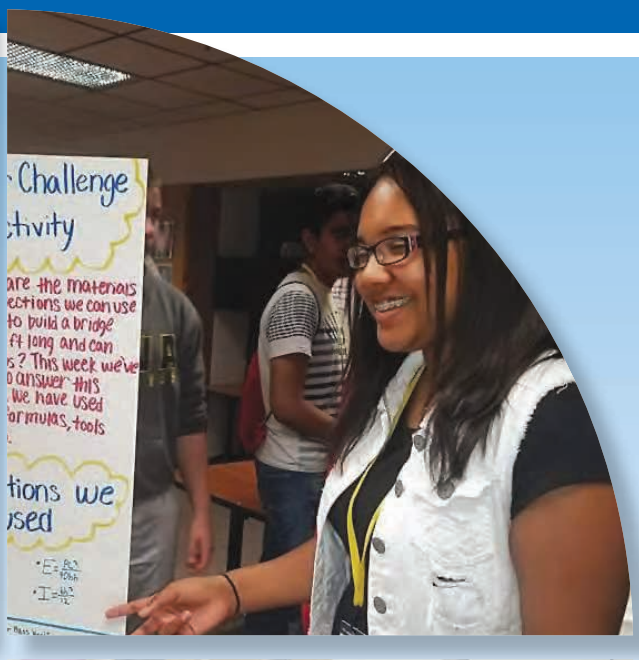
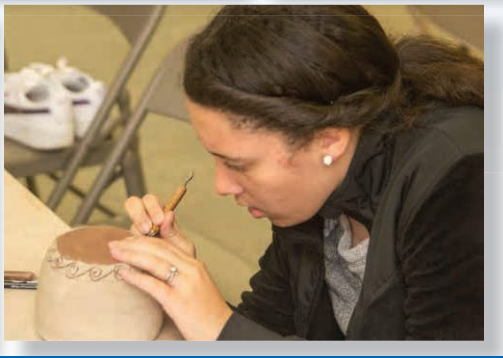
Growing Sacred Wisdom Keepers Through Connections to American Indian Culture and Education





State Advisory Council on Indian Education | Report to the North Carolina State Board of Education

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

APRIL 2018

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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SBE VISION: Every public school student, through access to needed resources and rigor, will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

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LETTER FROM THE SACIE CHAIRWOMAN

"A very great vision is needed, and the man who has it must follow it as the eagle seeks the deepest blue of the sky," –Crazy Horse, Sioux Chief.

As Chairwoman of the North Carolina State Advisory Council on Indian Education (SACIE), I speak on behalf of all members by stating that we share the vision of the State Board of Education that every American Indian student "will graduate ready for post secondary education and work, prepared to be a globally engaged and productive citizen." In order to see this vision fulfilled, the SACIE Board reviews academic data of American Indian students and compares that data to non-American Indian students. The information is compiled and presented in the annual SACIE report; this year's report is entitled *Growing Sacred Wisdom Keepers Through Connection to American Indian Culture and Education: The State of Education of American Indian Students in NC.*

SACIE works tirelessly to promote various programs that will enhance the achievement levels of American Indian students by working closely with our stakeholders. For several years, SACIE has been working to provide American Indian education resources that will enhance the awareness of American Indian education for all NC educators. We are proud to say this year that a professional development module was implemented allowing teachers to integrate American Indian culture into their curricula. Our goal is to ensure that all NC educators are equipped with accurate information that pertains to North Carolina American Indian tribes and ancestry; thus, creating an environment that is conducive for learning.

SACIE has accomplished much success over the years; however, there is much more that needs to be done. As advocates for more than 20,000 NC American Indian students, we will continue to work with the state board, Department of Public Instruction, tribal leaders and communities, educators, business leaders, parents, and students in hopes of eliminating the achievement gap between American Indian students and their counterparts. In closing, we are dedicated to continuing the crucial work of SACIE. We realize that it is beneficial not only for American Indian students but also for every individual in North Carolina.

Sincerely yours,

Connie Locklear, Ed.D

PART I: Executive Summary and Recommendations

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

Legislative Requirement

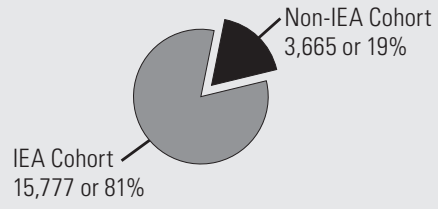
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE)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

The law (NCGS § 115C-201.4) requires the Council to submit to the SBE an annual report of performance outcomes and related recommendations about the achievement of American Indian students in grades K-12. Each finding in this report compares American Indian student performance with three peer groups: 1) White, 2) Black, and 3) Hispanic, except in the state-level findings where the highest performing subgroup and American Indians are compared. It is important to note that a rating of "proficiency" means that students are performing "at or above" grade level. Conversely, "non-proficient" means that student performance falls below grade level. Teachers, principals, and parents are advised to consider all performance percentages.

Public School Enrollment Data

As of the 2016-17 academic year, the total enrollment of American Indians/Alaskan Native (AI/AN) students in North Carolina's public schools was 19,442 (NC Department of Public Instruction, 2017). Of this number, 15,777 students were enrolled in 18 school districts that receive funding through the Title VI Indian Education Act (IEA) of 1972 (see Appendices A, B, C and D). One district, Hertford County, is not a Title VI grantee but does enroll Indian students of the Meherrin Tribe. This report provides performance data of all students self-identified as American Indian/ Alaskan Native to include those served by Title VI programs. Enrollment data is based on the final Average Daily Membership (ADM) reported by the LEA for the 2016-17 school year.

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



Source: Division of Financial and Business Services, NC Department of Public Instruction, 2017

State-level Findings

The table below compares academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates. These outcomes are for students attending the 18 Title VI school districts and Hertford County Schools. Federal schools are not included in this report for 2016-17.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	42.8%	70.6%	27.8
EOG Math	40.0%	67.3%	27.3
EOC Math I	49.3%	75.1%	25.8
EOC English II	44.9%	72.4%	27.5
EOC Biology	42.3%	69.2%	26.9
Four Year Cohort Graduation Rate	84.3%	89.2%	4.9
Dropout Rate	2.46%	1.85%	.61

Recommendations

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

1. Strongly encourage identified low-performing districts and schools that enroll American Indian students to develop goals and activities that specifically address increasing the achievement of American Indian students in the improvement plans they are required to submit to the state under G.S.§ 115C-105.37(a1) (4).
2. Continue to include the SACIE report on the recommended list of data sources School Improvement Teams should review and analyze as they develop or review their annual plans, and require those that serve American Indian students to identify in their School Improvement Plans how they will incorporate the most current SACIE report, resources, and educational best practices to meet the needs of American Indian students in their schools.
3. Strongly encourage all NC Department of Public Instruction staff and all NC educators, specifically those who support districts and schools with American Indian populations, to be aware of American Indian tribes in NC, their history, and their culture. These educators should also have knowledge of all available instructional resources to support the increased achievement of American Indian students. These resources include, but are not limited to, collaborating with NC American Indian tribes, organizations, or Indian education programs to receive training or consultation and/or requiring them to review the current SACIE Report and educational resources available through the Culturally Responsive Teaching about American Indians self-paced module in connection with NC Teaching Standard II.
4. Encourage all schools to become knowledgeable of and promote the teaching and celebration of American Indian cultures, languages, and histories throughout the school year, to include but not limited to the celebration of American Indian Heritage Month.
5. Ensure the current annual SACIE Report, Growing Sacred Wisdom Keepers Through Connections to American Indian Culture and Education, is widely disseminated across school districts and shared with external stakeholders. In addition, the current report should be posted on the websites of all schools and districts that serve American Indian students.
6. When enacting Section 6.1 of the NC Consolidated Plan under the Every Student Succeeds Act, the state should continue to consider the academic and non-academic needs of American Indian students when developing and revising strategies in the State Education Agency (SEA) plan.

PART II: Discussion of State and LEA Findings

Interpreting the Findings

The 2016-17 edition of the State Advisory Council on Indian Education Report consists of state-level and district-level achievement profiles. It is intended to inform educators, policymakers, parents, and tribal communities about the annual progress of American Indian students in critical areas of school success across North Carolina. In this report, the academic achievement of American Indian students is profiled for the state and each of the Title VI school districts and one additional district in the following assessment categories:

1) End-of-Grade (EOG) Reading (grades 3-8 combined)
2) End-of-Grade (EOG) Math (grades 3-8 combined)
3) End-of-Course (EOC) Math I
4) End-of-Course (EOC) Biology
5) End-of-Course (EOC) English II
6) Cohort Graduation Rate (CGR)
7) Dropout Rate, grades 9-13
8) Scholastic Aptitude Test (SAT)
9) American College Test (ACT
10) Advanced Placement (AP)

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

The cohort graduation rate, SAT data, and AP data in the state and district profiles are provided for three years: 2014-2015, 2015-2016, and 2016-2017. This report highlights a three-year data trend to align with the critical transition period for the physical, emotional, and cognitive development of students in the upper elementary grades (grades 3-5) through middle school (grades 6-8). This point is particularly relevant, given research that supports a stage-theory approach for students, especially minority and disadvantaged students. Regarding American Indian students, educators must be mindful of the interplay between cognitive readiness and the cultural environment: family, friends, tribe, and community. (McMahon, Kenyon, & Carter, 2012)

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

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

The one year of data in the tables and figures for EOG reading and mathematics and EOC Math I, Biology, and English II indicate the percentage of students who performed at or above Achievement Level 3 in 2016-17. The achievement level descriptors for 2016-17 are:

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

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

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

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

Cohort Graduation Rate

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

Dropout Rate

North Carolina General Statute 115C-12(27) requires the compilation of an annual report of students dropping out of schools in the state. Dropouts are reported for each district and charter school in the state, and "event dropout rates" are computed. The three years of dropout data in the state and district profiles show the percentage of students in grades 9-13 by race, and by race and gender, who dropped out between 2015 to 2017.

SAT

The three-year trend of SAT data and district profiles shows the participation rates and the mean total SAT scores of graduating seniors from 2014-15 to 2016-17. SAT performance is compared at the state, district and subgroup levels. (Note: As of January 2016, SAT scores were calculated differently from previous years. Thus, scores prior to 2016 are not completely comparable.)

Advanced Placement (AP)

The three-year trend of AP data and district profiles shows the participation rates and the percentages of AP test-takers in grades 9-13 who scored a Level 3 or higher from 2015 to 2017. Additional details regarding these assessments, and special abbreviations and notations, may be found in the Data Notes section of Appendix I.

Racial/Ethnic Subgroups

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

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

Cultural Information

There are eight (8) American Indian tribes located in North Carolina that hold membership on the NC Commission of Indian Affairs. Under the Dawes Act of 1887, the Eastern Band of Cherokee Indians was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized. The Lumbee Tribe of North Carolina is also state and federally recognized. The Lumbee were recognized by the federal government under the "Lumbee Act of 1956" in name only. As per NCGS 143B-704, eight Indian tribes and four Urban Indian Associations hold membership on the NC Commission of Indian Affairs. Chapter 71A of the North Carolina General Statutes provides summary of the Indian tribes recognized by the state of North Carolina (see Appendix F). As part of each profile, attention is given to the major American Indian tribes represented in the statewide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report (NC Department of Administration, Commission of Indian Affairs, 2015).

Using the Findings

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

ACT

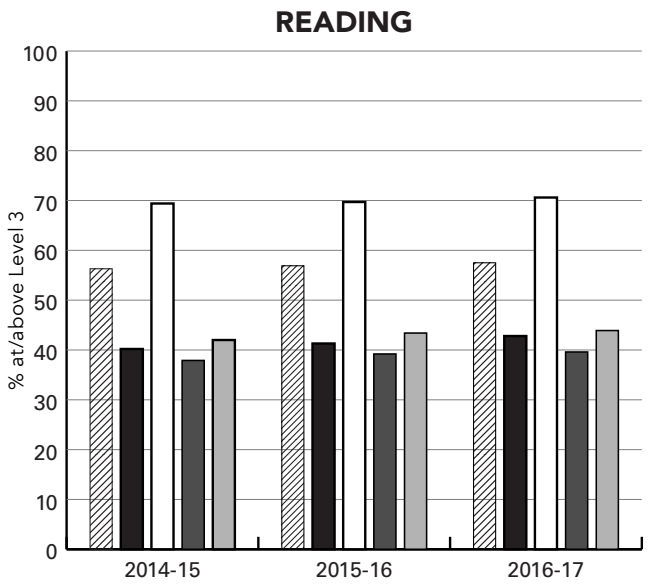
The ACT College Admissions Assessment is given to all students in the 11th grade and the ACT WorkKeys assessment is administered to seniors who are Career and Technical Education (CTE) concentrators. Beginning in 2012-13, the ACT and the ACT WorkKeys became part of North Carolina's school accountability program.

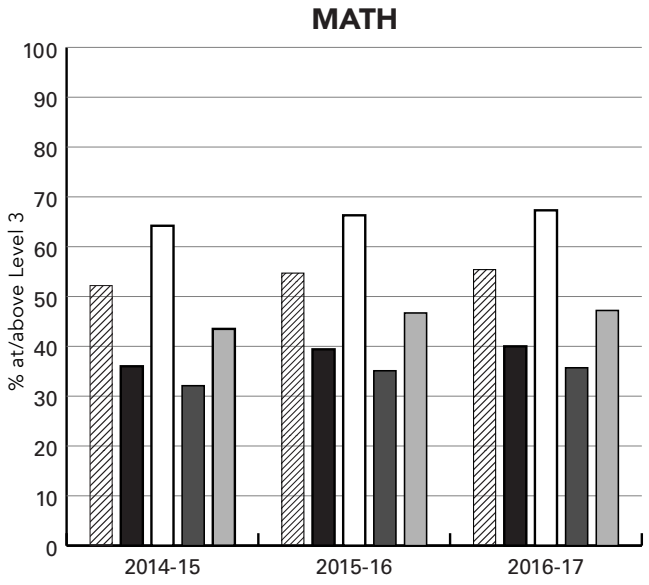
In order to support student success on the ACT, North Carolina administers the ACT Plan assessment at 10th grade. ACT Plan is a diagnostic assessment that predicts future performance on the ACT. It also provides information to help parents, teachers, and students determine future goals.

ACT scores can range from a score of 1 to a max score of 36. The overall ACT test score is the average of scores (also 1-36) in the English, Math, Reading, and Science sections of the test.

STATE FINDINGS

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





Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) Percent at/above Level 3					
2014-15	56.3	40.2	69.4	37.9	42.0
2015-16	56.9	41.3	69.7	39.2	43.4
2016-17	57.5	42.8	70.6	39.6	43.9
End-of-Grade Math (Grades 3-8 Combined) Percent at/above Level 3					
2014-15	52.2	36.0	64.2	32.1	43.5
2015-16	54.7	39.4	66.3	35.1	46.7
2016-17	55.4	40.0	67.3	35.7	47.2

State | American Indian | White | Black | Hispanic

EOG: Reading and Math

The EOG reading data show that American Indian students performed 14.7 percentage points below the average for all other students in the state in 2016-17. To explain, 42.8% of American Indian students demonstrated grade level proficiency in reading compared to the state average for all students of 57.5%. American Indian students (42.8%) performed 3.2 percentage points higher in reading than their Black peers (39.6%).

American Indian students (42.8%) performed 1.1 percentage points below Hispanic students (43.9%).

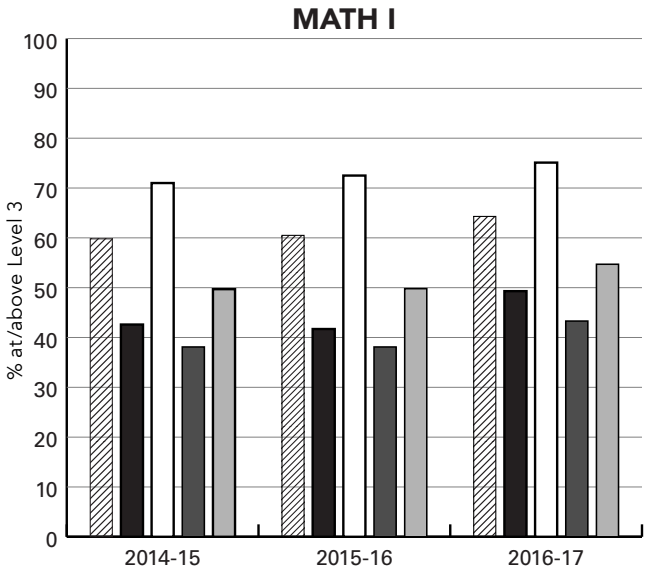
Compared to White students (70.6%), American Indians (42.8%) performed 27.8 percentage points lower.

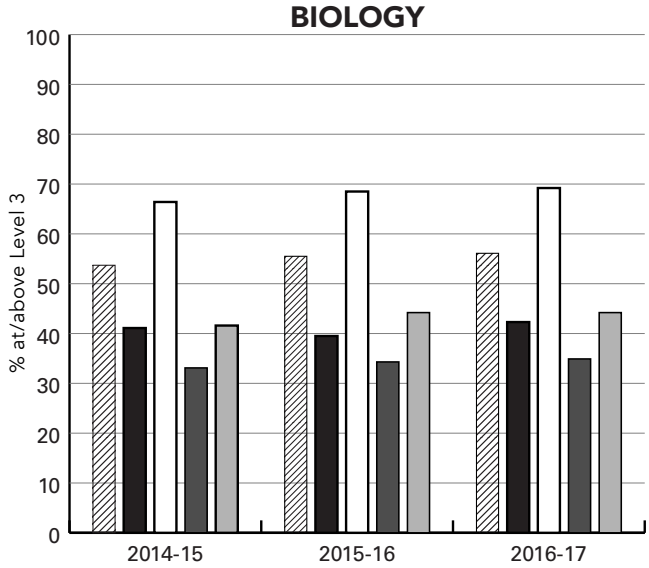
The EOG math data show that American Indian students performed significantly lower, 15.4 percentage points, than all other students in the state in 2016-17. To explain, 40% of American Indian students demonstrated grade-level proficiency in math compared to the state average of 55.4% of students who demonstrated grade-level proficiency.

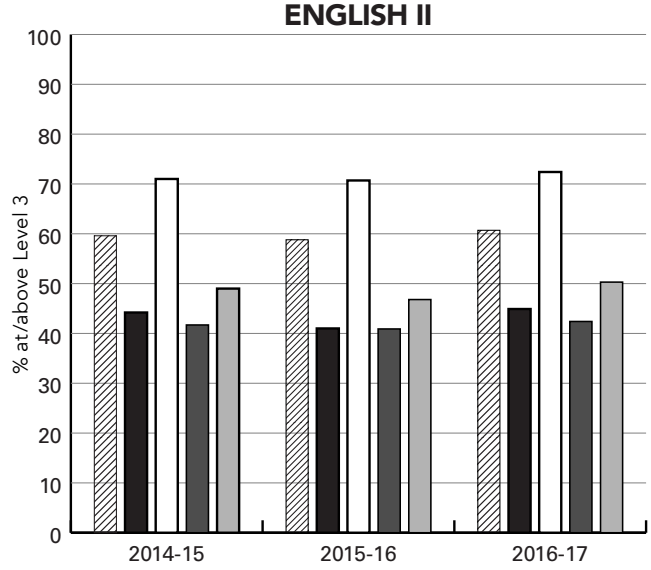
American Indian students (40.0%) scored 27.3 percentage points lower than their White peers (67.3%) and 7.2 percentage points lower than their Hispanic peers (47.2%).

American Indian students scored 4.3 percentage points higher than their Black peers (35.7%).

HIGH SCHOOL END-OF-COURSE TESTS







Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2014-15	59.8	42.6	71.0	38.1	49.7
2015-16	60.5	41.7	72.5	38.1	49.8
2016-17	64.3	49.3	75.1	43.3	54.7
Biology: End-of-Course – Percent at/above Level 3					
2014-15	53.7	41.1	66.4	33.1	41.6
2015-16	55.5	39.5	68.5	34.3	44.2
2016-17	56.1	42.3	69.2	34.9	44.2
English II: End-of-Course – Percent at/above Level 3					
2014-15	59.6	44.2	71.0	41.7	49.0
2015-16	58.8	41.0	70.7	40.9	46.8
2016-17	60.7	44.9	72.4	42.4	50.3

State | American Indian | White | Black | Hispanic

EOC: Math I, Biology and English II

In 2016-17, overall proficiency rates increased in Math (64.3%), Biology (56.1%), and English II (60.7%). American Indian students (49.3%) performed 15 percentage points lower in Math I than the state average for all students (64.3%), 25.8 percentage points lower than their White peers (72.1%), and 5.4 percentage points lower than their Hispanic peers.

American Indian students performed 6 percentage points higher than their Black peers (43.3%). This same trend applies to proficiency rates for Biology.

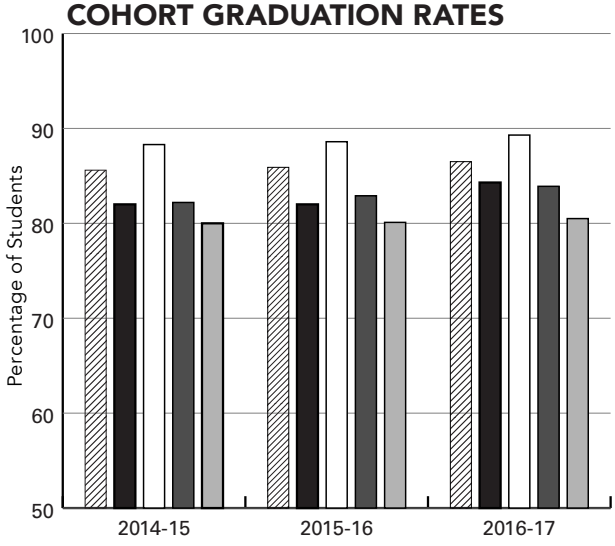
American Indian students (42.3%) performed 13.8 percentage points below the state average (56.1%).

American Indian students demonstrated lower rates of proficiency than White (69.2%) and Hispanic students (44.2%). American Indian students performed higher than their Black peers (34.9%).

Likewise, the percentage of students demonstrating proficiency in English II reflects the same trend with American Indian students lagging behind the state average. American Indian students (44.9%) performed 15.8 percentage points below the state average (60.7%). American Indian students achieved lower rates of proficiency than both White (72.4%) and Hispanic (50.3%) students. American Indian students performed slightly higher than their Black peers (42.4%).

HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

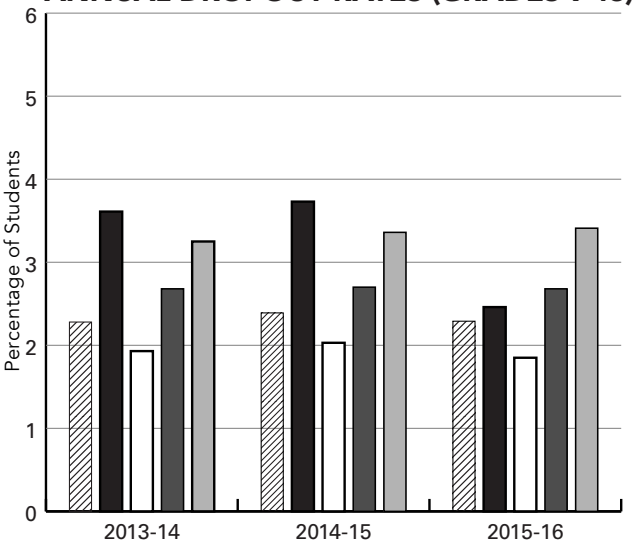
NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES



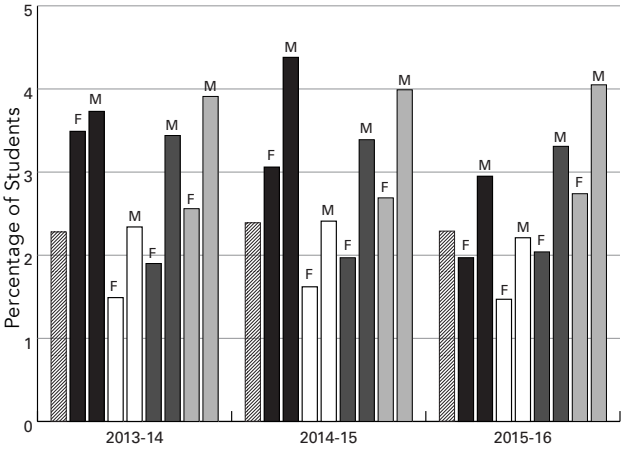
Year	State	American Indian	White	Black	Hispanic
NC 4-Year Cohort Graduation Rates					
2014-15	85.6	82.0	88.3	82.2	80.0
2015-16	85.9	82.0	88.6	82.9	80.1
2016-17	86.5	84.3	89.3	83.9	80.5
Annual Dropout Rates (Grades 9-13)					
2013-14	2.28	3.61	1.93	2.68	3.25
2014-15	2.39	3.73	2.03	2.70	3.36
2015-16	2.29	2.46	1.85	2.68	3.41

Annual Dropout Rates (Grades 9-13), Male & Female Students									
		F	M	F	M	F	M	F	M
2013-14	2.28	3.49	3.73	1.49	2.34	1.90	3.44	2.56	3.91
2014-15	2.39	3.06	4.38	1.62	2.41	1.97	3.39	2.69	3.99
2015-16	2.29	1.97	2.95	1.47	2.21	2.04	3.31	2.74	4.05

ANNUAL DROPOUT RATES (GRADES 9-13)



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



Four-Year Cohort Graduation Rate (CGR)

While the four-year cohort graduation rate of American Indian students (84.3%) trailed that of all students in the state (86.5%) by 2.2 percentage points, in 2016-17 American Indian students surpassed their four-year cohort graduation rate from the previous year. The four-year graduation rate of American Indian students exceeds that of Hispanic students (80.5%) by 3.8 percentage points, but lags behind White students (89.3%) by 5 percentage points. The graduation rate among American Indian students increasing to 84.3 percent indicates positive movement in the right direction.

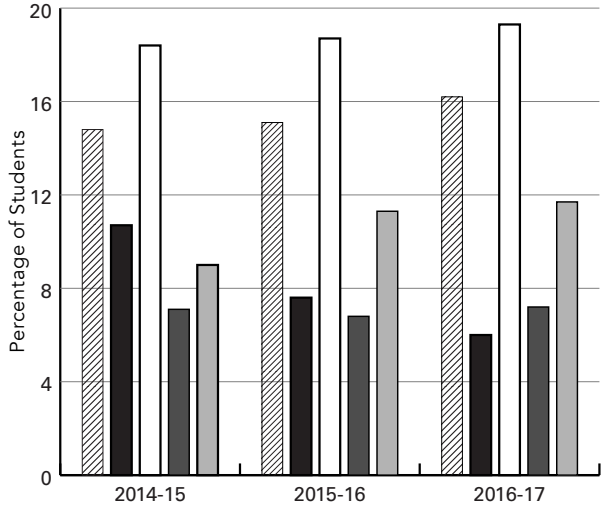
Annual Dropout Rate

The dropout rate within the American Indian population in particular has been a long-standing issue of public concern. Because the dropout rate and the cohort graduation rate tend to be inversely related, the more students who remain in school, the more who will also graduate from high school. Among American Indians and most racial/ethnic groups from 2014-15 to 2015-16, fewer students dropped out and more students graduated. A substantial decrease was noted in the dropout rate for American Indian students for 2015-16. American Indian dropout rate in 2015-16 was 2.46 percent, which was lower than both their Hispanic (3.41%) and Black (2.68%) peers. However, the American Indian dropout rate continues to be higher than the state's rate at 2.29 percent and their White peers at 1.85 percent. When comparing male and female dropout rates, the data continues to show that male students in all racial/ethnic groups tend to drop out at a higher rate than female students. The 2015-16 American Indian dropout rate for males (2.95%) and females (1.97%) has improved considerably since 2014-15. The rate for American Indian females was reduced by 1.09 percentage points and the rate for males dropped by 1.43 percentage points.

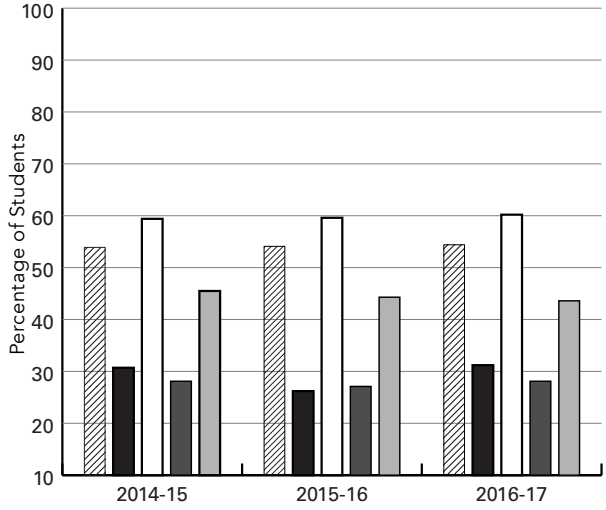
Source: Division of Accountability Services, NC Department of Public Instruction, 2017

ADVANCED PLACEMENT (AP) TESTING

NC STUDENTS TAKING AN AP EXAM



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



Year	State	American Indian	White	Black	Hispanic
Percent of Students NC Students Taking an Advanced Placement Exam					
2014-15	14.8	10.7	18.4	7.1	9.0
2015-16	15.1	7.6	18.7	6.8	11.3
2016-17	16.2	6.0	19.3	7.2	11.7
AP Performance: Percent of Students Scoring 3, 4, or 5					
2014-15	53.9	30.7	59.4	28.1	45.5
2015-16	54.1	26.2	59.6	27.1	44.3
2016-17	54.4	31.2	60.2	28.1	43.6

State | American Indian | White | Black | Hispanic

Advanced Placement (AP)

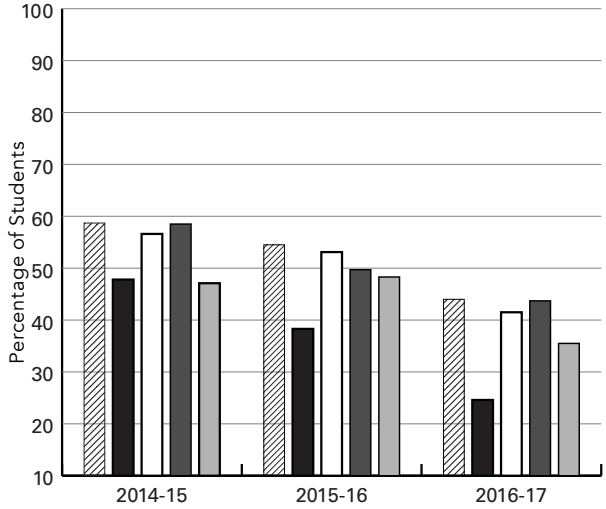
From 2015-16 to 2016-17, the percentage of students taking AP exams increased slightly for all students in the state by 1.1 percentage points. However, from 2015-16 to 2016-17, the number of American Indian students taking AP exams fell 1.6 percentage points while all other racial and ethnic subgroups numbers increased. The number of Black students taking AP exams increased by 0.4 percentage points, White students' participation increased 0.6 percentage points, and Hispanic students increased by .4 percentage points. American Indian students had the lowest AP exam participation rates at 6%, with White students at 19.3%, Hispanic students at 11.7%, and Black students at 7.2%. However, all student subgroups, other than White students, were lower than the state average participation rate (16.2%).

PERFORMANCE

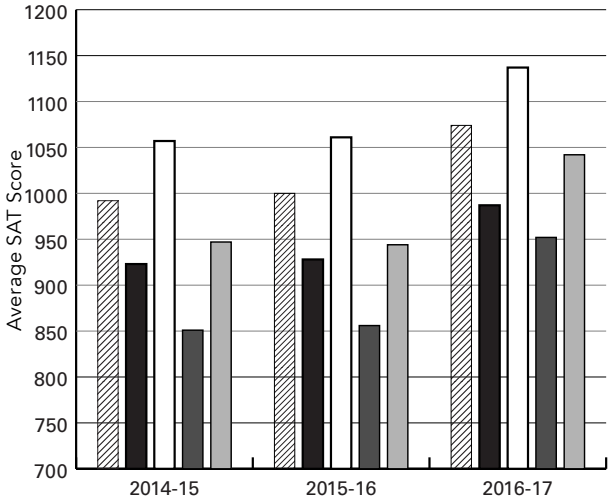
The College Board considers students who score 3 or higher on AP exams as "passing." Only White students (60.2%) had a higher percentage of students scoring 3 or higher on AP exams than all other students (54.4%) in the state. The percentage of American Indian students who passed AP exams increased (31.2%) from 2015-16, with American Indian students scoring higher than their Black peers (28.1%), but lower than the state and all other racial and ethnic subgroups.

SAT TESTING

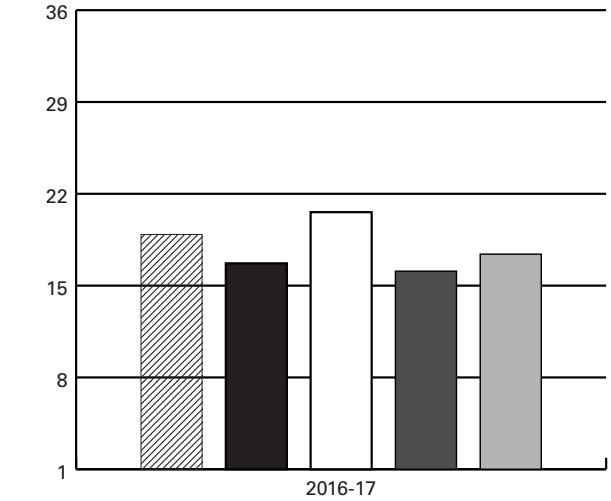
NC STUDENTS TAKING THE SAT



NC AVERAGE SAT SCORES



NC AVERAGE ACT SCORES



Year	State	American Indian	White	Black	Hispanic
Percent of NC Students Taking the SAT					
2014-15	58.7	47.8	56.6	58.5	47.1
2015-16	54.5	38.3	53.1	49.7	48.3
2016-17	44.0	24.6	41.5	43.7	35.5
NC Average SAT Scores					
2014-15	992	923	1057	851	947
2015-16	1000	928	1061	856	944
2016-17	1074	987	1137	952	1042

State | American Indian | White | Black | Hispanic

SAT

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

PARTICIPATION

According to 2016-17 College Board data, SAT participation declined across the state and among all racial and ethnic groups. The rate of all North Carolina Public School students taking the SAT in 2016-17 (44%) was 10.5 percentage points below the rate of test takers in 2015-16 (54.5%). The rate of American Indians taking the SAT in 2016-17 (24.6%) was 13.7 percentage points below the percentage rate in 2015-16. Data show that the largest reduction in SAT participation from 2015-16 to 2016-17 was among American Indian students, followed by Hispanic students with a decrease of 12.8 percentage points, then followed by White students with a decrease of 11.6 percentage points.

PERFORMANCE

For those taking the SAT in 2016-17, average scores for the state and all racial and ethnic groups increased from the previous year. American Indian students scored 59 points higher in 2016-17 than they did in 2015-16. However, the 2016-17 average score for American Indians was 987, which was 87 points below the state average (1074), 150 points lower than the score of their White peers (1137), and 55 points lower than their Hispanic peers (1042).

ACT

According to the 2016-17 ACT assessment data, American Indian students had an average score of 16.7, which is 2.2 points lower than the state average score (18.9). In relation to their peers, American Indians' average ACT score was 3.9 points lower than Whites, 0.7 points below Hispanics, and 0.6 points above their Black peers.

