

Tribal Strength Through Our Culture and Educational Equity

The State of Education of American Indian Students in NC



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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LETTER FROM THE SACIE CHAIRWOMAN

"Tell me a fact and I'll learn. Tell me a truth and I'll believe. But tell me a story and it will live in my heart forever." — Native American Proverb

It is my honor to serve as Chairwoman of the State Advisory Council on Indian Education (SACIE), and on behalf of all members of SACIE, I am pleased to present our report, *Tribal Strength Through Our Culture and Educational Equity: The State of Education of American Indian Students in North Carolina* to all stakeholders. This report highlights the educational data of American Indian students as well as all students in the state and emphasizes the work of SACIE. This year's theme focuses on students gaining strength through their culture and being provided an equitable education, which aligns with the State Board of Education's (SBE) goal, "Ensure equity of educational opportunity for all students."

As American Indian people, we believe we can help our students attain success by telling our stories. Storytelling tells our stories, preserves our culture, teaches us life lessons, and it is a way to remind us of how our people fought for educational opportunities. Storytelling helps us remember to take pride in the struggles of our people but also not to take for granted the opportunities afforded to us.

SACIE members donate their time and energy in hopes of helping our American Indian students achieve overall success; thus, the emphasis is on the whole child, which aligns with the goal of the SBE "Every student is healthy, safe, and responsible." We recognize the importance of educating the whole child, for if the bottom tiers of Maslow's Hierarchy are not met, then it is less likely that the top tier will be achieved. Our goal is that all students will become productive citizens of society, which aligns with SBE "Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship."

In closing, we recognize that we have a great deal of work that needs to be done and we are committed to continuing this extraordinary work. We are thankful for the support we receive from Tribal communities, the NC State Board of Education, NC Commission of Indian Affairs, NCDPI, Title VI programs, elected officials, parents, students, educators, as well as other stakeholders as we work to improve the educational opportunities for our students.

Warm regards,



Connie Locklear, Ed.D



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

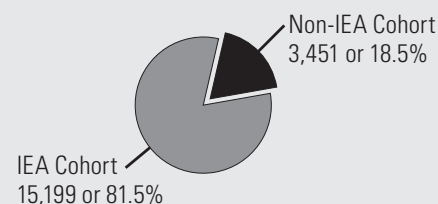
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) 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 2017-18 academic year, the total enrollment of American Indians/Alaskan Native (AI/AN) students in North Carolina’s public schools was 18,650 (NC Department of Public Instruction, 2018). Of this number, 15,199 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 2017-18 school year.

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



Source: Division of Financial and Business Services, NC Department of Public Instruction, 2018

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 2017-18.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	43.4%	70.7%	27.3
EOG Math	42.0%	68.2%	26.2
EOC Math I	42.4%	69.4%	27
EOC English II	46.6%	71.7%	25.1
EOC Biology	47.0%	71.4%	24.4
Four Year Cohort Graduation Rate	84.3%	89.5%	5.2
Dropout Rate	2.83%	1.73%	1.1

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 and then develop goals, activities, resources and educational best practices that specifically address increasing the achievement of American Indian students in the 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, excellent educators every day to ensure equitable learning opportunities and 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 increased achievement 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, *Tribal Strength Through Our Culture and Educational Equity: The State of Education of American Indian Students 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. When enacting Section 6.1 of the NC Consolidated Plan under the federal Every Student Succeeds Act, the state should continue to consider the academic and non-academic needs of American Indian students when developing and revising strategies in the State Education Agency (SEA) plan.

PART II: Discussion of State and LEA Findings



Interpreting the Findings

The 2017-18 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)

Three years of data have been provided for each assessment. Beginning in 2013-14, five achievement levels were reported instead of four levels 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: 2015-16, 2016-17, and 2017-18. 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. Regarding American Indian students, educators must be mindful of the interplay between cognitive readiness and the cultural environment: family, friends, tribe, and community. (McMahon, Kenyon, & Carter, 2012)

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

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

The single year of data in the tables and figures for EOG reading and mathematics and EOC Math I, Biology, and English II indicate the percentage of students who performed at or above Achievement Level 3 in 2017-18. The achievement level descriptors for 2017-18 are:

- Achievement Level 1: Students performing at this level have **limited command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for English language arts (ELA), CCSS for math and/or the North Carolina Essential Standards (ES) for science.
- Achievement Level 2: Students performing at this level have **partial command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.

- Achievement Level 3: Students performing at this level have **sufficient command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 4: Students performing at this level have **solid command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.
- Achievement Level 5: Students performing at this level have **superior command** of the knowledge and skills contained in the CCSS for ELA, CCSS for math and/or the ES for science.

For example, if 57 percent of American Indian students performed at 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 <http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/>.

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 2016 and 2018.

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 2015-16 to 2017-18. SAT performance is compared at the state, district and subgroup levels. (Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, scores prior to 2016 are not completely comparable.)

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 2016 to 2018. Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix I.

Racial/Ethnic Subgroups

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

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

Cultural Information

There are eight 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, extra effort must be made to increase achievement in this area. 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.

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.

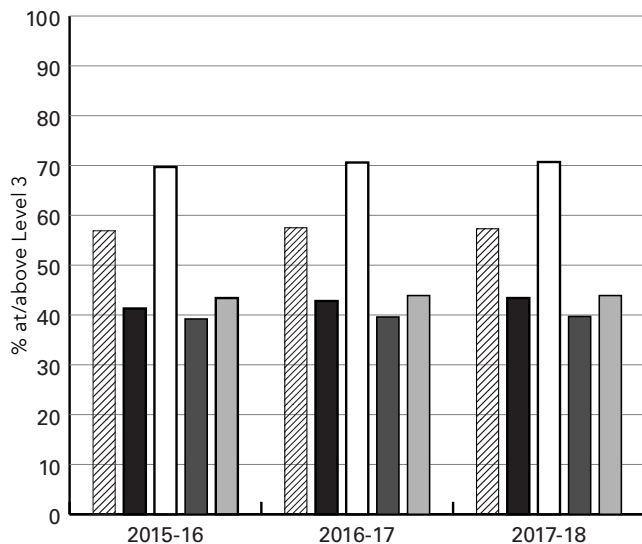
In order to support student success on the ACT, North Carolina administers the ACT Plan assessment at 10th grade. ACT Plan is a diagnostic assessment that predicts future performance on the ACT. It also provides information to help parents, teachers, and students determine future goals.

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.

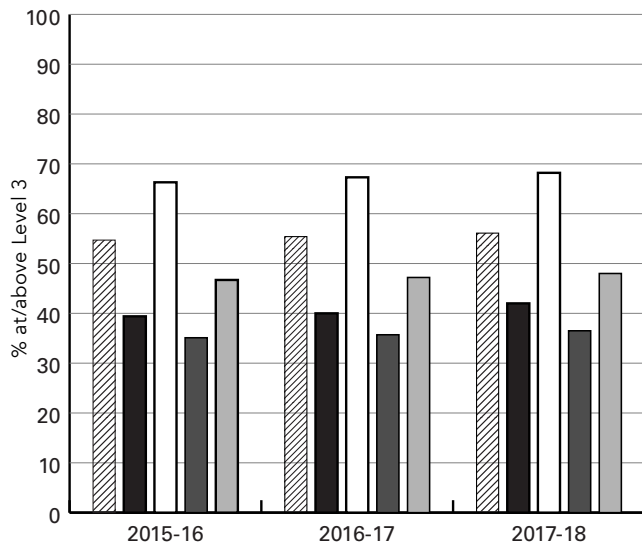
STATE FINDINGS

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					
2015-16	56.9	41.3	69.7	39.2	43.4
2016-17	57.5	42.8	70.6	39.6	43.9
2017-18	57.3	43.4	70.7	39.7	43.9
End-of-Grade Math (Grades 3-8 Combined)					
Percent at/above Level 3					
2015-16	54.7	39.4	66.3	35.1	46.7
2016-17	55.4	40.0	67.3	35.7	47.2
2017-18	56.1	42.0	68.2	36.5	48.0

 State
  American Indian
  White
  Black
  Hispanic

EOG: Reading and Math

American Indian students' proficiency data in EOG reading (for grades three through eight) has consistently increased for the last three years, improving 2.1 percentage points since the 2015-16 school year. The EOG reading data show that American Indian students performed 13.9 percentage points below the average for all other students in the state in 2017-18. This is a slight decrease from last year's difference of 14.7 percentage points. To explain, 43.4% of American Indian students demonstrated grade level proficiency in reading compared to the state average for all students of 57.3%. American Indian students (43.4%) performed 3.7 percentage points higher in reading than their Black peers (39.7%).

American Indian students (43.4%) performed .5 percentage points below Hispanic students (43.9%).

Compared to White students (70.7%), American Indians (43.4%) performed 27.3 percentage points lower.

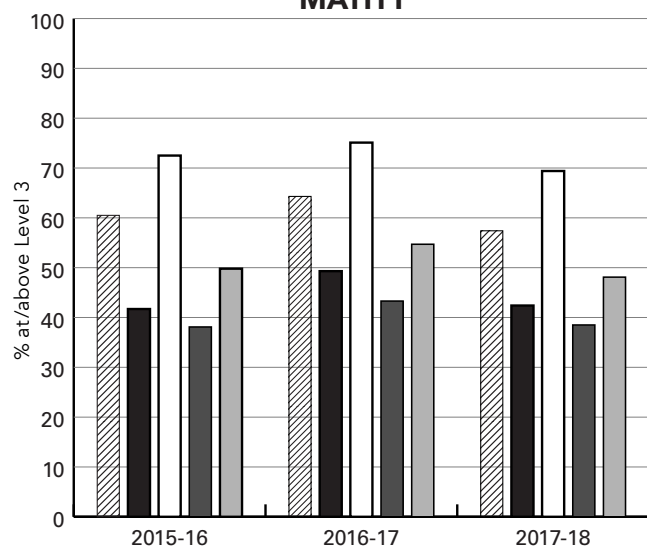
American Indian students across grades three through eight gained 2 percentage points in overall proficiency for EOG math. The EOG math data show that American Indian students performed significantly lower, 14.1 percentage points, than all other students in the state in 2017-18. To explain, 42.0% of American Indian students demonstrated grade-level proficiency in math compared to the state average of 56.1% of students who demonstrated grade-level proficiency.

American Indian students (42.0%) scored 26.2 percentage points lower than their White peers (68.2%) and 6.0 percentage points lower than their Hispanic peers (48.0%).

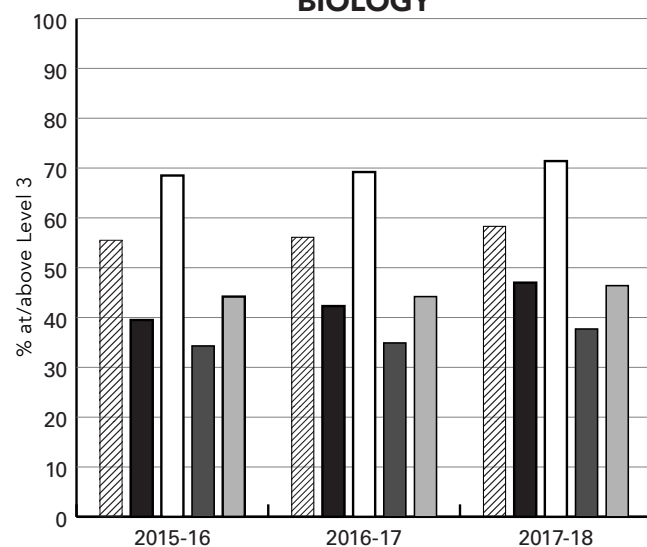
American Indian students scored 5.5 percentage points higher than their Black peers (36.5%).

HIGH SCHOOL END-OF-COURSE TESTS

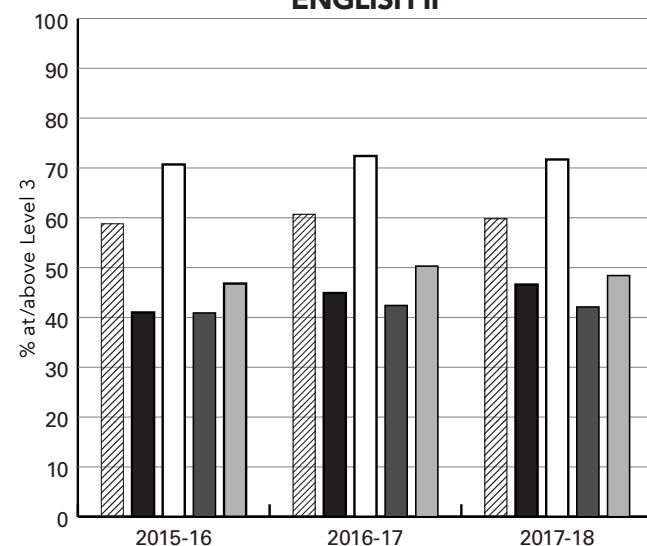
MATH I



BIOLOGY



ENGLISH II



Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2015-16	60.5	41.7	72.5	38.1	49.8
2016-17	64.3	49.3	75.1	43.3	54.7
2017-18	57.4	42.4	69.4	38.5	48.1
Biology: End-of-Course – Percent at/above Level 3					
2015-16	55.5	39.5	68.5	34.3	44.2
2016-17	56.1	42.3	69.2	34.9	44.2
2017-18	58.3	47.0	71.4	37.7	46.4
English II: End-of-Course – Percent at/above Level 3					
2015-16	58.8	41.0	70.7	40.9	46.8
2016-17	60.7	44.9	72.4	42.4	50.3
2017-18	59.8	46.6	71.7	42.1	48.4

State
 American Indian
 White
 Black
 Hispanic

EOC: Math I, Biology and English II

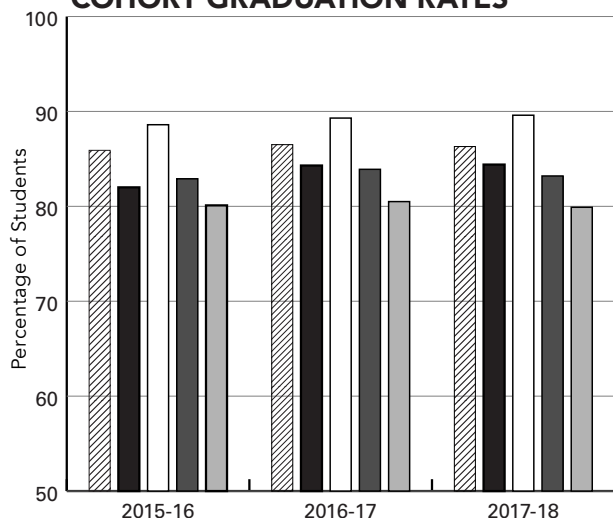
In 2017-18, overall proficiency rates decreased in Math (57.4%) and English II (59.8%). However, proficiency rates increased for American Indian students in Biology (47.0%) and English II (46.6%). American Indian students (42.4%) performed 15 percentage points lower in Math I than the state average for all students (57.4%), 27 percentage points lower than their White peers (69.4%), and 5.7 percentage points lower than their Hispanic peers (48.1%).

American Indian students performed 3.9 percentage points higher than their Black peers (38.5%). A somewhat similar trend applies to proficiency rates for Biology; however, American Indian students (47.0%) performed above their Black (37.7%) and Hispanic peers (46.4) in EOC Biology.

The state average in EOC Biology (58.3%) is 11.3 percentage points above American Indian students' (47.0%) proficiency percentage. American Indian students demonstrated lower rates of proficiency than White (71.4%) in EOC Biology.

Likewise, the percentage of students demonstrating proficiency in English II reflects the same trend as Math I, with American Indian students lagging behind the state average. American Indian students (46.6%) performed 13.2 percentage points below the state average (59.8%). American Indian students achieved lower rates of proficiency than both White (71.7%) and Hispanic (48.4%) students. American Indian students performed slightly higher than their Black peers (42.1%).

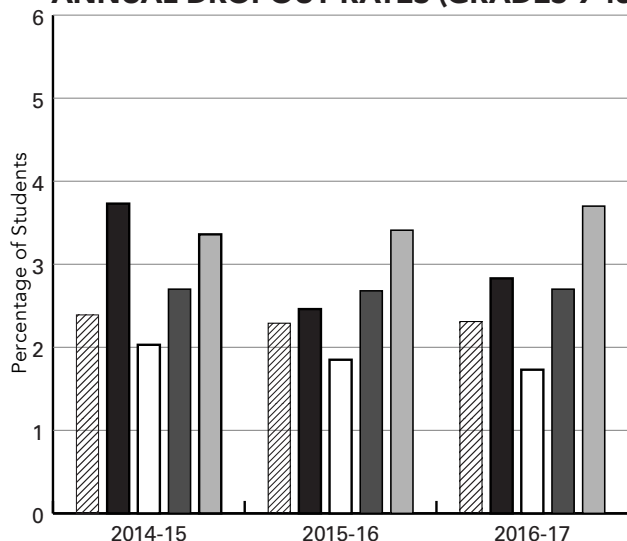
HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

NORTH CAROLINA 4-YEAR
COHORT GRADUATION RATES

Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2015-16	85.9	82.0	88.6	82.9	80.1				
2016-17	86.5	84.3	89.3	83.9	80.5				
2017-18	86.3	84.4	89.6	83.2	79.9				
Annual Dropout Rates (Grades 9-13)									
2014-15	2.39	3.73	2.03	2.70	3.36				
2015-16	2.29	2.46	1.85	2.68	3.41				
2016-17	2.31	2.83	1.73	2.70	3.70				
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2014-15	2.39	3.06	4.38	1.62	2.41	1.97	3.39	2.69	3.99
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

State American Indian White Black Hispanic

ANNUAL DROPOUT RATES (GRADES 9-13)

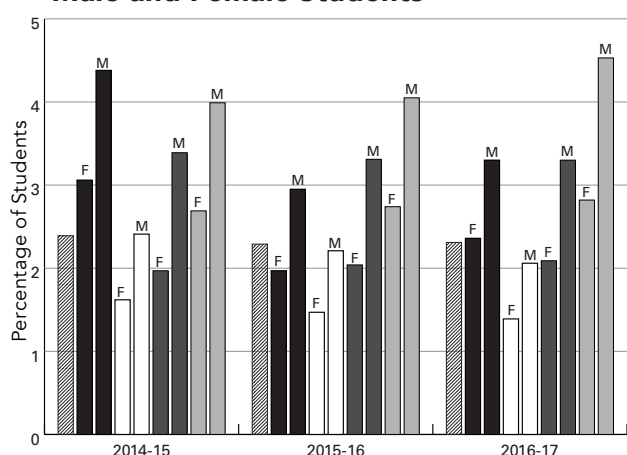


Four-Year Cohort Graduation Rate (CGR)

While the four-year cohort graduation rate of American Indian students (84.4%) trailed that of all students in the state (86.3%) by 1.9 percentage points, in 2017-18 American Indian students surpassed their four-year cohort graduation rate from the previous year. The four-year graduation rate of American Indian students (84.4%) exceeds that of Hispanic students (79.9%) by 4.5 percentage points, but lags White students (89.6%) by 5.2 percentage points.

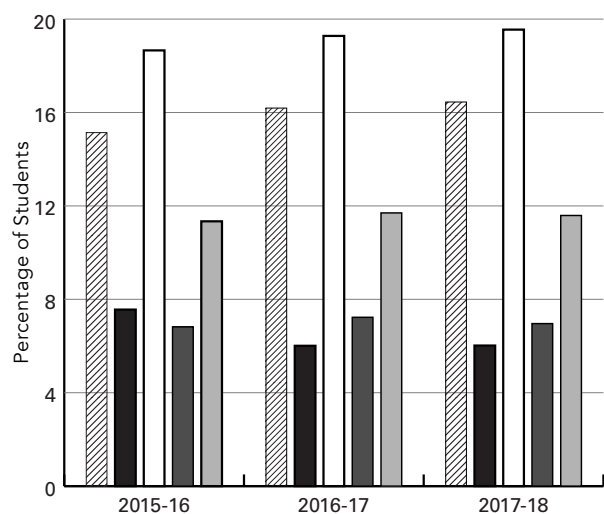
Annual Dropout Rate

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. Among American Indians and most racial/ethnic groups from 2015-16 to 2016-17, an increased number of students dropped out of high school, which is conversely correlated to the decline in graduation rates among Black and Hispanic students. A moderate increase is noted in the dropout rate for American Indian students for 2016-17. American Indian dropout rate in 2016-17 was 2.83 percent, which is lower than their Hispanic (3.70%) and slightly higher than their Black (2.70%) peers. However, the American Indian dropout rate continues to be higher than the state's rate at 2.31 percent and their White peers at 1.73 percent. When comparing male and female dropout rates, the data continues to show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students. The 2016-17 American Indian dropout rate for both males (3.30%) and females (2.36%) has increased considerably since 2015-16. The rate for American Indian females increased by .39 percentage points, and the rate for males increased by .35 percentage points.

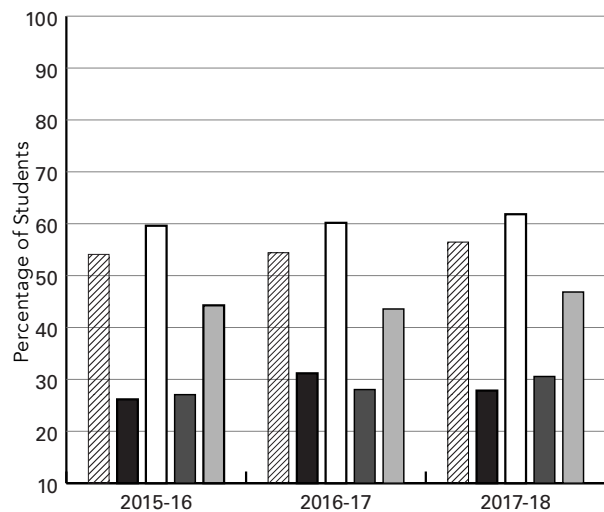
ANNUAL DROPOUT RATES (GRADES 9-13)
Male and Female Students

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					
2015-16	15.14	7.56	18.66	6.82	11.34
2016-17	16.19	6.01	19.28	7.23	11.70
2017-18	16.45	6.02	19.55	6.96	11.59
AP Performance: Percent of Students Scoring 3, 4, or 5					
2015-16	54.09	26.15	59.61	27.06	44.27
2016-17	54.41	31.17	60.17	28.04	43.57
2017-18	56.46	27.84	61.83	30.56	46.84

State American Indian White Black Hispanic

Advanced Placement (AP)

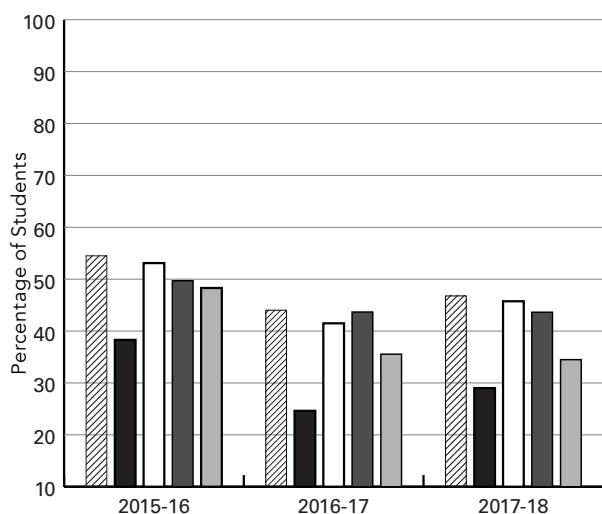
From 2016-17 to 2017-18, the percentage of students taking AP exams increased slightly for all students in the state by .26 percentage points. The number of American Indian students taking AP exams remained relatively the same with a 0.1 percentage point increase, while their Black and Hispanic peer rates dropped. The number of Black students taking AP exams decreased by 0.54 percentage points, Hispanic students decreased by .11 percentage points, and White students' participation increased 0.27 percentage points. American Indian students had the lowest AP exam participation rates at 6.02 percent, with White students at 19.55 percent, Hispanic students at 11.59 percent, and Black students at 6.96 percent. However, all student subgroups, other than White students, were lower than the state average participation rate (16.45%).

PERFORMANCE

The College Board considers students who score 3 or higher on AP exams as "passing." Only White students (61.83%) had a higher percentage of students scoring 3 or higher on AP exams than all students in the state (56.46%). The percentage of American Indian students who passed AP exams decreased (27.84%) from 2016-17, with American Indian students scoring lower than their Black (30.56%), Hispanic (46.84%) and White (61.83%) peers.

SAT TESTING

NC STUDENTS TAKING THE SAT



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2015-16	54.5	38.3	53.1	49.7	48.3
2016-17	44.02	24.63	41.49	43.67	35.54
2017-18	46.77	29.01	45.74	43.63	34.49
NC Average SAT Scores					
2015-16	1000	928	1061	856	944
2016-17	1074	987	1137	952	1042
2017-18	1090	986	1149	958	1041

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.

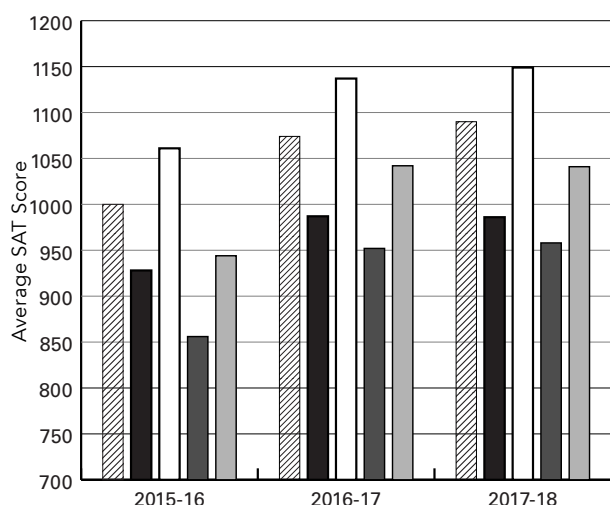
PARTICIPATION

According to 2017-18 College Board data, SAT participation increased across the state. The rate of all North Carolina public school students taking the SAT in 2017-18 (46.77%) was 2.75 percentage points above the rate of test takers in 2016-17 (44.02%). The rate of American Indians taking the SAT in 2017-18 (29.01%) was 4.38 percentage points above the participation in 2016-17. Data show that the largest gain in SAT participation from 2016-17 to 2017-18 was among American Indian students, followed by White students with a 4.25 percentage point increase.

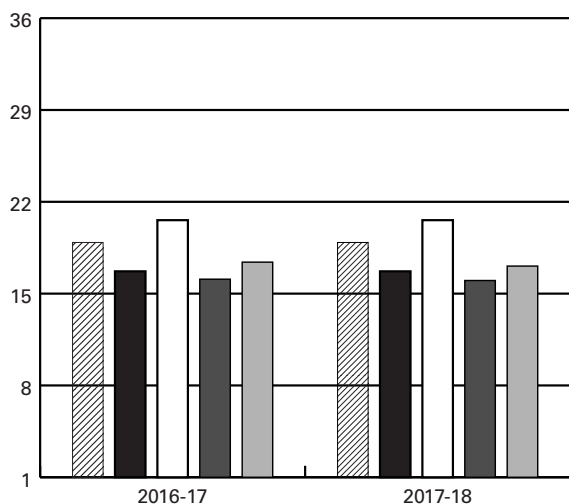
PERFORMANCE

For those taking the SAT in 2017-18, average scores for the state increased from the previous year, however, not all student subgroup scores increased. American Indian students scored 1 point lower in 2017-18 than in 2016-17. However, the 2017-18 average score for American Indians was 986, which was 104 points below the state average (1090), 163 points lower than the score of their White peers (1149), and 55 points lower than their Hispanic peers (1041).

NC AVERAGE SAT SCORES



NC AVERAGE ACT SCORES



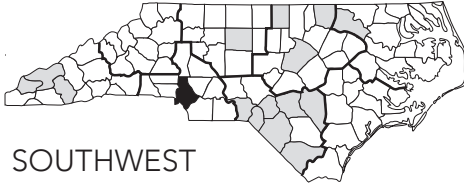
ACT

According to the 2017-18 ACT assessment data, American Indian students had an average score of 16.7, which is 2.2 points lower than the state average score (18.9). In relation to their peers, American Indians' average ACT score was 3.9 points lower than Whites, 0.4 points below Hispanics, and 0.6 points above their Black peers.

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

State American Indian White Black Hispanic

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

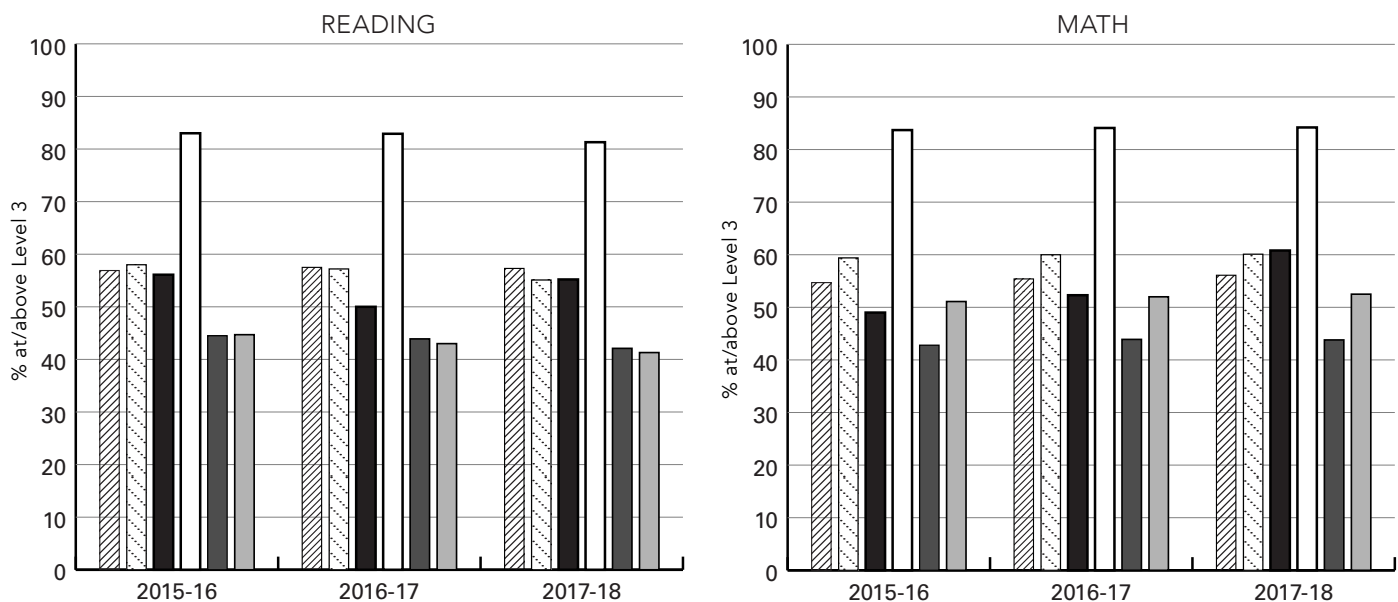


SOUTHWEST

Charlotte-Mecklenburg Schools enrolled 136,031 students in 168 schools in 2017-18, which includes a variety of theme-specific campuses. The 2017-18 enrollment reflects 549 (0.40%) American Indian students from various tribes. In 2017-18, the district proficiency rates were slightly higher than the state proficiency rates on most EOG/EOC assessments. The district's proficiency rate in EOG reading was 2.2 percentage points lower than the state. American Indian students performed below the state averages in most EOG/EOC subjects except for EOG Math. In comparison to the district averages, American Indian students' proficiency rates were slightly higher in EOG Math and EOG Reading, but below the district averages in all EOC subjects. 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. Math I proficiency rates dropped 19.4 percentage points for American Indian students during 2017-18. 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 decreased significantly (11.5 percentage points) for 2017-18 and was below all racial and ethnic subgroup rates, except for Hispanic students. No data have been reported for the annual dropout rate of American Indians for the last three years.

