

# Status and Trends in the Education of American Indians and Alaska Natives: 2008





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# Highlights

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*Status and Trends in the Education of American Indians and Alaska Natives: 2008* examines both the educational progress of American Indian/Alaska Native children and adults and challenges in their education. This report shows that over time more American Indian/Alaska Native students have gone on to college and that their attainment expectations have increased. Despite these gains, progress has been uneven and differences persist between American Indian/Alaska Native students and students of other racial/ethnic groups on key indicators of educational performance.

## Demographic Overview

- ▶ In 2006, there were 4.5 million American Indians/Alaska Natives in the United States, representing 1.5 percent of the total U.S. population. (*Indicator 1.1*)
- ▶ In 2006, almost half (49 percent) of all American Indians/Alaska Natives alone,<sup>1</sup> including those of Hispanic ethnicity, resided in western states. (*Indicator 1.2*)
- ▶ In 2003, there were more than 560 federally recognized American Indian/Alaska Native tribes, with the largest tribes being Cherokee and Navajo. (*Indicator 1.3*)
- ▶ Since 1990, the median age of American Indians/Alaska Natives, including those of Hispanic ethnicity, increased by 5 years, from 26 to 31. In 2006, the median age for the general population was 36 years. (*Indicator 1.4*)
- ▶ In 2006, 27 percent of American Indian/Alaska Native individuals lived in poverty compared to 13 percent of the general population. At 36 percent, the American Indian/Alaska Native poverty rate was higher among families on reservations than among families in other American Indian/Alaska Native areas in 1999. (*Indicator 1.6*)
- ▶ In 2005, the overall fertility rate for American Indian/Alaska Native women (ages 15 to 44 years) was 60 births per 1,000 women, which was lower than that for women in general (67 per 1,000); however, birth rates for young American Indian/Alaska Native women (ages 15 to 24 years) were higher than among young women overall (53 per 1,000 compared to 41 per 1,000 for 15- to 19-year-olds and 109 per 1,000 compared to 102 per 1,000 for 20- to 24-year-olds). Infant and child mortality rates for American Indians/Alaska Natives were higher than those for all infants and children under age 20. For example, the child mortality rate for 15- to 19-year-olds was higher for American Indians/Alaska Natives (94 per 100,000) than

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<sup>1</sup> "Alone" refers to respondents who self identified as American Indian/Alaska Native and not any other race category.

compared to the general population (65 per 100,000). (*Indicator 1.8*)

### Preprimary, Elementary, and Secondary Education

- ▶ During the 2005–06 school year, some 644,000 public elementary and secondary school students, or about 1 percent of all public school students, were American Indian/Alaska Native. (*Indicator 2.1*)
- ▶ During 2006–07, Bureau of Indian Education (BIE) schools served nearly 48,500 American Indian/Alaska Native students. (*Indicator 2.2*)
- ▶ In 2006, some 14 percent of American Indian/Alaska Native children were served by the Individuals with Disabilities Education Act (IDEA), which was a higher percentage than the percentage of children in all racial/ethnic groups. In comparison, 9 percent of the general population was served under IDEA. (*Indicator 2.3*)
- ▶ A larger percentage (66 percent) of American Indian/Alaska Native 8th-grade students reported absences from school in the preceding month than 8th-grade students of any other race/ethnicity in 2007 (36 to 57 percent). (*Indicator 3.1*)
- ▶ In 2004, American Indian/Alaska Native students in grades kindergarten through 12 had a lower suspension rate (7 percent) than Black students (15 percent), but a higher rate than students of all other racial/ethnic groups. (*Indicator 3.2*)
- ▶ In 2006, a smaller percentage of American Indian/Alaska Native students (75 percent) reported receiving a high school diploma than White (91 percent) and Asian/Pacific Islander students (93 percent). (*Indicator 3.3*)
- ▶ In 2006, only Hispanic young adults had a higher status dropout rate (21 percent) than American Indian/Alaska Native young adults (15 percent). Status dropout rates represent the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school diploma or General Educational Development (GED) credential. (*Indicator 3.4*)
- ▶ A smaller percentage of American Indian/Alaska Native 2-year-olds than 2-year-olds in all other groups demonstrated specific cognitive skills in vocabulary, listening comprehension, matching, and counting in 2003–04. For example, 74 percent of American Indian/Alaska Native children demonstrated receptive vocabulary, compared to 84 percent of all children. (*Indicator 4.1*)
- ▶ On the 2007 4th- and 8th-grade National Assessment of Educational Progress (NAEP) reading and mathematics assessments, American Indian/Alaska Native students generally scored lower than White and Asian/Pacific Islander students but not measurably different from Hispanic students. (*Indicators 4.2 and 4.3*)
- ▶ A higher percentage of American Indian/Alaska Native high school graduates completed core academic high school coursework in 2005 (36 percent) than in 1982 (3 percent). However, these percentages were smaller than the comparable percentages for the total population of students (52 percent in 2005 and 10 percent in 1982). (*Indicator 4.6*)
- ▶ On the sections measuring critical reading and mathematics of the 2007 SAT college entrance exam, American Indian/Alaska Native students scored lower than the national average, but higher than Black and Hispanic students. In critical reading, American Indians/Alaska Natives had an average score of 497, which was higher than the scores for Black students (433) and Mexican American students (455), but lower than the overall average (502). (*Indicator 4.9*)
- ▶ In 2007, 78 percent of American Indian/Alaska Native 8th-graders in public schools reported using a computer at home, which was lower than the percentage for 8th-graders of any other racial/ethnic group (82 to 96 percent). (*Indicator 5.2*)
- ▶ In 2007, greater than 25 percent of American Indian/Alaska Native children in grades 4 and 8 reported use of a traditional language within the family at least half of the time. (*Indicator 5.4*)

- ▶ At grade 4, some 31 percent of American Indian/Alaska Native students attending high-density schools (in which American Indians/Alaska Natives made up at least a fourth of the enrollment) had administrators who reported visits by American Indian/Alaska Native community members to share traditions and culture three or more times during the school year, compared to 9 percent in low density schools. (*Indicator 5.5*)
  - ▶ Higher percentages of American Indian/Alaska Native students in schools in which American Indians/Alaska Natives made up at least a fourth of the enrollment had administrators who reported specific problems in school climate than did American Indian/Alaska Native students in lower density schools. In 2007, 4th- and 8th-grade students in these high density schools had administrators who reported serious problems with student absenteeism, student tardiness, lack of family involvement, and low expectations. (*Indicator 5.6*)
  - ▶ In 2006, some 21 percent of American Indian/Alaska Native children between the ages of 12 and 17 reported the use of alcohol in the past month, compared to 11 percent of Black and 8 percent of Asian children who did so. (*Indicator 5.7*)
- Alaska Natives in 1976–77, compared to 10,900 awarded in 2005–06. (*Indicator 6.4*)
- ▶ While a greater percentage of American Indian/Alaska Native students earned their bachelor's degrees in business than in other fields in the 2005–06 school year, the percentage who earned their degrees in business (19 percent) was smaller than that of all students (21 percent). (*Indicator 6.5*)
  - ▶ In 2005–06, 52 percent of the master's degrees award to American Indians/Alaska Natives were in the fields of education or business. Forty-eight percent of the doctoral degrees awarded to American Indians/Alaska Natives were in the fields of education, psychology, and social sciences and history. (*Indicator 6.6*)
  - ▶ In 2005, American Indians/Alaska Natives constituted less than 1 percent of faculty in degree-granting institutions. (*Indicator 6.7*)

### Outcomes of Education

### Postsecondary Education

- ▶ The number of American Indian/Alaska Native students enrolled in colleges and universities has more than doubled in the past 30 years. In 2006, American Indian/Alaska Native students accounted for 1 percent of total enrollment in colleges and universities. (*Indicator 6.1*)
- ▶ In 2006, there were 32 tribally controlled colleges and universities, located in 12 different states; the majority were scattered across the West and Midwest, and one was located in Alaska. Total enrollment in tribally controlled colleges and universities increased by 23 percent between 2001 and 2006. (*Indicator 6.2*)
- ▶ Between the 1976–77 and 2005–06 school years, the number of degrees awarded by colleges and universities to American Indians/Alaska Natives more than doubled for each level of degree. For example, 3,300 bachelor's degrees were awarded to American Indians/Alaska Natives in 1976–77, compared to 10,900 awarded in 2005–06. (*Indicator 6.4*)
- ▶ A higher percentage of American Indians/Alaska Natives, 16 and over, were unemployed in 2007 (12 percent) compared to the percentages of Whites (4 percent), Hispanics (6 percent), and Asian/Pacific Islanders (3 percent). (*Indicator 7.2*)
- ▶ In 2006, the median annual earnings for 25- to 34-year-olds in the general population who were employed full-year, full-time was \$35,000. The median annual earnings for 25- to 34-year-old American Indians/Alaska Natives was \$27,000. (*Indicator 7.3*)

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## Foreword

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*Status and Trends in the Education of American Indians and Alaska Natives: 2008* contains the most recent data available on a selection of indicators that illustrate the educational achievement and attainment of American Indian and Alaska Natives over the past 20 years. The report identifies current conditions and trends in the education of American Indian and Alaska Native students. This report was developed at the request of the Office of Indian Education and compiled by the National Center for Education Statistics for the U.S. Department of Education in response to Executive Order 13336, *American Indian and Alaska Native Education*. The Executive Order was enacted in 2004 to improve education efforts for American Indian and Alaska Native students nationwide. (See <http://www.whitehouse.gov/news/releases/2004/04/20040430-10.html> for details.)

Status and Trends will be used to inform the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Indian Education in its support 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 Indians and Alaska Natives.

Several people have contributed to the development of *Status and Trends in the Education of American Indians and Alaska Natives: 2008*, including Cathie Carothers, Donna Sabis-Burns, and Anne Dudro of the Department of Education, Office of Indian Education, who provided guidance on the development of the report. Selected materials for the report were provided by Mary Schifferli of the Office for Civil Rights (OCR), and Dalton Henry and Joe Herrin of the Bureau of Indian Education.

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# Introduction

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This report examines current conditions and recent trends in the education of American Indians/Alaska Natives using statistical measures. It presents a selection of indicators that illustrate the educational achievement and attainment of American Indians/Alaska Natives. Over the past few decades, American Indians/Alaska Natives have made gains in key education areas, such as increased educational attainment. However, gaps in academic performance between American Indian/Alaska Native and other students remain.

## Organization of the Report and Data Sources

This report is organized into the following four chapters containing a total of seven indicators: *Chapter I: Demographic Overview*; *Chapter II: Preprimary, Elementary, and Secondary Education*; *Chapter III: Postsecondary Education*; and *Chapter IV: Outcomes of Education*. References of works cited appear at the end of the report.

The indicators in this report present data from a variety of sources. These sources are described in appendix B. Most of these sources are federal surveys and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are sample surveys. The standard errors for the estimates from sample surveys are provided on the NCES website <http://nces.ed.gov>. Some sources

provide universe data, meaning that they collect information on the entire population of interest, and therefore no standard errors are reported.

### Sample Surveys

- ▶ Early Childhood Longitudinal Study
- ▶ Education Longitudinal Study of 2002
- ▶ High School and Beyond Longitudinal Study of 1980 Sophomores
- ▶ National Assessment of Educational Progress
- ▶ National Education Longitudinal Study of 1988
- ▶ National Postsecondary Student Aid Study

### Universe Surveys

- ▶ Common Core of Data, Public Elementary/Secondary School Universe Survey
- ▶ Higher Education General Information Survey
- ▶ Integrated Postsecondary Education Data System
- ▶ Private School Universe Survey

In addition to data from the National Center for Edu-

cation Statistics, this report draws from other federal agencies and other organizations, including:

- ▶ American College Testing Program (ACT): ACT—universe survey
- ▶ College Board. Advanced Placement Program and SAT—universe surveys
- ▶ U.S. Department of Commerce, Census Bureau: Census 1990 and 2000—universe surveys; American Community Survey (ACS) and Current Population Surveys (CPS)—sample surveys
- ▶ U.S. Department of Education: Office for Civil Rights, Elementary and Secondary School Survey—sample survey; and Office of Special Education Programs (OSEP)—universe survey
- ▶ U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC): National Vital Statistics System—universe survey; National Immunization Program and Youth Risk Behavior Surveillance System—sample survey
- ▶ U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: Office of Applied Studies, National Survey on Drug Use and Health—sample survey
- ▶ U.S. Department of the Interior, Bureau of Indian Education (BIE)<sup>2</sup>—universe survey

### Definitions of Race and Ethnicity

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997 (Office of Management and Budget 1997). Racial/ethnic categories are self-identified. The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In addition, the category “more than one race” (respondents could select one or more race categories) was introduced in the 2000 Census and was used in the Current Population Surveys (CPS) (beginning in 2003) collected by the Census Bureau.

It should be noted that White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native are considered races. This report presents a few indicators using data in which the category “more than one race” was available. In these indicators, the term “alone” (e.g., American Indian/Alaska Native alone) represents data for respondents who selected a single race category, and the term “in combination with one or more other races” represents data for respondents who selected more than one race category. Where possible, indicators present data on the “more than one race” category; however, in some cases this category may not be separately shown, due to various data issues. For indicators where the “more than one race” option was not available, the race category represents respondents who selected one race category.

The standards also require the collection of data on the ethnicity categories Hispanic or Latino and Not Hispanic or Latino. It is important to note that Hispanic origin is an ethnicity rather than a race, and therefore persons of Hispanic ethnicity may be of any race. Ethnicity can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States.

Race categories presented in this report exclude those persons of Hispanic ethnicity (who are presented as a separate category), unless otherwise noted. Tables and figures in indicators with race categories that include those identifying themselves as Hispanic are noted explicitly. In these instances, the race/ethnicity categories are not mutually exclusive, meaning that data shown by race include persons of Hispanic and non-Hispanic origin, and data for Hispanic origin include persons of any race. These indicators include selected tables and figures for *Indicator 1.1*, *Indicator 1.2*, *Indicator 1.3*, *Indicator 1.4*, *Indicator 1.5*, *Indicator 1.6*, and *Indicator 1.8*.

Within this report, some of the category names have been shortened. American Indian or Alaska Native is denoted as American Indian/Alaska Native; Black or African American is shortened to Black; and Hispanic or Latino is shortened to Hispanic. When discussed separately, Native Hawaiian or Other Pacific Islander is not shortened in the text, but is shortened in tables and figures to Native Hawaiian/Pacific Islander.

<sup>2</sup> In 2006, the Office of the Assistant Secretary for the Department of the Interior established the Bureau of Indian Education (BIE). This organization is responsible for prekindergarten, elementary, secondary and postsecondary schools and educational activities of the Bureau of Indian Affairs (BIA). Prior to 2006, these schools were referred to as BIA schools.

Asians and Native Hawaiians or Other Pacific Islanders are combined into one category (Asians/Pacific Islanders) in indicators for which the data were not collected separately or in indicators where it was necessary to increase the sample size required for reporting the two groups.

Most of the data presented in this report were collected in surveys that allowed respondents to self-identify their race and ethnicity. This report uses the term American Indian/Alaska Native in accordance with the definition used by the agency that gathered the data. The definitions used by different agencies are described below:

- ▶ Department of Commerce, Census Bureau:  
Prior to 2000—anyone having origins in any of the original peoples of North America (including Central America) and who maintains tribal affiliation or community attachment.

Decennial Census of 2000 and thereafter—includes the above definition and anyone having origins in any of the original peoples of South America.

- ▶ Department of Education:  
For programs—anyone having origins in any of the original peoples of North America (including Central America) and maintaining cultural identification through tribal affiliation or community recognition, including federally and state recognized tribes.

For survey data collection—anyone having origins in any of the original peoples of North America (including Central America). The definition includes American Indians from South America in recent collection years of sample survey data.

- ▶ Department of the Interior, Bureau of Indian Education (BIE):  
Anyone who is an enrolled member of a federally recognized tribe. Through the BIE's acknowledgment process, tribal groups may be given federal recognition as Indian tribes, making their members eligible to receive services provided to Indians (U.S. Department of the Interior 1999). Members of federally recognized tribes, therefore, do not include all persons who may self-identify themselves as an American Indian or Alaska Native.

## Limitations of the Data

The relatively small size of the American Indian and Alaska Native population poses many measurement difficulties when using statistical data. Even in larger surveys, the number of American Indians and Alaska Natives included in a sample population is often small. Researchers studying data on American Indians and Alaska Natives often face small sample sizes that reduce the reliability of results. Survey data for American Indians and Alaska Natives often have somewhat higher standard errors than data for other racial/ethnic groups (Cahalan et al. 1998). Due to large standard errors, differences that may seem substantial are often not statistically significant and, therefore, not cited in the text.

Data on American Indians and Alaska Natives are often subject to inaccuracies that can result when respondents self-identify their race/ethnicity. Indeed, research on the collection of race/ethnicity data suggests that the categorization of American Indian and Alaska Native is the least stable self-identification (U.S. Department of Labor, Bureau of Labor Statistics [BLS] 1995). The racial/ethnic categories presented to a respondent, and the way in which the question is asked, can influence the response, especially for individuals who consider themselves of mixed race or ethnicity. These data limitations should be kept in mind when reading this report.

The indicators presented in this report are intended to provide an overview of the education data available on American Indians/Alaska Natives from many federal surveys. Readers are cautioned not to draw causal inferences based on the univariate and bivariate results presented in this report. It is important to note that many of the variables examined in this report may be related to one another, and complex interactions and relationships among the variables have not been explored. The variables presented here are also just a sample of the thousands that can be examined using the surveys included in this report. The indicators were selected to provide a range of data that are relevant to a variety of policy issues, rather than emphasize comprehensive information on any particular issue.

## Technical Notes

This report includes data from both universe and sample surveys. In the case of universe data, all relevant units are included in the data collection. Thus, there is no sampling error, and observed differences are reported as actual differences. In the case of sample surveys, a nationally representative sample of respondents is selected and asked to participate in the data collection. Since the sample represents just one of many possible samples that could be selected, there is probability of error associated with the sample. To avoid reaching false conclusions about differences between groups or differences over time measured by sample survey data, sampling error is taken into account in statistical tests that are conducted to support statements about differences. Thus, all statements about differences in this report are supported by the data, either directly in the case of universe surveys or with statistical significance testing in the case of sample survey data. All significance tests of differences in sample survey data are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted. The most commonly used test procedures were *t* tests, linear trend tests, and equivalency tests. The *t* tests were not adjusted to compensate for multiple comparisons being made simultaneously. Trend tests were conducted by evaluating the significance of the slope of a simple regression of the annual data points, and a *t* test comparing the end points. Equivalence tests at the 0.15 level were used to determine whether

two statistics were substantively equivalent by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates was significantly greater or less than a preset substantively important difference. The appearance of a “!” symbol in a table or figure indicates a data cell with a high ratio of standard error to estimate (0.30 or greater); therefore, the estimate may be unstable and the reader should use caution when interpreting the data. These unstable estimates are discussed, however, when statistically significant differences are found despite large standard errors.

Although percentages reported in the tables are generally rounded to one decimal place (e.g., 76.5 percent), percentages reported in the text and figures are generally rounded from the original number to whole numbers (with any value of 0.50 or above rounded to the next highest whole number). While the data labels on the figures have been rounded to whole numbers, the graphical presentation of these data are based on the unrounded estimates shown in the corresponding table. Due to rounding, cumulative percentages may sometimes equal 99 or 101 percent, rather than 100. In addition, sometimes a whole number in the text may seem rounded incorrectly based on its value when rounded to one decimal place. For example, the percentage 14.479 rounds to 14.5 at one decimal place, but rounds to 14 when reported as a whole number.





# CHAPTER I

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## *Demographic Overview*

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# 1 Demographic Overview

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This section provides a demographic overview of the American Indian/Alaska Native population as a context for the education indicators appearing in the other sections of this publication. Demographic changes may have a direct or indirect impact on education statistics. For example, increases in the population of young children of any specific group have a direct impact on enrollment since nearly all young children are enrolled in school. In addition, changes in the number of children living in poverty are important since children living in poverty tend to have lower educational achievement than children who are not living in poverty (Maruyama 2003).

Data in this section provide information that is useful for understanding the general environment of American Indian/Alaska Native children. These data are included to help frame the education data in a broader context of social conditions.

Information on children's health risks and child care situations is important in understanding the general social environment of American Indian/Alaska Native children. Information on family structure provides additional context. These social condition variables are related to the socioeconomic status of children, which is an important factor associated with student achievement (Chaikind and Corman 1991; McLanahan 1997).

## 1.1. Population Composition and Growth

*In 2006, there were 4.5 million American Indians/Alaska Natives estimated in the United States, representing 1.5 percent of the total U.S. population.*

In 2006, the U.S. Census Bureau estimated there were 4.5 million persons living in the United States who identified themselves as American Indian/Alaska Native alone or in combination with one or more other races.<sup>1</sup> Of these persons, 2.9 million were American Indian/Alaska Native alone and 1.6 million were American Indian/Alaska Native in combination with one or more other races. Of the American Indian/Alaska Native alone population, 2.3 million were non-Hispanic and 0.6 million were Hispanic. Of the American Indian/Alaska Native in combination with one or more other races population, 1.4 million were non-Hispanic and 0.2 million were Hispanic.

Data from the 2006 American Community Survey (ACS) provide additional information on the

American Indian/Alaska Native population. In the 2006 ACS, respondents who selected American Indian/Alaska Native as their only race were then asked to provide the name of their tribe or village. Respondents who provided the name of a tribe or village were classified as American Indian or Alaska Native based on the origin of the tribe(s) and/or village(s). Respondents who did not provide a tribe or village were categorized as “tribe not specified.. In 2006, the American Indian/Alaska Native alone population, including those who identified themselves as of Hispanic ethnicity, was about 81 percent American Indian and 4 percent Alaska Native, with 15 percent of American Indians/Alaska Natives not specifying their background beyond American Indian/Alaska Native.

<sup>1</sup> “Alone” refers to respondents who selected American Indian/Alaska Native and not any other race category. “In combination with one or more other races” refers to respondents who selected American Indian/Alaska Native and one or more other race categories.

**Table 1.1a. Size of the American Indian/Alaska Native population, by race/ethnicity: 2006**

Race/ethnicity	Number (in thousands)	Percent of U.S. population
<b>Total</b>	<b>4,498</b>	<b>1.5</b>
American Indian/Alaska Native alone	2,903	1.0
Non-Hispanic	2,259	0.8
Hispanic	644	0.2
American Indian/Alaska Native in combination with one or more other races	1,595	0.5
Non-Hispanic	1,370	0.5
Hispanic	225	0.1

NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category. "In combination with one or more other races" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Both "alone" and "in combination" include persons of Hispanic ethnicity. In 2006, the Census Bureau estimated there were 299,398,484 persons living in the United States. Counts of American Indians/Alaska Natives reported through the American Community Survey (Tables 1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of "some other race". Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2006* (NC-EST2006-03), retrieved from <http://www.census.gov/popest/national/asrh/NC-EST2006-srh.html> on January 17, 2008.

