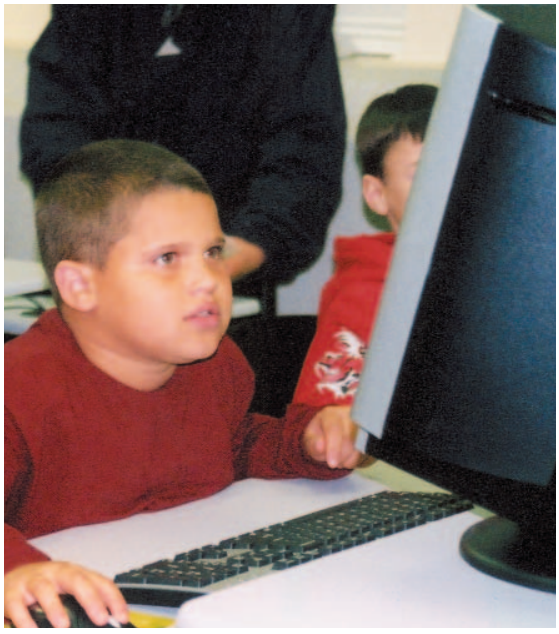
STATE ADVISORY COUNCIL ON

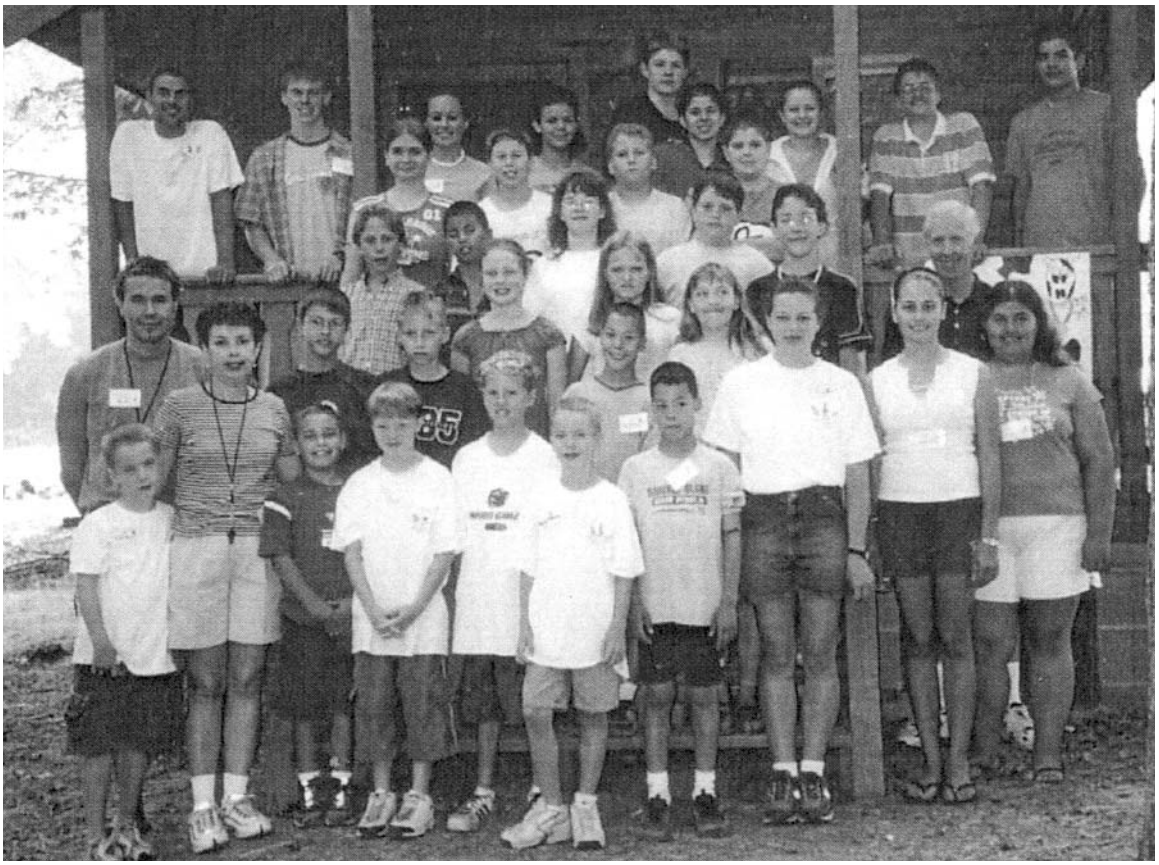
INDIAN EDUCATION

2004 REPORT TO THE STATE BOARD OF EDUCATION



OUR VOICE, YOUR VOICE, ONE VOICE

NURTURING AMERICAN INDIAN FAMILIES FOR SCHOOL SUCCESS



SAPPONY YOUTH CAMP Provided by High Plains Indians, Inc., for the Sappony

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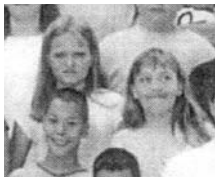


APPENDICES

The State Advisory Council on Indian Education dedicates its 2004 Annual Report to

WINFORD DEREK LOWRY
(1953-2004)

- Cultural Enrichment Specialist
- Title VII Indian Education Program Director
- American Indian Studies Curriculum Consultant
- Lecturer
- American Indian Traditional Dancer and Singer Flutist
- Spiritual Leader
- Keeper of Legends
- Mentor and Friend

"WHY WE DANCE"

"We dance to honor our way of life given to us by the Creator, we dance to honor Mother Earth and our ancestors.

We dance so that the youth might not forget the price their ancestors had to pay and for the coming generations.

To some dancers each step is like a prayer, to others it's a way of combining the past with the future and yet to others it is just plain fun."

-Derek Lowry-

These words by Derek were excerpted from notes for American Indian Students' cultural exhibit and performances held in November 1996, at Ben L. Smith High School, in Greensboro, North Carolina.

"American Indian Students were inspired by Derek's wisdom and leadership"

- A Colleague -

INDIAN EDUCATION

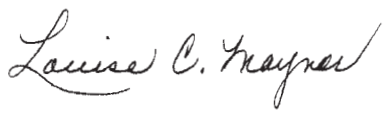
STATE ADVISORY COUNCIL ON INDIAN EDUCATION
6301 Mail Service Center
Raleigh, North Carolina 27699-6301
919.807.3430

FOREWORD

The State Advisory Council on Indian Education has served for sixteen years as an advisory board to the North Carolina State Board of Education and the Department of Public Instruction. Established in 1988 to identify issues that affect the academic achievement of American Indian students, the Council submits a yearly report to the State Board of Education that describes achievement data of school children from American Indian tribes in the state's public schools. The annual report has been beneficial to state policymakers, public school administrators, teachers, local tribal communities, and parents of school children by informing them of historical facts, current demographics, and educational achievement data that focuses specifically on North Carolina's indigenous people. In addition, the work of the State Advisory Council has become a model for other states that have sizable indigenous populations. For sixteen years, the efforts undertaken by this Council in conjunction with the State Board of Education have generated many positive outcomes for American Indian school children in this state.

This 2004 annual report, "*Our Voice, Your Voice, One Voice: Nurturing American Indian Families for School Success*" continues to investigate the complexities of low achievement that evidently leads to the pernicious dropout problem that North Carolina's American Indian students are experiencing. Although students in grades three through eight are showing gains on the End-of-Grade tests and high school students have continued to improve on these tests, the dropout rate has not improved. American Indian students continue to drop out at a higher rate than other groups in the state, with American Indian males having the worst rate. Last year the Council suggested that this dropout problem was multifaceted, perhaps being influenced by the cultural duality that American Indian students bear. This identity issue may become a concrete problem by the time a student becomes an adolescent. Even though we have not had sufficient time to test this hypothesis, it is our hope that including the American Indian studies elective in the secondary curriculum and focusing more specifically on American Indian history where appropriate will serve as strategies to build students' self-esteem and to share more accurate information about American Indians attending our schools.

This year we investigate another avenue for improving student achievement—the role of parents in the child's educational progress. The importance of parental involvement in student success is well documented for the mainstream population; moreover, in American Indian households where there are educated parents at higher socio-economic levels, these parents practice similar strategies for helping their children to achieve to those of the mainstream parents. But, how do we reach the parents of our most vulnerable students represented in the statistics in this report? Our efforts here include interviews with American Indian parents in an attempt to find out the extent to which they are involved in their children's education. Our mission is to find out what works and to implement those best practices throughout our tribal communities. With the support of the State Board of Education and state leaders, we can initiate some of these practices. We offer the most current statistical profile of North Carolina's American Indian students, and we make recommendations that we believe will advance the academic achievement of these children, if implemented.



Louise C. Maynor, *Chair, State Advisory Council on Indian Education*

LEGISLATION AND PURPOSE

Background

In 1988, the State Board of Education adopted an Indian education policy to provide a process for identifying issues pertaining to the education of Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for deliberating on and advocating for American Indian students in North Carolina.

While the Council has no governance responsibilities, it serves as a mechanism for advising the SBE on issues pertaining to the education of American Indian students in grades K-12. More specifically, House Bill 2560 charges the Council with the following duties:

- to advise the State Board of Education on effective educational practices for American Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among American Indian students;
- to advise the State Board of Education and the Department of Public Instruction on ways to improve coordination and communication for the benefit of American Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations, and to conferees at the annual North Carolina Indian Unity Conference; and
- to advise the SBE on any other aspect of American Indian education when requested by the State Board, educators, parents, students, business leaders, and other constituents.

Council Membership

The composition of the Council ensures that multiple perspectives are raised and resolved in a procedural manner. The Department of Public Instruction provides assistance to the Council in carrying out its annual goals.

A chairperson is elected to:

1) coordinate the annual meeting schedule,
2) ensure that annual goals are achieved, and
3) communicate with American Indian communities on critical issues affecting American Indian students in North Carolina public schools.

The Council represents the following constituent groups:

- NC Legislature one member appointed by the Senate President and another by the House Speaker
- UNC Board of Governors two members representing institutions of higher education
- Local School Districts ten American Indian parents of students in grades K-12
- NC Commission of Indian Affairs one representative from the Commission
- The State Superintendent's Representative, NC Department of Public Instruction

State Advisory Council on Indian Education

Strategic Pathway for Strengthening Indian Education in North Carolina

Mission Statement: The State Advisory Council on Indian Education will create a system that will involve parents and the community to provide educational and cultural opportunities with high levels of expectations of accountability in areas of American Indian student achievement.

Strategic Priority: High Student Performance	**Strategic Priority:** Healthy Students in Safe, Orderly, and Caring Schools	**Strategic Priority:** Quality Teachers, Administrators, and Staff	**Strategic Priority:** Strong Family, Community, and Business Support	**Strategic Priority:** Effective and Efficient Operations
Strategic Goals	**Strategic Goals**	**Strategic Goals**	**Strategic Goals**	**Strategic Goals**
Goal 1: Every child ready for school **Goal 2:** Rigorous and relevant academic standards and assessment systems for every student **Goal 3:** Every student masters essential knowledge and skills **Goal 4:** Every student graduates from high school **Goal 5:** Every student a life long learner and ready for work	**Goal 1:** Learning environments inviting and supportive of high student performance **Goal 2:** Schools free of controlled and illegal substances and all harmful behavior **Goal 3:** Mutual respect of students, teachers, administrators, and parents **Goal 4:** Adequate, safe education facilities that support high student performance	**Goal 1:** Professional preparation aligned with state priorities **Goal 2:** A system to develop, train, and license a BK professional staff for public schools **Goal 3:** A system to recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff **Goal 4:** A system of continuous learning and professional development to support high performance of all employees **Goal 5:** High ethical and professional standards for all employees	**Goal 1:** State education priorities responsive to the needs of the family, community, and business customers **Goal 2:** A comprehensive and aligned system of support for the academic success and general well-being of all children that promotes: • Meaningful involvement in schools, • Interagency collaboration for health, nutrition, and social services, and • State and local partnerships **Goal 3:** A system to build the capacity of local districts to create, respond to and sustain meaningful partnerships	**Goal 1:** Components of the education system aligned to achieve high performance **Goal 2:** Decision making authority and control at the most appropriate level closest to the classroom **Goal 3:** Information and accountability systems capable of reporting strategic and operational results **Goal 4:** A funding system that provides adequate and aligned financial and personnel resources to maximize educational achievement

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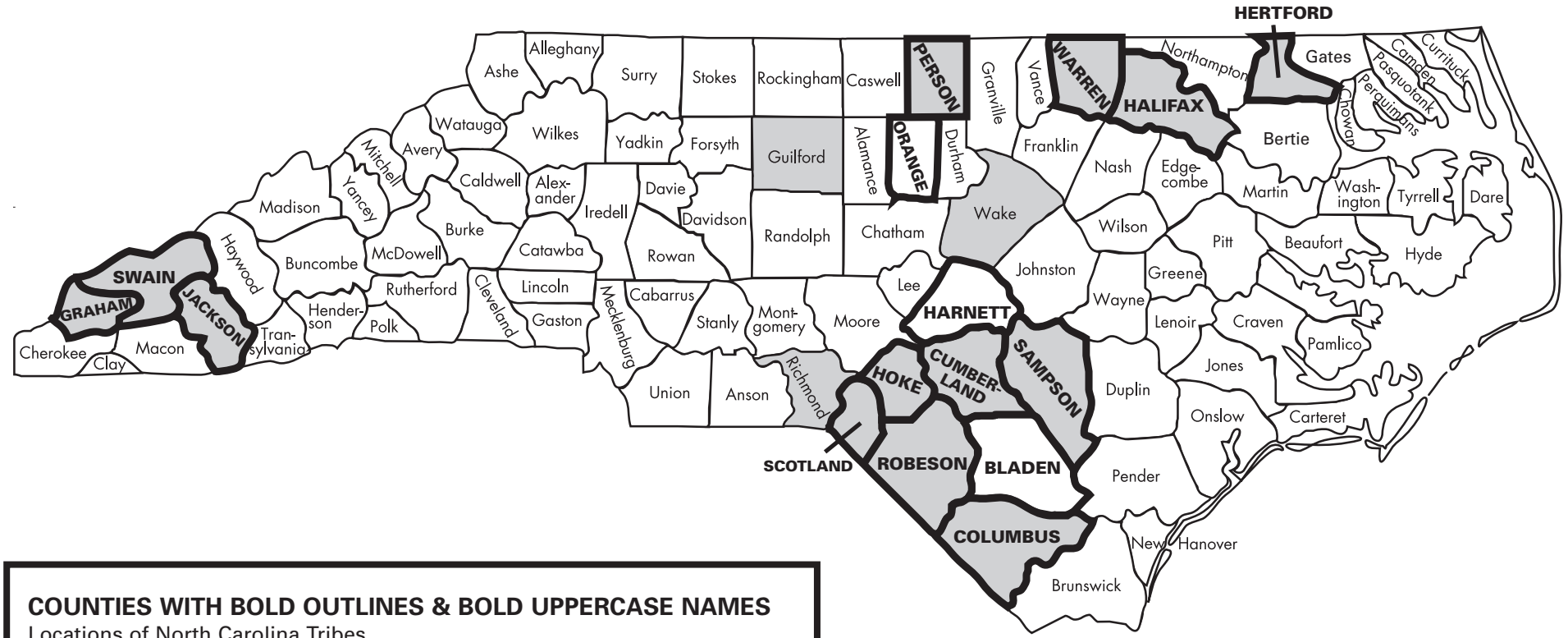
NORTH CAROLINA TRIBES, LOCATIONS, AND TITLE VII GRANTEES



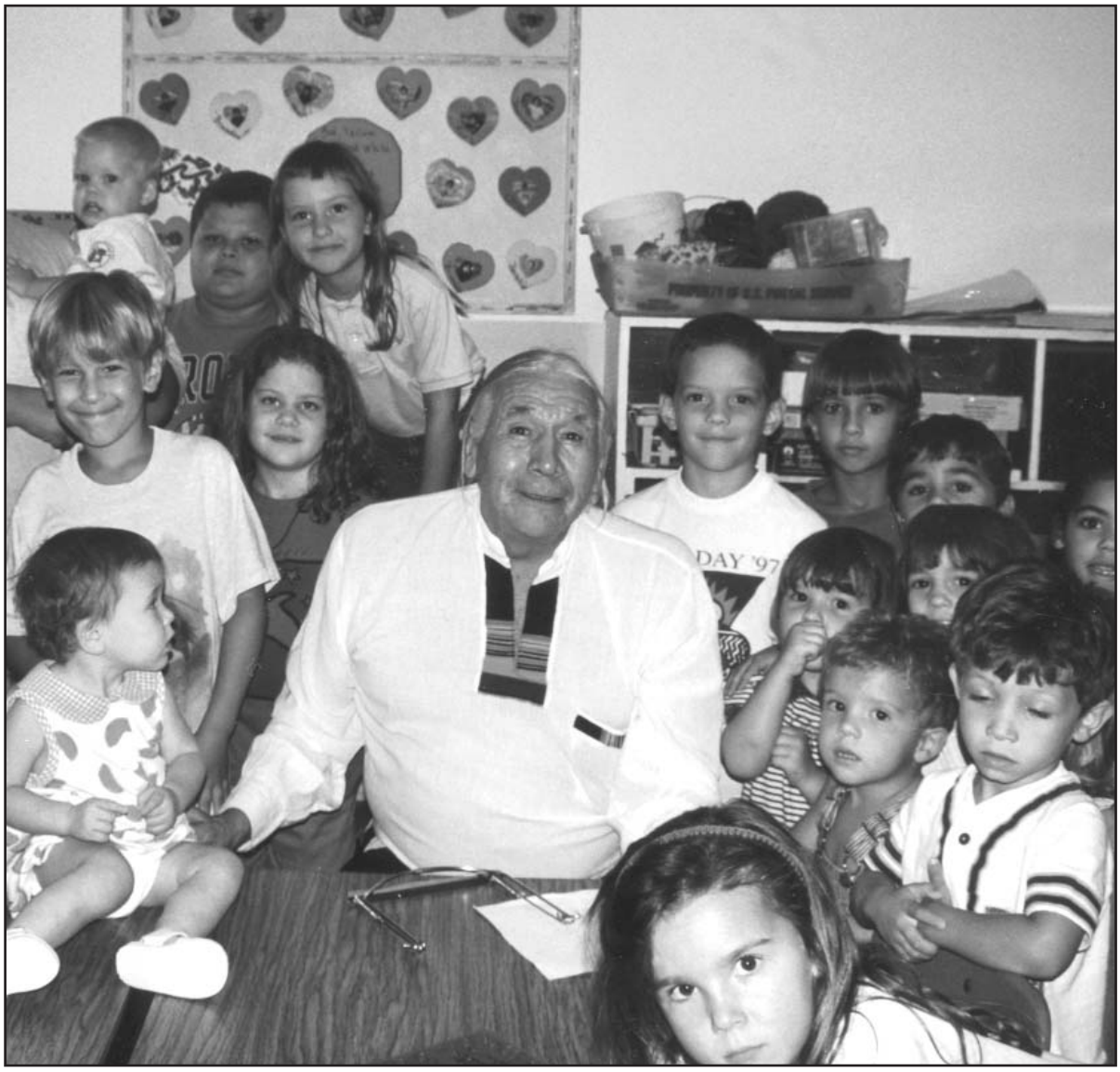
COUNTIES WITH BOLD OUTLINES & BOLD UPPERCASE NAMES
Locations of North Carolina Tribes

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 – Orange
SAPPONY – Person
WACCAMAW-SIOUAN – Columbus and Bladen

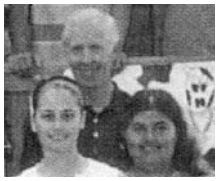
Shaded Counties – Title VII Grantees

Columbus	Hoke	Clinton City
Cumberland	Jackson	Scotland
Graham	Person	Swain
Guilford	Richmond	Wake
Halifax	Robeson	Warren
Hertford	Sampson	

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY



American Indian students' education may be approaching a critical juncture between demonstrated progress and the state-level support that can move American Indian children decisively to parity with children statewide. This year, American Indian 3rd though 8th graders came within 9 percentage points of completely closing the achievement gap between themselves and the state average on the ABCs End-of-Grade reading and math tests. American Indian high school students continue to improve their proficiency in five core high school courses and are the fastest improving ethnic group on ABCs End-of-Course test performance.

- In 2002-03, the percentage of American Indian students in grades 3-8 performing at or above grade level (Level III) on reading and mathematics End-of-Grade tests jumped almost 10 percentage points, from 62.7 percent to 72.3 percent, the highest point yet. Statewide, 80.8 percent of students in grades 3-8 performed at or above grade level on reading and mathematics End-of-Grade tests.
- At the high school level, American Indian student performance on End-of-Course tests continued to improve in 2002-03, reaching 58.2 of students proficient (Level III or higher) in five core courses as compared to the state average of 70.1 percent proficiency.
- American Indian student performance on the five core End-of-Course tests has improved 20 percentage points since 1994-95.

Despite these substantial testing gains, American Indian student dropout rates are still among the highest in the state and American Indian males have the worst dropout rate of any group according to state reports. State data shows American Indian students drop out at a rate that is almost twice the state average, and a recently published national report finds that in 2000-01, just 33.8 percent of American Indian students in North Carolina graduated from high school as compared with 63.5 percent statewide (Orfield, et.al., 2004). The same report finds that the gap between White and American Indian graduation rates in North Carolina was 35.4 percent in 2000-01. The size of this gap is of enormous concern as the gap itself is larger than the actual graduation rate of American Indian (33.8 percent) young people.

American Indian participation in high school Advanced Placement (AP) courses, a measure of advanced levels of study, is fairly low and performance on AP exams continues to be among the weakest of any ethnic group in the state with just 39 percent of American Indian test takers in 2002-03 scoring a grade of 3, 4 or 5 (the highest score) compared to 56 percent of all test takers. Nationally, 45 percent of American Indian test takers scored a grade of 3 or higher in 2002-03.

A preliminary look at American Indian completion rates at University of North Carolina (UNC) institutions shows a noticeably lower graduation rate between American Indian students (22-24 percent) and the general population (33-35 percent) within the last two years. There is also a wide range of graduation rates (0 percent to 44 percent) across the UNC institutions (enrollment numbers also varied widely). A total of 241 American Indian students (23.7 percent) who entered a UNC institution in 1999 graduated in 2003.

FAMILY INVOLVEMENT IN EDUCATION

Members of the State Advisory Council on Indian Education interviewed 21 parents and grandparents of school-aged children about their involvement in their children's education (See Appendix E). Because the family members interviewed for this report share some key characteristics – they are involved in their children's education already and they describe having a good relationship with their schools – the Council is not able to draw conclusions about parent involvement across all American Indian families. However, this report does some diversity in viewpoints. Our interviewees are a varied group in terms of occupation, socio-economic background and education levels.

Generally, the parents and grandparents interviewed felt their role was to support their child and their school's educational objectives. They are united in their strong belief that education is the primary tool for success in life. While they talked about education as a means to a better standard of living, they also talked about education as providing their children with the flexibility to understand how to be successful in a changing world. Parents felt that their child's exposure to and understanding of American Indian culture came from the home and the tribal environment and not from the school. Overall, the parents who were interviewed by the Council are very attuned to their role in and responsibility for teaching their children about their culture and heritage as American Indians. They access community and tribal resources in educating their children and many talk about this education as an integral part of their family lives. Families were also keenly aware of the cultural dualities their children face in public schools and the additional challenge their children confront in reconciling the mainstream culture of their schools with their own identities as American Indians.

The interviews produced the following additional findings:

- Parents are concerned about both teachers' and administrators' levels of awareness regarding their children's cultural diversity. Many parents address their concerns directly by talking to their child's teacher about stereotypes that American Indians encounter. They also try to provide teachers with additional information or resources about American Indians in North Carolina and to promote increased awareness about stereotypes and common misconceptions about modern American Indians.
- In addition, parents would like to see more active attention given to North Carolina Indians in social studies and history curriculums and textbooks. They are concerned about the damaging effects that un-informed comments like, "You can't be an Indian, they're all dead," "you don't wear a feather in your hair," or "you don't have black hair," can cause for their own children who are struggling to understand their heritage and identity in a mainstream culture that already sets them apart as different or "minority." Non-Indian children must be exposed to accurate information about North Carolina's American Indians – both historically and in a modern context – in order to eliminate these harmful stereotypes.
- The family members interviewed were very focused on encouraging their children to be involved in school activities. One grandmother, who had worked with American Indian children for years, provided an interesting context for this: she felt that American Indian children often thought school activities weren't really meant "for them." It may be that schools can promote higher levels of involvement and school engagement among American Indian students if they deliberately recruit and invite American Indian students to join school-sponsored programs and activities. This recruitment might be done through tribal centers and organizations, cultural centers, Indian Education Programs, and local churches.

- Families and schools might partner to incorporate American Indian traditions and culture into their schools. At one school, a parent we interviewed was organizing a powwow as both a fund raising event and as an opportunity to share his culture with the school community. Activities like this one – that integrate a regular school need with an opportunity for cultural enrichment – may be a very effective means of educating children and communities about American Indian heritage.
- Families value their relationships with schools and they want those connections to be close and comfortable. They want to be actively welcomed by schools and they want to know, or at least be comfortable in greeting, all the adults working in their child's school regardless of their child's age. Parental confidence in and support for schools and their programs appeared to be stronger when the parent we interviewed had good communications with his or her school.
- Finally, interviews indicated that families are learning about their children's academic performance primarily through written communications like notes, progress reports, and performance reports. When schools communicate with families in writing, they are inadvertently excluding a sector of their parent/family population. If schools can find a way to communicate more with families through personal phone calls, visits, or other non-written means – particularly among those families who appear to be entirely disengaged from education – they may be far more effective in increasing family participation in education.

RECOMMENDATIONS

American Indian students are making impressive strides in academic achievement according to our primary statewide indicator, the ABCs End-of-Grade and End-of-Course tests. With that base of academic success, American Indian students have the foundation necessary to improve in other measures of performance: advanced course-taking, high school graduation, and post-secondary enrollment and completion. With resources targeted through the following recommendations, American Indian students in North Carolina are poised to reach higher levels of educational success than ever before.

Recommendation 1:

Improve the quality and quantity of data available regarding American Indian students and their educational trajectories. While the state has excellent data to measure the academic performance and growth of public school students in grades 3 – 12, it does not have adequate disaggregated data to explore questions about the degree to which American Indian students excel in their studies and are recommended for and enroll in upper level classes. In addition, further study of data extending beyond grade 12 will provide important insight into the employability and the prospects for long-term economic security of American Indian young people.

- Require that enrollment data in advanced courses be disaggregated for American Indian students, particularly on the statewide School and District Report Cards. Begin collecting data on course taking patterns of American Indian students – especially advanced courses as defined by the school report card – if this data is not currently collected at the state level.
- Request the NC Department Public Instruction identify and charge personnel to study American Indian dropout issues and define lessons that can be learned from states with much better high school graduation rates for American Indian students (Alabama, Arkansas, Hawaii, New Mexico, Oklahoma, and Virginia). Selection of states based on data from "Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis," published by the Harvard Civil Rights Project.

- With the findings from this study of American Indian high school graduation rates, appoint selected individuals to develop and apply results and new strategies to a pilot group of high schools serving American Indian students. Consider connecting the pilot to work currently underway in the New Schools Project, a high school innovation project grant supported by the Gates Foundation.
- Develop a partnership among the University of North Carolina system, the North Carolina Community College system and the Office of the Superintendent of the NC Department of Public Instruction to conduct a review of American Indian enrollment, retention, and graduation rates, and a review of the courses of study and degree programs American Indian students pursue in higher education. Information from this review will be provided to the State Advisory Council on Indian Education who will disseminate its findings to Tribal governments, Title VII Indian Education program directors, LEA superintendents, and academic officers of statewide institutions of higher education.

Recommendation 2:

Foster partnerships between high schools and the local business community with a specific focus on American Indian students' preparation for and attainment of skilled, year-round employment. While we work hard to encourage American Indian students to stay in school and graduate with at least a high school diploma, are we sure that jobs exist for them when they leave school? And, do American Indian young people find jobs available in their tribal communities?

- Develop formal partnerships between school guidance departments and Title VII Indian Education program directors aimed at aligning American Indian student course taking and academic preparation with the skill requirements for jobs students are interested in seeking.
- Invite representatives from local chambers of commerce, local job services or employment offices, and local human resources professionals to work with Title VII Indian Education program directors, guidance counselors, and tribal elders to review current job markets, determine in what sectors American Indians are currently employed, and to explore ways to broaden employment opportunities, particularly within tribal territories. In addition, ask groups to work with school administrators to formulate action plans for strengthening American Indian students' preparation for future employment opportunities.

Recommendation 3:

Actively support professional development for teachers to enhance their knowledge of American Indian history and culture. Given the recent establishment of a high school American Indian studies elective, and growing focus on raising the performance of student demographic
subgroups including American Indians, the time is ripe for high quality, professionally organized, and systematic development of educators' knowledge and understanding of American Indian history and culture. While many individual efforts to deliver American Indian-related professional development exist across the state, there is no central organization or means of communicating the opportunities available to educators (see Appendix A).

- Request the NC Department of Public Instruction conduct an inventory of all educational resources and professional development related to American Indian studies currently available to educators in North Carolina. Partner with the State Advisory Council on Indian Education to disseminate information about how and where to access these professional development resources to K-12 teachers and

teacher training programs statewide.

- Request that Schools of Education insert an American Indian history and culture requirement for pre-service teachers.
- Actively seek business and foundation partners who are willing to provide annual sponsorship grants to 150 social studies educators and others who are interested in becoming more expert on North Carolina American Indian history, culture, and current affairs.
- Continue efforts that require all public school administrators and local boards of education to review their policies and procedures toward the use of American Indian sports mascots, logos, and all demeaning imagery; and educate public school personnel about the educational, curricular, and psychological effects of using American Indian sports mascots and logos.

Recommendation 4:

Actively support programs that nurture American Indian families for school success.

- Develop a partnership between the Department of Public Instruction Communications Division and other state agencies and organizations to compile parent involvement resources particularly geared towards American Indian families. Publish and disseminate these materials for use by tribal organizations, American Indian churches, and schools serving relatively large populations of American Indian students.
- Request that LEAs publish and distribute grade appropriate information to families on how to support children's education in the home. These publications might include grade-level specific tips for helping with homework, grade specific guidelines on how much or how little to assist children with schoolwork, and how to help a child learn to read.
- Support tribal and LEA efforts to improve American Indian family involvement in their children's education. Publicly recognize tribes and LEAs that create effective programmatic responses to improving family-school relations.
- Establish a formal partnership between the Department of Public Instruction's parent involvement coordinator and the state's Title VII Indian Education program directors. Create an American Indian family involvement advisory group at the state level, meeting the state parent involvement coordinator on a quarterly basis, and charged with improving American Indian family-school connections.

SECTION I

STUDENT PERFORMANCE

John Jacobs, Lumbee
Southeast High School, Guilford County

AMERICAN INDIAN FAMILIES AND COMMUNITIES

American Indians in North Carolina are as diverse as any other ethnic group. Families live in rural and urban communities; they can be two-parent, one-parent, or multi-generational, and they work in occupations ranging from doctors and college professors to farmers, waitresses, and business professionals. North Carolina's recognized tribes range in size from 50 people to well over 40,000 and each tribe has its own stories, histories, and celebrations.

"At one time, Native people had only three career choices to be: a farmer, a school teacher, or a preacher, because that was all the future held for them. Today we are lawyers, district supreme court judges, state senators, doctors, engineers, and yes, soldiers (no group of minorities has a higher percentage serving in the military than Native Americans). Yet our culture is still being handed down by our Elders, and we take pride in their teachings and direction."

DEREK LOWRY,
Tuscarora Nation of North Carolina

There are approximately 100,000 American Indians living in North Carolina today. Of those, 40,000 are children under the age of 18 (Snipp, 2002). Based on rough calculations of the 2000 Census data, American Indian children are less likely to live in two parent homes than other children statewide. Just over 20 percent of American Indians statewide have incomes below the poverty level compared with just over 10 percent of all North Carolinians.

American Indian communities have faced many of the same changes that communities across North Carolina are facing. With the decline of farming and the demise of manufacturing, many American Indians have had to leave their local areas to gain new job skills and additional education. While some American Indians are fortunate enough to find work within commuting "distance of their ancestral homes, increasing numbers are forced to live and work outside their tribal communities. Many families who remain at home suffer hardships in order to stay in their communities. Migration continues to be a significant issue for Native communities, heightening anxieties, economic instability, and feelings of dislocation.

Adjusting to urban life is difficult for American Indians who often feel alone, alienated and unhappy in strange cities, so different from their rural "home" community. Interestingly, the Native American population in urban North Carolina is quite diverse. American Indians living in urban centers represent at least 25 different tribes who have migrated from inside and outside of North Carolina, including: Catawba, Eastern Band of Cherokee, Western Cherokee, Chippewa, Coharie, Creek, Haliwa-Saponi, Lakota, Lumbee, Meherrin, Mohawk, Navajo, Occaneechi, Sappony, Seminole, Sheraw, Sioux, Tuscarora, Waccamaw-Siouan, and Alaska Natives. Urban Indian Centers and Tribal Associations across North Carolina serve as a "home away from home" for the American Indians who have left the reservations and rural Indian communities for the cities.

Traditionally, in most of North Carolina, the church is the center of community life and tribal leadership. A key component for connecting American Indian tribal traditions to the "urban world" is the role of spirituality. Affiliation with the church has played an integral part in maintaining American Indian values and preferences.

Most of North Carolina's tribes have a central government and retain limited sovereignty. Presently, tribal governments and urban Native American organizations serve as the center for the practice of ceremonial traditions, for administering cultural programs, and as an advocate for housing and economic development. At the state level, The NC Commission of Indian Affairs is the principle advocate for most of the state's American Indian population. The federally-recognized Eastern Band of the Cherokee reside on the Qualla Boundary in western North Carolina, maintain limited sovereignty, and operate schools and other institutions under the sponsorship of the Bureau of Indian Affairs.

"True our appearance may not be much different than yours, but being Native American was never just a race of people...We have the same moral values as our ancestors, and we will teach them to our young. These values include our love for our Creator, our families, and the respect we have for the land. The caring attitude we have for our fellow man, and a desire to be who we are, the Native people of this land."

DEREK LOWRY,
Tuscarora Nation of North Carolina

Despite the movement out of traditional communities for employment or educational opportunities, many American Indians maintain strong ties to their tribal community. American Indians describe their families as very close knit with intricate networks that extend beyond the nuclear family. Households are often multi-generational and tend toward a matriarchal hierarchy. Because of the central role that family and tribe play in American Indian life, and because of the importance of family and community involvement in student achievement, this year's report of the State Advisory Council on Indian Education will give specific attention to the role of American Indian families and communities in their children's education.

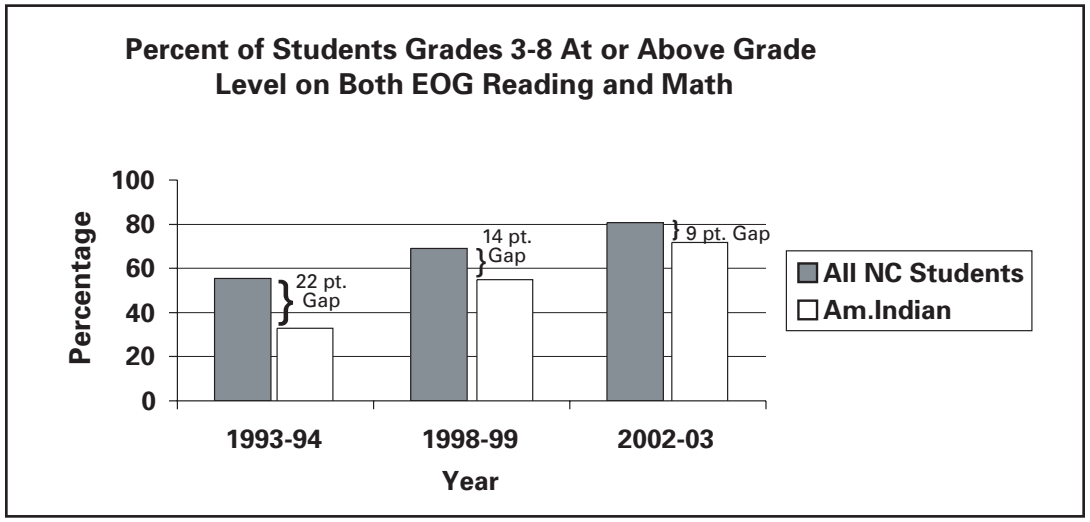
AMERICAN INDIAN STUDENT PERFORMANCE

Both American Indian students and NC students statewide are performing at or above grade level in greater numbers than ever before.

Even as the average percentage of students at or above grade level has increased across the state, the difference between American Indian student performance and the average student performance statewide is disappearing. Specifically, the difference - or gap - between the percentage of American Indian students performing at or above grade level on state End-of-Grade/End-of-Course tests and the percentage of students statewide performing at or above grade level on state tests is getting smaller and smaller.

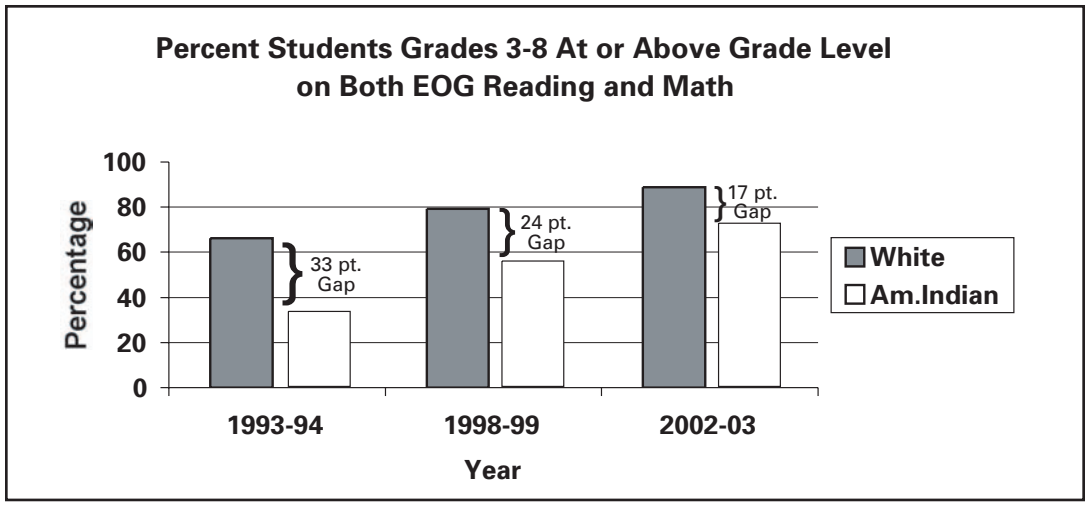
- American Indian students in grades 3 – 8 have reduced gaps in academic achievement to half of the size they were ten years ago, as seen below.

GRAPH 1



- The gap closing trends in grades 3 – 8 are equally dramatic between American Indian students and majority ethnic groups like White students.

