

Strengthening Identity

STRENGTHENS EDUCATION



2011

REPORT TO THE NORTH CAROLINA
STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION

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Dedication



The 2011 Annual Report, *Strengthening Identity, Strengthens Education*, is dedicated to the North Carolina Educators who tirelessly work to ensure that all students achieve academic success and that all students have access to equitable educational opportunities. These educators remain committed to promoting programs that focus on educational excellence, cultural competency, and pride of American Indians and Alaska Natives.

We recognize that the role of educators is complex and it includes teachers, and parents, guardians, families, and caregivers. We applaud them for their significant contributions in supporting our students. The State Advisory Council on Indian Education supports the theme of its 2011 annual report, *Strengthening Identity, Strengthens Education*.

Foreword

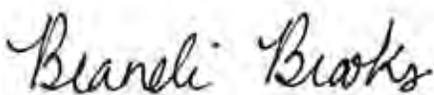
Since 1988, the State Advisory Council on Indian Education (SACIE) has served as advocates for American Indian students enrolled in North Carolina public schools. In its advisory capacity to the State Board of Education (SBE), the council has the opportunity to present information and make recommendations specific to the educational needs of American Indian students. The Council is charged with the duty of advising the State Board of Education 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.

The 2011 SACIE annual report, *Strengthening Identity, Strengthens Education*, is comprised of research which confirms that identity awareness impacts and strengthens school performance of American Indian students. Research has shown that when American Indian culture is celebrated in the home, respected in the school and community, American Indian students have improved self-esteem and academic success.

In collaboration with the State Board of Education, the North Carolina Department of Public Instruction (NCDPI), the North Carolina Commission of Indian Affairs (NCCIA), the Title VII Indian Education programs, tribes, tribal councils and American Indian organizations, the Council is working to ensure learning environments will be respectful, supportive, inclusive, and flexible for student success. American Indian families need to be welcomed into schools, have their heritage valued, and made to feel their participation matters. Outreach and effective communication strategies are imperative to reach all American Indian families.

Throughout the years, efforts of the State Advisory Council on Indian Education have focused on implementing North Carolina American Indian cultural heritage into all curricular areas. Also, the Council has requested the State Board of Education to develop relevant professional development for teachers to expand their awareness of Native culture and enhance educator's 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 State Board of Education and the North Carolina Department of Public Instruction in the delivery of educational services to American Indian children located throughout North Carolina.



Brandi Brooks
Interim Chair, State Advisory Council on Indian Education

2011 REPORT TO THE NORTH CAROLINA BOARD OF EDUCATION

EXECUTIVE SUMMARY



Executive Summary

BACKGROUND

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

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

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



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 it is noteworthy that the high school drop-out rate for American Indian students continued to decrease, the rate is still 1.11 percentage points higher than the state average in 2009-2010. Although the drop-out rate for American Indian males continued a six-year downward trend, it continues to exceed the state average by 1.9 percentage points. However, the high school graduation rate has continued to increase more rapidly in the last three years than that of the state population.

STRENGTHENING IDENTIFY STRENGTHENS EDUCATION

There is ample research on American Indian education to demonstrate that the self-esteem of American Indian children has a direct effect on their academic achievement and persistence in school. The theme of the 2011 State Advisory Council report to the North Carolina Board of Education focuses on elements of the school environment that may affect American Indian children's self-esteem.

The Council sees the major factor in public education that leads to this low self-esteem as the lack of inclusion of American Indians in the school curriculum. In history textbooks, Indians are generally identified as the original inhabitants of the Americas, their lifestyles are described, and they then disappear from the narrative. The Trail of Tears (the forced removal of the Cherokees, Choctaws, Chickasaws, Creeks and Seminoles from their original homes in the Southeast after 1830) is generally included, and Plains Indian warfare in the 1860's-1880's may occupy a few paragraphs, but Indians receive very little attention in history texts, and that attention generally perpetuate stereotypes of Indians as warriors and defeated people. As a result of these stereotypes, Indian students are often subject to teasing, bullying, and even challenges to their Indian identity.

In order to assess American Indian student experiences in selected schools in North Carolina, the State Advisory Council asked staff of the Department of Public Instruction to conduct a series of focus groups sessions with students. Title VII Indian Education coordinators in local school districts assisted in convening the focus groups. These groups' responses did not produce a large enough body of information for statistical analysis but they produced qualitative data, which are more valuable than quantitative analysis in showing students' emotional reactions to certain situations, and they give insights into how those situations affect American Indian students' self esteem. They allow students to express their feelings in their own words rather than simply checking boxes on a questionnaire. Student responses to questions about bullying highlighted key issues.

The banning of American Indian mascots, inclusion of information on contemporary Indians in the school curriculum, and, in urban schools particularly, the opportunity for Indian students to educate teachers and other students to the reality of life in contemporary communities may mitigate the use of stereotypical ways of characterizing Indians and to a more positive sense of self-esteem.

RECOMMENDATIONS

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

State Board of Education Priority Goal 3.1:

Every learning environment will be inviting, respectful, supportive, inclusive and flexible for student access.

SACIE RECOMMENDATION 1:

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

In reference to safe school plans, students services, response to instruction, bullying and the use of American Indian mascots in public schools, it our recommendation that the State Board of Education and the Department of Public Instruction continue to request the elimination of all American Indian mascots in the public schools of North Carolina.

State Board of Education Priority Goal 2.1:

Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.

SACIE RECOMMENDATION 2:

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

Encourage all teachers to utilize local, state, and national resources to accurately teach American Indian history, culture and contributions to students in North Carolina's public schools. Strengthen partnerships with states that have a comprehensive American Indian curriculum to ensure the integration of culture and heritage into all aspects of the curricula.

SACIE RECOMMENDATION 3:

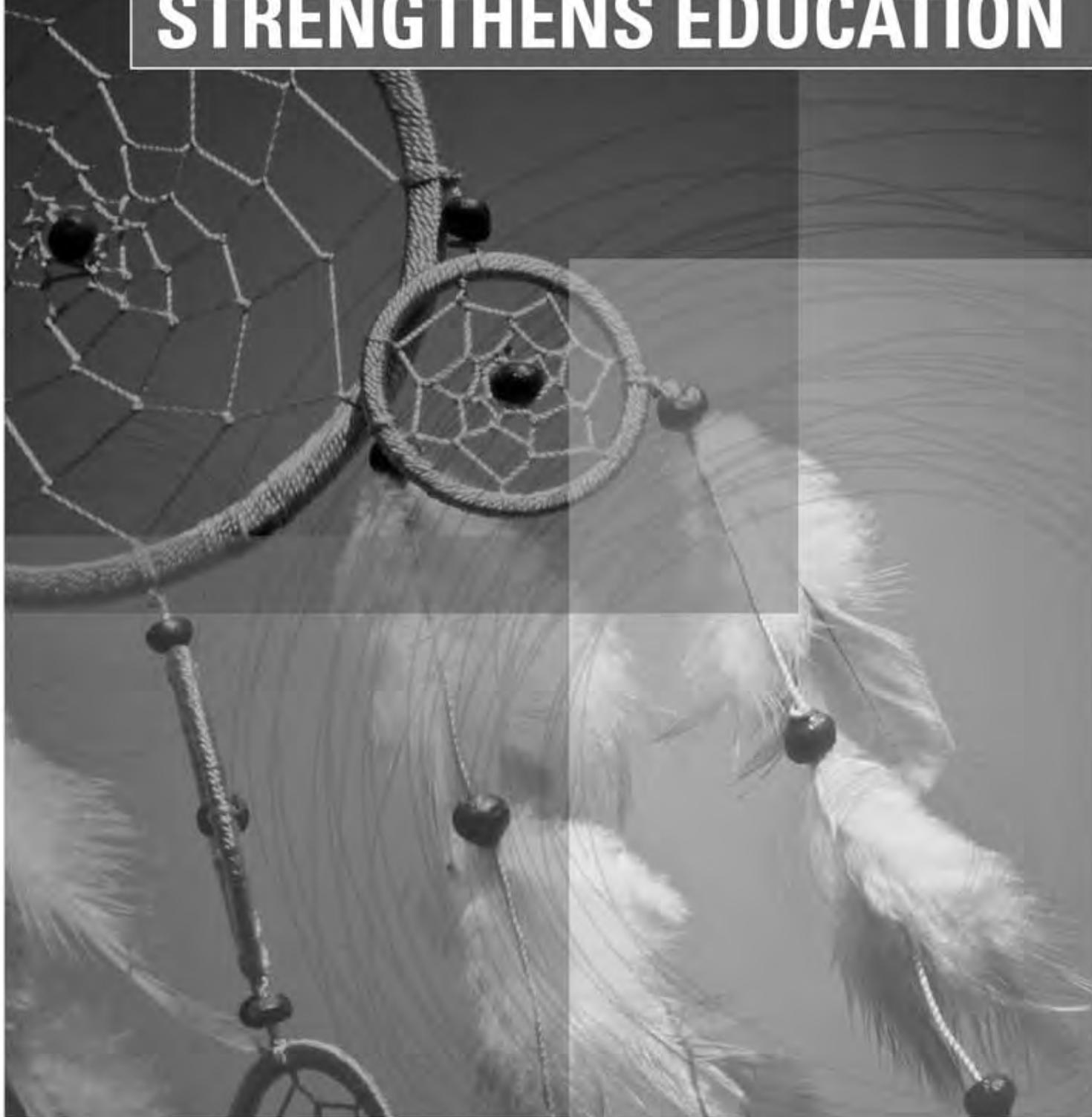
Develop and implement nontraditional outreach and communication strategies to effectively reach all American Indian families.

The Council recommends a partnership of the North Carolina Commission on Indian Affairs, North Carolina State Board of Education, North Carolina Department of Public Instruction and the North Carolina State Advisory Council on Indian Education in the sponsorship of an Indian Education Summit to be held annually in conjunction with the Collaborative Conference on Student Achievement.

The Summit will bring together policy makers and tribal leaders providing a forum for the exchange of ideas and identification of major issues, development of a research agenda and action plan—all directed toward the improvement of education opportunities for American Indian students. The summit will include presentations from nationally renowned speakers and trainers.

Strengthening Identity

STRENGTHENS EDUCATION



Strengthening Identity Strengthens Education



There is ample research on American Indian education to demonstrate that the self-esteem of American Indian children has a direct effect on their academic achievement and persistence in school. The theme of the 2011 State Advisory Council on Indian Education (SACIE) report to the North Carolina Board of Education focuses on elements of the school environment that may affect American Indian children's self-esteem.

The Council sees the major factor in public education that leads to this low self-esteem as the lack of inclusion of American Indians in the school curriculum. In history textbooks, Indians are generally identified as the original inhabitants of the Americas, their lifestyles are described,

and they then disappear from the narrative. The Trail of Tears (the forced removal of the Cherokees, Choctaws, Chickasaws, Creeks and Seminoles from their original homes in the Southeast after 1830) is generally included, and Plains Indian warfare in the 1860-1880's may occupy a few paragraphs, but Indians receive very little attention in history texts, and that attention generally perpetuated stereotypes of Indians as warriors and defeated people. As a result of these stereotypes, Indian students are often subjected to teasing, bullying, and even challenges to their Indian identity.

In order to assess American Indian student experiences in selected schools in North Carolina, the State Advisory Council asked staff of the Department of Public Instruction to conduct a series of focus group sessions with students. Title VII Indian Education coordinators in the districts assisted in convening the focus groups. These groups' responses did not produce a large enough body of information for statistical analysis but they produced qualitative data, which are more valuable than quantitative analysis in showing students' emotional reactions to certain situations, and they give insights into how those situations affect American Indian students' self esteem. They allow students to express their feelings in their own words rather than simply checking boxes on a questionnaire. Student responses to questions about bullying highlighted key issues.

INCLUSION (OR EXCLUSION) OF AMERICAN INDIANS IN SCHOOL CURRICULUM

Dr. Grayson Noley, an educational researcher in Oklahoma, has spoken of the need to "validate" the presence of American Indian children in schools by the presence in the school curriculum. In a review of the literature on "culturally responsive education," Dr. Bryan Brayboy indicates that when the cultures and languages of American Indian students are missing in the curriculum, they may feel devalued. When school mascots reinforce negative stereotypes with no countering positive attention in the classroom, American Indian students' self-esteem may suffer.

Dr. Brayboy commented that in focus groups that he conducted with Indian students in the southwest, they did not react negatively to mascots because, he explained, Indian mascots were the only visible manifestations of attention to American Indians, and Indian students looked for any attention, even negative attention.

In North Carolina, there was no comprehensive guide to the history of American Indians in the state until the North Carolina Humanities Council joined a consortium of Universities to develop a guide that was released in 2007. Even then, the guide concentrated on the Cherokee and the Lumbee and included no attention to the six other state recognized tribes—Sappony, Haliwa-Saponi, Occaneechi-Saponi, Meherrin, Waccamaw Siouan, and Coharie. The American Indian Center at the University of North Carolina at Chapel Hill obtained one grant from the Humanities Council to publicize and train teachers to use the original guide and has obtained a second grant from the Humanities Council to develop materials on these tribes to supplement the original guide.

Although the general administration of the sixteen campus University of North Carolina system has maintained a website of curriculum materials for teachers in the public schools of the state (LEARN NC), and has offered an on-line course on American Indian history for teachers, that course requires a fee that most teachers are unable or unwilling to pay, thereby limiting their access to knowledge about American Indian history and culture.



As Theresa McCarthy has shown, the passage of the federal No Child Left Behind Act, with its requirement for standardized testing, limits the ability of teachers to offer instruction in materials that do not directly impact students' ability to pass state end-of-grade tests in mathematics and reading. And until the curriculum materials currently being developed by the American Indian Center are available through the LEARN NC website, teachers in local schools in North Carolina serving American Indian communities have not had access to supplementary materials.

The report does not attempt to define self-esteem. We generally understand that when students have positive feelings about their Indian identity, such as pride and the feeling of connectedness to a group, these contribute to students' emotional stability and promote positive feelings about themselves.

Most of the students in the focus groups did not feel that they had been bullied, but they reported numerous occasions of what would be called teasing. One reported teasing in an earlier grade, but he said he "put a stop to it." None of the students reported consistent harassment or threats over time. When some students identified themselves as Indians, however, they reported that they were asked by non-Indian students to produce their tomahawks or bows and arrows. Some were asked if they still lived in tipis. Others were taunted with the "Indian Warrior" call. For two students in a school near the only federally recognized tribe in the state, which has a highly profitable tourism operation, their experience was being asked about their "per capita" payments (individual payments of part of the proceeds from the tribal business to tribal members). The questioners expressed the opinion that the students would simply squander the money on new cars.

One student reported that when anything about Indians appeared in the textbooks, her teacher expected her to know everything about Indians already. Another student reported being asked by a classmate how to build a tipi. "Our people lived in longhouses, not tipis. The teacher looked at me and said, 'Well, you are Native American. You ought to know about that stuff.'" Another student reported an assignment in a geometry class where students were required to make, and wear, paper "Indian headdresses." If students did not wear the headdress, they received a 0 grade for the assignment.

Contrary to reinforcing a sense of pride in Indian identity, attention to Indians in classroom materials and textbooks seem more often to perpetrate negative stereotypes or to focus unwanted attention on the difference of Indian students. Some teachers put Indian students on the spot as "experts" on the subject of Indians. Some students felt uncomfortable with this sort of attention.

The most consistent theme in student responses to questions about identity was that non-Indian students challenged Indian students' assertion of Indian identity by saying that Indians were not "real," or by challenging them to produce bows and arrows or tomahawks, and by making statements that Lumbees were "fakes" because they were not recognized by the federal government. Some students said they got angry at such comments. In several cases, anger led to aggression and physical fights which led to suspensions.

For non-Indian students, Indian identity depended upon phenotypical differences or material markers. One student's identity was challenged on the grounds of having curly hair. Another reported being asked all the time if they were

Mexican or Hispanic. Another reported an incident where another student put their arm next to the student's to compare skin color, and then asserting that the student was Black.

The use of such criteria denies the powerful emotional basis of identity in students growing up in households and communities where they are taught that they are Indian. As one student described the experience, "It's a struggle—a constant struggle. It's a struggle to prove who you are and there is no need."

The research literature on American Indian education is largely based on studies in schools on or near American Indian reservations in the southwest or upper Midwest. These tribes are recognized by the federal government. Much of the research literature dates from the 1990's, when the percentage of Indian people living on reservations or Indian trust land was only twenty-two percent, (according to the 1990 Census). Much of the research, however, focuses on "culturally responsive education," emphasizing problems of children who grew up in native-language speaking households, which are still large based in reservation communities.

Indian students in North Carolina come from communities where the experience of their ancestors was with colonial governments and where disease, warfare, and dispossession by a rapidly expanding white population disrupted their existence long before the United States government existed to recognize them. Although all of the current communities in the state have made some attempt to gain recognition from the federal government, the disruption of their existence also led to their disappearance as distinct tribes from historical records, and they have been unable to meet the onerous requirements of the federal Bureau of Acknowledgement and Recognition to prove historical continuity and continuous existence of tribal governance.



North Carolina's state recognized tribes do not have reservations, and Indian languages are no longer in existence. In these circumstances, Indian adults often complain that their Indian identity was challenged when they went to public schools (until the desegregation era of the late 1960's, the state of North Carolina maintained, albeit minimally, a separate school system for Indians, and communities determined who was eligible to go to their schools). Schools, churches, and kinship networks defined identity within communities, but in public schools Indian children were expected to conform to phenotypical and cultural stereotypes of American Indians. Those who did not find their assertion of Indianness challenged.

A widespread perception in North Carolina is that the state recognized tribes are not "Indian" but "mixed Indian-White" or "mulatto" groups that adopted Indian identities to escape the stigma of Jim Crow laws in the South. This stigma of "mixed race" identity seems to be a persistent heritage of racism in the segregated South of the past.

Quantitative data gathered by the state Department of Public Instruction indicate that students who identify themselves as American Indian lag behind other children in the state in terms of academic achievement (as measured by standardized tests). Eighth grade End of Grade data show achievement gaps between Indian and all students of 10.1 percentage points in Algebra I, 8.5 percentage points in Biology I, and 14.5 percentage points in English I. The four year high school graduation rate for American Indian students is 6.2 percentage points below the state population.

Although it may not be possible to generalize from dated studies done in much different settings, it is possible to assume from student comments in the focus groups that were conducted, that Indian students feel the effects of negative stereotypes, lack of positive attention to American Indians in school curricula, and discomfort in being singled out in class because of their Indian identity. They still find their identity challenged in schools where white students are in the majority.

The banning of American Indian mascots, inclusion of information on contemporary Indians in the school curriculum, and, in urban schools particularly, the opportunity for Indian students to educate teachers and other students to the reality of life in contemporary communities may mitigate the use of stereotypical ways of characterizing Indians and to a more positive sense of self-esteem.

BULLYING

Incidents of school shootings, beginning with Columbine in Colorado, have received widespread publicity of the effects of self-esteem issues for students who are excluded by their peers or react violently to feelings of rejection. With the spread of social networking sites such as Twitter, Facebook, and YouTube, attention has focused on suicides of students who have been targeted for untrue rumors. States across the country have passed laws defining bullying behavior and prohibiting it, and the U.S. Secretary of Education has issued press releases and a technical assistance memo on the development of policies on bullying at the local school level.

The use of Indian mascots can be perceived as an example of bullying because it subjects American Indian students to negative stereotypes. News coverage of bullying-related suicides has focused attention on students who have reacted to negative attention to the extreme of taking their own lives. In North Carolina, the State Board of Education in July of 2004 adopted an Anti-Harassment/Bullying/Discrimination Policy, stating that “It is the policy of the State Board of Education to maintain a safe, orderly and caring learning environment in the public schools and public charter schools or North Carolina that is free from harassment, bullying and discrimination and is inclusive of all students.” This statement summarizes the goal of the new policy. The policy also requires local boards of education to develop and maintain policies and procedures to prevent, intervene, investigate, document, and report all forms of harassment, bullying and discrimination to the Department of Public Instruction and to annually report verified incidences of harassment, bullying, and discrimination to the SBE on the Discipline Data Collection Report. In addition, the policy addresses the need for training of school personnel.

MASCOTS

The persistence of caricature mascots helps to perpetuate racial stereotypes and misinformation about Indians. The relegation of Indians to the ancient past in most textbooks also perpetuate the stereotypes that contemporary Indians are not “real.” For the state recognized tribes in North Carolina, their lack of recognition by the federal government casts further doubt on the legitimacy of Indian identity. In the case of the one federally recognized tribe, the Eastern Band of Cherokee Indians, students encountered a stereotype based on modern circumstances—that casino gaming has made all Indians wealthy with per capita payments, and that they cannot manage the money and squander it on frivolous purchases.

The State Advisory Council on Indian Education has consistently over the past several years recommended that the State Board instruct public schools in the state to drop Indian mascots. The Council has also sent letters to schools that have voluntarily dropped Indian mascots thanking them for taking that action. In 2002, seventy-three North Carolina schools in forty-three school districts had an American Indian mascot or imagery. As of May 2010, that number had decreased to thirty-three. Despite the progress that these numbers represent, the issue remains of concern. In the spring of 2011, Representative Charles Graham from Robeson County introduced a bill in the House, “An Act to Study the Use of American Indian Mascots at Public Schools.” (General Assembly of North Carolina Session 2011, House DRH80113-LE-76A, 03-03) .

The detrimental effects of Indian mascots have been publicly acknowledged by the U.S. Commission on Civil Rights in a Press Release in 2001. The Commission stated, “The use of stereotypical images of Native Americans by educational institutions has the potential to create a racially hostile educational environment that may be intimidating

to Indian students.. American Indians have the lowest high school graduation rates in the nation and even lower college attendance and graduation rates. The perpetuation of harmful stereotypes may exacerbate these problems.”

The American Psychological Association in 2001 issued a Resolution Recommending the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations, citing among a number of reasons research showing that “the continued use of American Indian mascots, symbols, images, and personalities by school systems appears to have a negative impact on the self-esteem of American Indian children.”

Although supporters of Indian mascots often cite “honoring Indians” as a reason for retaining them, given the negative and stereotyped images that they generally portray, Indian leaders have criticized and denounced them. A study of the use of Indians as mascots in Minnesota Schools provided one analysis of why Indian mascots are so offensive. Although high school and college athletics are supposed to teach good sportsmanship, teamwork, and cooperation, all too often they become exercises in fierce competition. Reporting on sports events is replete with images of warfare, and teams seek to “humiliate,” “smash,” “overrun,” or “destroy” their opponents. Since they cannot literally do so, the intense emotions often exhibited by fans is directed at an opposing team’s mascot, and when that mascot is a person, albeit a highly stereotyped one, Indian people feel the brunt of hostility.



The use of mascots perpetrates stereotypes that continually distance American Indians from other Americans as an exotic “other,” continually emphasizing Indians as separate from American society.

Given the association of self-esteem with academic achievement, a strong argument has and continues to be made that Indian mascots do not belong in education institutions. If thirty-three schools in North Carolina continue to use mascots, citing discredited notions of “honoring” Indians or even financial reasons that they cannot afford to change images and logos, then Indian students are at risk of lower self-esteem.

MOVING FORWARD

A mechanism to address this issue is the teacher evaluation process used in the state. One of the five standards upon which annual evaluations are based is “Establishment of a respectful environment for a diverse population of students.” This standard speaks directly to the experiences reported by students in focus groups. However, the Council recognizes that the implementation of policies already in effect will greatly impact the elimination of negative stereotypes that inhibit the academic achievement of all students.

Additionally, the Council agrees that “Response to Instruction,” (RTI) used in many North Carolina schools is a problem solving approach that stresses intervention rather than placement in special education classes as a model to address differentials in academic achievement. Although much of the literature on the RTI model addresses special needs children and special education, it can be applied to differentially achieving children in regular classrooms. The RTI model involves teams of teachers and student support professionals such as psychologists and counselors who can identify individual student learning problems and devise appropriate instruction for individual students. If public schools in the state can adapt the RTI model to culturally diverse students in classes, teachers can learn to better meet the evaluation criterion of establishing “a respectful environment for a diverse population of students.” That respectful environment should work to the benefit of all students.

Clara Sue Kidwell, PhD
May 25, 2011

Recommendations

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

State Board of Education Priority Goal 3.1:

Every learning environment will be inviting, respectful, supportive, inclusive and flexible for student access.

SACIE RECOMMENDATION 1:

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

In reference to safe school plans, students services, response to instruction, bullying and the use of American Indian mascots in public schools, it our recommendation that the State Board of Education and the Department of Public Instruction continue to request the elimination of all American Indian mascots in the public schools of North Carolina.

State Board of Education Priority Goal 2.1:

Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.

SACIE RECOMMENDATION 2:

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

Encourage all teachers to utilize local, state, and national resources to accurately teach American Indian history, culture and contributions to students in North Carolina's public schools. Strengthen partnerships with states that have a comprehensive American Indian curriculum to ensure the integration of culture and heritage into all aspects of the curricula.

SACIE RECOMMENDATION 3:

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

The Council recommends a partnership of the North Carolina Commission on Indian Affairs, North Carolina State Board of Education, North Carolina Department of Public Instruction and the North Carolina State Advisory Council on Indian Education in the sponsorship of an Indian Education Summit to be held annually in conjunction with the Collaborative Conference on Student Achievement.

The Summit will bring together policy makers and tribal leaders providing a forum for the exchange of ideas and identification of major issues, development of a research agenda and action plan—all directed toward the improvement of education opportunities for American Indian students. The summit will include presentations from nationally renowned speakers and trainers.

Resources

"APA (American Psychological Association Resolution Recommending the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations," <http://aistm.org/fr.2005.apa.htm>.

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STATE PROFILE



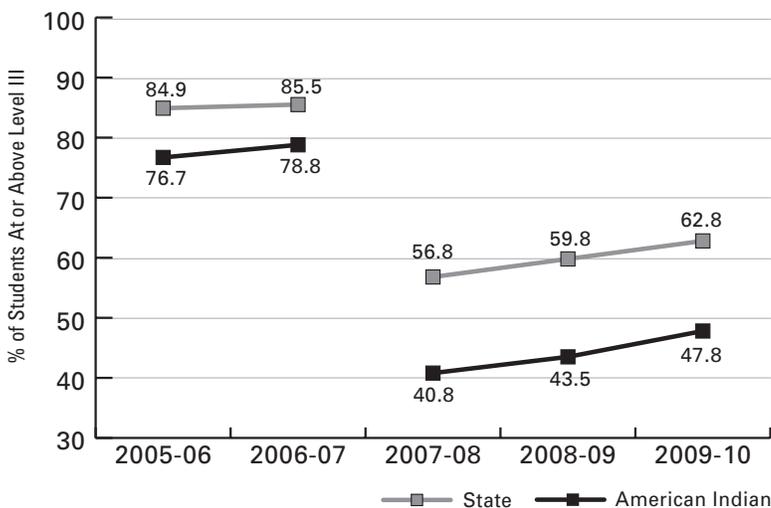
Elementary/Middle School Achievement

End of Grade Composite Scores

Composite scores in reading and math are compiled by averaging the results of End of Grade tests for grades 3-8. In 2009-10, the achievement gap between American Indian students and the state average composite scores in reading was slightly reduced to a 15 percentage point gap, as compared to 16.3 percentage points in 2008-9. The gap in math has continued to decrease over the past several years and is now 11.2 percentage points, as compared to 14.3 in 2005-6.

READING

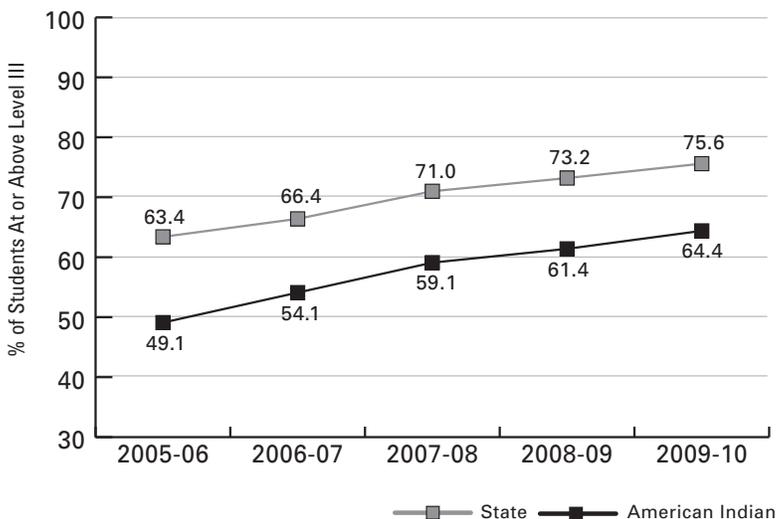
Composite Percent Proficient - Grades 3 through 8 Combined
(Percent of Students At or Above Achievement Level III)



The American Indian proficiency percentage increased in 2009-10 by 4.3 percentage points, continuing to rise along with the state overall. Although an achievement gap between American Indian students and their state counterparts remained, it was the smallest reported gap in the past three years, at 15 percentage points.

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 3.0 percentage points in 2009-10, the smallest increase reported in the past five years. The proficiency gap between American Indian students and their state counterparts (11.2) showed only minor improvement when compared to 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.

In reading, both American Indian students and all students had increases in the percentage of proficient students on every grade level (3rd-8th) in 2009-10 as compared to 2008-9. The biggest increases were in 6th grade.

In math, both groups demonstrated an overall increase in proficiency on the majority of grade levels, although most changes were minor, except in 8th grade, which showed significant growth. American Indian 8th grade students increased 9.9 percentage points in 2009-10 as compared to the year before. All 8th grade students increased 4.9 percentage points within the same time period.

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

Grade	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	77.5	77.7	40.2	42.9	44.2	84.9	83.7	55.6	58.2	59.0
4	77.6	80.8	46.7	47.4	50.5	85.4	87.4	60.6	62.3	64.9
5	81.4	88.8	38.9	44.3	47.7	90.5	91.6	56.9	60.2	62.9
6	73.9	74.9	47.2	47.2	55.0	83.1	84.2	60.5	63.6	69.1
7	81.4	83.1	33.6	39.8	41.5	88.0	88.1	52.0	56.1	58.6
8	81.4	84.7	37.6	39.5	47.3	88.5	89.5	55.1	58.3	62.6

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

Grade	AMERICAN INDIAN STUDENTS					ALL STUDENTS				
	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	57.6	63.0	68.2	65.2	64.4	68.8	71.9	74.4	75.3	75.8
4	54.9	54.6	66.0	65.9	65.4	66.0	68.7	74.2	75.6	77.8
5	45.0	55.2	55.9	61.8	62.9	64.1	67.6	70.8	73.5	75.1
6	46.0	49.8	56.3	56.9	62.4	62.6	65.3	69.0	70.5	73.8
7	47.2	49.5	53.0	60.8	64.8	62.3	64.1	68.1	71.3	73.5
8	45.0	52.4	54.2	56.7	66.6	61.3	65.7	69.1	72.8	77.7

High School Achievement

High School End-of-Course Tests

The guiding mission of the North Carolina State Board of Education (SBE) is that every public school student will graduate from high school, 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.

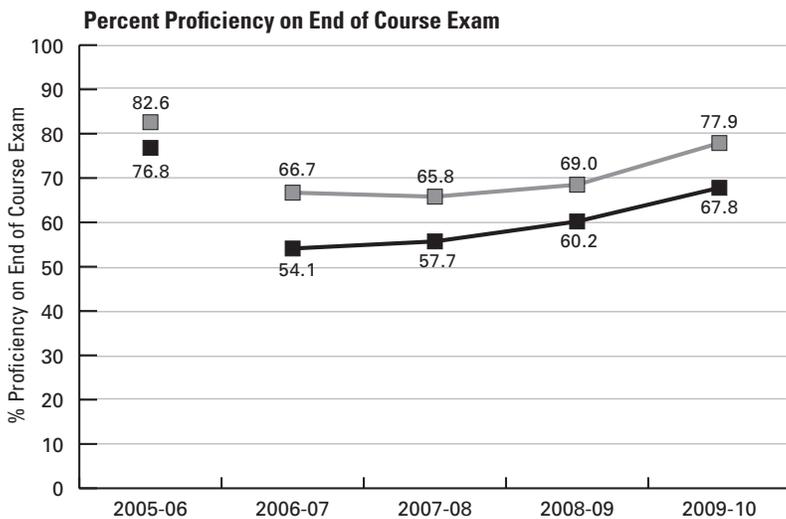
Beginning in 2009-10, entering high school freshmen must earn four high school math credits, and one must be beyond Algebra II or suited to their career/academic plan. This increase in academic expectations has caused many education stakeholders to focus their attention on secondary education.

Due to limited data, only the results from Algebra I, Biology, and English I are reported here. 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.

Currently, the percentage of American Indian students that are proficient does not exceed 72.7 percent in any of those subject areas. However, in all cases there was an increase in the percent of proficient American Indian students as compared to the previous year.

In all three EOC subjects shown below, American Indian students still achieve proficiency at rates below their state counterparts. The tables below provide specific analysis regarding each subject test.

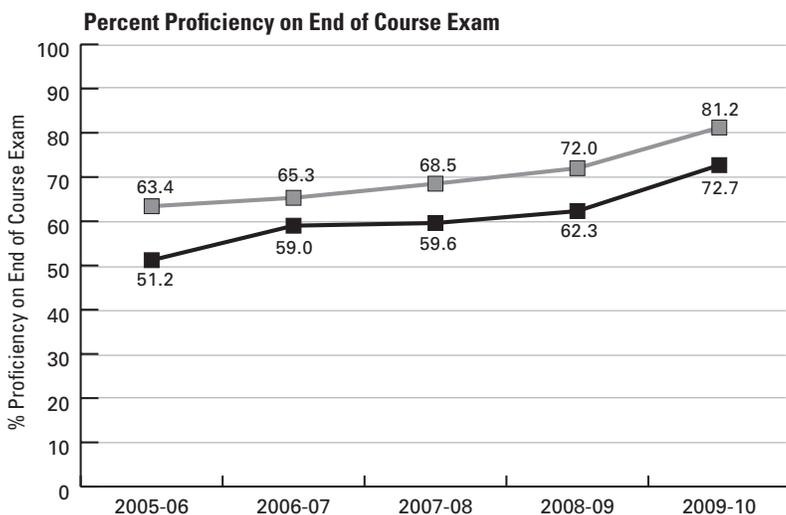
ALGEBRA I



Both the state's and the American Indian population made gains in proficiency in Algebra I, and the gap between these populations decreased by 1.7 percentage points, to 10.1.

Since administration of the new test in 2006-7, American Indian students have increased proficiency levels by 13.7 percentage points, compared to 11.2 percentage points improvement by the state population overall. In 2009-10, American Indian students showed greater increases than in all other reported years since 2006-7 combined.

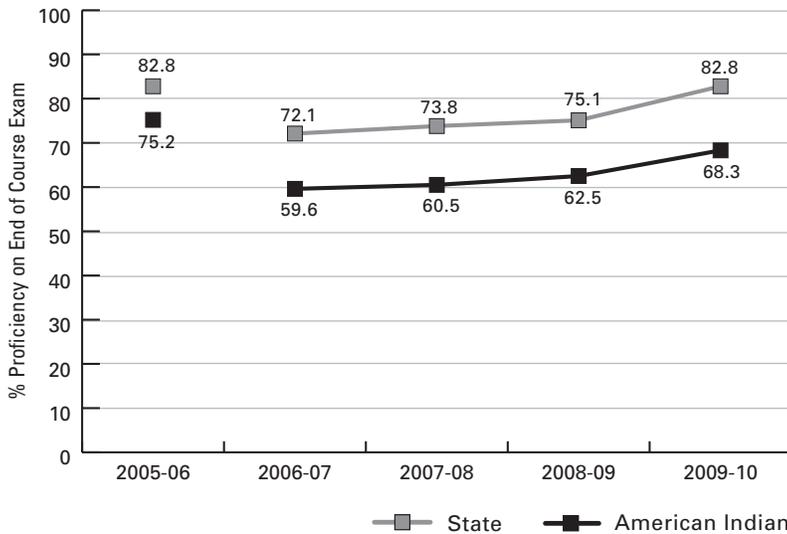
BIOLOGY



American Indian students' proficiency on the Biology End-of-Course test increased by 10.4 percent, to 72.7, 8.5 percent behind the state population. This gap was an improvement over 2008-9, when the difference between the American Indian and state population's proficiency on the Biology EOC was 9.7 percent, and the smallest gap since 2006-7.

ENGLISH I

Percent Proficiency on End of Course Exam

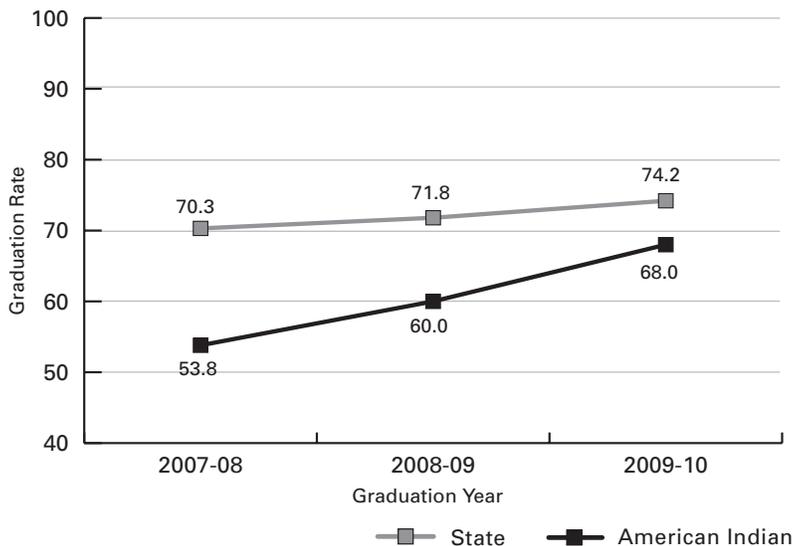


American Indian students increased proficiency by 5.8 percentage points in 2009-10. However, this was less than the overall state population's increase of 7.7 percent. As a result, the gap between American Indian and the state population grew to 14.5 from 12.6 percentage points in 2008-9.

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

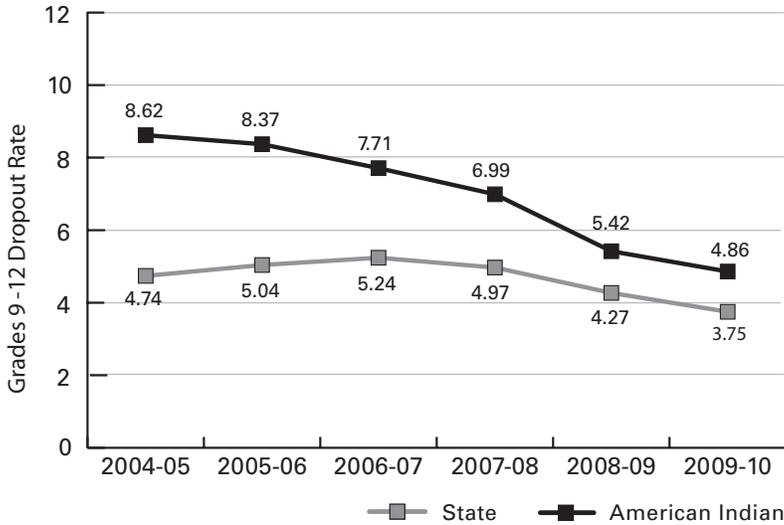


In 2009-10, American Indian students posted their highest graduation rate in the past three years, at 68 percent, a significant increase over 60 percent in 2008-9. This also represents the smallest gap between American Indian students and the state population since 2007-8. Although American Indian students' graduation rate is still 6.2 percentage points below the state population, this cuts last year's gap nearly in half (11.8%). American Indian students' graduation rate has continued to increase more rapidly over the displayed three-year period than that of the state population.

High School Drop-Out Rates

While the percentage of American Indian students leaving school without graduating continued to decline in 2009-10, the rate still exceeds the state average.

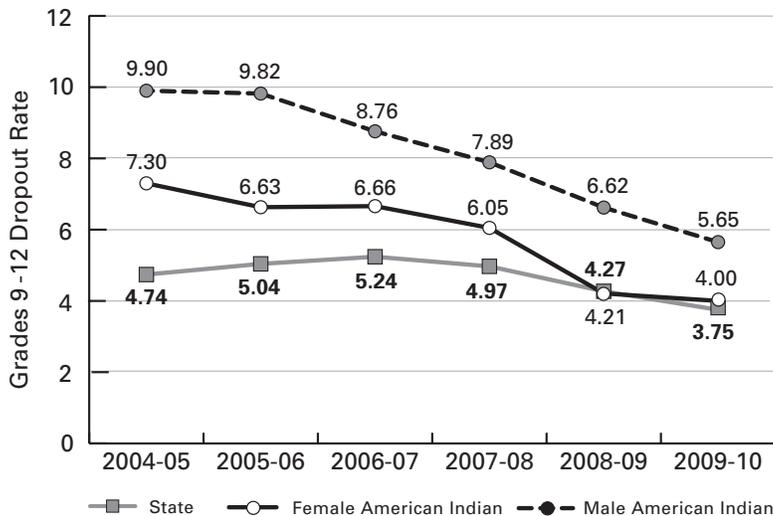
GRADES 9-12 DROP-OUT RATES



The high school drop-out rate for American Indian students continued to decrease at a faster rate than the state average (lowering by 3.76 percentage points over the last five years compared to the state average lowering by 0.99 percentage points over the same time period).

The drop-out rate for American Indian students is still 1.11 percentage points higher than the state average in 2009-10. However, in addition to both populations posting the lowest dropout rates in six years, 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 their lowest drop-out rate in six years (4.00%), lower than the American Indian males but just slightly above the state average.

The drop-out rate for American Indian males continued a six-year downward trend, but still exceeds the state average by 1.9 percentage points. This was better than the 2008-9 gap of 2.35 percentage points.

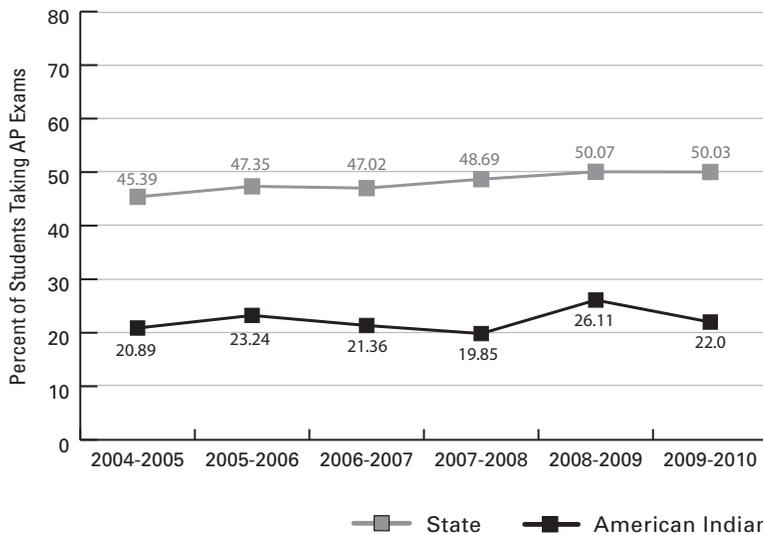
Advanced Placement Courses

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.

After rising to its highest level in four years in 2008-9, the percentage of American Indian students taking the AP exam decreased in 2009-10.

Over the past six years, the number of students taking the AP exam in NC has either increased or remained steady, while relatively fewer American Indian students have taken the AP exam for college credit. About the same percentage of students in the state took the exam in 2009-10 (50.03%) as compared to 2008-9 (50.07%). This rate is more than twice as high as the American Indian population (22.0%).

NC ADVANCED PLACEMENT EXAMINEES



Since 2004-05 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.

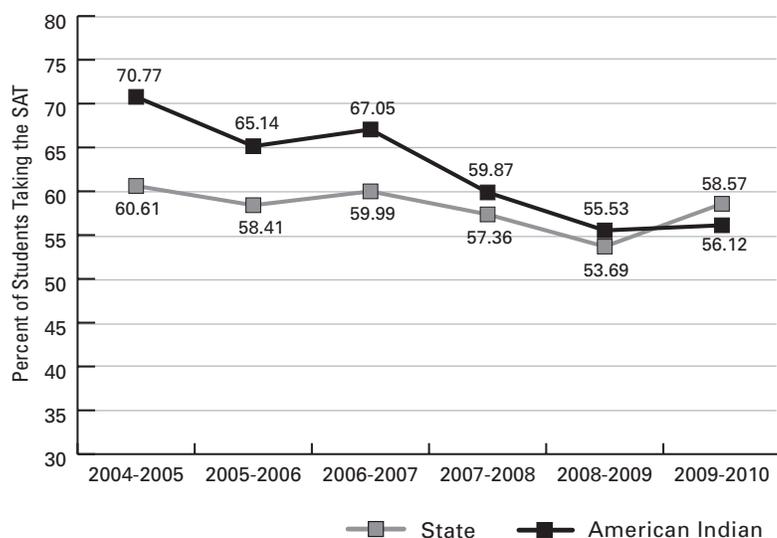
Students in the state take AP exams at approximately twice the rate of American Indian students.

SAT Scores

The SAT measures the verbal and math abilities that 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.

