

Empowerment Through Data: Advancing American Indian Student Achievement



**APRIL
2025**

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

THE STATE ADVISORY COUNCIL ON INDIAN EDUCATION: Background and Membership

The State Advisory Council on Indian Education advocates collectively on behalf of American Indian students; examines the applicability of state and national trends in Indian education; collaborates with education practitioners, including the Title VI-IEA administrators; and re-examines its mission and goals as school reform initiatives steer the direction of the public school system in North Carolina. Council membership is comprised of parents of American Indian students in K-12 public schools, K-12 American Indian educators, representatives from both houses of the North Carolina General Assembly, the University of North Carolina Board of Governors, and the North Carolina Commission of Indian Affairs.

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LETTER FROM THE SACIE CHAIRWOMAN

Dear Stakeholders,

It is with immense pride and enthusiasm that I present this year's report on behalf of the State Advisory Council on Indian Education (SACIE). This year marks a significant milestone in advancing the education of American Indian students across North Carolina with the appointment of a dedicated Director for American Indian Education. This appointment represents a transformative step toward centering Indigenous perspectives within our educational systems, and I could not be more excited about the opportunities this creates for our students, families, and communities.

The 2025 report, *Empowerment Through Data: Advancing American Indian Student Achievement*, highlights our collective commitment to ensuring the educational success of American Indian students. Guided by data, cultural relevance, and a steadfast dedication to equity, this report reflects both our progress and the challenges that remain, all while reinforcing a shared vision for continued advocacy.

Within this report, you will find a detailed analysis of key educational indicators for American Indian students across the state, including academic achievement, graduation rates, and disciplinary trends. While we celebrate areas of progress, we also reaffirm our commitment to addressing disparities and ensuring that all students have access to equitable learning opportunities.

We continue to advocate for policies and initiatives that support American Indian students across North Carolina. The State Advisory Council on Indian Education (SACIE) recommends that the State Board of Education and the Department of Public Instruction prioritize facilitating collaboration between SACIE, legislative bodies, and educational stakeholders to support the newly established Office of Indian Education. Additionally, SACIE urges school districts to include the achievement of American Indian students in their school improvement plans, with clear, culturally responsive goals and activities. Disaggregated testing data should be used to identify and address achievement gaps effectively.

On behalf of SACIE, I extend my deepest gratitude to the North Carolina Department of Public Instruction, the NC Commission of Indian Affairs, Title VI programs, the NC State Board of Education, and the parents, students, and communities we serve. To my fellow SACIE members, thank you for your unwavering commitment to this mission. Together, we are creating pathways for our children to flourish, honoring their stories, and laying the foundation for a brighter future.

Let us continue this critical work with purpose and resolve. Our children's potential is boundless, and their future is our collective responsibility.

Respectfully,



Tiffany M. Locklear, Ed.D.
Chairwoman, State Advisory Council on Indian Education



PART I: Executive Summary and Recommendations



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

Legislative Requirement

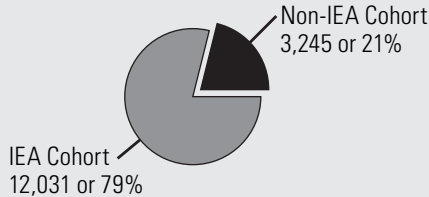
In 1988, the State Board of Education (SBE) adopted an Indian Education policy to identify Indian Education issues in grades K-12. In that same year, the North Carolina General Assembly enacted Article 13A (NCGS § 115C-210 et seq.) that established the State Advisory Council on Indian Education (SACIE)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

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

Public School Enrollment Data

As part of the 2023-2024 academic year, the total enrollment of American Indian/ Alaskan Native (AI/AN) students in North Carolina’s public schools was 15,276. Of this number, 12,031 students were enrolled in 19 school districts that receive funding through the Title VI Indian Education Act (IEA) of 1972 (see Appendices A, B, C, and D). This report provides performance data of all students self-identified as American Indian/ Alaskan Native to include those served by Title VI programs. Enrollment data is based on the final Average Daily Membership (ADM) reported by the LEA for the 2022-23 school year.

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



State-level Findings

The SACIE has decided to include 2023-24 data with subgroup data broken out by grade level for grades 3-8 and broken out by gender for EOC assessments. 2023-24 data are included for ACT, SAT, AP course enrollment and performance, discipline data, and current graduation data.

The table below compares the 2023-24 academic performance of American Indian students to that of White students in five academic areas. Also included are data on the four-year cohort graduation and dropout rates for the 2023-24 school year.

Data Comparisons	American Indian Students	White Students	Difference (Percentage Points)
EOG Reading	36.6%	62.9%	26.3
EOG Math	41.9%	68.0%	26.1
EOC Math I	23.9%	50.1%	26.2
EOC English II	45.2%	72.5%	27.3
EOC Biology	44.5%	67.4%	22.9
Four Year Cohort Graduation Rate	82.4%	89.8%	7.4
Dropout Rate	1.58%	1.32%	-.26

Recommendations

The State Advisory Council on Indian Education (SACIE) recommends the following to the State Board of Education and the Department of Public Instruction:

1. To facilitate opportunities for collaboration between and among SACIE and legislative and policy making entities. Relationship building with broad stakeholder sectors will result in greater advocacy for the newly established Office of Indian Education and wide-spread support for school districts, schools, and communities that serve American Indian students.
2. To urge school districts to identify the achievement of American Indian students in the school improvement plan (see G.S. § 115C-105.27), and to incorporate specific goals, objectives, and culturally responsive lessons and activities in the annual plan. Relying on disaggregated testing data will ensure that achievement gaps are clearly illuminated and strategically addressed by principals, teachers, and district-level leaders.

PART II: Discussion of State and LEA Findings



Interpreting the Findings

The 2025 State Advisory Council on Indian Education Report consists of 2023-2024 state-level and district-level achievement profiles. It is intended to inform educators, policymakers, parents, and tribal communities about the annual progress of American Indian students in critical areas of school success across North Carolina. In this report, the academic achievement of American Indian students is profiled for the state and each of the Title VI school districts and one additional district in the following assessment categories:

1. End-of-Grade (EOG) Reading (grades 3-8 combined and broken out by grade level)
2. End-of-Grade (EOG) Math (grades 3-8 combined and broken out by grade level)
3. End-of-Grade (EOG) Science
4. End-of-Course (EOC) Math I
5. End-of-Course (EOC) Biology
6. End-of-Course (EOC) English II
7. Cohort Graduation Rate (CGR)
8. Dropout Rate, Grades 9-13
9. Scholastic Aptitude Test (SAT)
10. American College Test (ACT)
11. Advanced Placement (AP)
12. Short Term Suspension

Three years of data have been provided for each assessment. For more information see the 2019-20 Accountability Data Sets and Reports.

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

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

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

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

- Achievement Level 1: Students performing at this level have **limited command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and will need academic support to engage successfully in this content area.
- Achievement Level 2: Students performing at this level have **partial command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and will likely need academic support to engage successfully in this content area.
- Achievement Level 3: Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level, but they may need academic support to engage successfully in the content area in the next grade-level.
- Achievement Level 4: Students performing at this level have **solid command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and are academically prepared to engage successfully in the content area.
- Achievement Level 5: Students performing at this level have **superior command** of the knowledge and skills contained in the SBE-adopted ELA content standards and the *NC Essential Standards for Science* assessed at their grade-level and are academically well-prepared to engage successfully in the content area.

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

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

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

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

Cohort Graduation Rate

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

Dropout Rate

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

SAT

The three-year trend of SAT data shows the participation rates and the mean total SAT scores of graduating seniors from 2021-22 to 2023-24. SAT performance is compared at the state, district, and racial/ethnic group levels.

Advanced Placement (AP)

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

ACT

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

Racial/Ethnic Groups

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

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

Cultural Information

There are eight American Indian tribes located in North Carolina that hold membership on the NC Commission of Indian Affairs. Under the Dawes Act of 1887, the Eastern Band of Cherokee Indians was incorporated with the state of North Carolina as a sovereign entity. Therefore, the Cherokee Tribe is both state and federally recognized. The Lumbee Tribe of North Carolina is also state and federally recognized. The Lumbee were recognized by the federal government under the “Lumbee Act of 1956” in name only. As per NCGS 143B-704, eight Indian tribes and four Urban Indian Associations hold membership on the NC Commission of Indian Affairs. Chapter 71A of the North Carolina General Statutes provides summary of the Indian tribes recognized by the state of North Carolina (see Appendix F). As part of each profile, attention is given to the major American Indian tribes represented in the statewide student population. In some cases, however, no specific tribes are mentioned, mainly because the variety is too extensive to capture in this report (NC Department of Administration, Commission of Indian Affairs, 2023).

Using the Findings

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

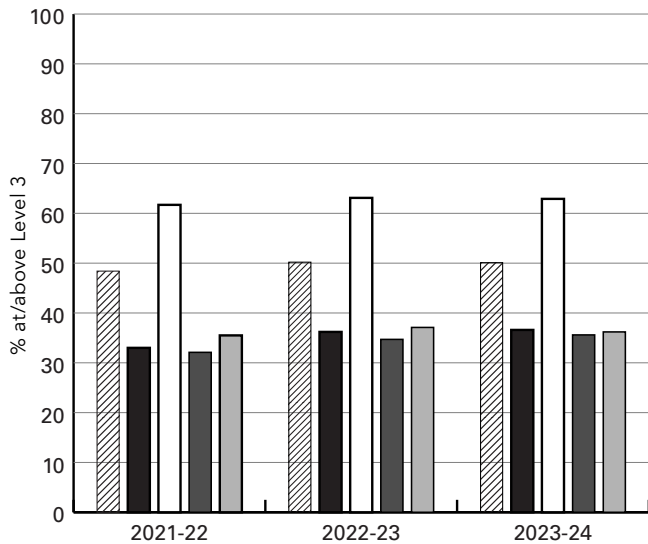


Student forming dough

STATE FINDINGS

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

READING

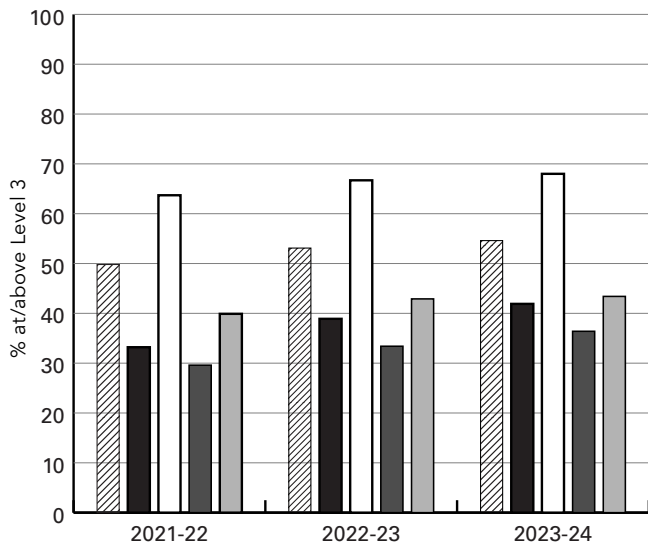


Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined)					
Percent at/above Level 3					
2021-22	48.4	33.0	61.7	32.1	35.5
2022-23	50.2	36.2	63.1	34.7	37.1
2023-24	50.1	36.6	62.9	35.6	36.2
End-of-Grade Math (Grades 3-8 Combined)					
Percent at/above Level 3					
2021-22	49.8	33.2	63.7	29.6	39.9
2022-23	53.1	38.9	66.7	33.4	42.9
2023-24	54.6	41.9	68.0	36.4	43.4

EOG: Reading and Math

The number of American Indian students demonstrating proficiency on EOG reading assessments (for grades three through eight) increased from the 2022-23 to the 2023-24 school year. The EOG reading data show that American Indian students performed 13.5 percentage points below the state average proficiency rate in 2023-24. To explain, 36.6% of American Indian students demonstrated grade-level proficiency in reading compared to the state average for all students of 50.1%. Compared to White students (62.9%), American Indian students (36.6%) performed 26.3 percentage points lower. Average EOG math proficiency scores increased for American Indian students, as well as other subgroups. The performance of American Indian students increased by 3 percentage points. EOG math assessment data shows that American Indian students performed 12.7 percentage points below the state average proficiency rate in 2023-24. To explain, 41.9% of American Indian students demonstrated grade-level proficiency in math compared to the state average of 54.6% of students demonstrating grade-level proficiency. Additionally, American Indian students (41.9%) scored 26 percentage points lower than their White peers (68%).

MATH

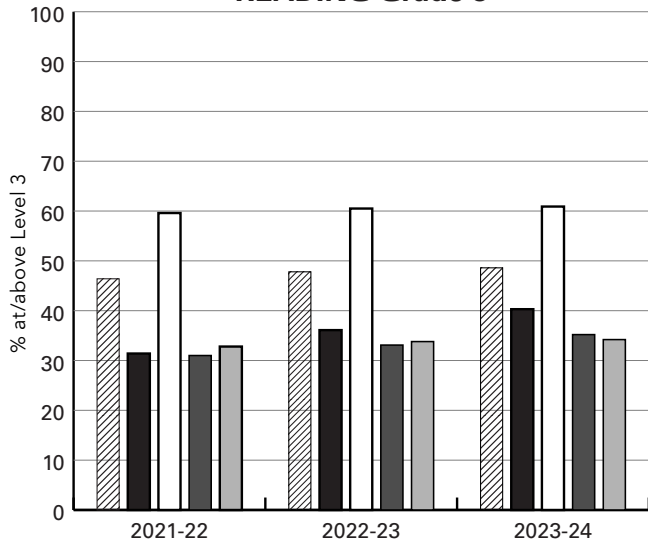


State
 American Indian
 White
 Black
 Hispanic

STATE FINDINGS (by grade subject and grade-level)

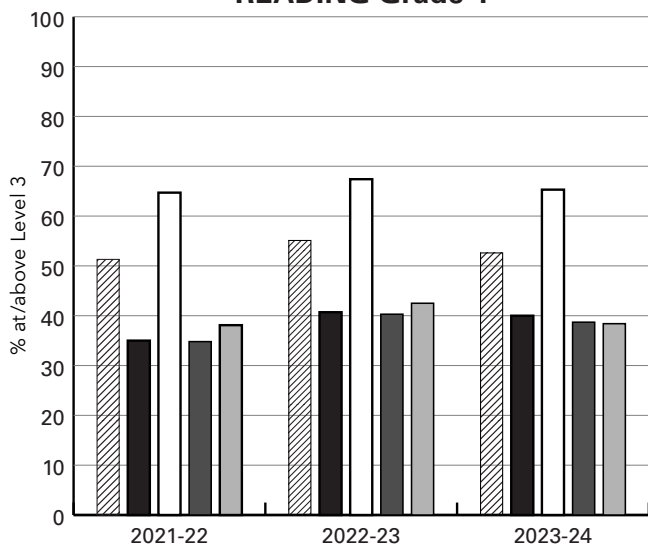
END-OF-GRADE READING - GRADES 3-5

READING Grade 3



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 3					
2021-22	46.4	31.4	59.6	31.0	32.8
2022-23	47.8	36.1	60.5	33.1	33.8
2023-24	48.6	40.3	60.9	35.2	34.2
End-of-Grade Reading Grade 4					
2021-22	51.3	35.0	64.7	34.8	38.1
2022-23	55.1	40.7	67.4	40.3	42.5
2023-24	52.6	40.0	65.3	38.7	38.4
End-of-Grade Reading Grade 5					
2021-22	45.7	28.4	59.9	28.4	31.8
2022-23	48.0	33.4	61.7	31.4	34.1
2023-24	50.2	35.9	63.0	35.5	36.8

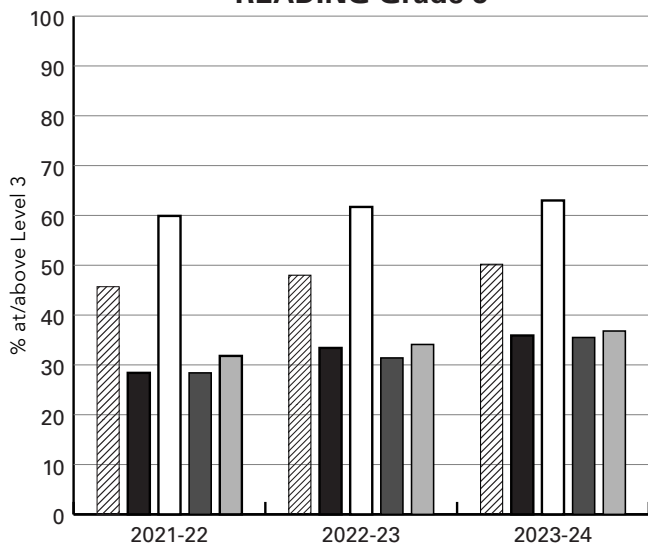
READING Grade 4



EOG: Reading

Proficiency rates for American Indian students fall below the state average in grades 3-5. Proficiency rates for American Indian students saw increases in proficiency from 2022-23 to 2023-24 in third (4.2) and fifth (2.5) grades and a slight decrease (-0.7) in fourth grade. Proficiency rates for state and all subgroups increased in the third and fifth grade. Proficiency rates for the state and all subgroups decreased in fourth grade. However, American Indians saw the least significant change (-0.7). American Indian students' proficiency rates are above their Black and Hispanic peers in third and fourth grade and only their Black peers by fifth grade. Conversely, the gap between the proficiency rates of American Indian students and their White peers grows from 20.6 points in third grade to 27.1 points by fifth grade, a nearly 31% increase.

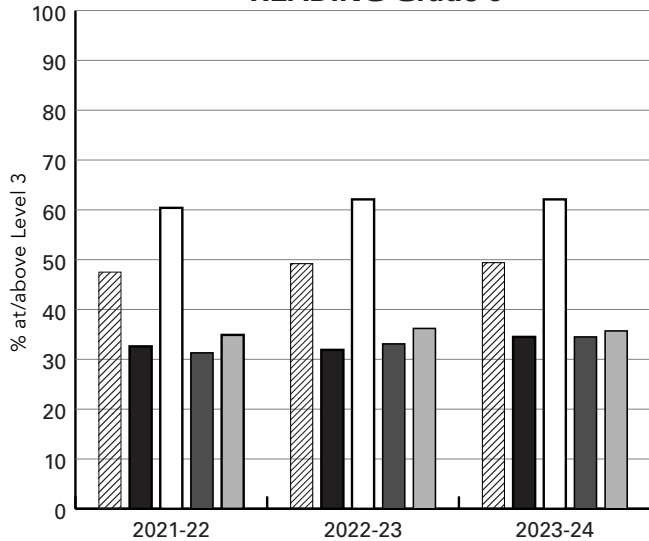
READING Grade 5



State
 American Indian
 White
 Black
 Hispanic

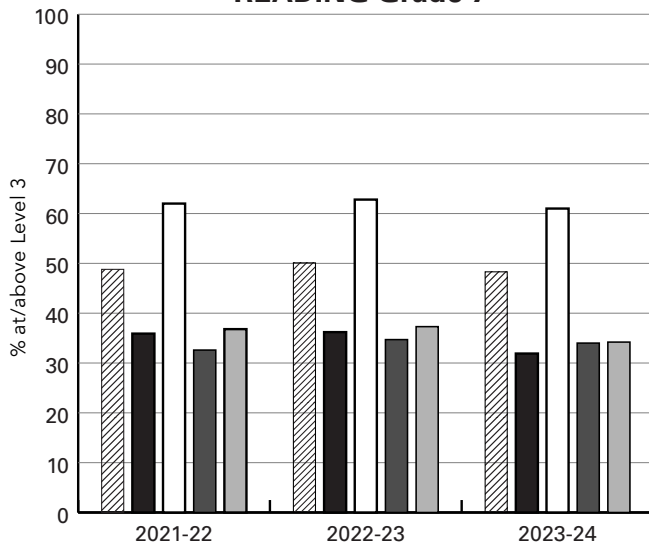
END-OF-GRADE READING - GRADES 6-8

READING Grade 6



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Reading Grade 6					
2021-22	47.5	32.6	60.4	31.3	34.9
2022-23	49.2	31.9	62.1	33.1	36.2
2023-24	49.4	34.5	62.1	34.5	35.7
End-of-Grade Reading Grade 7					
2021-22	48.8	35.9	62.0	32.6	36.8
2022-23	50.1	36.2	62.8	34.7	37.3
2023-24	48.3	31.9	61.0	34.0	34.2
End-of-Grade Reading Grade 8					
2021-22	50.6	34.4	63.6	34.4	38.4
2022-23	50.9	38.4	64.2	35.2	38.4
2023-24	51.3	37.5	65.0	35.6	37.6

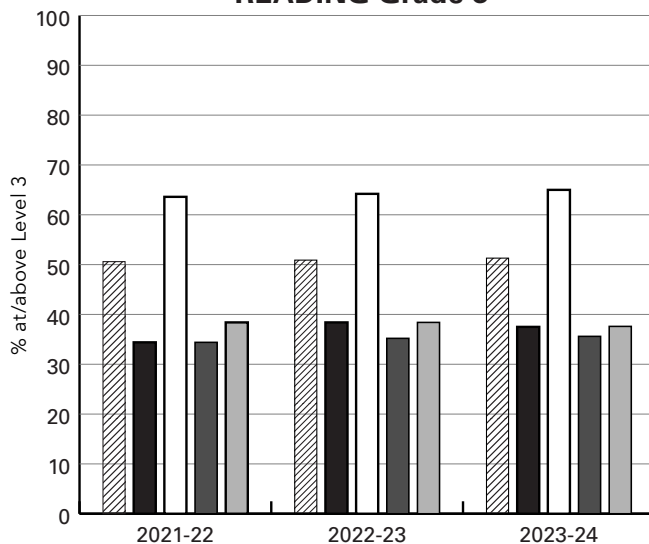
READING Grade 7



EOG: Reading

In 2023-24, overall EOG Reading proficiency rates increased in sixth (49.4%) and eighth (51.3%) grades with the exception of a 1.8 point decline in seventh grade (48.3%). Sixth grade proficiency rates increased by 0.2 percentage points and eighth grade increased by 0.4 percentage points. American Indian student proficiency rates increased in sixth grade (2.6 percentage points) but declined in both seventh grade (-4.3 percentage points) and eighth grade (-0.9 percentage points). Compared to other subgroups, American Indian students performed lower than their White peers in sixth, seventh and eighth grade. In sixth grade, American Indian students' proficiency was equivalent to their Black peers but was below their Black and Hispanic peers in seventh grade. The proficiency rates between American Indian and White students differ by 27.6 percentage points in sixth grade, 29.1 percentage points in seventh grade and 27.5 percentage points in eighth grade showing a much slower rate of change than is seen in third through fifth grade.

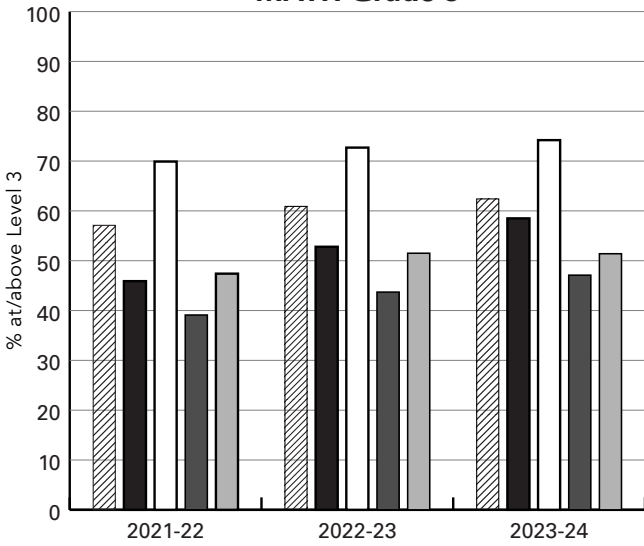
READING Grade 8



State
 American Indian
 White
 Black
 Hispanic

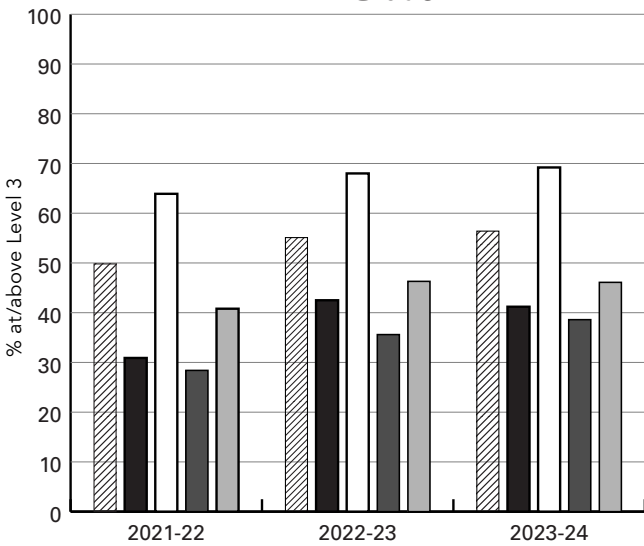
END-OF-GRADE MATH - GRADES 3-5

MATH Grade 3



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 3					
2021-22	57.1	45.9	69.9	39.1	47.4
2022-23	60.9	52.8	72.7	43.7	51.5
2023-24	62.4	58.5	74.2	47.1	51.4
End-of-Grade Math Grade 4					
2021-22	49.8	30.9	63.9	28.4	40.8
2022-23	55.1	42.5	68.0	35.6	46.3
2023-24	56.4	41.2	69.2	38.6	46.1
End-of-Grade Math Grade 5					
2021-22	51.1	31.1	64.8	30.3	42.1
2022-23	55.7	39.5	69.2	35.5	46.6
2023-24	57.8	43.2	70.9	39.7	47.9

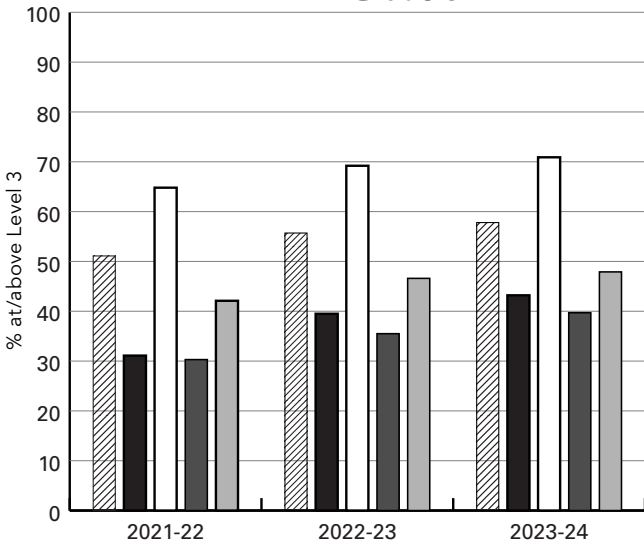
MATH Grade 4



EOG: Math

The 2023-24 EOG Math data for grades three through five show an increase in overall proficiency rates in grades three and five and a decrease in fourth (-1.3 percentage points) for American Indian students. At grade three, all subgroups experienced an increase in proficiency rates except the Hispanic subgroup. At grade four American Indian students saw a decrease in proficiency rates along with their Hispanic peers. At grade five, all subgroups saw an increase in proficiency rates. American Indian students performed lower than their White peers in third, fourth and fifth grade with the greatest proficiency gap (28 percentage points) in grade four.

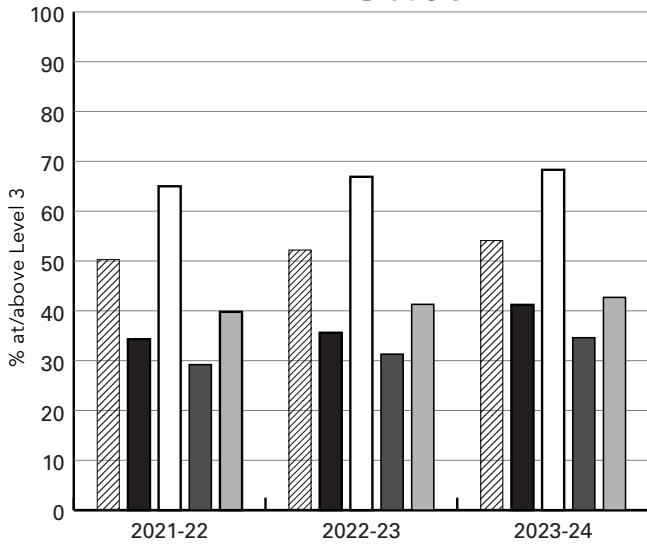
MATH Grade 5



State
 American Indian
 White
 Black
 Hispanic

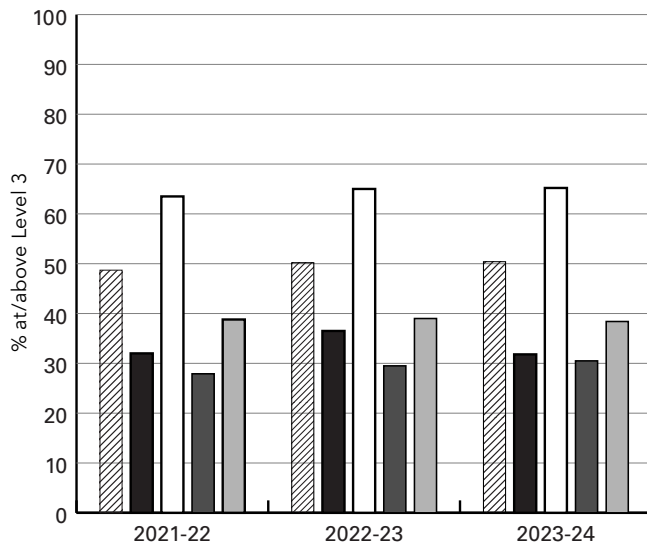
END-OF-GRADE MATH - GRADES 6-8

MATH Grade 6



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Math Grade 6					
2021-22	50.3	34.3	65.0	29.2	39.8
2022-23	52.2	35.6	66.9	31.3	41.3
2023-24	54.1	41.2	68.3	34.6	42.7
End-of-Grade Math Grade 7					
2021-22	48.7	32.0	63.5	27.9	38.8
2022-23	50.2	36.5	65.0	29.5	39.0
2023-24	50.4	31.8	65.2	30.5	38.4
End-of-Grade Math Grade 8					
2021-22	42.2	25.5	55.9	23.3	31.7
2022-23	44.7	27.8	58.8	25.7	33.8
2023-24	46.7	36.6	60.3	28.9	34.9

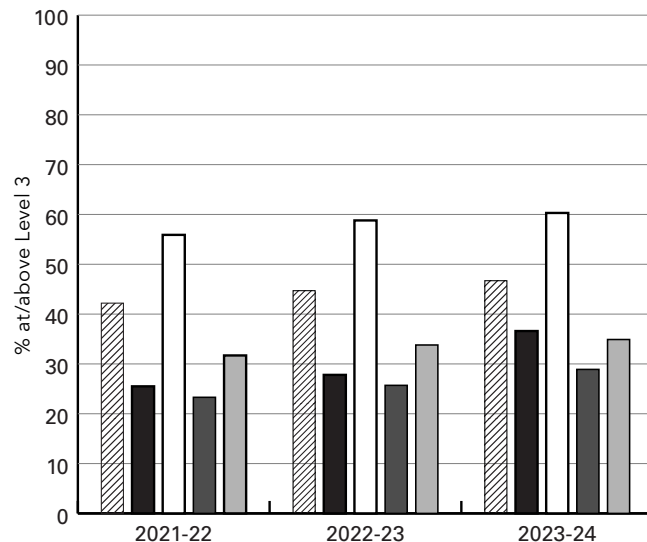
MATH Grade 7



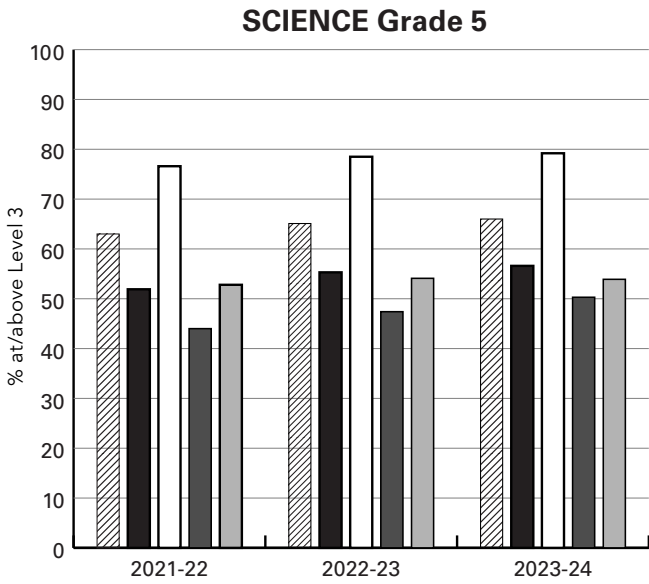
EOG: Math

In 2023-24, overall EOG Math proficiency rates increased across grades six (54.1%), seven (50.4%), and eight (46.7%). EOG Math proficiency rates increased for all subgroups for grades six and eight. Proficiency rates in grade seven show an increase for White and Black students. American Indian students had a 32 percentage point increase in grade eight from 2022-23 (27.8) to 2023-24 (36.6), marking the greatest growth in EOG Math for American Indian students grade five through eight.

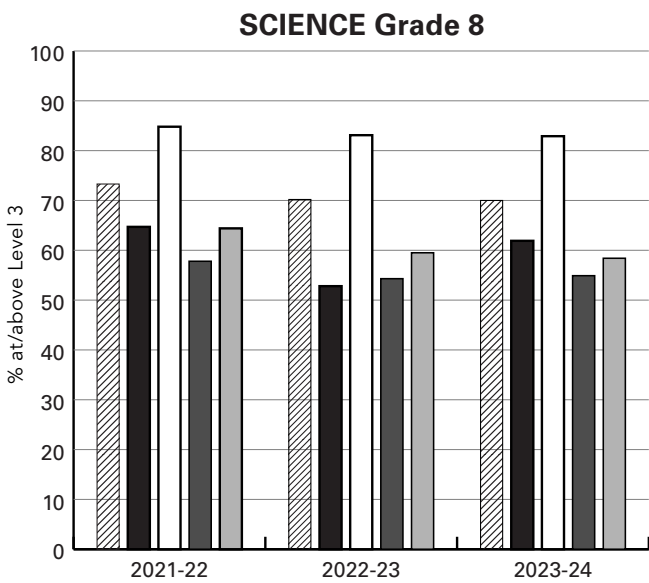
MATH Grade 8



END-OF-GRADE SCIENCE - GRADES 5 & 8



Year	State	American Indian	White	Black	Hispanic
End-of-Grade Science Grade 5					
2021-22	63.0	51.9	76.6	44.0	52.8
2022-23	65.1	55.3	78.5	47.4	54.1
2023-24	66.0	56.6	79.2	50.3	53.9
End-of-Grade Science Grade 8					
2021-22	73.3	64.7	84.8	57.8	64.4
2022-23	70.2	52.8	83.1	54.3	59.5
2023-24	70.0	61.9	82.9	54.9	58.4



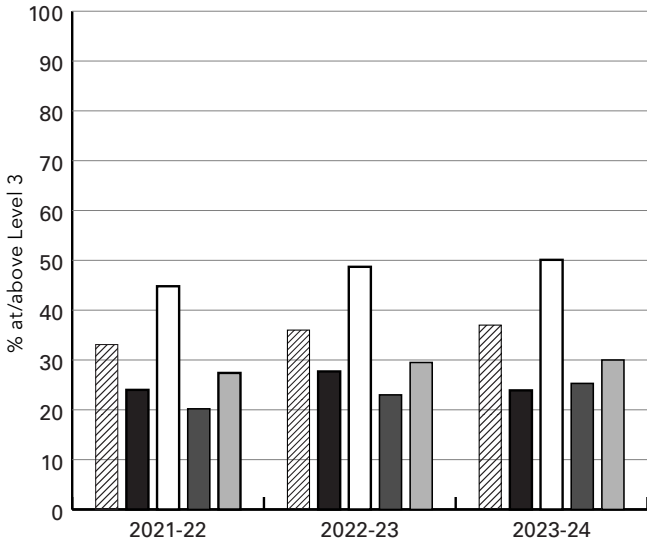
EOG: Science

The overall EOG Science proficiency rates for 2023-24 increased in fifth (66%) and decreased in eighth (70%) grade. In 2023-24, fifth grade students across American Indian, White and Black subgroups saw an increase in their proficiency rates. Conversely, eighth grade students in White and Hispanic subgroups saw a decrease in their proficiency rates. The proficiency rates of American Indian students on EOG Science assessments increased by 1.3 percentage points in fifth grade (56.6%) and 9.1 percentage points in eighth grade (61.9%). American Indian students showed the greatest percentage point growth among all subgroups for grade 8.

