



# A New Vision FOR NATIVE STUDENTS

.....  
State Advisory Council on Indian Education  
**REPORT TO THE NORTH CAROLINA  
STATE BOARD OF EDUCATION**  
.....



## THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: BACKGROUND AND MEMBERSHIP

In 1988, the North Carolina General Assembly enacted Article 13A (NCGS §115C-210), which created the State Advisory Council on Indian Education (SACIE). As a constituent group of the State Board of Education (SBE), the Council represents parents of American Indian students in grades K-12, both houses of the North Carolina General Assembly, the UNC Board of Governors, the North Carolina Commission of Indian Affairs, and K-12 educators. The Council advocates collectively on behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VII-IEA administrators; and re-examines its mission and goals as school reform initiatives steer the direction of the public school system in North Carolina.

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# ACKNOWLEDGEMENTS



A special note of gratitude is extended to the following individuals whose perspectives and information have added value to this annual report.

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# LETTER FROM THE CHAIRPERSON

I am honored to present this annual report, *A New Vision for Native Students*. In keeping with the legislation that established the State Advisory Council on Indian Education in 1988, this report presents a comprehensive achievement picture of American Indian students attending the public schools.

The results of the 2012-2013 EOG/EOC test scores are not comparable to previous years, although previous test scores are included in this report as a form of reference. In the months ahead, the Council will focus on key indicators that often shape and influence the academic performance of American Indian students.

For the past several years, the Council has focused on achievement gaps in critical areas of performance, namely in reading and mathematics. We have recommended improvements in parental involvement, cultural awareness and education, and increasing the graduation rate. Recently, the Council has begun to examine an alarming trend in grades 3-8 literacy/reading. With that noted, we are determined to give sustained attention to deficiencies in reading performance. In fact, the report makes it apparent that literacy/reading in the elementary grades must become a priority of this Council.

I am proud to report that last November, the Council successfully hosted an American Indian Education summit titled *Literacy Matters* which brought educators, parents, and tribal leaders together to examine issues facing our students and to begin a discussion with audience members about solutions. We anticipate hosting a similar event next fall.

By the end of the year, five individuals representing higher education and American Indian parents will have been sworn in as Council members. The collective commitment and perspectives reflected in the 15-member Council is impressive.

On behalf of the State Advisory Council on Indian Education, I would like to thank the State Board of Education for its interest in the work of the Council. Additionally, I am grateful to the North Carolina Department of Public Instruction, the North Carolina Commission of Indian Affairs, the Title VII Indian Education Programs, North Carolina Tribes, Tribal Councils, and other American Indian organizations that continue to work with the SACIE through collaboration and advocacy. The future of our students depends on this example of good will.



Kamiyo Sawyer Lanning  
Chairperson  
State Advisory Council on Indian Education



# PART I: Executive Summary



In 1988, the State Board of Education (SBE) adopted an Indian education policy as a way to provide a process for identifying issues pertaining to the education of American Indian students in grades K-12. In the same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) to establish a 15 member State Advisory Council on Indian Education (SACIE) to serve as the mechanism for advocating on the behalf of American Indian students. The Council consists of American Indian parents and educators, legislative members from the North Carolina Senate and House of Representatives, representatives from the UNC Board of Governors, and the North Carolina Commission of Indian Affairs.

The SACIE plays a vital advisory role by examining various indicators of student success, identifying deficiencies and recommending to the State Board of Education formal steps to turn around low performance and/or school failure. Consistent with this role, the Council reports annually on the achievement of American Indian students and presents the findings to the State Board of Education. Presented in this report is an abundance of information that clearly indicates the need for unified efforts to change the trajectory of low student performance. Any turn around steps must be strategic, timely and well coordinated.

Below are several findings derived from this report. For each one, the grade-level proficiency rates of American Indian students are compared with the rate for White students. Among the designated subgroups (American Indian, White, Black, and Hispanic) presented in this report, the White subgroup has the highest proficiency rates.

A proficient student is achieving at or above grade level. These findings are based on the 2012-13 End-of Grade/End-of-Course state tests.

## Major Findings

- The EOG reading proficiency rate (29.0%) for American Indian students is about 28 percentage points below the rate (56.6%) for White students.
- The EOG mathematics proficiency rate (27.0%) for American Indian students is about 27 percentage points below the rate (53.8%) for White students.
- The EOC Math I proficiency rate (20.5%) for American Indian students is about 27 percentage points below the rate (47.6%) for White students.
- The EOC English II proficiency rate (35.5%) for American Indian students is about 27 percentage points below the rate (62.7%) for White students.
- The EOC Biology proficiency rate (27.5%) for American Indians is about 30 percentage points below the rate (57.9%) for White students.
- From 2010-11 to 2012-13, the American Indian cohort graduation rate improved by nearly eight percentage points, the largest increase among all subgroups.
- While the American Indian dropout rate has declined since 2010-2011, the current rate is the highest among all subgroups.



## Title VII – The Indian Education Act of 1972 in North Carolina: A Brief Description

Envisioning a comprehensive model for meeting the unique needs of American Indian and Alaska Native students, the authors of the Act adopted four premises: 1) American Indians have unique academic needs, especially with respect to language preservation; 2) a continuum of services, pre-school through post-secondary education, is imperative; 3) the trust relationship between the federal government and Indian people must be reinforced across governmental agencies; and 4) every Indian student, regardless of federal recognition status, deserves equal access to federal funding aimed at educational improvement. Although the Act has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix C).

Since the early 1970s, several school systems across North Carolina have benefitted from the Act. Whether through direct classroom support, college-career planning, after-school programs, cultural enrichment, or a mixture of services, Title VII funding has strengthened school districts' efforts to close achievement gaps and to expand awareness of the American Indian culture in North Carolina. Program directors are responsible for project development, budget management, resource planning, and numerous activities aimed at one fundamental goal: to raise the achievement of every American Indian student one day and one year at a time.

In order for students to receive support/enrichment services under the Title VII-Indian Education Act, the parents/legal guardians must complete a formal application (see Appendix E), which is reviewed by a district-level administrator responsible for Indian Education services. Because Title VII funding to local school systems is driven by verifiable 506 applications, informing parents/legal guardians about the eligibility process must be viewed as an ongoing process.

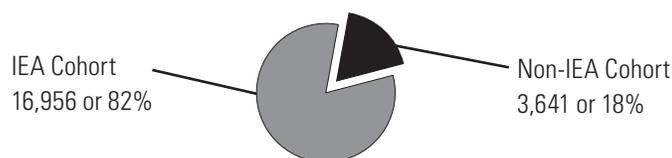
The SACIE has analyzed a three-year collection of End-of Grade and End-of Course achievement data compiled on American Indian students enrolled in selected school systems across the state. In this cohort, 18 districts receive Title VII fiscal support (see Appendix B). One district, Hertford County, is not a Title VII grantee, but does enroll students of the Meherrin Tribe.

The findings in this report point to low proficiency rates on End-of-Grade and End-of-Course achievement data for American Indian students. Therefore, the Council recommends that further investigation of underachievement in grades 6-12 occur in the form of a study.

## Population of Focus

The total enrollment of American Indians/Alaskan Native students in North Carolina's public schools (K-12) is 20,597 for 2012-13, of which 82 percent are enrolled in school districts receiving federal dollars through the Indian Education Act (IEA) of 1972. The remaining students are enrolled in the other 97 school systems (see Figure 1). As in past annual reports, the Council has chosen to examine the achievement of American Indian students in the Title VII cohort of school systems.

**FIGURE 1 Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort**



It is important to note, however, that choosing to participate in the Title VII-Indian Education program is a parental decision; therefore, the actual number of students receiving services could be much smaller than 16,956. This report, however, makes no distinction between student participants and non-participants.

# PART II: The State and LEA Profiles



## Interpreting the Profiles

The 2012-13 edition of the State Advisory Council on Indian Education (SACIE) Report consists of state-level and LEA-level achievement profiles and is intended to inform educators, policymakers, parents, and tribal communities about the annual progress of American Indian students in critical areas of school success across North Carolina.

In this report, the academic achievement of American Indian students is profiled for the state and each of the Title VII school districts and one additional district in the following assessment categories:

- 1) End-of-Grade (EOG) Reading (grades 3-8 combined)
- 2) End-of-Grade (EOG) Math (grades 3-8 combined)
- 3) End-of-Course (EOC) Math I
- 4) End-of-Course (EOC) Biology
- 5) End-of-Course (EOC) English II
- 6) Cohort Graduation Rate (CGR)
- 7) Dropout Rate, grades 9-12
- 8) SAT
- 9) Advanced Placement (AP)

Where possible, three years of data have been provided for each assessment. However, for the EOG and EOC assessments, only one year of data is provided due to changes in EOG and EOC achievement level standards in 2012-13. Since the new standards that were adopted in 2012-13 are more rigorous, EOG and EOC assessment data for 2012-13 and EOG and EOC assessment data for the years prior to 2012-13 are not comparable. For more details, see the *2012-13 Ready Accountability Background Brief* at <http://www.ncpublicschools.org/accountability/reporting/>.

The Cohort Graduation Rate, Dropout Rate, SAT, and AP data in the state and LEA profiles are provided for three years: 2010-11, 2011-12, and 2012-13. Using a three-year trend aligns with critical transitions in the physical, emotional, and the cognitive development of students in the upper-elementary grades (grades 3-5) through middle school (grades 6-8). This point is particularly relevant, given the research that prescribes a stage-theory approach for students, especially minority and disadvantaged students. Regarding American Indian students, educators must be mindful of the interplay between cognitive readiness and the cultural environment: family, friends, tribe, and community (McMahon, Kenyon & Carter, 2012).



## **End-of-Grade (EOG) and End-of-Course (EOC) Data**

Students who have a solid or superior command of the content are on target for a college and career path, have met the proficiency standard and are performing “at or above grade level.” To meet the proficiency standard or to perform at or above grade level, students must attain Level 3 or Level 4 on the EOG and EOC assessments. Students who score at Level 1 or Level 2 have not met the proficiency standard and are not on trajectory to be “college and career ready.”

The one year of data in the tables and figures for EOG Reading and Mathematics and EOC Math I, Biology, and English II indicate the percentage of students who perform at or above Level 3 in 2012-13. The achievement level descriptors for 2012-13 are:

- Achievement Level 1: Students performing at this level have limited command of the knowledge and skills contained in the Common Core State Standards (CCSS) for English Language Arts (ELA), CCSS for Math and/or the North Carolina Essential Standards (ES) for Science.
- Achievement Level 2: Students performing at this level have partial command of the knowledge and skills contained in the CCSS for ELA, CCSS for Math and/or the ES for Science.
- Achievement Level 3: Students performing at this level have solid command of the knowledge and skills contained in the CCSS for ELA, CCSS for Math and/or the ES for Science.
- Achievement Level 4: Students performing at this level have superior command of the knowledge and skills contained in the CCSS for ELA, CCSS for Math and/or the ES for Science.

More detailed information regarding the achievement levels for the EOG and EOC assessments may be found at <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.

For example, if 57 percent of American Indian students performed at Level III or above in a given subject, this percentage of students was “proficient” in that subject. Conversely, the 43 percent of students that performed below grade level were not proficient in the same subject.

## **Cohort Graduation Rate Data**

Since July 2005, all 50 states have signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the Compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. North Carolina’s four-year Cohort Graduation Rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year Cohort Graduation Rate, not referenced in this report, reflects the percentage of ninth graders who graduated from high school five years later.

The three years of data in the figures and tables for the Cohort Graduation Rate reflect the cohort percentage of students by race, and by race and gender, who graduated with a regular diploma in four years or less (the four-year Cohort Graduation Rate).

## **Dropout Rate**

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each Local Educational Agency (LEA) and charter school in the state, and “event dropout rates” are computed. The three years of dropout data in the state and LEA profiles show the percentage of students in grades 9-13 by race, and by race and gender, that dropped out from 2010 to 2012.

## **SAT Data**

The three-year trend of SAT data and LEA profiles show the participation rates and the mean total SAT scores of graduating seniors from 2011 to 2013. SAT performances are compared at the state, the LEA and subgroup levels.

## **Advanced Placement (AP) Data**

The three-year trend of AP data and LEA profiles show the participation rates and the percentages of AP test-takers in grades 9-13 that scored a 3 or higher from 2011 to 2013.

Additional details regarding these assessments, and special abbreviations and notations, may be found in the *Data Notes* section of Appendix H.

## **Racial/Ethnic Subgroups**

As a way to compare the rates of academic achievement, this report presents achievement data for the following subgroups:

- 1) American Indian;
- 2) White;
- 3) Black; and
- 4) Hispanic.

## **Cultural Information**

There are eight (8) Indian tribes located in North Carolina which hold membership on the NC Commission of Indian Affairs. Under the "Dawes Act" of 1887, and in 1889, the Eastern Band of Cherokee Nation was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized in the state of North Carolina. The Lumbee Tribe of North Carolina is also state and federally recognized in North Carolina. The Lumbee were recognized by the federal government under the "Lumbee Act of 1956" in name only. As per NCGS 143B-704, eight Indian tribes and four Urban Indian Associations hold membership on the NC Commission of Indian Affairs. Chapter 71A of the North Carolina General Statutes provide a summary of the Indian Tribes recognized by the state of North Carolina (see Appendix D). As part of each profile, attention is given to the major American Indian tribes represented in the state-wide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report.

## **Using the Profiles**

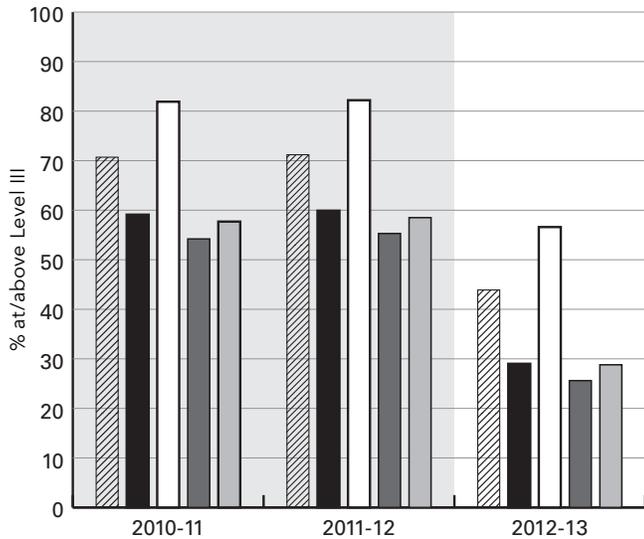
Because the enrollment of American Indians in most school systems is comparatively small, drawing conclusions from these data should be approached carefully and weighed against other work samples, including nine-week grades, daily classroom progress, and other teacher-administered assessments. However, it is safe to conclude that American Indian students, for the most part, are performing below grade level in reading, and in some school systems, the level of low achievement justifies the need for ongoing intensive intervention. The Council encourages educators to continue collecting and reviewing achievement data and monitoring the effects of instructional strategies and approaches that affect American Indian students in classroom settings.



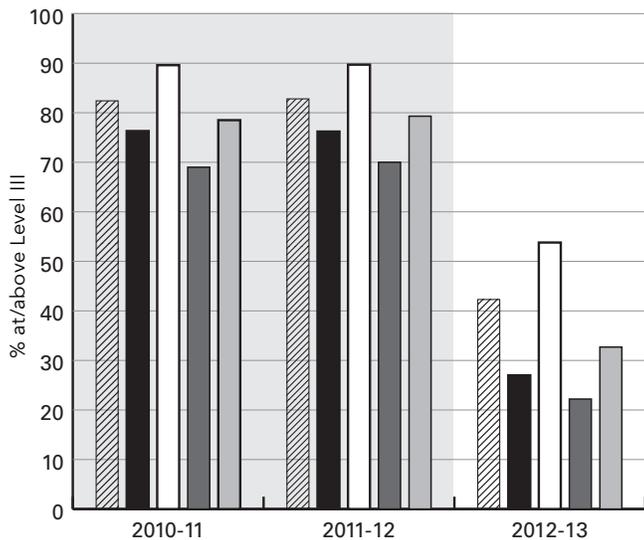
# STATE PROFILE

## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

### READING\*\*



### MATH\*\*



Year	State	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>					
<b>Percent at/above Level III</b>					
2010-11	70.7	59.1	81.9	54.2	57.7
2011-12	71.2	59.9	82.2	55.3	58.5
2012-13	43.9	29.0	56.6	25.6	28.8
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>					
<b>Percent at/above Level III</b>					
2010-11	82.4	76.3	89.6	69.0	78.5
2011-12	82.8	76.2	89.7	70.0	79.3
2012-13	42.3	27.0	53.8	22.2	32.7

State 
 LEA 
 American Indian 
 White 
 Black 
 Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

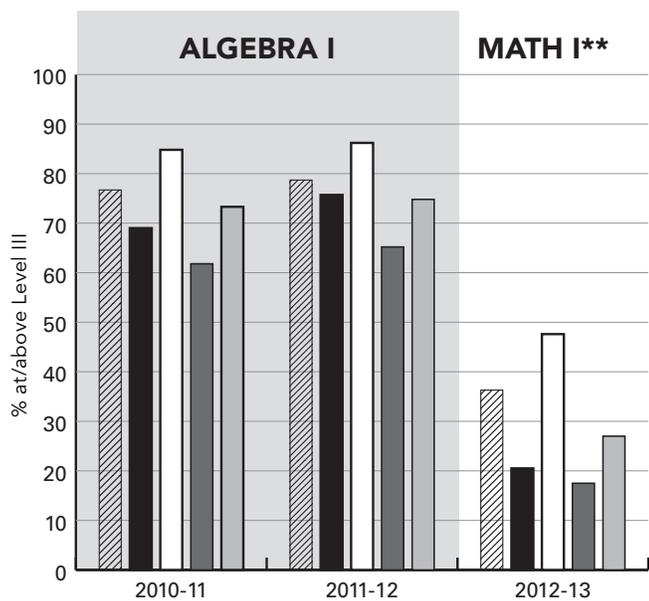
\*\* = Beginning in 2012-13, assessments are aligned to college and career readiness.

### EOG Reading and Math

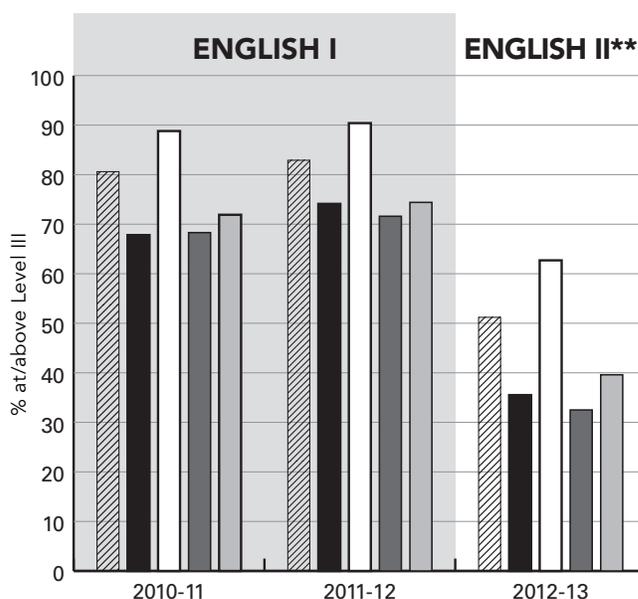
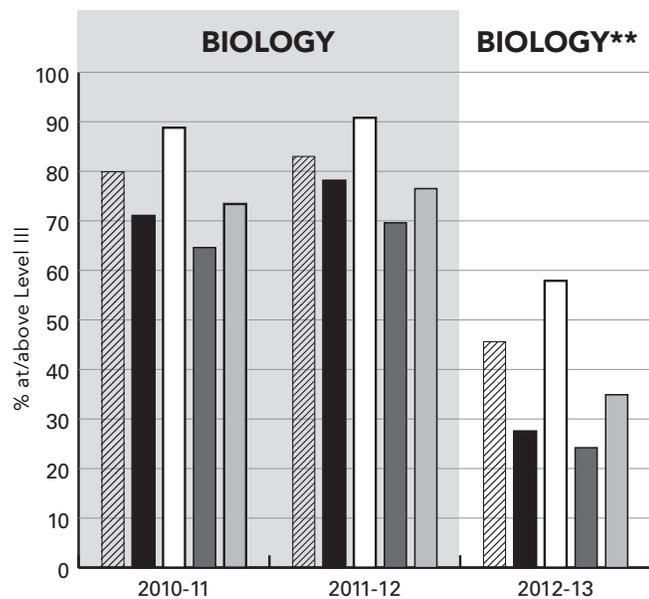
Since EOG and EOC trend data on the academic achievement of American Indian students are not available in 2012-13 due to the implementation of new achievement level standards, 2012-13 data are provided as baseline indicators for monitoring future progress. As evidence of the increased rigor in 2012-13, the average drop in proficiency on the EOG assessments for the state and subgroups from 2011-12 to 2012-13 was approximately 30 percentage points in reading and 40 percentage points in mathematics.

The reading data show that 15 percent fewer American Indian students were proficient in 2012-13 than all students in the state. About three percent more American Indian students were proficient in reading than Black students, while the percentages of American Indian students (29.0%) and Hispanic students (28.8%) who were proficient were about the same. Compared with White students, 28 percent fewer American Indian students were proficient. Similar patterns were observed in EOG mathematics, with the exception that about six percent more Hispanic students were proficient in mathematics than American Indian students.

**HIGH SCHOOL END-OF-COURSE TESTS**



Year	State	American Indian	White	Black	Hispanic
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>					
<b>Percent at/above Level III</b>					
2010-11	76.7	69.0	84.8	61.8	73.3
2011-12	78.7	75.7	86.2	65.2	74.8
2012-13	36.3	20.5	47.6	17.5	27.0
<b>Biology: End-of-Course** – Percent at/above Level III</b>					
2010-11	79.9	71.0	88.8	64.6	73.4
2011-12	83.0	78.1	90.8	69.6	76.5
2012-13	45.6	27.5	57.9	24.2	34.9
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>					
<b>Percent at/above Level III</b>					
2010-11	80.6	67.8	88.8	68.3	71.9
2011-12	82.9	74.1	90.4	71.6	74.4
2012-13	51.2	35.5	62.7	32.5	39.6



**EOCs: Math I, Biology and English II\*\***

For the reason stated for the EOGs, trend data also are also not available for the Math I, Biology, and English II EOCs. The increase in rigor for the 2012-13 EOCs was as dramatic as it was for the EOGs. The average drop in proficiency for the state and subgroups in Math I, Biology, and English II from 2011-12 to 2012-13 was approximately 50, 40, and 30 percentage points, respectively.

In 2012-13, about 16 percent fewer American Indian students (20.5%) were proficient in Math I than the average of all students (36.3%) in the state. About 30 percent fewer American Indian students (20.5%) were proficient in Math I than White students (47.6%) and about seven percent fewer than Hispanic students (27.0%). American Indian students had three percent more students proficient than Black students (17.5%).

The pattern of achievement for American Indians in the Biology and English II EOCs was similar to that in Math I. However, more American Indian students (35.5%) were proficient in English II than in the Math I (20.5%) and Biology (27.5%) EOCs.



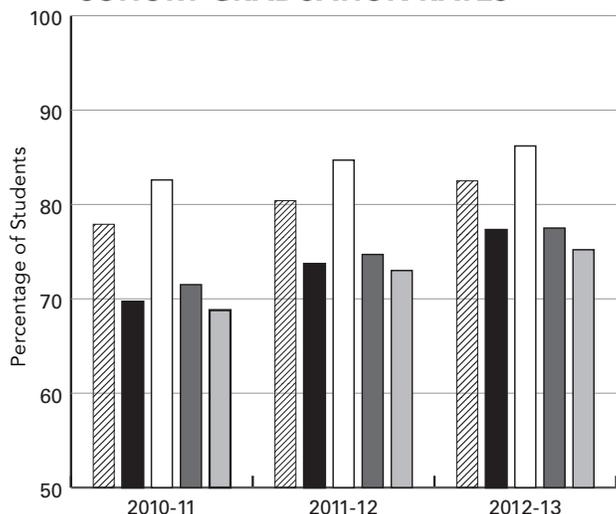
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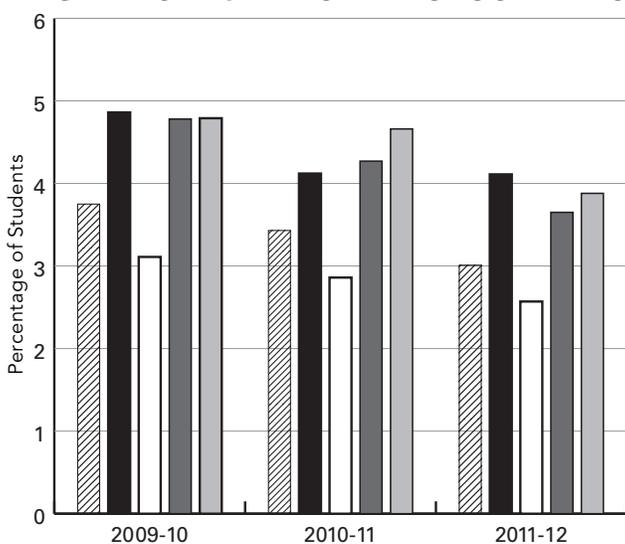
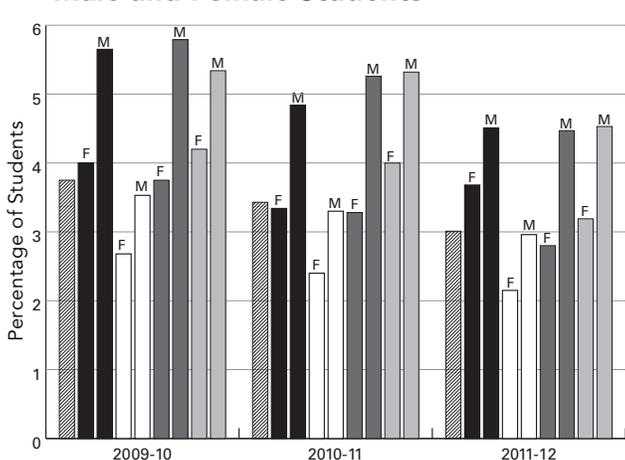
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\*\* = Beginning in 2012-13, assessments are aligned to college and career readiness.

## HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

NORTH CAROLINA 4-YEAR  
COHORT GRADUATION RATES

## GRADES 9-13 ANNUAL DROPOUT RATES

GRADES 9-13 ANNUAL DROPOUT RATES  
Male and Female Students

Year	State	American Indian	White	Black	Hispanic				
<b>NC 4-Year Cohort Graduation Rates</b>									
2010-11	77.9	69.7	82.6	71.5	68.8				
2011-12	80.4	73.7	84.7	74.7	73.0				
2012-13	82.5	77.3	86.2	77.5	75.2				
<b>Grades 9-12 Dropout Rates</b>									
2009-10	3.75	4.86	3.11	4.78	4.79				
2010-11	3.43	4.12	2.86	4.27	4.66				
2011-12	3.01	4.11	2.57	3.65	3.88				
<b>Grades 9-13 Dropout Rates, Male &amp; Female Students</b>									
		F	M	F	M	F	M	F	M
2009-10	3.75	4.00	5.65	2.68	3.53	3.75	5.79	4.20	5.34
2010-11	3.43	3.34	4.84	2.40	3.30	3.28	5.26	4.00	5.32
2011-12	3.01	3.68	4.51	2.15	2.96	2.80	4.47	3.19	4.53

## Four-year Cohort Graduation Rate (CGR)

While the four-year graduation rate of American Indian students (77.3%) trails that of all students in the state (82.5%) by five percentage points in 2012-13, American Indian students have improved their four-year graduation rate by about eight percentage points from 2010-11 to 2012-13. The increase represents the largest among all designated subgroups. The four-year graduation rate of American Indian students (77.3%) exceeds that of Hispanic students (75.2%) by two percentage points, but lags behind White students (86.2%) by about nine percentage points. Clearly, the graduation rate among American Indian students is moving in the right direction.

## Annual Dropout Rate

The dropout rate within the American Indian population in particular has been a long-standing issue of public concern. Because the dropout rate and the cohort graduation rate tend to be inversely related, typically, the more students who remain in school, the more who will graduate. Among American Indians and other racial/ethnic groups from 2009-10 to 2011-12, fewer students dropped out, while more graduated. According to the 2011-2012 Consolidated Data Report, the dropout rate for American Indian students declined for the eighth consecutive year. American Indian students (4.11%) had the largest dropout rate in 2012-13, followed by Hispanic students (3.88%), Black students (3.65%), and White students (2.57%). The data also shows that male students in all racial/ethnic groups tend to drop out at a higher rate than female students.

State LEA American Indian White Black Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

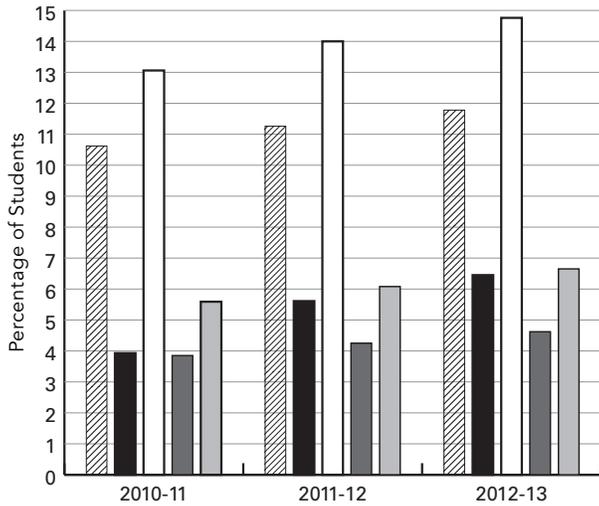
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**ADVANCED PLACEMENT (AP) TESTING**

**NC STUDENTS TAKING AN AP EXAM**

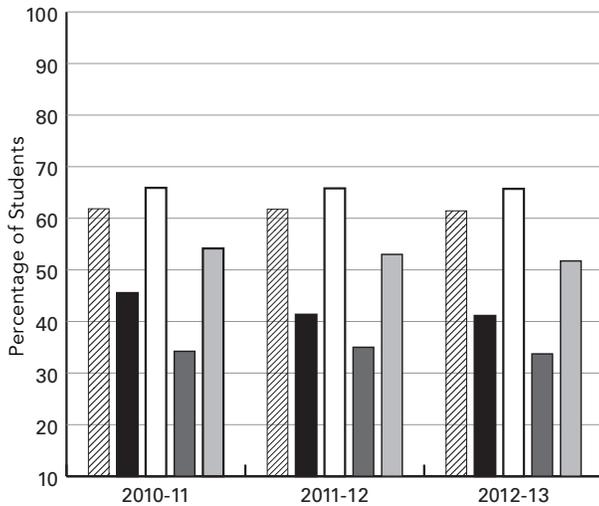


Year	State	American Indian	White	Black	Hispanic
<b>Students Taking Advanced Placement Exams</b>					
2010-11	10.62	3.93	13.06	3.85	5.59
2011-12	11.26	5.61	14.00	4.25	6.08
2012-13	11.78	6.45	14.76	4.62	6.65
<b>AP Performance: Percent of Students Scoring 3, 4, or 5</b>					
2010-11	61.85	45.50	65.90	34.22	54.16
2011-12	61.75	41.31	65.80	35.00	53.00
2012-13	61.44	41.08	65.71	33.72	51.73

**Advanced Placement (AP)**

From 2010-11 to 2012-13, the percentage of AP test-takers increased for all students in the state (1.2%), American Indian students (2.5)%, White students (1.7%), Black students (0.8%) and Hispanic students (1.1%), with the largest increase for American Indian students. The only racial/ethnic group with a participation rate higher than the state (11.78%) was the White (14.76%) subgroup. The AP participation rates for American Indians (6.45%), Blacks (4.62%), and Hispanics (6.65%) all were lower than the state participation rate.

**AP PERFORMANCE: PERCENT OF STUDENTS SCORING 3, 4, OR 5**



The College Board considers students who score 3 or higher on AP Exams as “passing.” Only the subgroup of White students (65.71%) had a higher percentage of students scoring 3 or higher on AP Exams than all students (61.44%) in the state. The percentage of students who passed AP Exams declined for the state and all subgroups from 2010-11 to 2012-13. The highest passing rate on AP Exams in 2012-13 was attained by the White subgroup (65.71%), followed by the state average (61.44%), Hispanics (51.73%), American Indians (41.08%) and Blacks (33.72%).

State  
  LEA  
  American Indian  
  White  
  Black  
  Hispanic

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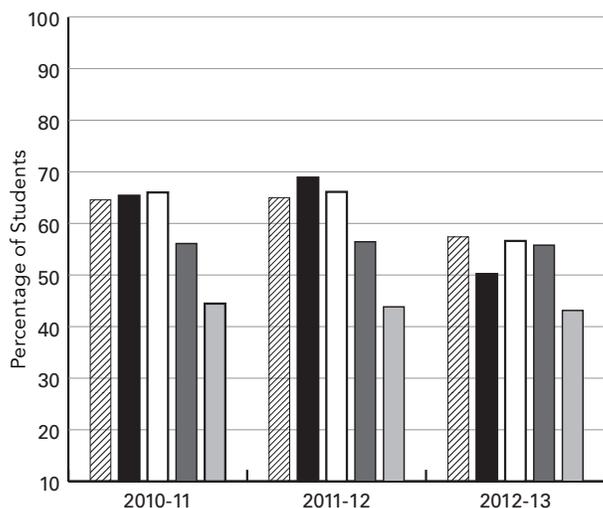
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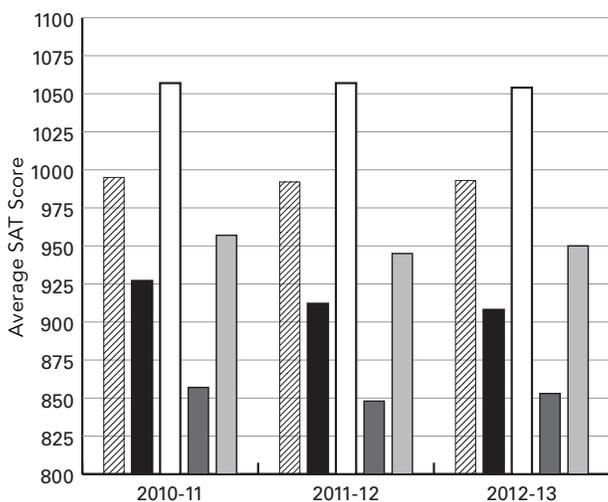
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## SAT TESTING

## NC STUDENTS TAKING THE SAT



## NC SAT SCORES



Year	State	American Indian	White	Black	Hispanic
<b>Students Taking the SAT</b>					
2010-11	64.56	65.37	66.00	56.10	44.46
2011-12	64.99	68.88	66.11	56.44	43.83
2012-13	57.39	50.20	56.60	55.78	43.13
<b>NC SAT Scores</b>					
2010-11	995	927	1057	857	957
2011-12	992	912	1057	848	945
2012-13	993	908	1054	853	950

## SAT

The SAT is an important academic indicator of how well students are prepared for college and career opportunities. Students' performances in critical reading, mathematics and writing are considered strong predictors of college and career readiness.

## PARTICIPATION

From 2010-11 to 2012-13, the participation rates of all subgroups dropped, perhaps due to the requirement in 2010-11 that all public school juniors in North Carolina take the ACT at the state's expense. Presumably, fewer students elected to take the SAT as a college admissions requirement in 2012-13, but used the ACT score instead. The number of North Carolina public school student test-takers (50,699) in 2012-13 was 9.0% fewer than the number test-takers (55,720) in 2011-12. The number of American Indian students taking the test (620) in 2012-13 was about 7.0% fewer than the number (664) in 2011-12 (College Board, 2012-13).

The SAT data table shows that the largest reduction in the participation rate from 2010-11 to 2012-13 was for American Indian students (15%), followed by White students (9.4%), Hispanic students (1.3%) and Black students (0.32%). The participation rate of neither racial/ethnic subgroups (American Indian: 50.20%; Whites: 56.60%; Blacks: 55.78%, and Hispanics: 43.13%) was as high as that for the state (57.9%). The participation rate for American Indians was the second-lowest among the racial/ethnic groups.

## PERFORMANCE

The SAT scores for the state and all racial/ethnic subgroups were down in 2012-13 from 2010-11. American Indian students scored 19 points lower, followed by Hispanic students (7 points), Black students (4 points) and white students (3 points). The 2012-13 average score for American Indians (908) was 85 points below the state average (993) and 146 points lower than the score for White students (1054).

