

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



# A NEW VISION FOR NATIVE STUDENTS: **BUILDING THE PATHWAY**



**FEBRUARY 2016**

**In Pursuit of Educational Excellence for All Native American Students in North Carolina**

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

The State Advisory Council on Indian Education 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. Council membership is comprised of parents of American Indian students in K-12 public schools, K-12 American Indian educators, representatives from both houses of the North Carolina General Assembly, the University of North Carolina Board of Governors, and the North Carolina Commission of Indian Affairs.

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# ACKNOWLEDGEMENTS

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

## **SACIE Annual Report Subcommittee**

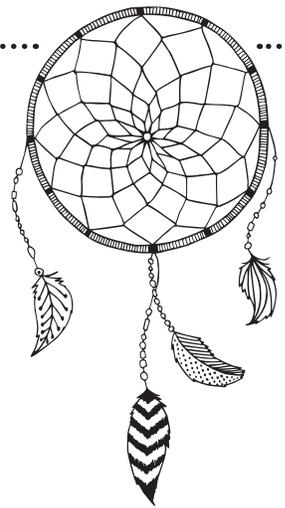
Kamiyo Lanning

Chenoa Davis

Sharon Williams

Margo Howard

Karen Kueny



## **Photos**

Karen Kueny, SACIE Subcommittee Member, Fayetteville

Connie Locklear, Director, Indian Education, Robeson County Schools

Gwen Richardson, Title VII Coordinator, Haliwa-Saponi Tribal School

Patricia Richardson, Title VII Coordinator, Warren County Schools

## **Higher Education**

Claudette Colvin, MSA Intern, UNC Pembroke

Patience Nagale, MSA Intern, UNC Pembroke

Dr. Olivia Oxendine, Assistant Professor, School Administration and Counseling, UNC Pembroke

## **Department of Public Instruction**

Sara Clark, Public Information Specialist, Communications and Information

Elaine Darby, Web Marketing Specialist, Communications and Information

Allison Eargle, Graphic Designer, Communications and Information

Dr. Ken Gattis, Senior Research and Evaluation Consultant, Federal Program Monitoring

Vanessa Jeter, Director, Communications and Information

Swetha Pamulaparthi, Analysis and Reporting

Dr. Ogletree Richardson, Liaison, State Advisory Council on Indian Education

Susan Silver, Instructional Review Coach (IRC) Team Lead, District & School Transformation Division

Laura Weakland, Lead Graphic Artist, Communications and Information

Debora Williams, Special Assistant, Office of the Deputy State Superintendent

## **External Agencies**

North Carolina Commission on Indian Affairs

UNC Pembroke

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# LETTER FROM THE SACIE CHAIRPERSON

Dear Members of the State Board of Education:

It is with honor that I present this annual report to the members of the State Board of Education. Titled *A New Vision for Native Students: Building Pathways*, the report provides detailed data pursuant to the achievement of American Indian students enrolled in North Carolina's public schools. As it has been since 1988, this report highlights student achievement data for public school systems in North Carolina that receive supplemental funding through the Title VII Indian Education Act of 1972.

This year, I am proud to report the completion of a comprehensive study that looks specifically at American Indian students in grades 6-12. Jointly conducted by the Regional Education Laboratory-Southeast and the Education Policy Initiative at Carolina (EPIC), this study represents the first of its kind since the creation of the SACIE in 1988. Another important accomplishment of the Council occurred last October, when educators, tribal leaders, policymakers and students gathered at the Education Building in Raleigh for the second education summit titled *A New Vision for Native American Students*.

For several years, the Council has focused on the achievement gaps in critical areas of the K-12 curriculum. We have recommended strategies to strengthen parent involvement, professional development for teachers and principals and cultural awareness. With attention to possible solutions, we continue to deliberate on factors resulting in formidable low performance, particularly in early literacy/reading and mathematics.

I would like to thank the State Board of Education for supporting the work of the Council. I am also grateful to the North Carolina Department of Public Instruction, the North Carolina Commission of Indian Affairs, the Title VII programs, North Carolina tribes and councils, and American Indian organizations for ongoing support. Working together, we can shape a bright future for North Carolina's American Indian students.



Kamiyo Sawyer Lanning  
Chairperson  
State Advisory Council on Indian Education



# PART I: Executive Summary and Recommendations



This is the annual report of the State Advisory Council on Indian Education to the State Board of Education. As legislatively mandated, via this report, the Council is presenting a summary of American Indian student performance outcomes in specified areas and recommendations to improve academic achievement.

## Legislative Requirement

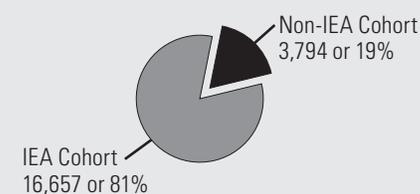
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the NC General Assembly enacted SECTION 1. (“§ 115C-210.1) to modify the member composition of the State Advisory Council on Indian Education. The SACIE 15-member board shall consist of five American Indian parents of students enrolled in K-12 public schools, including charter schools, and five American Indian K-12 public school educators. Also, one member shall be a Title VII director or coordinator, to be appointed by the State Board of Education, members of the North Carolina Senate and House of Representatives, members from the UNC Board of Governors, and the North Carolina Commission of Indian Affairs (NCCIA).

The law requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations pursuant to the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings below where the highest performing subgroup and American Indians are compared. It is important to note that a rating of “proficiency” means that students are performing “at or above” grade level. Conversely, “non-proficient” means that student performance falls below grade level. Teachers, principals, and parents are advised to consider all performance percentages.

## Public School Enrollment Data

As of the 2014-2015 academic year, the total enrollment of American Indians/Alaskan Native (AI/AN) students in North Carolina’s public schools was 20,450 (NC Department of Public Instruction, 2015). Of this number, 16,657 students were enrolled in 18 school districts that receive funding through the Title VII Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VII grantee, but does enroll Indian students of the Meherrin Tribe. This report provides performance data of all students self-identified as American Indian/Alaskan Native to include those served by Title VII programs.

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



## State-level Findings

The table below compares academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates. These outcomes are for students attending the 18 Title VII school districts and Hertford County. Federal schools are not included in this report.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	40.2 %	69.4%	29
EOG Math	36.0%	64.2%	28
EOC Math I	42.6%	71.0%	28
EOC English II	44.2%	71.0%	27
EOC Biology	41.1%	66.4%	25
Cohort Graduation Rate	82.0%	88.3%	6.3
Dropout Rate	3.61%	1.93%	1.68

## Findings from the Comprehensive Study of American Indian Achievement

In 2014, the Council began considering the factors that tend to correlate with academic success, including persistence through high school. The basic question goes to the heart of student motivation and the factors that encourage students to do well in school and eventually earn their high school diplomas. Developed by the Education Policy Initiative at Carolina (EPIC) and the Regional Education Laboratory-Southeast (REL-SE), a year-long study of American Indian students (grades 6-12) explored several factors, which are summarized in the following table. These findings are based on 2013-14 student data collected in school districts receiving Title VII funds.

Factors Reviewed	American Indian Students	Non-American Indian Students *	State
Average number of missed days each year	10.4	7.7	7.2
Students ever retained in-grade	17.2	16.9	9.6
Average number of days suspended	13.6	15.4	9.4
Eighth graders taking Math I	11.9	14.3	30.9
AP course enrollment	11.1	14.3	16.8
Four-year Cohort Graduation Rate	79.9	87.9	84.2

\* Within same school

## Recommendations

The North Carolina State Advisory Council on Indian Education (SACIE) recommends that the NCDPI work closely with school districts and Title VII Indian Education coordinators to implement the following recommendations.

1. Disseminate to school districts the results of the study titled, The Schooling Experience of North Carolina's American Indian Students. The details of the study are located at the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>
2. Ensure that low-performing schools strategically utilize all resources to increase student performance in reading and mathematics. Deliberate efforts to support the achievement of American Indian students in the elementary grades must occur.
3. Incorporate all culturally-responsive instructional resources developed by the SACIE into the NCDPI strategic plan for regional professional development. Educators and parents may access these resources at the SACIE website at <http://www.dpi.state.nc.us/americanindianed/resources/>

# PART II: Discussion of State and LEA Findings



## Interpreting the Findings

The 2014-15 edition of the State Advisory Council on Indian Education Report consists of state-level and district-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 9-13
- 8) SAT
- 9) Advanced Placement (AP)

Three years of data have been provided for each assessment. However, due to changes in the EOG and EOC achievement levels, only two years of EOG and EOC assessments are comparable. Beginning in 2013-14, five achievement levels were reported as opposed to four levels the previous year. Since the new levels were adopted in 2013-14, EOG and EOC assessment data for 2012-13, 2013-14, and 2014-15 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, SAT, and AP data in the state and district profiles are provided for three years: 2012-13, 2013-14, and 2014-15. However, the dropout rate data is for different years (2011-12, 2012-13, and 2013-14) since the 2014-15 rate not being available yet. This report highlights a three-year data trend to align with the critical transition period for the physical, emotional, and 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 course 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, Level 4 or Level 5 on the EOG and EOC assessments. Students who score at Level 3 are prepared for the next grade but do not meet the college-and-career readiness standard.

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 performed at or above Level 3 in 2014-15. The achievement level descriptors for 2014-15 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 **sufficient 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 **solid command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 5: 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.

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.

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/>.

## Cohort Graduation Rate

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.

## 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 district and charter school in the state, and “event dropout rates” are computed. The three years of dropout data in the state and district profiles show the percentage of students in grades 9-13 by race, and by race and gender, that dropped out from 2012 to 2014. Among all racial/ethnic groups from 2011-12 to 2012-13, fewer students dropped out. However, in 2013-14, the American Indian students had an increase and the largest dropout rate compared to the state and other racial/ethnic groups. For more details, see page 11.

## SAT

The three-year trend of SAT data and district profiles show the participation rates and the mean total SAT scores of graduating seniors from 2013 to 2015. SAT performances are compared at the state, the district and subgroup levels. The SAT scores for the state and all racial/ethnic subgroups in 2014-15 went down from 2013-14. In 2014-15, the average score for American Indians was 69 points below the state average and 134 points lower than the score for the highest performing subgroup. For more details, see page 13.



## Advanced Placement (AP)

The three-year trend of AP data and district profiles show the participation rates and the percentages of AP test-takers in grades 9-13 that scored a Level 3 or higher from 2013 to 2015.

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



## 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 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 North Carolina. The Lumbee Tribe of North Carolina is also state and federally recognized. 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 F). As part of each profile, attention is given to the major American Indian tribes represented in the statewide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report.



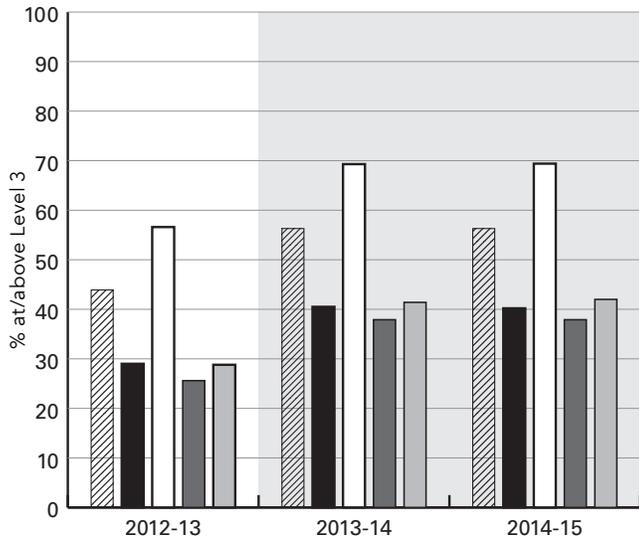
### ***Using the Findings***

Because the enrollment of American Indians in most school systems is comparatively small, drawn 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 districts, 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.

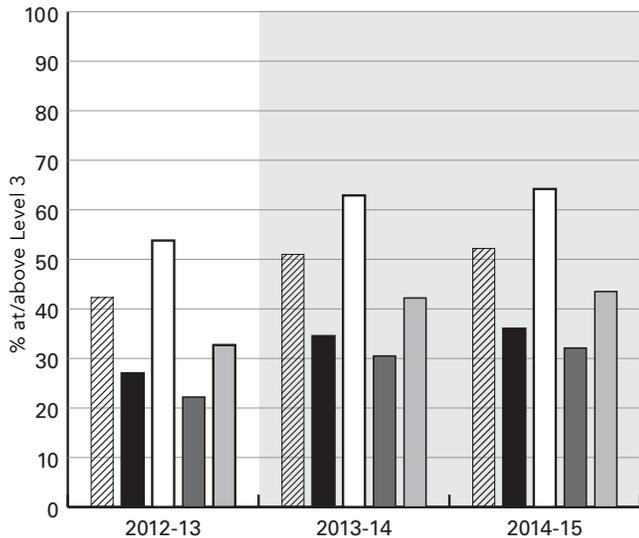
# STATE FINDINGS

## 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 3</b>					
<b>2012-13</b>	43.9	29.0	56.6	25.6	28.8
<b>2013-14</b>	56.3	40.5	69.3	37.9	41.4
<b>2014-15</b>	56.3	40.2	69.4	37.9	42.0
<b>End-of-Grade Math (Grades 3-8 Combined)**</b>					
<b>Percent at/above Level 3</b>					
<b>2012-13</b>	42.3	27.0	53.8	22.2	32.7
<b>2013-14</b>	51.0	34.5	62.9	30.5	42.2
<b>2014-15</b>	52.2	36.0	64.2	32.1	43.5

 State
  American Indian
  White
  Black
  Hispanic

#### Cautionary Note Regarding Comparisons:

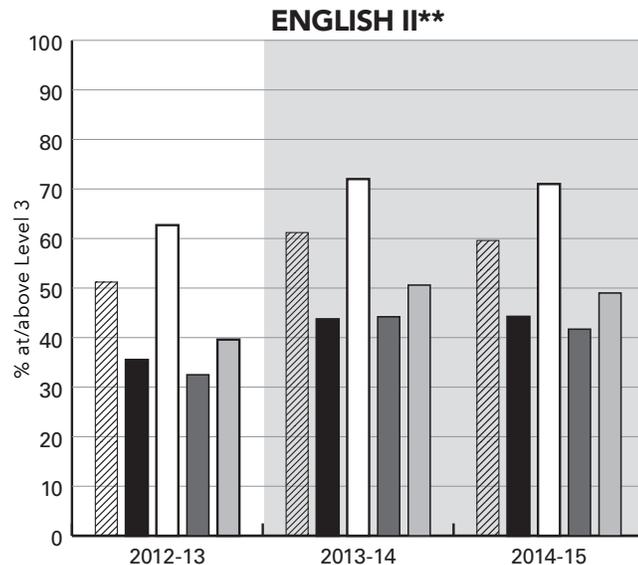
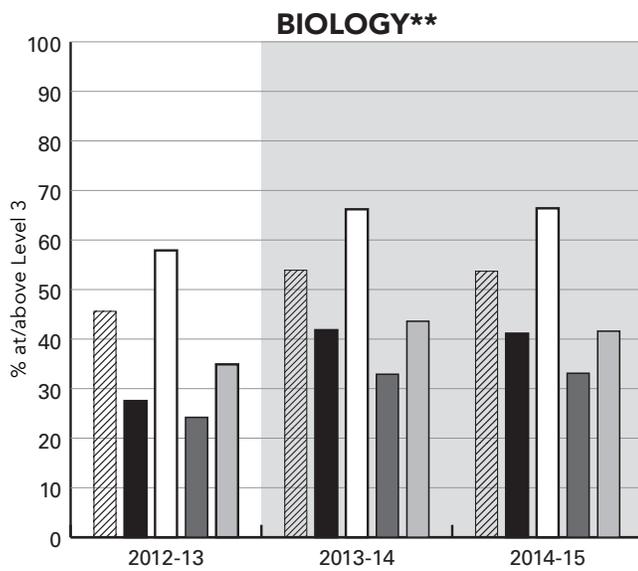
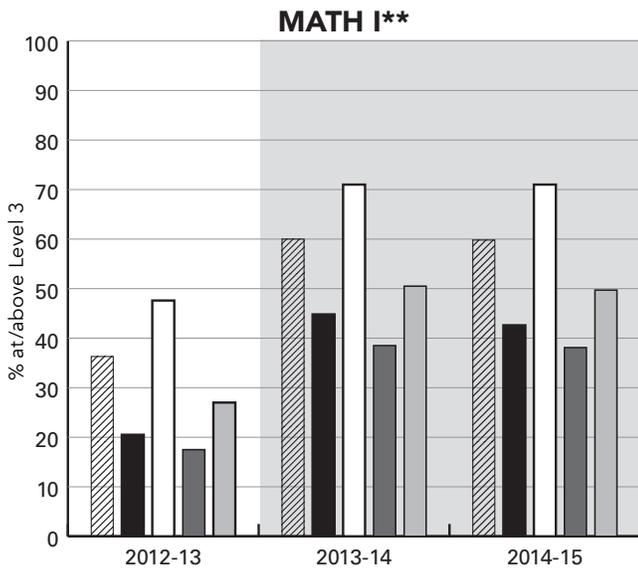
\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

### EOG: Reading and Math

In this report, scores in reading and math show the average results of the End-of-Grade (EOG) tests for grades 3-8. In 2013-14 to 2014-15, the average performance of all students statewide was the same in reading, but increased 1.2 percentage points in mathematics.

The EOG reading data show that American Indian students were 16 percentage points below other students in the state in 2014-15. American Indian students (40.2%) were about 2.3 percentage points higher in reading than Black students (37.9%), while American Indian students were about 1.8 percentage points below Hispanic students (42.0%). Compared to White students (69.4%), American Indian students were 29 percentage points lower. Similar patterns were observed in EOG mathematics, with the exception of Hispanic students (43.5%) who were about 7.5 percentage points higher in mathematics than American Indian students (36.0%).

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



Year	State	American Indian	White	Black	Hispanic
<b>Math I: End-of-Course – Percent at/above Level 3</b>					
2012-13	36.3	20.5	47.6	17.5	27.0
2013-14	60.0	44.8	71.0	38.5	50.5
2014-15	59.8	42.6	71.0	38.1	49.7
<b>Biology: End-of-Course** – Percent at/above Level 3</b>					
2012-13	45.6	27.5	57.9	24.2	34.9
2013-14	53.9	41.8	66.2	32.9	43.6
2014-15	53.7	41.1	66.4	33.1	41.6
<b>English II: End-of-Course – Percent at/above Level 3</b>					
2012-13	51.2	35.5	62.7	32.5	39.6
2013-14	61.2	43.7	72.0	44.2	50.6
2014-15	59.6	44.2	71.0	41.7	49.0

State
  American Indian
  White
  Black
  Hispanic

**Cautionary Note Regarding Comparisons:**  
 \*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

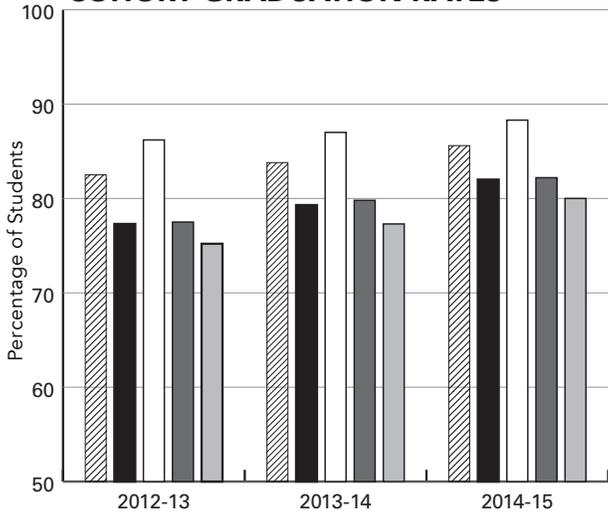
**EOC: Math I, Biology and English II\*\***

The proficiency rates on EOC assessments at the state level in Math I, Biology, and English II decreased in 2014-15. The average decrease in proficiency for the state in Math I, Biology, and English II from 2013-14 to 2014-15 was approximately .2, .2, 1.6 percentage points, respectively.

In 2014-15, American Indian students (42.6%) were 17 percentage points lower in Math I than the average of all students (59.8%) in the state. American Indian students were 28 percentage points lower in Math I than White students (71.0%) and about 7 percentage points below Hispanic students (49.7%). American Indian students were 5 percentage points higher than Black students (38.1%).

**HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES**

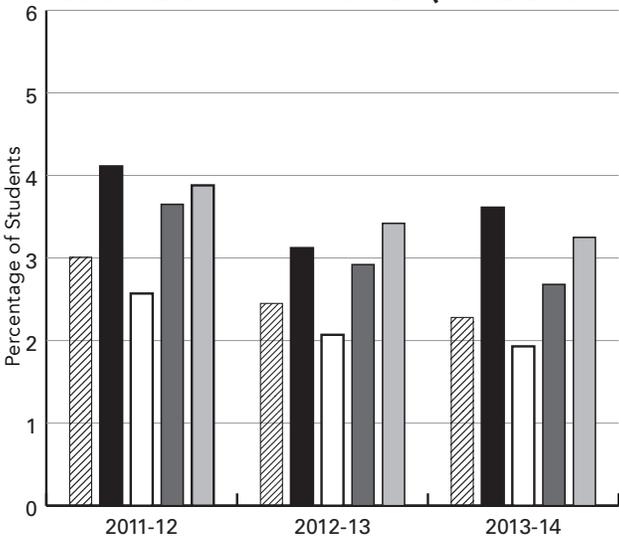
**NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES**



Year	State	American Indian	White	Black	Hispanic				
<b>NC 4-Year Cohort Graduation Rates</b>									
2012-13	82.5	77.3	86.2	77.5	75.2				
2013-14	83.9	79.4	87.1	79.9	77.4				
2014-15	85.6	82.0	88.3	82.2	80.0				
<b>Annual Dropout Rates (Grades 9-13)</b>									
2011-12	3.01	4.11	2.57	3.65	3.88				
2012-13	2.45	3.12	2.07	2.92	3.42				
2013-14	2.28	3.61	1.93	2.68	3.25				
<b>Annual Dropout Rates (Grades 9-13), Male &amp; Female Students</b>									
		F	M	F	M	F	M	F	M
2011-12	3.01	3.68	4.51	2.15	2.96	2.80	4.47	3.19	4.53
2012-13	2.45	2.09	4.09	1.70	2.41	2.22	3.59	2.65	4.15
2013-14	2.28	3.49	3.73	1.49	2.34	1.90	3.44	2.56	3.91

▨ State    ■ American Indian    □ White    ■ Black    ■ Hispanic

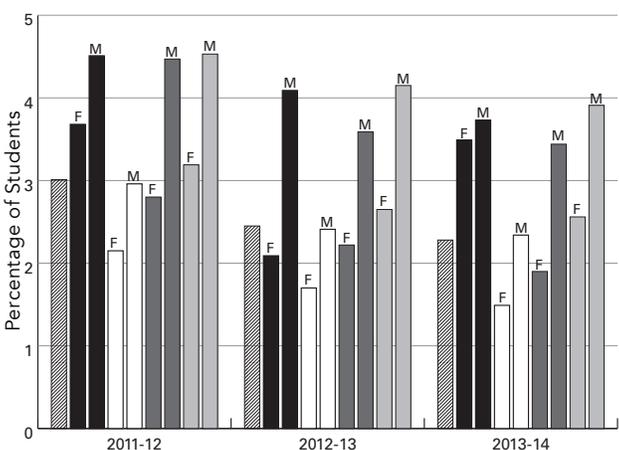
**ANNUAL DROPOUT RATES (GRADES 9-13)**



**Four-Year Cohort Graduation Rate (CGR)**

While the four-year graduation rate of American Indian students (82.0%) trailed that of all students in the state (85.6%) by about four percentage points in 2014-15, American Indian students improved their four-year graduation rate by about three percentage points from 2013-14 to 2014-15. The four-year graduation rate of American Indian students exceeds that of Hispanic students (80.0%) by two percentage points, but lags behind White students (88.3%) by about six percentage points. Since the graduation rate among American Indian students improved, it is clearly moving in the right direction.

**ANNUAL DROPOUT RATES (GRADES 9-13) Male and Female Students**

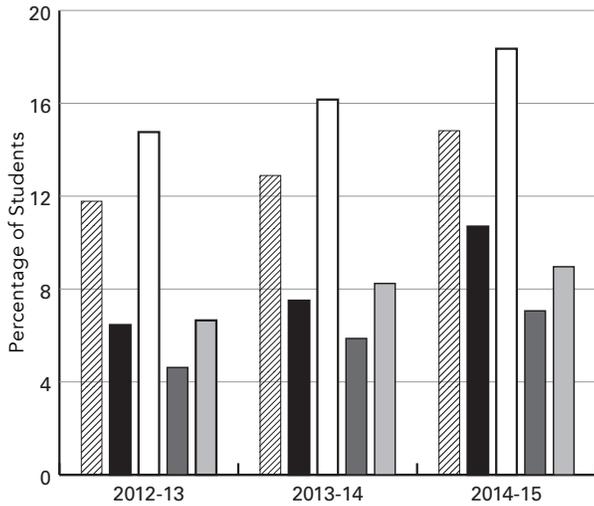


**Annual Dropout Rate**

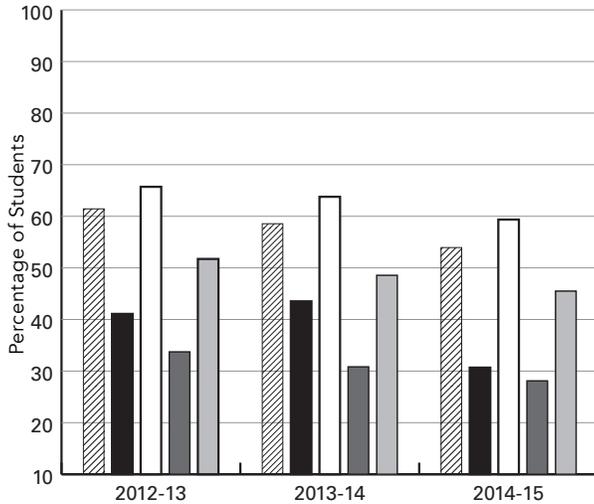
The dropout rate within the American Indian population in particular has been a long-standing issue of public concern. Because the dropout rate and the cohort graduation rate tend to be inversely related, typically, the more students who remain in school, the more who will graduate. Among American Indians and other racial/ethnic groups from 2011-12 to 2012-13, fewer students dropped out, while more graduated. However, the dropout rate for American Indian students increased in 2013-14. American Indian students (3.61%) had the largest dropout rate in 2013-14, followed by Hispanic students (3.25%), Black students (2.68%), and White students (1.93%). The data also show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students.

**ADVANCED PLACEMENT (AP) TESTING**

**NC STUDENTS TAKING AN AP EXAM**



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



Year	State	American Indian	White	Black	Hispanic
<b>NC Students Taking an Advanced Placement Exam</b>					
2012-13	11.8	6.4	14.8	4.6	6.6
2013-14	12.9	7.5	16.2	5.9	8.2
2014-15	14.8	10.7	18.4	7.1	9.0
<b>AP Performance: Percent of Students Scoring 3, 4, or 5</b>					
2012-13	61.4	41.1	65.7	33.7	51.7
2013-14	58.6	43.5	63.8	30.8	48.6
2014-15	53.9	30.7	59.4	28.1	45.5

State
  American Indian
  White
  Black
  Hispanic

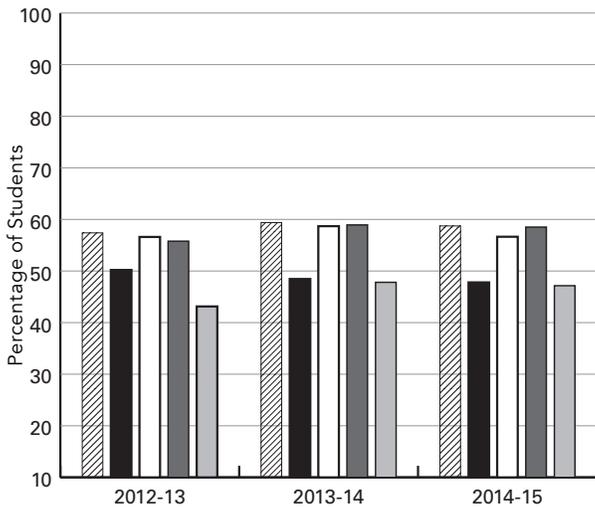
**Advanced Placement (AP)**

From 2013-14 to 2014-15, the percentage of AP test-takers increased for all students in the state 1.9 percentage points, American Indian students 3.2 percentage points, White students 2.2 percentage points, Black students 1.2 percentage points and Hispanic students 0.8 percentage point, with the largest increase for American Indian students. American Indian students had the second highest participation rate on AP exams among the subgroups. The AP participation rates for American Indians (10.7%), Blacks (7.1%), and Hispanics (9.0%) all were lower than the state average participation rate.

The College Board considers students who score 3 or higher on AP exams as “passing.” Only the subgroup of White students (59.4%) had a higher percentage of students scoring 3 or higher on AP exams than all other students (53.9%) in the state. The percentage of students who passed AP exams declined for the state and all subgroups from 2013-14 to 2014-15.

**SAT TESTING**

**NC STUDENTS TAKING THE SAT**



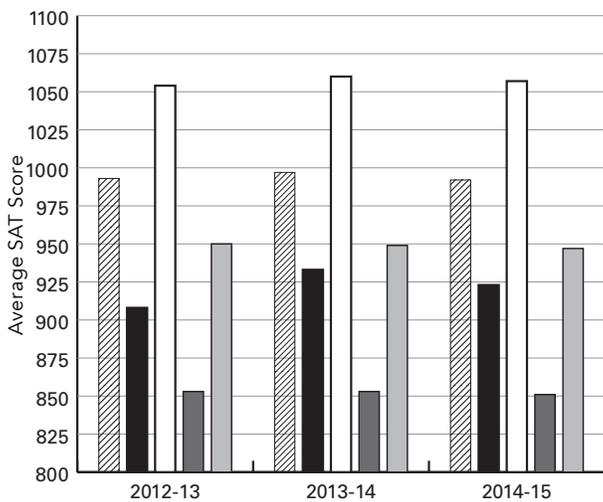
Year	State	American Indian	White	Black	Hispanic
<b>NC Students Taking the SAT</b>					
2012-13	57.4	50.2	56.6	55.8	43.1
2013-14	59.4	48.4	58.7	58.9	47.8
2014-15	58.7	47.8	56.6	58.5	47.1
<b>NC Average SAT Scores</b>					
2012-13	993	908	1054	853	950
2013-14	997	933	1060	853	949
2014-15	992	923	1057	851	947

State
  American Indian
  White
  Black
  Hispanic

**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.

**NC AVERAGE SAT SCORES**



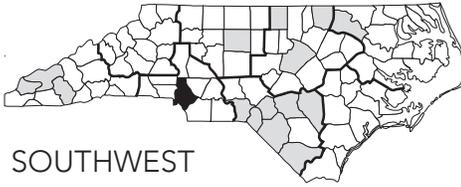
**PARTICIPATION**

In 2014-15, the state and all racial/ethnic groups dropped in SAT participation. The percentage of North Carolina public school student test-takers (58.7%) in 2014-15 was 0.7 percentage point less than the percentage of test-takers (59.4%) in 2013-14. The percentage of American Indian students taking the test (47.8%) in 2014-15 was about 0.6 percentage point less than the percentage (48.4%) in 2013-14 (College Board, 2014-15).

The SAT data table shows that the largest reduction in the participation rate from 2013-2014 to 2014-2015 was for White students (2.1 percentage points) followed by Hispanic students (0.7 percentage point), American Indian (0.6 percentage point), and Black students (0.4 percentage point). The participation rate for American Indians was the second lowest among the racial/ethnic groups. None of the participation rates of racial/ethnic subgroups (American Indian: 47.8%; Whites: 56.6%; Blacks: 58.5%, and Hispanics: 47.1%) was as high as that for the state (58.7%).

**PERFORMANCE**

The SAT scores for the state and all racial/ethnic subgroups in 2014-15 went down from 2013-14. American Indian students scored 10 points lower, followed by White students (3 points), Black and Hispanic students (2 points). The 2014-15 average score for American Indians (923) was 69 points below the state average (992) and 134 points lower than the score for White students (1057).

