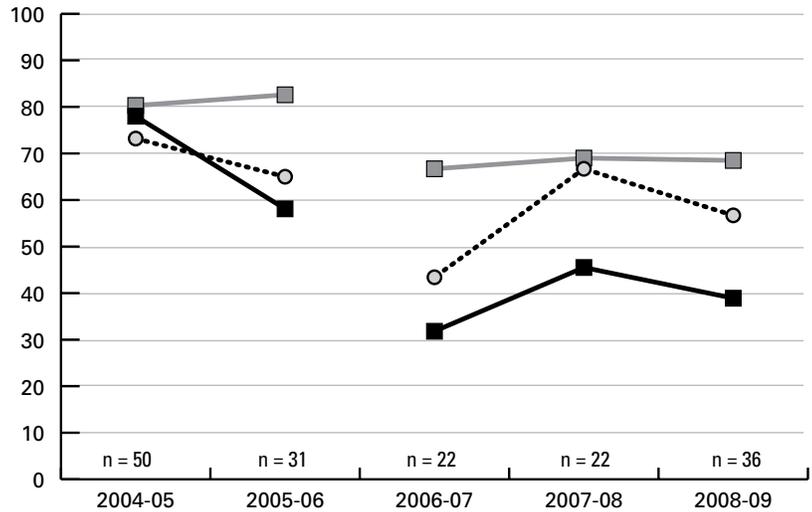
After a strong performance on the 2007-08 Biology EOC, Columbus County American Indian students' scores fell below state scores in 2008-09. However, their scores are in line with the the LEA Biology scores for the overall county population.

Columbus County American Indian students' scores on the English I EOC jumped in 2008-09 to the same level as their LEA counterparts. Although this is the greatest increase of the three populations represented on the chart, it still remains below the state average.

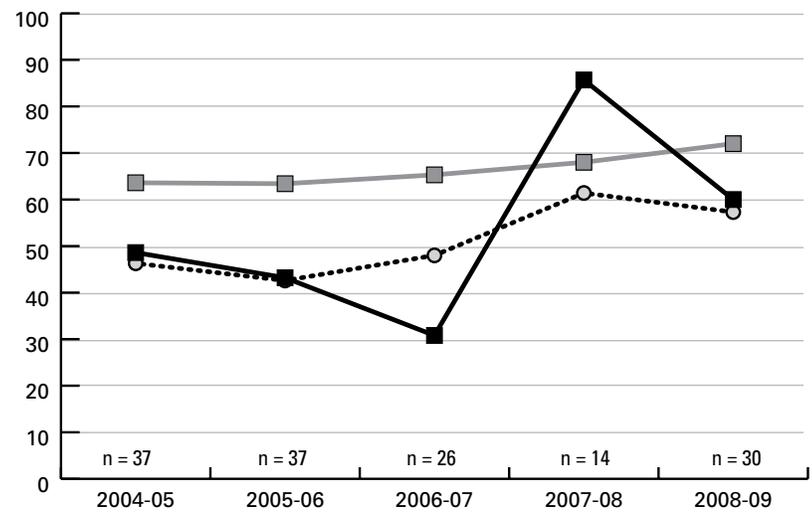


n = the number of American Indian students tested each year

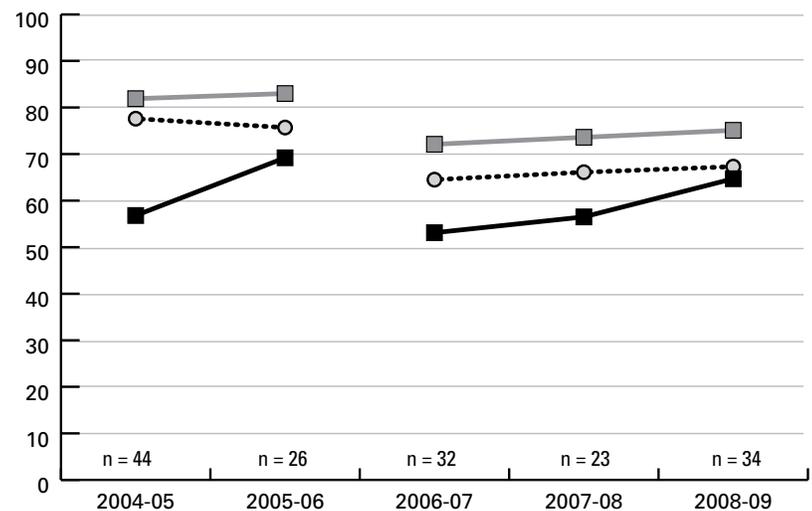
ALGEBRA I



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

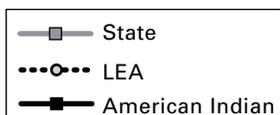
High School Completion and College Enrollment

The American Indian cohort graduation rate in Columbus County decreased in 2008-09, while local and state students' graduation rates increased. Currently, American Indian students graduate at a slightly lower rate than Columbus County students and state students.

The dropout rate for American Indian students in Columbus County rose in 2008-09, nearly equal to the state dropout rate and slightly higher than the LEA dropout rate.

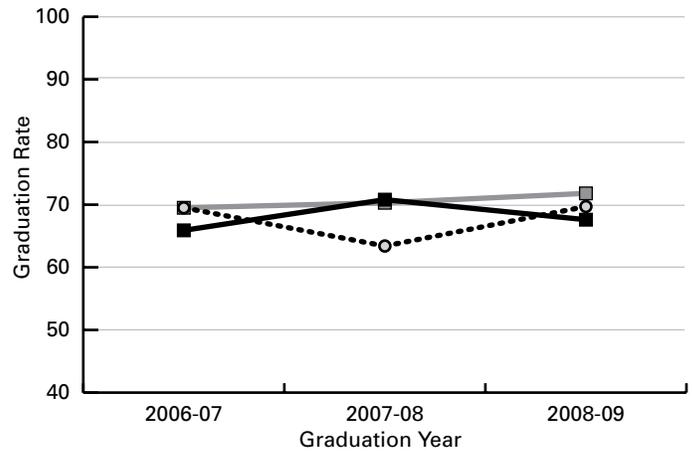
The percentage of American Indian students attending NC community colleges jumped in 2008-09, nearly 30% higher than the general state population, and about 20% higher than other Columbus County students. NC community college attendance for American Indian students exceeded the state population for each of the five years reported below, and exceeded the LEA population for four out of the last five years.

For the first time in four years, the percentage of American Indian students attending UNC system schools decreased, falling below the state and LEA student population. LEA rates increased for the third year in a row.

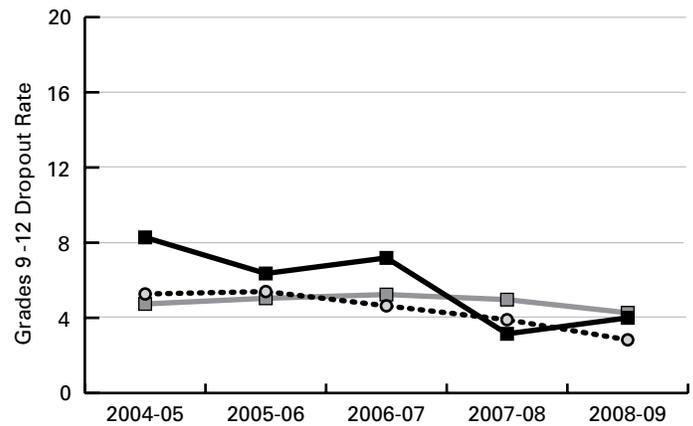


n = the number of American Indian students attending

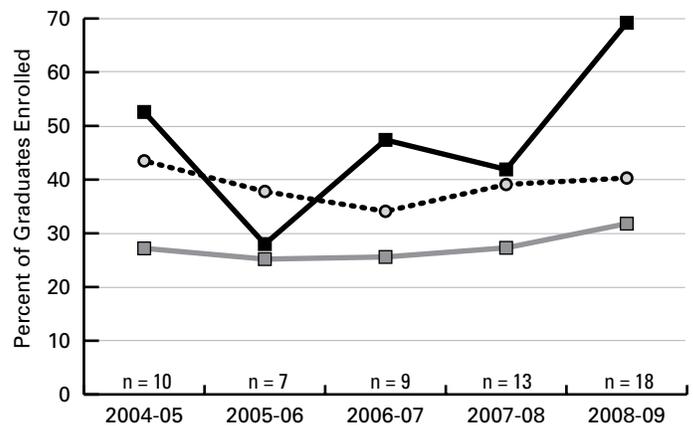
4-YEAR COHORT GRADUATION RATES



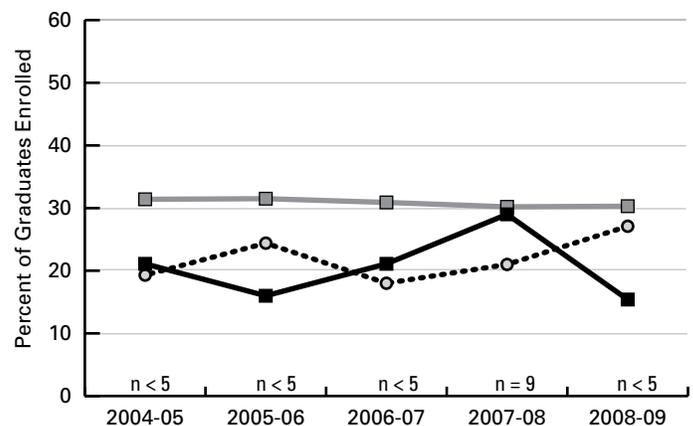
DROPOUT RATES



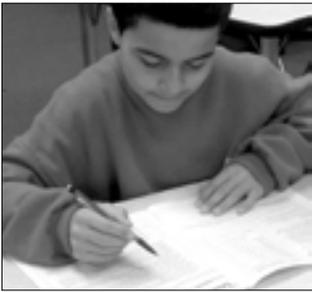
STUDENTS ATTENDING NC COMMUNITY COLLEGES



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

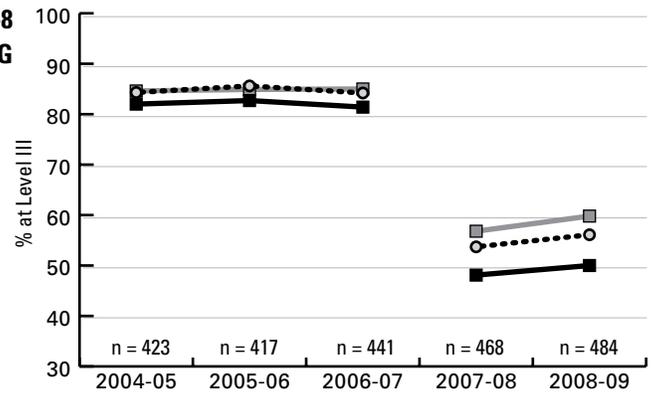
Reading and Math End of Grade Tests

American Indian students in Cumberland County continue to follow a similar upward trend as county and state students, but still perform below their county and state counterparts on the Math and Reading EOG tests.

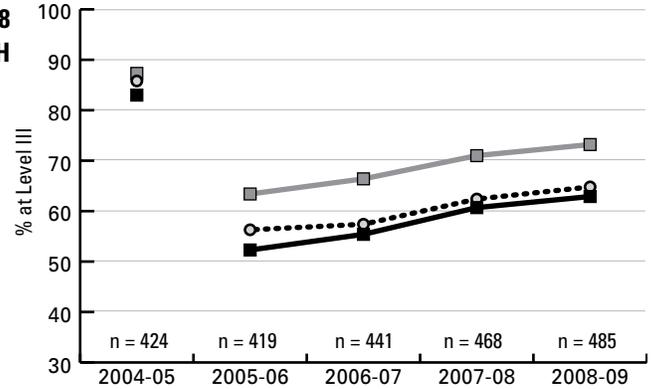


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	80.0	75.0	80.2	39.5	40.5	81.2	83.2	82.0	52.4	54.1
	N Tested	85	60	86	76	79	3773	3945	3837	3977	3990
4	% Grade Level	81.4	84.7	80.6	58.3	45.6	80.4	81.3	85.6	58.0	59.2
	N Tested	70	85	62	84	90	3843	3680	3834	3785	3930
5	% Grade Level	83.5	92.6	93.0	38.5	50.0	88.0	89.0	90.7	53.3	55.1
	N Tested	79	68	86	65	88	3901	3819	3613	3957	3752
6	% Grade Level	69.0	74.4	81.7	61.2	56.5	80.9	82.8	82.5	58.7	61.3
	N Tested	58	82	71	85	69	3840	3806	3705	3621	3880
7	% Grade Level	86.9	81.4	77.3	43.1	60.5	86.3	88.0	87.6	48.0	53.3
	N Tested	61	59	75	72	81	3999	3868	3733	3833	3600
8	% Grade Level	88.6	88.9	83.6	44.2	48.1	88.3	88.7	88.5	52.0	53.2
	N Tested	70	63	61	86	77	3900	4002	3845	3885	3790

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	82.4	NA	61.6	68.4	67.1	82.7	NA	61.7	65.7	66.7
	N Tested	85	NA	86	76	79	3779	NA	3845	3977	4000
4	% Grade Level	84.3	58.8	50.0	64.3	67.0	89.9	56.7	60.5	65.8	70.3
	N Tested	70	85	62	84	91	3853	3689	3842	3797	3938
5	% Grade Level	88.6	57.4	60.5	49.2	65.9	89.3	56.2	57.6	62.5	64.5
	N Tested	79	68	86	65	88	3914	3839	3629	3961	3761
6	% Grade Level	81.0	52.4	54.9	57.6	50.7	88.3	56.7	56.5	59.8	60.5
	N Tested	58	82	71	85	69	3843	3807	3718	3624	3880
7	% Grade Level	80.3	54.2	53.3	62.5	63.0	82.5	55.4	57.8	59.6	62.8
	N Tested	61	59	75	72	81	4003	3874	3737	3838	3601
8	% Grade Level	80.3	42.9	57.4	60.5	61.0	82.1	52.9	57.7	60.9	63.9
	N Tested	71	63	61	86	77	3910	4004	3845	3885	3792

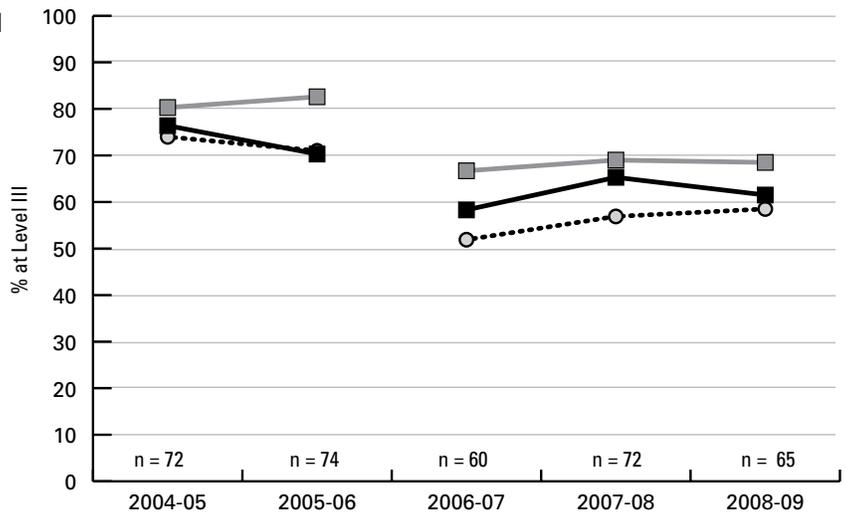
CUMBERLAND COUNTY ALGEBRA I

End of Course Tests

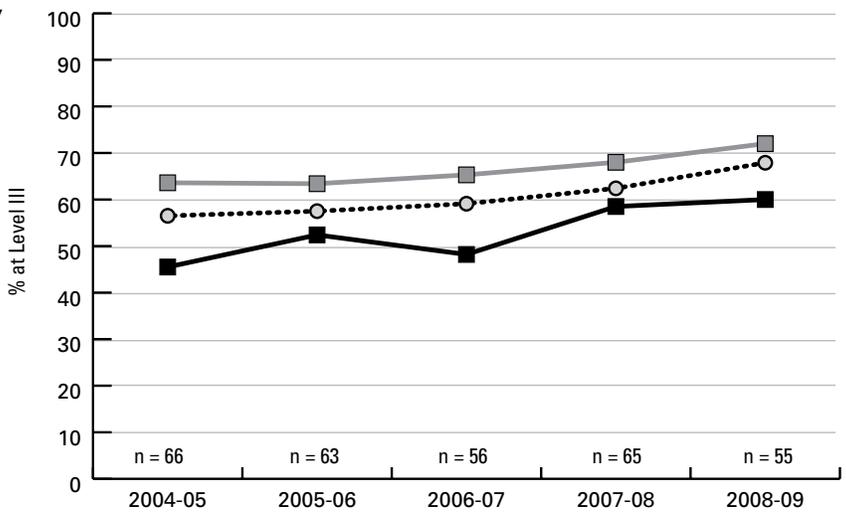
Following considerable gains in 2007-08, American Indian students' performance on the Algebra I EOC dropped to levels just slightly above 2006-07 scores. While performing below the state average, Cumberland County American Indian students outperform other students in the county.

This trend did not continue on the Biology EOC, where Cumberland County Indian students have consistently achieved at Level III below other county students and state students. In 2008-09, the gap widened, as LEA students approached state proficiency rates.

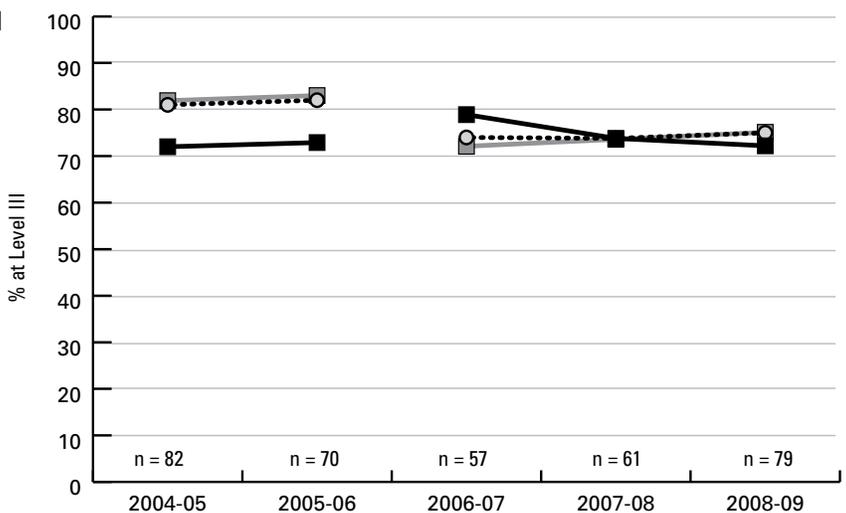
The percentage of Level III Cumberland County American Indian students on the English I EOC dropped in 2008-09, falling slightly below state and county students. This marks the third year in a row that Cumberland County students' proficiency levels decreased.



BIOLOGY



ENGLISH I



n = the number of American Indian students tested each year

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

Four-year cohort graduation rates for Cumberland County American Indian students increased nearly 10 percentage points in 2008-09. Cumberland County Indian students graduate at nearly the same rate as their county and state counterparts.

The dropout rate for Cumberland County Indian students is higher than rates for other county and state students.

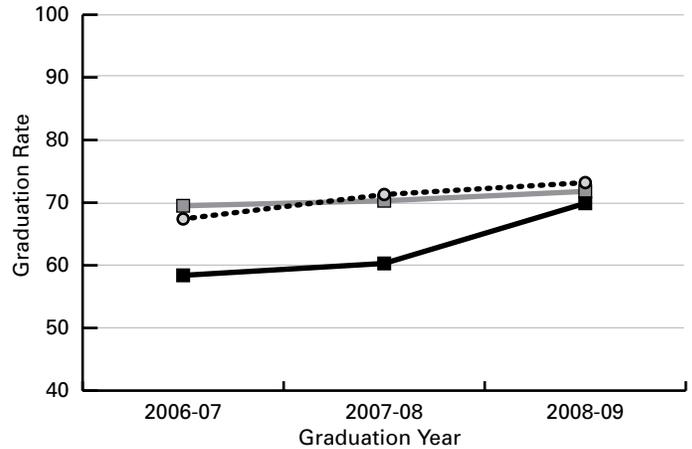
Since 2006-07, NC community college attendance for American Indian students in Cumberland County increased at a rate similar to the state population and faster than the LEA population. For the fifth consecutive year this rate remained below the state attendance percentage.

After trailing the state and LEA population in UNC system school enrollment, American Indian students' attendance jumped in 2008-09, to exceed the state and local student population attendance rates.

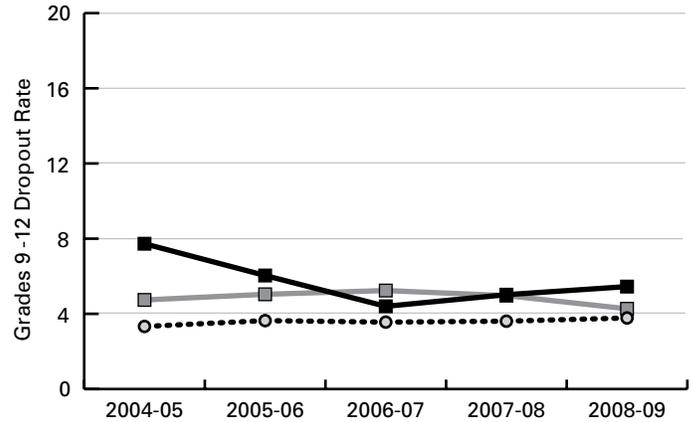


n = the number of American Indian students attending

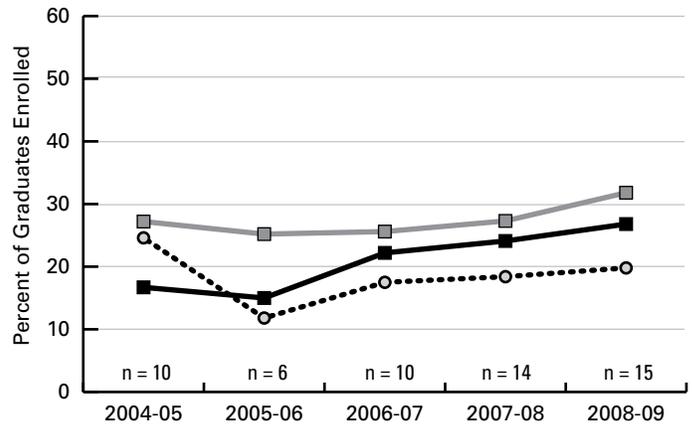
4-YEAR COHORT GRADUATION RATES



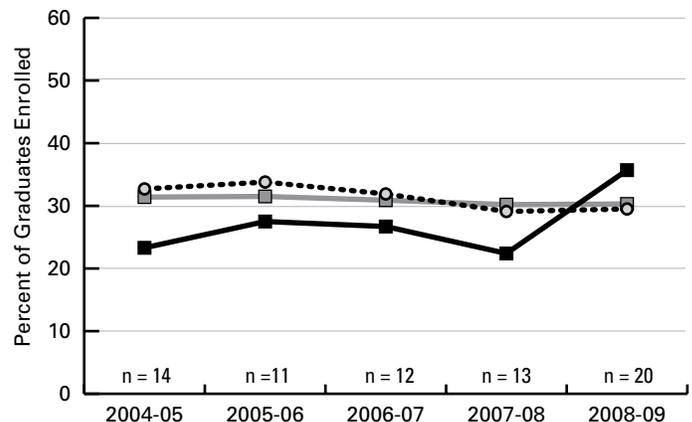
DROPOUT RATES



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

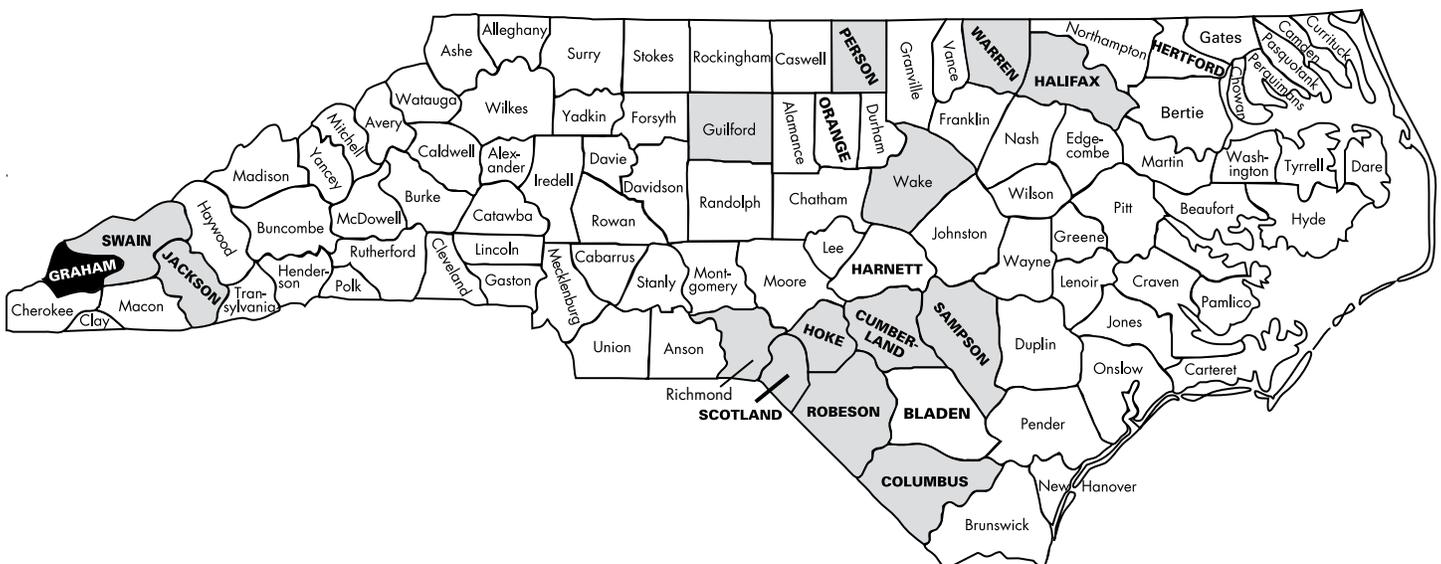
The mission of the Graham County Schools Indian Education Program is to provide an environment which develops capable, highly skilled citizens who can compete in the 21st century.

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:

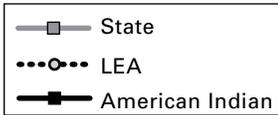
<http://graham.nc.schoolwebpages.com/>



GRAHAM COUNTY

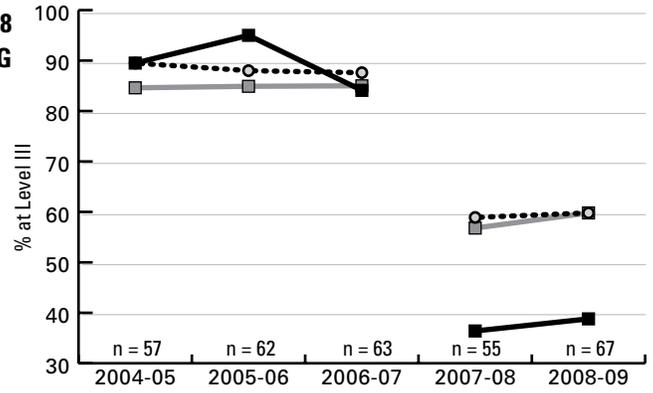
Reading and Math End of Grade Tests

In 2008-09, 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 scoring at comparable levels two years ago. Note the steep decline in reading achievement observed in 2007-08. This rate increased slightly in 2008-09, but remains more than 20 percentage points below state and other county students.

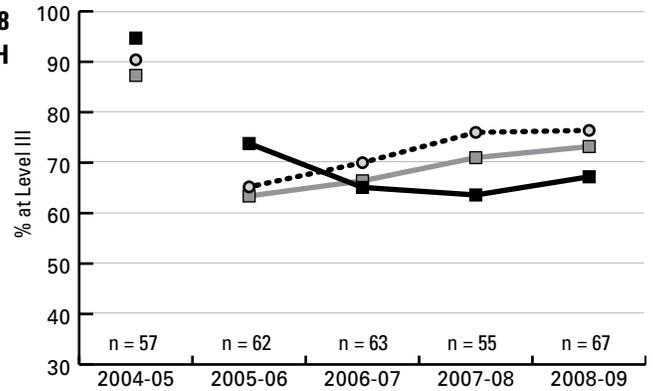


n = the number of American Indian students tested each year

**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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	75.0	91.7	57.1	42.9	21.4	81.2	80.0	72.5	64.0	53.4
	N Tested	8	12	7	7	14	85	90	91	100	88
4	% Grade Level	81.8	100	81.8	12.5	41.7	82.0	85.4	84.5	49.4	65.1
	N Tested	11	8	11	8	12	89	82	84	81	106
5	% Grade Level	100	100	100	50.0	50.0	92.7	92.3	93.2	49.3	63.0
	N Tested	9	11	9	8	8	96	91	88	75	73
6	% Grade Level	88.9	100	90.0	33.3	66.7	96.0	88.0	96.5	68.2	66.7
	N Tested	9	8	10	9	12	99	92	86	88	72
7	% Grade Level	91.7	88.9	90.0	18.2	33.3	88.8	89.6	91.7	50.6	55.2
	N Tested	12	9	10	11	9	89	106	84	89	87
8	% Grade Level	100	100	91.7	58.3	25.0	78.0	91.1	92.2	69.4	56.5
	N Tested	9	13	12	12	12	96.2	90	103	85	92

EOG MATHEMATICS, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	62.5	NA	57.1	71.4	50.0	80.0	NA	56.0	79.0	76.1
	N Tested	8	NA	7	7	14	85	NA	91	100	88
4	% Grade Level	100	75.0	54.5	75.0	83.3	95.5	64.6	66.7	77.8	84.0
	N Tested	11	8	11	8	12	88	82	84	81	106
5	% Grade Level	100	72.7	55.6	62.5	50.0	91.7	65.9	71.4	71.1	69.9
	N Tested	9	11	9	8	8	96	91	91	76	73
6	% Grade Level	100	37.5	80.0	55.6	75.0	93.9	67.4	80.2	70.0	76.7
	N Tested	9	8	10	9	12	99	92	86	90	73
7	% Grade Level	100	88.9	70.0	63.6	66.7	93.3	70.1	75.0	76.4	70.8
	N Tested	12	9	10	11	9	89	107	84	89	89
8	% Grade Level	100	92.3	66.7	58.3	75.0	87.2	67.8	72.8	81.2	78.3
	N Tested	9	13	12	12	12	78	90	103	85	92

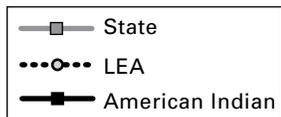
GRAHAM COUNTY

End of Course Tests

Following two years of similar achievement, American Indian students in Graham County experienced a dramatic drop in performance, on the Algebra I EOC test, from 70% of students performing at Level III, to just above 40% at Level III this year.

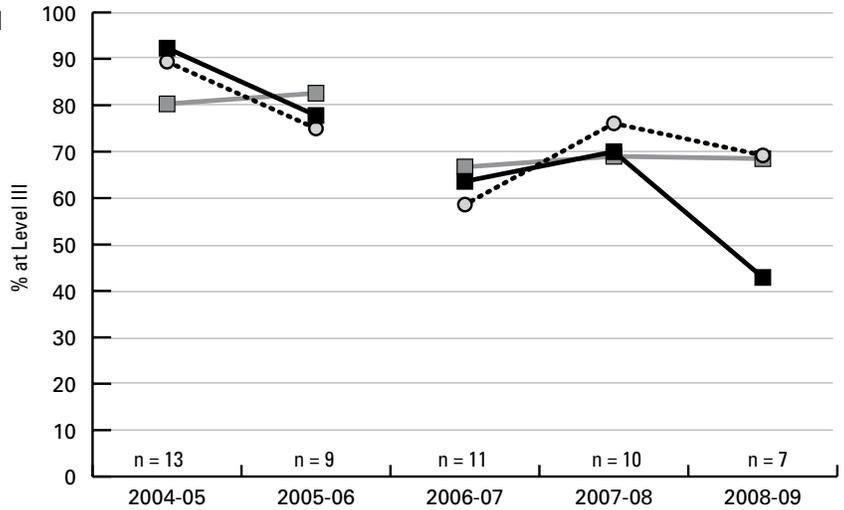
After significant gains the past two years, the percentage of American Indian students in Graham County scoring proficient on the Biology EOC dropped nearly 10 percentage points. Despite this drop in performance, Graham County Indian students still outperform their state counterparts.

Graham County American Indian students also out-perform other LEA and county students on the English I EOC. American Indian students' performance on the English I EOC has exceeded state levels for the past five years.

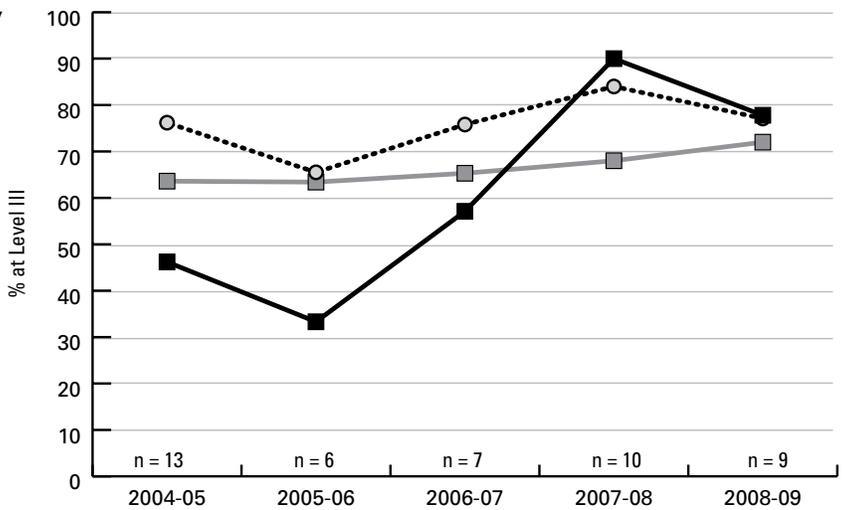


n = the number of American Indian students tested each year

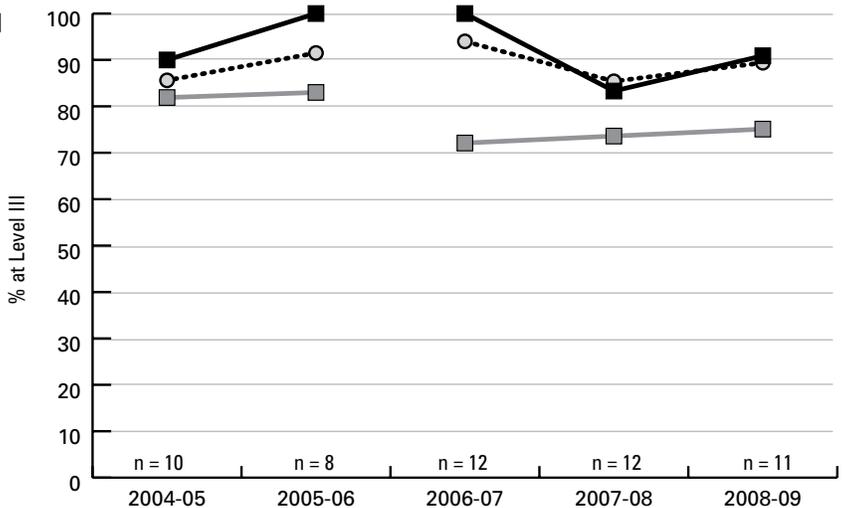
ALGEBRA I



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.

GRAHAM COUNTY

High School Completion and College Enrollment

The 2008-09 cohort of Graham County American Indian students graduated at a lower rate than both county and state students, after matching state graduation rates the year before.

Drop out rates fell for the second year in a row, equal to LEA rates. However, because of the small number of American Indian students in Graham County, changes in the dropout rates are as much due to the number of high school students as the number of dropouts. Therefore, the rate trend is not the most reliable indicator.

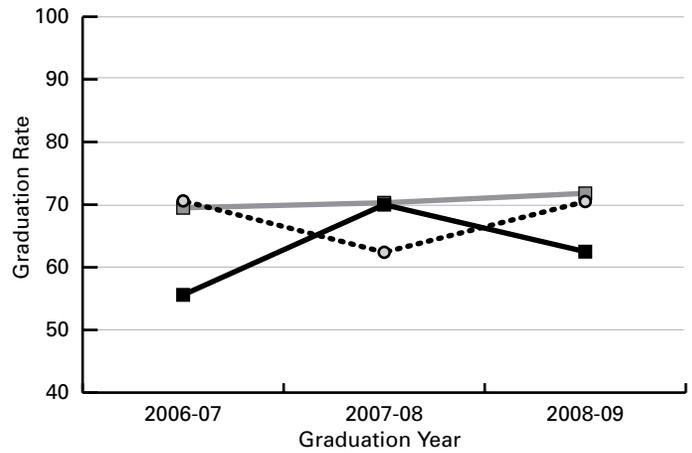
The percentage of American Indian students attending NC community colleges jumped in 2008-09, to slightly exceed the state population percentage (>30%). This represents the highest attendance rate in the five-year period represented below.

No American Indian graduates from Graham County attended UNC system schools in 2008-09. While the state and local attendance rates for UNC system schools remained relatively stable for the five-year reporting period, American Indian attendance rates varied considerably more during the same time period.