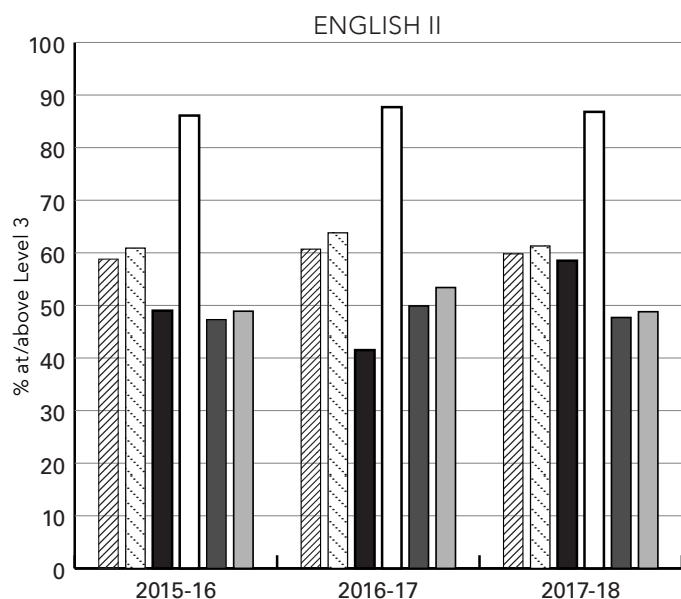
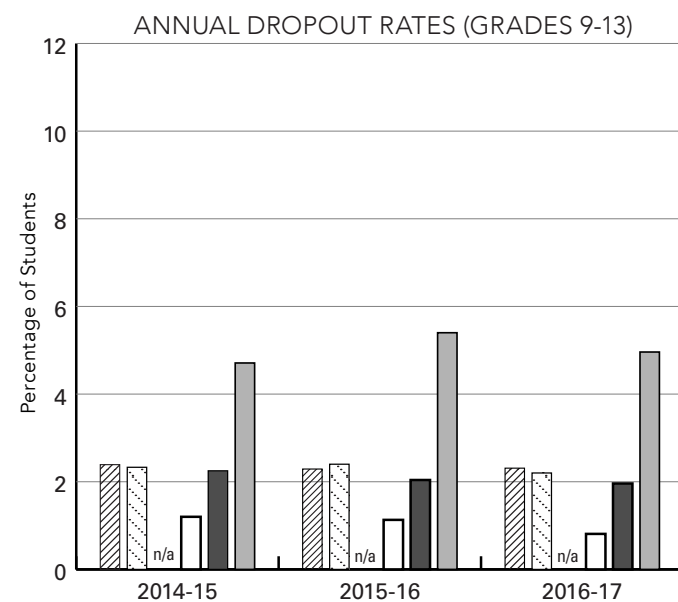
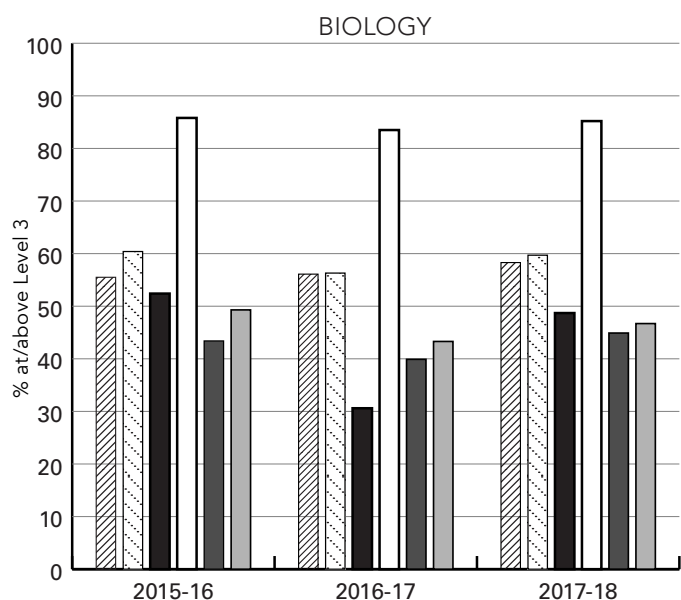
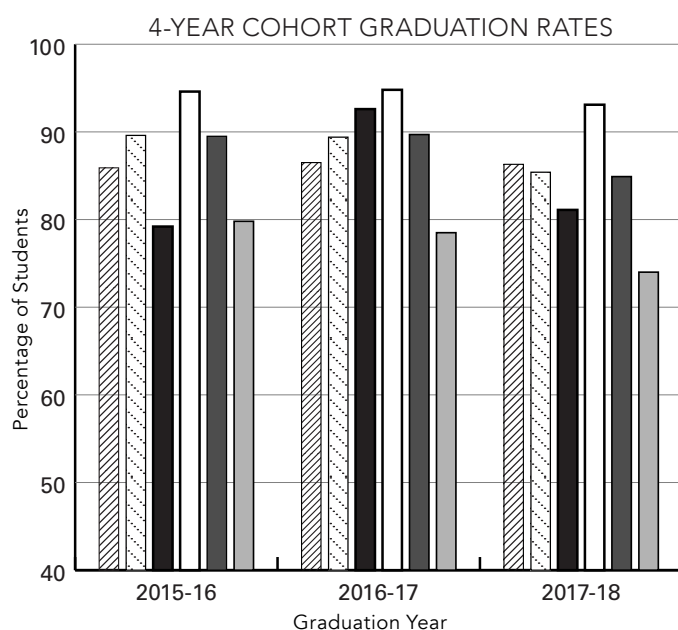
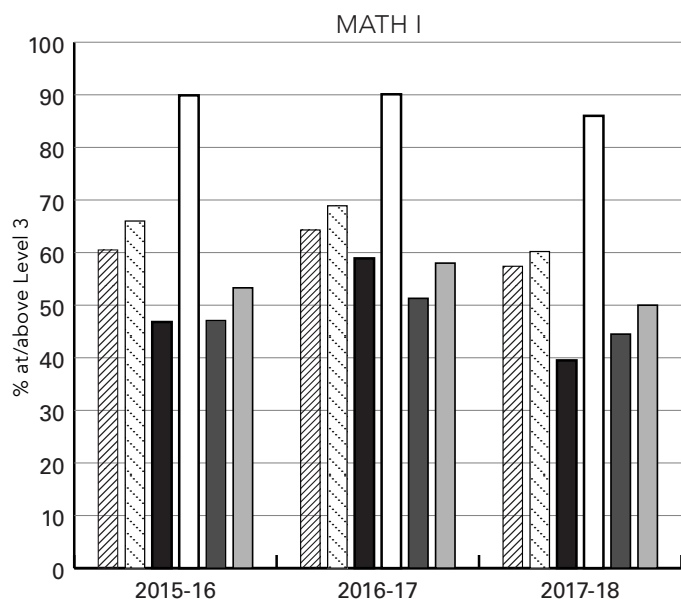
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	58.0	56.1	83.0	44.5	44.7
2016-17	57.5	57.2	50.0	82.9	43.9	43.0
2017-18	57.3	55.1	55.2	81.3	42.1	41.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	59.4	49.0	83.7	42.8	51.1
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	66.0	46.8	89.9	47.1	53.3
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	60.4	52.4	85.8	43.4	49.3
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	60.9	49.0	86.1	47.3	48.9
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
4-Year Cohort Graduation Rate						
2015-16	85.9	89.6	79.2	94.6	89.5	79.8
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.33	n/a	1.20	2.25	4.71
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

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



END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

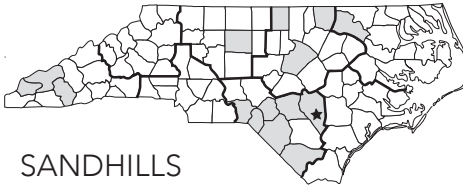
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CLINTON CITY

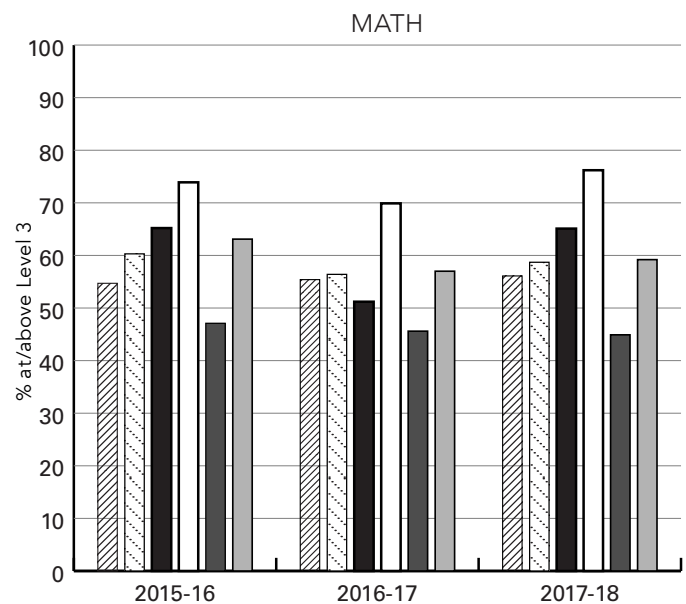
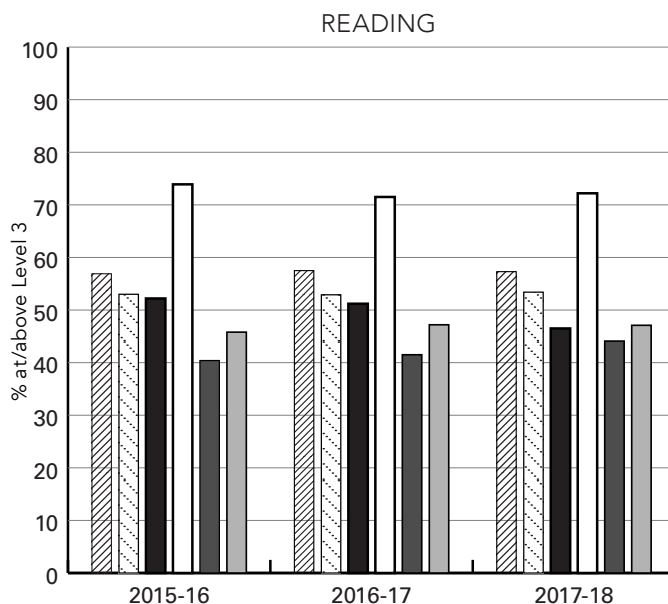
DISTRICT CONTACT: SHIRLEY WILLIAMS
http://www.clinton.k12.nc.us



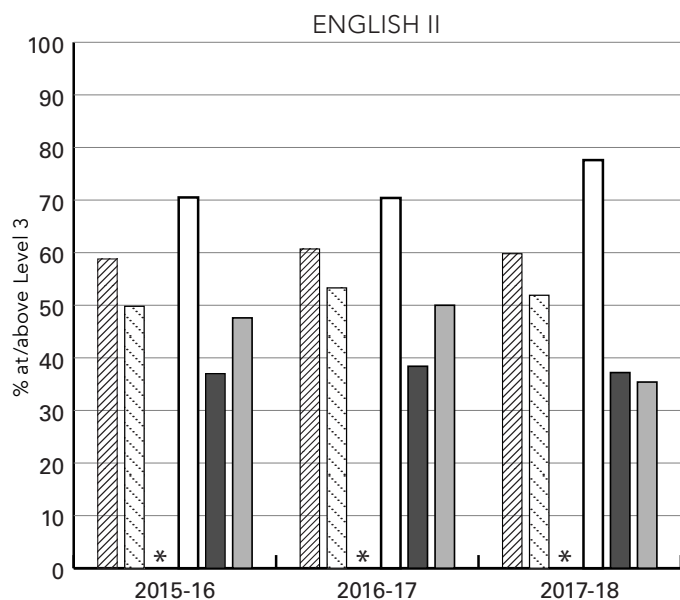
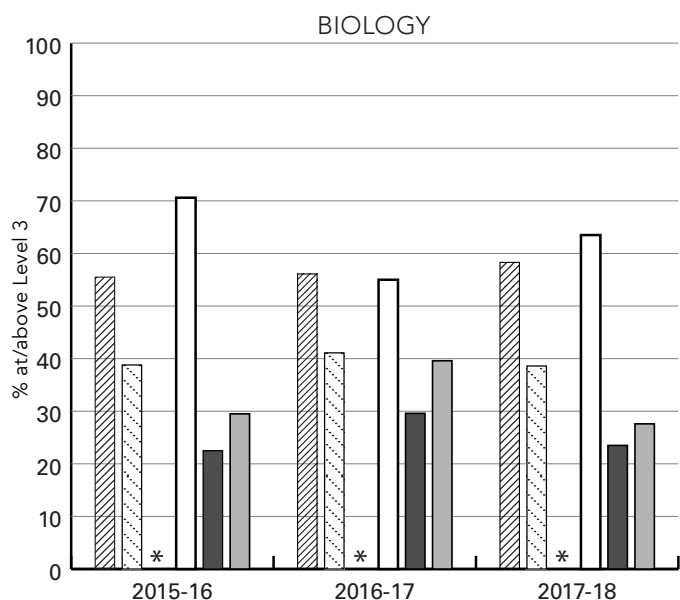
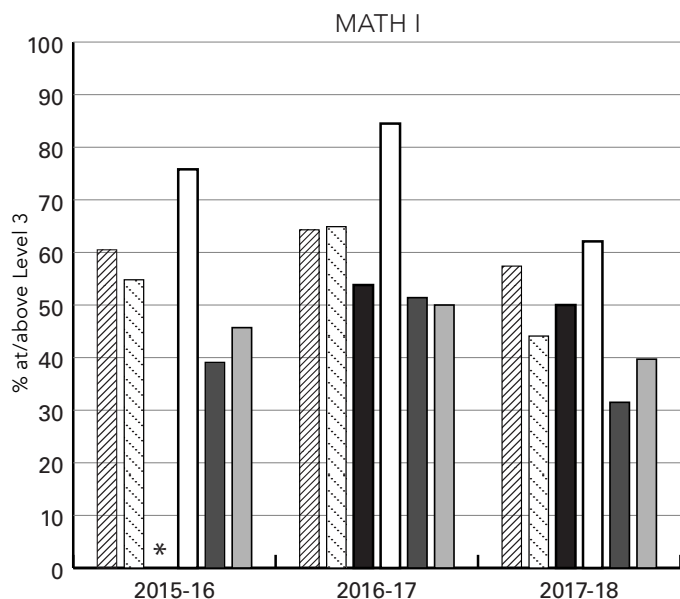
Clinton City Schools enrolled 3,000 students, including 83 (2.7%) American Indians, mainly of the Cohaire Tribe in 2017-18. In the Title VI cohort, Clinton City Schools (located in Sampson County) operates four schools, including one high school. In 2017-18, the district proficiency rates were below the state in all EOG and EOC tested areas except for EOG math. American Indian students performed above the district average in EOG math and Math I, however, American Indian students were 6.9 percentage points below in EOG reading. Not enough data are available to present proficiency rates for Biology and English II EOC assessments. American Indian students demonstrated higher rates of proficiency than their Black and Hispanic peers in EOG math with a gain of 13.9 percentage points from 2016-17 to 2017-18. American Indian students (46.5%) were slightly above their Black peers (44.1) in EOG reading; however, they lagged behind their White peers in all reported EOG/EOC areas. The 4-Year Cohort Graduation rate for American Indian students is not reported due to insufficient data. There were not enough American Indian students to specify exact proficiency rates; however, the district's 4-Year Cohort Graduation rate fell below the state's rate for 2017-18. 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						
2015-16	56.9	53.0	52.2	73.9	40.4	45.8
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	60.3	65.2	73.9	47.1	63.1
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	54.8	*	75.8	39.1	45.7
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	38.8	*	70.6	22.5	29.5
2016-17	56.1	41.1	*	55.0	29.6	39.6
2017-18	58.3	38.6	*	63.5	23.5	27.6
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	49.8	*	70.5	37.0	47.6
2016-17	60.7	53.3	*	70.4	38.4	50.0
2017-18	59.8	51.9	*	77.6	37.2	35.4
4-Year Cohort Graduation Rate						
2015-16	85.9	89.1	>95	88.1	91.5	83.0
2016-17	86.5	87.4	*	94.7	89.0	79.2
2017-18	86.3	84.0	*	85.7	86.2	82.6
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	1.05	n/a	n/a	n/a	n/a
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

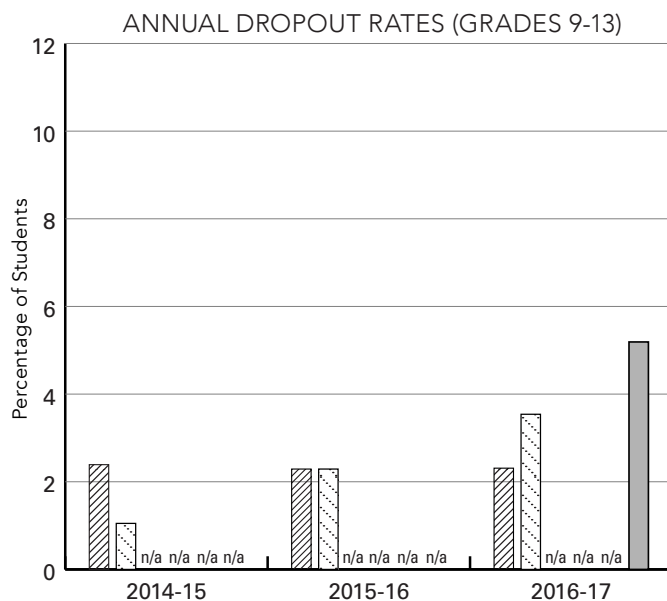
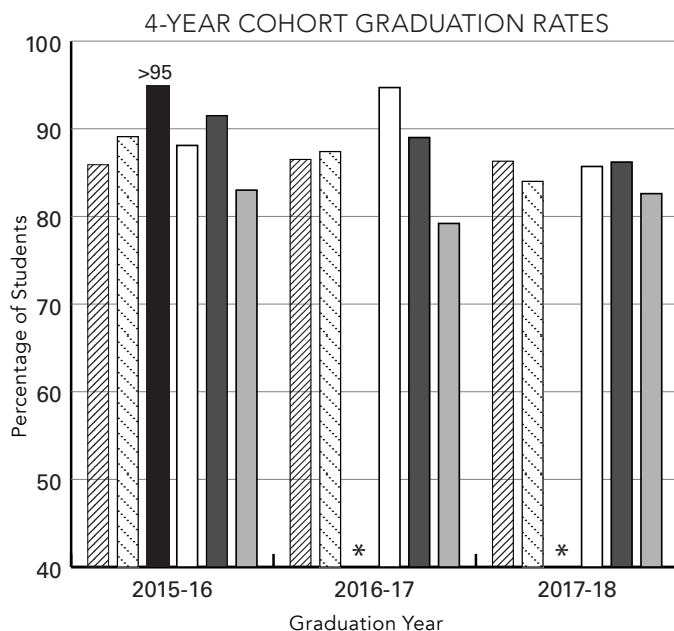
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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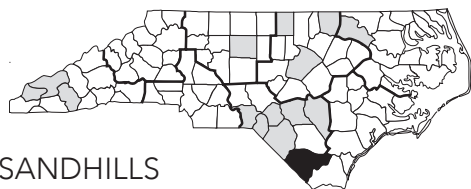
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COLUMBUS COUNTY

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

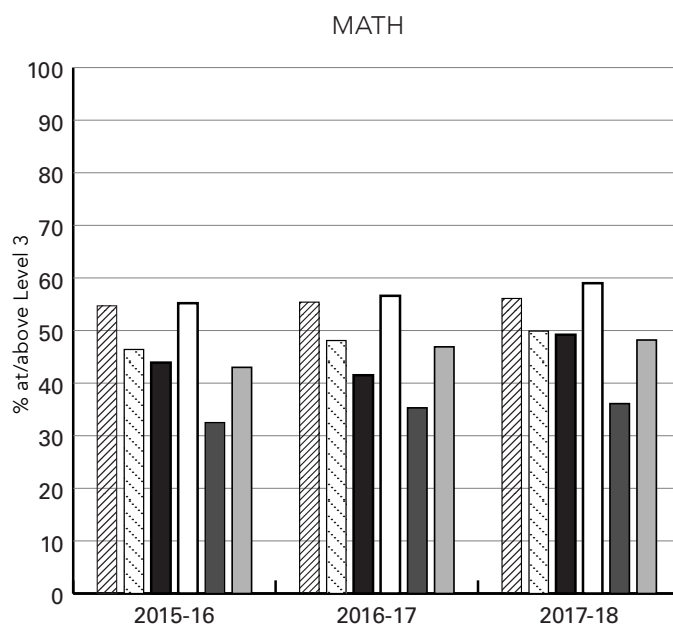
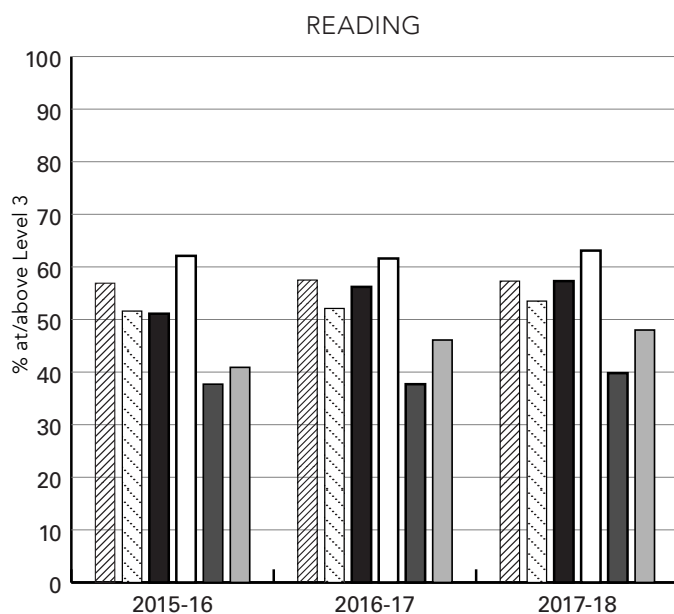


SANDHILLS

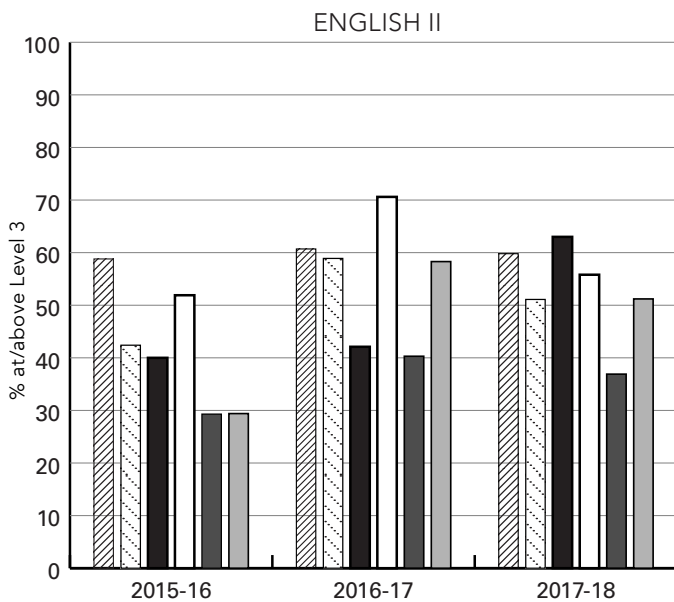
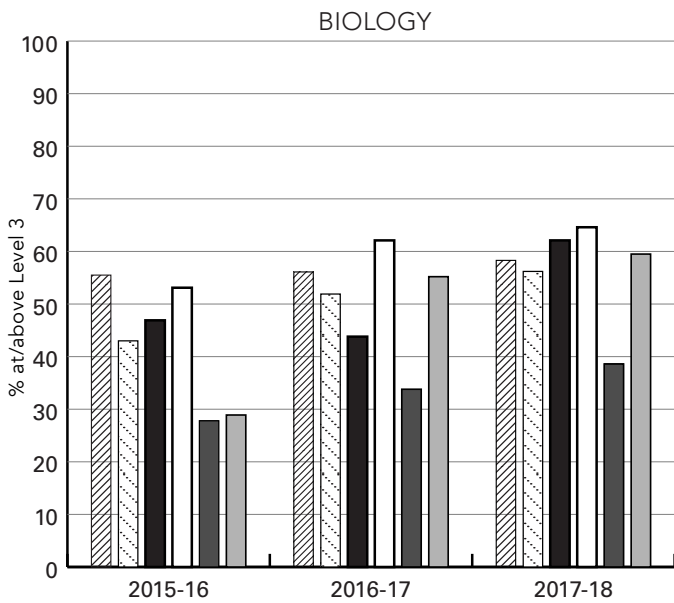
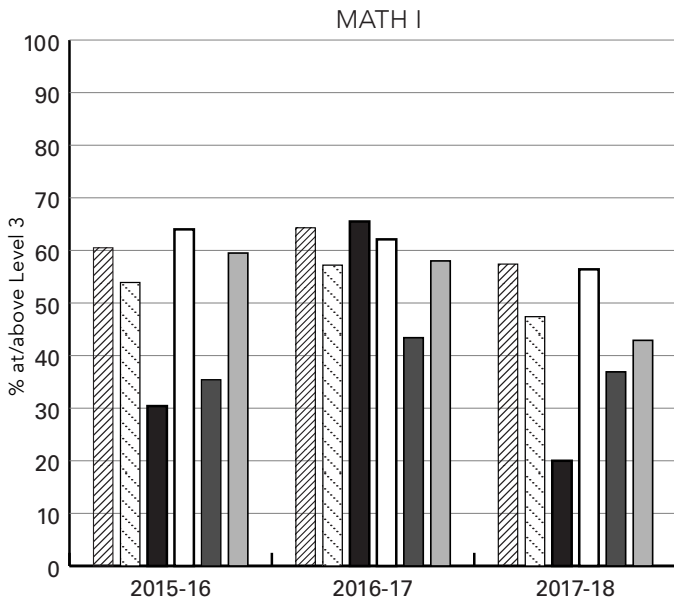
In 2017-18, Columbus County Schools enrolled 5,655 students of whom 282 (4.9%) are American Indians, primarily from the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In 2017-18 the average proficiency rate of the district was lower than the state average in all EOG/EOC assessments. American Indian students performed above the state and district proficiency rates in EOC Biology and English II, and above the district proficiency rate in EOG reading. However, when comparing other EOG math and EOC Math I proficiency rates, American Indian students were below both state and district percentages. Math I proficiency rates for American Indian students decreased significantly by 45.5 percentage points from 2016-17 to 2017-18. American Indian students demonstrated higher proficiency rates than their Black and Hispanic peers in most EOG/EOC subjects except for EOC Math I. However, the average proficiency rates of American Indian students lagged behind those of their White peers on most EOG/EOC assessments except English II. The 4-Year Cohort Graduation rate for American Indian students is higher than the state rate, the district rate, and the rates of their White, Black and Hispanic peers in the district. 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						
2015-16	56.9	51.6	51.1	62.1	37.7	40.9
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	46.4	43.9	55.2	32.5	43.0
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	53.9	30.4	64.0	35.4	59.5
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	43.0	46.9	53.1	27.8	28.9
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	42.4	40.0	51.9	29.3	29.4
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
4-Year Cohort Graduation Rate						
2015-16	85.9	81.5	80.8	84.9	77.0	75.9
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	1.97	n/a	1.45	2.27	n/a
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

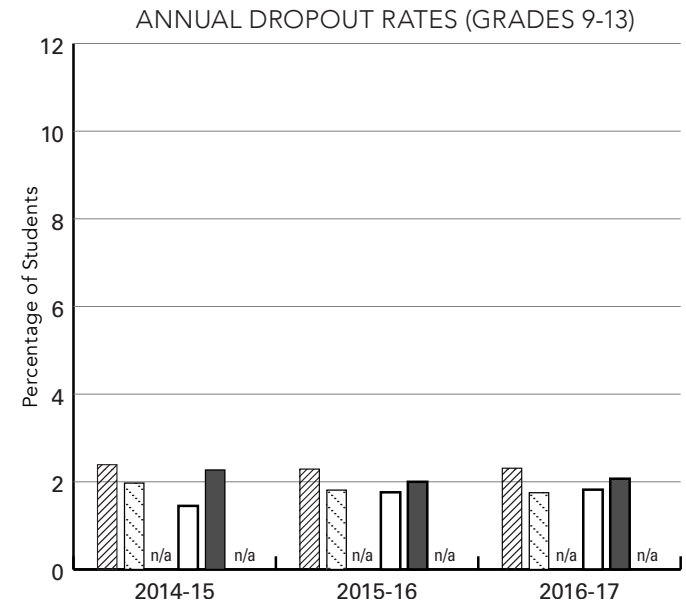
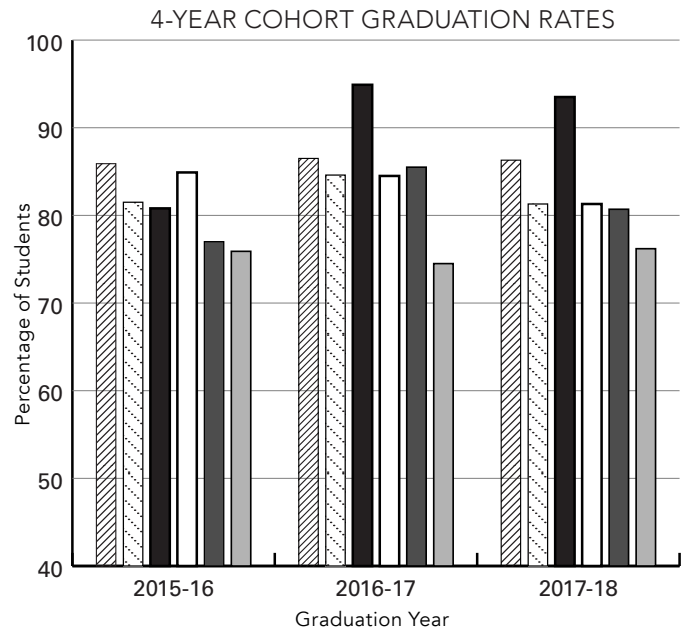
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

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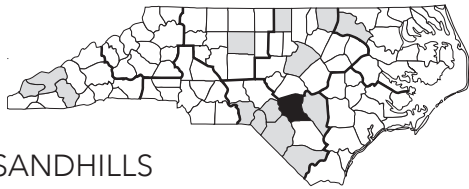
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CUMBERLAND COUNTY