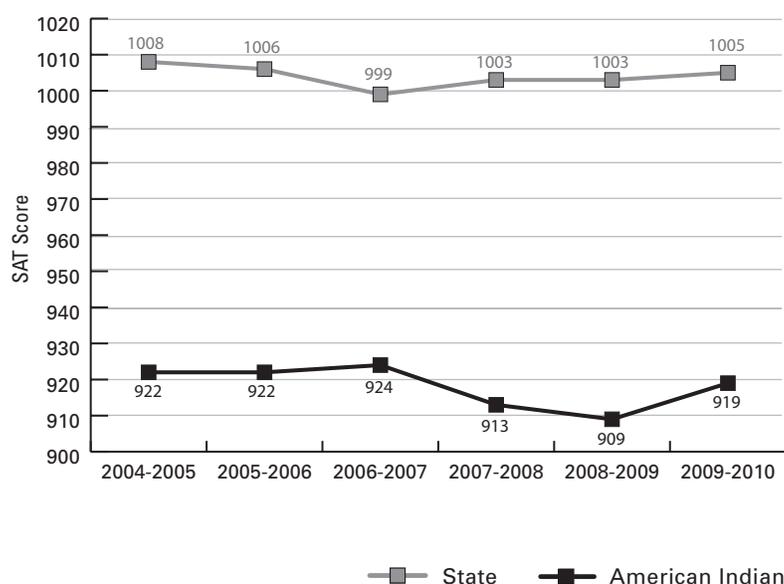
NC STUDENTS TAKING THE SAT



The percent of students taking the SAT increased for both the American Indian population and across the state overall.

The percentage of American Indian students taking the SAT rose 0.59 percentage points in 2009-10. However, the percent of American Indian students taking the SAT (56.12%) fell below the state percentage (58.57%) for the first time in six years.

NC SAT SCORES



American Indian students' average SAT score increased for first time since 2006-7, while the average score of the state population remained almost the same.

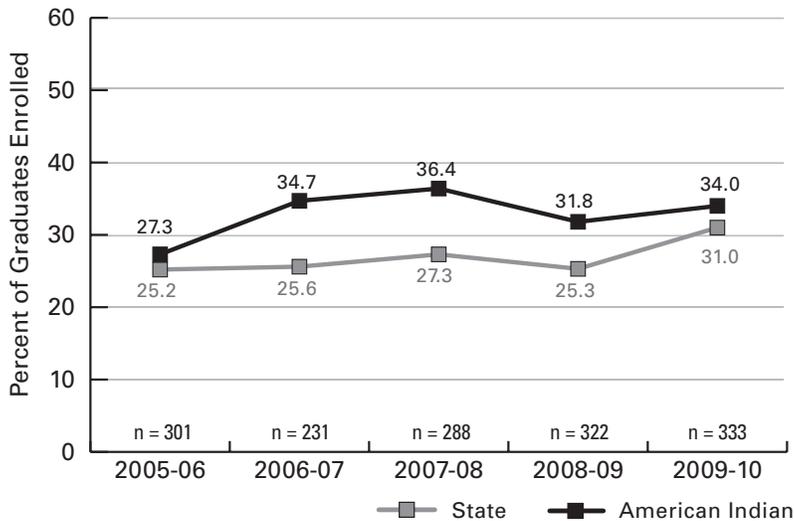
In 2009-10, American Indian students scored 86 points below the state population on the SAT. However, the gap between the American Indian average and the state average was less than in 2008-9 (94 points).

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

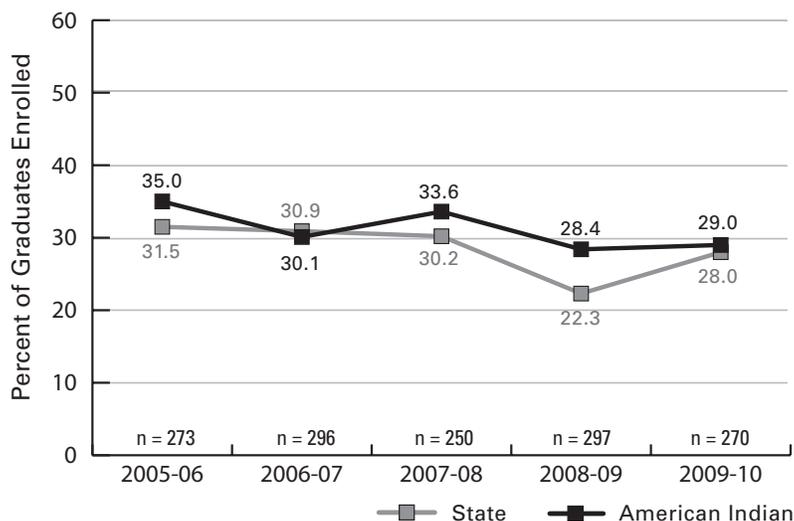


American Indian students in NC continued to enroll in NC community colleges at a greater percentage than the overall state population. In 2009-10, there was 3 percentage point increase in American Indian enrollment from 2008-09.

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



The percentage of American Indian students enrolling in UNC System schools was slightly higher than the overall state population for the 2010 academic year.

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

- In Year 1, the 2007 cohort's retention rate (76.3%) was only 5 percentage points below the general population. However, retention rates for the 2007 cohort declined from Year 1 to Year 2. 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
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
2007	337	76.3	64.1	NA	NA	81.3	72.2	NA	NA
2008	309	72.8	NA	NA	NA	82.7	NA	NA	NA

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
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
2003	290	25.5	43.8	47.9	53.1	34.9	54.2	58.8	63.4
2004	316	28.5	45.3	NA	NA	35.2	54.2	NA	NA

Source: www.northcarolina.edu/ira/ir/analytics

EAST CAROLINA UNIVERSITY

- The 2007 American Indian cohort at ECU had lower retention rates in Year 1 (61.5%) and Year 2 (46.2%) than any cohort since 2003. The cohort retention rates for American Indian students at ECU often fall below the general student population. Retention rates of American Indian students are more 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 2003 cohort's four-year (OUI) graduation rate increased by 6.2 percentage points from the 2002 cohort's rate. Graduation rates for American Indian students at ECU in Year 4 rose just above the general population for the first time since the data below was reported.

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
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
2007	26	61.5	46.2	NA	NA	75.9	68.0	NA	NA
2008	22	50.0	NA	NA	NA	78.8	NA	NA	NA

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
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
2003	20	30.0	45.0	45.0	55.0	29.9	51.1	56.8	61.5
2004	23	26.1	52.2	NA	NA	29.2	50.8	NA	NA

NORTH CAROLINA STATE UNIVERSITY

- The 2007 cohort of American Indian students boasted strong retention rates over a two-year span, demonstrating an improvement over the 2005 and 2006 Year 1 cohort rates. In Year 1 (OUI) their 82.1 percent retention rate was, on average, just seven percentage points below the general population. However, their Year 2 rate was less on par with their peers.
- The 2003 American Indian cohort's four-year graduation rate decreased 12.1 points below the 2002 rate. It was also 10.7 percentage points below the general population's four-year rate for that time period.

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
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	82.9
2005	33	78.8	66.7	NA	NA	89.4	82.7	78.9	84.3
2006	21	81.0	76.2	71.4	71.4	89.2	82.0	77.5	82.6
2007	28	82.1	71.4	NA	NA	89.6	83.6	NA	NA
2008	31	93.5	NA	NA	NA	90.9	NA	NA	NA

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
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
2003	26	30.8	53.8	61.5	69.2	41.5	67.8	73.2	78.0
2004	33	57.4	66.7	NA	NA	41.3	67.0	NA	NA

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

- The two-year retention rates for the 2007 cohort were consistently above 80%. The retention rates for the general UNC-CH population generally fall at or above 90%.
- Nineteen of the thirty students in the 2003 American Indian cohort graduated after four years (65.6%). Although UNC-CH tends to graduate American Indians students at a lower rate than the general population, the 2003 cohort posted the second highest four-year graduation rate (63.3 %) over the six-year span reported below. The cohort's five and six-year graduation rates inched even closer to the general population's rates for that year (2003).

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
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	89.3	91.0
2006	32	93.8	90.6	81.3	84.4	96.5	93.1	88.9	90.7
2007	35	85.7	88.6	NA	NA	96.2	92.6	NA	NA
2008	31	83.9	NA	NA	NA	95.7	NA	NA	NA

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
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
2003	30	63.3	80.0	80.0	0.0	72.2	83.4	84.9	86.3
2004	33	57.6	69.7	NA	NA	74.4	85.4	NA	NA

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, but still remain higher than the overall rate.
- Only 21.6% of the 2003 cohort graduated after four years. However, this was a 5.3 percentage point increase over the 2002 cohort's four-year graduation rate. American Indian students at UNC-P post the highest graduation rates at year six. For the 2002 cohort, that was 41.6% (OUI), 7.5 percentage points 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
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	56.7	71.5	50.8	46.2	55.0
2007	141	77.3	58.2	NA	NA	67.3	49.6	NA	NA
2008	149	71.8	NA	NA	NA	67.5	NA	NA	NA

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
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
2003	125	21.6	36.8	41.6	44.8	16.4	30.0	34.1	40.4
2004	142	19.7	38.7	NA	NA	15.2	31.8	NA	NA

WESTERN CAROLINA UNIVERSITY

- The 2007 cohort of American Indian students at Western Carolina dramatically reversed the multi-year trend of posting lower retention rates than the general student population during Year 1 and 2 of their enrollment. Their Year 1 rate of 75% retention was almost thirty percentage points better than the 2006 cohort.
- Four-year graduation rates for American Indian students are lower than for the general population. For example, the 2003 cohort had a 17.6% four-year graduate rate, as compared to 26.4% for the general population during that same cohort year. However, the five-year graduation rate for American Indian students in that group (47.1%) was actually higher than the general population's five-year rate (44.7%). This also represented an improvement over the year before.
- When interpreting the data below, please note the relatively small number of American Indian students attending this institution. For example, in the 2003 cohort, n=17.

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
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	31.8	13.6	71.3	59.9	55.1	63.2
2006	11	45.5	54.5	27.3	27.3	66.5	55.5	51.9	62.7
2007	20	75.0	70.0	NA	NA	71.5	60.2	NA	NA
2008	8	50.1	NA	NA	NA	76.2	NA	NA	NA

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
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	45.0	49.5	54.7
2003	17	17.6	47.1	47.1	47.1	26.4	44.7	48.8	54.6
2004	16	25.0	25.0	NA	NA	28.3	46.8	NA	NA

2011 REPORT TO THE NORTH CAROLINA BOARD OF EDUCATION

LEA PROFILES



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.

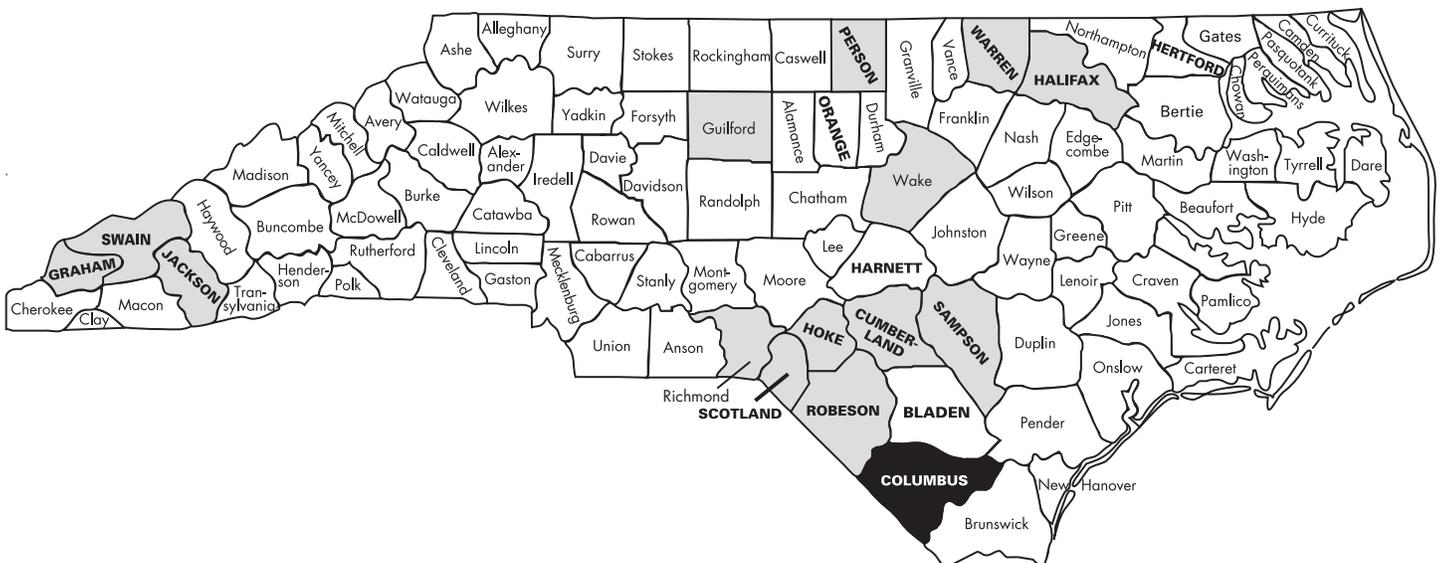
Cultural Awareness

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>



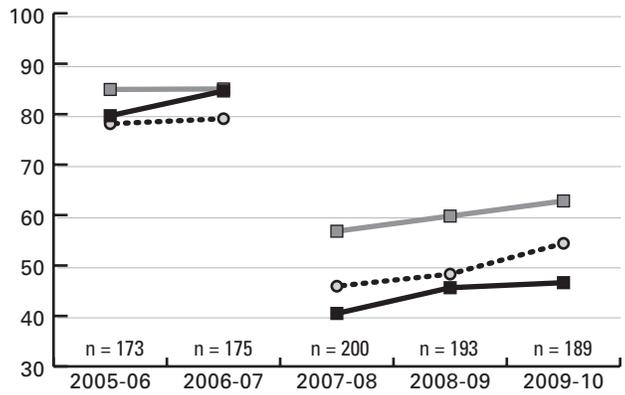
COLUMBUS COUNTY

Reading and Math End of Grade Tests

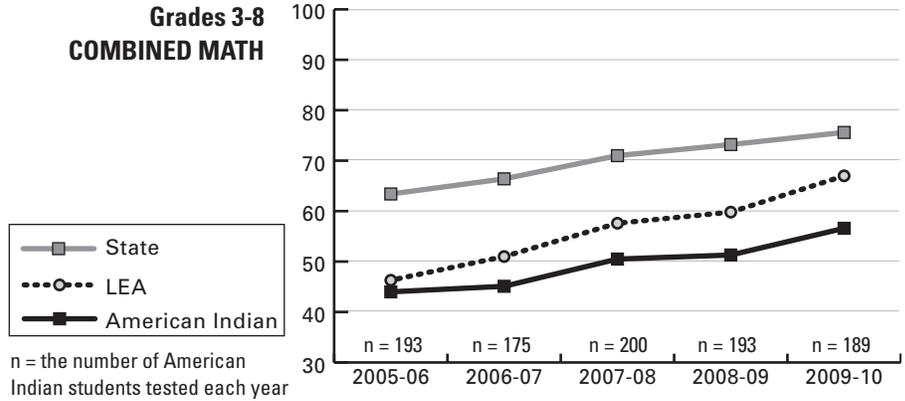
The reading achievement of American Indian students in Columbus County showed a very slight increase in 2009-10. However, both the county and state populations demonstrated greater rates of improvement. This caused the gap between American Indian students and both of these groups to widen. American Indian students showed the most improvement in 6th and 7th grade, but other grade levels either declined or held steady.

In 2009-10, American Indian students in Columbus County improved their EOG math performance, although they continued to trail their LEA and state counterparts. However, although a major test score gap still exists between the state population and local American Indian students, it was slightly minimized because of the faster rate of improvement achieved by American Indian students. The greatest improvement within that group was demonstrated in 7th and 8th grade.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	86.2	72.0	43.9	56.3	38.5	75.5	72.4	46.7	43.2	53.8
	N Tested	29	25	41	32	26	493	514	548	533	559
4	% Grade Level	77.8	96.7	43.5	60.0	60.6	75.2	83.1	46.0	56.0	57.1
	N Tested	27	30	23	40	33	468	449	500	536	461
5	% Grade Level	86.4	90.0	33.3	42.3	39.5	82.1	85.0	45.1	44.6	54.1
	N Tested	22	30	36	26	38	548	454	466	502	514
6	% Grade Level	77.1	88.0	32.4	32.4	46.2	74.0	78.9	46.2	52.0	56.6
	N Tested	35	25	34	37	26	523	554	517	477	486
7	% Grade Level	87	85.4	58.6	32.1	51.3	78.0	86.7	46.7	46.1	55.5
	N Tested	23.0	41	29	28	39	531	498	520	523	474
8	% Grade Level	75.7	79.2	35.1	46.7	40.7	82.6	82.1	44.4	47.9	50.1
	N Tested	37	24	37	30	27	535	497	486	520	509

EOG MATHEMATICS, Percent of Students At/Above Grade Level

COLUMBUS COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	56.0	73.2	68.8	57.7	NA	58.1	62.3	62.5	69.1
	N Tested	NA	25	41	32	26	NA	515	549	534	560
4	% Grade Level	55.2	40.0	56.5	50.0	54.5	49.3	56.1	55.0	61.9	68.0
	N Tested	29	30	23	40	33	471	449	502	538	462
5	% Grade Level	42.3	33.3	30.6	42.3	42.1	50.5	49.0	57.0	53.5	62.1
	N Tested	26	30	36	26	38	548	455	467	505	514
6	% Grade Level	46.2	64.0	55.9	51.4	46.2	45.2	54.2	55.3	63.5	62.0
	N Tested	39	25	34	37	26	522	554	517	479	490
7	% Grade Level	37.0	43.9	48.3	50.0	66.7	38.9	52.0	60.1	58.0	73.3
	N Tested	27	41	29	28	39	532	498	521	522	475
8	% Grade Level	21.1	37.5	37.8	43.3	74.1	38.6	44.4	55.2	59.4	67.8
	N Tested	38	24	37	30	27	536	498	484	522	510

COLUMBUS COUNTY

End of Course Tests

In 2009-10, American Indian, LEA, and state scores all increased in Algebra I, with American Indian students showing a ten percentage point gain over 2008-9. However, American Indian students have performed well below their local and state counterparts on the Algebra I EOC since 2005-6, and although this gap was narrowed this year, it still remains.

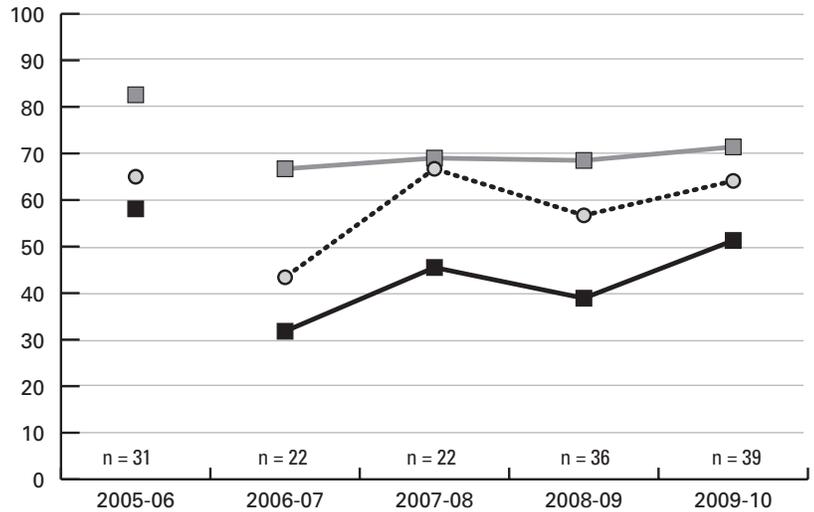
After a significant decline in performance on the 2007-08 Biology EOC, Columbus County American Indian students' scores rebounded in 2009-10, rising enough to come just below to the LEA and state population results.

Columbus County American Indian students' scores on the English I EOC were unchanged in 2009-10, lagging behind the LEA and state results. Their LEA counterparts showed greater growth, increasing the difference between those populations.

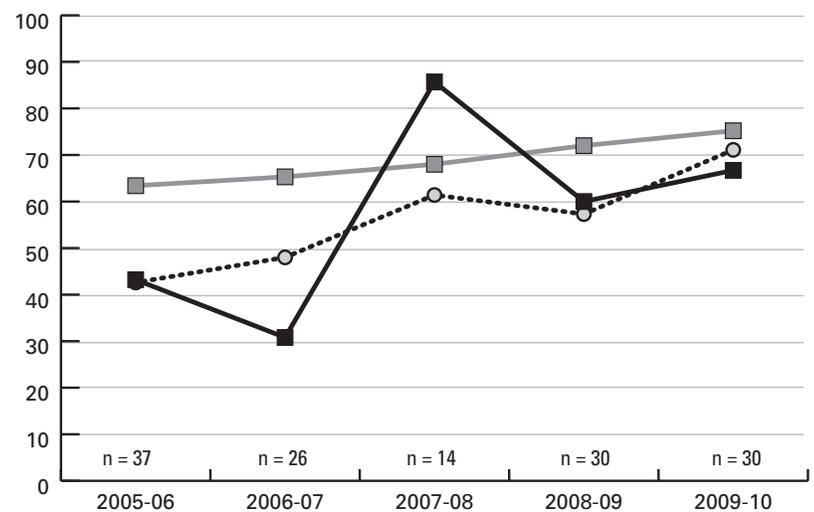


n = the number of American Indian students tested each year

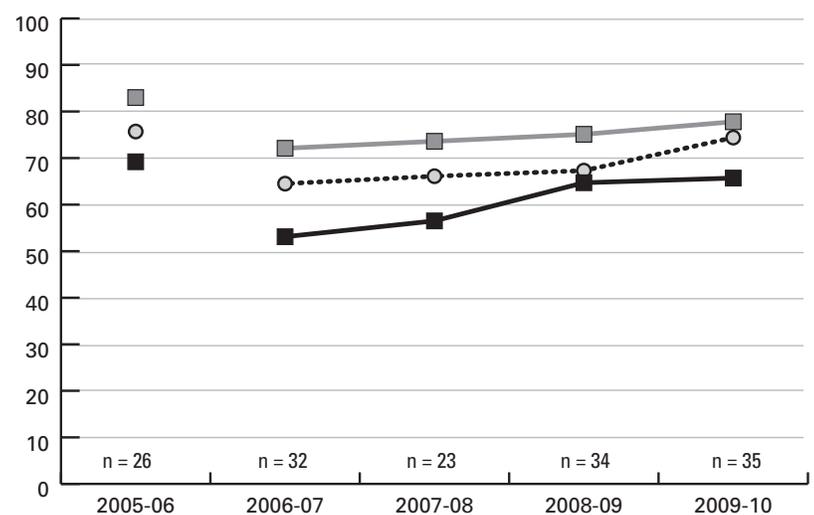
ALGEBRA I



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 continued to decrease in 2009-10, while local and state students' graduation rates continued to increase. Currently, American Indian students graduate at a lower rate than both Columbus County students and state students.

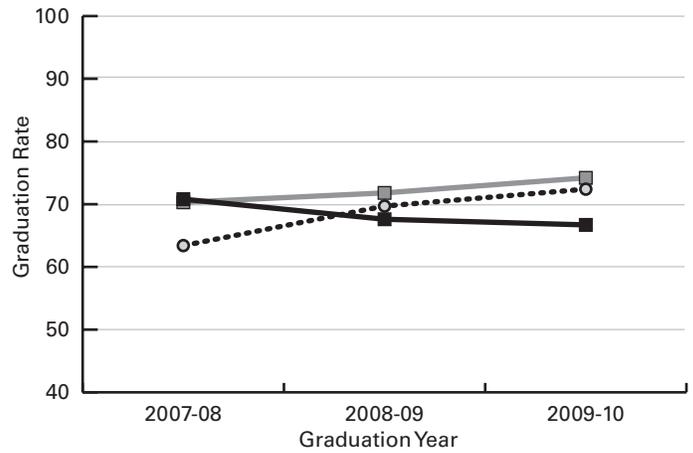
The dropout rate for American Indian students in Columbus County continued to rise in 2009-10, remaining slightly higher than the LEA dropout rate and rising above the state rate for the first time since 2006-7.

NC community college attendance for American Indian students in Columbus County 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.

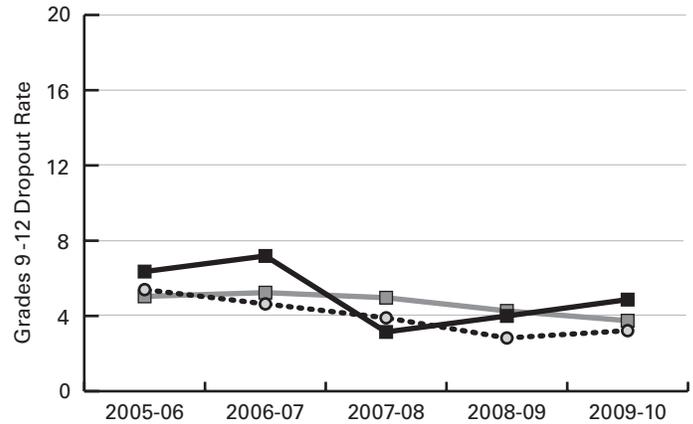


n = the number of American Indian students attending

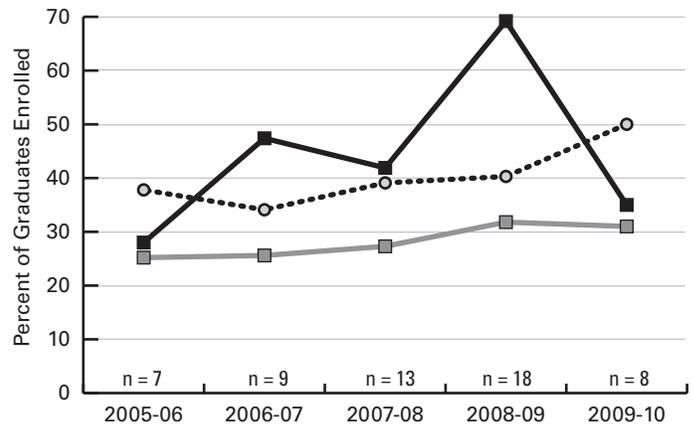
4-YEAR COHORT GRADUATION RATES



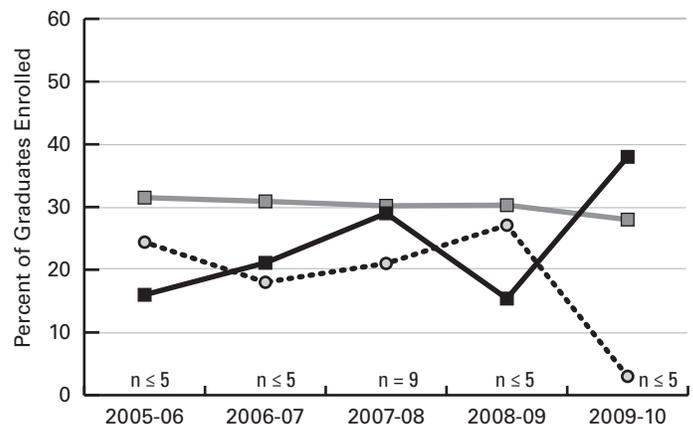
DROPOUT RATES



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

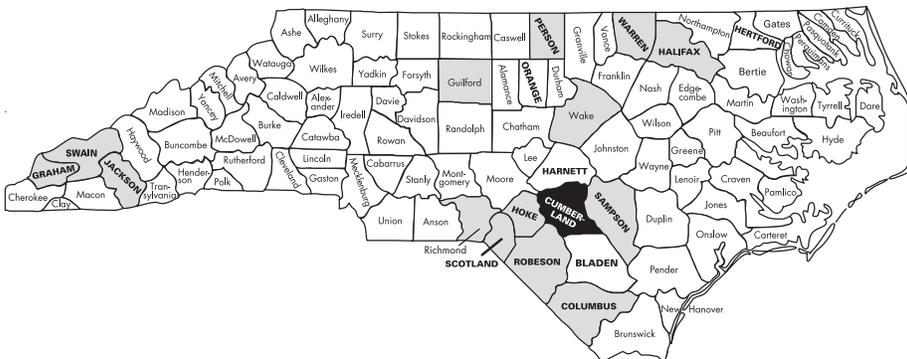
The Partnership for Children (Smart Start) and the Office of Indian Education/CCS have joined forces to service and help prepare AI children for successful entry into Kindergarten. Native Circles works closely with AI families throughout Cumberland County; providing instructions to parents with age appropriate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

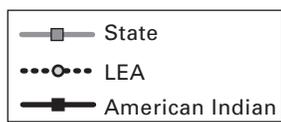
This funding supports efforts to continually decrease the dropout rate among AI students at South View, Grays Creek, Douglas Byrd and Cape Fear High schools. This program has one Coordinator and two Academic Advisors who work directly with the four high schools. AI students complete and adhere to a four-year 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

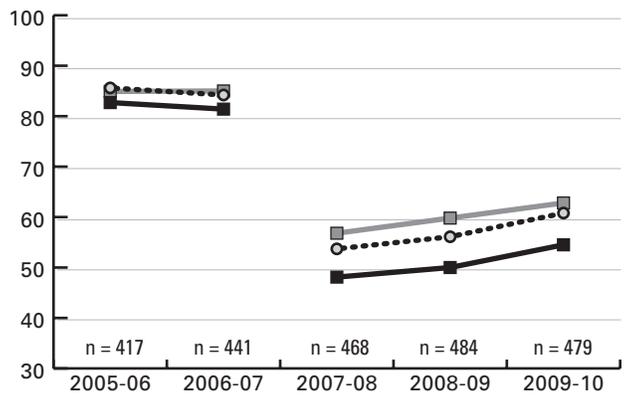
Reading and Math End of Grade Tests

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. However, in 2009-10, American Indian students just barely fell below their LEA counterparts in Math.

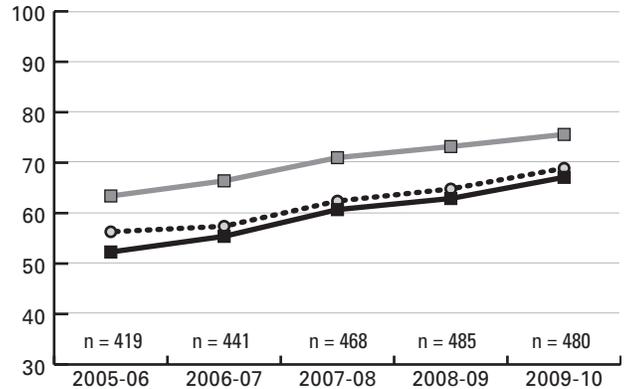


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	75.0	80.2	39.5	40.5	56.8	83.2	82.0	52.4	54.1	60.1
	N Tested	60	86	76	79	81	3945	3837	3977	3990	4043
4	% Grade Level	84.7	80.6	58.3	45.6	54.1	81.3	85.6	58.0	59.2	63.6
	N Tested	85	62	84	90	74	3680	3834	3785	3930	3777
5	% Grade Level	92.6	93.0	38.5	50.0	55.4	89.0	90.7	53.3	55.1	60.4
	N Tested	68	86	65	88	74	3819	3613	3957	3752	3862
6	% Grade Level	74.4	81.7	61.2	56.5	62.0	82.8	82.5	58.7	61.3	66.2
	N Tested	82	71	85	69	92	3806	3705	3621	3880	3712
7	% Grade Level	81.4	77.3	43.1	60.5	39.7	88.0	87.6	48.0	53.3	55.9
	N Tested	59	75	72	81	73	3868	3733	3833	3600	3914
8	% Grade Level	88.9	83.6	44.2	48.1	56.5	88.7	88.5	52.0	53.2	59.0
	N Tested	63	61	86	77	85	4002	3845	3885	3790	3578

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CUMBERLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	61.6	68.4	67.1	69.1	NA	61.7	65.7	66.7	71.8
	N Tested	NA	86	76	79	81	NA	3845	3977	4000	4058
4	% Grade Level	58.8	50.0	64.3	67.0	76.0	56.7	60.5	65.8	70.3	74.5
	N Tested	85	62	84	91	75	3689	3842	3797	3938	3786
5	% Grade Level	57.4	60.5	49.2	65.9	70.7	56.2	57.6	62.5	64.5	71.0
	N Tested	68	86	65	88	75	3839	3629	3961	3761	3881
6	% Grade Level	52.4	54.9	57.6	50.7	55.4	56.7	56.5	59.8	60.5	63.8
	N Tested	82	71	85	69	92	3807	3718	3624	3880	3717
7	% Grade Level	54.2	53.3	62.5	63.0	59.7	55.4	57.8	59.6	62.8	64.0
	N Tested	59	75	72	81	72	3874	3737	3838	3601	3907
8	% Grade Level	42.9	57.4	60.5	61.0	72.9	52.9	57.7	60.9	63.9	68.3
	N Tested	63	61	86	77	85	4004	3845	3885	3792	3585

CUMBERLAND COUNTY ALGEBRA I

End of Course Tests

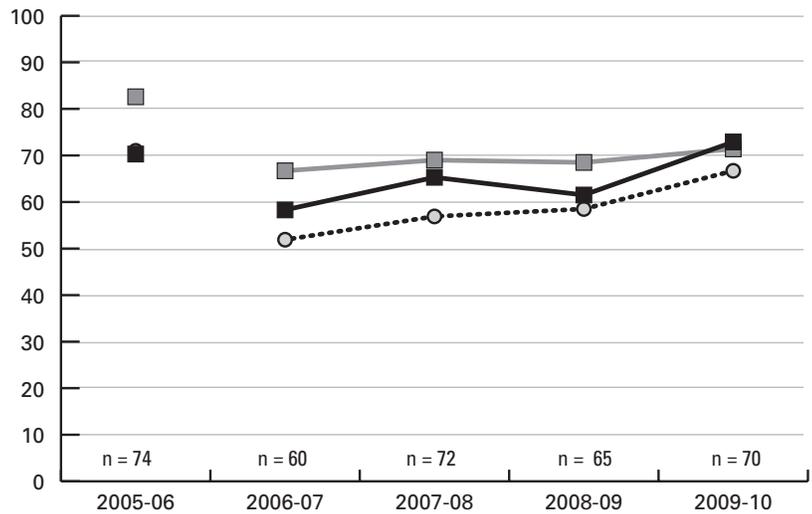
In 2009-10, American Indian students' performance on the Algebra I EOC rebounded to rise above both the LEA and the state performance. This means that American Indian students' performance exceeded state scores for the first time in the past five years.

This trend continued on the Biology EOC, where Cumberland County American Indian students achieved at or above the same level as other students in the county and state. This closed the gap between American Indian students and their counterparts for the first time in the past five years.

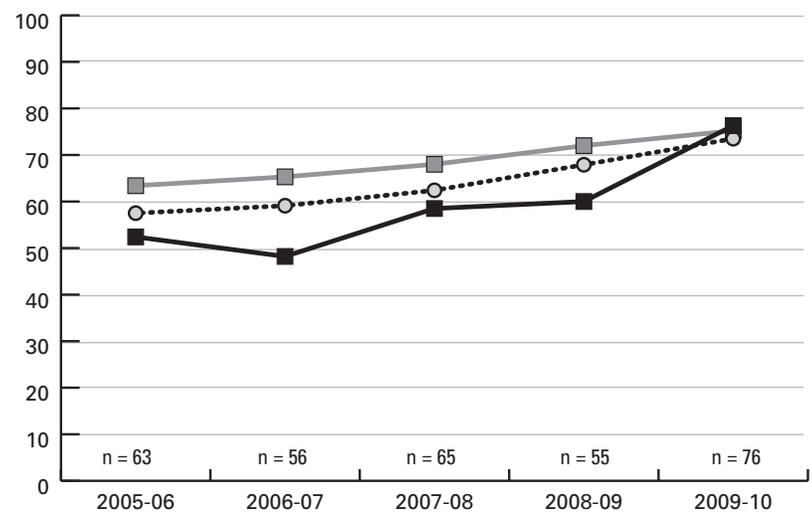
The percentage of Level III Cumberland County American Indian students on the English I EOC continued to drop in 2009-10, remaining slightly below state and county students. This marks the third year in a row that Cumberland County students' proficiency levels decreased.



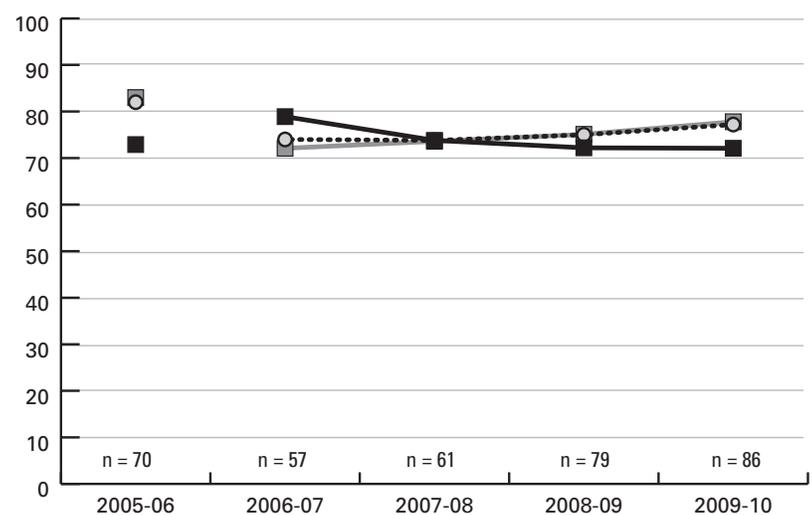
n = the number of American Indian students tested each year



BIOLOGY



ENGLISH I



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

CUMBERLAND COUNTY

High School Completion and College Enrollment

Four-year cohort graduation rates for Cumberland County American Indian students increased slightly in 2009-10, continuing the upward trend seen in the previous year. 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. This gap increased in 2009-10.

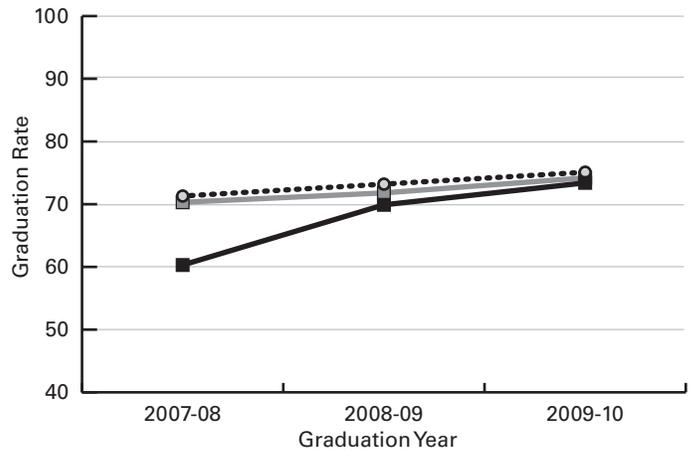
NC community college attendance for American Indian students in Cumberland County decreased at a rate similar to the LEA population. For the fifth consecutive year this rate remained below the state enrollment percentage.

The percentage of American Indian students' attending UNC System Schools in 2009-10 fell greater than the state percentage.

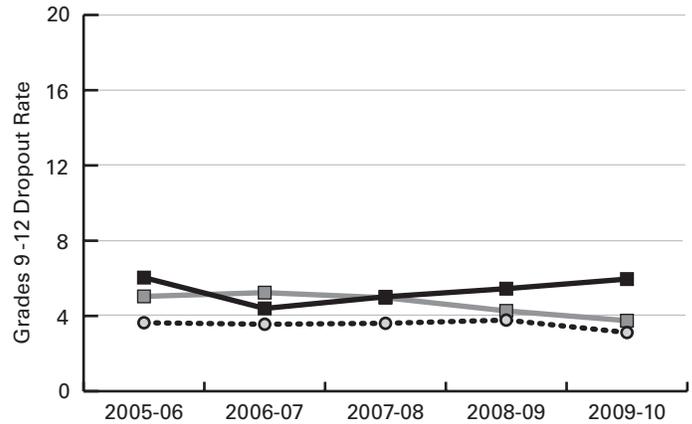


n = the number of American Indian students attending

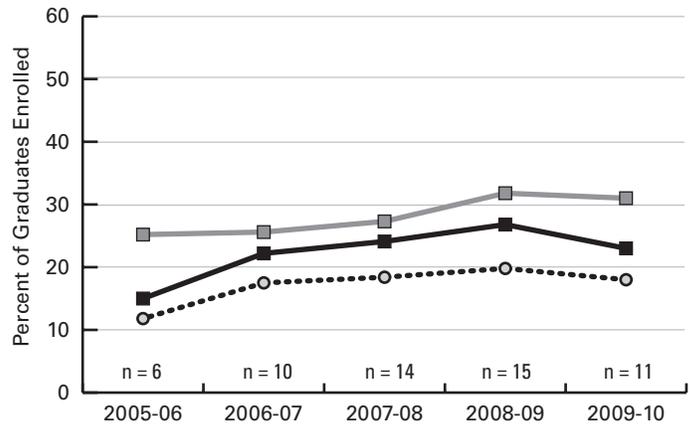
4-YEAR COHORT GRADUATION RATES



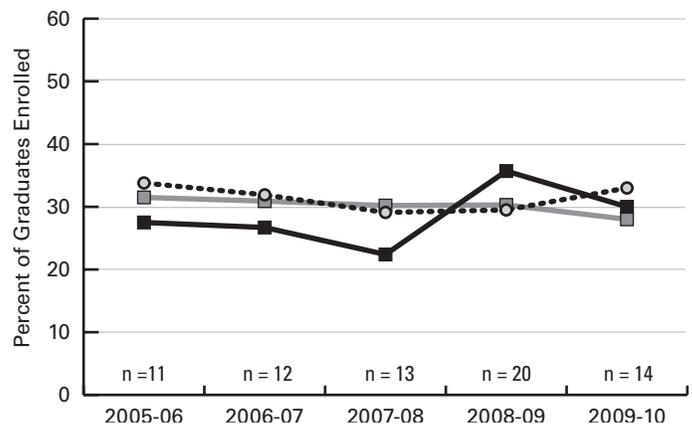
DROPOUT RATES



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

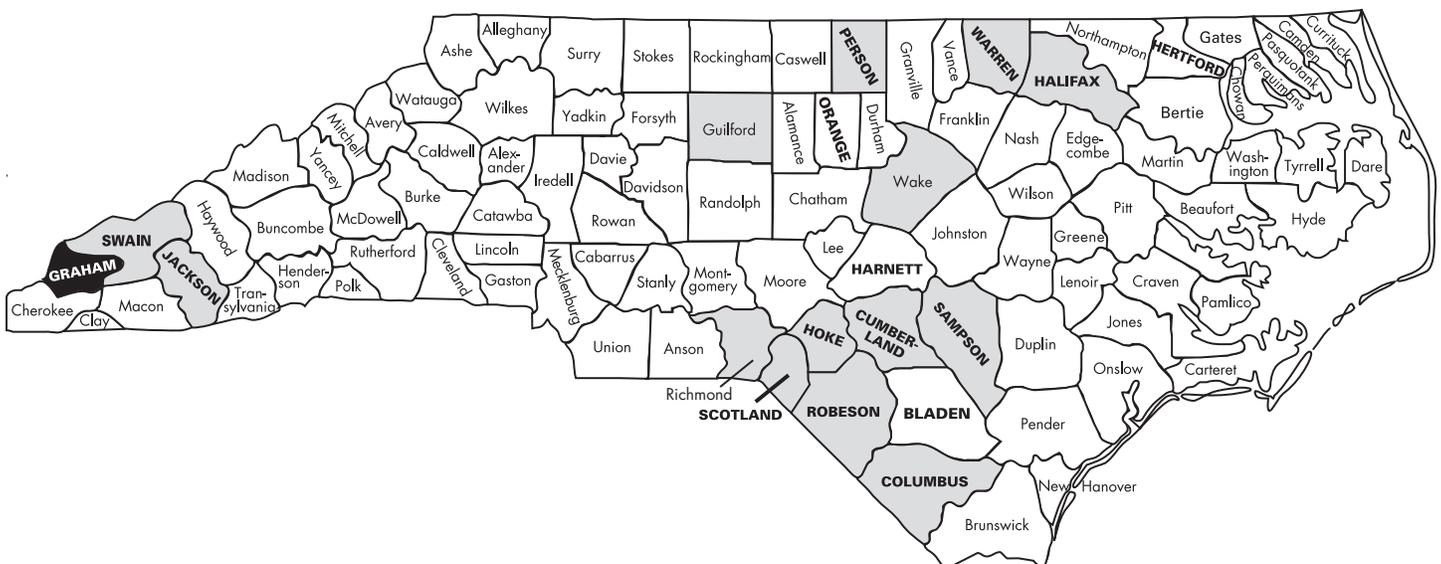
The mission of the Graham County Schools Indian Education Program is to provide an environment which develops capable, highly skilled citizens who can compete in the 21st century.

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/>



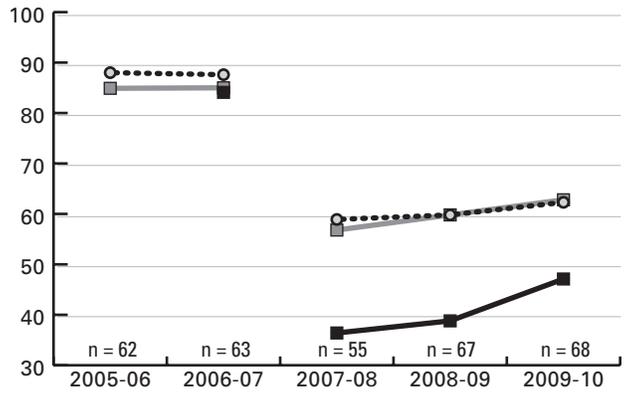
GRAHAM COUNTY

Reading and Math End of Grade Tests

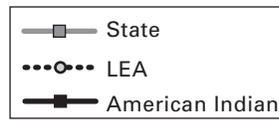
In 2009-10, the reading achievement of Graham County's American Indian students in grades 3-8 improved, bringing them closer to other students in the LEA and the state. Although LEA and state results also rose, the gap between American Indian students and their counterparts was significantly reduced.

Math achievement for American Indian students also improved, bringing them up to the same level as their local and state counterparts. This put American Indian students on par with the state for the first time since 2006-7.

