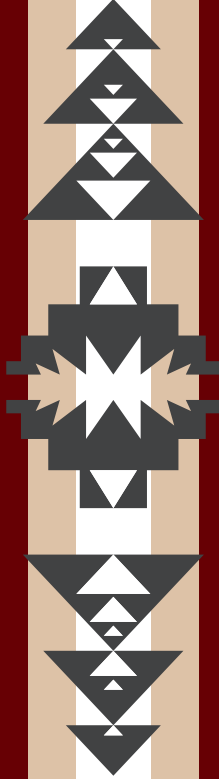
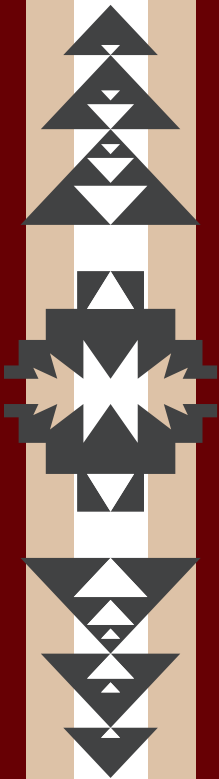


Elevating "Our Voices" to Thrive in Education



SACIE

STATE ADVISORY COUNCIL ON INDIAN EDUCATION

**APRIL
2023**

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

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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North Carolina Commission of Indian Affairs

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LETTER FROM THE SACIE CHAIRWOMAN

Dear Stakeholders,

It is with great privilege that I, as the Chairwoman of the State Advisory Council on Indian Education (SACIE), present to you the 2023 report, Elevating “Our Voices” to Thrive in Education. This report offers an insightful overview of the educational landscape for American Indian students in North Carolina and the progress being made towards promoting equity and improving outcomes.

The data contained in this report underscores the pressing need for advocacy and support for a state-level Director of Indian Education Services within the North Carolina Department of Public Instruction. By making this recommendation, SACIE members aim to align their efforts with the State Board of Education’s mission of eliminating opportunity gaps by 2025.

This year, SACIE hosted a biennial Education Summit in Whispering Pines, which brought together experts and thought leaders to highlight successful programs, engage in meaningful conversations, and build community. The keynote address by the Director of the Office of Indian Education at the United States Department of Education, Julian Guerrero, was truly inspiring. The summit honorees, Mrs. Betty Mangum, Dr. Olivia Oxendine, and Dr. Priscilla Maynor, delivered powerful messages about the impact of voice and representation on outcomes.

SACIE extends its heartfelt gratitude to all supporters, including tribal communities, the NC Commission of Indian Affairs, the North Carolina State Board of Education, NCDPI, Title VI programs, elected officials, parents, students, educators, higher education institutions, and other stakeholders. We also pay homage to the pioneering members of SACIE who have laid the foundation for our mission. With your continued support, SACIE remains steadfast in its commitment to elevating the voices of American Indian students and ensuring their success in education.

Thank you for your interest and support of the SACIE report.

Respectfully,

Tiffany M. Locklear, Ed.D.
SACIE Chairwoman



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

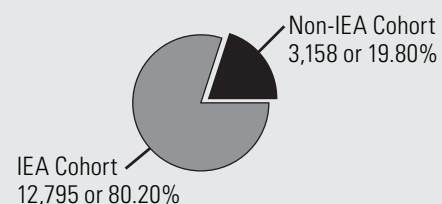
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE) to advocate on behalf of American Indian students in North Carolina. In 2015, the North Carolina 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 racial/ethnic group 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 2021-22 academic year, the total enrollment of American Indian/Alaskan Native (AI/AN) students in North Carolina’s public schools was 15,953 (NC Department of Public Instruction, 2022). Of this number, 12,795 students were enrolled in 19 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 2021-22 school year.

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



State-level Findings

The SACIE has decided to include 2021 -22 data with subgroup data broken out by grade level for grades 3-8 and broken out by gender for EOC assessments. 2021-22 data are included for ACT, SAT, AP course enrollment and performance, discipline data, and current graduation data.

The table below compares the 2021-22 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 for the 2021-22 school year.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	33.0%	61.7%	28.7
EOG Math	33.2%	63.7%	30.5
EOC Math I	24.0%	44.8%	20.8
EOC English II	43.0%	70.6%	27.6
EOC Biology	39.2%	66.0%	26.8
Four Year Cohort Graduation Rate	85.3%	89.9%	4.6
Dropout Rate	3.46%	1.69%	1.77

Recommendation

SACIE remains committed to its advocacy for a department level position dedicated to American Indian Education services, the enactment of previous SACIE recommendations, and the fulfillment of the State Board of Education's vision for opportunity equity.

This work requires and includes consultation with and coordination across all entities whose missions seek to improve educational opportunities for American Indian students. This recommendation is consistent with requirements secured by the Every Student Succeeds Act, which requires collaboration and consultation with districts, tribes, higher education, critical state organizations, and the Department of Public Instruction. To support measurable progress towards previous SACIE recommendations, roles and responsibilities for this dedicated position will include consultation and collaboration within the NC Department of Public Instruction and across various other organizations including, but not limited to, the North Carolina Commission of Indian Affairs within the NC Department of Administration, the State Advisory Council on Indian Education, Institutions of Higher Education, tribes, and local education agencies. Additionally, we bring attention to the approved 2022 recommendation, which also called for a state level position as well as the 2021 SACIE report recommendations, which remain relevant to our tribal communities. The recommendations are aligned to the State Board of Education equity resolution goals.



PART II: Discussion of State and LEA Findings



Interpreting the Findings

The 2023 State Advisory Council on Indian Education Report consists of 2021-2022 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 and broken out by grade level)
- 2) End-of-Grade (EOG) Math (grades 3-8 combined and broken out by grade level)
- 3) End-of-Grade (EOG) Science
- 4) End-of-Course (EOC) Math I
- 5) End-of-Course (EOC) Biology
- 6) End-of-Course (EOC) English II
- 7) Cohort Graduation Rate (CGR)
- 8) Dropout Rate, grades 9-13
- 9) Scholastic Aptitude Test (SAT)
- 10) American College Test (ACT)
- 11) Advanced Placement (AP)
- 12) Short Term Suspension

Three years of data have been provided for each assessment; however, for the 2019-20 school year “N/A” is noted due to COVID-19. For more information see the 2019-20 Accountability Data Sets and Reports at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports#2019-20>

The cohort graduation rate, SAT data, and AP data in the state and district profiles are provided for three years. This report highlights a three-year data trend to align with the critical transition period for the physical, emotional, and cognitive development of students in the upper elementary grades (grades 3-5) through middle school (grades 6-8). This point is particularly relevant, given research that supports a stage-theory approach for students, especially minority and disadvantaged students.

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

Students who have a solid or superior command of course content are on target for a career-and-college ready path, have met the proficiency standard, and are performing “at or above grade-level.” To meet the proficiency standard or to perform at or above grade-level, students must attain Achievement Level 3, Achievement Level 4, or Achievement Level 5 on the EOG and EOC assessments. Students who score at Achievement Level 3 are prepared for the next grade but do not meet the career-and-college readiness standard. Students who score at Achievement Level 1 or Achievement Level 2, or Achievement Level Not Proficient (for math), have not met the proficiency standard and are not on a trajectory to be career-and-college ready.

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

- Achievement Level 1: Students performing at this level have **limited command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and will need academic support to engage successfully in this content area.
- Achievement Level 2: Students performing at this level have **partial command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and will likely need academic support to engage successfully in this content area.
- Achievement Level 3: Students performing at this level have a **sufficient command** of grade-level

knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level, but they may need academic support to engage successfully in the content area in the next grade-level.

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

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

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

For example, if 57 percent of American Indian students performed at Achievement Level 3 or above in a given subject, this percentage of students was “proficient” in that subject. Conversely, the 43 percent of students who performed below grade-level were not proficient in the same subject.

More detailed information regarding the achievement levels for the EOG and EOC assessments may be found at <https://www.dpi.nc.gov/data-reports>.

Cohort Graduation Rate

In July 2005, all 50 states signed the National Governors Association’s Graduation Counts Compact on State High School Graduation Data. In the compact, governors agreed to take steps to implement a standard, four-year adjusted cohort graduation rate. North Carolina’s four-year cohort graduation rate reflects the percentage of ninth graders who graduated from high school four years later. The five-year cohort graduation rate, not referenced in this report, reflects the percentage of ninth graders who graduated from high school five years later. The three years of data in the figures and tables for the cohort graduation rate reflect the cohort percentage of students, by race and gender, who graduated with a regular diploma in four years or less.



Dropout Rate

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

SAT

The three-year trend of SAT data shows the participation rates and the mean total SAT scores of graduating seniors from 2019-20 to 2021-22. SAT performance is compared at the state, district, and racial/ethnic group levels.

Advanced Placement (AP)

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

ACT

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

Racial/Ethnic Groups

As a way to compare the rates of academic achievement, this report presents achievement data for the following racial/ethnic groups:

- 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, 2023).

Using the Findings

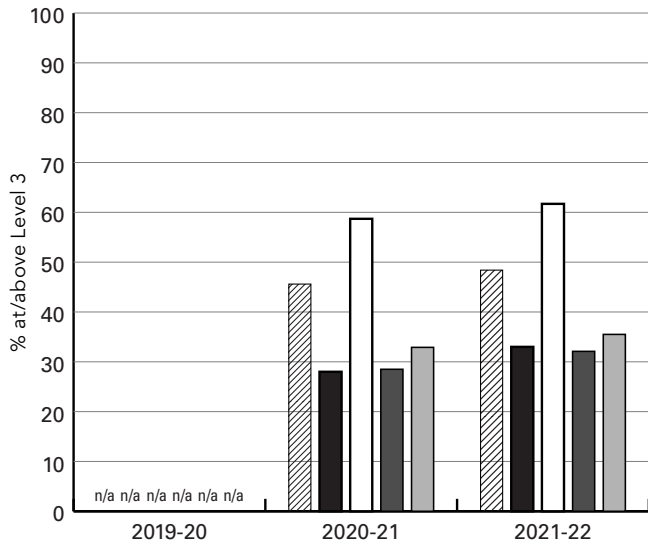
Because the enrollment of American Indians in most school districts is comparatively small, conclusions drawn from the data should be reached carefully and weighed against other evidence, including local assessments such as nine-week grades, daily classroom progress, and other teacher-administered assessments. Nevertheless, because it is safe to conclude that American Indian students, for the most part, are performing below grade-level in reading and math, extra effort must be made to increase achievement in these areas. In some districts, the level of low achievement rightly justifies the need for ongoing and intensive intervention. The State Advisory Council on Indian Education strongly encourages educators to continue collecting and reviewing achievement data and monitoring the impact of instructional strategies and approaches on American Indian students in classroom settings. Due to COVID-19 there is no 2019-20 EOG or EOC data to report; however, 2019-20 data is included for ACT, SAT, AP course enrollment and performance, discipline data, and graduation data. The SACIE has decided to include subgroup data broken out by grade levels for grades 3-8 and broken out by gender for EOC assessments.



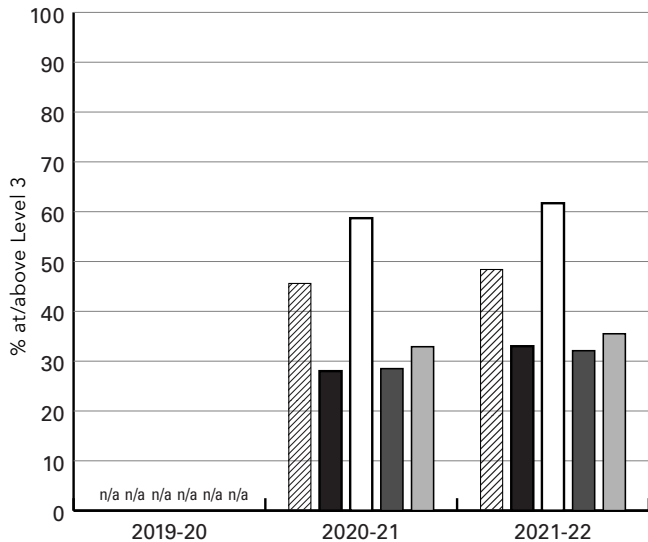
STATE FINDINGS

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					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	28	58.7	28.5	32.9
2021-22	48.4	33	61.7	32.1	35.5
End-of-Grade Math (Grades 3-8 Combined)					
Percent at/above Level 3					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	20.5	54.3	19.1	29.2
2021-22	49.8	33.2	63.7	29.6	39.9

Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

EOG: Reading and Math

The number of American Indian students demonstrating proficiency on EOG reading assessments (for grades three through eight) increased, as did all subgroups, from the 2020-21 to the 2021-22 school year. The performance of American Indian students increased by 5.0 percentage points since the 2020-21 school year. The EOG reading data show that American Indian students performed 15.4 percentage points below the state average proficiency rate in 2021-22. To explain, 33% of American Indian students demonstrated grade-level proficiency in reading compared to the state average for all students of 48.4%.

American Indian students (33%) performed 0.9 percentage points above in reading than their Black peers (32.1%) and 2.5 percentage points below their Hispanic peers (35.5%).

Compared to White students (61.7%), American Indians (33%) performed 28.7 percentage points lower.

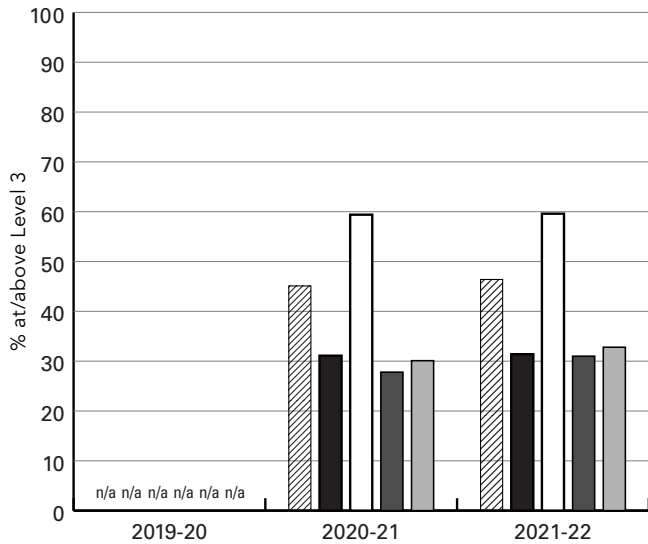
Average EOG math proficiency scores increased across grades for American Indian students, as well as other subgroups. The performance of American Indian students increased by 12.7 percentage points since the 2020-21 school year. The EOG math data show that American Indian students performed significantly lower, 16.6 percentage points, than the state average proficiency rate in 2021-22. To explain, 33.2% of American Indian students demonstrated grade-level proficiency in math compared to the state average of 49.8% of students who demonstrated grade-level proficiency. American Indian students (33.2%) scored 30.5 percentage points lower than their White peers (63.7%) and 6.7 percentage points lower than their Hispanic peers (39.9%).

American Indian students scored 3.6 percentage points higher than their Black peers (29.6%).

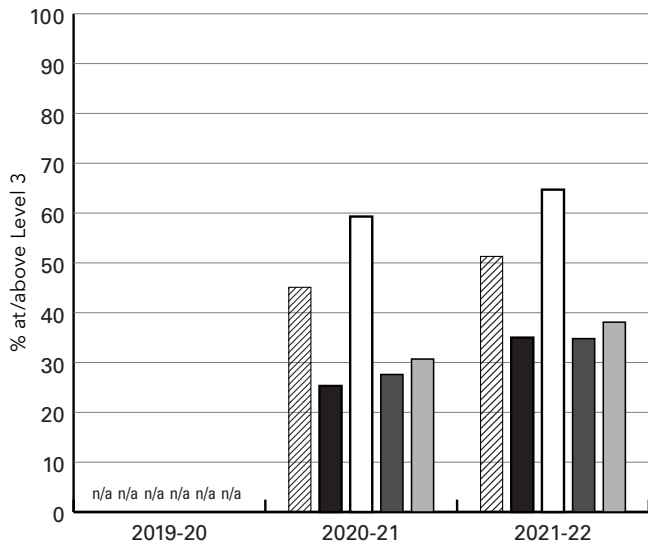
STATE FINDINGS (by grade subject and grade-level)

END-OF-GRADE READING - GRADES 3-5

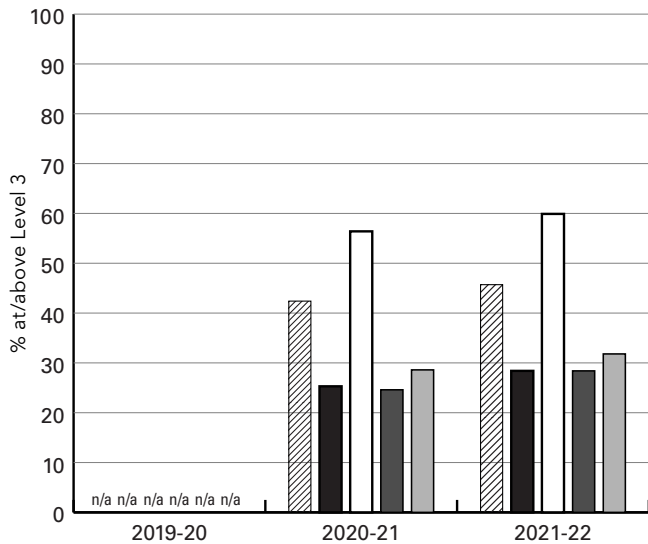
READING Grade 3



READING Grade 4



READING Grade 5



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 3					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	45.1	31.1	59.4	27.8	30.1
2021-22	46.4	31.4	59.6	31.0	32.8
End-of-Grade Reading Grade 4					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	45.1	25.3	59.3	27.6	30.7
2021-22	51.3	35.0	64.7	34.8	38.1
End-of-Grade Reading Grade 5					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	42.4	25.3	56.4	24.6	28.6
2021-22	45.7	28.4	59.9	28.4	31.8

State
 American Indian
 White
 Black
 Hispanic

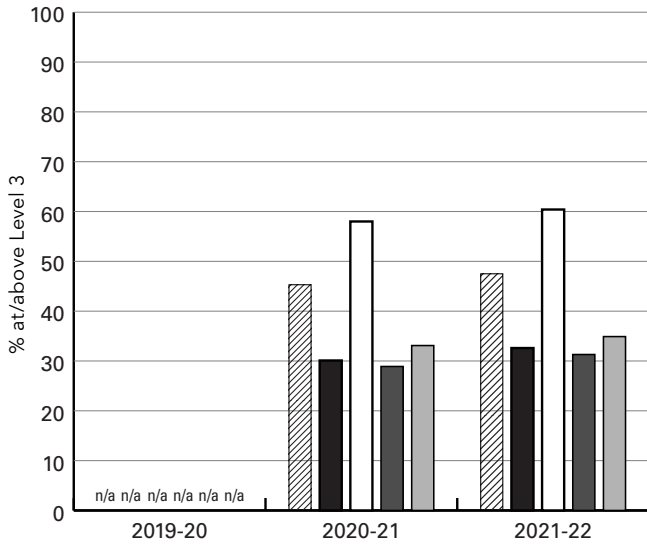
Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

EOG: Reading

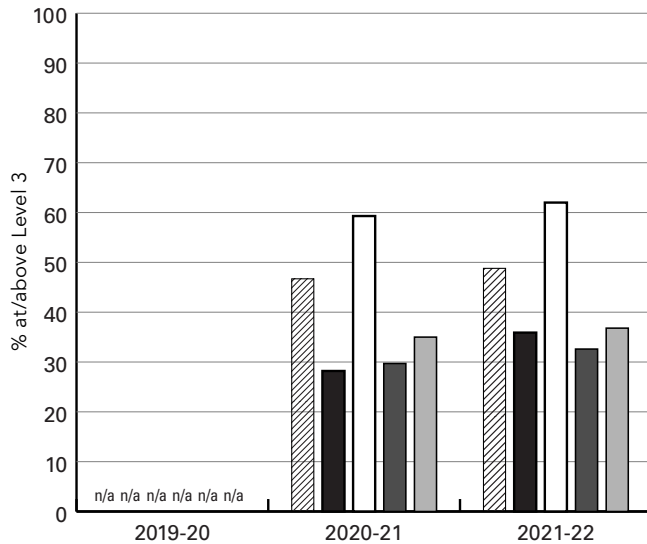
The overall proficiency rate for EOG Reading in 2021-22 increased compared to 2020-21 assessment data. The 2021-22 third grade proficiency rate (46.4%) for the state shows a 1.3 percentage point increase, while fourth grade (51.3%) shows a 6.2 percentage points increase, and fifth grade (45.7%) shows a rise of 3.3 percentage points. In 2021-22, proficiency rates decreased for all subgroups. Proficiency rates for third grade American Indian students (31.4%) were below their White (59.6%) and Hispanic (32.8%) peers but above their Black (31.0%) peers. In fourth grade, the proficiency rate (35.0%) of American Indian students dropped below the state and most subgroup rates except their Black (34.8%) peers. In fifth grade, American Indian students (28.4%) performed the same as their Black (28.4%) peers but remained below their White (59.9%) and Hispanic (31.8%) peers.

END-OF-GRADE READING - GRADES 6-8

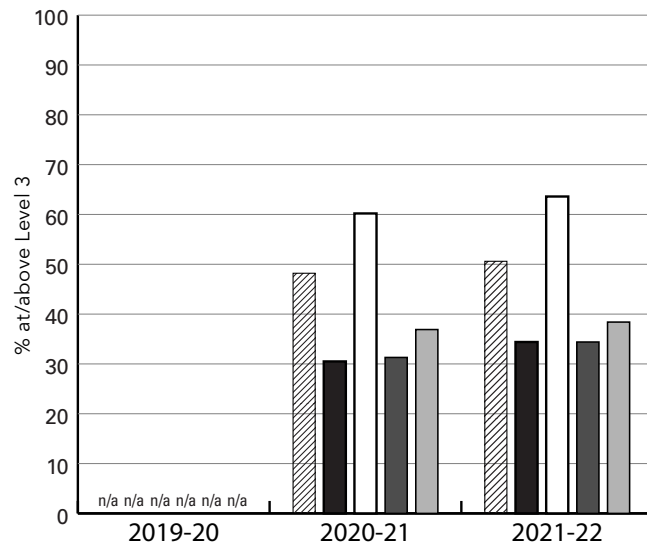
READING Grade 6



READING Grade 7



READING Grade 8



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 6					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	45.3	30.1	58.0	28.9	33.1
2021-22	47.5	32.6	60.4	31.3	34.9
End-of-Grade Reading Grade 7					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	46.7	28.2	59.3	29.7	35.0
2021-22	48.8	35.9	62.0	32.6	36.8
End-of-Grade Reading Grade 8					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	48.2	30.5	60.2	31.3	36.9
2021-22	50.6	34.4	63.6	34.4	38.4

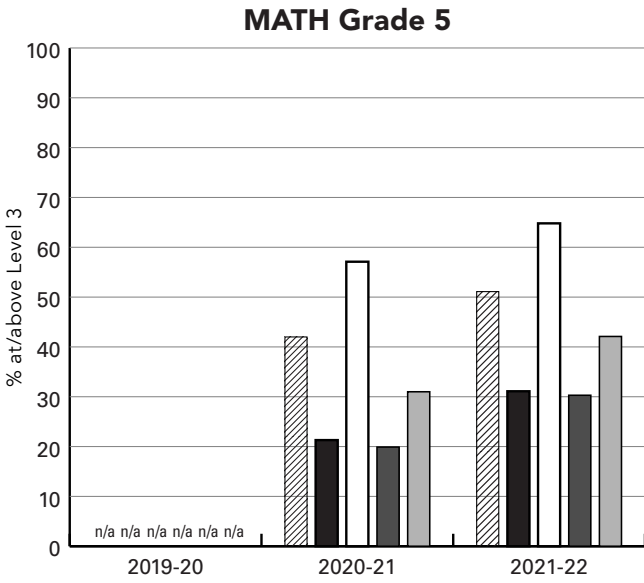
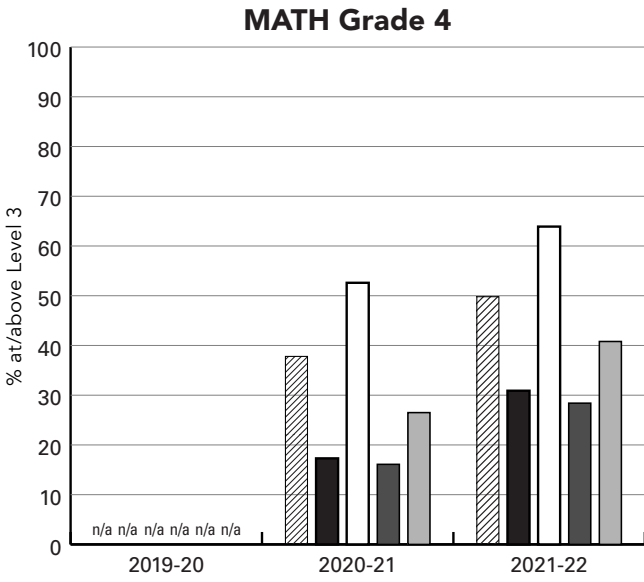
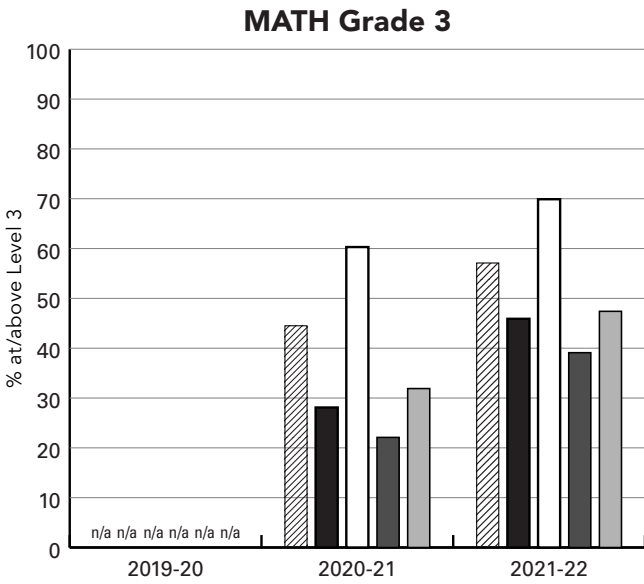
State American Indian White Black Hispanic

Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

EOG: Reading

In 2021-22, overall EOG Reading proficiency rates increased in sixth (47.5%), seventh (48.8%), and eighth (50.6%) grades and across all subgroups. Sixth grade proficiency rates increased by 2.2 percentage points, seventh grade increased by 2.1, and eighth grade showed a 2.4 percentage points increase. Compared with their peers, American Indian students (32.6%) performed higher than Black students (31.3%) in grade six. However, in sixth grade, American Indian students performed lower than White (60.4%) and Hispanic (34.9%) students. In addition, American Indian students' (35.9%) proficiency rate for the seventh grade was below that of their White (62.0%) and Hispanic (36.8%) peers but above their Black (32.6%) peers. While in eighth grade, the proficiency rates of American Indian students (34.4%) were the same as their Black (34.4%) peers and below their White (63.6%) and Hispanic (38.4%) peers.

END-OF-GRADE MATH - GRADES 3-5



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 3					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	44.5	28.1	60.3	22.1	31.9
2021-22	57.1	45.9	69.9	39.1	47.4
End-of-Grade Math Grade 4					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	37.8	17.3	52.6	16.1	26.5
2021-22	49.8	30.9	63.9	28.4	40.8
End-of-Grade Math Grade 5					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	42.0	21.3	57.1	19.9	31.0
2021-22	51.1	31.1	64.8	30.3	42.1

State
 American Indian
 White
 Black
 Hispanic

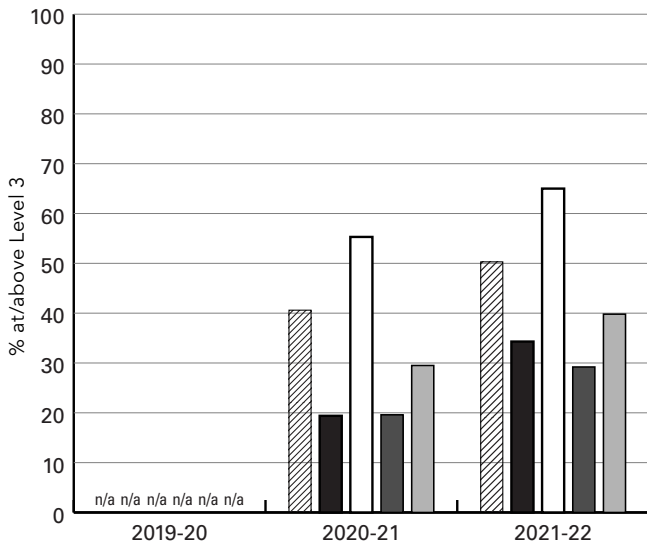
Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

EOG: Math

The 2021-22 EOG Math data for grades three through five show a decrease in overall proficiency rates. The third grade shows an overall proficiency rate of 57.1 percent, a 17.8 percentage point increase from 2020-21. In fourth grade (49.8%) overall proficiency rate increased by 12.0 percentage points, and in fifth grade (51.1%) by 9.1 percentage points. There was an increase in Math EOG proficiency rates across all racial groups. In third grade, Math EOG proficiency rates were 45.9% for American Indian students, 69.9% for White students, 39.1% for Black students, and 47.4% for Hispanic students. Among American Indian students, the most significant increase in proficiency occurred at the third grade level, with a 17.8 percentage point rise. Also, for all racial/ethnic groups in fourth grade, there was an increase in proficiency rates, with American Indian students (30.9%) showing a rise of 13.6 percentage points. EOG Math proficiency rates for 5th grade American Indian students was 31.1 percent. Compared to their peers, American Indian students performed higher than Black students on the EOG Math in all grade levels. However, American Indian students performed lower across all grade levels than their White and Hispanic peers on the EOG Math assessments.

END-OF-GRADE MATH - GRADES 6-8

MATH Grade 6

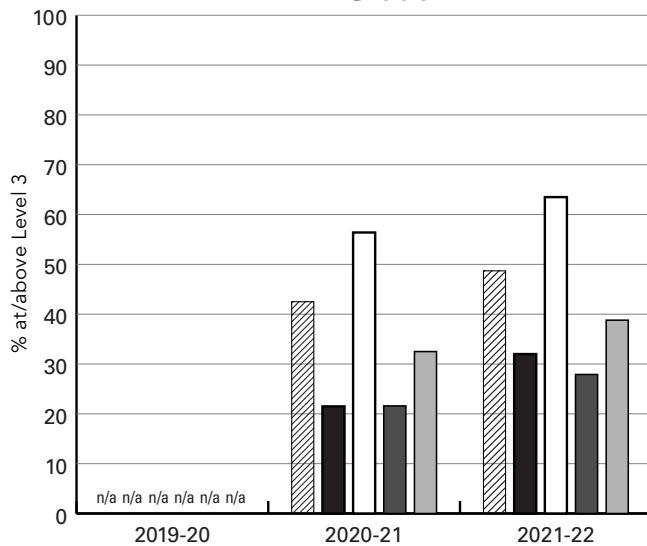


Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 6					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	40.6	19.4	55.3	19.6	29.5
2021-22	50.3	34.3	65.0	29.2	39.8
End-of-Grade Math Grade 7					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	42.5	21.5	56.4	21.6	32.5
2021-22	48.7	32.0	63.5	27.9	38.8
End-of-Grade Math Grade 8					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	32.7	16.1	44.6	15.2	23.9
2021-22	42.2	25.5	55.9	23.3	31.7

State
 American Indian
 White
 Black
 Hispanic

Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

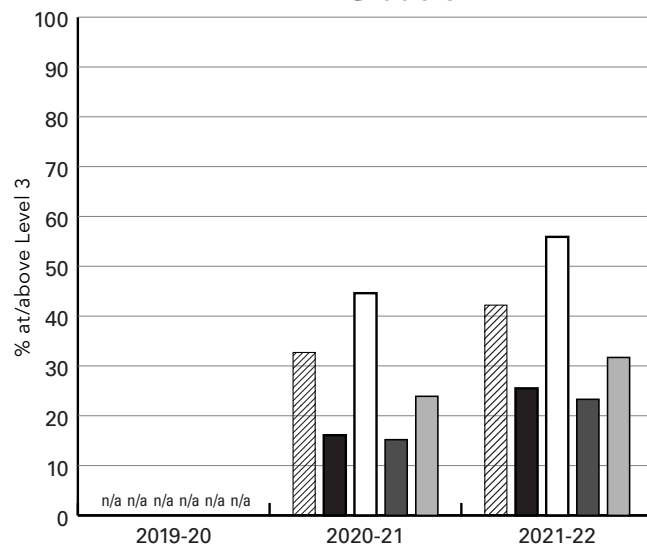
MATH Grade 7



EOG: Math

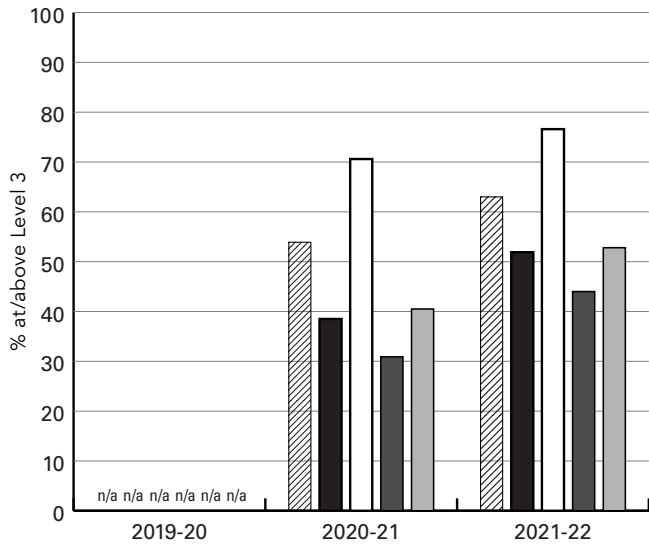
In 2021-22, overall EOG Math data shows an increase in proficiency rates across the sixth (50.3%), seventh (48.7%), and eighth (42.2%) grade levels. EOG math performance increased by 9.7 percentage points among 6th grade students, by 6.2 percentage points among 7th grade students, and by 9.5 percentage points among 8th grade students. In addition, EOG Math proficiency rates increased across all grade levels for all racial/ethnic groups. In 2021-22, Math EOG proficiency rates for American Indian students increased by 14.9 percentage points in sixth grade (34.3%), 10.5 percentage points in seventh grade (32%), and 9.4 percentage points in eighth grade (25.5%). American Indian students performed lower than their peers in all grades except for their Black peers on eighth grade EOG Math assessments.

MATH Grade 8



END-OF-GRADE SCIENCE - GRADES 5 & 8

SCIENCE Grade 5



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Science Grade 5					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	53.9	38.5	70.6	30.9	40.5
2021-22	63.0	51.9	76.6	44.0	52.8
End-of-Grade Science Grade 8					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	70.3	54.5	82.2	52.5	61.4
2021-22	73.3	64.7	84.8	57.8	64.4

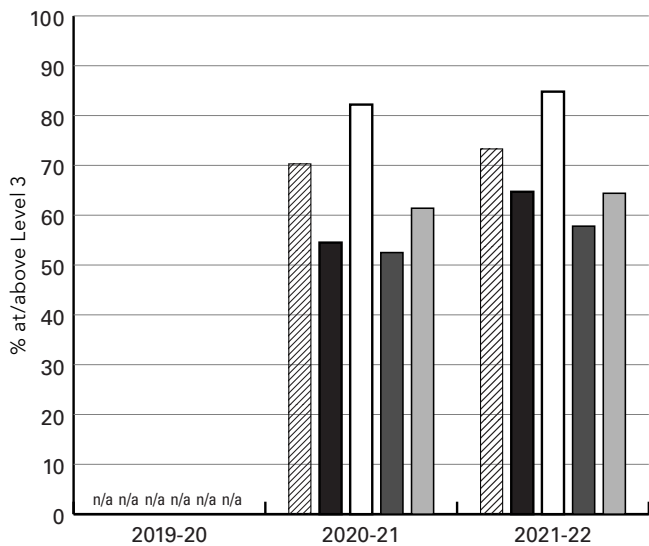
State American Indian White Black Hispanic

Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

EOG: Science

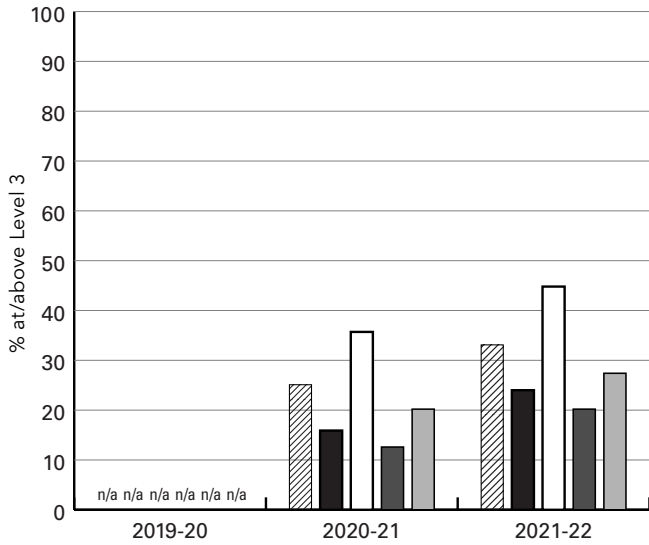
The overall EOG Science proficiency rates for 2021-22 increased in both fifth (63%) and eighth (73.3%) grades. In fifth grade, the proficiency rate for EOG Science increased by 9.1 percentage points, and in eighth grade, the proficiency rate increased by 3.0 percentage points. Also, in 2021-22, students in all racial/ethnic groups in both fifth and eighth grades saw an increase in their proficiency rates. The proficiency rates of American Indian students on EOG Science assessments increased by 13.4 percentage points in fifth grade (51.9%) and 10.2 percentage points in eighth grade (64.7%). American Indian students performed higher than their Black peers on the EOG Science in fifth and higher than their Black and Hispanic peers in eighth grade. However, American Indian students performed below the state average and their White peers' proficiency rates in both grades.

SCIENCE Grade 8



HIGH SCHOOL END-OF-COURSE TESTS

MATH I

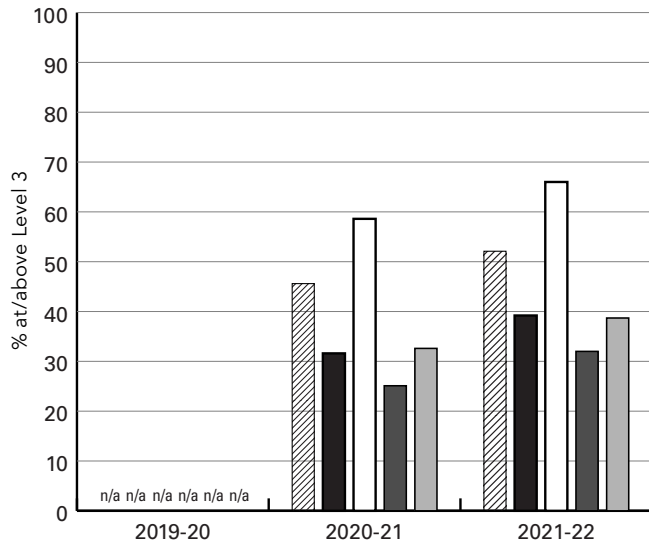


Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	15.9	35.7	12.6	20.2
2021-22	33.1	24.0	44.8	20.2	27.4
Biology: End-of-Course – Percent at/above Level 3					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	31.6	58.6	25.1	32.6
2021-22	52.1	39.2	66.0	32.0	38.7
English II: End-of-Course – Percent at/above Level 3					
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	43.8	70.1	40.7	47.4
2021-22	57.9	43.0	70.6	40.2	46.3

State American Indian White Black Hispanic

Due to COVID-19, there is no 2019-20 EOG or EOC data to report.

BIOLOGY



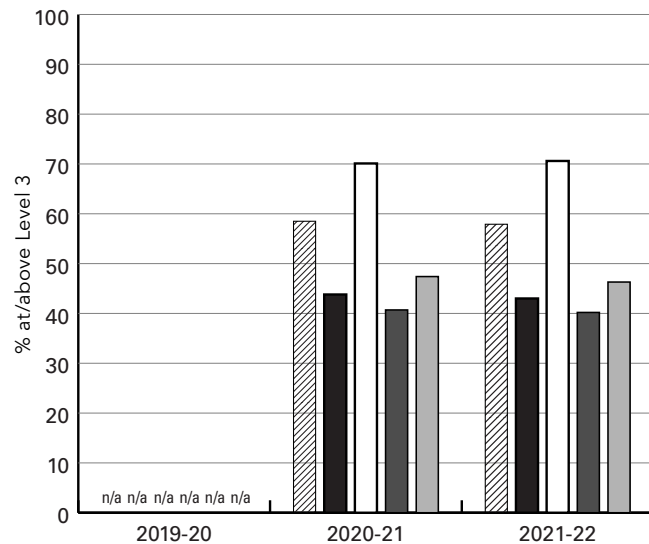
EOC: Math I, Biology, and English II

In 2021-22, overall proficiency rates for American Indian students increased in Math I (24.0%) and Biology (39.2%) but decreased slightly in English II (43.0%).

In 2021-22, proficiency rates for American Indian students increased in Math I by 8.1 percentage points. American Indian students (24.0%) performed 9.1 percentage points lower in Math I than the state average for all students (33.1%). In addition, American Indian students performed 20.8 percentage points lower than their White peers (44.8%), 3.4 percentage points below their Hispanic peers (27.4%), and slightly higher than their Black peers (20.2%).