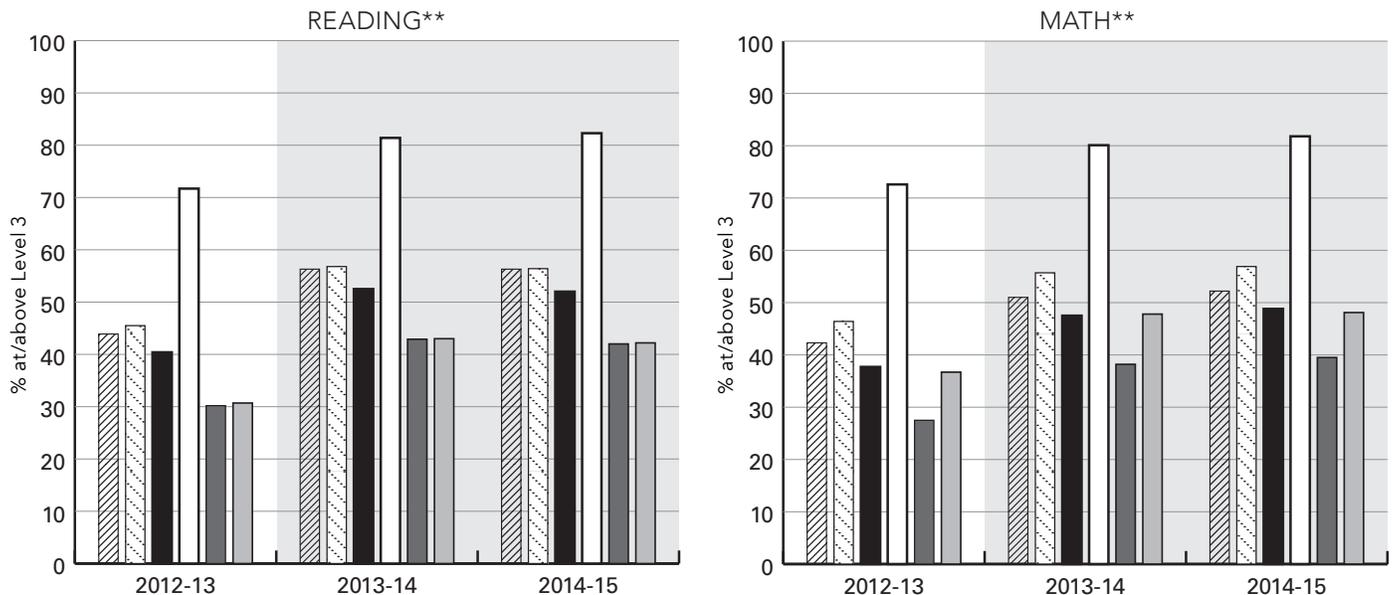


## SOUTHWEST

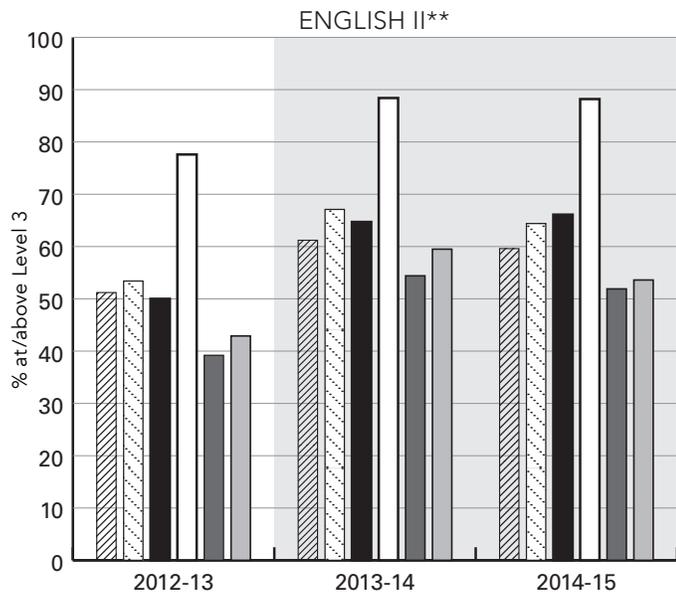
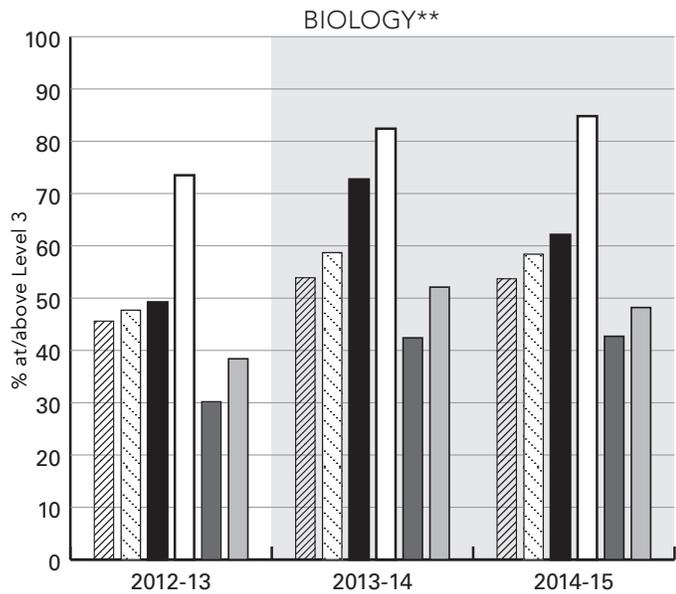
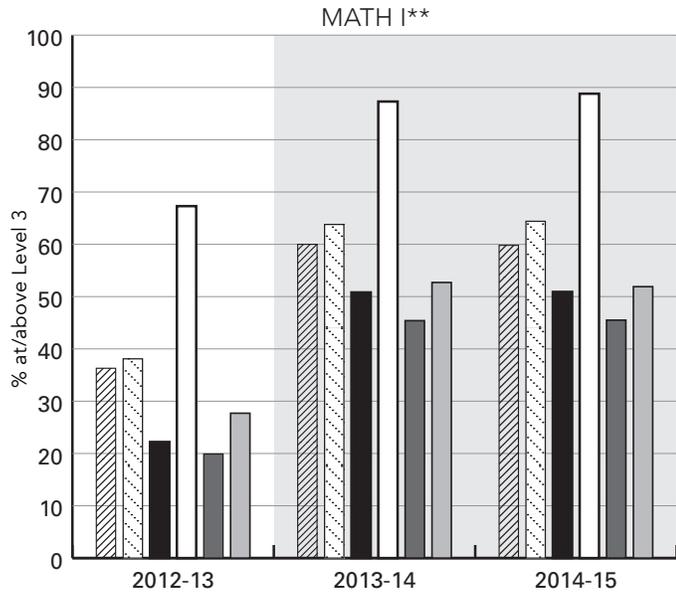
Charlotte-Mecklenburg Schools enrolls 145,362 students in 168 schools, including a variety of theme-specific campuses. The enrollment reflects 684 (0.5%) American Indian students from various tribes. The district is ahead of the state in EOG reading and math, and in EOC Math I, Biology, and English II. While the district's graduation rate is slightly higher than the state's, the dropout rate is also slightly higher. American Indians are below the district average in all EOG/EOC subjects, except Biology and English II. 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 is ahead of the rates for Hispanic and Black subgroups. However, sufficient data are not available for comparison of the dropout rate for American Indian students. When comparing American Indian and White subgroups, noticeable achievement gaps are apparent.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	45.5	40.4	71.7	30.2	30.7
2013-14	56.3	56.8	52.5	81.4	42.9	43.0
2014-15	56.3	56.4	52.0	82.3	42.0	42.2
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	46.4	37.7	72.6	27.5	36.7
2013-14	51.0	55.7	47.5	80.1	38.2	47.8
2014-15	52.2	56.9	48.8	81.8	39.5	48.1
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	38.1	22.2	67.3	19.9	27.7
2013-14	60.0	63.8	50.8	87.3	45.4	52.7
2014-15	59.8	64.4	50.9	88.8	45.5	51.9
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	47.7	49.2	73.5	30.2	38.4
2013-14	53.9	58.7	72.7	82.4	42.4	52.1
2014-15	53.7	58.4	62.1	84.8	42.7	48.2
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	53.4	50.0	77.6	39.2	42.9
2013-14	61.2	67.1	64.7	88.4	54.4	59.5
2014-15	59.6	64.4	66.1	88.2	51.9	53.6
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	81.0	75.0	91.1	76.6	71.1
2013-14	83.8	85.2	79.6	93.0	82.5	74.6
2014-15	85.6	88.3	91.7	93.8	86.8	79.6
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	3.20	7.96	1.83	3.58	5.33
2012-13	2.45	3.02	n/a	1.58	3.58	5.06
2013-14	2.28	2.31	n/a	1.10	2.39	4.84

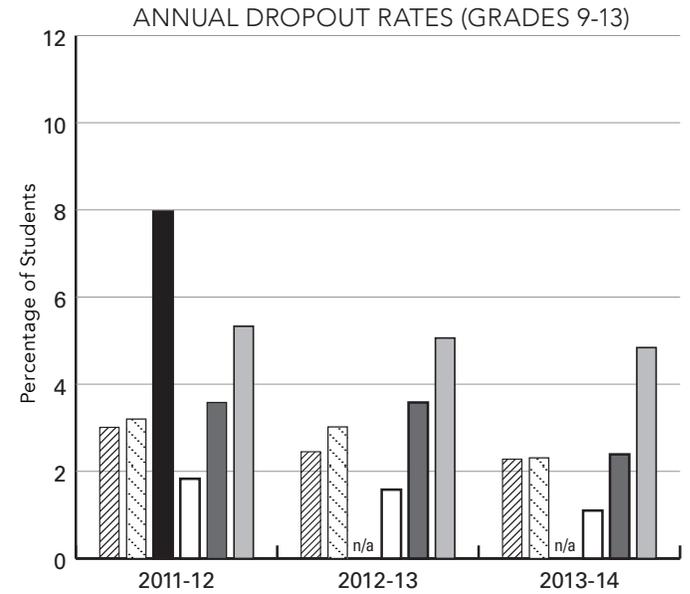
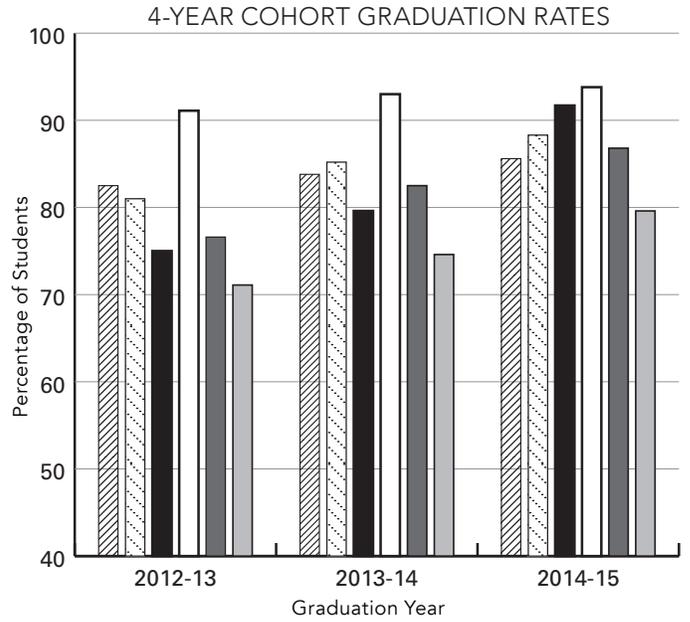
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

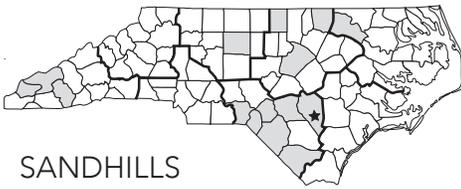
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#### Cautionary Note Regarding Comparisons:

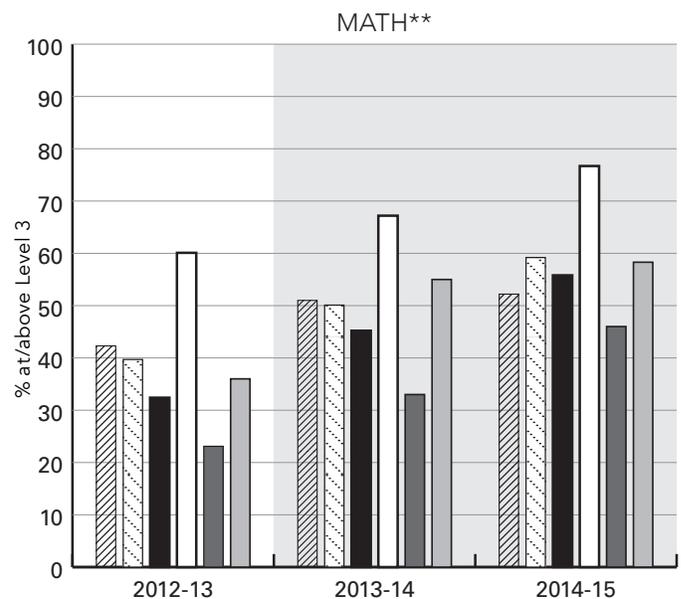
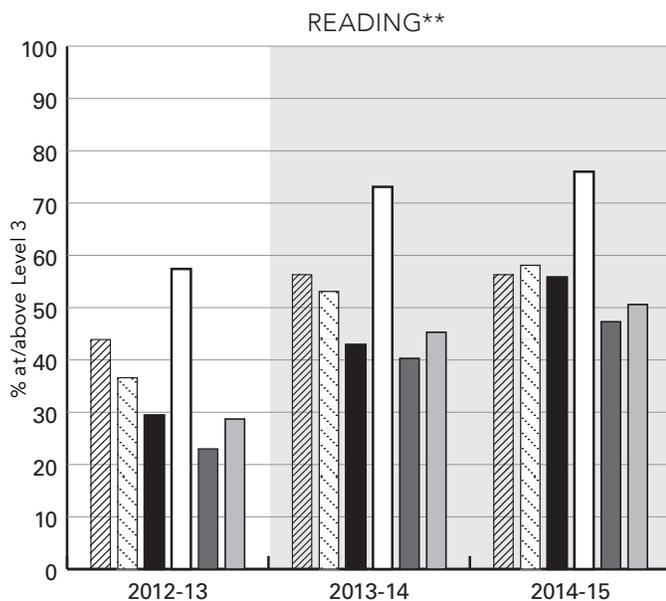
\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.



Clinton City Schools enrolls 3,060 students, including 96 (3%) American Indians, mainly of the Coharie Tribe. 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 ahead of the state in EOG, but lag behind in EOC assessments. The district graduation and dropout rates are slightly higher than the state rates. American Indians are below the district average in EOG reading and math. American Indian students lag behind Black and Hispanic students in Math I; however, sufficient data are not available for comparison of American Indian students in Biology, English II, or the dropout rate. The cohort graduation rate for American Indian students exceeds the state, district and other subgroups.

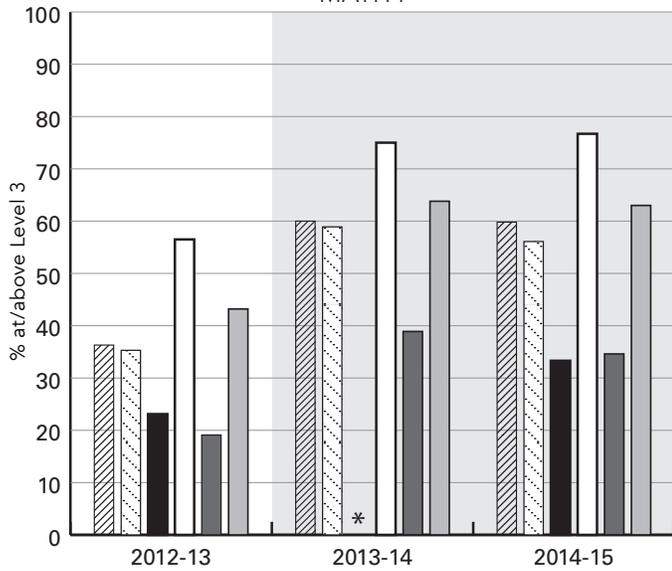
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	36.6	29.4	57.4	23.0	28.7
2013-14	56.3	53.1	42.9	73.1	40.3	45.3
2014-15	56.3	58.1	55.8	76.0	47.3	50.6
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	39.7	32.4	60.1	23.1	36.0
2013-14	51.0	50.1	45.2	67.2	33.0	55.0
2014-15	52.2	59.2	55.8	76.7	46.0	58.3
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	35.3	23.1	56.5	19.1	43.2
2013-14	60.0	58.9	*	75.0	38.9	63.8
2014-15	59.8	56.1	33.3	76.7	34.6	63.0
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	25.7	14.3	43.3	11.1	17.1
2013-14	53.9	47.6	62.5	70.4	22.6	50.0
2014-15	53.7	48	<5	74.6	32.3	34.5
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	41.0	33.3	56.3	30.0	35.0
2013-14	61.2	51.1	33.3	75.4	37.9	44.9
2014-15	59.6	56.0	*	80.0	39.8	60.5
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	84.1	75.0	92.1	83.0	75.0
2013-14	83.8	84.7	*	90.6	76.8	86.2
2014-15	85.6	89.5	>95.0	90.9	87.5	85.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	1.78	n/a	n/a	2.22	n/a
2012-13	2.45	2.29	n/a	n/a	2.06	n/a
2013-14	2.28	2.98	n/a	n/a	3.85	n/a

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

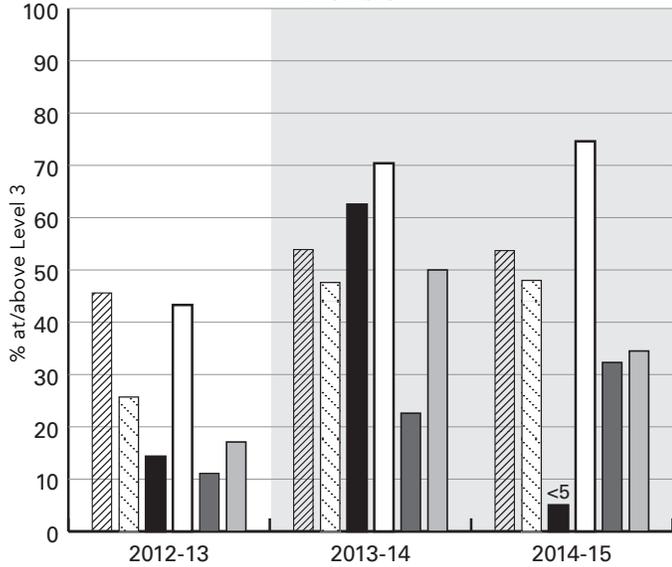


## END-OF-COURSE TESTS

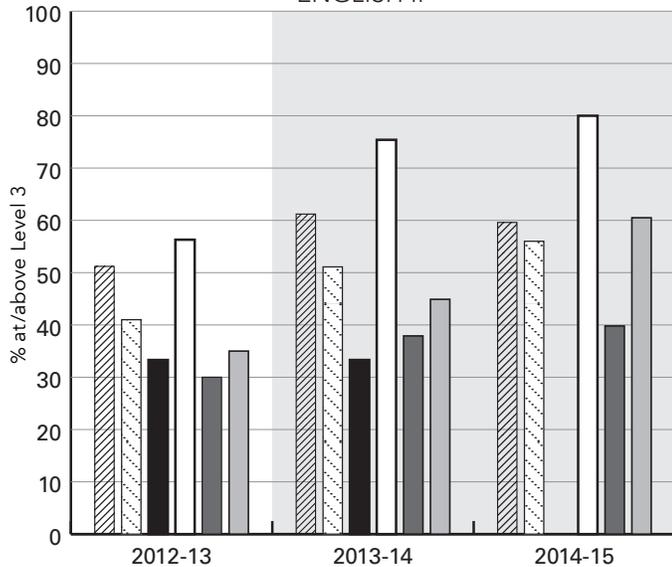
### MATH I\*\*



### BIOLOGY\*\*

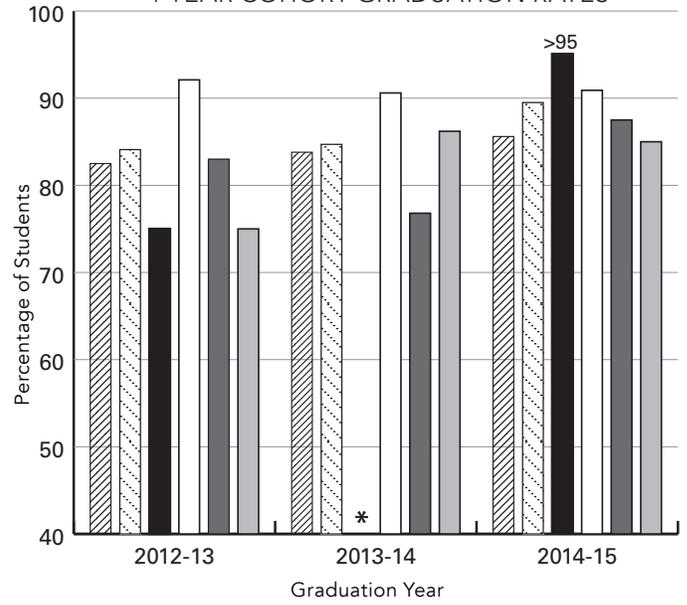


### ENGLISH II\*\*

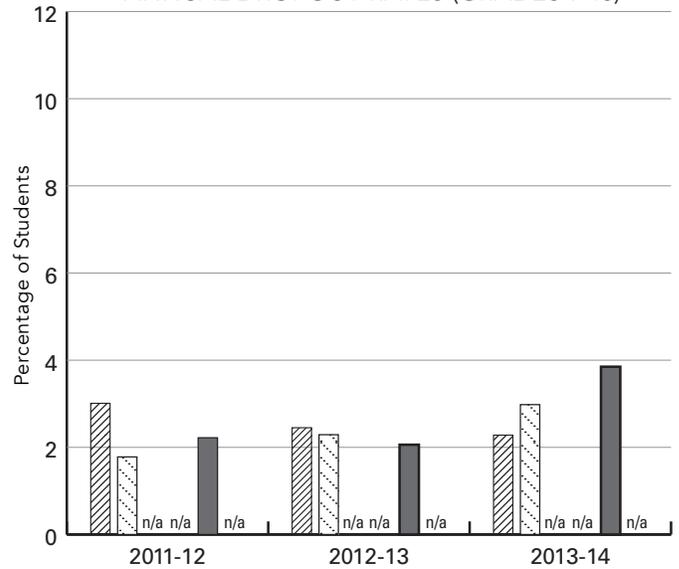


## HIGH SCHOOL COMPLETION

### 4-YEAR COHORT GRADUATION RATES



### ANNUAL DROPOUT RATES (GRADES 9-13)



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

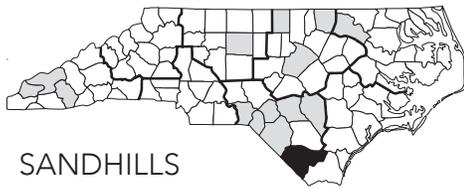
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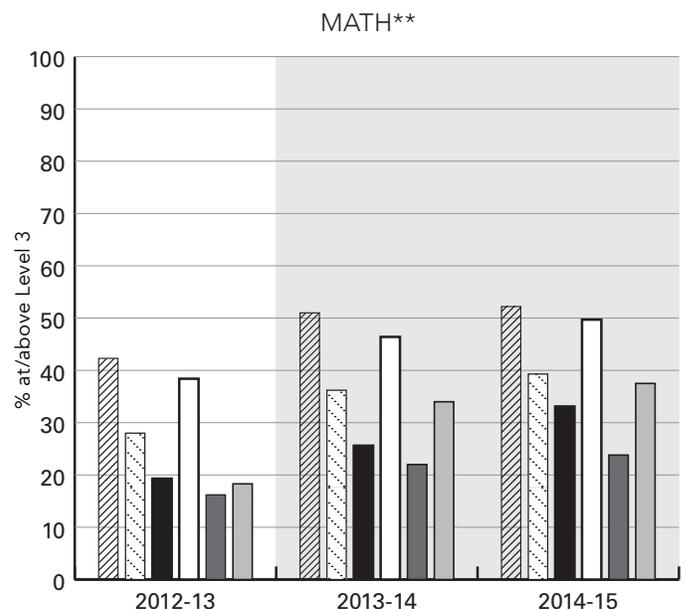
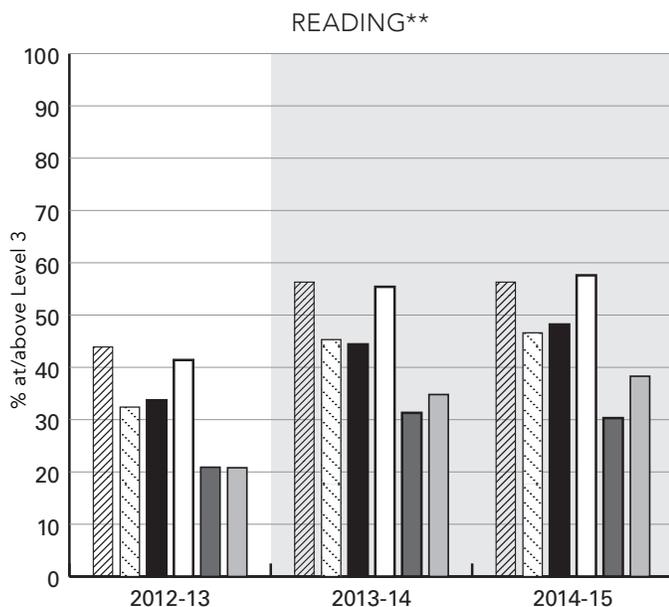


## SANDHILLS

Columbus County Schools enrolls 6,054 students, of whom 332 are American Indians (5%). 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 reading and math EOGs. The percentage of American Indians proficient in EOG reading exceeds that for Black and Hispanic subgroups, but trails the percentage of White and Hispanic students proficient in EOG math. The proficiency rates in Math I for Whites, Blacks, Hispanics and the state as a whole exceed the rate for American Indians. In Biology, American Indian students lead Blacks and Hispanics, but lag behind White students. More American Indians are proficient in English II than Hispanics and Blacks, but more Whites are proficient in English II than American Indians. For American Indian students, the cohort graduation rate is higher than the state, district and other subgroups. Sufficient data are not available for comparison of the dropout rates for American Indians.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	32.4	33.7	41.4	20.9	20.8
2013-14	56.3	45.3	44.4	55.4	31.3	34.8
2014-15	56.3	46.6	48.2	57.6	30.3	38.3
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	28.0	19.3	38.4	16.2	18.3
2013-14	51.0	36.2	25.6	46.4	22.0	34.0
2014-15	52.2	39.3	33.1	49.7	23.8	37.5
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	14.6	20.7	15.2	11.3	17.1
2013-14	60.0	44.1	63.4	51.2	34.4	26.5
2014-15	59.8	40.9	27.8	49.6	28.7	33.3
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	30.0	20.6	38.3	17.5	25.0
2013-14	53.9	46.1	44.4	54.4	30.7	46.7
2014-15	53.7	45.6	43.6	56.5	30.9	38.6
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	44.3	30.8	52.8	34.7	25.9
2013-14	61.2	57.2	55.6	63.4	47.7	51.5
2014-15	59.6	49.7	55.0	58.6	36.9	39.5
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	84.8	92.9	84.6	83.5	83.3
2013-14	83.8	82.7	88.9	84.5	83.7	41.7
2014-15	85.6	84.8	>95	86.1	83.7	68.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	3.54	n/a	2.85	3.65	10.24
2012-13	2.45	2.65	n/a	2.45	2.73	7.50
2013-14	2.28	2.59	n/a	2.76	2.51	n/a

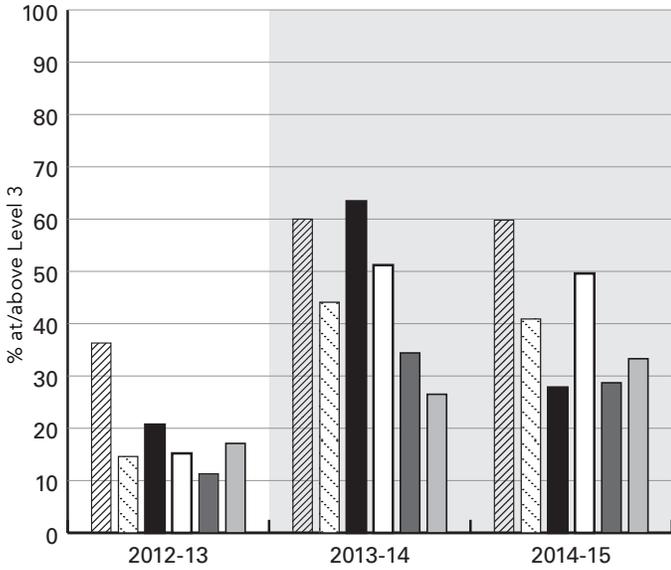
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



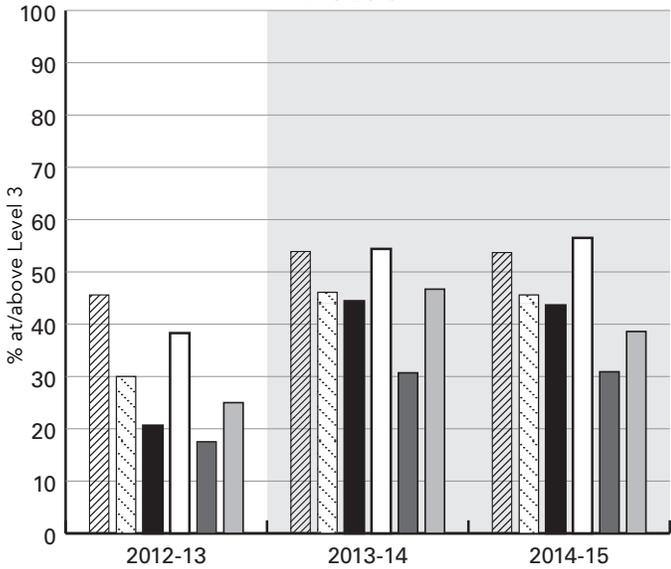
## END-OF-COURSE TESTS

## HIGH SCHOOL COMPLETION

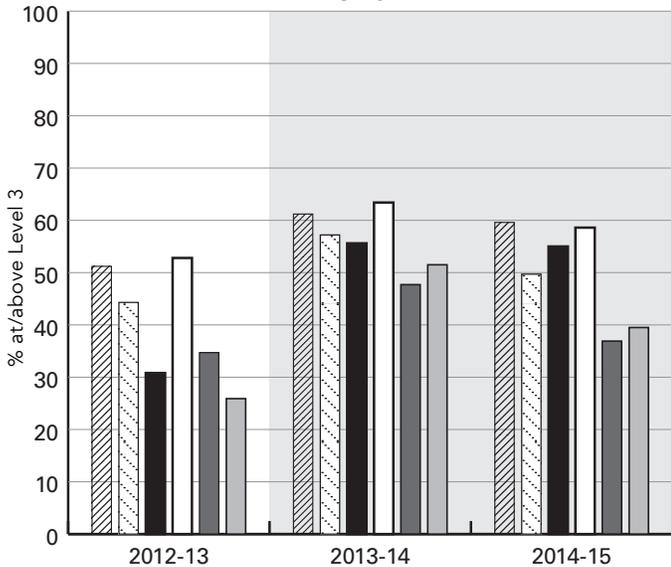
MATH I\*\*



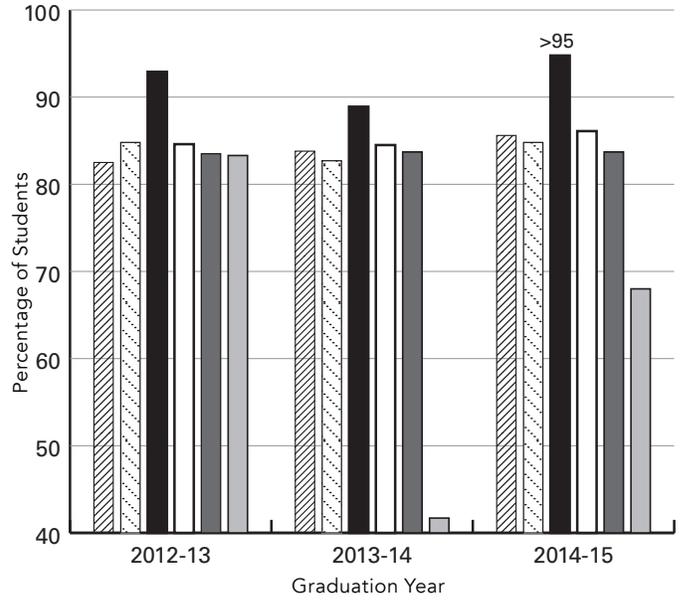
BIOLOGY\*\*



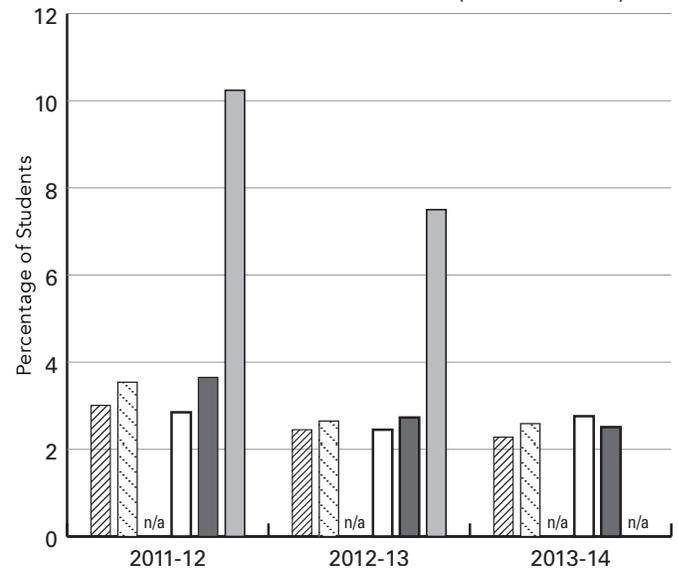
ENGLISH II\*\*



4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

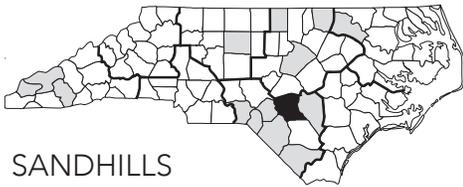
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# CUMBERLAND COUNTY

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

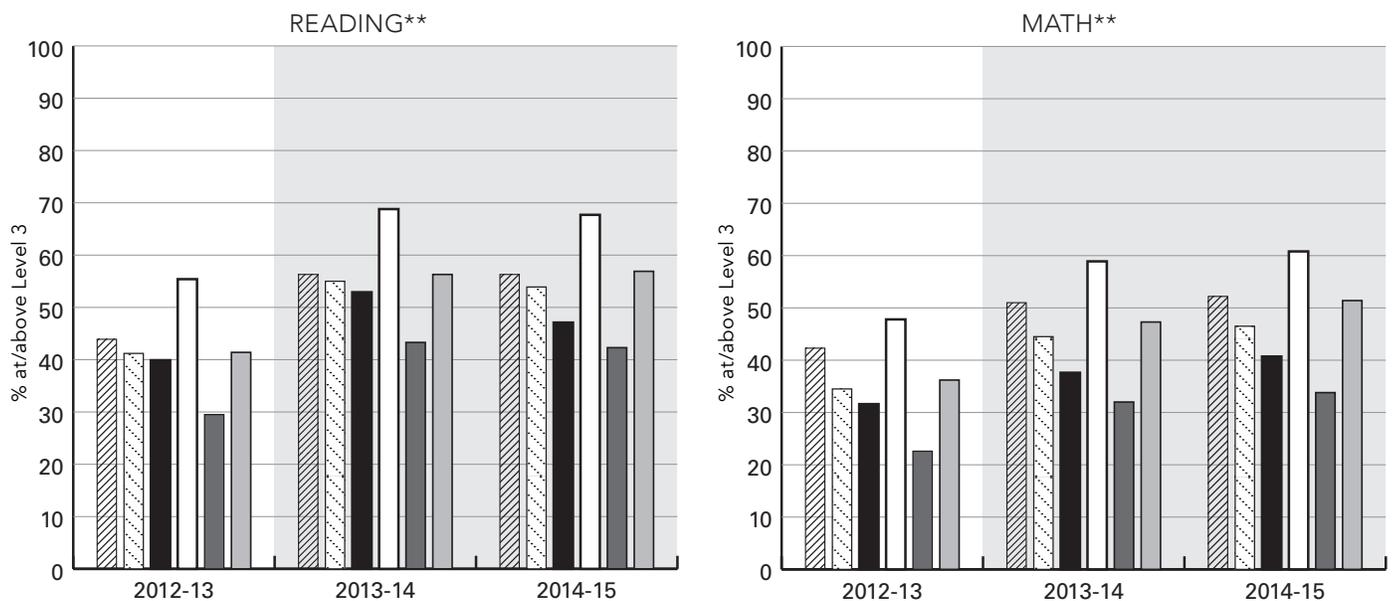


## SANDHILLS

Cumberland County Schools serves an expansive military community, which adds to the diversity profile of the district. The enrollment is 50,798, including 945 American Indian students (2%) mainly of the Lumbee Tribe. The district operates 86 schools, including 15 high schools and two early colleges. 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 2013-14. In each EOG/EOC subject, the rate of proficiency among American Indian students is lower than the district proficiency rate, except for Math I. The dropout rate for American Indian students is higher than the district rate. American Indian students exceed their Black peers in all EOG/EOC subjects. American Indian students lag behind their White peers in each EOG/EOC subject. Compared to the other subgroups, American Indians have the lowest graduation rate and the highest dropout rate of all subgroups.