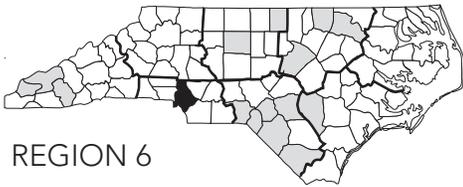
State LEA American Indian White Black Hispanic

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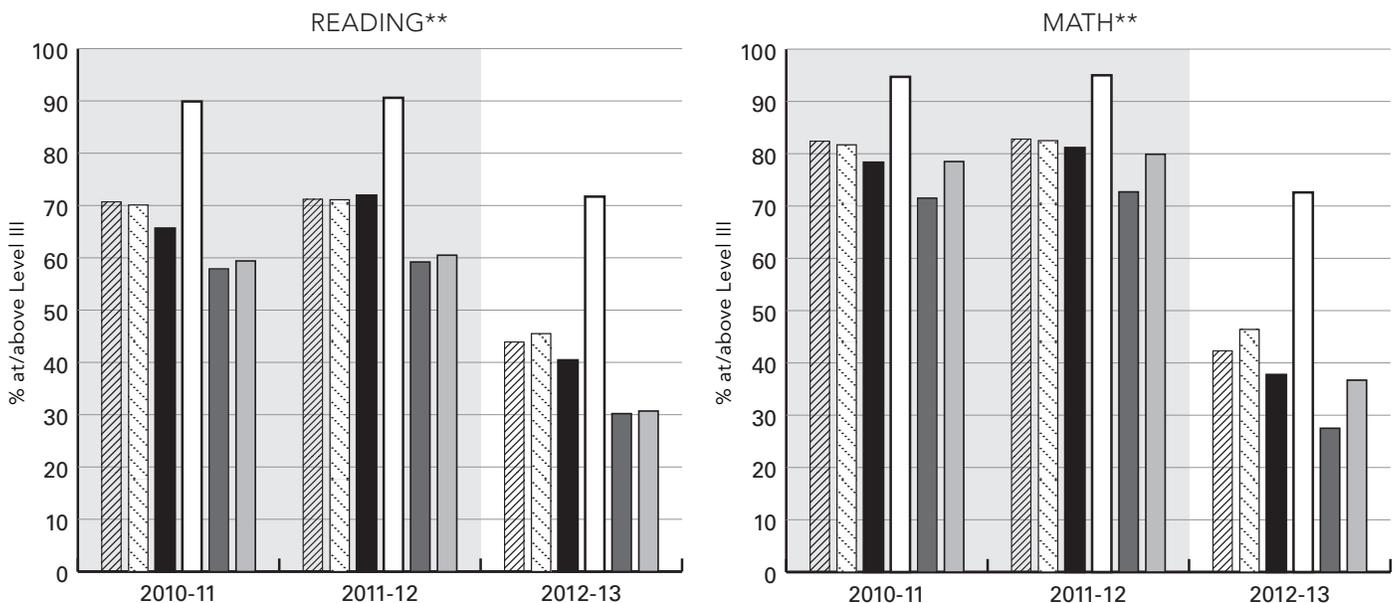


## REGION 6

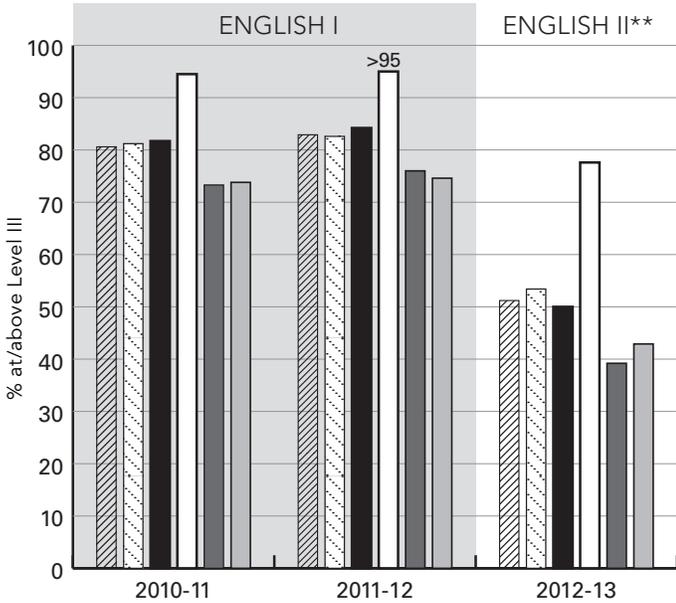
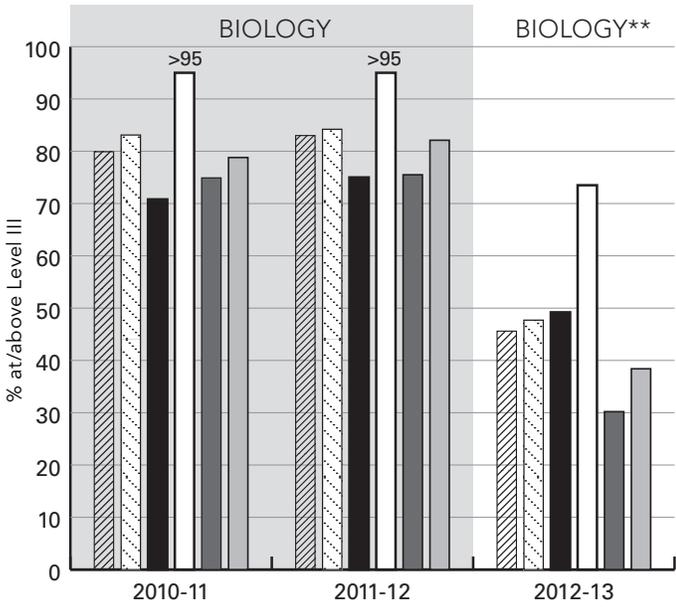
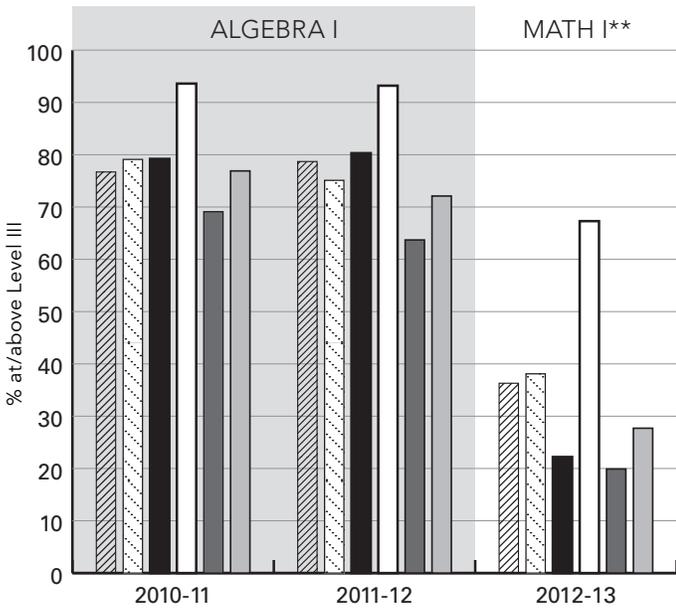
Charlotte-Mecklenburg Schools enroll 140,161 students in 160 schools, including a variety of theme-specific campuses. The student enrollment reflects 160 countries and 660 (0.47%) American Indians from tribes across the country. The district is ahead of the state in EOG reading and math, and in EOC Math I, Biology, and English II. The district graduation rate is slightly lower than the state, but the dropout rate is slightly higher. American Indians are below the district in all but one EOG/EOC subject (Biology). These data show a slight lead for American Indians in EOG reading and math, when compared with Blacks and Hispanics. In EOC Biology and English II, American Indians are slightly ahead of the same subgroups, while in Math I, Hispanics are ahead. The American Indian cohort graduation rate lags behind the rates for White and Black subgroups, and the dropout rate for American Indian students is higher than any of the other subgroups. When comparing American Indian and White subgroups, noticeable achievement gaps are apparent.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	70.1	65.6	89.9	57.9	59.4
2011-12	71.2	71.1	71.9	90.6	59.2	60.5
2012-13	43.9	45.5	40.4	71.7	30.2	30.7
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	81.7	78.3	94.7	71.5	78.5
2011-12	82.8	82.5	81.1	95.0	72.7	79.9
2012-13	42.3	46.4	37.7	72.6	27.5	36.7
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	79.1	79.2	93.6	69.1	76.9
2011-12	78.7	75.1	80.3	93.2	63.7	72.1
2012-13	36.3	38.1	22.2	67.3	19.9	27.7
<b>Biology: End-of-Course**</b>						
2010-11	79.9	83.1	70.8	>95	74.9	78.8
2011-12	83.0	84.2	75.0	>95	75.5	82.1
2012-13	45.6	47.7	49.2	73.5	30.2	38.4
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	81.2	81.7	94.5	73.3	73.8
2011-12	82.9	82.6	84.2	>95	76.0	74.6
2012-13	51.2	53.4	50.0	77.6	39.2	42.9
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	73.5	78.7	86.6	66.8	58.0
2011-12	80.4	76.4	67.4	86.5	71.3	65.5
2012-13	82.5	81.0	75.0	91.1	76.6	71.1
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	4.15	n/a	2.13	5.25	6.02
2010-11	3.43	3.57	5.36	2.15	4.28	5.47
2011-12	3.01	3.20	7.96	1.83	3.58	5.33

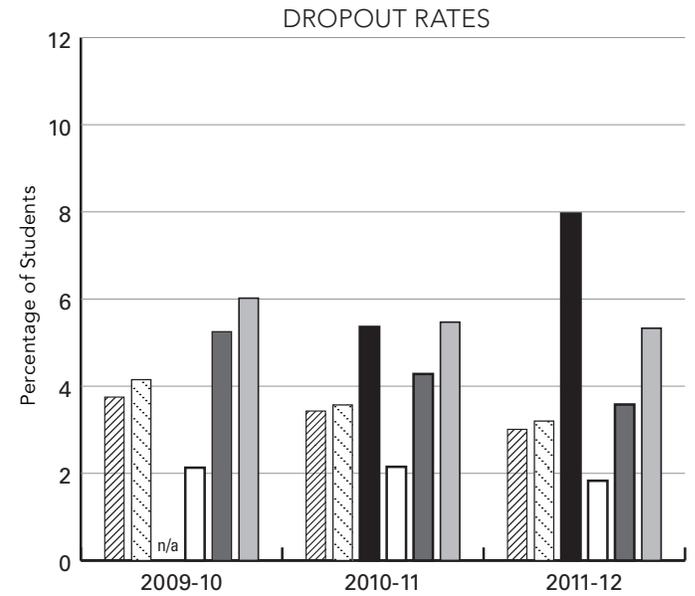
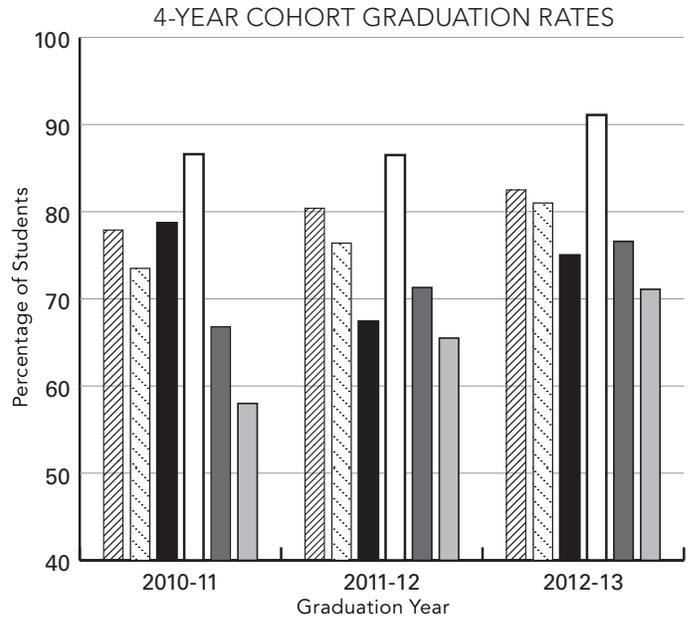
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



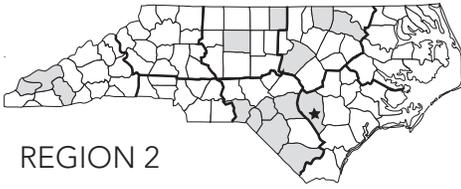
State
  LEA
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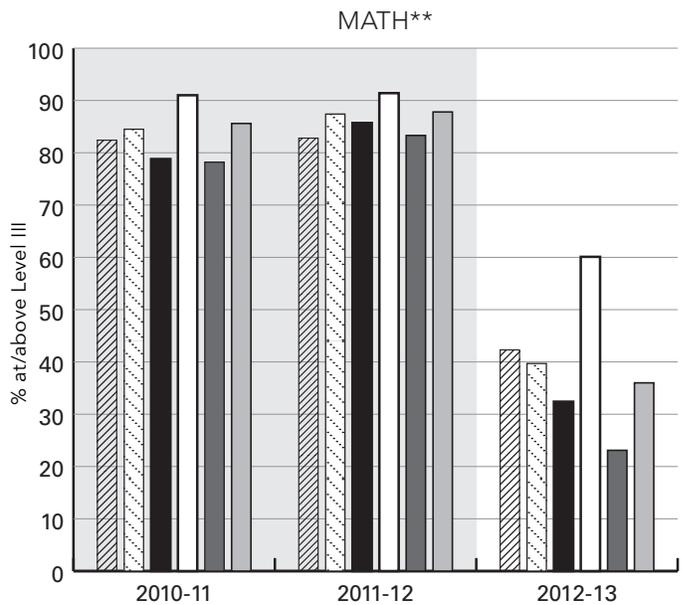
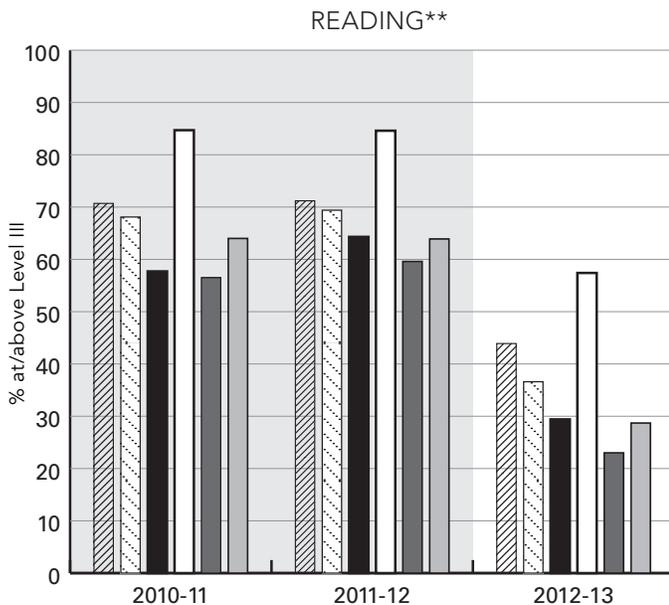


## REGION 2

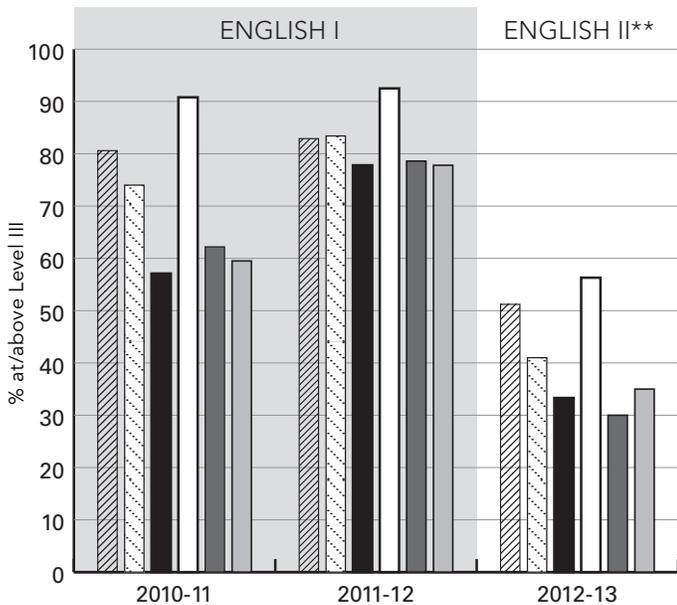
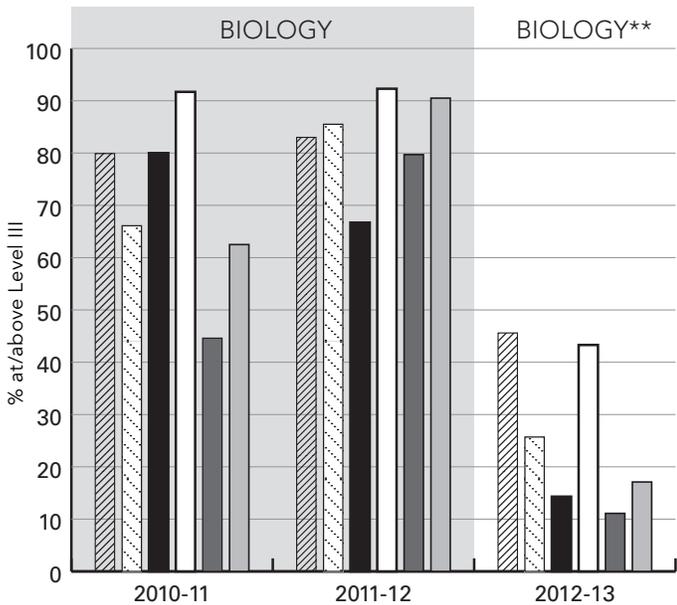
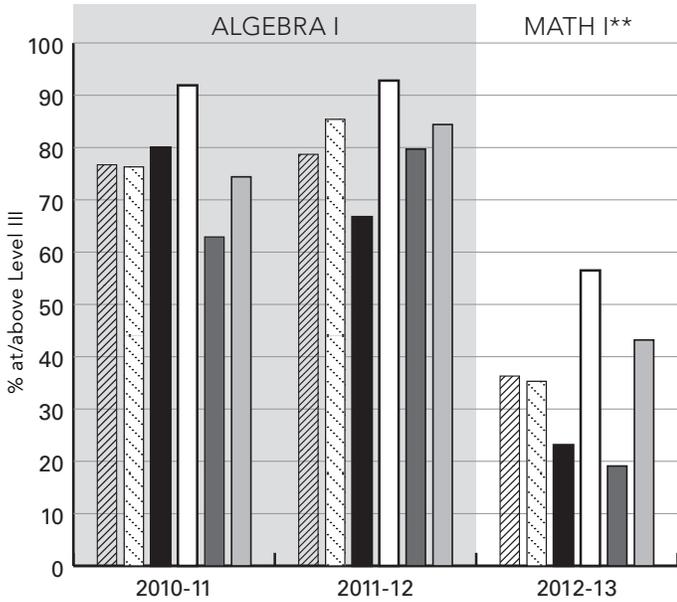
Clinton City Schools enroll 2,997 students, including 93 (3.1%) American Indians, mainly of the Coharie Tribe. The smallest of the school systems in the Title VII cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. The students in the district are behind the state in all EOG and EOC subjects, but the district graduation rate is slightly higher. American Indians are below the district average in EOG reading and math. American Indian students are lagging behind White and Hispanic students in Biology and Math I; however, they are outperforming Black students in these subject areas, as well as in English II. The same cohort graduation rate applies to American Indian students and to their Hispanic peers; however, the White and Black subgroups exceed American Indians in the 2012-13 cohort graduation rate.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	68.1	57.7	84.7	56.5	64.0
2011-12	71.2	69.4	64.3	84.6	59.6	63.9
2012-13	43.9	36.6	29.4	57.4	23.0	28.7
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	84.5	78.8	91.0	78.2	85.6
2011-12	82.8	87.4	85.7	91.4	83.3	87.8
2012-13	42.3	39.7	32.4	60.1	23.1	36.0
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	76.3	80.0	91.9	62.9	74.4
2011-12	78.7	85.4	66.7	92.8	79.7	84.4
2012-13	36.3	35.3	23.1	56.5	19.1	43.2
<b>Biology: End-of-Course**</b>						
2010-11	79.9	66.1	80.0	91.7	44.6	62.5
2011-12	83.0	85.5	66.7	92.3	79.7	90.5
2012-13	45.6	25.7	14.3	43.3	11.1	17.1
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	74.0	57.1	90.8	62.2	59.5
2011-12	82.9	83.4	77.8	92.5	78.6	77.8
2012-13	51.2	41.0	33.3	56.3	30.0	35.0
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	78.1	>95	83.6	73.2	80.0
2011-12	80.4	81.9	87.5	91.3	75.6	75.8
2012-13	82.5	84.1	75.0	92.1	83.0	75.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.14	n/a	n/a	3.84	5.71
2010-11	3.43	2.64	n/a	n/a	3.59	4.76
2011-12	3.01	1.78	n/a	n/a	2.22	n/a

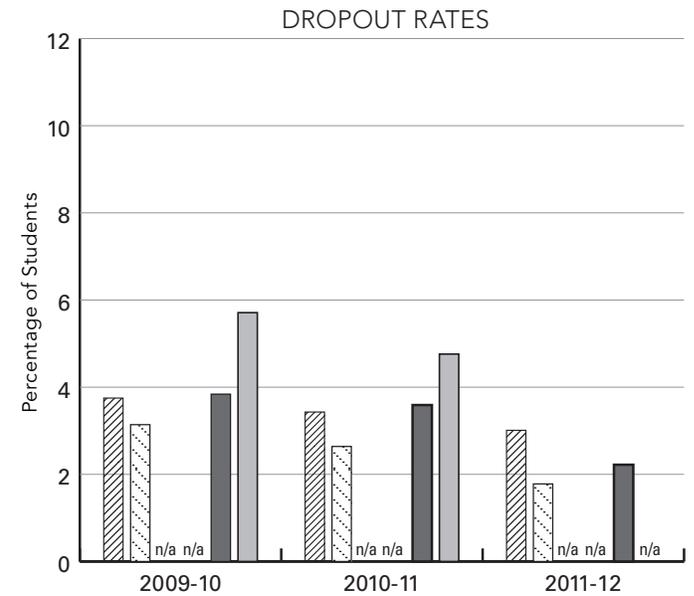
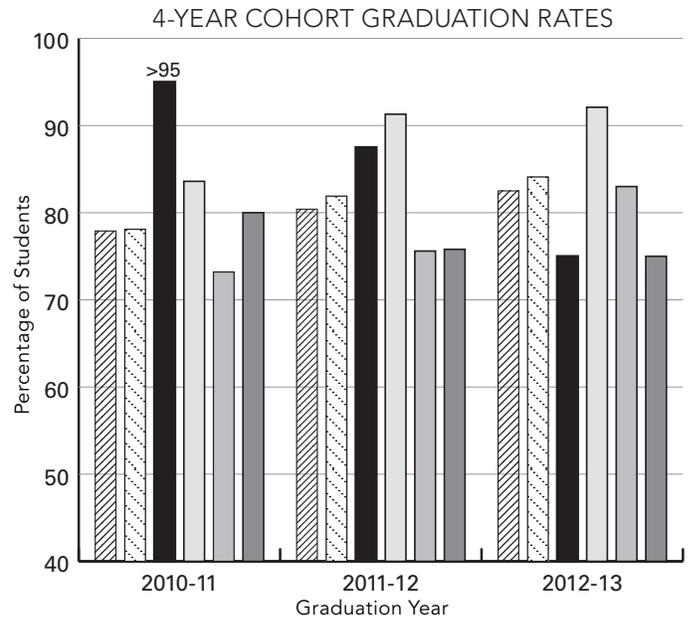
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



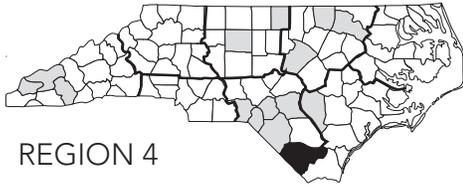
State
  LEA
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  White
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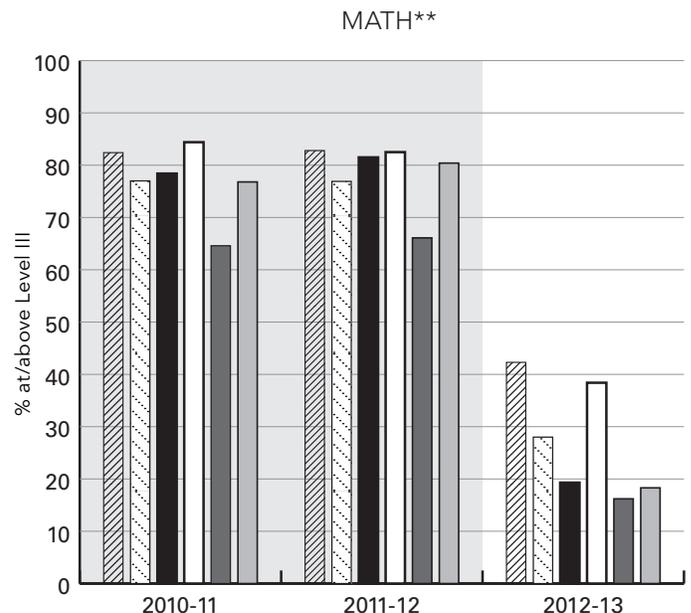
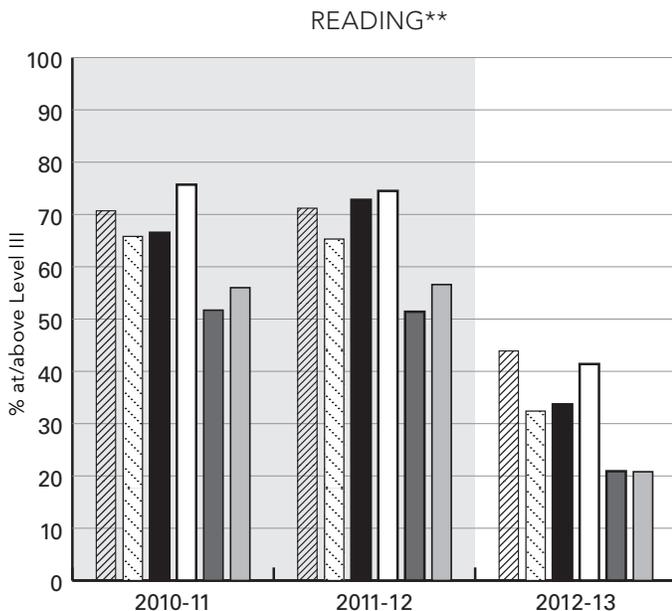
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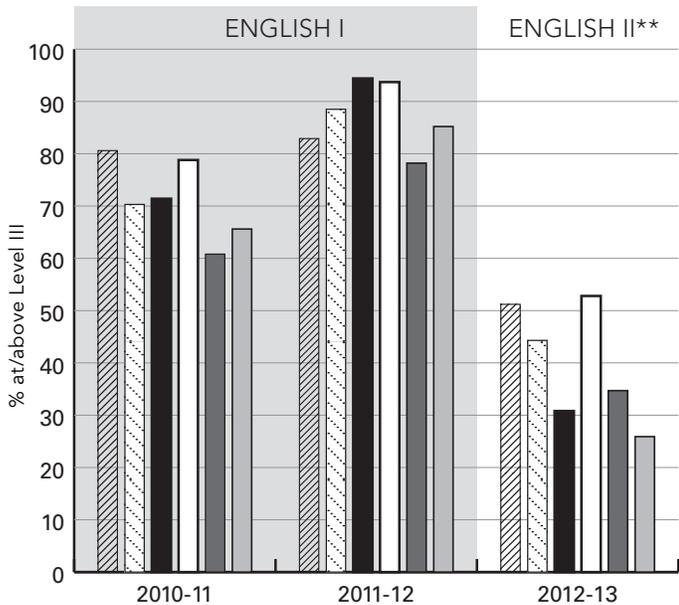
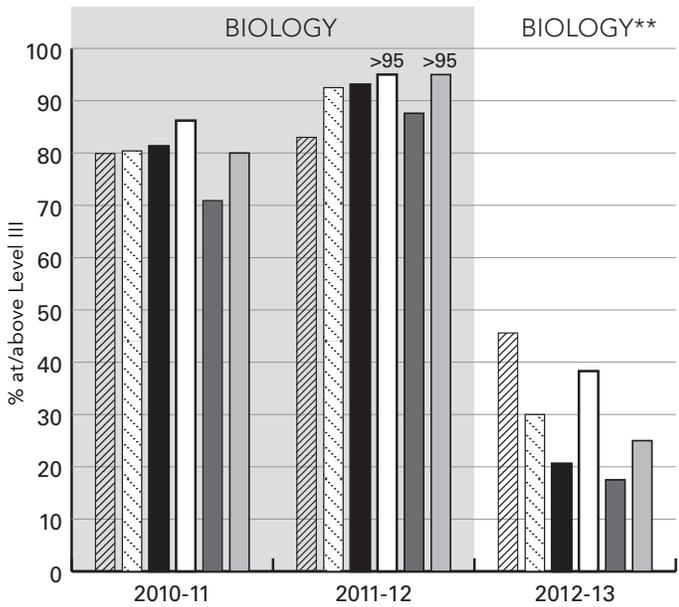
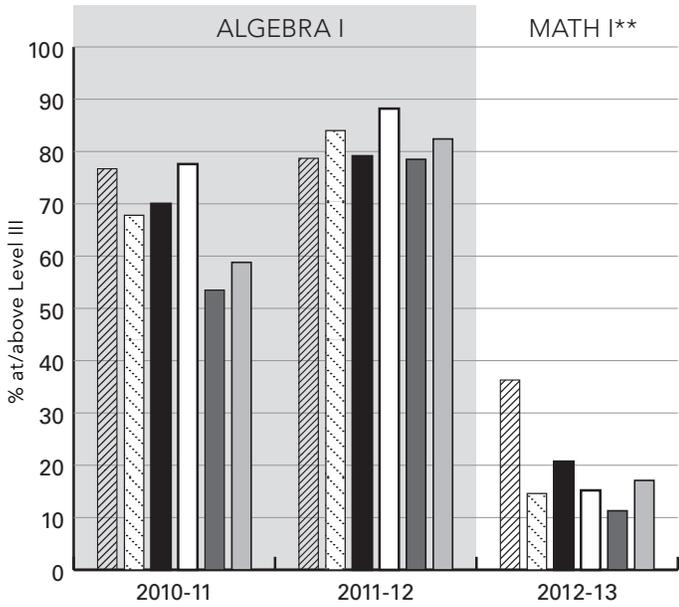
Columbus County Schools enroll 6,259 students, of whom 363 are American Indians (6%). The American Indian students are mainly of the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In EOG/EOC subjects, the district average is lower than the state average for the three EOCs and EOG reading and math. The percentage of American Indians proficient in EOG reading and math exceeds that for Black and Hispanic subgroups but trails that for White students. The American Indian proficiency rate in Math I exceeds the rates for Whites, Blacks and Hispanics. American Indians show an increase in the 2012-13 cohort graduation rate. In Biology, American Indians lead Blacks, but lag behind Whites and Hispanics. More American Indians are proficient in English II than Hispanics, but more Whites and Blacks are proficient than American Indians. The cohort graduation rate for American Indians surpasses the rates for Whites, Blacks, and Hispanics.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	65.8	66.5	75.7	51.7	56.0
2011-12	71.2	65.3	72.8	74.5	51.4	56.6
2012-13	43.9	32.4	33.7	41.4	20.9	20.8
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	77.0	78.4	84.4	64.6	76.8
2011-12	82.8	76.9	81.5	82.5	66.1	80.4
2012-13	42.3	28.0	19.3	38.4	16.2	18.3
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	67.8	70.0	77.6	53.5	58.8
2011-12	78.7	84.0	79.1	88.2	78.5	82.4
2012-13	36.3	14.6	20.7	15.2	11.3	17.1
<b>Biology: End-of-Course**</b>						
2010-11	79.9	80.4	81.3	86.2	70.9	80.0
2011-12	83.0	92.5	93.1	>95	87.6	>95
2012-13	45.6	30.0	20.6	38.3	17.5	25.0
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	70.3	71.4	78.8	60.8	65.6
2011-12	82.9	88.5	94.4	93.7	78.2	85.2
2012-13	51.2	44.3	30.8	52.8	34.7	25.9
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	81.6	82.6	80.7	86.5	45.5
2011-12	80.4	81.2	91.2	80.3	83.8	56.5
2012-13	82.5	84.8	92.9	84.6	83.5	83.3
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.22	4.88	3.39	2.77	n/a
2010-11	3.43	3.46	n/a	3.47	3.03	8.26
2011-12	3.01	3.54	n/a	2.85	3.65	10.24

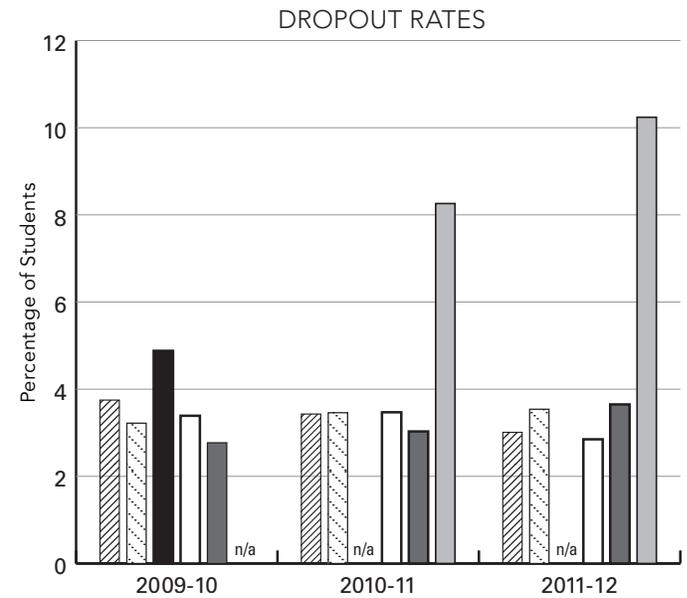
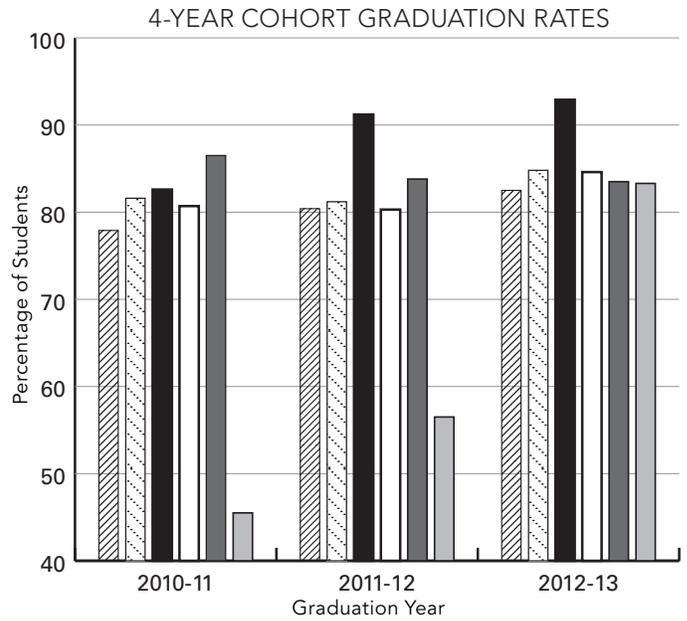
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
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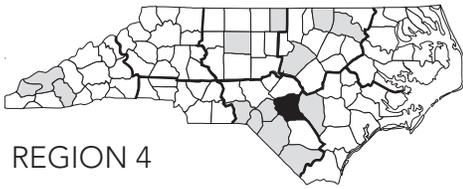
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# CUMBERLAND COUNTY