**Table 1.1b. Percentage distribution of American Indians/Alaska Natives alone, by race subcategory and tribal affiliation: 2006**

Race subcategory and tribal affiliation	Percent of American Indian/ Alaska Native alone population
<b>Total</b>	<b>100.0</b>
American Indian (with tribal affiliation) <sup>1</sup>	80.8
Alaska Native (with tribal affiliation) <sup>2</sup>	4.0
American Indian or Alaska Native (no affiliation specified) <sup>3</sup>	15.2

<sup>1</sup> Refers to respondents who specified a tribe or tribes that are American Indian.

<sup>2</sup> Refers to respondents who specified a tribe/village or tribes/villages that are Alaska Native.

<sup>3</sup> Refers to respondents who did not specify a tribal/village affiliation.

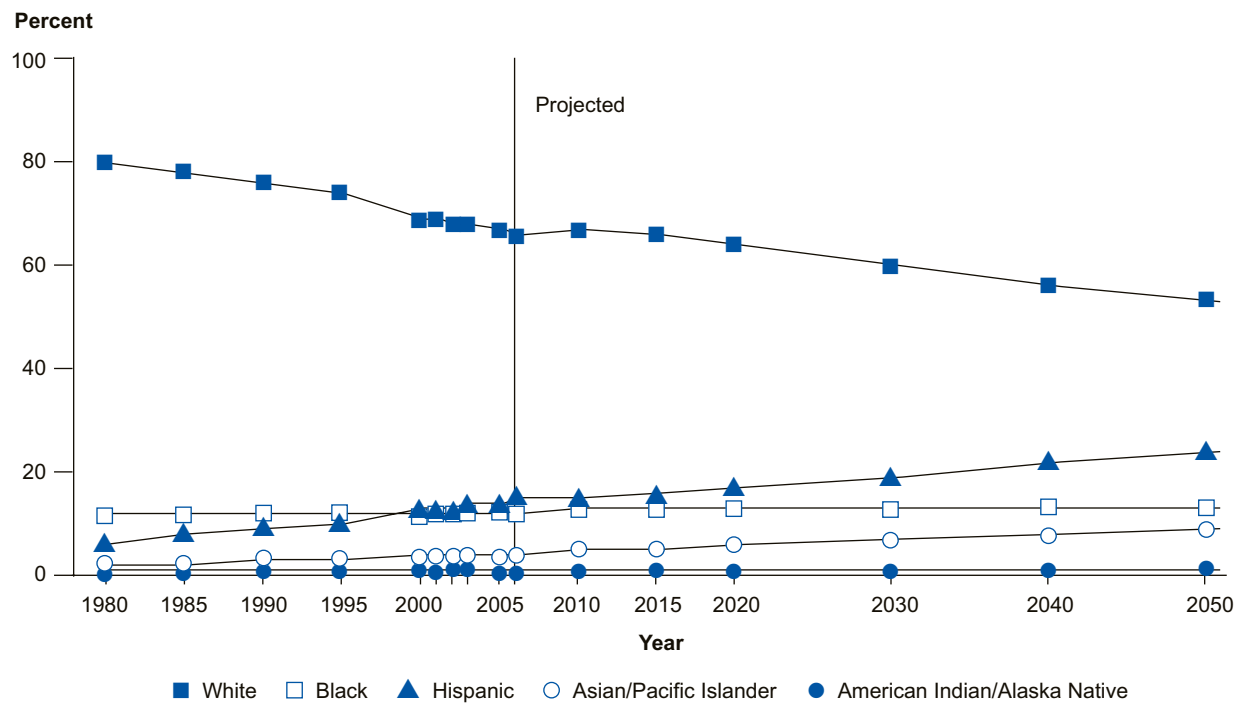
NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category and includes American Indians/Alaska Natives who identified themselves as Hispanic. Counts of American Indians/Alaska Natives reported through the American Community Survey (Tables 1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of "some other race".

SOURCE: U.S. Department of Commerce, Census Bureau, *American Fact Finder*, American Community Survey, 2006.

The Census Bureau projects that the non-Hispanic American Indian/Alaska Native alone population will grow from 2.1 million in 2000 to 3.2 million in 2050. The projected rate of increase between the years 2000 and 2050 for the American Indian/Alaska Native population (54 percent) will exceed that for the White population (9 percent), but will be slower than the expected rate of increase for Hispanics (175 percent) and Asian/Pacific Islanders (230 percent) and slightly slower than the rate for Blacks (56 percent). The differences in the projected

rates of increase indicate that the distribution of the population will change. According to these projections, the percentage of the population that is White will decrease from 69 to 53 percent between 2000 and 2050. The percentages of the population that are of other races/ethnicities, however, will increase during this period: Blacks, from 12 to 13 percent; Hispanics, from 13 to 24 percent, Asians/Pacific Islanders, from 4 to 9 percent; and American Indians/Alaska Natives, from 0.7 to 0.8 percent.

**Figure 1.1. Percentage of the resident population by selected race/ethnicity: Selected years, 1980 to 2006 and projections to 2050**



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Statistical Abstract of the United States: 2000, Population Estimates Program, 1980 to 2000; Population Projections Program, 2001 to 2050; and Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000, to July 1, 2006 (NC-EST2006-03), released May 17, 2007.

**Table 1.1c. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980 to 2006 and projections to 2050**

Year	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Number (in thousands)						
1980	227,225	181,140	26,215	14,869	3,665	1,336
1985	237,924	184,945	27,738	18,368	5,315	1,558
1990	249,623	188,725	29,439	22,573	7,092	1,793
1995	266,278	194,389	32,500	28,158	9,188	2,044
2000 <sup>1</sup>	282,217	195,774	34,415	35,660	10,832	2,104
2001 <sup>1</sup>	285,226	196,344	34,822	37,122	11,270	2,130
2002 <sup>1</sup>	288,126	196,824	35,203	38,598	11,704	2,155
2003 <sup>1</sup>	290,796	197,219	35,538	40,006	12,108	2,179
2004 <sup>1</sup>	293,638	197,749	35,922	41,411	12,492	2,205
2005 <sup>1</sup>	296,507	198,235	36,302	42,872	12,892	2,232
2006 <sup>1</sup>	299,398	198,744	36,690	44,321	13,294	2,259
2010 <sup>1,2</sup>	299,862	201,956	37,483	43,688	14,436	2,300
2015 <sup>1,2</sup>	312,268	204,590	39,551	49,255	16,444	2,428
2020 <sup>1,2</sup>	324,927	207,145	41,549	55,156	18,527	2,550
2030 <sup>1,2</sup>	351,070	210,984	45,567	68,168	23,564	2,787
2040 <sup>1,2</sup>	377,350	212,475	49,618	82,692	29,543	3,023
2050 <sup>1,2</sup>	403,687	212,991	53,466	98,229	35,760	3,241
Percentage distribution						
1980	100.0	79.7	11.5	6.5	1.6	0.6
1985	100.0	77.7	11.7	7.7	2.2	0.7
1990	100.0	75.6	11.8	9.0	2.8	0.7
1995	100.0	73.0	12.2	10.6	3.5	0.8
2000 <sup>1</sup>	100.0	69.4	12.2	12.6	3.8	0.7
2001 <sup>1</sup>	100.0	68.8	12.2	13.0	4.0	0.7
2002 <sup>1</sup>	100.0	68.3	12.2	13.4	4.1	0.7
2003 <sup>1</sup>	100.0	67.8	12.2	13.8	4.2	0.7
2004 <sup>1</sup>	100.0	67.3	12.2	14.1	4.3	0.8
2005 <sup>1</sup>	100.0	66.9	12.2	14.5	4.3	0.8
2006 <sup>1</sup>	100.0	66.4	12.3	14.8	4.4	0.8
2010 <sup>1,2</sup>	100.0	67.3	12.5	14.6	4.8	0.8
2015 <sup>1,2</sup>	100.0	65.5	12.7	15.8	5.3	0.8
2020 <sup>1,2</sup>	100.0	63.8	12.8	17.0	5.7	0.8
2030 <sup>1,2</sup>	100.0	60.1	13.0	19.4	6.7	0.8
2040 <sup>1,2</sup>	100.0	56.3	13.1	21.9	7.8	0.8
2050 <sup>1,2</sup>	100.0	52.8	13.2	24.3	8.9	0.8

<sup>1</sup> Total includes "more than one race" group not shown separately.

<sup>2</sup> Projected.

NOTE: Figures for the year 2000 are from the Census table "Annual Estimates of the Population," released in 2004, and may differ from other published tabulations. Figures for the year 2010 are from "U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin," <http://www.census.gov/ipc/www/usinterimproj/>, Population Projections Program, 2001 to 2050, and may differ from other published tabulations. Counts of American Indians/Alaska Natives reported through the American Community Survey (Tables 1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of "some other race". Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000*, Population Estimates Program, 1980 to 2000; "U.S. Interim Projections by Age, Sex, Race, and Hispanic Origin," <http://www.census.gov/ipc/www/usinterimproj/>, Population Projections Program, 2001 to 2050; and U.S. Department of Commerce, Census Bureau, National Population Estimates for the 2000s, retrieved January 17, 2008, from [http://www.census.gov/popest/national/asrh/2006\\_nat\\_res.html](http://www.census.gov/popest/national/asrh/2006_nat_res.html).

## 1.2. Geographic Distribution of the Population

*A greater percentage of American Indians/Alaska Natives live in western states than northeastern, mid-western, and southern states.*

In 2006, almost half (49 percent) of all American Indians/Alaska Natives alone,<sup>2</sup> including those of Hispanic ethnicity, resided in western states. Six percent lived in northeastern states, 29 percent in mid-western states, and 16 percent in southern states.

The percentage of American Indians/Alaska Natives alone, including those of Hispanic ethnicity, was greater than the national average (0.8 percent) in 16 states—most of them western. In terms of numbers of American Indians/Alaska Natives alone, Arizona had the largest American Indian/Alaska Native population with about 278,000. California, Oklahoma, and

New Mexico also had large American Indian/Alaska Native populations, estimated at 266,000, 244,000, and 189,000, respectively.

Alaska had 88,000 American Indians/Alaska Natives alone, which constituted the largest percentage of a state population identified: around 13 percent. Although some states, such as Texas and New York, had relatively large American Indian/Alaska Native alone populations (111,500 and 60,400, respectively), these populations constituted less than 1 percent of the total populations of their states.

**Table 1.2a. Number and percentage distribution of the American Indian/Alaska Native population, by race and region: 2006**

Region	American Indian/Alaska Native alone		American Indian/Alaska Native alone or in combination with one or more other races	
	Number	Percent	Number	Percent
<b>Total</b>	<b>2,369,000</b>	<b>100.0</b>	<b>4,330,000</b>	<b>100.0</b>
West	1,173,000	49.5	1,862,000	43.0
South	376,000	15.9	767,000	17.7
Midwest	685,000	28.9	1,353,000	31.3
Northeast	135,000	5.7	347,000	8.0

NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category. "In combination with one or more other races" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Both "alone" and "in combination" include persons of Hispanic ethnicity. Western states are AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY. Northeastern states are CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwestern states are IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. Southern states are AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV, and DC. Counts of American Indians/Alaska Natives reported through the American Community Survey (Tables 1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of "some other race". Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *American Fact Finder*, American Community Survey, 2006.

<sup>2</sup> "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category.



**Table 1.2b. Size of the American Indian/Alaska Native population and percentage distribution of the total population, by race and states with the largest American Indian/Alaska Native populations: 2006**

State	American Indian/Alaska Native alone			American Indian/Alaska Native alone or in combination with one or more other races		
	Number	Percent of state population	Percent of American Indian/Alaska Native alone population	Number	Percent of state population	Percent of American Indian/Alaska Native alone population
<b>United States</b>	2,369,000	0.8	100.0	4,330,000	1.4	100.0
California	266,000	0.7	11.2	577,000	1.6	13.3
Oklahoma	244,000	6.8	10.3	419,000	11.7	9.7
Arizona	278,000	4.5	11.7	328,000	5.3	7.6
Texas	112,000	0.5	4.7	232,000	1.0	5.4
New Mexico	189,000	9.7	8.0	214,000	10.9	4.9
New York	60,000	0.3	2.5	142,000	0.7	3.3
Washington	93,000	1.5	3.9	170,000	2.7	3.9
North Carolina	100,000	1.1	4.2	147,000	1.7	3.4
Alaska	88,000	13.1	3.7	123,000	18.4	2.8
Oregon	67,000	1.8	2.8	119,000	3.2	2.7
Minnesota	52,000	1.0	2.2	81,000	1.6	1.9
Colorado	41,000	0.9	1.7	84,000	1.8	2.0
South Dakota	68,000	8.6	2.9	76,000	9.8	1.8
Montana	60,000	6.3	2.5	74,000	7.9	1.7
Nevada	30,000	1.2	1.3	51,000	2.0	1.2
Utah	29,000	1.1	1.2	40,000	1.6	0.9
North Dakota	33,000	5.2	1.4	38,000	6.0	0.9
Idaho	16,000	1.1	0.7	33,000	2.3	0.8
Wyoming	12,000	2.2	0.5	18,000	3.5	0.4
All other states	532,000	0.3	22.5	1,361,000	0.8	31.4

NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category. "In combination with one or more other races" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Both "alone" and "in combination" include persons of Hispanic ethnicity. Counts of American Indians/Alaska Natives reported through the American Community Survey (Tables 1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of "some other race". Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *American Fact Finder*, American Community Survey, 2006.

In 2000, some 47 percent of American Indians/Alaska Natives, not including those of Hispanic ethnicity, lived in American Indian/Alaska Native areas, including reservations and off-reservation trust lands, Oklahoma tribal statistical areas, tribal designated statistical areas, state designated American Indian statistical areas, Alaska Native village statistical areas, or Alaska Native Regional Corporations.<sup>3</sup> In 2000, some 24 percent of American Indians/Alaska Natives lived on federal reservations and off-reservation trust lands, 11 percent lived on Oklahoma tribal statistical areas, 4 percent lived on state designated American Indian statistical areas,

and less than 1 percent lived in tribal designated statistical areas and state reservation and off-reservation trust lands. Alaska Native village statistical areas were home to 3 percent of American Indians/Alaska Natives, while 5 percent lived on Alaska Native Regional Corporation lands.

It should be noted that most residents of reservation or trust lands, tribal areas, statistical areas, or Alaska Native Regional Corporation lands are not American Indian/Alaska Native. In 2000, people of other racial/ethnic backgrounds represented 84 percent of the population in these areas.

<sup>3</sup> According to the Census Bureau, these are the federally recognized legal entities for which census data are gathered. Federal American Indian reservations are areas that have been set aside by the United States for the use of tribes, the exterior boundaries of which are more particularly defined in the final tribal treaties, agreements, executive orders, federal statutes, secretarial orders, or judicial determinations. State reservations are areas established by individual states for tribes recognized by the state. Off-reservation trust lands (both federal and state) are areas for which the United States holds title in trust for the benefit of a tribe or for an individual Indian. The U.S. Census Bureau recognizes and tabulates data for reservations and off-reservation trust lands because American Indian tribes have primary governmental authority over these lands. Oklahoma tribal statistical areas are statistical entities identified and delineated by the U.S. Census Bureau in consultation with federally recognized American Indian tribes in Oklahoma that do not currently have a reservation, but once had a reservation in that state. Tribal designated statistical areas are statistical entities identified and delineated for the U.S. Census Bureau by federally recognized American Indian tribes that do not currently have a federally recognized land base (reservation or off-reservation trust land). State designated American Indian statistical areas are entities for state recognized American Indian tribes that do not have a state recognized land base. Alaska Native village statistical areas are statistical entities that represent the densely settled portion of Alaska Native villages, which include associations, bands, clans, communities, groups, tribes or villages, recognized pursuant to the Alaska Native Claims Settlement Act of 1972. Alaska Native Regional Corporations are corporate entities organized to conduct both business and nonprofit affairs of Alaska Natives pursuant to the Alaska Native Claims Settlement Act (U.S. Department of Commerce 2000).

**Table 1.2c. Number and percentage distribution of the non-Hispanic American Indian/Alaska Native alone population, by designated area: 2000**

Residential location	Number	Percent
<b>Total</b>	<b>2,068,883</b>	<b>100.0</b>
American Indian/Alaska Native areas and Alaska Native regional areas	969,625	46.9
American Indian reservation and off-reservation trust land—federal	505,904	24.5
American Indian reservation and off-reservation trust land—state	908	#
Oklahoma tribal statistical area	226,900	11.0
Tribal designated statistical area	2,207	0.1
State designated American Indian statistical area	80,783	3.9
Alaska Native village statistical area	57,574	2.8
Alaska Native Regional Corporation	95,349	4.6
Other areas	1,099,258	53.1

# Rounds to zero.

NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *Summary Population and Housing Characteristics*, tables 2 and 34, based on Decennial Census, 2000.

**Table 1.2d. Number and percentage distribution of population in American Indian/Alaska Native areas and Alaska Native regional areas, by race/ethnicity: 2000**

Residential location	Total	Percentage distribution				
		White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>Total</b>	<b>6,108,620</b>	<b>63.7</b>	<b>10.8</b>	<b>5.0</b>	<b>1.5</b>	<b>15.9</b>
American Indian reservation and off-reservation trust land—federal	944,317	33.7	1.0	8.7	0.8	53.6
American Indian reservation and off-reservation trust land—state	1,121	9.3	4.2	3.6	0.1	81.0
Oklahoma tribal statistical area	2,345,611	74.5	6.2	4.3	0.8	9.7
Tribal designated statistical area	162,709	86.7	6.6	2.7	0.9	1.4
State designated American Indian statistical area	1,857,172	62.4	25.3	4.7	1.6	4.3
Alaska Native village statistical area	172,205	57.3	0.5	2.3	2.2	33.4
Alaska Native Regional Corporation	625,485	67.7	3.4	4.1	4.5	15.2

NOTE: Totals include other race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity. On American Indian federal reservation and off-reservation trust land, 0.1 percent of non-Hispanic residents reported being of "some other race" and 2.1 percent reported being of two or more races.

SOURCE: U.S. Department of Commerce, Census Bureau, *Summary Population and Housing Characteristics*, table 34, based on Decennial Census, 2000.

### 1.3. American Indian and Alaska Native Tribes

In 2003, there were more than 560 federally recognized American Indian and Alaska Native tribes.

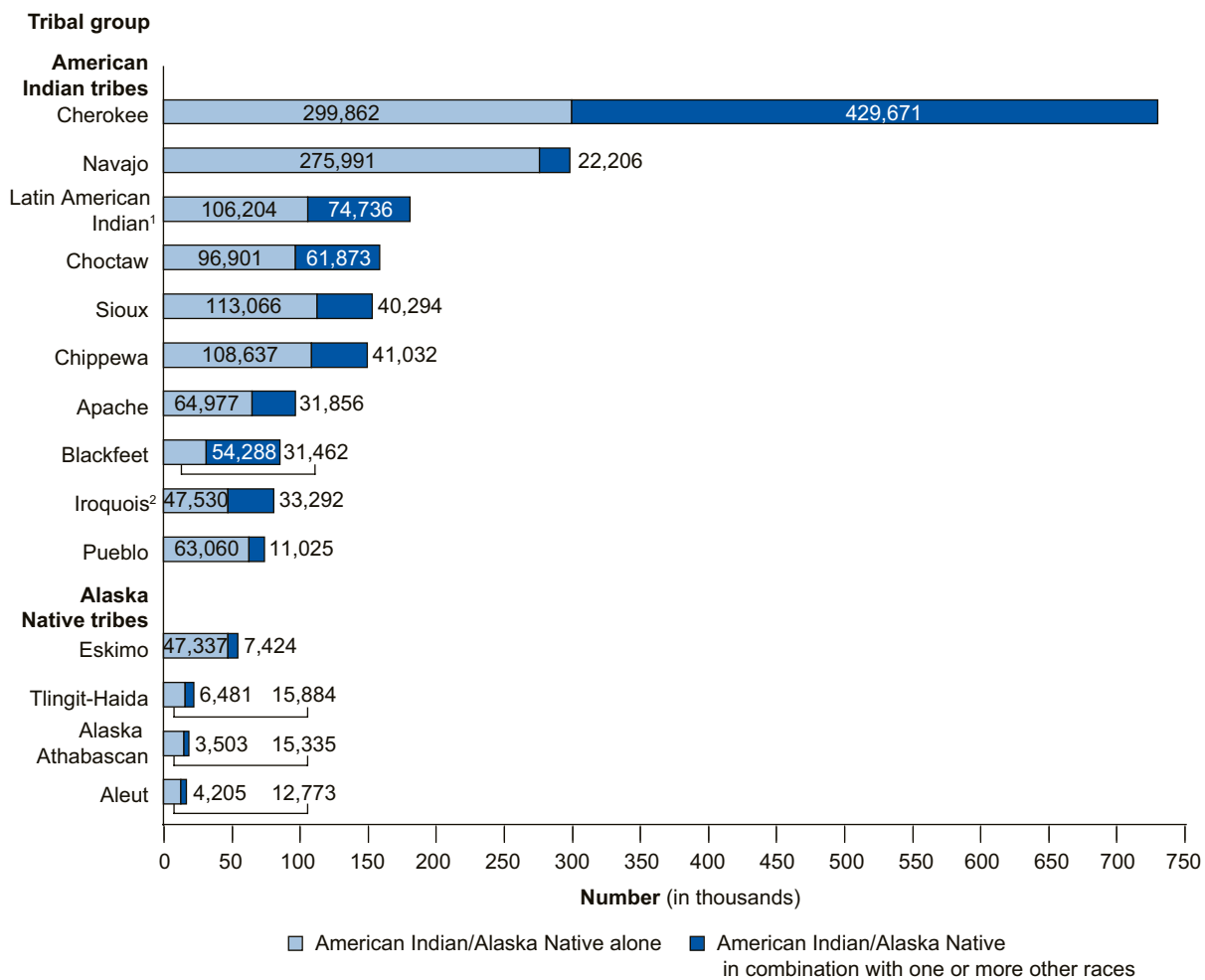
In 2003, the federal government recognized 562 American Indian/Alaska Native tribes (U.S. Department of the Interior 2004a). These federally recognized entities are eligible for funding and services from the Bureau of Indian Education (BIE). Furthermore, these tribes have “domestic dependent nation status,” defined as the power of self-government, including the powers to form governments, make and enforce laws, tax, establish membership, license and regulate activities, zone, and exclude people from tribal territories (U.S. Department of the Interior 1999). As such, they maintain diplomatic

relations with the federal government (U.S. Department of the Interior 2000).