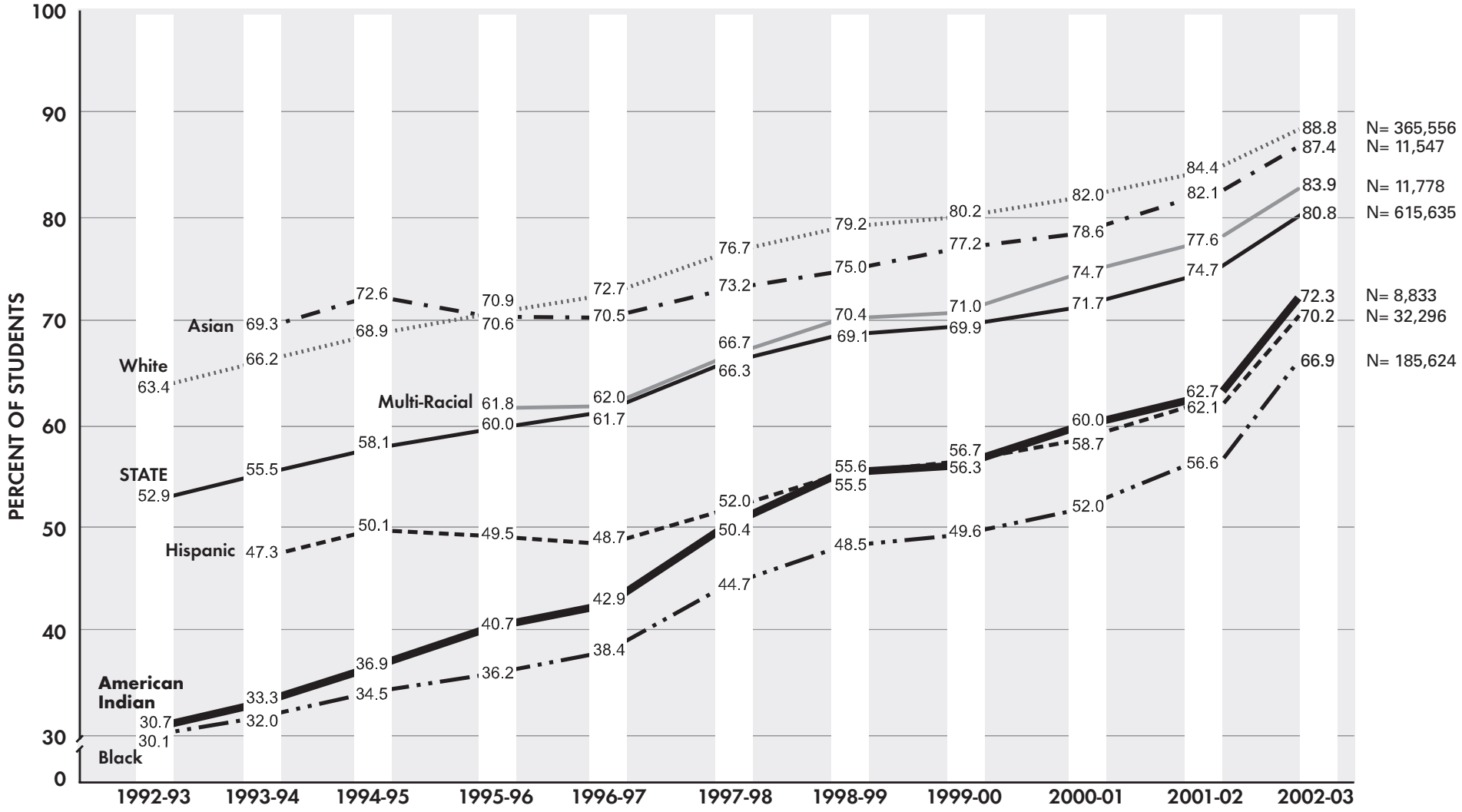
GRAPH 2



- American Indian student performance on End-of-Grade tests improved substantially in the last school year (2002-03). See Graph 3.
- In 2002-03, the percentage of American Indian students in grades 3-8 performing at or above grade level (Level III) on reading and mathematics End-of-Grade tests jumped almost 10 percentage points, from 62.7 percent to 72.3 percent, the highest rate yet.
- Between 2001-02 and 2002-03, American Indian students in grades 3-8 improved on End-of-Grade tests at a rate similar to Black and Hispanic students.
- At the high school level, American Indian student performance on End-of-Course tests continued to improve in 2002-03, reaching 58.2 of students proficient (Level III or higher) in five core courses as compared to the state average of 70.1 percent proficiency. See Graph 4.
- Notably, American Indian high school student achievement has increased faster than that of any other ethnic group in North Carolina.
- American Indian student performance on the five core End-of-Course tests has improved 20 percentage points since 1994-95.

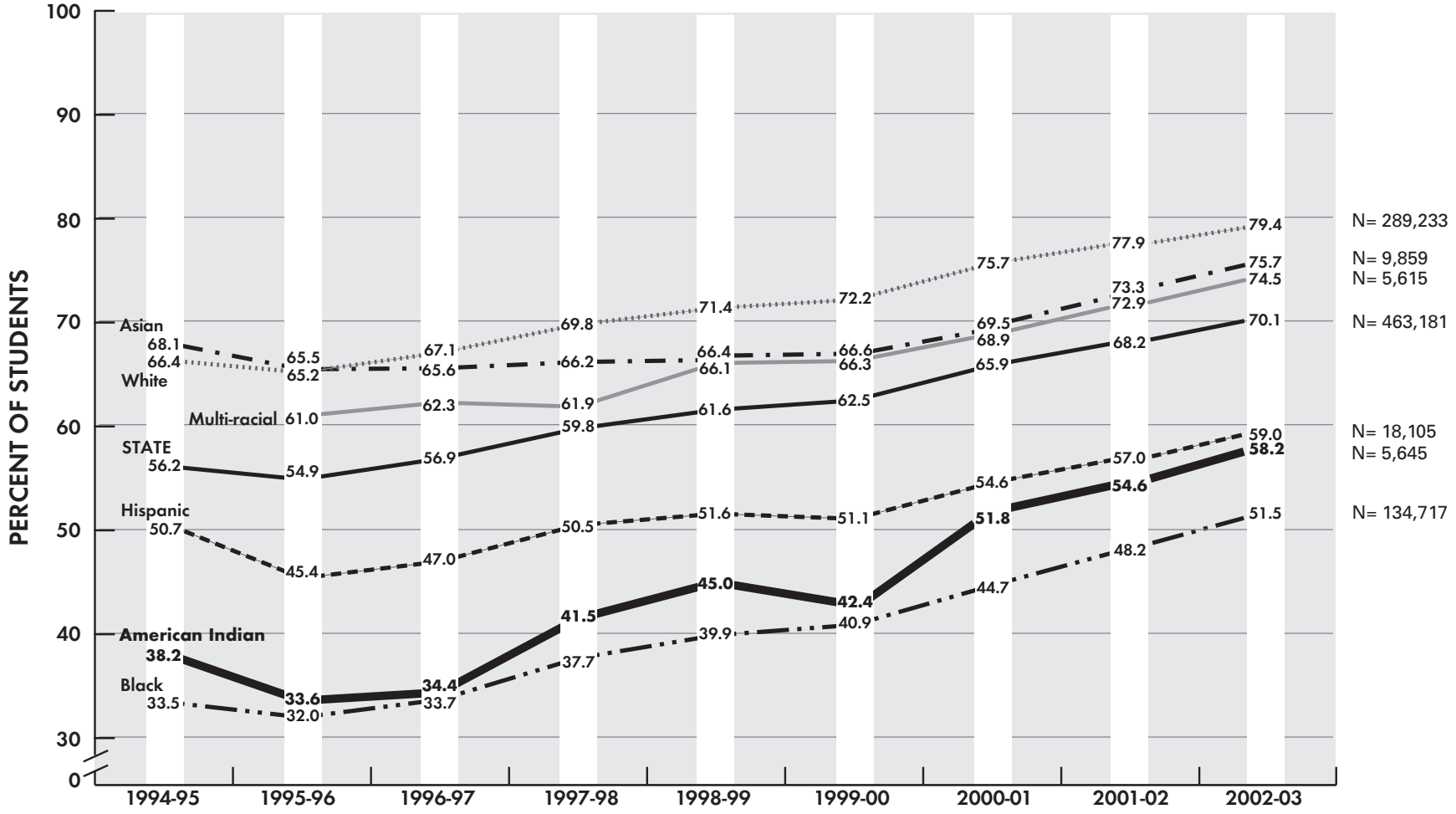
GRAPH 3: EOG Reading and Math Trends, 1992-93 through 2002-03

1992-93 to 2002-03 End-of-Grade Multiple Choice Test Results; Grade 3-8, by Ethnicity
Percent of Students At or Above Level III in Both Reading and Mathematics



GRAPH 4: EOC Five Core Courses Trends, 1994-95 through 2002-03

1994-95 to 2002-03 End-of-Course Multiple Choice Test Results;
Percent of Students At or Above Level III Across the Five Core Courses by Ethnicity
(Algebra I; Biology; Economic, Legal, and Political Systems; English I; and U.S. History)



DROPOUT RATES FOR AMERICAN INDIAN STUDENTS

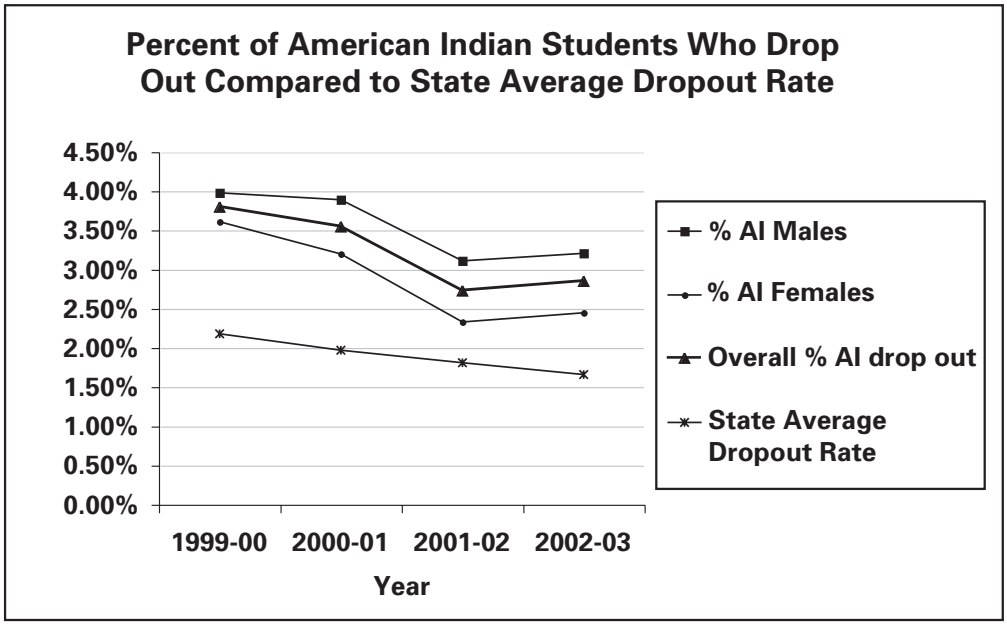
While dropout rates for American Indian males and females appear to be decreasing overall, they did increase slightly in the past year, at a time when state dropout rates have continued to decline. Despite this overall improvement in dropout rates, American Indian students continue to drop out of school in disproportionate numbers. While 1.45 percent of students enrolled in grades 1-12 are American Indian, 2.48 percent of all dropouts recorded in 2002-03 were American Indian students.

Within the American Indian population in grades 1-12, students dropped out at a rate of 2.85 percent in 2002-03 while the state average was 1.66 percent. American Indian males dropped out at a rate of 3.21 percent in 2002-03, higher than the average male student statewide (1.92 percent). American Indian females didn't fare any better: they were almost twice as likely to drop out (2.45 percent) as their female peers statewide (1.39 percent). At this rate, approximately one out of every 30 American Indian young men and one out of every 40 American Indian young women in North Carolina drop out of school each year. The cumulative effect of this annual dropout rate contributes to the fact that approximately 7 out of 10 males and 6 out of 10 females fail to graduate from high school (see below).

TABLE 1

AMERICAN INDIAN STUDENT DROPOUT EVENTS IN GRADES 1-12	2002-03	2001-02	2000-01	1999-00
What is the total percentage of American Indian students dropping out?	2.85%	2.73%	3.55%	3.80%
What percent of American Indian males are dropping out?	3.21%	3.11%	3.89%	3.98%
What percent of American Indian females are dropping out?	2.45%	2.33%	3.20%	3.61%
State average dropout rate among all students grades 1-12	1.66%	1.81%	1.97%	2.18%

GRAPH 5



In 2002-03, American Indian males and females continue to be more likely to drop out than members of any other ethnic group (Hispanic males 2.21%, Black males 2.14%, Hispanic females 1.87%, and White males 1.74%). See Section IV, Tables 7- 9 for additional information.

A recent report, "Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis," written by a team of national experts on high school dropout and published by the Harvard Civil Rights Project, provides another look at American Indian high school dropout rates both in North Carolina and nationwide. The authors of this report calculate dropouts differently than does North Carolina: briefly, North Carolina counts the number of times students are reported as having left school, and the Civil Rights Project reports the percentage of students who enrolled in 9th grade and graduated with a regular diploma in 12th grade. As a result of these different procedures for defining and collecting data, the following dropout data differs considerably from the state-level data we traditionally report.

The Civil Rights Project found the following:

- Nationally, 51.1 percent – only half – of Native American students who enter 9th grade graduate with a regular diploma in 12th grade. Native American males fare even worse: nationally, only 47 percent of them graduate.
- There is a 23.8 percentage point gap between the national graduation rates for Whites and American Indians.
- In North Carolina, the graduation rate differences are stark and alarming.
  - > The statewide graduation rate in 2000-01 was 63.5 percent, but for American Indian students it was just 33.8 percent.
  - > The gap between White and American Indian graduation rates was 35.4 percent. The size of this gap is of enormous concern as the gap itself is larger than the actual graduation rate of American Indians (33.8 percent).
- American Indian males in North Carolina graduated at a rate of just 29.1 percent. Less than one out of every three American Indian young men will graduate from high school according to these data.
- In North Carolina, the American Indian female graduation rate was 39.2 percent, meaning that three out of five young American Indian women will not earn high school diplomas.
- For comparison, the state's Black male graduation rate is 44.9 percent, the Black female rate is 62.2 percent, the White male rate is 65.7 percent, and the White female graduation rate is 69.5 percent (Orfield, et.al., 2004).

Research conducted for last year's Indian Education Report tells us that American Indian students who drop out of school are not necessarily weak students or students who dislike schools and learning (State Advisory Council on Indian Education, 2003). In fact, every year there are many students who are bright and talented – students who excelled in elementary school – who lose their way when they reach middle or high school and leave school after consecutive years of feeling disconnected to, ignored by, and unimportant to the adults and the majority student population around them.

The Council feels it is of utmost importance and urgency that the state study American Indian dropout patterns – particularly those of young men – in order to formulate comprehensive, research-based prevention and intervention strategies that can be made available to North Carolina's schools and school districts as quickly as possible.

ADVANCED COURSE TAKING

One way to measure student academic performance and success is to look at the rate at which students take upper-level or challenging coursework. The North Carolina School Report Cards (www.ncreportcards.org) provide information about the percentage of students enrolled in advanced courses (Advanced Placement, International Baccalaureate, community college courses, or college/university course for high school students), but unfortunately, data disaggregated for American Indian student enrollment is not yet available. Through the College Board, the educational services and testing company that administers the Advanced Placement Program, North Carolina has access to data about the performance of American Indian students on Advanced Placement (AP) exams. The AP exam measures mastery of course skills and content, and students' scores may make them eligible for course credit in college/university. AP exams are fee-based and are not generally required of students enrolled in AP courses.

Overall in North Carolina, fewer students enrolled in AP courses in 2002-03, but the number of students opting to take the AP exam increased. While the College Board does not disaggregate AP enrollment data for American Indian students, they do report a similar change in AP test-taking: more American Indian students in North Carolina took AP exams this year than last.

While American Indian student AP test-taking increased in 2003, the percentage of students scoring a grade of 3 or higher (AP grade scale of 1-5) dropped by 7 percentage points to just over 39 percent (Section IV, Table 10). In 2003 at the national level, 45 percent of American Indian students scored a 3 or higher on the AP exams they took; and, with the exception of 2002, in the last 5 years, American Indian students nationally have slightly out-performed those in North Carolina on AP exams.

Noticeably, in both North Carolina and the nation, American Indians and Blacks are the only ethnic groups where students consistently perform below the national average. In North Carolina, less than 50 percent of American Indian and Black students scored 3 or higher on AP exams taken over the last five years, while 56-60% of white students scored 3 or higher over the same period.

TABLE 2

NORTH CAROLINA PUBLIC SCHOOLS
AP PARTICIPATION AND PERFORMANCE 2002-03

	NC Total	American Indian	White
# Test Takers	27,632	174	21,497
# Exams Taken	49,130	266	38,083
AP Score 1	18.3%	25.6%	14.8%
AP Score 2	25.7%	35.3%	25.0%
AP Score 3	26.6%	21.1%	28.6%
AP Score 4	18.8%	10.2%	20.2%
AP Score 5	10.6%	7.9%	11.3%

* Disaggregated percentages are rounded may not add to precisely 100%.
Data provided by the College Board, February 2004.

Since student performance is associated with exposure to upper level academic content, enrichment opportunities, and teacher quality, the State Advisory Council on Indian Education is especially interested in conducting future research into the levels at which American Indian students are recommended for and enrolled in upper-level coursework, and the comparative rate at which schools with significant American Indian student populations are staffed by highly qualified teachers.

COLLEGE COMPLETION

At this time, the Council has collected limited data on the trajectory of high-achieving, college-bound American Indian students. Because college completion rates are an important indicator of life-long achievement and economic security, future reports of the State Advisory Council will explore American Indian enrollment in post-secondary education programs (community colleges and colleges/universities) and student graduation rates and completion rates. In a preliminary look at American Indian success rates in our state's public university system, we find that system-wide, over the last two years, just over 20 percent of American Indian students who enrolled as freshmen graduated from college four years later. This rate is noticeably lower than the average rate for all students, which was just over 30 percent in the same period. As the numbers of American Indian students enrolled in some UNC institutions is quite small, we not only see a large range in American Indian graduation rates (from 0 percent to 44 percent) among institutions, but it is quite difficult to make any meaningful comparisons between these schools. Based on rough estimates, approximately 15-20% of American Indian seniors enroll in a UNC institution. In future reports, the Council intends to examine the following additional questions:

- What percentage of American Indian high school seniors enroll in the state's public university system? What fields of study do they pursue?
- What percentage of American Indian high school seniors enroll in the state's community college system and of those, what percentage complete a two-year degree?
  What fields of study do they pursue?
- What percentage of American Indian 9th grade students express a strong interest in pursuing education beyond high school?
- What percentage of American Indian 9th grade students ultimately enroll in some form of higher education?
- How does American Indian post-secondary educational attainment compare to that of other ethnic groups across North Carolina?

TABLE 3

Four-Year Graduation Rates of First-time Full-time Freshman Entering UNC, All Students Compared to American Indian Students

UNC Institution	1999-2003 All	1999-2003 American Indian	# American Indians Enrolled '99	1998-2002 All	1998-2002 American Indian	# American Indians Enrolled '98
Appalachian State Univ.	35.3%	33.3%	6	29.7%	28.6%	7
East Carolina University	25.3%	19.0%	21	25.7%	25.0%	24
NC A&T State University	22.7%	0%	6	23.6%	20.0%	5
North Carolina State Univ.	35.5%	34.8%	23	29.7%	15.6%	32
UNC-Chapel Hill	70.5%	44.4%	27	66.7%	50.0%	26
UNC-Charlotte	23.5%	8.3%	12	21.4%	12.5%	8
UNC-Greensboro	28.2%	8.3%	12	26.2%	16.7%	6
UNC-Pembroke	18.7%	24.0%	104	21.3%	17.7%	113
UNC-Wilmington	40.7%	16.7%	6	37.3%	23.1%	13
Western Carolina Univ.	22.6%	0%	13	22.7%	27.3%	11
Total	34.8%	23.7%	241	32.7%	22.3%	256

* Schools that enrolled four American Indian students or less are not listed here but are included in total percentages.
Data provided by UNC-General Administration, February 2004.

PUBLIC EDUCATION AND TRIBAL EDUCATION: LIVING IN TWO WORLDS

"I was brought up in an Indian household with my grandparents and parents and that's just the way you behaved. I mean, you were seen and not heard. It wasn't polite to show off. In school I felt really isolated and really alienated and really alone. I just didn't volunteer a lot of information. The Indian way of behaving is: you watch and you observe before you act. You don't want to make a fool out of yourself in front of the group because of the shame culture. You observe, and so once you know what's expected of you, then you act, but you never want to show off because it's not good taste to pound your own drum. I didn't realize why I behaved the way I did until I got into college and took a course that talked about value differences, and then it was like a light bulb going on. I started making the connections."

Jeb Beaulieu, *American Indian student in a Midwest mainstream school setting, quoted in Cleary and Peacock, 1998*

American Indian students face an additional educational challenge that most North Carolina students do not have nor will ever have to think about: they need to master academic content standards like every other student across the state, while at the same time they must embrace their unique culture and history and then reconcile it with mainstream America and public school curriculum (NC Standard Course of Study).

Many American Indian children attend school with students and teachers who don't know that American Indians still live in North Carolina; many attend school with students and teachers who don't know the name of their tribe or anything about it; and many American Indian students find themselves feeling ethnically anonymous – with little or no acceptance as American Indians and scarce understanding of where they fit in the predominant culture in their school. Educators as well as tribal communities must address this issue because it can have far-reaching implications for student academic achievement, high school graduation success and continued post-secondary educational achievement.

Research has documented the importance of school engagement to student success in school: children who do not feel connected to their schools or to at least one adult in their schools have increased rates of truancy, disciplinary problems, and dropout (Wehlage, et.al., 1989). This research has particular bearing on American Indian education, because when American Indian students feel isolated and unknown, they may be at increased risk for school failure. When schools are not adequately able to address the cultural needs of American Indian students, parents and tribal communities become a critical resource for promoting and sustaining their students' success.

Because of this vital connection between parents, communities, and children's success in school, this report focuses in part on the role of American Indian families in education (Section II). We know that parent involvement in children's education is a centrally important factor in student success, but for American Indian children there may be an additional layer to this issue – the cultural duality referred to above. American Indian families and tribal communities may find that they are uniquely positioned to bridge the cultural differences children experience and to help students find a balance between their home culture and the mainstream culture predominant in schools. It is entirely possible that American Indian communities will decide that a significant portion of the responsibility for finding or defining this balance may be primarily one of the home and the tribal community, not the public school.

Families and tribal communities can begin by defining what is important for their children to gain from school. All parents will agree that identity conflict cannot be used as an excuse for failing in school. Children must learn in order to move up the educational ladder. But, what is the formula for success? How do the objectives of the family and tribe match the schools' objectives? Are schools responsive to the needs of American Indian children? Are schools including American Indian parents in the equation in substantive ways? What can schools do to help American Indian young people remain comfortable with their own cultural identity and to become contributing members of a technologically complex, mainstream society?

"I was not surprised when both American Indian and non-Indian teachers...thought that the most important attribute contributing to American Indian student success in majority society schools was the ability to manage in both American Indian and non-Indian worlds. These teachers recognized that students need to feel comfortable with both worlds and need to possess the necessary skills and attitudes to move in and out of these worlds without sacrificing their American Indian ways."

Cleary and Peacock, *1998*

The answers to these questions not only provide direction for improving and evaluating American Indian student success, they also provide a platform from which tribal communities and schools can work together to determine where responsibilities lie for American Indian student success.

"I think that saying 'living in two different worlds' comes from an age where people thought that we were the vanishing race, that we were going to be no more. That saying came from the time around the 1800s – 1880s or 1890s, and that saying was introduced to say, 'Condone the destruction of our people.' Our own people now hold that up as a motivational speech, and they always quote Sitting Bull: 'Take the best from both worlds and make a good life for your people so they can live.'

A lot of the Native American teachers [that I talk to] say that, and they don't see beyond that; they don't see that the teaching was once used to confuse our people. And the teaching that was shared to me that we hold onto is that you can learn another culture, but instill yours first. That's similar to language; you can learn two languages, but you need to start with you home language first. So that's very crucial. Because when you live in two worlds, the first time you have a problem at your home, at your job with your co-workers, with your teammates on the sports team, with your classmates in the classroom, you're straddling that way.

It's the analogy that the white man has their boat. We have our canoe, and we're traveling on this river and we can be neighbors, but if you are a person that has a foot in each boat you're going to come to a rapids, and you are the one we're going to lose. We are going to bury you and have a sad funeral. It's going to be painful for all of us. So stay in your canoe; it's okay to understand how that other boat was made and what they do, but you have your place here. It's almost like you have to keep your one foot—the weight—in one [boat]. I would like to see us outgrow that thinking, that two-world psychology that we're laying on our kids..."

Dennis Bowen quoted in Cleary and Peacock, 1998

SECTION II

Family Involvement

FAMILY INVOLVEMENT IN EDUCATION

While the parents interviewed by the State Advisory Council on Indian Education do not represent the full breadth of North Carolina's American Indian communities, they are a diverse group. They are mothers, fathers, and grandparents; they are from single and two parent households; their occupations range widely and some work more than one job; their children or their grandchildren range from pre-kindergarten to seniors in high school, and they live in rural and urban communities. What these parents have in common is that they are already involved or participate in their child's education in some way and they all describe themselves as having good relationships with their schools. Given these important commonalities, the findings in this section cannot be representative of all American Indian families. Some parents were interviewed in their home communities in March 2004 and others were interviewed at the North Carolina Indian Unity Conference held in Raleigh, North Carolina from March 11-13, 2004.

The American Indian parents and grandparents we talked to were united in their strong belief that education is the primary tool for success in life. While they talked about education as a means to a better standard of living, they also talked about education as providing their children with the flexibility to understand how to be successful in a changing world. A number of parents talked about education as broadening their child's understanding of society around them and as better preparing their child to be a contributing member and leader in that society. One father thought about education in terms of his own cultural difference, commenting that a public school education would better prepare his child to be successful in a "white man's world." Another mother said that she valued her children's education, in part, because it "is the one thing no one can take from you."

Generally, parents felt their role was to support their child and their school's educational objectives. Parents felt that their child's exposure to and understanding of American Indian culture came from the home and the tribal environment and not from the school. Many expressed a strong desire to see North Carolina American Indians represented in their school's textbooks and classrooms and to have their diversity appreciated throughout the year and not just at Thanksgiving or during Indian Heritage Month.

American Indian Family Support for Education

Families engage in a wide range of supportive activities, both in the home and at their child's school. First and foremost, the family members we spoke to described their role as supportive: it is their job to support their child in every way possible, and it is also their job to support their child's teacher and the school's educational goals.

A number of parents stressed the importance of developing a relationship with their child's teacher. Some check-in with their child's teacher regularly by phone, others occasionally stop in to visit with the teacher at school. One grandmother spoke about how important it was to establish a rapport with her grandchildren's teachers: when the teacher understood the family, the children, and their lives better, the teacher was better able to support the child, was less likely to stereotype the child as a "bad kid," and was more likely include the grandmother in observations and concerns. In general, parents were very complimentary about their child's teacher (particularly at the elementary school level) and a number of parents commented on how well (or how weak) their child's teacher and the school's administration was in welcoming diversity in their school.

In support of their children's education, parents take a number of steps inside the home. They encourage good study habits by providing structured time for homework, and they check to see that homework is done; some parents assist children with homework and projects; and, a number of parents attempt to stay current with the educational priorities and the topics that their child is covering on a weekly basis. A large number of the parents interviewed spoke about the importance of reading to educational success and the majority reported reading to or with their child on a regular basis. Parents of older children reported less direct contact with teachers and course materials, but stressed the continued importance of daily conversations with their children about the work they are doing, the stresses they are feeling, the progress they are making, and the process of setting and working towards goals in their studies. Many of these parents continue to oversee the homework of their older children and ask about their child's test performances and grades regularly.

Many parents participate in their child's education at school. Some parents participate directly by volunteering in the school, by serving on school committees, and by coaching athletic teams, while others are more indirect, choosing to encourage their child to participate in school activities and by providing their child with the materials and transportation they need to do so. A large number of parents stressed that they are very vocal with their children about joining school activities and becoming involved in their school's extra-curricular life. One grandmother, speaking from two generations of experience with children, commented that she'd found American Indian children tend to hold back in joining school activities because they think the activities aren't really meant for them. Because she believes this isn't at all true – American Indian children are just as welcomed and entitled to be active at school as other children are – she makes a special effort to encourage her grandchildren to join in activities that they find interesting. It may be that schools, in becoming more aware of this potential perception, might be able to improve American Indian involvement and school engagement by taking specific steps to invite and recruit students into their extra-curricular programs.

American Indian families also participate in many traditional parent-school activities: they help with fund raising, they join booster clubs, they chaperone field trips, they attend PTA meetings and they come out to cheer at athletic events. Some parents have found ways to introduce their own culture and heritage into their participation. One father described a steak dinner and powwow fundraiser that he was organizing to raise money for a school trip. Another father eats lunch with his elementary school child at school and will sometimes speak in his Native language to his son and his son's friends.

Communication Between Families and Schools

Schools communicate with families in a variety of ways: written notes, progress reports, newsletters, phone calls that are both pre-recorded messages and directly from the teacher, and websites. All of the parents interviewed were interested in open communication with schools and a number of parents offered unsolicited comments about the degree to which they felt known and welcomed by the adults in the school. Parents of younger children tended to be happy with the level of communication they received from school. A few parents of younger children also commented on how nice it was to walk into their child's school and be known by name or at least greeted in a friendly manner. One father said he found it very encouraging that the teachers in his child's school knew what he expected of his child and enforced those expectations. Parents of older children noted the decrease in communication with schools as their children moved to middle school and again upon moving up to high school. All of the parents of high school aged children were interested in hearing more from their child's school and a couple said that they did not feel at all welcome to visit or stop by their child's high school.

Increasing Family Involvement and Participation in Education

Following the interviews, one finding was striking: parents reported that the majority of the communication they received from schools was in writing. While this may be practical from a school's standpoint, it does create some very real barriers for less educated parents. If a parent doesn't read well, doesn't read at all, or is simply insecure about his or her reading and writing skills, communicating in writing is likely to be uncomfortable and unproductive. A number of our parents felt that parents who were not involved in schools were not involved because they are "in the same condition as their children," meaning they might not be able to read well, write well, they might have low self-confidence in a school setting, or they might be uncomfortable interacting with teachers. One parent noted that it would be good if teachers could reach out to parents and "draw them into the circle of involvement," that understanding and being sensitive to a parent's discomfort or fears might be all that it takes to increase their involvement. A grandparent seconded this notion, "[Teachers could] look beyond the parents who volunteer all the time and seek connections with the parents they don't see as much. They could ask the parent to come in to sit with children at lunch or to oversee kids during a test... A parent who can't read will be more concerned about volunteering when they feel inadequate. If parents don't have self esteem, their children won't either."

The parents and grandparents interviewed had the following suggestions for promoting family involvement:

- Start targeting school programs to the entire family instead of just the student (for example, family reading night at the school).
- Give parents more positive feedback. If the school only calls about trouble, they won't want to come to the school.
- Give parents options when possible. Increase flexibility for parents by offering programs on more than one night or by varying times.
- Ask parents about their schedules and what they can do. For example, one parent was asked to volunteer for a program scheduled from 3PM – 5 PM. The parent wasn't available because of work, but would have been able to help out if the program ran from 4PM – 6PM.
- Encourage students to get involved in after-school activities. Parents will come to see their children in activities.
- Make deliberate use of word of mouth and advertise in newspapers.
- Stress the importance of involvement or participation in education: "If we don't do this, we'll lose our kids."

Teaching Native Culture, History, and Heritage

The parents the Council spoke to do not count on the schools to teach their children much, if anything, about American Indian culture, history, or heritage. Instead, they take responsibility for this instruction in the home and in the tribal community. Many parents would like to see more historical attention given to North Carolina Indians in social studies and history classrooms, and a couple of parents noted that North Carolina Indians are completely missing from their child's textbooks. A number of parents think this might help alleviate the painful and frequently voiced misconceptions of their children's classmates – that there are no more Indians, that a child couldn't be an Indian because he doesn't "look Indian" or because he doesn't wear a feather in his hair. Most parents we spoke to take these comments as opportunities to educate the children and adults around them, but they remain alert to the confusion and damage that can be caused to their own child's sense of identity and self-esteem.

In general, parents find their children's teachers are uneducated about both the history and current affairs of North Carolina's Indian tribes. Many parents make it their duty to educate their child's teacher about their own and other North Carolina tribes and many provide resources and reading materials for the teacher's use. A number of parents said that every year they meet with their child's teacher at the start of school, introduce themselves, and identify their child as an American Indian. They talk to the teacher a bit about their own tribe and follow up their conversation with additional information or resources about American Indians in North Carolina. Some parents are very direct in sensitizing teachers to American Indian issues and stereotypes. Other parents make a point of contacting their child's teacher before Thanksgiving and spend time in the schools before the holiday helping to educate children about what it means to be American Indian. One parent said that she always visits her child's classroom right before Thanksgiving in full regalia and she spends time talking to the children about American Indians in the world today. A few parents provide their schools with resource materials, books, and artwork for display during Indian Heritage Month.

All of the parents interviewed teach their children about their heritage through story-telling. Sometimes the stories are simple – the story of a family member's success, or the story of someone's struggles with adversity – but the story is the central way that families pass their values and teachings on to their children. Some families rely on frequent trips to the "home place" where their children can hear elders tell stories of their heritage. One urban mother admitted that her children are learning a lot about their heritage from books – things that would have once been passed down orally – because books and the Internet provide information that she doesn't know well. Many parents also talked about regularly attending powwows as an important part of instilling their culture and heritage in their children.

In many communities, Indian Education Programs are an extremely valuable resource for teaching children about their heritage. Indian Education Programs are federally funded through Title VII and are administered through school districts whose American Indian student populations meet certain numbers and other criteria. Some parents mentioned the classes available to their children like beading, dance, song, and legends. Others talked about the cultural enrichment opportunities provided by their Indian Education Program and the trips the Program offered outside the community that broadened their child's awareness of others in North Carolina. One parent commented that the Indian Education Program helped connect his child to her identity in an urban county where less than 1% of the students are American Indian and it helped her see that there were other kids similar to her.

Tribal organizations, associations, and centers are also closely involved in teaching American Indian children and adults about their heritage. A number of parents take their children to weekly classes at their tribal center. Some cultural centers orchestrate special workshops for children so that talented community members – sculptors, bead workers, story-tellers – can share their artistry and craft with children in the community. One parent pointed out that her tribe's cultural center educates non-Indians as well as Indians about tribal history and culture. One tribe produced a documentary video (in collaboration with a local university) about its history and is distributing the video to every school in surrounding counties. A number of parents noted that their tribal association or organization works with local schools to educate children about American Indian history and culture.

Overall, the parents who were interviewed by the Council are very attuned to their role in and responsibility for teaching their children about their culture and heritage as American Indians. They access community and tribal resources in educating their children and many talk about this education as an integral part of their family lives. Many parents express a strong wish that schools would incorporate more into their curriculum about American Indian history and American Indians living in North Carolina today.

Conclusions

Because the parents and grandparents interviewed for this report share some key characteristics – they are involved in their children's education already and they describe having a good relationship with their schools – the Council is not able to draw conclusions about parent involvement across all American Indian families. However, our interviewees are a diverse group in terms of occupation, socio-economic background and education levels. Based on the similarities that arose from those interviews, this is what the Council found:

- Parents are concerned about both teachers' and administrators' levels of awareness regarding their children's cultural diversity. Many parents address their concerns directly by talking to their child's teacher about stereotypes that American Indians encounter. They also try to provide teachers with additional information or resources about American Indians in North Carolina and to promote increased awareness about stereotypes and common misconceptions about modern American Indians.
- In addition, parents would like to see more active attention given to North Carolina Indians in social studies and history curriculums and textbooks. They are concerned about the damaging effects that un-informed comments like, "You can't be an Indian, they're all dead," "you don't wear a feather in your hair," or "you don't have black hair," can cause for their own children who are struggling to understand their heritage and identity in a mainstream culture that already sets them apart as different or "minority." Non-Indian children must be exposed to accurate information about North Carolina's American Indians – both historically and in a modern context – in order to eliminate these harmful stereotypes.
- The family members interviewed were very focused on encouraging their children to be involved in school activities. One grandmother, who had worked with American Indian children for years, provided an interesting context for this: she felt that American Indian children often thought school activities weren't really meant "for them." It may be that schools can promote higher levels of involvement and school engagement among American Indian students if they deliberately recruit and invite American Indian students to join school-sponsored programs and activities. This recruitment might be done through tribal centers and organizations, cultural centers, Indian Education Programs, and local churches.
- Families and schools might partner to incorporate American Indian traditions and culture into their schools. At one school, a parent we interviewed was organizing a powwow as both a fund raising event and as an opportunity to share his culture with the school community. Activities like this one – that integrate a regular school need with an opportunity for cultural enrichment – may be a very effective means of educating children and communities about American Indian heritage.
- Families value their relationships with schools and they want those connections to be close and comfortable. They want to be actively welcomed by schools and they want to know, or at least be comfortable in greeting, all the adults working in their child's school regardless of their child's age. Parental confidence in and support for schools and their programs appeared to be stronger when the parent we interviewed had good communications with his or her school.
- Lastly, our interviews indicated that families are learning about their children's academic performance primarily through written communications like notes, progress reports, and performance reports. When schools communicate with families in writing, they are inadvertently excluding a sector of their parent/family population. If schools can find a way to communicate more with families through personal phone calls, visits, or other non-written means – particularly among those families who appear to be entirely disengaged from education – they may be far more effective in increasing family participation in education.

SECTION III

Recommendations

RECOMMENDATIONS

American Indian students are making impressive strides in academic achievement according to our primary statewide indicator, the ABCs End-of-Grade and End-of-Course tests. With that base of academic success, American Indian students have the foundation necessary to improve in other measures of performance: advanced course-taking, high school graduation, and post-secondary enrollment and completion. With resources targeted through the following recommendations, American Indian students in North Carolina are poised to reach higher levels of educational success than ever before.

Recommendation 1:

Improve the quality and quantity of data available regarding American Indian students and their educational trajectories. While the state has excellent data to measure the academic performance and growth of public school students in grades 3 – 12, it does not have adequate disaggregated data to explore questions about the degree to which American Indian students excel in their studies and are recommended for and enroll in upper level classes. In addition, further study of data extending beyond grade 12 will provide important insight into the employability and the prospects for long-term economic security of American Indian young people.

- Require that enrollment data in advanced courses be disaggregated for American Indian students, particularly on the statewide School and District Report Cards. Begin collecting data on course taking patterns of American Indian students – especially advanced courses as defined by the school report card – if this data is not currently collected at the state level.
- Request the NC Department Public Instruction identify and charge personnel to study American Indian dropout issues and define lessons that can be learned from states with much better high school graduation rates for American Indian students (Alabama, Arkansas, Hawaii, New Mexico, Oklahoma, and Virginia). Selection of states based on data from "Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis," published by the Harvard Civil Rights Project.
- With the findings from this study of American Indian high school graduation rates, appoint selected individuals to develop and apply results and new strategies to a pilot group of high schools serving American Indian students. Consider connecting the pilot to work currently underway in the New Schools Project, a high school innovation project grant supported by the Gates Foundation.
- Develop a partnership among the University of North Carolina system, the North Carolina Community College system and the Office of the Superintendent of the NC Department of Public Instruction to conduct a review of American Indian enrollment, retention, and graduation rates, and a review of the courses of study and degree programs American Indian students pursue in higher education. Information from this review will be provided to the State Advisory Council on Indian Education who will disseminate its findings to Tribal governments, Title VII Indian Education program directors, LEA superintendents, and academic officers of statewide institutions of higher education.

Recommendation 2:

Foster partnerships between high schools and the local business community with a specific focus on American Indian students' preparation for and attainment of skilled, year-round employment. While we work hard to encourage American Indian students to stay in school and graduate with at least a high school diploma, are we sure that jobs exist for them when they leave school? And, do American Indian young people find jobs available in their tribal communities?