DISTRICT CONTACT: DARLENE HOLMES RANSOM  
<http://ccs.k12.nc.us>

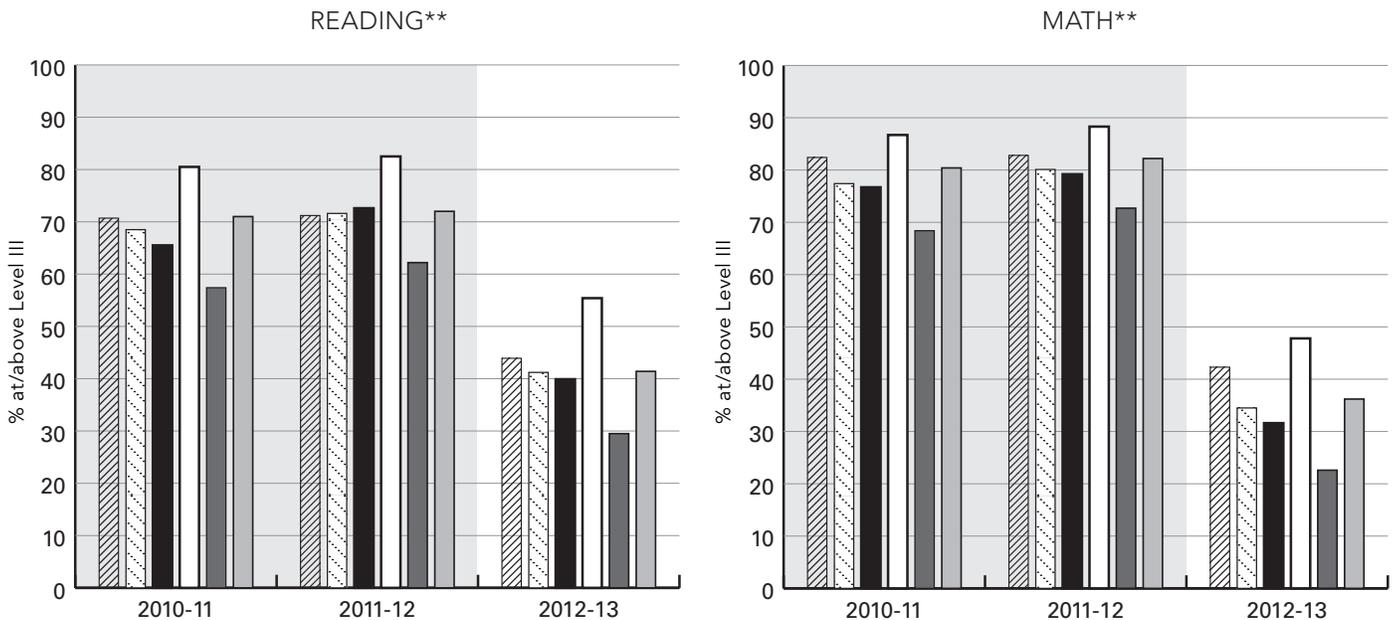


## REGION 4

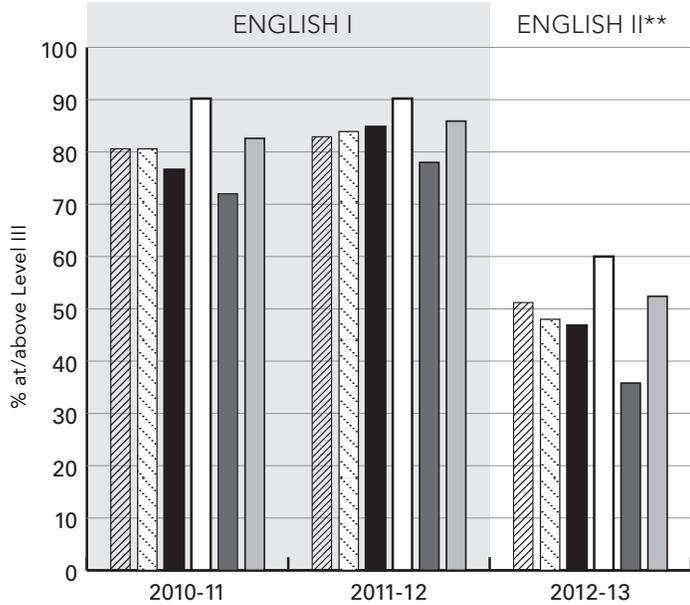
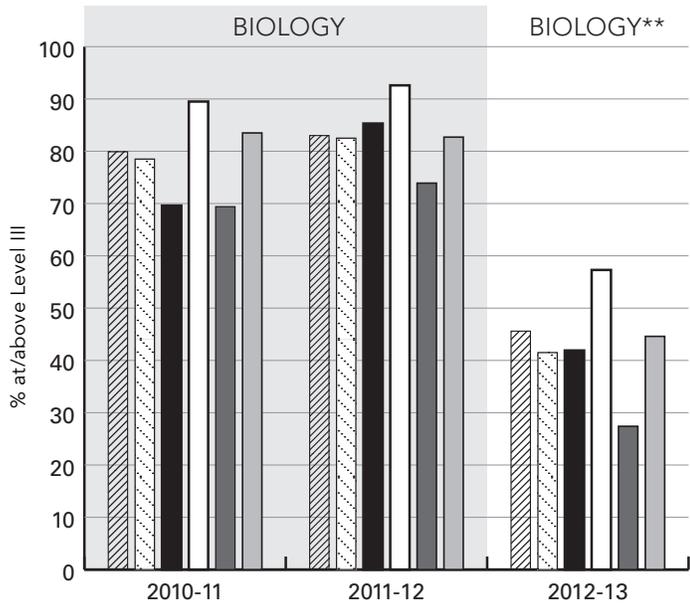
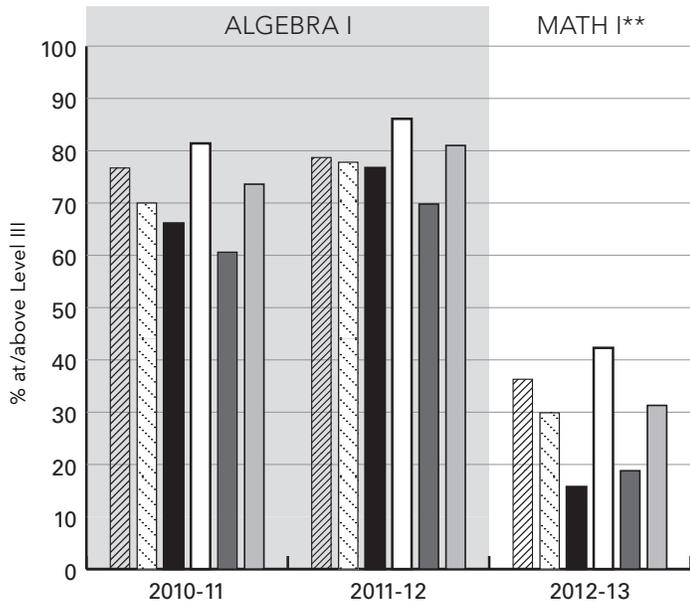
Cumberland County Schools serve an expansive military community, which adds to diversity profile of the school system. The enrollment is 51,817, including 998 American Indian students (1.9%) mainly of the Lumbee Tribe. The district operates 87 school campuses, including 15 high schools and two early college campuses. The proficiency percentage for the district lags behind the state in the five EOG/EOC assessments. The district dropout rate also is lower than the state rate for 2012-13. In each EOG/EOC subject, except Biology, the rate of proficiency among American Indian students is lower than the district proficiency rate. The dropout rate for American Indian students is higher than the district rate. American Indian students exceed their Black peers in each EOG/EOC subject, except in Math I. Compared with the other subgroups, American Indians have the lowest graduation rate and highest rate of dropouts. American Indian students lag behind their White peers in each EOG/EOC category.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	68.5	65.5	80.5	57.4	71.0
2011-12	71.2	71.6	72.6	82.5	62.2	72.0
2012-13	43.9	41.2	39.9	55.4	29.5	41.4
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	77.4	76.7	86.7	68.4	80.4
2011-12	82.8	80.1	79.2	88.3	72.7	82.2
2012-13	42.3	34.5	31.6	47.8	22.6	36.2
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	70.0	66.1	81.4	60.6	73.6
2011-12	78.7	77.8	76.7	86.1	69.8	81.0
2012-13	36.3	29.9	15.7	42.3	18.8	31.3
<b>Biology: End-of-Course**</b>						
2010-11	79.9	78.5	69.6	89.5	69.4	83.5
2011-12	83.0	82.5	85.3	92.6	73.9	82.7
2012-13	45.6	41.5	41.9	57.3	27.4	44.6
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	80.6	76.6	90.2	72.0	82.6
2011-12	82.9	83.9	84.8	90.2	78.0	85.9
2012-13	51.2	48.0	46.8	60.0	35.8	52.4
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	78.1	62.0	80.5	75.3	81.0
2011-12	80.4	80.7	80.2	81.5	78.4	85.6
2012-13	82.5	81.7	72.2	82.9	80.0	84.6
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.12	5.97	3.08	3.34	1.84
2010-11	3.43	3.12	4.79	3.09	3.22	0.32
2011-12	3.01	2.63	4.49	2.94	2.65	2.09

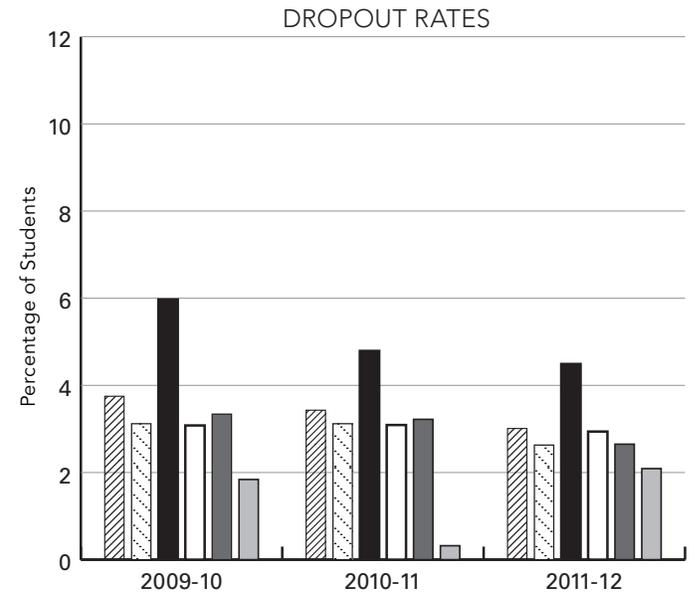
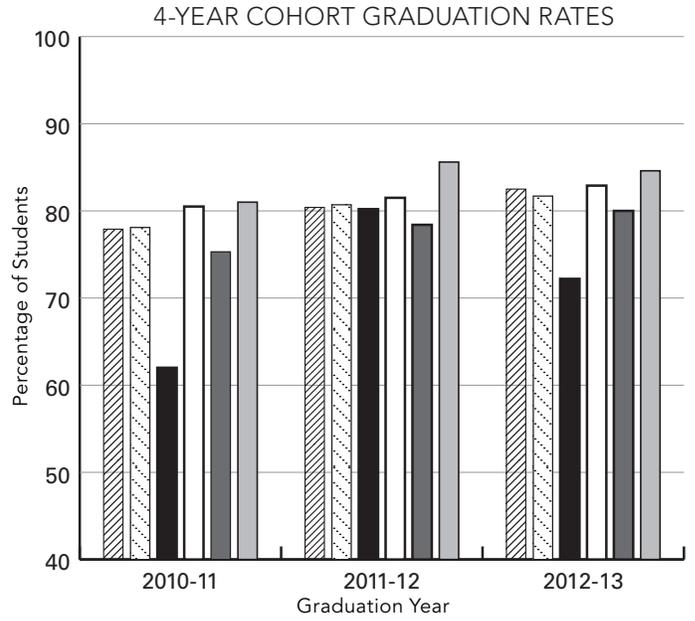
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



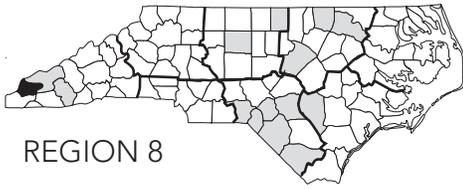
State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

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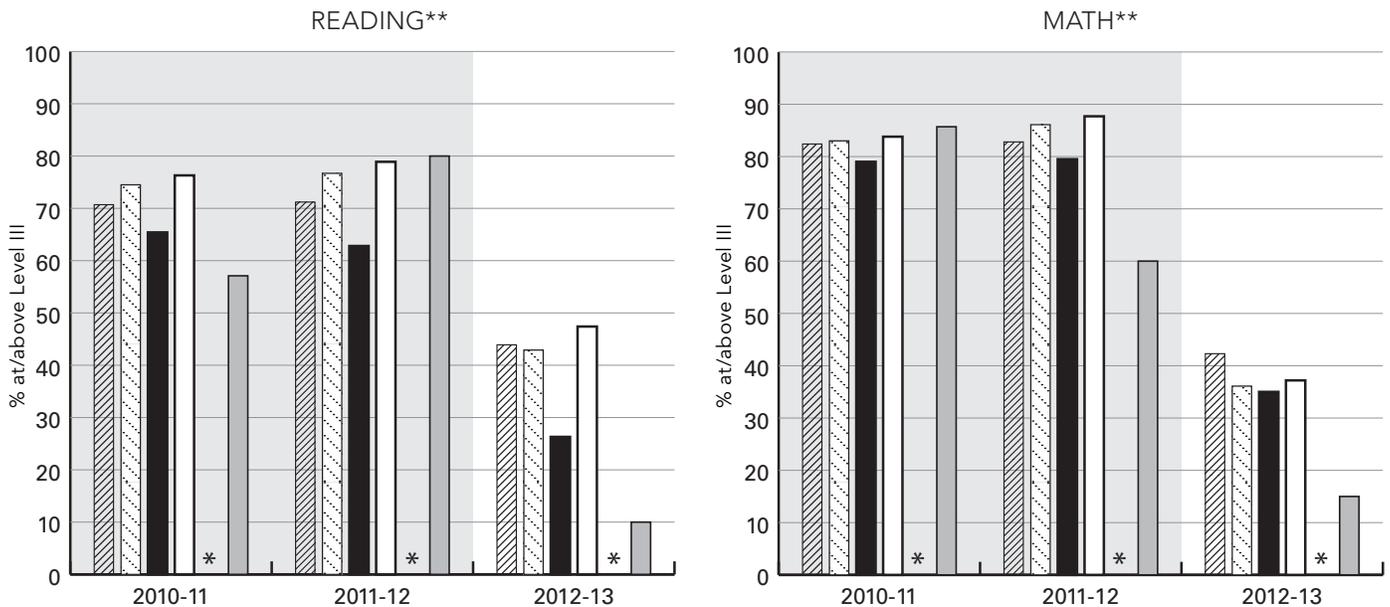


REGION 8

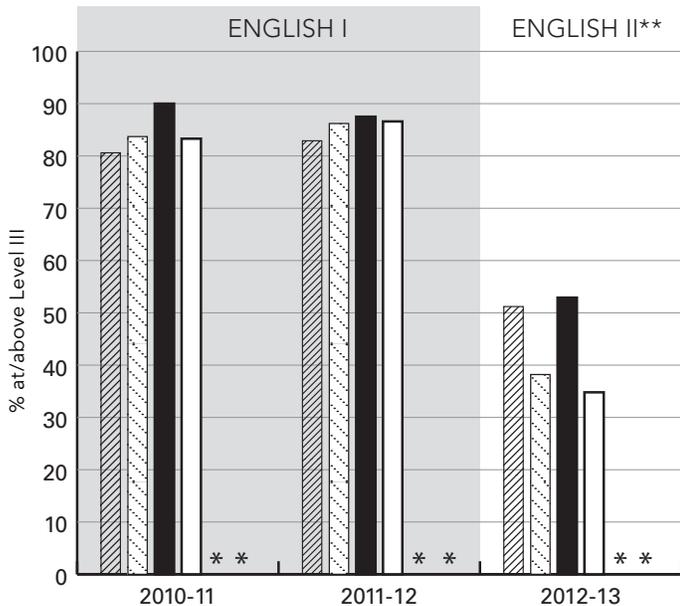
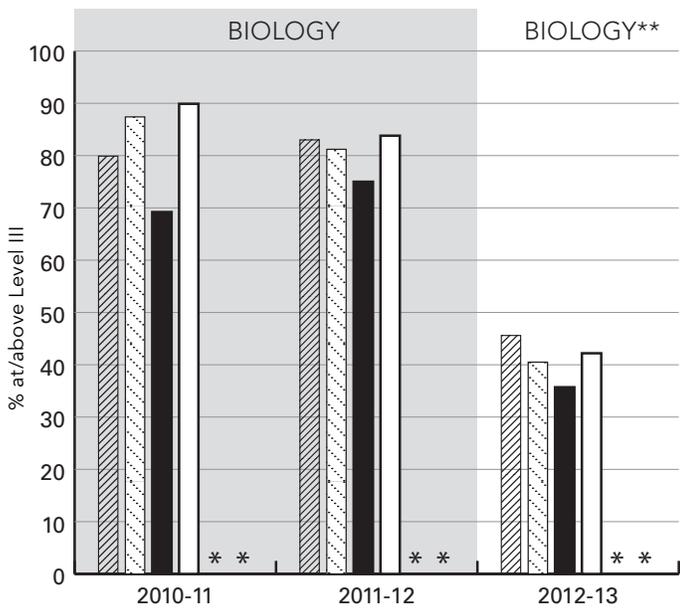
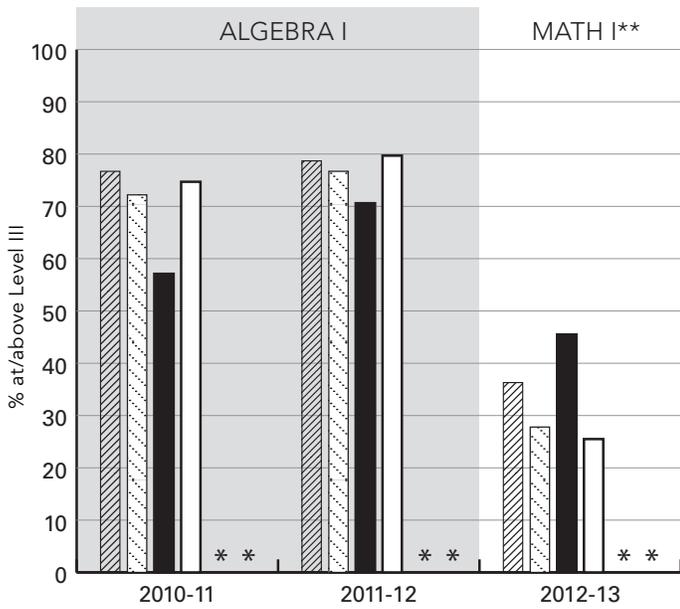
Located near the Qualla Boundary (Reservation of the Eastern Band of Cherokee), Graham County Schools enroll 1,193 students, including 179 American Indians (15.0%) mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. The district lags behind the state in proficiency rates on the five EOG/EOC assessments, but shows a commendable trend in the cohort graduation rate. In all but two EOG/EOC areas (English II and Math I), American Indian students are behind the district average in grade-level proficiency. Comparatively, American Indians are more proficient in EOG reading than Hispanic students. American Indian students lag behind their White peers in all other EOG/EOC subjects except Math I and English II. The three-year data reveal a commendable trend in the percentage of American Indians completing high school.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	74.5	65.4	76.3	*	57.1
2011-12	71.2	76.7	62.8	78.9	*	80.0
2012-13	43.9	42.9	26.3	47.4	*	10.0
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	83.0	79.0	83.8	*	85.7
2011-12	82.8	86.1	79.5	87.7	*	60.0
2012-13	42.3	36.1	35.0	37.2	*	15.0
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	72.2	57.1	74.7	*	*
2011-12	78.7	76.7	70.6	79.7	*	*
2012-13	36.3	27.8	45.5	25.5	*	*
<b>Biology: End-of-Course**</b>						
2010-11	79.9	87.4	69.2	89.9	*	*
2011-12	83.0	81.2	75.0	83.8	*	*
2012-13	45.6	40.5	35.7	42.2	*	*
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	83.7	90.0	83.3	*	*
2011-12	82.9	86.2	87.5	86.6	*	*
2012-13	51.2	38.2	52.9	34.8	*	*
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	85.6	72.7	86.7	n/a	n/a
2011-12	80.4	93.6	>95	92.4	n/a	n/a
2012-13	82.5	86.5	90.9	86.7	n/a	n/a
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	2.70	n/a	2.52	n/a	n/a
2010-11	3.43	2.14	n/a	2.17	n/a	n/a
2011-12	3.01	2.49	n/a	2.64	n/a	n/a

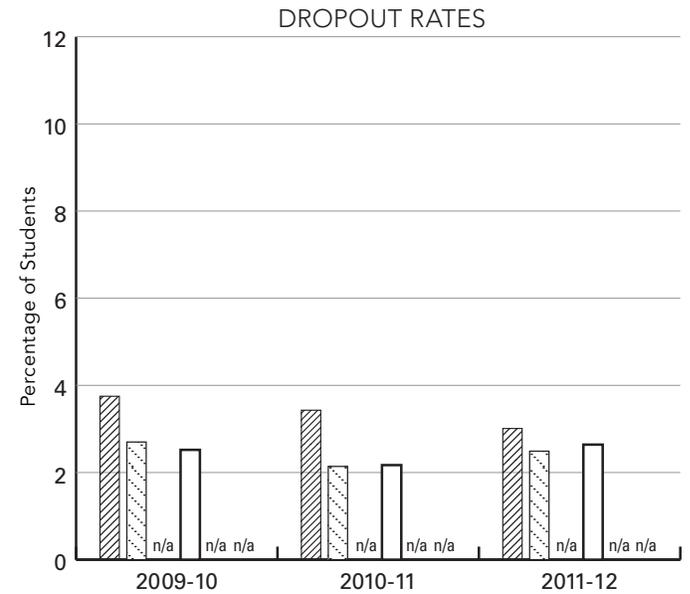
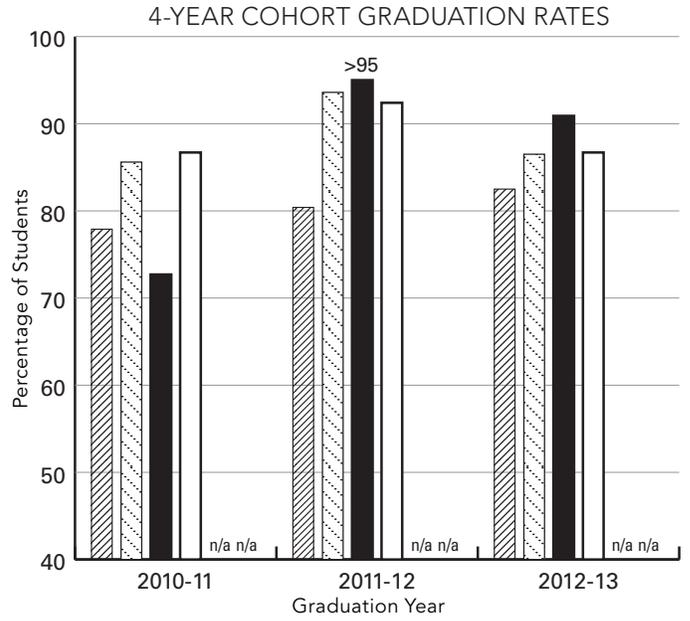
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



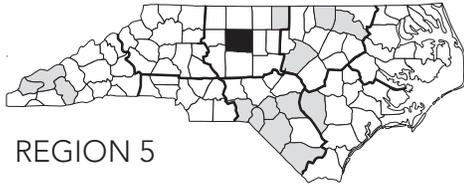
State
  LEA
  American Indian
  White
  Black
  Hispanic

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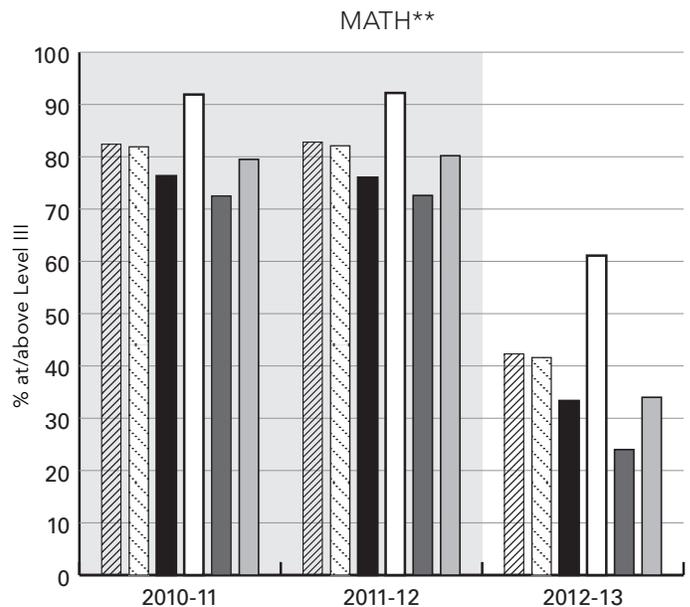
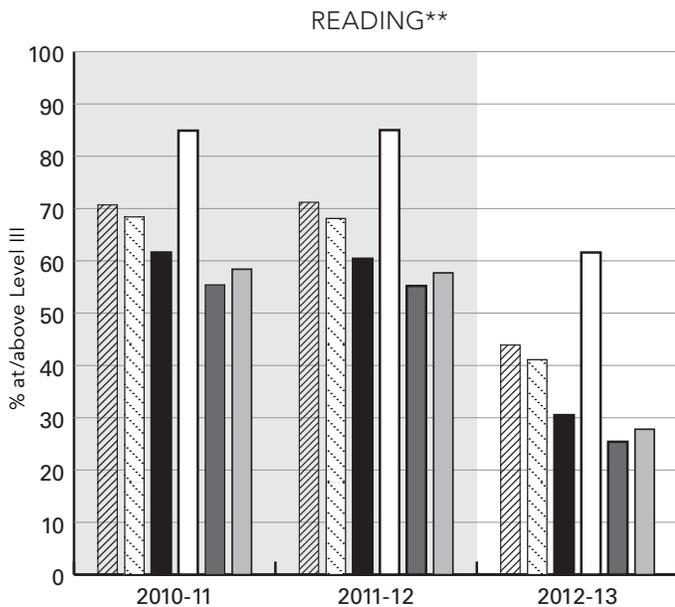


REGION 5

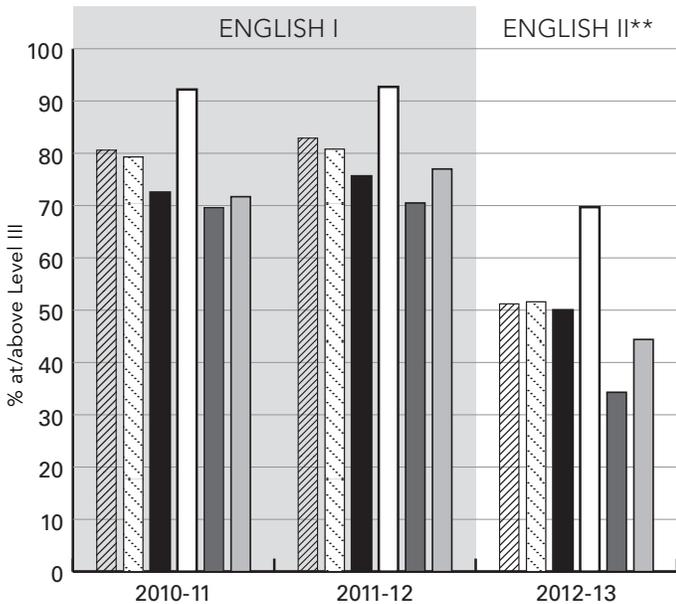
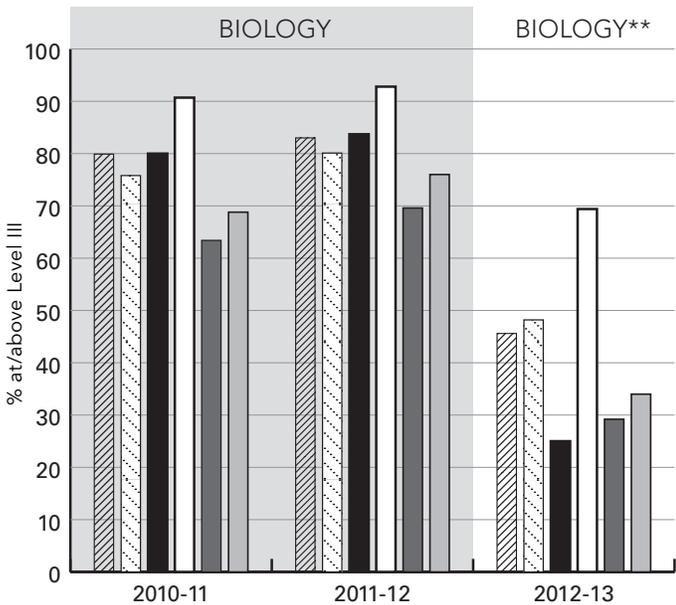
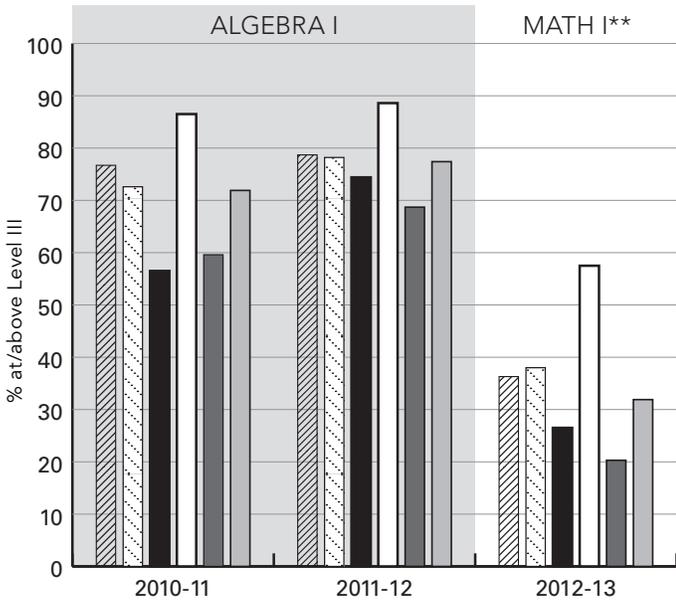
Guilford County Schools enroll 72,406 students, of whom 414 (.57%) are American Indians representing both federal and state tribes. Guilford County operates 124 schools, including a myriad of magnet campuses. The percentage of proficient students in the district is lower than the rate for the state in EOG reading and EOG math. However, district proficiency rates exceed the state in the three EOCs. The district data show a noticeable gain in the cohort graduation rate and a decrease in the dropout rate for 2012-13. The percentage of proficient American Indian students in the five EOG/EOCs is lower than the district percentage. The American Indian cohort graduation rate falls short of the state, the LEA, and the other subgroups in 2011-12 and 2012-13. Conversely, the American Indian dropout rate for 2012-13 exceeds the state, the school system, and the other subgroups. Academically, American Indian students are more proficient than their Black peers in EOG reading and math, EOC mathematics, and English II, but behind their White peers in all tested areas.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	68.4	61.6	84.9	55.4	58.4
2011-12	71.2	68.1	60.4	85.0	55.2	57.7
2012-13	43.9	41.1	30.5	61.6	25.4	27.8
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	81.9	76.3	91.9	72.5	79.5
2011-12	82.8	82.1	76.0	92.2	72.6	80.2
2012-13	42.3	41.6	33.3	61.1	24.0	34.0
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	72.6	56.5	86.5	59.6	71.9
2011-12	78.7	78.2	74.4	88.6	68.7	77.4
2012-13	36.3	38.0	26.5	57.5	20.3	31.9
<b>Biology: End-of-Course**</b>						
2010-11	79.9	75.8	80.0	90.7	63.4	68.8
2011-12	83.0	80.1	83.7	92.8	69.6	76.0
2012-13	45.6	48.2	25.0	69.4	29.2	34.0
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	79.3	72.5	92.2	69.6	71.7
2011-12	82.9	80.8	75.6	92.7	70.5	77.0
2012-13	51.2	51.6	50.0	69.7	34.3	44.4
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	83.1	78.4	90.4	78.0	75.1
2011-12	80.4	84.5	63.2	90.4	81.2	78.1
2012-13	82.5	86.2	78.9	91.2	83.5	81.2
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	2.81	2.59	1.61	3.55	4.89
2010-11	3.43	2.71	1.38	1.78	3.46	5.10
2011-12	3.01	2.15	3.57	1.55	2.47	3.01

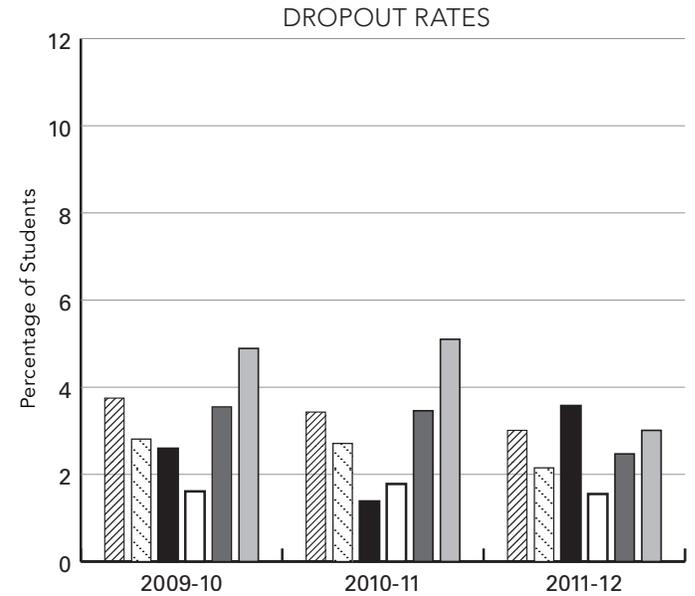
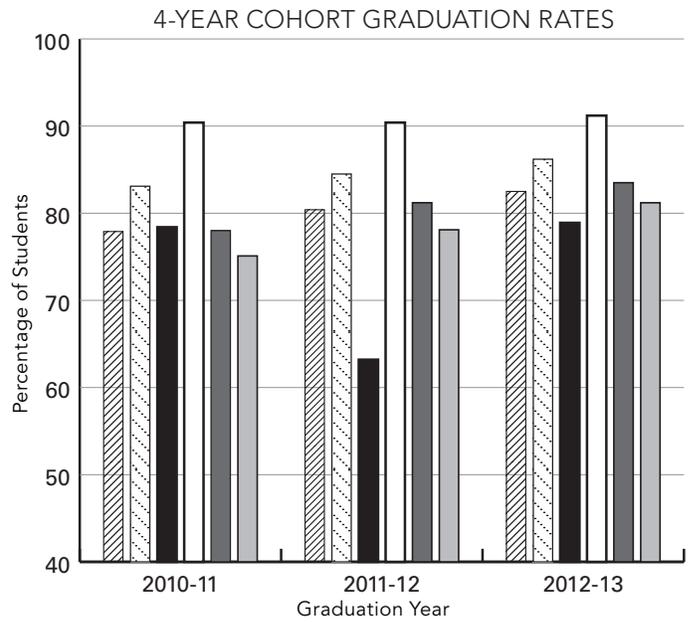
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



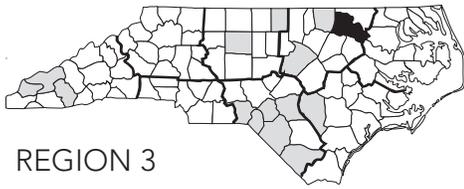
State
  LEA
  American Indian
  White
  Black
  Hispanic

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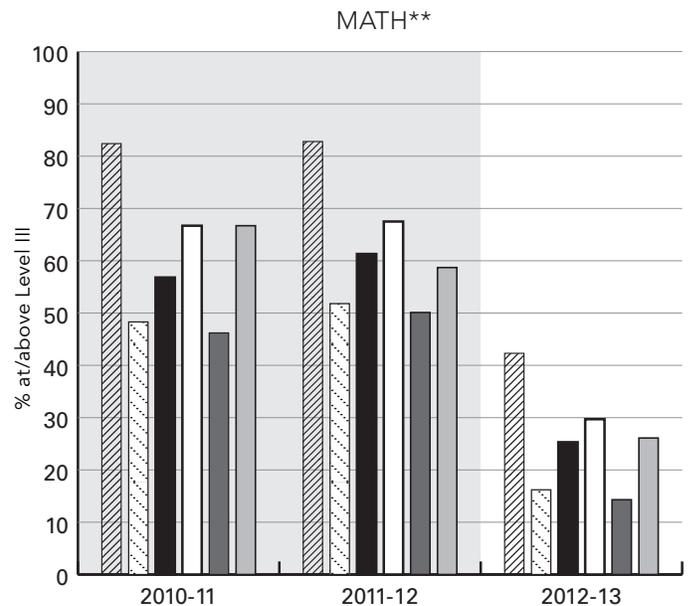
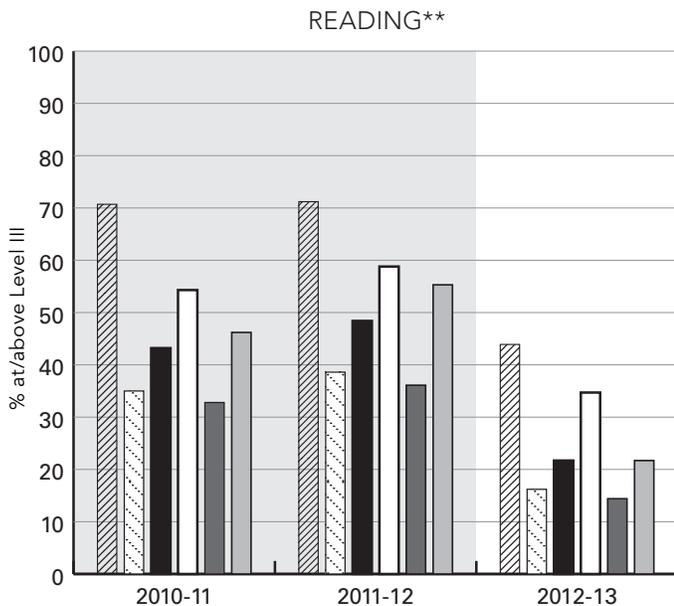


## REGION 3

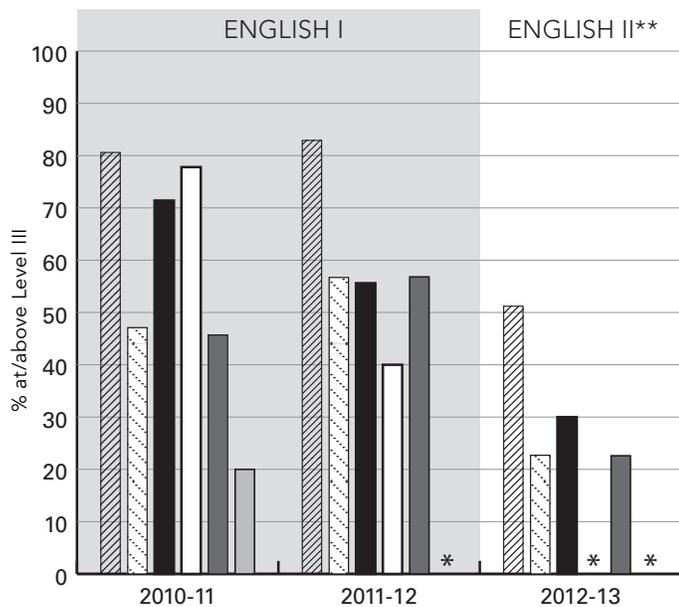
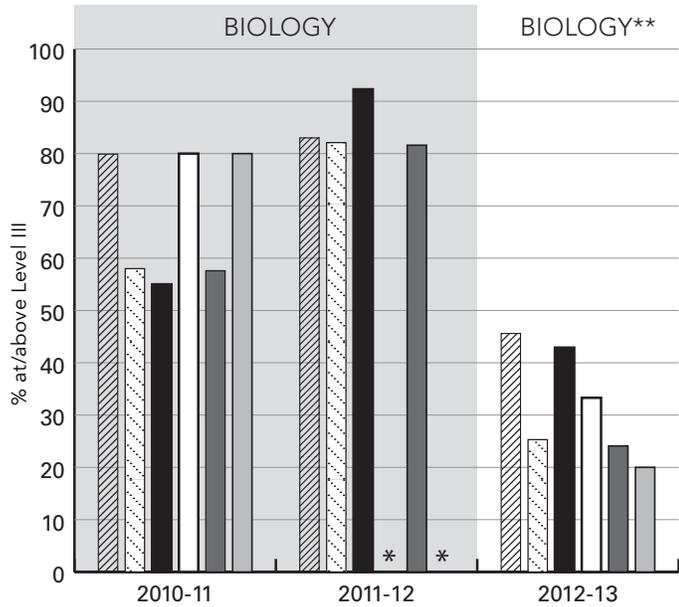
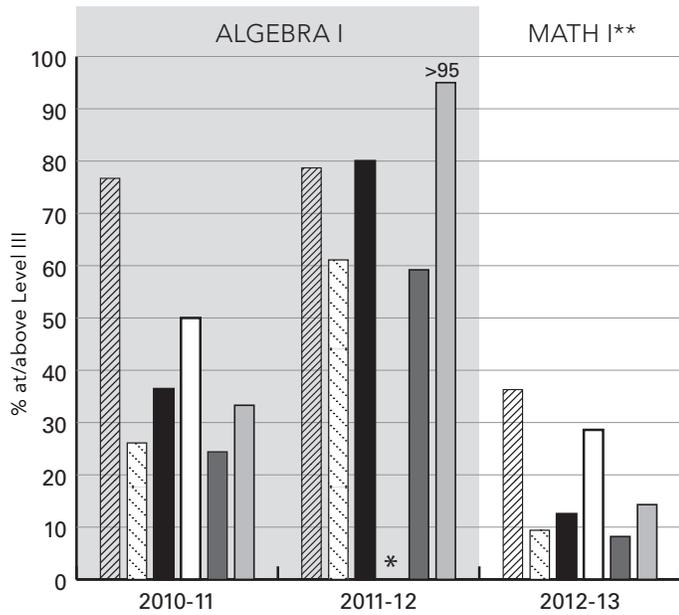
Halifax County Schools enroll 3,423 students, of whom 206 are mostly of the Haliwa-Saponi Indian Tribe. Across the district are 11 campuses, including two high schools. For the EOG/EOC subjects, the district proficiency rates fall behind the state rates. The district cohort graduation rate also lags behind the state. The percentage of American Indian students who are proficient in the EOG/EOC areas exceeds the district. American Indians exceed Black students in the EOG reading and math assessments. In the four-year graduation rate, American Indians show commendable improvement. Where data are displayed, the percentages reveal that American Indian students are not keeping up their White peers in the EOG/EOC tested areas, except in the EOC Biology.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	35.0	43.2	54.3	32.8	46.2
2011-12	71.2	38.6	48.4	58.8	36.1	55.3
2012-13	43.9	16.2	21.7	34.7	14.4	21.7
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	48.3	56.8	66.7	46.2	66.7
2011-12	82.8	51.8	61.3	67.5	50.1	58.7
2012-13	42.3	16.2	25.3	29.7	14.3	26.1
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	26.1	36.4	50.0	24.4	33.3
2011-12	78.7	61.1	80.0	*	59.2	>95
2012-13	36.3	9.4	12.5	28.6	8.2	14.3
<b>Biology: End-of-Course**</b>						
2010-11	79.9	58.0	55.0	80.0	57.6	80.0
2011-12	83.0	82.1	92.3	*	81.6	*
2012-13	45.6	25.3	42.9	33.3	24.1	20.0
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	47.1	71.4	77.8	45.7	20.0
2011-12	82.9	56.7	55.6	40.0	56.8	*
2012-13	51.2	22.7	30	*	22.6	*
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	71.9	66.7	*	72.9	n/a
2011-12	80.4	75.5	60.0	*	77.5	83.3
2012-13	82.5	74.8	92.9	*	75.2	n/a
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.99	n/a	n/a	3.88	n/a
2010-11	3.43	3.68	n/a	n/a	3.77	n/a
2011-12	3.01	5.54	n/a	n/a	5.56	n/a