Year	State	American Indian	White	Black	Hispanic
NC Average ACT Scores					
2016-17	18.9	16.7	20.6	16.1	17.4

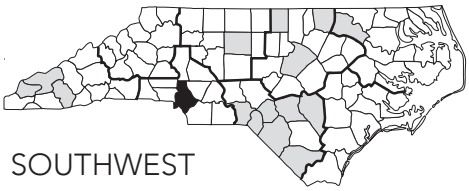
State | American Indian | White | Black | Hispanic

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

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

CHARLOTTE-MECKLENBURG SCHOOLS

DISTRICT CONTACT: CHIQUITA LLOYD
http://www.cms.k12.nc.us

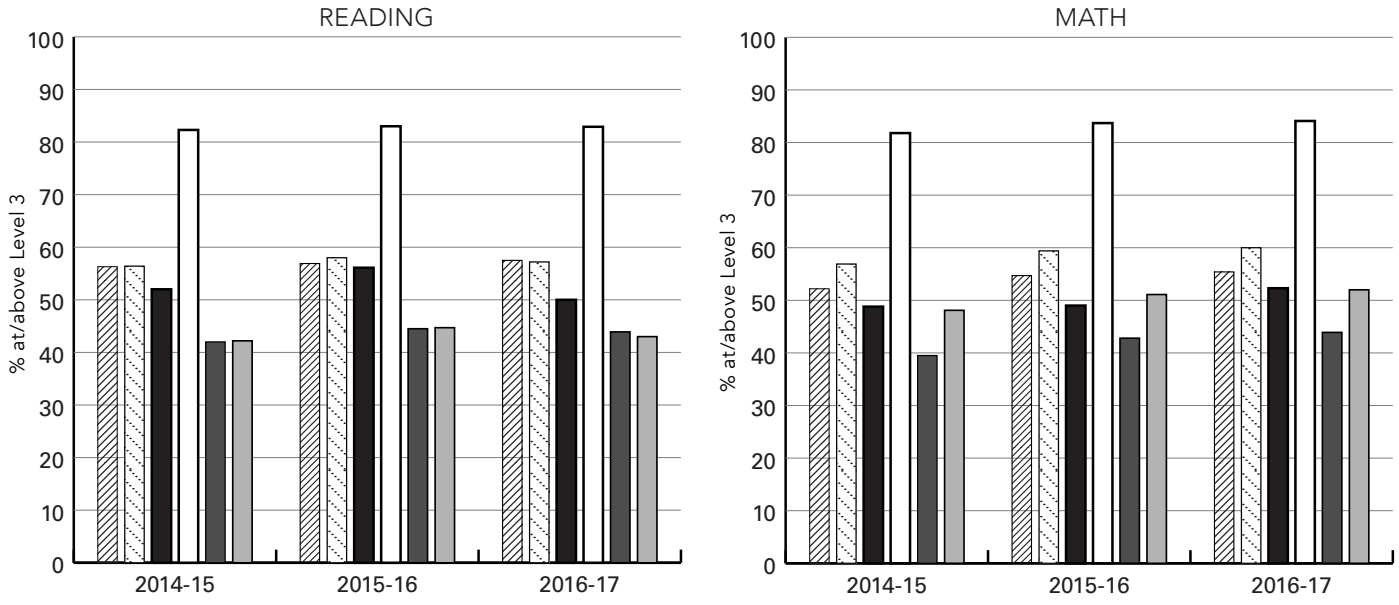


SOUTHWEST

Charlotte-Mecklenburg Schools enrolled 147,157 students in 168 schools, which includes a variety of theme-specific campuses. The 2016-17 enrollment reflects 627 (0.4%) American Indian students from various tribes. In 2016-17, the district proficiency rates were slightly higher than the state proficiency rates on most EOG/ EOC assessments. The district's proficiency rate in EOG reading was 0.3 percentage points lower than the state. American Indian students performed below the district and state averages in all EOG/EOC subjects, but demonstrated higher rates of proficiency than their Hispanic and Black peers on the EOG reading and math assessments and the EOC Math I. However, American Indian students lagged behind their Hispanic and Black peers in EOC 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 significantly (13.4 percentage points) for 2016-17 and was above the state and district rates, as well as all racial and ethnic subgroup rates, except for White students. No data have been reported for the annual dropout rate of American Indians for the last three years.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	56.4	52.0	82.3	42.0	42.2
2015-16	56.9	58.0	56.1	83.0	44.5	44.7
2016-17	57.5	57.2	50.0	82.9	43.9	43.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	56.9	48.8	81.8	39.5	48.1
2015-16	54.7	59.4	49.0	83.7	42.8	51.1
2016-17	55.4	60.0	52.3	84.1	43.9	52.0
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	64.4	50.9	88.8	45.5	51.9
2015-16	60.5	66.0	46.8	89.9	47.1	53.3
2016-17	64.3	68.9	58.9	90.1	51.3	58.0
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	58.4	62.1	84.8	42.7	48.2
2015-16	55.5	60.4	52.4	85.8	43.4	49.3
2016-17	56.1	56.3	30.6	83.5	39.9	43.3
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	64.4	66.1	88.2	51.9	53.6
2015-16	58.8	60.9	49.0	86.1	47.3	48.9
2016-17	60.7	63.8	41.5	87.7	49.9	53.4
4-Year Cohort Graduation Rate						
2014-15	85.6	88.3	91.7	93.8	86.8	79.6
2015-16	85.9	89.6	79.2	94.6	89.5	79.8
2016-17	86.5	89.4	92.6	94.8	89.7	78.5
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.31	n/a	1.10	2.39	4.84
2014-15	2.39	2.33	n/a	1.20	2.25	4.71
2015-16	2.29	2.40	n/a	1.13	2.04	5.40

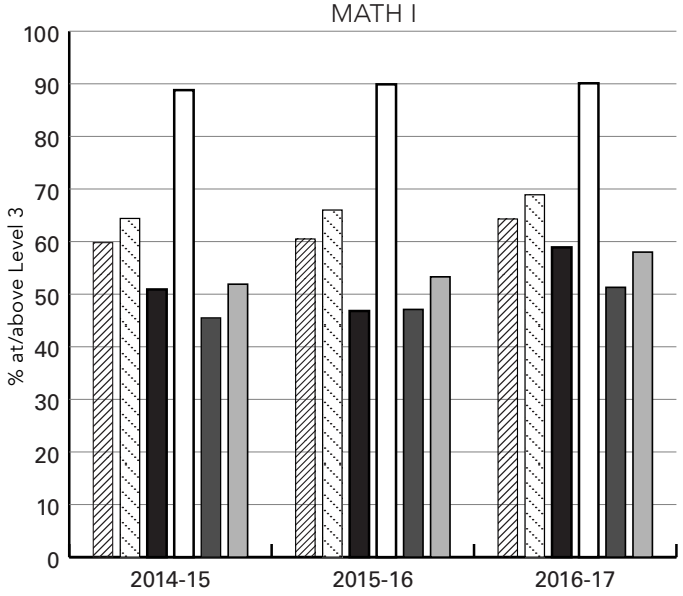
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



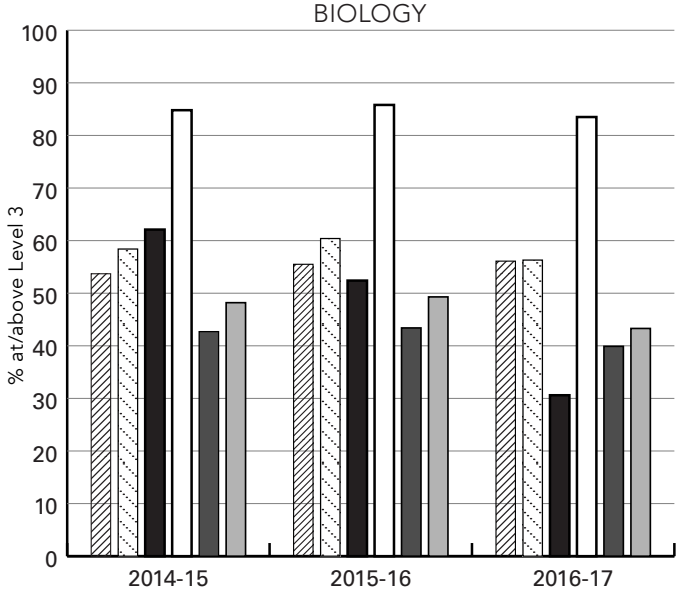
 Source: Division of Accountability Services, NC Department of Public Instruction, 2017

END-OF-COURSE TESTS

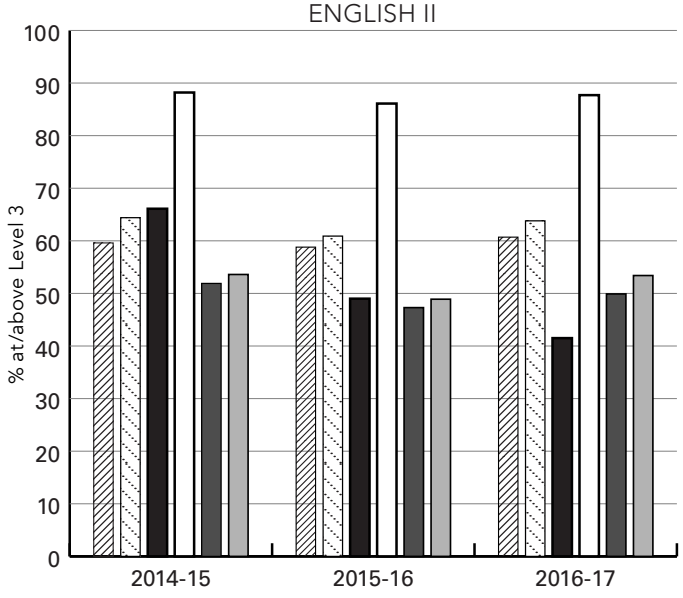
MATH I



BIOLOGY

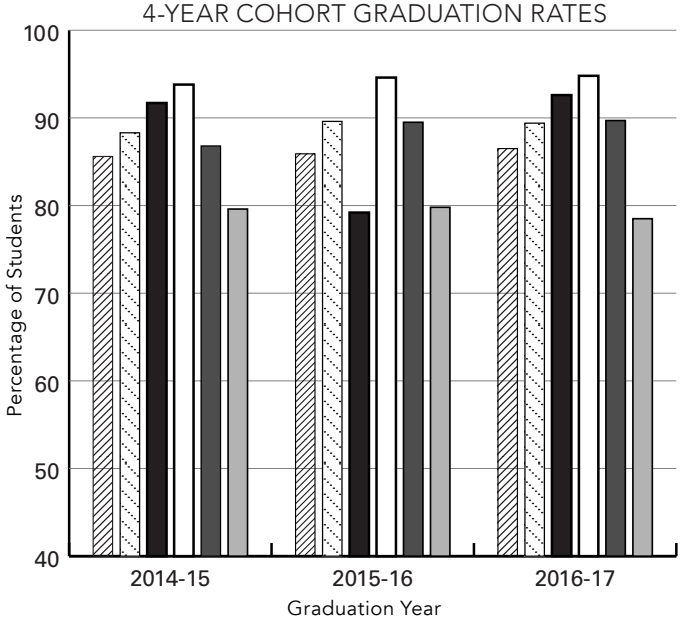


ENGLISH II

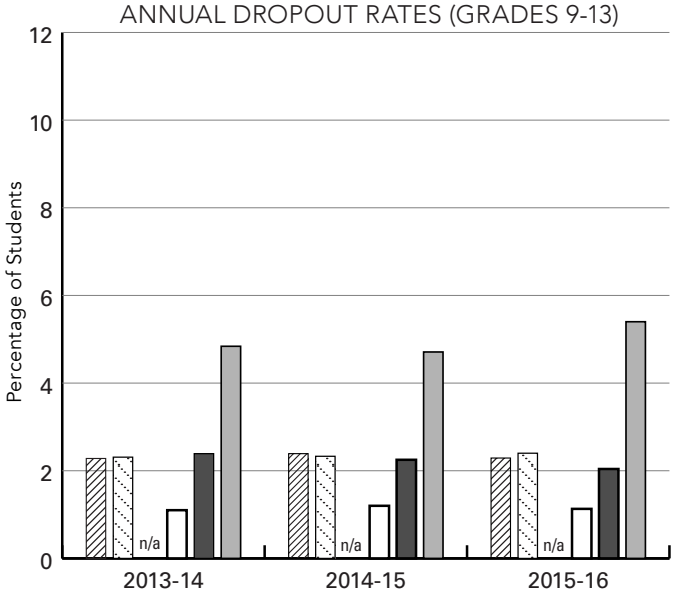


HIGH SCHOOL COMPLETION

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.)

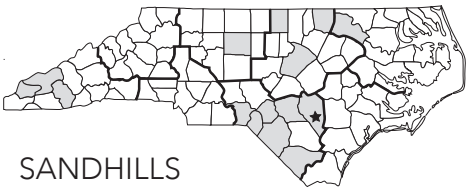
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

CLINTON CITY

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

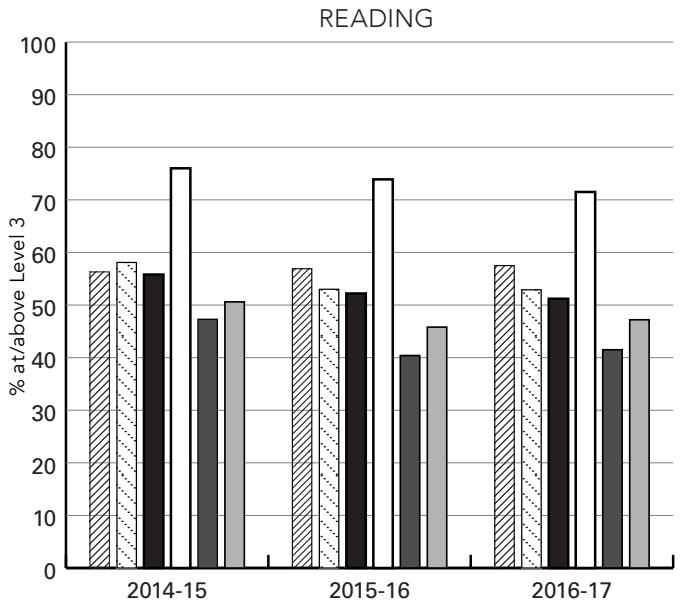


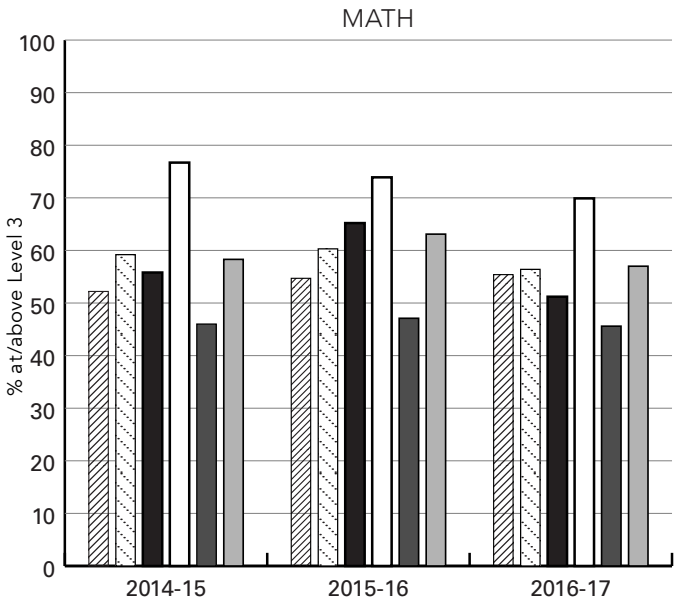
SANDHILLS

Clinton City Schools enrolled 3,017 students, including 82 (2.7%) American Indians, mainly of the Cohaire Tribe. In the Title VI cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. In 2016-17, the district proficiency rates lagged behind the state in all EOG and EOC tested areas except for EOG math and EOC Math I. American Indian students performed below the district average in both EOG reading and math. Not enough data are available to present proficiency rates for Biology and English II EOC assessments. American Indian students demonstrated higher rates of proficiency than their Black and Hispanic peers in EOG reading and slightly above their Black peers in EOG math; however, they lagged behind their White peers in both areas. The 4-Year Cohort Graduation rate for American Indian students is not reported due to insufficient data. There were not enough American Indian students to specify exact proficiency rates; however, the district's 4-Year Cohort Graduation rate exceeds the state's rate. 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						
2014-15	56.3	58.1	55.8	76.0	47.3	50.6
2015-16	56.9	53.0	52.2	73.9	40.4	45.8
2016-17	57.5	52.9	51.2	71.5	41.5	47.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	59.2	55.8	76.7	46.0	58.3
2015-16	54.7	60.3	65.2	73.9	47.1	63.1
2016-17	55.4	56.4	51.2	69.9	45.6	57.0
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	56.1	33.3	76.7	34.6	63.0
2015-16	60.5	54.8	*	75.8	39.1	45.7
2016-17	64.3	64.9	53.8	84.5	51.4	50.0
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	48.0	<5	74.6	32.3	34.5
2015-16	55.5	38.8	*	70.6	22.5	29.5
2016-17	56.1	41.1	*	55.0	29.6	39.6
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	56.0	*	80.0	39.8	60.5
2015-16	58.8	49.8	*	70.5	37.0	47.6
2016-17	60.7	53.3	*	70.4	38.4	50.0
4-Year Cohort Graduation Rate						
2014-15	85.6	89.5	>95	90.9	87.5	85.0
2015-16	85.9	89.1	>95	88.1	91.5	83.0
2016-17	86.5	87.4	*	94.7	89.0	79.2
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.98	n/a	n/a	3.85	n/a
2014-15	2.39	1.05	n/a	n/a	N/A	n/a
2015-16	2.29	2.29	n/a	n/a	n/a	n/a

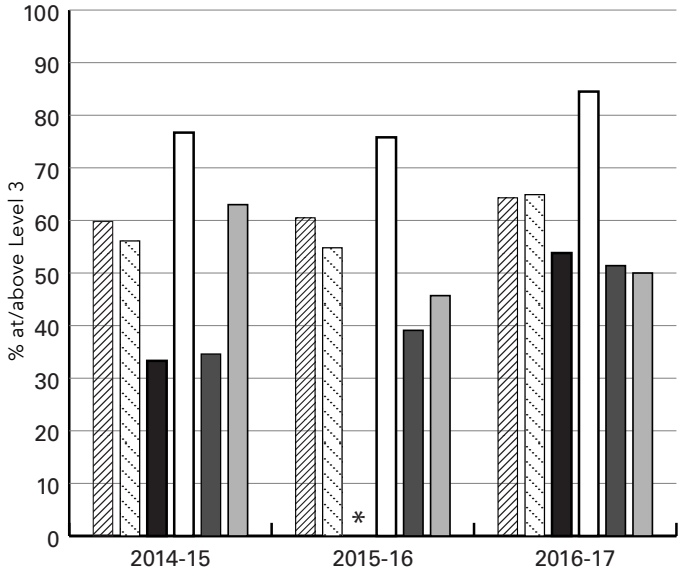
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



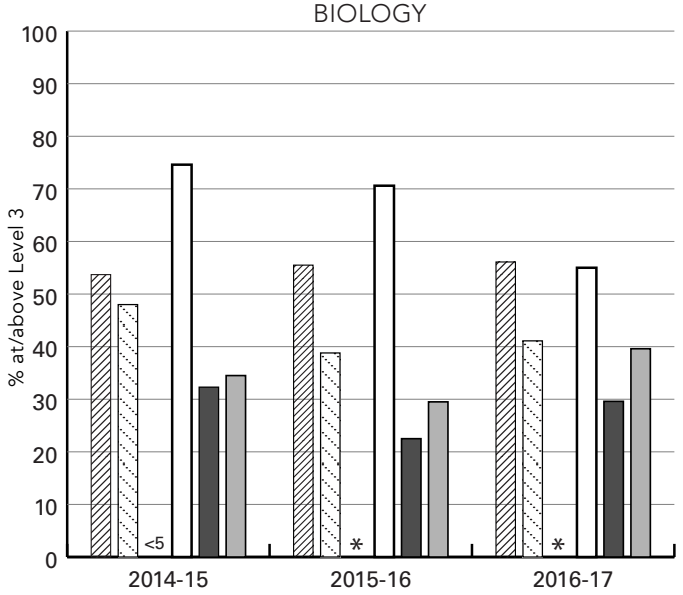


END-OF-COURSE TESTS

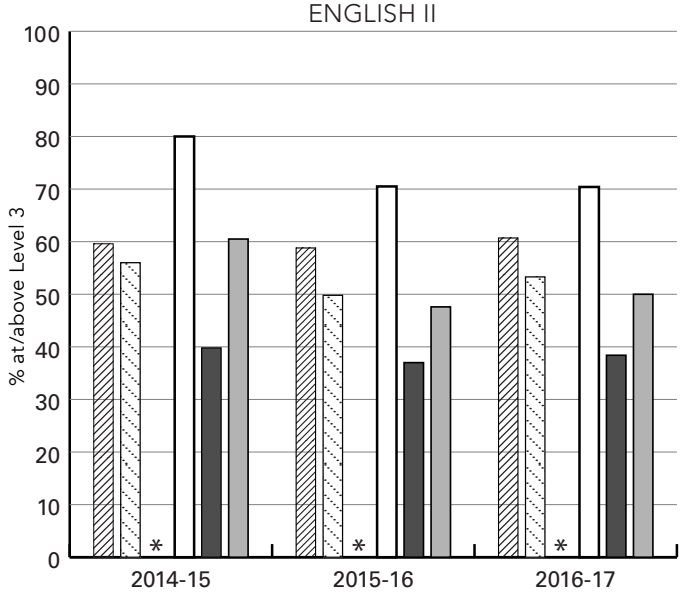
MATH I



BIOLOGY

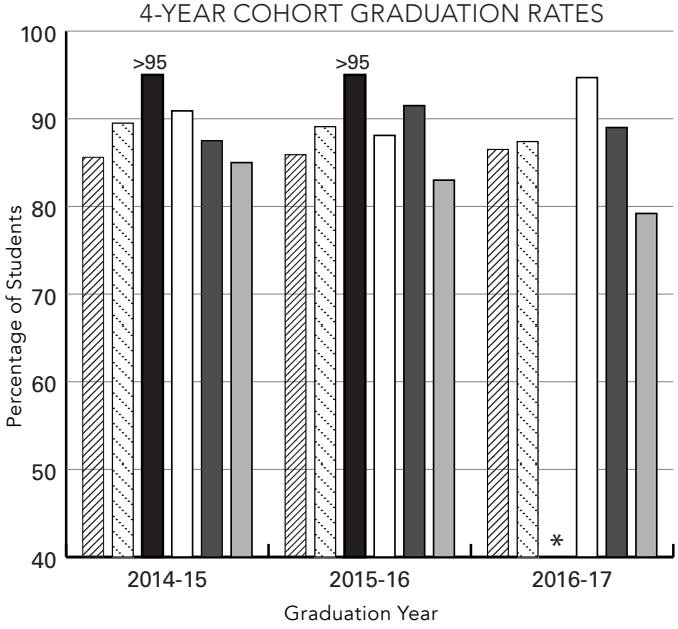


ENGLISH II

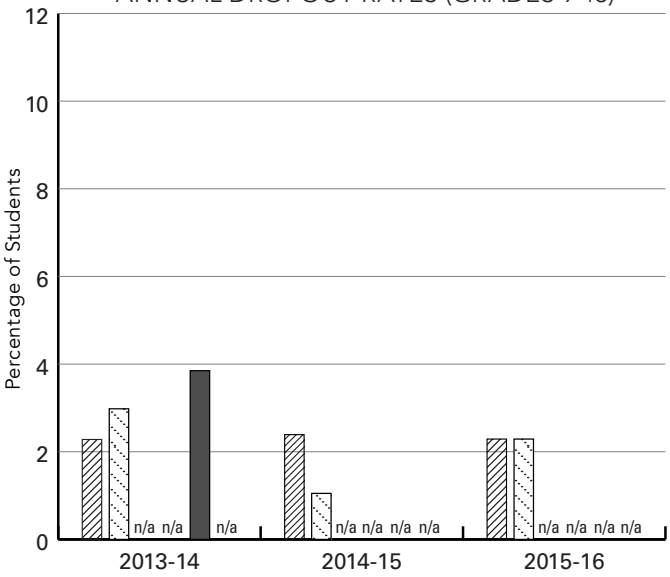


HIGH SCHOOL COMPLETION

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.)

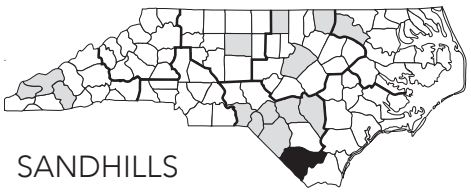
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

COLUMBUS COUNTY

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



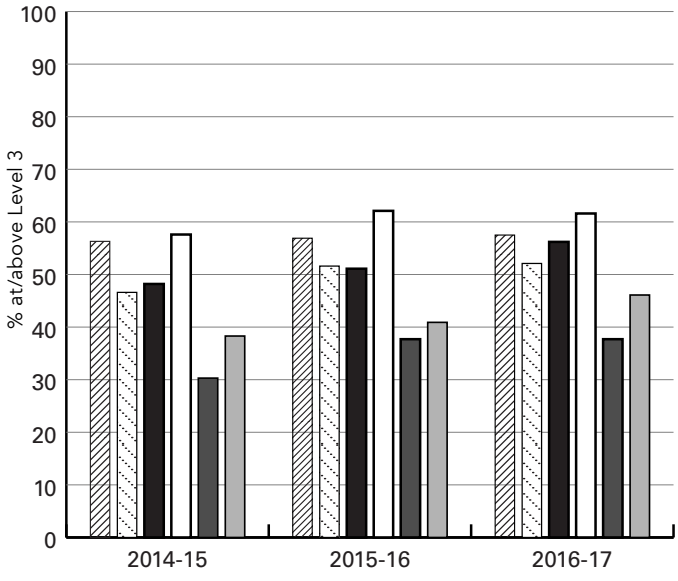
SANDHILLS

Columbus County Schools enrolled 5,800 students of whom 306 (5.2%) are American Indians, primarily from the Waccamaw Siouan Tribe, which is indigenous to Bladen County and surrounding communities. In 2016-17 the average proficiency rate of the district was lower than the state average in EOG reading and math and all EOC assessments. American Indian students performed above the state and district proficiency rates in EOC Math 1 and above the district proficiency rate in EOG reading. However, when comparing other EOG and EOC proficiency rates, American Indian students were below both state and district percentages. American Indian students demonstrated higher proficiency rates than their Black peers in all EOG and EOC subjects and higher rates than their Hispanic peers in EOC Math I and EOG reading. However, the average proficiency rates of American Indian students lagged behind those of their White peers on all EOG and EOC assessments except Math I. The 4-Year Cohort Graduation rate for American Indian students is higher than the state rate, the district rate, and the rates of their White, Black and Hispanic peers in the district. Sufficient data are not available for comparison of the annual dropout rate of American Indians

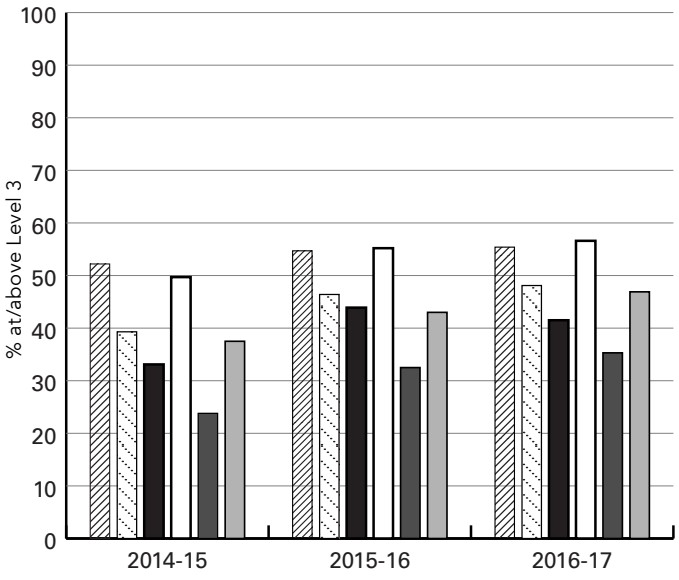
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	46.6	48.2	57.6	30.3	38.3
2015-16	56.9	51.6	51.1	62.1	37.7	40.9
2016-17	57.5	52.1	56.2	61.6	37.7	46.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	39.3	33.1	49.7	23.8	37.5
2015-16	54.7	46.4	43.9	55.2	32.5	43.0
2016-17	55.4	48.1	41.5	56.6	35.3	46.9
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	40.9	27.8	49.6	28.7	33.3
2015-16	60.5	53.9	30.4	64.0	35.4	59.5
2016-17	64.3	57.2	65.5	62.1	43.4	58.0
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	45.6	43.6	56.5	30.9	38.6
2015-16	55.5	43.0	46.9	53.1	27.8	28.9
2016-17	56.1	51.9	43.8	62.1	33.8	55.2
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	49.7	55.0	58.6	36.9	39.5
2015-16	58.8	42.4	40.0	51.9	29.3	29.4
2016-17	60.7	58.9	42.1	70.6	40.3	58.3
4-Year Cohort Graduation Rate						
2014-15	85.6	84.8	>95	86.1	83.7	68.0
2015-16	85.9	81.5	80.8	84.9	77.0	75.9
2016-17	86.5	84.6	94.9	84.5	85.5	74.5
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.59	n/a	2.76	2.51	n/a
2014-15	2.39	1.97	n/a	1.45	2.27	n/a
2015-16	2.29	1.81	n/a	1.76	2.00	n/a

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

READING

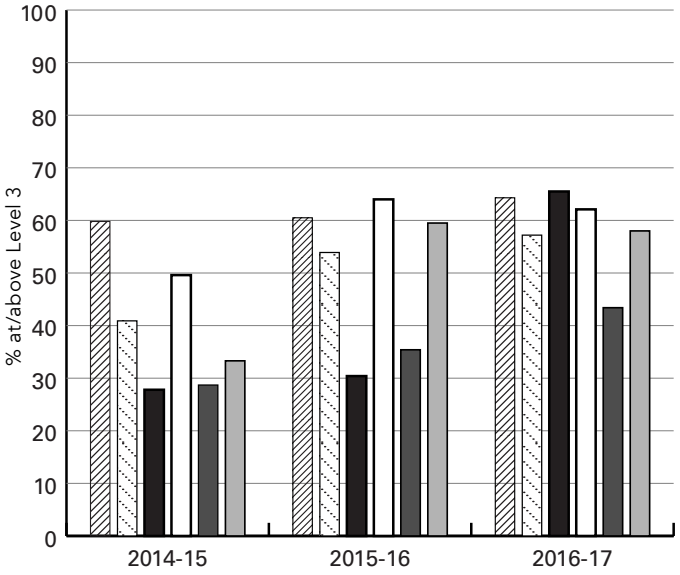


MATH

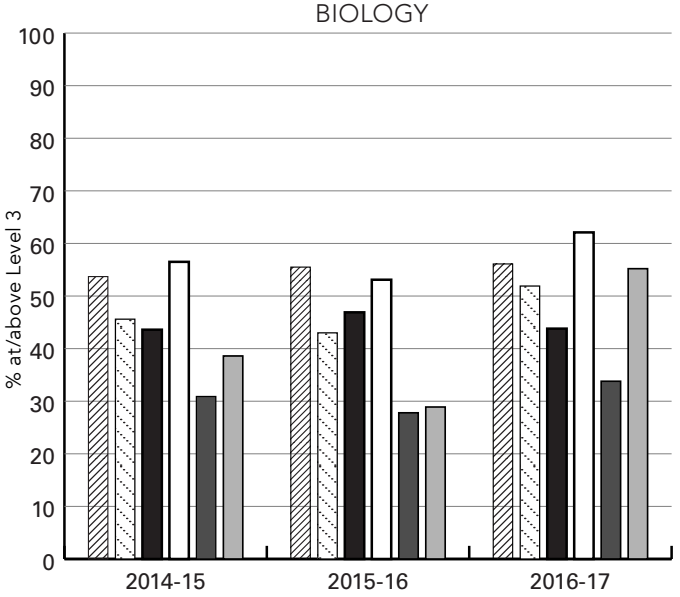


END-OF-COURSE TESTS

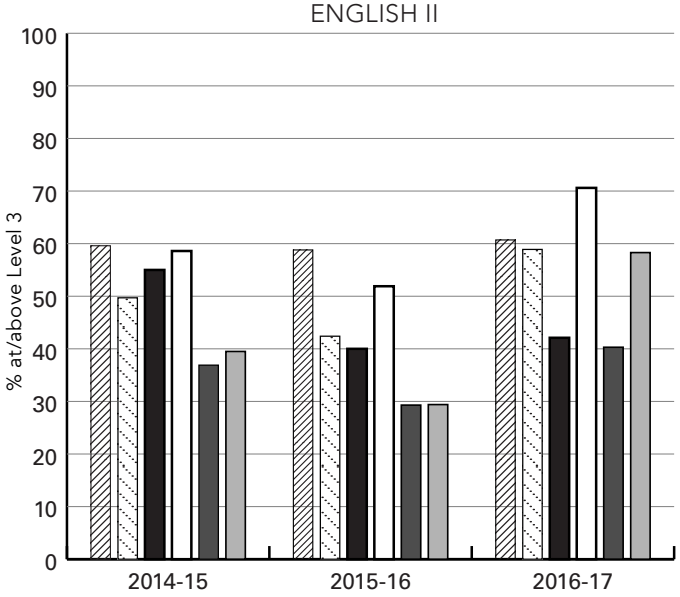
MATH I



BIOLOGY

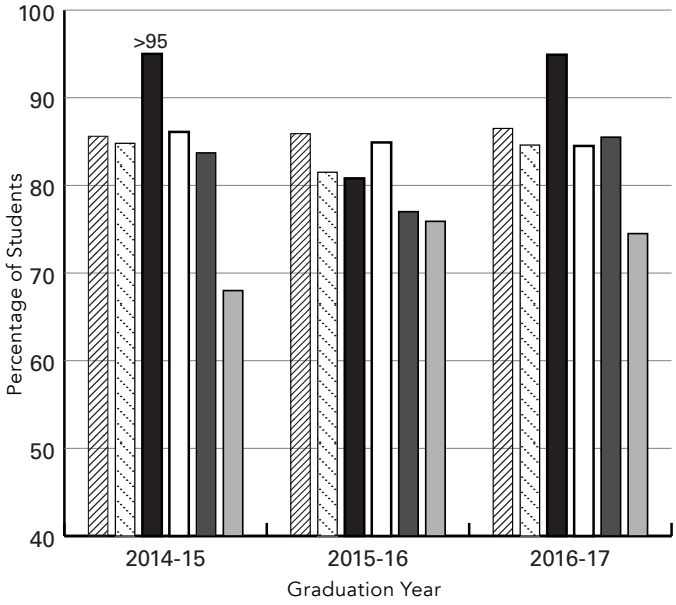


ENGLISH II

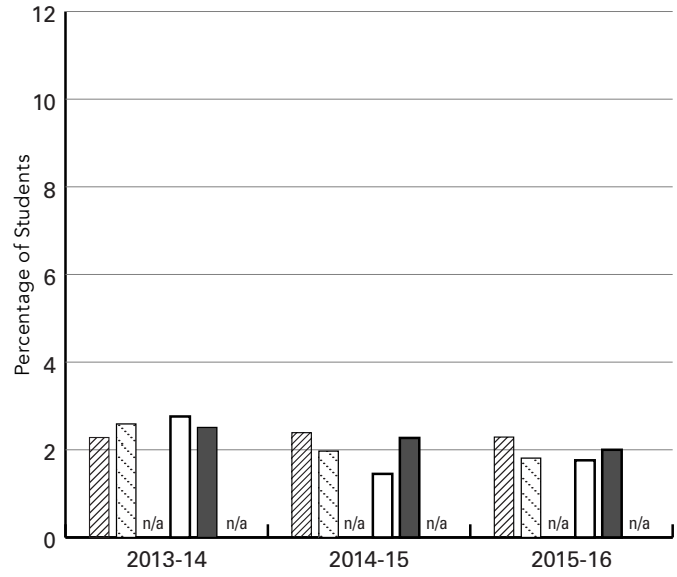


HIGH SCHOOL COMPLETION

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.)