State American Indian White Black Hispanic

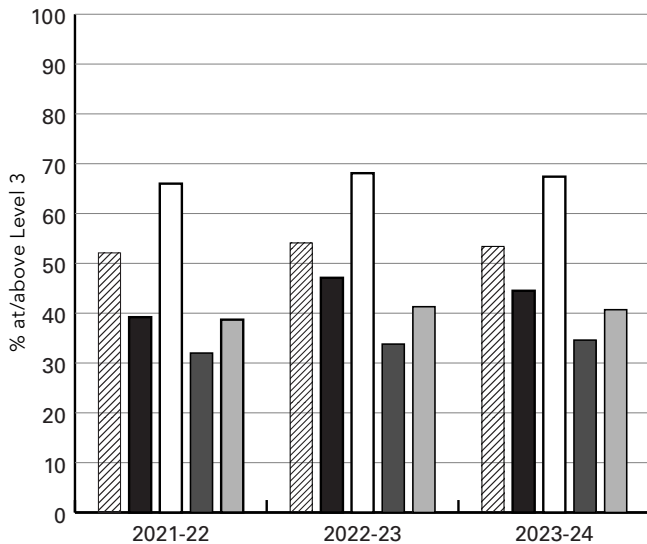
HIGH SCHOOL END-OF-COURSE TESTS

MATH I

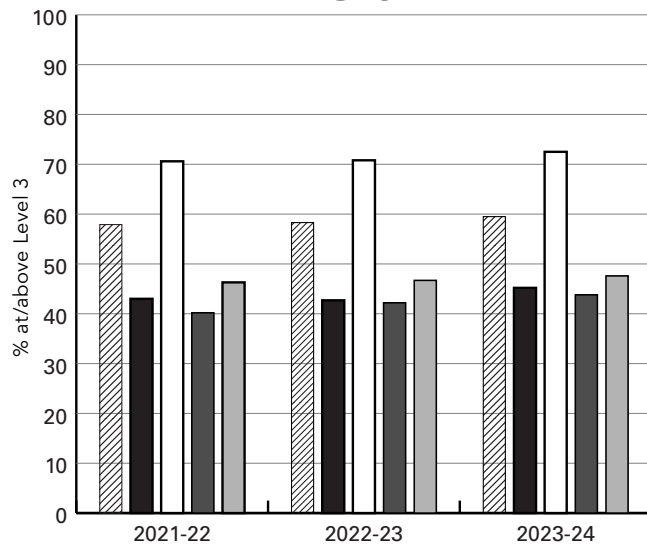


Year	State	American Indian	White	Black	Hispanic
Math I: End-of-Course – Percent at/above Level 3					
2021-22	33.1	24.0	44.8	20.2	27.4
2022-23	36.0	27.7	48.7	23.0	29.5
2023-24	37.0	23.9	50.1	25.3	30.0
Biology: End-of-Course – Percent at/above Level 3					
2021-22	52.1	39.2	66.0	32.0	38.7
2022-23	54.1	47.1	68.1	33.8	41.3
2023-24	53.4	44.5	67.4	34.6	40.7
English II: End-of-Course – Percent at/above Level 3					
2021-22	57.9	43.0	70.6	40.2	46.3
2022-23	58.3	42.7	70.8	42.2	46.7
2023-24	59.5	45.2	72.5	43.8	47.6

BIOLOGY



ENGLISH II

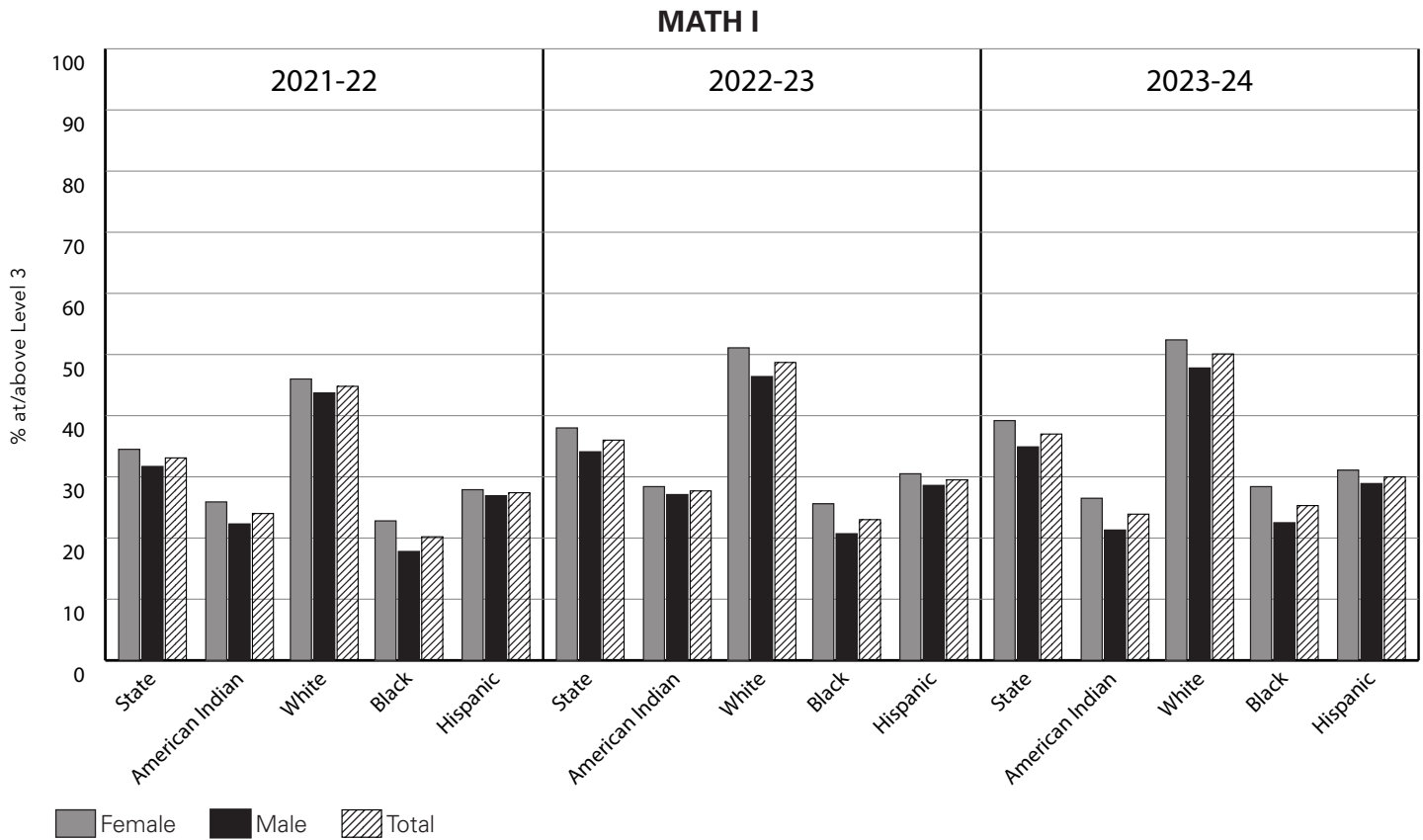


EOC: Math I, Biology, and English II

In 2023-24, overall proficiency rates for American Indian students decreased in Math I (23.9%) and Biology (44.5%) but increased in English II (45.2%). American Indian students were the only subgroup to see a decrease in Math I proficiency rates for 2023-24. American Indian students (23.9%) performed 13.1 percentage points lower in Math I than the state average for all students (37%) widening the gap from the previous year (8.3). Also American Indian students performed 8.9 percentage points lower than the state average for all students (53.4%) in Biology, widening this gap from the previous year (7 percentage points). American Indian students performed 14.3 percentage points lower than the state average in English II which is a decrease in the gap from the previous year (15.6). American Indian students performed 26.2 percentage points lower than their White peers in Math I, 22.9 percentage points lower than their White peers in Biology, and 27.3 percentage points lower than their White peers in English II.



HIGH SCHOOL END-OF-COURSE TESTS BY GENDER



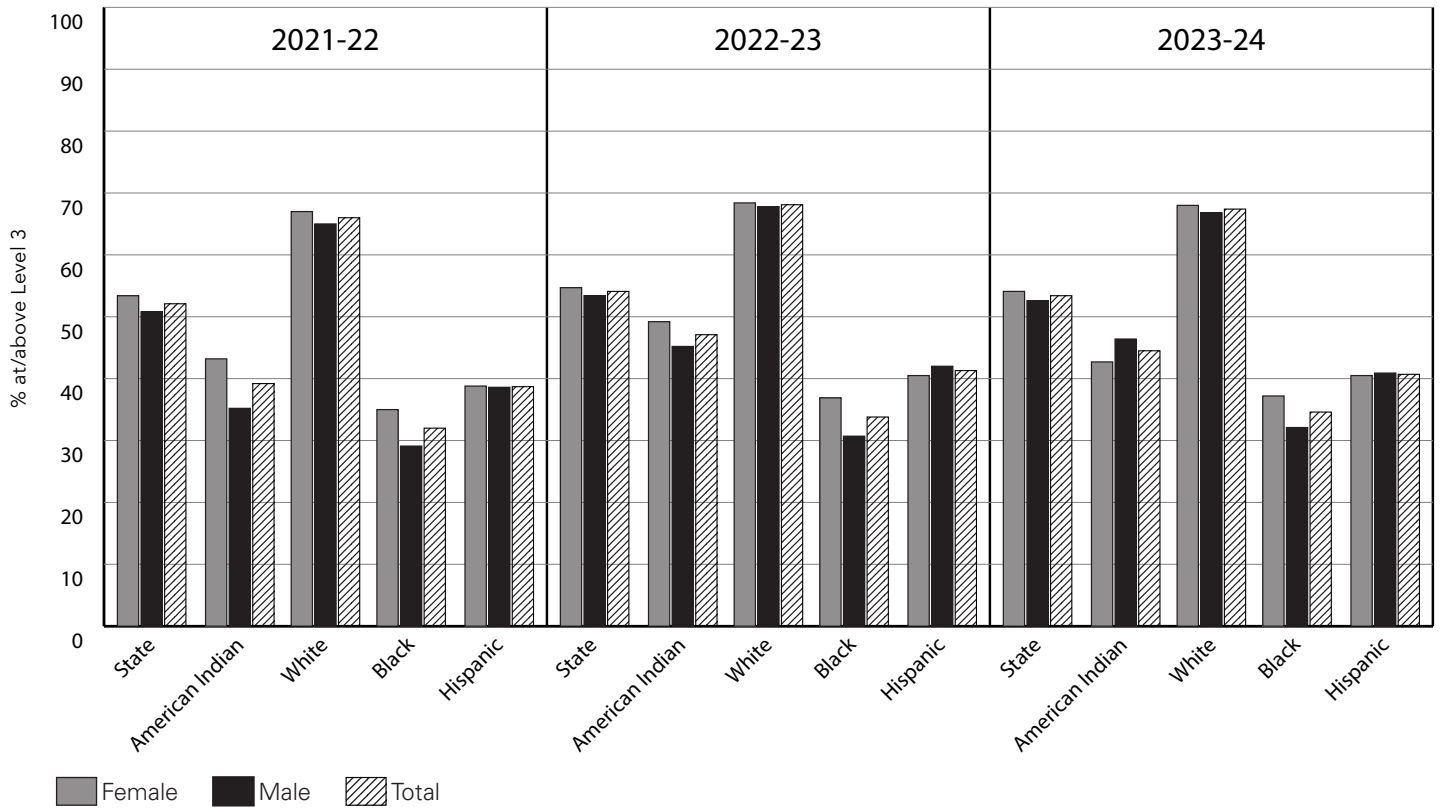
Year	State			American Indian			White			Black			Hispanic			
	Math I	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2021-22		34.5	31.7	33.1	25.9	22.3	24.0	46.0	43.7	44.8	22.8	17.8	20.2	27.9	26.9	27.4
2022-23		38.0	34.1	36.0	28.4	27.1	27.7	51.1	46.4	48.7	25.6	20.7	23.0	30.5	28.6	29.5
2023-24		39.2	34.9	37.0	26.5	21.3	23.9	52.4	47.8	50.1	28.4	22.5	25.3	31.1	28.9	30.0

EOC: Math I

The overall proficiency rate for EOC Math I increased by 1 percentage point from 2022-23 to 2023-24. Both male and female students across all subgroups increased their proficiency rates from the previous year except for American Indian students. Female students performed higher than male students in all racial/ethnic subgroups. American Indian female students (26.5%) outperformed American Indian males by 5.2 percentage points. American Indian males and females performed lower than all of their peers. American Indian males saw the greatest decrease in proficiency than any of their other male or female subgroups by 5.3 percentage points.

HIGH SCHOOL END-OF-COURSE TESTS BY GENDER

BIOLOGY

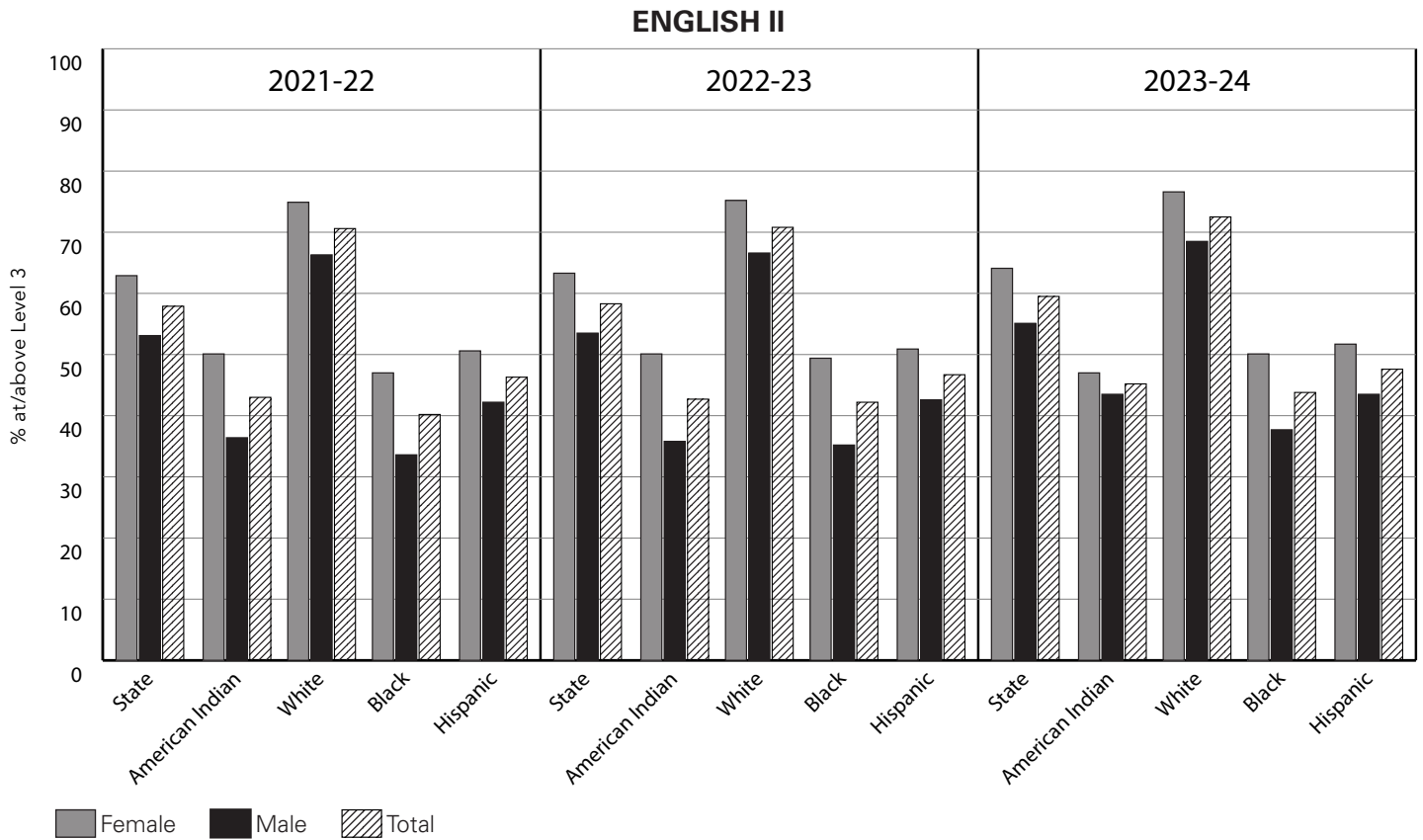


Year	State			American Indian			White			Black			Hispanic			
	Biology	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2021-22		53.4	50.8	52.1	43.2	35.2	39.2	67.0	65.0	66.0	35.0	29.1	32.0	38.8	38.6	38.7
2022-23		54.7	53.4	54.1	49.2	45.2	47.1	68.4	67.8	68.1	36.9	30.7	33.8	40.5	42.0	41.3
2023-24		54.1	52.6	53.4	42.7	46.4	44.5	68.0	66.8	67.4	37.2	32.1	34.6	40.5	40.9	40.7

EOC: Biology

The 2023-24 overall proficiency rates for female (54.1%) and male (52.6%) students show a decrease from the 2022-23 school year. Both White and Black female students performed higher than their male peers, while among American Indian and Hispanic students, males outperformed their female peers. American Indian males (46.4%) 3.7 percentage points higher than American Indian females (42.7%). American Indian females experienced a 6.5 percentage point decrease in performance from 2022-2023 to 2023-2024 while American Indian males experienced a 1.2 percentage point increase. American Indian males and females performed higher than their Black and Hispanic peers but performed lower than their White peers.

HIGH SCHOOL END-OF-COURSE TESTS BY GENDER



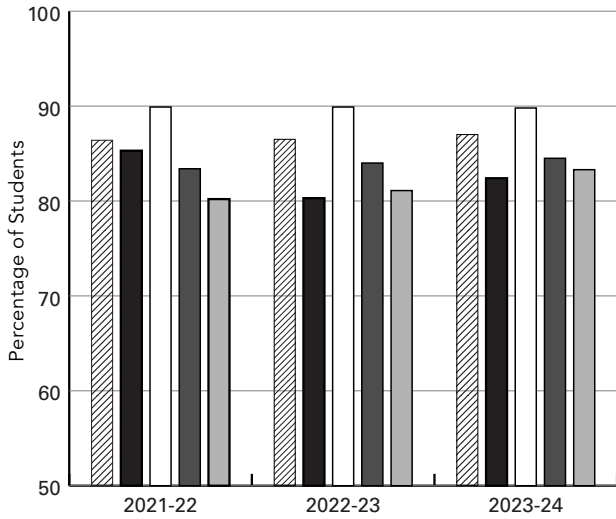
Year	State			American Indian			White			Black			Hispanic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
2021-22	62.9	53.1	57.9	50.1	36.4	43.0	74.9	66.3	70.6	47.0	33.6	40.2	50.6	42.2	46.3
2022-23	63.3	53.5	58.3	50.1	35.8	42.7	75.2	66.6	70.8	49.4	35.2	42.2	50.9	42.6	46.7
2023-24	64.1	55.1	59.5	47.0	43.5	45.2	76.6	68.5	72.5	50.1	37.7	43.8	51.7	43.5	47.6

EOC: English II

The overall proficiency rates in English II for female (64.1%) and male (55.1%) students increased in 2023-24. EOC English II proficiency rates for female students increased across all subgroups except American Indian, which dropped 3.1 percentage points. White female students saw the greatest percentage point growth (1.4 percentage points). American Indian females performed below their White female (76.6%), Black female (50.1%) and Hispanic female (51.7%) peers. American Indian female (47%) students outperformed their male (43.5%) American Indian male peers by 3.5 percentage points. American Indian males saw a 7.7 percentage point increase in performance from the previous year, the greatest percentage point growth for all subgroups among males and females. American Indian males performed higher than their Black male (37.7%) peers and the same as their Hispanic male (43.5%) peers but below their White male (68.5%) peers.

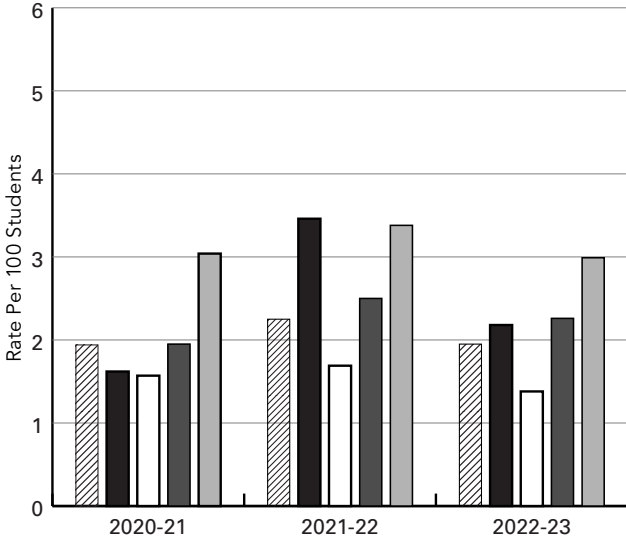
HIGH SCHOOL COHORT GRADUATION AND ANNUAL DROPOUT RATES

NORTH CAROLINA 4-YEAR COHORT GRADUATION RATES



Year	State	American Indian	White	Black	Hispanic				
NC 4-Year Cohort Graduation Rates									
2021-22	86.4	85.3	89.9	83.4	80.2				
2022-23	86.5	80.3	89.9	84.0	81.1				
2023-24	87.0	82.4	89.8	84.5	83.3				
Annual Dropout Rates (Grades 9-12)									
2021-22	2.25	3.46	1.69	2.50	3.38				
2022-23	1.95	2.18	1.38	2.26	2.99				
2023-24	1.88	1.58	1.32	2.04	2.96				
Annual Dropout Rates (Grades 9-12), Male & Female Students									
		F	M	F	M	F	M	F	M
2021-22	2.25	2.96	3.95	1.41	1.95	2.00	2.92	2.63	4.08
2022-23	1.95	1.42	2.91	1.17	1.58	1.86	2.64	2.35	3.63
2023-24	1.88	1.40	1.76	1.11	1.52	1.69	2.38	2.37	3.51

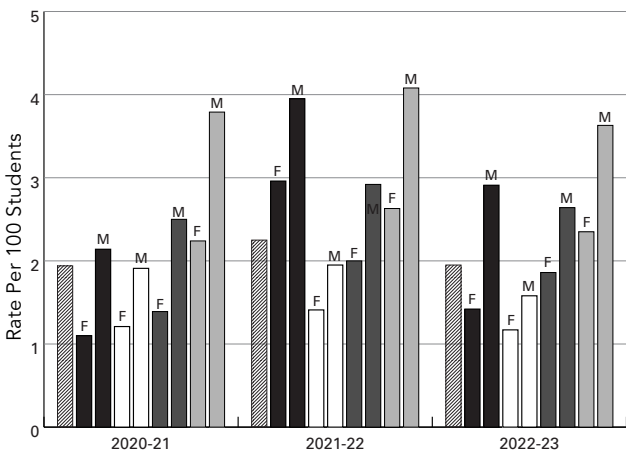
ANNUAL DROPOUT RATES (Grades 9-12)



Four-Year Cohort Graduation Rate (CGR)

The Four-Year Cohort Graduation Rate (CGR) for American Indian students increased by 2.1 percentage points from the previous year, standing at 82.4%. American Indian students' CGR falls behind their peers, trailing 7.4 percentage points behind White students (89.8%), 0.9 percentage points behind Hispanic students (83.3%), and 2.1 percentage points behind Black students (84.5%). Compared to peer subgroups, American Indian students' CGR falls behind, with a gap of 7.4 percentage points below White students (89.8%), 0.9 percentage points below Hispanic peers (83.3%), and 2.1 percentage points below Black peers (84.5%).

ANNUAL DROPOUT RATES (Grades 9-12) Male and Female Students



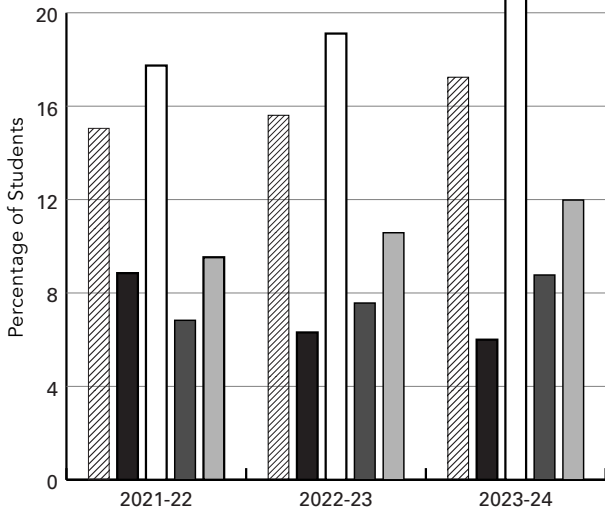
Annual Dropout Rate

The dropout rate for all subgroups decreased during the 2023-24 school year, with the American Indian population dropout rate decreasing by 0.60 percentage points. A moderate decrease is noted in the dropout rates for all other subgroups. The dropout rate for American Indian students in 2023-24 was 1.58 percent, which is higher than that of their White (1.32%) peers. The dropout rate among American Indian students fell below the state's average rate of 1.88 percent. When comparing the dropout rates for male and female students, the data show that male students in all racial/ ethnic groups tend to drop out at a higher rate than female students. The 2023-24 dropout rate for American Indian male students decreased by 1.15 percentage points, while the dropout rate for female students decreased by .02 percentage points.

State
 American Indian
 White
 Black
 Hispanic

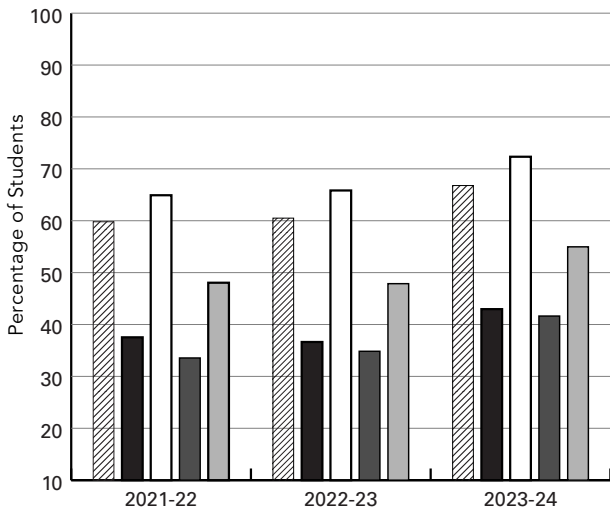
ADVANCED PLACEMENT (AP) TESTING

NC STUDENTS TAKING AN AP EXAM



Year	State	American Indian	White	Black	Hispanic
Percent of Students NC Students Taking an Advanced Placement Exam					
2021-22	15.05	8.85	17.74	6.83	9.53
2022-23	15.61	6.31	19.11	7.57	10.58
2023-24	17.24	6.00	21.02	8.77	11.98
AP Performance: Percent of Students Scoring 3, 4, or 5					
2021-22	59.80	37.53	64.91	33.55	48.05
2022-23	60.50	36.63	65.83	34.84	47.87
2023-24	66.78	42.96	72.33	41.63	54.97

AP PERFORMANCE: Percentage of Students Scoring 3, 4, or 5



Advanced Placement (AP)

From 2022-23 to 2023-24, the percentage of students taking AP exams increased slightly for all students in the state by 1.63 percentage points. The number of American Indian students taking AP exams decreased by .31 percentage points. The number of Black students taking AP exams increased by 1.2 percentage points, Hispanic students' participation increased by 1.4 percentage points, and White students increased by 1.91 percentage points. American Indian students had the lowest AP exam participation rates at 6 percent and they were the only subgroup with decreasing participation.

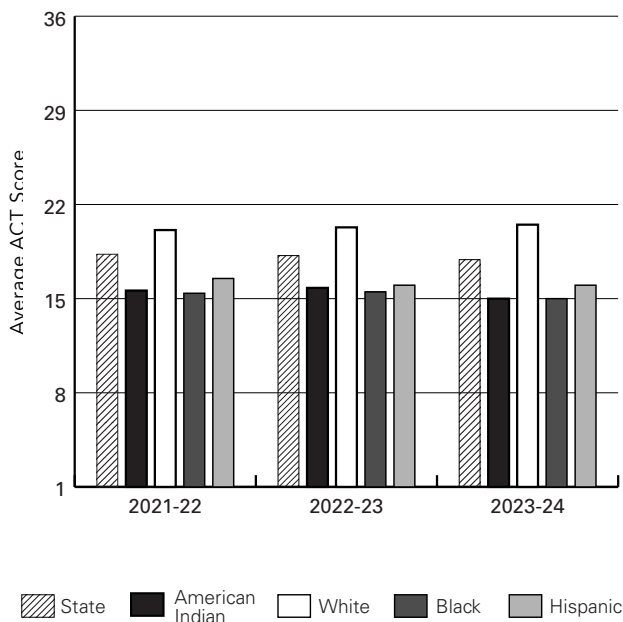
Performance

The College Board considers students who score 3 or higher on AP exams as "passing." The overall performance for the state shows a 6.28 percentage point increase from 2023-24. All subgroups showed an increase in students scoring 3 or higher on AP exams. American Indian students had a 6.33 percentage point increase, White students had a 6.5 percentage point increase, Black students had a 6.79 percentage point increase and Hispanic students had a 7.1 percentage point increase.

State American Indian White Black Hispanic

ACT AND SAT TESTING

NC AVERAGE ACT SCORES



Year	State	American Indian	White	Black	Hispanic
NC Average ACT Scores					
2021-22	18.3	15.6	20.1	15.4	16.5
2022-23	18.2	15.8	20.3	15.5	16.0
2023-24	17.9	15.0	20.5	15.0	16.0

ACT

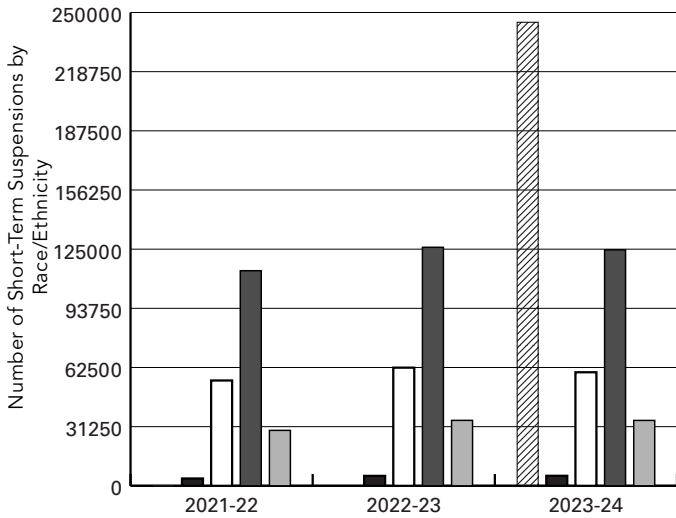
According to the 2023-24 ACT assessment data, American Indian students had an average score of 15, which is 2.9 percentage points lower than the state average score (17.9). In relation to their peers, the average ACT score for American Indian students was 5.5 percentage points lower than their Whites peers, 1 percentage point below their Hispanic peers, and the same as their Black peers. American Indian students saw a decrease in their average score from the previous year as did their Black peers.

SAT

The SAT is an academic indicator of student preparation for college and career opportunities. Student performance in critical reading, mathematics, and writing strongly predicts college and career readiness. SAT participation has continually declined across the state. Currently, participation and performance rates for 2023-24 are unable to be reported due to low participation.

SUSPENSION DATA BY RACIAL/ETHNIC GROUPS

**SHORT-TERM SUSPENSIONS
by Race/Ethnicity**

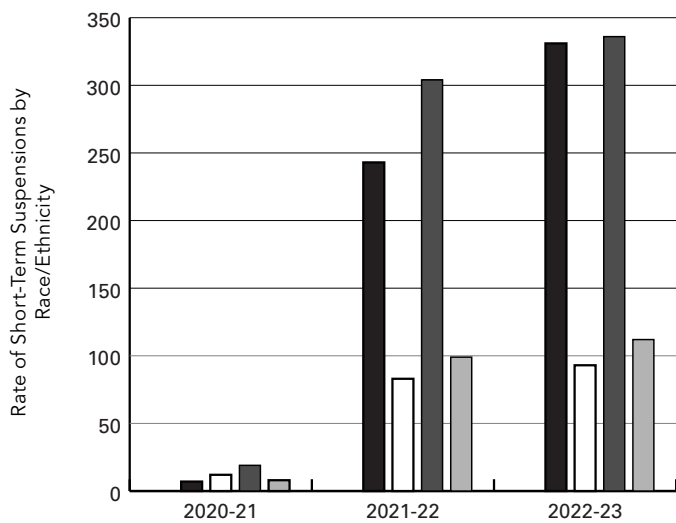


Year	State	American Indian	White	Black	Hispanic
Short-Term Suspension Rate					
2021-22	0	3,874	55,637	113,621	29,291
2022-23	0	5,259	62,412	125,991	34,580
2023-24	244,836	5,299	59,988	124,636	34,553
Short-Term Suspensions Rate (Per 1,000 Enrolled)², By Race/Ethnicity					
2021-22	146.57	242.84	82.08	303.78	98.42
2022-23	164.57	331.48	93.05	335.59	111.8
2023-24	162.34	346.88	91.47	335.02	107.62

Short-Term Suspensions

In 2023-24, the number of short term suspensions decreased for all identified subgroups except American Indians. The rate of short term suspensions for American Indians increased from 331.48 to 346.88.

**SHORT-TERM SUSPENSIONS RATE
(Per 1,000 Enrolled)², By Race/Ethnicity**



State
 American Indian
 White
 Black
 Hispanic

THE AMERICAN INDIAN EDUCATION DIRECTOR



Dr. Leslie A. Locklear, American Indian Education Director

The American Indian Education Director at the North Carolina Department of Public Instruction (NCDPI) is a pivotal role dedicated to enhancing educational outcomes for American Indian students across the state. This position was reinstated in 2024 after years of advocacy by the State Advisory Council on Indian Education (SACIE) and the broader American Indian community.

In July 2024, Dr. Leslie Locklear, a member of the Lumbee Tribe with connections to the Waccamaw Siouan and Coharie tribes, assumed this role. Dr. Locklear brings a wealth of experience, including a Ph.D. in Educational Studies and Cultural Foundations from the University of North Carolina at Greensboro. Her background encompasses culturally responsive teaching, program coordination, and direct engagement with American Indian communities.

Primary Responsibilities of the American Indian Education Director

Liaison Work: Serving as a bridge between NCDPI, local education agencies, and American Indian tribes and communities to ensure effective communication and collaboration.

Program Oversight: Ensuring that Title VI American Indian Education programs are effectively utilizing funding and implementing culturally relevant educational strategies.

Advocacy: Representing the interests of American Indian students within NCDPI and the State Board of Education, promoting policies that support their academic achievement and well-being.

Data Analysis: Examining academic performance data to identify disparities and develop strategies to address achievement gaps between American Indian students and their peers.

Dr. Locklear's vision for the role emphasizes reimagining perceptions of American Indian students by moving away from a deficit mindset and fostering an environment where these students can thrive academically and culturally. She aims to create collaborative opportunities across tribal lines and develop culturally responsive educational practices to better serve American Indian students in North Carolina.

For more information on American Indian Education initiatives in North Carolina, you can visit the NCDPI's official page. www.dpi.nc.gov/students-families/student-support/american-indian-education



Hallsboro Artesia Elementary School Native American Heritage Month Celebration
November 2024, Columbus County Schools

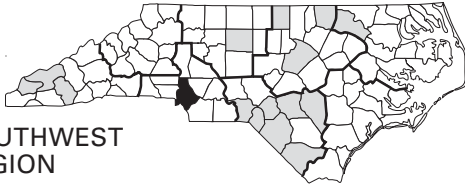
LEA FINDINGS:

American Indian Student Performance

The American Indian Student Performance for Local Education Agencies (LEA) or Charter Schools that are currently receiving Title VI Indian Education Formula Grants are contained within the following section of this report.



Public Schools of Robeson County, American Indian graduates Kylie Moore and Kinsey Chavis

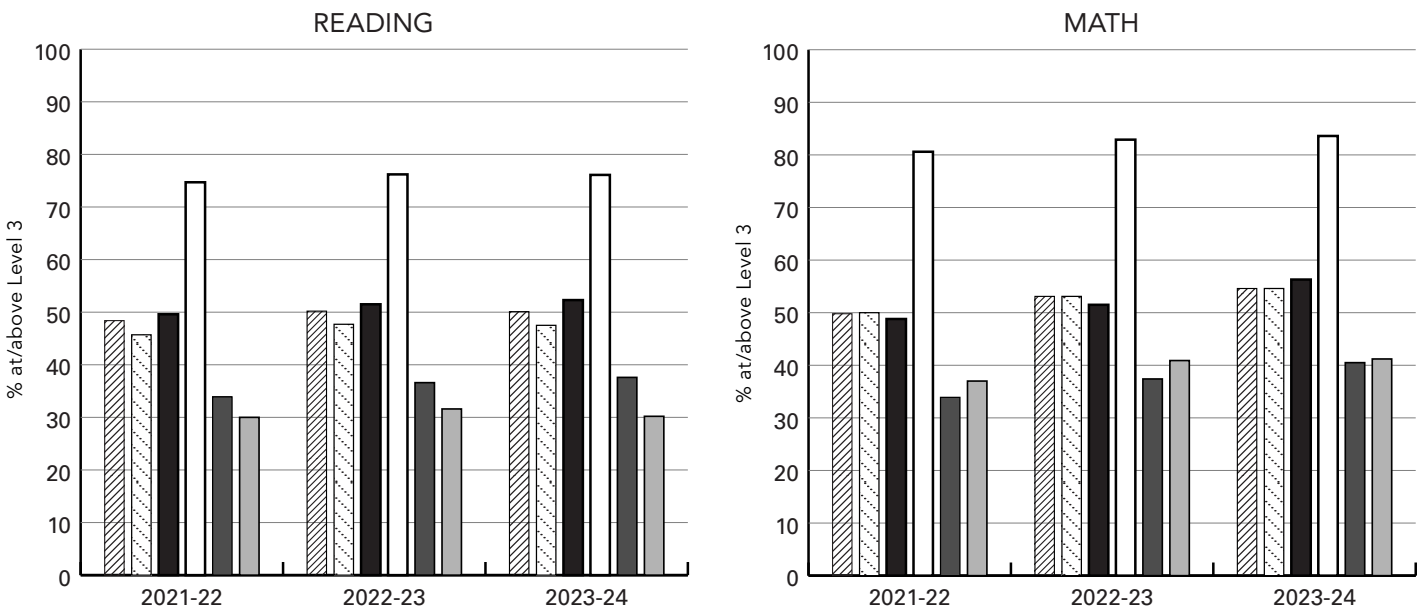


SOUTHWEST REGION

Charlotte-Mecklenburg Schools enrolled 140,836 students in 180 schools., which includes a variety of theme-specific campuses. The 2023-2024 enrollment reflects 227 (.16%) American Indian students from various tribes. In 2023-24, the district proficiency rates were below the state proficiency rates on all EOG/EOC assessments except for EOG Math, where they were the same. American Indian students performed above the state and district averages in EOG Reading, EOG Math, Biology and English II. American Indian students have seen a three year increase in performance in EOG Reading, EOG Math, Biology and English II. The American Indian 4-Year Cohort Graduation Rate increased 2.5 percentage points in 2023-24. In addition, the American Indian graduation rate is above the district and state average. During the 2023-24 academic year, American Indian students had higher drop out rates than their peers. Comparative data from the previous two years is unavailable.