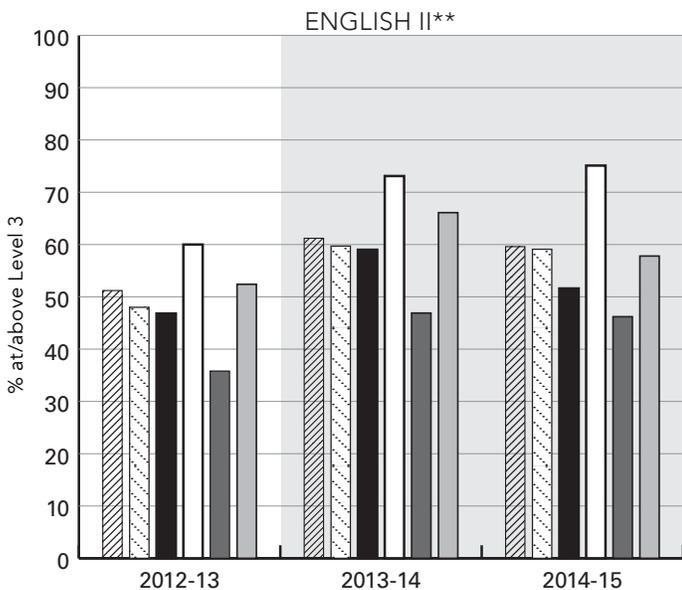
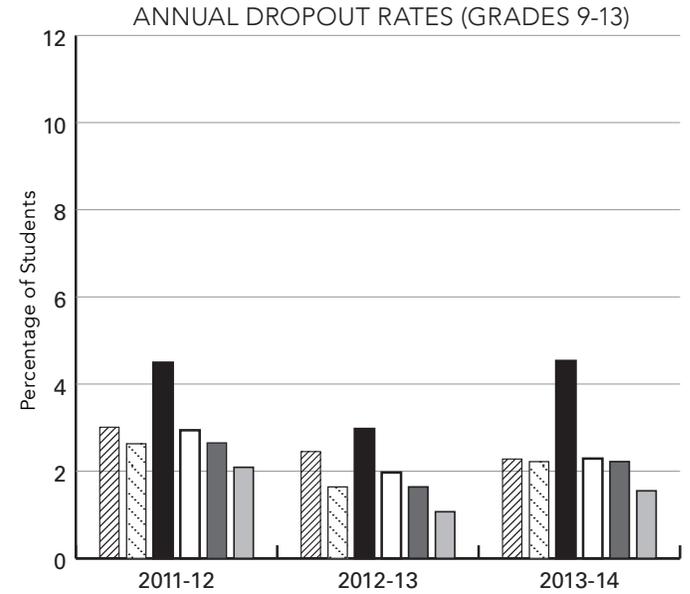
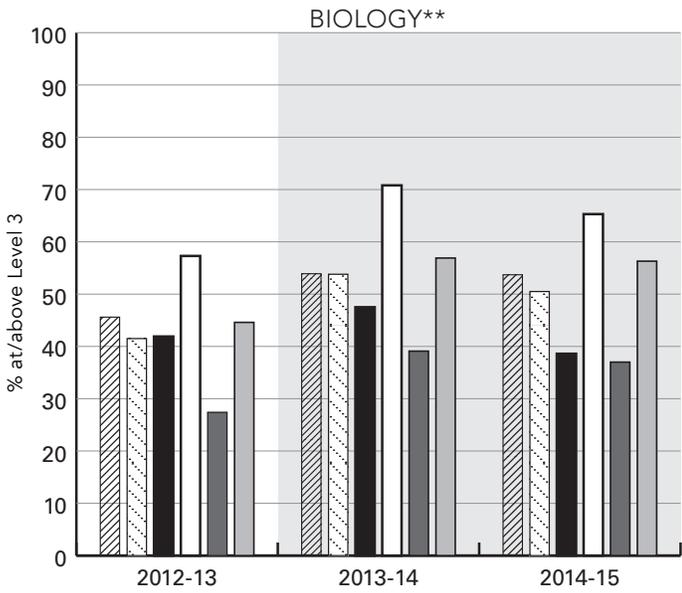
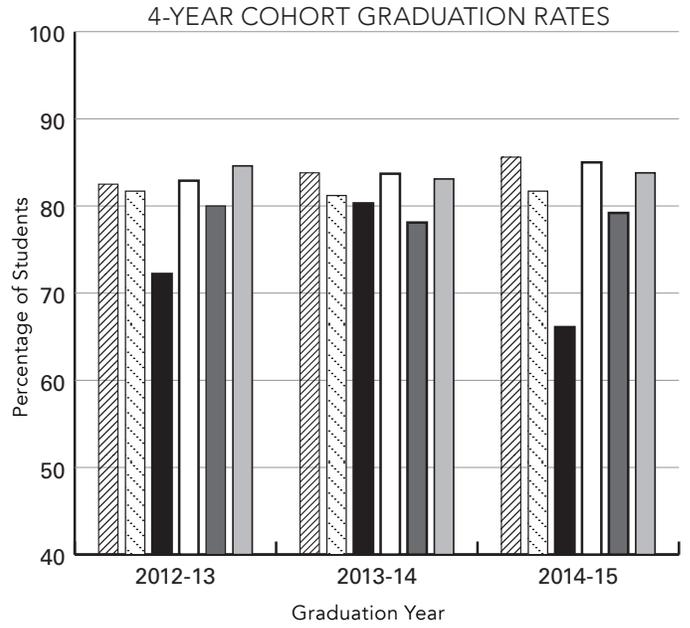
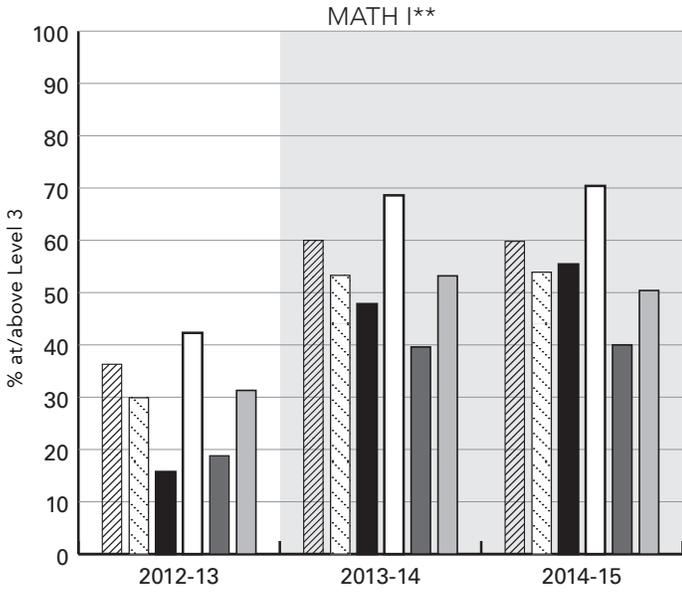
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	41.2	39.9	55.4	29.5	41.4
2013-14	56.3	55.0	52.9	68.8	43.3	56.3
2014-15	56.3	53.9	47.1	67.7	42.3	56.9
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	34.5	31.6	47.8	22.6	36.2
2013-14	51.0	44.5	37.6	58.9	32.0	47.3
2014-15	52.2	46.5	40.7	60.8	33.8	51.4
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	29.9	15.7	42.3	18.8	31.3
2013-14	60.0	53.3	47.8	68.6	39.6	53.2
2014-15	59.8	53.9	55.4	70.4	40.0	50.4
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	41.5	41.9	57.3	27.4	44.6
2013-14	53.9	53.8	47.5	70.8	39.1	56.9
2014-15	53.7	50.5	38.6	65.3	37.0	56.3
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	48.0	46.8	60.0	35.8	52.4
2013-14	61.2	59.7	59.0	73.1	46.9	66.1
2014-15	59.6	59.1	51.6	75.1	46.2	57.8
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	81.7	72.2	82.9	80.0	84.6
2013-14	83.8	81.2	80.3	83.7	78.1	83.1
2014-15	85.6	81.7	66.1	85.0	79.2	83.8
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.63	4.49	2.94	2.65	2.09
2012-13	2.45	1.64	2.97	1.97	1.64	1.07
2013-14	2.28	2.22	4.53	2.29	2.22	1.55

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



## END-OF-COURSE TESTS

## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

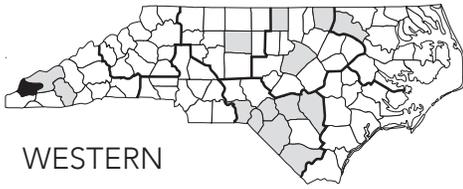
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

# GRAHAM COUNTY

DISTRICT CONTACT: MARCIA HOLLIFIELD  
<http://www.grahamcountyschools.org>

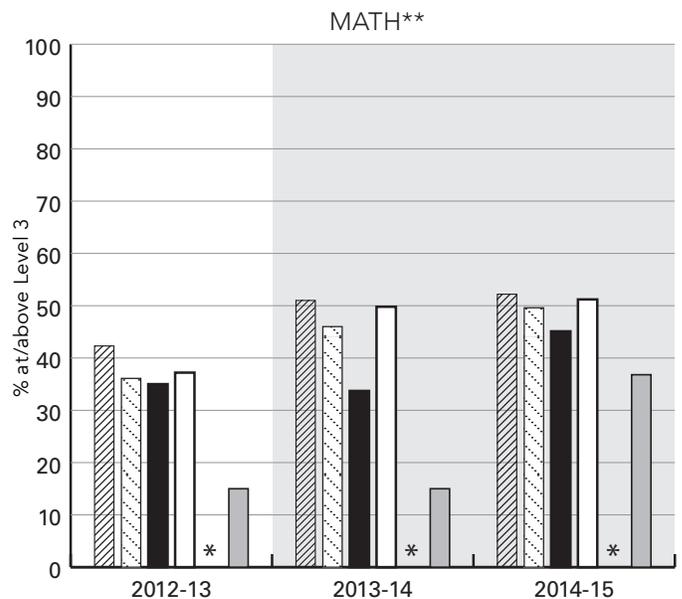
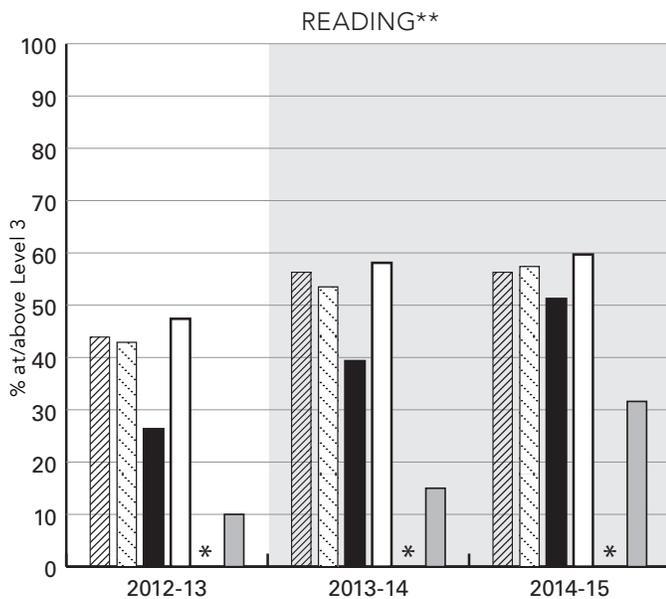


## WESTERN

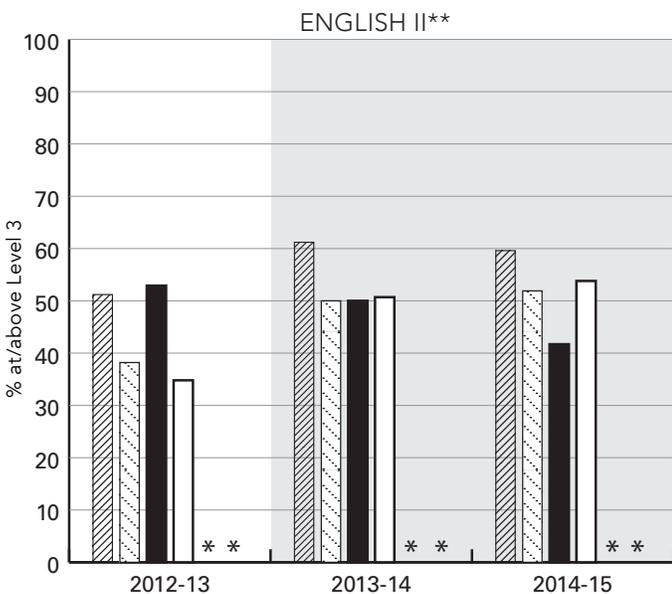
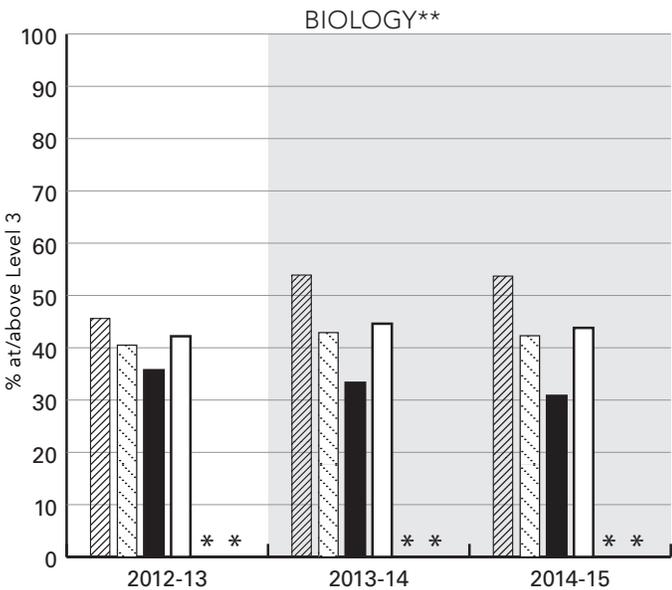
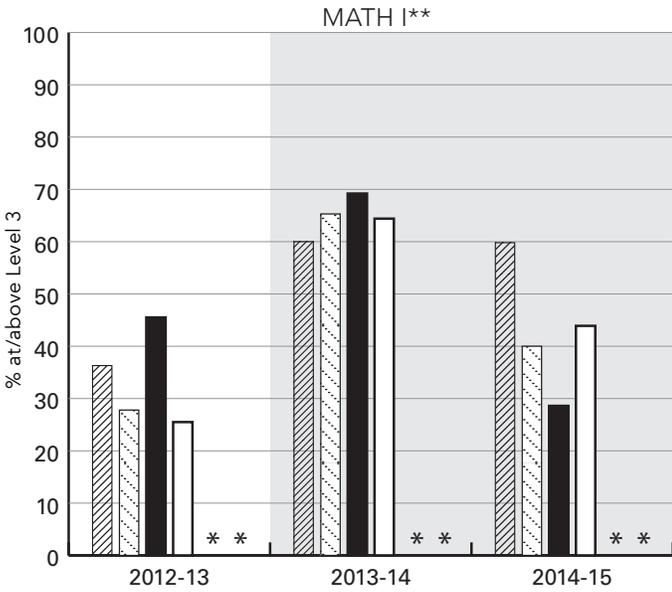
Located near the Qualla Boundary (Reservation of the Eastern Band of Cherokee), Graham County Schools enrolls 1,183 students, including 179 American Indians (15%) mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. The district lags behind the state in proficiency rates on four of the five EOG/EOC assessments (reading); however, the cohort graduation rate is slightly higher than the state rate. In all EOG/EOC areas, American Indian students are behind the district average in grade-level proficiency. Comparatively, more American Indians are proficient in EOG reading and math than Hispanic students; however, sufficient data are not available for comparison of their Black peers. American Indian students lag behind their White peers in all other EOG/EOC subjects. The three-year data show a fluctuation in the percentage of American Indians completing high school.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	42.9	26.3	47.4	*	10.0
2013-14	56.3	53.5	39.3	58.1	*	15.0
2014-15	56.3	57.4	51.2	59.7	*	31.6
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	36.1	35.0	37.2	*	15.0
2013-14	51.0	46.0	33.7	49.8	*	15.0
2014-15	52.2	49.6	45.1	51.2	*	36.8
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	27.8	45.5	25.5	*	*
2013-14	60.0	65.3	69.2	64.4	*	*
2014-15	59.8	40.0	28.6	43.9	*	*
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	40.5	35.7	42.2	*	*
2013-14	53.9	42.9	33.3	44.6	*	*
2014-15	53.7	42.3	30.8	43.8	*	*
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	38.2	52.9	34.8	*	*
2013-14	61.2	50.0	50.0	50.7	*	*
2014-15	59.6	51.9	41.7	53.8	*	*
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	86.5	90.9	86.7	n/a	n/a
2013-14	83.8	81.6	91.7	79.7	n/a	n/a
2014-15	85.6	88.4	85.7	88.4	*	n/a
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.49	n/a	2.64	n/a	n/a
2012-13	2.45	3.10	n/a	3.69	n/a	n/a
2013-14	2.28	4.07	n/a	4.52	n/a	n/a

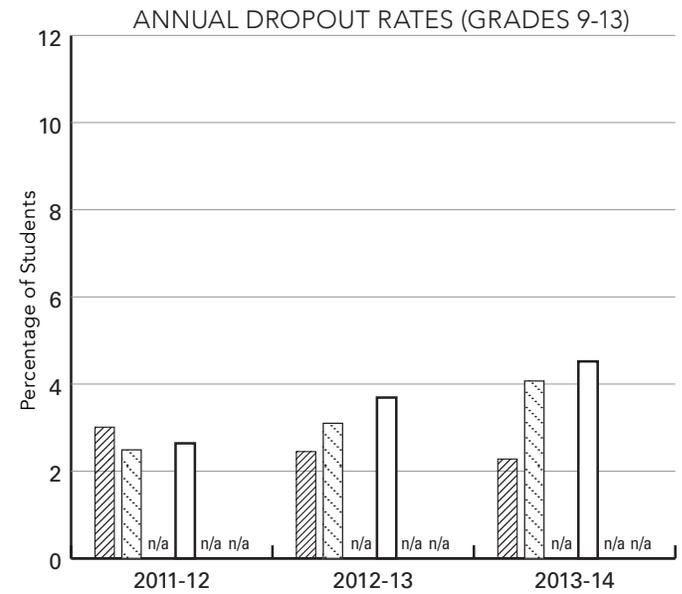
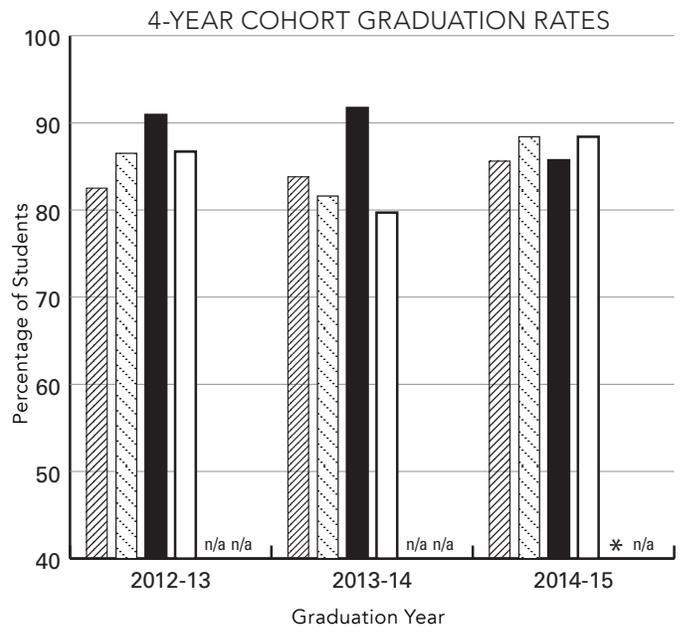
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

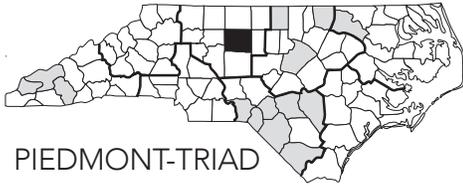
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#### Cautionary Note Regarding Comparisons:

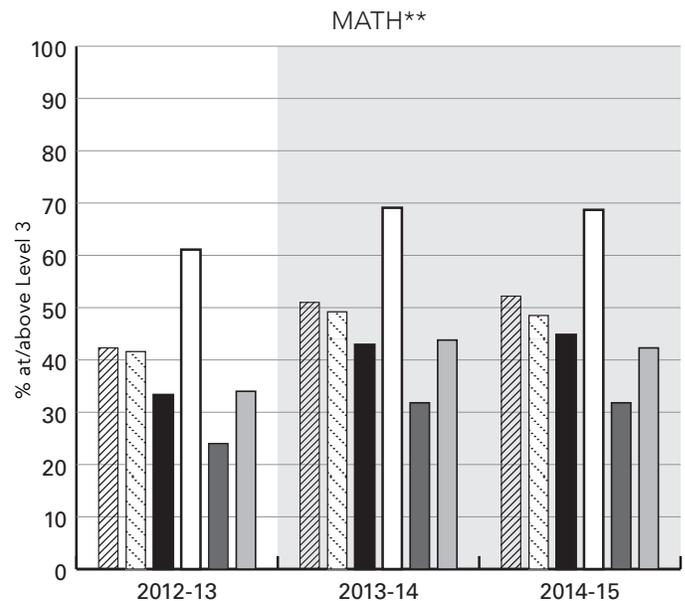
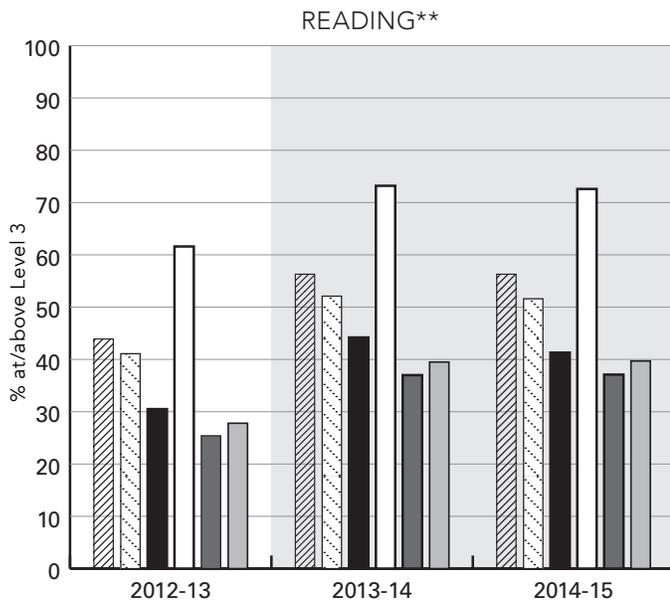
\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.



Guilford County Schools enrolls 71,984 students, of whom 372 (0.5%) are American Indians representing both federal and state tribes. Guilford County operates 129 schools, including a myriad of magnet campuses. The percentage of proficient students in the district is lower than the percent for the state in EOG reading and math. However, district proficiency rates exceed the state in one EOC area (Math I). The district data show a noticeable gain in the cohort graduation rate and a decrease in the dropout rate for 2013-14. The percentage of proficient American Indian students in the five EOG/EOCs is lower than the district percentage, except on Math I. The American Indian cohort graduation rate shows a positive upward trend over the three-year period; however, sufficient data are not available for comparison of the dropout rate for American Indian students. Academically, more American Indian students in this district are proficient than Black students on all EOC/EOG assessments, but they lag behind their White peers in all tested areas.

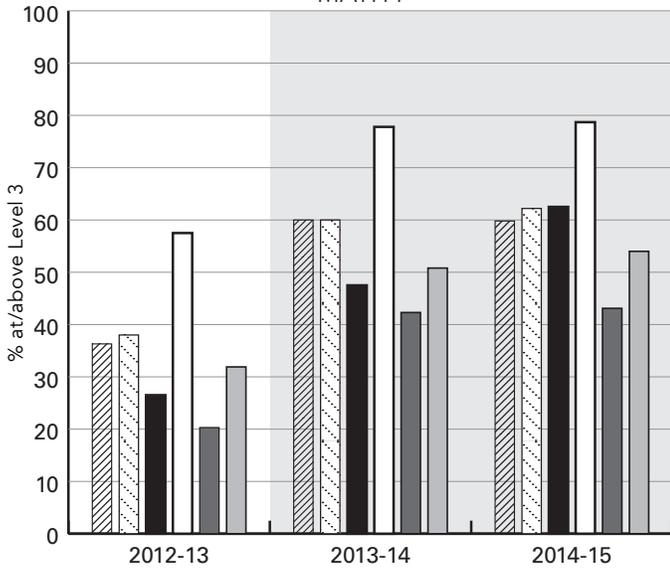
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	41.1	30.5	61.6	25.4	27.8
2013-14	56.3	52.1	44.2	73.2	37.0	39.5
2014-15	56.3	51.6	41.3	72.6	37.1	39.7
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	41.6	33.3	61.1	24.0	34.0
2013-14	51.0	49.2	42.9	69.1	31.8	43.8
2014-15	52.2	48.5	44.8	68.7	31.8	42.3
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	38.0	26.5	57.5	20.3	31.9
2013-14	60.0	60.0	47.5	77.8	42.3	50.8
2014-15	59.8	62.2	62.5	78.7	43.1	54.0
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	48.2	25.0	69.4	29.2	34.0
2013-14	53.9	56.3	50.0	75.9	38.3	51.5
2014-15	53.7	53.3	46.7	73.5	37.1	41.8
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	51.6	50.0	69.7	34.3	44.4
2013-14	61.2	61.8	55.6	79.5	46.9	52.7
2014-15	59.6	58.8	53.3	76.1	45.1	51.3
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	86.2	78.9	91.2	83.5	81.2
2013-14	83.8	88.5	83.3	91.8	86.9	82.5
2014-15	85.6	89.3	86.1	92.7	88.1	84.6
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.15	3.57	1.55	2.47	3.01
2012-13	2.45	2.07	n/a	1.49	2.41	2.95
2013-14	2.28	1.97	n/a	1.30	2.26	2.88

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

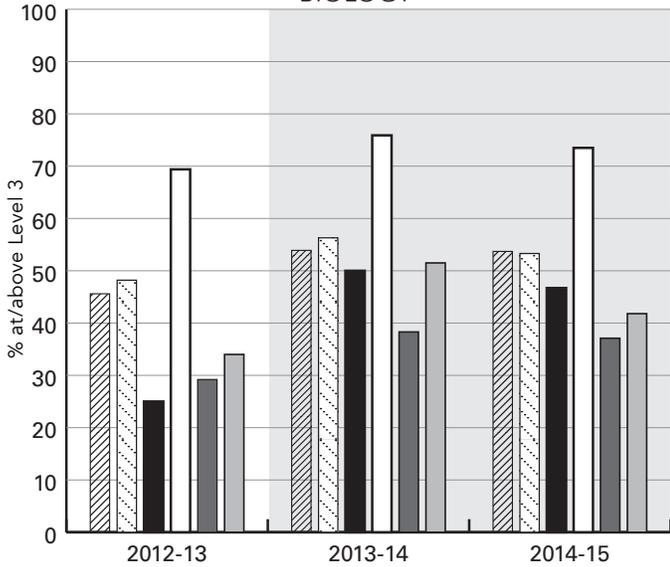


## END-OF-COURSE TESTS

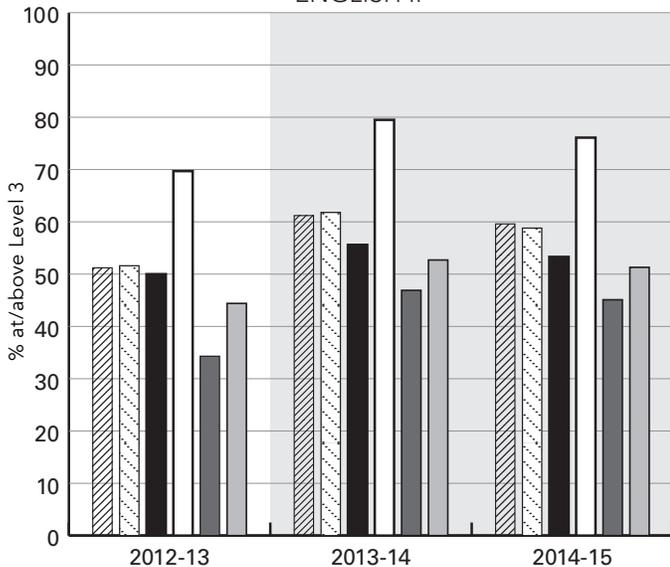
### MATH I\*\*



### BIOLOGY\*\*

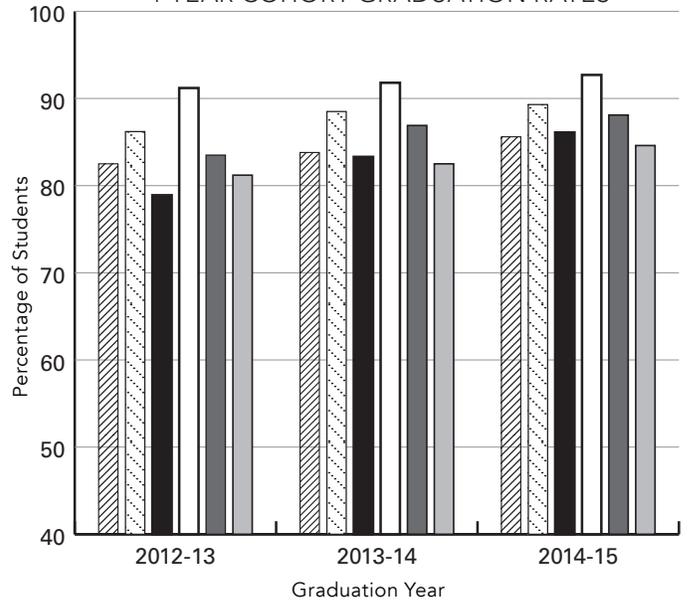


### ENGLISH II\*\*

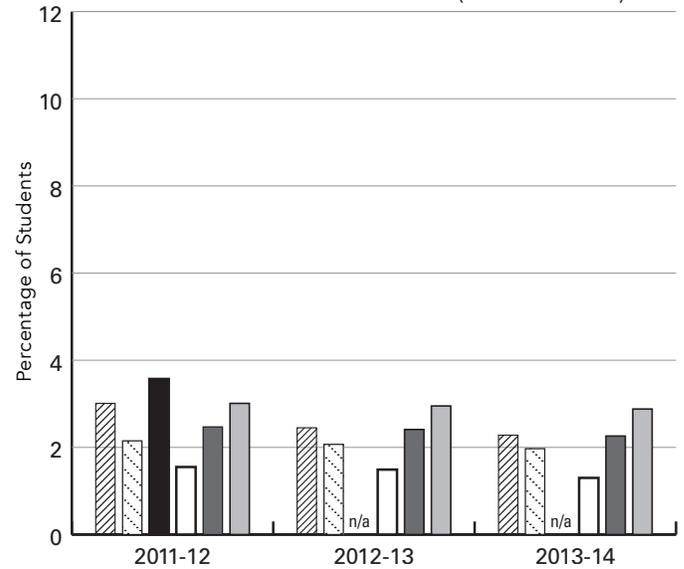


## HIGH SCHOOL COMPLETION

### 4-YEAR COHORT GRADUATION RATES



### ANNUAL DROPOUT RATES (GRADES 9-13)



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

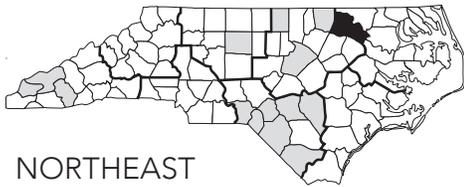
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

#### Cautionary Note Regarding Comparisons:

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# HALIFAX COUNTY

DISTRICT CONTACT: DOTTIE UMSTEAD  
<http://www.halifax.k12.nc.us>

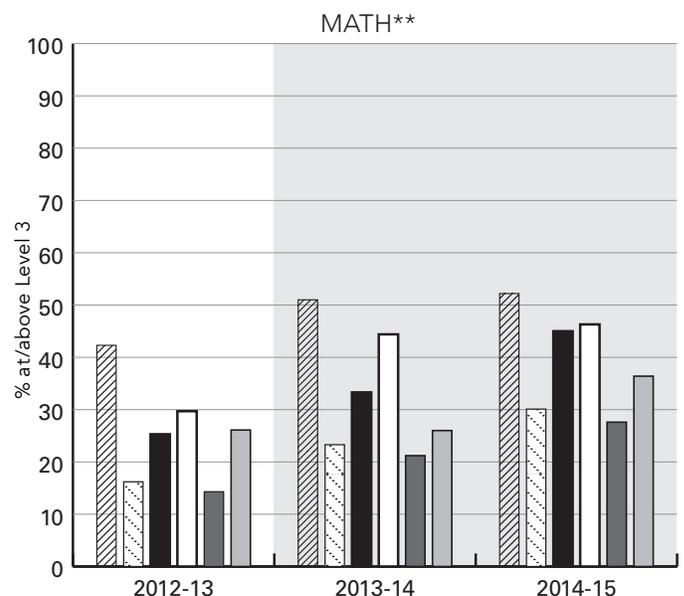
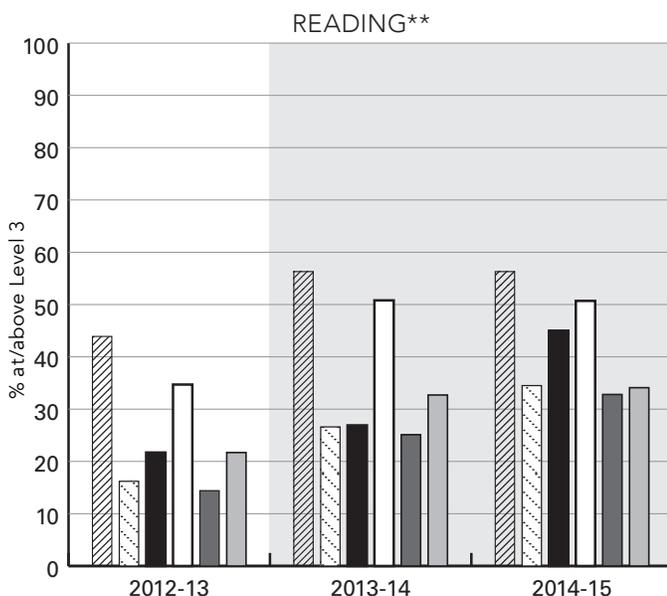


## NORTHEAST

Halifax County Schools enrolls 2,988 students, of whom 173 (6%) are American Indian, 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 rate. The percentage of American Indian students who are proficient on the EOG/EOC areas exceeds the district, except in Math I and Biology. The rate of American Indians at the proficient level exceeds the rate for Black students on the EOG reading and math assessments. Where data are displayed, the percentages reveal that American Indian students in this district are not keeping up with their White peers in the EOG-tested areas. The four-year graduation rate for American Indian students is higher than the district rate; however, sufficient data are not available for comparison of the dropout rate.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	16.2	21.7	34.7	14.4	21.7
2013-14	56.3	26.6	26.9	50.8	25.1	32.7
2014-15	56.3	34.5	45.0	50.7	32.8	34.1
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	16.2	25.3	29.7	14.3	26.1
2013-14	51.0	23.3	33.3	44.4	21.2	26.0
2014-15	52.2	30.1	45.0	46.3	27.6	36.4
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	9.4	12.5	28.6	8.2	14.3
2013-14	60.0	37.1	36.4	60.0	36.7	30.0
2014-15	59.8	33.5	33.3	30.0	32.9	33.3
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	25.3	42.9	33.3	24.1	20.0
2013-14	53.9	37.4	70.0	*	36.0	30.0
2014-15	53.7	25.1	20.0	*	24.5	*
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	22.7	30.0	*	22.6	*
2013-14	61.2	25.1	20.0	*	24.9	33.3
2014-15	59.6	28.5	44.4	*	26.8	*
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	74.8	92.9	*	75.2	n/a
2013-14	83.8	74.6	n/a	*	76.7	n/a
2014-15	85.6	73.6	83.3	*	73.6	*
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	5.54	n/a	n/a	5.56	n/a
2012-13	2.45	3.11	n/a	n/a	2.96	n/a
2013-14	2.28	3.10	n/a	n/a	3.29	n/a