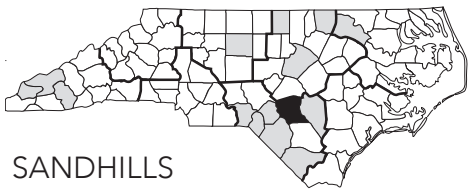
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

CUMBERLAND COUNTY

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

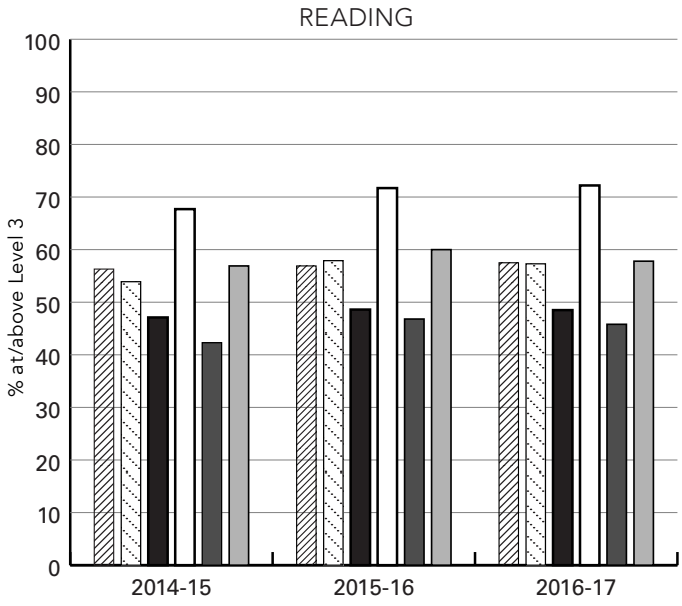


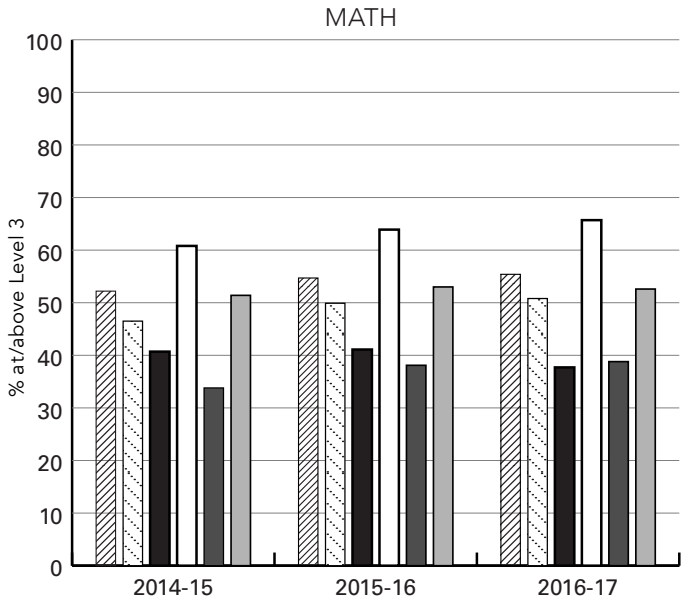
SANDHILLS

Cumberland County Schools serves an expansive military community, which adds to the diversity of the district. The district currently serves 50,496 students, including 862 (1.7%) American Indian students, mainly of the Lumbee Tribe. The district operates 87 schools, including 15 high schools and two early colleges. In 2016-17, the average proficiency rate for the district lagged behind that of the state average in all EOG and EOC subject areas. American Indian students' average rate of proficiency was above the district in EOC Math I and above the district and state in EOC English II. However, in all other EOG and EOC areas the proficiency rates of American Indian students were below the state and district rates. American Indian students demonstrated higher rates of proficiency than their Black peers in all EOG and EOC tested subjects, except for EOG reading. American Indian students' proficiency rates lagged behind their White peers in each EOG and EOC subject area and behind their Hispanic peers in all areas except EOC English II. Compared to the state, the district, and all other racial/ethnic groups, American Indians have the lowest 4-Year Cohort Graduation rate. American Indians also, have a higher annual dropout rate than the state, the district, and all other racial/ethnic groups.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	53.9	47.1	67.7	42.3	56.9
2015-16	56.9	57.9	48.6	71.7	46.8	60.0
2016-17	57.5	57.3	48.5	72.2	45.8	57.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	46.5	40.7	60.8	33.8	51.4
2015-16	54.7	49.9	41.1	63.9	38.1	53.0
2016-17	55.4	50.8	37.7	65.7	38.8	52.6
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	53.9	55.4	70.4	40.0	50.4
2015-16	60.5	55.1	54.3	71.6	40.7	56.6
2016-17	64.3	60.2	61.5	73.4	48.3	63.3
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	50.5	38.6	65.3	37	56.3
2015-16	55.5	54.2	34.9	71.0	41.6	53.8
2016-17	56.1	53.5	53.2	69.6	40.5	55.6
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	59.1	51.6	75.1	46.2	57.8
2015-16	58.8	59.0	56.3	73.9	47.4	59.0
2016-17	60.7	60.1	64.1	73.0	49.2	63.8
4-Year Cohort Graduation Rate						
2014-15	85.6	81.7	66.1	85.0	79.2	83.8
2015-16	85.9	81.9	72.8	83.8	79.5	84.3
2016-17	86.5	82.1	68.9	85.6	79.6	83.5
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.22	4.53	2.29	2.22	1.55
2014-15	2.39	2.07	4.71	1.80	2.37	1.46
2015-16	2.29	2.55	4.53	2.39	2.72	2.52

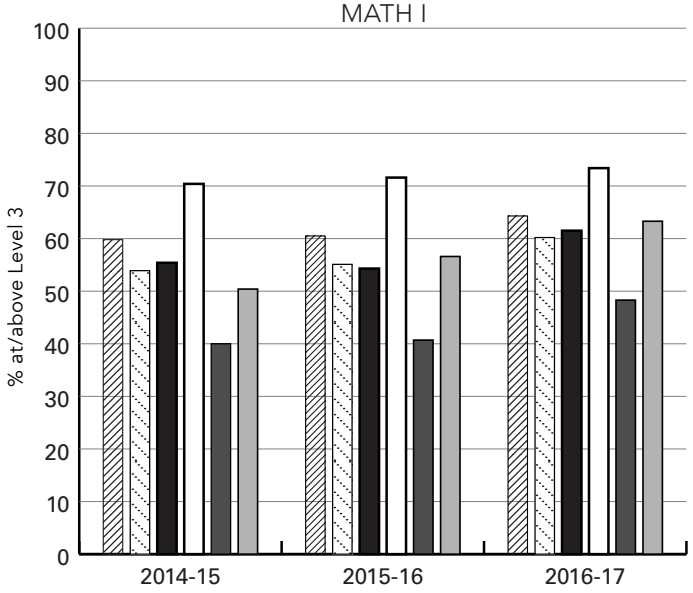
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



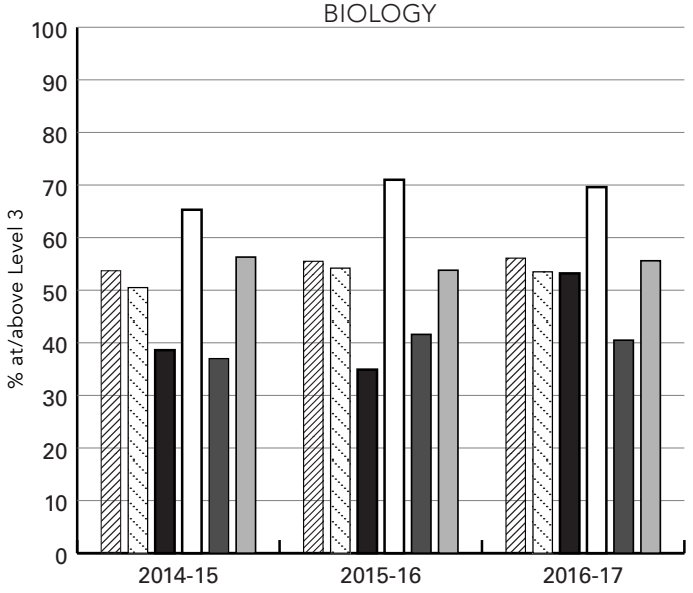


END-OF-COURSE TESTS

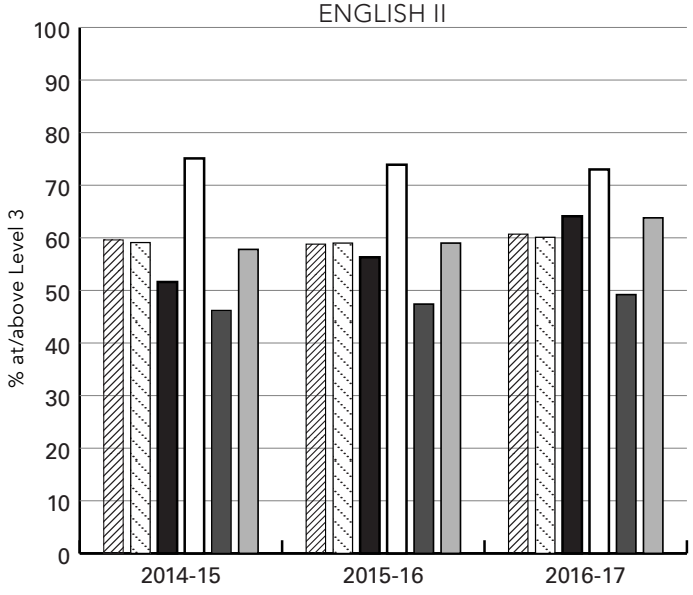
MATH I



BIOLOGY

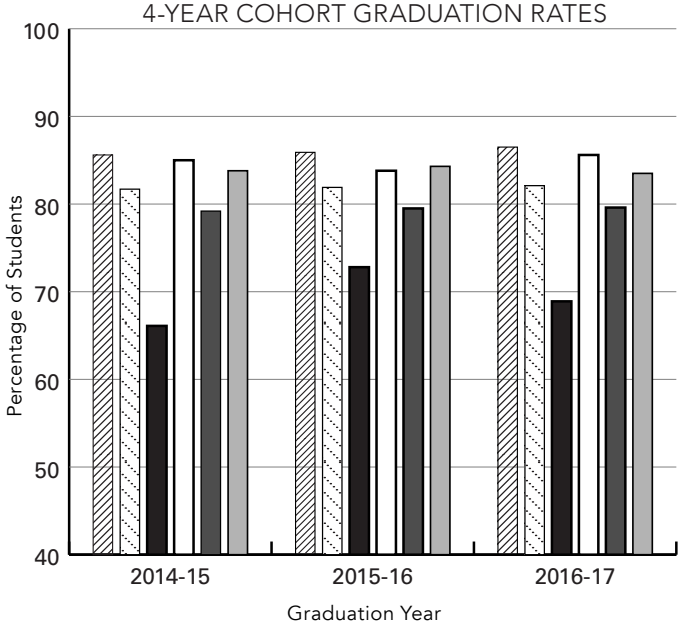


ENGLISH II

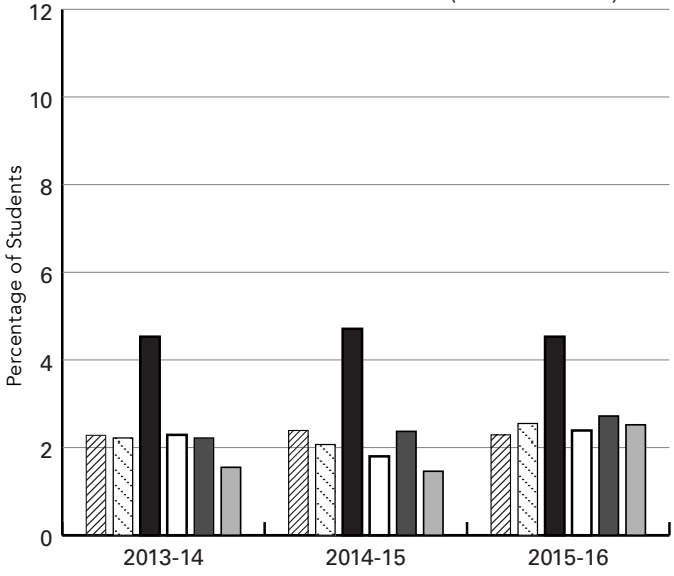


HIGH SCHOOL COMPLETION

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.)

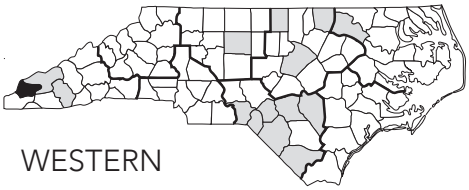
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

GRAHAM COUNTY

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

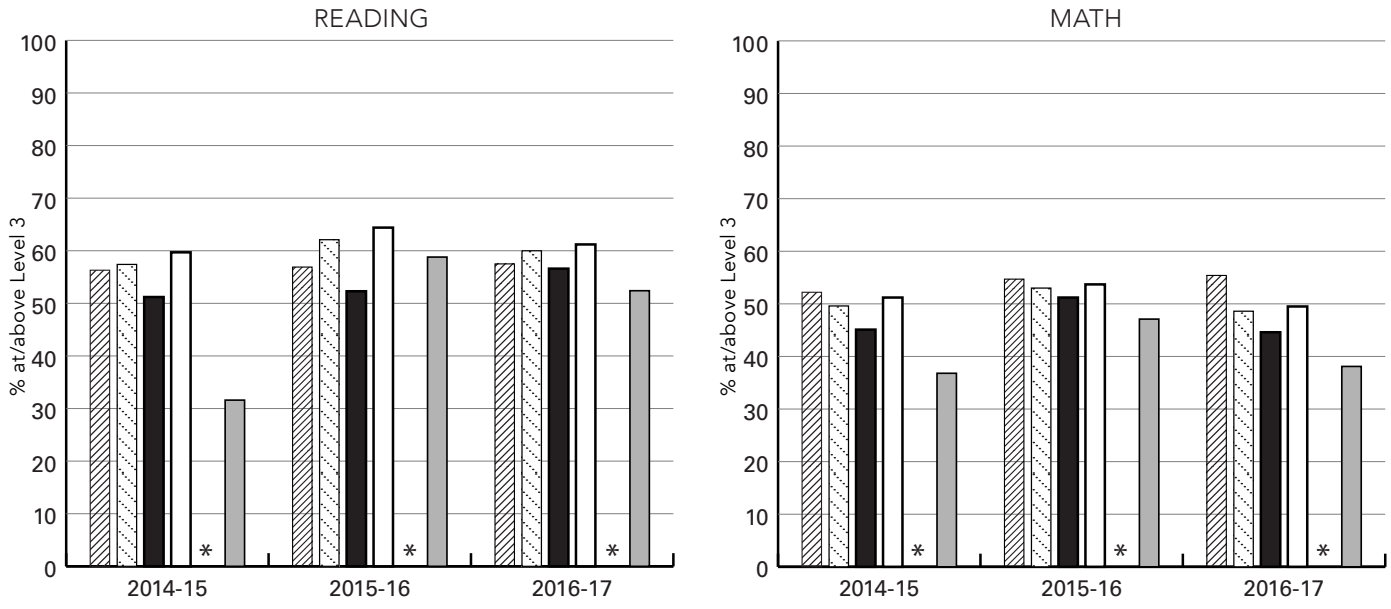


WESTERN

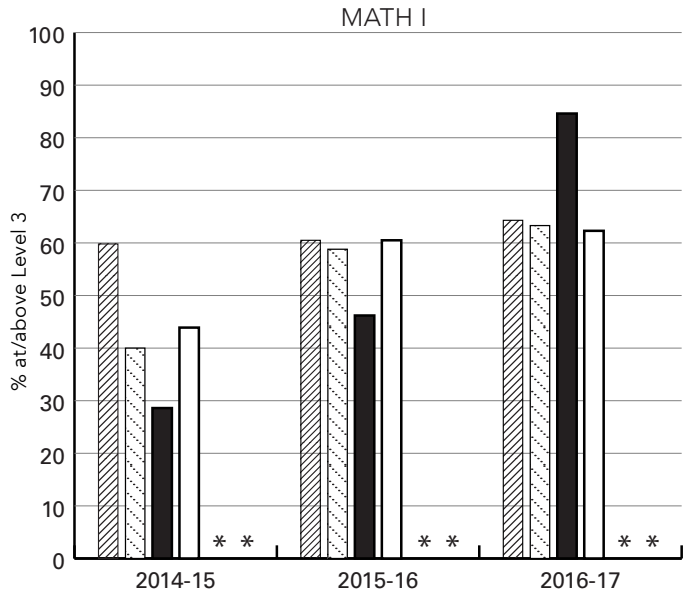
Located near the Qualla Boundary (a reservation of the Eastern Band of the Cherokee), Graham County Schools enrolled 1,190 students including 196 (16.5%) American Indians, which are mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. In 2016-17, the district lagged behind the state's average in proficiency rates in EOG and EOC subject areas except EOG reading. American Indian students exceeded the district and state average grade-level proficiency rates in EOC Math I and Biology and showed a greater proficiency rate than the district in English II. However, American Indian students lagged behind all other district and state EOG and EOC assessment proficiency averages. Compared to their Hispanic peers, more American Indians were proficient in math and reading on the EOG tests. Sufficient data were not available for comparison to their Black peers. American Indian students lagged behind their White peers on the EOG reading and math assessments and EOC English II, but were above their White peers' proficiency rates in EOC Math I and Biology. For 2016-17, the 4-year Cohort Graduation rate was >95 percent, which was higher than the state average of 86.5 percent and the district average of 93.2. The three-year annual dropout data for 2016-17 was not available to report.

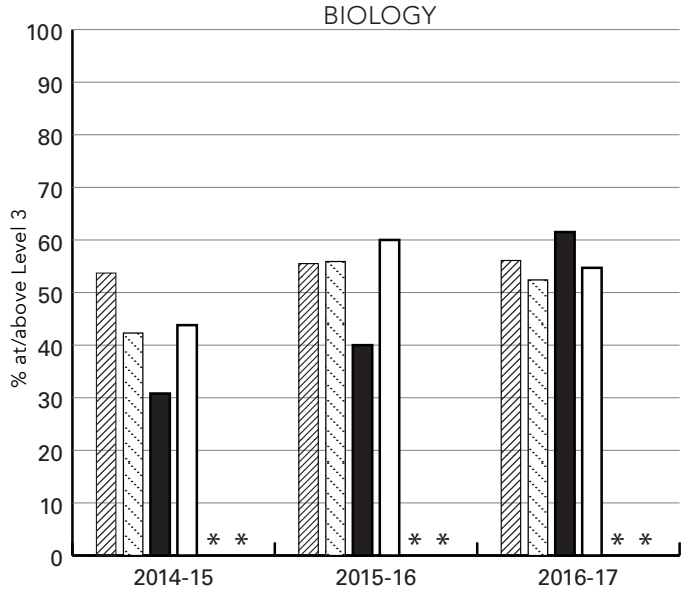
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	57.4	51.2	59.7	*	31.6
2015-16	56.9	62.1	52.3	64.4	*	58.8
2016-17	57.5	60.0	56.6	61.2	*	52.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	49.6	45.1	51.2	*	36.8
2015-16	54.7	53.0	51.2	53.7	*	47.1
2016-17	55.4	48.6	44.6	49.5	*	38.1
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	40.0	28.6	43.9	*	*
2015-16	60.5	58.8	46.2	60.5	*	*
2016-17	64.3	63.3	84.6	62.3	*	*
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	42.3	30.8	43.8	*	*
2015-16	55.5	55.9	40.0	60.0	*	*
2016-17	56.1	52.4	61.5	54.7	*	*
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	51.9	41.7	53.8	*	*
2015-16	58.8	61.0	37.5	65.8	*	*
2016-17	60.7	53.6	53.8	55.4	*	*
4-Year Cohort Graduation Rate						
2014-15	85.6	88.4	85.7	88.4	*	n/a
2015-16	85.9	86.0	81.8	86.5	n/a	*
2016-17	86.5	93.2	>95	92.0	n/a	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	4.07	n/a	4.52	n/a	n/a
2014-15	2.39	1.09	n/a	n/a	n/a	n/a
2015-16	2.29	3.23	n/a	3.26	n/a	n/a

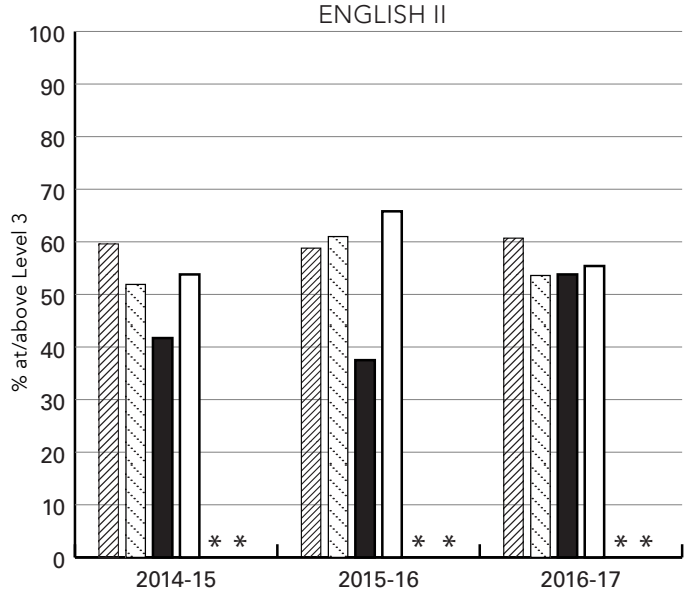
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



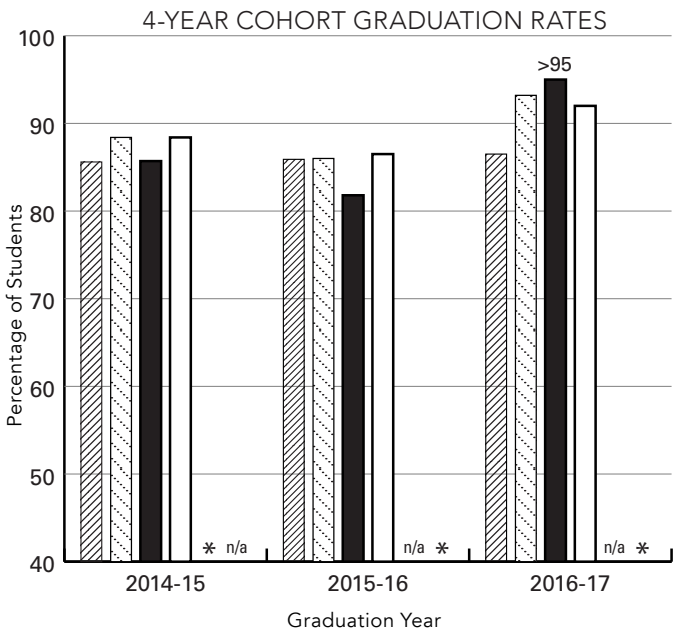
END-OF-COURSE TESTS

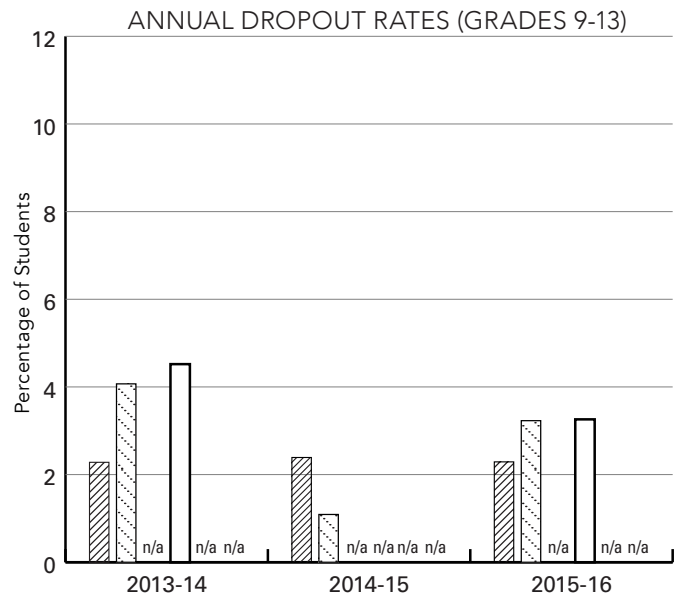






HIGH SCHOOL COMPLETION





State | LEA | American Indian | White | Black | Hispanic

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

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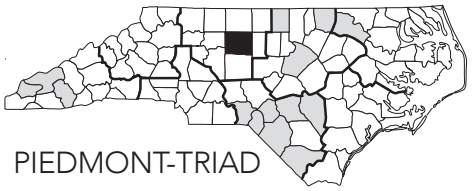
Source: Division of Accountability Services, NC Department of Public Instruction, 2017

GUILFORD COUNTY

DISTRICT CONTACT: MAYRA HAYES
http://www.gcsnc.com

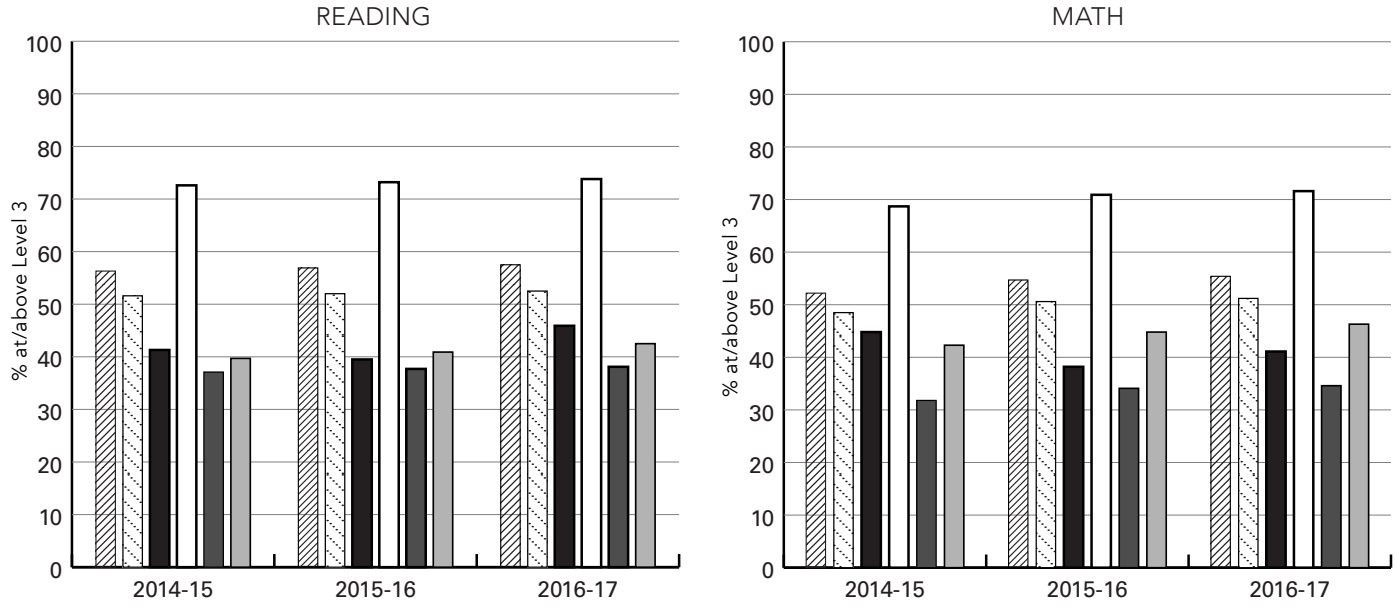


PIEDMONT-TRIAD

Guilford County Schools enrolled 71,572 students, of whom 303 (.4%) are American Indians representing both federal and state recognized tribes. Guilford County operates 126 schools, including a myriad of magnet campuses. 2016-17 data showed that the rate of American Indian students demonstrating proficiency on EOG reading and math tests and Math I and English I EOC tests was lower than the state and district rates. However, the percentage of American Indian students demonstrating proficiency on EOC Biology tests exceeded the state and district percentages. Academically, American Indian students in this district demonstrated higher levels of proficiency than their Black peers on all EOG and EOC assessments except EOC Math 1. However, they lagged behind their White peers in all tested areas and behind their Hispanic peers in EOG math, EOC Math I, and English II. The American Indian 4-year Cohort Graduation rate shows an up-and-down trend over the last three-years. For the 2016-17, it was lower than the cohort graduation rates for the district and their White peers, but higher than the state rate and their Black and Hispanic peers. Sufficient data are not available for comparison to the dropout rate for American Indian students for 2016-17.

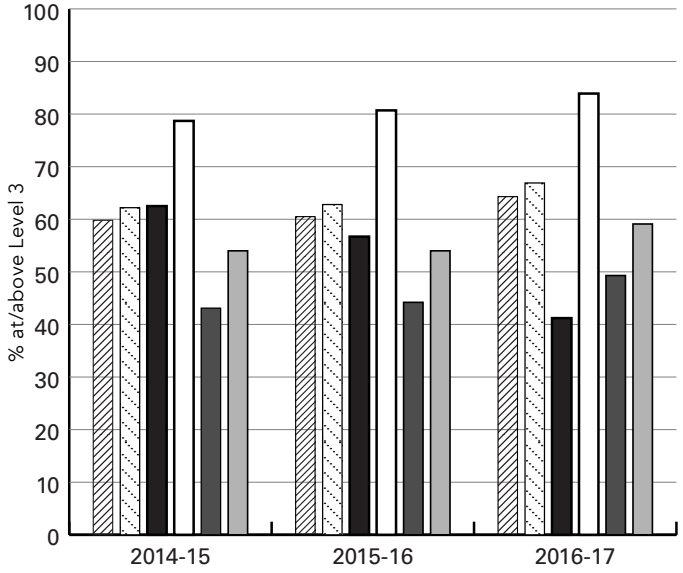
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	51.6	41.3	72.6	37.1	39.7
2015-16	56.9	52.0	39.5	73.2	37.7	40.9
2016-17	57.5	52.5	45.9	73.8	38.1	42.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	48.5	44.8	68.7	31.8	42.3
2015-16	54.7	50.6	38.2	70.9	34.1	44.8
2016-17	55.4	51.2	41.1	71.6	34.6	46.3
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	62.2	62.5	78.7	43.1	54.0
2015-16	60.5	62.8	56.7	80.7	44.2	54.0
2016-17	64.3	66.9	41.2	83.9	49.3	59.1
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	53.3	46.7	73.5	37.1	41.8
2015-16	55.5	54.1	57.6	75.0	37.2	42.5
2016-17	56.1	54.0	60.0	73.6	37.3	44.4
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	58.8	53.3	76.1	45.1	51.3
2015-16	58.8	59.2	45.2	78.1	44.7	51.2
2016-17	60.7	61.1	47.4	80.8	45.8	51.4
4-Year Cohort Graduation Rate						
2014-15	85.6	89.3	86.1	92.7	88.1	84.6
2015-16	85.9	89.4	76.9	93.4	87.9	80.2
2016-17	86.5	89.8	87.9	93.1	87.8	83.2
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	1.97	n/a	1.30	2.26	2.88
2014-15	2.39	2.20	n/a	1.32	2.64	3.89
2015-16	2.29	2.04	n/a	1.32	2.46	3.40

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

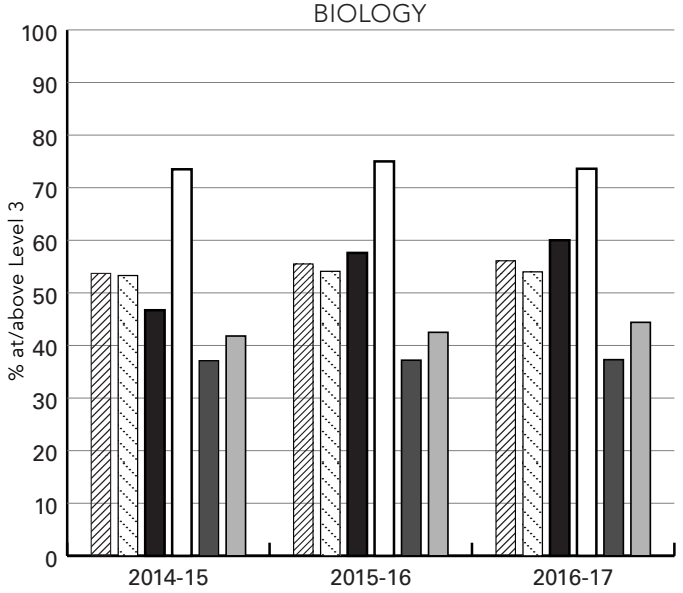


END-OF-COURSE TESTS

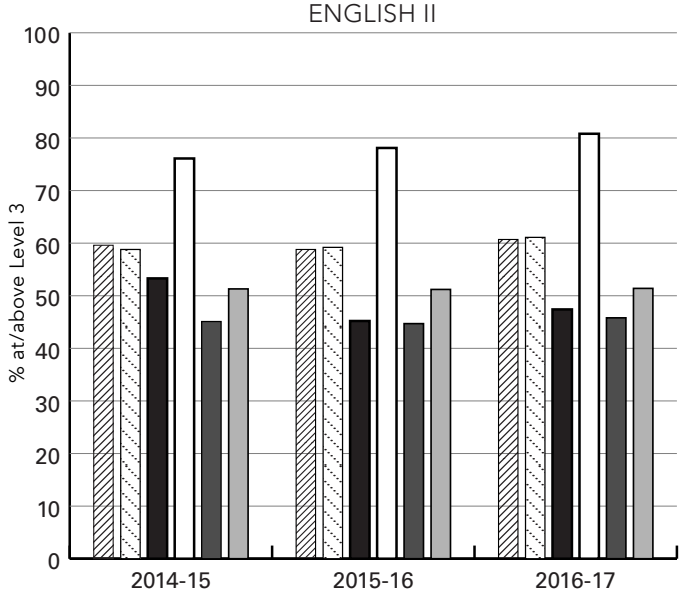
MATH I



BIOLOGY

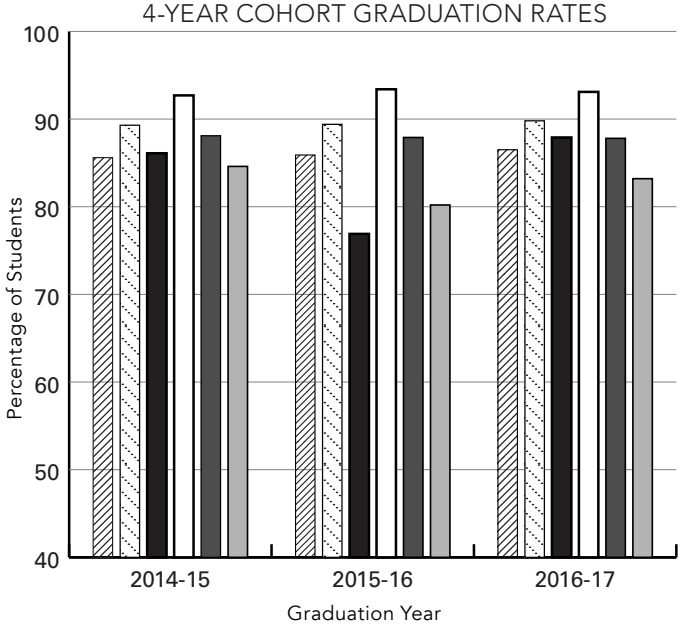


ENGLISH II

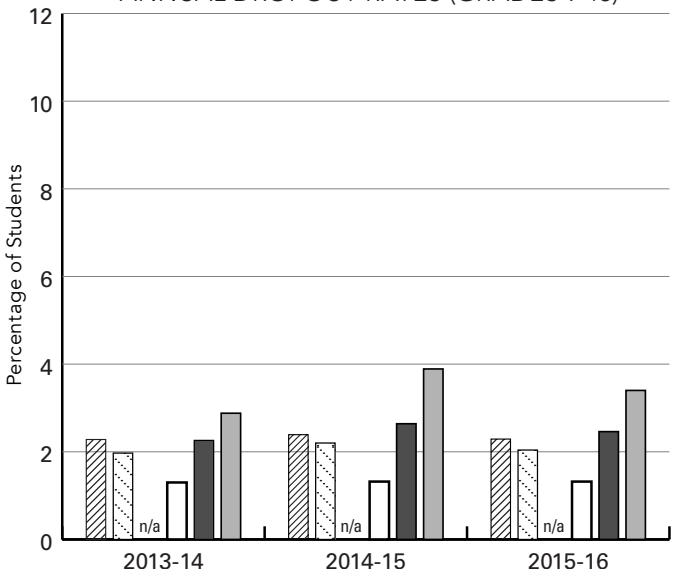


HIGH SCHOOL COMPLETION

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.)

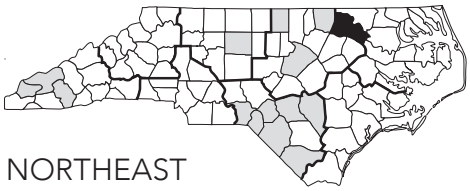
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

HALIFAX COUNTY

DISTRICT CONTACT: CYNTHIA WILLIAMS
http://www.halifax.k12.nc.us

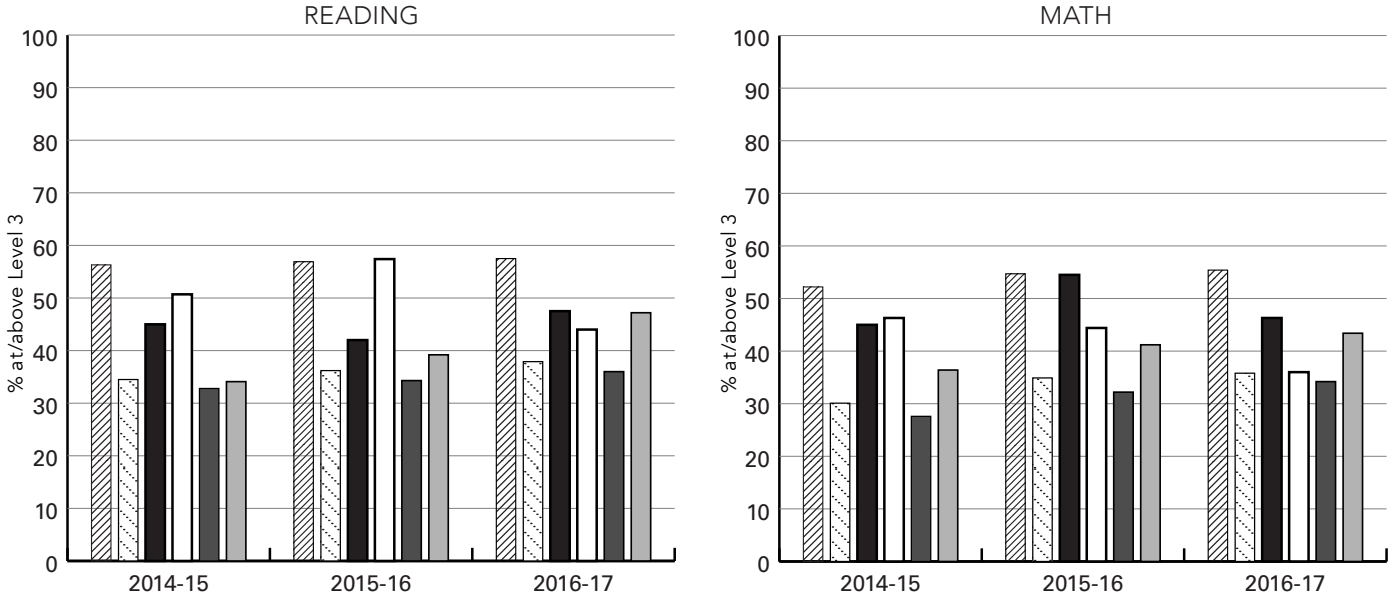


NORTHEAST

Halifax County Schools enrolled 2,601 students of whom 168 (6.4%) are American Indian, mostly from the Haliwa-Saponi Indian Tribe. Across the district are 10 campuses including four high schools and one early college. In the EOG and EOC tested subjects, the district proficiency rates for 2016-17 fell below the state averages. There was insufficient data to determine proficiency rates for English II EOC tests. In all other EOG and EOC tested areas the percentage of American Indian students who were proficient exceeded the district rate. Where data were provided, the proficiency rates reveal that American Indian students are performing above or equal to all peer groups in all EOG and EOC tested areas. The 4-year Cohort Graduation rate for American Indian students is not reported at the district level due to insufficient data.