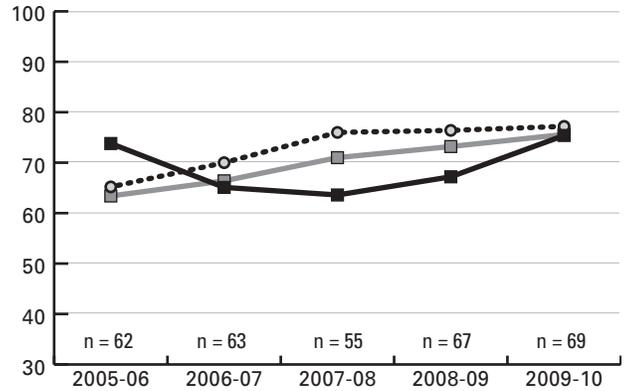
**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year



EOG READING, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	57.1	71.4	50.0	91.7	NA	56.0	79.0	76.1	81.0
	N Tested	NA	7	7	14	12	NA	91	100	88	84
4	% Grade Level	75.0	54.5	75.0	83.3	53.3	64.6	66.7	77.8	84.0	80.2
	N Tested	8	11	8	12	15	82	84	81	106	91
5	% Grade Level	72.7	55.6	62.5	50.0	90.9	65.9	71.4	71.1	69.9	78.0
	N Tested	11	9	8	8	11	91	91	76	73	109
6	% Grade Level	37.5	80.0	55.6	75.0	75.0	67.4	80.2	70.0	76.7	78.6
	N Tested	8	10	9	12	8	92	86	90	73	70
7	% Grade Level	88.9	70.0	63.6	66.7	83.3	70.1	75.0	76.4	70.8	70.2
	N Tested	9	10	11	9	12	107	84	89	89	84
8	% Grade Level	92.3	66.7	58.3	75.0	63.6	67.8	72.8	81.2	78.3	75.5
	N Tested	13	12	12	12	11	90	103	85	92	102

EOG MATHEMATICS, Percent of Students At/Above Grade Level

GRAHAM COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	91.7	57.1	42.9	21.4	41.7	80.0	72.5	64.0	53.4	49.4
	N Tested	12	7	7	14	12	90	91	100	88	83
4	% Grade Level	≥ 95	81.8	12.5	41.7	21.4	85.4	84.5	49.4	65.1	61.8
	N Tested	8	11	8	12	14	82	84	81	106	89
5	% Grade Level	≥ 95	≥ 95	50.0	50.0	54.4	92.3	93.2	49.3	63.0	71.3
	N Tested	11	9	8	8	11	91	88	75	73	108
6	% Grade Level	≥ 95	90.0	33.3	66.7	87.5	88.0	96.5	68.2	66.7	80.0
	N Tested	8	10	9	12	8	92	86	88	72	70
7	% Grade Level	88.9	90.0	18.2	33.3	50.0	89.6	91.7	50.6	55.2	53.6
	N Tested	9	10	11	9	12	106	84	89	87	84
8	% Grade Level	≥ 95	91.7	58.3	25.0	45.5	91.1	92.2	69.4	56.5	58.8
	N Tested	13	12	12	12	11	90	103	85	92	102

GRAHAM COUNTY

End of Course Tests

Although American Indian students in Graham County showed slight improvement in performance on the Algebra I EOC test in 2009-10, they still remain over 20 percentage points behind their peers on the state and local level. Only about 45% of American Indian students performed at Level III, as compared to about 70% of their counterparts.

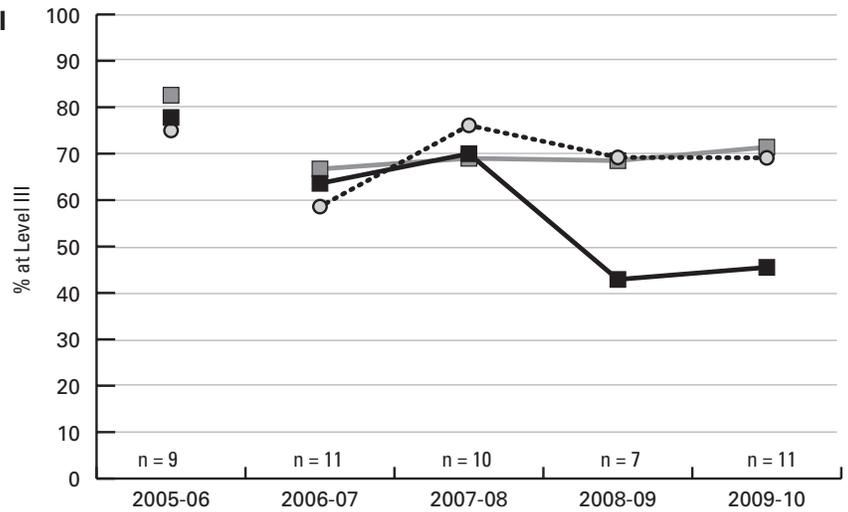
The percentage of American Indian students in Graham County scoring proficient on the Biology EOC continued a downward trend in 2009-10, dropping almost another 25 percentage points below the previous year. This created a significant gap between American Indian students and their peers at the LEA and state level. However, it is important to note that there were a small number of American Indian students taking these exams (n=9).

Although Graham County American Indian students also declined in performance on the English I EOC, they continued to exceed state performance levels for the fifth year in a row. However, dropping about 10 percentage points in average performance meant that American Indian students fell below LEA performance for the first time in several years.

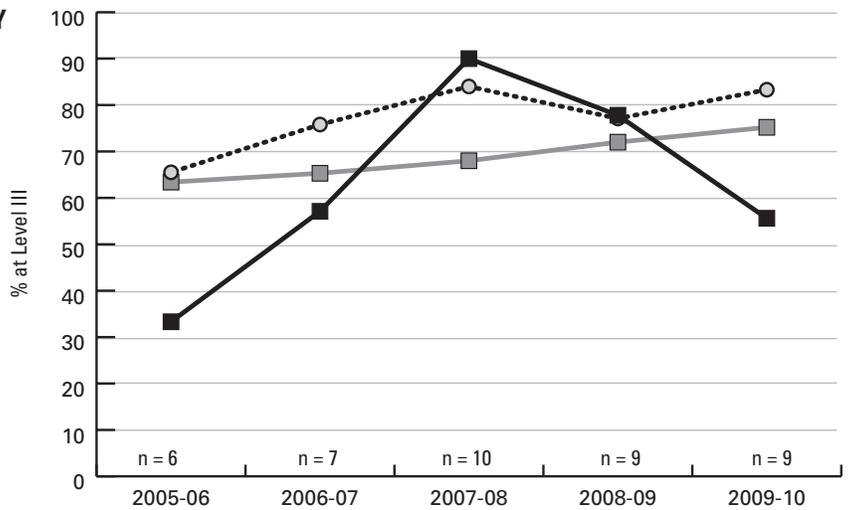


n = the number of American Indian students tested each year

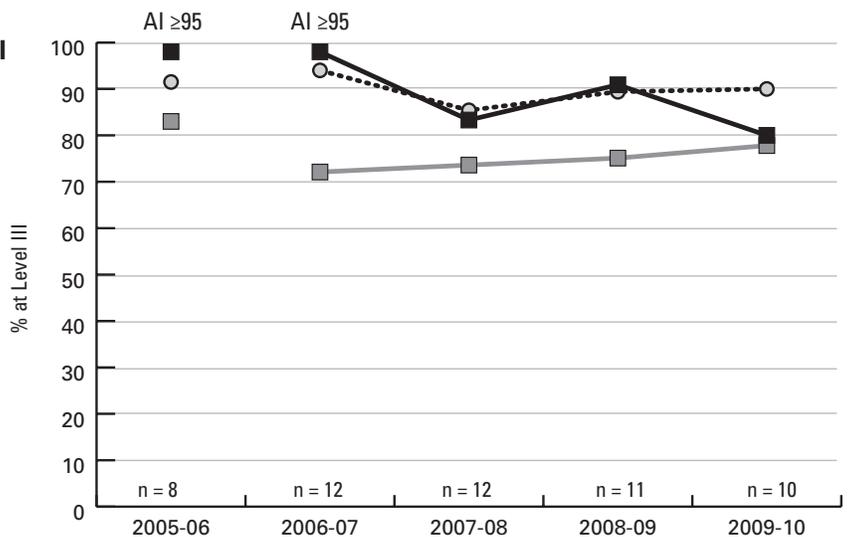
ALGEBRA I



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.

Dropout rates for American Indian students held steady from 2008-9 to 2009-10, remaining roughly on par with their LEA counterparts and coming in below the state 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.

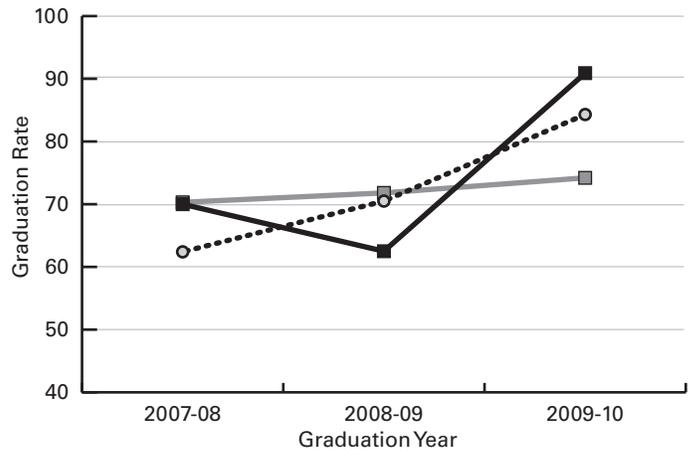
The percentage of American Indian students attending NC community colleges decreased in 2009-10, falling below the state population percentage.

Of the 2009-10 American Indian graduates from Graham County, one enrolled in a UNC system school. 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.

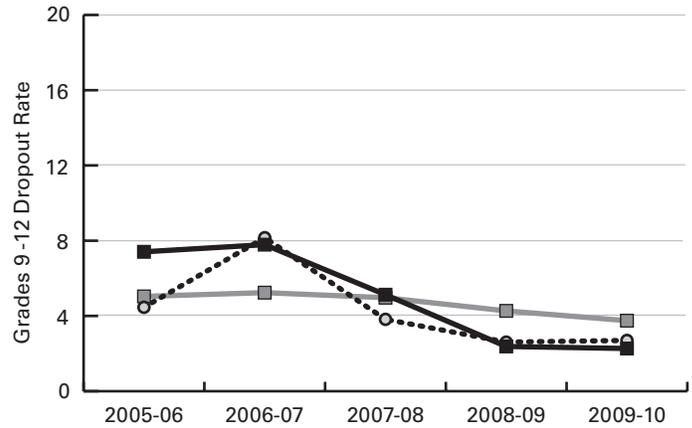


n = the number of American Indian students attending

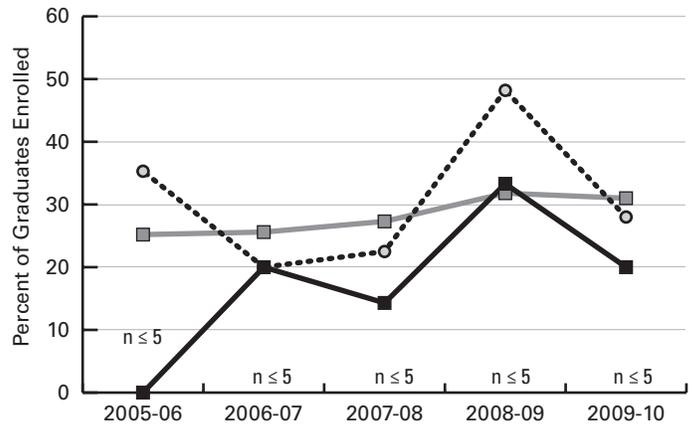
4-YEAR COHORT GRADUATION RATES



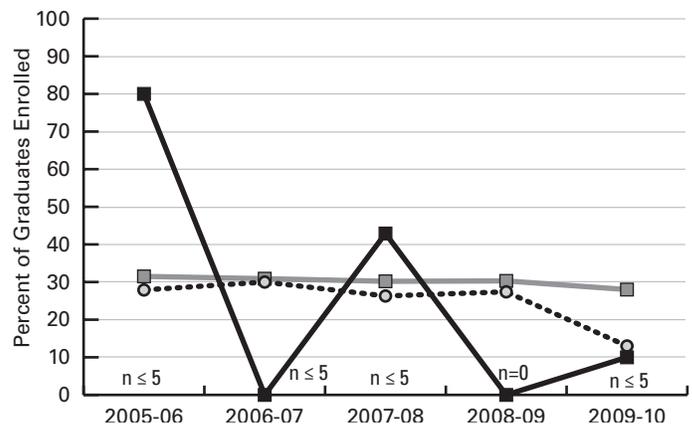
DROPOUT RATES



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 GCS school personnel, to help 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. The small mobile Native American student population enrolled in more than a hundred different Guilford county schools makes our work challenging. However, working to identify, certify and serve all of the district's 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



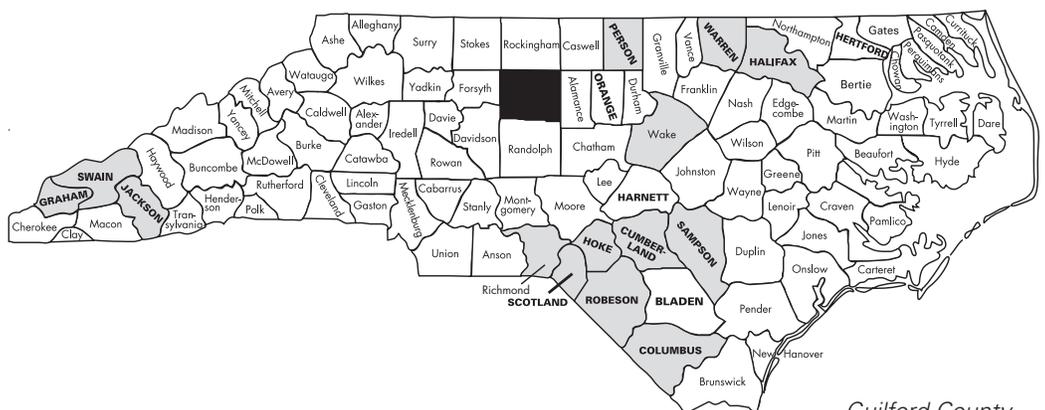
In Guilford County Indian Education is a community effort; it takes all of us working together to serve our Native American students. Collaborations with GCS Character Development and Safe Schools Program, Triad Native American United Methodist Church and Guilford Native American Association have allowed 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. Over the past three years, GCS Indian Education has led collaborations with Guilford Native American Association and The UNC-Chapel Hill Freshman Teaching Fellows/Native American Cultural Diversity Partnership to offer opportunities for shared experiences and knowledge between the college students and GCS middle and high School students. These exchanges are very beneficial to our students.

The work and leadership of the Title VII Parent Committee is essential to the success of Indian Education. In addition to the regular parent meetings, this committee hosts two important events:

- 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>



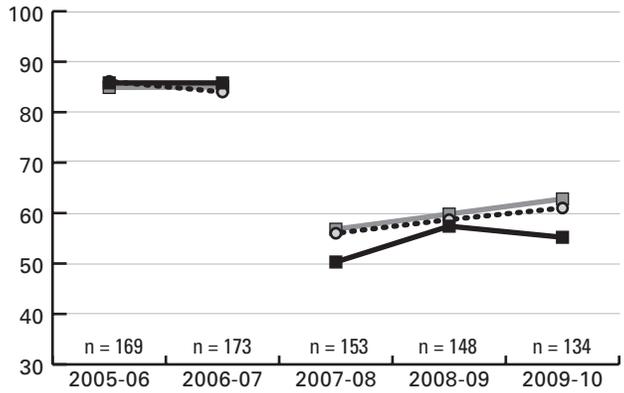
GUILFORD COUNTY

Reading and Math End of Grade Tests

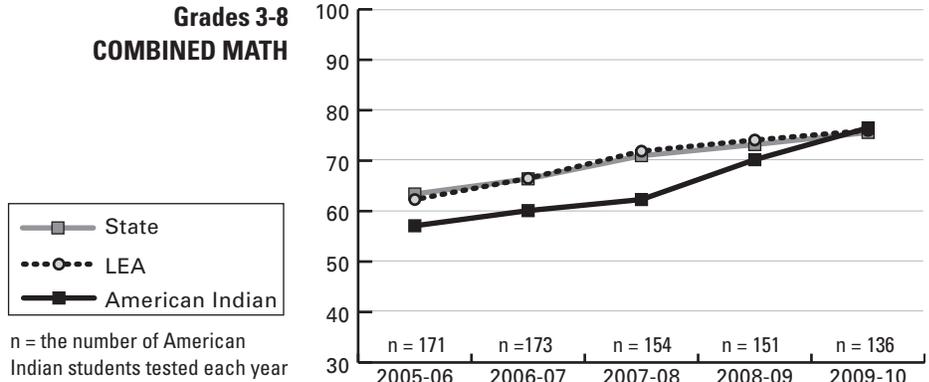
In 2009-10, proficiency rates for Guilford County American Indian students on the Reading EOG decreased, falling below other students in grades 3-8 in Guilford County and the state. This was a decline as compared to proficiency rates that were nearly equal to their peers in 2008-9.

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

**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

GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	90.5	78.1	37.5	58.3	61.1	83.4	82.0	54.2	57.4	56.2
	N Tested	21	32	24	24	18	4979	5063	5119	5228	5246
4	% Grade Level	65.7	95.0	46.4	54.5	47.6	83.8	85.1	58.5	58.9	62.5
	N Tested	35	20	28	22	21	5040	4952	5166	5017	5151
5	% Grade Level	96.2	94.1	65.0	50.0	45.0	89.5	91.0	56.3	58.4	60.6
	N Tested	26	34	20	30	20	5029	4995	5037	5142	5099
6	% Grade Level	96.2	90.9	48.4	76.2	60.7	82.7	84.5	62.2	63.8	68.9
	N Tested	26	22	31	21	28	5059	4898	5007	4989	5153
7	% Grade Level	92.5	84.6	45.8	58.6	54.5	88.5	87.4	52.9	57.7	57.4
	N Tested	40	26	24	29	22	5075	5042	5025	4963	4986
8	% Grade Level	76.2	92.3	61.5	50.0	60.0	87.6	90.3	52.1	56.2	60.1
	N Tested	21	39	26	22	25	5133	5013	5230	5138	5227

EOG MATHEMATICS, Percent of Students At/Above Grade Level

GUILFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	68.8	48.0	76.0	88.9	NA	72.1	74.7	75.7	75.1
	N Tested	NA	32	25	25	18	NA	5098	5154	5270	5282
4	% Grade Level	54.3	60.0	59.3	60.9	81.8	65.2	69.5	73.9	75.3	78.7
	N Tested	35	20	27	23	22	5069	4989	5197	5066	5226
5	% Grade Level	46.2	61.8	76.2	66.7	63.6	62.1	70.9	73.6	75.0	76.8
	N Tested	26	34	21	30	22	5050	5035	5060	5191	5165
6	% Grade Level	69.2	50.0	61.3	72.7	74.1	60.0	66.3	71.9	72.2	72.7
	N Tested	26	22	31	22	27	5082	4920	5031	5006	5192
7	% Grade Level	60.0	57.7	70.8	79.3	81.8	59.9	62.7	69.4	73.6	74.6
	N Tested	40	26	24	29	22	5086	5058	5031	4999	5003
8	% Grade Level	47.6	64.1	61.5	63.6	72.0	57.6	66.1	67.7	72.5	78.3
	N Tested	21	39	26	22	25	5128	5021	5246	5145	5251

GUILFORD COUNTY

End of Course Tests

The 2009-10 school year was another year of growth for American Indian students in Guilford County on the Biology and English I EOC tests. In Algebra I, the percentage of proficient American Indian student declined, but remained on par with LEA results.

Guilford County American Indian students fell below state student proficiency on the Algebra I EOC test, dropping over 10 percentage points since 2008-9.

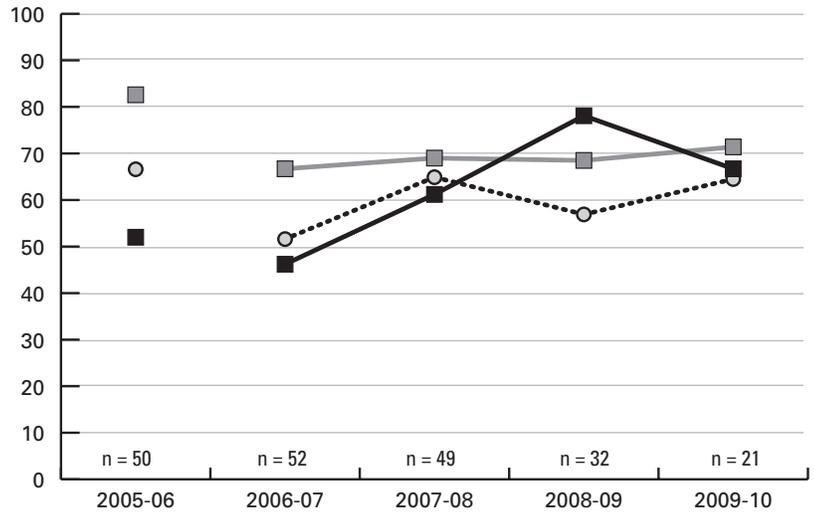
Over 70% of Guilford County American Indian students achieved at Level III on the Biology EOC, equivalent to their LEA counterparts, but just below state students on the same test.

Guilford County's American Indian student population out-performed state and local students in English I for the second consecutive year, with approximately 85 percent of American Indian students achieving proficiency.

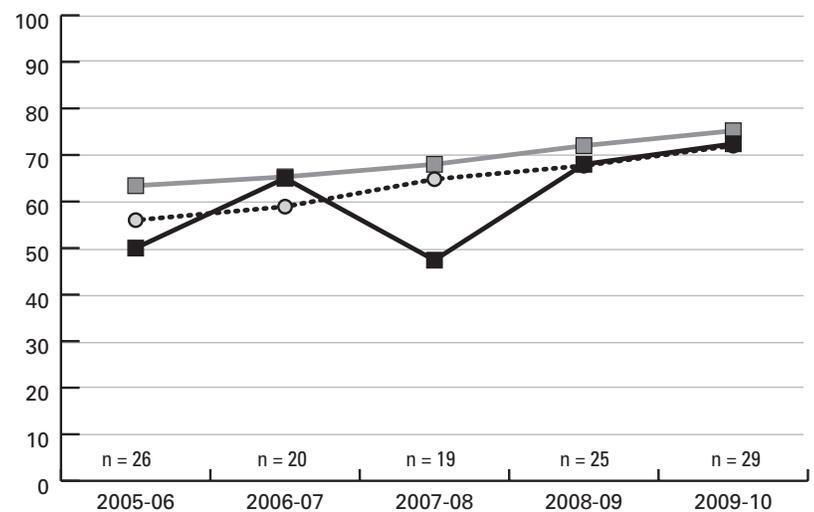


n = the number of American Indian students tested each year

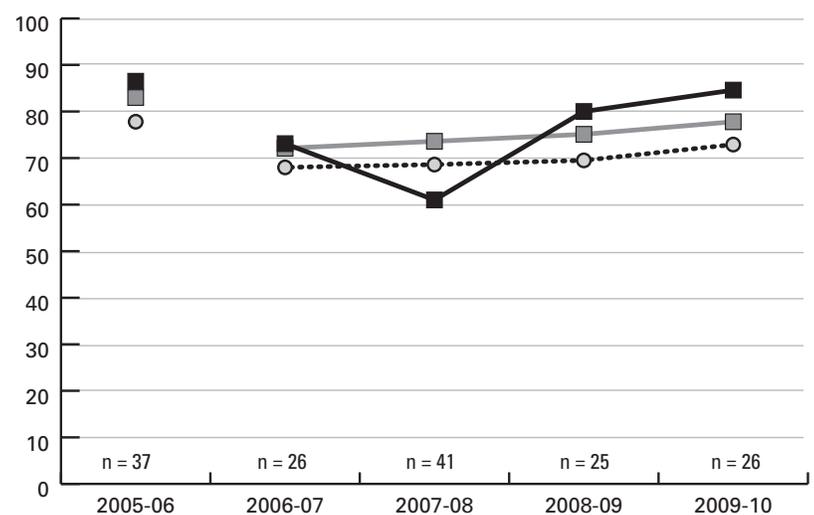
ALGEBRA I



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

In 2009-10, the four-year graduation rate for American Indian students in Guilford County decreased, slipping back down below the state and LEA rates for their cohort.

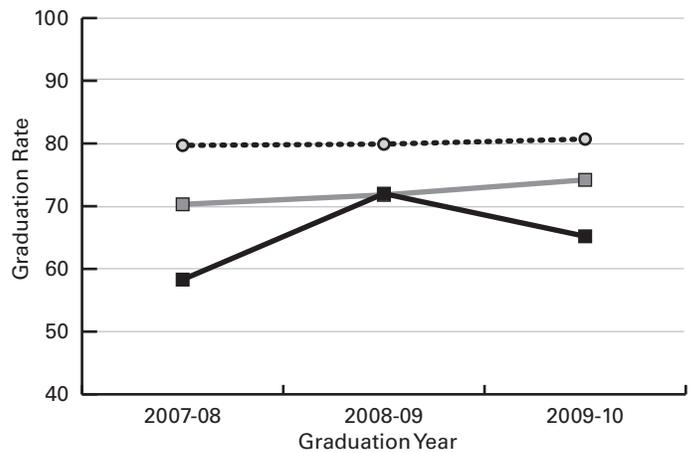
Dropout rates for American Indian students decreased to become comparable to LEA rates and below the state rate for 2009-10. This put American Indian students on par with their 2007-8 dropout rate, which also put American Indian students on the same level or better than their peers.

American Indian students' attendance at NC community colleges increased to the highest percentage in five years. The percentage is 40 percentage points higher than other LEA students and the state rate.

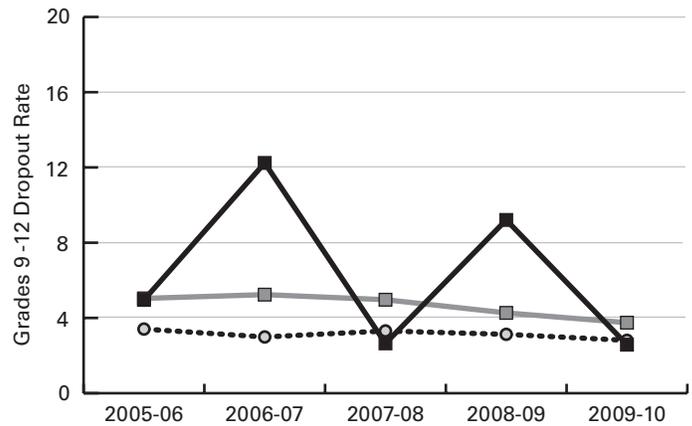


n = the number of American Indian students attending

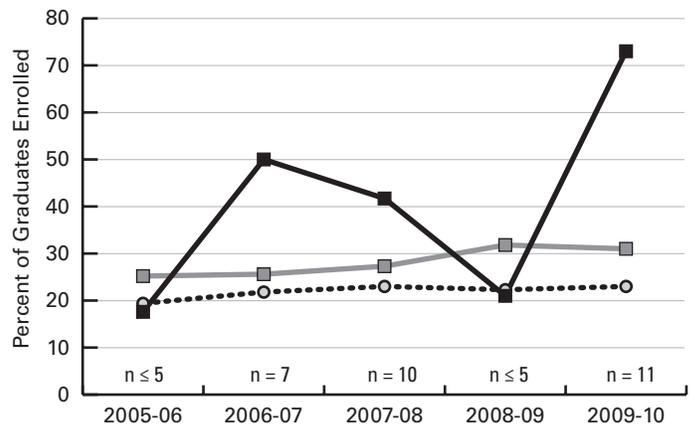
4-YEAR COHORT GRADUATION RATES



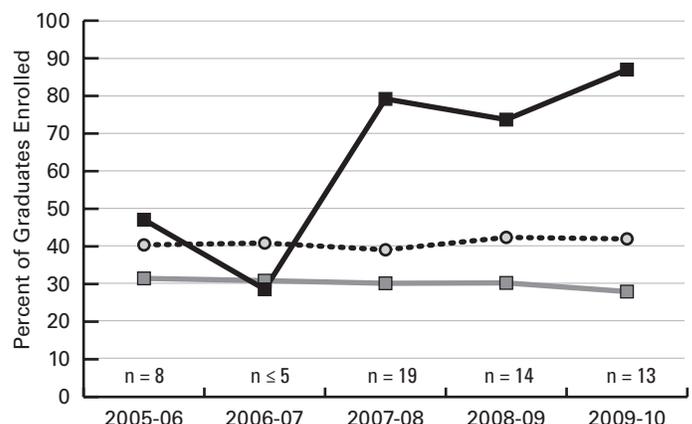
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HALIFAX COUNTY



Halifax County Schools Title VII Indian Education Program serves 225 students. The Title VII Indian Education Coordinator serves as a link between the schools, students, and the parents. The Title VII Coordinator plans and implements American Indian studies in grades K-5 weekly. This year's unit of study is American Indian Literature. The program also offers middle and high schools students the opportunity to explore colleges and potential careers, through culturally and enriching field trips and various educational conferences and cultural events. After school cultural enrichment activities and tutoring are provided for grades 3-12.

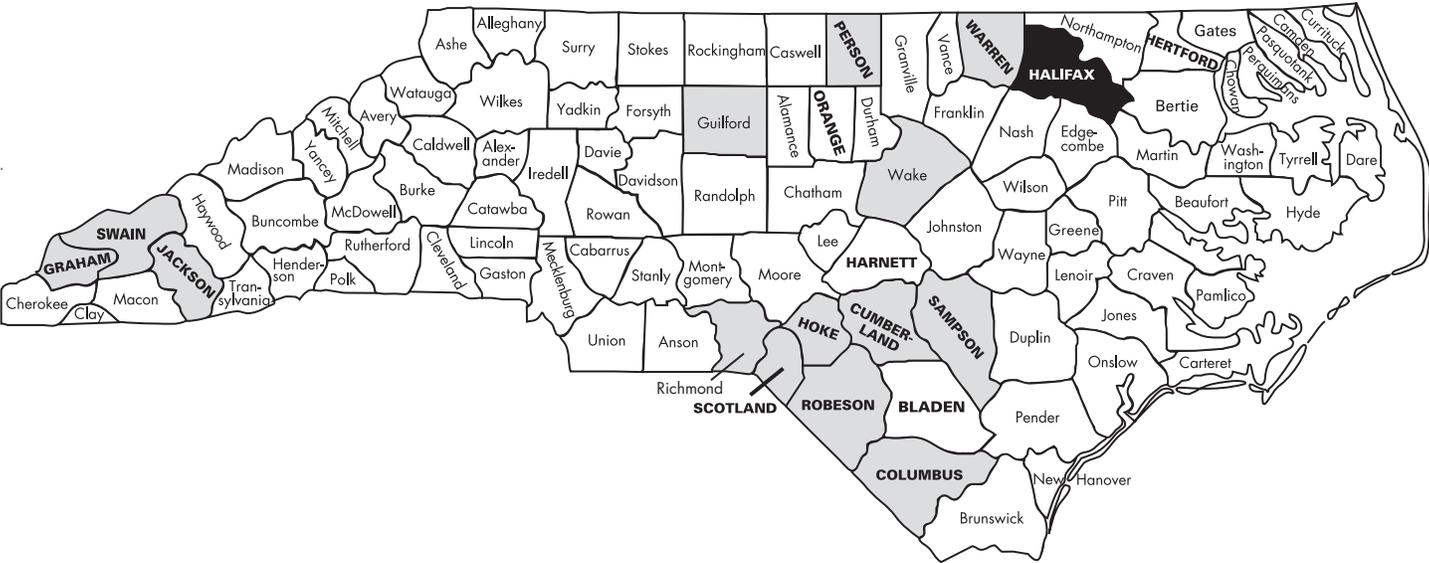


Some of the Title VII Indian Education Goals are:

- Increase academics through cultural enrichment activities.
- To improve communication between families and schools
- Improve all school attendance
- Increase high school graduation rate
- Promote appreciation of American Indian cultural and heritage
- Reduce the dropout rate

The Title VII Parent Committee meets monthly and serves in an advisory capacity for Indian Education in Halifax County. A Cultural Festival is held at the end of the school year. Halifax County Indian Education Programs collaborates with neighboring Title VII Indian Education Programs (Warren County and Haliwa-Saponi Tribal School). Through volunteers and donations we are able to highlight the success of our Title VII Programs.

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



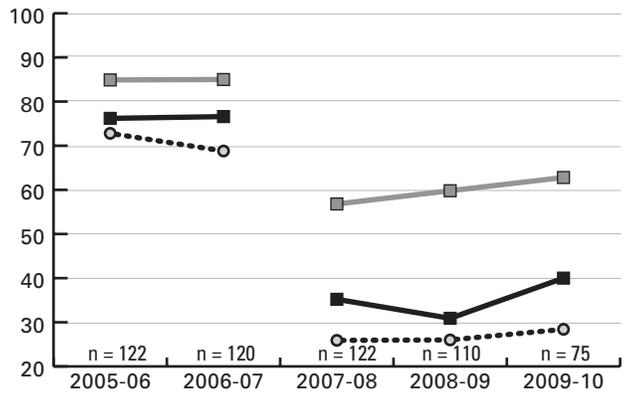
HALIFAX COUNTY

Reading and Math End of Grade Tests

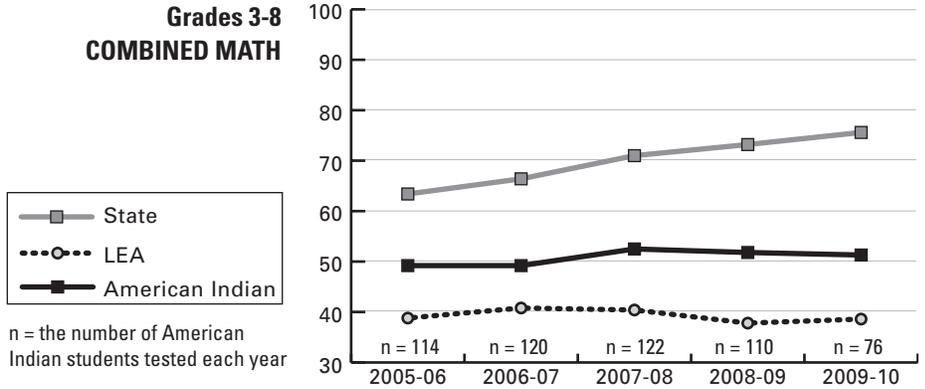
In 2009-10, the percentage of Halifax County American Indian students scoring at Level III on the Reading EOG increased, remaining above the LEA average. Although American Indian students came closer to the state average than the year before, they still fell over twenty points behind other North Carolina students.

While the percentage of proficient students at the state level on the Math EOG rose for the fourth consecutive year, American Indian student performance in Halifax County remained relatively unchanged, at just over 50% of students achieving proficiency. However, this still puts American Indian students about 10 percentage points above the average results for their 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

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	64.3	79.2	50.0	25.0	47.4	81.7	71.9	30.9	25.7	29.0
	N Tested	14	24	18	20	19	345	310	320	335	345
4	% Grade Level	88.2	91.7	40.7	38.1	55.6	79.9	74.4	32.9	31.7	34.4
	N Tested	17	12	27	21	18	324	317	322	303	326
5	% Grade Level	100.0	88.2	27.8	31.6	33.3	80.7	78.6	22.1	25.4	26.4
	N Tested	18	17	18	19	18	367	299	312	283	254
6	% Grade Level	68.2	73.7	38.9	31.3	37.5	60.5	61.5	28.7	28.8	32.4
	N Tested	22	19	18	16	8	387	348	282	299	272
7	% Grade Level	69.0	78.3	22.2	29.4	14.3	67.9	69.3	15.1	24.7	19.0
	N Tested	29	23	18	17	7	443	368	337	279	268
8	% Grade Level	72.7	76.0	30.4	29.4	*	69.2	71.9	26.2	20.2	27.4
	N Tested	22	25	23	17	≤ 5	406	430	370	331	237

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HALIFAX COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	66.7	72.2	35.0	47.4	NA	56.6	50.0	41.2	41.4
	N Tested	NA	24	18	20	19	NA	311	320	335	345
4	% Grade Level	64.7	75.0	51.9	66.7	77.8	50.8	49.7	46.7	47.5	38.3
	N Tested	17	12	27	21	18	323	318	323	303	326
5	% Grade Level	61.1	47.1	55.6	63.2	66.7	41.3	45.8	40.4	43.7	40.6
	N Tested	18	17	18	19	18	368	299	312	284	254
6	% Grade Level	45.5	36.8	44.4	43.8	25.0	34.5	26.3	33.8	26.4	33.1
	N Tested	22	19	18	16	8	386	346	281	299	272
7	% Grade Level	37.9	43.5	33.3	64.7	12.5	36.6	41.8	32.4	37.8	37.0
	N Tested	29	23	18	17	8	443	368	336	278	270
8	% Grade Level	50.0	44.0	56.5	35.3	*	34.4	32.6	38.9	30.8	41.1
	N Tested	22	25	23	17	≤ 5	407	429	370	331	236

HALIFAX COUNTY

End of Course Tests

In 2009-10, Halifax County American Indian students declined in performance on all three EOC tests shown here. This put their performance significantly below the state average.

Fewer Halifax County American Indian students achieved Level III proficiency on their Algebra I EOC than the year before. While they still remained above the average proficiency percentage for the county, the gap between American Indian students and the state widened to become approximately twice as large as it was in 2008-9. American Indian students are now about 40 percentage points behind state performance on the exam.

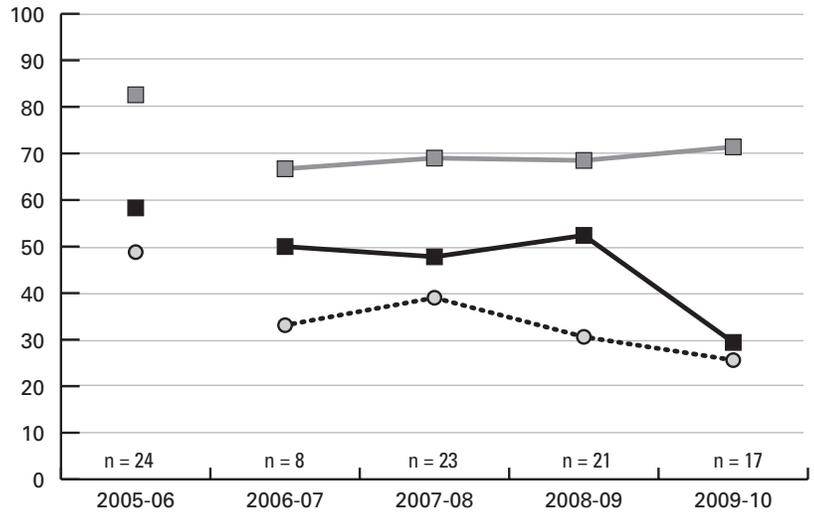
The percentage of Halifax County American Indian students scoring proficient on the Biology EOC fell back to 2007-8 levels this year, dropping sharply and negating last year's progress. This put their rates of proficiency lower than both the LEA and state levels. However, although proficiency rates state-wide have remained relatively stable over the past five years, scores for Native and non-Native students in Halifax County appear unstable. This is likely due to the small number of American Indian students taking the exam.

English I scores for American Indian students in Halifax County decreased by more than ten percentage points in 2009-10 after reaching a three-year high in 2008-9. This was also the first time there was a decrease in the past four years. However, American Indian students still had better proficiency rates than their peers in the county.

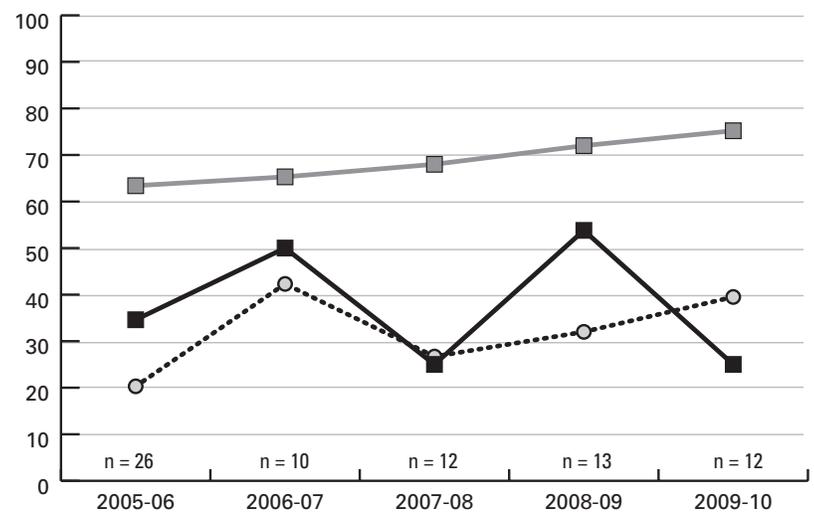


n = the number of American Indian students tested each year

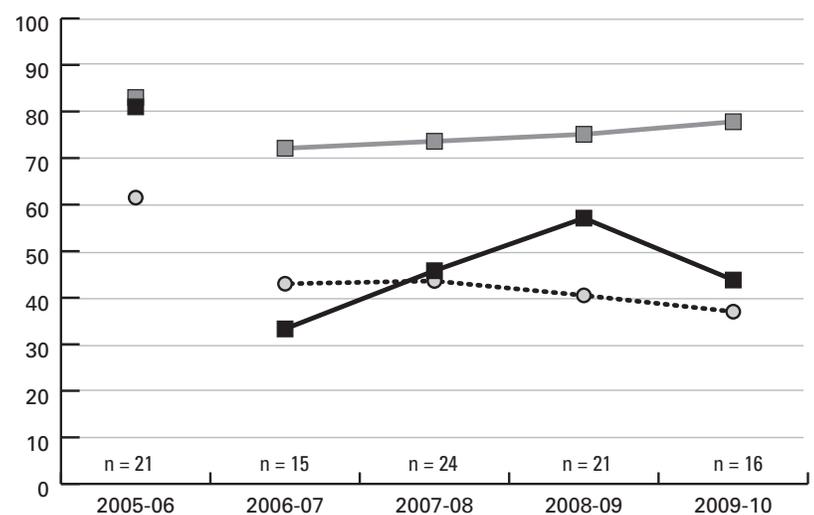
ALGEBRA I



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.

HALIFAX COUNTY

High School Completion and College Enrollment

After falling significantly below state and county average graduation rates in 2008-9, American Indian students dramatically increased their graduation rates within Halifax County in 2009-10. Almost 70% of American Indian students in Halifax County now graduate with their 4-year cohorts, coming close to the state and county averages. This is an almost 40% improvement over last year.

Drop-out rates for American Indian students in Halifax County continued to fall in 2009-10, after a sharp rise in 2007-08. This decline in the dropout rate put American Indian students at almost the same rate as students across the county and state.

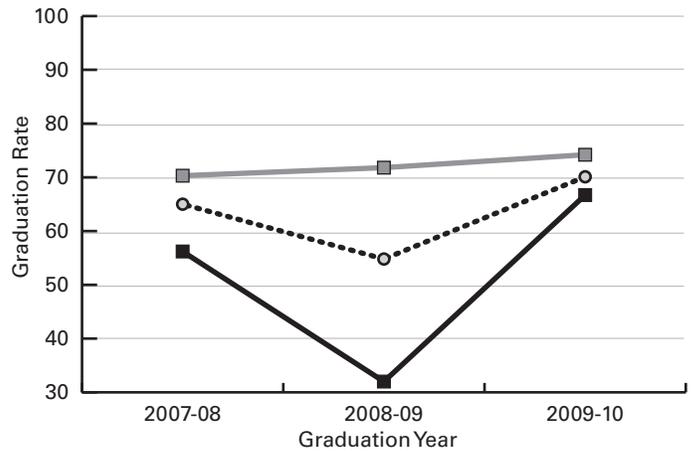
Attendance rates at NC community colleges for American Indian students in Halifax County increased for the second straight year. This rate is comparable to the county rate and higher than the state rate.

The percentage of American Indian students attending UNC system schools increased for the fourth consecutive year, exceeding the state rate and matching the LEA rate. Seventy-one percent of Halifax County's American Indian graduates attended UNC system schools in 2008-09.