In 2000, the largest American Indian tribes were Cherokee and Navajo, with 730,000 and 298,000 individuals reporting affiliation (including those of Hispanic ethnicity), respectively. Eskimo was the largest Alaska Native tribe, with a reported affiliation of 54,800 (including those of Hispanic ethnicity).

In 2008, there were about 64 state-recognized tribes in 16 states (500 Nations 2008).

**Figure 1.3. American Indian/Alaska Native tribes according to number of self-identified members, by tribal group: 2000**



<sup>1</sup> Latin American Indian refers to respondents listing any one of a number of Latin American tribes (e.g., Maya or Yanomamo).  
<sup>2</sup> Iroquois is a language group which includes six federally recognized tribes in its confederacy.  
 NOTE: “Alone” refers to respondents who selected American Indian/Alaska Native and not any other race category. “In combination with one or more other races” refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Both “alone” and “in combination” include persons of Hispanic ethnicity. Tribal groupings compiled by the Census Bureau do not necessarily correspond with federally recognized tribes. Self-identified membership does not necessarily correspond with official membership in a federally recognized tribe.  
 SOURCE: U.S. Department of Commerce, Census Bureau, *Census 2000 Brief: The American Indian and Alaska Native Population, 2000*, 2002.

**Table 1.3. Largest American Indian and Alaska Native tribes according to number of self-identified members, by race and tribal group: 2000**

Tribal group	Total	American Indian/ Alaska Native alone	American Indian/ Alaska Native in combination with one or more other races
<b>Total</b>	<b>4,119,301</b>	<b>2,475,956</b>	<b>1,643,345</b>
American Indian tribes			
Cherokee	729,533	299,862	429,671
Navajo	298,197	275,991	22,206
Latin American Indian <sup>1</sup>	180,940	106,204	74,736
Choctaw	158,774	96,901	61,873
Sioux	153,360	113,066	40,294
Chippewa	149,669	108,637	41,032
Apache	96,833	64,977	31,856
Blackfeet	85,750	31,462	54,288
Iroquois <sup>2</sup>	80,822	47,530	33,292
Pueblo	74,085	63,060	11,025
Alaska Native tribes			
Eskimo	54,761	47,337	7,424
Tlingit-Haida	22,365	15,884	6,481
Alaska Athabascan	18,838	15,335	3,503
Aleut	16,978	12,773	4,205

<sup>1</sup> Latin American Indian refers to respondents listing any one of a number of Latin American tribes (e.g., the Maya or Yanomamo).

<sup>2</sup> Iroquois is a language group which includes 6 federally recognized tribes in its confederacy.

NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category. "In combination with one or more other races" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Both "alone" and "in combination" include persons of Hispanic ethnicity. Tribal groupings compiled by the Census Bureau do not necessarily correspond with federally recognized tribes. Self-identified membership does not necessarily correspond with official membership in a federally recognized tribe. Tribal populations do not sum to totals because totals include American Indian/Alaska Native populations from many additional tribes. In addition, the numbers by American Indian and Alaska Native tribal groupings do not sum to the total population because tribal groupings are tallies of the number of American Indian and Alaska Native responses rather than the number of American Indian and Alaska Native respondents. Respondents reporting several American Indian and Alaska Native tribes are counted several times. For example, a respondent reporting "Apache and Blackfeet" would be included in the Apache as well as Blackfeet numbers.

SOURCE: U.S. Department of Commerce, Census Bureau, *Census 2000 Brief: The American Indian and Alaska Native Population, 2000, 2002.*

## 1.4. Age Distribution of the Population

*In 2006, the American Indian/Alaska Native population was younger, on average, than the general population.*

In 2006, the median age for American Indians/Alaska Natives, including those of Hispanic ethnicity, was 31 years, compared to 36 years for the general population. The median age of American Indians/Alaska Natives has increased by 5 years since 1990, from 26 to 31. Similarly, the median age of the general population has increased from 33 in 1990 to 36 in 2006.

An additional measure of the relative youth of the American Indian/Alaska Native population is the percentage of individuals under 18. In 2006, 29

percent of American Indians/Alaska Natives were children under the age of 18, compared to 25 percent of the total population.

The percentage of American Indians/Alaska Natives under the age of 18 has declined by almost 7 percentage points, from 36 percent in 1990 to 29 percent in 2006. The percentage of the total population under 18 also decreased from 1990 to 2006 (from 26 percent to 25 percent) but the overall decrease was smaller (1 percentage point).

**Table 1.4a. Median age of the population, by race/ethnicity: Selected years, 1990 to 2006**

Race/ethnicity	1990	1995	2000	2002	2004	2006
<b>Total</b>	<b>32.8</b>	<b>34.3</b>	<b>35.3</b>	<b>35.7</b>	<b>38.5</b>	<b>36.4</b>
White	33.7	35.4	36.6	37.1	38.4	39.0
Black	27.9	29.2	30.0	30.5	31.9	31.4
Hispanic	25.3	26.1	25.8	26.8	26.9	27.3
Asian	—	—	32.5	33.4	34.8	35.2
Native Hawaiian/Pacific Islander	—	—	26.8	28.2	27.7	29.9
American Indian/Alaska Native	26.0	26.8	27.7	28.6	31.9	31.2

—Not available.

NOTE: Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2001 and 2003*, based on Population Projections Program, 1990 to 2002 and *American Fact Finder*, American Community Survey, 2004 and 2006.

**Table 1.4b. Percentage of the population under the age of 18, by race/ethnicity: Selected years, 1990 to 2006**

Race/ethnicity	1990	1995	2000	2002	2004	2006
<b>Total</b>	<b>25.7</b>	<b>26.1</b>	<b>25.7</b>	<b>25.3</b>	<b>25.5</b>	<b>24.6</b>
White	24.5	24.9	24.4	24.0	23.5	22.6
Black	32.3	32.2	31.6	30.9	31.3	29.5
Hispanic	35.0	35.7	35.0	33.9	34.4	33.8
Asian	—	—	—	—	23.0	22.2
Native Hawaiian/Pacific Islander	—	—	—	—	29.3	27.3
American Indian/Alaska Native	35.8	35.2	34.1	32.2	29.7	28.6

— Not available.

NOTE: Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2001 and 2003*, based on Population Projections Program, 1990 to 2002 and *American Fact Finder*, American Community Survey, 2004 and 2006.

## 1.5. Family Structure

About 51 percent of American Indian/Alaska Native families with children were headed by married couples in 2006. This percentage was smaller than those of White, Hispanic, and Asian/Pacific Islander families having this arrangement but larger than the percentage of Black families.

In 2006, about 51 percent of American Indian/Alaska Native families with children,<sup>4</sup> including those of Hispanic ethnicity, were headed by married couples, 38 percent were headed by females with no spouse present, and 11 percent were headed by males with no spouse present. The percentage of American Indian/Alaska Native families living in married-couple households was greater than the percentage of Black families doing so (37 percent), but less than the percentages of White, Hispanic, and Asian/Pacific Islander families doing so (73 percent, 63 percent, and 82 percent, respectively).

The percentage of American Indian/Alaska Native families headed by females with no spouse present (38 percent) was three times as high as the percentage of Asian/Pacific Islander families arranged this way (12 percent). A lower percentage of American Indian/Alaska Native families than Black families, however, were living in this situation (38 vs. 54 percent). Higher percentages of American Indian/Alaska Native families were headed by males with no spouse present than White, Black, or Asian/Pacific Islander families (11 percent vs. 7, 8, and 5 percent, respectively).

**Table 1.5. Number and percentage distribution of families with children, by family status and race/ethnicity: 2006**

Race/ethnicity	Total families	Married couple families	Female	Male
			householder, no spouse present	householder, no spouse present
Number				
<b>Total<sup>1</sup></b>	<b>38,064,000</b>	<b>25,532,000</b>	<b>9,607,000</b>	<b>2,926,000</b>
White	27,070,000	19,720,000	5,383,000	1,967,000
Black	5,343,000	2,002,000	2,893,000	448,000
Hispanic	6,498,000	4,117,000	1,714,000	667,000
Asian/Pacific Islander	1,800,000	1,482,000	221,000	97,000
American Indian/Alaska Native	331,000	169,000	125,000	37,000
Percentage distribution				
<b>Total<sup>1</sup></b>	<b>100.0</b>	<b>67.1</b>	<b>25.2</b>	<b>7.7</b>
White	100.0	72.8	19.9	7.3
Black	100.0	37.5	54.1	8.4
Hispanic	100.0	63.4	26.4	10.3
Asian/Pacific Islander	100.0	82.4	12.3	5.4
American Indian/Alaska Native	100.0	50.9	37.8	11.3

<sup>1</sup> Totals include other race/ethnicity categories not separately shown.

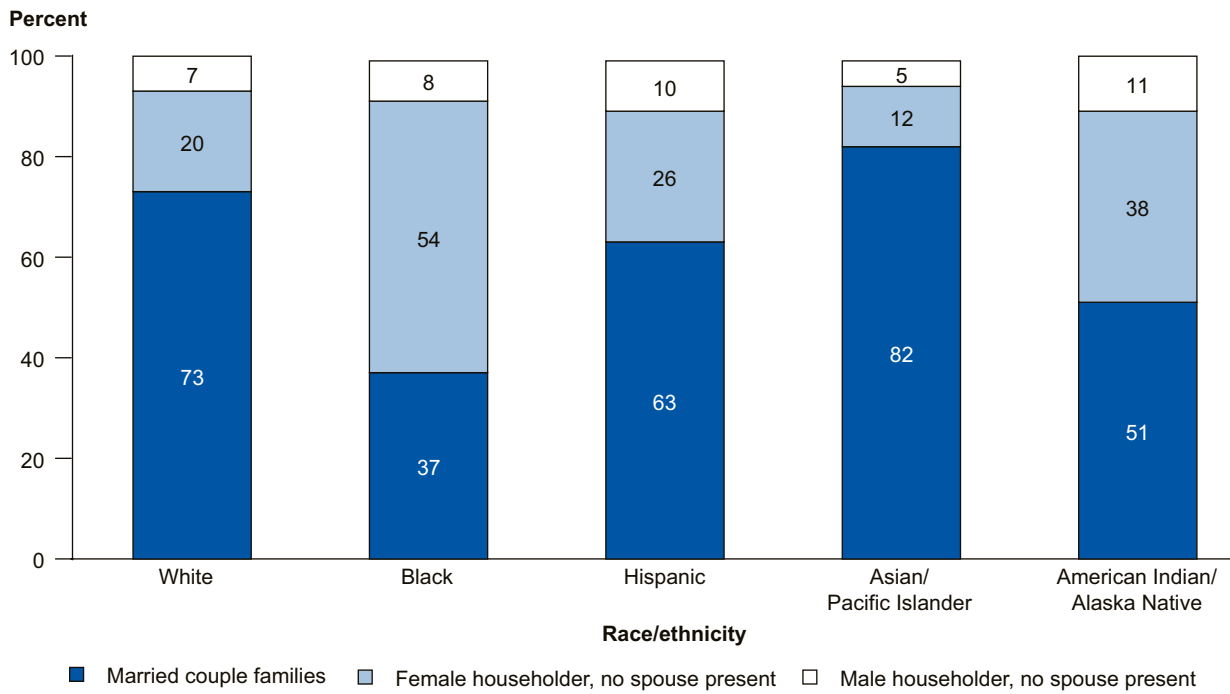
NOTE: A family is a group of two or more people who reside together and who are related by birth, marriage, or adoption. Detail may not sum to totals because of rounding. Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, *American Fact Finder*, American Community Survey, 2006.

<sup>4</sup> A family is a group of two or more people who reside together and who are related by birth, marriage, or adoption. By contrast, a household includes all the people who occupy a housing unit as their usual place of residence. A "family household" contains at least one family within the household. References in this text refer to family households.



**Figure 1.5. Percentage distribution of families with children, by race/ethnicity and family status: 2006**



NOTE: A family is a group of two or more people who reside together and who are related by birth, marriage, or adoption. Detail may not sum to totals because of rounding. Race categories include persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Commerce, Census Bureau, *American Fact Finder*, American Community Survey, 2006.

## 1.6. Individuals, Families, and Children in Poverty

A larger percentage of American Indian/Alaska Native individuals and families live in poverty than White individuals and families. The American Indian/Alaska Native poverty rate is higher among families on reservations than among American Indian/Alaska Native families in other areas.

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school. Measuring poverty rates of individuals and of families highlights the patterns of children's poverty in the United States by identifying age groups, racial/ethnic groups, and types of families among which poverty is particularly prevalent. In this indicator, racial/ethnic groups include persons of Hispanic ethnicity.

One way to examine poverty is to look at poverty rates among individuals. The overall poverty rate for American Indians/Alaska Natives, including children, is higher than that for the total U.S. population. In 2006, the rates of poverty for American Indians/Alaska Natives, Blacks, and Hispanics in each age category were higher than those for Whites. In particular, 39 percent of American Indian/Alaska Native children under the age of 5 lived in poverty, which was nearly twice as high as the percentage for the total U.S. population (21 percent).

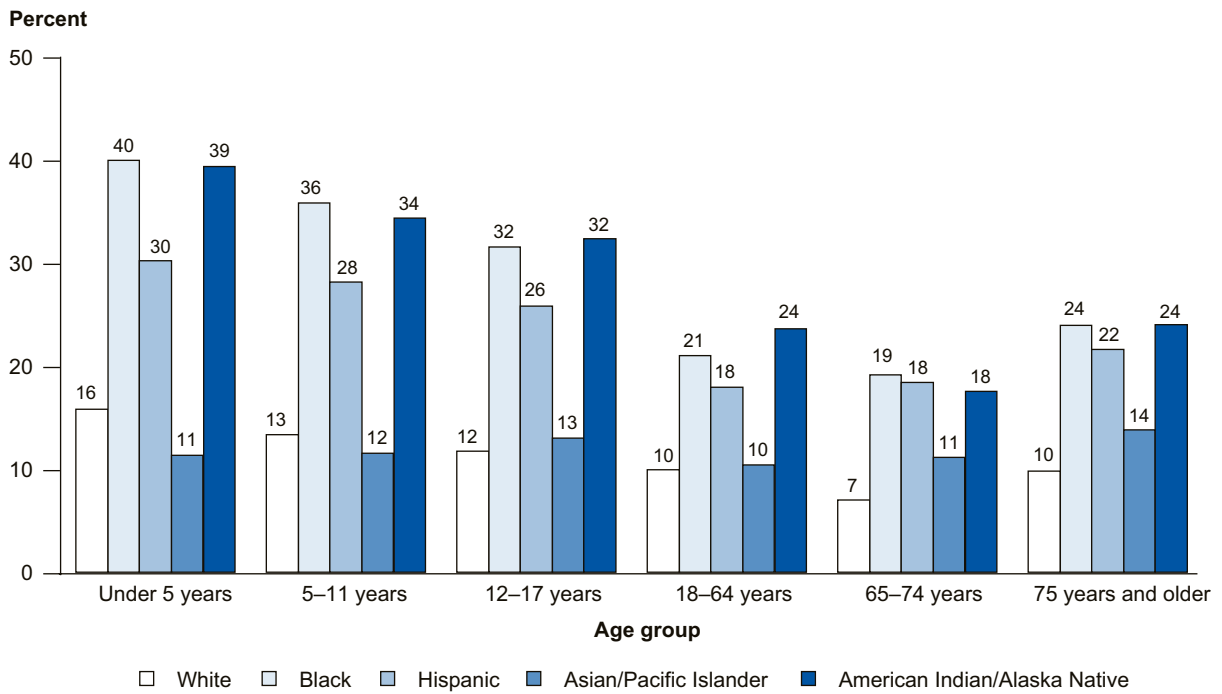
**Table 1.6a. Percentage of individuals living in poverty, by age group and race/ethnicity: 2006**

Race/ethnicity	Total	Under 18 years						75 years and older
		Total, 0–17 years	Under 5 years	5–11 years	12–17 years	18–64 years	65–74 years	
<b>Total</b>	<b>13.3</b>	<b>21.9</b>	<b>21.0</b>	<b>18.3</b>	<b>16.3</b>	<b>12.0</b>	<b>8.7</b>	<b>11.2</b>
White	10.5	12.5	15.8	13.3	11.7	9.9	7.0	9.8
Black	25.3	33.7	39.9	35.8	31.5	21.0	19.1	23.9
Hispanic	21.5	27.1	30.2	28.1	25.8	17.9	18.4	21.6
Asian/Pacific Islander	10.9	12.2	11.3	11.5	13.0	10.4	11.1	13.8
American Indian/Alaska Native	26.6	33.3	39.3	34.3	32.3	23.6	17.5	24.0

NOTE: Following the Office of Management and Budget (OMB) Directive 14, the Census Bureau uses a set of money income thresholds that vary by family size and composition to detect who is poor. If the total income for a family or unrelated individual falls below the relevant poverty threshold, then the family or unrelated individual is classified as being "below the poverty level." Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, *American Fact Finder*, American Community Survey, 2006.

**Figure 1.6a. Percentage of individuals living in poverty, by age group and race/ethnicity: 2006**



NOTE: Following the Office of Management and Budget (OMB) Directive 14, the Census Bureau uses a set of money income thresholds that vary by family size and composition to detect who is poor. If the total income for a family or unrelated individual falls below the relevant poverty threshold, then the family or unrelated individual is classified as being “below the poverty level.” Race categories include persons of Hispanic ethnicity.

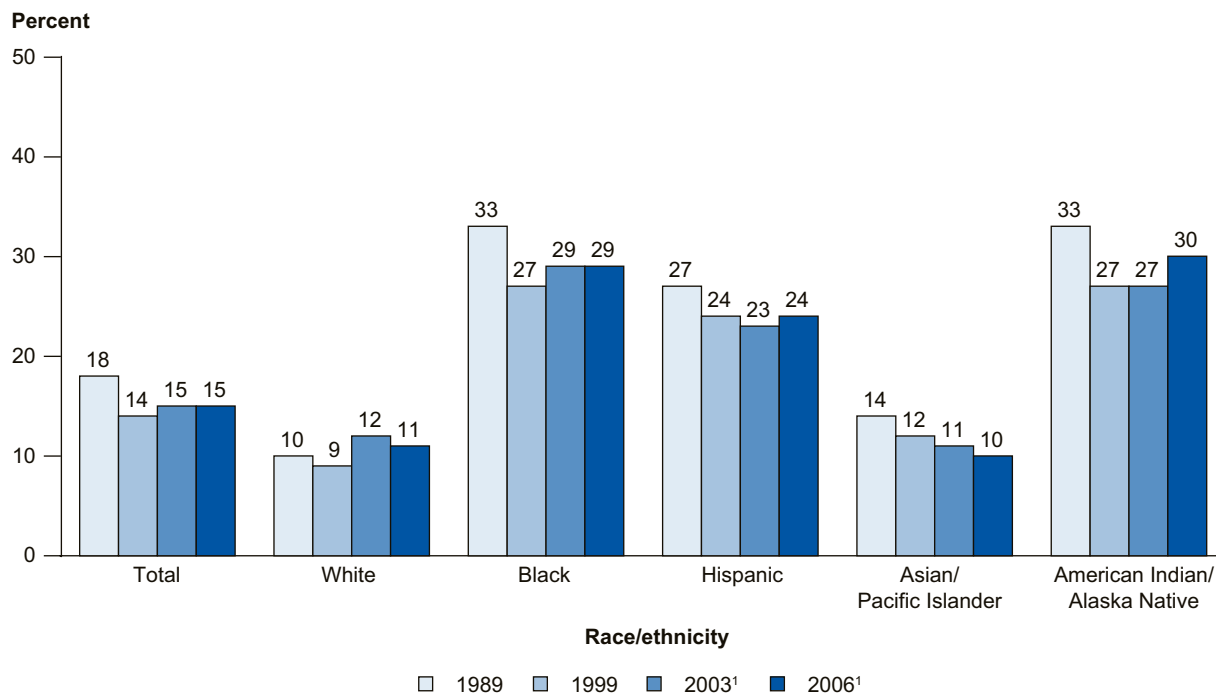
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

Another way to examine poverty is to look at poverty rates among families. In 2006, the poverty rate among American Indian/Alaska Native families<sup>5</sup> with children under 18 (30 percent) was higher than that among all families with children under 18 (15 percent).

In all data years, and for all racial/ethnic groups, a larger percentage of families headed by females with no spouse were in poverty than married-couple families. The percentage of American Indian/Alaska Native female-headed families with children under

18 living in poverty was higher in 1989 than in 2006 (58 vs. 48 percent).<sup>6</sup> However, in 2006 the percentage of American Indian/Alaska Native female-headed families living in poverty was higher than the percentage of female-headed families living in poverty in the total population (48 vs. 37 percent). In 2006, some 16 percent of married-couple American Indian/Alaska Native families with children under 18 lived in poverty, whereas 7 percent of married-couple families in the overall population that had children under 18 lived in poverty.

**Figure 1.6b. Percentage of family households with children under 18 living in poverty, by race/ethnicity: 1989, 1999, 2003, and 2006**



<sup>1</sup> 2003 and 2006 data are from the American Community Survey, rather than the Decennial Census. Use caution in comparing these percentages to those from 1989 and 1999.

NOTE: To define poverty, the Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Data are graphed using unrounded estimates while the value labels are rounded. Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000; *American Fact Finder*, American Community Survey, 2003 and 2006.

<sup>5</sup> A family is a group of two or more people who reside together and who are related by birth, marriage, or adoption. By contrast, a household includes all the people who occupy a housing unit as their usual place of residence. A "family household" contains at least one family within the household. References in this text refer to family households.

<sup>6</sup> 2003 and 2006 data are from the American Community Survey, rather than the Decennial Census. Use caution in comparing these percentages to those from 1989 and 1999.