DISTRICT CONTACT: VACANT
http://ccs.k12.nc.us

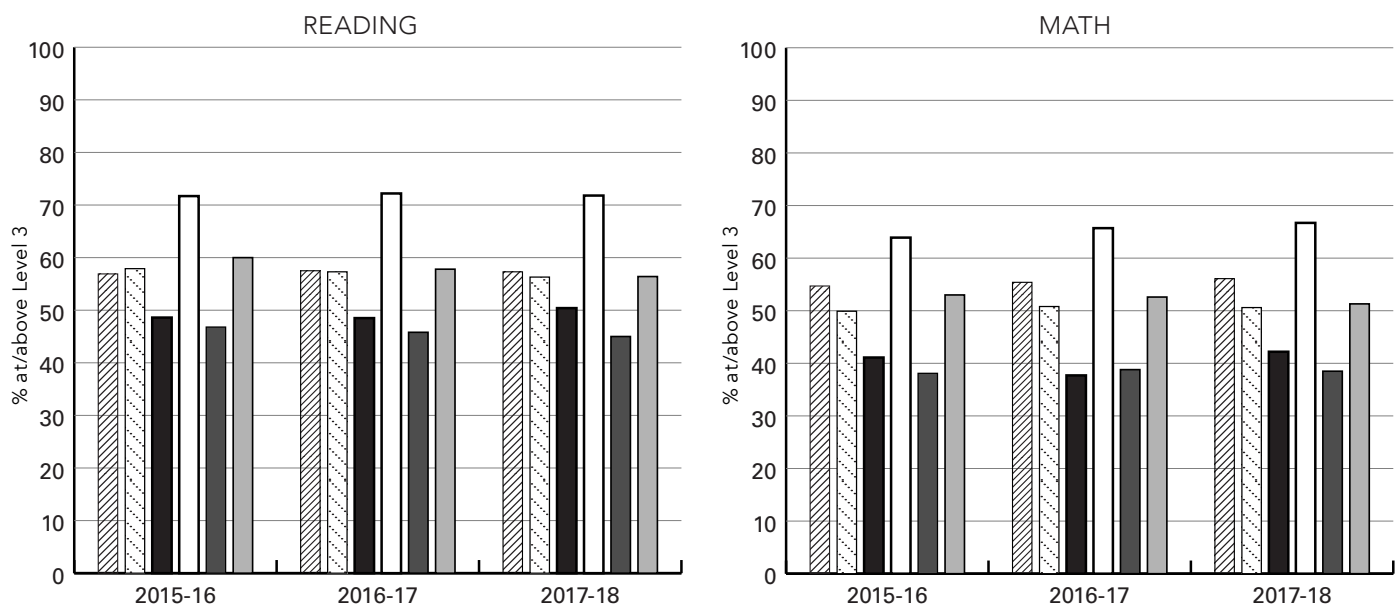


SANDHILLS

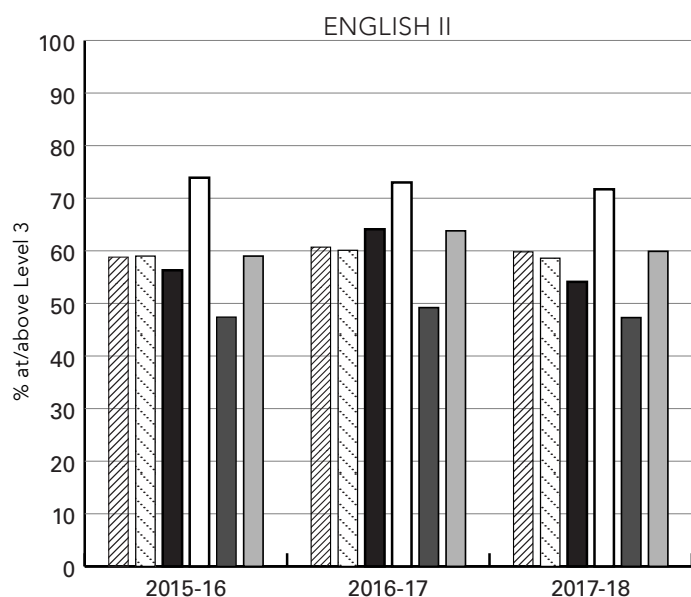
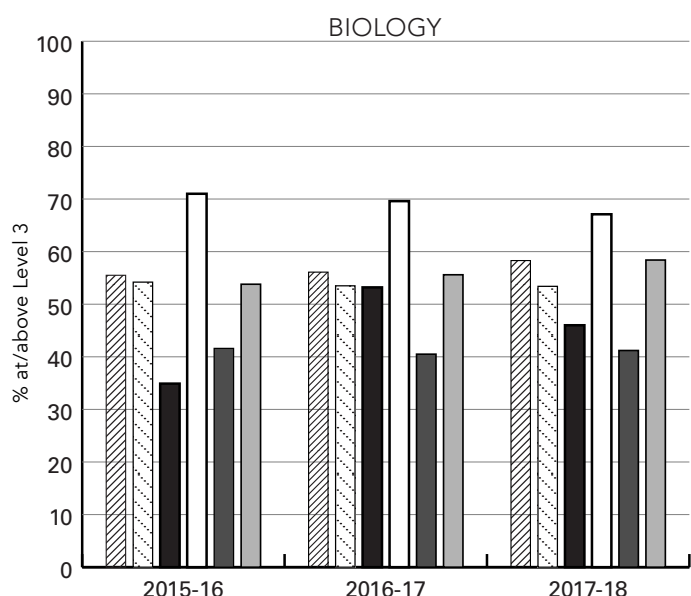
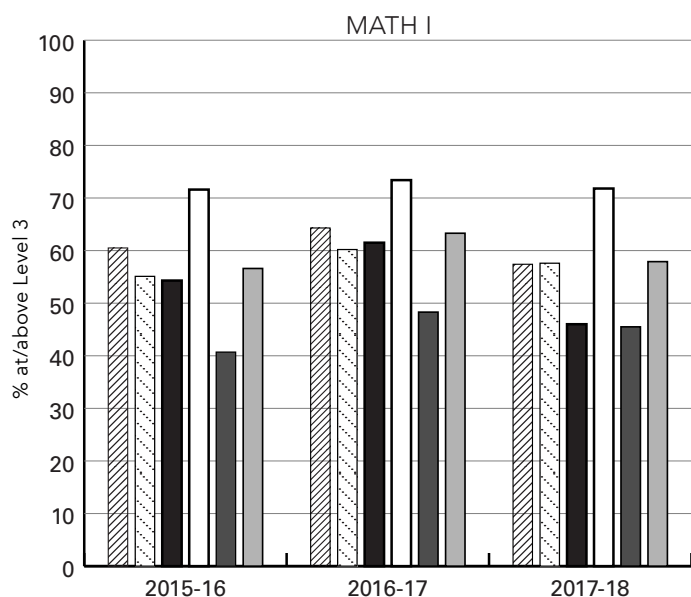
Cumberland County Schools serves an expansive military community, which adds to the diversity of the district. In 2017-18 the district served 50,068 students, including 819 (1.6%) American Indian students, mainly of the Lumbee Tribe. The district operates 83 schools, including 14 high schools and two early colleges. In 2017-18, 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 by 15.5 percentage points in Math I, 10 percentage points in English II, and 7.2 percentage points in Biology. American Indian students demonstrated higher rates of proficiency than their Black peers in all EOG/EOC tested subjects, 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						
2015-16	56.9	57.9	48.6	71.7	46.8	60.0
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	49.9	41.1	63.9	38.1	53.0
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	55.1	54.3	71.6	40.7	56.6
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	54.2	34.9	71.0	41.6	53.8
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	59.0	56.3	73.9	47.4	59.0
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
4-Year Cohort Graduation Rate						
2015-16	85.9	81.9	72.8	83.8	79.5	84.3
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.07	4.71	1.80	2.37	1.46
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

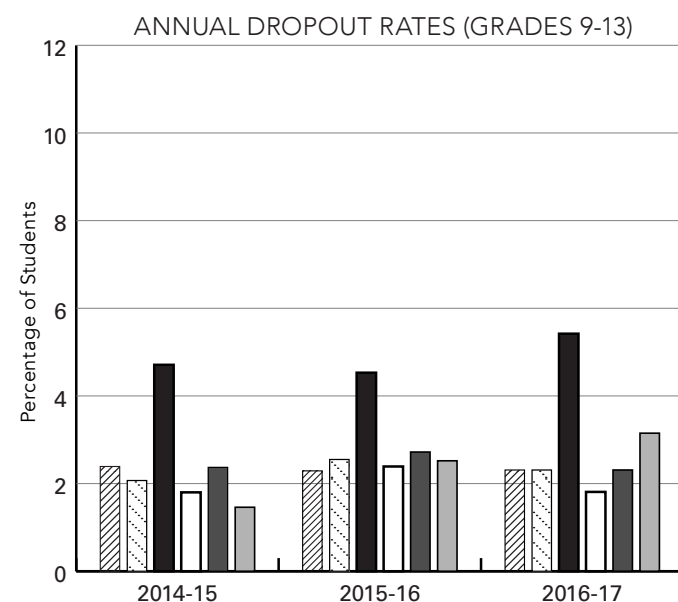
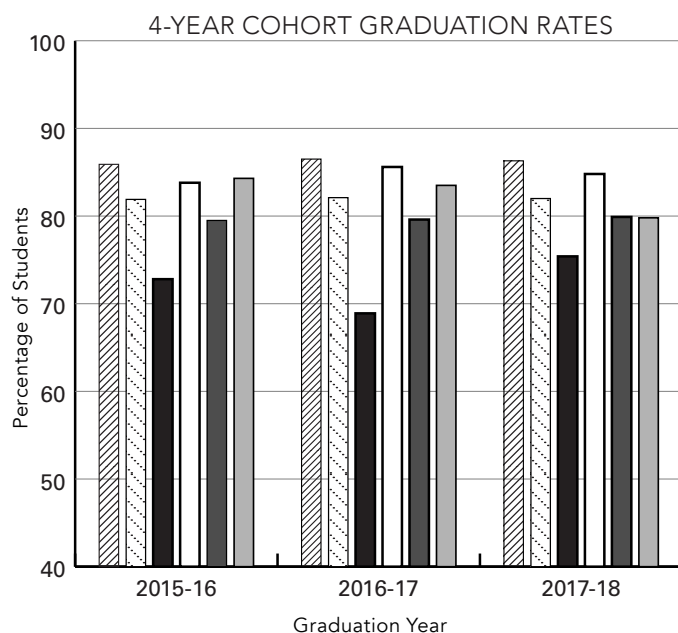
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

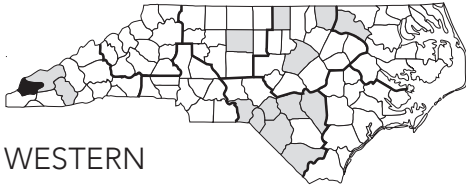
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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.

GRAHAM COUNTY

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

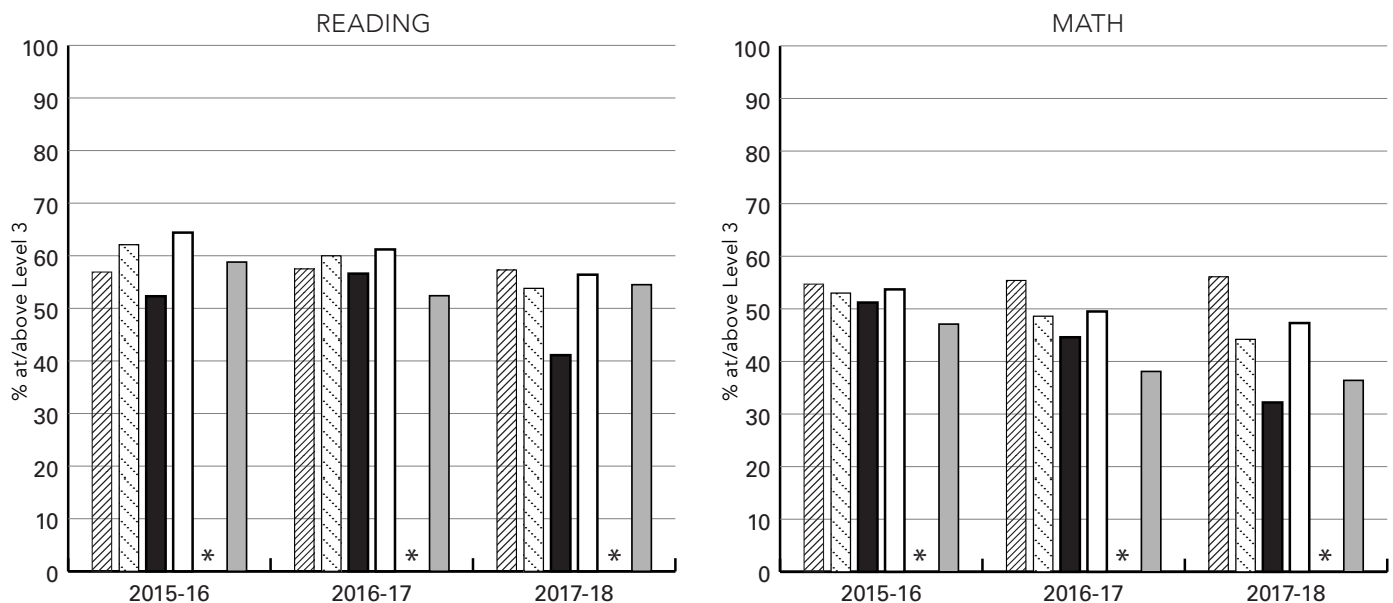


WESTERN

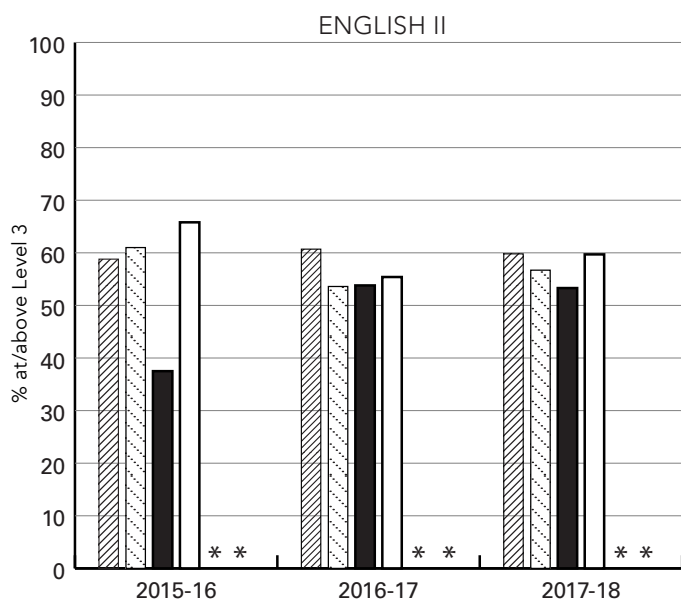
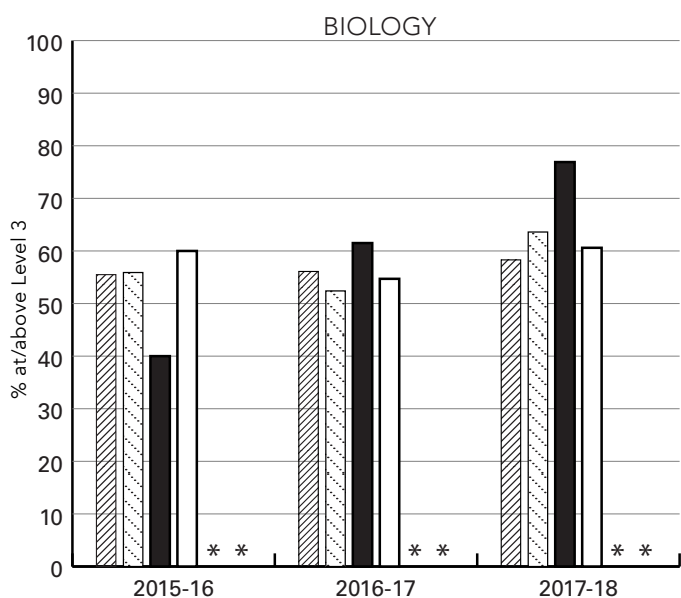
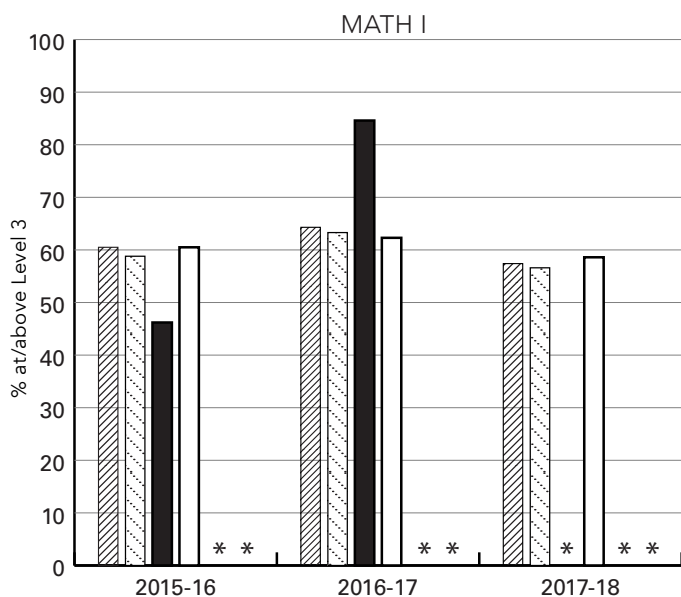
Located near the Qualla Boundary (a reservation of the Eastern Band of the Cherokee), Graham County Schools in 2017-18 enrolled 1,143 students including 191 (16.7%) American Indians, which are mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. In 2017-18, the district was below the state's average in proficiency rates in EOG and EOC subject areas except EOC Biology. American Indian students exceeded the district and state average grade-level proficiency rates in EOC Biology. However, American Indian students' proficiency rates were below all other district and state EOG and EOC proficiency averages. Proficiency rates dropped in all other EOC/EOG areas and compared to their White and Hispanic peers, less American Indians showed proficiency in EOG reading, EOG math, and EOC English II. Sufficient data were not available for comparison to their Black peers. For 2017-18, the 4-year Cohort Graduation rate was 88.9 percent, which was above the state (86.3%), district (85.4), and their White peers (84.8). The three-year annual dropout data for 2016-17 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						
2015-16	56.9	62.1	52.3	64.4	*	58.8
2016-17	57.5	60.0	56.6	61.2	*	52.4
2017-18	57.3	53.8	41.1	56.4	*	54.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	53.0	51.2	53.7	*	47.1
2016-17	55.4	48.6	44.6	49.5	*	38.1
2017-18	56.1	44.2	32.2	47.3	*	36.4
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	58.8	46.2	60.5	*	*
2016-17	64.3	63.3	84.6	62.3	*	*
2017-18	57.4	56.6	*	58.6	*	*
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	55.9	40.0	60.0	*	*
2016-17	56.1	52.4	61.5	54.7	*	*
2017-18	58.3	63.6	76.9	60.6	*	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	61.0	37.5	65.8	*	*
2016-17	60.7	53.6	53.8	55.4	*	*
2017-18	59.8	56.7	53.3	59.7	*	*
4-Year Cohort Graduation Rate						
2015-16	85.9	86.0	81.8	86.5	n/a	*
2016-17	86.5	93.2	>95	92.0	n/a	*
2017-18	86.3	85.4	88.9	84.8	n/a	*
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	1.09	n/a	n/a	n/a	n/a
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

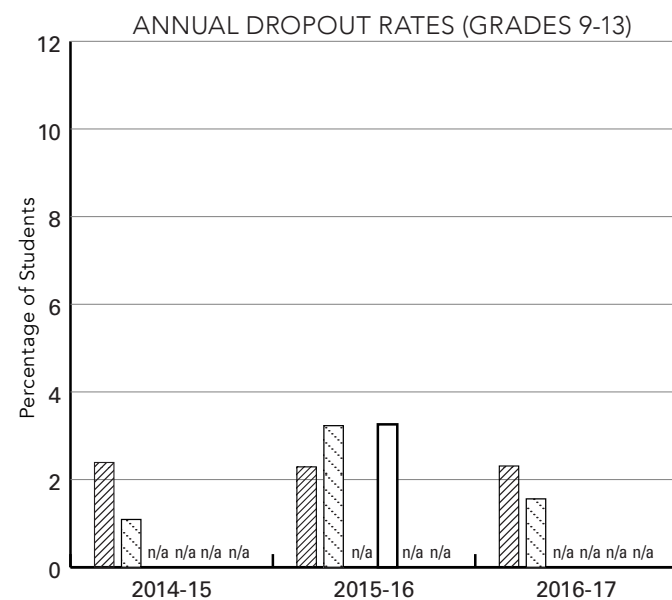
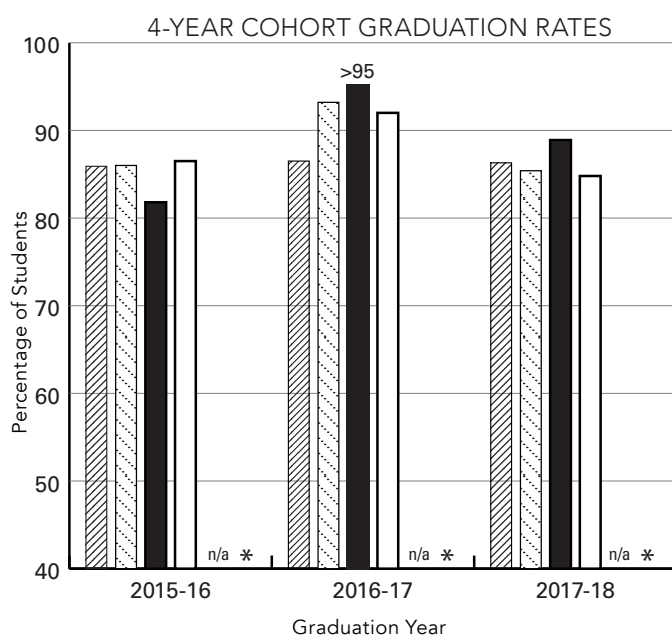
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



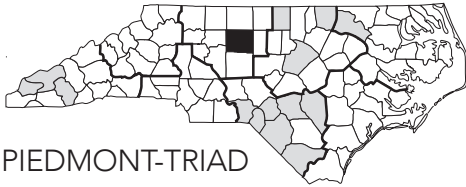
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

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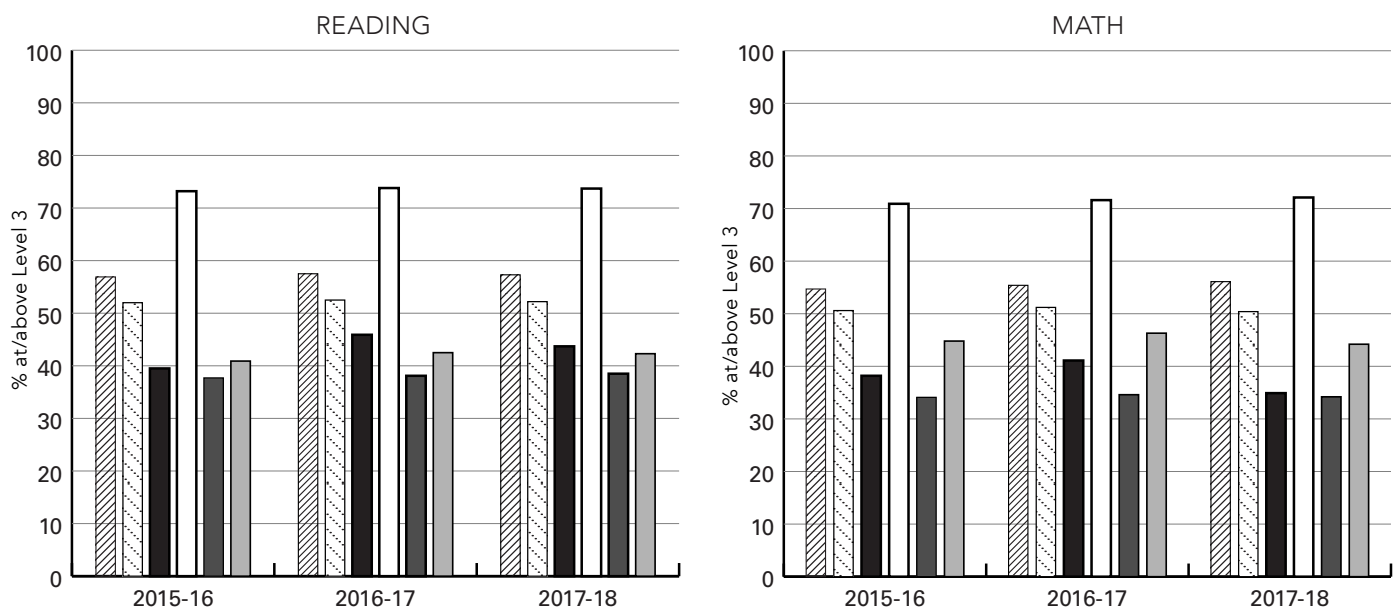
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Guilford County Schools enrolled 66,613 students in 2017-18, of whom 269 (.40%) are American Indians representing both federal and state recognized tribes. Guilford County operates 125 schools, including a myriad of magnet campuses. 2017-18 data showed the rate of American Indian students demonstrating proficiency on all EOG/EOC assessments was lower than the state and district rates. However, American Indian students demonstrated higher levels of proficiency than their Black peers on all EOG assessments and above both Black and Hispanic students in Math I. However, they were behind their White peers in all tested areas and fell behind their Hispanic peers in EOG math, Biology and English II. The American Indian 4-year Cohort Graduation rate has steadily increased over the last three-years. For the 2017-18, it was above the cohort graduation rates for the state, district, and their Black and Hispanic peers, but lower than the rate of their White peers. Sufficient data are not available for comparison to the dropout rate for American Indian students for 2016-17.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	52.0	39.5	73.2	37.7	40.9
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	50.6	38.2	70.9	34.1	44.8
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	62.8	56.7	80.7	44.2	54.0
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	54.1	57.6	75.0	37.2	42.5
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	59.2	45.2	78.1	44.7	51.2
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
4-Year Cohort Graduation Rate						
2015-16	85.9	89.4	76.9	93.4	87.9	80.2
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.20	n/a	1.32	2.64	3.89
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

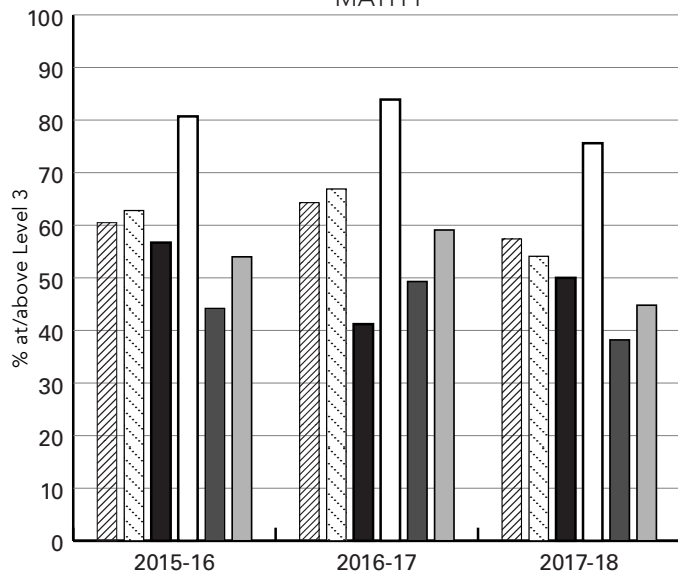
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



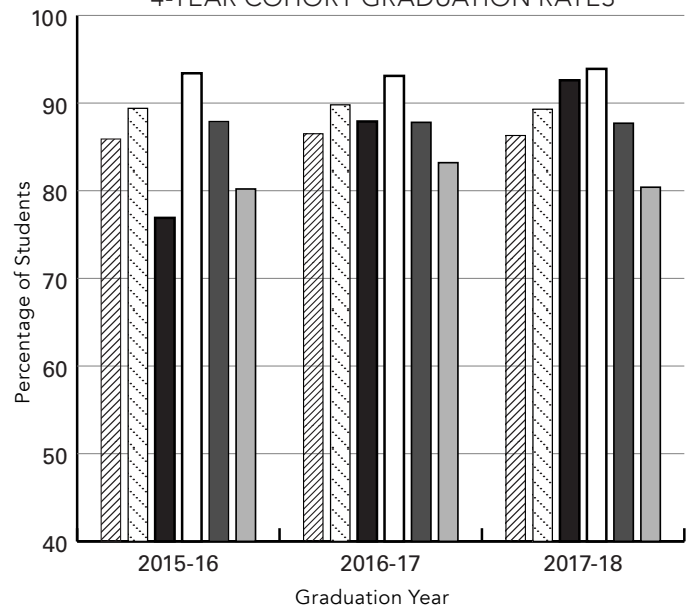
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

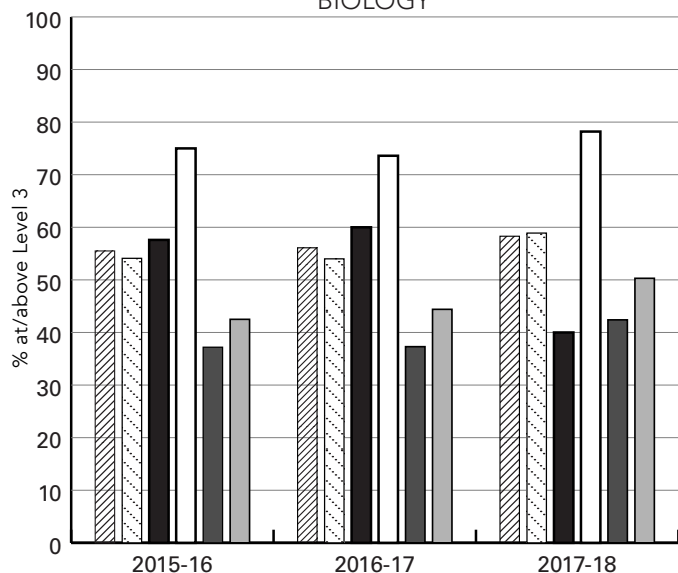
MATH I



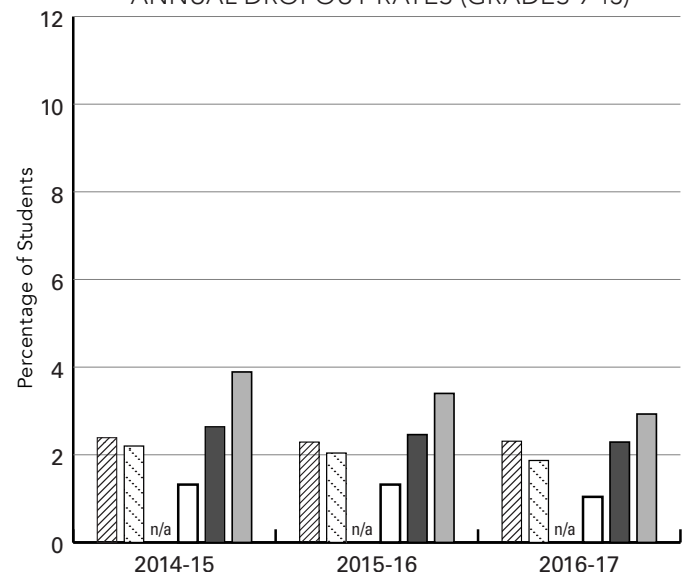
4-YEAR COHORT GRADUATION RATES



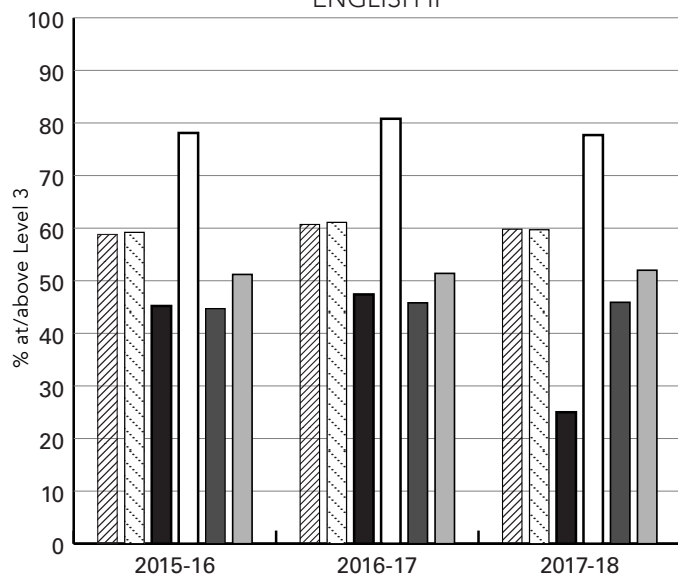
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



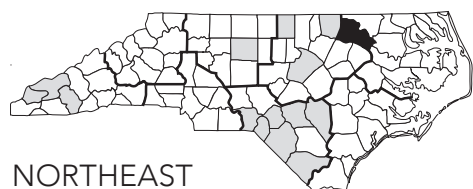
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

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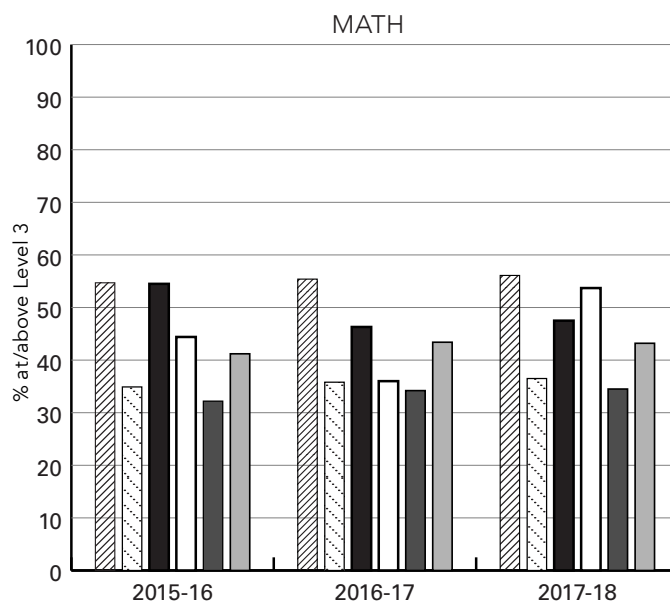
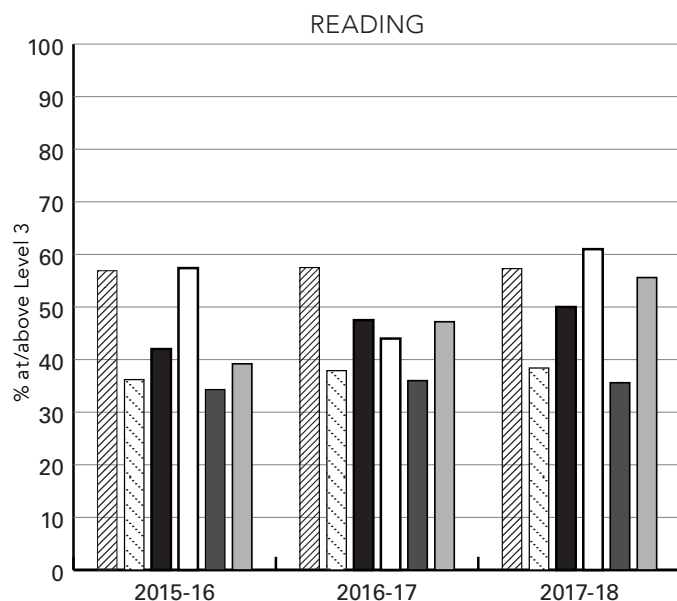


NORTHEAST

Halifax County Schools enrolled 2,483 students in 2017-18, of whom 160 (6.4%) are American Indian, mostly from the Haliwa-Saponi Indian Tribe. Across the district are 10 campuses including two high schools and one early college. In the EOG and EOC tested subjects, the district proficiency rates for 2017-18 remained below the state averages. There was insufficient data to determine proficiency rates for EOC Biology and English II tests. 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 but decreased their proficiency rate in EOC Math I by 22.7 percentage points. American Indian students performed above their Black peers in EOG reading and EOC Math I, and above both their Black and Hispanic peers in EOG math. 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.