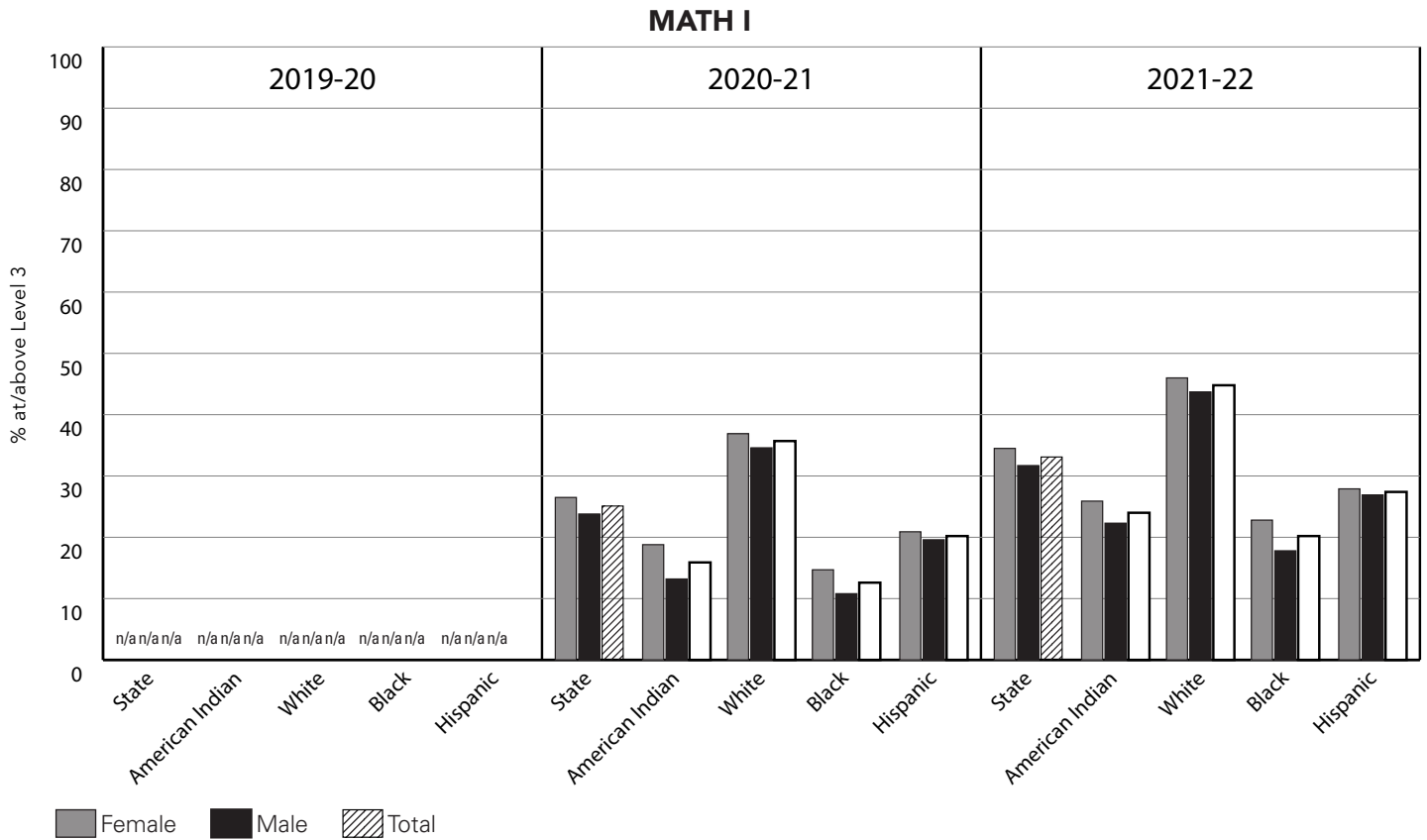
In Biology, American Indian students (39.2%) performed above their Black (32.0%) and Hispanic (38.7%) peers. The state average in EOC Biology is 52.1%, 12.9 percentage points above American Indian students (39.2%). American Indian students demonstrated lower proficiency rates than White students (66.0%).

ENGLISH II



The percentage of students demonstrating proficiency in English II reflects the same trend as Math I and Biology, with American Indian (43.0%) students lagging behind the state average (57.9%). American Indian students performed 14.9 percentage points below the state average. American Indian students achieved lower proficiency rates than White (70.6%) and Hispanic (46.3%) students and performed higher than their Black peers (40.2%).

HIGH SCHOOL END-OF-COURSE TESTS BY GENDER

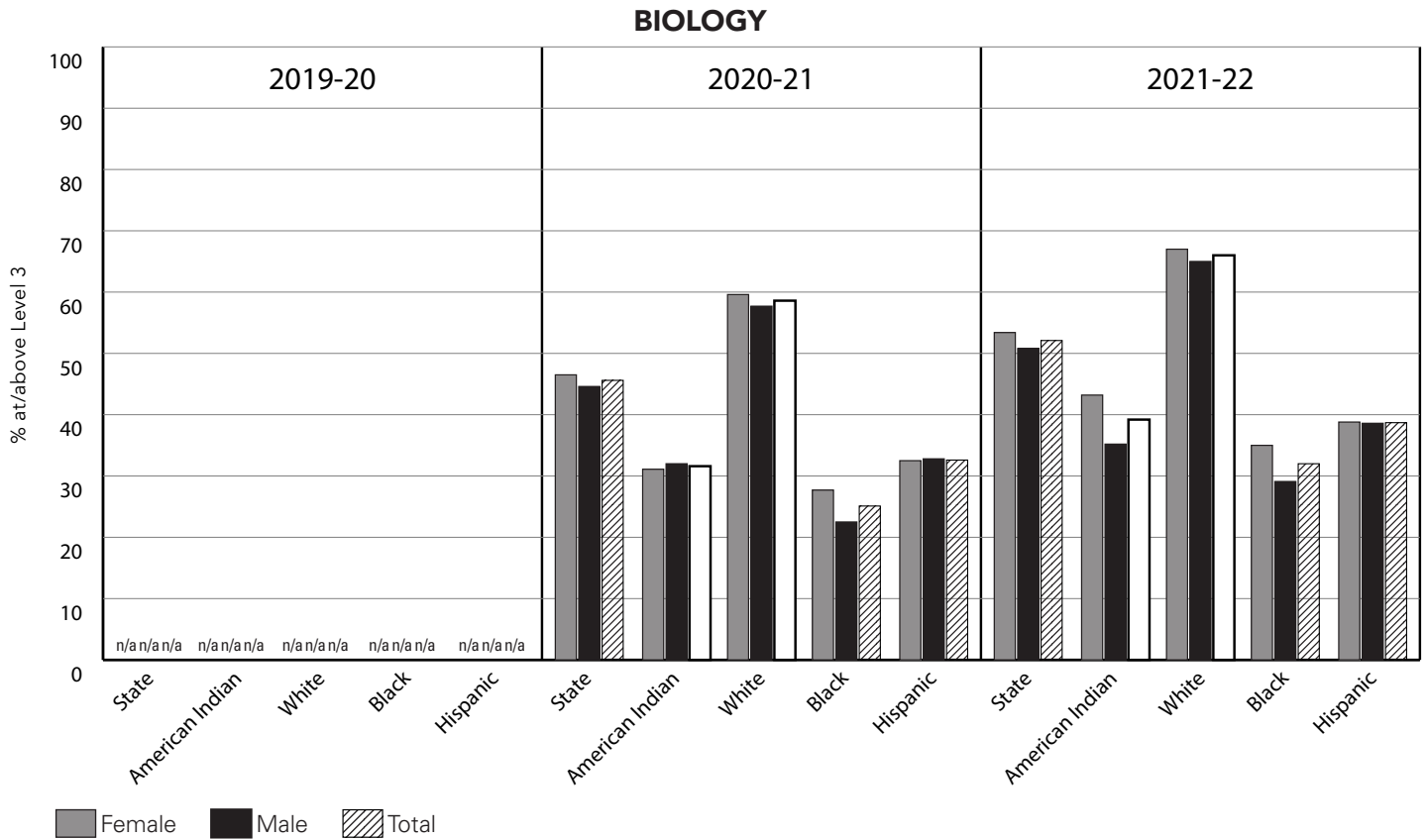


	State			American Indian			White			Black			Hispanic		
Math I	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	26.5	23.8	25.1	18.8	13.2	15.9	36.9	34.6	35.7	14.7	10.8	12.6	20.9	19.6	20.2
2021-22	34.5	31.7	33.1	25.9	22.3	24.0	46.0	43.7	44.8	22.8	17.8	20.2	27.9	26.9	27.4

EOC: Math I

The overall proficiency rate for EOC Math I increased by 8.0 percentage points from 2020-21 to 2021-22. The state proficiency rate for female students (34.5%) shows an 8.0 percentage point increase, while the proficiency rate for male students (31.7%) increased by 7.9 percentage points. Both male and female students in all racial/ethnic groups show an increase in proficiency rates from 2020-21 to 2021-22, and female students performed higher than male students in all racial/ethnic groups. American Indian female students (25.9%) outperformed American Indian male students by 3.6 percentage points. In addition, American Indian female students performed higher than their female (22.8%) and male (17.8%) Black peers. However, American Indian females performed 20.1 percentage points below their White female peers and 2.0 percentage points below their Hispanic female peers. American Indian male students show a 4.5 percentage point difference when compared to their Black Male peers. However, American Indian males (22.3%) performed below both their White (43.7%) and Hispanic (26.9%) male peers.

HIGH SCHOOL END-OF-COURSE TESTS BY GENDER

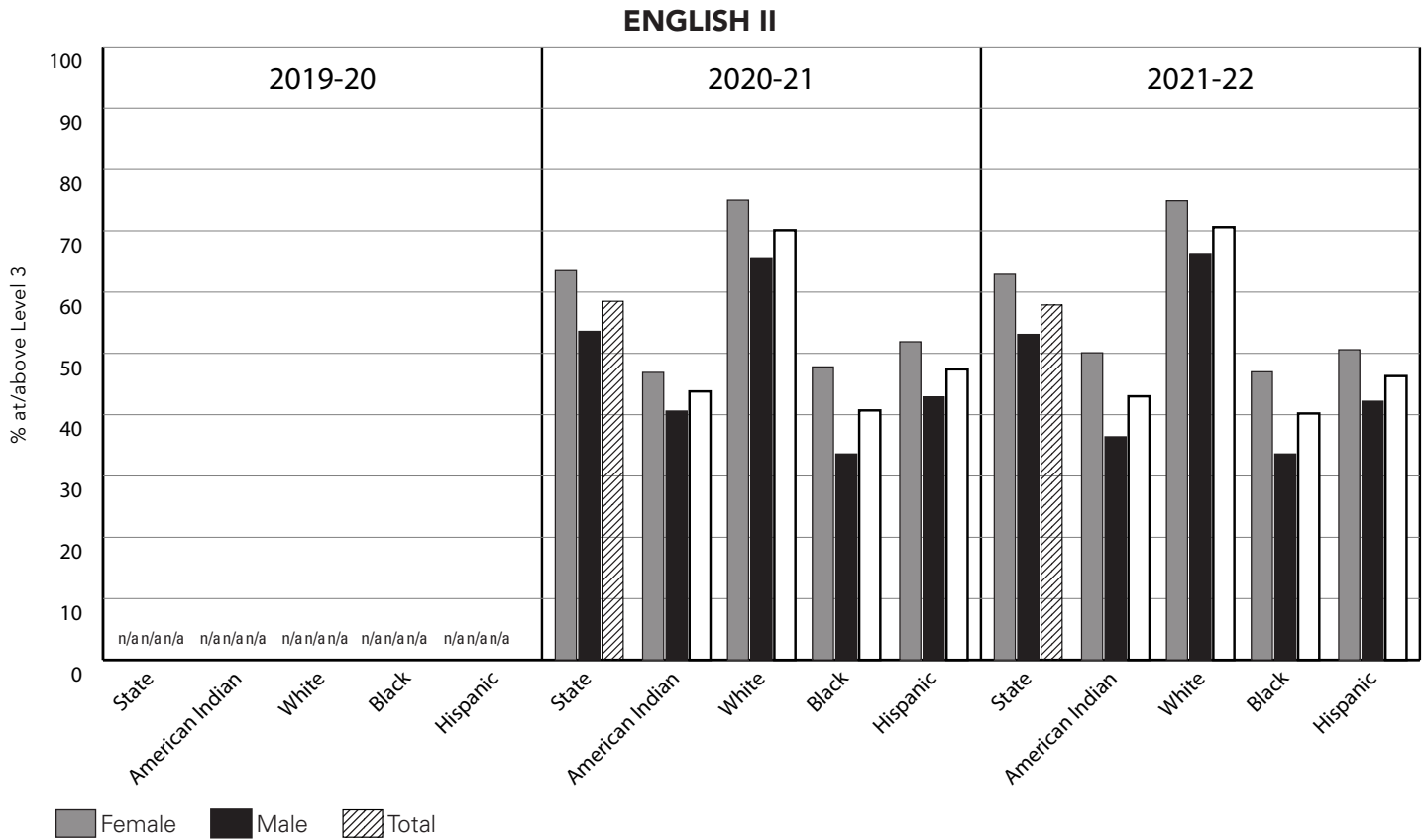


	State			American Indian			White			Black			Hispanic		
Bio	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	46.5	44.6	45.6	31.1	32.0	31.6	59.6	57.7	58.6	27.7	22.5	25.1	32.5	32.8	32.6
2021-22	53.4	50.8	52.1	43.2	35.2	39.2	67.0	65.0	66.0	35.0	29.1	32.0	38.8	38.6	38.7

EOC: Biology

The 2021-22 overall proficiency rates for female (53.4%) and male (50.8%) students show an increase from the 2020-21 school year. Both female and male students increased their proficiency rates in all racial/ethnic groups. Female students performed higher than male students in all subgroups. American Indian females (43.2%) performed higher than their Black female (35.0%) and male (29.1%) peers as well as their Hispanic female (38.8%) and male (38.6%) peers. However, American Indian female students performed below their White female (67.0%) and male (65.0%) peers. The proficiency rate for American Indian males (35.2%) increased by 3.2 percentage points from 2020-21. In 2021-22, American Indian male students performed above their Black male (29.1%) peers. However, their proficiency rate was 29.8 percentage points below their White male peers and 3.4 percentage points below their Hispanic male peers.

HIGH SCHOOL END-OF-COURSE TESTS BY GENDER



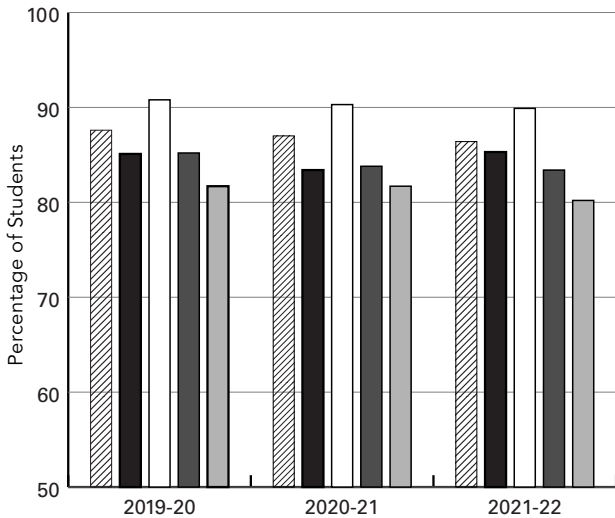
Eng II	State			American Indian			White			Black			Hispanic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	63.5	53.6	58.5	46.9	40.6	43.8	75.0	65.6	70.1	47.8	33.6	40.7	51.9	42.9	47.4
2021-22	62.9	53.1	57.9	50.1	36.4	43.0	74.9	66.3	70.6	47.0	33.6	40.2	50.6	42.2	46.3

EOC: English II

The overall proficiency rates in English II for female (62.9%) and male (53.1%) students decreased slightly in 2021-22. The proficiency rate for female students in EOC English II decreased in all racial/ethnic groups except American Indian. American Indian female students show an increase in their proficiency rate of 3.2 percentage points from 2020-21 to 2021-22. White female students decreased by 0.1 percentage points, Hispanic female students by 1.3, and Black female students had a 0.8 percentage point decrease. American Indian female (50.1%) students outperformed their male (36.4%) American Indian peers by 13.7 percentage points. In addition, American Indian female students outperformed their male (33.6%) Black peers and their male (42.2%) Hispanic peers. However, American Indian female students performed lower than their White female (74.9%) and male (66.3%) peers. The proficiency rate for American Indian males students (36.4%) decreased by 4.2 percentage points between 2020-21 and 2021-22. American Indian males scored 2.8 percentage points higher than their Black peers (33.6%). However, they performed lower than both their female and male White and Hispanic peers and below their Black female peers (47.0%).

HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

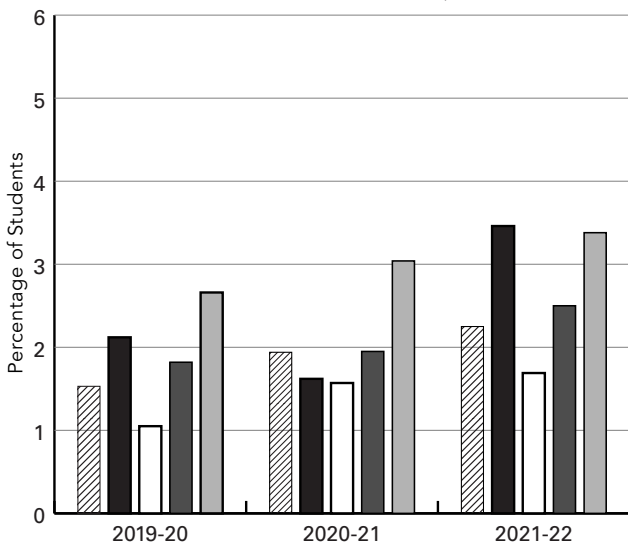
NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES



Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2019-20	87.6	85.1	90.8	85.2	81.7				
2020-21	87.0	83.4	90.3	83.8	81.7				
2021-22	86.4	85.3	89.9	83.4	80.2				
Annual Dropout Rates (Grades 9-13)									
2019-20	1.53	2.12	1.05	1.82	2.66				
2020-21	1.94	1.62	1.57	1.95	3.04				
2021-22	2.25	3.46	1.69	2.5	3.38				
Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2019-20	1.53	1.31	2.88	0.80	1.28	1.28	2.34	1.89	3.39
2020-21	1.94	1.10	2.14	1.21	1.91	1.39	2.50	2.24	3.79
2021-22	2.25	2.96	3.95	1.41	1.95	2.03	2.96	2.64	4.08

▨ State ■ American Indian □ White ■ Black ■ Hispanic

ANNUAL DROPOUT RATES (GRADES 9-13)



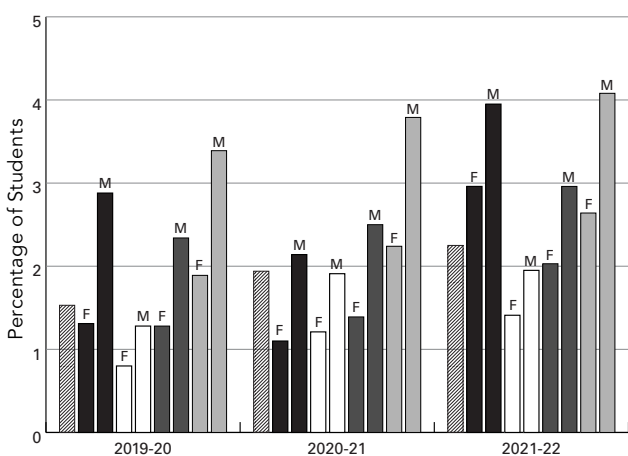
Four-Year Cohort Graduation Rate (CGR)

The four-year cohort graduation rate of American Indian students (85.3%) increased by 1.9 percentage points from the previous year. However, American Indian students trailed the state (86.4%) by 1.1 percentage points. In addition, the four-year graduation rate of American Indian students lags behind White students (89.9%) by 4.6 percentage points but exceeds their Black (83.8%) and Hispanic (80.2%) peers.

Annual Dropout Rate

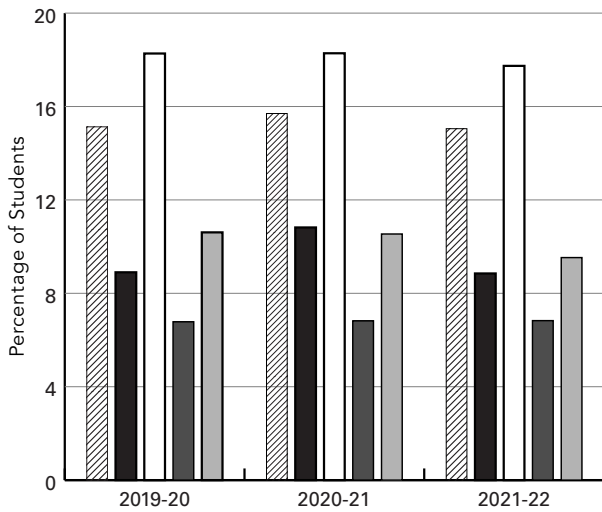
The dropout rate for all subgroups increased during the 2021-22 school year, with the American Indian population dropout rate increasing by 1.84 percentage points. A moderate increase is noted in the dropout rates for all other subgroups. The dropout rate for American Indian students in 2021-22 was 3.46 percent, which is higher than that of their White (1.69%), Black (2.50%), and Hispanic (3.38%) peers. Also, the dropout rate among American Indian students continues to be higher than the state's average rate of 2.25 percent. When comparing the dropout rates for male and female students, the data show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students. The 2021-22 dropout rate for American Indian male students increased by 1.81 percentage points, while the drop out rate for female students increased by 1.86 percentage points.

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

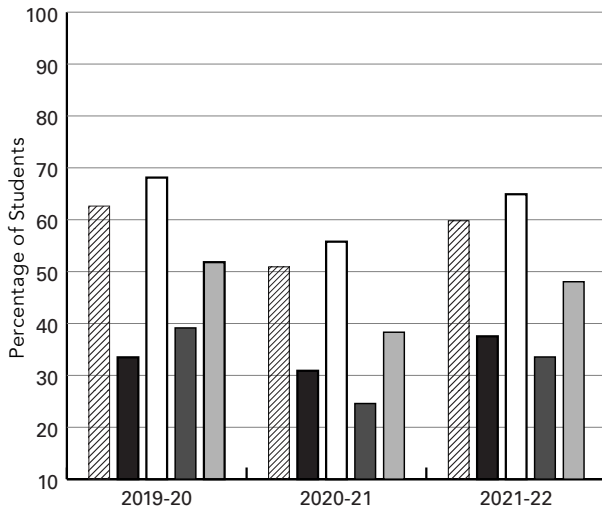


ADVANCED PLACEMENT (AP) TESTING

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					
2019-20	15.13	8.90	18.27	6.78	10.61
2020-21	15.70	10.82	18.28	6.82	10.54
2021-22	15.05	8.85	17.74	6.83	9.53
AP Performance: Percent of Students Scoring 3, 4, or 5					
2019-20	62.63	33.48	68.12	39.15	51.82
2020-21	50.92	30.89	55.77	24.58	38.32
2021-22	59.80	37.53	64.91	33.55	48.05

State
 American Indian
 White
 Black
 Hispanic

Advanced Placement (AP)

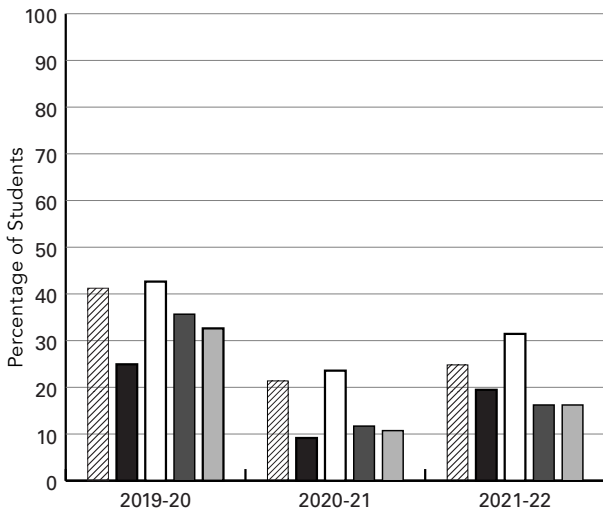
From 2020-21 to 2021-22, the percentage of students taking AP exams decreased slightly for all students in the state by 0.65 percentage points. The number of American Indian students taking AP exams decreased by 1.97 percentage points. The number of Black students taking AP exams increased by 0.01 percentage points, Hispanic students’ participation decreased by 1.01 percentage points, and White students’ decreased by 0.54 percentage points. American Indian students had the second to the lowest AP exam participation rates at 8.85 percent, with White students having the highest at 17.74 percent and Black students having the lowest rate at 6.83 percent. However, other than White students, all racial/ethnic groups were lower than the state average participation rate (15.05%).

Performance

The College Board considers students who score 3 or higher on AP exams as “passing.” The overall performance for the state shows an 8.88 percentage points increase from 20120-21. All subgroups showed an increase in students scoring 3 or higher on AP exams. Hispanic students had the highest percentage increase of 9.73 percentage points, with White students being the second highest with a 9.14 percentage point increase. The percentage of American Indian students (37.53%) who passed AP exams increased by 6.64 percentage points compared to 2020-21. American Indian students scored lower than their Hispanic (48.05%) and White (64.91%) peers.

SAT AND ACT TESTING

NC STUDENTS TAKING THE SAT



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2019-20	41.22	24.93	42.64	35.66	32.62
2020-21	21.37	9.15	23.57	11.70	10.73
2021-22	24.80	19.47	31.44	16.22	16.22
NC Average SAT Scores					
2019-20	1089	974	1140	956	1038
2020-21	1147	1043	1168	1006	1095
2021-22	1136	1052	1161	986	1080

State American Indian White Black Hispanic

SAT

The SAT is an academic indicator of student preparation for college and career opportunities. Student performance in critical reading, mathematics, and writing strongly predicts college and career readiness.

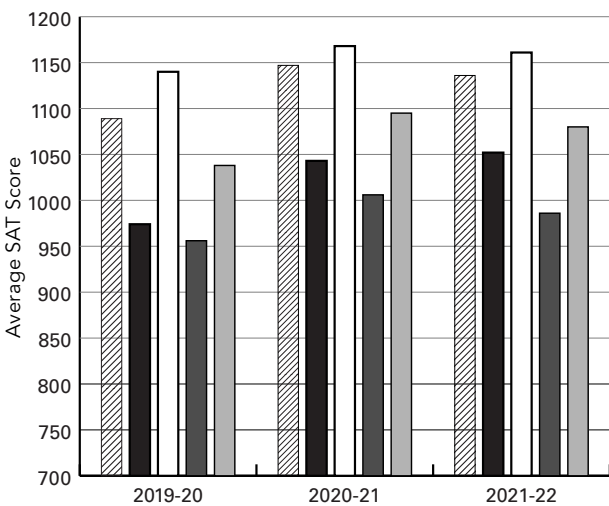
Participation

According to the 2021-22 College Board data, SAT participation increased across the state. The rate of all North Carolina public school students taking the SAT in 2021-22 (24.80%) was 3.43 percentage points above the rate of test-takers in 2020-21 (21.37%). The rate of American Indian students taking the SAT in 2021-22 was 19.47%, significantly above the participation rate in 2020-21 (9.15). All racial/ethnic groups increased their SAT participation rate. The subgroup with the highest increase in participation was American Indian students, with a 10.32 percentage point increase, followed by White students, with a 7.87 percentage point increase.

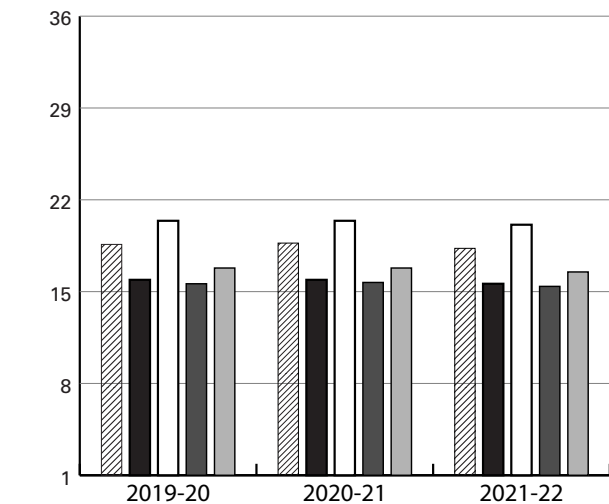
Performance

For those taking the SAT in 2021-22, average scores for the state decreased from the previous year. In addition, scores for each racial/ethnic subgroup decreased except for the American Indian subgroup. American Indian students scored 9 points higher in 2021-22 than in 2020-21. The average score for American Indians in 2021-22 was 1052, which was 84 points below the state average (1136), 109 points lower than the score of their White peers (1161), and 28 points lower than their Hispanic peers (1080).

NC AVERAGE SAT SCORES



NC AVERAGE ACT SCORES



Year	State	American Indian	White	Black	Hispanic
NC Average ACT Scores					
2019-20	18.6	15.9	20.4	15.6	16.8
2020-21	18.7	15.9	20.4	15.7	16.8
2021-22	18.3	15.6	20.1	15.4	16.5

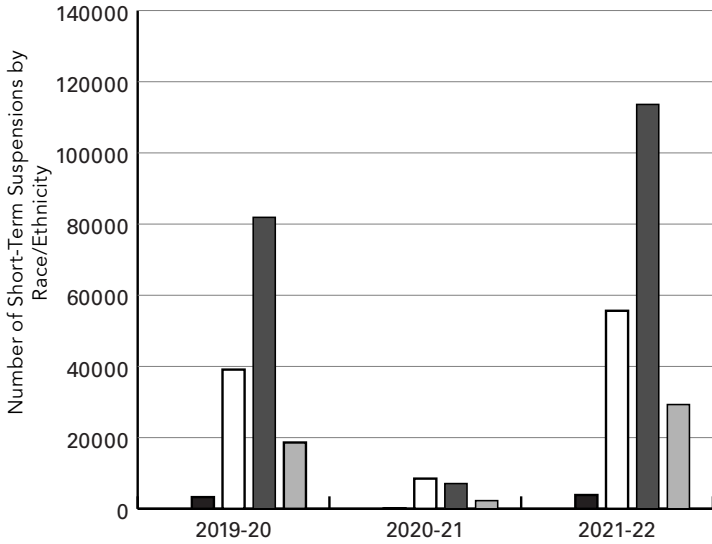
State American Indian White Black Hispanic

ACT

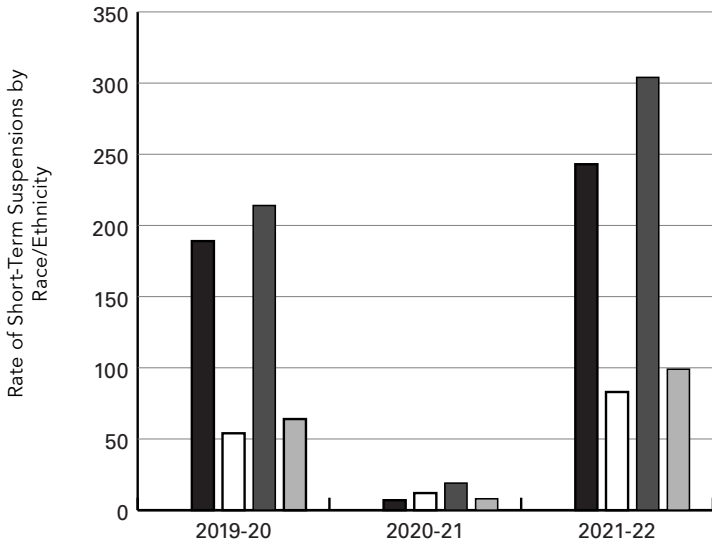
According to the 2021-22 ACT assessment data, American Indian students had an average score of 15.6, which is 2.7 points lower than the state average score (18.3). In relation to their peers, American Indians' average ACT score was 4.5 points lower than Whites, 0.9 points below Hispanics, and 0.2 points above their Black peers.

SUSPENSION DATA BY RACIAL/ETHNIC GROUPS

SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY



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



Year	American Indian	White	Black	Hispanic
Short-Term Suspensions by Race/Ethnicity				
2019-20	3282	39111	81892	18628
2020-21	112	8479	7090	2292
2021-22	3874	55637	113621	29291
Short-Term Suspensions Rate (Per 1,000 Enrolled)², By Race/Ethnicity				
2019-20	189	54	214	64
2020-21	7	12	19	8
2021-22	243	83	304	99

Legend: American Indian (Black), White (White), Black (Black), Hispanic (Grey)

Short-Term Suspensions

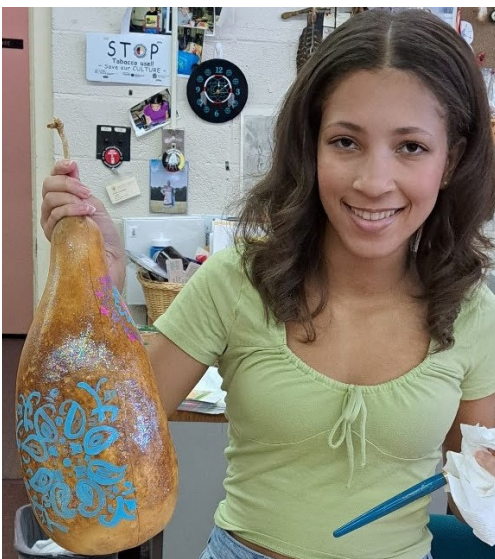
In 2021-2022, there were 202,423 short-term suspensions reported across the four subgroups, an increase of 1,026.26% from the 17,973 reported in the 2020-2021 academic year. However, it is significant to note that much of the 2020-21 year was virtual or a hybrid model. The number of short-term suspensions for American Indian (3,874), Hispanic (29,291), Black (113,621), and White (55,637) students increased compared to the previous academic year. In 2021-2022, Black students had the highest rate of short-term suspensions (304), followed by American Indian students (243). White students (83) had the lowest short-term suspension rate compared to their peers in 2021-22.

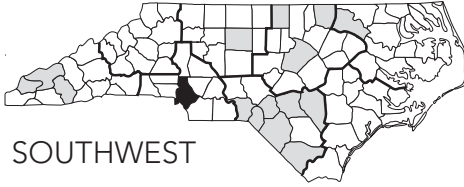
LEA FINDINGS: AMERICAN INDIAN STUDENT PERFORMANCE

The American Indian Student Performance by LEA or Charter School for EOC and EOG assessments is not included in this report for the 2019-20 school year due to the COVID-19 Pandemic. However, 2019-20 data are available for AP, SAT, and ACT by LEA. To further review 2019-20 data by racial/ethnic group and level for a district or charter school please visit: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting>



SACIE



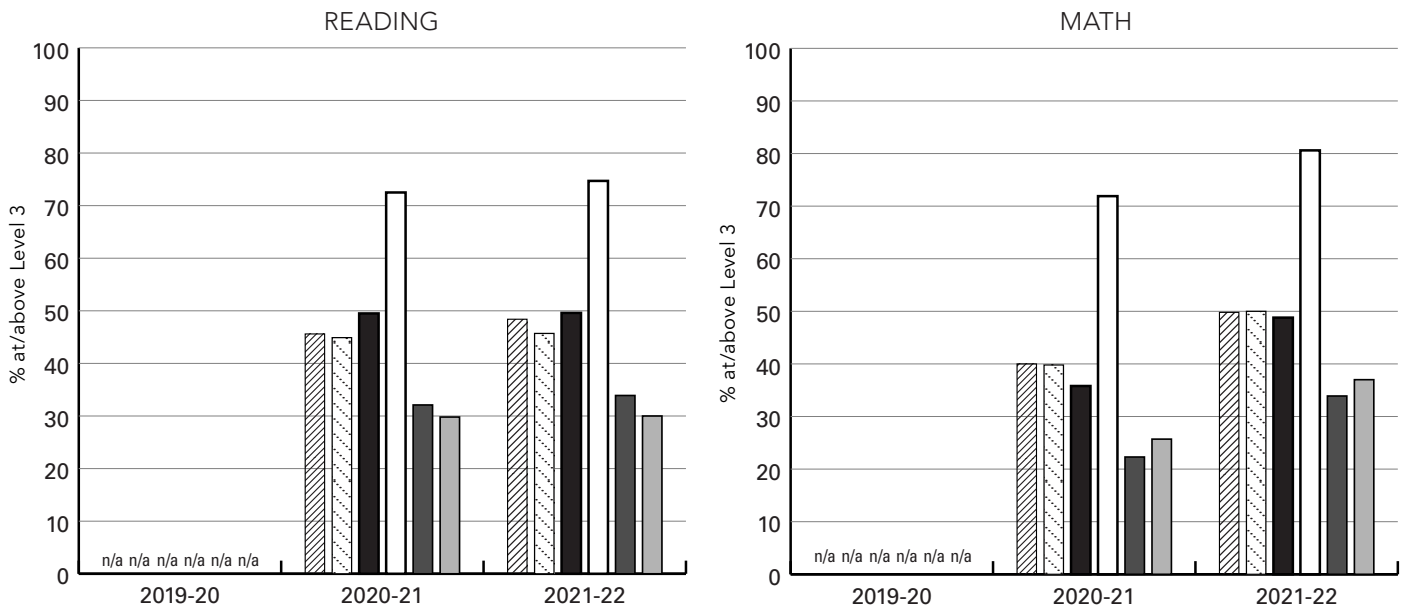


SOUTHWEST

Charlotte-Mecklenburg Schools enrolled 139,820 students in 180 schools in 2020-21, which includes a variety of theme-specific campuses. The 2021-22 enrollment reflects 266 (0.19%) American Indian students from various tribes. In 2021-22, the district proficiency rates were below the state proficiency rates on all EOG/EOC assessments except for EOG Math and EOC English II. The district's proficiency rate in EOC English II was 0.9 percentage points above the state rate. American Indian students performed above the state and district averages in EOG Reading. However, American Indian students' performance rates were below the district and state rates in EOG Math, EOC Math I, Biology, and English II. American Indian students demonstrated higher proficiency rates than their Hispanic and Black peers on all EOG assessments but were below on Biology and English II. In addition, American Indian students' proficiency rates were significantly lower than their White peers in all EOG/EOC assessments. The American Indian 4-Year Cohort Graduation Rate increased (10.1 percentage points) for 2021-22. In addition, the graduation rate is above most racial and ethnic subgroups and the state and district averages. No data have been reported for the annual dropout rate of American Indians for the last three years.