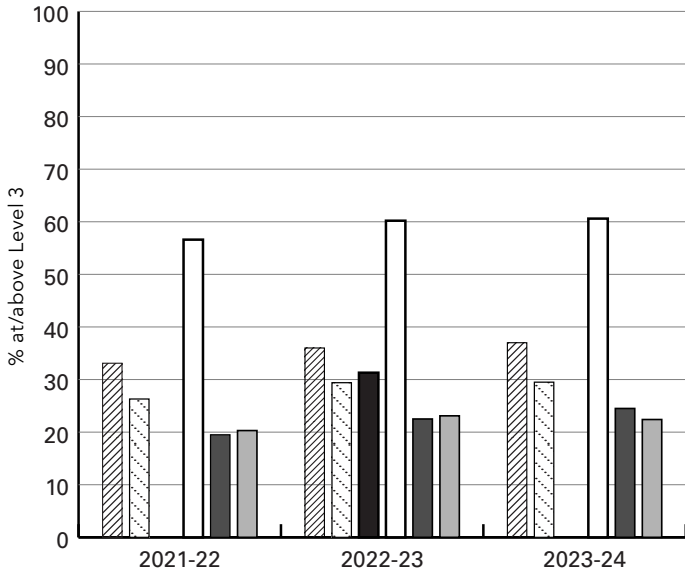
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	45.7	49.6	74.7	33.9	30.0
2022-23	50.2	47.7	51.5	76.2	36.6	31.6
2023-24	50.1	47.5	52.3	76.1	37.6	30.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	50.0	48.8	80.6	33.9	37.0
2022-23	53.1	53.1	51.5	82.9	37.4	40.9
2023-24	54.6	54.6	56.3	83.6	40.5	41.2
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	26.3	*	56.6	19.5	20.3
2022-23	36.0	29.4	31.3	60.2	22.5	23.1
2023-24	37.0	29.5	*	60.6	24.5	22.4
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	50.5	23.5	81.5	34.5	35.5
2022-23	54.1	50.6	52.9	82.5	35.8	35.4
2023-24	53.4	51.4	61.9	81.5	36.5	39.4
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	58.8	35.5	86.8	45.1	45.7
2022-23	58.3	59.7	50.0	87.5	47.9	46.5
2023-24	59.5	58.6	83.3	85.8	48.0	44.5
4-Year Cohort Graduation Rate						
2021-22	86.4	83.3	89.5	93.2	82.0	71.9
2022-23	86.5	82.6	85.0	92.4	83.1	70.8
2023-24	87.0	84.4	87.5	93.0	83.4	75.9
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.70	*	1.25	2.55	4.77
2022-23	1.95	2.53	*	0.90	2.44	4.60
2023-24	1.88	1.68	4.00	0.80	1.29	3.08

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

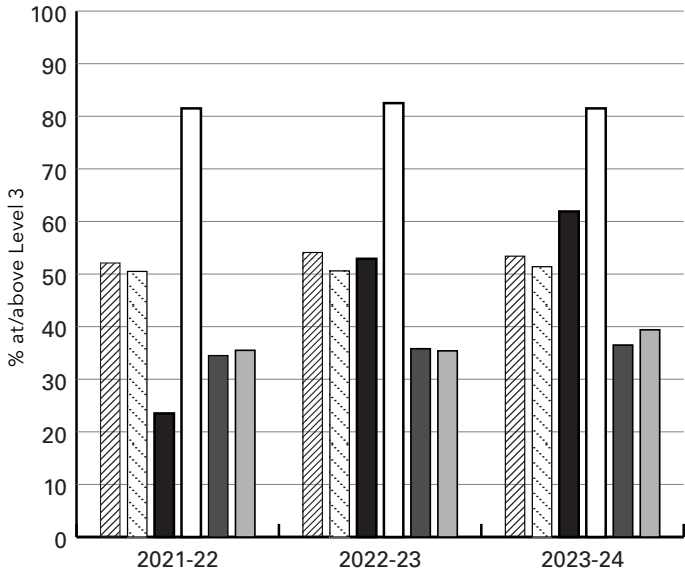


END-OF-COURSE TESTS

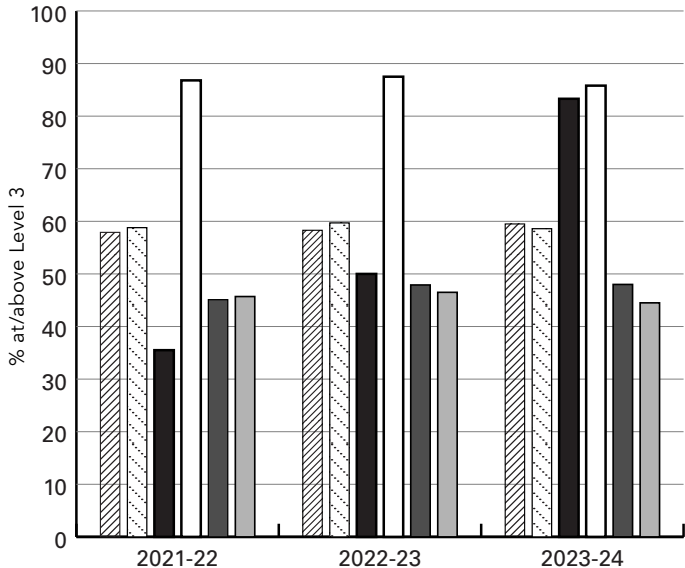
MATH I



BIOLOGY

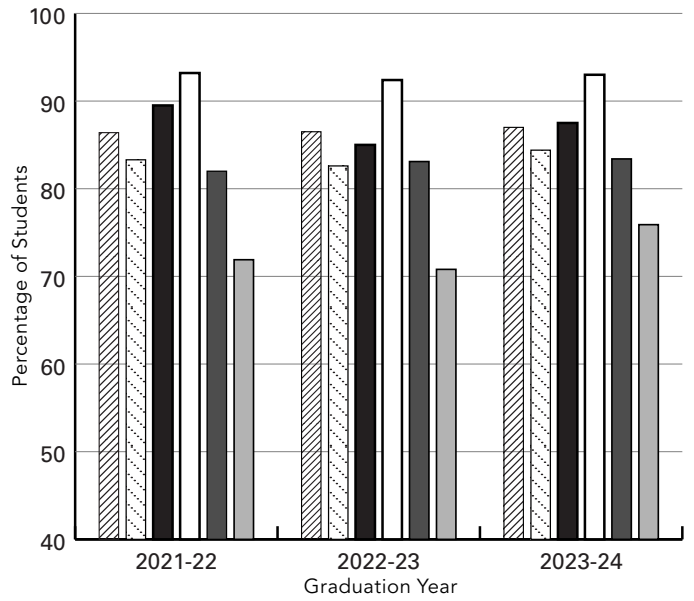


ENGLISH II

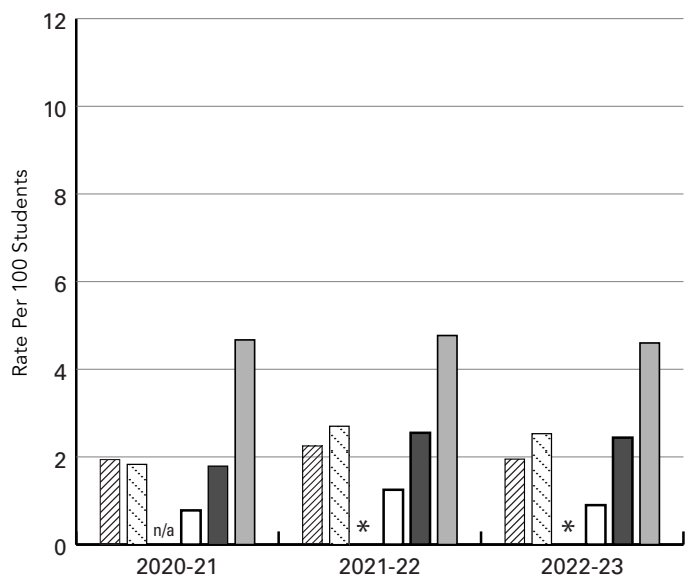


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES

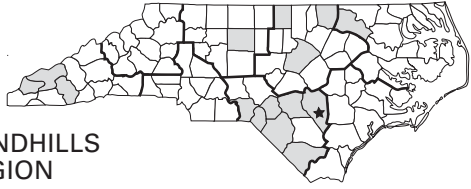


ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.
 * = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)
 n/a = Current year data are unavailable or contain no scores for the selected test.
 <5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

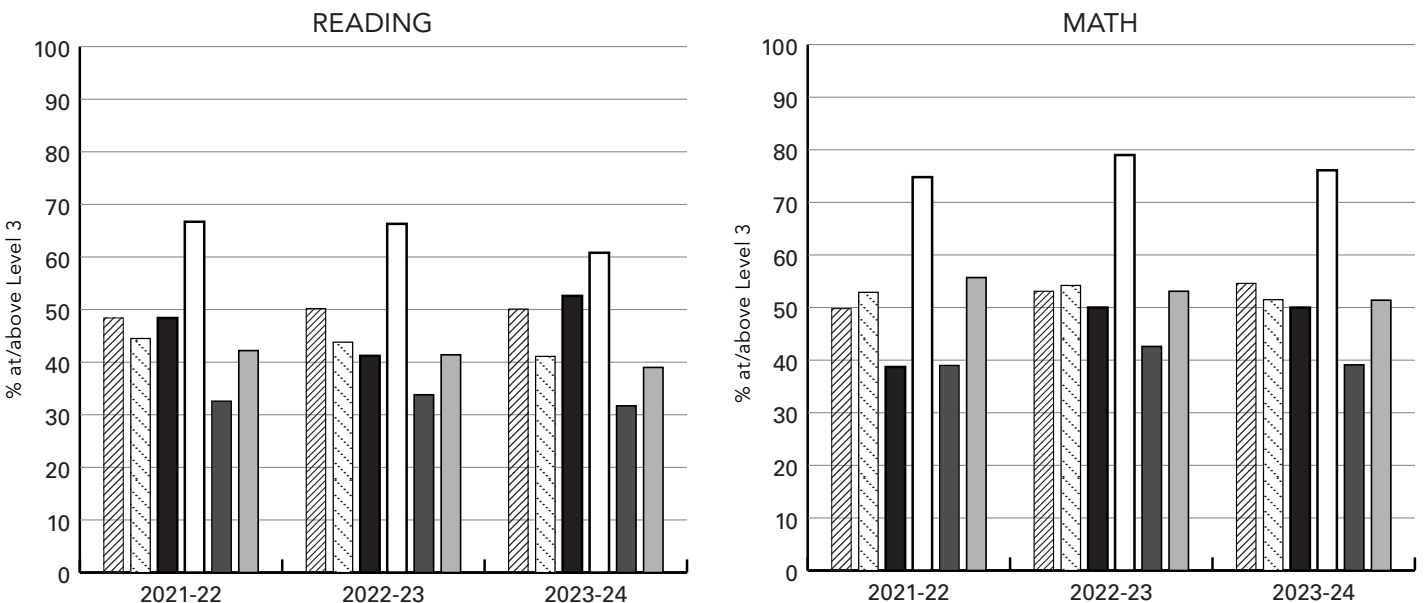


SANDHILLS REGION

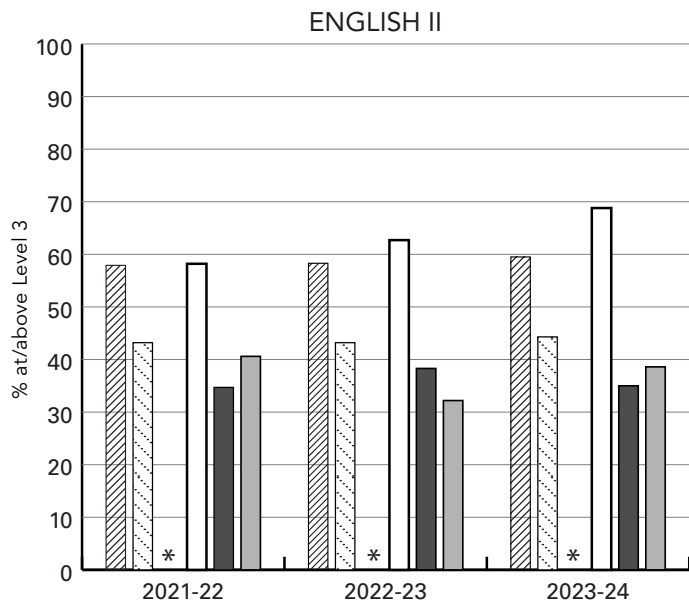
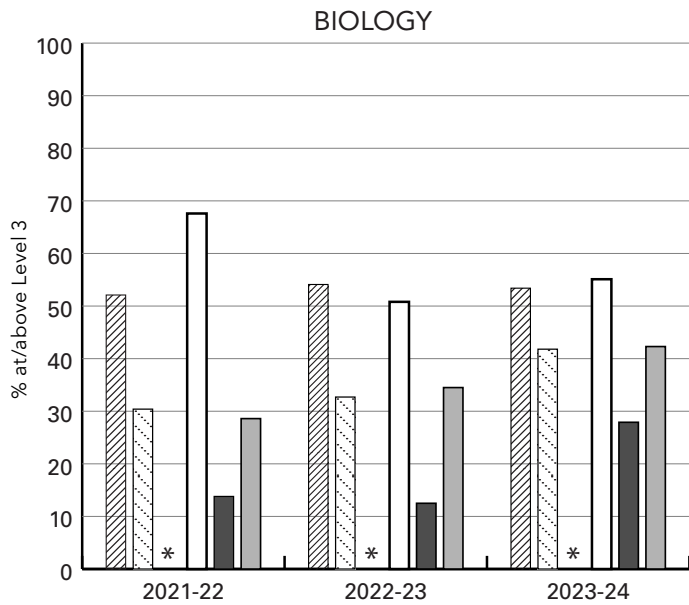
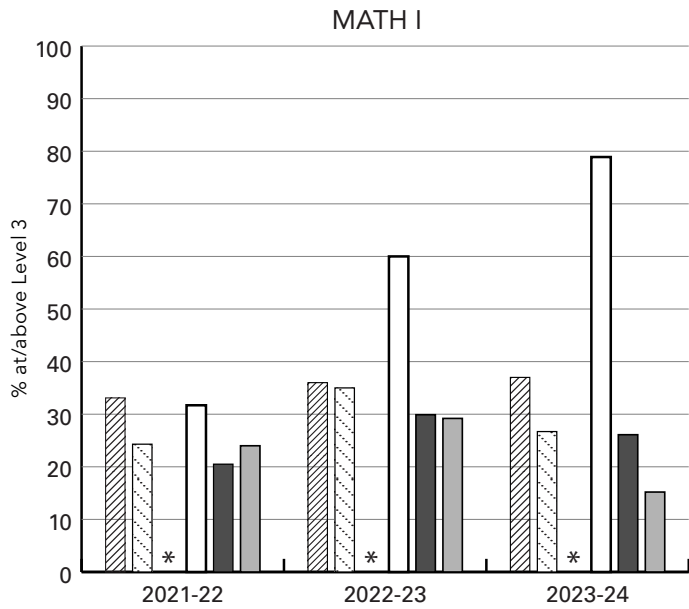
Clinton City Schools enrolled 2,875 students, including 57 (1.98%) American Indians, mainly of the Coharie Tribe, in 2023-24. In the Title VI cohort, Clinton City Schools (located in Sampson County) operates five schools, including one high school. In 2023-24, the district proficiency rates were below the state in all EOG and EOC tested areas. American Indian students fell below the district average in EOG Math but conversely showed higher proficiency rates in EOG Reading than both state and district rates. Data for proficiency rates for Math I, Biology, and English II EOC assessments are unavailable. The 4-Year Cohort Graduation rate for American Indian students is not reported due to insufficient data. In addition, the annual dropout rate for American Indians is unavailable due to the low number of American Indian students in the district.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	44.5	48.4	66.7	32.6	42.2
2022-23	50.2	43.8	41.2	66.3	33.8	41.4
2023-24	50.1	41.1	52.6	60.8	31.7	39.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	52.9	38.7	74.8	39.0	55.7
2022-23	53.1	54.2	50.0	79.0	42.6	53.1
2023-24	54.6	51.5	50.0	76.1	39.1	51.4
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	24.3	*	31.7	20.5	24.0
2022-23	36.0	35.0	*	60.0	29.9	29.2
2023-24	37.0	26.7	*	78.9	26.1	15.2
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	30.4	*	67.6	13.8	28.6
2022-23	54.1	32.7	*	50.8	12.5	34.5
2023-24	53.4	41.8	*	55.1	27.9	42.3
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	43.2	*	58.2	34.7	40.6
2022-23	58.3	43.2	*	62.7	38.3	32.2
2023-24	59.5	44.3	*	68.8	35.0	38.6
4-Year Cohort Graduation Rate						
2021-22	86.4	78.4	*	93.1	80.3	66.2
2022-23	86.5	78.4	*	81.8	80.0	74.1
2023-24	87.0	77.5	*	91.5	76.9	66.7
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	3.85	*	*	3.72	5.96
2022-23	1.95	1.16	N/A	*	*	*
2023-24	1.88	3.36	N/A	0.95	3.64	4.50

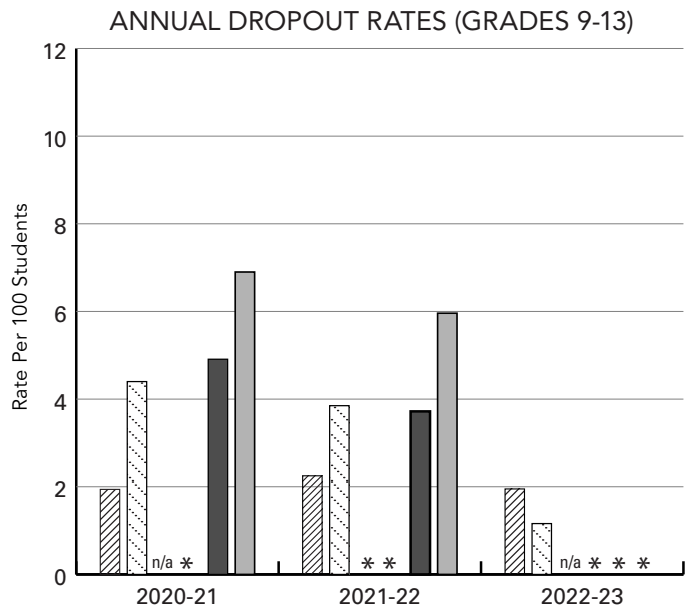
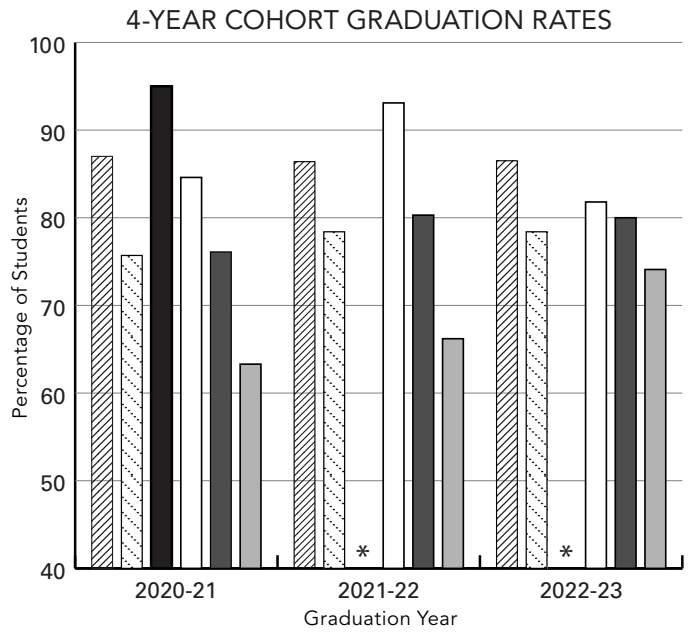
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS

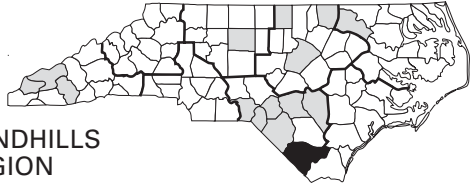


HIGH SCHOOL COMPLETION



State
 LEA
 American Indian
 White
 Black
 Hispanic

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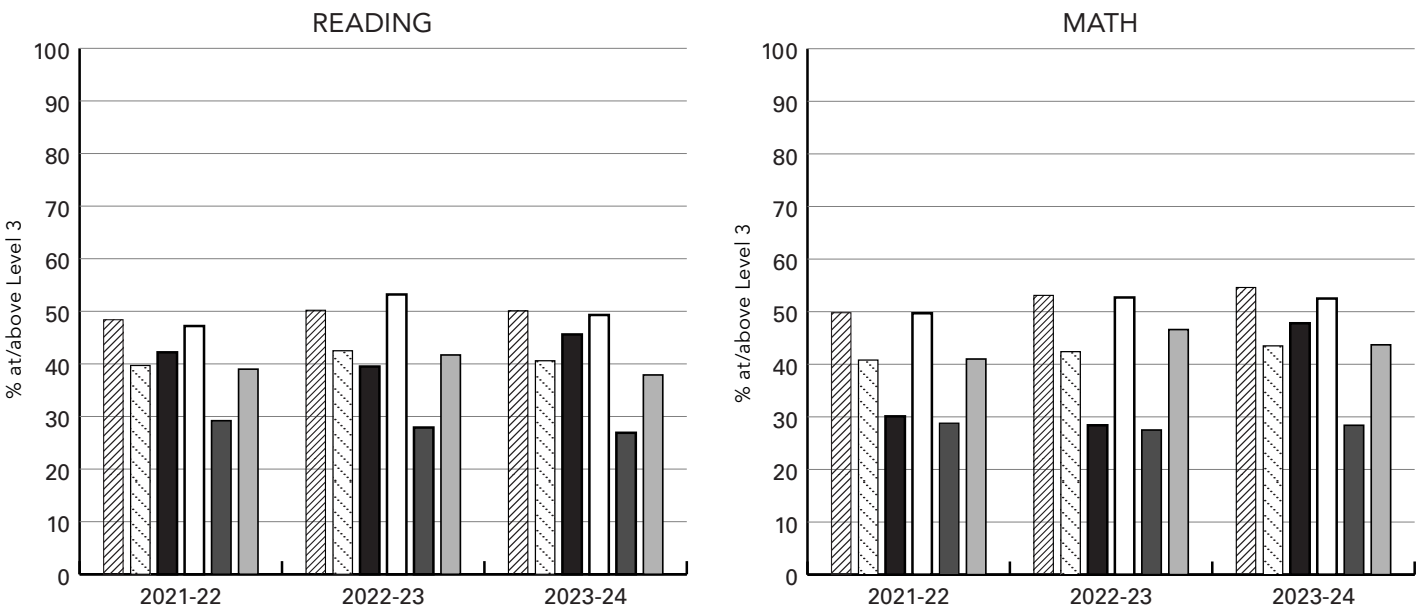


SANDHILLS REGION

In 2023-24, Columbus County Schools enrolled 5,175 students, of whom 173 (3.34%) are American Indians, primarily from the Waccamaw Siouan Tribe, indigenous to Columbus and Bladen counties. In 2023-24, the average proficiency rate of the district was lower than the state average in all EOG and EOC assessments. American Indian students performed below the district percentages in all areas except EOG Reading. American Indian students saw increases in EOG Reading (6.1), EOG Math (19.4), Biology (6.3) and English II (16.5). The 4-Year Cohort Graduation rate for American Indian students increased as well and surpassed the state and district average. Sufficient data are not available for comparison of the annual dropout rate of American Indians.

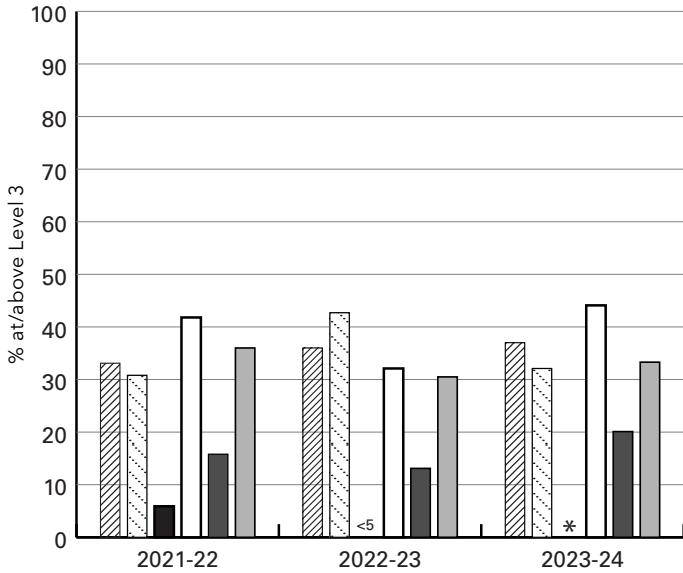
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	39.7	42.2	47.2	29.2	39.0
2022-23	50.2	42.5	39.5	53.2	27.9	41.7
2023-24	50.1	40.6	45.6	49.3	26.9	37.9
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	40.8	30.1	49.7	28.8	41.0
2022-23	53.1	42.4	28.4	52.7	27.5	46.6
2023-24	54.6	43.5	47.8	52.5	28.4	43.7
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	30.8	5.9	41.8	15.8	36.0
2022-23	36.0	42.7	<5	32.1	13.1	30.5
2023-24	37.0	32.1	*	44.1	20.1	33.3
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	40.7	22.7	55.6	20.0	36.1
2022-23	54.1	38.6	9.1	49.7	18.9	43.4
2023-24	53.4	35.0	15.4	43.8	21.6	39.6
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	48.0	30.0	64.0	29.2	31.7
2022-23	58.3	46.6	18.8	55.0	30.0	50.9
2023-24	59.5	42.6	35.3	49.5	31.8	45.5
4-Year Cohort Graduation Rate						
2021-22	86.4	85.4	>95	85.8	87.8	72.1
2022-23	86.5	86.3	85.7	89.3	82.5	76.6
2023-24	87.0	85.4	88.0	86.7	86.1	77.1
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.24	*	2.33	2.59	*
2022-23	1.95	2.14	*	2.78	*	*
2023-24	1.88	1.12	N/A	1.57	0.58	0.48

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

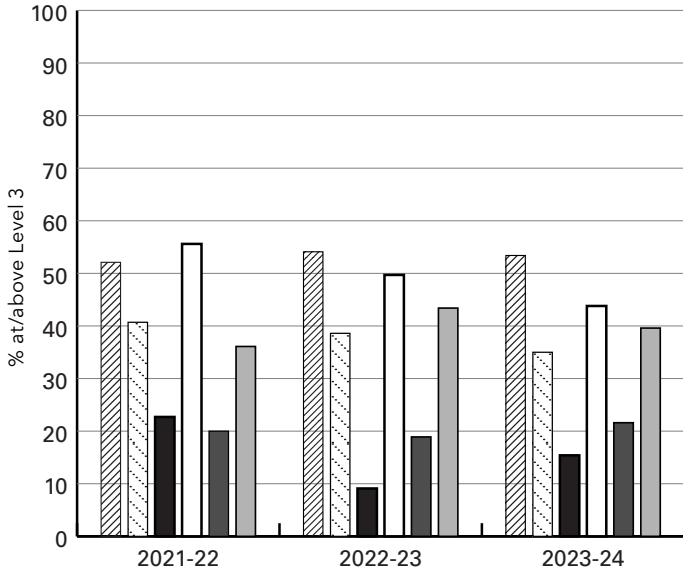


END-OF-COURSE TESTS

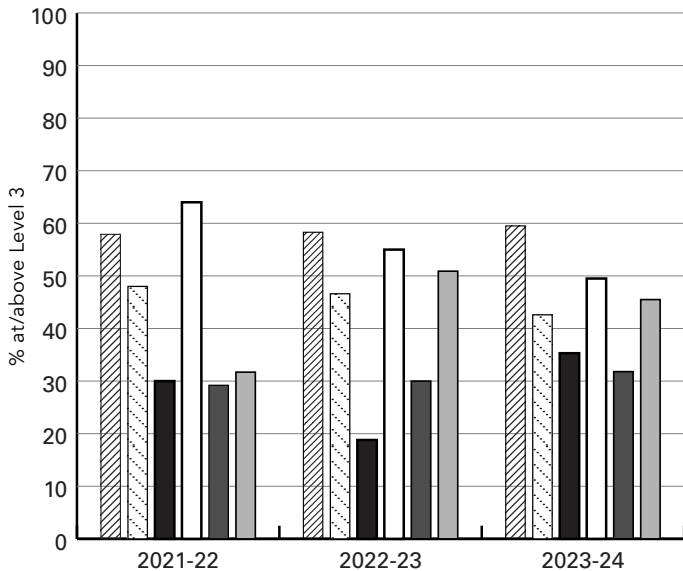
MATH I



BIOLOGY

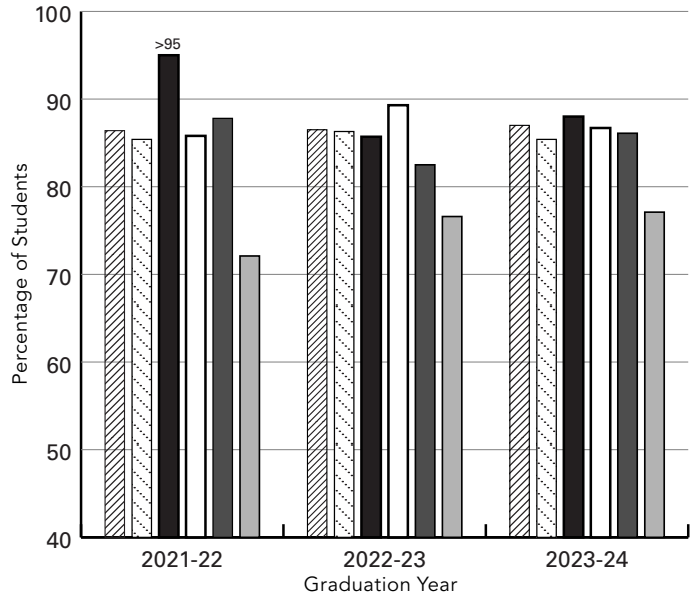


ENGLISH II

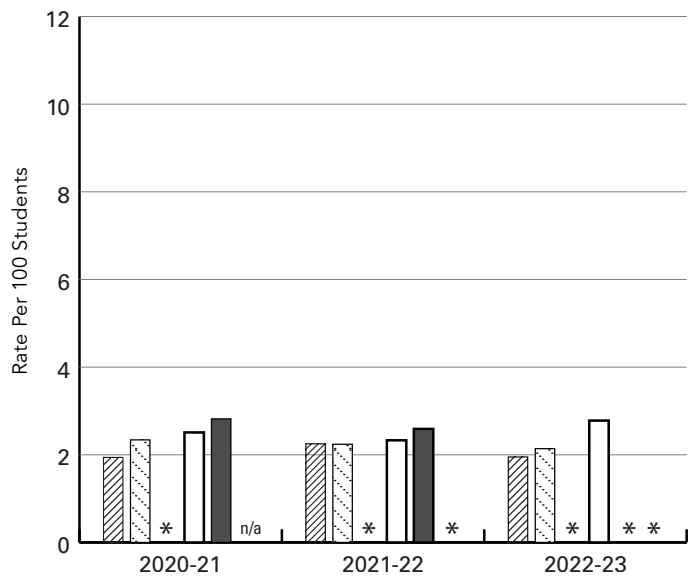


HIGH SCHOOL COMPLETION

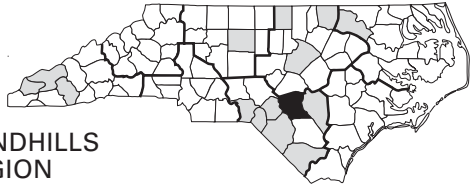
4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



- State LEA American Indian White Black Hispanic
- > = Scores changed due to data corrections.
- * = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)
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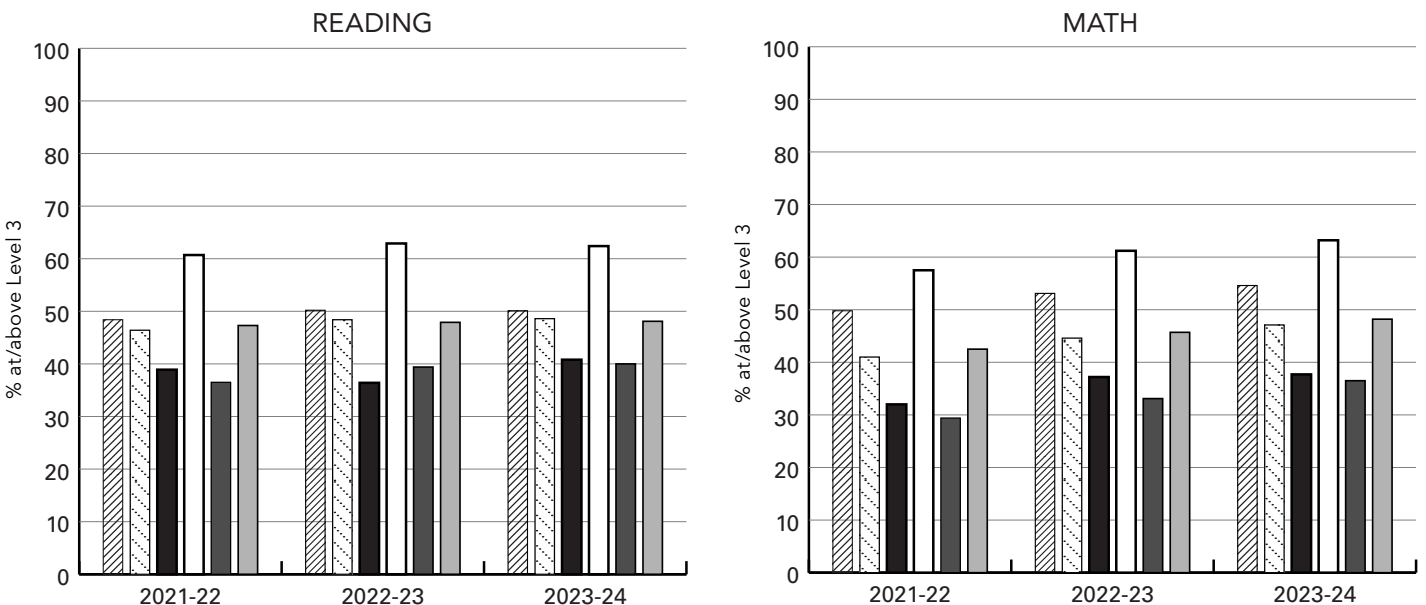


SANDHILLS REGION

Cumberland County Schools serves an expansive military community, which adds to the district’s diversity. In 2023-24, the district served 48,468 students, including 629 (1.29%) American Indian students from various tribes, primarily the Lumbee Tribe. The district operates 89 schools, including 14 high schools, two early colleges, and two virtual learning schools. In 2023-24, the average proficiency rate for the district was below the state average in all EOG/EOC subject areas except EOC Math I. American Indian students’ average proficiency rate was below the state and district in all EOG/EOC areas except EOC Math I. American Indian students showed an increase in proficiency rates in all EOG and EOC subject areas during the 2023-24 academic year except EOC Math I. American Indian students demonstrated higher proficiency rates than their Black peers in all EOG and EOC subject areas. However, proficiency rates of American Indian students were below those of their White and Hispanic peers in all areas. Compared to the state, the district, and all other racial/ethnic groups, American Indian students (80.4%) have the lowest 4-Year Cohort Graduation rate. American Indians experienced a dropout rate of 3.00 per 100 students which is higher than their White peers but falls below their Black and Hispanic peers. Comparative data for the previous two academic years is unavailable.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	46.4	38.9	60.7	36.5	47.3
2022-23	50.2	48.4	36.4	62.9	39.4	47.9
2023-24	50.1	48.6	40.8	62.4	40.0	48.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	41.0	32.0	57.5	29.4	42.5
2022-23	53.1	44.6	37.2	61.2	33.1	45.7
2023-24	54.6	47.1	37.7	63.2	36.5	48.2
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	35.0	30.0	45.7	27.6	38.6
2022-23	36.0	34.3	38.9	51.1	25.5	35.4
2023-24	37.0	39.3	34.6	54.9	31.4	41.9
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	50.8	47.4	65.6	39.9	52.4
2022-23	54.1	54.3	44.4	70.3	42.2	56.3
2023-24	53.4	52.3	48.8	69.7	39.4	54.4
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	55.7	56.1	70.4	45.3	55.7
2022-23	58.3	56.9	41.2	70.5	48.1	58.6
2023-24	59.5	58.6	49.0	74.9	48.0	61.2
4-Year Cohort Graduation Rate						
2021-22	86.4	82.7	76.4	86.3	81.1	81.7
2022-23	86.5	86.6	80.0	86.9	86.1	87.2
2023-24	87.0	85.3	80.4	85.9	84.2	87.6
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	1.65	*	1.70	1.69	1.62
2022-23	1.95	2.10	*	1.76	2.38	1.66
2023-24	1.88	2.95	3.00	2.56	3.15	3.33

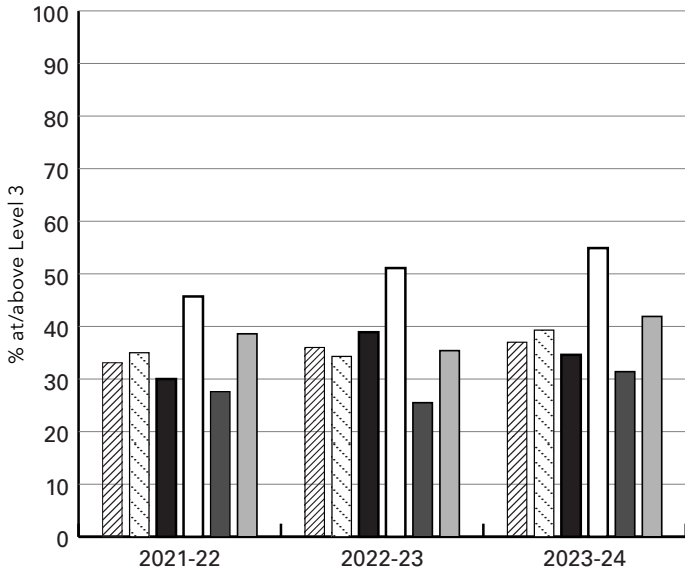
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



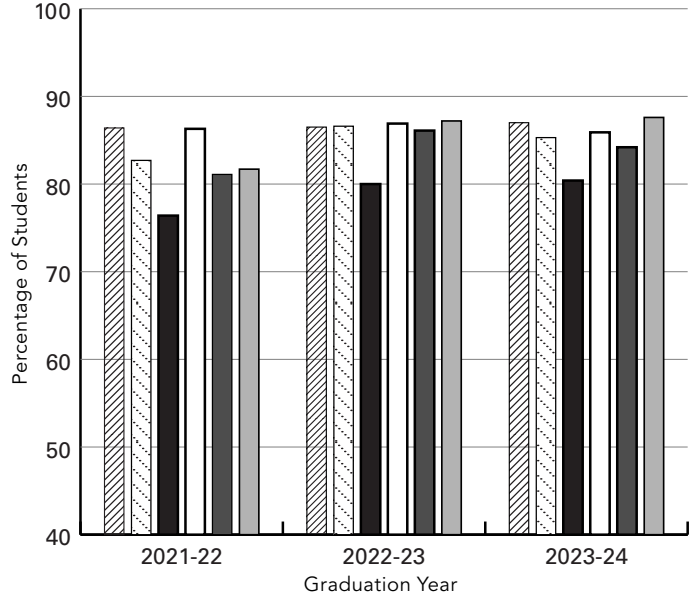
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

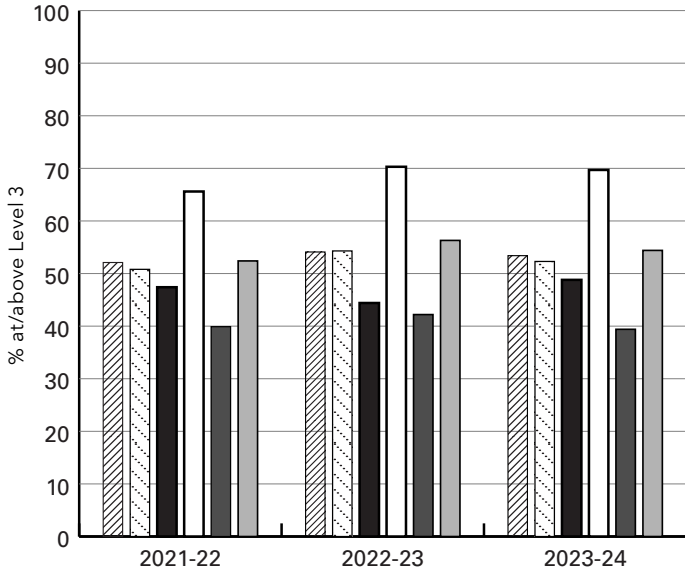
MATH I



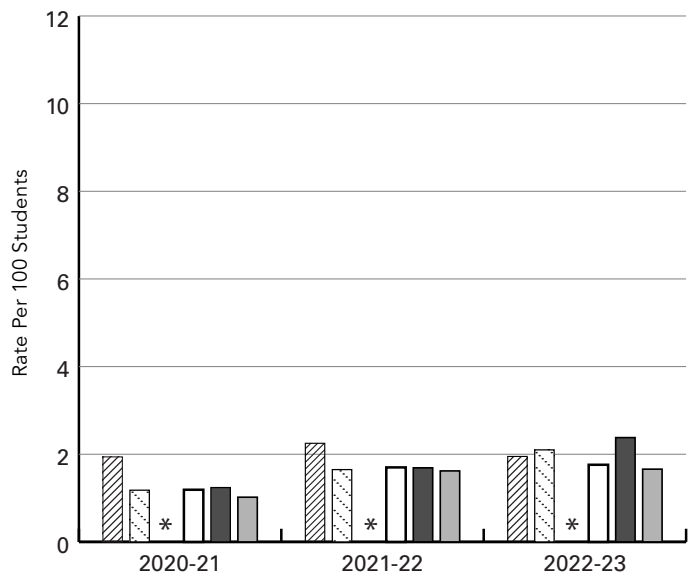
4-YEAR COHORT GRADUATION RATES



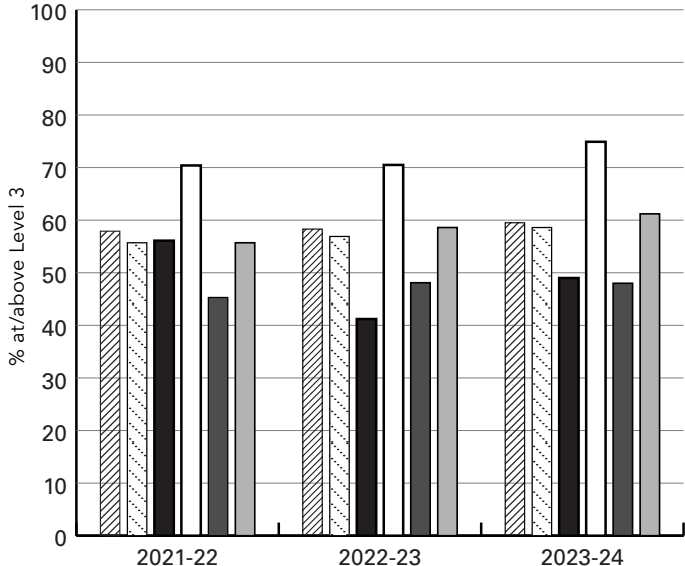
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



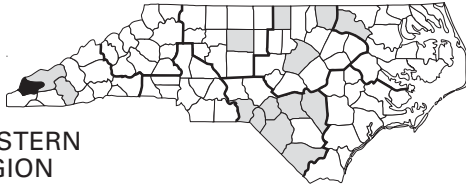
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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

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

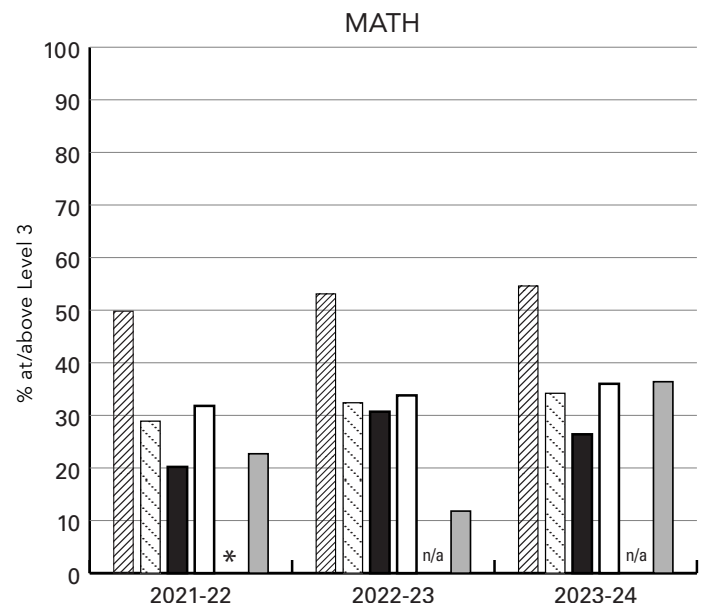
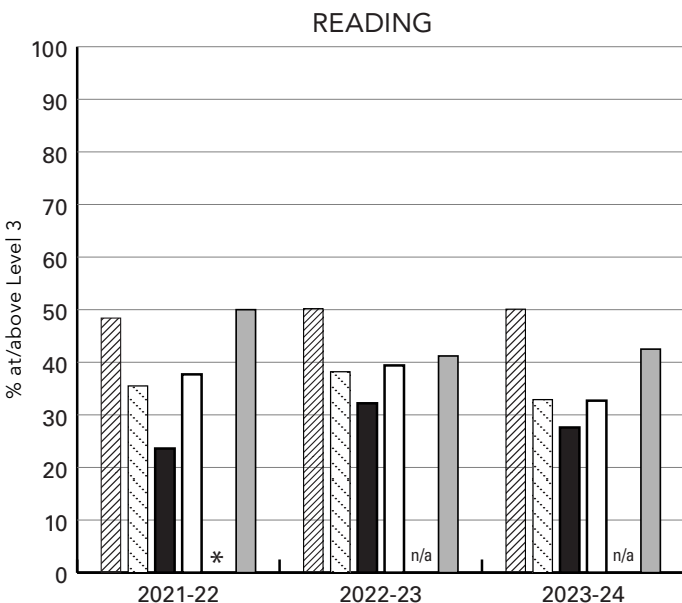