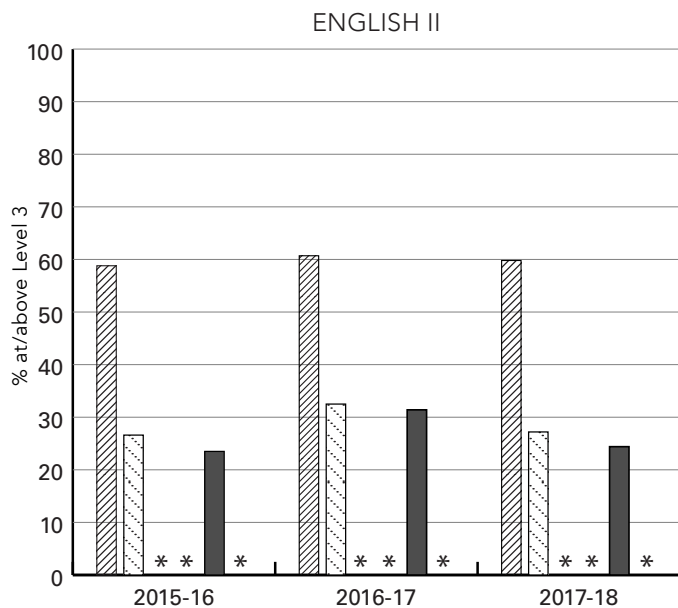
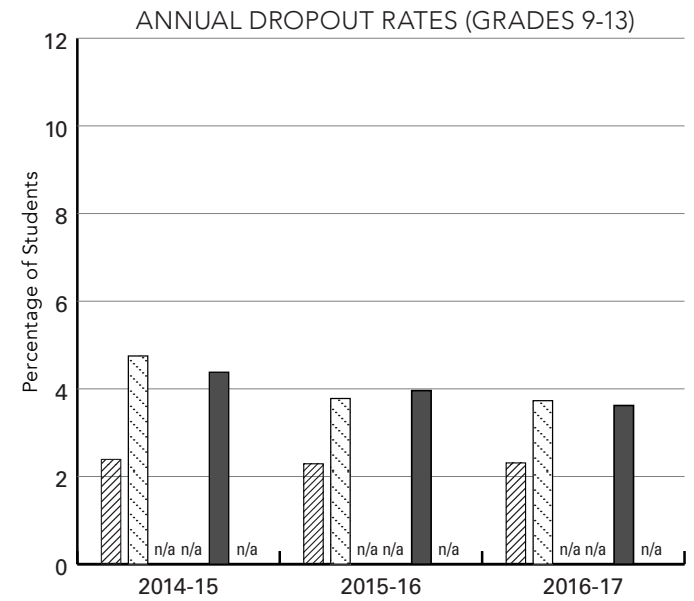
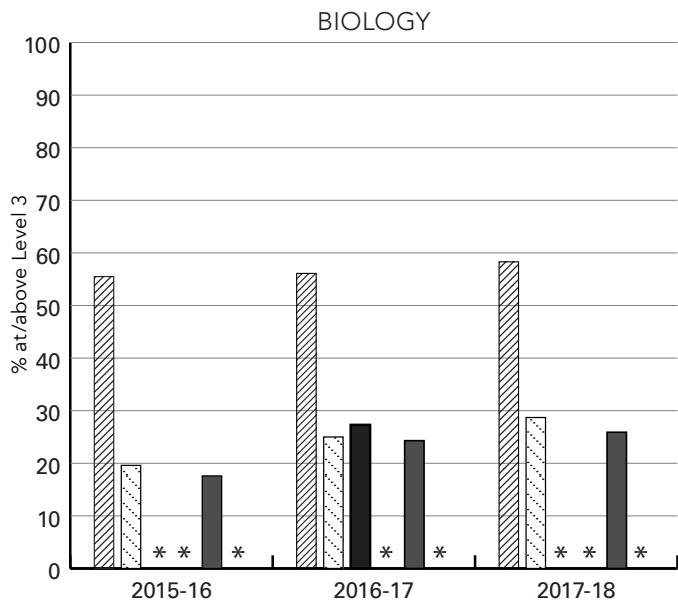
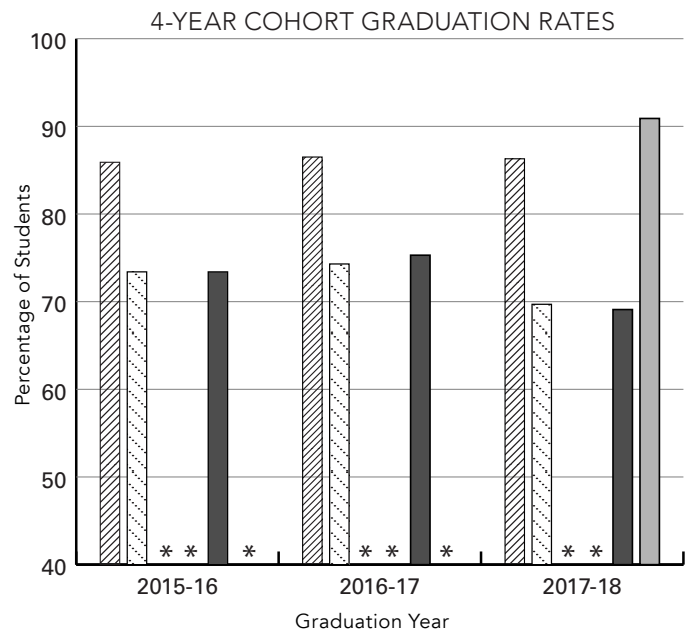
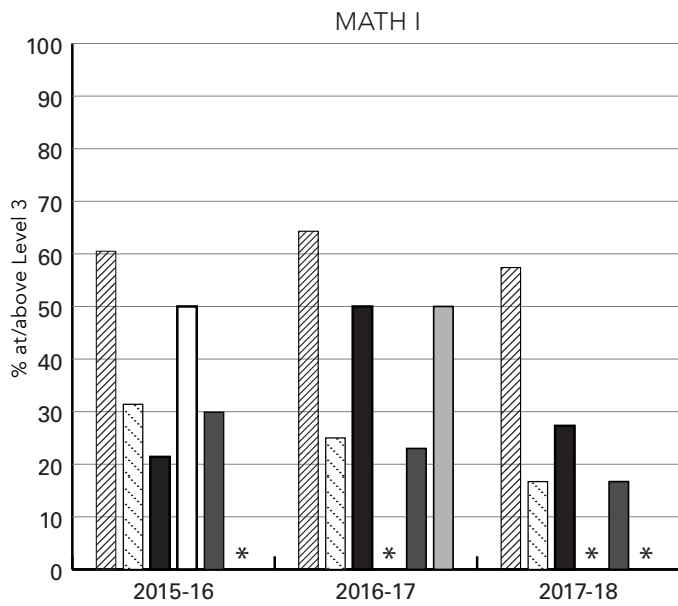
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	36.2	42.0	57.4	34.3	39.2
2016-17	57.5	37.9	47.5	44.0	36.0	47.2
2017-18	57.3	38.4	50.0	61.0	35.6	55.6
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	34.9	54.5	44.4	32.2	41.2
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	31.4	21.4	50.0	29.9	*
2016-17	64.3	25.0	50.0	*	23.0	50.0
2017-18	57.4	16.7	27.3	*	16.7	*
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	19.6	*	*	17.6	*
2016-17	56.1	25.0	27.3	*	24.3	*
2017-18	58.3	28.7	*	*	25.9	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	26.6	*	*	23.5	*
2016-17	60.7	32.5	*	*	31.4	*
2017-18	59.8	27.2	*	*	24.4	*
4-Year Cohort Graduation Rate						
2015-16	85.9	73.4	*	*	73.4	*
2016-17	86.5	74.3	*	*	75.3	*
2017-18	86.3	69.7	*	*	69.1	90.9
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	4.75	n/a	n/a	4.38	n/a
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

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



END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION



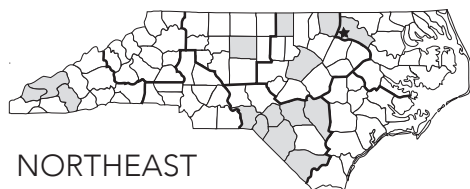
State LEA American Indian White Black Hispanic

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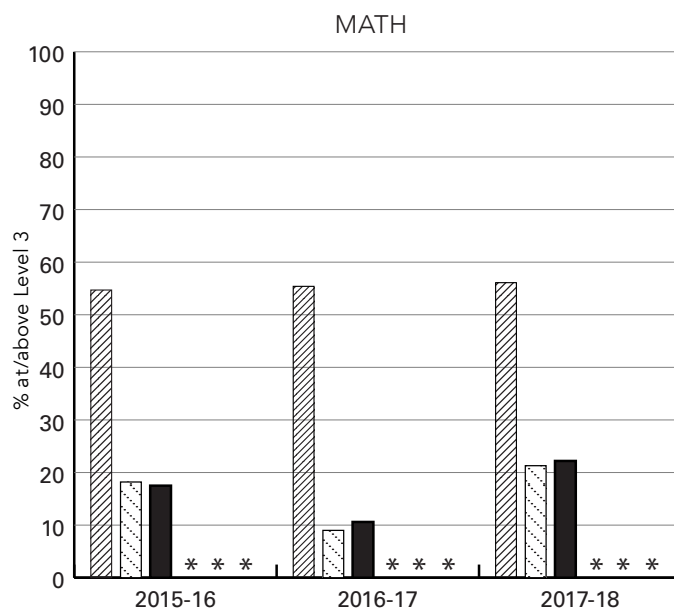
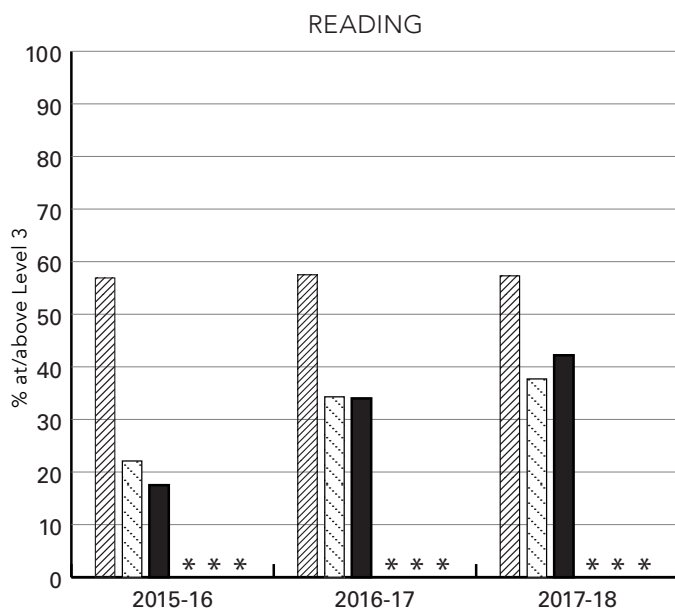


NORTHEAST

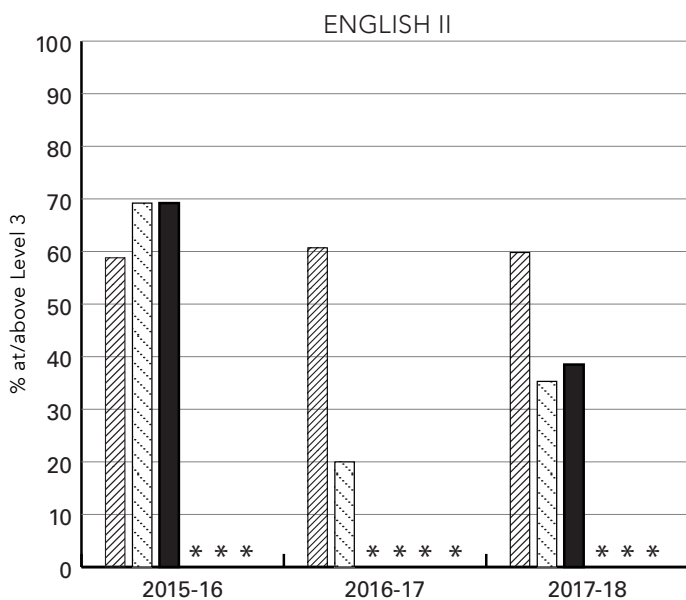
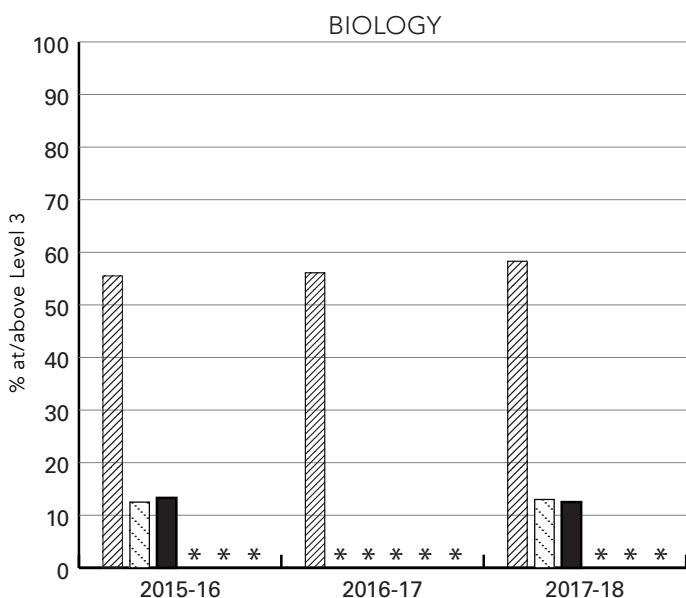
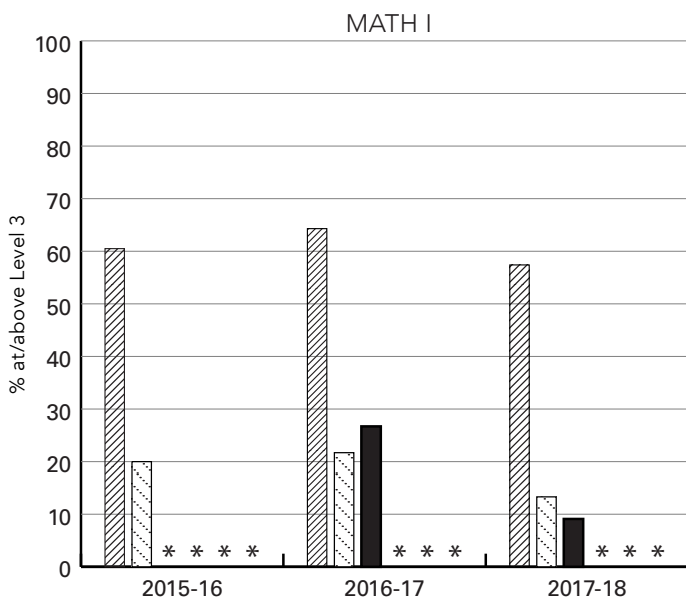
Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School enrolled in 2017-18 134 students, 98 (73.1%) of whom are American Indian. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates their customs and values across the 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 all EOG areas with a gain of 8.2 percentage points in EOG reading and an 11.6 percentage point gain in EOG math. Adversely, there was a drop in American Indian students' proficiency rate for EOC Math I by 17.6 percentage points. The American Indian 4-Year Cohort Graduation rate (84.6) was less than that of the state (86.3), however it was above the overall district (81.3) rate. Data for annual dropout percentage rates were not supplied.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	22.1	17.5	*	*	*
2016-17	57.5	34.3	34.0	*	*	*
2017-18	57.3	37.7	42.2	*	*	*
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	18.2	17.5	*	*	*
2016-17	55.4	9.0	10.6	*	*	*
2017-18	56.1	21.3	22.2	*	*	*
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	20.0	*	*	*	*
2016-17	64.3	21.7	26.7	*	*	*
2017-18	57.4	13.3	9.1	*	*	*
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	12.5	13.3	*	*	*
2016-17	56.1	*	*	*	*	*
2017-18	58.3	13.0	12.5	*	*	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	69.2	69.2	*	*	*
2016-17	60.7	20.0	*	*	*	*
2017-18	59.8	35.3	38.5	*	*	*
4-Year Cohort Graduation Rate						
2015-16	85.9	68.8	75.0	*	*	n/a
2016-17	86.5	70.0	64.3	n/a	*	*
2017-18	86.3	81.3	84.6	n/a	*	n/a
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	4.69	n/a	n/a	n/a	n/a
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

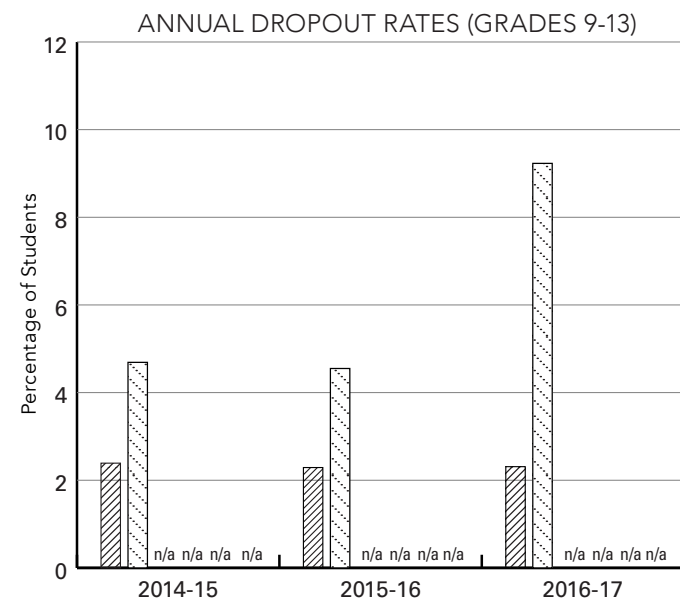
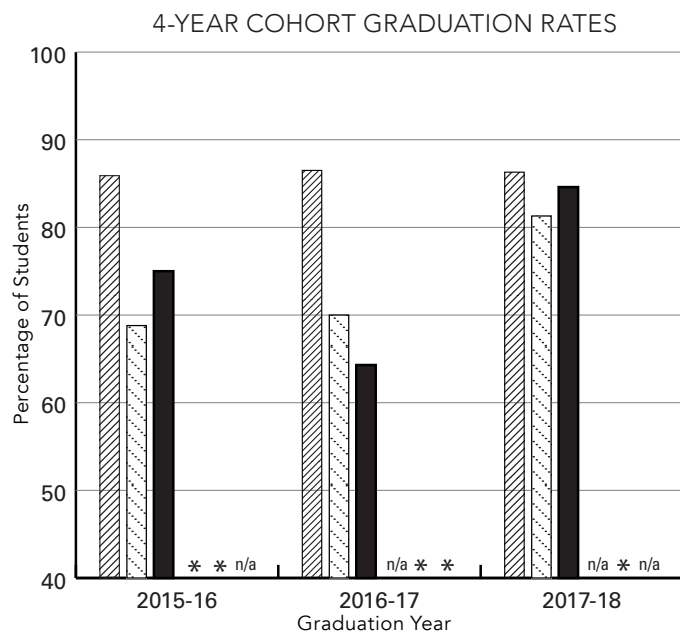
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



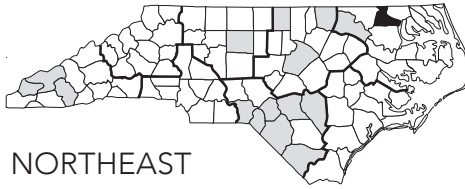
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

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

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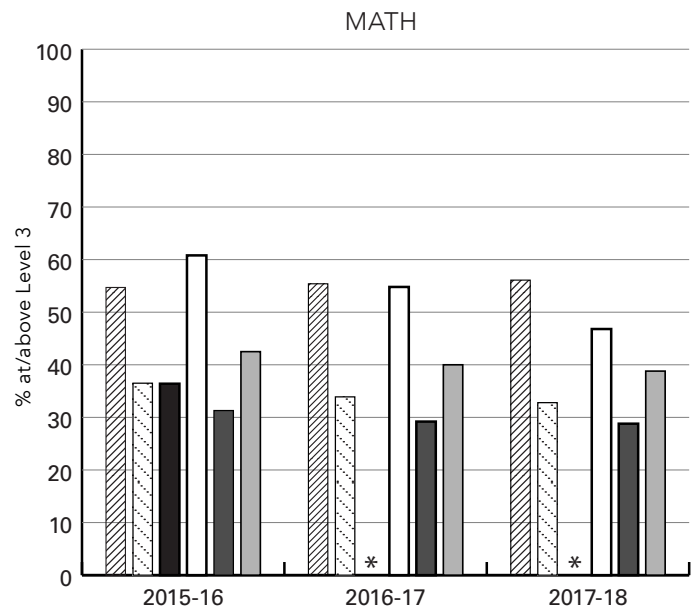
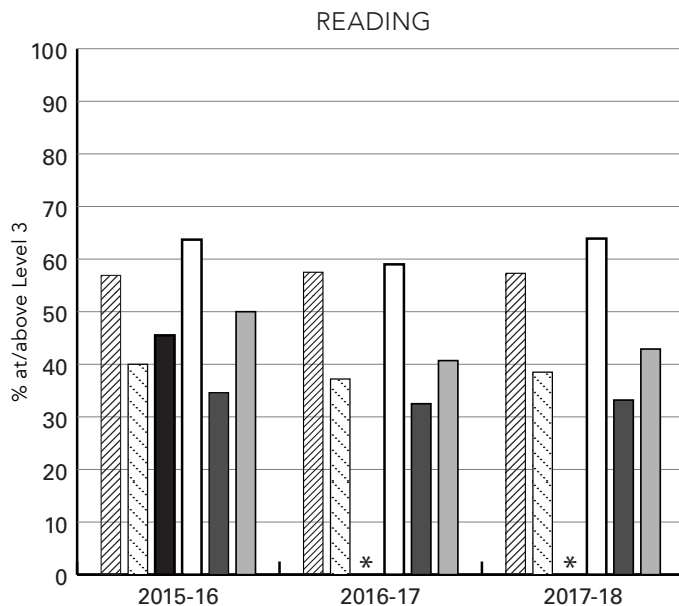


NORTHEAST

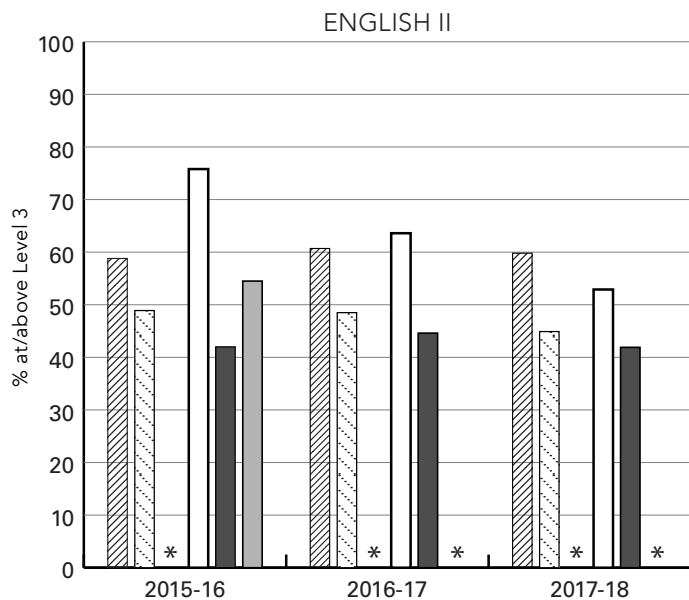
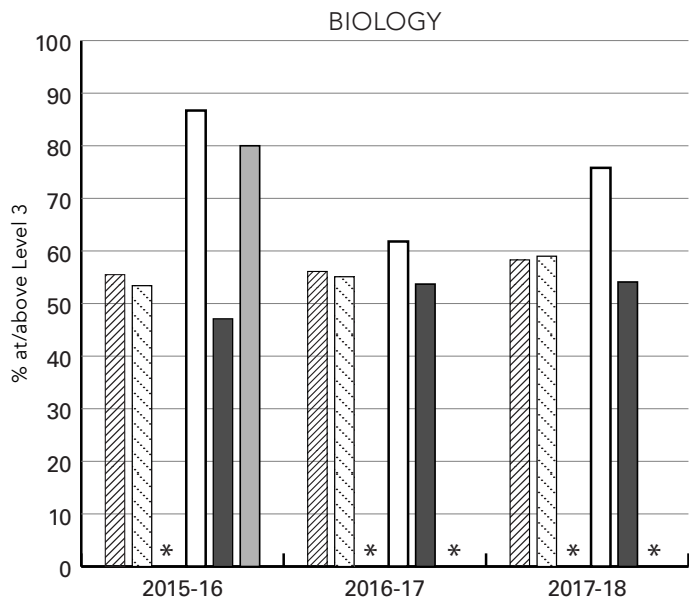
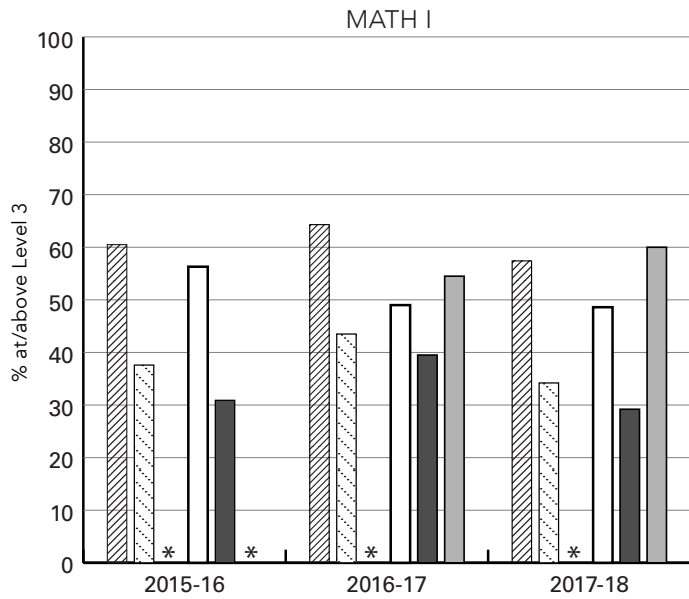
Hertford County Schools in 2017-18 enrolled approximately 2,591 students, of whom 19 (0.7%) identified as American Indian, mainly of the Meherrin Tribe. The district operates seven schools, three elementary, one middle, two high schools, and one early college. Data for 2017-18 showed that district proficiency rates lagged behind the state in most EOG and EOC tested subjects except for EOC Biology. Data for American Indians were not provided due to the subgroup population being too small to report the value.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	40.0	45.5	63.7	34.6	50.0
2016-17	57.5	37.2	*	59.0	32.5	40.7
2017-18	57.3	38.5	*	63.9	33.2	42.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	36.5	36.4	60.8	31.3	42.5
2016-17	55.4	33.9	*	54.8	29.2	40.0
2017-18	56.1	32.8	*	46.8	28.8	38.8
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	37.6	*	56.3	30.9	*
2016-17	64.3	43.5	*	49.0	39.5	54.5
2017-18	57.4	34.2	*	48.6	29.2	60.0
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	53.4	*	86.7	47.1	80.0
2016-17	56.1	55.1	*	61.8	53.7	*
2017-18	58.3	59.0	*	75.8	54.1	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	48.9	*	75.8	42.0	54.5
2016-17	60.7	48.5	*	63.6	44.6	*
2017-18	59.8	44.9	*	52.9	41.9	*
4-Year Cohort Graduation Rate						
2015-16	85.9	85.9	*	67.6	89.5	*
2016-17	86.5	82.4	n/a	70.8	85.0	*
2017-18	86.3	85.5	*	75.8	86.4	>95
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	3.22	n/a	8.55	2.00	n/a
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

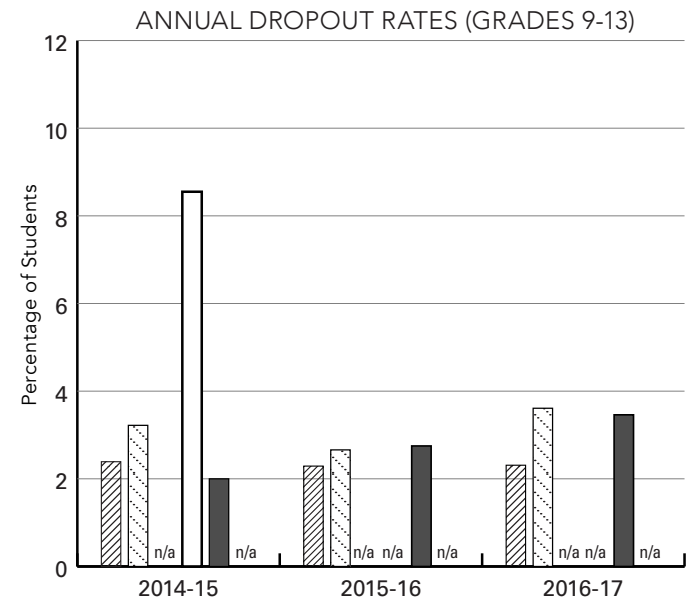
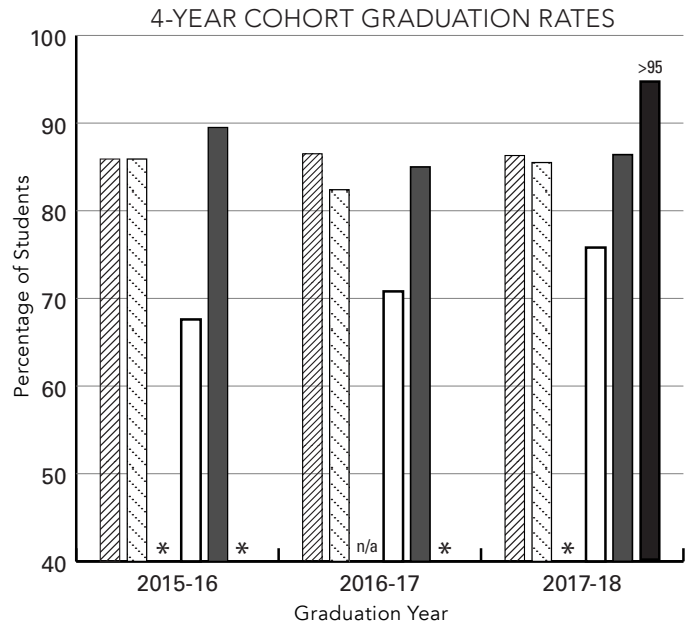
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

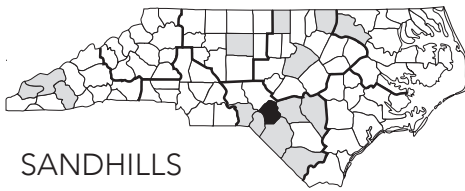
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HOKE COUNTY

DISTRICT CONTACT: ELIZABETH MITCHELL
http://www.hcs.k12.nc.us

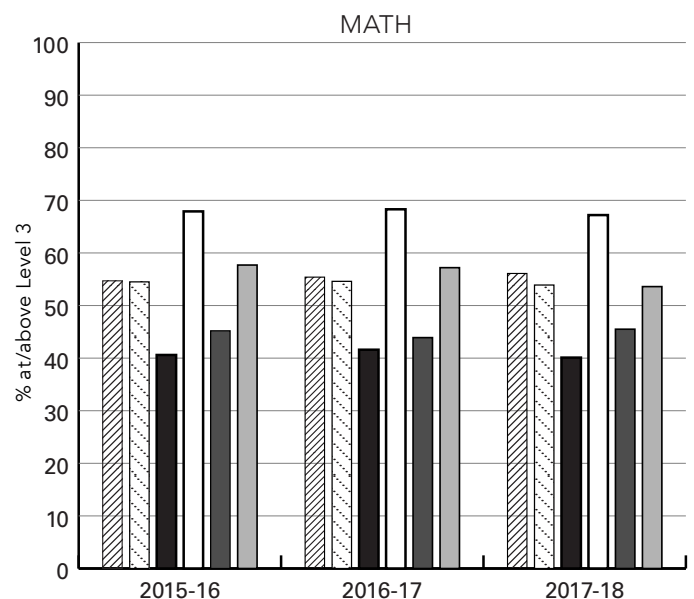
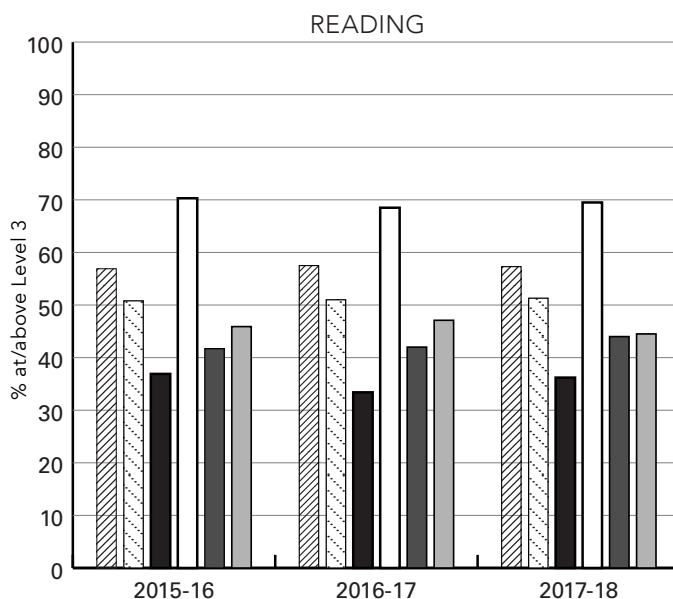