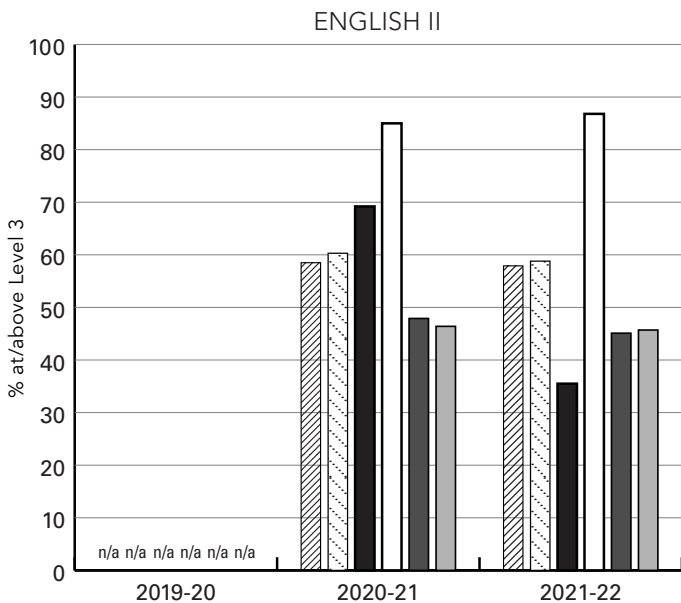
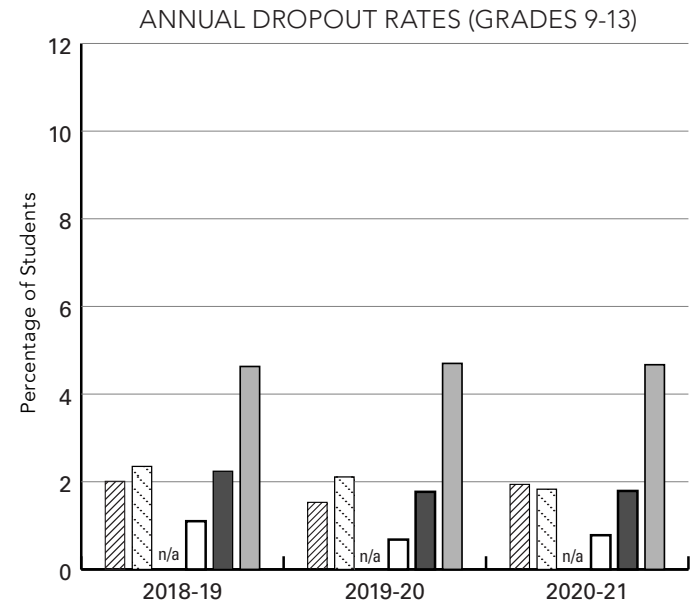
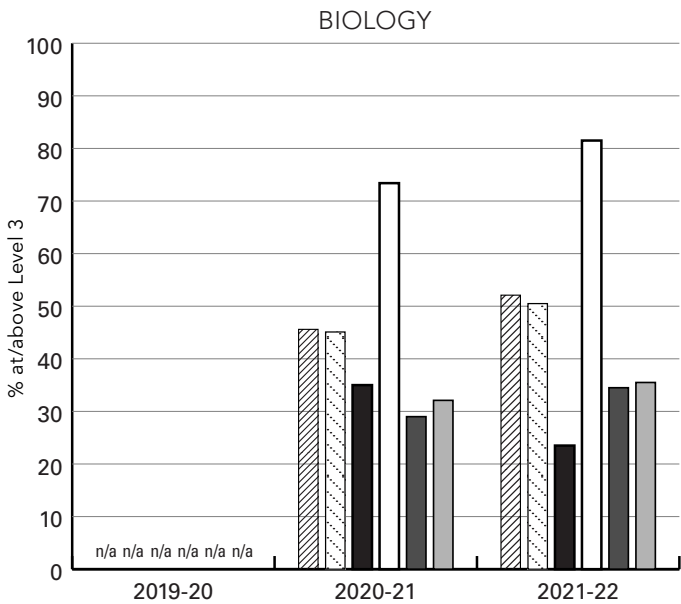
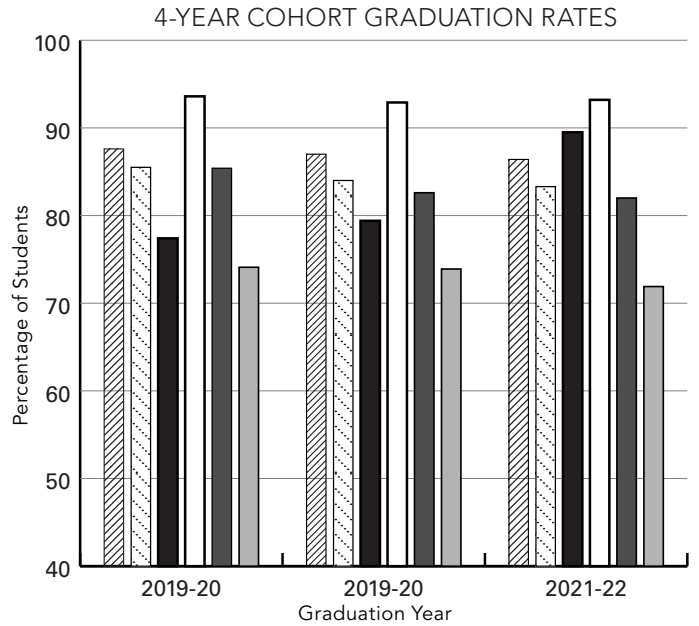
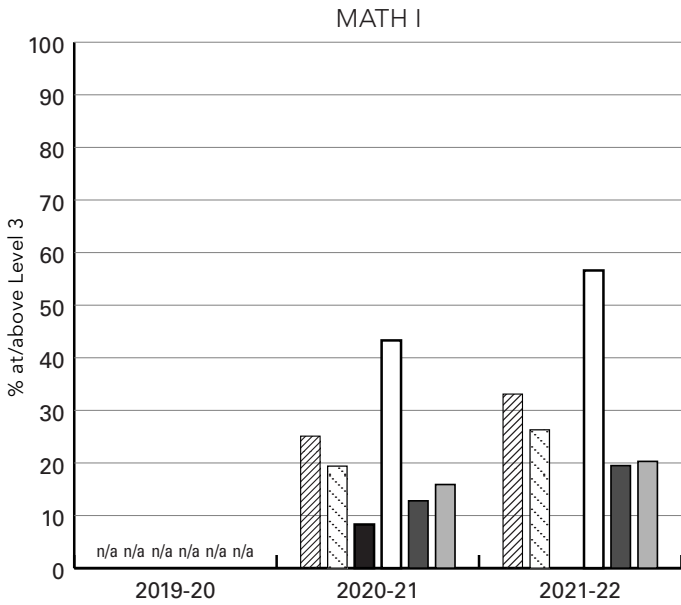
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	44.9	49.5	72.5	32.1	29.8
2021-22	48.4	45.7	49.6	74.7	33.9	30.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	39.8	35.8	71.9	22.3	25.7
2021-22	49.8	50.0	48.8	80.6	33.9	37.0
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	19.4	8.3	43.3	12.8	15.9
2021-22	33.1	26.3	*	56.6	19.5	20.3
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	45.1	35	73.4	29	32.1
2021-22	52.1	50.5	23.5	81.5	34.5	35.5
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	60.3	69.2	85.0	47.9	46.4
2021-22	57.9	58.8	35.5	86.8	45.1	45.7
4-Year Cohort Graduation Rate						
2019-20	87.6	85.5	77.4	93.6	85.4	74.1
2020-21	87.0	84.0	79.4	92.9	82.6	73.9
2021-22	86.4	83.3	89.5	93.2	82	71.9
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.35	N/A	1.10	2.24	4.63
2019-20	1.53	2.11	N/A	0.68	1.77	4.70
2020-21	1.94	1.83	N/A	0.78	1.79	4.67

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



END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION



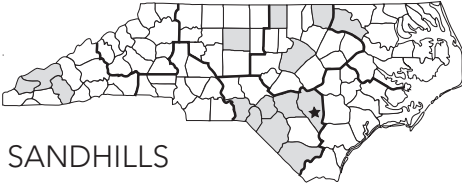
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = 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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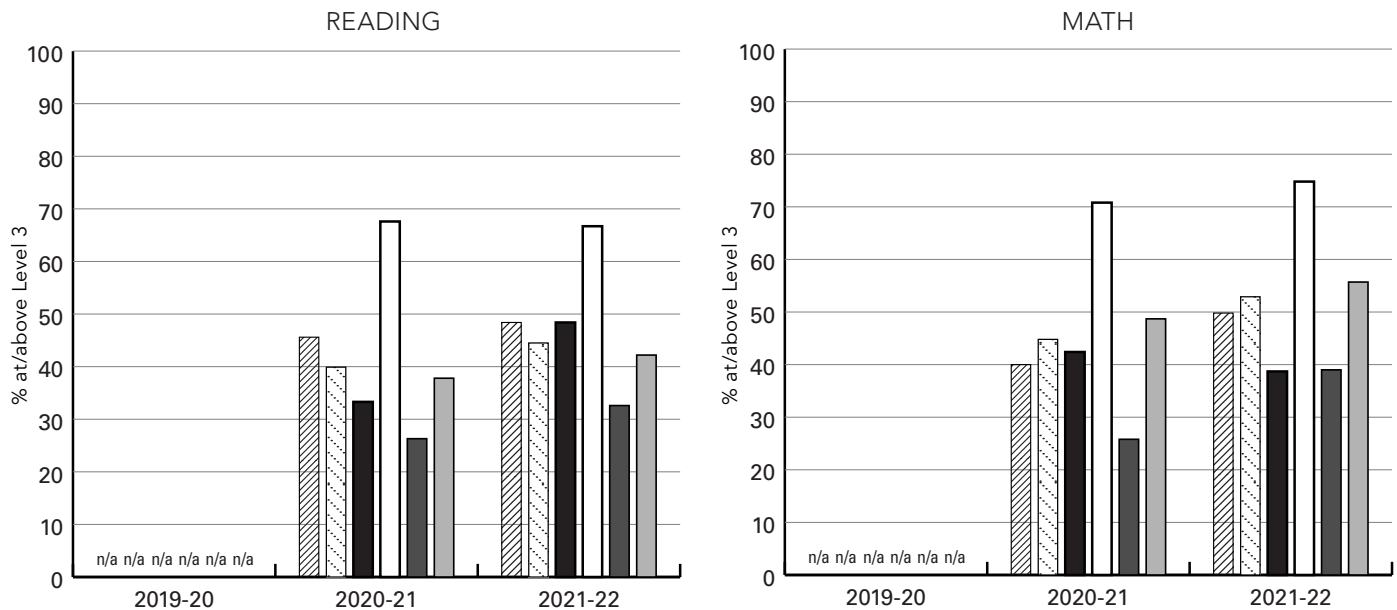


SANDHILLS

Clinton City Schools enrolled 2,839 students, including 63 (2.22%) American Indians, mainly of the Cohaire Tribe, in 2021-22. In the Title VI cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. In 2021-22, the district proficiency rates were below the state in all EOG and EOC tested areas except EOG Math. American Indian students performed above the district average in EOG Reading but fell below the district average in EOG Math. Data for proficiency rates for Math I, Biology, and English II EOC assessments are unavailable. American Indian students demonstrated higher proficiency rates than their Black and Hispanic peers in EOG Reading, although they were behind their Black, Hispanic, and White peers in EOG Math. The 4-Year Cohort Graduation rate for American Indian students is not reported due to insufficient data. In addition, the annual dropout rate for American Indians is unavailable due to the low number of American Indian students in the district.

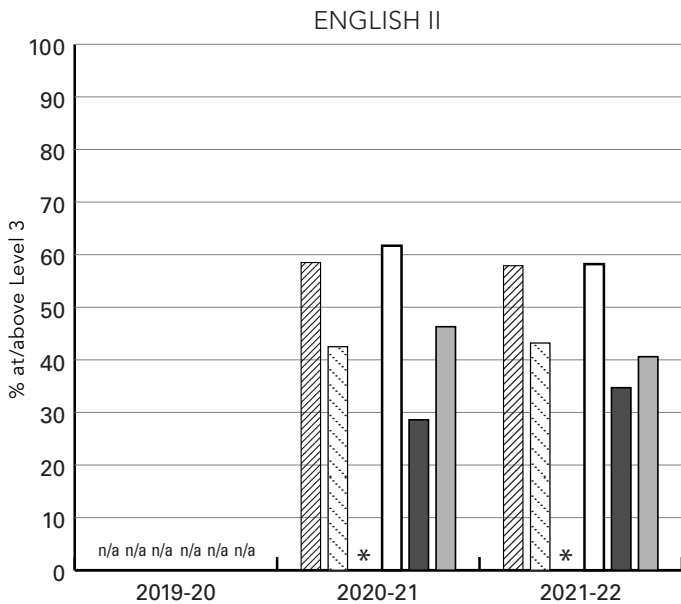
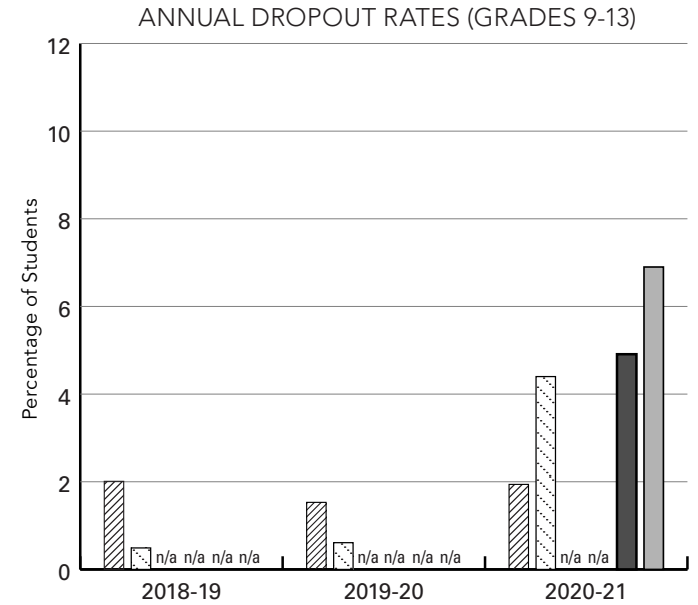
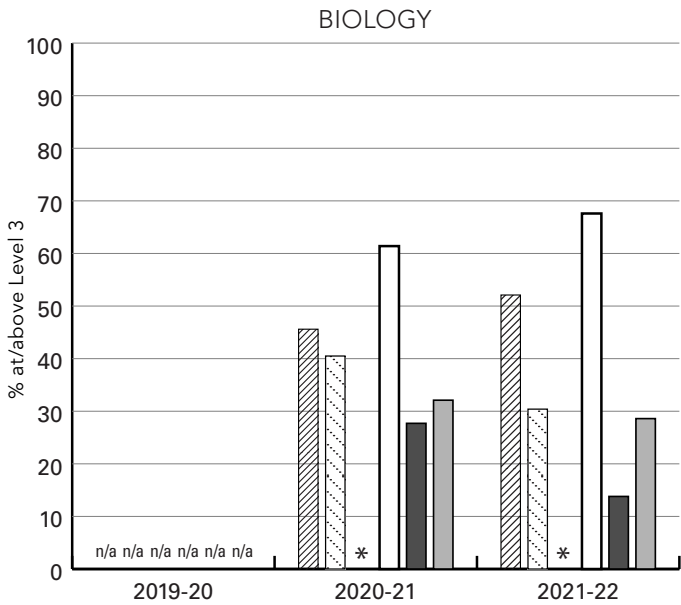
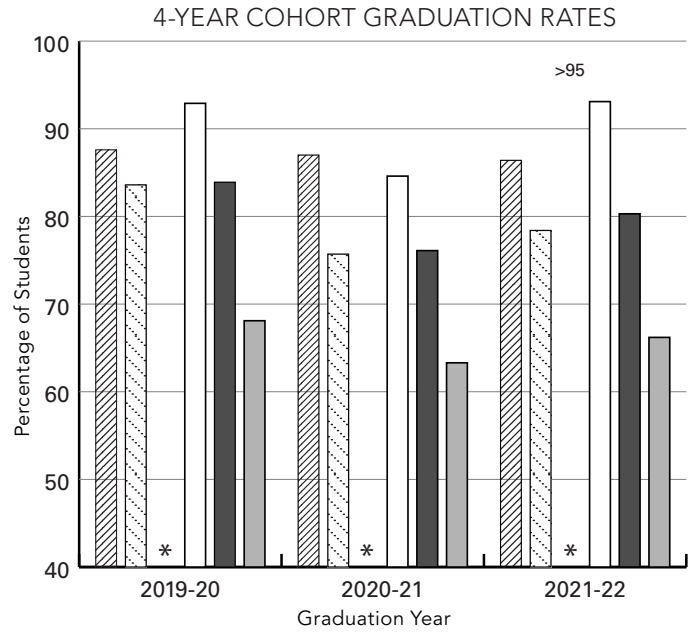
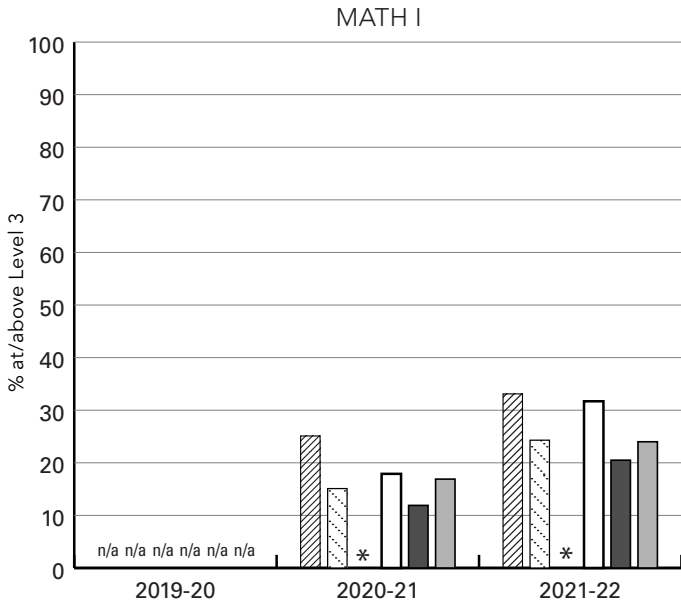
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	39.9	33.3	67.6	26.3	37.8
2021-22	48.4	44.5	48.4	66.7	32.6	42.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	44.8	42.4	70.8	25.8	48.7
2021-22	49.8	52.9	38.7	74.8	39.0	55.7
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	15.1	*	17.9	11.9	16.9
2021-22	33.1	24.3	*	31.7	20.5	24.0
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	40.5	*	61.4	27.7	32.1
2021-22	52.1	30.4	*	67.6	13.8	28.6
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	42.5	*	61.7	28.6	46.3
2021-22	57.9	43.2	*	58.2	34.7	40.6
4-Year Cohort Graduation Rate						
2019-20	87.6	83.6	*	92.9	83.9	68.1
2020-21	87.0	75.7	>95	84.6	76.1	63.3
2021-22	86.4	78.4	*	93.1	80.3	66.2
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	0.49	NA	NA	NA	na
2019-20	1.53	0.61	NA	NA	NA	NA
2020-21	1.94	4.40	NA	*	4.91	6.90

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.

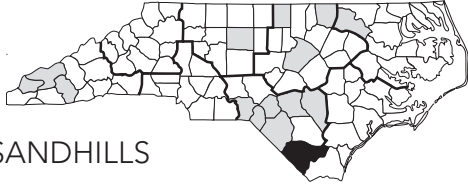
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COLUMBUS COUNTY

DISTRICT CONTACT: TAMRA CARTER
tcarter@columbus.k12.nc.us

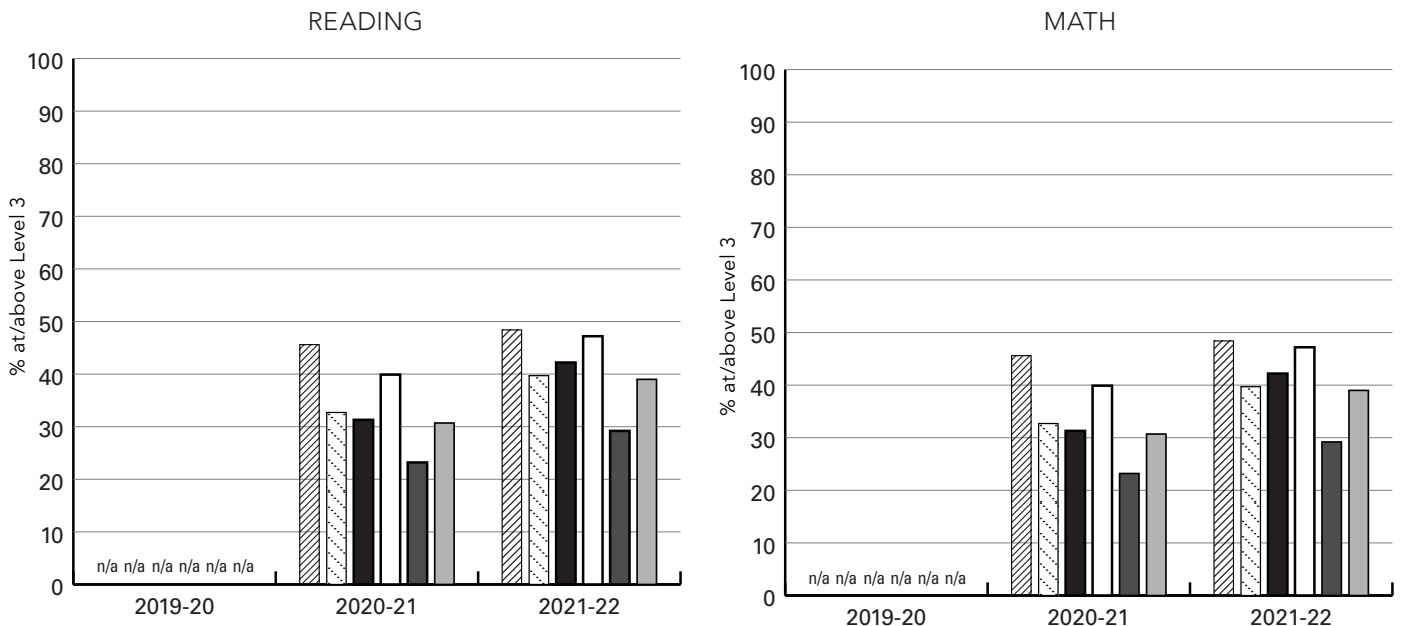


SANDHILLS

In 2020-21, Columbus County Schools enrolled 5,012 students, of whom 204 (4.07%) are American Indians, primarily from the Waccamaw Siouan Tribe, which is indigenous to Columbus and Bladen counties. In 2021-22 the average proficiency rate of the district was lower than the state average in all EOG/EOC assessments. American Indian students performed above the district proficiency rates in EOG Reading and Math. However, when comparing other EOC proficiency rates for Math I, Biology, and English II, American Indian students were below state and district percentages. American Indian students demonstrated higher proficiency rates than their Black and Hispanic peers in all EOG assessments and above their Black peers in EOC Biology and English II. However, the average proficiency rates of American Indian students lagged behind those of their White peers on all EOG/EOC assessments. In addition, American Indian students were below their Hispanic peers in Biology and English II and below all subgroups in EOC Math I. The 4-Year Cohort Graduation rate for American Indian students decreased but remained above the state and district rates as well as the rates of their White, Black, and Hispanic peers. Sufficient data are not available for comparison of the annual dropout rate of American Indians.

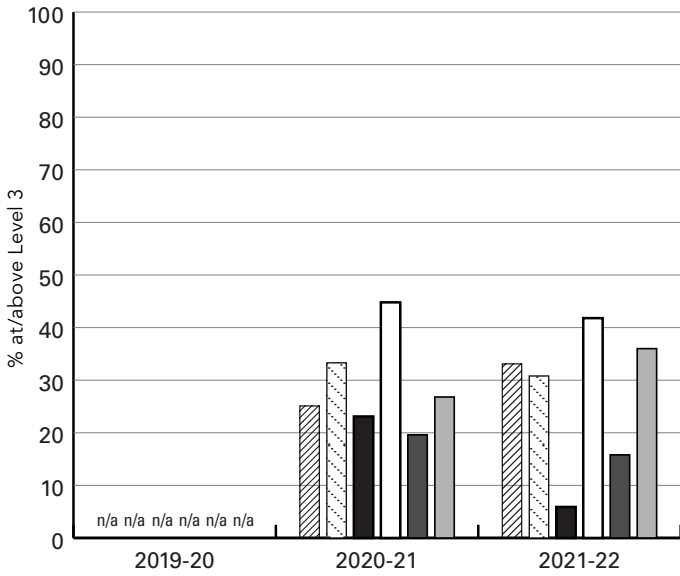
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	32.7	31.3	39.9	23.2	30.7
2021-22	48.4	39.7	42.2	47.2	29.2	39.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	31.2	24.7	39.7	19.1	33.3
2021-22	49.8	40.8	30.1	49.7	28.8	41.0
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	33.3	23.1	44.8	19.6	26.8
2021-22	33.1	30.8	5.9	41.8	15.8	36.0
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	43	36.4	55.7	21.4	36.8
2021-22	52.1	40.7	22.7	55.6	20.0	36.1
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	44.7	57.9	52.3	27.6	45.2
2021-22	57.9	48.0	30.0	64.0	29.2	31.7
4-Year Cohort Graduation Rate						
2019-20	87.6	86.3	>95	86.1	86.5	90.2
2020-21		82.3	89.7	85.8	76.7	83.0
2021-22	86.4	85.4	>95	85.8	87.8	72.1
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.47	NA	1.59	NA	NA
2019-20	1.53	1.27	NA	0.97	NA	NA
2020-21	1.94	2.34	*	2.51	2.82	NA

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

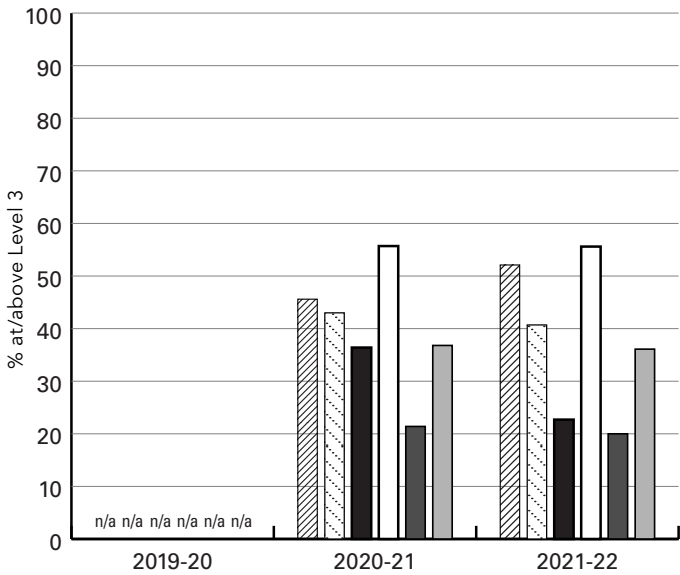


END-OF-COURSE TESTS

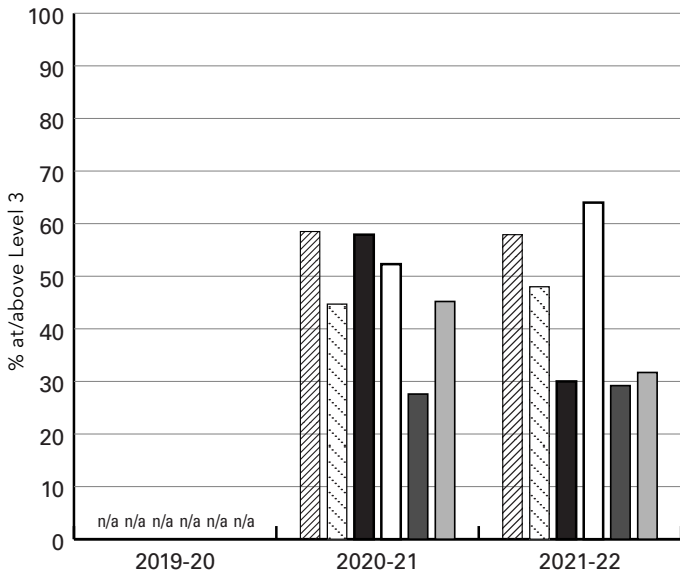
MATH I



BIOLOGY

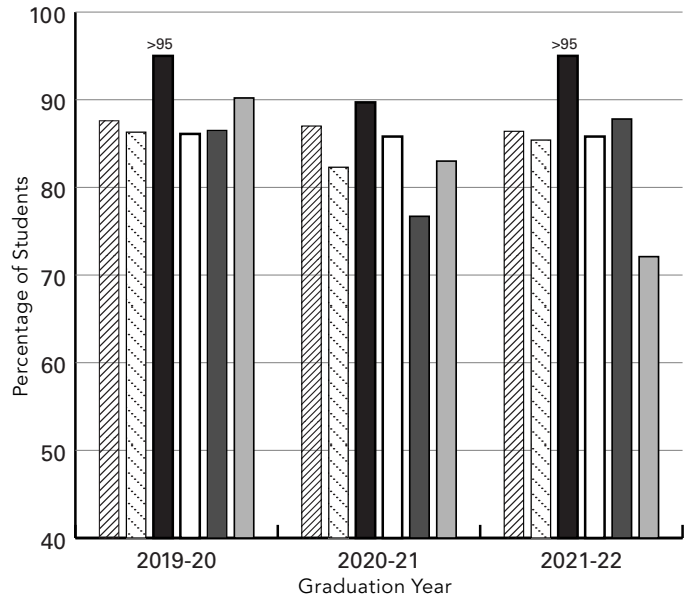


ENGLISH II

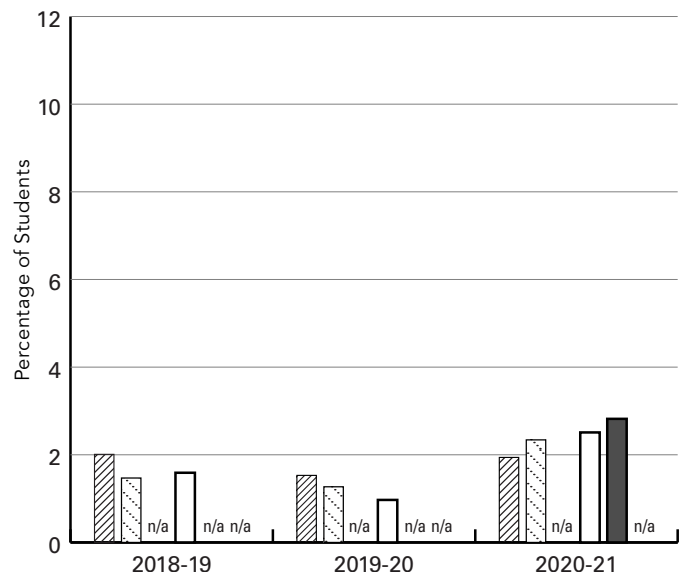


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State LEA American Indian White Black Hispanic

> = Scores changed due to data corrections.

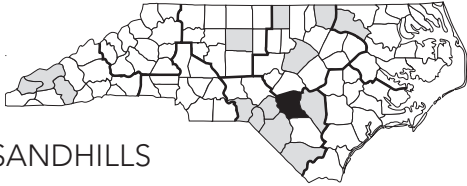
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CUMBERLAND COUNTY

DISTRICT CONTACT: RODNEY JACKSON
rodnejackson@ccs.k12.nc.us

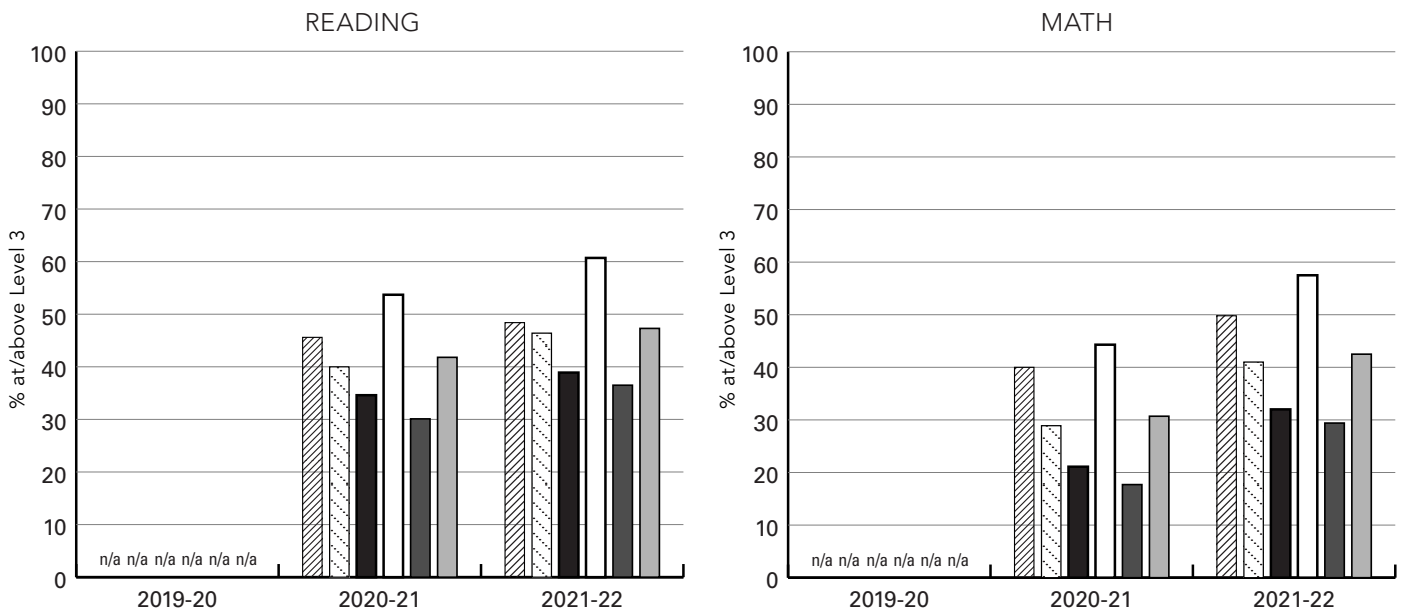


SANDHILLS

Cumberland County Schools serves an expansive military community, which adds to the district's diversity. In 2021-22 the district served 47,563 students, including 670 (1.28%) American Indian students, from various tribes, but primarily the Lumbee Tribe. The district operates 89 schools, including 14 high schools, two early colleges, and two virtual learning schools. In 2021-22, the average proficiency rate for the district was below the state average in all EOG/EOC subject areas except EOC Math I. American Indian students' average proficiency rate was below the state in all EOG/EOC areas and below the district on all EOG/EOC assessments except EOC English II. American Indian students demonstrated higher proficiency rates than their Black peers in all EOG/ EOC tested subjects. However, proficiency rates of American Indian students were below those of their White peers in all areas and below their Hispanic peers in all areas except English II. Compared to the state, the district, and all other racial/ethnic groups, American Indian students (76.4%) have the lowest 4-Year Cohort Graduation rate. Dropout rate data for American Indian students are 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						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	40.0	34.6	53.7	30.1	41.8
2021-22	48.4	46.4	38.9	60.7	36.5	47.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	28.9	21.1	44.3	17.7	30.7
2021-22	49.8	41.0	32.0	57.5	29.4	42.5
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	19.2	13.0	26.2	14.5	20.9
2021-22	33.1	35.0	30.0	45.7	27.6	38.6
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	36.7	40.8	52	23.3	40.4
2021-22	52.1	50.8	47.4	65.6	39.9	52.4
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	53.9	46.2	67.1	42.7	56.6
2021-22	57.9	55.7	56.1	70.4	45.3	55.7
4-Year Cohort Graduation Rate						
2019-20	87.6	84.6	80.6	87.4	84	79.6
2020-21	87.0	84.2	74.1	84.5	83.5	83.8
2021-22	86.4	82.7	76.4	86.3	81.1	81.7
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.67	na	1.40	1.79	1.67
2019-20	1.53	1.22	NA	1.01	1.28	1.20
2020-21	1.94	1.18	*	1.19	1.24	1.02

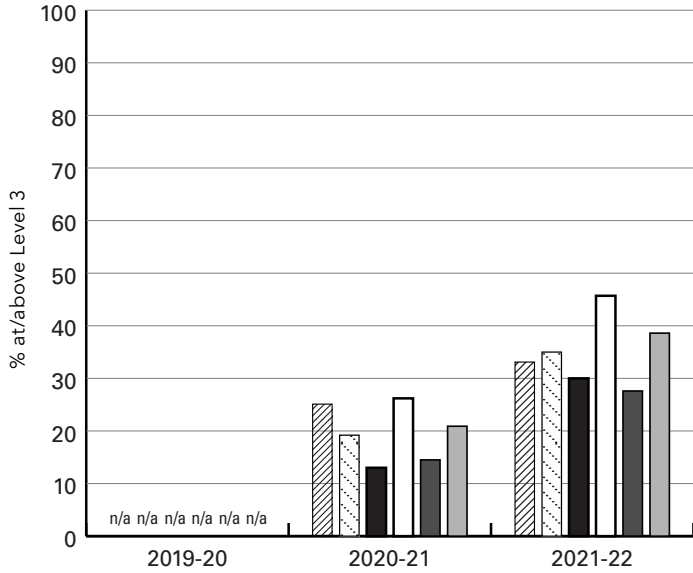
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



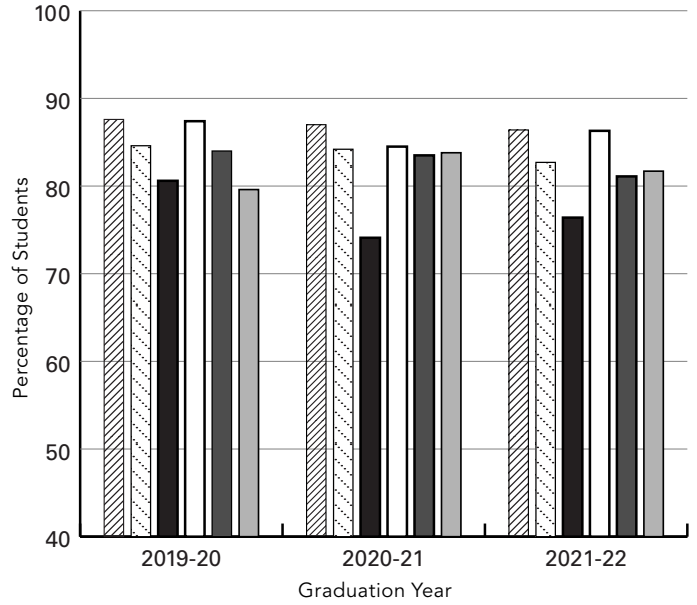
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

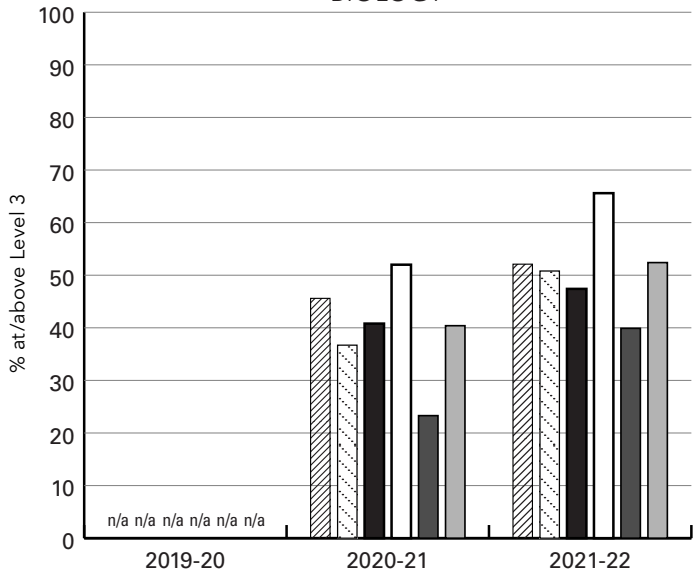
MATH I



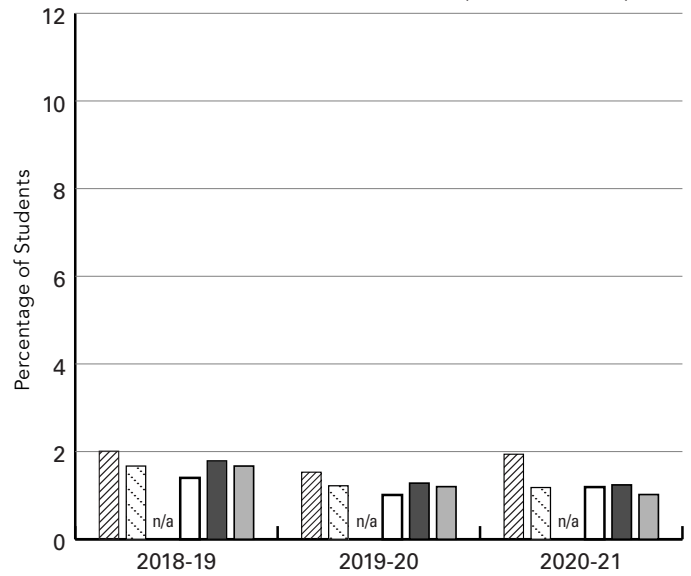
4-YEAR COHORT GRADUATION RATES



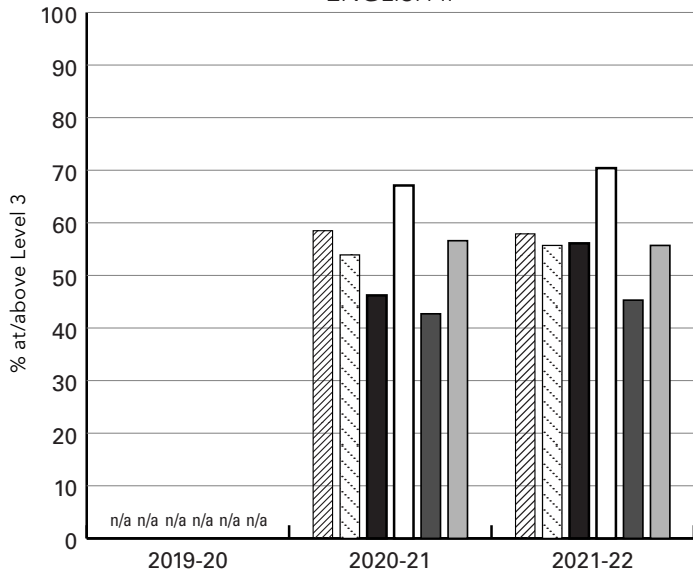
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

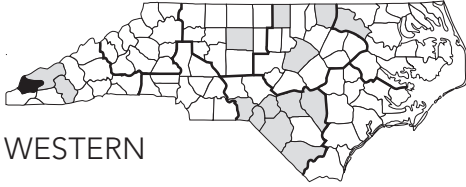
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

GRAHAM COUNTY

DISTRICT CONTACT: NED LONG
nlong@graham.k12.nc.us

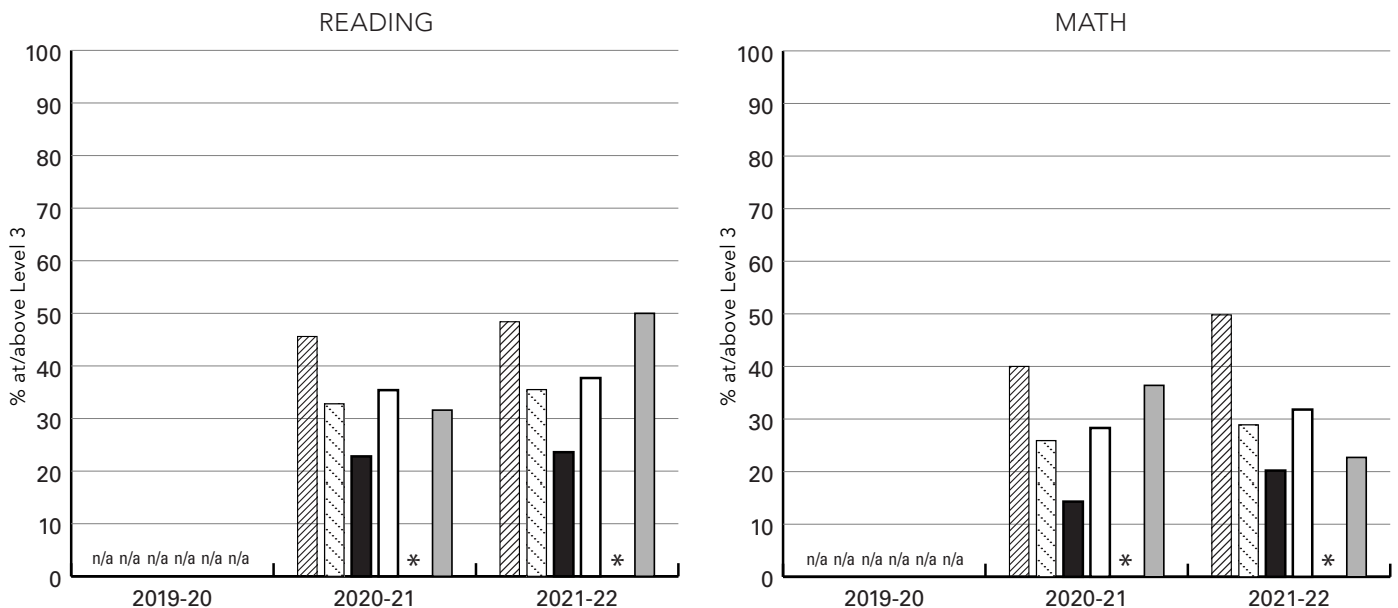


WESTERN

Graham County Schools is located near the Qualla Boundary (a reservation of the Eastern Band of the Cherokee). In 2021-22, the district enrolled 1097 students, including 195 (17.80%) American Indians, mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. In 2021-22, the district was below the state's average proficiency rates in all EOG/EOC subject areas except Math I. American Indian students fell below the district and state in all tested areas except EOC Math I. Compared to their White and Hispanic peers, fewer American Indian students showed proficiency in EOG Reading and Math and below their White peers in EOC Biology and English II. However, American Indian students' proficiency rate in EOC Math I was higher than their White peers. Sufficient data were unavailable for comparison to their Black peers in any assessment areas. In addition, the 4-year Cohort Graduation rate and three-year annual dropout data for 2021-22 were not available to report.