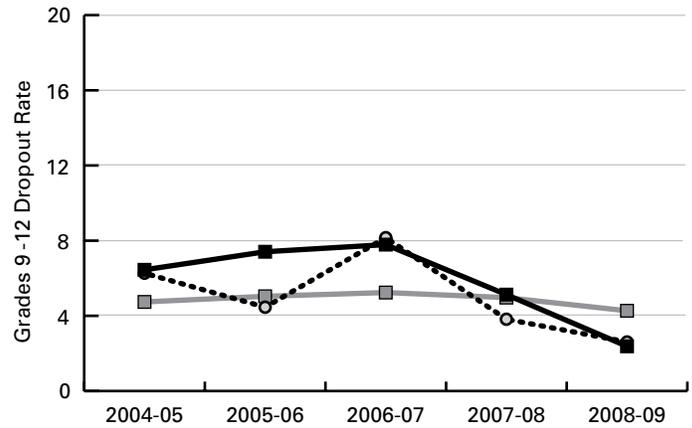


n = the number of American Indian students attending

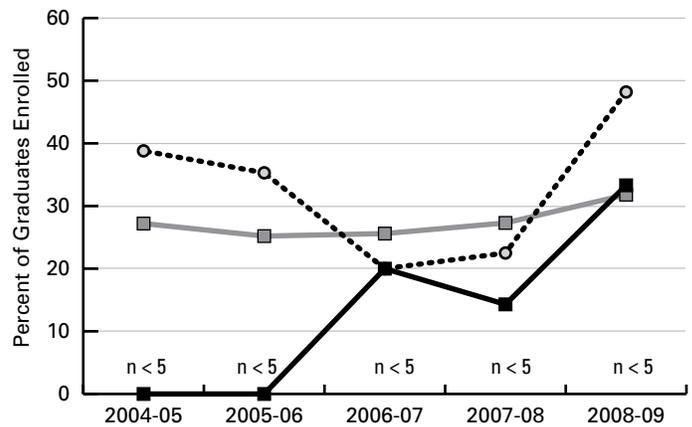
4-YEAR COHORT GRADUATION RATES



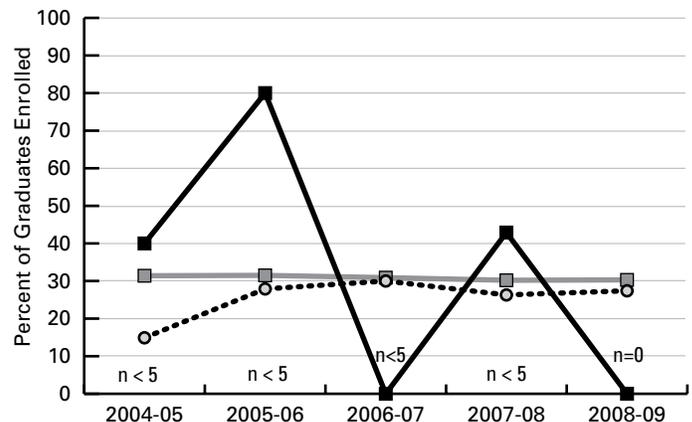
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



GUILFORD COUNTY



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 goal is to provide services to K-12 Native American students and families and to GCS school personnel, in order to positively impact our children's school experience. Indian Education program support is intended to improve academic rigor, decrease the dropout rate and increase the American Indian student high school graduation rate with all of our Native American students prepared for college or the workforce. Having a small Native American student population in a district the size of Guilford County (average of 2.8 students per school, no school has more than 15 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, which include:

- Providing tutorials to K-5 Native American Students performing below expectation
- Providing career, financial aid, scholarship and college admissions information and guidance to high school students and parents
- Making leadership experience and opportunities available to middle and high school students
- Providing Indian Heritage Month in North Carolina Posters and Governor's Proclamation to all GCS schools

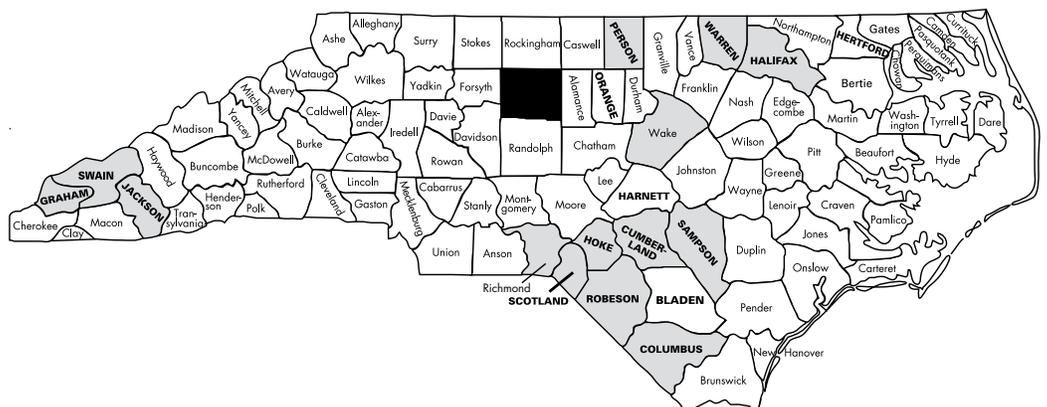
In Guilford County, Indian Education is a community effort. It takes all of us working together to serve our Native American students. Collaborations with GCS Safe and Drug Free Schools and Character Development, Triad Native American United Methodist Church and Guilford Native American Association have allowed students to experience and benefit from Red Ribbon Week, Bully Proofing and Character Building Workshops and activities that are expanded through the inclusion of Native American cultural perspectives. 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.

The work and leadership of the Title VII Parent Committee is essential to the success of Indian Education in Guilford County. This committee hosts two important events essential to our program's success:

- 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
- An Annual Public Hearing and Breakfast in collaboration with the Native American School Days Cultural Festival co-sponsored by the Guilford Native American Art Gallery and City Arts, Greensboro Parks and Recreation

Our community supports, promotes and celebrates Indian Education in Guilford County Schools.

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

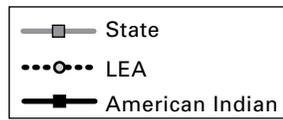


GUILFORD COUNTY

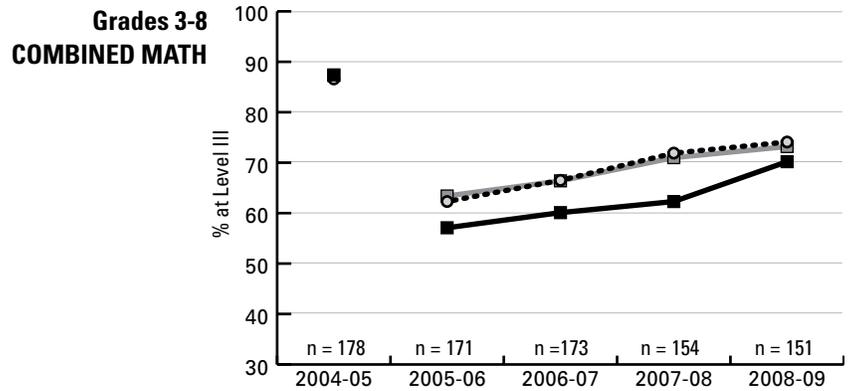
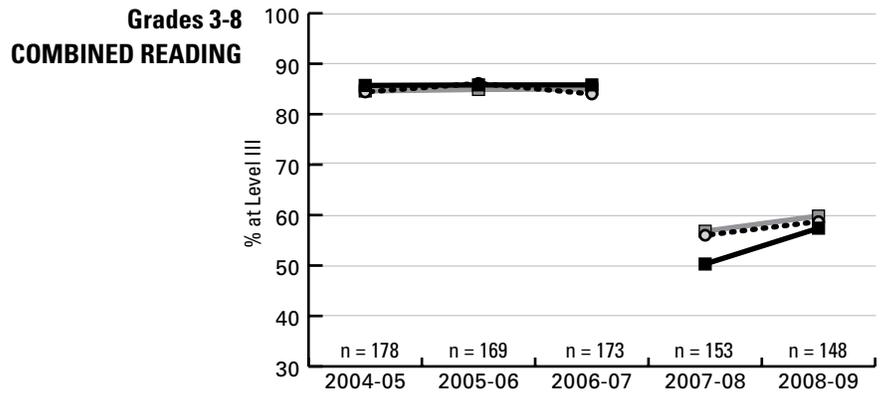
Reading and Math End of Grade Tests

Guilford County American Indian students increased proficiency rates on the Reading EOG, nearly equal to other students in grades 3-8 in Guilford County and the state.

For the fourth consecutive year, Guilford County American Indian students demonstrated an increase on the combined Math EOG, just under the Level III percentages of other grades 3-8 students in Guilford County and the state.



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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	79.4	90.5	78.1	37.5	58.3	81.8	83.4	82.0	54.2	57.4
	N Tested	34	21	32	24	24	5019	4979	5063	5119	5228
4	% Grade Level	88.0	65.7	95.0	46.4	54.5	80.8	83.8	85.1	58.5	58.9
	N Tested	25	35	20	28	22	5033	5040	4952	5166	5017
5	% Grade Level	100	96.2	94.1	65.0	50.0	88.2	89.5	91.0	56.3	58.4
	N Tested	21	26	34	20	30	5046	5029	4995	5037	5142
6	% Grade Level	84.6	96.2	90.9	48.4	76.2	81.2	82.7	84.5	62.2	63.8
	N Tested	39	26	22	31	21	5056	5059	4898	5007	4989
7	% Grade Level	83.3	92.5	84.6	45.8	58.6	85.4	88.5	87.4	52.9	57.7
	N Tested	30	40	26	24	29	5132	5075	5042	5025	4963
8	% Grade Level	82.8	76.2	92.3	61.5	50.0	88.6	87.6	90.3	52.1	56.2
	N Tested	29	21	39	26	22	5093	5133	5013	5230	5138

EOG MATHEMATICS, Percent of Students At/Above Grade Level

GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	85.3	NA	68.8	48.0	76.0	84.1	NA	72.1	74.7	75.7
	N Tested	34	NA	32	25	25	5033	NA	5098	5154	5270
4	% Grade Level	92.0	54.3	60.0	59.3	60.9	91.2	65.2	69.5	73.9	75.3
	N Tested	25	35	20	27	23	5048	5069	4989	5197	5066
5	% Grade Level	90.5	46.2	61.8	76.2	66.7	89.7	62.1	70.9	73.6	75.0
	N Tested	21	26	34	21	30	5066	5050	5035	5060	5191
6	% Grade Level	89.7	69.2	50.0	61.3	72.7	89.4	60.0	66.3	71.9	72.2
	N Tested	39	26	22	31	22	5078	5082	4920	5031	5006
7	% Grade Level	90.0	60.0	57.7	70.8	79.3	82.7	59.9	62.7	69.4	73.6
	N Tested	30	40	26	24	29	5142	5086	5058	5031	4999
8	% Grade Level	75.9	47.6	64.1	61.5	63.6	82.2	57.6	66.1	67.7	72.5
	N Tested	29	21	39	26	22	5101	5128	5021	5246	5145

GUILFORD COUNTY

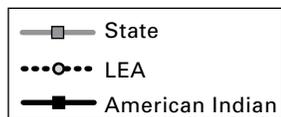
End of Course Tests

The 2008-09 school year proved to be a year of growth for American Indian students in Guilford County on the Algebra I, Biology, and English I EOC tests. Guilford County American Indian students demonstrated the highest rate of growth of the three populations represented below.

Guilford County American Indian students exceeded state student proficiency on the Algebra I EOC test. This marks the first year American Indian students have not trailed state and local students on the Algebra I EOC.

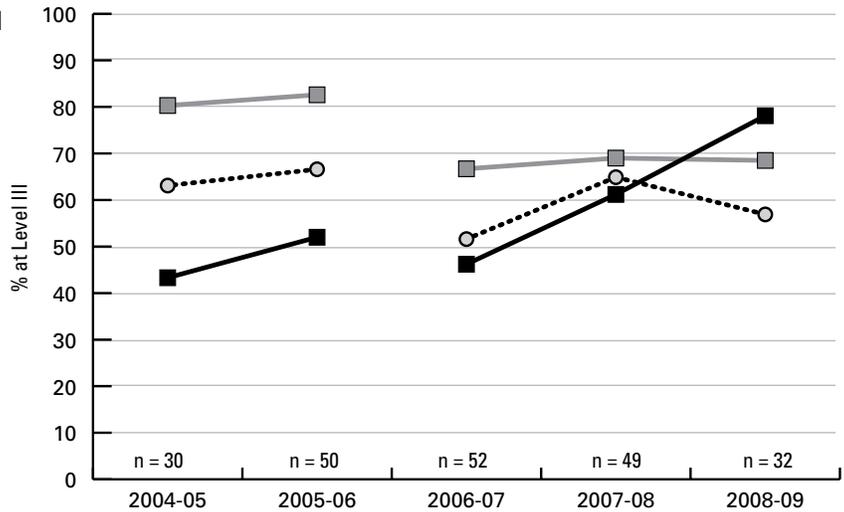
Just under 70% of Guilford County American Indian students achieved at Level III on the Biology EOC, equivalent to their LEA counterparts, but below state students on the same test.

After trailing state students on the English I EOC test in 2007-08, Guilford County's American Indian student population out-performed state and local students in 2008-09.

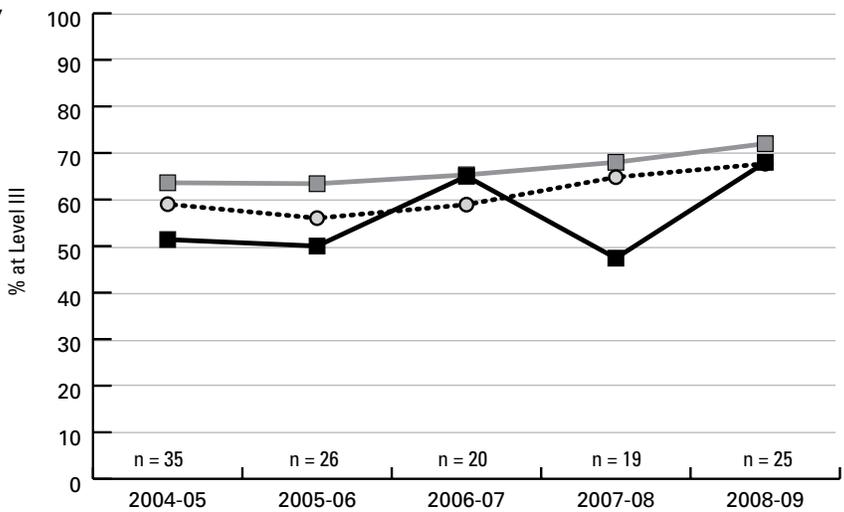


n = the number of American Indian students tested each year

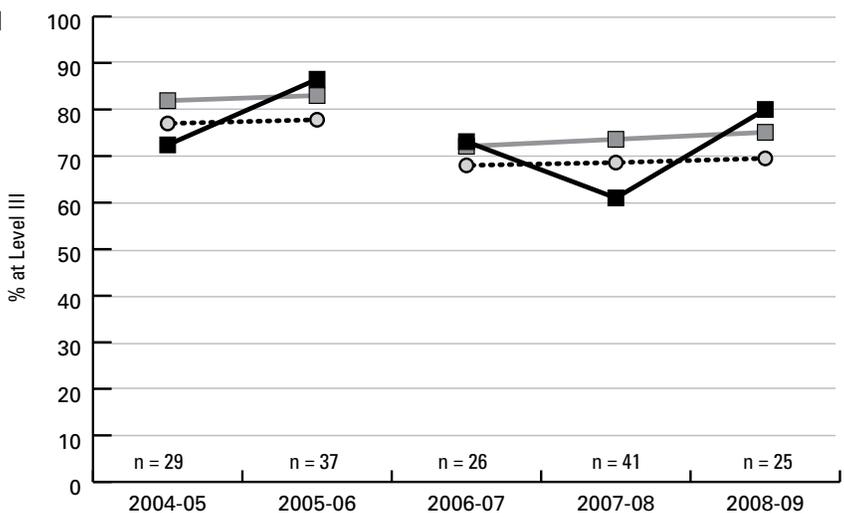
ALGEBRA I



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

After falling below both the state and county graduation rates in 2007-08, rates increased in 2008-09 for American Indian students in Guilford County, equal to this year's LEA rate.

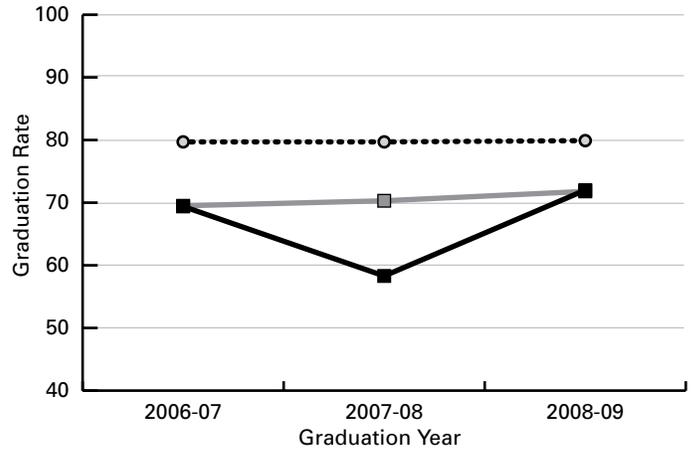
American Indian students' attendance at NC community colleges fell for the third consecutive year. The percentage is now nearly equal to other LEA students and below the state rate.

The percentage of American Indian students attending UNC system schools fell slightly in 2008-09, but remained higher than the state and local attendance rates.

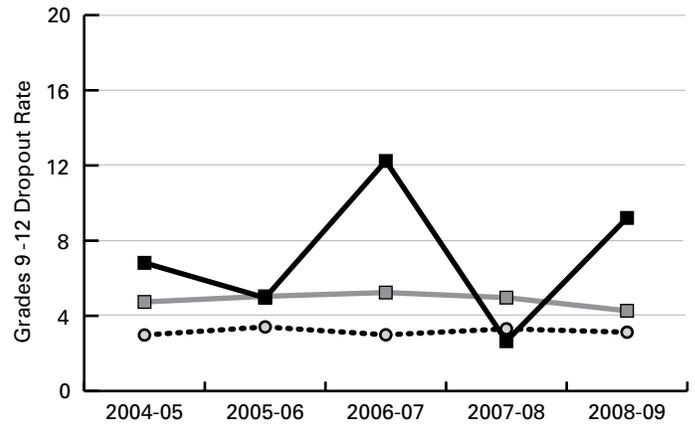


n = the number of American Indian students attending

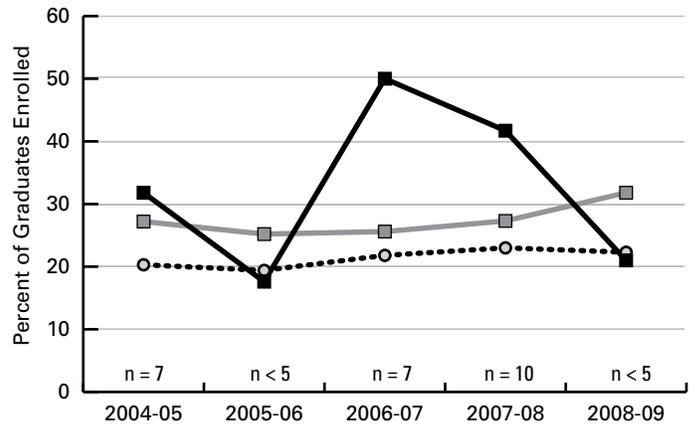
4-YEAR COHORT GRADUATION RATES



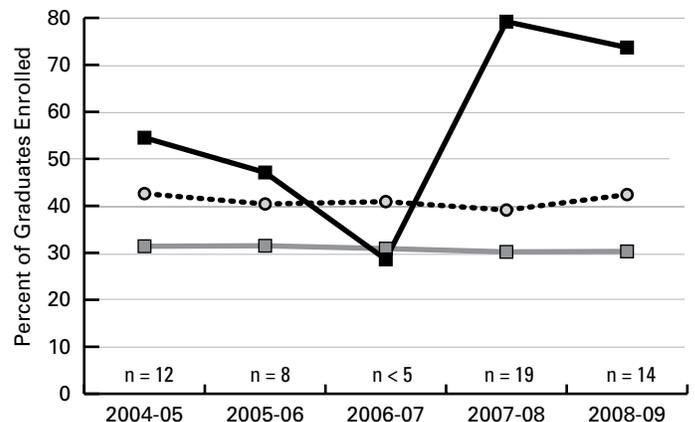
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



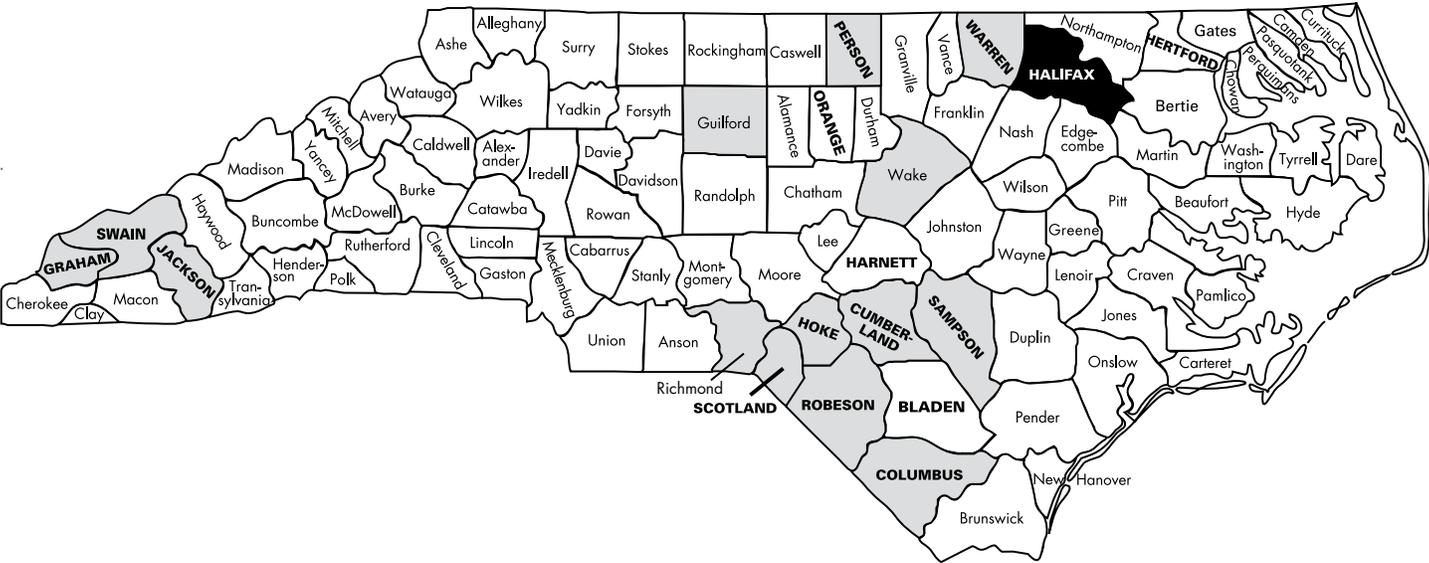
HALIFAX COUNTY



The Title VII Indian Education program in Halifax County Schools implements American Indian studies in grades K-5 on a weekly basis. This year's focus is on regions and homes of American Indians in North and South America, including the Haliwa-Saponi Tribe of North Carolina. The Indian Education program, in concert with the NC Commission of Indian Affairs Educational Talent Search Program, focuses on college preparation, culturally-enriching field trips, and various workshops for middle and high school students. After-school cultural enrichment activities and tutoring are provided for grades 4-12. Materials and resources in social studies, reading, math, science, art, and music are developed to meet the federal mandate of "No Child Left Behind" as well as state and local requirements.



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



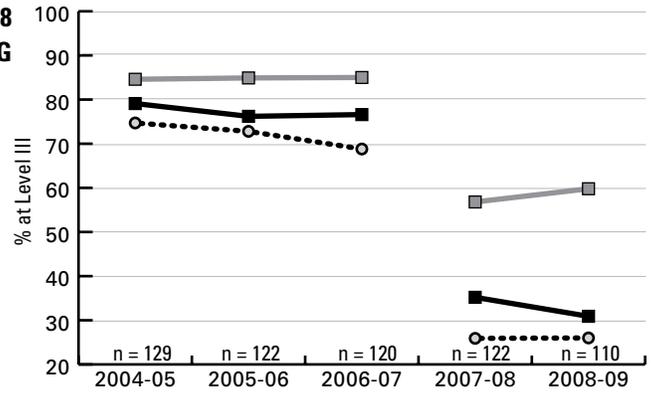
HALIFAX COUNTY

Reading and Math End of Grade Tests

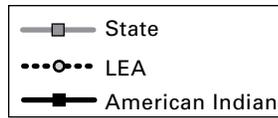
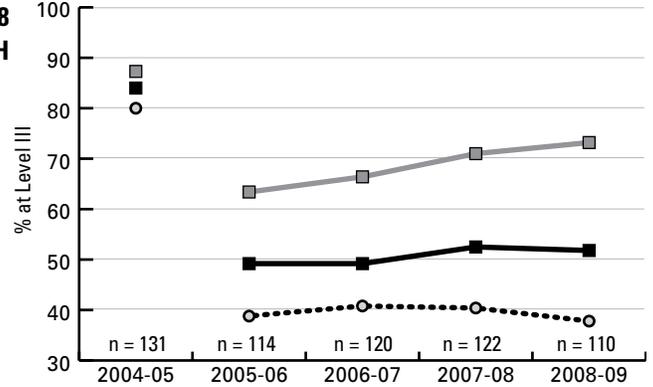
Halifax County American Indian students score at Level III on the Reading EOG more than 30 percentage points below the state average. Although American Indian students outperform other county students, the percentage of American Indian students scoring proficient dropped, while other county students demonstrated no change.

While the percentage of students at the state level scoring proficient on the Math EOG rose for the fourth consecutive year, American Indian students in Halifax County remained relatively unchanged. Less than 40% of non-native students in Halifax county score proficient on the Math EOG.

**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

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	82.4	64.3	79.2	50.0	25.0	81.0	81.7	71.9	30.9	25.7
	N Tested	17	14	24	18	20	327	345	310	320	335
4	% Grade Level	85.7	88.2	91.7	40.7	38.1	76.3	79.9	74.4	32.9	31.7
	N Tested	14	17	12	27	21	393	324	317	322	303
5	% Grade Level	85.7	100	88.2	27.8	31.6	80.7	80.7	78.6	22.1	25.4
	N Tested	21	18	17	18	19	378	367	299	312	283
6	% Grade Level	71.4	68.2	73.7	38.9	31.3	69.8	60.5	61.5	28.7	28.8
	N Tested	28	22	19	18	16	430	387	348	282	299
7	% Grade Level	66.7	69.0	78.3	22.2	29.4	69.1	67.9	69.3	15.1	24.7
	N Tested	24	29	23	18	17	405	443	368	337	279
8	% Grade Level	88.0	72.7	76.0	30.4	29.4	73.5	69.2	71.9	26.2	20.2
	N Tested	25	22	25	23	17	430	406	430	370	331

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	94.1	NA	66.7	72.2	35.0	83.6	NA	56.6	50.0	41.2
	N Tested	17	NA	24	18	20	329	NA	311	320	335
4	% Grade Level	93.8	64.7	75.0	51.9	66.7	87.7	50.8	49.7	46.7	47.5
	N Tested	16	17	12	27	21	398	323	318	323	303
5	% Grade Level	90.5	61.1	47.1	55.6	63.2	85.9	41.3	45.8	40.4	43.7
	N Tested	21	18	17	18	19	382	368	299	312	284
6	% Grade Level	82.1	45.5	36.8	44.4	43.8	81.4	34.5	26.3	33.8	26.4
	N Tested	28	22	19	18	16	431	386	346	281	299
7	% Grade Level	70.8	37.9	43.5	33.3	64.7	70.9	36.6	41.8	32.4	37.8
	N Tested	24	29	23	18	17	406	443	368	336	278
8	% Grade Level	80.0	50.0	44.0	56.5	35.3	71.9	34.4	32.6	38.9	30.8
	N Tested	25	22	25	23	17	430	407	429	370	331

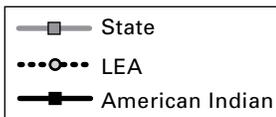
HALIFAX COUNTY

End of Course Tests

Halifax County American Indian students surpassed other county students on all EOC tests in 2008-09, but trail state proficiency levels by at least 10 percentage points on all three tests. In Algebra I, American Indian students increased proficiency percentages at a faster rate than students at the state and county levels.

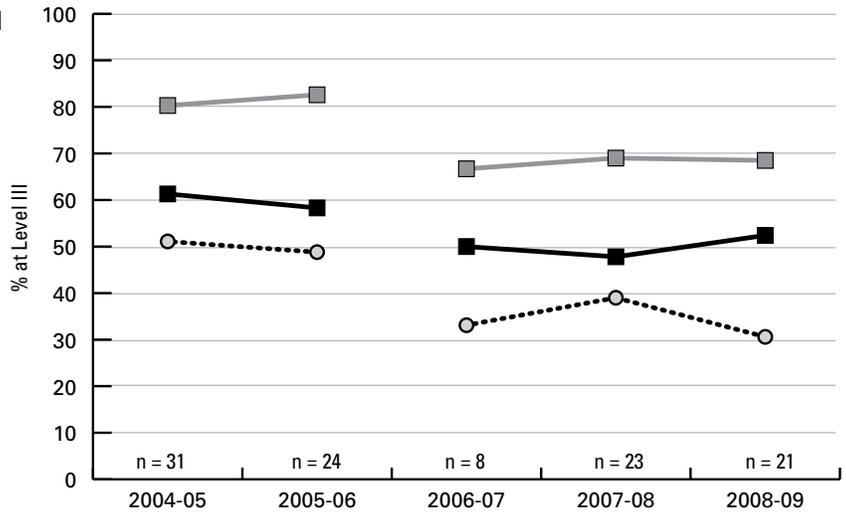
The percentage of Halifax County American Indian students scoring proficient on the Biology EOC nearly doubled in 2008-09. This year's performance also exceeded proficiency rates achieved in 2006-07. Although proficiency rates state-wide have remained relatively stable over the past five years, scores for Native and non-Native students in Halifax County appear unstable.

English I scores reached a three-year high for American Indian students in Halifax County, increasing by nearly 10 percentage points.

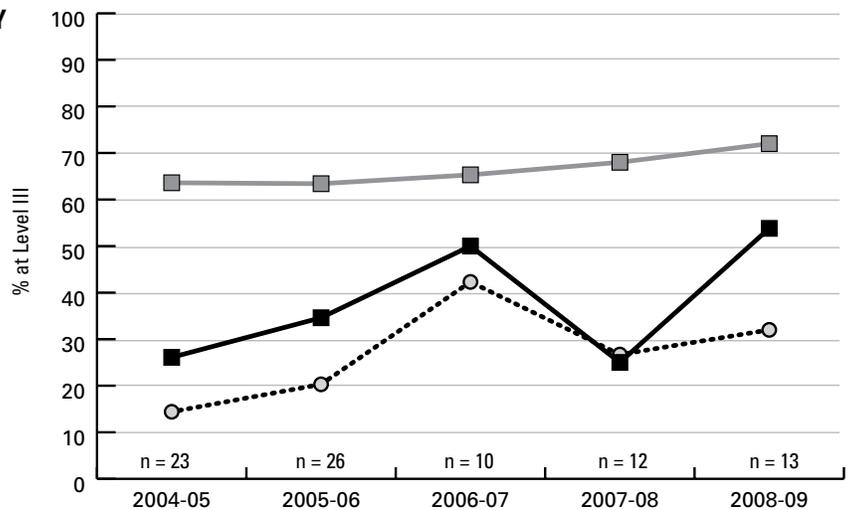


n = the number of American Indian students tested each year

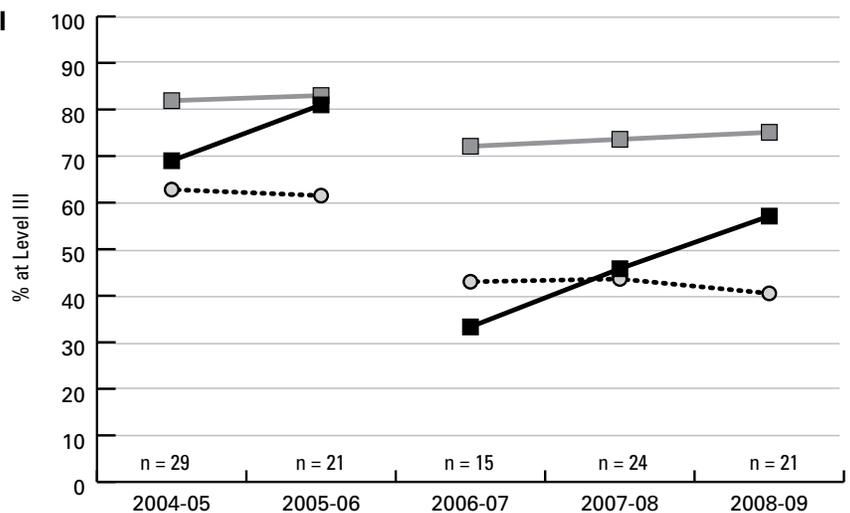
ALGEBRA I



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

Despite growth in proficiency on EOC tests, just over 30 percent of American Indian students in Halifax County graduate with their 4-year cohorts, at a rate nearly 40% below the state average and more than 20% below the county average.

Drop-out rates fell in 2008-09, after a sharp rise in 2007-08. Dropout rates for American Indian students in Halifax County still far exceed the rates for students at the state and county level.

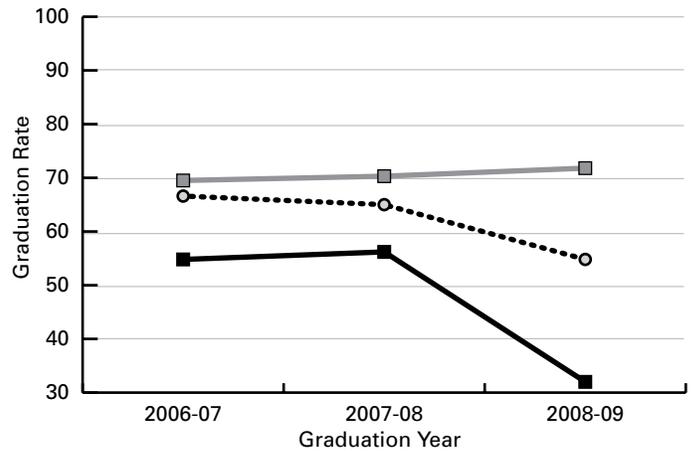
Attendance rates at NC community colleges for American Indian students in Halifax County increased for the third straight year. This rate is comparable with the overall state attendance rate and higher than the county rate.

The percentage of American Indian students attending UNC system schools increased for the fourth consecutive year and exceeded both state and local attendance rates for the second straight year. Seventy-percent of Halifax County's American Indian graduates attended UNC system schools in 2008-09.

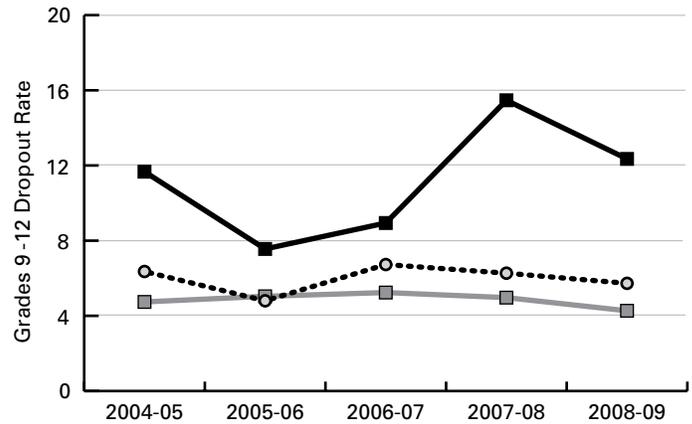


n = the number of American Indian students attending

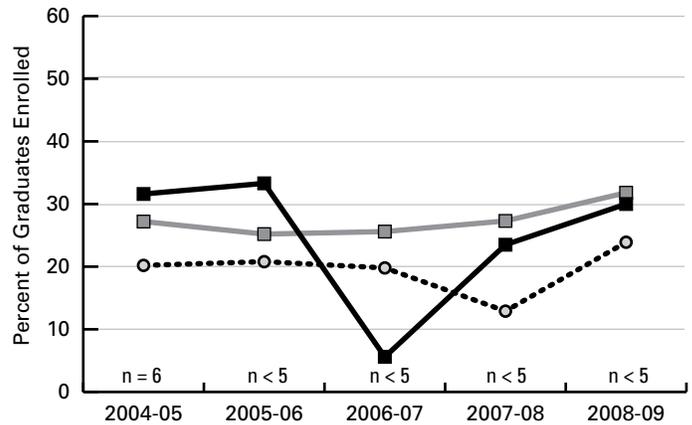
4-YEAR COHORT GRADUATION RATES



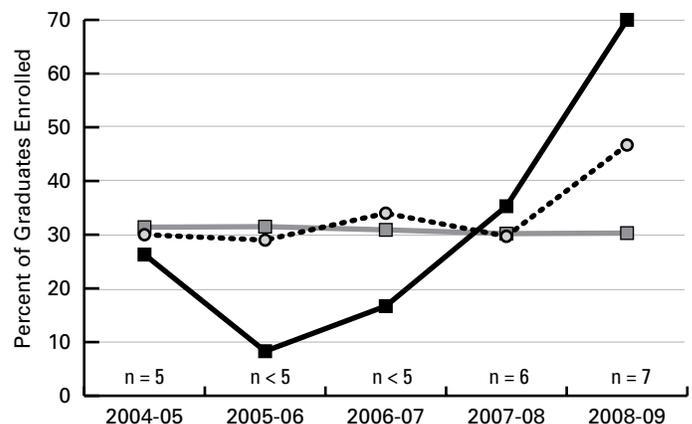
DROPOUT RATES



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 is designed to assist American Indian students educationally and culturally in grades K-12. Our program facilitates an after-school program which emphasizes reading and mathematics. Cultural learning experiences are provided twice a week as another aspect of our after-school program. Middle and high school students are given several opportunities to visit colleges/universities to encourage them to further their educational experience.



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

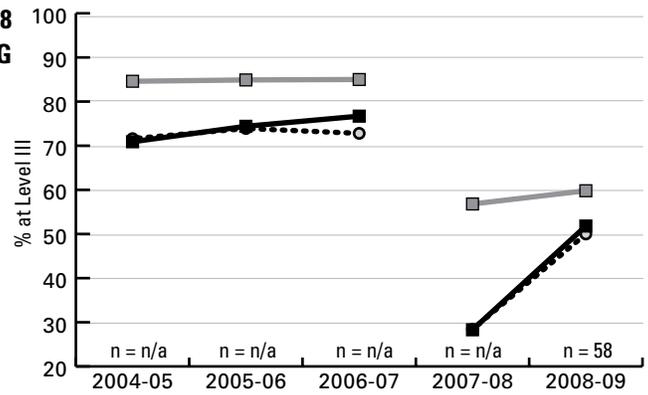


HALIWA-SAPONI TRIBAL SCHOOL

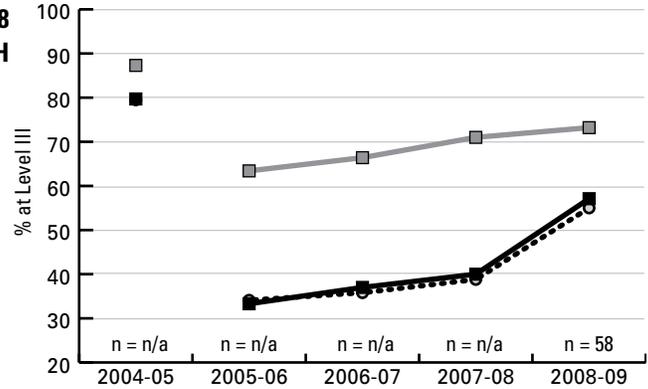
Reading and Math End of Grade Tests

The percentage of students scoring proficient in Grades 3-8 on the combined Reading EOG, rose sharply in 2008-09, to within 10 percentage points of the state. Although Math EOG proficiency rates for American Indian students in the Haliwa-Saponi Tribal School are higher than reading proficiency, the gap between school and state percentages is greater on the Math test.