- Develop formal partnerships between school guidance departments and Title VII Indian Education program directors aimed at aligning American Indian student course taking and academic preparation with the skill requirements for jobs students are interested in seeking.
- Invite representatives from local chambers of commerce, local job services or employment offices, and local human resources professionals to work with Title VII Indian Education program directors, guidance counselors, and tribal elders to review current job markets, determine in what sectors American Indians are currently employed, and to explore ways to broaden employment opportunities, particularly within tribal territories. In addition, ask groups to work with school administrators to formulate action plans for strengthening American Indian students' preparation for future employment opportunities.

Recommendation 3:

Actively support professional development for teachers to enhance their knowledge of American Indian history and culture. Given the recent establishment of a high school American Indian studies elective, and growing focus on raising the performance of student demographic subgroups including American Indians, the time is ripe for high quality, professionally
organized, and systematic development of educators' knowledge and understanding of American Indian history and culture. While many individual efforts to deliver American Indian-related professional development exist across the state, there is no central organization or means of communicating the opportunities available to educators (see Appendix A).

- Request the NC Department of Public Instruction conduct an inventory of all educational resources and professional development related to American Indian studies currently available to educators in North Carolina. Partner with the State Advisory Council on Indian Education to disseminate information about how and where to access these professional development resources to K-12 teachers and teacher training programs statewide.
- Request that Schools of Education insert an American Indian history and culture requirement for pre-service teachers.
- Actively seek business and foundation partners who are willing to provide annual sponsorship grants to 150 social studies educators and others who are interested in becoming more expert on North Carolina American Indian history, culture, and current affairs.
- Continue efforts that require all public school administrators and local boards of education to review their policies and procedures toward the use of American Indian sports mascots, logos, and all demeaning imagery; and educate public school personnel about the educational, curricular, and psychological effects of using American Indian sports mascots and logos.

Recommendation 4:

Actively support programs that nurture American Indian families for school success.

- Develop a partnership between the Department of Public Instruction Communications Division and other state agencies and organizations to compile parent involvement resources particularly geared towards American Indian families. Publish and disseminate these materials for use by tribal organizations, American Indian churches, and schools serving relatively large populations of American Indian students.
- Request that LEAs publish and distribute grade appropriate information to families on how to support children's education in the home. These publications might include grade-level specific tips for helping with homework, grade specific guidelines on how much or how little to assist children with schoolwork, and how to help a child learn to read.
- Support tribal and LEA efforts to improve American Indian family involvement in their children's education. Publicly recognize tribes and LEAs that create effective programmatic responses to improving family-school relations.
- Establish a formal partnership between the Department of Public Instruction's parent involvement coordinator and the state's Title VII Indian Education program directors. Create an American Indian family involvement advisory group at the state level, meeting the state parent involvement coordinator on a quarterly basis, and charged with improving American Indian family-school connections.

SECTION IV

Student Performance Data

TITLE VII COHORTS

System	Male	Female	Students Served	Program Administrator/Director	Phone
Columbus	206	204	410	Kenwood Royal	(910) 642-5168
Cumberland	476	426	902	Trudy Locklear	(910) 678-2462
Graham	56	71	127	Marcia Hollifield	(828) 479-3453
Guilford	225	210	435	Jean Conley	(336) 621-4042
Halifax	174	130	304	Tyus Few	(252) 583-5111
Hertford	22	21	43	Janet Jones	(252) 358-1761
Hoke	481	437	918	Billy Jacobs	(910) 875-4835
Jackson	198	170	368	Nancy Sherrill	(828) 586-2311
Person	12	15	27	Leon Hamlin	(336) 599-2191
Richmond	90	79	169	Linda Nicholson	(910) 582-5860
Robeson	5,231	5,013	10,244	Rita Locklear	(910) 521-1881
Sampson	56	50	106	Pam Westbrook	(910) 592-1401
Clinton City	53	50	103	Linda Brunson	(910) 592-3132
Scotland	414	412	826	Lyle Shaw	(910) 277-4459
Swain	195	176	371	Bob Marr	(828) 488-3129
Wake	126	149	275	William Carruthers	(919) 850-8894
Warren	72	81	153	Costel Evans	(252) 257-3184

Total served in Cohort	**15,781**
Total Served Indian Male	8,087
Total Served Indian Female	7,694
Indian Membership Statewide	**19,081**
Indian Membership Male	9,774
Indian Membership Female	9,307

STATE SUMMARY DATA – ALL STUDENTS

TABLE 4

End-of-Grade Reading Test: Percent of Students At or Above Grade Level
(Achievement Level III or Higher)

	2001		2002		2003	
Grade	**AI**	**State**	**AI**	**State**	**AI**	**State**
3	69.4	76.4	71.6	79.8	**75.6**	**82.6**
4	61.6	74.6	67.6	77.1	**76.7**	**83.7**
5	71.5	82.7	70.7	84.5	**79.6**	**88.7**
6	58.8	70.6	62.1	74.1	**72.4**	**81.5**
7	62.2	75.3	65.8	76.6	**79.5**	**85.3**
8	74.4	83.3	75.5	85.2	**81.7**	**87.7**

TABLE 5

End-of-Grade Mathematics Test: Percent of Students At or Above Grade Level
(Achievement Level III or Higher)

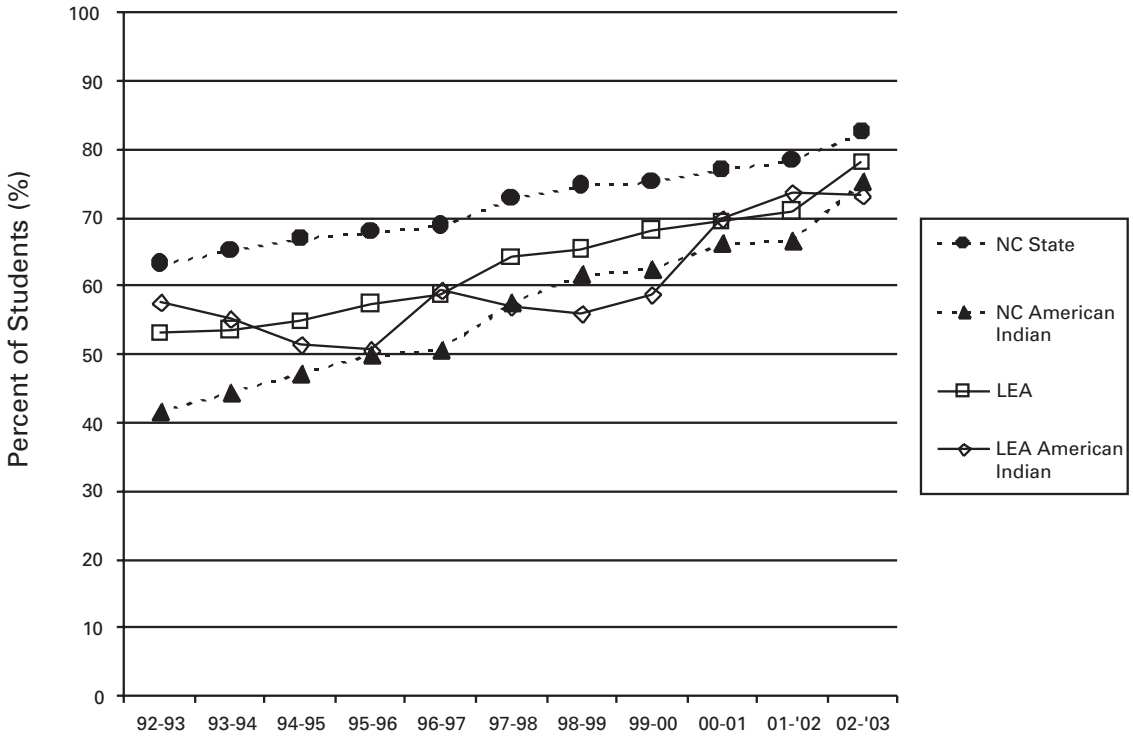
	2001		2002		2003	
Grade	**AI**	**State**	**AI**	**State**	**AI**	**State**
3	68.8	73.6	68	77.3	**83.6**	**88.9**
4	78.9	86.8	83.8	88.9	**91.5**	**94.7**
5	77.8	86.7	78.7	88.4	**86.5**	**92.6**
6	75.2	82.9	79.3	86.4	**82.6**	**90**
7	73.3	81.2	76.9	83.3	**79.9**	**83.8**
8	72.5	79.5	76	82.3	**79.4**	**84.2**

TABLE 6

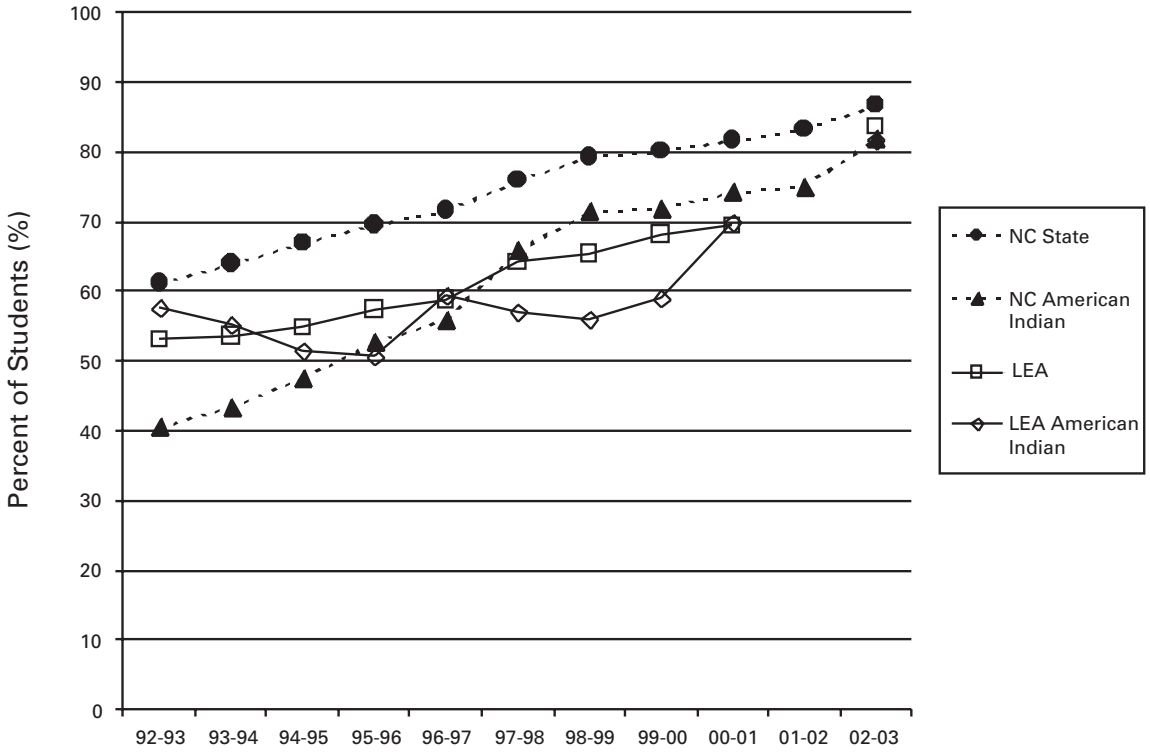
End-of-Grade Mathematics Test: Percent of Students At or Above Grade Level
(Achievement Level III or Higher)

	2001		2002		2003	
Subject	**AI**	**State**	**AI**	**State**	**AI**	**State**
Algebra I	67.6	76.0	69.5	78.9	**72.1**	**78.6**
Biology	46.3	61.0	58.5	69.3	**47.5**	**61.0**
ELP	54.5	70.0	52.3	69.5	**59.5**	**69.3**
English I	50.8	68.3	50.5	69.6	**67.1**	**81.6**
US History	34.7	50.5	38.0	50.1	**43.7**	**54.9**
Algebra II	55.6	73.0	69.8	76.9	**70.0**	**78.8**
Chemistry	46.3	74.4	67.6	84.4	**69.7**	**83.4**
Geometry	44.6	65.5	60.1	70.6	**66.6**	**74.2**
Physics	45.4	63.9	51.0	66.3	**57.9**	**69.5**
Phy. Science	40.5	59.9	51.4	61.5	**53.9**	**64.0**

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	54.8	43.0	41.4	65.6	70.8	**77.4**	61.8	58.0	64.5	70.8	70.4	**77.1**
	# Tested	31	32	29	32	24	**31**	539	565	538	534	520	**497**
4	% Grade Level	50.0	62.0	54.5	68.4	77.4	**69.2**	63.1	63.0	59.3	66.2	68.0	**72.0**
	# Tested	28	32	33	19	31	**26**	526	503	535	520	512	**500**
5	% Grade Level	65.5	60.0	75.8	73.3	73.7	**83.3**	70.7	67.0	74.9	73.2	77.4	**80.8**
	# Tested	29	30	33	30	19	**30**	523	521	491	519	501	**521**
6	% Grade Level	53.1	54.0	51.9	61.5	71.4	**50.0**	57.2	63.0	62.6	61.8	60.2	**72.1**
	# Tested	32	31	27	39	35	**28**	563	541	546	524	550	**592**
7	% Grade Level	52.9	61.0	60.0	57.7	74.4	**82.9**	59.3	68.0	71.6	65.7	72.0	**82.9**
	# Tested	34	31	35	26	39	**35**	580	554	545	533	521	**532**
8	% Grade Level	67.9	54.0	67.7	96.3	75.0	**73.2**	73.6	71.0	77.4	79.8	79.1	**84.7**
	# Tested	28	33	31	27	24	**41**	588	553	539	505	516	**524**

EOG Mathematics, Percent of Students At/Above Grade Level

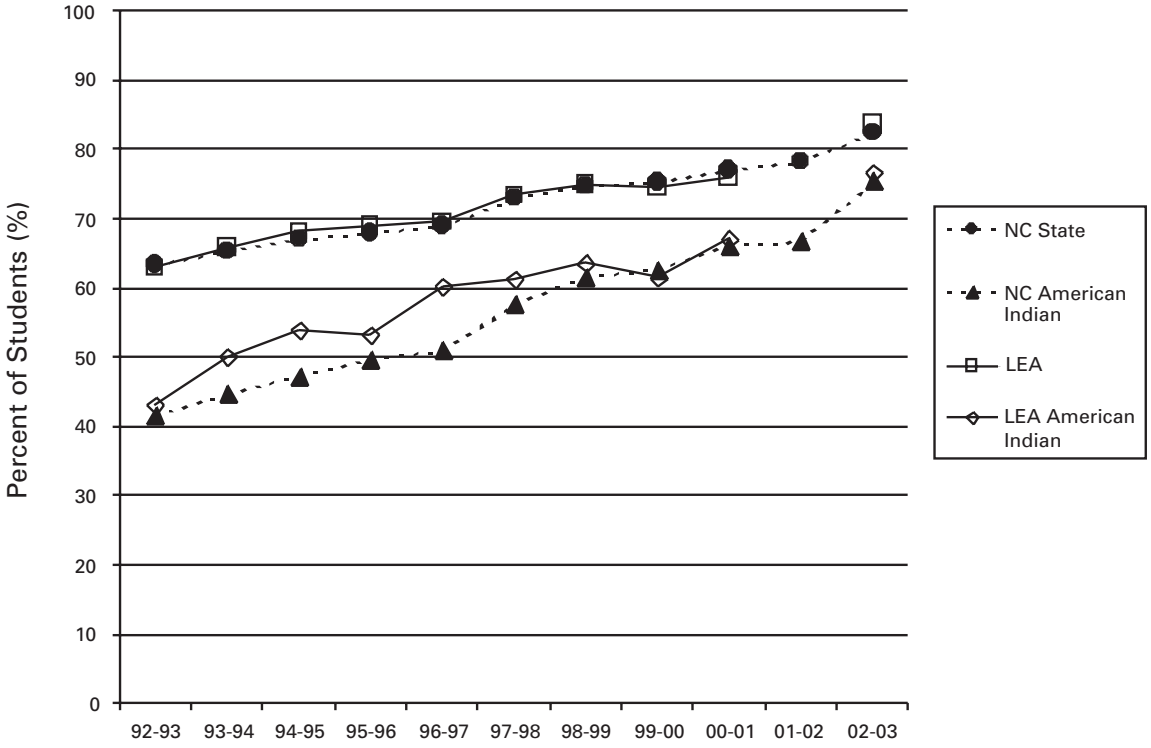
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	62.5	56.0	62.1	78.1	75.0	**93.5**	61.5	61.0	68.8	68.7	68.5	**86.5**
	# Tested	31	32	29	32	24	**31**	539	567	539	536	523	**497**
4	% Grade Level	64.2	75.0	78.8	60.9	90.3	**96.2**	76.7	80.0	80.2	85.1	85.9	**90.0**
	# Tested	28	32	33	23	31	**26**	526	505	540	524	517	**502**
5	% Grade Level	65.5	66.0	66.7	80.0	73.9	**93.3**	74.6	80.0	79.1	80.5	88.0	**87.7**
	# Tested	29	30	33	30	23	**30**	523	525	492	524	508	**522**
6	% Grade Level	68.8	67.0	55.6	66.7	68.6	**60.7**	70.5	75.0	76.1	80.2	78.3	**83.4**
	# Tested	32	31	27	39	35	**28**	563	543	547	525	553	**595**
7	% Grade Level	47.1	68.0	80.0	76.9	80.0	**91.4**	68.8	75.0	80.4	76.1	78.9	**76.0**
	# Tested	34	32	35	26	40	**35**	580	555	546	535	527	**537**
8	% Grade Level	71.4	66.0	87.1	93.1	62.5	**61.0**	72.8	73.0	77.3	78.7	78.0	**78.6**
	# Tested	28	33	31	29	24	**41**	588	553	538	512	519	**527**

EOC High School Subjects, Percent of Students At/Above Grade Level

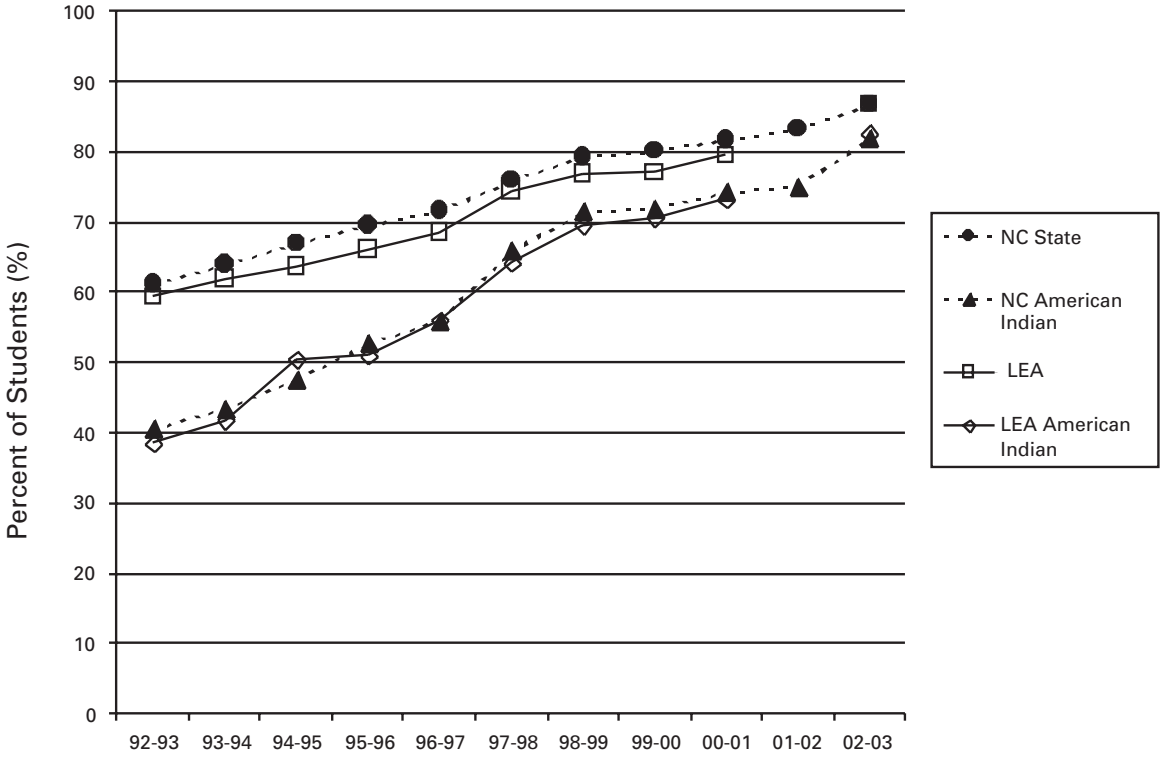
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	48.9	56.7	45.5	81.6	71.4	**65.4**	46.6	54.1	63.9	73.5	68.7	**73.0**
	# Tested	45	30	11	38	28	**26**	686	754	510	596	575	**552**
Biology	% Grade Level	44.4	36.4	66.7	38.1	43.3	**32.5**	33.6	46.1	42.5	46.6	54.3	**45.9**
	# Tested	27	11	21	21	30	**40**	131	401	492	489	484	**505**
ELP	% Grade Level	68.4	61.3	65.0	62.5	57.1	**56.0**	64.1	62.8	63.2	64.2	65.9	**71.2**
	# Tested	19	31	20	24	28	**25**	498	521	497	492	451	**437**
English I	% Grade Level	47.2	51.9	41.7	43.3	58.8	**63.0**	56.3	56.1	58.5	60.5	63.8	**72.9**
	# Tested	36	27	36	30	34	**27**	535	533	586	521	531	**547**
US History	% Grade Level	52.0	33.3	48.3	52.6	25.0	**38.5**	40.0	37.2	43.5	47.4	43.0	**49.9**
	# Tested	25	18	29	19	20	**26**	422	441	469	420	421	**415**
Algebra II	% Grade Level	—	35.3	42.1	30.8	37.5	**50.0**	—	50.4	39.5	48.0	65.7	**65.5**
	# Tested	—	17	19	13	8	**8**	—	256	299	300	245	**264**
Physics	% Grade Level	—	66.7	100.0	25.0	100.0	**100.0**	—	79.4	58.1	57.1	81.0	**80.0**
	# Tested	—	3	1	4	1	**1**	—	34	31	49	42	**15**
Chemistry	% Grade Level	—	20.0	22.2	28.6	66.7	**75.0**	—	36.4	47.7	44.7	59.5	**75.7**
	# Tested	—	5	9	14	3	**4**	—	165	216	206	205	**169**
Geometry	% Grade Level	—	33.3	26.1	55.6	35.3	**36.8**	—	34.9	39.6	51.6	50.6	**49.5**
	# Tested	—	27	23	9	17	**19**	—	312	407	312	322	**364**
Phys.Science	% Grade Level	—	66.7	0.0	72.7	61.1	**45.0**	—	45.5	53.4	53.4	53.3	**64.8**
	# Tested	—	21	1	11	18	**20**	—	209	73	277	315	**361**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	53.4	66.0	59.4	78.6	70.0	**76.9**	70.2	74.0	71.1	75.0	77.3	**80.9**
	# Tested	73	60	69	56	60	**65**	4202	4219	4022	4100	4003	**3913**
4	% Grade Level	51.6	61.0	61.4	60.9	73.7	**67.3**	72.6	70.0	70.1	72.4	75.8	**81.4**
	# Tested	62	68	57	69	57	**55**	3988	4013	4037	3864	4007	**3927**
5	% Grade Level	63.8	54.0	64.5	72.6	73.5	**93.0**	94.8	78.0	78.6	80.7	82.5	**88.3**
	# Tested	58	64	76	62	68	**57**	3910	3882	3885	3968	3960	**3994**
6	% Grade Level	58.1	69.0	47.1	56.3	60.0	**69.2**	70.6	73.0	71.0	69.4	73.4	**80.7**
	# Tested	74	65	68	80	65	**78**	3986	3822	3884	3909	3904	**3981**
7	% Grade Level	59.7	63.0	64.1	61.5	68.0	**82.0**	73.1	76.0	73.8	75.9	75.2	**84.8**
	# Tested	72	82	64	65	75	**61**	3816	3915	3861	3878	3861	**3953**
8	% Grade Level	80.0	66.0	71.4	76.8	73.5	**74.7**	80.2	77.0	81.4	82.5	84.4	**86.9**
	# Tested	75	63	77	69	68	**75**	3638	3707	3885	3740	3879	**3823**

EOG Mathematics, Percent of Students At/Above Grade Level

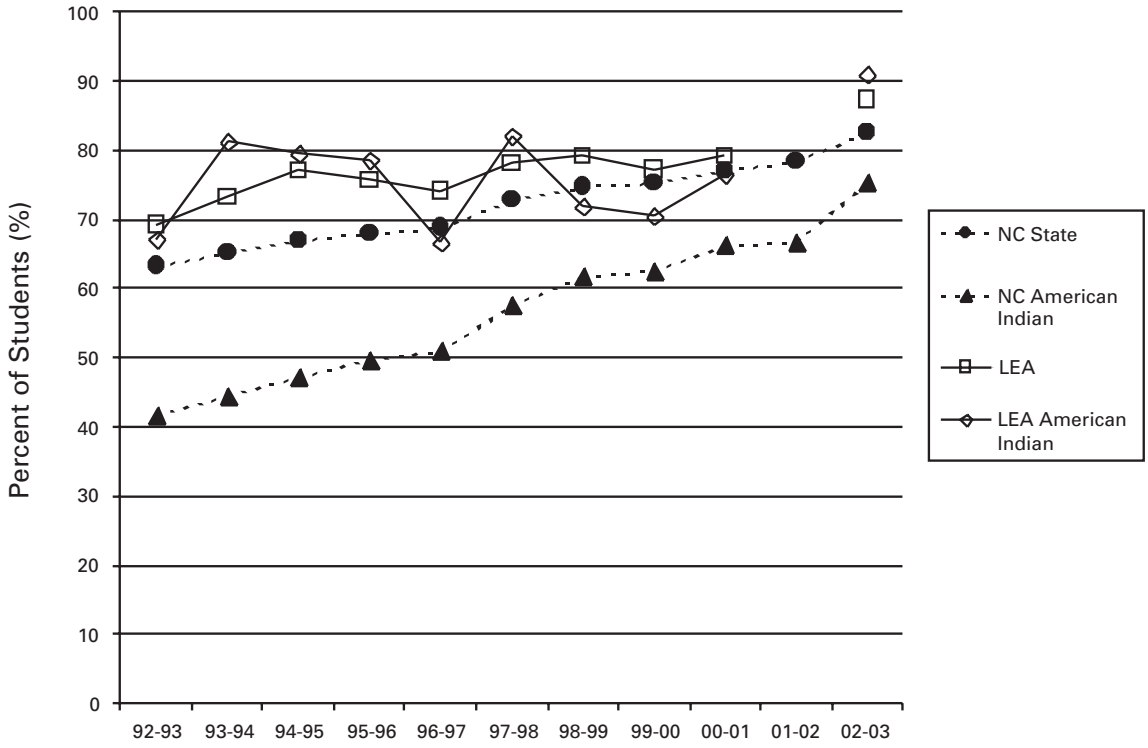
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	56.1	65.0	63.8	78.6	70.0	**83.1**	68.1	69.0	67.3	72.4	73.5	**86.6**
	# Tested	73	60	69	56	60	**65**	4202	4222	4022	4109	4005	**3917**
4	% Grade Level	71.0	79.0	82.5	82.6	91.2	**85.5**	80.1	82.0	82.1	86.2	86.4	**93.1**
	# Tested	62	68	57	69	57	**55**	3988	4019	4042	3879	4008	**3930**
5	% Grade Level	69.0	68.0	77.6	75.8	82.6	**94.7**	77.2	83.0	83.0	85.6	87.0	**92.0**
	# Tested	58	64	76	62	69	**57**	3910	3891	3893	3974	3967	**3998**
6	% Grade Level	73.0	71.0	61.8	70.0	81.3	**82.3**	76.8	78.0	78.4	82.3	83.7	**88.7**
	# Tested	74	64	68	80	64	**79**	3986	3827	3883	3908	3909	**3985**
7	% Grade Level	65.3	72.0	67.2	69.2	72.0	**86.9**	73.0	80.0	75.6	77.3	78.5	**79.7**
	# Tested	72	83	64	65	75	**61**	3816	3916	3863	3879	3859	**3951**
8	% Grade Level	53.3	58.0	71.4	65.2	67.6	**68.0**	71.5	68.0	75.0	74.1	76.1	**80.4**
	# Tested	75	63	77	69	68	**75**	3638	3716	3888	3748	3876	**3821**

EOC High School Subjects, Percent of Students At/Above Grade Level

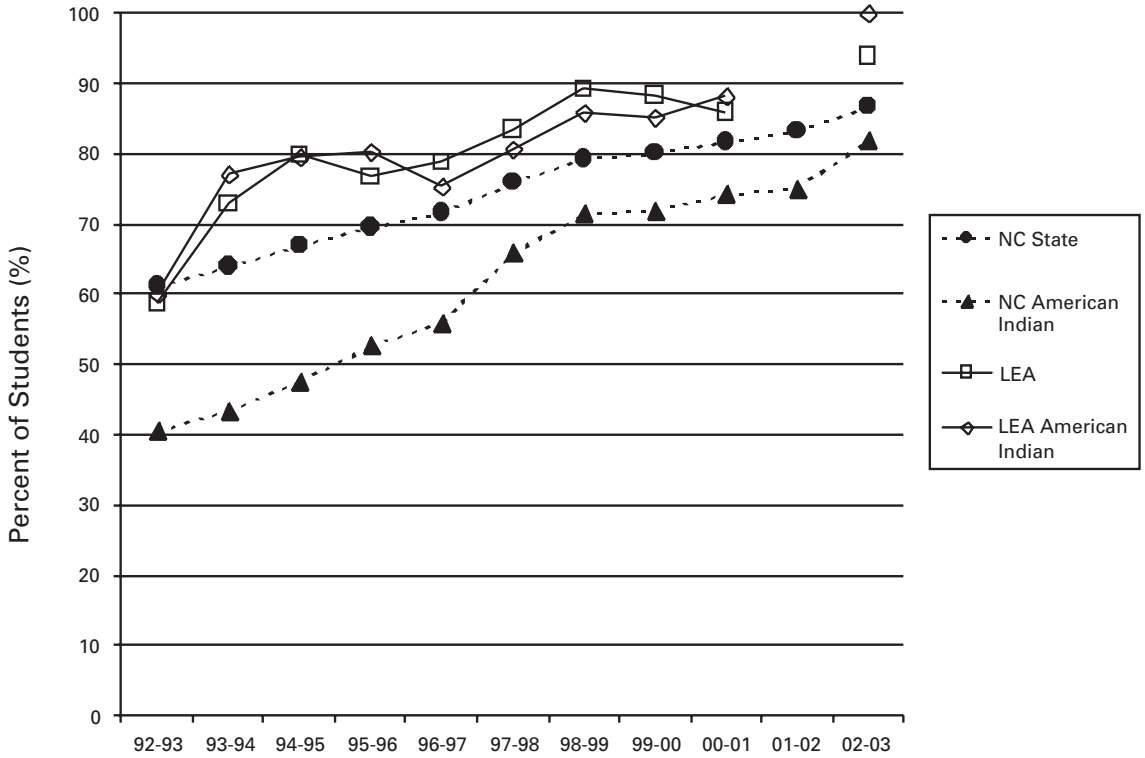
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	50.0	44.4	60.6	66.2	69.1	**74.3**	49.7	52.9	54.9	65.7	69.2	**70.3**
	# Tested	46	63	66	65	68	**74**	3194	3437	3651	3629	4209	**4272**
Biology	% Grade Level	45.7	41.2	36.1	60.7	59.7	**43.9**	54.5	48.5	50.2	56.1	61.9	**54.3**
	# Tested	46	68	61	56	72	**66**	3073	3227	3352	3438	3980	**3974**
ELP	% Grade Level	58.0	48.1	59.2	58.3	58.9	**68.3**	66.4	64.4	64.7	65.2	65.1	**68.8**
	# Tested	81	77	76	72	56	**60**	4061	3872	3943	3892	3817	**4144**
English I	% Grade Level	48.7	47.6	50.7	61.7	55.4	**72.8**	61.3	64.1	66.4	65.3	66.9	**82.1**
	# Tested	78	82	73	81	65	**81**	3744	3807	3978	4174	4173	**4116**
US History	% Grade Level	51.3	50.0	34.5	40.0	51.8	**50.8**	49.9	49.2	41.2	45.1	45.6	**52.5**
	# Tested	39	46	55	60	56	**59**	2693	2859	3080	3146	3330	**3498**
Algebra II	% Grade Level	—	66.7	34.3	29.0	66.7	**81.1**	—	38.0	42.7	52.8	65.8	**70.9**
	# Tested	—	24	35	31	42	**37**	—	2220	2262	2267	2522	**2513**
Physics	% Grade Level	—	100.0	100.0	66.7	60.0	**100.0**	—	59.2	60.2	58.8	73.5	**69.6**
	# Tested	—	1	1	3	5	**2**	—	304	420	359	385	**362**
Chemistry	% Grade Level	—	50.0	52.9	50.0	79.3	**78.9**	—	54.3	51.9	54.9	65.5	**65.7**
	# Tested	—	20	17	20	29	**19**	—	1518	1593	1587	1654	**1690**
Geometry	% Grade Level	—	41.9	36.5	40.7	62.2	**48.8**	—	43.8	39.0	46.1	51.0	**55.1**
	# Tested	—	43	52	59	37	**41**	—	2679	2948	2694	3101	**3234**
Phys.Science	% Grade Level	—	38.9	49.2	40.0	52.4	**42.9**	—	45.2	44.1	47.1	55.8	**54.5**
	# Tested	—	54	63	25	21	**28**	—	3103	3136	1344	1075	**1571**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	88.2	66.0	75.0	60.0	58.3	**88.9**	75.8	71.0	76.1	71.1	77.7	**81.4**
	# Tested	17	9	12	15	12	**9**	116	87	88	97	103	**86**
4	% Grade Level	85.7	77.0	60.0	58.3	85.7	**80.0**	76.1	74.0	67.0	71.9	80.2	**88.1**
	# Tested	14	18	10	12	14	**10**	88	112	94	89	91	**101**
5	% Grade Level	88.9	60.0	72.2	80.0	88.9	**84.6**	77.3	70.0	76.1	82.2	83.1	**90.1**
	# Tested	18	15	18	10	9	**13**	97	86	113	90	83	**91**
6	% Grade Level	61.5	81.0	30.8	80.0	90.0	**100.0**	75.0	81.0	71.6	78.6	81.3	**88.2**
	# Tested	13	16	13	20	10	**8**	88	96	88	117	91	**85**
7	% Grade Level	60.0	60.0	88.2	84.6	0.0	**90.0**	75.9	86.0	79.6	82.6	85.0	**83.5**
	# Tested	5	10	17	13	18	**10**	87	84	103	86	113	**97**
8	% Grade Level	90.9	100.0	90.9	93.3	91.7	**100.0**	89.9	92.0	94.3	88.7	95.2	**91.9**
	# Tested	11	3	11	15	12	**17**	89	84	87	97	83	**111**

EOG Mathematics, Percent of Students At/Above Grade Level

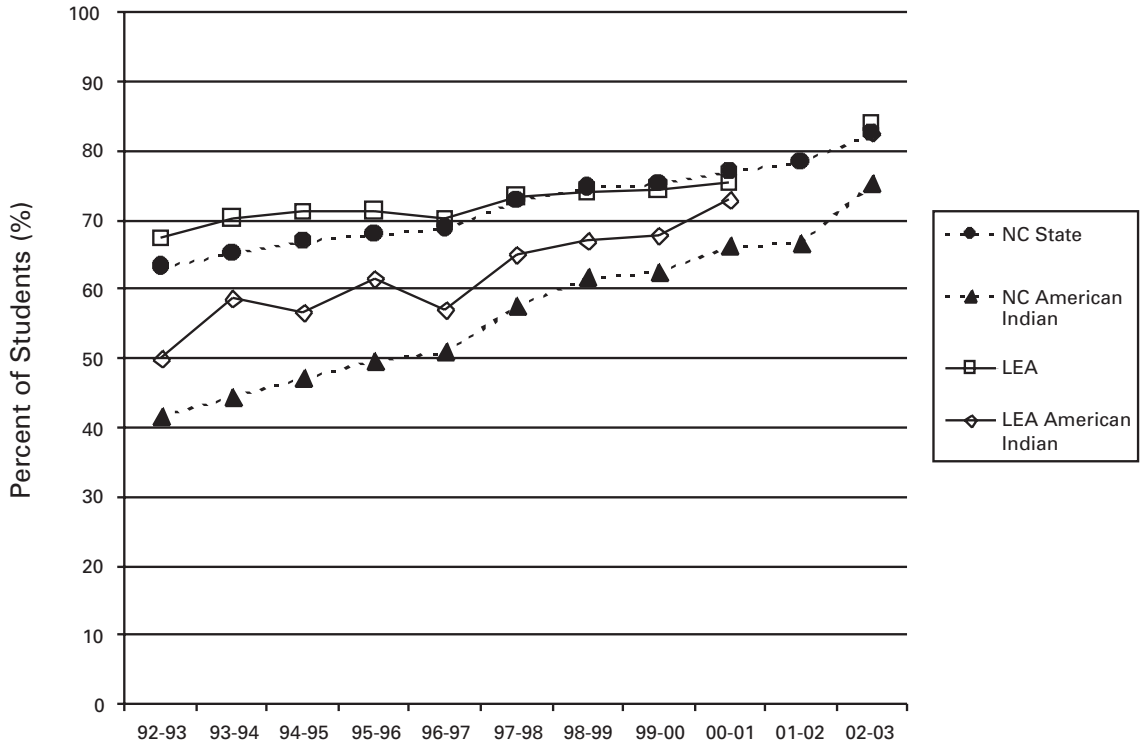
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	76.5	77.0	58.3	66.7	66.7	**100.0**	75.0	74.0	71.6	63.9	78.6	**91.9**
	# Tested	17	9	12	15	12	**9**	116	86	88	97	103	**86**
4	% Grade Level	50.0	88.0	90.0	91.7	85.7	**100.0**	65.9	88.0	86.2	87.6	87.9	**95.0**
	# Tested	14	18	10	12	14	**10**	88	112	94	89	91	**101**
5	% Grade Level	94.4	73.0	94.4	100.0	88.9	**100.0**	87.6	87.0	90.3	91.1	91.6	**92.3**
	# Tested	18	15	18	10	9	**13**	97	86	113	90	83	**91**
6	% Grade Level	92.3	93.0	69.2	95.0	90.0	**100.0**	95.0	97.0	90.9	91.5	90.1	**94.1**
	# Tested	13	16	13	20	10	**8**	5	96	88	117	91	**85**
7	% Grade Level	60.0	90.0	100.0	84.6	100.0	**100.0**	88.5	94.0	95.1	93.0	95.6	**91.8**
	# Tested	5	10	17	13	18	**10**	87	84	103	86	113	**97**
8	% Grade Level	100.0	100.0	90.9	93.3	75.0	**100.0**	91.0	92.0	94.3	88.7	95.2	**97.3**
	# Tested	11	3	11	15	12	**17**	89	84	87	97	83	**110**