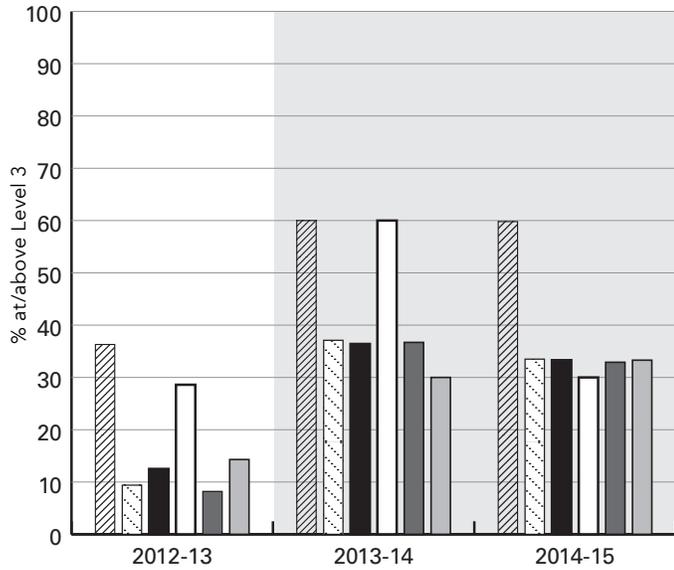
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



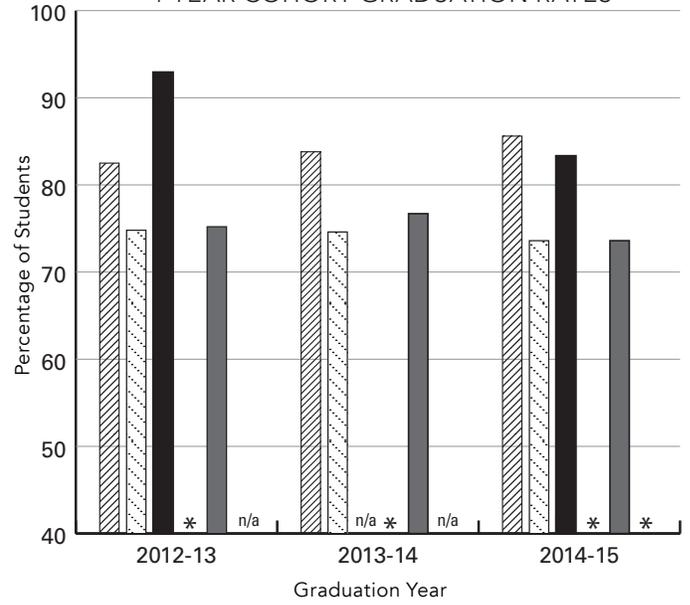
## END-OF-COURSE TESTS

## HIGH SCHOOL COMPLETION

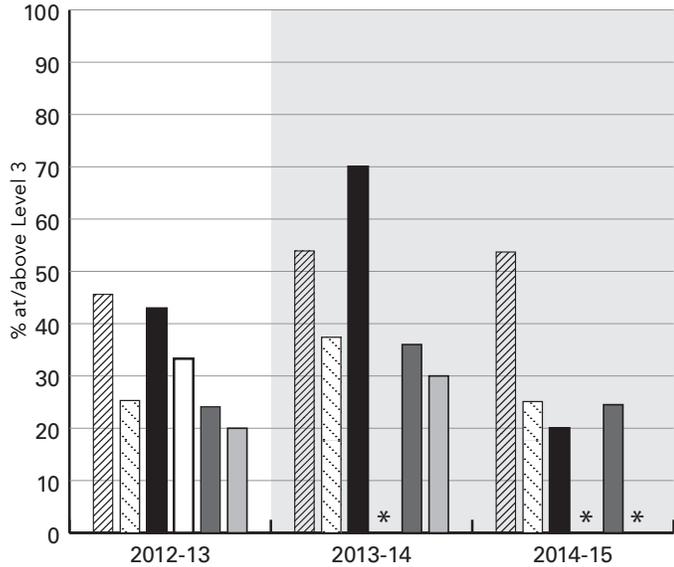
MATH I\*\*



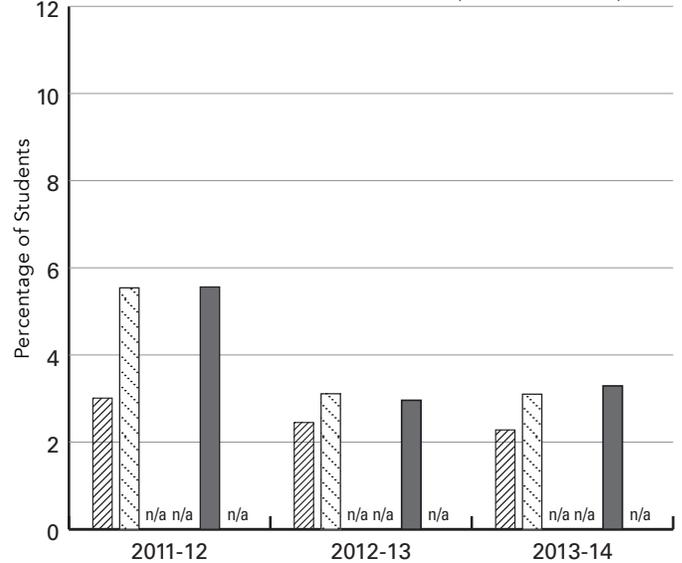
4-YEAR COHORT GRADUATION RATES



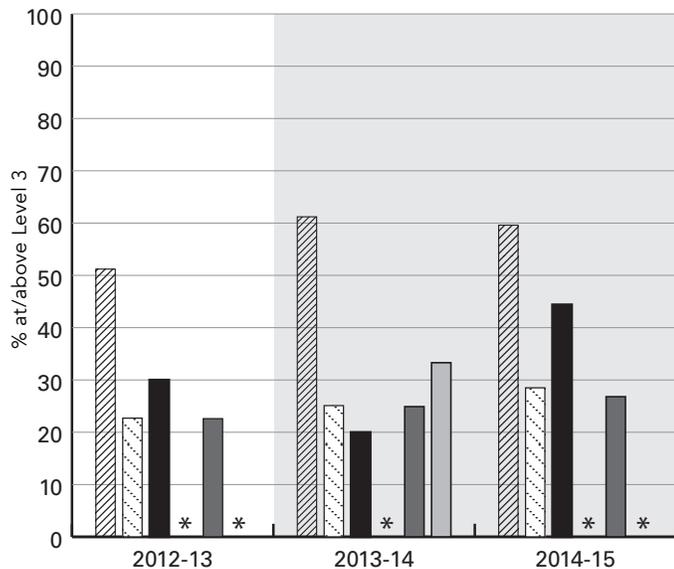
BIOLOGY\*\*



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II\*\*



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

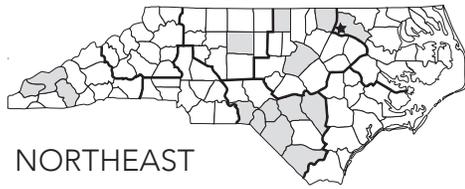
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### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

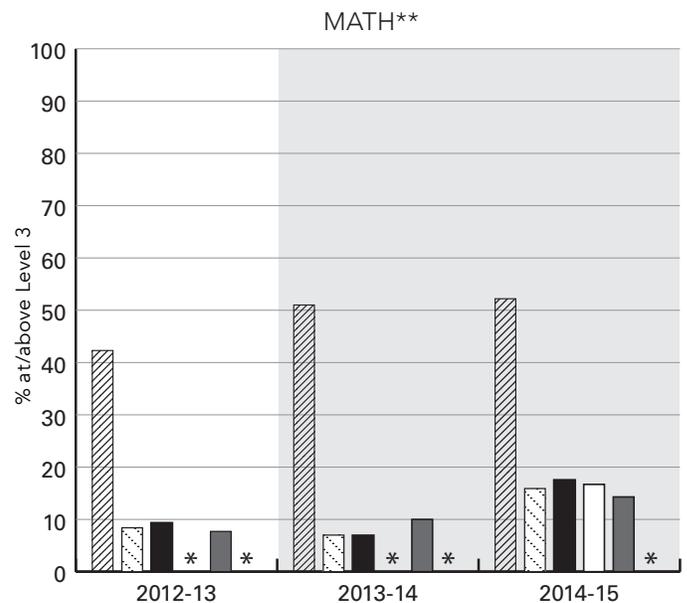
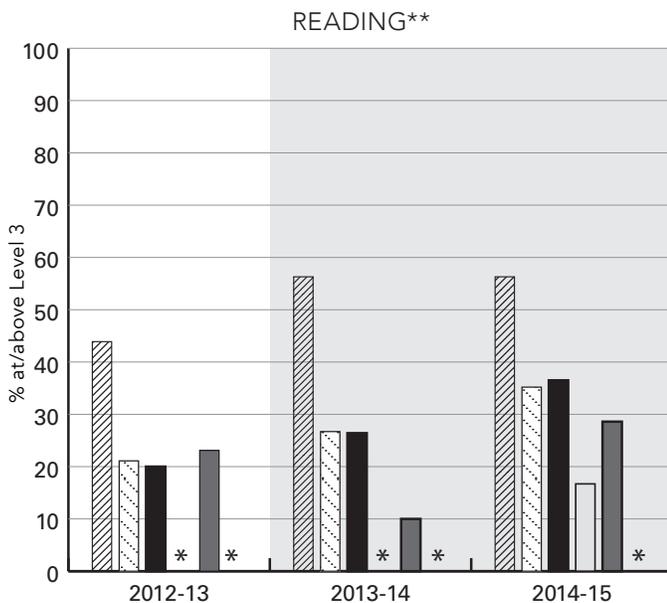


## NORTHEAST

Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School, located in Halifax County, enrolls 192 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, except English II. However, the percent of proficient American Indian students in all EOCs is higher than the percent for the school, except in Biology. Both the American Indian student graduation rate and the school's four-year cohort graduation rate are 100 percent, both rates are higher than the state rate; however, sufficient data are not available for comparison of the dropout rate.

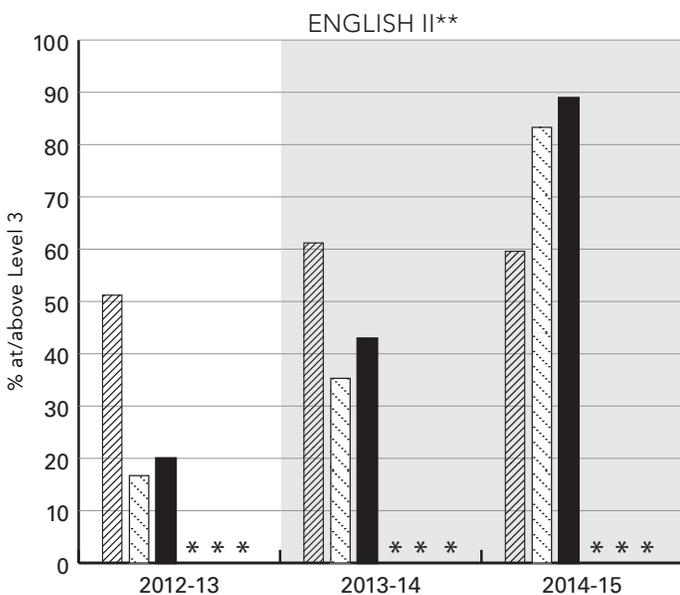
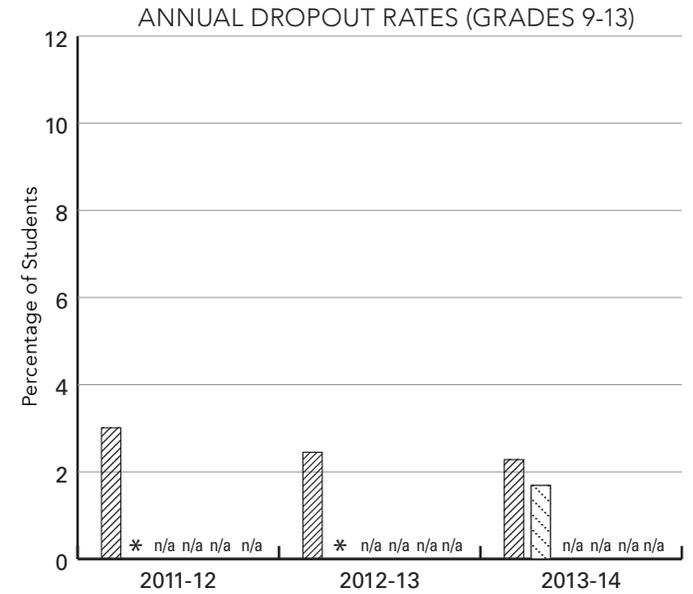
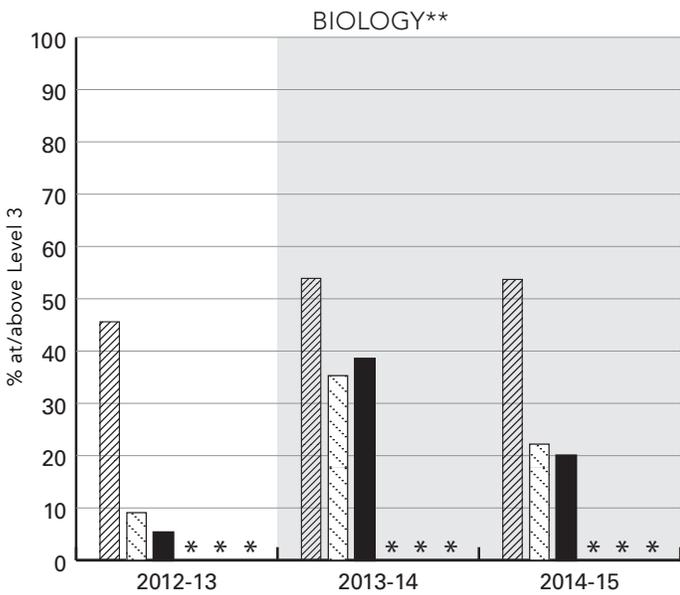
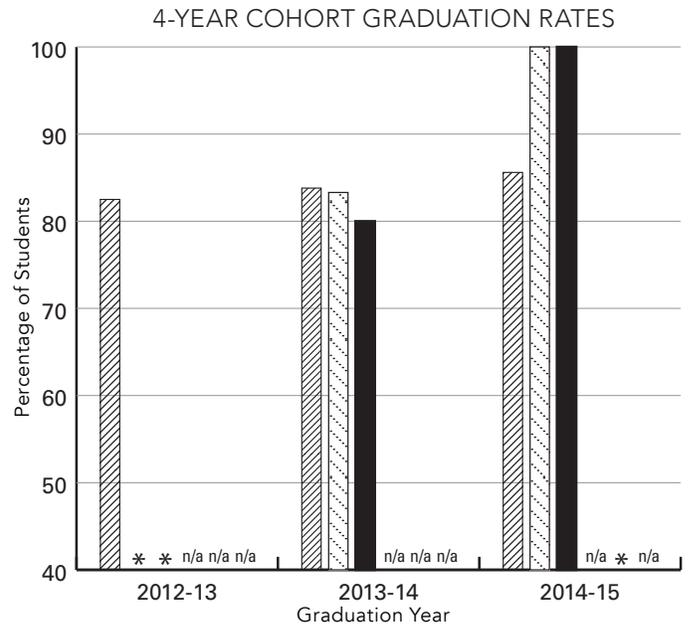
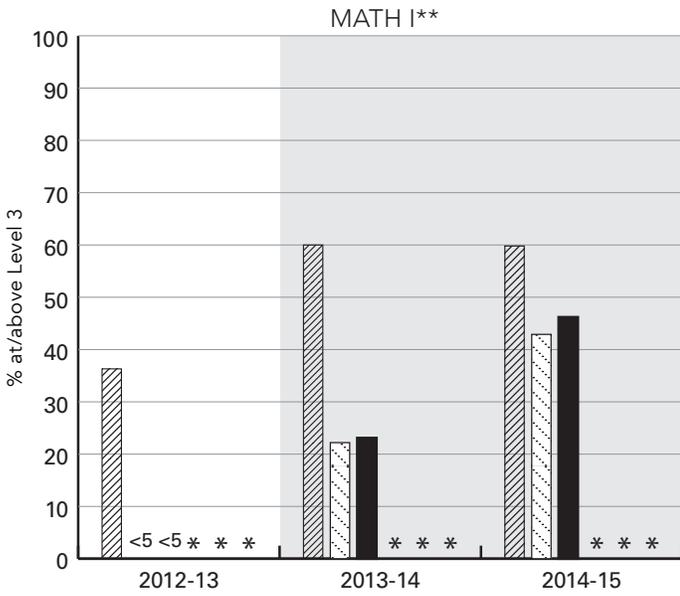
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	21.1	20.0	*	23.1	*
2013-14	56.3	26.7	26.4	*	10.0	*
2014-15	56.3	35.2	36.5	16.7	28.6	*
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	8.4	9.3	*	7.7	*
2013-14	51.0	7.0	6.9	*	10.0	*
2014-15	52.2	15.9	17.5	16.7	14.3	*
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	<5	<5	*	*	*
2013-14	60.0	22.2	23.1	*	*	*
2014-15	59.8	42.9	46.2	*	*	*
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	9.1	5.3	*	*	*
2013-14	53.9	35.3	38.5	*	*	*
2014-15	53.7	22.2	20.0	*	*	*
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	16.7	20.0	*	*	*
2013-14	61.2	35.3	42.9	*	*	*
2014-15	59.6	83.3	88.9	*	*	*
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	*	*	n/a	n/a	n/a
2013-14	83.8	83.3	80.0	n/a	n/a	n/a
2014-15	85.6	100.0	100.0	n/a	*	n/a
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	*	n/a	n/a	n/a	n/a
2012-13	2.45	*	n/a	n/a	n/a	n/a
2013-14	2.28	1.69	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

> = Scores changed due to data corrections.

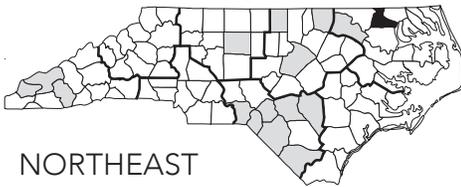
\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain 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 five percent.

### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

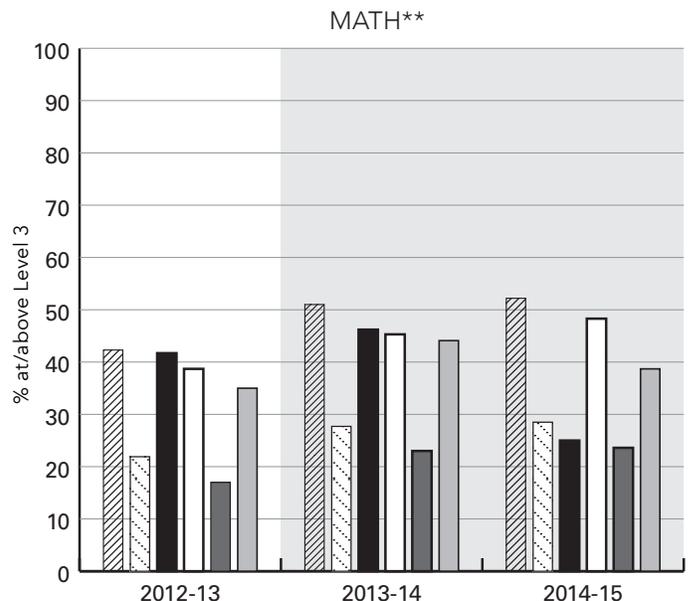
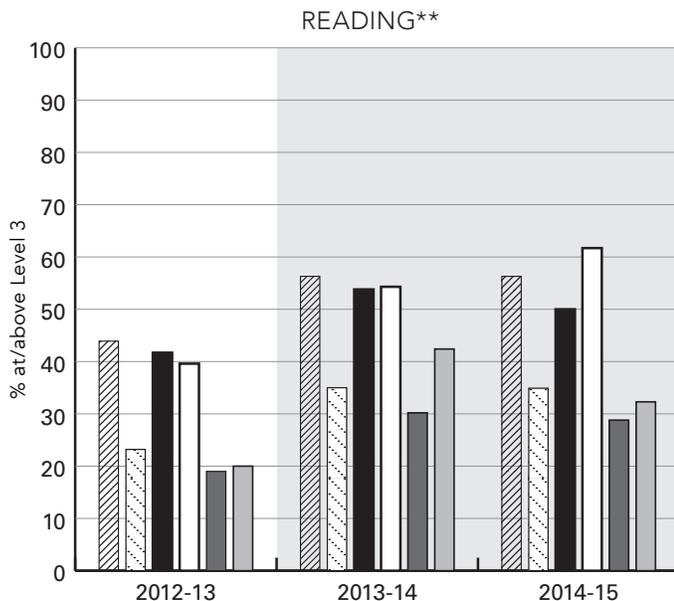


## NORTHEAST

Hertford County Schools enrolls approximately 2,986 students, of whom 20 (0.7%) identify as American Indian, mainly of the Meherrin Tribe, a native culture indigenous to Hertford, Bertie, Gates, and Northampton counties. The district operates seven schools, including two high schools and one early college. The district proficiency rates lag behind the state rates in all EOG/EOC assessments. The cohort graduation rate for the district is slightly higher than the state rate; however, the dropout rate for the district is lower than the state rate. For the EOG reading, the proficiency rate for American Indian students exceeds the rates for Black and Hispanic subgroups. In EOG math, American Indian students lag behind the rates for two other subgroups, White and Hispanic students.

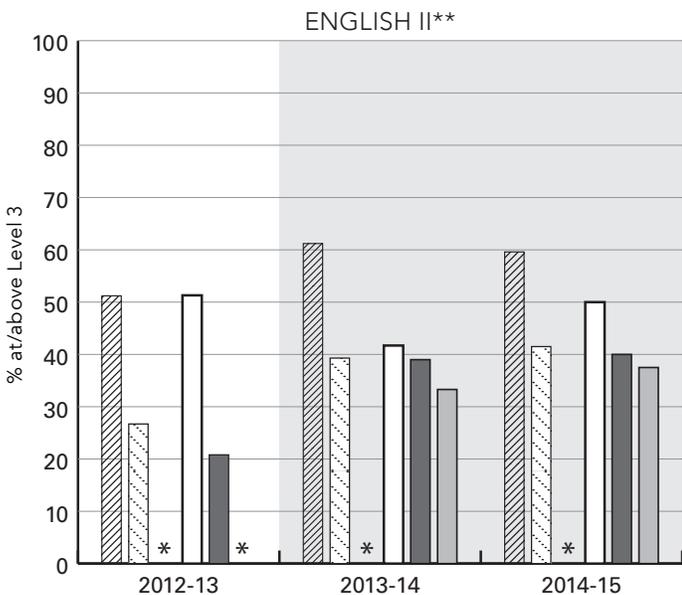
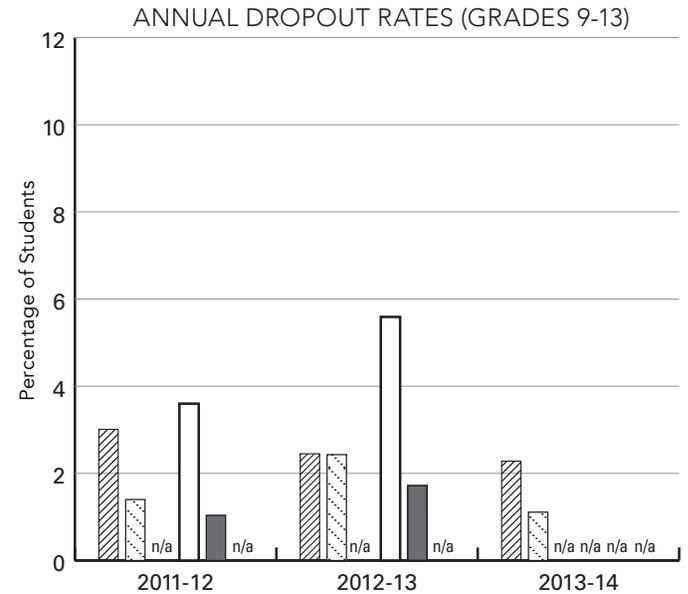
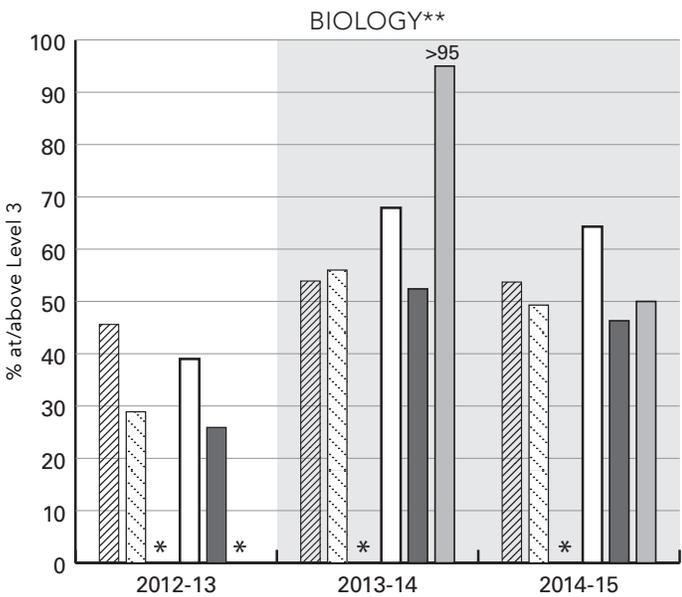
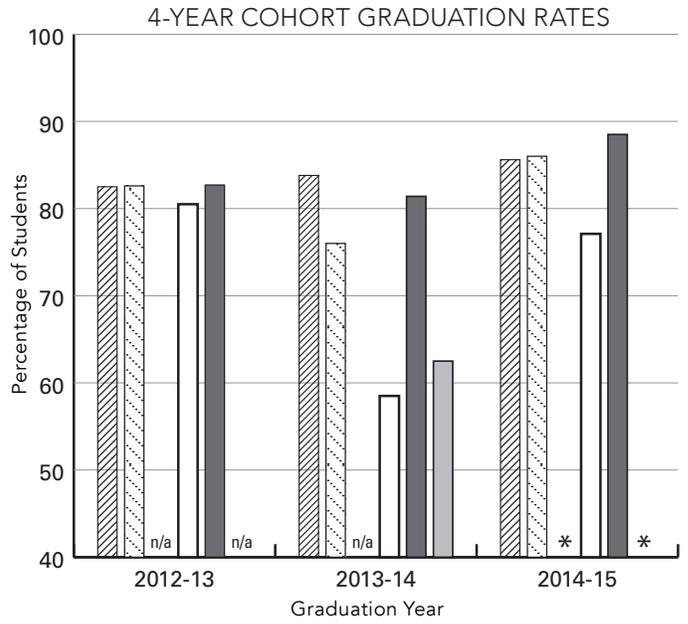
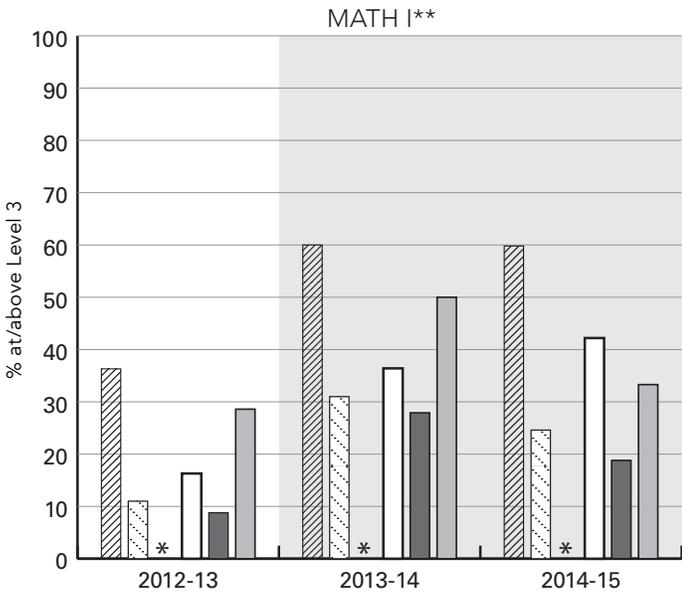
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	23.2	41.7	39.6	19.0	20.0
2013-14	56.3	35.0	53.8	54.3	30.2	42.4
2014-15	56.3	34.9	50.0	61.7	28.8	32.3
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	21.9	41.7	38.7	17.0	35.0
2013-14	51.0	27.7	46.2	45.3	23.0	44.1
2014-15	52.2	28.5	25.0	48.3	23.6	38.7
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	11.0	*	16.3	8.8	28.6
2013-14	60.0	31.0	*	36.4	27.9	50.0
2014-15	59.8	24.6	*	42.2	18.8	33.3
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	28.9	*	39.0	25.9	*
2013-14	53.9	56.0	*	67.9	52.4	>95
2014-15	53.7	49.3	*	64.3	46.3	50.0
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	26.7	*	51.3	20.8	*
2013-14	61.2	39.3	*	41.7	39.0	33.3
2014-15	59.6	41.5	*	50.0	40.0	37.5
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	82.6	n/a	80.5	82.7	n/a
2013-14	83.8	76.0	n/a	58.5	81.4	62.5
2014-15	85.6	86.0	*	77.1	88.5	*
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	1.40	n/a	3.60	1.04	n/a
2012-13	2.45	2.43	n/a	5.59	1.72	n/a
2013-14	2.28	1.11	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

> = Scores changed due to data corrections.

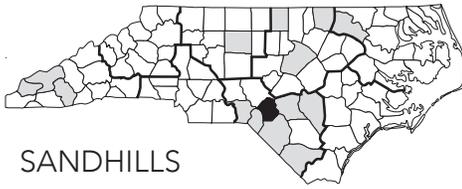
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#### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

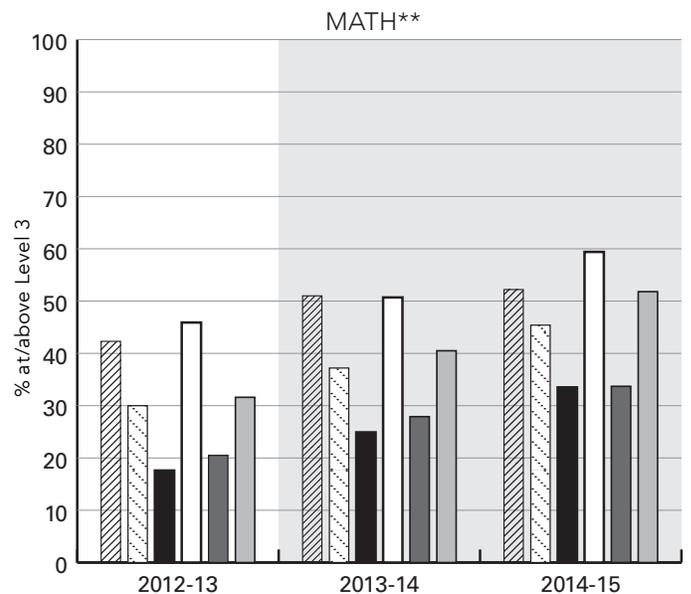
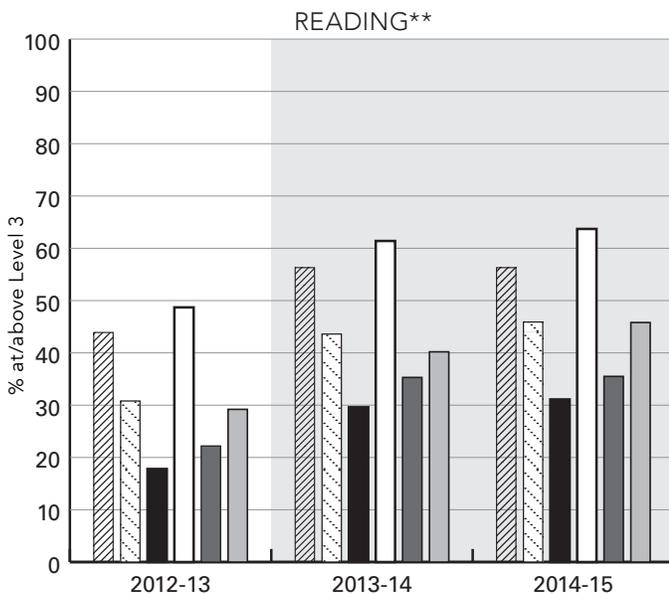


