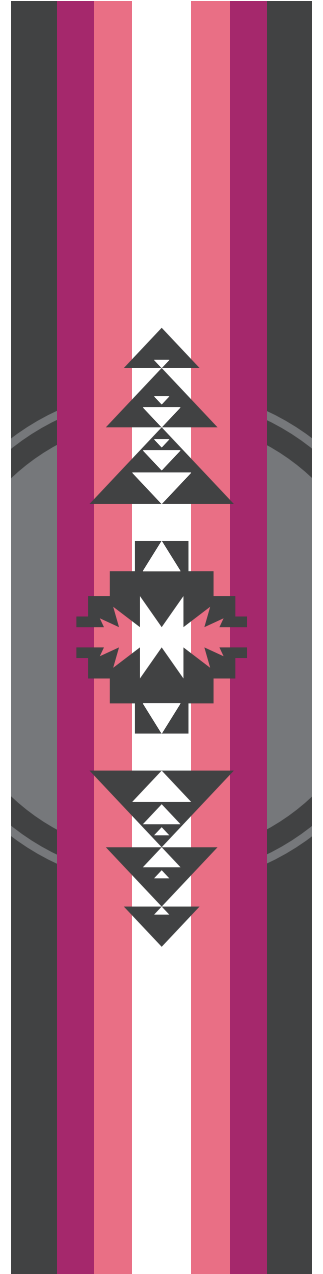
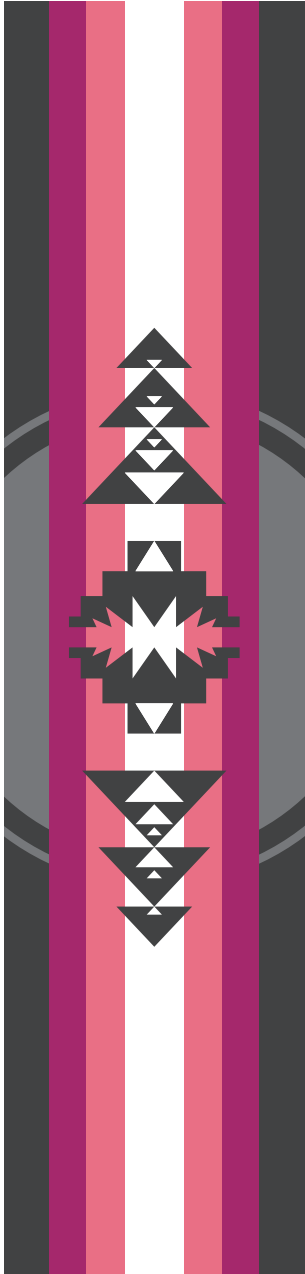


2020 Vision for Culturally Responsive Classrooms through Tribal Consultation

(Our Land, Our Stories, Our Future)



SACIE



State Advisory Council on Indian Education | Report to the North Carolina State Board of Education
In Pursuit of Educational Excellence for All American Indian Students in North Carolina

**APRIL
2020**

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 VI-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

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

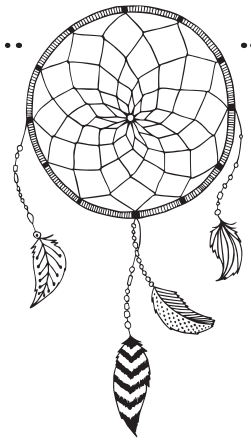
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LETTER FROM THE SACIE CHAIRWOMAN

*"Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand" —
Native American Proverb*

As Chairwoman of the State Advisory Council on Indian Education (SACIE), it is my honor to present the SACIE Report, *2020 Vision for Culturally Responsive Classrooms Through Tribal Consultation: (Our Land, Our Stories, Our Future)*. This year's theme emphasizes the importance of culturally responsive instruction in all classrooms and the Every Student Succeeds Act (ESSA) mandate, which requires tribal consultation and meaningful collaboration. We believe when curriculum is connected to our land and our stories, then our students will be successful, for they are our future. The report consists of educational data for American Indian students as well as their counterparts in order to see where the gaps exist; it also highlights the work of SACIE.

This past year, SACIE sponsored the North Carolina Educational Summit in Greensboro, NC which consisted of State Board of Education members, North Carolina Department of Public Instruction, SACIE, the Executive Director of the National Indian Education Board, a Representative from the U.S. Department of Education, Tribal Leaders, District Leaders, students, and community leaders. The focus of this year's summit was Tribal Consultation and Meaningful Collaboration. According to attendees, the event was informative and provided additional information for both tribal communities as well as district leaders. Because of ESSA, districts are required to have meaningful, active, ongoing, and timely collaboration with tribal communities in reference to educational opportunities for the American Indian student.

I have had the pleasure to serve on SACIE for the past four years and my term ends this year. The opportunity to impact American Indian students across our state has been one of the climaxes of my professional career and I have taken this role very seriously. I will always remember my time with this council and each member has affected my life for the better. According to a Native American proverb, *"We will be known forever by the tracks we leave;"* my prayer is that I have left some positive tracks behind at SACIE. Although my term is ending, my participation in SACIE is not. I will continue to attend the SACIE meetings because I believe this council will continue to push for educational equity for our American Indian children.

Thank you for allowing me to serve on the council and as your Chairwoman.

Warm regards,



Connie Locklear, Ed.D



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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

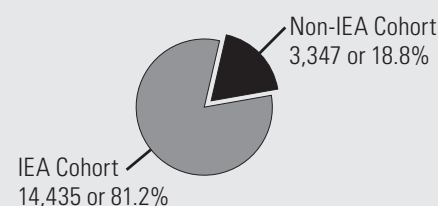
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the NC General Assembly enacted SECTION 1. of NCGS § 115C-210.1 to modify the membership composition of the State Advisory Council on Indian Education. The 15-member SACIE board consists of five parents of American Indian students enrolled in K-12 public schools, including charter schools, and five American Indian K-12 public school educators. One of these members shall be a Title VI 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 (NCGS § 115C-201.4) requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations about the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian student performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings 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 2018-19 academic year, the total enrollment of American Indian/Alaskan Native (AI/AN) students in North Carolina’s public schools was 17,782 (NC Department of Public Instruction, 2019). Of this number, 14,435 students were enrolled in 18 school districts that receive funding through the Title VI Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VI 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 VI programs. Enrollment data is based on the final Average Daily Membership (ADM) reported by the LEA for the 2018-19 school year.

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



Source: Division of Accountability Services, NC Department of Public Instruction, 2019

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 VI school districts and Hertford County Schools. Federal schools are not included in this report for 2018-19.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	42.3%	70.4%	28.1
EOG Math	44.2%	70.9%	26.7
EOC Math I	35.7%	52.7%	17.0
EOC English II	46.1%	71.5%	25.4
EOC Biology	46.9%	72.1%	25.2
Four Year Cohort Graduation Rate	81.2%	89.6%	8.4
Dropout Rate	3.05%	1.62%	1.43

Recommendations

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

1. Strongly encourage schools that enroll American Indian students who are underperforming academically to review and analyze data from the annual SACIE report. Following review, develop culturally responsive goals, activities, resources and educational best practices that specifically address the academic disparities of American Indian students in the school improvement plans they are required to develop under G.S. § 115C-105.27.
2. Ensure every American Indian student in North Carolina public schools has access to highly qualified, culturally responsive educators every day to ensure equitable learning opportunities and sustainable academic growth.
3. Strongly encourage all NC Department of Public Instruction staff and all NC educators, specifically those who support districts and schools with American Indian populations, to be aware of American Indian tribes in NC, their history, and their culture. These educators should also have knowledge of all available instructional resources to support the academic growth of American Indian students. These resources include, but are not limited to, collaborating with NC American Indian tribes, organizations, or Indian education programs to receive training or consultation and/or requiring them to review the current SACIE Report and educational resources available through the Culturally Responsive Teaching about American Indians Self-paced Module in connection with NC Teaching Standard II.
4. Encourage all schools to become knowledgeable of and promote the teaching and celebration of American Indian cultures, languages, and histories throughout the school year, including but not limited to the celebration of American Indian Heritage Month.
5. Ensure the current annual SACIE Report, 2020 Vision for Culturally Responsive Classrooms through Tribal Consultation (Our Land, Our Stories, Our Future) in North Carolina, is widely disseminated across school districts and shared with external stakeholders. In addition, the current report should be posted on the websites of all schools and districts that serve American Indian students.
6. Strongly encourage district leaders to include American Indian Education Directors and Coordinators at district-wide leadership meetings and strongly encourage meaningful collaboration and tribal consultation as outlined by ESSA (meaningful, timely, active, and ongoing).

PART II: Discussion of State and LEA Findings



Interpreting the Findings

The 2018-19 edition of the State Advisory Council on Indian Education Report consists of state-level and district-level achievement profiles. It 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 VI 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) Scholastic Aptitude Test (SAT)
- 9) American College Test (ACT)
- 10) Advanced Placement (AP)
- 11) Short Term Suspension

Three years of data have been provided for each assessment. Beginning in 2013-14, five achievement levels were reported instead of four levels in the previous year. For more details, see the 2012-13 READY Accountability Background Brief at <http://www.ncpublicschools.org/accountability/reporting/>.

The cohort graduation rate, SAT data, and AP data in the state and district profiles are provided for three years: 2016-17, 2017-18, and 2018-19. 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 research that supports a stage-theory approach for students, especially minority and disadvantaged students.

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 career-and-college ready 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 Achievement Level 3, Achievement Level 4 or Achievement Level 5 on the EOG and EOC assessments. Students who score at Achievement Level 3 are prepared for the next grade but do not meet the career-and-college readiness standard. Students who score at Achievement Level 1 or Achievement Level 2, or Achievement Level Not Proficient (for math), have not met the proficiency standard and are not on a trajectory to be career-and-college ready.

The single year of data in the tables and figures for EOG reading, Biology, and English II indicate the percentage of students who performed at or above Achievement Level 3 in 2018-19. The achievement level descriptors for 2018-19 are:

- Achievement Level 1: Students performing at this level have **limited command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade level and will need academic support to engage successfully in this content area.
- Achievement Level 2: Students performing at this level have **partial command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade level and will likely need academic support to engage successfully in this content area.

- Achievement Level 3: Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade level, but they may need academic support to engage successfully in the content area in the next grade level.
- Achievement Level 4: Students performing at this level have **solid command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade level and are academically prepared to engage successfully in the content area.
- Achievement Level 5: Students performing at this level have **superior command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade level and are academically well-prepared to engage successfully in the content area.

The achievement levels for EOG mathematics, Math I, and Math III were changed during the 2018-19 school year. The achievement level descriptors for 2018-19 are:

- Achievement Level Not Proficient: Students who are Not Proficient demonstrate inconsistent understanding of grade level content standards and will need support.
- Achievement Level 3: Students at Level 3 demonstrate **sufficient understanding** of grade level content standards, though some support may be needed to engage with content at the next grade/course.
- Achievement Level 4: Students at Level 4 demonstrate a **thorough understanding** of grade level content standards and are on track for career and college.
- Achievement Level 5: Students at Level 5 demonstrate **comprehensive understanding** of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

For example, if 57 percent of American Indian students performed at Achievement Level 3 or above in a given subject, this percentage of students was “proficient” in that subject. Conversely, the 43 percent of students who 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 <https://www.dpi.nc.gov/data-reports>.

Cohort Graduation Rate

In July 2005, all 50 states 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 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 in the state dropping out of schools. 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 9-12, by race, and by race and gender, who dropped out between 2017 and 2019.

SAT

The three-year trend of SAT data and district profiles shows the participation rates and the mean total SAT scores of graduating seniors from 2016-17 to 2018-19. SAT performance is compared at the state, district and subgroup levels.

Advanced Placement (AP)

The three-year trend of AP data and district profiles shows the participation rates and the percentages of AP test takers in grades 9-12 who scored a Level 3 or higher from 2017 to 2019. Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix I.

ACT

The ACT college admissions assessment is given to all students in the 11th grade and the ACT WorkKeys assessment is administered to seniors who are Career and Technical Education (CTE) concentrators. Beginning in 2012-13, the ACT and the ACT WorkKeys became part of North Carolina's school accountability program. In order to support student success on the ACT, North Carolina administers the ACT Plan assessment at 10th grade. ACT Plan is a diagnostic assessment that predicts future performance on the ACT. It also provides information to help parents, teachers, and students determine future goals. ACT scores can range from a score of 1 to a max score of 36. The overall ACT test score is the average of scores (also 1-36) in the English, Math, Reading, and Science sections of the test.

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 American Indian tribes located in North Carolina that hold membership on the NC Commission of Indian Affairs. Under the Dawes Act of 1887, the Eastern Band of Cherokee Indians was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized. 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 provides 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 (NC Department of Administration, Commission of Indian Affairs, 2015).

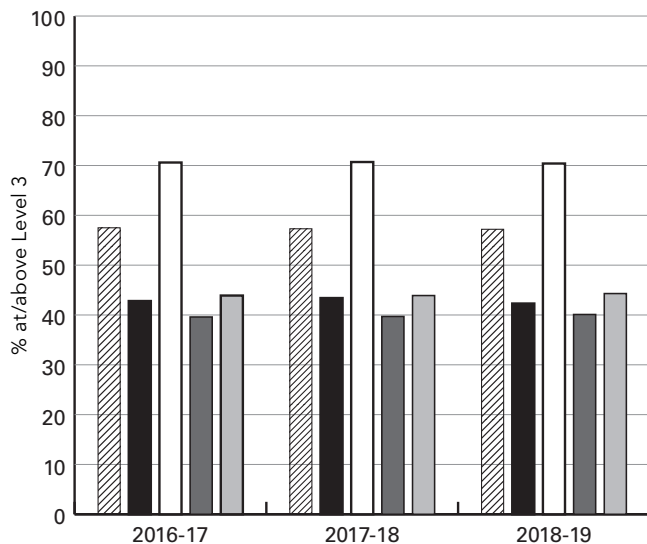
Using the Findings

Because the enrollment of American Indians in most school districts is comparatively small, conclusions drawn from the data should be reached carefully and weighed against other evidence, including local assessments such as nine-week grades, daily classroom progress, and other teacher-administered assessments. Nevertheless, because it is safe to conclude that American Indian students, for the most part, are performing below grade level in reading and math, extra effort must be made to increase achievement in these areas. In some districts, the level of low achievement rightly justifies the need for ongoing and intensive intervention. The State Advisory Council on Indian Education strongly encourages educators to continue collecting and reviewing achievement data and monitoring the impact of instructional strategies and approaches on American Indian students in classroom settings.

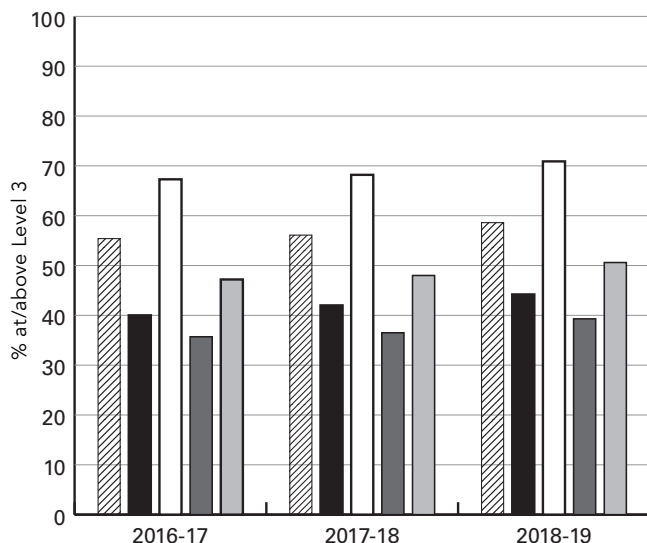
STATE FINDINGS

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

READING



MATH



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)					
Percent at/above Level 3					
2016-17	57.5	42.8	70.6	39.6	43.9
2017-18	57.3	43.4	70.7	39.7	43.9
2018-19	57.2	42.3	70.4	40.1	44.3
End-of-Grade Math (Grades 3-8 Combined)					
Percent at/above Level 3					
2016-17	55.4	40.0	67.3	35.7	47.2
2017-18	56.1	42.0	68.2	36.5	48.0
2018-19	58.6	44.2	70.9	39.3	50.6

 State
  American Indian
  White
  Black
  Hispanic

EOG: Reading and Math

American Indian students' proficiency data in EOG reading (for grades three through eight) has gone through an ebb and flow pattern for the last three years, decreasing 1.1 percentage points since the 2017-18 school year. The EOG reading data show that American Indian students performed 14.9 percentage points below the state average proficiency rate in 2018-19. This is a slight increase from last year's difference of 13.9 percentage points. To explain, 42.3% of American Indian students demonstrated grade level proficiency in reading compared to the state average for all students of 57.2%. American Indian students (42.3%) performed 2.2 percentage points higher in reading than their Black peers (40.1%).

American Indian students (42.3%) performed 2 percentage points below Hispanic students (44.3%).

Compared to White students (70.4%), American Indians (42.3%) performed 28.1 percentage points lower.

American Indian students across grades three through eight gained 2.2 percentage points in overall proficiency for EOG math. The EOG math data show that American Indian students performed significantly lower, 14.4 percentage points, than all students in the state average proficiency rate in 2018-19. To explain, 44.2% of American Indian students demonstrated grade level proficiency in math compared to the state average of 58.6% of students who demonstrated grade-level proficiency.

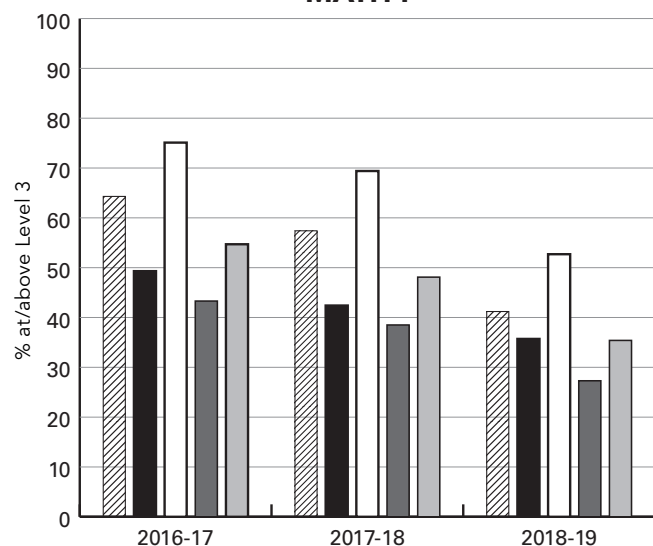
American Indian students (44.2%) scored 26.7 percentage points lower than their White peers (70.9%) and 6.4 percentage points lower than their Hispanic peers (50.6%).

American Indian students scored 4.9 percentage points higher than their Black peers (39.3%).

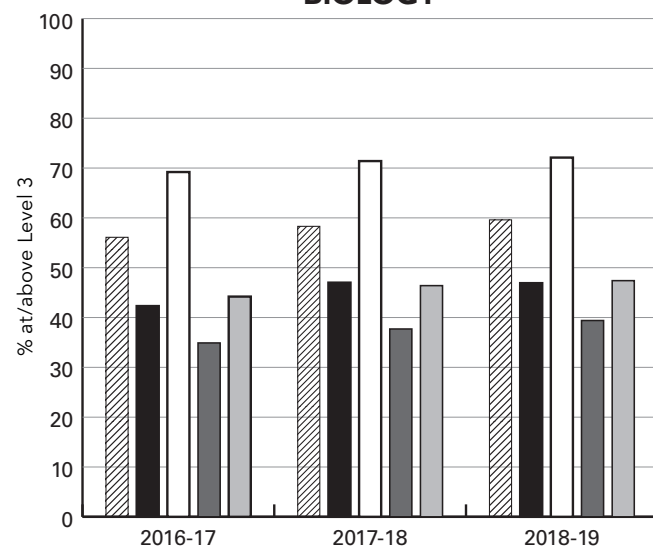
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HIGH SCHOOL END-OF-COURSE TESTS

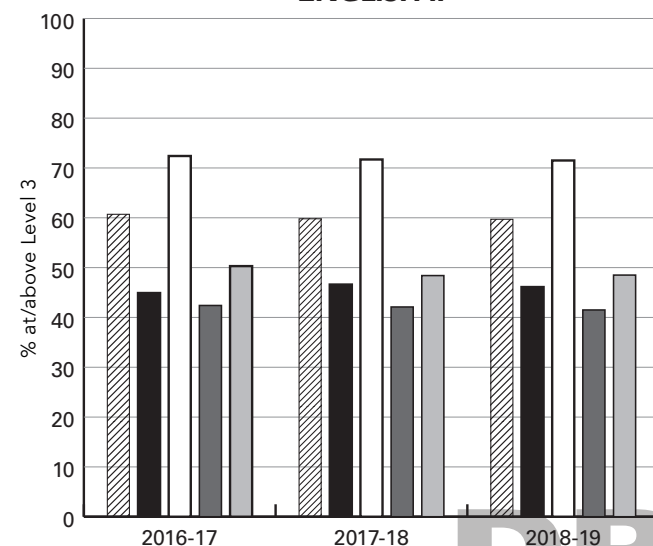
MATH I



BIOLOGY



ENGLISH II



Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2016-17	64.3	49.3	75.1	43.3	54.7
2017-18	57.4	42.4	69.4	38.5	48.1
2018-19	41.2	35.7	52.7	27.3	35.4
Biology: End-of-Course – Percent at/above Level 3					
2016-17	56.1	42.3	69.2	34.9	44.2
2017-18	58.3	47.0	71.4	37.7	46.4
2018-19	59.6	46.9	72.1	39.4	47.4
English II: End-of-Course – Percent at/above Level 3					
2016-17	60.7	44.9	72.4	42.4	50.3
2017-18	59.8	46.6	71.7	42.1	48.4
2018-19	59.7	46.1	71.5	41.5	48.5

 State
  American Indian
  White
  Black
  Hispanic

EOC: Math I, Biology and English II

In 2018-19, overall proficiency rates decreased in Math I (41.2%) and English II (59.7%) slightly. While overall proficiency rates for Biology (59.6%) increased 1.3 percentage points.

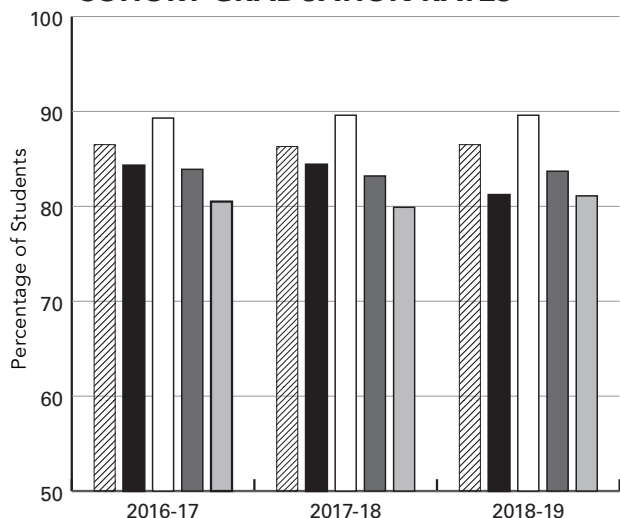
In 2018-19, American Indian students' EOC Math I proficiency rate decreased 6.7 percentage points. American Indian students (35.7%) performed 5.5 percentage points lower in Math I than the state average for all students (41.2%), and 17 percentage points lower than their White peers (52.7%). In addition, American Indian students performed slightly higher than their Hispanic peers (35.4%) and 8.4 percentage points above their Black peers (27.3%).

A somewhat similar trend applies to proficiency rates for Biology; however, American Indian students (46.9%) performed above their Black peers (39.4%) but slightly below their Hispanic peers (47.4%) in EOC Biology.

The state average in EOC Biology is 59.6%, which is 12.7 percentage points above that of American Indian students' (46.9%). American Indian students demonstrated lower rates of proficiency than White students (72.1%) in EOC Biology.

Likewise, the percentage of students demonstrating proficiency in English II reflects the same trend as Math I and Biology, with American Indian students lagging behind the state average. American Indian students (46.1%) performed 13.6 percentage points below the state average (59.7%). American Indian students achieved lower rates of proficiency than both White (71.5%) and Hispanic (48.5%) students. American Indian students performed slightly higher than their Black peers (41.5%).

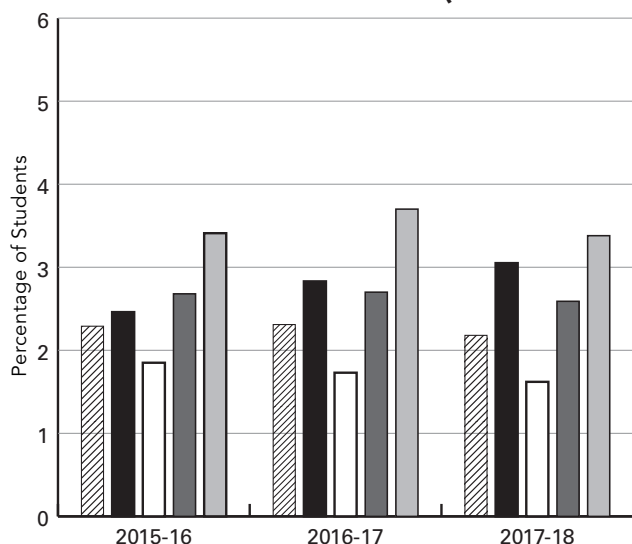
HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

NORTH CAROLINA 4-YEAR
COHORT GRADUATION RATES

Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2016-17	86.5	84.3	89.3	83.9	80.5				
2017-18	86.3	84.4	89.6	83.2	79.9				
2018-19	86.5	81.2	89.6	83.7	81.1				
Annual Dropout Rates (Grades 9-13)									
2015-16	2.29	2.46	1.85	2.68	3.41				
2016-17	2.31	2.83	1.73	2.70	3.70				
2017-18	2.18	3.05	1.62	2.59	3.38				
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2015-16	2.29	1.97	2.95	1.47	2.21	2.04	3.31	2.74	4.05
2016-17	2.31	2.36	3.30	1.39	2.06	2.09	3.30	2.82	4.53
2017-18	2.18	2.51	3.60	1.27	1.95	1.96	3.20	2.44	4.26

 State
  American Indian
  White
  Black
  Hispanic

ANNUAL DROPOUT RATES (GRADES 9-13)

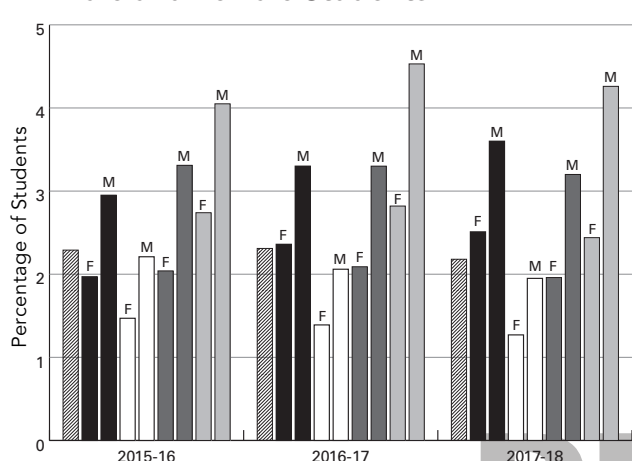


Four-Year Cohort Graduation Rate (CGR)

The four-year cohort graduation rate of American Indian students (81.2%) trailed that of all students in the state (86.5%) by 5.3 percentage points. In 2018-19 American Indian students four-year cohort graduation rate dropped from the previous year. In addition, the four-year graduation rate of American Indian students (81.2%) lags behind White students (89.6%) by 5.2 percentage points and Black students (83.7%) by 2.5 percentage points.

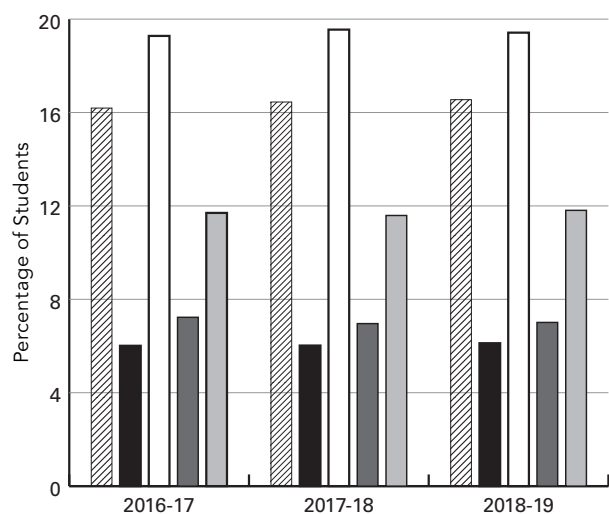
Annual Dropout Rate

The dropout rate within the American Indian population has been a long-standing issue of public concern. Because the dropout rate and the cohort graduation rate tend to be inversely related, the more students who remain in school, the more who will also graduate from high school. From 2017-18 to 2018-19 there was an increase in the number of American Indian students who dropped out of high school. A moderate decrease is noted in the dropout rates for White, Black and Hispanic students. The dropout rate for American Indian students in 2018-19 was 3.05 percent, which is lower than that of their Hispanic (3.38%) peers and slightly higher than their White (1.62) and Black (2.59%) peers. Also, the dropout rate among for American Indian students continues to be higher than the state's average rate at 2.18 percent. When comparing the dropout rates for male and female students, the data continue to show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students. The 2017-18 dropout rate for American Indian males and females students has increased considerably since 2015-16.

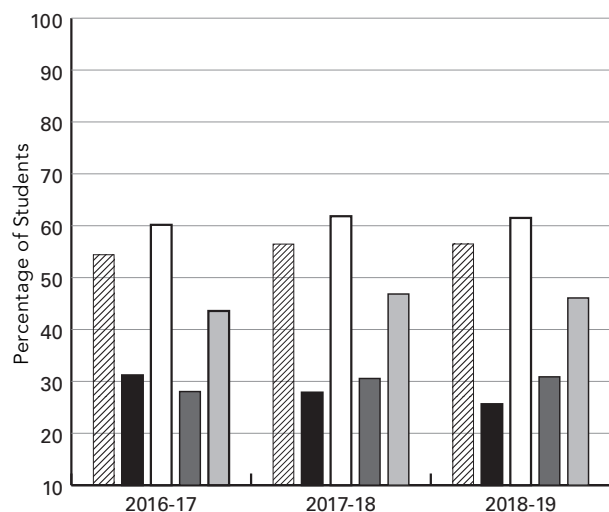
ANNUAL DROPOUT RATES (GRADES 9-13)
Male and Female Students

ADVANCED PLACEMENT (AP) TESTING

NC STUDENTS TAKING AN AP EXAM



AP PERFORMANCE: PERCENTAGE OF STUDENTS SCORING 3, 4, OR 5



Year	State	American Indian	White	Black	Hispanic
Percent of Students NC Students Taking an Advanced Placement Exam					
2016-17	16.19	6.01	19.28	7.23	11.70
2017-18	16.45	6.02	19.55	6.96	11.59
2018-19	16.55	6.12	19.42	7.01	11.81
AP Performance: Percent of Students Scoring 3, 4, or 5					
2016-17	54.41	31.17	60.17	28.04	43.57
2017-18	56.46	27.84	61.83	30.56	46.84
2018-19	56.48	25.61	61.50	30.88	46.08

State American Indian White Black Hispanic

Advanced Placement (AP)

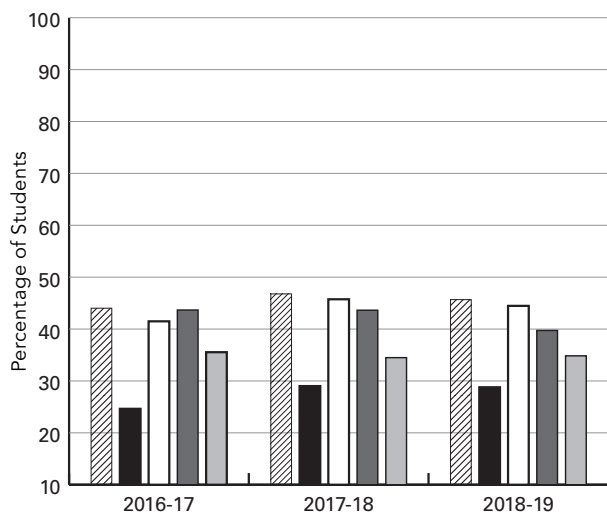
From 2016-17 to 2018-19, the percentage of students taking AP exams increased for all students in the state by .36 percentage points. The number of American Indian students taking AP exams remained relatively the same with a 0.1 percentage point increase. The number of Black students taking AP exams increased by 0.05 percentage points, Hispanic students' participation increased by .22 percentage points, and White students' participation decreased 0.13 percentage points. American Indian students had the lowest AP exam participation rates at 6.12 percent, with White students having the highest at 19.42 percent, followed by Hispanic students at 11.81 percent, and Black students at 7.01 percent. However, all student subgroups, other than White students, were lower than the state average participation rate (16.55%).

PERFORMANCE

The College Board considers students who score 3 or higher on AP exams as "passing." Only White students (61.50%) had a higher percentage of students scoring 3 or higher on AP exams than all students in the state (56.48%). The percentage of American Indian students who passed AP exams decreased (25.61%) from 2017-18, with American Indian students scoring lower than their Black (30.88%), Hispanic (46.08%), and White (61.50%) peers.

SAT AND ACT TESTING

NC STUDENTS TAKING THE SAT



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2016-17	44.02	24.63	41.49	43.67	35.54
2017-18	46.77	29.01	45.74	43.63	34.49
2018-19	45.67	28.78	44.47	39.73	34.84
NC Average SAT Scores					
2016-17	1074	987	1137	952	1042
2017-18	1090	986	1149	958	1041
2018-19	1091	981	1151	956	1039

State American Indian White Black Hispanic

SAT

The SAT is an important academic indicator of student preparation for college and career opportunities. Student performance in critical reading, mathematics, and writing is considered a strong predictor of college and career readiness.

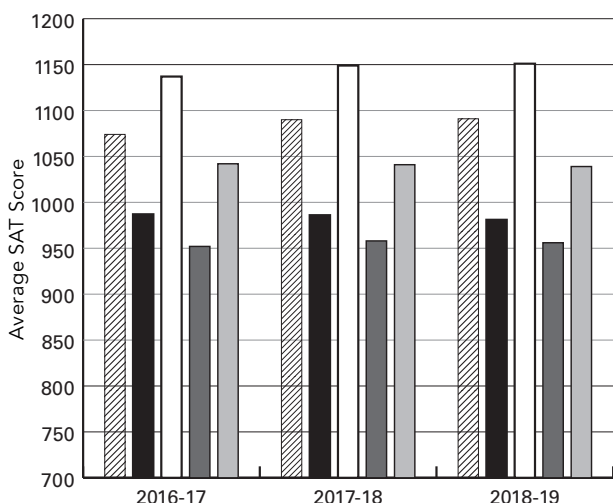
PARTICIPATION

According to the 2018-19 College Board data, SAT participation decreased across the state. The rate of all North Carolina public school students taking the SAT in 2018-19 (45.67%) was 1.10 percentage points below the rate of test takers in 2017-18 (46.77%). The rate of American Indian students taking the SAT in 2018-19 (28.78%) was 4.15 percentage points above the participation in 2016-17. Data show that the largest gain in SAT participation from 2016-17 to 2018-19 is still among American Indian Students, followed by White students with a 2.98 percentage point increase.

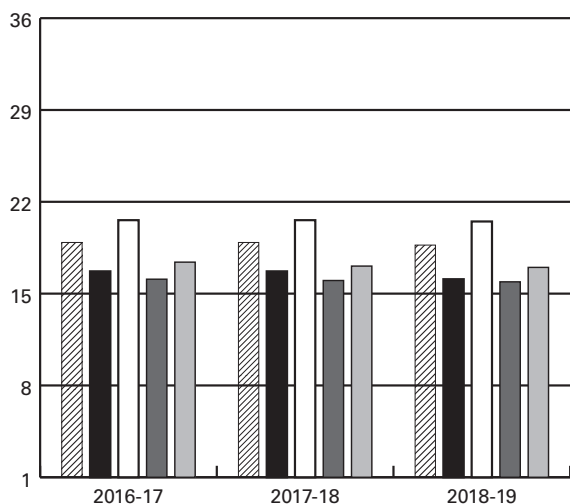
PERFORMANCE

For those taking the SAT in 2018-19, average scores for the state increased from the previous year; however, not all student subgroup scores increased. American Indian students scored 6 points lower in 2018-19 than in 2016-17. However, the 2018-19 average score for American Indians was 981, which was 110 points below the state average (1091), 170 points lower than the score of their White peers (1151), and 58 points lower than their Hispanic peers (1039).

NC AVERAGE SAT SCORES



NC AVERAGE ACT SCORES



Year	State	American Indian	White	Black	Hispanic
NC Average ACT Scores					
2016-17	18.9	16.7	20.6	16.1	17.4
2017-18	18.9	16.7	20.6	16.0	17.1
2018-19	18.7	16.1	20.5	15.9	17.0

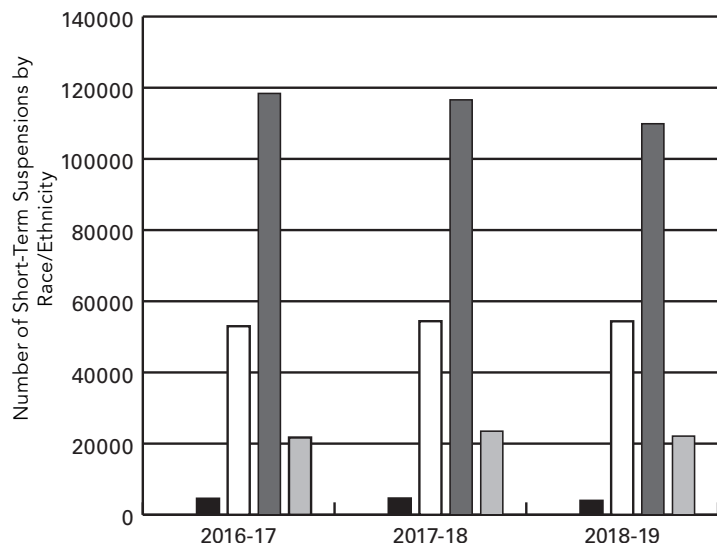
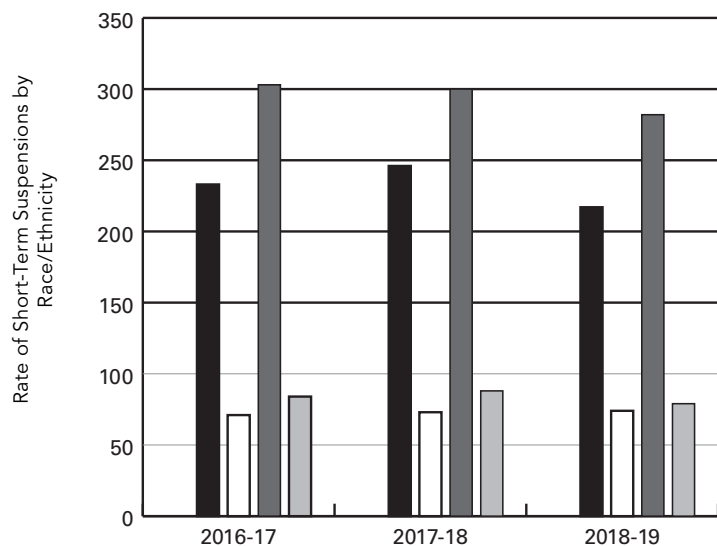
State American Indian White Black Hispanic

ACT

According to the 2018-19 ACT assessment data, American Indian students had an average score of 16.1, which is 2.6 points lower than the state average score (18.7). In relation to their peers, American Indians' average ACT score was 4.4 points lower than Whites, 0.9 points below Hispanics, and 0.2 points above their Black peers.