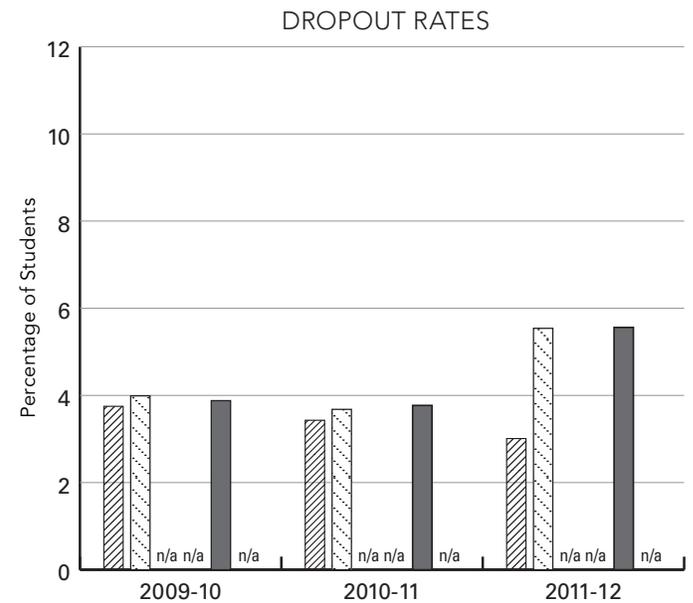
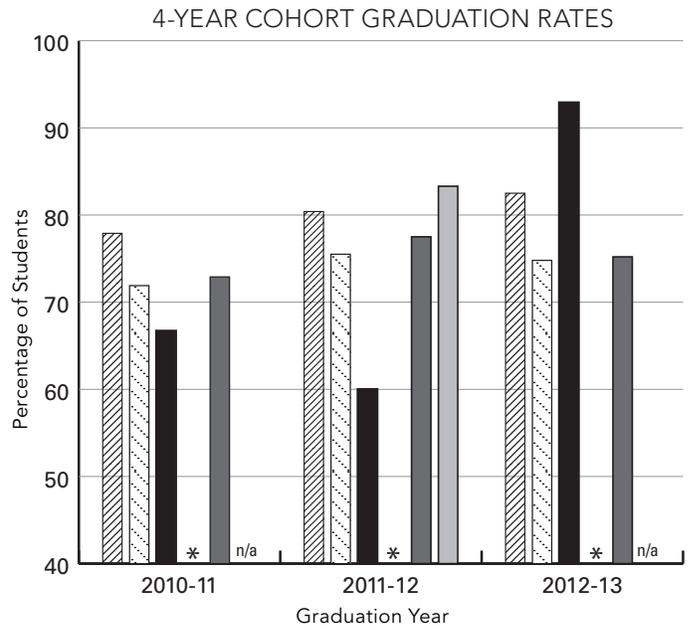
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



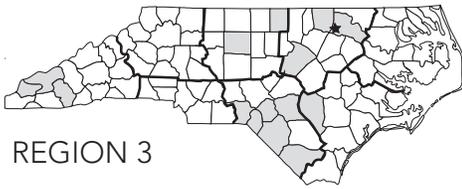
State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

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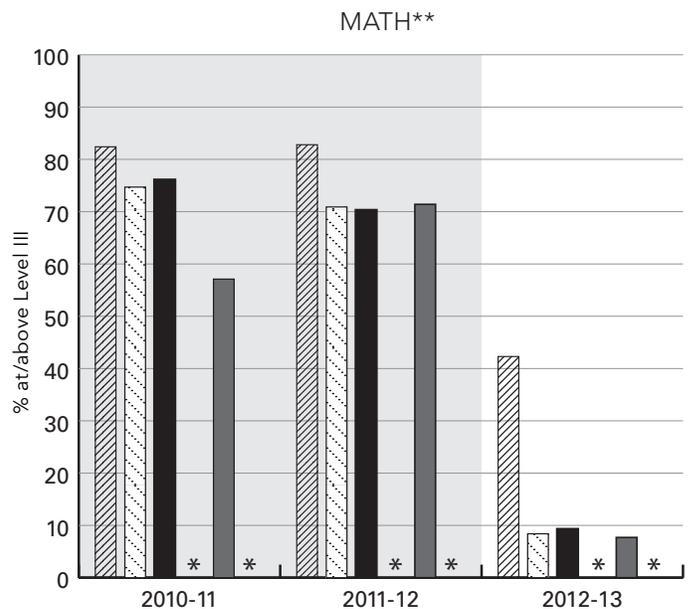
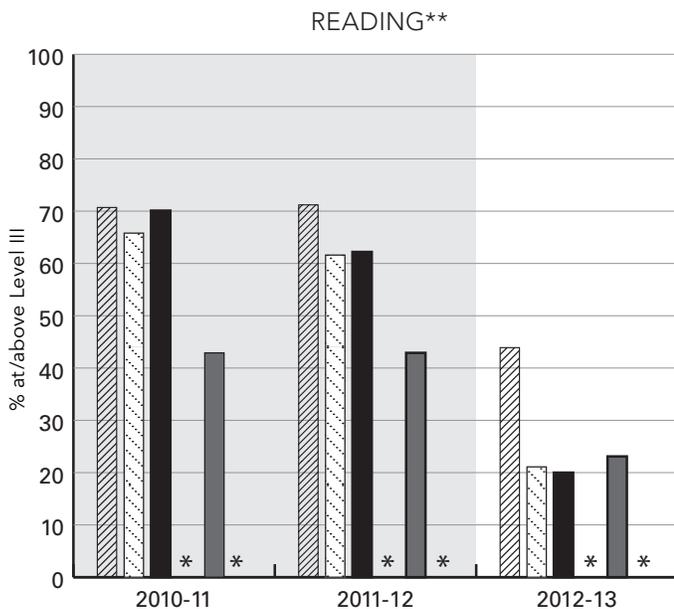


## REGION 3

Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School enrolls 170 students, of whom many are members of the Haliwa-Saponi Tribe. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates the customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. The percent of proficient students in all EOG and EOC subjects is markedly lower than that for the state. However, the percent of proficient American Indian students is higher than the percent for the school in EOG math and EOC English II. Insufficient data does not allow comparisons in the dropout and cohort graduation rates.

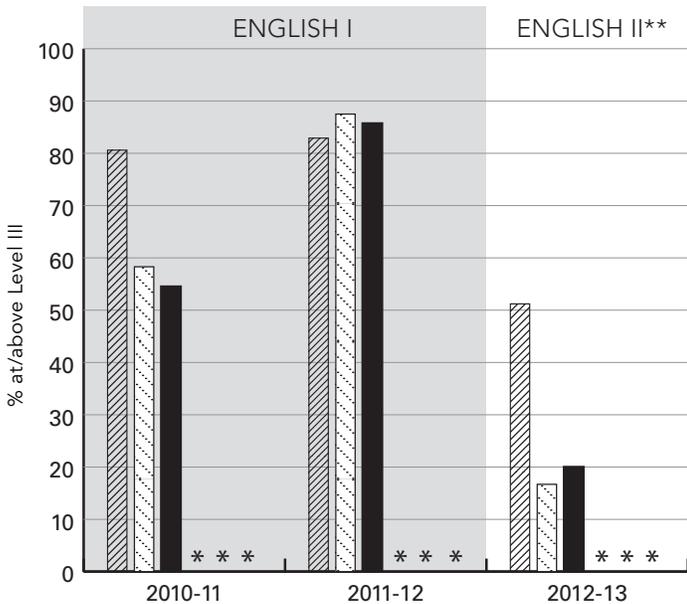
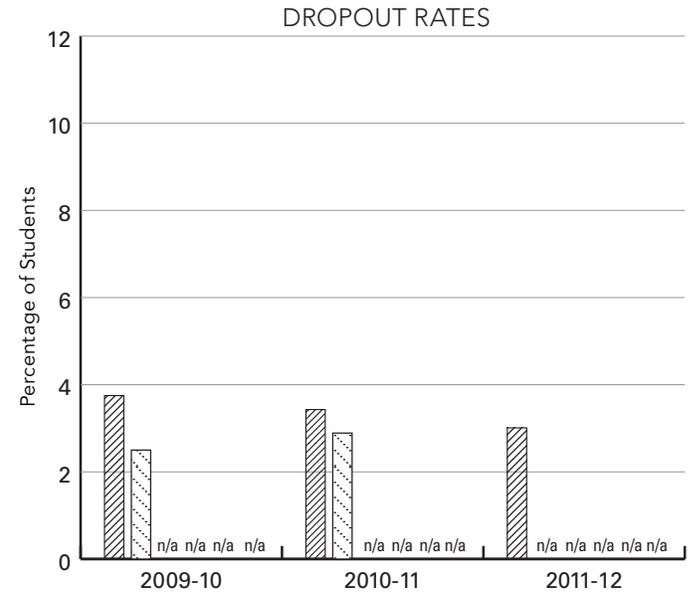
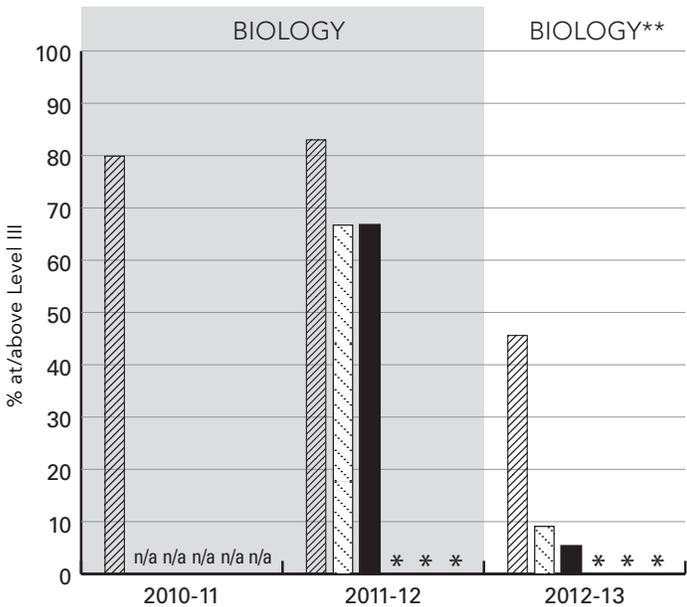
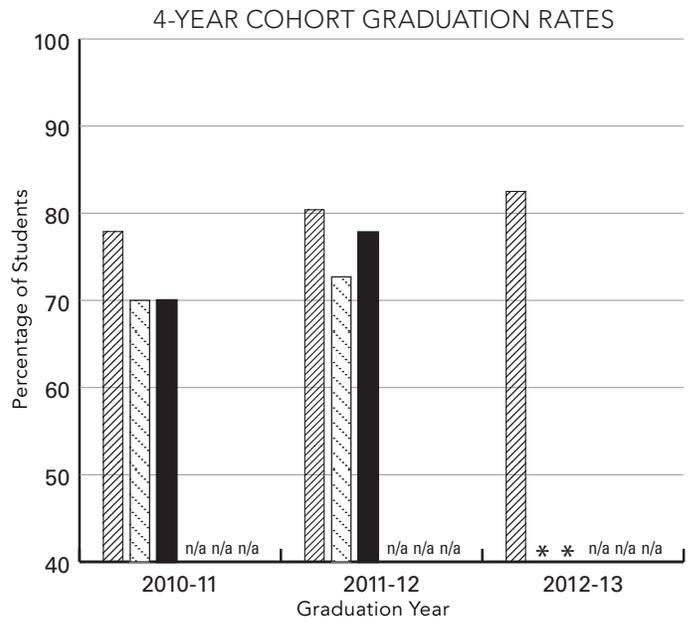
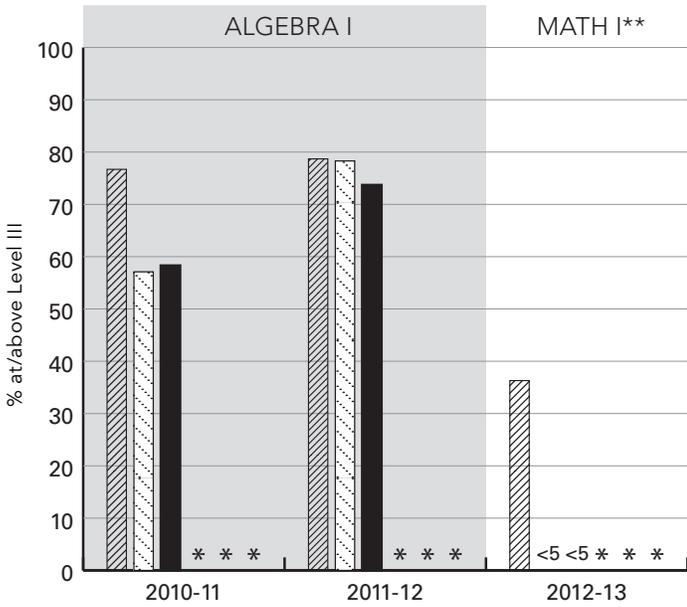
Year	State	Charter School	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	65.8	70.1	*	42.9	*
2011-12	71.2	61.6	62.2	*	42.9	*
2012-13	43.9	21.1	20.0	*	23.1	*
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	74.7	76.1	*	57.1	*
2011-12	82.8	70.9	70.3	*	71.4	*
2012-13	42.3	8.4	9.3	*	7.7	*
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	57.1	58.3	*	*	*
2011-12	78.7	78.3	73.7	*	*	*
2012-13	36.3	<5	<5	*	*	*
<b>Biology: End-of-Course**</b>						
2010-11	79.9	n/a	n/a	n/a	n/a	n/a
2011-12	83.0	66.7	66.7	*	*	*
2012-13	45.6	9.1	5.3	*	*	*
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	58.3	54.5	*	*	*
2011-12	82.9	87.5	85.7	*	*	*
2012-13	51.2	16.7	20.0	*	*	*
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	70.0	70.0	n/a	n/a	n/a
2011-12	80.4	72.7	77.8	n/a	n/a	n/a
2012-13	82.5	*	*	n/a	n/a	n/a
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	2.50	n/a	n/a	n/a	n/a
2010-11	3.43	2.89	n/a	n/a	n/a	n/a
2011-12	3.01	n/a	n/a	n/a	n/a	n/a

## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS

## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

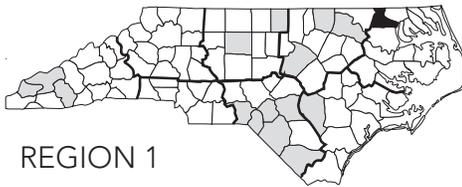
\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

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# HERTFORD COUNTY

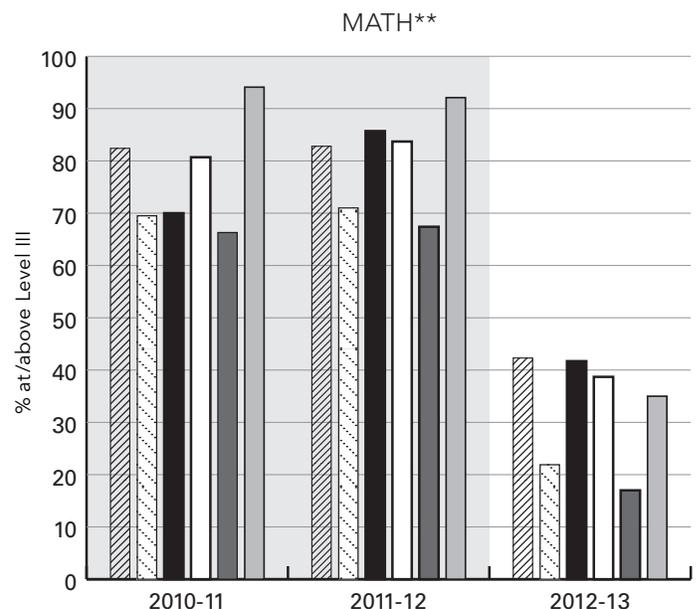
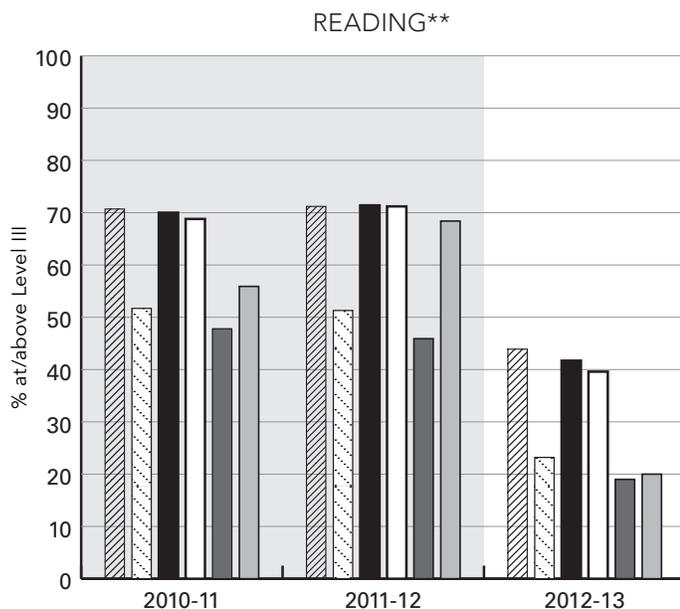


## REGION 1

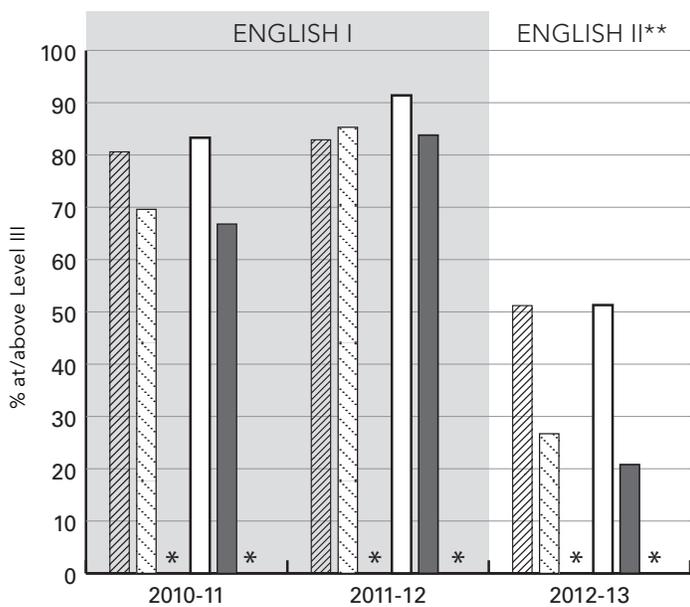
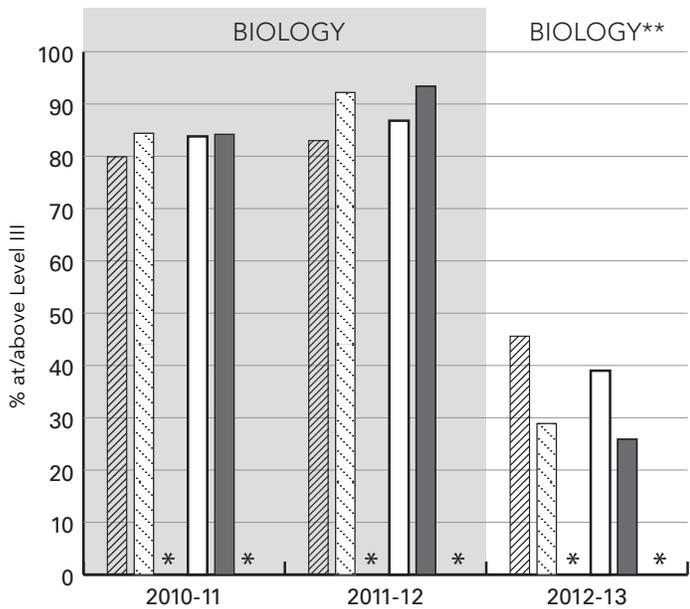
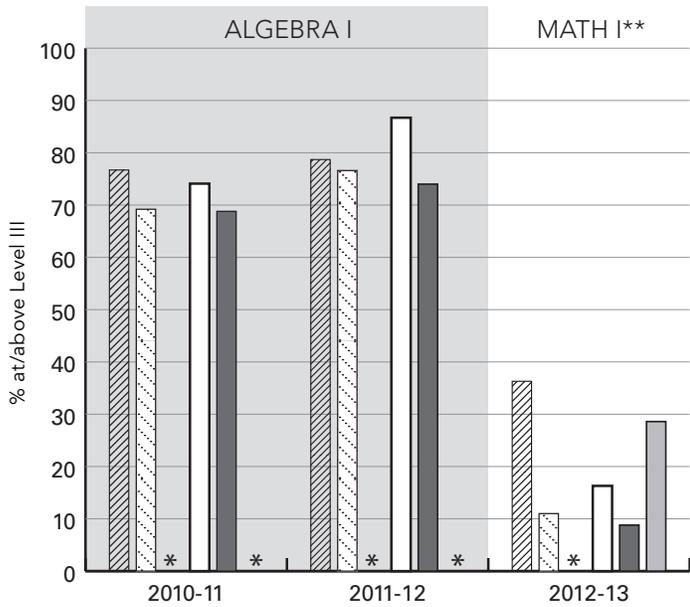
Hertford County Schools enroll approximately 3,032 students, of whom 21 (0.69%) identify as American Indian, mainly of the Meherrin Tribe, a native culture indigenous to Hertford, Bertie, Gates, and Northampton counties. The district operates seven campuses, including two high schools and one early college high school. The district proficiency rate lags behind the state rate in all EOG/EOC subjects. The cohort graduation rates for the district and the state are about the same. The dropout rate for the state is more than double that for the district. For the EOG reading and math, the proficiency rate for American Indian students exceeds the other subgroups.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	51.7	70.0	68.8	47.8	55.9
2011-12	71.2	51.3	71.4	71.2	45.9	68.4
2012-13	43.9	23.2	41.7	39.6	19.0	20.0
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	69.5	70.0	80.7	66.3	94.1
2011-12	82.8	71.0	85.7	83.7	67.4	92.1
2012-13	42.3	21.9	41.7	38.7	17.0	35.0
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	69.2	*	74.1	68.8	*
2011-12	78.7	76.6	*	86.7	74.0	*
2012-13	36.3	11.0	*	16.3	8.8	28.6
<b>Biology: End-of-Course**</b>						
2010-11	79.9	84.4	*	83.8	84.2	*
2011-12	83.0	92.2	*	86.8	93.4	*
2012-13	45.6	28.9	*	39.0	25.9	*
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	69.6	*	83.3	66.8	*
2011-12	82.9	85.3	*	91.4	83.8	*
2012-13	51.2	26.7	*	51.3	20.8	*
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	83.9	n/a	74.4	86.1	*
2011-12	80.4	79.9	n/a	61.9	82.2	n/a
2012-13	82.5	82.6	n/a	80.5	82.7	n/a
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.29	n/a	n/a	3.76	n/a
2010-11	3.43	2.32	n/a	3.47	2.19	n/a
2011-12	3.01	1.40	n/a	3.60	1.04	n/a

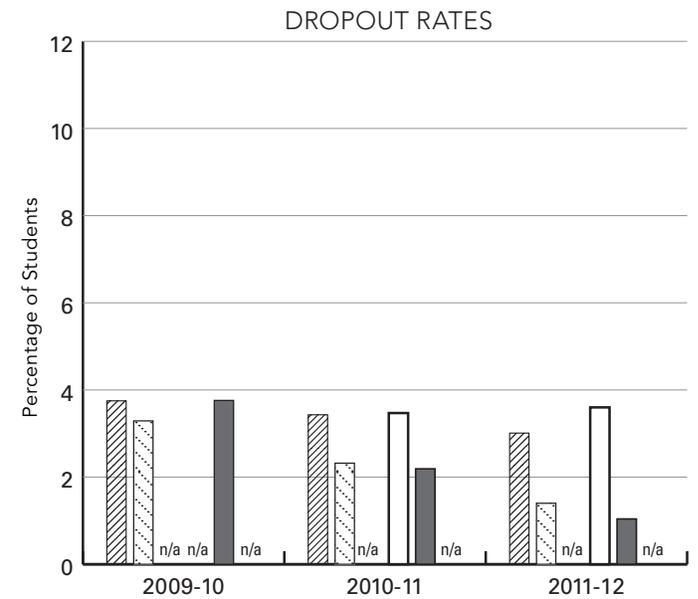
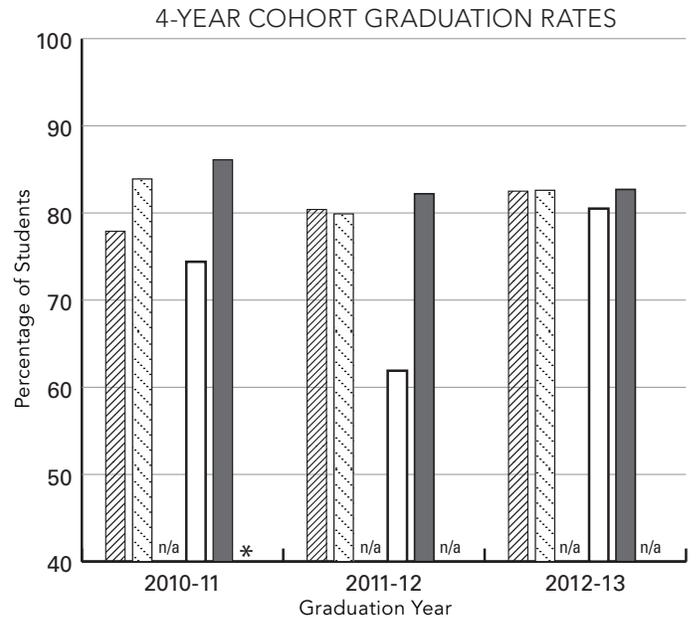
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



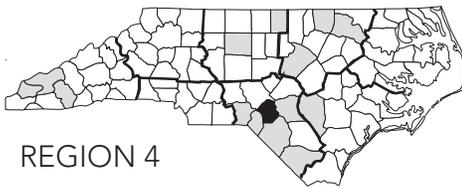
State
  LEA
  American Indian
  White
  Black
  Hispanic

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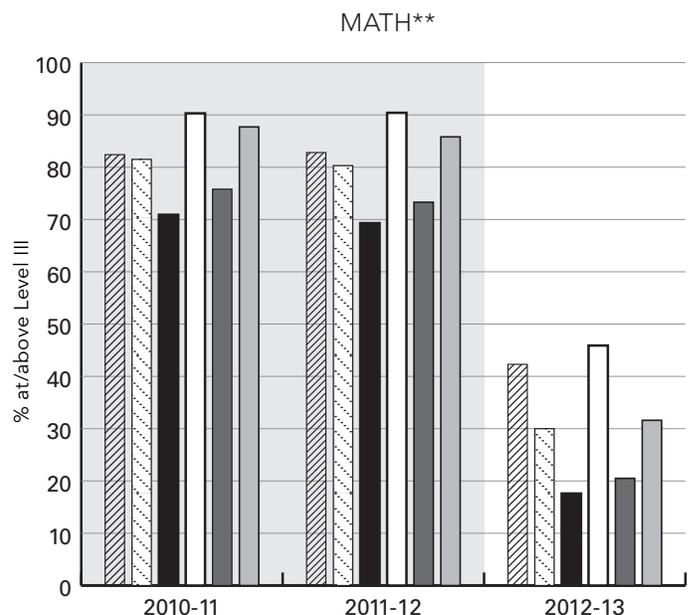
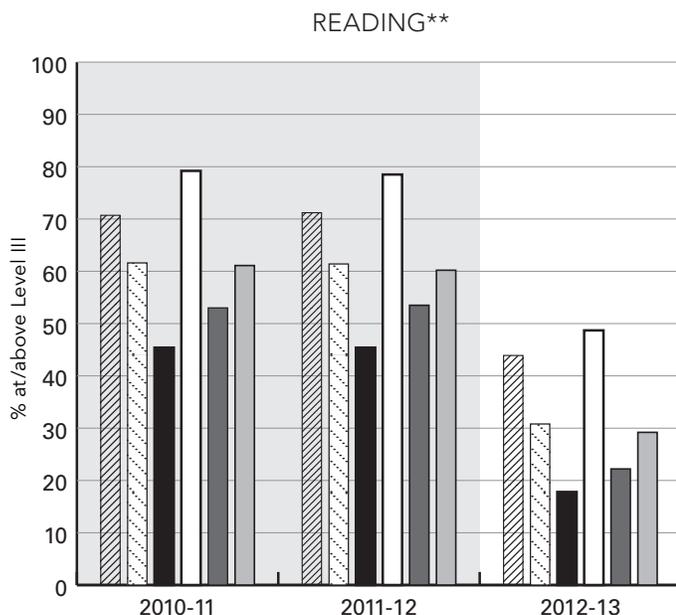


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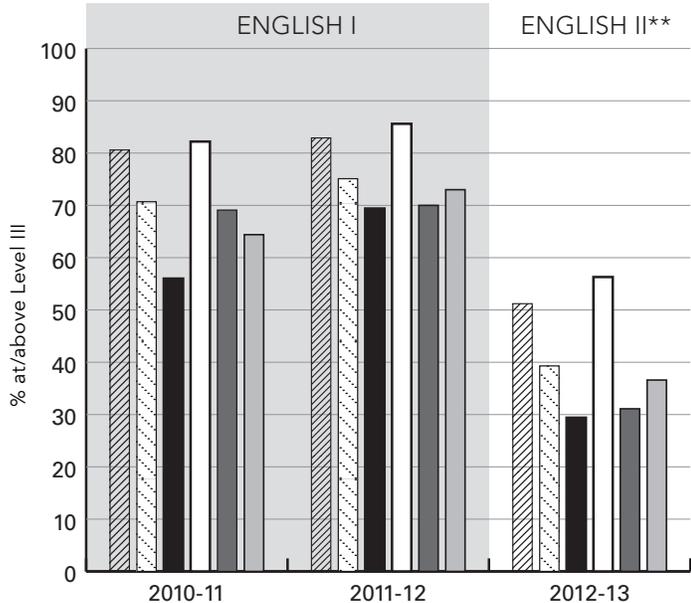
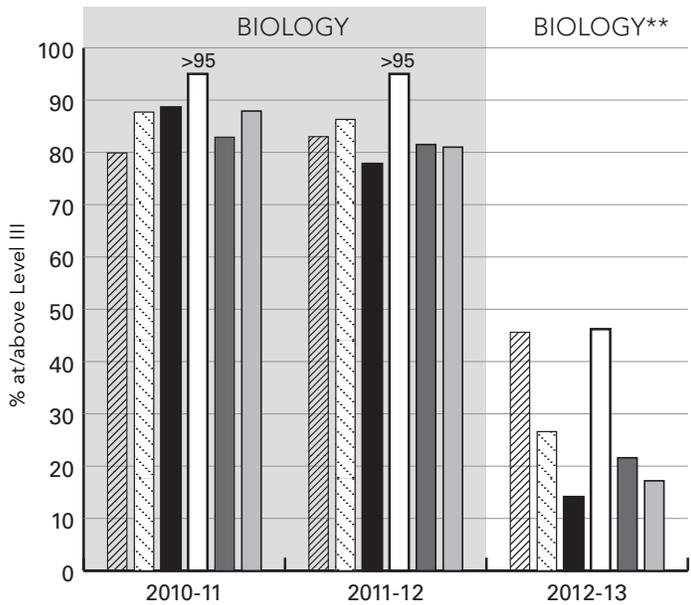
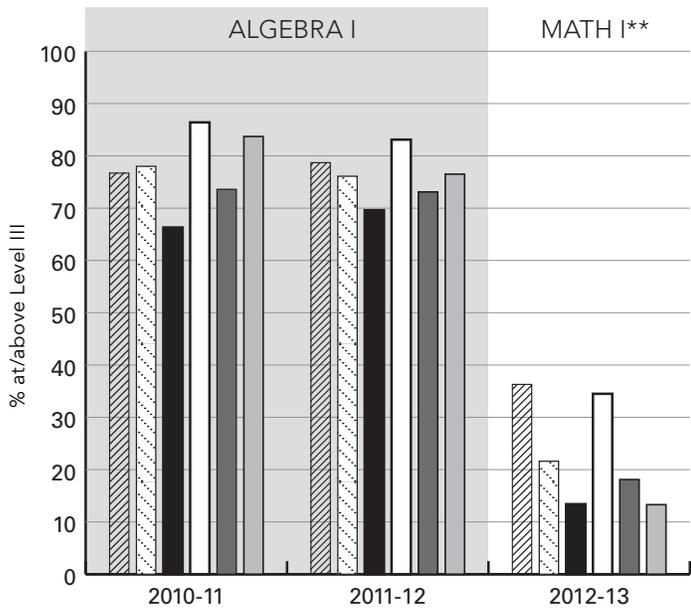
The Hoke County Schools enroll 8,127 students, which includes 909 (11.2%) American Indians. The students attend one of 14 schools, which include one high school and an early college high school. In all EOG/EOC subjects and the cohort graduation rate, the district performance is lower than the state; however, the dropout rate and the cohort graduation rates for the district exceed the state rates. In the EOG/EOC subjects, the proficiency rates for American Indians trailed the district rates. For American Indian students, deficits are noted in each EOG/EOC subject. American Indians lag behind the district and the state in the cohort graduation rate, while the American Indian dropout rate is more than double the rates for the district and state. The proficiency rates for American Indians in all EOG and EOC subjects, except Math I, are lower than other subgroups. In Math I, the proficiency rates for American Indians and Hispanic students are about the same.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	61.6	45.4	79.2	53.0	61.1
2011-12	71.2	61.4	45.4	78.5	53.5	60.2
2012-13	43.9	30.8	17.8	48.7	22.2	29.2
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	81.5	70.9	90.3	75.8	87.7
2011-12	82.8	80.3	69.3	90.4	73.3	85.8
2012-13	42.3	30.0	17.6	45.9	20.5	31.6
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	78.0	66.3	86.4	73.6	83.7
2011-12	78.7	76.1	69.6	83.1	73.1	76.5
2012-13	36.3	21.6	13.4	34.5	18.1	13.3
<b>Biology: End-of-Course**</b>						
2010-11	79.9	87.7	88.6	>95	82.9	87.9
2011-12	83.0	86.3	77.8	>95	81.5	81.0
2012-13	45.6	26.6	14.1	46.2	21.6	17.2
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	70.7	56.0	82.2	69.1	64.4
2011-12	82.9	75.1	69.4	85.6	70.0	73.0
2012-13	51.2	39.3	29.4	56.3	31.1	36.6
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	69.9	58.3	66.9	72.2	74.6
2011-12	80.4	73.7	54.0	75.4	77.6	70.4
2012-13	82.5	70.5	41.0	73.5	76.5	70.4
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.67	3.98	4.11	2.84	6.26
2010-11	3.43	3.31	7.09	1.64	3.15	3.75
2011-12	3.01	3.60	7.43	4.71	2.68	1.89