## SANDHILLS

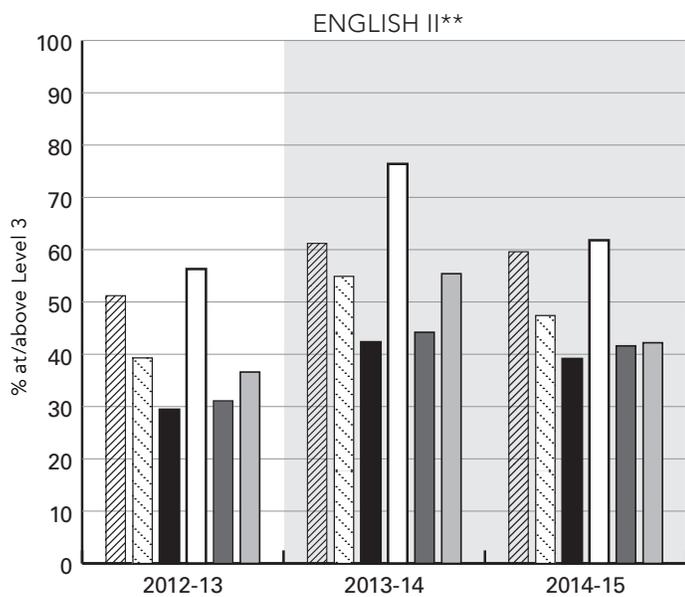
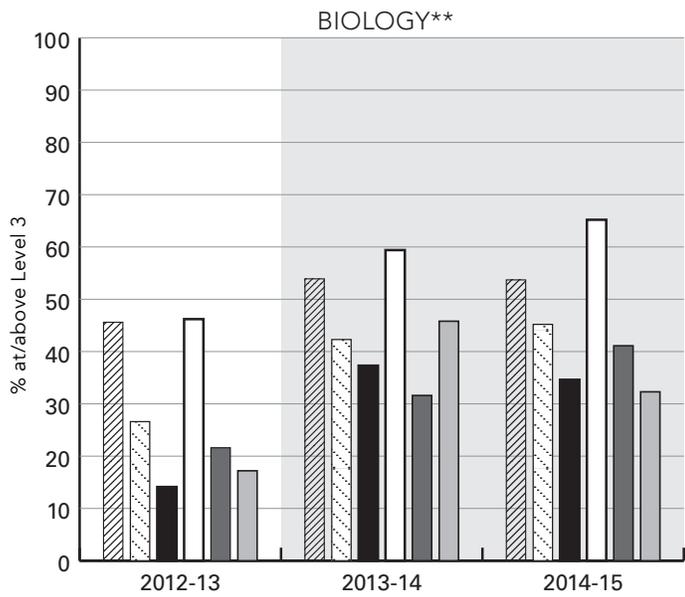
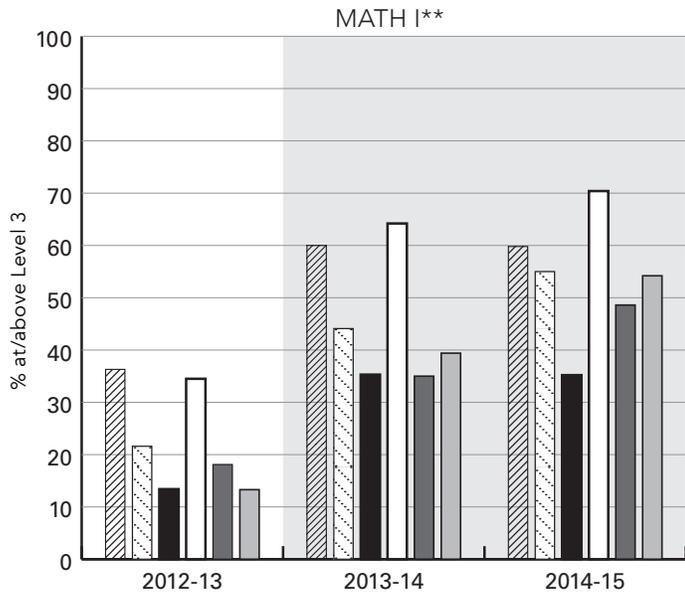
The Hoke County Schools enrolls 8,397 students, which includes 812 (10%) American Indians. The students attend one of 14 schools, which include one high school, one alternative school, and an early college. In all EOG/EOC subjects, the district proficiency rate is lower than the state rate. The district's dropout rate is lower than the state rate; however, the cohort graduation rate for the district lags behind the state rate. In the EOG/EOC subjects, the proficiency rates for American Indians trail 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 exceeds the rates for the district and state. The proficiency rates for American Indians in all EOG and EOC subjects, except Biology, are lower than other subgroups.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	30.8	17.8	48.7	22.2	29.2
2013-14	56.3	43.6	29.6	61.4	35.3	40.2
2014-15	56.3	45.9	31.1	63.7	35.5	45.8
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	30.0	17.6	45.9	20.5	31.6
2013-14	51.0	37.2	24.9	50.7	27.9	40.5
2014-15	52.2	45.4	33.5	59.4	33.7	51.8
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	21.6	13.4	34.5	18.1	13.3
2013-14	60.0	44.1	35.3	64.2	35.0	39.4
2014-15	59.8	55.0	35.2	70.4	48.6	54.2
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	26.6	14.1	46.2	21.6	17.2
2013-14	53.9	42.3	37.3	59.4	31.6	45.8
2014-15	53.7	45.2	34.6	65.2	41.1	32.3
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	39.3	29.4	56.3	31.1	36.6
2013-14	61.2	54.9	42.3	76.4	44.2	55.4
2014-15	59.6	47.4	39.1	61.8	41.6	42.2
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	70.5	41.0	73.5	76.5	70.4
2013-14	83.8	70.7	62.0	68.5	77.7	54.8
2014-15	85.6	75.1	60.9	78.4	78.4	70.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	3.60	7.43	4.71	2.68	1.89
2012-13	2.45	2.32	3.99	2.53	2.03	2.59
2013-14	2.28	2.26	6.84	2.00	1.54	n/a

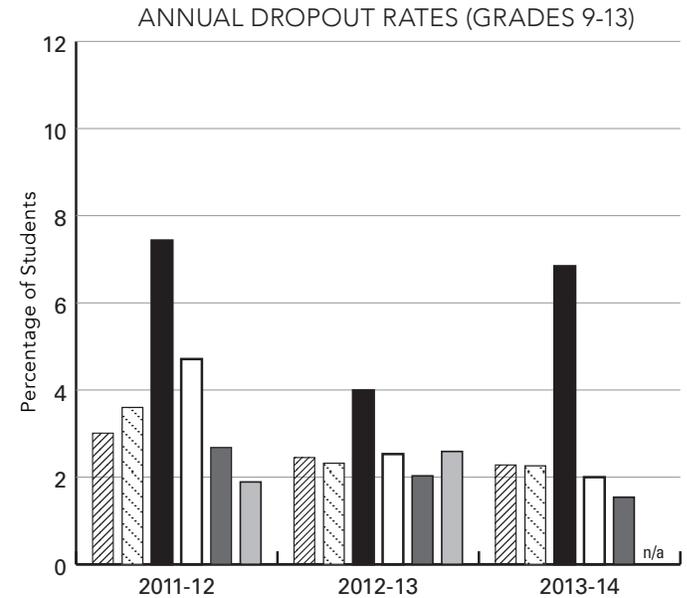
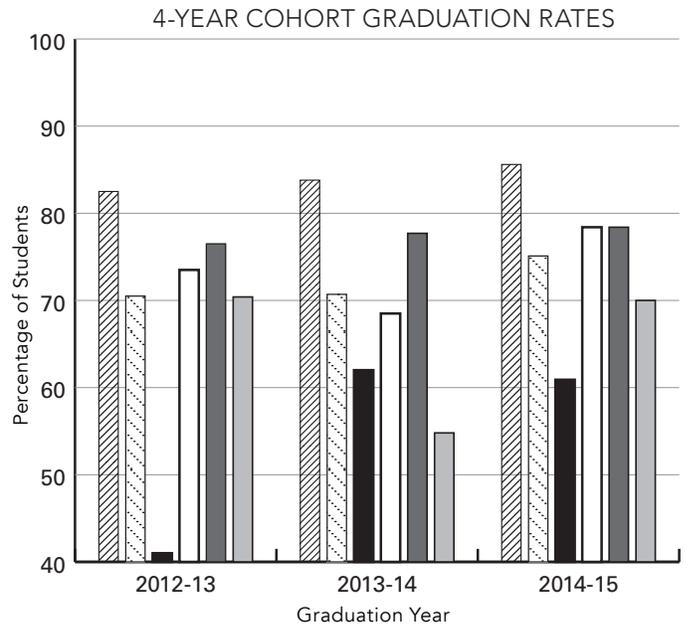
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

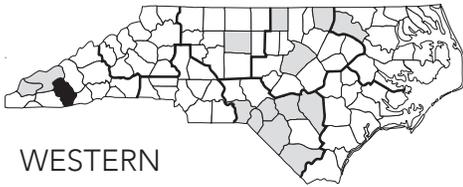
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

#### Cautionary Note Regarding Comparisons:

\*\* = Standards and assessments used in years after 2011-12 reflect higher standards and more rigorous expectations. Therefore, comparisons between 2011-12 and later years cannot be made with precision. Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career- readiness standard.

# JACKSON COUNTY

DISTRICT CONTACT: JASON WATSON  
<http://www.jcps.k12.nc.us>

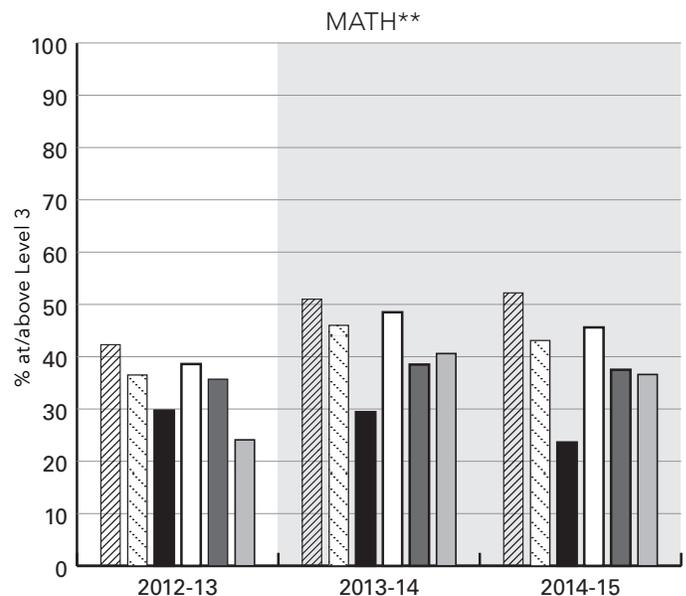
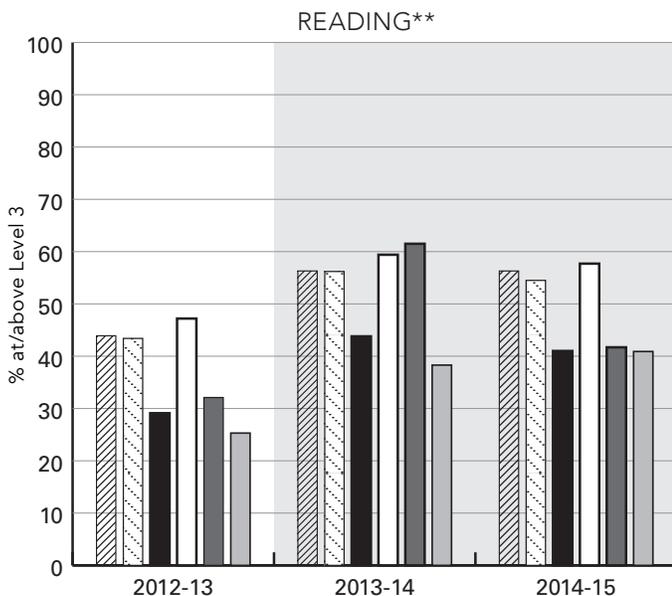


## WESTERN

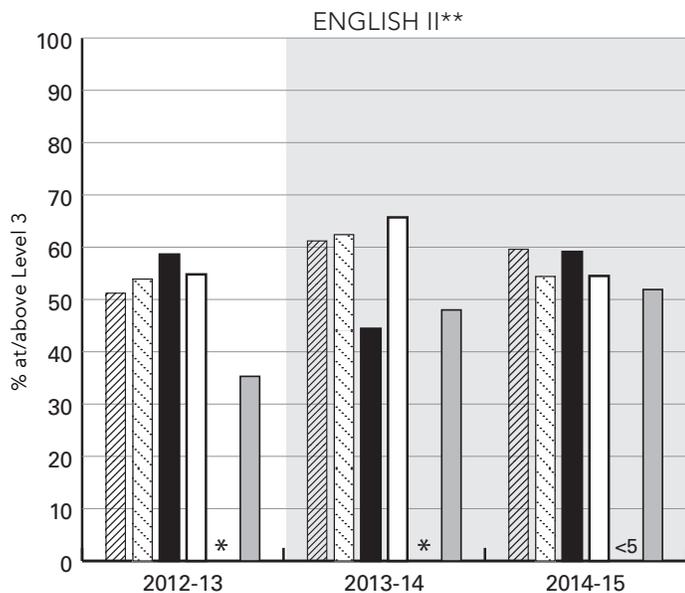
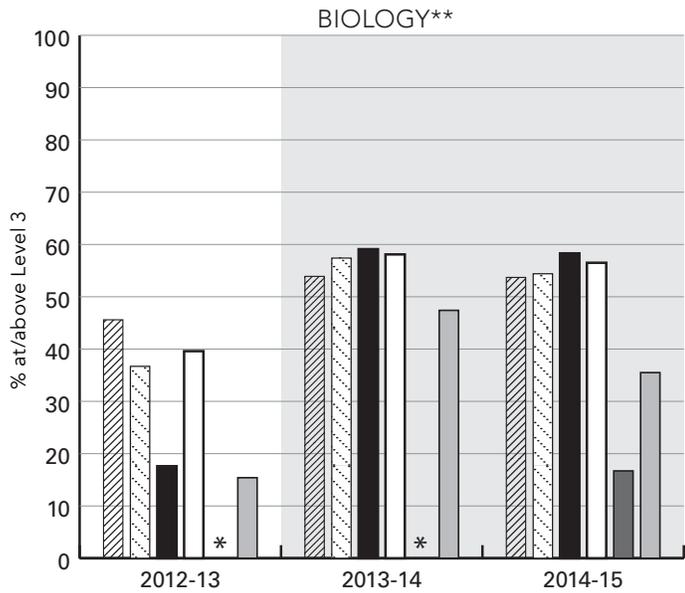
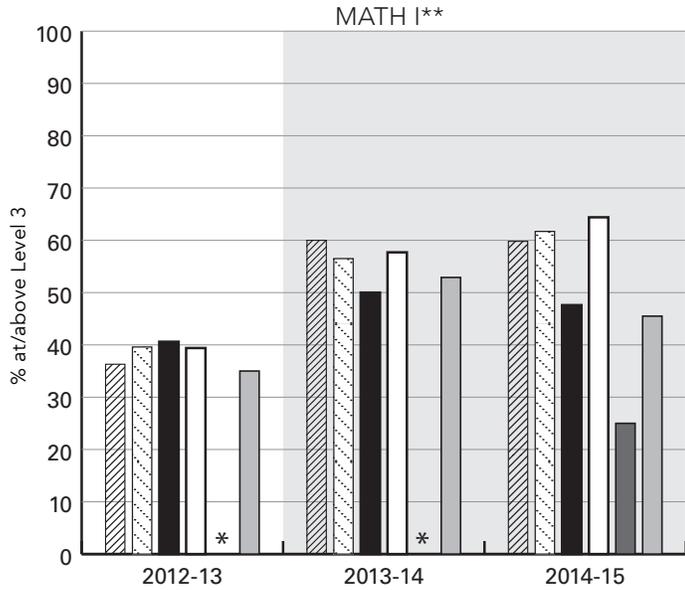
Located on land contiguous with the Qualla Boundary, Jackson County Schools enrolls 3,712 students, of whom 291 (8%) are American Indian, mainly of the Eastern Band of Cherokee. Jackson County Schools operates nine campuses, including one high school and two early colleges. In all but two EOC/EOG assessments (Math I and Biology), the district lags behind the state. The district lags behind the state in the cohort graduation rate but is ahead in the dropout rate. The cohort graduation rate for American Indians is markedly lower than the district rate; however, sufficient data are not available for comparison of the dropout rate for American Indian students. The proficiency rates for American Indians are lower than the district rates in EOG reading and math, and EOC Math I, but higher than the state and district in EOC Biology. Fewer American Indians than Whites and Blacks are proficient on EOG reading and math. American Indians are performing higher than their White peers in Biology and English II.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	43.4	29.1	47.2	32.1	25.3
2013-14	56.3	56.2	43.8	59.4	61.5	38.3
2014-15	56.3	54.5	41.0	57.7	41.7	40.9
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	36.5	29.7	38.6	35.7	24.1
2013-14	51.0	46.0	29.4	48.5	38.5	40.6
2014-15	52.2	43.1	23.6	45.6	37.5	36.6
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	39.6	40.6	39.4	*	35.0
2013-14	60.0	56.5	50.0	57.7	*	52.9
2014-15	59.8	61.7	47.6	64.4	25.0	45.5
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	36.7	17.6	39.6	*	15.4
2013-14	53.9	57.4	59.1	58.1	*	47.4
2014-15	53.7	54.4	58.3	56.5	16.7	35.5
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	53.9	58.6	54.8	*	35.3
2013-14	61.2	62.4	44.4	65.7	*	48.0
2014-15	59.6	54.4	59.1	54.5	<5	51.9
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	83.7	55.0	88.0	n/a	57.1
2013-14	83.8	88.0	78.9	88.9	n/a	87.5
2014-15	85.6	83.8	72.2	84.7	*	78.6
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	3.75	7.95	3.30	n/a	n/a
2012-13	2.45	1.73	n/a	1.83	n/a	n/a
2013-14	2.28	2.19	n/a	2.09	n/a	n/a

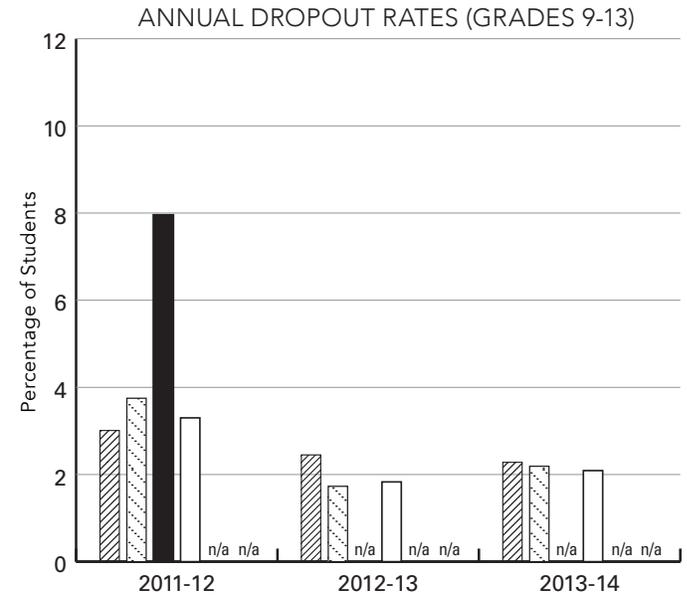
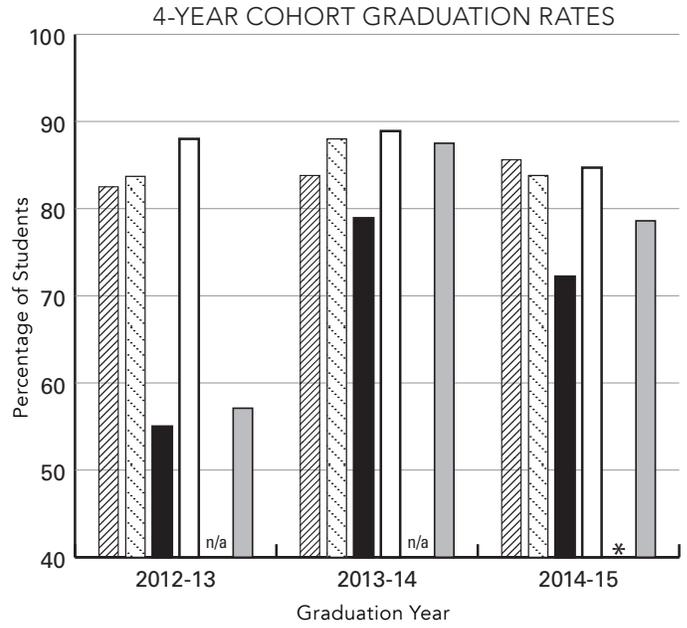
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

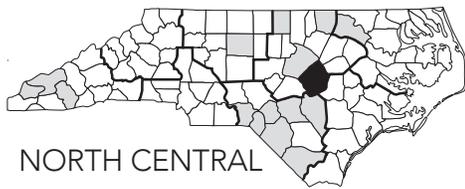
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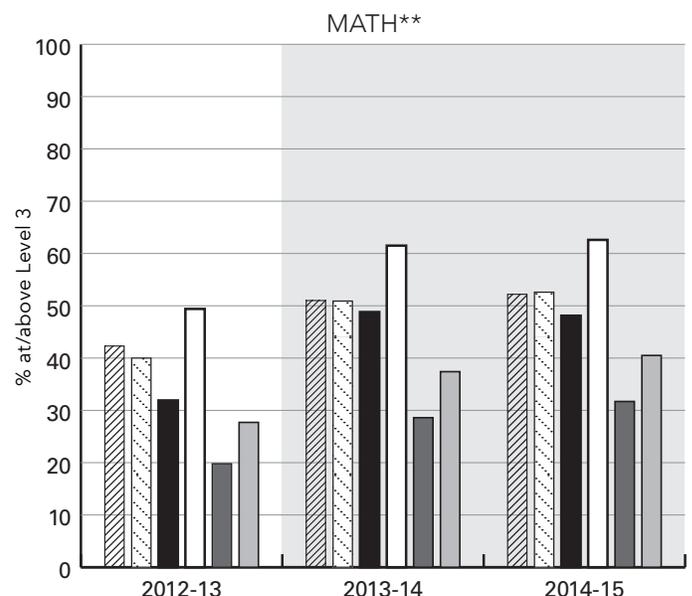
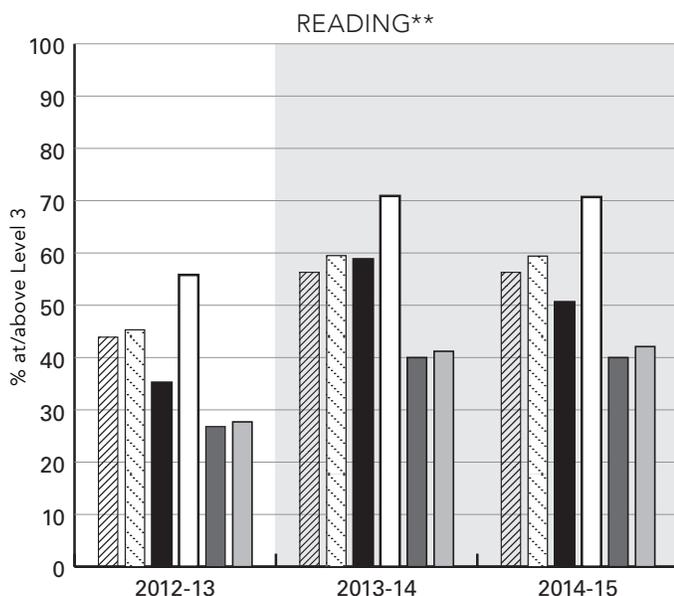


## NORTH CENTRAL

Johnston County Schools enrolls over 34,339 students, of whom 144 (0.4%) are American Indians of various tribes. The district operates 44 schools, including nine high schools and one early college. Compared with the state, the district proficiency rates are higher in all EOG/EOC subjects. The cohort graduation rate for the district is slightly higher than the state rate. The dropout rate for the district is lower than the state rate. The percent of American Indian students at the proficient level is lower than the percent for the district in all EOG/EOC subjects, except Biology and Math I. 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 lags behind rates for the district, the state; but exceeds two subgroups, Blacks and Hispanics.

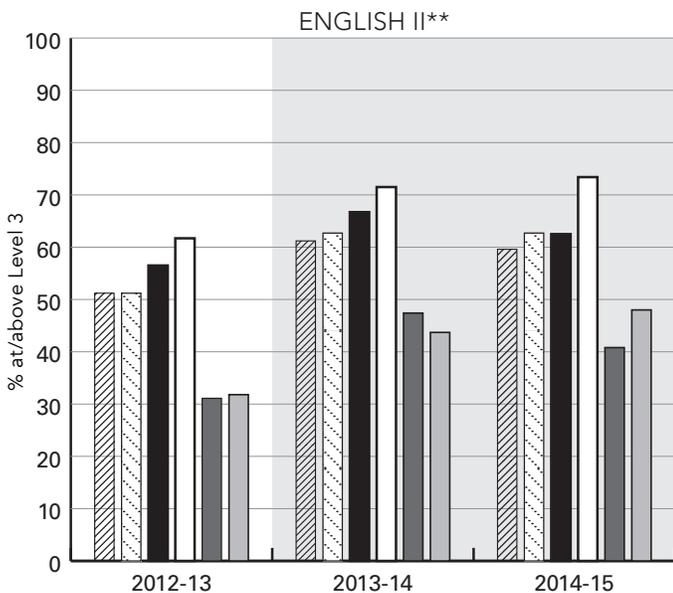
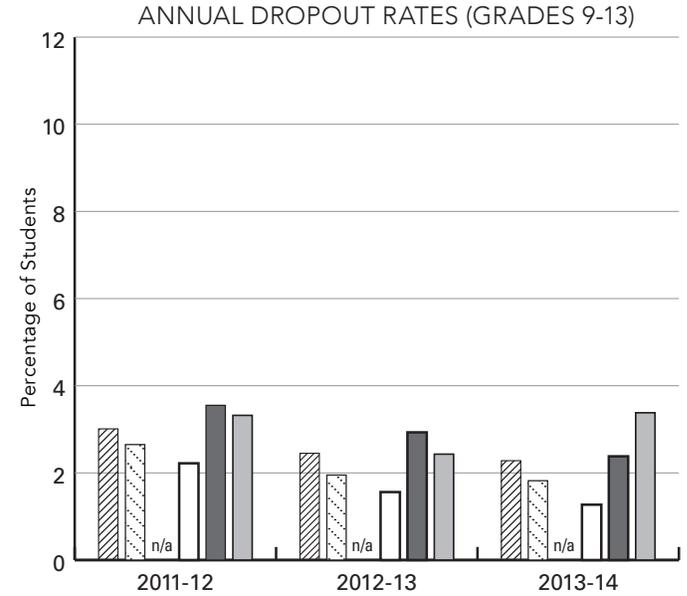
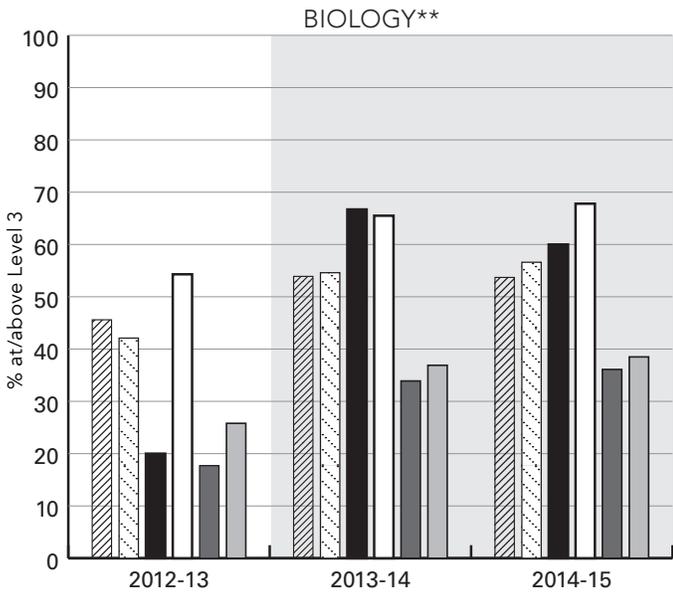
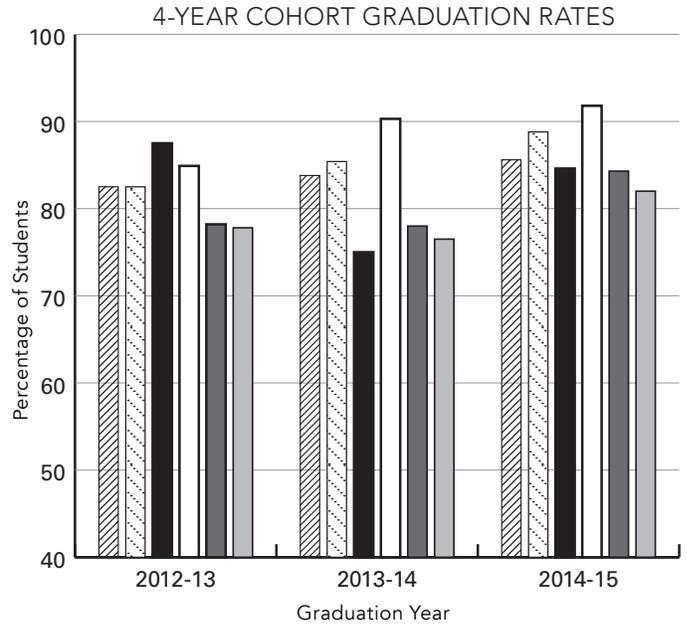
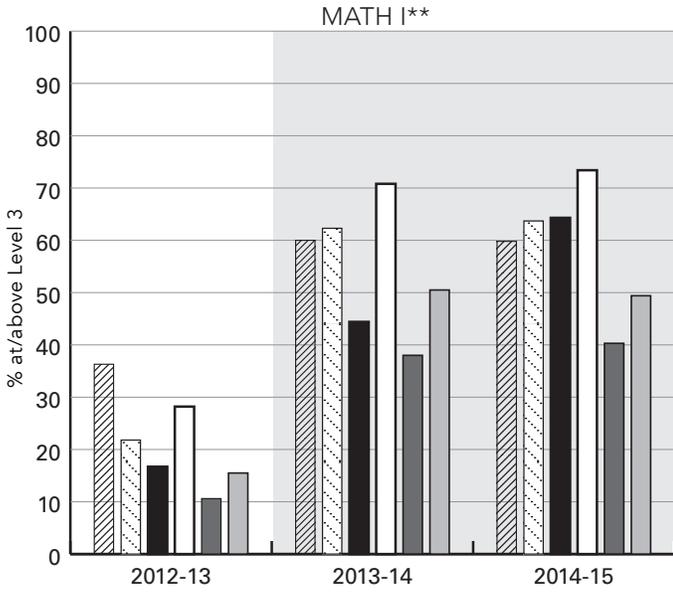
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	45.3	35.2	55.8	26.8	27.7
2013-14	56.3	59.5	58.8	70.9	40.0	41.2
2014-15	56.3	59.4	50.6	70.7	40.0	42.1
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	40.0	31.9	49.4	19.8	27.7
2013-14	51.0	50.9	48.8	61.5	28.6	37.4
2014-15	52.2	52.6	48.1	62.6	31.7	40.5
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	21.8	16.7	28.2	10.6	15.5
2013-14	60.0	62.3	44.4	70.8	38.0	50.5
2014-15	59.8	63.7	64.3	73.4	40.3	49.4
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	42.1	20.0	54.3	17.7	25.8
2013-14	53.9	54.6	66.7	65.5	33.9	36.9
2014-15	53.7	56.6	60	67.8	36.1	38.5
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	51.2	56.5	61.7	31.1	31.8
2013-14	61.2	62.7	66.7	71.5	47.4	43.7
2014-15	59.6	62.7	62.5	73.4	40.8	48.0
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	82.5	87.5	84.9	78.2	77.8
2013-14	83.8	85.4	75.0	90.3	78.0	76.5
2014-15	85.6	88.8	84.6	91.8	84.3	82.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.65	n/a	2.22	3.55	3.32
2012-13	2.45	1.95	n/a	1.56	2.93	2.43
2013-14	2.28	1.82	n/a	1.27	2.38	3.38

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



## END-OF-COURSE TESTS

## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

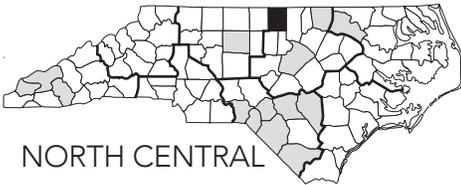
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

# PERSON COUNTY

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

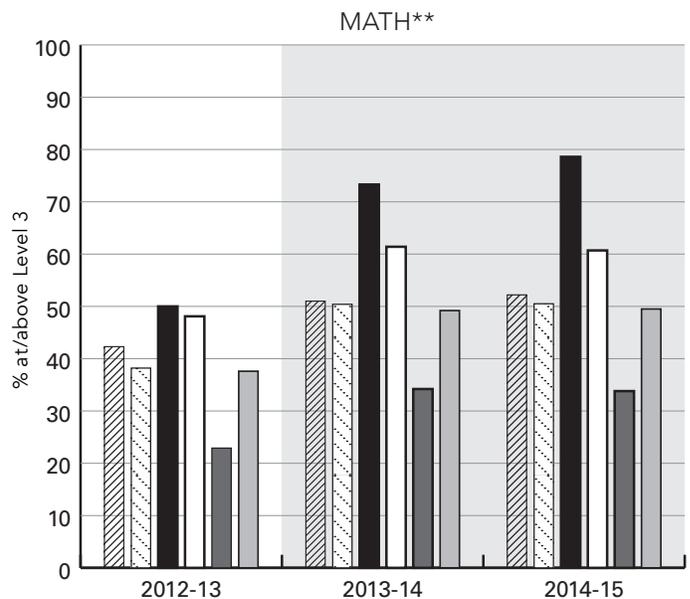
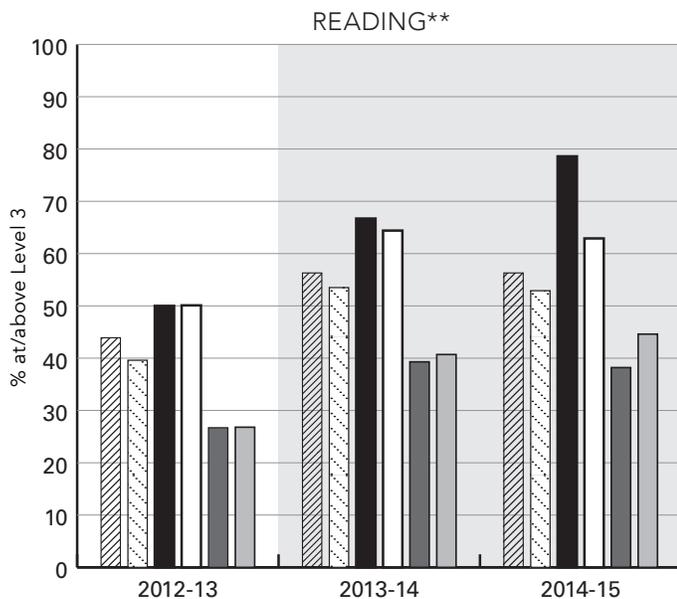


NORTH CENTRAL

Person County Schools enrolls 4,620 students, of whom 27 (0.6%) 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.