SANDHILLS

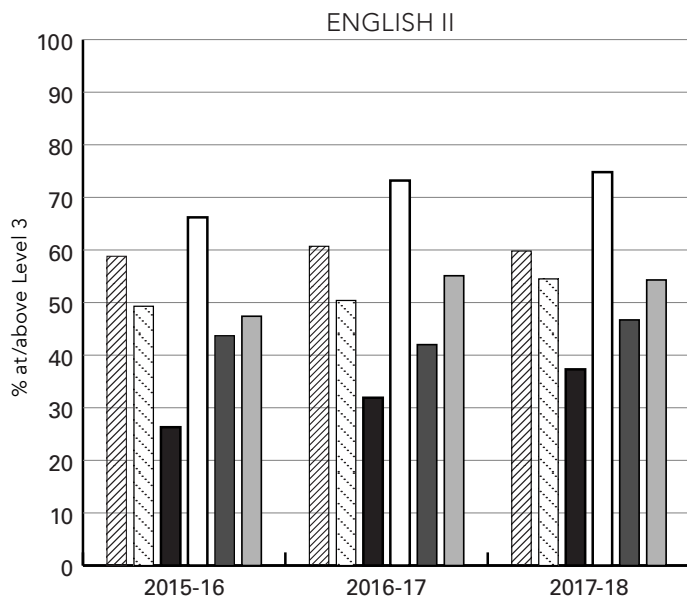
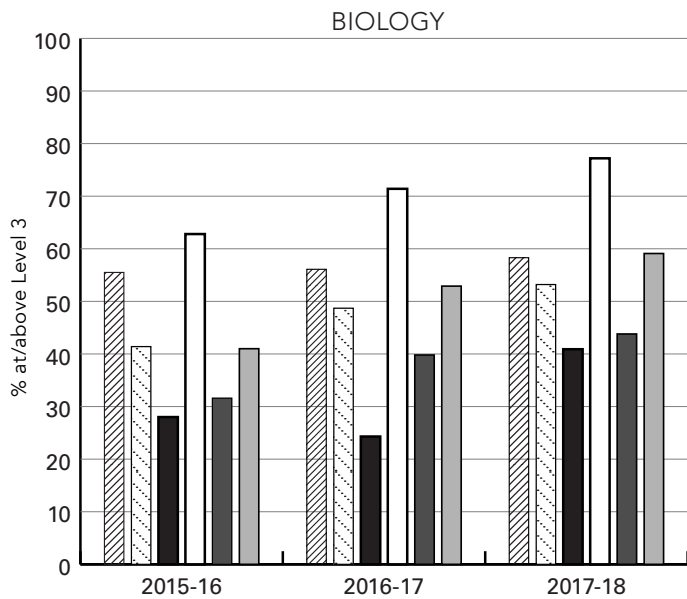
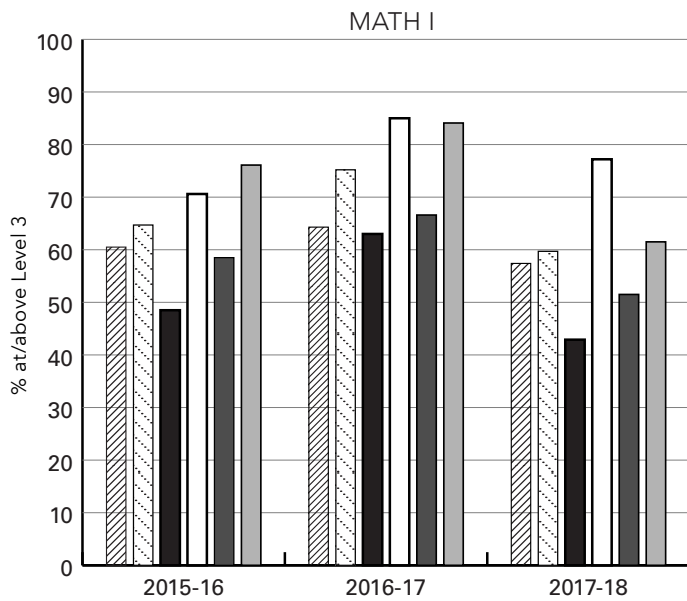
Hoke County Schools enrolled 7,944 students, which included 710 (8.9%) American Indians in 2017-18. Students attend one of 14 schools, which include one high school, one alternative school, and an early college. In 2017-18, the district proficiency rate was lower than the state rate for all EOG and EOC tested subjects except for EOC Math I. 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 (77.0%) was lower than both district (81.7%) and state (86.3%) rates. The annual dropout rate for American Indians increased slightly from 3.81 percent in 2015-16, to 3.91 percent in 2016-17. However, the dropout rate for American Indians 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						
2015-16	56.9	50.8	36.9	70.3	41.7	45.9
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	54.5	40.6	67.9	45.2	57.7
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	64.7	48.5	70.6	58.5	76.1
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	41.4	28.0	62.8	31.6	41.0
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	49.3	26.3	66.2	43.7	47.4
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
4-Year Cohort Graduation Rate						
2015-16	85.9	79.5	65.5	85.2	80.7	78.9
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.22	4.96	2.17	1.79	n/a
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

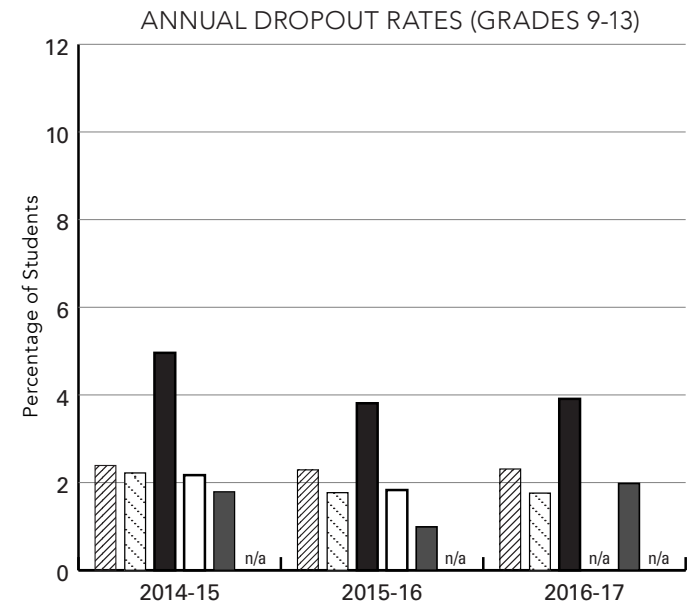
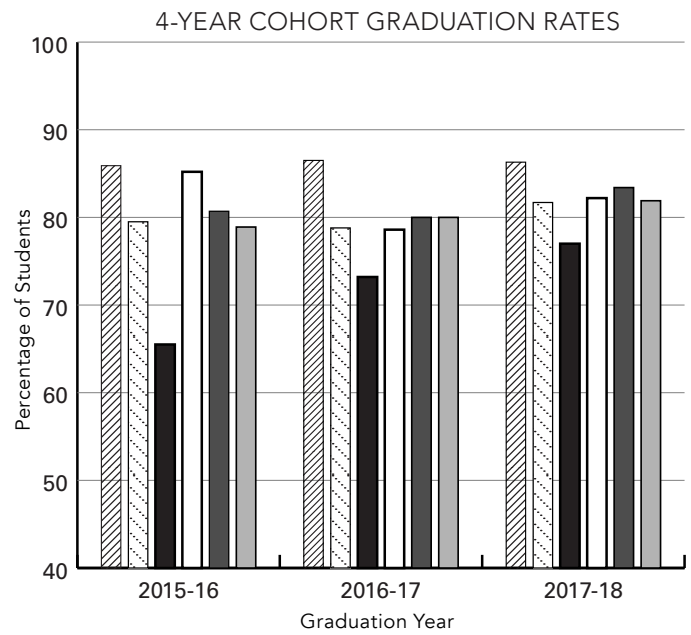
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

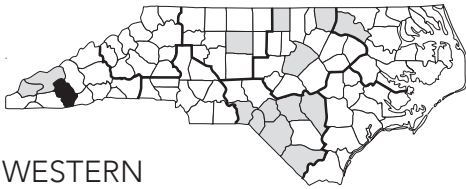
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JACKSON COUNTY

DISTRICT CONTACT: ANGIE DILLS
http://www.jcps.k12.nc.us

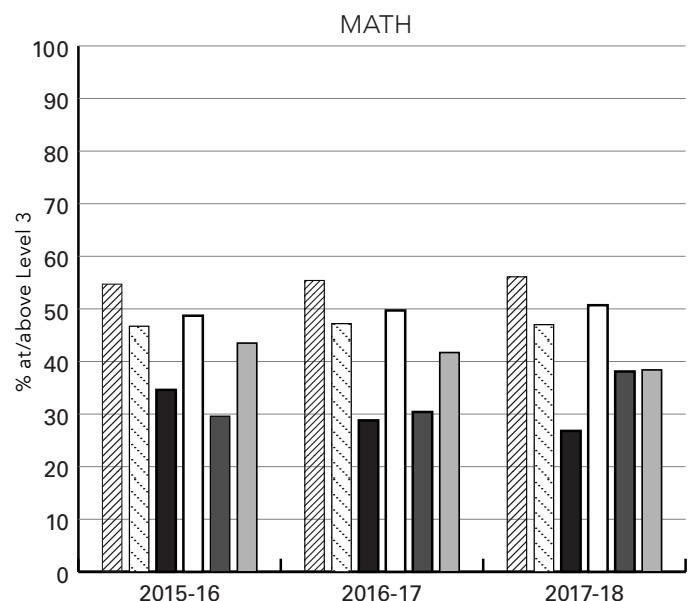
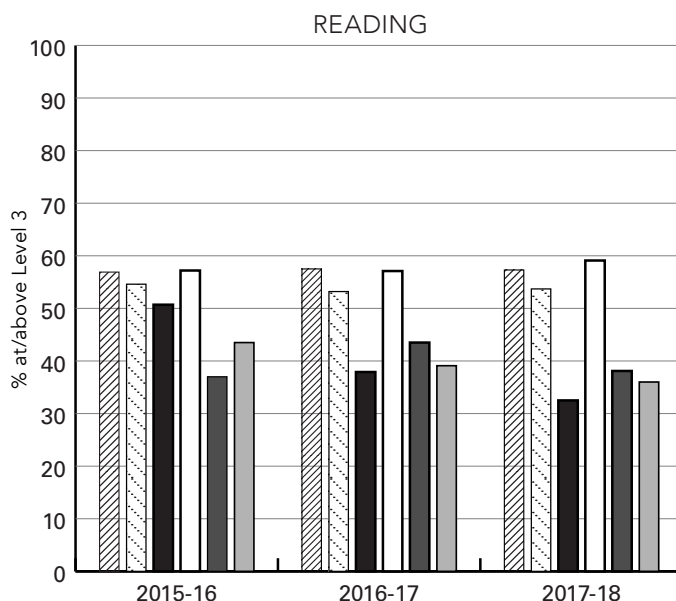


WESTERN

Located on land contiguous with the Qualla Boundary, Jackson County Schools in 2017-18 enrolled 3,400 students of whom 247 (7.2%) are American Indian, mainly of the Eastern Band of Cherokee. The Jackson County school district operates nine campuses, including one high school, one early college, and one alternative school. In 2017-18, the district's performance compared to the state on all EOG and EOC assessments, showed proficiency rates above the state in EOC Math I, Biology, and English II. The proficiency rates for American Indians were lower than the state and district on most EOG and EOC assessments except for EOC Biology and English II. Large percentage point gains were made by American Indian students in EOC Biology (+53.6) and English II (+54.9). American Indian students preformed above their White and Hispanic peers on EOC Biology and English II, however, they remained below their Black, Hispanic and White peers on all EOG assessments and EOC Math I. The 4-Year Cohort Graduation rate for American Indians increased by 15.9 percentage points and was above the state rate of 86.3 percent. The annual dropout percentage rate for American Indians has not been provided for the last 4 years.

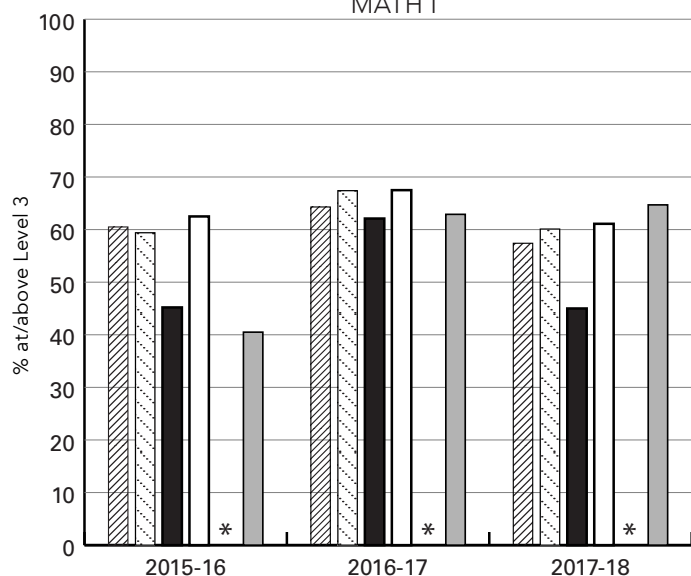
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	54.6	50.7	57.2	37.0	43.5
2016-17	57.5	53.2	37.9	57.1	43.5	39.1
2017-18	57.3	53.7	32.5	59.1	38.1	36.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	46.7	34.6	48.7	29.6	43.5
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	59.4	45.2	62.5	*	40.5
2016-17	64.3	67.4	62.1	67.5	*	62.9
2017-18	57.4	60.1	45.0	61.1	*	64.7
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	51.6	38.9	54.5	10.0	40.6
2016-17	56.1	51.1	8.3	56.9	*	22.2
2017-18	58.3	60.9	61.9	61.2	*	43.8
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	56.9	43.8	61.1	*	23.5
2016-17	60.7	61.1	34.6	64.0	*	53.3
2017-18	59.8	67.7	89.5	65.4	*	65.5
4-Year Cohort Graduation Rate						
2015-16	85.9	86.7	76.0	88.0	*	80.0
2016-17	86.5	86.7	74.1	88.5	*	86.2
2017-18	86.3	92.0	90.0	92.6	*	91.2
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	3.25	n/a	2.50	n/a	n/a
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

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

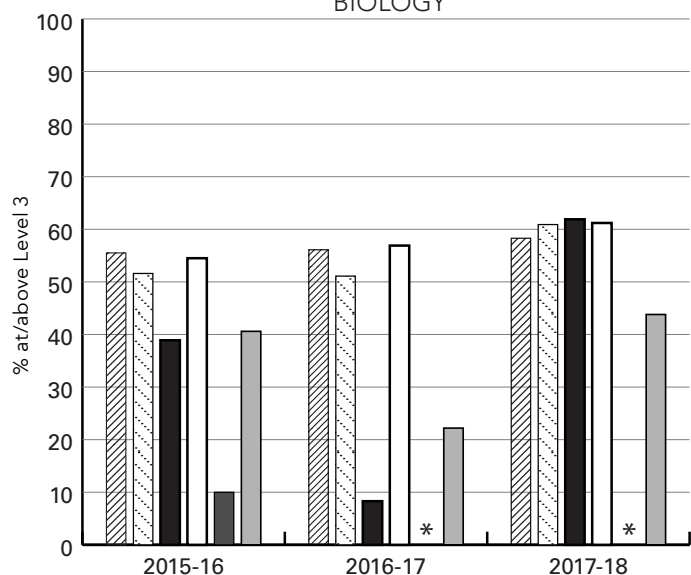


END-OF-COURSE TESTS

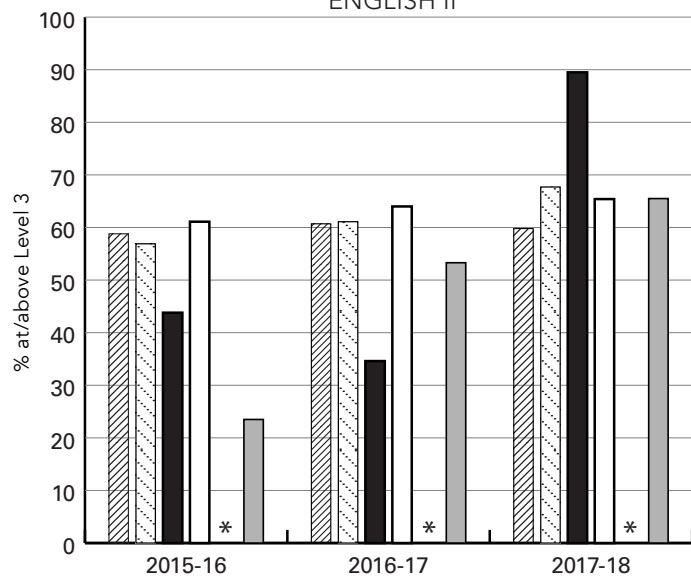
MATH I



BIOLOGY

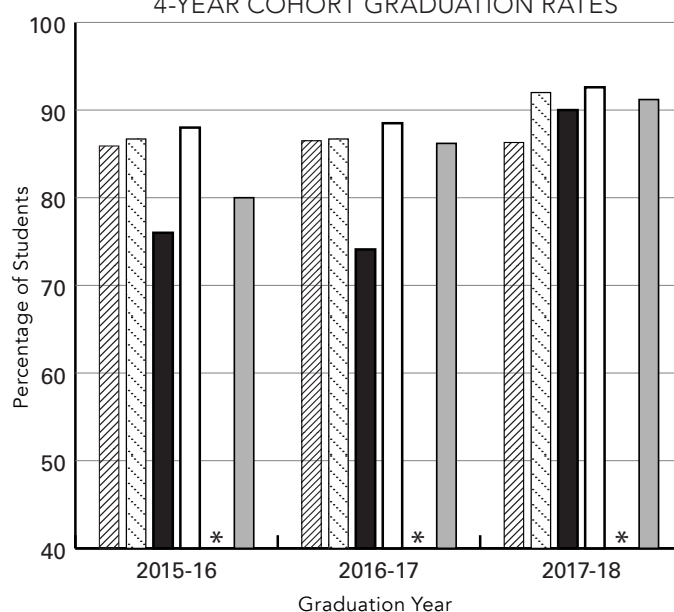


ENGLISH II

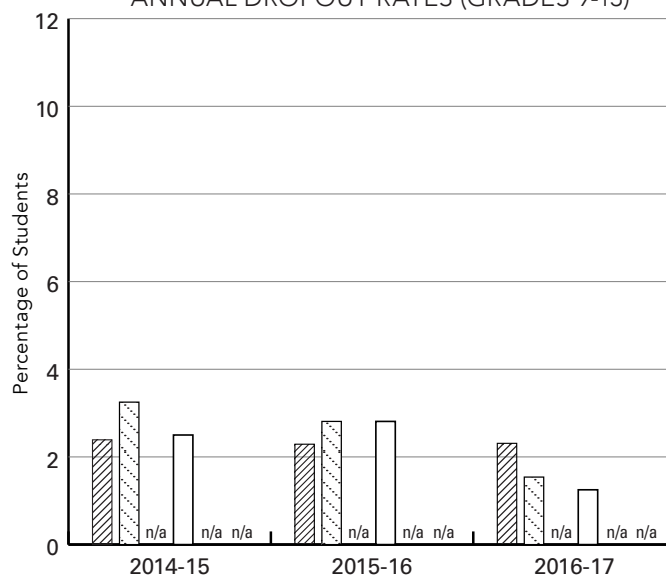


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

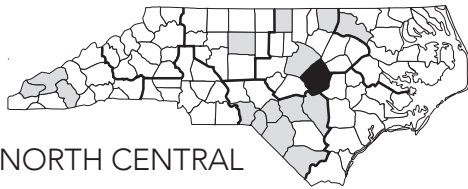
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JOHNSTON COUNTY

DISTRICT CONTACT: FAITHA BATTEN
http://www.johnston.k12.nc.us

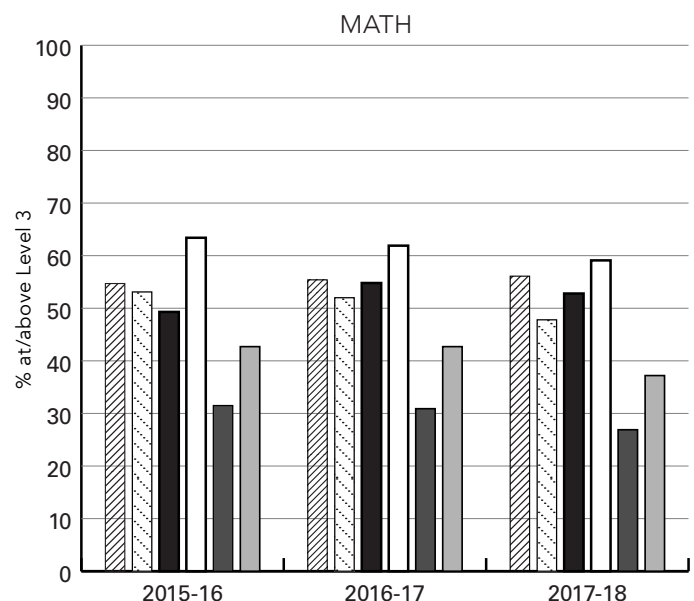
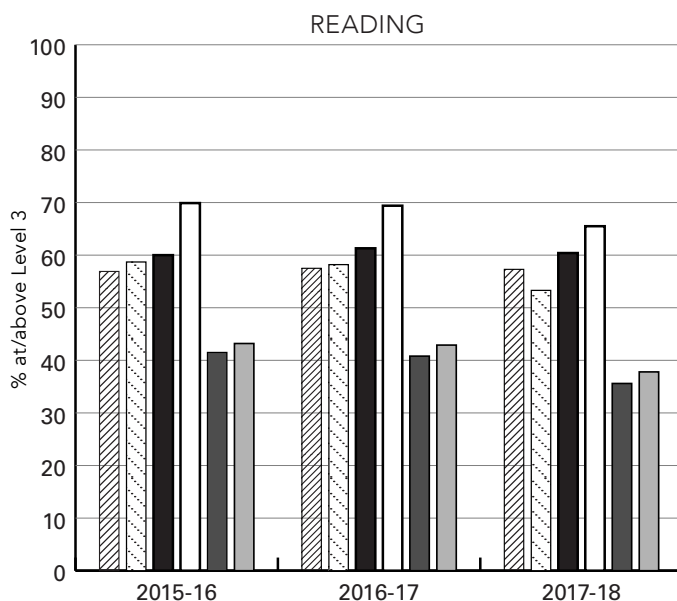


NORTH CENTRAL

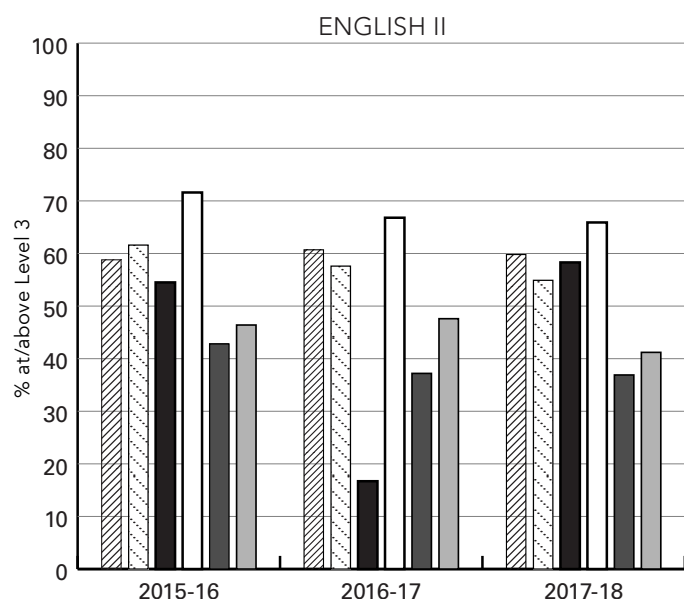
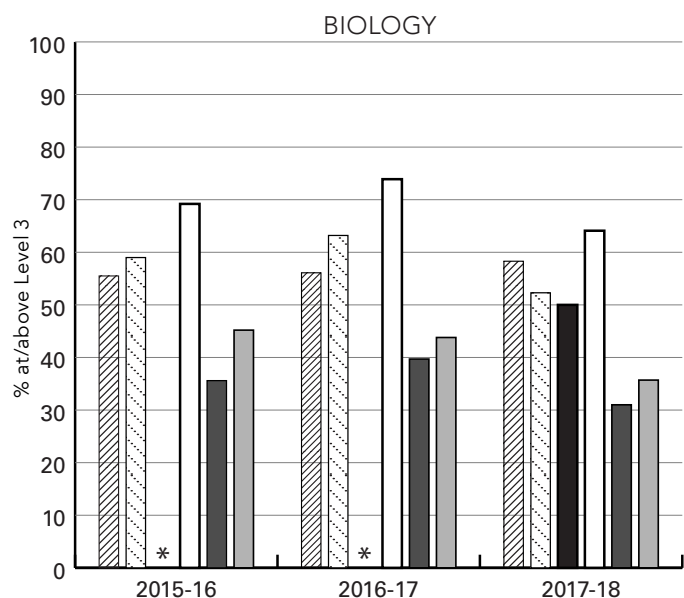
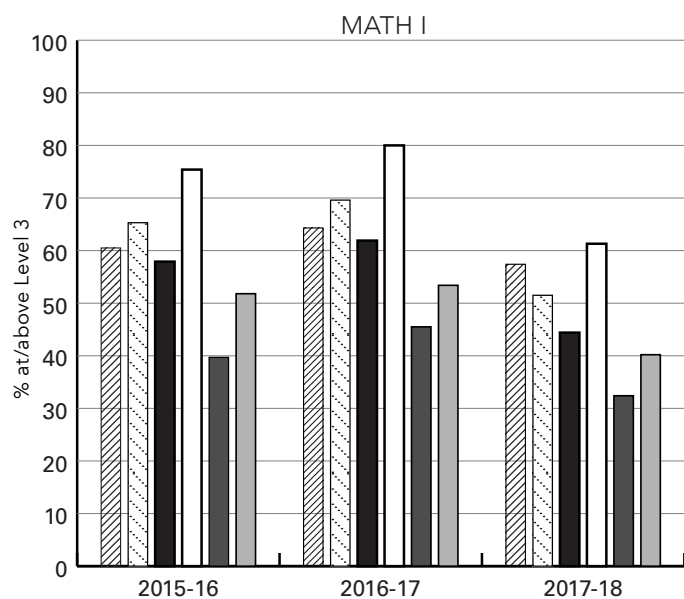
Johnston County Schools in 2017-18 enrolled over 33,436 students, of whom 122 (0.36%) were American Indians of various tribes. The district operates 45 schools, including nine high schools, one early college, and one career technical school. Compared with the state, 2017-18 data showed that the district proficiency rates were lower in all EOG and EOC subject areas. The percentage of American Indian students at the proficient level was above the state and district in EOG reading and above the district in EOG math and EOC English II. Proficiency rates for American Indian students compared to their Hispanic and Black peers were higher in all EOG and EOC assessments. However, American Indian students performed below their White peers in all areas and showed a 17.5 percentage point drop in proficiency rate on the EOC Math I assessment. Conversely, American Indian students showed a 41.6 percentage point increase in EOC English II. The American Indian 4-Year Cohort Graduation rate was greater than 95 percent, which was above the state, district and all peer subgroups. The annual dropout rates for American Indian students have not been included 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						
2015-16	56.9	58.7	60.0	69.9	41.5	43.2
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	53.1	49.3	63.4	31.5	42.7
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	65.3	57.9	75.4	39.7	51.8
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	59.0	*	69.2	35.6	45.2
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	61.6	54.5	71.6	42.8	46.4
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
4-Year Cohort Graduation Rate						
2015-16	85.9	90.1	*	92.6	85.6	84.7
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	1.99	n/a	1.27	2.65	3.81
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

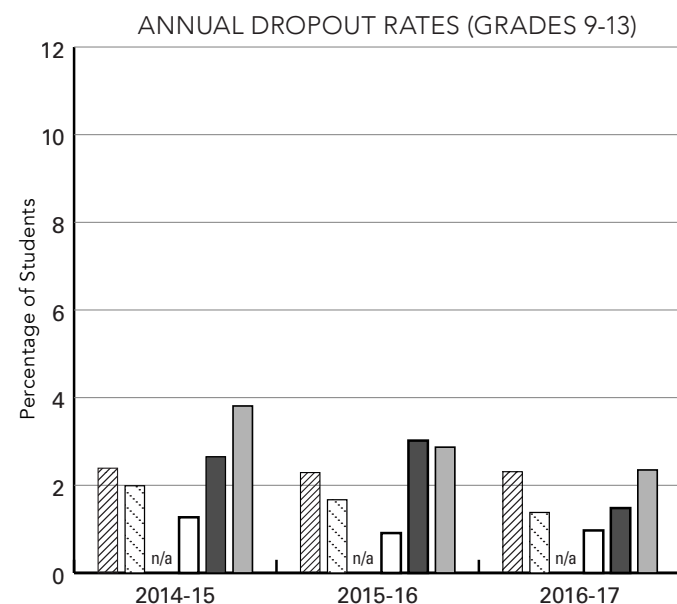
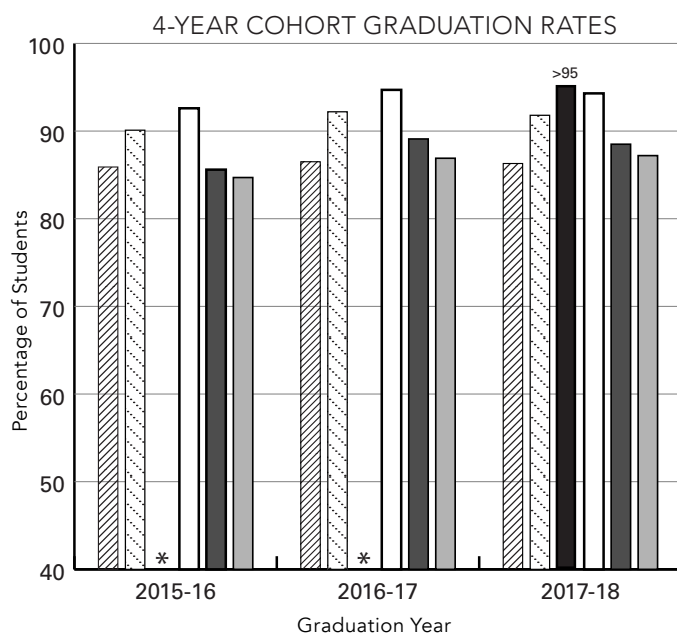
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

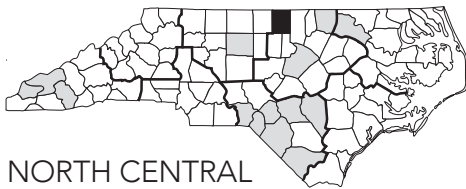
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PERSON COUNTY