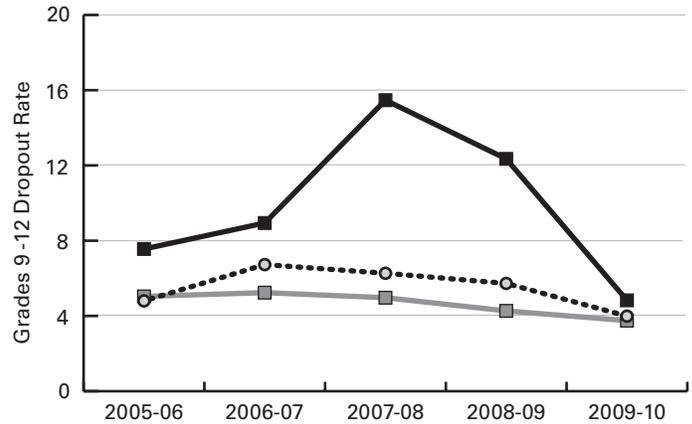


n = the number of American Indian students attending

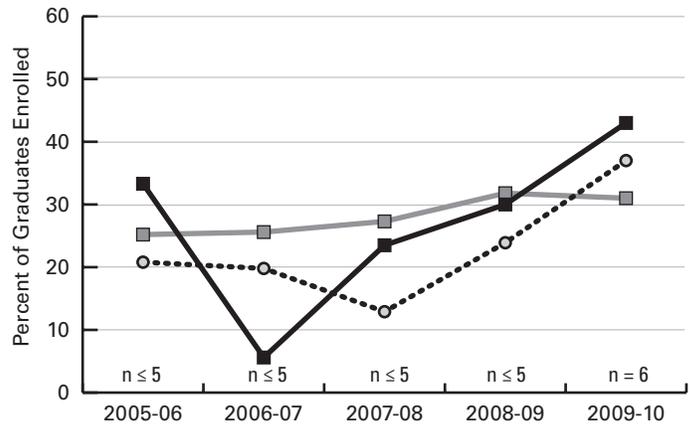
4-YEAR COHORT GRADUATION RATES



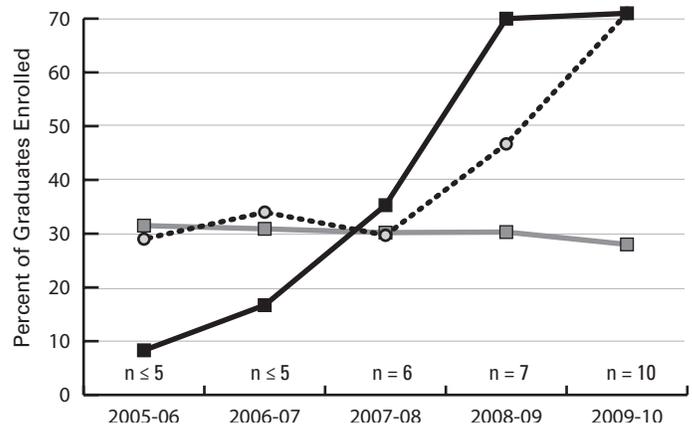
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

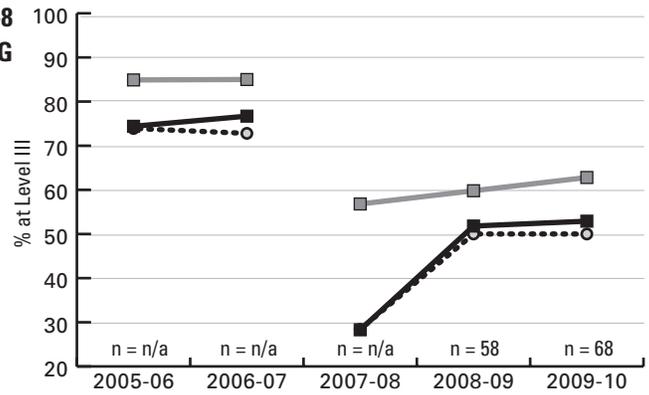


HALIWA-SAPONI TRIBAL SCHOOL

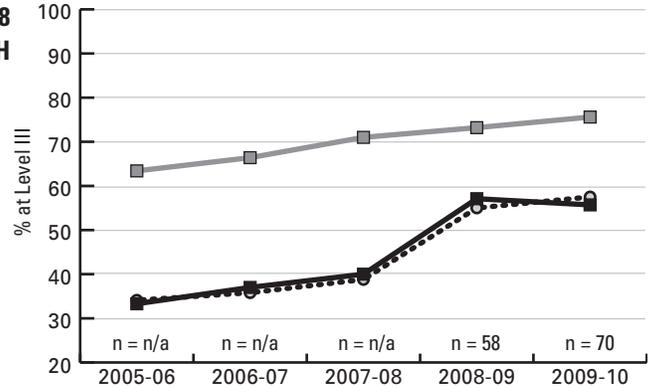
Reading and Math End of Grade Tests

The percentage of American Indian students scoring proficient in Grades 3-8 on the combined Reading EOG remained relatively steady in 2009-10, keeping them 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 still 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	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	63.6	72.7	44.4	62.5	71.4	50.0	75.0	44.4	55.6	75.0
	N Tested	n/a	n/a	9	8	7	n/a	n/a	9	9	8
4	% Grade Level	45.5	71.4	40.0	75.0	77.8	53.8	62.5	36.4	75.0	77.8
	N Tested	n/a	n/a	10	8	9	n/a	n/a	11	8	9
5	% Grade Level	88.9	90.0	18.2	41.7	66.7	90.9	90.9	15.4	41.7	66.7
	N Tested	n/a	n/a	11	12	9	n/a	n/a	13	12	9
6	% Grade Level	81.3	87.5	*	40.0	53.8	83.3	77.8	28.6	41.2	46.7
	N Tested	n/a	n/a	≤ 5	15	13	n/a	n/a	7	17	15
7	% Grade Level	77.8	73.3	10.0	62.5	56.3	77.8	66.7	9.1	55.6	50.0
	N Tested	n/a	n/a	10	8	16	n/a	n/a	11	9	20
8	% Grade Level	84.6	73.3	33.3	42.9	14.3	85.7	73.3	37.5	42.9	17.6
	N Tested	n/a	n/a	15	7	14	n/a	n/a	16	7	17

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HALIWA-SAPONI		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	≤ 5	63.6	55.6	75.0	57.1	≤ 5	58.3	55.6	66.7	62.5
	N Tested	n/a	n/a	9	8	7	n/a	n/a	9	9	8
4	% Grade Level	45.5	21.4	40.0	75.0	55.6	53.8	18.8	36.4	75.0	55.6
	N Tested	n/a	n/a	10	8	9	n/a	n/a	11	8	9
5	% Grade Level	55.6	20.0	18.2	41.7	40.0	45.5	27.3	15.4	41.7	40.0
	N Tested	n/a	n/a	11	12	10	n/a	n/a	13	12	10
6	% Grade Level	56.3	62.5	*	53.3	53.8	55.6	55.6	28.6	52.9	46.7
	N Tested	n/a	n/a	≤ 5	15	13	n/a	n/a	7	17	15
7	% Grade Level	16.7	33.3	60.0	37.5	62.5	16.7	33.3	54.5	33.3	65.0
	N Tested	n/a	n/a	10	8	16	n/a	n/a	11	9	20
8	% Grade Level	30.8	33.3	40.0	71.4	60.0	35.7	33.3	43.8	71.4	66.7
	N Tested	n/a	n/a	15	7	15	n/a	n/a	16	7	18

HALIWA-SAPONI TRIBAL SCHOOL

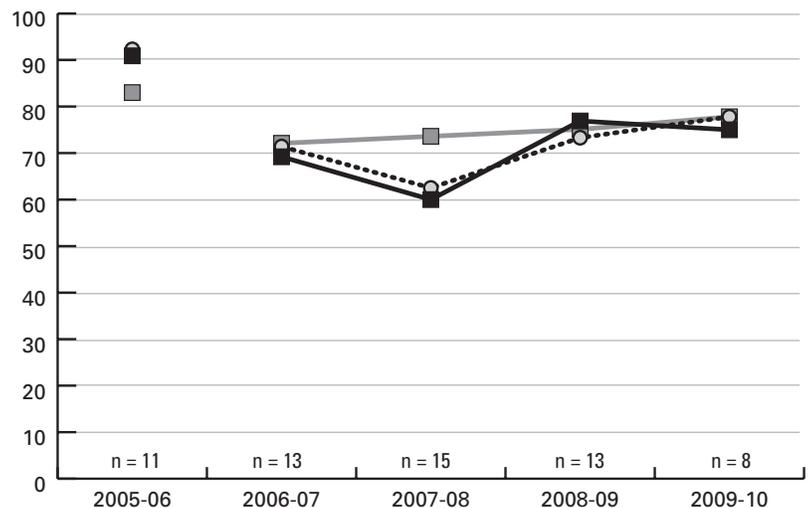
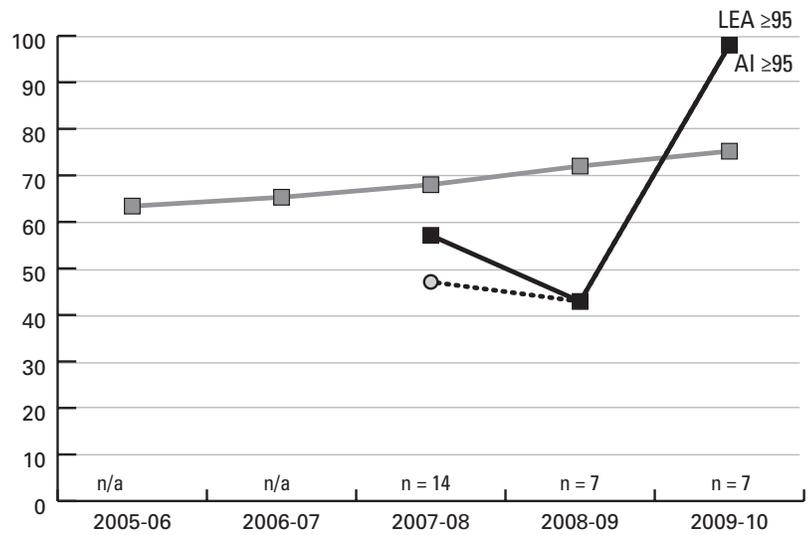
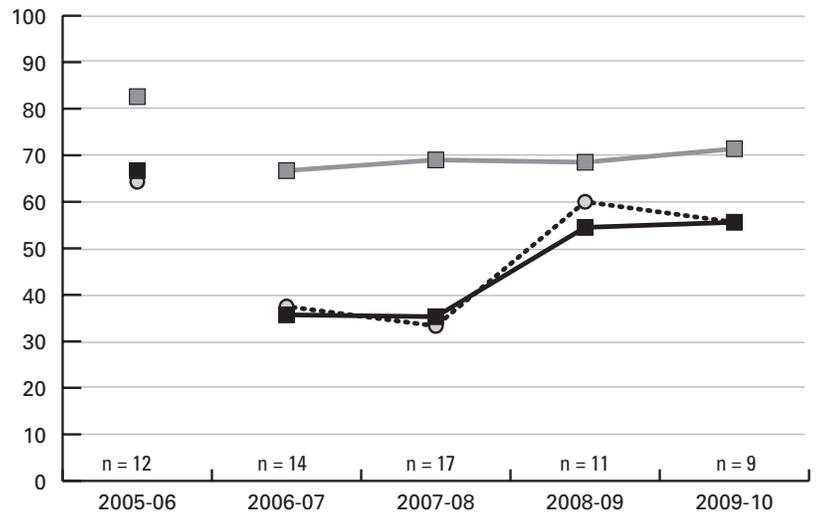
End of Course Tests

American Indian students at the Haliwa-Saponi Tribal School achieved the highest proficiency rates on the Biology End of Course test seen in the past three years, moving them more than 20 percentage points above the state average.

American Indian students performed at approximately the same level as state and LEA students on the English I EOC. In Algebra, American Indian student performance remained steady, on par with LEA results but below the percentage of proficient students on the state level.



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.

HALIWA-SAPONI TRIBAL SCHOOL

High School Completion and College Enrollment

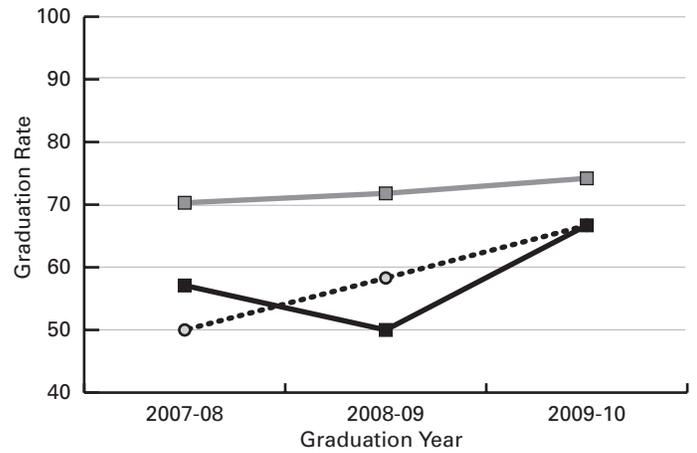
In 2009-10, graduation rates increased as drop-out rates sharply decreased for American Indian students in the Haliwa-Saponi school district. This brought both graduation and dropout rates closer to the state averages, and on par with the average rates for their LEA.

* no data for college enrollment

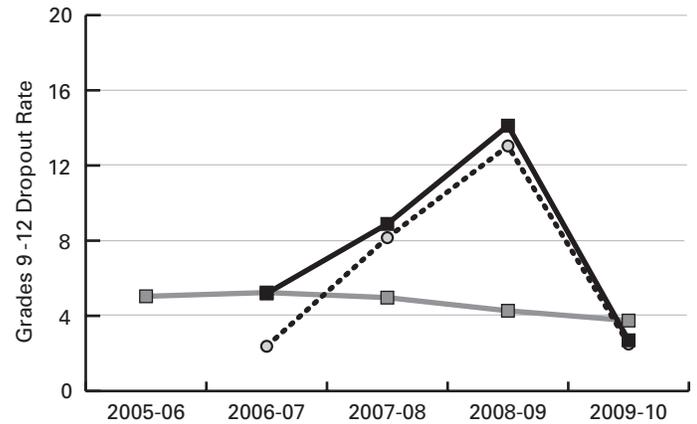


n = the number of American Indian students tested each year

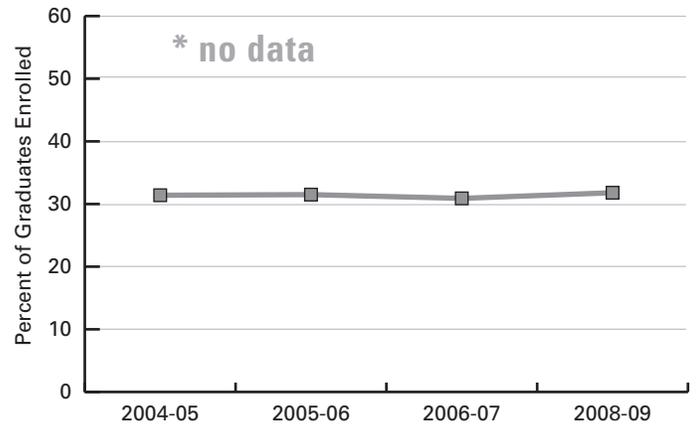
4-YEAR COHORT GRADUATION RATES



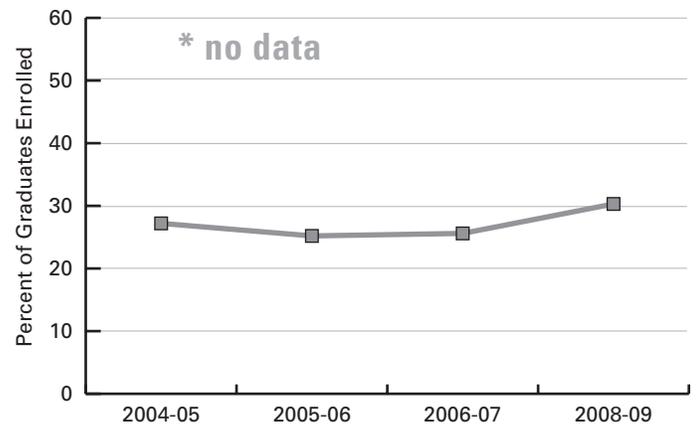
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HOKE COUNTY



Hoke County, a town once best known for its rural area and quaint atmosphere, is one of the fastest growing towns in North Carolina. It is nestled in the Sandhills bordering Cumberland County, Fort Bragg and Moore County. According to the 2010 U.S. Census, there are 46,952 people living in Hoke County, which is a 40% increase from the 33,646 recorded persons on the 2000 U.S. Census. Of the 46,952 people living in Hoke County 4,512 (9.61%) are American Indian. The Title VII Program currently serves 1075 students Pre-Kindergarten through 12th grade.

Mission

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

The Title VII Program of Hoke County Schools supports academics by:

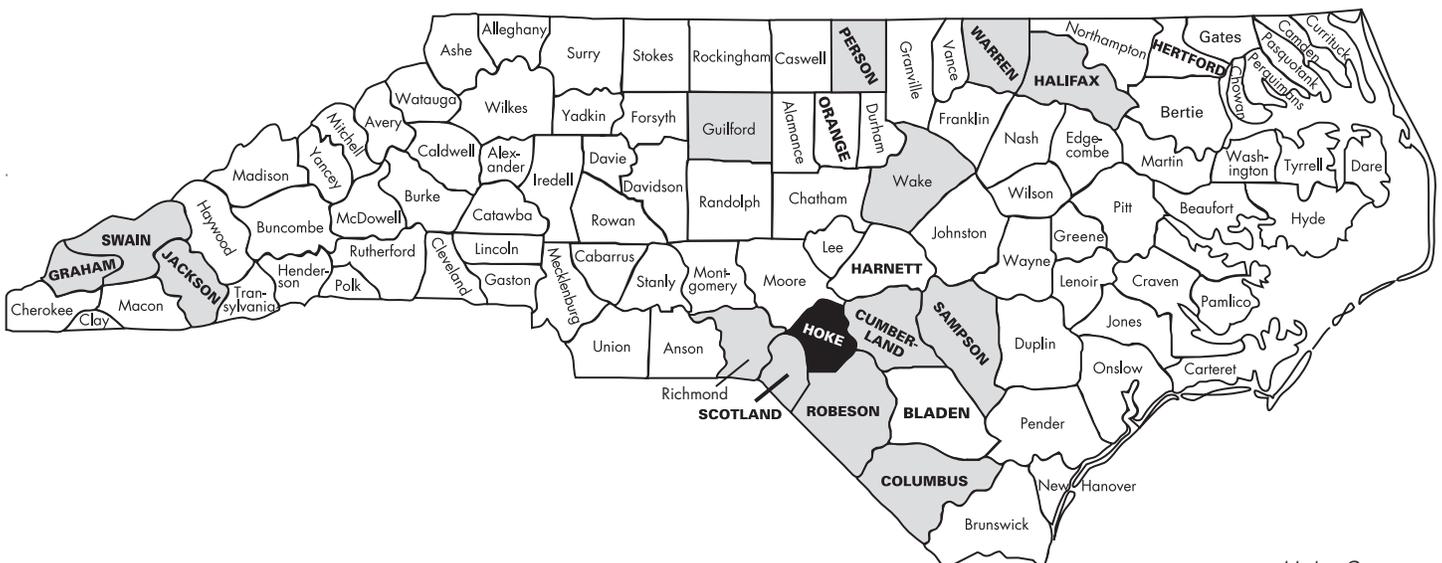
- monitoring attendance and making home visits to offer support to students and parents to improve attendance and increase the percentage of students graduating from high school.
- providing funding for tutoring/remediation during school, after school, and for the Saturday Academy in the areas of reading and math.
- serving as a liaison between home and school to enhance educational values and parent involvement.



Hoke County Schools' Title VII Program emphasizes cultural awareness by assisting schools with sponsoring American Indian Education enrichment programs for students/activities to learn more about the cultural, school and community.

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

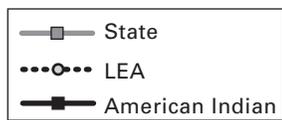
The Indian Education Parent Advisory Committee monthly meetings are held at various schools in the district and the Hawk Eye Boys & Girls Club. The meetings are a means of a community outreach to encourage parental involvement, to bridge the gap between the community and school, and to provide parents with strategies/tips to help our students to be successful in school.



HOKE COUNTY

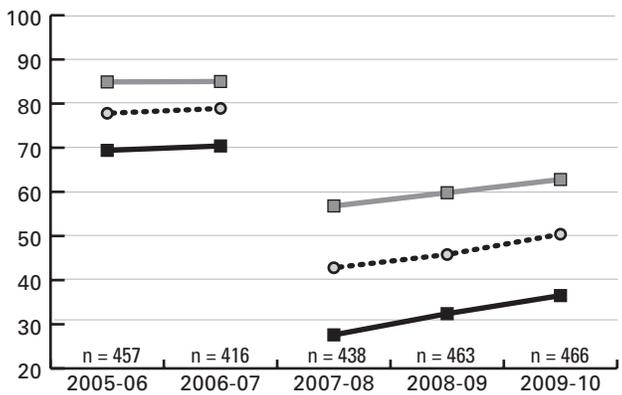
Reading and Math End of Grade Tests

American Indian students in Hoke County continued an upward trend in proficiency on the reading and math End-of-Grade tests in 2009-10. Other county and state students increased at similar rates. However, Hoke County American Indian students remain nearly 25 percentage points below state proficiency rates on the reading test. They showed some improvement relative to the state average on the math test, closing that gap to about 15 percentage points difference.

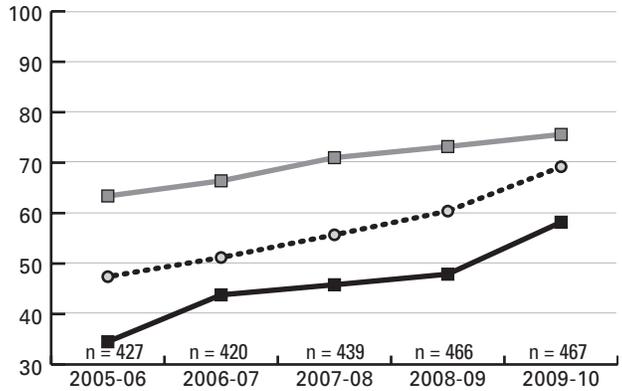


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	67.5	68.4	29.5	29.7	27.2	74.2	76.3	40.0	41.6	41.9
	N Tested	83	76	88	91	92	551	557	650	676	692
4	% Grade Level	61.4	69.0	47.9	40.2	33.7	73.3	81.4	46.6	47.2	50.0
	N Tested	88	71	71	87	83	539	528	567	642	644
5	% Grade Level	78.2	76.8	22.1	38.6	29.5	84.3	81.8	42.3	42.9	45.3
	N Tested	78	82	68	70	78	515	523	525	562	625
6	% Grade Level	60.9	64.3	26.6	38.1	61.8	73.8	75.4	46.7	53.6	63.4
	N Tested	69	70	79	63	68	516	496	512	509	568
7	% Grade Level	69.6	89.7	12.7	29.1	33.8	81.6	87.3	38.9	43.9	50.6
	N Tested	69	58	71	79	68	538	498	507	519	520
8	% Grade Level	80.0	76.3	26.2	19.2	37.7	80.0	85.5	42.5	46.6	53.7
	N Tested	70	59	61	73	77	451	483	522	504	538

EOG MATHEMATICS, Percent of Students At/Above Grade Level

HOKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	54.5	48.9	51.1	46.7	NA	56.3	60.4	62.4	69.7
	N Tested	NA	77	90	92	92	NA	560	654	678	696
4	% Grade Level	37.5	50.0	67.6	62.5	55.4	50.1	58.5	64.4	65.7	66.4
	N Tested	88	72	71	88	83	539	530	568	644	645
5	% Grade Level	32.9	35.7	47.1	57.1	54.4	50.6	44.8	57.0	65.9	66.8
	N Tested	79	84	68	70	79	516	525	526	563	626
6	% Grade Level	38.6	32.9	47.4	46.0	76.5	47.0	53.7	56.2	59.3	75.0
	N Tested	70	70	78	63	68	517	495	511	509	568
7	% Grade Level	24.6	43.1	36.6	45.0	69.1	45.1	49.2	52.3	59.2	72.3
	N Tested	69	58	71	80	68	537	498	507	520	520
8	% Grade Level	28.6	30.5	23.0	21.9	53.2	39.2	44.7	41.9	47.4	65.8
	N Tested	70	59	61	73	77	451	483	520	504	538

HOKE COUNTY

End of Course Tests

Although American Indian students in Hoke County performed slightly below the state and county averages on the Algebra I End of Course Test in 2009-10, the percentage of students achieving proficiency only slightly decreased as compared to last year.

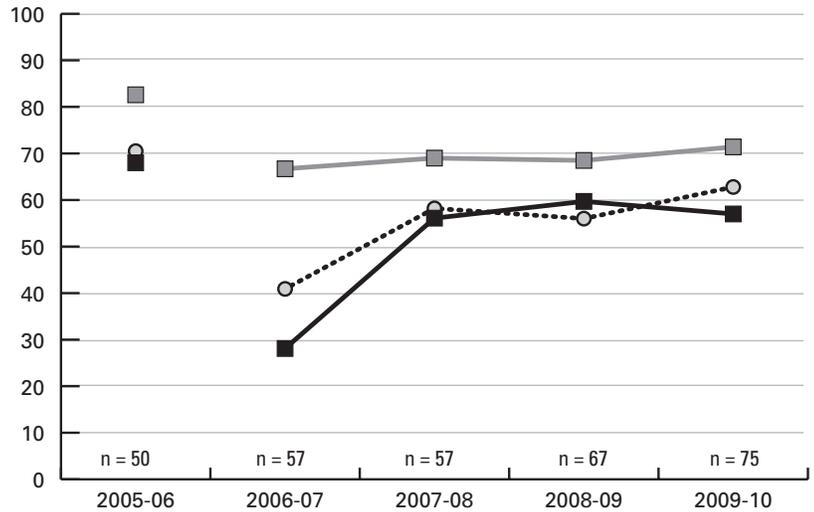
Since 2005-06, proficiency levels for Hoke County students and American Indian students in Hoke County on the Biology EOC have risen. This year, American Indian students performed at the same level as state students and just below county students.

Scores on the English I EOC decreased in 2009-10, as American Indian students fell further behind other state and county students.

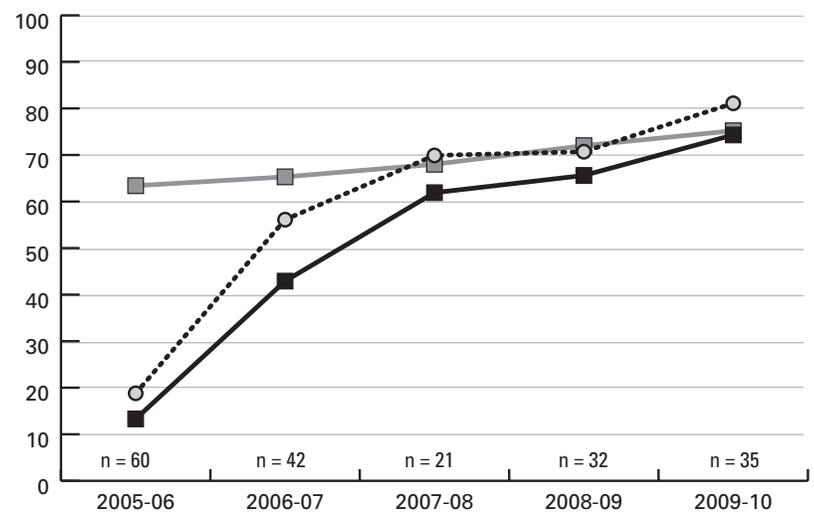


n = the number of American Indian students tested each year

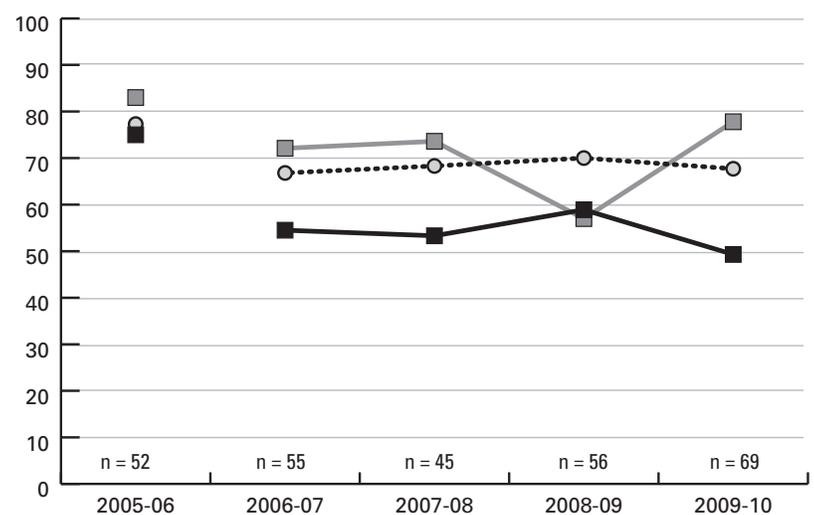
ALGEBRA I



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 both rose in 2009-10, but still fell below the state rate.

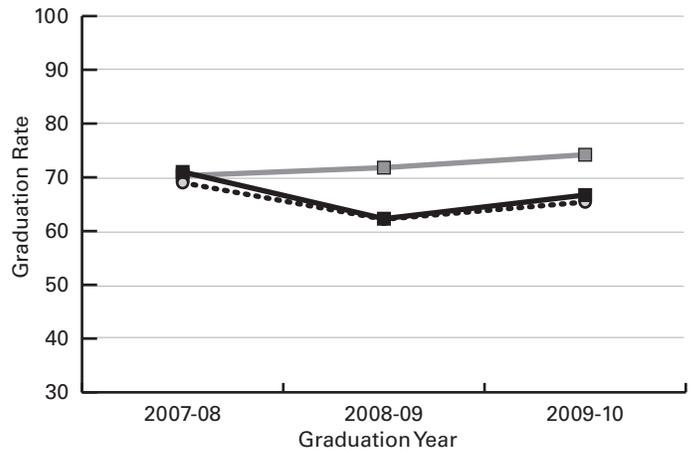
Dropout rates for Hoke County American Indian students fell, decreasing far enough to reach the same rate as their LEA and state counterparts.

This year Hoke county American Indian graduates enrolled in NC Community Colleges at a lower rate than other county and state students. Yet, enrollment at UNC system schools increased more than 10%.

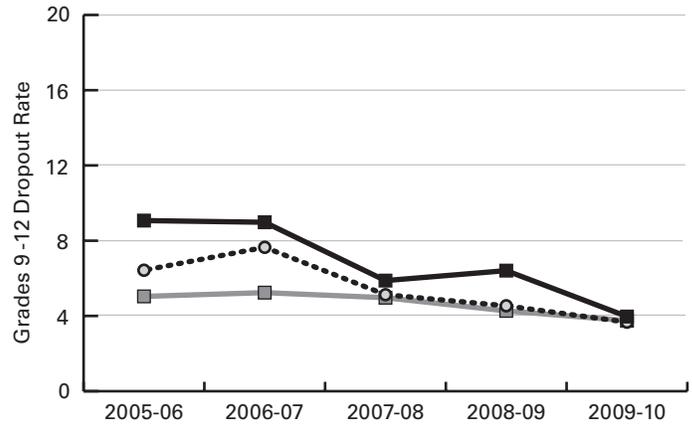


n = the number of American Indian students attending

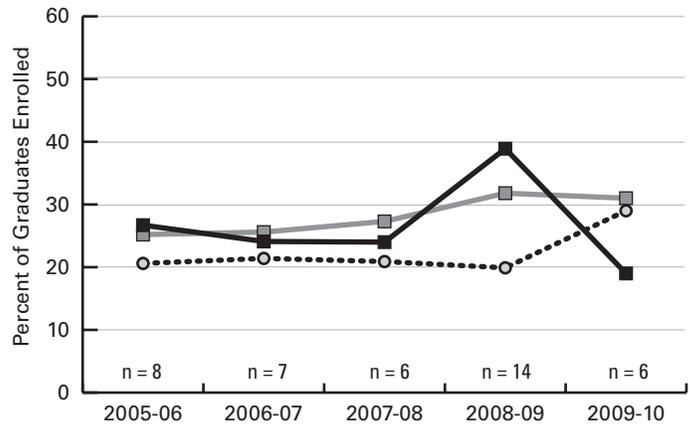
4-YEAR COHORT GRADUATION RATES



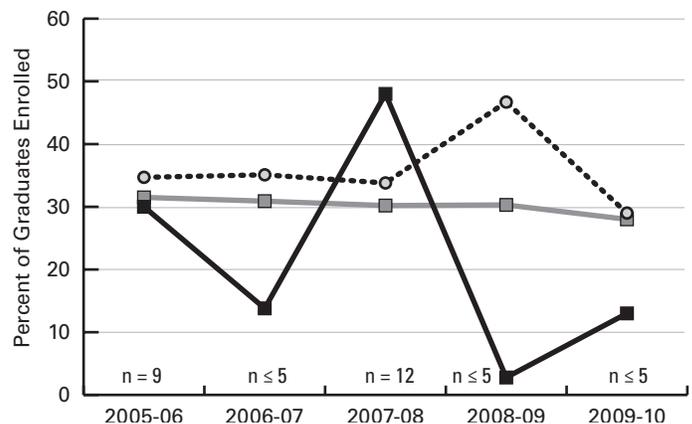
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



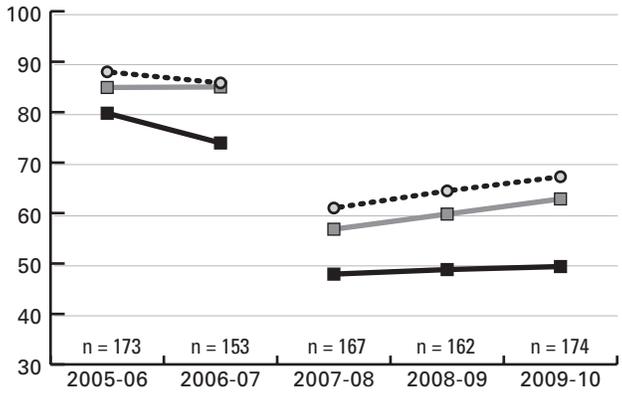
JACKSON COUNTY

Reading and Math End of Grade Tests

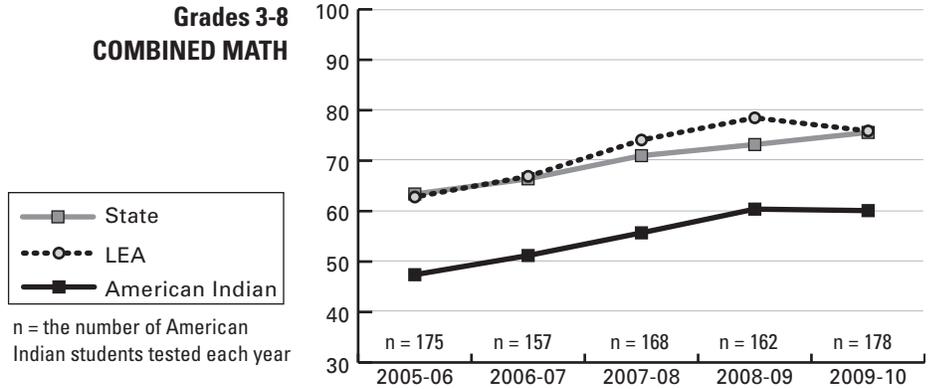
The percentage of American Indian students in Jackson County scoring proficient on the Reading End-of-Grade test in 2009-10 remained relatively steady while other state and county students continued to increase at a faster rate. Jackson County American Indians consistently reach proficiency levels below other state and county students.

On the Math EOG exam, American Indian students demonstrated similar proficiency rates as the year before, remaining about fifteen percentage points behind other Jackson County and state students.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



State
 LEA
 American Indian

n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	88.9	85.0	51.4	44.8	36.8	82.9	84.2	61.2	62.4	57.8
	N Tested	27	20	37	29	38	287	240	276	274	282
4	% Grade Level	76.0	92.3	64.0	40.5	37.0	87.2	88.3	63.9	64.7	69.3
	N Tested	25	26	25	37	27	265	274	255	269	254
5	% Grade Level	61.9	83.3	53.8	60.7	50.0	88.3	90.4	57.7	62.9	68.3
	N Tested	21	24	26	28	34	247	260	284	248	271
6	% Grade Level	72.7	34.8	50.0	66.7	74.1	89.1	84.9	66.3	69.0	71.9
	N Tested	33	23	20	24	27	239	252	246	258	256
7	% Grade Level	92.5	82.1	30.8	40.0	60.0	92.9	92.4	54.4	61.2	67.2
	N Tested	40	28	26	25	25	254	251	237	245	256
8	% Grade Level	77.8	87.5	39.4	42.1	43.5	88.6	93.0	62.3	66.1	69.9
	N Tested	27	32	33	19	23	280	243	257	227	239

EOG MATHEMATICS, Percent of Students At/Above Grade Level

JACKSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	58.3	76.3	55.2	61.5	NA	74.0	76.7	77.8	69.1
	N Tested	NA	24	38	29	39	NA	254	283	279	291
4	% Grade Level	68.0	53.8	77.8	73.7	77.8	64.8	62.0	76.2	81.9	77.8
	N Tested	25	26	27	38	28	267	276	265	277	266
5	% Grade Level	38.1	37.5	60.0	50.0	57.1	51.2	62.6	65.1	77.0	73.7
	N Tested	21	24	25	28	35	248	262	284	252	278
6	% Grade Level	47.1	26.1	70.0	62.5	71.4	72.1	68.7	77.9	79.8	74.0
	N Tested	34	23	20	24	28	240	252	244	257	258
7	% Grade Level	45.0	44.8	68.0	60.0	68.0	63.1	66.3	76.7	80.0	77.8
	N Tested	40	29	25	25	25	255	252	236	245	252
8	% Grade Level	37.0	41.9	51.5	55.6	60.9	61.4	74.4	72.8	74.0	84.7
	N Tested	27	31	33	18	23	280	242	257	227	242

JACKSON COUNTY

End of Course Tests

Proficiency rates for American Indian students in Jackson County rose in 2009-10 on the Algebra I End-of-Course test. This brought them significantly closer to state and county rates.

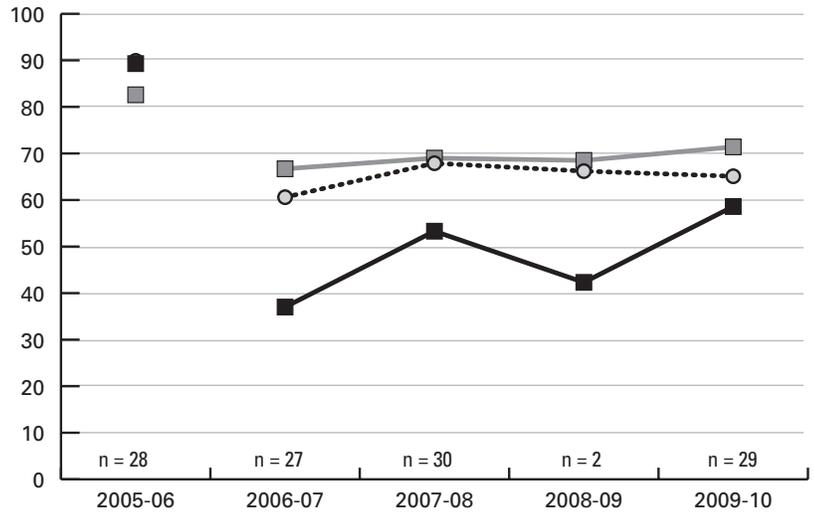
On the Biology test, American Indian students continued to increase in proficiency, rising approximately thirty percentage points over the previous year and performing nearly fifty percentage points better than in 2007-8. These results are the best of the three sub-groups represented on the graph for 2009-10.

However, proficiency rates for Jackson County American Indian students decreased on the English I End-of-Course test, bringing them over twenty percentage points lower than their LEA as a whole.

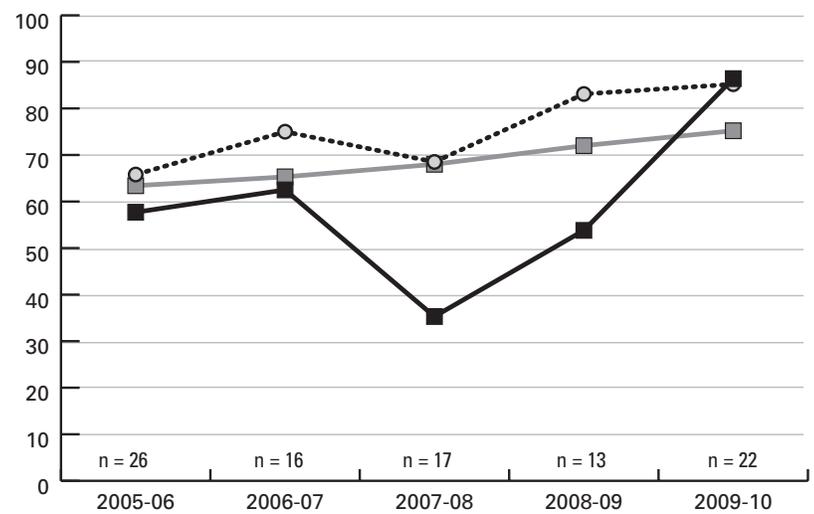


n = the number of American Indian students tested each year

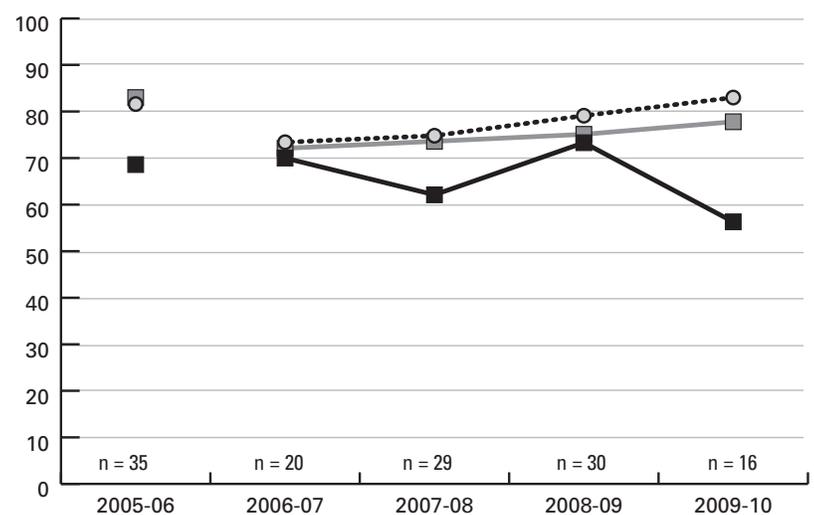
ALGEBRA I



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

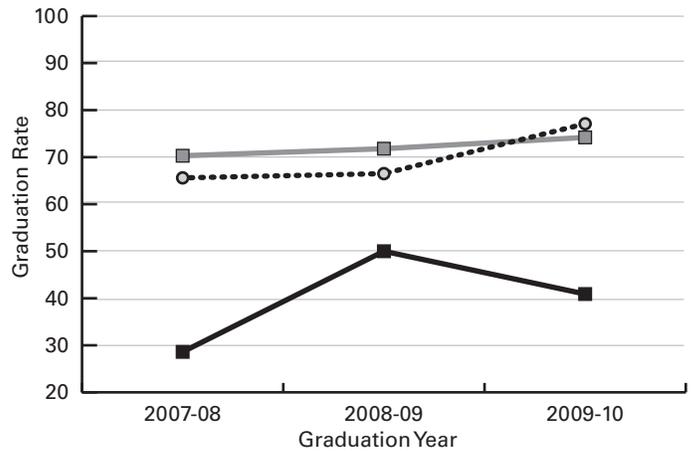
Graduation rates for American Indian students in Jackson County decreased in 2009-10, falling over thirty percentage points behind their LEA and state peers. Dropout rates, however, fell to their lowest point in four years, coming closer to state and local levels.

The percentage of American Indian students in Jackson County enrolling in NC Community Colleges significantly increased in 2009-10. The percentage of American Indian students attending UNC System Schools also increased nearly 10 percentage points.