SUSPENSION DATA BY SUBGROUPS

SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY

SHORT-TERM SUSPENSIONS RATE (PER 1,000 ENROLLED)², BY RACE/ETHNICITY

Year	American Indian	White	Black	Hispanic
Short-Term Suspensions by Race/Ethnicity				
2016-17	4524	52985	118398	21716
2017-18	4592	54396	116597	23496
2018-19	3935	54368	109882	22110
Short-Term Suspensions Rate (Per 1,000 Enrolled)², By Race/Ethnicity				
2016-17	233	71	303	84
2017-18	246	73	300	88
2018-19	217	74	282	79

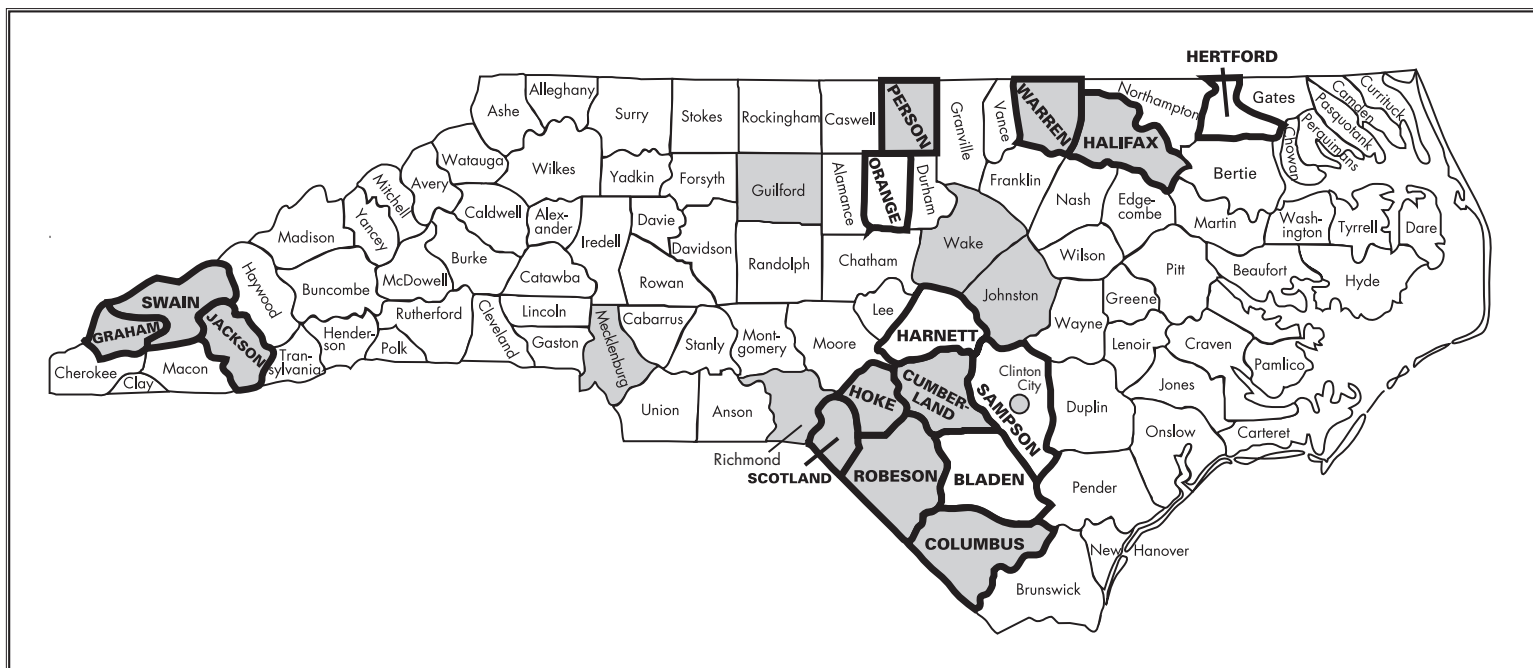
American Indian
 White
 Black
 Hispanic

Short-Term Suspensions

In 2018-2019, there were 203,298 short-term suspensions reported statewide, a decrease of 3.8% from the 211,228 reported in the 2017-2018 academic year. The number of short-term suspensions for American Indian (3,935), White (54,368) Black (109,882), and Hispanic (22,110) students decreased slightly compared to the previous academic year. In 2018-2019, Black students had the highest rate of short-term suspension (282), followed by American Indian students (217). These rates did decrease for American Indian students by 29 percentage points and for Black students by 18 percentage points from the 2017-2018 academic year.

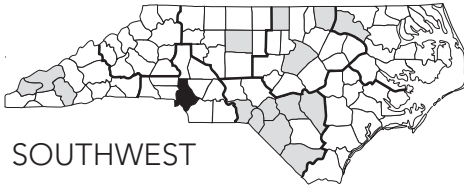
LEA FINDINGS: AMERICAN INDIAN STUDENT PERFORMANCE

The following pages contain American Indian Student Performance by LEA or Charter School (alphabetically listed)



SACIE

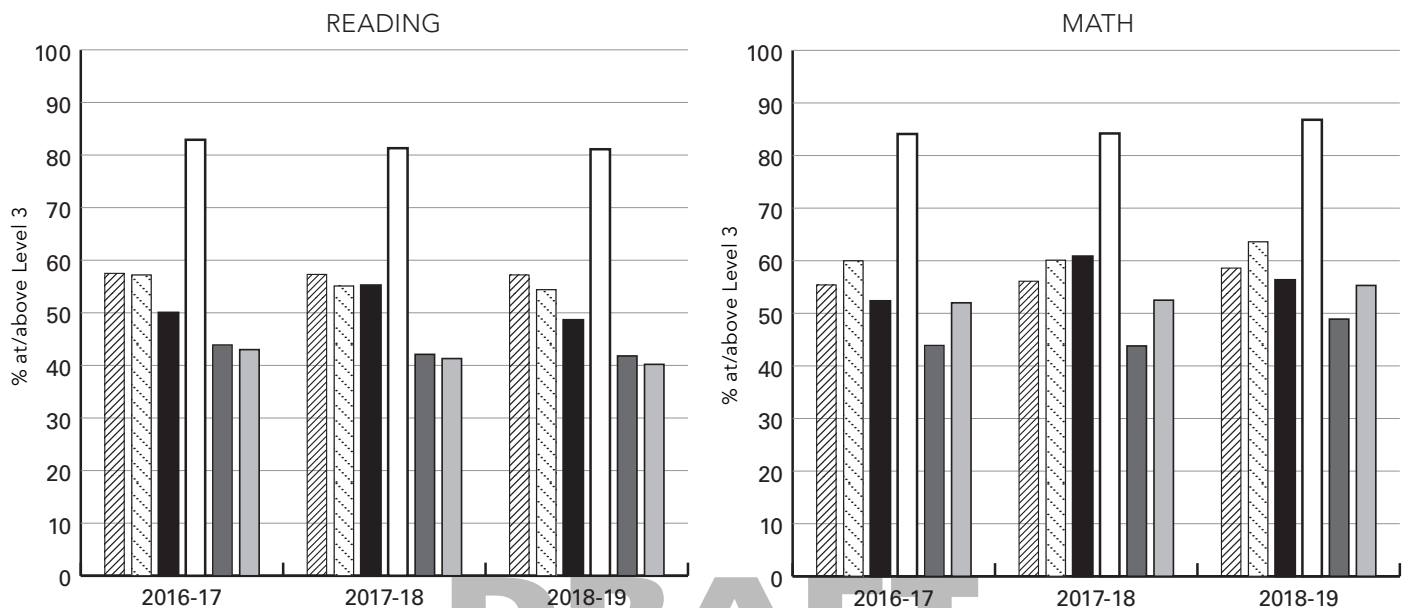
DRAFT



Charlotte-Mecklenburg Schools enrolled 146,647 students in 177 schools in 2018-19, which includes a variety of theme-specific campuses. The 2018-19 enrollment reflects 317 (0.22%) American Indian students from various tribes. In 2018-19, the district proficiency rates were slightly higher than the state proficiency rates on all EOG/EOC assessments except for EOG Reading. The district's proficiency rate in EOG reading was 2.8 percentage points lower than the state. American Indian students performed below the state and district averages in all EOG/EOC subjects. In addition, American Indian students' performance percentage in most tested areas dropped considerably from last year. Decreasing by 6.6 points in EOG Reading, 4.5 points in EOG Math, 9.5 in EOC Math I, and 11.6 points in EOC English II. Biology percentage for American Indian students increased by 6.1 percentage points. American Indian students demonstrated higher rates of proficiency than their Hispanic and Black peers on the all EOG/EOC subjects except the EOC Math I and EOC English II. In addition, American Indian students' proficiency rates were significantly lower than their White peers in all EOG/EOC assessments. The American Indian 4-Year Cohort Graduation Rate increased significantly (11.8 percentage points) for 2018-19 and was above all racial and ethnic subgroups and the state and district averages. No data have been reported for the annual dropout rate of American Indians for the last three years.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	57.2	50.0	82.9	43.9	43.0
2017-18	57.3	55.1	55.2	81.3	42.1	41.3
2018-19	57.2	54.4	48.6	81.1	41.8	40.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	60.0	52.3	84.1	43.9	52.0
2017-18	56.1	60.1	60.8	84.2	43.8	52.5
2018-19	58.6	63.6	56.3	86.8	48.9	55.3
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	68.9	58.9	90.1	51.3	58.0
2017-18	57.4	60.2	39.5	86.0	44.5	50.0
2018-19	41.2	42.2	30.0	70.8	33.6	35.7
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	56.3	30.6	83.5	39.9	43.3
2017-18	58.3	59.7	48.7	85.2	44.9	46.7
2018-19	59.6	60.3	54.8	86.3	44.8	48.6
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	63.8	41.5	87.7	49.9	53.4
2017-18	59.8	61.3	58.5	86.8	47.7	48.8
2018-19	59.7	61.0	46.9	85.6	47.4	48.5
4-Year Cohort Graduation Rate						
2016-17	86.5	89.4	92.6	94.8	89.7	78.5
2017-18	86.3	85.4	81.1	93.1	84.9	74.0
2018-19	86.5	85.5	92.9	92.4	85.2	74.5
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.40	n/a	1.13	2.04	5.40
2016-17	2.31	2.20	n/a	0.81	1.96	4.96
2017-18	2.18	2.26	n/a	0.99	2.12	4.55

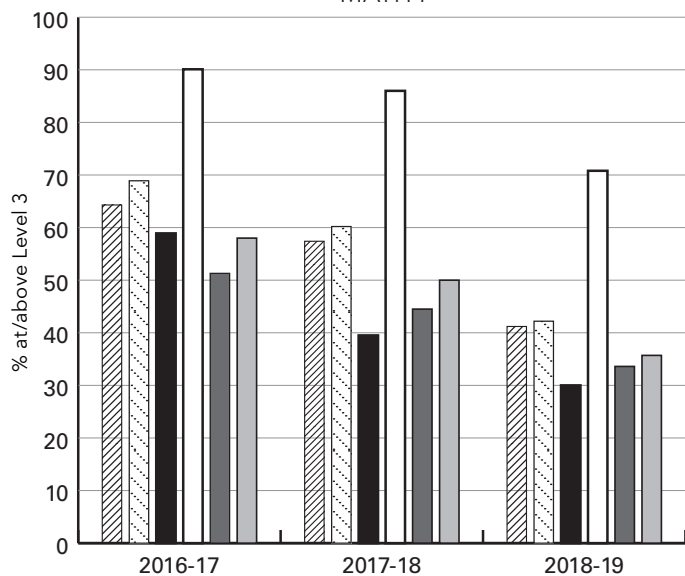
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



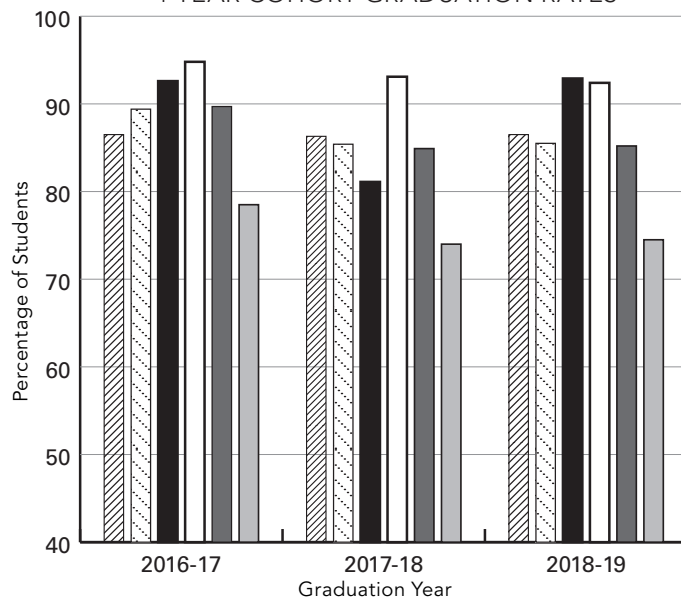
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

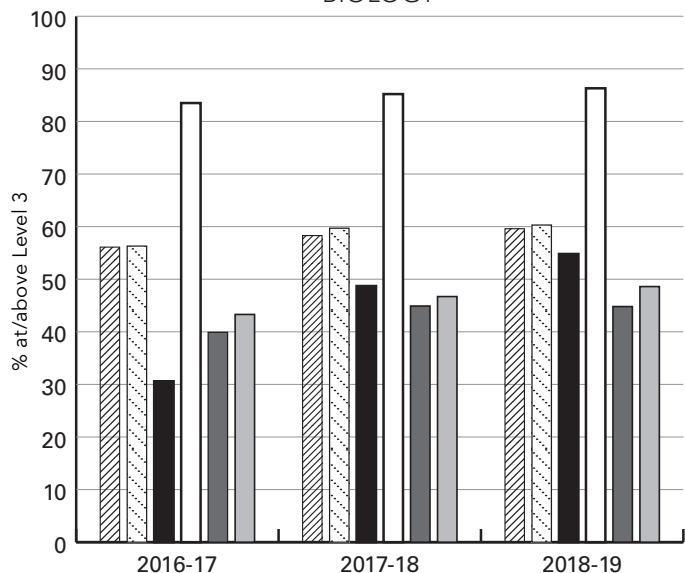
MATH I



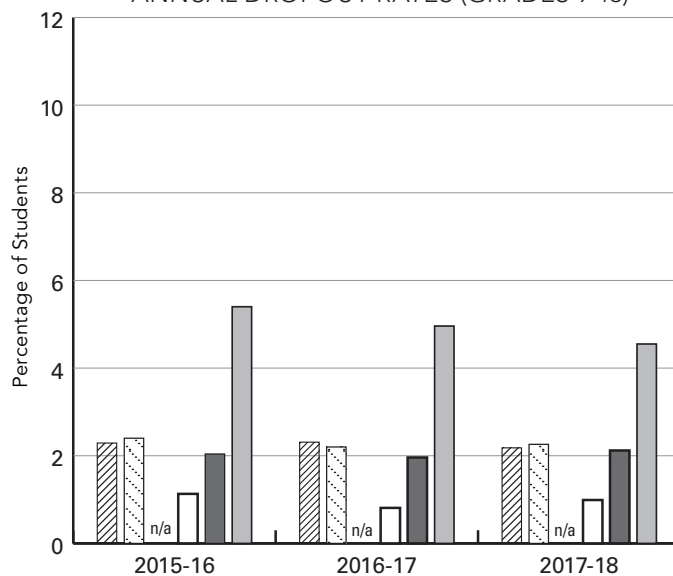
4-YEAR COHORT GRADUATION RATES



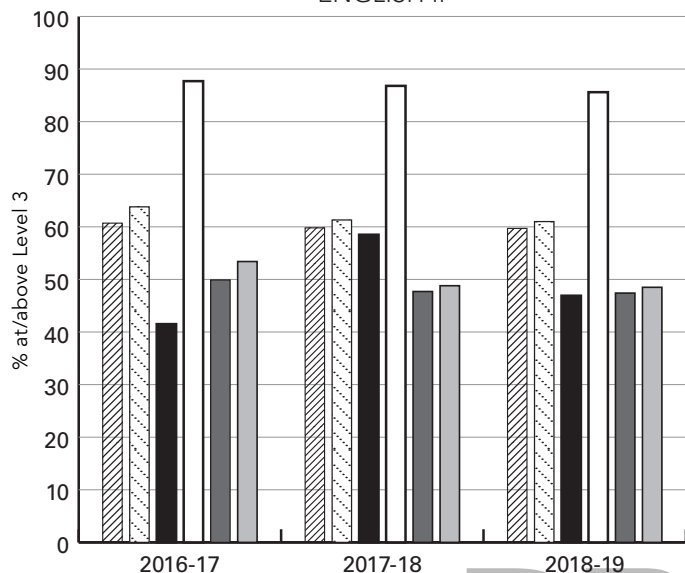
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



State LEA American Indian White Black Hispanic

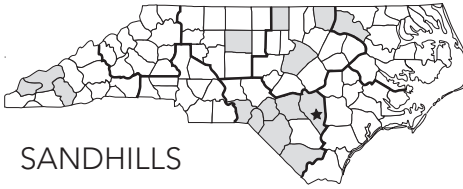
> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

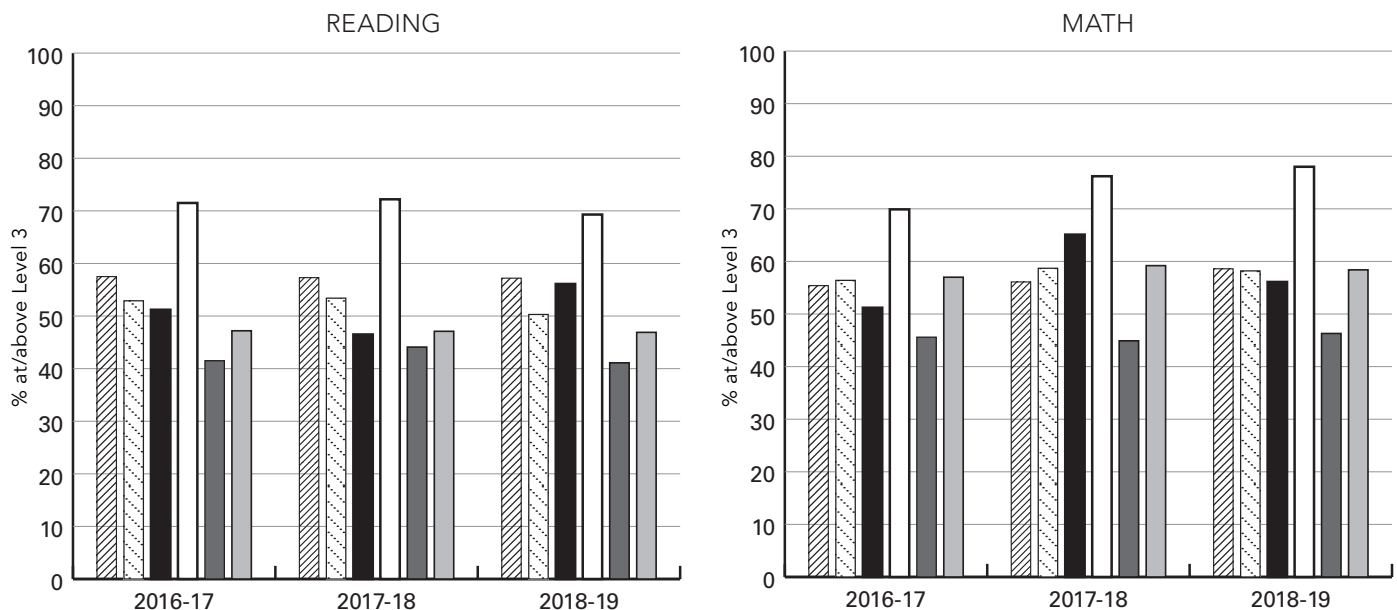
DRAFT



Clinton City Schools enrolled 2,921 students, including 75 (2.6%) American Indians, mainly of the Cohaire Tribe in 2018-19. In the Title VI cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. In 2018-19, the district proficiency rates were below the state in all EOG and EOC tested areas. American Indian students performed above the district average in EOG Reading, however, American Indian students were 2.1 percentage points below in EOG Math. Data are not available for proficiency rates for Math I, Biology, and English II EOC assessments. American Indian students demonstrated higher rates of proficiency than their Black and Hispanic peers in EOG Reading; although, they were behind their Hispanic peers in EOG Math and their White peers in both EOG assessments. American Indian students showed a gain of 9.6 percentage points from 2017-18 to 2018-19 in EOG Reading, but dropped 9 percentage points in EOG Math. The 4-Year Cohort Graduation rate for American Indian students is not reported due to insufficient data. In addition, the annual dropout rate for American Indians is unavailable due to the low number of American Indian students in the district.

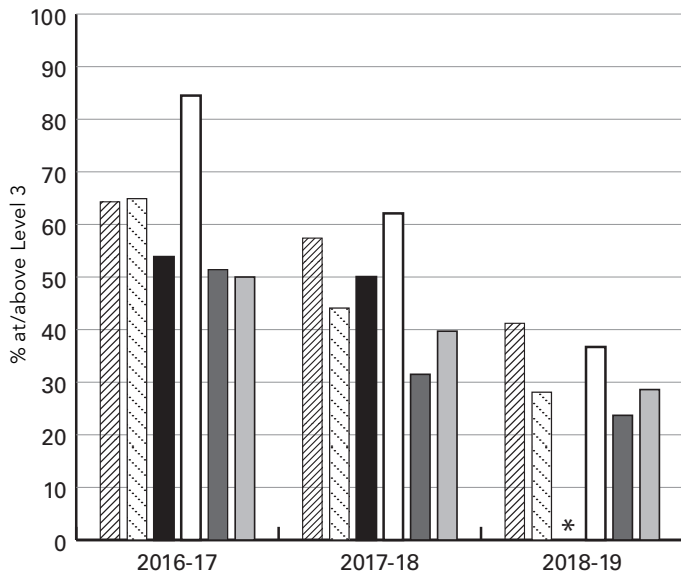
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	52.9	51.2	71.5	41.5	47.2
2017-18	57.3	53.4	46.5	72.2	44.1	47.1
2018-19	57.2	50.3	56.1	69.3	41.1	46.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	56.4	51.2	69.9	45.6	57.0
2017-18	56.1	58.7	65.1	76.2	44.9	59.2
2018-19	58.6	58.2	56.1	78.0	46.3	58.4
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	64.9	53.8	84.5	51.4	50.0
2017-18	57.4	44.1	50.0	62.1	31.5	39.7
2018-19	41.2	28.1	*	36.7	23.7	28.6
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	41.1	*	55.0	29.6	39.6
2017-18	58.3	38.6	*	63.5	23.5	27.6
2018-19	59.6	50.8	*	77.8	33.3	43.2
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	53.3	*	70.4	38.4	50.0
2017-18	59.8	51.9	*	77.6	37.2	35.4
2018-19	59.7	52.9	*	68.6	41.3	46.7
4-Year Cohort Graduation Rate						
2016-17	86.5	87.4	*	94.7	89.0	79.2
2017-18	86.3	84.0	*	85.7	86.2	82.6
2018-19	86.5	77.6	*	75.3	81.7	75.0
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.29	n/a	n/a	n/a	n/a
2016-17	2.31	3.54	n/a	n/a	n/a	5.19
2017-18	2.18	2.93	n/a	n/a	n/a	5.05

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

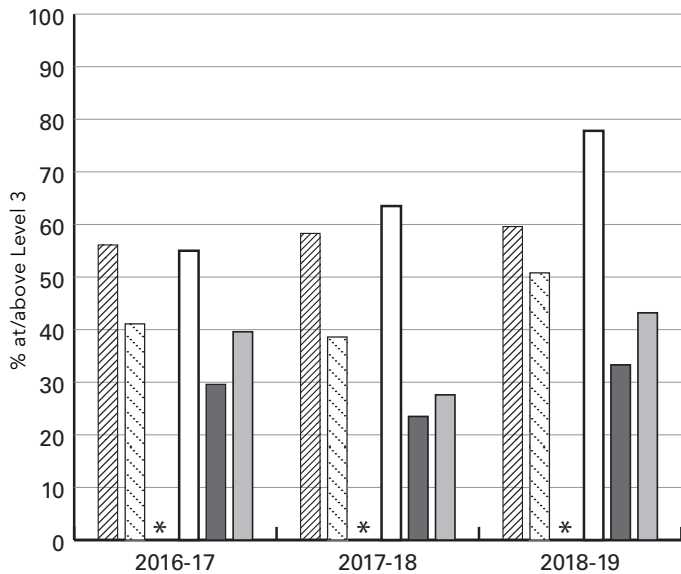


END-OF-COURSE TESTS

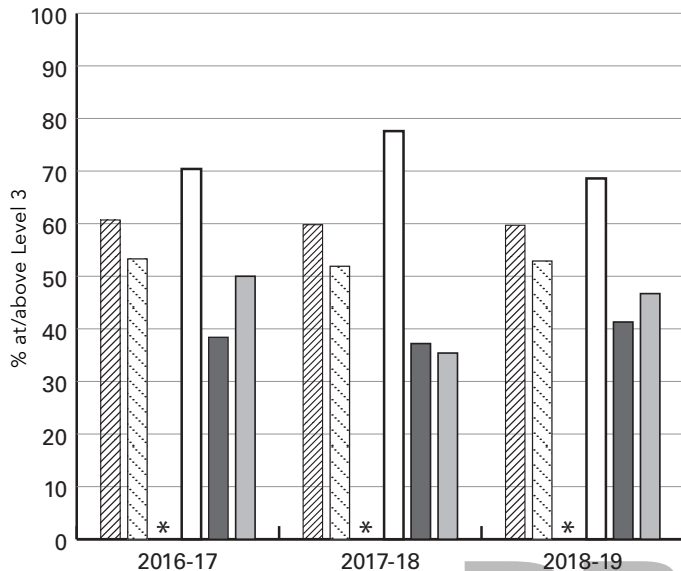
MATH I



BIOLOGY

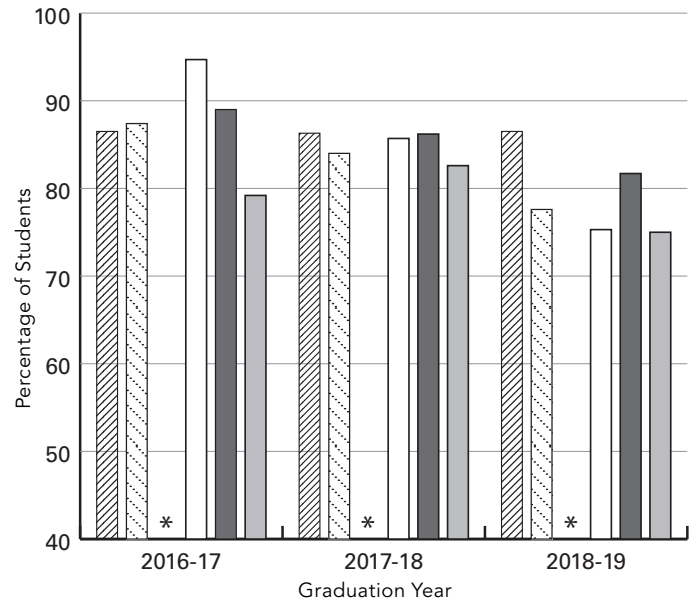


ENGLISH II

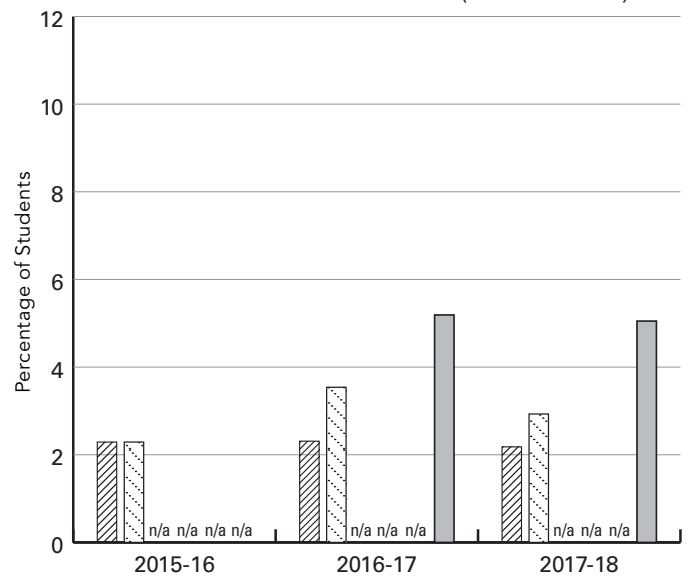


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

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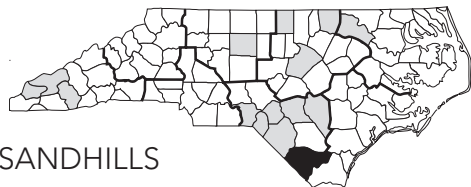
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DRAFT

COLUMBUS COUNTY

DISTRICT CONTACT: KENWOOD ROYAL
http://www.columbus.k12.nc.us

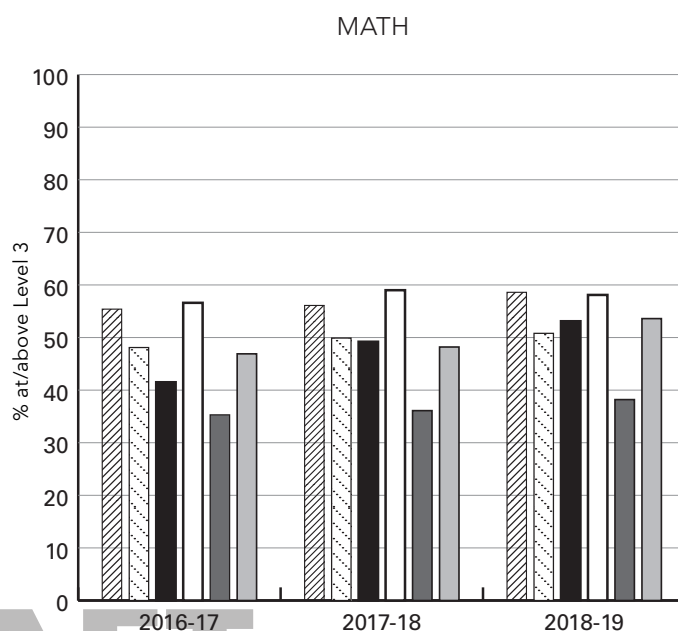
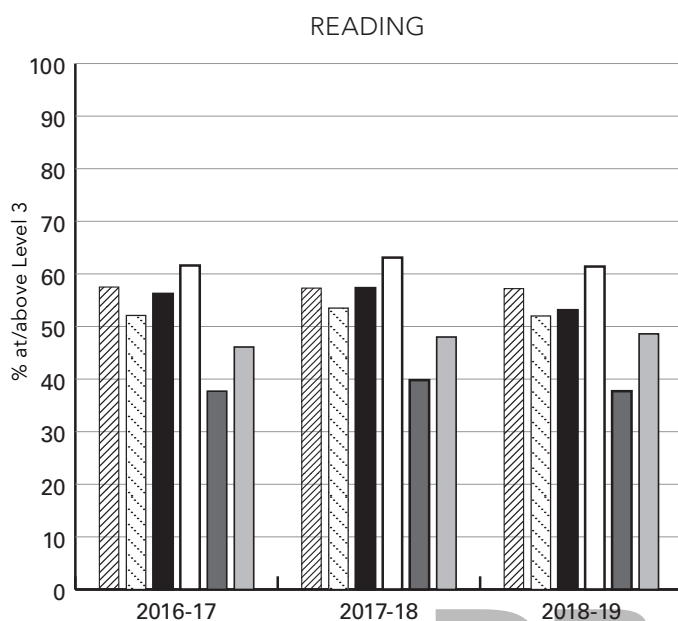


SANDHILLS

In 2018-19, Columbus County Schools enrolled 5,425 students of whom 257 (4.7%) are American Indians, primarily from the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In 2018-19 the average proficiency rate of the district was lower than the state average in all EOG/EOC assessments. American Indian students performed above the district proficiency rates in EOG Reading and Math and EOC Math I. However, when comparing other EOC proficiency rates for Biology and English II, American Indian students were below both state and district percentages. In addition, proficiency rates for American Indian students decreased significantly in EOC Biology by 16.6 percentage points and in EOC English II by 27.3 percentage points between 2017-18 and 2018-19. American Indian students demonstrated higher proficiency rates than their Black peers in most EOG/EOC subjects except for EOC English II and above their Hispanic peers in EOG Reading and EOC Math I. However, the average proficiency rates of American Indian students lagged behind those of their White peers on all EOG/EOC assessments. The 4-Year Cohort Graduation rate for American Indian students decreased significantly and is lower than the state and district rates as well as the rates of their White, Black, and Hispanic peers. Sufficient data are not available for comparison of the annual dropout rate of American Indians.