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

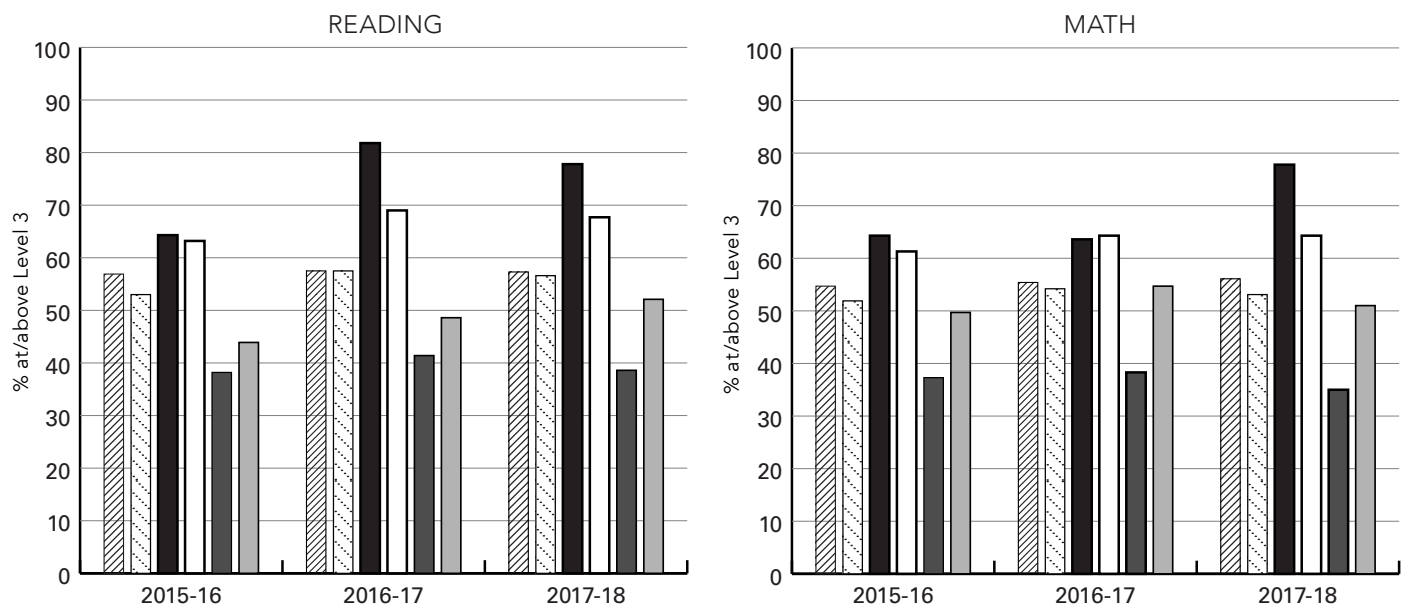


NORTH CENTRAL

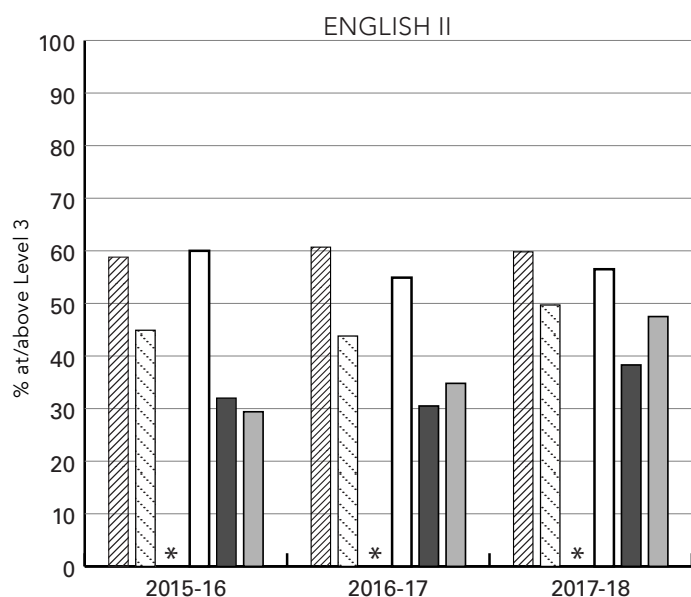
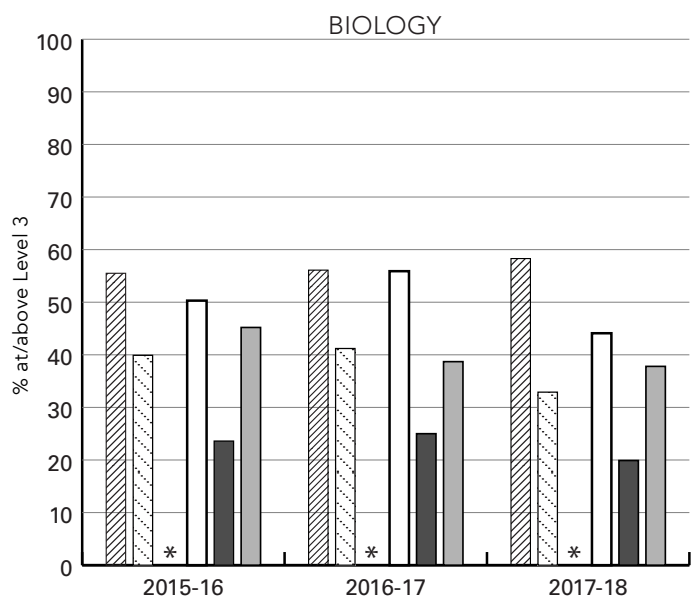
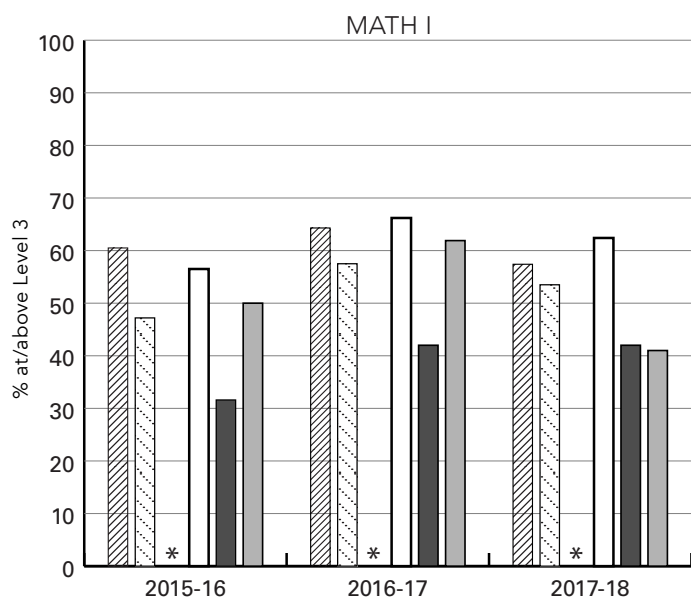
Person County Schools enrolled 4,436 students, of whom 25 (0.56%) were American Indians, mainly of the Sappony Tribe in 2017-18. Students attend one of 11 schools, including one high school and an early college. Other campuses include a preschool center and a program that focuses on early intervention and family services. 2017-18 data showed that district proficiency rates were lower than state rates in all EOG and EOC subjects. In EOG reading and math, the proficiency rates for American Indian students were higher than the district and state. The percentages of American Indian students demonstrating proficiency in EOG reading and EOG math were higher than their White, Black, and Hispanic peers. American Indian students showed an increased proficiency rate of 77.8 percent in EOG math, which is a 14.2 percentage point increase. The sparse enrollment of American Indian students above the eighth grade restricts meaningful data analysis of EOC assessments. Additionally, data is 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						
2015-16	56.9	53.0	64.3	63.2	38.2	43.9
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	51.9	64.3	61.3	37.3	49.7
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	47.2	*	56.5	31.6	50.0
2016-17	64.3	57.5	*	66.2	42.0	61.9
2017-18	57.4	53.5	*	62.4	42.0	41.0
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	39.9	*	50.3	23.6	45.2
2016-17	56.1	41.2	*	55.9	25.0	38.7
2017-18	58.3	32.9	*	44.1	19.9	37.8
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	44.9	*	60.0	32.0	29.4
2016-17	60.7	43.8	*	54.9	30.5	34.8
2017-18	59.8	49.7	*	56.5	38.3	47.5
4-Year Cohort Graduation Rate						
2015-16	85.9	76.3	*	78.3	74.0	76.0
2016-17	86.5	78.8	*	83.2	76.4	63.3
2017-18	86.3	87.3	*	87.5	85.9	93.8
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	5.20	n/a	4.22	6.40	n/a
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

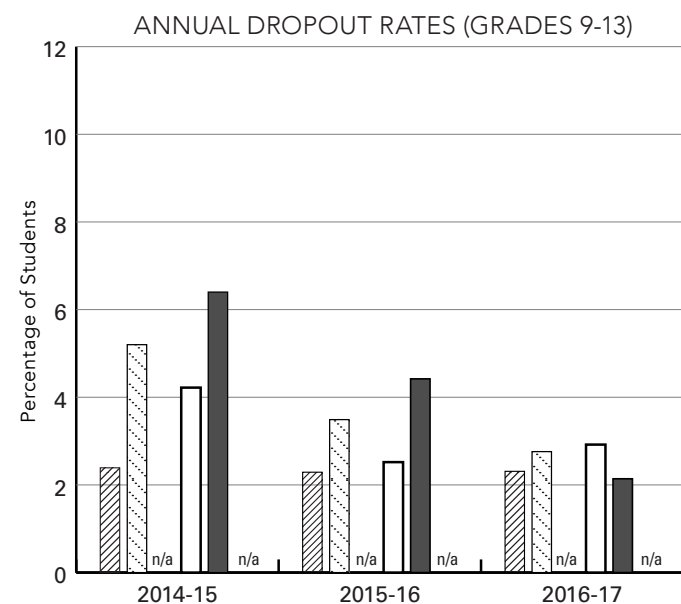
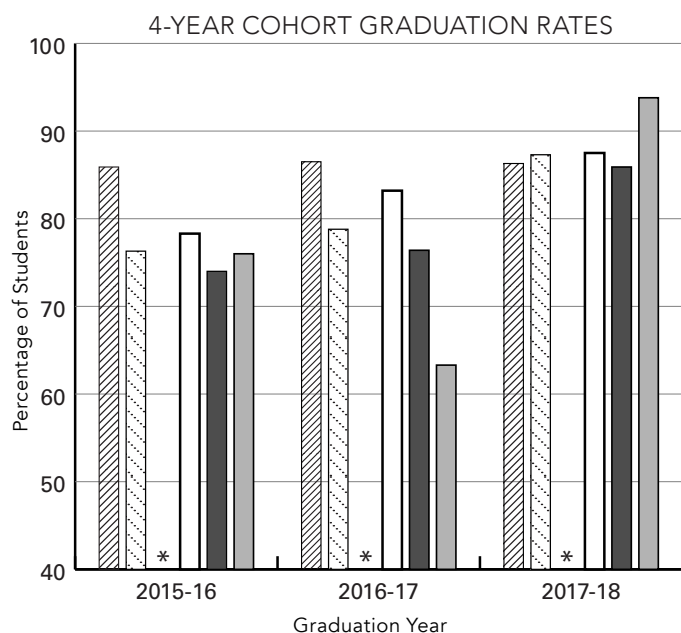
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

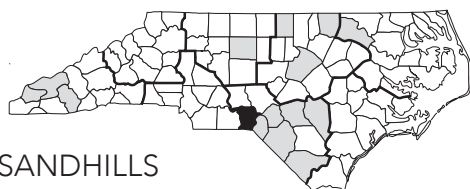
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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.

RICHMOND COUNTY

DISTRICT CONTACT: PAM PATTERSON
http://www.richmond.k12.nc.us

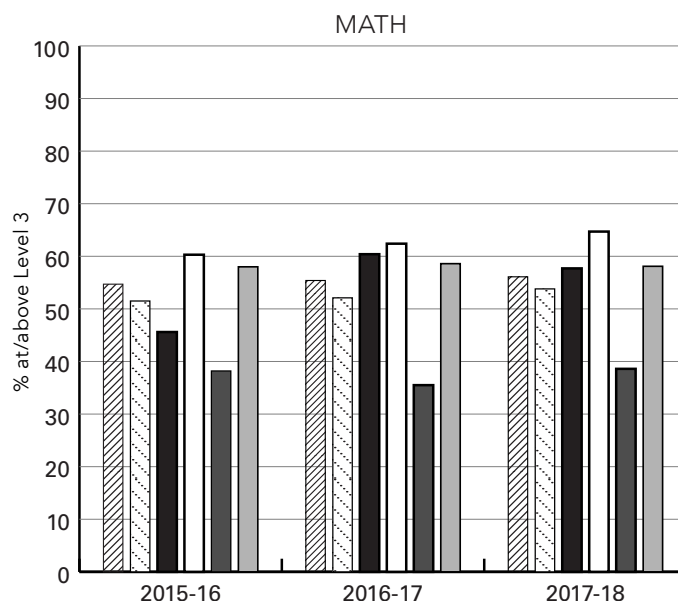
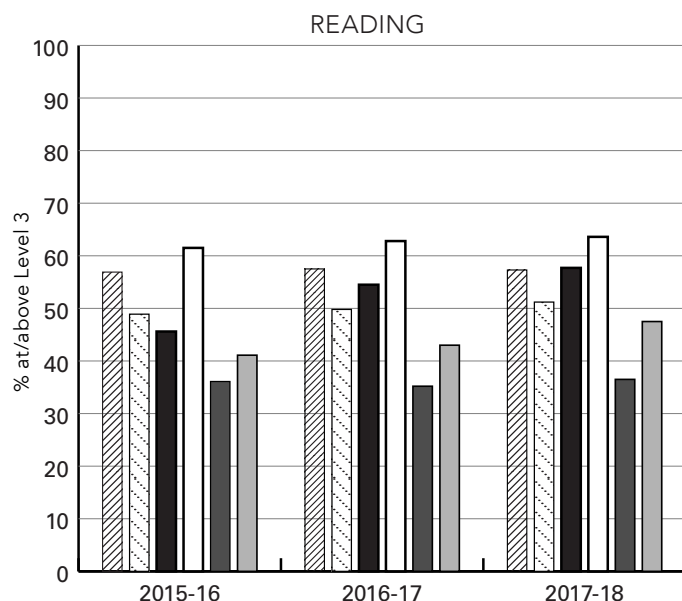


SANDHILLS

Richmond County Schools in 2017-18 enrolled 6,644 students, of whom 217 (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 16 schools. In 2017-18, the district proficiency rates were lower than the state in all EOG and EOC assessments, except for Math I. The proficiency rates of American Indian students were higher than the state and district rate in all EOG tested subjects and EOC Math I, and above the district in EOC English II. However, American Indian students were slightly below the state and district proficiency rates in EOC Biology but showed a 13.5 percentage point gain in EOC Biology for the 2017-18 school year. American Indians demonstrated higher rates of proficiency than their Black and Hispanic peers in all EOG tested subjects and above their Black peers in EOC Math I, Biology, and English II. 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 4.7 percentage points in 2017-18, however, their rate is below the state and district, as well as all their peers.

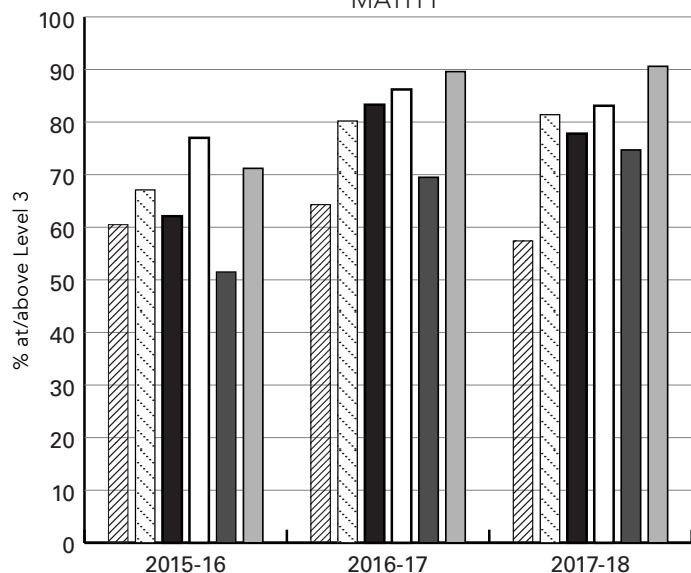
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	48.9	45.6	61.5	36.1	41.1
2016-17	57.5	49.8	54.5	62.8	35.2	43.0
2017-18	57.3	51.2	57.7	63.6	36.5	47.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	51.5	45.6	60.3	38.2	58.0
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	67.1	62.1	77.0	51.5	71.2
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	45.9	44.4	63.1	29.0	44.9
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	49.0	58.3	62.2	32.2	56.0
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
4-Year Cohort Graduation Rate						
2015-16	85.9	81.2	70.3	78.4	87.7	80.5
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	3.03	n/a	3.60	1.44	n/a
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

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

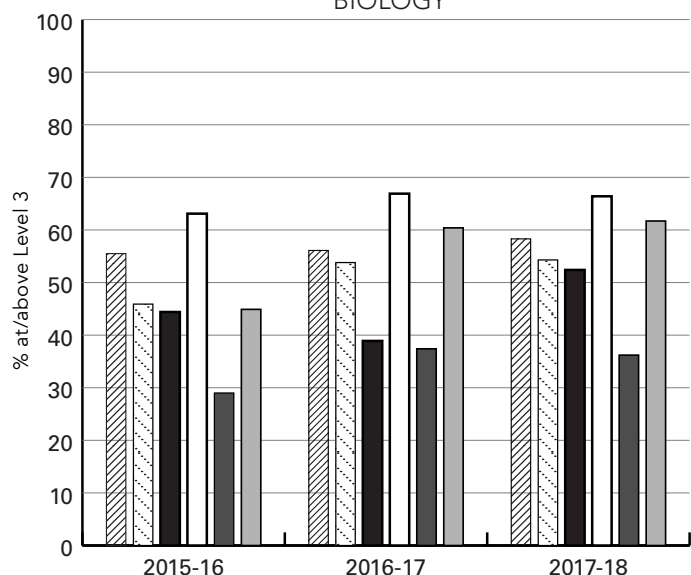


END-OF-COURSE TESTS

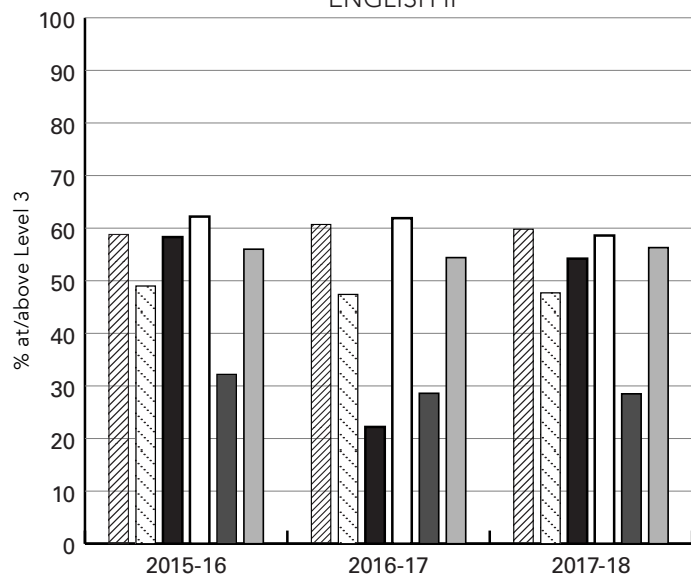
MATH I



BIOLOGY

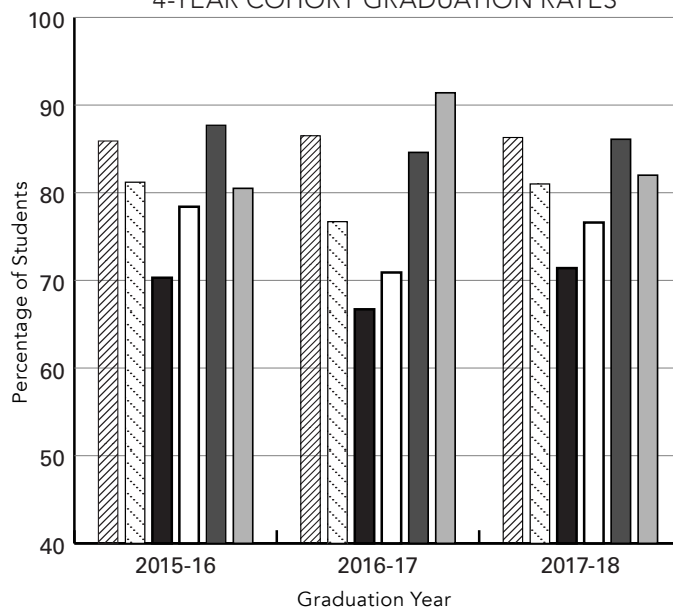


ENGLISH II

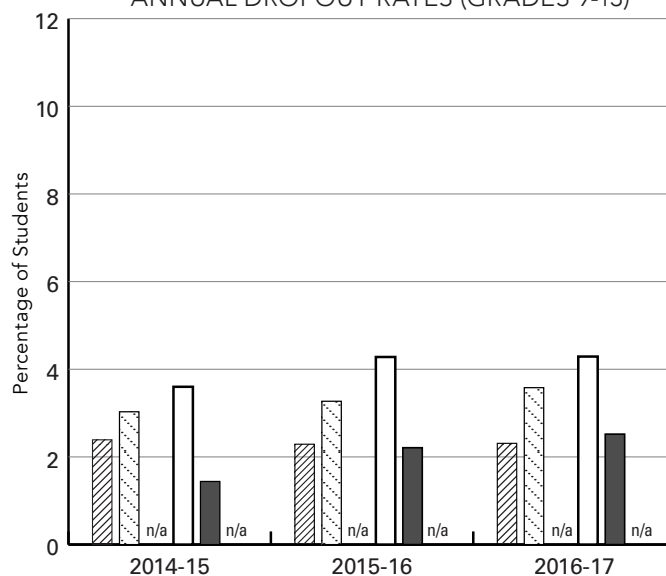


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



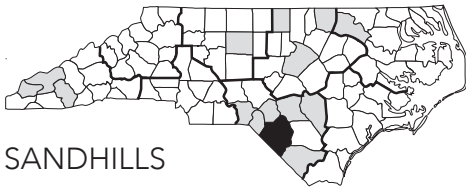
State LEA American Indian White Black Hispanic

> = 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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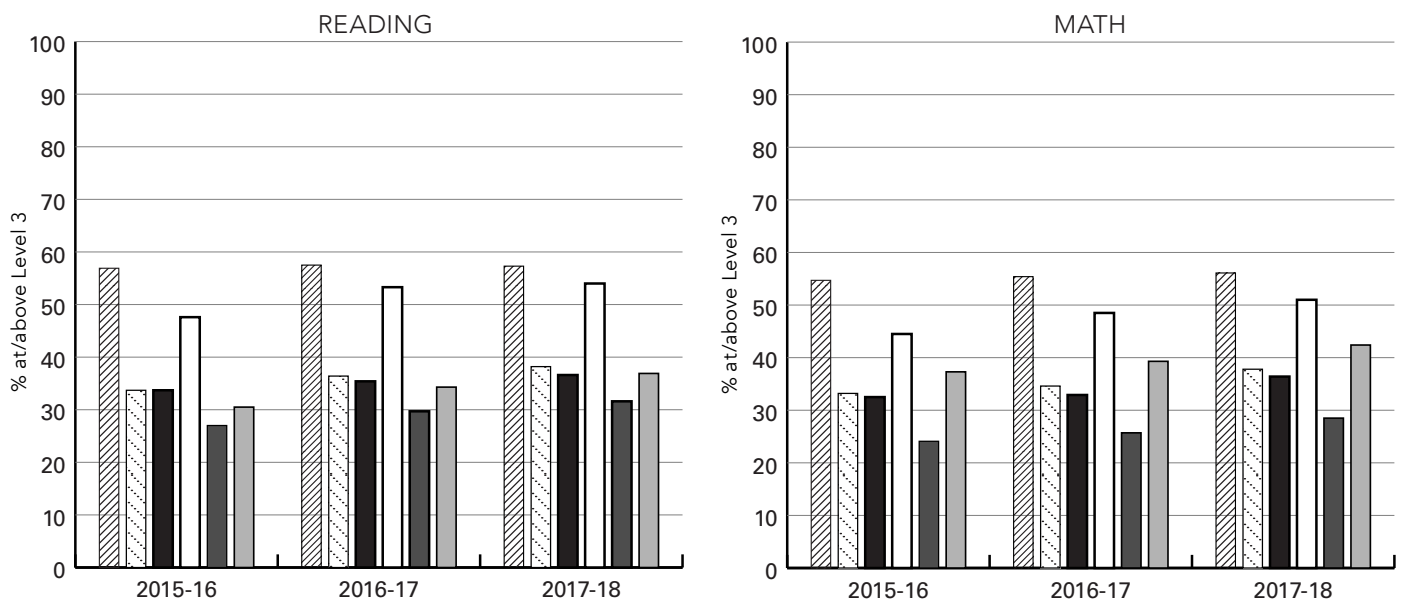


SANDHILLS

The Public Schools of Robeson County enrolled 20,593 students, including 8,706 (42.2%) who are identified as American Indians, mainly of the Lumbee Tribe in 2017-18. The district operates 41 schools. The proficiency rates of American Indian students are below the state and district rates in all tested areas. The proficiency rates of American Indian students also lagged behind their Hispanic and White peers on all EOG and EOC assessments. However, American Indian students demonstrated higher rates of proficiency than Black students in all areas. Small improvement has been made from 2016-17 to 2017-18 in EOG reading and math and EOC Biology, however, there was a decrease in proficiency rates for EOC Math I and English II. The 4-Year Cohort Graduation rate for American Indian students (86.2) was consistent with the state (86.3) and district (86.1) rate. In 2017-18, American Indian students (86.2) had a higher graduation rate than their Hispanic and White peers. 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.

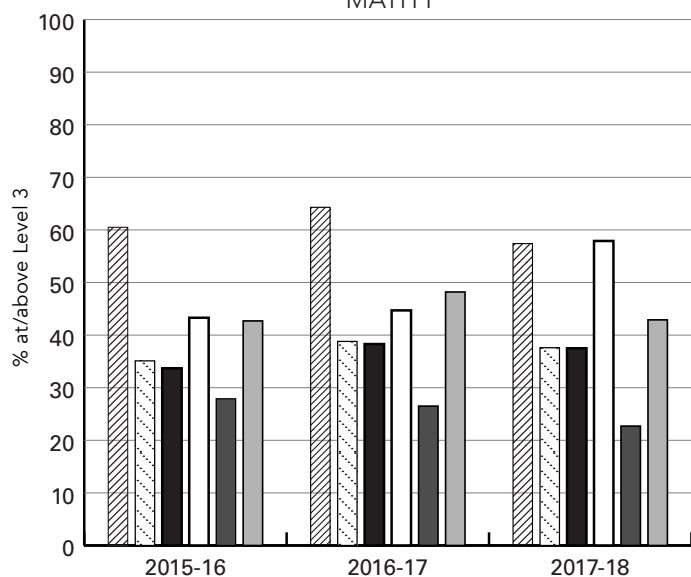
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	33.7	33.7	47.6	27.0	30.5
2016-17	57.5	36.4	35.4	53.3	29.7	34.3
2017-18	57.3	38.2	36.6	54.0	31.6	36.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	33.2	32.5	44.5	24.1	37.3
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	35.1	33.7	43.3	27.9	42.7
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	39.7	35.7	52.8	30.0	55.4
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	37.9	34.4	58.5	28.8	43.8
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
4-Year Cohort Graduation Rate						
2015-16	85.9	85.9	86.0	80.6	88.8	86.5
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.22	2.60	2.52	1.58	n/a
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

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

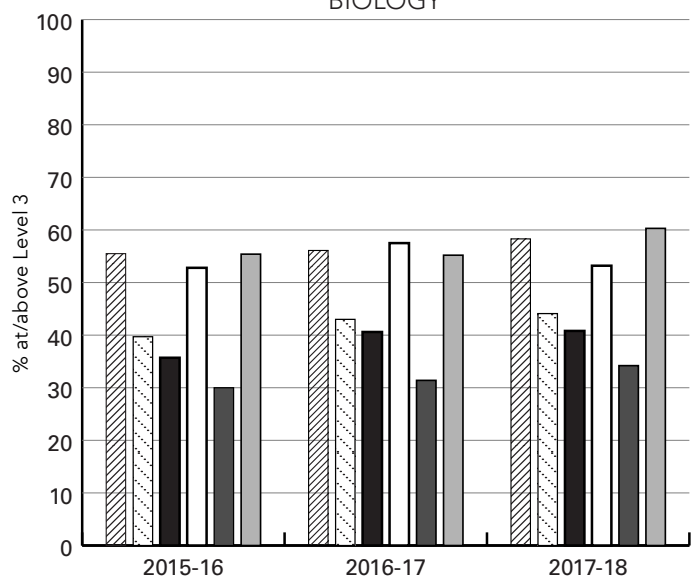


END-OF-COURSE TESTS

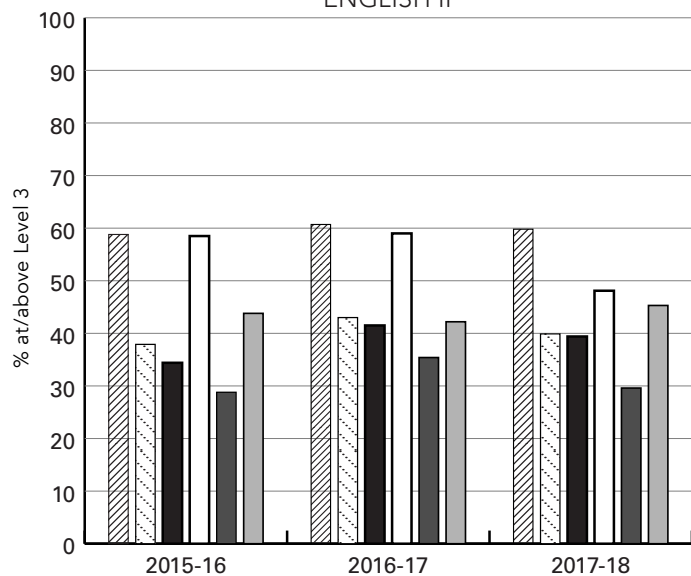
MATH I



BIOLOGY

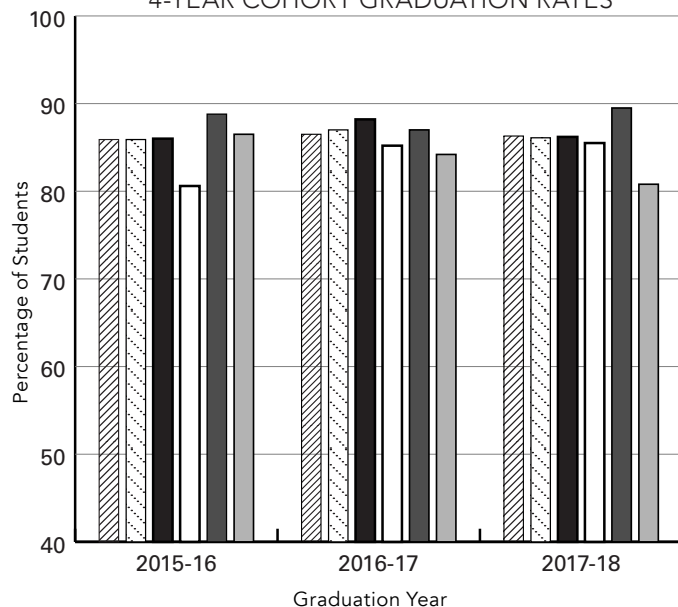


ENGLISH II

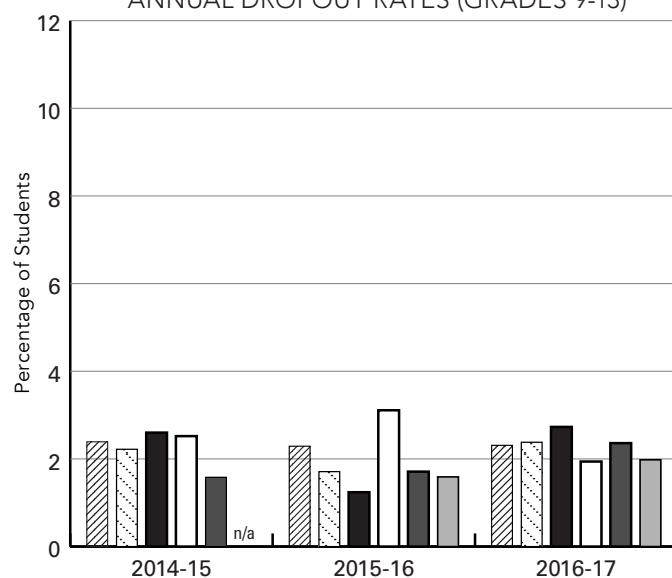


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

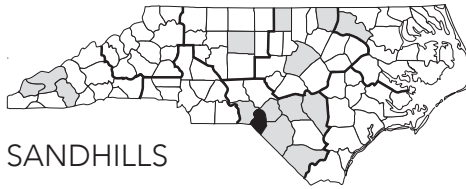
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SCOTLAND COUNTY

DISTRICT CONTACT: BARBARA ADAMS
http://www.scotland.k12.nc.us

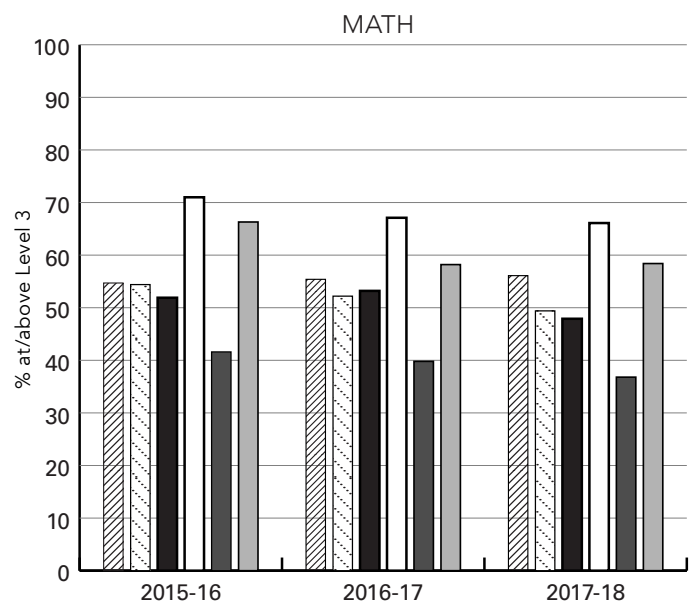
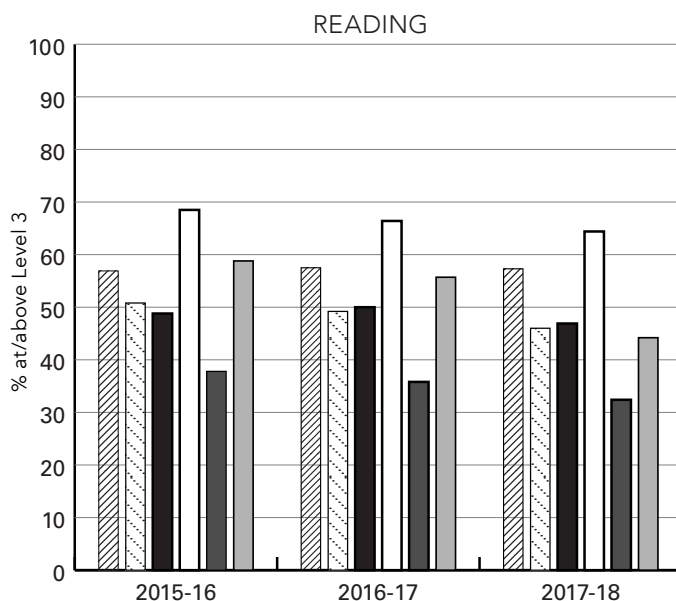


SANDHILLS

Scotland County Schools in 2017-18 enrolled 5,286 students, including 802 (15.1%) American Indians mainly of the Lumbee Tribe. The district operates 12 campuses, including one high school and one early college. In 2017-18, 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 reading and EOC Biology. 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 Math I. American Indian students had proficiency rates higher than their Black peers in EOG reading and math, and EOC Biology and English II. The American Indian 4-Year Cohort Graduation rate for 2017-18 has increased significantly from 2015-16, but still fell below the rates for the district, state, and all other racial and ethnic groups. The annual dropout rate for American Indian students in 2016-17 was not reported.