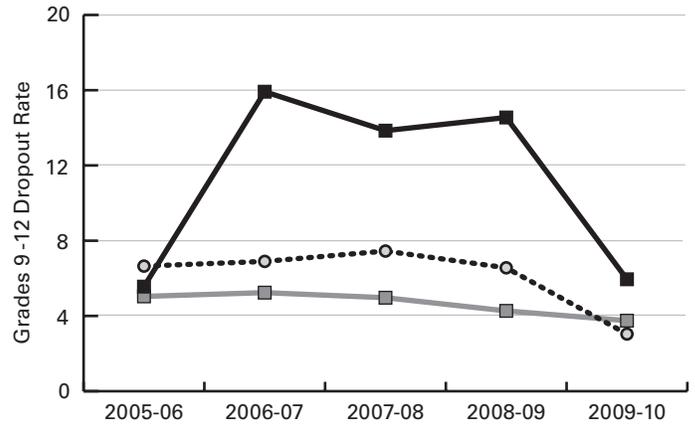


n = the number of American Indian students attending

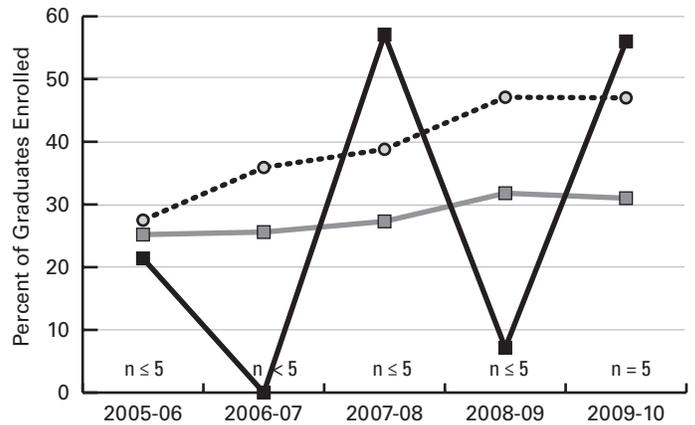
4-YEAR COHORT GRADUATION RATES



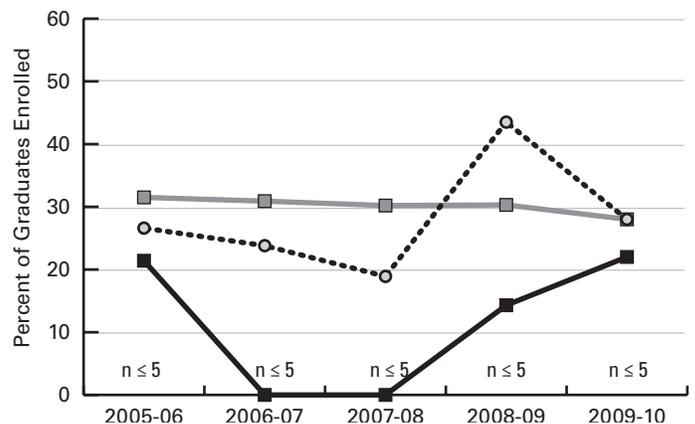
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



PERSON COUNTY

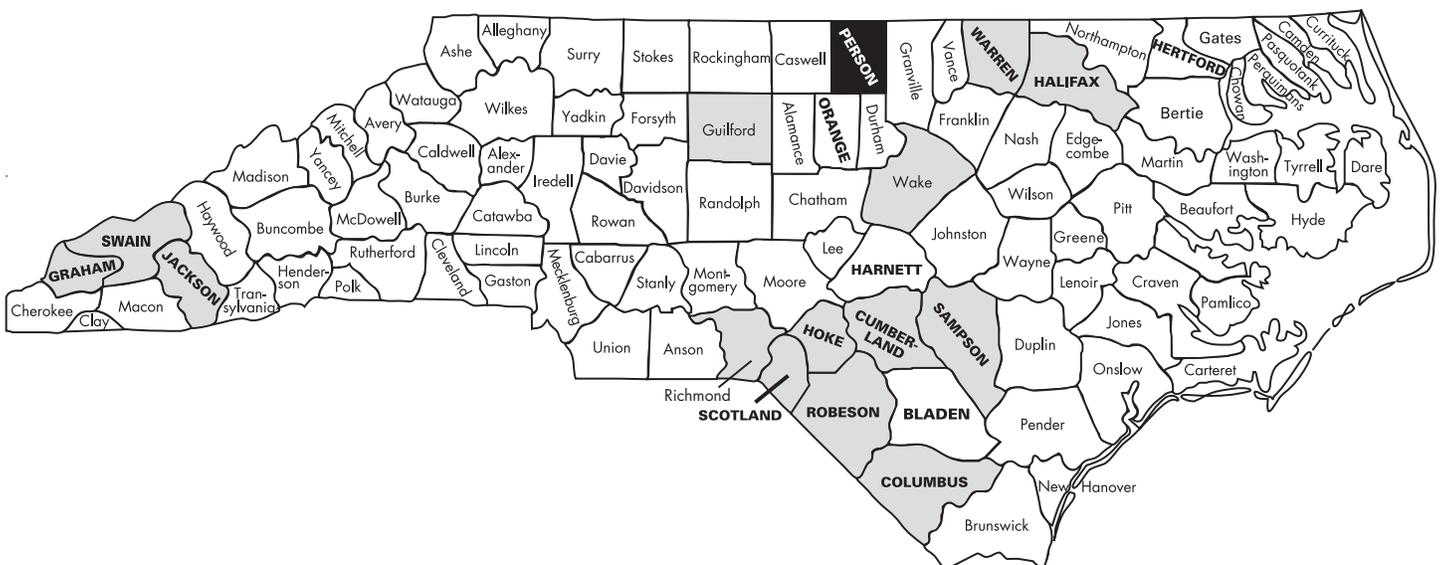


The Title VII Indian Education Grant in Person County supports 23 identified students in the acquisition of supplemental reading materials and field experiences in Native American History. Students travel to historical sites and participate in opportunities that help broaden their perspectives and prepare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

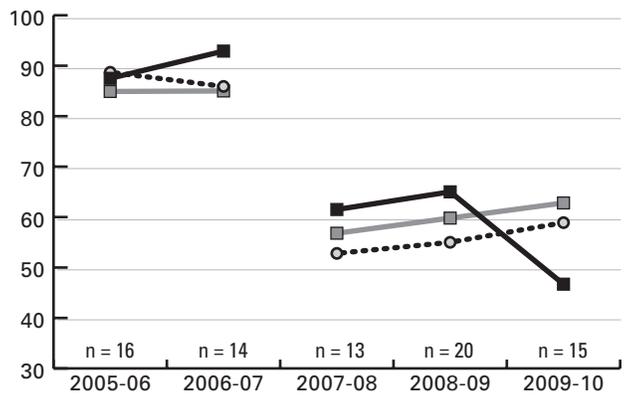
Reading and Math End of Grade Tests

The percentage of Person County American Indian students scoring proficient on the End-of-Grade Reading and Math tests dropped sharply in 2009-10. Their proficiency rates fell below both county and state students for the first time in three years.

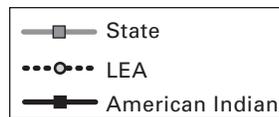
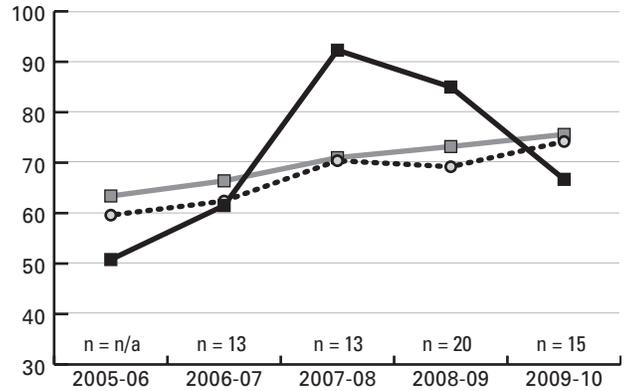
In both Reading and Math, the number of American Indian students reaching Level III decreased by almost 20 percentage points.

* 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	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	*	*	0	*	0.0	87.8	84.1	57.1	58.8	61.7
	N Tested	≤ 5	≤ 5	0	≤ 5	0	393	402	382	386	397
4	% Grade Level	*	*	0	*	*	89.3	88.7	55.9	58.4	64.4
	N Tested	≤ 5	≤ 5	0	≤ 5	≤ 5	401	381	397	380	382
5	% Grade Level	*	*	0	*	*	93.5	93.8	53.4	56.9	66.1
	N Tested	≤ 5	≤ 5	0	≤ 5	≤ 5	413	404	363	390	385
6	% Grade Level	*	*	0	*	*	82.6	84.4	54.1	52.5	57.9
	N Tested	≤ 5	≤ 5	0	≤ 5	≤ 5	419	417	405	314	347
7	% Grade Level	*	*	0	*	*	91.3	88.8	46.4	50.6	48.1
	N Tested	≤ 5	≤ 5	0	≤ 5	≤ 5	496	394	392	358	316
8	% Grade Level	*	*	0	*	*	87.6	90.0	49.9	51.8	53.1
	N Tested	≤ 5	≤ 5	0	≤ 5	≤ 5	500	441	377	394	373

EOG MATHEMATICS, Percent of Students At/Above Grade Level

PERSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	*	*	*	0.0	NA	72.9	77.4	71.8	79.3
	N Tested	NA	≤ 5	*	≤ 5	0	NA	406	385	386	397
4	% Grade Level	*	*	*	*	*	62.2	63.3	76.1	74.9	79.4
	N Tested	≤ 5	≤ 5	*	≤ 5	≤ 5	407	381	398	383	384
5	% Grade Level	*	*	*	*	*	64.0	61.4	76.6	74.9	80.2
	N Tested	≤ 5	≤ 5	*	≤ 5	≤ 5	417	409	363	391	389
6	% Grade Level	*	*	*	*	*	56.6	64.2	64.0	58.0	66.8
	N Tested	≤ 5	≤ 5	*	≤ 5	≤ 5	424	419	406	314	349
7	% Grade Level	*	*	*	*	*	60.4	58.3	62.1	68.2	64.4
	N Tested	≤ 5	≤ 5	*	≤ 5	≤ 5	497	396	393	359	317
8	% Grade Level	*	*	*	*	*	53.6	60.6	66.7	65.1	72.5
	N Tested	≤ 5	≤ 5	*	≤ 5	≤ 5	500	444	378	393	374

PERSON COUNTY

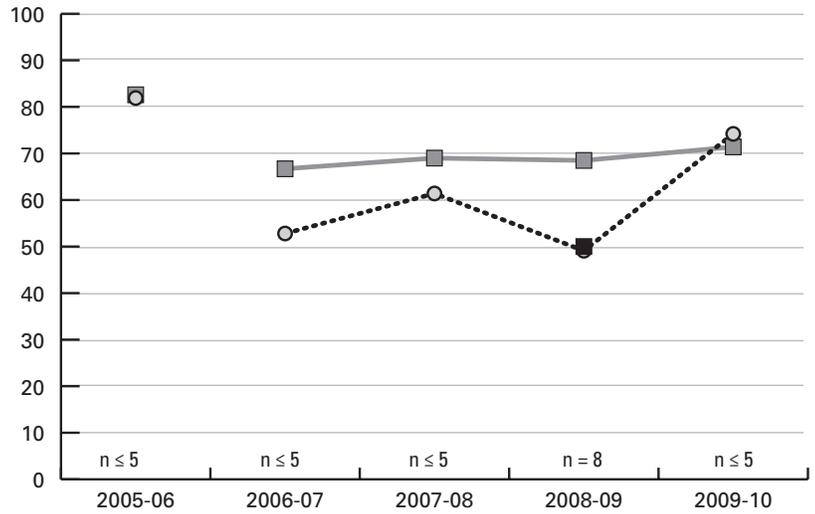
End of Course Tests

Because an extremely small number of American Indian students took the Algebra I, Biology, and English I End of Course tests in Person County (less than or equal to five), performance data was not available in any of these subjects for 2009-10.

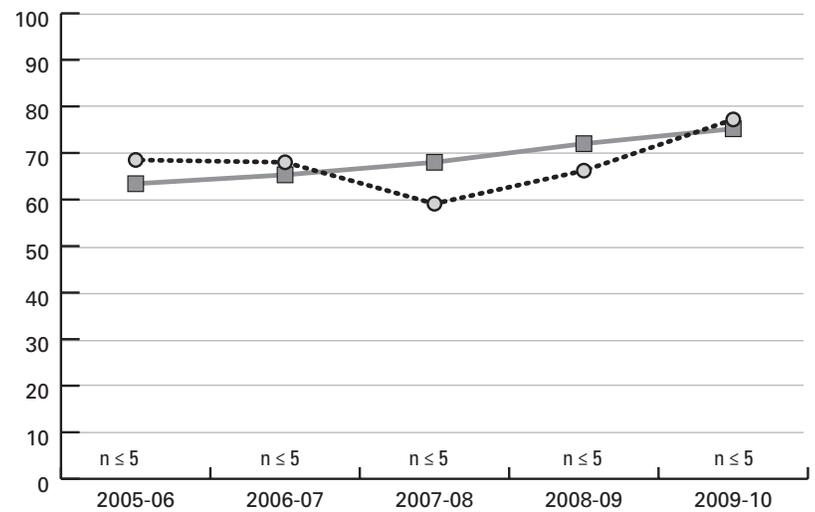


n = the number of American Indian students tested each year

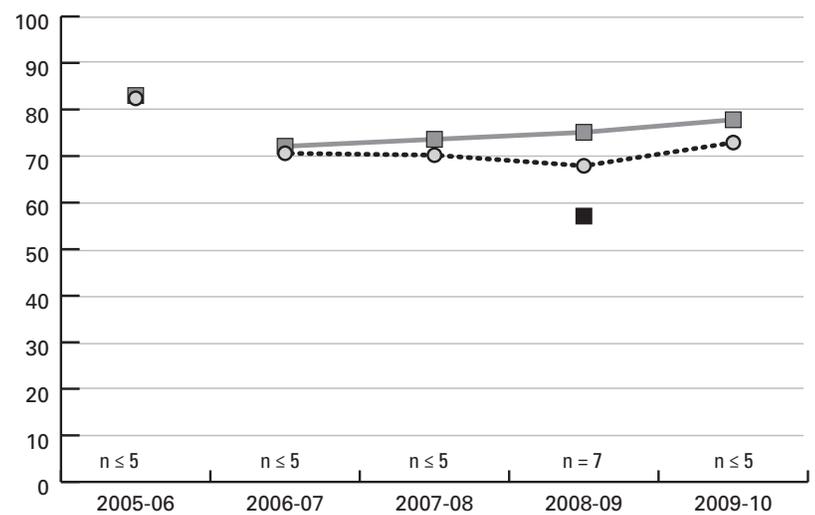
ALGEBRA I



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.

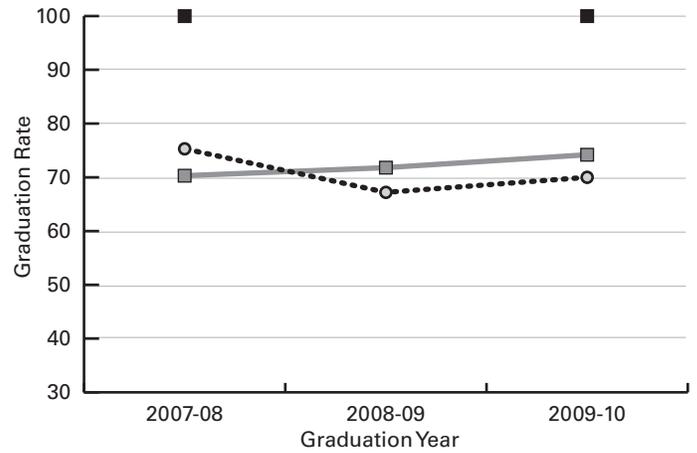
PERSON COUNTY

High School Completion and College Enrollment

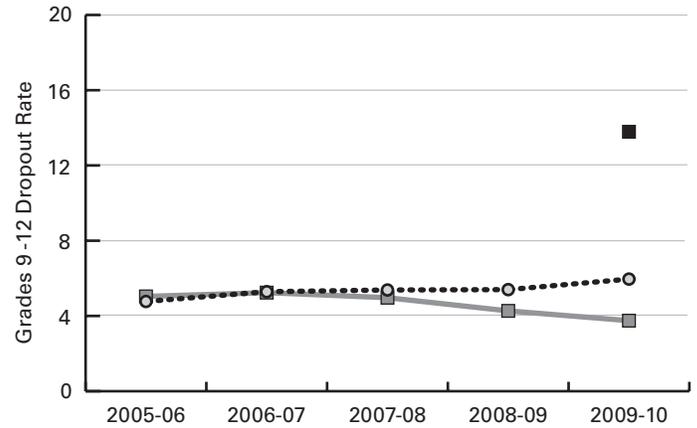
Although there are only a few American Indian students attending Person County Schools, in 2009-10, they had a 100% four-year graduation rate. While this year's dropout rate was more than three times the rate of other county and state students, it should be noted that no American Indian student dropped out of school in four of the last five years.

Twenty percent of 2009-10 American Indian graduates enrolled in NC Community Colleges while 60 percent enrolled in a UNC system school.

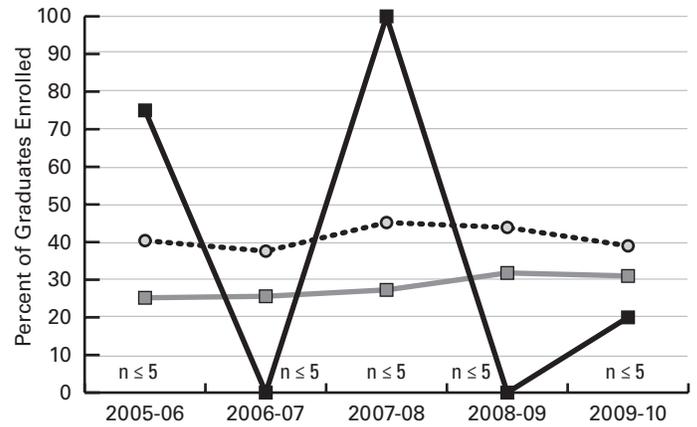
4-YEAR COHORT GRADUATION RATES



DROPOUT RATES

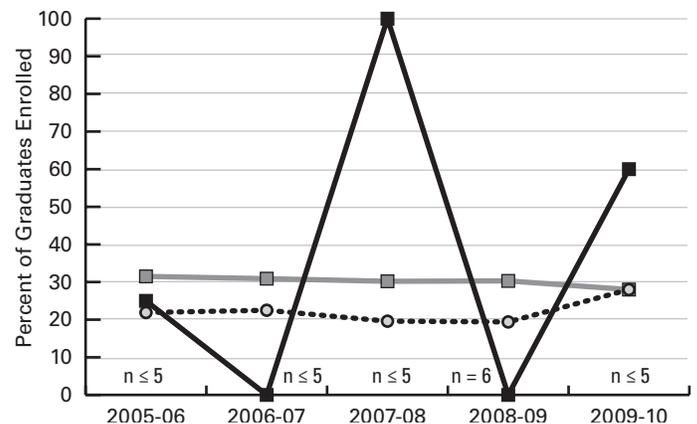


STUDENTS ATTENDING NC COMMUNITY COLLEGES



n = the number of American Indian students attending

STUDENTS ATTENDING UNC SYSTEM SCHOOLS



RICHMOND COUNTY



The Richmond County Schools Title VII Indian Education Program provides services to Indian students Pre-K through 12th grade. This grant serves approximately 286 students in 17 schools.

Mission

To provide educational leadership and services which promote equal educational opportunities and programs that enable Richmond County Native American students to become fully productive members of society.

Goals

- To provide tutoring in reading and math to American Indian students who score below proficiency on EOG and/or benchmark tests at targeted K-5 schools.
- To provide dropout prevention counseling for students in order to increase the graduation rate.

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



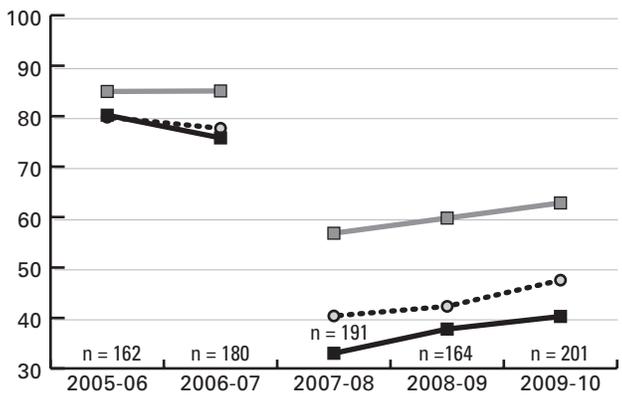
RICHMOND COUNTY

Reading and Math End of Grade Tests

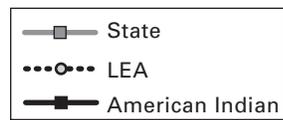
Proficiency rates for Richmond County American Indian students on the Reading End of Grade test for grades 3-8 increased this year, although they fell below other state and county students for the third consecutive year. In 2009-10, American Indian proficiency rates are only about 40%.

In Math, average combined proficiency rates for Richmond County American Indian students in grades 3-8 also increased to meet county rates and narrow the gap between American Indian students and the state. The largest gains were seen in 3rd, 6th and 9th grade.

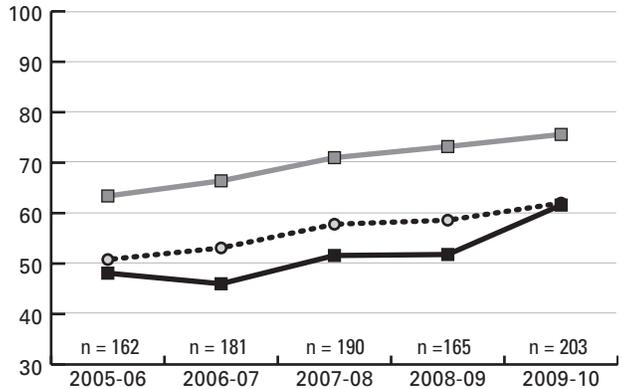
**Grades 3-8
COMBINED READING**



**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	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	64.7	63.6	29.6	34.6	28.6	79.0	75.4	39.4	38.2	42.8
	N Tested	17	33	27	26	28	630	622	604	571	607
4	% Grade Level	79.3	73.9	35.1	36.4	50.0	74.4	74.2	42.0	41.6	47.0
	N Tested	29	23	37	22	32	614	621	610	575	577
5	% Grade Level	80.0	87.1	18.5	43.2	37.9	84.2	83.2	38.4	44.9	49.7
	N Tested	15	31	27	37	29	576	608	651	612	580
6	% Grade Level	76.5	76.2	48.5	40.7	48.8	79.6	74.9	48.5	45.1	55.1
	N Tested	34	21	33	27	41	682	569	620	627	624
7	% Grade Level	89.3	74.4	30.4	36.4	33.3	80.5	79.3	35.6	39.4	42.0
	N Tested	28	39	23	33	33	657	700	596	619	629
8	% Grade Level	84.6	78.8	31.8	31.6	39.5	81.0	82.6	38.3	44.6	48.8
	N Tested	39	33	44	19	38	686	609	668	570	601

EOG MATHEMATICS, Percent of Students At/Above Grade Level

RICHMOND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	45.5	66.7	44.4	71.4	NA	65.5	73.7	61.6	64.4
	N Tested	NA	33	27	27	28	NA	623	608	575	607
4	% Grade Level	37.9	30.4	62.2	56.5	60.6	49.8	47.4	58.1	60.7	59.3
	N Tested	29	23	37	23	33	616	622	611	578	582
5	% Grade Level	26.7	48.4	40.7	64.9	53.3	52.3	48.3	50.2	63.8	67.4
	N Tested	15	31	27	37	30	576	609	652	613	582
6	% Grade Level	41.2	59.1	51.5	33.3	61.0	56.1	57.9	58.4	53.1	61.4
	N Tested	34	22	33	27	41	684	573	620	627	624
7	% Grade Level	64.3	43.6	45.5	51.5	51.5	48.7	50.7	55	54.9	56.2
	N Tested	28	39	22	33	33	653	702	595	618	626
8	% Grade Level	51.3	45.5	43.2	57.9	71.1	43.4	50.1	52.5	58.0	63.6
	N Tested	39	33	44	19	38	686	609	668	572	602

RICHMOND COUNTY

End of Course Tests

Proficiency rates for American Indian students in Richmond County on the Algebra I End of Course test continue to almost mirror proficiency rates at the county level. Proficiency increased in 2009-10, almost cutting the gap between American Indian students and the state in half.

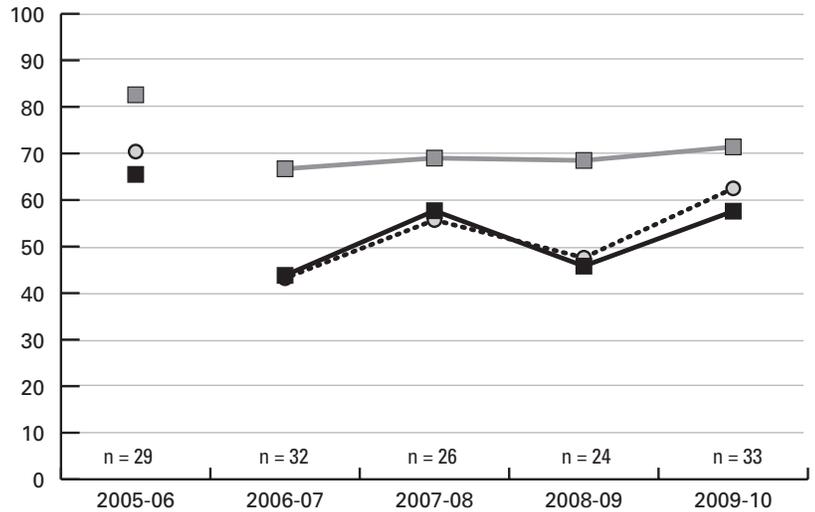
American Indian students' proficiency on the Biology End of Course test decreased to the lowest point since 2005-6, falling below this year's state and county rates.

However, American Indian proficiency rates on the English I EOC test rose to their highest point in three years, almost matching LEA rates.

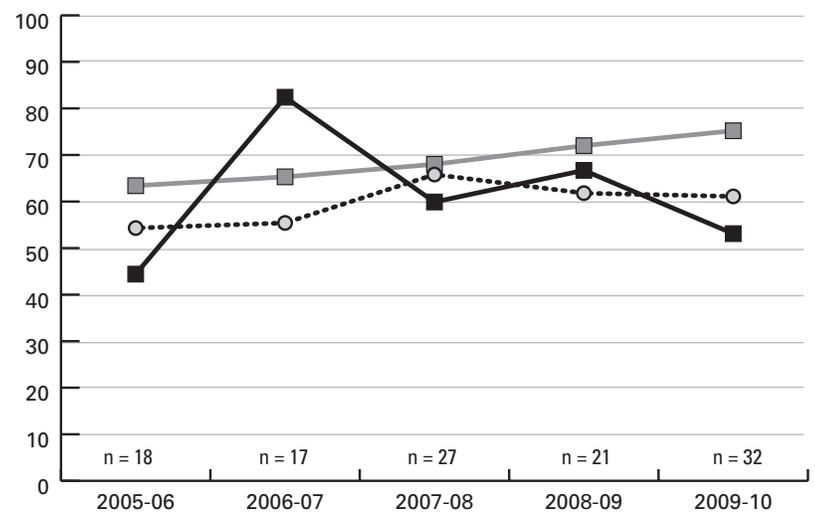


n = the number of American Indian students tested each year

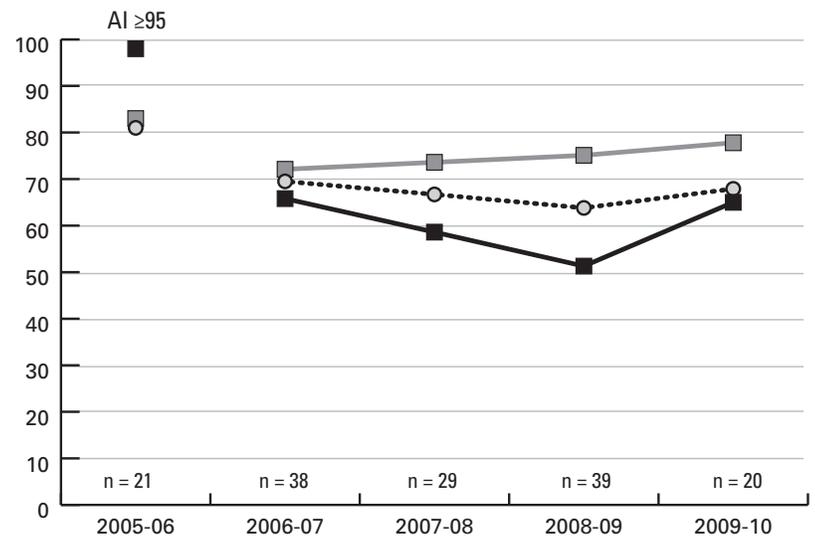
ALGEBRA I



BIOLOGY



ENGLISH I



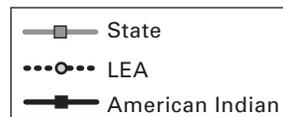
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

RICHMOND COUNTY

High School Completion and College Enrollment

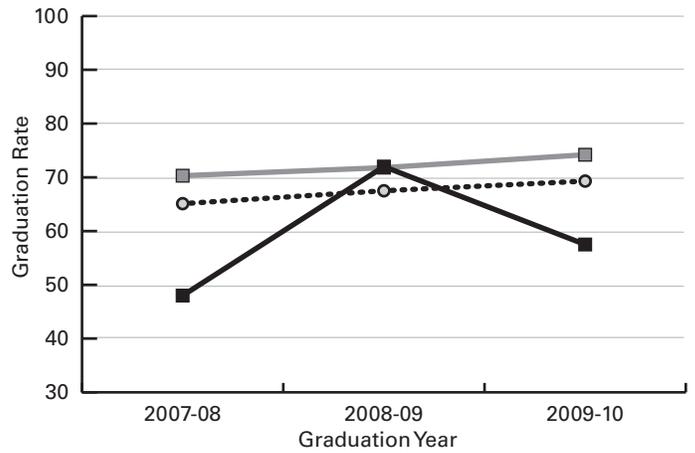
The four-year cohort graduation rate for Richmond County American Indian students decreased in 2009-10, falling more than ten percentage points behind overall county rates, and trailing students across the state by an even greater margin. Dropout rates for American Indian students also increased for the first time since 2006-7.

American Indian students' enrollment rates at NC community colleges increased over 15 percentage points and over 20 percentage points at UNC system schools.

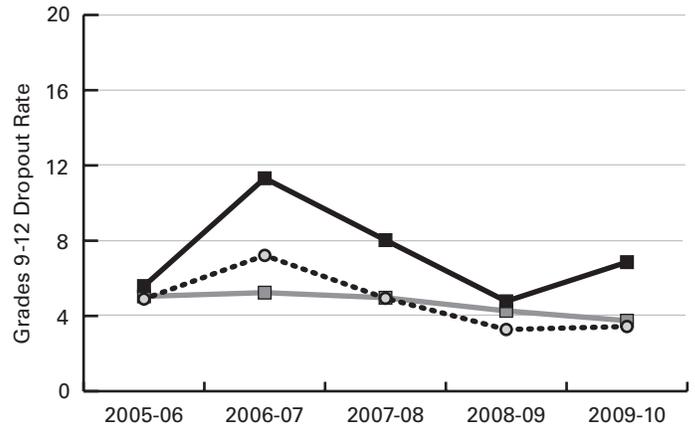


n = the number of American Indian students attending

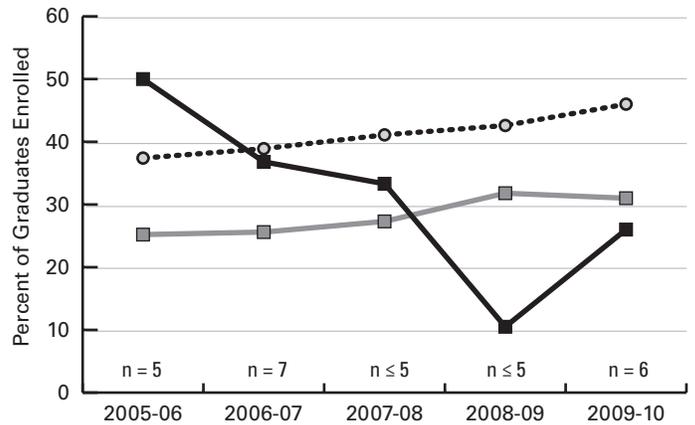
4-YEAR COHORT GRADUATION RATES



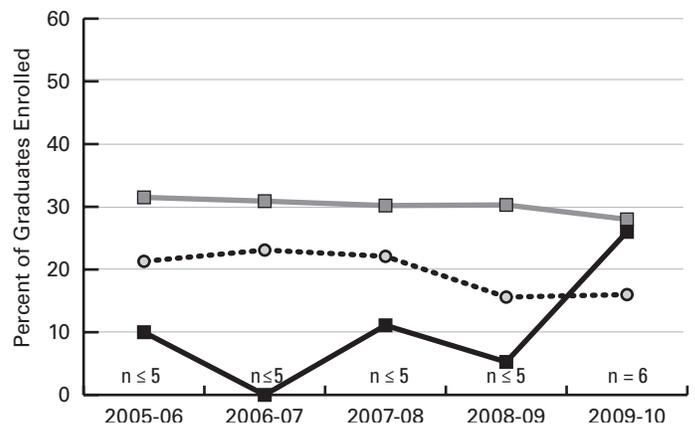
DROPOUT RATES



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.

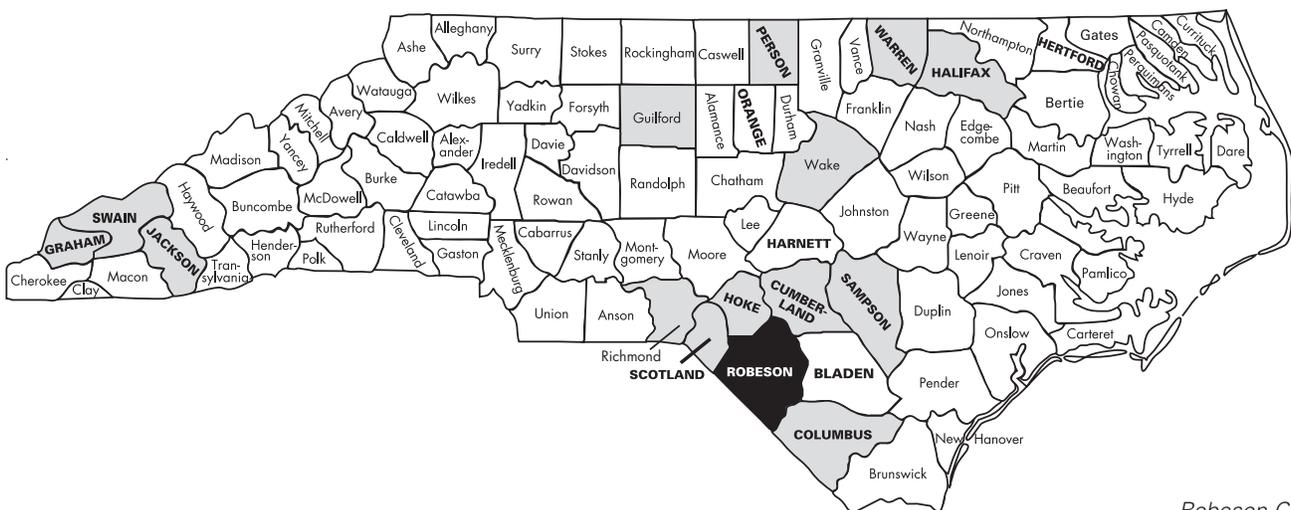
The Title VII program goals are to reduce the dropout rate, increase reading scores, and provide cultural enrichment. These outcomes are accomplished through enrichment and remediation activities, utilizing traditional speakers, and providing opportunities for involvement in two clubs for 7th -12th grade 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

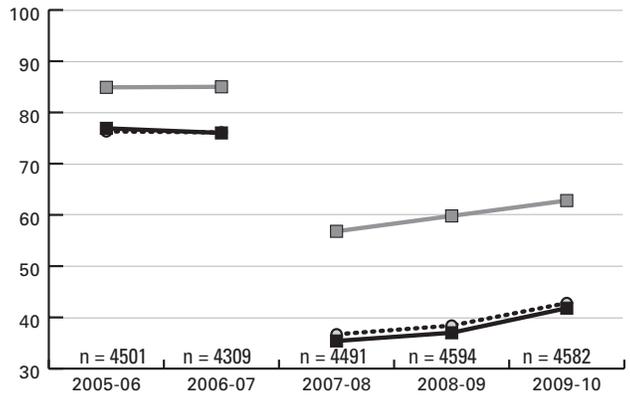
Reading and Math End of Grade Tests

American Indian students' performance on Math and Reading End of Grade tests in Robeson County continues to mirror the overall performance of the county, increasing along with the rest of their peers. In Reading, however, the percent of proficient American Indian students remains about 20% below state proficiency percentages. On the Math EOG's, a slightly smaller gap remained between American Indian students and the state.

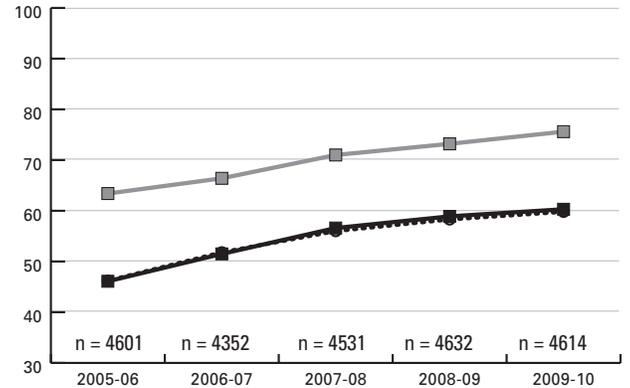


n = the number of American Indian students tested each year

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	75.4	77.9	36.2	37.9	39.0	77.2	78.6	37.0	40.6	40.9
	N Tested	759	750	828	891	808	1739	1686	1863	1922	1836
4	% Grade Level	75.8	76.8	41.0	43.6	44.1	75.4	78.0	43.3	44.1	45.5
	N Tested	720	725	776	807	866	1644	1662	1713	1792	1875
5	% Grade Level	76.3	88.3	32.5	37.5	43.2	78.3	86.1	34.5	36.2	42.8
	N Tested	761	702	718	757	790	1741	1548	1629	1648	1710
6	% Grade Level	70.1	71.7	43.9	40.5	48.4	69.5	73.9	42.9	41.1	51.0
	N Tested	763	724	722	706	727	1821	1665	1589	1619	1622
7	% Grade Level	79.4	81.0	28.9	29.9	36.0	77.9	80.4	30.0	32.4	35.6
	N Tested	722	735	723	715	702	1711	1728	1622	1606	1619
8	% Grade Level	79.1	84.0	29.4	31.5	39.6	79.6	82.2	32.7	34.8	40.6
	N Tested	776	673	724	718	689	1803	1600	1726	1633	1548

ROBESON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	61.7	68.7	62.7	61.1	NA	62.1	64.6	62.6	61.6
	N Tested	NA	762	830	897	817	NA	1708	1873	1932	1847
4	% Grade Level	52.7	51.0	63.2	64.3	59.5	51.0	53.6	61.6	61.8	59.6
	N Tested	731	739	787	812	870	1672	1686	1731	1807	1892
5	% Grade Level	38.9	52.9	53.8	58.4	58.3	42.3	52.1	51.9	58.5	58.3
	N Tested	773	705	730	771	792	1755	1559	1646	1673	1720
6	% Grade Level	38.0	44.5	54.8	55.1	58.2	39.1	49.0	54.2	52.9	57.7
	N Tested	772	733	725	713	739	1846	1681	1593	1632	1640
7	% Grade Level	46.6	44.1	47.8	58.2	62.1	43.7	43.2	51.1	55.1	58.8
	N Tested	723	737	732	717	702	1729	1745	1666	1612	1626
8	% Grade Level	43.2	53.1	49.4	53.0	62.8	45.3	51.6	51.2	57.6	63.1
	N Tested	780	676	727	722	694	1820	1613	1732	1643	1554

ROBESON COUNTY

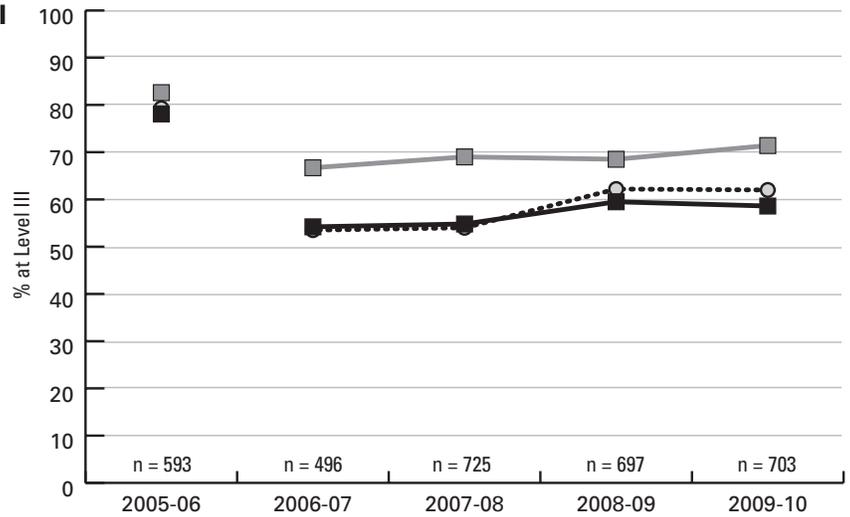
End of Course Tests

The percentage of students achieving proficiency on the Algebra I, Biology, and English I End of Course tests remained relatively the same in 2009-10, as compared to the previous year. Robeson County's American Indian student population, as well as the county as a whole, achieved proficiency below the state level.

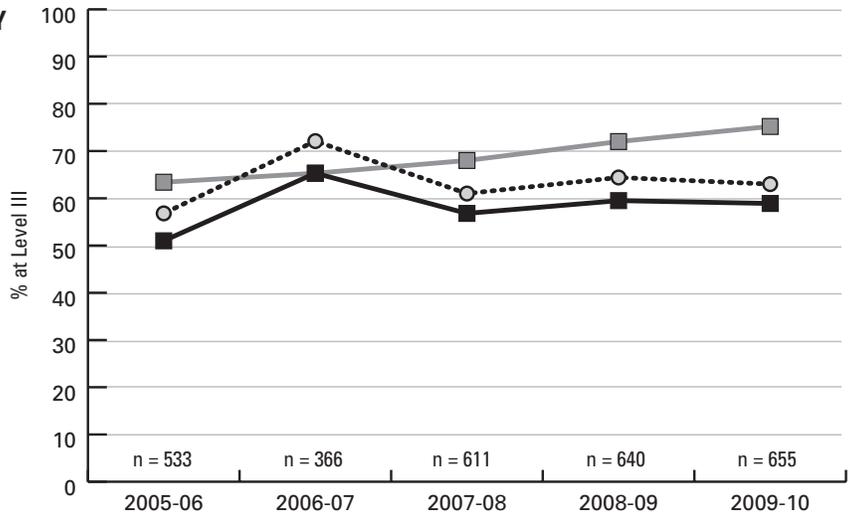


n = the number of American Indian students tested each year

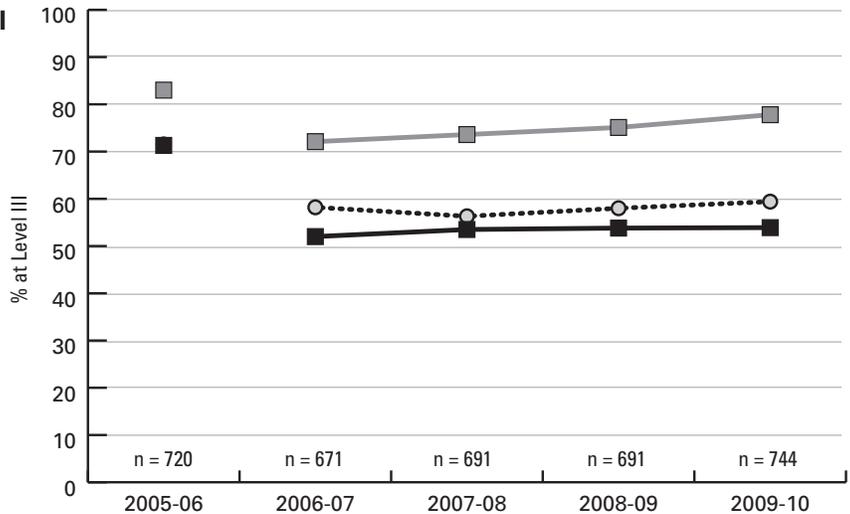
ALGEBRA I



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 continued to dramatically increase in 2009-10, and remained equal to county-wide gains. The graduate rate for American Indian students also matched the state rate for the first time in three years.

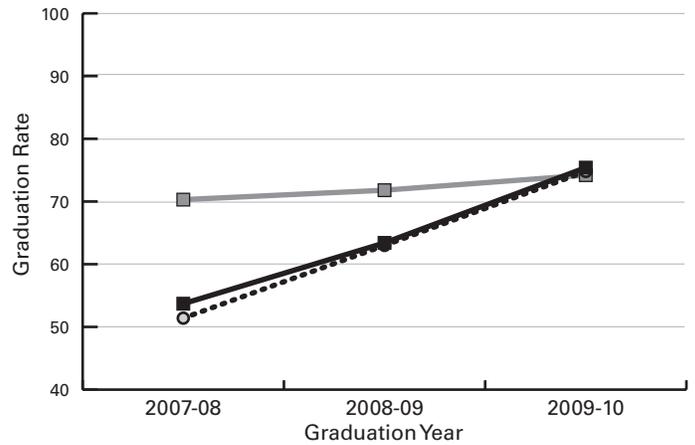
American Indian, LEA, and state dropout rates all hovered at or just above 4% in 2009-10, maintaining progress first seen in 2008-9.

The percent of American Indian graduates enrolled in NC community colleges and UNC system schools increased in 2009-10, while LEA enrollment at UNC system schools decreased.