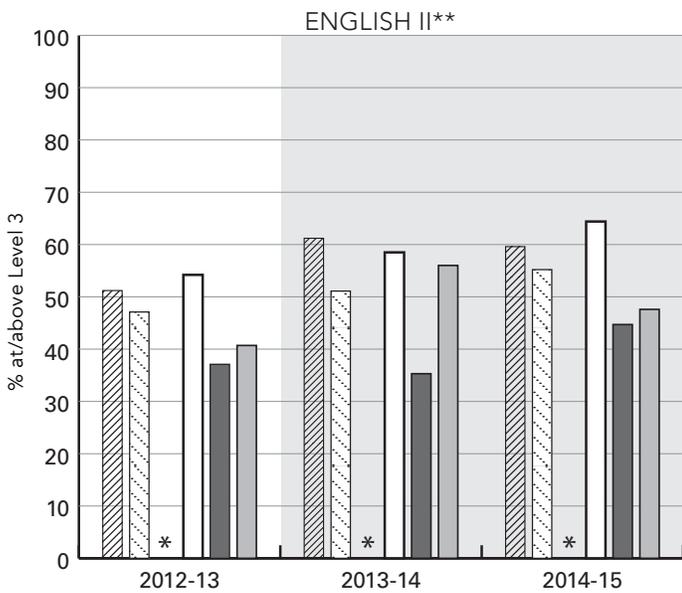
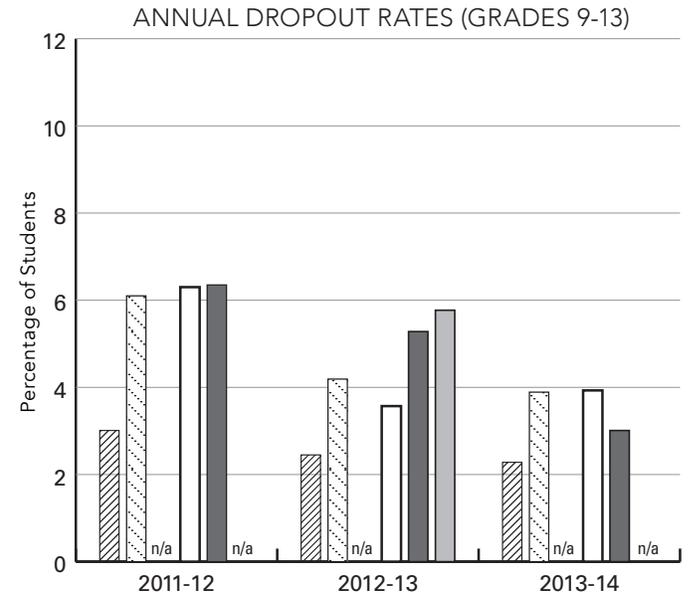
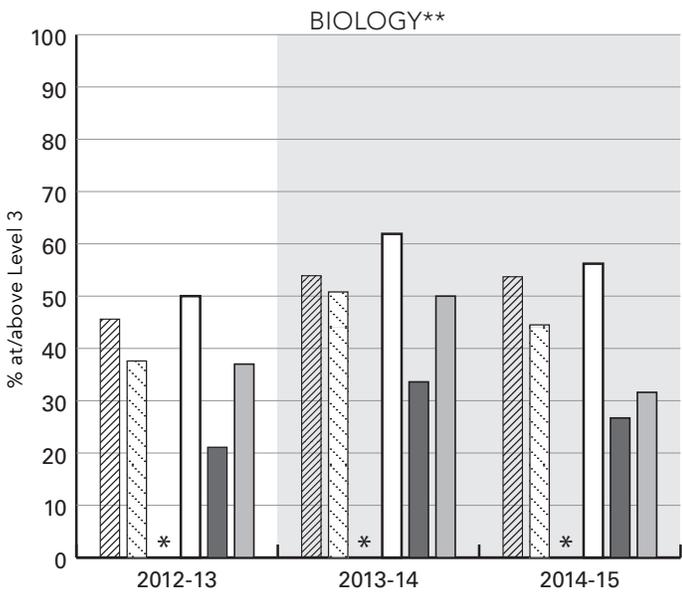
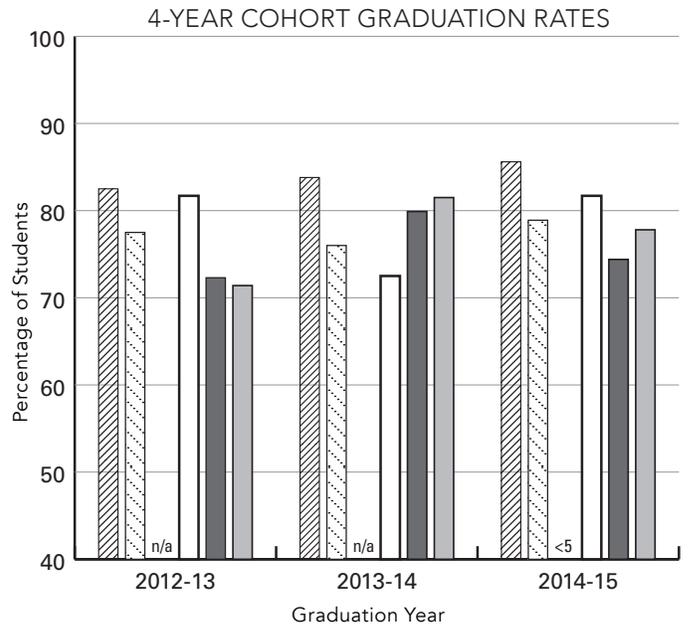
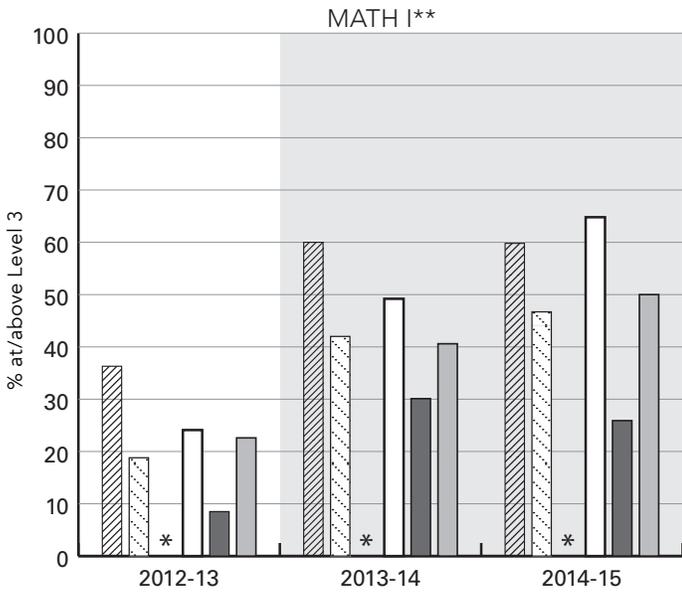
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	39.6	50.0	50.1	26.7	26.8
2013-14	56.3	53.5	66.7	64.4	39.3	40.7
2014-15	56.3	52.9	78.6	62.9	38.2	44.6
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	38.2	50.0	48.1	22.9	37.6
2013-14	51.0	50.4	73.3	61.4	34.2	49.2
2014-15	52.2	50.5	78.6	60.7	33.8	49.5
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	18.8	*	24.1	8.5	22.6
2013-14	60.0	42.0	*	49.2	30.1	40.6
2014-15	59.8	46.7	*	64.8	25.9	50.0
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	37.6	*	50.0	21.1	37.0
2013-14	53.9	50.8	*	61.9	33.6	50.0
2014-15	53.7	44.5	*	56.2	26.7	31.6
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	47.1	*	54.2	37.1	40.7
2013-14	61.2	51.1	*	58.5	35.3	56.0
2014-15	59.6	55.2	*	64.4	44.7	47.6
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	77.5	n/a	81.7	72.3	71.4
2013-14	83.8	76.0	n/a	72.5	79.9	81.5
2014-15	85.6	78.9	<5	81.7	74.4	77.8
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	6.10	n/a	6.30	6.35	n/a
2012-13	2.45	4.19	n/a	3.57	5.28	5.77
2013-14	2.28	3.89	n/a	3.93	3.01	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

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

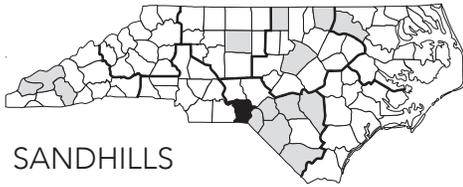
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

**Cautionary Note Regarding Comparisons:**

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

# RICHMOND COUNTY

DISTRICT CONTACT: BILLIE ALLEN  
<http://www.richmond.k12.nc.us>

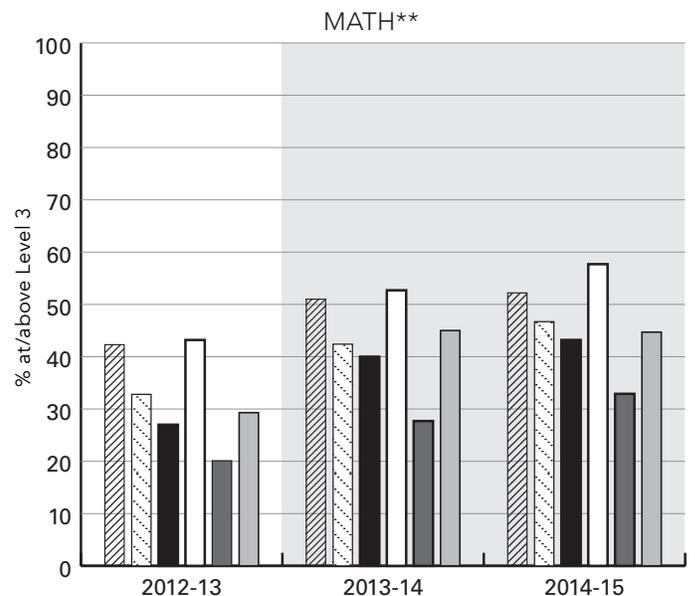
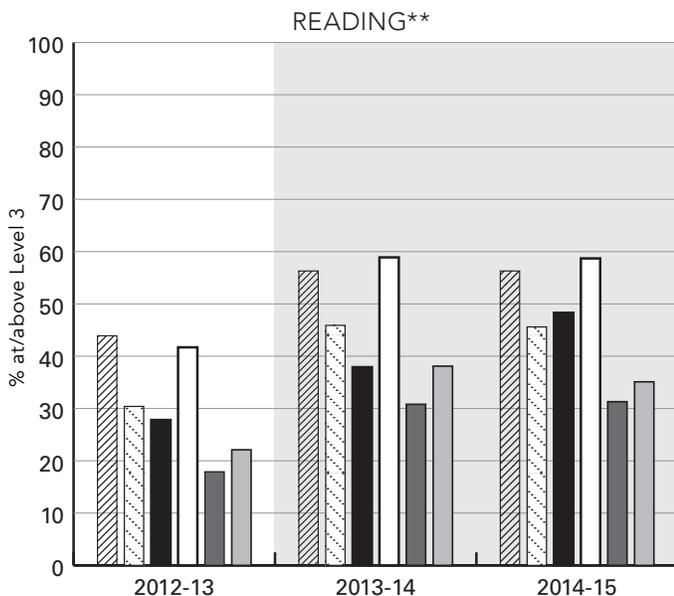


## SANDHILLS

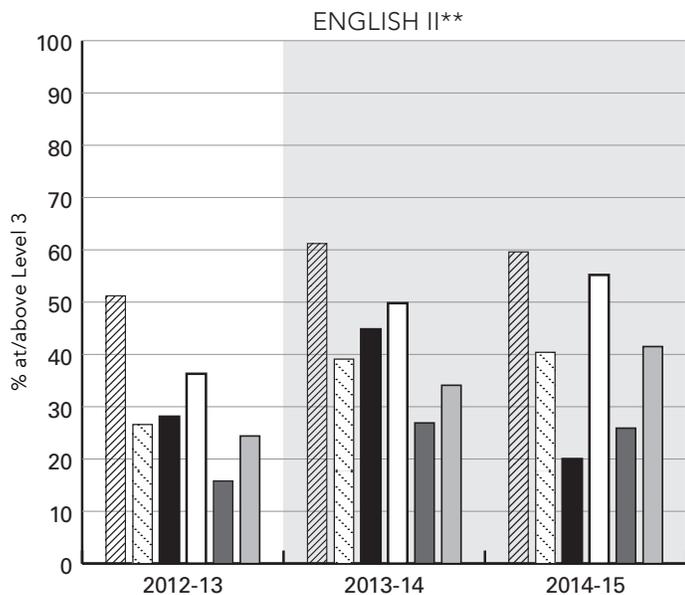
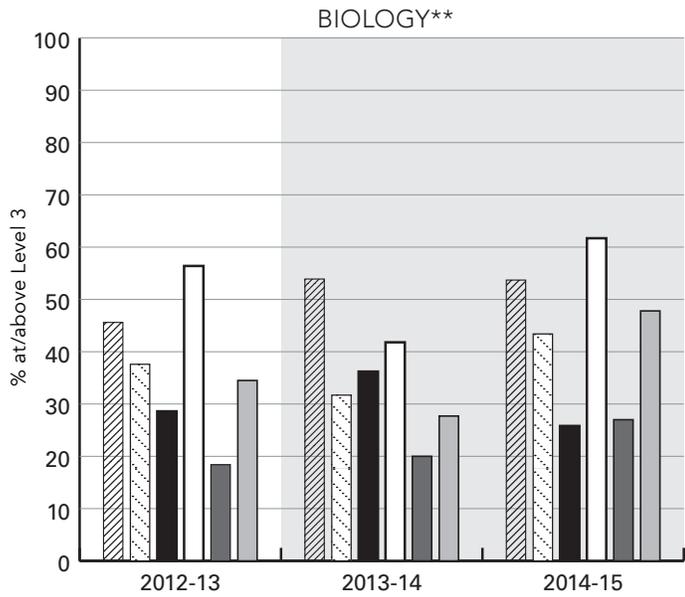
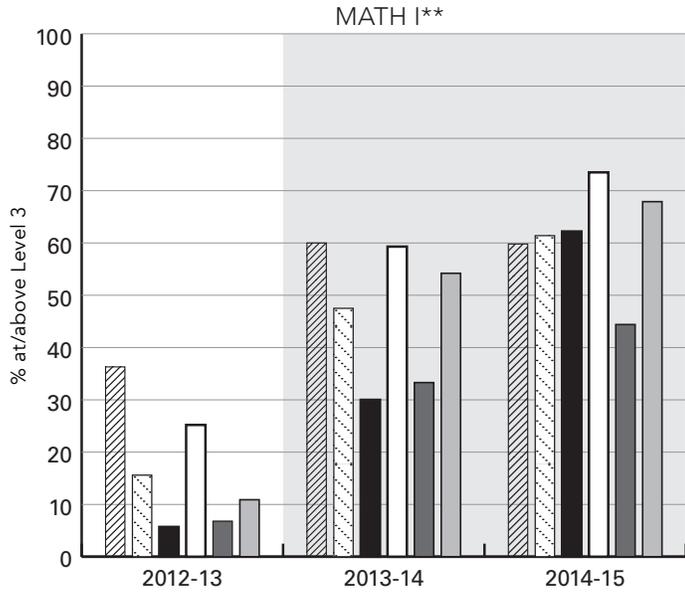
Richmond County Schools enrolls 7,564 students, of whom 292 (4%) are American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 16 schools, including one high school, one early college, and several special-focus schools. The district proficiency rates are lower than the state rates in all EOG/EOC subjects, except Math I. American Indian students fall behind the district in all EOG/EOC subjects, except reading and Math I. American Indians are performing better than Black and Hispanic subgroups in EOG reading. In all EOG/EOC areas, fewer American Indians are proficient when compared with their White peers. The cohort graduation rates for American Indians and White students are equal and lowest of all subgroups; however, sufficient data are not available for comparison of the dropout rate.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	30.4	27.8	41.7	17.9	22.1
2013-14	56.3	45.9	37.9	58.9	30.8	38.1
2014-15	56.3	45.6	48.3	58.7	31.3	35.1
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	32.8	27.0	43.2	20.1	29.3
2013-14	51.0	42.4	40.0	52.7	27.7	45.0
2014-15	52.2	46.7	43.2	57.7	32.9	44.7
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	15.6	5.7	25.2	6.8	10.9
2013-14	60.0	47.5	30.0	59.3	33.3	54.2
2014-15	59.8	61.4	62.2	73.5	44.4	67.9
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	37.6	28.6	56.4	18.4	34.5
2013-14	53.9	31.7	36.2	41.8	20.0	27.7
2014-15	53.7	43.4	25.8	61.7	27.0	47.8
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	26.6	28.1	36.3	15.8	24.4
2013-14	61.2	39.1	44.8	49.8	26.9	34.1
2014-15	59.6	40.4	20.0	55.2	25.9	41.5
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	74.1	60.0	75.0	76.5	61.0
2013-14	83.8	79.2	72.7	79.7	81.5	67.4
2014-15	85.6	81.0	78.6	78.6	85.4	81.6
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	3.59	6.09	3.66	3.59	n/a
2012-13	2.45	2.47	6.15	2.73	1.28	5.56
2013-14	2.28	3.27	n/a	3.70	2.66	n/a

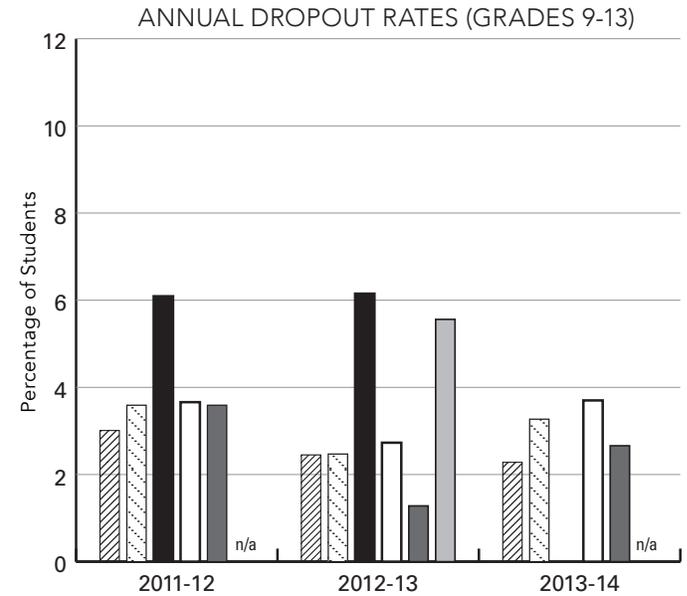
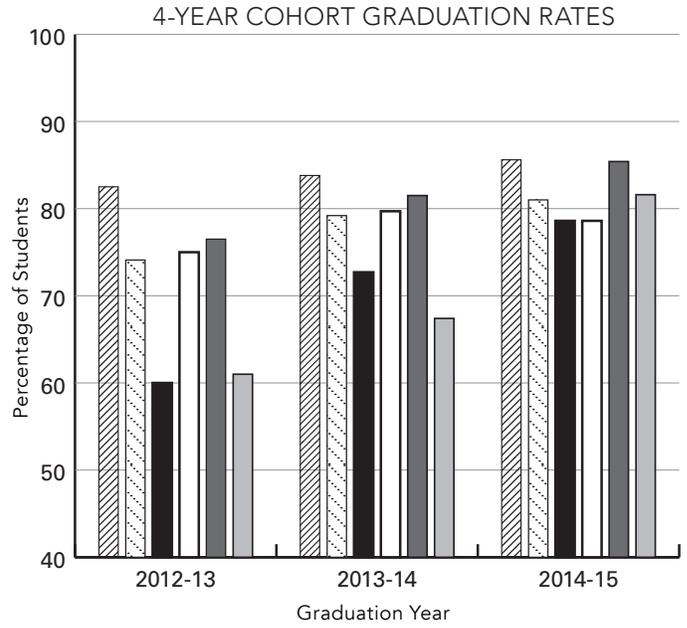
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

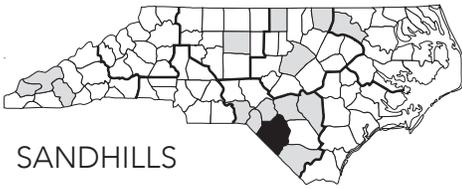
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

#### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

# ROBESON COUNTY

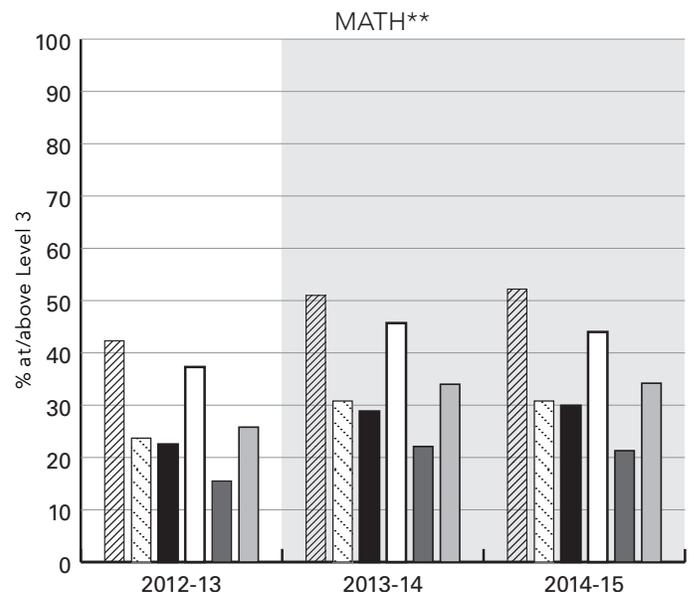
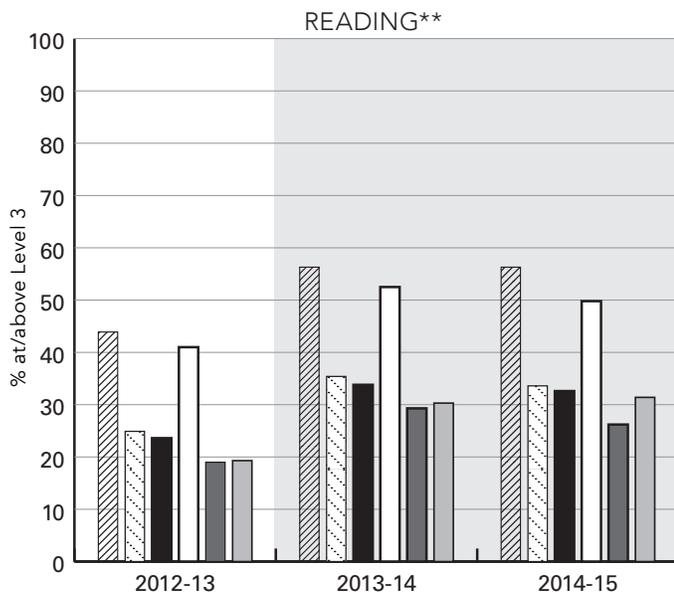
DISTRICT CONTACT: CONNIE LOCKLEAR  
<http://www.robesson.k12.nc.us>



The Public Schools of Robeson County enrolls 23,588 students, of whom 10,068 (43%) identify as American Indian, mainly of the Lumbee Tribe. Geographically expansive and rural, the district operates 41 schools, including six high schools, an early college, a career and technical education 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 higher than the state rates. For American Indian students, these data show incremental improvements in the cohort graduation rate and the dropout rate since 2011-12. American Indian students lag behind the state, district, and White subgroup in all EOG/EOC assessments. They exceed Black students but lag behind their Hispanic peers in all subjects, except in EOG reading.

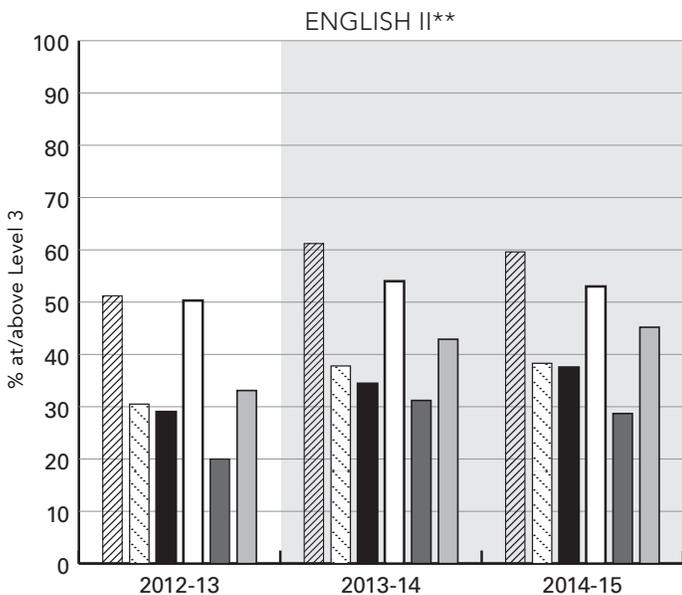
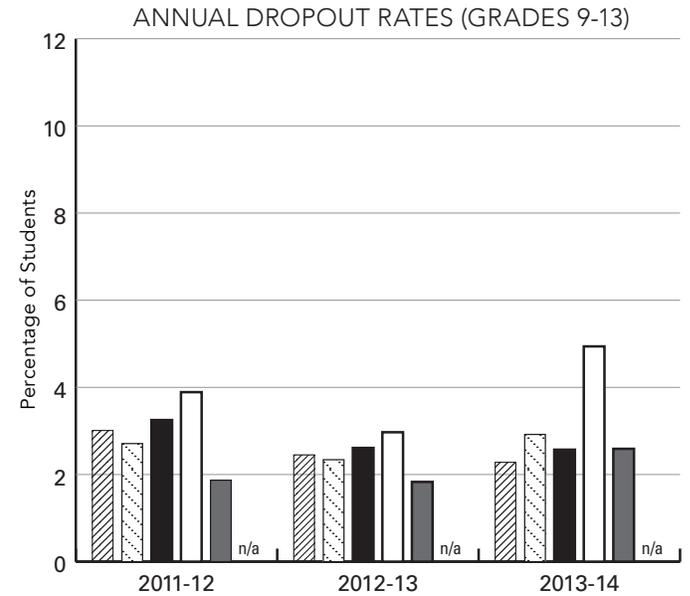
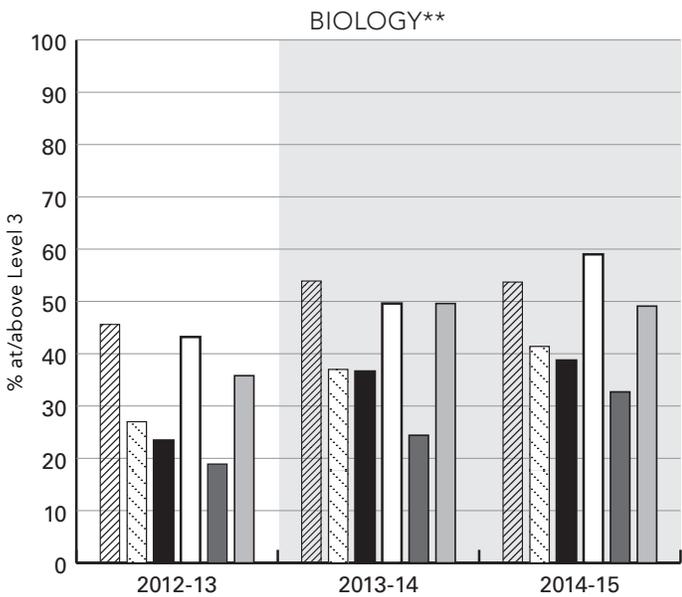
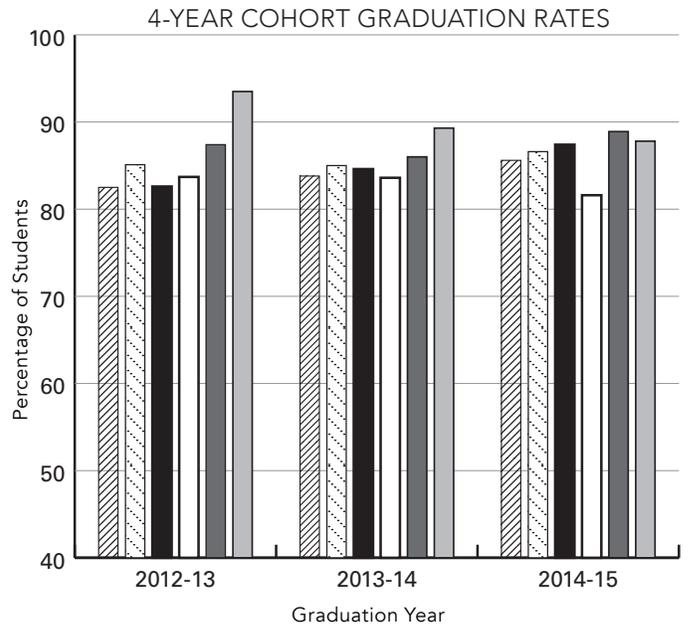
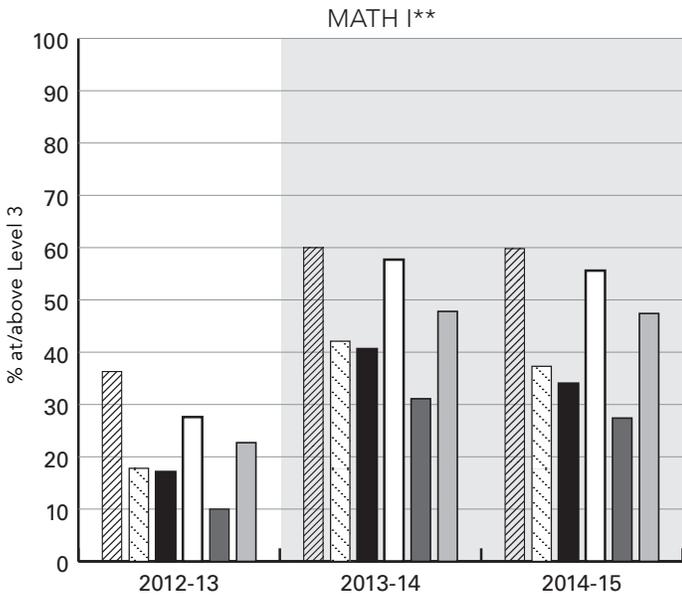
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	24.9	23.6	41.0	19.0	19.3
2013-14	56.3	35.4	33.8	52.5	29.3	30.3
2014-15	56.3	33.6	32.6	49.8	26.2	31.4
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	23.7	22.5	37.3	15.5	25.8
2013-14	51.0	30.8	28.8	45.7	22.1	34.0
2014-15	52.2	30.8	29.9	44.0	21.3	34.2
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	17.8	17.1	27.6	10.0	22.7
2013-14	60.0	42.1	40.6	57.7	31.1	47.8
2014-15	59.8	37.3	34.0	55.6	27.4	47.4
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	27.0	23.4	43.2	18.9	35.8
2013-14	53.9	37.0	36.6	49.6	24.4	49.6
2014-15	53.7	41.4	38.7	59	32.7	49.1
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	30.5	29.0	50.3	20.0	33.1
2013-14	61.2	37.8	34.4	54.0	31.2	42.9
2014-15	59.6	38.3	37.5	53.0	28.7	45.2
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	85.1	82.6	83.7	87.4	93.5
2013-14	83.8	85.0	84.6	83.6	86.0	89.3
2014-15	85.6	86.6	87.4	81.6	88.9	87.8
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.71	3.25	3.89	1.87	n/a
2012-13	2.45	2.34	2.61	2.97	1.83	n/a
2013-14	2.28	2.92	2.57	4.94	2.59	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

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

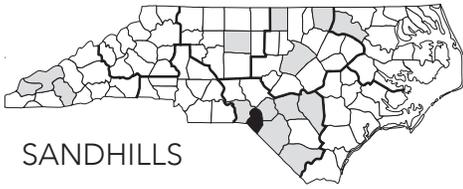
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

#### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

# SCOTLAND COUNTY

DISTRICT CONTACT: AMANDA DIXON  
<http://www.scotland.k12.nc.us>

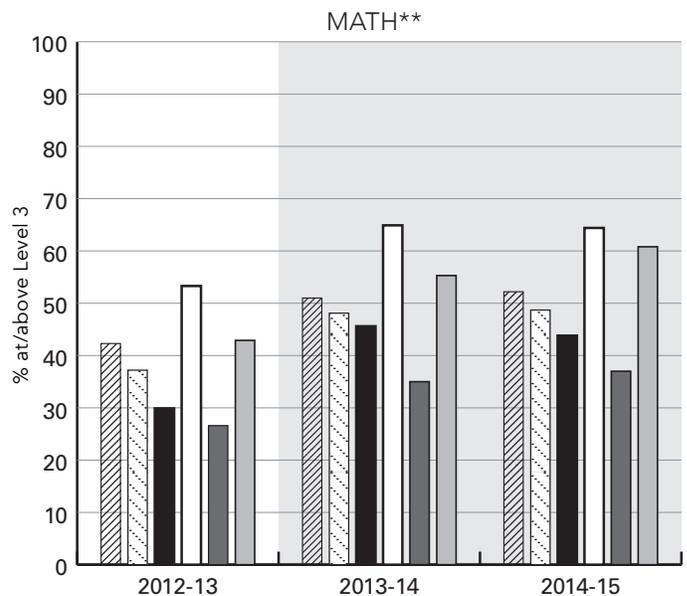
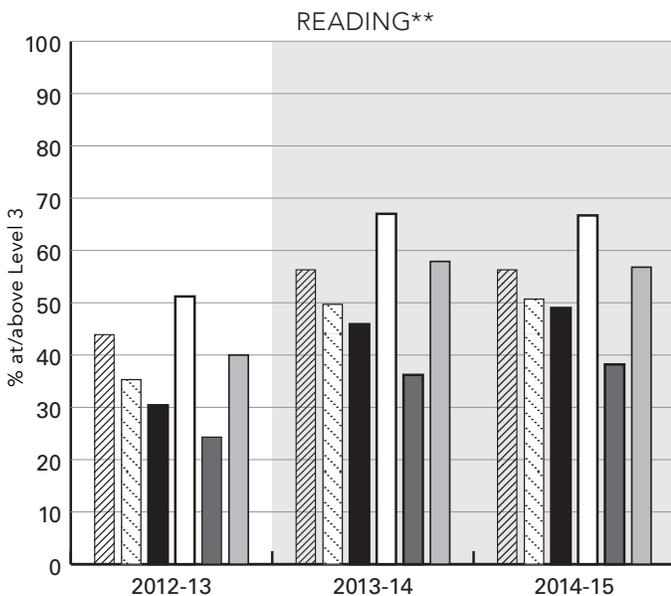


## SANDHILLS

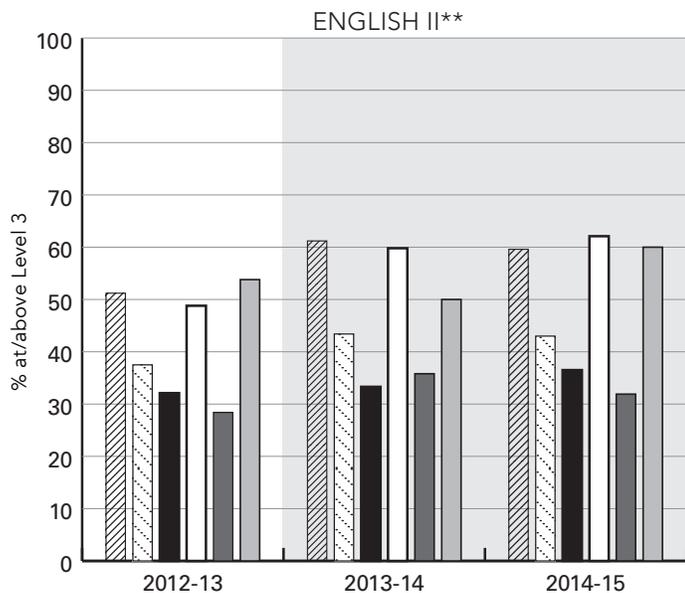
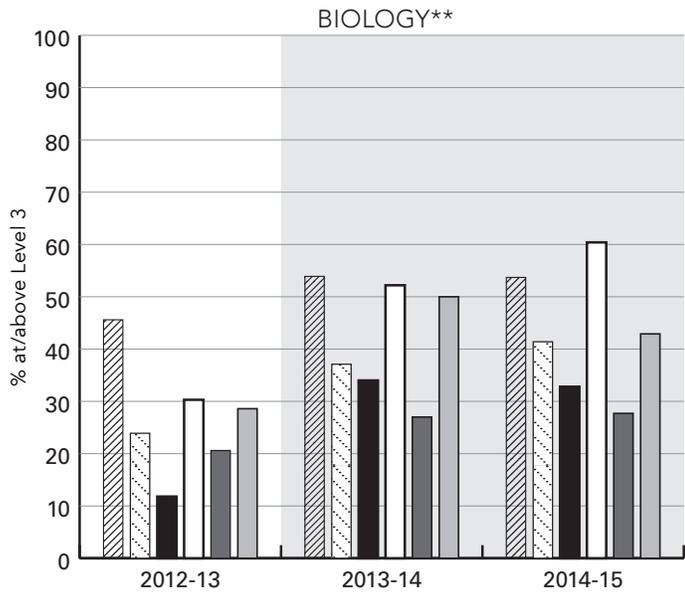
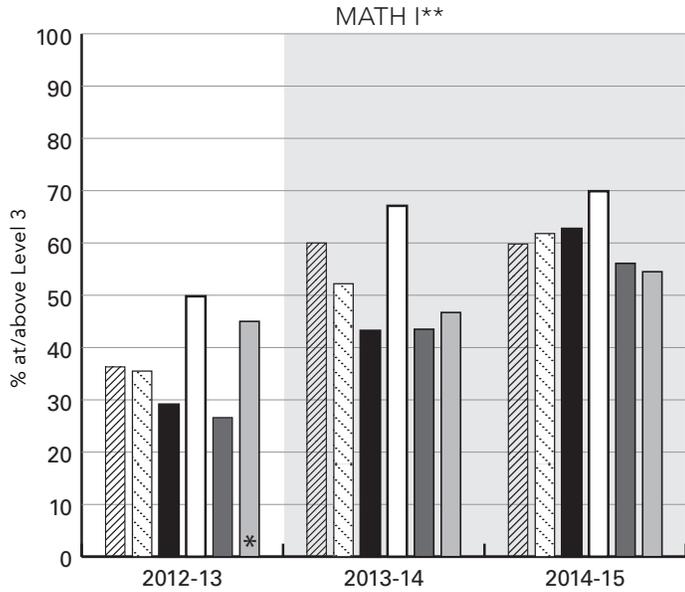
Scotland County Schools enrolls 6,010 students, including 937 American Indians (16%) mainly of the Lumbee Tribe. The district operates 13 campuses, including one high school and one early college. The district proficiency rates are below the state rates in all EOG/EOC subjects, except Math I. For the district, the graduation rate falls below the state rate, and the district dropout rate exceeds the state rate, 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, except Math I. In grades 3-8 reading and math, as well as all EOC subjects, American Indians lag behind their Hispanic peers, except in Math I. 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 all subgroups, and the dropout rate exceeds the rates for the district, state and two subgroups, Whites and Blacks; however, sufficient data are not available for comparison with their Hispanic peers.