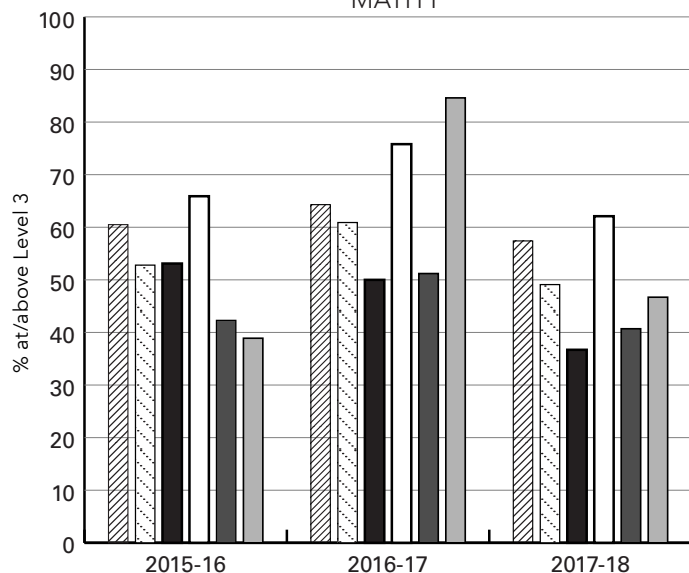
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	56.9	50.8	48.8	68.5	37.8	58.8
2016-17	57.5	49.2	50.0	66.4	35.8	55.7
2017-18	57.3	46.0	46.9	64.4	32.4	44.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	54.4	51.9	71.0	41.6	66.3
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	52.8	53.1	65.9	42.3	38.9
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	51.3	43.9	71.4	38.5	*
2016-17	56.1	44.3	46.9	60.3	31.3	*
2017-18	58.3	47.5	54.8	62.5	33.1	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	42.6	41.7	60.2	30.0	37.5
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	*
4-Year Cohort Graduation Rate						
2015-16	85.9	82.5	76.5	83.0	86.6	80.0
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	4.98	8.52	4.18	4.19	n/a
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

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

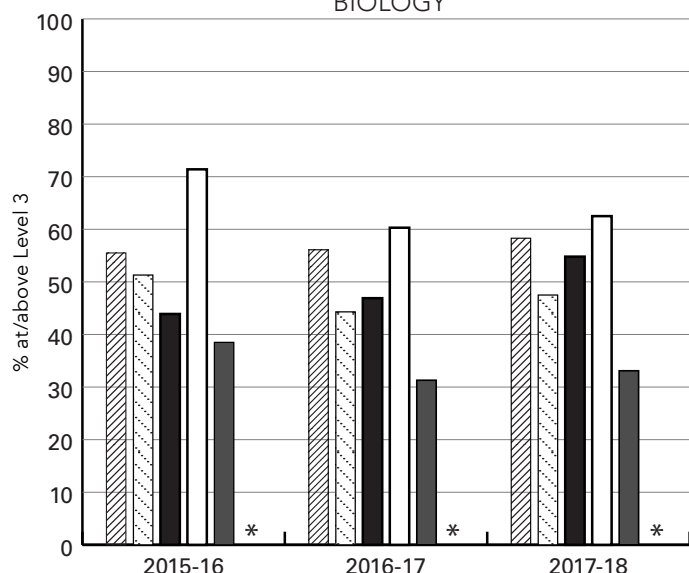


END-OF-COURSE TESTS

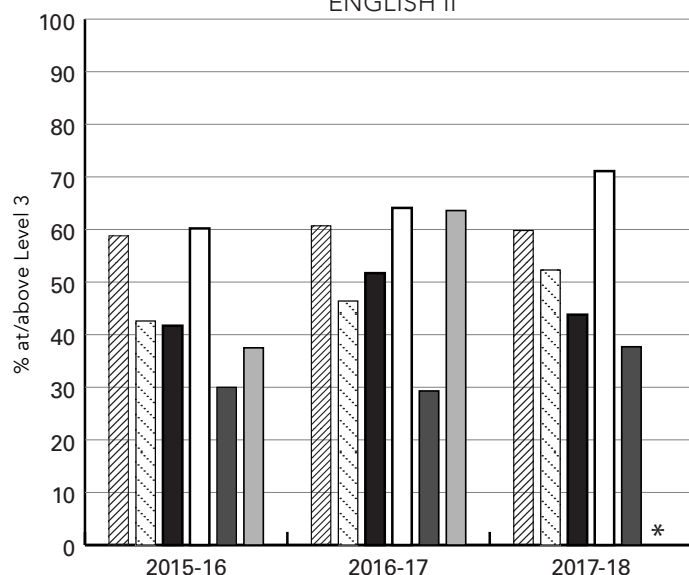
MATH I



BIOLOGY

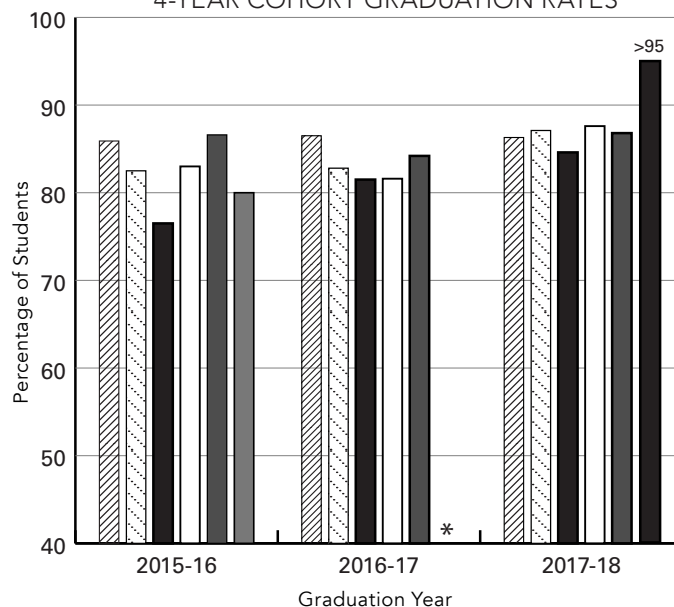


ENGLISH II

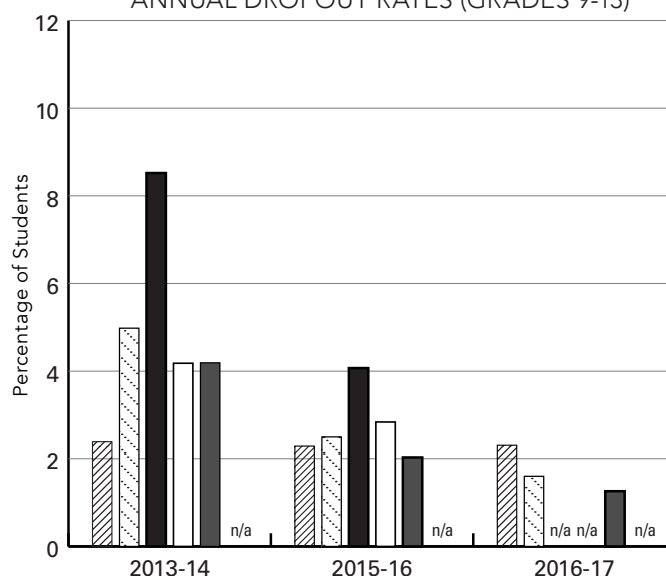


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

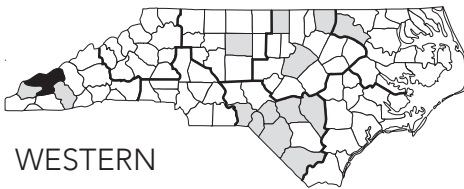
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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<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.

SWAIN COUNTY

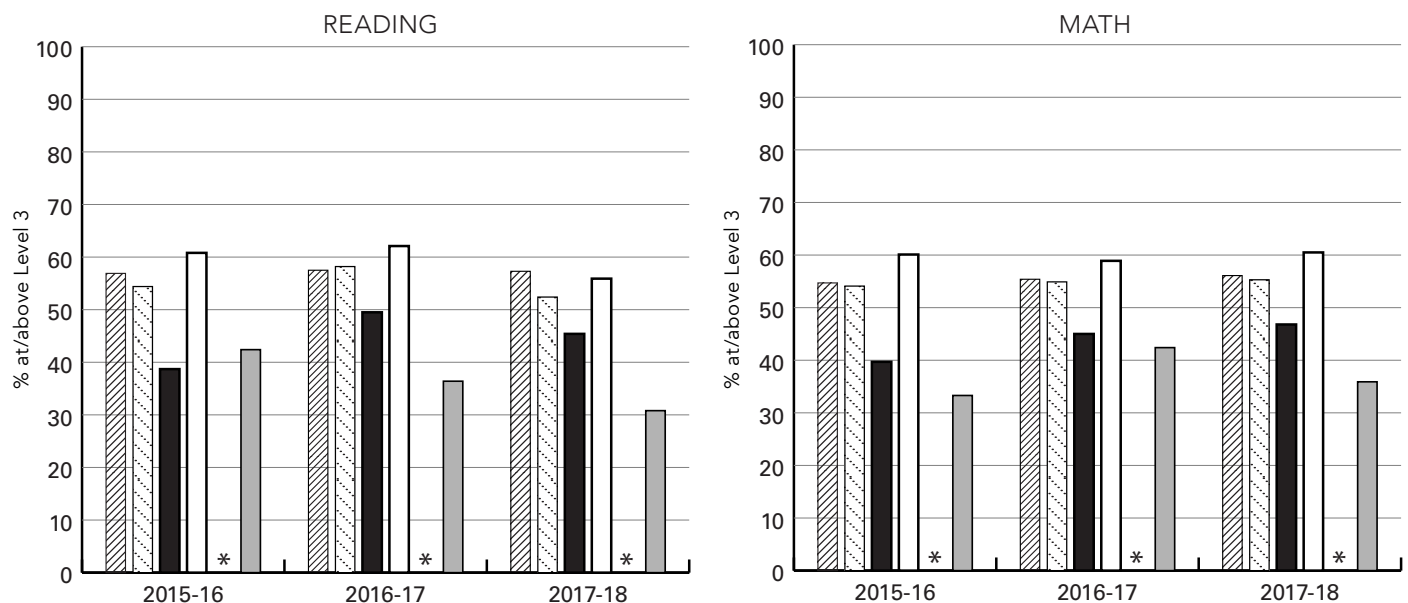
DISTRICT CONTACT: MIKE TREADWAY
http://www.swain.k12.nc.us



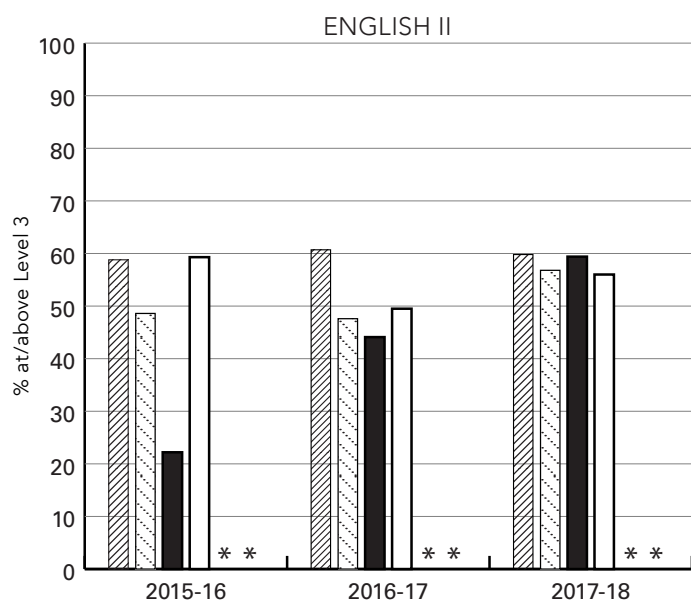
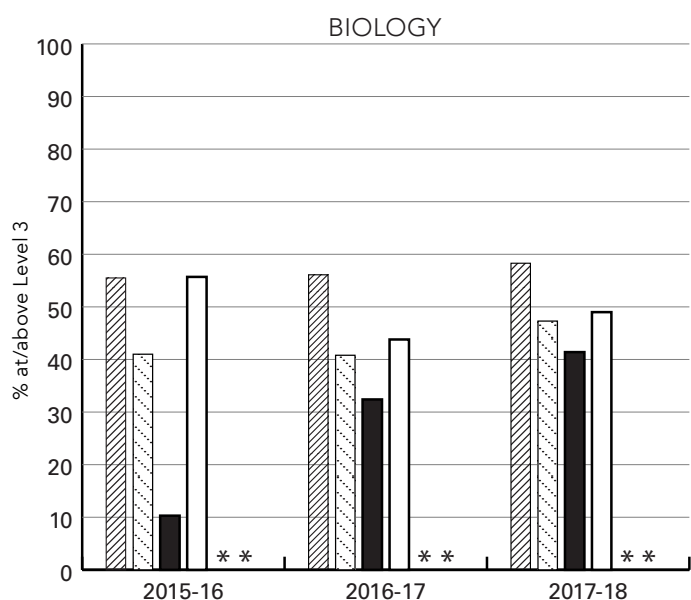
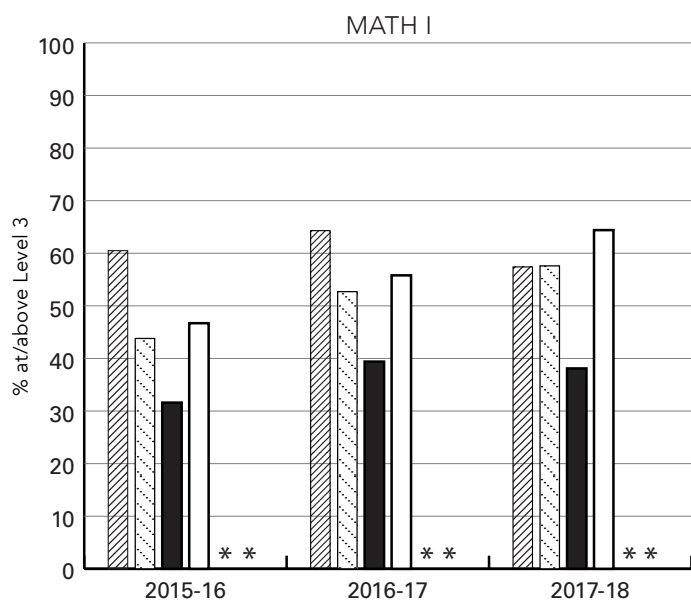
Swain County Schools enrolled 1,966 students of whom 446 (22.6%) are members of the Eastern Band of Cherokee in 2017-18. Located on land contiguous to the Qualla Boundary, the district operates four schools including two elementary, one middle, and one high school. In 2017-18, district proficiency rates were lower than the state on most EOG and EOC assessments except EOC Math I. American Indian students demonstrated a lower proficiency rate than the state in all EOG and EOC tested subjects and below the district in all but one tested area, which was EOC English II. American Indian students performed better than 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 most EOC tested areas except for English II. 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						
2015-16	56.9	54.4	38.7	60.8	*	42.4
2016-17	57.5	58.2	49.5	62.1	*	36.4
2017-18	57.3	52.4	45.4	55.9	*	30.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	54.1	39.7	60.1	*	33.3
2016-17	55.4	54.9	45.0	58.9	*	42.4
2017-18	56.1	55.3	46.8	60.5	*	35.9
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	43.8	31.6	46.7	*	*
2016-17	64.3	52.7	39.4	55.8	*	*
2017-18	57.4	57.6	38.1	64.4	*	*
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	41.0	10.3	55.7	*	*
2016-17	56.1	40.8	32.4	43.8	*	*
2017-18	58.3	47.3	41.4	49.0	*	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	48.6	22.2	59.3	*	*
2016-17	60.7	47.6	44.1	49.5	*	*
2017-18	59.8	56.8	59.4	56.0	*	*
4-Year Cohort Graduation Rate						
2015-16	85.9	79.9	81.6	79.2	n/a	*
2016-17	86.5	83.1	82.9	84.5	n/a	*
2017-18	86.3	79.3	74.2	80.6	*	*
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	4.52	n/a	4.88	n/a	n/a
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

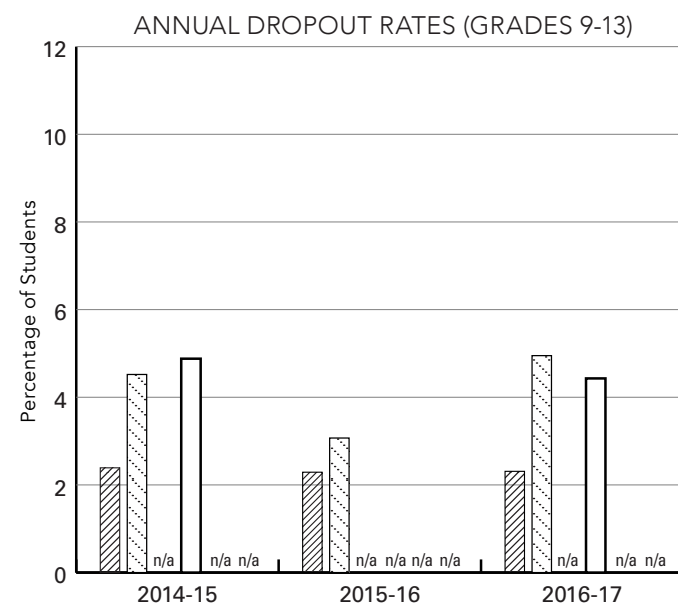
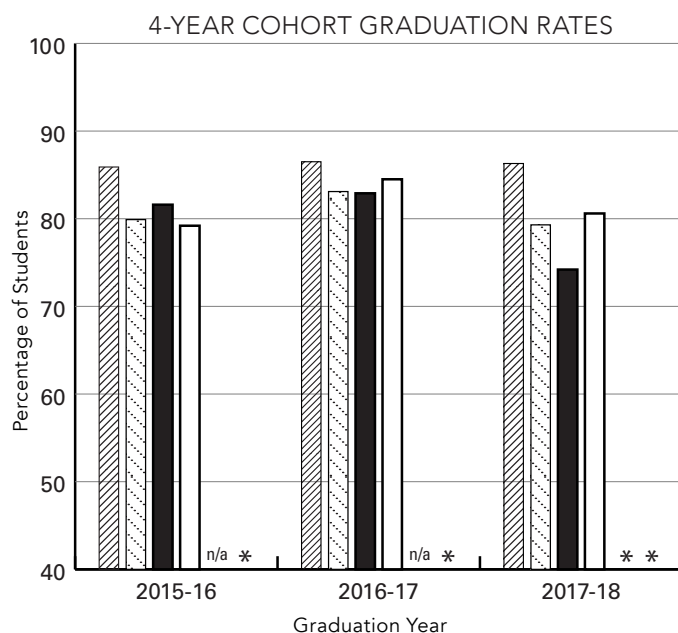
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



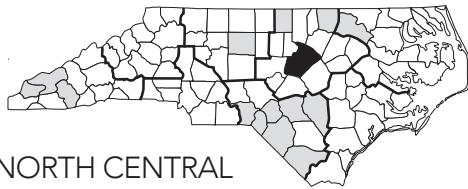
State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

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

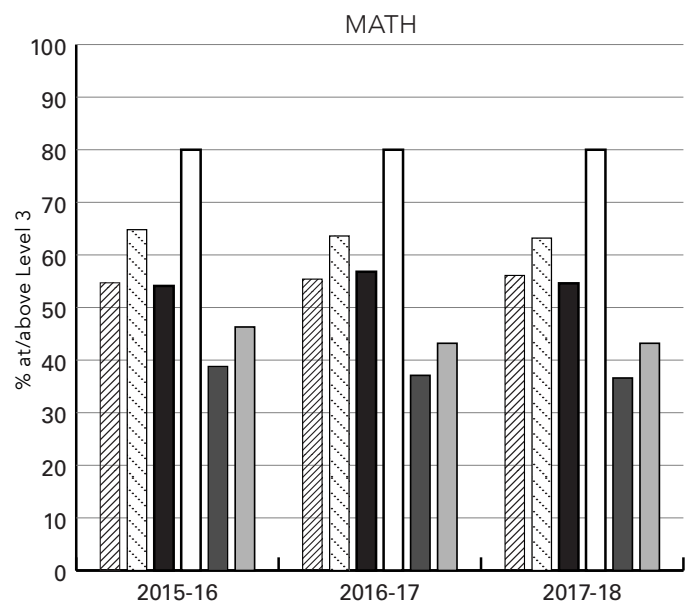
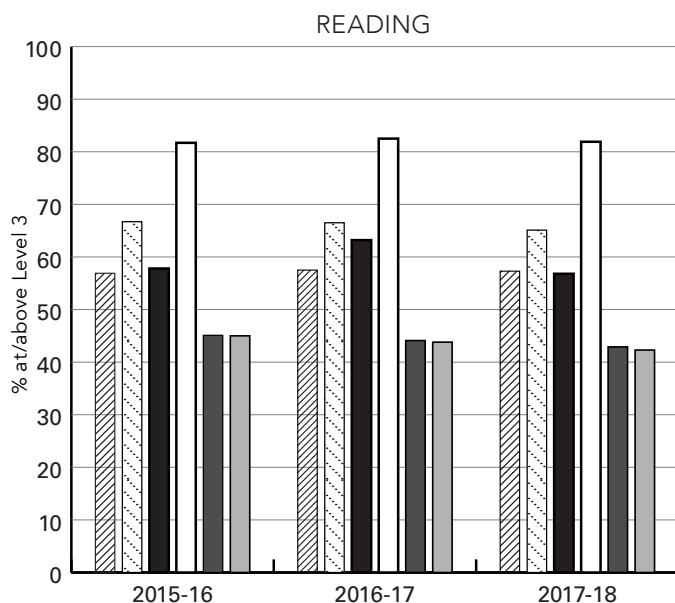
<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.



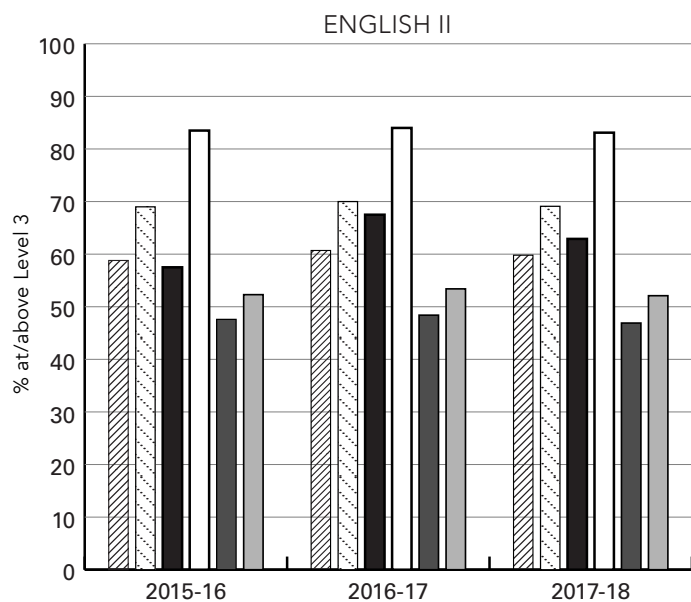
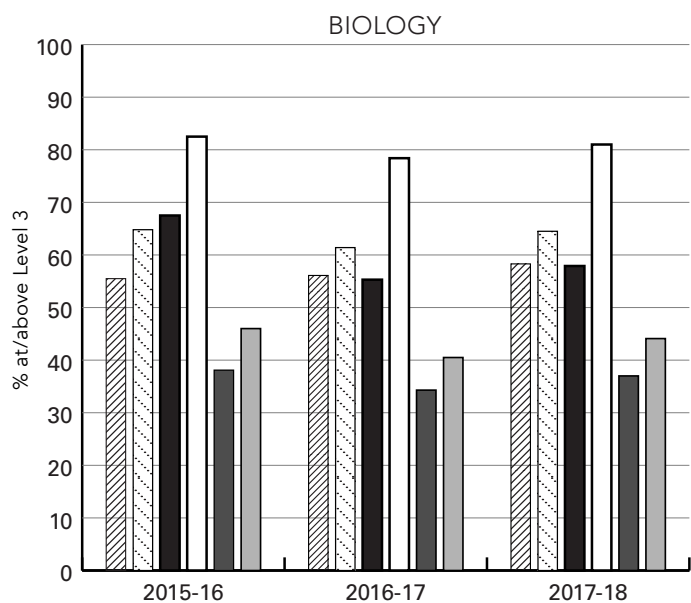
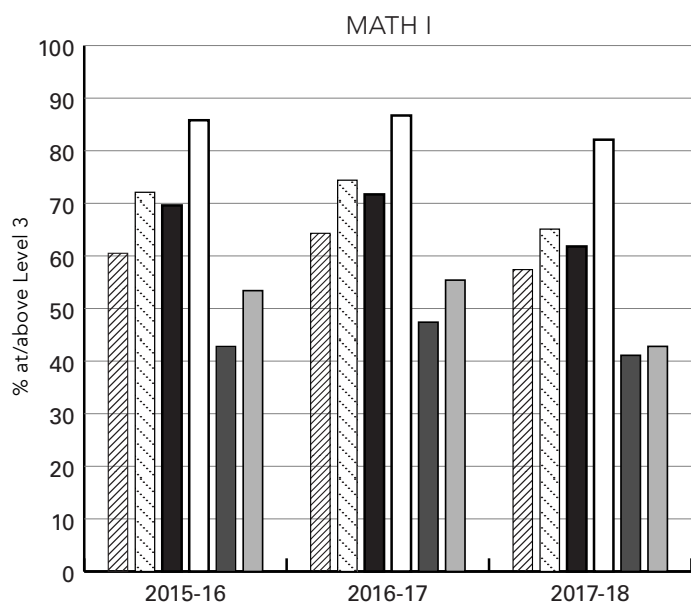
Wake County Public Schools in 2017-18 enrolled 148,147 students in 177 schools, including 24 high schools, and a cadre of early colleges and special-focus schools. Richly diverse, Wake County Public Schools enroll 393 (0.26%) American Indian students representing 78 tribal affiliations. The 2017-18 EOG and EOC data showed the district proficiency rates were higher than the state rates. The proficiency rates for American Indian students were lower than the district rates in all tested areas of the EOG and EOC. However, the proficiency rates for American Indian students were higher than the state proficiency rates in EOC Math I and English II. 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 state, district, and their White and Black peer groups. 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						
2015-16	56.9	66.7	57.8	81.7	45.1	45.0
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	64.8	54.1	80.0	38.8	46.3
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	72.1	69.6	85.8	42.8	53.4
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	64.8	67.5	82.5	38.1	46.0
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
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	69.0	57.5	83.5	47.6	52.3
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
4-Year Cohort Graduation Rate						
2015-16	85.9	87.1	77.3	93.0	81.1	73.6
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	2.15	5.24	1.14	3.05	4.53
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

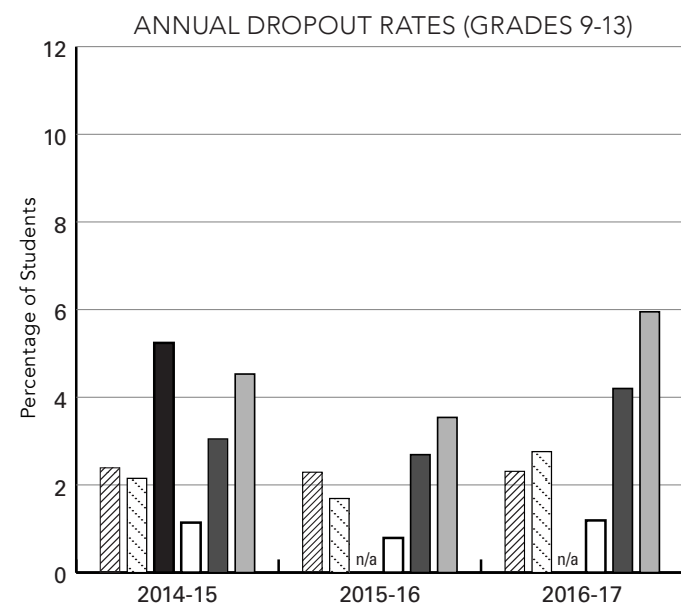
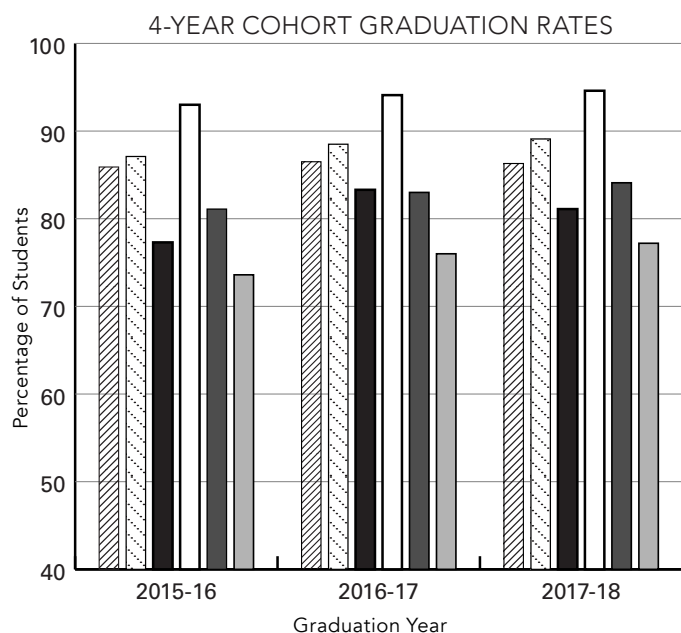
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



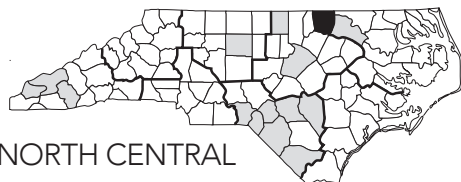
State LEA American Indian White Black Hispanic

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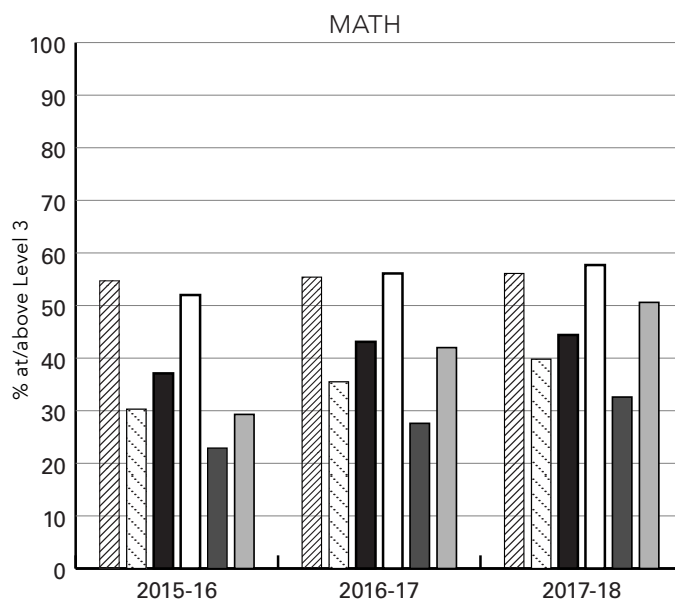
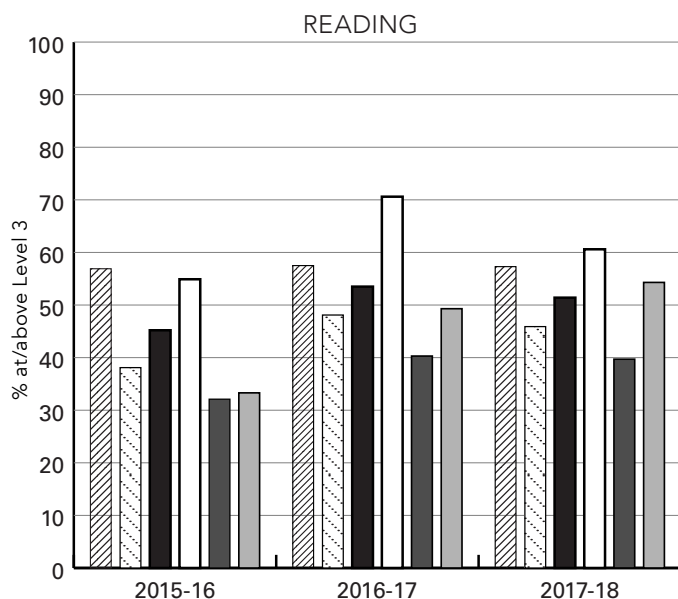