**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

HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	38.5	63.6	72.7	44.4	62.5	50.0	50.0	75.0	44.4	55.6
	N Tested	n/a	n/a	n/a	9	8	n/a	n/a	n/a	9	9
4	% Grade Level	≥95	45.5	71.4	40.0	75.0	90.0	53.8	62.5	36.4	75.0
	N Tested	n/a	n/a	n/a	10	8	n/a	n/a	n/a	11	8
5	% Grade Level	92.9	88.9	90.0	18.2	41.7	93.8	90.9	90.9	15.4	41.7
	N Tested	n/a	n/a	n/a	11	12	n/a	n/a	n/a	13	12
6	% Grade Level	71.4	81.3	87.5	*	40.0	71.4	83.3	77.8	28.6	41.2
	N Tested	n/a	n/a	n/a	5	15	n/a	n/a	n/a	7	17
7	% Grade Level	58.8	77.8	73.3	10.0	62.5	61.1	77.8	66.7	9.1	55.6
	N Tested	n/a	n/a	n/a	10	8	n/a	n/a	n/a	11	9
8	% Grade Level	75.0	84.6	73.3	33.3	42.9	71.4	85.7	73.3	37.5	42.9
	N Tested	n/a	n/a	n/a	15	7	n/a	n/a	n/a	16	7

EOG MATHEMATICS, Percent of Students At/Above Grade Level

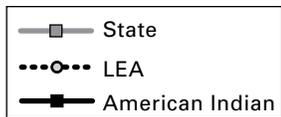
HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	46.2	≤5	63.6	55.6	75.0	56.3	≤5	58.3	55.6	66.7
	N Tested	n/a	n/a	n/a	9	8	n/a	n/a	n/a	9	9
4	% Grade Level	≥95	45.5	21.4	40.0	75.0	≥95	53.8	18.8	36.4	75.0
	N Tested	n/a	n/a	n/a	10	8	n/a	n/a	n/a	11	8
5	% Grade Level	92.9	55.6	20.0	18.2	41.7	93.8	45.5	27.3	15.4	41.7
	N Tested	n/a	n/a	n/a	11	12	n/a	n/a	n/a	13	12
6	% Grade Level	92.9	56.3	62.5	*	53.3	92.9	55.6	55.6	28.6	52.9
	N Tested	n/a	n/a	n/a	5	15	n/a	n/a	n/a	7	17
7	% Grade Level	76.5	16.7	33.3	60.0	37.5	77.8	16.7	33.3	54.5	33.3
	N Tested	n/a	n/a	n/a	10	8	n/a	n/a	n/a	11	9
8	% Grade Level	75.0	30.8	33.3	40.0	71.4	64.3	35.7	33.3	43.8	71.4
	N Tested	n/a	n/a	n/a	15	7	n/a	n/a	n/a	16	7

HALIWA-SAPONI TRIBAL SCHOOL

End of Course Tests

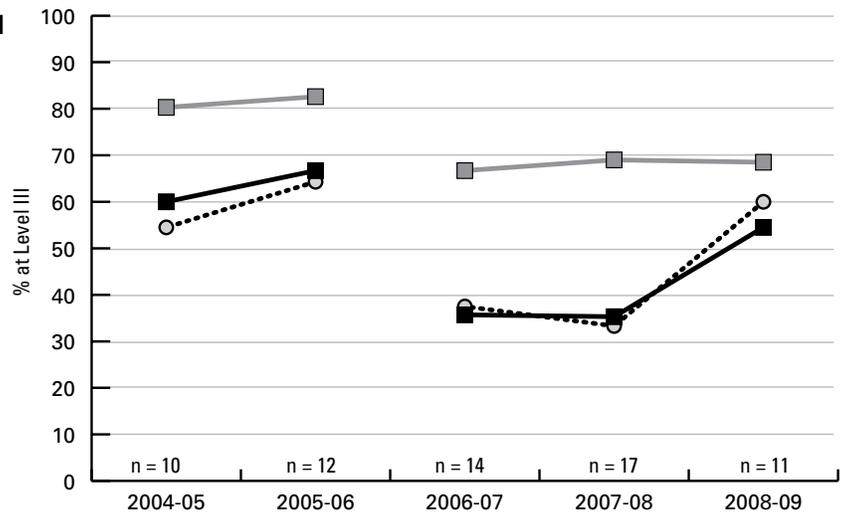
American Indian students at the Haliwa-Saponi Tribal School achieved the highest proficiency rates on the Algebra I and English I End of Course tests seen in the past three years. American Indian students perform slightly above the state and LEA rate on the English I EOC, but below state and LEA students on the Algebra I EOC.

Haliwa-Saponi Tribal School students achieved proficiency rates in Biology below the state level for the second year in a row.

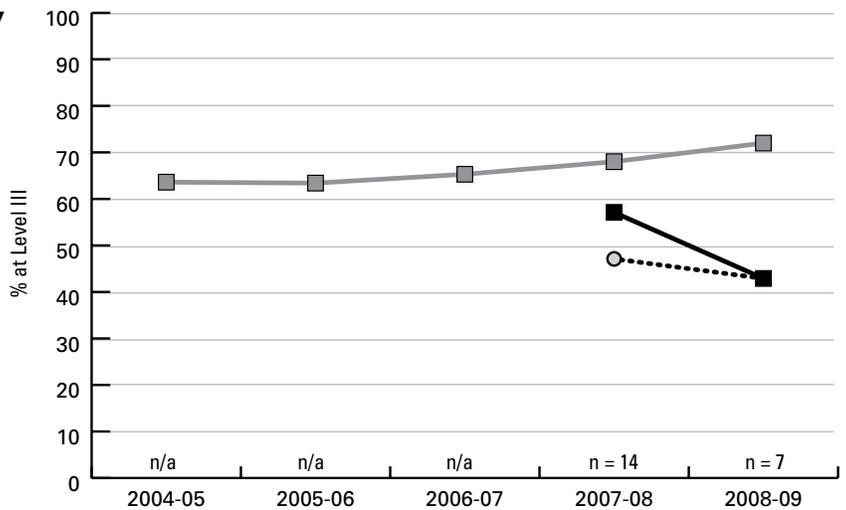


n = the number of American Indian students tested each year

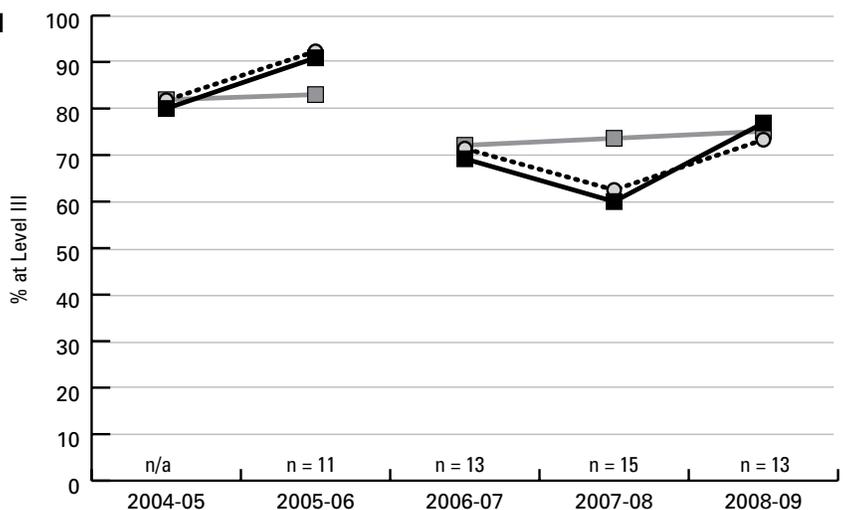
ALGEBRA I



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.

HALIWA-SAPONI TRIBAL SCHOOL

High School Completion and College Enrollment

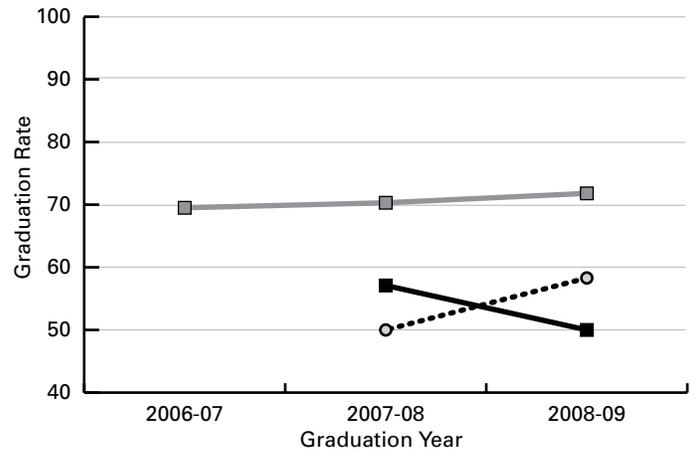
Graduation rates fell, as drop-out rates increased in 2008-09 for American Indian students in the Haliwa-Saponi school district. Graduation and drop-out rates continue to be disproportionate to state averages.

* no data for college enrollment

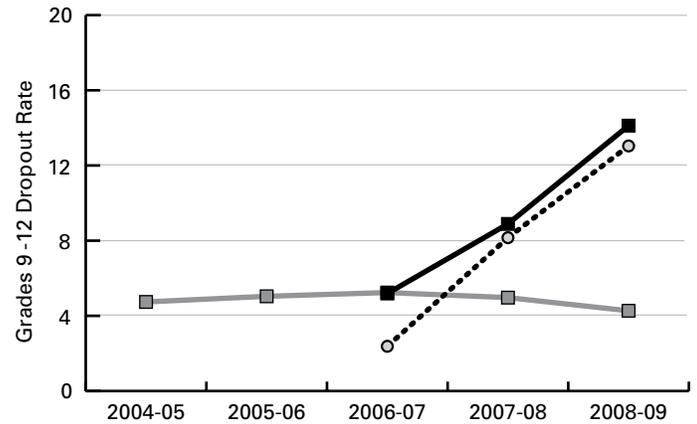


n = the number of American Indian students tested each year

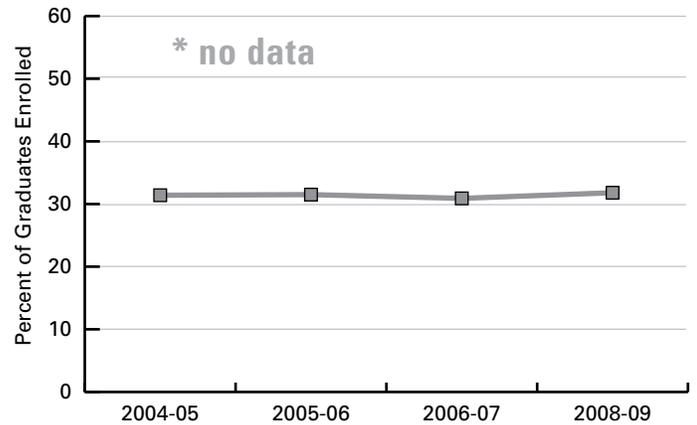
4-YEAR COHORT GRADUATION RATES



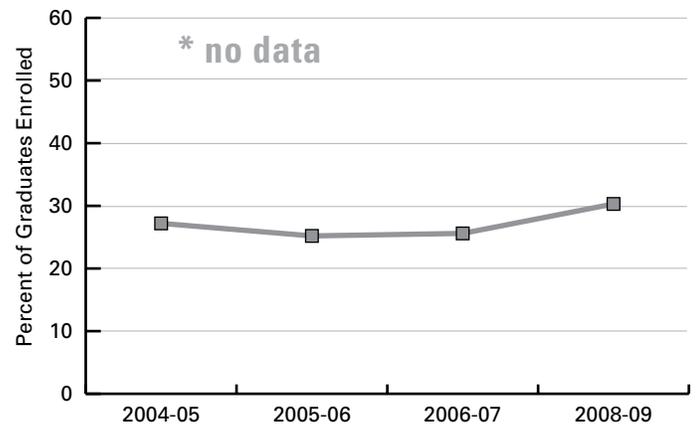
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HOKE COUNTY



Mission

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

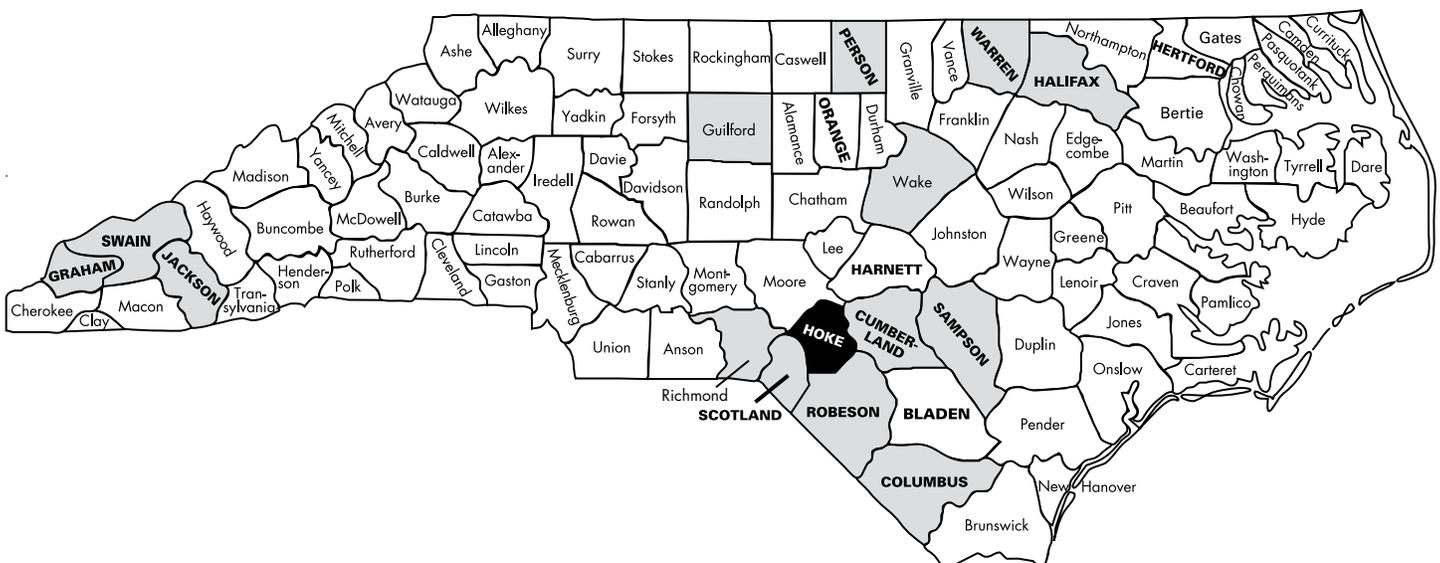
The Title VII Program of Hoke County Schools supports academics by

- monitoring attendance and making home visits to offer guidance and support to students and parents to improve attendance and reduce the dropout rate.
- assisting with tutoring during 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.
- serving as a liaison between home and school to enhance educational values and parental involvement.

Hoke County Schools' Title VII Program emphasizes cultural awareness by supporting individual and group programs/activities to motivate students and parents to become more involved in the school and community.

Another example of support for Title VII programming in Hoke County is the monthly Indian Education Parent Advisory meetings held at the Hawk Eye Boys & Girls Club. These meetings are a primary mode of community outreach that fosters parent involvement.

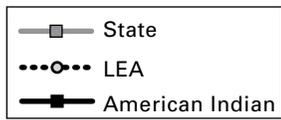
LEA WEB SITE:
<http://www.hcs.k12.nc.us>



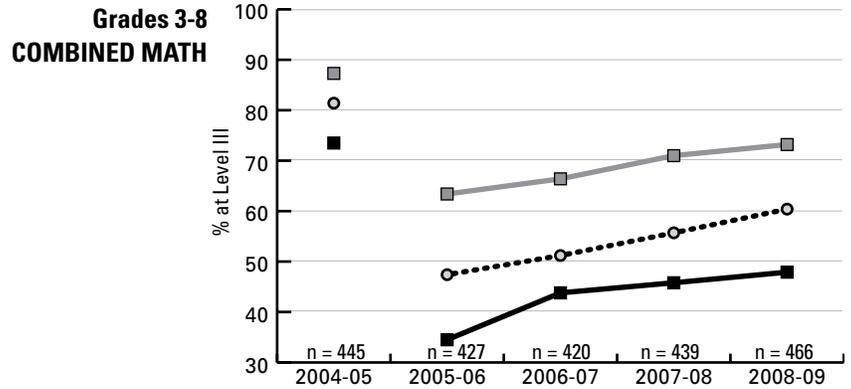
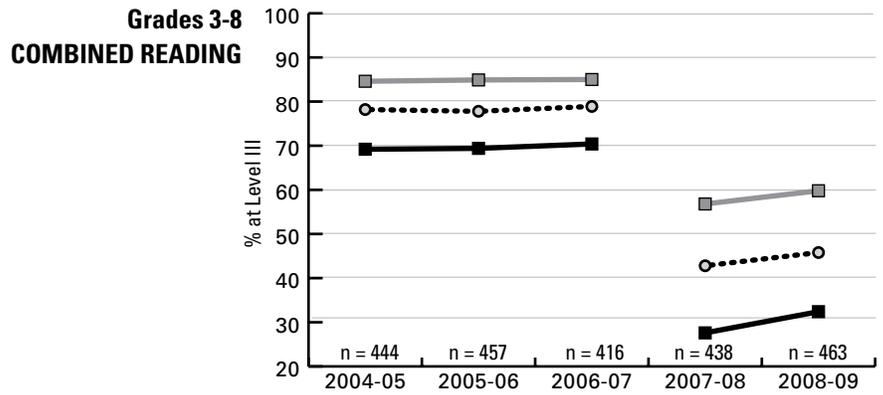
HOKE COUNTY

Reading and Math End of Grade Tests

American Indian students in Hoke County scoring proficient on the reading and math End-of-Grade tests increased in 2008-09. Other county and state students increased at similar rates. However, Hoke County American Indian students remain nearly 30 percentage points below state proficiency rates and over 10 percentage points below other county students on both math and reading tests.



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	56.8	67.5	68.4	29.5	29.7	70.6	74.2	76.3	40.0	41.6
	N Tested	88	83	76	88	91	541	551	557	650	676
4	% Grade Level	51.9	61.4	69.0	47.9	40.2	75.9	73.3	81.4	46.6	47.2
	N Tested	81	88	71	71	87	518	539	528	567	642
5	% Grade Level	86.8	78.2	76.8	22.1	38.6	89.8	84.3	81.8	42.3	42.9
	N Tested	76	78	82	68	70	511	515	523	525	562
6	% Grade Level	66.7	60.9	64.3	26.6	38.1	74.6	73.8	75.4	46.7	53.6
	N Tested	63	69	70	79	63	524	516	496	512	509
7	% Grade Level	74.0	69.6	89.7	12.7	29.1	78.2	81.6	87.3	38.9	43.9
	N Tested	77	69	58	71	79	487	538	498	507	519
8	% Grade Level	86.4	80.0	76.3	26.2	19.2	80.6	80.0	85.5	42.5	46.6
	N Tested	59	70	59	61	73	499	451	483	522	504

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	62.5	NA	54.5	48.9	51.1	72.6	NA	56.3	60.4	62.4
	N Tested	88	NA	77	90	92	541	NA	560	654	678
4	% Grade Level	81.5	37.5	50.0	67.6	62.5	90.2	50.1	58.5	64.4	65.7
	N Tested	81	88	72	71	88	520	539	530	568	644
5	% Grade Level	87.2	32.9	35.7	47.1	57.1	89.1	50.6	44.8	57.0	65.9
	N Tested	78	79	84	68	70	516	516	525	526	563
6	% Grade Level	76.2	38.6	32.9	47.4	46.0	84.7	47.0	53.7	56.2	59.3
	N Tested	63	70	70	78	63	524	517	495	511	509
7	% Grade Level	69.7	24.6	43.1	36.6	45.0	74.1	45.1	49.2	52.3	59.2
	N Tested	76	69	58	71	80	487	537	498	507	520
8	% Grade Level	62.7	28.6	30.5	23.0	21.9	77.0	39.2	44.7	41.9	47.4
	N Tested	59	70	59	61	73	500	451	483	520	504

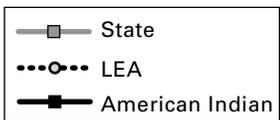
HOKE COUNTY

End of Course Tests

Although American Indian students in Hoke County perform slightly below the state average on the Algebra I End of Course Test, for the first time in four years, they are performing above the county proficiency percentage.

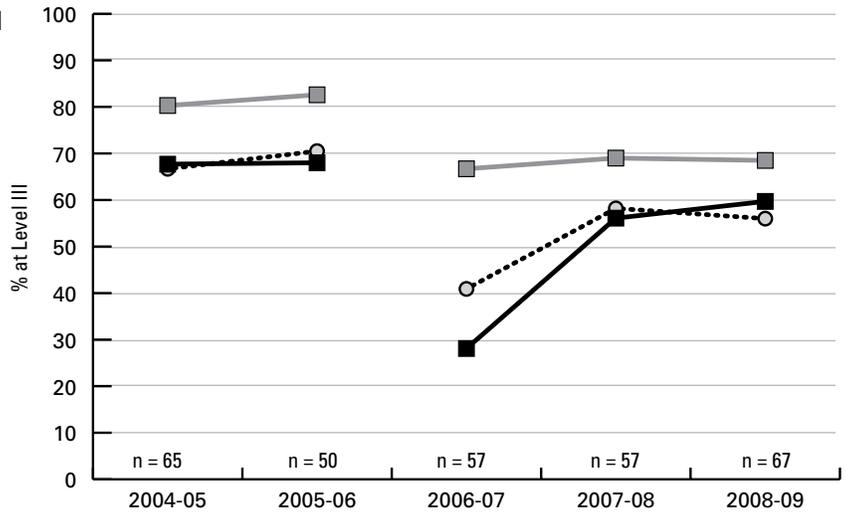
Since 2005-06, proficiency levels for Hoke County students and American Indian students in Hoke County on the Biology EOC have risen. This year, American Indian students performed slightly below state and county students, but achieved the smallest margins in the last five years.

Scores on the English I EOC increased slightly in 2008-09, but still fall behind other state and county students.

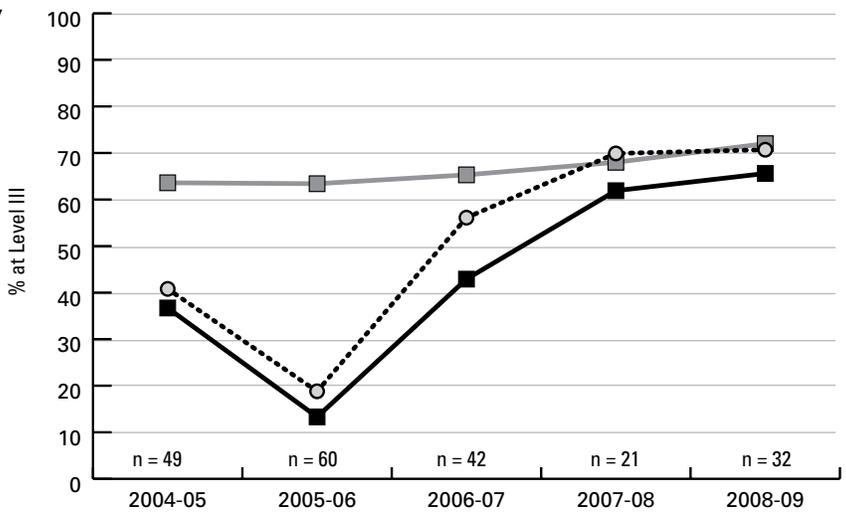


n = the number of American Indian students tested each year

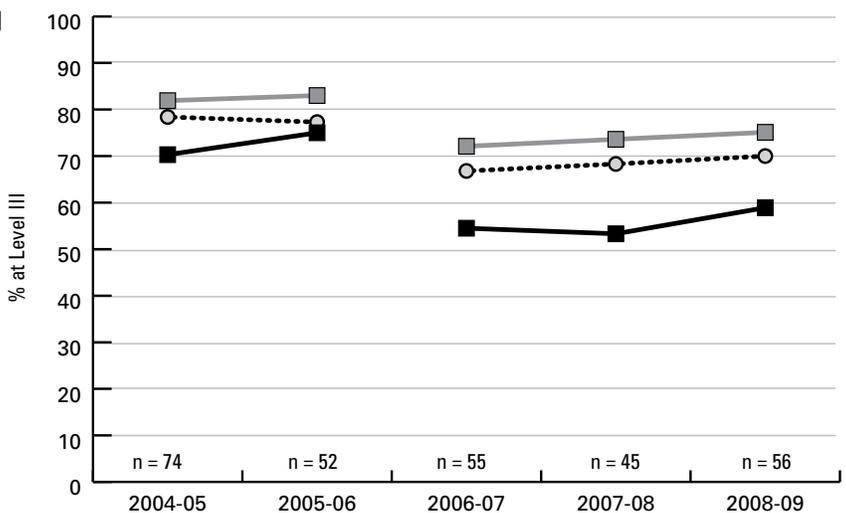
ALGEBRA I



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.

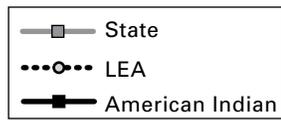
HOKE COUNTY

High School Completion and College Enrollment

Graduation rates for Hoke County students and American Indian students fell in 2008-09 below the state rate. The rate for American Indian students in Hoke County dropped nearly 10 percentage points.

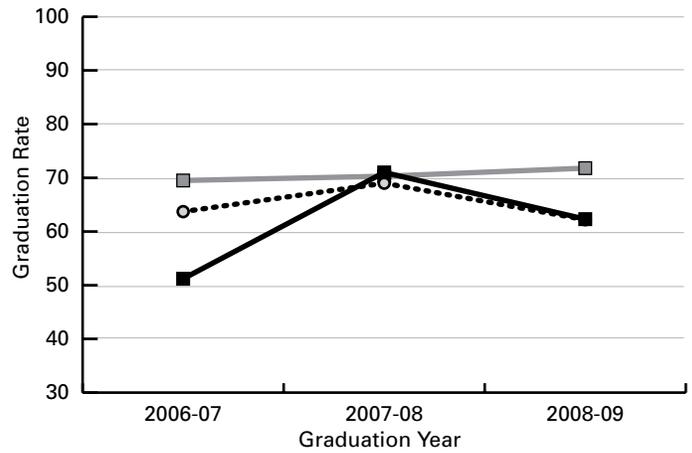
After a decline in dropout rates for Hoke County American Indian students in 2007-08, drop-out rates rose slightly again in 2008-09, above state and county levels.

This year Hoke county American Indian graduates enrolled in NC Community Colleges at a higher rate than other county and state students. Yet, enrollment at UNC system schools fell sharply to less than 5% in 2008-09.

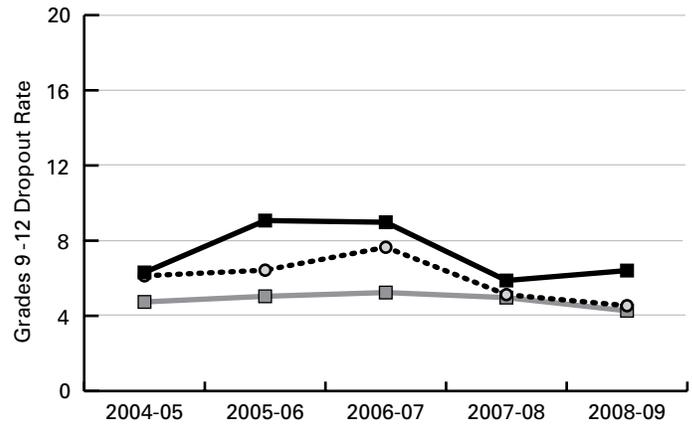


n = the number of American Indian students attending

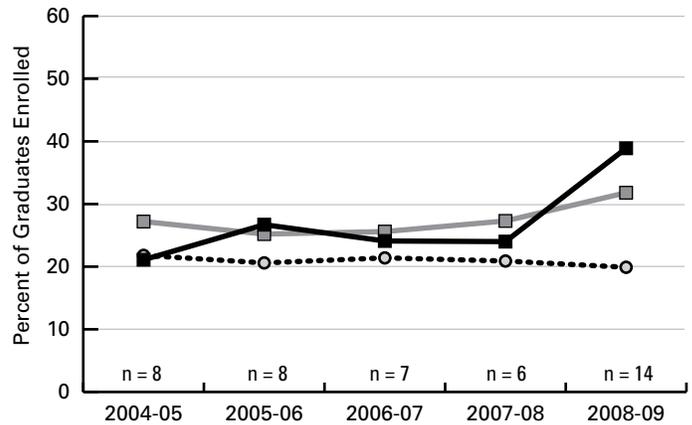
4-YEAR COHORT GRADUATION RATES



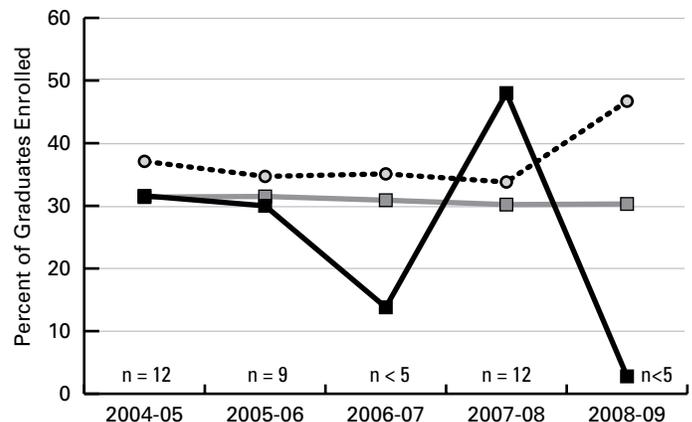
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



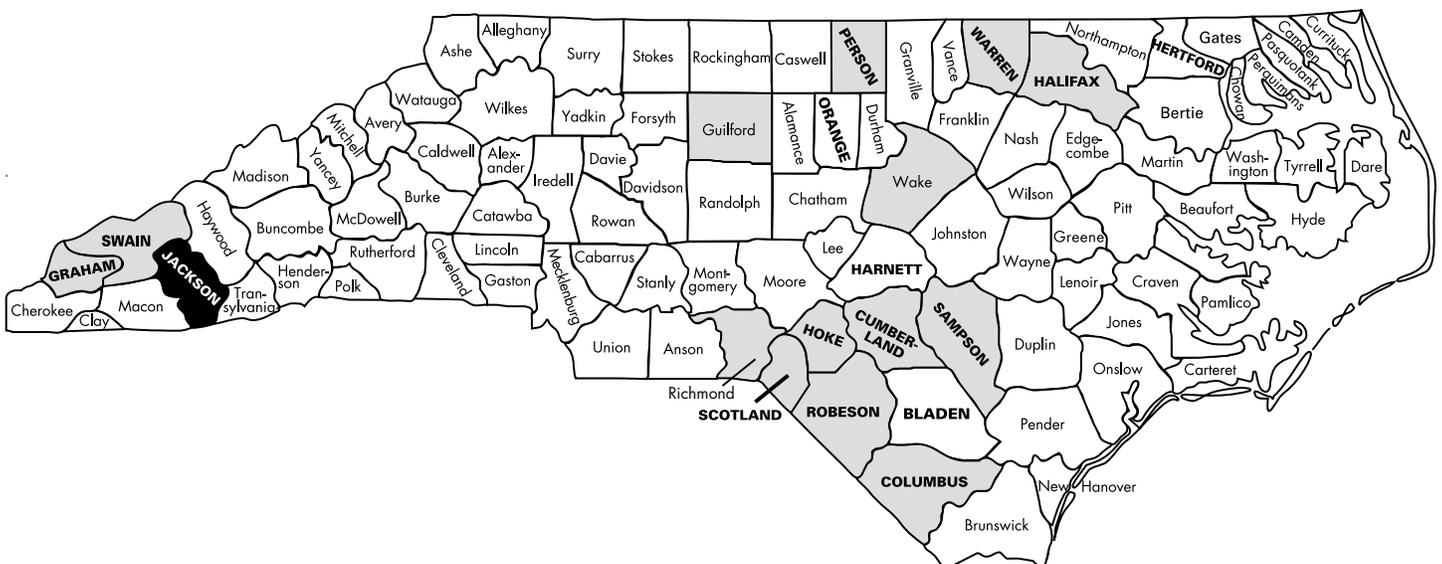
JACKSON COUNTY



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.



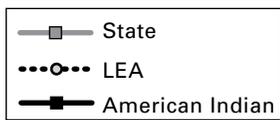
LEA WEB SITE:
<https://www.jcps.k12.nc.us>



JACKSON COUNTY

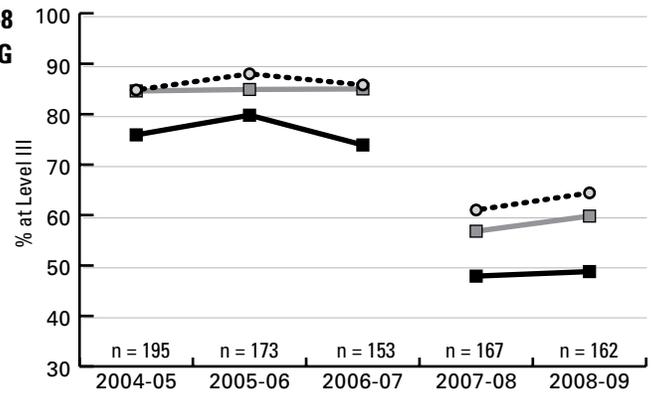
Reading and Math End of Grade Tests

The percentage of American Indian students in Jackson County scoring proficient on the reading and math End-of-Grade test in 2008-09 increased at a similar rate to other state and county students. However, Jackson County American Indians consistently reach proficiency levels below other state and county students.

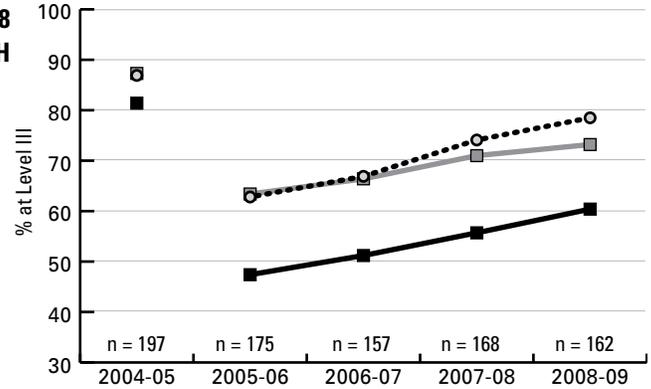


n = the number of American Indian students tested each year

**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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	82.8	88.9	85.0	51.4	44.8	82.5	82.9	84.2	61.2	62.4
	N Tested	29	27	20	37	29	280	287	240	276	274
4	% Grade Level	60.0	76.0	92.3	64.0	40.5	78.6	87.2	88.3	63.9	64.7
	N Tested	25	25	26	25	37	243	265	274	255	269
5	% Grade Level	73.5	61.9	83.3	53.8	60.7	88.2	88.3	90.4	57.7	62.9
	N Tested	34	21	24	26	28	246	247	260	284	248
6	% Grade Level	71.1	72.7	34.8	50.0	66.7	83.9	89.1	84.9	66.3	69.0
	N Tested	38	33	23	20	24	254	239	252	246	258
7	% Grade Level	84.8	92.5	82.1	30.8	40.0	86.1	92.9	92.4	54.4	61.2
	N Tested	33	40	28	26	25	280	254	251	237	245
8	% Grade Level	80.6	77.8	87.5	39.4	42.1	89.0	88.6	93.0	62.3	66.1
	N Tested	36	27	32	33	19	282	280	243	257	227

EOG MATHEMATICS, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	76.7	NA	58.3	76.3	55.2	83.7	NA	74.0	76.7	77.8
	N Tested	30	NA	24	38	29	282	NA	254	283	279
4	% Grade Level	88.0	68.0	53.8	77.8	73.7	91.8	64.8	62.0	76.2	81.9
	N Tested	25	25	26	27	38	243	267	276	265	277
5	% Grade Level	82.4	38.1	37.5	60.0	50.0	89.0	51.2	62.6	65.1	77.0
	N Tested	34	21	24	25	28	246	248	262	284	252
6	% Grade Level	78.9	47.1	26.1	70.0	62.5	90.6	72.1	68.7	77.9	79.8
	N Tested	38	34	23	20	24	254	240	252	244	257
7	% Grade Level	84.8	45.0	44.8	68.0	60.0	85.0	63.1	66.3	76.7	80.0
	N Tested	33	40	29	25	25	280	255	252	236	245
8	% Grade Level	70.3	37.0	41.9	51.5	55.6	82.7	61.4	74.4	72.8	74.0
	N Tested	37	27	31	33	18	283	280	242	257	227

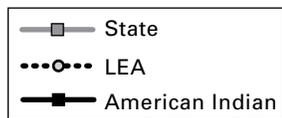
JACKSON COUNTY

End of Course Tests

Proficiency rates for American Indian students in Jackson County fell in 2008-09 on the Algebra I End-of-Course test.

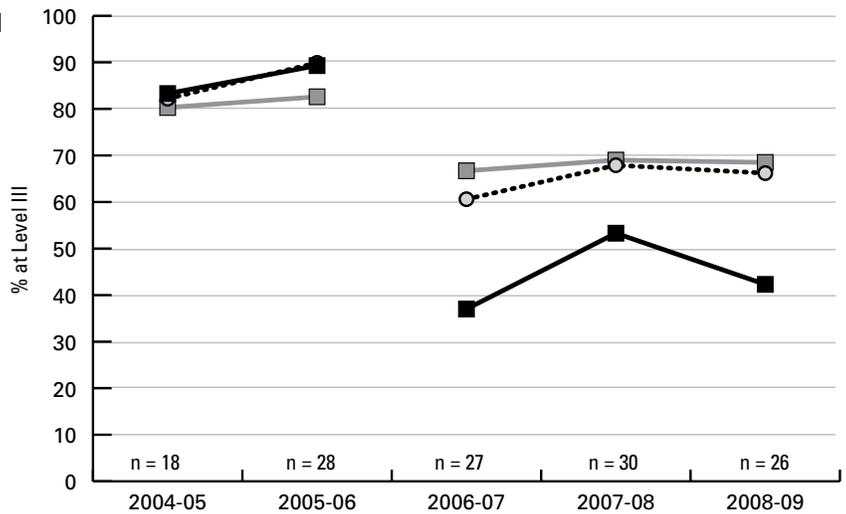
After a sharp decline in proficiency on the Biology test in 2007-08, American Indian students increased proficiency nearly 20 percentage points. This represents the largest gain by all three sub-groups represented on the graph.

Jackson County American Indian students also increased proficiency faster than other state or county students on the English I End-of-Course test.

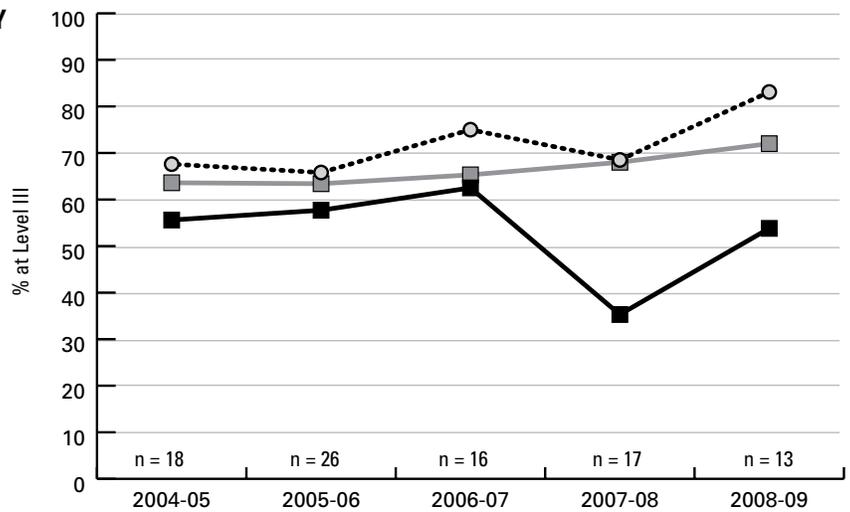


n = the number of American Indian students tested each year

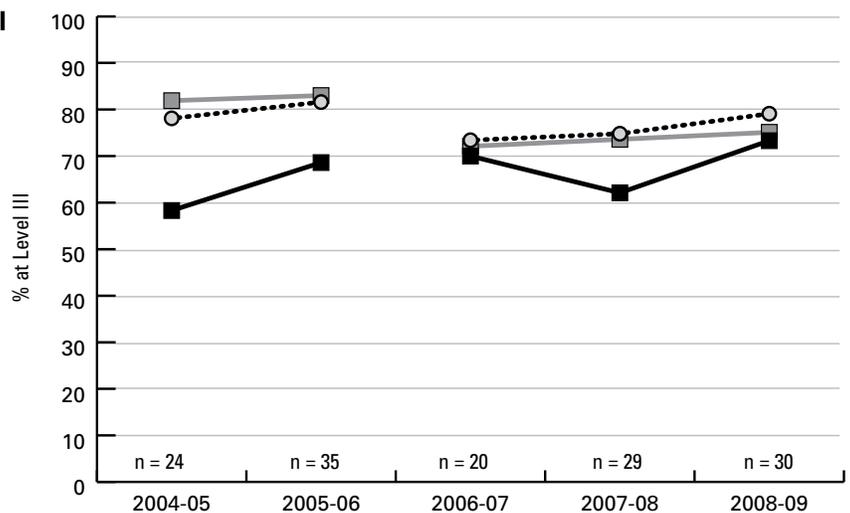
ALGEBRA I



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.