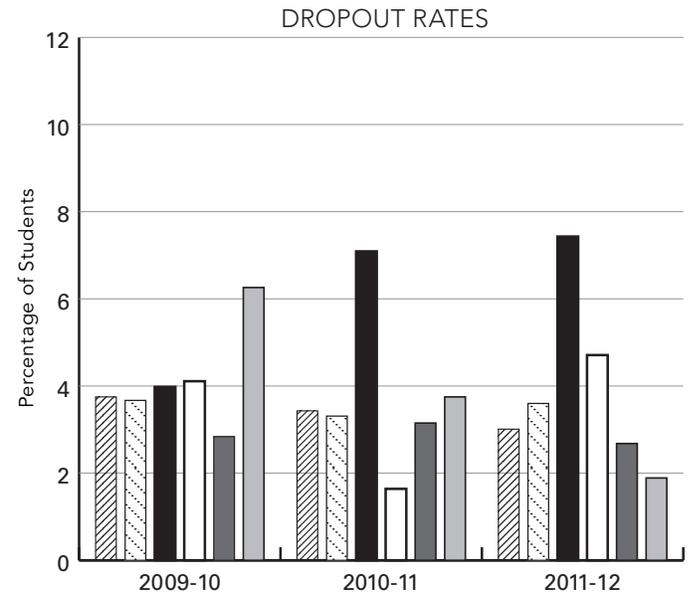
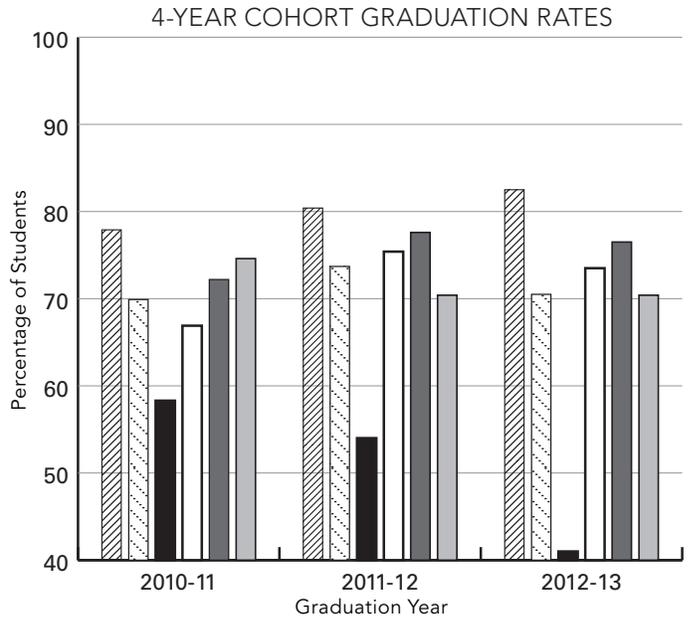
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



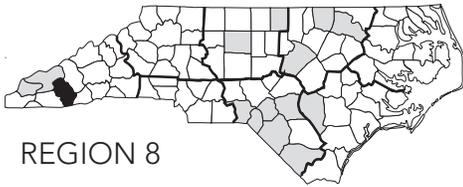
State
  LEA
  American Indian
  White
  Black
  Hispanic

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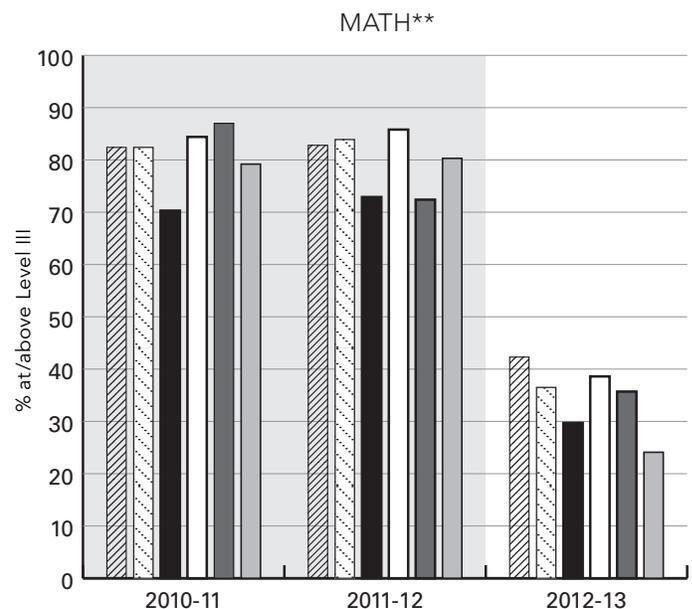
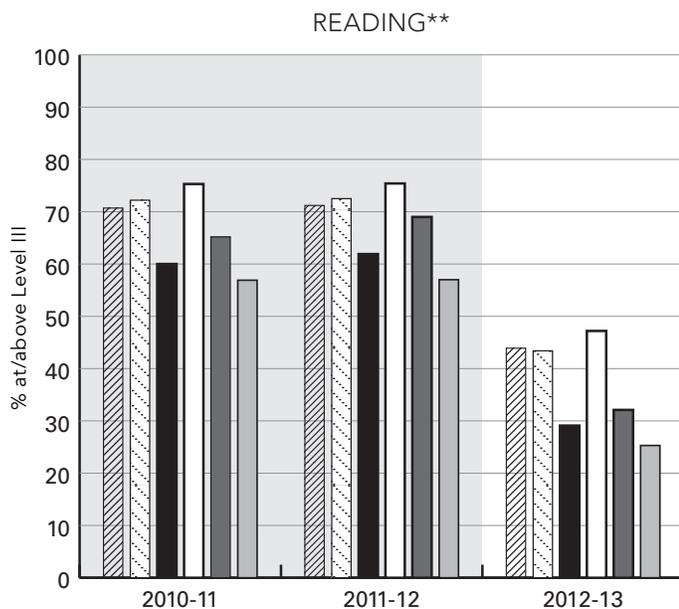


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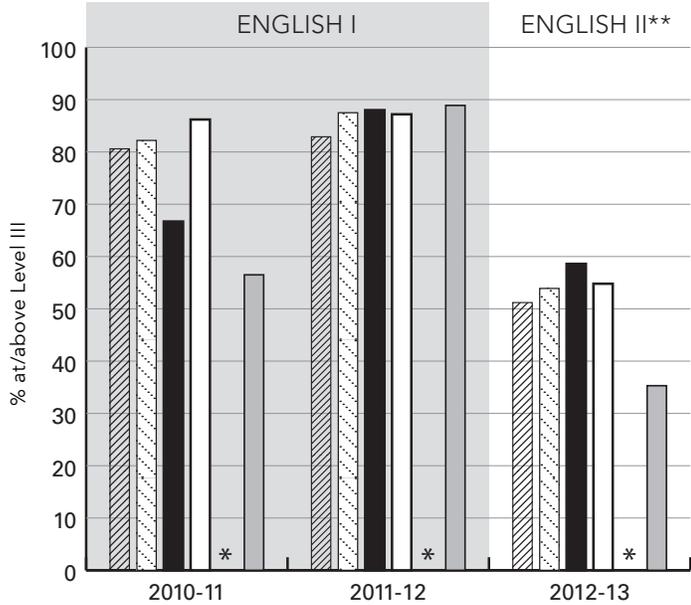
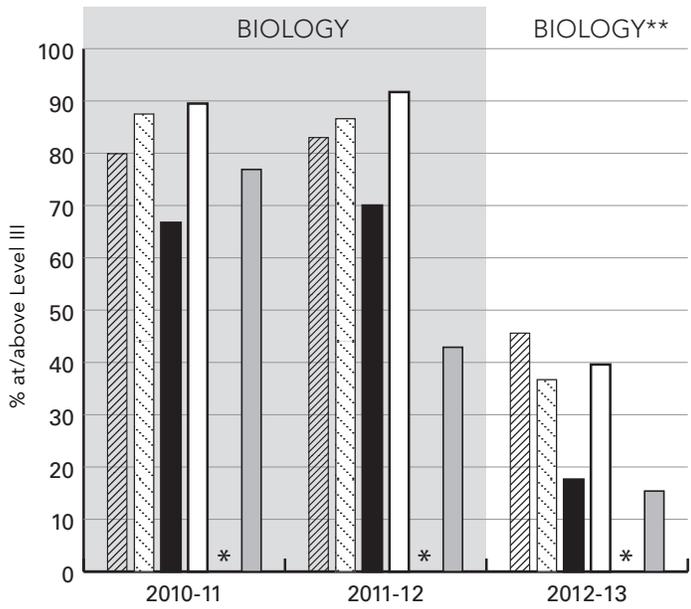
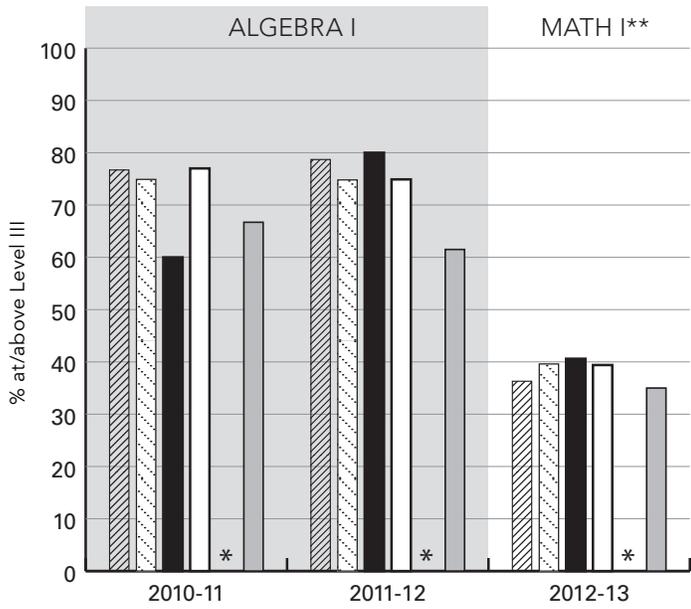
Located on land contiguous with the Qualla Boundary, Jackson County Schools enroll 3,598 students, of whom 335 are American Indian, mainly the Eastern Band of Cherokee. Jackson County operates nine campuses, including one high school and two early college high schools. The percentage of students who are proficient in math and English II exceeds the state. The district leads the state in the cohort graduation rate and dropout rates. The American Indian proficiency rates are lower than the district in EOG reading and math and EOC Biology. The cohort graduation rate for American Indians is markedly lower than the district rate, and the dropout rate for American Indians exceeds the district. The proficiency rates for American Indians are lower than the district rates in EOG reading and math, and EOC Biology, but higher in EOC Math I and EOC English II. Fewer American Indians than Whites and Blacks are proficient in EOG reading and math. American Indians are performing below their White peers in Biology.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	72.2	60.0	75.3	65.2	56.9
2011-12	71.2	72.5	61.9	75.4	69.0	57.0
2012-13	43.9	43.4	29.1	47.2	32.1	25.3
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	82.4	70.3	84.4	87.0	79.2
2011-12	82.8	83.9	72.9	85.8	72.4	80.3
2012-13	42.3	36.5	29.7	38.6	35.7	24.1
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	74.9	60.0	77.0	*	66.7
2011-12	78.7	74.8	80.0	74.9	*	61.5
2012-13	36.3	39.6	40.6	39.4	*	35.0
<b>Biology: End-of-Course**</b>						
2010-11	79.9	87.5	66.7	89.5	*	76.9
2011-12	83.0	86.6	70.0	91.7	*	42.9
2012-13	45.6	36.7	17.6	39.6	*	15.4
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	82.2	66.7	86.2	*	56.5
2011-12	82.9	87.5	88.0	87.2	*	88.9
2012-13	51.2	53.9	58.6	54.8	*	35.3
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	77.2	51.7	81.4	n/a	63.6
2011-12	80.4	86.4	87.5	86.6	n/a	80.0
2012-13	82.5	83.7	55.0	88.0	n/a	57.1
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.04	5.95	2.79	n/a	n/a
2010-11	3.43	2.11	7.59	1.72	n/a	n/a
2011-12	3.01	3.75	7.95	3.30	n/a	n/a

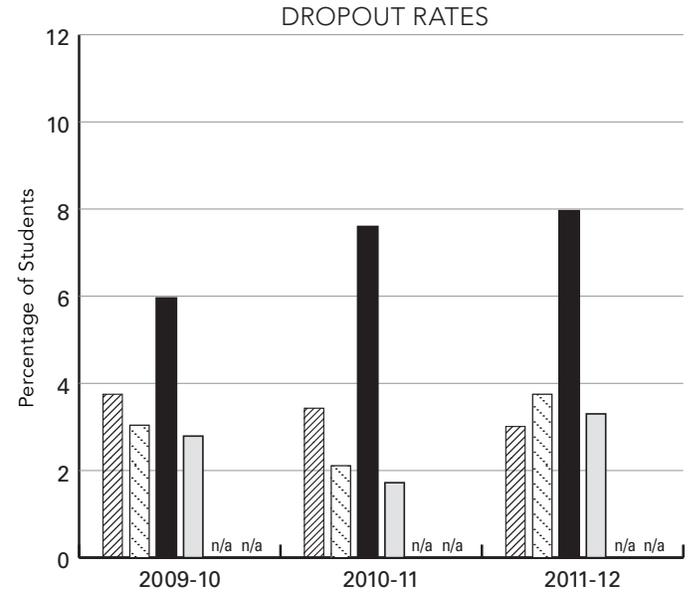
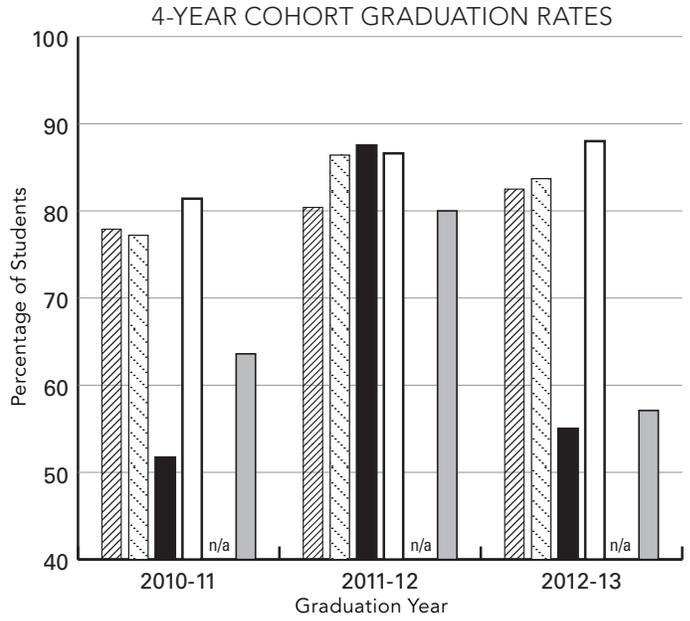
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



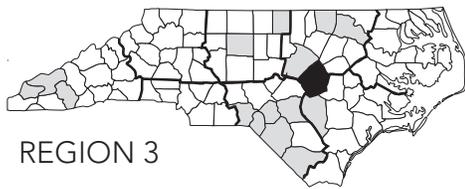
State
  LEA
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  White
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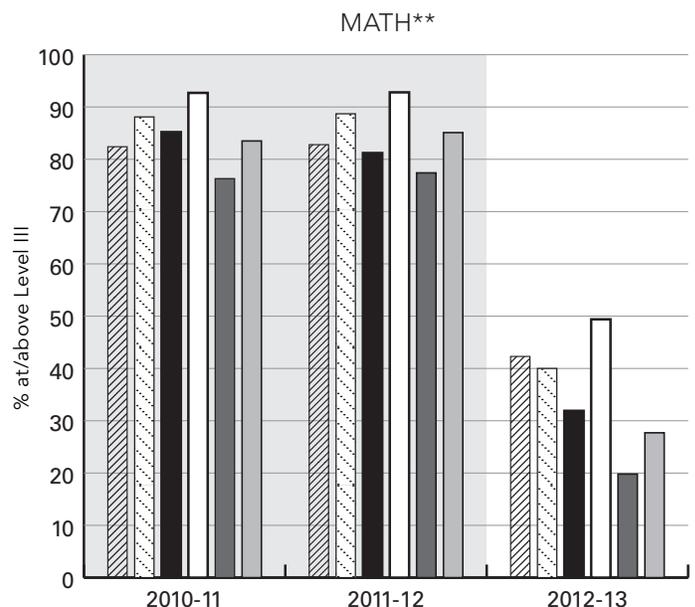
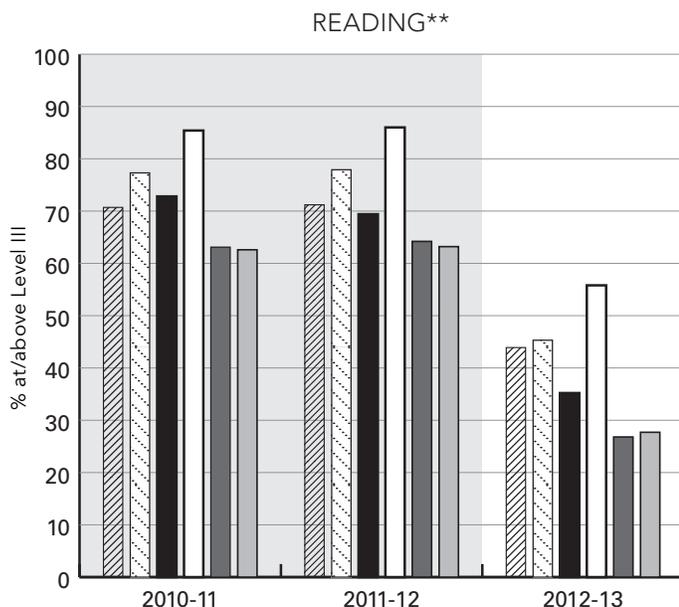


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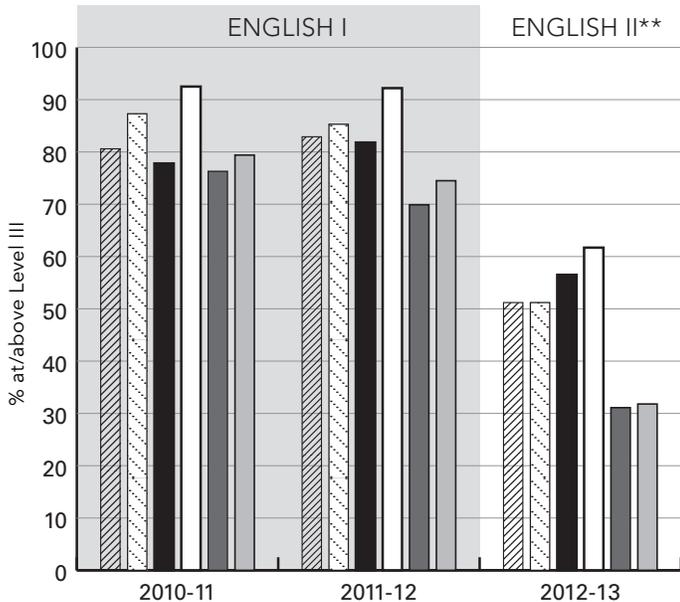
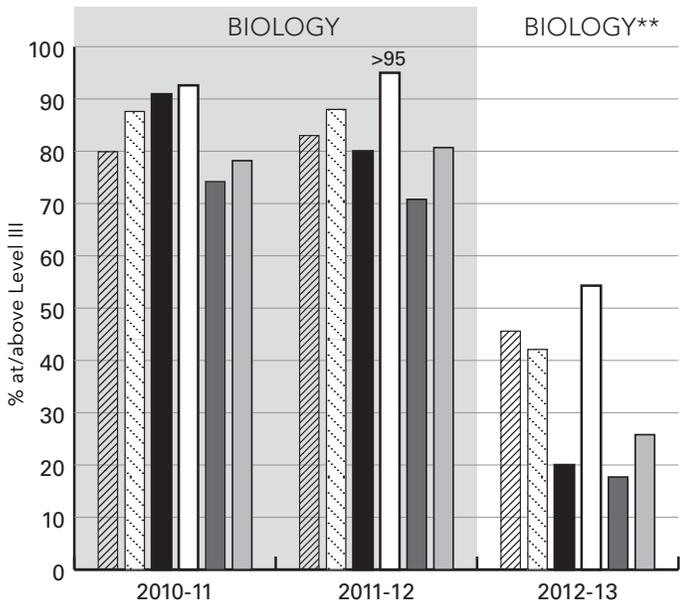
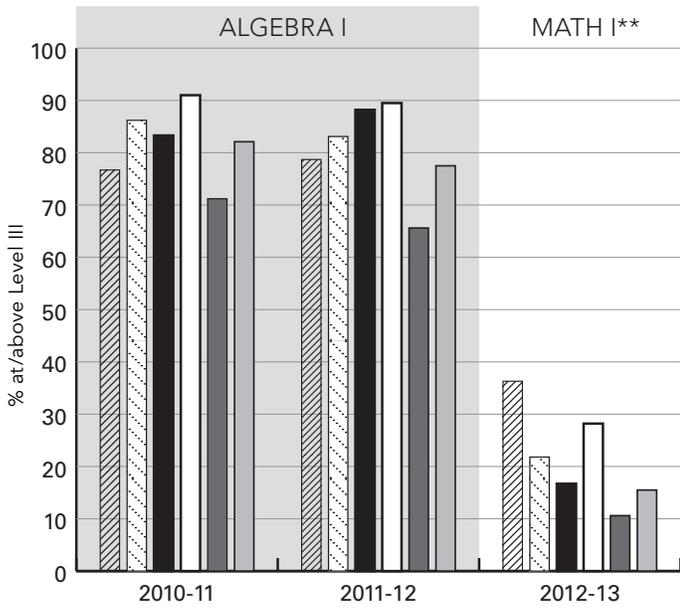
Johnston County Schools enroll over 33,361 students, of whom 163 (0.48%) are American Indians of various tribes. The district operates 44 campuses, including nine high schools and one early college high school. Compared with the state, the district proficiency rates are lower in all EOG/EOC subjects, except EOG reading. The percentage of students proficient in EOC English II is the same for the district and the state. The district cohort graduation rate is equal to the state; however, the dropout rate for the district lags behind the state. The percent of proficient American Indians is lower than the percent for the district in all EOG/EOC subjects, except English II. Of all the EOG/EOC assessments, American Indians excel most in reading. American Indian proficiency rates in EOG reading and math exceed that of Black and Hispanic students. More White students are proficient than American Indian students in all EOG/EOC subjects. The American Indian cohort graduation rate surpasses that of the district, the state, and other subgroups.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	77.3	72.8	85.4	63.1	62.6
2011-12	71.2	77.9	69.4	86.0	64.2	63.2
2012-13	43.9	45.3	35.2	55.8	26.8	27.7
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	88.1	85.2	92.7	76.3	83.5
2011-12	82.8	88.7	81.2	92.8	77.4	85.1
2012-13	42.3	40.0	31.9	49.4	19.8	27.7
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	86.2	83.3	91.0	71.2	82.1
2011-12	78.7	83.1	88.2	89.5	65.6	77.5
2012-13	36.3	21.8	16.7	28.2	10.6	15.5
<b>Biology: End-of-Course**</b>						
2010-11	79.9	87.6	90.9	92.6	74.2	78.2
2011-12	83.0	88.0	80.0	>95	70.8	80.7
2012-13	45.6	42.1	20.0	54.3	17.7	25.8
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	87.3	77.8	92.5	76.3	79.4
2011-12	82.9	85.3	81.8	92.2	69.9	74.5
2012-13	51.2	51.2	56.5	61.7	31.1	31.8
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	78.7	85.7	83.4	72.3	60.2
2011-12	80.4	82.4	55.6	86.8	75.7	73.9
2012-13	82.5	82.5	87.5	84.9	78.2	77.8
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.71	n/a	2.92	4.11	6.81
2010-11	3.43	3.28	n/a	2.51	4.50	5.39
2011-12	3.01	2.65	n/a	2.22	3.55	3.32

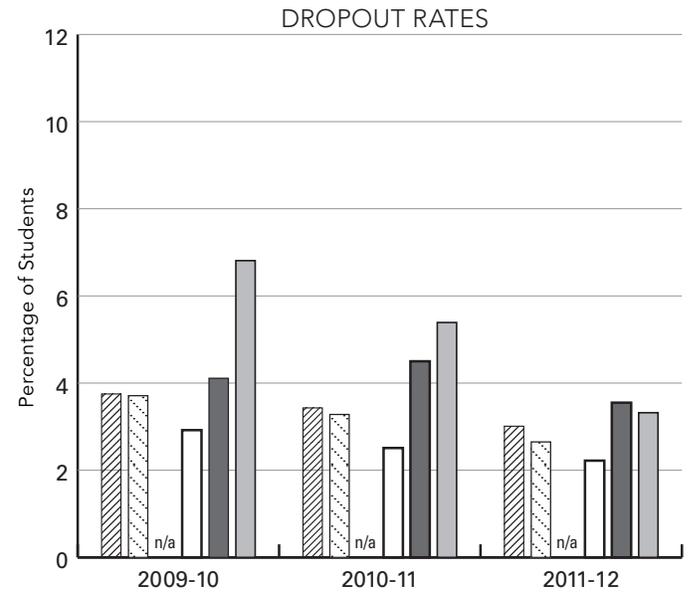
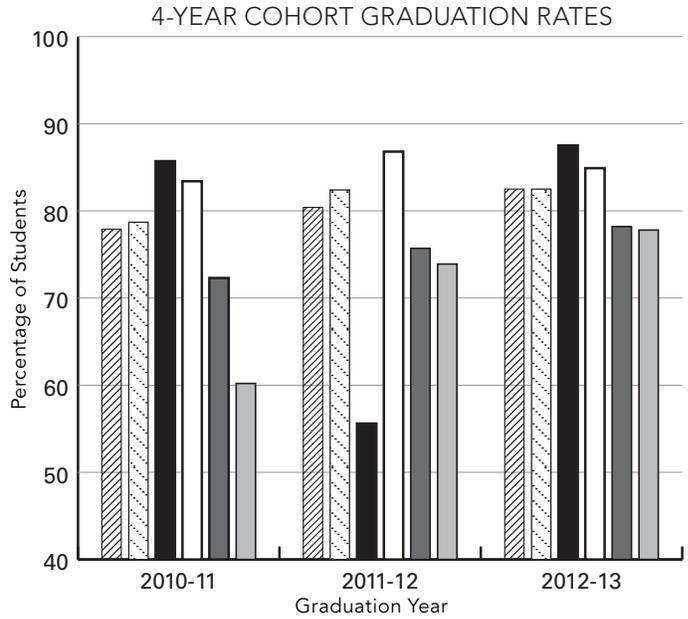
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

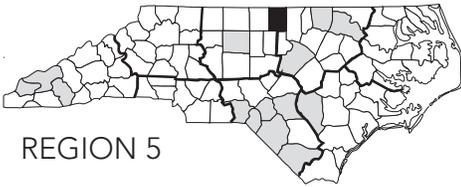
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# PERSON COUNTY

DISTRICT CONTACT: MELANIE HESTER  
<http://www.person.k12.nc.us>

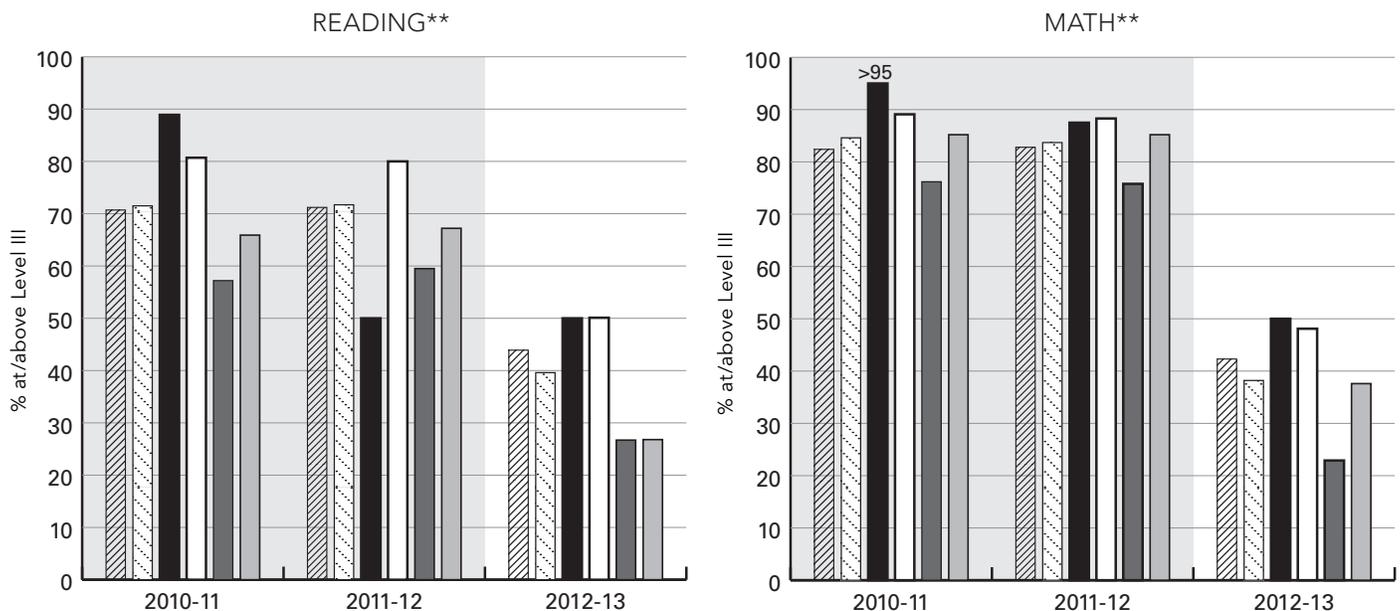


## REGION 5

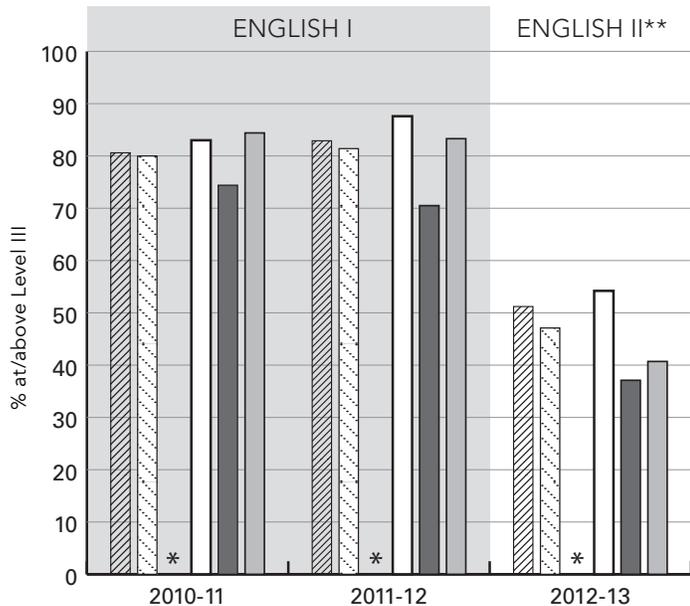
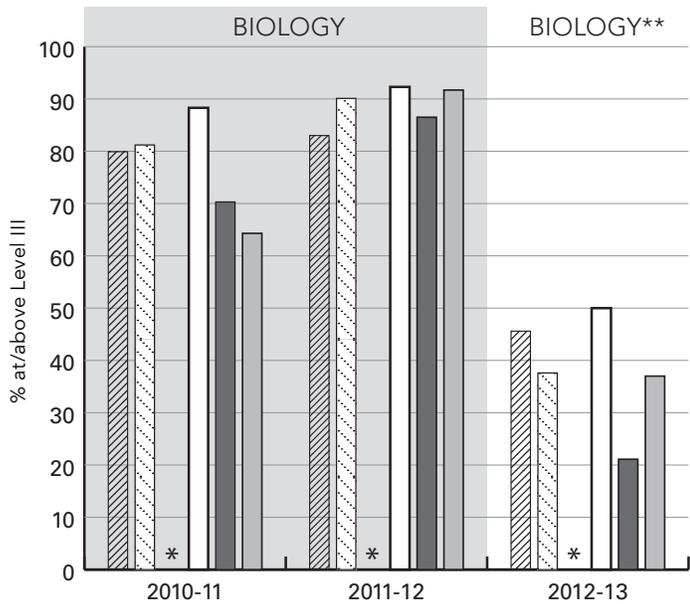
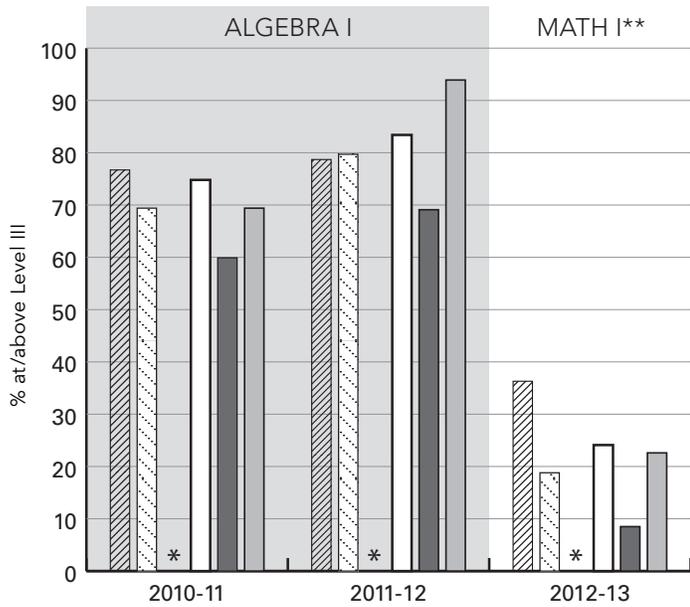
Person County Schools enroll 4,725 students, of whom 24 (0.50%) are American Indians mainly of the Sappony Tribe. The students attend one of the 10 schools, including one high school. Other campuses include a pre-school center and a program that focuses on early intervention and family services. The data show that district proficiency rates are lower than state rates in all EOG/EOC subjects. In EOG reading and math, the proficiency rates for American Indian students are higher than the district and state rates. The sparse enrollment of American Indian students above the eighth grade restricts meaningful data analyses.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	71.5	88.9	80.7	57.2	65.9
2011-12	71.2	71.7	50.0	80.0	59.5	67.2
2012-13	43.9	39.6	50.0	50.1	26.7	26.8
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	84.6	>95	89.1	76.2	85.2
2011-12	82.8	83.7	87.5	88.3	75.8	85.2
2012-13	42.3	38.2	50.0	48.1	22.9	37.6
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	69.4	*	74.8	59.9	69.4
2011-12	78.7	79.7	*	83.4	69.1	93.9
2012-13	36.3	18.8	*	24.1	8.5	22.6
<b>Biology: End-of-Course**</b>						
2010-11	79.9	81.2	*	88.3	70.3	64.3
2011-12	83.0	90.1	*	92.3	86.5	91.7
2012-13	45.6	37.6	*	50.0	21.1	37.0
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	80.0	*	83.0	74.4	84.4
2011-12	82.9	81.4	*	87.6	70.5	83.3
2012-13	51.2	47.1	*	54.2	37.1	40.7
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	72.7	n/a	81.2	60.6	76.9
2011-12	80.4	68.4	n/a	70.3	62.9	82.4
2012-13	82.5	77.5	n/a	81.7	72.3	71.4
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	5.96	n/a	4.96	7.64	n/a
2010-11	3.43	5.47	n/a	5.03	6.37	n/a
2011-12	3.01	6.10	n/a	6.30	6.35	n/a

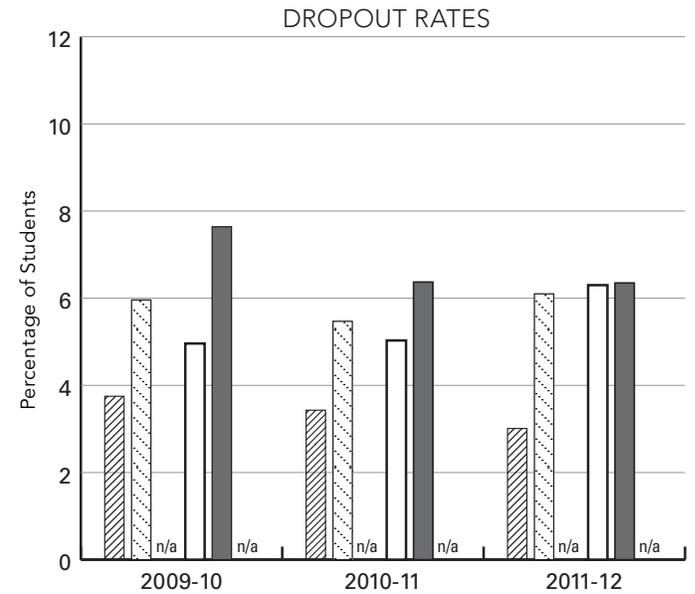
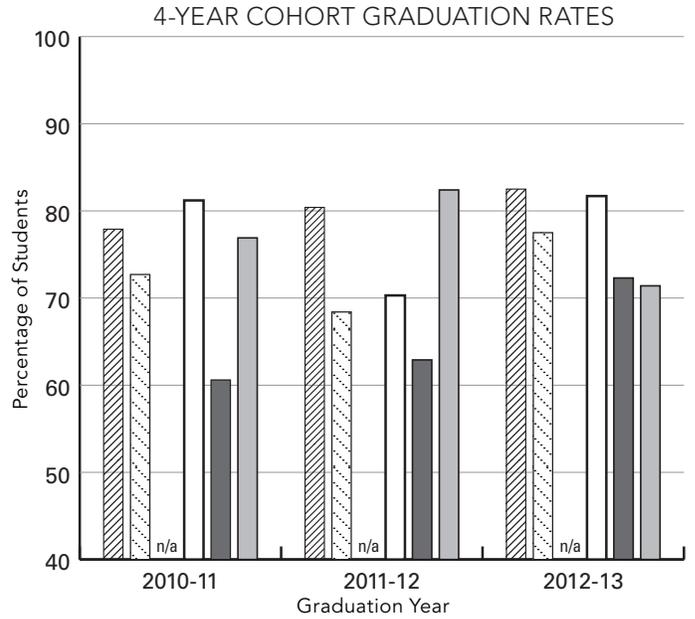
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



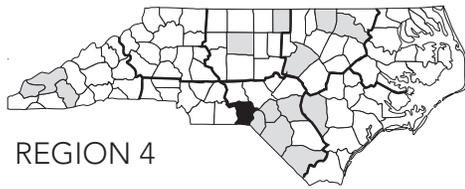
State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

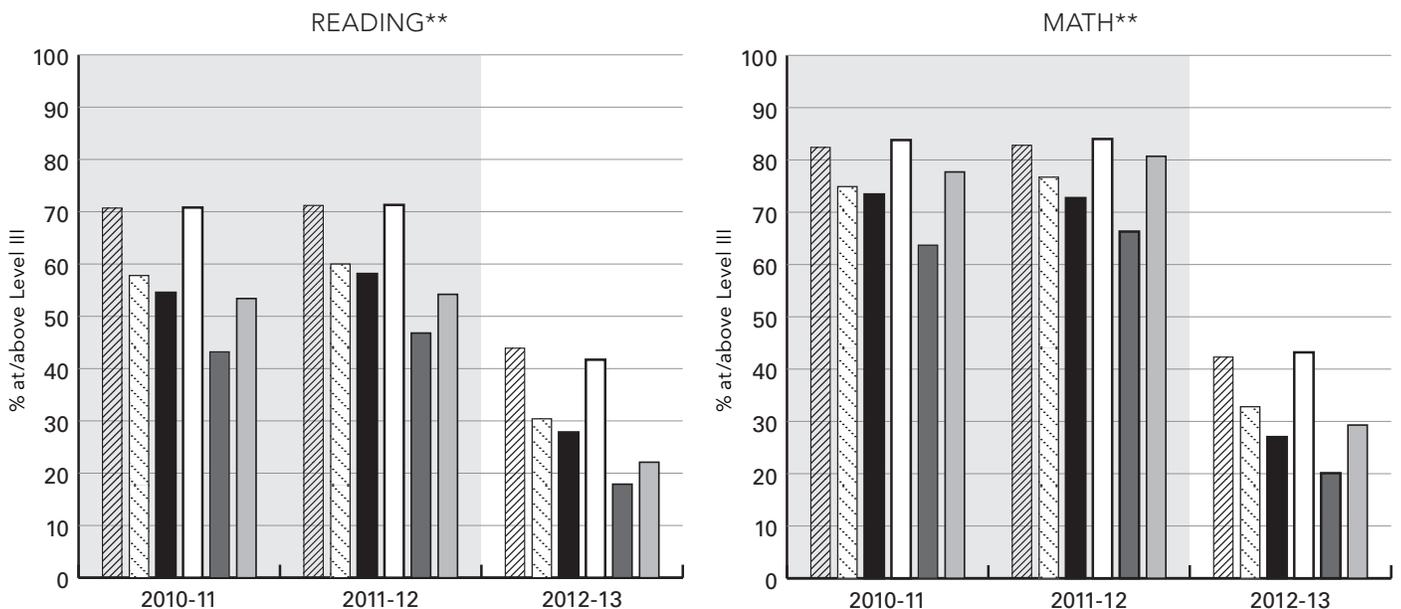
\*\* = Beginning in 2012-13, assessments are aligned to college and career readiness.