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	35.3	30.4	51.2	24.3	40.0
2013-14	56.3	49.7	45.9	67.0	36.2	57.9
2014-15	56.3	50.7	49.0	66.7	38.2	56.8
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	37.2	29.9	53.3	26.6	42.9
2013-14	51.0	48.1	45.6	64.9	35.0	55.3
2014-15	52.2	48.7	43.8	64.4	37.0	60.8
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	35.5	29.1	49.8	26.6	45.0
2013-14	60.0	52.2	43.2	67.1	43.5	46.7
2014-15	59.8	61.8	62.7	69.9	56.1	54.5
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	23.9	11.8	30.3	20.6	28.6
2013-14	53.9	37.1	34.0	52.2	27.0	50.0
2014-15	53.7	41.4	32.8	60.4	27.7	42.9
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	37.5	32.1	48.8	28.4	53.8
2013-14	61.2	43.4	33.3	59.8	35.8	50.0
2014-15	59.6	43.0	36.5	62.1	31.9	60.0
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	72.8	70.2	72.7	74.4	*
2013-14	83.8	78.3	73.8	80.4	77.3	n/a
2014-15	85.6	81.8	70.6	86.6	80.5	87.5
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	4.15	3.66	3.37	4.75	n/a
2012-13	2.45	4.22	8.13	3.64	3.57	n/a
2013-14	2.28	4.18	6.12	3.56	3.82	n/a

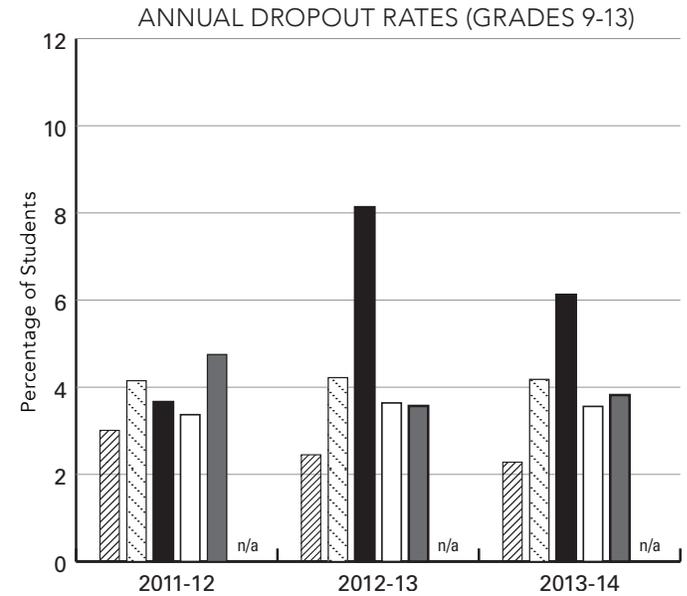
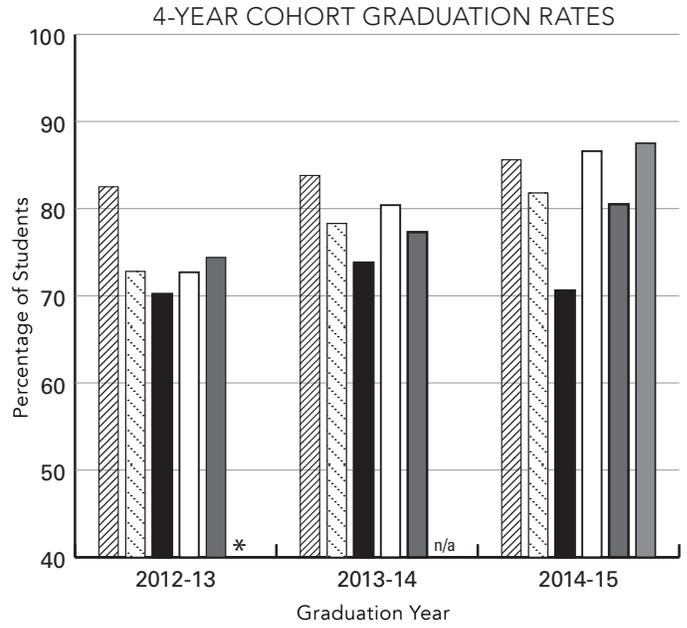
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

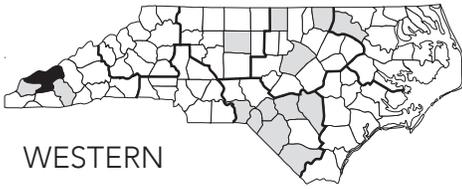
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

#### Cautionary Note Regarding Comparisons:

\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.

# SWAIN COUNTY

DISTRICT CONTACT: BOB MARR  
<http://www.swain.k12.nc.us>

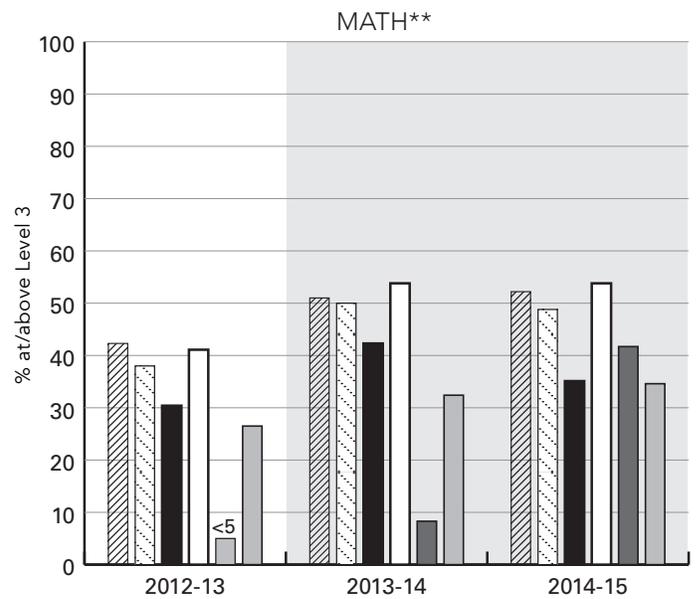
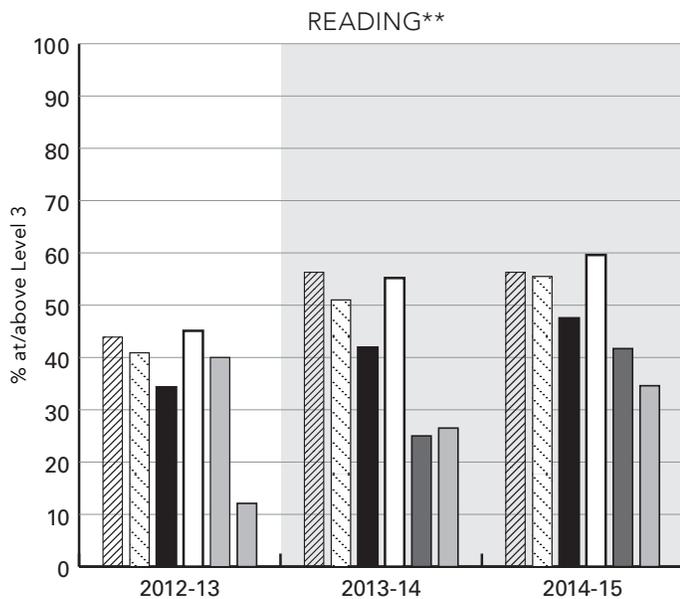


## WESTERN

Swain County Schools enrolls 1,994 students, of whom 475 (24%) are members of the Eastern Band of Cherokee. Located on land contiguous with the Qualla Boundary, the district operates five schools, including two early colleges, and one high school. The district proficiency rates lag behind the state in all EOG/EOC assessments. The district cohort graduation rate is lower than the state rate; however, the dropout rate is higher than the state rate. The EOG/EOC proficiency rates for American Indians are lower 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 the district rate, White and Hispanic rates; however, sufficient data are not available for comparison to the Black subgroup. For the American Indians, sufficient data are not available for comparison of the dropout rates.

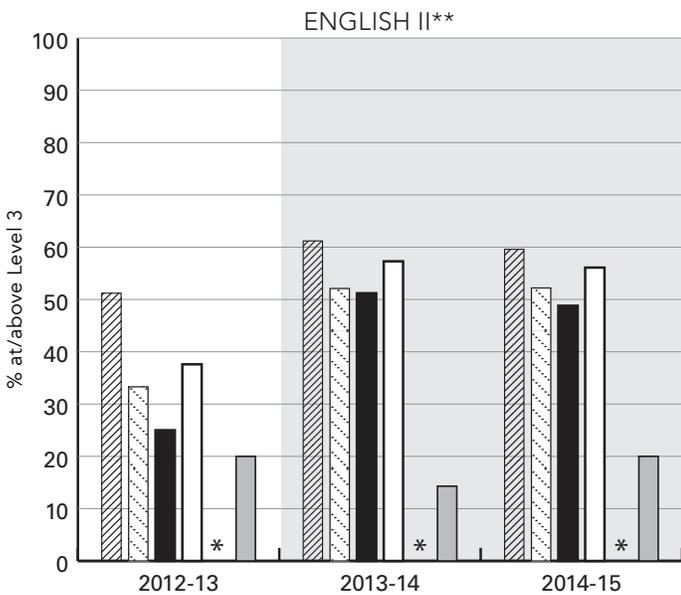
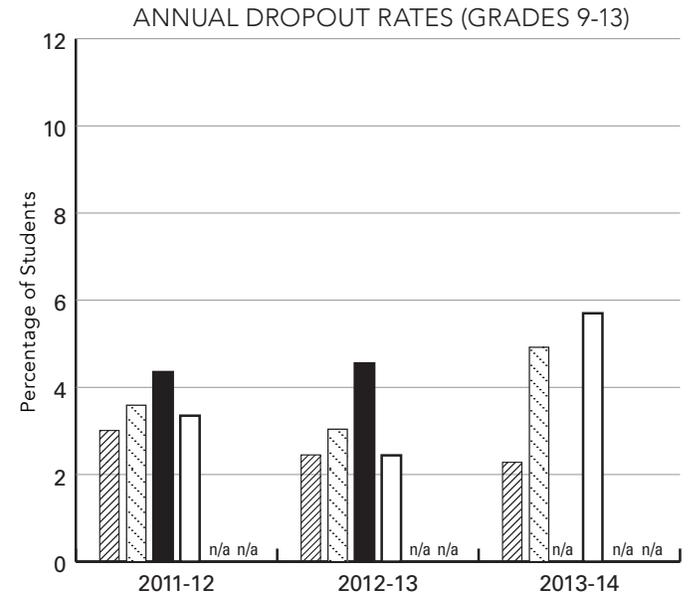
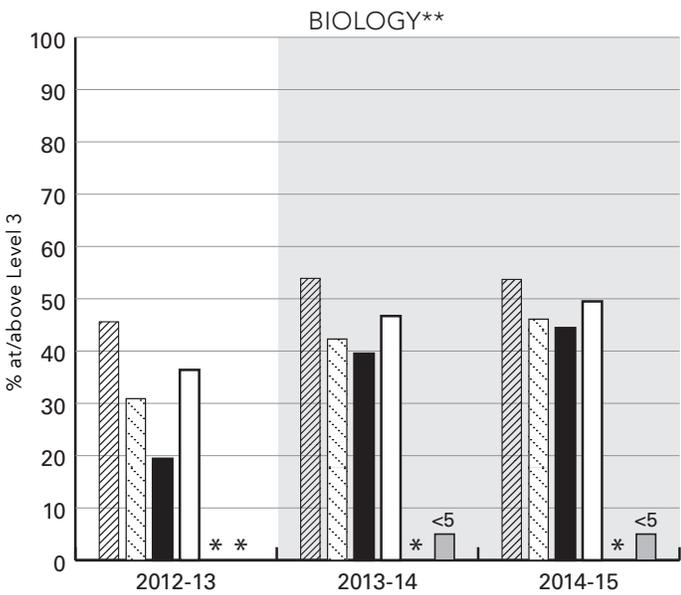
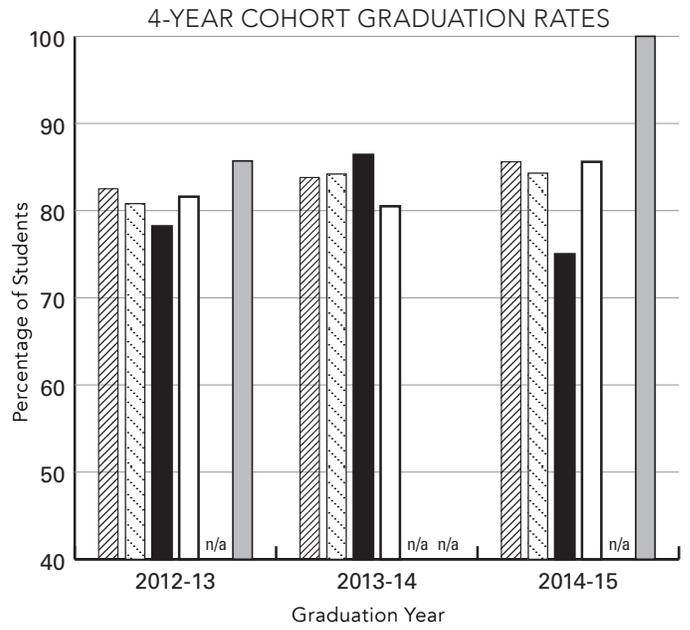
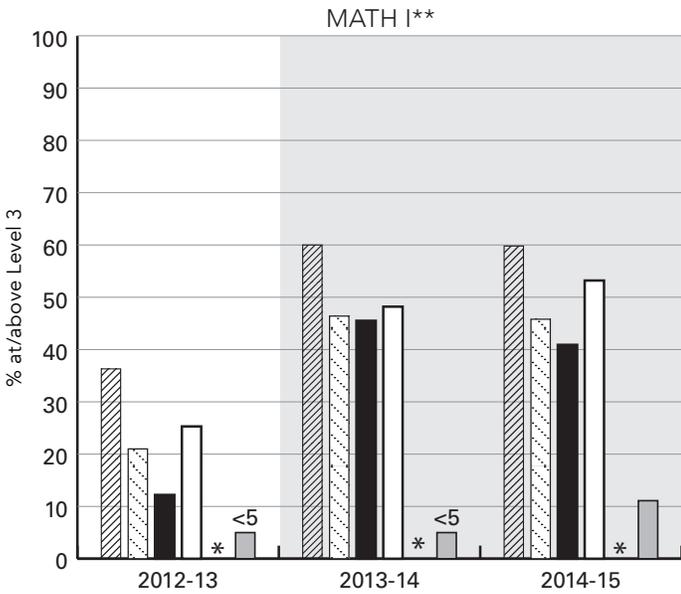
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	40.9	34.3	45.1	40.0	12.1
2013-14	56.3	51.0	41.9	55.2	25.0	26.5
2014-15	56.3	55.5	47.5	59.6	41.7	34.6
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	38.0	30.4	41.1	<5	26.5
2013-14	51.0	50.0	42.3	53.8	8.3	32.4
2014-15	52.2	48.8	35.1	53.8	41.7	34.6
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	21.0	12.2	25.3	*	<5
2013-14	60.0	46.4	45.5	48.2	*	<5
2014-15	59.8	45.8	40.9	53.2	*	11.1
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	30.9	19.4	36.4	*	*
2013-14	53.9	42.3	39.5	46.7	*	<5
2014-15	53.7	46.1	44.4	49.5	*	<5
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	33.3	25.0	37.6	*	20.0
2013-14	61.2	52.1	51.2	57.3	*	14.3
2014-15	59.6	52.2	48.8	56.1	*	20.0
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	80.8	78.2	81.6	n/a	85.7
2013-14	83.8	84.2	86.4	80.5	n/a	n/a
2014-15	85.6	84.3	75.0	85.6	n/a	100.0
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	3.59	4.35	3.35	n/a	n/a
2012-13	2.45	3.04	4.55	2.44	n/a	n/a
2013-14	2.28	4.92	n/a	5.70	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

> = Scores changed due to data corrections.

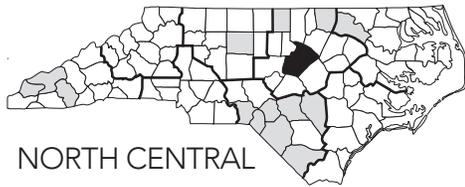
\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

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**Cautionary Note Regarding Comparisons:**

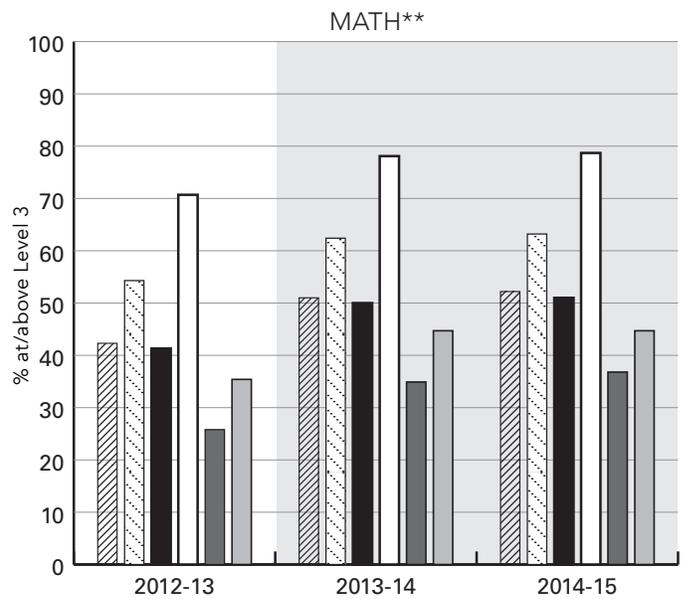
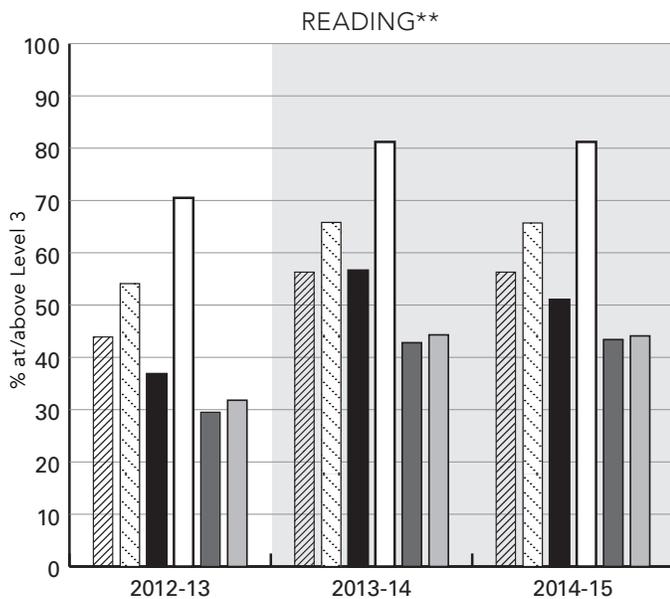
\*\* = Beginning in 2013-14, five achievement levels were reported as opposed to four the previous year. The new Achievement Level 3 identifies students who are prepared for the next grade but need additional academic support to meet the college- and career-readiness standard.



Wake County Schools enrolls 155,074 students and operate 169 schools, including 27 high schools, and a cadre of special-focus schools. Richly diverse in countries of origin, Wake County enrolls 505 (0.3%) American Indian students representing 78 tribal affiliations. In the five EOG/EOC subjects, the district proficiency rates are higher than the state rates. 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 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 lags behind the rates for the state, district, and all other subgroups, except Hispanics. The American Indian dropout rate exceeds the rates for the state, district, and all other subgroups.

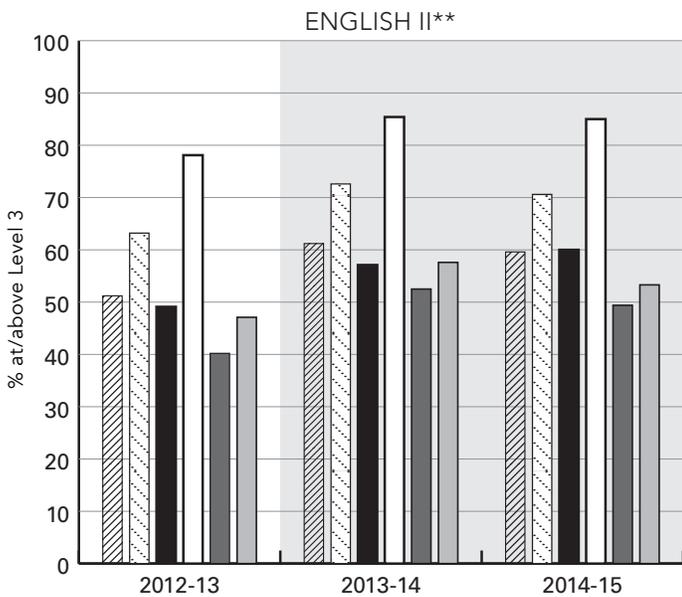
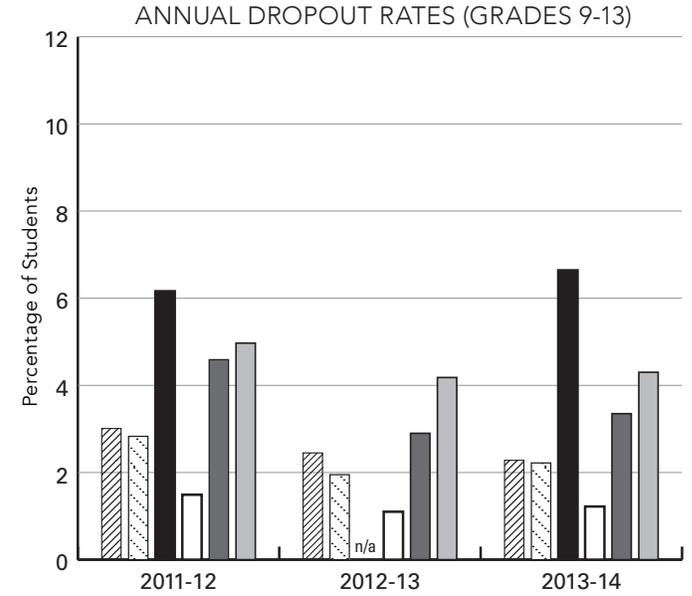
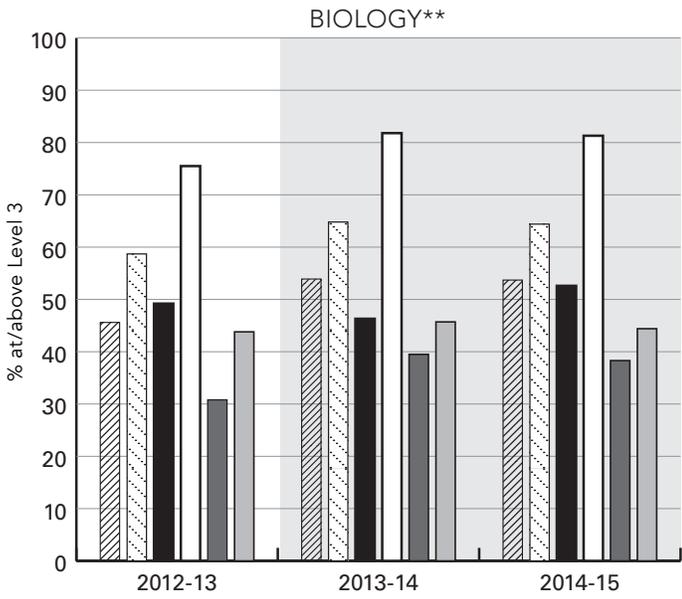
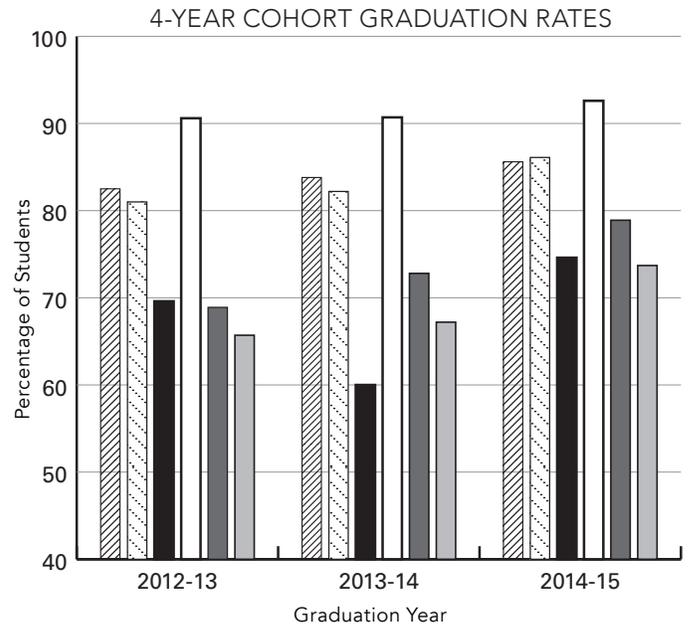
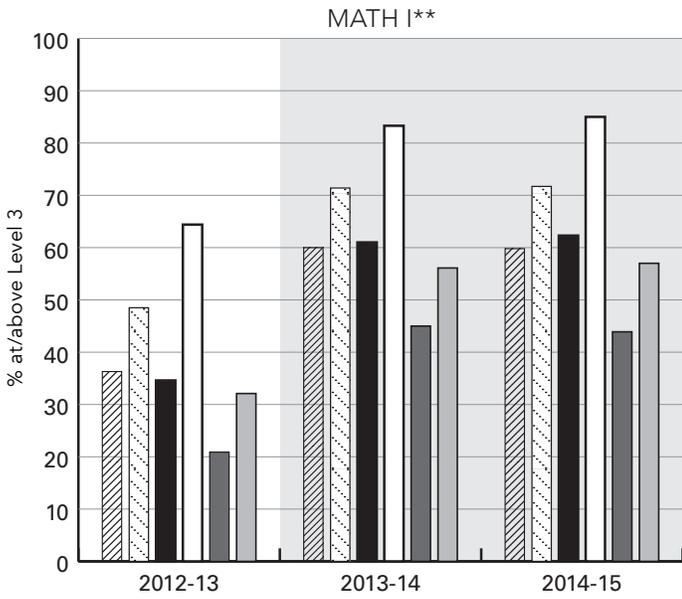
Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	54.1	36.8	70.5	29.5	31.8
2013-14	56.3	65.8	56.6	81.2	42.8	44.3
2014-15	56.3	65.7	51.0	81.2	43.4	44.1
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	54.3	41.3	70.7	25.8	35.4
2013-14	51.0	62.4	50.0	78.1	34.9	44.7
2014-15	52.2	63.2	51.0	78.7	36.8	44.7
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	48.5	34.6	64.4	20.9	32.1
2013-14	60.0	71.4	61.0	83.3	45.0	56.1
2014-15	59.8	71.7	62.3	85.0	43.9	57.0
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	58.7	49.2	75.5	30.8	43.8
2013-14	53.9	64.8	46.3	81.8	39.5	45.7
2014-15	53.7	64.4	52.6	81.3	38.3	44.4
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	63.2	49.1	78.1	40.2	47.1
2013-14	61.2	72.6	57.1	85.4	52.5	57.6
2014-15	59.6	70.6	60.0	85.0	49.4	53.3
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	81.0	69.6	90.6	68.9	65.7
2013-14	83.8	82.2	60.0	90.7	72.8	67.2
2014-15	85.6	86.1	74.6	92.6	78.9	73.7
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.83	6.16	1.49	4.59	4.97
2012-13	2.45	1.95	n/a	1.10	2.90	4.18
2013-14	2.28	2.22	6.64	1.22	3.35	4.30

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



## END-OF-COURSE TESTS

## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

\* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort)

n/a = Current year data are unavailable or contain no scores for the selected test.

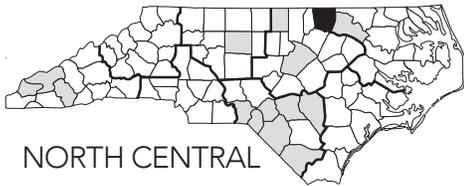
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

#### Cautionary Note Regarding Comparisons:

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# WARREN COUNTY

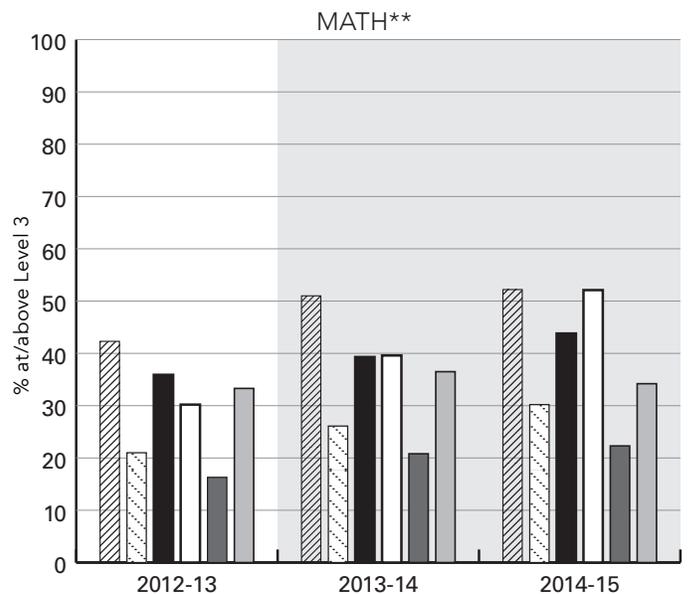
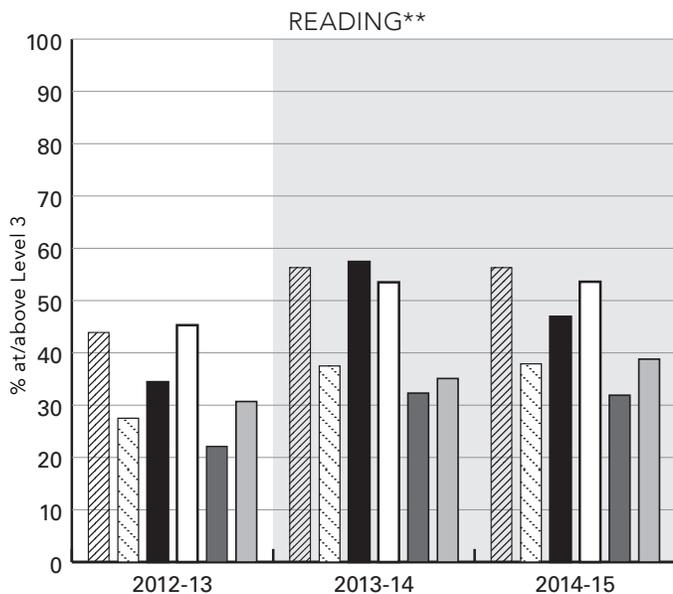
DISTRICT CONTACT: PATRICIA RICHARDSON  
<http://www.warrenk12nc.org>



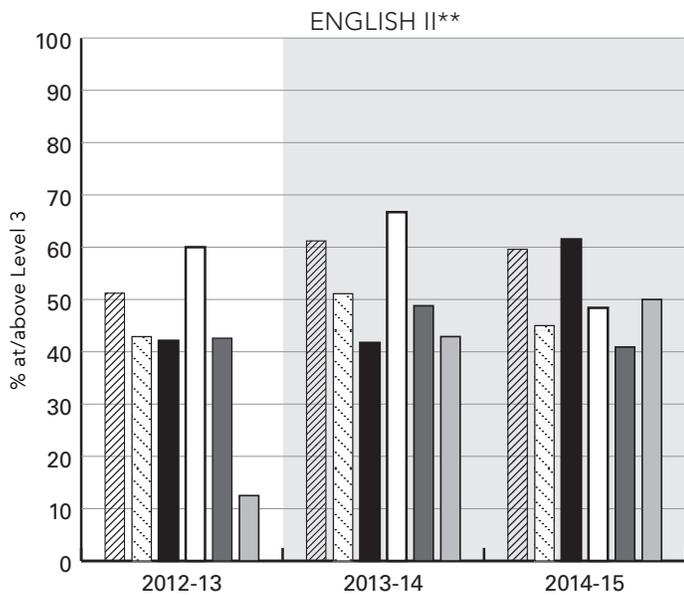
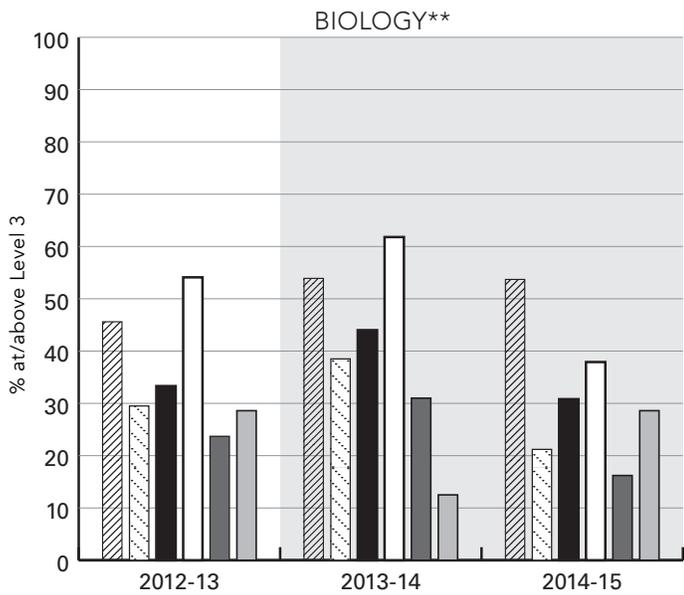
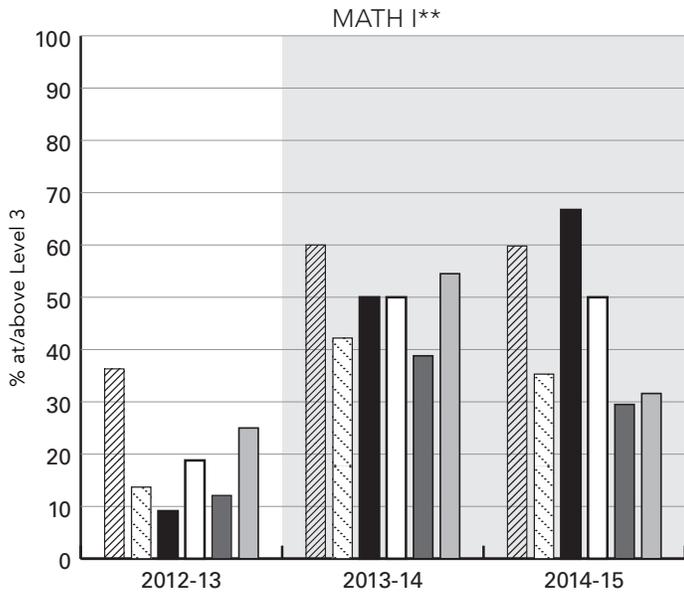
Warren County Schools enrolls 2,346 students, including 160 American Indian students (7%), mainly of the Haliwa-Saponi Tribe, who reside in Warren County and surrounding areas. Warren County Schools operate six schools, including one high school and several special-focus schools. The district proficiency rates in all EOG/EOC subjects trail the state rates. The district cohort graduation rate is lower, but the dropout rate is higher than state rates. The proficiency rates for American Indians exceed the district rates in all EOG/EOC subjects. American Indians outperform their Black and Hispanic peers in EOG reading and math, and on the EOCs. The American Indian cohort graduation rate is higher than the district rate, as well as the rates for other subgroups; however, sufficient data are not available for dropout rate comparisons. More American Indian students than White students are proficient in EOC Math I and English II; however, White students perform better on EOC Biology