WESTERN REGION

Graham County Schools, serves students who live on the Qualla Boundary in Graham County, lands owned by the Eastern Band of Cherokee Indians. In 2023-24, the district enrolled 1,073 students, including 191 (17.8%) American Indians, mainly from the Eastern Band of Cherokee. The district operates an elementary, middle, and high school. During the 2023-24 academic year, the district's proficiency rates were lower than the state average in all EOG/EOC subject areas except for Math I. Specifically, American Indian students performed below the district average in all tested areas and below the state average in all areas. American Indian students saw an increase in proficiency rates for EOC Biology and EOC Math I and decreases in EOC English II and EOG Math and Reading. The 4-year Cohort Graduation rate shows American Indian students above the state average and district average and also an increase from the previous year. The three-year annual dropout data for 2023-24 were not available to report.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	35.5	23.6	37.7	*	50.0
2022-23	50.2	38.2	32.2	39.4	N/A	41.2
2023-24	50.1	32.9	27.6	32.7	N/A	42.5
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	28.9	20.2	31.8	*	22.7
2022-23	53.1	32.4	30.7	33.8	N/A	11.8
2023-24	54.6	34.2	26.4	36.0	N/A	36.4
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	38.9	46.2	37.1	*	*
2022-23	36.0	44.8	23.1	46.9	N/A	*
2023-24	37.0	50.0	36.4	52.5	N/A	*
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	40.7	26.7	42.6		*
2022-23	54.1	30.7	22.7	33.3	*	*
2023-24	53.4	42.7	25.0	49.2	N/A	*
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	55.8	33.3	64.3		*
2022-23	58.3	48.8	55.0	43.1	*	*
2023-24	59.5	51.0	43.8	52.8	N/A	*
4-Year Cohort Graduation Rate						
2021-22	86.4	92.9	>95	92.9	*	*
2022-23	86.5	91.5	90.9	94.9	N/A	*
2023-24	87.0	93.5	93.8	93.1	N/A	*
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	0.00	N/A	N/A	N/A	N/A
2022-23	1.95	0.00	N/A	N/A	N/A	N/A
2023-24	1.88	0.00	N/A	N/A	N/A	N/A

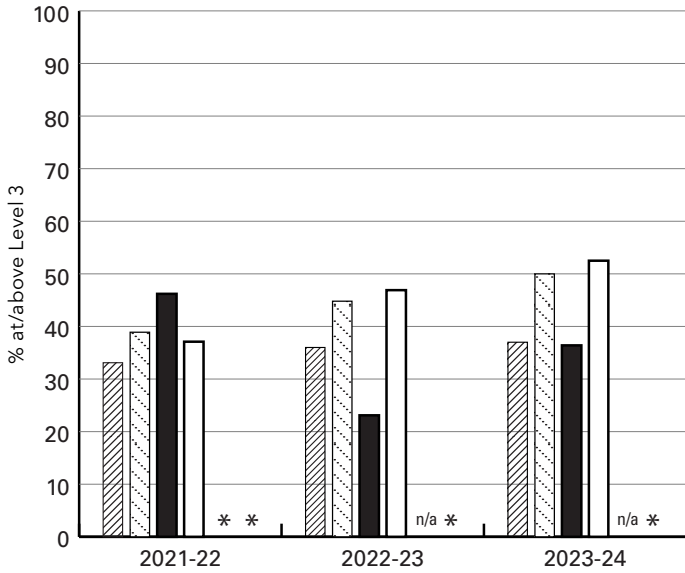
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



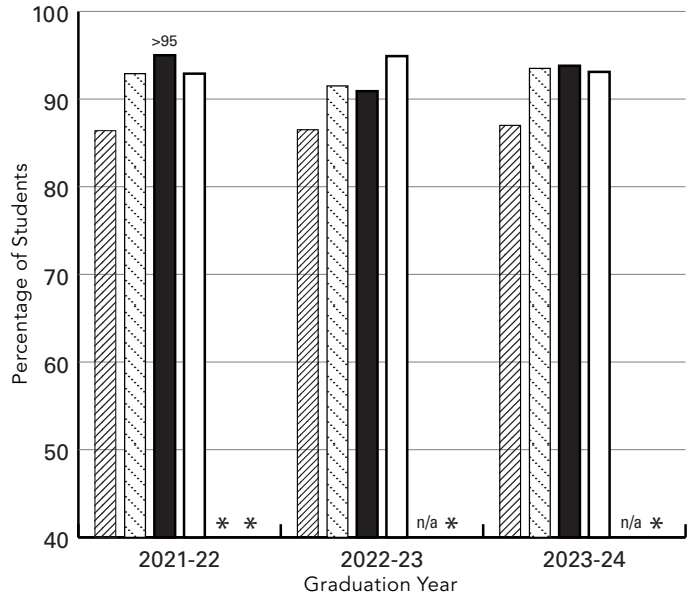
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

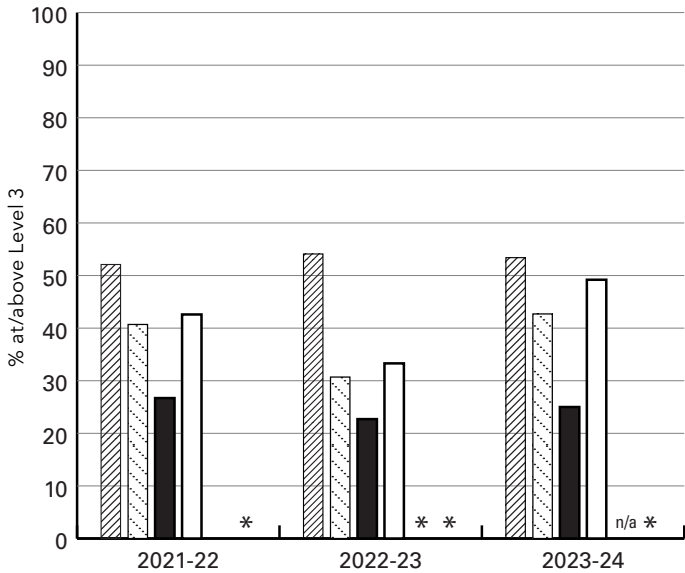
MATH I



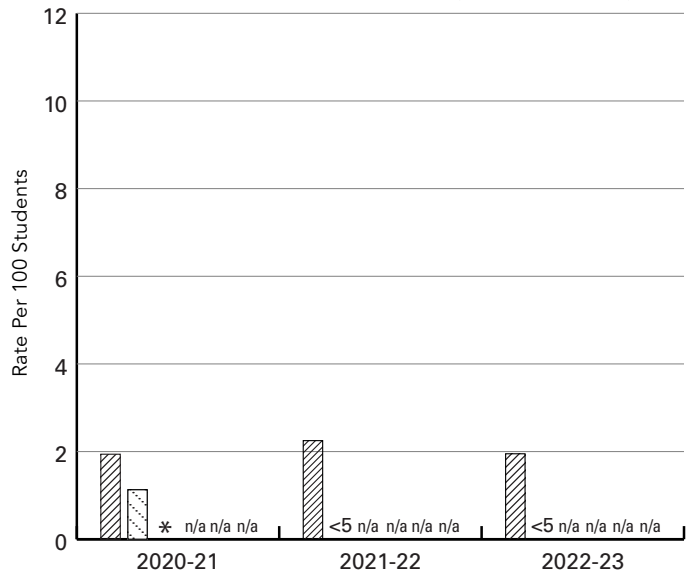
4-YEAR COHORT GRADUATION RATES



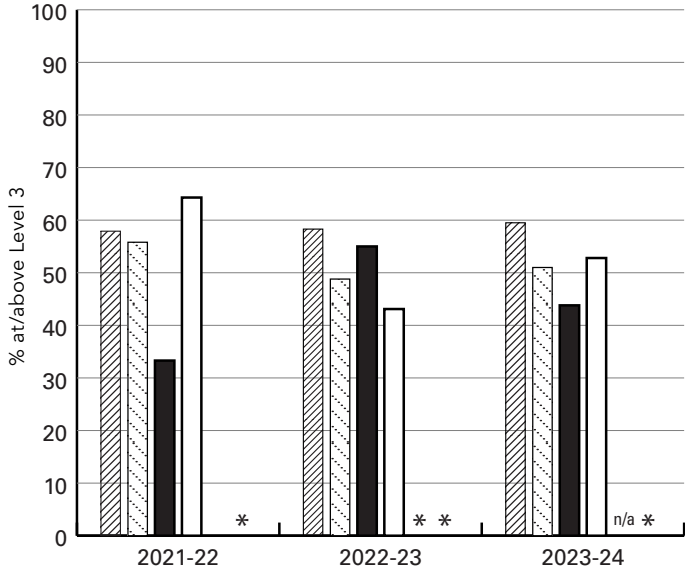
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



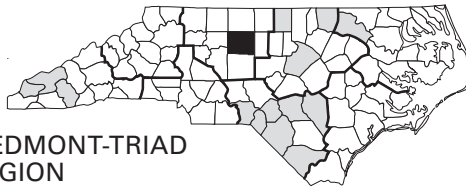
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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

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

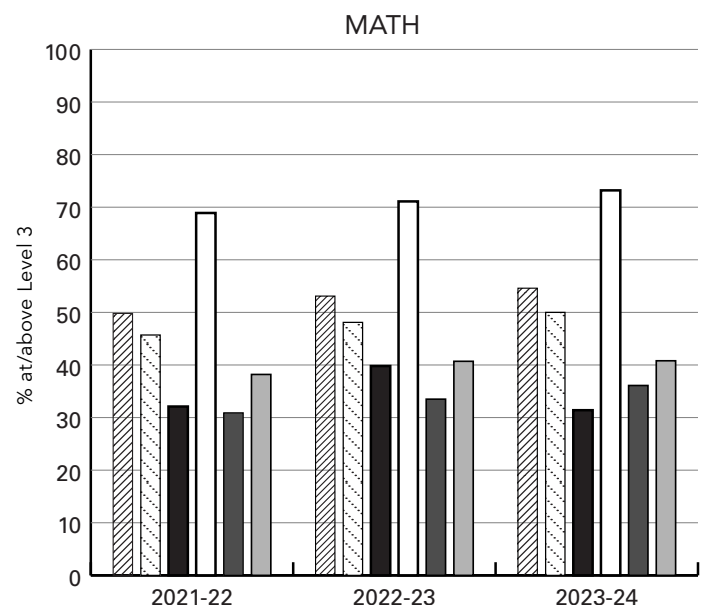
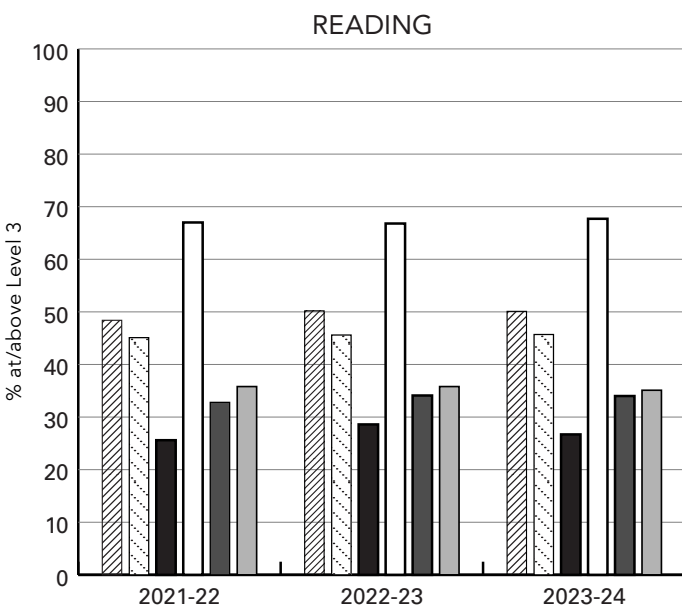


PIEDMONT-TRIAD REGION

Guilford County Schools enrolled 66,486 students in 2023-24, with 215 (.32%) American Indians representing federal and state recognized tribes. Guilford County operates 126 schools, including a myriad of magnet campuses. The district's proficiency rates on all EOG/EOC assessments are below the state's. The 2023-24 data shows that the rate of American Indian students demonstrating proficiency on all EOG/EOC assessments was lower than the state and district rates. However, American Indian students' proficiency rates increased in all EOC subject areas with the greatest growth being in EOC Biology with a 11.5 percentage point increase from the previous year. American Indian students demonstrated lower proficiency levels than all subgroups in EOG Reading and EOG Math. Furthermore, American Indian students scored lower than their White and Hispanic counterparts but outperformed their Black peers in EOC Math I and their Black and Hispanic peers in EOC Biology and EOC English II. The American Indian 4-year Cohort Graduation rate (90%) increased by 8.3 percentage points in 2023-24, the greatest percentage point increase of all their peers. The dropout rate for American Indian students for the 2023-24 academic year was 5.13 per 100. Comparative data from the previous two academic years is unavailable.

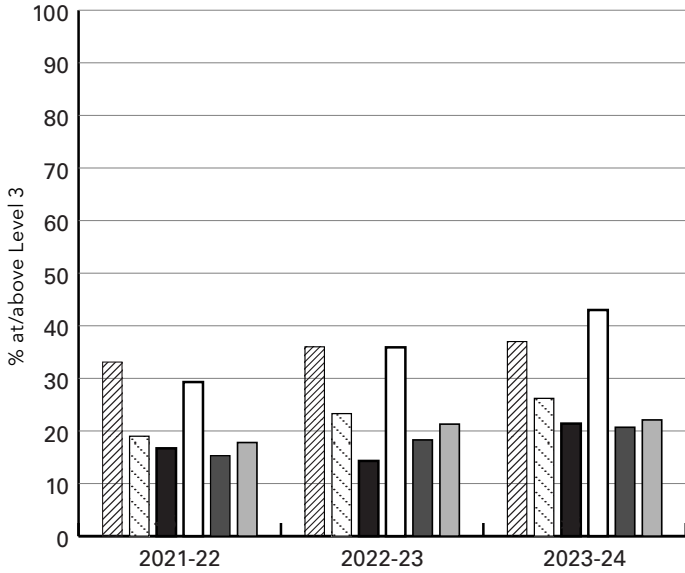
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	45.1	25.6	67.0	32.8	35.8
2022-23	50.2	45.6	28.6	66.8	34.1	35.8
2023-24	50.1	45.7	26.7	67.7	34.0	35.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	45.7	32.1	68.9	30.9	38.2
2022-23	53.1	48.1	39.8	71.1	33.5	40.7
2023-24	54.6	50.0	31.4	73.2	36.1	40.8
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	19.0	16.7	29.3	15.3	17.8
2022-23	36.0	23.3	14.3	35.9	18.3	21.3
2023-24	37.0	26.2	21.4	43.0	20.7	22.1
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	46.6	31.8	72.5	29.6	33.9
2022-23	54.1	54.4	29.4	76.5	41.0	43.2
2023-24	53.4	49.6	40.9	73.7	34.9	40.6
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	53.6	47.1	74.0	38.8	46.7
2022-23	58.3	49.3	42.1	75.2	33.1	35.6
2023-24	59.5	53.5	47.4	76.9	39.5	44.6
4-Year Cohort Graduation Rate						
2021-22	86.4	91.8	87.5	94.9	90.4	88.8
2022-23	86.5	90.9	81.3	94.9	89.4	87.2
2023-24	87.0	92.2	90.0	95.0	91.1	89.7
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.25	*	1.25	2.39	3.42
2022-23	1.95	1.90	N/A	0.97	2.33	2.62
2023-24	1.88	2.03	5.13	0.96	2.15	3.67

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

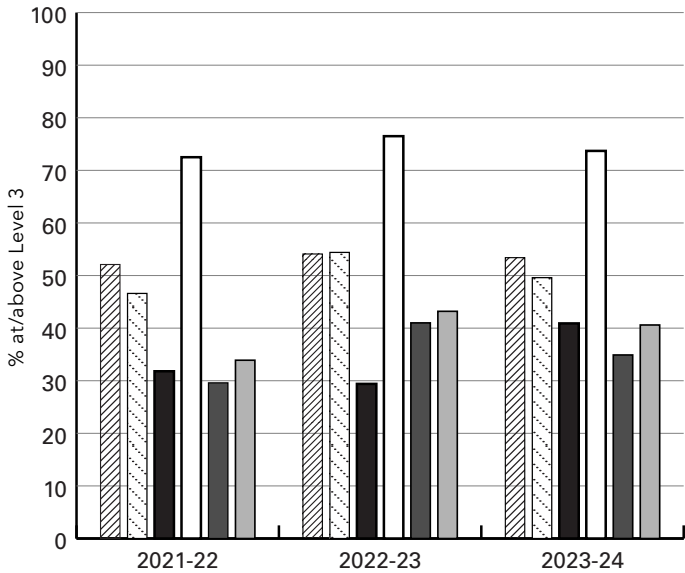


END-OF-COURSE TESTS

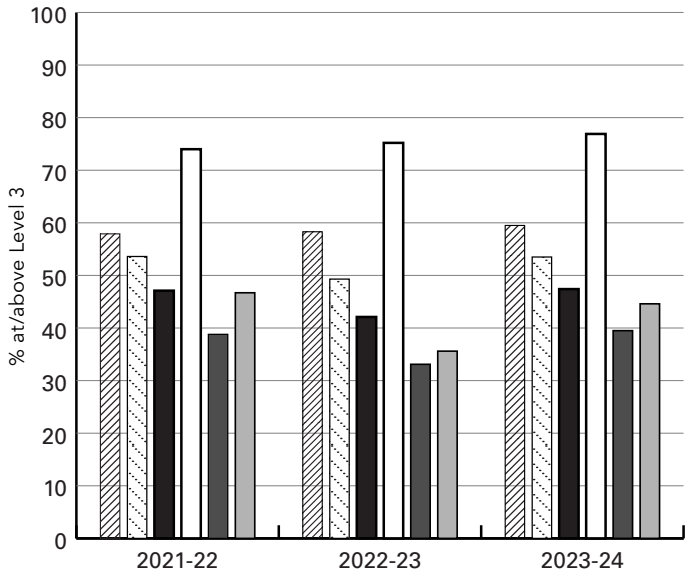
MATH I



BIOLOGY

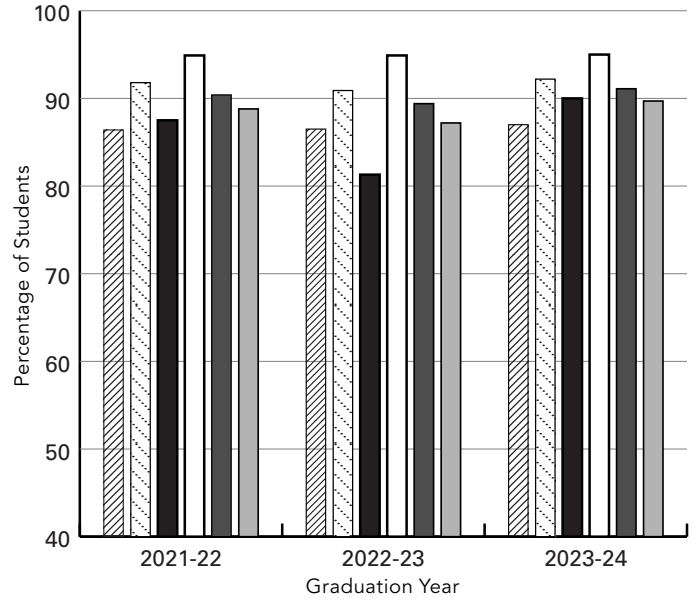


ENGLISH II

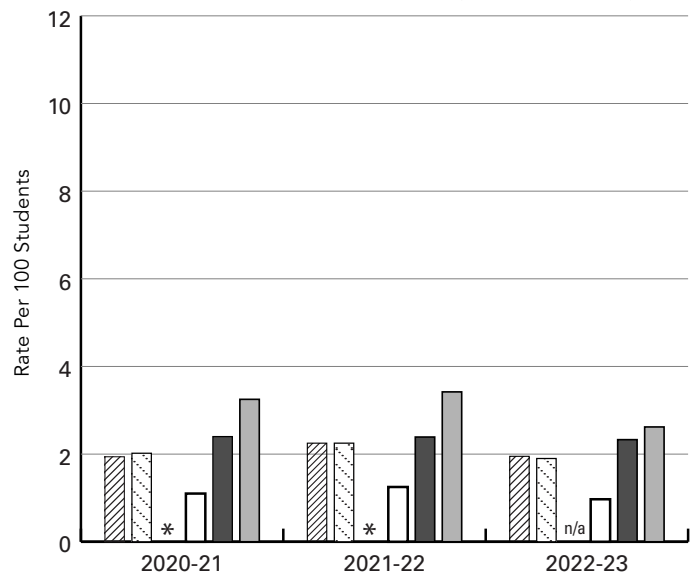


HIGH SCHOOL COMPLETION

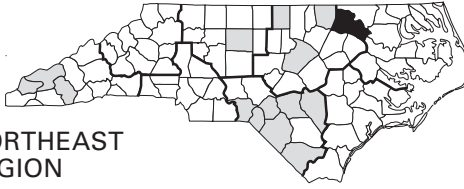
4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



- State
 LEA
 American Indian
 White
 Black
 Hispanic
- > = Scores changed due to data corrections.
- * = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)
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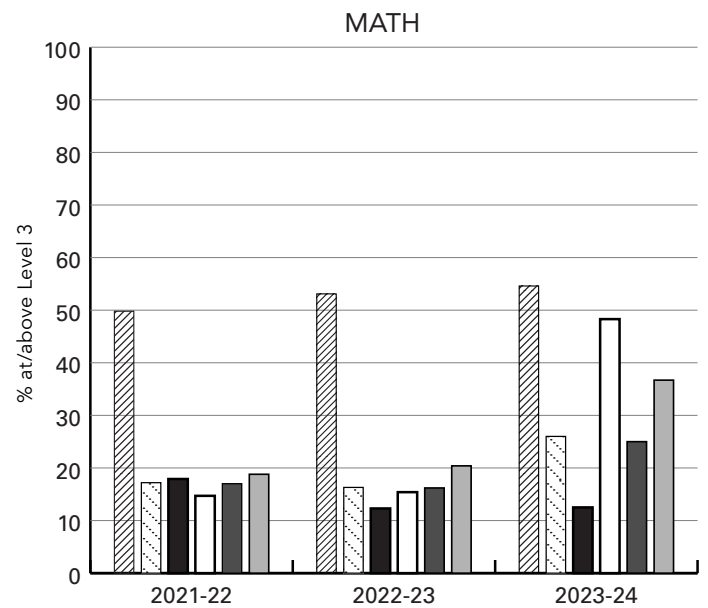
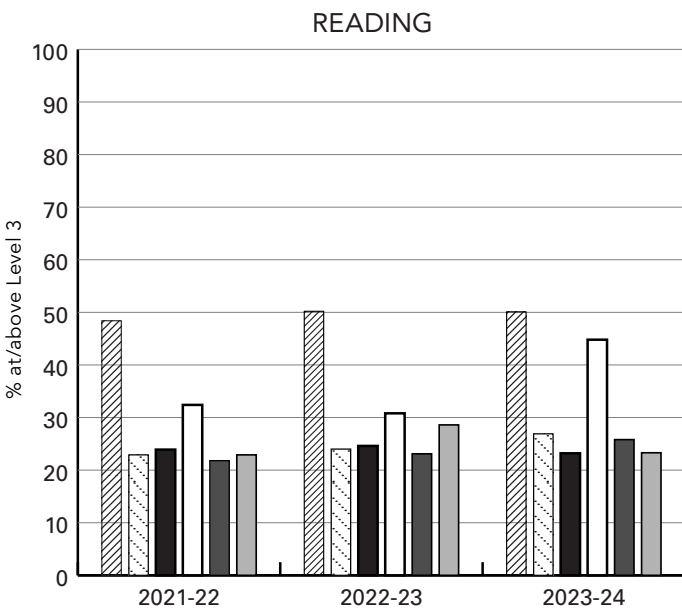


NORTHEAST REGION

Halifax County Schools enrolled 2,065 students in 2023-24, of whom 139 (6.73%) are American Indian, mainly from the Haliwa-Saponi Indian Tribe. There are 11 campuses, including two high schools and one early college. In the EOG and EOC tested subjects, the district proficiency rates for 2023-24 remained below the state averages. In EOC English II, the percentage of proficient American Indian students surpassed the district rate by 21.1 percentage points. American Indian students showed a growth in proficiency in EOG Math, EOC Math I and EOC English II with the largest percentage point growth being in EOC Math I (10.9 percentage points). In EOG Reading and Math and EOC Math I and EOC Biology, American Indian students performed below their peers. The 4-year Cohort Graduation was not reported for the American Indian student population due to insufficient data. The dropout rate for American Indian students fell below that of their White and Black peers as well as the LEA rate.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	22.9	23.9	32.4	21.8	22.9
2022-23	50.2	24.0	24.6	30.8	23.1	28.6
2023-24	50.1	26.9	23.2	44.8	25.8	23.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	17.2	17.9	14.7	17.0	18.8
2022-23	53.1	16.3	12.3	15.4	16.2	20.4
2023-24	54.6	26.0	12.5	48.3	25.0	36.7
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	12.6	12.5	*	12.7	*
2022-23	36.0	15.6	9.1	10.0	15.8	*
2023-24	37.0	33.2	20.0	*	33.1	42.9
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	30.4	*	*	27.1	*
2022-23	54.1	24.2	22.2	*	23.0	20.0
2023-24	53.4	18.4	13.3	*	14.8	40.0
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	23.6	*	*	20.4	*
2022-23	58.3	33.5	44.4	*	30.6	*
2023-24	59.5	28.9	50.0	*	26.3	*
4-Year Cohort Graduation Rate						
2021-22	86.4	85.3	*	*	87.8	*
2022-23	86.5	77.8	>95	*	76.7	70.0
2023-24	87.0	77.9	*	*	78.8	*
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	3.09	N/A	*	3.44	N/A
2022-23	1.95	3.64	*	*	2.90	N/A
2023-24	1.88	2.39	2.13	3.85	2.23	N/A

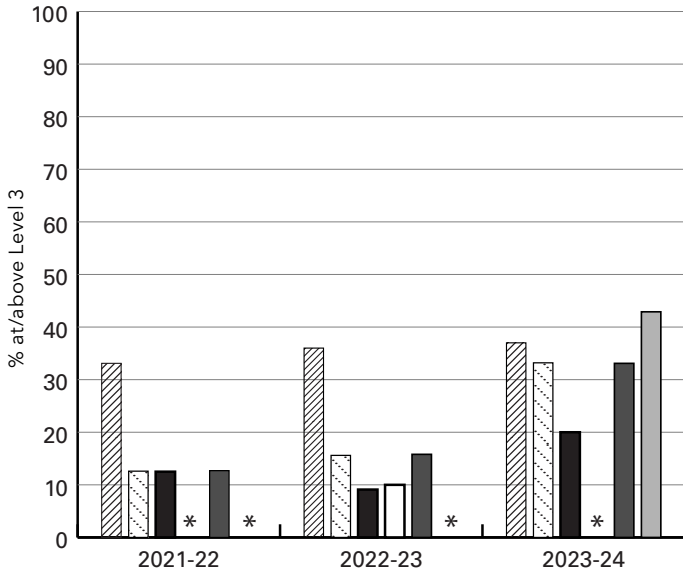
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



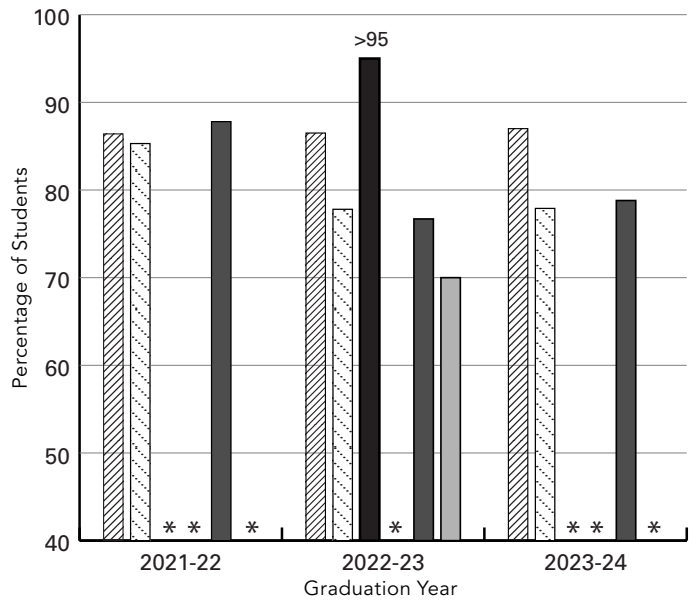
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

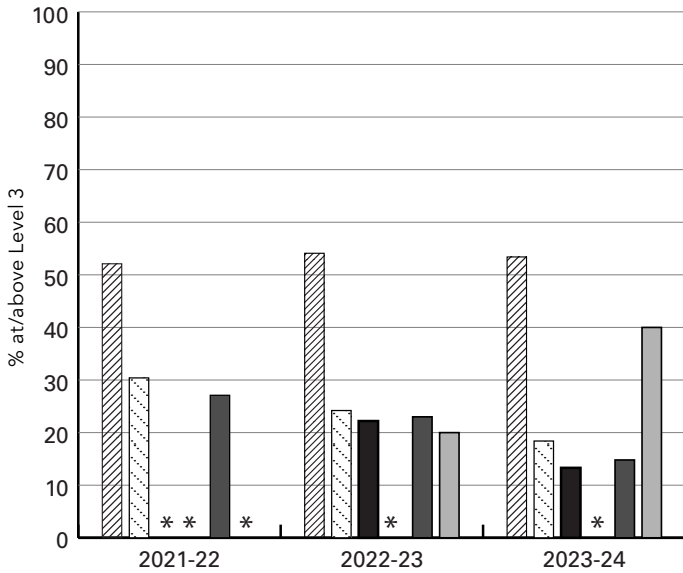
MATH I



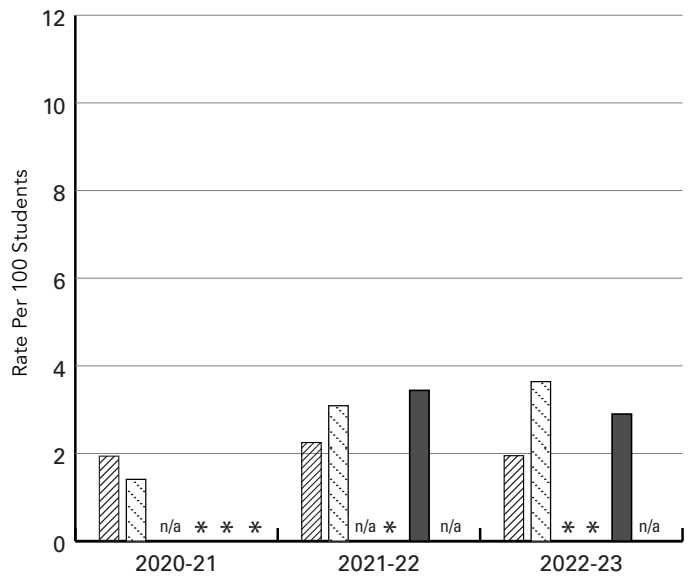
4-YEAR COHORT GRADUATION RATES



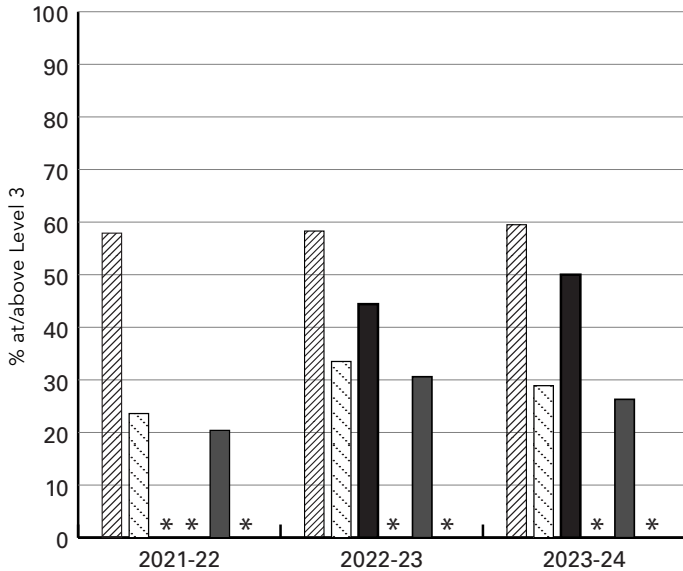
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



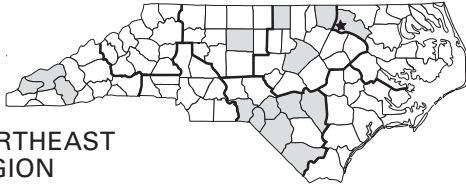
State
 LEA
 American Indian
 White
 Black
 Hispanic

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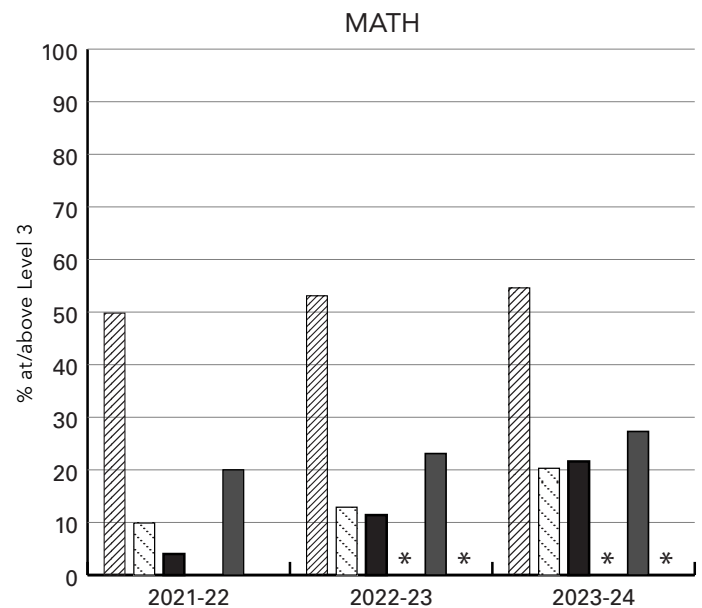
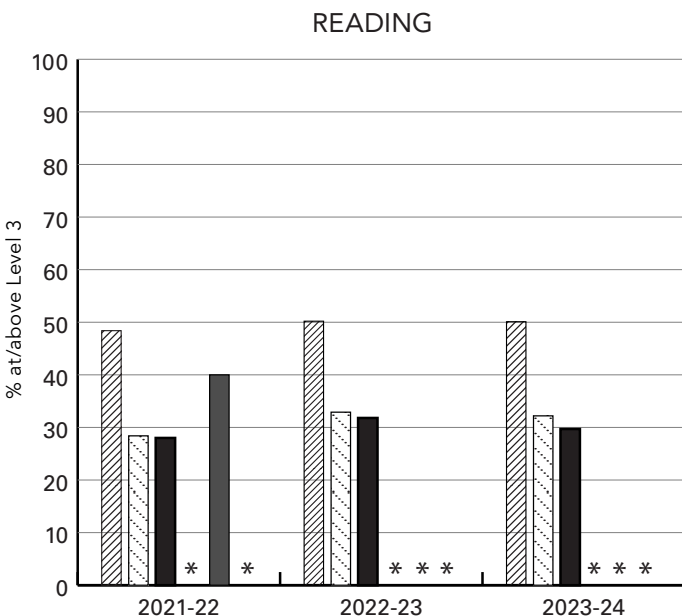


NORTHEAST REGION

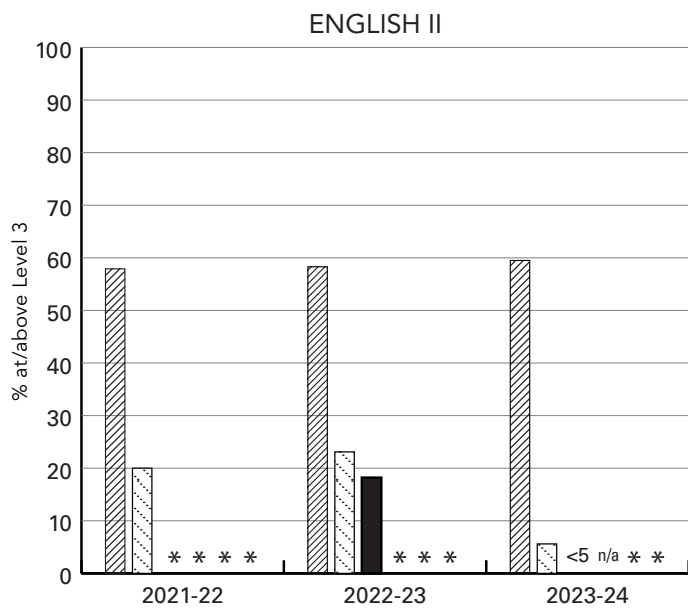
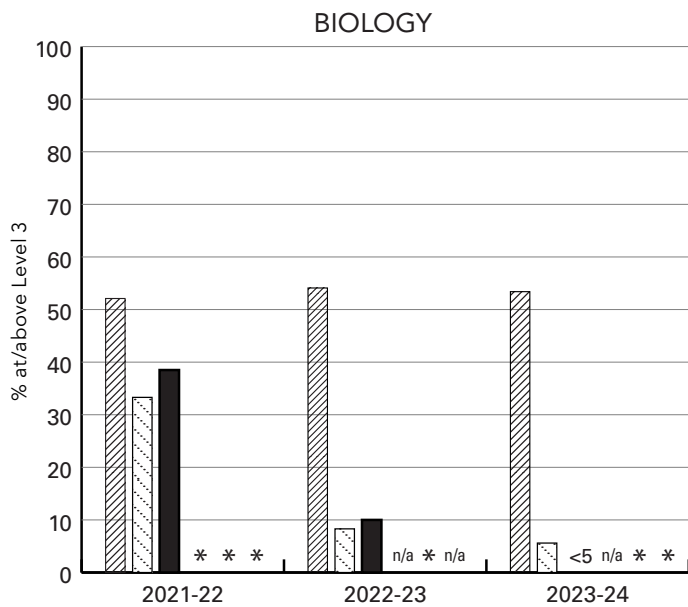
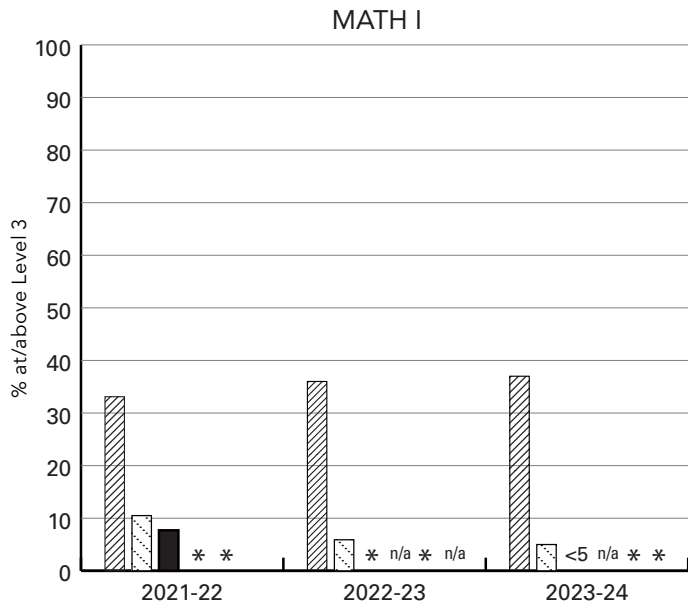
Approved as a charter school by the State Board of Education in 2000, the Haliwa-Saponi Tribal School had a total enrollment of 143 students, 86 (60%) of whom are American Indian, in 2023-24. The school is committed to preserving the Haliwa-Saponi traditions and integrating their customs and values across the curriculum. The school serves students in grades K-12 and is located in Warren County. The data provided here speaks only to the population of the school. There was insufficient data for reporting the American Indian students' EOG/EOC assessment data historically. However, all EOG and most EOC data are reported for 2023-24 with minimal comparisons. While limited data is available for EOC subject areas regarding American Indian student proficiency, the district fell below the state average in all EOG and EOC subject areas. The district showed a significant decrease in proficiency in EOC English II, dropping from 23.1% to 5.6% and fell significantly below the state in EOC Math (5.0%) and EOC Biology (5.6%). The 4-Year Cohort Graduation rate for 2023-24 was 90.9 percent, increasing by 18.2 percentage points from 2022-23.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	28.4	28.0	*	40.0	*
2022-23	50.2	32.9	31.8	*	*	*
2023-24	50.1	32.2	29.7	*	*	*
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	9.9	4.0	*	20.0	*
2022-23	53.1	12.9	11.4	*	23.1	*
2023-24	54.6	20.3	21.6	*	27.3	*
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	10.5	7.7	*	*	
2022-23	36.0	5.9	*	N/A	*	N/A
2023-24	37.0	5.0	<5	N/A	*	*
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	33.3	38.5	*	*	*
2022-23	54.1	8.3	10.0	N/A	*	N/A
2023-24	53.4	5.6	<5	N/A	*	*
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	20.0	*	*	*	*
2022-23	58.3	23.1	18.2	*	N/A	N/A
2023-24	59.5	5.6	<5	N/A	*	*
4-Year Cohort Graduation Rate						
2021-22	86.4	76.5	>95	*	*	*
2022-23	86.5	76.9	72.7	*	*	N/A
2023-24	87.0	78.9	90.9	*	*	*
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	0.0	N/A	N/A	N/A	N/A
2022-23	1.95	0.0	N/A	N/A	N/A	N/A
2023-24	1.88	0.0	N/A	N/A	N/A	N/A