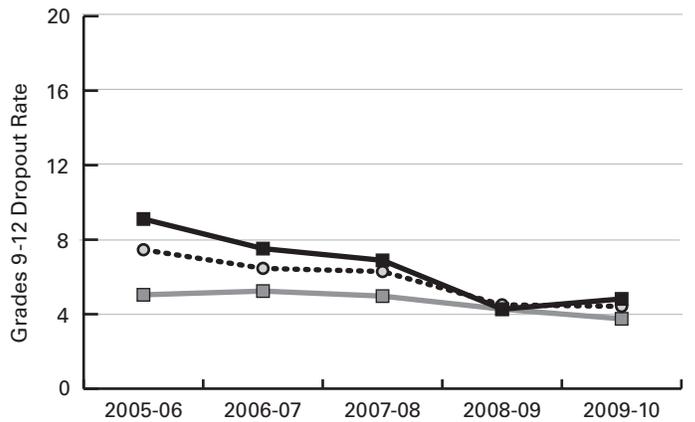


n = the number of American Indian students attending

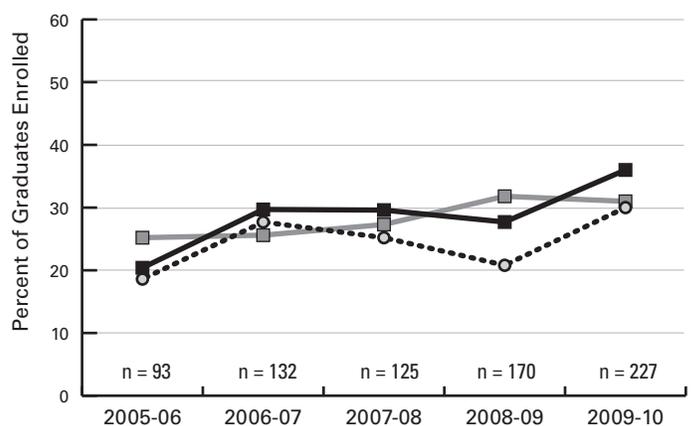
4-YEAR COHORT GRADUATION RATES



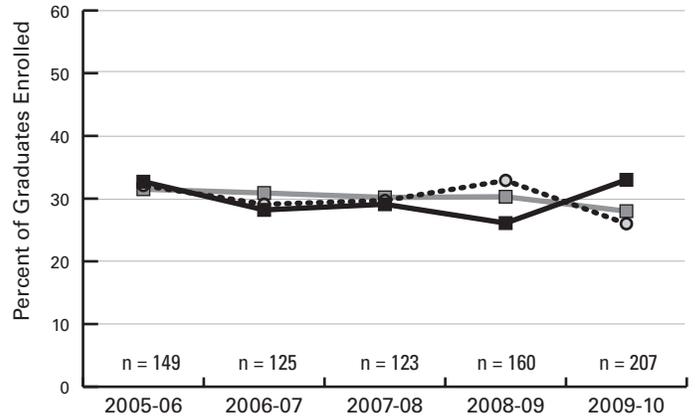
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



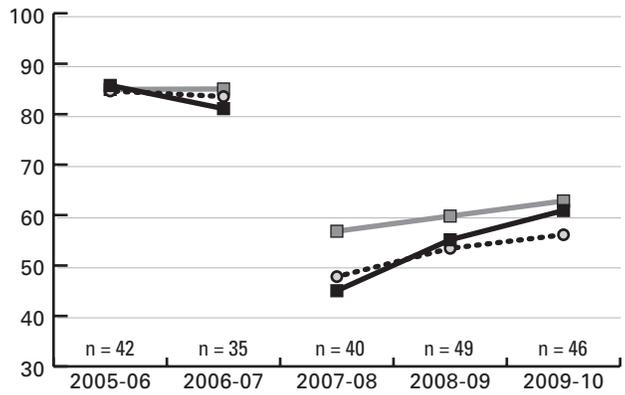
SAMPSON COUNTY

Reading and Math End of Grade Tests

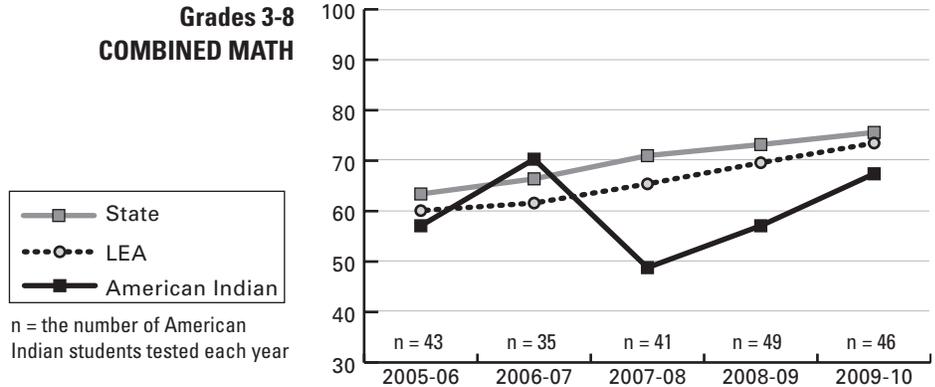
The percentage of American Indian students scoring at Level III on the Reading End of Grade test in grades 3-8 increased in 2009-10, exceeded county rates for the second consecutive year, and continued to approach the state percentage.

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. American Indian students' proficiency rate on the Math End of Grade is now less than ten percentage points below the state and county.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	90.0	90.9	50.0	83.3	50.0	80.9	81.0	46.0	49.9	54.2
	N Tested	10	11	6	6	6	611	610	635	710	671
4	% Grade Level	83.3	*	50.0	*	62.5	83.3	87.4	53.0	57.5	58.6
	N Tested	6	7	10	≤ 5	8	634	578	610	642	688
5	% Grade Level	*	57.1	50.0	50.0	66.7	89.9	88.5	51.1	55.0	58.7
	N Tested	6	7	8	12	6	613	590	566	611	613
6	% Grade Level	*	*	33.3	60.0	55.6	77.6	82.2	49.8	60.8	62.5
	N Tested	≤ 5	≤ 5	9	10	9	621	585	617	584	590
7	% Grade Level	88.9	*	*	22.2	72.7	87.6	87.0	43.3	49.3	50.5
	N Tested	9	≤ 5	≤ 5	9	11	619	606	594	641	580
8	% Grade Level	88.9	83.3	*	42.9	50.0	88.9	90.1	43.9	48.7	51.9
	N Tested	9	6	≤ 5	7	6	603	587	611	587	630

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SAMPSON COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	n/a	90.9	66.7	83.3	83.3	NA	65.4	71.5	71.3	75.9
	N Tested	n/a	11	6	6	6	NA	612	635	711	675
4	% Grade Level	33.3	85.7	80.0	*	62.5	63.5	60.0	68.0	69.7	72.8
	N Tested	6	7	10	≤ 5	8	638	575	610	641	691
5	% Grade Level	50.0	42.9	62.5	83.3	66.7	59.1	62.8	67.3	68.2	69.9
	N Tested	6	7	8	12	6	614	591	565	610	615
6	% Grade Level	*	*	10.0	70.0	55.6	55.0	62.6	61.8	69.2	71.9
	N Tested	≤ 5	≤ 5	10	10	9	625	586	618	584	594
7	% Grade Level	22.2	*	*	22.2	81.8	56.2	60.3	63.1	67.3	71.9
	N Tested	9	≤ 5	≤ 5	9	11	623	607	594	642	584
8	% Grade Level	77.8	83.3	n/a	28.6	50.0	59.7	69.1	60.6	71.7	78.5
	N Tested	9	6	n/a	7	6	606	589	606	587	632

SAMPSON COUNTY

End of Course Tests

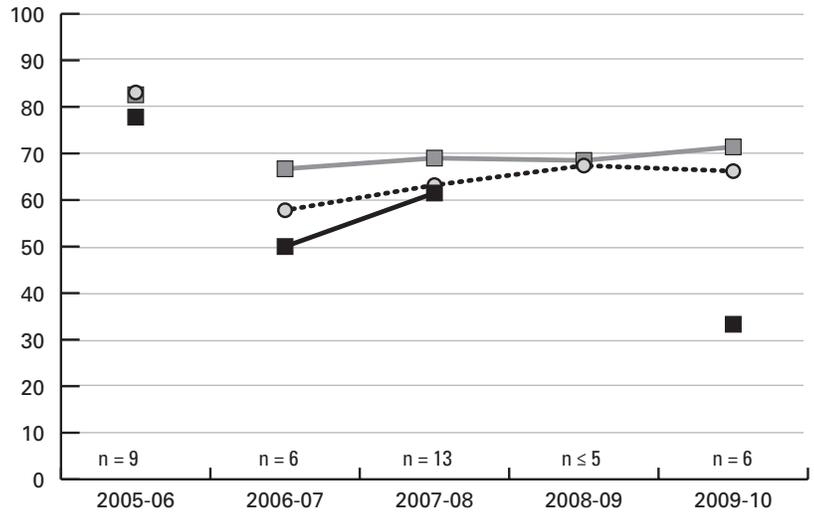
Data about the Biology End of Course test for Sampson County's American Indian students was not available for 2009-10 due to the small number of students taking the exam from that population. In 2008-9, their proficiency percentage matched other county students.

Although the percentage of proficient American Indian students on the Algebra I and English I exams declined, it is important to note the relatively small number of American Indian students taking these exams in Sampson County over the past five years.

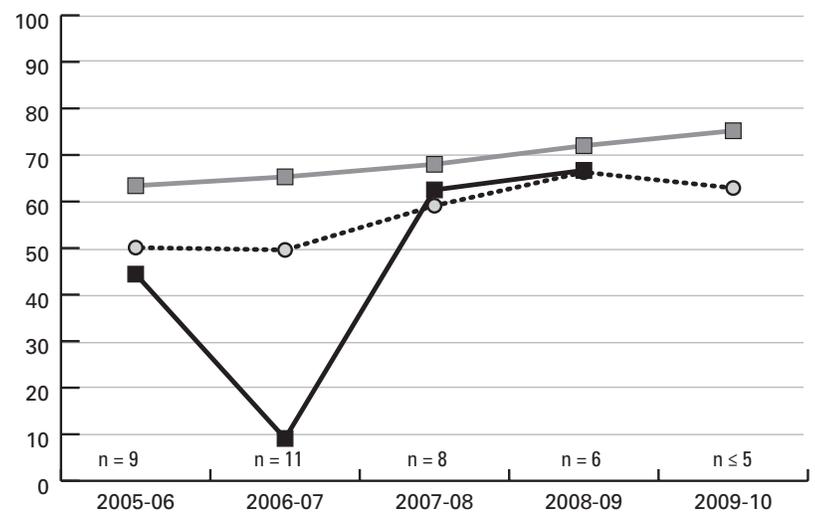


n = the number of American Indian students tested each year

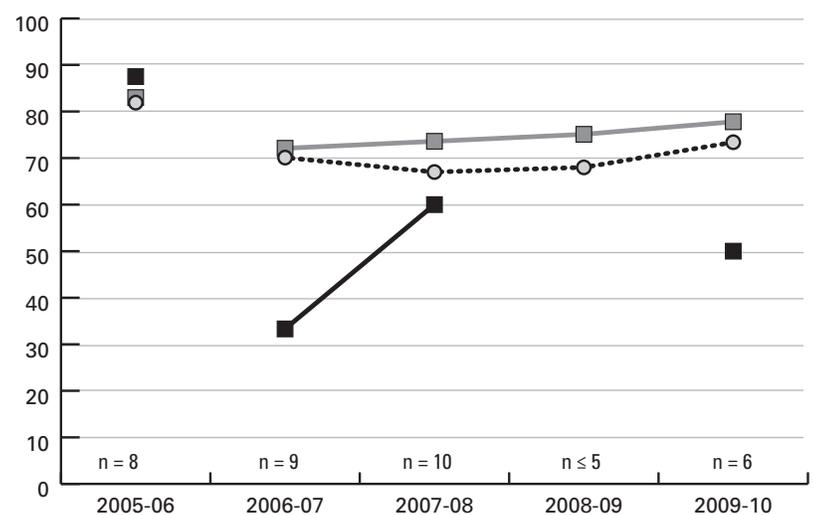
ALGEBRA I



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.

SAMPSON COUNTY

High School Completion and College Enrollment

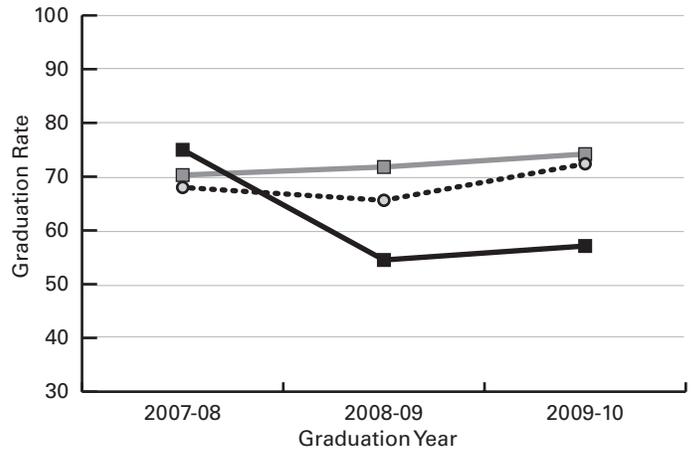
Graduation rates for American Indian students increased slightly in 2009-10, but still lagged behind county and state rates. Dropout rates skyrocketed to about 20% within the local American Indian population, the highest reported rates in five years. However, please note that due to small numbers of American Indian students in Sampson County, graduation and dropout rates are highly susceptible to volatility.

The percent of students attending NC community colleges increased in 2009-10. The percentage exceeded the state and local 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.

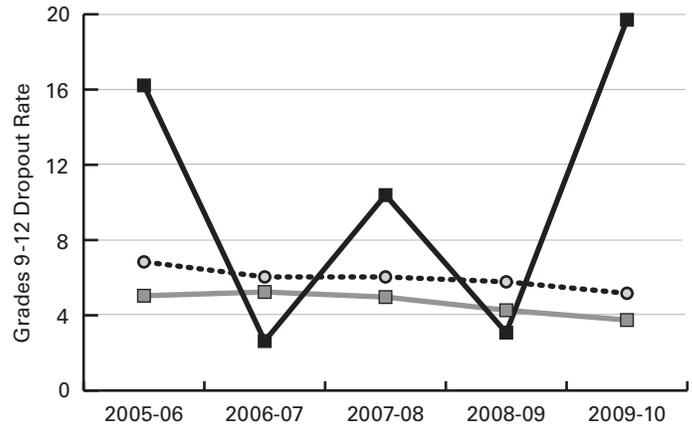


n = the number of American Indian students attending

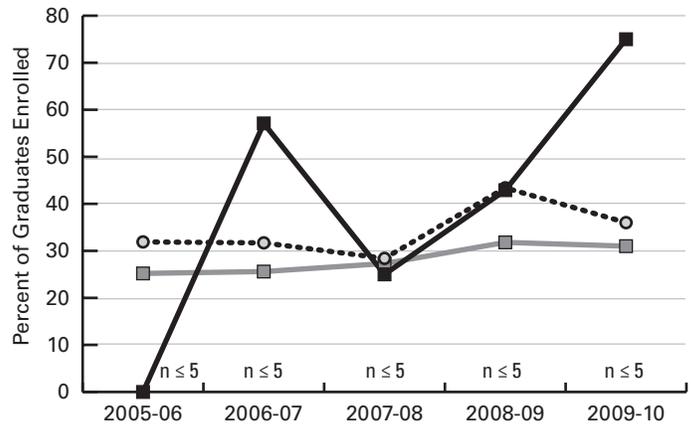
4-YEAR COHORT GRADUATION RATES



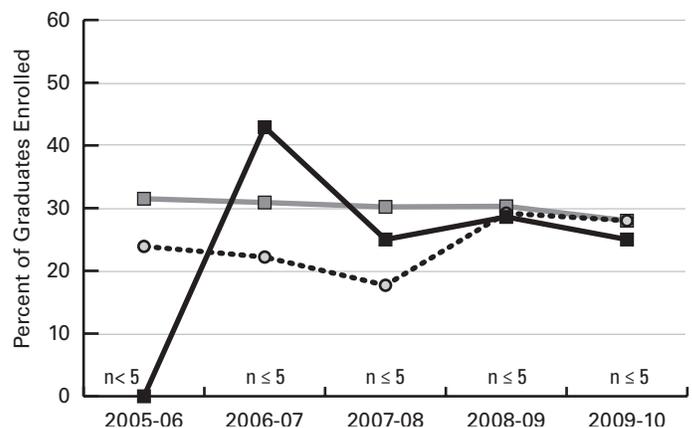
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



CLINTON CITY SCHOOLS



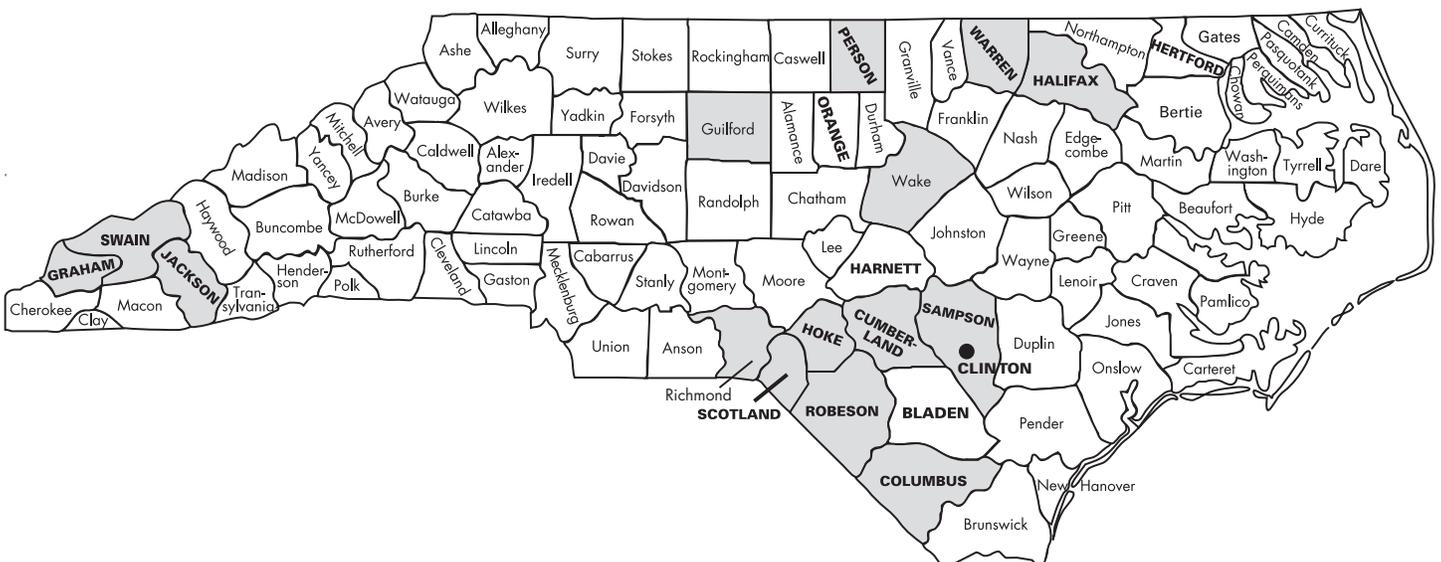
The Clinton City Schools' Indian Education Program assists Native American students at all five schools: L. C. Kerr (Pre-K, Kindergarten, and 1st Grade); Butler Avenue (2nd & 3rd Grades); Sunset Avenue (4th & 5th Grades); Sampson Middle (6th, 7th, & 8th Grades); and Clinton High (9th, 10th, 11th, & 12th 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>



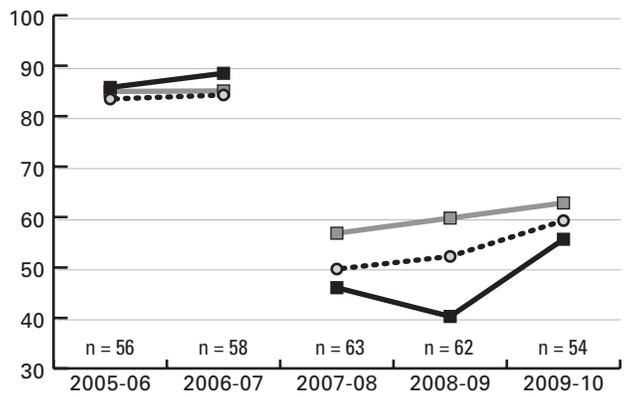
CLINTON CITY SCHOOLS

Reading and Math End of Grade Tests

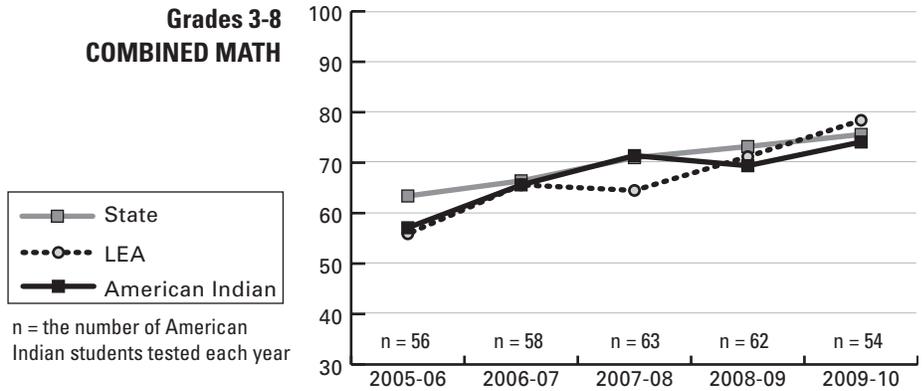
The percent of Clinton City American Indian students who were proficient on the grades 3-8 Reading End of Grade increased for the first time since 2006-7, rising nearly twenty percentage points to come close to state and county levels. Major gains were seen in 4th, 5th, and 6th grade.

The percent of American Indian students in Clinton City Schools scoring at Level III on the Math End of Grade test also increased in 2009-10 and remained competitive with state and county students.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



n = the number of American Indian students tested each year

EOG READING, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	83.3	92.3	55.6	40.0	*	82.4	83.6	47.6	52.5	65.3
	N Tested	12	13	9	10	≤ 5	227	213	246	263	259
4	% Grade Level	*	76.9	40.0	40.0	80.0	76.9	84.8	55.8	55.5	63.3
	N Tested	≤ 5	13	15	10	10	208	224	233	245	264
5	% Grade Level	90.0	*	30.8	40.0	60.0	87.8	92.3	48.4	52.2	51.1
	N Tested	10	≤ 5	13	15	10	213	207	213	224	229
6	% Grade Level	72.7	90.0	*	38.5	60.0	83.7	84.8	57.6	53.9	64.3
	N Tested	11	10	≤ 5	13	15	203	217	217	206	227
7	% Grade Level	90.9	90.0	20.0	*	27.3	83.6	89.9	42.1	52.7	51.0
	N Tested	11	10	10	≤ 5	11	225	207	235	201	204
8	% Grade Level	≥ 95	≥ 95	72.7	44.4	*	85.8	85.3	47.1	46.5	58.9
	N Tested	8	9	11	9	≤ 5	211	224	204	226	214

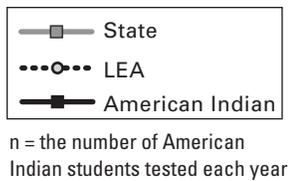
EOG MATHEMATICS, Percent of Students At/Above Grade Level

CLINTON CITY SCHOOLS		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	69.2	55.6	80.0	*	NA	78.4	70.7	75.3	83.1
	N Tested	NA	13	9	10	≤ 5	NA	213	246	263	260
4	% Grade Level	*	69.2	73.3	60.0	70.0	56.2	67.0	69.1	74.6	75.1
	N Tested	≤ 5	13	15	10	10	210	224	233	244	265
5	% Grade Level	40.0	*	84.6	73.3	80.0	56.1	73.9	69.5	68.0	80.9
	N Tested	10	≤ 5	13	15	10	214	207	213	225	230
6	% Grade Level	63.6	70.0	80.0	61.5	66.7	58.6	65.4	64.4	65.9	68.0
	N Tested	11	10	5	13	15	203	217	216	205	228
7	% Grade Level	36.4	90.0	60.0	*	81.8	52.4	65.2	59.1	74.6	75.0
	N Tested	11	10	10	≤ 5	11	225	207	235	201	204
8	% Grade Level	62.5	33.3	72.7	66.7	*	51.2	56.4	53.2	68.0	88.7
	N Tested	8	9	11	9	≤ 5	211	225	205	228	213

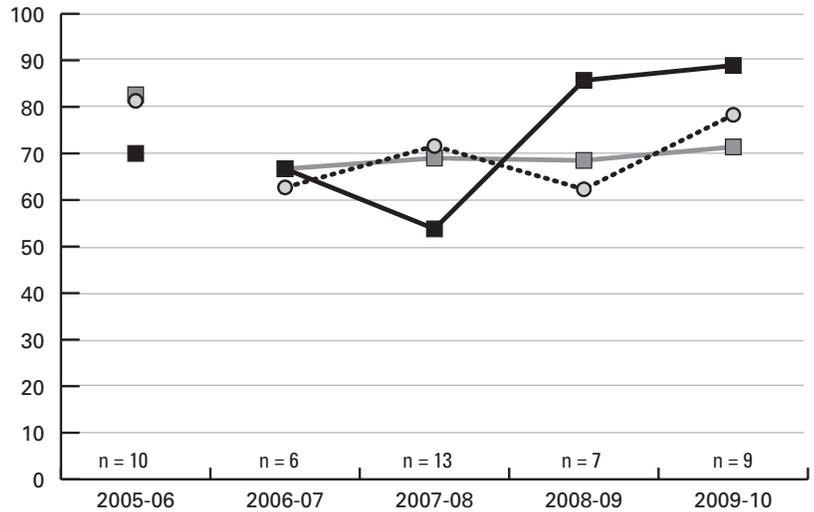
CLINTON CITY SCHOOLS

End of Course Tests

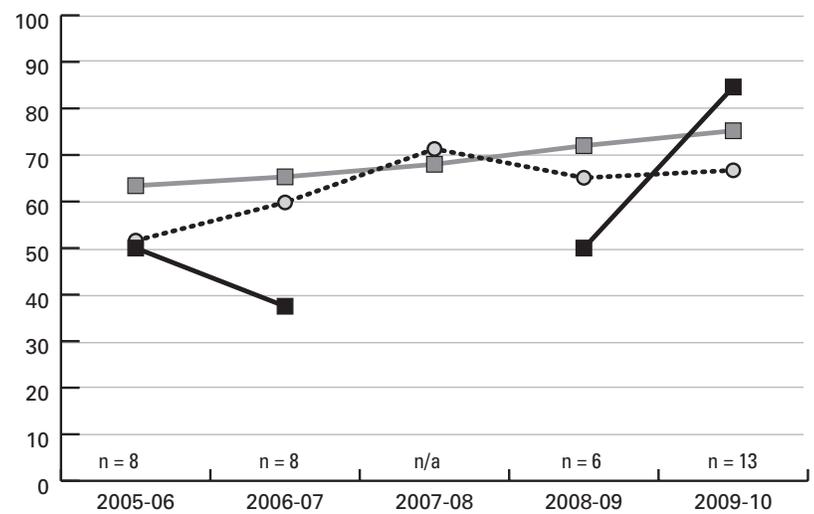
American Indian students' performance on the Algebra I and Biology End of Course tests rose in 2009-10, exceeding state and county proficiency levels. Performance on the English I test held steady compared to the previous year, but also put American Indian students above state and county performance rates. Over 80% of American Indian students earned Level III results in Biology, an improvement of more than 30 percentage points over 2008-9.



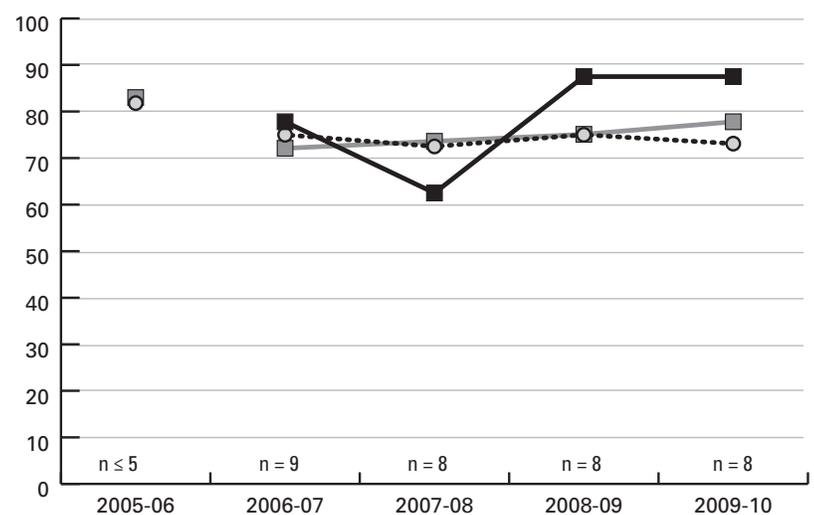
ALGEBRA I



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.

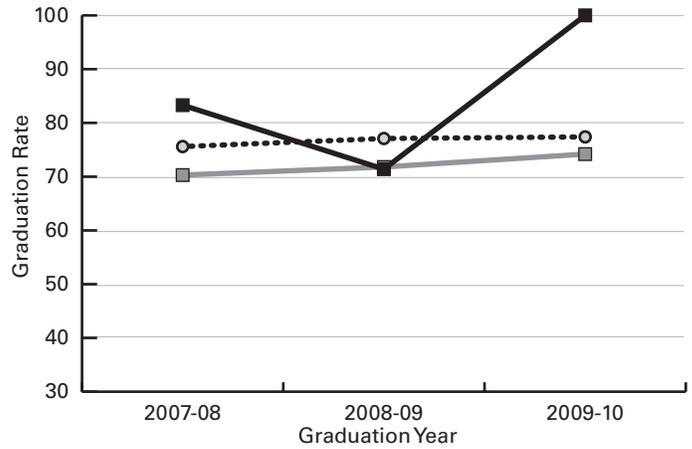
CLINTON CITY SCHOOLS

High School Completion and College Enrollment

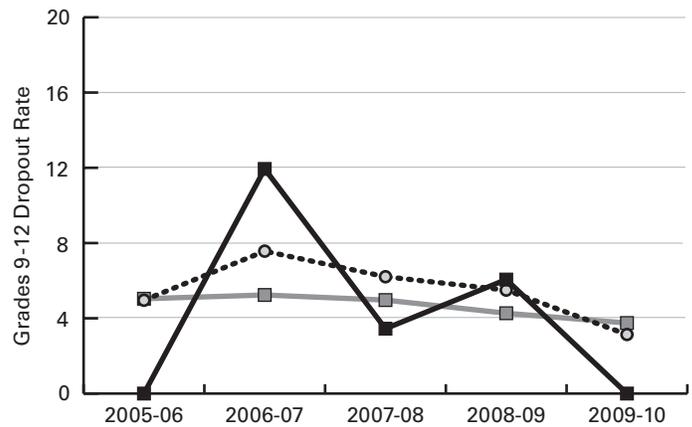
Because of the relatively small number of American Indian students in Clinton City Schools, any shift in graduation or dropout rates may appear as a major fluctuation. However, graduation rates of American Indian students in Clinton City Schools skyrocketed above the state and LEA graduation rates in 2009-10 to reach 100%. The dropout rate also fell well below state and county rates, with no American Indian students dropping out this year.

In 2009-10, 16% of Clinton City American Indian graduates attended NC community colleges. The percentage of American Indian graduates in the district attending UNC system schools fell by more than 20 percentage points in 2009-10.

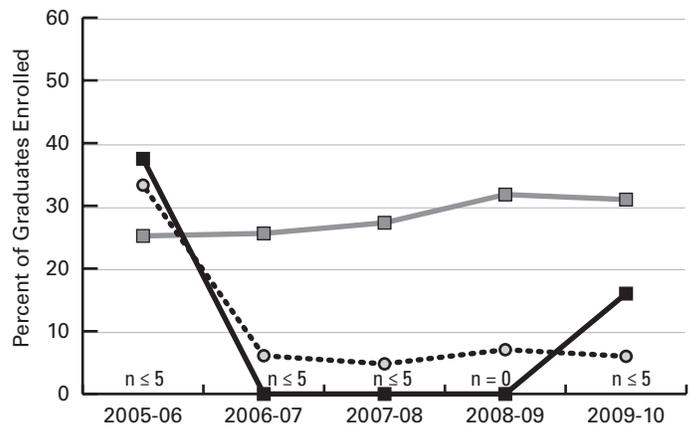
4-YEAR COHORT GRADUATION RATES



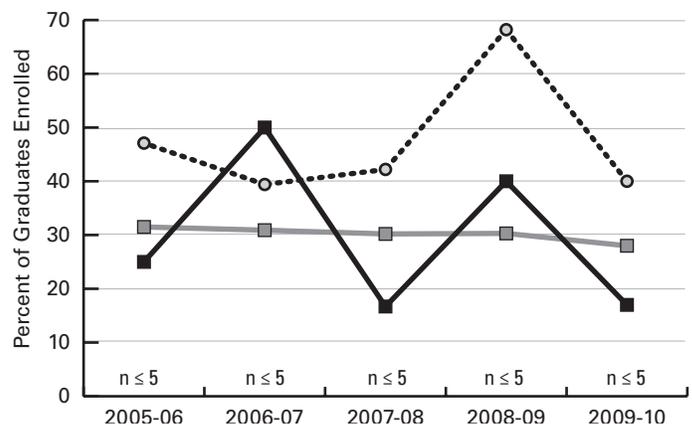
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



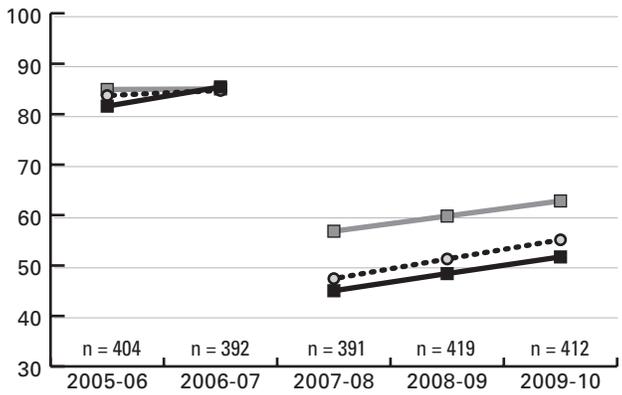
SCOTLAND COUNTY

Reading and Math End of Grade Tests

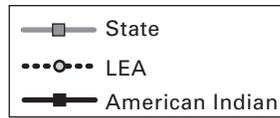
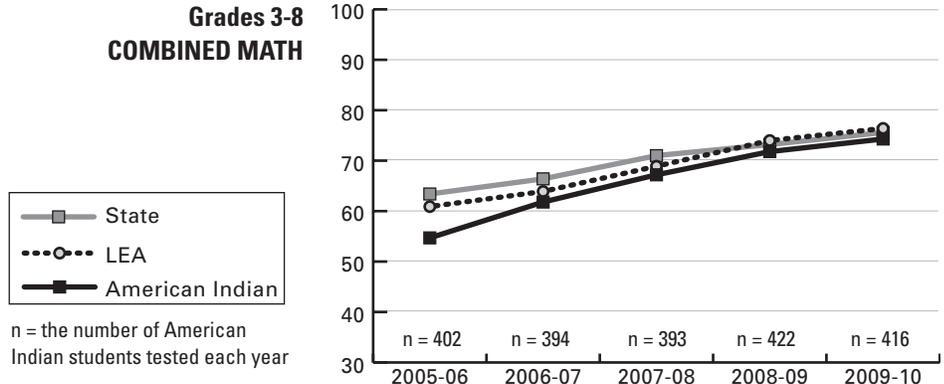
American Indian students in Scotland County have performed similarly to other county students on the Reading End of Grade test for the past three years, increasing proficiency at about the same rate. However, performance remains about 10 points below the state's proficiency percentage.

The performance of American Indian students on the Math End of Grade test continued to improve in 2009-10, and remains approximately the same as the county and state-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	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	77.5	83.3	45.3	53.7	50.0	84.5	82.4	47.3	51.4	55.9
	N Tested	71	78	64	82	68	555	494	497	510	465
4	% Grade Level	83.6	85.7	48.0	47.0	60.5	81.7	85.0	52.2	53.0	61.6
	N Tested	61	63	75	66	76	507	521	494	466	464
5	% Grade Level	84.9	92.1	32.4	49.4	51.7	85.2	91.7	45.7	48.1	54.1
	N Tested	53	63	68	81	58	486	480	523	495	438
6	% Grade Level	80.0	85.2	51.6	36.8	58.5	78.8	79.9	50.0	54.2	61.8
	N Tested	70	54	64	68	82	519	483	482	502	477
7	% Grade Level	79.2	92.4	43.1	50.7	35.4	87.3	88.6	43.9	50.2	47.4
	N Tested	72	66	51	67	65	498	498	472	478	485
8	% Grade Level	84.4	88.2	49.3	52.7	50.8	84.5	88.3	45.0	51.2	49.9
	N Tested	77	68	69	55	63	550	469	478	449	465

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SCOTLAND COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	73.4	76.9	81.0	76.5	NA	68.5	80.9	83.5	77.0
	N Tested	NA	79	65	84	68	NA	496	497	514	469
4	% Grade Level	68.3	46.9	77.3	76.1	79.5	62.7	58.1	71.9	79.3	84.7
	N Tested	60	64	75	67	78	507	520	494	469	470
5	% Grade Level	45.3	61.9	50.7	71.6	71.7	52.9	63.6	60.7	67.6	74.9
	N Tested	53	63	69	81	60	486	478	522	494	443
6	% Grade Level	61.4	61.1	54.7	52.9	70.7	59.7	60.2	59.2	65.9	71.3
	N Tested	70	54	64	68	82	523	482	478	501	478
7	% Grade Level	55.6	71.2	70.6	74.6	70.8	64.9	71.0	72.7	75.2	77.9
	N Tested	72	66	51	67	65	499	496	473	476	484
8	% Grade Level	51.3	54.4	72.5	72.7	76.2	62.8	64.8	68.1	72.7	72.4
	N Tested	76	68	69	55	63	549	469	480	450	463

SCOTLAND COUNTY

End of Course Tests

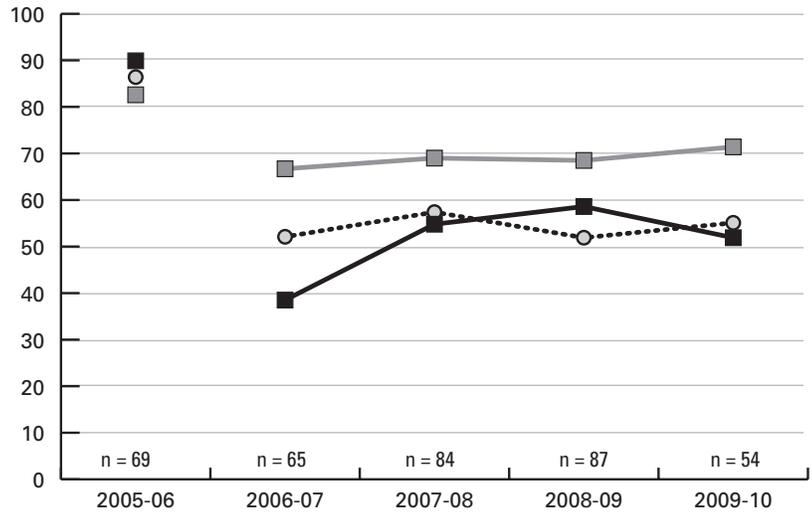
The percentage of Scotland County's American Indian students achieving proficiency on the Algebra I End of Course test declined in 2009-10. This year's performance was relatively on par with county results, but fell almost twenty percentage points short of state achievement levels.

The percentage of American Indian students achieving Level III proficiency on the Biology and English I End of Course tests improved. In English I, American Indian students slightly outperformed their LEA for the first time in the past four years.

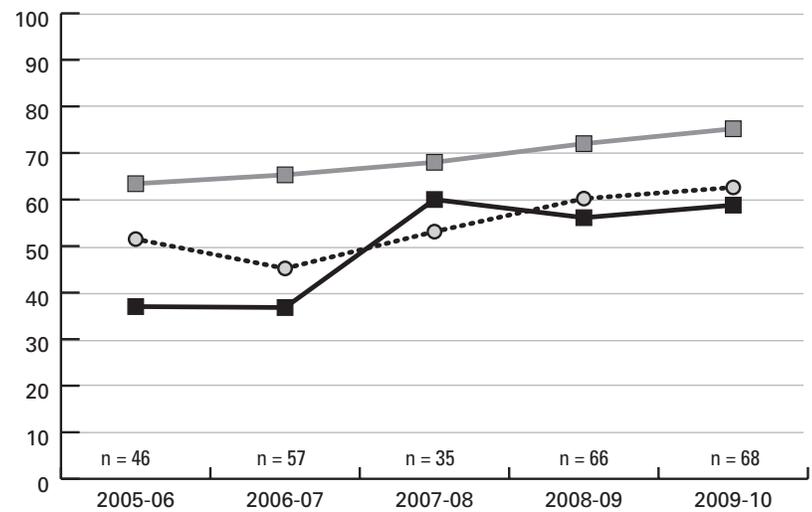


n = the number of American Indian students tested each year

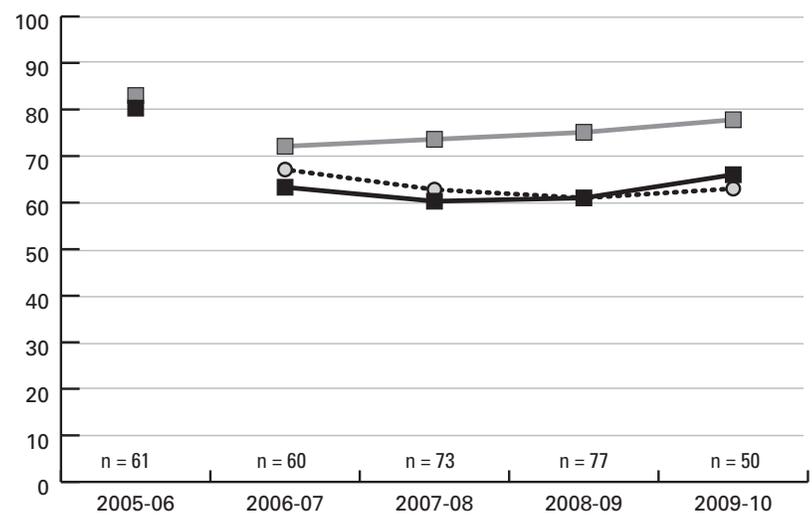
ALGEBRA I



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.

SCOTLAND COUNTY

High School Completion and College Enrollment

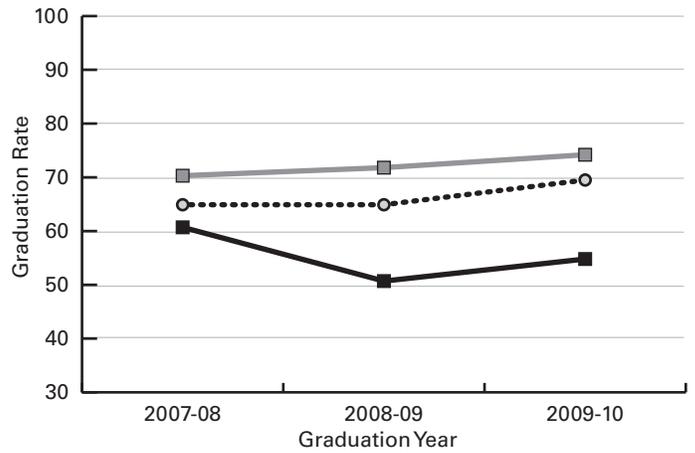
Graduation rates for Scotland County American Indian students improved in 2009-10, but still fell roughly 20% below the state level and over 10% below the county-wide graduation rate. Dropout rates also increased this year, staying above county and state dropout rates.

The percent of Scotland County American Indian graduates attending NC community colleges is higher than that of the state and county. The percentage of American Indian students attending UNC system schools is lower than that of the state and county.