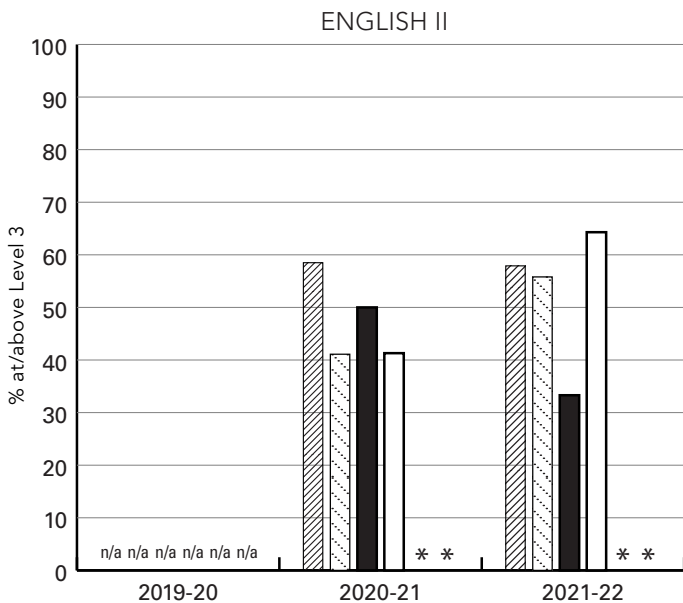
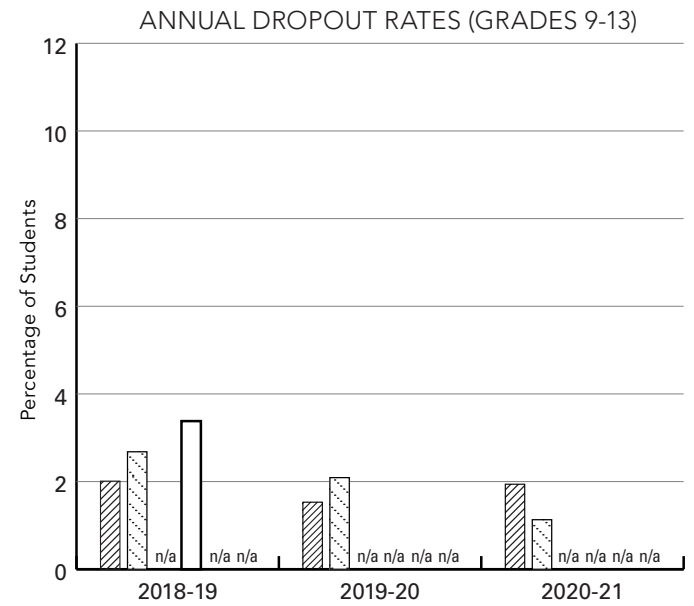
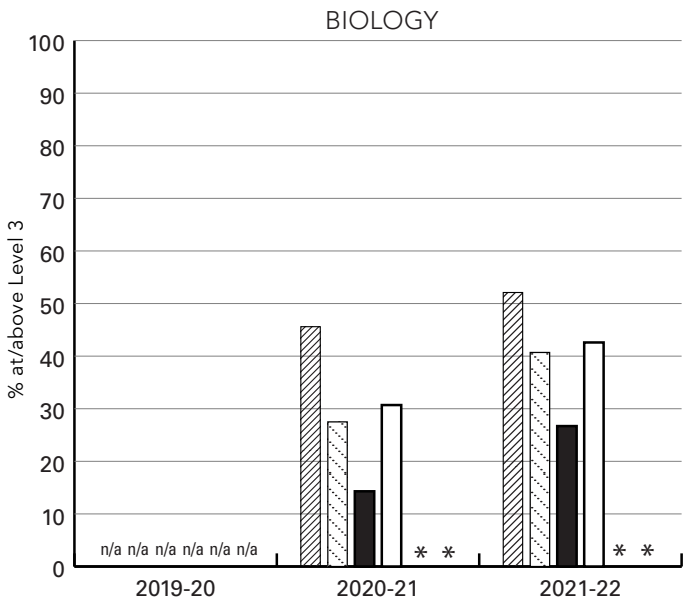
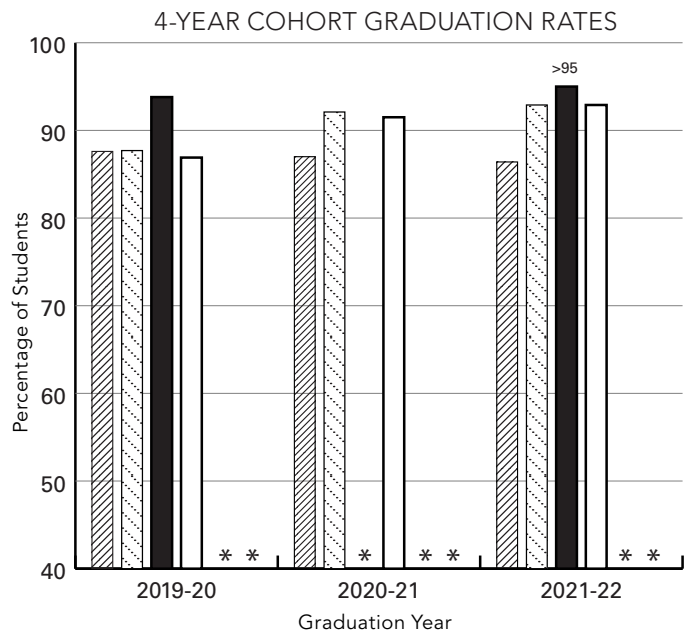
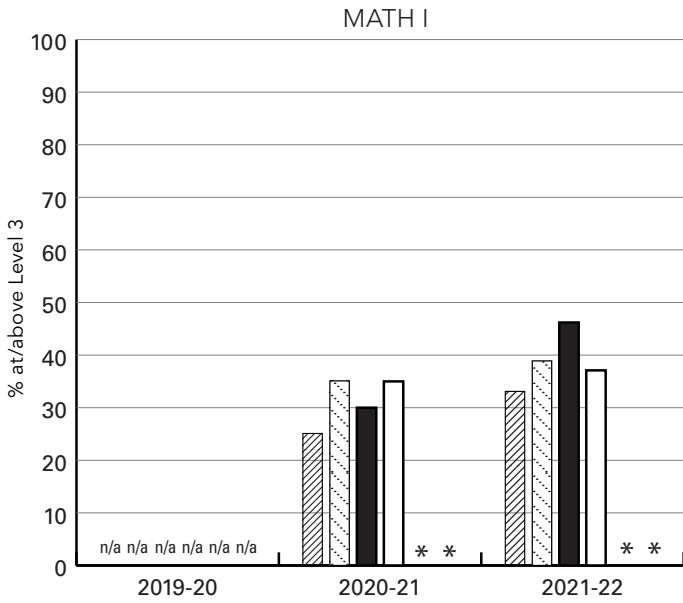
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	32.8	22.8	35.4	*	31.6
2021-22	48.4	35.5	23.6	37.7	*	50.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	25.9	14.3	28.3	*	36.4
2021-22	49.8	28.9	20.2	31.8	*	22.7
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	35.1	30.0	35.0	*	*
2021-22	33.1	38.9	46.2	37.1	*	*
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	27.5	14.3	30.7	*	*
2021-22	52.1	40.7	26.7	42.6	*	*
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	41.1	50.0	41.3	*	*
2021-22	57.9	55.8	33.3	64.3	*	*
4-Year Cohort Graduation Rate						
2019-20	87.6	87.7	93.8	86.9	*	*
2020-21	87.0	92.1	*	91.5	*	*
2021-22	86.4	92.9	>95	92.9	*	*
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.68	N/A	3.38	N/A	N/A
2019-20	1.53	2.09	N/A	N/A	N/A	N/A
2020-21	1.94	1.13	N/A	*	N/A	N/A

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



END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION



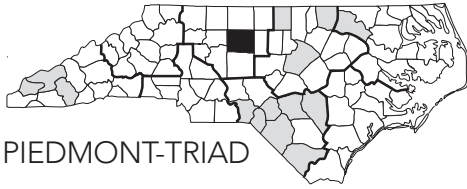
State
 LEA
 American Indian
 White
 Black
 Hispanic

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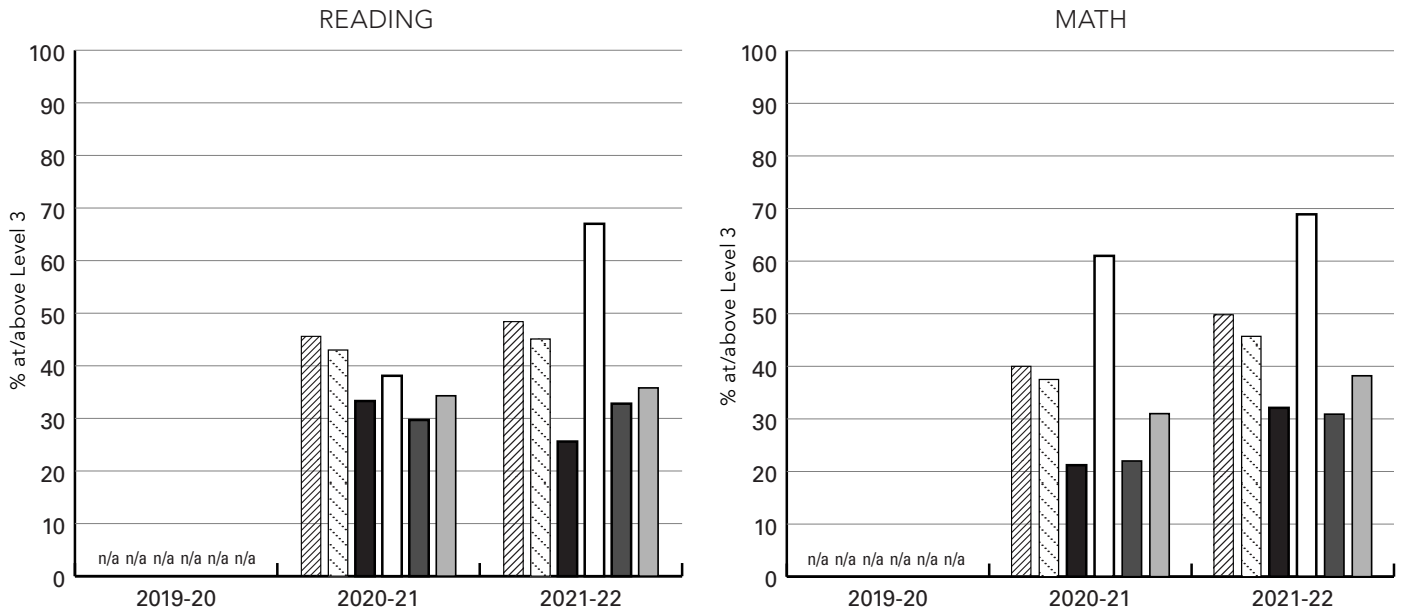


PIEDMONT-TRIAD

Guilford County Schools enrolled 67,664 students in 2021-22, of whom 219 (0.32%) are American Indians representing federal and state recognized tribes. Guilford County operates 126 schools, including a myriad of magnet campuses. The district's proficiency rates on all EOG/EOC assessments are below the state's. The 2021-22 data shows the rate of American Indian students demonstrating proficiency on all EOG/EOC assessments was lower than the state and district rates. American Indian students demonstrated lower proficiency levels than all subgroups in EOG Reading and below their White and Hispanic peers in EOG Math, EOC Math I, and Biology. However, they performed above their Black peers in EOG Math, EOC Math I, and Biology and their Black and Hispanic peers in EOC English II. The American Indian 4-year Cohort Graduation rate (87.5%) decreased by 5.4 percentage points in 2021-22. However, the American Indian graduation rate was above the cohort graduation rates for the state and their Black peers. Sufficient data are not available for comparison to the 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						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	43.0	33.3	38.1	29.7	34.3
2021-22	48.4	45.1	25.6	67.0	32.8	35.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	37.5	21.2	61.0	22.0	31.0
2021-22	49.8	45.7	32.1	68.9	30.9	38.2
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	8.4	<5	13.9	6.5	8.2
2021-22	33.1	19.0	16.7	29.3	15.3	17.8
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	41.5	*	62.2	27.3	30.5
2021-22	52.1	46.6	31.8	72.5	29.6	33.9
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	53.8	38.5	72.7	40.6	45.7
2021-22	57.9	53.6	47.1	74.0	38.8	46.7
4-Year Cohort Graduation Rate						
2019-20	87.6	89.1	68.2	93.6	87.3	83.5
2020-21	87.0	91.5	92.9	95	89.7	85.7
2021-22	86.4	91.8	87.5	94.9	90.4	88.8
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.03	N/A	1.15	2.52	2.81
2019-20	1.53	1.40	N/A	0.58	1.89	2.44
2020-21	1.94	2.02	*	1.10	2.40	3.25

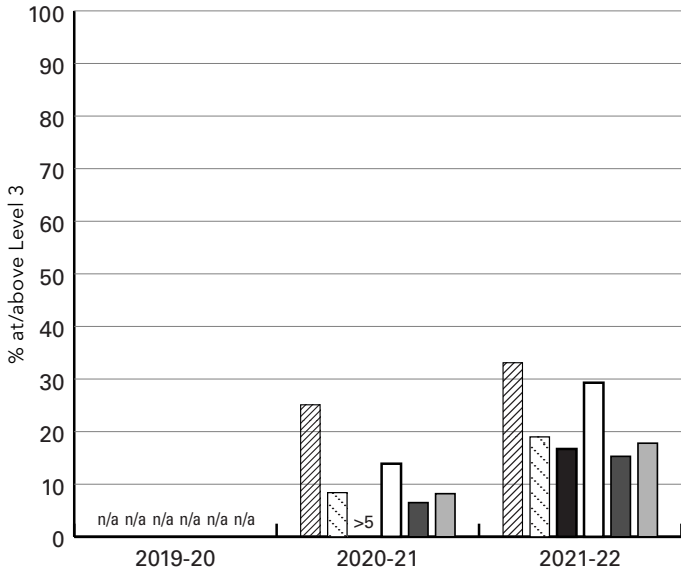
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



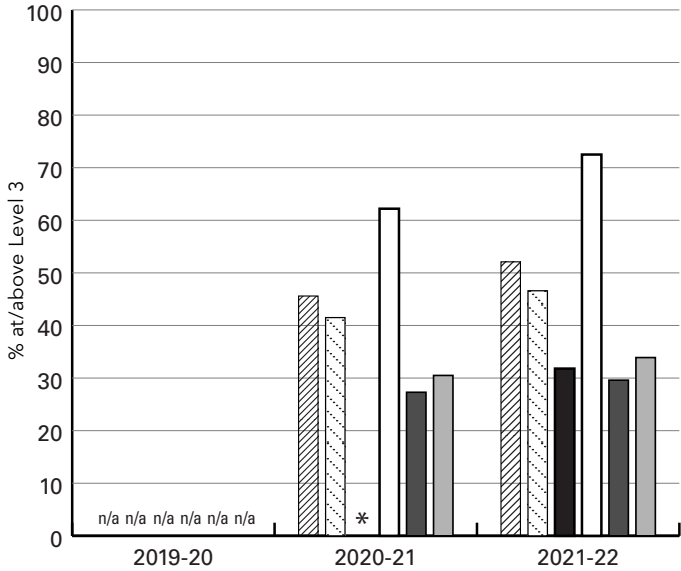
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

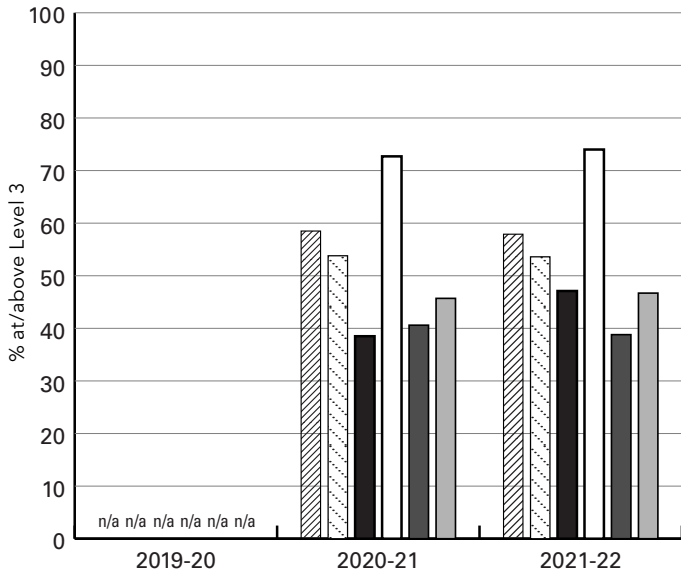
MATH I



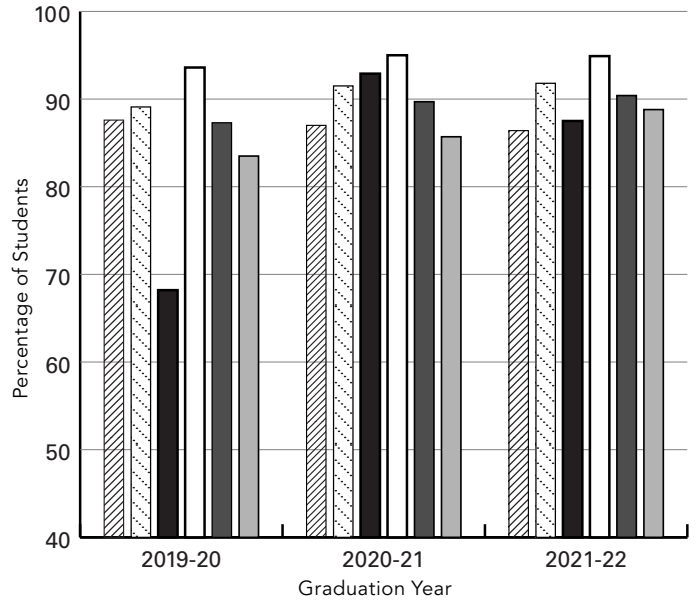
BIOLOGY



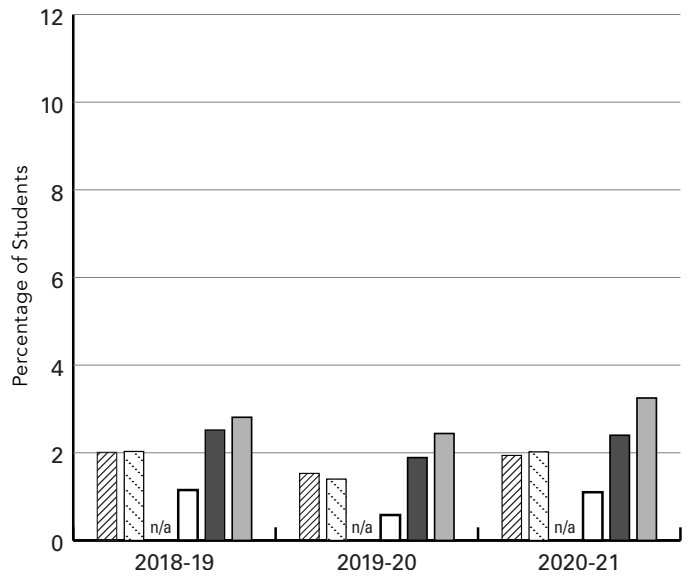
ENGLISH II



4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

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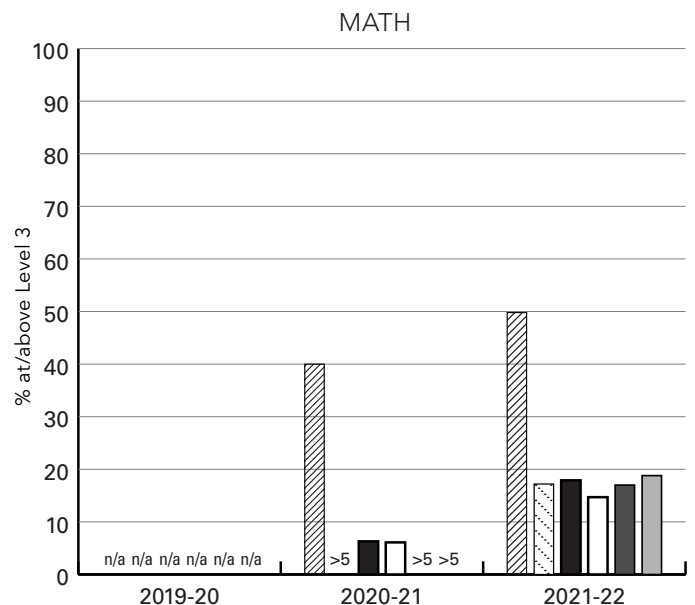
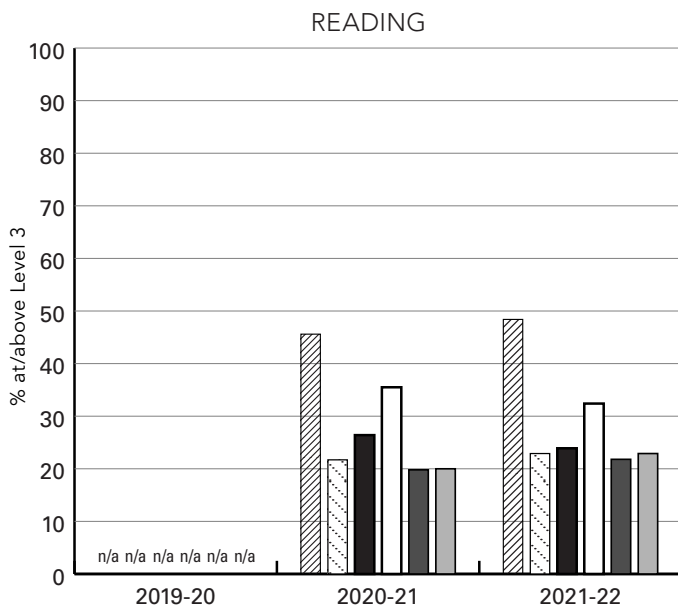


NORTHEAST

Halifax County Schools enrolled 1,182 students in 2021-22, of whom 117 (9.90%) are American Indian, mainly from the Haliwa-Saponi Indian Tribe. There are 11 campuses, including two high schools and one early college. In the EOG and EOC tested subjects, the district proficiency rates for 2021-22 remained below the state averages. In the EOG tested areas, the percentage of American Indian students who were proficient exceeded the district rate. Where data was provided, American Indian students performed above their Black peers in all EOG areas and slightly above their White peers in EOG Math. Data was not provided for Hispanic or White peers in EOC areas; however, American Indian students showed a marginally lower proficiency rate in EOC Math I (12.5%) than their Black peers. The 4-year Cohort Graduation rate for American Indian students and the Annual Dropout rate for American Indian students was not reported at the district level due to insufficient data.

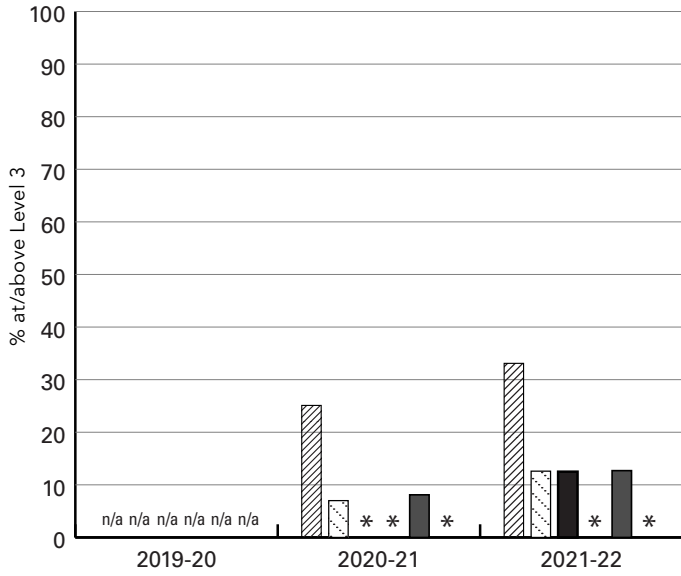
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	21.7	26.4	35.5	19.8	20.0
2021-22	48.4	22.9	23.9	32.4	21.8	22.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	<5	6.3	6.1	<5	<5
2021-22	49.8	17.2	17.9	14.7	17.0	18.8
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	7.0	*	*	8.1	*
2021-22	33.1	12.6	12.5	*	12.7	*
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	17.5	20	*	16.7	*
2021-22	52.1	30.4	*	*	27.1	*
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	37.2	*	*	34.8	*
2021-22	57.9	23.6	*	*	20.4	*
4-Year Cohort Graduation Rate						
2019-20	87.6	84	*	*	84	*
2020-21	87.0	83.7	70	*	89.2	*
2021-22	86.4	85.3	*	*	87.8	*
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.66	N/A	N/A	2.28	N/A
2019-20	1.53	2.91	N/A	N/A	2.43	N/A
2020-21	1.94	1.41	N/A	*	*	*

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

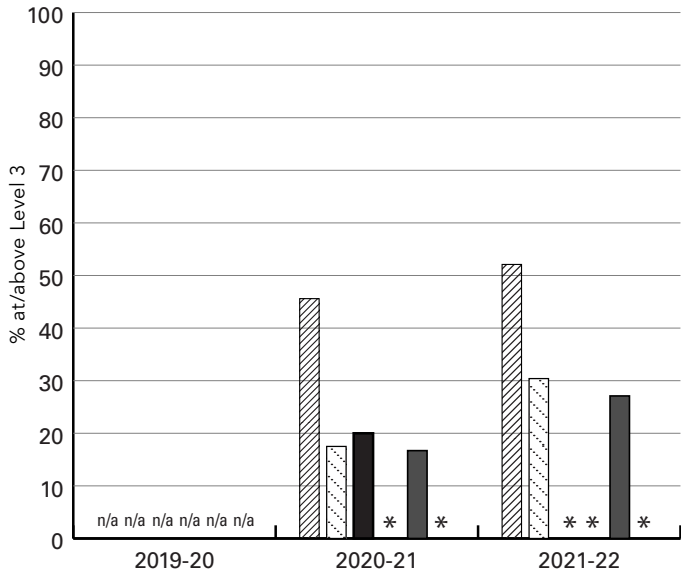


END-OF-COURSE TESTS

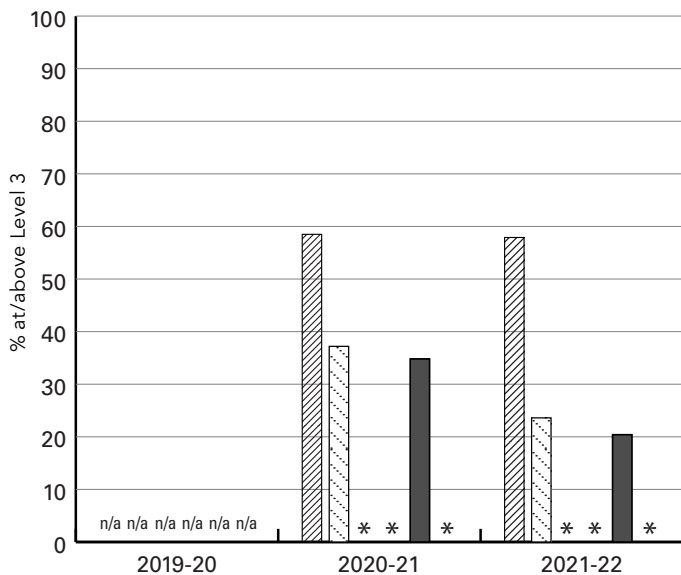
MATH I



BIOLOGY

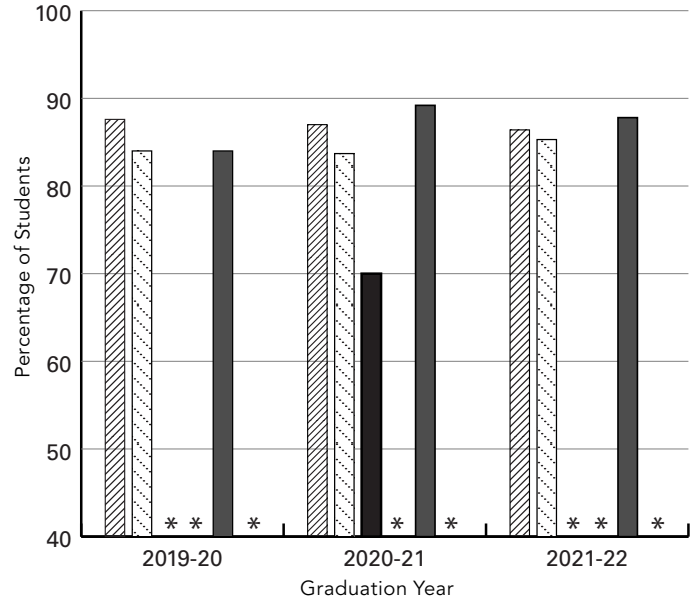


ENGLISH II

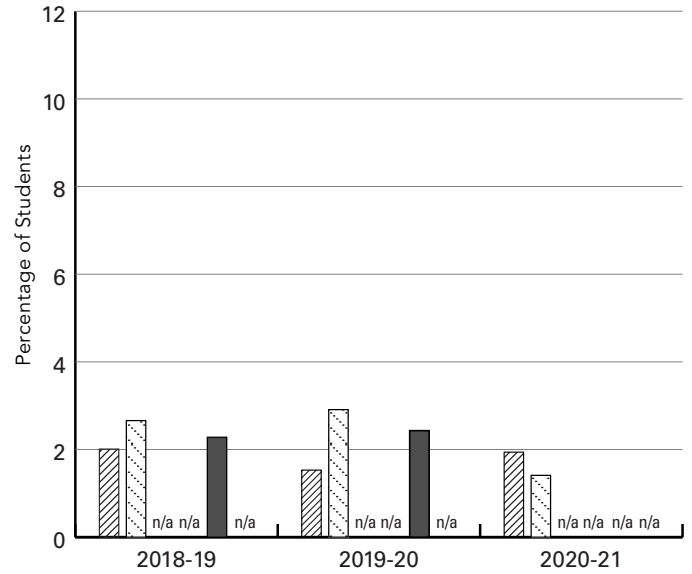


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

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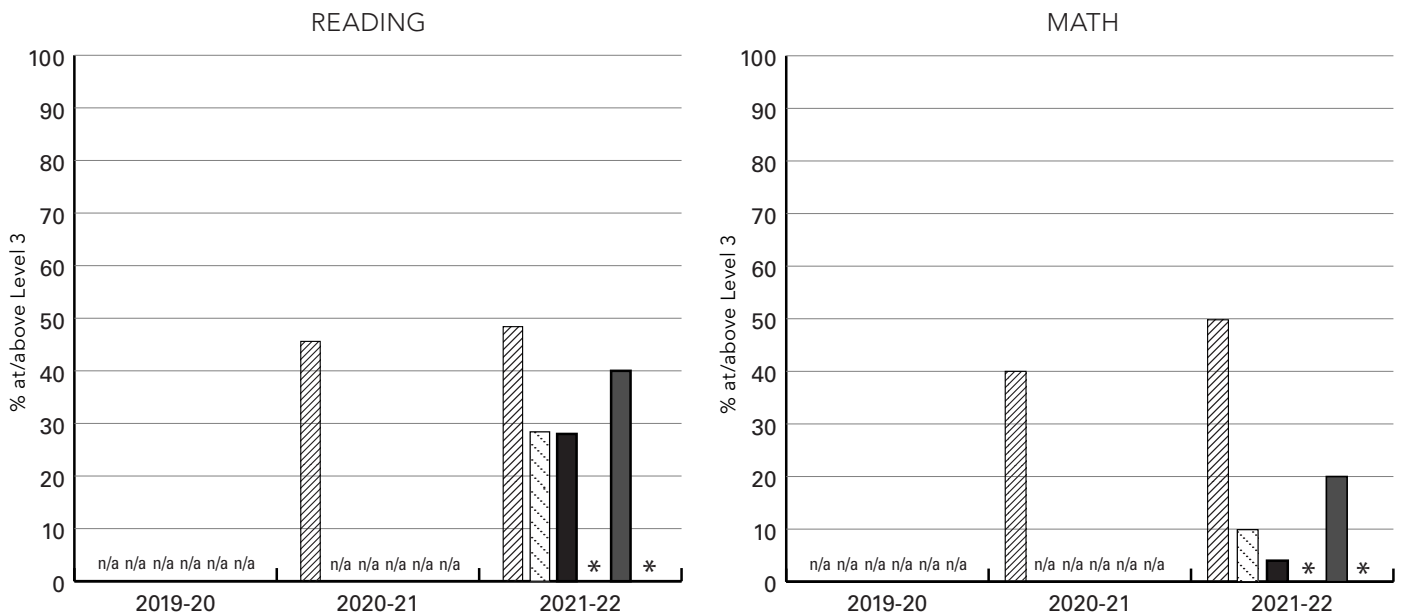


NORTHEAST

Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School had a total enrollment of 156 students, 48 (30.77%) of whom are American Indian, in 2021-22. The school is committed to preserving the Haliwa-Saponi traditions and integrating their customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. There was insufficient data for reporting the American Indian students' EOG/EOC assessment data historically. However, all EOG and most EOC data are reported for 2021-22 with minimal comparisons. American Indian students' proficiency rates are below all EOG/EOC state average rates and their Black peers in EOG Reading and Math. The 4-Year Cohort Graduation rate for 2021-22 was greater than 95 percent, increasing by approximately 11.7 percentage points from 2020-21.

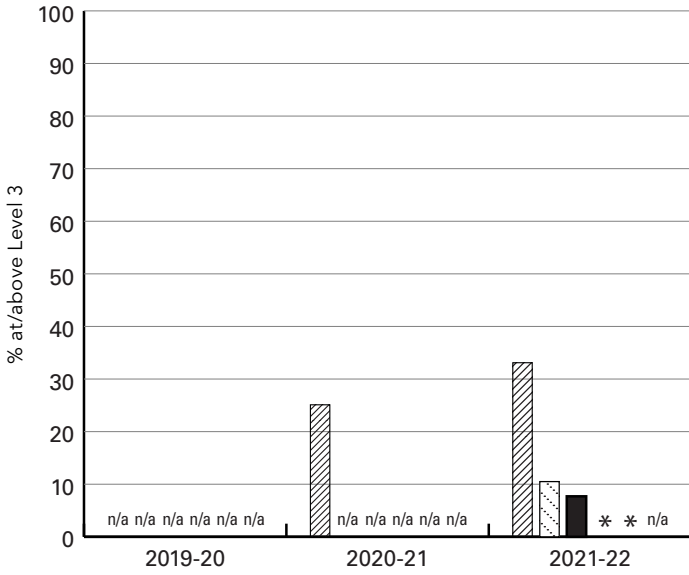
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	N/A	N/A	N/A	N/A	N/A
2021-22	48.4	28.4	28.0	*	40.0	*
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	N/A	N/A	N/A	N/A	N/A
2021-22	49.8	9.9	4.0	*	20.0	*
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	N/A	N/A	N/A	N/A	N/A
2021-22	33.1	10.5	7.7	*	*	N/A
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	N/A	N/A	N/A	N/A	N/A
2021-22	52.1	33.3	38.5	*	*	*
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	N/A	N/A	N/A	N/A	N/A
2021-22	57.9	20.0	*	*	*	*
4-Year Cohort Graduation Rate						
2019-20	86.5	69.2	*	*	*	N/A
2020-21	87.6	82.4	83.3	*	*	*
2021-22	86.4	76.5	>95	*	*	*
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	6.90	N/A	N/A	N/A	N/A
2019-20	1.53	0.00	N/A	N/A	N/A	N/A
2020-21	1.94	0.00	N/A	N/A	N/A	N/A

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

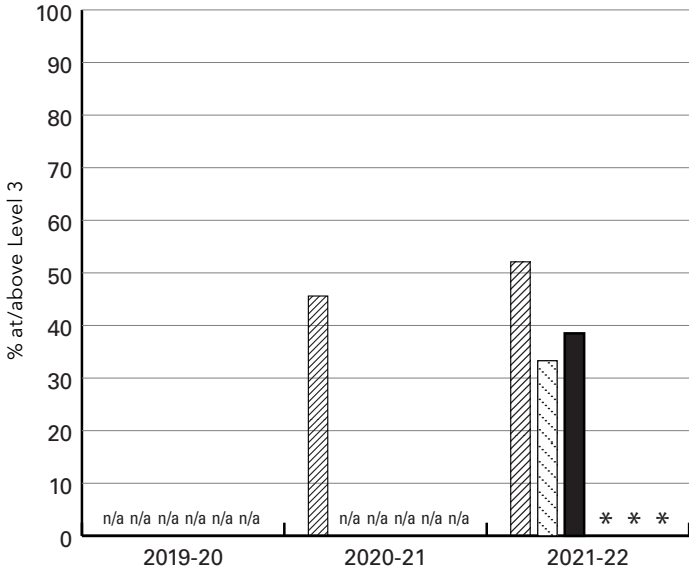


END-OF-COURSE TESTS

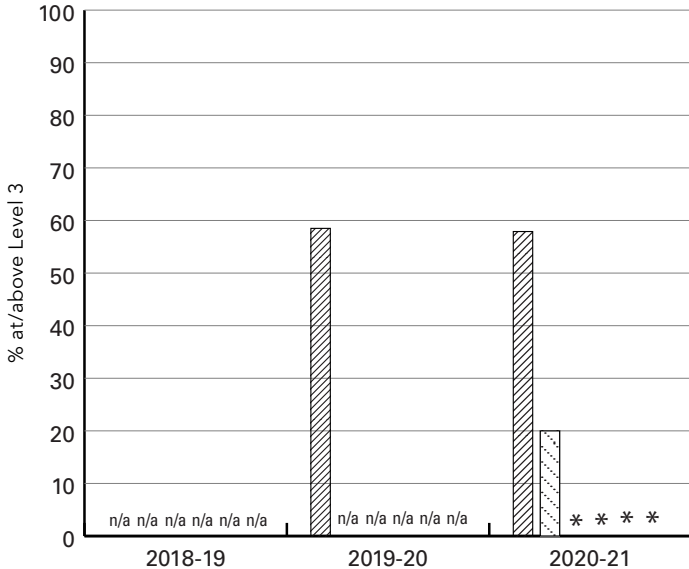
MATH I



BIOLOGY

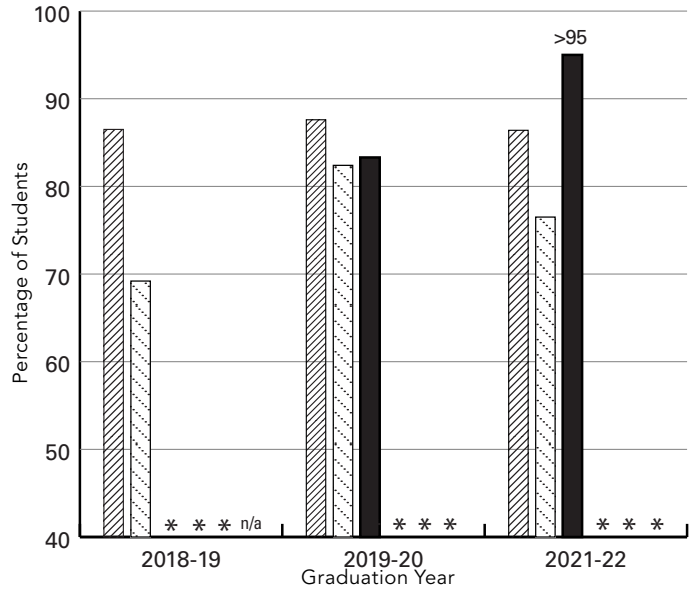


ENGLISH II

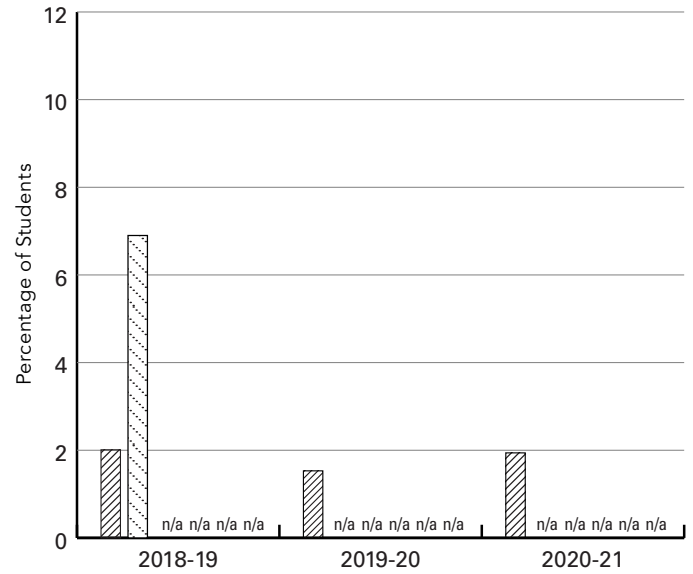


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

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HERTFORD COUNTY

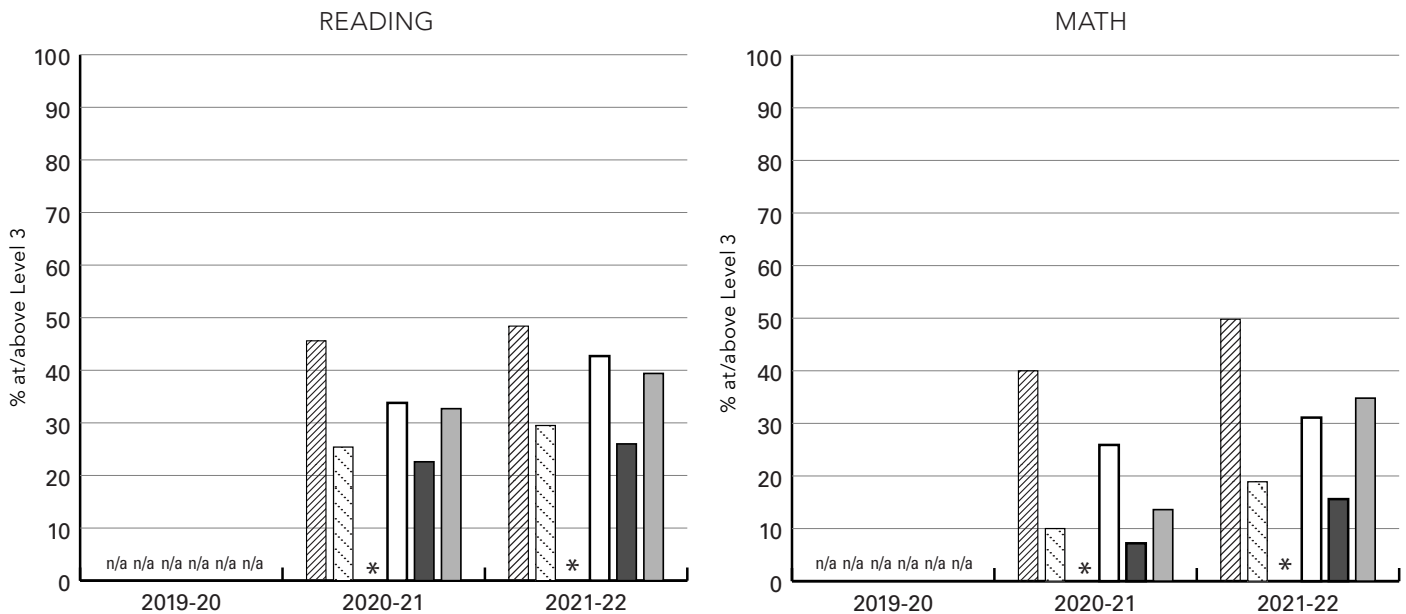


NORTHEAST

Hertford County Schools in 2021-22 enrolled approximately 2,394 students, 17 (0.71%) identified as American Indian, mainly of the Meherrin Tribe. The district operates seven schools; three elementary, middle, two high, and one early college. Data were not reported for any EOG/EOC areas, and there was insufficient data for the 4-Year Cohort Graduation rate or the annual dropout rate.