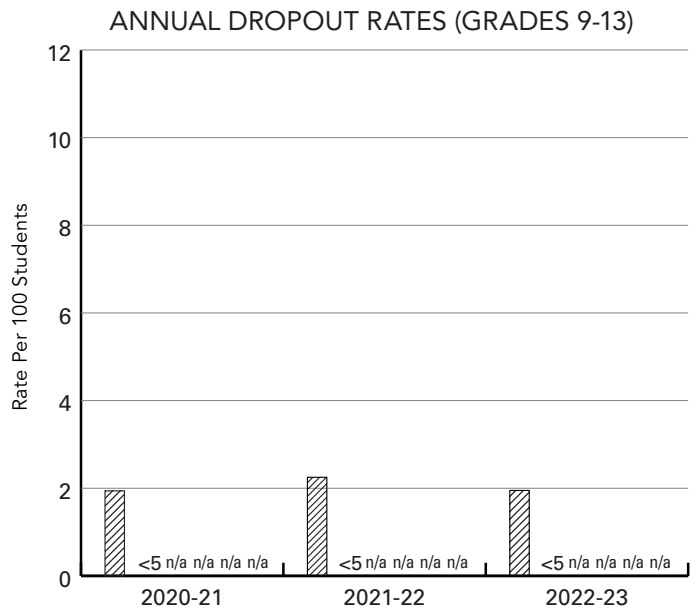
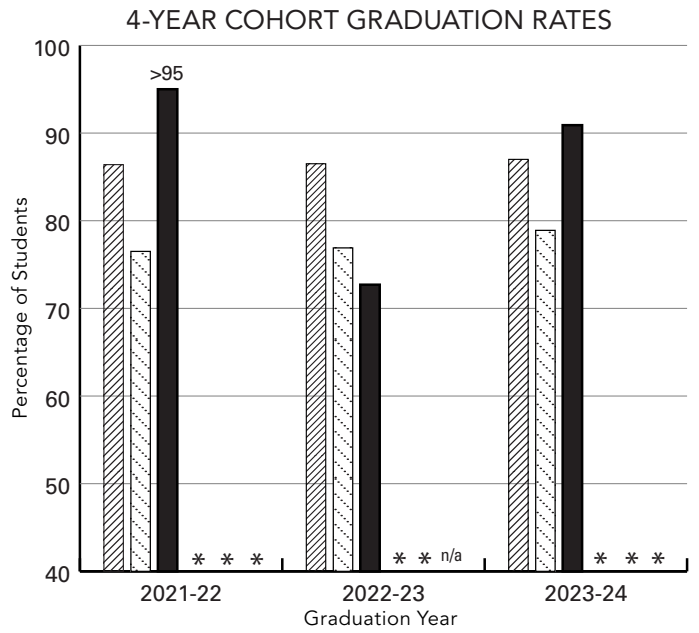
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS

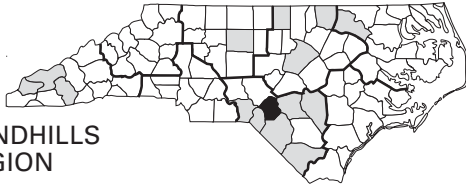


HIGH SCHOOL COMPLETION



State
 LEA
 American Indian
 White
 Black
 Hispanic

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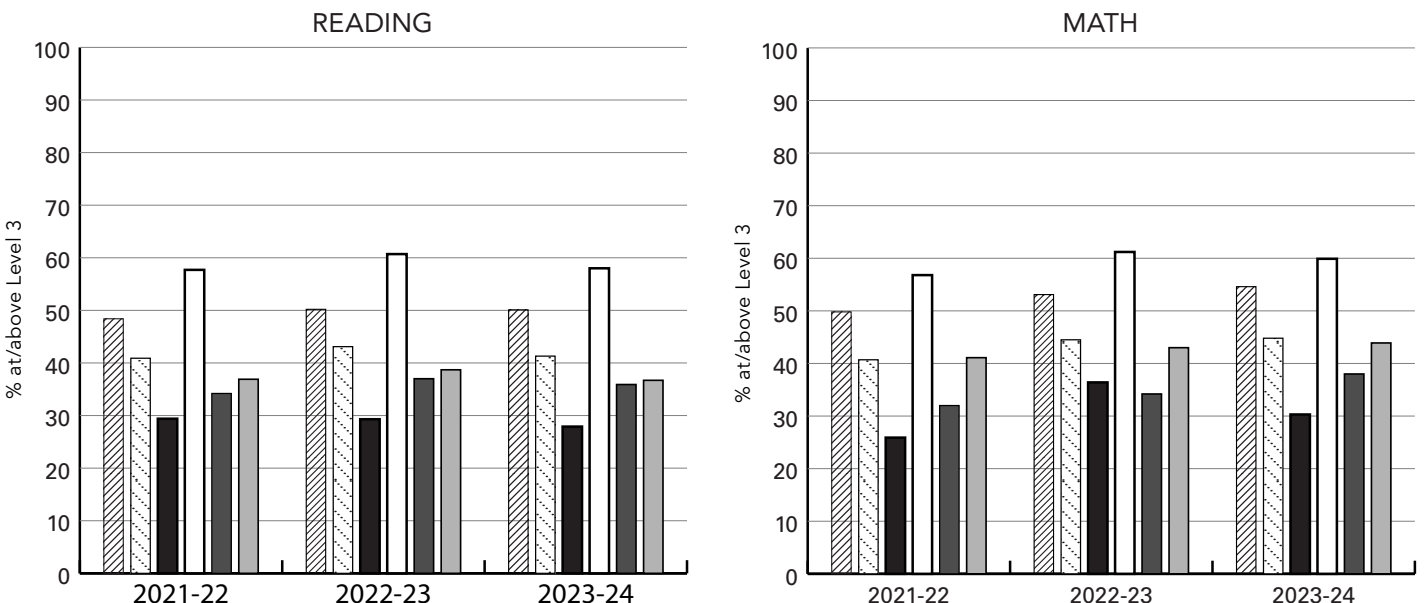


SANDHILLS REGION

Hoke County Schools enrolled 8,521 students, which included 604 (7%) American Indians in 2023-24. Students attend one of 14 schools, which includes one high school, one alternative school, and an early college. In 2023-24, the district proficiency rate was lower than the state rate for all EOG/EOC tested subjects except for EOC Biology. For American Indian students, deficits were noted in each EOG/EOC tested subject compared to the state and district data. American Indian students showed an increase in proficiency in EOC Biology and EOC English II for the 2023-24 academic year. American Indian students exhibited the most growth in EOC English II (20 percentage points). American Indian students exhibited lower proficiency rates in EOG/EOC subjects compared to all their peers, except for their Black peers in EOC English II. The 4-Year Cohort Graduation rate for American Indians (71.4%) was lower than both district and state rates and 9 percentage points lower than the previous year (80.4%). The annual dropout rate for American Indians was higher than any other identified subgroup. Comparative data from the two previous years is unavailable.

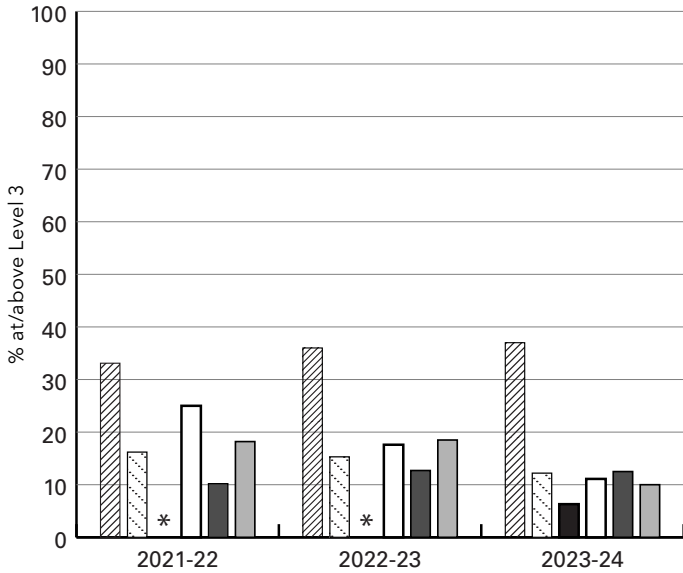
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	40.9	29.4	57.7	34.2	36.9
2022-23	50.2	43.1	29.3	60.7	37.0	38.7
2023-24	50.1	41.3	27.9	58.0	35.9	36.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	40.7	25.9	56.8	32.0	41.1
2022-23	53.1	44.5	36.4	61.2	34.2	43.0
2023-24	54.6	44.8	30.3	59.9	38.0	43.9
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	16.2	*	25.0	10.2	18.2
2022-23	36.0	15.3	*	17.6	12.7	18.5
2023-24	37.0	12.2	6.3	11.1	12.5	10.0
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	27.3	29.7	63.4	42.4	48.1
2022-23	54.1	64.7	48.1	80.0	53.5	54.9
2023-24	53.4	56.8	50	65.1	53.3	51.4
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	49.4	25.6	62.2	43.8	51.1
2022-23	58.3	53.8	32.6	67.3	50.0	49.7
2023-24	59.5	56.8	52.6	83.3	47.5	54.9
4-Year Cohort Graduation Rate						
2021-22	86.4	84.8	80.4	88.0	88.8	75.8
2022-23	86.5	86.7	80.4	83.6	91.3	84.1
2023-24	87.0	83.8	71.4	78.2	86.0	86.0
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	1.79	*	1.93	1.88	*
2022-23	1.95	1.32	*	*	*	1.49
2023-24	1.88	1.98	3.74	1.25	1.99	2.20

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

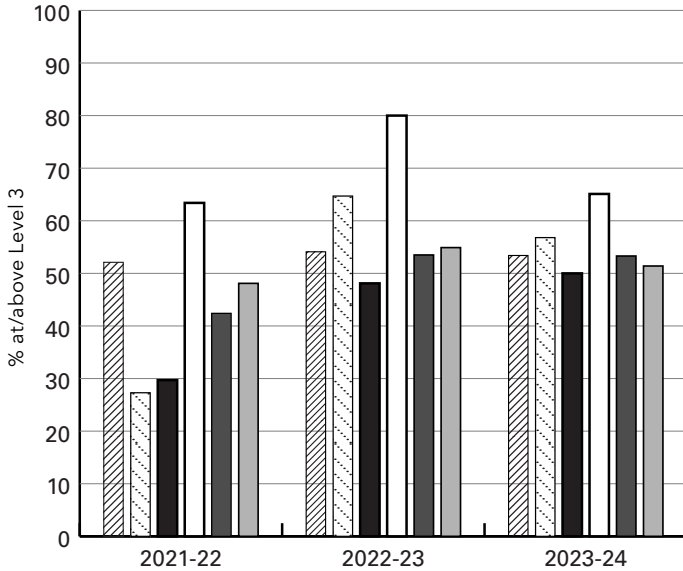


END-OF-COURSE TESTS

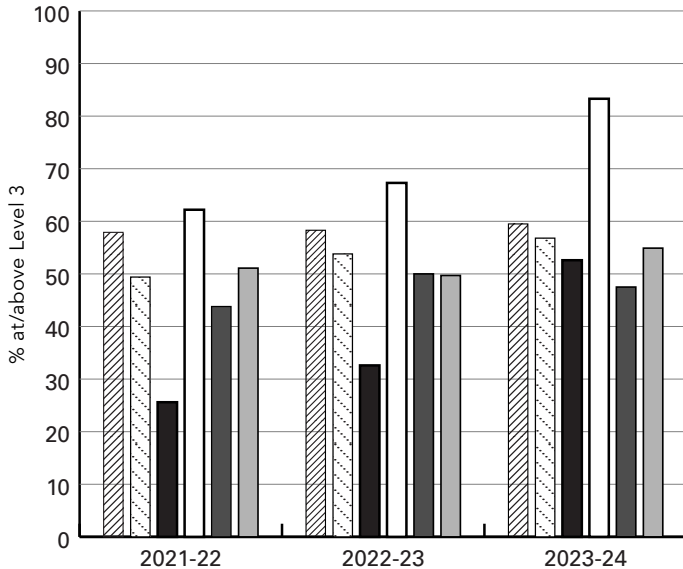
MATH I



BIOLOGY

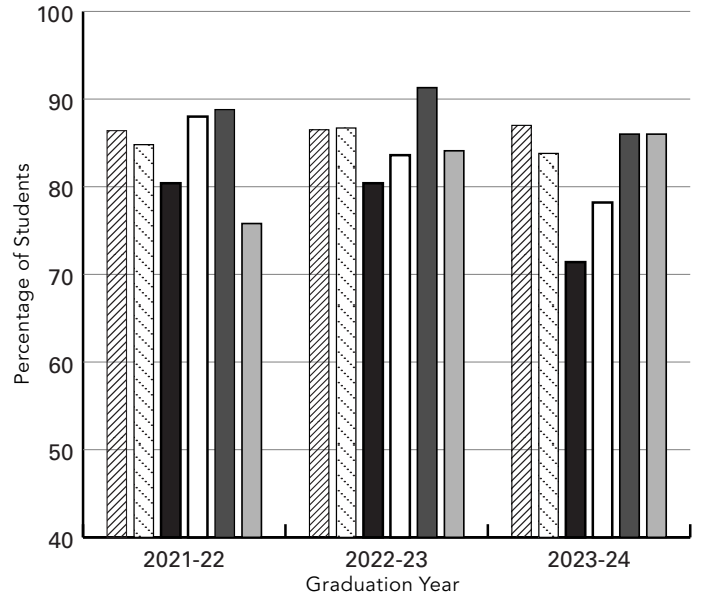


ENGLISH II

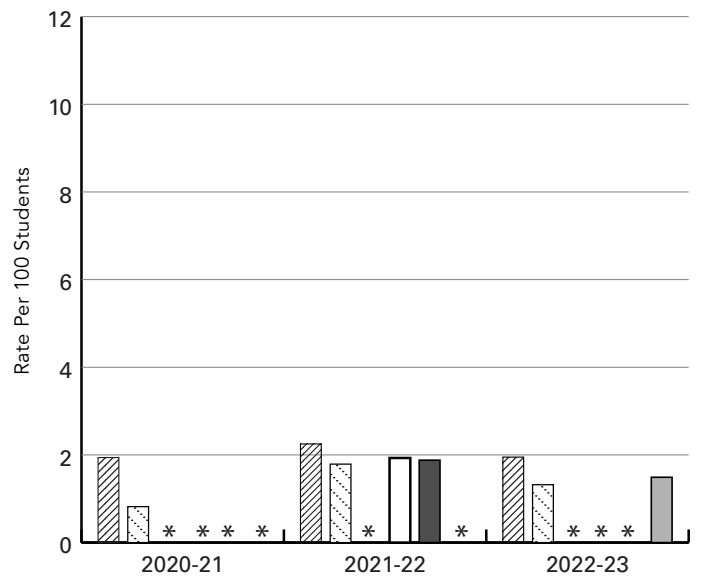


HIGH SCHOOL COMPLETION

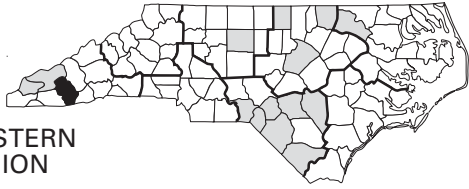
4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



- State LEA American Indian White Black Hispanic
- > = Scores changed due to data corrections.
- * = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)
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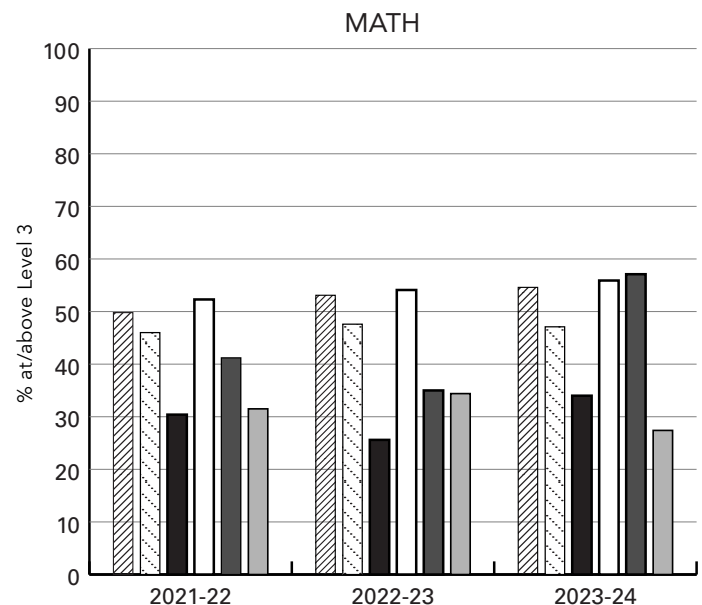
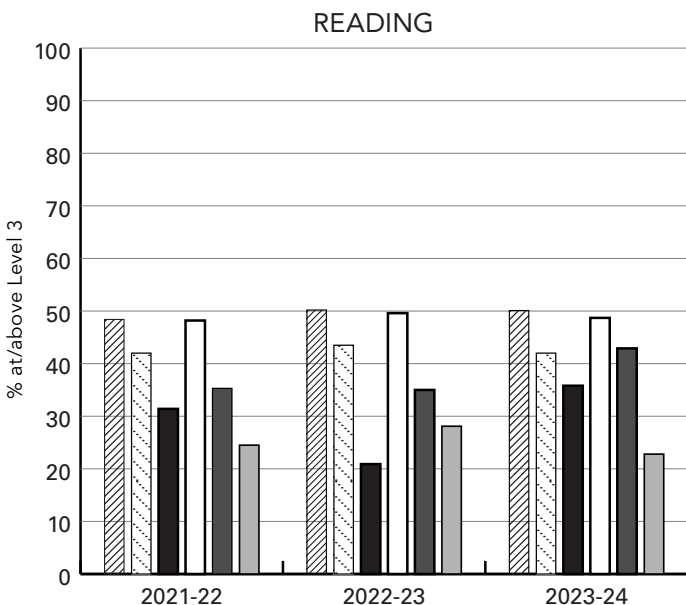


WESTERN REGION

Located on land contiguous with the Qualla Boundary, Jackson County Schools in 2023-24 enrolled 3,428 students, of whom 204 (5.95%) are American Indian, mainly of the Eastern Band of Cherokee. The Jackson County school district operates nine campuses, including one high school, two early colleges, and one alternative school. In 2023-24, the district performed below the state on all EOG/EOC assessments except EOC Math I. The proficiency rates for American Indians were lower than the state and district on all EOG/EOC assessments except for EOC Math I and EOC Biology which was higher than the district but not the state. American Indian students saw an increase in proficiency rates in EOG Reading, EOG Math, EOC Biology and EOC English II. American Indian students saw the greatest increase in proficiency in EOC Biology which increased from 26.3% in 2022-23 to 52.9% in 2023-24. The 4-Year Cohort Graduation rate for American Indians decreased by 1.4 percentage points, which fell below the state, district, and all subgroup rates. The annual dropout percentage rate for American Indians was 6.35 per 100 students. Comparative data from the previous two academic years is unavailable.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	42.0	31.4	48.2	35.3	24.5
2022-23	50.2	43.5	20.9	49.6	35.0	28.1
2023-24	50.1	42.0	35.8	48.7	42.9	22.8
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	46.0	30.4	52.3	41.2	31.5
2022-23	53.1	47.6	25.6	54.1	35.0	34.4
2023-24	54.6	47.1	34.0	55.9	57.1	27.4
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	45.7	34.6	48.3	*	44.4
2022-23	36.0	43.5	47.1	45.7	*	34.3
2023-24	37.0	37.5	42.9	42.4	*	22.6
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	49.5	29.4	56.7	*	28.3
2022-23	54.1	50.6	26.3	58.9	*	28.8
2023-24	53.4	50.7	52.9	54.9	*	37.3
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	53.7	33.3	58.4	*	35.6
2022-23	58.3	52.2	41.2	57.7	*	37.5
2023-24	59.5	56.1	47.4	63.0	*	30.1
4-Year Cohort Graduation Rate						
2021-22	86.4	90.2	93.3	88.8	*	92.7
2022-23	86.5	87.8	80.0	88.9	*	86.8
2023-24	87.0	84.0	78.6	86.3	*	79.6
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	1.81	*	2.10	N/A	*
2022-23	1.95	1.03	*	*	N/A	*
2023-24	1.88	3.39	6.35	2.70	N/A	6.00

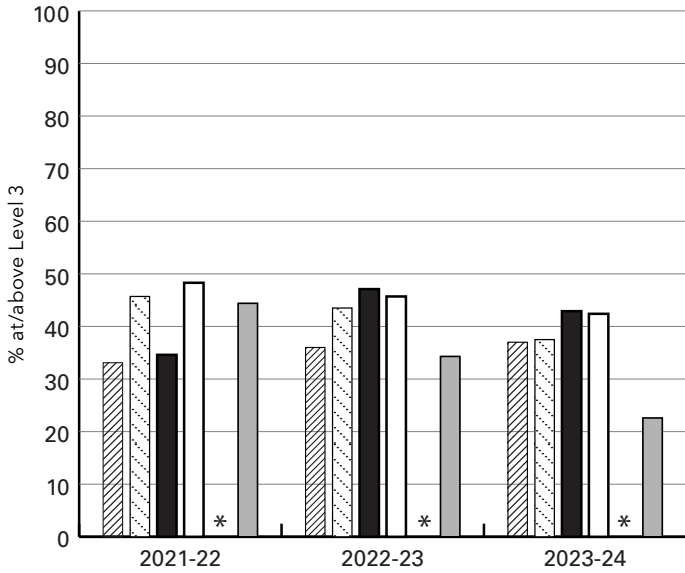
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



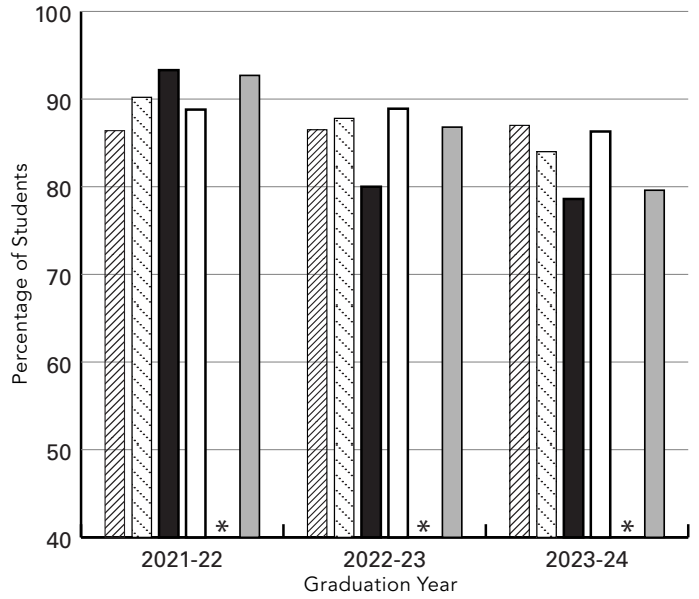
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

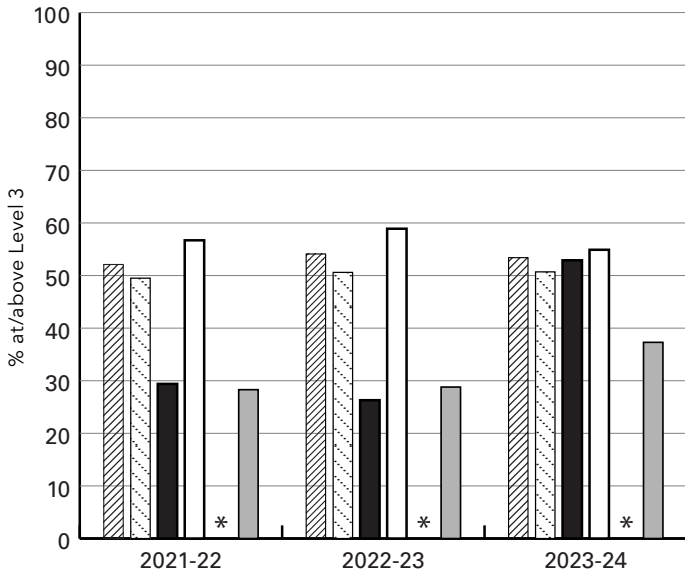
MATH I



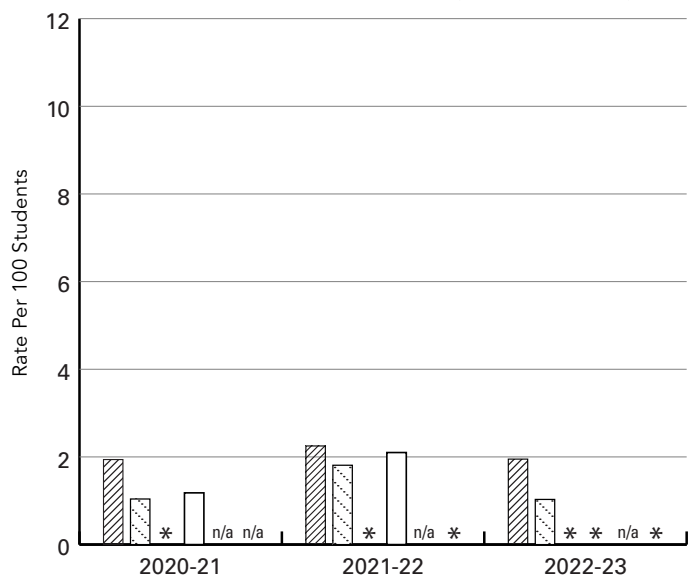
4-YEAR COHORT GRADUATION RATES



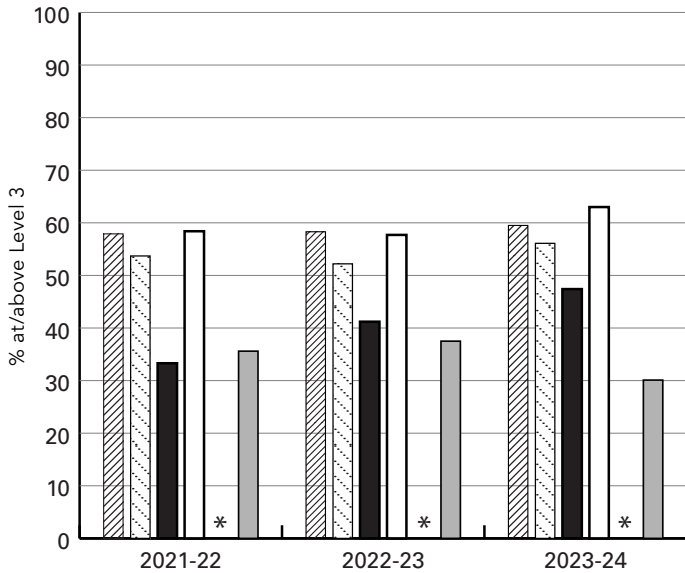
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



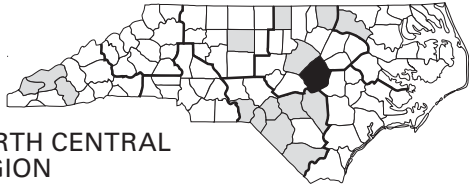
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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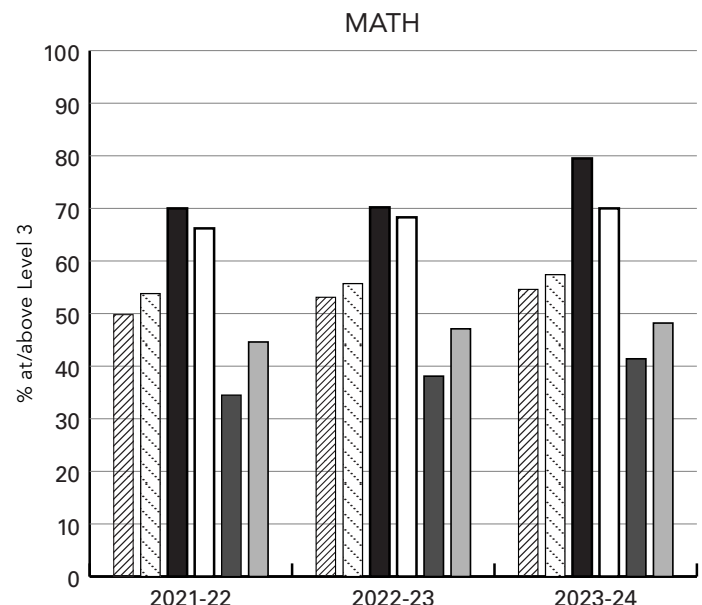
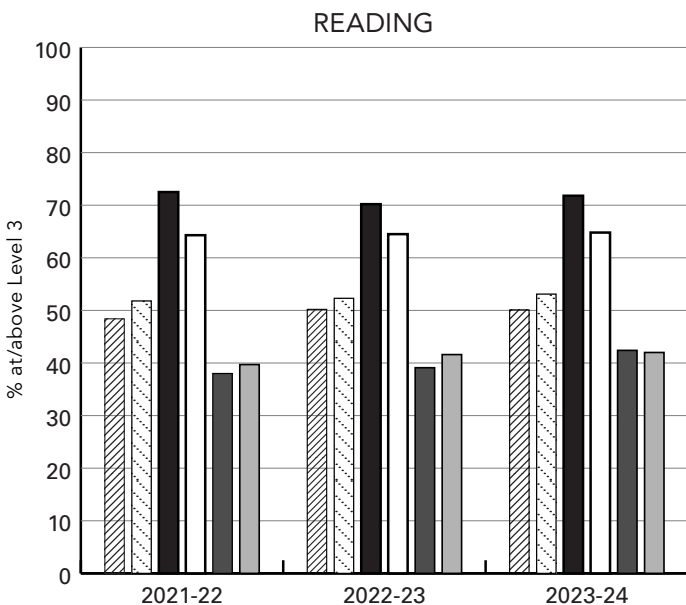


NORTH CENTRAL REGION

Johnston County Schools enrolled 36,879 students, which includes 86 (.23%) American Indians of various tribes in 2023-24. The district operates 48 schools, including nine high schools, one early college, and one career technical school. The 2023-24 data shows that district proficiency rates were above the state in all EOG and EOC areas except EOC English II. The percentage of American Indian students at the proficient level was above the state and district in EOG Reading and Math and EOC English II. American Indian students saw a 20 percentage point growth in EOC English II from the previous year. The American Indian 4-year graduation rate is unable to be reported due to insufficient data. The annual dropout rates for American Indian students have not been included for the last three years.

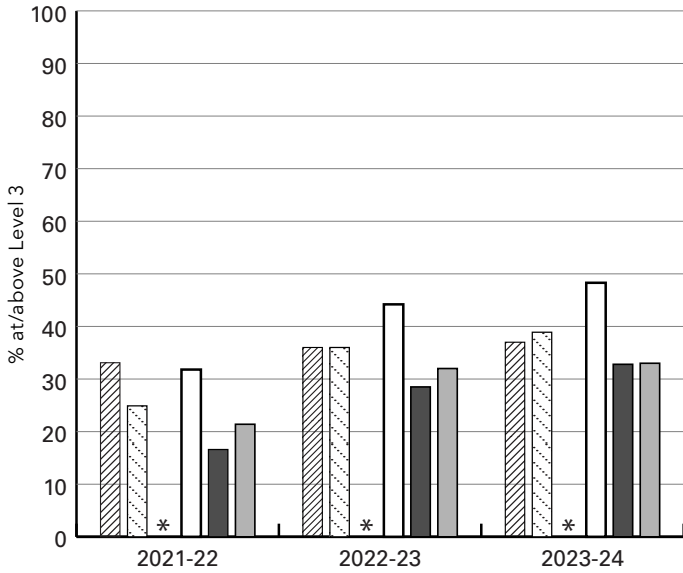
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	51.8	72.5	64.3	38.0	39.7
2022-23	50.2	52.3	70.2	64.5	39.1	41.6
2023-24	50.1	53.1	71.8	64.8	42.4	42.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	53.8	70.0	66.2	34.5	44.6
2022-23	53.1	55.7	70.2	68.3	38.1	47.1
2023-24	54.6	57.4	79.5	70.0	41.4	48.2
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	24.9	*	31.8	16.6	21.4
2022-23	36.0	36.0	*	44.2	28.5	32.0
2023-24	37.0	38.9	*	48.3	32.8	33.0
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	47.8	*	59.6	32.3	33.8
2022-23	54.1	53.1	86.7	65.2	34.6	41.4
2023-24	53.4	54.0	*	66.0	38.7	44.0
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	51.4	83.3	62.2	36.8	40.3
2022-23	58.3	56.1	50.0	67.6	41.3	44.6
2023-24	59.5	59.1	70.0	71.4	48.1	48.2
4-Year Cohort Graduation Rate						
2021-22	86.4	91.8	>95	93.5	90.8	89.2
2022-23	86.5	91.6	80.0	94.1	90.1	88.2
2023-24	87.0	91.3	*	93.6	90.4	88.5
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.12	*	1.42	2.48	3.30
2022-23	1.95	2.28	N/A	1.41	3.07	3.36
2023-24	1.88	1.85	N/A	1.11	2.09	2.96

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

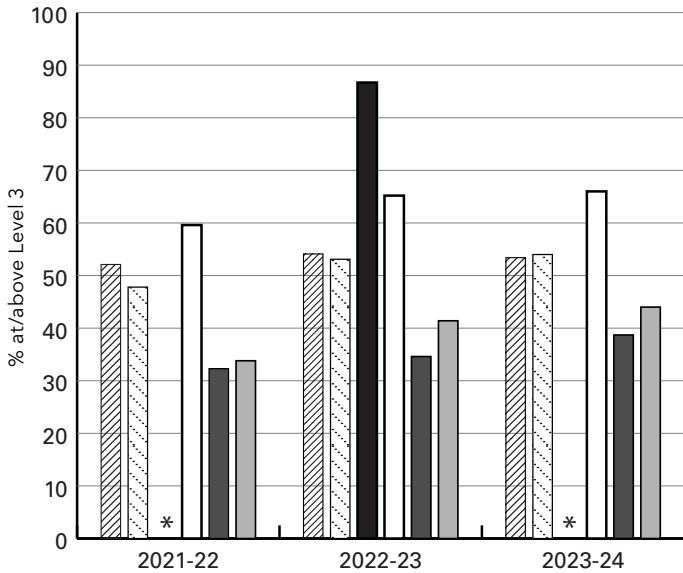


END-OF-COURSE TESTS

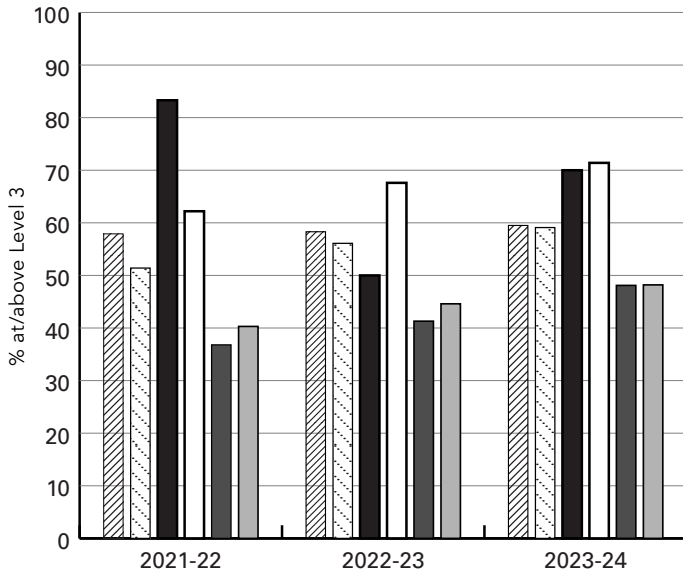
MATH I



BIOLOGY

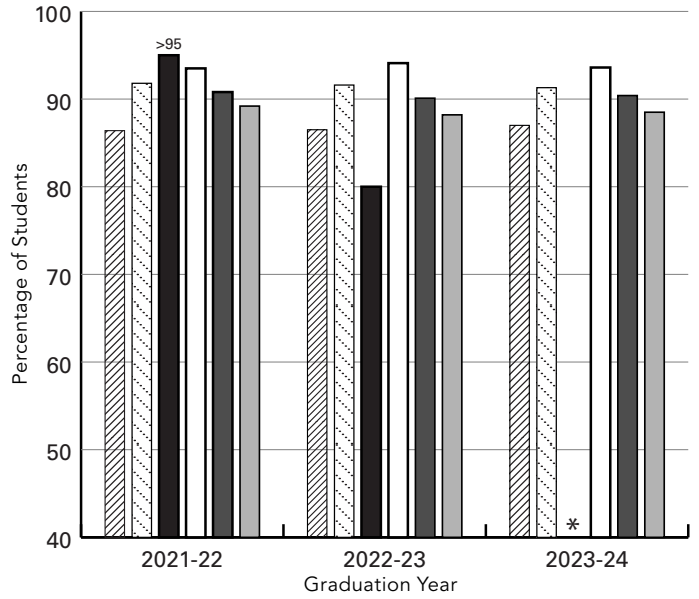


ENGLISH II

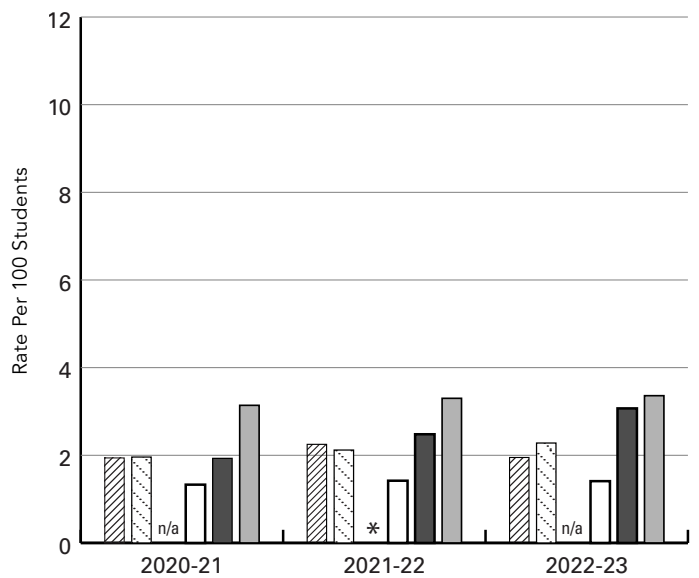


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES

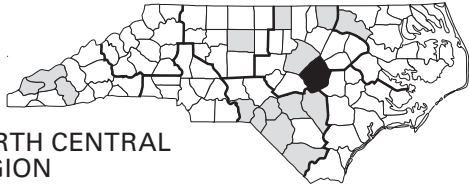


ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.
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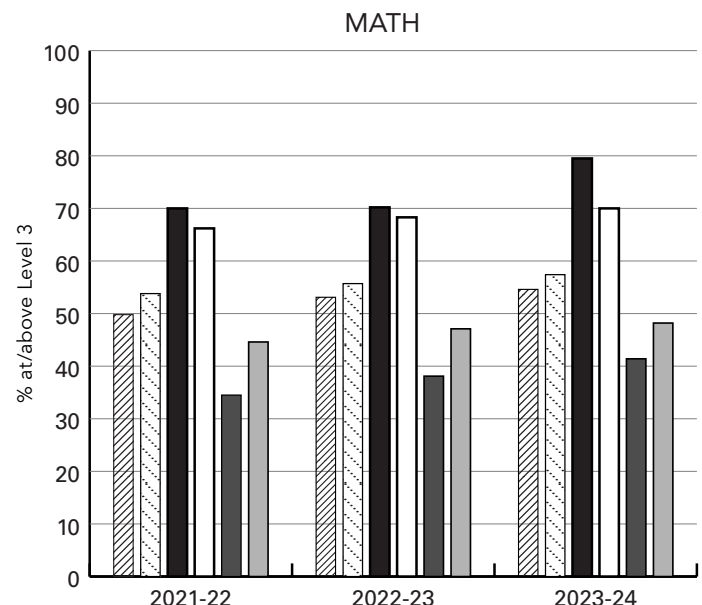
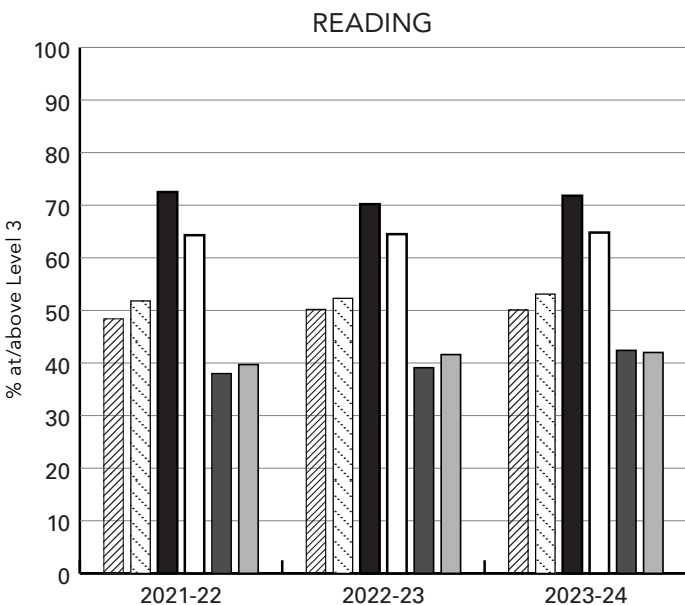


NORTH CENTRAL REGION

Nash County Schools enrolled 14,318 students, which included 73 (.5%) American Indians in 2023-24 including American Indian students from federal and state recognized tribes of North Carolina and other states. Students attend one of 28 schools. In 2023-24, the district proficiency rate was lower than the state rate for all EOG/EOC tested subjects. American Indian students performed above the district proficiency rate in EOG Reading and Math. Data related to EOC tested subjects is unavailable for American Indian students. American Indian students experienced an increase in proficiency rates in EOG reading by 15.2 percentage points and an increase in EOG Math 5.2 percentage points. American Indian students performed better than their Black and Hispanic peers in EOG Reading and Math but lower than their White peers. Data for the 4-year cohort graduate rate and drop out rate was unavailable.