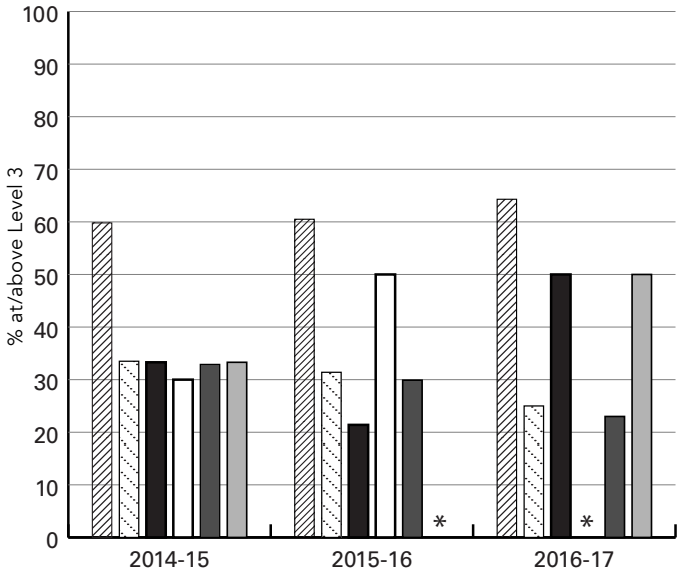
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	34.5	45.0	50.7	32.8	34.1
2015-16	56.9	36.2	42.0	57.4	34.3	39.2
2016-17	57.5	37.9	47.5	44.0	36.0	47.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	30.1	45.0	46.3	27.6	36.4
2015-16	54.7	34.9	54.5	44.4	32.2	41.2
2016-17	55.4	35.8	46.3	36.0	34.2	43.4
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	33.5	33.3	30.0	32.9	33.3
2015-16	60.5	31.4	21.4	50.0	29.9	*
2016-17	64.3	25.0	50.0	*	23.0	50.0
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	25.1	20.0	*	24.5	*
2015-16	55.5	19.6	*	*	17.6	*
2016-17	56.1	25.0	27.3	*	24.3	*
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	28.5	44.4	*	26.8	*
2015-16	58.8	26.6	*	*	23.5	*
2016-17	60.7	32.5	*	*	31.4	*
4-Year Cohort Graduation Rate						
2014-15	85.6	73.6	83.3	*	73.6	*
2015-16	85.9	73.4	*	*	73.4	*
2016-17	86.5	74.3	*	*	75.3	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	3.10	n/a	n/a	3.29	n/a
2014-15	2.39	4.75	n/a	n/a	4.38	n/a
2015-16	2.29	3.78	n/a	n/a	3.96	n/a

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

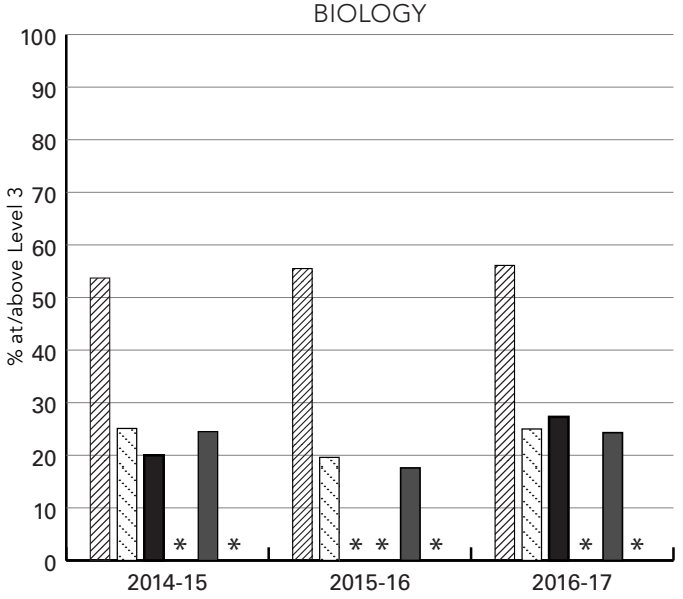


END-OF-COURSE TESTS

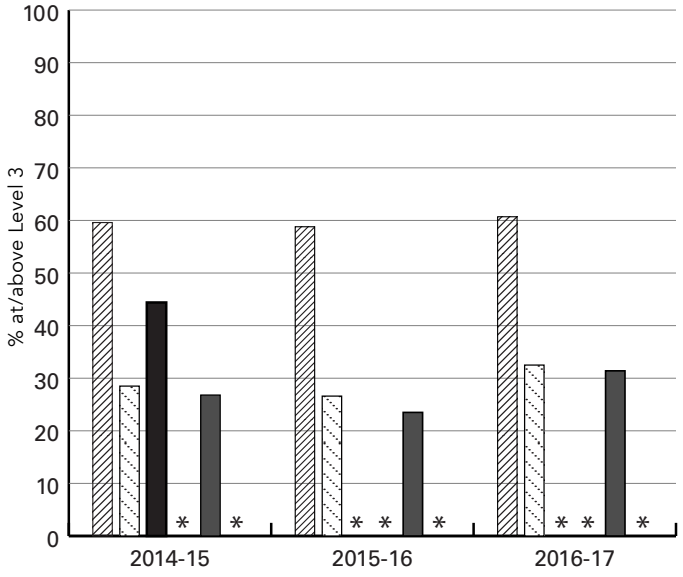
MATH I



BIOLOGY

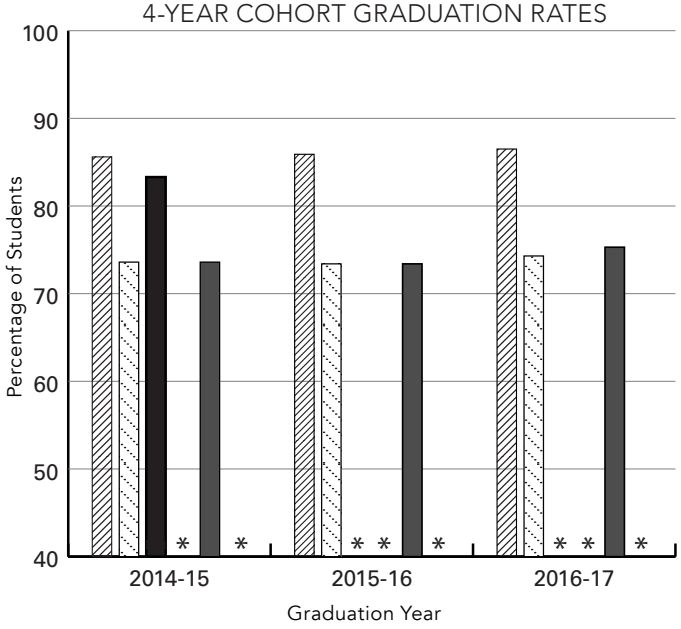


ENGLISH II

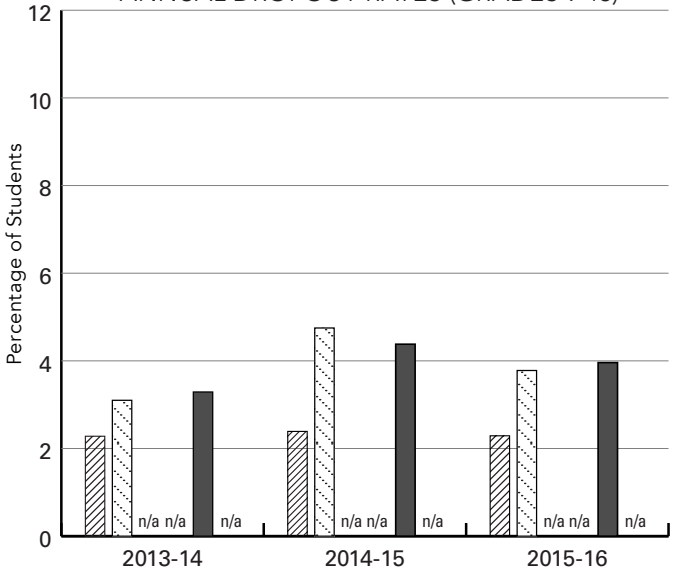


HIGH SCHOOL COMPLETION

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.)

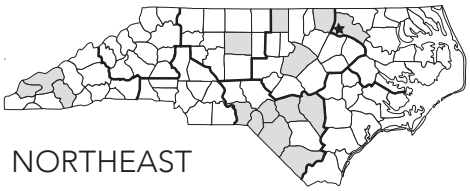
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

HALIWA-SAPONI TRIBAL SCHOOL

DISTRICT CONTACT: CONSUELA RICHARDSON
http://hstsedu.org

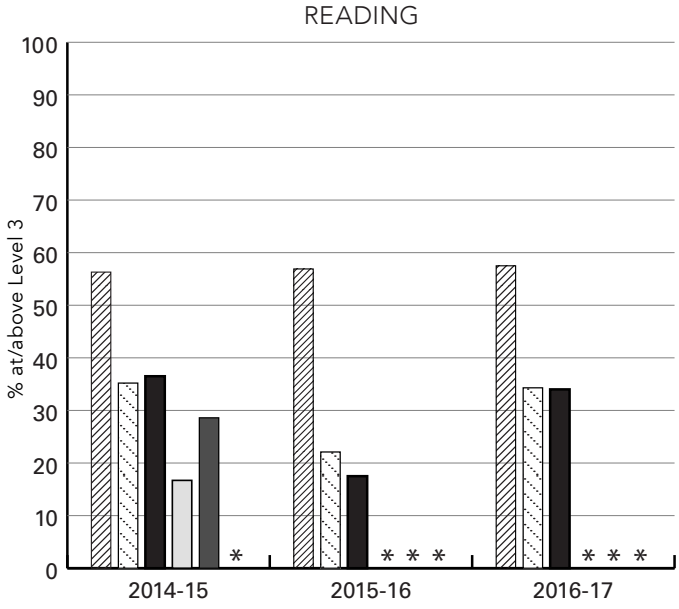


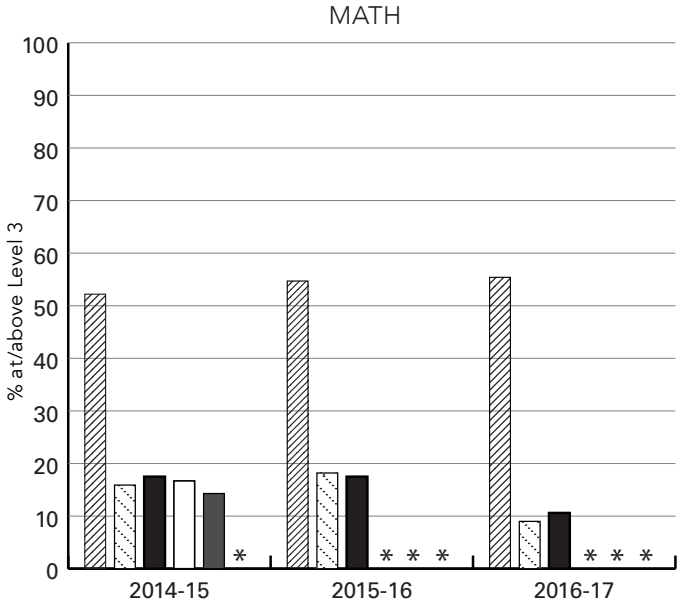
NORTHEAST

Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School enrolled 169 students, 118 (69.8%) of whom are American Indian. The school is committed to the preservation of the Haliwa-Saponi traditions and integrates their customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. The percentage of American Indian students demonstrating proficiency was much lower than that of the state in all subjects. The American Indian 4-Year Cohort Graduation rate (64.3) was less than that of the state (86.5) and overall district (70) rate. Data for annual dropout percentage rates were not supplied.

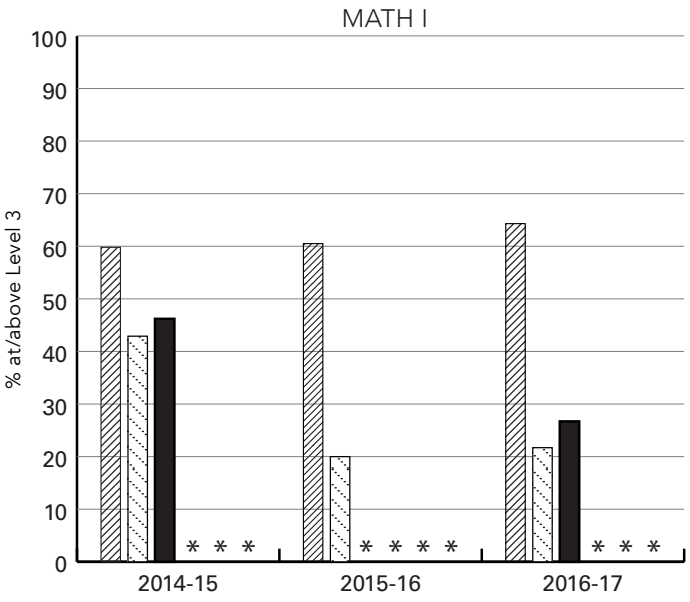
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	35.2	36.5	16.7	28.6	*
2015-16	56.9	22.1	17.5	*	*	*
2016-17	57.5	34.3	34.0	*	*	*
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	15.9	17.5	16.7	14.3	*
2015-16	54.7	18.2	17.5	*	*	*
2016-17	55.4	9.0	10.6	*	*	*
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	42.9	46.2	*	*	*
2015-16	60.5	20.0	*	*	*	*
2016-17	64.3	21.7	26.7	*	*	*
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	22.2	20.0	*	*	*
2015-16	55.5	12.5	13.3	*	*	*
2016-17	56.1	*	*	*	*	*
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	83.3	88.9	*	*	*
2015-16	58.8	69.2	69.2	*	*	*
2016-17	60.7	20.0	*	*	*	*
4-Year Cohort Graduation Rate						
2014-15	85.6	>95	>95	n/a	*	n/a
2015-16	85.9	68.8	75.0	*	*	n/a
2016-17	86.5	70.0	64.3	n/a	*	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	1.69	n/a	n/a	n/a	n/a
2014-15	2.39	4.69	n/a	n/a	n/a	n/a
2015-16	2.29	4.55	n/a	n/a	n/a	n/a

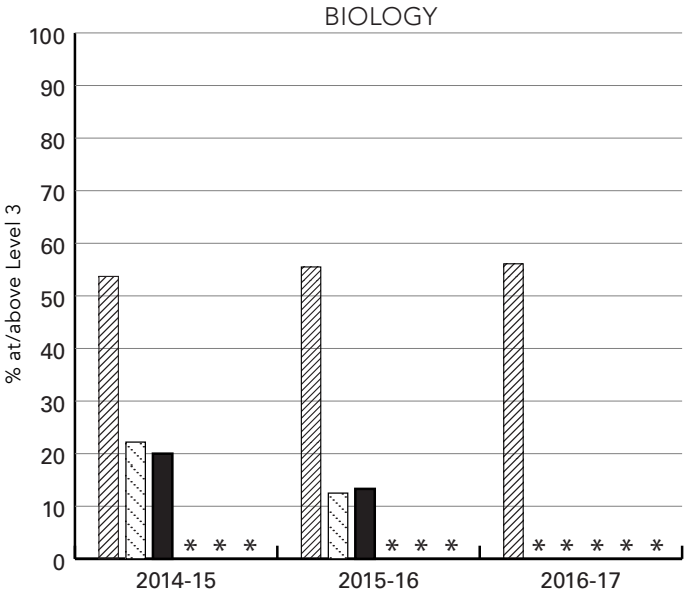
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

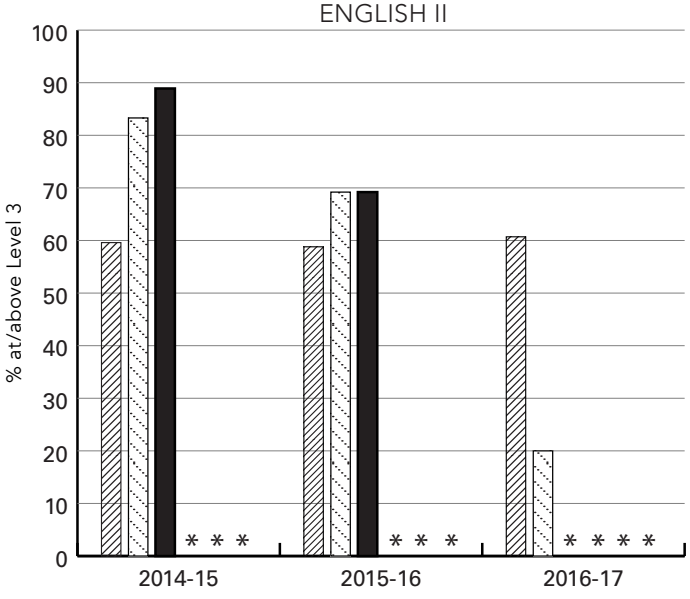




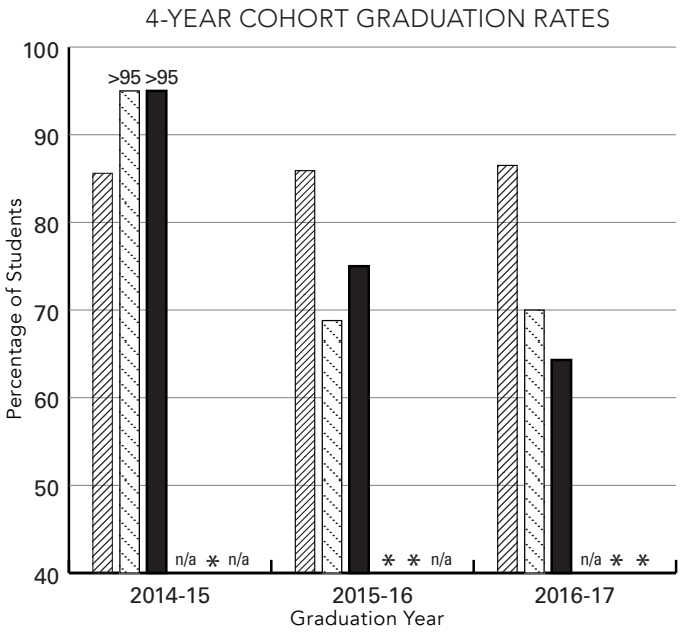
END-OF-COURSE TESTS

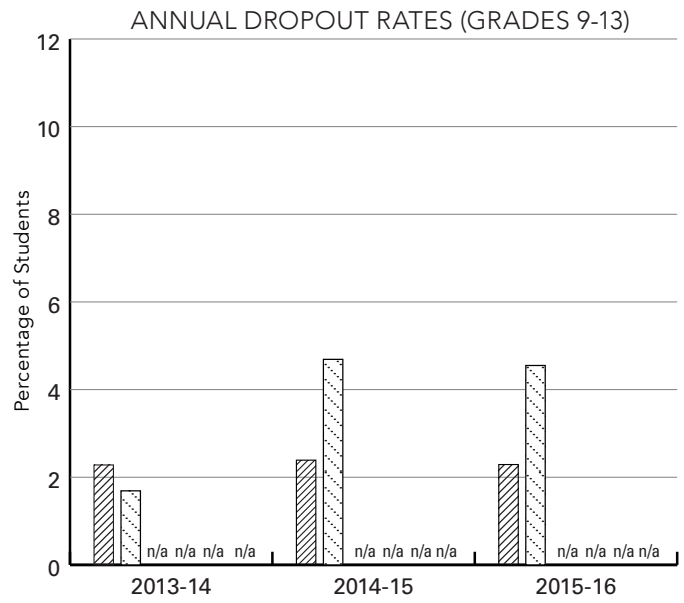






HIGH SCHOOL COMPLETION





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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

HERTFORD COUNTY

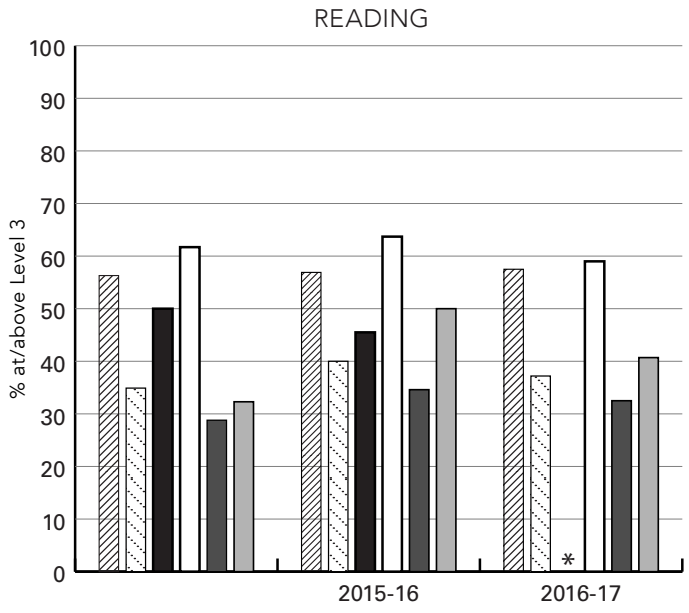
http://www.hertford.k12.nc.us

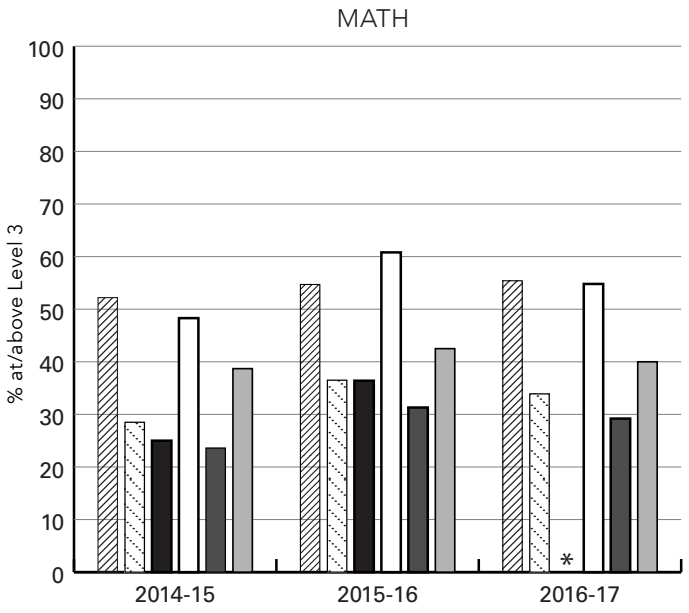
NORTHEAST

Hertford County Schools enrolled approximately 2,877 students, of whom 20 (0.7%) identified as American Indian, mainly of the Meherrin Tribe. The district operates seven schools, three elementary, one middle, two high schools, and one early college. Data for 2016-17 showed that district proficiency rates lagged behind the state in all EOG and EOC tested subjects. Data for American Indians were not provided due to the subgroup population being too small to report the value.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	34.9	50.0	61.7	28.8	32.3
2015-16	56.9	40.0	45.5	63.7	34.6	50.0
2016-17	57.5	37.2	*	59.0	32.5	40.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	28.5	25.0	48.3	23.6	38.7
2015-16	54.7	36.5	36.4	60.8	31.3	42.5
2016-17	55.4	33.9	*	54.8	29.2	40.0
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	24.6	*	42.2	18.8	33.3
2015-16	60.5	37.6	*	56.3	30.9	*
2016-17	64.3	43.5	*	49.0	39.5	54.5
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	49.3	*	64.3	46.3	50.0
2015-16	55.5	53.4	*	86.7	47.1	80.0
2016-17	56.1	55.1	*	61.8	53.7	*
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	41.5	*	50.0	40.0	37.5
2015-16	58.8	48.9	*	75.8	42.0	54.5
2016-17	60.7	48.5	*	63.6	44.6	*
4-Year Cohort Graduation Rate						
2014-15	85.6	86.0	*	77.1	88.5	*
2015-16	85.9	85.9	*	67.6	89.5	*
2016-17	86.5	82.4	n/a	70.8	85.0	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	1.11	n/a	n/a	n/a	n/a
2014-15	2.39	3.22	n/a	8.55	2.00	n/a
2015-16	2.29	2.66	n/a	n/a	2.75	n/a

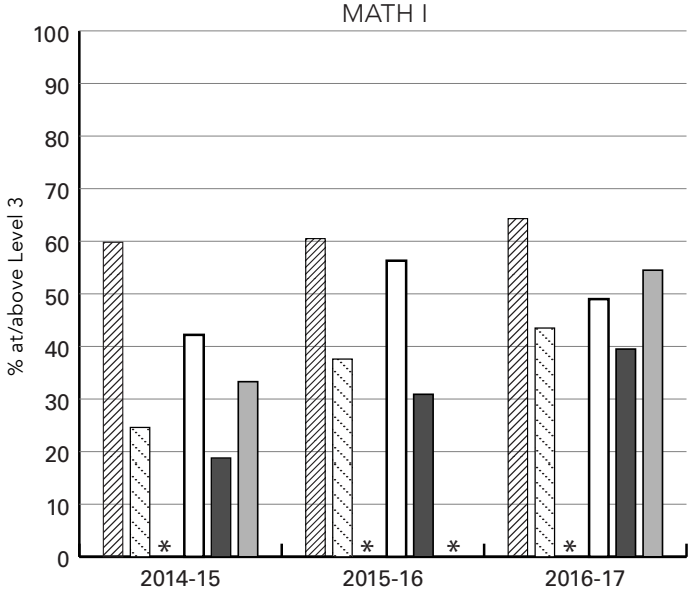
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



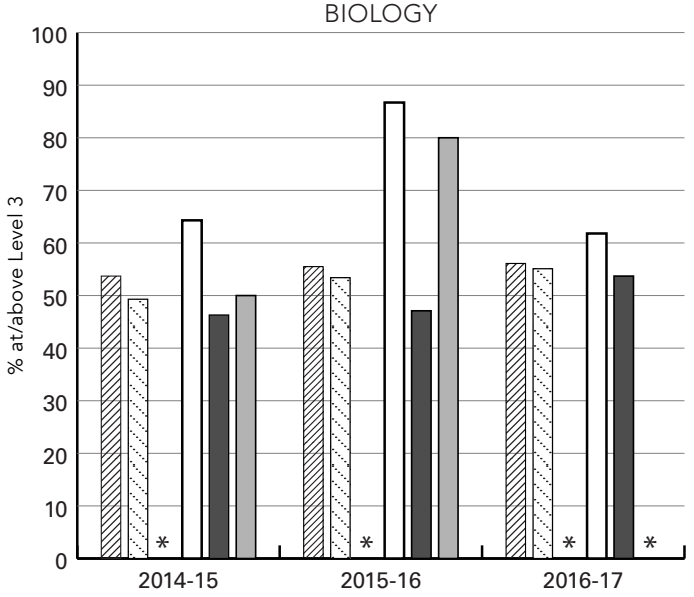


END-OF-COURSE TESTS

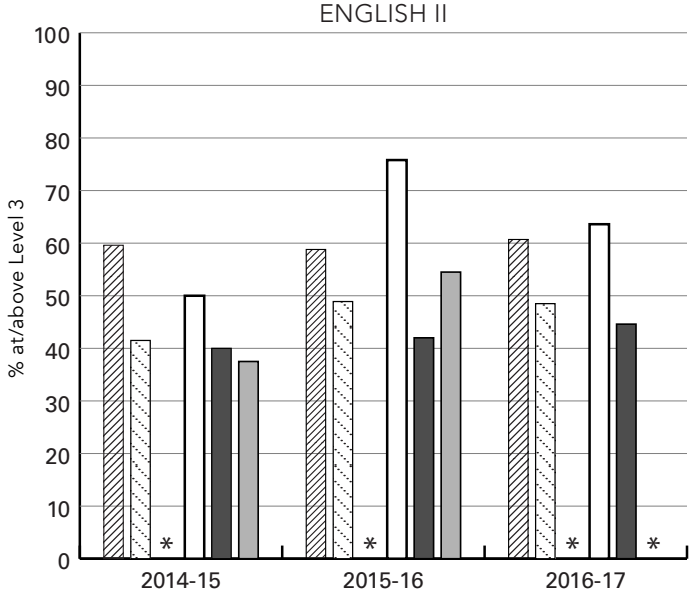
MATH I



BIOLOGY

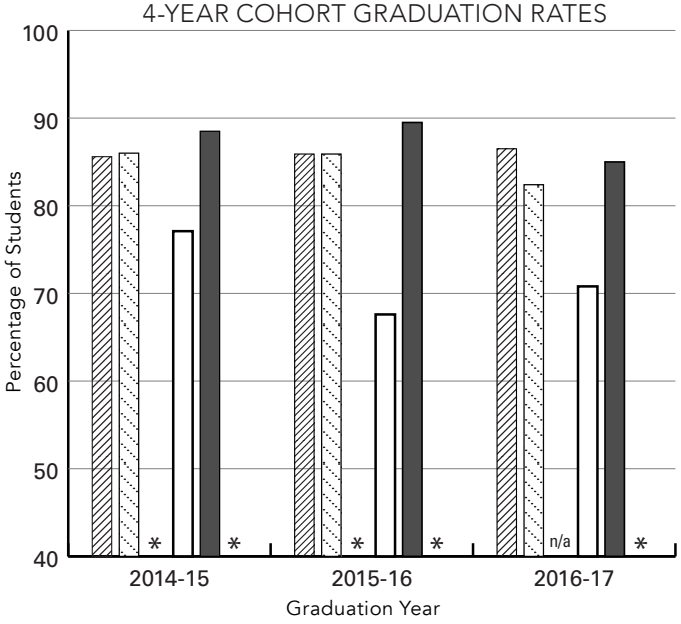


ENGLISH II

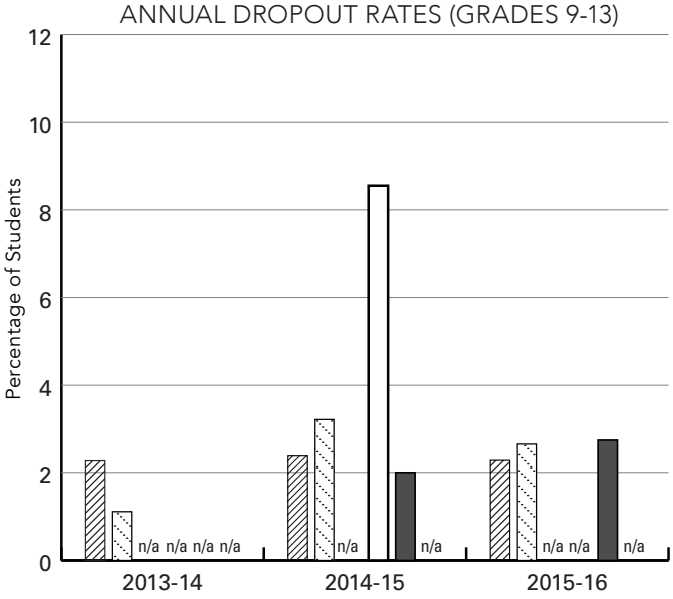


HIGH SCHOOL COMPLETION

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.)

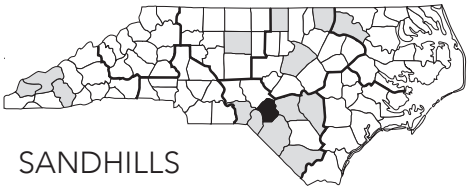
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

HOKE COUNTY

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

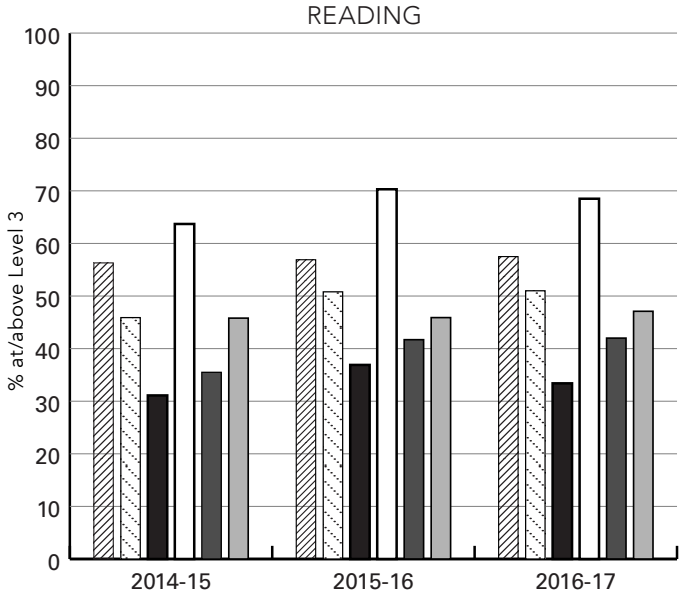


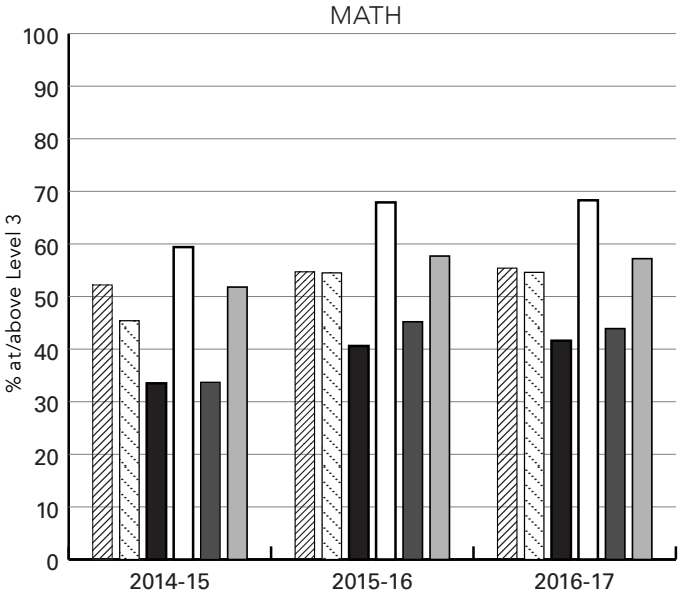
SANDHILLS

The Hoke County Schools enrolled 8,416 students, which includes 784 (9.3%) American Indians. Students attend one of 14 schools, which include one high school, one alternative school, and an early college. In 2016-17, the district proficiency rate was lower than the state rate for all EOG/EOC tested subjects except for EOC Math I. For American Indian students, deficits were noted in each EOG and EOC tested subjects. The proficiency rates for American Indian students in all EOG and EOC subjects were lower than other racial and ethnic groups in the district. The 4-Year Cohort Graduation rate for American Indians (73.2) was lower than both district (78.8) and state (86.5) rates. The annual dropout rates for American Indians over the last 3-years has steadily dropped from 6.84% in 2013-14, to 4.96% in 2014-15, and then 3.81% in 2015-2016. However, the dropout rate for American Indians remains above the state, district and all peer subgroups.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	45.9	31.1	63.7	35.5	45.8
2015-16	56.9	50.8	36.9	70.3	41.7	45.9
2016-17	57.5	51.0	33.4	68.5	42.0	47.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	45.4	33.5	59.4	33.7	51.8
2015-16	54.7	54.5	40.6	67.9	45.2	57.7
2016-17	55.4	54.6	41.6	68.3	43.9	57.2
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	55.0	35.2	70.4	48.6	54.2
2015-16	60.5	64.7	48.5	70.6	58.5	76.1
2016-17	64.3	75.2	63.0	85.0	66.6	84.1
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	45.2	34.6	65.2	41.1	32.3
2015-16	55.5	41.4	28.0	62.8	31.6	41.0
2016-17	56.1	48.7	24.3	71.4	39.8	52.9
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	47.4	39.1	61.8	41.6	42.2
2015-16	58.8	49.3	26.3	66.2	43.7	47.4
2016-17	60.7	50.4	31.9	73.2	42.0	55.1
4-Year Cohort Graduation Rate						
2014-15	85.6	75.1	60.9	78.4	78.4	70.0
2015-16	85.9	79.5	65.5	85.2	80.7	78.9
2016-17	86.5	78.8	73.2	78.6	80.0	80.0
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.26	6.84	2.00	1.54	n/a
2014-15	2.39	2.22	4.96	2.17	1.79	n/a
2015-16	2.29	1.77	3.81	1.83	0.99	n/a