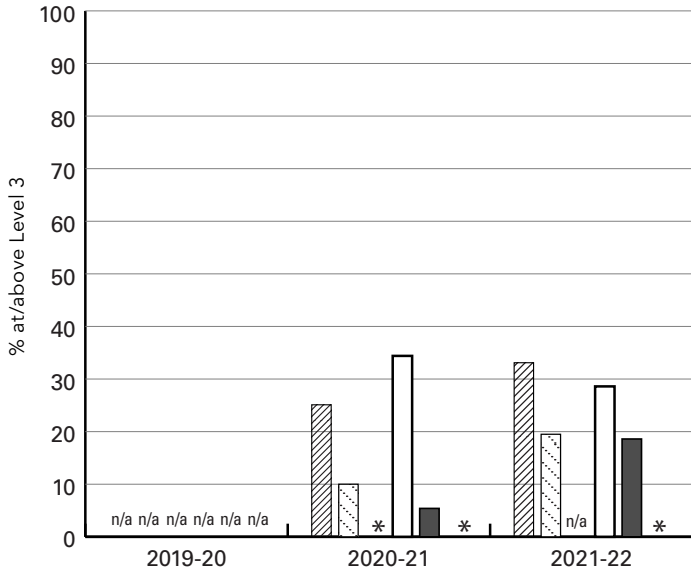
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	25.4	*	33.8	22.6	32.7
2021-22	48.4	29.5	*	42.7	26.0	39.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	10.0	*	25.9	7.2	13.6
2021-22	49.8	18.9	*	31.1	15.6	34.8
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	10.0	*	34.4	5.4	*
2021-22	33.1	19.5	N/A	28.6	18.6	*
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	19.3	*	38.5	15.5	*
2021-22	52.1	46.1	*	96.4	35.1	*
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	26.8	*	69.6	20.6	*
2021-22	57.9	29.8	*	73.3	20.6	*
4-Year Cohort Graduation Rate						
2019-20	87.6	85.7	*	80	85.6	*
2020-21	87.0	85.1	*	76.7	85.8	*
2021-22	86.4	76.5	*	79.2	75.3	*
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.51	N/A	N/A	2.33	N/A
2019-20	1.53	1.50	N/A	N/A	N/A	N/A
2020-21	1.94	2.14	N/A	*	2.10	*

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

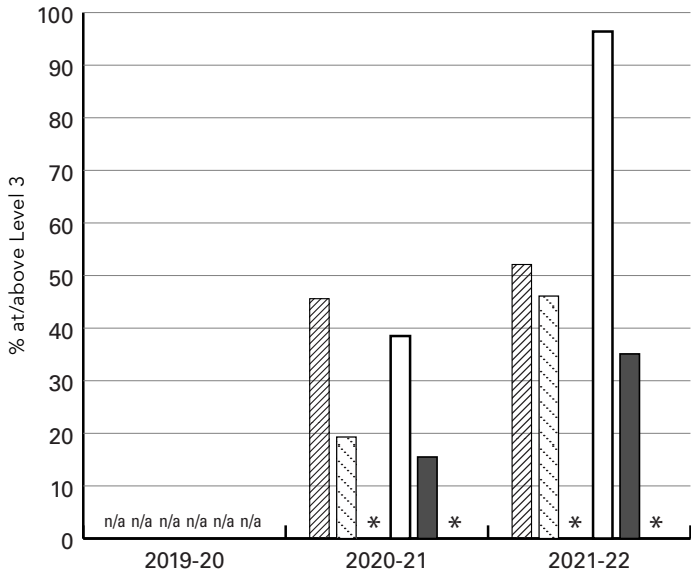


END-OF-COURSE TESTS

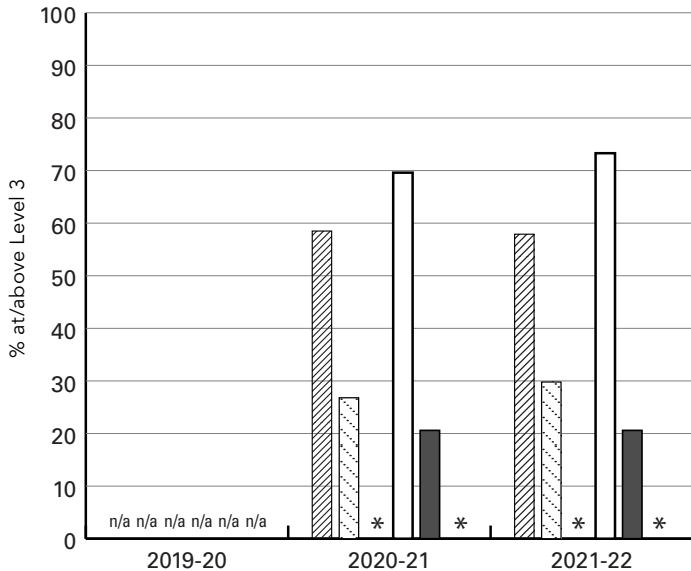
MATH I



BIOLOGY

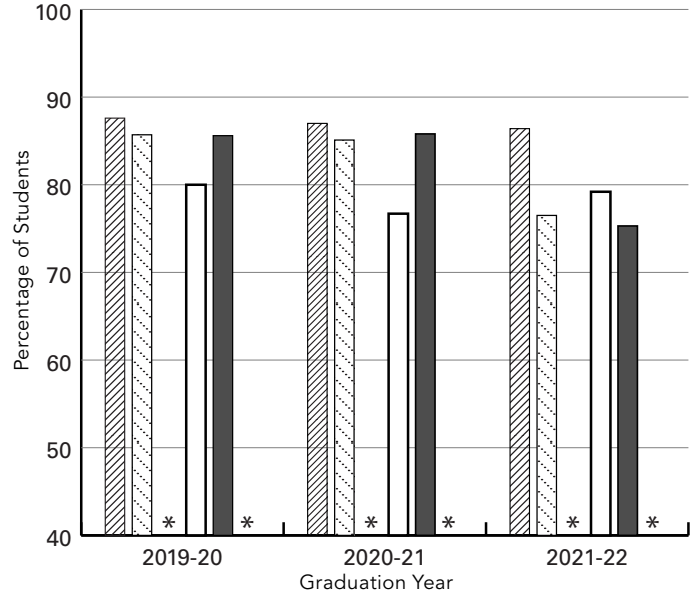


ENGLISH II

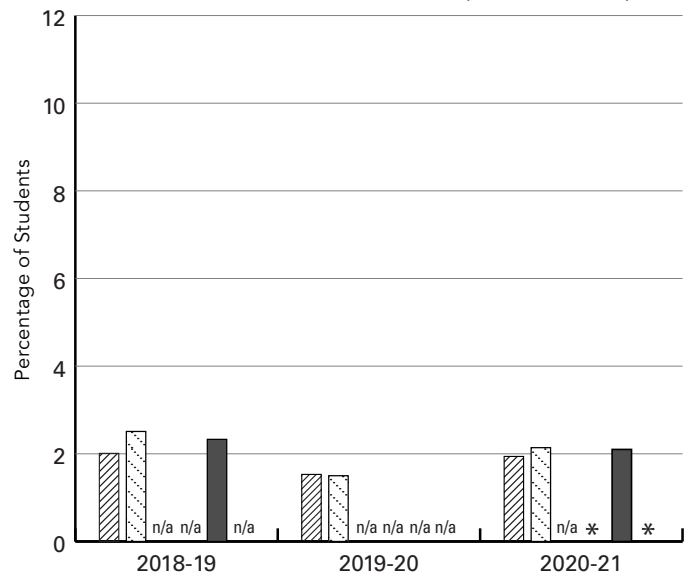


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

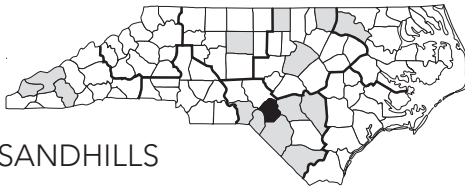
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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

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

HOKE COUNTY

DISTRICT CONTACT: ELIZABETH MITCHELL
emitchell@hcs.k12.nc.us

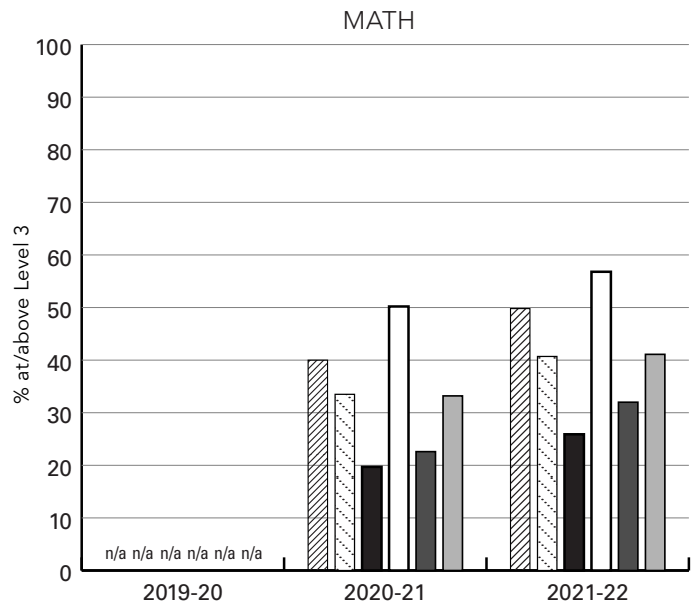
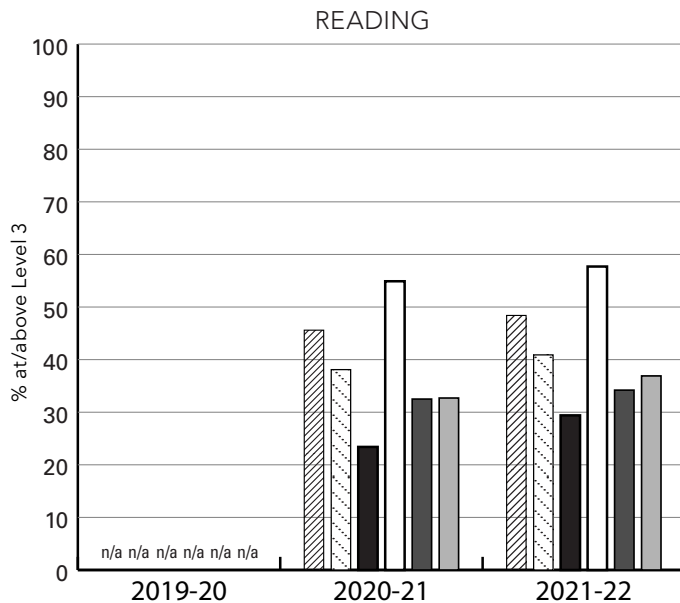


SANDHILLS

Hoke County Schools enrolled 8,487 students, which included 640 (7.54%) American Indians in 2021-22. Students attend one of 14 schools, which includes one high school, one alternative school, and an early college. In 2021-22, the district proficiency rate was lower than the state rate for all EOG/EOC tested subjects. For American Indian students, deficits were noted in each EOG/EOC tested subject. The proficiency rates for American Indian students in all EOG/EOC subjects were lower than all racial and ethnic groups in the district. The 4-Year Cohort Graduation rate for American Indians (80.4%) was lower than both district (84.8%) and state (86.4%) rates. The annual dropout rate for American Indians was not reported due to insufficient data.

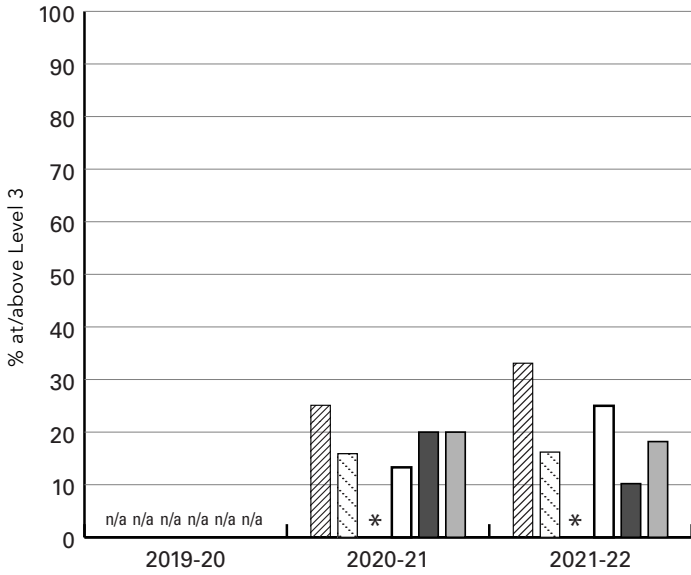
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	38.1	23.4	54.9	32.5	32.7
2021-22	48.4	40.9	29.4	57.7	34.2	36.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	33.5	19.7	50.2	22.6	33.2
2021-22	49.8	40.7	25.9	56.8	32.0	41.1
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	15.9	*	13.3	20.0	20.0
2021-22	33.1	16.2	*	25.0	10.2	18.2
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	40.2	27.5	57.3	29.9	42.4
2021-22	52.1	27.3	29.7	63.4	42.4	48.1
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	52.5	43.8	74.0	40.8	49.0
2021-22	57.9	49.4	25.6	62.2	43.8	51.1
4-Year Cohort Graduation Rate						
2019-20	87.6	87.6	76.8	91.1	90.0	86.0
2020-21	87.0	82.6	67.9	82.2	87.2	80.6
2021-22	86.4	84.8	80.4	88.0	88.8	75.8
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.46	N/A	N/A	N/A	N/A
2019-20	1.53	1.41	N/A	N/A	N/A	N/A
2020-21	1.94	0.82	*	*	*	*

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

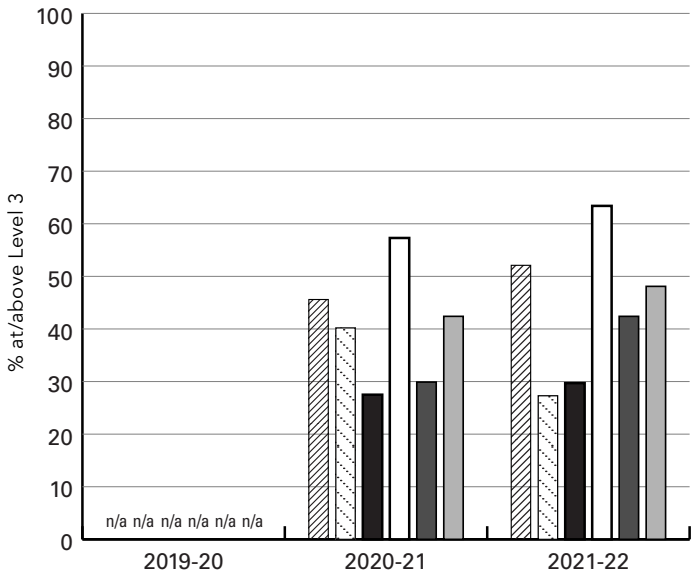


END-OF-COURSE TESTS

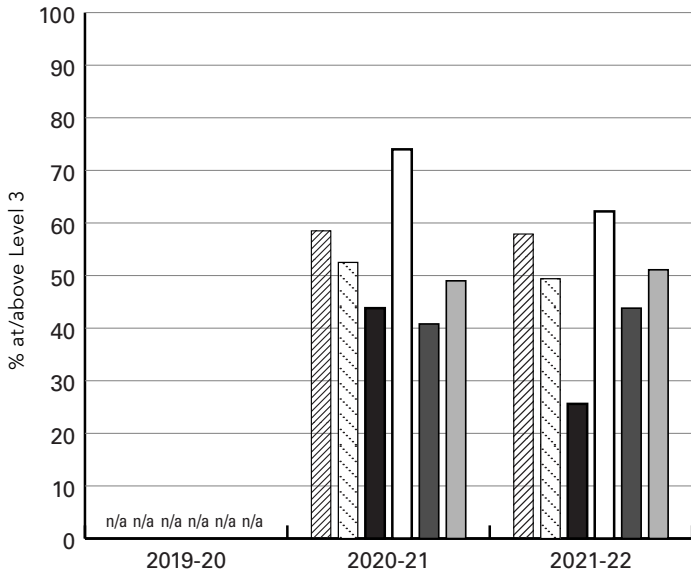
MATH I



BIOLOGY

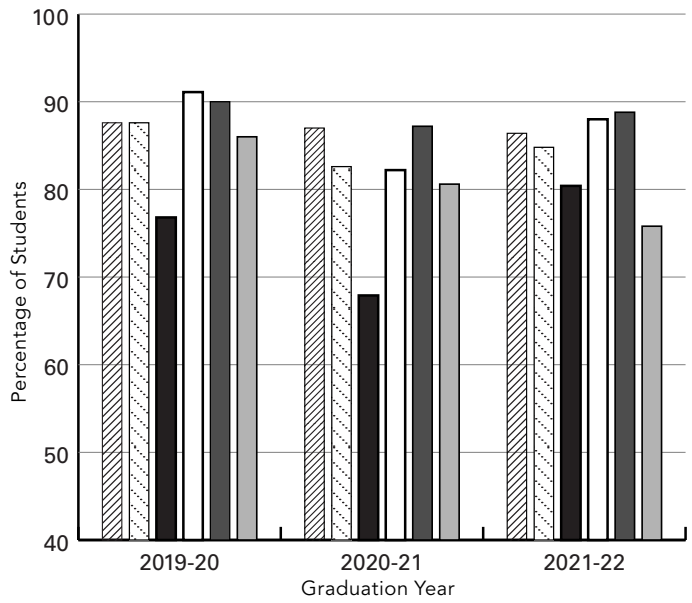


ENGLISH II

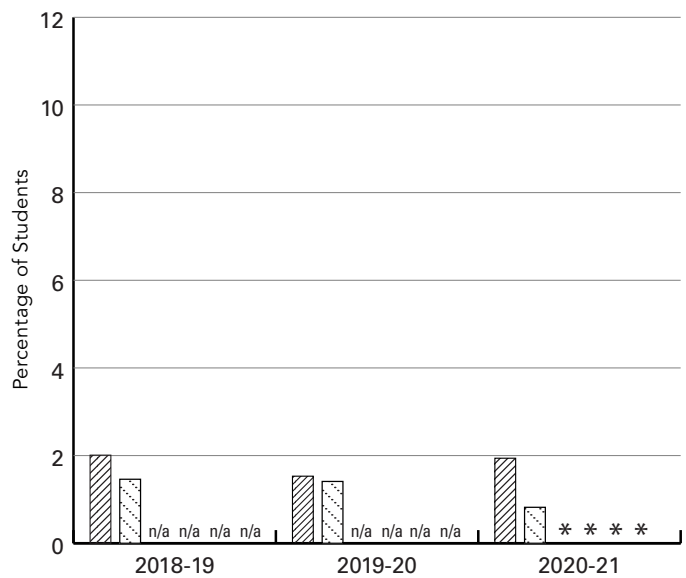


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



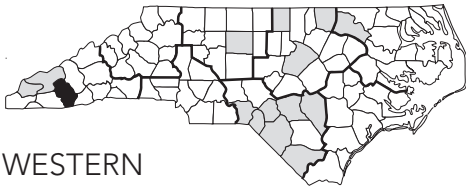
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = 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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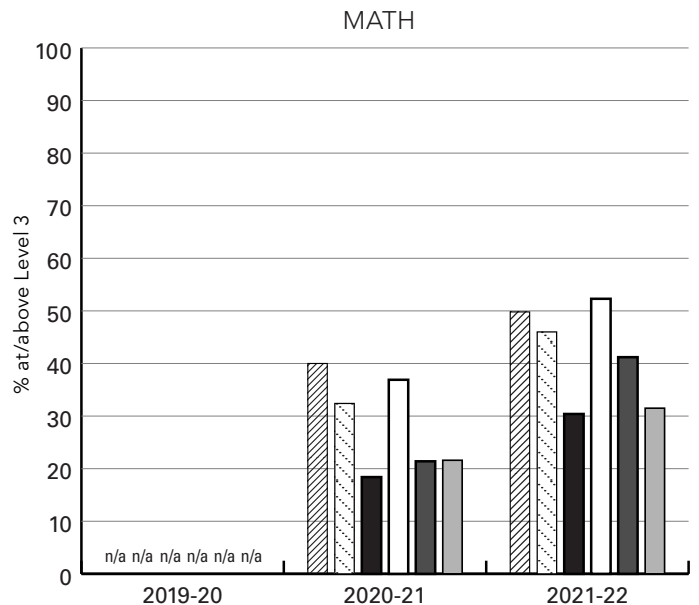
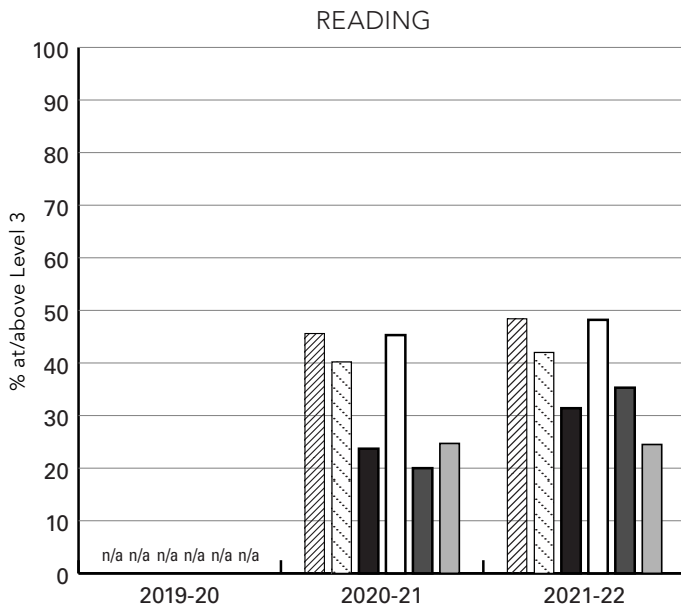


WESTERN

Located on land contiguous with the Qualla Boundary, Jackson County Schools in 2021-22 enrolled 3,337 students, of whom 240 (7.19%) are American Indian, mainly of the Eastern Band of Cherokee. The Jackson County school district operates nine campuses, including one high school, two early colleges, and one alternative school. In 2021-22, the district performed below the state on all EOG/EOC assessments except EOC Math I. The proficiency rates for American Indians were lower than the state and district on all EOG/EOC assessments except for EOC Math I, where American Indian students performed higher than the state rate. American Indian students performed above their Hispanic peers on EOG Reading and EOC Biology but remained below their Black, Hispanic, and White peers on all other reported EOG/EOC subject areas. The 4-Year Cohort Graduation rate for American Indians increased by 5.8 percentage points, which is above the state and district rates. The annual dropout percentage rate for American Indians has not been provided for the last four years.

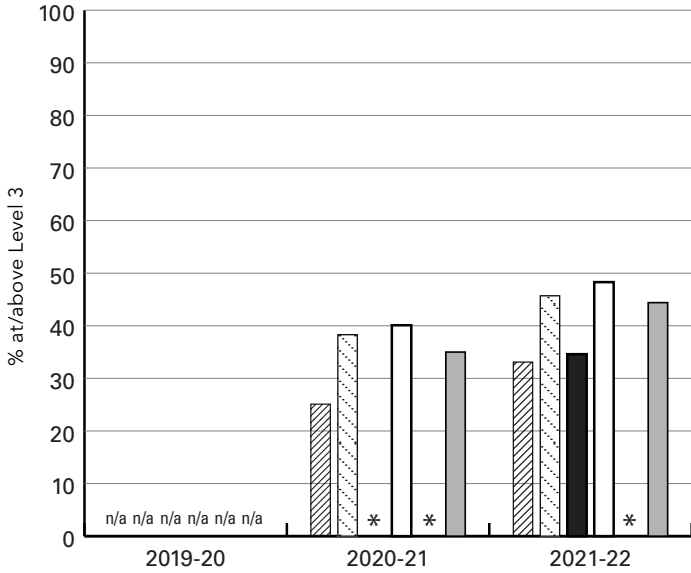
Year	State	District	American Indian	White	Black	Hispanic
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	40.2	23.7	45.3	20.0	24.7
2021-22	48.4	42.0	31.4	48.2	35.3	24.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	32.4	18.4	36.9	21.4	21.6
2021-22	49.8	46.0	30.4	52.3	41.2	31.5
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	38.3	*	40.1	*	35.0
2021-22	33.1	45.7	34.6	48.3	*	44.4
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	46.2	36.4	48	*	36.4
2021-22	52.1	49.5	29.4	56.7	*	28.3
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	60.2	42.9	64.4	*	42.9
2021-22	57.9	53.7	33.3	58.4	*	35.6
4-Year Cohort Graduation Rate						
2019-20	87.6	93.1	82.6	>95	*	82.8
2020-21	87.0	92.9	87.5	94.7	*	81.1
2021-22	86.4	90.2	93.3	88.8	*	92.7
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.45	N/A	1.44	N/A	N/A
2019-20	1.53	0.67	N/A	N/A	N/A	N/A
2020-21	1.94	1.04	*	1.18	N/A	N/A

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

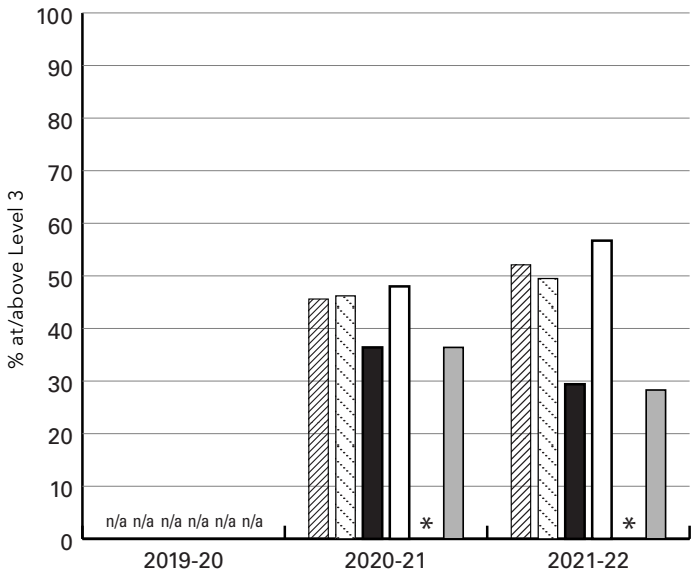


END-OF-COURSE TESTS

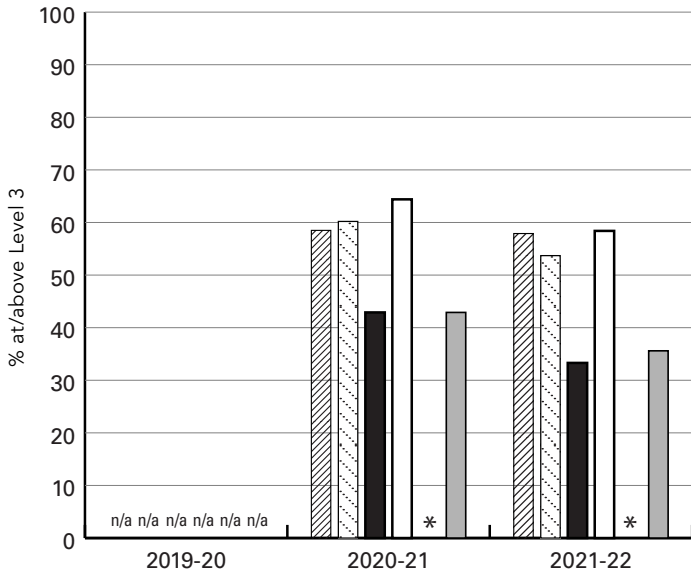
MATH I



BIOLOGY

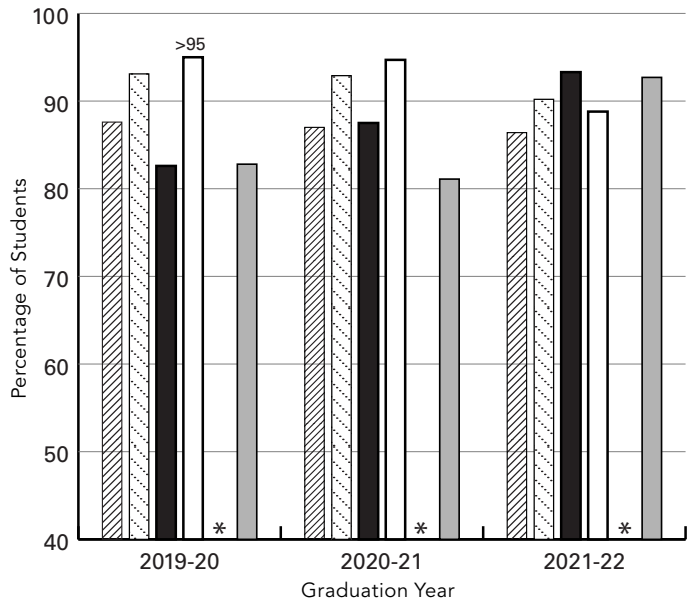


ENGLISH II

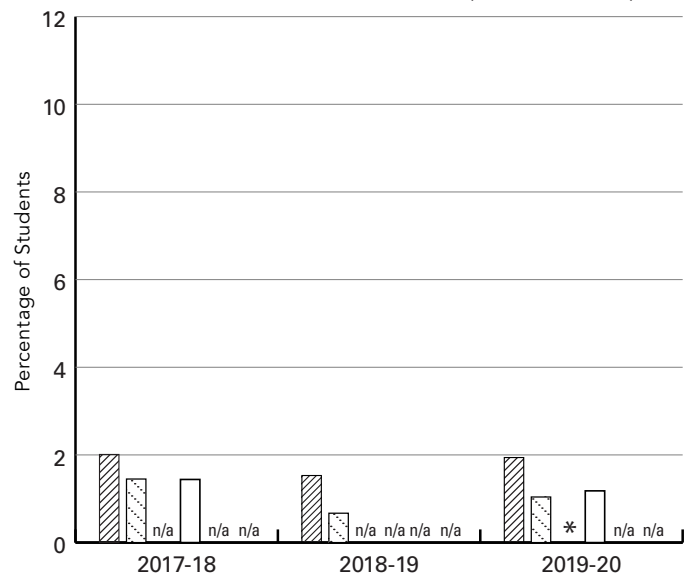


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



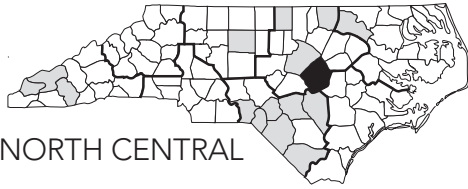
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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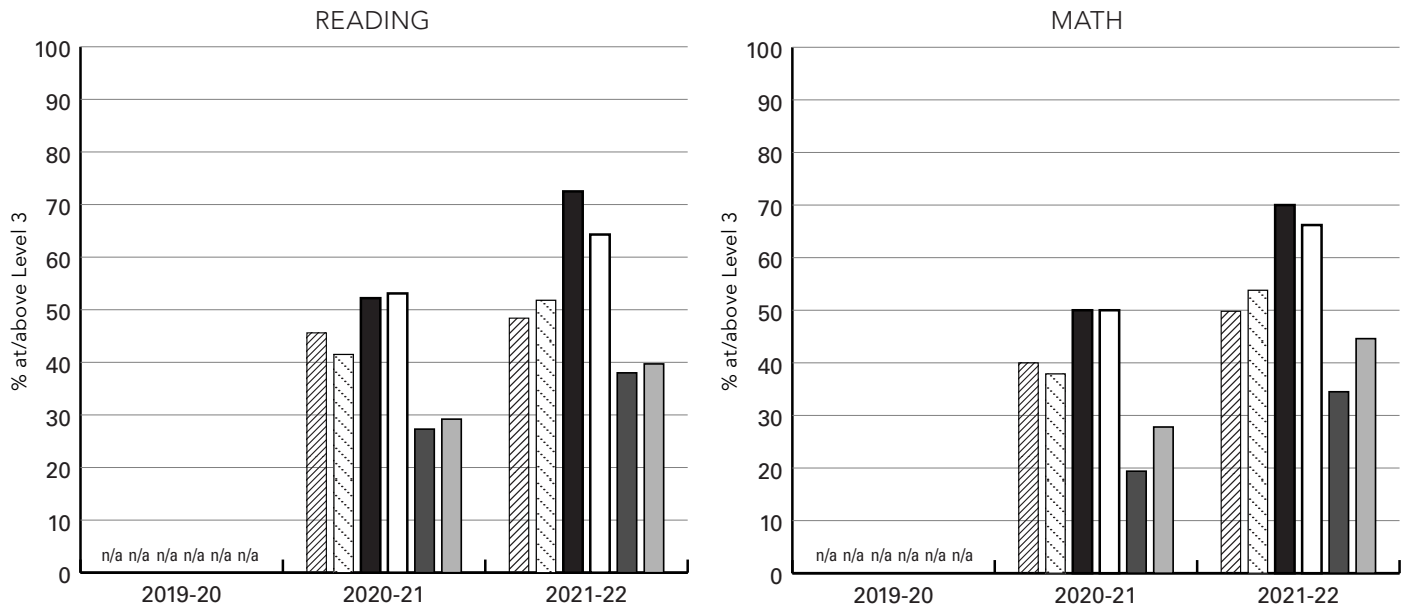


NORTH CENTRAL

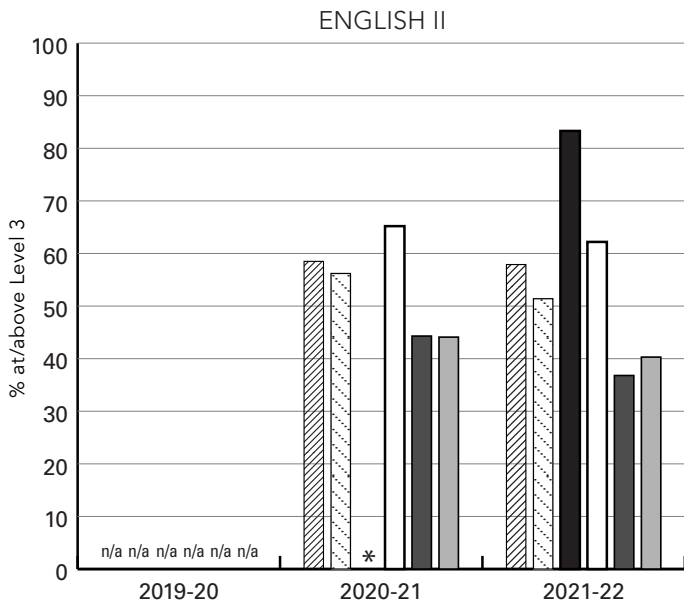
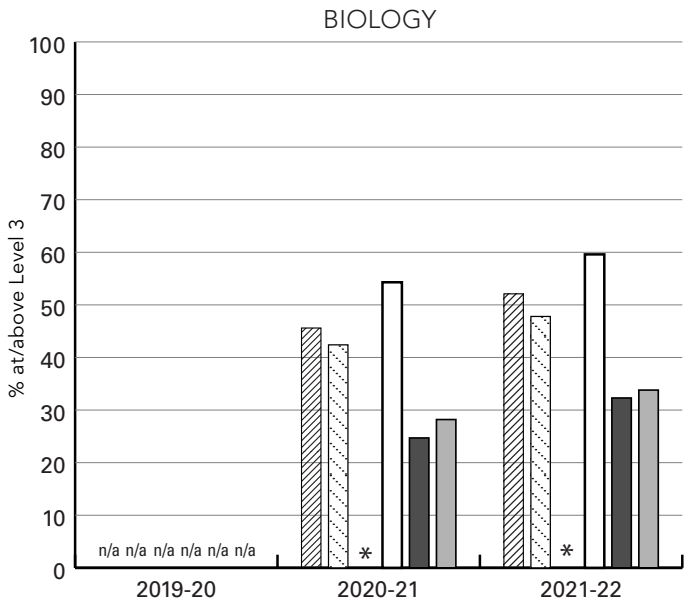
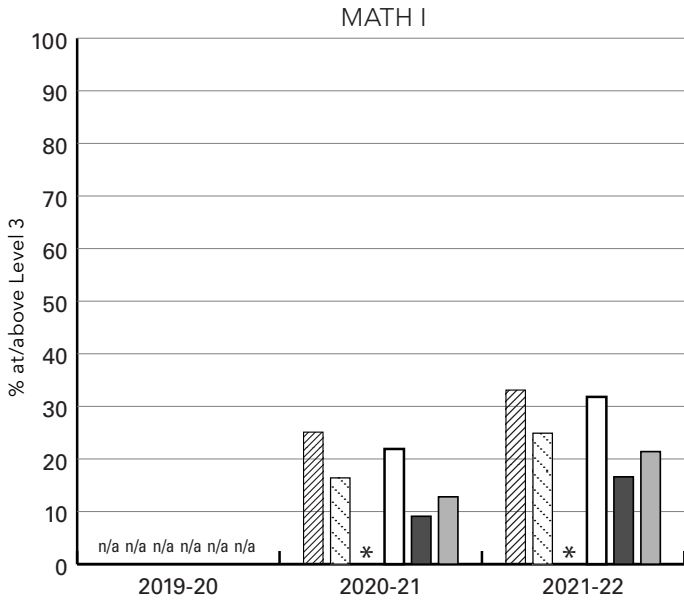
Johnston County Schools in 2021-22 enrolled 37,161 students, which includes 106 (0.29%) American Indians of various tribes. The district operates 48 schools, including nine high schools, one early college, and one career technical school. The 2021-22 data shows that district proficiency rates were above the state in EOG Reading and Math but below in all EOC assessments. The percentage of American Indian students at the proficient level was above the state and district in EOG Reading and Math and EOC English II. Proficiency rates for American Indian students compared to all peer groups were higher in all reported EOG/EOC assessments. The American Indian 4-Year Cohort Graduation rate (>95%) increased approximately 16.4 percentage points in 2021-22 and was above the state, district, and all subgroups rates. The annual dropout rates for American Indian students have not been included 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						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	41.5	52.2	53.1	27.3	29.2
2021-22	48.4	51.8	72.5	64.3	38.0	39.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	37.9	50.0	50.0	19.4	27.8
2021-22	49.8	53.8	70.0	66.2	34.5	44.6
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	16.4	*	21.9	9.1	12.8
2021-22	33.1	24.9	*	31.8	16.6	21.4
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	42.4	*	54.3	24.7	28.2
2021-22	52.1	47.8	*	59.6	32.3	33.8
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	56.2	*	65.2	44.3	44.1
2021-22	57.9	51.4	83.3	62.2	36.8	40.3
4-Year Cohort Graduation Rate						
2019-20	87.6	91.7	87.5	94.2	90.2	87.6
2020-21	87.0	91.1	78.6	94.3	87.8	86.6
2021-22	86.4	91.8	>95	93.5	90.8	89.2
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.85	NA	1.20	2.63	2.70
2019-20	1.53	1.08	NA	0.72	1.41	1.62
2020-21	1.94	1.96	NA	1.33	1.93	3.14

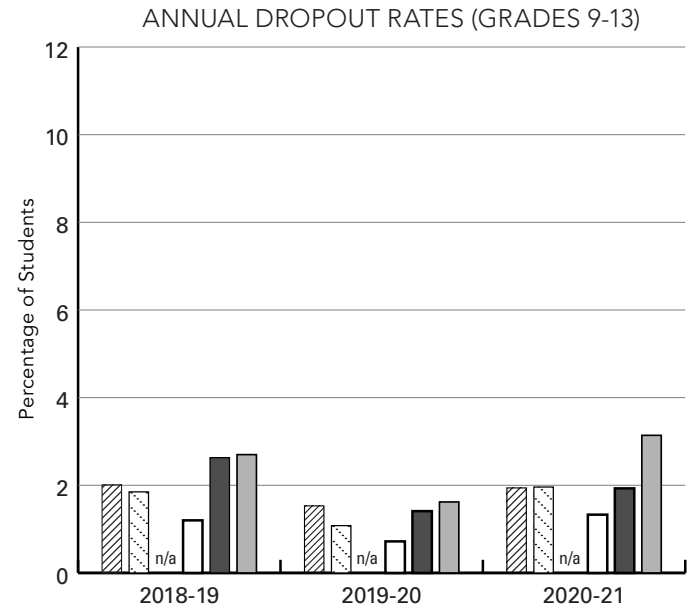
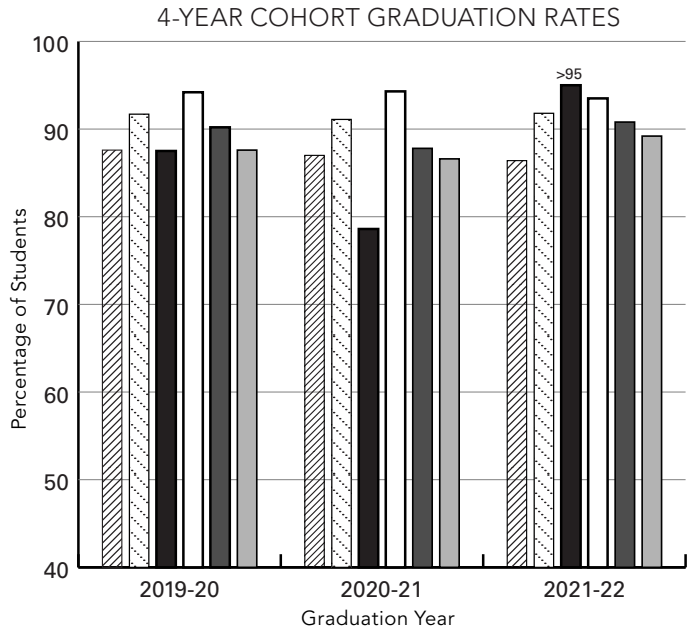
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

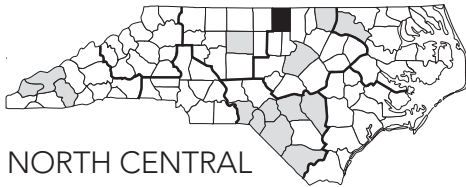
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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.