EOC High School Subjects, Percent of Students At/Above Grade Level

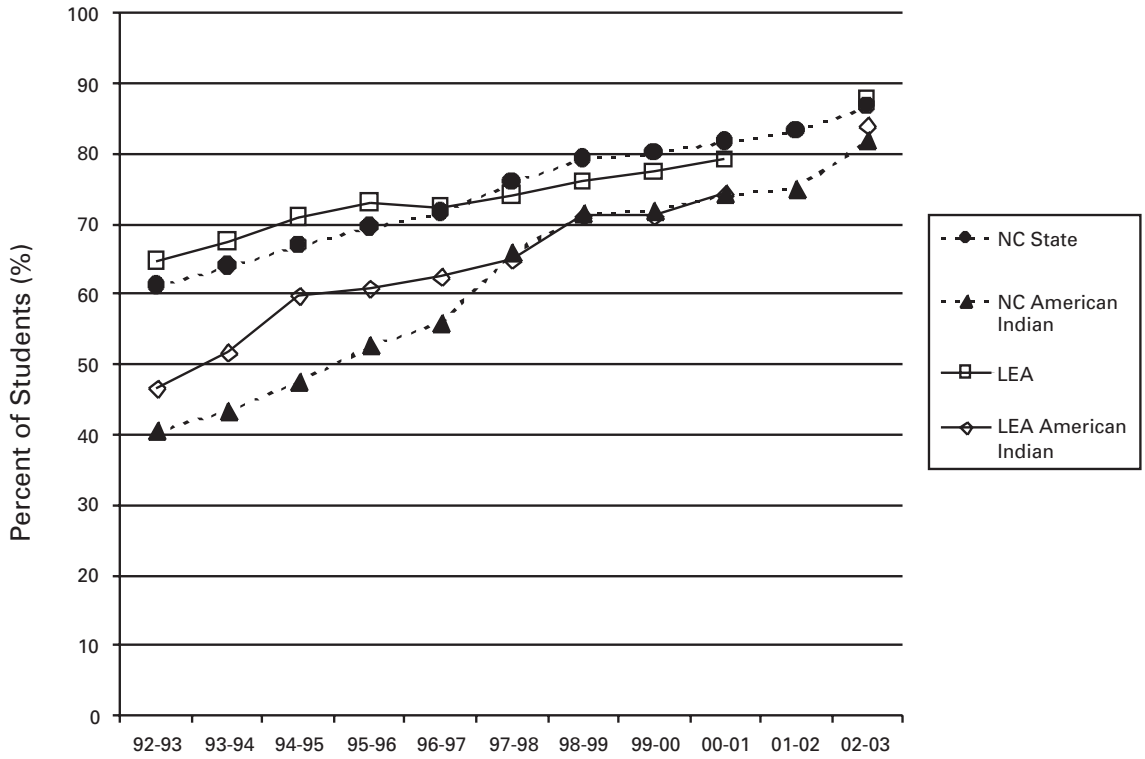
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	100.0	80.0	100.0	90.0	100.0	**83.3**	89.7	85.4	84.6	82.3	93.4	**83.1**
	# Tested	10	10	2	10	14	**6**	78	82	78	79	76	**83**
Biology	% Grade Level	77.8	87.5	37.5	50.0	88.9	**60.0**	73.7	78.3	63.9	78.3	84.0	**56.8**
	# Tested	9	8	8	2	9	**10**	99	83	61	60	94	**44**
ELP	% Grade Level	100.0	87.5	70.0	100.0	81.8	**80.0**	94.3	83.3	73.5	85.9	79.6	**77.0**
	# Tested	5	8	10	4	11	**10**	35	72	68	64	93	**74**
English I	% Grade Level	85.7	75.0	50.0	70.0	69.2	**75.0**	90.0	76.1	86.7	81.0	75.6	**86.0**
	# Tested	7	12	4	10	13	**8**	60	92	90	79	90	**86**
US History	% Grade Level	—	50.0	55.6	44.4	0.0	**100.0**	63.2	57.0	66.2	58.8	64.3	**61.1**
	# Tested	3	8	9	9	1	**5**	68	86	71	51	84	**54**
Algebra II	% Grade Level	—	75.0	100.0	75.0	100.0	**66.7**	—	58.3	84.9	85.7	82.5	**90.7**
	# Tested	—	4	5	4	5	**6**	—	24	53	56	40	**54**
Physics	% Grade Level	—	100.0	—	—	—	**—**	—	100.0	62.5	—	100.0	**—**
	# Tested	—	1	—	—	—	**—**	—	3	8	—	2	**—**
Chemistry	% Grade Level	—	25.0	40.0	33.3	—	**60.0**	—	8.6	54.5	54.5	85.7	**51.3**
	# Tested	—	4	5	3	—	**5**	—	58	33	11	14	**39**
Geometry	% Grade Level	—	40.0	50.0	100.0	85.7	**77.8**	—	68.4	76.3	75.0	78.5	**82.1**
	# Tested	—	5	4	3	7	**9**	—	57	38	52	65	**56**
Phys.Science	% Grade Level	—	20.0	100.0	28.6	66.7	**50.0**	—	45.7	76.7	66.1	78.2	**58.6**
	# Tested	—	5	5	7	3	**4**	—	46	43	59	55	**58**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	64.3	64.0	60.6	76.9	75.7	**80.0**	59.6	70.0	71.8	73.5	77.1	**80.8**
	# Tested	42	25	33	26	37	**30**	5034	4991	5106	5027	4927	**4922**
4	% Grade Level	85.7	64.0	64.3	71.9	73.0	**87.5**	71.1	68.0	70.4	71.8	74.0	**82.1**
	# Tested	21	42	28	32	37	**40**	4654	4950	5021	4944	4944	**4952**
5	% Grade Level	60.0	77.0	73.2	87.5	96.2	**86.5**	75.1	75.0	77.5	81.5	83.2	**88.0**
	# Tested	25	27	41	24	26	**37**	4522	4672	4928	4913	4865	**5030**
6	% Grade Level	70.4	60.0	69.6	62.2	63.3	**81.3**	72.3	72.0	70.0	69.7	72.1	**80.6**
	# Tested	27	30	23	45	30	**32**	4503	4559	4780	4969	4970	**4966**
7	% Grade Level	61.3	71.0	53.1	76.2	80.0	**76.5**	73.7	77.0	74.7	74.2	73.6	**84.2**
	# Tested	31	28	32	21	35	**34**	4450	4556	4656	4803	4895	**5066**
8	% Grade Level	52.2	66.0	87.1	73.3	77.8	**82.5**	80.4	80.0	83.3	81.5	84.7	**88.3**
	# Tested	232	42	31	30	27	**40**	4147	4428	4546	4670	4722	**4796**

EOG Mathematics, Percent of Students At/Above Grade Level

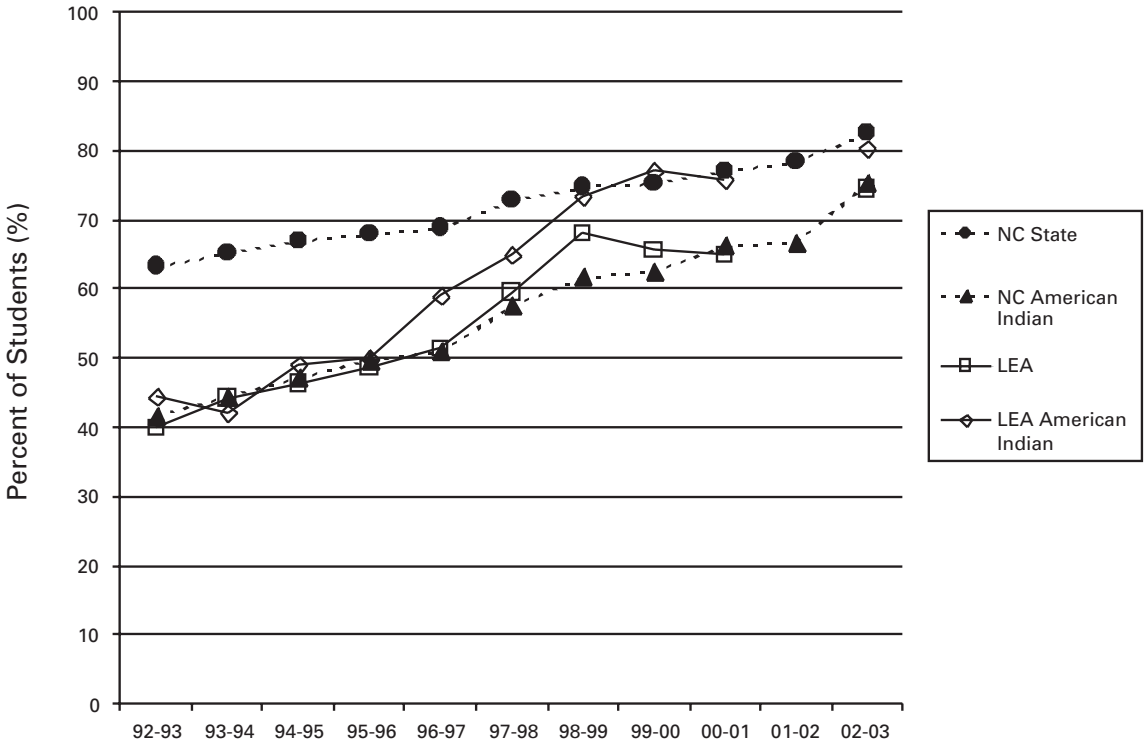
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	61.9	56.0	54.5	65.4	78.9	**83.3**	66.0	66.0	68.2	69.9	74.8	**87.5**
	# Tested	42	25	33	26	38	**30**	5034	5007	5114	5039	4941	**4935**
4	% Grade Level	100.0	81.0	79.3	87.9	86.5	**87.5**	78.3	78.0	82.8	85.1	87.9	**94.2**
	# Tested	21	42	29	33	37	**40**	4654	4961	5036	4975	4971	**4964**
5	% Grade Level	44.0	85.0	80.5	83.3	100.0	**86.5**	76.5	80.0	79.9	87.1	87.8	**92.7**
	# Tested	25	27	41	24	26	**37**	4522	4693	4941	4927	4892	**5039**
6	% Grade Level	75.0	66.0	78.3	68.9	76.7	**90.6**	76.6	77.0	79.9	78.9	84.1	**89.1**
	# Tested	27	30	23	45	30	**32**	4503	4558	4789	4968	4976	**4973**
7	% Grade Level	70.0	78.0	65.6	81.0	83.3	**76.5**	74.6	80.0	75.9	77.8	79.9	**81.5**
	# Tested	31	28	32	21	36	**34**	4450	4565	4662	4800	4896	**5069**
8	% Grade Level	40.9	59.0	70.0	63.3	81.5	**80.0**	73.0	74.0	77.6	75.5	80.9	**82.0**
	# Tested	23	39	30	30	27	**40**	4147	4430	4540	4659	4723	**4809**

EOC High School Subjects, Percent of Students At/Above Grade Level

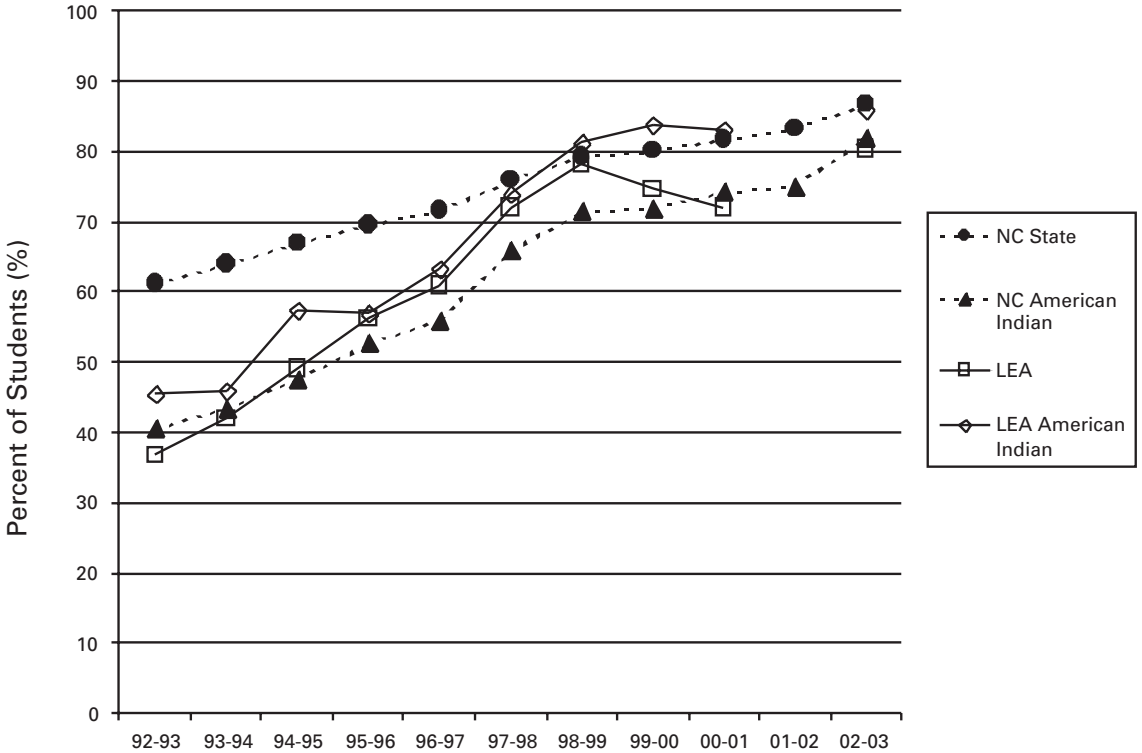
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	53.8	42.1	48.5	60.7	64.3	**57.1**	56.9	56.5	64.3	66.5	69.3	**67.5**
	# Tested	13	19	33	28	42	**56**	3953	4573	4877	4941	5798	**8196**
Biology	% Grade Level	41.7	57.1	58.8	52.0	55.0	**44.8**	62.4	58.1	65.2	62.5	68.8	**59.7**
	# Tested	12	14	17	25	20	**29**	3518	3659	3864	5047	3922	**4511**
ELP	% Grade Level	50.0	45.0	73.7	66.7	73.9	**50.0**	73.0	73.3	72.8	70.7	69.1	**69.4**
	# Tested	10	20	19	30	23	**20**	3345	3519	3922	4791	5047	**4487**
English I	% Grade Level	55.6	41.2	57.6	74.3	66.7	**82.1**	63.4	65.7	69.4	68.7	65.2	**80.1**
	# Tested	9	17	33	35	30	**28**	3961	4232	4559	4748	4999	**5042**
US History	% Grade Level	35.7	23.5	23.1	61.5	57.9	**46.2**	59.9	57.9	50.3	55.1	50.2	**57.2**
	# Tested	14	17	13	13	19	**26**	3068	3387	3366	3575	4096	**4248**
Algebra II	% Grade Level	—	40.0	62.5	71.4	72.2	**70.0**	—	60.1	63.7	70.1	72.2	**73.3**
	# Tested	—	5	8	7	18	**20**	—	2696	2774	3042	3935	**4015**
Physics	% Grade Level	—	50.0	100.0	100.0	100.0	**100.0**	—	71.8	75.7	75.1	87.2	**87.0**
	# Tested	—	4	2	1	3	**3**	—	653	638	539	603	**621**
Chemistry	% Grade Level	—	40.0	66.7	75.0	58.3	**66.7**	—	60.0	63.5	69.8	70.5	**75.4**
	# Tested	—	5	3	8	12	**6**	—	2200	2195	2504	2857	**2021**
Geometry	% Grade Level	—	55.6	70.0	47.4	66.7	**54.5**	—	59.7	61.4	64.3	61.2	**59.3**
	# Tested	—	9	10	19	18	**22**	—	3059	3488	3667	3998	**4539**
Phys.Science	% Grade Level	—	50.0	53.1	85.7	54.5	**62.5**	—	56.9	55.1	61.7	63.8	**60.3**
	# Tested	—	12	32	14	22	**16**	—	3706	3933	1699	2217	**2771**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	68.3	95.0	77.8	93.8	84.0	**73.9**	66.0	75.0	67.6	63.5	71.9	**75.6**
	# Tested	41	24	36	16	25	**23**	500	451	490	419	430	**430**
4	% Grade Level	76.9	69.0	79.2	77.4	88.9	**72.4**	66.5	68.0	68.8	62.7	75.0	**76.6**
	# Tested	26	36	24	31	18	**29**	475	465	446	445	384	**445**
5	% Grade Level	73.5	72.0	77.4	68.8	85.7	**90.5**	70.2	79.0	75.5	78.2	77.0	**81.3**
	# Tested	34	25	31	16	28	**21**	420	458	436	422	435	**418**
6	% Grade Level	63.0	71.0	81.0	70.0	70.6	**80.8**	53.1	69.0	58.7	58.9	63.5	**67.6**
	# Tested	27	31	21	30	17	**26**	401	404	453	418	403	**466**
7	% Grade Level	63.0	67.0	66.7	75.0	75.9	**87.5**	46.6	59.0	61.2	60.9	62.0	**71.1**
	# Tested	27	28	30	20	29	**16**	476	399	410	440	411	**450**
8	% Grade Level	40.0	68.0	83.3	75.0	90.0	**81.8**	54.2	55.0	61.4	66.4	74.6	**75.5**
	# Tested	25	25	24	28	20	**33**	459	454	404	402	421	**437**

EOG Mathematics, Percent of Students At/Above Grade Level

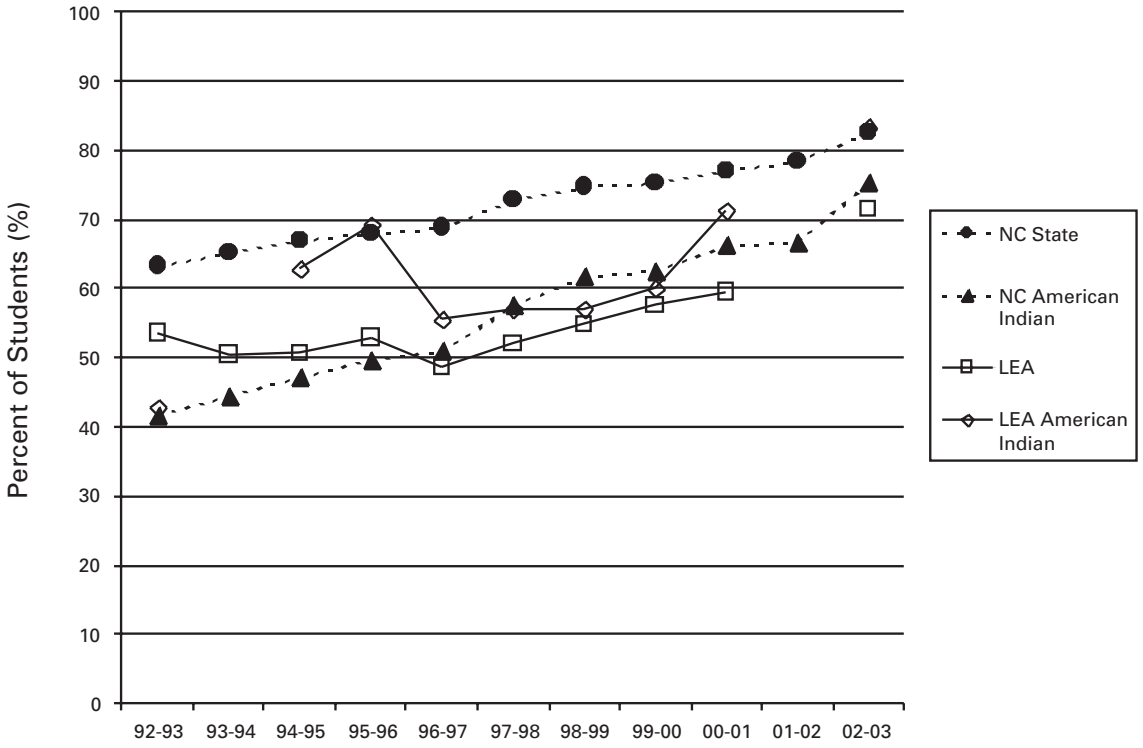
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	61.0	70.0	83.3	87.5	78.6	**82.6**	59.5	70.0	61.8	52.7	68.2	**81.7**
	# Tested	41	24	36	16	28	**23**	500	459	497	427	450	**432**
4	% Grade Level	92.6	91.0	100.0	90.6	94.4	**93.3**	85.6	86.0	83.0	82.2	87.5	**91.3**
	# Tested	26	36	24	32	18	**30**	475	479	459	465	393	**458**
5	% Grade Level	82.4	80.0	74.2	93.8	79.3	**95.2**	78.4	88.0	81.5	85.6	80.8	**86.8**
	# Tested	34	26	31	16	29	**21**	410	467	453	430	449	**423**
6	% Grade Level	81.5	80.0	90.9	82.8	94.1	**92.3**	75.4	79.0	76.4	74.6	82.6	**80.0**
	# Tested	27	31	22	29	17	**26**	401	412	461	426	414	**464**
7	% Grade Level	77.8	82.0	73.3	90.0	75.9	**81.3**	70.6	77.0	72.9	66.2	71.2	**70.5**
	# Tested	27	28	30	20	29	**16**	476	404	410	450	420	**451**
8	% Grade Level	52.0	76.0	87.5	62.1	85.0	**72.7**	64.4	66.0	72.7	70.3	68.7	**71.6**
	# Tested	25	25	24	29	20	**33**	459	455	406	401	434	**440**

EOC High School Subjects, Percent of Students At/Above Grade Level

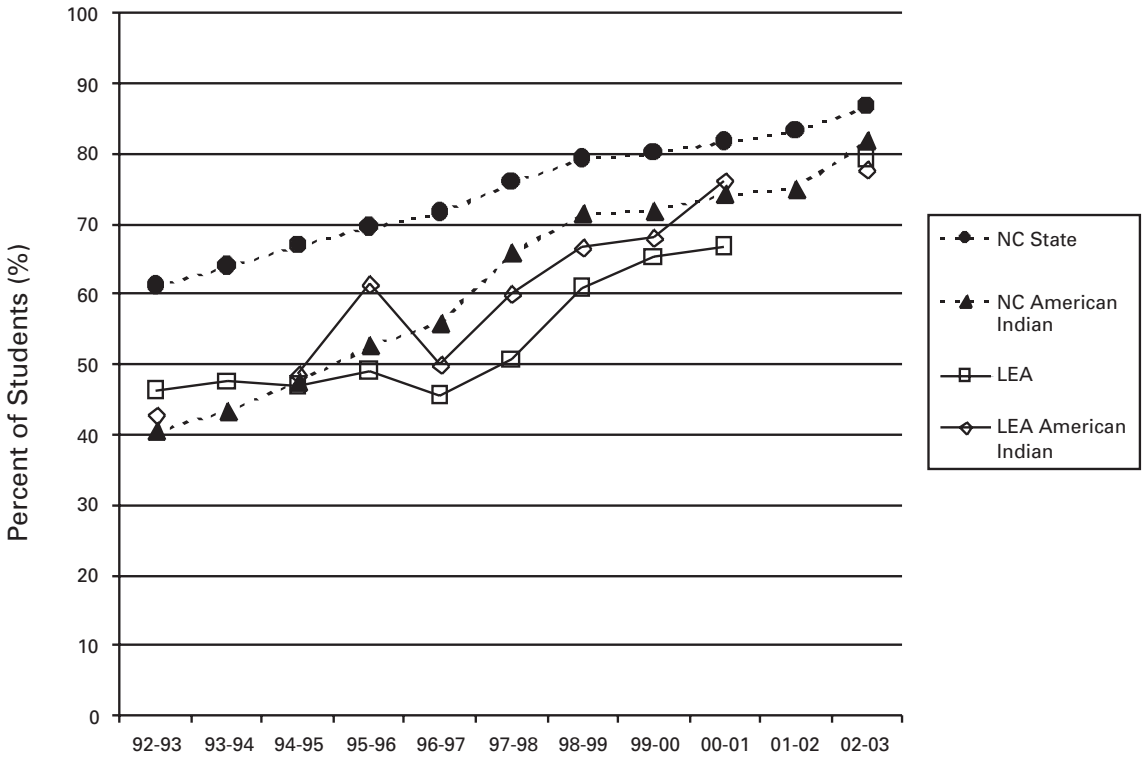
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	52.6	58.6	54.1	60.0	50.0	**62.5**	32.3	43.4	32.1	47.2	47.5	**51.3**
	# Tested	19	29	37	20	24	**32**	458	484	521	390	488	**485**
Biology	% Grade Level	57.9	56.5	43.8	60.0	66.7	**43.8**	28.4	32.5	23.9	22.8	39.5	**22.7**
	# Tested	19	23	16	20	18	**16**	348	418	380	429	304	**264**
ELP	% Grade Level	60.0	90.9	52.6	54.8	58.8	**85.7**	26.9	48.9	44.7	38.2	38.9	**53.3**
	# Tested	5	22	19	31	17	**21**	201	468	349	448	416	**212**
English I	% Grade Level	27.0	29.6	54.2	54.5	42.3	**71.4**	28.3	28.9	33.5	39.7	39.7	**65.0**
	# Tested	37	27	24	22	26	**28**	481	492	526	408	431	**474**
US History	% Grade Level	5.6	9.5	12.5	13.3	31.6	**26.1**	15.5	15.7	6.4	12.8	14.1	**16.9**
	# Tested	18	21	24	15	19	**23**	354	343	357	328	398	**320**
Algebra II	% Grade Level	—	15.4	16.7	18.8	66.7	**40.0**	—	8.2	19.1	32.6	45.2	**45.0**
	# Tested	—	13	12	16	18	**15**	—	231	230	285	252	**211**
Physics	% Grade Level	—	0.0	0.0	0.0	0.0	**33.3**	—	8.6	33.3	24.4	26.7	**32.3**
	# Tested	—	2	3	2	3	**3**	—	35	27	41	30	**62**
Chemistry	% Grade Level	—	10.0	7.1	0.0	50.0	**80.0**	—	8.3	12.0	17.2	28.4	**42.9**
	# Tested	—	10	14	8	12	**10**	—	206	175	163	204	**154**
Geometry	% Grade Level	—	7.1	14.3	31.8	13.3	**40.9**	—	5.8	7.6	16.8	17.7	**23.3**
	# Tested	—	14	21	22	15	**22**	—	293	380	315	254	**322**
Phys.Science	% Grade Level	—	19.0	26.7	58.3	55.6	**41.4**	—	13.1	15.7	35.3	41.5	**34.5**
	# Tested	—	21	30	12	18	**29**	—	381	491	255	337	**359**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	100.0	100.0	62.5	0.0	50.0	**80.0**	53.8	53.0	58.6	56.5	63.8	**71.3**
	# Tested	2	2	8	1	4	**5**	301	307	331	306	279	**272**
4	% Grade Level	50.0	100.0	0.0	83.3	0.0	**100.0**	50.8	51.0	53.0	57.5	51.5	**72.2**
	# Tested	2	2	1	6	1	**3**	303	285	300	320	262	**259**
5	% Grade Level	75.0	0.0	100.0	0.0	85.7	**0.0**	52.7	55.0	61.9	63.2	67.5	**75.4**
	# Tested	4	1	1	1	7	**1**	294	288	291	299	317	**280**
6	% Grade Level	25.0	25.0	33.3	0.0	0.0	**83.3**	45.4	45.0	49.0	54.6	51.3	**64.2**
	# Tested	4	4	3	2	1	**6**	313	290	298	273	277	**307**
7	% Grade Level	100.0	50.0	50.0	50.0	0.0	**100.0**	46.6	55.0	54.3	58.3	55.9	**69.4**
	# Tested	1	4	6	4	2	**1**	343	313	282	300	261	**281**
8	% Grade Level	0.0	100.0	83.3	57.1	75.0	**100.0**	63.5	66.0	68.7	67.3	66.0	**78.0**
	# Tested	1	1	6	7	4	**2**	307	333	313	269	288	**259**

EOG Mathematics, Percent of Students At/Above Grade Level

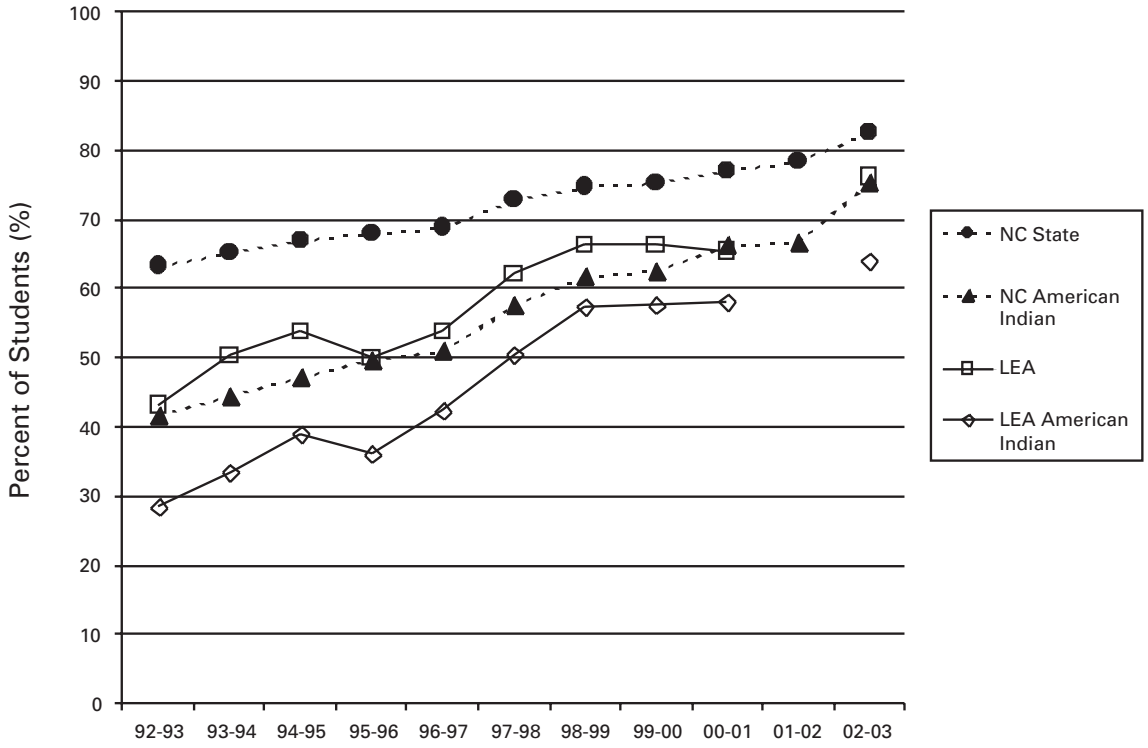
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	50.0	100.0	62.5	100.0	50.0	**80.0**	46.8	48.0	55.8	46.4	59.9	**83.0**
	# Tested	2	2	8	1	4	**5**	301	307	335	306	287	**282**
4	% Grade Level	66.7	50.0	100.0	83.3	100.0	**66.7**	63.8	64.0	73.5	77.9	80.7	**88.2**
	# Tested	2	2	1	6	1	**3**	303	285	302	321	264	**271**
5	% Grade Level	75.0	50.0	100.0	100.0	100.0	**100.0**	56.4	63.0	65.1	70.2	79.5	**86.9**
	# Tested	4	2	1	1	7	**1**	294	291	292	299	317	**283**
6	% Grade Level	50.0	75.0	66.7	100.0	100.0	**66.7**	41.7	64.0	69.8	71.5	69.7	**79.5**
	# Tested	4	4	3	2	1	**6**	313	291	298	274	277	**307**
7	% Grade Level	0.0	50.0	66.7	75.0	100.0	**100.0**	50.3	63.0	65.4	65.3	71.0	**67.6**
	# Tested	1	4	6	4	2	**1**	343	313	283	300	259	**281**
8	% Grade Level	100.0	100.0	66.7	57.1	80.0	**100.0**	46.6	61.0	62.5	69.9	65.7	**70.0**
	# Tested	1	1	6	7	5	**2**	307	335	312	269	289	**260**

EOC High School Subjects, Percent of Students At/Above Grade Level

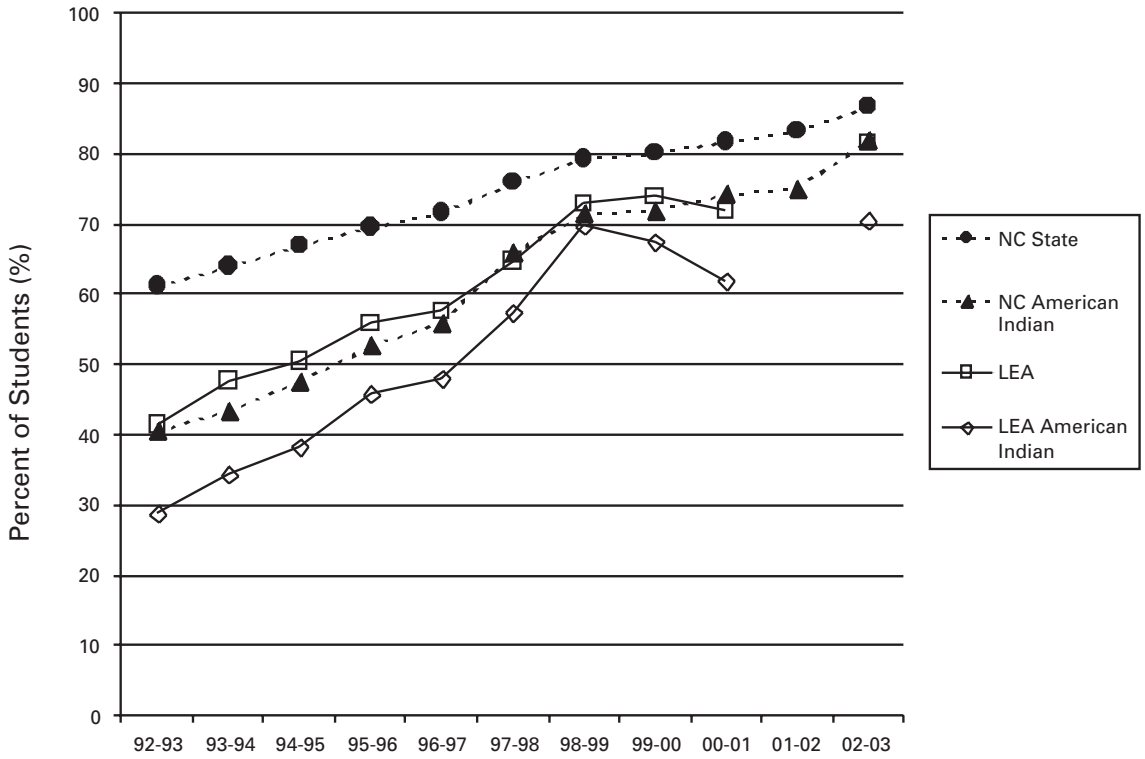
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	—	100.0	100.0	40.0	25.0	**33.3**	22.7	22.1	39.2	27.2	53.4	**51.5**
	# Tested	2	1	3	5	4	**3**	309	321	347	445	223	**357**
Biology	% Grade Level	33.3	—	0.0	0.0	100.0	**33.3**	15.9	31.3	26.6	22.4	35.6	**32.6**
	# Tested	6	—	1	1	3	**3**	523	262	222	281	289	**233**
ELP	% Grade Level	—	100.0	33.3	100.0	40.0	**50.0**	65.4	58.6	59.4	64.9	50.5	**43.8**
	# Tested	3	3	3	2	5	**6**	243	220	234	222	493	**464**
English I	% Grade Level	—	0.0	100.0	40.0	33.3	**25.0**	44.8	37.1	38.5	41.9	44.2	**60.9**
	# Tested	0	1	1	5	6	**4**	279	369	379	327	310	**299**
US History	% Grade Level	—	33.3	—	0.0	0.0	**100.0**	14.4	18.3	21.9	17.0	18.8	**26.5**
	# Tested	2	3	—	4	1	**3**	250	290	260	264	261	**226**
Algebra II	% Grade Level	—	0.0	—	0.0	100.0	**50.0**	—	8.4	41.1	30.2	52.4	**66.1**
	# Tested	—	4	—	5	3	**4**	—	226	192	192	206	**186**
Physics	% Grade Level	—	—	—	—	—	**—**	—	37.5	16.7	—	17.3	**—**
	# Tested	—	—	—	—	—	**—**	—	8	6	—	139	**—**
Chemistry	% Grade Level	—	0.0	—	0.0	—	**100.0**	—	22.1	31.4	21.2	29.3	**53.2**
	# Tested	—	3	—	4	—	**3**	—	181	159	104	229	**79**
Geometry	% Grade Level	—	—	0.0	0.0	50.0	**33.3**	—	14.4	15.6	20.4	24.5	**47.4**
	# Tested	—	—	1	3	4	**3**	—	229	250	250	322	**156**
Phys.Science	% Grade Level	—	25.0	0.0	66.7	28.6	**100.0**	—	27.2	24.9	20.5	—	**92.7**
	# Tested	—	4	1	6	7	**1**	—	401	458	381	—	**55**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	54.0	59.0	52.9	64.0	47.3	**57.1**	60.4	66.0	65.7	65.4	66.3	**74.8**
	# Tested	63	83	51	86	55	**84**	5.2	543	487	520	480	**523**
4	% Grade Level	49.1	49.0	59.0	46.6	57.0	**60.4**	59.7	60.0	61.6	60.2	59.1	**72.1**
	# Tested	55	57	78	58	86	**53**	439	489	528	490	506	**477**
5	% Grade Level	58.7	63.0	58.2	60.2	54.4	**75.6**	70.2	67.0	71.4	69.7	75.9	**80.5**
	# Tested	46	57	55	83	57	**86**	420	435	476	531	498	**517**
6	% Grade Level	47.9	62.0	45.8	48.3	45.3	**52.6**	59.1	69.0	61.1	58.9	61.0	**70.2**
	# Tested	71	53	59	58	86	**57**	425	444	442	472	533	**476**
7	% Grade Level	38.3	56.0	61.8	59.0	49.1	**62.0**	59.8	65.0	67.5	65.9	64.9	**77.2**
	# Tested	47	74	55	61	55	**79**	433	436	452	449	456	**514**
8	% Grade Level	55.4	53.0	66.2	68.6	79.7	**75.5**	68.5	68.0	71.2	73.5	77.9	**82.7**
	# Tested	56	41	68	51	59	**53**	422	399	413	434	429	**445**

EOG Mathematics, Percent of Students At/Above Grade Level

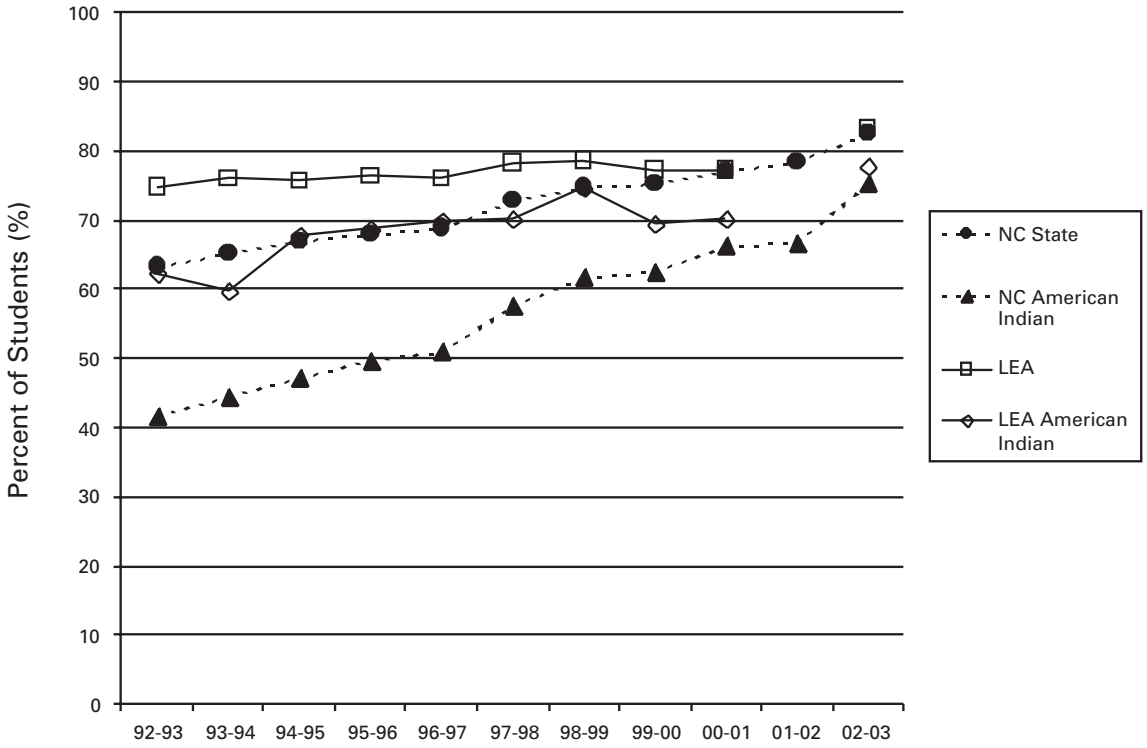
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	54.7	66.0	51.9	50.6	49.1	**70.2**	59.0	64.0	63.8	59.1	62.4	**83.7**
	# Tested	63	83	52	87	55	**84**	520	549	497	521	481	**523**
4	% Grade Level	53.6	70.0	80.0	72.9	79.1	**83.0**	64.6	77.0	80.4	77.2	77.4	**88.7**
	# Tested	65	58	80	59	86	**53**	439	494	535	491	508	**478**
5	% Grade Level	61.7	72.0	62.5	66.3	64.9	**82.6**	78.7	76.0	76.0	76.0	79.9	**85.5**
	# Tested	46	59	56	83	57	**86**	420	439	479	533	498	**519**
6	% Grade Level	67.1	75.0	70.7	60.3	69.8	**66.7**	69.7	80.0	77.4	77.1	77.3	**82.8**
	# Tested	71	54	58	58	86	**57**	425	453	443	472	532	**476**
7	% Grade Level	52.1	66.0	67.9	66.1	66.1	**60.8**	65.6	66.0	74.3	72.4	72.3	**72.1**
	# Tested	47	72	56	62	56	**79**	433	438	451	449	458	**513**
8	% Grade Level	53.6	68.0	66.2	58.0	78.0	**56.9**	61.3	73.0	70.9	69.4	75.3	**76.4**
	# Tested	56	41	68	50	59	**51**	422	399	412	434	429	**441**