JACKSON COUNTY

High School Completion and College Enrollment

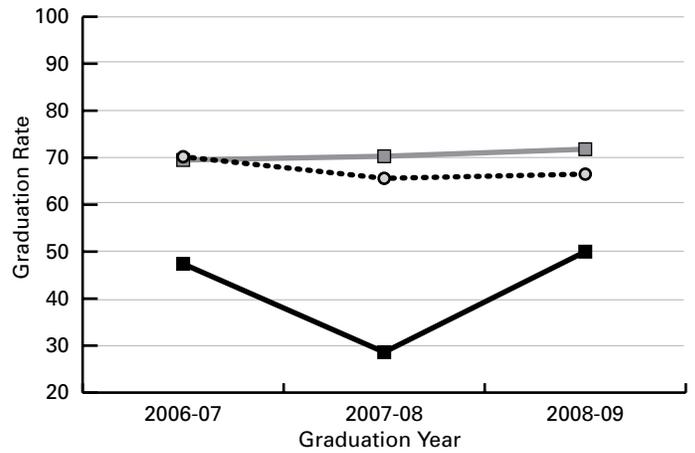
Although graduation rates for American Indian students in Jackson County increased in 2008-09, Native students graduate at a lower rate and drop-out at a higher rate than other state and county students.

The percentage of American Indian students in Jackson County enrolling in NC Community Colleges fell dramatically in 2008-09. However, the percentage of American Indian students attending UNC System Schools increased nearly 15 percentage points from zero in 2007-08.

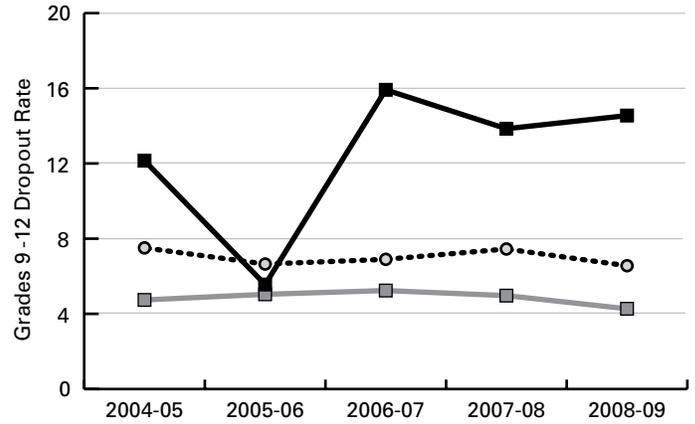


n = the number of American Indian students attending

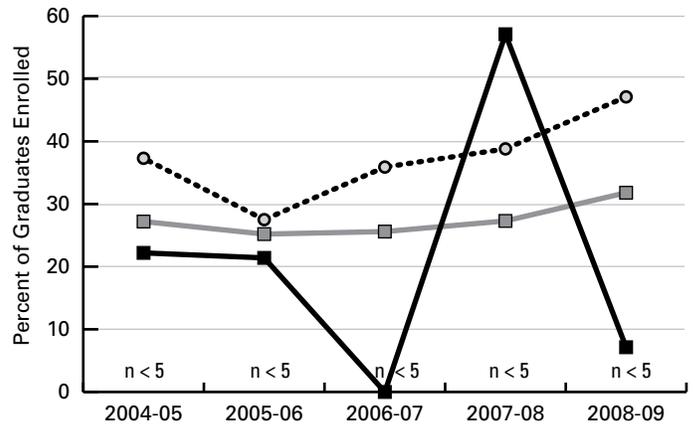
4-YEAR COHORT GRADUATION RATES



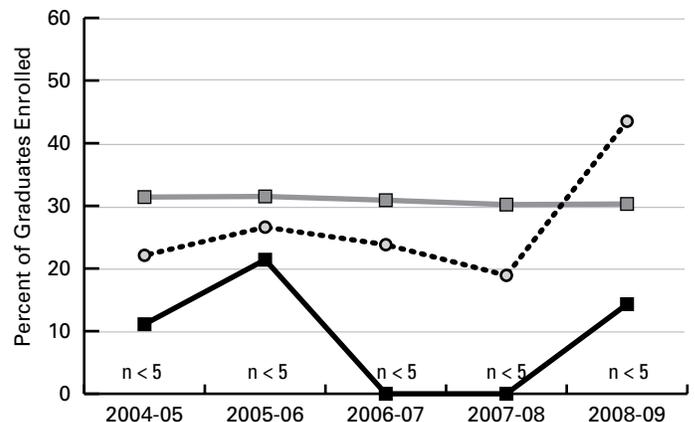
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



PERSON COUNTY

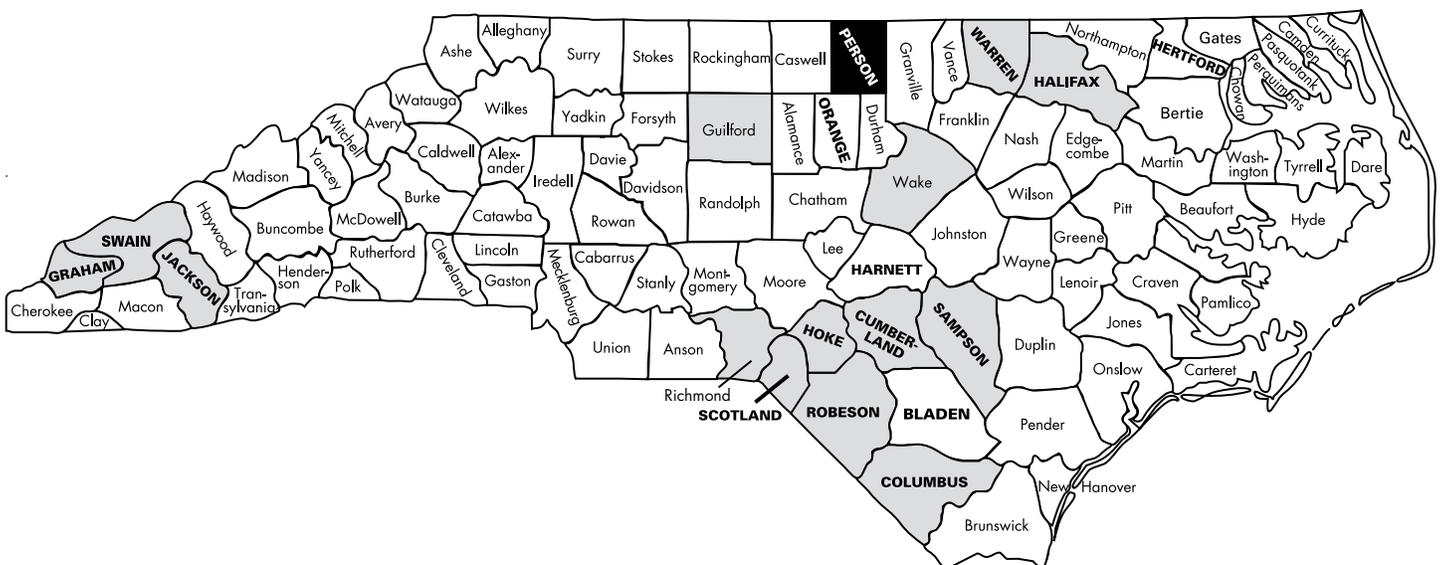


The Title VII Indian Education Grant in Person County supports 23 identified students in the acquisition of supplemental reading materials and field experiences in Native American History. Students travel to historical sites and participate in opportunities that help broaden their perspectives and prepare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

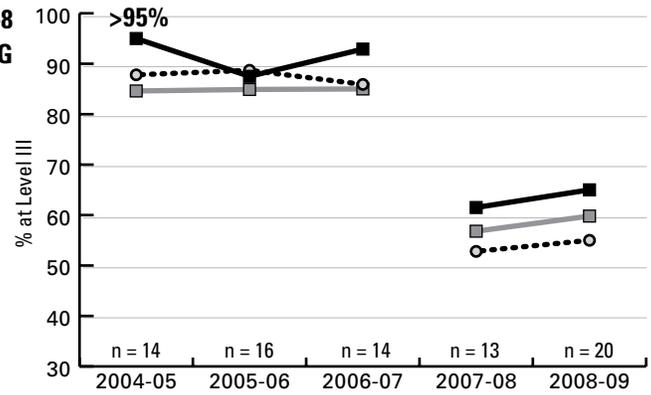
Reading and Math End of Grade Tests

The percentage of Person County American Indian students scoring proficient on the End-of-Grade reading test has equaled or exceeded proficiency rates of other students in the county and the state over the past five years.

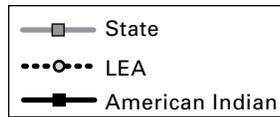
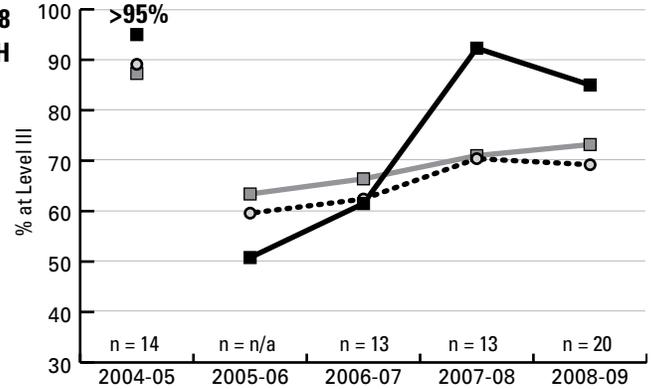
Although proficiency rates dropped in 2008-09 for American Indian students in Person County, rates still exceed other state and local percentages by over 10 percentage points.

* 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 (*).

**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

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	100	100	100	*	75.0	82.6	87.8	84.1	57.1	58.8
	N Tested	<5	<5	<5	*	<5	426	393	402	382	386
4	% Grade Level	100	100	100	*	0.0	84.3	89.3	88.7	55.9	58.4
	N Tested	<5	<5	<5	*	<5	420	401	381	397	380
5	% Grade Level	100	100	100	*	50.0	94.3	93.5	93.8	53.4	56.9
	N Tested	<5	<5	<5	*	<5	387	413	404	363	390
6	% Grade Level	100	50.0	100	*	100.0	84.1	82.6	84.4	54.1	52.5
	N Tested	<5	<5	<5	*	<5	492	419	417	405	314
7	% Grade Level	100	80.0	100	*	40.0	89.6	91.3	88.8	46.4	50.6
	N Tested	<5	5	<5	*	5	471	496	394	392	358
8	% Grade Level	100	100	75.0	*	100.0	92.0	87.6	90.0	49.9	51.8
	N Tested	<5	<5	<5	*	<5	477	500	441	377	394

EOG MATHEMATICS, Percent of Students At/Above Grade Level

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	100	NA	100	*	75.0	82.5	NA	72.9	77.4	71.8
	N Tested	<5	NA	<5	*	<5	428	NA	406	385	386
4	% Grade Level	100		100	*	100.0	94.5	62.2	63.3	76.1	74.9
	N Tested	<5	<5	<5	*	<5	421	407	381	398	383
5	% Grade Level	100	100		*	75.0	93.8	64.0	61.4	76.6	74.9
	N Tested	<5	<5	<5	*	<5	390	417	409	363	391
6	% Grade Level	100	100	100	*	100.0	91.7	56.6	64.2	64.0	58.0
	N Tested	<5	<5	<5	*	<5	495	424	419	406	314
7	% Grade Level	100	80.0		*	80.0	87.3	60.4	58.3	62.1	68.2
	N Tested	<5	5	<5	*	5	471	497	396	393	359
8	% Grade Level	100			*	100.0	85.6	53.6	60.6	66.7	65.1
	N Tested	<5	<5	<5	*	<5	480	500	444	378	393

PERSON COUNTY

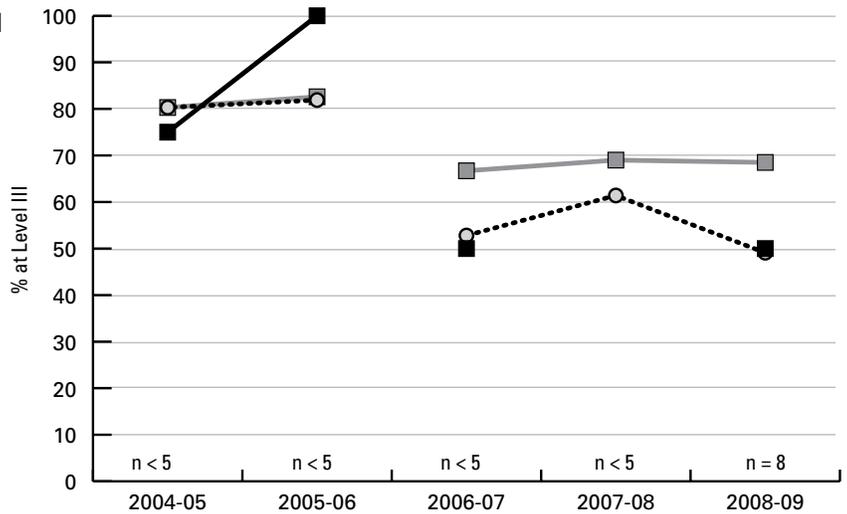
End of Course Tests

Of the few Person County American Indian students taking the Algebra I, Biology, and English I End of Course tests in Person County, a lower percentage of students achieve proficiency compared to other state students. American Indian and other Person County students achieve similar proficiency rates in Algebra I and Biology, but Native students fall below state students on the English I End of Course test.

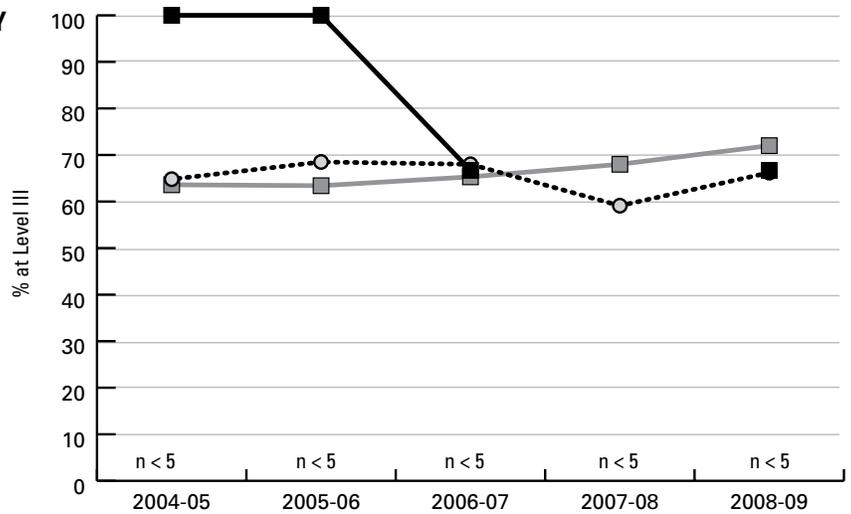


n = the number of American Indian students tested each year

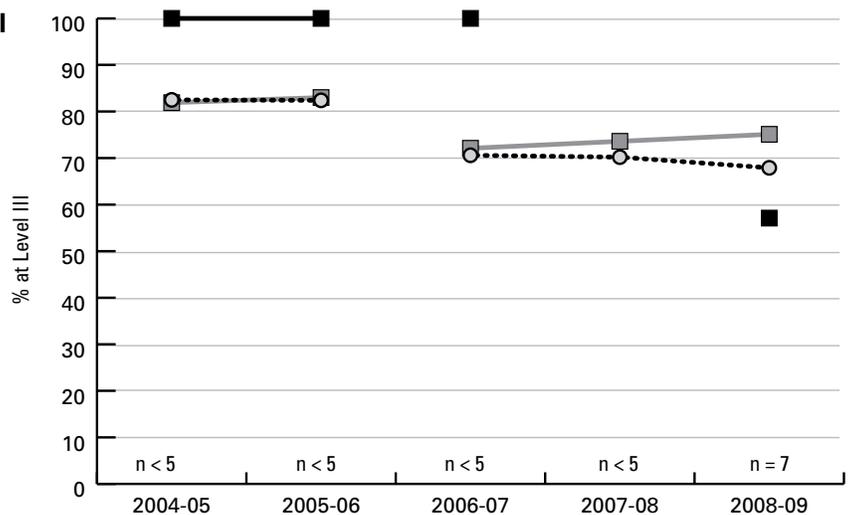
ALGEBRA I



BIOLOGY



ENGLISH I

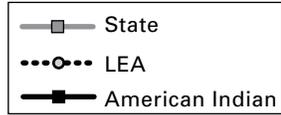


Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

PERSON COUNTY

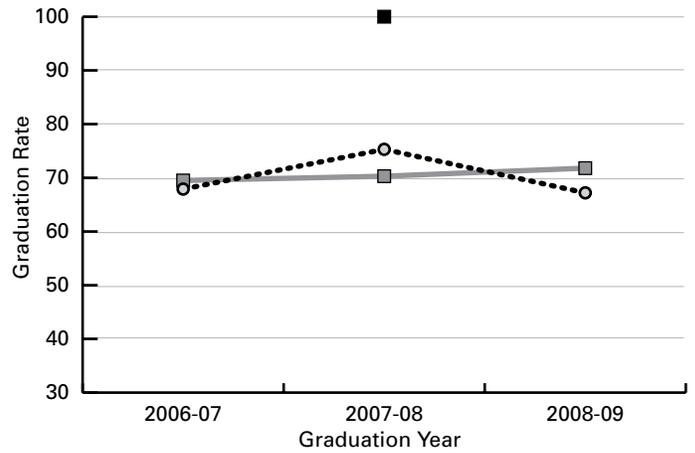
High School Completion and College Enrollment

Since there are few American Indian students attending Person County Schools, drop out and cohort graduation rates are not displayed due to insufficient data. However, it should be noted that no American Indian student dropped out of school in four of the last five years.

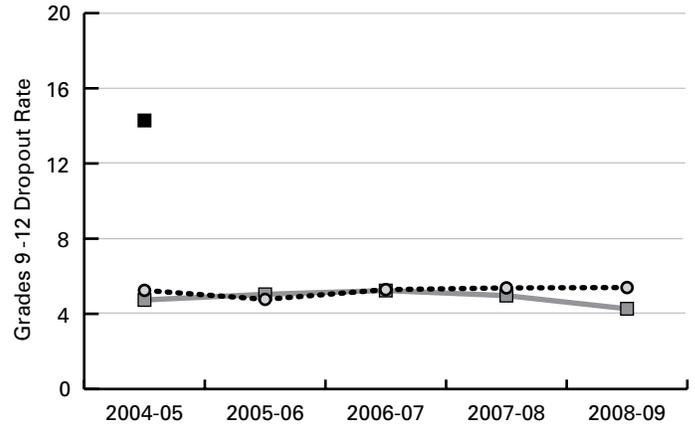


n = the number of American Indian students attending

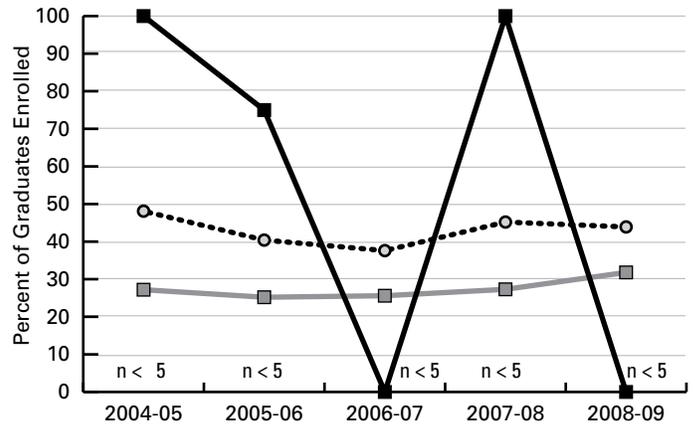
4-YEAR COHORT GRADUATION RATES



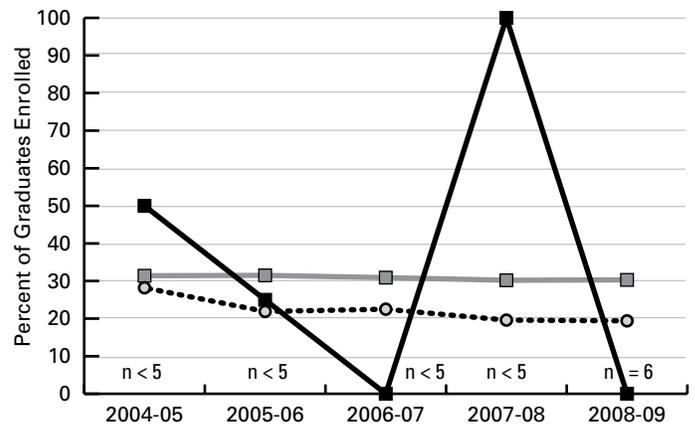
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



RICHMOND COUNTY



The Richmond County Schools' Indian Education Program serves approximately 290 students in grades PreK-12. The program provides quality educational opportunities for Native American students in accordance with their cultural and educational needs.

Our focus in grades K-5 is reading and math. Tutoring is available for those students that struggle in those content areas. In order to decrease the dropout rate, the focus for 6-12 is attendance. Students participate in special programs and activities that address the cultural needs of American Indian students.



The Newsletter, *Native News*, is the primary means by which the Indian Education Program communicates with parents and students. Its contents include general information about the Title VII Program in Richmond County and about upcoming cultural events.

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



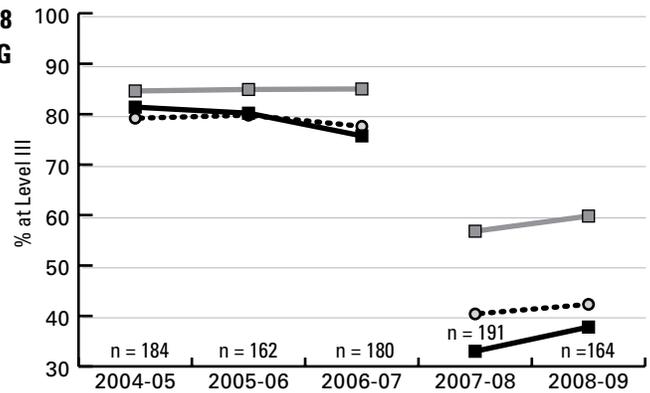
RICHMOND COUNTY

Reading and Math End of Grade Tests

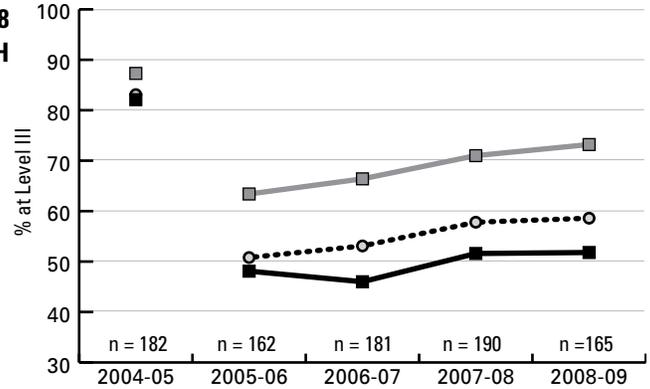
Proficiency rates for American Indian students on the reading End of Grade test for grades 3-8 in Richmond County fell below other state and county students in the past two years. In 2008-09, American Indian proficiency rates are below 40%.

Average combined proficiency rates for Richmond County American Indian students in grades 3-8 on math end of grade tests remained unchanged in 2008-09, below other county students, and nearly 20 percentage points below state rates.

**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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	73.5	64.7	63.6	29.6	34.6	78.0	79.0	75.4	39.4	38.2
	N Tested	34	17	33	27	26	622	630	622	604	571
4	% Grade Level	66.7	79.3	73.9	35.1	36.4	70.9	74.4	74.2	42.0	41.6
	N Tested	15	29	23	37	22	598	614	621	610	575
5	% Grade Level	86.8	80.0	87.1	18.5	43.2	84.1	84.2	83.2	38.4	44.9
	N Tested	38	15	31	27	37	678	576	608	651	612
6	% Grade Level	79.3	76.5	76.2	48.5	40.7	76.2	79.6	74.9	48.5	45.1
	N Tested	29	34	21	33	27	647	682	569	620	627
7	% Grade Level	83.7	89.3	74.4	30.4	36.4	78.9	80.5	79.3	35.6	39.4
	N Tested	43	28	39	23	33	730	657	700	596	619
8	% Grade Level	92.0	84.6	78.8	31.8	31.6	86.2	81.0	82.6	38.3	44.6
	N Tested	25	39	33	44	19	625	686	609	668	570

EOG MATHEMATICS, Percent of Students At/Above Grade Level

RICHMOND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	91.2	NA	45.5	66.7	44.4	84.9	NA	65.5	73.7	61.6
	N Tested	34	NA	33	27	27	622	NA	623	608	575
4	% Grade Level	92.9	37.9	30.4	62.2	56.5	85.6	49.8	47.4	58.1	60.7
	N Tested	14	29	23	37	23	599	616	622	611	578
5	% Grade Level	81.6	26.7	48.4	40.7	64.9	84.7	52.3	48.3	50.2	63.8
	N Tested	38	15	31	27	37	681	576	609	652	613
6	% Grade Level	86.2	41.2	59.1	51.5	33.3	88.6	56.1	57.9	58.4	53.1
	N Tested	29	34	22	33	27	648	684	573	620	627
7	% Grade Level	76.7	64.3	43.6	45.5	51.5	77.0	48.7	50.7	55.0	54.9
	N Tested	43	28	39	22	33	732	653	702	595	618
8	% Grade Level	91.7	51.3	45.5	43.2	57.9	77.6	43.4	50.1	52.5	58.0
	N Tested	24	39	33	44	19	626	686	609	668	572

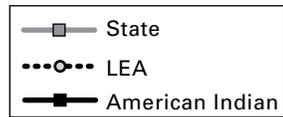
RICHMOND COUNTY

End of Course Tests

Proficiency rates for American Indian students in Richmond County on the Algebra I End of Course test mirrors proficiency rates at the county level. Proficiency dropped in 2008-09, roughly 20 percentage points below the state percentage.

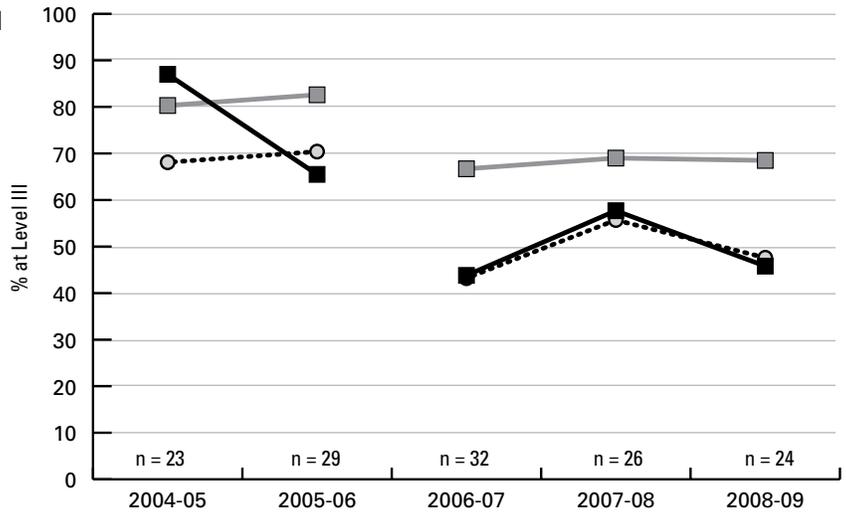
American Indian students' proficiency on the Biology End of Course test exceeded other county students, but did not reach state levels. Proficiency levels for American Indian students on the Biology EOC exceeded state and county rates in 2006-07.

While state proficiency levels on the English I End of Course test rose slightly, American Indian proficiency rates in Richmond county fell to their lowest point in 2008-09, decreasing at a faster rate than non-native students in Richmond County.

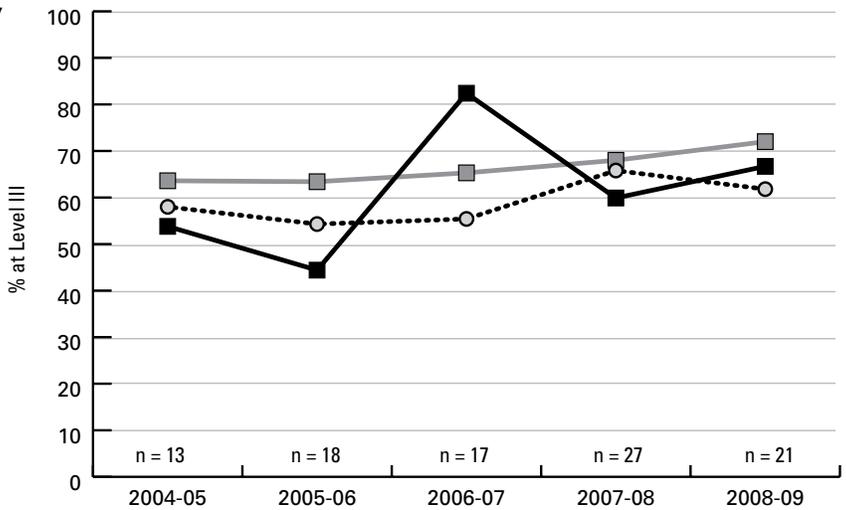


n = the number of American Indian students tested each year

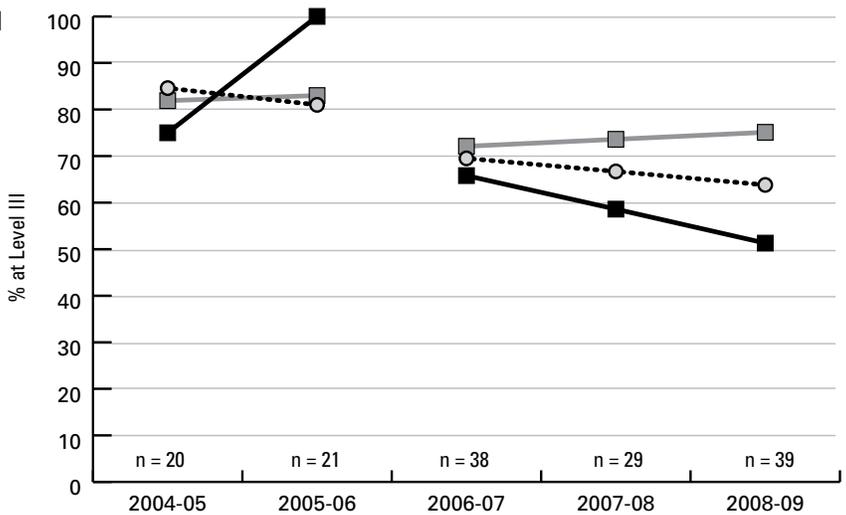
ALGEBRA I



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 four-year cohort graduation rate for Richmond County American Indian students increased in 2008-09, and is equal to graduation rates state-wide. Coinciding with increased graduation rates, dropout rates fell to similar state and county levels.

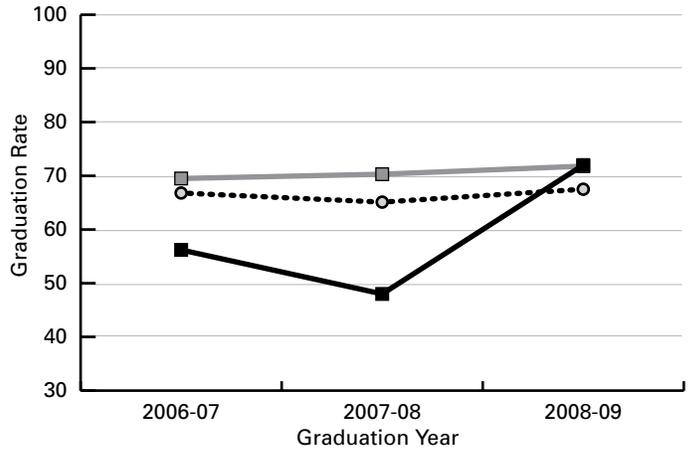
American Indian students' attendance rates at NC community colleges fell for the third straight year in Richmond County, to just above 10%. This is the lowest rate in the past five years, and falls below state and local levels.

Attendance at UNC system schools also dropped in 2008-09 for American Indian students in Richmond County. American Indian students enrollment at UNC system schools have consistently fallen below state rates (consistently around 30%) and rates for other local students in the five-year reporting period.

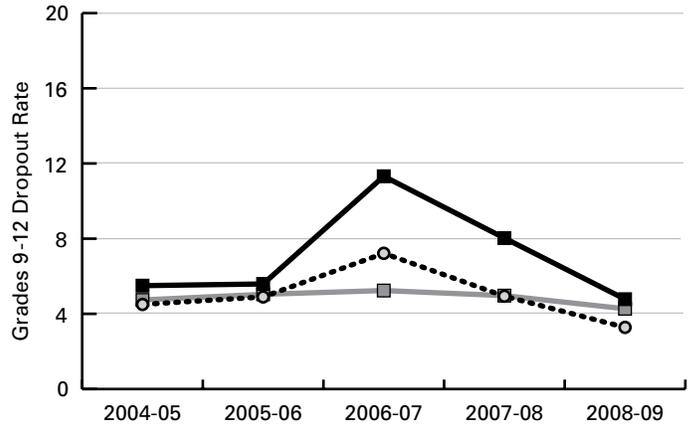


n = the number of American Indian students attending

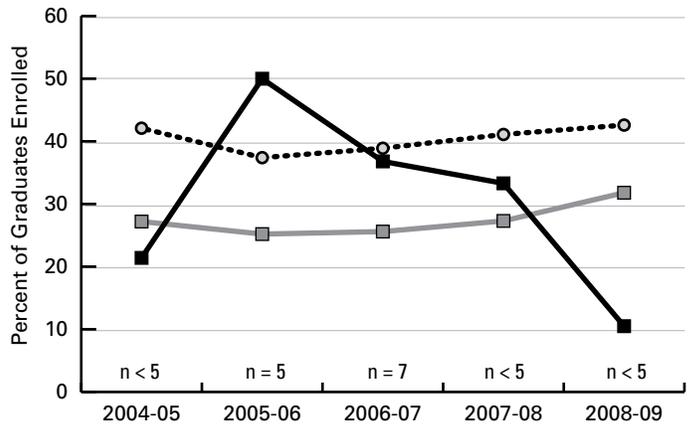
4-YEAR COHORT GRADUATION RATES



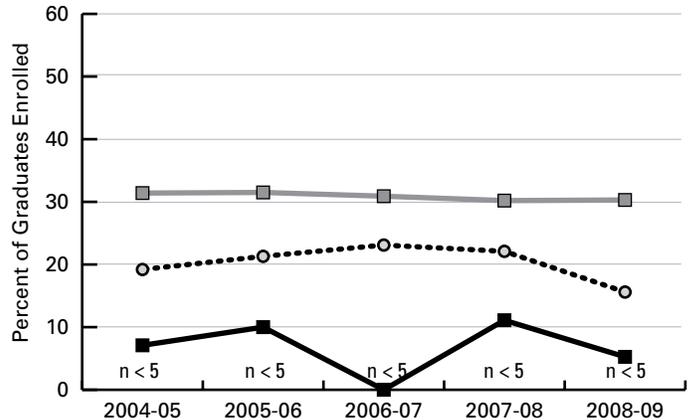
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



ROBESON COUNTY



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 historic 1939 Pembroke High School building. The Indian Education Program began in 1974, funded by a grant from the US Department of Education, Office of Indian Education. It serves over 11,000 American Indian K-12 students is one of the largest in the United States. The facility houses an art gallery, museum, library and computer lab that is open for parents and students use.

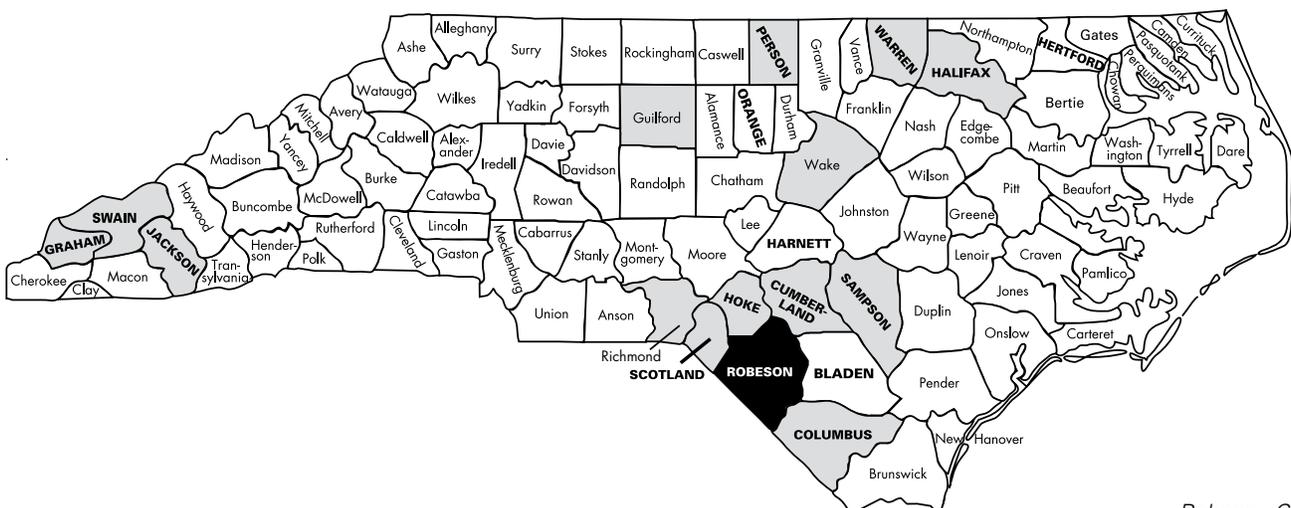
The Title VII program goals are to reduce the dropout rate, increase reading scores, and provide cultural enrichment. These outcomes are accomplished through enrichment and remediation activities, utilizing traditional speakers, and providing opportunities for involvement in two clubs for 7th -12th grade students- the American Indian Science and Engineering Society (AISES) club and the Native American Student Association (NASA) club. The program provides several workshop opportunities for parents and students throughout the year that integrate culture, traditions and education. These opportunities include: Reading Workshop, Scholarship Night, Summer Camp Workshop, college and university informational meetings, Cultural Academies, Saturday Academy, and Summer Camp. Students and parents may also attend conferences and workshops that are on the local, state, and national levels.

An integral part of our Title VII Indian Education Program, Youth Development Specialist (YDS) is employed at each of the Robeson County schools and serves as the link between students, parents, community agencies and educators. These specialists collaborate with school faculty and staff and various county and state agencies to provide counseling and other needed services for students.

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

The Title VII Indian Education Parent Committee is composed of representatives elected from each high school district. This committee meets monthly and serves in an advisory capacity for Indian Education issues.

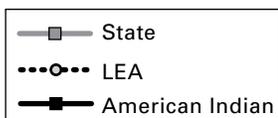
It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to Native people for the education of American Indian children. Our Title VII grant makes great strides to accomplish this each year.