NORTH CENTRAL

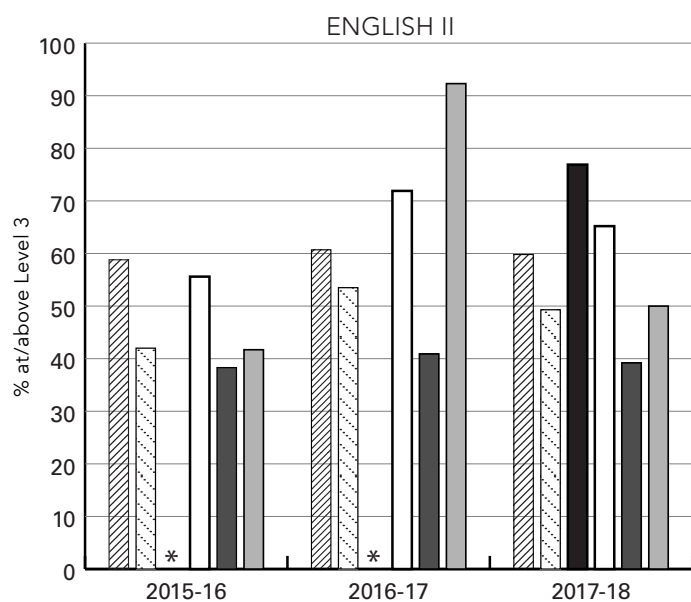
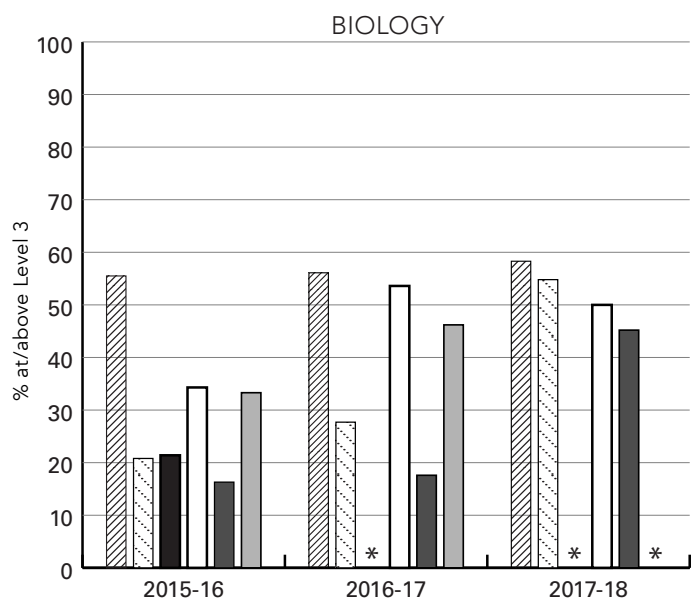
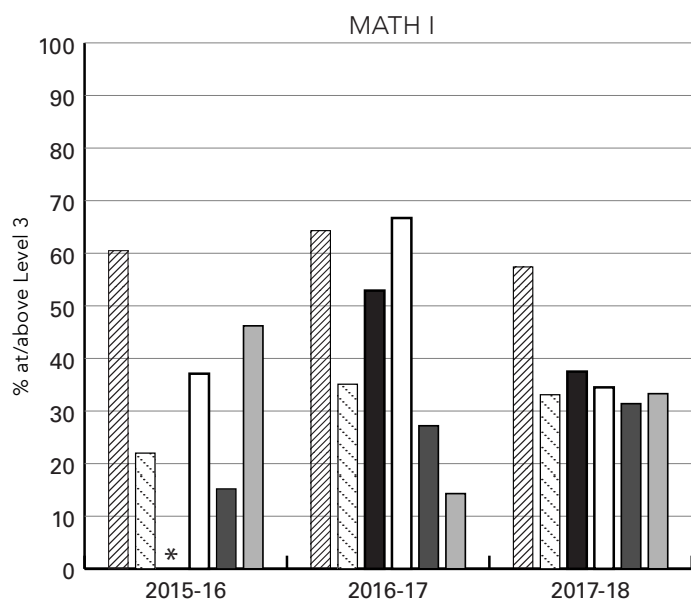
Warren County Schools enrolled 1,877 students, including 135 (7.1%) American Indian students, mainly of the Haliwa-Saponi Tribe, in 2017-18. Warren County operates eight schools. In 2017-18, district proficiency rates in all EOG and EOC tested subjects are below the state rates. The proficiency rates of American Indian students exceeded the district rates in all EOG and EOC tested subjects where data are available but fell behind the state rate in all subjects except EOC English II. American Indian students outperformed their Black and Hispanic peers in EOC Math I and English II as well as their White peers in EOC English II; however, they lagged behind in all other tested areas. There was insufficient data for American Indians to compare proficiency rates on EOC Biology. American Indian students' 4-year Cohort Graduation rate was higher than the state, district, and all subgroups, and showed a decrease from the 2016-17 school year. 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						
2015-16	56.9	38.1	45.2	54.9	32.1	33.3
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
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2015-16	54.7	30.3	37.1	52.0	22.9	29.3
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
Math I: End-of-Course – Percent at/above Level 3						
2015-16	60.5	22.0	*	37.1	15.2	46.2
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
Biology: End-of-Course – Percent at/above Level 3						
2015-16	55.5	20.8	21.4	34.3	16.3	33.3
2016-17	56.1	27.7	*	53.6	17.6	46.2
2017-18	58.3	54.8	*	50.0	45.2	*
English II: End-of-Course – Percent at/above Level 3						
2015-16	58.8	42.0	*	55.6	38.3	41.7
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
4-Year Cohort Graduation Rate						
2015-16	85.9	70.4	54.2	68.4	74.6	*
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
Annual Dropout Rate (Grades 9-13)						
2014-15	2.39	5.43	n/a	n/a	5.08	n/a
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

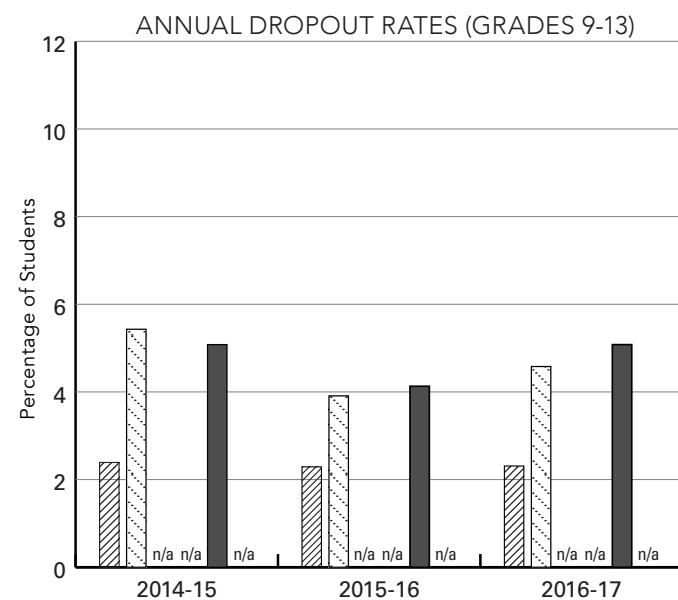
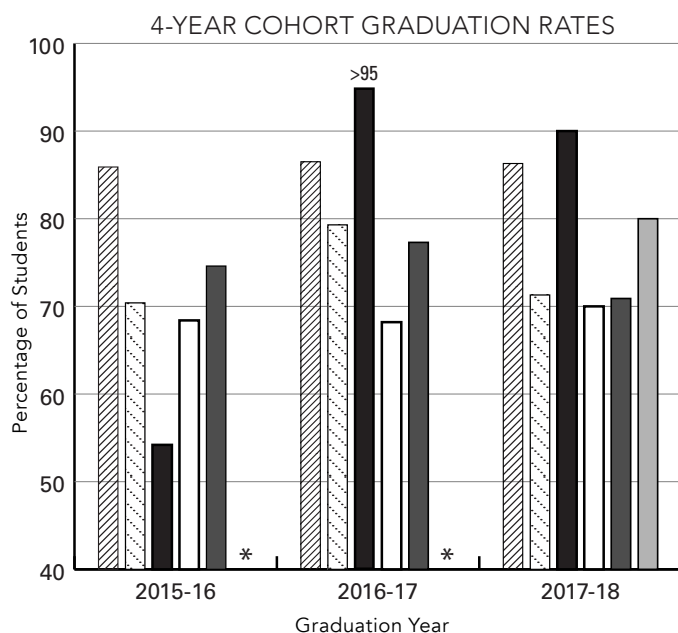
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

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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.

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2015-16	15.1	20.7	9.0	31.8	10.2	15.6
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
Clinton City						
2015-16	15.1	12.9	*	25.9	5.0	6.6
2016-17	16.2	13.5	*	28.9	2.8	8.0
2017-18	16.5	15.7	*	33.1	3.1	10.1
Columbus						
2015-16	15.1	6.2	*	7.9	3.0	*
2016-17	16.2	7.0	*	7.8	4.4	*
2017-18	16.5	6.1	*	6.8	4.1	*
Cumberland						
2015-16	15.1	11.7	4.4	15.0	5.8	14.4
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
Graham						
2015-16	15.1	9.3	*	8.8	n/a	*
2016-17	16.2	8.2	*	7.5	n/a	*
2017-18	16.5	7.9	*	6.9	n/a	n/a
Guilford						
2015-16	15.1	25.4	16.8	35.6	12.6	23.3
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
Halifax						
2015-16	15.1	*	n/a	*	n/a	n/a
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
Haliwa-Saponi Tribal School						
2015-16	15.1	n/a	n/a	n/a	n/a	n/a
2016-17	16.2	*	*	n/a	*	n/a
2017-18	16.5	n/a	n/a	n/a	n/a	n/a
Hertford						
2015-16	15.1	n/a	n/a	n/a	n/a	n/a
2016-17	16.2	n/a	n/a	n/a	n/a	n/a
2017-18	16.5	*	n/a	n/a	*	n/a
Hoke						
2015-16	15.1	11.0	5.0	13.9	6.5	16.7
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
Jackson						
2015-16	15.1	4.8	*	4.9	n/a	*
2016-17	16.2	4.4	*	4.2	*	*
2017-18	16.5	5.6	*	6.4	n/a	*
Johnston						
2015-16	15.1	6.9	*	8.2	2.9	4.3
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

Year	State	District	American Indian	White	Black	Hispanic
Person						
2015-16	15.1	10.8	*	13.6	4.4	12.7
2016-17	16.2	11.4	*	14.4	5.8	11.3
2017-18	16.5	12.9	*	15.2	6.2	18.6
Richmond						
2015-16	15.1	9.7	*	12.3	5.1	9.2
2016-17	16.2	9.7	*	13.4	3.6	8.9
2017-18	16.5	7.6	*	11.6	2.8	7.3
Robeson						
2015-16	15.1	8.7	6.3	19.6	3.8	6.9
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
Scotland						
2015-16	15.1	8.3	4.2	13.3	4.5	*
2016-17	16.2	7.5	*	11.0	4.3	*
2017-18	16.5	6.6	*	9.9	3.2	*
Swain						
2015-16	15.1	10.6	*	10.4	n/a	*
2016-17	16.2	10.0	*	10.2	n/a	*
2017-18	16.5	10.7	*	10.4	n/a	*
Wake						
2015-16	15.1	23.0	19.4	29.2	8.5	12.9
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
Warren						
2015-16	15.1	3.9	*	*	2.9	*
2016-17	16.2	4.0	*	*	4.0	*
2017-18	16.5	*	*	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 2017-18 indicates that many American Indian students (as well as other low-income minorities) remained underrepresented in AP classrooms and in the population of students scoring 3 or higher on AP exams. Of the 19 districts reporting in 2017-18, two districts had more than 10 percent of their American Indian students taking AP exams. Guilford County Schools (15.3%) and Wake County Public Schools (17.2%) 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 Cumberland (5.5%), Guilford (15.3%), Robeson (3.8%), and above both their Black and Hispanic peers in Wake (17.2), 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						
2015-16	54.1	56.9	29.4	71.1	25.7	50.4
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
Clinton City						
2015-16	54.1	40.4	*	47.2	5.6	46.2
2016-17	54.3	54.2	*	54.9	50.0	43.8
2017-18	56.2	56.8	*	64.4	60.0	33.3
Columbus						
2015-16	54.1	16.4	*	19.3	5.3	*
2016-17	54.3	14.0	*	21.4	0.0	*
2017-18	56.2	30.8	*	36.0	4.3	*
Cumberland						
2015-16	54.1	34.3	33.3	41.9	17.2	35.4
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
Graham						
2015-16	54.1	34.4	*	26.9	n/a	*
2016-17	54.3	56.7	*	60.9	n/a	*
2017-18	56.2	25.9	*	35.0	n/a	n/a
Guilford						
2015-16	54.1	52.7	52.6	63.0	28.5	46.7
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
Halifax						
2015-16	54.1	*	n/a	*	n/a	n/a
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
Haliwa-Saponi Tribal School						
2015-16	54.1	n/a	n/a	n/a	n/a	n/a
2016-17	54.3	*	*	n/a	*	n/a
2017-18	56.2	n/a	n/a	n/a	n/a	n/a
Hertford						
2015-16	54.1	n/a	n/a	n/a	n/a	n/a
2016-17	54.3	n/a	n/a	n/a	n/a	n/a
2017-18	56.2	*	n/a	n/a	*	n/a
Hoke						
2015-16	54.1	19.7	21.4	23.2	6.2	27.0
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
Jackson						
2015-16	54.1	54.4	*	56.3	n/a	*
2016-17	54.3	57.7	*	57.5	*	*
2017-18	56.2	76.1	*	77.0	n/a	*
Johnston						
2015-16	54.1	57.2	*	62.0	44.2	40.2
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

Year	State	District	American Indian	White	Black	Hispanic
Person						
2015-16	54.1	42.8	*	46.3	40.9	15.4
2016-17	54.3	41.1	*	42.7	34.5	14.3
2017-18	56.2	40.1	*	47.1	22.6	25.0
Richmond						
2015-16	54.1	21.8	*	29.9	2.2	25.0
2016-17	54.3	19.6	*	24.8	12.9	17.6
2017-18	56.2	32.5	*	37.5	22.7	12.5
Robeson						
2015-16	54.1	11.7	8.5	14.0	3.1	21.6
2016-17	54.3	14.9	10.4	18.5	9.4	12.8
2017-18	56.2	17.6	10.8	25.8	12.2	17.8
Scotland						
2015-16	54.1	24.5	16.7	30.1	13.5	*
2016-17	54.3	23.4	*	27.1	11.8	*
2017-18	56.2	25.0	*	32.1	12.0	*
Swain						
2015-16	54.1	60.0	*	58.5	n/a	*
2016-17	54.3	68.4	*	71.4	n/a	*
2017-18	56.2	55.7	*	67.4	n/a	*
Wake						
2015-16	54.1	66.2	53.3	69.3	37.5	55.7
2016-17	54.3	64.3	38.5	68.4	35.8	52.5
2017-18	56.2	66.1	44.0	68.4	39.2	56.6
Warren						
2015-16	54.1	22.2	*	*	7.1	*
2016-17	54.3	26.9	*	*	5.6	*
2017-18	56.2	*	*	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 2017-18, 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 52.9 percent in Guilford County Schools, to 10.8 percent in Robeson. All districts showed an increase in percentage of students scoring a 3, 4, or 5 except for Charlotte-Mecklenburg. Of the six districts with data, American Indian students taking AP exams scored higher than Black students in all districts except Charlotte-Mecklenburg and Robeson. However, American Indian students scored lower than Hispanic students taking AP exams in five districts and higher than Hispanic students in one district (Guilford).

Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2015-16	55.0	53.6	33.3	62.8	46.1	40.0
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
Clinton City						
2015-16	55.0	65.1	*	83.1	58.3	68.3
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
Columbus						
2015-16	55.0	42.8	63.2	39.1	39.8	*
2016-17	44.0	40.2	40.0	36.3	38.2	38.5
2017-18	46.8	45.5	*	49.0	37.4	*
Cumberland						
2015-16	55.0	40.2	32.4	38.9	32.5	46.4
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
Graham						
2015-16	55.0	37.9	*	38.1	n/a	n/a
2016-17	44.0	33.0	n/a	33.8	n/a	*
2017-18	46.8	27.8	*	23.2	n/a	n/a
Guilford						
2015-16	55.0	64.1	38.2	66.3	56.2	57.9
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
Halifax						
2015-16	55.0	33.7	*	*	36.4	*
2016-17	44.0	36.7	n/a	*	40.0	*
2017-18	46.8	46.2	n/a	*	51.1	*
Haliwa-Saponi Tribal School						
2015-16	55.0	*	*	n/a	n/a	n/a
2016-17	44.0	*	*	n/a	*	n/a
2017-18	46.8	*	*	n/a	n/a	n/a
Hertford						
2015-16	55.0	65.5	n/a	*	59.9	*
2016-17	44.0	73.9	*	40.7	65.8	*
2017-18	46.8	72.8	*	61.3	66.3	*
Hoke						
2015-16	55.0	21.8	*	19.7	21.1	19.2
2016-17	44.0	23.3	*	16.0	26.9	17.9
2017-18	46.8	23.8	*	20.7	26.4	13.5
Jackson						
2015-16	55.0	20.6	*	19.9	*	*
2016-17	44.0	11.5	*	10.9	*	*
2017-18	46.8	16.5	*	18.1	n/a	*
Johnston						
2015-16	55.0	39.0	*	41.6	31.8	25.3
2016-17	44.0	31.1	*	32.1	29.9	17.8
2017-18	46.8	34.9	*	36.7	34.4	23.0

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						
2015-16	55.0	40.6	*	33.6	41.1	*
2016-17	44.0	33.6	n/a	28.7	30.9	*
2017-18	46.8	48.1	*	40.7	45.7	55.2
Richmond						
2015-16	55.0	20.4	*	21.0	17.3	*
2016-17	44.0	15.4	*	14.6	15.2	*
2017-18	46.8	16.1	*	19.3	13.0	*
Robeson						
2015-16	55.0	27.7	25.1	34.9	27.3	22.9
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
Scotland						
2015-16	55.0	59.6	52.9	48.0	67.1	*
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
Swain						
2015-16	55.0	42.5	*	40.5	n/a	*
2016-17	44.0	25.4	*	22.6	n/a	*
2017-18	46.8	25.2	*	30.0	n/a	n/a
Wake						
2015-16	55.0	62.0	66.7	67.6	45.0	39.9
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
Warren						
2015-16	55.0	62.0	60.0	48.5	64.8	*
2016-17	44.0	54.9	*	*	64.8	*
2017-18	46.8	59.7	*	57.1	54.5	*

* = 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 2017-18, the SAT participation rate among American Indian students was lower than the state average participation rate in all reporting school districts. Sufficient data was not supplied for all district's American Indian student population due to their participation being too small. American Indian students participated in the SAT at lower rates than their White, Black, and Hispanic peers in most reporting school districts; however, they participated in the SAT at higher rates than their Hispanic peers in Public Schools of Robeson County.

Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2015-16	1000	1001	965	1128	865	956
2016-17	1074	1066	1037	1191	962	1054
2017-18	1090	1097	1032	1211	976	1039
Clinton City						
2015-16	1000	912	*	1034	804	842
2016-17	1074	1015	N/A	1132	939	967
2017-18	1090	1030	*	1129	902	1000
Columbus						
2015-16	1000	872	872	924	790	*
2016-17	1074	989	981	1048	923	924
2017-18	1090	991	*	1024	908	*
Cumberland						
2015-16	1000	951	944	1035	875	955
2016-17	1074	1031	907	1118	956	1051
2017-18	1090	1024	971	1108	954	1033
Graham						
2015-16	1000	949	*	943	n/a	n/a
2016-17	1074	1049	n/a	1039	n/a	*
2017-18	1090	1038	*	1083	n/a	n/a
Guilford						
2015-16	1000	982	1007	1087	858	933
2016-17	1074	1056	1068	1152	954	1049
2017-18	1090	1079	1022	1175	958	1026
Halifax						
2015-16	1000	792	*	*	786	*
2016-17	1074	903	n/a	*	903	*
2017-18	1090	854	n/a	*	849	*
Haliwa-Saponi Tribal School						
2015-16	1000	*	*	n/a	n/a	n/a
2016-17	1074	*	*	n/a	*	n/a
2017-18	1090	*	*	n/a	n/a	n/a
Hertford						
2015-16	1000	780	n/a	*	771	*
2016-17	1074	878	*	916	866	*
2017-18	1090	908	*	1031	884	*
Hoke						
2015-16	1000	928	*	1007	852	935
2016-17	1074	941	*	1076	912	861
2017-18	1090	978	*	1080	927	970
Jackson						
2015-16	1000	1048	*	1067	*	*
2016-17	1074	1108	*	1135	*	*
2017-18	1090	1158	*	1165	n/a	*
Johnston						
2015-16	1000	1013	*	1043	906	954
2016-17	1074	1080	*	1115	982	1043
2017-18	1090	1089	*	1120	978	1036

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						
2015-16	1000	936	*	1012	851	*
2016-17	1074	1008	n/a	1045	957	*
2017-18	1090	1024	*	1112	923	994
Richmond						
2015-16	1000	910	*	983	837	*
2016-17	1074	979	n/a	1085	899	*
2017-18	1090	1027	*	1102	915	*
Robeson						
2015-16	1000	861	874	924	775	874
2016-17	1074	968	962	1037	914	971
2017-18	1090	943	933	1035	885	982
Scotland						
2015-16	1000	877	844	997	806	*
2016-17	1074	955	936	1055	910	*
2017-18	1090	972	907	1059	918	1002
Swain						
2015-16	1000	977	*	984	n/a	*
2016-17	1074	1058	*	1076	n/a	*
2017-18	1090	1128	*	1149	n/a	n/a
Wake						
2015-16	1000	1066	996	1108	911	1011
2016-17	1074	1130	1048	1182	993	1074
2017-18	1090	1150	1112	1190	1001	1093
Warren						
2015-16	1000	860	825	986	841	*
2016-17	1074	905	*	*	895	*
2017-18	1090	968	*	1045	931	*

* = 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 analyzed and reported because in 13 of the 19 districts the American Indian student population taking the SAT in 2017-18 was too small. Of those school districts that did have sufficient data regarding American Indian student performance on the SAT, the data shows that American Indian students scored higher than their Black peers in five school districts and they scored higher than Hispanic peers in one school district. American Indian students' average SAT score (1112) in Wake County was higher than the state average (1090); however, their average score was lower than the district (1150).

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
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
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
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
Graham						
2016-17	18.9	18.8	*	18.8	n/a	*
2017-18	18.9	17.8	*	18.3	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
Halifax						
2016-17	18.9	14.6	*	*	14.6	*
2017-18	18.9	14.4	*	*	14.2	15.2
Haliwa-Saponi Tribal School						
2016-17	18.9	16.8	16.5	n/a	*	n/a
2017-18	18.9	*	*	*	*	*
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
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
Jackson						
2016-17	18.9	18.3	18.5	18.6	*	16.9
2017-18	18.9	19.3	*	19.7	*	16.3
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

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

ACT Performance by District

In 2017-18, 12 of the 19 school districts reported average ACT scores for American Indian students. Out of the 12, one school district, Warren County, reported American Indian students' average performance score at 20.0, which is above the state, district, and their Black, Hispanic, and White peer groups' ACT average scores. The data also shows that American Indian students scored higher than their Black peers in ten school districts and they scored higher than Hispanic peers in four school districts.

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
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
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
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
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	*
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
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

* = 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.

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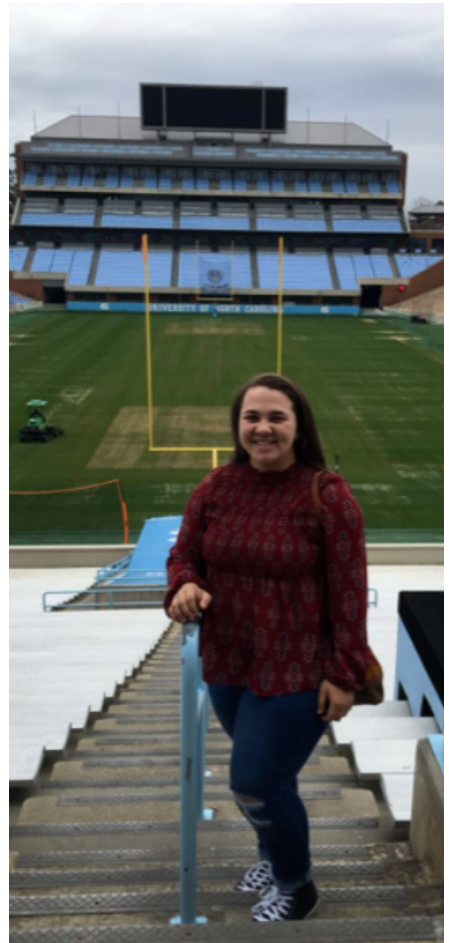
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APPENDIX A

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

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.

Source: US Department of Education-Office of Indian Education

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.

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	Vacant	ccsfederalprograms@ccs.k12.nc.us	910.678.2637	Sandhills
Graham	Ned Long	nlong@graham.k12.nc.us	828.479.9820	Western
Guilford	Esther Coleman	colemae@gcsnc.com	336.370.2337	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	Nenell Sydnor-Waugh	sydnorn@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	Tiffany Stuart	tstuart2@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

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 _____

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

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.

Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to know and be able to do. The Standards are robust and relevant to the real world, reflecting the knowledge and skills young people need for success in college and careers. Furthermore, the CCSS ensure that students receive a high quality education, regardless of the school, district, or state where they attend school.

The Elementary and Secondary Education Act (ESEA) of 1965 became a keystone of federal education policy during the Johnson administration. Believing that poverty is linked to school achievement, Congress appropriated massive funding to improve school libraries, language laboratories, learning centers, and support services in poor school districts. Since the passage of this legislation in 1965, the funding of Native American schools has increased dramatically. In 2002, Congress amended and authorized ESEA as the No Child Left Behind (NCLB) act. In December 2015, Congress again reauthorized the ESEA to become the Every Student Succeeds Act (ESSA).

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

End-of-Grade (EOG) tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) assess grade-level knowledge and skills outlined in the Common Core State Standards for mathematics and English language arts and the North Carolina Essential Standards for science. These tests are administered within the final 10 instructional days of the school year.



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

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

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

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

State Advisory Council on Indian Education dates back to 1988 when the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210) to establish a body to advocate for American Indian students enrolled in the public schools.

Composed of 15 members, the Council consists of parents, state legislators, UNC Board of Governors appointees, public school practitioners, and representatives of the North Carolina Commission of Indian Affairs.

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

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

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



APPENDIX H

AMERICAN INDIAN 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.



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 (18,650) 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 2017-18.

The numerator (15,199) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 19 Title VI school districts in 2017-18. The numerator (3,451) 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 2017-18.

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

End-of-Course (EOC) Scores

EOC exams are the summative assessments administered to students enrolled in Math I, Biology, and English II courses. EOC scores indicate the percentage of students that scored Level 3, Level 4 or Level 5 (i.e. the percentage of proficient students). The numerator is the number students scoring Level 3, Level 4 and Level 5. The denominator is the number of eligible students.

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

End-of-Grade (EOG) Scores

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

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

SAT Scores

The SAT is an assessment that provides educators an important measure of academic achievement as students prepare for post-secondary college and career opportunities. Typically, students take the test during their junior and senior years to assess their ability to reason, to solve problems, and to gauge the knowledge and skills they develop in their high school course work (College Board, 2017).

Data Source: 1) The College Board. (2017) State Integrated Summary 2016-17. 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, 2015-16, 2016-17, and 2017-18). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, December 2012 and the Grade, Race, Sex (GRS) by LEA files (Division of School Business School Financial Reporting).

Performance Source: Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2015-16, 2016-17, and 2017-18). 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. (2017) State Integrated Summary 2016-17. 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, 2015-16, 2016-17, and 2017-18); 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, 2015-16, 2016-17, and 2017-18).

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, 2015-16, 2016-17, and 2017-18). 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: <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate>

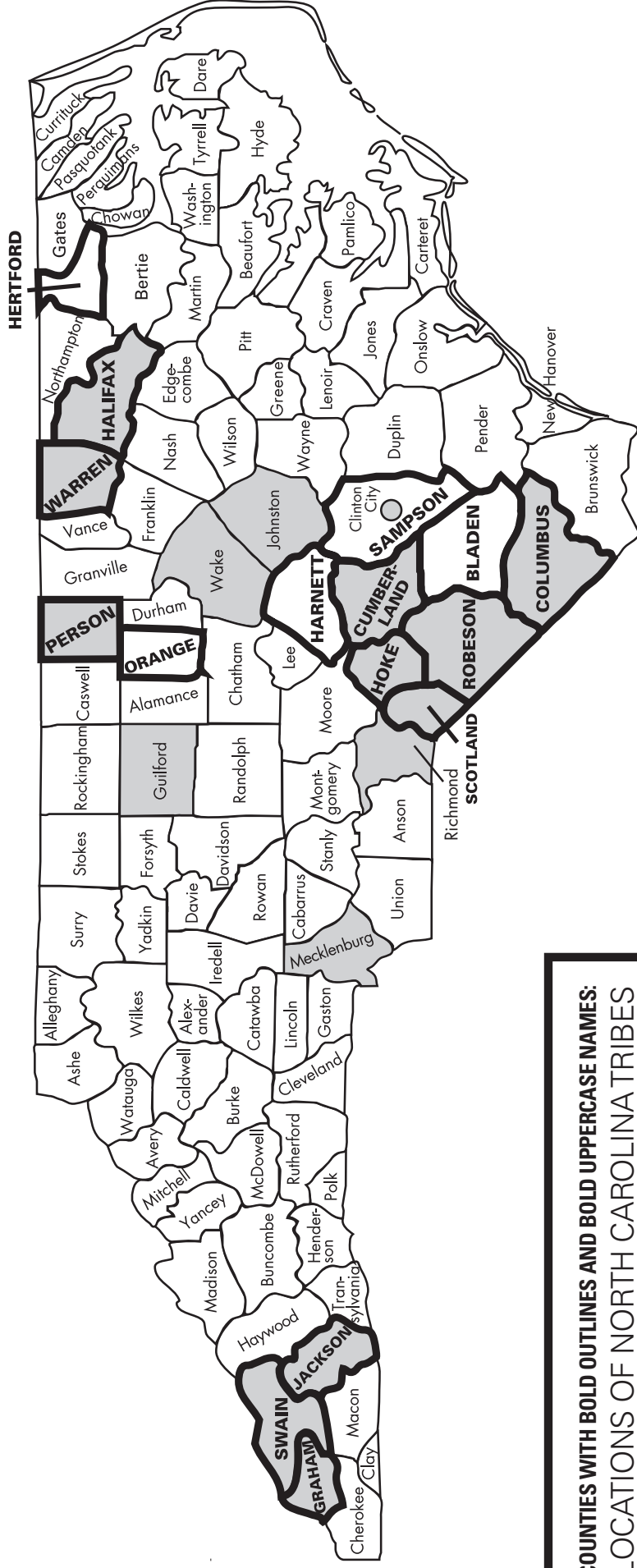
Dropout Rates

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

Special Abbreviations and Notations

In the footnotes of some of the figures and tables in this report, abbreviations and notations are used to describe the data. The asterisk (*) indicates that the student population in the subgroup is too small for the value to be reported. In this report, in compliance with federal privacy regulations (FERPA), an asterisk indicates fewer than 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.

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 GRANTEEES

Charlotte-Mecklenburg Schools

Clinton City Schools

Columbus County Schools

Cumberland County Schools

Graham County Schools

Guilford County Schools

Halifax County Schools

– Haliwa-Saponi Tribal School

Hoke County Schools

Jackson County Public Schools

Johnston County Schools

Person County Schools

Richmond County Schools

Public Schools of Robeson County

Scotland County Schools

Swain County Schools

Wake County Public School System

Warren County Schools