EOC High School Subjects, Percent of Students At/Above Grade Level

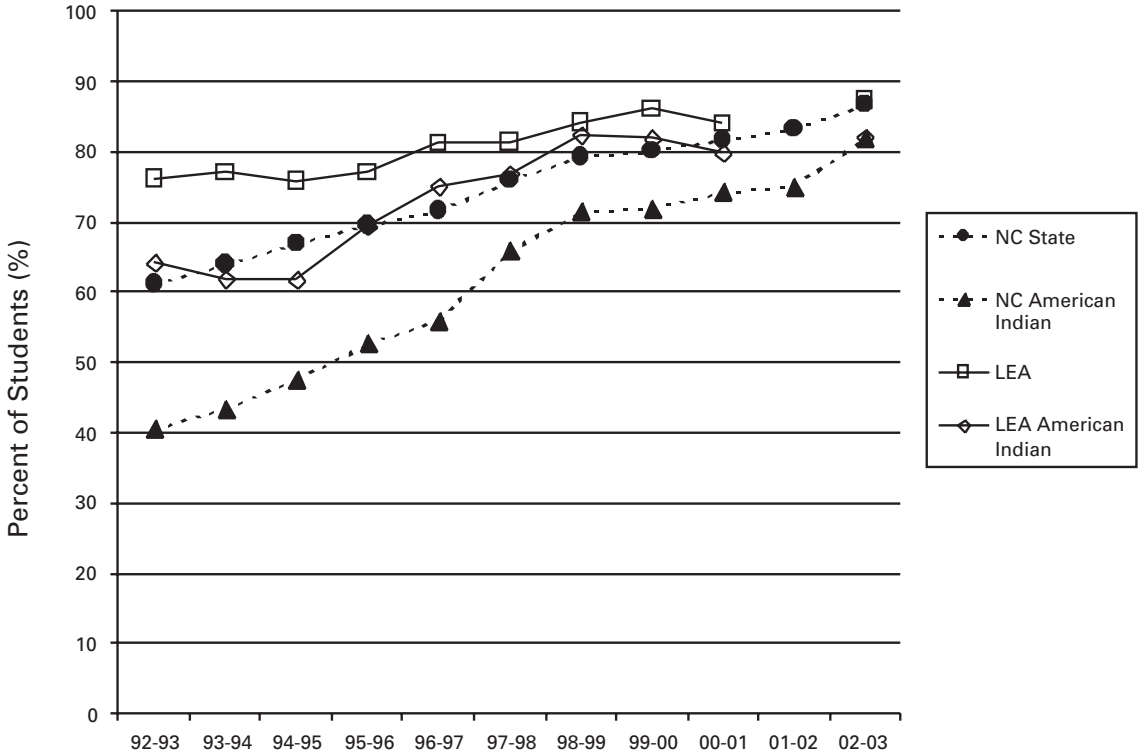
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	37.2	36.7	50.8	46.3	58.0	**65.5**	46.9	45.8	52.2	58.7	68.8	**72.5**
	# Tested	43	49	59	54	69	**58**	392	498	513	395	455	**506**
Biology	% Grade Level	23.5	22.6	28.1	34.7	40.0	**29.3**	44.0	37.4	35.9	40.4	51.2	**41.9**
	# Tested	44	53	64	49	50	**58**	334	476	443	423	342	**473**
ELP	% Grade Level	62.0	61.5	50.0	38.6	49.4	**51.1**	65.8	60.9	60.6	53.8	61.0	**58.2**
	# Tested	5	26	30	57	85	**47**	263	256	254	613	597	**426**
English I	% Grade Level	27.7	47.1	36.5	58.0	51.7	**64.4**	47.7	54.7	52.7	58.0	61.9	**75.4**
	# Tested	65	68	52	69	60	**59**	480	475	442	445	478	**427**
US History	% Grade Level	41.7	27.5	14.3	18.4	10.3	**37.0**	43.8	32.2	29.1	23.8	29.0	**39.8**
	# Tested	24	40	35	38	29	**46**	265	332	316	319	303	**309**
Algebra II	% Grade Level	—	25.0	42.9	42.3	59.3	**72.0**	—	37.0	45.6	44.7	51.7	**67.1**
	# Tested	—	24	21	26	27	**25**	—	230	250	275	269	**243**
Physics	% Grade Level	—	0.0	100.0	0.0	33.3	**—**	—	37.5	71.4	50.0	37.9	**40.0**
	# Tested	—	2	1	1	3	**—**	—	24	14	20	29	**10**
Chemistry	% Grade Level	—	9.5	4.3	21.1	25.0	**58.3**	—	12.1	16.4	45.4	51.7	**65.1**
	# Tested	—	21	23	19	4	**24**	—	215	280	185	87	**186**
Geometry	% Grade Level	—	24.2	15.9	31.9	42.9	**42.2**	—	33.8	26.1	31.2	40.3	**43.2**
	# Tested	—	33	44	47	42	**45**	—	337	440	407	372	**377**
Phys.Science	% Grade Level	—	0.0	0.0	17.4	16.7	**23.5**	—	26.7	39.1	25.0	42.9	**31.7**
	# Tested	—	5	7	23	24	**17**	—	30	69	168	170	**123**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	64.5	60.0	59.4	62.5	90.6	**81.1**	76.2	74.0	73.5	69.7	84.1	**272.0**
	# Tested	31	25	32	32	32	**37**	261	290	294	264	251	**72.2**
4	% Grade Level	57.1	67.0	44.0	55.9	34.2	**78.8**	74.3	72.0	73.4	74.2	70.0	**80.8**
	# Tested	14	28	25	34	38	**33**	237	262	304	279	270	**260**
5	% Grade Level	91.7	80.0	74.2	74.1	73.5	**78.6**	76.9	79.0	75.3	77.1	82.0	**80.6**
	# Tested	24	15	31	27	34	**42**	277	235	291	292	289	**258**
6	% Grade Level	72.0	84.0	68.8	66.7	70.4	**75.9**	81.4	80.0	76.5	74.3	73.9	**84.6**
	# Tested	25	26	16	27	27	**29**	258	275	247	272	303	**280**
7	% Grade Level	61.1	85.0	82.8	78.9	61.5	**73.1**	75.1	85.0	79.6	82.4	76.5	**79.1**
	# Tested	18	27	29	19	26	**26**	257	280	294	250	281	**278**
8	% Grade Level	67.6	71.0	85.2	87.5	88.0	**77.3**	85.5	79.0	87.1	85.2	92.4	**86.5**
	# Tested	34	21	27	32	25	**22**	282	278	286	298	249	**310**

EOG Mathematics, Percent of Students At/Above Grade Level

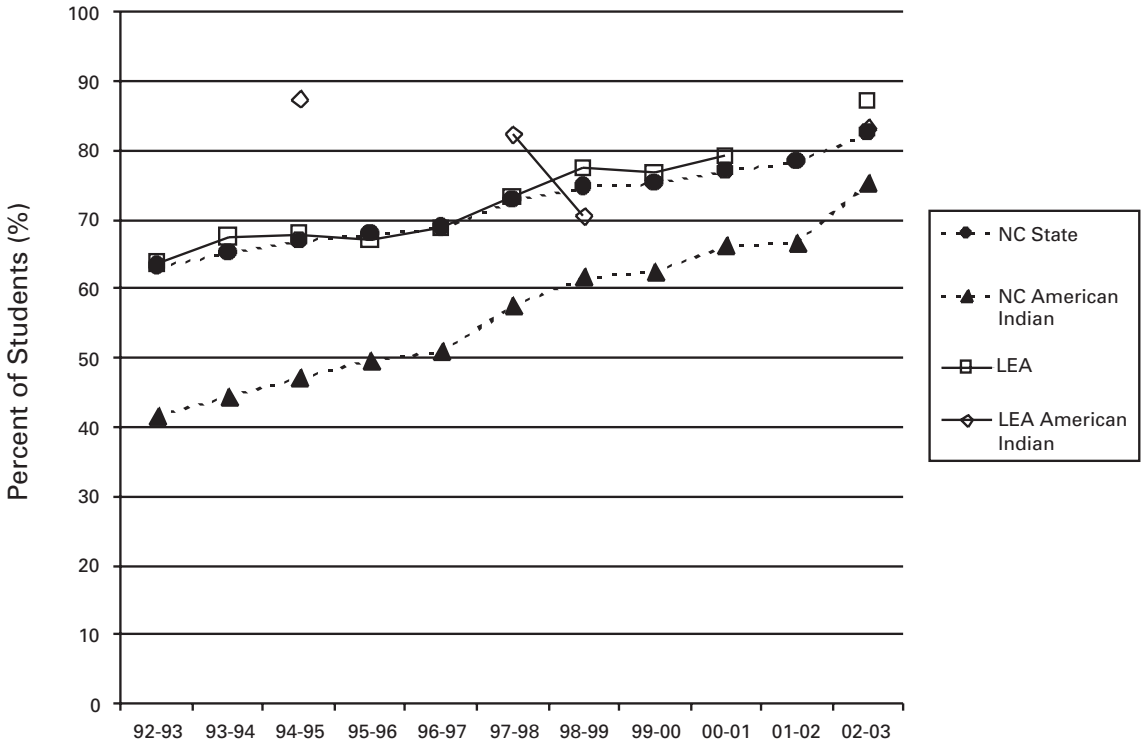
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	74.2	72.0	84.4	78.1	78.1	**75.7**	73.2	74.0	77.2	78.8	80.7	**260.0**
	# Tested	31	25	32	32	32	**37**	261	290	294	264	254	**87.6**
4	% Grade Level	78.6	78.0	72.0	77.1	71.1	**87.9**	82.3	89.0	90.2	86.2	84.5	**258.0**
	# Tested	14	28	25	35	38	**33**	237	262	305	283	271	**91.8**
5	% Grade Level	87.5	86.0	80.6	63.0	80.0	**88.1**	75.9	85.0	84.9	80.7	83.4	**280.0**
	# Tested	24	15	31	27	35	**42**	277	235	291	295	290	**89.6**
6	% Grade Level	88.0	96.0	81.3	82.1	66.7	**83.3**	89.5	85.0	91.5	87.9	86.0	**279.0**
	# Tested	25	26	16	28	27	**30**	258	276	248	272	308	**81**
7	% Grade Level	77.8	88.0	89.7	95.0	74.1	**69.2**	83.3	91.0	85.8	86.1	86.3	**310.0**
	# Tested	18	27	29	20	27	**26**	257	279	295	251	284	**87.5**
8	% Grade Level	100.0	71.0	81.5	87.5	80.8	**86.4**	80.7	80.0	89.1	85.2	87.3	**287.0**
	# Tested	2	21	27	32	26	**22**	410	278	285	297	251	**—**

EOC High School Subjects, Percent of Students At/Above Grade Level

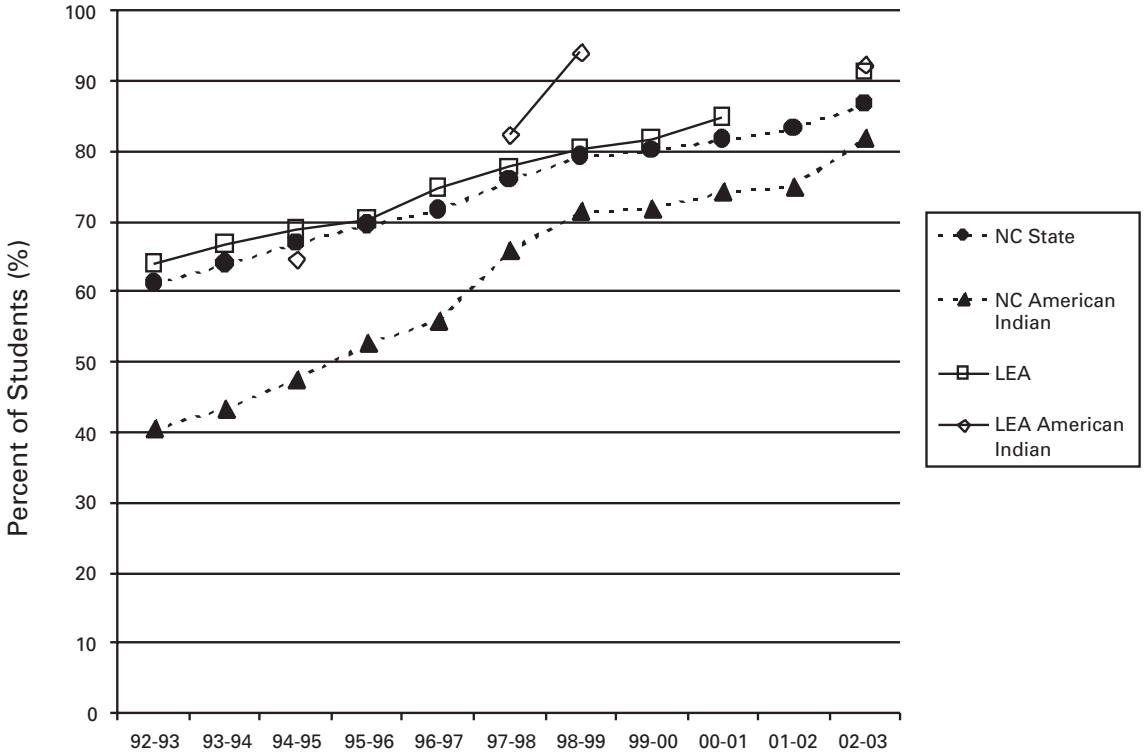
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	50.0	61.9	71.4	85.0	70.0	**77.8**	64.2	76.6	77.3	80.9	78.3	**80.9**
	# Tested	16	21	14	20	30	**18**	243	274	273	272	290	**246**
Biology	% Grade Level	33.3	50.0	39.1	57.9	55.6	**65.4**	58.4	66.0	65.7	77.7	78.1	**65.6**
	# Tested	12	12	23	19	18	**26**	259	209	248	260	247	**279**
ELP	% Grade Level	47.1	40.0	31.8	33.3	54.5	**43.5**	71.2	65.0	69.6	66.9	62.2	**64.3**
	# Tested	17	30	22	27	33	**23**	347	329	299	302	323	**269**
English I	% Grade Level	40.9	47.1	46.2	44.4	66.7	**73.9**	64.6	68.8	76.9	72.3	73.2	**83.5**
	# Tested	22	34	26	27	33	**23**	305	295	294	285	299	**266**
US History	% Grade Level	38.9	33.3	22.2	31.6	61.1	**33.3**	41.9	47.0	53.1	62.1	60.2	**56.2**
	# Tested	18	9	9	19	18	**21**	191	217	241	232	244	**258**
Algebra II	% Grade Level	—	22.2	0.0	70.0	40.0	**57.1**	—	58.9	52.8	66.0	78.4	**78.2**
	# Tested	—	9	5	10	5	**7**	—	185	161	191	162	**165**
Physics	% Grade Level	—	—	100.0	0.0	—	**—**	—	63.2	91.3	66.7	85.7	**90.9**
	# Tested	—	—	1	1	—	**—**	—	19	23	9	21	**11**
Chemistry	% Grade Level	—	66.7	66.7	16.7	50.0	**100.0**	—	72.1	57.9	66.1	75.4	**89.8**
	# Tested	—	3	6	6	4	**1**	—	111	114	118	118	**59**
Geometry	% Grade Level	—	22.2	33.3	66.7	66.7	**68.8**	—	54.9	61.7	65.4	66.3	**66.0**
	# Tested	—	9	12	12	9	**16**	—	195	206	211	199	**191**
Phys.Science	% Grade Level	—	37.5	36.7	33.3	50.0	**0.0**	—	62.3	63.9	57.7	54.1	**62.1**
	# Tested	—	32	30	27	30	**2**	—	324	316	284	290	**29**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	50.0	66.0	—	100.0	0.0	**100.0**	68.9	74.0	—	77.6	85.5	**84.2**
	# Tested	4	3	—	2	2	**2**	488	510	492	459	491	**411**
4	% Grade Level	100.0	0.0	50.0	100.0	0.0	**66.7**	70.9	74.0	75.6	73.2	78.8	**87.7**
	# Tested	5	3	2	1	2	**3**	416	469	488	437	433	**473**
5	% Grade Level	66.7	100.0	100.0	100.0	—	**100.0**	75.7	84.0	85.6	86.5	87.9	**91.3**
	# Tested	3	4	1	2	—	**1**	453	433	457	465	445	**427**
6	% Grade Level	100.0	66.0	100.0	100.0	66.7	**—**	70.4	68.0	68.8	73.2	75.8	**80.7**
	# Tested	3	3	3	3	3	**—**	436	472	464	451	479	**462**
7	% Grade Level	100.0	100.0	66.7	100.0	0.0	**100.0**	73.3	80.0	74.3	76.8	79.6	**89.8**
	# Tested	1	3	3	3	1	**4**	405	427	471	462	476	**499**
8	% Grade Level	100.0	100.0	100.0	100.0	0.0	**50.0**	81.0	85.0	81.3	87.4	87.3	**88.5**
	# Tested	2	1	2	2	3	**2**	410	393	401	452	448	**470**

EOG Mathematics, Percent of Students At/Above Grade Level

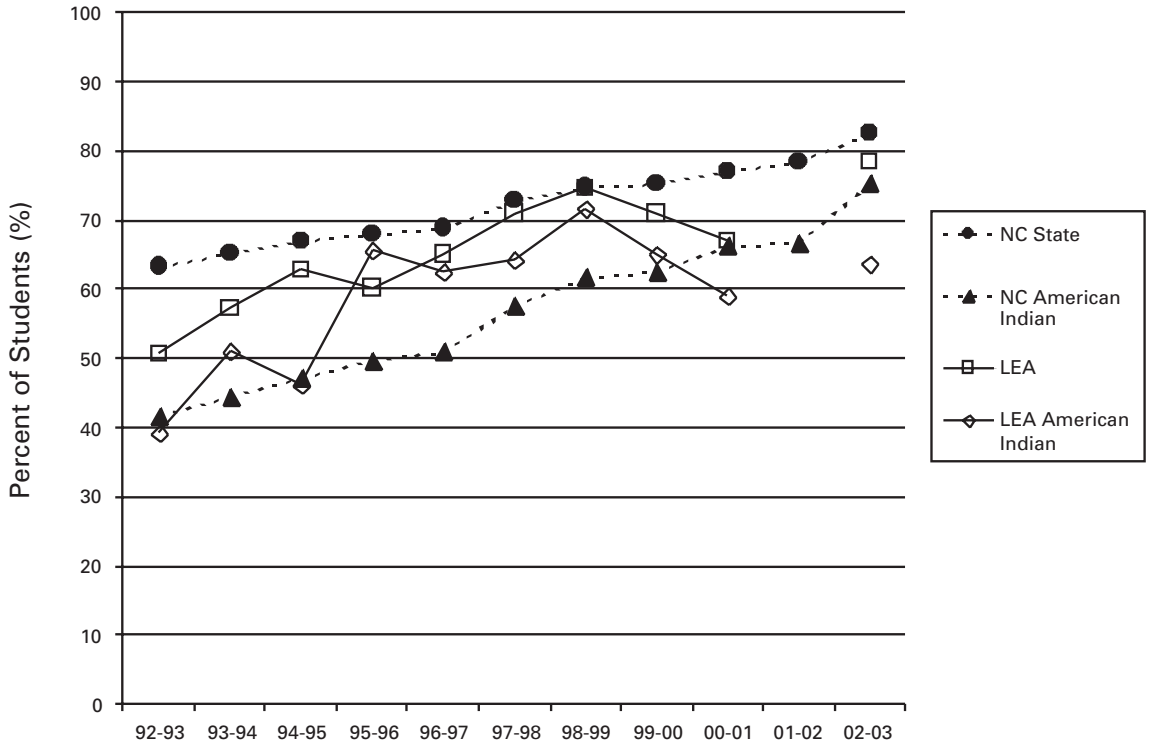
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	50.0	100.0	—	100.0	50.0	**100.0**	67.2	68.0	68.3	73.6	80.1	**89.1**
	# Tested	4	3	—	2	2	**2**	488	512	492	458	493	**411**
4	% Grade Level	100.0	66.0	100.0	100.0	100.0	**66.7**	82.7	84.0	89.0	88.6	91.9	**96.4**
	# Tested	4	3	2	1	2	**3**	416	471	489	438	434	**474**
5	% Grade Level	66.7	100.0	100.0	100.0	—	**100.0**	78.4	87.0	88.2	91.7	93.1	**93.7**
	# Tested	3	4	2	2	—	**1**	453	434	459	468	447	**427**
6	% Grade Level	100.0	100.0	100.0	100.0	100.0	**—**	81.0	81.0	82.6	88.7	91.1	**94.4**
	# Tested	3	3	3	3	3	**—**	436	473	465	453	482	**462**
7	% Grade Level	10.0	100.0	66.7	100.0	50.0	**100.0**	78.0	80.0	77.9	81.8	85.4	**88.4**
	# Tested	1	3	3	3	2	**4**	405	428	471	466	479	**499**
8	% Grade Level	100.0	100.0	100.0	100.0	100.0	**100.0**	80.7	82.0	86.1	85.3	85.1	**85.9**
	# Tested	2	1	2	2	3	**3**	410	392	402	455	450	**474**

EOC High School Subjects, Percent of Students At/Above Grade Level

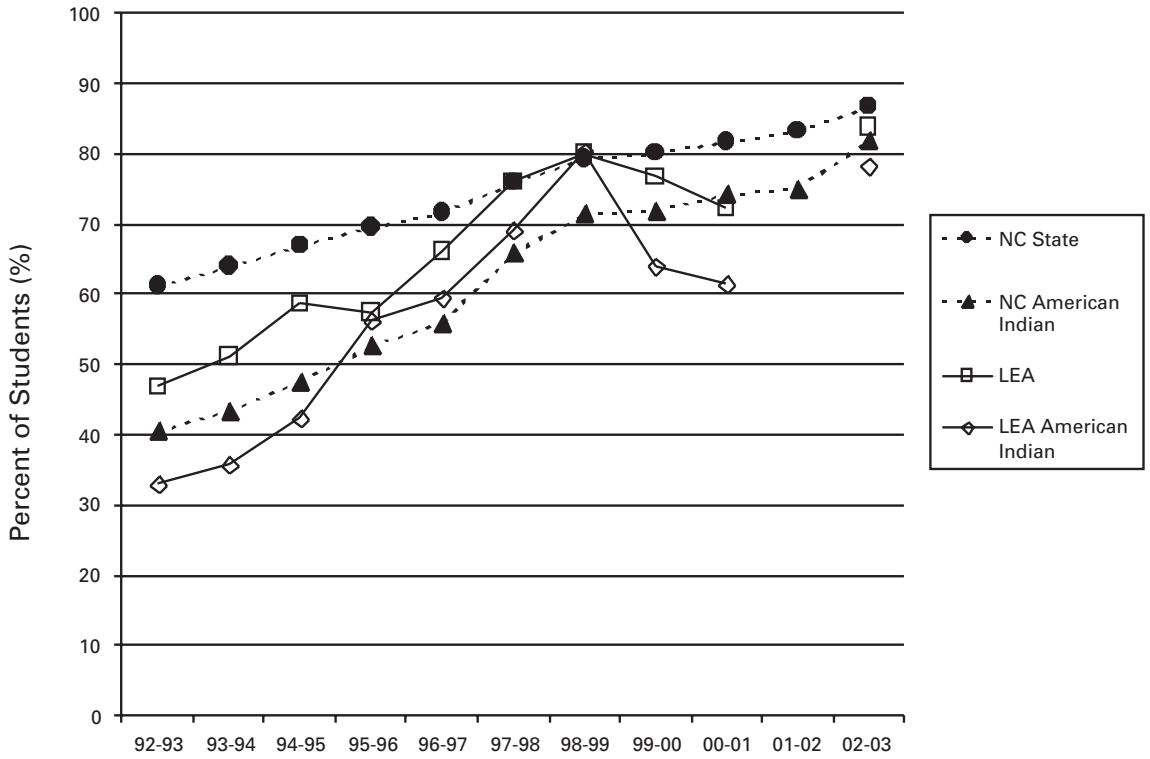
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	—	100.0	100.0	100.0	75.0	**100.0**	55.3	59.7	69.0	74.9	83.0	**83.4**
	# Tested	0	3	1	2	4	**1**	450	501	426	450	453	**475**
Biology	% Grade Level	—	100.0	100.0	0.0	0.0	**66.7**	60.3	61.5	56.4	66.2	73.7	**64.3**
	# Tested	2	1	1	1	2	**3**	325	364	305	314	315	**384**
ELP	% Grade Level	—	—	75.0	—	50.0	**100.0**	62.3	66.7	64.0	72.3	73.9	**68.6**
	# Tested	1	—	4	—	2	**2**	443	21	392	368	364	**414**
English I	% Grade Level	—	50.0	—	50.0	100.0	**100.0**	54.6	70.4	79.6	76.1	67.5	**83.1**
	# Tested	1	2	—	2	2	**4**	441	423	401	389	462	**474**
US History	% Grade Level	—	100.0	100.0	75.0	—	**0.0**	42.3	39.9	34.9	41.4	47.1	**46.8**
	# Tested	3	1	1	4	—	**2**	343	321	358	348	342	**312**
Algebra II	% Grade Level	—	100.0	—	100.0	—	**0.0**	—	54.5	63.4	73.2	80.8	**82.9**
	# Tested	—	1	—	2	—	**1**	—	200	227	246	240	**234**
Physics	% Grade Level	—	—	—	—	—	—	100.0	57.5	42.6	37.5	45.8	**67.9**
	# Tested	—	—	—	—	—	—	1	40	61	16	24	**28**
Chemistry	% Grade Level	—	100.0	—	0.0	—	**0.0**	—	61.8	64.9	57.6	75.8	**82.0**
	# Tested	—	1	—	1	—	**1**	—	144	148	203	161	**178**
Geometry	% Grade Level	—	—	—	—	50.0	**33.3**	66.7	57.5	65.6	60.4	68.3	**60.5**
	# Tested	—	—	—	—	2	**3**	3	299	311	326	287	**349**
Phys.Science	% Grade Level	—	50.0	—	50.0	0.0	**100.0**	—	63.2	61.9	65.6	46.3	**57.8**
	# Tested	—	2	—	2	1	**1**	—	250	344	250	328	**296**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	57.1	57.0	60.0	61.1	61.5	**63.6**	72.3	77.0	67.4	64.6	74.3	**80.7**
	# Tested	7	7	15	18	13	**22**	669	648	654	697	646	**685**
4	% Grade Level	81.8	88.0	22.2	38.9	56.3	**76.9**	61.7	64.0	62.8	57.0	59.1	**69.1**
	# Tested	11	9	9	18	16	**13**	601	659	646	670	658	**645**
5	% Grade Level	81.8	66.0	77.8	50.0	55.6	**63.2**	73.6	70.0	69.7	70.9	71.4	**80.4**
	# Tested	11	12	9	10	18	**19**	557	591	644	645	678	**649**
6	% Grade Level	45.4	100.0	77.8	75.0	55.6	**63.2**	74.1	79.0	71.6	63.6	70.0	**74.6**
	# Tested	11	9	9	8	9	**19**	564	555	592	693	647	**670**
7	% Grade Level	50.0	28.0	75.0	45.5	60.0	**44.4**	67.7	76.0	74.0	69.9	65.2	**82.3**
	# Tested	4	7	12	11	10	**9**	643	578	600	607	702	**689**
8	% Grade Level	58.3	100.0	77.8	92.3	83.3	**66.7**	77.4	80.0	82.4	78.1	78.1	**83.4**
	# Tested	12	2	9	13	12	**9**	552	606	535	599	608	**633**

EOG Mathematics, Percent of Students At/Above Grade Level

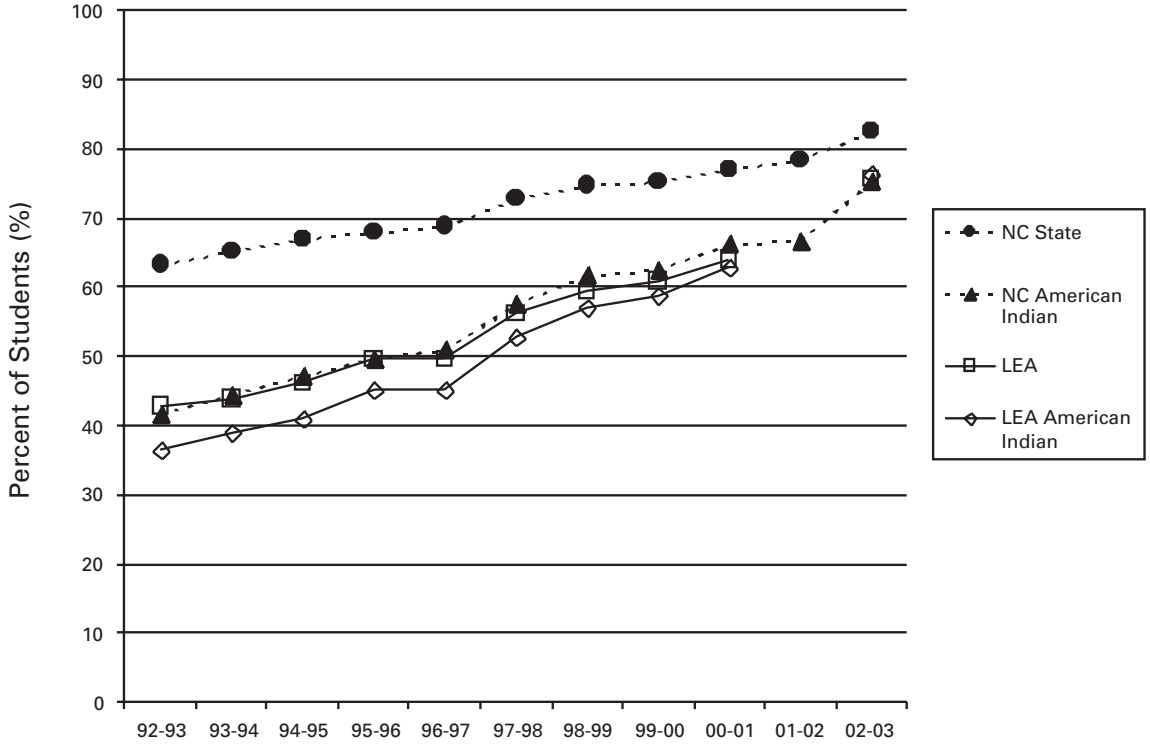
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	57.1	42.0	53.3	50.0	84.6	**81.8**	69.5	71.0	65.0	58.3	74.1	**85.5**
	# Tested	7	7	15	18	13	**22**	669	649	654	698	644	**685**
4	% Grade Level	63.6	66.0	40.0	66.7	75.0	**85.7**	78.3	78.0	79.7	73.3	75.8	**87.3**
	# Tested	11	9	10	18	16	**14**	601	662	649	666	658	**647**
5	% Grade Level	90.0	83.0	66.7	40.0	72.2	**84.2**	78.3	80.0	73.8	78.3	76.3	**84.2**
	# Tested	11	12	9	10	18	**19**	557	591	646	645	674	**651**
6	% Grade Level	72.7	100.0	77.8	87.5	55.6	**84.2**	83.9	87.0	82.6	77.0	83.1	**85.4**
	# Tested	11	9	9	8	9	**19**	564	554	591	691	646	**669**
7	% Grade Level	50.0	100.0	83.3	63.6	80.0	**44.4**	73.9	84.0	80.4	74.6	73.8	**79.6**
	# Tested	4	7	12	11	10	**9**	643	576	601	607	698	**692**
8	% Grade Level	66.7	100.0	66.7	69.2	75.0	**66.7**	73.5	80.0	80.4	72.7	75.7	**81.0**
	# Tested	12	2	9	13	12	**9**	552	605	536	600	604	**631**

EOC High School Subjects, Percent of Students At/Above Grade Level

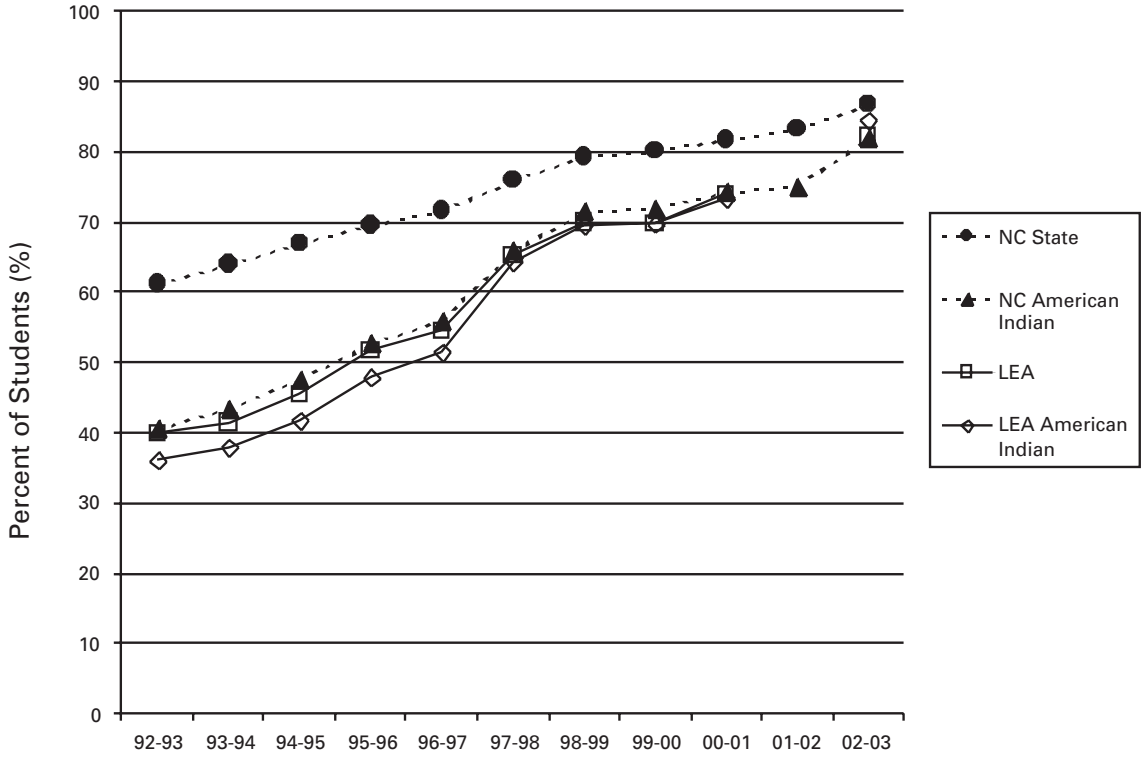
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	18.2	14.3	—	66.7	80.0	**75.0**	53.2	52.0	85.0	80.0	70.3	**72.4**
	# Tested	11	7	—	3	10	**8**	510	523	160	530	636	**543**
Biology	% Grade Level	57.1	28.6	42.9	33.3	80.0	**71.4**	47.0	44.2	40.3	58.0	57.6	**48.8**
	# Tested	14	7	7	3	5	**7**	541	582	556	538	495	**482**
ELP	% Grade Level	60.0	50.0	0.0	33.3	66.7	**41.7**	69.1	52.6	57.9	58.9	57.6	**57.2**
	# Tested	5	12	1	6	9	**12**	601	576	610	518	564	**570**
English I	% Grade Level	—	45.5	0.0	33.3	66.7	**91.7**	62.8	60.3	68.2	70.3	70.2	**85.3**
	# Tested	4	11	1	6	9	**12**	581	585	623	516	524	**545**
US History	% Grade Level	—	60.0	25.0	50.0	0.0	**28.6**	36.1	40.5	41.4	35.2	33.0	**45.0**
	# Tested	4	10	4	—	3	**7**	393	412	428	389	528	**447**
Algebra II	% Grade Level	—	40.0	0.0	—	50.0	**66.7**	—	33.5	44.6	70.7	81.9	**77.2**
	# Tested	—	5	2	—	2	**3**	—	269	285	304	309	**373**
Physics	% Grade Level	—	100.0	—	—	—	**—**	—	97.5	97.1	77.4	72.7	**63.6**
	# Tested	—	1	—	—	—	**—**	—	40	34	31	11	**22**
Chemistry	% Grade Level	—	100.0	100.0	66.7	—	**0.0**	—	75.4	82.2	62.9	78.0	**59.9**
	# Tested	—	3	1	3	—	**1**	—	195	197	178	177	**182**
Geometry	% Grade Level	—	0.0	0.0	40.0	33.3	**87.5**	—	37.6	35.4	47.8	52.1	**55.6**
	# Tested	—	6	4	5	3	**8**	—	394	418	404	445	**421**
Phys.Science	% Grade Level	—	30.0	100.0	0.0	—	**66.7**	—	53.2	57.0	38.8	64.6	**60.3**
	# Tested	—	—	1	2	—	**6**	—	457	449	98	113	**194**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	51.7	60.0	61.8	66.6	70.5	**76.3**	54.8	63.0	65.2	70.4	71.6	**74.9**
	# Tested	750	804	844	815	792	**802**	1823	1849	1894	1877	1813	**1879**
4	% Grade Level	44.8	55.0	57.9	58.2	67.2	**76.6**	51.5	56.0	61.2	61.5	66.6	**76.6**
	# Tested	712	713	767	787	755	**765**	1713	1751	1768	1799	1794	**1742**
5	% Grade Level	54.1	51.0	58.4	67.9	65.7	**76.1**	56.1	54.0	59.4	68.1	67.4	**76.4**
	# Tested	798	715	700	747	794	**825**	1774	1741	1725	1734	1811	**1917**
6	% Grade Level	51.8	52.0	47.0	54.8	59.2	**70.3**	54.8	55.0	51.5	54.5	59.8	**71.3**
	# Tested	706	771	692	631	699	**781**	1656	1735	1708	1632	1653	**1790**
7	% Grade Level	52.4	59.0	54.4	56.2	61.7	**81.5**	55.6	61.0	57.7	58.5	59.8	**77.8**
	# Tested	710	670	776	678	629	**717**	1581	1608	1736	1595	1632	**1724**
8	% Grade Level	629.0	64.0	71.3	71.4	71.0	**78.6**	66.1	64.0	69.1	70.0	74.8	**77.5**
	# Tested	739	705	675	751	655	**655**	1709	1626	1611	1672	1566	**1697**