PERSON COUNTY

DISTRICT CONTACT: JOSEPH WARREN
warrenj@person.k12.nc.gov

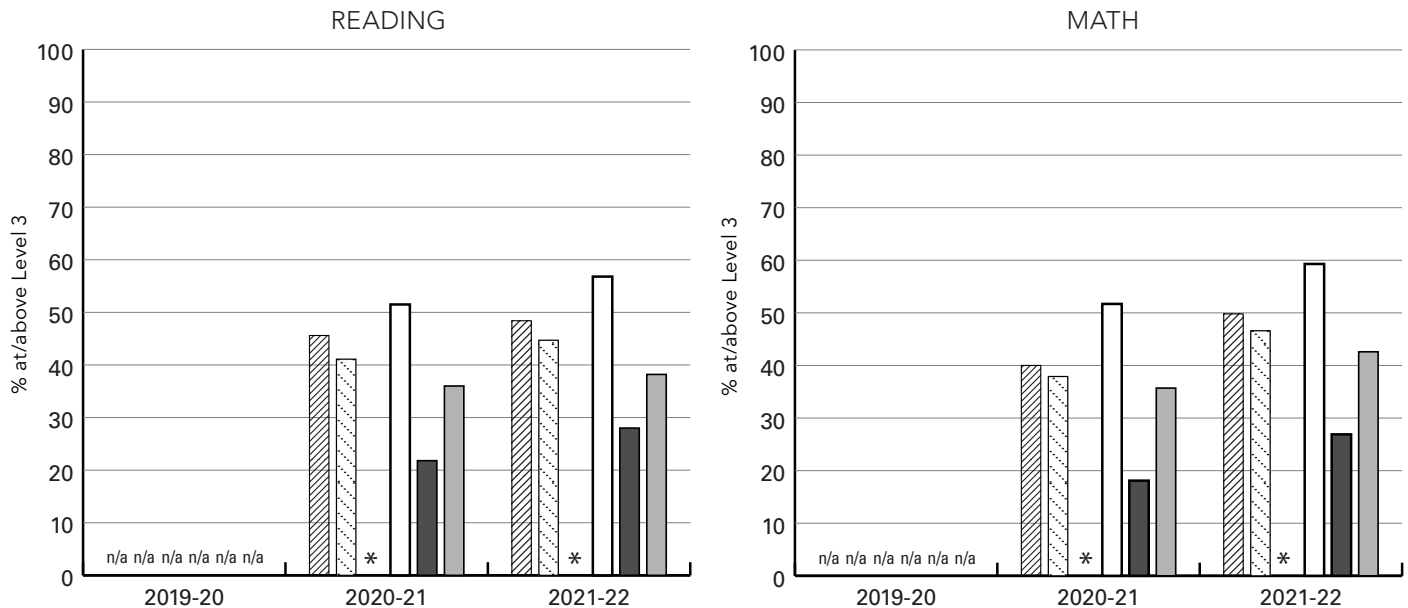


NORTH CENTRAL

Person County Schools enrolled 4,252 students, of whom 17 (0.40%) were American Indians, mainly of the Sappony Tribe, in 2021-22. Students attend one of 12 schools, including one high school, an early college, and a virtual academy. Other campuses include a preschool center and a program focusing on early intervention and family services. 2021-22 data showed district proficiency rates were lower than the state in all EOG/EOC subjects except EOC Biology. American Indian data for EOG assessments are unavailable, and the sparse enrollment of American Indian students above the eighth grade restricts meaningful data analysis of EOC assessments. Additionally, data are unavailable for the 4-Year Cohort Graduation and annual dropout rates of American Indian students.

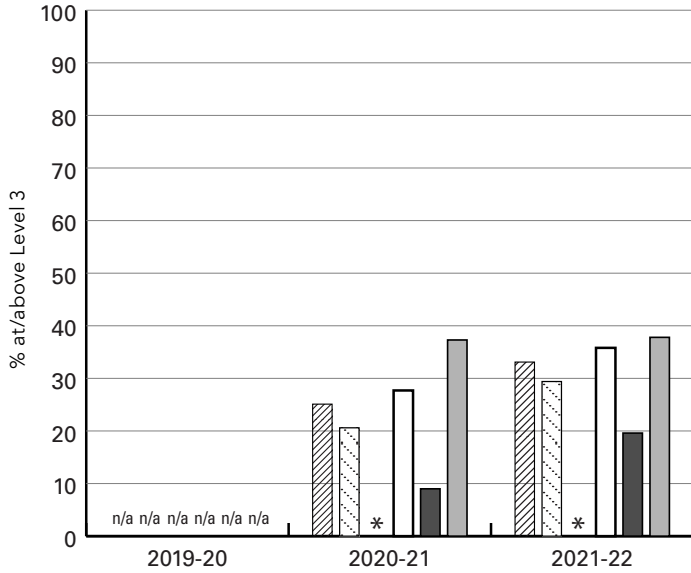
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	41.1	*	51.5	21.8	36.0
2021-22	48.4	44.7	*	56.8	28.0	38.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	37.9	*	51.7	18.1	35.7
2021-22	49.8	46.6	*	59.3	26.9	42.6
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	20.6	*	27.7	9.0	37.3
2021-22	33.1	29.4	*	35.8	19.6	37.8
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	31.2	*	37.9	17.5	30.6
2021-22	52.1	53.4	*	62.6	29.4	50.0
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	51.0	*	57.3	34.8	51.4
2021-22	57.9	54.8	*	64.4	41.1	48.6
4-Year Cohort Graduation Rate						
2019-20	87.6	80.9	*	78	83.1	79.4
2020-21	87.0	83.9	*	85.8	78.5	90.0
2021-22	86.4	81.4	*	83.3	79.2	84.4
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.88	N/A	3.34	N/A	N/A
2019-20	1.53	0.16	N/A	N/A	N/A	N/A
2020-21	1.94	1.66	N/A	*	*	*

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

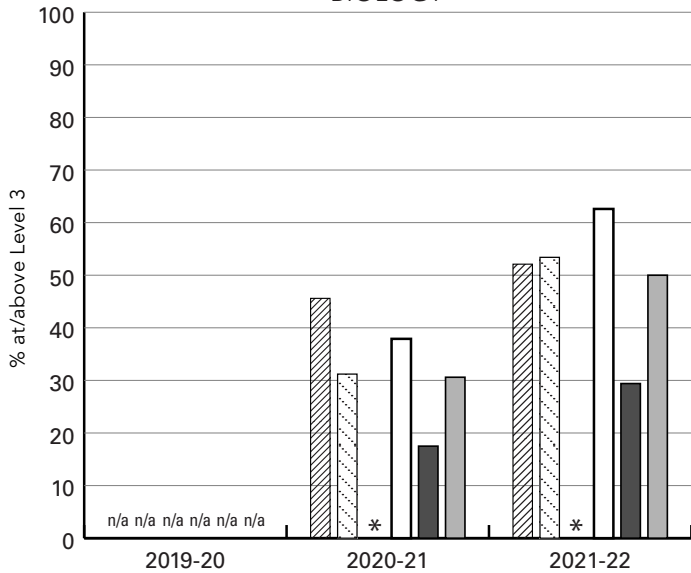


END-OF-COURSE TESTS

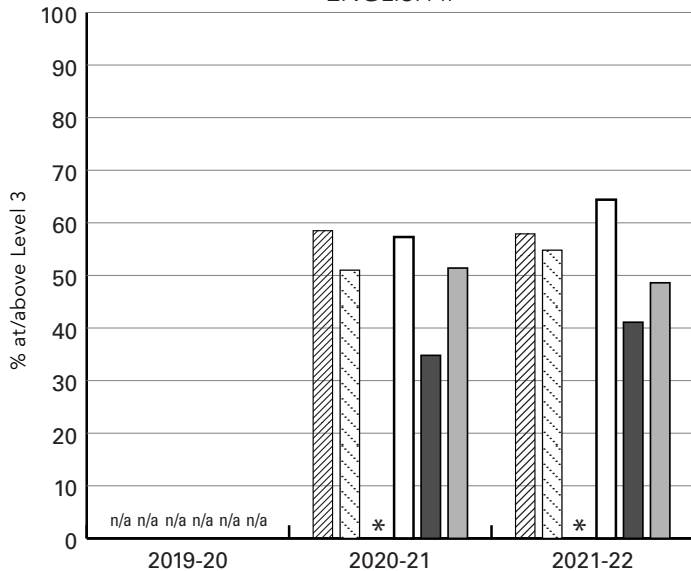
MATH I



BIOLOGY

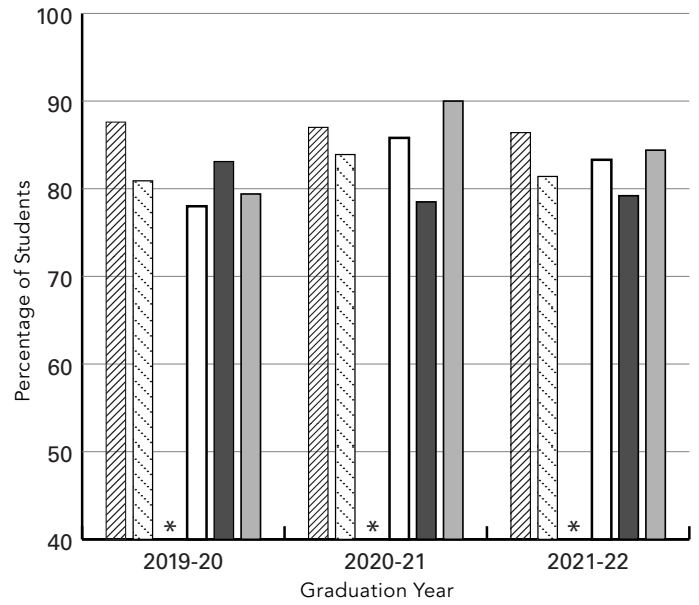


ENGLISH II

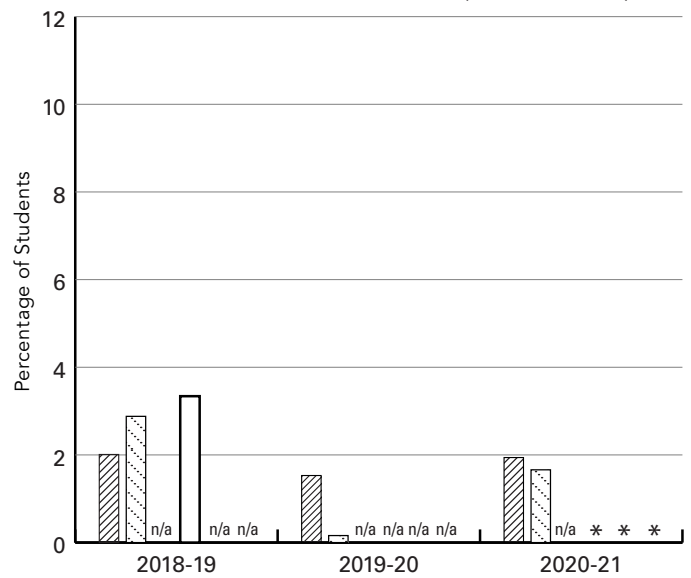


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



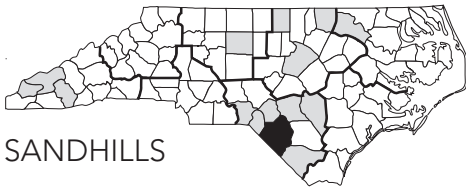
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = 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.

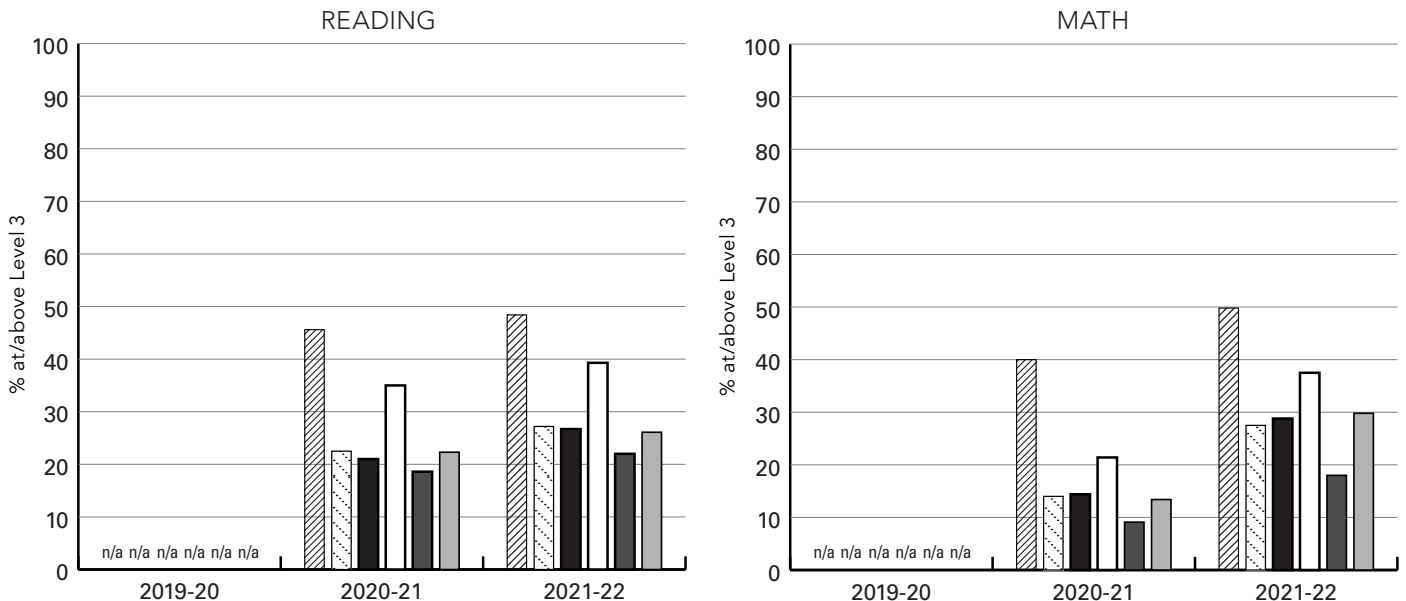


SANDHILLS

The Public Schools of Robeson County enrolled 19,761 students, including 7,745 (39.19%), who are identified as American Indians, mainly of the Lumbee Tribe. The district operated 36 schools. The proficiency rates of American Indian students are below the state rates in all tested areas; however, American Indian students' rates are above the district in EOG Math and English II. The proficiency rates of American Indian students lagged behind their White peers on all EOG/EOC assessments and behind their Hispanic peers in EOG Math and all EOC subject areas. However, American Indian students demonstrated higher proficiency rates than Black students in all EOG/EOC areas. The 4-Year Cohort Graduation rate for American Indian students (86.2) remained below the state (86.4%) and district (84.6%) rates. In 2021-22, American Indian students' graduation rate decreased by 1.4 percentage points. The annual dropout rate for American Indian students decreased significantly since 2020-21 and dropped below the district and all ethnic and racial peer rates.

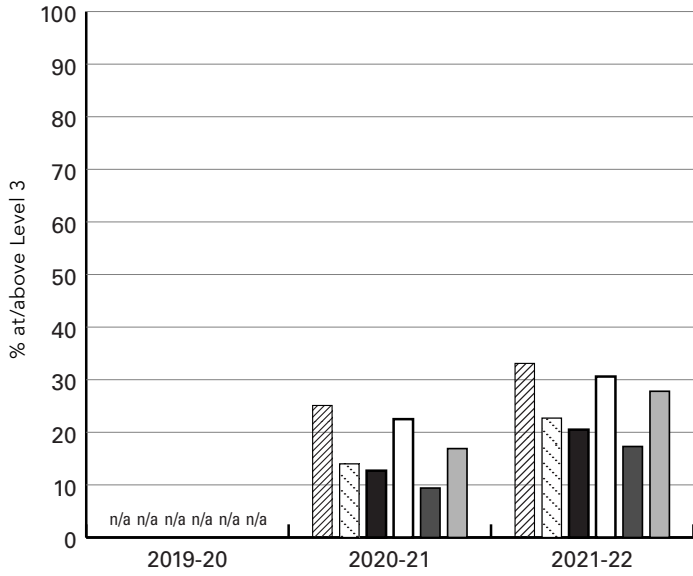
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	22.5	21.0	35.0	18.6	22.3
2021-22	48.4	27.2	26.7	39.3	22.0	26.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	14.0	14.4	21.4	9.1	13.4
2021-22	49.8	27.5	28.8	37.5	18.0	29.8
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	14.0	12.7	22.5	9.4	16.9
2021-22	33.1	22.7	20.5	30.6	17.3	27.8
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	24.6	26.4	45	10.9	21.8
2021-22	52.1	39.9	37.4	50.3	31.2	45.4
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	35.3	36.8	45.7	27.9	32.5
2021-22	57.9	37.5	38.2	51.3	26.8	41.1
4-Year Cohort Graduation Rate						
2019-20	87.6	87.0	85.4	87.1	89.4	90.1
2020-21	87.0	87.0	84.8	85	90.5	89.5
2021-22	86.4	84.6	86.2	82.2	84	87.2
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	2.94	3.80	2.75	2.26	1.69
2019-20	1.53	2.15	1.93	1.99	2.58	1.99
2020-21	1.94	1.36	1.09	1.43	1.12	1.65

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

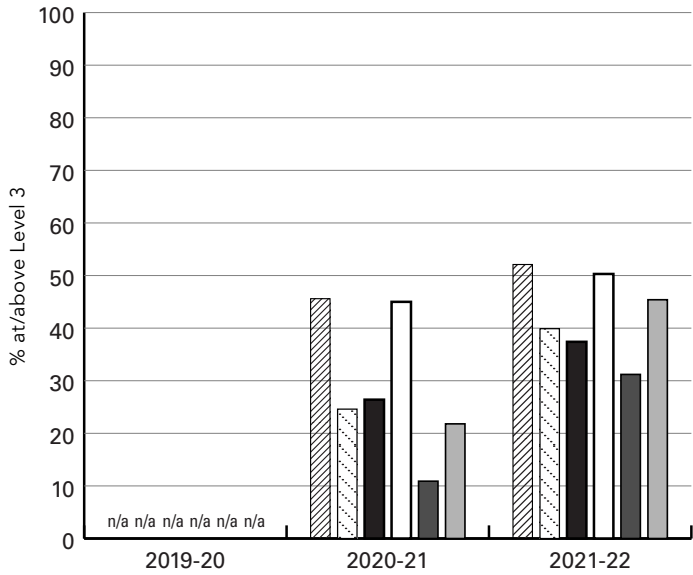


END-OF-COURSE TESTS

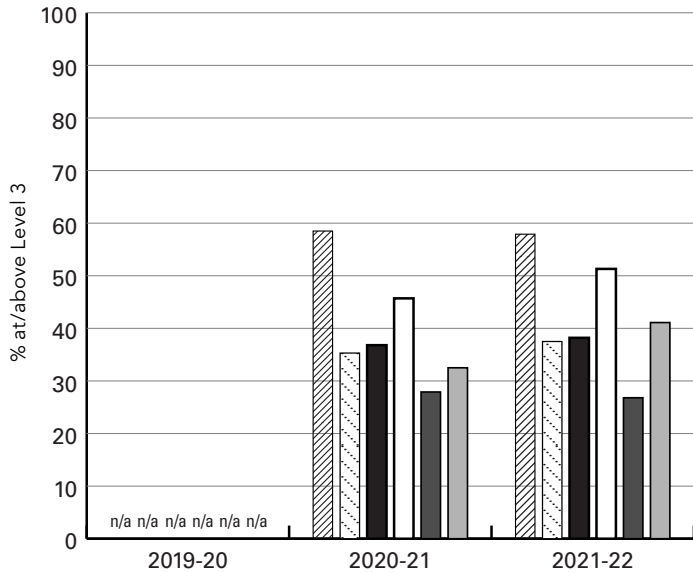
MATH I



BIOLOGY

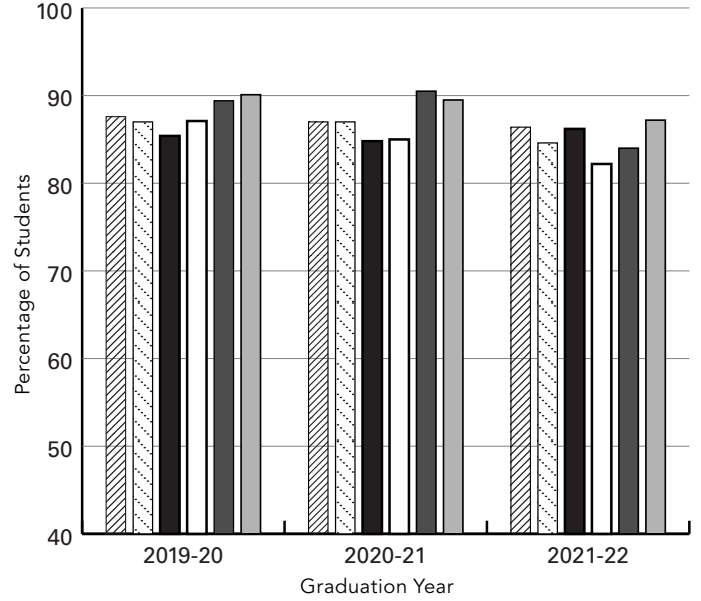


ENGLISH II

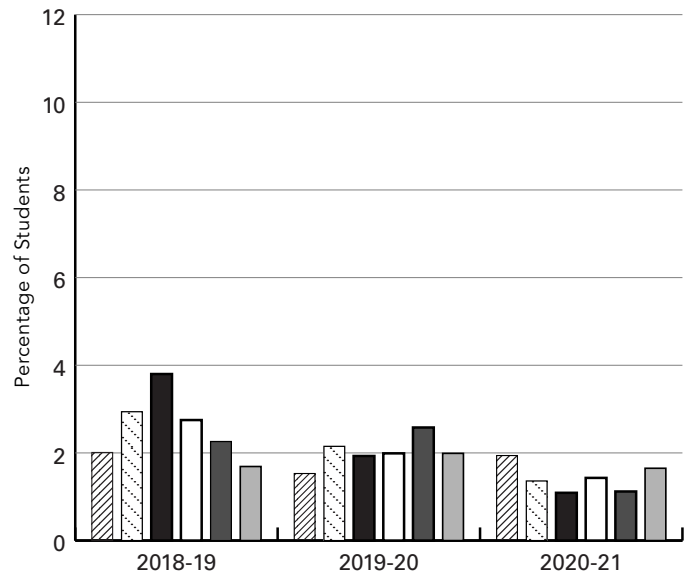


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

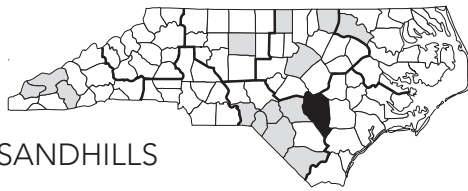
* = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)

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SAMPSON COUNTY

DISTRICT CONTACT: WENDY BRYANT
coharieindianeducation@gmail.com

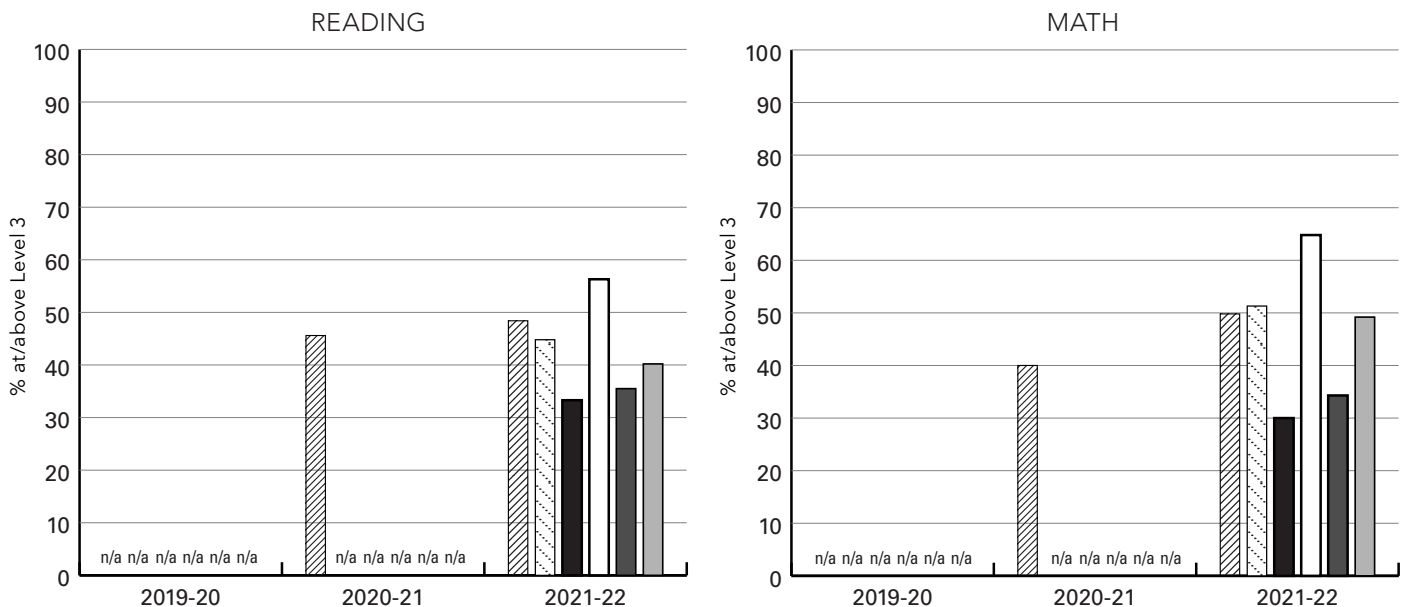


SANDHILLS

Sampson County Schools enrolled 7,613 students in the 2021-22 school year. This enrollment includes 69 (0.91%) American Indian students. The district operates 18 schools, including nine elementary schools, four middle schools, four high schools, and an early college. The data for 2021-22 shows the district performing below the state in all EOG/EOC areas except EOG Math. American Indian students performed below the state, district, and all peer subgroups on the EOG Reading and Math assessments. There was insufficient data to compare American Indian students' EOC proficiency rates. In addition, data are not provided for the 4-Year Cohort Graduation Rate or the Annual Dropout Rate. The Cohaire Tribe is the Title VI grantee for Sampson County Schools.

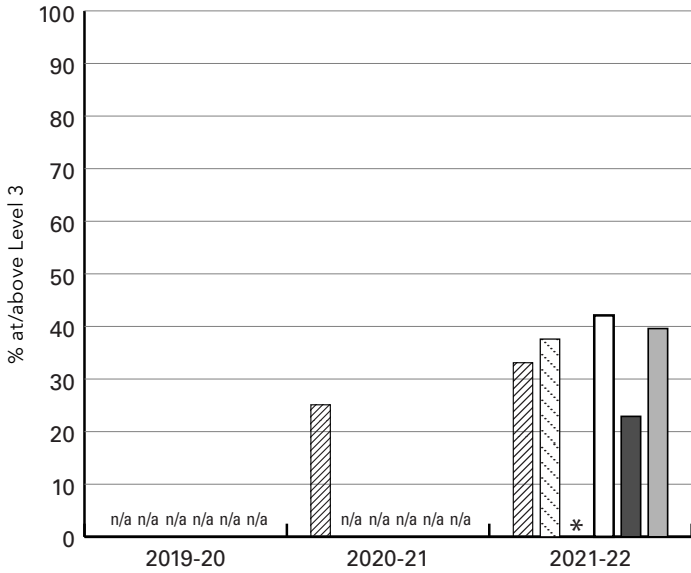
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	N/A	N/A	N/A	N/A	N/A
2021-22	48.4	44.8	33.3	56.3	35.5	40.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	N/A	N/A	N/A	N/A	N/A
2021-22	49.8	51.3	30	64.8	34.3	49.2
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	N/A	N/A	N/A	N/A	N/A
2021-22	33.1	37.6	*	42.1	22.9	39.6
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	N/A	N/A	N/A	N/A	N/A
2021-22	52.1	50	*	57.9	34.4	48.9
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	N/A	N/A	N/A	N/A	N/A
2021-22	57.9	55.4	*	66.1	43.9	51.2
4-Year Cohort Graduation Rate						
2019-20	87.6	N/A	N/A	N/A	N/A	N/A
2020-21	87.0	N/A	N/A	N/A	N/A	N/A
2021-22	86.4	79.2	*	83.9	73.3	77.3
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	N/A	N/A	N/A	N/A	N/A
2019-20	1.53	N/A	N/A	N/A	N/A	N/A
2020-21	1.94	3.18	N/A	2.41	2.93	4.18

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

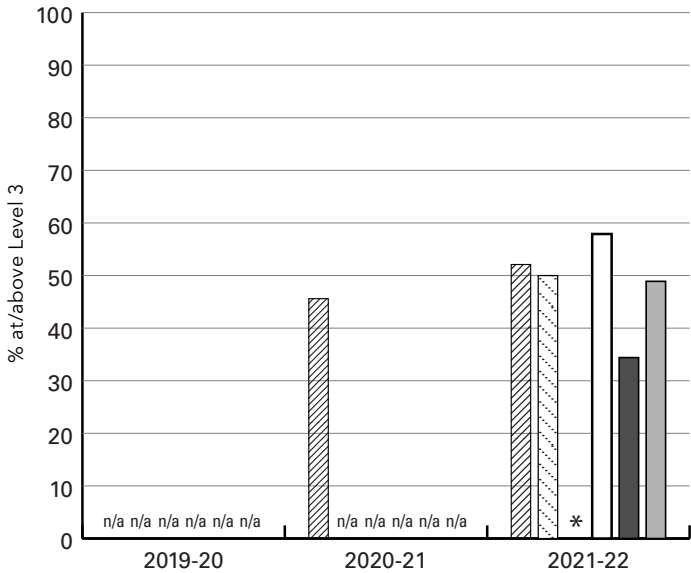


END-OF-COURSE TESTS

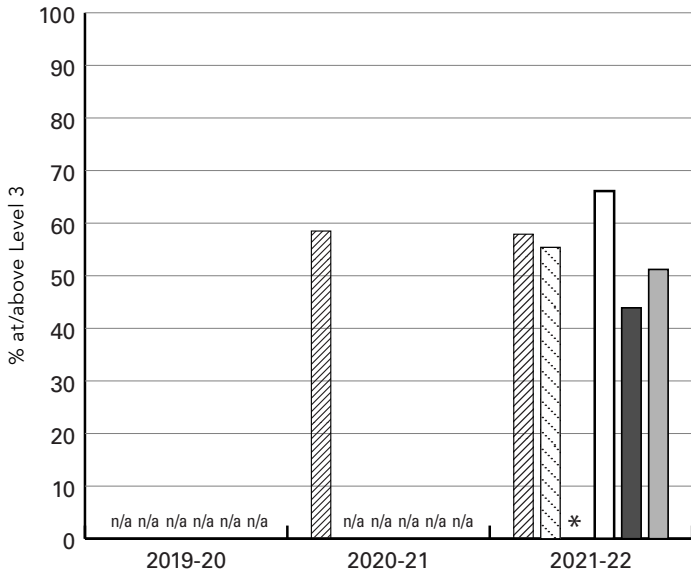
MATH I



BIOLOGY

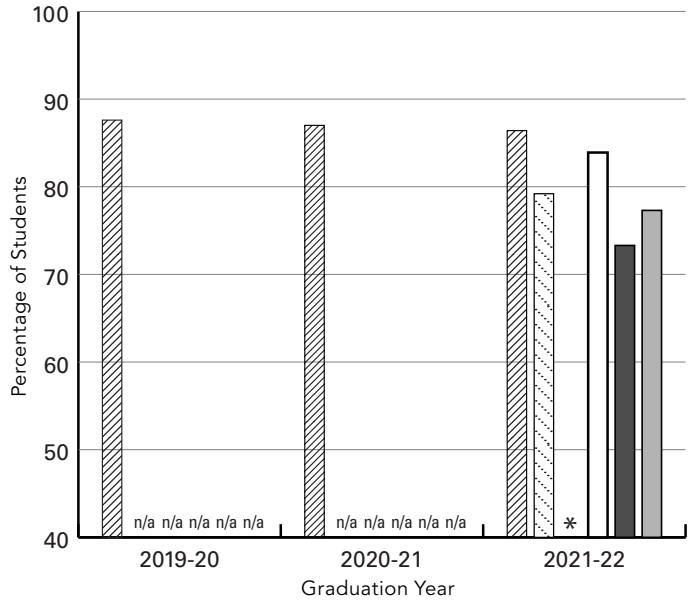


ENGLISH II

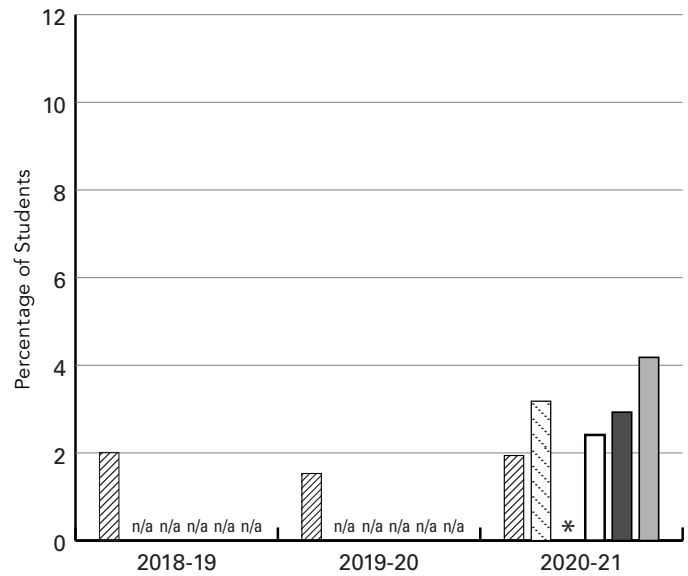


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



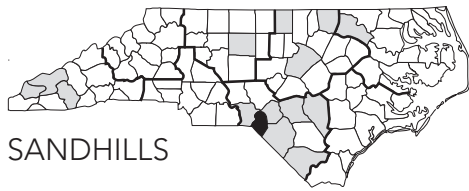
State
 LEA
 American Indian
 White
 Black
 Hispanic

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* = 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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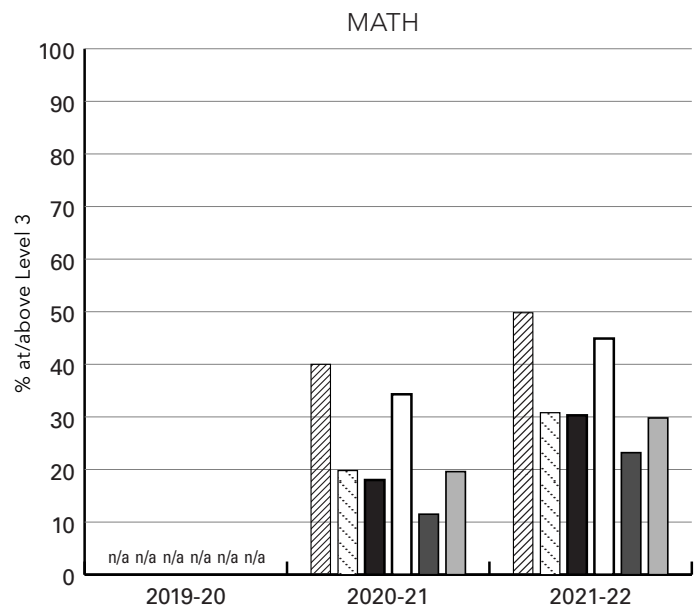
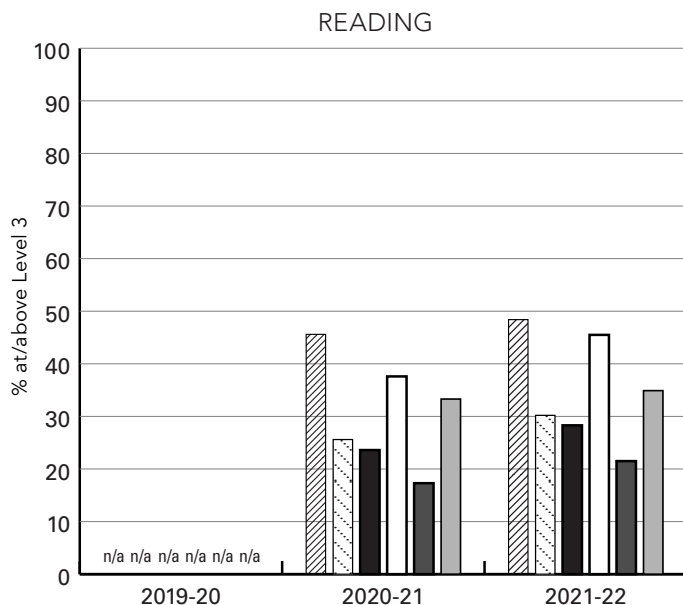


SANDHILLS

Scotland County Schools in 2021-22 enrolled 5,286 students, including 843 (15.95%) American Indians, mainly of the Lumbee Tribe. The district operates 10 campuses, including one high school and one early college. In 2021-22, district proficiency rates were below the state in all EOG/EOC tested subjects. American Indian students demonstrated lower proficiency rates than the state and district in all EOG/EOC subject areas except EOC Biology. Proficiency rates for American Indian students were below those of their White peers in all reported tested areas. American Indian students had proficiency rates higher than their Black peers in all EOG/EOC tested areas. The American Indian 4-Year Cohort Graduation rate (84.5%) for 2021-22 increased from 2020-21. However, the graduation rate remained below the state, district, and all peer subgroup rates except Hispanics. The dropout rate for American Indian students in 2021-22 was not reported.