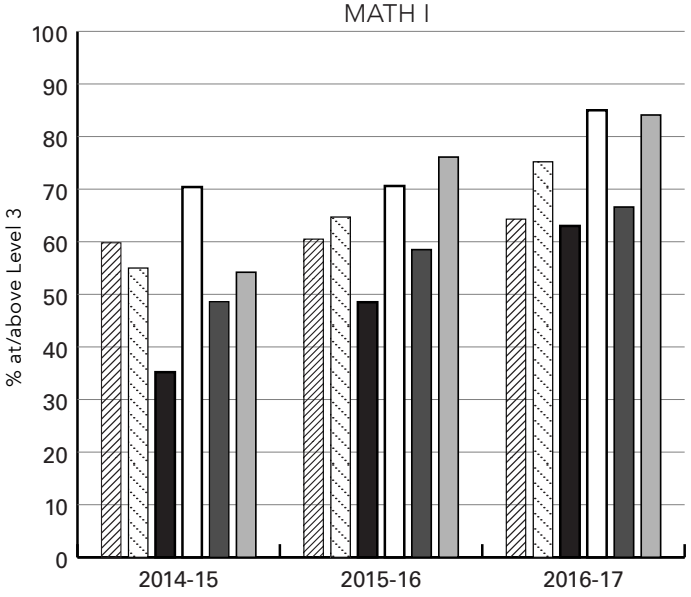
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



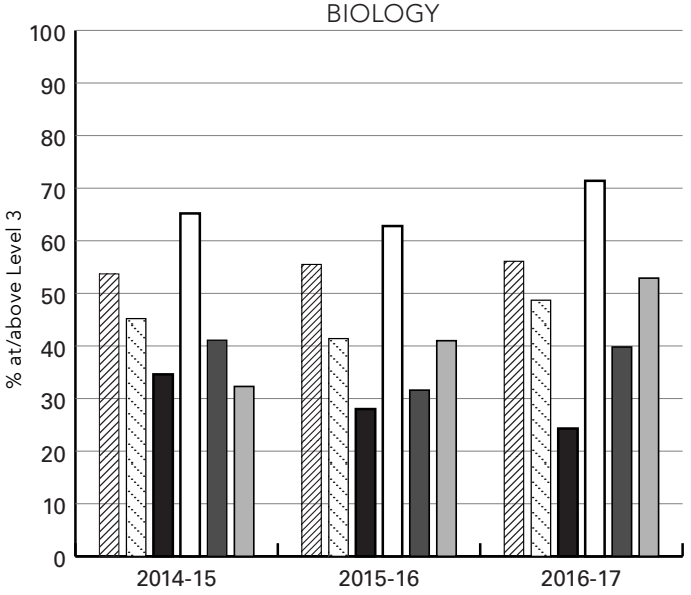


END-OF-COURSE TESTS

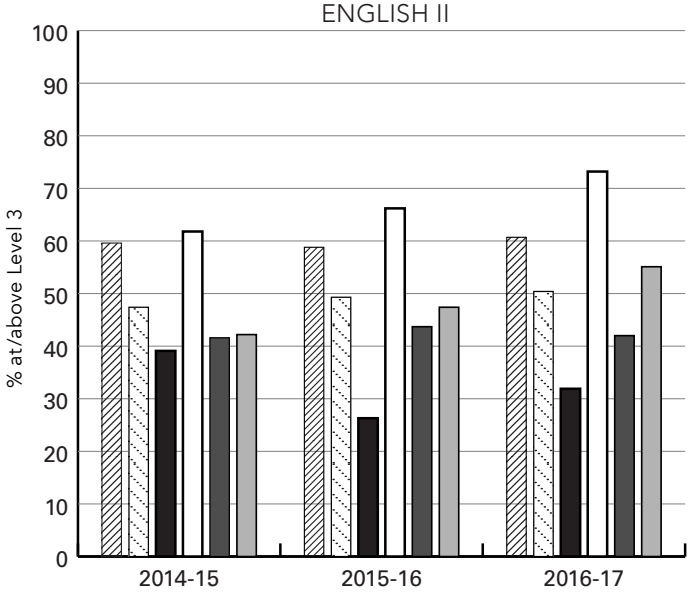
MATH I



BIOLOGY

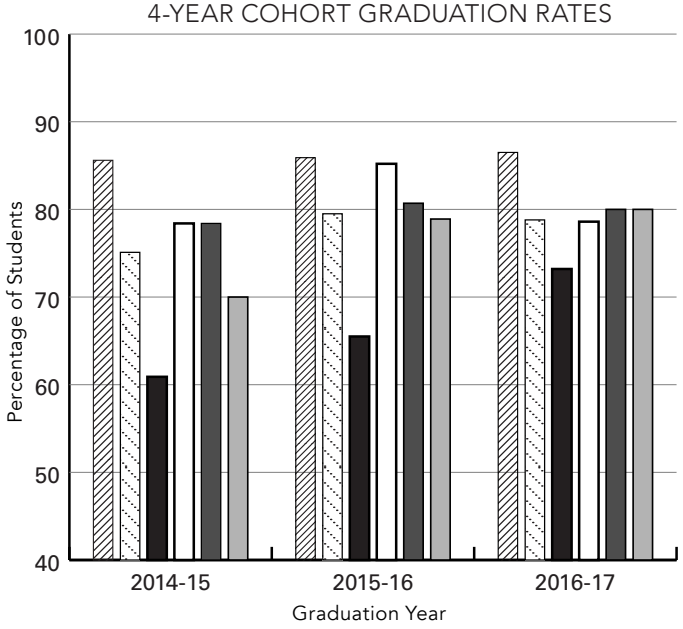


ENGLISH II

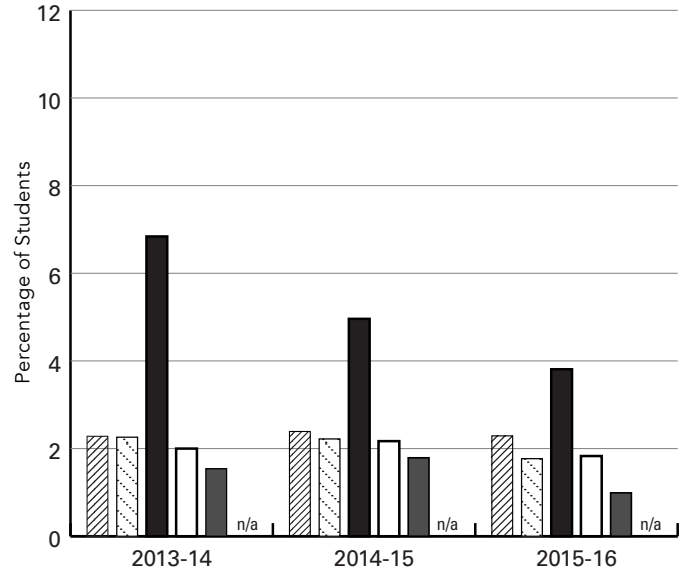


HIGH SCHOOL COMPLETION

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.)

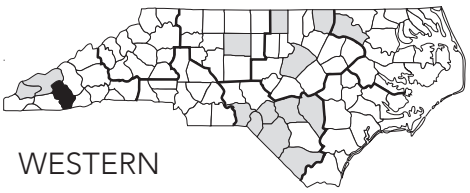
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

JACKSON COUNTY

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

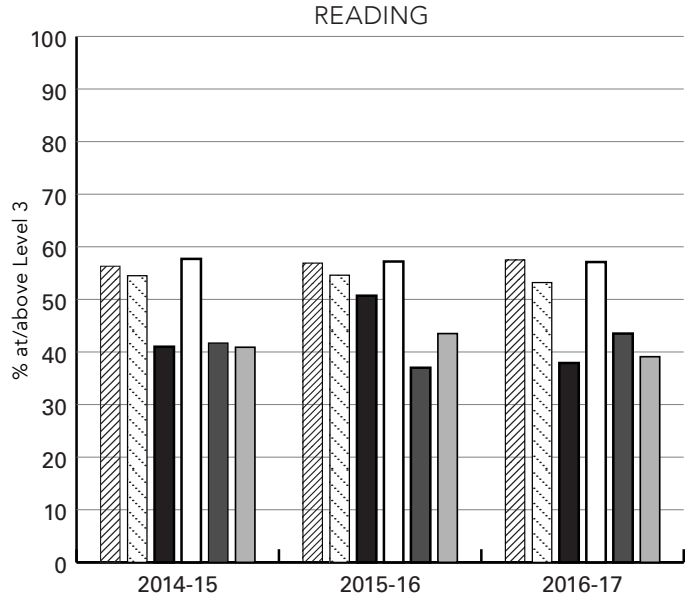


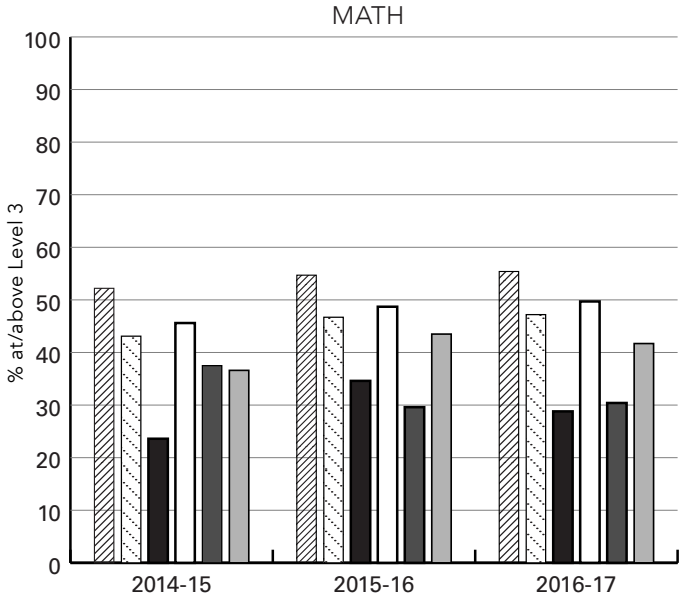
WESTERN

Located on land contiguous with the Qualla Boundary, Jackson County Schools enrolled 3,772 students of whom 283 (7.5%) are American Indian, mainly of the Eastern Band of Cherokee. The Jackson County school district operates nine campuses, including one high school, one early college, and one alternative school. In 2016-17, the district's performance compared to the state on all EOG and EOC assessments, showed an increase from last year and is slightly above the state in EOC English II and Math I. The proficiency rates for American Indians were lower than the state and district on all EOG and EOC assessments. American Indian students preformed below their Black, Hispanic and White peers in all EOG and EOC assessments. Especially noticeable was the 30.6 percentage point drop in proficiency for EOC Biology. The 4-Year Cohort Graduation rate for American Indians (74.1) was lower than both state (86.5) and district (86.7) rates. The annual dropout percentage rate for American Indians has not been provided for the last 4 years.

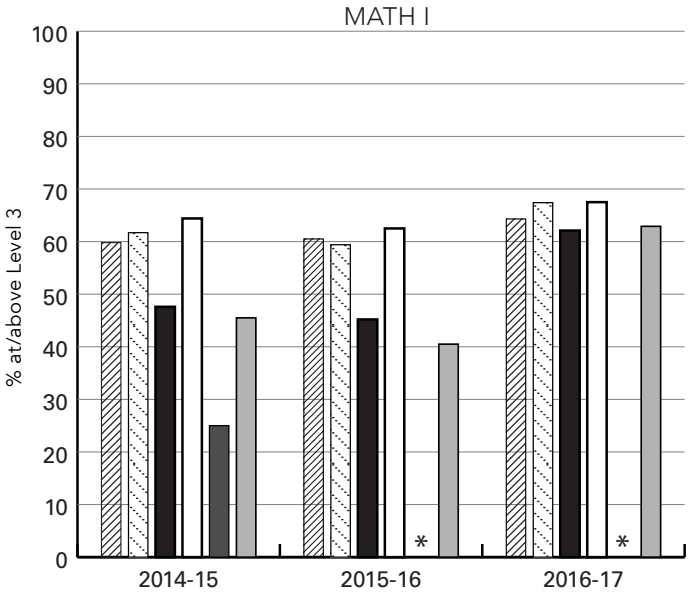
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	54.5	41.0	57.7	41.7	40.9
2015-16	56.9	54.6	50.7	57.2	37.0	43.5
2016-17	57.5	53.2	37.9	57.1	43.5	39.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	43.1	23.6	45.6	37.5	36.6
2015-16	54.7	46.7	34.6	48.7	29.6	43.5
2016-17	55.4	47.2	28.8	49.7	30.4	41.7
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	61.7	47.6	64.4	25.0	45.5
2015-16	60.5	59.4	45.2	62.5	*	40.5
2016-17	64.3	67.4	62.1	67.5	*	62.9
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	54.4	58.3	56.5	16.7	35.5
2015-16	55.5	51.6	38.9	54.5	10.0	40.6
2016-17	56.1	51.1	8.3	56.9	*	22.2
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	54.4	59.1	54.5	<5	51.9
2015-16	58.8	56.9	43.8	61.1	*	23.5
2016-17	60.7	61.1	34.6	64.0	*	53.3
4-Year Cohort Graduation Rate						
2014-15	85.6	83.8	72.2	84.7	*	78.6
2015-16	85.9	86.7	76.0	88.0	*	80.0
2016-17	86.5	86.7	74.1	88.5	*	86.2
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.19	n/a	2.09	n/a	n/a
2014-15	2.39	3.25	n/a	2.50	n/a	n/a
2015-16	2.29	2.81	n/a	2.81	n/a	n/a

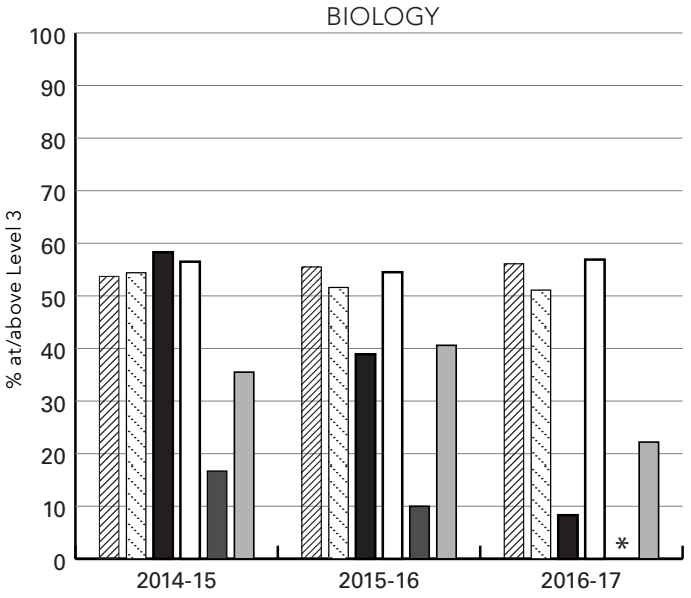
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

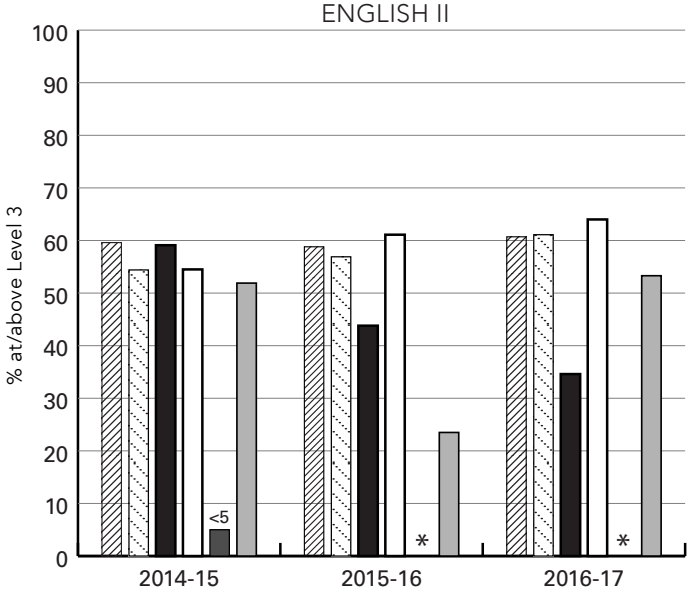




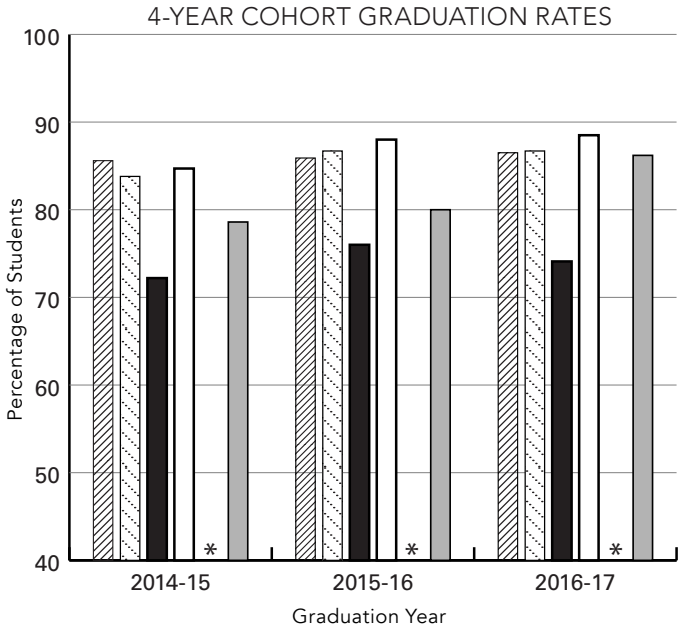
END-OF-COURSE TESTS

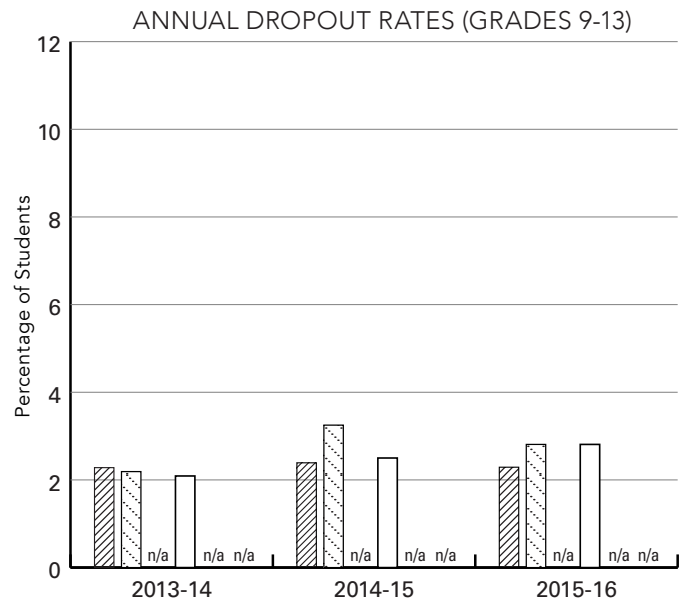






HIGH SCHOOL COMPLETION





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.

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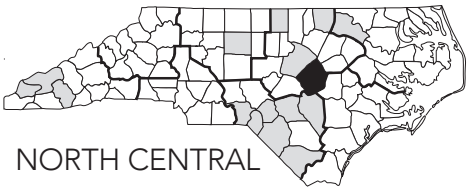
Source: Division of Accountability Services, NC Department of Public Instruction, 2017

JOHNSTON COUNTY

DISTRICT CONTACT: PAULA COATES
http://www.johnston.k12.nc.us

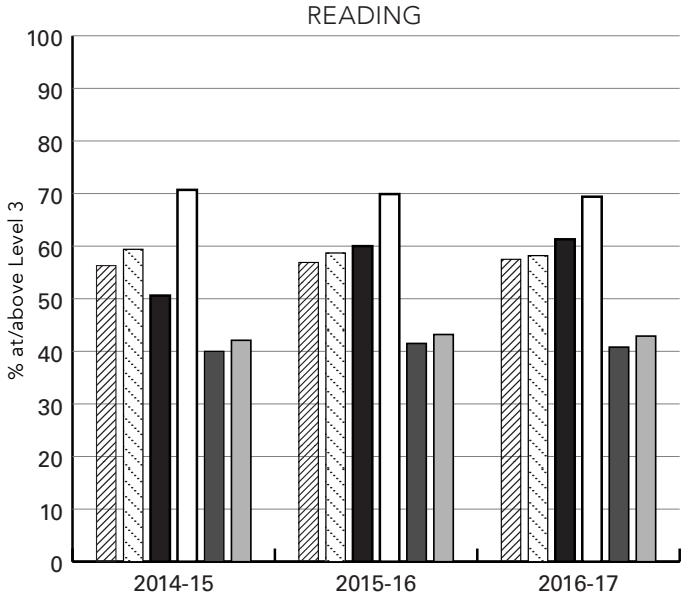


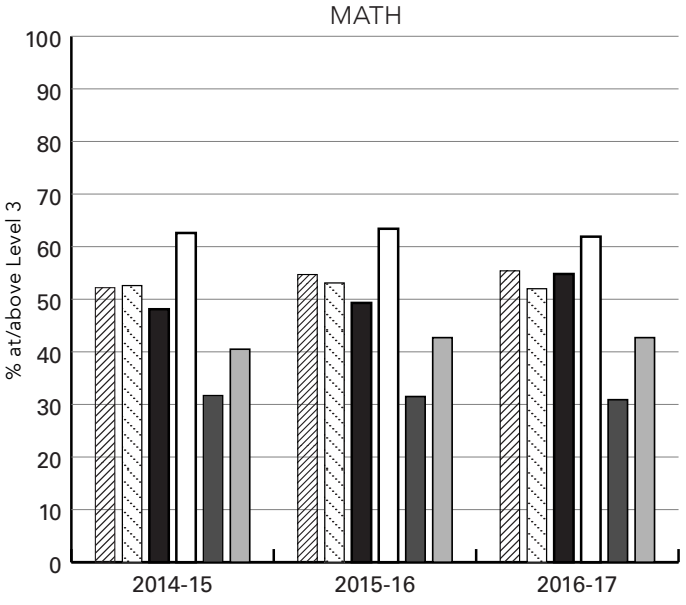
NORTH CENTRAL

Johnston County Schools enrolled over 35,088 students, of whom 127 (0.4%) were American Indians of various tribes. The district operates 46 schools, including eight high schools, two early colleges, and one career technical school. Compared with the state, 2016-17 data showed that the district proficiency rates were lower in EOC English II and EOG reading. However, the district rates were above the state in EOC Math I, Biology, and EOG math. The percentage of American Indian students at the proficient level was above the state and district in EOG reading and above the district in EOG math. Proficiency rates for American Indian students compared to their Hispanic and Black peers were higher in EOG math and reading and EOC Math I. However, American Indian students performed below their White peers in all areas and showed a 37.8 percentage point drop in proficiency rate on the EOC English II assessment. The American Indian 4-Year Cohort Graduation rate was too small for comparison and the annual dropout rates for American Indian students have not been included for the last 4 years.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	59.4	50.6	70.7	40.0	42.1
2015-16	56.9	58.7	60.0	69.9	41.5	43.2
2016-17	57.5	58.2	61.3	69.4	40.8	42.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	52.6	48.1	62.6	31.7	40.5
2015-16	54.7	53.1	49.3	63.4	31.5	42.7
2016-17	55.4	52.0	54.8	61.9	30.9	42.7
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	63.7	64.3	73.4	40.3	49.4
2015-16	60.5	65.3	57.9	75.4	39.7	51.8
2016-17	64.3	69.6	61.9	80.0	45.5	53.4
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	56.6	60.0	67.8	36.1	38.5
2015-16	55.5	59.0	*	69.2	35.6	45.2
2016-17	56.1	63.2	*	73.9	39.7	43.8
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	62.7	62.5	73.4	40.8	48.0
2015-16	58.8	61.6	54.5	71.6	42.8	46.4
2016-17	60.7	57.6	16.7	66.8	37.2	47.6
4-Year Cohort Graduation Rate						
2014-15	85.6	88.8	84.6	91.8	84.3	82.0
2015-16	85.9	90.1	*	92.6	85.6	84.7
2016-17	86.5	92.2	*	94.7	89.1	86.9
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	1.82	n/a	1.27	2.38	3.38
2014-15	2.39	1.99	n/a	1.27	2.65	3.81
2015-16	2.29	1.67	n/a	0.91	3.02	2.87

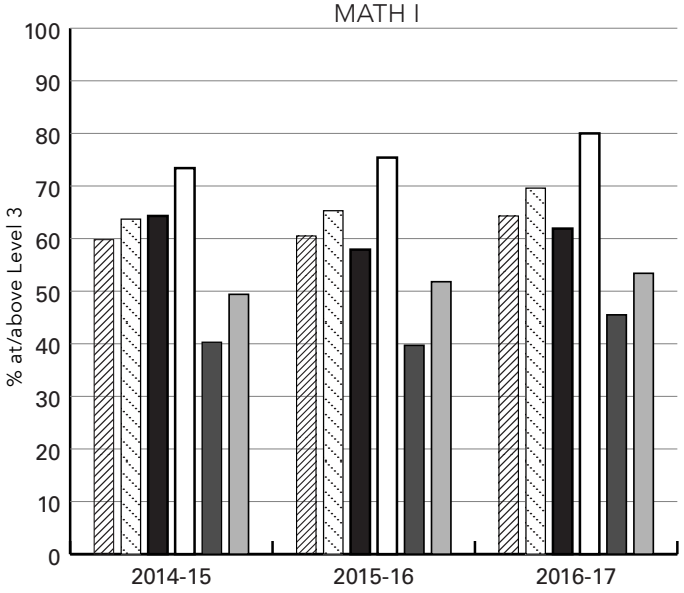
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



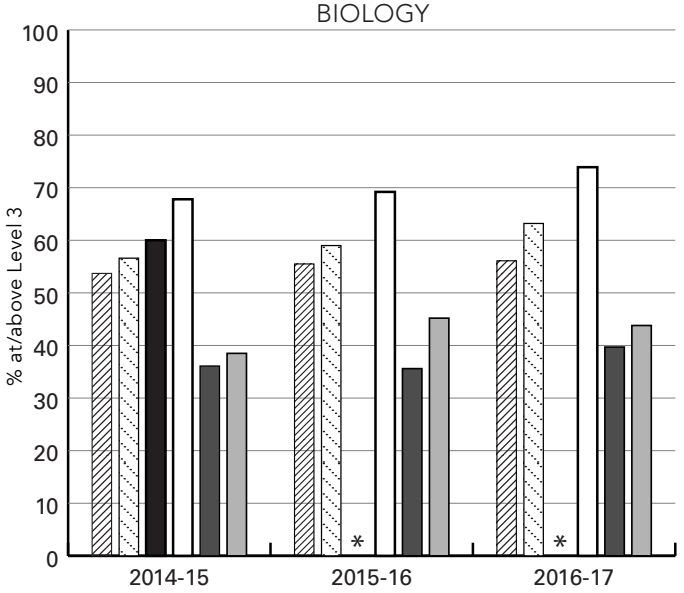


END-OF-COURSE TESTS

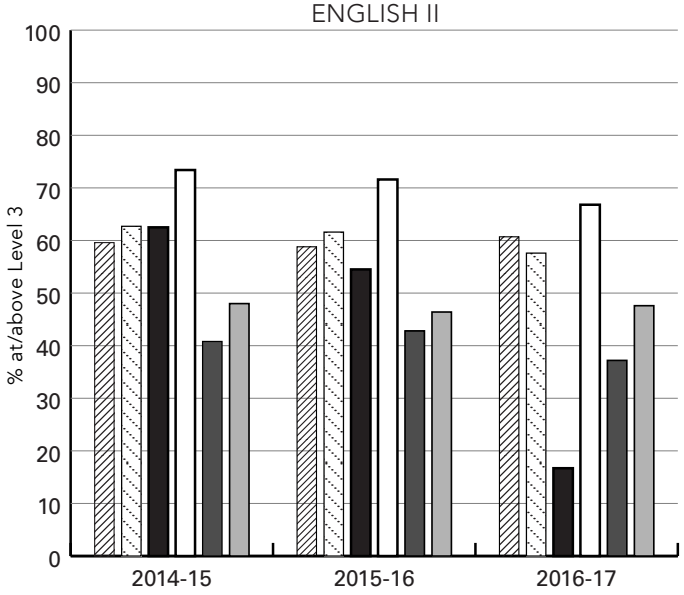
MATH I



BIOLOGY

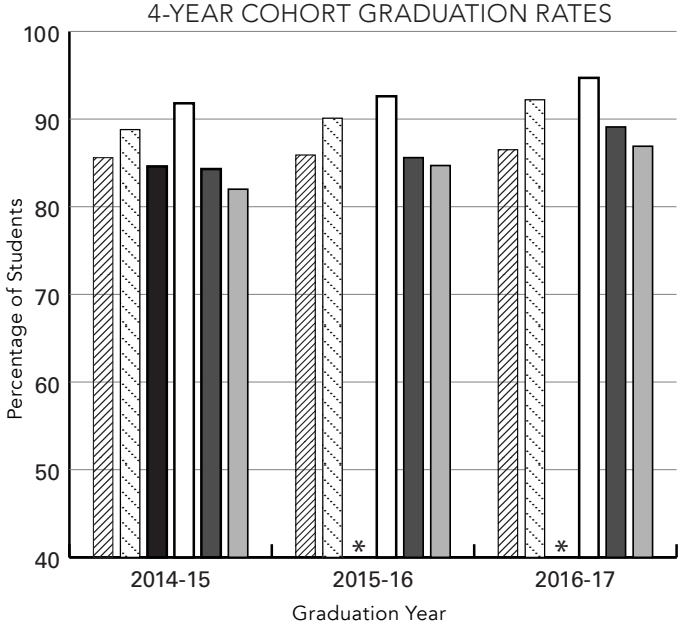


ENGLISH II

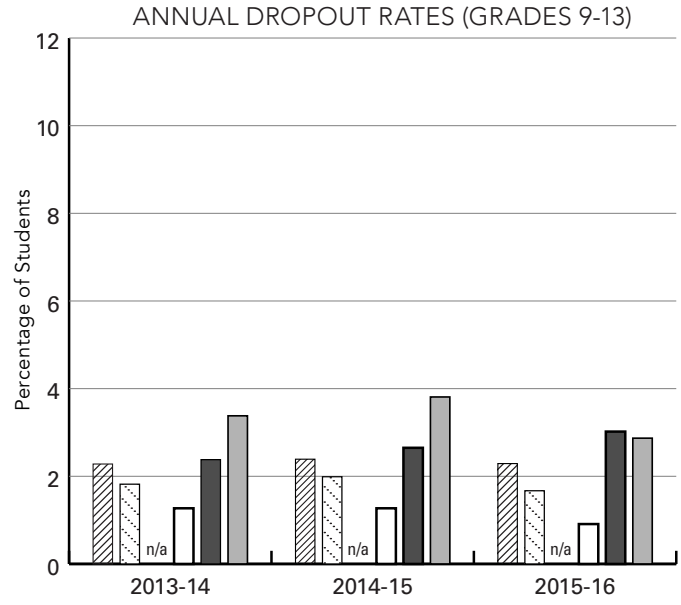


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State | LEA | American Indian | White | Black | Hispanic

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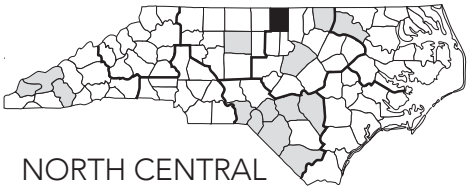
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

PERSON COUNTY

DISTRICT CONTACT: PAULA CHANDLER
http://www.person.k12.nc.us

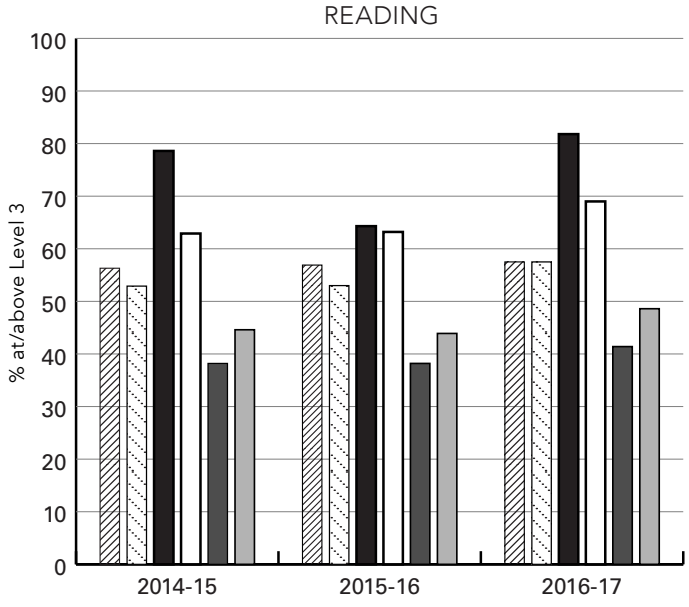


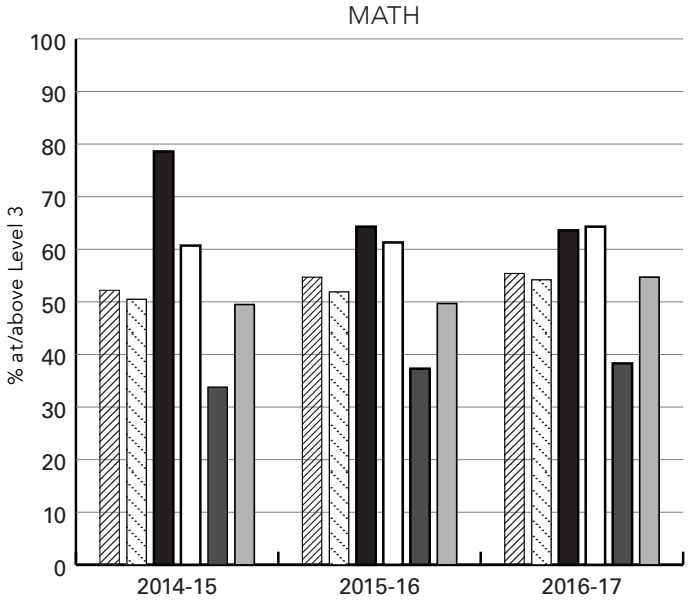
NORTH CENTRAL

Person County Schools enrolled 4,557 students, of whom 23 (0.5%) were American Indians, mainly of the Sappony Tribe. Students attend one of 11 schools, including one high school and an early college. Other campuses include a pre-school center and a program that focuses on early intervention and family services. 2016-17 data showed that district proficiency rates were lower than state rates in all EOG and EOC subjects except for EOG reading, which was the same. In EOG reading and math, the proficiency rates for American Indian students were higher than the district and state. The percentages of American Indian students demonstrating proficiency in EOG reading were higher than their White, Black, and Hispanic peers and higher than their Black and Hispanic peers in EOG math. The sparse enrollment of American Indian students above the eighth grade restricts meaningful data analysis of EOC assessments. The 4-Year Cohort Graduation and annual dropout rates of American Indian students were not available.