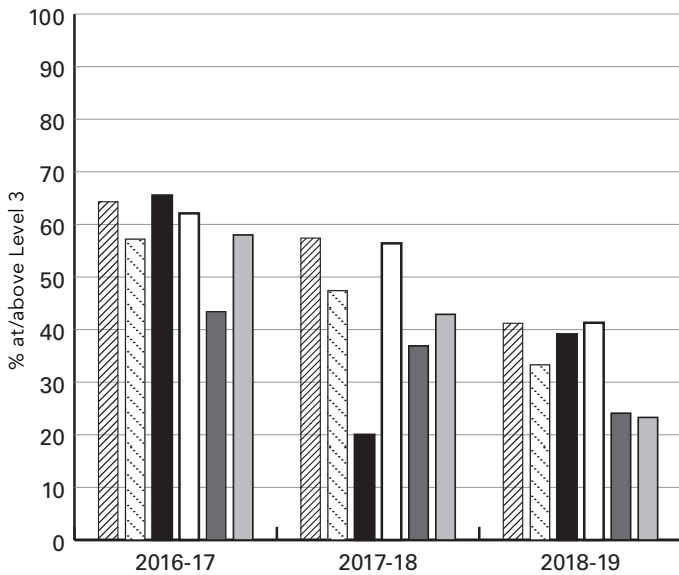
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	52.1	56.2	61.6	37.7	46.1
2017-18	57.3	53.5	57.3	63.1	39.8	48.0
2018-19	57.2	52.0	53.1	61.4	37.7	48.6
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	48.1	41.5	56.6	35.3	46.9
2017-18	56.1	49.9	49.2	59.0	36.1	48.2
2018-19	58.6	50.8	53.1	58.1	38.2	53.6
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	57.2	65.5	62.1	43.4	58.0
2017-18	57.4	47.4	20.0	56.4	36.9	42.9
2018-19	41.2	33.3	39.1	41.3	24.1	23.3
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	51.9	43.8	62.1	33.8	55.2
2017-18	58.3	56.2	62.1	64.6	38.6	59.5
2018-19	59.6	55.0	45.5	64.7	34.0	50.0
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	58.9	42.1	70.6	40.3	58.3
2017-18	59.8	51.1	63.0	55.8	36.9	51.2
2018-19	59.7	52.1	35.7	60.3	35.7	46.3
4-Year Cohort Graduation Rate						
2016-17	86.5	84.6	94.9	84.5	85.5	74.5
2017-18	86.3	81.3	93.5	81.3	80.7	76.2
2018-19	86.5	85.4	80.8	88.3	81.0	94.4
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	1.81	n/a	1.76	2.00	n/a
2016-17	2.31	1.75	n/a	1.82	2.07	n/a
2017-18	2.18	1.63	n/a	1.26	2.59	n/a

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

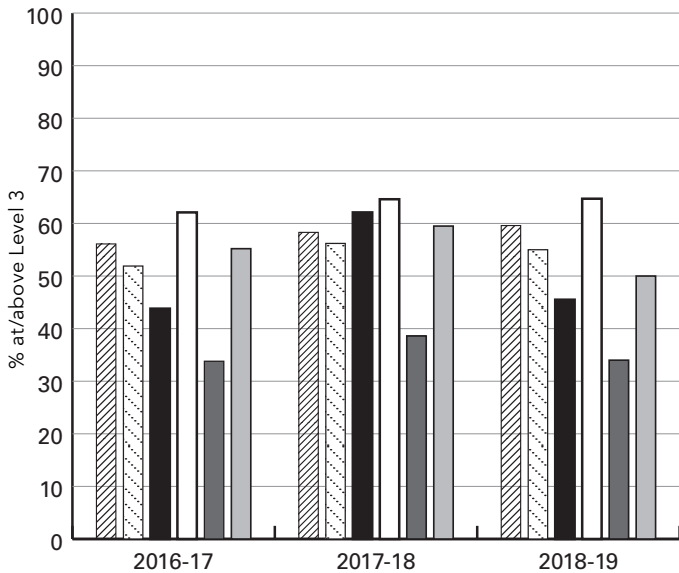


END-OF-COURSE TESTS

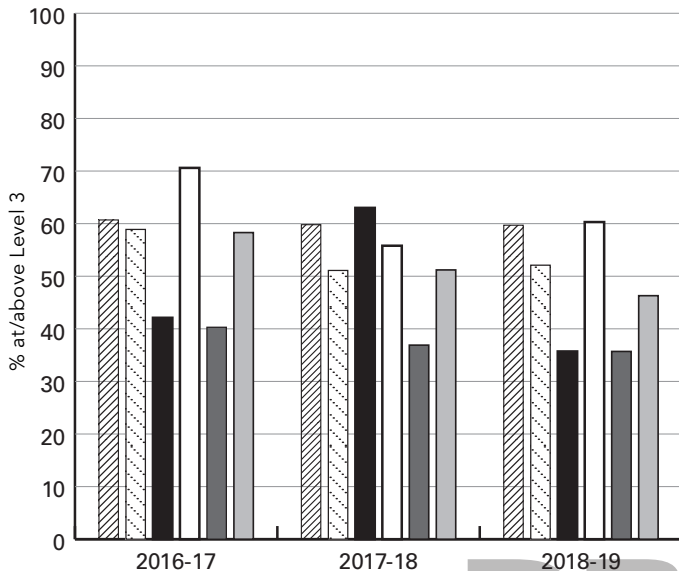
MATH I



BIOLOGY

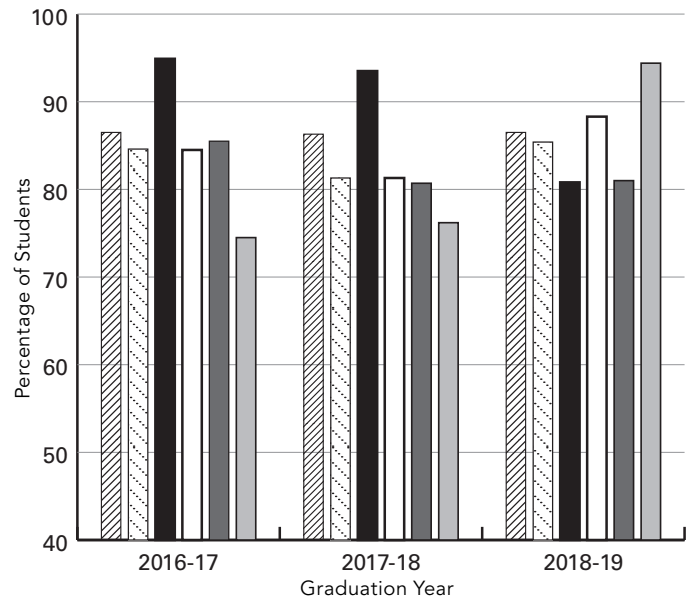


ENGLISH II

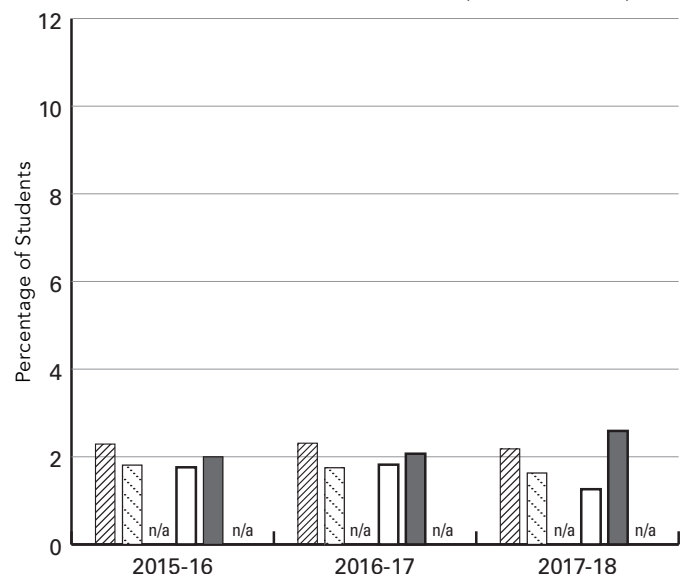


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

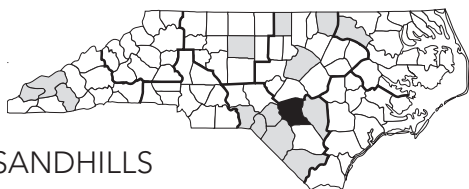
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

DRAFT

CUMBERLAND COUNTY

DISTRICT CONTACT: RODNEY JACKSON
http://ccs.k12.nc.us

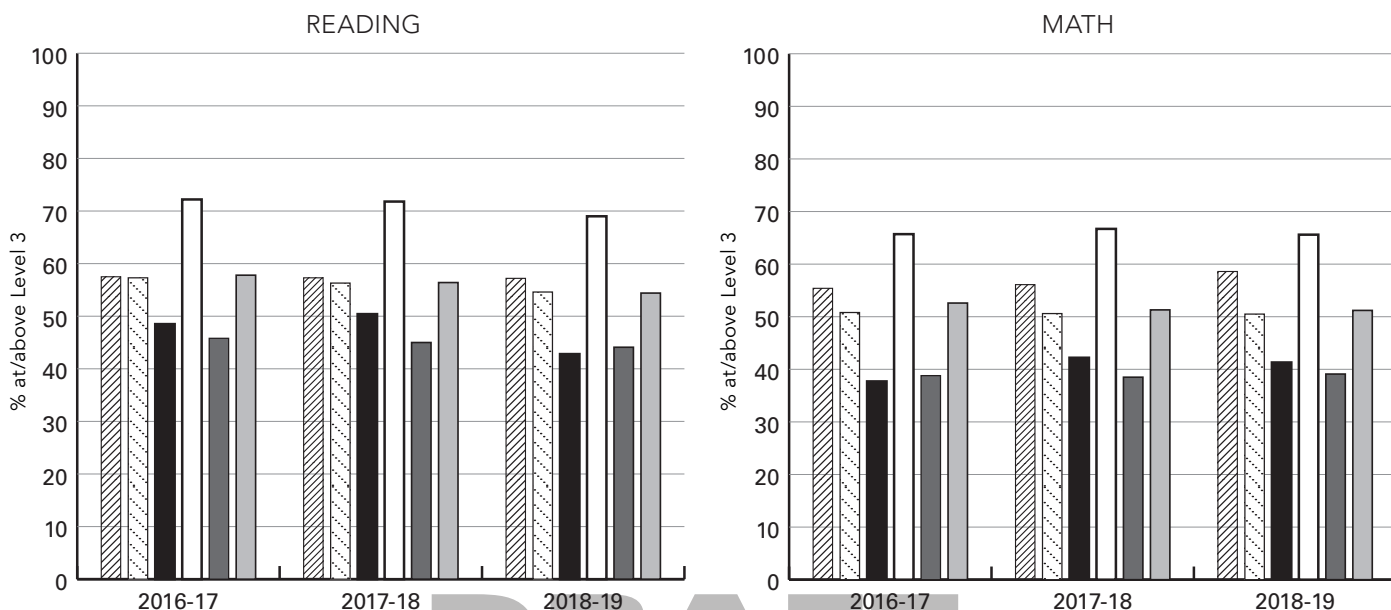


SANDHILLS

Cumberland County Schools serves an expansive military community, which adds to the diversity of the district. In 2018-19 the district served 49,385 students, including 736 (1.5%) American Indian students, mainly of the Lumbee Tribe. The district operates 87 schools, including 14 high schools, two early colleges, and a Cooperative Innovative High School. In 2018-19, the average proficiency rate for the district was below the state average in most EOG/EOC subject areas except EOC Math I. American Indian students' average rate of proficiency was below the district and state averages in all EOG/EOC areas. Proficiency rates for American Indian students decreased in all EOG tested subjects and most EOC tested subjects except Biology where there was a slight increase of 1.1 percentage points. American Indian students demonstrated higher rates of proficiency than their Black peers in almost all EOG/ EOC tested subjects, except EOG Reading. However, proficiency rates of American Indian students were below those of their White and Hispanic peers in all areas. Compared to the state, the district, and all other racial/ethnic groups, American Indians have the lowest 4-Year Cohort Graduation rate. American Indians also have a higher annual dropout rate than the state, the district, and all other racial/ ethnic groups.

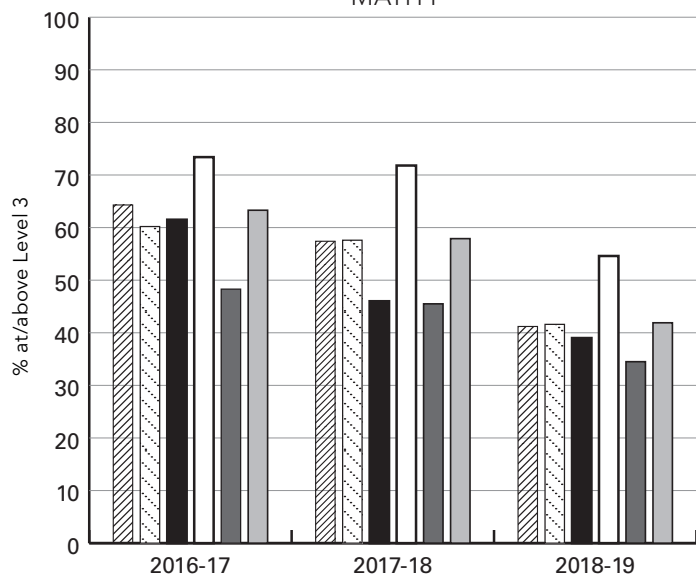
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	57.3	48.5	72.2	45.8	57.8
2017-18	57.3	56.3	50.4	71.8	45.0	56.4
2018-19	57.2	54.6	42.8	69.0	44.1	54.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	50.8	37.7	65.7	38.8	52.6
2017-18	56.1	50.6	42.2	66.7	38.5	51.3
2018-19	58.6	50.5	41.3	65.6	39.1	51.2
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	60.2	61.5	73.4	48.3	63.3
2017-18	57.4	57.6	46.0	71.8	45.5	57.9
2018-19	41.2	41.6	39.0	54.6	34.5	41.9
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	53.5	53.2	69.6	40.5	55.6
2017-18	58.3	53.4	46.0	67.1	41.2	58.4
2018-19	59.6	58.5	47.1	73.3	46.1	59.8
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	60.1	64.1	73.0	49.2	63.8
2017-18	59.8	58.6	54.1	71.7	47.3	59.9
2018-19	59.7	56.9	50.0	71.1	46.0	56.7
4-Year Cohort Graduation Rate						
2016-17	86.5	82.1	68.9	85.6	79.6	83.5
2017-18	86.3	82.0	75.4	84.8	79.9	79.8
2018-19	86.5	83.8	73.5	85.9	83.6	82.5
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.55	4.53	2.39	2.72	2.52
2016-17	2.31	2.31	5.42	1.81	2.31	3.15
2017-18	2.18	2.01	4.89	1.49	2.30	1.84

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

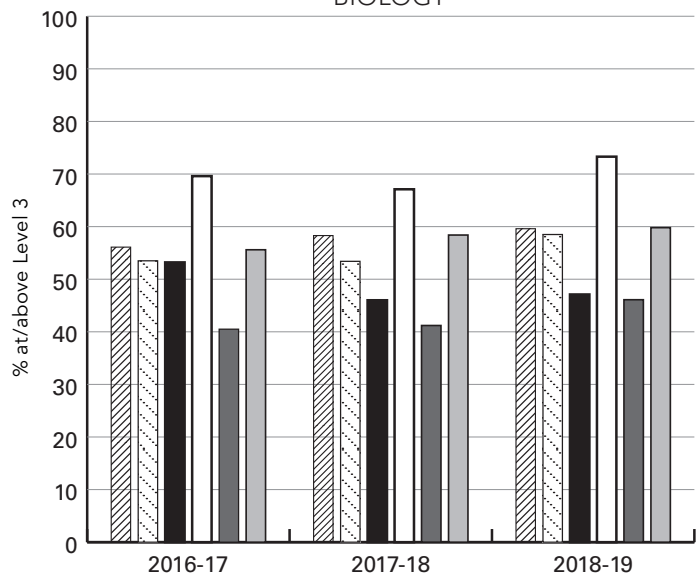


END-OF-COURSE TESTS

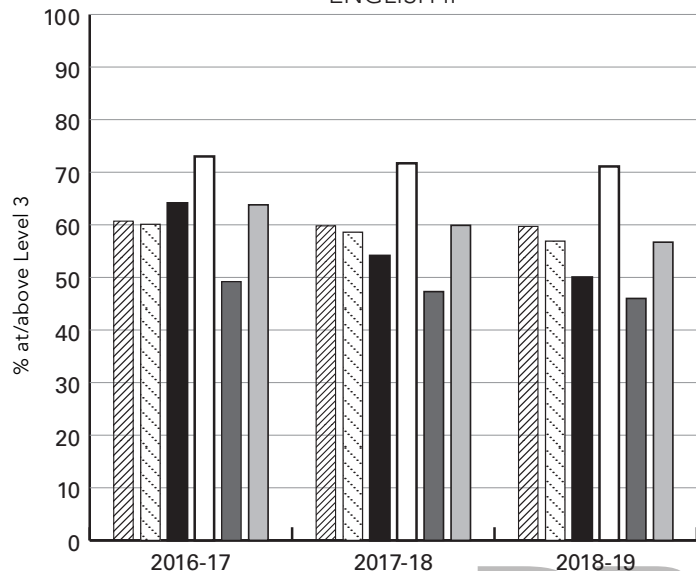
MATH I



BIOLOGY

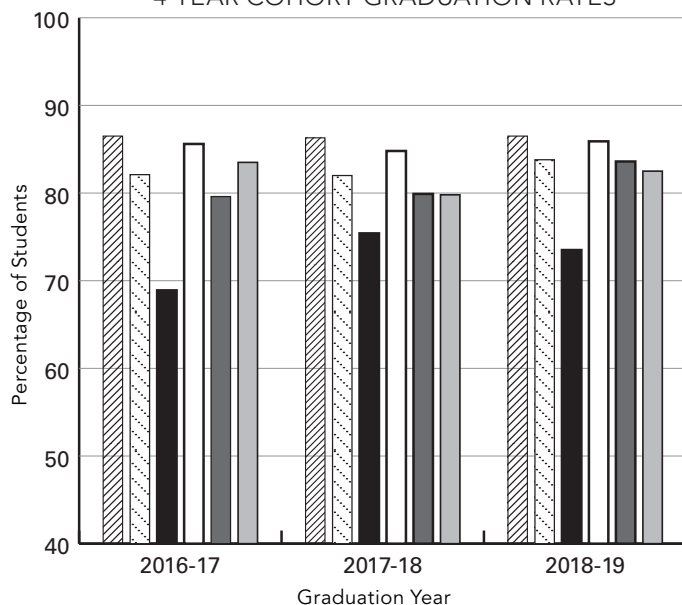


ENGLISH II

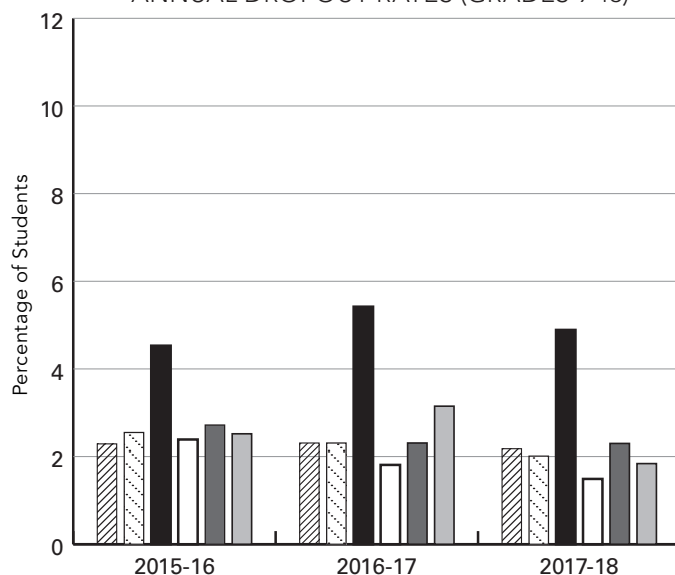


HIGH SCHOOL COMPLETION

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. Beginning in 2015-16, this increased to fewer than ten students.)

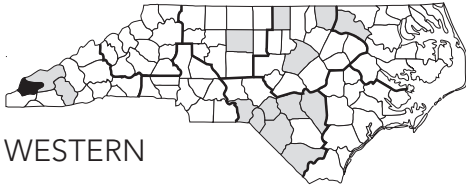
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

DRAFT

GRAHAM COUNTY

DISTRICT CONTACT: NED LONG
http://www.grahamcountyschools.org

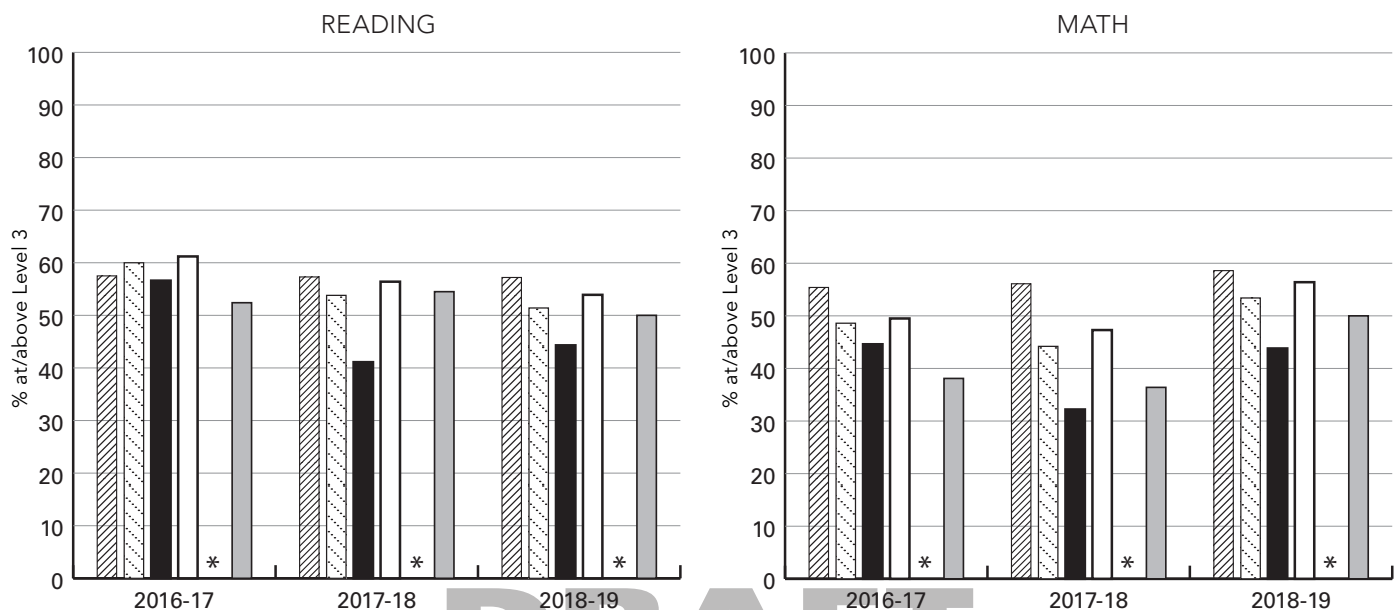


WESTERN

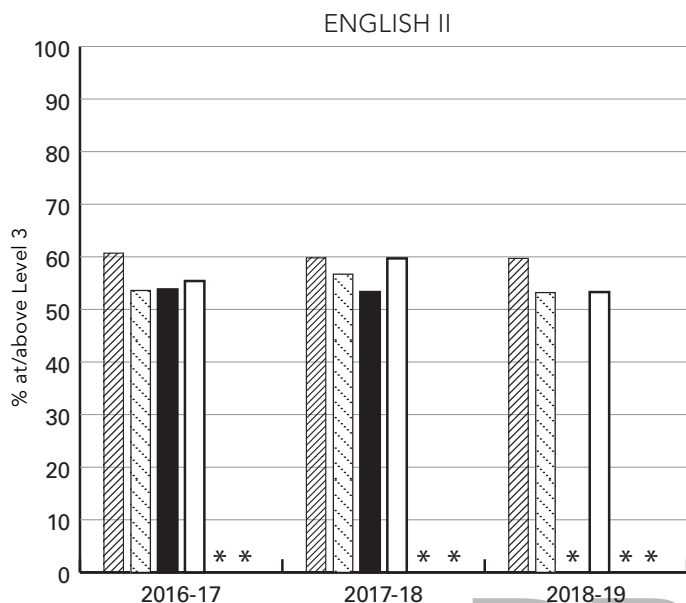
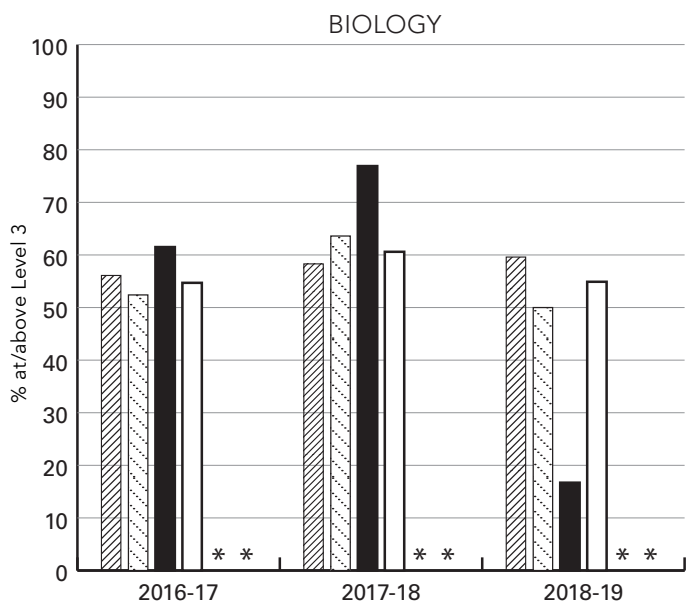
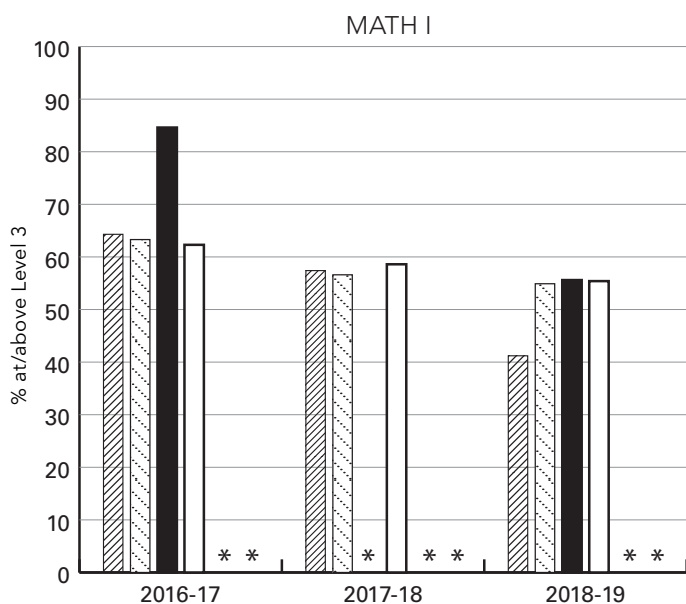
Graham County Schools is located near the Qualla Boundary (a reservation of the Eastern Band of the Cherokee). In 2018-19, the district enrolled 768 students including 133 (17.3%) American Indians, which are mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. In 2018-19, the district was below the state's average in proficiency rates in most EOG and EOC subject areas except EOC Math I. American Indian students exceeded the district and state average grade-level proficiency rates in EOC Math I. However, American Indian students' proficiency rates were below all other district and state EOG and EOC proficiency averages. Proficiency rates increased in all EOG areas but dropped significantly in EOC Biology. When compared to their White and Hispanic peers, less American Indians showed proficiency in EOG reading, EOG math, and EOC Biology. Sufficient data were not available for comparison to their Black peers in any areas. For 2018-19, the 4-year Cohort Graduation rate was greater than 95 percent, which was above the state (86.5%), district (84%), and their White peers (81.8%). The three-year annual dropout data for 2017-18 was not available to report.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	60.0	56.6	61.2	*	52.4
2017-18	57.3	53.8	41.1	56.4	*	54.5
2018-19	57.2	51.4	44.3	53.9	*	50.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	48.6	44.6	49.5	*	38.1
2017-18	56.1	44.2	32.2	47.3	*	36.4
2018-19	58.6	53.4	43.8	56.4	*	50.0
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	63.3	84.6	62.3	*	*
2017-18	57.4	56.6	*	58.6	*	*
2018-19	41.2	54.9	55.6	55.4	*	*
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	52.4	61.5	54.7	*	*
2017-18	58.3	63.6	76.9	60.6	*	*
2018-19	59.6	50	16.7	54.9	*	*
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	53.6	53.8	55.4	*	*
2017-18	59.8	56.7	53.3	59.7	*	*
2018-19	59.7	53.2	*	53.3	*	*
4-Year Cohort Graduation Rate						
2016-17	86.5	93.2	>95	92.0	n/a	*
2017-18	86.3	85.4	88.9	84.8	n/a	*
2018-19	86.5	84.0	>95	81.8	n/a	*
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	3.23	n/a	3.26	n/a	n/a
2016-17	2.31	1.56	n/a	n/a	n/a	n/a
2017-18	2.18	3.22	n/a	3.67	n/a	n/a

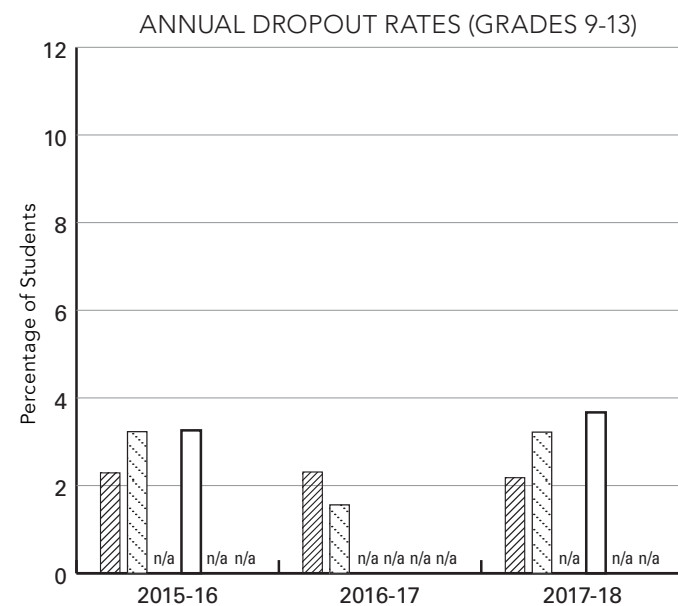
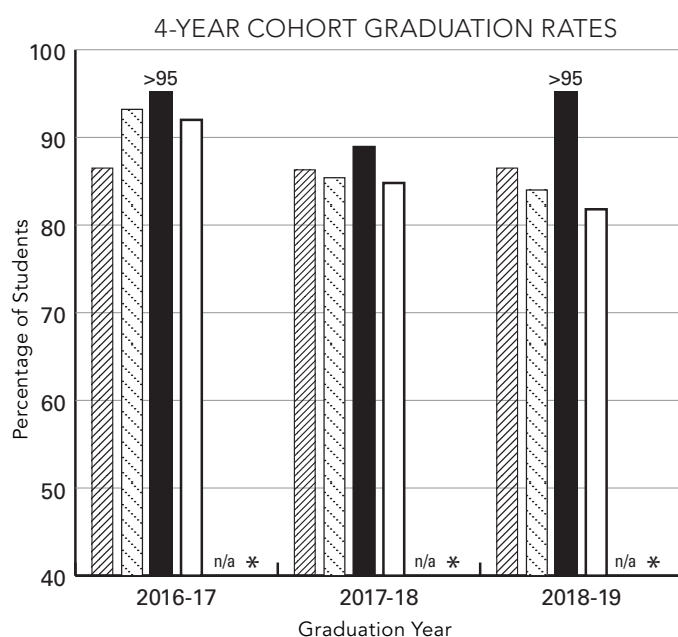
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

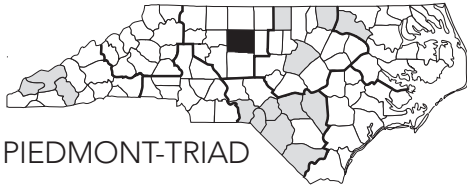
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DRAFT

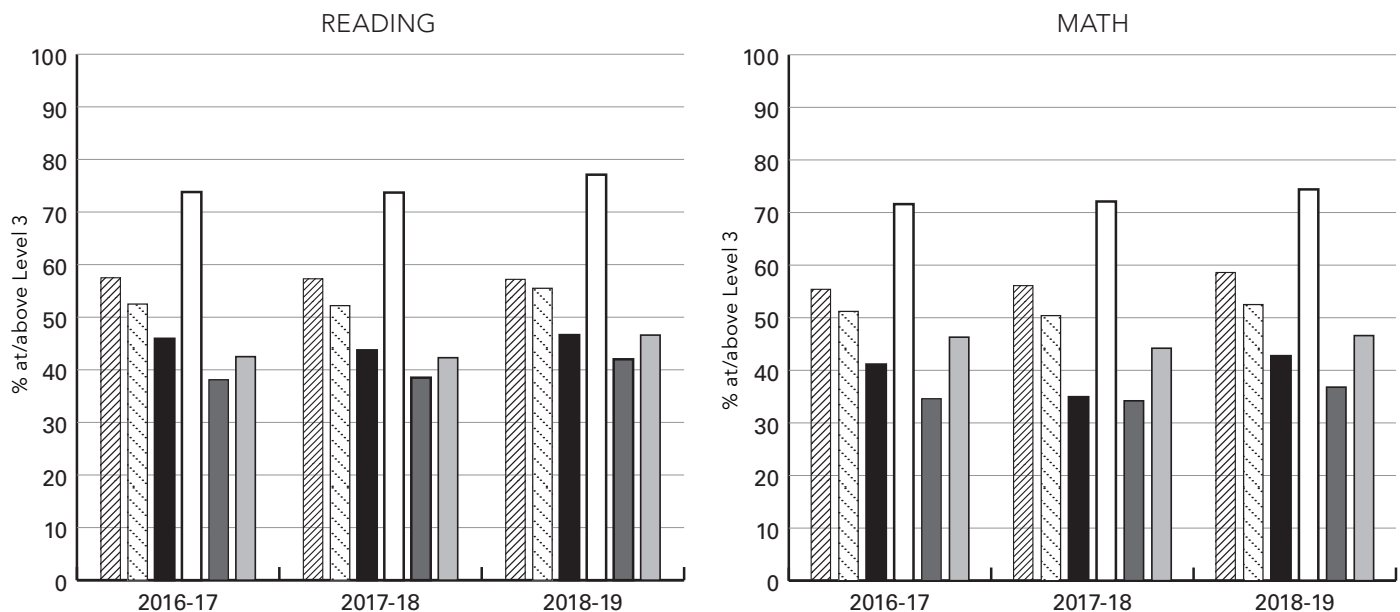


PIEDMONT-TRIAD

Guilford County Schools enrolled 71,124 students in 2018-19, of whom 259 (.36%) are American Indians representing both federal and state recognized tribes. Guilford County operates 124 schools, including a myriad of magnet campuses. The district's proficiency rates on all EOG/EOC assessments is below those of the state's. The 2018-19 data showed the rate of American Indian students demonstrating proficiency on all EOG/EOC assessments was lower than the state and most district rates except for Math I. American Indian students demonstrated higher levels of proficiency than their Black peers on most EOG/EOC assessments except for EOC Biology. However, they were behind their White peers in all tested areas and fell behind their Hispanic peers in EOG math, EOC Biology, and EOC English II. The American Indian 4-year Cohort Graduation rate has steadily increased over the last three years and was reported at greater than 95 percent. For the 2018-19, it was above the cohort graduation rates for the state, district, and all peer subgroups. Sufficient data are not available for comparison to the dropout rate for American Indian students for 2017-18.

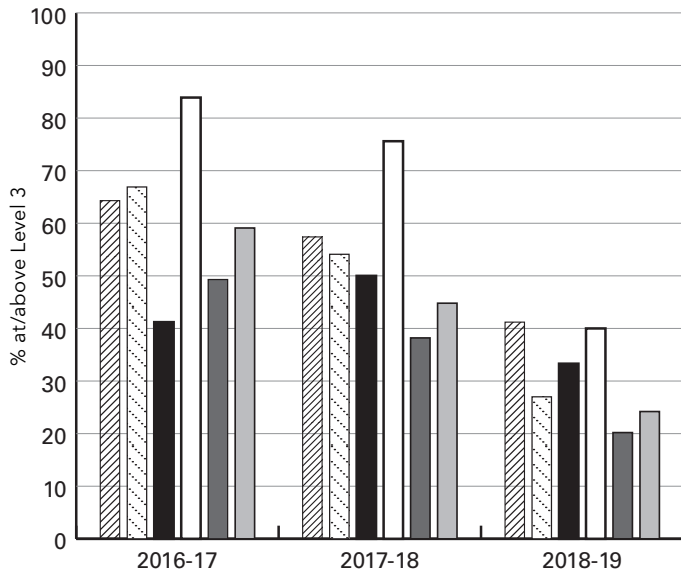
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	52.5	45.9	73.8	38.1	42.5
2017-18	57.3	52.2	43.7	73.7	38.5	42.3
2018-19	57.2	55.5	46.6	77.1	42.0	46.6
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	51.2	41.1	71.6	34.6	46.3
2017-18	56.1	50.4	34.9	72.1	34.2	44.2
2018-19	58.6	52.5	42.7	74.4	36.8	46.6
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	66.9	41.2	83.9	49.3	59.1
2017-18	57.4	54.1	50.0	75.6	38.2	44.8
2018-19	41.2	27.0	33.3	40.0	20.2	24.2
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	54.0	60.0	73.6	37.3	44.4
2017-18	58.3	58.9	40.0	78.2	42.4	50.3
2018-19	59.6	57.7	39.4	77.3	42.2	48.5
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	61.1	47.4	80.8	45.8	51.4
2017-18	59.8	59.7	25.0	77.7	45.9	52.0
2018-19	59.7	57.3	46.7	77.4	41.8	49.0
4-Year Cohort Graduation Rate						
2016-17	86.5	89.8	87.9	93.1	87.8	83.2
2017-18	86.3	89.3	92.6	93.9	87.7	80.4
2018-19	86.5	89.2	>95	93.5	87.7	81.8
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.04	n/a	1.32	2.46	3.40
2016-17	2.31	1.87	n/a	1.04	2.29	2.93
2017-18	2.18	2.02	n/a	1.07	2.41	3.65

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

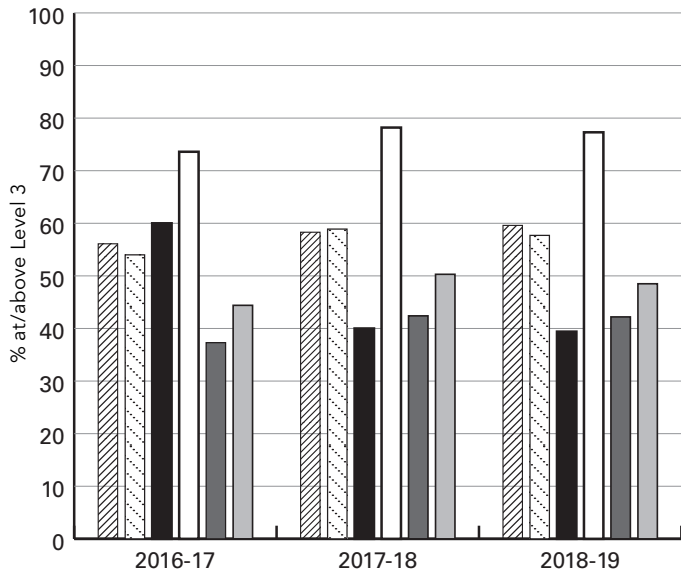


END-OF-COURSE TESTS

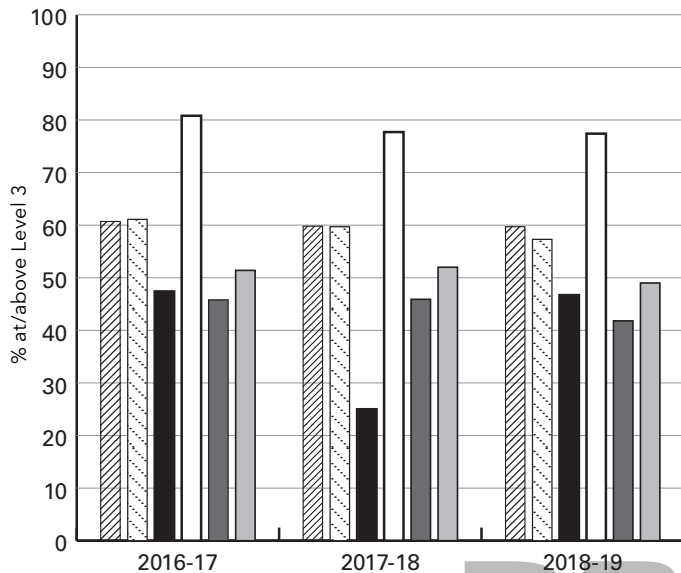
MATH I



BIOLOGY

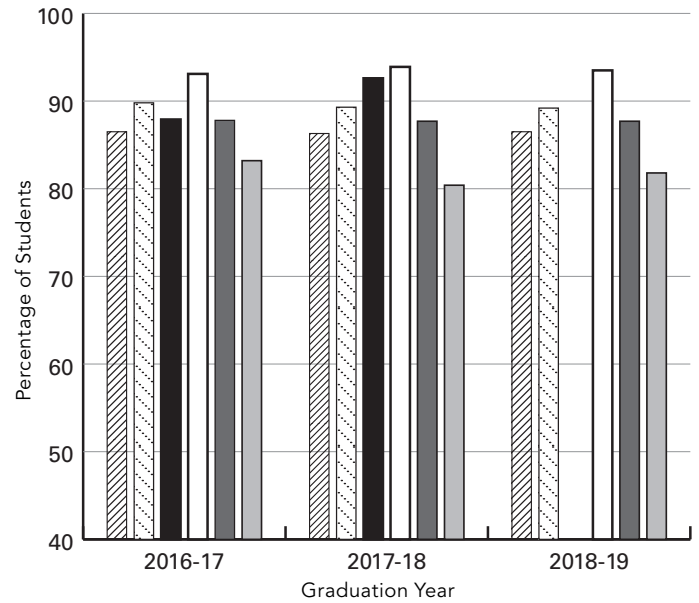


ENGLISH II

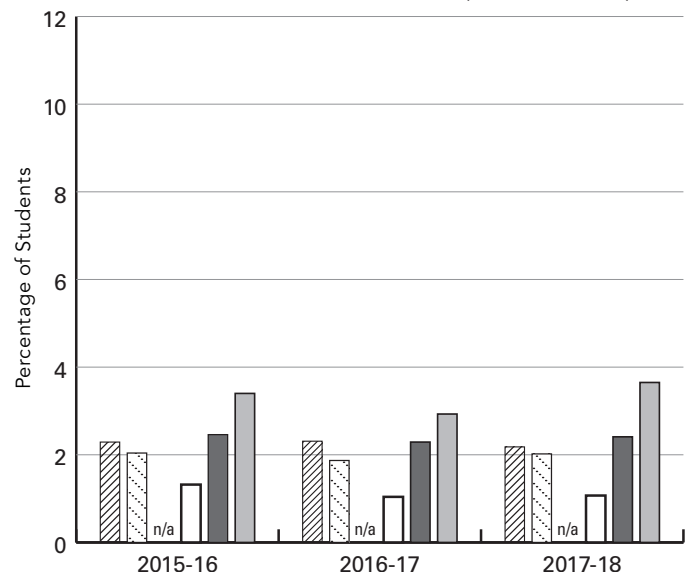


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

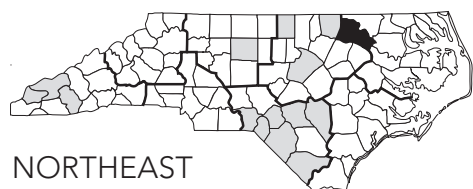
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DRAFT

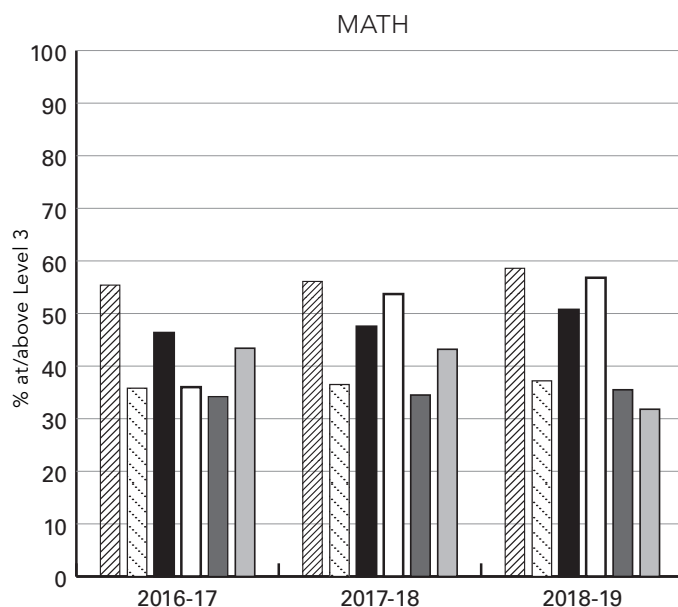
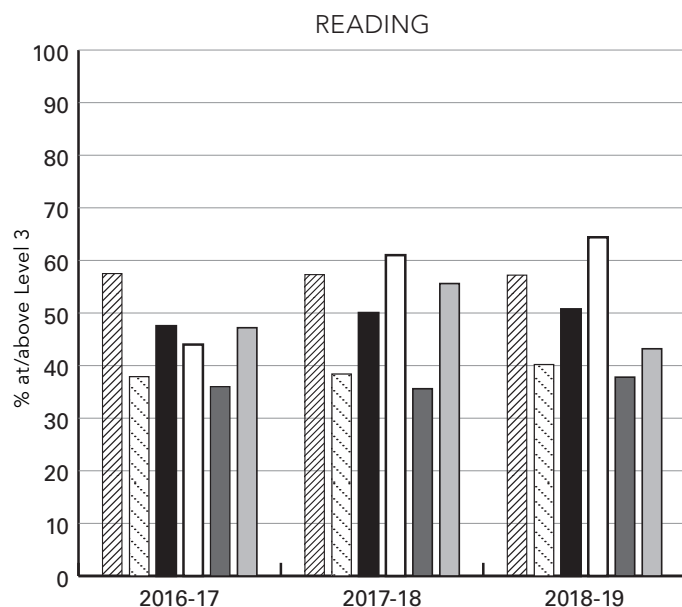


NORTHEAST

Halifax County Schools enrolled 2,333 students in 2018-19, of whom 153 (6.6%) are American Indian, mostly from the Haliwa-Saponi Indian Tribe. There are 11 campuses across the district, including two high schools and one early college. In the EOG and EOC tested subjects, the district proficiency rates for 2018-19 remained below the state averages. There was insufficient data to determine the proficiency rate for EOC Math I. In all other EOG and EOC tested areas the percentage of American Indian students who were proficient exceeded the district rate. Where data were provided, the proficiency rates reveal that American Indian students increased proficiency rates in EOG reading and math slightly. American Indian students performed above their Black and Hispanic peers in all EOG areas. Data was not provided for Hispanic or White peers in EOC areas, however, American Indian students showed higher proficiency rates in both EOC Biology (20.0%) and EOC English II (91.7%) than their Black peers. The 4-year Cohort Graduation rate and the Annual Dropout rate for American Indian students are not reported at the district level due to insufficient data.