EOG Mathematics, Percent of Students At/Above Grade Level

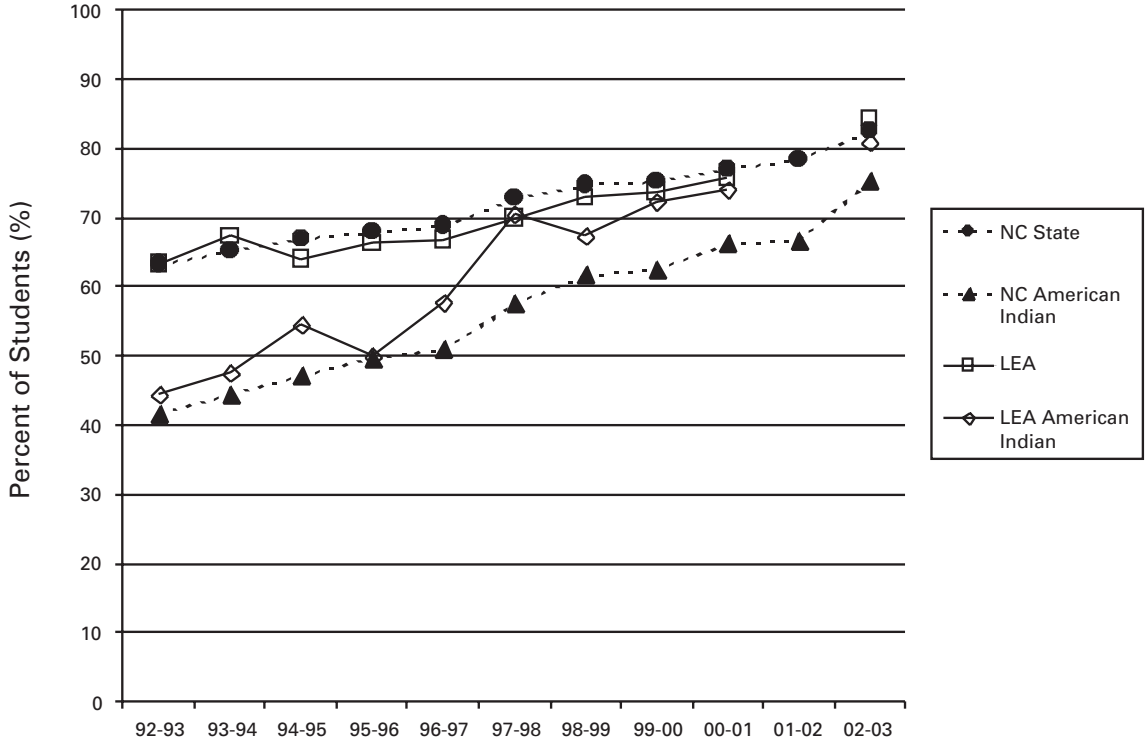
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	51.4	60.0	61.2	67.2	66.5	**84.9**	52.6	63.0	63.1	68.9	66.9	**82.3**
	# Tested	750	815	858	823	814	**821**	1823	1866	1912	1896	1857	**1917**
4	% Grade Level	63.2	75.0	78.7	77.5	82.8	**92.5**	65.5	75.0	79.0	79.6	81.5	**90.4**
	# Tested	712	722	775	821	774	**773**	1713	1773	1787	1848	1840	**1758**
5	% Grade Level	62.3	65.0	66.5	76.4	75.9	**83.1**	61.8	67.0	65.7	76.0	75.5	**81.7**
	# Tested	798	719	704	766	816	**834**	1774	1750	1737	1775	1854	**1931**
6	% Grade Level	71.7	72.0	68.1	75.7	79.9	**82.8**	71.3	71.0	69.6	73.7	78.9	**83.7**
	# Tested	706	778	698	646	716	**797**	1656	1757	1722	1673	1688	**1818**
7	% Grade Level	71.1	77.0	70.5	70.3	75.9	**82.5**	71.6	76.0	69.4	72.0	74.2	**77.8**
	# Tested	710	671	784	683	643	**724**	1581	1615	1759	1607	1661	**1738**
8	% Grade Level	69.9	68.0	72.6	74.3	75.2	**81.2**	70.8	67.0	70.9	73.2	75.2	**77.3**
	# Tested	739	709	676	755	657	**664**	1709	1636	1616	1677	1571	**1718**

EOC High School Subjects, Percent of Students At/Above Grade Level

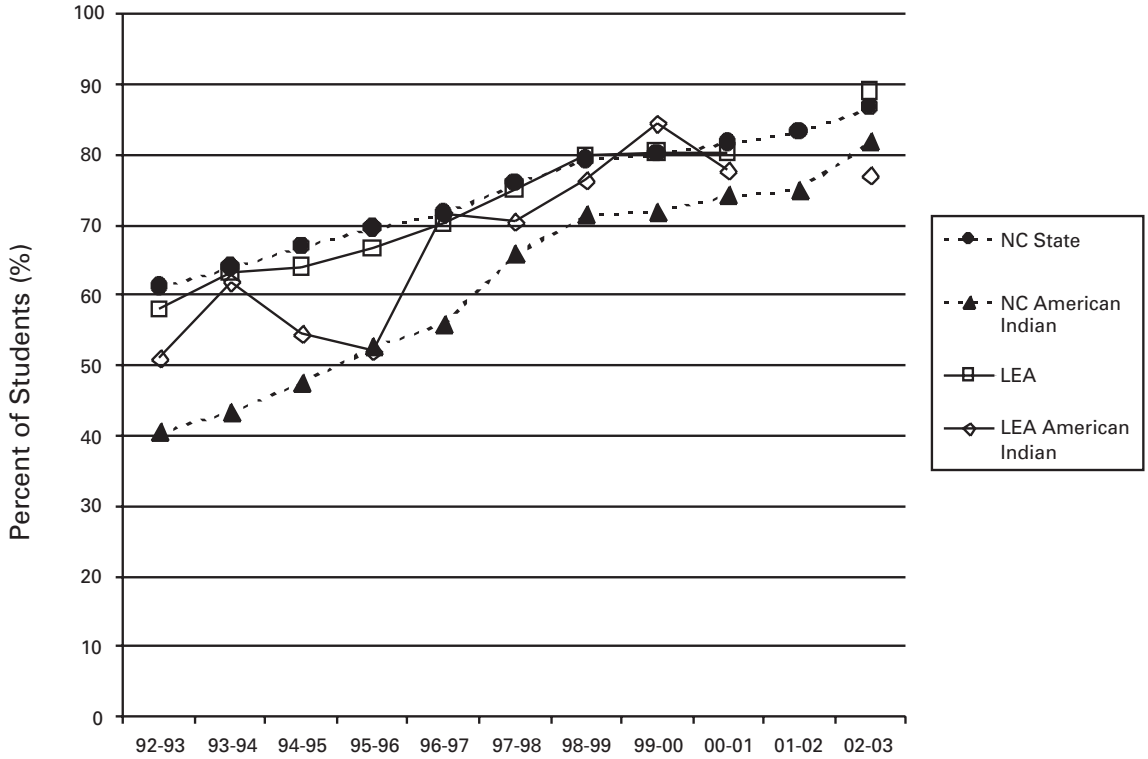
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	46.8	50.6	43.8	63.4	71.4	**71.2**	51.8	56.2	47.5	62.5	67.8	**70.1**
	# Tested	530	563	696	629	643	**580**	1322	1316	1591	1500	1582	**1539**
Biology	% Grade Level	46.8	41.8	29.5	39.1	55.6	**43.4**	51.8	43.7	35.7	43.1	53.1	**46.1**
	# Tested	530	462	613	507	487	**558**	1322	1108	1437	1280	1232	**1405**
ELP	% Grade Level	37.3	38.4	31.0	49.5	43.4	**51.3**	42.2	48.4	36.5	50.2	48.2	**55.9**
	# Tested	550	581	710	566	742	**411**	1250	1406	1643	1482	1722	**938**
English I	% Grade Level	41.1	42.1	43.1	41.7	44.3	**60.8**	47.1	46.5	45.5	43.9	48.9	**65.6**
	# Tested	628	788	785	741	817	**722**	1476	1814	1785	1766	1817	**1713**
US History	% Grade Level	31.3	20.9	19.8	28.2	29.7	**38.9**	39.5	25.9	23.5	34.8	38.8	**44.5**
	# Tested	754	98	479	483	434	**493**	1660	1183	1151	1215	1091	**1132**
Algebra II	% Grade Level	—	25.0	28.2	53.8	70.0	**67.8**	—	25.5	29.7	53.7	69.1	**72.1**
	# Tested	—	324	287	318	283	**301**	—	813	824	750	727	**748**
Physics	% Grade Level	—	15.7	16.7	41.9	64.5	**55.9**	—	31.4	35.9	43.1	66.3	**64.1**
	# Tested	—	51	24	43	31	**34**	—	140	117	123	83	**78**
Chemistry	% Grade Level	—	32.8	37.3	38.6	55.4	**59.4**	—	35.3	38.8	42.1	63.2	**65.2**
	# Tested	—	290	201	241	195	**192**	—	688	613	608	465	**485**
Geometry	% Grade Level	—	21.9	29.5	43.6	40.7	**54.9**	—	28.1	31.9	42.2	43.0	**58.4**
	# Tested	—	375	386	383	381	**357**	—	971	928	944	928	**870**
Phys.Science	% Grade Level	—	26.9	22.6	27.1	53.5	**51.2**	—	35.8	24.5	34.7	56.9	**55.7**
	# Tested	—	547	704	133	243	**283**	—	1304	1731	251	378	**637**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	75.0	81.0	66.7	66.7	57.1	**80.0**	67.4	72.0	76.7	77.2	77.2	**82.8**
	# Tested	8	11	12	6	7	**5**	589	590	584	631	628	**611**
4% Grade	Level	83.3	60.0	66.7	72.7	71.4	**37.5**	72.1	67.0	68.0	73.8	79.4	**79.9**
	# Tested	6	10	12	11	7	**8**	567	592	581	602	603	**621**
5% Grade	Level	75.0	66.0	100.0	76.9	90.9	**85.7**	70.7	78.0	81.7	84.0	86.4	**89.3**
	# Tested	8	9	7	13	11	**7**	526	586	590	570	589	**600**
6% Grade	Level	42.9	75.0	60.0	62.5	80.0	**80.0**	67.1	69.0	67.7	66.8	71.5	**85.6**
	# Tested	7	8	10	8	10	**10**	532	527	606	591	579	**599**
7% Grade	Level	88.9	37.0	62.5	66.7	66.7	**100.0**	69.8	72.0	71.0	72.3	72.8	**83.3**
	# Tested	9	8	8	9	9	**10**	524	550	520	620	614	**599**
8% Grade	Level	50.0	77.0	88.9	0.0	80.0	**100.0**	73.0	77.0	77.4	82.5	86.2	**85.6**
	# Tested	6	9	9	7	10	**7**	463	530	561	510	587	**617**

EOG Mathematics, Percent of Students At/Above Grade Level

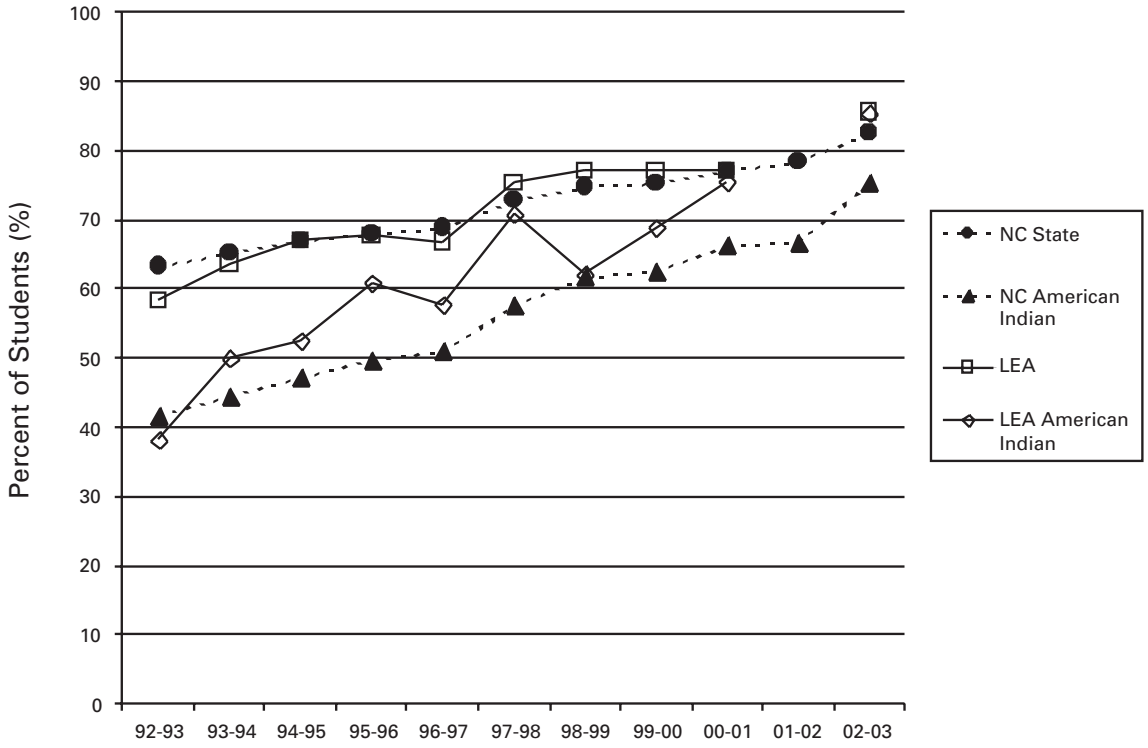
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	87.5	81.0	91.7	50.0	57.1	**33.3**	69.3	68.0	75.8	73.7	75.2	**89.9**
	# Tested	8	11	12	6	7	**6**	589	598	590	636	633	**616**
4% Grade	Level	50.0	70.0	75.0	90.9	100.0	**75.0**	82.7	82.0	85.4	85.6	90.8	**94.7**
	# Tested	6	10	12	11	7	**8**	567	594	588	606	606	**625**
5% Grade	Level	87.5	66.0	85.7	76.9	90.9	**85.7**	69.8	85.0	84.6	87.7	89.3	**91.5**
	# Tested	8	9	7	13	11	**7**	526	588	596	575	591	**602**
6% Grade	Level	71.4	87.0	80.0	75.0	70.0	**90.0**	82.4	79.0	82.7	80.2	85.1	**89.8**
	# Tested	7	8	10	8	10	**10**	532	529	608	592	582	**597**
7% Grade	Level	66.7	62.0	87.5	77.8	66.7	**70.0**	74.2	82.0	76.2	78.4	84.3	**81.7**
	# Tested	9	8	8	9	9	**10**	524	552	521	620	618	**600**
8% Grade	Level	50.0	88.0	88.9	85.7	80.0	**100.0**	71.8	81.0	76.6	76.0	82.2	**86.6**
	# Tested	6	9	9	7	10	**7**	463	531	563	512	589	**618**

EOC High School Subjects, Percent of Students At/Above Grade Level

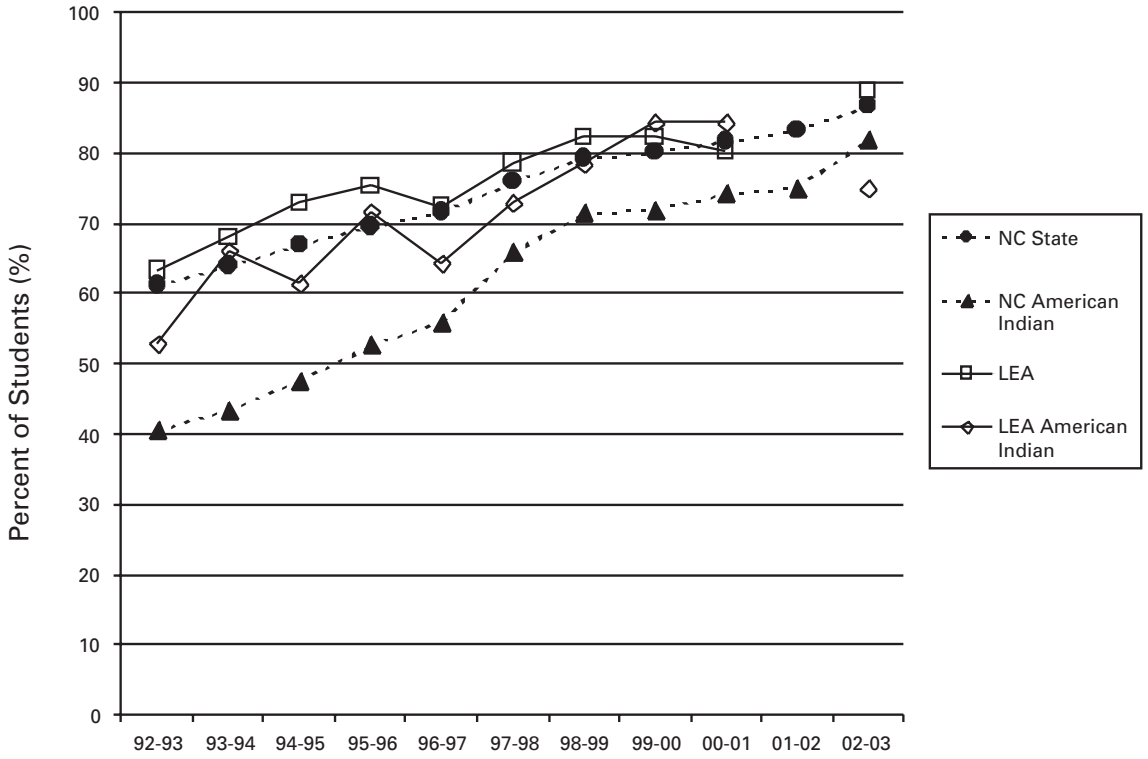
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	0.0	100.0	80.0	75.0	85.7	**80.0**	38.9	59.4	68.4	80.9	84.1	**83.7**
	# Tested	7	2	5	8	7	**10**	471	480	554	502	503	**523**
Biology	% Grade Level	12.5	0.0	50.0	71.4	80.0	**40.0**	38.2	44.4	44.5	53.6	60.0	**43.0**
	# Tested	8	2	4	7	5	**5**	479	471	434	487	482	**514**
ELP	% Grade Level	—	66.7	20.0	40.0	60.0	**50.0**	51.2	63.8	61.6	56.9	66.9	**66.8**
	# Tested	3	3	5	5	5	**2**	588	450	424	267	487	**349**
English I	% Grade Level	—	75.0	71.4	70.0	80.0	**90.0**	45.1	62.2	65.7	63.4	60.2	**79.0**
	# Tested	3	4	7	10	5	**10**	592	468	543	569	576	**563**
US History	% Grade Level	—	75.0	0.0	16.7	25.0	**16.7**	36.2	55.8	46.3	41.7	39.6	**54.8**
	# Tested	3	4	2	6	8	**6**	434	400	447	405	449	**427**
Algebra II	% Grade Level	—	50.0	50.0	100.0	100.0	**60.0**	—	46.7	58.8	66.1	73.3	**74.2**
	# Tested	—	2	4	1	2	**5**	—	319	279	298	285	**306**
Physics	% Grade Level	—	—	—	—	—	**—**	—	64.3	70.6	95.5	—	**62.5**
	# Tested	—	—	—	—	—	**—**	—	42	34	22	—	**8**
Chemistry	% Grade Level	—	66.7	0.0	100.0	—	**50.0**	—	58.3	62.2	68.3	77.1	**66.5**
	# Tested	—	3	1	1	—	**2**	—	247	230	208	175	**197**
Geometry	% Grade Level	—	20.0	100.0	60.0	16.7	**66.7**	—	53.4	58.2	53.3	62.8	**63.6**
	# Tested	—	5	3	5	6	**3**	—	341	335	345	347	**354**
Phys.Science	% Grade Level	—	66.7	—	—	44.4	**66.7**	—	52.2	25.0	76.6	53.2	**61.9**
	# Tested	—	3	—	—	9	**3**	—	469	4	145	391	**320**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	77.8	50.0	71.4	83.3	66.7	**81.8**	80.0	78.0	80.3	76.4	79.4	**83.6**
	# Tested	9	4	7	12	6	**11**	200	203	213	225	204	**183**
4	% Grade Level	71.4	75.0	40.0	83.3	58.3	**75.0**	67.2	73.0	74.9	82.0	70.5	**76.4**
	# Tested	7	8	5	6	12	**8**	177	199	207	211	220	**203**
5	% Grade Level	85.7	50.0	80.0	80.0	85.7	**100.0**	72.4	77.0	77.8	80.6	86.2	**90.8**
	# Tested	7	4	10	5	7	**9**	174	189	198	211	217	**218**
6	% Grade Level	58.3	57.0	40.0	63.6	60.0	**83.3**	76.1	68.0	65.5	61.0	68.6	**83.2**
	# Tested	12	7	5	11	5	**6**	184	170	200	213	207	**232**
7	% Grade Level	25.0	80.0	71.4	0.0	58.3	**75.0**	74.4	85.0	75.9	79.0	73.3	**91.3**
	# Tested	4	10	7	3	12	**4**	176	184	170	205	221	**207**
8	% Grade Level	88.8	25.0	81.8	62.5	0.0	**90.0**	81.5	77.0	88.8	84.8	81.5	**87.7**
	# Tested	9	4	11	8	3	**10**	184	171	179	171	195	**211**

EOG Mathematics, Percent of Students At/Above Grade Level

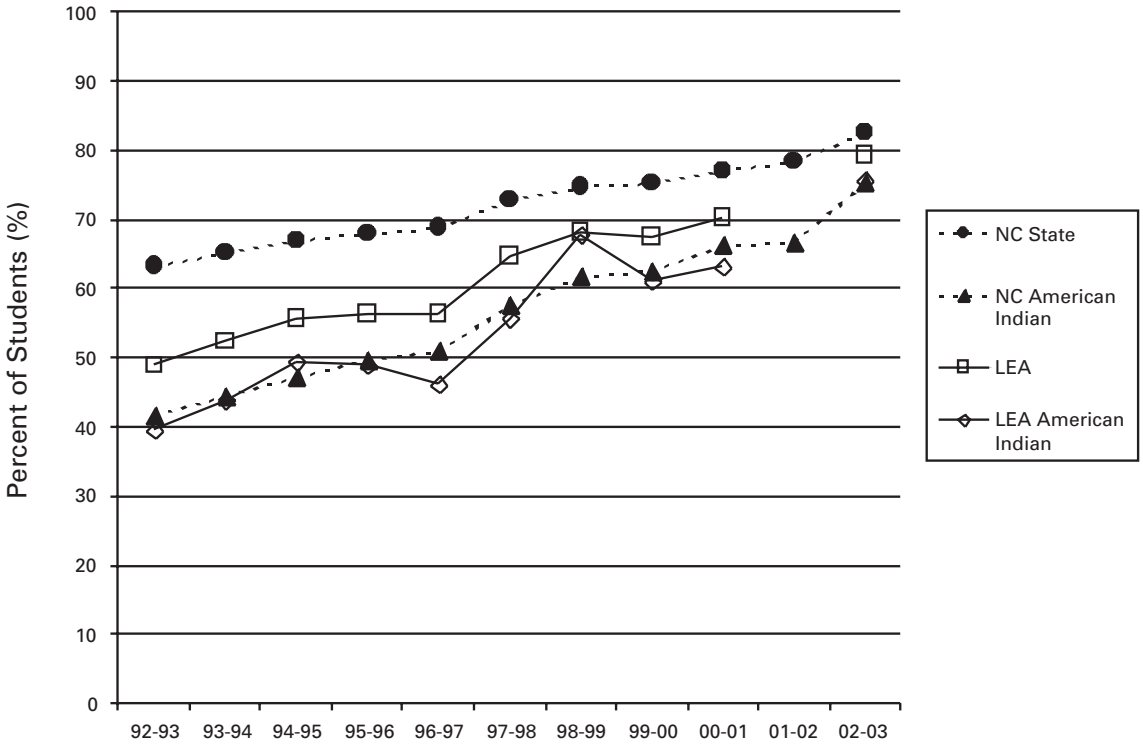
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	55.6	50.0	71.4	91.7	66.7	**81.8**	71.0	75.0	71.8	70.2	72.1	**88.0**
	# Tested	9	4	7	12	6	**11**	200	203	213	225	204	**183**
4	% Grade Level	85.7	87.0	60.0	83.3	75.0	**75.0**	84.7	82.0	88.4	88.6	90.9	**93.6**
	# Tested	7	8	5	6	12	**8**	177	199	207	211	220	**204**
5	% Grade Level	71.4	75.0	100.0	60.0	100.0	**100.0**	77.0	84.0	83.8	87.7	89.4	**95.4**
	# Tested	7	4	10	5	7	**9**	174	189	198	211	217	**218**
6	% Grade Level	83.3	85.0	80.0	81.8	60.0	**66.7**	87.0	79.0	80.5	74.6	84.5	**88.4**
	# Tested	12	7	5	11	5	**6**	184	170	200	213	207	**232**
7	% Grade Level	50.0	90.0	100.0	100.0	91.7	**50.0**	81.3	90.0	79.4	77.6	77.4	**87.0**
	# Tested	4	10	7	3	12	**4**	176	185	170	205	221	**208**
8	% Grade Level	77.8	50.0	81.8	87.5	100.0	**60.0**	71.7	81.0	90.5	84.2	84.1	**81.1**
	# Tested	9	4	11	8	3	**10**	184	171	179	171	195	**212**

EOC High School Subjects, Percent of Students At/Above Grade Level

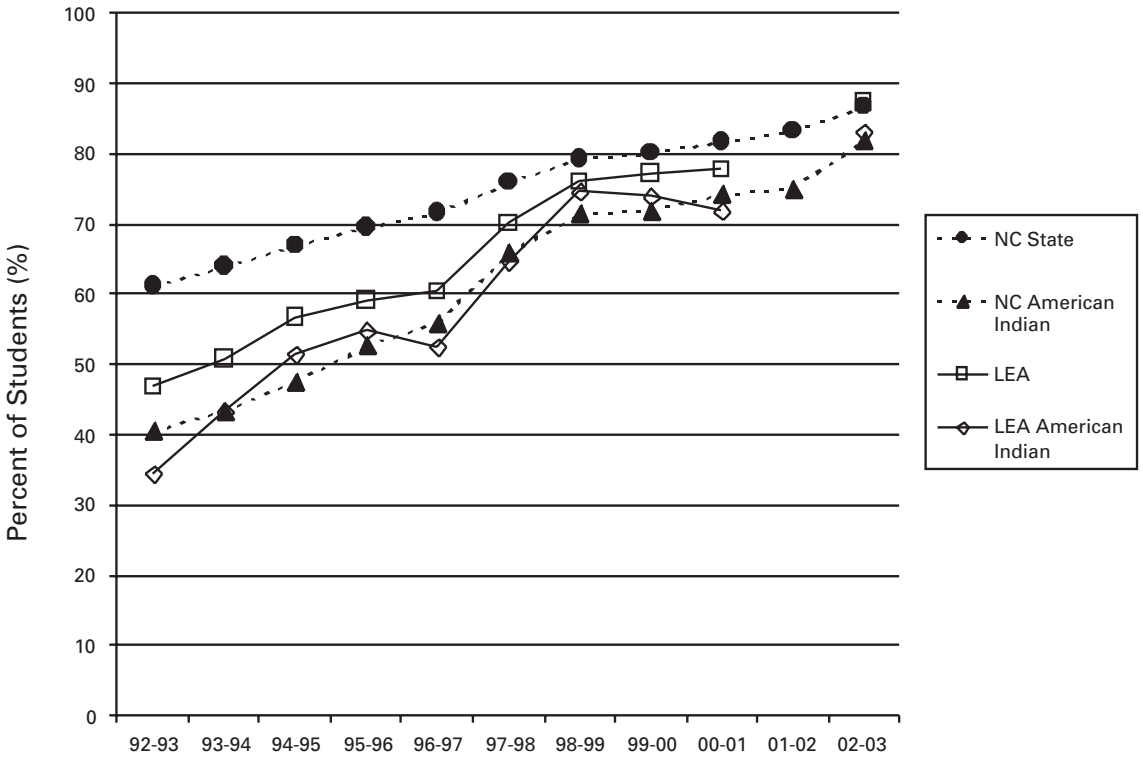
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	36.4	40.0	100.0	72.7	87.5	**100.0**	56.2	59.1	73.1	77.1	84.1	**86.6**
	# Tested	11	5	4	11	8	**4**	174	98	156	188	189	**172**
Biology	% Grade Level	28.6	28.6	25.0	25.0	77.8	**75.0**	50.9	54.7	39.1	48.3	67.4	**48.3**
	# Tested	7	7	8	4	9	**8**	171	159	184	172	175	**178**
ELP	% Grade Level	55.6	50.0	33.3	35.7	75.0	**100.0**	63.2	56.5	59.6	62.3	64.8	**65.9**
	# Tested	9	10	6	14	8	**4**	182	209	193	212	179	**217**
English I	% Grade Level	37.5	50.0	33.3	53.8	55.6	**100.0**	55.5	60.0	65.6	66.4	71.1	**87.0**
	# Tested	8	10	6	13	9	**3**	173	195	186	211	180	**177**
US History	% Grade Level	20.0	20.0	28.6	57.1	25.0	**62.5**	41.0	50.0	47.2	49.7	54.4	**55.4**
	# Tested	10	10	7	7	4	**8**	178	176	159	183	171	**175**
Algebra II	% Grade Level	—	20.0	33.3	66.7	33.3	**100.0**	—	35.2	49.6	62.2	67.6	**72.0**
	# Tested	—	5	6	3	6	**9**	—	142	137	127	148	**143**
Physics	% Grade Level	—	—	—	—	100.0	**—**	—	66.7	100.0	84.6	—	**100.0**
	# Tested	—	—	—	—	2	**—**	—	6	12	13	—	**16**
Chemistry	% Grade Level	—	40.0	100.0	40.0	100.0	**100.0**	—	50.7	66.7	59.4	88.9	**79.3**
	# Tested	—	5	3	5	2	**3**	—	134	87	96	27	**87**
Geometry	% Grade Level	—	42.9	25.0	50.0	75.0	**66.7**	—	53.5	51.0	64.1	81.8	**57.4**
	# Tested	—	7	4	4	8	**3**	—	144	145	142	110	**162**
Phys.Science	% Grade Level	—	44.4	0.0	—	—	**76.9**	—	56.7	56.6	—	59.9	**81.2**
	# Tested	—	9	4	—	—	**13**	—	187	175	—	147	**239**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	51.6	67.0	53.6	60.9	62.3	**72.2**	56.5	66.0	61.6	69.1	69.4	**75.3**
	# Tested	62	58	69	69	77	**72**	529	554	583	554	523	**534**
4	% Grade Level	53.3	64.0	65.3	57.6	59.4	**77.6**	63.0	57.0	64.2	64.9	68.0	**81.1**
	# Tested	60	54	49	66	64	**76**	521	511	514	536	543	**502**
5	% Grade Level	62.2	67.0	70.5	75.0	72.6	**76.4**	70.3	66.0	69.3	79.3	78.7	**84.4**
	# Tested	45	64	61	52	62	**72**	461	510	512	498	507	**572**
6	% Grade Level	60.0	54.0	50.8	49.2	73.5	**67.1**	64.6	68.0	61.4	58.8	67.6	**71.8**
	# Tested	50	44	63	63	49	**70**	505	473	508	488	478	**570**
7	% Grade Level	65.8	75.0	57.4	67.7	67.2	**75.0**	66.5	76.0	70.7	72.0	72.1	**80.7**
	# Tested	38	49	54	62	64	**56**	486	509	488	511	480	**528**
8	% Grade Level	40.6	79.0	72.7	73.1	81.0	**86.4**	68.4	75.0	77.7	78.1	82.4	**83.3**
	# Tested	32	43	55	52	58	**66**	532	484	498	475	467	**504**

EOG Mathematics, Percent of Students At/Above Grade Level

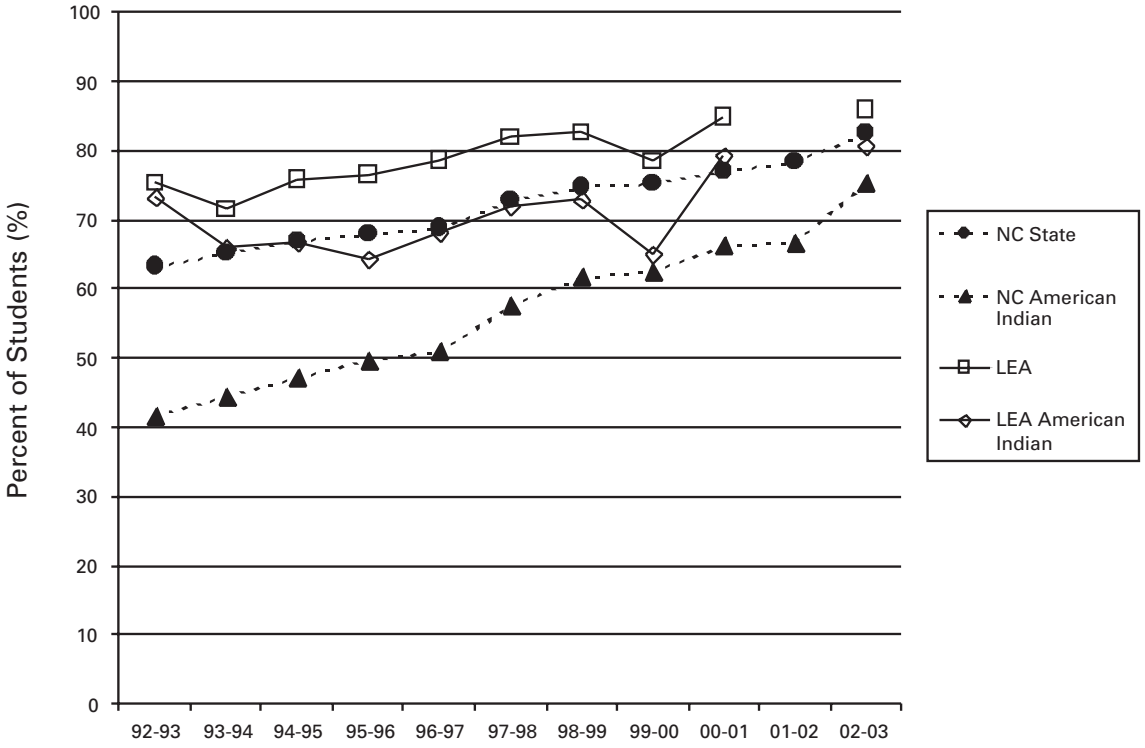
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	52.3	62.0	62.3	60.0	57.7	**87.5**	58.0	64.0	64.6	65.9	61.7	**87.0**
	# Tested	62	59	69	70	78	**72**	529	559	587	560	528	**537**
4	% Grade Level	69.4	71.0	88.0	75.0	76.2	**87.2**	69.4	79.0	80.1	82.8	83.2	**93.3**
	# Tested	60	60	50	64	63	**78**	521	519	518	540	548	**505**
5	% Grade Level	68.9	73.0	79.7	81.5	85.5	**84.9**	74.9	75.0	79.2	85.3	88.5	**90.3**
	# Tested	45	65	64	54	62	**73**	461	513	515	503	513	**575**
6	% Grade Level	68.0	70.0	63.5	66.7	91.7	**81.4**	71.9	75.0	74.4	76.5	83.0	**88.0**
	# Tested	50	44	63	63	48	**70**	505	476	507	490	476	**569**
7	% Grade Level	86.8	83.0	74.1	80.6	82.8	**75.0**	79.2	84.0	83.9	79.3	83.2	**84.8**
	# Tested	38	49	54	62	64	**56**	486	510	490	508	481	**528**
8	% Grade Level	43.8	90.0	81.5	69.2	74.1	**80.3**	68.6	77.0	81.9	77.9	79.8	**80.9**
	# Tested	32	43	54	52	58	**66**	532	483	498	475	466	**503**

EOC High School Subjects, Percent of Students At/Above Grade Level

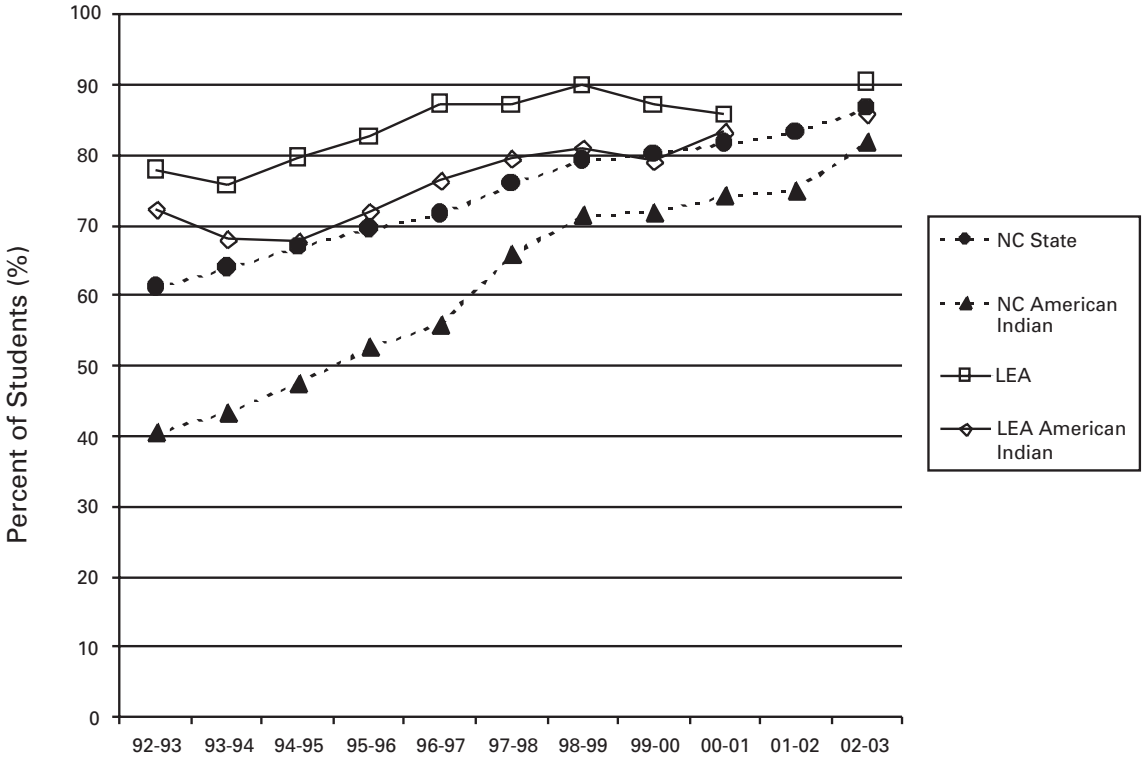
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	69.2	80.0	87.5	95.0	97.3	**96.2**	58.5	70.8	82.0	88.1	91.3	**96.3**
	# Tested	26	30	40	40	37	**53**	417	483	434	471	458	**509**
Biology	% Grade Level	45.0	44.7	38.5	47.7	57.1	**48.3**	45.2	53.6	51.1	55.2	56.2	**60.8**
	# Tested	40	38	26	44	42	**29**	487	502	364	502	402	**365**
ELP	% Grade Level	64.4	71.4	74.1	75.9	65.9	**50.0**	64.2	79.3	66.2	70.6	67.1	**70.9**
	# Tested	45	7	27	29	44	**38**	531	193	396	442	419	**419**
English I	% Grade Level	46.0	35.3	50.0	62.7	44.4	**67.9**	52.6	55.0	59.9	61.2	61.6	**76.7**
	# Tested	50	34	46	59	45	**56**	500	553	499	520	495	**484**
US History	% Grade Level	35.7	12.0	53.8	36.8	41.2	**53.7**	35.0	36.3	42.0	55.8	45.8	**52.4**
	# Tested	28	25	26	19	34	**41**	417	366	348	371	358	**368**
Algebra II	% Grade Level	—	31.6	58.8	78.6	100.0	**89.5**	—	52.7	66.1	75.4	93.1	**89.0**
	# Tested	—	19	17	14	12	**19**	—	277	230	236	204	**227**
Physics	% Grade Level	—	100.0	—	—	—	**100.0**	—	62.1	56.8	82.4	90.5	**93.3**
	# Tested	—	1	—	—	—	**1**	—	58	37	34	42	**15**
Chemistry	% Grade Level	—	50.0	75.0	90.0	62.5	**100.0**	—	60.7	74.6	72.4	82.5	**95.9**
	# Tested	—	6	4	10	8	**5**	—	140	173	170	120	**98**
Geometry	% Grade Level	—	56.3	88.9	76.5	85.7	**85.0**	—	60.9	72.6	73.2	76.4	**79.2**
	# Tested	—	16	18	17	21	**20**	—	248	288	269	276	**265**
Phys.Science	% Grade Level	—	35.7	60.0	51.5	64.9	**69.2**	—	53.1	48.3	57.3	68.9	**77.2**
	# Tested	—	14	45	33	37	**39**	—	271	414	410	357	**302**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	73.9	85.0	50.0	84.8	61.5	**64.7**	78.6	81.0	75.6	87.5	75.7	**78.6**
	# Tested	23	21	20	33	26	**34**	117	124	119	136	107	**131**
4	% Grade Level	54.3	65.0	68.2	81.3	78.8	**70.4**	75.0	79.0	75.0	84.0	80.9	**86.7**
	# Tested	35	26	22	16	33	**27**	132	123	132	119	141	**113**
5	% Grade Level	72.7	62.0	73.1	85.0	88.9	**85.7**	80.2	79.0	82.1	90.1	92.0	**90.1**
	# Tested	22	37	26	20	18	**35**	11	145	134	131	125	**151**
6	% Grade Level	66.7	80.0	54.5	81.5	77.8	**78.3**	84.0	84.0	72.6	79.8	77.5	**79.7**
	# Tested	18	25	33	27	27	**23**	119	119	146	129	138	**133**
7	% Grade Level	87.0	66.0	73.9	61.8	65.5	**96.2**	87.4	83.0	78.0	78.6	81.2	**87.9**
	# Tested	23	27	23	34	29	**26**	111	128	123	140	138	**149**
8	% Grade Level	84.6	85.0	72.0	88.0	77.8	**90.3**	86.3	89.0	87.5	90.2	86.0	**91.4**
	# Tested	26	27	25	25	27	**31**	139	119	128	122	136	**139**