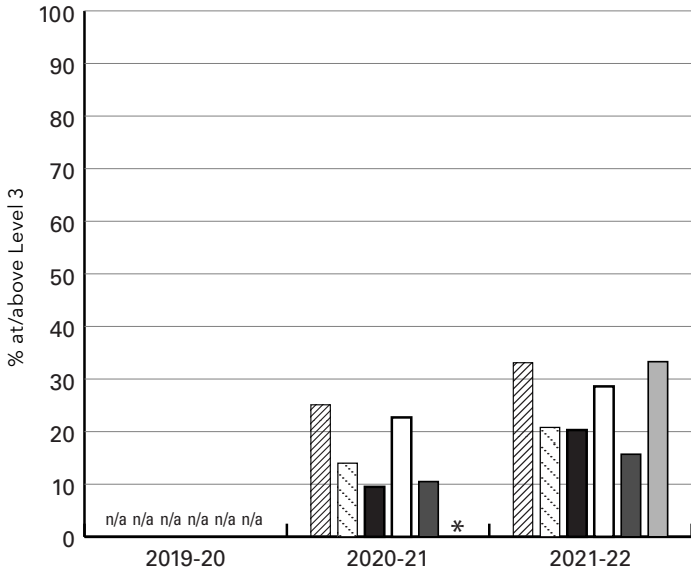
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	25.6	23.6	37.6	17.3	33.3
2021-22	48.4	30.2	28.3	45.5	21.5	34.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	19.8	18.0	34.3	11.5	19.6
2021-22	49.8	30.8	30.3	44.9	23.2	29.8
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	14.0	9.5	22.7	10.5	*
2021-22	33.1	20.8	20.3	28.6	15.7	33.3
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	33.5	23.7	57.1	21.5	*
2021-22	52.1	42.8	47.5	68.2	28.3	*
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	47.6	42.9	66.0	34.8	70.0
2021-22	57.9	43.8	41.0	54.7	33.9	56.3
4-Year Cohort Graduation Rate						
2019-20	87.6	91	79.7	91.8	93.4	*
2020-21	87.0	86	76.1	88.2	89.0	92.3
2021-22	86.4	90.2	84.5	92.6	91.8	78.6
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.45	4.49	N/A	N/A	N/A
2019-20	1.53	1.66	N/A	N/A	1.56	N/A
2020-21	1.94	3.26	N/A	3.65	1.95	*

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

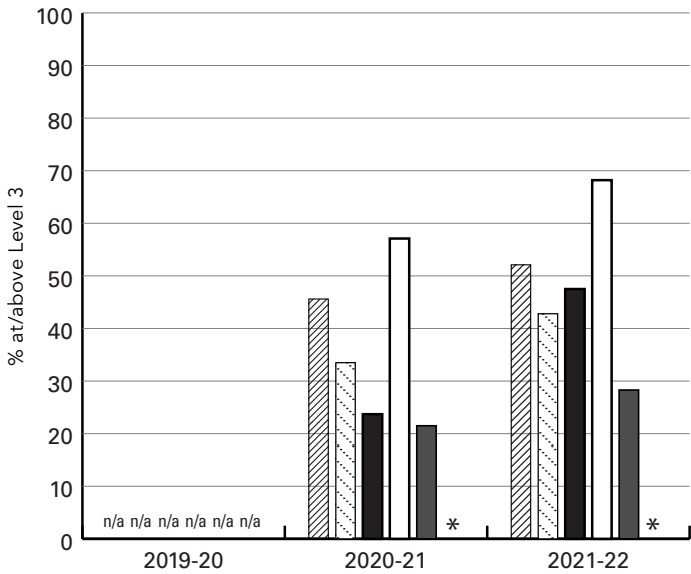


END-OF-COURSE TESTS

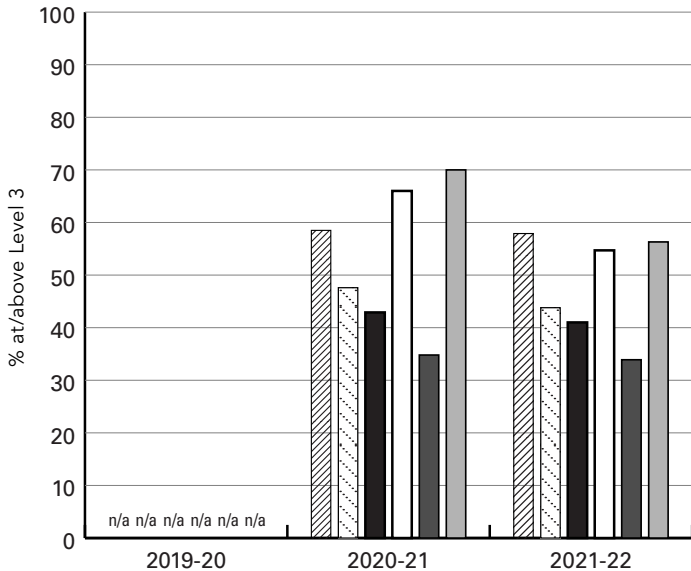
MATH I



BIOLOGY

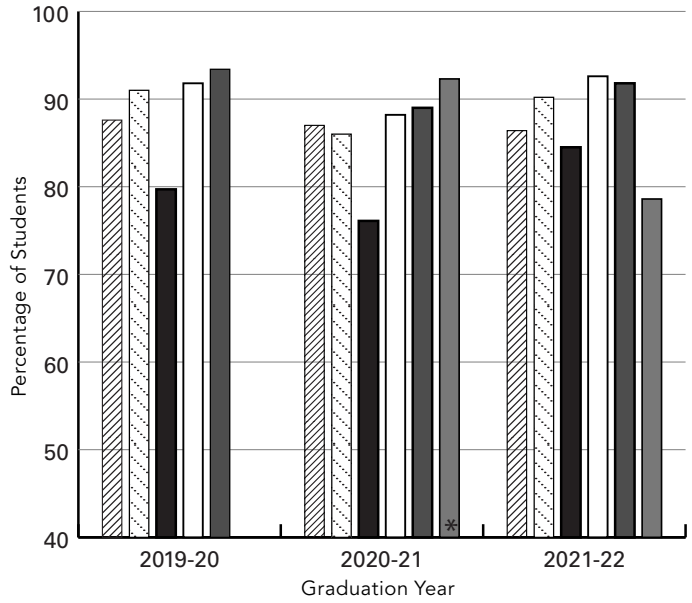


ENGLISH II

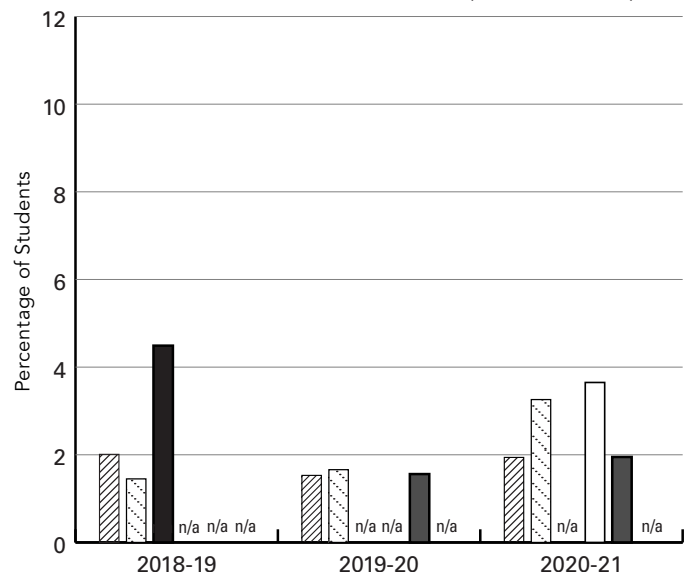


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

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SWAIN COUNTY

DISTRICT CONTACT: BRANDEN SUTTON
<http://www.swain.k12.nc.us>

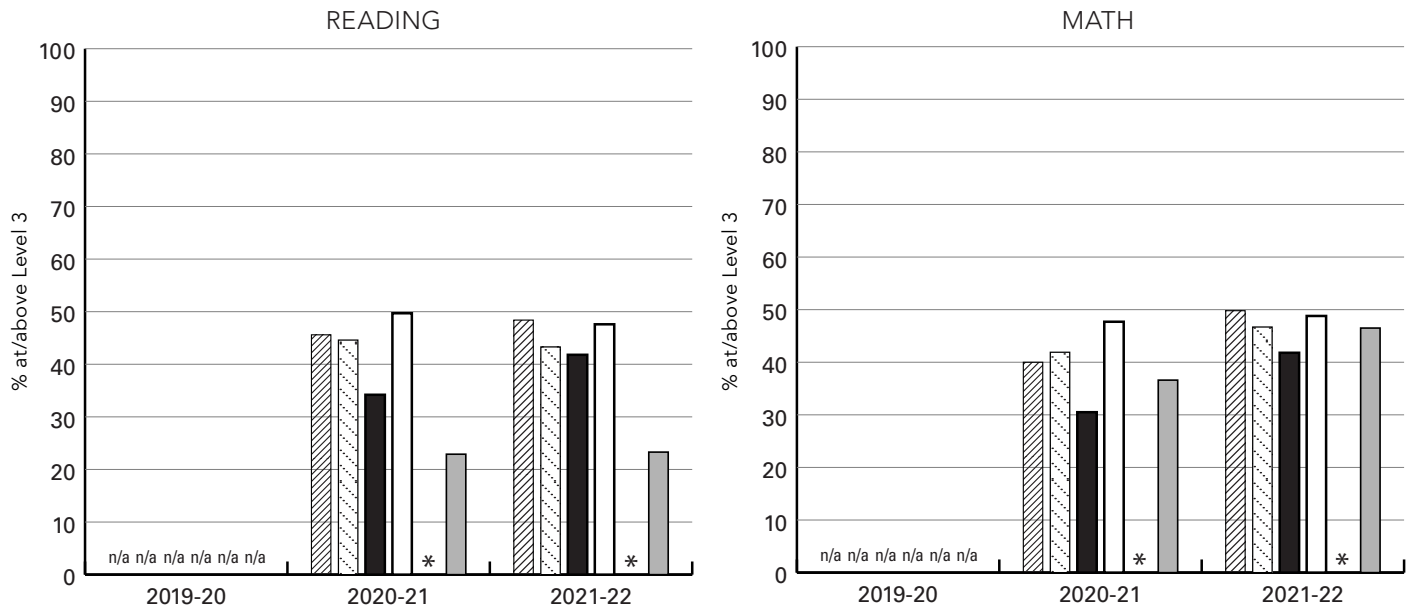


WESTERN

In 2021-22, Swain County Schools enrolled 1,783 students, 344 (19.29%) of which are members of the Eastern Band of Cherokee. Located on land contiguous to the Qualla Boundary, the district operates five schools, including two elementary, one middle, one high school, and one K-12 extension school. In 2021-22, district proficiency rates were below the state in all EOG/EOC assessments except for EOC Math I and English II. American Indian students demonstrated a lower proficiency rate than the state and district in all EOG/EOC tested subjects except for EOC Math I. American Indian students performed better than Hispanic students in EOG Reading but below in EOG Math. White students outperformed American Indians in all EOG/EOC tested areas. The 4-Year Cohort Graduation rate for the district was slightly above 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 to compare the annual dropout rates.

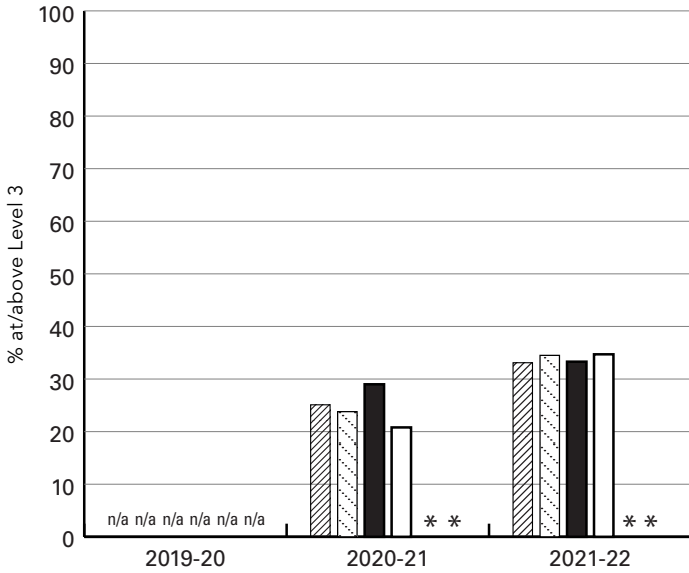
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	44.6	34.2	49.7	*	22.9
2021-22	48.4	43.3	41.8	47.6	*	23.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	41.9	30.5	47.7	*	36.6
2021-22	49.8	46.7	41.8	48.8	*	46.5
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	23.8	29.0	20.8	*	*
2021-22	33.1	34.5	33.3	34.7	*	*
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	40.8	32.3	44.8	*	*
2021-22	52.1	47.3	42.3	48.9	N/A	*
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	54.1	50.0	57.7	*	*
2021-22	57.9	64.3	52.4	67.0	N/A	*
4-Year Cohort Graduation Rate						
2019-20	87.6	87.8	>95	83.9	*	*
2020-21	87.0	76.8	65.4	81	*	*
2021-22	86.4	86.5	81.3	87.6	*	*
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	5.16	N/A	4.95	N/A	N/A
2019-20	1.53	2.64	N/A	N/A	N/A	N/A
2020-21	1.94	2.95	*	2.44	N/A	N/A

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

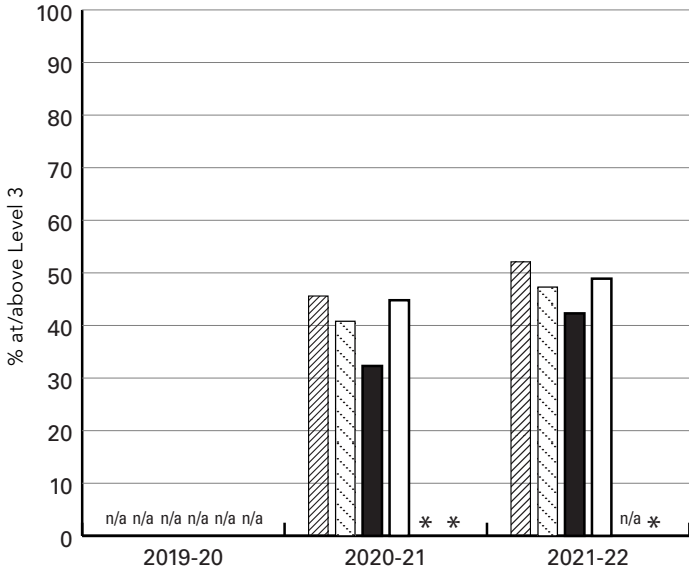


END-OF-COURSE TESTS

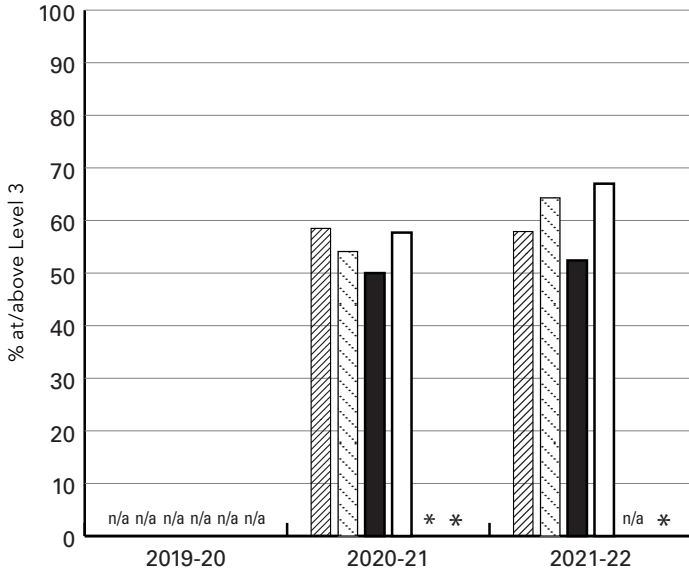
MATH I



BIOLOGY

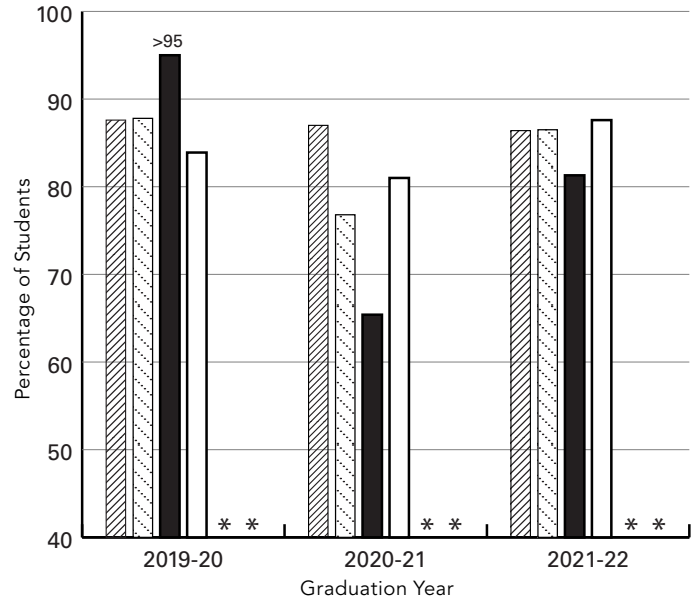


ENGLISH II

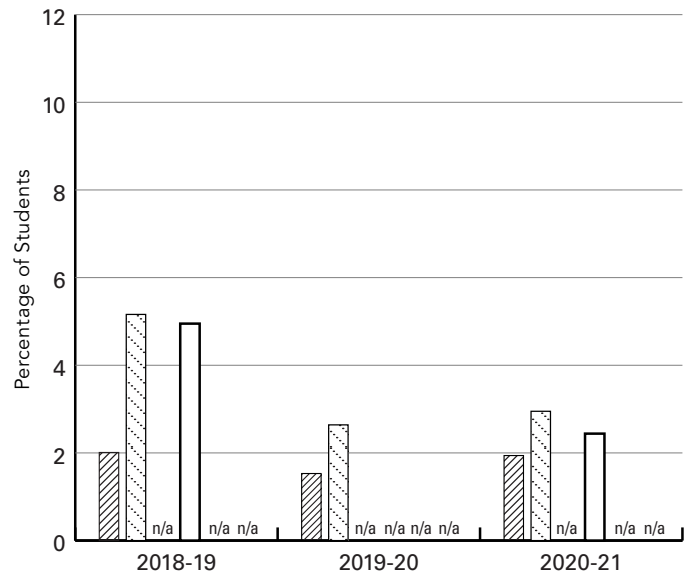


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



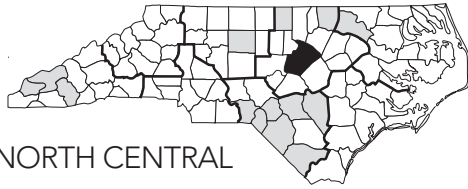
State
 LEA
 American Indian
 White
 Black
 Hispanic

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* = 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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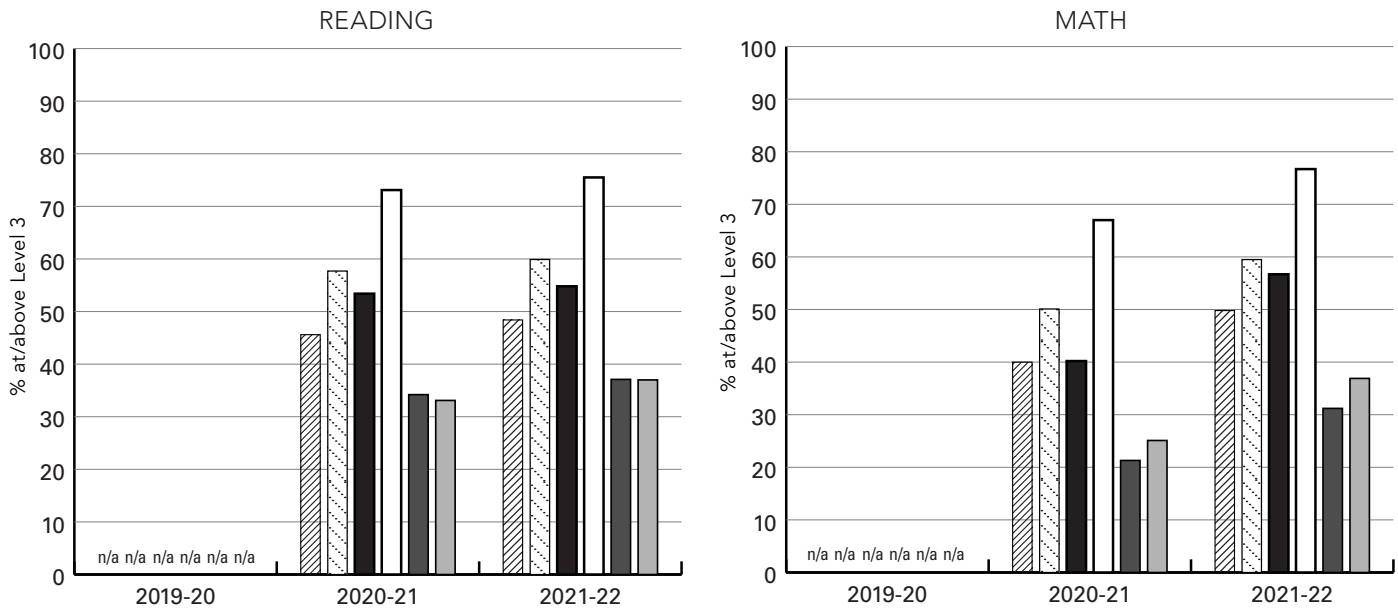


NORTH CENTRAL

Wake County Public Schools in 2021-22 enrolled 159,023 students in 198 schools, including 24 high schools and a cadre of early colleges and special-focus schools. Richly diverse, Wake County Public Schools enroll 351 (0.22%) American Indian students representing 78 tribal affiliations. The 2021-22 EOG and EOC data showed the district proficiency rates were higher than the state rates in all areas except EOC Math I. The proficiency rates for American Indian students were above the state averages in all EOG/EOC tested areas except EOC Math I. American Indian students performed below the district in all tested areas. Compared to their Black and Hispanic peers, American Indian students performed higher in all EOG/EOC tested subject areas except EOC Math I. However, they lagged behind their White peers in all 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.

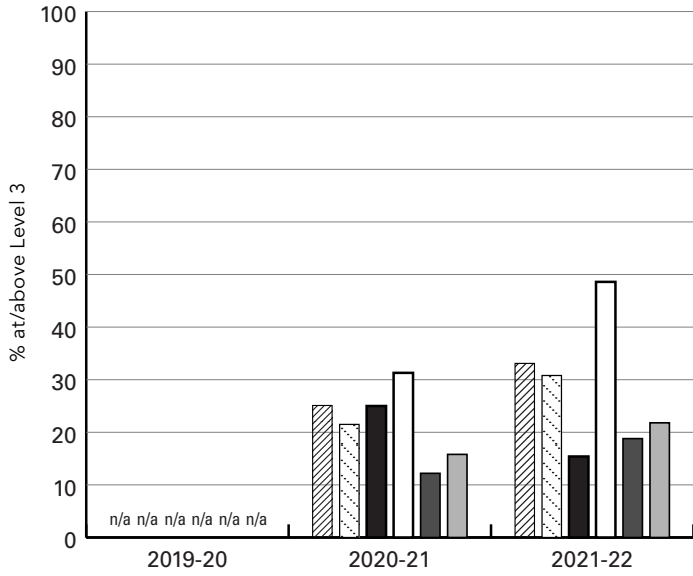
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	57.7	53.4	73.1	34.2	33.1
2021-22	48.4	59.9	54.8	75.5	37.1	37.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	50.1	40.2	67.0	21.3	25.1
2021-22	49.8	59.5	56.7	76.7	31.2	36.9
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	21.5	25.0	31.3	12.2	15.8
2021-22	33.1	30.8	15.4	48.6	18.8	21.8
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	54.4	66.7	67.4	29.6	31.9
2021-22	52.1	61.4	54.2	77.5	34.2	37.5
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	68.4	78.3	80.0	50.4	49.6
2021-22	57.9	70.9	70.6	84.8	51.6	50.4
4-Year Cohort Graduation Rate						
2019-20	87.6	90.8	84.8	>95	87	80.0
2020-21	87.0	90.5	86.2	>95	87	79.0
2021-22	86.4	89.6	80.0	>95	85.3	76.9
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	1.49	N/A	0.64	2.39	3.17
2019-20	1.53	1.18	N/A	0.49	1.48	3.05
2020-21	1.94	1.29	N/A	0.54	1.66	3.30

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

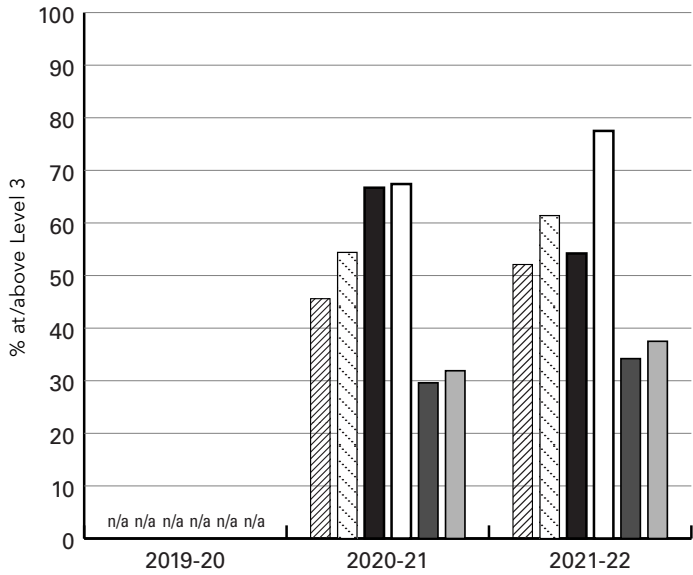


END-OF-COURSE TESTS

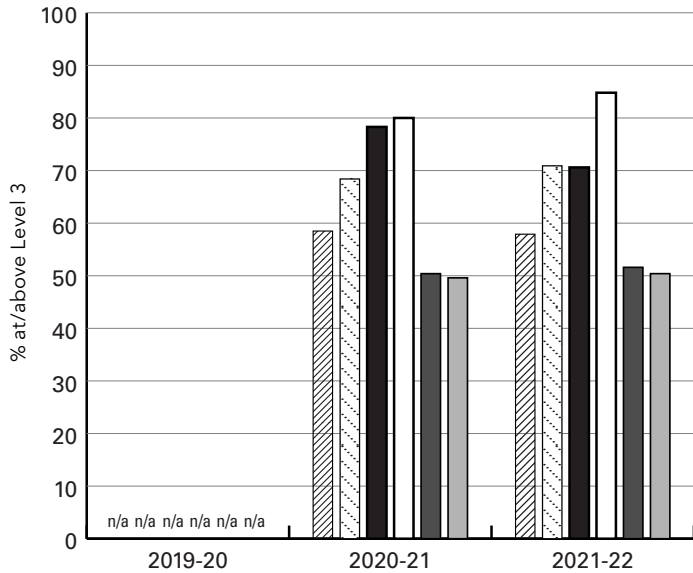
MATH I



BIOLOGY

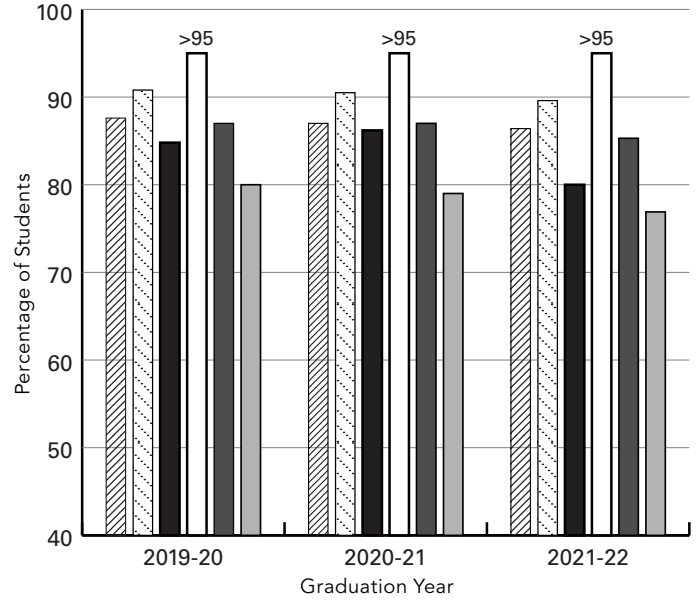


ENGLISH II

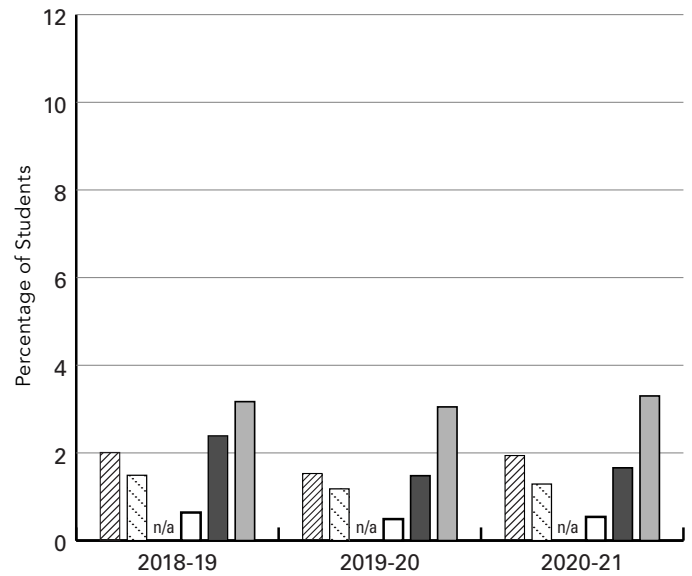


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



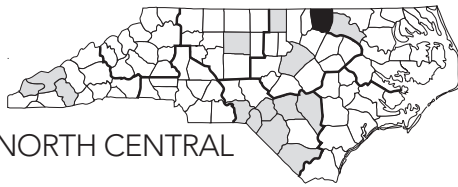
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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

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

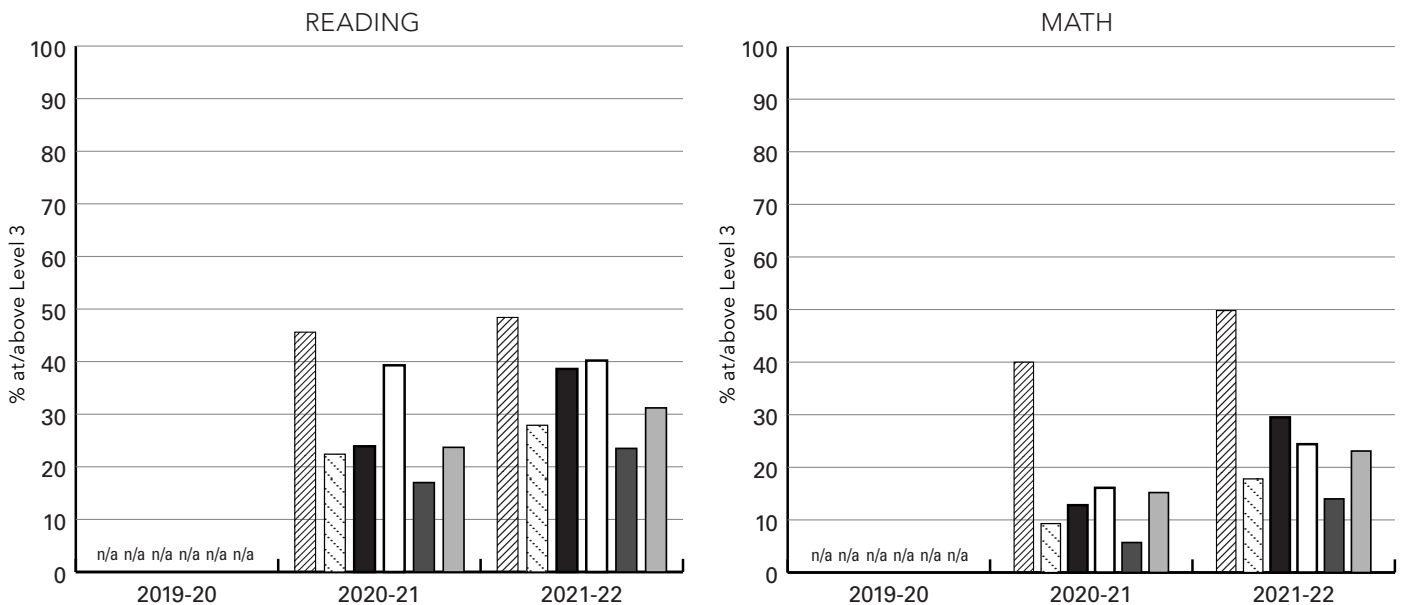


NORTH CENTRAL

Warren County Schools enrolled 1,693 students, including 101 (5.97%) American Indian students, mainly of the Haliwa-Saponi Tribe, in 2021-22. Warren County operates seven schools. In 2021-22, district proficiency rates in all EOG/EOC tested subjects were below the state rates. The proficiency rates of American Indian students exceeded the district rates in all EOG tested subjects and EOC English II but were below the district in EOC Biology. However, American Indian students fell behind the state rate in all reported EOG/EOC subjects except EOC English II. American Indian students outperformed their Black peers in all reported testing areas except EOC Biology. In addition, they lagged behind their White peers in EOG Reading and EOC Biology but performed above their White and Hispanic peers in EOG Math and EOC English II assessments. There was insufficient data for American Indians to compare proficiency rates on EOC Math I, the 4-year Cohort Graduation rate, and the annual dropout rate for American Indians students.

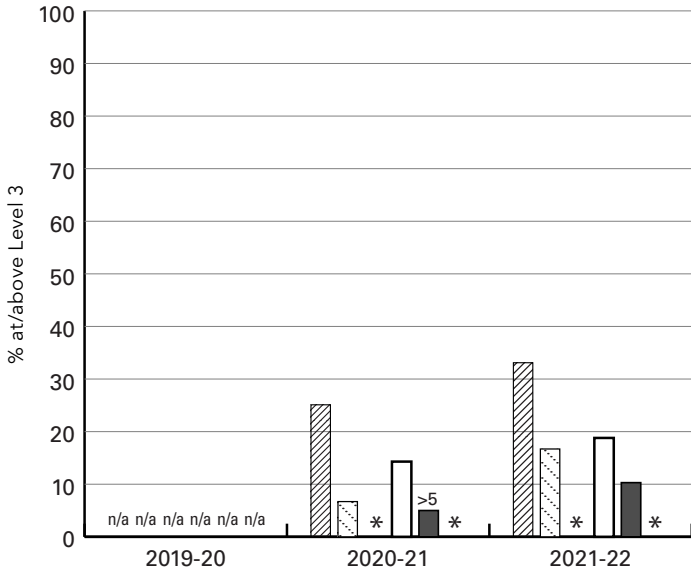
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	22.4	23.9	39.3	17.0	23.7
2021-22	48.4	27.9	38.6	40.2	23.5	31.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	40.0	9.3	12.8	16.1	5.7	15.2
2021-22	49.8	17.8	29.5	24.4	14.0	23.1
Math I: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	25.1	6.7	*	14.3	<5	*
2021-22	33.1	16.7	*	18.8	10.3	*
Biology: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	45.6	19	*	36.4	8.6	30.0
2021-22	52.1	34.7	25	53.3	28.9	43.8
English II: End-of-Course – Percent at/above Level 3						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	58.5	38.9	38.5	52.4	32.9	41.7
2021-22	57.9	46.6	70.0	66.7	33.7	69.2
4-Year Cohort Graduation Rate						
2019-20	87.6	79	>95	66.7	81.2	68.4
2020-21	87.0	71.8	92.9	57.1	75.3	61.5
2021-22	86.4	66.7	*	75.0	68.0	50.0
Annual Dropout Rate (Grades 9-13)						
2018-19	2.01	3.73	N/A	N/A	3.48	N/A
2019-20	1.53	1.57	N/A	N/A	N/A	N/A
2020-21	1.94	3.93	N/A	*	4.31	*

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

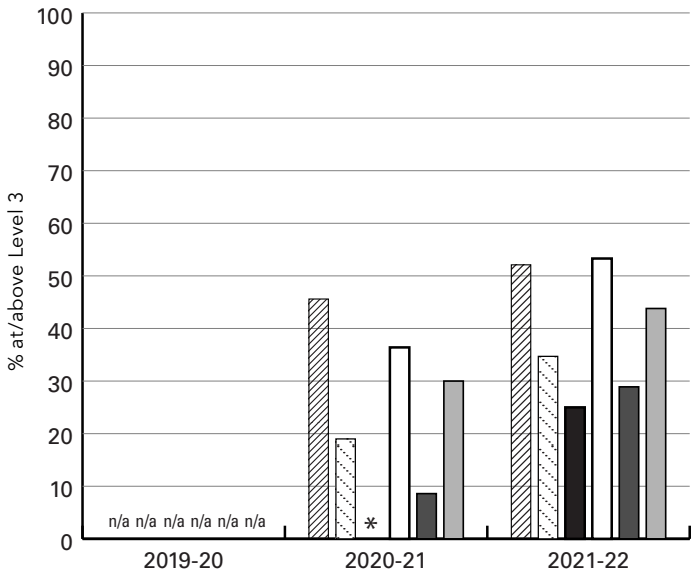


END-OF-COURSE TESTS

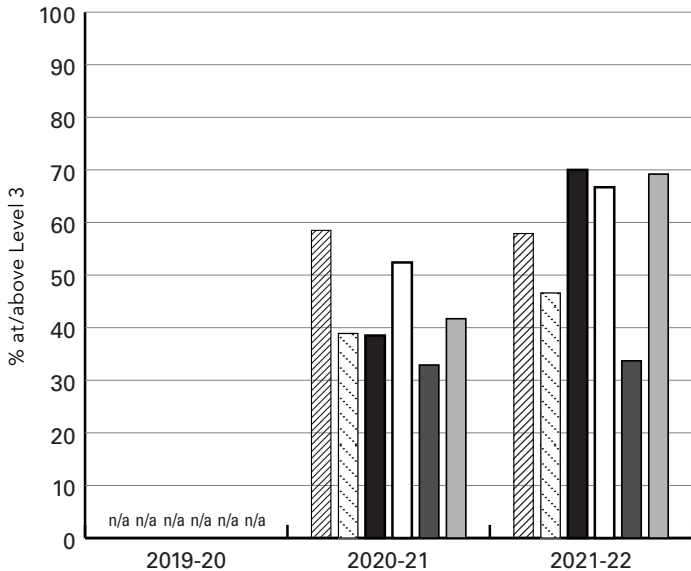
MATH I



BIOLOGY

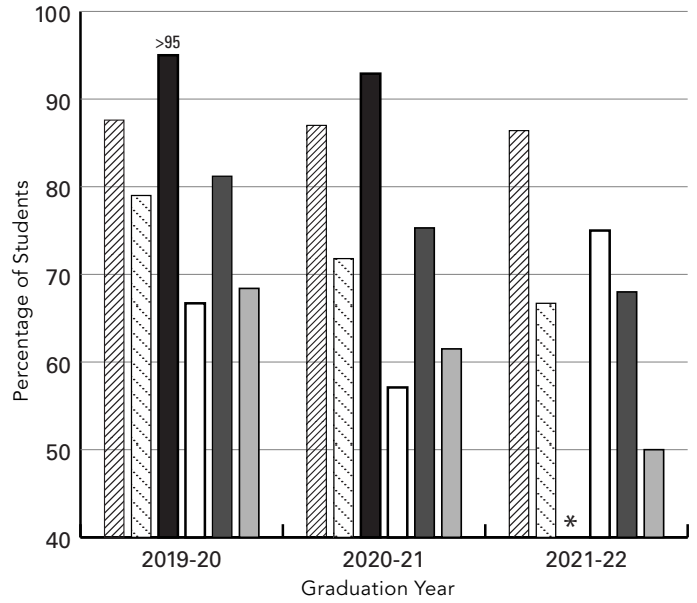


ENGLISH II

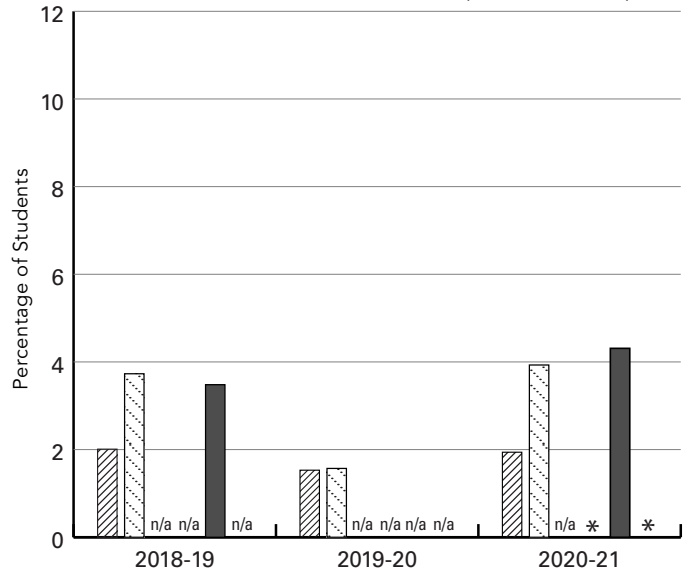


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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

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

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2019-20	15.8	24.1	31.2	34.5	10.5	15.5
2020-21	15.7	24.2	30.5	36.6	12.0	16.7
2021-22	15.0	22.9	39.7	34.9	10.9	14.6
Clinton City						
2019-20	15.8	14.4	*	33.5	*	7.9
2020-21	15.7	14.9	*	30.7	4.1	9.1
2021-22	15.0	11.1	*	23.2	*	7.4
Columbus						
2019-20	15.8	4.8	*	5.9	2.0	*
2020-21	15.7	4.6	*	6.0	*	*
2021-22	15.0	3.4	N/A	4.9	*	*
Cumberland						
2019-20	15.8	8.7	7.4	13.9	3.1	8.8
2020-21	15.7	7.2	*	11.9	2.8	6.0
2021-22	15.0	8.7	7.9	13.7	3.5	7.6
Graham						
2019-20	15.8	5.2	N/A	5.7	N/A	N/A
2020-21	15.7	7.9	N/A	7.1	*	*
2021-22	15.0	6.5	*	6.0	*	*
Guilford						
2019-20	15.8	25.9	29.2	36.4	14.1	21.4
2020-21	15.7	24.4	42.1	34.5	12.3	19.0
2021-22	15.0	24.1	48.1	34.5	13.2	18.5
Halifax						
2019-20	15.8	N/A	N/A	N/A	N/A	N/A
2020-21	15.7	N/A	N/A	N/A	N/A	N/A
2021-22	15.0	N/A	N/A	N/A	N/A	N/A
Haliwa-Saponi Tribal School						
2019-20	15.8	N/A	N/A	N/A	N/A	N/A
2020-21	15.7	N/A	N/A	N/A	N/A	N/A
2021-22	15.0	N/A	N/A	N/A	N/A	N/A
Hertford						
2019-20	15.8	N/A	N/A	N/A	N/A	N/A
2020-21	15.7	N/A	N/A	N/A	N/A	N/A
2021-22	15.0	N/A	N/A	N/A	N/A	N/A
Hoke						
2019-20	15.8	8.5	7.1	10.6	4.6	12.1
2020-21	15.7	3.9	*	5.1	1.8	5.0
2021-22	15.0	3.7	*	3.5	2.3	5.2
Jackson						
2019-20	15.8	*	*	5.0	*	*
2020-21	15.7	6.1	*	6.9	*	*
2021-22	15.0	7.0	N/A	6.2	N/A	*
Johnston						
2019-20	15.8	8.1	*	10.2	3.4	4.5
2020-21	15.7	7.8	*	10.2	3.4	3.8
2021-22	15.0	6.9	*	8.7	3.3	3.9

Year	State	District	American Indian	White	Black	Hispanic
Person						
2019-20	15.8	8.2	N/A	10.5	2.4	7.9
2020-21	15.7	5.5	N/A	5.3	3.4	8.2
2021-22	15.0	6.0	*	7.0	*	6.8
Robeson						
2019-20	15.8	4.6	2.6	10.5	1.5	4.2
2020-21	15.7	3.8	1.9	11.9	1.1	2.7
2021-22	15.0	3.6	1.7	11.5	1.1	2.2
Sampson						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	15	2.2	N/A	4.3	.8	.8
Scotland						
2019-20	15.8	6.4	*	11.0	2.2	*
2020-21	15.7	10.2	5.5	14.9	4.7	*
2021-22	15.0	9.1	6.6	12.5	4.1	*
Swain						
2019-20	15.8	7.0	*	7.3	N/A	*
2020-21	15.7	6.1	*	6.5	N/A	*
2021-22	15.0	11.2	*	10.5	N/A	*
Wake						
2019-20	15.8	28.4	38.9	33.5	12.0	15.8
2020-21	15.7	27.8	50.8	32.2	11.3	14.8
2021-22	15.0	27.7	45.2	32.5	10.9	14.4
Warren						
2019-20	15.8	N/A	N/A	N/A	N/A	N/A
2020-21	15.7	*	N/A	N/A	*	*
2021-22	15.0	N/A	N/A	N/A	N/A	N/A

* = Indicates that the student population in the racial/ethnic group 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 indicates that participation of American Indian students in AP classes remains low across most districts, with six out of the 19 districts reporting in 2021-22. Two of the six districts reporting AP data increased the number of American Indian students taking AP exams. In Guilford County Schools (48.1%), American Indian students' participation rate increased by 6.0 percentage points; in Charlotte/ Mecklenburg (39.7%), there was an increase of 9.2 percentage points. However, in Wake County Schools (45.2%), American Indian students' participation rate decreased by 5.6 percentage points. American Indian participation rate in AP classes in these three districts was above both the state and district rates. In addition, American Indian students had a higher representation rate than all their peers in Charlotte/Mecklenburg Schools, Guilford County Schools, and Wake County Public Schools.