**Table 1.6b. Percentage of family households with children under 18 living in poverty, by family status and race/ethnicity: 1989, 1999, 2003, and 2006**

Race/ethnicity	Total family households	Married-couple	Male	Female
			householder, no spouse present	householder, no spouse present
1989				
<b>Total</b>	<b>17.6</b>	<b>7.3</b>	<b>19.5</b>	<b>42.3</b>
White	10.5	5.9	15.6	34.3
Black	33.0	12.2	27.6	52.5
Hispanic	27.4	18.2	28.3	54.7
Asian/Pacific Islander	13.9	10.7	19.9	35.6
American Indian/Alaska Native	33.4	20.6	39.4	57.6
1999				
<b>Total</b>	<b>13.6</b>	<b>6.6</b>	<b>17.7</b>	<b>34.3</b>
White	9.4	5.0	14.3	27.8
Black	27.2	9.4	24.9	41.8
Hispanic	24.1	17.0	24.9	44.5
Asian/Pacific Islander	11.7	9.1	17.5	28.5
American Indian/Alaska Native	27.0	15.5	30.3	45.7
2003 <sup>1</sup>				
<b>Total</b>	<b>14.9</b>	<b>6.6</b>	<b>18.0</b>	<b>36.5</b>
White	11.5	5.7	15.4	32.2
Black	28.7	8.6	24.8	42.6
Hispanic	23.5	15.9	15.6	46.3
Asian/Pacific Islander	11.1	8.0	18.4	28.3
American Indian/Alaska Native	26.9	13.7	21.8	48.0
2006 <sup>1</sup>				
<b>Total</b>	<b>15.0</b>	<b>6.5</b>	<b>17.7</b>	<b>36.9</b>
White	11.4	5.3	15.1	32.4
Black	28.7	8.6	25.7	43.0
Hispanic	24.1	15.6	21.2	45.5
Asian/Pacific Islander	9.7	7.1	14.0	25.5
American Indian/Alaska Native	29.8	15.8	32.0	48.0

<sup>1</sup> 2003 and 2006 data are from the American Community Survey, rather than the Decennial Census. Use caution in comparing these percentages to those from 1989 and 1999.

NOTE: A family is a group of two or more people who reside together and who are related by birth, marriage, or adoption. By contrast, a household includes all the people who occupy a housing unit as their usual place of residence. A "family household" contains at least one family within the household. To define poverty, the Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000; *American Fact Finder*, American Community Survey, 2003 and 2006.

Poverty rates are especially high among American Indian/Alaska Native families who live in American Indian/Alaska Native areas. In 1989, the poverty rate among all American Indian/Alaska Native families living on reservations and on off-reservation trust lands was over one and a half times as high as the poverty rate for families in the total American Indian/Alaska Native population (47 percent vs. 27 percent). By 1999, although both percentages had decreased and the gap had narrowed to 14 percentage points, a larger percentage of families on reservations lived

in poverty. On the other hand, the rates of American Indian/Alaska Native families living in poverty in Oklahoma tribal statistical areas, Alaska Native village statistical areas, and state designated American Indian statistical areas were smaller than that of the total American Indian/Alaska Native population. Also, in tribal designated statistical areas, poverty rates for families did not differ significantly from the rates for American Indians/Alaska Natives in the total U.S. population.

**Table 1.6c. Percentage of American Indian/Alaska Native families living in poverty, by American Indian/Alaska Native area: 1989 and 1999**

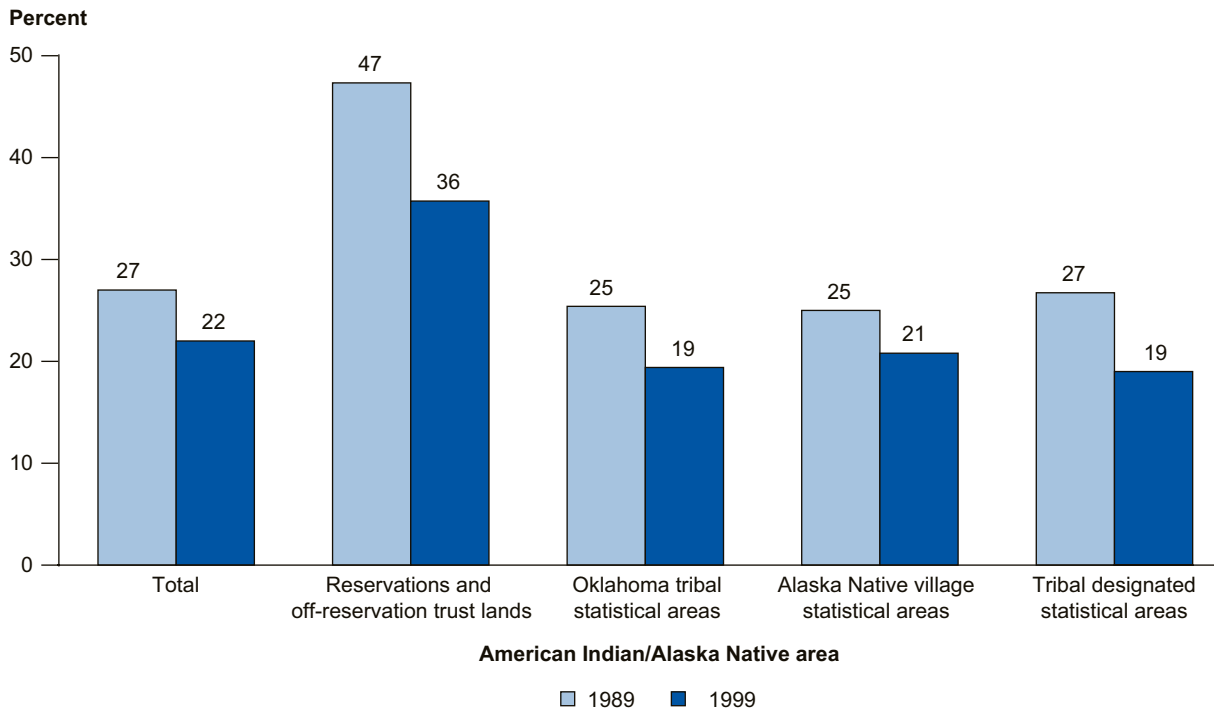
American Indian/Alaska Native area	1989	1999
<b>All families</b>	<b>27.0</b>	<b>21.8</b>
Reservations and off-reservation trust lands	47.3	35.7
Oklahoma tribal statistical areas	25.4	19.4
Alaska Native village statistical areas	25.0	20.8
Tribal designated statistical areas	26.7	19.0
State designated American Indian statistical areas	—	19.9

— Not available.

NOTE: Includes families with and without children under 18. Includes American Indians/Alaska Natives of Hispanic ethnicity. To define poverty, the Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). The Census Bureau divides American Indian/Alaska Native areas into several categories. Federal American Indian reservations are areas that have been set aside by the United States for the use of tribes, the exterior boundaries of which are defined in the final tribal treaties, agreements, executive orders, federal statutes, secretarial orders, or judicial determinations. State reservations are areas established by individual states for tribes recognized by the state. Off-reservation trust lands (both federal and state) are areas for which the United States holds title in trust for the benefit of a tribe or for an individual Indian. The Census Bureau recognizes and tabulates data for reservations and off-reservation trust lands because American Indian tribes have primary governmental authority over these lands. Oklahoma tribal statistical areas are statistical entities identified and delineated by the Census Bureau in consultation with federally recognized American Indian tribes in Oklahoma that do not currently have a reservation, but once had a reservation in that state. Alaska Native village statistical areas are statistical entities that represent the densely settled portion of Alaska Native villages, which constitute associations, bands, clans, communities, groups, tribes, or villages recognized pursuant to the Alaska Native Claims Settlement Act of 1972. Tribal designated statistical areas are statistical entities identified and delineated for the Census Bureau by federally recognized American Indian tribes that do not currently have a federally recognized land base (reservation or off-reservation trust land). A tribal designated statistical area may not be located in more than one state, and it may not include area within any reservation, off-reservation, Oklahoma tribal, Alaska Native village, or state designated American Indian statistical areas. State designated American Indian statistical areas are entities for state recognized American Indian tribes that do not have a state recognized land base.

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000.

**Figure 1.6c. Percentage of American Indian/Alaska Native families living in poverty, by American Indian/Alaska Native area: 1989 and 1999**



NOTE: Includes families with and without children under 18. Includes American Indians/Alaska Natives of Hispanic ethnicity. To define poverty, the Census Bureau uses a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). The Census Bureau divides American Indian/Alaska Native areas into several categories. Federal American Indian reservations are areas that have been set aside by the United States for the use of tribes, the exterior boundaries of which are defined in the final tribal treaties, agreements, executive orders, federal statutes, secretarial orders, or judicial determinations. State reservations are areas established by individual states for tribes recognized by the state. Off-reservation trust lands (both federal and state) are areas for which the United States holds title in trust for the benefit of a tribe or for an individual Indian. The Census Bureau recognizes and tabulates data for reservations and off-reservation trust lands because American Indian tribes have primary governmental authority over these lands. Oklahoma tribal statistical areas are statistical entities identified and delineated by the Census Bureau in consultation with federally recognized American Indian tribes in Oklahoma that do not currently have a reservation, but once had a reservation in that state. Alaska Native village statistical areas are statistical entities that represent the densely settled portion of Alaska Native villages, which constitute associations, bands, clans, communities, groups, tribes, or villages recognized pursuant to the Alaska Native Claims Settlement Act of 1972. Tribal designated statistical areas are statistical entities identified and delineated for the Census Bureau by federally recognized American Indian tribes that do not currently have a federally recognized land base (reservation or off-reservation trust land). A tribal designated statistical area may not be located in more than one state, and it may not include area within any reservation, off-reservation, Oklahoma tribal, Alaska Native village, or state designated American Indian statistical areas. State designated American Indian statistical areas are entities for state recognized American Indian tribes that do not have a state recognized land base.

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000.

## 1.7. Children's Health Risks

*In 2006, about 80 percent of American Indians/Alaska Natives received immunizations by age 35 months.*

Immunizations, vital to safeguarding a child's health, reduce the incidence of many vaccine-preventable diseases. For this reason, it is recommended that children receive the 4:3:1:3 vaccination series by 35 months of age. This series consists of four or more doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three or more doses of poliovirus vaccine, one or more doses of measles-containing vaccine (MCV), and three or more doses of Haemophilus

influenza type b (Hib) vaccine (U.S. Department of Health and Human Services 2006). In 2006, about 80 percent of American Indian/Alaska Native children received the 4:3:1:3 vaccination series by 35 months of age. There was no difference observed between the percentage of American Indian/Alaska Native children receiving immunizations compared to the percentage of all children.

**Table 1.7. Percentage of children ages 19 to 35 months vaccinated with the 4:3:1:3 vaccination series, by race/ethnicity: 1995, 2000, 2003, and 2006**

Race/ethnicity	1995	2000	2003	2006
<b>Total</b>	<b>73.7</b>	<b>76.2</b>	<b>81.3</b>	<b>82.3</b>
White	76.4	79.4	84.3	83.9
Black	69.8	70.6	75.2	78.6
Hispanic	68.2	72.7	78.7	81.7
Asian/Pacific Islander	76.4	75.3	80.7 <sup>1</sup>	80.4 <sup>1</sup>
American Indian/Alaska Native	68.5	69.2	76.9	79.5

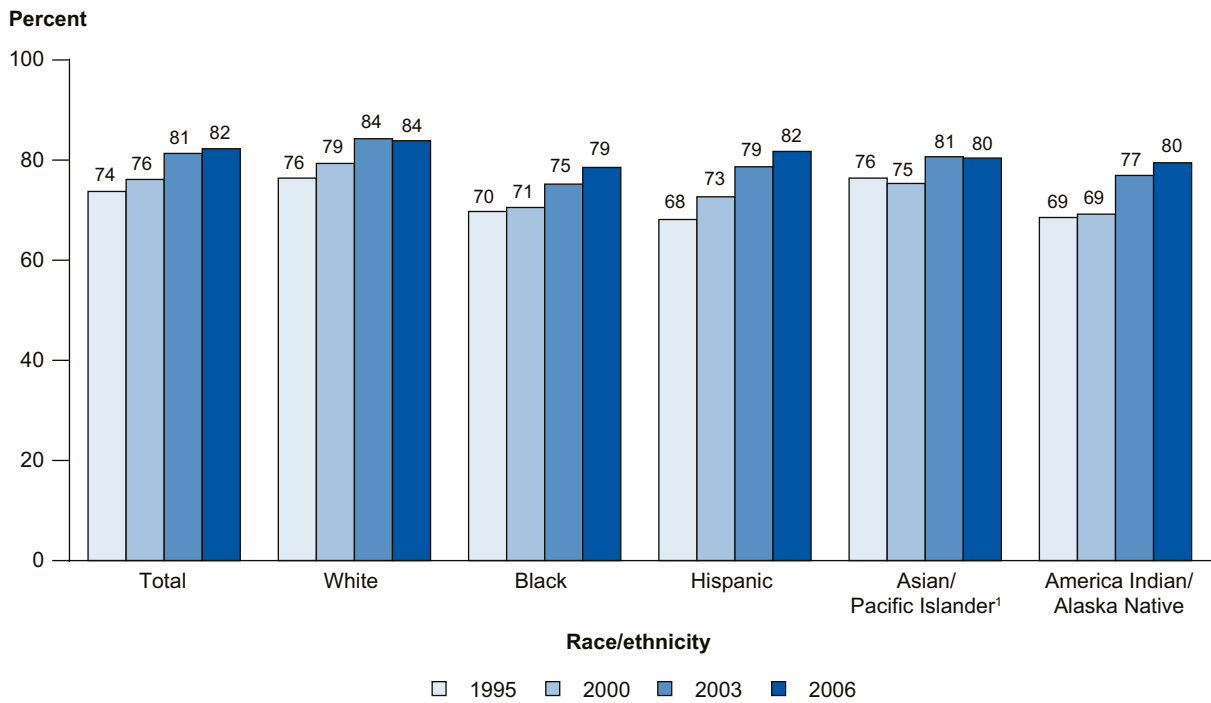
<sup>1</sup> Does not include Pacific Islanders.

NOTE: Race categories exclude persons of Hispanic ethnicity. The 4:3:1:3 vaccination series includes four or more doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three or more doses of poliovirus vaccine, one or more doses of measles-containing vaccine (MCV), and three or more doses of Haemophilus influenza type b (Hib) vaccine.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *National Immunization Program, Estimated Vaccination Coverage with Individual Vaccines and Vaccination Series Among Children 19 to 35 Months of Age by Race/Ethnicity*, National Immunization Survey, 1995, 2000, 2003, and 2006.



**Figure 1.7. Percentage of children ages 19 to 35 months vaccinated with the 4:3:1:3 vaccination series, by race/ethnicity: 1995, 2000, 2003, and 2006**



<sup>1</sup> Data for 2003 and 2006 do not include Pacific Islanders.

NOTE: Race categories exclude persons of Hispanic ethnicity. The 4:3:1:3 vaccination series includes four or more doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three or more doses of poliovirus vaccine, one or more doses of measles-containing vaccine (MCV), and three or more doses of Haemophilus influenzae type b (Hib) vaccine. Data are graphed using unrounded estimates while the value labels are rounded.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *National Immunization Program, Estimated Vaccination Coverage with Individual Vaccines and Vaccination Series Among Children 19 to 35 Months of Age by Race/Ethnicity*, National Immunization Survey, 1995, 2000, 2003, and 2006.

### 1.8. Birth Rates and Child Mortality

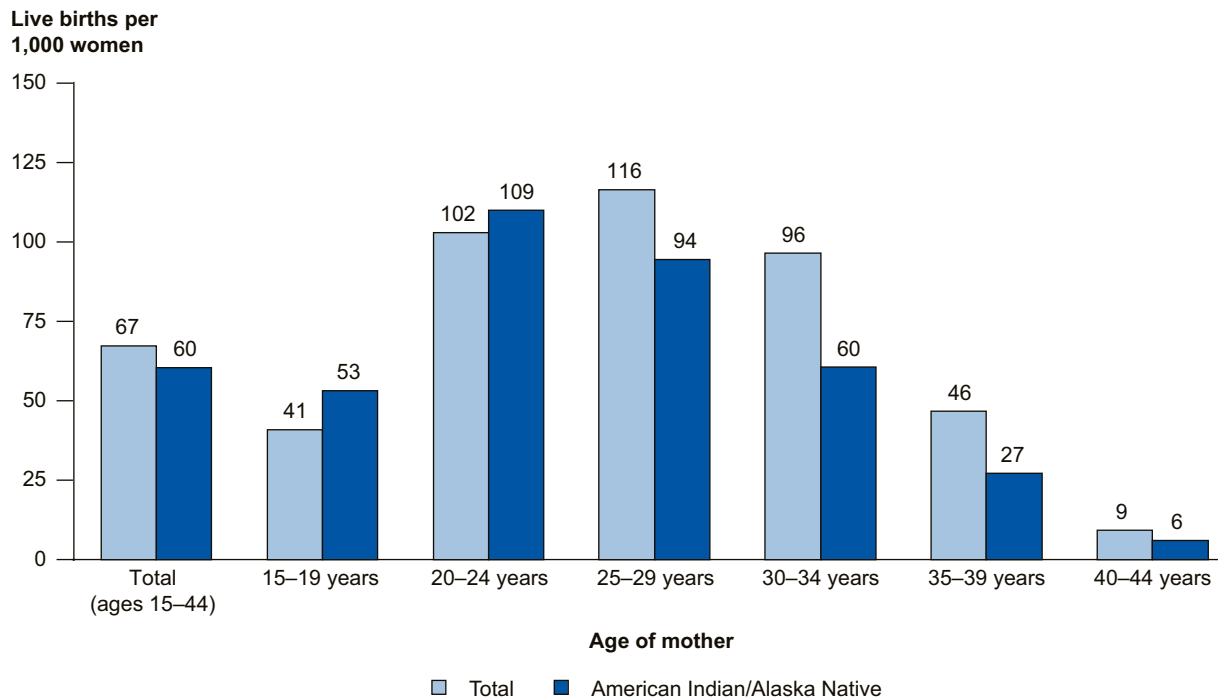
The overall fertility rate for American Indian/Alaska Native women (ages 15 to 44 years) is lower than that for women in general; however, birth rates for young women (ages 15 to 24 years) are higher among American Indians/Alaska Natives than among young women overall. Infant and child mortality rates for American Indians/Alaska Natives are higher than those for all infants and children under age 19.

The overall fertility rate for American Indian/Alaska Native women (calculated as live births per 1,000 women ages 15 to 44 years) has not changed significantly from 76 in 1990 to 60 in 2005. Similarly, the fertility rates of the general population did not change significantly over the same time period (71 in 1990 to 67 in 2005). Persons of Hispanic ethnicity are included in the race categories in this indicator except where noted.

While the general fertility rate of American Indian/Alaska Native women was lower in 2005 than that for women overall, birth rates for young women (ages 15 to 24 years) were higher for American

Indians/Alaska Natives than for all young women. In that year, there were 53 live births for every 1,000 American Indian/Alaska Native women ages 15 to 19 years old, compared to 41 for every 1,000 women ages 15 to 19 years old in the general population. For 20- to 24-year-olds, the rate was 109 per 1,000 American Indian/Alaska Native women, and 102 per 1,000 women overall. For both age groups, however, the birth rates for American Indians/Alaska Natives were lower than those for Blacks (62 live births per 1,000 women 15 to 19 years old, and 130 per 1,000 women 20 to 24 years old) and Hispanics (82 live births per 1,000 women 15 to 19 years old, and 170 per 1,000 women 20 to 24 years old).

**Figure 1.8a. Fertility rates, by race/ethnicity and age group of mother: 2005**



NOTE: Race categories include persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *National Vital Statistics Reports*: Vol. 56, no. 6, Births: Final Data for 2005, tables 3 and 7.

**Table 1.8a. Fertility rates, by race/ethnicity and age group of mother: Selected years, 1990 to 2005**

Age of mother	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1990						
<b>Total (ages 15–44)</b>	<b>70.9</b>	<b>68.3</b>	<b>86.8</b>	<b>107.7</b>	<b>69.6</b>	<b>76.2</b>
15–19 years	59.9	50.8	112.8	100.3	26.4	81.1
20–24 years	116.5	109.8	160.2	181.0	79.2	148.7
25–29 years	120.2	120.7	115.5	153.0	126.3	110.3
30–34 years	80.8	81.7	68.7	98.3	106.5	61.5
35–39 years	31.7	31.5	28.1	45.3	49.6	27.5
40–44 years	5.5	5.2	5.5	10.9	10.7	5.9
1995						
<b>Total (ages 15–44)</b>	<b>64.6</b>	<b>63.6</b>	<b>71.0</b>	<b>98.8</b>	<b>62.6</b>	<b>63.0</b>
15–19 years	56.0	49.5	94.4	99.3	25.5	72.9
20–24 years	107.5	104.7	133.7	171.9	64.2	123.1
25–29 years	108.8	111.7	95.6	140.4	103.7	91.6
30–34 years	81.1	83.3	63.0	90.5	102.3	56.5
35–39 years	34.0	34.2	28.4	43.7	50.1	24.3
40–44 years	6.6	6.4	6.0	10.7	11.8	5.5
2000						
<b>Total (ages 15–44)</b>	<b>65.9</b>	<b>65.3</b>	<b>70.0</b>	<b>95.9</b>	<b>65.8</b>	<b>58.7</b>
15–19 years	47.7	43.2	77.4	87.3	20.5	58.3
20–24 years	109.7	106.6	141.3	161.3	60.3	117.2
25–29 years	113.5	116.7	100.3	139.9	108.4	91.8
30–34 years	91.2	94.6	65.4	97.1	116.5	55.5
35–39 years	39.7	40.2	31.5	46.6	59.0	24.6
40–44 years	8.0	7.9	7.2	11.5	12.6	5.7
2005						
<b>Total (ages 15–44)</b>	<b>66.7</b>	<b>66.3</b>	<b>69.0</b>	<b>99.4</b>	<b>66.6</b>	<b>59.9</b>
15–19 years	40.5	37.0	62.0	81.7	17.0	52.7
20–24 years	102.2	99.2	129.9	170.0	61.1	109.2
25–29 years	115.5	118.3	105.9	149.2	107.9	93.8
30–34 years	95.8	99.3	70.3	106.8	115.0	60.1
35–39 years	46.3	47.3	35.3	54.2	61.8	27.0
40–44 years	9.1	9.0	8.5	13.0	13.8	6.0

NOTE: Rates are number of live births per 1,000 women in specified age and racial or ethnic group. Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *National Vital Statistics Reports*: Vol. 51, no. 12, Revised Birth and Fertility Rates for the 1990s and New Rates for Hispanic Populations, 2000 and 2001: United States, tables 1 and 2; and Vol. 56, no. 6, Births: Final Data for 2005, tables 3 and 7.

Infant mortality rates (the number of deaths per 1,000 live births) declined for all racial and ethnic groups between 1984 and 2004, the most recent year for which data were available. Nonetheless, babies born to American Indian/Alaska Native mothers have relatively high infant mortality rates. In 2004, the infant mortality rate for American Indians/

Alaska Natives was 9 infant deaths per 1,000 live births, which was higher than the rates for Whites (non-Hispanic), Hispanics, and Asians/Pacific Islanders (6, 6, and 5 deaths per 1,000 live births, respectively), but lower than the rate for Blacks (non-Hispanic) (14 deaths per 1,000 live births).