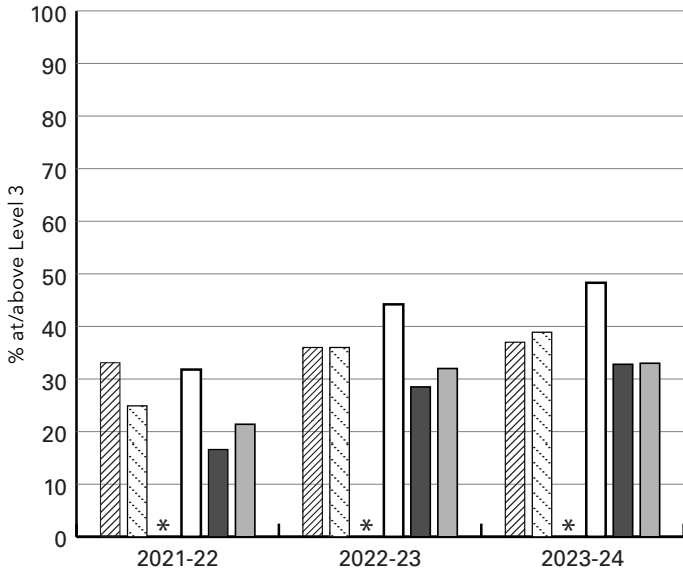
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	31.7	*	50.2	22.9	29.3
2022-23	50.2	35.0	33.3	52.6	26.6	33.2
2023-24	50.1	39.9	48.5	60.1	30.5	37.2
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	28.9	30.8	49.8	17.6	32.0
2022-23	53.1	35.5	44.8	56.5	24.3	38.4
2023-24	54.6	41.4	50.0	63.6	29.9	42.8
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	13.6		20.3	10.5	14.1
2022-23	36.0	23.4	*	42.7	15.4	31.7
2023-24	37.0	33.0	*	41.2	29.9	31.0
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	33.9	*	50.5	20.5	48.0
2022-23	54.1	42.1	*	67	24.4	49.4
2023-24	53.4	46.5	*	64	34.5	53.2
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	42.5	*	58.3	31.3	47.5
2022-23	58.3	46.2	*	60.0	37.7	46.2
2023-24	59.5	51.0	*	71.0	42.6	46.6
4-Year Cohort Graduation Rate						
2021-22	86.4	82.6	*	83.2	82.5	82.1
2022-23	86.5	84.7	*	88.2	83.4	82.9
2023-24	87.0	83.3	*	82.2	84.7	79.9
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.78	N/A	2.35	3.28	2.38
2022-23	1.95	2.59	N/A	0.80	3.84	1.87
2023-24	1.88	2.58	N/A	1.67	3.26	2.50

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

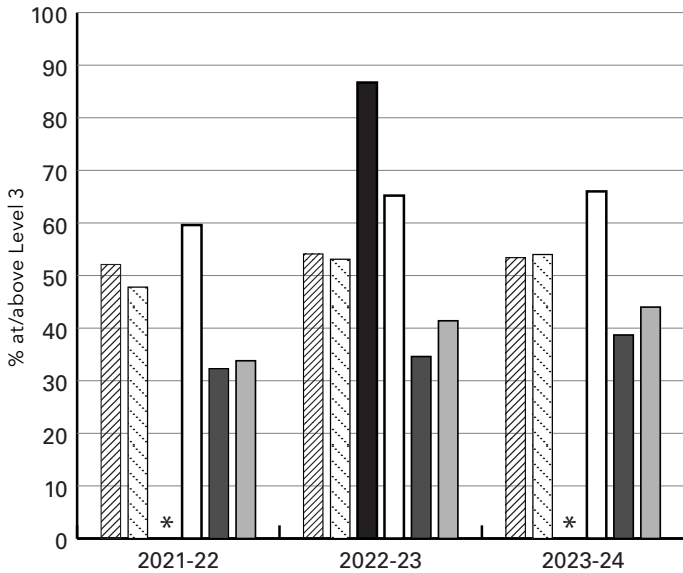


END-OF-COURSE TESTS

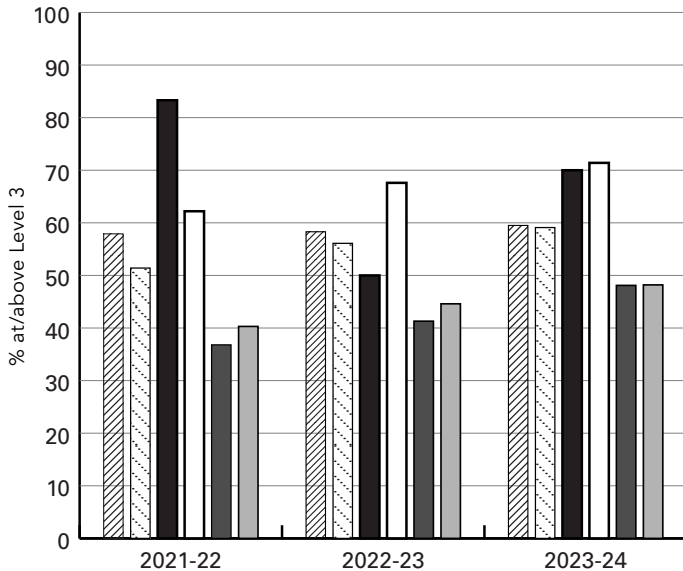
MATH I



BIOLOGY

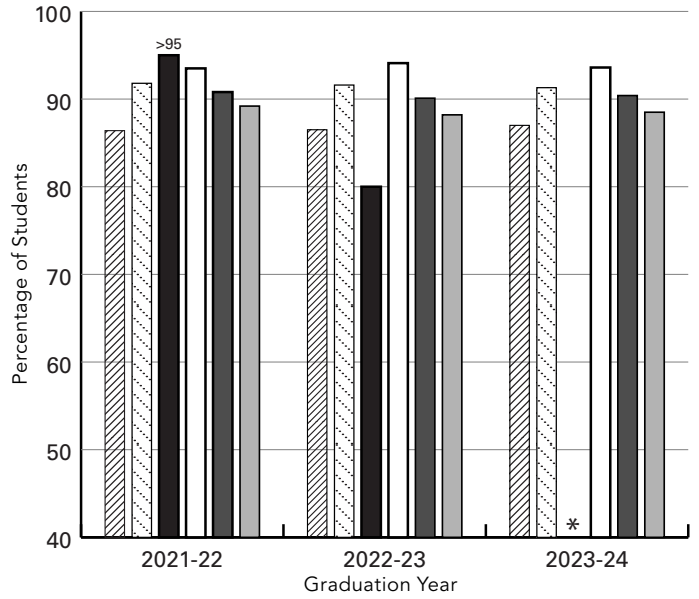


ENGLISH II

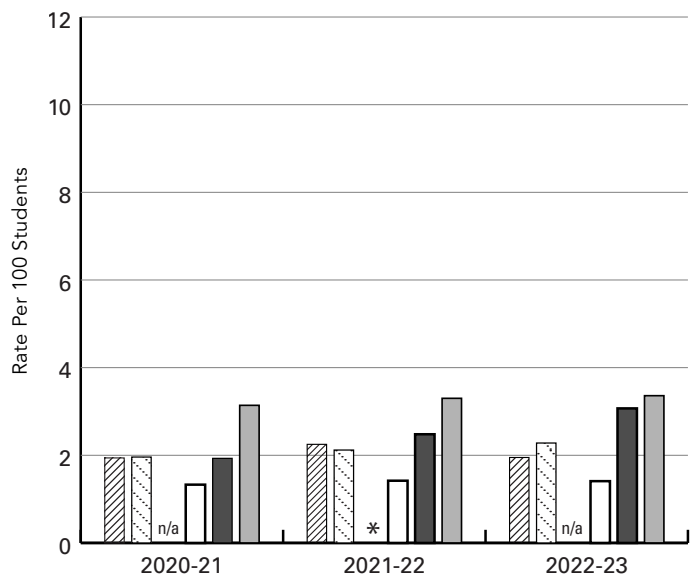


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES

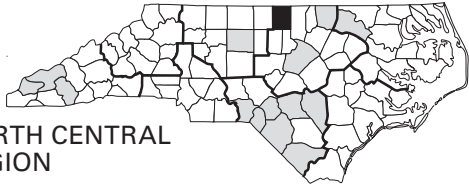


ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

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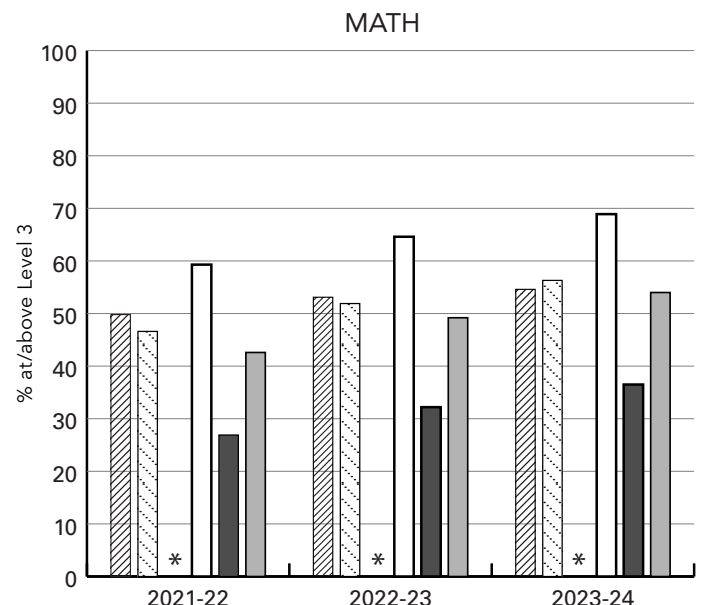
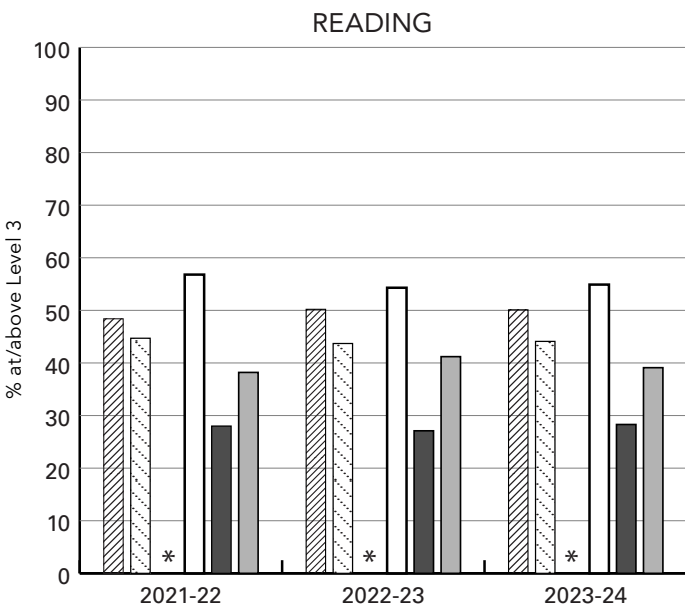


NORTH CENTRAL REGION

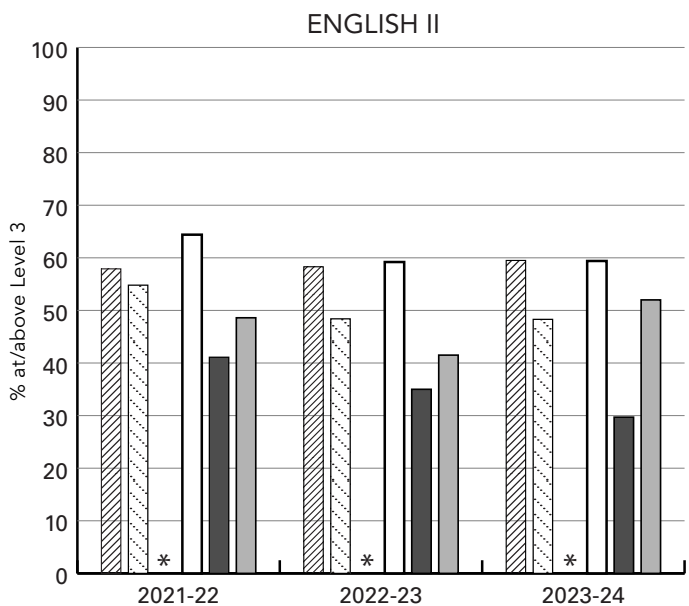
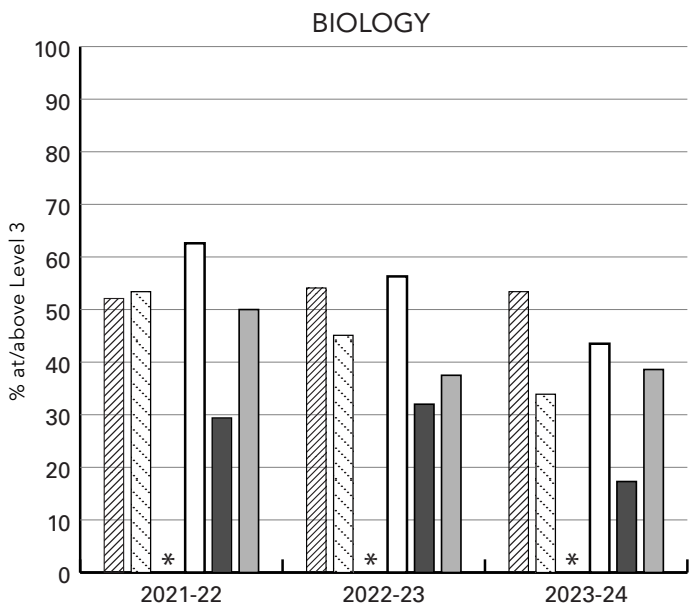
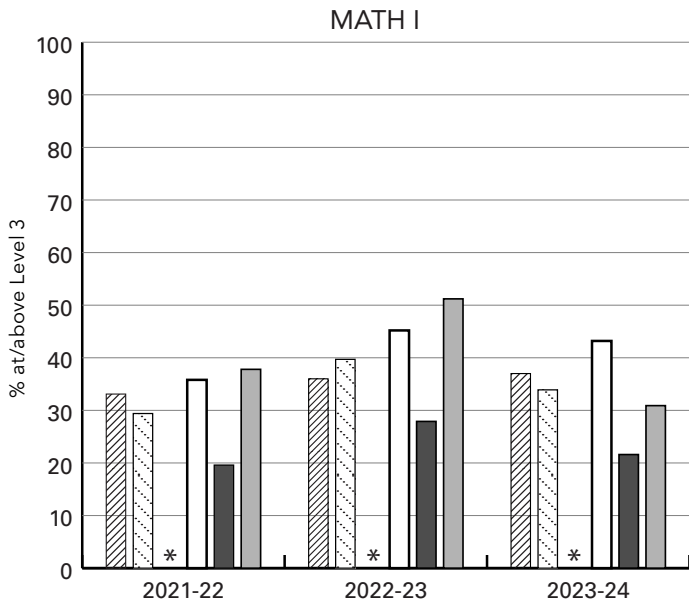
Person County Schools enrolled 4,294 students, of whom 10 (.23%) were American Indians, mainly of the Sappony Tribe, in 2023-24. Students attend one of 12 schools, including one high school, an early college, and a virtual academy. Other campuses include a preschool center and a program focusing on early intervention and family services. 2023-24 data showed district proficiency rates were lower than the state in all EOG/EOC subjects. American Indian data for EOG assessments are unavailable, and the sparse enrollment of American Indian students above the eighth grade restricts meaningful data analysis of EOC assessments. Additionally, data are unavailable for the 4-Year Cohort Graduation and annual dropout rates of American Indian students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	44.7	*	56.8	28.0	38.2
2022-23	50.2	43.7	*	54.3	27.1	41.2
2023-24	50.1	44.1	*	54.9	28.3	39.1
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	46.6	*	59.3	26.9	42.6
2022-23	53.1	51.9	*	64.6	32.2	49.2
2023-24	54.6	56.3	*	68.9	36.5	54.0
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	29.4	*	35.8	19.6	37.8
2022-23	36.0	39.7	*	45.2	27.9	51.2
2023-24	37.0	33.9	N/A	43.2	21.6	30.9
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	53.4	*	62.6	29.4	50.0
2022-23	54.1	45.1	*	56.3	32.0	37.5
2023-24	53.4	33.9	N/A	43.5	17.3	38.6
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	54.8	*	64.4	41.1	48.6
2022-23	58.3	48.4	*	59.2	35.0	41.5
2023-24	59.5	48.3	N/A	59.4	29.7	52.0
4-Year Cohort Graduation Rate						
2021-22	86.4	81.4	*	83.3	79.2	84.4
2022-23	86.5	82.9	*	82.7	84.0	80.5
2023-24	87.0	83.1	*	79.3	90.3	78.9
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.06	N/A	2.17	*	*
2022-23	1.95	0.16	N/A	*	*	*
2023-24	1.88	2.53	N/A	2.27	2.53	3.41

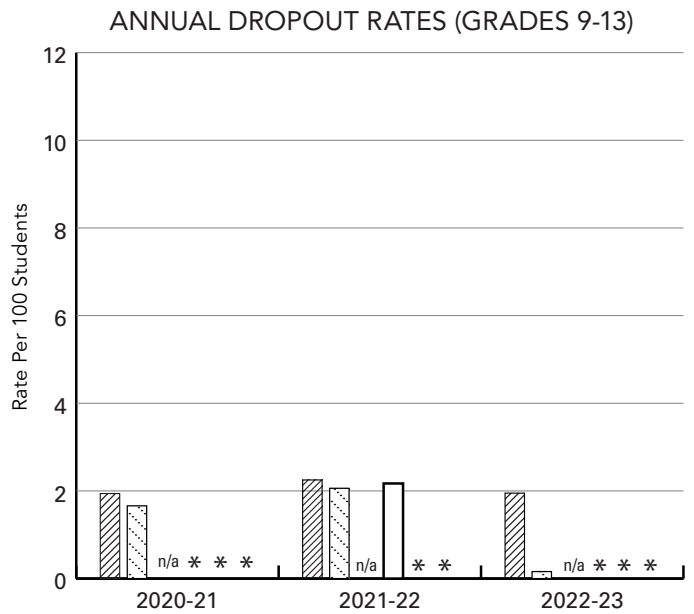
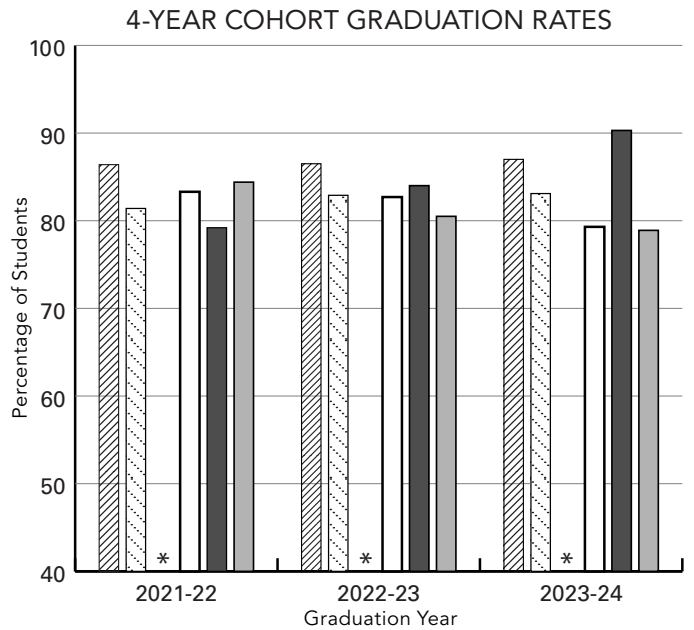
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

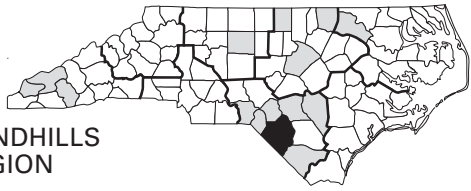
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<5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

ROBESON COUNTY

DISTRICT CONTACT: DR. CONNIE LOCKLEAR
 connie.locklear@robeson.k12.nc.us

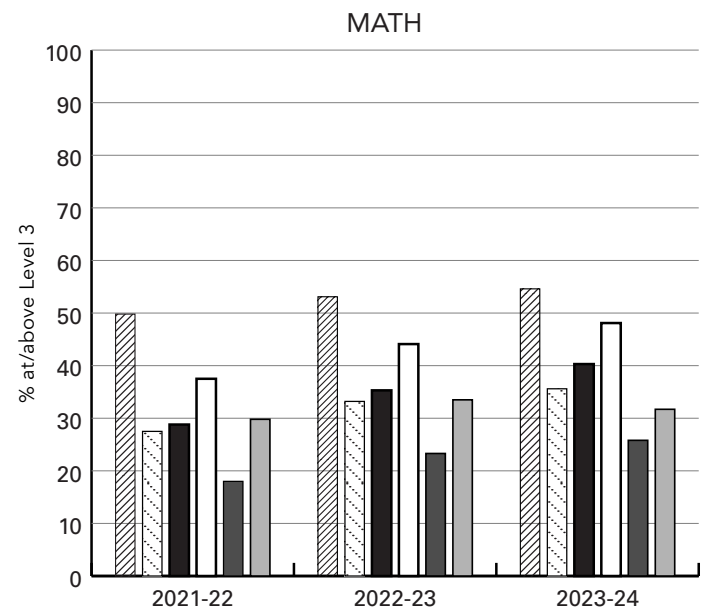
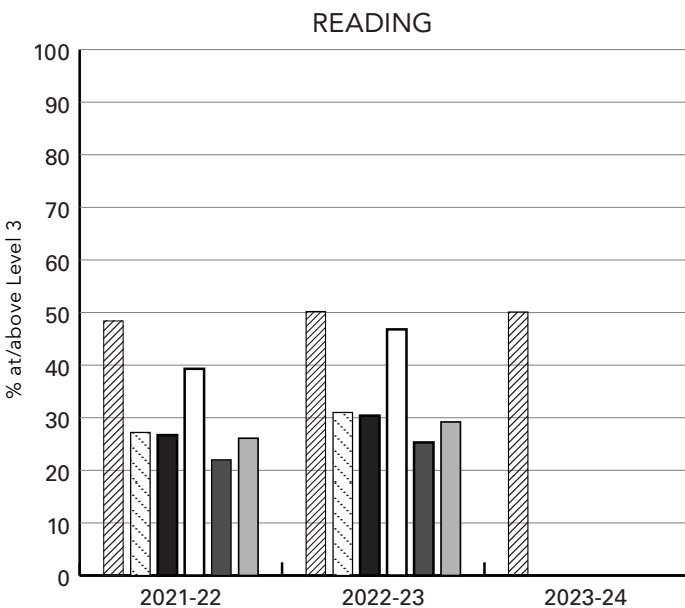


SANDHILLS REGION

The Public Schools of Robeson County enrolled 20,549 students, including 7,671 (37%), who are identified as American Indians, mainly of the Lumbee Tribe. The district operates 36 schools. The proficiency rates of American Indian students are below the state rates in all tested areas; however, American Indian students' performance rates are above the district in EOG Reading and Math. American Indian students saw an increase in proficiency rates in EOG Reading and Math from the previous year but a decrease in all EOC tested areas. The 4-Year Cohort Graduation rate for American Indian students remained below the state and district rates. In 2023-24, American Indian students' graduation rate increased by 2.6 percentage points. The annual dropout rate for American Indian students decreased by 1.22 percentage points from the previous academic year. American Indian students also had the lowest dropout rate when compared to other subgroups.

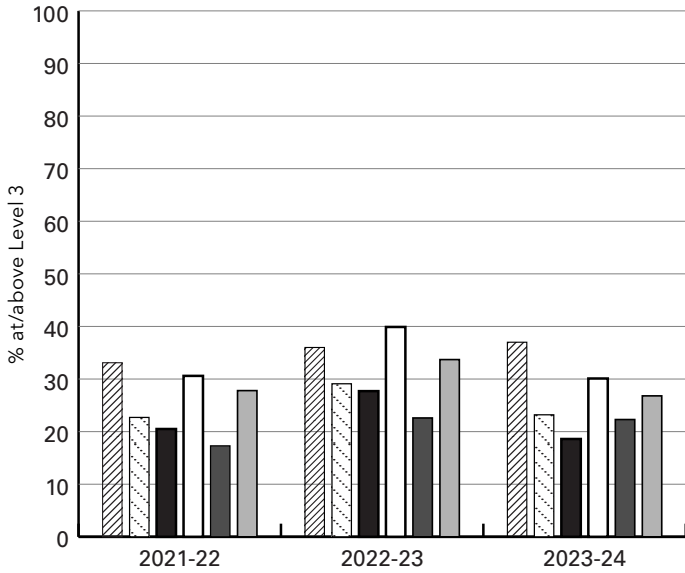
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	27.2	26.7	39.3	22.0	26.1
2022-23	50.2	31.0	30.4	46.8	25.3	29.2
2023-24	50.1	29.7	30.8	45.3	23.8	26.0
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	27.5	28.8	37.5	18.0	29.8
2022-23	53.1	33.2	35.3	44.1	23.3	33.5
2023-24	54.6	35.6	40.3	48.1	25.8	31.7
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	22.7	20.5	30.6	17.3	27.8
2022-23	36.0	29.1	27.7	39.9	22.6	33.7
2023-24	37.0	23.2	18.6	30.1	22.3	26.8
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	39.9	37.4	50.3	31.2	45.4
2022-23	54.1	49.5	48.3	55.2	37.6	61.2
2023-24	53.4	49.6	45.2	67.3	38.1	57.1
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	37.5	38.2	51.3	26.8	41.1
2022-23	58.3	38.6	39.6	50.5	30.3	36.7
2023-24	59.5	39.4	36.7	56.5	33.1	41.1
4-Year Cohort Graduation Rate						
2021-22	86.4	84.6	86.2	82.2	84.0	87.2
2022-23	86.5	79.2	78.0	79.5	76.7	85.4
2023-24	87.0	83.5	80.6	77.1	86.9	92.2
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	4.91	4.29	5.48	5.61	3.98
2022-23	1.95	2.98	2.40	4.48	3.78	2.28
2023-24	1.88	1.88	1.18	2.72	2.02	2.09

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

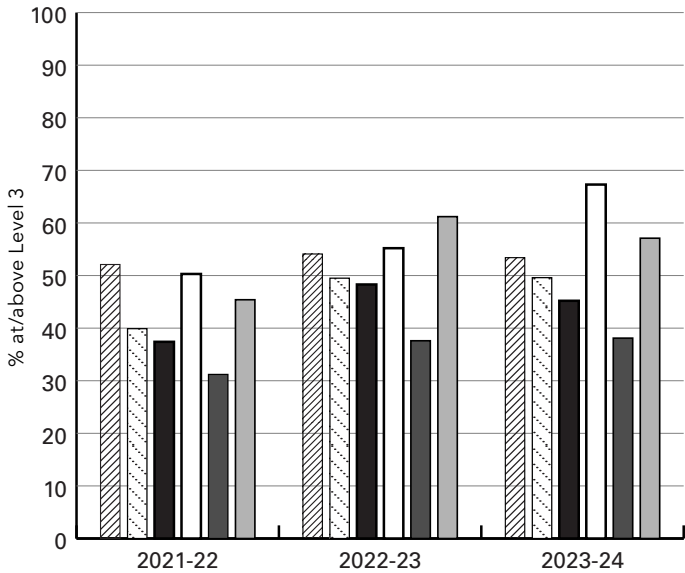


END-OF-COURSE TESTS

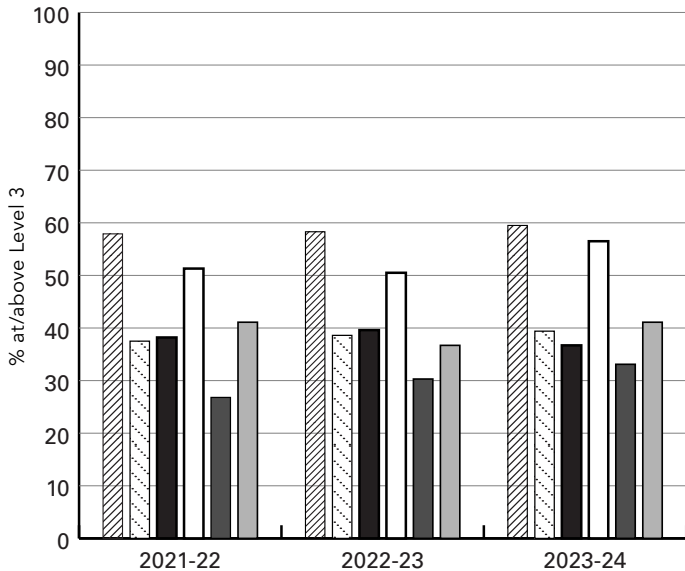
MATH I



BIOLOGY

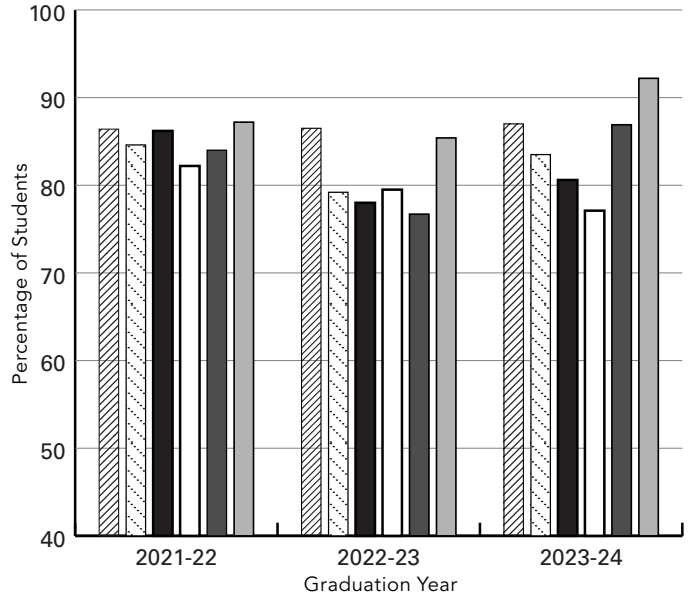


ENGLISH II

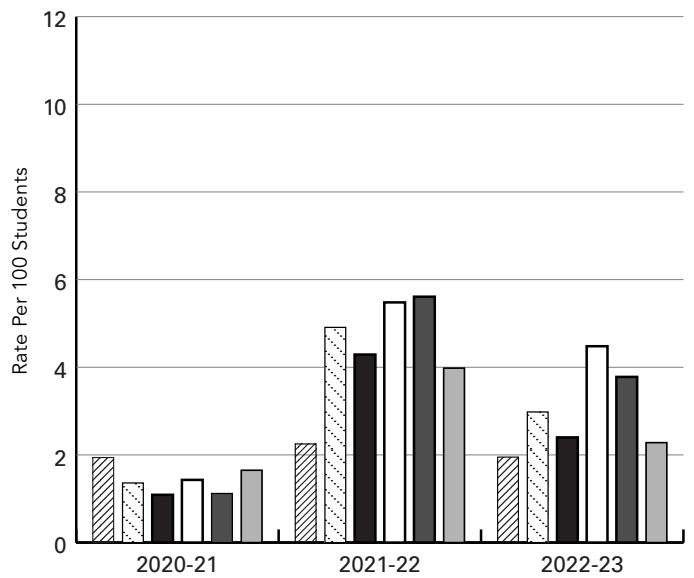


HIGH SCHOOL COMPLETION

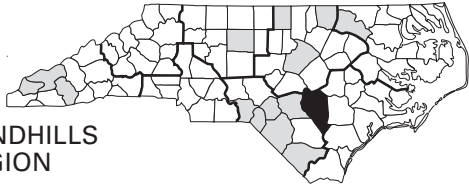
4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



- State LEA American Indian White Black Hispanic
- > = Scores changed due to data corrections.
- * = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)
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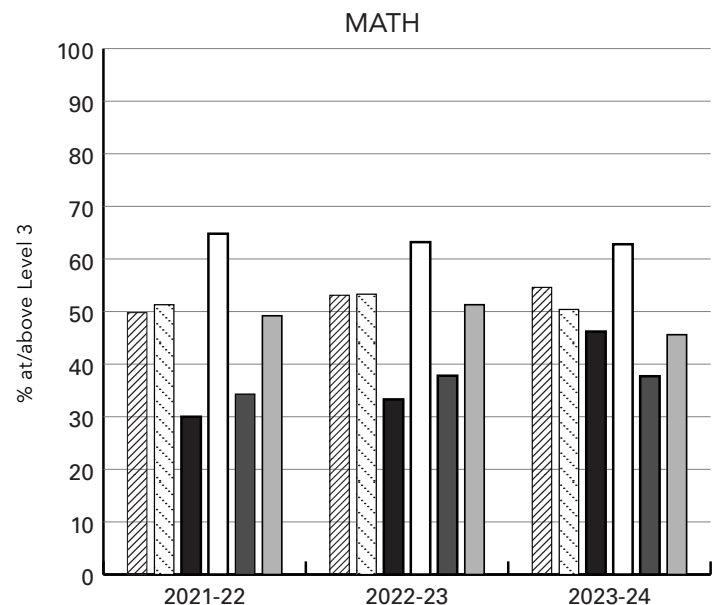
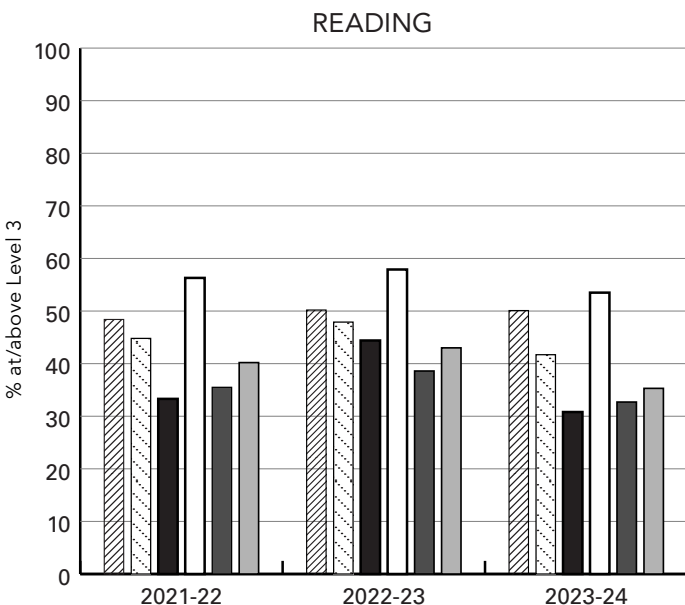