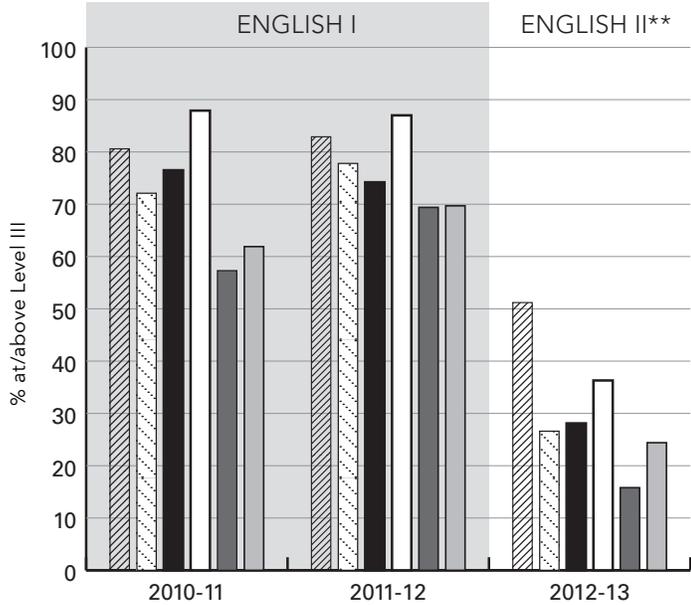
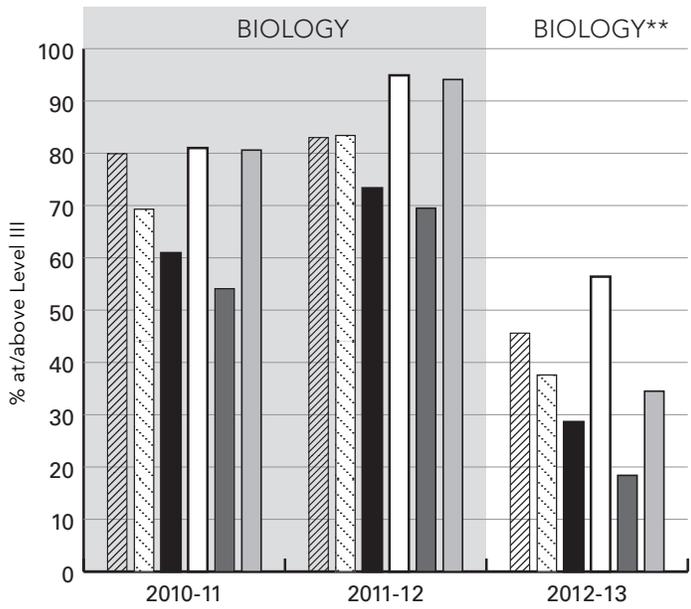
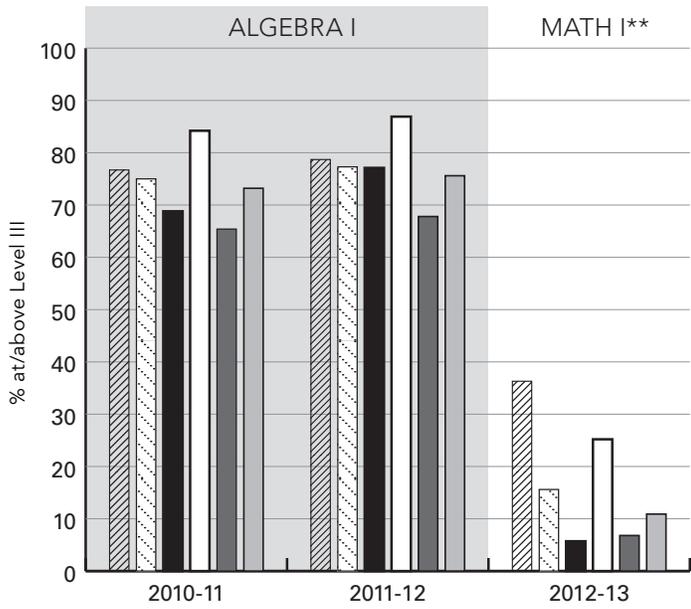
Richmond County Schools enroll 7,625 students, of whom 312 (4.1%) are American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 17 schools, including one high school, one early college high school, and several special-focus campuses. The district proficiency rates are lower than the state rates in all EOG/EOC subjects. American Indian students fall behind the district in all EOG/EOC subjects, except English II. However, American Indians are performing better than Black and Hispanic subgroups in EOG reading and English II. In all EOG/EOC areas, fewer American Indians are proficient when compared with their White peers. The cohort graduation rate for American Indians is the lowest among all subgroups and the dropout rate is the highest.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	57.8	54.5	70.8	43.2	53.4
2011-12	71.2	60.0	58.1	71.3	46.8	54.2
2012-13	43.9	30.4	27.8	41.7	17.9	22.1
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	74.9	73.4	83.8	63.7	77.7
2011-12	82.8	76.7	72.7	84.0	66.3	80.7
2012-13	42.3	32.8	27.0	43.2	20.1	29.3
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	75.0	68.8	84.2	65.4	73.2
2011-12	78.7	77.3	77.1	86.9	67.8	75.6
2012-13	36.3	15.6	5.7	25.2	6.8	10.9
<b>Biology: End-of-Course**</b>						
2010-11	79.9	69.3	60.9	81.0	54.1	80.6
2011-12	83.0	83.4	73.3	94.9	69.5	94.1
2012-13	45.6	37.6	28.6	56.4	18.4	34.5
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	72.1	76.5	87.9	57.3	61.9
2011-12	82.9	77.8	74.2	87.0	69.4	69.7
2012-13	51.2	26.6	28.1	36.3	15.8	24.4
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	73.6	58.6	67.1	81.2	80.8
2011-12	80.4	73.5	54.1	72.8	77.6	71.9
2012-13	82.5	74.1	60.0	75.0	76.5	61.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.44	6.87	3.68	2.92	n/a
2010-11	3.43	4.32	6.36	4.01	4.03	7.14
2011-12	3.01	3.59	6.09	3.66	3.59	n/a

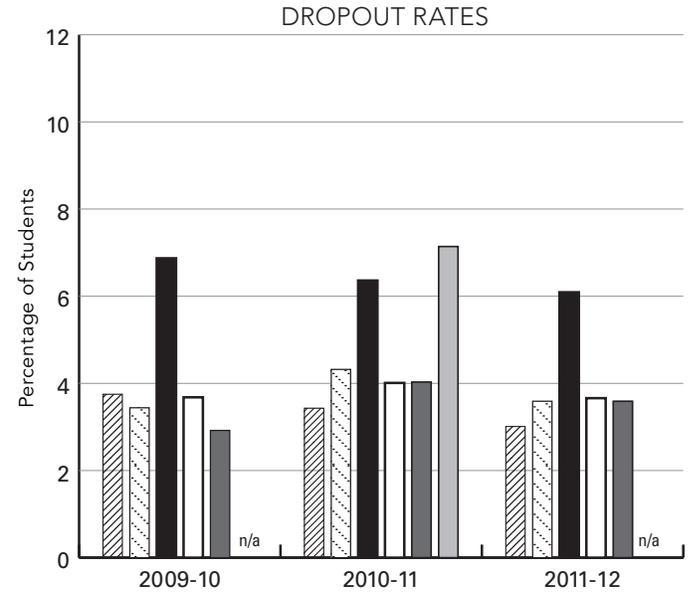
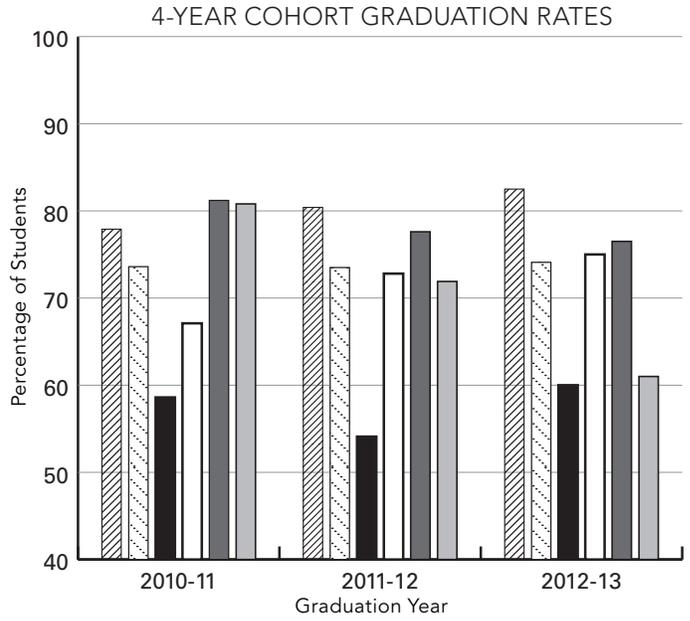
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

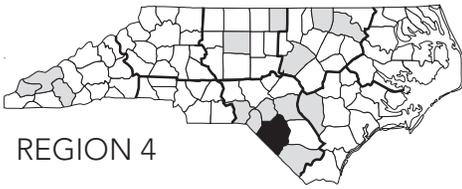
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# ROBESON COUNTY

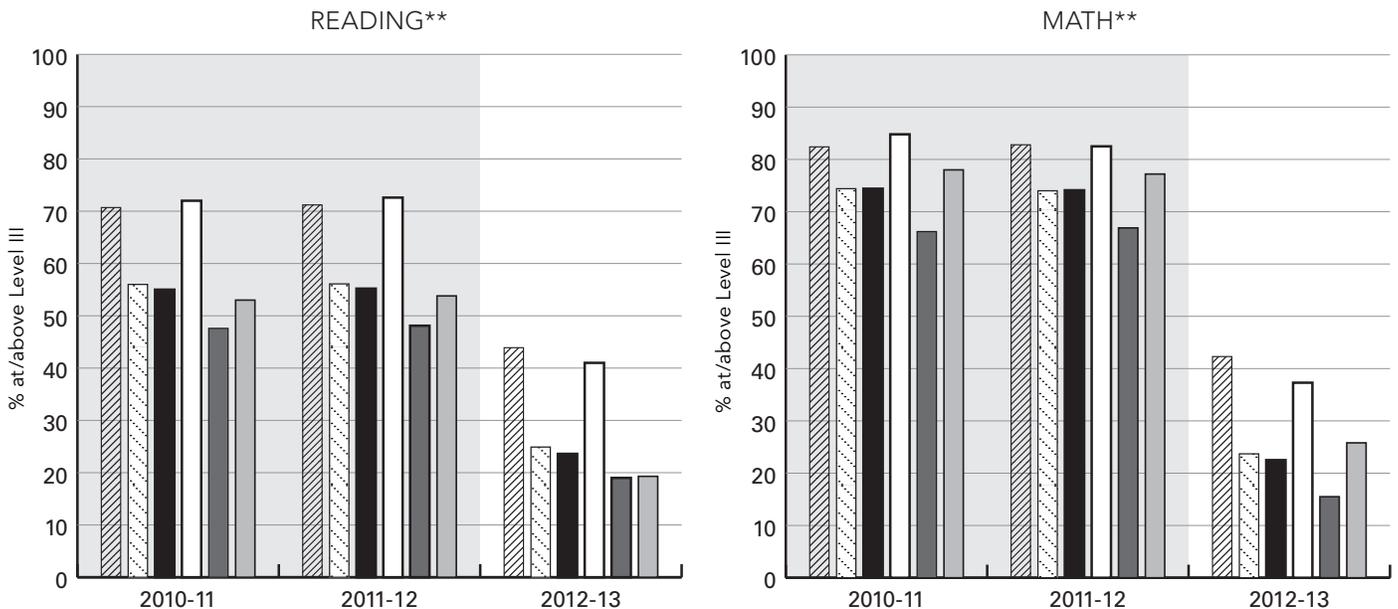
DISTRICT CONTACT: RITA LOCKLEAR  
<http://www.robeson.k12.nc.us>



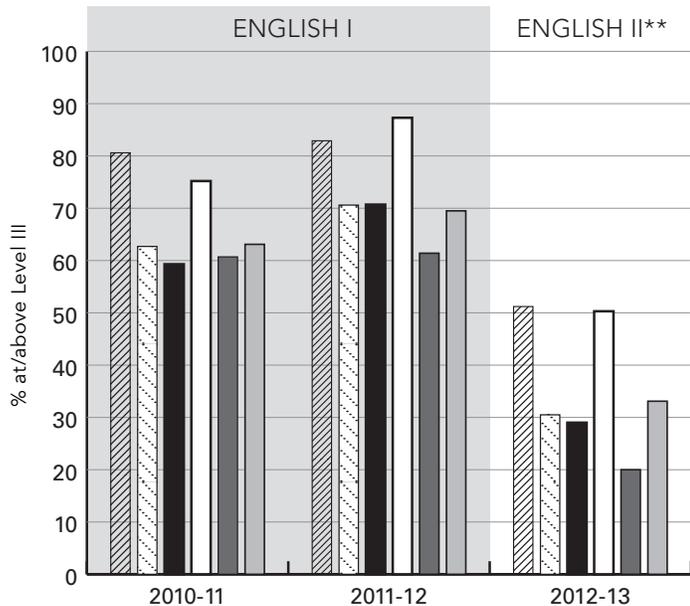
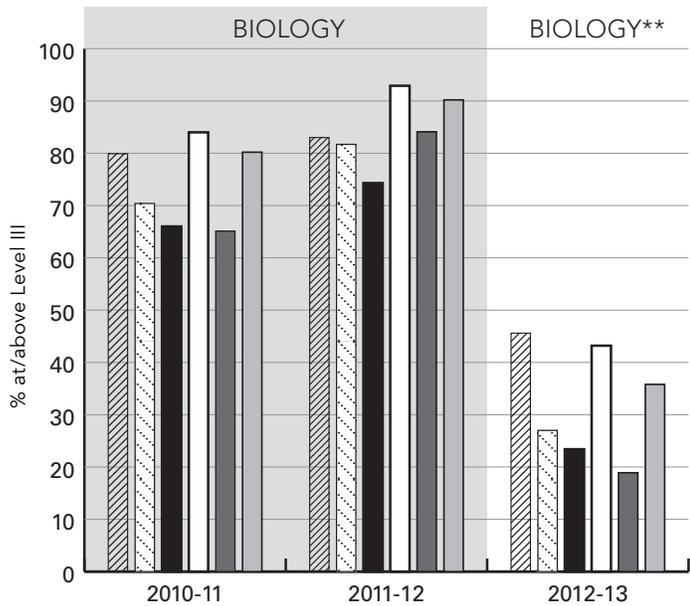
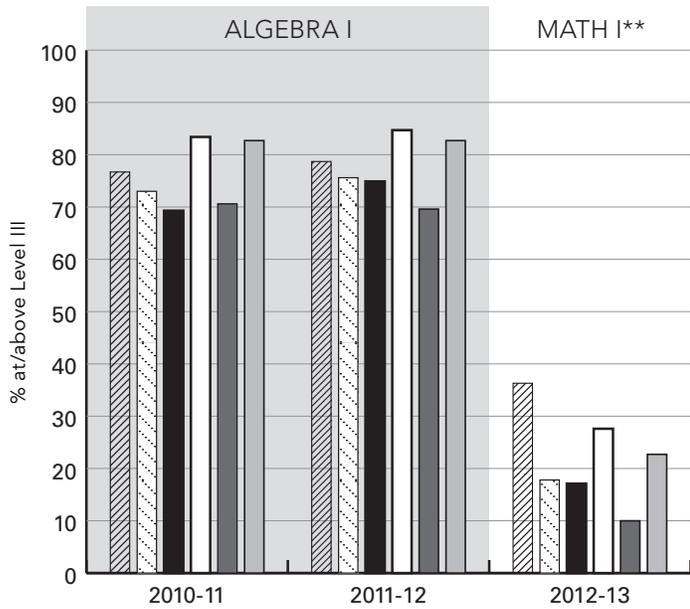
The Public Schools of Robeson County enroll 23,697 students, of whom 10,109 (43.0%) identify as American Indian, mainly of the Lumbee Tribe. Geographically expansive and rural, the district operates 42 schools, including six high schools, an early college high school, a career technical campus, and a pre-school center. The district proficiency rates are lower than the state rates in the EOG/EOC subjects. However, the district cohort graduation rate is higher and the dropout rate is lower than the state rates. These data show incremental improvements in the cohort graduation rate and the dropout rate since 2010-11. American Indian students lag behind the state, school system, and White subgroups in EOG reading and math and the three EOCs; however, they exceed Black students and perform similarly to their Hispanic peers.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	56.0	55.0	72.0	47.6	53.0
2011-12	71.2	56.1	55.2	72.6	48.1	53.8
2012-13	43.9	24.9	23.6	41.0	19.0	19.3
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	74.4	74.4	84.8	66.2	78.0
2011-12	82.8	74.0	74.1	82.5	66.9	77.2
2012-13	42.3	23.7	22.5	37.3	15.5	25.8
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	73.0	69.3	83.4	70.6	82.7
2011-12	78.7	75.6	74.9	84.7	69.6	82.7
2012-13	36.3	17.8	17.1	27.6	10.0	22.7
<b>Biology: End-of-Course**</b>						
2010-11	79.9	70.4	66.0	84.0	65.1	80.2
2011-12	83.0	81.7	74.3	92.9	84.1	90.2
2012-13	45.6	27	23.4	43.2	18.9	35.8
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	62.7	59.3	75.2	60.7	63.1
2011-12	82.9	70.6	70.7	87.3	61.4	69.5
2012-13	51.2	30.5	29.0	50.3	20.0	33.1
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	78.8	76.1	80.0	80.4	84.5
2011-12	80.4	82.6	80.6	83.1	82.5	90.7
2012-13	82.5	85.1	82.6	83.7	87.4	93.5
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	4.42	4.83	5.31	4.26	n/a
2010-11	3.43	3.48	3.58	3.80	3.45	1.08
2011-12	3.01	2.71	3.25	3.89	1.87	n/a

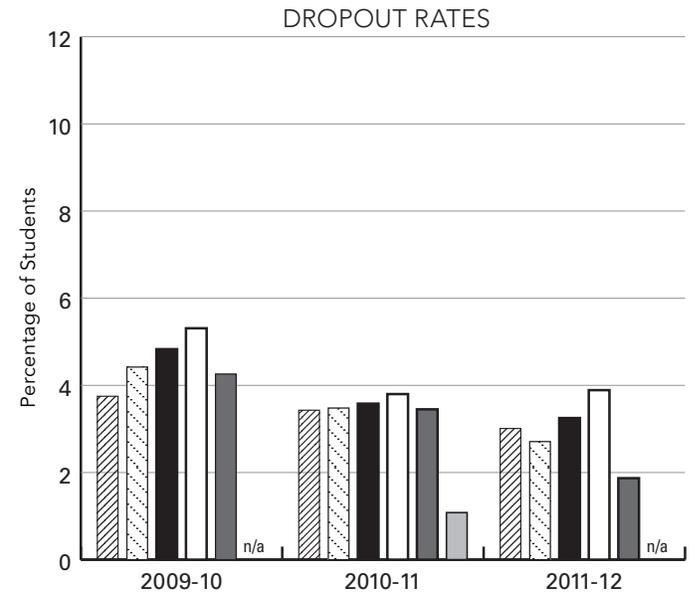
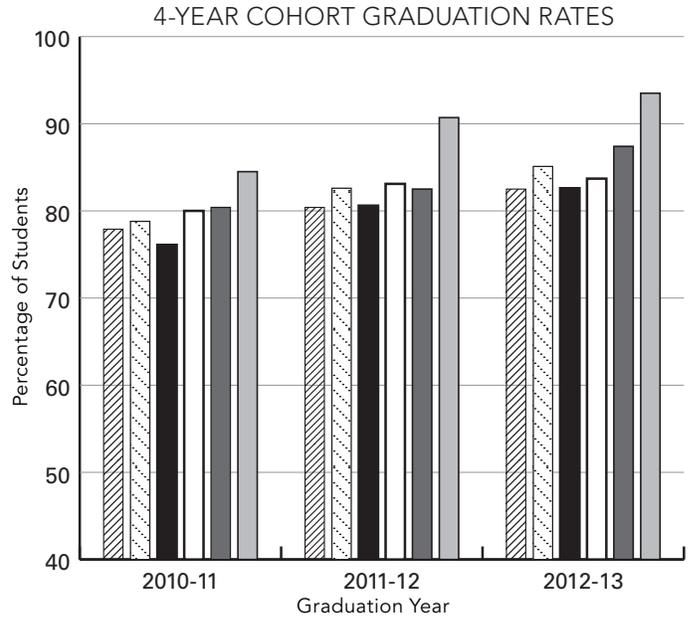
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

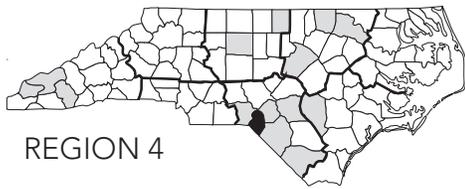
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# SCOTLAND COUNTY

DISTRICT CONTACT: LYLE SHAW  
<http://www.scotland.k12.nc.us>

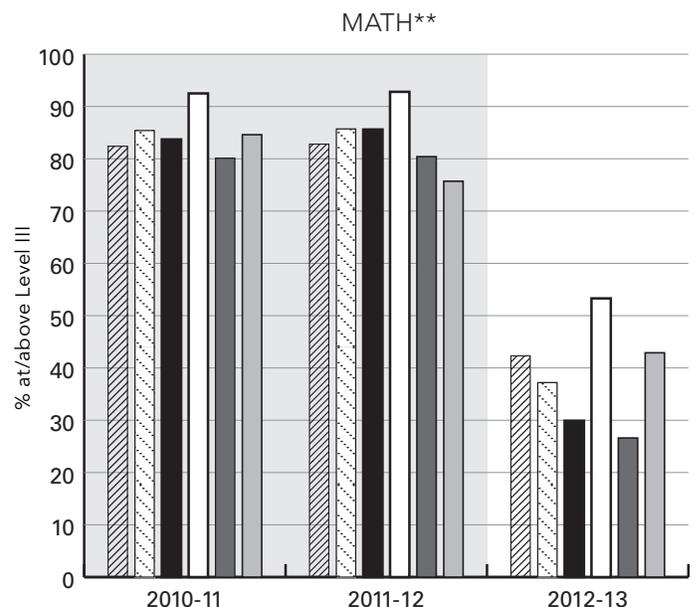
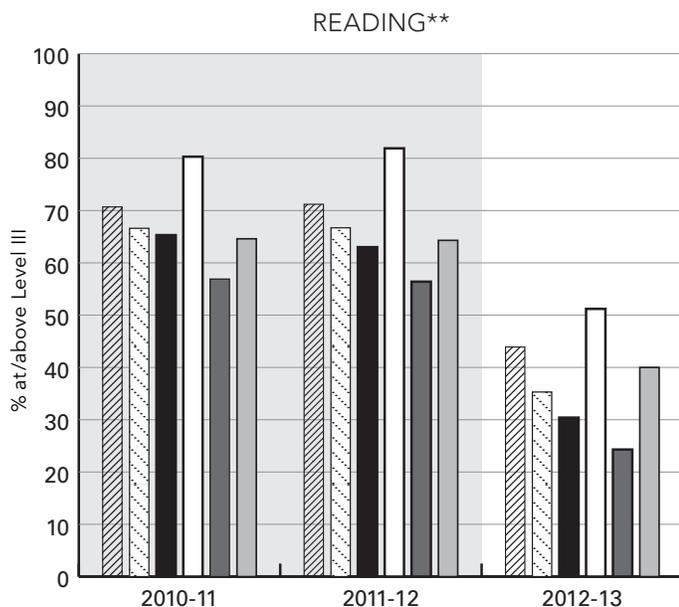


REGION 4

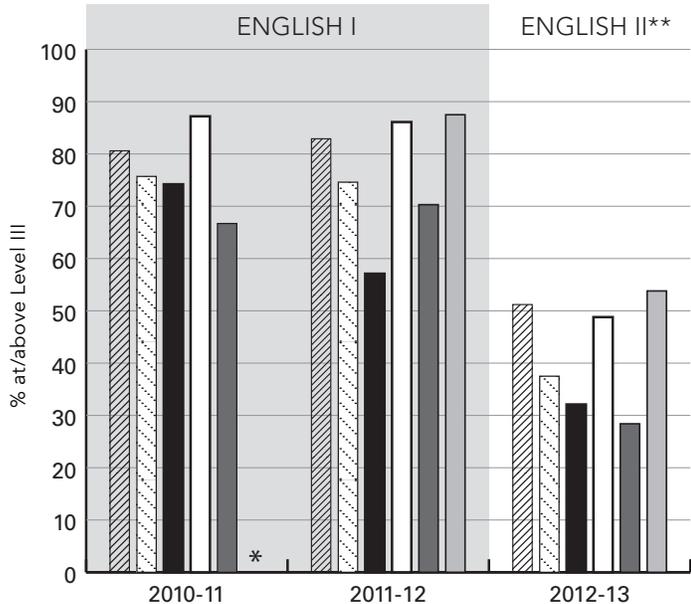
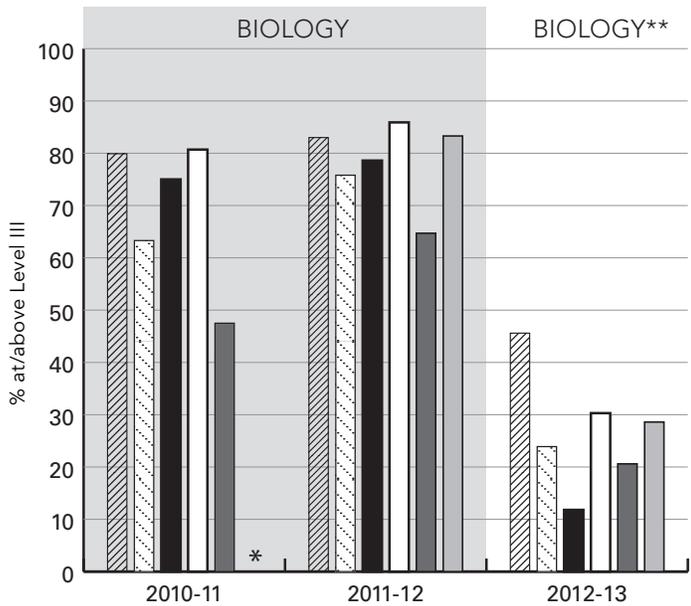
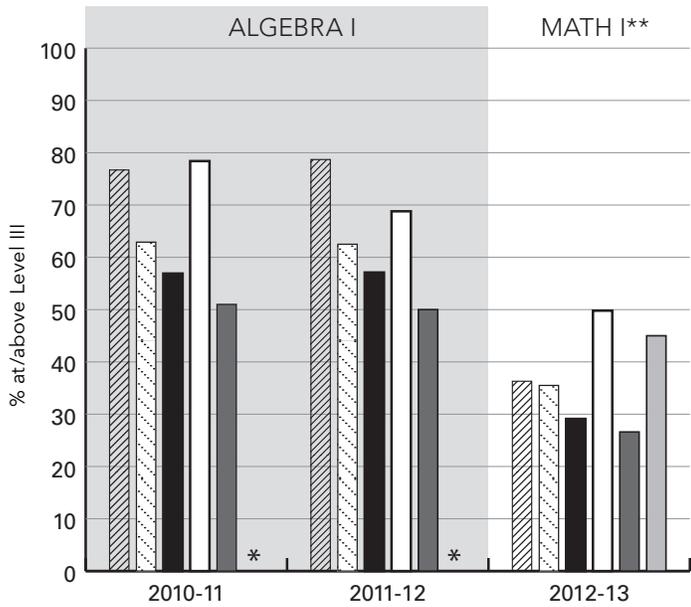
Scotland County Schools enroll 6,129 students, including 928 American Indians (15.1%) mainly of the Lumbee Tribe. The district operates 14 campuses, including one high school and one early college high school. The district proficiency rates are below the state rates in all EOG/EOC subjects. For the district, the graduation rate falls below the state rate, and the district dropout rate exceeds the state, meaning that in both categories of school completion, the district is falling behind. The American Indian proficiency rates are lower than the district in all EOG/EOC subjects. In grades 3-8 reading and math, as well as all EOC subjects, American Indians lag behind their Hispanic peers. Compared with their White peers, American Indian students fall behind in all EOG/EOC tested areas. The American Indian graduation rate falls below the rates for the district, state, and two subgroups.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	66.6	65.3	80.3	56.9	64.6
2011-12	71.2	66.7	63.0	81.9	56.4	64.3
2012-13	43.9	35.3	30.4	51.2	24.3	40.0
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	85.4	83.7	92.5	80.1	84.6
2011-12	82.8	85.7	85.6	92.8	80.4	75.7
2012-13	42.3	37.2	29.9	53.3	26.6	42.9
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	62.9	56.9	78.4	51.0	*
2011-12	78.7	62.5	57.1	68.8	50.0	*
2012-13	36.3	35.5	29.1	49.8	26.6	45.0
<b>Biology: End-of-Course**</b>						
2010-11	79.9	63.3	75.0	80.7	47.5	*
2011-12	83.0	75.8	78.6	85.9	64.7	83.3
2012-13	45.6	23.9	11.8	30.3	20.6	28.6
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	75.7	74.2	87.2	66.7	*
2011-12	82.9	74.6	57.1	86.1	70.3	87.5
2012-13	51.2	37.5	32.1	48.8	28.4	53.8
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	65.6	63.9	68.5	62.9	n/a
2011-12	80.4	76.2	77.1	80.0	73.8	n/a
2012-13	82.5	72.8	70.2	72.7	74.4	*
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	4.07	6.43	4.64	3.21	n/a
2010-11	3.43	5.37	5.69	2.83	7.06	n/a
2011-12	3.01	4.15	3.66	3.37	4.75	n/a

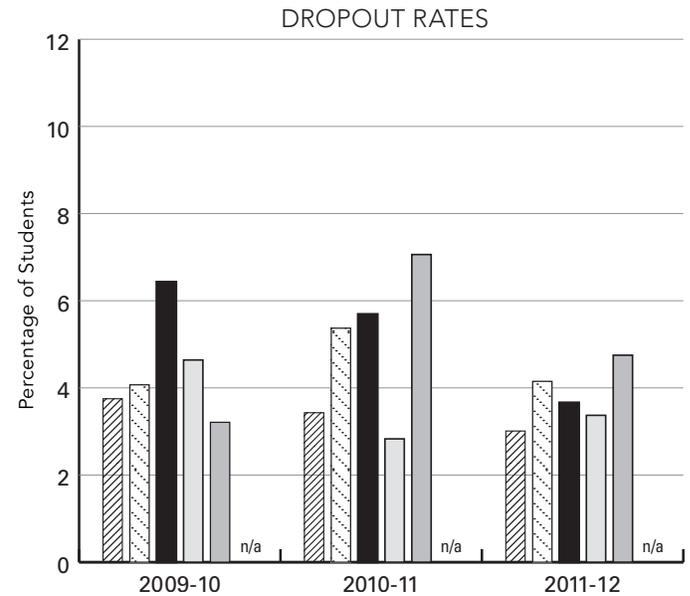
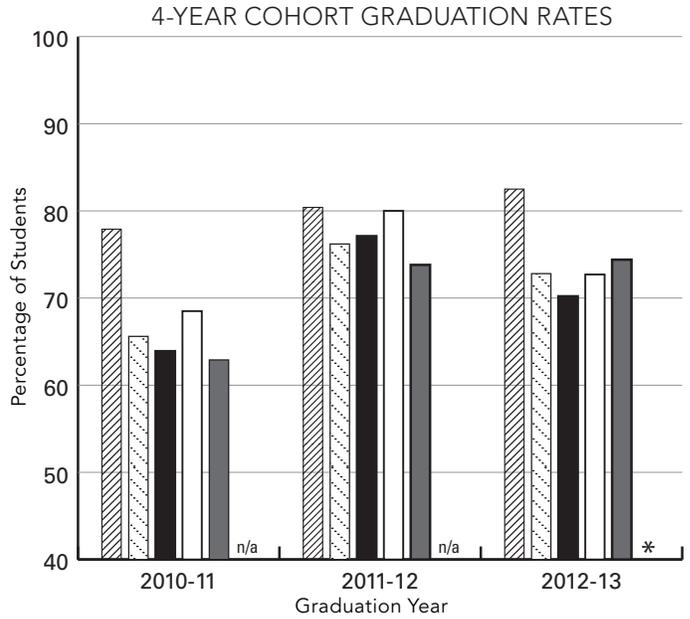
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



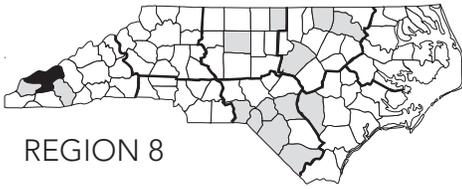
State
  LEA
  American Indian
  White
  Black
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\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

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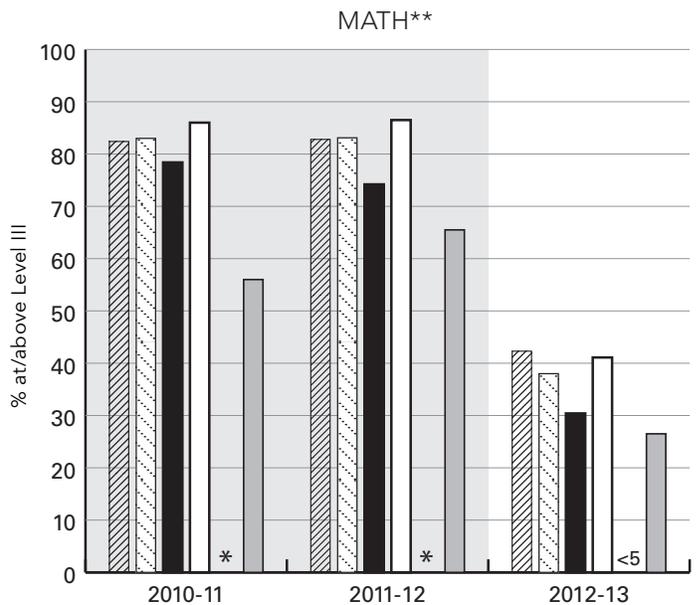
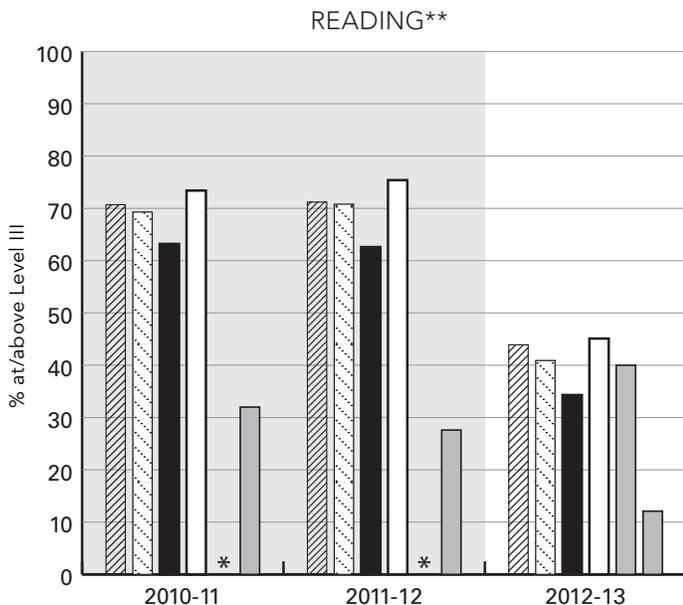