EOG Mathematics, Percent of Students At/Above Grade Level

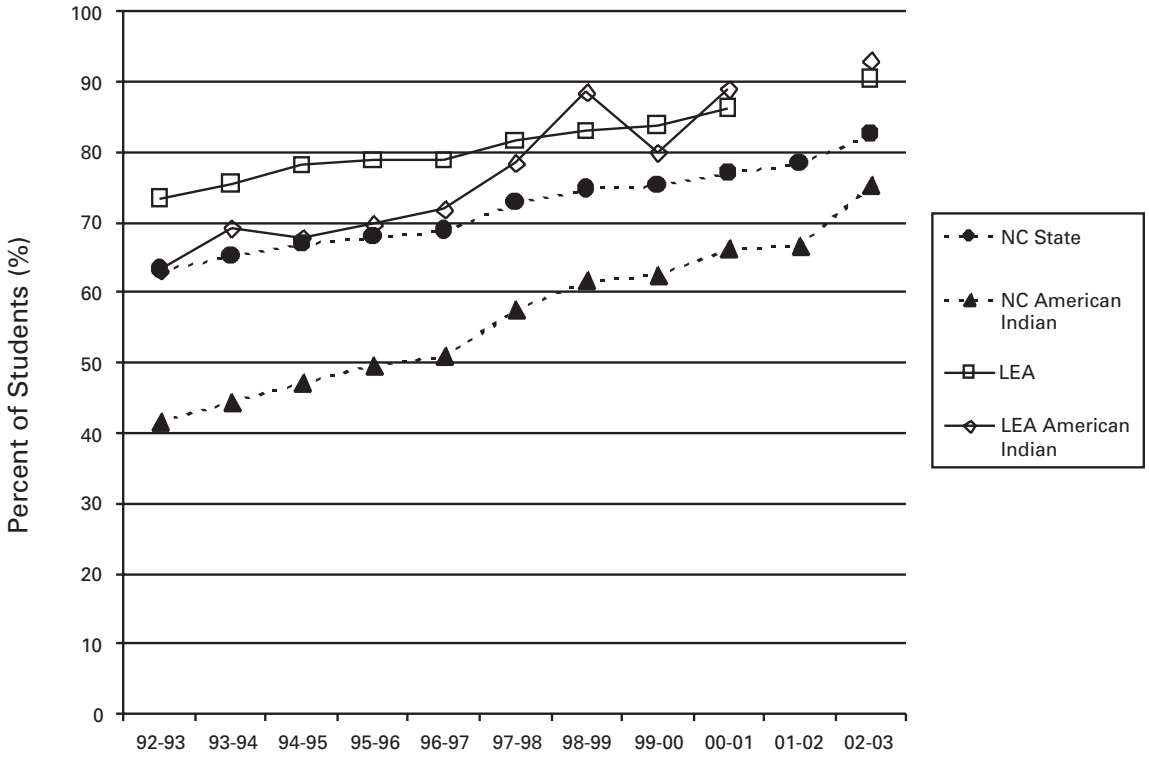
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	78.3	85.0	60.0	85.3	57.7	**82.4**	88.0	89.0	79.8	84.1	69.4	**90.8**
	# Tested	23	21	20	34	26	**34**	117	124	119	138	108	**131**
4	% Grade Level	94.3	76.0	90.9	87.5	82.4	**88.9**	94.7	91.0	91.7	91.8	88.8	**94.7**
	# Tested	35	26	22	16	34	**27**	132	123	132	122	143	**114**
5	% Grade Level	86.4	78.0	92.3	85.0	88.9	**91.7**	89.2	86.0	91.8	88.6	88.1	**94.8**
	# Tested	22	37	26	20	18	**36**	111	145	134	132	126	**153**
6	% Grade Level	66.7	92.0	72.7	96.3	92.6	**87.0**	89.9	95.0	84.9	89.3	89.1	**89.5**
	# Tested	18	25	33	27	27	**23**	118	119	146	131	138	**133**
7	% Grade Level	78.3	77.0	82.6	67.6	72.4	**88.5**	82.0	89.0	86.2	77.1	75.7	**85.9**
	# Tested	23	27	23	34	29	**26**	111	128	123	140	140	**149**
8	% Grade Level	65.4	77.0	76.0	84.0	81.5	**77.4**	79.1	87.0	88.3	84.4	83.1	**87.8**
	# Tested	26	27	25	25	27	**31**	139	119	128	122	136	**139**

EOC High School Subjects, Percent of Students At/Above Grade Level

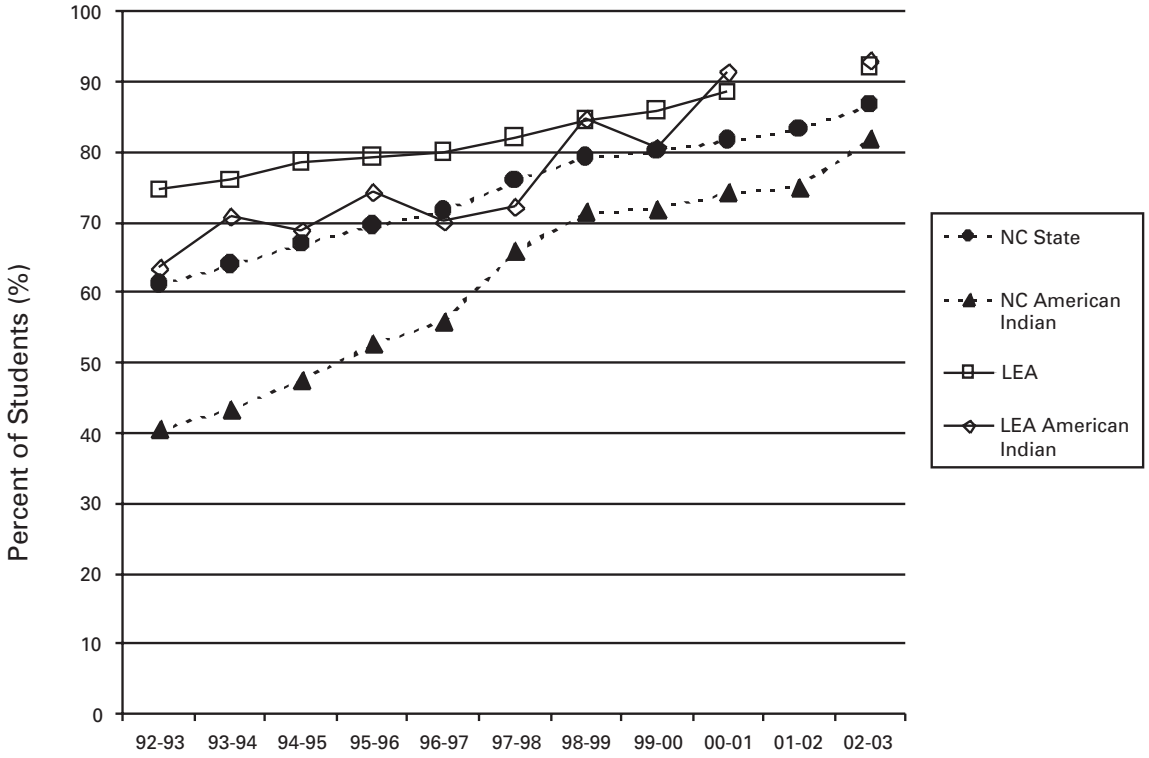
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	84.6	64.0	59.4	75.0	67.6	**72.0**	61.3	66.1	69.0	82.3	83.8	**77.9**
	# Tested	13	25	32	20	34	**25**	97	124	145	96	154	**113**
Biology	% Grade Level	84.6	51.6	43.5	56.7	76.2	**60.0**	80.4	74.8	57.5	59.1	79.1	**66.1**
	# Tested	13	31	23	30	21	**25**	97	143	106	110	110	**127**
ELP	% Grade Level	93.8	86.4	93.8	95.0	88.9	**89.5**	92.0	89.0	93.3	96.0	93.1	**91.8**
	# Tested	16	22	16	20	18	**19**	75	73	90	101	102	**85**
English I	% Grade Level	48.6	73.3	80.8	66.7	65.5	**54.2**	72.6	73.7	81.7	81.4	73.7	**82.0**
	# Tested	35	30	26	24	29	**24**	146	137	120	118	137	**133**
US History	% Grade Level	51.9	55.0	42.9	66.7	57.1	**47.8**	62.4	64.8	64.2	73.5	63.9	**57.3**
	# Tested	27	20	28	24	21	**23**	101	105	120	117	97	**117**
Algebra II	% Grade Level	—	68.8	66.7	61.5	71.4	**80.0**	—	73.7	71.0	75.5	75.5	**75.4**
	# Tested	—	16	9	13	7	**10**	—	57	69	53	49	**61**
Physics	% Grade Level	—	80.0	—	—	50.0	**—**	—	71.4	100.0	100.0	81.8	**—**
	# Tested	—	5	—	—	2	**—**	—	21	4	9	11	**—**
Chemistry	% Grade Level	—	25.0	35.0	66.7	100.0	**77.8**	—	35.8	54.6	68.1	91.3	**80.0**
	# Tested	—	12	20	6	2	**9**	—	67	97	47	23	**40**
Geometry	% Grade Level	—	30.8	58.8	30.8	90.9	**50.0**	—	67.5	66.7	47.0	78.9	**69.6**
	# Tested	—	13	17	13	11	**14**	—	83	87	66	57	**79**
Phys.Science	% Grade Level	—	70.8	50.0	47.4	41.2	**63.6**	—	76.0	53.8	69.7	73.3	**85.2**
	# Tested	—	24	4	19	17	**11**	—	125	13	89	86	**61**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	88.2	87	78.9	85	90.9	**88.2**	—	80	82.8	85.3	87.6	**89**
	# Tested	17	24	19	20	22	**34**	—	7610	7918	7780	7881	**8260**
4	% Grade Level	72.2	85	68	90.5	77.8	**95.2**	—	80	81.3	85.9	87.4	**89.9**
	# Tested	18	21	25	21	18	**21**	—	7406	7725	7680	7700	**8131**
5	% Grade Level	88.2	88	84.6	77.8	86.4	94.4	—	84	87.7	90.8	92.2	**93.5**
	# Tested	17	17	26	27	22	**18**	—	7244	7674	7572	7759	**8056**
6	% Grade Level	53.3	84	83.3	0	68	**87.5**	—	80	77.9	80.7	82.8	**87.7**
	# Tested	15	19	18	24	25	**24**	—	7034	7646	7645	7948	**8334**
7	% Grade Level	83.3	88	87.5	87.5	95.7	**95.2**	—	84	84.3	85.1	86.7	**90.3**
	# Tested	12	9	24	16	23	**21**	—	6768	7316	7446	7769	**8362**
8	% Grade Level	83.3	100	80	94.7	94.4	**100**	—	87	88.7	90.6	91.4	**92.2**
	# Tested	12	14	15	19	18	**24**	—	6587	6958	7085	7414	**8065**

EOG Mathematics, Percent of Students At/Above Grade Level

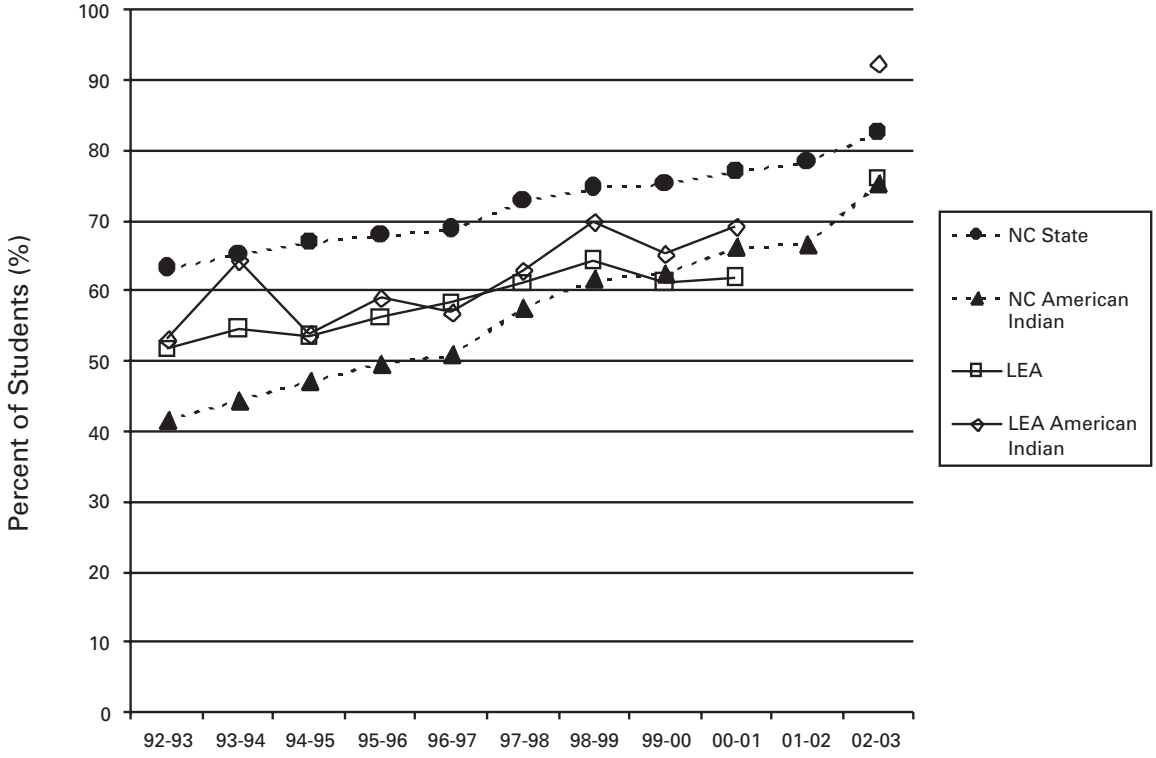
		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	70.6	87	73.7	85	86.4	**91.2**	—	77	79.5	84	87.1	**93.4**
	# Tested	17	24	19	20	22	**34**	—	7635	7960	7801	7909	**8261**
4	% Grade Level	66.7	85	84	95.5	100	**100**	—	88	88.9	92.7	94.7	**96.3**
	# Tested	18	21	25	22	18	**21**	—	7425	7758	7707	7719	**8147**
5	% Grade Level	83.3	82	84.6	89.3	90.9	**94.4**	—	87	88.7	92.1	93.8	**95.6**
	# Tested	17	17	26	28	22	**18**	—	7273	7709	7611	7792	**8062**
6	% Grade Level	53.3	80	94.4	95.8	96	**91.7**	—	84	85.2	88.1	90.2	**91.7**
	# Tested	15	20	18	24	25	**24**	—	7028	7642	7643	7955	**8334**
7	% Grade Level	83.3	77	75	100	91.3	**90.5**	—	87	86.6	87.6	90.3	**87.9**
	# Tested	12	9	24	16	23	**21**	—	6760	7309	7452	7774	**8381**
8	% Grade Level	75	92	73.3	84.2	94.4	**91.7**	—	83	85.6	86.9	88.3	**88.5**
	# Tested	12	14	15	19	18	**24**	—	6600	6966	7081	7408	**8071**

EOC High School Subjects, Percent of Students At/Above Grade Level

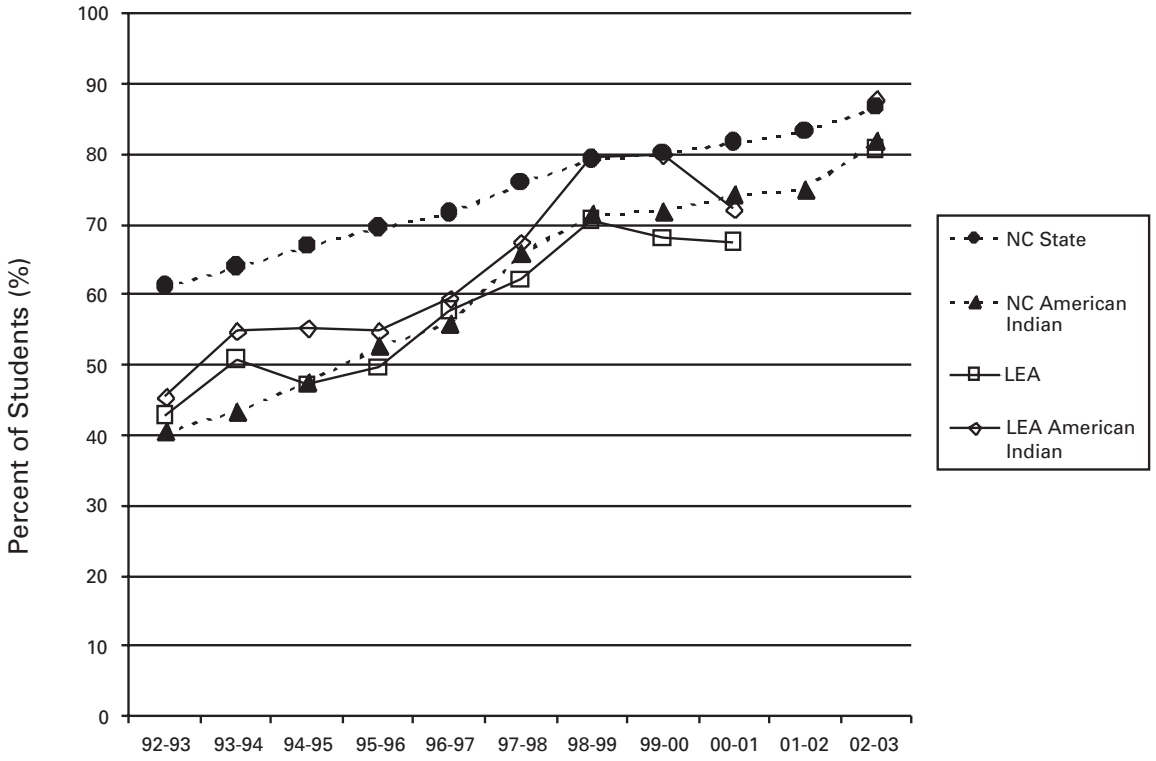
		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	62.5	69.2	81.8	100	100	**86.4**	—	78.4	81.4	88.2	88.2	**88.3**
	# Tested	16	13	11	16	9	**22**	—	6615	6868	7012	7759	**8526**
Biology	% Grade Level	63.6	72.7	58.3	73.3	82.4	**64.7**	—	68.4	70.7	71	80.6	**74.2**
	# Tested	22	11	12	15	17	**17**	—	5939	6340	6775	6457	**6225**
ELP	% Grade Level	76.9	56.5	76.9	68.8	72.2	**83.3**	—	73.7	78.3	78.2	79.2	**80.4**
	# Tested	13	23	13	16	18	**12**	—	6984	6784	7383	7448	**6701**
English I	% Grade Level	73.7	81.8	93.3	71.4	65	**94.4**	—	74.2	78.7	79	81.1	**88.8**
	# Tested	19	11	15	14	20	**18**	—	6446	6946	7261	7392	**7702**
US History	% Grade Level	33.3	68.8	41.7	46.2	35.7	**80**	—	66.7	60.1	64.1	62.5	**67.6**
	# Tested	6	16	12	13	14	**10**	—	5119	5526	5906	6151	**6404**
Algebra II	% Grade Level	—	46.2	70	71.4	81.3	**88.2**	—	77.3	75.8	82.7	86.5	**85.2**
	# Tested	—	13	10	7	16	**17**	—	4206	4621	4878	4968	**5297**
Physics	% Grade Level	—	75	80	0	66.7	**100**	—	81.9	79.3	81.9	90.7	**89.2**
	# Tested	—	4	5	1	3	**3**	—	1707	1785	1706	1924	**1231**
Chemistry	% Grade Level	—	84.6	70	62.5	66.7	**92.3**	—	77.7	74.6	78.4	83.7	**85.5**
	# Tested	—	13	10	8	6	**13**	—	3773	4020	4148	3810	**3793**
Geometry	% Grade Level	—	56.3	87.5	72.7	75	**70**	—	74.1	75	80.3	80	**82.1**
	# Tested	—	16	8	11	16	**10**	—	4850	5109	4972	5749	**6193**
Phys.Science	% Grade Level	—	46.2	100	25	66.7	**50**	—	59.2	62.4	65.5	65.3	**61.6**
	# Tested	—	13	4	4	3	**6**	—	3727	3283	2487	2127	**2526**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

Trend of American Indian Students At/Above Grade Level
in EOG Reading, Grades 3-8



Trend of American Indian Students At/Above Grade Level
in EOG Mathematics, Grades 3-8



EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	61.5	91	54.5	60	0	**90**	—	66	60.5	59.8	63.2	**72.8**
	# Tested	13	12	11	10	10	**10**	—	273	253	249	253	**235**
4	% Grade Level	42.9	75	70	85.7	80	**83.3**	—	58	58.7	60	59.8	**76.8**
	# Tested	14	12	10	7	10	**12**	—	255	259	240	246	**241**
5	% Grade Level	58.3	88	71.4	0	85.7	**100**	—	68	65.9	71.9	77.4	**80.8**
	# Tested	12	9	14	7	7	**10**	—	255	252	270	239	**245**
6	% Grade Level	48.8	46	54.5	66.7	81.8	**90.9**	—	62	52.5	52.7	52.1	**74.3**
	# Tested	15	13	11	15	11	**11**	—	234	259	264	282	**257**
7	% Grade Level	66.7	64	50	66.7	76.9	**100**	—	58	59.5	62.2	56.3	**75**
	# Tested	12	14	16	9	13	**10**	—	250	257	251	268	**272**
8	% Grade Level	100	61	92.3	58.8	75	**92.3**	—	70	71.2	64.7	72	**76.7**
	# Tested	7	13	13	17	8	**13**	—	281	—	258	243	**262**

EOG Mathematics, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	69.2	75	81.8	70	100	**80**	—	64	62.5	55.2	60.2	**81.4**
	# Tested	13	12	11	10	10	**10**	—	276	259	250	254	**236**
4	% Grade Level	57.1	75	80	100	80	**100**	—	70	74.5	72.3	75.8	**92.9**
	# Tested	14	12	10	7	10	**12**	—	268	267	242	248	**241**
5	% Grade Level	58.3	88	78.6	100	100	**100**	—	81	71.2	78.6	84.2	**84.7**
	# Tested	12	9	14	7	7	**10**	—	261	260	271	241	**248**
6	% Grade Level	45.8	76	72.7	73.3	90.9	**90.9**	—	72	64.4	68.3	71.4	**87.6**
	# Tested	15	13	11	15	11	**11**	—	237	261	265	283	**258**
7	% Grade Level	69.2	85	68.8	77.8	76.9	**80**	—	65	65.2	66.5	67.2	**68.1**
	# Tested	12	14	16	9	13	**10**	—	250	256	251	268	**273**
8	% Grade Level	85.7	76	100	47.1	75	**76.9**	—	70	70.9	63.6	72.5	**72**
	# Tested	7	13	13	17	8	**13**	—	281	234	258	244	**261**

EOC High School Subjects, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	57.1	45.5	50	84.2	47.4	**81.8**	—	38.8	30.6	56.4	66.6	**79.3**
	# Tested	14	11	12	19	19	**11**	—	240	245	303	335	**261**
Biology	% Grade Level	0	46.2	50	58.3	55.6	**41.2**	—	35.2	31.9	31.5	43.2	**42.8**
	# Tested	7	13	8	12	9	**17**	—	213	204	222	155	**257**
ELP	% Grade Level	40	46.2	26.7	70	42.1	**57.1**	—	40.4	33.4	39.2	41	**42.8**
	# Tested	10	13	15	20	19	**14**	—	280	296	288	293	**327**
English I	% Grade Level	30.8	62.5	42.9	86.7	50	**90**	—	49.6	50	50.2	50.2	**77.8**
	# Tested	13	8	14	15	18	**10**	—	228	282	253	285	**270**
US History	% Grade Level	33.3	14.3	33.3	62.5	66.7	**64.7**	—	29.1	34.3	33.5	41.1	**50.7**
	# Tested	12	7	9	8	9	**17**	—	179	216	179	219	**207**
Algebra II	% Grade Level	—	0	50	100	77.8	**40**	—	23.9	35	56.2	59.1	**69.3**
	# Tested	—	4	10	4	9	**5**	—	92	103	105	127	**137**
Physics	% Grade Level	—	33.3	0	66.7	100	**100**	—	69.8	72.9	63.4	79.1	**96.2**
	# Tested	—	3	1	3	2	**3**	—	43	48	71	43	**26**
Chemistry	% Grade Level	—	33.3	50	100	42.9	**66.7**	—	52.4	40.5	69.7	58.8	**81.8**
	# Tested	—	3	4	4	7	**3**	—	82	84	66	102	**55**
Geometry	% Grade Level	—	58.3	16.7	55.6	42.9	**46.2**	—	56.3	42.3	40.6	54.7	**41.2**
	# Tested	—	12	6	9	7	**13**	—	103	137	143	148	**262**
Phys.Science	% Grade Level	—	30	26.7	46.7	30	**20**	—	27.6	27.4	32.5	32.6	**52.2**
	# Tested	—	10	15	15	20	**5**	—	293	288	305	279	**201**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

CHARLOTTE/MECKLENBURG COUNTY

(County is not a Title VII Grantee, Trend Level Graph data not avaliable)

EOG Reading, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	—	—	66.7	79.2	76.4	**73.1**	—	—	72.1	75.1	78.3	**81.6**
	# Tested	—	—	33	48	55	**52**	—	—	8272	8219	8272	**8657**
4	% Grade Level	—	—	61.1	60.0	71.4	**81.3**	—	—	69.1	71.6	73.9	**82.9**
	# Tested	—	—	36	30	49	**48**	—	—	7894	8159	8274	**8404**
5	% Grade Level	—	—	55.2	81.3	75.0	**87.8**	—	—	75.3	82.1	81.4	**86.6**
	# Tested	—	—	29	32	32	**49**	—	—	7833	7782	8248	**8585**
6	% Grade Level	—	—	51.4	53.8	63.4	**71.9**	—	—	64.1	65.8	70.8	**77.0**
	# Tested	—	—	37	26	41	**32**	—	—	7631	7561	7962	**8619**
7	% Grade Level	—	—	86.5	62.2	54.3	**71.4**	—	—	86.4	70.5	72.5	**81.8**
	# Tested	—	—	37	37	35	**35**	—	—	7475	7578	7928	**8241**
8	% Grade Level	—	—	77.8	65.6	71.1	**80.6**	—	—	77.3	78.4	81.2	**83.8**
	# Tested	—	—	27	32	38	**31**	—	—	7167	7407	7704	**8300**

EOG Mathematics, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Grade	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
3	% Grade Level	—	63.5	57.6	68.0	71.4	**77.4**	—	67.5	68.1	71.6	75.5	**88.0**
	# Tested	—	—	33	50	56	**53**	—	—	8379	8295	8359	**8705**
4	% Grade Level	—	76.6	75.0	76.7	92.0	**95.8**	—	77.2	79.7	83.8	87.8	**94.7**
	# Tested	—	—	36	30	50	**48**	—	—	7983	8259	8357	**8461**
5	% Grade Level	—	70.5	63.3	81.3	80.6	**94.0**	—	77.7	79.2	84.9	86.5	**91.9**
	# Tested	—	—	30	32	31	**50**	—	—	7900	7866	8351	**8656**
6	% Grade Level	—	74.2	57.9	69.2	80.5	**84.4**	—	73.2	72.9	78.0	85.3	**88.4**
	# Tested	—	—	38	26	41	**32**	—	—	7669	7585	8005	**8639**
7	% Grade Level	—	76.1	67.6	67.6	62.9	**85.7**	—	75.6	73.3	76.1	79.4	**82.4**
	# Tested	—	—	37	37	35	**35**	—	—	7470	7557	7928	**8266**
8	% Grade Level	—	68.7	66.7	71.9	78.9	**64.5**	—	69.4	73.2	73.7	79.0	**80.9**
	# Tested	—	—	27	32	38	**31**	—	—	7171	7407	7720	**8292**

EOC High School Subjects, Percent of Students At/Above Grade Level

		AMERICAN INDIAN						SYSTEM (All Students)					
Course	**Participation**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Algebra I	% Grade Level	—	—	51.9	61.5	37.5	**63.0**	—	—	52.8	55.2	65.1	**65.3**
	# Tested	—	—	27	39	32	**46**	—	—	7848	9073	8678	**11226**
Biology	% Grade Level	—	—	47.8	50.0	58.6	**50.0**	—	—	58.8	57.8	65.0	**54.3**
	# Tested	—	—	23	24	29	**34**	—	—	6427	6977	9462	**8238**
ELP	% Grade Level	—	—	54.3	66.7	62.1	**71.4**	—	—	60.6	62.6	60.2	**60.5**
	# Tested	—	—	35	24	29	**35**	—	—	7529	7860	8175	**8862**
English I	% Grade Level	—	—	58.6	66.7	57.7	**83.9**	—	—	67.3	66.6	68.7	**77.5**
	# Tested	—	—	29	24	26	**31**	—	—	6909	7363	7672	**8154**
US History	% Grade Level	—	—	50.0	38.5	54.5	**56.3**	—	—	47.7	52.9	51.6	**56.2**
	# Tested	—	—	8	13	22	**16**	—	—	5290	5743	6045	**6224**
Algebra II	% Grade Level	—	—	50.0	55.6	50.0	**44.4**	—	—	60.8	64.8	65.2	**66.6**
	# Tested	—	—	8	9	14	**18**	—	—	4281	4911	5637	**5575**
Physics	% Grade Level	—	—	66.7	0.0	—	**100.0**	—	—	67.7	70.1	80.4	**77.6**
	# Tested	—	—	3	3	—	**2**	—	—	1324	1268	1293	**1314**
Chemistry	% Grade Level	—	—	46.7	66.7	42.9	**44.4**	—	—	53.0	53.6	54.1	**56.7**
	# Tested	—	—	15	9	14	**18**	—	—	4514	4540	5025	**6412**
Geometry	% Grade Level	—	—	47.4	33.3	36.0	**35.0**	—	—	52.6	51.9	51.0	**57.3**
	# Tested	—	—	19	18	25	**20**	—	—	5861	6520	6610	**7025**
Phys.Science	% Grade Level	—	—	47.4	50.0	0.0	**100.0**	—	—	46.8	41.1	39.5	**43.9**
	# Tested	—	—	19	8	2	**2**	—	—	4270	1563	522	**538**

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

TABLE 7

PERCENTAGES OF DROPOUTS WITHIN ETHNIC/GENDER GROUPS, GRADES 1-12

Ethnicity/Gender	# of Dropout Events	Total # in Ethnic/Gender Membership	Dropout Events as % of Ethnic/Gender Membership
Am. Indian Male	**292**	**9,083**	**3.21%**
Am. Indian Female	**211**	**8,597**	**2.45%**
Asian Male	150	12,298	1.22%
Asian Female	108	11,387	0.95%
Black Male	4,141	193,664	2.14%
Black Female	2,641	189,264	1.40%
Hispanic Male	777	35,233	2.21%
Hispanic Female	617	33,043	1.87%
Multiracial Male	133	—	—
Multiracial Female	112	—	—
White Male	6,488	373,343	1.74%
White Female	4,621	353,995	1.31%
Total	**20,291**	**1,219,907**	**1.66%**

– Data not available

TABLE 8

DROPOUT EVENTS BY ETHNICITY, GRADES 1-12

Ethnicity	# of Events	# in Ethnic Membership	Dropout Events as % of Ethnic Membership	Dropout Events as % of 1–12 Membership (n=1,219,907)	Ethnic Dropout Events as % of All Dropout Events (n=20,291)
Am. Indian	**503**	**17,680**	**2.85%**	**.04%**	**2.48%**
Asian	258	23,685	1.09%	.02%	1.27%
Black	6,782	382,928	1.77%	.56%	33.42%
Hispanic	1,394	68,276	2.04%	.11%	6.87%
Multiracial	245	NA	NA	.02%	1.21%
White	11,109	727,338	1.53%	.91%	54.75%
Total	**20,291**	**1,219,907**	**1.66%**	**1.66%**	**100.00%**

– Data not available

TABLE 9
North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

SYSTEM	AMERICAN INDIAN				SYSTEM				STATE			
Columbus County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	181	177	184	**199**	3,370	3,316	3407	3,227	532,765	549,770	597,161	586,159
Total Number of Dropouts	18	5	4	**9**	190	158	173	111	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	9.94	2.82	2.17	**4.52**	5.64	4.76	3.77	3.44	4.62	4.07	3.52	3.38
Cumberland County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	424	421	430	**431**	22,238	22,570	23,853	23,719	532,765	549,770	597,161	586,159
Total Number of Dropouts	38	28	26	**27**	803	737	674	643	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	8.96	6.65	6.05	**6.26**	3.61	3.27	2.83	2.71	4.62	4.07	3.52	3.38
Graham County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	60	64	66	**57**	502	504	563	529	532,765	549,770	597,161	586,159
Total Number of Dropouts	1	4	6	**6**	47	20	24	22	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	1.67	6.25	9.09	**10.53**	9.14	3.98	4.26	4.16	4.62	4.07	3.52	3.38
Guilford County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	166	156	169	**181**	26,248	26,948	29,022	29,191	532,765	549,770	597,161	586,159
Total Number of Dropouts	16	15	4	**2**	1,104	747	753	602	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	9.64	9.62	2.37	**1.10**	4.21	2.77	2.60	2.06	4.62	4.07	3.52	3.38
Halifax County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	164	150	152	**149**	2,624	2,614	2,715	2,589	532,765	549,770	597,161	586,159
Total Number of Dropouts	14	6	11	**4**	138	113	115	91	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	8.54	4.00	7.24	**2.68**	5.26	4.32	4.24	3.51	4.62	4.07	3.52	3.38
Hertford County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	15	18	21	**22**	1,875	1,830	1,875	1,759	532,765	549,770	597,161	586,159
Total Number of Dropouts	0	0	0	**1**	111	67	87	76	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	0.00	0.00	1.74	**4.55**	3.66	3.77	4.64	4.32	4.62	4.07	3.52	3.38

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

TABLE 9
North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

SYSTEM	AMERICAN INDIAN				SYSTEM				STATE			
Hoke County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	325	326	340	**364**	2,450	2,441	2,607	2,596	532,765	549,770	597,161	586,159
Total Number of Dropouts	31	21	19	**29**	165	141	131	143	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	9.54	6.44	5.59	**7.97**	6.73	5.78	5.02	5.51	4.62	4.07	3.52	3.38
Jackson County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	138	138	136	**133**	1,635	1,639	1,705	1,697	532,765	549,770	597,161	586,159
Total Number of Dropouts	8	11	8	**4**	68	64	56	67	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	5.80	7.97	5.88	**3.01**	4.16	3.90	3.28	3.95	4.62	4.07	3.52	3.38
Person County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	11	13	12	**14**	2,457	2,509	2,649	2,638	532,765	549,770	597,161	586,159
Total Number of Dropouts	0	0	0	**0**	110	114	98	77	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	0.00	0.00	0.00	**0.00**	4.48	4.54	3.77	2.92	4.62	4.07	3.52	3.38
Richmond County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	44	49	52	**45**	3,350	3,390	3,610	3,575	532,765	549,770	597,161	586,159
Total Number of Dropouts	2	5	3	**2**	163	156	136	110	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	4.55	10.20	5.77	**4.44**	4.87	4.60	3.77	3.08	4.62	4.07	3.52	3.38
Robeson County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	4,311	4,276	4,191	**4,238**	9,999	10,011	10,465	10,185	532,765	549,770	597,161	586,159
Total Number of Dropouts	369	382	261	**292**	735	776	545	605	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	8.56	8.93	6.23	**6.89**	7.35	7.75	5.21	5.94	4.62	4.07	3.52	3.38
Sampson County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	33	41	45	**44**	3,108	3,209	3,377	3,386	532,765	549,770	597,161	586,159
Total Number of Dropouts	0	2	2	**2**	85	112	107	97	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	0.00	4.88	4.44	**4.55**	2.73	3.49	3.17	2.86	4.62	4.07	3.52	3.38

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

TABLE 9
North Carolina Public Schools Dropout Data for Grades 7-12 (Duplicated Count)

SYSTEM	AMERICAN INDIAN				SYSTEM				STATE			
Clinton City	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	46	43	44	**40**	1,114	1,117	1,205	1,172	532,765	549,770	597,161	586,159
Total Number of Dropouts	3	3	4	**1**	58	48	38	21	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	6.52	6.98	9.09	**2.50**	5.21	4.30	3.15	1.79	4.62	4.07	3.52	3.38
Scotland County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	260	283	300	**322**	2,869	2,928	3,010	2,935	532,765	549,770	597,161	586,159
Total Number of Dropouts	20	14	12	**11**	169	131	83	86	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	7.69	4.95	4.00	**3.42**	5.89	4.47	2.76	2.93	4.62	4.07	3.52	3.38
Swain County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	163	163	165	**170**	766	802	827	827	532,765	549,770	597,161	586,159
Total Number of Dropouts	11	9	5	**9**	33	38	20	32	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	6.75	5.52	3.03	**5.29**	4.31	4.74	2.42	3.87	4.62	4.07	3.52	3.38
Wake County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	90	90	105	**110**	39,404	41,856	44,383	45,519	532,765	549,770	597,161	586,159
Total Number of Dropouts	7	2	9	**1**	1,114	1,038	1,040	830	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	7.78	2.22	8.57	**0.91**	2.83	2.48	2.34	1.82	4.62	4.07	3.52	3.38
Warren County	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	70	75	77	**78**	1,429	1,438	1,514	1,548	532,765	549,770	597,161	586,159
Total Number of Dropouts	2	4	3	**2**	116	89	71	60	24,596	22,365	21,046	19,834
Dropout Rate (per 100 students)	2.86	5.33	3.90	**2.56**	8.12	6.19	4.69	3.88	4.62	4.07	3.52	3.38
Charlotte-Mecklenburg	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**	**2000**	**2001**	**2002**	**2003**
Total Number of Students	162	167	177	**192**	40,699	41,928	43,529	45,581	47,555	549,770	597,161	586,159
Total Number of Dropouts	14	13	14	**17**	2,401	2,133	1,909	1,639	1,500	22,365	21,046	19,834
Dropout Rate (per 100 students)	7.78	7.91	8.85	**5.90**	5.09	4.39	3.60	3.15	4.62	4.07	3.52	3.38

Source: Public Schools of North Carolina, Division of Accountability and Technology Services, 2002-03

TABLE 10

PERCENT OF AP TEST TAKERS SCORING 3 OR HIGHER BY ETHNICITY NORTH CAROLINA AND THE NATION, 2002 TO 2003

	2003			2002			2001			2000			1999		
	US	NC	GAP	US	NC	GAP	US	NC	GAP	US	NC	GAP	US	NC	GAP
American Indian	45.2	39.2	6.0	44.4	45.1	-0.7	42.7	41.8	0.9	49.8	45.7	4.1	48.0	41.9	6.1
Asian	64.1	59.0	5.1	64.0	57.0	7.0	62.2	54.7	7.5	64.0	56.9	7.1	64.1	57.7	6.4
Black	31.2	23.6	8.2	30.6	26.8	3.8	28.6	25.6	3.0	31.1	26.5	4.6	31.7	27.4	4.3
Hispanic	50.5	53.6	-3.1	50.9	56.9	-6.0	50.5	51.3	-0.8	54.0	52.0	2.0	55.6	57.8	-2.2
White	64.9	60.1	4.8	64.8	60.5	4.3	62.5	56.7	5.8	65.0	58.0	7.0	64.1	56.2	7.9
All Students	61.5	56.0	5.5	61.4	56.9	4.5	59.5	53.7	5.8	62.1	55.4	6.7	61.9	54.2	7.7

Note: Gap refers to the United States (US) percentage minus the North Carolina (NC) percentage.
Data reflect public school students only.