SANDHILLS REGION

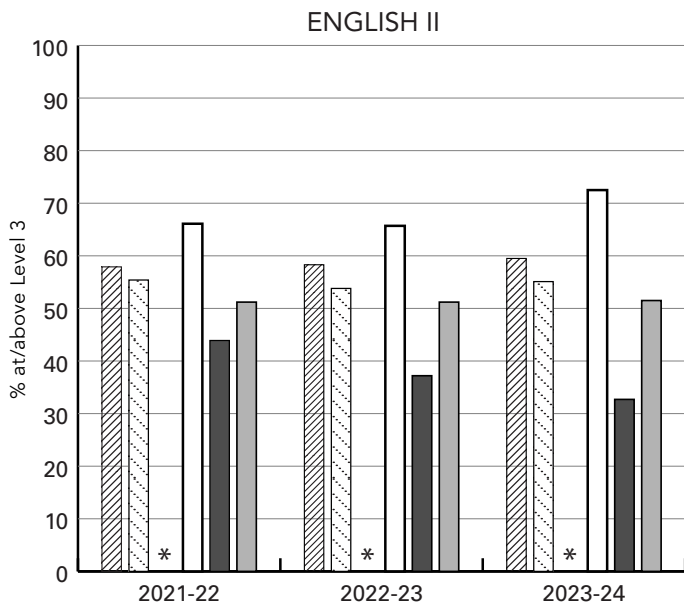
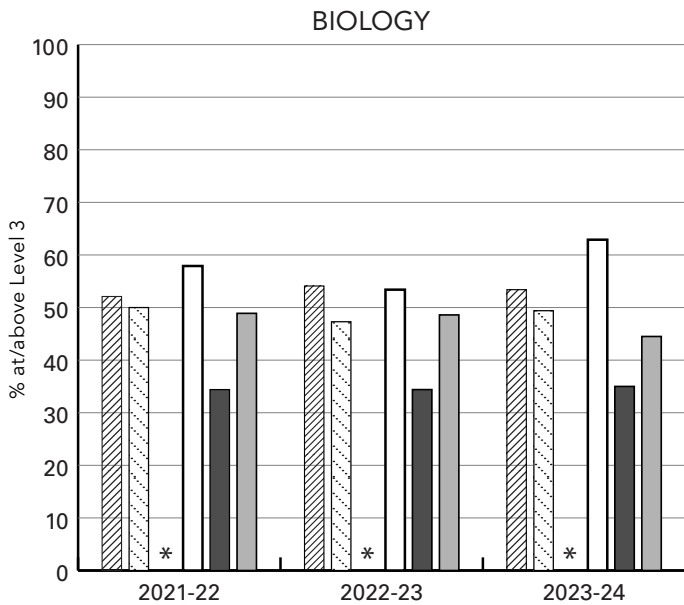
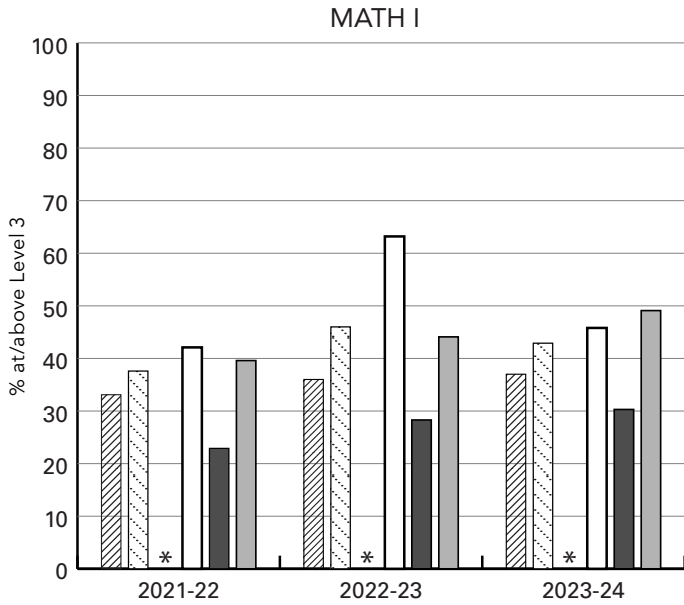
Sampson County Schools enrolled 7,880 students in the 2023-24 school year. This enrollment includes 68 (.86%) American Indian students. The district operates 18 schools, including nine elementary schools, four middle schools, four high schools, and an early college. The Coharie Tribe is the Title VI grantee for Sampson County Schools. For the 2023-24 school year, proficiency data show the district performing above the state in EOC Math I. American Indian students performed below the state and district in EOG Math. American Indian students showed growth in proficiency in EOG Math, increasing proficiency rates by 12.9 percentage points. There was insufficient data to compare American Indian students' EOC proficiency rates. In addition, data are not provided for the 4-Year Cohort Graduation Rate or the Annual Dropout Rate.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	44.8	33.3	56.3	35.5	40.2
2022-23	50.2	47.9	44.4	57.9	38.6	43.0
2023-24	50.1	41.7	30.8	53.5	32.7	35.3
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	51.3	30.0	64.8	34.3	49.2
2022-23	53.1	53.3	33.3	63.2	37.8	51.3
2023-24	54.6	50.4	46.2	62.8	37.7	45.6
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	37.6	*	42.1	22.9	39.6
2022-23	36.0	46.0	*	63.2	28.3	44.1
2023-24	37.0	42.9	*	45.8	30.3	49.1
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	50.0	*	57.9	34.4	48.9
2022-23	54.1	47.3	*	53.4	34.4	48.6
2023-24	53.4	49.4	*	62.9	35.0	44.5
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	55.4	*	66.1	43.9	51.2
2022-23	58.3	53.8	*	65.7	37.2	51.2
2023-24	59.5	55.1	*	72.5	32.7	51.5
4-Year Cohort Graduation Rate						
2021-22	86.4	79.2	*	83.9	73.3	77.3
2022-23	86.5	81.5	*	86.9	80.5	77.2
2023-24	87.0	82.5	*	84.3	83.0	80.9
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	2.90	*	1.94	3.06	3.55
2022-23	1.95	2.70	N/A	1.76	3.05	3.35
2023-24	1.88	3.21	N/A	2.69	2.78	3.79

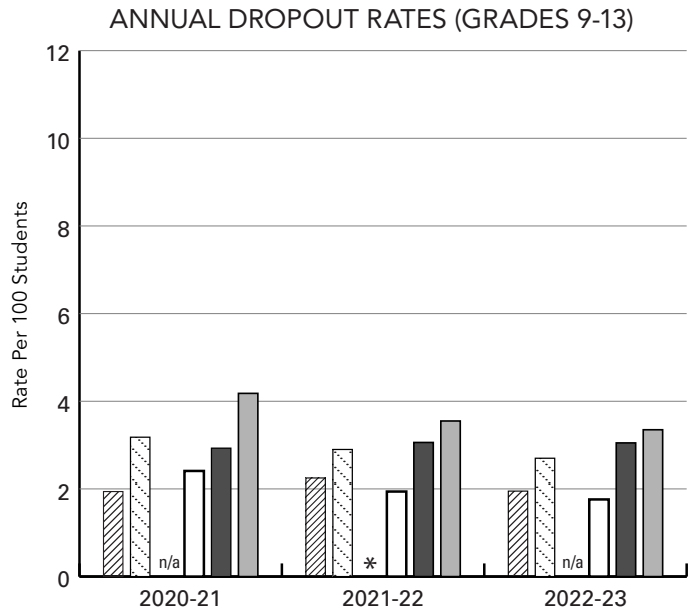
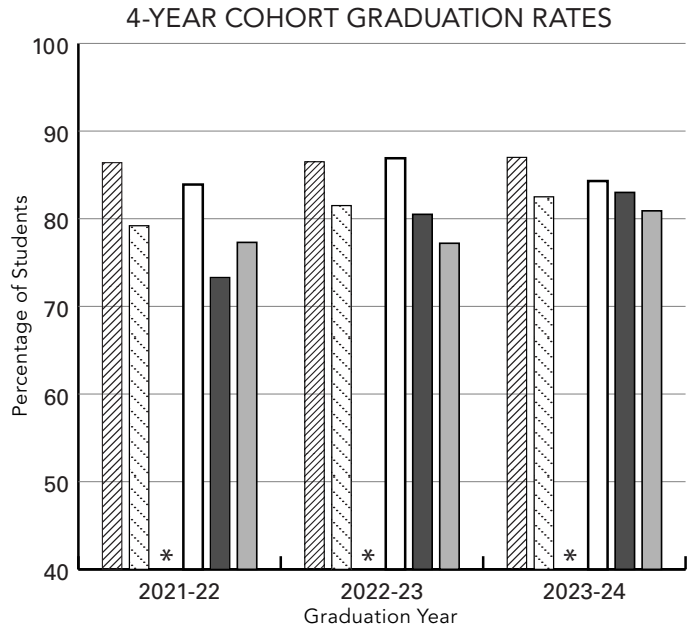
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



END-OF-COURSE TESTS



HIGH SCHOOL COMPLETION



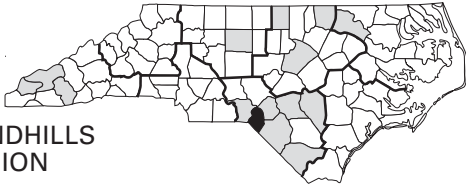
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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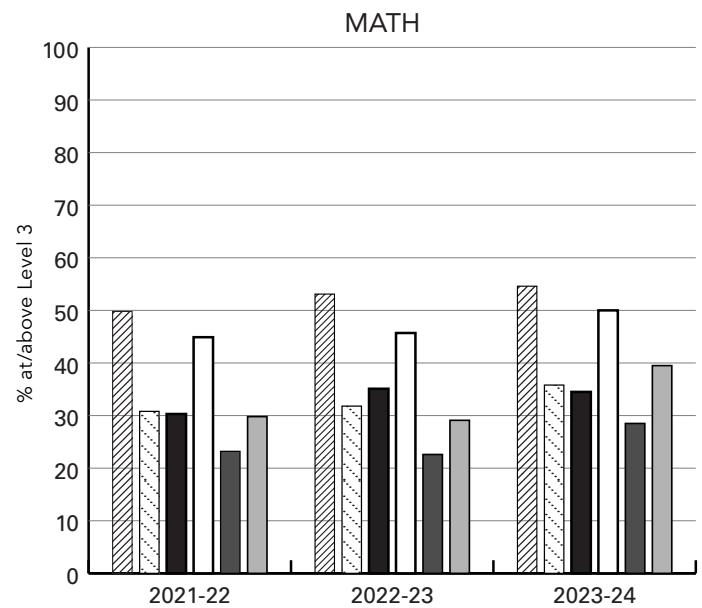
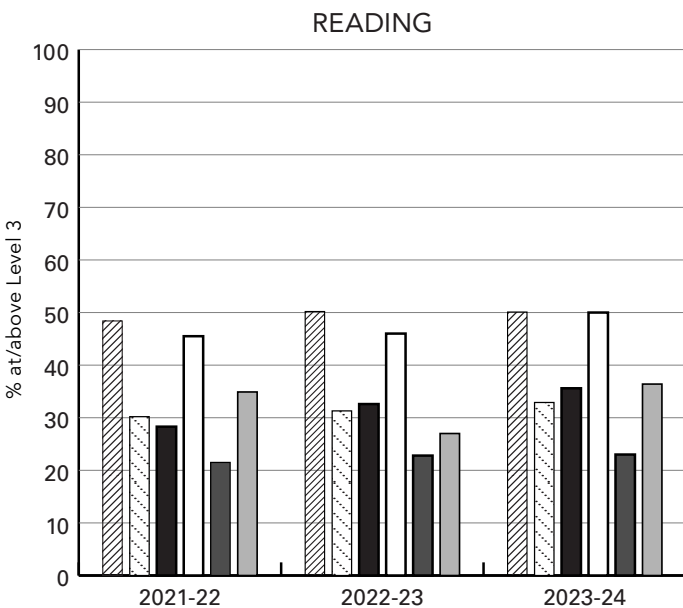


SANDHILLS REGION

Scotland County Schools in 2023-24 enrolled 5,368 students, including 826 (15.38%) American Indians, mainly of the Lumbee Tribe. The district operates 10 campuses, including one high school and one early college. In 2023-24, district proficiency rates were below the state in all EOG/EOC tested subjects. American Indian students demonstrated lower proficiency rates than the state average in all EOG/EOC subject areas except EOC English II American Indian students performed above the district in EOG Reading, EOC Math I and above the state in EOC English II. Proficiency rates for American Indian students were below those of their White peers in all reported tested areas, except EOC English II. American Indian students saw growth in EOG Reading and EOC English II, with the greatest increase being in EOC English II (17.8 percentage points). The 4-Year Cohort Graduation rate for American Indian students in 2023-24 increased to 92.8%, showing a 5.6 percentage point improvement from 2022-23. This rate surpassed the state and district graduation rates. The dropout rate for American Indian students in 2023-24 was not reported.

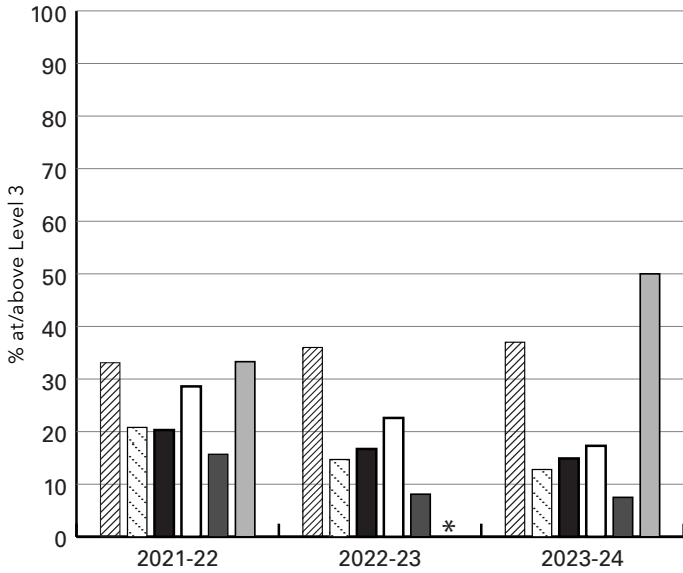
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	30.2	28.3	45.5	21.5	34.9
2022-23	50.2	31.3	32.6	46.0	22.8	27.0
2023-24	50.1	32.9	35.6	50.0	23.0	36.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	30.8	30.3	44.9	23.2	29.8
2022-23	53.1	31.8	35.1	45.7	22.6	29.1
2023-24	54.6	35.8	34.5	50.0	28.5	39.5
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	20.8	20.3	28.6	15.7	33.3
2022-23	36.0	14.7	16.7	22.6	8.1	*
2023-24	37.0	12.8	14.9	17.3	7.5	50.0
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	42.8	47.5	68.2	28.3	*
2022-23	54.1	34.0	37.9	51.4	19.2	36.4
2023-24	53.4	38.9	36.4	55.6	27.0	52.6
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	43.8	41.0	54.7	33.9	56.3
2022-23	58.3	47.7	47.1	61.3	35.4	60.0
2023-24	59.5	43.9	64.9	59.8	25.0	61.1
4-Year Cohort Graduation Rate						
2021-22	86.4	90.2	84.5	92.6	91.8	78.6
2022-23	86.5	86.6	87.2	84.3	88.8	88.2
2023-24	87.0	87.8	92.8	81.8	93.2	86.7
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	1.90	*	*	1.75	N/A
2022-23	1.95	0.00	N/A	N/A	N/A	N/A
2023-24	1.88	0.06	N/A	N/A	0.12	N/A

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

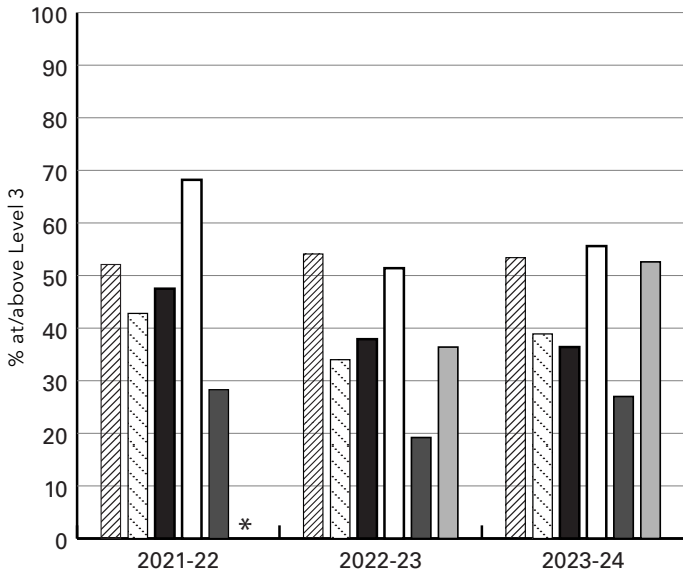


END-OF-COURSE TESTS

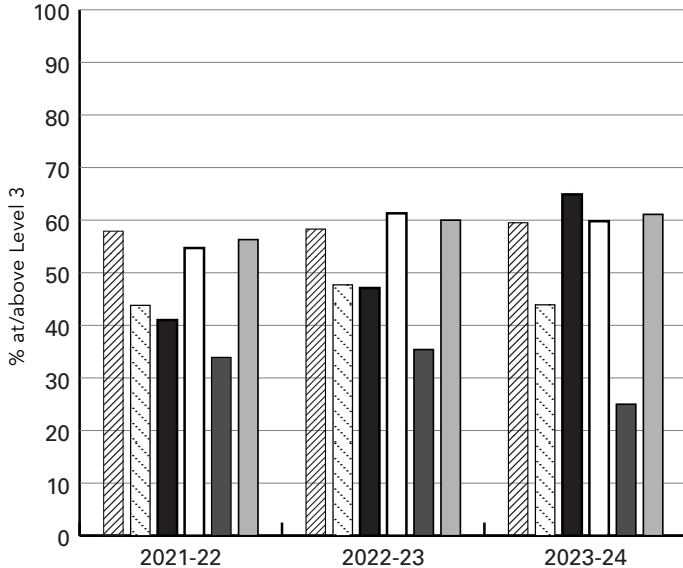
MATH I



BIOLOGY

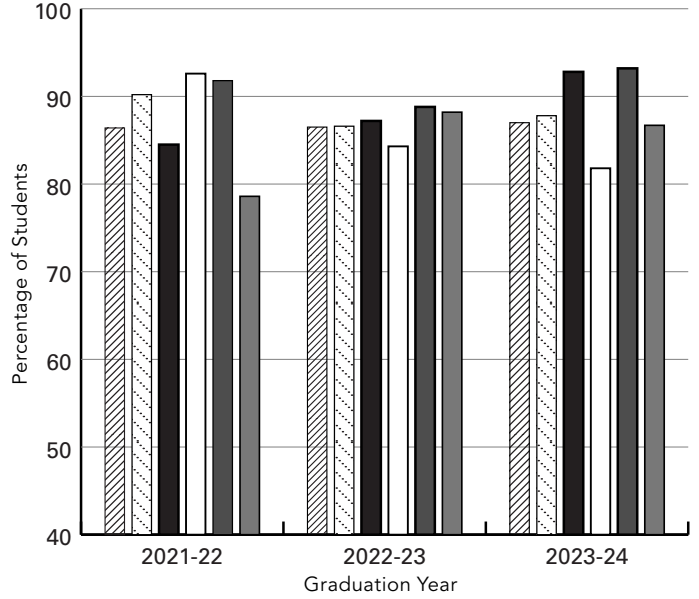


ENGLISH II

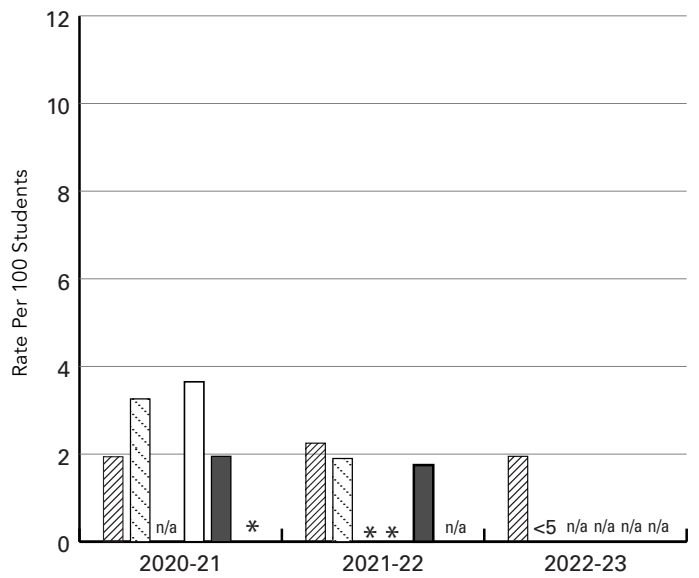


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



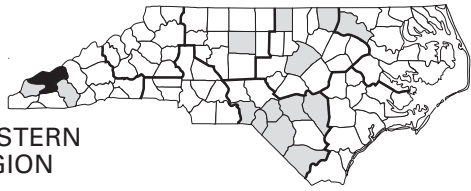
ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.
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SWAIN COUNTY

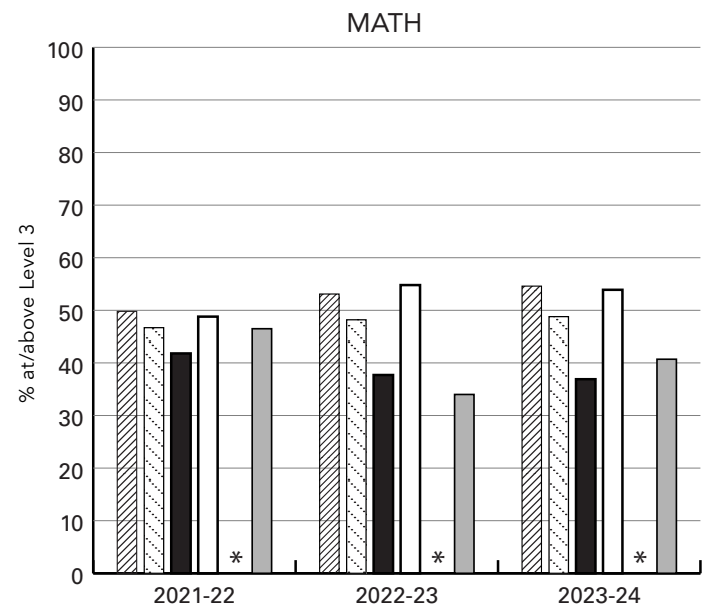
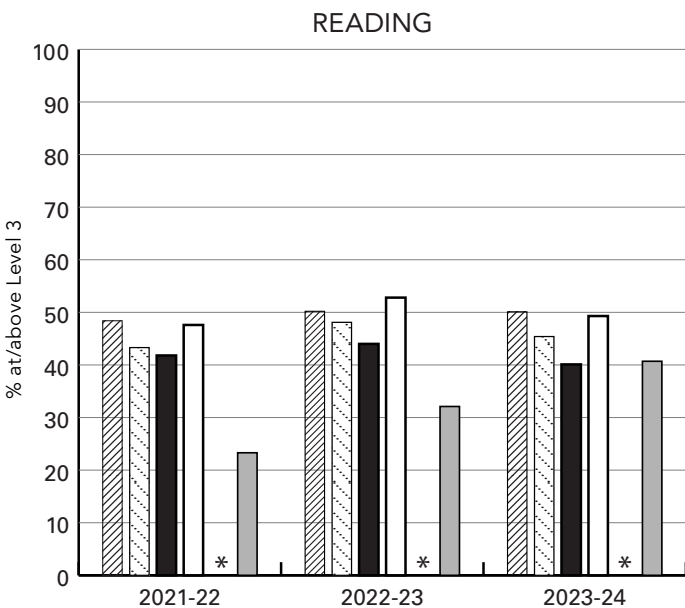


WESTERN REGION

In 2023-24, Swain County Schools enrolled 1,807 students, 319 (17.65%) most of which are members of the Eastern Band of Cherokee. Located on land contiguous to the Qualla Boundary, the district operates five schools, including two elementary, one middle, one high school, and one K-12 extension school. In 2023-24, district proficiency rates were below the state in all EOG/EOC assessments. American Indian students performed above the district proficiency rates in all EOC subject areas. While American Indian students saw a decrease in proficiency rates for EOG Reading and Math, they saw an increase in all EOC subject areas with the greatest growth being in EOC English II (11.9 percentage points increase). The 4-Year Cohort graduation rate for American Indian students decreased significantly (10.8 percentage points) and fell below the state and district average. The annual dropout rate for American Indian students for the 2023-24 academic year was 3.42 per 100 students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	43.3	41.8	47.6	*	23.3
2022-23	50.2	48.1	44.0	52.8	*	32.1
2023-24	50.1	45.4	40.1	49.3	*	40.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	46.7	41.8	48.8	*	46.5
2022-23	53.1	48.2	37.7	54.8	*	34.0
2023-24	54.6	48.8	36.9	53.9	*	40.7
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	34.5	33.3	34.7	*	*
2022-23	36.0	20.6	19.4	23.1	*	20.0
2023-24	37.0	19.5	20.5	20.0	N/A	10.0
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	47.3	42.3	48.9		*
2022-23	54.1	41.5	39.1	44.4	*	20.0
2023-24	53.4	37.6	44.4	37.8	*	*
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	64.3	52.4	67.0		*
2022-23	58.3	60.1	45.8	65.7	*	40.0
2023-24	59.5	50.0	57.7	53.3	*	18.2
4-Year Cohort Graduation Rate						
2021-22	86.4	86.5	81.3	87.6	*	*
2022-23	86.5	87.7	90.0	88.2	*	*
2023-24	87.0	84.5	79.2	89.2	*	*
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	3.23	*	3.32	*	N/A
2022-23	1.95	1.94	*	*	N/A	*
2023-24	1.88	2.76	3.42	2.22	N/A	2.44

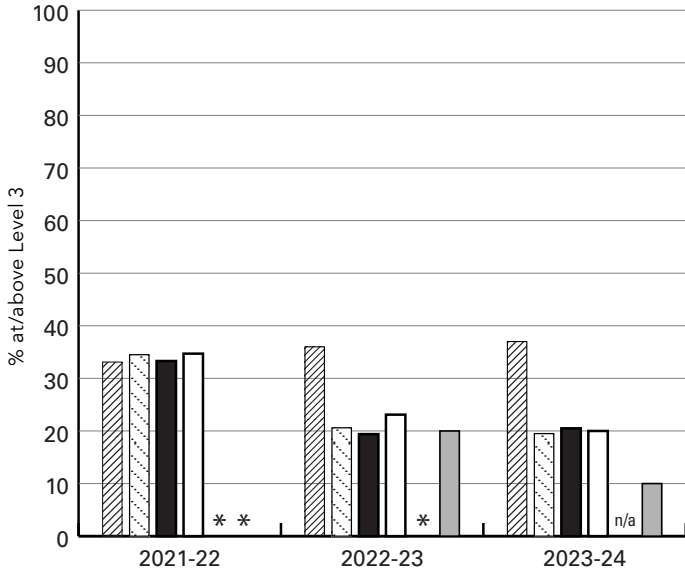
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



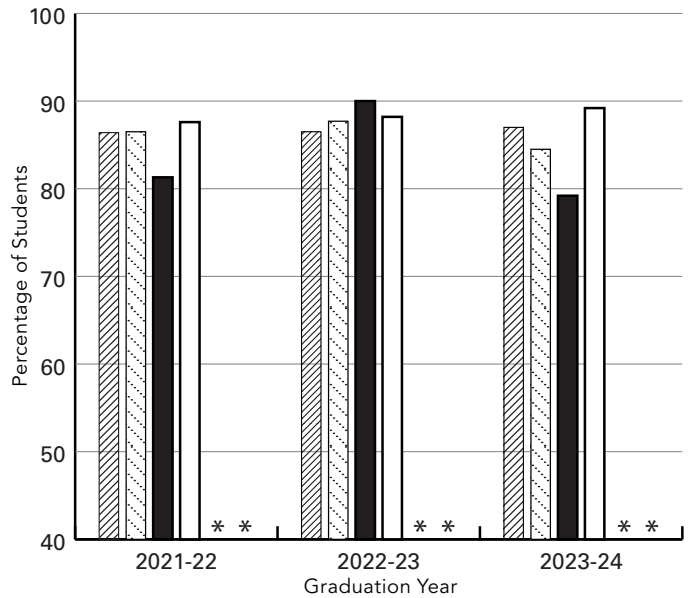
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

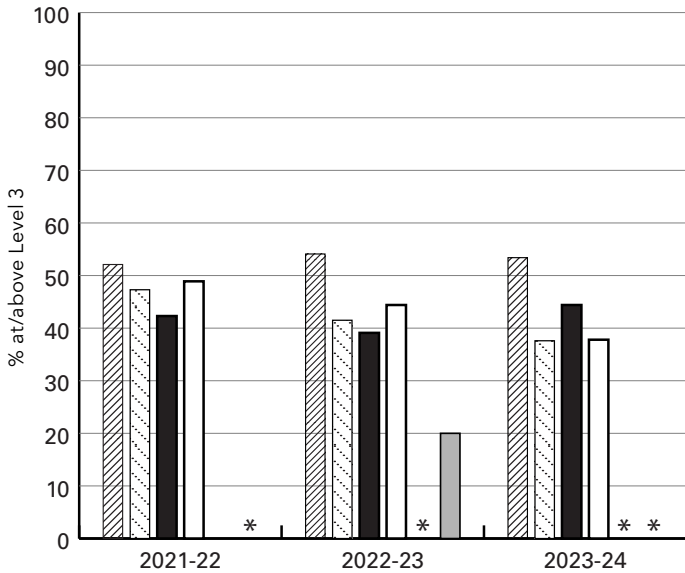
MATH I



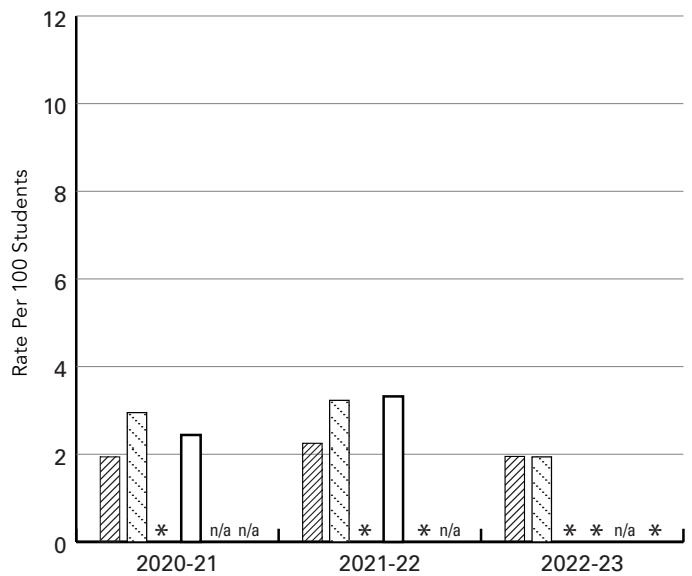
4-YEAR COHORT GRADUATION RATES



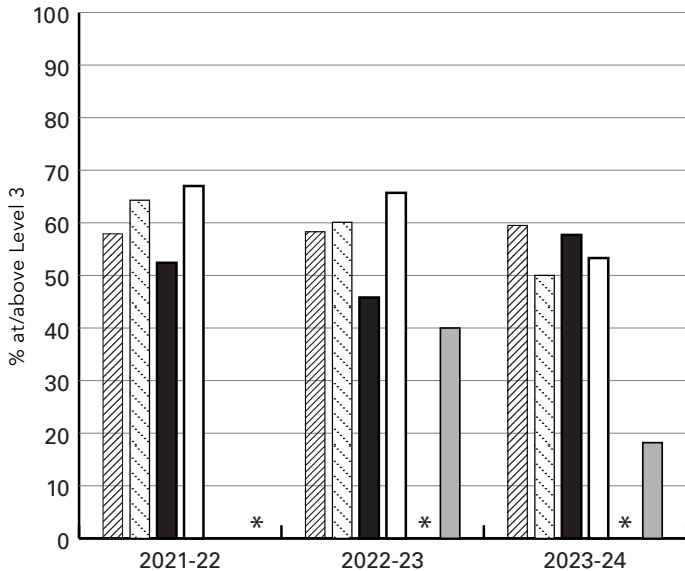
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



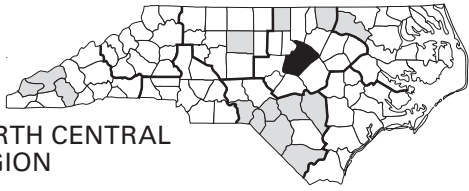
State
 LEA
 American Indian
 White
 Black
 Hispanic

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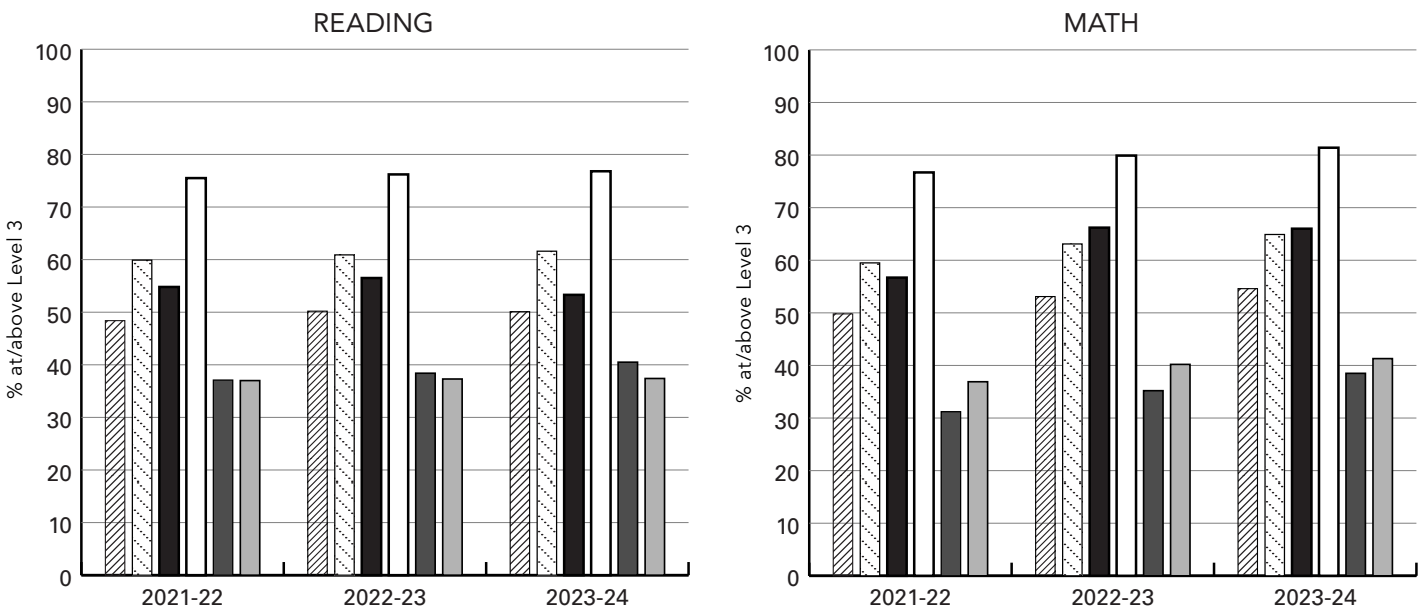


NORTH CENTRAL REGION

Wake County Public Schools in 2023-24 enrolled 159,827 students in 198 schools, including 24 high schools and a cadre of early colleges and special-focus schools. Wake County Public Schools enroll 364 (.22%) American Indian students representing dozens of tribal affiliations. The 2023-24 EOG and EOC data showed the district proficiency rates were higher than the state rates in all areas except EOC Math I. The proficiency rates for American Indian students were above the state averages in all EOG and EOC tested areas except EOC Math I. Proficiency rates for American Indian students decreased in EOG Reading, EOG Math and EOC Math I but increased in EOC Biology and EOC English II. The data shows that the 4-Year Cohort Graduation rate of American Indians lagged behind the rates for the district and their White peers but outperformed the state and remained the same as the previous year. Data was insufficient to calculate a dropout rate for American Indian students.

Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	59.9	54.8	75.5	37.1	37.0
2022-23	50.2	60.9	56.5	76.2	38.4	37.3
2023-24	50.1	61.6	53.3	76.8	40.5	37.4
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	59.5	56.7	76.7	31.2	36.9
2022-23	53.1	63.1	66.2	79.9	35.2	40.2
2023-24	54.6	64.9	66.0	81.4	38.5	41.3
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	30.8	15.4	48.6	18.8	21.8
2022-23	36.0	33.1	34.6	48.7	20.6	24.5
2023-24	37.0	35.5	29.6	51.4	25.0	25.0
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	61.4	54.2	77.5	34.2	37.5
2022-23	54.1	62.0	51.7	78.3	35.4	38.9
2023-24	53.4	61.6	57.1	78.5	35.5	37.2
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	70.9	70.6	84.8	51.6	50.4
2022-23	58.3	71.1	57.1	85.7	52.2	50.6
2023-24	59.5	71.2	70.0	86.0	51.4	50.3
4-Year Cohort Graduation Rate						
2021-22	86.4	89.6	80.0	>95	85.3	76.9
2022-23	86.5	89.9	89.7	95.0	87.2	77.7
2023-24	87.0	91.4	89.7	95.8	87.0	83.4
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	1.48	*	0.60	1.92	3.53
2022-23	1.95	1.33	*	0.60	1.53	3.15
2023-24	1.88	1.38	N/A	0.44	1.81	3.42

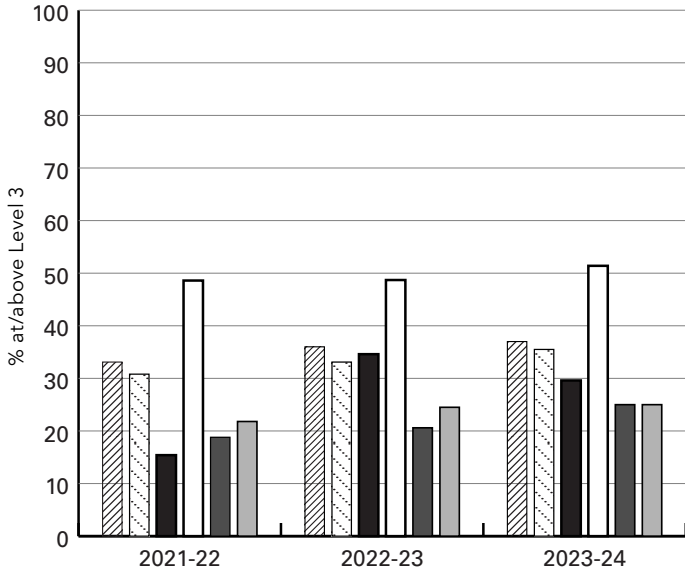
END-OF-GRADE READING AND MATH (GRADES 3-8 COMBINED)



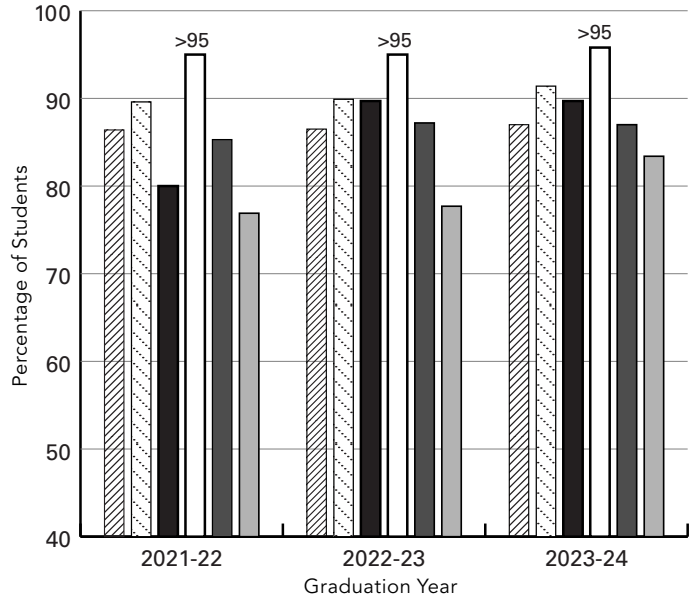
END-OF-COURSE TESTS

HIGH SCHOOL COMPLETION

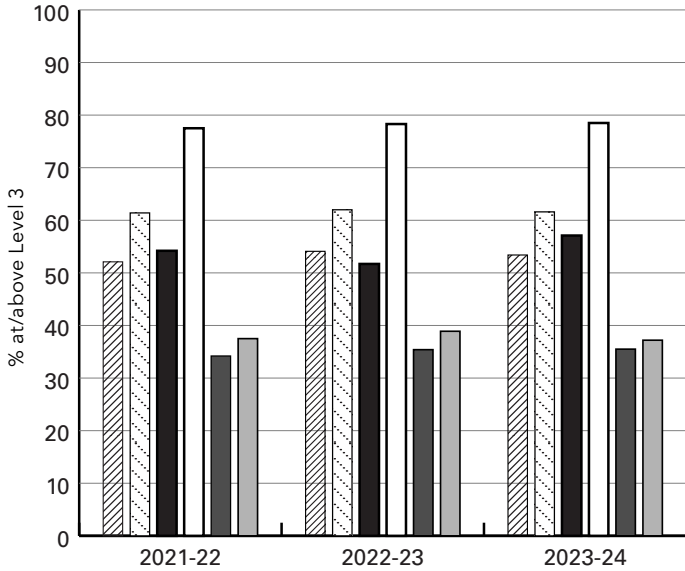
MATH I



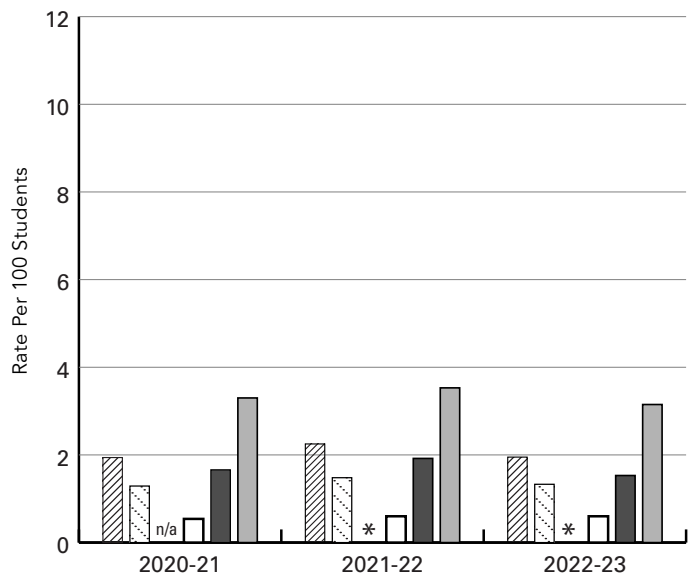
4-YEAR COHORT GRADUATION RATES



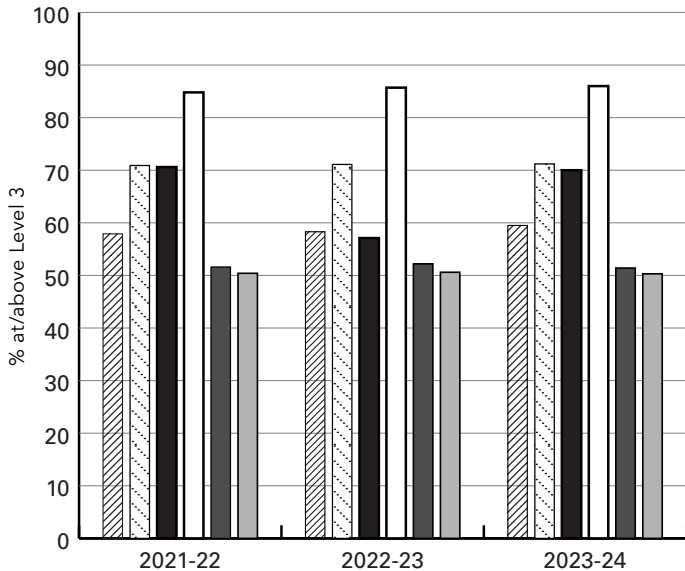
BIOLOGY



ANNUAL DROPOUT RATES (GRADES 9-13)



ENGLISH II



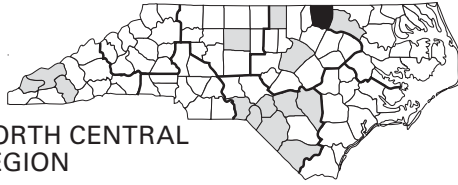
State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.