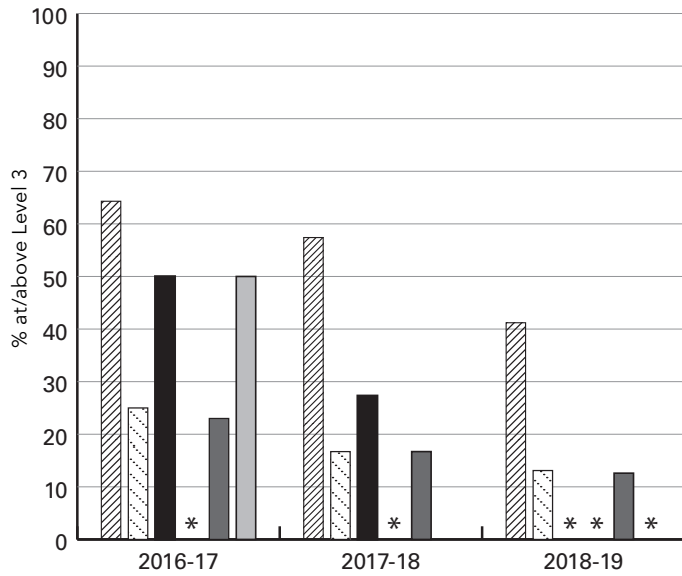
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	37.9	47.5	44.0	36.0	47.2
2017-18	57.3	38.4	50.0	61.0	35.6	55.6
2018-19	57.2	40.2	50.7	64.4	37.8	43.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	35.8	46.3	36.0	34.2	43.4
2017-18	56.1	36.5	47.5	53.7	34.5	43.2
2018-19	58.6	37.2	50.7	56.8	35.5	31.8
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	25.0	50.0	*	23.0	50.0
2017-18	57.4	16.7	27.3	*	16.7	*
2018-19	41.2	13.1	*	*	12.6	*
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	25.0	27.3	*	24.3	*
2017-18	58.3	28.7	*	*	25.9	*
2018-19	59.6	10.8	20.0	*	10.3	*
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	32.5	*	*	31.4	*
2017-18	59.8	27.2	*	*	24.4	*
2018-19	59.7	32.1	91.7	*	26.3	*
4-Year Cohort Graduation Rate						
2016-17	86.5	74.3	*	*	75.3	*
2017-18	86.3	69.7	*	*	69.1	90.9
2018-19	86.5	77.4	*	*	77.5	*
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	3.78	n/a	n/a	3.96	n/a
2016-17	2.31	3.73	n/a	n/a	3.62	n/a
2017-18	2.18	6.08	n/a	n/a	5.91	n/a

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

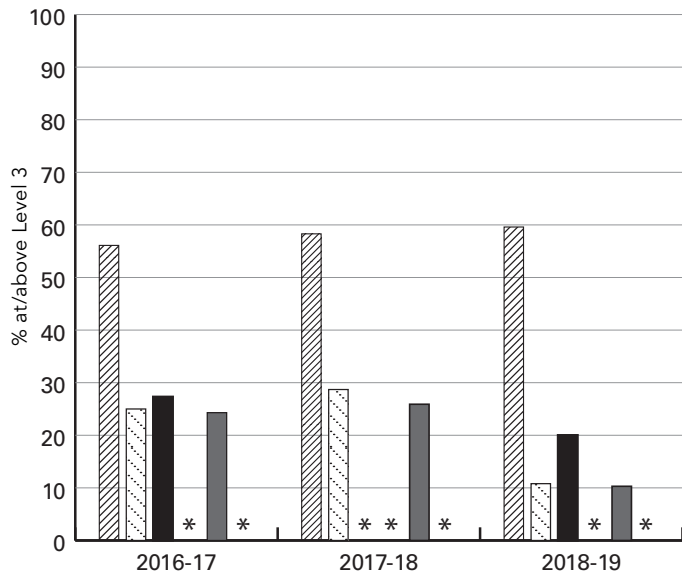


END-OF-COURSE TESTS

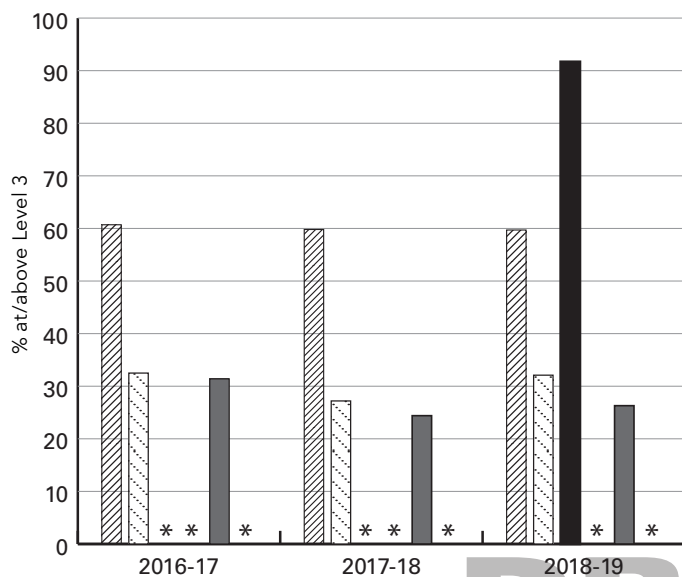
MATH I



BIOLOGY

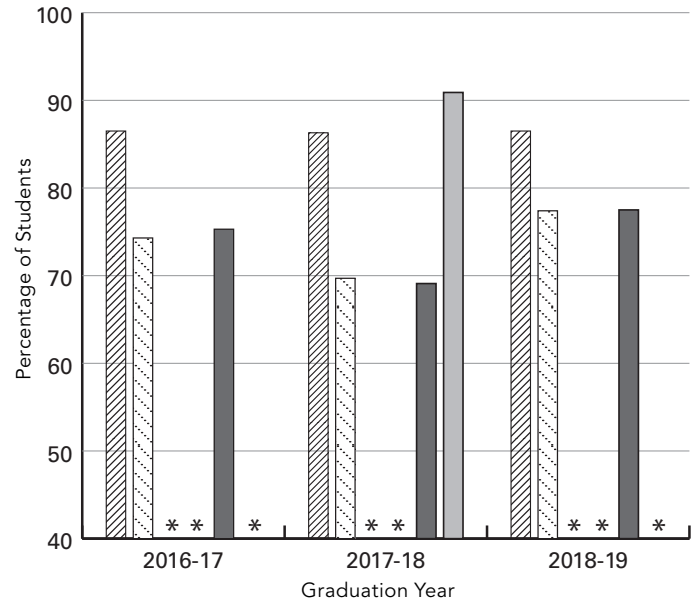


ENGLISH II

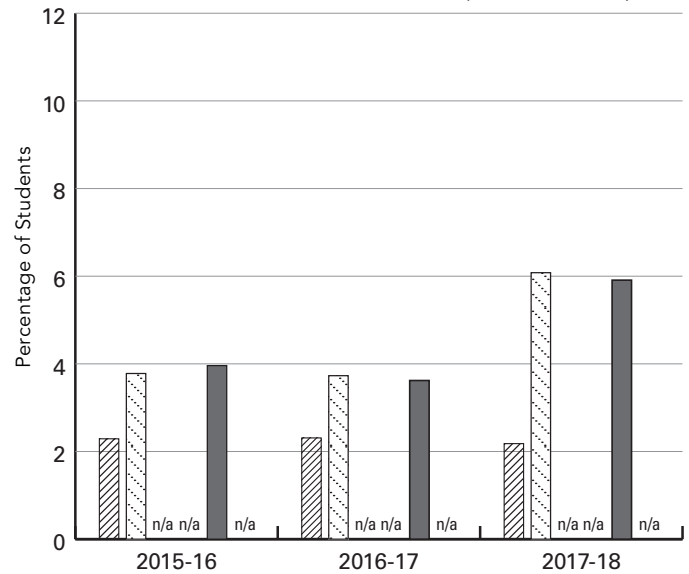


HIGH SCHOOL COMPLETION

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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DRAFT

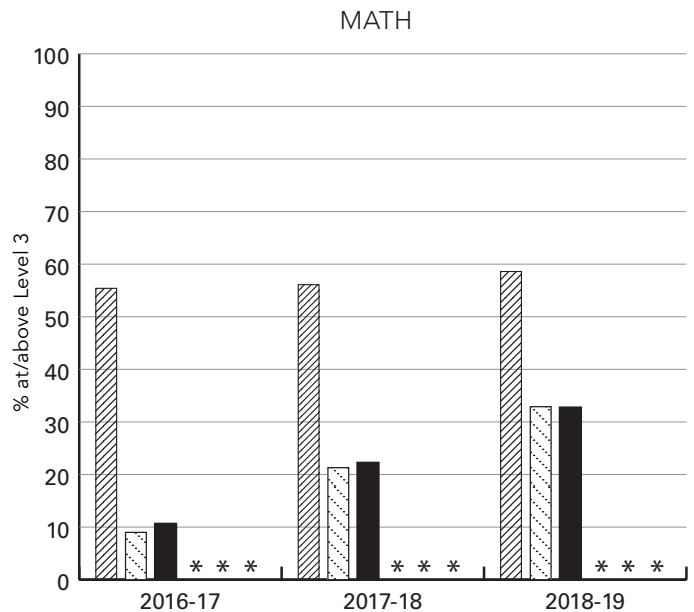
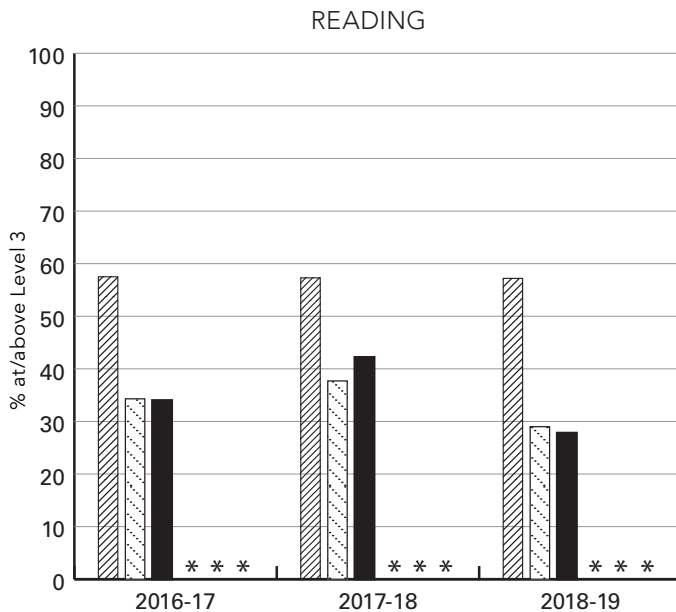


NORTHEAST

Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School had a total enrollment of 152 students, 98 (73.1%) of whom are American Indian, in 2018-19. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates their customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. The percentage of American Indian students demonstrating proficiency was much lower than that of the state in all subjects. American Indian students showed an increase in proficiency percentages in EOG Math, with a gain of 10.5 percentage points as well as an increase of 2.9 percentage points in EOC Biology. Conversely, there was a drop in American Indian students' proficiency rate for EOG Reading by 14.4 percentage points. There was insufficient data for reporting the American Indian 4-Year Cohort Graduation as well as the annual dropout percentage rate for grades 9 – 13.

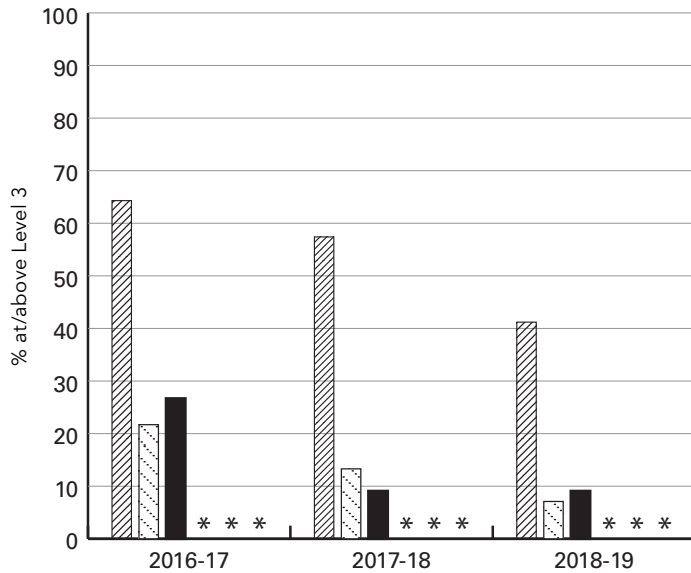
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	34.3	34.0	*	*	*
2017-18	57.3	37.7	42.2	*	*	*
2018-19	57.2	29.0	27.8	*	*	*
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	9.0	10.6	*	*	*
2017-18	56.1	21.3	22.2	*	*	*
2018-19	58.6	32.9	32.7	*	*	*
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	21.7	26.7	*	*	*
2017-18	57.4	13.3	9.1	*	*	*
2018-19	41.2	7.1	9.1	*	*	*
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	*	*	*	*	*
2017-18	58.3	13.0	12.5	*	*	*
2018-19	59.6	11.8	15.4	*	*	*
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	20.0	*	*	*	*
2017-18	59.8	35.3	38.5	*	*	*
2018-19	59.7	*	*	*	*	*
4-Year Cohort Graduation Rate						
2016-17	86.5	70.0	64.3	n/a	*	*
2017-18	86.3	81.3	84.6	n/a	*	n/a
2018-19	86.5	69.2	*	*	*	n/a
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	4.55	n/a	n/a	n/a	n/a
2016-17	2.31	9.23	n/a	n/a	n/a	n/a
2017-18	2.18	5.56	n/a	n/a	n/a	n/a

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

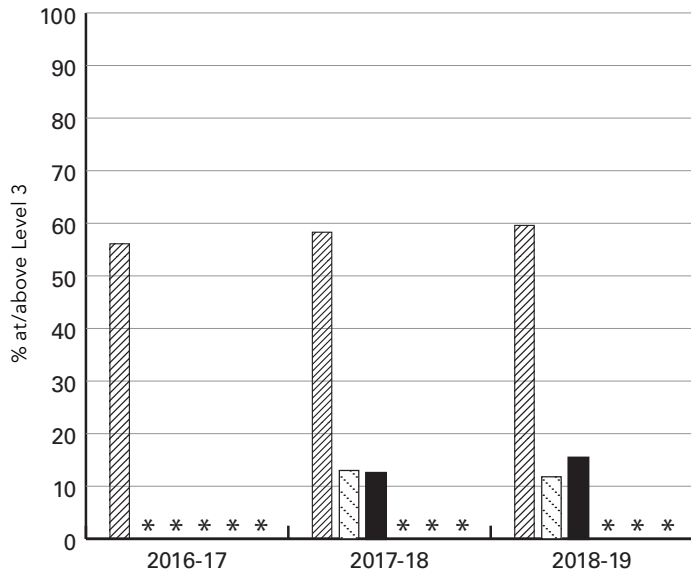


END-OF-COURSE TESTS

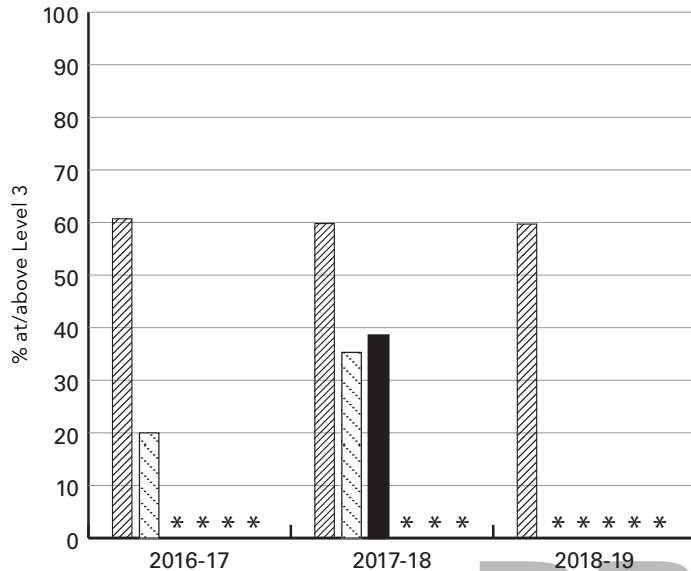
MATH I



BIOLOGY

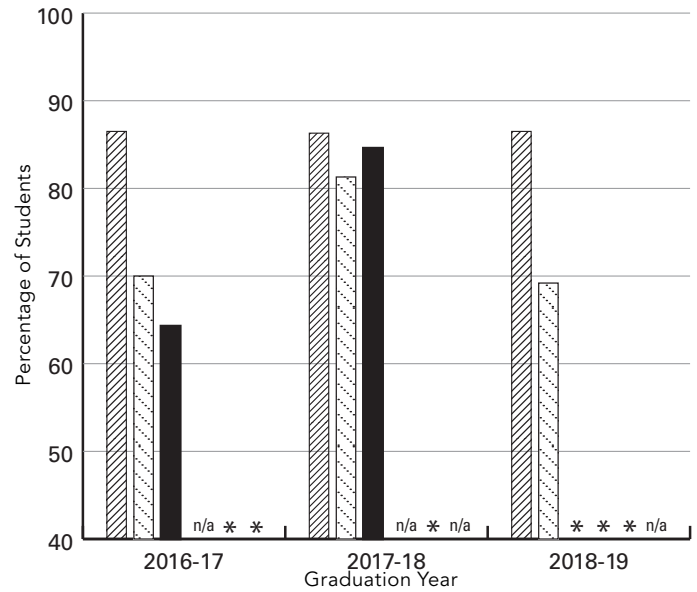


ENGLISH II

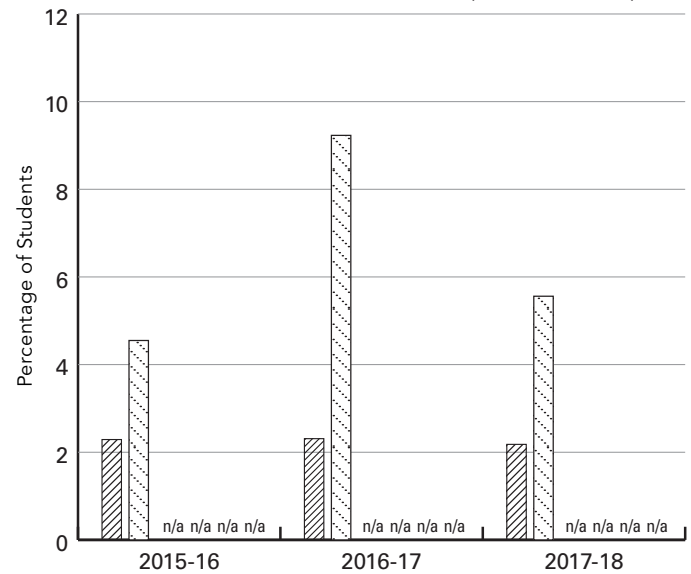


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

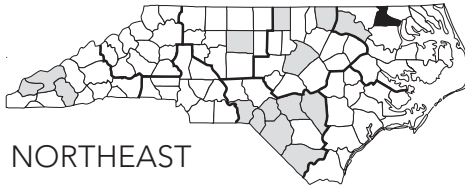
> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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DRAFT

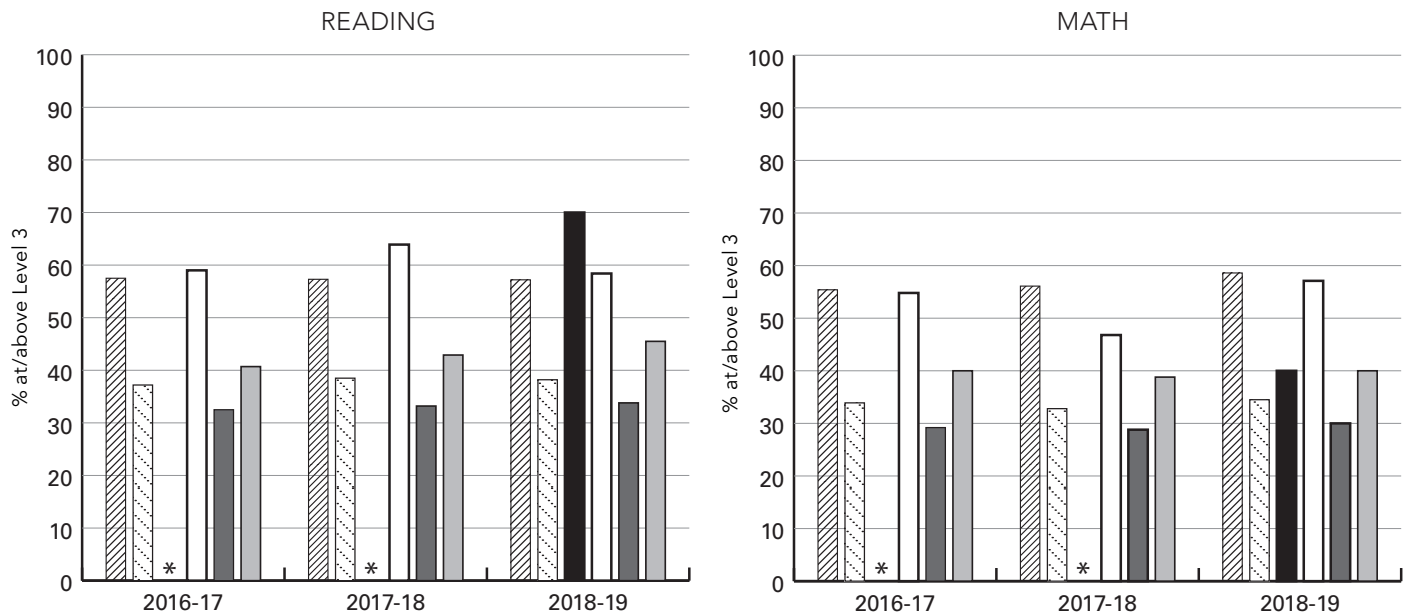


NORTHEAST

Hertford County Schools in 2018-19 enrolled approximately 2,658 students, of whom 24 (0.90%) identified as American Indian, mainly of the Meherrin Tribe. The district operates seven schools, three elementary, one middle, two high schools, and one early college. Data for 2018-19 showed that district proficiency rates lagged behind the state in most EOG and EOC tested subjects except for EOC Biology. Proficiency rates for American Indian students in both EOG areas was above the district and the rate in EOG Reading was above the state. In addition, American Indian students showed a proficiency rate above all peer subgroups for EOG Reading and they were above their Black peers in EOG Math. Data was not reported for any EOC areas and there was insufficient data for the 4-Year Cohort Graduation rate or the annual dropout rate.

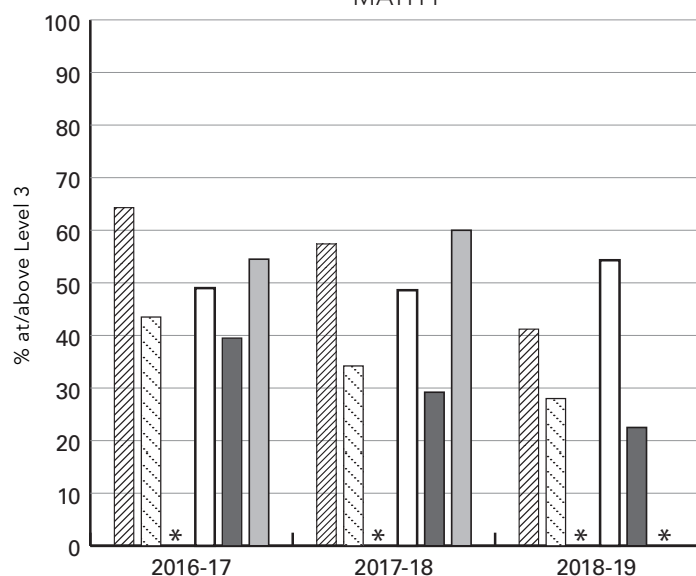
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	37.2	*	59.0	32.5	40.7
2017-18	57.3	38.5	*	63.9	33.2	42.9
2018-19	57.2	38.2	70.0	58.4	33.8	45.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	33.9	*	54.8	29.2	40.0
2017-18	56.1	32.8	*	46.8	28.8	38.8
2018-19	58.6	34.5	40.0	57.1	30.0	40.0
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	43.5	*	49.0	39.5	54.5
2017-18	57.4	34.2	*	48.6	29.2	60.0
2018-19	41.2	28.0	*	54.3	22.5	*
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	55.1	*	61.8	53.7	*
2017-18	58.3	59.0	*	75.8	54.1	*
2018-19	59.6	68.5	*	84.0	65.3	60.0
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	48.5	*	63.6	44.6	*
2017-18	59.8	44.9	*	52.9	41.9	*
2018-19	59.7	50.6	*	81.5	44.0	*
4-Year Cohort Graduation Rate						
2016-17	86.5	82.4	n/a	70.8	85.0	*
2017-18	86.3	85.5	*	75.8	86.4	>95
2018-19	86.5	79.0	*	72.2	80.7	*
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.66	n/a	n/a	2.75	n/a
2016-17	2.31	3.61	n/a	n/a	3.46	n/a
2017-18	2.18	2.86	n/a	n/a	2.66	n/a

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

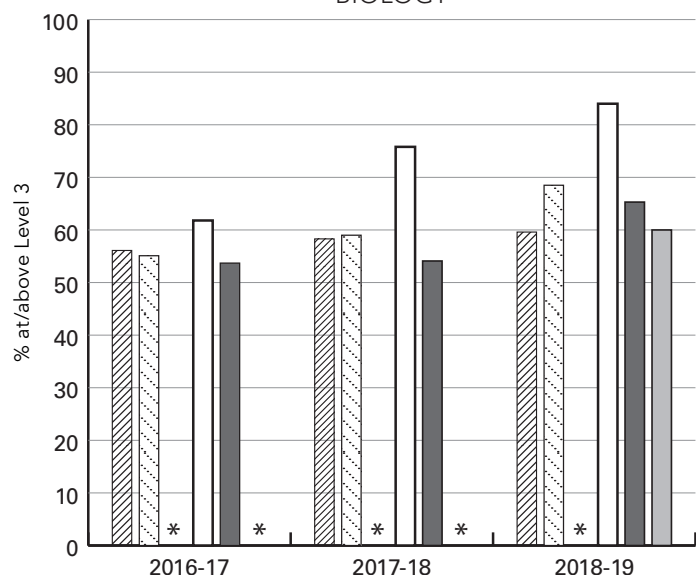


END-OF-COURSE TESTS

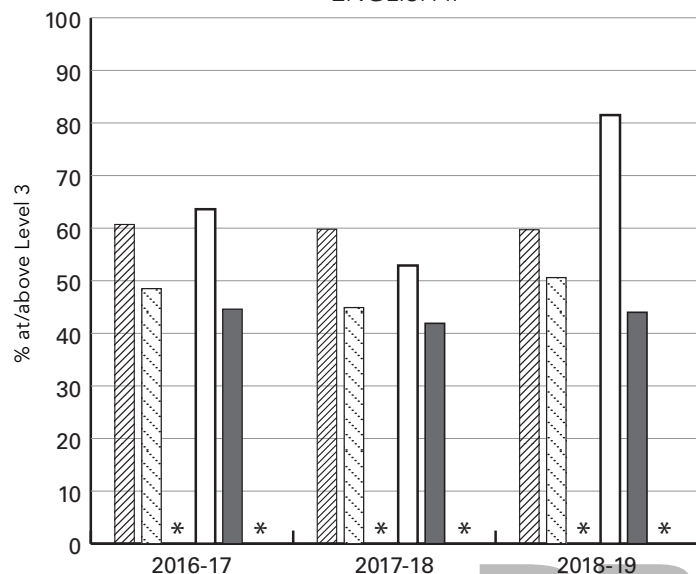
MATH I



BIOLOGY

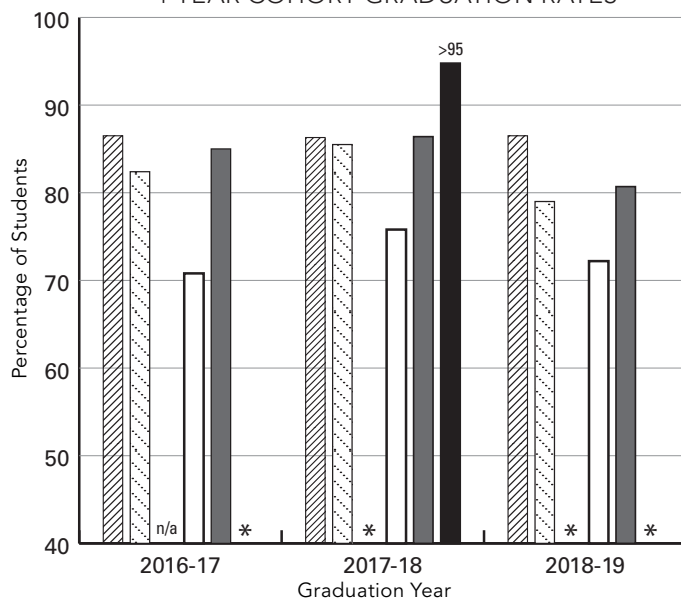


ENGLISH II

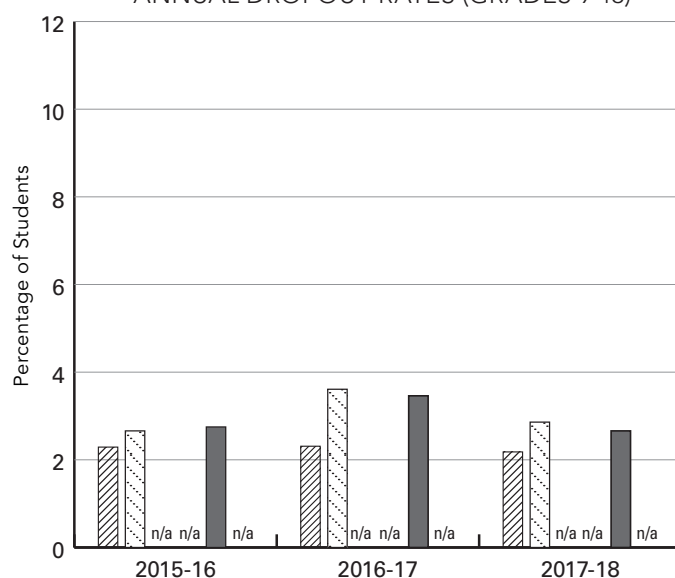


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

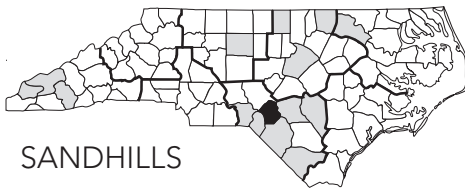
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DRAFT

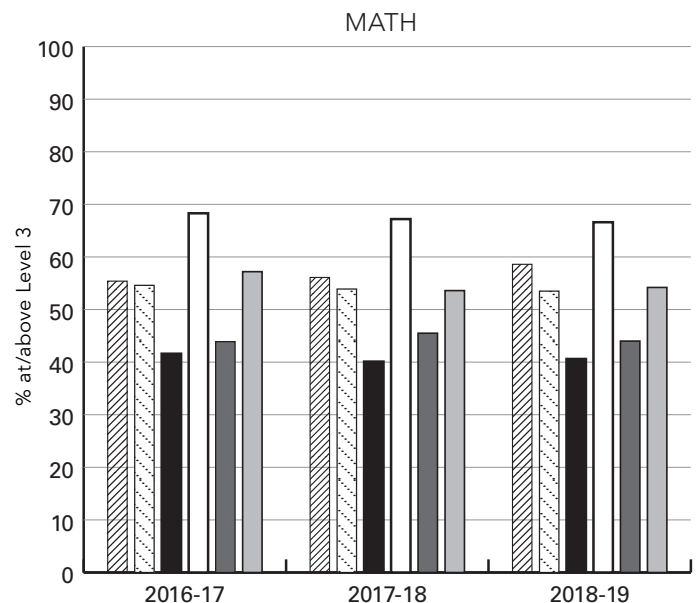
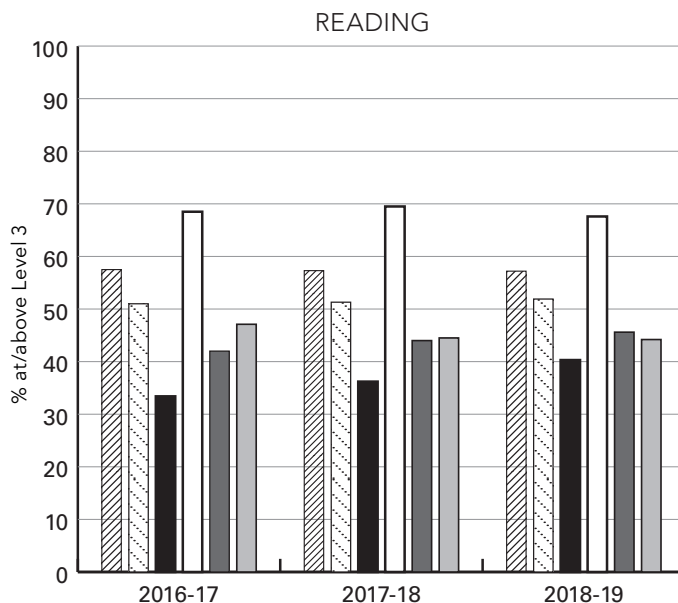


SANDHILLS

Hoke County Schools enrolled 8,630 students, which included 698 (8.1%) American Indians in 2018-19. Students attend one of 14 schools, which include one high school, one alternative school, and an early college. In 2018-19, the district proficiency rate was lower than the state rate for all EOG and EOC tested subjects except for EOC Biology. For American Indian students, deficits were noted in each EOG and EOC tested subjects. The proficiency rates for American Indian students in all EOG and EOC subjects were lower than all racial and ethnic groups in the district. The 4-Year Cohort Graduation rate for American Indians (67.1%) was lower than both district (80.4%) and state (86.5%) rates. The annual dropout rate for American Indians decreased slightly from 3.91 percent in 2016-17, to 3.89 percent in 2017-18 and remains above the state, district and their Black peers.