REGION 8

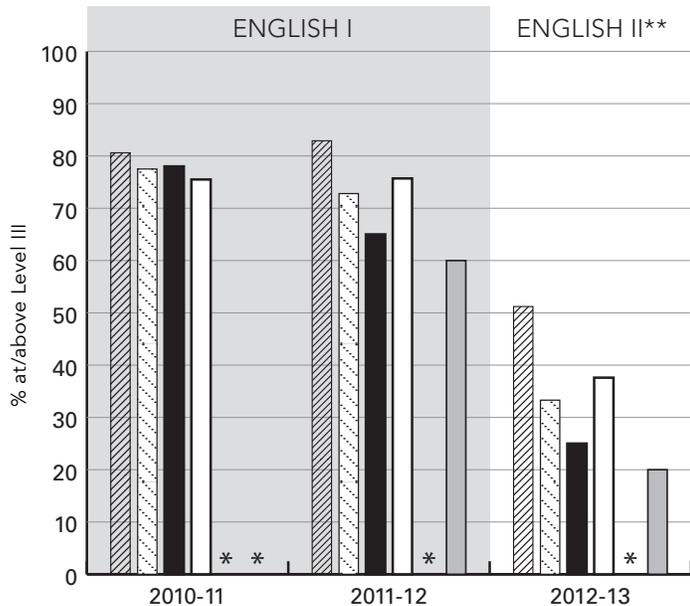
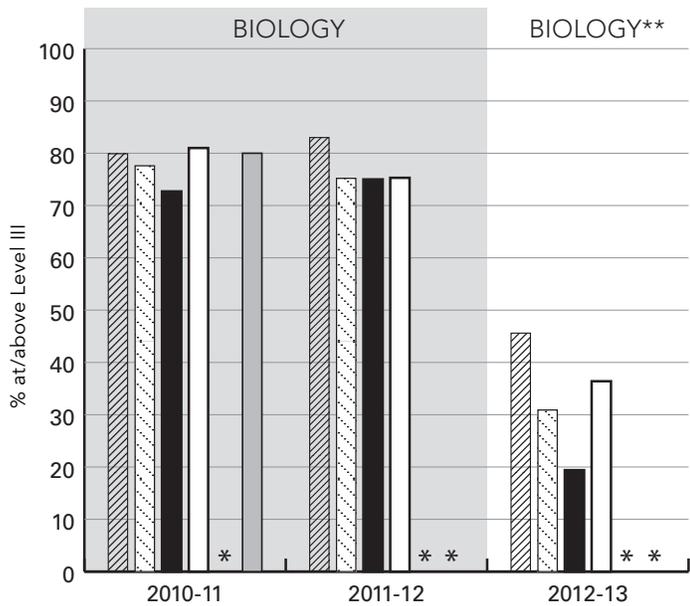
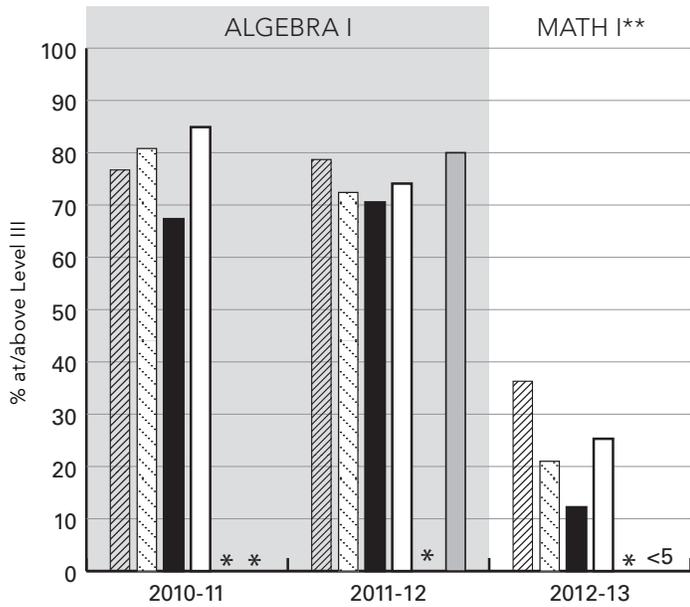
Swain County Schools enroll 1,952 students, of whom 465 (23.8%) are members of the Eastern Band of Cherokee. Located on land contiguous with the Qualla Boundary, the district operates five schools, including two early college high school campuses, and one high school. The district's proficiency rates lag behind the state in all EOG/EOC assessments. The district cohort graduation rate is lower and the dropout rate is higher than the state rates. The EOG/EOC proficiency rates for American Indians are lower than the district rates. The American Indian cohort graduation rate is lower and the dropout rate is higher than the district rates. American Indian students perform better than Hispanics in all EOG/EOC subjects where data are available. White students outperform American Indians in all EOG/EOC subjects. The cohort graduation rate for American Indians is lower than that of other subgroups where data are available. The American Indian dropout rate exceeds that of the district, the state, and the White subgroup.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	69.3	63.2	73.4	*	32.0
2011-12	71.2	70.8	62.6	75.4	*	27.6
2012-13	43.9	40.9	34.3	45.1	40.0	12.1
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	83.0	78.4	86.0	*	56.0
2011-12	82.8	83.1	74.2	86.5	*	65.5
2012-13	42.3	38.0	30.4	41.1	<5	26.5
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	80.8	67.3	84.9	*	*
2011-12	78.7	72.4	70.5	74.1	*	80.0
2012-13	36.3	21.0	12.2	25.3	*	<5
<b>Biology: End-of-Course**</b>						
2010-11	79.9	77.6	72.7	81.0	*	80.0
2011-12	83.0	75.2	75.0	75.3	*	*
2012-13	45.6	30.9	19.4	36.4	*	*
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	77.5	78.0	75.5	*	*
2011-12	82.9	72.8	65.0	75.7	*	60.0
2012-13	51.2	33.3	25.0	37.6	*	20.0
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	73.3	58.1	79.0	n/a	*
2011-12	80.4	79.9	78.4	80.0	n/a	83.3
2012-13	82.5	80.8	78.2	81.6	n/a	85.7
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	6.11	5.29	6.81	n/a	n/a
2010-11	3.43	6.81	7.46	6.74	n/a	n/a
2011-12	3.01	3.59	4.35	3.35	n/a	n/a

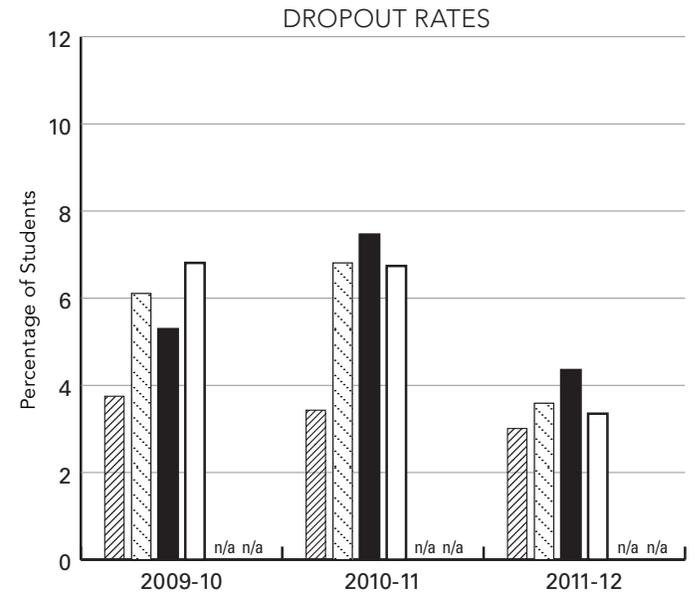
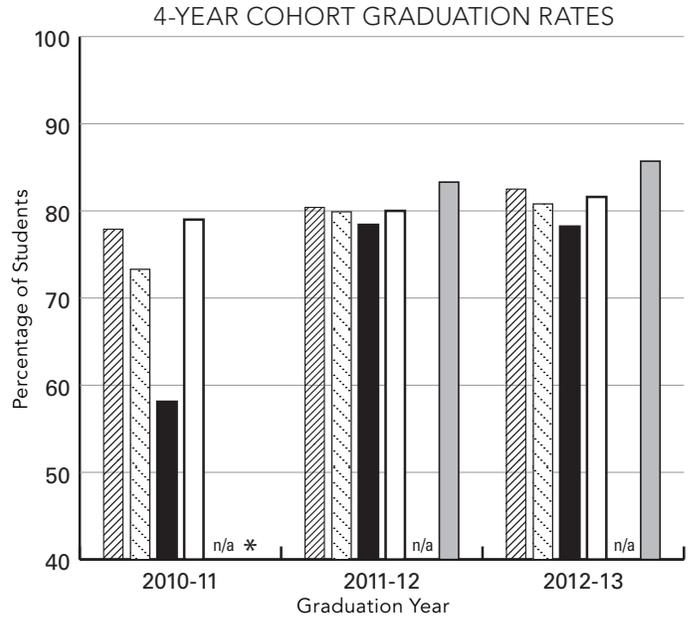
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



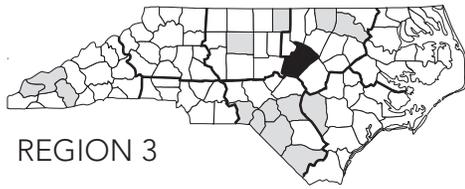
State
  LEA
  American Indian
  White
  Black
  Hispanic

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

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<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

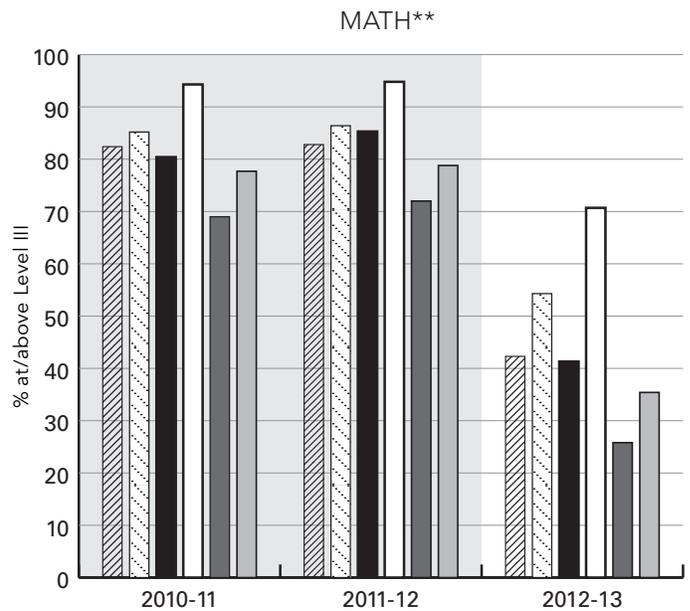
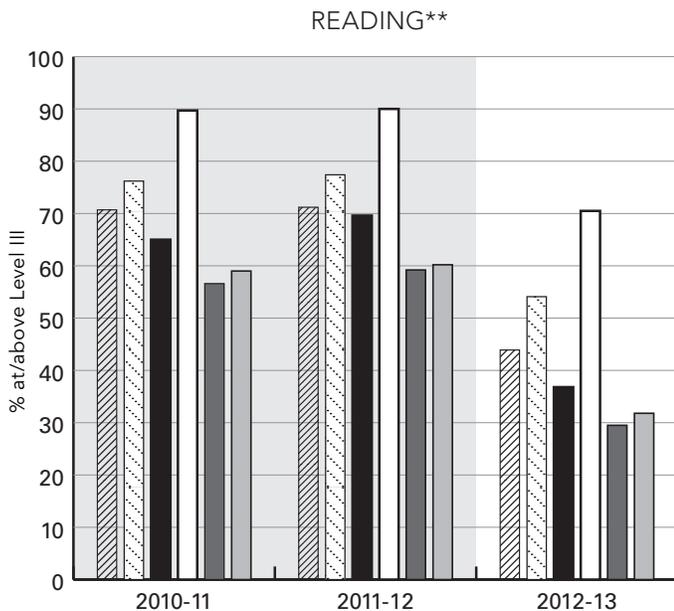
\*\* = Beginning in 2012-13, assessments are aligned to college and career readiness.



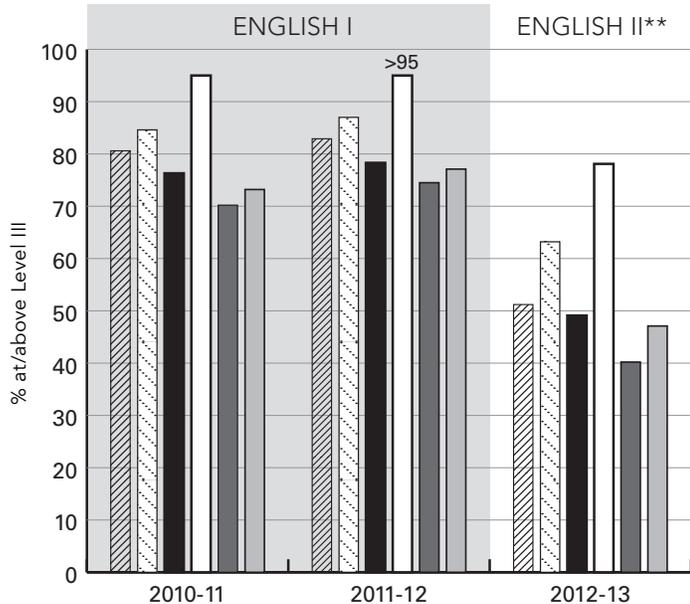
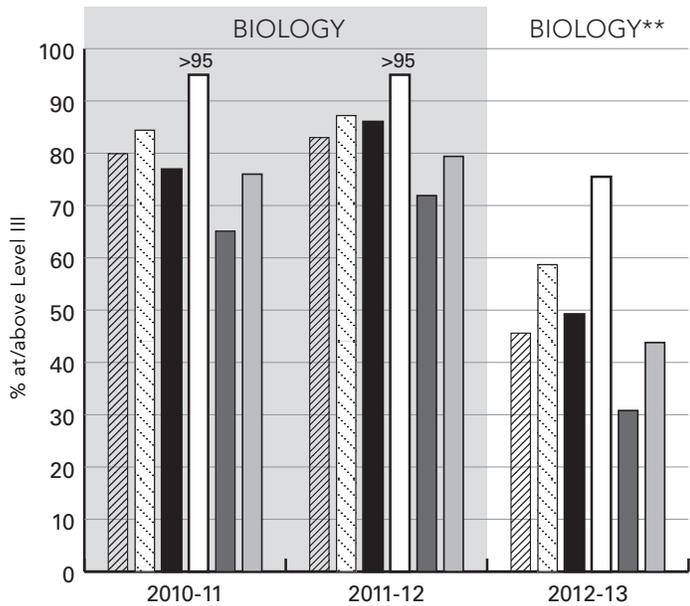
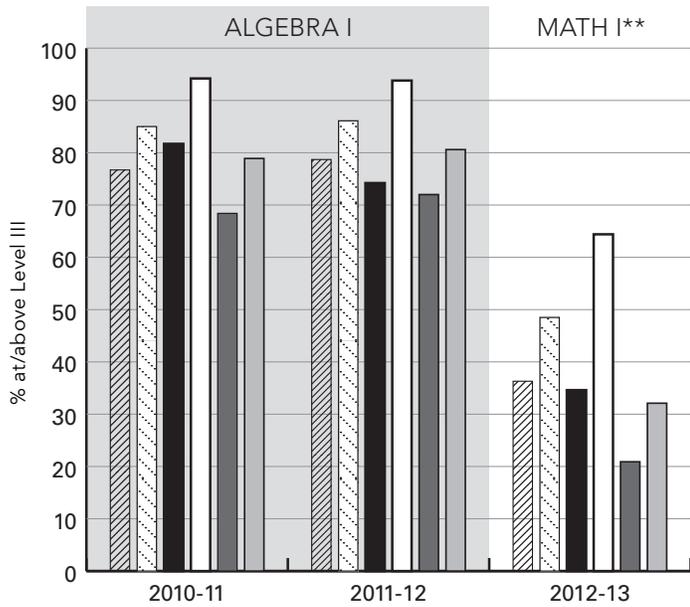
Wake County Schools enroll 149,336 students and operates 170 schools, including 25 high schools, and a cadre of special-focus campuses. Richly diverse in countries of origin, Wake County enrolls 509 (0.34%) American Indian students representing 78 tribal affiliations. In the five EOG/EOC subjects, the proficiency rates are higher than the state rates, in all EOG/EOC subjects. The proficiency rates for American Indian students are lower than the district rates in all tested areas of the EOG and EOC. American Indian students perform better than the other minority subgroups in each EOG/EOC subject; however, they lag behind their White peers in these same tested areas. These data show that the graduation rate for American Indians is declining. Concurrently, the dropout rate is climbing. When compared with minority subgroups, the American Indian cohort graduation rate lags behind rates for the state, district, and White students. The dropout rate for American Indian students is higher than that of the state, the district, and other racial/ethnic subgroups.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	76.2	65.0	89.7	56.6	59.0
2011-12	71.2	77.4	69.6	90.0	59.2	60.2
2012-13	43.9	54.1	36.8	70.5	29.5	31.8
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	85.2	80.4	94.3	69.0	77.7
2011-12	82.8	86.4	85.3	94.8	72.0	78.8
2012-13	42.3	54.3	41.3	70.7	25.8	35.4
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	85.0	81.7	94.2	68.4	78.9
2011-12	78.7	86.1	74.2	93.8	72.0	80.6
2012-13	36.3	48.5	34.6	64.4	20.9	32.1
<b>Biology: End-of-Course**</b>						
2010-11	79.9	84.4	76.9	>95	65.1	76.0
2011-12	83.0	87.2	86.0	>95	71.9	79.4
2012-13	45.6	58.7	49.2	75.5	30.8	43.8
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	84.6	76.3	95.0	70.2	73.2
2011-12	82.9	87.0	78.3	>95	74.5	77.1
2012-13	51.2	63.2	49.1	78.1	40.2	47.1
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	80.9	83.3	90.7	67.9	65.2
2011-12	80.4	80.6	74.5	90.3	69.6	65.3
2012-13	82.5	81.0	69.6	90.6	68.9	65.7
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	3.53	n/a	1.86	5.32	6.86
2010-11	3.43	3.25	2.54	1.66	5.43	5.78
2011-12	3.01	2.83	6.16	1.49	4.59	4.97

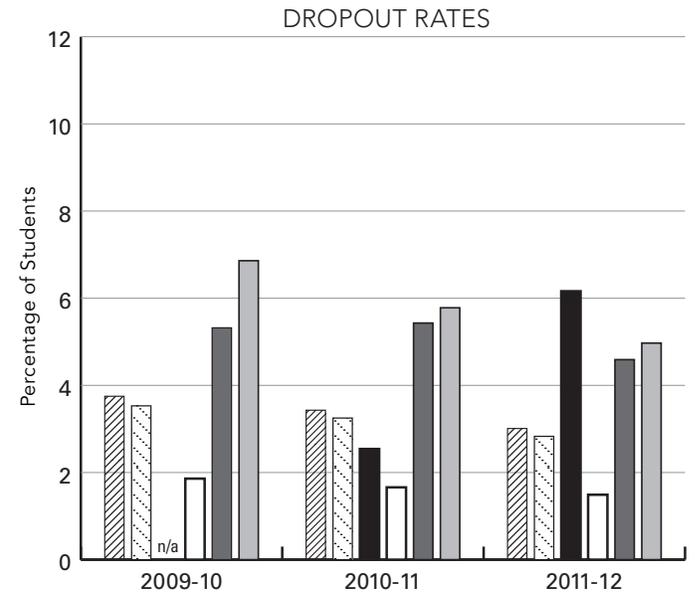
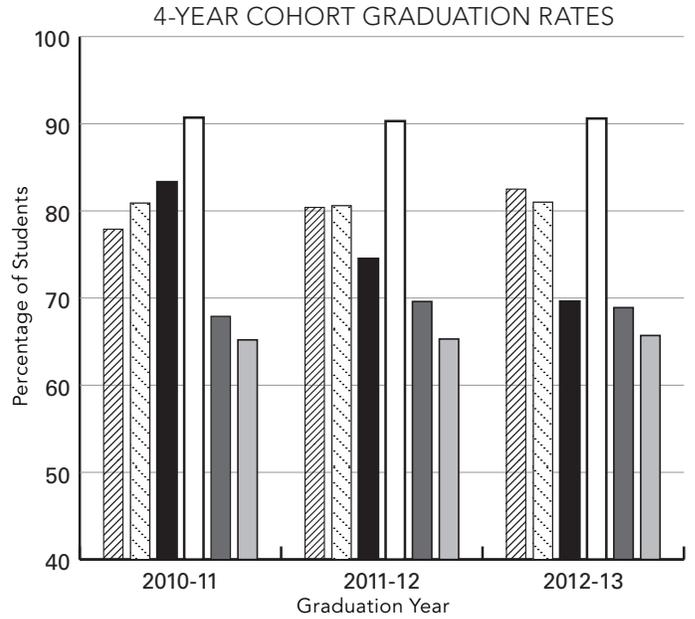
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



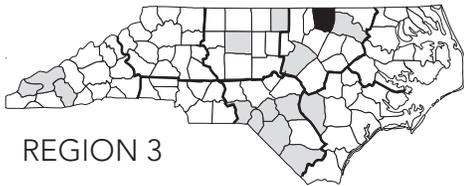
State
  LEA
  American Indian
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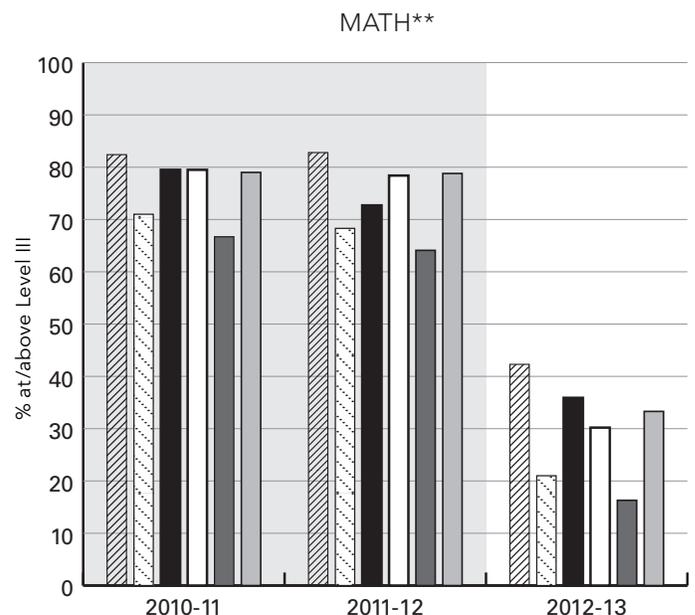
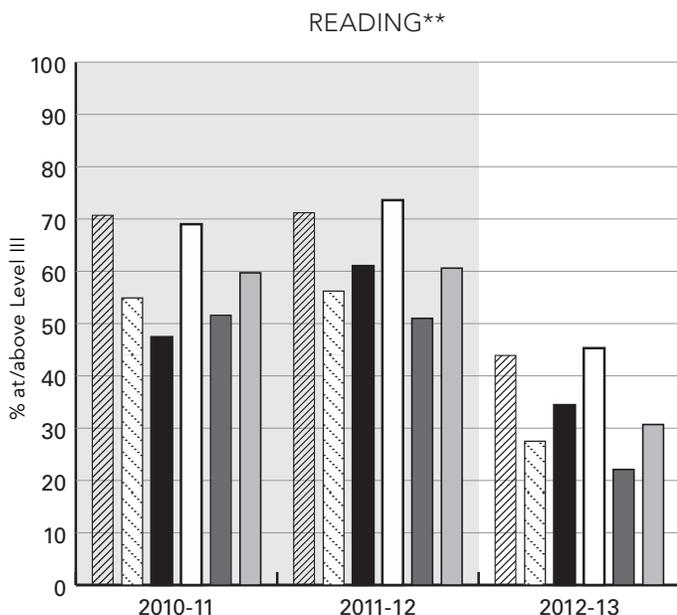
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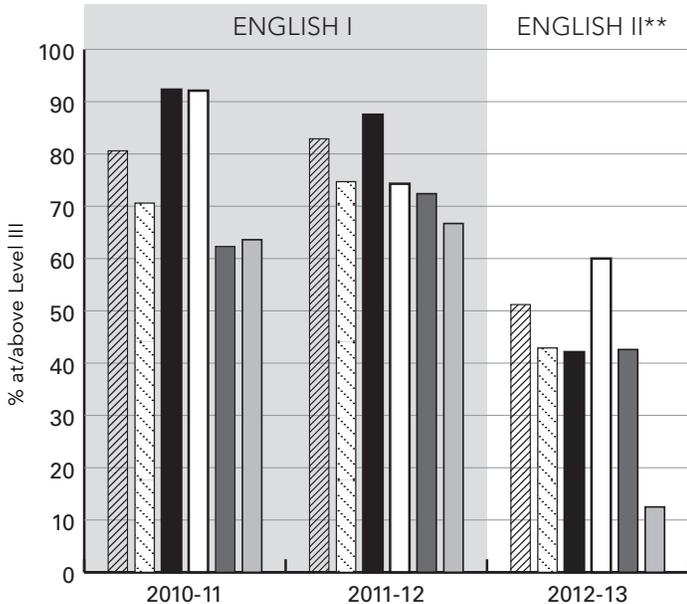
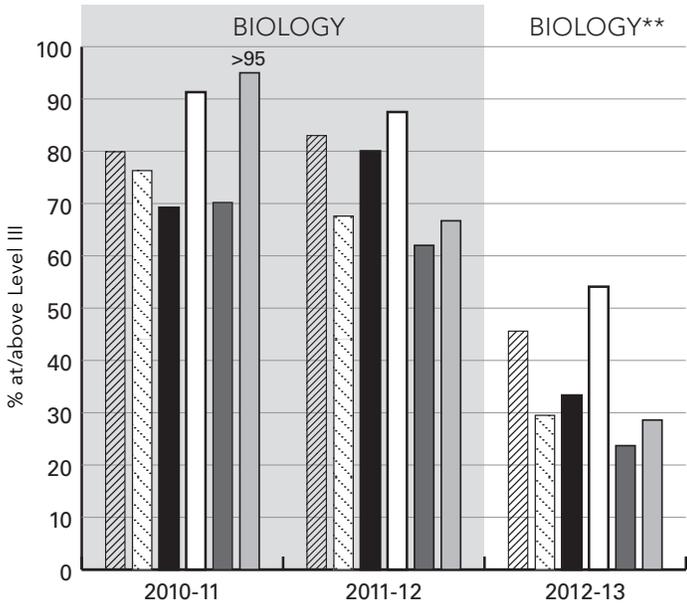
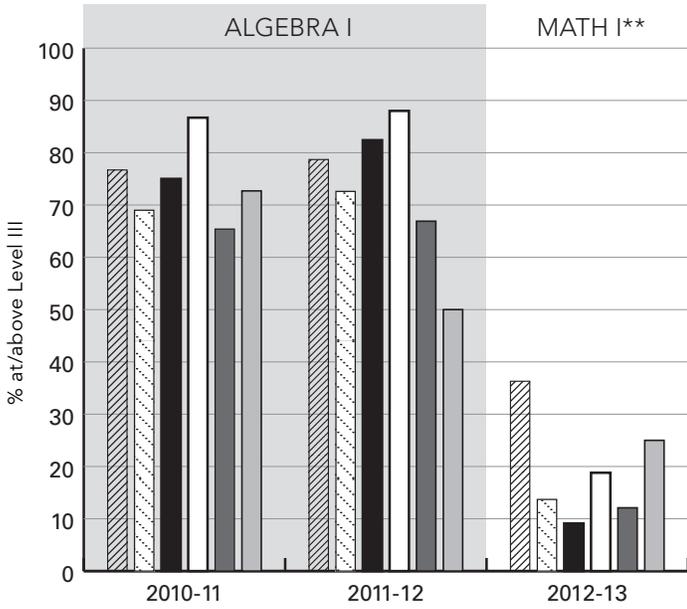
Warren County Schools enroll 2,387 students, including 165 American Indian students (6.8%), mainly of the Haliwa-Saponi Tribe, which is indigenous to Halifax County and the surrounding communities. Warren County operates six schools, including one high school and several special-focus campuses. The district proficiency rates in all EOG/EOC subjects trail the state rates. The district cohort graduation rate and the dropout rate are lower than the state rates. The proficiency rates for American Indians exceed the district rates in all EOG/EOC subjects, except EOC Math I and English II. American Indians outperform their Black and Hispanic peers in EOG reading and math, and EOC Biology. The American Indian cohort graduation rate is higher than the district, as well as the rates for White and Black subgroups. More White students than American Indian students are proficient in all EOG/EOC subjects.

Year	State	LEA	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)**</b>						
2010-11	70.7	54.9	47.4	69.0	51.6	59.7
2011-12	71.2	56.2	61.0	73.6	51.0	60.6
2012-13	43.9	27.5	34.4	45.3	22.1	30.7
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>						
2010-11	82.4	71.0	79.5	79.5	66.7	79.0
2011-12	82.8	68.3	72.7	78.4	64.1	78.8
2012-13	42.3	21.0	35.9	30.2	16.3	33.3
<b>Math I: End-of-Course (Algebra I in 2010-11 &amp; 2011-12)**</b>						
2010-11	76.7	69.0	75.0	86.7	65.4	72.7
2011-12	78.7	72.6	82.4	88.0	66.9	50.0
2012-13	36.3	13.7	9.1	18.8	12.1	25.0
<b>Biology: End-of-Course**</b>						
2010-11	79.9	76.3	69.2	91.3	70.2	>95
2011-12	83.0	67.6	80.0	87.5	62.0	66.7
2012-13	45.6	29.5	33.3	54.1	23.7	28.6
<b>English II: End-of-Course (English I in 2010-11 &amp; 2011-12)**</b>						
2010-11	80.6	70.6	92.3	92.1	62.3	63.6
2011-12	82.9	74.7	87.5	74.3	72.4	66.7
2012-13	51.2	42.9	42.1	60.0	42.6	12.5
<b>4-Year Cohort Graduation Rate</b>						
2010-11	77.9	79.5	86.7	85.3	77.8	83.3
2011-12	80.4	83.9	89.5	84.8	83.2	85.7
2012-13	82.5	75.3	78.6	70.2	75.4	85.7
<b>Annual Dropout Rate (Grades 9-13)</b>						
2009-10	3.75	4.16	n/a	3.73	4.56	n/a
2010-11	3.43	3.90	n/a	n/a	4.61	n/a
2011-12	3.01	2.92	n/a	4.24	1.98	n/a

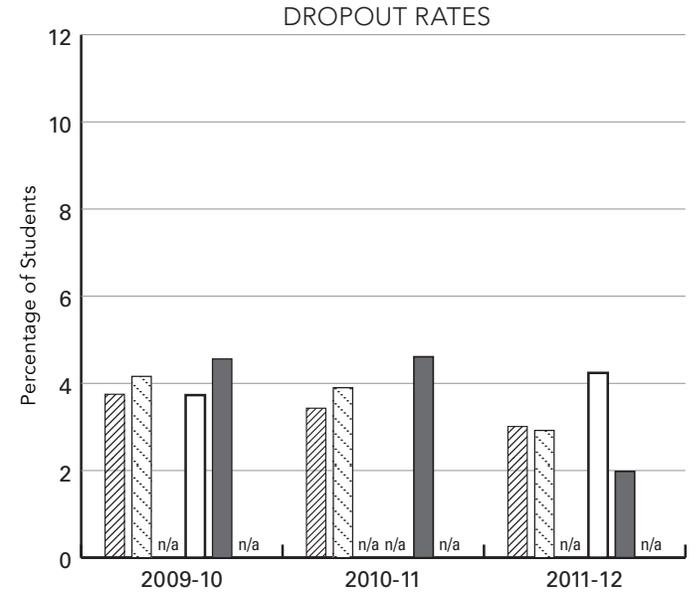
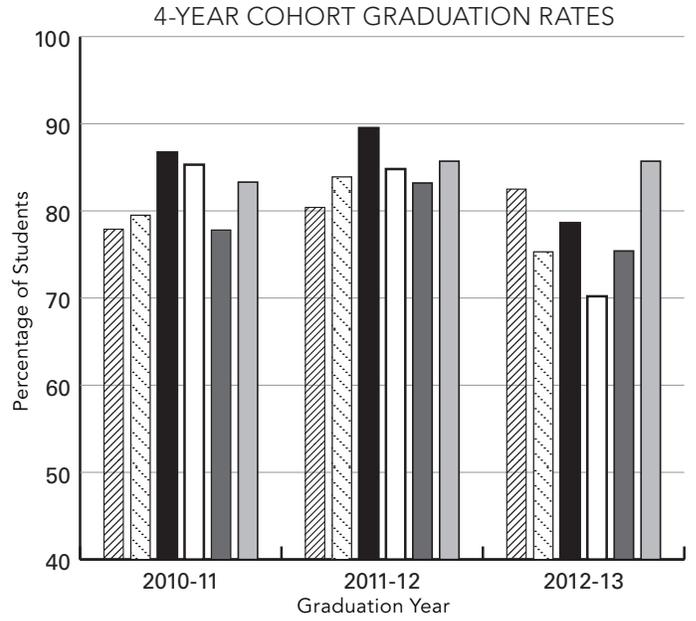
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

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<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

\*\* = Beginning in 2012-13, assessments are aligned to college and career readiness.

# Students Taking an AP Exam by LEA

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2010-11	10.6	12.3	8.8	20.7	4.5	7.0
2011-12	11.3	11.1	9.7	19.2	3.6	6.2
2012-13	11.8	11.9	8.6	21.1	4.2	7.2
<b>Clinton City</b>						
2010-11	10.6	11.1	7.1	21.4	4.3	7.5
2011-12	11.3	8.0	13.8	14.6	2.3	6.0
2012-13	11.8	12.1	9.4	22.2	3.6	10.0
<b>Columbus</b>						
2010-11	10.6	6.4	2.6	8.2	2.3	2.0
2011-12	11.3	3.5	0.8	5.5	1.2	n/a
2012-13	11.8	3.7	2.5	5.1	1.6	1.8
<b>Cumberland</b>						
2010-11	10.6	7.5	6.3	8.9	4.2	5.8
2011-12	11.3	9.9	10.7	12.9	4.8	8.2
2012-13	11.8	6.0	2.4	8.6	2.6	5.2
<b>Graham</b>						
2010-11	10.6	5.2	n/a	5.1	n/a	40.0
2011-12	11.3	7.0	4.2	7.5	n/a	n/a
2012-13	11.8	8.1	2.1	9.1	n/a	n/a
<b>Guilford</b>						
2010-11	10.6	20.0	3.8	28.3	8.5	22.0
2011-12	11.3	21.2	17.0	30.1	9.6	14.9
2012-13	11.8	23.5	20.0	32.7	11.3	16.2
<b>Halifax</b>						
2010-11	10.6	n/a	n/a	n/a	0.3	n/a
2011-12	11.3	6.7	7.1	8.1	6.3	9.5
2012-13	11.8	5.4	8.6	10.0	5.0	6.3
<b>Haliwa-Saponi Tribal School</b>						
2010-11	10.6	n/a	n/a	n/a	n/a	n/a
2011-12	11.3	n/a	n/a	n/a	n/a	n/a
2012-13	11.8	n/a	n/a	n/a	n/a	n/a
<b>Hertford</b>						
2010-11	10.6	5.9	20.0	7.2	5.1	6.7
2011-12	11.3	6.5	25.0	11.2	5.0	7.7
2012-13	11.8	5.6	n/a	5.9	4.6	5.6
<b>Hoke</b>						
2010-11	10.6	2.6	0.04	4.6	2.0	0.4
2011-12	11.3	6.1	2.4	8.9	5.1	1.9
2012-13	11.8	7.0	2.6	8.4	5.9	4.6
<b>Jackson</b>						
2010-11	10.6	6.4	2.5	6.7	n/a	3.3
2011-12	11.3	6.8	4.9	6.9	n/a	1.6
2012-13	11.8	4.7	1.2	4.7	n/a	1.8
<b>Johnston</b>						
2010-11	10.6	7.9	15.9	8.9	2.0	5.3
2011-12	11.3	9.9	18.6	11.8	3.5	5.4
2012-13	11.8	9.0	16.3	10.9	3.8	4.0

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Person</b>						
2010-11	10.6	8.2	11.1	10.6	2.9	11.1
2011-12	11.3	10.0	40.0	12.9	4.0	9.6
2012-13	11.8	12.5	40.0	15.2	6.6	13.3
<b>Richmond</b>						
2010-11	10.6	7.2	2.9	10.2	2.1	6.9
2011-12	11.3	8.2	5.6	12.7	3.3	5.3
2012-13	11.8	8.7	6.6	12.9	3.7	5.9
<b>Robeson</b>						
2010-11	10.6	2.2	1.4	4.5	1.4	1.8
2011-12	11.3	2.9	2.9	3.5	1.8	1.8
2012-13	11.8	3.2	3.1	4.2	2.3	1.6
<b>Scotland</b>						
2010-11	10.6	1.8	1.1	3.2	0.4	n/a
2011-12	11.3	3.7	2.7	5.9	1.5	n/a
2012-13	11.8	3.1	1.7	5.1	1.7	n/a
<b>Swain</b>						
2010-11	10.6	6.8	4.3	6.3	n/a	11.8
2011-12	11.3	8.8	3.4	9.2	n/a	16.7
2012-13	11.8	7.8	1.7	7.0	n/a	5.3
<b>Wake</b>						
2010-11	10.6	13.0	8.9	17.2	2.7	4.8
2011-12	11.3	13.5	5.6	17.7	2.9	5.7
2012-13	11.8	14.4	13.3	18.9	3.3	6.5
<b>Warren</b>						
2010-11	10.6	3.9	1.8	7.3	3.0	n/a
2011-12	11.3	n/a	n/a	n/a	n/a	n/a
2012-13	11.8	2.4	2.8	2.6	2.4	n/a

## Students Taking AP Exams by LEA

Although the 9th Annual AP Report to the Nation (Feb. 13, 2013) indicates that North Carolina's American Indian students reduced the equity gap in AP Exam participation and success from 2011 to 2012, the AP data from 2011 to 2013 also indicate that many American Indian students (as well as other low-income minorities) remain underrepresented in AP classrooms and in the population of students scoring 3 or higher on AP Exams. The equity gap refers to the percentage of AP Exam takers relative to the percentage of students in the graduating class. The College Board (2013) states that "to achieve equity, we must increase diversity and performance at the same time, and ensure that the demographics of both AP participation and success align with the demographics of the overall student population," (College Board, 2013).