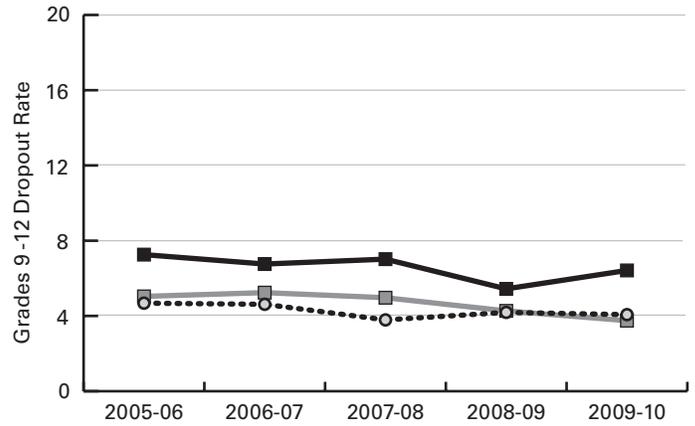


n = the number of American Indian students attending

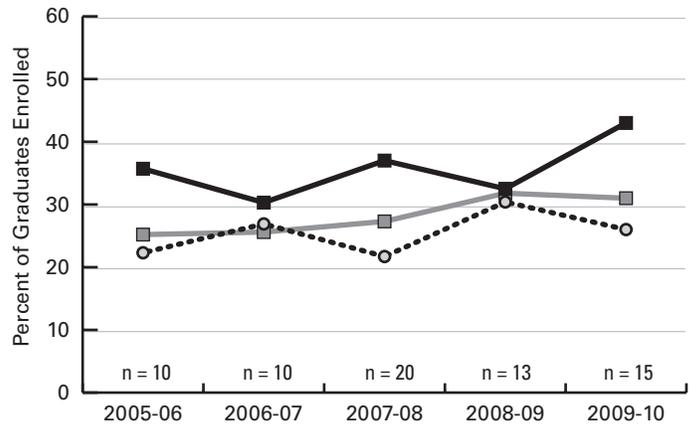
4-YEAR COHORT GRADUATION RATES



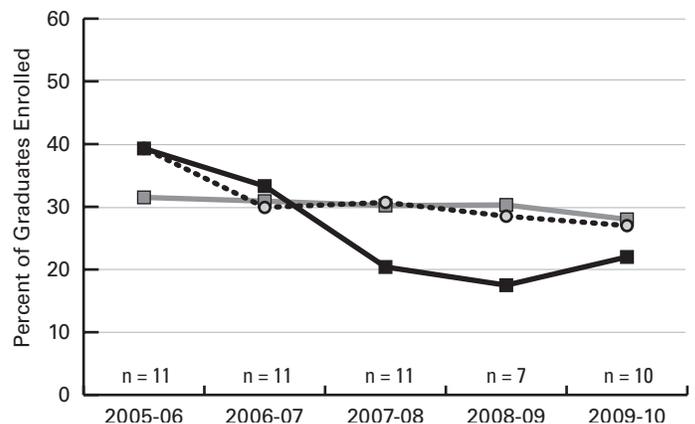
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



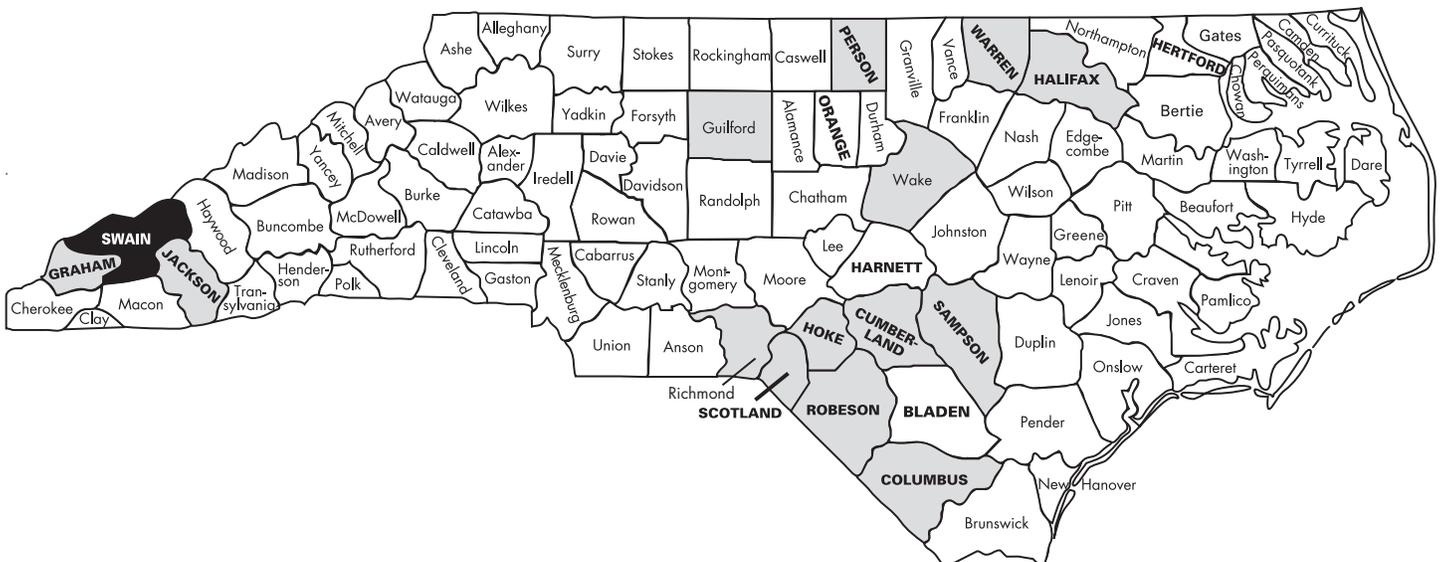
SWAIN COUNTY



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.
- dropout 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>



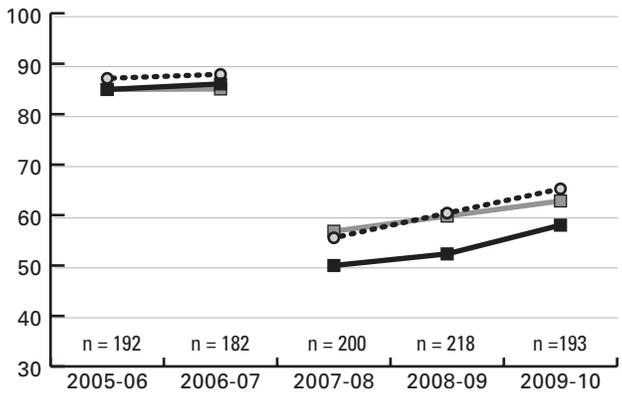
SWAIN COUNTY

Reading and Math End of Grade Tests

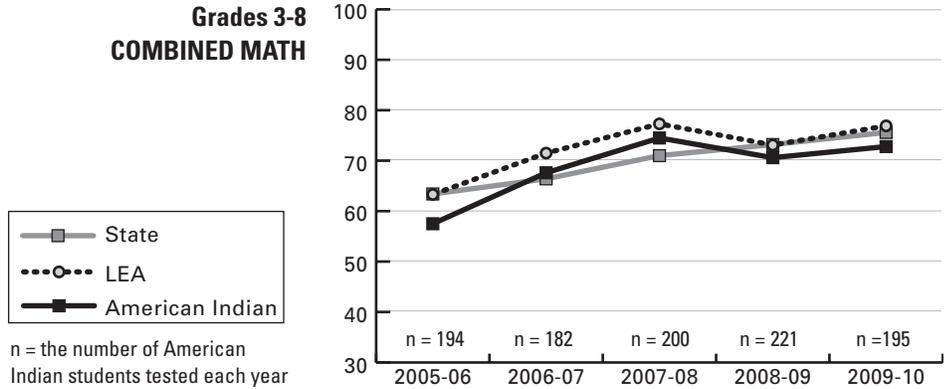
Swain County American Indian students increased proficiency at a similar rate to state and county students in 2009-10 on the Reading End of Grade test, although the percentage of students achieving proficiency still fell below state and county percentages.

American Indian students in Swain County have also followed a similar trajectory as state and county students on the Math End of Grade test over the past five years, increasing in proficiency in 2009-10, and continuing to perform at rates similar to the state and county.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	82.6	83.3	47.1	37.5	47.1	81.5	81.7	56.2	58.6	52.1
	N Tested	23	30	34	32	34	119	126	121	140	119
4	% Grade Level	73.1	95.5	61.3	56.3	61.5	88.6	91.5	65.9	65.6	71.3
	N Tested	26	22	31	32	26	105	117	126	128	129
5	% Grade Level	94.7	75.0	57.1	55.6	62.5	90.2	92.0	62.5	60.0	70.1
	N Tested	38	24	28	36	32	132	100	120	130	127
6	% Grade Level	78.4	84.2	48.1	64.5	66.7	84.0	83.0	55.5	73.4	69.5
	N Tested	37	38	27	31	33	144	135	110	124	131
7	% Grade Level	90.3	91.9	45.2	40.6	61.3	89.8	93.5	45.5	49.1	64.9
	N Tested	31	37	42	32	31	128	153	145	112	131
8	% Grade Level	86.5	87.1	44.7	56.4	51.4	88.4	88.4	50.3	55.7	62.4
	N Tested	37	31	38	55	37	155	121	155	158	125

EOG MATHEMATICS, Percent of Students At/Above Grade Level

SWAIN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	80.0	70.6	62.5	67.6	NA	74.6	70.2	65.7	63.9
	N Tested	NA	30	34	32	34	NA	126	121	140	119
4	% Grade Level	53.8	81.8	83.9	80.6	73.1	69.5	76.1	82.5	79.4	84.5
	N Tested	26	22	31	31	26	105	117	126	126	129
5	% Grade Level	65.8	58.3	75.0	58.3	84.4	59.1	69.7	77.5	70.2	80.3
	N Tested	38	24	28	36	32	132	99	120	131	127
6	% Grade Level	64.9	78.9	66.7	83.9	81.8	71.5	78.5	76.4	81.9	82.6
	N Tested	37	38	27	31	33	144	135	110	127	132
7	% Grade Level	38.7	59.5	73.8	66.7	71.0	59.8	68.6	76.6	71.8	75.4
	N Tested	31	37	42	36	31	127	153	145	117	134
8	% Grade Level	57.9	54.8	76.3	72.7	61.5	61.8	65.3	80.0	70.8	73.4
	N Tested	38	31	38	55	39	157	121	155	161	128

SWAIN COUNTY

End of Course Tests

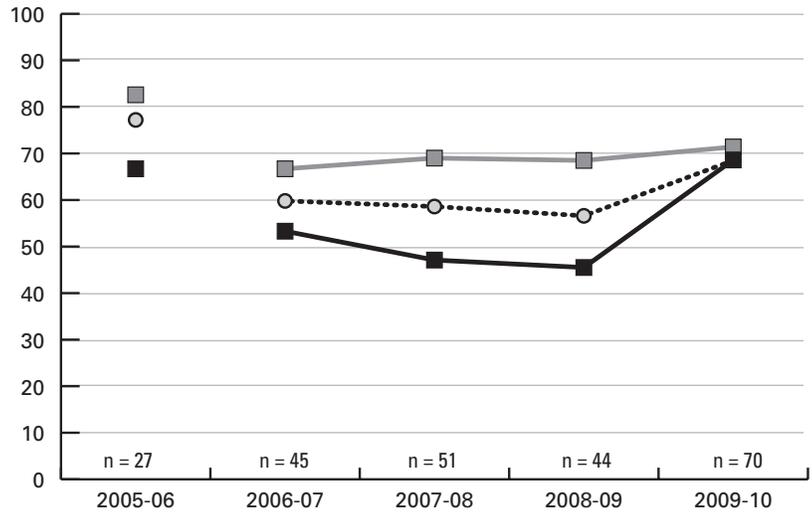
Performance on the Algebra I and English I End of Course tests sharply increased for American Indian students in Swain County in 2009-10. American Indian performance grew at a faster pace than state and local proficiency rates. In Algebra I, American Indian students were on par with state and LEA students for the first time in the past five years.

On the Biology EOC exam, American Indian performance held steady, with the percentage of proficient students remaining almost the same as the year before. However, this meant that American Indian students continued to lag behind state results by more than twenty percentage points.

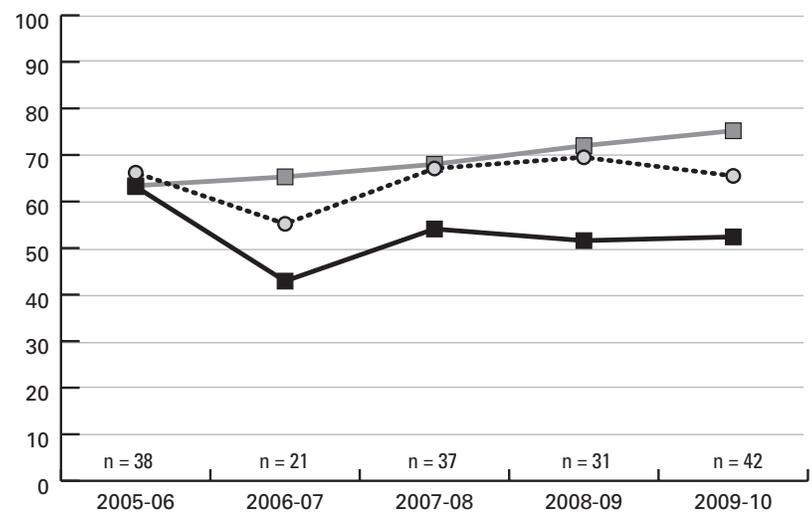


n = the number of American Indian students tested each year

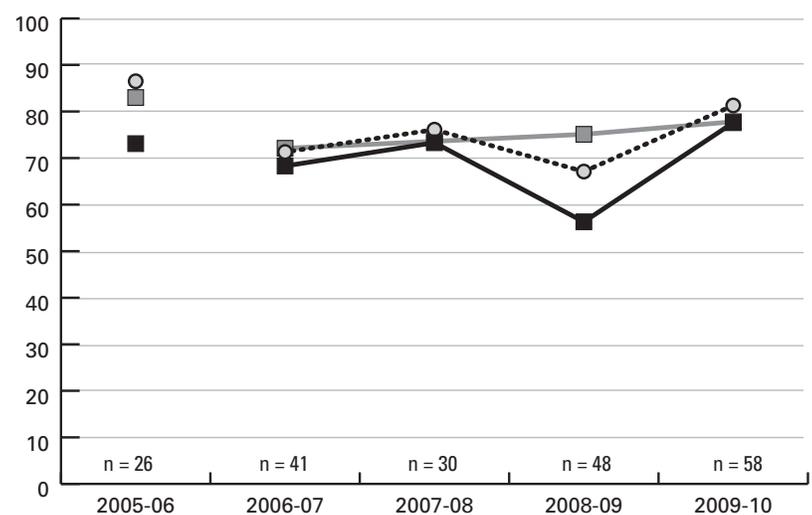
ALGEBRA I



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.

SWAIN COUNTY

High School Completion and College Enrollment

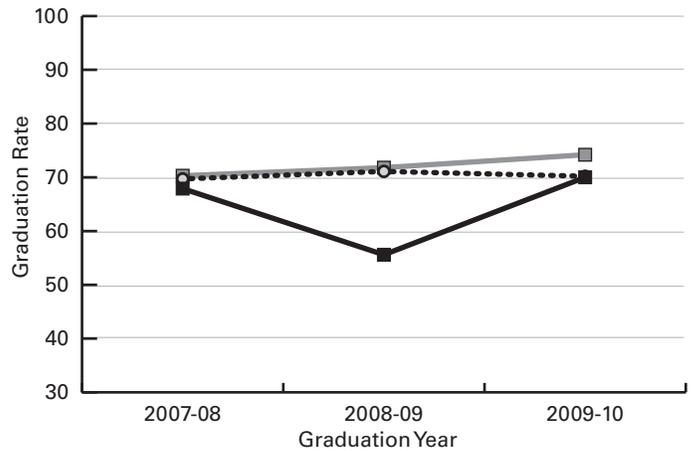
In 2009-10, Swain County American Indian students graduated at the same rate as their local counterparts, which was a major improvement over the previous year. They also continued to drop out at lower rates, continuing the downward trend that began in 2006-7. This allowed the current American Indian dropout rate to fall below the county rate for the first time in the past five years.

The number of American Indian students attending NC community colleges decreased this year, as did the the percentage of American Indian students attending UNC system schools.

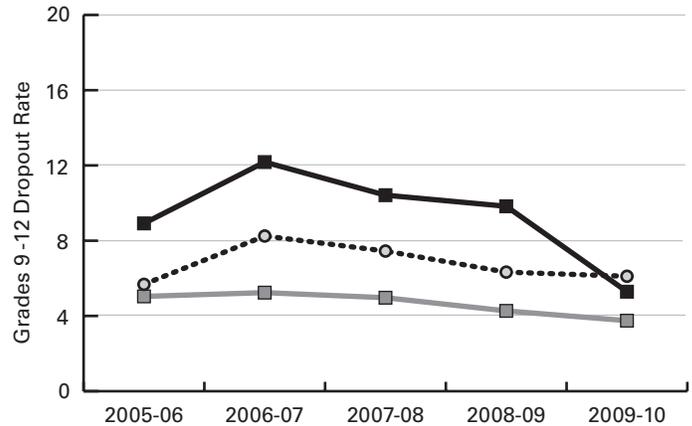


n = the number of American Indian students attending

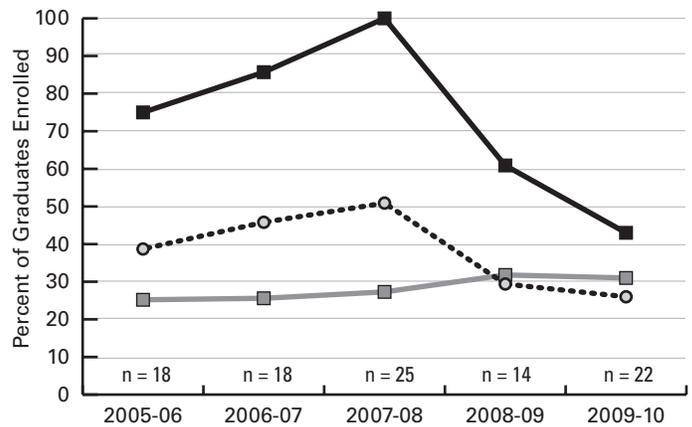
4-YEAR COHORT GRADUATION RATES



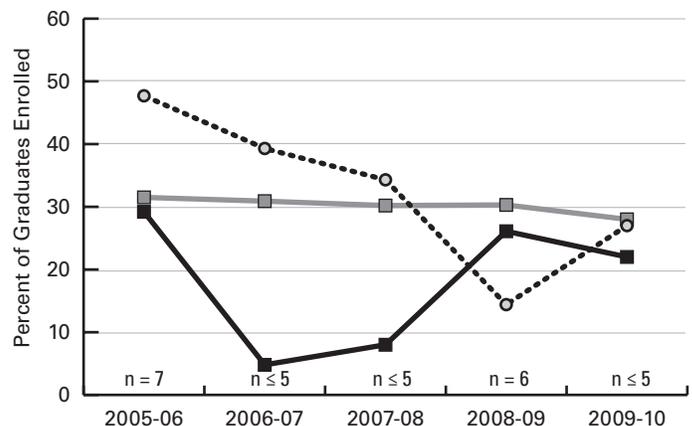
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

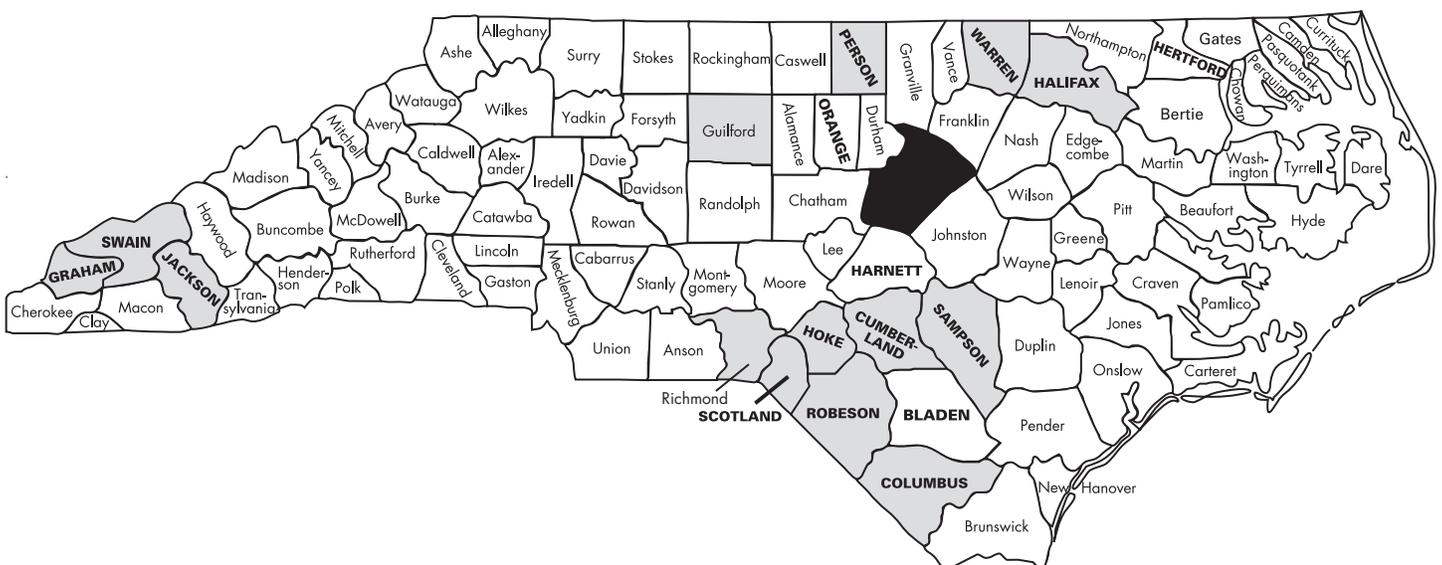


WAKE COUNTY



Wake County Public Schools' Title VII program maintains an Indian Education Center located at the Garner Training Center in Garner, NC. The Center houses computers, sewing machines, books and other resources that are used with our students who attend our many programs. We also provide tutoring in academic areas for students who have documented data-driven needs. Our Title VII program offers after-school and weekend programs at the Center, including purely academic programs such as our popular Reading Club (differentiated by two age groups), Creative Writing Seminars (differentiated by two age groups) and Native Culture classes specifically aligned to various NC Standard Courses of Study. Students participate in beading, basket making, moccasin making, pottery, etc. The Center hosts a monthly Parent Advisory Committee meeting, "open house" times for students to study, read, and write and the annual required public business meeting. We purchase a variety of reading materials for students in the K-12 levels that are used during Reading Club. Wake County Schools employs a part-time coordinator who schedules and coordinates all activities at the Indian Education Center. The coordinator works with the Parent Advisory Committee in planning these activities as well as the drafting of the quarterly newsletter. Our program also supports our high school students who attend the annual NC Native American Youth Organization Conference each year. We are continually updating our student base and trying to involve more of our eligible students in our many programs.

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



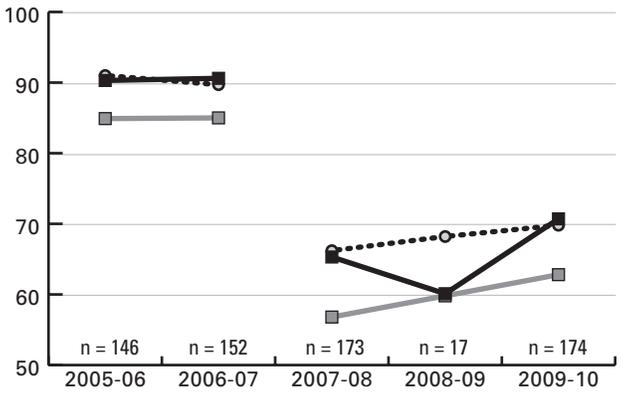
WAKE COUNTY

Reading and Math End of Grade Tests

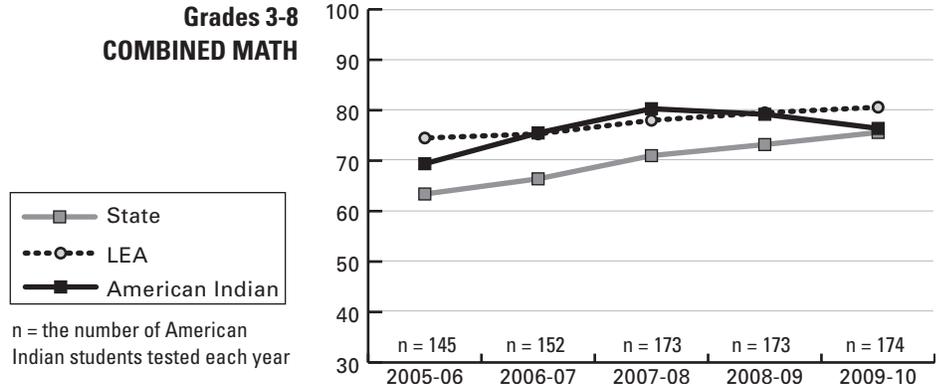
The percentage of American Indian students in Wake County reaching proficiency on the Reading End of Grade test grew in 2009-10, placing them above state students and equal to the county's overall performance. The greatest gains were in 8th grade.

American Indian students' performance on the Math End of Grade test declined slightly in 2009-10, falling below their county peers but on par with state results.

**Grades 3-8
COMBINED READING**



**Grades 3-8
COMBINED MATH**



EOG READING, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	79.2	86.2	50.0	66.7	63.3	89.4	88.4	63.8	66.5	65.8
	N Tested	24	29	28	21	30	9438	9889	10450	10785	11188
4	% Grade Level	96.2	88.0	69.4	62.1	81.0	90.9	91.9	69.2	70.5	71.4
	N Tested	26	25	36	29	21	8975	9658	10281	10452	10751
5	% Grade Level	96.6	95.5	73.9	55.6	60.0	93.3	94.5	67.0	69.7	70.7
	N Tested	29	22	23	36	30	9036	9229	10111	10313	10492
6	% Grade Level	83.3	86.4	70.4	59.3	75.7	88.9	88.2	69.5	71.1	74.4
	N Tested	30	22	27	27	37	9117	9266	9693	10164	10354
7	% Grade Level	91.3	93.3	58.6	60.7	64.3	91.5	92.7	62.1	65.4	66.6
	N Tested	23	30	29	28	28	9203	9275	9642	9790	10181
8	% Grade Level	85.7	≥ 95	70.0	59.4	82.1	91.9	92.1	65.6	65.9	69.9
	N Tested	14	24	30	32	28	8956	9305	9693	9816	9879

EOG MATHEMATICS, Percent of Students At/Above Grade Level

WAKE COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	75.9	85.7	100.0	70.0	NA	79.6	80.1	80.9	80.0
	N Tested	NA	29	28	21	30	NA	9932	10475	10808	11222
4	% Grade Level	64.0	76.0	91.7	79.3	85.7	75.7	79.2	81.9	82.7	83.2
	N Tested	25	25	36	29	21	9058	9692	10303	10483	10796
5	% Grade Level	62.1	81.8	78.3	77.8	76.7	73.4	76.8	79.1	80.2	81.4
	N Tested	29	22	23	36	30	9091	9269	10122	10349	10516
6	% Grade Level	70.0	68.2	66.7	85.2	81.1	73.4	74.7	76.6	78.9	79.0
	N Tested	30	22	27	27	37	9176	9306	9686	10163	10372
7	% Grade Level	73.9	80.0	79.3	64.3	75.0	72.7	73.7	74.3	77.5	79.6
	N Tested	23	30	29	28	28	9242	9309	9659	9779	10192
8	% Grade Level	78.6	75.0	76.7	75.0	71.4	72.0	73.9	75.3	76.4	80.1
	N Tested	14	24	30	32	28	9003	9337	9695	9830	9893

WAKE COUNTY

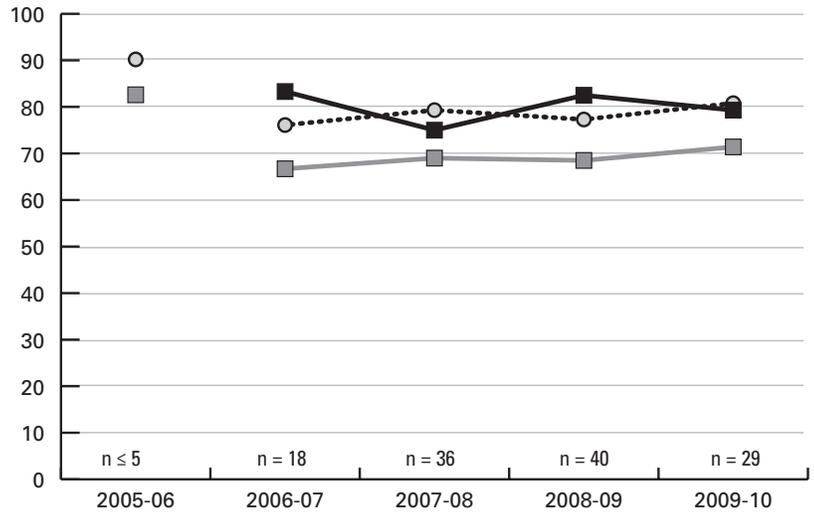
End of Course Tests

Proficiency rates for American Indian students in Wake County increased on the Biology End of Course test in 2009-10, but decreased in Algebra I and English I. Native students outperformed other local and state students in Biology for the first time since 2006-7, with about 90% of American Indian students reaching Level III.

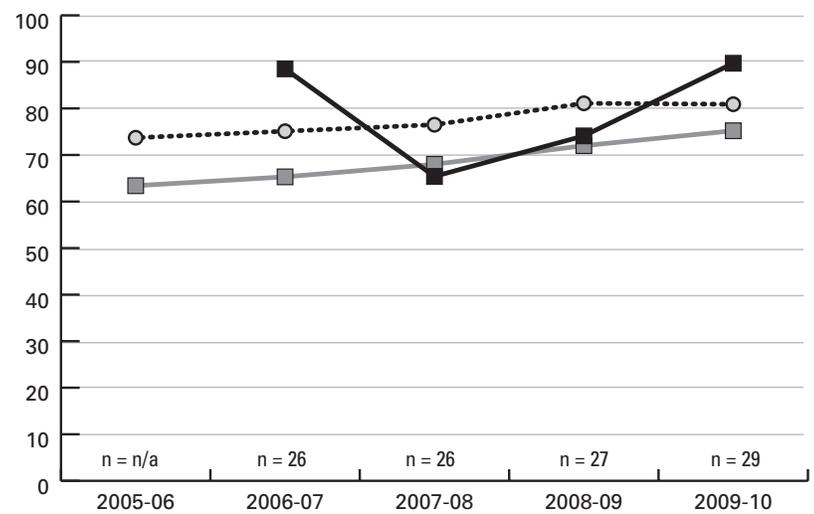


n = the number of American Indian students tested each year

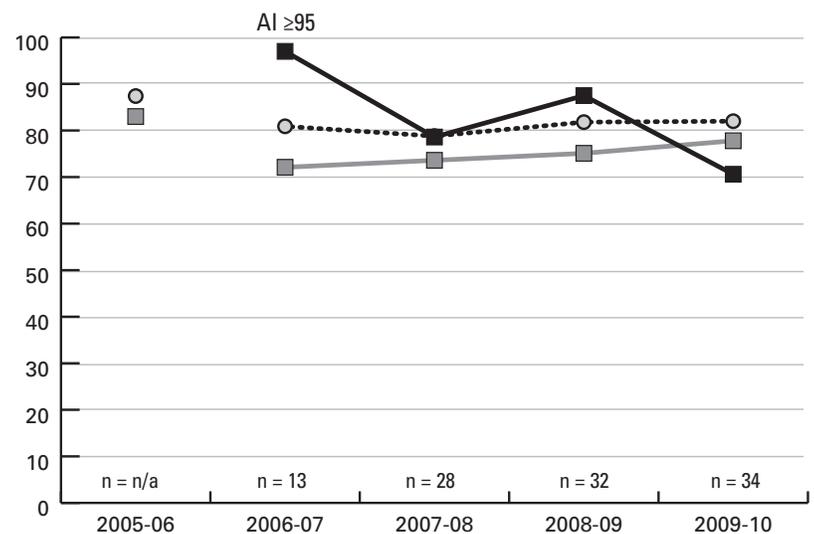
ALGEBRA I



BIOLOGY



ENGLISH I



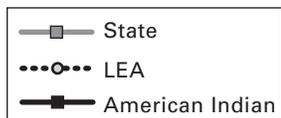
Note: US History and Civics & Economics results not included because EOC tests have not been administered in all years. These EOC results will be included in future reports.

WAKE COUNTY

High School Completion and College Enrollment

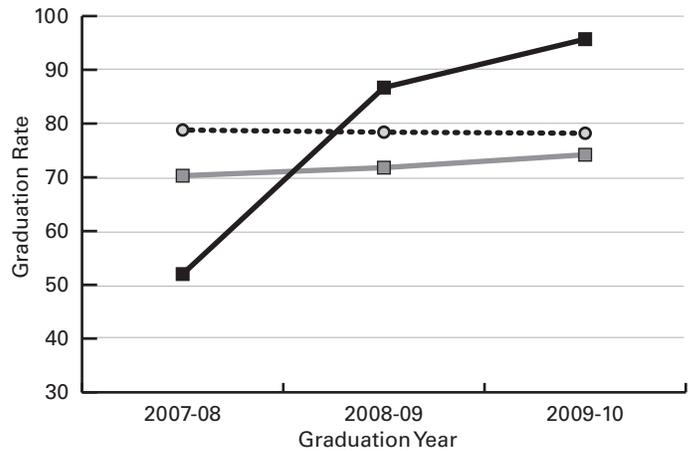
For the second year in a row, Wake County American Indian students surpassed local and state graduation rates, with over 90% of American Indian students graduating in four years. The dropout rate for native students also fell below the local and state rates. However, American Indian students' dropout rates have fluctuated over the past five years, representing either the highest or lowest rate year to year.

Continuing a four-year trend, American Indian students in Wake County enrolled 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.

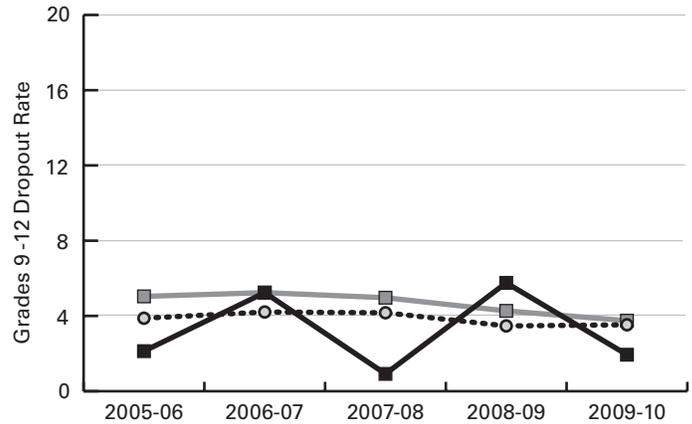


n = the number of American Indian students attending

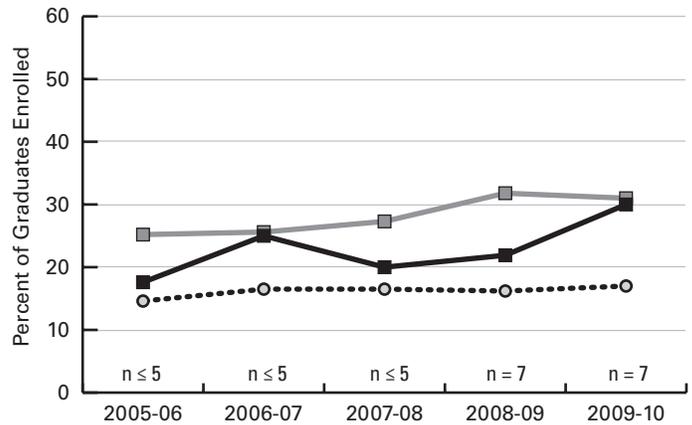
4-YEAR COHORT GRADUATION RATES



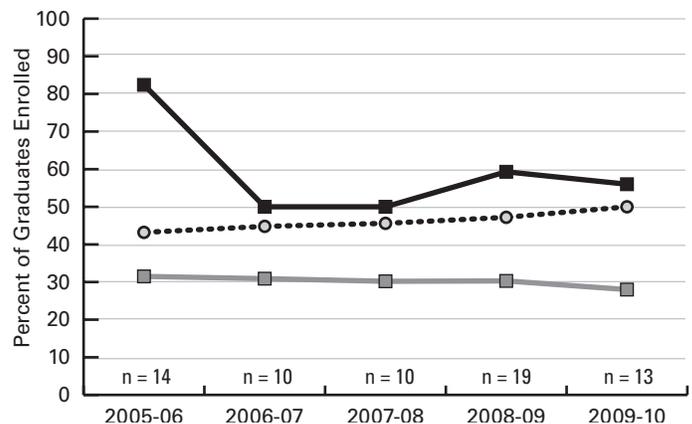
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS

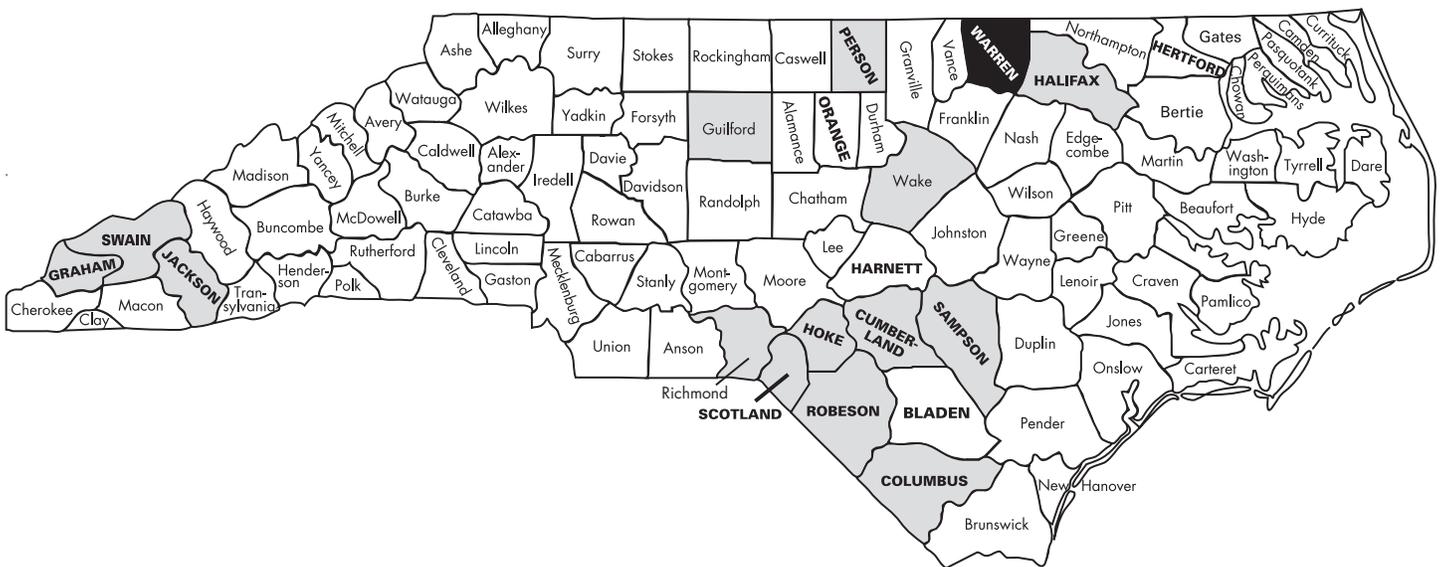


WARREN COUNTY



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.warrencountyschools.org/>



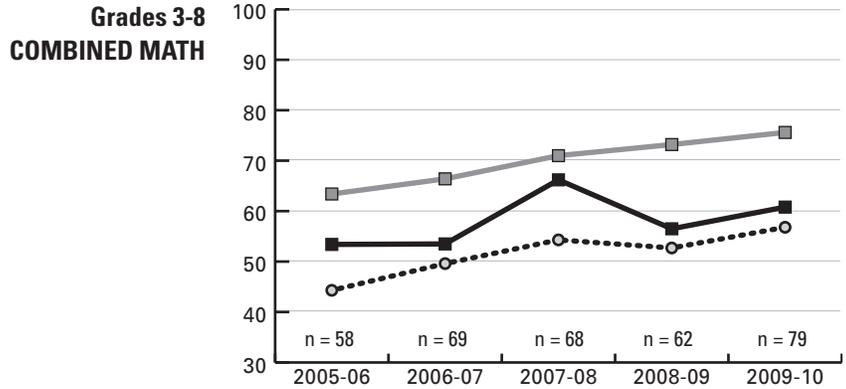
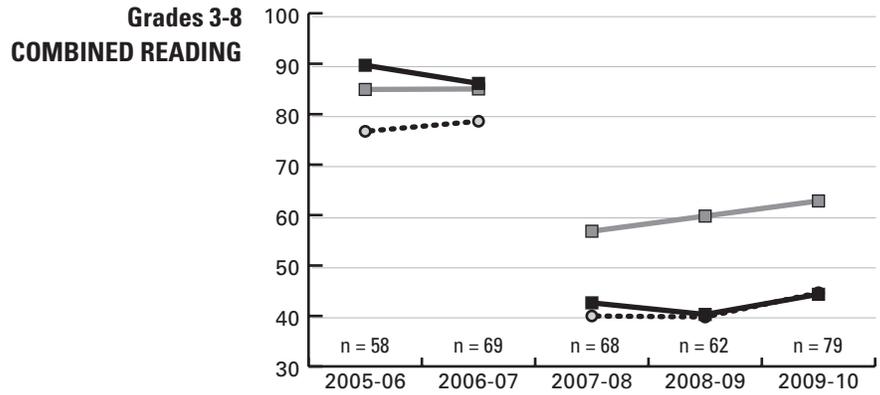
WARREN COUNTY

Reading and Math End of Grade Tests

Warren County American Indian students' performance on the Reading and Math End of Grade tests rose in 2009-10. In reading, American Indian students perform similarly to their county peers, but remain 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 continues 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	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	90.9	78.6	46.2	*	54.5	77.1	72.4	34.5	34.0	41.0
	N Tested	11	14	13	≤ 5	11	175	199	206	194	195
4	% Grade Level	75.0	83.3	38.5	38.5	*	70.6	76.3	56.2	40.1	51.7
	N Tested	12	12	13	13	≤ 5	204	177	185	202	174
5	% Grade Level	≥ 95	83.3	33.3	35.7	35.7	85.8	85.3	38.7	43.5	40.1
	N Tested	6	12	9	14	14	211	191	181	177	192
6	% Grade Level	84.6	≥ 95	38.5	63.6	52.4	70.2	76.0	41.3	50.8	59.3
	N Tested	13	8	13	11	21	228	217	189	183	182
7	% Grade Level	≥ 95	≥ 95	25.0	35.7	38.5	78.1	85.8	33.2	34.7	36.4
	N Tested	8	13	8	14	16	228	211	214	196	184
8	% Grade Level	≥ 95	90.0	66.7	22.2	40.0	78.2	82.1	38.3	36.5	40.2
	N Tested	8	10	12	9	15	243	224	214	197	194

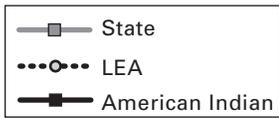
EOG MATHEMATICS, Percent of Students At/Above Grade Level

WARREN COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	50.0	84.6	100.0	54.5	NA	58.3	59.2	57.7	59.0
	N Tested	NA	14	13	1	11	NA	199	206	194	195
4	% Grade Level	25.0	50.0	61.5	76.9	*	43.6	49.2	63.2	59.9	66.9
	N Tested	12	12	13	13	≤ 5	204	179	185	202	175
5	% Grade Level	66.7	58.3	66.7	64.3	71.4	54.5	49.2	53.0	54.8	51.0
	N Tested	6	12	9	14	14	213	191	181	177	192
6	% Grade Level	30.8	37.5	46.2	36.4	47.6	40.2	53.9	49.7	46.7	58.8
	N Tested	13	8	13	11	21	229	219	189	184	182
7	% Grade Level	87.5	61.5	50.0	50.0	68.8	37.1	42.4	42.1	39.6	42.9
	N Tested	8	13	8	14	16	229	210	214	197	184
8	% Grade Level	75.0	70.0	83.3	44.4	66.4	38.3	48.7	59.2	57.1	62.4
	N Tested	8	10	12	9	15	243	226	213	198	194

WARREN COUNTY

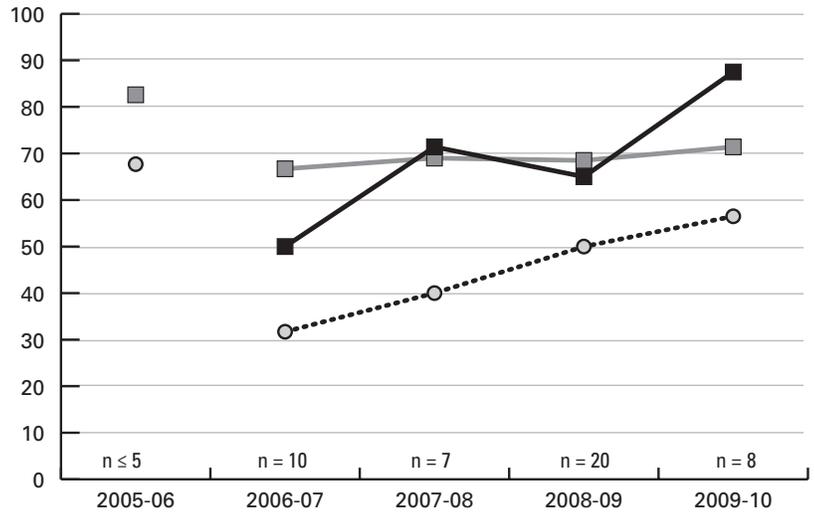
End of Course Tests

An increase in proficiency on the Algebra I End of Course test this year meant that American Indian students in Warren County achieved a greater rate of proficiency than both state and county students. American Indian students also made gains in Biology in 2009-10, rising thirty percent points past the previous year's performance. However, on the English I exam, results fell for the first time in four years, putting American Indian students below their peers.

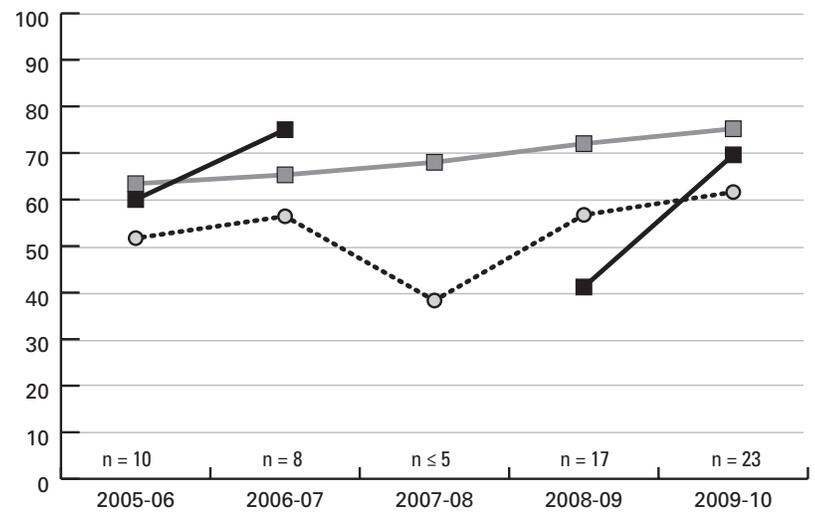


n = the number of American Indian students tested each year

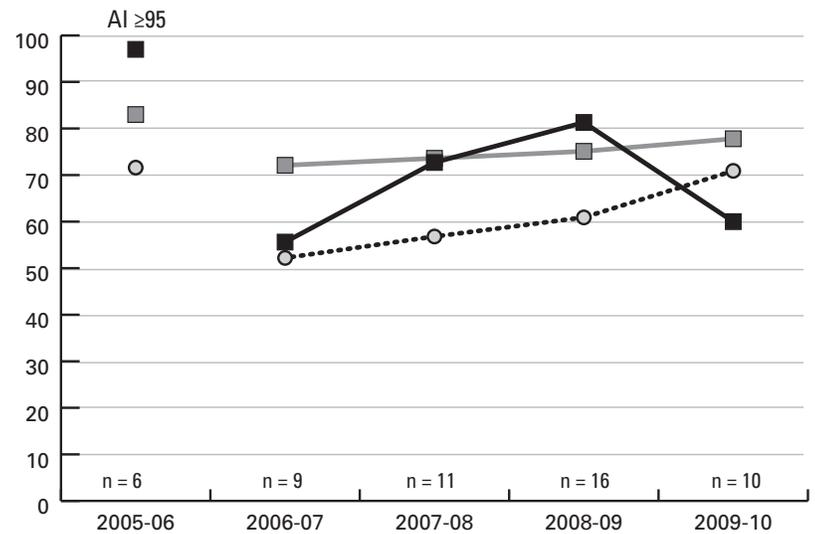
ALGEBRA I



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, including this year's rise to a 100% graduation rate for Warren County American Indian students within this group.