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

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

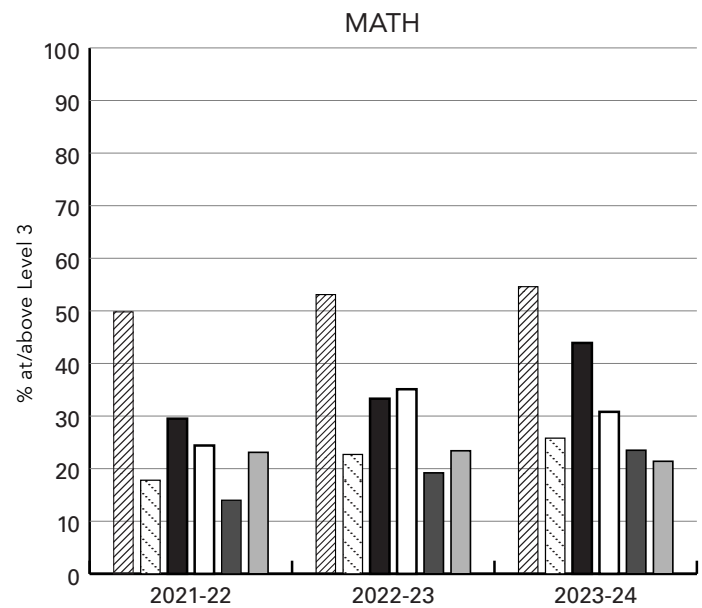
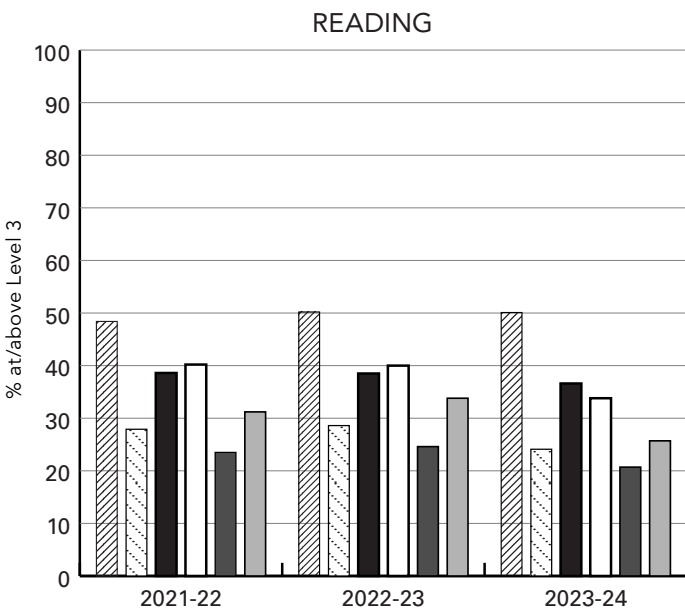


NORTH CENTRAL REGION

In 2023-24, Warren County Schools enrolled 1,609 students, including 89 (5.5%) American Indian students, mainly of the Haliwa-Saponi Tribe. Warren County operates seven schools. In 2023-24, district proficiency rates in all EOG/EOC tested subjects were below the state rates. The proficiency rates of American Indian students exceeded the district rates in all EOG tested subjects and EOC subject areas where data was available. American Indian students saw an increase in proficiency in EOG Math but saw a decrease in EOG Reading. American Indians also had a graduation rate that surpassed the district average as well as their White and Hispanic peers. There was insufficient data for American Indians to compare proficiency rates on EOC assessment and the 4-year Cohort Graduation rate. American Indians experienced a dropout rate of 2.78 per 100 students which fell below the district rate and was the lowest rate amongst their peers.

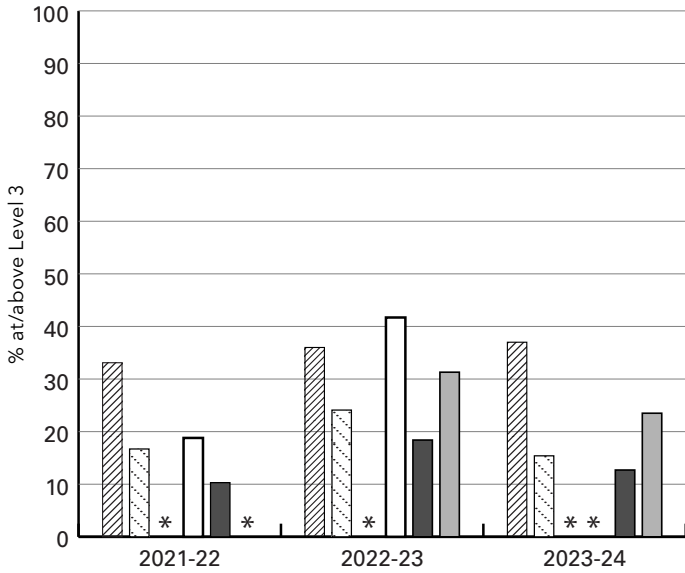
Year	State	District	American Indian	White	Black	Hispanic
End-of-Grade Reading (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	48.4	27.9	38.6	40.2	23.5	31.2
2022-23	50.2	28.6	38.5	40.0	24.6	33.8
2023-24	50.1	24.1	36.6	33.8	20.7	25.7
End-of-Grade Math (Grades 3-8 Combined) – Percent at/above Level 3						
2021-22	49.8	17.8	29.5	24.4	14.0	23.1
2022-23	53.1	22.7	33.3	35.1	19.2	23.4
2023-24	54.6	25.8	43.9	30.8	23.5	21.4
Math I: End-of-Course – Percent at/above Level 3						
2021-22	33.1	16.7	*	18.8	10.3	*
2022-23	36.0	24.1	*	41.7	18.4	31.3
2023-24	37.0	15.4	*	*	12.7	23.5
Biology: End-of-Course – Percent at/above Level 3						
2021-22	52.1	34.7	25.0	53.3	28.9	43.8
2022-23	54.1	39.0	*	55.6	28.9	*
2023-24	53.4	33.7	56.3	50.0	23.7	40.0
English II: End-of-Course – Percent at/above Level 3						
2021-22	57.9	46.6	70.0	66.7	33.7	69.2
2022-23	58.3	50.0	*	56.3	46.4	70.0
2023-24	59.5	54.5	*	54.5	46.1	62.5
4-Year Cohort Graduation Rate						
2021-22	86.4	66.7	*	75.0	68.0	50.0
2022-23	86.5	79.3	*	84.2	78.7	69.2
2023-24	87.0	77.0	81.8	64.5	82.6	71.4
Annual Dropout Rate (Grades 9-13)						
2021-22	2.25	4.80	*	*	4.01	*
2022-23	1.95	2.36	*	*	*	N/A
2023-24	1.88	3.44	2.78	3.33	3.79	3.33

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

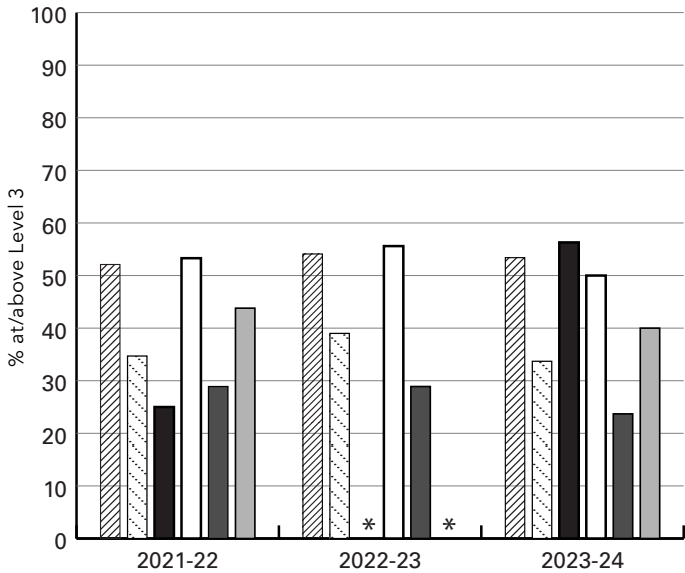


END-OF-COURSE TESTS

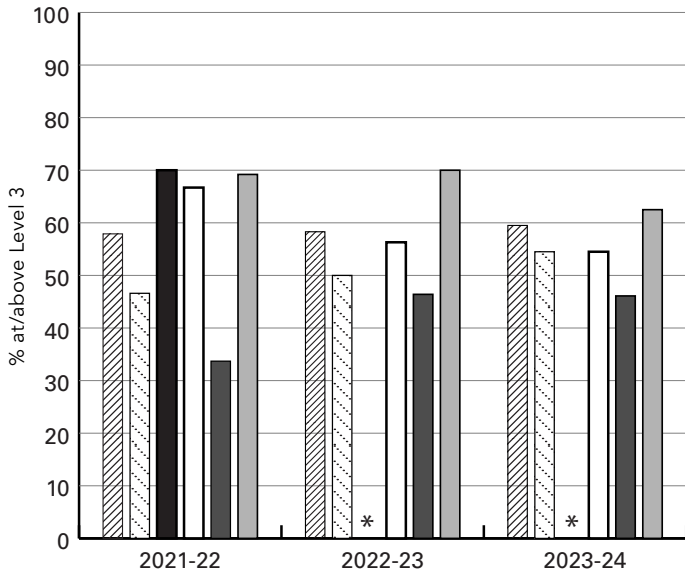
MATH I



BIOLOGY

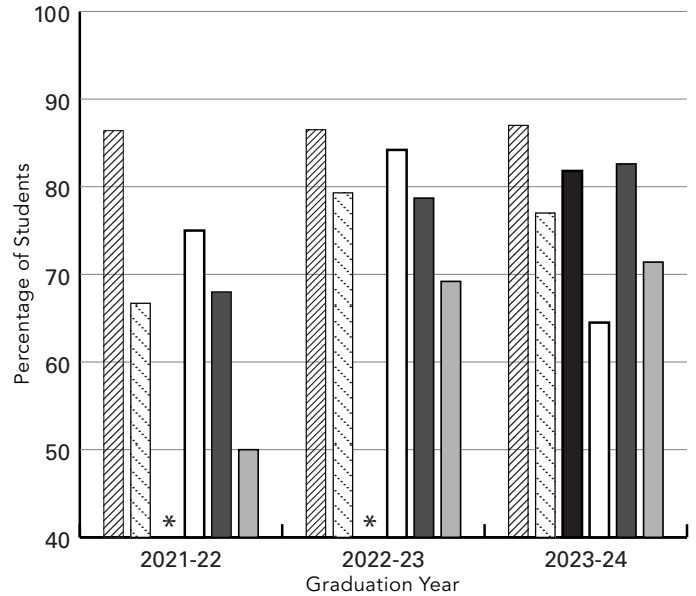


ENGLISH II

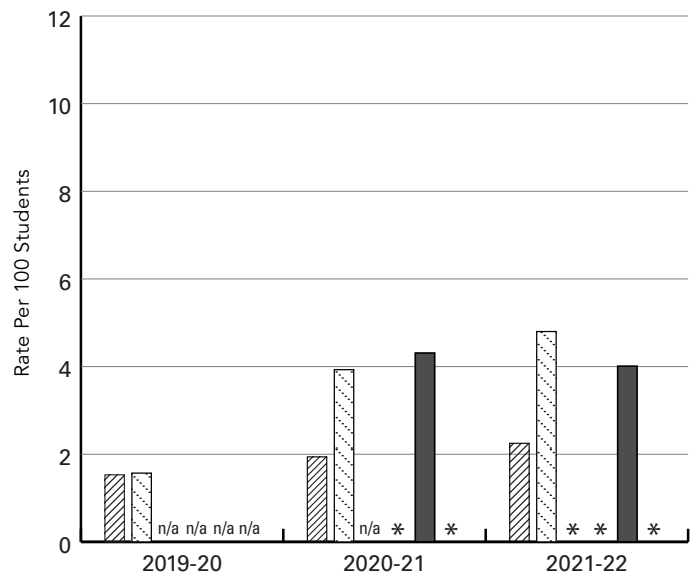


HIGH SCHOOL COMPLETION

4-YEAR COHORT GRADUATION RATES



ANNUAL DROPOUT RATES (GRADES 9-13)



State
 LEA
 American Indian
 White
 Black
 Hispanic

> = Scores changed due to data corrections.
 * = Indicates that the student population in the subgroup is too small to report the value (Fewer than five students in the cohort. Beginning in 2015-16, this increased to fewer than ten students.)
 n/a = Current year data are unavailable or contain no scores for the selected test.
 <5 or >95 = The percentage and number of students are not shown if the percentage is greater than 95 percent or less than five percent.

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2021-22	15.0	22.9	39.7	34.9	10.9	14.6
2022-23	16.1	23.3	23.2	37.7	11.2	15.5
2023-24	17.2	24.6	18.1	40.2	12.4	16.0
Clinton City						
2021-22	15.0	11.1	*	23.2	*	7.4
2022-23	16.1	10.6	*	26.4	*	5.3
2023-24	17.2	10.6	5.9	24.4	3.8	6.1
Columbus						
2021-22	15.0	3.4	N/A	4.9	*	*
2022-23	16.1	2.4	N/A	3.0	*	*
2023-24	17.2	1.7	N/A	5.6	*	6.3
Cumberland						
2021-22	15.0	8.7	7.9	13.7	3.5	7.6
2022-23	16.1	9.2	8.0	14.7	4.1	8.6
2023-24	17.2	10.8	10.8	16.3	5.0	11.2
Graham						
2021-22	15.0	6.5	*	6.0	*	*
2022-23	16.1	4.8	*	5.0	N/A	N/A
2023-24	17.2	5.1	*	4.6	N/A	*
Guilford						
2021-22	15.0	24.1	48.1	34.5	13.2	18.5
2022-23	16.1	25.4	36.8	36.6	14.2	19.9
2023-24	17.2	28.5	21.6	40.2	16.9	22.9
Halifax						
2021-22	15.0	N/A	N/A	N/A	N/A	N/A
2022-23	16.1	N/A	N/A	N/A	N/A	N/A
2023-24	17.2	N/A	N/A	N/A	N/A	N/A
Haliwa-Saponi Tribal School						
2021-22	15.0	N/A	N/A	N/A	N/A	N/A
2022-23	16.1	N/A	N/A	N/A	N/A	N/A
2023-24	17.2	N/A	N/A	N/A	N/A	N/A
Hoke						
2021-22	15.0	3.7	*	3.5	2.3	5.2
2022-23	16.1	4.1	*	6.1	3.3	4.5
2023-24	17.2	3.7	*	2.9	2.9	5.1
Jackson						
2021-22	15.0	7.0	N/A	6.2	N/A	*
2022-23	16.1	4.9	*	5.5	N/A	*
2023-24	17.2	3.4	*	3.3	N/A	*
Johnston						
2021-22	15.0	6.9	*	8.7	3.3	3.9
2022-23	16.1	6.9	*	8.6	3.4	4.0
2023-24	17.2	7.1	*	9.7	3.4	3.6
Nash-Rocky Mount						
2021-22	15.0	6.1	*	9.6	3.5	4.0
2022-23	16.1	5.5	*	9.2	3.1	4.6
2023-24	17.2	7.6	N/A	12.6	4.5	6.7

Year	State	District	American Indian	White	Black	Hispanic
Person						
2021-22	15.0	6.0	*	7.0	*	6.8
2022-23	16.1	6.0	*	7.4	*	8.2
2023-24	17.2	5.8	N/A	7.0	*	8.6
Robeson						
2021-22	15.0	3.6	1.7	11.5	1.1	2.2
2022-23	16.1	3.6	*	6.8	3.2	*
2023-24	17.2	4.5	2.7	12.2	1.5	4.9
Sampson						
2021-22	15.0	2.2	N/A	4.3	0.8	0.8
2022-23	16.1	2.1	N/A	4.8	*	*
2023-24	17.2	2.0	N/A	3.9	*	1.1
Scotland						
2021-22	15.0	9.1	6.6	12.5	4.1	*
2022-23	16.1	4.6	*	6.2	2.0	*
2023-24	17.2	4.9	*	6.3	2.6	*
Swain						
2021-22	15.0	11.2	*	10.5	N/A	*
2022-23	16.1	6.2	*	6.2	*	N/A
2023-24	17.2	9.2	*	9.1	*	*
Wake						
2021-22	15.0	27.7	45.2	32.5	10.9	14.4
2022-23	16.1	31.4	19.8	36.6	12.9	16.9
2023-24	17.2	34.3	20.3	39.7	14.9	19.5
Warren						
2021-22	15.0	N/A	N/A	N/A	N/A	N/A
2022-23	16.1	N/A	N/A	N/A	N/A	N/A
2023-24	17.2	N/A	N/A	N/A	N/A	N/A

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

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

Students Taking AP Exams by District

Data indicates that participation of American Indian students in AP classes remains low across most districts, with six out of 19 districts reporting in 2023-24. Two of the six districts reporting AP data decreased the number of American Indian students taking AP exams. In Charlotte/ Mecklenburg (18.1%), there was a decrease of 5.1 percentage points and in Guilford County Schools (21.6%), American Indian students' participation rate decreased by 15.2 percentage points. Cumberland County Schools (10.8%) saw a 2.8 percentage point increase and Wake County (20.3%) saw a .5 percentage point increase. American Indian participation rate in AP classes in Charlotte (18.1%), Guilford County (21.6%) and Wake County (20.3%) was above the state participation rate with Guilford County having the highest participation rate.

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

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2021-22	59.8	57.5	41.9	70.0	27.1	43.3
2022-23	60.5	58.9	36.8	71.0	30.4	43.8
2023-24	66.8	65.9	69.2	78.4	40.5	49.5
Clinton City						
2021-22	59.8	46.1	*	50.9	*	42.9
2022-23	60.5	49.4	*	47.4	*	53.3
2023-24	66.8	68.6	*	72.5	60.0	55.6
Columbus						
2021-22	59.8	35.1	N/A	37.8	*	*
2022-23	60.5	32.5	N/A	40.7	*	*
2023-24	66.8	24.3	N/A	26.5	*	23.1
Cumberland						
2021-22	59.8	47.3	29.4	54.0	32.2	41.0
2022-23	60.5	48.1	29.4	54.7	30.0	40.2
2023-24	66.8	56.0	57.1	65.5	35.3	54.3
Graham						
2021-22	59.8	27.3	*	31.3	*	*
2022-23	60.5	25.0	*	23.1	N/A	N/A
2023-24	66.8	43.8	*	54.5	N/A	*
Guilford						
2021-22	59.8	54.2	57.9	66.9	29.6	46.4
2022-23	60.5	54.5	50.0	66.9	31.0	46.2
2023-24	66.8	61.4	56.3	74.4	39.8	52.4
Halifax						
2021-22	59.8	N/A	N/A	N/A	N/A	N/A
2022-23	60.5	N/A	N/A	N/A	N/A	N/A
2023-24	66.8	N/A	N/A	N/A	N/A	N/A
Haliwa-Saponi Tribal School						
2021-22	59.8	N/A	N/A	N/A	N/A	N/A
2022-23	60.5	N/A	N/A	N/A	N/A	N/A
2023-24	66.8	N/A	N/A	N/A	N/A	N/A
Hoke						
2021-22	59.8	29.2	*	22.2	23.8	40.6
2022-23	60.5	17.8	*	23.3	15.6	13.3
2023-24	66.8	29.7	*	21.4	24.1	41.2
Jackson						
2021-22	59.8	70.7	N/A	73.5	N/A	*
2022-23	60.5	50.9	*	56.8	N/A	*
2023-24	66.8	47.4	*	57.7	N/A	*
Johnston						
2021-22	59.8	55.4	*	56.9	50.7	48.4
2022-23	60.5	52.8	*	54.9	48.6	52.4
2023-24	66.8	68.0	*	69.1	60.8	61.6
Nash-Rocky Mount						
2021-22	59.8	44.4	*	45.6	40.0	53.6
2022-23	60.5	51.4	*	64.0	37.0	47.1
2023-24	66.8	51.0	N/A	64.7	24.8	71.2

Year	State	District	American Indian	White	Black	Hispanic
Person						
2021-22	59.8	68.5	*	73.3	*	40.0
2022-23	60.5	71.2	*	69.6	*	85.7
2023-24	66.8	76.0	N/A	76.2	*	70.6
Robeson						
2021-22	59.8	20.8	18.6	23.1	12.5	7.4
2022-23	60.5	23.8	*	15.0	4.3	*
2023-24	66.8	30.4	19.1	37.0	22.7	31.0
Sampson						
2021-22	59.8	54.9	N/A	51.4	*	*
2022-23	60.5	66.0	N/A	62.5	*	*
2023-24	66.8	66.7	N/A	74.2	*	58.3
Scotland						
2021-22	59.8	27.9	12.5	31.1	26.7	*
2022-23	60.5	35.1	*	48.4	12.5	*
2023-24	66.8	25.3	*	26.7	14.3	*
Swain						
2021-22	59.8	64.1	*	67.4	N/A	100.0
2022-23	60.5	63.9	*	73.1	*	N/A
2023-24	66.8	66.0	*	77.8	*	*
Wake						
2021-22	59.8	64.9	48.2	65.7	39.4	54.6
2022-23	60.5	66.8	47.8	68.6	42.2	54.4
2023-24	66.8	73.5	66.7	75.2	49.7	62.4
Warren						
2021-22	59.8	N/A	N/A	N/A	N/A	N/A
2022-23	60.5	N/A	N/A	N/A	N/A	N/A
2023-24	66.8	N/A	N/A	N/A	N/A	N/A

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

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

AP Performance by District

American Indian participation rates in AP classes are too small to analyze for most districts. In 2023-24, only five (Charlotte/Mecklenburg, Cumberland, Guilford, Robeson and Wake) of the 19 districts identified in this report delineated American Indian students scoring a 3, 4, or 5 on AP exams. Four districts showed an increase in students scoring a 3, 4, or 5. Robeson did not show comparable data for the 2022-23 year. American Indian students in Charlotte increased by 32.4 percentage points, Cumberland County increased by 27.7 percentage points, Guilford County increased by 6.3 percentage points and Wake County increased by 18.9 percentage points.

Average ACT Scores by District

Year	State	District	American Indian	White	Black	Hispanic
Charlotte/Mecklenburg						
2021-22	18.3	19.3	16.8	24.6	17.0	16.9
2022-23	18.2	18.7	15.8	23.3	15.5	15.7
2023-24	17.9	18.6	12.0	23.0	14.8	15.4
Clinton City						
2021-22	18.3	16.8	*	18.6	15.2	16.4
2022-23	18.2	15.7	*	19.7	13.6	12.6
2023-24	17.9	15.4	N/A	*	*	*
Columbus						
2021-22	18.3	15.6	14.7	16.8	13.7	14.2
2022-23	18.2	15.6	15.0	17.0	14.1	*
2023-24	17.9	15.3	*	15.9	13.5	13.7
Cumberland						
2021-22	18.3	17.1	16.5	19.6	15.6	17.1
2022-23	18.2	17.3	15.9	19.7	16.0	17.2
2023-24	17.9	17.1	15.3	19.1	15.1	16.4
Graham						
2021-22	18.3	17.3	*	18.1	N/A	15.0
2022-23	18.2	16.3	*	16.4	N/A	N/A
2023-24	17.9	16.6	*	16.2	N/A	*
Guilford						
2021-22	18.3	17.9	15.2	21.0	15.2	16.5
2022-23	18.2	17.7	17.1	21.7	15.8	15.4
2023-24	17.9	17.5	*	21.4	14.9	15.9
Halifax						
2021-22	18.3	14.2	*	*	14.4	*
2022-23	18.2	14.3	*	*	14.1	*
2023-24	17.9	14.4	*	N/A	12.8	*
Haliwa-Saponi						
2021-22	18.3	13.3	*	N/A	*	*
2022-23	18.2	13.5	*	N/A	*	N/A
2023-24	17.9	14.9	*	*	N/A	*
Hoke						
2021-22	18.3	17.2	17.8	19.8	17.1	17.1
2022-23	18.2	16.8	16.1	18.9	15.6	16.4
2023-24	17.9	16.9	14.1	17.0	15.0	16.3
Jackson						
2021-22	18.3	18.7	*	19.6	*	15.4
2022-23	18.2	18.8	*	19.5	*	*
2023-24	17.9	18.1	*	18.3	*	14.6
Johnston						
2021-22	18.3	17.2	*	18.7	14.8	15.5
2022-23	18.2	17.3	16.8	19.1	15.2	15.6
2023-24	17.9	17.5	*	18.8	15.0	15.4
Nash-Rocky Mount						
2021-22	18.3	15.4	15.8	17.5	14.0	15.5
2022-23	18.2	15.9	*	18.1	14.3	15.0
2023-24	17.9	15.4	*	19.8	14.2	15.1

Year	State	District	American Indian	White	Black	Hispanic
Person						
2021-22	18.3	16.6	N/A	18.3	15.6	15.7
2022-23	18.2	16.9	*	18.0	15.5	15.2
2023-24	17.9	16.9	N/A	18.1	14.8	15.7
Robeson						
2021-22	18.3	14.9	15.0	17.0	13.8	14.8
2022-23	18.2	14.8	15.1	17.4	13.8	14.8
2023-24	17.9	14.8	14.8	16.2	13.4	14.6
Sampson						
2021-22	18.3	16.5	*	17.5	15.4	15.9
2022-23	18.2	17.1	*	19.0	15.4	16.0
2023-24	17.9	16.9	*	19.5	14.5	15.7
Scotland						
2021-22	18.3	15.6	14.9	19.1	13.6	16.8
2022-23	18.2	15.6	15.7	19.1	14.0	*
2023-24	17.9	15.8	14.3	16.8	13.9	*
Swain						
2021-22	18.3	17.0	15.9	17.8	*	16.2
2022-23	18.2	17.8	15.7	18.4	*	*
2023-24	17.9	18.0	*	18.1	N/A	*
Wake						
2021-22	18.3	20.3	18.3	22.4	16.4	17.6
2022-23	18.2	20.2	17.4	22.6	16.4	16.8
2023-24	17.9	20.5	18.0	22.6	16.1	16.7
Warren						
2021-22	18.3	15.1	*	17.1	14.5	15.7
2022-23	18.2	15.4	*	16.9	14.7	*
2023-24	17.9	15.2	*	*	13.7	*

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

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

ACT Performance by District

In 2023-24, six of the 19 districts reported average ACT scores for American Indian students. Five of the six districts show American Indian students performing below the district average and one performing equivalent to the district average (Robeson). Of the six, one was above the state average (Wake). American Indian students experienced a decrease in the average ACT scores by 3.8 points in Charlotte, .6 points in Cumberland, 2 points in Hoke, .3 in Robeson and 1.4 in Scotland. American Indian students in Wake County saw a .6 point increase.

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

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APPENDIX A

2021 SACIE Report Recommendations

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

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

APPENDIX B



Native Education Collaborative

Connecting partners | Cultivating resources

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




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

North Carolina Reflections/North Carolina Identified Priorities

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

Outcomes/Updates

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

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

APPENDIX C

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

PART A – INDIAN EDUCATION

SEC. 7101. STATEMENT OF POLICY

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

SEC. 7102. PURPOSE

- (a) **PURPOSE:** It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.
- (b) **PROGRAMS:** This part carries out the purpose described subsection by authorizing programs of direct assistance for:
- (1) meeting the unique educational and culturally related academic needs of American Indians and Alaska Natives;
 - (2) the education of Indian children and adults;
 - (3) the training of Indian persons as educators and counselors, in other professions serving Indian people; and
 - (4) research, evaluation, data collection, and technical assistance.

APPENDIX D

Legislative History of the Indian Education Act of 1972

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

Source: US Department of Education-Office of Indian Education

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

APPENDIX E

Title VI – The Indian Education Act of 1972 in North Carolina: A Brief Description

In an effort to develop a comprehensive model to meet the unique needs of American Indian and Alaskan Native students, Congress adopted the Indian Education Act of 1972. The Act is based on the following premises:

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

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

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



SACIE Members, Pictured from left to right,
Back Row: Angelique Young, Calvin Locklear, Dr. Tiffany Locklear, Brandi Jacobs, Tamra Carter, Dorothy Yates, Jeremiah Moore, Stephen Bell
Front Row: Amanda Frisard, Stacey Lynch, LaRonda Lowery, Dr. Olivia Oxendine, Candice Revels

APPENDIX F

Title VI – Indian Education Grantees in North Carolina

County	Name	Phone	Email
Charlotte-Mecklenburg	Stacey Morretti	980-343-7453	stacey.moretti@cms.k12.nc.us
Clinton City	Daisha Emanuel		demanuel@clinton.k12.nc.us
Columbus	Tamra Carter	910.642.5168 x 24008	tcarter@columbus.k12.nc.us
Cumberland	Candice Revels	910.678.2637	candicerevels@ccs.k12.nc.us
Graham	Ned Long	828-788-2339	nlong@graham.k12.nc.us; nedlong@nc-chokeee.com
Guilford	Stephen Bell	336-370-3284 x 717102	bells2@gcsnc.com
Halifax	Kimberlin Richardson		richardsonki@ho.halifax.k12.nc.us
Haliwa-Saponi Tribal School	Sharon Berrun	252-257-5853	sharon.berrun@hstsedu.org
Hoke	Christina Bullard		christina.bullard@hcs.k12.nc.us
Jackson	Brent Speckhardt	828.586.2311 x1954	bspeckhardt@jcpsmail.org
Johnston	Gwen Locklear	919-812-1473	gwendolynlocklear@johnston.k12.nc.us
Nash	Chenoa Davis		Chenoadavis24@gmail.com
Person	Joseph Warren	336-599-2191	warrenj@person.k12.nc.us
Robeson	Dr. Connie Locklear	910.521.2054	connie.locklear@robeson.k12.nc.us
Coharie Tribe (Sampson)	Wendy Locklear	910-564-6915	coharieindianeducation@gmail.com
Scotland	Lisa Wilson	(910) 276-7370 ext. 43031	lwilson@scotland.k12.nc.us
Swain			
Wake	Rebecca Locklear	919.431.7651	ralocklear@wcpss.net
Warren	Patricia Richardson	252-257-3184	prichardson@warrenk12nc.org
OMSA	Eustacia Jones		eustacia.lowry-jones@oms.academy

Source: North Carolina Department of Public Instruction, 2024

ED 506 Form
Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count for the Title VI Indian Education Formula Grant Program. If you choose to submit a form, your child could be counted for funding under the program. The grantee receives the grant funds based on the number of eligible forms counted during the established count period. You are not required to complete or submit this form unless you wish for your child(ren) to be included in the Indian student count. This form should be kept on file with the grant applicant and will not need to be completed every year. Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

Student Information

Name of the Child _____ Date of Birth _____ Grade level _____

Name of School _____ School District _____

Tribal Membership

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

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

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

Name _____ Address _____

City _____ State _____ Zip Code _____

The Tribe or Band is (select only one):

- Federally Recognized Tribe
- State Recognized Tribe
- Terminated Tribe
- Alaska Native
- Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

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

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

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

Attestation Statement

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

Printed Name of Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Phone Number _____ Email _____ Date _____

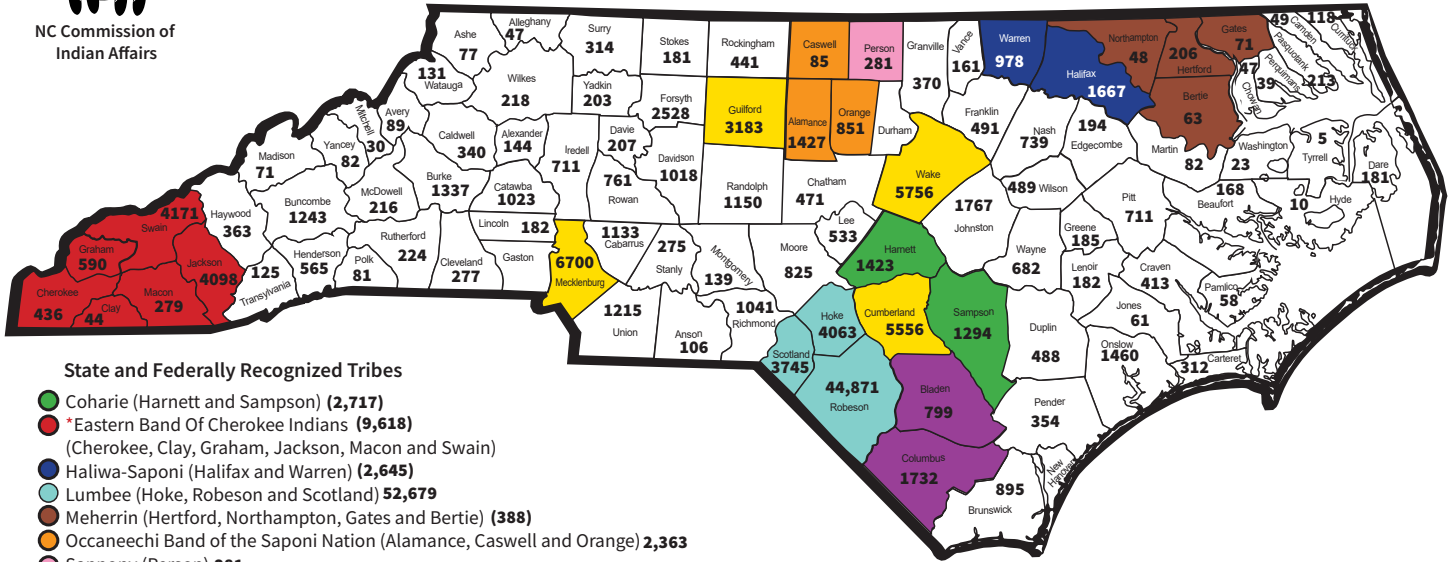
APPENDIX H



NC Commission of
Indian Affairs

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

NC DOA
Department of Administration



State and Federally Recognized Tribes

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

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

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

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

Numbered sections indicate 2020 Census alone population data.

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

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

Source: The North Carolina Commission of Indian Affairs, 2024

APPENDIX I

Definition of Terms

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

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

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

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

Every Student Succeeds Act (ESSA) is the latest reauthorization of the 1965 Elementary and Secondary Education Act (ESEA) and was approved by the U.S. Congress and signed into law in December 2015. ESSA reauthorizes the nation's national education law and longstanding commitment to equal opportunity for all students and replaces the No Child Left Behind Act of 2001.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX J

American Indian Mascots, Descriptors, and Nicknames in Public Schools Across North Carolina

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

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

Most recently, a review was conducted in February of 2024. This review revisited the 36 schools within the 22 school districts, which were included in the 2017 data and found to still have American Indian-themed mascots/logos/names. Upon examination, it was found that two of the 36 schools no longer have an American Indian-themed logo; however, their names (Warriors and Braves) remain unchanged. Therefore, 34 schools were found to still have an American Indian-themed logo/mascot.



APPENDIX K

A Pathway Forward: Guidance for the Elimination of American Indian Mascots in NC Public Schools

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

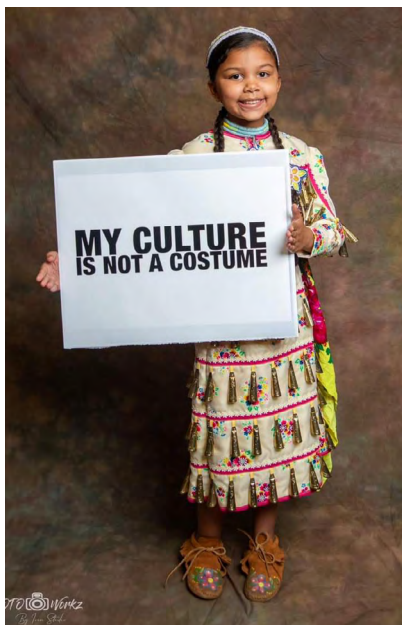
- sending a letter to all public school superintendents and school board members reiterating and recommitting to the State Board’s 2002 resolution, using the letter sent in October 2002 as a template;
- restating the expectation that all local education agencies (LEAs) report annually on their efforts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

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

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

The SACIE supports the proposal of and will advocate for legislation that would prohibit the use of offensive American Indian mascots by NC public schools and institutions of higher education, with agreed-upon exceptions such as:

- the school has an existing agreement with a state or federally recognized tribe from NC (the tribe may revoke the agreement at any time);
- the school is operated by a tribe or with the approval of a tribe and/or exists on a tribal reservation; or
- the school develops a written agreement with a tribe, approved by the governing body of the tribe, to use a mascot that is culturally affiliated with the tribe, IF they also maintain a relationship that fosters goodwill, emphasizes education, supports a curriculum that teaches American Indian history, and encourages a positive cultural exchange.



APPENDIX L

Resolution of the North Carolina State Advisory Council on Indian Education

February 26, 2002

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We, therefore, resolve

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

CERTIFICATION

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

Signed,

Anthony Locklear, Chairman

Priscilla Maynor, Senior Assistant to State Superintendent of Public Instruction



Guilford Native American Association Powwow Education Day, September 2024

APPENDIX M

North Carolina State Superintendent of Education Letter to 117 District Superintendents and Charter School Directors Concerning State Board of Education's Action Statement on American Indian Sport Mascots in the NC Public Schools

October 31, 2002

MEMORANDUM

TO: LEA Superintendents

Charter School Directors

FROM: Michael E. Ward, State Superintendent

Priscilla J. Maynor, Senior Assistant to State Superintendent

Louise Maynor, Chair, State Advisory Council on Indian Education

SUBJECT: Native American Heritage Month

AMERICAN INDIAN SPORT MASCOTS, LOGOS AND DEMEANING IMAGERY

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

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

In light of No Child Left Behind and its requirements, the State Board's action is timely. American Indian students, both male and female, have the highest dropout rate of any ethnic group enrolled in our public schools. In 2001, American Indian students represented 1.47% of the total school membership and represented 2.7% of the total LEA dropout. Academic performance on end-of-grade and end-of-course tests has consistently improved; however, these students continue to perform significantly lower than comparable students in the state. With this in mind, it is imperative that we encourage American Indian students to be successful in school and make sure schools are inviting places for them.

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

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

MEW:PJM:jd

Enclosures:

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

Resources:

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

The Center for Diversity Education
2 South Pack Square
Asheville, NC 28801
(828) 254-9044



Guilford County Schools American Indian Education Participants

APPENDIX N - Data Notes

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

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

Data Source:

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

End-of-Course (EOC) Scores

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

Data Source:

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

End-of-Grade (EOG) Scores

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

Data Source:

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

SAT Scores

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

Data Source: 1) The College Board.

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

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

AP Exam Scores

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

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

Data Source: The College Board.

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

Performance Source: The numerators and denominators for the percentages in this table were taken from the North Carolina Public School State Integrated Summaries (College Board). Note: The percent of Test-Takers Scoring 3 or Higher is the number of test-takers who scored 3 or higher on at least one exam divided by the total number of test-takers.

ACT Average Scores:

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

Cohort Graduation Rates

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

Data Source:

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

Dropout Rates

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

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

Short Term Suspension Data

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

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

Special Abbreviations and Notations

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