ROBESON COUNTY

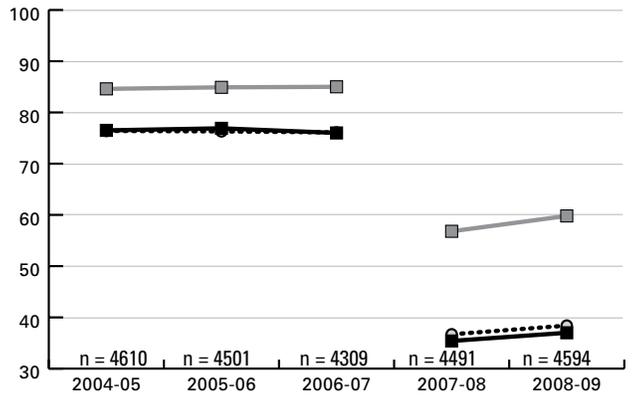
Reading and Math End of Grade Tests

American Indian students' performance on Math and Reading End of Grade tests in Robeson County mirrors the overall performance of the county. Proficiency levels on both tests, however, fall below state proficiency percentages. In 2008-09, American Indian students achieved proficiency on the Reading End of Grade nearly 20 percentage points below the state, and over 10 percentage points below the state on the Math End of Grade test.

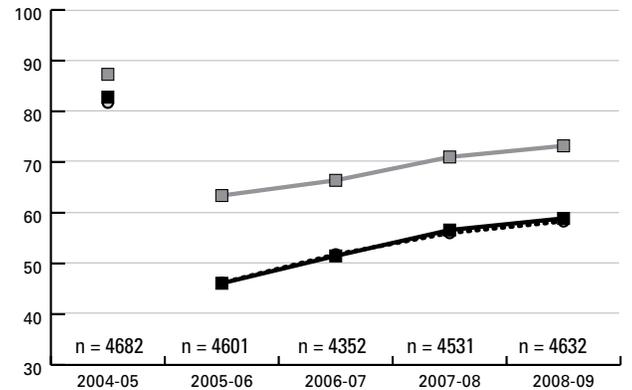


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



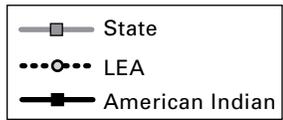
ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	77.7	75.4	77.9	36.2	37.9	76.4	77.2	78.6	37.0	40.6
	N Tested	764	759	750	828	891	1743	1739	1686	1863	1922
4	% Grade Level	69.7	75.8	76.8	41.0	43.6	72.5	75.4	78.0	43.3	44.1
	N Tested	793	720	725	776	807	1809	1644	1662	1713	1792
5	% Grade Level	80.1	76.3	88.3	32.5	37.5	80.0	78.3	86.1	34.5	36.2
	N Tested	778	761	702	718	757	1826	1741	1548	1629	1648
6	% Grade Level	72.3	70.1	71.7	43.9	40.5	69.3	69.5	73.9	42.9	41.1
	N Tested	729	763	724	722	706	1739	1821	1665	1589	1619
7	% Grade Level	76.8	79.4	81.0	28.9	29.9	77.4	77.9	80.4	30.0	32.4
	N Tested	800	722	735	723	715	1864	1711	1728	1622	1606
8	% Grade Level	82.6	79.1	84.0	29.4	31.5	82.7	79.6	82.2	32.7	34.8
	N Tested	746	776	673	724	718	1752	1803	1600	1726	1633

ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	82.6	NA	61.7	68.7	62.7	80.6	NA	62.1	64.6	62.6
	N Tested	776	NA	762	830	897	1773	NA	1708	1873	1932
4	% Grade Level	88.1	52.7	51.0	63.2	64.3	88.8	51.0	53.6	61.6	61.8
	N Tested	809	731	739	787	812	1828	1672	1686	1731	1807
5	% Grade Level	79.1	38.9	52.9	53.8	58.4	79.4	42.3	52.1	51.9	58.5
	N Tested	799	773	705	730	771	1854	1755	1559	1646	1673
6	% Grade Level	86.9	38.0	44.5	54.8	55.1	82.6	39.1	49.0	54.2	52.9
	N Tested	735	772	733	725	713	1763	1846	1681	1593	1632
7	% Grade Level	79.7	46.6	44.1	47.8	58.2	78.4	43.7	43.2	51.1	55.1
	N Tested	806	723	737	732	717	1890	1729	1745	1666	1612
8	% Grade Level	80.6	43.2	53.1	49.4	53.0	80.3	45.3	51.6	51.2	57.6
	N Tested	757	780	676	727	722	1770	1820	1613	1732	1643

ROBESON COUNTY

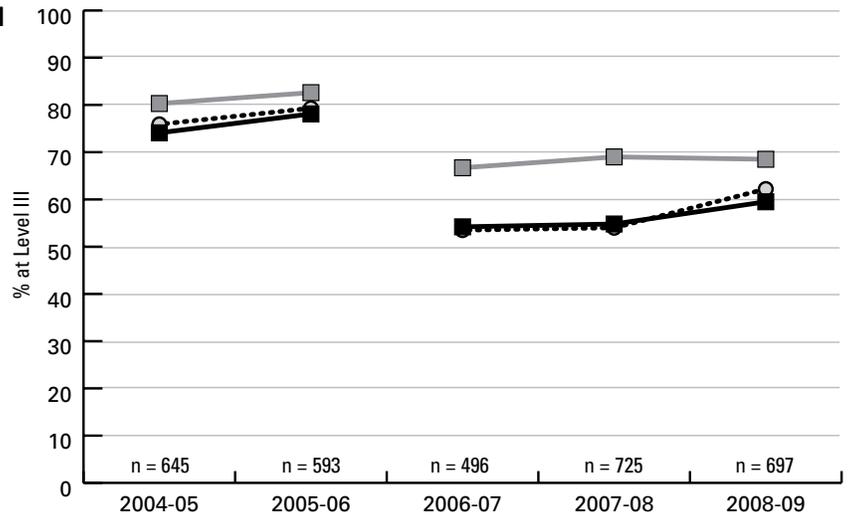
End of Course Tests

The percentage of students achieving proficiency on the Algebra I and Biology End of Course tests increased slightly in 2008-09, while English I proficiency levels remained unchanged. Robeson County's American Indian student population, as well as the county as a whole, achieved proficiency below the state level.

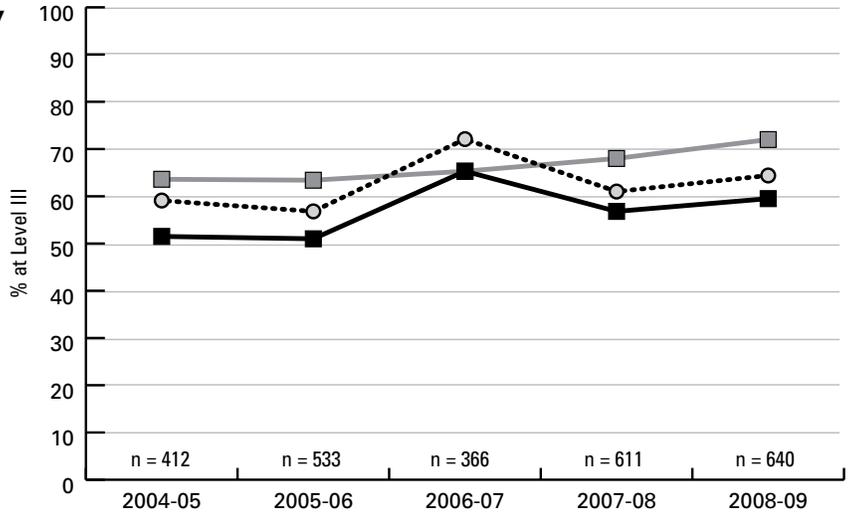


n = the number of American Indian students tested each year

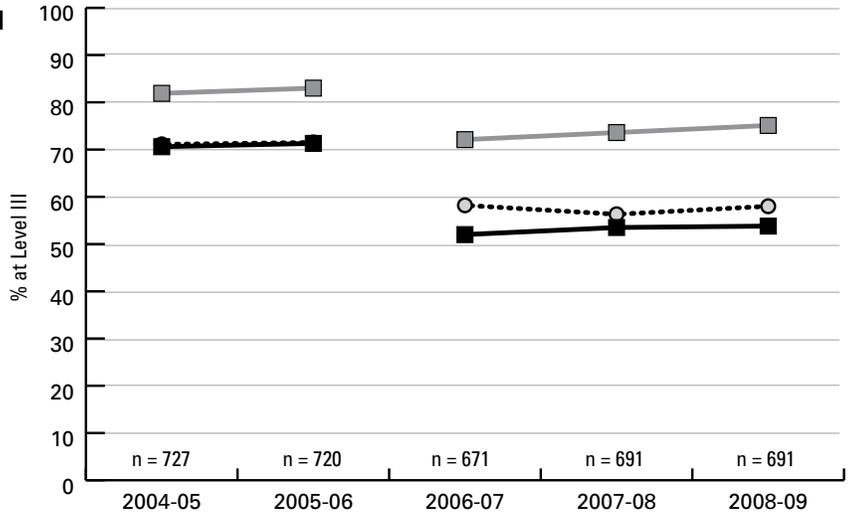
ALGEBRA I



BIOLOGY



ENGLISH I



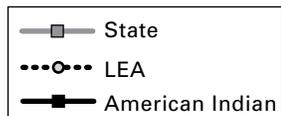
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

ROBESON COUNTY

High School Completion and College Enrollment

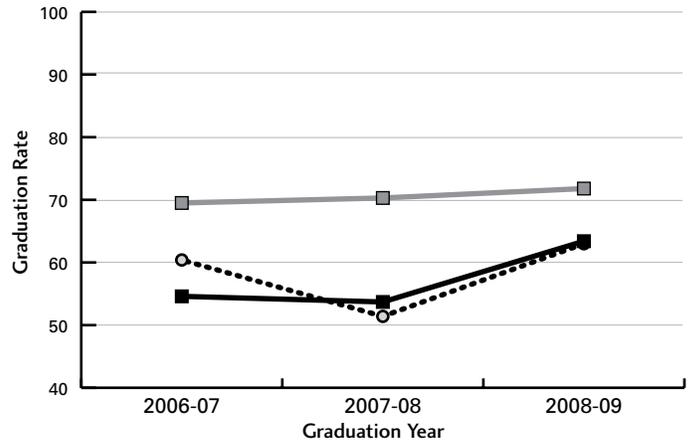
Four-year cohort graduation rates for Robeson County American Indian students increased in 2008-09, and is equal to county-wide rates. American Indian, LEA, and state dropout rates all hovered just above 4% in 2008-09; the lowest rate in five years.

The percent of American Indian graduates enrolled in NC community colleges and UNC system schools declined in 2008-09. Enrollment at UNC system schools for county students overall increased, while enrollment in NC community college decreased at a faster rate than it did for American Indian students.

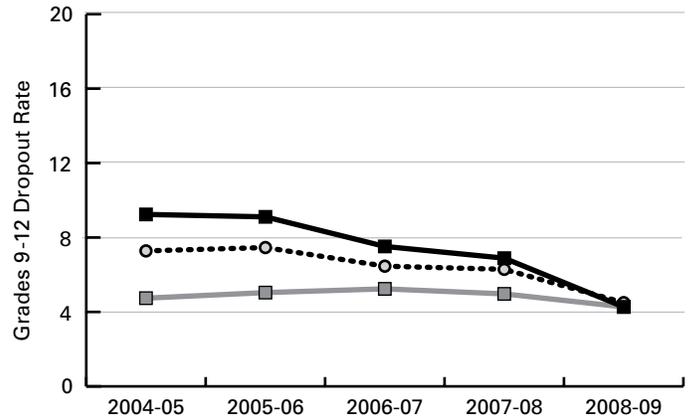


n = the number of American Indian students attending

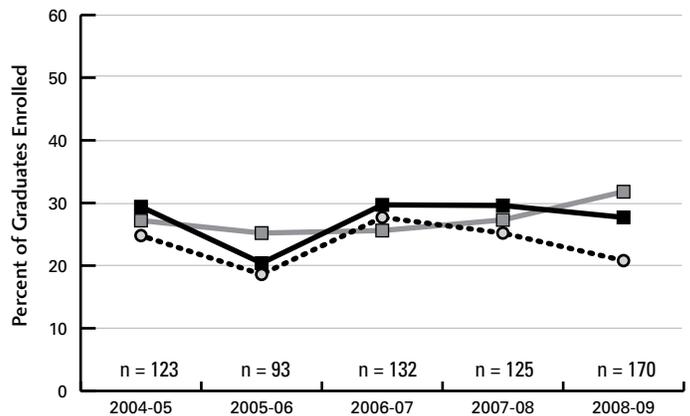
4-YEAR COHORT GRADUATION RATES



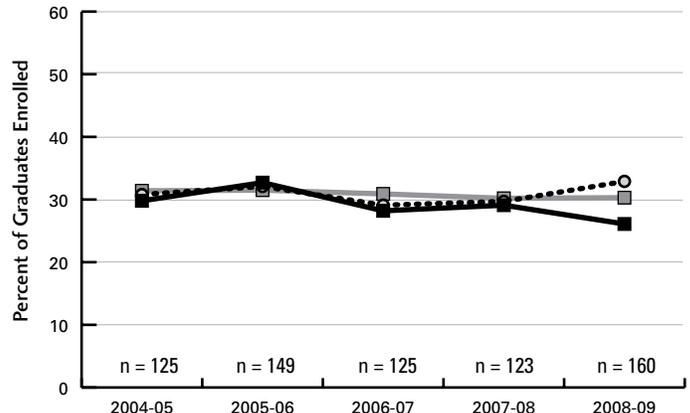
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



SAMPSON COUNTY



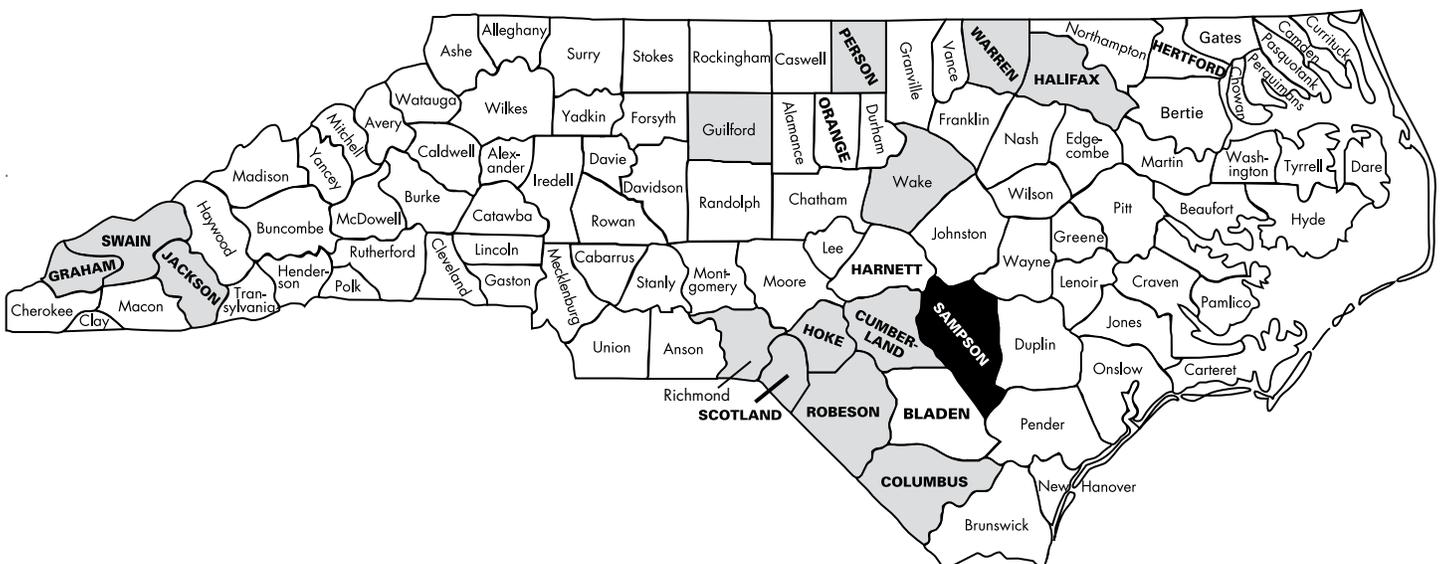
Sampson County Schools' Title VII program serves 113 students. The home school coordinator serves as a link between the school and the students and promotes cultural activities through multi-cultural programs.

At-risk students are tracked at each school through a program called "Gray zone/red zone". Each at risk elementary and middle school student is monitored by the principal and classroom teacher through a data base that tracks the student's attendance, grades, benchmark assessments, and discipline. The principal and academic coaches meet with the classroom teachers periodically to discuss strategies for meeting the needs of each individual student.

Dropout prevention counselors work closely at the high schools to monitor each student's performance and provide support for potential dropouts. After school tutoring is provided as funds allow.

The academic coaches, in conjunction with the North Carolina Humanities Council presented a workshop entitled "Many Stories, One People: North Carolina American Indian Curriculum Across the Content Area" to a group of teachers. The new AIG curriculum will incorporate a unit on American Indians for the upcoming school year.

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



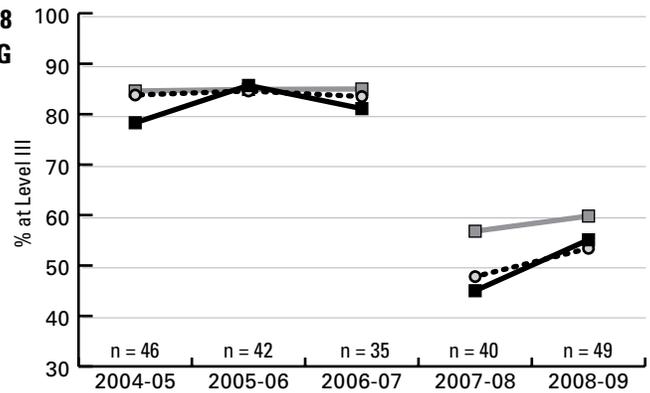
SAMPSON COUNTY

Reading and Math End of Grade Tests

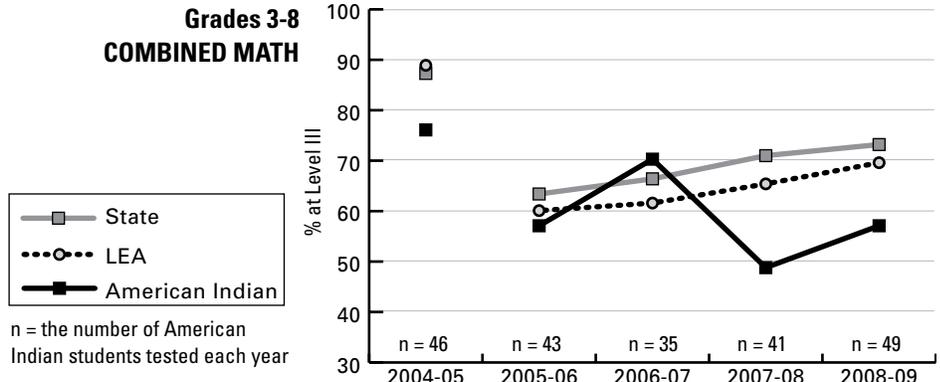
The percentage of American Indian students scoring at Level III on the Reading End of Grade test in grades 3-8 increased in 2008-09, exceeded county rates, and approached the state percentage.

Although state and local students made similar gains this year, Sampson County American Indian students increased proficiency on the Math End of Grade at a faster rate. Despite this gain, American Indian students' proficiency on the Math End of Grade is over 10 points below the state and county.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



—■— State
 - - - ○ - - - LEA
 —■— American Indian
 n = the number of American Indian students tested each year

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	50.0	90.0	90.9	50.0	83.3	79.9	80.9	81.0	46.0	49.9
	N Tested	8	10	11	6	6	661	611	610	635	710
4	% Grade Level	85.7	83.3	100	50.0	100.0	81.2	83.3	87.4	53.0	57.5
	N Tested	7	6	7	10	5	628	634	578	610	642
5	% Grade Level	66.7	100	57.1	50.0	50.0	88.1	89.9	88.5	51.1	55.0
	N Tested	< 5	6	7	8	12	622	613	590	566	611
6	% Grade Level	87.5	0	66.7	33.3	60.0	77.6	77.6	82.2	49.8	60.8
	N Tested	8	< 5	< 5	9	10	626	621	585	617	584
7	% Grade Level	77.8	88.9	100	40.0	22.2	87.7	87.6	87.0	43.3	49.3
	N Tested	9	9	< 5	5	9	617	619	606	594	641
8	% Grade Level	90.9	88.9	83.3	*	42.9	88.5	88.9	90.1	43.9	48.7
	N Tested	11	9	6	*	7	608	603	587	611	587

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	50.0	n/a	90.9	66.7	83.3	86.0	NA	65.4	71.5	71.3
	N Tested	8	n/a	11	6	6	666	NA	612	635	711
4	% Grade Level	85.7	33.3	85.7	80.0	40.0	92.3	63.5	60.0	68.0	69.7
	N Tested	7	6	7	10	5	639	638	575	610	641
5	% Grade Level		50.0	42.9	62.5	83.3	91.3	59.1	62.8	67.3	68.2
	N Tested	n < 5	6	7	8	12	630	614	591	565	610
6	% Grade Level	87.5			10.0	70.0	87.8	55.0	62.6	61.8	69.2
	N Tested	8	< 5	< 5	10	10	633	625	586	618	584
7	% Grade Level	88.9	22.2		20.0	22.2	85.6	56.2	60.3	63.1	67.3
	N Tested	9	9	< 5	5	9	626	623	607	594	642
8	% Grade Level	90.9	77.8	83.3	n/a	28.6	87.0	59.7	69.1	60.6	71.7
	N Tested	11	9	6	n/a	7	616	606	589	606	587

SAMPSON COUNTY

End of Course Tests

American Indian student achievement declined on the Algebra I End of Course test in 2008-09, despite county rates increasing to state proficiency levels.

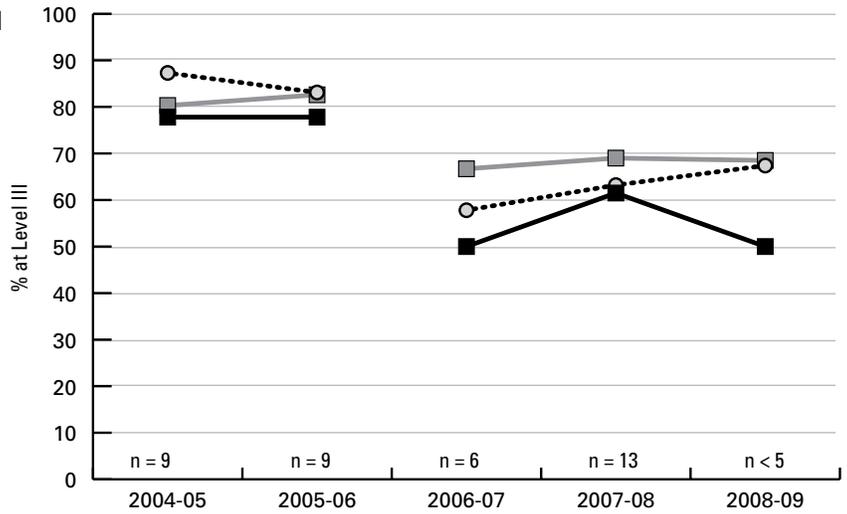
(Sampson County's American Indian student population matched other county students in proficiency on the Biology End of Course test, falling just slightly below the state proficiency level.

American Indian student performance on the English I End of Course test has steadily risen over the past five years. American Indian students' performance equaled that of their state counterparts and exceeded the county proficiency rate.

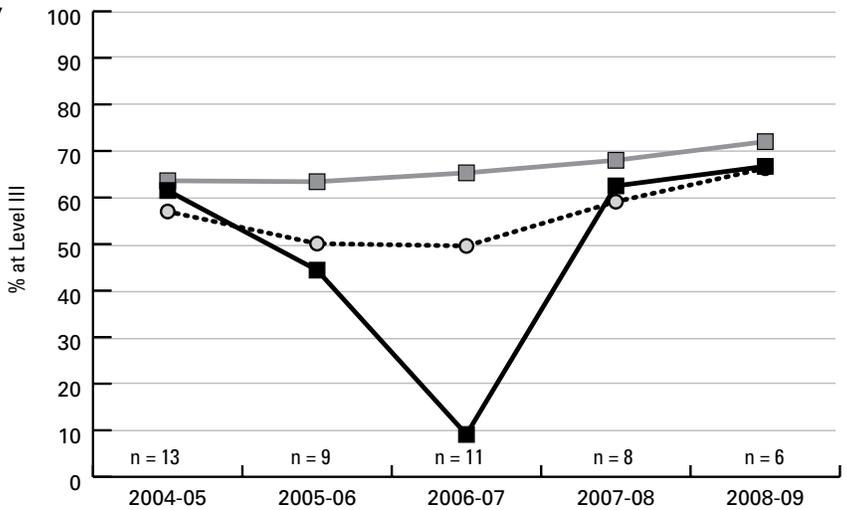


n = the number of American Indian students tested each year

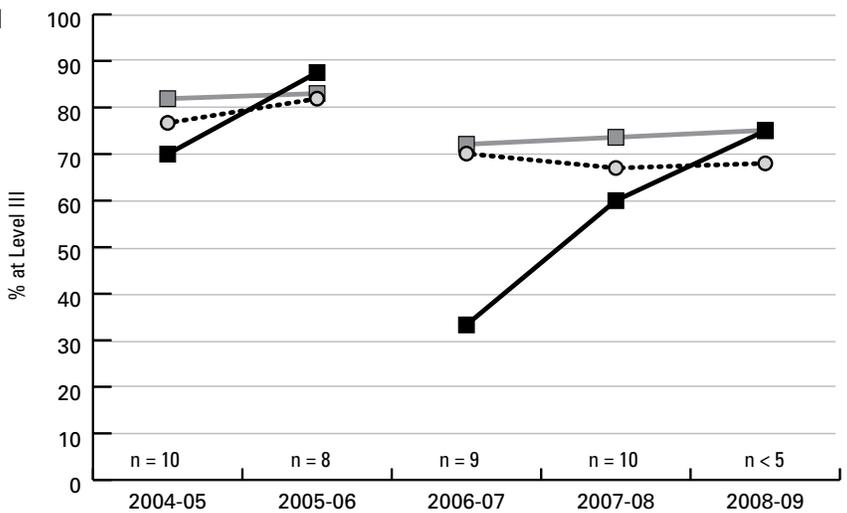
ALGEBRA I



BIOLOGY



ENGLISH I



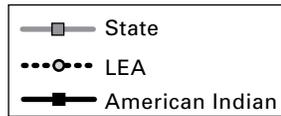
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SAMPSON COUNTY

High School Completion and College Enrollment

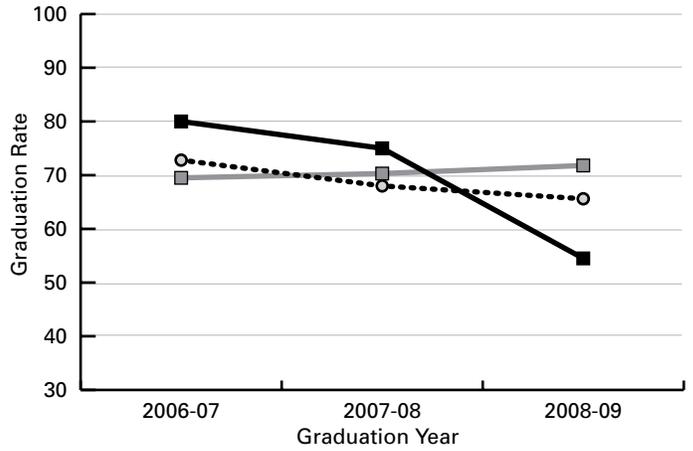
Due to small numbers of American Indian students in Sampson County, graduation and dropout rates should be viewed cautiously. According to reported data, graduation rates decreased, but dropout rates fell as well.

The percent of students attending NC community colleges increased in 2008-09. The percentage, which mirrors the county, exceeded the state percentage of students attending community colleges. However, the percentages of students attending UNC system schools is nearly identical for state, local, and American Indian student populations.

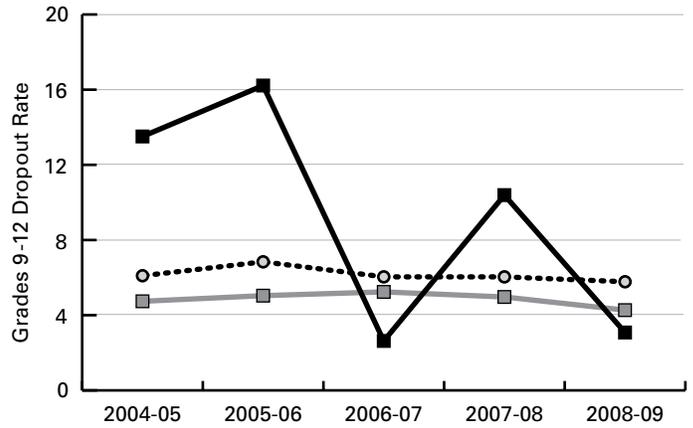


n = the number of American Indian students attending

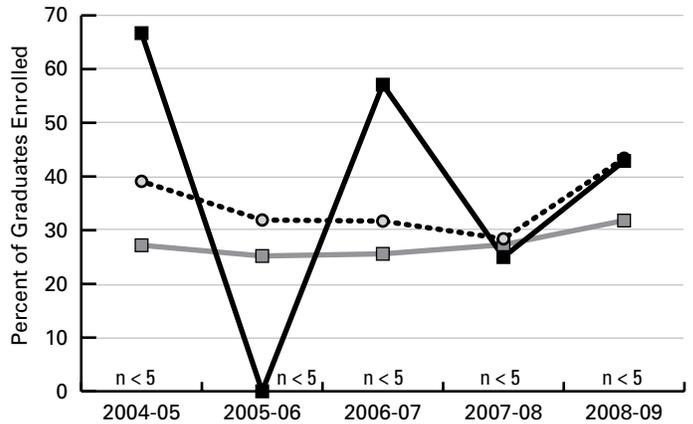
4-YEAR COHORT GRADUATION RATES



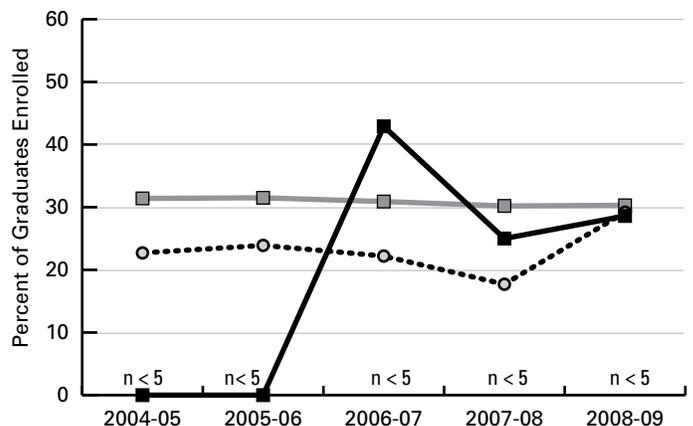
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



CLINTON CITY SCHOOLS



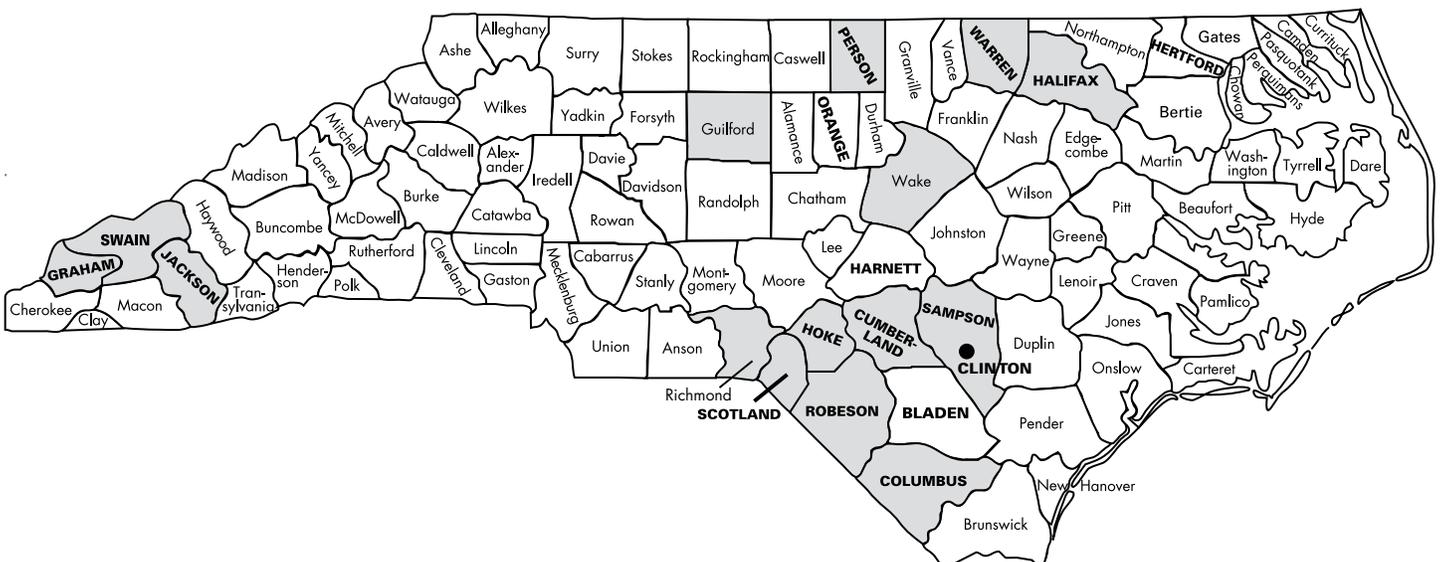
The Clinton City Schools' Indian Education Program assists Native American students at all five schools: L. C. Kerr (Pre-K, Kindergarten, and 1st Grade); Butler Avenue (2nd & 3rd Grades); Sunset Avenue (4th & 5th Grades); Sampson Middle (6th, 7th, & 8th Grades); and Clinton High (9th, 10th, 11th, & 12th Grades). Sharon Hair Williams is the Title VII Coordinator for Clinton City Schools. We serve 167 Native American students in our district. Our parent committee consists of two representatives from each school (10 members) and four officers. They assist the coordinator with setting goals for the upcoming year, volunteering with cultural classes, assisting with the mini powwows, and relaying to coordinator any new student that moves into community.

- We monitor student's grades, attendance, behavior, community involvement and provide cultural awareness.
- We provide parents and students with information regarding higher education.
- We assist with the communication between parents, teachers, school administrators, and students.
- We offer 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 Sampson Middle has the Jr. NASO Club. We have 46 students that participate in the Educational Talent Search program sponsored by NC Commission of Indian Affairs and 8-15 students attend the NC Native American Youth Organization conference each year.

The Title VII Program sponsors Native Gatherings (mini powwows) at each of the five schools during Native American Heritage Month in November. We actively participate in the Native American "NOT" Program, Art Therapy, and UNC Teaching Fellows workshops. Our Native American Cultural Classes include: Native dance and drumming, beading, and regalia construction.

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



CLINTON CITY SCHOOLS

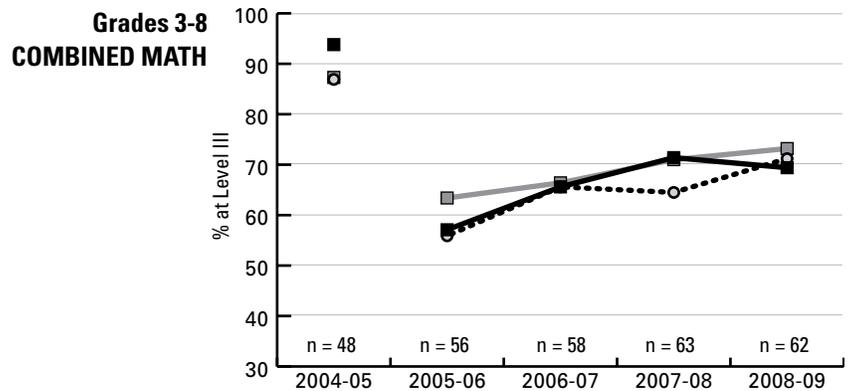
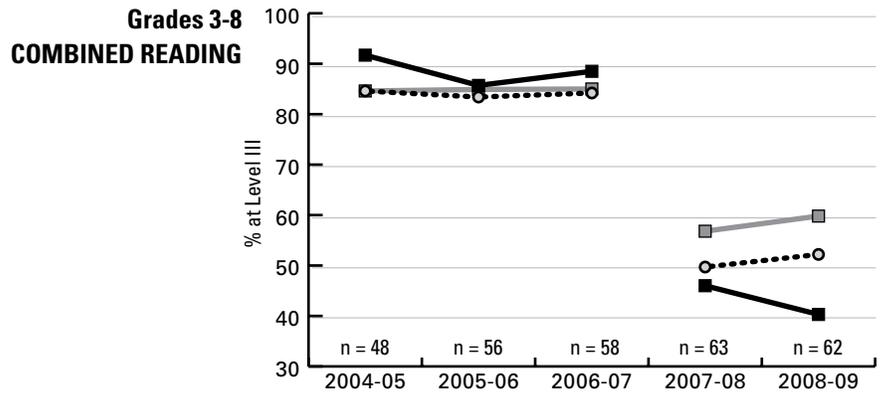
Reading and Math End of Grade Tests

Clinton City American Indian students' percent proficient on the grades 3-8 Reading End of Grade declined for the second year in a row in 2008-09, falling further below state and local percentages, to nearly 40% proficient.

Although the percent of American Indian students in Clinton City Schools scoring at Level III on the Math End of Grade test declined in 2008-09, they remained competitive with state and county students.