SOURCE: North Carolina State Summary Report, The College Board, 1999-2003.

TABLE 11

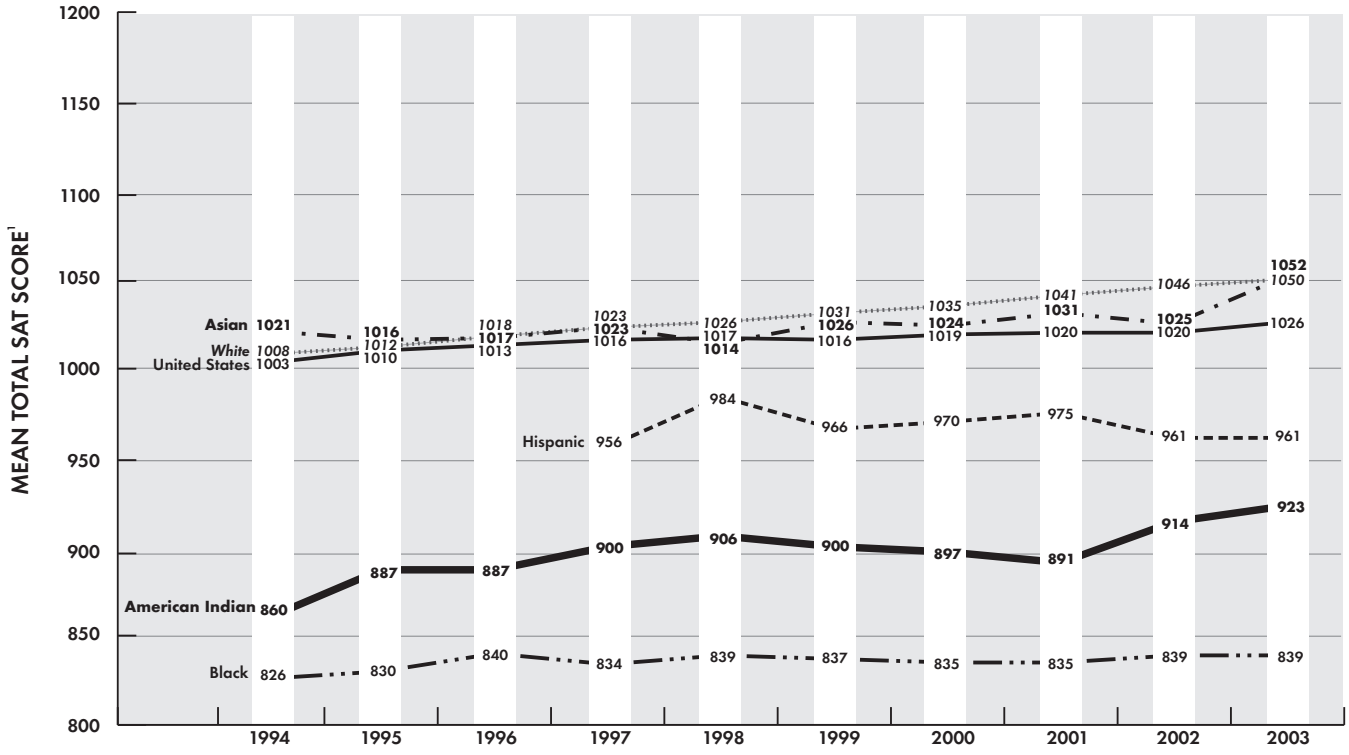
NUMBER AND PERCENTAGE OF AP TEST TAKERS BY ETHNICITY NORTH CAROLINA AND THE NATION, 2002 TO 2003

	Number and Percent of Test Takers							
	North Carolina				Nation			
	2003		2002		2003		2002	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
American Indian	**174**	**0.6**	**115**	**0.5**	**3,937**	**0.5**	**3,368**	**0.4**
Asian	1,413	5.1	1,147	4.8	95,441	11.5	87,065	11.6
Black	3,020	10.9	2,438	10.1	44,587	5.4	38,862	5.2
Hispanic	611	2.2	494	2.1	98,391	11.9	84,569	11.3
White	21,497	78.2	18,984	78.8	541,597	65.4	494,243	65.8
Other	908	3.3	906	3.8	44,534	5.4	42,955	5.7
Total	**27,623**	**100.0**	**24,084**	**100.0**	**828,487**	**100.0**	**751,062**	**100.0**

Note: Data reflect public public school students only.
Percent columns may not total 100 due to rounding.

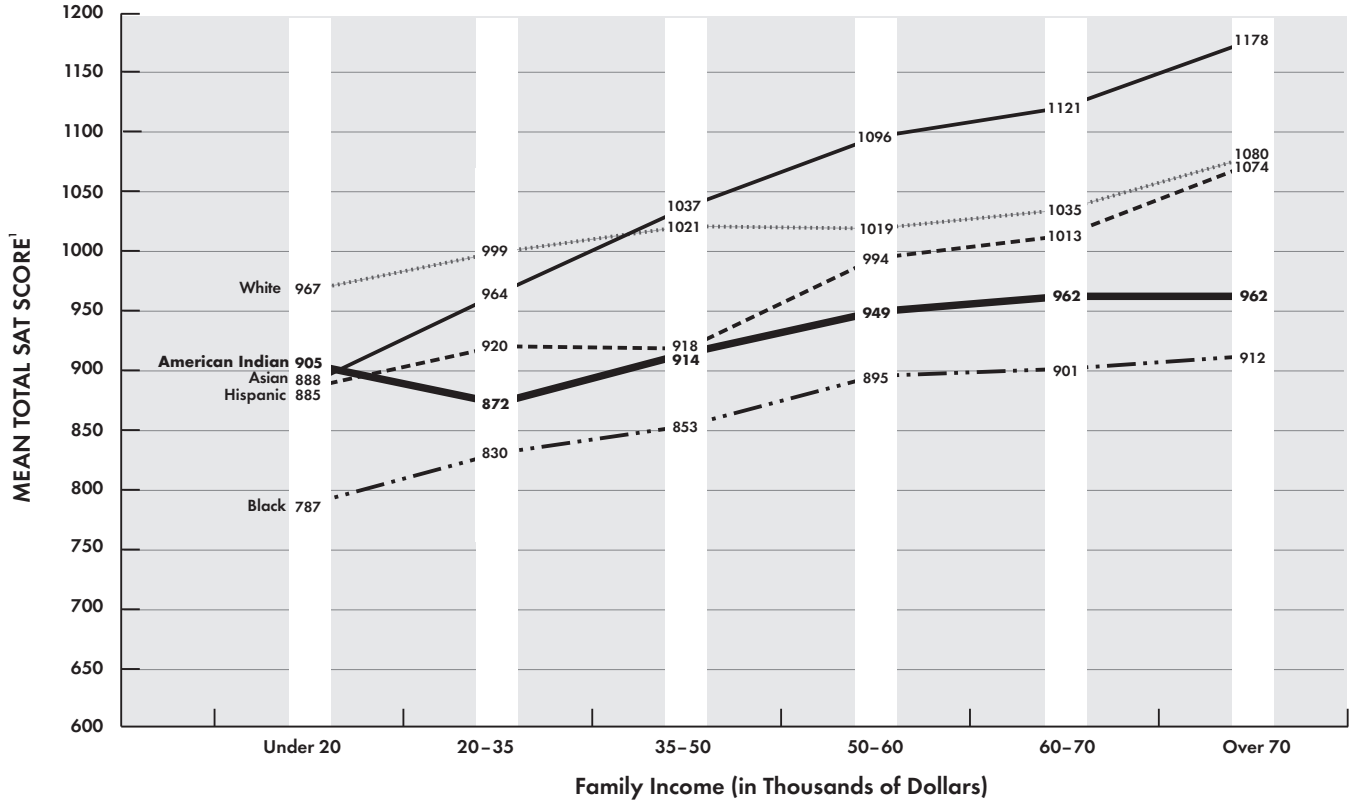
SOURCE: North Carolina State Summary Report, The College Board, 2002 and 2003.

GRAPH 6 Mean Total NC SAT Scores by Ethnicity — 1994–2003



[1]All SAT scores are reported on the recentered score scale (1995).

GRAPH 7 Mean Total NC SAT Scores by Family Income Level — 2003



[1]All SAT scores are reported on the recentered score scale (1995).

APPENDICES

Student making pottery at the Indian Education Resource Center in Pembroke, NC.

Lower left pottery and woven basket by Angel Bradley (pictured right),
Eastern Band of Cherokee, Smokey Mountain Elementary School, Jackson County

APPENDIX A

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 achievement, self-identity, self-concept, and self-esteem of American Indian students, and that they work contrary to both the State Board of Education's strategic priority to ensure that schools provide a welcoming, caring, and inviting place for student learning and the strategic priority that all students achieve high performance in schools. The State Board of Education approved a recommendation in June 2002 strongly encouraging all educators in the public schools of North Carolina to educate themselves on the educational, curricular, and psychological effects of using American
Indian sport mascots and logos. In addition, the State Board agreed that all public school administrators and local boards of education should review their policies and procedures toward the use of American Indian sport mascots, logos, and other demeaning imagery.

In the past year, local boards of education across the state including districts such as Guilford County and Charlotte-Mecklenburg 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 its February 2004 meeting, the NC State Advisory Council on Indian Education publicly commended these school districts for their responsive and definitive action. The Council agreed that local education agencies across the state should encourage continued commitment to their local plans of action aimed at increasing administrator, teacher, and student understanding of the negative impact of American Indian mascots and related imagery. At the direction of the State Board in 2002, the Council will request that districts still using American Indian mascots and related imagery to promptly examine their policies and the impact of those policies on the attitudes, cultural sensitivity, and cultural understanding of both American Indian students and non-Indian students enrolled in their schools. The Council will provide a report on the status following the districts' reporting.

American Indian Studies Elective and Professional Development for Teachers

The State Board of Education approved the creation of an American Indian Studies elective for public high school students. The elective is part of the state curriculum and can be offered in any high school in North Carolina by decision of the local school board. The American Indian Studies elective covers the histories, cultures, and oral literary traditions of the tribes native to North Carolina. American Indians are also increasingly visible in grades K-8 of the Standard Course of Study, the state defined curriculum.

The existence of an American Indian Studies elective for high school students has created an immediate need for curricular resources and teacher training. A number of professional development opportunities have been created across the state, but as yet, there is no coordination

in what programs or content are available to teachers and there is no central clearinghouse that inventories the resources and programs that are being developed. The Department of Public Instruction partnered with LEARN NC, an online tool for instructional resources and professional development geared toward teachers in North Carolina, to develop teacher education modules for the state's American Indian Studies Elective. Teachers can also now access North Carolina Indian and North American Indian model lesson plans through LEARN NC. Another partnership with UNC-Pembroke and the Wildacres Leadership Initiative provided for the first time in July 2003, an institute on American Indian history and culture that was highly rated by participating teachers. The Council has heard anecdotally that a number of other groups are providing training and producing curricular resources on American Indian history and culture, but these efforts are not part of a coordinated education initiative.

APPENDIX B
A Decade of Progress in Education

Raising Academic Achievement • Leading the Nation in Education Progress

2003

- North Carolina leads the nation in integrating No Child Left Behind into school accountability and improvement efforts.
- North Carolina remains focused on: improving academic achievement for all students at all academic levels; ensuring that all students have access to highly qualified teachers; communicating with parents and communities about school performance; and, involving communities in locally-based education decisions.

2002

- The Federal No Child Left Behind Act is signed into law.
- Law requires: holding schools accountable for all students performing at grade level; closing achievement gaps between student demographic groups; and having a highly qualified teacher in every classroom.
- Student performance is up 22 percentage points from 1993; 75 percent of students in grades 3-8 test at or above grade level in both reading and math.

2001

- The North Carolina General Assembly mandates, with support of the State Board of Education and the Department of Public Instruction, that the state include a 'closing the achievement gap' component when measuring schools on student academic growth.

2000

- The State Board of Education starts holding high schools accountable for showing growth in individual student achievement in 10 major subject areas.
- As a result, high schools are measured for both absolute academic achievement and for improvements in individual students' achievement.

1999

- The State Board of Education approves standards at third, fifth, and eighth grade that ensure students are working at grade level in reading, writing, and math before being promoted to the next grade.

1997 – 1998

- High schools are first measured under the ABCs accountability program.

1996 – 1997

- K-8 schools are first measured under the ABCs accountability program.
- A rewards system is introduced providing cash bonuses to teachers and staff in schools that meet or exceed academic expectations.
- 62 percent of students in grades 3-8 score at or above grade level in both reading and math.

1995

- State law introduces the ABCs of Public Education comprehensive school improvement effort.
- The ABCs accountability program requires sweeping education reforms: reorganizing and refocusing public schools through high academic standards, teaching the basics, and maximum local control.

1992 – 1993

- Statewide testing begins in reading and math for grades 3-8.
- 53 percent of students perform at or above grade level in both reading and math.

1989

- The NC School Improvement and Accountability Act introduces statewide curriculum standards, testing programs, and annual performance report cards.

APPENDIX C

Understanding Education Accountability in North Carolina: The ABCs of Public Education

Overview

The ABCs of Public Education is North Carolina's comprehensive school improvement effort. The result of a 1995 state law requiring sweeping education reforms and reorganization, the ABCs has focused public schools in three areas: strong accountability with an emphasis on high educational standards, teaching the basics, and maximum local control. Since its beginning, the ABCs program has been modified and improved to better portray school performance and to ensure that its measures are as fair and accurate as possible. The 2002-03 school year marks the seventh year of the ABCs for K-8 schools and the sixth year for high schools. The ABCs accountability model sets growth and performance standards for each elementary, middle and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results and selected other components are used to measure schools' growth and performance.

What distinguishes the ABCs accountability model from other accountability models is the commitment to rewarding growth in student academic achievement over time. By focusing on both growth and overall performance, schools that make substantial progress in improving student achievement can be rewarded for their efforts before their students are performing at top levels. High-performing schools still are held accountable for the growth of each student, even after the student reaches grade-level proficiency.

Performance standards are measured based on the absolute achievement or the percent of students' scores at or above grade level. Growth standards are benchmarks set annually to measure a school's average progress or growth in student achievement.

Student Assessment

Students in grades 3-8 complete state ABCs End-of-Grade tests in reading and mathematics at the conclusion of each school year. High school students enrolled in the following courses complete state ABCs End-of-Course tests at the conclusion of each course: English I, Algebra I, Algebra II, Geometry, Biology, Chemistry, Physical Science, Physics, ELPS (Economic, Legal, and Political Systems), and US History.

On every ABCs test, student performance is rated according to the following four performance levels:

Level I: Students performing at this level do not have sufficient mastery of knowledge and skills in this grade level or subject area to be successful at the next grade level or at a more advanced level in this subject area.

Level II: Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this grade level or subject area and are minimally prepared to be successful at the next grade level or at a more advanced level in this subject area.

Level III: Students performing at this level consistently demonstrate mastery of this subject matter and skills and are well prepared for the next grade level or for a more advanced level in this subject area.

Level IV: Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in this grade level or subject matter and are very well prepared for the next grade level or for a more advanced level in the subject area.

School Evaluation and Recognition

School performance is publicized annually by the State Board of Education for the following recognition categories:

SCHOOL STATUS LABELS FOR 2003-2004

<table>
<tr><th rowspan="2">PERFORMANCE LEVEL
Based on Percent of Students' Scores at or Above Achievement Level III</th><th colspan="3">ACADEMIC GROWTH</th></tr>
<tr><th colspan="2">Schools Making Expected Growth or High Growth</th><th>Schools Making Less than Expected Growth</th></tr>
<tr><td rowspan="2">90% to 100%</td><td>Met AYP</td><td>Honor School of Excellence</td><td rowspan="3">No Recognition</td></tr>
<tr><td>AYP Not Met</td><td>School of Excellence</td></tr>
<tr><td>80% to 89%</td><td colspan="2">School of Distinction</td></tr>
<tr><td>60% to 79%</td><td colspan="2">School of Progress</td></tr>
<tr><td>50% to 59%</td><td colspan="3">Priority School</td></tr>
<tr><td>Less than 50%</td><td colspan="2">Priority School</td><td>Low-Performing*</td></tr>
</table>

* The term "low performing" applies to a school that does not meet the expected growth standard and less than 50% of its students are performing at or above Achievement Level III.

Each year, as part of North Carolina's ABCs Accountability program, elementary, middle, and high schools receive one or more ABCs designations based on their performance on the state's End-of-Grade/End-of-Course tests. These ABCs designations are awarded based on standards in two areas: 1) performance, the percentage of students testing at or above grade level, and, 2) growth, whether students have learned as much as they were expected to learn in one year.

Schools that reach the state's highest performance and growth standards are eligible for incentive awards or other recognition. To be eligible for incentive awards, schools must test at least 98 percent of their eligible students in grades K-8 and 95 percent of students enrolled in specific courses in high school. Schools become designated low performing when their growth and performance fall below specified levels, and those schools may receive mandatory assistance based on action by the State Board of Education.

Each year, every school receives one of the following ABCs designations: High Growth, Expected Growth, No Recognition, Priority School, or Low Performing. When schools meet or exceed the state's growth goals and satisfy the state's testing requirements, they can earn the following additional designations for commendable performance: School of Excellence, School of Distinction, or School of Progress.

Incentives for high performance and sanctions for low performance are key elements of the ABCs. Teachers, principals and other certified staff, as well as teacher assistants, are eligible for cash incentives based on whether a school meets expected or high growth.

One of the major strengths of the ABCs is the assistance provided to schools that are designated as low performing by the State Board of Education. State Assistance Teams may be assigned to low-performing schools to help the schools evaluate their teaching and learning environment and to provide services that will improve the education of all children attending those schools.

Assistance Teams review all facets of school operation and assist in developing recommendations for improving student performance. The teams also evaluate all certified personnel assigned to the schools and make recommendations concerning their performance.

School and Student Performance

Since the ABCs began, the number of high performing schools in North Carolina has consistently grown. In 2002-03, more than 60 percent of North Carolina schools were Schools of Excellence or Schools of Distinction, the state's two highest recognition categories, compared to a little over 10 percent in 1996-97. Between 1996-97 and 2002-03, the number of Schools of Excellence increased from 12 to 473 schools. In 2002-03, there were only 6 low-performing schools statewide, down from 123 low-performing schools in the first year of the program.

The overall level of student achievement is improving under the ABCs. In 2001, the General Assembly mandated that, beginning in the 2002-03 school year, the state include a "closing the achievement gap" component in its measurement of student growth. Although there have been improvements in the academic performance of students in every demographic group under the ABCs, the performance gap between white and minority students has persisted.

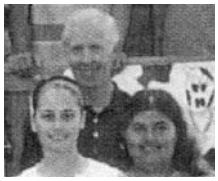
PERCENT OF STUDENTS AT OR ABOVE GRADE LEVEL IN BOTH READING AND MATH, GRADES 3-8

	All students statewide	American Indian students statewide	White students statewide
2002-03	80.8 percent	72.3 percent	88.8 percent
1996-97	61.7 percent	42.9 percent	72.7 percent

By following the annual performance of demographic subgroups of students, the state is able to chart its progress in closing gaps between groups and to direct its resources to those students who need them most.

For more information about the ABCs, please go to http://www.ncpublicschools.org/abcs/ or contact your local school district superintendent. A list of North Carolina superintendents and contact information can be found at: www.ncpublicschools.org/nceddirectory/.

APPENDIX D



No Child Left Behind: Our Schools and the Federal Education Law

No Child Left Behind (NCLB), signed into federal law by President George W. Bush in 2002, is having a tremendous impact on North Carolina's public schools. The legislation represents the largest ever expansion of involvement in K-12 education by the federal government. Several key parts of the new Act are well aligned with North Carolina's ABCs of Public Education accountability program and the major education initiatives already underway in our state. No Child Left Behind measures student and school performance, establishes standards for teacher qualifications, and involves parents and communities in education-related decision making.

Adequate Yearly Progress Standards

The federal No Child Left Behind Act requires North Carolina to establish a set of standards for determining whether the state's schools are making Adequate Yearly Progress (AYP). Beginning with a baseline from the 2001-02 school year, schools must make AYP every school year. Adequate Yearly Progress is determined based on a series of incrementally higher performance targets in reading and math culminating in the goal that all students (100%) reach grade level standards or higher by 2013-14. Based on federal guidelines, the State Board of Education has set the following AYP performance targets for the school year, 2003-04:

Schools Offering Grades K-8 Must Have

- A 90 percent daily attendance rate or improvement (0.1 percentage point) from the previous year.
- 68.9 percent of the entire school testing at or above grade level in reading, and 68.9 percent of students from every demographic subgroup of over 40 students – including American Indians – testing at or above grade level in reading as measured by the state's End-of-Grade tests given in grades 3-8.
- 74.6 percent of the entire school testing at or above grade level in math, and 74.6 percent of students from every demographic subgroup of over 40 students – including American Indians – testing at or above grade level in math as measured by the state's End-of-Grade tests given in grades 3-8.

Schools Offering Grades 9-12 Must Have

- A 90 percent graduation rate or improvement (0.1 percentage point) from the previous year.
- 52.0 percent of all 10th graders testing at or above grade level in reading, and 52.0 percent of students from every demographic subgroup of over 40 students – including American Indians – testing at or above grade level in reading as measured by the state's 10th Grade Comprehensive Test in Reading.
- 54.9 percent of all 10th graders testing at or above grade level in math, and 54.9 percent of students from every demographic subgroup of over 40 students – including American Indians – testing at or above grade level in math as measured by the state's 10th Grade Comprehensive Test in Mathematics.

The disaggregation of data for the student demographic subgroups is an important part of identifying and developing high quality programs and strategies for closing minority achievement gaps. School test results for 2002-03, broken into subgroups, are available on the Public Schools of North Carolina Web site, www.ncpublicschools.org. If even one subgroup in one subject area in a school does not meet NCLB standards, the school will not meet Adequate Yearly Progress standards. In the 2002-03 school year, 47 percent of North Carolina's schools made Adequate Yearly Progress.

Schools that receive Title I federal funding and fail to make Adequate Yearly Progress (AYP) for two consecutive years enter into School Improvement Status. Once a school enters School Improvement Status, it must meet Adequate Yearly Progress (AYP) for two consecutive years in order to be removed from improvement status. Schools in School Improvement face sanctions that increase in severity each year the school remains in school improvement. For more information about AYP and the No Child Left Behind Act, visit www.ncpublicschools.org/nclb.

Teacher Quality Standards

One of the important provisions of the No Child Left Behind Act is a requirement that, by June 30, 2006, all teachers of core academic subjects must be "highly qualified." North Carolina already has rigorous standards for teacher licensure and this new federal law adds one more way in which teacher qualification can be measured. In 2002-03, 83 percent of teachers across the state met the federal "highly qualified" definition.

"Highly qualified" teachers are generally defined as teachers who are fully licensed (also called certified) by the state. They hold at least a bachelor's degree from a four-year institution, and they demonstrate competence in the subject area(s) they teach. The standards for "highly qualified" only apply to teachers in core subject areas: English, reading, language arts, mathematics, science, foreign languages, civics and government, social studies, economics, arts, history, geography, and kindergarten through Grade 6 (K-6). The federal regulations do not apply to non-core subject area teachers such as vocational teachers or physical education teachers.

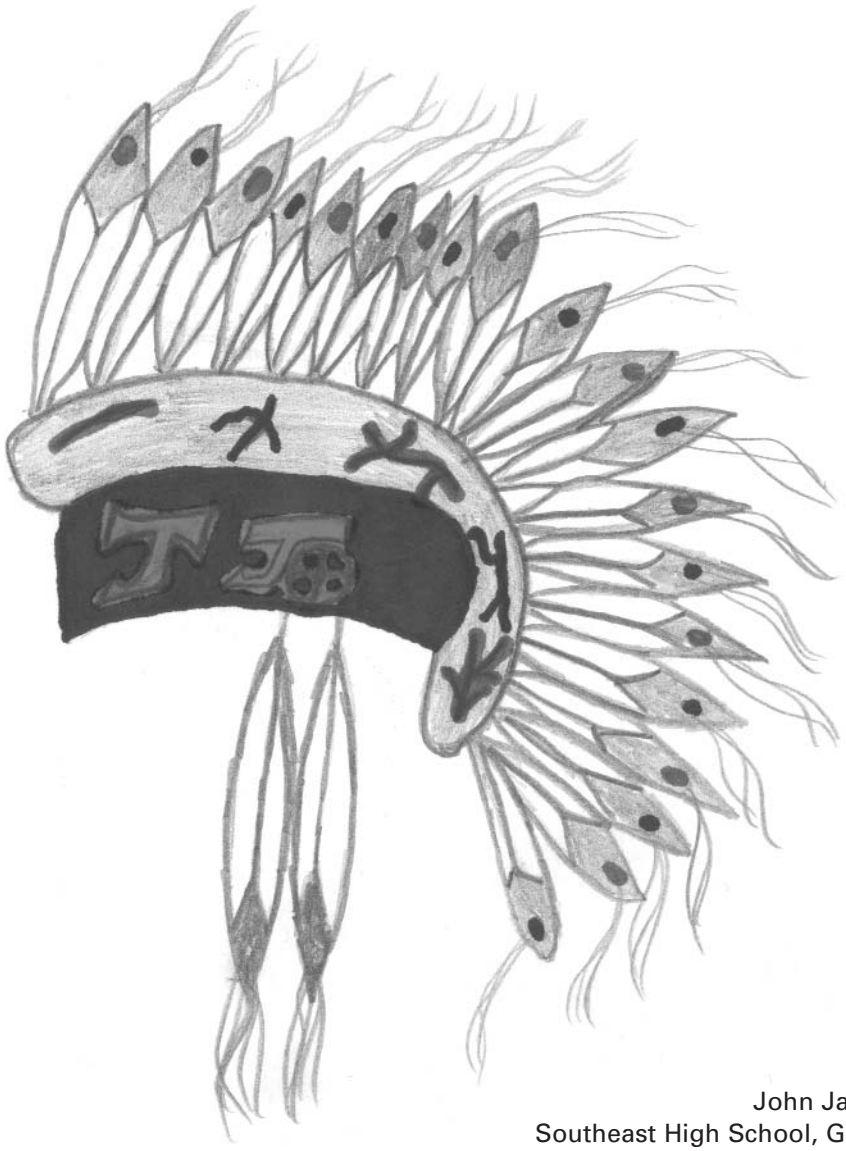
Teachers can demonstrate subject area competence in a number of ways, ranging from national board certification or passing scores on professional exams, to completion of an academic major or a master's or doctoral degree in the subject area taught.

Federal regulations regarding "highly qualified" teachers have multiple rules that are applied in various ways and for various circumstances. For example, a veteran elementary school teacher with 25 years of experience and a doctoral degree might not be considered highly qualified by federal definition. If the teacher were licensed by North Carolina before a subject area-teaching exam was required for certification, even with his doctoral degree and 25 years of experience, this teacher would not demonstrate "competence" according to federal rules. So while this teacher may be an extremely well qualified teacher, his qualifications do not meet the federal definition. Eventually, this teacher is likely to pass a federally mandated exam, but until then he will not be considered "highly qualified" according to No Child Left Behind. Many effective, quality teachers may not currently meet the federal definition of "highly qualified," but the state expects its numbers of "highly qualified" teachers to increase as rules become more clear and requirements are fully communicated to teachers.

In schools with federal Title I funding, parents may ask their school district about the qualifications of their child's teacher. Parents may request the following information:

- Has a child's teacher met North Carolina's teacher licensing requirements? In what areas is the teacher certified/licensed?
- Has a child's teacher had any licensure requirements waived?
- What degrees does a child's teacher hold and with what academic majors?

In addition, parents of children attending schools with federal Title I funding must be notified when their child is taught a core academic subject for four or more consecutive weeks by a teacher who does not meet "highly qualified" standards. For more information about highly qualified teachers and parent communications in Title I funded schools, visit www.ncpublicschools.org/nclb.



John Jacobs, Lumbee
Southeast High School, Guilford County

APPENDIX E

List of Parent Interviewees

The Council would like to extend its grateful thanks to the following parents and grandparents who shared their time, their thoughts, and their insights on education and parent involvement for this report.

Jeff Anstead, Haliwa-Saponi, Warren County

Sadie Barber, Coharie, Sampson County

Daniel Bell, Coharie/Lumbee, Chapel Hill

Kimberly Bird, Sappony, Mecklenburg County & Person County

Henry Brewer, Lumbee, Robeson County

Sabrina Dew, Lumbee, Robeson County

Eddie Epps, Sappony, Wake County

Isabelle Freeman, Coharie, Harnett County

Sandra Hunt, Coharie, Guilford County

Angela Hurley, Occaneechi, Alamance County

Sue Jacobs, Waccamaw-Siouan

Anthony Locklear, Lumbee, Wake County

Glenn Martin, Sappony, Person County

Annette Raines, Lumbee, Wake County

Ronald Richardson, Haliwa-Saponi, Halifax County

Kay Roberts, Lumbee, Robeson County

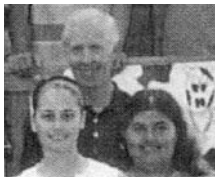
Nora Dial Stanley, Lumbee, Forsyth County

Delton Stewart, Sappony, Person County

Gary Strickland, Lumbee, Robeson County

While these volunteer contributors do not represent the full breadth of North Carolina's American Indian communities, they are a diverse group. They are mothers, fathers, and grandparents; they are from single and two parent households; their occupations range widely and some work more than one job; their children or their grandchildren range from pre-kindergarten to seniors in high school, and they live in rural and urban communities. Some parents were interviewed in their home communities in March 2004 and others were interviewed at the North Carolina Indian Unity Conference held in Raleigh, North Carolina from March 11-13, 2004. Additional parents were interviewed for this report, but their names are not included here at their request.

APPENDIX F



List of Resources for Parents and Communities

The following resources are meant to provide information that might be useful to the readers. These resources do not constitute endorsement by the NC Department of Public Instruction or the NC American Indian Council.

North Carolina Public Schools

NC SCHOOL REPORT CARDS
Provides detailed data about public school and school district in North Carolina. **www.ncreportcards.org**

NC ABCS OF PUBLIC EDUCATION
Provides details about North Carolina's public school accountability program that started in 1995, including information about school performance standards and annual school ABCs designations. **www.ncpublicschools.org/abcs**

Educational Programs

21ST CENTURY COMMUNITY LEARNING CENTERS
U.S. Secretary of Education Rod Page announced the award of nearly $206 million in new 21st Century Community Learning Center grants. The new grants will go to 308 school districts, working in partnership with community-based organizations, to establish centers in 1,420 rural and inner-city public schools. **http://www.ed.gov/21steele**/

CENTER FOR MULTILINGUAL MULTICULTURAL RESEARCH
The center is an organized research unit at the University of Southern California, facilitating the research collaboration, dissemination and professional development activities of faculty, students, and others across School of Education, university outside organizational lines. The center provides a base for those interested in multilingual education, multicultural education and other related areas; and the opportunity to come together for research and program collaboration. **http://www.usc.edu/dept/education/CMMR**

GEAR UP
The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Executive Director of GEAR UP NC is Anthony Locklear. **http://www.ncmentor.org/gear_up/**

TRIO PROGRAM
The TRIO programs are educational opportunity outreach programs designed to motivate and support students. U.S. Department of Education, 1990 K Street, N.W., 7th floor Washington, DC 20006-8510 **http://www.ed.gov/about/offices/list/ope/trio/index.html**

INROADS
Inroads offers corporate internships, educational support and training programs to talented minority college students. Inroads works to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership. Inroads has affiliates in Charlotte and in Raleigh/Durham/Chapel Hill/Greensboro.
http://www.inroads.org/

NATIONAL INDIAN EDUCATION ASSOCIATION
The National Indian Education Association supports traditional Native cultures and values, enables Native learners to become contributing members of their communities, promotes Native control of educational institutions, and improves educational opportunities and resources for American Indians and Alaska Natives throughout the United States.
http://www.niea.org/

BUREAU OF INDIAN AFFAIRS, OFFICE OF INDIAN EDUCATION
The Bureau of Indian Affairs, Office of Indian Education Programs is a service organization devoted to providing quality education opportunities for American Indian people. Established in the latter part of the nineteenth century to carry out the federal government's education commitment to Indian tribes, it has become the only national education system for American Indian children and adults. **http://www.oiep.bia.edu/**

Clearinghouses for American Indian Resources and Educational Links

CANKU OTA
An online newsletter celebrating Native America. Access a wealth of information about American Indian educational resources at **www.turtletrack.org** under "Cool links."

Bibliography of Native American centers, schools, colleges, universities and research:
http://cobalt.lang.osaka-u.ac.jp/~krkvls/edu.html

Tribal colleges, Native Studies programs, and Indian Education:
http://www.nativeculture.com/lisamitten/education.html

Native American research and information sites maintained by the Educational Technology Center – KSU in Kennesaw, GA: **http://edtech.kennesaw.edu/web/natam.html**

Scholarship and Financial Aid Information

AMERICAN INDIAN COLLEGE FUND
Based in Denver, with offices in New York City, the nonprofit College Fund was created in 1989 to raise private support for scholarships, endowments and public awareness for Native higher education. In 1999 alone, the Fund has raised more than $33 million on behalf of the 30 tribal colleges it was founded to support. **http://www.collegefund.org**/

CATCHING THE DREAM
Provides help with writing essays for college and also provides assistance when obtaining and applying for scholarships. Dr. Dean Chavers, director. Phone # (505) 262-2351
ctd4deanchavers@aol.com

COLLEGE FOUNDATION OF NORTH CAROLINA
The College Foundation of North Carolina is a nonprofit partnership between Pathways of North Carolina, College Foundation, Inc., and the North Carolina State Education Assistance Authority. These organizations have broad expertise in helping students to prepare successfully for college and to find the best financial aid alternatives. Together they provide a complete and comprehensive source of information for students and their families. **http://www.cfnc.org/**

FAFSA (FREE APPLICATION FOR FEDERAL STUDENT AID)
Prospective college students can apply for federal financial aid through the Free Application for US Federal Student Aid (FAFSA), a service of the US Education Department.
http://www.fafsa.ed.gov/

GATES MILLENNIUM SCHOLARS PROGAM
The Gates Millennium Scholars Program, administered by the United Negro College Fund, will provide scholarships and fellowships for outstanding low-income African-American, Native American, Hispanic American, and Asian-Pacific American students to attend the undergraduate and graduate institutions of their choice. **http://www.gmsp.org**

SCHOLARSHIP AND GRANT PAGE FOR NATIVE AMERICAN STUDENTS
General Information for financial aid including a detailed list of Native American scholarships
http://www.uncc.edu/kvjohnso/

APPENDIX G
Tribal Organizations in North Carolina

COHARIE INTRA-TRIBAL COUNCIL
7531 N. U.S. Hwy 421
Clinton, NC 28328
Elizabeth Maynor, Executive Director
Phone: 910-564-6909
FAX: 910-564-2701

CUMBERLAND COUNTY ASSOCIATION FOR INDIAN PEOPLE
200 Indian Drive
Fayetteville, NC 28301
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Rick Oxendine, Executive Director
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P. O. Box 99, 39129 Hwy. 561
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MEHERRIN INDIAN TRIBE
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Winton, NC 27986
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Thomas Lewis, Tribal Chairman
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FAX: 252-396-0334
Email: meherrin@inteliport.com

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Raleigh, NC 27699-1317
Gregory Richardson, Executive Director
Phone: 919-733-5998
FAX: 919-733-1207

OCCANEECHI BAND OF SAPONI NATION
207 E. Center Street
Mebane, NC 27302
William Hayes, Chairman
Phone: 919-304-3723
FAX: 919-304-3724
Email: obsn@mebtel.net

SAPPONY
High Plains Indians, Inc., for the Sappony
P. O. Box 1101
Roxboro, NC 27573
Dante Desiderio, Executive Director
Phone: 434-585-3352
Email: sappony@msn.com

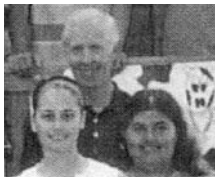
TRIANGLE NATIVE AMERICAN SOCIETY
P. O. Box 26841
Raleigh, NC 27611
La-Tonya Locklear, President
Phone: 919-463-0164

TRIBAL COUNCIL OF THE LUMBEE TRIBE
P. O. Box 2709
Pembroke, NC 28372
Mr. Leon Jacobs, Tribal Administrator
Phone: 910-521-7861
FAX: 910-521-7790
Email: leon.jacobs@lumbeetribe.com

UNITED TRIBES OF N.C.
c/o Cumberland Co. Assoc. for Indian People
200 Indian Drive
Fayetteville, NC 28301
Gladys Hunt, President
Phone: 910-483-8442
FAX: 910-483-8742

WACCAMAW SIOUAN DEVELOPMENT ASSOCIATION
P. O. Box 69
Bolton, NC 28423
Archie Jacobs, Tribal Council Chair
Phone: 910-655-9551
FAX: 910-655-8779

APPENDIX H
Council Members and Staff



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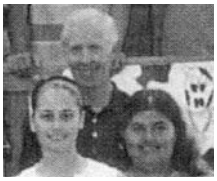
Division of School Improvement



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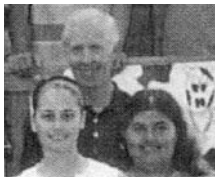

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