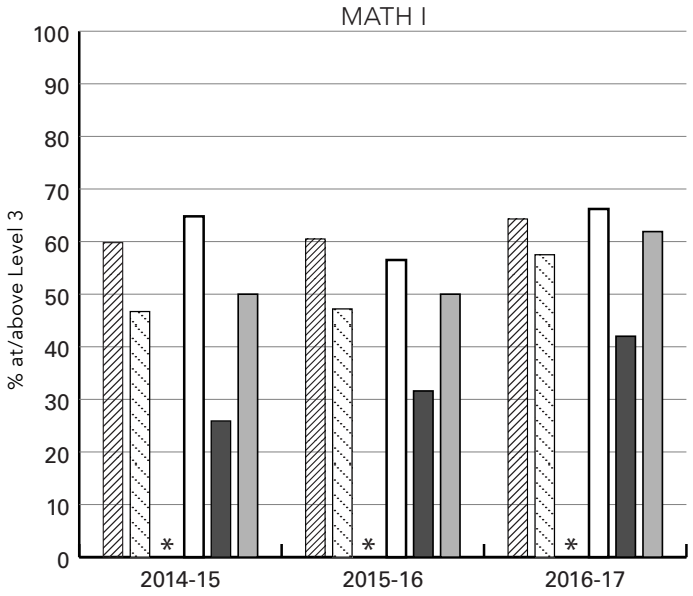
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	52.9	78.6	62.9	38.2	44.6
2015-16	56.9	53.0	64.3	63.2	38.2	43.9
2016-17	57.5	57.5	81.8	69.0	41.4	48.6
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	50.5	78.6	60.7	33.8	49.5
2015-16	54.7	51.9	64.3	61.3	37.3	49.7
2016-17	55.4	54.2	63.6	64.3	38.3	54.7
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	46.7	*	64.8	25.9	50.0
2015-16	60.5	47.2	*	56.5	31.6	50.0
2016-17	64.3	57.5	*	66.2	42.0	61.9
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	44.5	*	56.2	26.7	31.6
2015-16	55.5	39.9	*	50.3	23.6	45.2
2016-17	56.1	41.2	*	55.9	25.0	38.7
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	55.2	*	64.4	44.7	47.6
2015-16	58.8	44.9	*	60.0	32.0	29.4
2016-17	60.7	43.8	*	54.9	30.5	34.8
4-Year Cohort Graduation Rate						
2014-15	85.6	78.9	<5	81.7	74.4	77.8
2015-16	85.9	76.3	*	78.3	74.0	76.0
2016-17	86.5	78.8	*	83.2	76.4	63.3
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	3.89	n/a	3.93	3.01	n/a
2014-15	2.39	5.20	n/a	4.22	6.40	n/a
2015-16	2.29	3.49	n/a	2.52	4.42	n/a

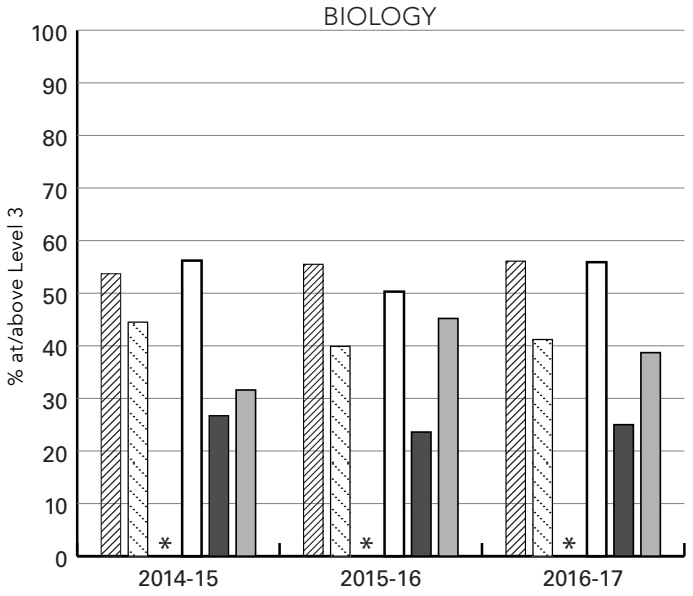
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)

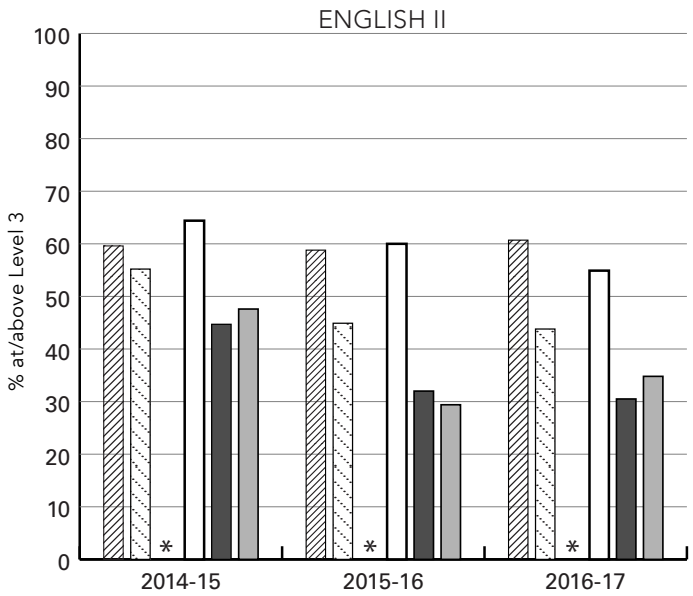




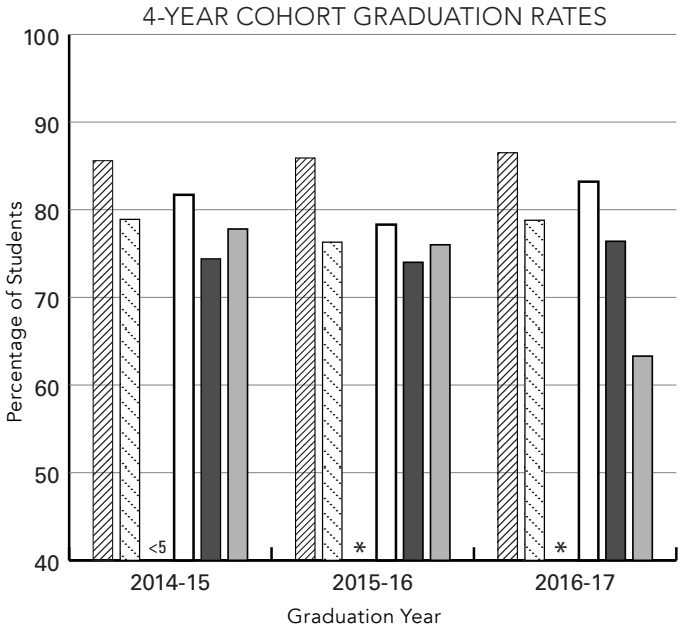
END-OF-COURSE TESTS

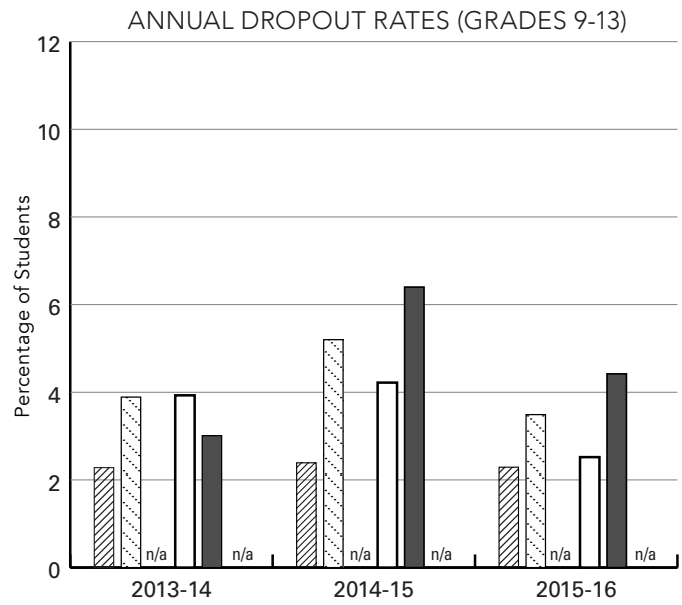






HIGH SCHOOL COMPLETION





State | LEA | American Indian | White | Black | Hispanic

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* = 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.)

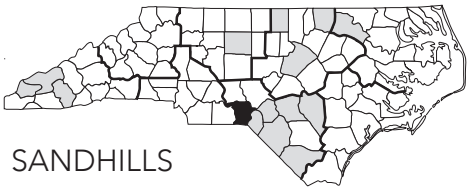
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

RICHMOND COUNTY

DISTRICT CONTACT: MARSHA PORTER
http://www.richmond.k12.nc.us

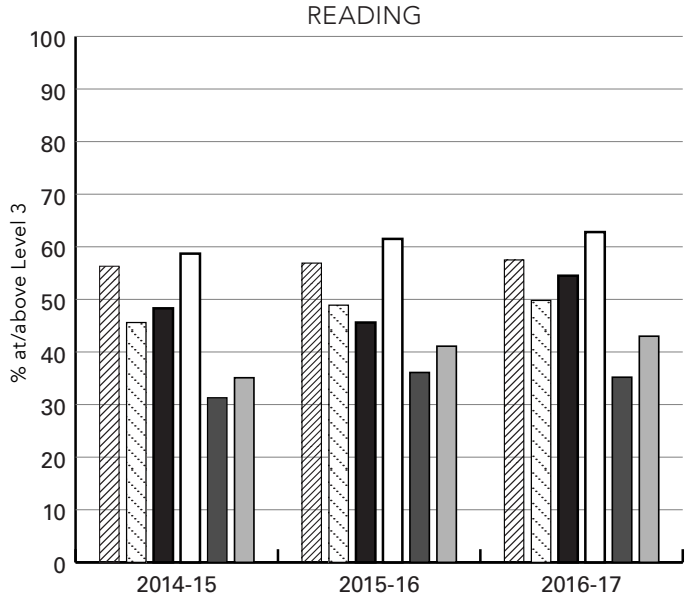


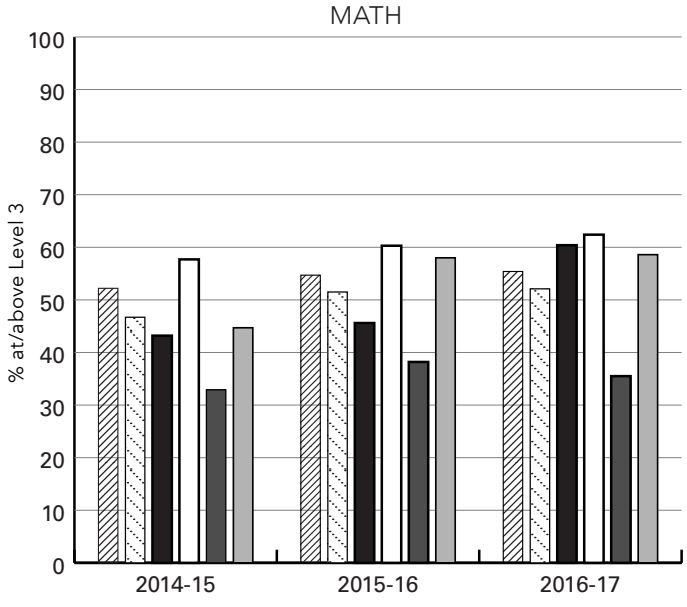
SANDHILLS

Richmond County Schools enrolled 7,346 students, of whom 253 (3.4%) were American Indians representing the Lumbee, Eastern Band of Cherokee, Tuscarora, Sioux, and the Pee Dee Indians of South Carolina. The district operates 16 schools. In 2016-17, the district proficiency rates were lower than the state in all EOG and EOC assessments, except for Math I. The proficiency rates of American Indian students were higher than the district rate in all EOG tested subjects and EOC Math I. However, American Indian students were considerably below the state and district in proficiency on EOC Biology and English II. American Indians demonstrated higher rates of proficiency than their Black and Hispanic peers in all EOG tested subjects and above their Black peers in EOC Math I and Biology. In all EOG and EOC tested areas, fewer American Indians were proficient compared to their White peers. The 4-Year Cohort Graduation rates for American Indians has continued to drop over the last three years and their rate is considerably below the state and district, as well as all their peers.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	45.6	48.3	58.7	31.3	35.1
2015-16	56.9	48.9	45.6	61.5	36.1	41.1
2016-17	57.5	49.8	54.5	62.8	35.2	43.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	46.7	43.2	57.7	32.9	44.7
2015-16	54.7	51.5	45.6	60.3	38.2	58.0
2016-17	55.4	52.1	60.4	62.4	35.5	58.6
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	61.4	62.2	73.5	44.4	67.9
2015-16	60.5	67.1	62.1	77.0	51.5	71.2
2016-17	64.3	80.2	83.3	86.2	69.5	89.6
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	43.4	25.8	61.7	27.0	47.8
2015-16	55.5	45.9	44.4	63.1	29.0	44.9
2016-17	56.1	53.8	38.9	66.9	37.4	60.4
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	40.4	20.0	55.2	25.9	41.5
2015-16	58.8	49.0	58.3	62.2	32.2	56.0
2016-17	60.7	47.4	22.2	61.9	28.6	54.4
4-Year Cohort Graduation Rate						
2014-15	85.6	81.0	78.6	78.6	85.4	81.6
2015-16	85.9	81.2	70.3	78.4	87.7	80.5
2016-17	86.5	76.7	66.7	70.9	84.6	91.4
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	3.27	n/a	3.70	2.66	n/a
2014-15	2.39	3.03	n/a	3.60	1.44	n/a
2015-16	2.29	3.27	n/a	4.28	2.21	n/a

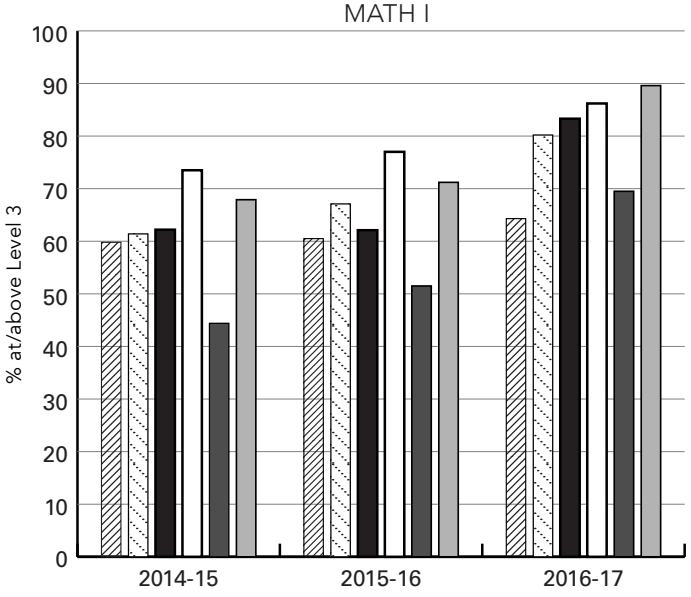
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



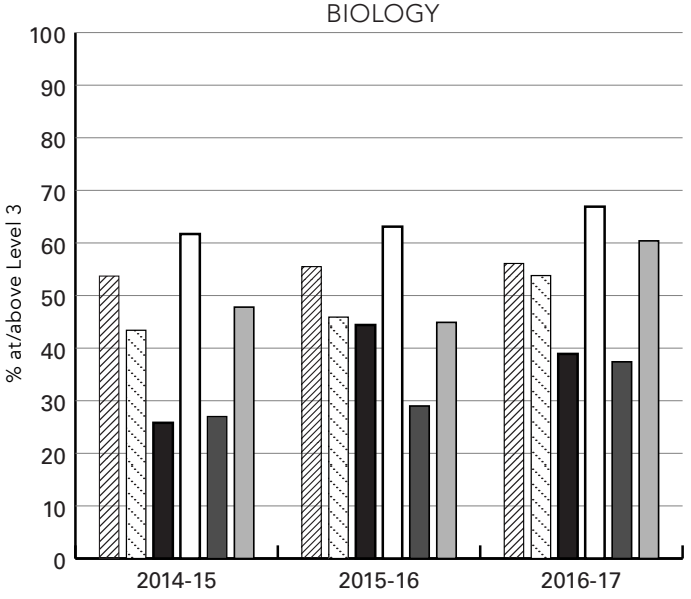


END-OF-COURSE TESTS

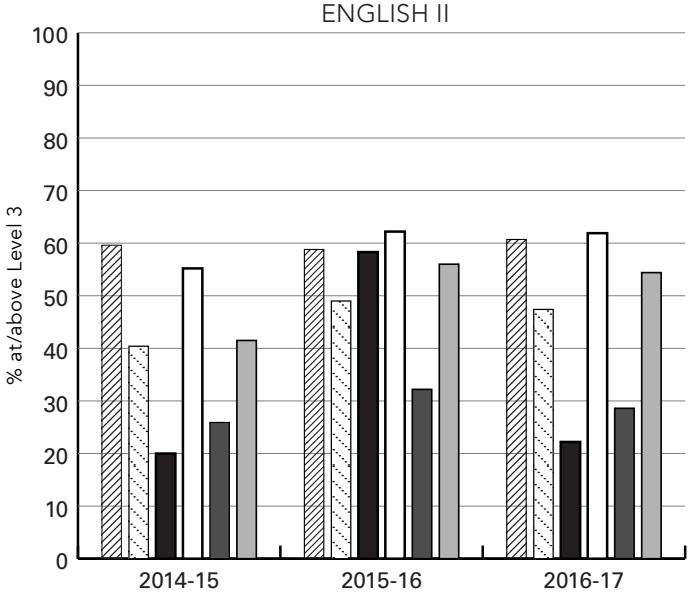
MATH I



BIOLOGY

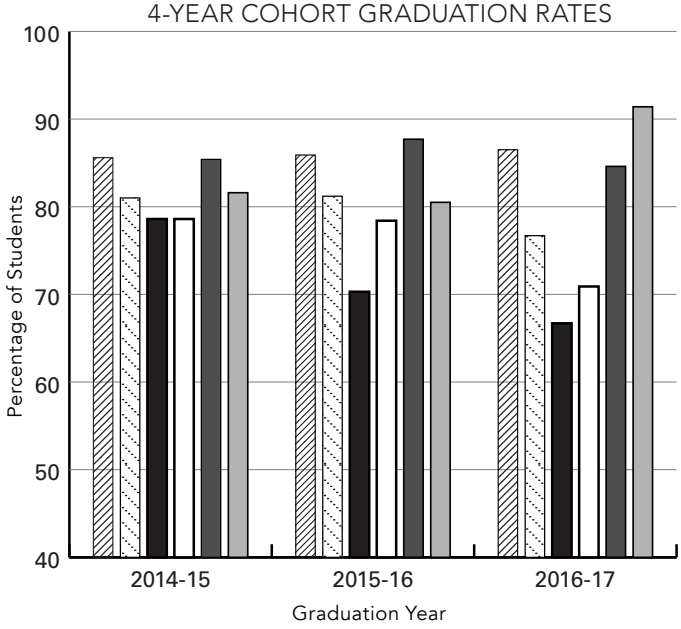


ENGLISH II

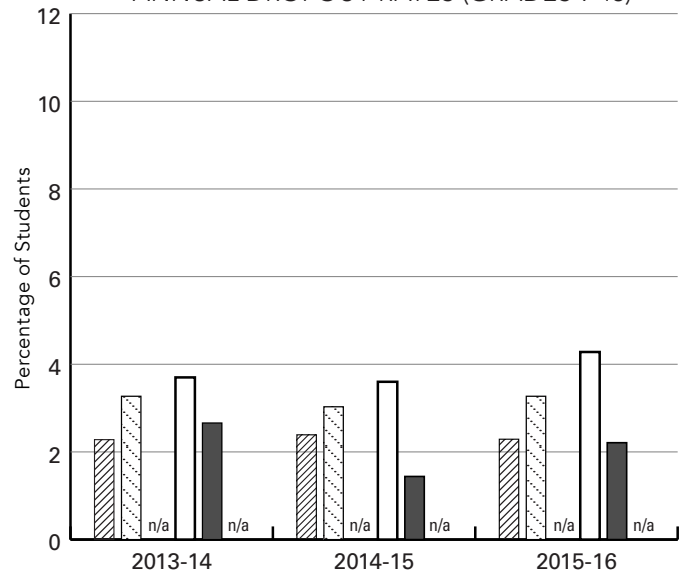


HIGH SCHOOL COMPLETION

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.)

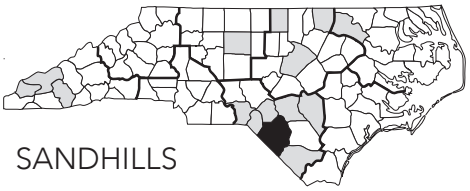
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

ROBESON COUNTY

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

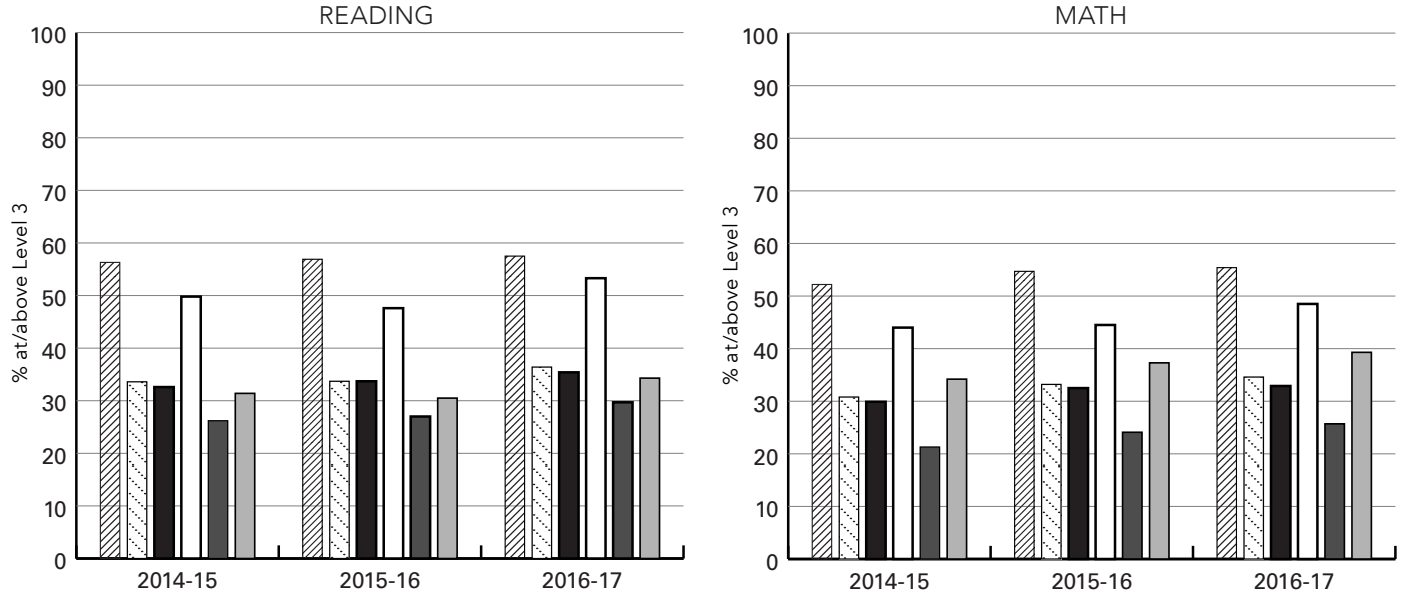


SANDHILLS

The Public Schools of Robeson County enrolled 23,277 students, including 9,754 (41.9%) who are identified as American Indians, mainly of the Lumbee Tribe. The district operates 41 schools. The proficiency rates of American Indian students lagged behind state and district rates in all tested areas. The proficiency rates of American Indian students also lagged behind their White peers on all EOG and EOC assessments. However, American Indian students demonstrated higher rates of proficiency than Black students in all areas, yet lagged behind Hispanic students in all subjects, except EOG reading. Small improvement has been made from 2015-16 to 2016-17 in EOG reading and math, while a slightly larger increase was made in all EOC tested areas. The 4-Year Cohort Graduation rate for American Indian students (88.2) was higher than the state (86.5) and district (87) rate. In 2016-17, American Indian students (88.2) had a higher graduation rate than their White, Black, and Hispanic peers. The annual dropout rate for American Indian students declined significantly since 2014-2015 and is lower than the state, district, and most ethnic and racial peer rates.

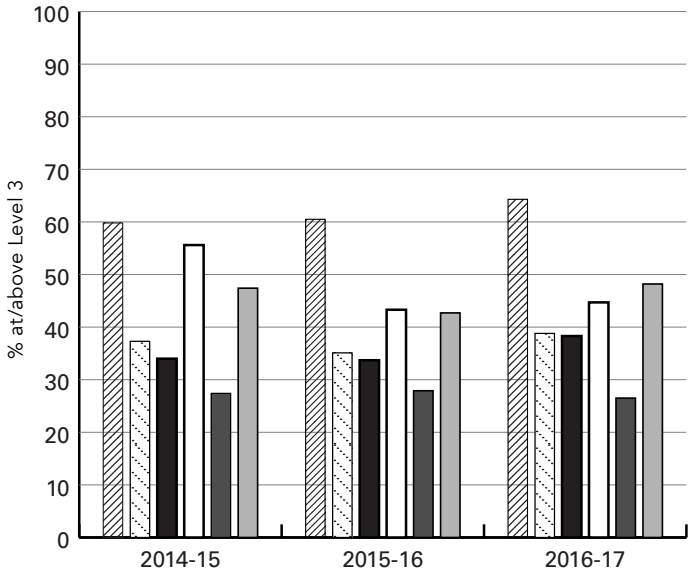
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	33.6	32.6	49.8	26.2	31.4
2015-16	56.9	33.7	33.7	47.6	27.0	30.5
2016-17	57.5	36.4	35.4	53.3	29.7	34.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	30.8	29.9	44.0	21.3	34.2
2015-16	54.7	33.2	32.5	44.5	24.1	37.3
2016-17	55.4	34.6	32.9	48.5	25.7	39.3
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	37.3	34.0	55.6	27.4	47.4
2015-16	60.5	35.1	33.7	43.3	27.9	42.7
2016-17	64.3	38.8	38.3	44.7	26.5	48.2
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	41.4	38.7	59.0	32.7	49.1
2015-16	55.5	39.7	35.7	52.8	30.0	55.4
2016-17	56.1	43.0	40.6	57.5	31.4	55.2
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	38.3	37.5	53.0	28.7	45.2
2015-16	58.8	37.9	34.4	58.5	28.8	43.8
2016-17	60.7	43.0	41.5	59.0	35.4	42.2
4-Year Cohort Graduation Rate						
2014-15	85.6	86.6	87.4	81.6	88.9	87.8
2015-16	85.9	85.9	86.0	80.6	88.8	86.5
2016-17	86.5	87.0	88.2	85.2	87.0	84.2
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.92	2.57	4.94	2.59	n/a
2014-15	2.39	2.22	2.60	2.52	1.58	n/a
2015-16	2.29	1.71	1.24	3.11	1.71	1.59

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

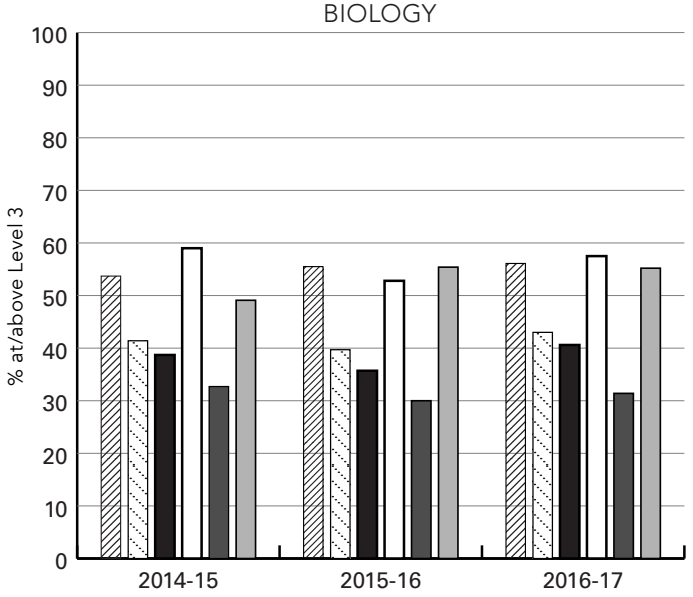


END-OF-COURSE TESTS

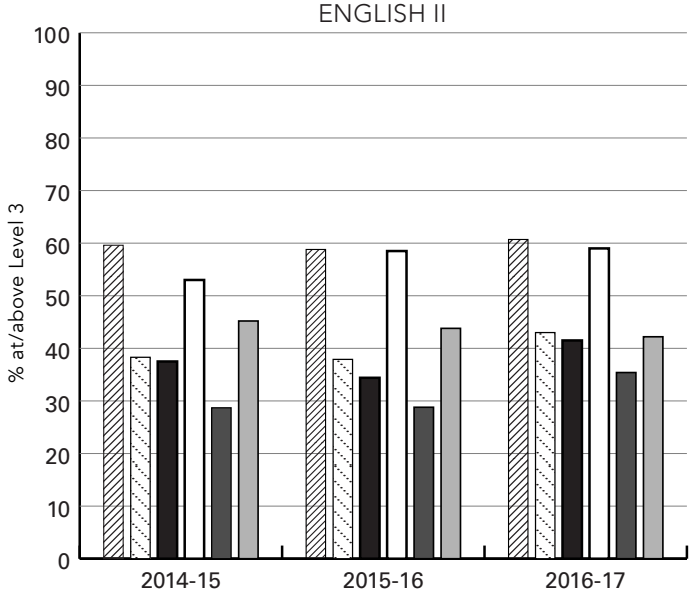
MATH I



BIOLOGY

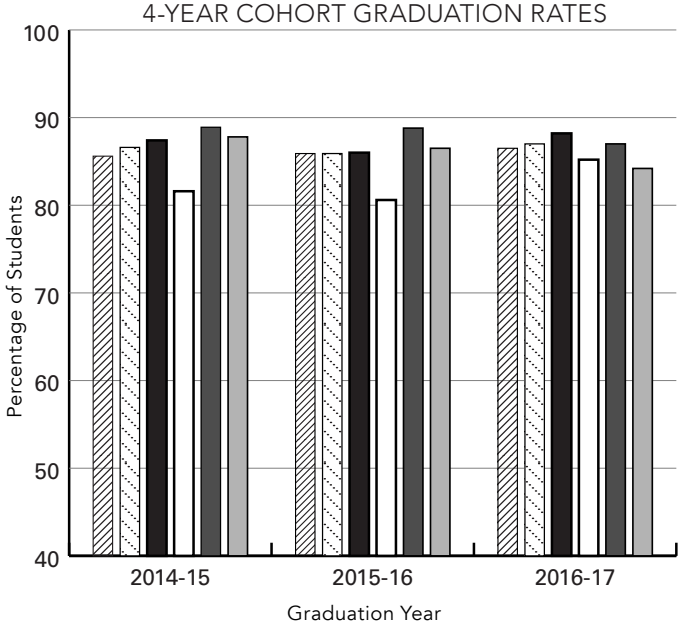


ENGLISH II

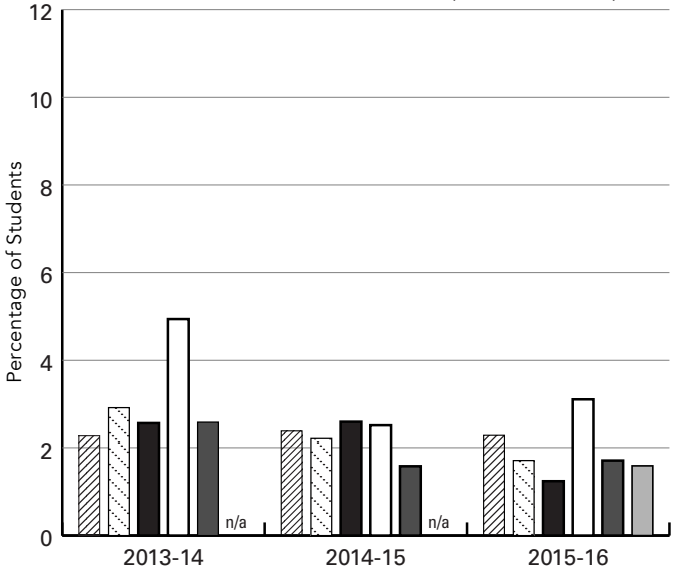


HIGH SCHOOL COMPLETION

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.)

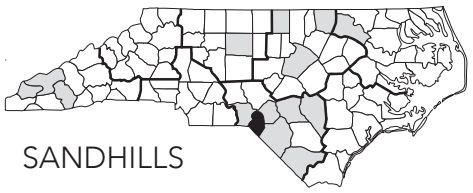
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

SCOTLAND COUNTY

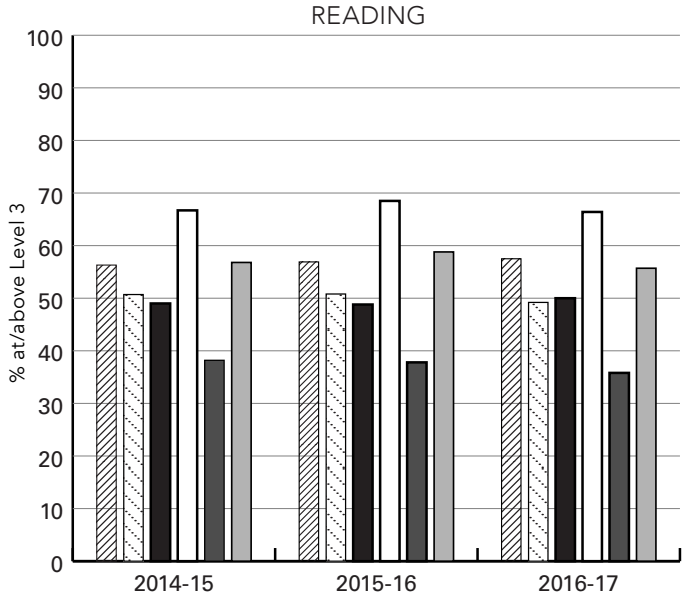
DISTRICT CONTACT: DR. PATRICIA POWELL-PATRICK
http://www.scotland.k12.nc.us

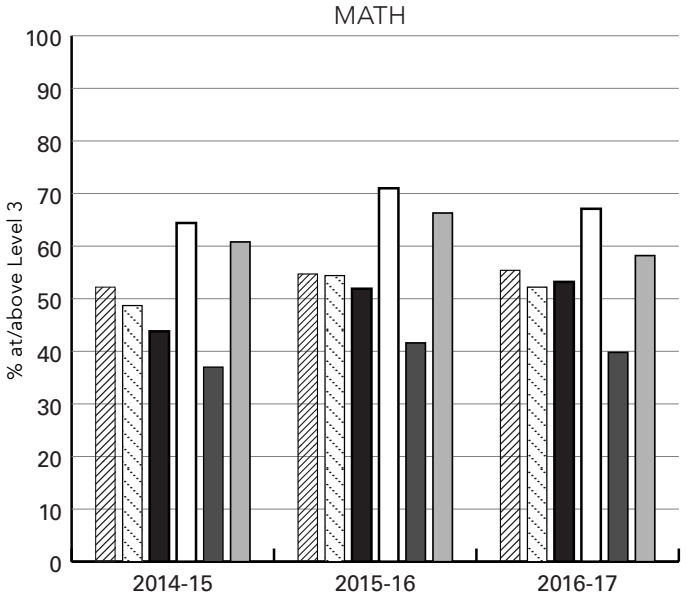


Scotland County Schools enrolled 5,864 students, including 935 (15.9%) American Indians mainly of the Lumbee Tribe. The district operates 12 campuses, including one high school and one early college. In 2016-17, district proficiency rates were below the state in all EOG and EOC tested subjects. American Indian students demonstrated higher proficiency rates than the district in EOG reading and math, and EOC Biology and English II. However, they lagged behind the state in all EOG and EOC tested areas. Proficiency rates for American Indian students lagged behind those of their White and Hispanic peers in all tested subjects, but were higher than their Black peers in EOG reading and math, and EOC Biology and English II. The American Indian 4-Year Cohort Graduation rate for 2016-17 increased significantly from 2015-16, but still fell slightly below the rates for the district, state, and all other racial and ethnic groups. The annual dropout rate for 2016-17 exceeded the rates for the district, state, and all other racial and ethnic subgroups, although there was a 4.45 percentage point drop in the rate from 2015-16.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	50.7	49.0	66.7	38.2	56.8
2015-16	56.9	50.8	48.8	68.5	37.8	58.8
2016-17	57.5	49.2	50.0	66.4	35.8	55.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	48.7	43.8	64.4	37.0	60.8
2015-16	54.7	54.4	51.9	71.0	41.6	66.3
2016-17	55.4	52.2	53.2	67.1	39.8	58.2
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	61.8	62.7	69.9	56.1	54.5
2015-16	60.5	52.8	53.1	65.9	42.3	38.9
2016-17	64.3	60.9	50.0	75.8	51.2	84.6
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	41.4	32.8	60.4	27.7	42.9
2015-16	55.5	51.3	43.9	71.4	38.5	*
2016-17	56.1	44.3	46.9	60.3	31.3	*
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	43.0	36.5	62.1	31.9	60.0
2015-16	58.8	42.6	41.7	60.2	30.0	37.5
2016-17	60.7	46.4	51.7	64.1	29.3	63.6
4-Year Cohort Graduation Rate						
2014-15	85.6	81.8	70.6	86.6	80.5	87.5
2015-16	85.9	82.5	76.5	83.0	86.6	80.0
2016-17	86.5	82.8	81.5	81.6	84.2	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	4.18	6.12	3.56	3.82	n/a
2014-15	2.39	4.98	8.52	4.18	4.19	n/a
2015-16	2.29	2.50	4.07	2.84	2.03	n/a

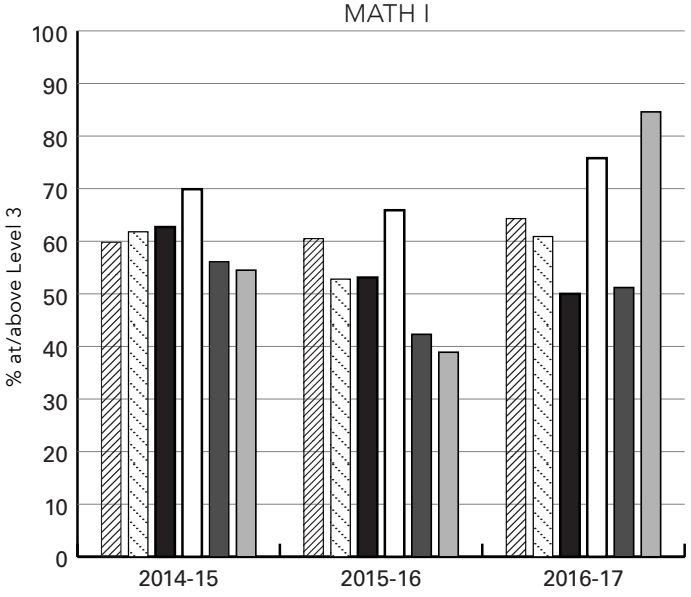
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



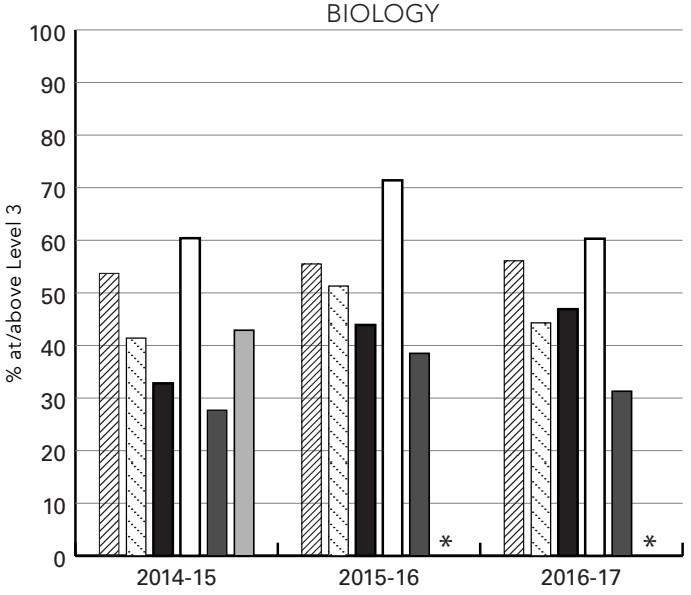


END-OF-COURSE TESTS

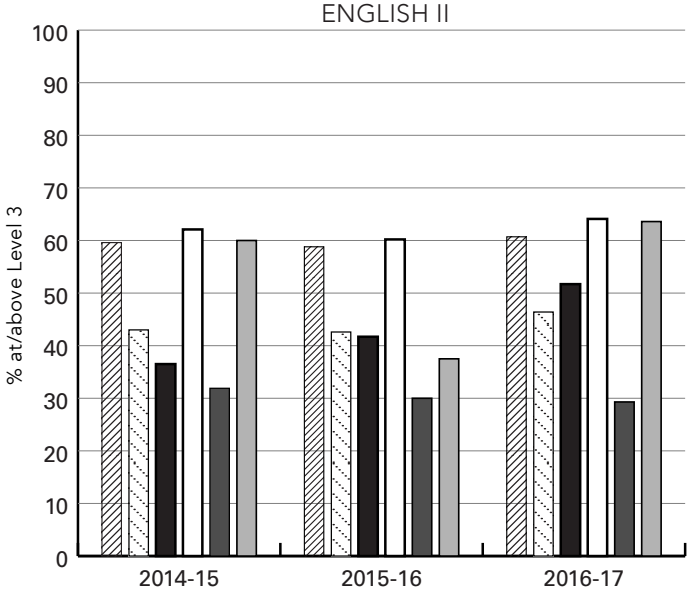
MATH I



BIOLOGY

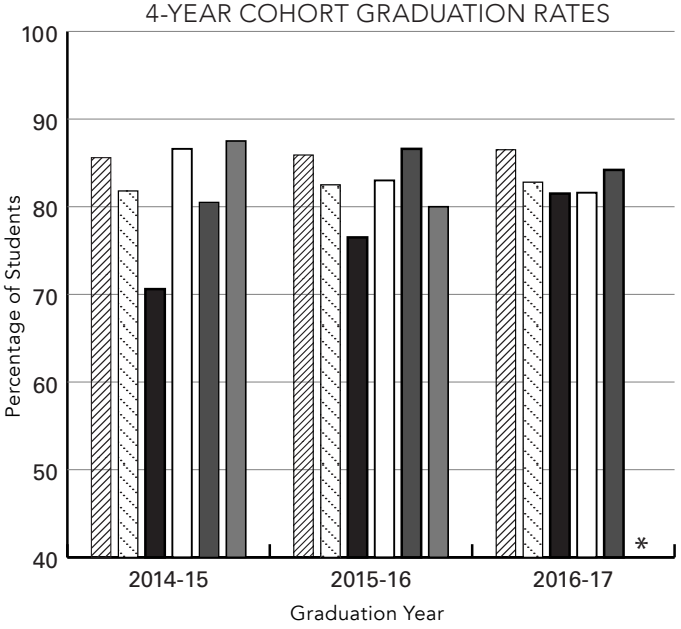


ENGLISH II

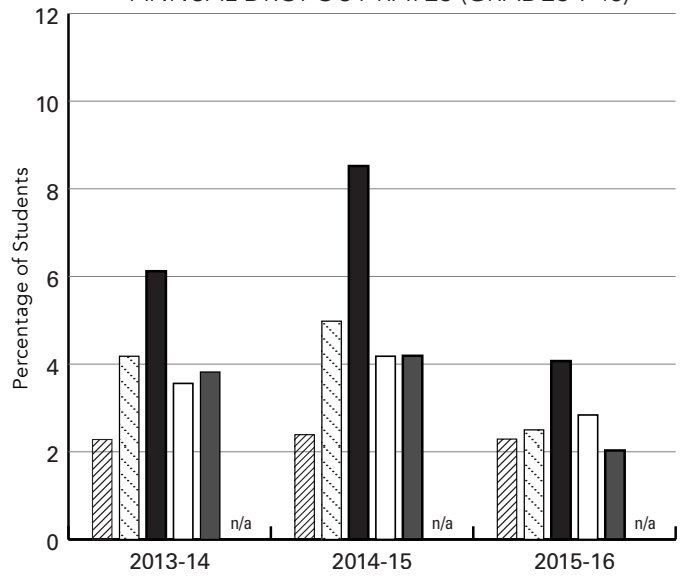


HIGH SCHOOL COMPLETION

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.)