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2019-20	61.8	63.6	38.2	75.0	36.3	54.8
2020-21	50.9	47.9	34.5	59.9	18.9	34.5
2021-22	59.8	57.5	41.9	70.0	27.1	43.3
Clinton City						
2019-20	61.8	63.2	*	61.8	*	83.3
2020-21	50.9	41.4	*	44.4	9.1	40.9
2021-22	59.8	46.1	*	50.9	*	42.9
Columbus						
2019-20	61.8	38.4	*	48.3	10.0	^
2020-21	50.9	22.1	*	25.9	*	*
2021-22	59.8	35.1	N/A	37.8	*	*
Cumberland						
2019-20	61.8	50.2	29.4	54.2	36.8	47.8
2020-21	50.9	39.6	*	41.4	32.1	39.1
2021-22	59.8	47.3	29.4	54.0	32.2	41.0
Graham						
2019-20	61.8	47.4	N/A	47.1	N/A	N/A
2020-21	50.9	11.1	N/A	10.0	*	*
2021-22	59.8	27.3	*	31.3	*	*
Guilford						
2019-20	61.8	58.1	38.5	69.3	34.8	49.7
2020-21	50.9	43.8	27.0	54.5	19.9	34.9
2021-22	59.8	54.2	57.9	66.9	29.6	46.4
Halifax						
2019-20	61.8	N/A	N/A	N/A	N/A	N/A
2020-21	50.9	N/A	N/A	N/A	N/A	N/A
2021-22	59.8	N/A	N/A	N/A	N/A	N/A
Haliwa-Saponi Tribal School						
2019-20	61.8	N/A	N/A	N/A	N/A	N/A
2020-21	50.9	N/A	N/A	N/A	N/A	N/A
2021-22	59.8	N/A	N/A	N/A	N/A	N/A
Hertford						
2019-20	61.8	N/A	N/A	N/A	N/A	N/A
2020-21	50.9	N/A	N/A	N/A	N/A	N/A
2021-22	59.8	N/A	N/A	N/A	N/A	N/A
Hoke						
2019-20	61.8	37.4	21.4	50.0	29.3	36.5
2020-21	50.9	12.9	*	12.0	0.0	25.9
2021-22	59.8	29.2	*	22.2	23.8	40.6
Jackson						
2019-20	61.8	*	*	69.8	*	*
2020-21	50.9	63.2	*	63.8	*	*
2021-22	59.8	70.7	N/A	73.5	N/A	*
Johnston						
2019-20	61.8	55.6	*	56.8	52.3	45.8
2020-21	50.9	43.0	*	44.9	35.4	40.9
2021-22	59.8	55.4	*	56.9	50.7	48.4

Year	State	District	American Indian	White	Black	Hispanic
Person						
2019-20	61.8	43.7	N/A	47.1	38.9	40.0
2020-21	50.9	30.9	N/A	40.0	21.4	8.3
2021-22	59.8	68.5	*	73.3	*	40.0
Robeson						
2019-20	61.8	23.7	16.9	32.3	4.8	20.9
2020-21	50.9	13.1	12.8	17.4	0.0	3.5
2021-22	59.8	20.8	18.6	23.1	12.5	7.4
Sampson						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	59.8	54.9	N/A	51.4	*	*
Scotland						
2019-20	61.8	48.0	*	54.5	26.7	*
2020-21	50.9	15.8	7.7	21.3	9.1	*
2021-22	59.8	27.9	12.5	31.1	26.7	*
Swain						
2019-20	61.8	55.0	*	51.7	N/A	*
2020-21	50.9	58.8	*	57.7	N/A	*
2021-22	59.8	64.1	*	67.4	N/A	100.0
Wake						
2019-20	61.8	68.0	59.2	70.5	41.0	54.9
2020-21	50.9	59.4	47.8	61.4	33.0	44.7
2021-22	59.8	64.9	48.2	65.7	39.4	54.6
Warren						
2019-20	61.8	N/A	N/A	N/A	N/A	N/A
2020-21	50.9	*	N/A	N/A	*	*
2021-22	59.8	N/A	N/A	N/A	N/A	N/A

* = Indicates that the student population in the racial/ethnic group 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 2021-22, only six (Charlotte/Mecklenburg, Cumberland, Guilford, Robeson, Scotland, and Wake) of the 19 districts identified in this report delineated American Indian students scoring a 3, 4, or 5 on AP exams. Participation rates ranged from 57.9 percent in Guilford County Schools to 12.5 percent in Scotland. Five out of six districts showed an increase in students scoring a 3, 4, or 5. American Indian students in Guilford County Schools saw the most significant increase in ACT scores, increasing 30.9 percentage points. Of the six districts with data, American Indian students taking AP exams scored higher than Black students in most districts except Cumberland and Scotland. However, American Indian students scored lower than White and Hispanic students taking AP exams in most districts, except in Robeson and Guilford counties where American Indian students outperformed Hispanic students

Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2019-20	42.6	49.2	*	60.7	39.5	34.9
2020-21	21.3	27.1	*	39.0	14.7	12.7
2021-22	24.8	31.2	*	48.7	15.3	15.7
Clinton City						
2019-20	42.6	46.3	*	65.1	34.7	31.3
2020-21	21.3	24.2	*	42.2	*	*
2021-22	24.8	22.4	N/A	50.9	*	*
Columbus						
2019-20	42.6	32.2	*	29.4	30.8	32.5
2020-21	21.3	14.5	*	16.7	9.2	*
2021-22	24.8	14.0	*	15.7	9.6	*
Cumberland						
2019-20	42.6	34.1	*	32.5	27.4	39.1
2020-21	21.3	8.9	*	11.2	4.9	7.6
2021-22	24.8	13.0	*	17.3	8.9	9.0
Graham						
2019-20	42.6	20.9	*	19.7	N/A	*
2020-21	21.3	*	*	*	*	*
2021-22	24.8	*	N/A	*	N/A	*
Guilford						
2019-20	42.6	54.6	*	61.2	44.2	48.0
2020-21	21.3	26.2	*	35.4	13.3	14.1
2021-22	24.8	63.5	100	66.3	44.1	54.8
Halifax						
2019-20	42.6	26.3	*	*	33.7	*
2020-21	21.3	*	*	*	*	*
2021-22	24.8	*	N/A	N/A	*	N/A
Haliwa-Saponi Tribal School						
2019-20	42.6	*	*	N/A	N/A	N/A
2020-21	21.3	*	*	*	*	*
2021-22	24.8	N/A	N/A	N/A	N/A	N/A
Hertford						
2019-20	42.6	74.5	*	51.6	64.7	*
2020-21	21.3	27.2	*	*	20.1	*
2021-22	24.8	19.7	*	*	18.7	N/A
Hoke						
2019-20	42.6	21.5	*	19.3	26.5	17.6
2020-21	21.3	3.9	*	*	*	*
2021-22	24.8	5.7	*	*	*	*
Jackson						
2019-20	42.6	15.2	*	14.4	*	*
2020-21	21.3	11.7	*	9.0	*	*
2021-22	24.8	6.2	N/A	6.1	N/A	*
Johnston						
2019-20	42.6	32.5	*	35.4	26.1	19.1
2020-21	21.3	16.8	*	18.7	9.9	10.3
2021-22	24.8	14.1	*	15.7	10.0	6.3

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						
2019-20	42.6	23.9	N/A	20.0	28.2	*
2020-21	21.3	11.3	*	10.9	*	*
2021-22	24.8	8.9	N/A	9.6	*	*
Robeson						
2019-20	42.6	20.6	17.3	21.7	19.7	12.3
2020-21	21.3	4.9	4.1	8.9	*	*
2021-22	24.8	3.5	2.4	11.4	*	*
Sampson						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	24.8	3.6	*	7.8	*	*
Scotland						
2019-20	42.6	39.3	25.8	37.2	33.5	*
2020-21	21.3	19.5	*	19.5	14.8	*
2021-22	24.8	15.0	*	17.8	9.2	*
Swain						
2019-20	42.6	17.5	*	14.5	N/A	*
2020-21	21.3	*	*	*	*	*
2021-22	24.8	9.7	*	*	N/A	N/A
Wake						
2019-20	42.6	58.0	34.5	62.5	41.2	38.9
2020-21	21.3	39.0	42.9	42.5	19.8	17.6
2021-22	24.8	41.5	54.3	46.6	20.5	21.6
Warren						
2019-20	42.6	61.3	71.4	*	53.3	*
2020-21	21.3	*	*	*	*	*
2021-22	24.8	*	*	*	*	N/A

* = Indicates that the student population in the racial/ethnic group 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 2021-22, three out of the 19 districts had sufficient data to report the SAT participation rate among American Indian students. Of the three, American Indian students' participation rate was above the state and district average in Guilford (100%) and Wake (54.3%). American Indian students participated in the SAT at higher rates than their Black, Hispanic, and White peers in Guilford and Wake counties but below their White peers in Robeson.

Average SAT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2019-20	1089	1102	*	1201	972	1053
2020-21	1147	1148	*	1202	1014	1064
2021-22	1136	1152	*	1199	1002	1085
Clinton City						
2019-20	1089	1021	*	1089	908	1000
2020-21	1147	1072	*	1096	*	*
2021-22	1136	1063	N/A	1063	*	*
Columbus						
2019-20	1089	989	*	1006	948	995
2020-21	1147	1019	*	1036	914	*
2021-22	1136	1001	*	1052	891	932
Cumberland						
2019-20	1089	1030	960	1148	942	1040
2020-21	1147	1097	*	1145	1016	1084
2021-22	1136	1067	*	1114	987	1050
Graham						
2019-20	1089	1082	*	1104	N/A	*
2020-21	1147	*	*	*	*	*
2021-22	1136	*	N/A	*	N/A	*
Guilford						
2019-20	1089	1078	*	1162	959	1034
2020-21	1147	1149	*	1199	1015	1079
2021-22	1136	1026	1013	1125	922	970
Halifax						
2019-20	1089	870	*	*	851	*
2020-21	1147	*	*	*	*	*
2021-22	1136	*	N/A	N/A	*	N/A
Haliwa-Saponi Tribal School						
2019-20	1089	*	*	N/A	N/A	N/A
2020-21	1147	*	*	*	*	*
2021-22	1136	N/A	N/A	N/A	N/A	N/A
Hertford						
2019-20	1089	886	*	994	851	*
2020-21	1147	909	*	*	884	*
2021-22	1136	993	*	*	978	N/A
Hoke						
2019-20	1089	994	*	1081	944	1013
2020-21	1147	1058	*	*	*	*
2021-22	1136	1019	*	*	*	*
Jackson						
2019-20	1089	1145	*	1155	*	*
2020-21	1147	1147	*	1163	*	*
2021-22	1136	1131	N/A	1109	N/A	*
Johnston						
2019-20	1089	1080	*	1111	961	1021
2020-21	1147	1096	*	1123	956	1034
2021-22	1136	1085	*	1099	993	1067

Year	State	District	American Indian	White	Black	Hispanic
Person						
2019-20	1089	1026	N/A	1085	954	1029
2020-21	1147	1063	*	1095	*	*
2021-22	1136	1029	N/A	1044	*	*
Robeson						
2019-20	1089	951	961	993	896	963
2020-21	1147	1035	972	1128	*	*
2021-22	1136	1077	1078	1067	*	*
Sampson						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	1136	1113	*	1129	*	*
Scotland						
2019-20	1089	990	1023	1111	871	1051
2020-21	1147	1023	*	1061	957	*
2021-22	1136	1047	*	1109	986	*
Swain						
2019-20	1089	1034	*	1054	N/A	*
2020-21	1147	*	*	*	*	*
2021-22	1136	1147	*	*	N/A	N/A
Wake						
2019-20	1089	1153	1057	1179	1002	1091
2020-21	1147	1186	1111	1190	1036	1130
2021-22	1136	1179	1053	1181	1025	1107
Warren						
2019-20	1089	901	923	*	860	*
2020-21	1147	*	*	*	*	*
2021-22	1136	*	*	*	*	N/A

* = Indicates that the student population in the racial/ethnic group 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 thoroughly analyzed and reported because, in 18 of the 19 districts, the American Indian student population taking the SAT in 2021-22 was too small. However, of the one district that did have sufficient data regarding American Indian student performance on the SAT, the data show that American Indian students scored higher than their Black and Hispanic peers; however, they scored below their White peers. American Indian students' SAT scores were lower than the district and state averages in the reporting district.

Average ACT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2019-20	18.6	18.7	13.8	23.4	15.9	16.6
2020-21	18.8	19.0	14.6	23.3	16.1	16.6
2021-22		19.3	16.8	24.6	17.0	16.9
Clinton City						
2019-20	18.6	16.5	*	19.0	15.2	15.0
2020-21	18.8	17.3	*	20.7	14.7	16.6
2021-22	18.3	16.8	*	18.6	15.2	16.4
Columbus						
2019-20	18.6	16.0	15.9	16.7	14.8	15.7
2020-21	18.8	16.3	15.1	17.4	14.5	15.4
2021-22	18.3	15.6	14.7	16.8	13.7	14.2
Cumberland						
2019-20	18.6	17.6	17.1	20.1	15.7	17.8
2020-21	18.8	17.7	16.1	20.0	16.2	17.6
2021-22	18.3	17.1	16.5	19.6	15.6	17.1
Graham						
2019-20	18.6	18.5	*	18.8	N/A	*
2020-21	18.8	17.8	*	17.8	N/A	*
2021-22	18.3	17.3	*	18.1	N/A	15.0
Guilford						
2019-20	18.6	18.6	15.5	21.7	15.9	17.3
2020-21	18.8	18.7	16.0	21.9	15.8	17.2
2021-22	18.3	17.9	15.2	21.0	15.2	16.5
Halifax						
2019-20	18.6	13.6	*	*	13.8	*
2020-21	18.8	14.0	*	*	13.8	*
2021-22	18.3	14.2	*	*	14.4	*
Haliwa-Saponi Tribal School						
2019-20	18.6	14.8	15.2	N/A	N/A	*
2020-21	18.8	*	*	N/A	N/A	N/A
2021-22	18.3	13.3	*	N/A	*	*
Hertford						
2019-20	18.6	15.2	*	17.2	14.5	*
2020-21	18.8	15.7	*	18.0	15.1	*
2021-22	18.3	15.5	*	19.6	14.4	*
Hoke						
2019-20	18.6	17.6	16.3	20.1	16.1	18.3
2020-21	18.8	17.9	16.4	20.5	15.9	18.5
2021-22	18.3	17.2	17.8	19.8	17.1	17.1
Jackson						
2019-20	18.6	19.1	*	19.1	*	18.2
2020-21	18.8	18.9	15.3	19.3	*	17.1
2021-22	18.3	18.7	*	19.6	*	15.4

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

Year	State	District	American Indian	White	Black	Hispanic
Johnston						
2019-20	18.6	17.9	15.8	19.4	15.5	16.2
2020-21	18.8	17.7	17.5	19.0	15.0	16.1
2021-22	18.3	17.2	*	18.7	14.8	15.5
Person						
2019-20	18.6	16.5	N/A	17.7	14.9	15.7
2020-21	18.8	16.3	*	17.2	15.1	16.2
2021-22	18.3	16.6	N/A	18.3	15.6	15.7
Robeson						
2019-20	18.6	15.7	15.8	18.1	14.8	16.3
2020-21	18.8	15.8	15.6	18.2	14.4	15.6
2021-22	18.3	14.9	15.0	17.0	13.8	14.8
Sampson						
2019-20	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	18.3	16.5	*	17.5	15.4	15.9
Scotland						
2019-20	18.6	15.5	14.2	19.1	13.4	15.0
2020-21	18.8	15.7	15.0	17.5	14.3	17.1
2021-22	18.3	15.6	14.9	19.1	13.6	16.8
Swain						
2019-20	18.6	18.1	20.0	17.9	*	18.9
2020-21	18.8	18.5	*	19.4	N/A	16.5
2021-22	18.3	17.0	15.9	17.8	*	16.2
Wake						
2019-20	18.6	20.5	17.9	22.7	16.5	17.4
2020-21	18.8	20.7	19.8	22.7	16.6	17.2
2021-22	18.3	20.3	18.3	22.4	16.4	17.6
Warren						
2019-20	18.6	15.2	*	18.1	13.8	16.6
2020-21	18.8	14.9	16.0	16.6	14.5	14.6
2021-22	18.3	15.1	*	17.1	14.5	15.7

* = Indicates that the student population in the racial/ethnic group 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.

ACT Performance by District

In 2021-22, 9 of the 19 school districts reported average ACT scores for American Indian students. Two of the nine schools show American Indian students performing above the district average, Hoke and Robeson. Of the nine, all were below the state average. Five districts show American Indian students scoring above their Black peers, and four districts show American Indian students scoring above their Hispanic peers.

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APPENDIX A

2021 SACIE REPORT 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. As part of the State Board of Education vision for opportunity equity, establish a department-level position dedicated to consultation with and coordination across all entities whose missions seek to improve educational opportunities for American Indian students. This recommendation is consistent with requirements secured by the Every Student Succeeds Act, which requires collaboration and consultation with districts, state and federal tribes, higher education, critical state organizations, and the Department of Public Instruction.
2. Ensure senior leadership who participated in the National Center’s American Indian and Alaska Native (AI/AN) Education Project’s Circles of Reflection Pilot acts on recommendations prioritized in three core areas: (1) Native culture and language; (2) tribal consultation and sovereignty; and (3) targeted DPI efforts to recruit effective American Indian teachers and leaders.
3. Implement formal protocols to ensure DPI collaboration and consultation with SACIE regarding the revision of content standards. Consultation will include the development of 21st century instructional resources that specifically reference American Indian history, the current affairs of culture, and the expansion of innovative programming similar to the Native Voices piloted by NC DPI.
4. The COVID-19 Pandemic has created new challenges that have revealed deeply rooted, barriers to increased student achievement, most noticeably inequitable access to technology. To this end, SACIE recommends the following:
 - increase advocacy for access to broadband internet both in students’ homes and schools, particularly in rural areas and tribal communities;
 - increase digital literacy efforts to ensure American Indian students can successfully engage in an increasingly virtual world; and
 - ensure that COVID relief dollars adequately address gaps resulting from learning-loss during the 12-month school closure. State and federal dollars should support recovery in reading, mathematics, and comprehensive services in social-emotional learning. Mitigating the long-term impact of the 2020 Pandemic on the education of American Indian students must remain paramount.
5. Urge all public school administrators and boards of education to review and implement local policies related to the selection of athletic mascots, and to educate all school personnel on the long-term, damaging effects to students when inappropriate images and messages dishonor the American Indian culture.
6. Explore new venues for disseminating the self-paced modules titled, Culturally Responsive Teaching about American Indians. This resource aligns with North Carolina Teaching Standard II. The modules will ensure that all educators have access to instructional resources that teach about and celebrate state and federal American Indian tribes, their histories, and their achievements. Culturally responsive teachers are the greatest assets in raising the achievement of American Indian students.



APPENDIX B



Native Education Collaborative

Connecting partners | Cultivating resources

The National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot Update




In October 2020, senior leadership of the NC Department of Public Instruction, in an effort to be reflective and gain greater insight into the effectiveness of its support for American Indian students agreed to participate in the National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot. NC was one of four states, along with Washington, Oklahoma, and Idaho, selected to participate in the pilot. The Circles of Reflection Pilot launched in North Carolina on November 10, 2020. The AI/AN Education Project developed the Circles of Reflection, a process to engage SEAs, LEAs, and TEDs in rich, reflective discussions and action planning to provide high quality, motivating educational experiences that improve Native students' academic attainment. Circle participants described the state's efforts relative to specific, topical question prompts, organized by six overarching categories of state support. Then, they determined the current level of effort and its impact within each category on a continuum ranging from not present to strong.

North Carolina Reflections/North Carolina Identified Priorities

The Circles of Reflection process was organized around six over-arching categories of state support. Based on information gathered during the National Center's American Indian and Alaska Native (AI/AN) Education Project's Circles of Reflection Pilot, from tribal representatives and the SEA State Advisory Council on Indian Education Liaison, and senior DPI leadership at the time (3) categories were identified as priorities: Effective Teachers and Leaders, Native Culture and Language, and Tribal Consultation and Sovereignty, as detailed in the following:

Outcomes/Updates

To date, senior leadership of the NC Department of Public Instruction, in partnership with the NC Commission of Indian Affairs, is supporting legislative efforts to secure a position within the agency dedicated to managing work that supports the education of American Indian students. This work would include addressing the recommendations prioritized in three core areas: (1) Native culture and language; (2) tribal consultation and sovereignty; and (3) targeted DPI efforts to recruit effective American Indian teachers and leaders.

	Effective teachers and leaders
	Tribal consultation and sovereignty
	Native culture and language

APPENDIX C

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.



APPENDIX D

LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT OF 1972

Date	Event
1969	Release of the seminal study, <i>Indian Education: A National Tragedy, A National Challenge</i> . This study drew national attention to the educational disparities that had resulted from many years of failed policies at the highest levels of government.
1972	Congress enacts the Indian Education Act (IEA) and establishes the Office of Indian Education and the National Advisory Council on Indian Education.
1974	Public Law 93-380 amends the Act to add teacher training and a fellowship program.
1988	Public Law 100-97: Congress extends eligibility to Bureau of Indian (BIA) schools.
1994	Public Law 103-382: Congress reauthorizes Indian Education as Title IX Part A of the Elementary and Secondary School Act.
2001	Public Law 107-110: Congress reauthorizes Title VI Part A of the No Child Left Behind Act. Formula grants are to be based on challenging state academic content, and standardized tests are the tools for improving the quality of teaching and learning.
2015	Public Law 114-95: Congress reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, now cited as the Every Student Succeeds Act (ESSA). As part of this reauthorization Indian Education now falls under Title VI and includes requirements for tribal consultation and meaningful collaboration as it relates to federal programs to serve and improve educational outcomes for American Indian students.

Source: US Department of Education-Office of Indian Education

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

Source: U.S. Department of Education

APPENDIX E

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 F

TITLE VI – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	Stacey Moretti	stacey.morretti@cms.k12.nc.gov	980.343.8638	Southwest
Clinton City	Alicia Leyva	aleyva@clinton.k12.nc.us	910.592.5623 x1626	Sandhills
Columbus	Tamra Carter	tcarter@columbus.k12.nc.us	910.642.5168 x24008	Sandhills
Cumberland	Rodney Jackson	rodneyjackson@ccs.k12.nc.us	910.678.2637	Sandhills
Graham	Ned Long	nlong@graham.k12.nc.us	828.479.9820	Western
Guilford	Stephen Bell	bells2@gcsnc.com	336.370.2337 x717105	Piedmont Triad
Halifax	Bessie Chanta Richardson	richardsonbes@ho.halifax.k12.nc.us	252.583.5111	Northeast
Haliwa-Saponi	Sharon Berrun	sharon.berrun@hstsedu.org	252.257.5853	North Central
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.2416 x229	Sandhills
Jackson	Brent Speckhardt	bspeckhardt@jcpsmail.org	828.586.2311 x1954	Western
Johnston	Gwen Locklear	gwendolynlocklear@johnston.k12.nc.us	919.934.6031	North Central
Person	Joseph Warren	warrenj@person.k12.nc.gov	336.599.2191	North Central
Robeson	Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	Sandhills
Sampson	Wendy Bryant	coharielndianeducation@gmail.com	910.564.6915	Sandhills
Scotland	Barbara Adams Lisa Wilson	badams1@scotland.k12.nc.us lwilson@scotland.k12.nc.us	910.276-1138 ext. 372	Sandhills
Swain	Dr. Branden Sutton	bsutton@swainmail.com http://www.swain.k12.nc.us	828.488.3129 x5133	Western
Wake	Gwen Locklear	glocklear@wcpss.net	919.431.7651	North Central
Warren	Patricia Richardson Stacey Lynch	prichardson@warrenk12nc.org slynch@warrenk12nc.org	252.257.3184	North Central

Source: North Carolina Department of Public Instruction

APPENDIX G

ED 506 Form

Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant 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 level _____

Name of School _____ School District _____

Tribal Membership

The individual with Tribal membership is the (select only one): child child's parent child's grandparent

If the individual with Tribal membership is **not** the child listed above, name the individual (parent/grandparent) with tribal membership: _____

Name and address of Tribe or Band that maintains updated and accurate membership data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

The Tribe or Band is (select only one):

- Federally Recognized Tribe
- State Recognized Tribe
- Terminated Tribe
- Alaska Native
- 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.

Proof of membership in Tribe or Band listed above, as defined by Tribe or Band is:

- Membership or enrollment number establishing membership (if readily available) or
- Other evidence establishing membership in the Tribe listed above (describe and attach)

Membership or enrollment number establishing membership (if readily available) or other evidence establishing membership in the Tribe listed above (describe and attach). _____

Attestation Statement

I verify that the information provided above is true and correct to the best of my knowledge and belief.

Printed Name of Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Phone Number _____ Email _____ Date _____

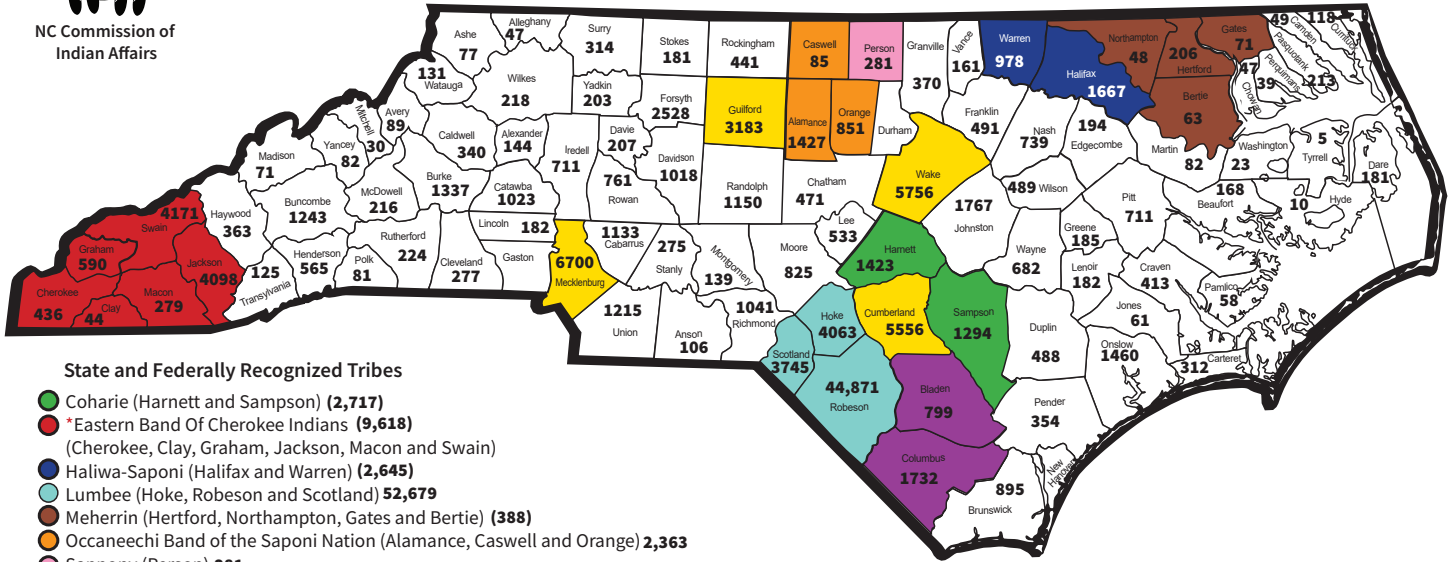
APPENDIX H



NC Commission of Indian Affairs

N.C. Tribal and Urban Communities with 2020 Census Population Alone Data

NC DOA
Department of Administration



State and Federally Recognized Tribes

- Coharie (Harnett and Sampson) (2,717)
 - *Eastern Band Of Cherokee Indians (9,618)
(Cherokee, Clay, Graham, Jackson, Macon and Swain)
 - Haliwa-Saponi (Halifax and Warren) (2,645)
 - Lumbee (Hoke, Robeson and Scotland) 52,679
 - Meherrin (Hertford, Northampton, Gates and Bertie) (388)
 - Occaneechi Band of the Saponi Nation (Alamance, Caswell and Orange) 2,363
 - Sappony (Person) 281
 - Waccamaw Siouan (Bladen and Columbus) 2,531
- * Federally Recognized

- Urban Indian Organizations 21,195
(Holding membership on the NC Commission of Indian Affairs):
Cumberland County Association for Indian People
Guilford Native American Association
Metrolina Native American Association
Triangle Native American Society

Areas in Color indicate counties where the eight Recognized Tribes of North Carolina reside.

Counties in yellow (Mecklenburg, Guilford, Cumberland and Wake) Location of American Indian Associations.

Numbered sections indicate 2020 Census alone population data.

Map published by the North Carolina Commission of Indian Affairs. 2021

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 I

DEFINITION OF TERMS

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

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

End-of-Course (EOC) assessments of Math I, English II, and Biology assess knowledge and skills outlined in the North Carolina Standard Course of Study for Mathematics and English Language Arts and the North Carolina Essential Standards for Science. These tests are administered within the final 10 instructional days of the school year for year-long courses and within the final five instructional days of the semester.

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

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

longstanding commitment to equal opportunity for all students and replaces the No Child Left Behind Act of 2001.

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

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

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

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

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

Low-Performing Schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. §115C- 83.15(115C-105.37).

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

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

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

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

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

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

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

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

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

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

APPENDIX J

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.

Most recently, a review was conducted in February of 2023. This review revisited the 36 schools within the 22 school districts, which were included in the 2017 data and found to still have American Indian-themed mascots/logos/names. Upon examination, it was found that two of the 36 schools no longer have an American Indian-themed logo; however, their names (Warriors and Braves) remain unchanged. Therefore, 34 schools were found to still have an American Indian- themed logo/mascot.



APPENDIX K

A PATHWAY FORWARD: GUIDANCE FOR THE ELIMINATION OF AMERICAN INDIAN MASCOTS IN NC PUBLIC SCHOOLS

Given the State Board of Education’s commitment to the well-being of American Indian students, to eliminating opportunity gaps by 2025, and to making schools and educators more culturally relevant and equity-focused, it is important for the State Board to reaffirm its opposition to American Indian mascots, nicknames, and logos, particularly those that employ and perpetuate offensive stereotypes about American Indians by:

- sending a letter to all public school superintendents and school board members reiterating and recommitting to the State Board’s 2002 resolution, using the letter sent in October 2002 as a template;
- restating the expectation that all local education agencies (LEAs) report annually on their efforts to review their mascots and educate personnel on the effects of American Indian mascots;
- designating a staff person within the Department of Public Instruction responsible for compiling LEAs’ reports and ensuring participation of all LEAs; and
- if allowable by statute, strengthening the State Board’s resolution, thereby requiring the elimination of all American Indian mascots, logos, and nicknames from North Carolina public schools by the start of the 2024-25 school year.

Given that the work of eliminating American Indian mascots ultimately lies with local boards of education and district leadership, SACIE will be providing further guidance to support LEAs in engaging in this work. In addition, the U.S. Department of Education White House Initiative on American Indian and Alaska Native Education provides a resource guide offers insight into beginning the journey to changing American Indian mascots. That resource can be found at the website listed below.

“More Than Mascots: A Resource Guide for Ensuring Native Youth Experience Safe and Welcoming School Environments”
<https://permanent.fdlp.gov/gpo73768/ed005627p.pdf>



APPENDIX L

RESOLUTION OF THE NORTH CAROLINA STATE ADVISORY COUNCIL ON INDIAN EDUCATION

February 26, 2002

TITLE: A Resolution in Support of Eliminating American Indian Descriptions Naming Mascots, Logos, and Sport Team Nicknames for North Carolina Public Schools.

Whereas, the State Advisory Council on Indian Education serves as a mechanism for advising the State Board of Education on issues pertaining to the education of American Indian students in grades K-12; and,

Whereas, the State Advisory Council on Indian Education is charged by the General Assembly of North Carolina, BB 2560, to advise the State Board of Education and the Department of Public Instruction on effective educational practices for Indian students including practices that raise academic achievement and reduce the dropout rate among American Indian students; and,

Whereas, the use of American Indian descriptions naming mascots, logos, and sports team nicknames has been determined to have detrimental effects on the achievement and self-identity, self-concept, and self-esteem of Indian students; and,

Whereas, nearly sixty public schools in North Carolina have Indian sport mascots, and

Whereas, the academic performance of American Indian students continues to lag behind all other groups in North Carolina; and,

Whereas, American Indian students have the highest drop-out rate of any segment of the North Carolina public school enrollment; and,

Whereas, the 18,000 American Indian students and all students in North Carolina's public schools have the right to be treated with respect and dignity and to be free from demeaning stereotypes, and,

Whereas, it is a strategic priority that North Carolina's public schools provide a welcoming, caring, and conducive atmosphere for learning for American Indian students; and,

Whereas, it is a strategic priority of the State Board of Education to have American Indian students achieve high performance in schools; and,

Whereas, it is a strategic priority of the State Board of Education to have teachers and counselors who practice effective strategies for maintaining high levels of self-esteem among American Indian students thereby decreasing failure and dropout rates; and,

Whereas, it is a strategic priority of the State Board of Education to have teachers, administrators, and staff who are culturally sensitive and who are aware of the social and linguistic differences of Indian students; and,

Whereas, it is desirable to sensitize and to inform those well-meaning persons who feel that they are honoring American Indians by using American Indian descriptions for mascots, logos, and sports teams; and,

Whereas, the National Indian Education Association, the Society of Indian Psychologists, the U.S. Commission on Civil Rights, the North Carolina Commission of Indian Affairs, and over 100 other national organizations and school systems have endorsed the elimination of Indian sports mascots; and,

Whereas, the membership of the State Advisory Council on Indian Education considers the use of American Indian descriptions naming mascots, logos, and sports team nicknames as offensive, demeaning, and disrespectful to American Indians, their culture, and their heritage;

We, therefore, resolve

- that for educational, curricular, and psychological reasons, North Carolina’s public schools and their students will benefit from eliminating American Indian mascots and related imagery, and,
- that the State Advisory Council on Indian Education endorses the Resolution of The N.C. Commission of Indian Affairs (NCCIA) and shares the Commission’s hope that all public schools in North Carolina will eliminate Indian sport mascots and imagery by June 2003, and,
- that the N.C. State Advisory Council on Indian Education requests that the North Carolina State Board of Education recommend that the public schools of North Carolina educate themselves on the educational, curricular, and psychological effects of using sport mascots and logos and that all public school systems review their policies and procedures toward the use of Indian sport mascots, logos, and all demeaning imagery.”

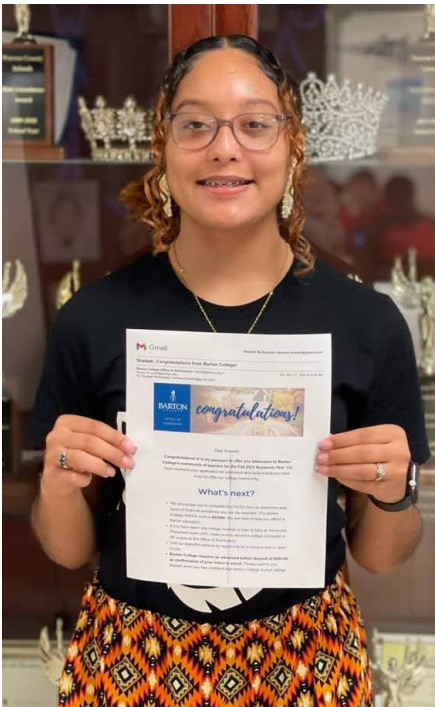
CERTIFICATION

The State Advisory Council on Indian Education adopted this Resolution by a unanimous vote of the membership during the February 26, 2002, meeting.

Signed-

Anthony Locklear, Chairman

Priscilla Maynor, Senior Assistant to State Superintendent of Public Instruction



APPENDIX M

NORTH CAROLINA STATE SUPERINTENDENT OF EDUCATION LETTER TO 117 DISTRICT SUPERINTENDENTS AND CHARTER SCHOOL DIRECTORS CONCERNING STATE BOARD OF EDUCATION'S ACTION STATEMENT ON AMERICAN INDIAN SPORT MASCOTS IN THE NC PUBLIC SCHOOLS

October 31, 2002

MEMORANDUM

TO: LEA Superintendents

Charter School Directors

FROM: Michael E. Ward, State Superintendent

Priscilla J. Maynor, Senior Assistant to State Superintendent

Louise Maynor, Chair, State Advisory Council on Indian Education

SUBJECT: Native American Heritage Month

AMERICAN INDIAN SPORT MASCOTS, LOGOS AND DEMEANING IMAGERY

The month of November is Native American Heritage Month and throughout the state, particularly in our public schools, celebrations and programs are planned that will enhance knowledge in heritage, history, art and tradition of American Indians. These programs reflect your commitment and the commitment of your local board members and school administrators to take every possible step to ensure that schools in your communities are welcoming and caring environments for all public school students.

The State Advisory Council on Indian Education recently convened to discuss action taken by the State Board of Education at its June meeting regarding the use of American Indian sport mascots, logos and demeaning imagery. The State Board approved a recommendation strongly encouraging 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 State 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 all demeaning imagery. Therefore, the State Board requests all local education agencies (LEAs) to annually report to the Department of Public Instruction plans of action and actions implemented including (1) the review of local imagery, and (2) any activities to educate public school personnel of the educational, curricular, and psychological effects of using American Indian sport mascots and logos.

In light of No Child Left Behind and its requirements, the State Board's action is timely. American Indian students, both male and female, have the highest dropout rate of any ethnic group enrolled in our public schools. In 2001, American Indian students represented 1.47% of the total school membership and represented 2.7% of the total LEA dropout. Academic performance on end-of-grade and end-of-course tests has consistently improved; however, these



Superintendents

October 31, 2002

students continue to perform significantly lower than comparable students in the state. With this in mind, it is imperative that we encourage American Indian students to be successful in school and make sure schools are inviting places for them.

The Council will be responsible for collecting, analyzing, and reporting activities to the State Board. To assist school districts with this process and planning, the Council has compiled a list of resources and information, which is enclosed. In order to meet the deadlines for the annual report of the State Advisory Council on Indian Education, we need to have each LEA's report on activities and actions taken by March 28, 2003.

We thank you in advance for your cooperation and attention to this important issue. It is a timely reexamination and one that not only has the potential to improve learning environments for American Indian students, but will also support safe, orderly and caring environments for all students. For additional information, you may contact Priscilla J. Maynor, Senior Assistant to the State Superintendent, at pmaynor@dpi.state.nc.us or Louise Maynor, Council Chair, at lmaynor@gte.net.

MEW:PJM:jd

Enclosures:

- Action approved by the State Board of Education
- Resolution of the State Advisory Council on Indian Education
- Resolution of the United States Commission on Civil Rights
- Memorandum written by Richard P. Mills, State Commissioner of Education, State Education Department of New York
- "Why Educators Can't Ignore Indian Mascots", by Dr. Cornel Pewewardy, University of Kansas
- "The Problems with Native American Mascots", by Laurel R. Davis, Springfield College

Resources:

Mascot Education & Action Group
PO Box 18640
Asheville, NC 28814
(828) 669-6677

The Center for Diversity Education
2 South Pack Square
Asheville, NC 28801
(828) 254-9044/www.diversityed.com



APPENDIX N

DATA NOTES

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

The denominator (15,953) 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 2021-22. The numerator (12,795) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 19 Title VI school districts in 2021-22. The numerator (3,153) 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 2021-22.

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

End-of-Course (EOC) Scores

EOC exams are the summative assessments administered to students enrolled in NC Math I, NC Math 3, 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 or higher. The denominator is the number of eligible students.

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

End-of-Grade (EOG) Scores

EOG exams are summative assessments administered to students at grades 3–8. These include mathematics and reading at grades 3–8, and science in grades 5 and 8. EOG scores indicate the percentage of students that scored Level 3, Level 4 or Level 5. The numerator is the number students scoring Level 3 or higher. The denominator is the number of eligible students.

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

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.

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

Performance Source: Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board)). The mean total score is the summation of the average Critical Reading and Writing score and the average Mathematics score.

AP Exam Scores

The College Board offers college-level courses in 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 = wellqualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

Data Source: The College Board.

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); the denominators were taken from the Average Daily Memberships (ADMs) and the Grade, Race, Sex (GRS) by LEA files From the Division of School Business.

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). 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 Office of Accountability and Testing. 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 36.

Cohort Graduation Rates

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

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

Dropout Rates

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. A dropout is defined by State Board policy (DROP-001) as “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.”

Dropouts are reported by each district and charter school in the state, and “event dropout rates” are computed. Dropout counts do not include students below the compulsory school age or students in pre-kindergarten or kindergarten, expelled students or schools who are attending Adult High School programs. 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 a measure of the total students in a specified grade span.

Short Term Suspension Data

A short-term suspension is defined as the exclusion of a student from school attendance for disciplinary purposes for up to 10 days (NCGS § 115C-390.1). The data in this section reflect total numbers of short-term suspensions that may include multiple suspensions per student, as some students receive multiple short-term suspensions each year, not numbers of unique students. Rates of short-term suspension are expressed as a rate per 1,000 students.

Data Source: <https://www.dpi.nc.gov/media/16327/open>

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 racial/ethnic group 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 racial/ethnic group.