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	100	83.3	92.3	55.6	40.0	80.1	82.4	83.6	47.6	52.5
	N Tested	< 5	12	13	9	10	206	227	213	246	263
4	% Grade Level	85.7	75.0	76.9	40.0	40.0	84.7	76.9	84.8	55.8	55.5
	N Tested	7	< 5	13	15	10	196	208	224	233	245
5	% Grade Level	85.7	90.0	100	30.8	40.0	88.5	87.8	92.3	48.4	52.2
	N Tested	14	10	< 5	13	15	192	213	207	213	224
6	% Grade Level	90.0	72.7	90.0	80.0	38.5	78.3	83.7	84.8	57.6	53.9
	N Tested	10	11	10	5	13	207	203	217	217	206
7	% Grade Level	100	90.9	90.0	20.0	40.0	89.4	83.6	89.9	42.1	52.7
	N Tested	8	11	10	10	5	208	225	207	235	201
8	% Grade Level	100	100	100	72.7	44.4	86.4	85.8	85.3	47.1	46.5
	N Tested	6	8	9	11	9	235	211	224	204	226

EOG MATHEMATICS, Percent of Students At/Above Grade Level

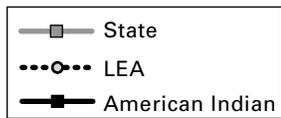
CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level		NA	69.2	55.6	80.0	84.6	NA	78.4	70.7	75.3
	N Tested	< 5	NA	13	9	10	208	NA	213	246	263
4	% Grade Level	100		69.2	73.3	60.0	92.5	56.2	67.0	69.1	74.6
	N Tested	7	< 5	13	15	10	199	210	224	233	244
5	% Grade Level	100	40.0		84.6	73.3	88.6	56.1	73.9	69.5	68.0
	N Tested	14	10	< 5	13	15	193	214	207	213	225
6	% Grade Level	80.0	63.6	70.0	80.0	61.5	82.6	58.6	65.4	64.4	65.9
	N Tested	10	11	10	5	13	207	203	217	216	205
7	% Grade Level	100	36.4	90.0	60.0	80.0	87.6	52.4	65.2	59.1	74.6
	N Tested	8	11	10	10	5	209	225	207	235	201
8	% Grade Level	100	62.5	33.3	72.7	66.7	85.5	51.2	56.4	53.2	68.0
	N Tested	6	8	9	11	9	234	211	225	205	228

CLINTON CITY SCHOOLS

End of Course Tests

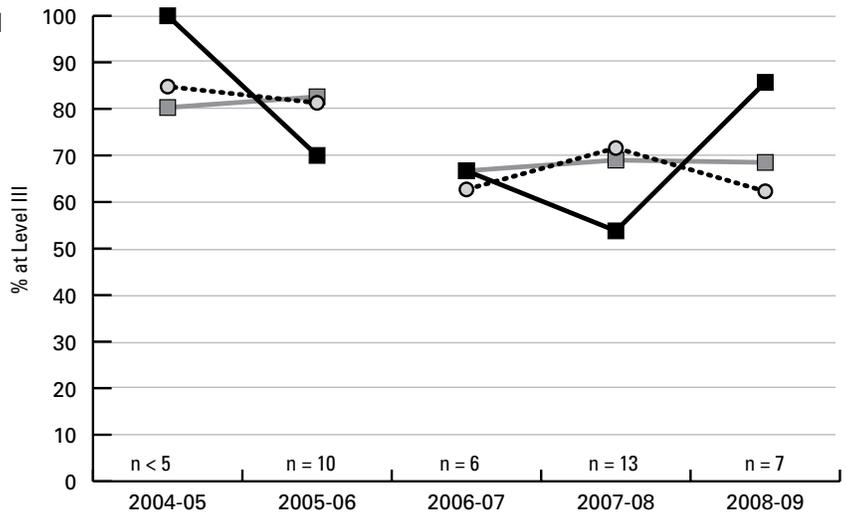
American Indian students' performance on the Algebra I and English I End of Course tests jumped in 2008-09, exceeding state and county proficiency levels.

After a three-year decline, American Indian students' performance on the Biology End of Course test improved, but is still below state and county students.

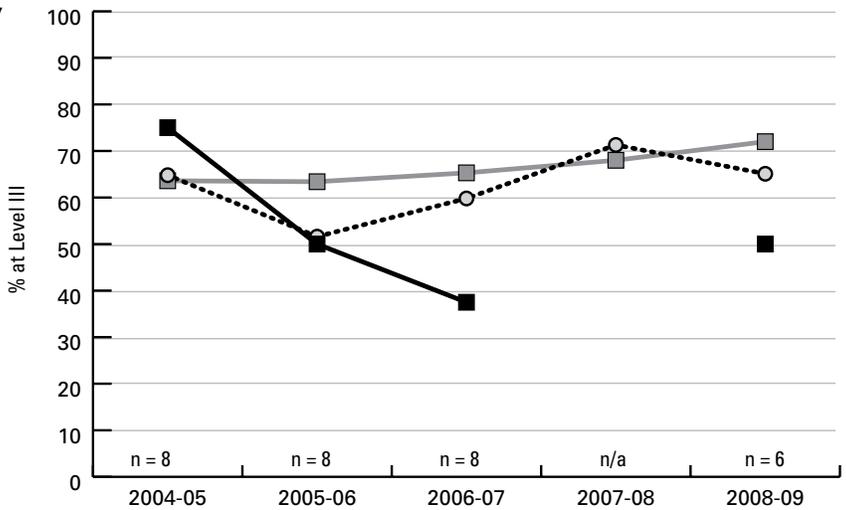


n = the number of American Indian students tested each year

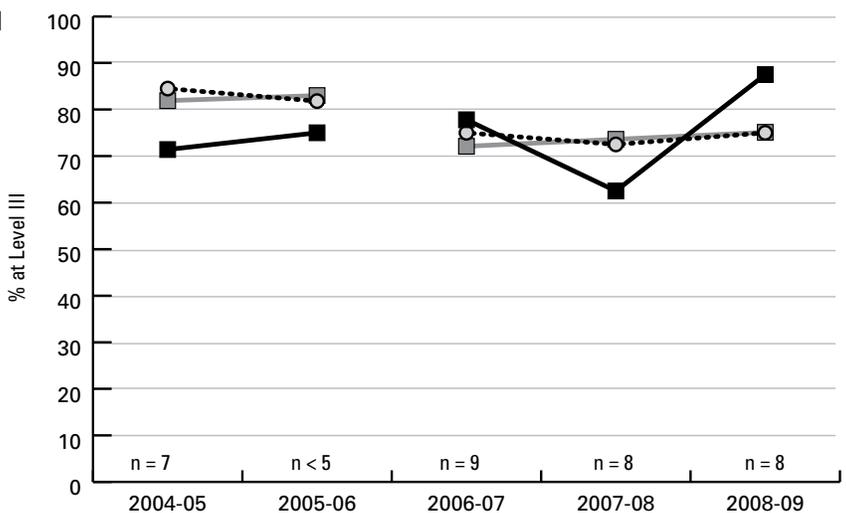
ALGEBRA I



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.

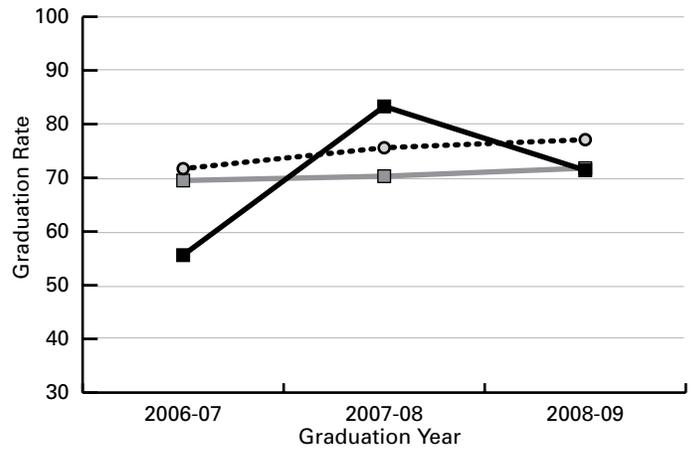
CLINTON CITY SCHOOLS

High School Completion and College Enrollment

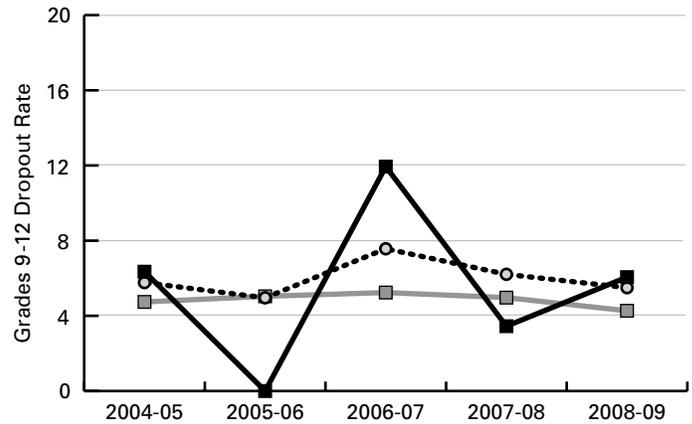
Because of the relatively small number of American Indian students in Clinton City Schools, any shift in graduation or dropout rates may appear as a major fluctuation. Graduation rates of American Indian students in Clinton City Schools equaled the state graduation rate in 2008-09. The dropout rate increased slightly in 2008-09, but is nearly equal to the dropout rate county-wide.

There are currently no 2008-09 Clinton City American Indian graduates attending NC community colleges this year. However, the percentage of American Indian graduates in the district attending UNC system schools increased by more than 20 percentage points in 2008-09.

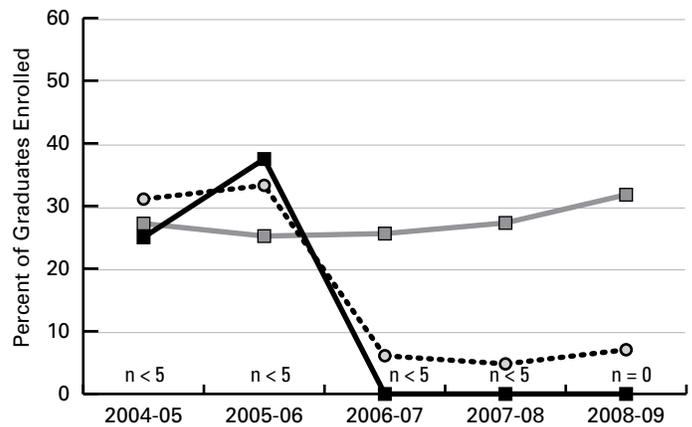
4-YEAR COHORT GRADUATION RATES



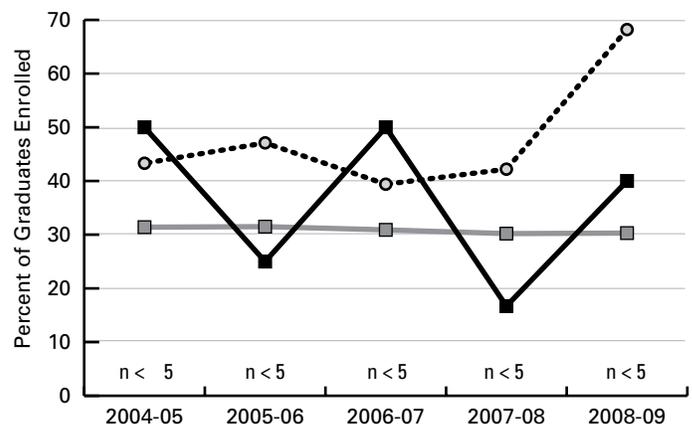
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



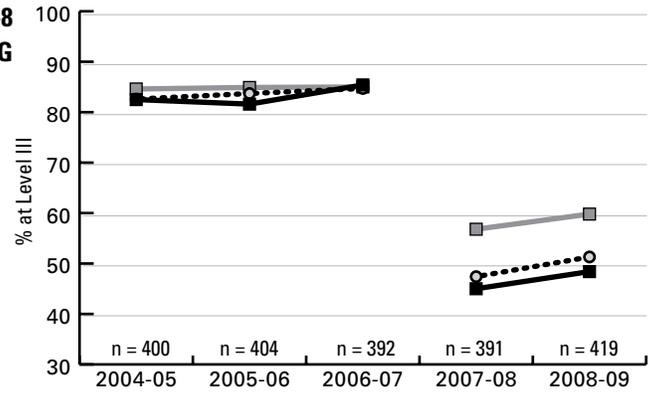
SCOTLAND COUNTY

Reading and Math End of Grade Tests

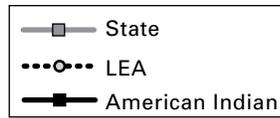
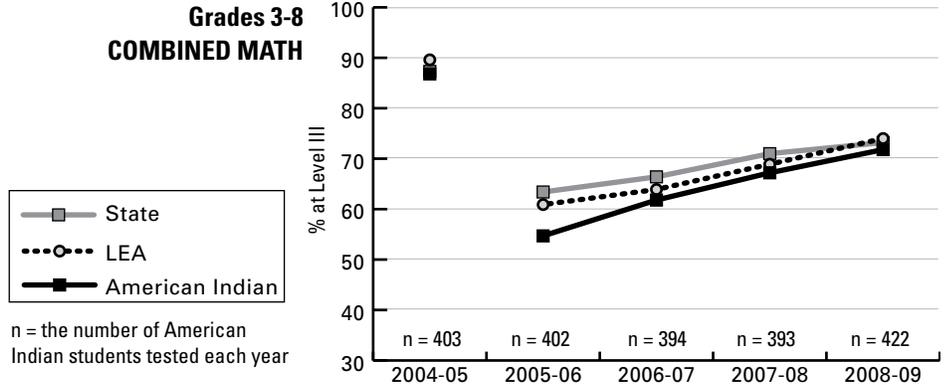
American Indian students in Scotland County have performed similarly to other county students on the Reading End of Grade test for the past two years, and have increased proficiency at similar rates as well. However, performance remains below the state achievement.

The performance of American Indian students on the Math End of Grade test continued to improve, and is nearly equal to state-wide and county-wide proficiency percentages.

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

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	81.4	77.5	83.3	45.3	53.7	79.8	84.5	82.4	47.3	51.4
	N Tested	59	71	78	64	82	520	555	494	497	510
4	% Grade Level	81.1	83.6	85.7	48.0	47.0	78.3	81.7	85.0	52.2	53.0
	N Tested	53	61	63	75	66	480	507	521	494	466
5	% Grade Level	91.0	84.9	92.1	32.4	49.4	89.3	85.2	91.7	45.7	48.1
	N Tested	67	53	63	68	81	506	486	480	523	495
6	% Grade Level	76.0	80.0	85.2	51.6	36.8	78.7	78.8	79.9	50.0	54.2
	N Tested	75	70	54	64	68	520	519	483	482	502
7	% Grade Level	78.6	79.2	92.4	43.1	50.7	84.0	87.3	88.6	43.9	50.2
	N Tested	84	72	66	51	67	575	498	498	472	478
8	% Grade Level	88.7	84.4	88.2	49.3	52.7	85.1	84.5	88.3	45.0	51.2
	N Tested	62	77	68	69	55	529	550	469	478	449

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	81.7	NA	73.4	76.9	81.0	86.8	NA	68.5	80.9	83.5
	N Tested	60	NA	79	65	84	524	NA	496	497	514
4	% Grade Level	87.3	68.3	46.9	77.3	76.1	91.4	62.7	58.1	71.9	79.3
	N Tested	55	60	64	75	67	486	507	520	494	469
5	% Grade Level	91.0	45.3	61.9	50.7	71.6	91.6	52.9	63.6	60.7	67.6
	N Tested	67	53	63	69	81	513	486	478	522	494
6	% Grade Level	90.7	61.4	61.1	54.7	52.9	92.4	59.7	60.2	59.2	65.9
	N Tested	75	70	54	64	68	524	523	482	478	501
7	% Grade Level	83.3	55.6	71.2	70.6	74.6	90.6	64.9	71.0	72.7	75.2
	N Tested	84	72	66	51	67	576	499	496	473	476
8	% Grade Level	87.1	51.3	54.4	72.5	72.7	84.7	62.8	64.8	68.1	72.7
	N Tested	62	76	68	69	55	529	549	469	480	450

SCOTLAND COUNTY

End of Course Tests

American Indian students percent proficient on the Algebra I End of Course test increased in 2008-09 in Scotland County. This year's performance exceeded county-wide percentages, but did not reach state achievement levels.

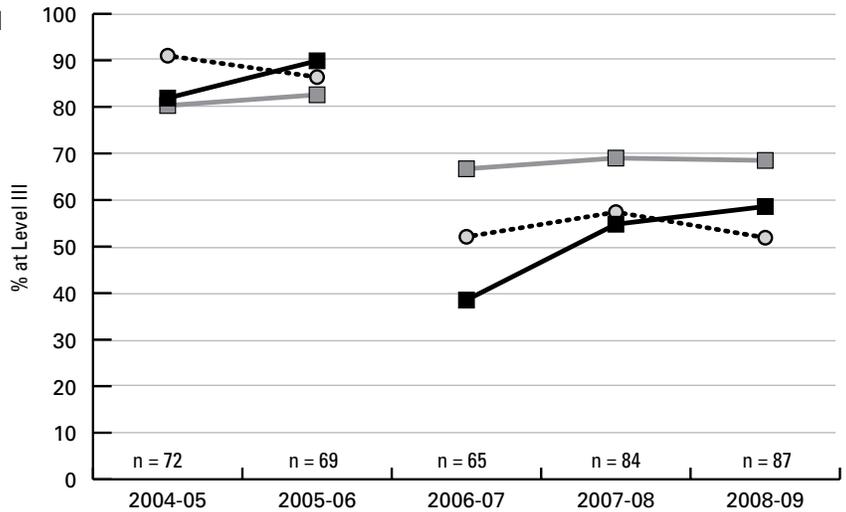
American Indian students achieving Level III proficiency on the Biology End of Course test, declined in 2008-09, falling below state and county proficiency levels.

On the English I End of Course test, American Indian students' proficiency level remained unchanged and equal to county levels. Proficiency on the English I EOC has mirrored county levels for the five-year reporting period.

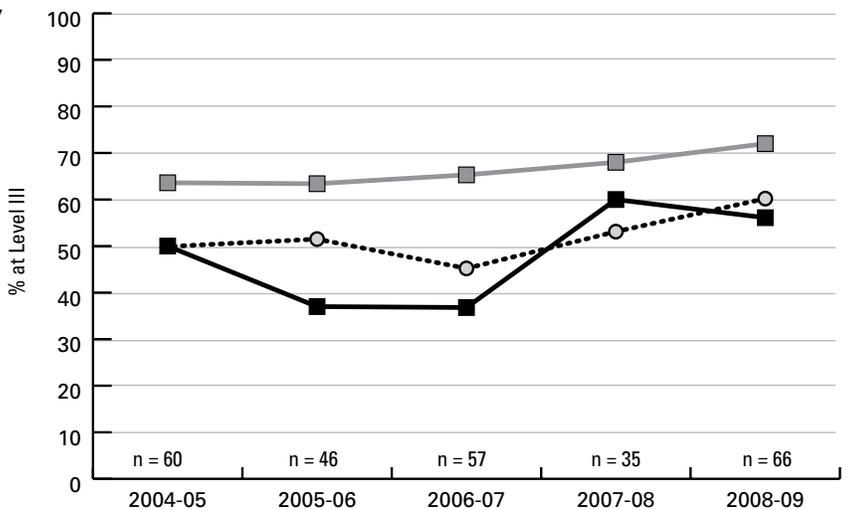


n = the number of American Indian students tested each year

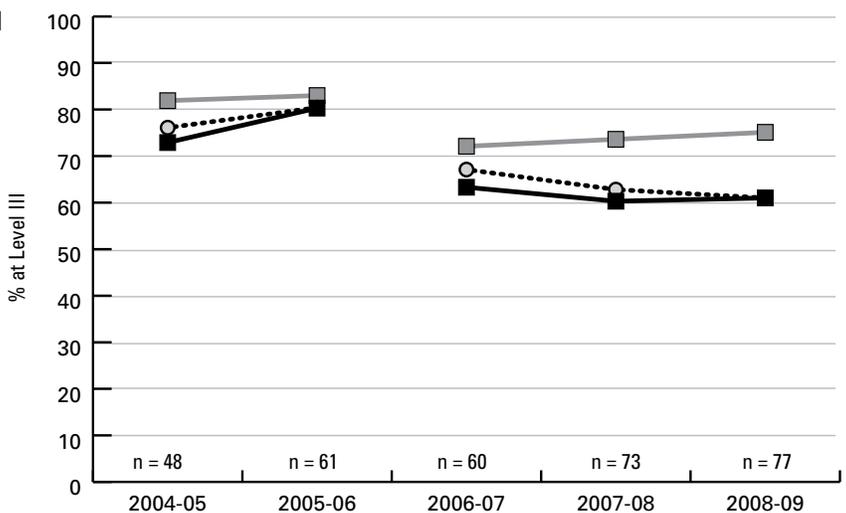
ALGEBRA I



BIOLOGY



ENGLISH I



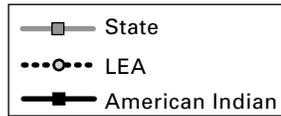
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SCOTLAND COUNTY

High School Completion and College Enrollment

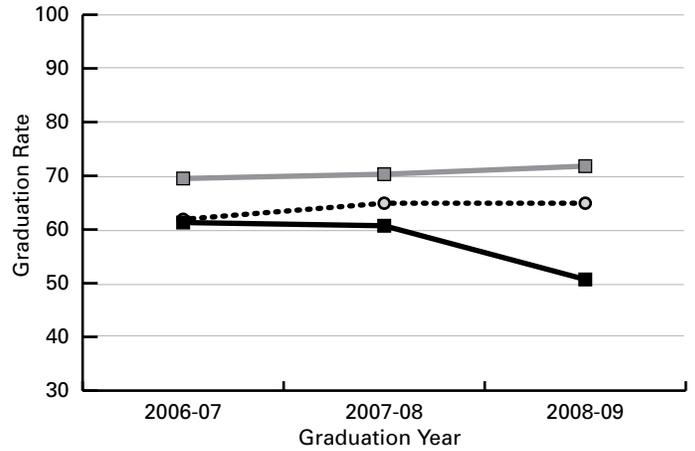
Graduation rates for Scotland County American Indian students declined in 2008-09, falling roughly 20% below the state level and over 10% below the county-wide graduation rate. However, dropout rates also declined this year, nearing county and state dropout rates.

The percent of Scotland County American Indian graduates attending NC community colleges is equal to that of the state and county. This comes as the percentage of American Indian students attending community college declined and the county percentage increased at similar rates.

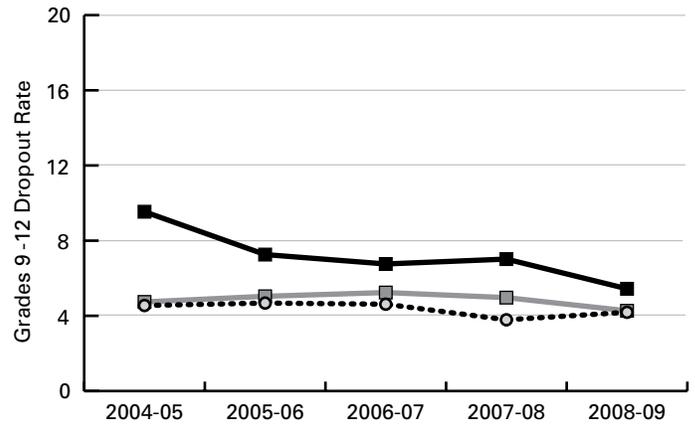


n = the number of American Indian students attending

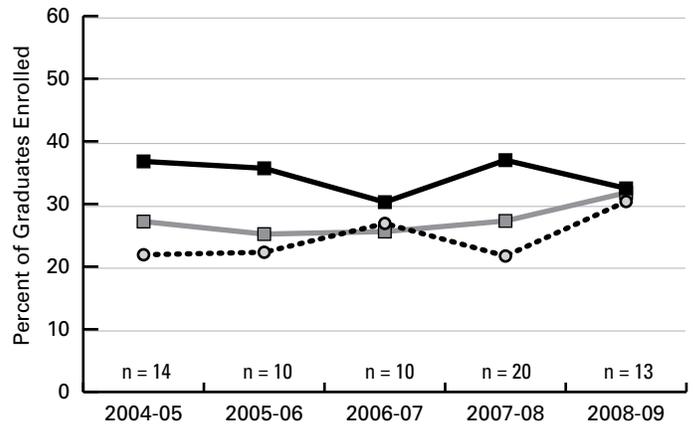
4-YEAR COHORT GRADUATION RATES



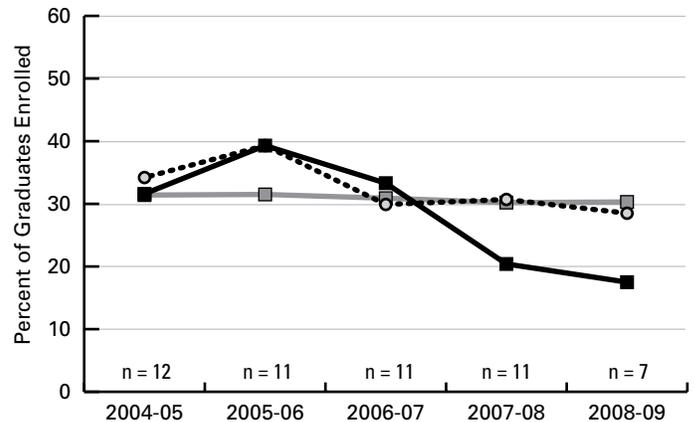
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



SWAIN COUNTY

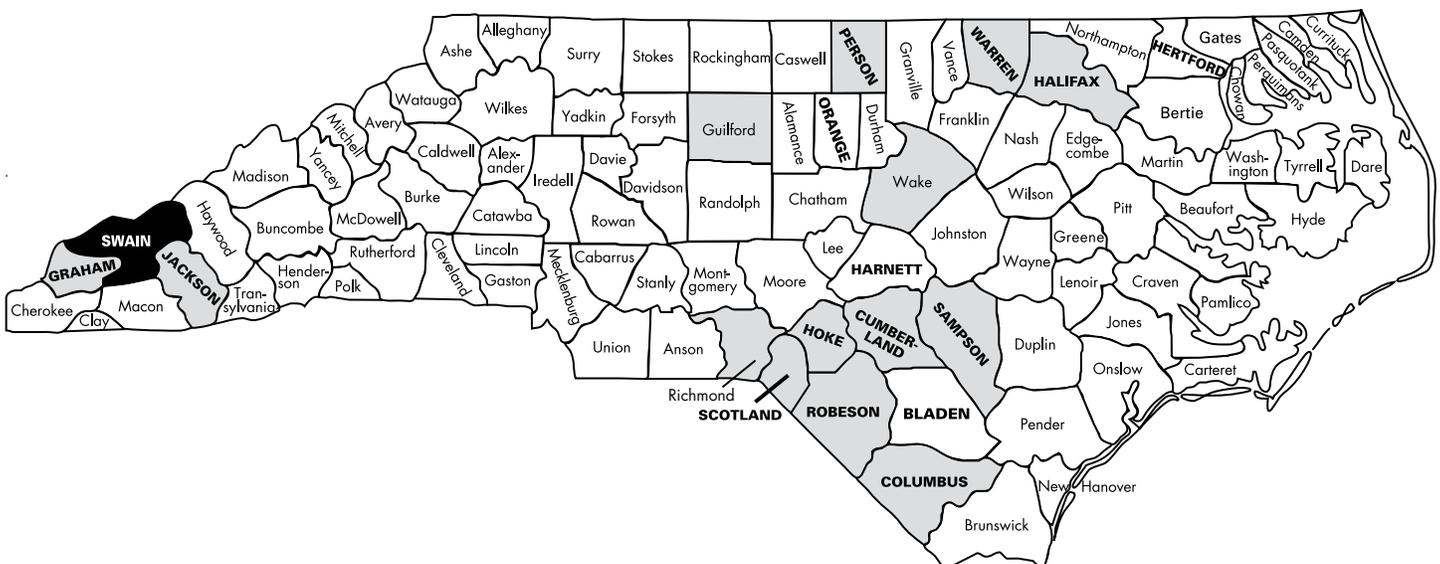


The Title VII Program in Swain County Schools served 435 American Indian students during the 2008-2009 school year. The program supports three Indian Education tutors. The Title VII staff provides an array of services including:

- in class assistance for math through Algebra and Reading grades 3-5.
- Cherokee Language and history instruction.
- drop-out prevention including parent conferences and attendance intervention.
- Junaluska Leadership Council participation for high school students allowing youth-based community service and advocacy.
- cultural enrichment activities.
- operating as liaisons between Eastern Band of Cherokee Indian agencies and the school system.

LEA WEB SITE:

<http://www.swain.k12.nc.us>



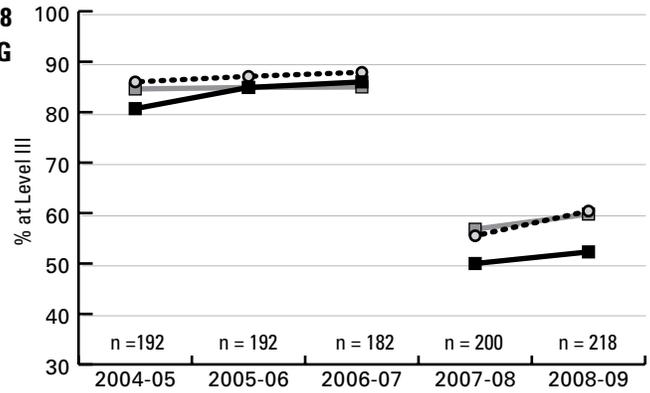
SWAIN COUNTY

Reading and Math End of Grade Tests

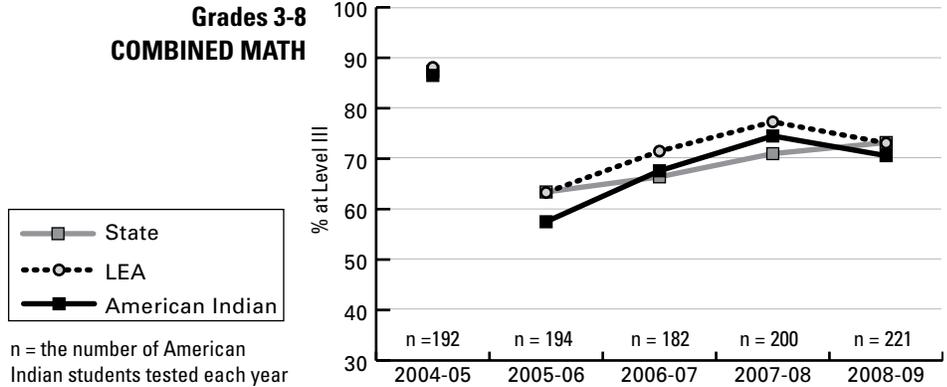
Swain County American Indian students increased proficiency at a similar rate to state and county students in 2008-09 on the Reading End of Grade test, although still below state and county percentages.

American Indian students in Swain County have followed a similar trajectory as state and county students on the Math End of Grade test over the past five years, declining in proficiency in 2008-09, although still performing at rates similar to the state and county.

**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

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	66.7	82.6	83.3	47.1	37.5	78.3	81.5	81.7	56.2	58.6
	N Tested	30	23	30	34	32	106	119	126	121	140
4	% Grade Level	84.6	73.1	95.5	61.3	56.3	85.0	88.6	91.5	65.9	65.6
	N Tested	39	26	22	31	32	133	105	117	126	128
5	% Grade Level	77.1	94.7	75.0	57.1	55.6	88.0	90.2	92.0	62.5	60.0
	N Tested	35	38	24	28	36	133	132	100	120	130
6	% Grade Level	79.3	78.4	84.2	48.1	64.5	81.5	84.0	83.0	55.5	73.4
	N Tested	29	37	38	27	31	119	144	135	110	124
7	% Grade Level	87.5	90.3	91.9	45.2	40.6	88.4	89.8	93.5	45.5	49.1
	N Tested	32	31	37	42	32	146	128	153	145	112
8	% Grade Level	88.9	86.5	87.1	44.7	56.4	92.3	88.4	88.4	50.3	55.7
	N Tested	27	37	31	38	55	143	155	121	155	158

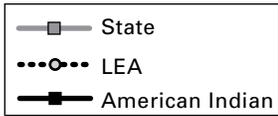
EOG MATHEMATICS, Percent of Students At/Above Grade Level

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	70.0	NA	80.0	70.6	62.5	78.3	NA	74.6	70.2	65.7
	N Tested	30	NA	30	34	32	106	NA	126	121	140
4	% Grade Level	100	53.8	81.8	83.9	80.6	97.8	69.5	76.1	82.5	79.4
	N Tested	39	26	22	31	31	135	105	117	126	126
5	% Grade Level	82.9	65.8	58.3	75.0	58.3	90.2	59.1	69.7	77.5	70.2
	N Tested	35	38	24	28	36	133	132	99	120	131
6	% Grade Level	89.7	64.9	78.9	66.7	83.9	91.6	71.5	78.5	76.4	81.9
	N Tested	29	37	38	27	31	119	144	135	110	127
7	% Grade Level	93.8	38.7	59.5	73.8	66.7	87.2	59.8	68.6	76.6	71.8
	N Tested	32	31	37	42	36	148	127	153	145	117
8	% Grade Level	77.8	57.9	54.8	76.3	72.7	81.9	61.8	65.3	80.0	70.8
	N Tested	27	38	31	38	55	144	157	121	155	161

SWAIN COUNTY

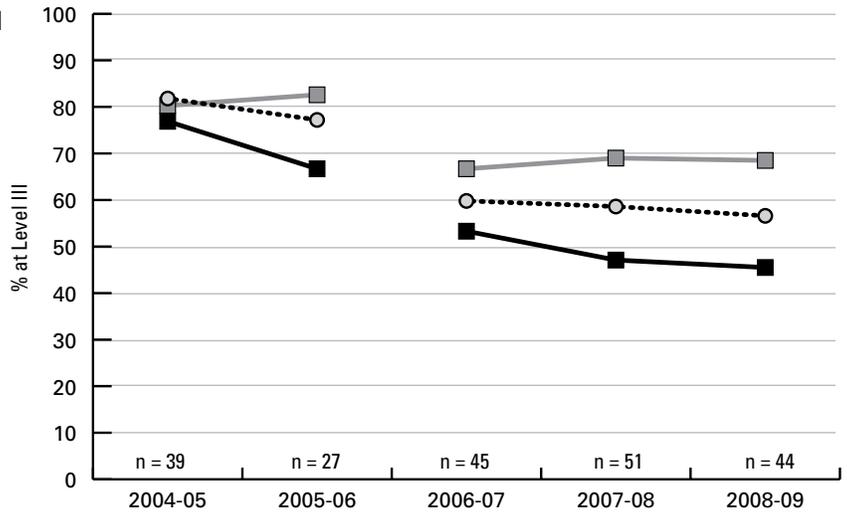
End of Course Tests

Performance on the Algebra I, Biology, and English I End of Course tests declined for American Indian students in Swain County in 2008-09. American Indian performance dropped at a faster pace than state and local proficiency rates. The gap between American Indian performance on End of Course tests and performance at the state level appears to be widening.

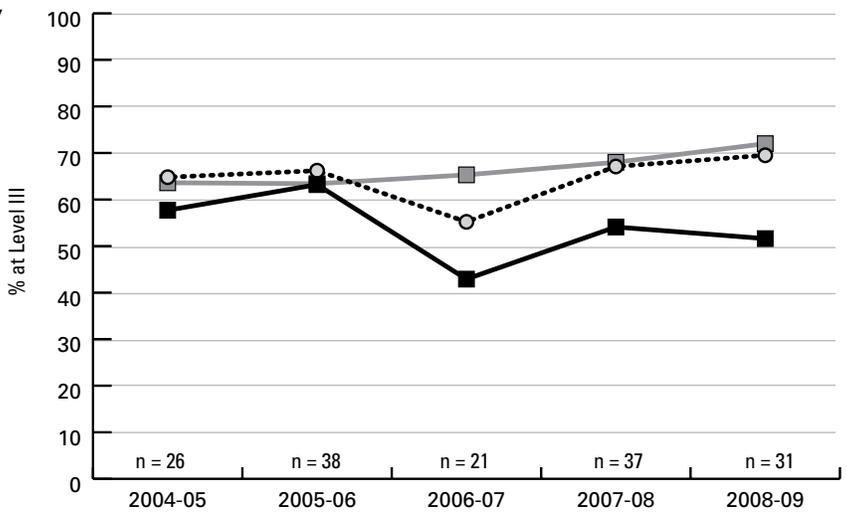


n = the number of American Indian students tested each year

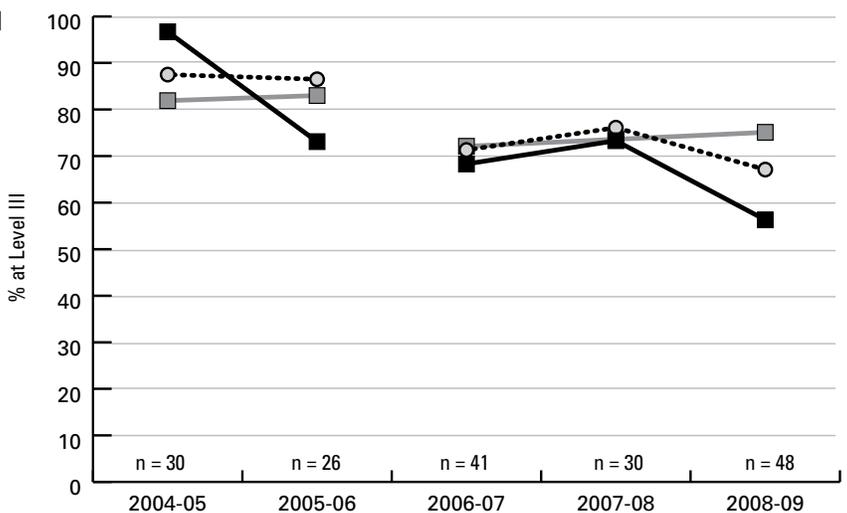
ALGEBRA I



BIOLOGY



ENGLISH I



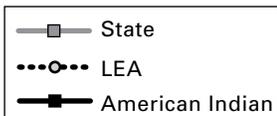
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

SWAIN COUNTY

High School Completion and College Enrollment

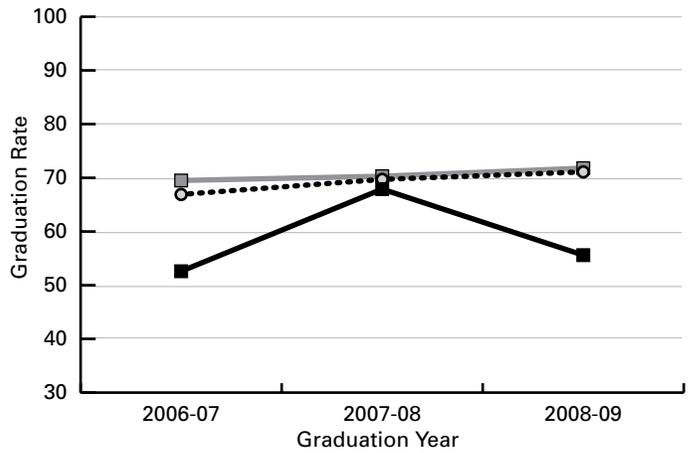
Swain County American Indian students graduate at a lower rate than their state and local counterparts by over 10 percentage points. They also continue to dropout at much higher rates than other state and county students, although dropout rates have declined since 2006-07.

Following a three-year high in 2007-08, the number of American Indian students attending NC community colleges declined this year. However, the percentage of American Indian students attending UNC system schools did increase, and approached the state percentage at 30%.