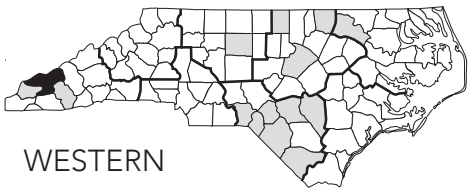
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

SWAIN COUNTY

DISTRICT CONTACT: JANET CLAPSADDLE
http://www.swain.k12.nc.us

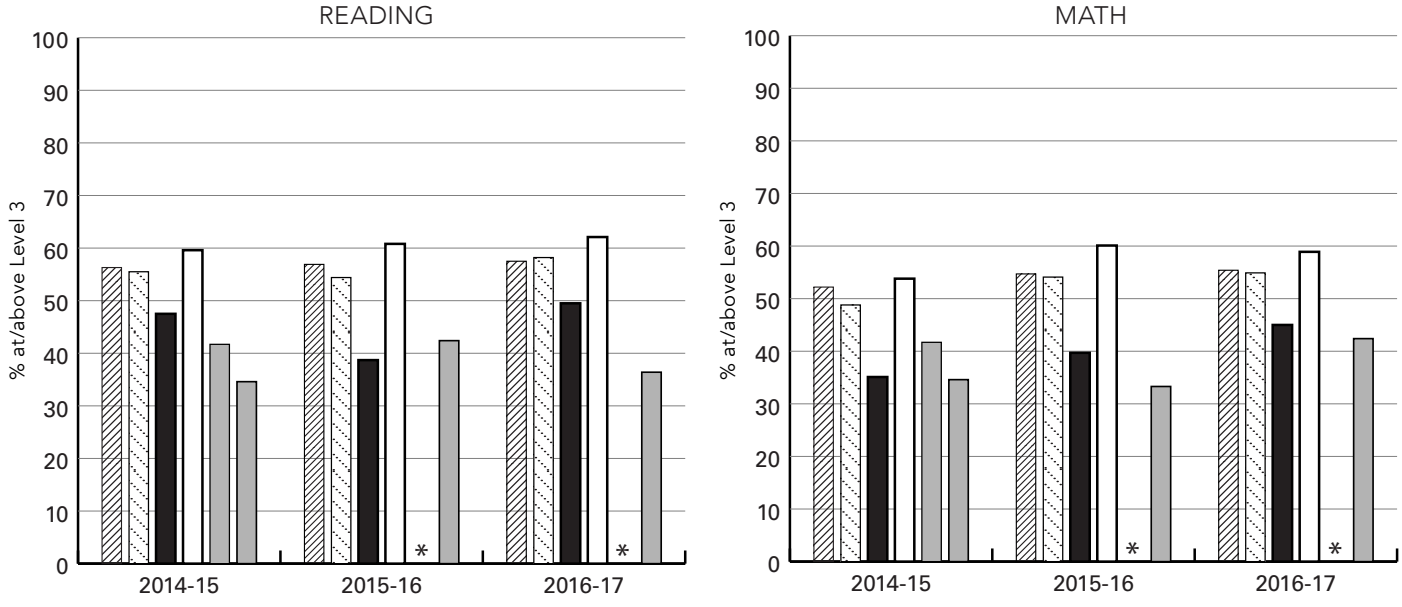


WESTERN

Swain County Schools enrolled 1,965 students of whom 466 (23.7%) are members of the Eastern Band of Cherokee. Located on land contiguous to the Qualla Boundary, the district operates four schools including two elementary, one middle, and one high school. In 2016-17, district proficiency rates were lower than the state on all EOG and EOC assessments except EOG reading. American Indian students demonstrated a lower proficiency rate than the district and state in all EOG and EOC tested subjects. American Indian students performed better than Hispanic students in both EOG reading and math (data is not available for EOC areas), while White students outperformed American Indians in all EOG and EOC tested areas. The 4-Year Cohort Graduation rate for the district was lower than the state. American Indian students had a slightly lower graduation rate than the district and state. Sufficient data for American Indian students are not available for comparison of the annual dropout rates.

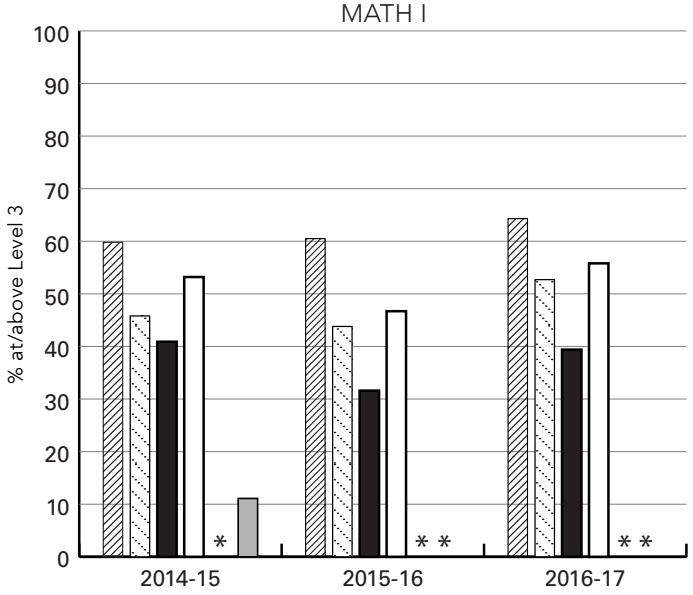
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	55.5	47.5	59.6	41.7	34.6
2015-16	56.9	54.4	38.7	60.8	*	42.4
2016-17	57.5	58.2	49.5	62.1	*	36.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	48.8	35.1	53.8	41.7	34.6
2015-16	54.7	54.1	39.7	60.1	*	33.3
2016-17	55.4	54.9	45.0	58.9	*	42.4
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	45.8	40.9	53.2	*	11.1
2015-16	60.5	43.8	31.6	46.7	*	*
2016-17	64.3	52.7	39.4	55.8	*	*
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	46.1	44.4	49.5	*	<5
2015-16	55.5	41.0	10.3	55.7	*	*
2016-17	56.1	40.8	32.4	43.8	*	*
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	52.2	48.8	56.1	*	20.0
2015-16	58.8	48.6	22.2	59.3	*	*
2016-17	60.7	47.6	44.1	49.5	*	*
4-Year Cohort Graduation Rate						
2014-15	85.6	84.3	75.0	85.6	n/a	>95
2015-16	85.9	79.9	81.6	79.2	n/a	*
2016-17	86.5	83.1	82.9	84.5	n/a	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	4.92	n/a	5.70	n/a	n/a
2014-15	2.39	4.52	n/a	4.88	n/a	n/a
2015-16	2.29	3.07	n/a	n/a	n/a	n/a

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

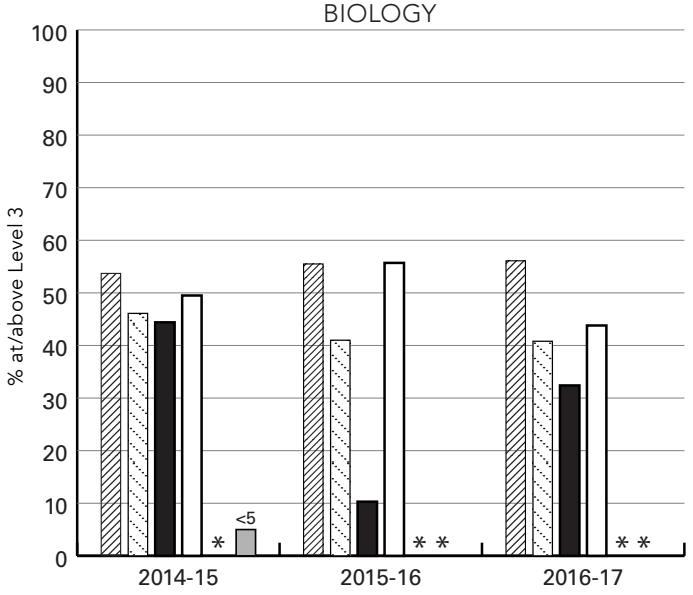


END-OF-COURSE TESTS

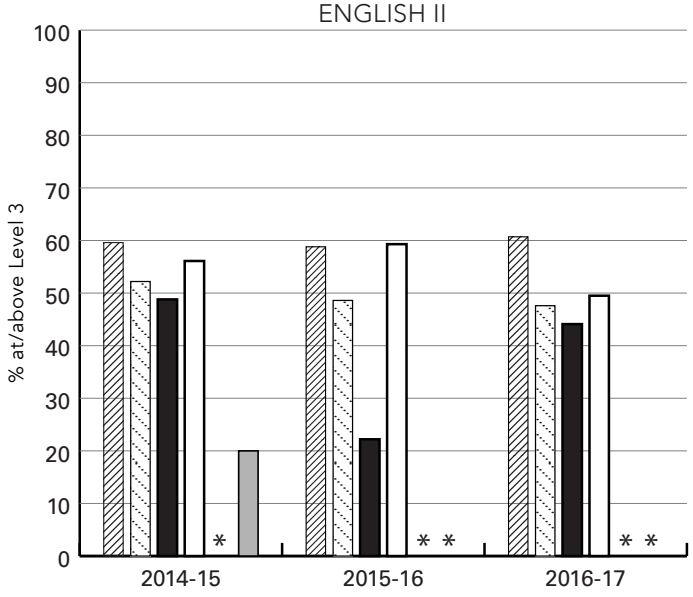
MATH I



BIOLOGY

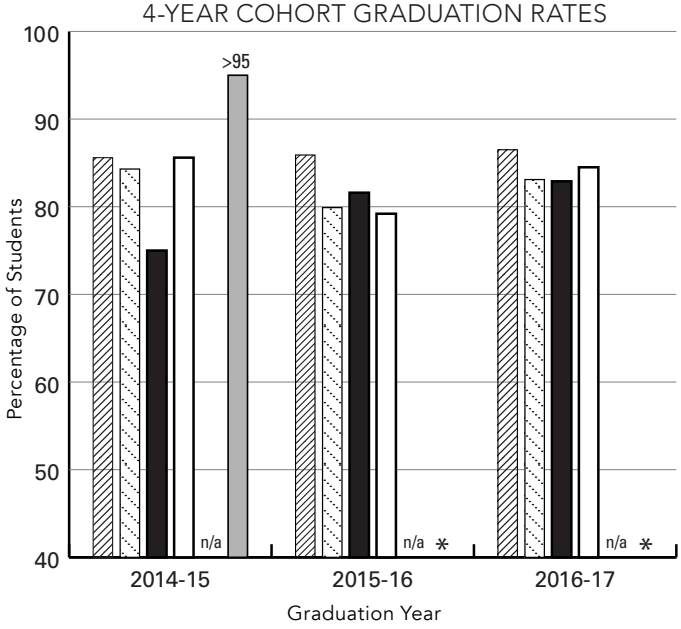


ENGLISH II

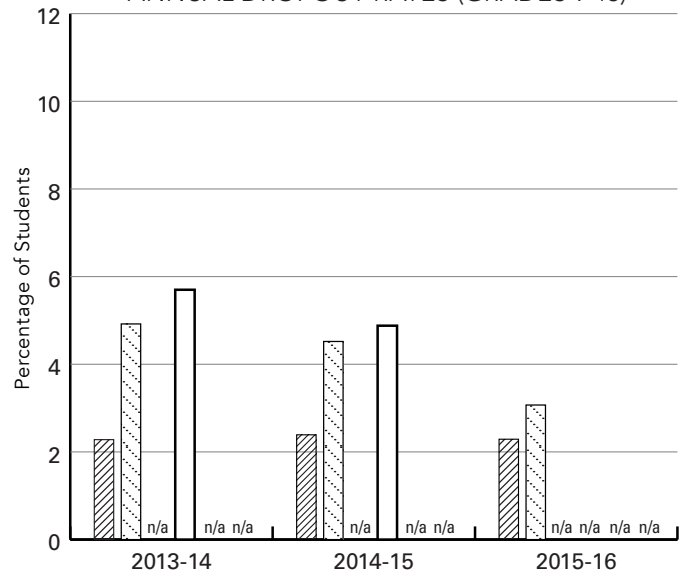


HIGH SCHOOL COMPLETION

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.)

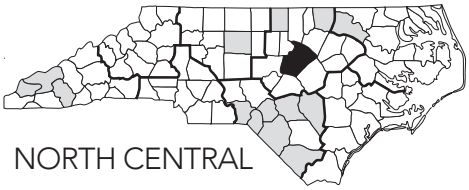
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017 | 47

WAKE COUNTY

COORDINATOR: TIFFANY STUART DISTRICT CONTACT: GWEN LOCKLEAR
http://www.wcpss.net

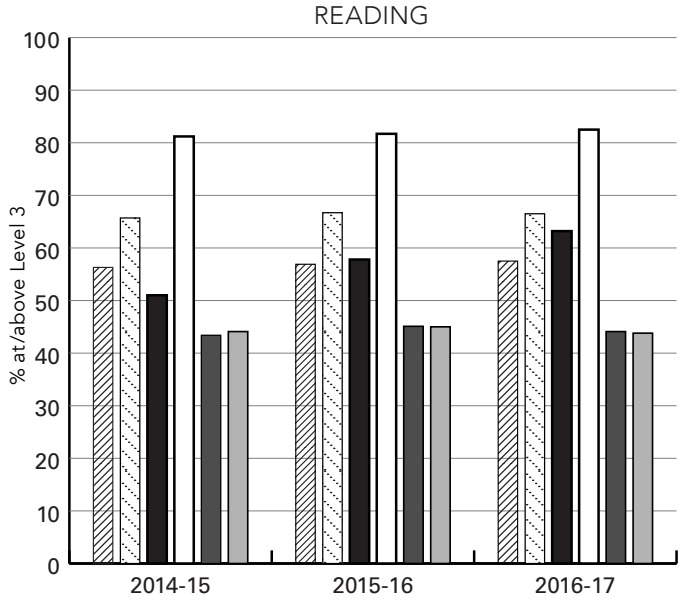


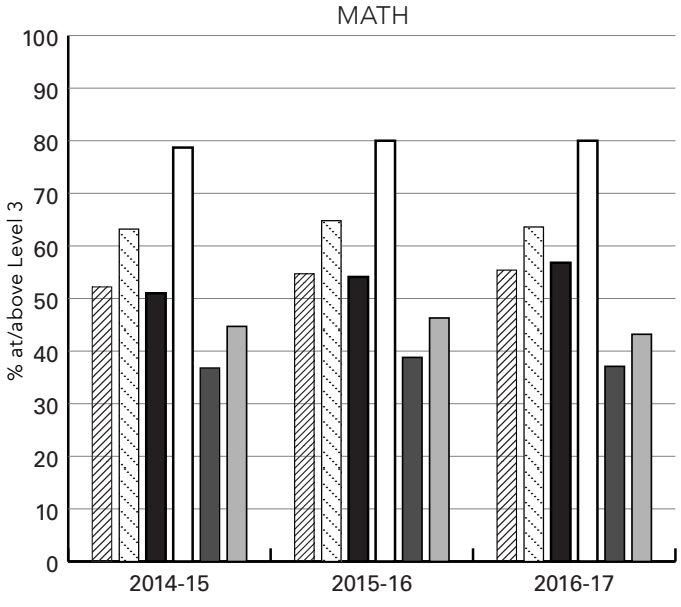
Wake County Public Schools enrolled 159,213 students in 176 schools, including 24 high schools, and a cadre of early colleges and special-focus schools. Richly diverse, Wake County Public Schools enroll 450 (0.3%) American Indian students representing 78 tribal affiliations.

The 2016-17 EOG and EOC data showed the district proficiency rates were higher than the state rates. The proficiency rates for American Indian students were lower than the district rates in all tested areas of the EOG and EOC. However, the proficiency rates for American Indian students were higher than the state proficiency rates, but not district rates in EOG reading and math, and EOC Math I and English II. American Indian students performed better than their Black and Hispanic peers in each EOG and EOC tested subject; however, they lag behind their White peers in these same tested areas. The data shows that the 4-Year Cohort Graduation rate of American Indians lagged behind the rates for the state, district, and their White peer group. Data were insufficient to calculate a dropout rate for American Indian students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	65.7	51.0	81.2	43.4	44.1
2015-16	56.9	66.7	57.8	81.7	45.1	45.0
2016-17	57.5	66.5	63.2	82.5	44.1	43.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	63.2	51.0	78.7	36.8	44.7
2015-16	54.7	64.8	54.1	80.0	38.8	46.3
2016-17	55.4	63.6	56.8	80.0	37.1	43.2
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	71.7	62.3	85.0	43.9	57.0
2015-16	60.5	72.1	69.6	85.8	42.8	53.4
2016-17	64.3	74.4	71.7	86.7	47.4	55.4
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	64.4	52.6	81.3	38.3	44.4
2015-16	55.5	64.8	67.5	82.5	38.1	46.0
2016-17	56.1	61.4	55.3	78.4	34.3	40.5
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	70.6	60.0	85.0	49.4	53.3
2015-16	58.8	69.0	57.5	83.5	47.6	52.3
2016-17	60.7	70.0	67.5	84.0	48.4	53.4
4-Year Cohort Graduation Rate						
2014-15	85.6	86.1	74.6	92.6	78.9	73.7
2015-16	85.9	87.1	77.3	93.0	81.1	73.6
2016-17	86.5	88.5	83.3	94.1	83.0	76.0
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	2.22	6.64	1.22	3.35	4.30
2014-15	2.39	2.15	5.24	1.14	3.05	4.53
2015-16	2.29	1.69	n/a	0.79	2.69	3.54

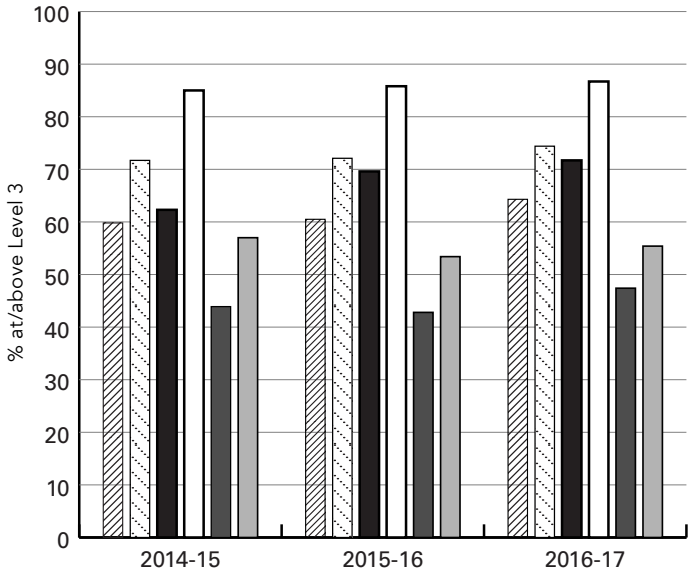
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



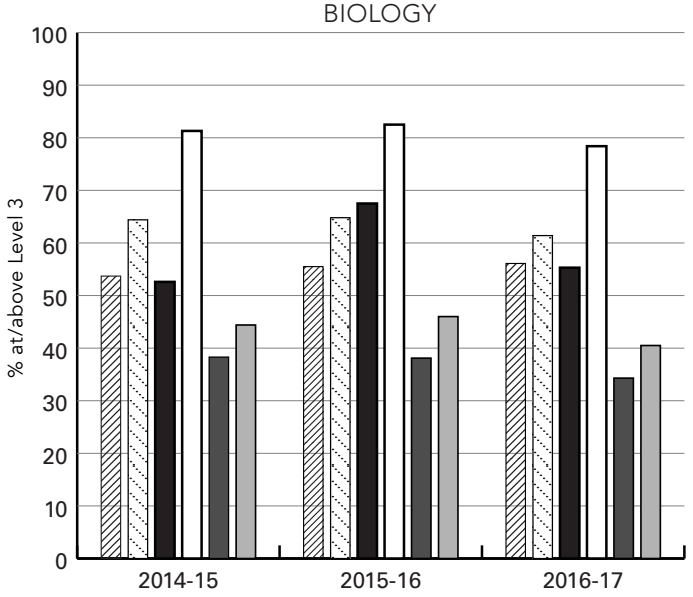


END-OF-COURSE TESTS

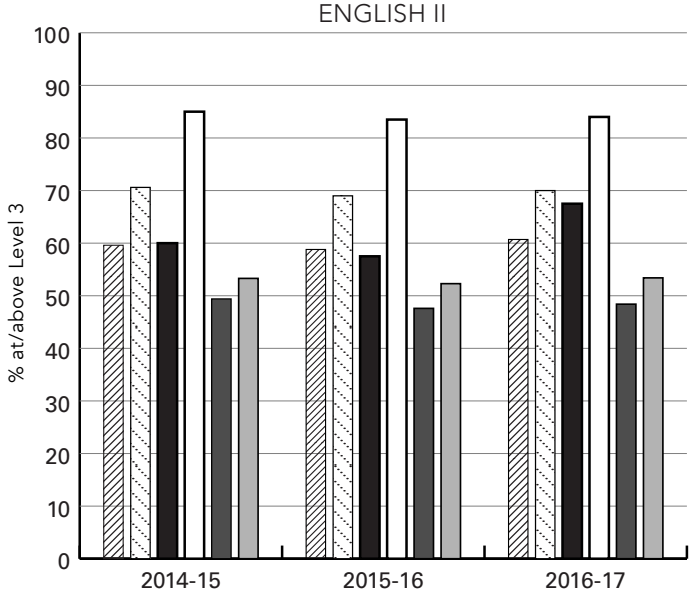
MATH I



BIOLOGY

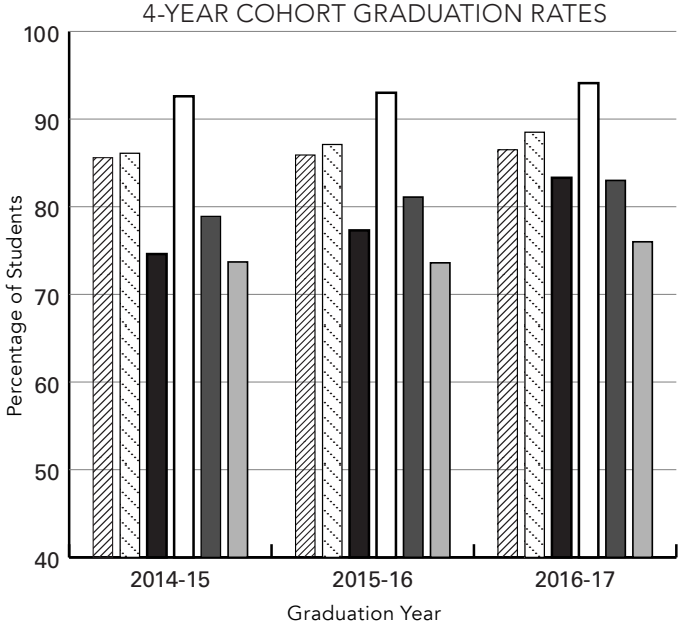


ENGLISH II

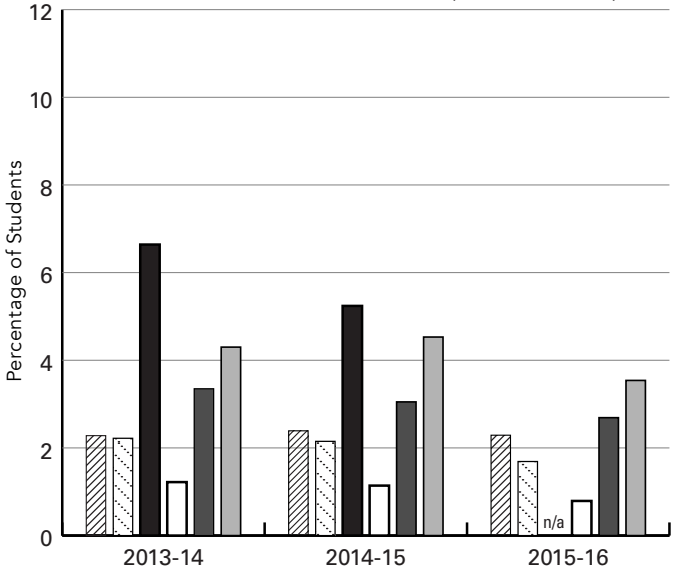


HIGH SCHOOL COMPLETION

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.)

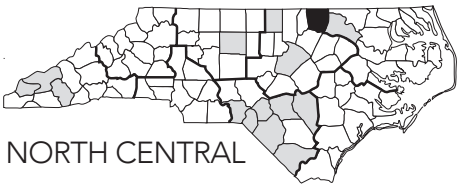
n/a = Current year data are unavailable or contain no scores for the selected test.

<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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

WARREN COUNTY

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

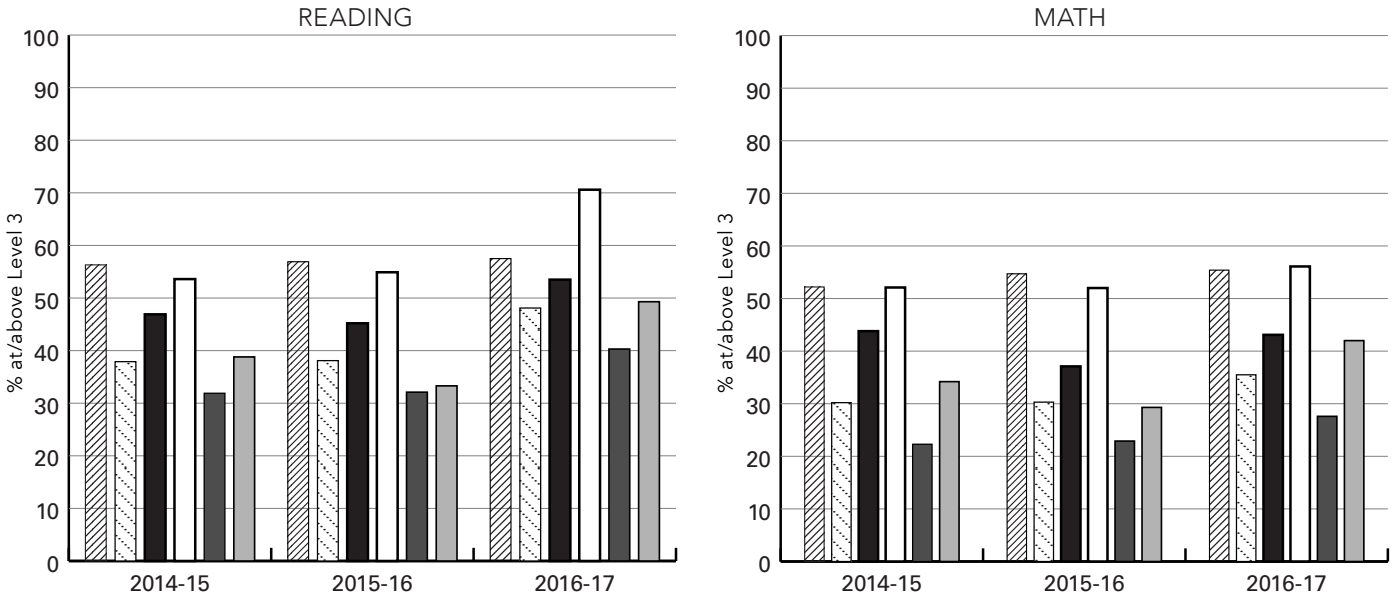


NORTH CENTRAL

Warren County Schools enrolled 2,141 students, including 138 (6.4%) American Indian students, mainly of the Haliwa-Saponi Tribe. Warren County operates eight schools. In 2016-17, district proficiency rates in all EOG and EOC tested subjects significantly trailed the state rates. The proficiency rates of American Indian students exceeded the district rates in all EOG and EOC tested subjects where data are available, but fell behind the state rate in every subject. American Indian students outperformed their Black and Hispanic peers in EOG reading and math, and EOC Math I; however, they lagged behind their White peers in the same areas. There was insufficient data for American Indians to compare proficiency rates on EOC Biology and English II. American Indian students' 4-year Cohort Graduation rate was higher than the state, district, and all subgroups, and showed a significant increase from the 2016-15 school year. Sufficient data on the annual dropout rate were not available for American Indians.