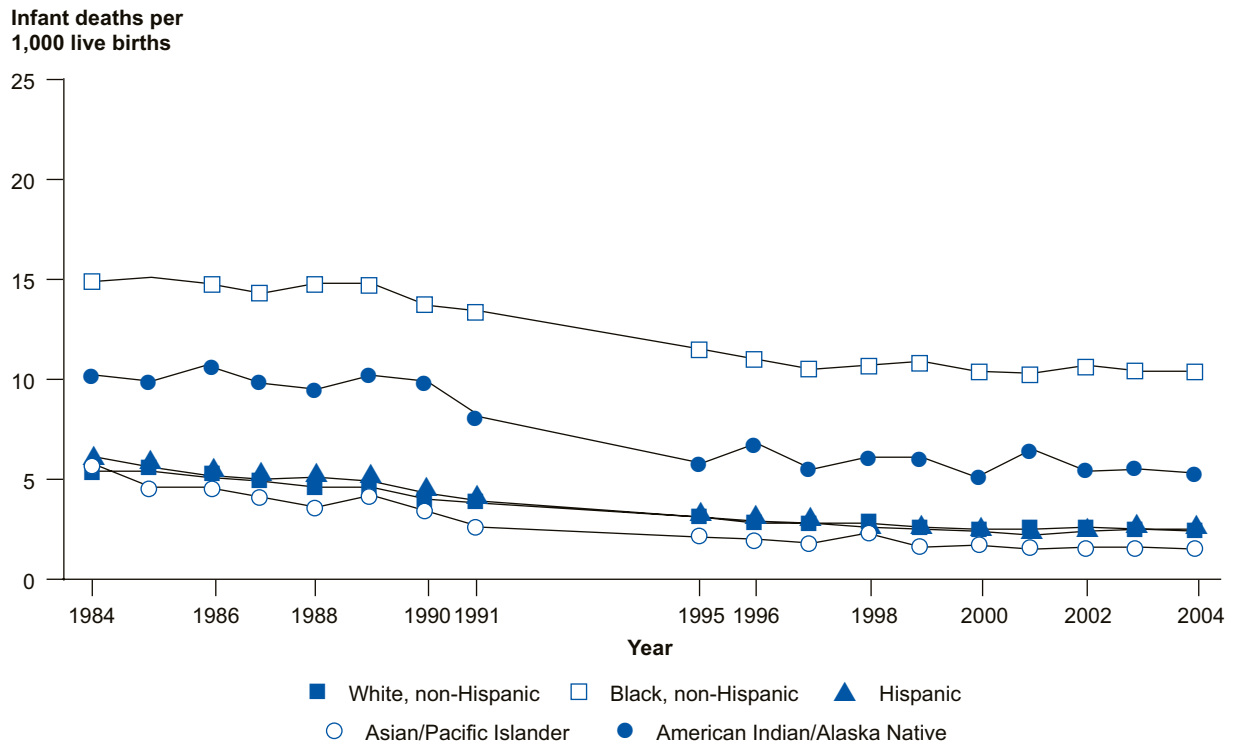
**Table 1.8b. Infant mortality rates, by race/ethnicity of mother: Selected years, 1984 to 2004**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1984	10.4	8.6	18.1	9.3	8.9	13.4
1985	10.4	8.6	18.3	8.8	7.8	13.1
1986	10.1	8.3	18.0	8.4	7.8	13.9
1987	9.8	8.1	17.5	8.2	7.3	13.0
1988	9.6	7.8	18.0	8.3	6.8	12.7
1989	9.5	7.8	18.0	8.1	7.4	13.4
1990	8.9	7.2	16.9	7.5	6.6	13.1
1991	8.6	7.0	16.6	7.1	5.8	11.3
1995	7.6	6.3	14.7	6.3	5.3	9.0
1996	7.3	6.0	14.2	6.1	5.2	10.0
1997	7.2	6.0	13.7	6.0	5.0	8.7
1998	7.2	6.0	13.9	5.8	5.5	9.3
1999	7.0	5.8	14.1	5.7	4.8	9.3
2000	6.9	5.7	13.6	5.6	4.9	8.3
2001	6.8	5.7	13.5	5.4	4.7	9.7
2002	7.0	5.8	13.9	5.6	4.8	8.6
2003	6.8	5.7	13.6	5.7	4.8	8.7
2004	6.8	5.7	13.6	5.6	4.7	8.5

NOTE: The infant mortality rate is the number of infant deaths per 1,000 live births. Infant deaths are deaths before a child's first birthday. Race categories include persons of Hispanic ethnicity, unless otherwise specified (i.e., White, non-Hispanic and Black, non-Hispanic).

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2005*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths; and Infant Mortality Statistics From the 2003 and 2004 Period Linked Birth/Infant Death Data Sets, *National Vital Statistics Reports*, Vol. 54, No. 16, 2006, and Vol. 55, No. 19, 2007.

**Figure 1.8b. Infant mortality rates, by race/ethnicity of mother: Various years, 1984 to 2004**



NOTE: Infant deaths are deaths before a child's first birthday. Race categories include persons of Hispanic ethnicity, unless otherwise specified (i.e., White, non-Hispanic and Black, non-Hispanic).

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2005*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths; and Infant Mortality Statistics From the 2003 and 2004 Period Linked Birth/Infant Death Data Sets, *National Vital Statistics Reports*, Vol. 54, No. 16, 2006, and Vol. 55, No. 19, 2007.

In 2005, the mortality rates for American Indian/Alaska Native children and adolescents, including those of Hispanic ethnicity, between the ages of 1 and 19, were higher than the mortality rates for children in the general population. The differences were most pronounced with young children ages 1 to 4 and with adolescents ages 15 to 19. Mortality rates for American Indian/Alaska Native children ages 1

to 4 were 59 deaths per 100,000 young children, compared to 29 deaths per 100,000 young children in the total population. Similarly, mortality rates among American Indian/Alaska Native adolescents (15 to 19 years old) were 94 deaths per 100,000 adolescents, while those for the general population were 65 deaths per 100,000 adolescents.

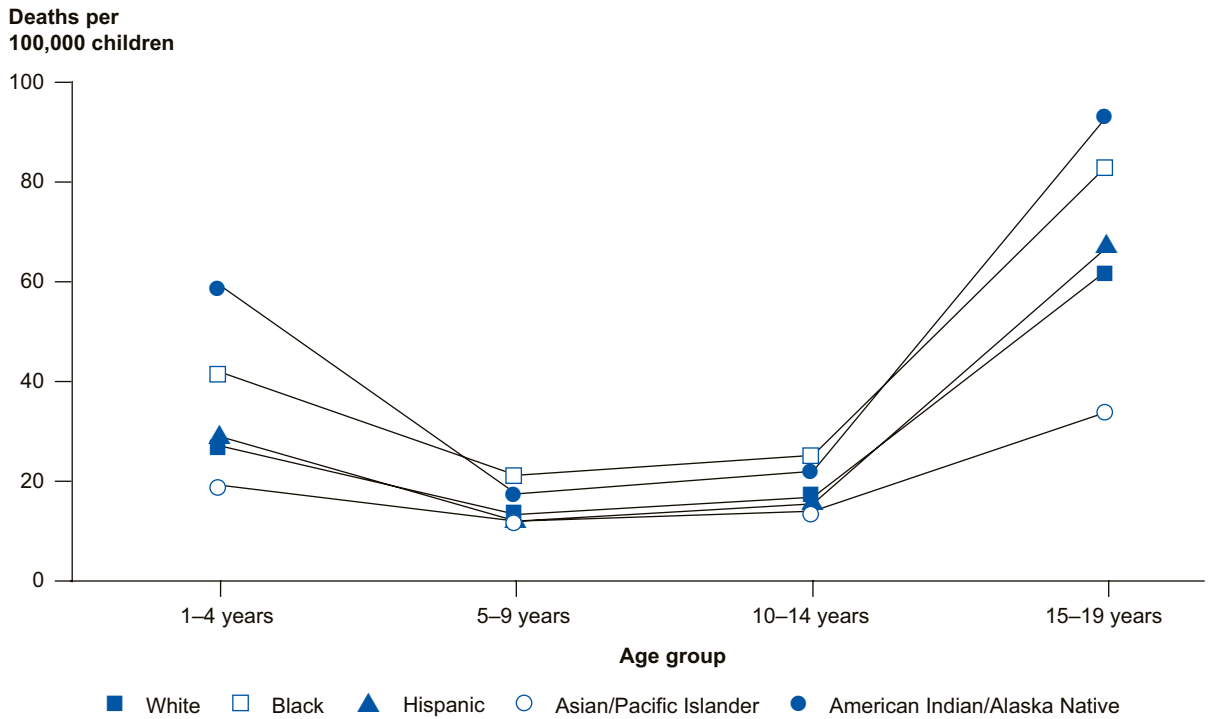
**Table 1.8c. Child mortality rates, by age group of child and race/ethnicity of mother: 2005**

Race/ethnicity	1–4 years	5–9 years	10–14 years	15–19 years
<b>Total</b>	<b>29.4</b>	<b>14.5</b>	<b>18.1</b>	<b>65.1</b>
White	27.0	13.3	16.7	62.5
Black	41.8	21.1	25.2	83.6
Hispanic	28.9	12.0	15.4	67.1
Asian/Pacific Islander	19.2	12.0	13.9	33.9
American Indian/Alaska Native	59.2	17.4	22.0	93.6

NOTE: Rates are deaths per 100,000 population in specified group. Race categories include persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, *National Vital Statistics Reports*, Vol. 56, No. 10, based on Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, Vital Statistics Cooperative Program, 2005.

**Figure 1.8c. Child mortality rates, by age group and race/ethnicity of mother: 2005**



NOTE: Race categories include persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, *National Vital Statistics Reports*, Vol. 56, No. 10, based on Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, Vital Statistics Cooperative Program, 2005.

## 1.9. Child Care

*At 2 years of age and 4 years of age, few differences were detected among the child care arrangements of American Indian/Alaska Native children and children of other races/ethnicities.*

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) of 2001 has followed a nationally representative cohort of children from birth through preschool age. This indicator presents findings on these children's early education and child care arrangements in 2000–01, 2003–04, and 2005–06, when most of the children were about 9 months, 2 years, and 4 years old, respectively. At each of these collections, parents provided information on whether their child was in nonparental child care and, if so, what type of care (relative, nonrelative, or center-based).

In 2001, some 46 percent of American Indian/Alaska Native children 9 months of age were in some kind of regular nonparental child care arrangement. Forty-three percent of 2-year-old American Indian/Alaska Native children in 2004 and 80 percent of 4-year-old American Indian/Alaska Native children in 2006 were in some kind of child care.

Six percent of American Indian/Alaska Native 9-month-old children were in home-based care with

a nonrelative. This was a smaller percentage than that of children of more than one race having this childcare arrangement (16 percent), as well as that of White (17 percent), Black (15 percent), Hispanic (11 percent), and Asian children (10 percent) having this arrangement. A greater percentage of American Indian/Alaska Native 9-month-old children (12 percent) were in center-based care than Hispanic (5 percent) and Asian children (4 percent).

At 2 years of age and 4 years of age, few differences were detected among the child care arrangements between American Indian/Alaska Native children and those of other race groups, partly because of large standard errors. A lower percentage of American Indian/Alaska Native 2-year-old children received center-based care in 2004 (14 percent) than Black 2-year-old children (24 percent). In 2006, the percentage of American Indian/Alaska Native 4-year-olds receiving center-based care was not significantly different from Black, White, and Asian 4-year olds, but was higher than the percentage for Hispanics (60 percent vs. 49 percent).



**Table 1.9. Percentage distribution of primary type of care arrangements at about 9 months, 2 years, and 4 years of age, by race/ethnicity: 2001, 2004, and 2006**

Race/ethnicity <sup>1</sup>	Percentage distribution of population	No regular nonparental arrangement	Home-based care with a relative	Home-based care with a nonrelative	Center-based care	Multiple arrangements
Children at about 9 months of age in 2001						
<b>Total</b>	<b>100.0</b>	<b>49.9</b>	<b>25.7</b>	<b>15.1</b>	<b>8.5</b>	<b>0.7</b>
White	53.5	51.3	21.3	17.4	9.1	0.9
Black	13.7	37.0	33.4	15.0	13.5	1.2!
Hispanic	25.5	54.3	29.6	11.3	4.7	0.2!
Asian	2.8	53.2	32.7	10.0	3.8	0.2!
Pacific Islander	0.2	66.2!	31.1!	#	#	#
American Indian/ Alaska Native	0.5	53.5	27.6	6.4	11.9	0.6!
More than one race	3.8	44.5	28.1	16.0	10.5	0.9!
Children at about 2 years of age in 2004						
<b>Total</b>	<b>100.0</b>	<b>50.6</b>	<b>18.6</b>	<b>14.6</b>	<b>15.8</b>	<b>0.5</b>
White	53.8	50.7	14.9	17.0	16.8	0.5
Black	13.7	37.1	26.0	12.0	24.1	0.8!
Hispanic	25.3	57.4	21.4	11.6	9.2	0.4!
Asian	2.7	55.5	23.8	10.9	9.4	0.5!
Pacific Islander	0.2	73.5	23.5!	#	#	#
American Indian/ Alaska Native	0.5	56.7	17.7	11.8!	13.7	#
More than one race	3.8	46.7	18.9	13.5	19.8	1.2!
Children at about 4 years of age in 2006						
<b>Total</b>	<b>100.0</b>	<b>20.0</b>	<b>13.1</b>	<b>7.6</b>	<b>57.5</b>	<b>1.9</b>
White	53.8	17.9	11.0	9.2	60.1	1.9
Black	13.8	16.0	13.9	4.3	62.4	3.3
Hispanic	25.1	27.2	15.9	6.2	49.4	1.2
Asian	2.6	17.5	16.0	3.4	60.7	2.3!
Pacific Islander	0.2!	22.3!	45.0!	#	19.9!	#
American Indian/ Alaska Native	0.5	20.0	14.0	5.3	59.6	1.1!
More than one race	4.0	17.8	17.5	8.9	53.9	1.8!

# Rounds to zero.

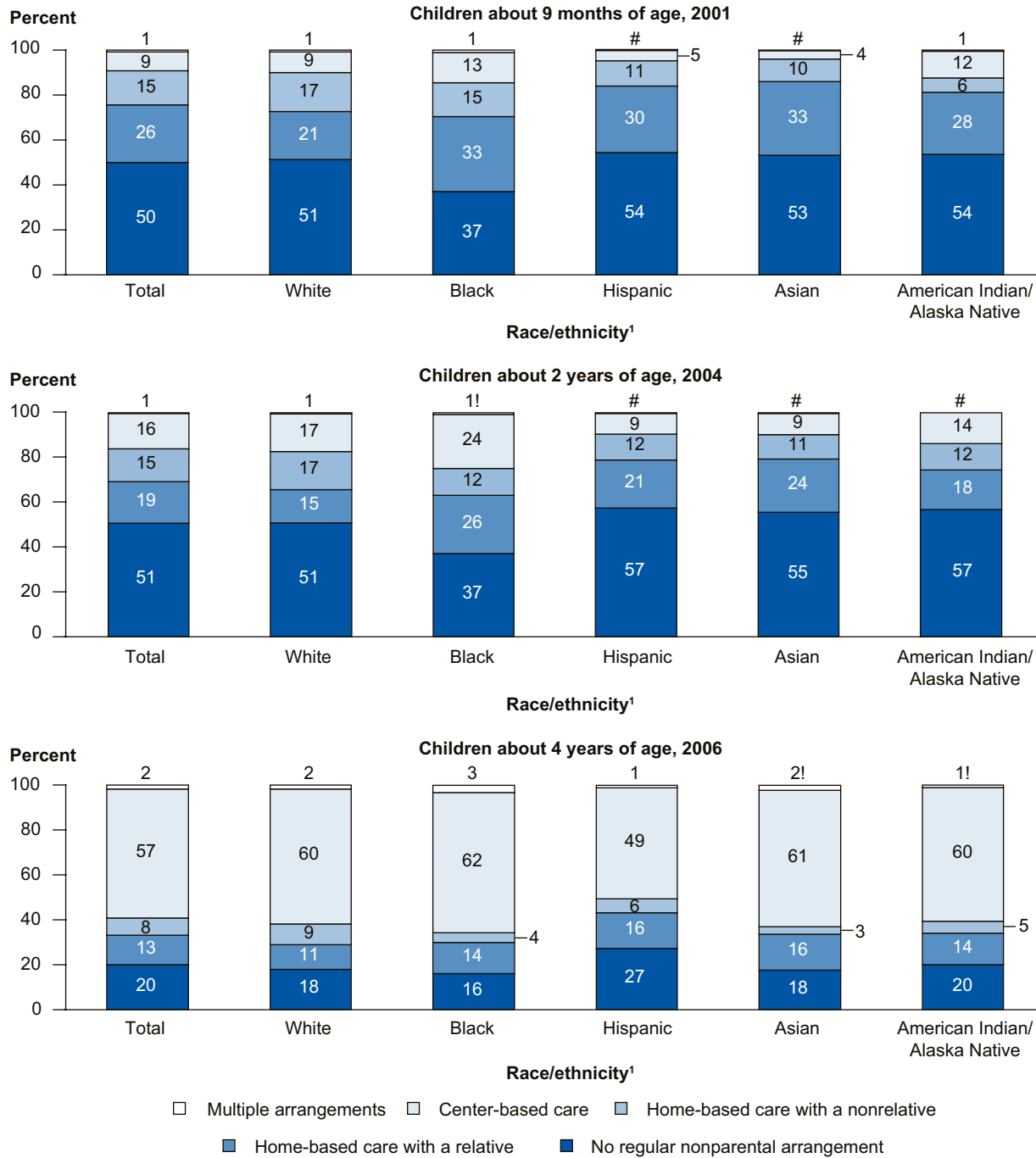
! Interpret data with caution.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. For the 9-month estimates, race/ethnicity was determined by information collected at the 9-month round (X1CHRACE); for the 2-year estimates, race/ethnicity was determined by information collected at the 2-year round (X2CHRACE), and for the 4-year estimates, race/ethnicity was determined by information collected at the preschool round (X3CHRACE).

NOTE: Estimates weighted by W1R0 for children at about 9 months of age, by W2R0 for children at about 2 years of age, and by W3R0 for children at about 4 years of age. Detail may not sum to totals because of rounding and suppression of cells that do not meet standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month–2-year Restricted-Use Data File and Longitudinal 9-month–Preschool Restricted-Use Data File.

**Figure 1.9. Percentage distribution of primary type of care arrangements at about 9 months, 2 years, and 4 years of age, by selected race/ethnicity: 2001, 2004, and 2006**



# Rounds to zero.

! Interpret data with caution.

<sup>1</sup> Race categories exclude persons of Hispanic ethnicity. For the 9-month estimates, race/ethnicity was determined by information collected at the 9-month round (X1CHRACE); for the 2-year estimates, race/ethnicity was determined by information collected at the 2-year round (X2CHRACE), and for the 4-year estimates, race/ethnicity was determined by information collected at the preschool round (X3CHRACE).

NOTE: Estimates weighted by W1R0 for children at about 9 months of age, by W2R0 for children at about 2 years of age, and by W3R0 for children at about 4 years of age. Detail may not sum to totals because of rounding and suppression of cells that do not meet standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month–2-year Restricted-Use Data File and Longitudinal 9-month–Preschool Restricted-Use Data File.



# CHAPTER II

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*Preprimary, Elementary,  
and Secondary Education*

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# 2 Enrollment

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This section examines the enrollment of American Indians/Alaska Natives in public and private elementary and secondary schools, including those funded by the Bureau of Indian Education (BIE).<sup>7</sup> These data form key indicators of access to educational opportunities. Elementary and secondary education provides knowledge, skills, and habits that prepare students for further learning. Differences in enrollment rates among racial/ethnic groups can provide information on patterns of access and participation, issues that are of national concern.

This section also examines the minority composition of schools that American Indians/Alaska Natives attend. In addition, data on the racial/ethnic composition of children served by Individuals with Disabilities Education Act (IDEA) allow for comparisons of the rates at which children with special needs are identified and served by public schools.

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<sup>7</sup> In 2006, the Office of the Assistant Secretary for the Department of the Interior established the Bureau of Indian Education (BIE). This organization is responsible for prekindergarten, elementary, secondary, and postsecondary schools and educational activities of the Bureau of Indian Affairs (BIA). Prior to 2006, these schools were referred to as BIA schools.

## 2.1. Elementary and Secondary School Enrollment

In 2005–06, American Indian/Alaska Native students represented 1 percent of total enrollment in both public and private elementary and secondary schools. The majority of American Indian/Alaska Native public school students attended school in the western and southern regions of the United States.

In the 2005–06 school year, 644,000 public elementary and secondary school students, or about 1 percent of all public school students, including those in Bureau of Indian Education (BIE) schools, were American Indian/Alaska Native (*appendix table A-2.1a*). Excluding students in BIE schools, the percentage of public school students who were American Indian/Alaska Native has remained fairly constant since 1986–87, varying between 0.9 percent in 1986–87 to 1.2 percent in 2005–06. The percentage of public school students who were either Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native increased from 30 percent in 1986–87 to 43 percent in 2005–06, while the percentage who were White decreased from 70 percent to 57 percent over the same period of time.

The states where American Indian/Alaska Native students composed the largest percentages of the total public school student enrollment included Alaska (27 percent), Oklahoma (19 percent), Montana and New Mexico (11 percent each), and South Dakota (10 percent). BIE schools (located in the South, Midwest, and West regions; data not shown) enrolled

8 percent of all American Indian/Alaska Native students (*appendix table A-2.1a*).

For public schools, including students in BIE schools, a higher percentage of American Indian/Alaska Native students attended schools in rural areas than students of all other racial/ethnic groups. Some 46 percent of American Indian/Alaska Native students attended public schools in rural areas, compared with 30 percent of White, 14 percent of Black, 10 percent of Hispanic, and 9 percent of Asian/Pacific Islander students. Rural areas located close to or on the fringe of urbanized areas are referred to as “fringe rural,” while those located further from urbanized areas are referred to as “distant rural” and “remote rural” (*figure 2.1*). Approximately one-third (34 percent) of American Indian/Alaska Native students attended schools in distant rural or remote rural areas, compared with 15 percent of White, 5 percent of Black, 3 percent of Hispanic, and 2 percent of Asian/Pacific Islander students (*appendix table A-2.1b*). Some 30 percent of American Indian/Alaska Native students attended schools where they accounted for at least 50 percent of the student body (*appendix table A-2.1c*).