Of the 19 school districts, 13 had fewer than ten American Indian test-takers and only three had participation rates of 15% or higher in 2012-13.

\*College Board (February 13, 2013) The 9th Annual AP Report to the Nation. The College Board.

# AP Performance by LEA (Percent of Students Scoring 3, 4, or 5)

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2010-11	61.8	69.7	78.6	78.2	43.6	62.1
2011-12	61.8	75.8	83.3	84.7	48.1	64.8
2012-13	61.4	71.8	58.8	81.0	44.0	63.0
<b>Clinton City</b>						
2010-11	61.8	24.4	*	29.1	0.0	22.2
2011-12	61.8	28.3	*	34.2	14.3	14.3
2012-13	61.4	18.6	*	23.8	0.0	8.3
<b>Columbus</b>						
2010-11	61.8	4.1	*	4.5	0.0	*
2011-12	61.8	5.9	*	6.9	0.0	n/a
2012-13	61.4	8.5	*	9.1	0.0	*
<b>Cumberland</b>						
2010-11	61.8	36.0	20.0	43.1	21.5	36.0
2011-12	61.8	32.4	20.6	38.2	20.4	29.8
2012-13	61.4	45.1	14.3	50.8	24.9	44.2
<b>Graham</b>						
2010-11	61.8	72.2	n/a	68.8	n/a	*
2011-12	61.8	54.2	*	54.5	n/a	n/a
2012-13	61.4	55.6	*	57.7	n/a	n/a
<b>Guilford</b>						
2010-11	61.8	58.4	47.4	68.3	31.8	49.3
2011-12	61.8	58.2	34.8	69.4	32.8	45.0
2012-13	61.4	55.5	40.0	66.3	28.5	47.6
<b>Halifax</b>						
2010-11	61.8	*	n/a	n/a	*	n/a
2011-12	61.8	9.0	*	*	10.2	*
2012-13	61.4	4.2	*	*	2.4	*
<b>Haliwa-Saponi Tribal School</b>						
2010-11	61.8	*	*	*	*	*
2011-12	61.8	*	*	*	*	*
2012-13	61.4	*	*	*	*	*
<b>Hertford</b>						
2010-11	61.8	10.7	*	30.0	7.3	*
2011-12	61.8	23.7	*	46.7	15.8	*
2012-13	61.4	16.0	n/a	22.2	11.8	*
<b>Hoke</b>						
2010-11	61.8	47.1	*	72.7	22.2	*
2011-12	61.8	15.6	16.7	26.7	4.3	0.0
2012-13	61.4	13.5	14.3	16.7	13.0	25.0
<b>Jackson</b>						
2010-11	61.8	72.6	*	74.1	n/a	*
2011-12	61.8	69.0	*	66.7	n/a	*
2012-13	61.4	72.0	*	72.1	n/a	*
<b>Johnston</b>						
2010-11	61.8	57.8	42.9	61.4	33.3	49.0
2011-12	61.8	56.9	50.0	59.9	30.0	38.1
2012-13	61.4	55.8	0.0	59.1	36.9	46.6

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Person</b>						
2010-11	61.8	35.3	*	35.6	18.8	77.8
2011-12	61.8	43.5	*	43.9	38.1	66.7
2012-13	61.4	46.4	*	47.7	30.3	61.5
<b>Richmond</b>						
2010-11	61.8	19.6	*	22.4	14.3	22.2
2011-12	61.8	17.4	0.0	17.5	12.5	57.1
2012-13	61.4	18.4	0.0	18.9	5.9	33.3
<b>Robeson</b>						
2010-11	61.8	38.3	35.9	50.0	11.1	37.5
2011-12	61.8	21.4	20.5	33.3	14.3	11.1
2012-13	61.4	21.8	25.8	32.7	2.3	22.2
<b>Scotland</b>						
2010-11	61.8	67.7	*	61.9	*	n/a
2011-12	61.8	54.5	28.6	56.8	53.8	n/a
2012-13	61.4	46.4	80.0	54.8	20.0	n/a
<b>Swain</b>						
2010-11	61.8	71.8	75.0	69.2	n/a	*
2011-12	61.8	51.9	66.7	48.6	n/a	*
2012-13	61.4	47.8	28.6	53.6	*	*
<b>Wake</b>						
2010-11	61.8	80.8	88.2	81.8	58.7	73.8
2011-12	61.8	80.8	72.7	81.3	62.4	78.6
2012-13	61.4	79.3	73.1	80.0	55.0	73.7
<b>Warren</b>						
2010-11	61.8	0.0	*	0.0	0.0	n/a
2011-12	61.8	*	n/a	n/a	n/a	n/a
2012-13	61.4	33.3	*	*	25.0	n/a

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

# Students Taking the SAT by LEA

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2010-11	65.0	70.1	59.4	76.6	62.8	54.7
2011-12	65.0	67.5	80.6	72.5	58.1	53.2
2012-13	57.0	59.7	39.5	68.6	51.6	44.4
<b>Clinton City</b>						
2010-11	65.0	52.8	33.3	75.0	45.9	63.2
2011-12	65.0	56.8	85.7	80.5	53.7	52.2
2012-13	57.0	57.0	71.4	60.7	62.0	56.5
<b>Columbus</b>						
2010-11	65.0	45.3	33.3	36.1	33.3	15.4
2011-12	65.0	48.6	22.2	41.2	37.0	27.3
2012-13	57.0	48.3	36.0	37.6	48.3	35.3
<b>Cumberland</b>						
2010-11	65.0	55.9	64.1	51.2	49.2	48.1
2011-12	65.0	56.2	53.3	50.4	50.8	45.3
2012-13	57.0	53.7	53.3	47.3	49.8	47.4
<b>Graham</b>						
2010-11	65.0	55.1	44.4	43.8	n/a	100.0
2011-12	65.0	73.0	54.5	60.6	n/a	n/a
2012-13	57.0	45.8	50.0	37.8	n/a	n/a
<b>Guilford</b>						
2010-11	65.0	71.4	20.6	71.1	64.1	n/a
2011-12	65.0	73.2	100.0	73.4	64.3	54.8
2012-13	57.0	67.6	69.0	68.3	59.7	49.0
<b>Halifax</b>						
2010-11	65.0	44.3	50.0	40.0	51.1	50.0
2011-12	65.0	49.8	50.0	66.7	52.3	50.0
2012-13	57.0	38.2	38.5	20.0	41.1	66.7
<b>Haliwa-Saponi Tribal School</b>						
2010-11	65.0	100.0	100.0	n/a	n/a	n/a
2011-12	65.0	54.5	50.0	n/a	100.0	n/a
2012-13	57.0	50.0	80.0	n/a	n/a	n/a
<b>Hertford</b>						
2010-11	65.0	58.0	N/A	50.0	60.6	50.0
2011-12	65.0	61.6	100.0	45.0	58.7	100.0
2012-13	57.0	51.1	100.0	35.9	47.9	n/a
<b>Hoke</b>						
2010-11	65.0	41.6	63.3	42.9	47.3	23.5
2011-12	65.0	50.7	62.5	35.1	53.7	40.5
2012-13	57.0	42.3	41.5	32.4	47.1	29.6
<b>Jackson</b>						
2010-11	65.0	47.1	39.1	41.7	n/a	10.0
2011-12	65.0	46.4	26.1	46.2	100.0	35.7
2012-13	57.0	40.4	6.7	37.4	33.3	35.7
<b>Johnston</b>						
2010-11	65.0	49.8	57.1	46.6	44.3	41.9
2011-12	65.0	50.2	85.7	47.3	47.2	36.5
2012-13	57.0	45.6	70.6	45.1	44.8	28.1

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Person</b>						
2010-11	65.0	55.1	*	60.0	38.5	30.8
2011-12	65.0	46.8	66.7	43.2	45.5	50.0
2012-13	57.0	51.5	80.0	42.6	41.3	78.6
<b>Richmond</b>						
2010-11	65.0	33.5	23.8	37.6	23.2	26.9
2011-12	65.0	38.5	21.4	40.4	34.8	16.0
2012-13	57.0	36.5	23.8	41.9	28.8	27.6
<b>Robeson</b>						
2010-11	65.0	37.9	38.2	48.3	40.3	32.8
2011-12	65.0	40.9	39.2	47.1	44.8	44.1
2012-13	57.0	35.7	38.7	35.2	42.6	24.0
<b>Scotland</b>						
2010-11	65.0	63.9	48.9	61.2	71.9	100.0
2011-12	65.0	59.0	56.9	49.6	59.5	33.3
2012-13	57.0	60.6	47.7	55.7	64.7	100.0
<b>Swain</b>						
2010-11	65.0	40.4	32.3	31.9	n/a	60.0
2011-12	65.0	45.9	37.5	44.7	n/a	33.3
2012-13	57.0	43.9	56.8	40.7	n/a	20.0
<b>Wake</b>						
2010-11	65.0	75.9	72.7	81.6	58.8	41.5
2011-12	65.0	74.4	86.1	79.7	58.9	40.3
2012-13	57.0	69.0	100.0	73.8	53.5	35.5
<b>Warren</b>						
2010-11	65.0	74.1	72.7	65.5	68.5	n/a
2011-12	65.0	73.2	82.4	59.5	68.8	80.0
2012-13	57.0	62.3	53.8	58.5	64.0	60.0

## SAT Participation

As stated previously, from 2010-11 to 2012-13, the SAT participation rates of all subgroups dropped, perhaps due to the requirement in 2010-11 that all public school juniors in North Carolina take the ACT at the expense of the state. Even with this overall decline, in 2012-13, the participation rate of American Indian students was higher than that of White students in 12 of the 19 school districts.

## SAT Performance

At the state level, American Indian students scored below all other racial/ethnic subgroups, except Black students. However, this pattern is not consistent when analyzing student performance in the 19 school districts. In 2012-13, American Indian students scored higher than Hispanic students and Black students in five school districts. American Indian (1068) students even scored above the state average (993) and the LEA average (996) in one of the 19 school districts (Charlotte-Mecklenburg).

# SAT Scores by LEA

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2010-11	995	1039	952	1107	881	969
2011-12	992	990	1022	1110	864	951
2012-13	993	996	1068	1108	880	946
<b>Clinton City</b>						
2010-11	995	940	*	1032	819	916
2011-12	992	921	973	1014	824	901
2012-13	993	906	796	1002	818	958
<b>Columbus</b>						
2010-11	995	907	885	981	838	*
2011-12	992	892	823	975	791	940
2012-13	993	853	840	917	791	748
<b>Cumberland</b>						
2010-11	995	945	944	1024	870	954
2011-12	992	940	945	1025	857	971
2012-13	993	925	863	1009	857	925
<b>Graham</b>						
2010-11	995	987	*	996	n/a	*
2011-12	992	949	938	951	n/a	n/a
2012-13	993	943	838	961	n/a	n/a
<b>Guilford</b>						
2010-11	995	977	994	1083	848	968
2011-12	992	964	869	1078	831	920
2012-13	993	969	969	1073	848	913
<b>Halifax</b>						
2010-11	995	789	874	*	785	*
2011-12	992	794	830	*	792	*
2012-13	993	768	766	*	767	*
<b>Haliwa-Saponi Tribal School</b>						
2010-11	995	874	874	n/a	n/a	n/a
2011-12	992	889	872	n/a	*	n/a
2012-13	993	*	*	n/a	n/a	n/a
<b>Hertford</b>						
2010-11	995	805	n/a	941	789	*
2011-12	992	778	*	894	761	*
2012-13	993	820	*	909	801	n/a
<b>Hoke</b>						
2010-11	995	892	893	989	827	917
2011-12	992	886	883	1008	828	929
2012-13	993	883	935	1007	817	923
<b>Jackson</b>						
2010-11	995	1008	946	1016	n/a	*
2011-12	992	1011	995	1022	*	918
2012-13	993	997	*	1007	*	870
<b>Johnston</b>						
2010-11	995	1009	*	1045	864	973
2011-12	992	999	1025	1039	873	943
2012-13	993	1001	940	1041	864	972

Year	State	LEA	American Indian	White	Black	Hispanic
<b>Person</b>						
2010-11	995	939	*	962	840	*
2011-12	992	961	*	1022	893	975
2012-13	993	963	*	1023	847	948
<b>Richmond</b>						
2010-11	995	889	872	950	800	860
2011-12	992	881	823	961	783	*
2012-13	993	906	778	968	782	961
<b>Robeson</b>						
2010-11	995	869	868	964	793	902
2011-12	992	849	844	944	792	828
2012-13	993	841	834	951	786	855
<b>Scotland</b>						
2010-11	995	887	911	997	796	*
2011-12	992	844	881	946	772	*
2012-13	993	876	940	988	792	836
<b>Swain</b>						
2010-11	995	960.0	909	968	n/a	*
2011-12	992	956.0	907	967	n/a	*
2012-13	993	939.0	884	959	n/a	*
<b>Wake</b>						
2010-11	995	1065	1008	1117	895	1018
2011-12	992	1063	1023	1119	888	1001
2012-13	993	1064	1012	1109	896	1027
<b>Warren</b>						
2010-11	995	827	880	921	808	n/a
2011-12	992	820	893	955	758	809
2012-13	993	782	794	843	760	*

\* = Indicates that the student population in the subgroup is too small to report the value (FEWER THAN 5 STUDENTS IN THE COHORT)

n/a = Current year data is not available or contains no scores for the selected test.

<5 OR >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than 5 percent.

# PART III: Recommendation and Strategic Action Plan



The SACIE has analyzed a three-year collection of End-of-Grade and End-of-Course achievement data compiled on American Indian students enrolled in selected school systems across the state. In light of low proficiency rates, the members recommend that further investigation of underachievement in grades 6-12 occur in the form of a study.

Collaborating with the Department of Public Instruction, the Council will develop an investigation framework to include the following indicators that often shape the school experience of many American Indian students:

- student attendance rates;
- discipline referral summaries (i.e. amount of time assigned to in-school suspension and/or out-of-school suspension);
- efforts to involve American Indian tribes, communities, and families;
- student membership in school organizations; participation in school sports; enrollment in AP courses; and goals beyond high school, and other school co-curricular activities;
- students' perceptions of cultural affirmation and inclusion; and
- tutoring and mentoring support provided by certified educators and/or highly qualified external partners (e.g. Boys and Girls Club).

The Council recommends a 12-month study to begin in July 2014 and conclude the following summer. An interim report of the findings will be presented to State Board of Education in the spring of 2015.

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# APPENDIX A

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## **THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE VII – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION**

### *PART A – INDIAN EDUCATION*

#### SEC. 7101. STATEMENT OF POLICY

It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.

#### SEC. 7102. PURPOSE.

- (a) **PURPOSE:** It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.
- (b) **PROGRAMS:** This part carries out the purpose described subsection by authorizing programs of direct assistance for:
  - (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
  - (2) the education of Indian children and adults;
  - (3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and
  - (4) research, evaluation, data collection, and technical assistance.

Source: U.S. Department of Education-Office of Indian Education

# APPENDIX B

## TITLE VII – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	José Hernandez-Paris	jose.hparis@cms.k12.nc.us	980.343.6368	6
Clinton City	Terrace Miller	tmiller@clinton.k12.nc.us	910.592.3132 x1106	2
Columbus	Kenwood Royal	kenwoodroyal@columbus.k12.nc.us	910.642.5168	4
Cumberland	Darlene Holmes Ransom	darleneransom@ccs.k12.nc.us	910.678.2460	4
Graham	Marcia Hollifield	gcs.mhollifield@ncmail.net	828.479.4624	8
Guilford	S. Jean Conley	conleys@gcsnc.com	336.621.4042	5
Halifax	Dottie Umstead	umsteadd@halifax.k12.nc.us	252.583.3111	3
Haliwa-Saponi	Gwen Richardson	grichardson@hstsedu.org	252.257.5853	3
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.4835 x229	4
Jackson	Angela Lovedahl	alovedahl@jcpsmail.org	828.586.2311 x254	8
Johnston	Ana Milazzotto	anamilazzotto@johnston.k12.nc.us	919.934.1017 x371	3
Person	Melanie Hester	hesterm@person.k12.nc.us	336.599.2191	5
Richmond	Marcia Porter	marshaporter@richmond.k12.nc.us	910.582.5860	4
Robeson	Rita Locklear	rita.locklear@robeson.k12.nc.us	910.521.2054	4
Scotland	Lyle Shaw	lshaw@scotland.k12.nc.us	910.277.4459 x314	4
Swain	Michael Treadway	mtreadway@swainmail.org	828.488.3120 x229	8
Wake	John Williams	jhwilliams@wcpss.net	919.850.1881	3
Warren	Patricia Richardson	prichardson@warrenk12nc.org	252.257.3751	3

Source: North Carolina Department of Public Instruction

# APPENDIX C

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## LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT 1972

Date	Event
1969	Release of the seminal study, <i>Indian Education: A National Tragedy, A National Challenge</i> . This study drew national attention to the educational disparities that had resulted from many years of failed policies at the highest levels of government.
1972	Congress enacts the Indian Education Act (IEA) and establishes the Office of Indian Education and the National Advisory Council on Indian Education.
1974	Public Law 93-380 amends the Act to add teacher training and a fellowship program.
1988	Public Law 100-97: Congress extends eligibility to Bureau of Indian (BIA) schools.
1994	Public Law 103-382: Congress reauthorizes Indian Education as Title IX Part A of the Elementary and Secondary School Act.
2001	Public Law 107-110: Congress reauthorizes Title VII Part A of the No Child Left Behind Act. Formula grants are to be based on challenging state academic content, and standardized tests are the tools for improving the quality of teaching and learning.

Source: U.S. Department of Education-Office of Indian Education

# APPENDIX D

## AMERICAN INDIAN TRIBES IN NORTH CAROLINA

Tribe	SBE District and School District (of Tribal Presence)	Recognition Status	Enrollment Population (est.)
Coharie	<u>Second District:</u> Sampson, Clinton City	State	2,000
Eastern Band of Cherokee	<u>Eighth District:</u> Jackson, Swain, Graham	Federal	13,400
Haliwa-Saponi	<u>Third District:</u> Halifax, Roanoke Rapids, Weldon City, Warren	State	3,800
Lumbee	<u>Fourth District:</u> Robeson, Hoke, Scotland, Cumberland, Richmond	State	58,000
Meherrin	<u>First District:</u> Hertford, Bertie, Gates	State	800
Occaneechi Band of Sappony Nation	<u>Fifth District:</u> Alamance, Orange	State	850
Sappony	<u>Fifth District:</u> Person	State	850
Waccamaw Siouan	<u>Fourth District:</u> Columbus, Bladen	State	2,400

Source: The North Carolina Commission of Indian Affairs using 2010 Census Report

# APPENDIX E

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## TITLE VII STUDENT ELIGIBILITY CERTIFICATION Elementary and Secondary Education Act, Title VII, Part A, Subpart 1

**Parents: Please return this completed form to your child's school.** In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. **This form will become part of your child's school record and will not need to be completed every year.** This form will be maintained at the school and information on the form will not be released without your written approval.

**Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendent in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.**

**NAME OF CHILD** \_\_\_\_\_

Date of Birth \_\_\_\_\_ (As shown on school enrollment records)

School Name \_\_\_\_\_ Grade \_\_\_\_\_

Name of Tribe, Band, or Group \_\_\_\_\_

**Tribe, Band or Group is: (check one)**

Federally Recognized, including Alaska Native \_\_\_\_\_ State Recognized \_\_\_\_\_ Terminated \_\_\_\_\_

Organized Indian Group Meeting #5 of the definition above \_\_\_\_\_

Name of individual with tribal membership: \_\_\_\_\_

Individual named is (check one): \_\_\_\_\_ Child \_\_\_\_\_ Child's Parent \_\_\_\_\_ Child's Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) \_\_\_\_\_ OR Other (explain) \_\_\_\_\_

Name and address of organization maintaining membership data for the tribe, band or group:

\_\_\_\_\_

I verify that the information provided above is accurate:

PARENT'S SIGNATURE \_\_\_\_\_ Date \_\_\_\_\_

Mailing Address \_\_\_\_\_ Telephone \_\_\_\_\_

Source: U.S. Department of Education-Office of Indian Education

# APPENDIX F

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## HIGH-FREQUENCY TERMS

**American Indian** is any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the state in which the tribe or band resides; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994. The U.S. Department of Education has adopted this definition as eligibility policy in Title VII of the IEA.

**Common Core State Standards (CCSS)** provide 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 our young people need for success in college and careers. Furthermore, the CCSS is designed to ensure that students receive a high quality education, regardless of the school, district, or state where they attend school.

**The Elementary and Secondary Education Act (ESEA) of 1965** became a keystone of federal education policy during the Johnson administration. Believing that poverty is linked to school achievement, Congress appropriated massive funding to improve school libraries, language laboratories, learning centers, and support services in poor school districts. Since the passage of this legislation in 1965, the funding of Native American schools has increased dramatically. In 2002, Congress amended and authorized ESEA as the No Child Left Behind (NCLB) act.

**End-of-Course (EOC)** tests of Math I, English II, and Biology assess knowledge and skills contained in the Common Core State Standards for mathematics and English Language Arts and the North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days of the school year for year-long courses and within the final five instructional days of the semester.

**End-of-Grade (EOG)** tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) assess grade-level knowledge and skills contained in the Common Core State Standards for mathematics and English language arts and the

North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days of the school year.

**Federally recognized** refers to an Indian or Alaska Native tribe, band, nation, pueblo, village, or community acknowledged by the Secretary of the Interior to exist as an Indian tribe pursuant to the Federally Recognized Indian Tribe List Act of 1994 (U.S.C. § 479a.).

**Grade-Level or above Proficiency** is a technical term in the North Carolina accountability model that expresses the relative rate of growth based on a common understanding of what constitutes mastery/proficiency at a given grade level. In order to reach consensus on the meaning of proficiency, educators must consider several variables, including the state-adopted curriculum and the developmental stages of students.

**Holistic Education** promotes the belief that each person finds meaning and purpose through connections to the community, to the natural world, and to the humanitarian values of empathy, individual responsibility, and personal sacrifice. Holistic education calls forth a high regard for life and a passion for learning. Holistic education differs in its application; however, the core belief guiding the theory is that students will deepen their knowledge only when abstract ideas are transferred to practice.

**Indian Education Act (IEA) of 1972** is considered landmark legislation in that Congress established, for the first time, a comprehensive approach for educating American Indian/Alaska Native students (AI/AN). Since its enactment in 1972, the IEA has continued through subsequent re-authorization procedures with No Child Left Behind being the latest of the statutes. Allotments to states are made possible through Title VII of the Elementary and Secondary Education Act (ESEA).

**Literacy Development** generally refers to fluency in reading, writing, and speaking and suggests an interdependent relationship between the modes of communication. Literacy development is seen as emerging from children's oral language development and their initial attempts at reading and writing. Within an emergent literacy framework, children's early unconventional attempts at reading and writing are respected as legitimate beginnings of literacy.

**Local Educational Agency (LEA)** is a county or city entity legally authorized to administer educational programs funded by the North Carolina General Assembly governed by the State Board of Education and carried out by the Department of Public Instruction.

**Low-Performing Schools** are those in which there is a failure to meet the minimum growth standards, as defined by the State Board, and a majority of students are performing below grade level (§ 115C-105.37).

**North Carolina Commission of Indian Affairs (NCCIA)** was established by the General Assembly in 1971. The Commission is organized under the North Carolina Department of Administration and strives to address the concerns of Indian citizens in communities across the state. Pursuant to the General Statutes of North Carolina 143B-404-411, the Commissioners collaborate with state education officials in areas that impact American Indian students in grades K-12.

**The North Carolina Department of Public Instruction (NCDPI)** administers all policies adopted by the State Board of Education and employs instructional, financial, and technological personnel to assist public schools in developing and implementing local policies and programs consistent with SBE policies and goals.

**Parent Advisory Committee** is part of Title VII of the Indian Education Act. This committee lends support to the system-wide Title VII initiative through project advisement, volunteer support, and resource development.

**Proficiency** is a technical term in the READY accountability model that means a student has mastered the content sufficiently and is on target for a “college and career” path. Proficiency is defined as a student meeting or exceeding the expected level of achievement (i.e., Levels III or IV) on the assessment. Proficiency statistics (e.g., percent proficient) provide an estimate of a student group’s performance or a school’s aggregate proficiency. A student who meets proficiency has demonstrated mastery of the skills and knowledge of the standards.

**State Advisory Council on Indian Education** dates back to 1988 when the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210) to establish a body to advocate for American Indian students enrolled in the public schools. Composed of 15 members, the Council consists of parents, state legislators, UNC Board of Governors appointees, public school practitioners, and representatives of the North Carolina Commission of Indian Affairs.



**State Board of Education (SBE)** is charged with supervising and administering “the free public school system and the educational funds provided for its support.” The Board consists of the Lieutenant Governor, the State Treasurer, and eleven members who are appointed by the Governor and confirmed by the General Assembly during a joint session (NCDPI, 2012).

**State-recognized Indian Tribe** is one that meets the eligibility criteria established by an agency of state government. The U. S. Census Bureau relies on a state-appointed liaison to provide the names of tribes that states officially recognize. Acting as this liaison, the North Carolina Commission of Indian Affairs reports to the Census Bureau seven state tribes: 1) Coharie, 2) Haliwa-Saponi, 3) Lumbee, 4) Meherrin, 5) Occaneechi of the Saponi Nation, 6) Sappony, and 7) Waccamaw Siouan. Note: The Eastern Band of the Cherokee is a federally designated tribe.

**STEM (Science, Technology, Engineering, and Mathematics)** is an acronym designating the fields of study in science, technology, engineering, and mathematics. The acronym is in use regarding access to United States work visas for immigrants who are skilled in the STEM fields. This special condition for granting visas has drawn attention to the deficiencies in preparing students in this country for high-tech jobs. Maintaining a citizenry that is proficient in the STEM areas is a key portion of the public school agenda for the United States.

# APPENDIX G

## AMERICAN INDIAN MASCOTS UPDATE

### North Carolina Public Schools' Use of American Indian School Mascots, 2011-12

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 2012, 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 H

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## DATA NOTES

### Percentage of North Carolina American Indian Students Enrolled in the IEA Cohort vs. the Non-IEA Cohort (Figure 1)

The denominator (20,597) for the percentages of North Carolina American Indian students Enrolled in the IEA Cohort vs. the Non-IEA Cohort is the total North Carolina American Indian/Alaskan Native student enrollment in 2012-13. The numerator (16,956) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 18 Title VII School Districts in 2012-13. The numerator (3,641) for the Non-IEA Cohort percentage is the total North Carolina American Indian/Alaskan Native student enrollment minus the enrollment for the Title VII School District in 2012-13.

**Data Source:** Grade, Race, & Sex file at <http://www.ncpublicschools.org/fbs/accounting/>

### End-of-Course (EOC) Scores

EOC exams are the summative assessments administered to students enrolled in Math I, Biology, and English II courses. EOC scores indicate the percentage of students that scored Level III or Level IV, i.e. the percentage of proficient students. The numerator is the number students scoring Level III and Level IV. The denominator is the number of eligible students.

**Data Source:** <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

### End-of-Grade (EOG) Scores

EOG exams are summative assessments administered to students at grades 3-8. These include mathematics and English language arts at grades 3-8, and science in grades 5 and 8. EOG scores indicate the percentage of students that scored Level III or higher. The numerator is the number students scoring Level III and Level V. The denominator is the number of eligible students.

**Data Source:** <http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

### SAT Scores

The SAT is an assessment that provides educators an important measure of academic achievement as students prepare for post-secondary college and career opportunities. Typically, students take the test during their junior and senior years to assess their ability to reason, to solve problems, and to gauge the knowledge and skills they develop in their high school course work (College Board, 2013).

**Data Source:** 1) The College Board. (2013) State Integrated Summary 2012-2013. North Carolina All-Schools. Atlanta: Southern Regional Office. 2) Western Interstate Commission for Higher Education (WICHE). Knocking at the College Door: Projections of High School Graduates by State, March 2012.

**Participation Source:** The numerator for the state percentages were taken from the North Carolina Public School State Integrated Summaries (College Board, 2010-11, 2011-12, 2012-13). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, December 2012 and the Grade, Race, Sex (GRS) by LEA files (Division of School Business School Financial Reporting).

**Performance Source:** Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2010-11, 2011-12 & 2012-13). The mean total score is the summation of the average Critical Reading score and the average Mathematics score.

## AP Exam Scores

The College Board, offers college-level courses in 34 subjects that may be taken by high school students. To facilitate access to AP Exams to all students, the College Board does not require students to take an AP course before taking an AP Exam. Thus, homeschooled students and students whose schools do not offer AP may take AP Exams. Final AP Exam scores are reported on a 5-point scale. Although colleges and universities are responsible for setting their own credit and placement policies, AP scores offer a recommendation on how qualified students are to receive college credit or placement:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

**Data Source:** The College Board. (2013) State Integrated Summary 2012-2013. North Carolina All-Schools. Atlanta: Southern Regional Office.

**Participation Source:** The numerators for the percentages in the AP data tables were taken from the North Carolina Public School State Integrated Summaries (College Board, 2010-11, 2011-12, 2012-13); the denominators were taken from the Average Daily Memberships (ADMs) and the Grade, Race, Sex (GRS) by LEA files. (Division of School Business School Financial Reporting, 2010-11, 2011-12, & 2012-13).

**Performance Source:** The numerators and denominators for the percentages in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2010-11, 2011-12, 2012-13). Note: The percent of Test-Takers Scoring 3 or Higher is the number of test-takers who scored 3 or higher on at least one exam divided by the total number of test-takers.

## Cohort Graduation Rates

The calculations for the Cohort Graduation Rate (CGR) begin when students enter the 9th grade for the first time and are based on data collected from the public schools through the authoritative sources. CGR is calculated by dividing the number of graduates by the number of students who should have graduated within the designated cohort.

**Data Source:** <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate>

## Dropout Rates

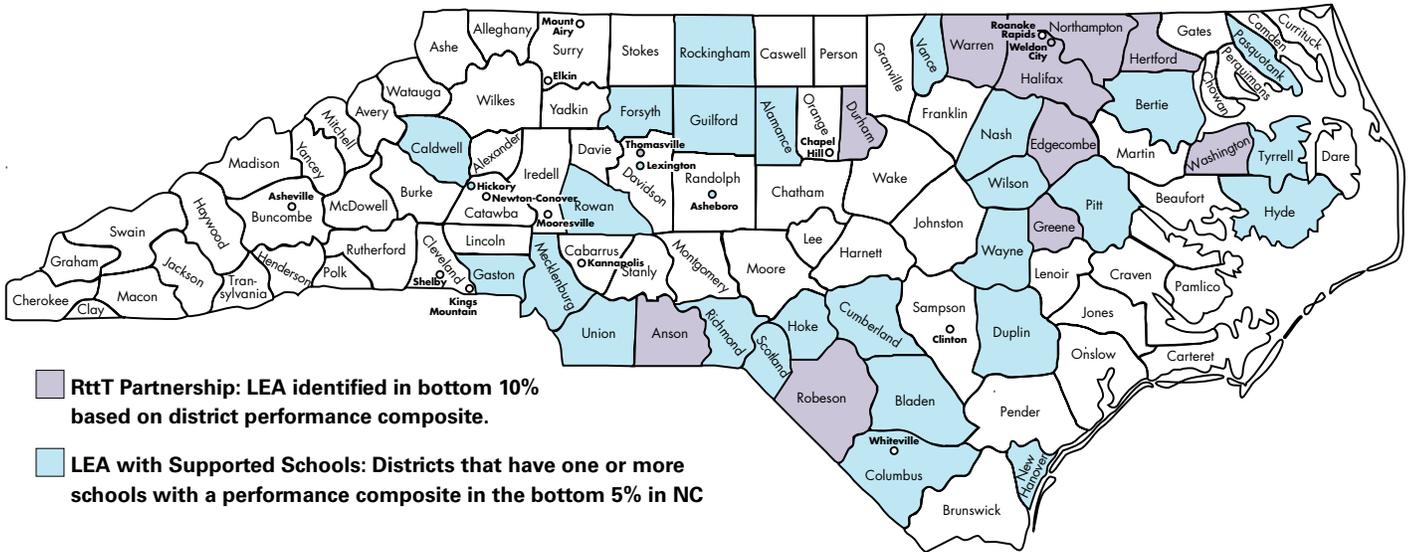
North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each Local Educational Agency (LEA) and charter school in the state, and "event dropout rates" are computed. The event dropout rate, or simply the "dropout rate," is the number of students in a particular grade span dropping out in one year divided by the total students in a specified grade span.

## Special Abbreviations and Notations

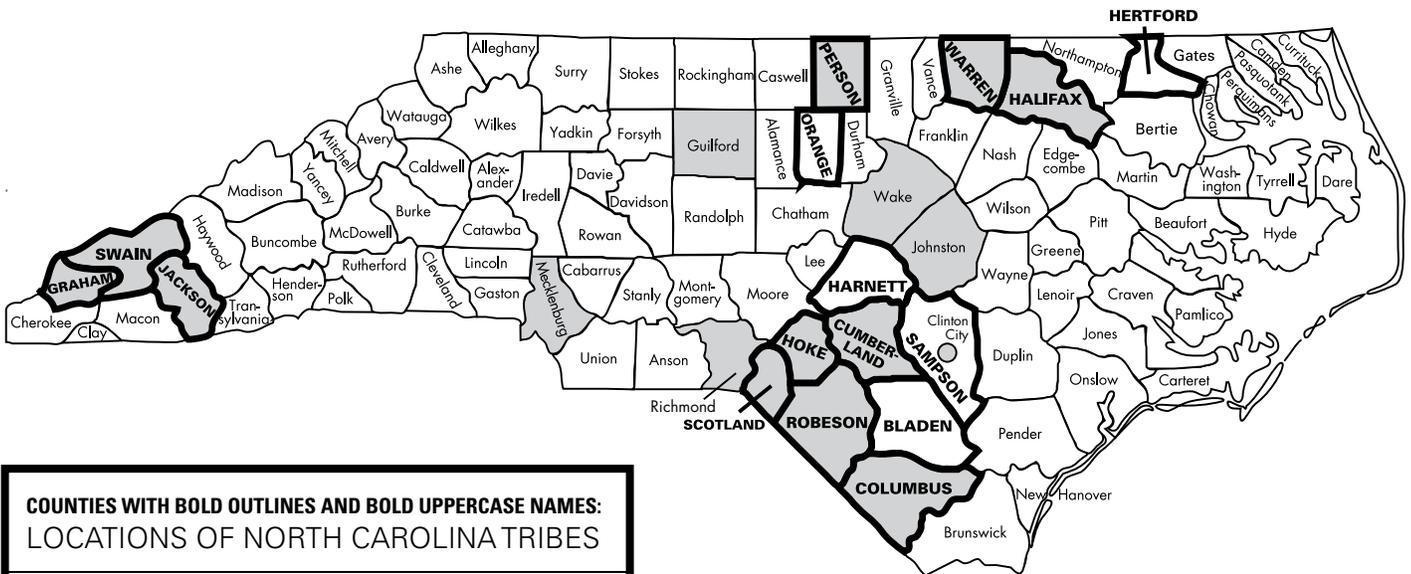
In the footnotes of some of the figures and tables in this report, abbreviations and notations are used to describe the data. The asterisk (\*) indicates that the student population in the subgroup is too small for the value to be reported. In this report, in compliance with federal privacy regulations (FERPA), an asterisk indicates fewer than 5 students were in the cohort. Another FERPA regulation is use of <5 or >95 notation which indicates the percentage and number of students are not shown because the actual percentage is greater than 95% or less than 5%. Compliance with these federal regulations ensures that student information remains anonymous (DMG-2009-004-SE). The use of n/a indicates that the current year's data is not available or no scores for the selected test or subgroup.

# RttT Services Provided by District and School Transformation\*

\*Based on 2009/2010 data which was used for RttT



## NC Tribes, Locations, and Title VII Grantees



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

<b>COHARIE</b> – Sampson and Harnett
<b>EASTERN BAND OF THE CHEROKEE</b> – Graham, Swain, and Jackson
<b>HALIWA-SAPONI</b> – Halifax and Warren
<b>LUMBEE</b> – Robeson, Hoke, Scotland and Cumberland
<b>MEHERRIN</b> – Hertford
<b>OCCANECHI BAND OF THE SAPONI NATION</b> – Orange
<b>SAPPONY</b> – Person
<b>WACCAMAW-SIOUAN</b> – Columbus and Bladen

**SHADED COUNTIES: TITLE VII GRANTEEES**

Charlotte-Mecklenburg	Halifax	Richmond
Clinton City	Haliwa-Saponi Tribal School	Robeson
Columbus	Hoke	Scotland
Cumberland	Jackson	Swain
Graham	Johnston	Wake
Guilford	Person	Warren