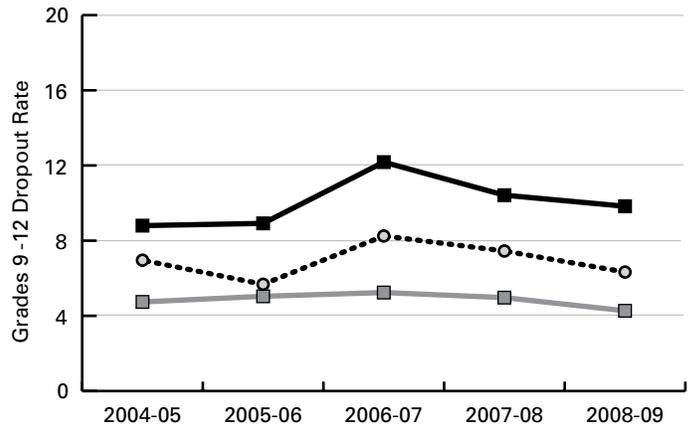


n = the number of American Indian students attending

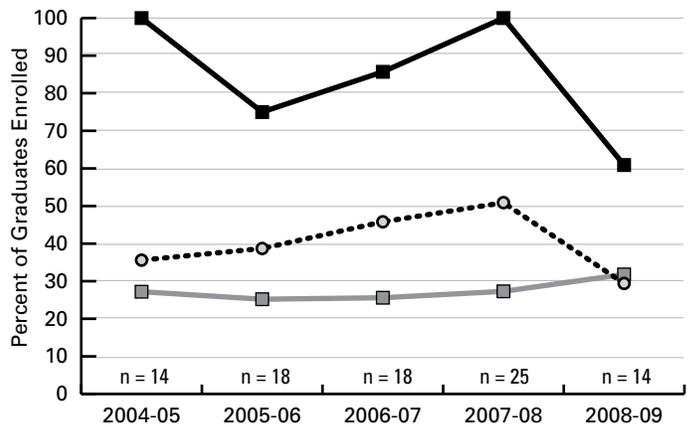
4-YEAR COHORT GRADUATION RATES



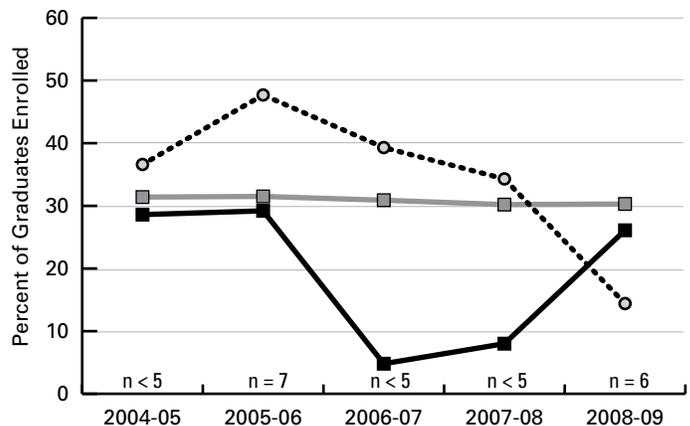
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



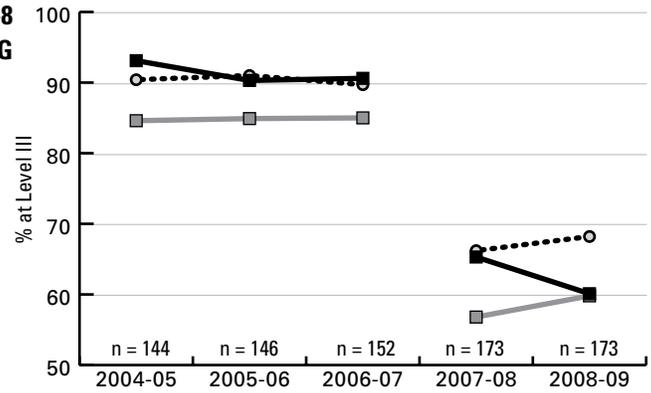
WAKE COUNTY

Reading and Math End of Grade Tests

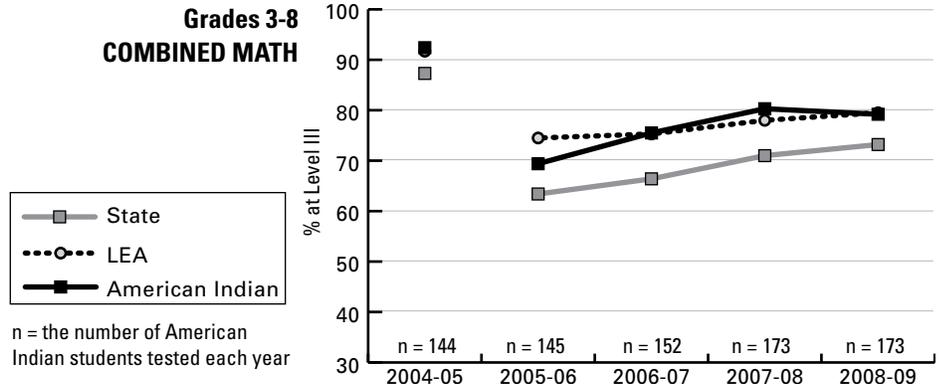
The percentage of American Indian students in Wake County reaching proficiency on the Reading End of Grade test is equal to the state level, but below other Wake County students. This year represents the greatest gap in achievement between native and non-native students on the Reading End of Grade test in Wake County in the past five years.

American Indian students' performance on the Math End of Grade test declined slightly in 2008-09 and is now equal to their county peers. Wake County students, including American Indian students, continue to outperform the state as a whole on the Math End of Grade test.

Grades 3-8 COMBINED READING



Grades 3-8 COMBINED MATH



State
 LEA
 American Indian

n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	90.9	79.2	86.2	50.0	66.7	88.5	89.4	88.4	63.8	66.5
	N Tested	22	24	29	28	21	8705	9438	9889	10450	10785
4	% Grade Level	96.3	96.2	88.0	69.4	62.1	88.6	90.9	91.9	69.2	70.5
	N Tested	27	26	25	36	29	8686	8975	9658	10281	10452
5	% Grade Level	96.4	96.6	95.5	73.9	55.6	94.3	93.3	94.5	67.0	69.7
	N Tested	28	29	22	23	36	8808	9036	9229	10111	10313
6	% Grade Level	85.7	83.3	86.4	70.4	59.3	87.9	88.9	88.2	69.5	71.1
	N Tested	21	30	22	27	27	8767	9117	9266	9693	10164
7	% Grade Level	85.7	91.3	93.3	58.6	60.7	90.4	91.5	92.7	62.1	65.4
	N Tested	21	23	30	29	28	8751	9203	9275	9642	9790
8	% Grade Level	100	85.7	100	70.0	59.4	92.0	91.9	92.1	65.6	65.9
	N Tested	25	14	24	30	32	8815	8956	9305	9693	9816

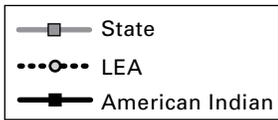
EOG MATHEMATICS, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	81.8	NA	75.9	85.7	100	89.9	NA	79.6	80.1	80.9
	N Tested	22	NA	29	28	21	8778	NA	9932	10475	10808
4	% Grade Level	96.3	64.0	76.0	91.7	79.3	94.5	75.7	79.2	81.9	82.7
	N Tested	27	25	25	36	29	8766	9058	9692	10303	10483
5	% Grade Level	100	62.1	81.8	78.3	77.8	94.1	73.4	76.8	79.1	80.2
	N Tested	28	29	22	23	36	8859	9091	9269	10122	10349
6	% Grade Level	100	70.0	68.2	66.7	85.2	92.9	73.4	74.7	76.6	78.9
	N Tested	21	30	22	27	27	8788	9176	9306	9686	10163
7	% Grade Level	85.7	73.9	80.0	79.3	64.3	88.9	72.7	73.7	74.3	77.5
	N Tested	21	23	30	29	28	8772	9242	9309	9659	9779
8	% Grade Level	88.0	78.6	75.0	76.7	75.0	88.0	72.0	73.9	75.3	76.4
	N Tested	25	14	24	30	32	8834	9003	9337	9695	9830

WAKE COUNTY

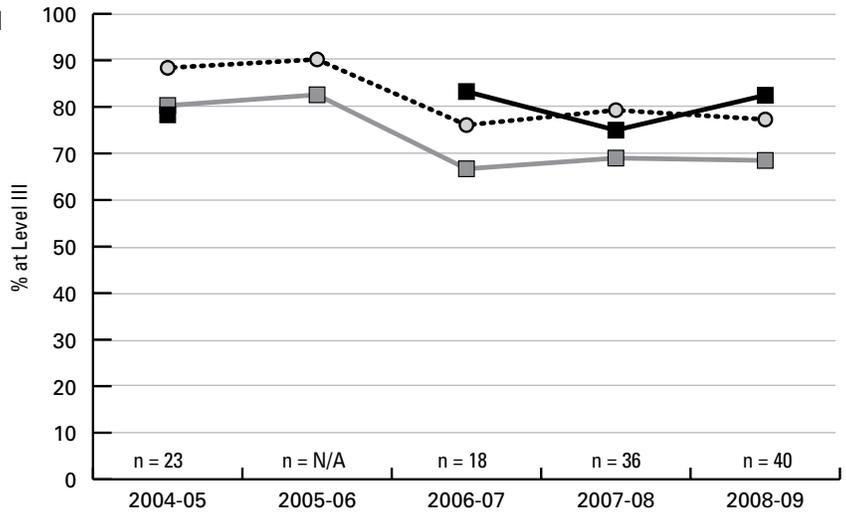
End of Course Tests

Proficiency rates for American Indian students in Wake County increased on the Algebra I, Biology, and English I End of Course tests in 2008-09. Native students outperformed other local and state students on the Algebra and English I End of Course tests for the second time in the past three years.

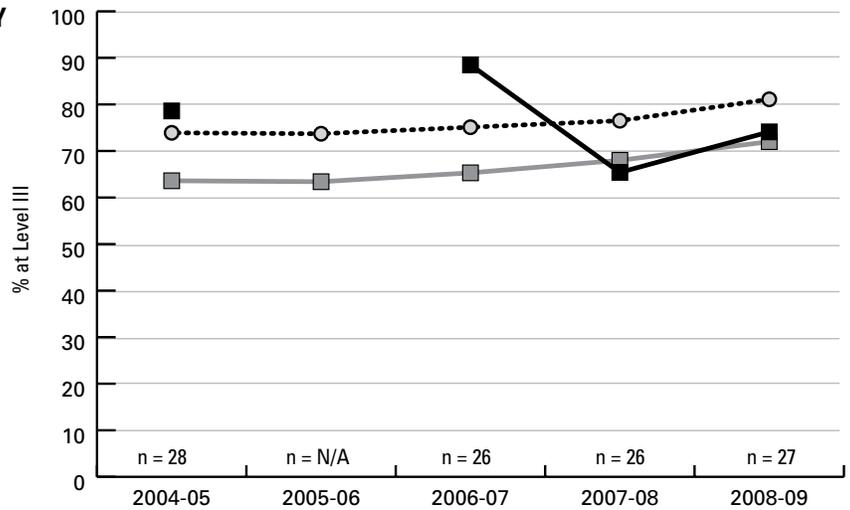


n = the number of American Indian students tested each year

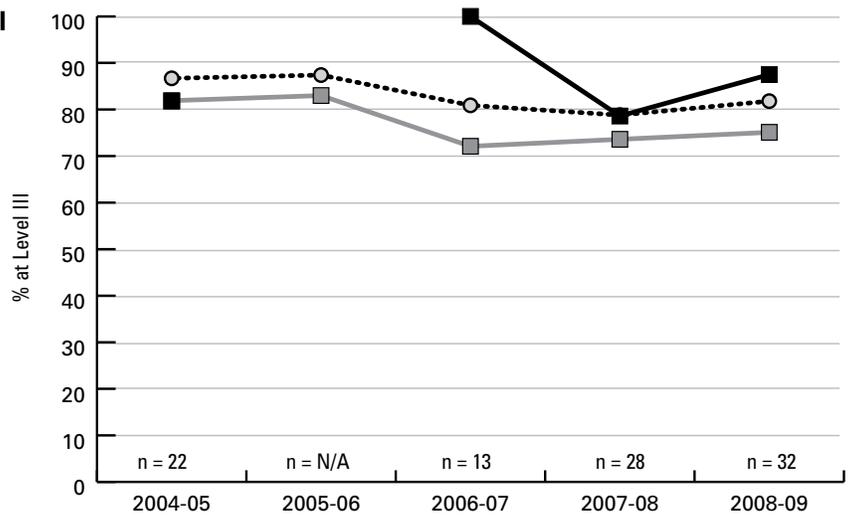
ALGEBRA I



BIOLOGY



ENGLISH I



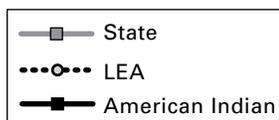
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WAKE COUNTY

High School Completion and College Enrollment

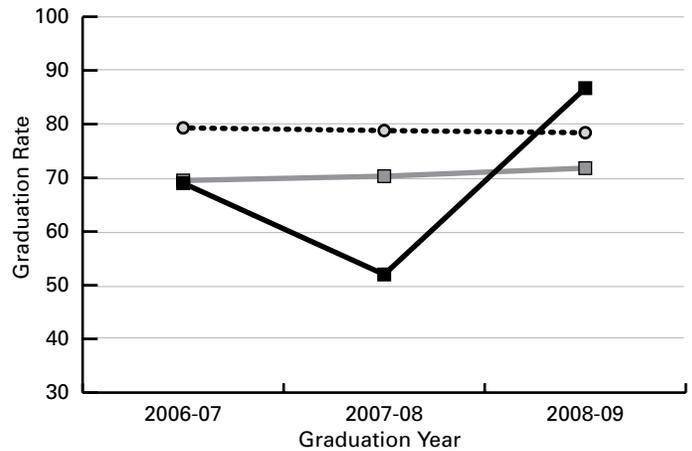
For the first time in three years, Wake County American Indian students surpassed local and state graduation rates. The dropout rate for native students, however, exceeds the local and state rates. American Indian students' dropout rates have fluctuated over the past five years, representing the highest or lowest rate year to year.

American Indian students in Wake County tend to enroll in NC community colleges at a rate higher than their county peers, but lower than the state as a whole. Since 2004-05, American Indian students in Wake County attend UNC system schools at a greater percentage than other county students and far greater than their state counterparts.

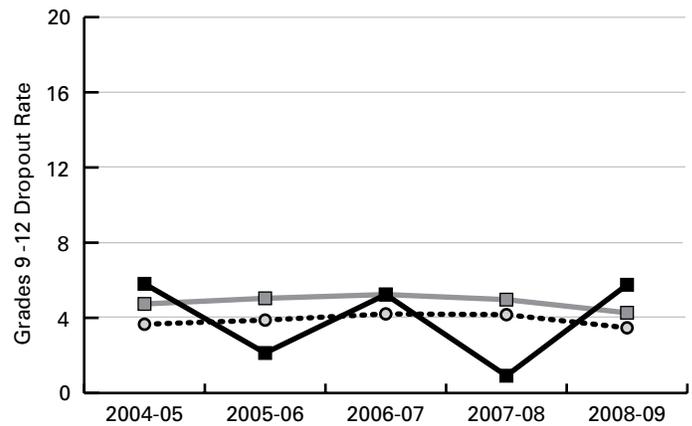


n = the number of American Indian students attending

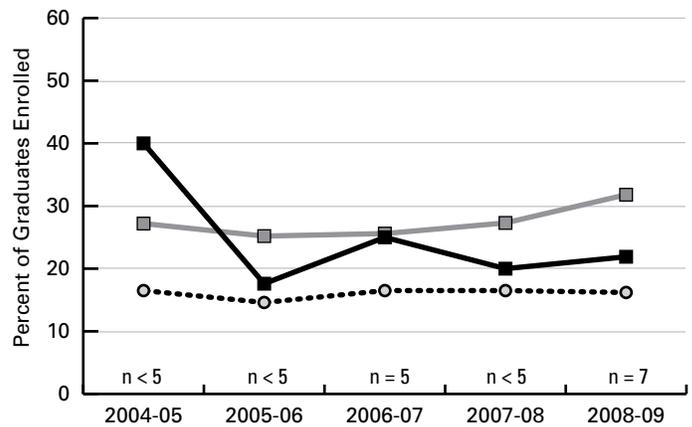
4-YEAR COHORT GRADUATION RATES



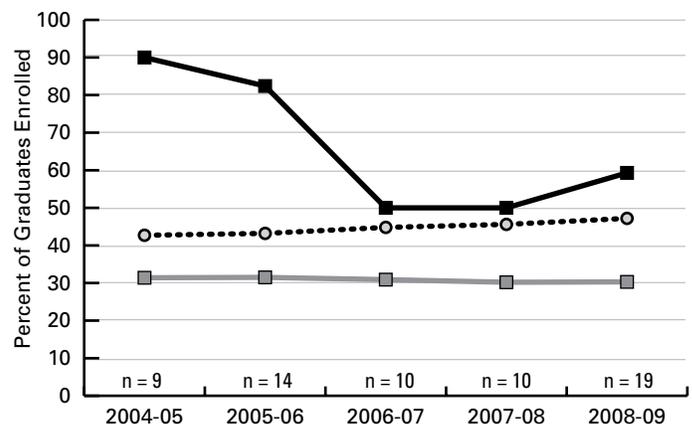
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



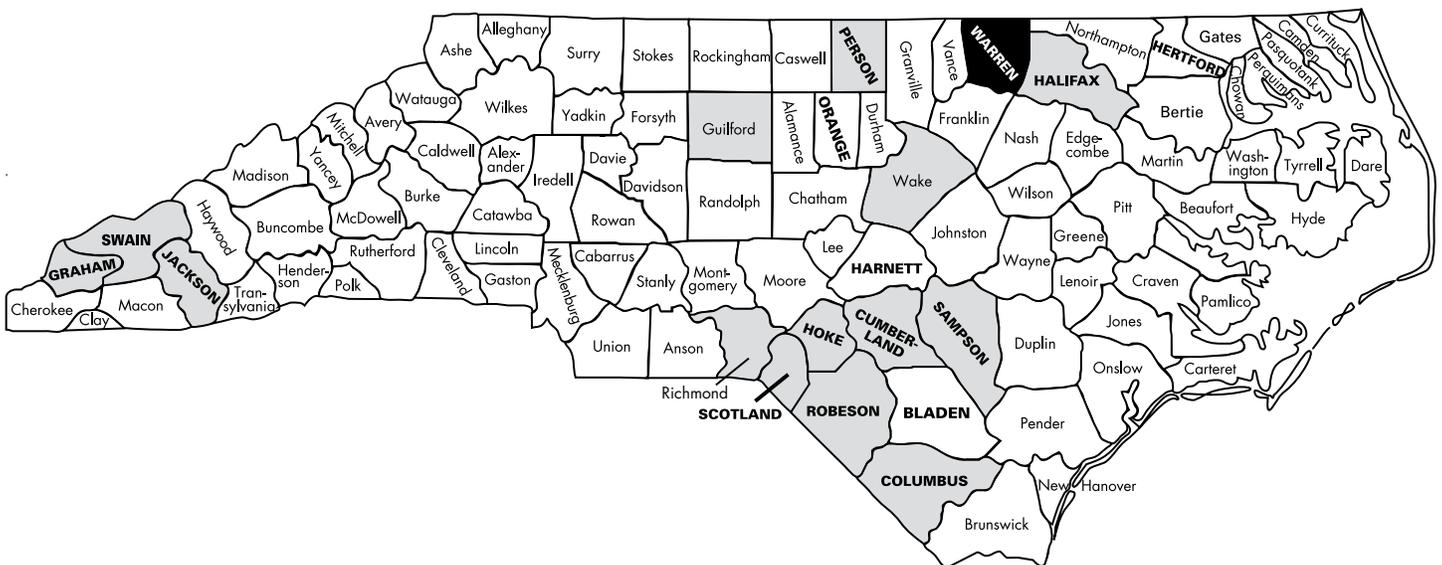
WARREN COUNTY



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.

LEA WEB SITE:

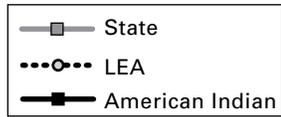
<http://www.wcsk12.org/>



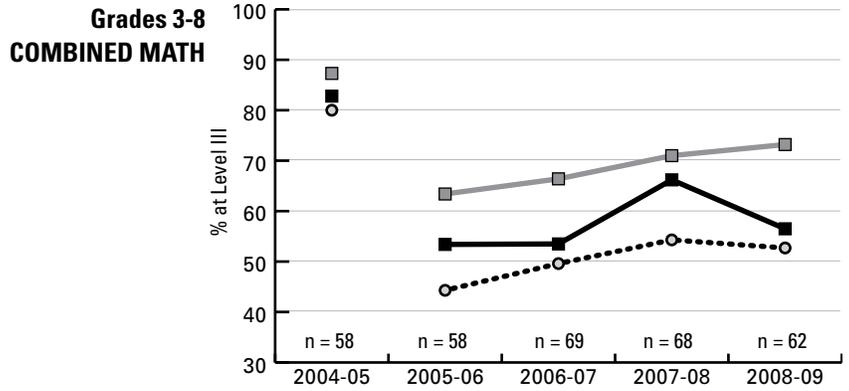
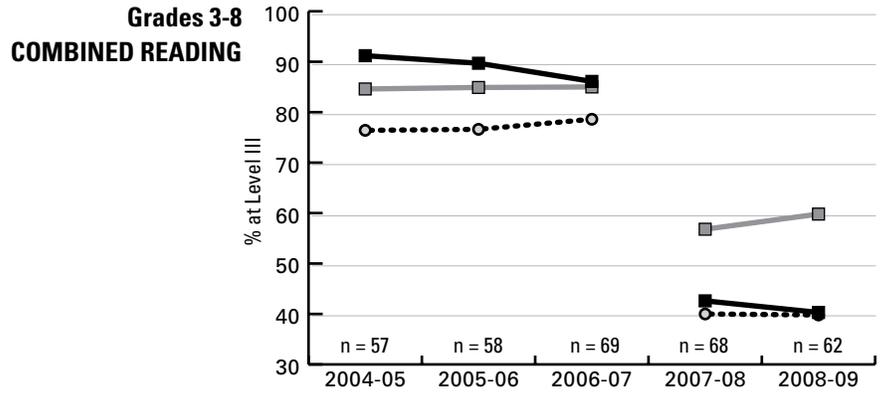
WARREN COUNTY

Reading and Math End of Grade Tests

Warren County American Indian students' performance on the Reading and Math End of Grade tests declined in 2008-09. In reading, American Indian students perform similarly as their county peers, but nearly 20 percentage points below the state proficiency level. In math, American Indian students perform better than their county peers, but below other students. This represents a four-year trend.



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	75.0	90.9	78.6	46.2	100	67.3	77.1	72.4	34.5	34.0
	N Tested	12	11	14	13	< 5	202	175	199	206	194
4	% Grade Level	100	75.0	83.3	38.5	38.5	73.4	70.6	76.3	56.2	40.1
	N Tested	6	12	12	13	13	218	204	177	185	202
5	% Grade Level	100	100	83.3	33.3	35.7	86.3	85.8	85.3	38.7	43.5
	N Tested	11	6	12	9	14	226	211	191	181	177
6	% Grade Level	77.8	84.6	100	38.5	63.6	70.6	70.2	76.0	41.3	50.8
	N Tested	9	13	8	13	11	245	228	217	189	183
7	% Grade Level	100	100	100	25.0	35.7	76.1	78.1	85.8	33.2	34.7
	N Tested	8	8	13	8	14	243	228	211	214	196
8	% Grade Level	100	100	90.0	66.7	22.2	83.3	78.2	82.1	38.3	36.5
	N Tested	11	8	10	12	9	258	243	224	214	197

EOG MATHEMATICS, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	75.0	NA	50.0	84.6	100.0	72.8	NA	58.3	59.2	57.7
	N Tested	12	NA	14	13	< 5	202	NA	199	206	194
4	% Grade Level	83.3	25.0	50.0	61.5	76.9	84.5	43.6	49.2	63.2	59.9
	N Tested	6	12	12	13	13	219	204	179	185	202
5	% Grade Level	83.3	66.7	58.3	66.7	64.3	86.3	54.5	49.2	53.0	54.8
	N Tested	12	6	12	9	14	227	213	191	181	177
6	% Grade Level	100	30.8	37.5	46.2	36.4	85.0	40.2	53.9	49.7	46.7
	N Tested	9	13	8	13	11	247	229	219	189	184
7	% Grade Level	75.0	87.5	61.5	50.0	50.0	70.2	37.1	42.4	42.1	39.6
	N Tested	8	8	13	8	14	245	229	210	214	197
8	% Grade Level	81.8	75.0	70.0	83.3	44.4	80.7	38.3	48.7	59.2	57.1
	N Tested	11	8	10	12	9	259	243	226	213	198

WARREN COUNTY

End of Course Tests

Despite a decline in proficiency on the Algebra I End of Course test this year, American Indian students in Warren County achieved proficiency at a rate similar to state students and above other county students.

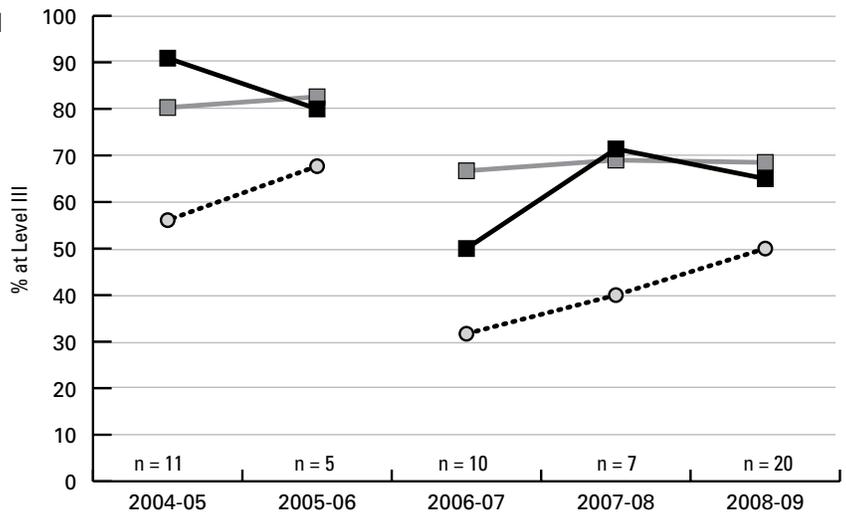
The proficiency rate on the Biology End of Course test for American Indian students fell to its lowest point in five years, below state and county rates.

However, percent proficient on the English I End of Course Test increased in 2008-09, exceeding state and county levels for the first time in three years.

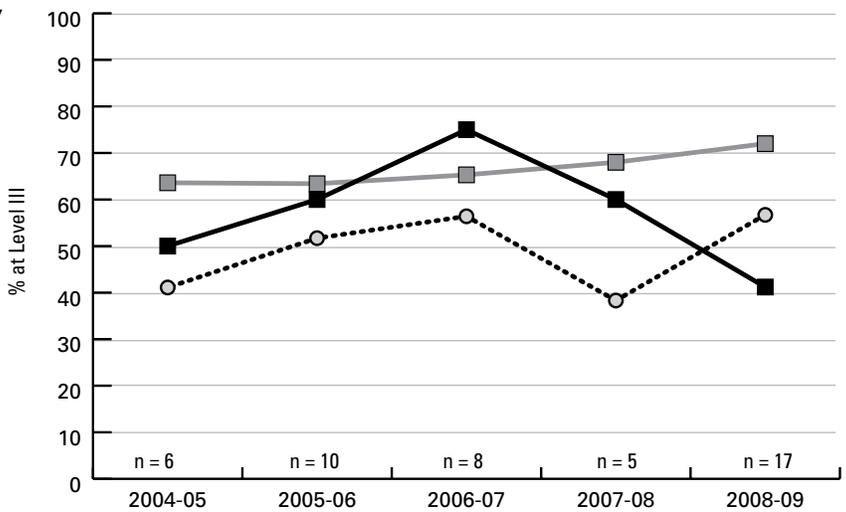


n = the number of American Indian students tested each year

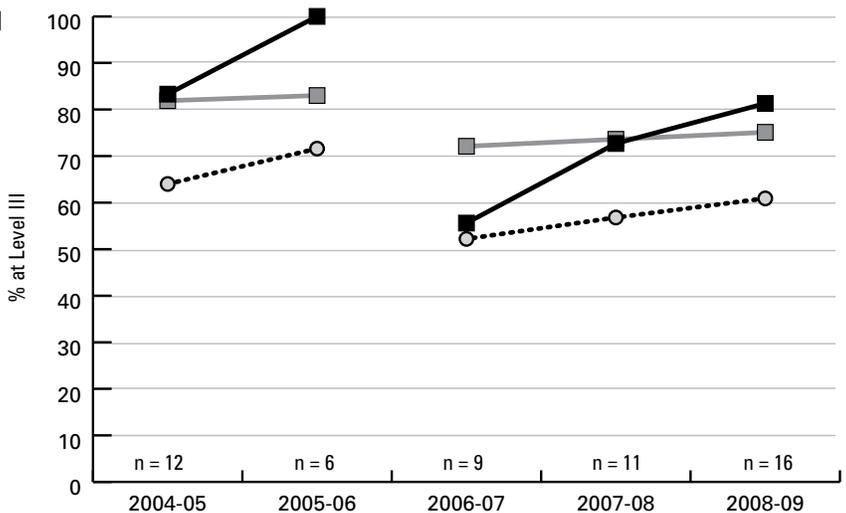
ALGEBRA I



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.

WARREN COUNTY

High School Completion and College Enrollment

The cohort graduation rate for Native students exceeded the rates for other county and state students for the past three years, despite a decline this year.

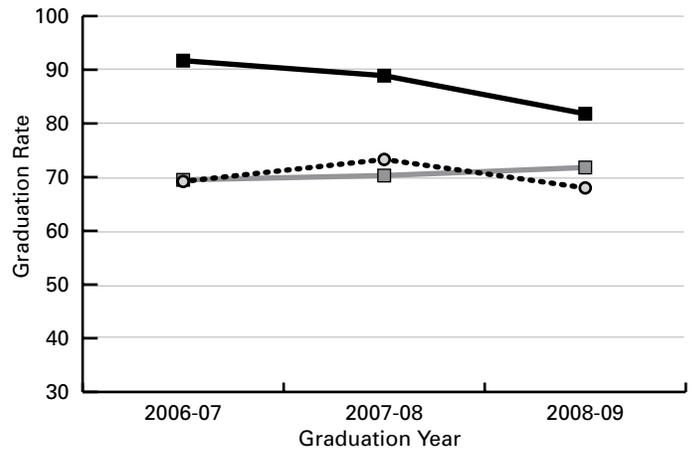
After a three-year decline, the dropout rate for American Indian students in Warren County increased in 2008-09.

The percent of Warren County American Indian students attending NC community colleges decreased this year, to the lowest point in five years. The percent of American Indian graduates attending UNC system schools also declined this year, but is still slightly above state and county percentages.

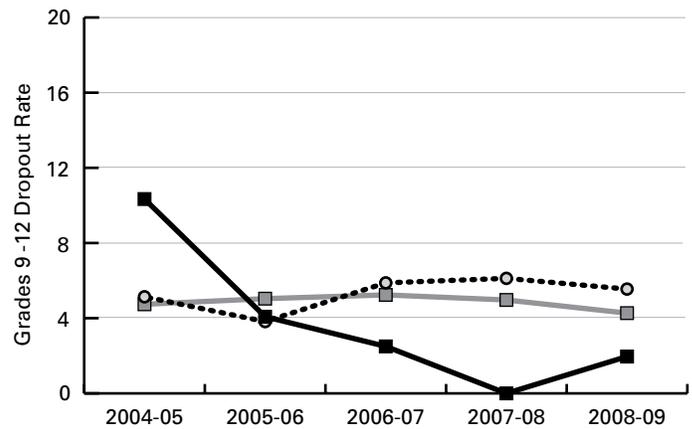


n = the number of American Indian students attending

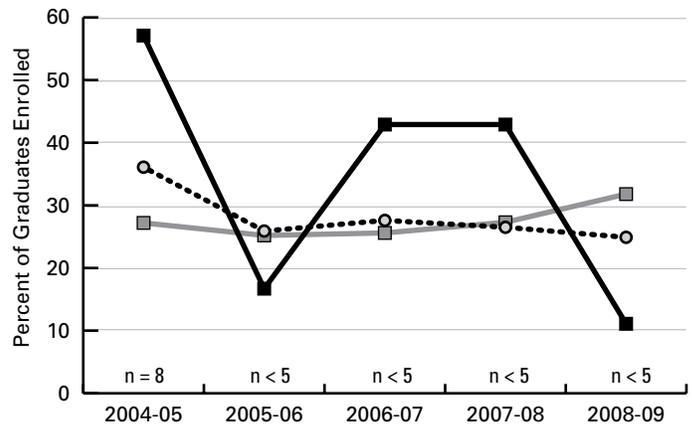
4-YEAR COHORT GRADUATION RATES



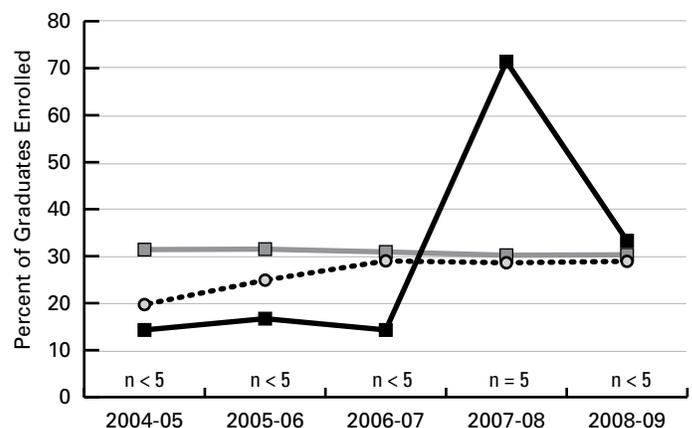
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS





Prior Grantees: Title VII School Districts

SACIE 2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION

CHARLOTTE/MECKLENBURG

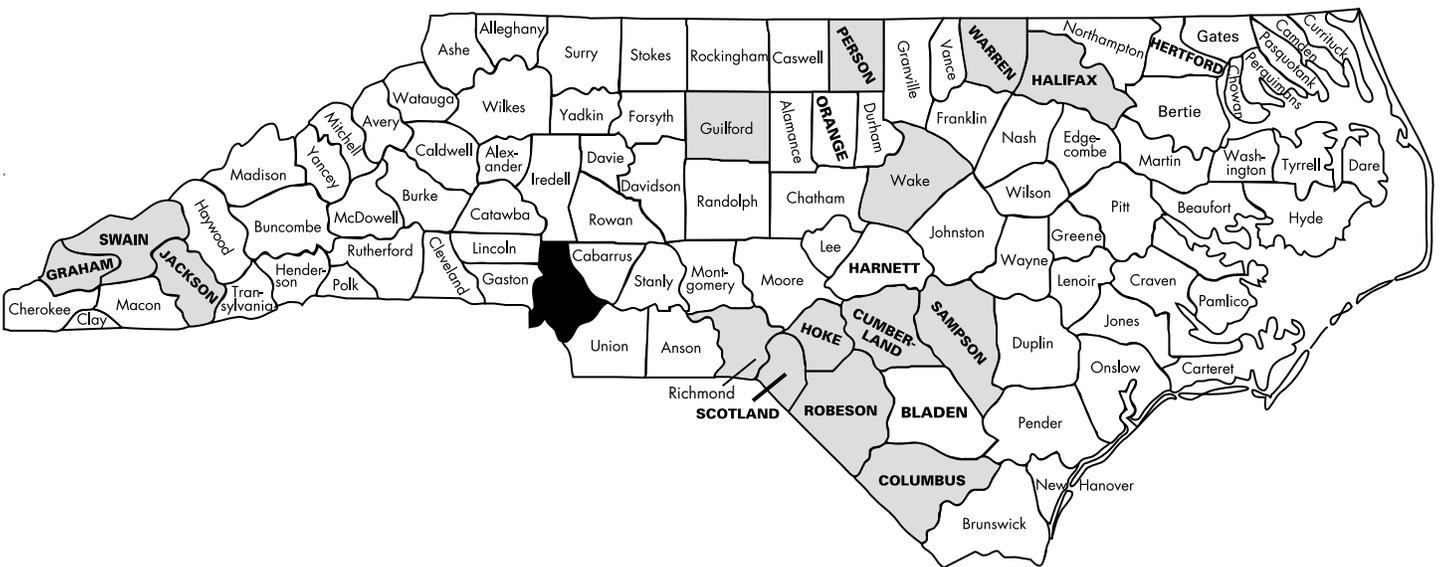


LEA WEB SITE:
<http://www.cms.k12.nc.us>

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 2009-10 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%).

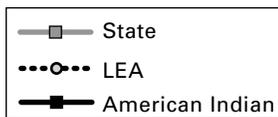
Although Charlotte-Mecklenburg does not have a Title VII Program, the central office staff has worked diligently to identify over 600 American Indian students enrolled in the school district. It is the intent of Charlotte-Mecklenburg Schools to apply for Title VII funding through the Office of Indian Education.



CHARLOTTE/ MECKLENBURG

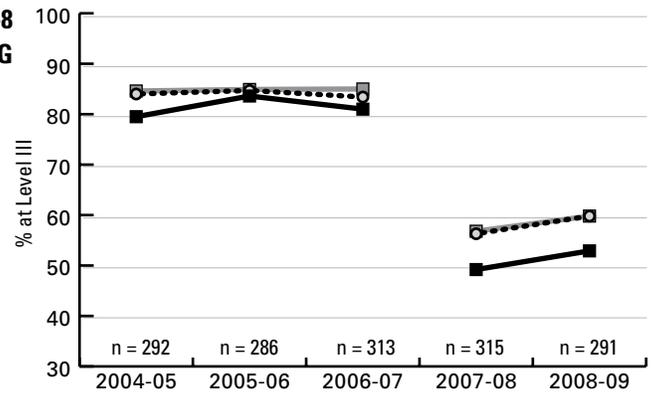
Reading and Math End of Grade Tests

Charlotte-Mecklenburg's grade 3-8 American Indian population increased reading and math proficiency in 2008-09. On both tests, American Indian students reach proficiency rates below the other state and county students.

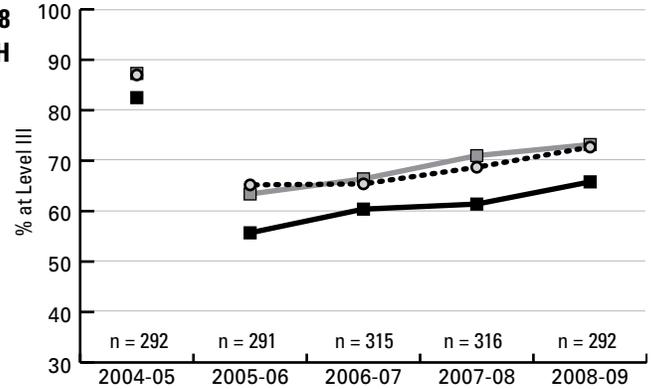


n = the number of American Indian students tested each year

**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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	70.2	79.4	73.4	51.2	51.0	83.8	86.0	83.8	56.9	58.8
	N Tested	57	63	79	41	51	9017	9386	9959	10598	10874
4	% Grade Level	78.0	88.1	92.0	49.3	53.8	84.3	85.5	87.6	61.4	63.9
	N Tested	59	42	50	67	39	8870	9123	9473	9940	10286
5	% Grade Level	88.1	83.3	92.5	54.5	53.2	89.9	90.0	91.8	58.2	61.4
	N Tested	42	54	53	55	62	8857	8990	9089	9573	9675
6	% Grade Level	80.0	80.6	74.1	63	61.9	78.3	78.3	79.9	59.4	62.8
	N Tested	45	36	58	54	42	8892	9126	8948	9164	9324
7	% Grade Level	86.8	85.4	90.6	28.6	52.8	81.8	83.7	83.3	50.1	54.3
	N Tested	53	48	32	56	53	9130	9094	9192	9343	9230
8	% Grade Level	75.0	86.0	87.8	50.0	45.5	85.6	84.8	86.9	51.6	57.3
	N Tested	36	43	41	42	44	9105	9223	9048	9505	9331

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	73.7	NA	62.0	70.7	74.5	85.8	NA	71.6	70.9	73.6
	N Tested	57	NA	79	41	51	9056	NA	10018	10659	10918
4	% Grade Level	88.1	67.4	70.0	65.7	69.2	92.8	68.1	70.1	71.9	75.5
	N Tested	59	43	50	67	39	8920	9173	9516	10006	10348
5	% Grade Level	92.9	59.3	67.9	67.3	64.5	91.2	68.5	70.4	73.0	75.7
	N Tested	42	54	53	55	62	8908	9042	9137	9608	9730
6	% Grade Level	88.9	57.9	54.2	58.5	58.1	87.8	61.9	62.8	65.8	68.8
	N Tested	45	38	59	53	43	8948	9139	8970	9190	9354
7	% Grade Level	81.1	40.8	66.7	50.0	67.9	82.7	58.9	61.1	64.2	68.9
	N Tested	53	49	33	56	53	9175	9081	9190	9370	9247
8	% Grade Level	69.4	45.2	51.2	56.8	59.1	80.9	62.2	64.8	66.1	72.9
	N Tested	36	42	41	44	44	9146	9226	9046	9518	9346

CHARLOTTE/ MECKLENBURG

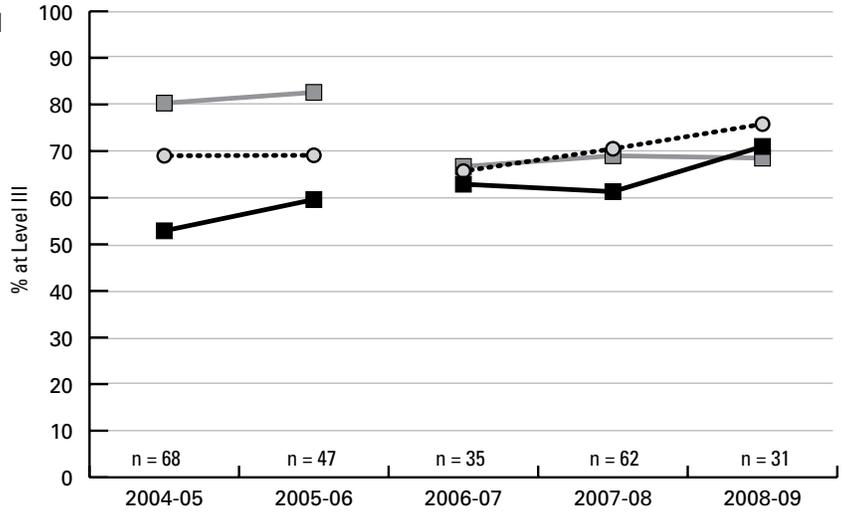
End of Course Tests

American Indian student proficiency rates on Algebra I, Biology, and English I increased in 2008-09. On the Biology and English I EOC, American Indian students outperformed both state and county students. In Algebra I, American Indian students performed slightly better than the state rate, but below other LEA students. Performance on the Biology EOC is less consistent than it is for Algebra I and English I, where American Indian students have been competitive with other state and county students over the last three years.