**Table 2.1a. Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity: Selected years, 1986–87 to 2005–06**

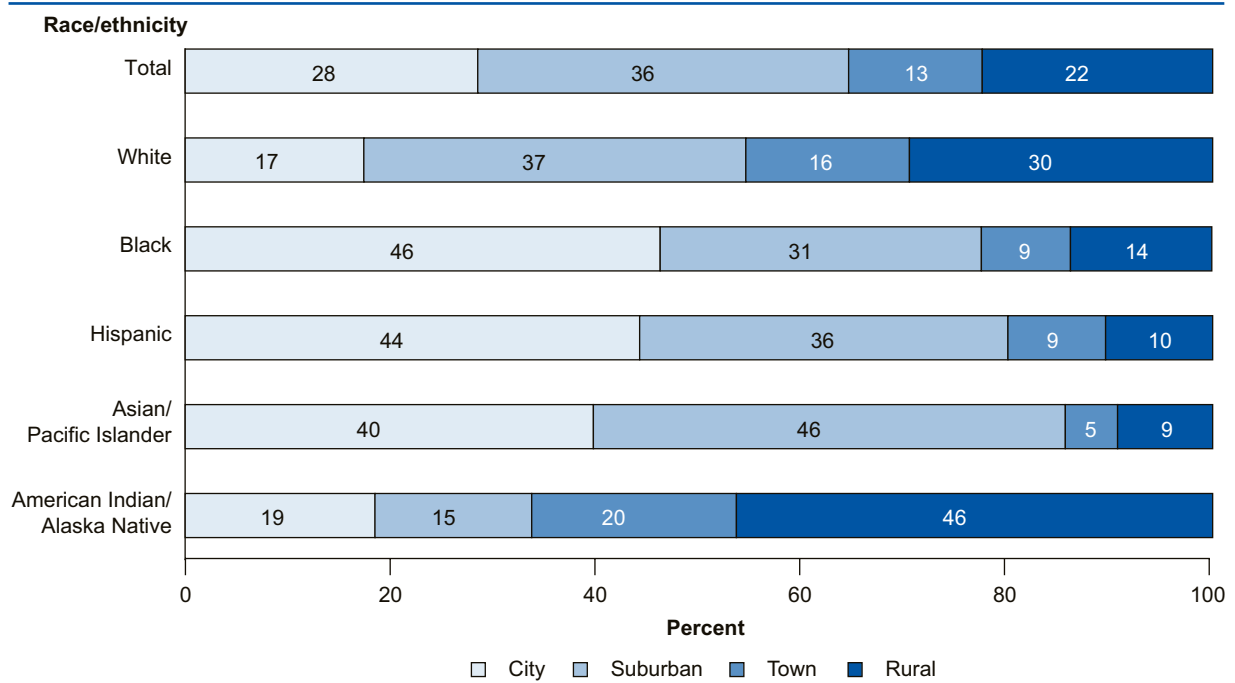
Fall of school year	White	Total minority <sup>1</sup>	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1986	70.4	29.6	16.1	9.9	2.8	0.9
1991	67.4	32.6	16.4	11.8	3.4	1.0
1993	66.1	34.0	16.6	12.7	3.6	1.1
1994	65.6	34.4	16.7	13.0	3.6	1.1
1995	64.8	35.1	16.8	13.5	3.7	1.1
1996	64.2	35.8	16.9	14.0	3.8	1.1
1997	63.5	36.5	17.0	14.4	3.9	1.2
1998	62.9	37.1	17.1	15.0	3.9	1.1
1999	62.1	37.9	17.2	15.6	4.0	1.2
2000	61.2	38.8	17.2	16.3	4.1	1.2
2001	60.3	39.7	17.2	17.1	4.2	1.2
2002	59.2	40.9	17.1	18.1	4.4	1.2
2003	58.7	41.3	17.2	18.5	4.4	1.2
2004	57.9	42.1	17.3	19.2	4.5	1.2
2005	57.1	42.9	17.2	19.8	4.6	1.2

<sup>1</sup> Total minority includes Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students.

NOTE: Excludes students enrolled in Bureau of Indian Education (BIE) schools. Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office for Civil Rights, 1986 State Summaries of Elementary and Secondary School Civil Rights Survey; and National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” selected years, 1991–92 through 2005–06.

**Figure 2.1. Percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2005–06**



NOTE: Includes students enrolled in Bureau of Indian Education (BIE) schools. Enrollment counts exclude schools with no reported enrollment. Race or locale information was not reported for 2.5 percent of students. Race categories exclude persons of Hispanic ethnicity. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area or more than 10 miles from an urban cluster. For more details on Census-defined areas, see [http://www.census.gov/geo/www/ua/ua\\_2k.html](http://www.census.gov/geo/www/ua/ua_2k.html). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

With the exception of Hispanic students, percentages of students enrolled in private schools remained relatively unchanged from 2001–02 to 2005–06. During the 2005–06 school year, 75 percent of private school students were White, 10 percent were Black, 9 percent were Hispanic, and 5 percent were Asian/Pacific Islander. About 1 percent of students

enrolled in private elementary and secondary schools were American Indian/Alaska Native. When looking at enrollment in specific types of private schools, a higher percentage of children in private nonsectarian schools were American Indian/Alaska Natives (1.0 percent) than the percentage in Catholic schools (0.7) or other religious schools (0.5 percent).

**Table 2.1b. Percentage distribution of private elementary and secondary school enrollment, by type of private school and race/ethnicity: 2001–02, 2003–04, and 2005–06**

Race/ethnicity	Total	Catholic	Other religious	Nonsectarian
2001–02				
White	75.9	74.5	78.7	74.0
Black	9.7	8.4	10.6	11.5
Hispanic	8.6	11.9	5.5	5.8
Asian/Pacific Islander	5.1	4.6	4.5	7.8
American Indian/Alaska Native	0.7	0.7	0.7	0.8
2003–04				
White	76.2	74.7	79.0	74.1
Black	9.5	8.1	10.3	11.3
Hispanic	8.8	11.9	5.9	6.7
Asian/Pacific Islander	4.9	4.7	4.2	7.0
American Indian/Alaska Native	0.6	0.5	0.6	0.8
2005–06				
White	75.4	74.1	77.8	73.7
Black	9.5	7.9	10.8	10.8
Hispanic	9.2	12.6	6.3	7.0
Asian/Pacific Islander	5.1	4.7	4.5	7.4
American Indian/Alaska Native	0.7	0.7	0.5	1.0

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2001–02, 2003–04, and 2005–06.



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## 2.2. Bureau of Indian Education (BIE) Schools

During 2006–07, Bureau of Indian Education (BIE) schools served nearly 48,500 American Indian/Alaska Native students.

Some American Indian/Alaska Native students attend schools administered by or affiliated with the U.S. Department of Interior, Bureau of Indian Education (BIE).<sup>8</sup> Schools funded by the BIE are either operated by the BIE or by tribes under contracts or grants. BIE-operated schools are under the direct auspices of the BIE, and tribally operated schools are run by individual federally recognized tribes with grants or contracts from the BIE.

In 2006–07, some 184 elementary and secondary school programs were BIE funded, and 61 of these were also BIE operated. The remaining 123 school programs were operated by tribes, under BIE contracts or grants (*appendix table A-2.2*). These schools were located on 63 reservations in 23 states and enrolled 48,500 students, up 6 percent from the 45,800 students enrolled in 2003–04 (U.S. Department of the Interior, 2004b). In 2005–06, a majority of these schools (70 percent) had 300 or fewer students.

**Table 2.2a. Number and percentage distribution of Bureau of Indian Education (BIE) school enrollment, by grade level: 2003–04 and 2006–07**

Level	2003–04		2006–07	
	Number	Percent	Number	Percent
<b>Total</b>	<b>45,828</b>	<b>100.0</b>	<b>48,454</b>	<b>100.0</b>
Elementary	26,109	57.0	26,852	55.4
Kindergarten	4,266	9.3	4,631	9.6
Grade 1	3,756	8.2	4,126	8.5
Grade 2	3,432	7.5	3,900	8.0
Grade 3	3,466	7.6	3,738	7.7
Grade 4	3,614	7.9	3,532	7.3
Grade 5	3,685	8.0	3,434	7.1
Grade 6	3,890	8.5	3,491	7.2
Middle school	7,562	16.5	7,836	16.2
Grade 7	3,855	8.4	3,805	7.9
Grade 8	3,707	8.1	4,031	8.3
High school	12,157	26.5	13,766	28.4
Grade 9	3,932	8.6	4,521	9.3
Grade 10	3,410	7.4	3,750	7.7
Grade 11	2,509	5.5	2,875	5.9
Grade 12	2,306	5.0	2,620	5.4

NOTE: Detail may not sum to totals because of rounding. Total does not include 1,470 students who live in BIE residences (student dormitories located on or near reservations) but attend non-BIE public schools.

SOURCE: U.S. Department of the Interior, Bureau of Indian Education (BIE), Office of Indian Education Programs (OIEP), unpublished data, 2003–04 and 2006–07.

<sup>8</sup> In 2006, the Office of the Assistant Secretary for the Department of the Interior established the Bureau of Indian Education (BIE). This organization is responsible for prekindergarten, elementary, secondary, and postsecondary schools and educational activities of the Bureau of Indian Affairs (BIA). Prior to 2006, these schools were referred to as BIA schools. There are no BIE schools in Alaska. Most Alaska Native children attend public schools in Alaska.

**Table 2.2b. Percentage distribution of schools and students, by Bureau of Indian Education school status, density of American Indian/Alaska Native enrollment in schools, and enrollment size: 2005–06**

Enrollment size	Schools			Students		
	Bureau of Indian Affairs (BIE) schools <sup>1</sup>	25 percent or more American Indian/Alaska Native (non-BIE) <sup>2</sup>	Less than 25 percent American Indian/Alaska Native (non-BIE) <sup>2</sup>	Bureau of Indian Affairs (BIE) schools <sup>1</sup>	25 percent or more American Indian/Alaska Native (non-BIE) <sup>2</sup>	Less than 25 percent American Indian/Alaska Native (non-BIE) <sup>2</sup>
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
100 or fewer	12.8	34.4	10.6	3.1	6.5	0.9
101–200	33.3	21.2	9.4	17.6	13.8	2.7
201–300	23.9	14.7	11.5	21.1	16.3	5.5
301–500	15.0	19.9	26.8	21.5	33.8	20.3
More than 500	15.0	9.7	41.7	36.7	29.5	70.6

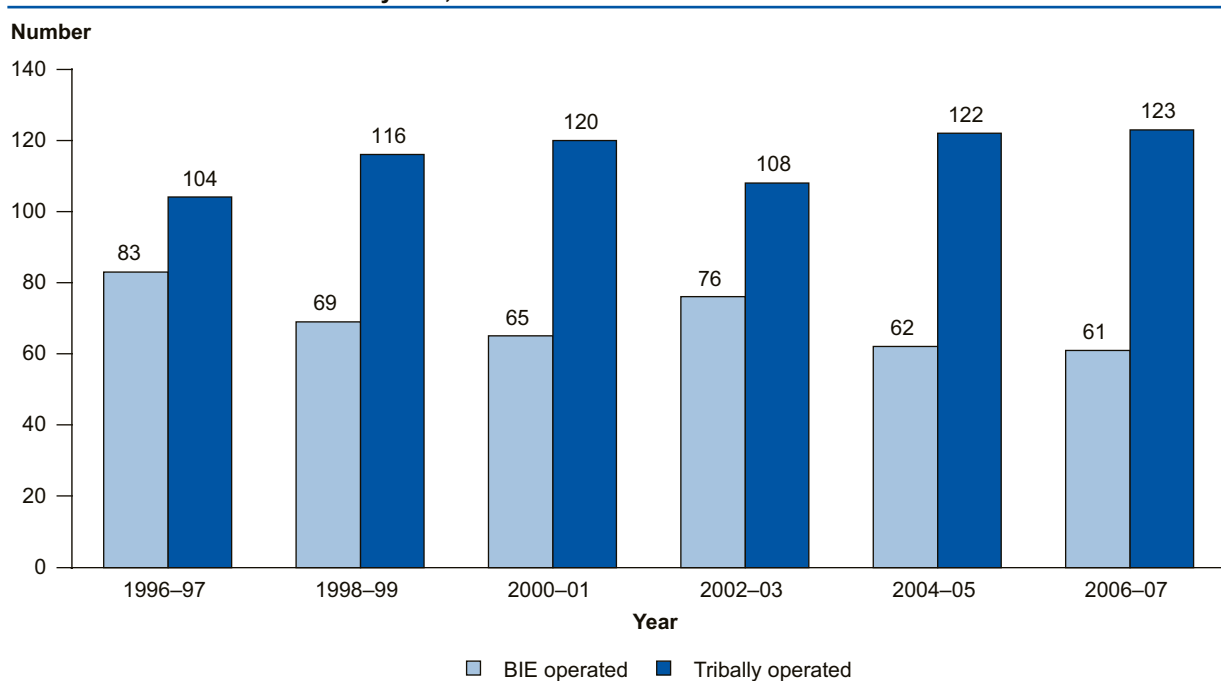
<sup>1</sup> Does not include BIE schools that are residences without instructional components. Excludes two BIE schools with no student enrollment.

<sup>2</sup> Excludes 6,553 schools, out of 100,385 non-BIE schools, due to missing student enrollment or race/ethnicity information.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2005–06.

**Figure 2.2. Number of Bureau of Indian Education (BIE)-funded school programs, by operational structure: Selected years, 1996–97 to 2006–07**



SOURCE: U.S. Department of the Interior, Bureau of Indian Education (BIE), Office of Indian Education Programs (OIEP), 1999–2000 OIEP School Report Card Summary; OIEP, *Building Exemplary Schools for Tomorrow: 2002 Fingertip Facts* and *2004 Fingertip Facts*; and *2009 Budget Justification* and BIE budget tables.

### 2.3. Special Education

A higher percentage of American Indian/Alaska Native children were served by the Individuals with Disabilities Education Act (IDEA) than children in any other racial/ethnic group in 2006.

In 2006, the Individuals with Disabilities Education Act (IDEA) served 6.7 million (*appendix table A-2.3*), or 9 percent, of all U.S. children between the ages of 3 and 21 who were enrolled in public elementary and secondary schools.<sup>9</sup> A higher percentage of American Indian/Alaska Native children received services under IDEA than children in each other racial/ethnic group. About 14 percent of American Indian/Alaska Native children received IDEA services in 2006,

compared to 8 percent of White children, 11 percent of Black children, 8 percent of Hispanic children, and 5 percent of Asian/Pacific Islander children. In addition, the percentage of American Indian/Alaska Native children served under IDEA increased from 10 percent in 1998 to 14 percent in 2006. By comparison, the percentage served among all children remained at 9 percent between 2003 and 2006.

**Table 2.3a. Number, percentage, and percentage distribution of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2006**

Race/ethnicity	Number of children	Number of children served under IDEA	Percent of children in each racial/ethnic group served under IDEA	Percentage distribution of children served under IDEA
<b>Total</b>	<b>78,158,284</b>	<b>6,693,292</b>	<b>8.6</b>	<b>100.0</b>
White	47,465,391	3,948,876	8.3	59.0
Black	11,738,213	1,335,870	11.4	20.0
Hispanic	14,886,994	1,154,217	7.8	17.2
Asian/Pacific Islander	3,322,196	153,265	4.6	2.3
American Indian/Alaska Native	745,490	101,064	13.6	1.5

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

**Table 2.3b. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998 to 2006**

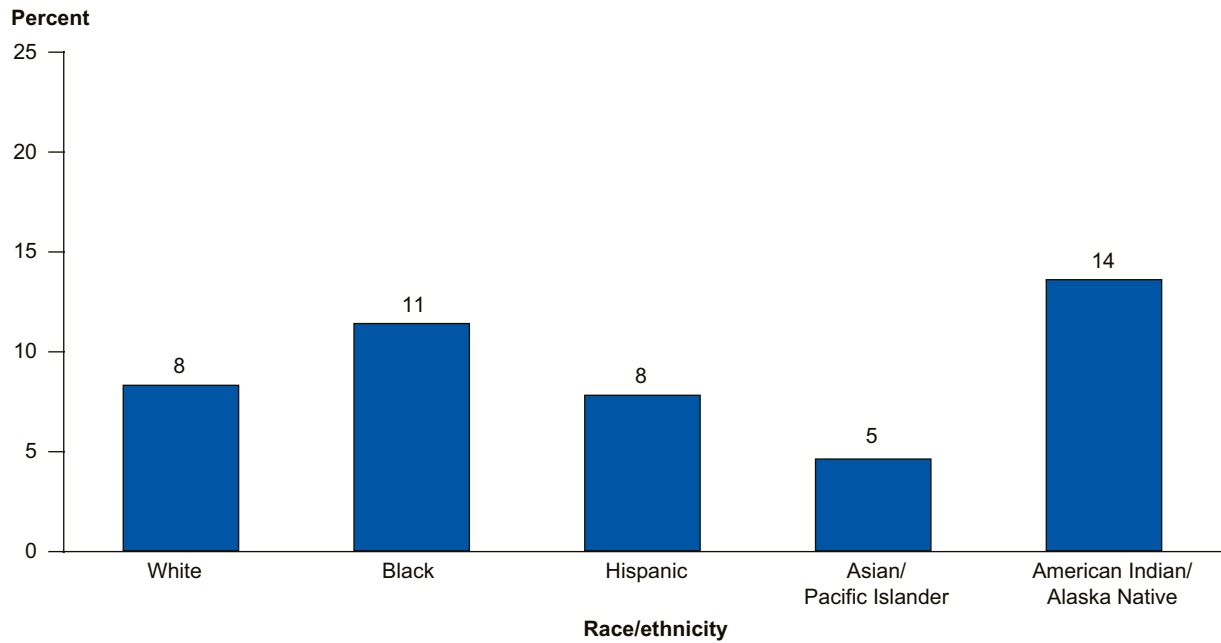
Year	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1998	8.0	8.0	10.3	6.7	3.6	9.5
1999	7.9	7.8	10.2	6.7	3.7	9.4
2000	8.2	8.1	10.8	6.8	4.0	10.5
2001	8.3	8.2	11.1	7.1	4.0	11.0
2002	8.4	8.3	11.3	7.3	4.2	11.4
2003	8.6	8.4	11.5	7.5	4.4	11.9
2004	8.7	8.4	11.6	7.7	4.5	13.3
2005	8.6	8.4	11.5	7.8	4.6	13.5
2006	8.6	8.3	11.4	7.8	4.6	13.6

NOTE: Data have been revised from previously published reports. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

<sup>9</sup> The precursor to IDEA—the Education for All Handicapped Children Act (EAHCA)—was first passed in 1975 to provide federal funding for the education of individuals with disabilities. This act was amended in 1990 to become IDEA and reauthorized in December 2004. IDEA aims "to ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs; to ensure that the rights of children with disabilities and the parents of such children are protected; to assist state localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities.. Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 118 Stat. 2647 (2004).

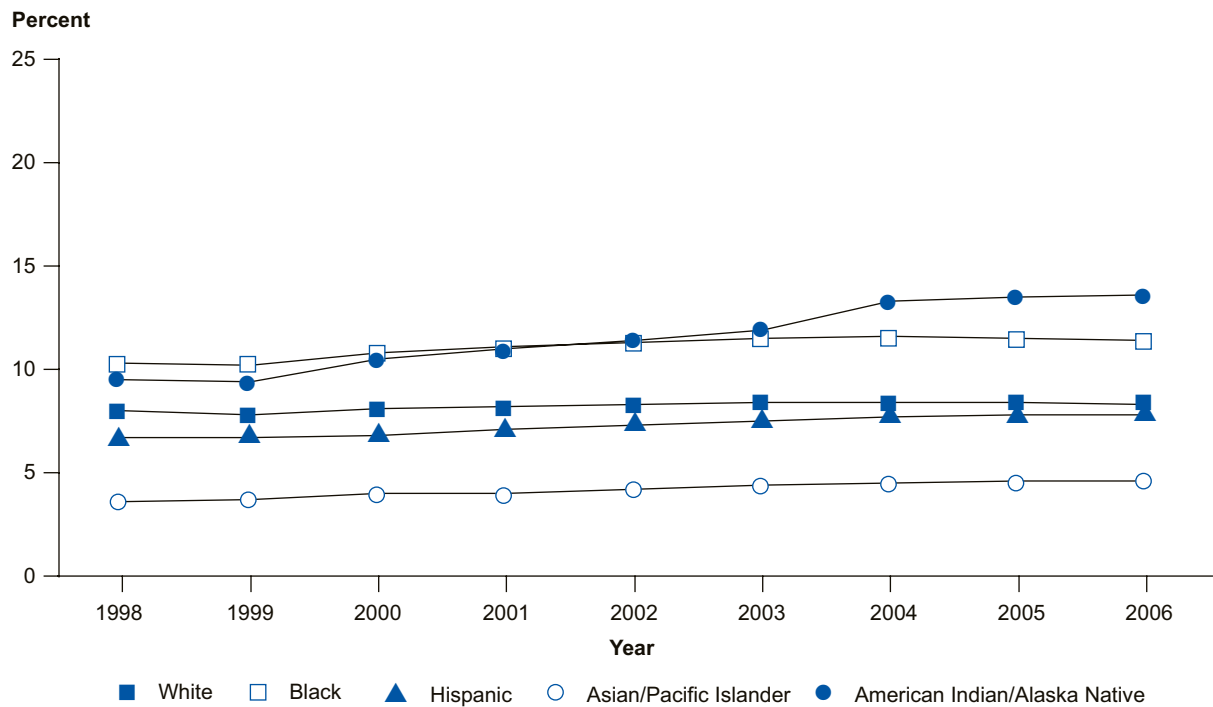
**Figure 2.3a. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2006**



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

**Figure 2.3b. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998 to 2006**



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

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# 3 Persistence and Effort

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This section focuses on the persistence and effort that students put into their elementary and secondary education. Particular attention is paid to how American Indian/Alaska Native students compare to other population groups as they proceed through school. Indicators of student persistence and effort include how often students are absent from school, student educa-

tional attainment expectations, graduation rates, and whether students drop out of school. School problems such as absenteeism, suspension, and expulsion can compound and may lead eventually to dropping out of school, which has long-term negative consequences (Baker et al. 2001; Kaufman, Alt, and Chapman 2001; U.S. Department of Commerce 2006).

### 3.1. Absenteeism

*A larger percentage of American Indian/Alaska Native 8th-grade students reported absences from school in the preceding month than 8th-grade students of any other race/ethnicity in 2007.*

Children with high rates of absenteeism do not have the same amount of learning opportunities as children who attend school regularly. In 2007, some 66 percent of American Indian/Alaska Native 8th-grade students reported that they were absent at least once in the preceding month. A larger percentage of American Indian/Alaska Native students reported being

absent from school than did students of any other race/ethnicity. In 2007, some 55 percent of White students, 55 percent of Black students, 57 percent of Hispanic students, and 36 percent of Asian/Pacific Islander students reported that they were absent from school at least once in the preceding month.