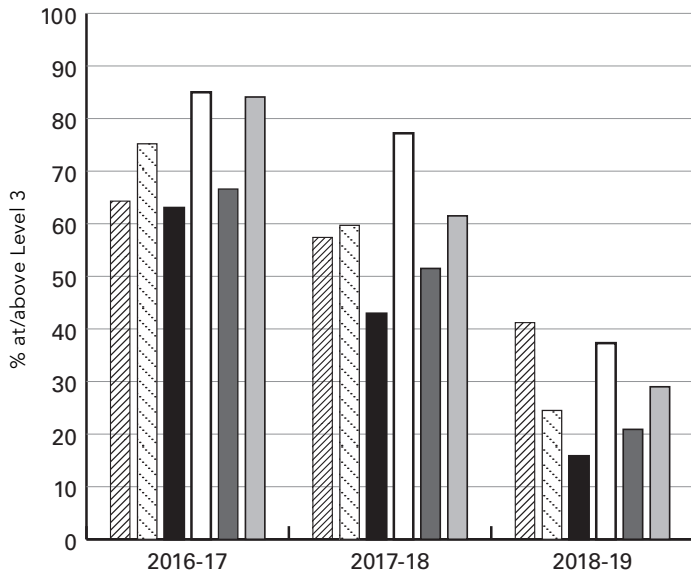
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	51.0	33.4	68.5	42.0	47.1
2017-18	57.3	51.3	36.2	69.5	44.0	44.5
2018-19	57.2	51.9	40.3	67.6	45.6	44.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	54.6	41.6	68.3	43.9	57.2
2017-18	56.1	53.9	40.1	67.2	45.5	53.6
2018-19	58.6	53.5	40.6	66.6	44.0	54.2
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	75.2	63.0	85.0	66.6	84.1
2017-18	57.4	59.7	42.9	77.2	51.5	61.5
2018-19	41.2	24.5	15.8	37.3	20.9	29.0
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	48.7	24.3	71.4	39.8	52.9
2017-18	58.3	53.2	40.9	77.2	43.8	59.1
2018-19	59.6	59.6	37.1	80.4	45.4	66.9
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	50.4	31.9	73.2	42.0	55.1
2017-18	59.8	54.5	37.3	74.8	46.7	54.3
2018-19	59.7	55.9	31.0	70.3	44.6	65.5
4-Year Cohort Graduation Rate						
2016-17	86.5	78.8	73.2	78.6	80.0	80.0
2017-18	86.3	81.7	77.0	82.2	83.4	81.9
2018-19	86.5	80.4	67.1	78.2	85.3	84.3
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	1.77	3.81	1.83	0.99	n/a
2016-17	2.31	1.76	3.91	n/a	1.98	n/a
2017-18	2.18	1.89	3.89	n/a	1.65	n/a

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

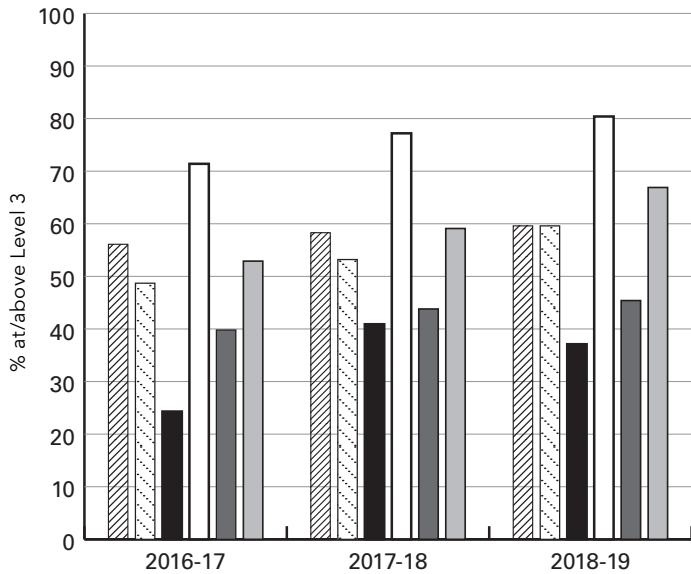


END-OF-COURSE TESTS

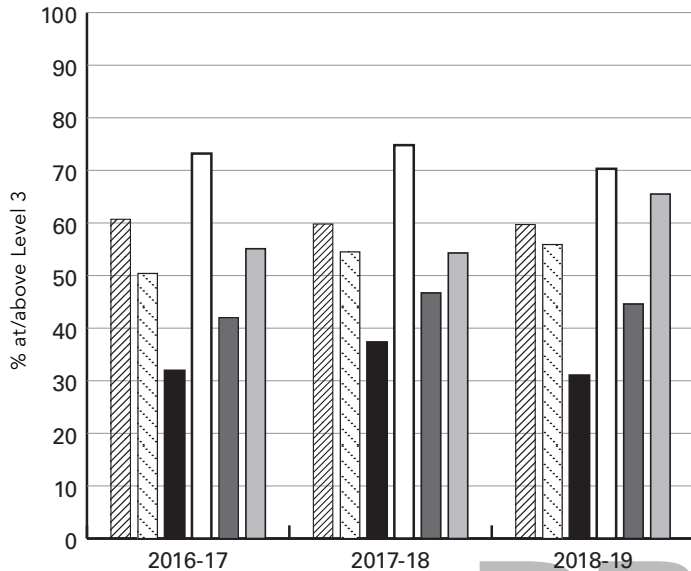
MATH I



BIOLOGY

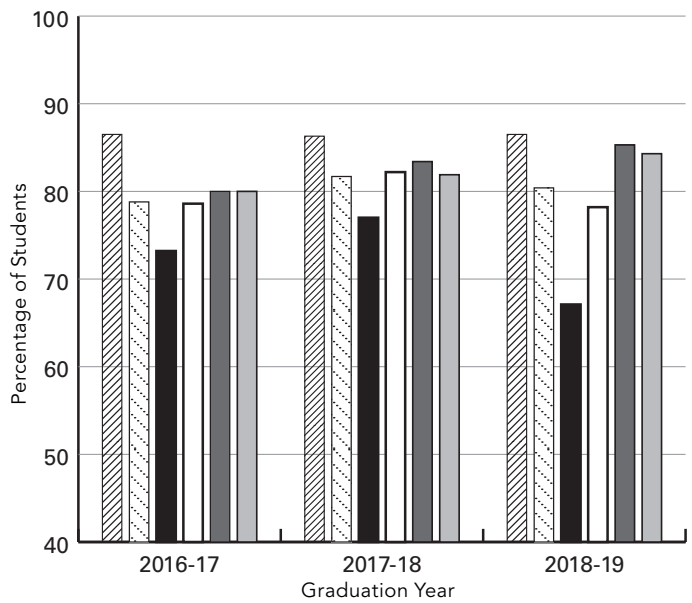


ENGLISH II

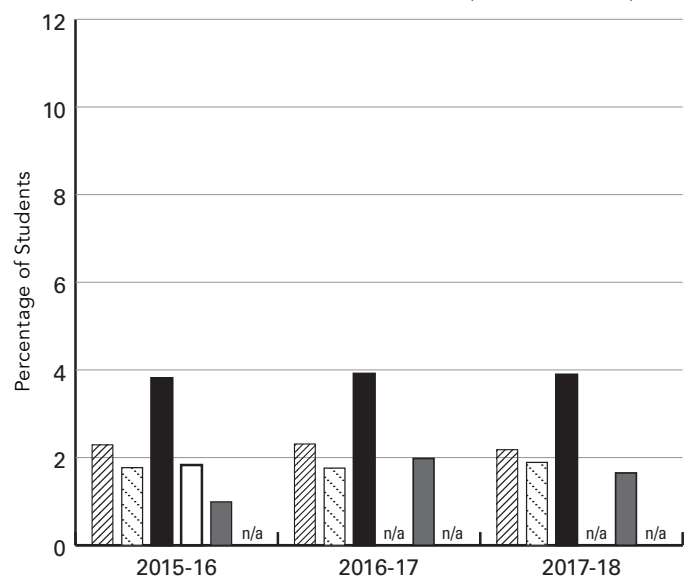


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

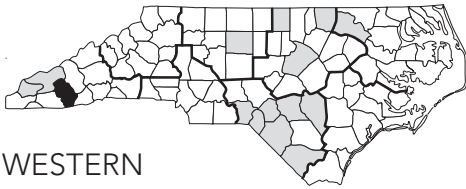
> = Scores changed due to data corrections.

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DRAFT

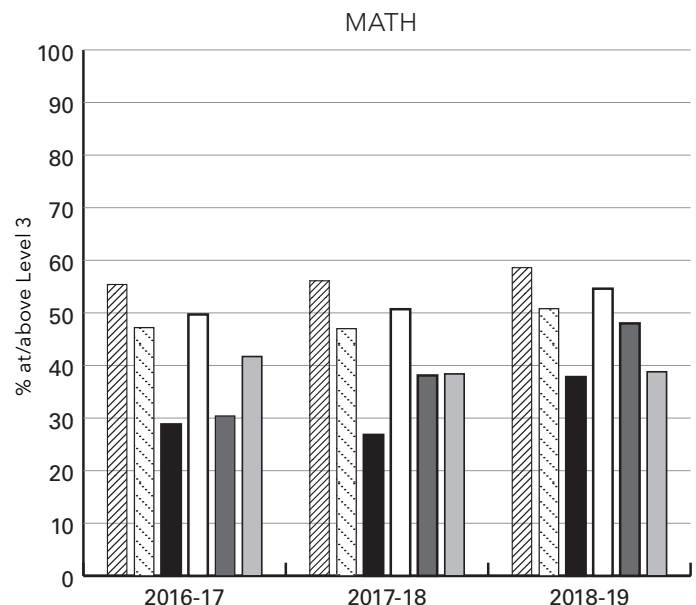
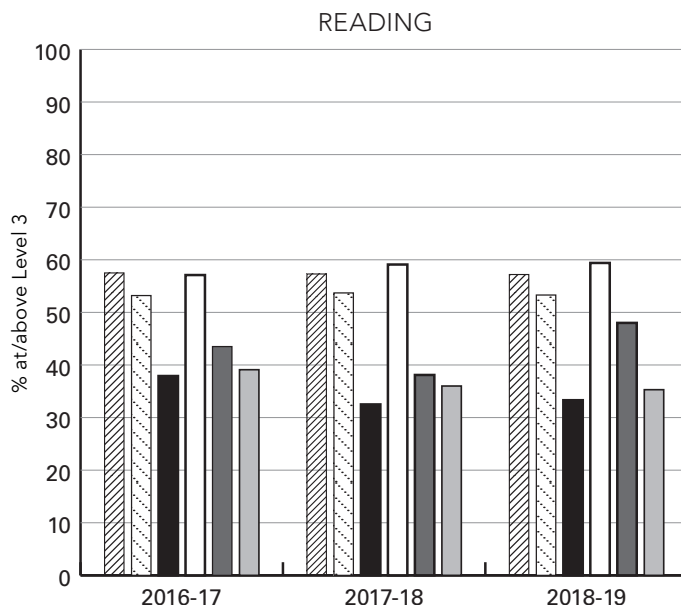


WESTERN

Located on land contiguous with the Qualla Boundary, Jackson County Schools in 2018-19 enrolled 3,573 students of whom 234 (6.5%) are American Indian, mainly of the Eastern Band of Cherokee. The Jackson County school district operates nine campuses, including one high school, two early colleges, and one alternative school. In 2018-19, the district's performance compared to the state on all EOG assessments was below the state's rates. However, the district's performance on all EOC assessments, showed proficiency rates above the state. The proficiency rates for American Indians were lower than the state and district on most EOG and EOC assessments except for EOC English II. A significant percentage point gain was made by American Indian students in EOG Math (+11). American Indian students performed above their White and Hispanic peers on English II, however, they remained below their Black, Hispanic, and White peers on all EOG assessments and EOC Math I and Biology. The 4-Year Cohort Graduation rate for American Indians decreased by 4.8 percentage points and was below the state and district rates as well as all subgroup rates. The annual dropout percentage rate for American Indians has not been provided for the last 4 years.

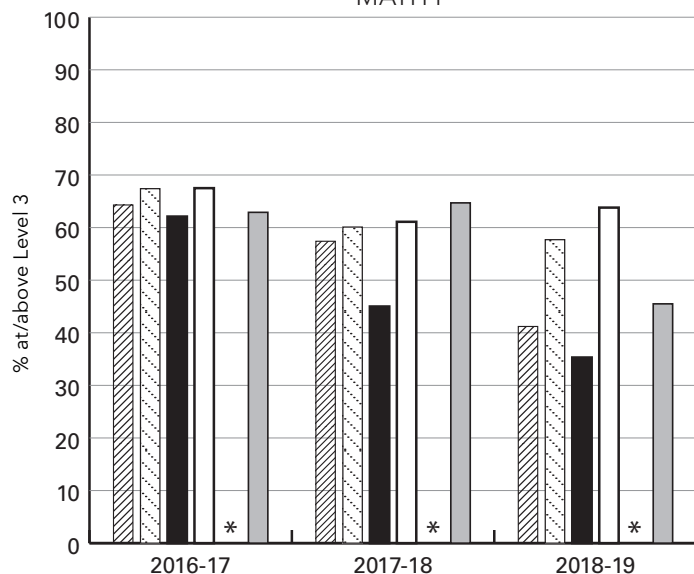
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	53.2	37.9	57.1	43.5	39.1
2017-18	57.3	53.7	32.5	59.1	38.1	36.0
2018-19	57.2	53.3	33.3	59.4	48.0	35.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	47.2	28.8	49.7	30.4	41.7
2017-18	56.1	47.0	26.8	50.7	38.1	38.4
2018-19	58.6	50.8	37.8	54.6	48.0	38.8
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	67.4	62.1	67.5	*	62.9
2017-18	57.4	60.1	45.0	61.1	*	64.7
2018-19	41.2	57.7	35.3	63.8	*	45.5
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	51.1	8.3	56.9	*	22.2
2017-18	58.3	60.9	61.9	61.2	*	43.8
2018-19	59.6	61.1	50.0	61.4	*	67.6
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	61.1	34.6	64.0	*	53.3
2017-18	59.8	67.7	89.5	65.4	*	65.5
2018-19	59.7	62.7	66.7	62.0	*	64.5
4-Year Cohort Graduation Rate						
2016-17	86.5	86.7	74.1	88.5	*	86.2
2017-18	86.3	92.0	90.0	92.6	*	91.2
2018-19	86.5	89.4	85.2	90.1	*	91.2
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.81	n/a	2.81	n/a	n/a
2016-17	2.31	1.54	n/a	1.25	n/a	n/a
2017-18	2.18	1.36	n/a	1.09	n/a	n/a

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

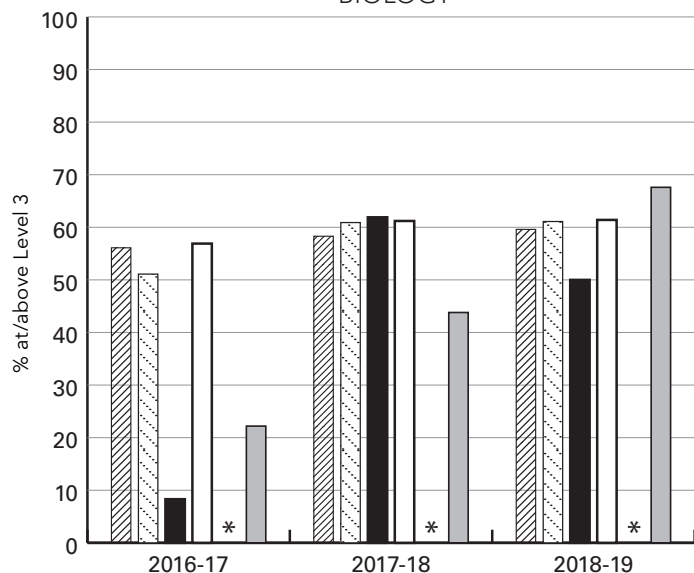


END-OF-COURSE TESTS

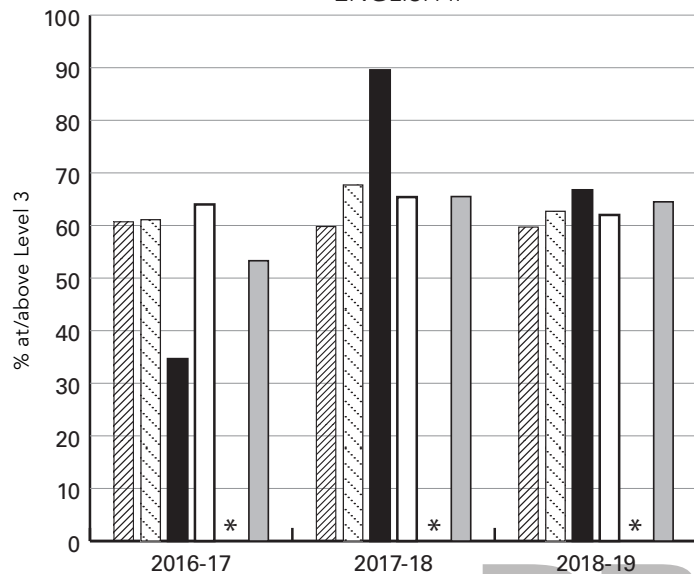
MATH I



BIOLOGY

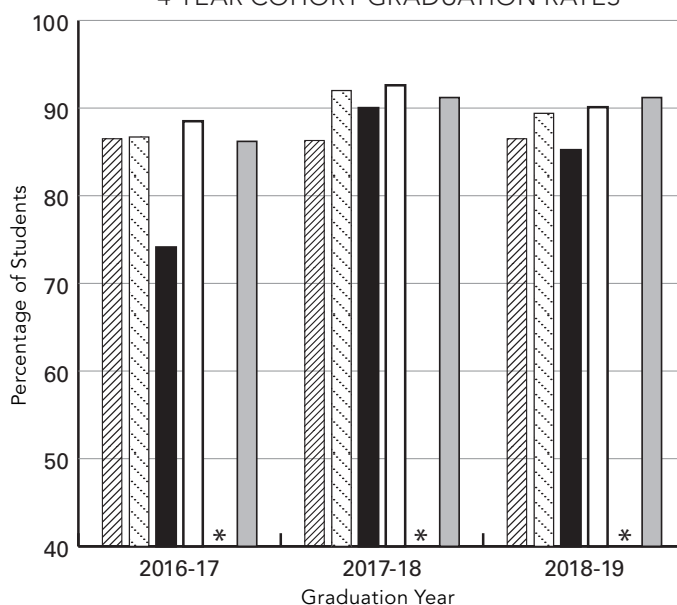


ENGLISH II

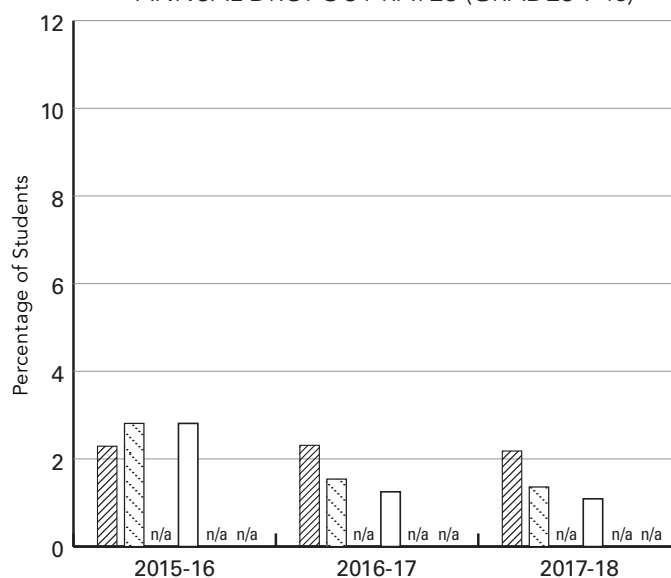


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

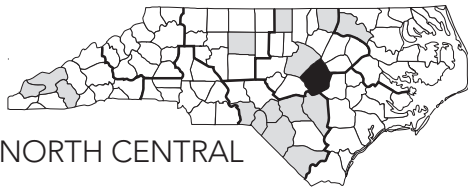
> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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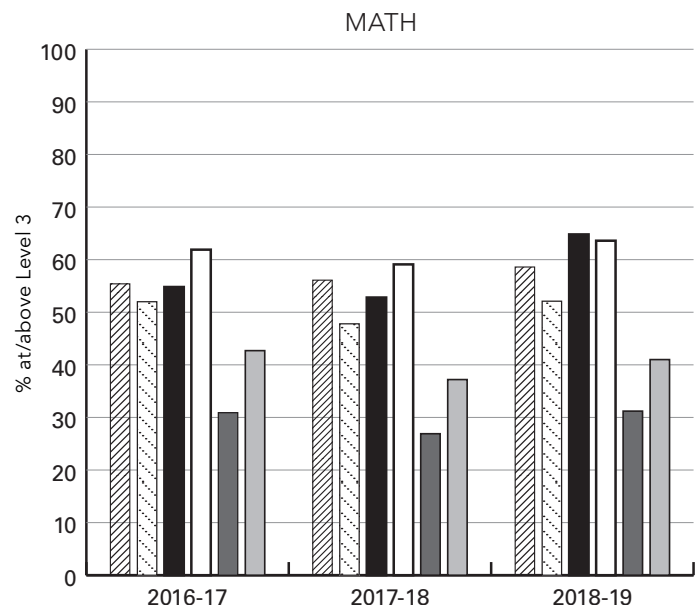
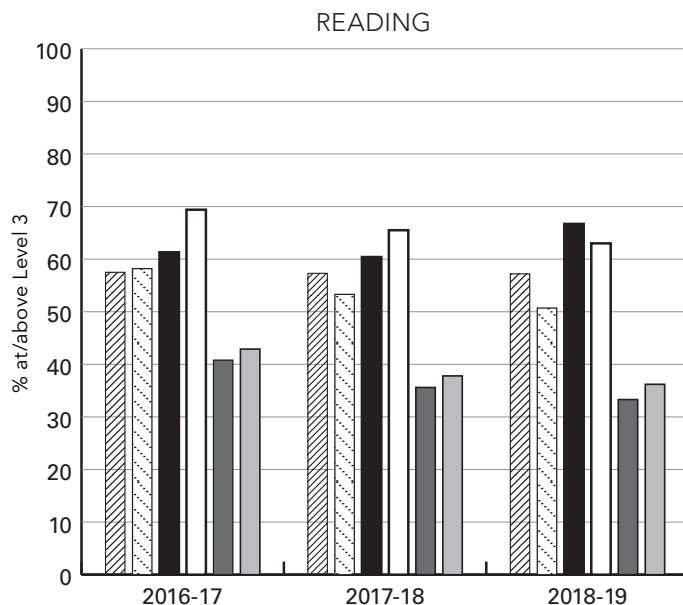
DRAFT



Johnston County Schools in 2018-19 enrolled over 336,280 students, of whom 116 (0.32%) were American Indians of various tribes. The district operates 45 schools, including nine high schools, one early college, and one career technical school. Compared with the state, 2018-19 data showed that the district proficiency rates were lower in most EOG and EOC subject areas except EOC English II. The percentage of American Indian students at the proficient level was above the state and district in EOG Reading and Math. Proficiency rates for American Indian students compared to all peer groups were higher in all EOG assessments and above both Black and Hispanic peers in EOC Biology and English II. However, American Indian students performed below their White peers in all EOC areas and showed a 10 percentage point drop in proficiency rate on the EOC Biology assessment and a 3.3 percentage point drop in English II. Conversely, American Indian students showed a 6.3 percentage point increase in EOG Reading and a 12 percentage point increase in EOG Math. The American Indian 4-Year Cohort Graduation rate was not reported for 2018-19. The annual dropout rates for American Indian students have not been included for the last 3 years.

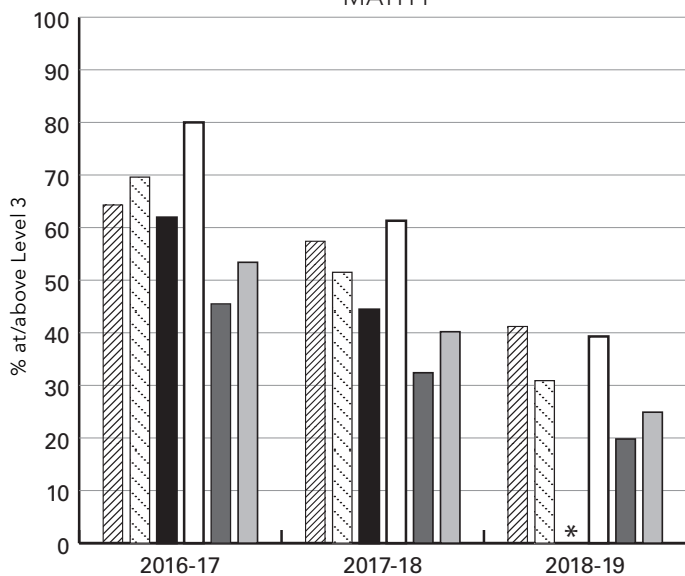
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	58.2	61.3	69.4	40.8	42.9
2017-18	57.3	53.3	60.4	65.5	35.6	37.8
2018-19	57.2	50.7	66.7	63.0	33.3	36.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	52.0	54.8	61.9	30.9	42.7
2017-18	56.1	47.8	52.8	59.1	26.9	37.2
2018-19	58.6	52.1	64.8	63.6	31.2	41.0
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	69.6	61.9	80.0	45.5	53.4
2017-18	57.4	51.5	44.4	61.3	32.4	40.2
2018-19	41.2	30.9	*	39.3	19.8	24.9
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	63.2	*	73.9	39.7	43.8
2017-18	58.3	52.3	50.0	64.1	31.0	35.7
2018-19	59.6	51.2	40	62.3	29.6	36.3
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	57.6	16.7	66.8	37.2	47.6
2017-18	59.8	54.9	58.3	65.9	36.9	41.2
2018-19	59.7	60.6	55.0	70.5	40.1	44.9
4-Year Cohort Graduation Rate						
2016-17	86.5	92.2	*	94.7	89.1	86.9
2017-18	86.3	91.8	>95	94.3	88.5	87.2
2018-19	86.5	93.5	*	>95	91.6	91.5
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	1.67	n/a	0.91	3.02	2.87
2016-17	2.31	1.38	n/a	0.97	1.48	2.35
2017-18	2.18	1.20	n/a	0.63	1.91	1.94

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

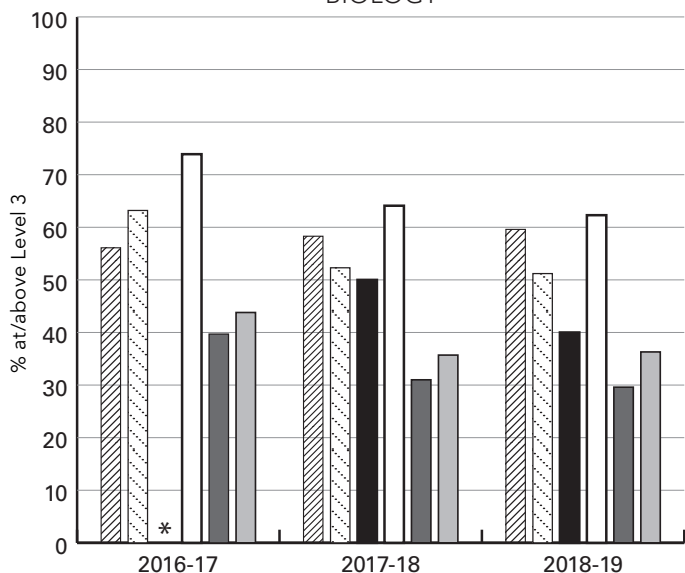


END-OF-COURSE TESTS

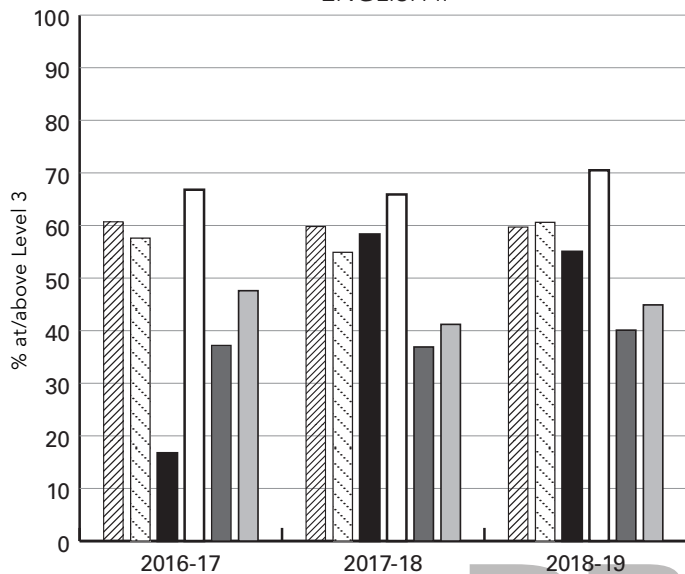
MATH I



BIOLOGY

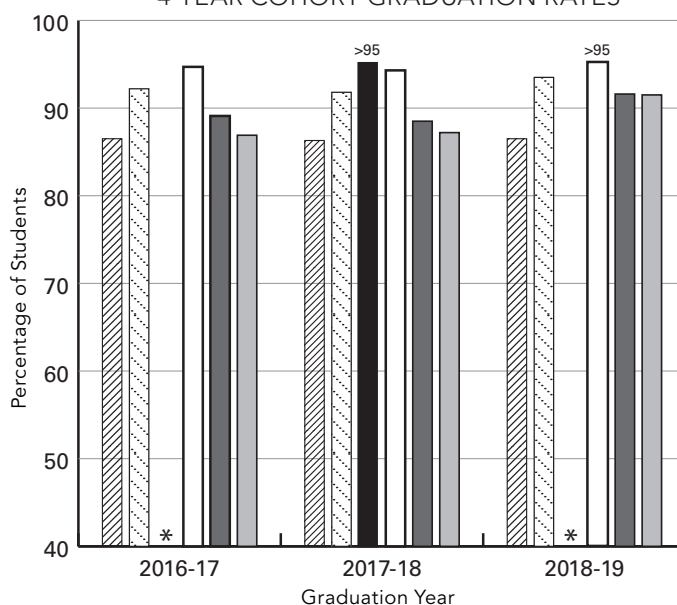


ENGLISH II

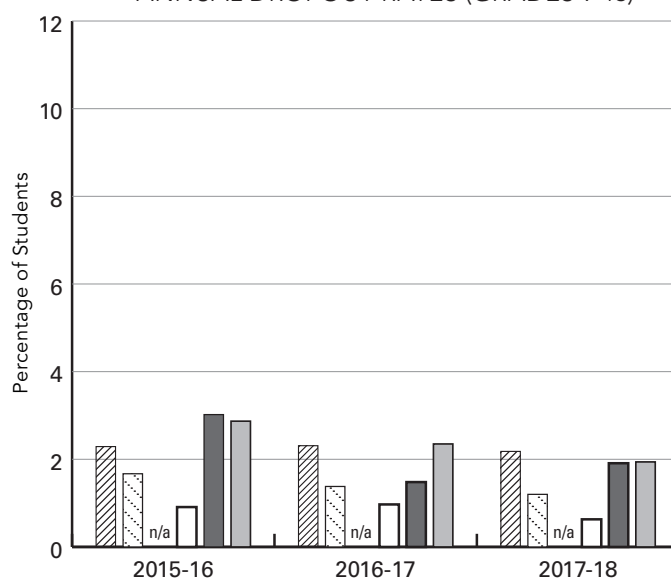


HIGH SCHOOL COMPLETION

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. Beginning in 2015-16, this increased to fewer than ten students.)