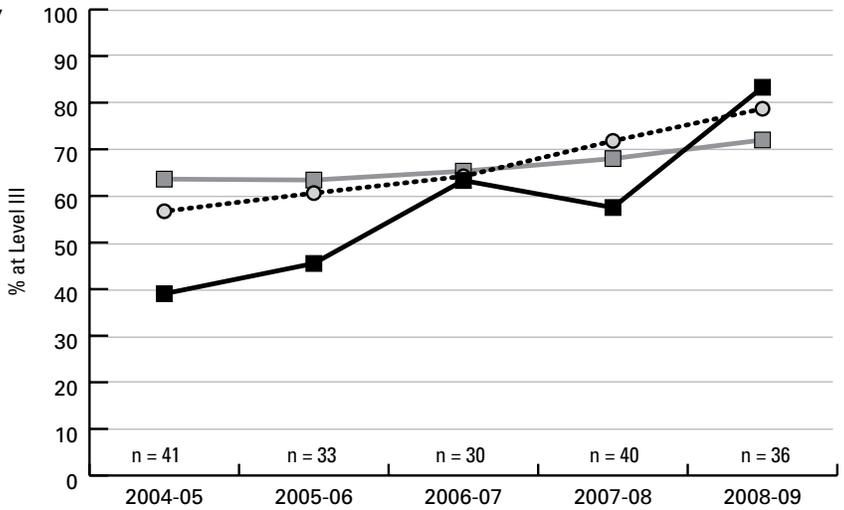


n = the number of American Indian students tested each year

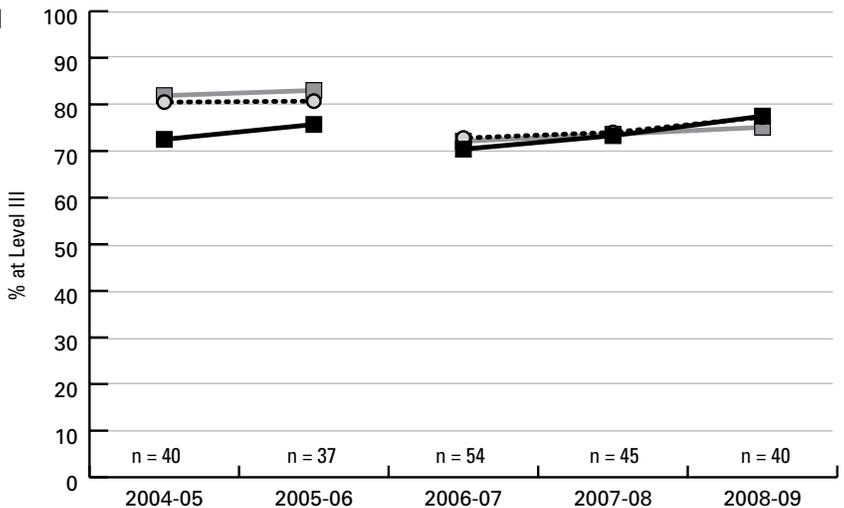
ALGEBRA I



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.

CHARLOTTE/ MECKLENBURG

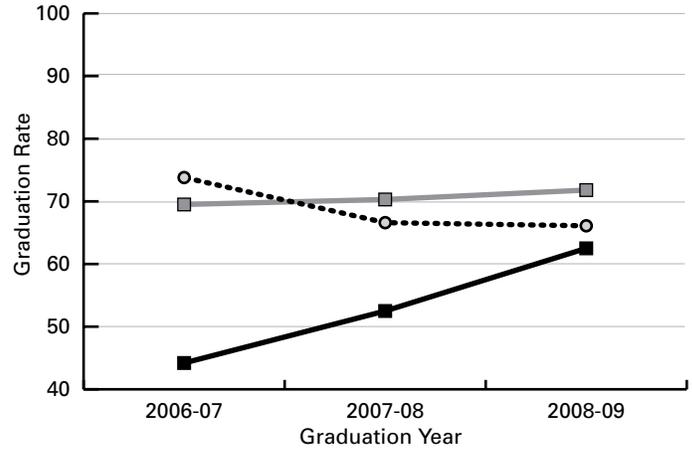
High School Completion and College Enrollment

The 4-year cohort graduation rate of Charlotte-Mecklenburg's American Indian students has steadily improved since the 2006-07 school year; however, American Indian students drop out in higher proportions than the state and district averages. 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.

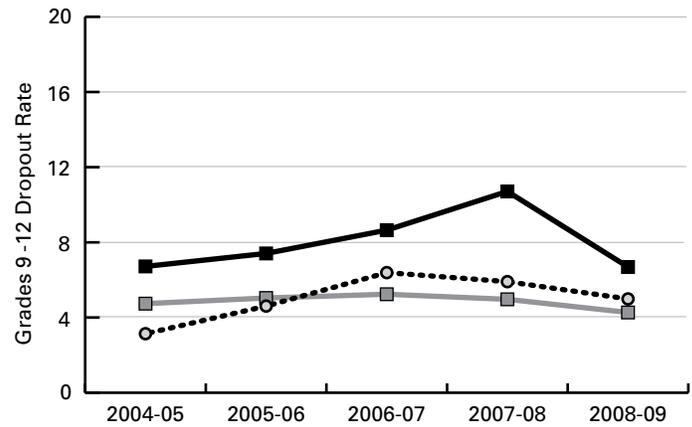


n = the number of American Indian students attending

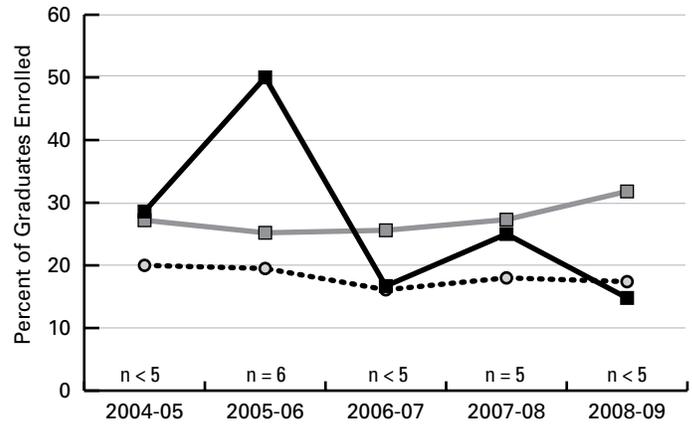
4-YEAR COHORT GRADUATION RATES



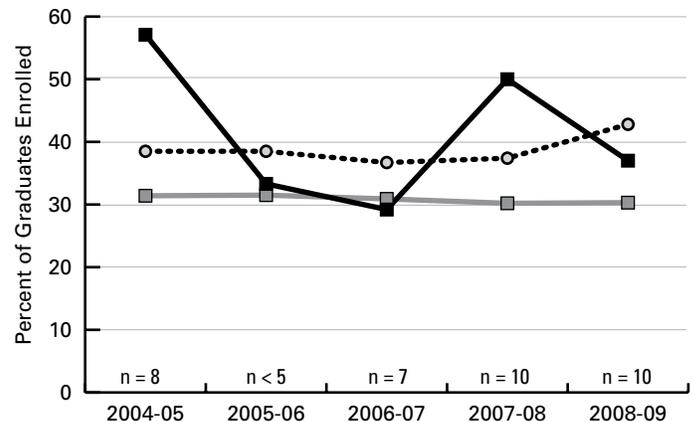
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HERTFORD COUNTY

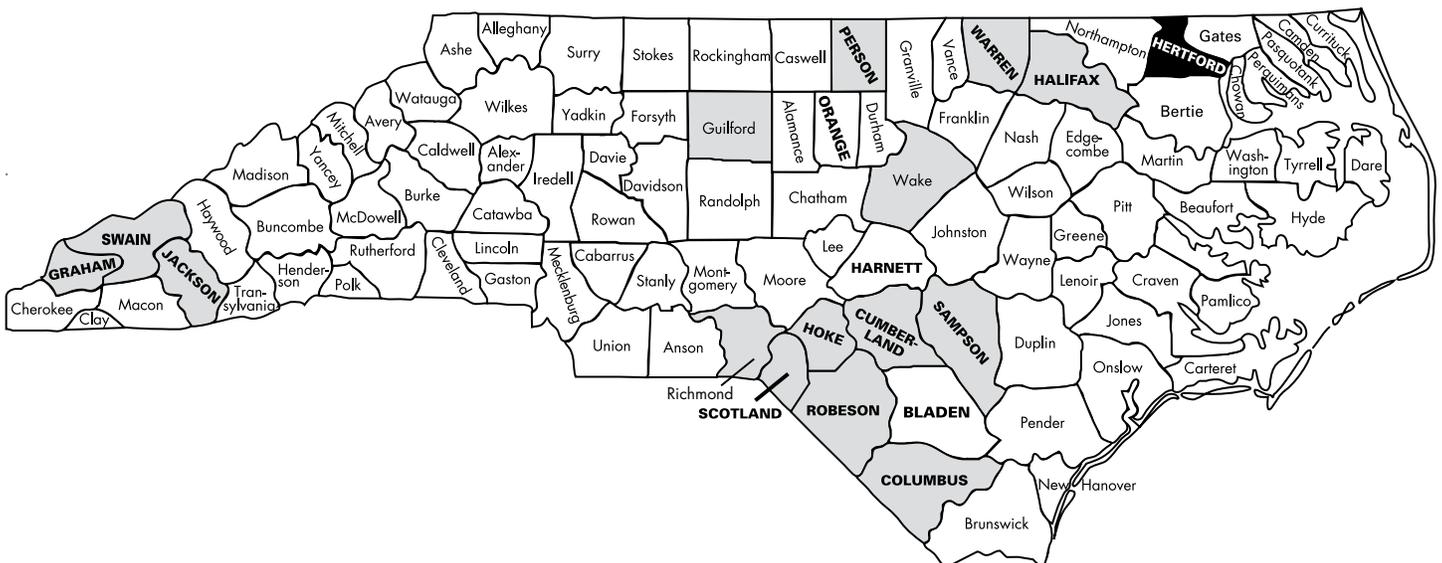


Hertford County is in northeastern North Carolina along the Virginia border. According to the 2000 Census, 20.8% of county residents live in poverty. 65.6% of adult residents have at least a high school diploma, but only 11.1% have at least a Bachelors degree.

Hertford County's 2008-09 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%).

LEA WEB SITE:

<http://www.hertford.k12.nc.us/>



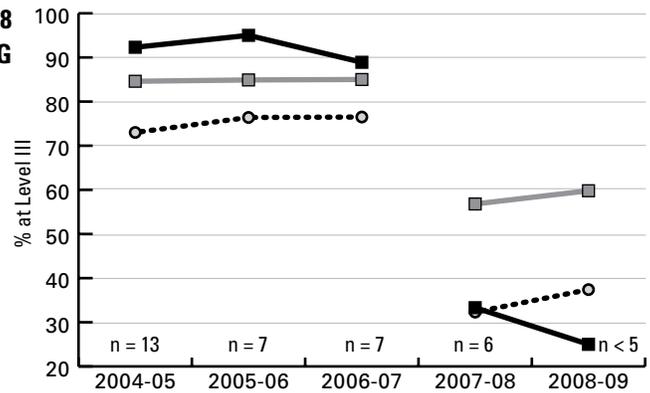
HERTFORD COUNTY

Reading and Math End of Grade Tests

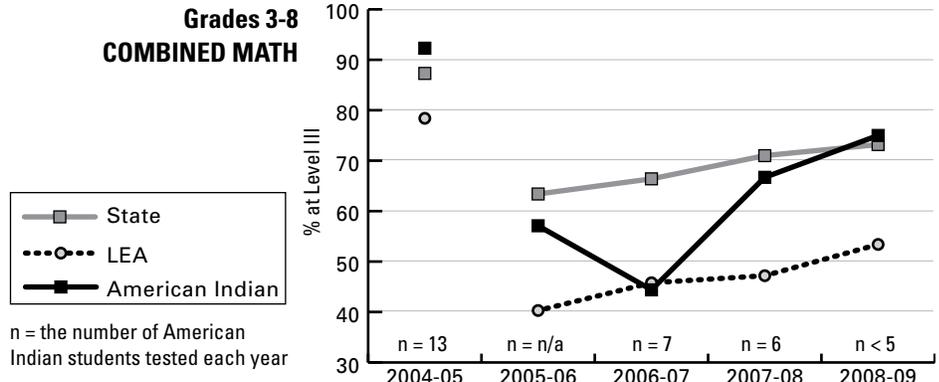
From 2004-2007, American Indian students' reading proficiency exceeded the state and LEA rate, but performance fell to the lowest level in 2008-09 (< 30%); below state and county students.

This was not the case on the Math End of Grade test for students in grades 3-8, where proficiency on this year's test increased for the second year in a row. Hertford County American Indian students attained higher levels of math proficiency than both state and local students for the first time in four years.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



—■— State
 -●- LEA
 —■— American Indian

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	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level	*	0	*	0	0	73.1	70	76.8	30.6	40.0
	N Tested	< 5	0	< 5	0	< 5	264	230	228	245	240
4	% Grade Level	*	0	0	*		66.5	72.9	80	37.4	39.8
	N Tested	< 5	0	0	< 5		239	240	195	206	221
5	% Grade Level	*	*	0	*	0	78.2	79.5	87.5	29.6	35
	N Tested	< 5	< 5	0	< 5	< 5	262	234	232	199	200
6	% Grade Level	*	*	*	0		72.8	74.1	74.3	38.4	38
	N Tested	< 5	< 5	< 5	0	0	265	251	230	232	200
7	% Grade Level	80	*	*	*	0	67	84.8	79.8	30.2	30.8
	N Tested	5	< 5	< 5	< 5		264	263	242	225	221
8	% Grade Level	0	*	*	*	50	79.4	76.2	86.7	28.1	40.4
	N Tested	0	< 5	< 5	< 5	< 5	287	252	249	235	218

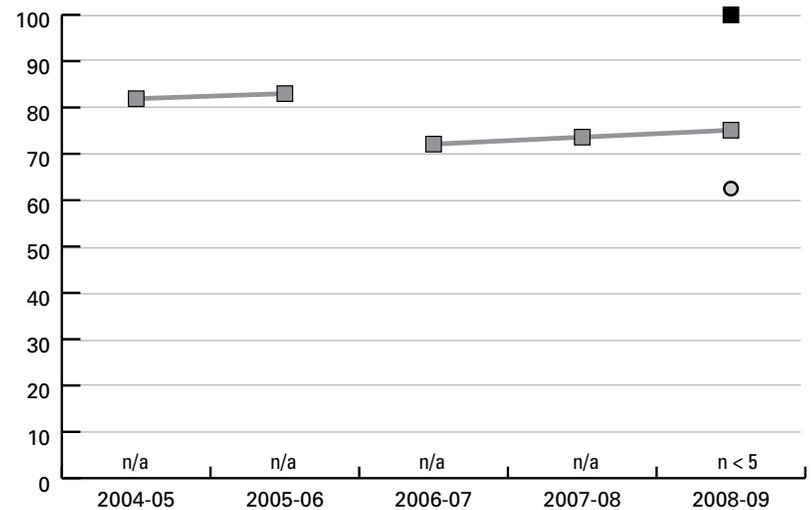
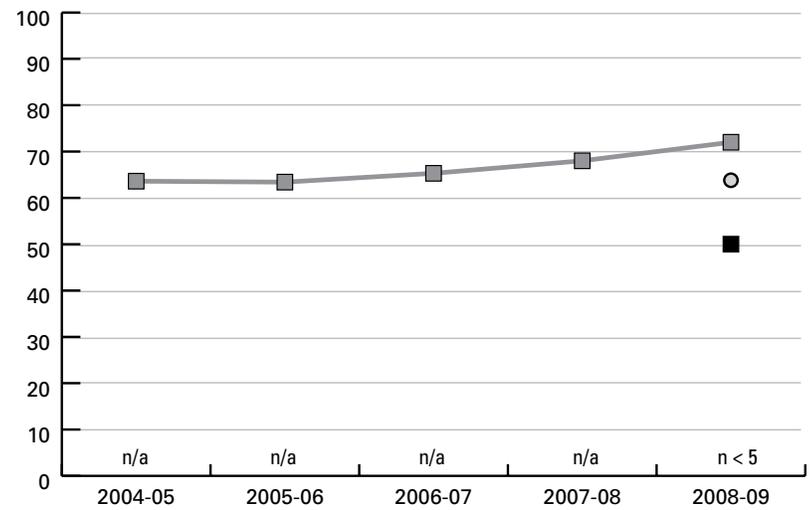
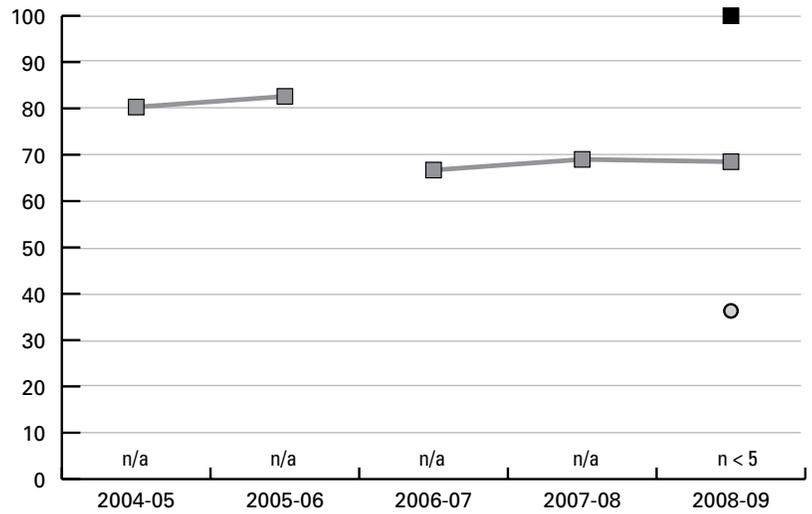
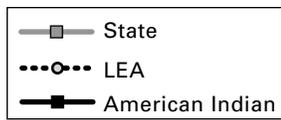
EOG MATHEMATICS, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
3	% Grade Level		NA		0	100.0	74.3	NA	49.4	52.8	60.7
	N Tested		NA	< 5	0	1	272	NA	233	246	242
4	% Grade Level				*		84	46.7	45.2	43.7	54.1
	N Tested	< 5			< 5		243	242	199	213	222
5	% Grade Level				*	100.0	81	41	52.8	46.2	53.2
	N Tested	< 5	< 5		< 5	1	268	239	233	199	205
6	% Grade Level				0		83.3	45.3	41.4	50.6	48.5
	N Tested	< 5	< 5	< 5	0	0	275	258	232	233	200
7	% Grade Level				*		69.9	36.6	40.7	47.6	51.1
	N Tested	< 5	< 5	< 5	< 5	0	266	273	246	229	221
8	% Grade Level	80			*	50.0	78.5	29.4	45.2	43.3	51.8
	N Tested	5	< 5	< 5	< 5	2	289	255	259	238	220

HERTFORD COUNTY

End of Course Tests

Only data for the 2008-09 school year is available for End of Course tests in Hertford County. One-hundred percent of Hertford County's American Indian student population achieved proficiency on the Algebra I and English I EOC tests. Only 50% reached proficiency on the Biology EOC test, below state and county levels.



HERTFORD COUNTY

High School Completion and College Enrollment

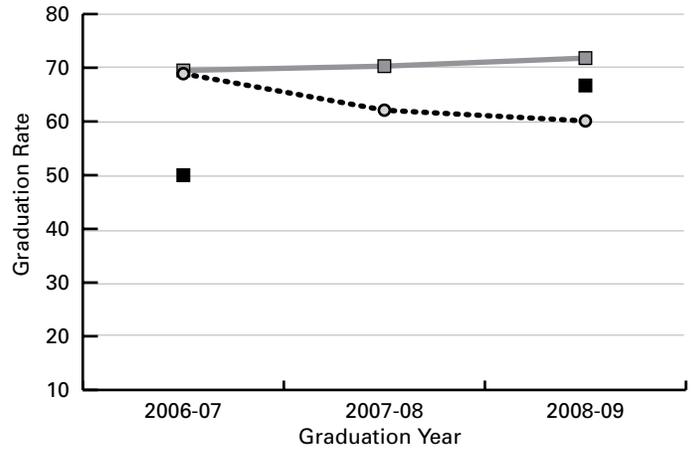
Reported data on Hertford County's American Indian student population are sporadic because of the relatively low numbers. Therefore, no data regarding dropout rates or community college attendance are available for the 2008-09 school year. Based on the data that are reported, American Indian students graduate at a higher rate than the county population, but below the state student population.

In 2008-09, all of Hertford County's American Indian students enrolled in a UNC system school.

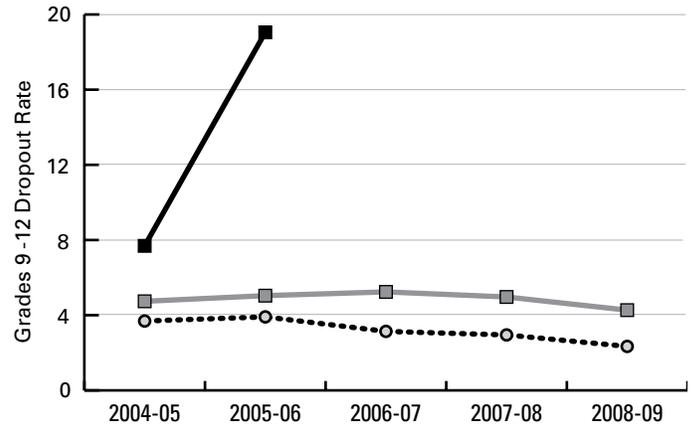


n = the number of American Indian students attending

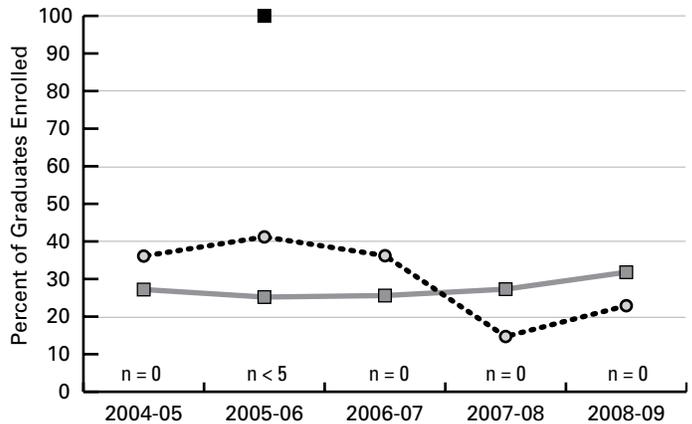
4-YEAR COHORT GRADUATION RATES



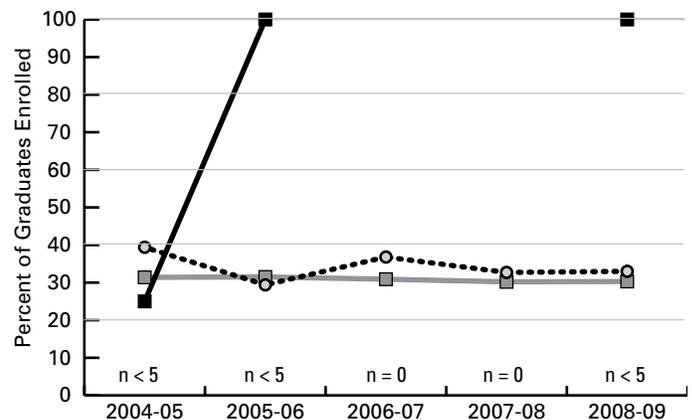
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS





Appendices

SACIE 2010 REPORT TO THE NORTH CAROLINA STATE BOARD OF EDUCATION



SCHOOLS IN TRANSITION

Appendix A

American Indian Mascots Update

Public Schools of North Carolina Use of American Indian School Mascots 2009-10

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)
	Western Middle	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 Middle	Braves
	West Caldwell High	Warriors
5. Catawba	Harry M Arndt Middle	Redskins
	Saint Stephens High	Indians
6. Dare	Manteo Middle	Braves (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. Mitchell	Buladean Elementary	Braves
16. Montgomery	West Montgomery High	Warriors
17. Robeson	Oxendine Elementary	Chiefs (predominately AI student population)
	Pembroke Middle	Warriors (predominately AI student population)
18. Stokes	South Stokes High	Mighty Sauras
	Southeastern Stokes Middle	Warriors
19. Wayne	Eastern Wayne Middle	Warriors
	Eastern Wayne High	Warriors
20. Yadkin	Forbush Elementary	Braves

- In 2002, 73 North Carolina schools in 43 school districts had an American Indian mascot or imagery. As of May 2010, 33 NC schools in 20 school districts were using American Indian mascots. This is a decrease of approximately 59% over an 8-year span.

As of May 2010, the following schools have changed their mascot or currently do not have a mascot:

Local Education Agency (LEA)	School Name	Previous Mascot	Current Mascot	Date Changed
Alamance	Elon Elementary	Braves	Little Phoenix	2009-10 school year
Avery	Newland Elementary	Indians	None	2000-2001
Beaufort	Chocowinity High (Southside High)	Fighting Indians	Seahawks	January 2000
Buncombe	Clyde A Erwin High	Squaws	Warriors	1999 - Result of compromise with U.S. Dept. of Justice
Burke	Icard Elementary	Warriors	Colts	April 2004
Cabarrus	Northwest Cabarrus Middle	Warriors	Titans	2004
Caldwell	Gamewell Elementary	Indian Scouts	Bulldogs	2009-10 school year
Carteret	White Oak Elementary	Indians	Tree	2000
Catawba	Catawba Middle	Indians	Dragons	2002
	Saint Stephens Elementary	Indians	None	2001
Columbus	Old Dock Elementary	Braves	Colts	June 2008
Craven	Brinson Memorial Elementary	Braves	Bears	2002
Cumberland	Westover Middle	Warriors	Wildcats	2002
Dare	Manteo Elementary	Braves-in-Training	None	2006-07 school year
Granville	Stovall-Shaw Elementary	Braves	Eagles	2004
	J.F. Webb High	Warriors	Warrior (space-age imagery)	January 2005
Guilford	Alamance Elementary	Indians	Wolves	2003
	Andrews High School	Red Raiders	Red Raiders (do not use Indian imagery)	May 2004
	Southern Guilford High	Indians	The Storm	March 2004
Haywood	Junaluska Elementary	Warriors	Eagles (Indian motif remained in honor of school's namesake)	Unavailable
Henderson	Etowah Elementary	Indians	All-Stars	August 2008
Charlotte/Mecklenburg	Coulwood Middle	Braves	Catamounts	2002
	McKee Road Elementary	Indians	All Stars	2000
	The Paideia Academy at Oakhurst (Oakhurst Elem)	Indians	Dolphins	Unavailable
	West Mecklenburg Sr High	Indians	Hawks	2004
Martin	Roanoke Middle	Redskins	Cougars	2009-10 school year
	Roanoke High	Redskins	Cougars	2009-10 school year
New Hanover	Ogden Elementary	Indians	Stingrays	1999
Pamlico	Arapahoe Charter	Warriors	Bobcats	March 2009
Pitt	Ayden Middle	Warriors	Knights	2002
Randolph	Southeastern Randolph Middle	Seminoles	Titans	March 2004
Rutherford	Sunshine Elementary	Indian	Bear	2004
Stanly	Aquadale Elementary	Braves	None	2002
Surry	Westfield Elementary	Indian Warriors	Wildcats	January 2008
Union	Indian Trail Elementary	Warriors	Tumbles the Timberwolf	September 2007
	Waxhaw Elementary	Indians	Bluebird	Spring 2004
Wayne	Northeast Elementary	Warriors	Cougars	2001
Watauga	Valle Crucis Elementary	Indians	Bears	2006
Wilkes	Millers Creek Elementary	Redskins	Ravens	2002
	West Wilkes Middle	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%
2008-09	60.0%

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
2009-10	Due to change in policy, the graduation project is no longer a requirement for graduation; therefore, data is not available.

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	Actual Math Performance (Grades 3-8 EOG Test Composite)
2006-07	54.1% (Baseline)
2007-08	58.6%
2008-09	61.4%
Actual Reading Performance (Grades 3-8 EOG Test Composite)	
2006-07	78.8% (Baseline)
2007-08	39.9%
2008-09	43.5%
Actual Science Performance (Grades 5 & 8 EOG Test Performance)	
2008-09	45.4%

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)
2008-09	3.49% (196 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	46.0% (Baseline)
2007-08	56.1%
2008-09	58.6%

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 2010-11

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%
2008-09	94.01%

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 2010-11

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
2009-10	33

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
2009-10	0.852

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
2009-10	25

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)
2008-09	2.91%

Year	Actual Performance STEM High Schools
2007-08	0.9%
2008-09	4.04%
2009-10	1.20%

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
2009-10	17

Appendix C

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.

2009-10 Title VII Cohorts

System	Students Served	Program Administrator	Phone
Columbus	416	Kenwood Royal	(910) 642-5168
Cumberland	1,075	Trudy Locklear	(910) 678-2462
Graham	168	Marcia Hollifield	(828) 479-4624
Guilford	232	S. Jean Conley	(336) 621-4042
Halifax	211	Dottie Umstead	(252) 583-5111 x268
Haliwa-Saponi	107	Gwen Richardson	(252) 257-5853
Hoke	1,050	Elizabeth Mitchell	(910) 875-4835
Jackson	340	Angela Lovedahl	(828) 586-2311 x254
Person	23	Carol Townsend	(336) 599-2191 x124
Richmond	291	Debbie Wrenn	(910) 582-5860 x216
Robeson	11,434	Rita Locklear	(910) 521-2054
Sampson	113	Pam Westbrook	(910) 592-1401 x20133
Clinton City	167	Terrace Miller	(910) 592-3132
Scotland	905	Lyle Shaw	(910) 277-4459 x314
Swain	435	Shirley Grant	(828) 488-3129
Wake	248	Mike Tally	(919) 850-1979
Warren	144	Frank Polakiewicz	(252) 257- 3184 x1227

Total served in 2009 Cohort **17,458**
Total served in 2010 Cohort **17,359**
Title VII Decrease **99 (< .5%)**

2007-08 Indian Membership Statewide **20,279**
2008-09 Indian Membership Statewide **20,378**
Membership Increase **99 (<.5%)**

Appendix D

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
Jeremy Hyatt, Tribal Administrator
Phone: 828-497-2771 / FAX: 828-497-7007
Website: www.nc-choerokee.com

GUILFORD NATIVE AMERICAN ASSOCIATION

P. O. Box 5623, Greensboro, NC 27403
Rick Oxendine, Director
Phone: 336-273-8686 / FAX: 336-272-2925
Website: www.guilfordnative.org

HALIWA-SAPONI TRIBE

P. O. Box 99, Hollister, NC 27844
Bud Ealing, Interim Tribal Administrator
Phone: 252-586-4017 / FAX: 252-586-3918
Website: www.haliwa-saponi.com

LUMBEE TRIBE OF NORTH CAROLINA

P. O. Box 2709, Pembroke, NC 28372
Rose Marie Lowry-Townsend, Tribal Administrator
Phone: 910-521-7861 / FAX: 910-521-7790
Email: drlowrytownsend@lumbeetribe.com

MEHERRIN INDIAN TRIBE

P. O. Box 508, Winton, NC 27986
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
Website: www.occaneechi-saponi.org

SAPPONY

P. O. Box 3265, Roxboro, NC 27574
Dante Desiderio, Executive Director
Phone: 434-585-3352
Website: www.sappony.org

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
Michael 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*, May 2010

Appendix E

NC Course of Study High School Graduation Requirements

Every high school student must meet the course and credit requirements, testing requirements (if applicable) and any local requirements.

- **Course and Credit Requirements:** Students must meet specific course and credit requirements. These are listed in the chart below and are organized according to the year a student entered ninth grade for the first time.
- **Testing Requirements:** Students must score proficient on five essential end-of-course tests: Algebra I (unless exempted by the student's Individualized Education Program), Biology, Civics and Economics, English I, and U.S. History (for students who entered ninth grade in 2006-07 or later).
- **Local Requirements:** Students must meet any additional requirements adopted by the 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 <i>This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.</i>	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 <i>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.</i>
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**** <i>(2 courses to meet UNC minimum admission requirements - US History & 1 elective)</i>	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 high school graduation. A two credit minimum is required for admission to a university in the UNC system.
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 two 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 2003-04, World History must be taken to meet the requirements of World Studies.

Appendix F

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>

College Board and The Advanced Placement Program (AP®)

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT® and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns. For more information regarding College Board and the Advanced Placement Program®, go to <http://www.apcentral.collegeboard.com>

Common Core State Standards Initiative (CCSI)

The Common Cores State Standards provided a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. With American students fully prepared for the future, communities will be best positioned to compete successfully in the global economy. Common Core State Standards have been developed for English Language Arts and Mathematics. To learn more about the Common Core State Standards Initiative go to www.corestandards.org.

Common Core State Standards (CCSS) and Native Students

Common Core State Standards are a set of commonly agreed upon standards for K-12 learning, grounded in research and practice, reflecting the type of skills and knowledge students need to have in order to successfully transition from high school into college and the world of work while remaining competitive in a global world. CCSS are

- Directly linked to what students need to be prepared for college or the world of work

continued

- Internationally benchmarked – students should be globally competitive
- Focused on developing key 21st century skills along with content such as technology, soft skills, and skills in content areas that will relate to future workplace and societal demands
- “Fewer, clearer, and deeper” – with a focus on developing the type of skills and knowledge that enable students to access and use any type of information or resource
- Rigorous and specific
- Aligned with the assessments and expectations for students’ post-secondary options, including higher education and entering the workforce

For more information regarding High School Policy and Native students, visit the following URL at the NIEA website. <http://www.niea.org/issues/highschoolpolicy.php>

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 Carolina, 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 G

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Appendix H

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

Appendix I

Acknowledgements

The Council would like to extend its gratitude to the following people who shared their time, their thoughts, and their insights on education for this report.

American Indian Students attending UNC-Chapel Hill

Dr. Clara Sue Kidwell, Brandi Brooks, Randi Byrd, The American Indian Center at UNC-Chapel Hill

Lauren Kendall, Evaluation Specialist, Evaluation, Assessment, and Policy Connections at UNC-Chapel Hill

Danny Bell, Marcia Hollifield, Sherry Hunt, Dr. Zoe Locklear, Kara Stewart, Benita B. Tipton,
Ad Hoc Committee members, North Carolina State Advisory Council on Indian Education

Angela H. Quick, Priscilla J. Maynor, Benita B. Tipton, Laura Weakland, Dr. Gary Williamson,
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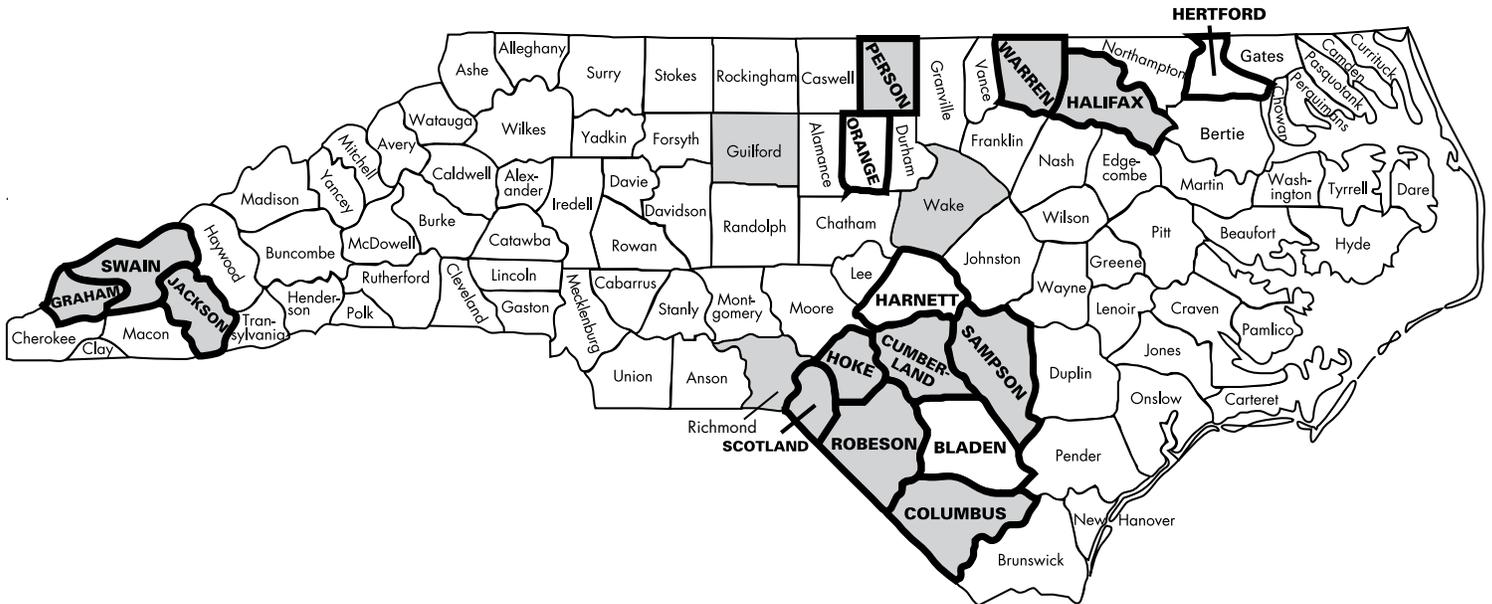
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NC Tribes, Locations, and Title VII Grantees



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 | |