**Table 3.1. Percentage distribution of 8th-grade students, by number of days absent from school in the preceding month and race/ethnicity: 2007**

Race/ethnicity	No absences	One or more absences
<b>Total<sup>1</sup></b>	<b>45</b>	<b>55</b>
White	45	55
Black	45	55
Hispanic	43	57
Asian/Pacific Islander	64	36
American Indian/Alaska Native	34	66

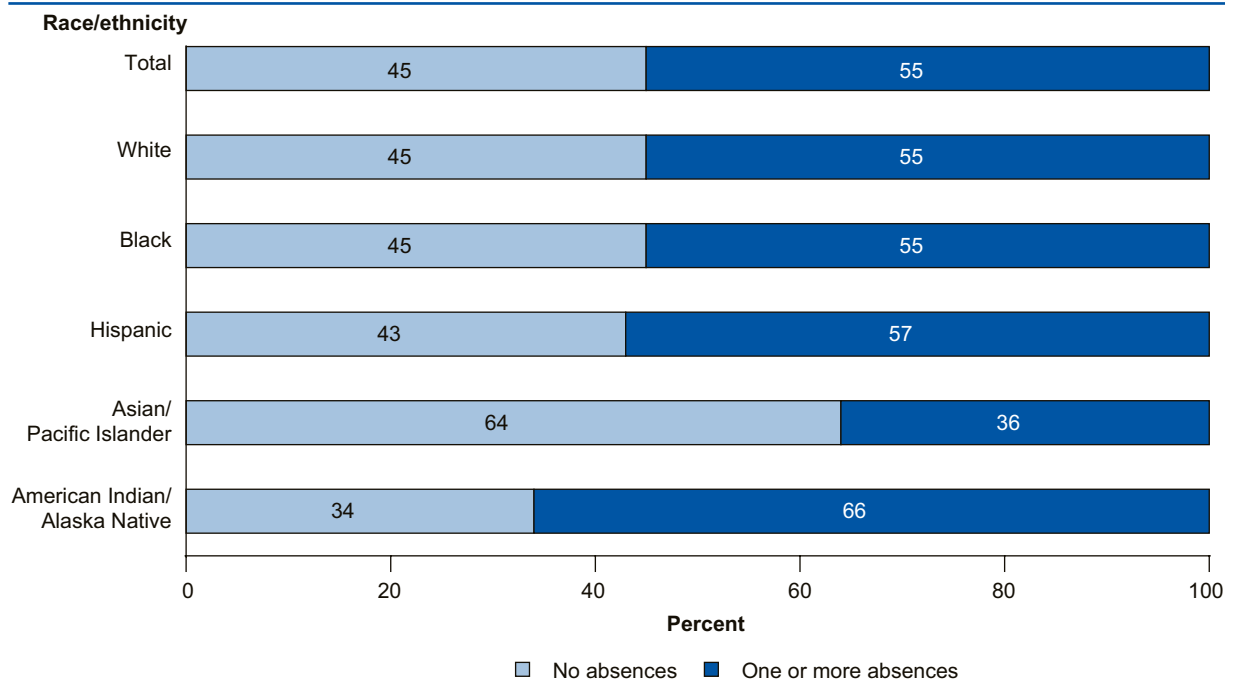
<sup>1</sup> Total includes race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment. Retrieved from <http://nces.ed.gov/nationsreportcard/nde/> on January 27, 2008.



**Figure 3.1. Percentage distribution of 8th-grade students, by number of days absent from school in the preceding month and race/ethnicity: 2007**



NOTE: Total includes race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment. Retrieved from <http://nces.ed.gov/nationsreportcard/nde/> on January 27, 2008.

### 3.2. Suspension and Expulsion

*In 2004, American Indian/Alaska Native public school students in grades kindergarten through 12 had lower suspension and expulsion rates than Black students, but higher suspension and expulsion rates than students of all other racial/ethnic groups.*

Prior research has confirmed the common perception that students who have been suspended from school are at higher risk for other poor school outcomes, including dropping out of school (Wehlage et al. 1989). Students who are being disruptive in school or who are not in school may not benefit from formal education.

Seven percent of American Indian/Alaska Native public school students in kindergarten through 12th grade were suspended in 2004. The suspension rate of American Indians/Alaska Natives was higher than that of Whites (5 percent), Hispanics (6.5 percent), and Asians/Pacific Islanders (3 percent), but was lower than the suspension rate of Blacks (15 percent). Expulsion rates were similar between American Indians/Alaska Natives and all other racial/ethnic groups in 2004—below 1 percent each.

For each racial/ethnic group, males had higher rates of suspension than females. A higher percentage of Black and American Indian/Alaska Native

males were expelled than Black and American Indian/Alaska Native females. However, there was no measurable difference between the rates of expulsion for White, Hispanic, and Asian/Pacific Islander males and females. A larger percentage of American Indian/Alaska Native males (10 percent) were suspended than White (7 percent) and Asian/Pacific Islander (4 percent) males. This percentage was smaller than that for Black males (19 percent), but did not significantly differ from the percentage of Hispanic males suspended (9 percent). There was also no measurable difference between the percentage of American Indian/Alaska Native males who were expelled and that of White, Black, and Hispanic males expelled. For females, a higher percentage of American Indians/Alaska Natives (5 percent) were suspended than females of all other race/ethnicities except Black females (11 percent). There was no measurable difference between the expulsion rates of American Indian/Alaska Native females and females of all other races/ethnicities.

**Table 3.2. Number and percentage of public school students in kindergarten through 12th grade who were suspended or expelled, by sex and race/ethnicity: 2004**

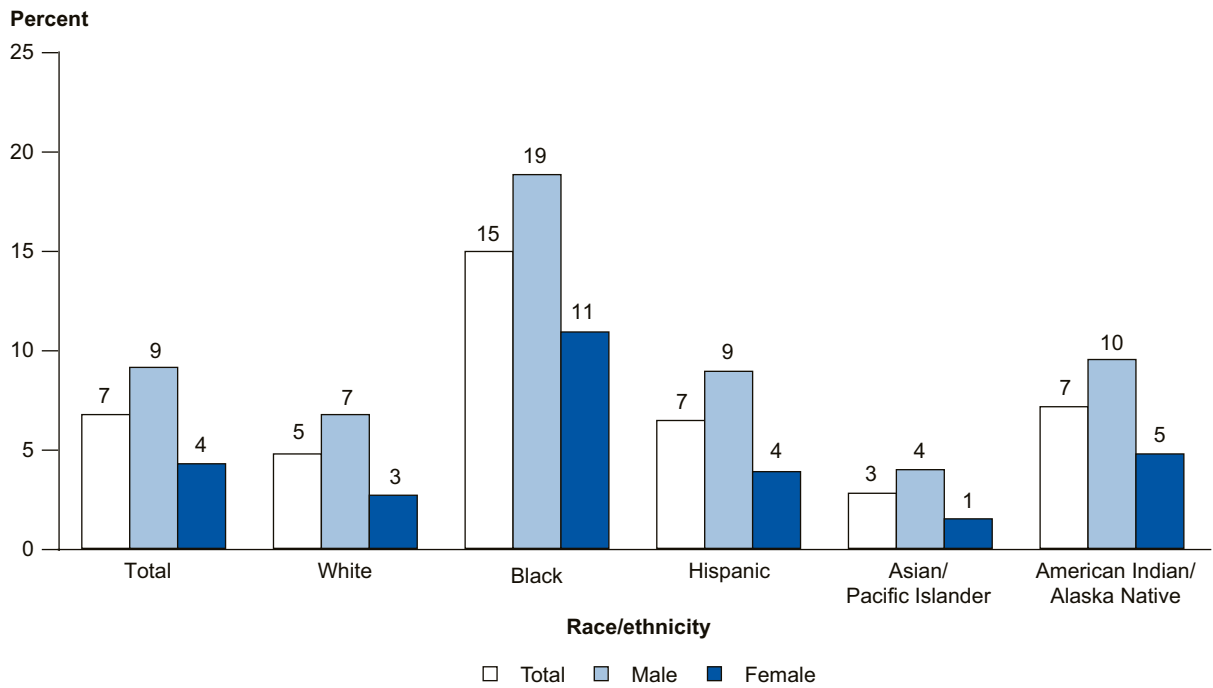
Race/ethnicity	Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total enrollment						
<b>Total</b>	<b>48,139,800</b>	<b>100.0</b>	<b>24,728,300</b>	<b>51.4</b>	<b>23,411,600</b>	<b>48.6</b>
White	28,135,800	58.4	14,502,400	51.5	13,633,400	48.5
Black	8,125,400	16.9	4,128,700	50.8	3,996,700	49.2
Hispanic	9,116,400	18.9	4,678,900	51.3	4,437,500	48.7
Asian/Pacific Islander	2,168,400	4.5	1,115,300	51.4	1,053,100	48.6
American Indian/Alaska Native	593,900	1.2	303,100	51.0	290,800	49.0
Suspended						
<b>Total</b>	<b>3,279,700</b>	<b>6.8</b>	<b>2,266,800</b>	<b>9.2</b>	<b>1,013,000</b>	<b>4.3</b>
White	1,359,400	4.8	988,700	6.8	370,700	2.7
Black	1,222,600	15.0	784,900	19.0	437,700	11.0
Hispanic	594,500	6.5	419,200	9.0	175,200	3.9
Asian/Pacific Islander	60,400	2.8	45,000	4.0	15,400	1.5
American Indian/Alaska Native	42,900	7.2	28,900	9.6	13,900	4.8
Expelled						
<b>Total</b>	<b>106,200</b>	<b>0.2</b>	<b>79,200</b>	<b>0.3</b>	<b>27,000</b>	<b>0.1</b>
White	44,500	0.2	33,700	0.2	10,800	0.2
Black	36,700	0.5	25,900	0.6	10,700	0.3
Hispanic	21,300	0.2	16,700	0.4	4,700	0.1
Asian/Pacific Islander	1,800	0.1	1,500	0.1	300	#
American Indian/Alaska Native	1,900	0.3	1,400	0.5	500	0.2

# Rounds to zero.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection, 2004, retrieved from <http://205.207.175.84/ocr2004rv30> on May 17, 2007.

**Figure 3.2. Percentage of public school students in kindergarten through 12th grade who were suspended, by sex and race/ethnicity: 2004**



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection, 2004, retrieved from <http://vistademo.beyond2020.com/ocr2004rv30/> on May 17, 2007.

### 3.3. Graduation Rates

*A smaller percentage of American Indian/Alaska Native spring of 2002 high school sophomores obtained a high school credential by 2006 compared to White and Asian/Pacific Islander students.*

This indicator examines the percentage of sophomores in spring of 2002 reporting they had obtained a high school diploma, obtained a General Educational Development (GED) certificate, or were still working toward an equivalent credential in 2006. In 2006, a smaller percentage of American Indians/Alaska Natives reported receiving a high school diploma than Whites or Asian/Pacific Islander. Seventy-five percent of American Indians/Alaska Natives who had been sophomores in 2002 reported that they had received a high school diploma by 2006, compared to 91 percent of Whites and 93 percent of Asian/Pacific Islanders. In addition, a larger percentage of American Indians/Alaska

Natives (9 percent) than Asian/Pacific Islander (2 percent) reported receiving a GED certificate.

A larger percentage of American Indian/Alaska Natives (12 percent) than Whites (3 percent) or Asian/Pacific Islander (2 percent) reported they had not received a high school credential and were neither currently enrolled nor working toward one. No differences were detected among the percentages of students of different races/ethnicities who were still enrolled or working toward an equivalency certificate. Across all high school completion status categories, apparent differences between American Indian/Alaska Natives and Blacks and Hispanics were not significant.

**Table 3.3. Percentage of spring 2002 high school sophomores, by high school completion status and race/ethnicity: 2006**

Race/ethnicity	Received high school diploma	Received GED or other equivalency	Enrolled in high school or working toward equivalency	No high school credential, not enrolled, and not working toward GED or equivalent	Certificate of attendance
<b>Total</b>	<b>87.8</b>	<b>3.9</b>	<b>3.2</b>	<b>4.6</b>	<b>0.5</b>
White	91.1	3.5	2.2	2.9	0.2
Black	82.2	4.6	6.0	5.7	1.5
Hispanic	80.9	4.3	4.3	10.0	0.5!
Asian/Pacific Islander	92.6	2.1	2.6	2.4	0.1!
American Indian/Alaska Native	74.7	9.3!	4.4!	11.7!	#
More than one race	85.1	5.7	4.0	5.0	0.1!

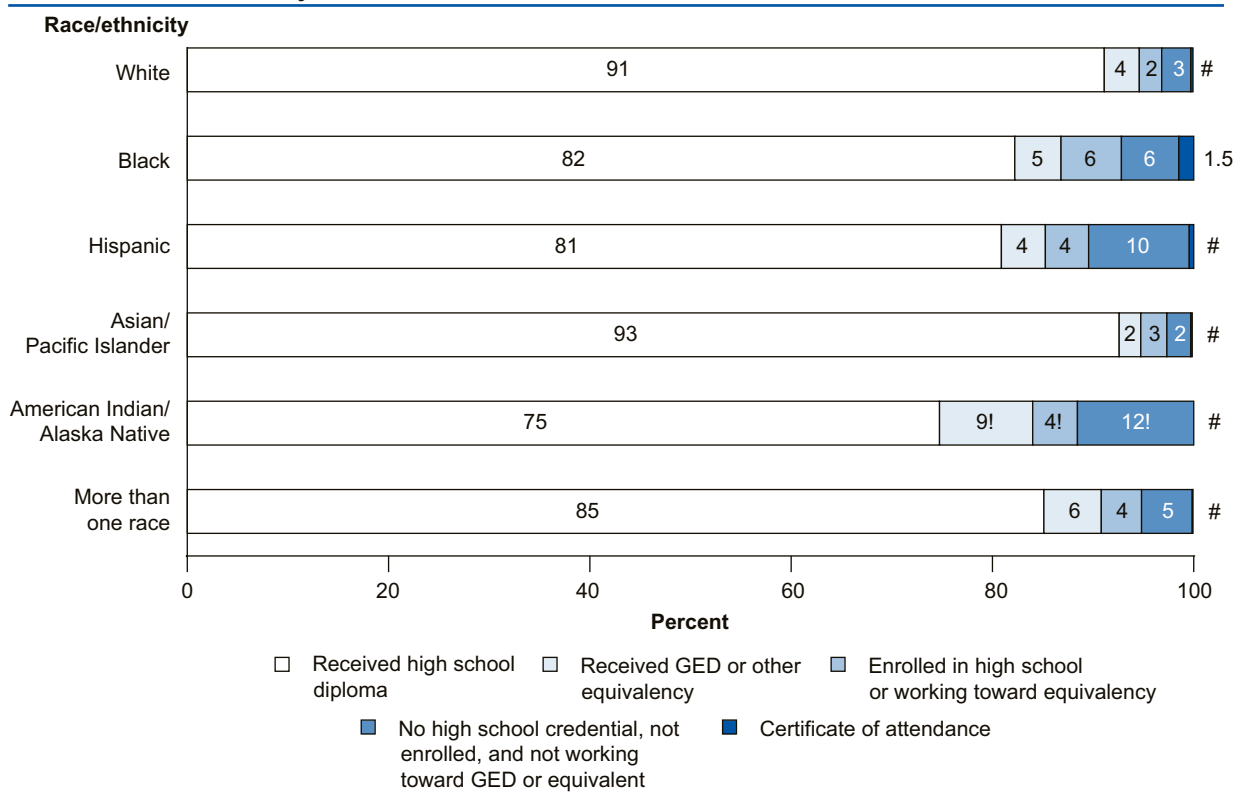
# Rounds to zero.

! Interpret data with caution.

NOTE: Detail may not sum to total because of rounding. Race categories exclude persons of Hispanic ethnicity. High school completion status is unknown for less than 0.5 percent of the spring 2002 sophomore cohort. GED is a General Educational Development certificate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Second Follow-up, 2006.

**Figure 3.3. Percentage of spring 2002 high school sophomores, by high school completion status and race/ethnicity: 2006**



# Rounds to zero.

! Interpret data with caution.

NOTE: Detail may not sum to total because of rounding. Race categories exclude persons of Hispanic ethnicity. High school completion status is unknown for less than 0.5 percent of the spring 2002 sophomore cohort. GED is a General Educational Development certificate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Second Follow-up, 2006.

### 3.4. Dropout Rates

In 2006, a higher percentage of noninstitutionalized American Indian/Alaska Native young adults (ages 16 to 24) were status dropouts than were their White, Black, Asian, and Native Hawaiian/Pacific Islander peers.

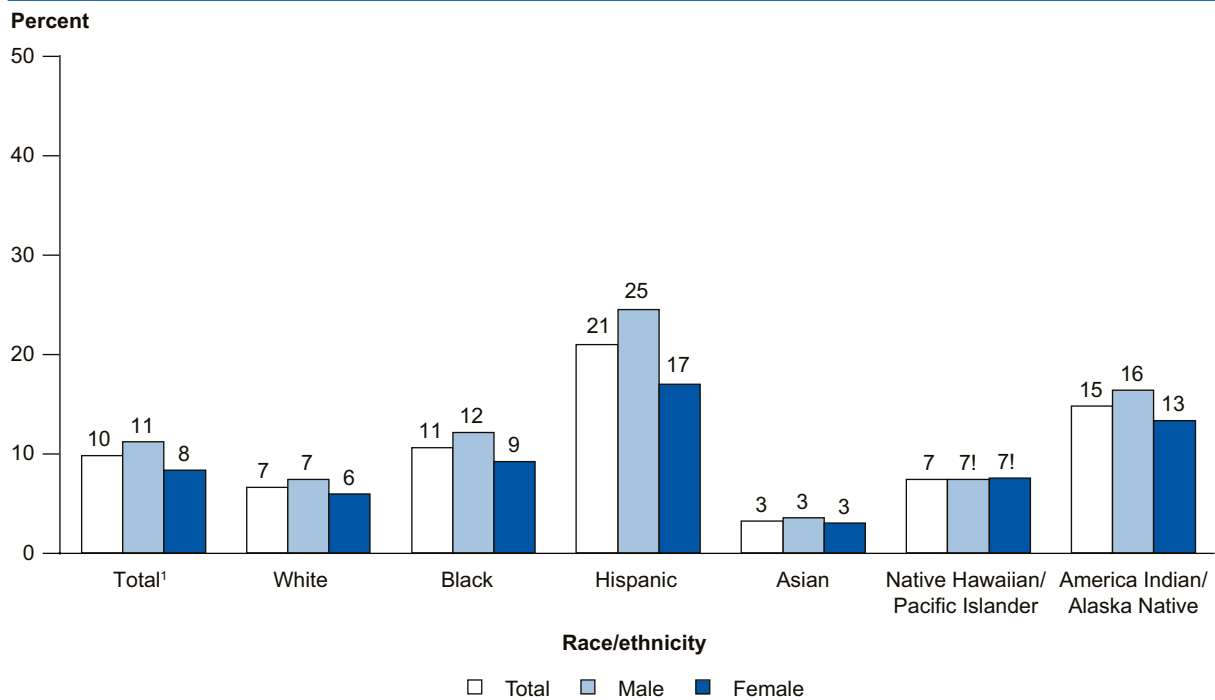
Young adults who do not finish high school are more likely to be unemployed and earn less when they are employed than those who complete high school (U.S. Department of Labor 2008). This indicator examines the status dropout rate, which is the percentage of 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED).<sup>10</sup> The status dropout rate is typically a measure of civilian, noninstitutionalized 16- to 24-year-olds. Thus, not all young adults are included in this measure. Examples of groups not included are young adults in the military and those who are incarcerated.

In 2006, a higher percentage of American Indian/Alaska Native young adults were status dropouts (15 percent) than were their White (7 percent), Black (11 percent), Asian (3 percent), and Native Hawaiian/Pacific Islander (7 percent) peers. However, the status

dropout rate for American Indians/Alaska Natives was lower than the rate for Hispanics (21 percent).

A similar pattern was evident when examining status dropout rates by sex. The dropout rate for American Indian/Alaska Native males (16 percent) was higher than that for White (7 percent), Black (12 percent), Asian (3 percent), and Native Hawaiian/Pacific Islander (7 percent) males, but lower than that for Hispanic (25 percent) males. In 2006, the dropout rate for American Indian/Alaska Native females was 13 percent. This also was higher than the rate for White (6 percent), Black (9 percent), Asian (3 percent), and Native Hawaiian/Pacific Islander (7 percent) females, but lower than the rate for Hispanic (17 percent) females. No measurable difference was detected between the status dropout rates for American Indian/Alaska Native males and females, despite the apparent difference.

**Figure 3.4. Percentage of noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by sex and race/ethnicity: 2006**



<sup>1</sup> Interpret data with caution.

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity. The data presented here represent status dropout rates. The status dropout rate is the percentage of civilian, noninstitutionalized 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

<sup>10</sup> The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country.

**Table 3.4a. Percentage of noninstitutionalized 16- to 24-year-olds who were high school status dropouts, by sex and race/ethnicity: 2006**

Race/ethnicity	Population	Total	Male	Female
<b>Total<sup>1</sup></b>	<b>35,082,000</b>	<b>9.8</b>	<b>11.2</b>	<b>8.3</b>
White	21,203,000	6.6	7.4	5.9
Black	4,941,000	10.6	12.1	9.2
Hispanic	6,399,000	21.0	24.5	17.0
Asian	1,437,000	3.2	3.5	3.0
Native Hawaiian/Pacific Islander	60,000	7.4	7.4!	7.5!
American Indian/Alaska Native	311,000	14.8	16.4	13.3

! Interpret data with caution.

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

Note: Race categories exclude persons of Hispanic ethnicity. The data presented here represent status dropout rates for civilian, noninstitutionalized 16- to 24-year-olds. The status dropout rate is the percentage of 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

### Highlight: Dropout Rates Including Institutionalized Youth

The 2006 American Community Survey (ACS) included persons residing in institutionalized and non-institutionalized group quarters such as college and university housing, military installations, correctional facilities, hospitals and treatment centers, workers and religious group quarters, and temporary shelters for the homeless. When including these group quarters, the status dropout rate for

American Indians/Alaska Natives is 15 percent (see table 3.4b). When compared to students of other races/ethnicities, relationships are similar to those presented for noninstitutionalized youth, except the dropout rate for American Indian/Alaska Native males is 17 percent, which is measurably higher than the rate for females (13 percent).