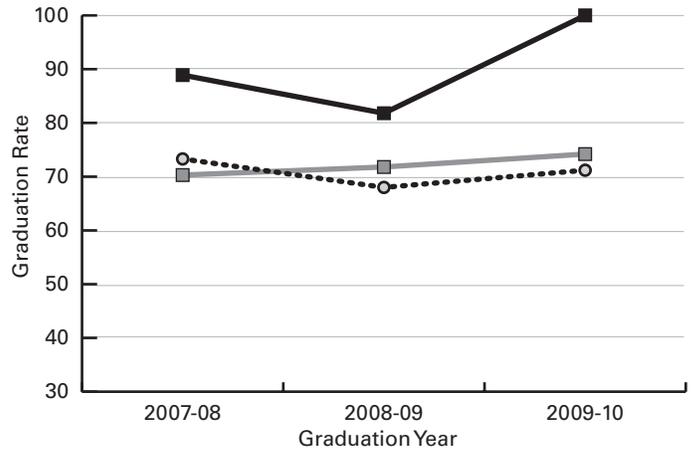
In 2009-10, the dropout rate for American Indian students in Warren County remained steady, continuing to stay below county and state rates.

The percent of Warren County American Indian students attending NC community colleges increased this year. The percent of American Indian graduates attending UNC system schools also increased this year, to it's highest level in five years.

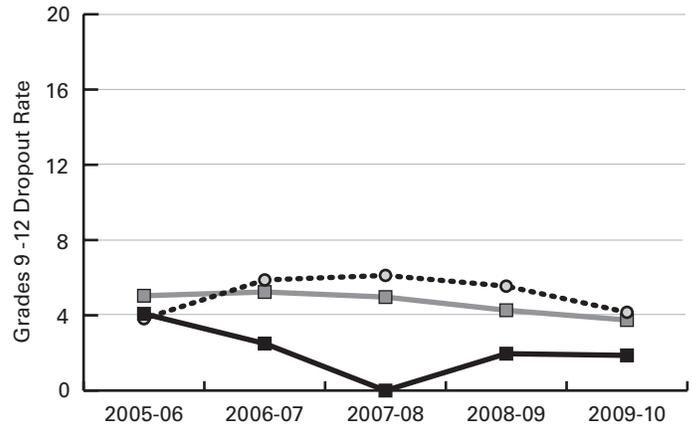


n = the number of American Indian students attending

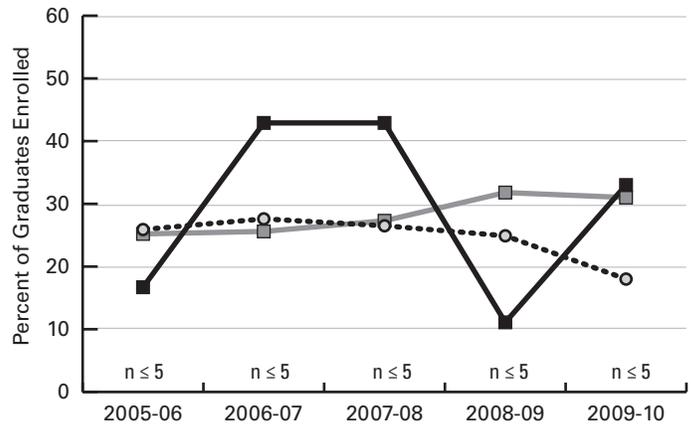
4-YEAR COHORT GRADUATION RATES



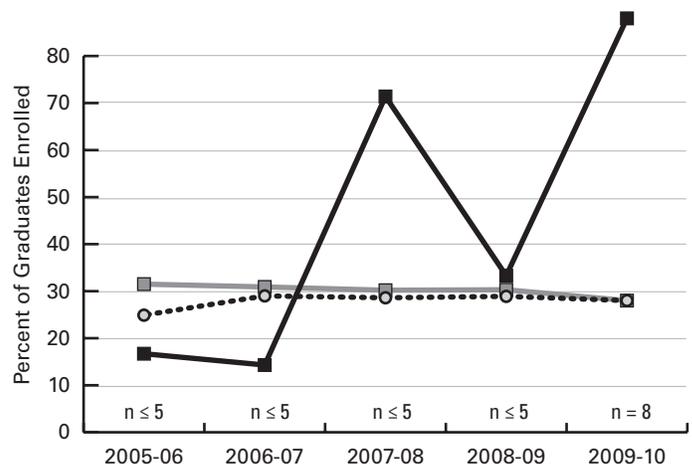
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



Prior Grantees: Title VII School Districts



CHARLOTTE/MECKLENBURG

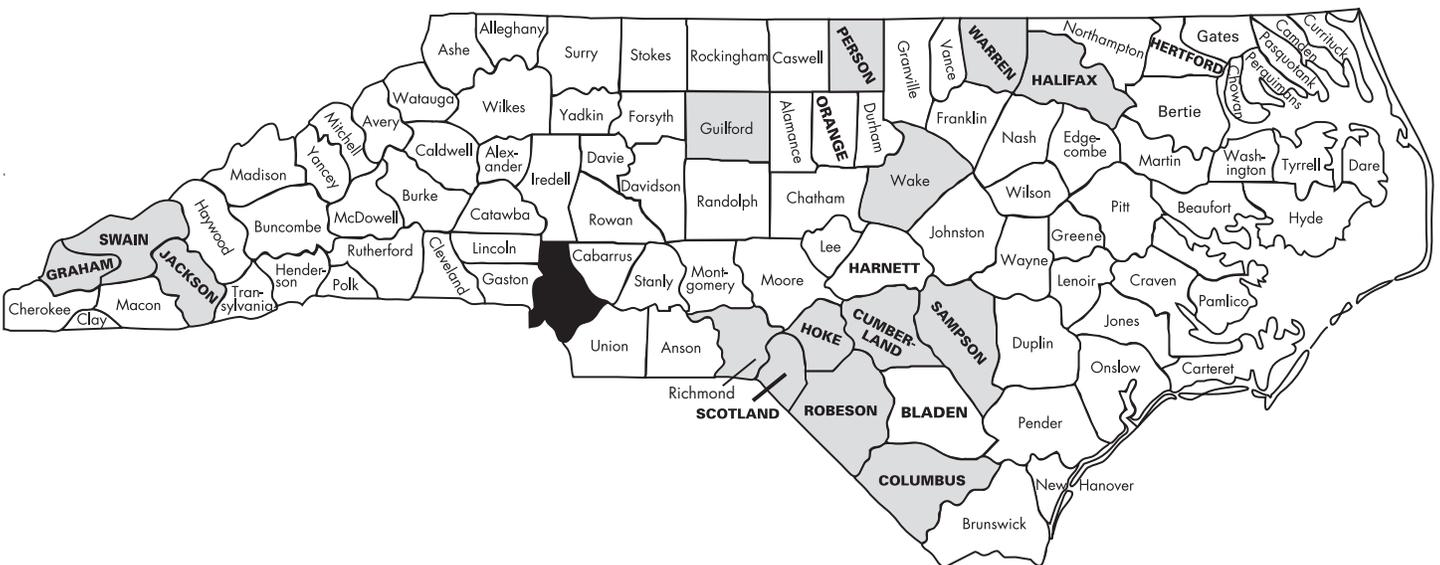


LEA WEB SITE:
<http://www.cms.k12.nc.us>

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

Charlotte-Mecklenburg's 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.

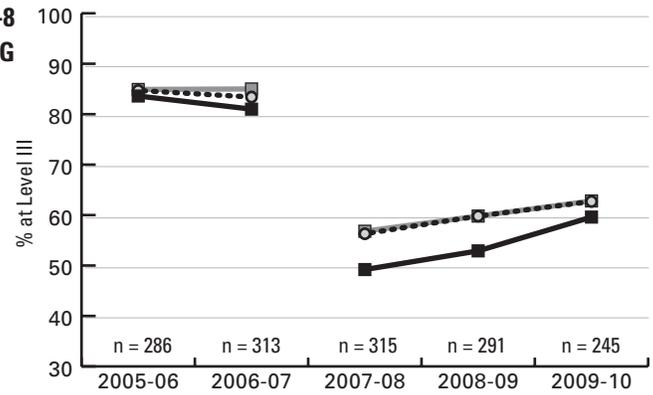


CHARLOTTE/ MECKLENBURG

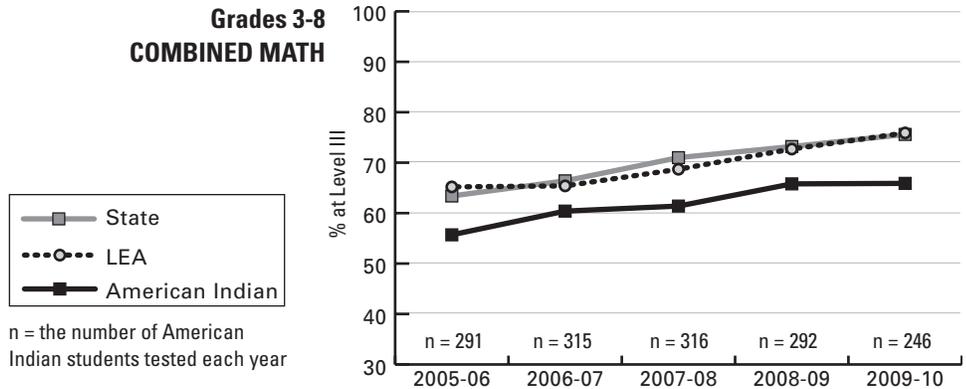
Reading and Math End of Grade Tests

Charlotte-Mecklenburg's grade 3-8 American Indian population continued to increase their Reading and Math proficiency in 2009-10. On both tests, American Indian students reach proficiency rates below the other state and county students. However, in Reading, American Indian students came extremely close to state and local percentages for the first time since 2006-07.

**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

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	79.4	73.4	51.2	51.0	54.5	86.0	83.8	56.9	58.8	60.3
	N Tested	63	79	41	51	33	9386	9959	10598	10874	11067
4	% Grade Level	88.1	92.0	49.3	53.8	70.5	85.5	87.6	61.4	63.9	64.6
	N Tested	42	50	67	39	44	9123	9473	9940	10286	10618
5	% Grade Level	83.3	92.5	54.5	53.2	54.3	90.0	91.8	58.2	61.4	64.2
	N Tested	54	53	55	62	35	8990	9089	9573	9675	10087
6	% Grade Level	80.6	74.1	63.0	61.9	58.3	78.3	79.9	59.4	62.8	67.7
	N Tested	36	58	54	42	48	9126	8948	9164	9324	9627
7	% Grade Level	85.4	90.6	28.6	52.8	47.2	83.7	83.3	50.1	54.3	57.7
	N Tested	48	32	56	53	36	9094	9192	9343	9230	9442
8	% Grade Level	86.0	87.8	50.0	45.5	67.3	84.8	86.9	51.6	57.3	61.4
	N Tested	43	41	42	44	49	9223	9048	9505	9331	9265

EOG MATHEMATICS, Percent of Students At/Above Grade Level

CHARLOTTE/MECKLENBURG		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	62.0	70.7	74.5	62.9	NA	71.6	70.9	73.6	76.5
	N Tested	NA	79	41	51	35	NA	10018	10659	10918	11109
4	% Grade Level	67.4	70.0	65.7	69.2	77.3	68.1	70.1	71.9	75.5	78.0
	N Tested	43	50	67	39	44	9173	9516	10006	10348	10664
5	% Grade Level	59.3	67.9	67.3	64.5	65.7	68.5	70.4	73.0	75.7	77.4
	N Tested	54	53	55	62	35	9042	9137	9608	9730	10153
6	% Grade Level	57.9	54.2	58.5	58.1	54.2	61.9	62.8	65.8	68.8	72.3
	N Tested	38	59	53	43	48	9139	8970	9190	9354	9661
7	% Grade Level	40.8	66.7	50.0	67.9	68.6	58.9	61.1	64.2	68.9	72.2
	N Tested	49	33	56	53	35	9081	9190	9370	9247	9462
8	% Grade Level	45.2	51.2	56.8	59.1	67.3	62.2	64.8	66.1	72.9	78.4
	N Tested	42	41	44	44	49	9226	9046	9518	9346	9279

CHARLOTTE/ MECKLENBURG

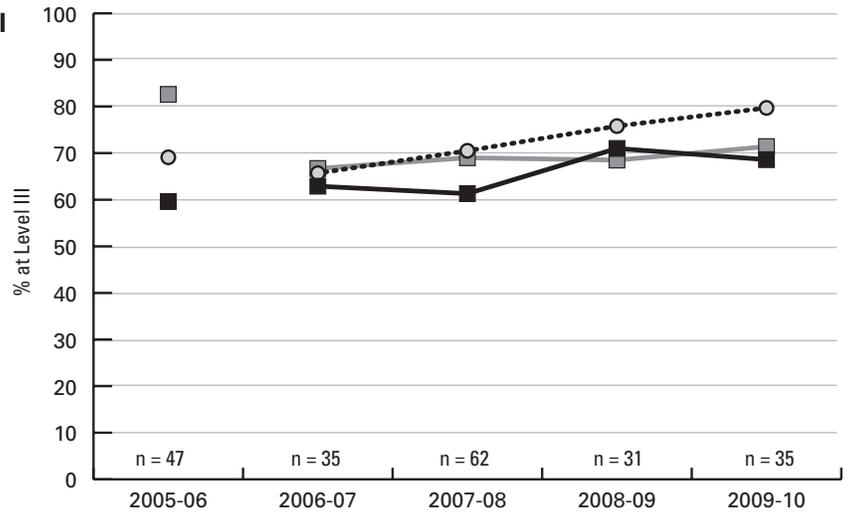
End of Course Tests

American Indian student proficiency rates on Algebra I, Biology, and English I all decreased in 2009-10. On the Biology EOC, American Indian students still outperformed state students and equaled county-wide results. However, in Algebra I, American Indian students fell just below state and county students, and in English I, they fell below both their state and LEA for the first time since 2006-07.

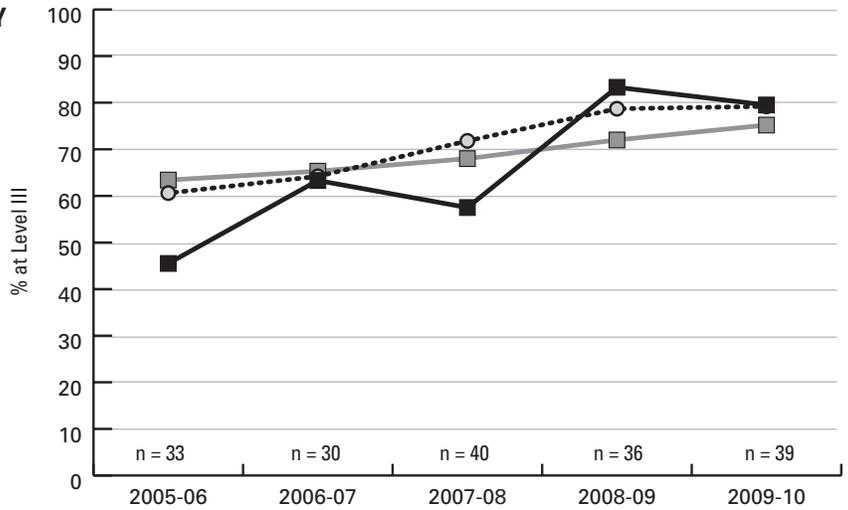


n = the number of American Indian students tested each year

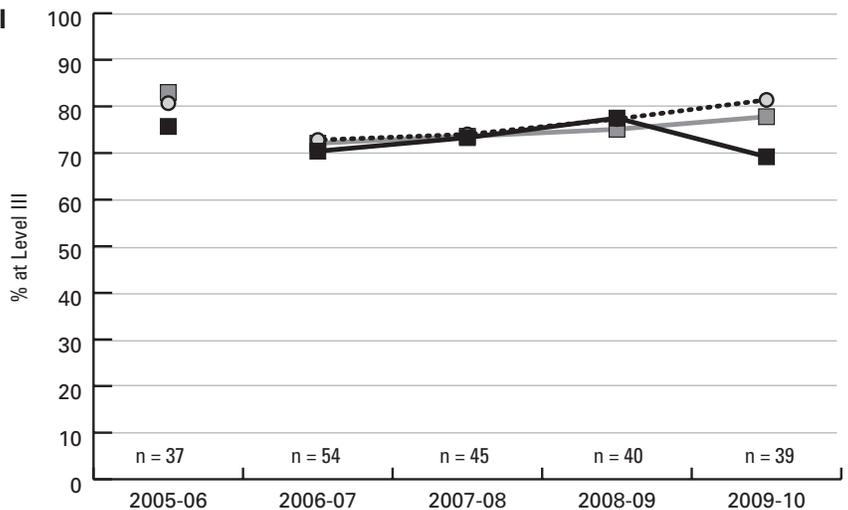
ALGEBRA I



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

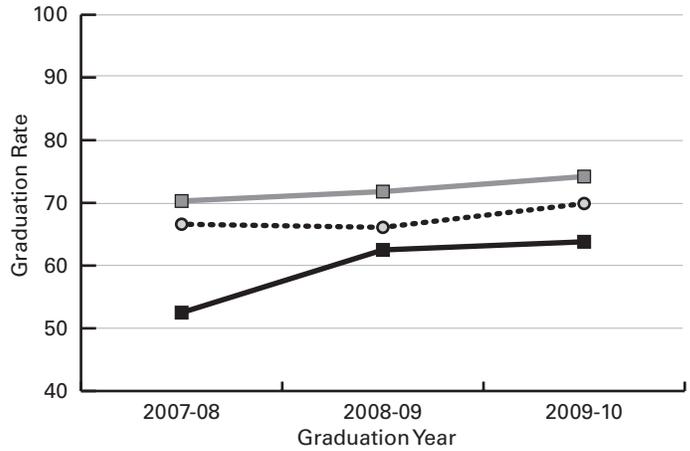
Graduation rates for American Indian students increased for the third year in a row, but remain below state and county rates. However, dropout rates for American Indian students dramatically decreased in 2009-10, and fell below state and Charlotte/Mecklenburg overall rates for the first time in the past five years.

Attendance rates for American Indian students at NC community colleges decreased slightly in 2009-10. However, UNC system enrollment increased for American Indian students and remains above the state rate.

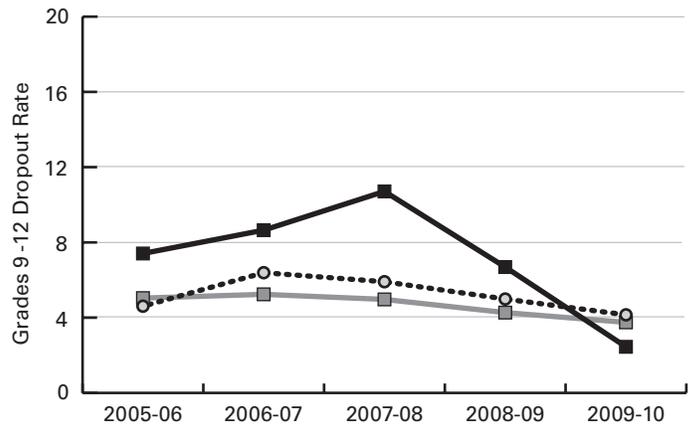


n = the number of American Indian students attending

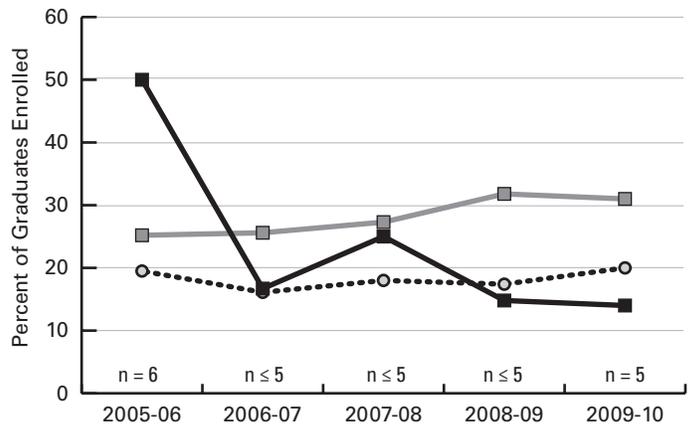
4-YEAR COHORT GRADUATION RATES



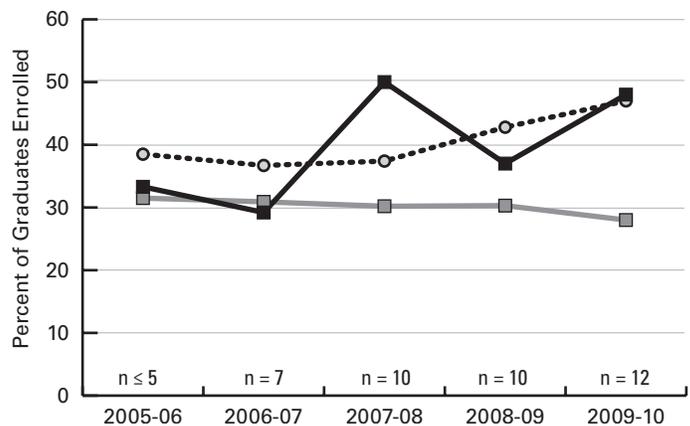
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



HERTFORD COUNTY

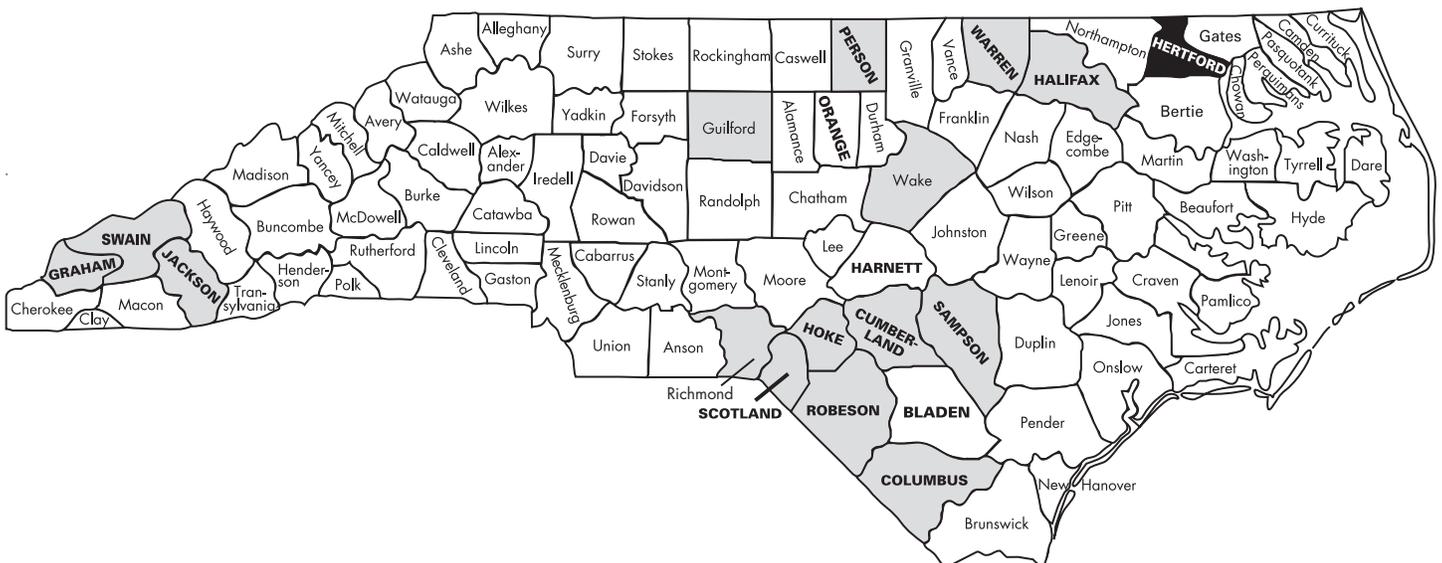


LEA WEB SITE:

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

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

Hertford County's 2009-10 school membership was 3,068. Twenty three students in Hertford schools are identified as American Indian. From 2000 to 2006, the county grew 2.6%, compared to 10.1% for the state overall. American Indians comprise 1.2% of the population. The two largest racial groups in the county are black (59.6%) and white (37.4%).

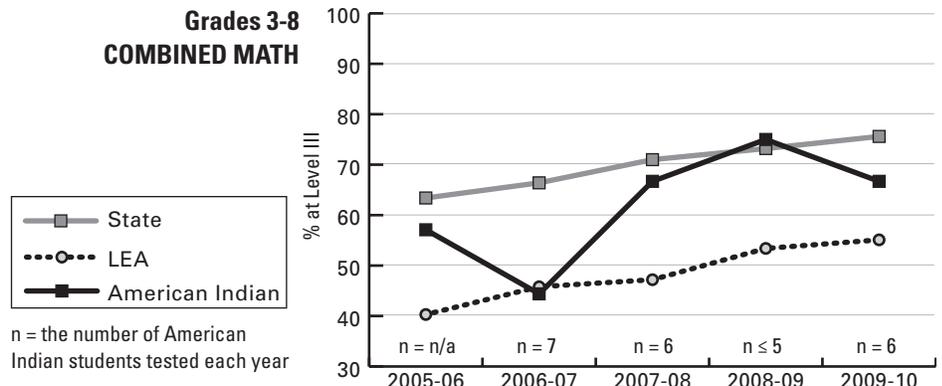
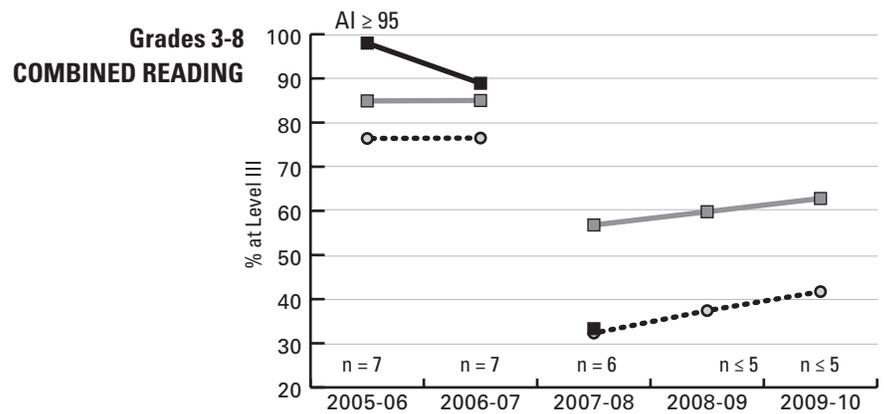


HERTFORD COUNTY

Reading and Math End of Grade Tests

Results for American Indian performance in Reading in Hertford County were not available in 2009-10, due to the extremely small number of students taking the EOG test (less than or equal to five).

On the Math End of Grade test for students in grades 3-8, proficiency on this year's test decreased for the first time since 2006-7, falling below the state's performance results. However, there was a small number of American Indian students who took this year's tests (n=6).



EOG READING, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	0	*	0	*	*	70.0	76.8	30.6	40.0	38.4
	N Tested	0	≤ 5	0	≤ 5	≤ 5	230	228	245	240	237
4	% Grade Level	0	0	*	0	*	72.9	80.0	37.4	39.8	41.7
	N Tested	0	0	≤ 5	0	≤ 5	240	195	206	221	206
5	% Grade Level	*	0	*	0	0	79.5	87.5	29.6	35.0	38.9
	N Tested	≤ 5	0	≤ 5	1	0	234	232	199	200	221
6	% Grade Level	*	*	0	0	*	74.1	74.3	38.4	38.0	55.7
	N Tested	≤ 5	≤ 5	0	0	≤ 5	251	230	232	200	194
7	% Grade Level	*	*	*	0	0	84.8	79.8	30.2	30.8	38.3
	N Tested	≤ 5	≤ 5	≤ 5	0	0	263	242	225	221	196
8	% Grade Level	*	*	*	*	0	76.2	86.7	28.1	40.4	38.9
	N Tested	≤ 5	≤ 5	≤ 5	≤ 5	0	252	249	235	218	211

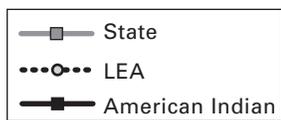
EOG MATHEMATICS, Percent of Students At/Above Grade Level

HERTFORD COUNTY		AMERICAN INDIAN STUDENTS					ALL STUDENTS				
Grade	Participation	2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
3	% Grade Level	NA	*	0	*	*	NA	49.4	52.8	60.7	55.2
	N Tested	NA	≤ 5	0	≤ 5	≤ 5	NA	233	246	242	239
4	% Grade Level	0	0	*	0	*	46.7	45.2	43.7	54.1	58.1
	N Tested	0	0	≤ 5	0	≤ 5	242	199	213	222	210
5	% Grade Level	*	0	*	*	*	41.0	52.8	46.2	53.2	60.1
	N Tested	≤ 5	0	≤ 5	≤ 5	≤ 5	239	233	199	205	223
6	% Grade Level	*	*	0	0	*	45.3	41.4	50.6	48.5	49.5
	N Tested	≤ 5	≤ 5	0	0	≤ 5	258	232	233	200	196
7	% Grade Level	*	*	*	0	*	36.6	40.7	47.6	51.1	49.2
	N Tested	≤ 5	≤ 5	≤ 5	0	≤ 5	273	246	229	221	199
8	% Grade Level	*	*	*	*	0.0	29.4	45.2	43.3	51.8	57.6
	N Tested	≤ 5	≤ 5	≤ 5	≤ 5	0	255	259	238	220	217

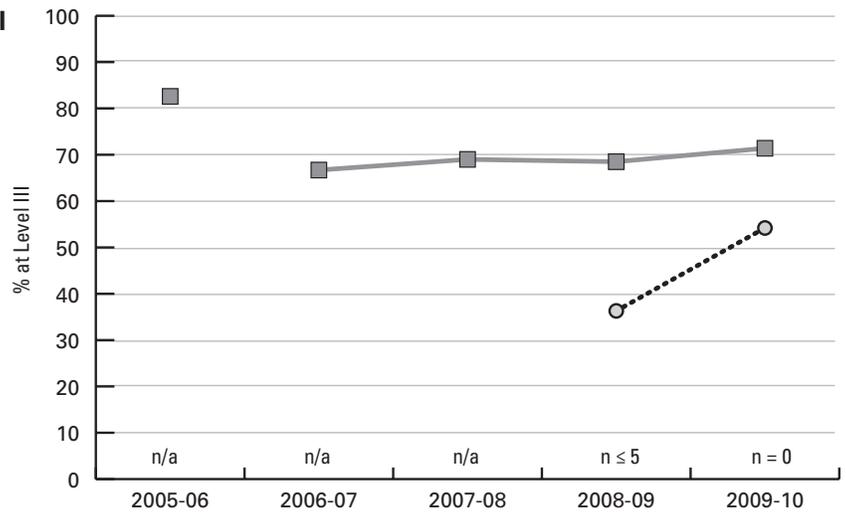
HERTFORD COUNTY

End of Course Tests

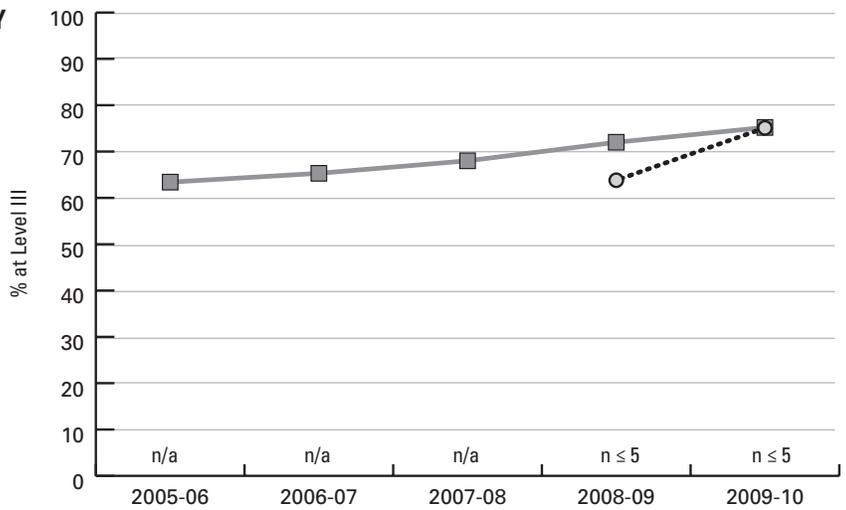
Reported data on Hertford County's American Indian student population are sporadic because of their relatively low numbers. Therefore, no data regarding EOC tests in Algebra I, Biology, and English I are available for the 2009-10 school year.



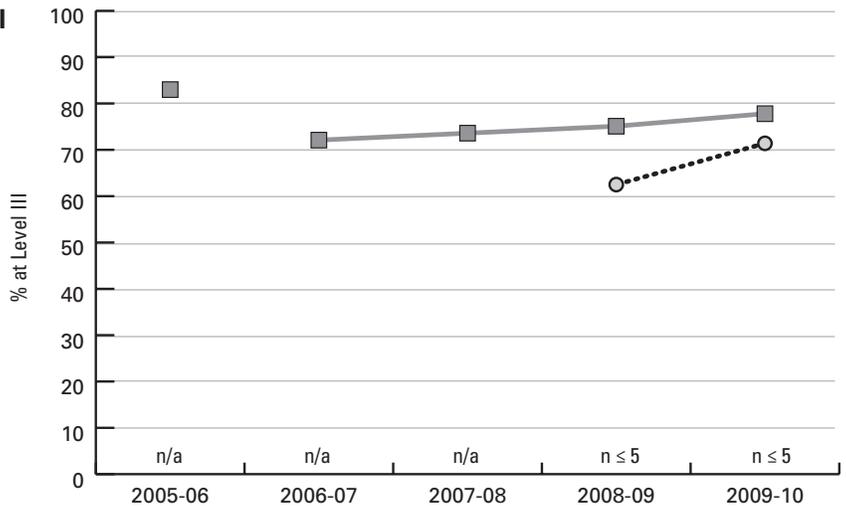
ALGEBRA I



BIOLOGY



ENGLISH I



HERTFORD COUNTY

High School Completion and College Enrollment

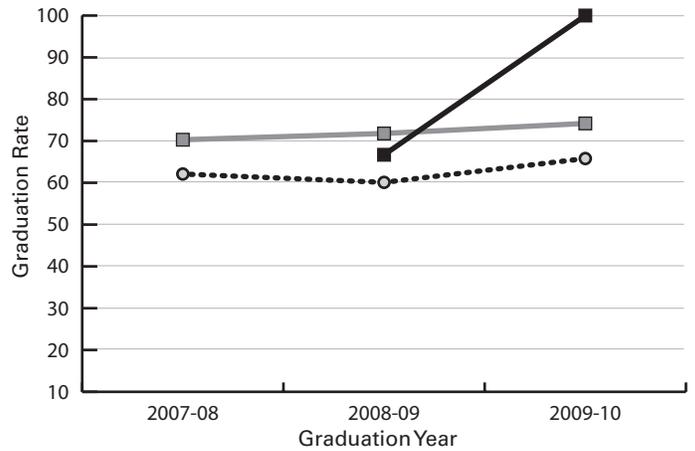
In 2009-10, reports showed that Hertford County's American Indian students had a 100% graduation rate, well-above county and state averages. However, because of the small number of students in this sub-group, information about dropout rates was not available this year.

In 2010, none of Hertford County's American Indian students enrolled in a NC Community College or UNC system school.

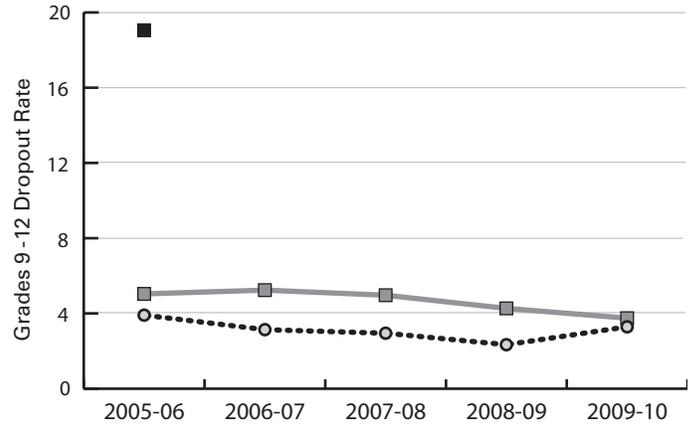


n = the number of American Indian students attending

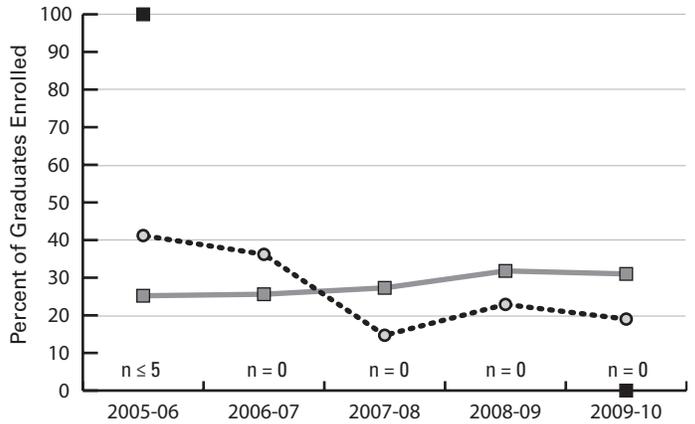
4-YEAR COHORT GRADUATION RATES



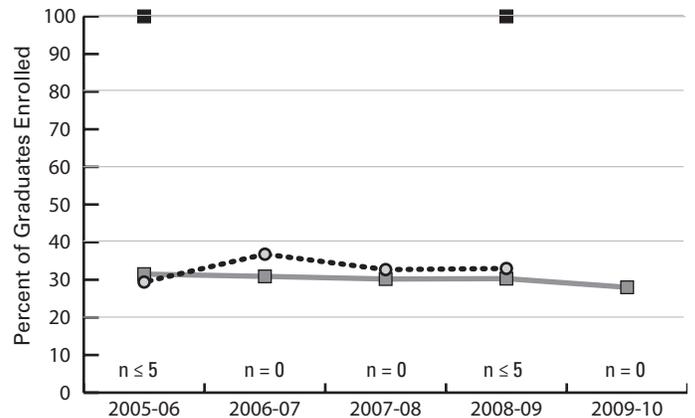
DROPOUT RATES



STUDENTS ATTENDING NC COMMUNITY COLLEGES



STUDENTS ATTENDING UNC SYSTEM SCHOOLS



APPENDICES



Appendix A

American Indian Mascots Update

Public Schools of North Carolina Use of American Indian School Mascots 2010-11

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 2011, 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%
2009-10	68.0%

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%
2009-10	73.9%
Actual Reading Performance (Grades 3-8 EOG Test Composite)	
2006-07	78.8% (Baseline)
2007-08	39.9%
2008-09	43.5%
2009-10	57.4%
Actual Science Performance (Grades 5 & 8 EOG Test Performance)	
2008-09	45.4%
2009-10	58.1%

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 11.31%.

Year	Actual Performance
2006-07	3.68% (188 students)
2007-08	3.41% (190 students)
2008-09	3.49% (196 students)
2009-10	3.54% (241 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%
2009-10	65.4%

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
2010-11	Data not yet available

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%
2009-10	97.8%

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

COHARIETRIBE

7531 N. U.S. Hwy 421, Clinton, NC 28328
Gregory Jacobs, Tribal Administrator
Phone: 910-564-6909 / FAX: 910-564-2701
Email: greg_jacobs53@yahoo.com
URL: www.coharietribe.org

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
Email: jerehyat@nc-chokeee.com
URL: www.nc-chokeee.com

GUILFORD NATIVE AMERICAN ASSOCIATION

P. O. Box 5623, Greensboro, NC 27403
Rick Oxendine, Executive Director
Phone: 336-273-8686 / FAX: 336-272-2925
Email: rox12@windstream.net
URL: www.guilfordnative.org

HALIWA-SAPONITRIBE

P. O. Box 99, Hollister, NC 27844
Alfred R. Richardson, Tribal Administrator
Phone: 252-586-4017 / FAX: 252-586-3918
Email: arichardson@haliwa-saponi.com
URL: www.haliwa-saponi.com

LUMBEE TRIBE OF NORTH CAROLINA

P. O. Box 2709, Pembroke, NC 28372
Tammy Maynor, Interim Tribal Administrator
Phone: 910-521-7861 / FAX: 910-521-7790
Email: drlowrytownsend@lumbeetribe.com
URL: www.lumbeetribe.com

MEHERRIN INDIAN TRIBE

P. O. Box 508, Winton, NC 27986
Phone: 252-398-3321 / FAX: 252-396-0334
Email: meherrin@inteliport.com
URL: www.meherrintribe.com

METROLINA NATIVE AMERICAN ASSOCIATION

8001 N. Tryon Street, Charlotte, NC 28262
Rebecca Laclaire, Executive Director
Phone: 704-926-1524 / FAX: 704-347-0888
Email: rebecca@metrolinanativeamericans.com
URL: www.metrolinanativeamericans.com

NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS

116 West Jones Street, Raleigh, NC 27603
Gregory Richardson, Executive Director
Phone: 919-807-4440 / FAX: 919-807-4461
Email: greg.richardson@doa.nc.gov
URL: www.doa.state.nc.us/cia

OCCANEECHI BAND OF THE SAPONI NATION

103 E. Center Street, Mebane, NC 27302
W.A. "Tony" Hayes, Chair
Phone: 919-304-3723 / FAX: 919-304-3724
Email: obsnsa@centurylink.net
URL: www.obsn.org

SAPPONY

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

TRIANGLE NATIVE AMERICAN SOCIETY

P. O. Box 26841, Raleigh, NC 27611
Kerry Bird, President
Phone: 919-996-9822
Email: tnaspresident@tnasweb.org
URL: www.tnasweb.org

WACCAMAW SIOUAN TRIBE

P. O. Box 69, Bolton, NC 28423
Terry Mitchell, Tribal Council Chair
Phone: 910-655-8778 / FAX: 910-655- 8779
Email: siouan@aol.com
URL: www.waccamaw-siouan.com

Source: North Carolina Commission of Indian Affairs,
North Carolina Tribes and Organizations, November 2011

Appendix E

High School Graduation Requirements

From the time you enter kindergarten, you're getting ready for high school graduation.

To make sure you stay on track for a high school diploma, please remember that every high school student must meet state course and credit requirements in addition to any local requirements. To view the state course and credit requirements, look in the colored blocks below for the section that matches when you entered ninth grade for the first time.

Your school counselor is available to answer any questions you may have about what you need to reach your goal of high school graduation.

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	For Ninth Graders Entering in 2012-13 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	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 Effective with the 10th Grade class of 2011-12 English I, II, III, IV or a designated combination of 4 courses	4 Credits I, II, III, IV or a designated combination of 4 courses
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>	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, Environmental Science	3 Credits A physical science course, Biology, 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****	4 Credits Civics and Economics, World History****, US History I and II OR AP US History****, additional social studies course****
World Languages	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.	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	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)	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	22 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.

***** A student who takes AP US History instead of taking US History I and US History II must also take an additional social studies course in order to meet the four credits requirement.

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

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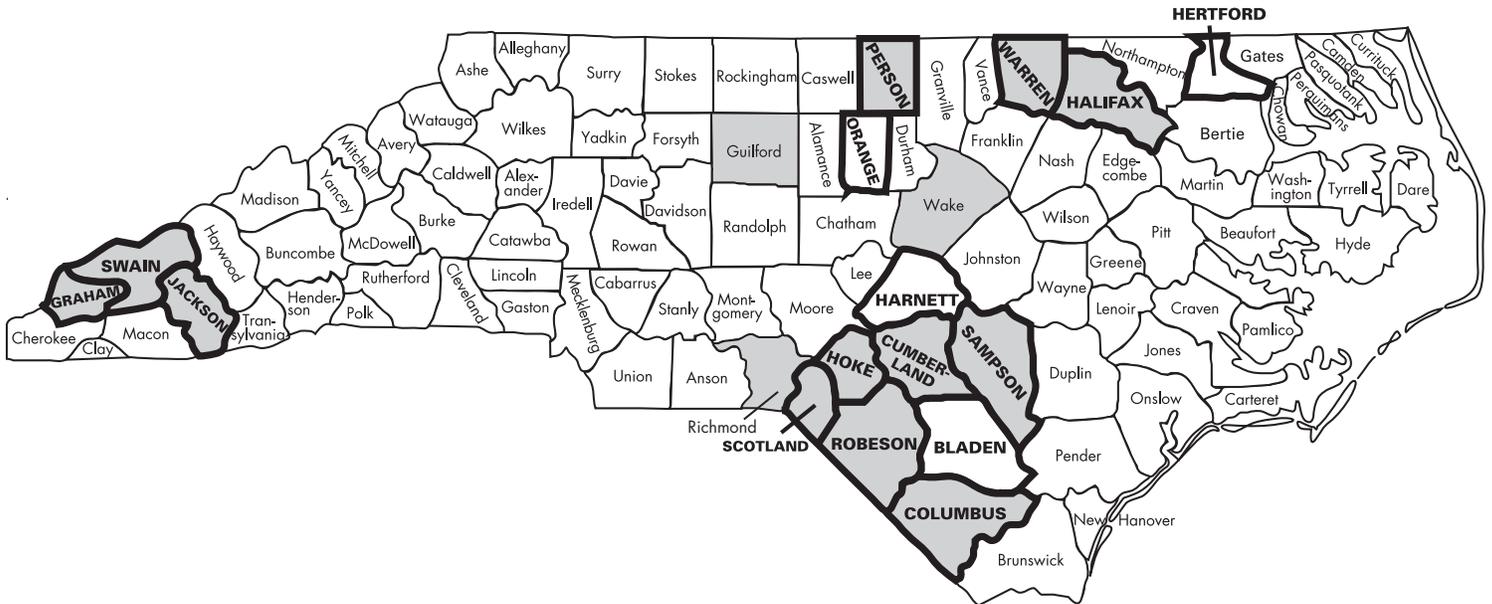
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Staff to the Council

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DEBORA WILLIAMS
North Carolina Department of Public Instruction

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**