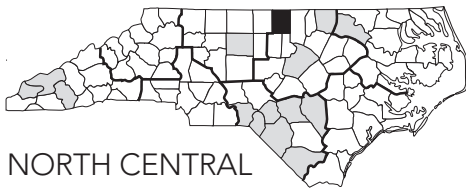
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

DRAFT

PERSON COUNTY

DISTRICT CONTACT: NENELL SYDNOR-WAUGH
sydnorn@person.k12.nc.us

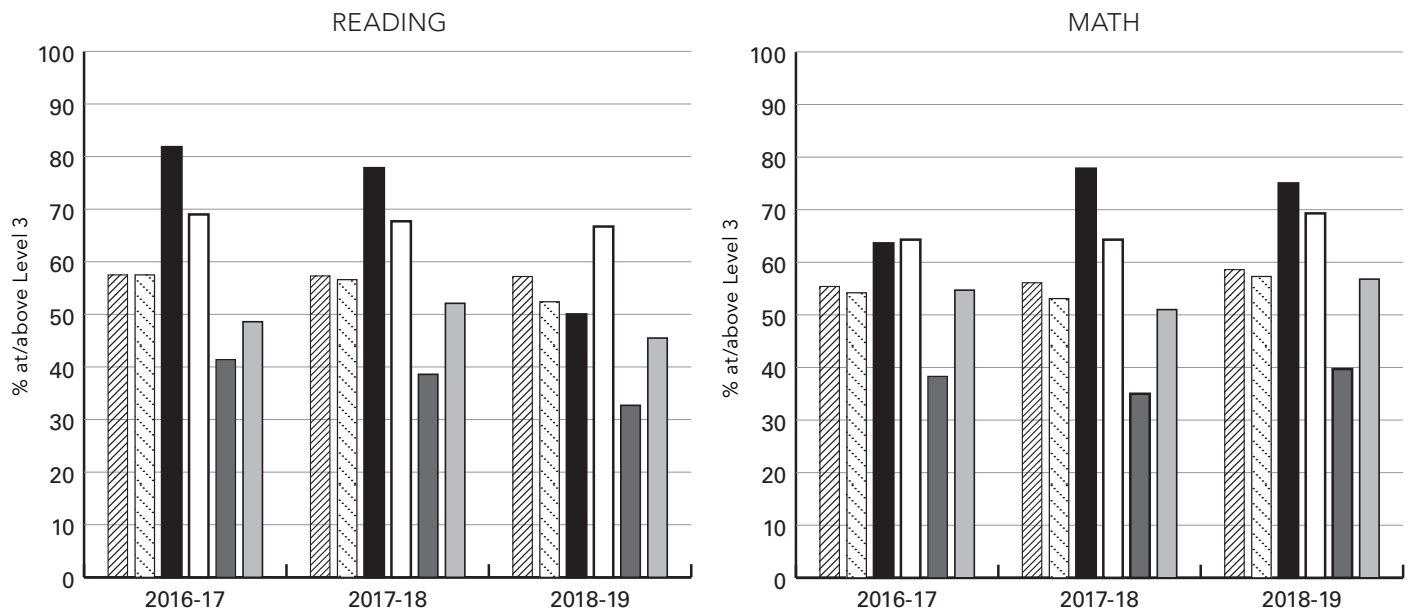


NORTH CENTRAL

Person County Schools enrolled 4,287 students, of whom 21 (0.49%) were American Indians, mainly of the Sappony Tribe in 2018-19. Students attend one of 11 schools, including one high school and an early college. Other campuses include a preschool center and a program that focuses on early intervention and family services. 2018-19 data showed that district proficiency rates were lower than state rates in all EOG and EOC subjects. In EOG Math, the proficiency rates for American Indian students was higher than the district and state. The percentages of American Indian students demonstrating proficiency in EOG Math were higher than their White, Black, and Hispanic peers. American Indian students showed a proficiency rate above their Black and Hispanic peers in EOG Reading; however, their proficiency rate decreased by 27.8 percentage points in 2018-19. The sparse enrollment of American Indian students above the eighth grade restricts meaningful data analysis of EOC assessments. Additionally, data are not available for the 4-Year Cohort Graduation and annual dropout rates of American Indian students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	57.5	81.8	69.0	41.4	48.6
2017-18	57.3	56.6	77.8	67.7	38.6	52.1
2018-19	57.2	52.4	50.0	66.7	32.7	45.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	54.2	63.6	64.3	38.3	54.7
2017-18	56.1	53.1	77.8	64.3	35.0	51.0
2018-19	58.6	57.3	75.0	69.3	39.7	56.8
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	57.5	*	66.2	42.0	61.9
2017-18	57.4	53.5	*	62.4	42.0	41.0
2018-19	41.2	35.8	*	41.5	29.7	37.5
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	41.2	*	55.9	25.0	38.7
2017-18	58.3	32.9	*	44.1	19.9	37.8
2018-19	59.6	31.8	*	42.1	18.8	22.2
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	43.8	*	54.9	30.5	34.8
2017-18	59.8	49.7	*	56.5	38.3	47.5
2018-19	59.7	50.1	*	58.7	38.1	50.0
4-Year Cohort Graduation Rate						
2016-17	86.5	78.8	*	83.2	76.4	63.3
2017-18	86.3	87.3	*	87.5	85.9	93.8
2018-19	86.5	82.2	*	79.9	86.2	79.2
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	3.49	n/a	2.52	4.42	n/a
2016-17	2.31	2.76	n/a	2.92	2.14	n/a
2017-18	2.18	2.62	n/a	2.46	3.10	n/a

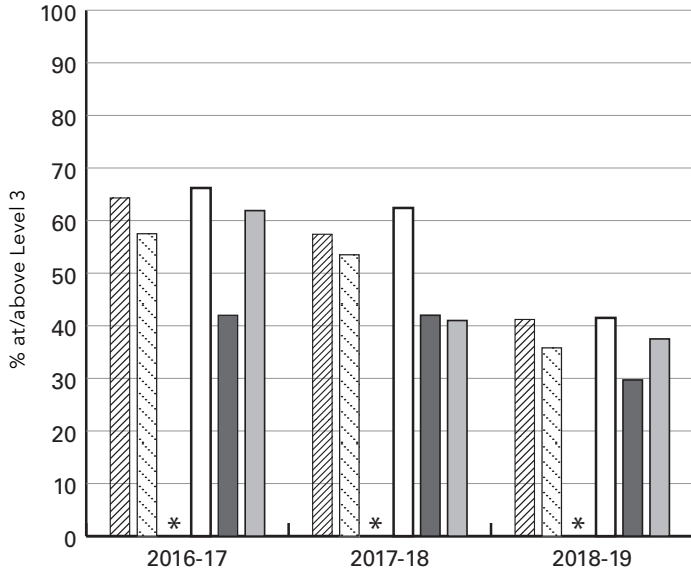
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



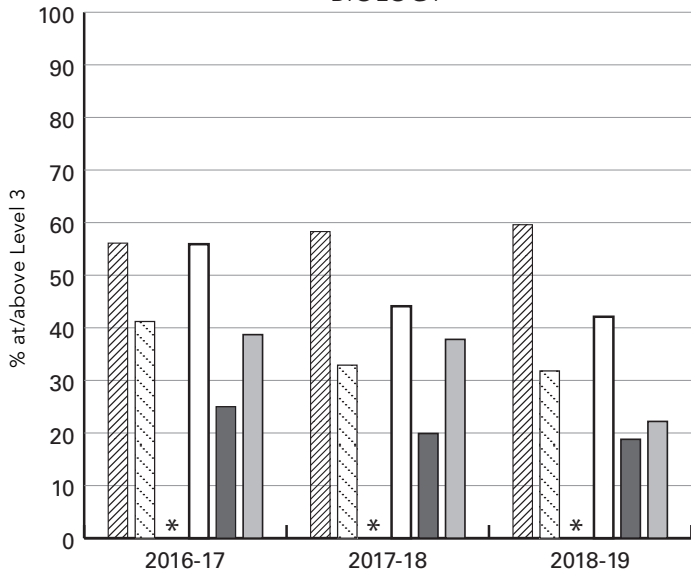
DRAFT

END-OF-COURSE TESTS

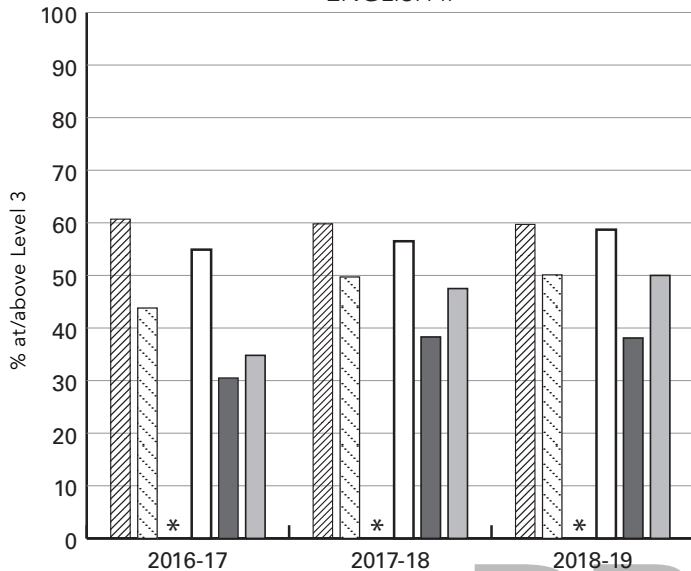
MATH I



BIOLOGY

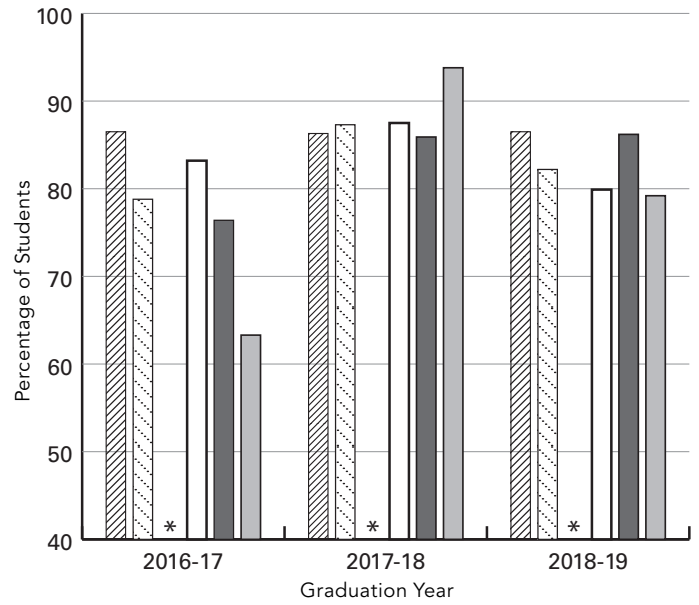


ENGLISH II

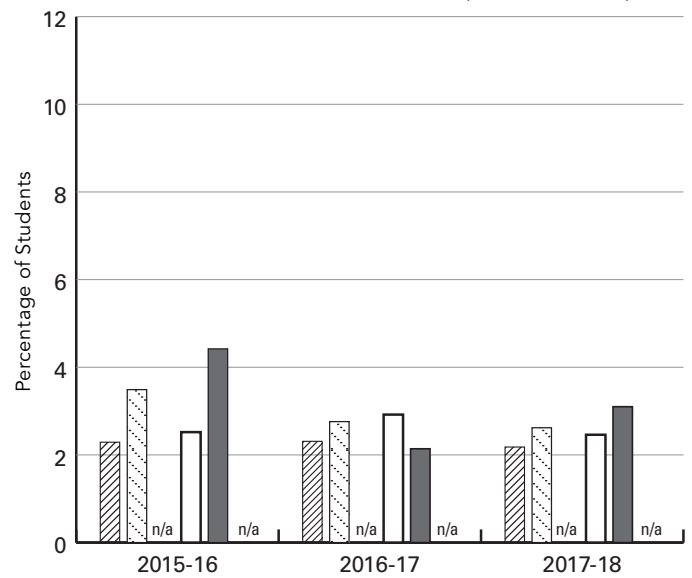


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

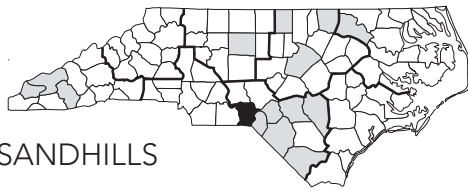
> = Scores changed due to data corrections.

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<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.

DRAFT

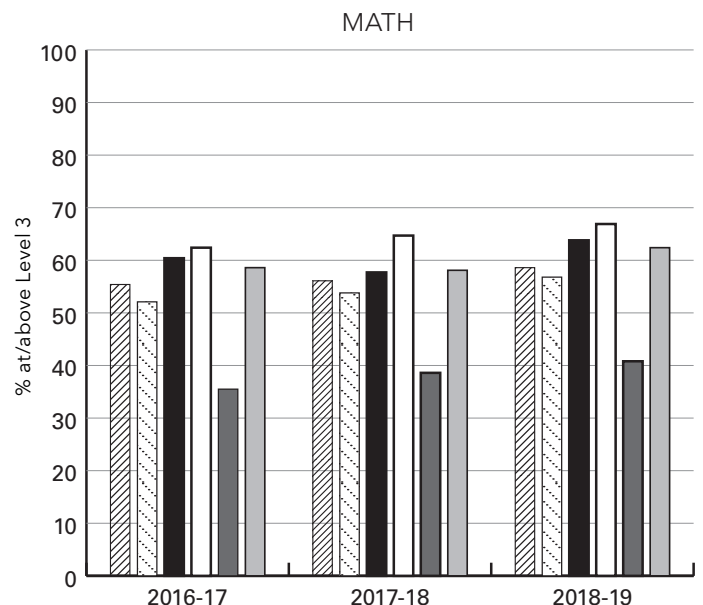
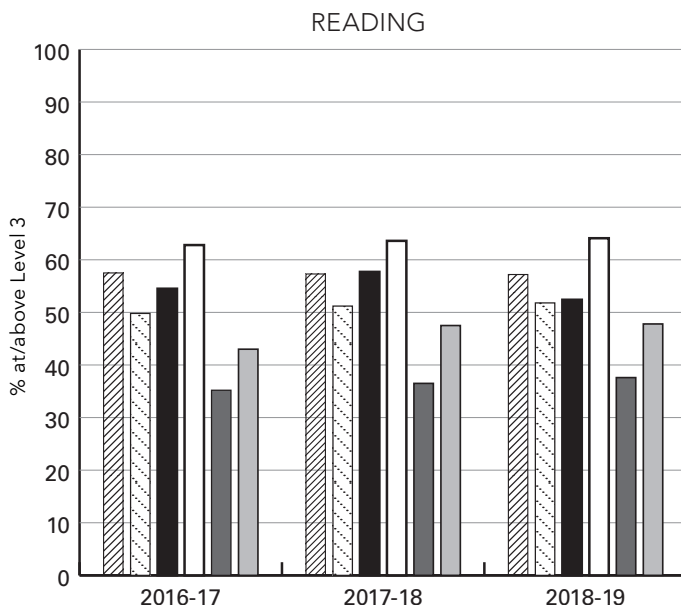


SANDHILLS

Richmond County Schools in 2018-19 enrolled 7,037 students, of whom 225 (3.2%) were American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 15 schools with one high school, an alternative school and one early college. In 2018-19, the district proficiency rates were lower than the state in most EOG and EOC assessments, except for Math I and Biology. The proficiency rates of American Indian students were higher than the state and district rate in the EOG Math assessment. In addition, American Indian students were above the district in EOG Reading and above the state in EOC Biology. American Indians demonstrated higher rates of proficiency than their Black and Hispanic peers in all EOG and EOC tested subjects. In all EOG and EOC tested areas, fewer American Indians were proficient compared to their White peers. The 4-Year Cohort Graduation rates for American Indians increased 2.5 percentage points in 2018-19, however, their rate is below the state and district, as well as all their peers.

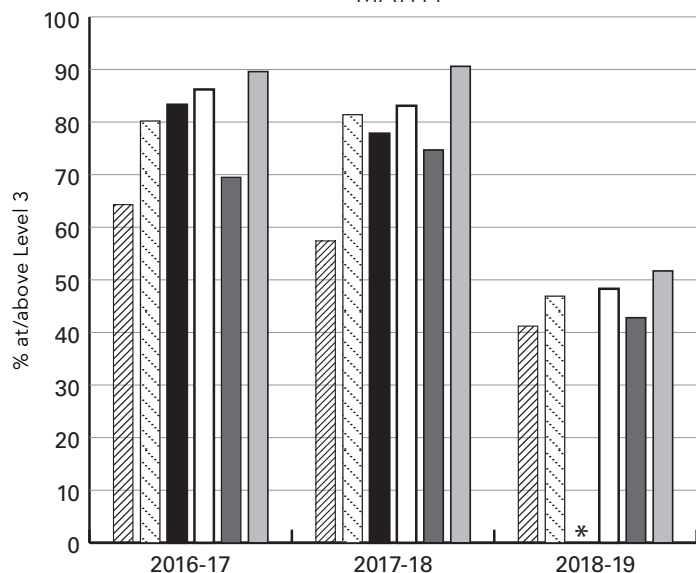
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	49.8	54.5	62.8	35.2	43.0
2017-18	57.3	51.2	57.7	63.6	36.5	47.5
2018-19	57.2	51.8	52.4	64.1	37.6	47.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	52.1	60.4	62.4	35.5	58.6
2017-18	56.1	53.8	57.7	64.7	38.6	58.1
2018-19	58.6	56.8	63.8	66.9	40.8	62.4
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	80.2	83.3	86.2	69.5	89.6
2017-18	57.4	81.4	77.8	83.1	74.7	90.6
2018-19	41.2	46.9	*	48.3	42.8	51.7
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	53.8	38.9	66.9	37.4	60.4
2017-18	58.3	54.3	52.4	66.4	36.2	61.7
2018-19	59.6	64.2	62.5	76.2	48.5	56.5
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	47.4	22.2	61.9	28.6	54.4
2017-18	59.8	47.7	54.2	58.6	28.5	56.3
2018-19	59.7	47.3	43.8	59.8	30.2	39.7
4-Year Cohort Graduation Rate						
2016-17	86.5	76.7	66.7	70.9	84.6	91.4
2017-18	86.3	81.0	71.4	76.6	86.1	82.0
2018-19	86.5	80.9	73.9	80.3	84.2	75.9
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	3.27	n/a	4.28	2.21	n/a
2016-17	2.31	3.58	n/a	4.29	2.52	n/a
2017-18	2.18	3.83	n/a	4.09	3.03	4.76

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

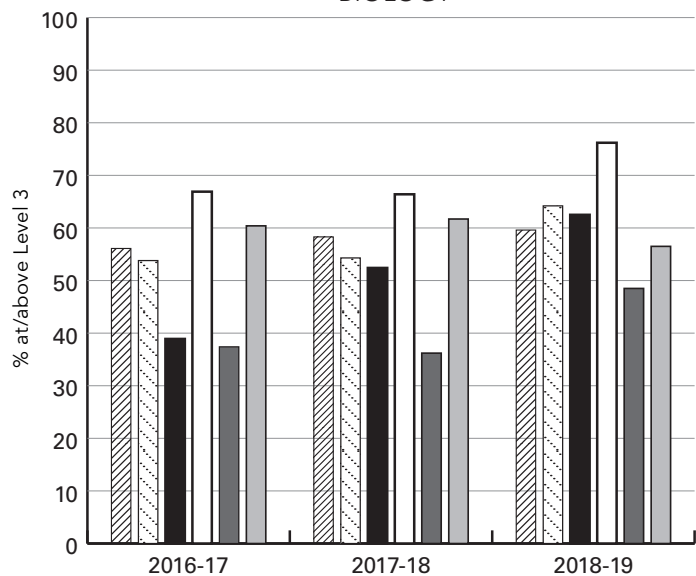


END-OF-COURSE TESTS

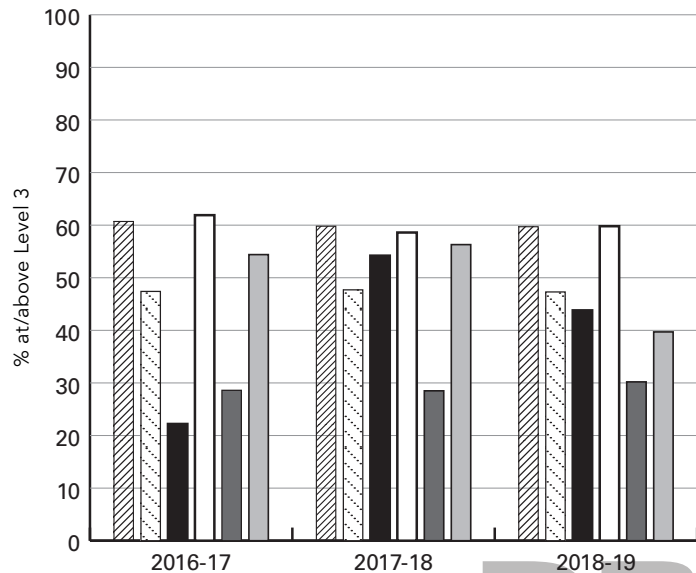
MATH I



BIOLOGY

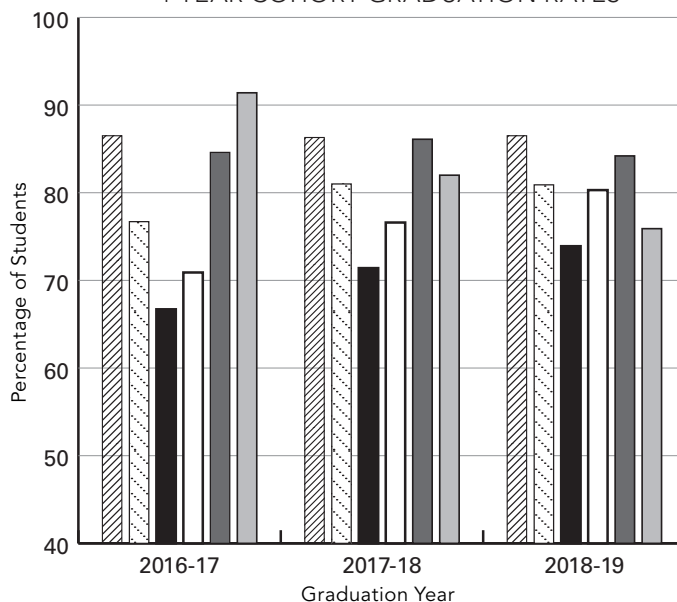


ENGLISH II

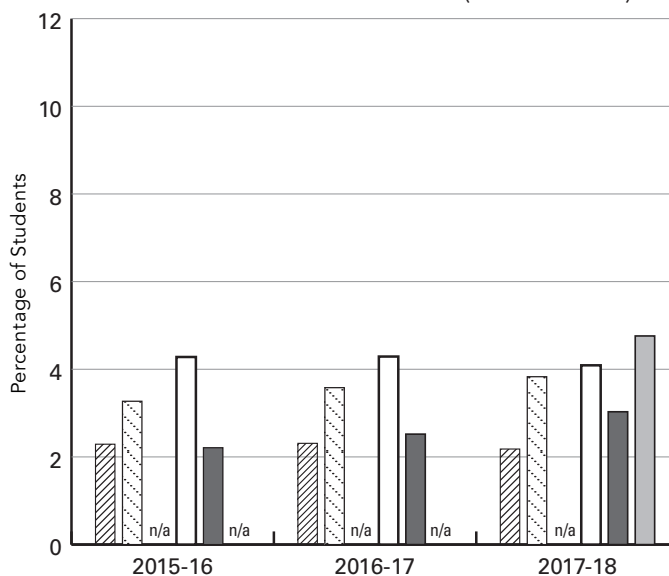


HIGH SCHOOL COMPLETION

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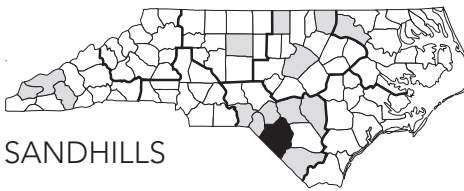
n/a = Current year data are unavailable or contain no scores for the selected test.

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DRAFT

ROBESON COUNTY

DISTRICT CONTACT: DR. CONNIE LOCKLEAR
http://www.robeson.k12.nc.us

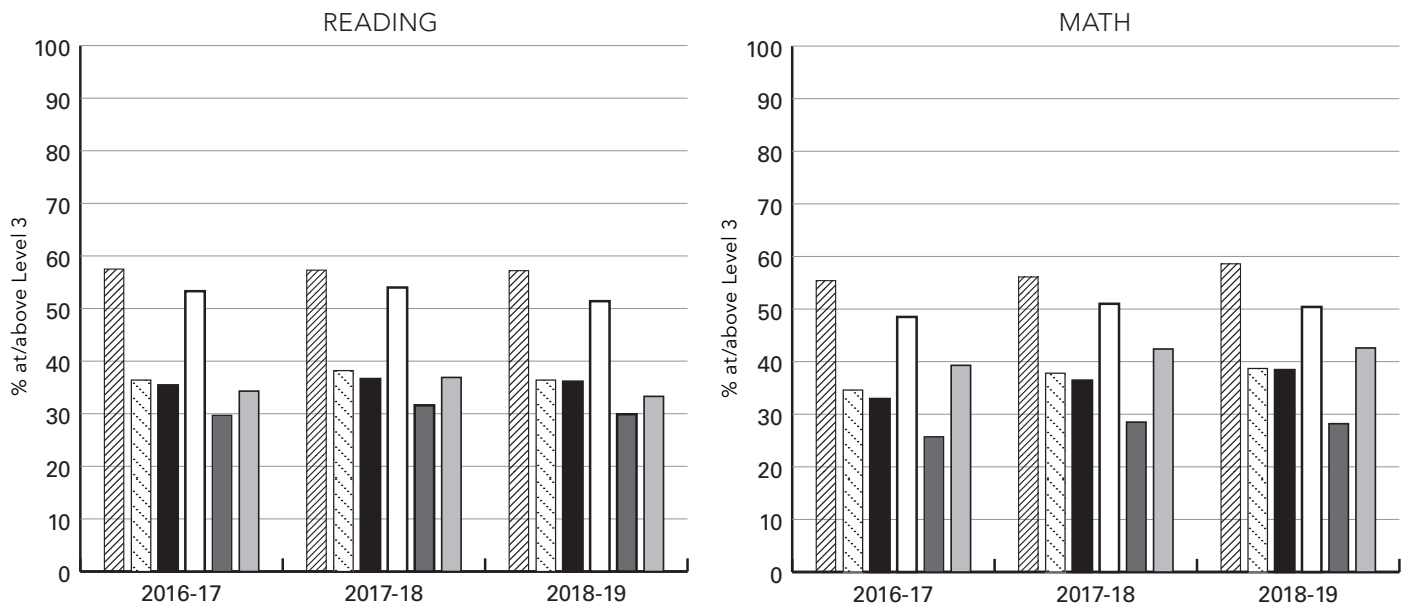


SANDHILLS

The Public Schools of Robeson County enrolled 21,357 students, including 8,845 (41.4%) who are identified as American Indians, mainly of the Lumbee Tribe, in 2018-19. The district operates 36 schools. The proficiency rates of American Indian students are below the state and district rates in all tested areas except EOC Math I. The proficiency rates of American Indian students also lagged behind their White peers on all EOG and EOC assessments and behind their Hispanic peers in EOG Math and EOC Biology and English II. However, American Indian students demonstrated higher rates of proficiency than Black students in all areas. Small improvement has been made from 2017-18 to 2018-19 in EOG Math and EOC Biology, however, there was a decrease in proficiency rates for EOG Reading, EOC Math I and English II. The 4-Year Cohort Graduation rate for American Indian students (82.6) dropped below the state (86.3%) and district (86.1%) rates. In 2018-19, American Indian student's graduation rate decreased by 3.6 percentage points. The annual dropout rate for American Indian students increased significantly since 2015-2016 and is higher than the state, district, and all ethnic and racial peer rates.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	36.4	35.4	53.3	29.7	34.3
2017-18	57.3	38.2	36.6	54.0	31.6	36.9
2018-19	57.2	36.4	36.1	51.4	29.9	33.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	34.6	32.9	48.5	25.7	39.3
2017-18	56.1	37.8	36.4	51.0	28.5	42.4
2018-19	58.6	38.7	38.4	50.4	28.2	42.6
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	38.8	38.3	44.7	26.5	48.2
2017-18	57.4	37.6	37.5	57.9	22.7	42.9
2018-19	41.2	30.7	32.2	45.0	20.2	31.2
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	43.0	40.6	57.5	31.4	55.2
2017-18	58.3	44.1	40.8	53.2	34.2	60.3
2018-19	59.6	48.0	46.4	61.1	34.0	59.6
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	43.0	41.5	59.0	35.4	42.2
2017-18	59.8	39.9	39.4	48.1	29.6	45.3
2018-19	59.7	41.5	39.1	59.5	27.9	47.4
4-Year Cohort Graduation Rate						
2016-17	86.5	87.0	88.2	85.2	87.0	84.2
2017-18	86.3	86.1	86.2	85.5	89.5	80.8
2018-19	86.5	84.0	82.6	82.4	87.2	83.3
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	1.71	1.24	3.11	1.71	1.59
2016-17	2.31	2.38	2.73	1.94	2.36	1.98
2017-18	2.18	2.75	3.23	3.09	1.71	2.01

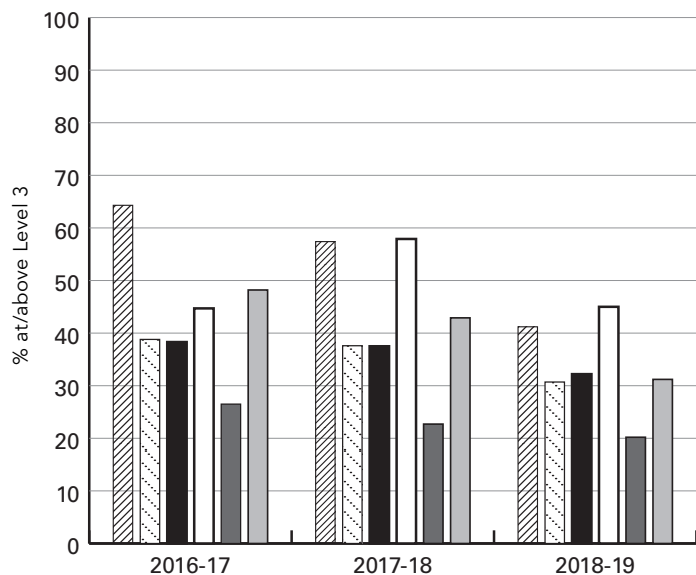
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



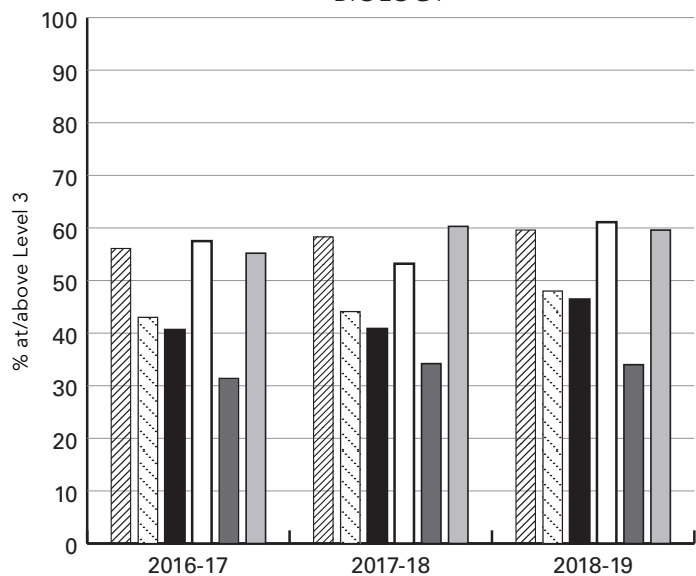
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END-OF-COURSE TESTS

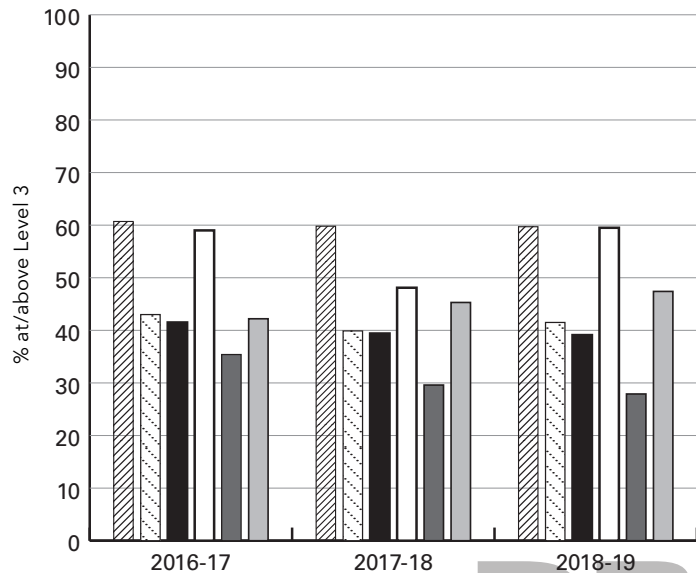
MATH I



BIOLOGY

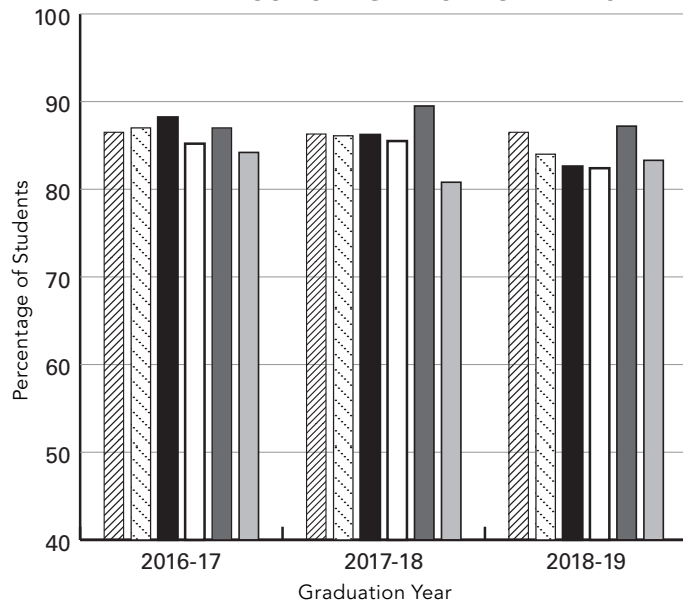


ENGLISH II

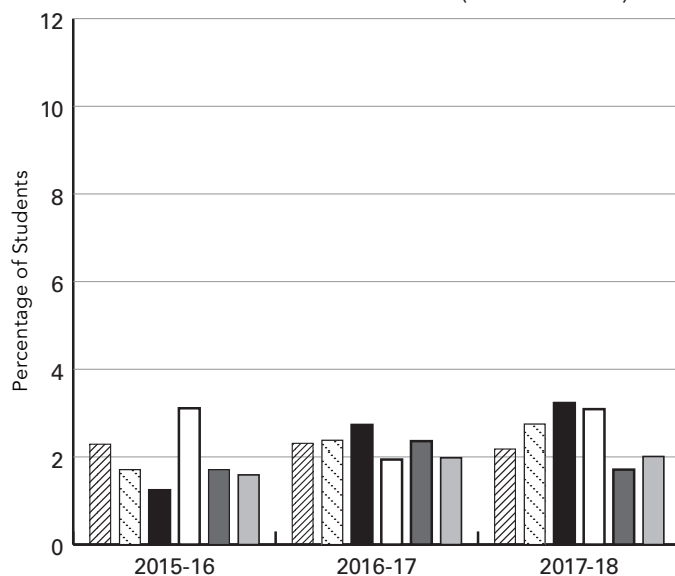


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

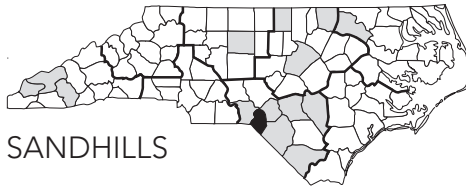
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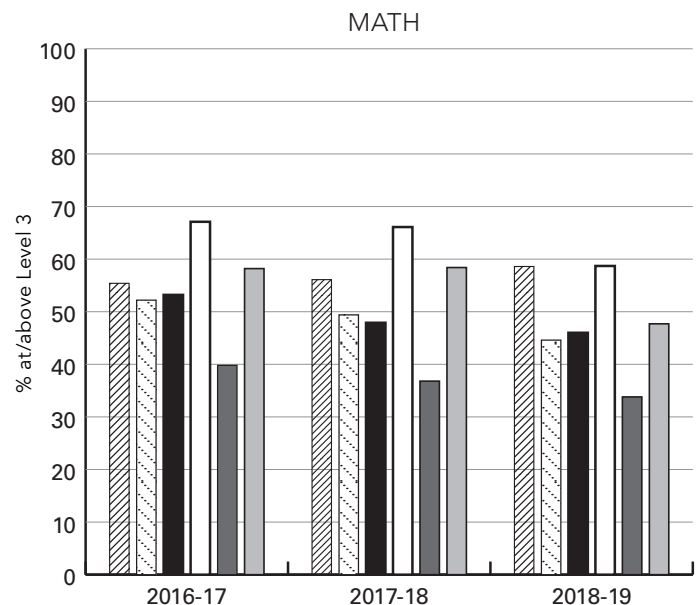
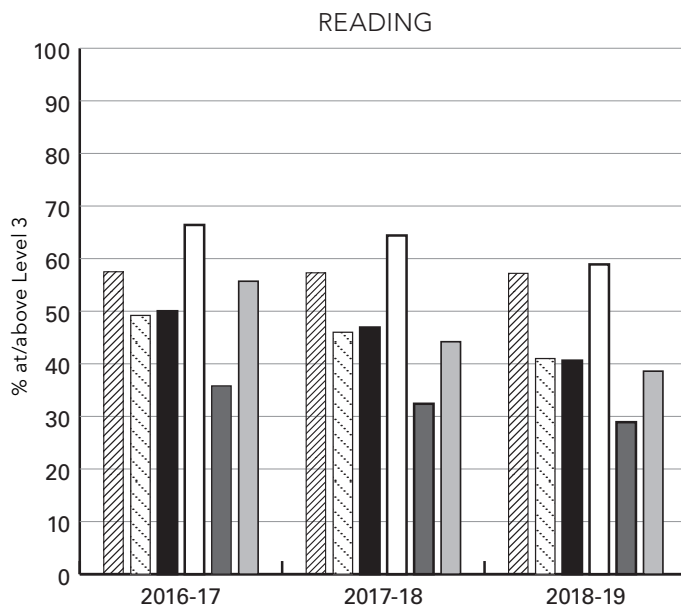
DRAFT



Scotland County Schools in 2018-19 enrolled 5,517 students, including 849 (15.4%) American Indians mainly of the Lumbee Tribe. The district operates 10 campuses, including one high school and one early college. In 2018-19, district proficiency rates were below the state in all EOG and EOC tested subjects. American Indian students demonstrated higher proficiency rates than the district in EOG Math and EOC Math I. However, they lagged behind the state in all EOG and EOC tested areas. Proficiency rates for American Indian students were below those of their White peers in all tested subjects and below their Hispanic peers in EOG Math and EOC Biology and English II. American Indian students had proficiency rates higher than their Black peers in all EOG and EOC tested areas. The American Indian 4-Year Cohort Graduation rate for 2018-19 has decreased significantly from 2017-18. The dropout rate for American Indian students in 2017-18 was not reported.