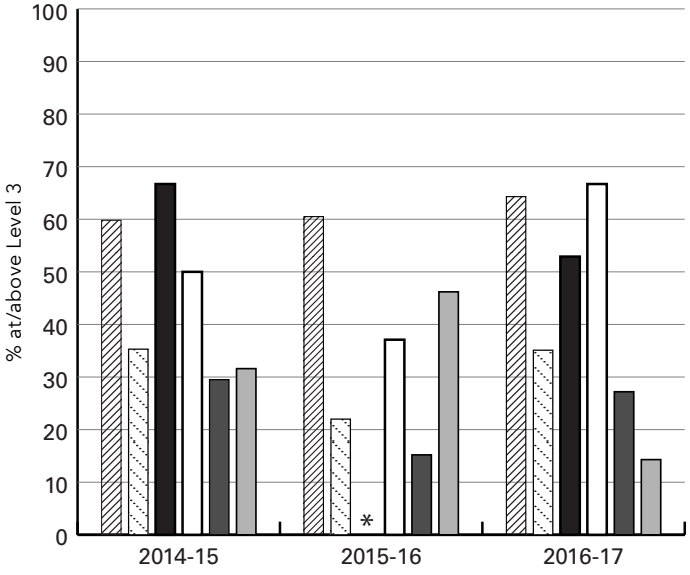
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	56.3	37.9	46.9	53.6	31.9	38.8
2015-16	56.9	38.1	45.2	54.9	32.1	33.3
2016-17	57.5	48.1	53.5	70.6	40.3	49.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2014-15	52.2	30.2	43.8	52.1	22.3	34.2
2015-16	54.7	30.3	37.1	52.0	22.9	29.3
2016-17	55.4	35.5	43.1	56.1	27.6	42.0
Math I: End-of-Course – Percent at/above Level 3						
2014-15	59.8	35.3	66.7	50.0	29.5	31.6
2015-16	60.5	22.0	*	37.1	15.2	46.2
2016-17	64.3	35.1	52.9	66.7	27.2	14.3
Biology: End-of-Course – Percent at/above Level 3						
2014-15	53.7	21.2	30.8	37.9	16.2	28.6
2015-16	55.5	20.8	21.4	34.3	16.3	33.3
2016-17	56.1	27.7	*	53.6	17.6	46.2
English II: End-of-Course – Percent at/above Level 3						
2014-15	59.6	45.0	61.5	48.4	40.9	50.0
2015-16	58.8	42.0	*	55.6	38.3	41.7
2016-17	60.7	53.5	*	71.9	40.9	92.3
4-Year Cohort Graduation Rate						
2014-15	85.6	72.0	82.4	66.7	71.8	62.5
2015-16	85.9	70.4	54.2	68.4	74.6	*
2016-17	86.5	79.3	>95	68.2	77.3	*
Annual Dropout Rate (Grades 9-13)						
2013-14	2.28	4.87	n/a	n/a	5.28	n/a
2014-15	2.39	5.43	n/a	n/a	5.08	n/a
2015-16	2.29	3.91	n/a	n/a	4.13	n/a

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

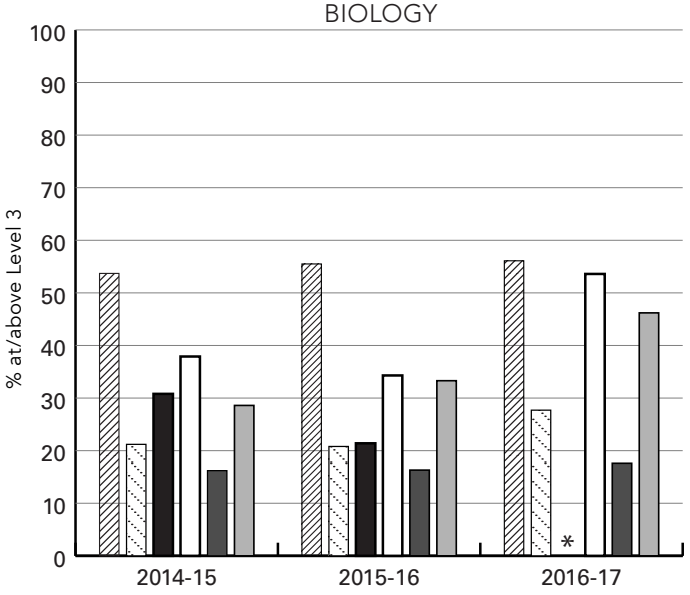


END-OF-COURSE TESTS

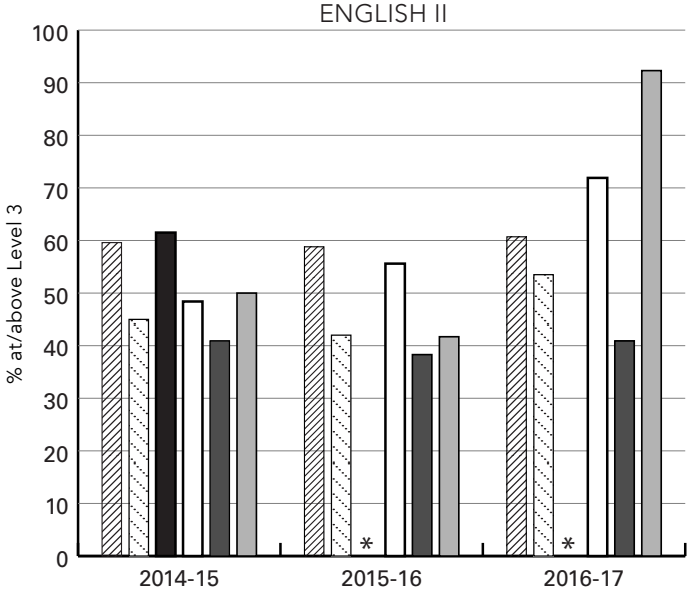
MATH I



BIOLOGY

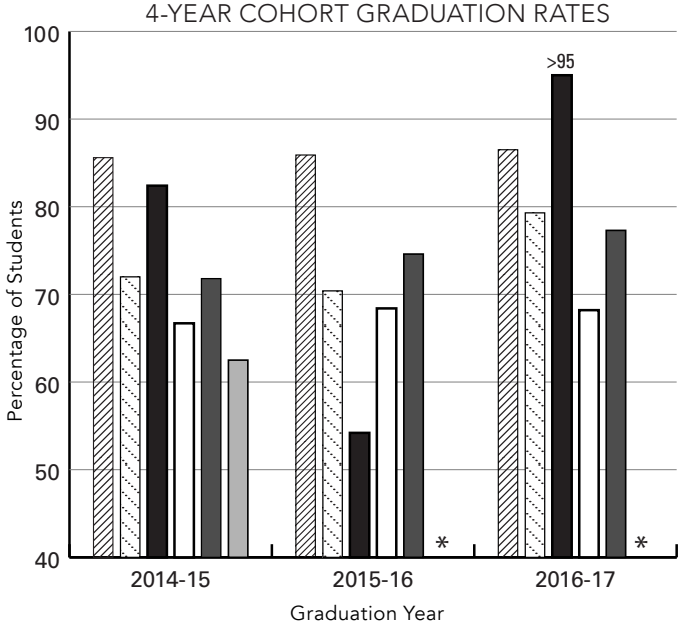


ENGLISH II

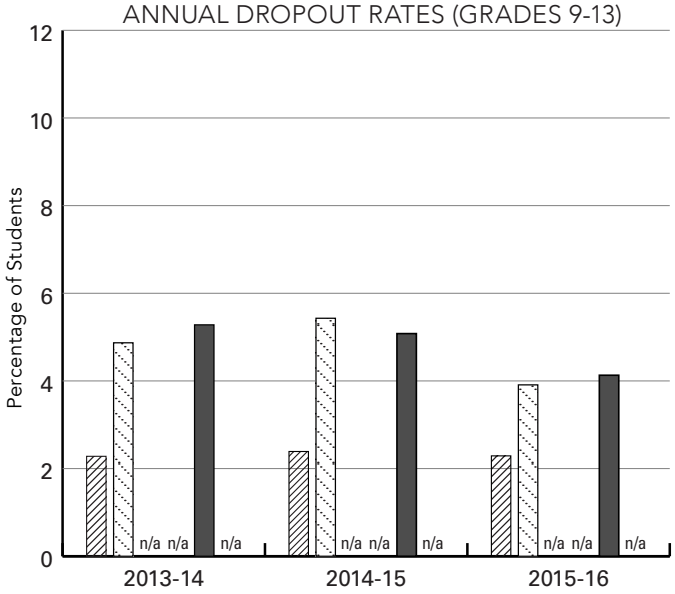


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



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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.

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

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

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2014-15	14.8	20.9	16.5	32.3	10.8	14.0
2015-16	15.1	20.7	9.0	31.8	10.2	15.6
2016-17	16.2	21.2	11.1	33.3	10.2	15.1
Clinton City						
2014-15	14.8	11.3	*	22.1	4.1	5.8
2015-16	15.1	12.9	*	25.9	5.0	6.6
2016-17	16.2	13.5	*	28.9	2.8	8.0
Columbus						
2014-15	14.8	4.9	4.0	6.3	2.7	n/a
2015-16	15.1	6.2	*	7.9	3.0	*
2016-17	16.2	7.0	*	7.8	4.4	*
Cumberland						
2014-15	14.8	12.2	12.2	17.0	6.5	8.9
2015-16	15.1	11.7	4.4	15.0	5.8	14.4
2016-17	16.2	13.6	7.6	20.0	5.9	15.1
Graham						
2014-15	14.8	6.0	*	6.2	n/a	n/a
2015-16	15.1	9.3	*	8.8	n/a	*
2016-17	16.2	8.2	*	7.5	n/a	*
Guilford						
2014-15	14.8	25.1	22.1	34.8	12.6	19.0
2015-16	15.1	25.4	16.8	35.6	12.6	23.3
2016-17	16.2	25.6	21.4	37.0	12.4	21.3
Halifax						
2014-15	14.8	n/a	n/a	n/a	n/a	n/a
2015-16	15.1	*	n/a	*	n/a	n/a
2016-17	16.2	n/a	n/a	n/a	n/a	n/a
Haliwa-Saponi Tribal School						
2014-15	14.8	n/a	n/a	n/a	n/a	n/a
2015-16	15.1	n/a	n/a	n/a	n/a	n/a
2016-17	16.2	*	*	n/a	*	n/a
Hertford						
2014-15	14.8	*	n/a	*	n/a	n/a
2015-16	15.1	n/a	n/a	n/a	n/a	n/a
2016-17	16.2	n/a	n/a	n/a	n/a	n/a
Hoke						
2014-15	14.8	12.5	7.8	16.2	9.3	8.9
2015-16	15.1	11.0	5.0	13.9	6.5	16.7
2016-17	16.2	10.7	4.4	11.8	6.7	13.8
Jackson						
2014-15	14.8	3.8	*	3.6	n/a	*
2015-16	15.1	4.8	*	4.9	n/a	*
2016-17	16.2	4.4	*	4.2	*	*
Johnston						
2014-15	14.8	7.4	11.9	9.3	3.1	2.5
2015-16	15.1	6.9	*	8.2	2.9	4.3
2016-17	16.2	6.8	n/a	8.4	2.4	3.6

Year	State	District	American Indian	White	Black	His-panic
Person						
2014-15	14.8	9.8	*	12.2	4.1	13.2
2015-16	15.1	10.8	*	13.6	4.4	12.7
2016-17	16.2	11.4	*	14.4	5.8	11.3
Richmond						
2014-15	14.8	7.8	*	10.9	3.5	7.5
2015-16	15.1	9.7	*	12.3	5.1	9.2
2016-17	16.2	9.7	*	13.4	3.6	8.9
Robeson						
2014-15	14.8	9.7	8.6	18.7	4.8	7.3
2015-16	15.1	8.7	6.3	19.6	3.8	6.9
2016-17	16.2	6.6	3.7	15.3	3.2	5.6
Scotland						
2014-15	14.8	7.9	6.9	12.7	4.9	*
2015-16	15.1	8.3	4.2	13.3	4.5	*
2016-17	16.2	7.5	*	11.0	4.3	*
Swain						
2014-15	14.8	7.4	5.1	7.7	n/a	*
2015-16	15.1	10.6	*	10.4	n/a	*
2016-17	16.2	10.0	*	10.2	n/a	*
Wake						
2014-15	14.8	21.4	21.5	27.0	7.7	10.1
2015-16	15.1	23.0	19.4	29.2	8.5	12.9
2016-17	16.2	26.6	16.8	32.8	11.0	14.7
Warren						
2014-15	14.8	2.6	*	*	2.2	n/a
2015-16	15.1	3.9	*	*	2.9	*
2016-17	16.2	4.0	*	*	4.0	*

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

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

Students Taking AP Exams by District

Data from 2016-17 indicates that many American Indian students (as well as other low-income minorities) remained underrepresented in AP classrooms and in the population of students scoring 3 or higher on AP exams. Of the 19 districts reporting in 2016-17, three districts had more than 10 percent of their American Indian students taking AP exams. Guilford County Schools (21.4%), Wake County Public Schools (16.8%), and Charlotte-Mecklenburg Schools (11.1%) reported participation rates higher than 10 percent among American Indian students. Also, American Indian students had a higher representation rate than their Hispanic and Black peers in all three districts (Guilford, Wake, and Charlotte-Mecklenburg County Schools).

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

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2014-15	53.9	54.6	48.4	68.8	25.1	46.2
2015-16	54.1	56.9	29.4	71.1	25.7	50.4
2016-17	54.3	56.3	50.0	69.6	26.8	44.3
Clinton City						
2014-15	53.9	23.4	*	27.4	14.3	22.2
2015-16	54.1	40.4	*	47.2	5.6	46.2
2016-17	54.3	54.2	*	54.9	50.0	43.8
Columbus						
2014-15	53.9	11.6	0	14.5	6.3	n/a
2015-16	54.1	16.4	*	19.3	5.3	*
2016-17	54.3	14.0	*	21.4	0.0	*
Cumberland						
2014-15	53.9	33.2	25.0	38.0	20.0	36.5
2015-16	54.1	34.3	33.3	41.9	17.2	35.4
2016-17	54.3	31.6	20.0	36.5	16.3	33.3
Graham						
2014-15	53.9	54.5	*	52.6	n/a	n/a
2015-16	54.1	34.4	*	26.9	n/a	*
2016-17	54.3	56.7	*	60.9	n/a	*
Guilford						
2014-15	53.9	54.8	63.3	65.2	31.5	49.6
2015-16	54.1	52.7	52.6	63.0	28.5	46.7
2016-17	54.3	54.9	45.8	65.3	31.4	48.0
Halifax						
2014-15	53.9	n/a	n/a	n/a	n/a	n/a
2015-16	54.1	*	n/a	*	n/a	n/a
2016-17	54.3	n/a	n/a	n/a	n/a	n/a
Haliwa-Saponi Tribal School						
2014-15	53.9	n/a	n/a	n/a	n/a	n/a
2015-16	54.1	n/a	n/a	n/a	n/a	n/a
2016-17	54.3	*	*	n/a	*	n/a
Hertford						
2014-15	53.9	*	n/a	*	n/a	n/a
2015-16	54.1	n/a	n/a	n/a	n/a	n/a
2016-17	54.3	n/a	n/a	n/a	n/a	n/a
Hoke						
2014-15	53.9	13.7	14.3	20.0	5.4	16.7
2015-16	54.1	19.7	21.4	23.2	6.2	27.0
2016-17	54.3	16.5	8.3	16.9	10.0	26.7
Jackson						
2014-15	53.9	51.2	*	58.8	n/a	*
2015-16	54.1	54.4	*	56.3	n/a	*
2016-17	54.3	57.7	*	57.5	*	*
Johnston						
2014-15	53.9	58.6	60.0	61.4	41.5	38.6
2015-16	54.1	57.2	*	62.0	44.2	40.2
2016-17	54.3	57.0	n/a	60.1	43.2	40.3

Year	State	District	American Indian	White	Black	His-panic
Person						
2014-15	53.9	46.9	*	48.2	45.0	28.6
2015-16	54.1	42.8	*	46.3	40.9	15.4
2016-17	54.3	41.1	*	42.7	34.5	14.3
Richmond						
2014-15	53.9	27.5	*	29.8	6.1	33.3
2015-16	54.1	21.8	*	29.9	2.2	25.0
2016-17	54.3	19.6	*	24.8	12.9	17.6
Robeson						
2014-15	53.9	10.8	8.4	16.3	4.5	8.2
2015-16	54.1	11.7	8.5	14.0	3.1	21.6
2016-17	54.3	14.9	10.4	18.5	9.4	12.8
Scotland						
2014-15	53.9	20.4	15.0	25.7	11.6	*
2015-16	54.1	24.5	16.7	30.1	13.5	*
2016-17	54.3	23.4	*	27.1	11.8	*
Swain						
2014-15	53.9	60.5	62.5	60.0	n/a	*
2015-16	54.1	60.0	*	58.5	n/a	*
2016-17	54.3	68.4	*	71.4	n/a	*
Wake						
2014-15	53.9	68.8	61.5	71.4	42.7	63.1
2015-16	54.1	66.2	53.3	69.3	37.5	55.7
2016-17	54.3	64.3	38.5	68.4	35.8	52.5
Warren						
2014-15	53.9	15.8	*	*	9.1	n/a
2015-16	54.1	22.2	*	*	7.1	*
2016-17	54.3	26.9	*	*	5.6	*

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

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

AP Performance by District

American Indian participation rates in AP classes are too small to analyze. In 2016-17, only six (Charlotte-Mecklenburg, Cumberland, Guilford, Hoke, Robeson, and Wake) of the 19 districts identified in this report reported American Indian students scoring a 3, 4 or 5 on AP exams. Rates ranged from 50 percent in Charlotte-Mecklenburg County Schools, to a 8.3 percent in Hoke County Schools. There was a significant increase in American Indian students' AP scores in Charlotte-Mecklenburg (20.6 percentage points increase) and a slight increase in Robeson (1.9 percentage point increase). Of the six districts with data, American Indian students taking AP exams scored higher than Black students in all districts except Hoke. However, American Indian students scored lower than Hispanic students taking AP exams in five districts and higher than Hispanic students in one district (Charlotte-Mecklenburg).

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

Students Taking the SAT by District (Percent of Students)

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2014-15	59.0	59.6	75.0	68.3	54.0	38.2
2015-16	55.0	53.6	33.3	62.8	46.1	40.0
2016-17	44.0	49.6	32.6	49.7	47.9	42.5
Clinton City						
2014-15	59.0	66.1	100.0	66.1	69.1	72.2
2015-16	55.0	65.1	*	83.1	58.3	68.3
2016-17	44.0	65.5	n/a	71.2	68.6	63.2
Columbus						
2014-15	59.0	51.4	42.3	44.6	56.8	50.0
2015-16	55.0	42.8	63.2	39.1	39.8	*
2016-17	44.0	40.2	40.0	36.3	38.2	38.5
Cumberland						
2014-15	59.0	51.4	59.5	47.2	49.8	38.9
2015-16	55.0	40.2	32.4	38.9	32.5	46.4
2016-17	44.0	38.3	24.5	31.8	35.2	37.8
Graham						
2014-15	59.0	38.8	70.0	34.8	n/a	*
2015-16	55.0	37.9	*	38.1	n/a	n/a
2016-17	44.0	33.0	n/a	33.8	n/a	*
Guilford						
2014-15	59.0	68.1	62.1	67.4	61.6	52.9
2015-16	55.0	64.1	38.2	66.3	56.2	57.9
2016-17	44.0	57.2	48.3	56.8	54.9	48.9
Halifax						
2014-15	59.0	46.6	66.7	*	48.1	n/a
2015-16	55.0	33.7	*	*	36.4	*
2016-17	44.0	36.7	n/a	*	40.0	*
Haliwa-Saponi Tribal School						
2014-15	59.0	46.2	55.6	n/a	*	n/a
2015-16	55.0	*	*	n/a	n/a	n/a
2016-17	44.0	*	*	n/a	*	n/a
Hertford						
2014-15	59.0	68.1	*	33.3	66.9	*
2015-16	55.0	65.5	n/a	*	59.9	*
2016-17	44.0	73.9	*	40.7	65.8	*
Hoke						
2014-15	59.0	35.3	42.9	21.2	38.3	7.5
2015-16	55.0	21.8	*	19.7	21.1	19.2
2016-17	44.0	23.3	*	16.0	26.9	17.9
Jackson						
2014-15	59.0	31.4	*	31.3	n/a	*
2015-16	55.0	20.6	*	19.9	*	*
2016-17	44.0	11.5	*	10.9	*	*
Johnston						
2014-15	59.0	41.2	60.0	43.2	44.2	23.1
2015-16	55.0	39.0	*	41.6	31.8	25.3
2016-17	44.0	31.1	*	32.1	29.9	17.8

Year	State	District	American Indian	White	Black	His-panic
Person						
2014-15	59.0	42.5	n/a	39.7	46.9	29.6
2015-16	55.0	40.6	*	33.6	41.1	*
2016-17	44.0	33.6	n/a	28.7	30.9	*
Richmond						
2014-15	59.0	25.9	n/a	28.3	24.7	*
2015-16	55.0	20.4	*	21.0	17.3	*
2016-17	44.0	15.4	*	14.6	15.2	*
Robeson						
2014-15	59.0	29.5	28.1	30.5	31.5	24.5
2015-16	55.0	27.7	25.1	34.9	27.3	22.9
2016-17	44.0	24.3	19.4	28.8	26.4	19.0
Scotland						
2014-15	59.0	63.3	55.1	58.3	61.0	*
2015-16	55.0	59.6	52.9	48.0	67.1	*
2016-17	44.0	42.4	27.8	31.8	42.9	*
Swain						
2014-15	59.0	49.1	50.0	46.1	*	*
2015-16	55.0	42.5	*	40.5	n/a	*
2016-17	44.0	25.4	*	22.6	n/a	*
Wake						
2014-15	59.0	65.5	54.9	70.8	51.9	38.0
2015-16	55.0	62.0	66.7	67.6	45.0	39.9
2016-17	44.0	54.9	40.0	57.7	45.1	34.3
Warren						
2014-15	59.0	65.5	76.5	65.4	62.3	85.7
2015-16	55.0	62.0	60.0	48.5	64.8	*
2016-17	44.0	54.9	*	*	64.8	*

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

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

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

Students Taking the SAT by District

In 2016-17, the SAT participation rate among American Indian students was higher than the state average participation rate in one (Guilford County) of the 19 school districts. Sufficient data was not supplied for all American Indian students due to their participation being too small; however, the data supplied indicated that the SAT participation rates of American Indian students was higher than that of their White peers in one (Columbus County) of the 19 school districts. American Indian students participated in the SAT at higher rates than their White, Black, and Hispanic peers in one school district (Columbus County); however, they participated in the SAT at lower rates than their White, Hispanic, and Black peers in most of the other reporting school districts.

Average SAT Scores by District

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2014-15	992	992	978	1112	872	947
2015-16	1000	1001	965	1128	865	956
2016-17	1074	1066	1037	1191	962	1054
Clinton City						
2014-15	992	884	881	1001	789	835
2015-16	1000	912	*	1034	804	842
2016-17	1074	1015	n/a	1132	939	967
Columbus						
2014-15	992	852	846	903	786	841
2015-16	1000	872	872	924	790	*
2016-17	1074	989	981	1048	923	924
Cumberland						
2014-15	992	930	884	1015	851	935
2015-16	1000	951	944	1035	875	955
2016-17	1074	1031	907	1118	956	1051
Graham						
2014-15	992	994	1009	990	n/a	*
2015-16	1000	949	*	943	n/a	n/a
2016-17	1074	1049	n/a	1039	n/a	*
Guilford						
2014-15	992	974	928	1085	849	925
2015-16	1000	982	1007	1087	858	933
2016-17	1074	1056	1068	1152	954	1049
Halifax						
2014-15	992	790	812	*	785	n/a
2015-16	1000	792	*	*	786	*
2016-17	1074	903	n/a	*	903	*
Haliwa-Saponi Tribal School						
2014-15	992	721	730	n/a	*	n/a
2015-16	1000	*	*	n/a	n/a	n/a
2016-17	1074	*	*	n/a	*	n/a
Hertford						
2014-15	992	772	*	928	747	*
2015-16	1000	780	n/a	*	771	*
2016-17	1074	878	*	916	866	*
Hoke						
2014-15	992	895	787	1041	843	*
2015-16	1000	928	*	1007	852	935
2016-17	1074	941	*	1076	912	861
Jackson						
2014-15	992	998	*	999	n/a	*
2015-16	1000	1048	*	1067	*	*
2016-17	1074	1108	*	1135	*	*
Johnston						
2014-15	992	997	975	1038	865	936
2015-16	1000	1013	*	1043	906	954
2016-17	1074	1080	*	1115	982	1043

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	His-panic
Person						
2014-15	992	888	n/a	937	798	951
2015-16	1000	936	*	1012	851	*
2016-17	1074	1008	n/a	1045	957	*
Richmond						
2014-15	992	861	n/a	935	779	*
2015-16	1000	910	*	983	837	*
2016-17	1074	979	n/a	1085	899	*
Robeson						
2014-15	992	856	855	1007	764	845
2015-16	1000	861	874	924	775	874
2016-17	1074	968	962	1037	914	971
Scotland						
2014-15	992	864	841	966	799	*
2015-16	1000	877	844	997	806	*
2016-17	1074	955	936	1055	910	*
Swain						
2014-15	992	953	908	993	*	*
2015-16	1000	977	*	984	n/a	*
2016-17	1074	1058	*	1076	n/a	*
Wake						
2014-15	992	1065	1070	1112	907	1023
2015-16	1000	1066	996	1108	911	1011
2016-17	1074	1130	1048	1182	993	1074
Warren						
2014-15	992	839	816	940	808	923
2015-16	1000	860	825	986	841	*
2016-17	1074	905	*	*	895	*

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

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

SAT Performance by District

The SAT performance for American Indian students cannot be analyzed and reported because in 12 of the 19 districts the American Indian student population taking the SAT in 2016-17 was too small. Of those school districts that did have sufficient data regarding American Indian student performance on the SAT, the data shows that American Indian students scored higher than their Black peers in six school districts and they scored higher than Hispanic peers in two school districts. American Indian student's SAT average score (1068) in Guilford County was higher than the district average (1056); however, their average score was lower than the state (1074).

Source: Division of Accountability Services, NC Department of Public Instruction, 2017

Average ACT Scores by District

Year	State	District	American Indian	White	Black	His-panic
Charlotte/Mecklenburg						
2016-17	18.9	19.2	18.0	23.9	16.6	17.8
Clinton City						
2016-17	18.9	17.9	n/a	21.0	16.3	16.3
Columbus						
2016-17	18.9	16.8	17.1	17.7	15.9	15.4
Cumberland						
2016-17	18.9	18.0	16.3	20.0	16.3	18.0
Graham						
2016-17	18.9	18.8	*	18.8	n/a	*
Guilford						
2016-17	18.9	18.9	16.8	21.8	16.5	17.9
Halifax						
2016-17	18.9	14.6	*	*	14.6	*
Haliwa-Saponi Tribal School						
2016-17	18.9	16.8	16.5	n/a	*	n/a
Hertford						
2016-17	18.9	15.1	n/a	17.4	14.6	14.8
Hoke						
2016-17	18.9	16.8	15.7	19.2	15.9	16.3
Jackson						
2016-17	18.9	18.3	18.5	18.6	*	16.9
Johnston						
2016-17	18.9	18.9	*	20.1	16.7	17.3
Person						
2016-17	18.9	17.0	*	17.8	15.2	16.3
Richmond						
2016-17	18.9	16.7	15.9	18.1	15.4	16.6
Robeson						
2016-17	18.9	16.4	16.5	18.4	15.0	16.5
Scotland						
2016-17	18.9	16.8	16.5	18.9	15.1	17.6
Swain						
2016-17	18.9	18.8	16.9	18.7	n/a	*
Wake						
2016-17	18.9	20.5	19.8	22.9	16.6	17.5
Warren						
2016-17	18.9	16.1	17.4	18.0	15.2	*

* = 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.

ACT Performance by District

In 2016-17, 13 of the 19 school districts reported average ACT scores for American Indian students. Out of the 13, one school district, Wake County, reported American Indian students average performance score at 19.8, which is above the state ACT average score of 18.9. The data also shows that American Indian students scored higher than their Black peers in eight school districts and they scored higher than Hispanic peers in four school districts. American Indian student's ACT average scores in Columbus (17.1), Jackson (18.5), Robeson (16.5), and Warren (17.4) were higher than their districts' averages; however, their average scores were lower than the state average(18.9).

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APPENDIX A

THE ELEMENTARY AND SECONDARY EDUCATION ACT
Title VI – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A – INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY

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

SEC. 7102. PURPOSE.

(a) PURPOSE: It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.

(b) PROGRAMS: This part carries out the purpose described subsection by authorizing programs of direct assistance for:

(1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;

(2) the education of Indian children and adults;

(3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and

(4) research, evaluation, data collection, and technical assistance.

Source: US Department of Education-Office of Indian Education

APPENDIX B

LEGISLATIVE HISTORY OF THE INDIAN EDUCATION ACT OF 1972

Date	Event
1969	Release of the seminal study, *Indian Education: A National Tragedy, A National Challenge*. 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 re authorization Indian Education now falls under Title VI.

Source: US Department of Education-Office of Indian Education

APPENDIX C

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

In an effort to develop a comprehensive model to meet the unique needs of American Indian and Alaskan Native students, Congress adopted the Indian Education Act of 1972. The Act is based on the following premises: 1) American Indians have unique academic needs, especially with respect to language preservation; 2) a continuum of services, pre-school through post-secondary education, is imperative; 3) the trust relationship between the federal government and Indian people must be reinforced across governmental agencies; and 4) every Indian student, regardless of federal recognition status, deserves equal access to federal funding aimed at educational improvement. Even though the Indian Education Act of 1972 has undergone several Congressional reauthorizations, the foundation upon which tribes, local educators, and parents have developed successful programs is stable (see Appendix B).

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

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

APPENDIX D

TITLE VI – INDIAN EDUCATION GRANTEES IN NORTH CAROLINA

School District	Program Contact	Email	Phone Number	State Board of Education District
Charlotte-Mecklenburg	Chiquita Lloyd	Chiquita.Lloyd@cms.k12.nc.us	980.343.8638	Southwest
Clinton City	Shirley Williams	s.williams@clinton.k12.nc.us	910.592.5623 x1626	Sandhills
Columbus	Kenwood Royal	kenwoodroyal@columbus.k12.nc.us	910.642.5168 x24009	Sandhills
Cumberland	Darlene Holmes Ransom	darleneransom@ccs.k12.nc.us	910.678.2460	Sandhills
Graham	Marcia Hollifield	gcs.mhollifield@ncmail.net	828.479.4624	Western
Guilford	Mayra Hayes	hayesm2@gcsnc.com	336.370.8982	Piedmont Triad
Halifax	Cynthia Williams	williamsc@halifax.k12.nc.us	252.583.5111	Northeast
Haliwa-Saponi	Consuela Richardson	consuela.richardson@hstsedu.org	252.257.5853	North Central
Hoke	Elizabeth Mitchell	emitchell@hcs.k12.nc.us	910.875.4835 x229	Sandhills
Jackson	Angie Dills	adills@jcpsmail.org	828.586.2311 x1954	Western
Johnston	Paula Coates	paulacoates@johnston.k12.nc.us	919.934.4361 x4072	North Central
Person	Jill McKenna	mckennaj@person.k12.nc.us	336.599.2191 x22131	North Central
Richmond	Marsha Porter	marshaporter@richmond.k12.nc.us	910.582.5860	Sandhills
Robeson	Connie Locklear	connie.locklear@robeson.k12.nc.us	910.521.2054	Sandhills
Scotland	Patricia Powell-Patrick	ppowell@scotland.k12.nc.us	910.276.7370 x43025	Sandhills
Swain	Janet Clapsaddle	jclapsaddle@swainmail.org	828.488.3129 x5135	Western
Wake	Tiffany Stuart	tstuart2@wcpss.net	919.431.7651	North Central
Warren	Patricia Richardson	prichardson@warrenk12nc.org	252.257.3184	North Central

Source: North Carolina Department of Public Instruction

APPENDIX E

OMB Number: 1810-0021 Expiration Date: 07/31/2019

U.S. Department of Education
Office of Indian Education
Washington, DC 20202
TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM

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

STUDENT INFORMATION

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

Name of School _____

TRIBAL ENROLLMENT

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

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

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

The Tribe or Band is (select only one):
_____ Federally Recognized
_____ State Recognized
_____ Terminated Tribe (Documentation required. Must attach to form)
_____ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

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

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

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

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

Name _____ Address _____

City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

 Source: US Department of Education-Office of Indian Education

APPENDIX F

AMERICAN INDIAN TRIBES IN NORTH CAROLINA

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

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

URBAN INDIAN ORGANIZATIONS IN NORTH CAROLINA

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

Source: The North Carolina Commission of Indian Affairs

APPENDIX G

DEFINITION OF TERMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

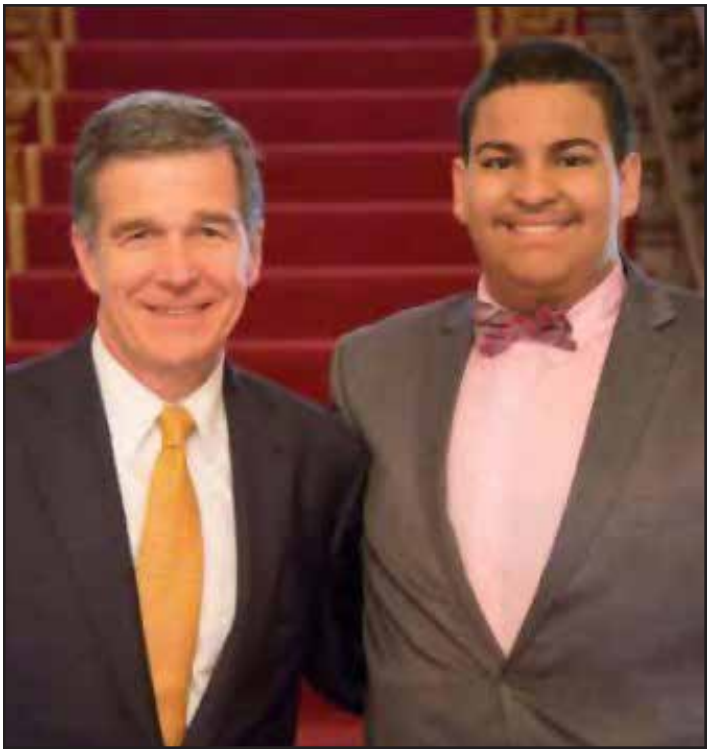
Proficiency is a technical term in the READY accountability model that means a student has mastered the content sufficiently and is on track for college-and-career readiness. For accountability purposes, a student demonstrates proficiency when he or she scores an achievement level of 3, 4, or 5 on the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

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

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

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

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



APPENDIX H

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

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

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

APPENDIX I

DATA NOTES

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

The denominator (19,442) 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 2016-17. The numerator (15,777) for the IEA Cohort percentage is the North Carolina American Indian/Alaskan Native student enrollment at the 18 Title VI school districts in 2016-17. The numerator (3,665) 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 2016-17.

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

End-of-Course (EOC) Scores

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

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

End-of-Grade (EOG) Scores

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

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

SAT Scores

The SAT is an assessment that provides educators an important measure of academic achievement as students prepare for post-secondary college and career opportunities. Typically, students take the test during their junior and senior years to assess their ability to reason, to solve problems, and to gauge the knowledge and skills they develop in their high school course work (College Board, 2016).

Data Source: 1) The College Board. (2016) State Integrated Summary 2015-16. North Carolina All-Schools. Atlanta: Southern Regional Office. 2) Western Interstate Commission for Higher Education (WICHE). Knocking at the College Door: Projections of High School Graduates by State, March 2012.

Participation Source: The numerator for the state percentages were taken from the North Carolina Public School State Integrated Summaries (College Board, 2014-15, 2015-16, and 2016-17). The denominators for the state and district percentages were taken from the Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door, December 2012 and the Grade, Race, Sex (GRS) by LEA files (Division of School Business School Financial Reporting.

Performance Source: Mean total scores in this table were taken from the North Carolina Public School State Integrated Summaries (College Board, 2014-15, 2015-16, and 2016-17). The mean total score is the summation of the average Critical Reading score and the average Mathematics score.

AP Exam Scores

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

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

Data Source: The College Board. (2016) State Integrated Summary 2015-16. North Carolina All-Schools. Atlanta: Southern Regional Office.

Participation Source: The numerators for the percentages in the AP data tables were taken from the North Carolina Public School State Integrated Summaries (College Board, 2014-15, 2015-16, and 2016-17); the denominators were taken from the Average Daily Memberships (ADMs) and the Grade, Race, Sex (GRS) by LEA files. (Division of School Business School Financial Reporting, 2014-15, 2015-16, and 2016-17).

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, 2014-15, 2015-16, and 2016-17). Note: The percent of Test-Takers Scoring 3 or Higher is the number of test-takers who scored 3 or higher on at least one exam divided by the total number of test-takers.

ACT Average Scores:

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

Cohort Graduation Rates

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

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

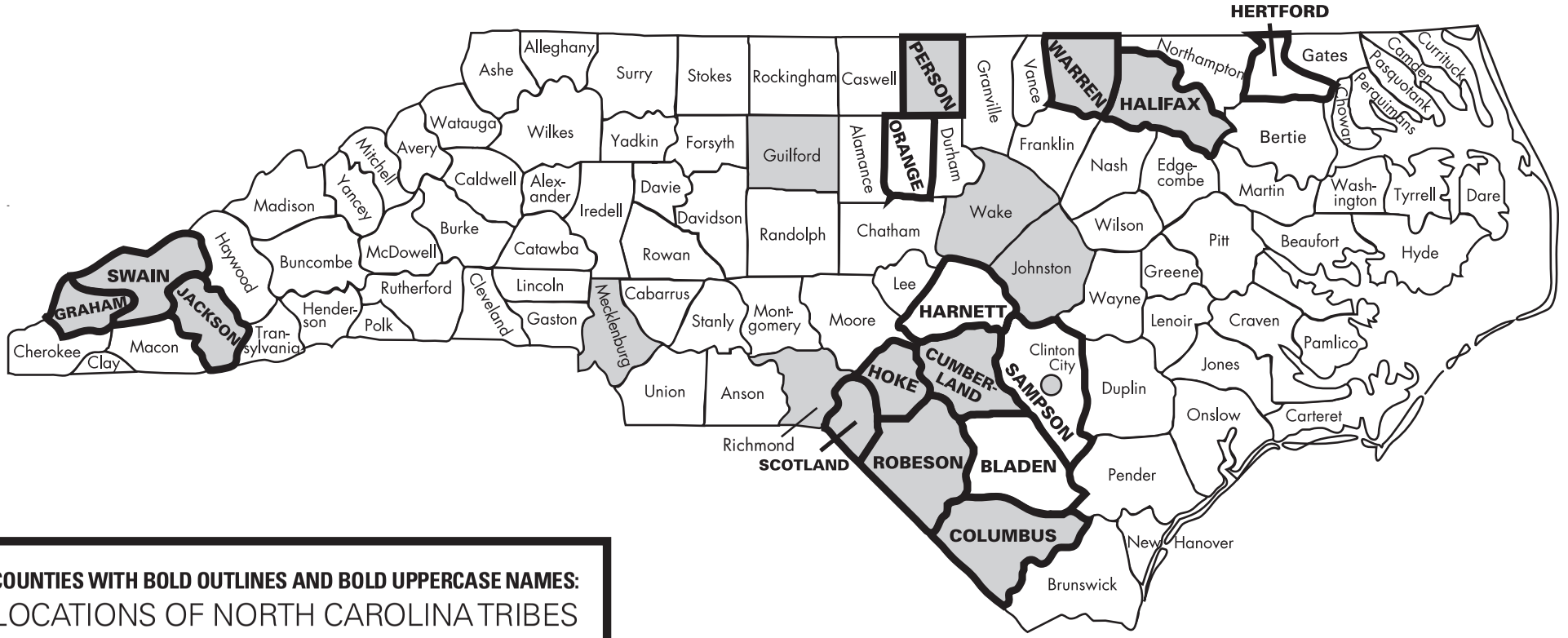
Dropout Rates

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

Special Abbreviations and Notations

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

NC Tribes, Locations, and Title VI Grantees



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

COHARIE – Sampson and Harnett

EASTERN BAND OF THE CHEROKEE – Graham, Swain, and Jackson

HALIWA-SAPONI – Halifax and Warren

LUMBEE – Robeson, Hoke, Scotland and Cumberland

MEHERRIN – Hertford

OCCANEECHI BAND OF THE SAPONI NATION – Orange

SAPPONY – Person

WACCAMAW-SIOUAN – Columbus and Bladen

SHADED COUNTIES: Title VI GRANTEES

Charlotte-Mecklenburg Schools

Clinton City Schools

Columbus County Schools

Cumberland County Schools

Graham County Schools

Guilford County Schools

Halifax County Schools
– Haliwa-Saponi Tribal School

Hoke County Schools

Jackson County Public Schools

Johnston County Schools

Person County Schools

Richmond County Schools

Public Schools of Robeson County

Scotland County Schools

Swain County Schools

Wake County Public School System

Warren County Schools