Year	State	District	American Indian	White	Black	Hispanic
<b>End-of-Grade Reading (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	43.9	27.5	34.4	45.3	22.1	30.7
2013-14	56.3	37.5	57.4	53.5	32.3	35.1
2014-15	56.3	37.9	46.9	53.6	31.9	38.8
<b>End-of-Grade Math (Grades 3-8 Combined)** – Percent at/above Level 3</b>						
2012-13	42.3	21.0	35.9	30.2	16.3	33.3
2013-14	51.0	26.1	39.3	39.6	20.8	36.5
2014-15	52.2	30.2	43.8	52.1	22.3	34.2
<b>Math I: End-of-Course** – Percent at/above Level 3</b>						
2012-13	36.3	13.7	9.1	18.8	12.1	25.0
2013-14	60.0	42.2	50.0	50.0	38.8	54.5
2014-15	59.8	35.3	66.7	50.0	29.5	31.6
<b>Biology: End-of-Course** – Percent at/above Level 3</b>						
2012-13	45.6	29.5	33.3	54.1	23.7	28.6
2013-14	53.9	38.5	44.0	61.8	31.0	12.5
2014-15	53.7	21.2	30.8	37.9	16.2	28.6
<b>English II: End-of-Course** – Percent at/above Level 3</b>						
2012-13	51.2	42.9	42.1	60.0	42.6	12.5
2013-14	61.2	51.1	41.7	66.7	48.8	42.9
2014-15	59.6	45.0	61.5	48.4	40.9	50.0
<b>4-Year Cohort Graduation Rate</b>						
2012-13	82.5	75.3	78.6	70.2	75.4	85.7
2013-14	83.8	71.7	70.6	86.7	71.9	*
2014-15	85.6	72.0	82.4	66.7	71.8	62.5
<b>Annual Dropout Rate (Grades 9-13)</b>						
2011-12	3.01	2.92	n/a	4.24	1.98	n/a
2012-13	2.45	4.10	n/a	4.94	4.62	n/a
2013-14	2.28	4.87	n/a	n/a	5.28	n/a

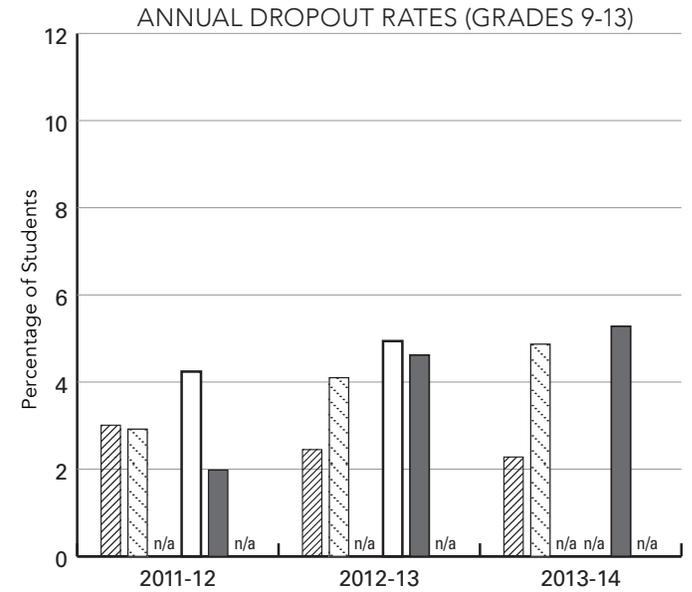
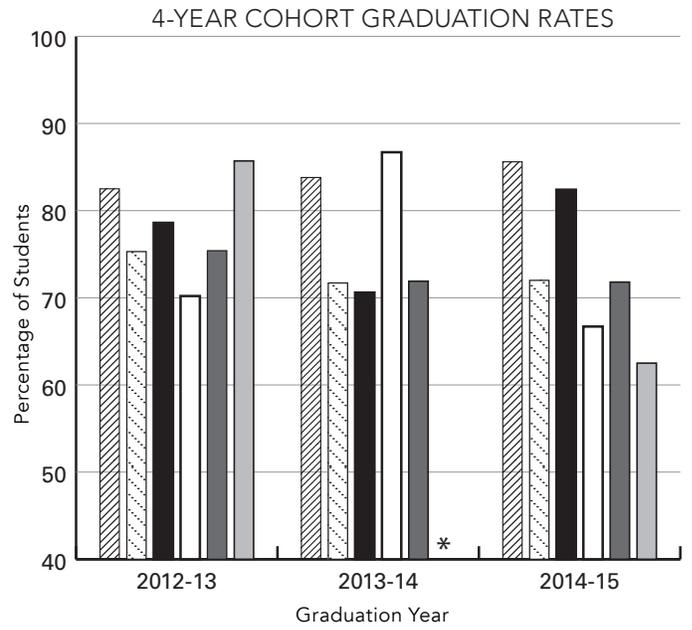
## END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



## END-OF-COURSE TESTS



## HIGH SCHOOL COMPLETION



State
  LEA
  American Indian
  White
  Black
  Hispanic

> = Scores changed due to data corrections.

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#### Cautionary Note Regarding Comparisons:

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# Students Taking an AP Exam by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2012-13	11.8	11.9	8.6	21.1	4.2	7.2
2013-14	12.9	19.2	17.5	30.7	9.3	13.2
2014-15	14.8	20.9	16.5	32.3	10.8	14.0
<b>Clinton City</b>						
2012-13	11.8	12.1	9.4	22.2	3.6	10.0
2013-14	12.9	7.6	15.4	14.8	2.2	0.7
2014-15	14.8	11.3	*	22.1	4.1	5.8
<b>Columbus</b>						
2012-13	11.8	3.7	2.5	5.1	1.6	1.8
2013-14	12.9	3.6	n/a	4.8	2.6	0.8
2014-15	14.8	4.9	4.0	6.3	2.7	n/a
<b>Cumberland</b>						
2012-13	11.8	6.0	2.4	8.6	2.6	5.2
2013-14	12.9	11.3	10.9	16.5	5.9	8.7
2014-15	14.8	12.2	12.2	17.0	6.5	8.9
<b>Graham</b>						
2012-13	11.8	8.1	2.1	9.1	n/a	n/a
2013-14	12.9	9.0	7.1	9.1	n/a	20.0
2014-15	14.8	6.0	*	6.2	n/a	n/a
<b>Guilford</b>						
2012-13	11.8	23.5	20.0	32.7	11.3	16.2
2013-14	12.9	23.9	22.9	33.7	12.2	17.6
2014-15	14.8	25.1	22.1	34.8	12.6	19.0
<b>Halifax</b>						
2012-13	11.8	5.4	8.6	10.0	5.0	6.3
2013-14	12.9	5.5	3.6	4.3	5.7	n/a
2014-15	14.8	n/a	n/a	n/a	n/a	n/a
<b>Haliwa-Saponi Tribal School</b>						
2012-13	11.8	n/a	n/a	n/a	n/a	n/a
2013-14	12.9	n/a	n/a	n/a	n/a	n/a
2014-15	14.8	n/a	n/a	n/a	n/a	n/a
<b>Hertford</b>						
2012-13	11.8	5.6	n/a	5.9	4.6	5.6
2013-14	12.9	2.5	n/a	3.0	2.4	4.5
2014-15	14.8	*	n/a	*	n/a	n/a
<b>Hoke</b>						
2012-13	11.8	7.0	2.6	8.4	5.9	4.6
2013-14	12.9	13.0	5.9	17.8	10.8	10.8
2014-15	14.8	12.5	7.8	16.2	9.3	8.9
<b>Jackson</b>						
2012-13	11.8	4.7	1.2	4.7	n/a	1.8
2013-14	12.9	2.7	4.5	2.7	n/a	n/a
2014-15	14.8	3.8	*	3.6	n/a	*
<b>Johnston</b>						
2012-13	11.8	9.0	16.3	10.9	3.8	4.0
2013-14	12.9	8.5	5.4	9.6	2.9	3.9
2014-15	14.8	7.4	11.9	9.3	3.1	2.5

Year	State	District	American Indian	White	Black	Hispanic
<b>Person</b>						
2012-13	11.8	12.5	40.0	15.2	6.6	13.3
2013-14	12.9	8.7	12.5	10.4	4.8	14.7
2014-15	14.8	9.8	*	12.2	4.1	13.2
<b>Richmond</b>						
2012-13	11.8	8.7	6.6	12.9	3.7	5.9
2013-14	12.9	8.1	6.0	11.3	4.4	6.2
2014-15	14.8	7.8	*	10.9	3.5	7.5
<b>Robeson</b>						
2012-13	11.8	3.2	3.1	4.2	2.3	1.6
2013-14	12.9	4.2	3.3	9.5	2.0	2.7
2014-15	14.8	9.7	8.6	18.7	4.8	7.3
<b>Scotland</b>						
2012-13	11.8	3.1	1.7	5.1	1.7	n/a
2013-14	12.9	2.9	2.5	4.9	1.7	n/a
2014-15	14.8	7.9	6.9	12.7	4.9	*
<b>Swain</b>						
2012-13	11.8	7.8	1.7	7.0	n/a	5.3
2013-14	12.9	6.4	5.3	7.1	20.0	n/a
2014-15	14.8	7.4	5.1	7.7	n/a	*
<b>Wake</b>						
2012-13	11.8	14.4	13.3	18.9	3.3	6.5
2013-14	12.9	15.7	14.2	21.0	3.7	7.4
2014-15	14.8	21.4	21.5	27.0	7.7	10.1
<b>Warren</b>						
2012-13	11.8	2.4	2.8	2.6	2.4	n/a
2013-14	12.9	3.4	3.9	4.4	3.2	n/a
2014-15	14.8	2.6	*	*	2.2	n/a

## Students Taking AP Exams by District

Data from 2012 to 2015 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. Of the 19 school districts, 11 had fewer than 10% American Indian test-takers. Only three districts had district-level participation rates of 15% or higher in 2014-15.

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

Year	State	District	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2012-13	61.4	71.8	58.8	81.0	44.0	63.0
2013-14	58.6	55.4	44.1	69.5	25.6	45.5
2014-15	53.9	54.6	48.4	68.8	25.1	46.2
<b>Clinton City</b>						
2012-13	61.4	18.6	*	23.8	0.0	8.3
2013-14	58.6	23.0	*	26.2	14.3	*
2014-15	53.9	23.4	*	27.4	14.3	22.2
<b>Columbus</b>						
2012-13	61.4	8.5	*	9.1	0.0	*
2013-14	58.6	5.8	n/a	7.8	0.0	*
2014-15	53.9	11.6	0	14.5	6.3	n/a
<b>Cumberland</b>						
2012-13	61.4	45.1	14.3	50.8	24.9	44.2
2013-14	58.6	34.0	36.7	38.6	19.4	33.3
2014-15	53.9	33.2	25.0	38.0	20.0	36.5
<b>Graham</b>						
2012-13	61.4	55.6	*	57.7	n/a	n/a
2013-14	58.6	51.6	*	55.6	n/a	*
2014-15	53.9	54.5	*	52.6	n/a	n/a
<b>Guilford</b>						
2012-13	61.4	55.5	40.0	66.3	28.5	47.6
2013-14	58.6	57.4	43.8	68.1	33.7	49.6
2014-15	53.9	54.8	63.3	65.2	31.5	49.6
<b>Halifax</b>						
2012-13	61.4	4.2	*	*	2.4	*
2013-14	58.6	0.0	*	*	0.0	n/a
2014-15	53.9	n/a	n/a	n/a	n/a	n/a
<b>Haliwa-Saponi Tribal School</b>						
2012-13	61.4	*	*	*	*	*
2013-14	58.6	n/a	n/a	n/a	n/a	n/a
2014-15	53.9	n/a	n/a	n/a	n/a	n/a
<b>Hertford</b>						
2012-13	61.4	16.0	n/a	22.2	11.8	*
2013-14	58.6	13.6	n/a	*	0.0	*
2014-15	53.9	*	n/a	*	n/a	n/a
<b>Hoke</b>						
2012-13	61.4	13.5	14.3	16.7	13.0	25.0
2013-14	58.6	13.3	5.9	17.7	9.7	26.7
2014-15	53.9	13.7	14.3	20.0	5.4	16.7
<b>Jackson</b>						
2012-13	61.4	72.0	*	72.1	n/a	*
2013-14	58.6	67.7	*	72.0	n/a	n/a
2014-15	53.9	51.2	*	58.8	n/a	*
<b>Johnston</b>						
2012-13	61.4	55.8	0.0	59.1	36.9	46.6
2013-14	58.6	60.0	*	62.6	52.0	47.5
2014-15	53.9	58.6	60.0	61.4	41.5	38.6

Year	State	District	American Indian	White	Black	Hispanic
<b>Person</b>						
2012-13	61.4	46.4	*	47.7	30.3	61.5
2013-14	58.6	44.8	*	45.1	30.4	53.3
2014-15	53.9	46.9	*	48.2	45.0	28.6
<b>Richmond</b>						
2012-13	61.4	18.4	0.0	18.9	5.9	33.3
2013-14	58.6	14.2	14.3	15.7	4.8	11.1
2014-15	53.9	27.5	*	29.8	6.1	33.3
<b>Robeson</b>						
2012-13	61.4	21.8	25.8	32.7	2.3	22.2
2013-14	58.6	21.1	18.0	27.8	15.8	12.5
2014-15	53.9	10.8	8.4	16.3	4.5	8.2
<b>Scotland</b>						
2012-13	61.4	46.4	80.0	54.8	20.0	n/a
2013-14	58.6	40.4	28.6	46.4	28.6	n/a
2014-15	53.9	20.4	15.0	25.7	11.6	*
<b>Swain</b>						
2012-13	61.4	47.8	28.6	53.6	*	*
2013-14	58.6	71.8	50.0	82.1	*	n/a
2014-15	53.9	60.5	62.5	60.0	n/a	*
<b>Wake</b>						
2012-13	61.4	79.3	73.1	80.0	55.0	73.7
2013-14	58.6	79.3	78.6	80.1	59.3	74.3
2014-15	53.9	68.8	61.5	71.4	42.7	63.1
<b>Warren</b>						
2012-13	61.4	33.3	*	*	25.0	n/a
2013-14	58.6	15.4	*	50.0	6.3	n/a
2014-15	53.9	15.8	*	*	9.1	n/a

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

n/a = Current year data are unavailable or contain no scores for the selected test.

# Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2012-13	57.0	59.7	39.5	68.6	51.6	44.4
2013-14	59.0	57.4	39.1	68.3	48.8	40.8
2014-15	59.0	59.6	75.0	68.3	54.0	38.2
<b>Clinton City</b>						
2012-13	57.0	57.0	71.4	60.7	62.0	56.5
2013-14	59.0	70.4	100.0	71.1	69.4	54.2
2014-15	59.0	66.1	100.0	66.1	69.1	72.2
<b>Columbus</b>						
2012-13	57.0	48.3	36.0	37.6	48.3	35.3
2013-14	59.0	41.2	53.8	37.9	43.6	11.8
2014-15	59.0	51.4	42.3	44.6	56.8	50.0
<b>Cumberland</b>						
2012-13	57.0	53.7	53.3	47.3	49.8	47.4
2013-14	59.0	50.3	33.9	51.8	47.7	44.0
2014-15	59.0	51.4	59.5	47.2	49.8	38.9
<b>Graham</b>						
2012-13	57.0	45.8	50.0	37.8	n/a	n/a
2013-14	59.0	45.9	50.0	46.8	n/a	n/a
2014-15	59.0	38.8	70.0	34.8	n/a	*
<b>Guilford</b>						
2012-13	57.0	67.6	69.0	68.3	59.7	49.0
2013-14	59.0	66.7	69.0	68.6	62.6	53.1
2014-15	59.0	68.1	62.1	67.4	61.6	52.9
<b>Halifax</b>						
2012-13	57.0	38.2	38.5	20.0	41.1	66.7
2013-14	59.0	50.3	80.0	23.1	50.9	n/a
2014-15	59.0	46.6	66.7	*	48.1	n/a
<b>Haliwa-Saponi Tribal School</b>						
2012-13	57.0	50.0	80.0	n/a	n/a	n/a
2013-14	59.0	20.0	12.5	n/a	100.0	n/a
2014-15	59.0	46.2	55.6	n/a	*	n/a
<b>Hertford</b>						
2012-13	57.0	51.1	100.0	35.9	47.9	n/a
2013-14	59.0	51.8	100.0	53.1	47.4	33.3
2014-15	59.0	68.1	*	33.3	66.9	*
<b>Hoke</b>						
2012-13	57.0	42.3	41.5	32.4	47.1	29.6
2013-14	59.0	42.6	32.1	32.7	48.9	26.3
2014-15	59.0	35.3	42.9	21.2	38.3	7.5
<b>Jackson</b>						
2012-13	57.0	40.4	6.7	37.4	33.3	35.7
2013-14	59.0	31.5	10.0	33.2	n/a	14.3
2014-15	59.0	31.4	*	31.3	n/a	*
<b>Johnston</b>						
2012-13	57.0	45.6	70.6	45.1	44.8	28.1
2013-14	59.0	48.2	100.0	46.0	39.5	26.0
2014-15	59.0	41.2	60.0	43.2	44.2	23.1

Year	State	District	American Indian	White	Black	Hispanic
<b>Person</b>						
2012-13	57.0	51.5	80.0	42.6	41.3	78.6
2013-14	59.0	48.7	33.3	50.7	47.5	45.8
2014-15	59.0	42.5	n/a	39.7	46.9	29.6
<b>Richmond</b>						
2012-13	57.0	36.5	23.8	41.9	28.8	27.6
2013-14	59.0	24.2	19.2	24.8	24.9	18.9
2014-15	59.0	25.9	n/a	28.3	24.7	*
<b>Robeson</b>						
2012-13	57.0	35.7	38.7	35.2	42.6	24.0
2013-14	59.0	33.5	29.7	37.9	37.5	16.7
2014-15	59.0	29.5	28.1	30.5	31.5	24.5
<b>Scotland</b>						
2012-13	57.0	60.6	47.7	55.7	64.7	100.0
2013-14	59.0	58.1	56.5	56.4	54.9	33.3
2014-15	59.0	63.3	55.1	58.3	61.0	*
<b>Swain</b>						
2012-13	57.0	43.9	56.8	40.7	n/a	20.0
2013-14	59.0	44.1	58.1	37.8	n/a	66.7
2014-15	59.0	49.1	50.0	46.1	*	*
<b>Wake</b>						
2012-13	57.0	69.0	100.0	73.8	53.5	35.5
2013-14	59.0	65.1	97.6	72.3	53.0	34.8
2014-15	59.0	65.5	54.9	70.8	51.9	38.0
<b>Warren</b>						
2012-13	57.0	62.3	53.8	58.5	64.0	60.0
2013-14	59.0	61.5	80.0	60.0	61.1	11.1
2014-15	59.0	65.5	76.5	65.4	62.3	85.7

## SAT Participation

In 2014-15, the SAT participation rate of American Indian students was higher than the state and district rates in 7 of the 19 school districts. When compared to White students, the American Indian student participation rate was higher in 8 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 2014-15, American Indian students scored higher than Hispanic students and Black students in seven school districts. American Indian students scored above the state (992) and the district in two of the 19 school districts, Wake (1065), American Indian students (1070) and Graham (994), American Indian students (1009).

# Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
<b>Charlotte/Mecklenburg</b>						
2012-13	993	996	1068	1108	880	946
2013-14	997	1010	1024	1122	881	978
2014-15	992	992	978	1112	872	947
<b>Clinton City</b>						
2012-13	993	906	796	1002	818	958
2013-14	997	908	*	1010	779	818
2014-15	992	884	881	1001	789	835
<b>Columbus</b>						
2012-13	993	853	840	917	791	748
2013-14	997	854	841	913	788	*
2014-15	992	852	846	903	786	841
<b>Cumberland</b>						
2012-13	993	925	863	1009	857	925
2013-14	997	932	918	1015	850	937
2014-15	992	930	884	1015	851	935
<b>Graham</b>						
2012-13	993	943	838	961	n/a	n/a
2013-14	997	960	830	983	n/a	n/a
2014-15	992	994	1009	990	n/a	*
<b>Guilford</b>						
2012-13	993	969	969	1073	848	913
2013-14	997	973	976	1091	845	934
2014-15	992	974	928	1085	849	925
<b>Halifax</b>						
2012-13	993	768	766	*	767	*
2013-14	997	764	*	*	762	*
2014-15	992	790	812	*	785	n/a
<b>Haliwa-Saponi Tribal School</b>						
2012-13	993	*	*	n/a	n/a	n/a
2013-14	997	*	*	n/a	*	n/a
2014-15	992	721	730	n/a	*	n/a
<b>Hertford</b>						
2012-13	993	820	*	909	801	n/a
2013-14	997	796	*	897	777	*
2014-15	992	772	*	928	747	*
<b>Hoke</b>						
2012-13	993	883	935	1007	817	923
2013-14	997	900	918	994	865	893
2014-15	992	895	787	1041	843	*
<b>Jackson</b>						
2012-13	993	997	*	1007	*	870
2013-14	997	1012	*	1013	n/a	*
2014-15	992	998	*	999	n/a	*
<b>Johnston</b>						
2012-13	993	1001	940	1041	864	972
2013-14	997	998	996	1043	877	910
2014-15	992	997	975	1038	865	936

Year	State	District	American Indian	White	Black	Hispanic
<b>Person</b>						
2012-13	993	963	*	1023	847	948
2013-14	997	925	*	973	867	925
2014-15	992	888	n/a	937	798	951
<b>Richmond</b>						
2012-13	993	906	778	968	782	961
2013-14	997	877	922	941	790	967
2014-15	992	861	n/a	935	779	*
<b>Robeson</b>						
2012-13	993	841	834	951	786	855
2013-14	997	865	864	959	801	866
2014-15	992	856	855	1007	764	845
<b>Scotland</b>						
2012-13	993	876	940	988	792	836
2013-14	997	877	937	933	809	*
2014-15	992	864	841	966	799	*
<b>Swain</b>						
2012-13	993	939	884	959	n/a	*
2013-14	997	901	876	919	*	*
2014-15	992	953	908	993	*	*
<b>Wake</b>						
2012-13	993	1064	1012	1109	896	1027
2013-14	997	1070	1052	1115	902	1016
2014-15	992	1065	1070	1112	907	1023
<b>Warren</b>						
2012-13	993	782	794	843	760	*
2013-14	997	830	874	951	787	*
2014-15	992	839	816	940	808	923

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

n/a = Current year data are unavailable or contain no scores for the selected test.

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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: US Department of Education-Office of Indian Education

# APPENDIX B

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## LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT OF 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: US Department of Education-Office of Indian Education

# APPENDIX C

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## **TITLE VII – THE INDIAN EDUCATION ACT OF 1972 IN NORTH CAROLINA: A BRIEF DESCRIPTION**

In an effort to develop a comprehensive model to meet unique needs of American Indian and Alaskan Native students, Congress adopted the Indian Education Act of 1972. The Act is based on the following 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. Even though the Indian Education Act of 1972 has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix B).

Since the Indian Education Act was adopted, several school systems with a significant American Indian population have benefited. Some school systems benefited through direct classroom support, college/career planning, after-school programs, cultural enrichment, or a mixture of some or all of these. Funding through Title VII has enabled school districts' efforts to close the achievement gap and improve the awareness of American Indian culture in North Carolina. Title VII programs directors are responsible for budget management, project development, resource planning, and other activities aimed at improving achievement of every American Indian student one day and one year at a time.

Prior to students' receipt of services under Title VII, a formal application (506 Form) must be completed by a parent or legal guardian (see Appendix E), which is reviewed by district-level personnel responsible for Indian Education services. Since Title VII funding is based on these 506 forms informing parents and guardians about the procedure, it is viewed as an ongoing process.

# APPENDIX D

## 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	980.343.0471	Southwest
Clinton City	Terrace Miller	tmiller@clinton.k12.nc.us	910.592.3132 x1106	Sandhills
Columbus	Kenwood Royal	kenwoodroyal@columbus.k12.nc.us	910.642.5168	Sandhills
Cumberland	Darlene Holmes Ransom	darleneransom@ccs.k12.nc.us	910.678.2460	Sandhills
Graham	Marcia Hollifield	gcs.mhollifield@ncmail.net	828.479.4624	Western
Guilford	Angela Lynch	lyncha@gcsnc.com	336-370-2300	Piedmont Triad
Halifax	Dottie Umstead	umsteadd@halifax.k12.nc.us	252.583.3111	Northeast
Haliwa-Saponi	Gwen Richardson	grichardson@hstsedu.org	252.257.5853	North Central
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.4835 x229	Sandhills
Jackson	Jason Watson	jwatson@jcpsmail.org	828.586.2311 x254	Western
Johnston	Ana Milazzotto	anamilazzotto@johnston.k12.nc.us	919.934.1017 x371	North Central
Person	Melanie Hester	hesterm@person.k12.nc.us	336.599.2191	North Central
Richmond	Billie Allen	billieallen@richmond.k12.nc.us	910.582.7907	Sandhills
Robeson	Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	Sandhills
Scotland	Amanda Dixon	adixon@scotland.k12.nc.us	910.277.4459	Sandhills
Swain	Bob Marr	bmarr@swainmail.org	828.488.3120 x229	Western
Wake	Gwen Locklear	glocklear@wcpss.net	919.779.5936	North Central
Warren	Patricia Richardson	prichardson@warrenk12nc.org	252.257.3184	North Central

Source: North Carolina Department of Public Instruction

# APPENDIX E

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## TITLE VII STUDENT ELIGIBILITY CERTIFICATION (506 Form) 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: US Department of Education-Office of Indian Education

# APPENDIX F

## AMERICAN INDIAN TRIBES IN NORTH CAROLINA

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

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

## URBAN INDIAN ORGANIZATIONS IN NORTH CAROLINA

Organization	SBE District
Cumberland County Association For Indian People	Sandhills
Guilford Native American Association	Piedmont Triad
Metrolina Native American Association	Southwest
Triangle Native American Society	North Central

Source: The North Carolina Commission of Indian Affairs

# APPENDIX G

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## DEFINITION OF 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 US 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 know and be able to do. The Standards are robust and relevant to the real world, reflecting the knowledge and skills young people need for success in college and careers. Furthermore, the CCSS 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. In December 2015, Congress again reauthorized the ESEA to become the Every Student Succeeds Act (ESSA).

**End-of-Course (EOC)** tests of Math I, English II, and Biology assess knowledge and skills outlined 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 outlined 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.).

**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) which is now known as the ESSA.

**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 that receive a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth” as defined by G.S. §115C- 83.15(115C-105.37).

**North Carolina Commission of Indian Affairs (NCCIA)** was established by the North Carolina 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.

**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 track for college-and-career readiness. For accountability purposes, a student demonstrates proficiency when he or she scores an achievement level of 3, 4, or 5 on the assessment. Achievement Level 3 identifies students who have sufficient command of grade-level knowledge and skills in the tested content areas (English language arts, math, and science) to move on the next grade, but who may need additional academic support to be on track for college-and-career readiness (grade-level proficiency). Achievement levels 4 and 5 indicate students are on the track to be college-and-career ready by the time they graduate from high school (college-and-career ready proficiency). Proficiency statistics (e.g., Percent Proficient) provide an estimate of a student group’s performance or a school’s aggregate proficiency.

**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 US 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 H

## AMERICAN INDIAN MASCOT UPDATE

As of June 2015, 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 US Dept. of Justice
Burke	Icard Elementary	Warriors	Colts	April 2004
Cabarrus	Northwest Cabarrus Middle	Warriors	Trojans	Unavailable
Caldwell	Gamewell Elementary	Indian Scouts	Bulldogs	2009-10 school year
Carteret	White Oak Elementary	Indians	Wildcats	Unavailable
Catawba	Saint Stephens Elementary	Indians	Stars	Unavailable
Columbus	Old Dock Elementary	Braves	Colts	June 2008
Craven	Brinson Memorial Elementary	Braves	Bear Club	2002
Cumberland	Westover Middle	Warriors	Wildcats	2002
Dare	Manteo Elementary	Braves-in-Training	Braves	Unavailable
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	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	Wildcats	Unavailable
	McKee Road Elementary	Indians	Stars	2000
	West Mecklenburg Sr High	Indians	Hawks	2004
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	Wildcats	March 2004
Rutherford	Sunshine Elementary	Indian	Bears	2004
Stanly	Aquadale Elementary	Braves	Bulls	Unavailable
Surry	Westfield Elementary	Indian Warriors	Wildcats	January 2008
Union	Indian Trail Elementary	Warriors	Timberwolves	September 2007
	Waxhaw Elementary	Indians	Wolves	Unavailable
Wayne	Northeast Elementary	Warriors	Eagles	Unavailable
Watauga	Valle Crucis Elementary	Indians	Cougars	Unavailable
Wilkes	Millers Creek Elementary	Redskins	Ravens	2002
	West Wilkes Middle	Redskins	Knights	2002
Yancey	Micaville Elementary	Redskins	Miners	August 2008

# APPENDIX I

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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 (20,451) 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 2014-15. The numerator (16,657) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 18 Title VII school districts in 2014-15. The numerator (3,794) 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 districts in 2014-15.

**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 3, Level 4 or Level 5 (i.e. the percentage of proficient students). The numerator is the number students scoring Level 3, Level 4 and Level 5. 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, Level IV 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, 2015).

**Data Source:** 1) The College Board. (2015) State Integrated Summary 2014-2015. 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, 2012-13, 2013-14, and 2014-15). 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, 2012-13, 2013-14, and 2014-15). 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 five-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. (2015) State Integrated Summary 2014-2015. 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, 2011-12, 2012-13, 2013-14); 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, 2012-13, 2013-14, and 2014-15).

**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, 2011-12, 2012-13, 2013-14). 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

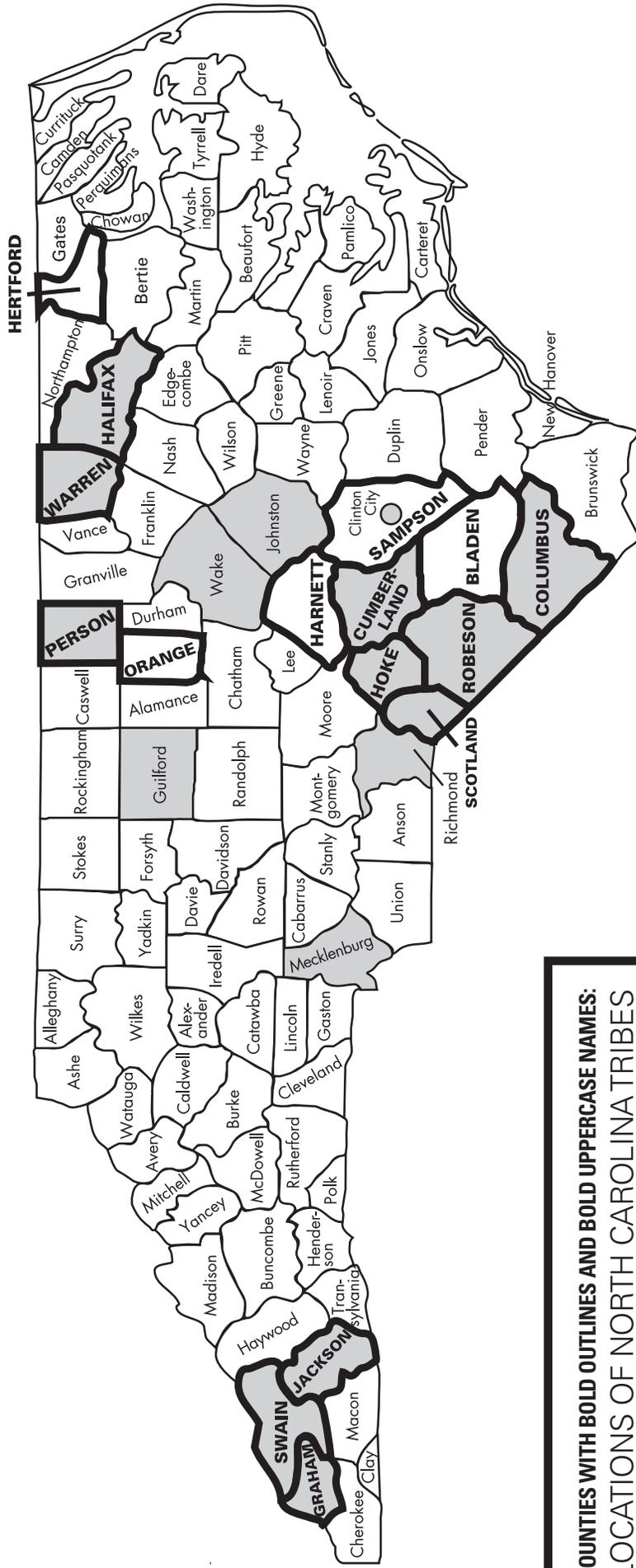
North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and “event dropout rates” are computed. The event dropout rate, or simply the “dropout rate,” 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 five 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.



# NC Tribes, Locations, and Title VII Grantees



<b>COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES</b>	
<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	

<b>SHADED COUNTIES: TITLE VII GRANTEEES</b>	
<b>Charlotte-Mecklenburg Schools</b>	<b>Halifax County Schools</b> – Haliwa-Saponi Tribal School
<b>Clinton City Schools</b>	<b>Hoke County Schools</b>
<b>Columbus County Schools</b>	<b>Jackson County Public Schools</b>
<b>Cumberland County Schools</b>	<b>Johnston County Schools</b>
<b>Graham County Schools</b>	<b>Person County Schools</b>
<b>Guilford County Schools</b>	<b>Richmond County Schools</b>
	<b>Public Schools of Robeson County</b>
	<b>Scotland County Schools</b>
	<b>Swain County Schools</b>
	<b>Wake County Public School System</b>
	<b>Warren County Schools</b>