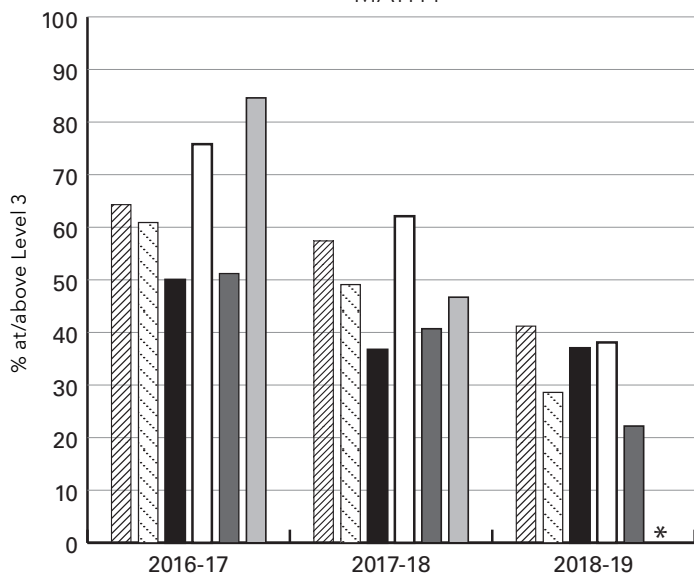
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	49.2	50.0	66.4	35.8	55.7
2017-18	57.3	46.0	46.9	64.4	32.4	44.2
2018-19	57.2	41.0	40.6	58.9	28.9	38.6
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	52.2	53.2	67.1	39.8	58.2
2017-18	56.1	49.4	47.9	66.1	36.8	58.4
2018-19	58.6	44.6	46.0	58.7	33.8	47.7
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	60.9	50.0	75.8	51.2	84.6
2017-18	57.4	49.1	36.7	62.1	40.7	46.7
2018-19	41.2	28.6	37.0	38.1	22.2	*
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	44.3	46.9	60.3	31.3	*
2017-18	58.3	47.5	54.8	62.5	33.1	*
2018-19	59.6	42.2	38.1	55.3	32.1	63.6
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	46.4	51.7	64.1	29.3	63.6
2017-18	59.8	52.3	43.8	71.1	37.7	*
2018-19	59.7	44.8	43.3	62.0	31.0	53.8
4-Year Cohort Graduation Rate						
2016-17	86.5	82.8	81.5	81.6	84.2	*
2017-18	86.3	87.1	84.6	87.6	86.8	>95
2018-19	86.5	81.2	71.9	77.2	87.3	90.0
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	2.50	4.07	2.84	2.03	n/a
2016-17	2.31	1.60	n/a	n/a	1.26	n/a
2017-18	2.18	1.45	n/a	n/a	1.53	n/a

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

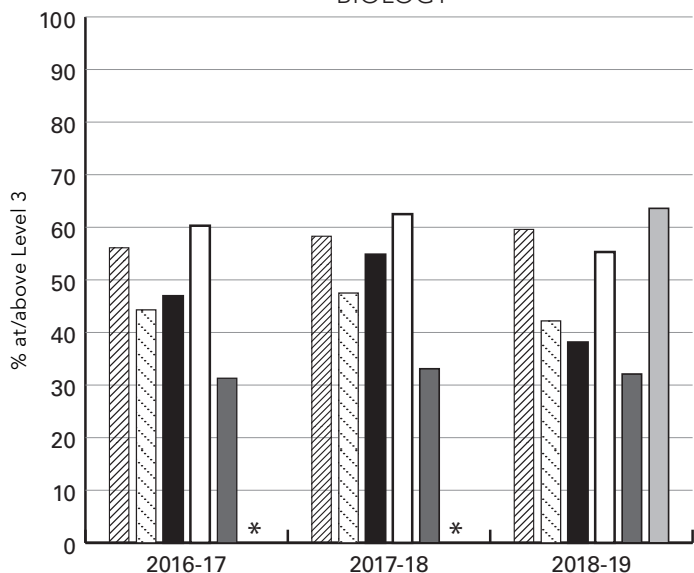


END-OF-COURSE TESTS

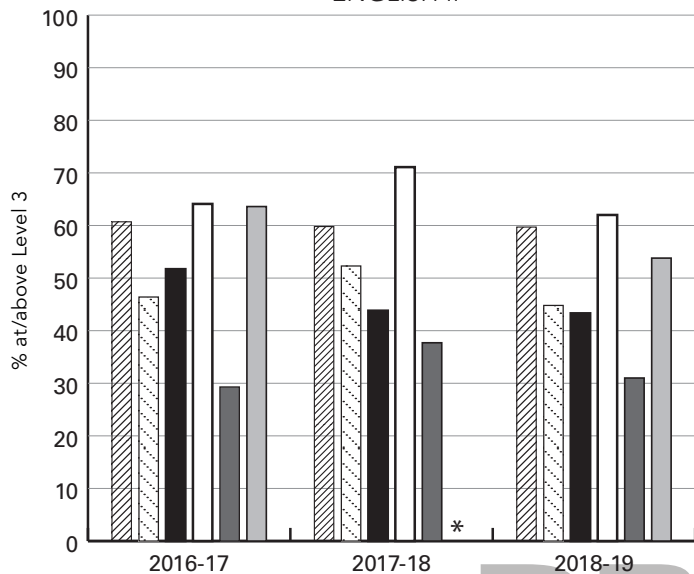
MATH I



BIOLOGY

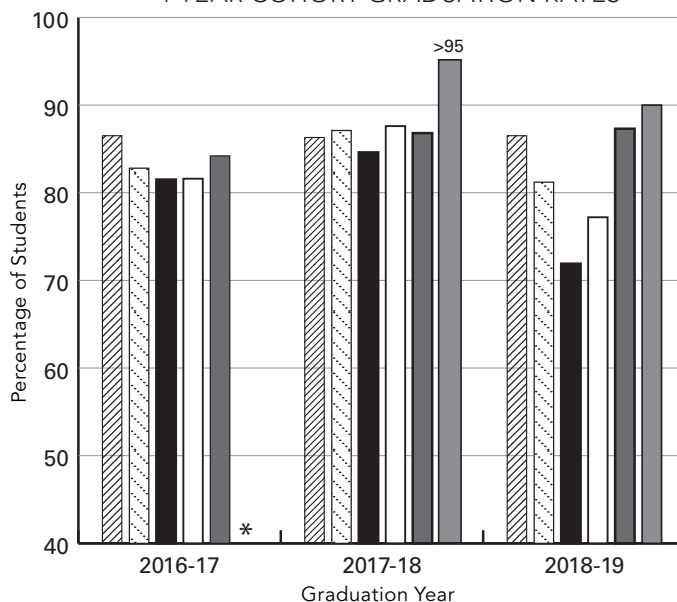


ENGLISH II

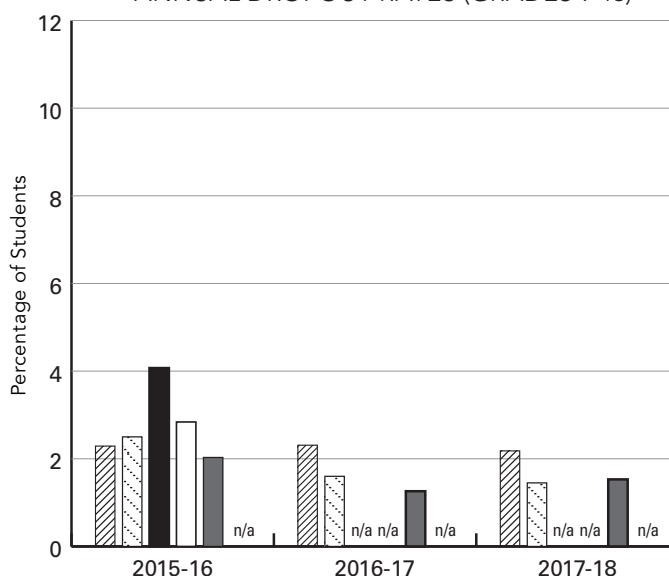


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

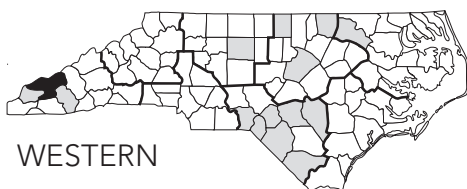
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<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

DRAFT

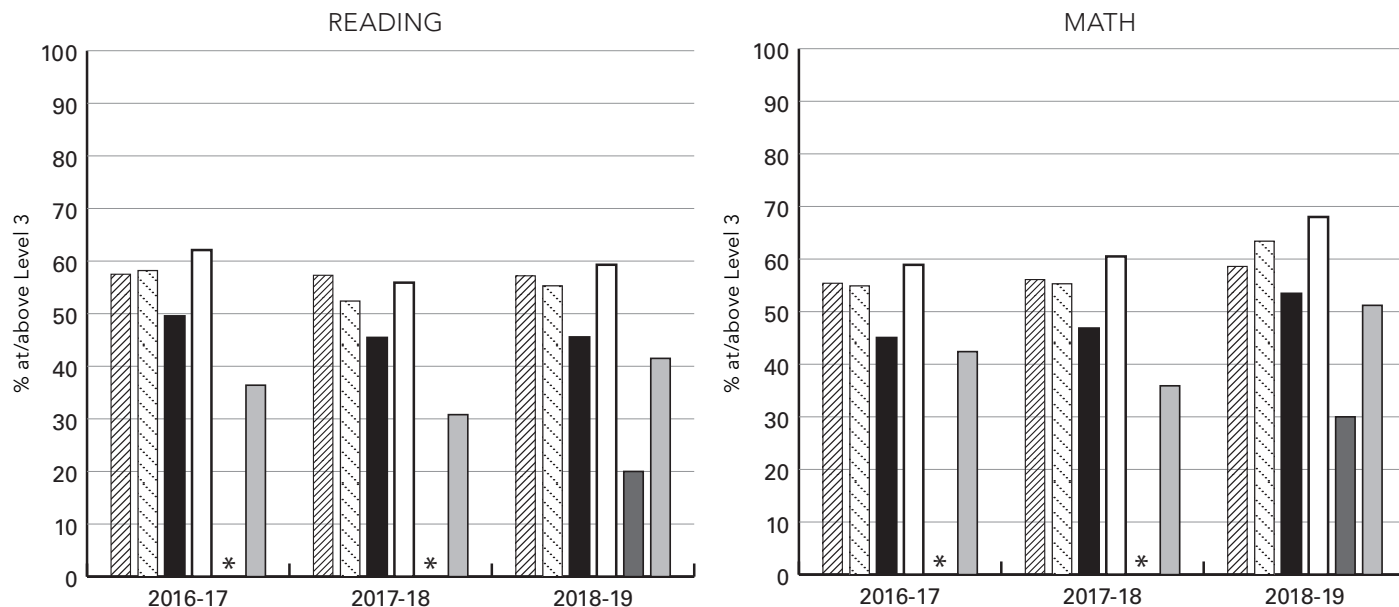


WESTERN

Swain County Schools enrolled 1,886 students of whom 389 (20.6%) are members of the Eastern Band of Cherokee in 2018-19. Located on land contiguous to the Qualla Boundary, the district operates five schools including two elementary, one middle, one high school, and one K-12 extension school. In 2018-19, district proficiency rates were lower than the state on most EOG and EOC assessments except EOG Math. American Indian students demonstrated a lower proficiency rate than the state and district in all EOG and EOC tested subjects and dropped significantly in both EOC Math I and Biology. American Indian students performed better than Black and Hispanic students in both EOG Reading and Math (data is not available for EOC areas), while White students outperformed American Indians in all EOG and EOC tested areas. The 4-Year Cohort Graduation rate for the district was lower than the state. American Indian students had a lower graduation rate than the state, district, and their White peers. Sufficient data for American Indian students are not available for comparison of the annual dropout rates.

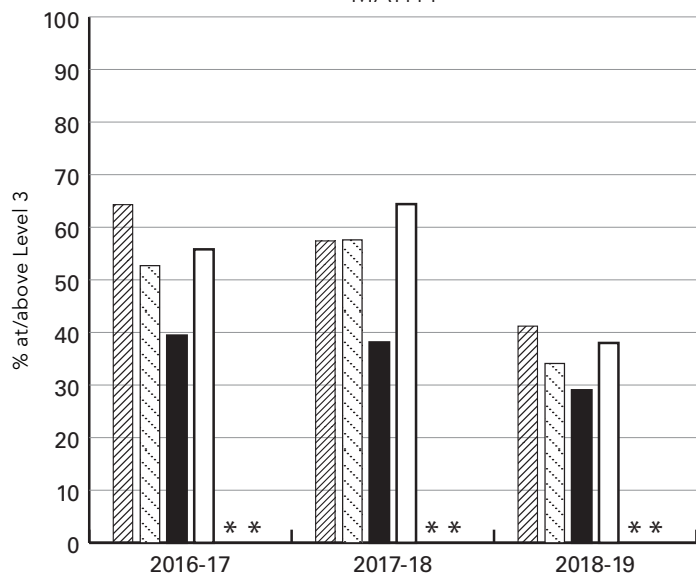
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	58.2	49.5	62.1	*	36.4
2017-18	57.3	52.4	45.4	55.9	*	30.8
2018-19	57.2	55.3	45.5	59.3	20.0	41.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	54.9	45.0	58.9	*	42.4
2017-18	56.1	55.3	46.8	60.5	*	35.9
2018-19	58.6	63.4	53.4	68.0	30.0	51.2
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	52.7	39.4	55.8	*	*
2017-18	57.4	57.6	38.1	64.4	*	*
2018-19	41.2	34.1	29.0	38.0	*	*
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	40.8	32.4	43.8	*	*
2017-18	58.3	47.3	41.4	49.0	*	*
2018-19	59.6	47.2	21.4	56.1	*	*
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	47.6	44.1	49.5	*	*
2017-18	59.8	56.8	59.4	56.0	*	*
2018-19	59.7	56.6	40.9	62.6	*	*
4-Year Cohort Graduation Rate						
2016-17	86.5	83.1	82.9	84.5	n/a	*
2017-18	86.3	79.3	74.2	80.6	*	*
2018-19	86.5	77.6	77.1	76.9	n/a	*
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	3.07	n/a	n/a	n/a	n/a
2016-17	2.31	4.95	n/a	4.43	n/a	n/a
2017-18	2.18	3.74	n/a	3.28	n/a	n/a

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

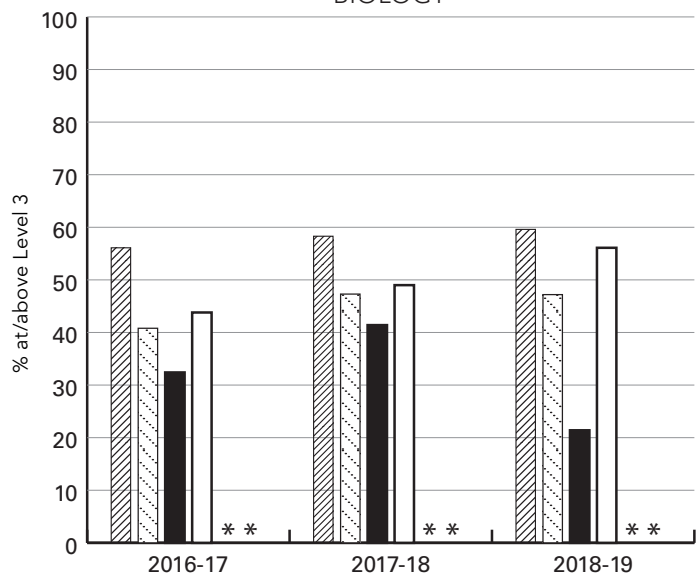


END-OF-COURSE TESTS

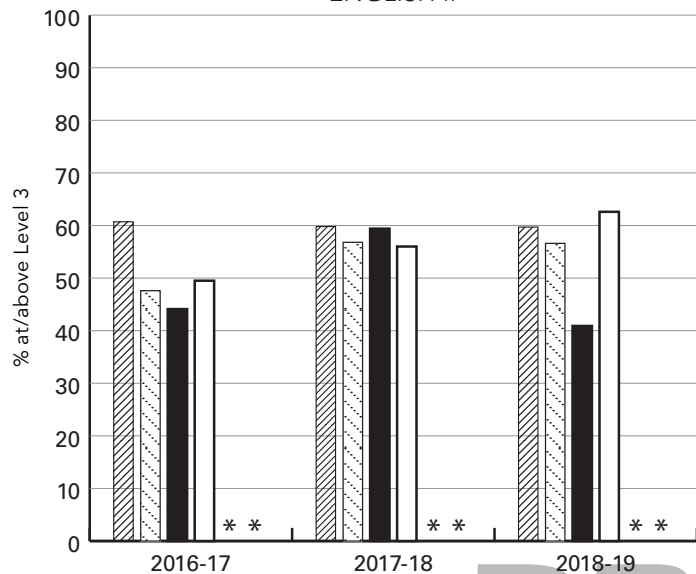
MATH I



BIOLOGY

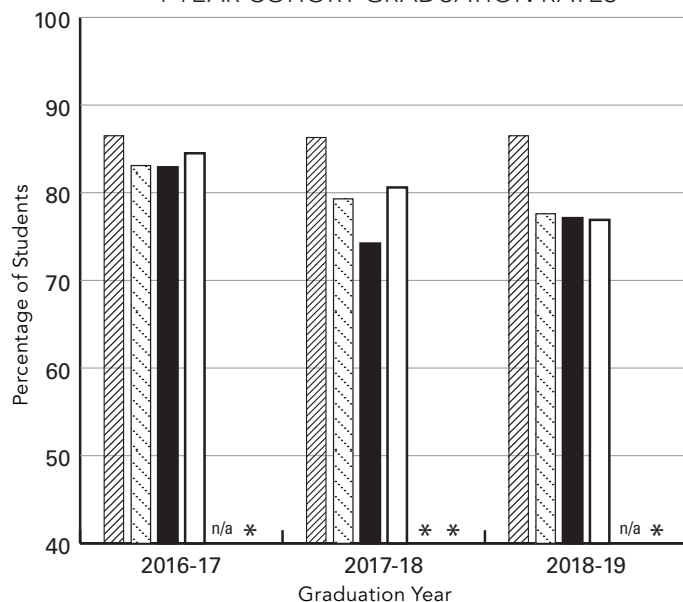


ENGLISH II

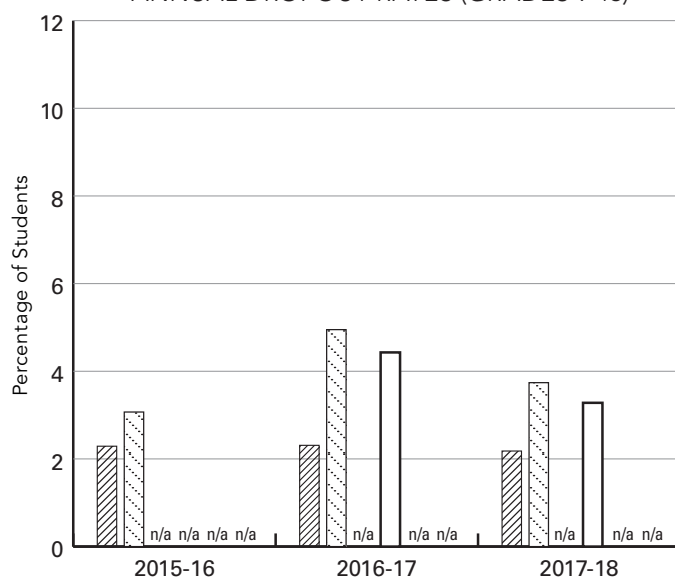


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

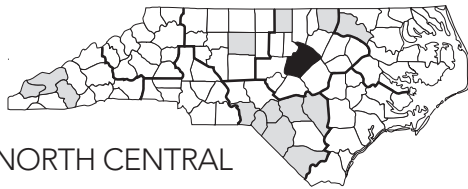
> = Scores changed due to data corrections.

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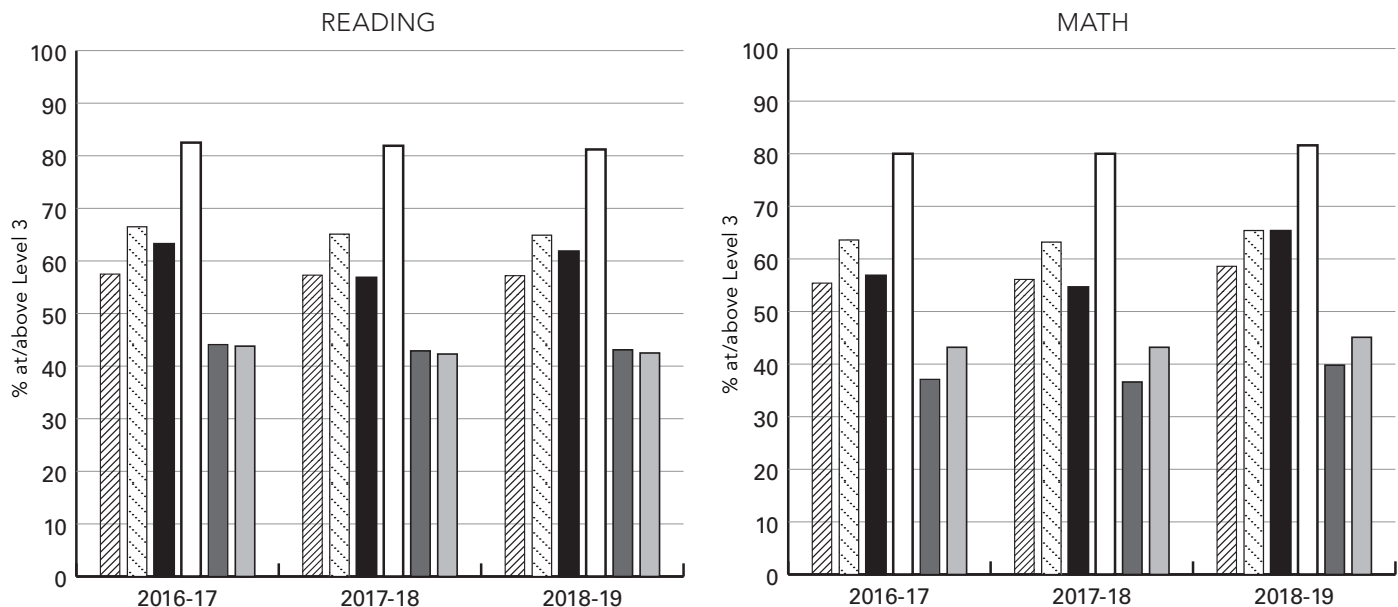
DRAFT



Wake County Public Schools in 2018-19 enrolled 159,959 students in 177 schools, including 24 high schools, and a cadre of early colleges and special-focus schools. Richly diverse, Wake County Public Schools enroll 396 (0.25%) American Indian students representing 78 tribal affiliations. The 2018-19 EOG and EOC data showed the district proficiency rates were higher than the state rates in all areas except EOC Math I. The proficiency rates for American Indian students were lower than the district rates in all tested areas of the EOG. American Indian students had higher proficiency rates than the district on EOC Math I and Biology. Also, the proficiency rates for American Indian students were higher than the state proficiency rates in both EOG areas and EOC Math I and Biology. American Indian students performed better than their Black and Hispanic peers in all EOG and EOC tested subject areas; however, they lagged behind their White peers in these same tested areas. The data shows that the 4-Year Cohort Graduation rate of American Indians lagged behind the rates for the district and their White peer group. Data were insufficient to calculate a dropout rate for American Indian students.

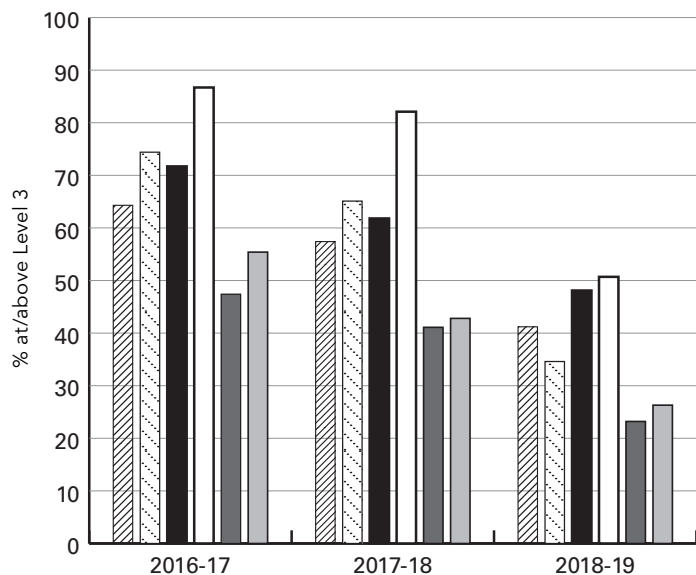
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	66.5	63.2	82.5	44.1	43.8
2017-18	57.3	65.1	56.8	81.9	42.9	42.3
2018-19	57.2	64.9	61.8	81.2	43.1	42.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	63.6	56.8	80.0	37.1	43.2
2017-18	56.1	63.2	54.6	80.0	36.6	43.2
2018-19	58.6	65.4	65.3	81.6	39.8	45.1
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	74.4	71.7	86.7	47.4	55.4
2017-18	57.4	65.1	61.8	82.1	41.1	42.8
2018-19	41.2	34.6	48.1	50.7	23.2	26.3
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	61.4	55.3	78.4	34.3	40.5
2017-18	58.3	64.5	57.9	81.0	37.0	44.1
2018-19	59.6	66.1	70.8	81.2	40.9	44.6
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	70.0	67.5	84.0	48.4	53.4
2017-18	59.8	69.1	62.9	83.1	46.9	52.1
2018-19	59.7	68.6	54.8	82.8	47.8	47.5
4-Year Cohort Graduation Rate						
2016-17	86.5	88.5	83.3	94.1	83.0	76.0
2017-18	86.3	89.1	81.1	94.6	84.1	77.2
2018-19	86.5	89.9	86.5	>95	84.9	79.8
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	1.69	n/a	0.79	2.69	3.54
2016-17	2.31	2.76	n/a	1.19	4.20	5.95
2017-18	2.18	1.66	n/a	0.74	2.41	3.73

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

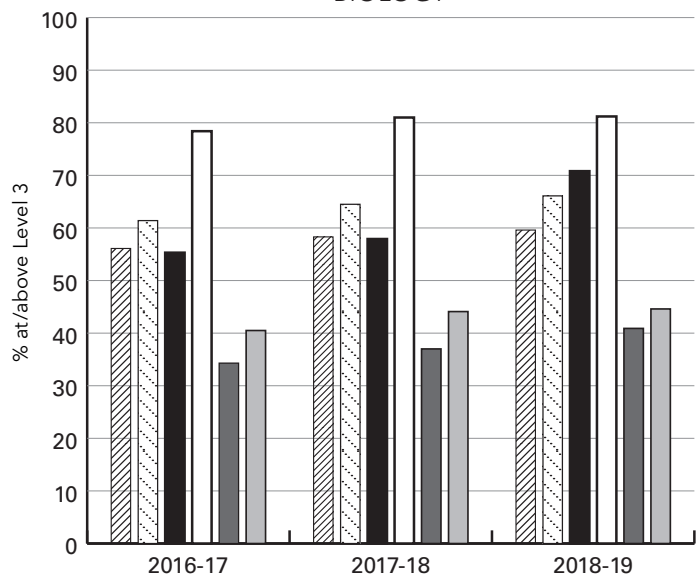


END-OF-COURSE TESTS

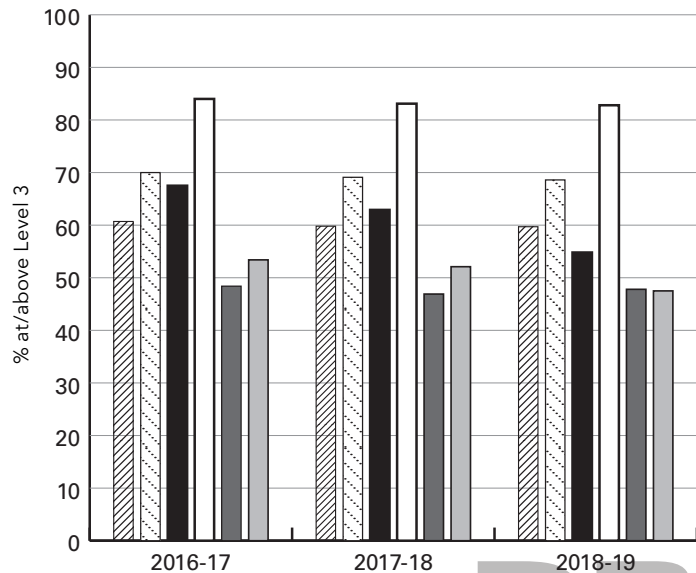
MATH I



BIOLOGY

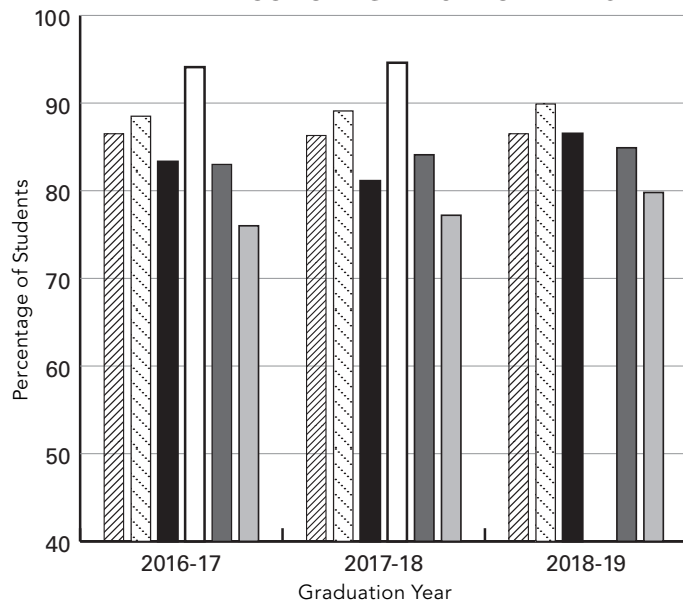


ENGLISH II

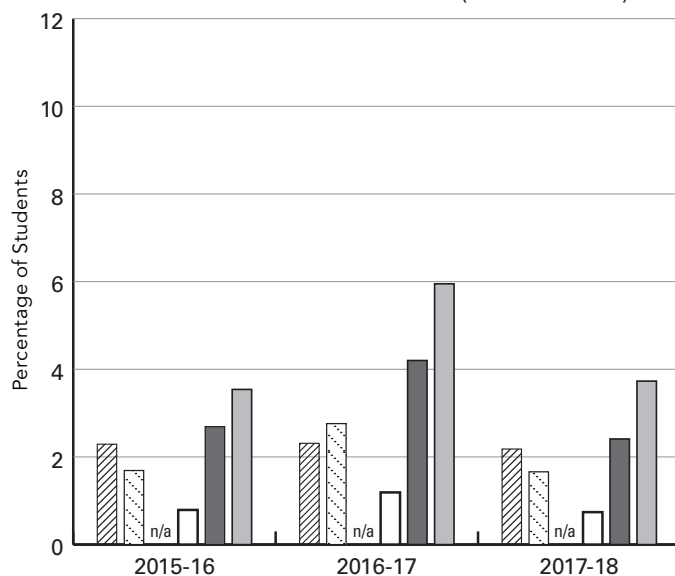


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

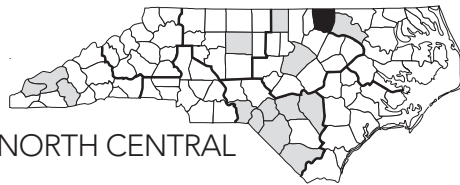
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DRAFT

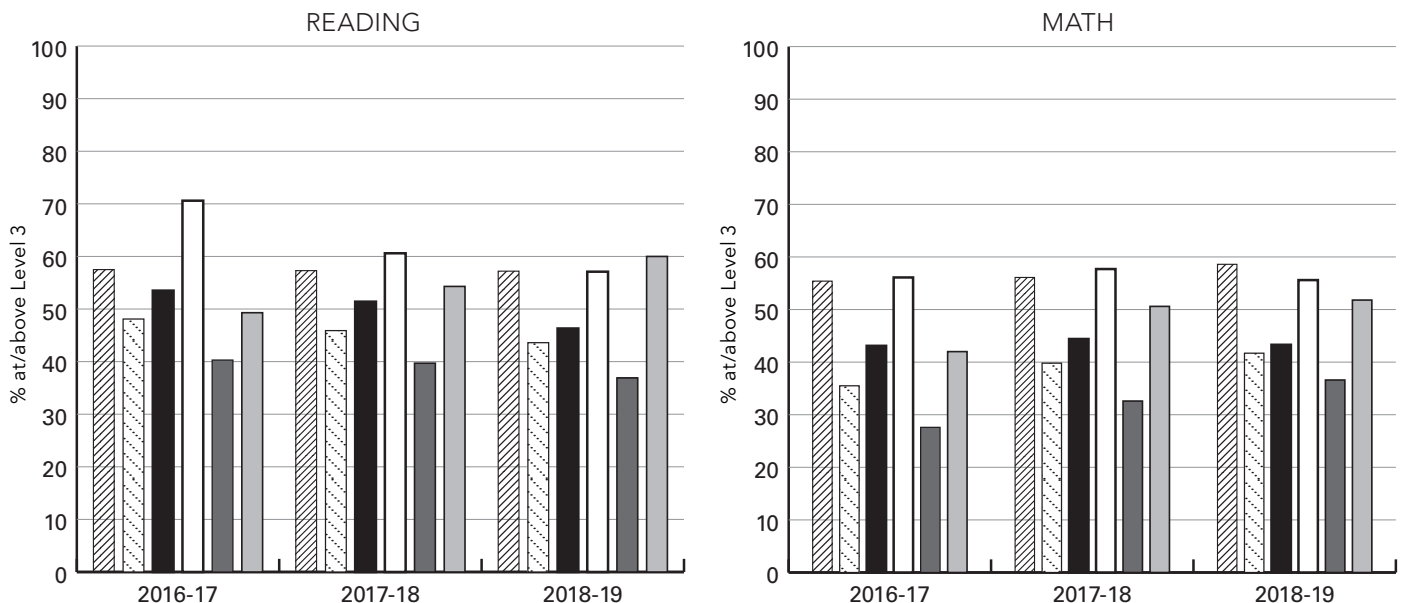


NORTH CENTRAL

Warren County Schools enrolled 1,873 students, including 137 (7.3%) American Indian students, mainly of the Haliwa-Saponi Tribe, in 2018-19. Warren County operates seven schools. In 2018-19, district proficiency rates in all EOG and EOC tested subjects are below the state rates. The proficiency rates of American Indian students exceeded the district rates in all EOG and EOC tested subjects where data are available. However, American Indian students fell behind the state rate in all reported EOG and EOC subjects. American Indian students outperformed their Black, Hispanic, and White peers in EOC English II; however, they lagged behind their Hispanic and White peers in all other tested areas. There was insufficient data for American Indians to compare proficiency rates on EOC Biology and Math I. There was not sufficient data for the 4-year Cohort Graduation rate and sufficient data on the annual dropout rate were not available for American Indians.

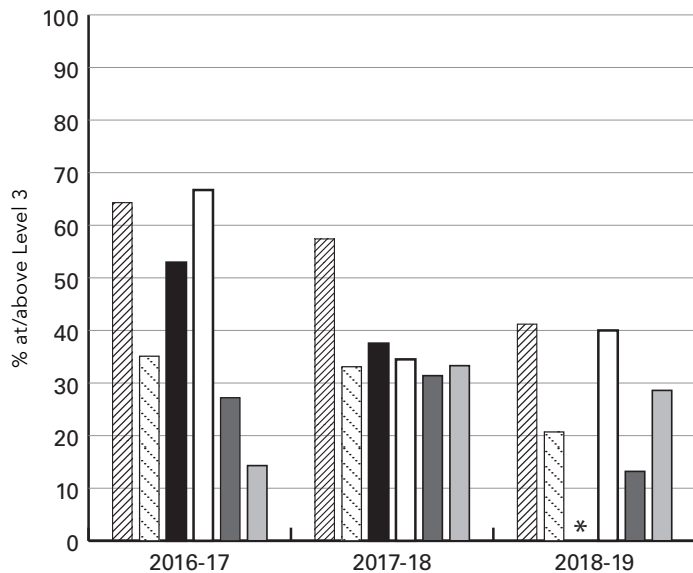
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	57.5	48.1	53.5	70.6	40.3	49.3
2017-18	57.3	45.9	51.4	60.6	39.7	54.3
2018-19	57.2	43.6	46.3	57.1	36.9	60.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2016-17	55.4	35.5	43.1	56.1	27.6	42.0
2017-18	56.1	39.8	44.4	57.7	32.6	50.6
2018-19	58.6	41.7	43.3	55.6	36.6	51.8
Math I: End-of-Course – Percent at/above Level 3						
2016-17	64.3	35.1	52.9	66.7	27.2	14.3
2017-18	57.4	33.1	37.5	34.5	31.4	33.3
2018-19	41.2	20.7	*	40.0	13.2	28.6
Biology: End-of-Course – Percent at/above Level 3						
2016-17	56.1	27.7	*	53.6	17.6	46.2
2017-18	58.3	54.8	*	50.0	45.2	*
2018-19	59.6	31.1	*	35.3	24.7	45.5
English II: End-of-Course – Percent at/above Level 3						
2016-17	60.7	53.5	*	71.9	40.9	92.3
2017-18	59.8	49.3	76.9	65.2	39.2	50.0
2018-19	59.7	39.5	53.3	40.0	38.2	38.5
4-Year Cohort Graduation Rate						
2016-17	86.5	79.3	>95	68.2	77.3	*
2017-18	86.3	71.3	90.0	70.0	70.9	80.0
2018-19	86.5	80.4	*	73.1	82.6	71.4
Annual Dropout Rate (Grades 9-13)						
2015-16	2.29	3.91	n/a	n/a	4.13	n/a
2016-17	2.31	4.58	n/a	n/a	5.08	n/a
2017-18	2.18	5.44	n/a	n/a	5.98	n/a

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

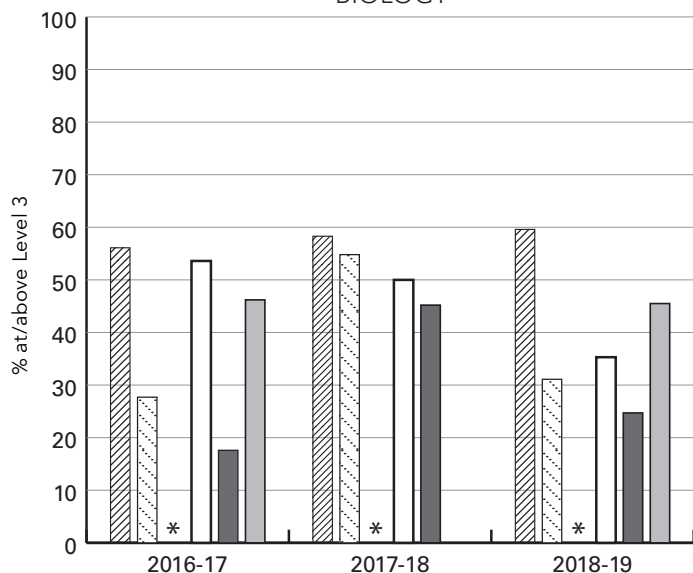


END-OF-COURSE TESTS

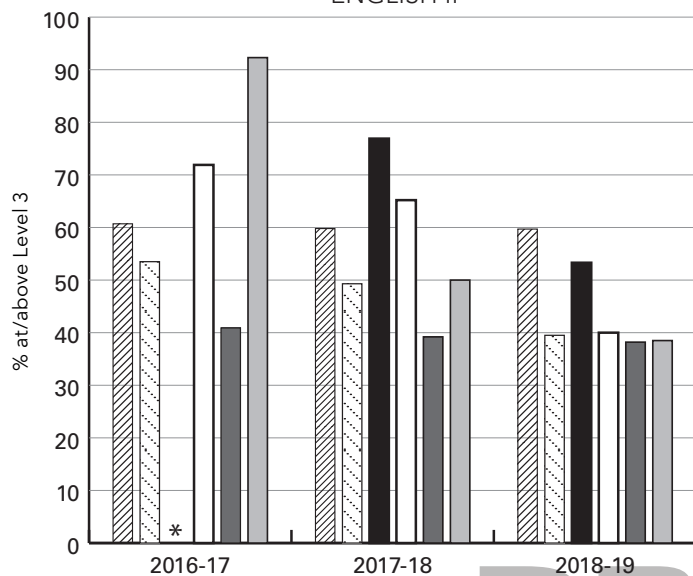
MATH I



BIOLOGY

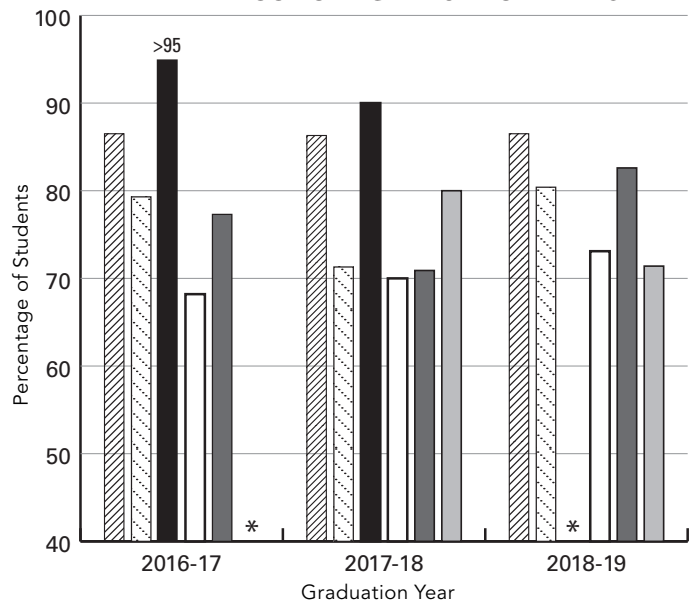


ENGLISH II

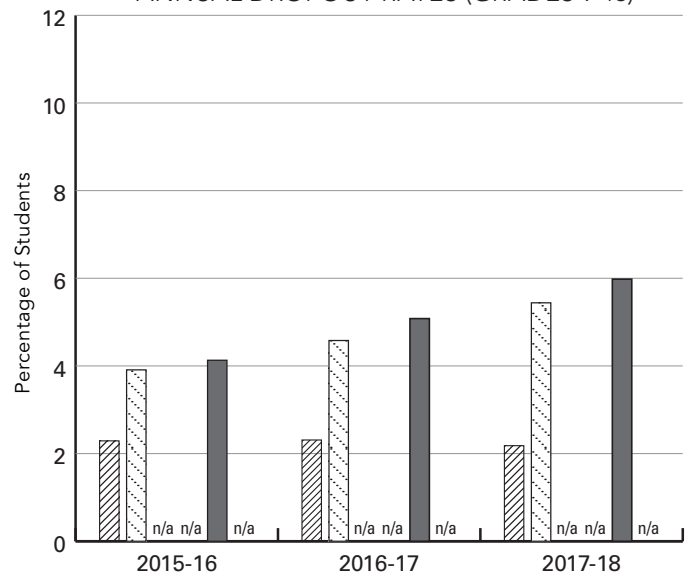


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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.

DRAFT

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2016-17	16.2	21.2	11.1	33.3	10.2	15.1
2017-18	16.5	21.3	7.4	34.0	9.5	14.5
2018-19	16.6	22.3	11.9	33.7	10.2	16.2
Clinton City						
2016-17	16.2	13.5	*	28.9	2.8	8.0
2017-18	16.5	15.7	*	33.1	3.1	10.1
2018-19	16.6	14.4	*	29.0	3.5	8.4
Columbus						
2016-17	16.2	7.0	*	7.8	4.4	*
2017-18	16.5	6.1	*	6.8	4.1	*
2018-19	16.6	6.4	*	7.8	3.7	*
Cumberland						
2016-17	16.2	13.6	7.6	20.0	5.9	15.1
2017-18	16.5	11.8	5.5	18.2	4.7	13.0
2018-19	16.6	11.5	6.3	18.4	4.6	12.4
Graham						
2016-17	16.2	8.2	*	7.5	n/a	*
2017-18	16.5	7.9	*	6.9	n/a	n/a
2018-19	16.6	9.0	*	9.4	n/a	*
Guilford						
2016-17	16.2	25.6	21.4	37.0	12.4	21.3
2017-18	16.5	25.5	15.3	37.1	12.1	21.9
2018-19	16.6	25.8	11.4	37.5	12.2	22.1
Halifax						
2016-17	16.2	n/a	n/a	n/a	n/a	n/a
2017-18	16.5	n/a	n/a	n/a	n/a	n/a
2018-19	16.6	*	n/a	*	n/a	n/a
Haliwa-Saponi Tribal School						
2016-17	16.2	*	*	n/a	*	n/a
2017-18	16.5	n/a	n/a	n/a	n/a	n/a
2018-19	16.6	n/a	n/a	n/a	n/a	n/a
Hertford						
2016-17	16.2	n/a	n/a	n/a	n/a	n/a
2017-18	16.5	*	n/a	n/a	*	n/a
2018-19	16.6	n/a	n/a	n/a	n/a	n/a
Hoke						
2016-17	16.2	10.7	4.4	11.8	6.7	13.8
2017-18	16.5	12.0	6.1	12.7	7.8	16.3
2018-19	16.6	11.7	5.9	13.5	8.0	14.6
Jackson						
2016-17	16.2	4.4	*	4.2	*	*
2017-18	16.5	5.6	*	6.4	n/a	*
2018-19	16.6	8.2	n/a	8.9	n/a	n/a
Johnston						
2016-17	16.2	6.8	n/a	8.4	2.4	3.6
2017-18	16.5	8.5	*	10.4	3.9	4.9
2018-19	16.6	8.3	*	10.1	3.1	4.5

Year	State	District	American Indian	White	Black	Hispanic
Person						
2016-17	16.2	11.4	*	14.4	5.8	11.3
2017-18	16.5	12.9	*	15.2	6.2	18.6
2018-19	16.6	11.0	*	12.6	4.0	15.8
Richmond						
2016-17	16.2	9.7	*	13.4	3.6	8.9
2017-18	16.5	7.6	*	11.6	2.8	7.3
2018-19	16.6	7.2	n/a	12.4	1.6	*
Robeson						
2016-17	16.2	6.6	3.7	15.3	3.2	5.6
2017-18	16.5	6.4	3.8	15.5	3.2	5.1
2018-19	16.6	5.9	2.8	16.4	2.4	4.6
Scotland						
2016-17	16.2	7.5	*	11.0	4.3	*
2017-18	16.5	6.6	*	9.9	3.2	*
2018-19	16.6	9.3	6.0	15.6	2.6	*
Swain						
2016-17	16.2	10.0	*	10.2	n/a	*
2017-18	16.5	10.7	*	10.4	n/a	*
2018-19	16.6	9.2	*	7.9	n/a	*
Wake						
2016-17	16.2	26.6	16.8	32.8	11.0	14.7
2017-18	16.5	27.7	17.2	33.7	10.7	16.1
2018-19	16.6	27.7	17.9	32.8	11.0	16.3
Warren						
2016-17	16.2	4.0	*	*	4.0	*
2017-18	16.5	*	*	n/a	*	n/a
2018-19	16.6	*	n/a	*	n/a	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

Students Taking AP Exams by District

Data from 2018-19 indicates that many American Indian students along with their Black and Hispanic peers remained underrepresented in AP classrooms. Of the 19 districts reporting in 2018-19, three districts had more than 10 percent of their American Indian students taking AP exams. Guilford County Schools (11.4%), Wake County Public Schools (17.9%), and Charlotte/Mecklenburg (11.9%) reported participation rates higher than 10 percent among American Indian students. While American Indian students had a higher representation rate than their Black peers in Charlotte/Mecklenburg (11.9%), Cumberland (6.3%), Robeson (2.8%), Scotland (6.0%) and Wake (17.9%) and above both their Black and Hispanic peers in Wake (17.9%), there is a significant participation gap between their White peers in all reporting districts.

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2016-17	54.3	56.3	50.0	69.6	26.8	44.3
2017-18	56.2	60.4	23.1	72.0	31.7	49.4
2018-19	56.0	58.5	25.0	71.0	28.1	48.9
Clinton City						
2016-17	54.3	54.2	*	54.9	50.0	43.8
2017-18	56.2	56.8	*	64.4	60.0	33.3
2018-19	56.0	59.1	*	59.4	40.0	47.4
Columbus						
2016-17	54.3	14.0	*	21.4	0.0	*
2017-18	56.2	30.8	*	36.0	4.3	*
2018-19	56.0	15.8	*	19.5	4.8	*
Cumberland						
2016-17	54.3	31.6	20.0	36.5	16.3	33.3
2017-18	56.2	35.7	28.6	39.9	22.4	33.6
2018-19	56.0	37.3	7.1	43.5	22.6	35.1
Graham						
2016-17	54.3	56.7	*	60.9	n/a	*
2017-18	56.2	25.9	*	35.0	n/a	n/a
2018-19	56.0	32.3	*	37.0	n/a	*
Guilford						
2016-17	54.3	54.9	45.8	65.3	31.4	48.0
2017-18	56.2	56.2	52.9	66.8	28.2	49.8
2018-19	56.0	55.1	41.7	64.8	31.3	45.5
Halifax						
2016-17	54.3	n/a	n/a	n/a	n/a	n/a
2017-18	56.2	n/a	n/a	n/a	n/a	n/a
2018-19	56.0	*	n/a	*	n/a	n/a
Haliwa-Saponi Tribal School						
2016-17	54.3	*	*	n/a	*	n/a
2017-18	56.2	n/a	n/a	n/a	n/a	n/a
2018-19	56.0	n/a	n/a	n/a	n/a	n/a
Hertford						
2016-17	54.3	n/a	n/a	n/a	n/a	n/a
2017-18	56.2	*	n/a	n/a	*	n/a
2018-19	56.0	n/a	n/a	n/a	n/a	n/a
Hoke						
2016-17	54.3	16.5	8.3	16.9	10.0	26.7
2017-18	56.2	13.9	13.3	17.9	3.8	22.7
2018-19	56.0	21.6	15.4	26.6	9.1	30.6
Jackson						
2016-17	54.3	57.7	*	57.5	*	*
2017-18	56.2	76.1	*	77.0	n/a	*
2018-19	56.0	65.6	*	62.0	*	*
Johnston						
2016-17	54.3	57.0	n/a	60.1	43.2	40.3
2017-18	56.2	57.8	*	62.5	40.5	39.5
2018-19	56.0	53.2	*	59.0	39.0	29.7

Year	State	District	American Indian	White	Black	Hispanic
Person						
2016-17	54.3	41.1	*	42.7	34.5	14.3
2017-18	56.2	40.1	*	47.1	22.6	25.0
2018-19	56.0	44.2	*	46.4	27.8	42.1
Richmond						
2015-16	54.3	19.6	*	24.8	12.9	17.6
2016-17	56.2	32.5	*	37.5	22.7	12.5
2017-18	56.0	27.2	n/a	26.8	41.7	*
Robeson						
2015-16	54.3	14.9	10.4	18.5	9.4	12.8
2016-17	56.2	17.6	10.8	25.8	12.2	17.8
2017-18	56.0	12.5	5.3	12.6	8.8	14.0
Scotland						
2015-16	54.3	23.4	*	27.1	11.8	*
2016-17	56.2	25.0	*	32.1	12.0	*
2017-18	56.0	28.6	28.6	37.2	11.1	*
Swain						
2015-16	54.3	68.4	*	71.4	n/a	*
2016-17	56.2	55.7	*	67.4	n/a	*
2017-18	56.0	58.8	*	65.6	n/a	*
Wake						
2015-16	54.3	64.3	38.5	68.4	35.8	52.5
2016-17	56.2	66.1	44.0	68.4	39.2	56.6
2017-18	56.0	65.2	53.8	67.9	39.1	52.5
Warren						
2015-16	54.3	26.9	*	*	5.6	*
2016-17	56.2	*	*	n/a	*	n/a
2017-18	56.0	*	n/a	*	n/a	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

AP Performance by District

American Indian participation rates in AP classes are too small to analyze for most districts. In 2018-19, only six (Charlotte-Mecklenburg, Cumberland, Guilford, Hoke, Robeson, and Wake) of the 19 districts identified in this report reported American Indian students scoring a 3, 4 or 5 on AP exams. Rates ranged from 44 percent in Wake County Schools, to 7.1 percent in Cumberland. Four districts (Charlotte-Mecklenburg, Hoke, Robeson, and Wake) out of the six showed an increase in percentage of students scoring a 3, 4, or 5. Of the six districts with data, American Indian students taking AP exams scored higher than Black students in all districts except Charlotte-Mecklenburg, Cumberland, and Robeson. However, American Indian students scored lower than Hispanic and White students taking AP exams in all six districts.

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Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2016-17	44.0	49.6	32.6	42.5	49.7	47.9
2017-18	46.8	52.6	37.1	60.7	46.1	37.6
2018-19	45.7	52.6	*	61.1	42.5	38.2
Clinton City						
2016-17	44.0	65.5	N/A	63.2	71.2	68.6
2017-18	46.8	55.7	*	70.1	50.0	42.3
2018-19	45.7	52.4	*	58.6	44.1	57.8
Columbus						
2016-17	44.0	40.2	40.0	36.3	38.2	38.5
2017-18	46.8	45.5	*	49.0	37.4	*
2018-19	45.7	45.8	*	44.4	41.3	33.3
Cumberland						
2016-17	44.0	38.3	24.5	31.8	35.2	37.8
2017-18	46.8	41.4	30.6	35.3	38.6	38.7
2018-19	45.7	38.7	21.6	35.3	32.2	38.9
Graham						
2016-17	44.0	33.0	N/A	33.8	n/a	*
2017-18	46.8	27.8	*	23.2	n/a	n/a
2018-19	45.7	42.9	*	35.7	n/a	*
Guilford						
2016-17	44.0	57.2	48.3	56.8	54.9	48.9
2017-18	46.8	59.8	46.4	64.4	50.6	46.8
2018-19	45.7	56.5	61.1	60.6	46.7	48.1
Halifax						
2016-17	44.0	36.7	N/A	*	40.0	*
2017-18	46.8	46.2	n/a	*	51.1	*
2018-19	45.7	39.3	n/a	*	46.2	*
Haliwa-Saponi Tribal School						
2016-17	44.0	*	*	n/a	*	n/a
2017-18	46.8	*	*	n/a	n/a	n/a
2018-19	45.7	*	*	n/a	n/a	n/a
Hertford						
2016-17	44.0	73.9	*	40.7	65.8	*
2017-18	46.8	72.8	*	61.3	66.3	*
2018-19	45.7	70.4	*	52.0	54.1	*
Hoke						
2016-17	44.0	23.3	*	16.0	26.9	17.9
2017-18	46.8	23.8	*	20.7	26.4	13.5
2018-19	45.7	20.3	*	11.7	21.0	15.7
Jackson						
2016-17	44.0	11.5	*	10.9	*	*
2017-18	46.8	16.5	*	18.1	n/a	*
2018-19	45.7	14.4	*	14.6	*	*
Johnston						
2016-17	44.0	31.1	*	32.1	29.9	17.8
2017-18	46.8	34.9	*	36.7	34.4	23.0
2018-19	45.7	35.8	*	36.0	33.2	21.9

Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, 2015-16 scores are not completely comparable.

Year	State	District	American Indian	White	Black	Hispanic
Person						
2016-17	44.0	33.6	n/a	28.7	30.9	*
2017-18	46.8	48.1	*	40.7	45.7	55.2
2018-19	45.7	35.8	*	27.0	33.0	64.7
Richmond						
2016-17	44.0	15.4	*	14.6	15.2	*
2017-18	46.8	16.1	*	19.3	13.0	*
2018-19	45.7	13.9	*	19.2	7.1	*
Robeson						
2016-17	44.0	24.3	19.4	28.8	26.4	19.0
2017-18	46.8	27.4	22.1	27.4	31.2	19.5
2018-19	45.7	26.1	24.5	34.7	28.4	8.9
Scotland						
2016-17	44.0	42.4	27.8	31.8	42.9	*
2017-18	46.8	45.8	33.8	35.8	46.0	58.8
2018-19	45.7	42.2	22.0	37.8	37.5	*
Swain						
2016-17	44.0	25.4	*	22.6	n/a	*
2017-18	46.8	25.2	*	30.0	n/a	N/A
2018-19	45.7	16.7	*	17.4	n/a	n/a
Wake						
2016-17	44.0	54.9	40.0	57.7	45.1	34.3
2017-18	46.8	63.5	38.2	67.4	49.9	38.8
2018-19	45.7	61.5	37.5	65.0	44.5	40.7
Warren						
2016-17	44.0	54.9	*	*	64.8	*
2017-18	46.8	59.7	*	57.1	54.5	*
2018-19	45.7	61.4	*	50.0	59.8	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

Students Taking the SAT by District

In 2018-19, five out of the 19 districts had sufficient data to report the SAT participation rate among American Indian students. Out of the five, American Indian students' participation rate was lower than the state average in all reporting school districts except Guilford (61.1%). American Indian students participated in the SAT at lower rates than their White, Black, and Hispanic peers in most reporting school districts, except Guilford where they were above all their peer groups. In addition, American Indian students in Robeson were above their Hispanic peers.

Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2016-17	1074	1066	1037	1191	962	1054
2017-18	1090	1097	1032	1211	976	1039
2018-19	1091	1103	*	1212	980	1039
Clinton City						
2016-17	1074	1015	N/A	1132	939	967
2017-18	1090	1030	*	1129	902	1000
2018-19	1091	1068	*	1171	995	1011
Columbus						
2016-17	1074	989	981	1048	923	924
2017-18	1090	991	*	1024	908	*
2018-19	1091	982	*	1043	888	970
Cumberland						
2016-17	1074	1031	907	1118	956	1051
2017-18	1090	1024	971	1108	954	1033
2018-19	1091	1029	1041	1120	948	1036
Graham						
2016-17	1074	1049	N/A	1039	n/a	*
2017-18	1090	1038	*	1083	n/a	n/a
2018-19	1091	1109	*	1148	n/a	*
Guilford						
2016-17	1074	1056	1068	1152	954	1049
2017-18	1090	1079	1022	1175	958	1026
2018-19	1091	1080	1069	1181	962	1027
Halifax						
2016-17	1074	903	N/A	*	903	*
2017-18	1090	854	n/a	*	849	*
2018-19	1091	900	n/a	*	899	*
Haliwa-Saponi Tribal School						
2016-17	1074	*	*	n/a	*	n/a
2017-18	1090	*	*	n/a	n/a	n/a
2018-19	1091	*	*	n/a	n/a	n/a
Hertford						
2016-17	1074	878	*	916	866	*
2017-18	1090	908	*	1031	884	*
2018-19	1091	902	*	1051	862	*
Hoke						
2016-17	1074	941	*	1076	912	861
2017-18	1090	978	*	1080	927	970
2018-19	1091	998	*	1162	941	1029
Jackson						
2016-17	1074	1108	*	1135	*	*
2017-18	1090	1158	*	1165	n/a	*
2018-19	1091	1095	*	1117	*	*
Johnston						
2016-17	1074	1080	*	1115	982	1043
2017-18	1090	1089	*	1120	978	1036
2018-19	1091	1084	*	1118	985	1037

Year	State	District	American Indian	White	Black	Hispanic
Person						
2016-17	1074	1008	n/a	1045	957	*
2017-18	1090	1024	*	1112	923	994
2018-19	1091	1020	*	1098	943	1014
Richmond						
2016-17	1074	979	n/a	1085	899	*
2017-18	1090	1027	*	1102	915	*
2018-19	1091	1095	*	1147	903	*
Robeson						
2016-17	1074	968	962	1037	914	971
2017-18	1090	943	933	1035	885	982
2018-19	1091	946	938	1013	878	939
Scotland						
2016-17	1074	955	936	1055	910	*
2017-18	1090	972	907	1059	918	1002
2018-19	1091	989	1000	1071	909	*
Swain						
2016-17	1074	1058	*	1076	n/a	*
2017-18	1090	1128	*	1149	n/a	N/A
2018-19	1091	1074	*	1066	n/a	n/a
Wake						
2016-17	1074	1130	1048	1182	993	1074
2017-18	1090	1150	1112	1190	1001	1093
2018-19	1091	1155	1056	1190	1000	1097
Warren						
2016-17	1074	905	*	*	895	*
2017-18	1090	968	*	1045	931	*
2018-19	1091	919	*	1079	874	*

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

SAT Performance by District

The SAT performance for American Indian students cannot be fully analyzed and reported because in 14 of the 19 districts the American Indian student population taking the SAT in 2018-19 was too small. However, of those school districts that did have sufficient data regarding American Indian student performance on the SAT, the data show that American Indian students scored higher than their Black peers in all five school districts and they scored higher than Hispanic peers in two school districts. American Indian students' average SAT score was higher than the district average in two districts (Cumberland and Scotland); however, their average score was lower than the states in all reporting districts.

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Average ACT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2016-17	18.9	19.2	18.0	23.9	16.6	17.8
2017-18	18.9	18.9	18.5	23.3	16.1	16.7
2018-19	18.7	18.8	15.9	23.3	16.0	16.5
Clinton City						
2016-17	18.9	17.9	n/a	21.0	16.3	16.3
2017-18	18.9	17.7	*	21.4	15.6	16.2
2018-19	18.7	17.6	*	20.0	16.0	16.5
Columbus						
2016-17	18.9	16.8	17.1	17.7	15.9	15.4
2017-18	18.9	16.0	15.4	17.0	14.7	15.7
2018-19	18.7	17.1	16.2	18.3	15.2	16.3
Cumberland						
2016-17	18.9	18.0	16.3	20.0	16.3	18.0
2017-18	18.9	17.9	16.5	19.8	16.3	17.8
2018-19	18.7	17.8	16.2	20.0	16.2	17.9
Graham						
2016-17	18.9	18.8	*	18.8	n/a	*
2017-18	18.9	17.8	*	18.3	n/a	*
2018-19	18.7	19.4	*	19.7	n/a	*
Guilford						
2016-17	18.9	18.9	16.8	21.8	16.5	17.9
2017-18	18.9	19.1	16.9	22.3	16.6	17.4
2018-19	18.7	18.7	16.6	22.1	16.1	17.0
Halifax						
2016-17	18.9	14.6	*	*	14.6	*
2017-18	18.9	14.4	*	*	14.2	15.2
2018-19	18.7	14.8	*	*	14.6	*
Haliwa-Saponi Tribal School						
2016-17	18.9	16.8	16.5	n/a	*	n/a
2017-18	18.9	*	*	*	*	*
2018-19	18.7	*	*	n/a	n/a	n/a
Hertford						
2016-17	18.9	15.1	n/a	17.4	14.6	14.8
2017-18	18.9	15.7	*	18.1	15.2	15.3
2018-19	18.7	15.7	*	18.7	15.0	*
Hoke						
2016-17	18.9	16.8	15.7	19.2	15.9	16.3
2017-18	18.9	16.7	15.6	19.3	15.3	16.7
2018-19	18.7	17.5	16.0	20.4	15.8	18.1
Jackson						
2016-17	18.9	18.3	18.5	18.6	*	16.9
2017-18	18.9	19.3	*	19.7	*	16.3
2018-19	18.7	18.4	15.0	19.0	*	16.9

ACT Performance by District

In 2018-19, 11 of the 19 school districts reported average ACT scores for American Indian students. Out of the 11, no school districts had American Indian subgroup performing above the district or state average. Six districts show American Indian students scoring above their black peers and one district shows American Indian students scoring above their Hispanic peers.

Johnston						
2016-17	18.9	18.9	*	20.1	16.7	17.3
2017-18	18.9	18.7	16.5	19.9	16.2	17.1
2018-19	18.7	18.3	13.9	19.6	15.8	16.6
Person						
2016-17	18.9	17.0	*	17.8	15.2	16.3
2017-18	18.9	17.5	*	19.1	15.6	17.3
2018-19	18.7	16.8	*	18.1	15.2	17.2
Richmond						
2016-17	18.9	16.7	15.9	18.1	15.4	16.6
2017-18	18.9	17.1	17.1	19.0	15.1	17.0
2018-19	18.7	17.1	*	18.9	15.5	16.4
Robeson						
2016-17	18.9	16.4	16.5	18.4	15.0	16.5
2017-18	18.9	16.2	16.3	17.9	15.3	16.5
2018-19	18.7	16.0	15.8	17.8	14.8	15.6
Scotland						
2016-17	18.9	16.8	16.5	18.9	15.1	17.6
2017-18	18.9	16.6	15.4	18.9	15.5	16.9
2018-19	18.7	16.2	16.1	18.4	14.5	17.3
Swain						
2016-17	18.9	18.8	16.9	18.7	n/a	*
2017-18	18.9	19.0	16.9	19.7	n/a	*
2018-19	18.7	17.9	16.1	18.2	n/a	*
Wake						
2016-17	18.9	20.5	19.8	22.9	16.6	17.5
2017-18	18.9	20.5	17.6	22.8	16.5	17.5
2018-19	18.7	20.4	17.4	22.6	16.6	17.4
Warren						
2016-17	18.9	16.1	17.4	18.0	15.2	*
2017-18	18.9	16.8	20.0	18.1	15.8	17.7
2018-19	18.7	16.5	*	19.5	15.3	17.7

* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

NOTE: Haliwa-Saponi had 9 total ACT test takers. None of them indicated Ethnicity.

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North Carolina Native American Youth Organization (NCNAYO) Co-Chairs

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APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT Title VI – 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

Left: Katie Eddings, Regional Teacher of the Year.

Right: American Indian student meets Gov. Roy Cooper at the 2019 American Indian Heritage Month reception at the N.C. Governor's mansion.



APPENDIX B

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 VI 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.
2015	Public Law 114-95: Congress reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, now cited as the Every Student Succeeds Act (ESSA). As part of this reauthorization Indian Education now falls under Title VI and includes requirements for tribal consultation and meaningful collaboration as it relates to federal programs to serve and improve educational outcomes for American Indian students.

Source: US Department of Education-Office of Indian Education

	Tribal Consultation 8538	Title VI Meaningful Collaboration 6114(b)(7)	Title VI Open Consultation (including Public Hearing) 6114(c)(3)(C)	Title VI Indian Parent Committee 6114(c)(4)
Summary	The consultation requirements under ESEA section 8538 apply to <i>affected</i> LEA(s) that educate AI/AN students. Affected LEAs are required to consult with <u>local Indian tribes</u> prior to submitting a plan or application under covered ESEA formula grant programs and Title VI.	For Indian Education Formula Grants, LEA and BIE-school applicants must describe the process used to <u>meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration. (ESEA 6114(b)(7))</u>	The program must be developed in consultation with specified individuals. The hearing is an opportunity for all of these entities to understand the program and to offer recommendations regarding the program. (ESEA 6114(c)(3)(C)).	For Indian Education Formula Grants, ESEA section 6114(c)(4) requires the program to be developed and approved by a parent committee composed of, and selected by specified individuals
Who must do this?	<i>"Affected LEAs,"</i> which are defined as LEAs with 50% or more AI/AN students or who receive \$40,000 in Title VI formula grant funds in the previous fiscal year.	LEA and BIE-funded school Title VI formula grantees with tribes located in the community.	All Title VI formula grant applicants.	Only LEA Title VI formula entities.

Source: U.S. Department of Education

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APPENDIX C

TITLE VI – THE INDIAN EDUCATION ACT OF 1972 IN NORTH CAROLINA: A BRIEF DESCRIPTION

In an effort to develop a comprehensive model to meet the 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 VI has enabled school districts' efforts to close the achievement gap and improve the awareness of American Indian culture in North Carolina. Title VI program 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 VI, 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 VI funding is based on these 506 forms informing parents and guardians about the procedure, enrollment in the program is viewed as an ongoing process.



American Indian Educators and 2019 Miss. Indian N.C. at the SACIE Indian Education Summit

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APPENDIX D

TITLE VI – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	Chiquitha Lloyd	Chiquitha.Lloyd@cms.k12.nc.us	980.343.8638	Southwest
Clinton City	Shirley Williams	swilliams@clinton.k12.nc.us	910.592.5623 x1626	Sandhills
Columbus	Kenwood Royal	kenwoodroyal@columbus.k12.nc.us	910.642.5168 x24009	Sandhills
Cumberland	Rodney Jackson	rodneyjackson@ccs.k12.nc.us	910.678.2637	Sandhills
Graham	Ned Long	nlong@graham.k12.nc.us	828.479.9820	Western
Guilford	Mia Malesovas	malesom@gcsnc.com	336.370.2337 x717105	Piedmont Triad
Halifax	Tyrana Battle	battlet@halifax.k12.nc.us	252.583.5111	Northeast
Haliwa-Saponi	Consuela Richardson	consuela.richardson@hstsedu.org	252.257.5853	North Central
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.4835 x229	Sandhills
Jackson	Angie Dills	adills@jcpsmail.org	828.586.2311 x1954	Western
Johnston	Faitha Batten	faithabatten@johnston.k12.nc.us	919.934.6031	North Central
Person	Jenna H. Regan	reganj@person.k12.nc.us	336.599.2191	North Central
Richmond	Pam Patterson	pampatterson@richmond.k12.nc.us	910.582.5860	Sandhills
Robeson	Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	Sandhills
Scotland	Barbara Adams	badams1@scotland.k12.nc.us	910 276-1138 ext. 372	Sandhills
Swain	Mike Treadway	mtreadway@swainmail.org	828.488.3129 x5133	Western
Wake	Gwen Locklear	glocklear@wcpss.net	919.431.7651	North Central
Warren	Patricia Richardson	prichardson@warrenk12nc.org	252.257.3184	North Central

Source: North Carolina Department of Public Instruction

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APPENDIX E

OMB Number: 1810-0021 Expiration Date: 02/29/2020

**U.S. Department of Education
Office of Indian Education
Washington, DC 20202**

TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____ Date of Birth _____ Grade _____
(As shown on school enrollment records)

Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: _____ Child _____ Child's Parent _____ Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):

- ☐ Federally Recognized
- ☐ State Recognized
- ☐ Terminated Tribe (Documentation required. Must attach to form)
- ☐ 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. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

A. Membership or enrollment number (if readily available) _____ OR

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

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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, Northhampton	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



Left: American Indian student is congratulated by Gov. Roy Cooper on being selected as a Morehead-Cain scholar



APPENDIX G

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 VI of the IEA.

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) assessments of Math I, English II, and Biology assess knowledge and skills outlined in the North Carolina Standard Course of Study 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) assessments in reading and mathematics (grades 3-8) and science (grades 5 and 8) assess grade-level knowledge and skills outlined in the North Carolina Standard Course of Study for Mathematics and English Language Arts and the North Carolina Essential Standards for Science. These assessments are administered within the final 10 instructional days of the school year.

Every Student Succeeds Act (ESSA) is the latest reauthorization of the 1965 Elementary and Secondary Education Act (ESEA) and was approved by the U.S. Congress and signed into law in December 2015. ESSA

reauthorizes the nation's national education law and longstanding commitment to equal opportunity for all students and replaces the No Child Left Behind Act of 2001.

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 VI 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.

The **North Carolina Standard Course of Study (NCSCOS)** defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course.

Parent Advisory Committee is part of Title VI of the Indian Education Act. This committee lends support to the system-wide Title VI 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 career-and-college 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



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need additional academic support to be on track for career-and-college readiness (grade-level proficiency). Achievement levels 4 and 5 indicate students are on the track to be career-and-college ready by the time they graduate from high school (career-and-college 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.

Tribal Consultation Under the Elementary and Secondary Education Act Under the Elementary and Secondary Education Act (ESEA), some districts are required to consult with tribal governments on the development of their education plans.¹ This practice brief is intended to serve as an overview of district-level ESEA tribal consultation requirements and as guidance for local education agencies (LEAs). This brief does not discuss state-level consultation for Title I, Part A planning or how ESEA applies to schools that fall under the jurisdiction of the U.S. Secretary of the Interior and the U.S. Bureau of Indian Education. Affected Districts ESEA also requires districts with an enrollment of 50% or greater American Indian or Alaska Native students² and/or a Title VI Indian Education grant of more than \$40,000 to consult with tribal nations and communities "for a covered program under [ESEA] or for a program under Title VI of [ESEA]" (Elementary and Secondary Education Act [ESEA] of 1965, 20 U.S.C. § 7918, 2015). The act requires tribal consultation to be (a) timely and (b) meaningful, but it does not define these terms, only that it "shall be done in a manner and in such time that provides the opportunity for such appropriate officials³ from Indian tribes or Tribal organizations to meaningfully and substantively contribute" (ESEA, 20 U.S.C. § 7918, 2015).

APPENDIX H

AMERICAN INDIAN MASCOTS, DESCRIPTORS, AND NICKNAMES IN PUBLIC SCHOOLS ACROSS NORTH CAROLINA

In February 2002, the NC State Advisory Council on Indian Education passed a resolution calling for the elimination of American Indian mascots and related imagery in North Carolina's public schools. In its resolution, the Council stressed that American Indian descriptions naming mascots, logos, and sports team nicknames are detrimental to the self identity, self concept, and self-esteem of American Indian students. The Council also stressed that these descriptions work contrary to the State Board of Education's strategic priorities that schools provide a welcoming, caring, and inviting place for student learning, and that student achievement is high in schools for all students. The State Board of Education approved a recommendation in June 2002 that strongly encouraged all educators in the public schools of North Carolina to educate themselves on the educational, curricular, and psychological effects of using American Indian sport mascots and logos. In addition, the Board agreed that all public school administrators and local boards of education should review their policies and procedures toward the use of American Indian sport mascots, logos, and other demeaning imagery.

At the direction of the State Board of Education, several local education agencies (LEAs) across the state have reviewed and revised their policies for using American Indians or other existing ethnic groups as mascots, nicknames, or descriptors for school-related teams, clubs, and organizations. In 2002, 73 North Carolina schools in 43 districts had American Indian mascots or imagery. In 2012, 43 schools in 20 districts used Indian sports mascots, logos, or nicknames. In July 2017, a review of all NC Public School district websites revealed that 22 school districts, a total of 36 schools, in the state of North Carolina still have American Indian-themed mascots/logos/names. This includes 10 elementary schools, 1 K-8 school, 1 intermediate school, 10 middle schools, and 14 high schools. There are also a number of other schools that use terms such as Warriors and Braves but do not have an Indian-themed mascot/logo.



SACIE member introduces the Keynote Speaker at the SACIE American Indian Education Summit

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APPENDIX I

DATA NOTES

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

The denominator (17,782) 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 2018-19. The numerator (14,435) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 19 Title VI school districts in 2018-19. The numerator (3,347) for the Non-IEA Cohort percentage is the total North Carolina American Indian/Alaskan Native student enrollment minus the enrollment for the Title VI school districts in 2018-19.

Data Source: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>

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: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>

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 3, Level 4 and Level 5. The denominator is the number of eligible students.

Data Source: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>

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, 2017).

Data Source: 1) The College Board. (2018) State Integrated Summary 2018-19. 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, 2016-17, 2018-19, and 2018-19). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, 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, 2016-17, 2018-19, and 2018-19). 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. (2018) State Integrated Summary 2018-19. 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, 2016-17, 2018-19, and 2018-19); 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, 2016-17, 2018-19, and 2018-19).

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, 2016-17, 2018-19, and 2018-19). 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.

ACT Average Scores:

The ACT is given to all 11th grade students and the average scores for the ACT are based on data collected from the North Carolina Department of Public Instruction Accountability department. The average scores are calculated from the overall ACT test scores, which include English, Math, Reading, and Science sections and have a score range of 1 to max score of 36.

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: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>

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 ten 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.

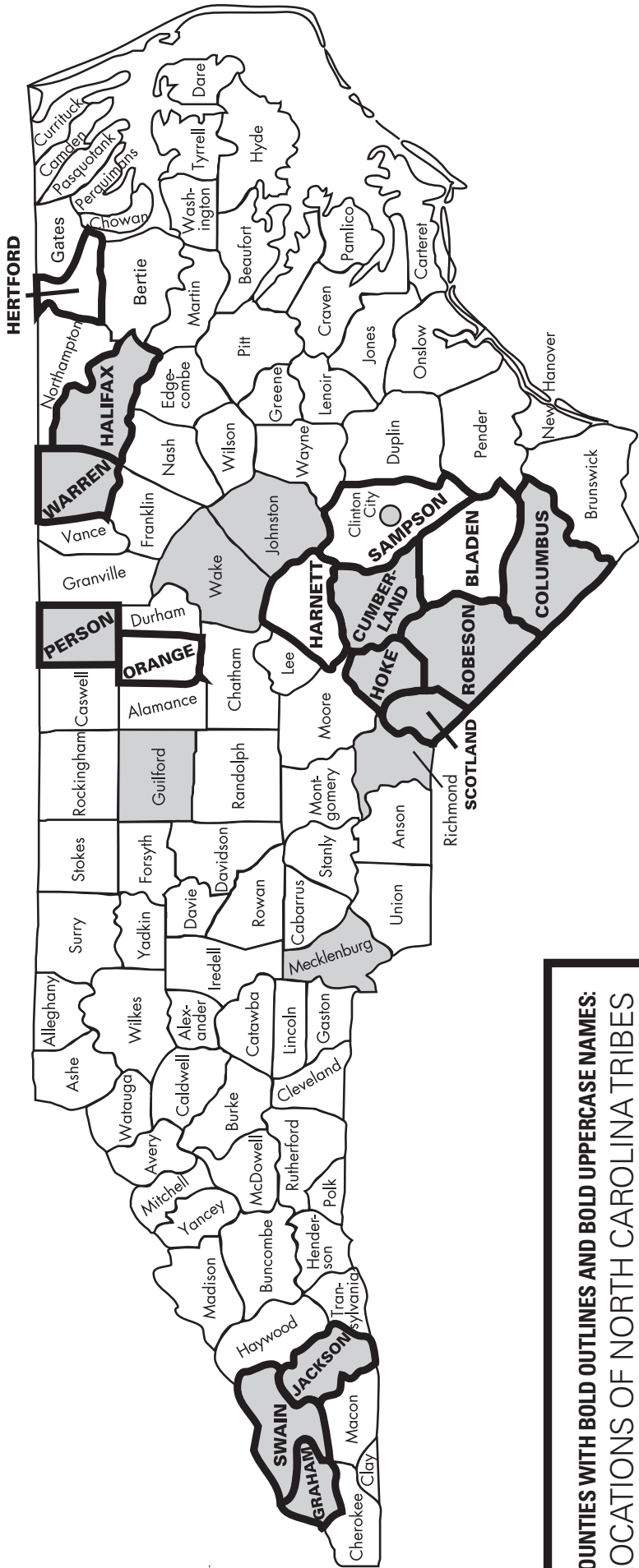
Short Term Suspension Data

A short-term suspension equates to a student being suspended for 10 days or less. The data in this section reflect total numbers of short-term suspensions that may include multiple suspensions per student, as some students receive multiple short-term suspensions each year. The charts and tables in this section represent numbers of suspensions, not numbers of unique students. For this year’s report, short-term suspension rates are calculated per 1,000 students, not per 100 students as was the case in previous years.

Data Source: https://files.nc.gov/dpi/documents/consolidated-reports/2018-19_cdr-report-2018-2019-final-20200302.pdf

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NC Tribes, Locations, and Title VI Grantees



COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES	
COHARIE – Sampson and Harnett	
EASTERN BAND OF THE CHEROKEE – Graham, Swain, and Jackson	
HALIWA-SAPONI – Halifax and Warren	
LUMBEE – Robeson, Hoke, Scotland and Cumberland	
MEHERRIN – Hertford	
OCCANECHI BAND OF THE SAPONI NATION – Orange	
SAPPONY – Person	
WACCAMAW-SIOUAN – Columbus and Bladen	

SHADED COUNTIES: Title VI GRANTEES			
Charlotte-Mecklenburg Schools	Halifax County Schools	Public Schools of Robeson County	
Clinton City Schools	– Haliwa-Saponi Tribal School	Scotland County Schools	
Columbus County Schools	Hoke County Schools	Swain County Schools	
Cumberland County Schools	Jackson County Public Schools	Wake County Public School System	
Graham County Schools	Johnston County Schools	Warren County Schools	
Guilford County Schools	Person County Schools		
	Richmond County Schools		