**Table 3.4b. Percentage of all (institutionalized and noninstitutionalized) 16- to 24-year-olds who were high school status dropouts, by sex and race/ethnicity: 2006**

Race/ethnicity	Population	Total	Male	Female
<b>Total<sup>1</sup></b>	<b>38,245,000</b>	<b>9.7</b>	<b>11.3</b>	<b>7.9</b>
White	23,282,000	6.4	7.2	5.5
Black	5,449,000	11.5	14.0	9.0
Hispanic	6,716,000	21.0	24.8	16.7
Asian	1,589,000	3.1	3.5	2.7
Native Hawaiian/Pacific Islander	64,000	7.4	7.7	7.2!
American Indian/Alaska Native	336,000	15.1	17.3	12.9

! Interpret data with caution.

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity. The data presented here represent status dropout rates for all 16- to 24-year-olds, including those who lived in institutional and noninstitutional group quarters such as college and university housing, military installations, correctional facilities, hospitals and treatment centers, workers and religious group quarters, and temporary shelters for the homeless. The status dropout rate is the percentage of 16- to 24-year-olds who are not in high school and who have not earned a high school credential (either a diploma or equivalency credential such as a GED). The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the United States, such as immigrants who did not complete a high school diploma in their home country. SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

### 3.5. Attainment Expectations

*The percentage of American Indian/Alaska Native 2003–04 high school seniors who expected a bachelor's degree as their highest level of education did not differ from the percentages of students of other races/ethnicities.*

In spring 2004, some 69 percent of high school seniors expected to attain a bachelor's degree or higher as their highest level of education (33 percent expected to graduate from college, while 35 percent expected to continue to graduate or professional school). Another 18 percent expected some post-secondary education, but less than a bachelor's. The rest either expected to not go beyond high school (5 percent) or did not know (8 percent).

No measurable differences were detected among the percentages of American Indian/Alaska Native students who expected to complete high school or a bachelor's degree and the percentages of students of

other races/ethnicities having the same expectation. A larger percentage of American Indian/Alaska Native students than Asian/Pacific Islander students had completion of some college as their attainment expectation (22 percent vs. 10 percent). In addition, a smaller percentage of American Indian/Alaska Native students than Asian/Pacific Islander students reported an expectation to continue on to graduate or professional school (31 percent vs. 48 percent). More American Indian/Alaska Native students reported uncertainty about their expectations for future educational attainment than their White or Asian/Pacific Islander peers (15 percent vs. 7 percent and 7 percent).

**Table 3.5. Percentage of 2003–04 high school seniors, by the highest expected level of educational attainment and race/ethnicity: 2004**

Race/ethnicity	High school or less	Some college	College graduate (4-year degree)	Graduate/professional school	Don't know
<b>Total</b>	<b>5.0</b>	<b>18.1</b>	<b>33.5</b>	<b>35.0</b>	<b>8.4</b>
White	4.7	17.3	35.1	35.9	7.0
Black	5.0	18.8	32.1	35.3	8.8
Hispanic	6.4	23.1	28.2	28.8	13.5
Asian/Pacific Islander	2.5	10.4	32.7	47.6	6.9
American Indian/Alaska Native	6.9!	21.6	25.6	31.3	14.7
More than one race	6.1	16.3	36.4	30.6	10.7

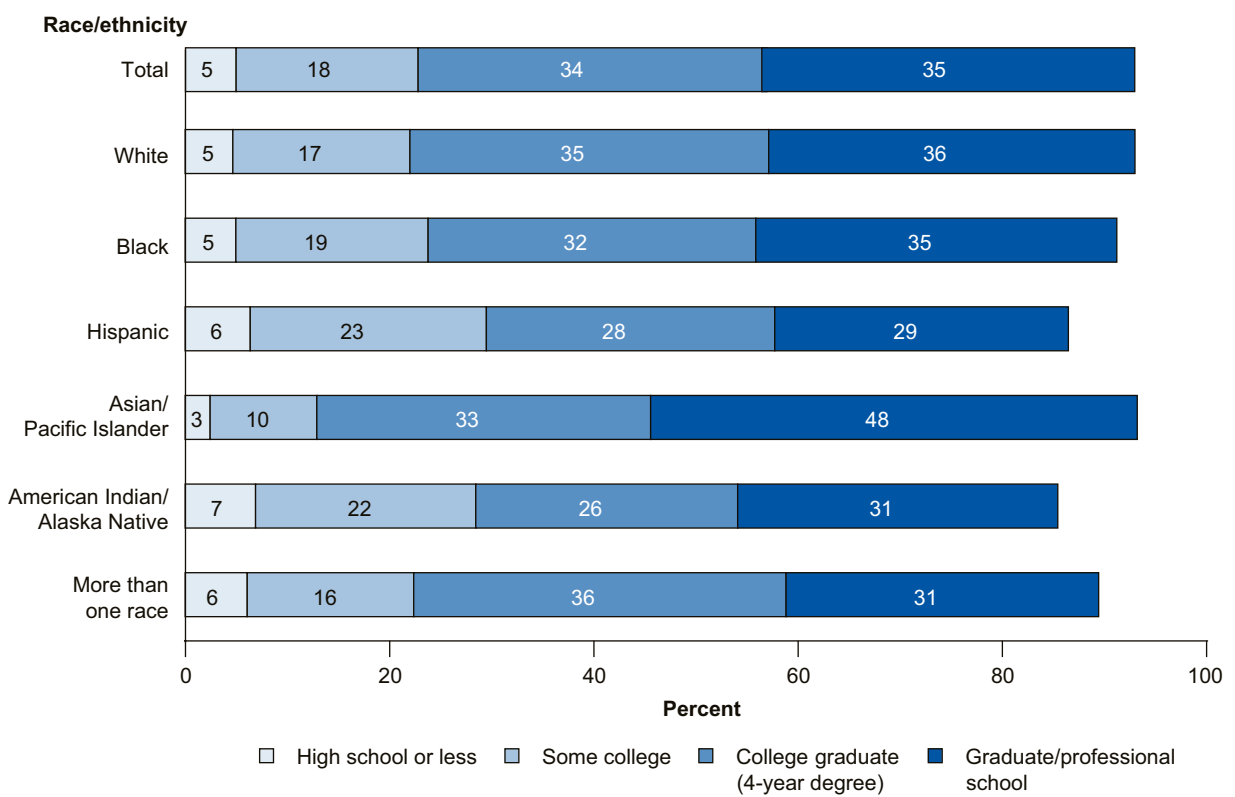
! Interpret data with caution.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), First Follow-up, 2004.



**Figure 3.5. Percentage of 2003–04 high school seniors, by the highest expected level of educational attainment and race/ethnicity: 2004**



NOTE: Detail does not sum to 100 percent because the category “Don’t know” is not shown. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), First Follow-up, 2004.

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# 4

## Academics and Achievements

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This section presents findings on early childhood, elementary, and secondary student achievement and other academic outcomes, and reports on improvements in American Indian/Alaska Native student performance and on closing achievement gaps.

Children enter school with varying levels of knowledge and skill. As students progress through

school, it is important to measure their achievement to ensure that they are acquiring necessary skills and understanding challenging subject matter. Academic outcomes are measured as the change in performance over time and the percentage of students achieving predetermined standards of competence.

#### 4.1. Motor and Cognitive Skill Development

*At about 9 months of age, there was no measurable difference between the motor and cognitive skills of American Indian/Alaska Native children and children of other races/ethnicities; however, at 2 and 4 years of age, some differences were detected between American Indian/Alaska Native children and the total population.*

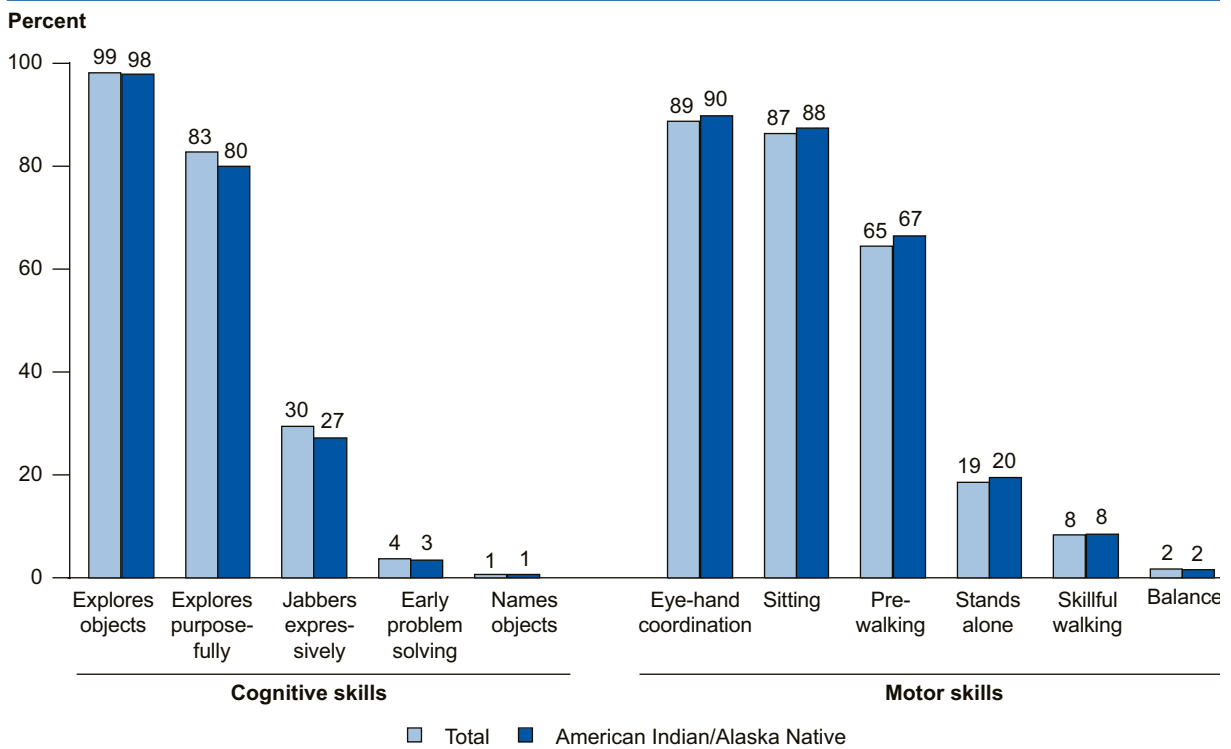
The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) assessed children's early mental and physical development from birth through their entry into kindergarten. To date, information has been collected from a nationally representative sample of births in 2001, when the children were about 9 months of age (2001), about 2 years of age (2003), and about preschool age (age 4, 2005).

The assessments from when the children were about 9 months of age provide information on the development of children's motor skills, including eye-hand coordination as the child reaches for objects; sitting alone without assistance; prewalking (taking steps, and supporting own weight while standing, with assistance); standing alone (without assistance); skillful walking (walking without assistance); and balance (can balance in various positions). These assessments also provide information on the development of children's cognitive skills, including exploring objects in play;

exploring their environment purposefully; jabbering expressively and making simple gestures; early problem solving (using reasoning to interact with objects); and naming objects (communicating with words).

When children were about 9 months of age, most of those assessed demonstrated skill in exploring objects and exploring purposefully. There was no measurable difference between the skills of American Indian/Alaska Native children and the total population of children in exploring objects with purpose and jabbering expressively. Similar percentages of American Indian/Alaska Native children and all children about 9 months of age demonstrated exploring objects in play, early problem solving, and object naming skills. (*appendix table A-4.1a*). Further, at this age, no measurable differences were detected among the percentages of American Indian/Alaska Native children and all other children exhibiting the motor skills mentioned above.

**Figure 4.1a. Percentage of American Indian/Alaska Native children and all children demonstrating specific cognitive and motor skills at about 9 months of age: 2000–01**



NOTE: Estimates weighted by W1C0. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001 and was designed to collect information about them for the first time when the children were about 9 months of age (i.e., 8 to 10 months). Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity.

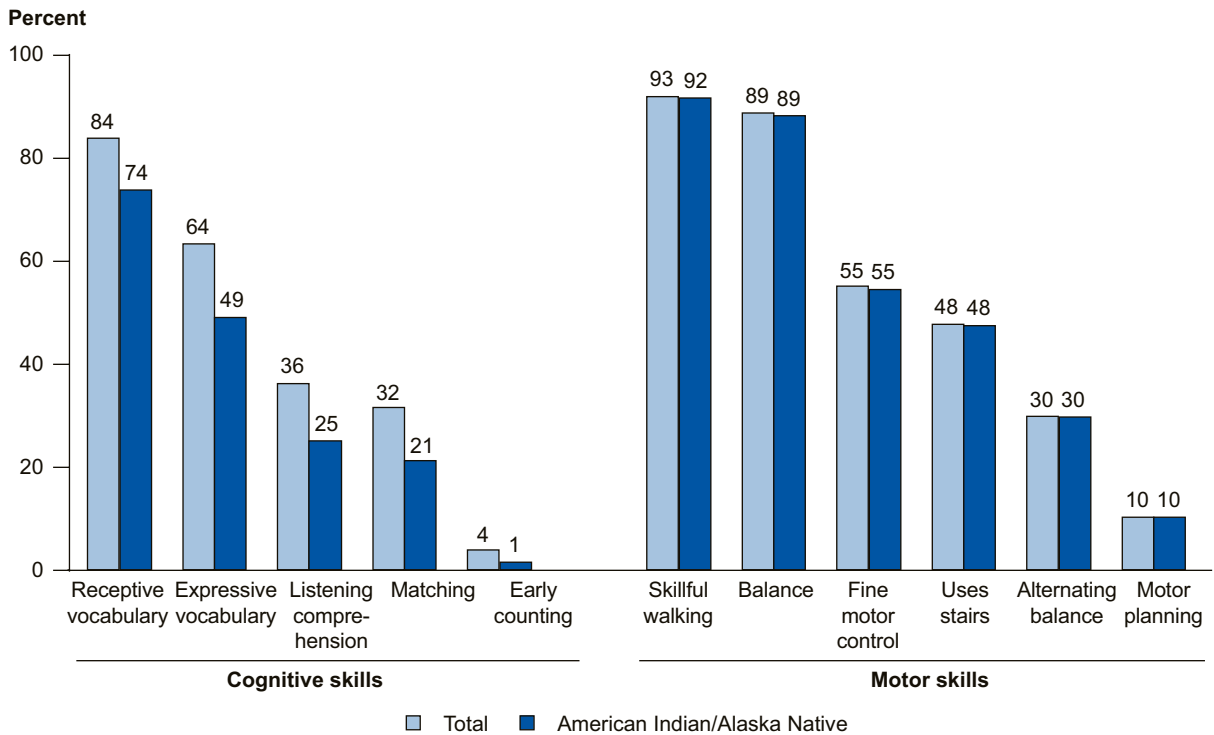
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

The assessments from when the children were about 2 years of age provide information on children's ability to communicate with words (both receptively and expressively); children's listening comprehension (understanding actions depicted by a story, pictures, or instructions); the ability to match or discriminate objects by their properties (such as color); the knowledge of counting words or quantities; skillful (independent) walking; balance; fine motor control (such as grasping a pencil); walking up and down stairs; maintaining balance when alternating positions or in motion; and motor planning (replicating the motions of others).

At age 2, a smaller percentage of American Indian/Alaska Native children demonstrated the specific cognitive skills of interest when compared to all children. For example, 74 percent of American

Indian/Alaska Native children demonstrated receptive vocabulary, compared to 84 percent of all children. Forty-nine percent of American Indian/Alaska Native children demonstrated expressive vocabulary, compared to 64 percent of all children. Similarly, smaller percentages of American Indian/Alaska Native children demonstrated listening comprehension (25 percent), matching (21 percent), and early counting skills (1 percent), compared to all children demonstrating these skills (36 percent, 32 percent, and 4 percent, respectively) at this age. Similar percentages of American Indian/Alaska Native children and all children 2 years of age demonstrated the physical skills of interest, including skillful walking, balance, fine motor control, stair use, alternating balance, and motor planning (*appendix table A-4.1b*).

**Figure 4.1b. Percentage of American Indian/Alaska Native children and all children demonstrating specific cognitive and motor skills at about 2 years of age: 2003–04**



NOTE: Estimates weighted by W2C0. Estimates pertain to children assessed between 22 months and 25 months of age. Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity.

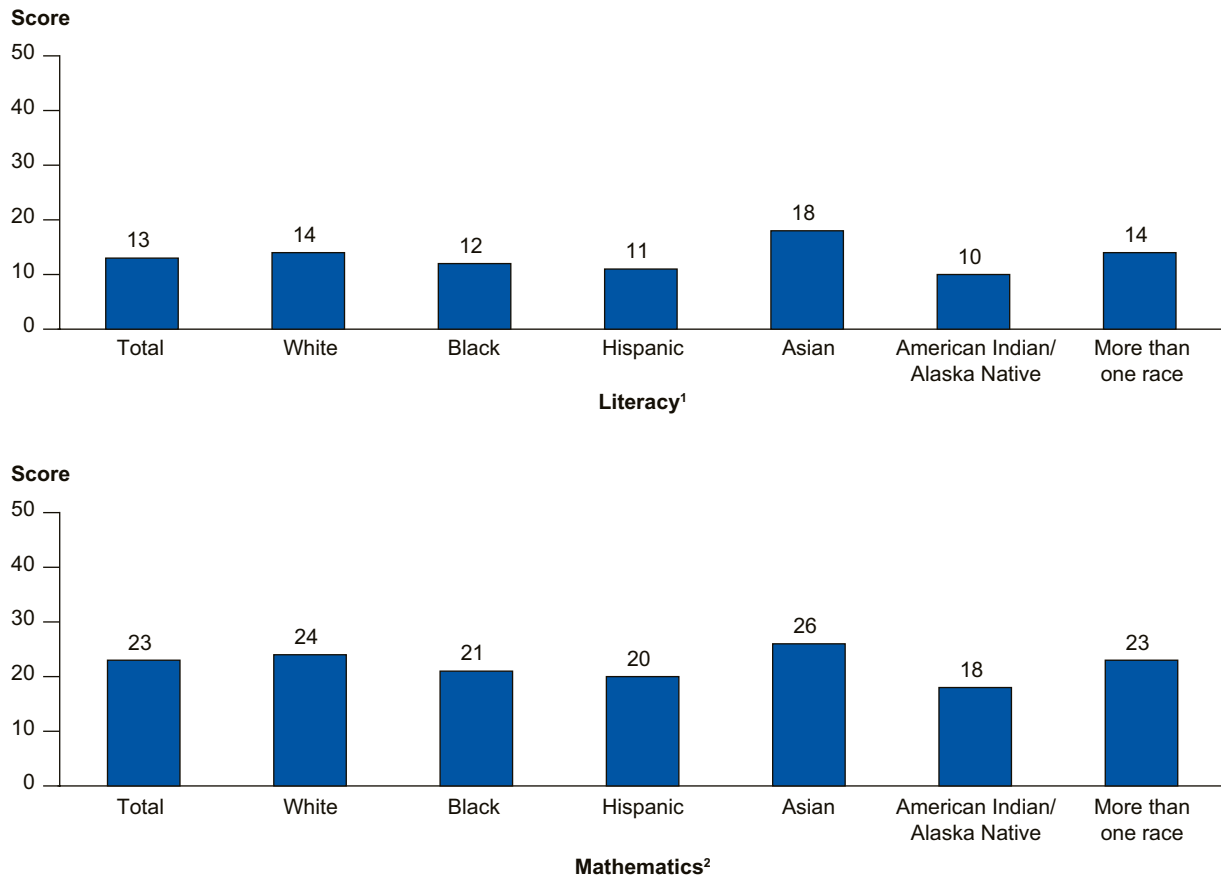
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

When children were preschool age (about 4 years old), the ECLS-B assessments obtained information on certain aspects of children's language, literacy, mathematics, color identification, and fine motor skills. Language knowledge and skills include both receptive and expressive vocabulary as well as an overall literacy score, which includes the child's ability to recognize a letter by either its name or its sound; phonological awareness, or an understanding of the sounds and structure of spoken language; and the understanding of what print represents and its function (top to bottom and left to right). Mathematics knowledge and skills include an overall math score which includes number sense, geometry, counting, operations, and patterns; and the ability to recognize single-digit numbers and basic shapes. Also, the percentage of children who can correctly identify five out of five colors and the ability of the child to use fine motor skills in drawing basic forms and shapes were assessed.

At 4 years of age, smaller percentages of American Indian/Alaska Native children demonstrated language, literacy, mathematics, and color identification skills, compared to all children. American Indian/Alaska Native children had lower scores, on average, than all children on the overall literacy and mathematics components. More specifically, a smaller percentage of American/Indian Alaska Native children were able to recognize letters by their shapes or sounds (19 percent) than all children (33 percent) within the literacy component, and a smaller percentage of American Indian/Alaska Native children were able to demonstrate proficiency in identifying numbers and shapes (41 percent) than all children (66 percent) within the mathematics component. Forty-three percent of American Indian/Alaska Native children were able to identify five out of five colors, compared to 64 percent of all children (*appendix table A-4.1c*).



**Figure 4.1c. Average overall literacy and mathematics scores for children at about 4 years of age, by selected race/ethnicity: 2005–06**



<sup>1</sup> Includes letter recognition, in both receptive and expressive modes; letter sounds; and early reading knowledge and skills. Potential score ranges from 0 to 37.

<sup>2</sup> Includes number sense, geometry, counting, operations, and patterns. Potential score ranges from 0 to 44.

NOTE: Estimates weighted by W3C0. Estimates pertain to children assessed between 48 months and 57 months of age. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

## 4.2. Student Performance in Reading

*In 2007, American Indian/Alaska Native students in grades 4 and 8 scored lower than White and Asian/Pacific Islander students on NAEP reading assessments.*

The National Assessment of Educational Progress (NAEP) assesses the skills of 4th-, 8th-, and 12th-grade students. In reading, potential NAEP scores range from 0 to 500. This reading scale score reflects students' performance across various content strands, including reading for literary experience, and reading for information, and, in grades 8 and 12, reading to perform a task.

In 2007, American Indian/Alaska Native students had lower average reading scale scores than White and Asian/Pacific Islander students in both the 4th and 8th grades. American Indian/Alaska Native students scored about the same as Black students in the 4th grade and Hispanic students in the 4th and 8th grades in 2007.

**Table 4.2a. Average reading scale scores, by race/ethnicity and grade: 2000, 2002, 2005, and 2007**

Grade and year	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>4th grade</b>						
2000	213	224	190	190	225	214
2002	219	229	199	201	224	207
2005	219	229	200	203	229	204
2007	221	231	203	205	232	203
<b>8th grade</b>						
2000	—	—	—	—	—	—
2002	264	272	245	247	267	250
2005	262	271	243	246	271	249
2007	263	272	245	247	271	247

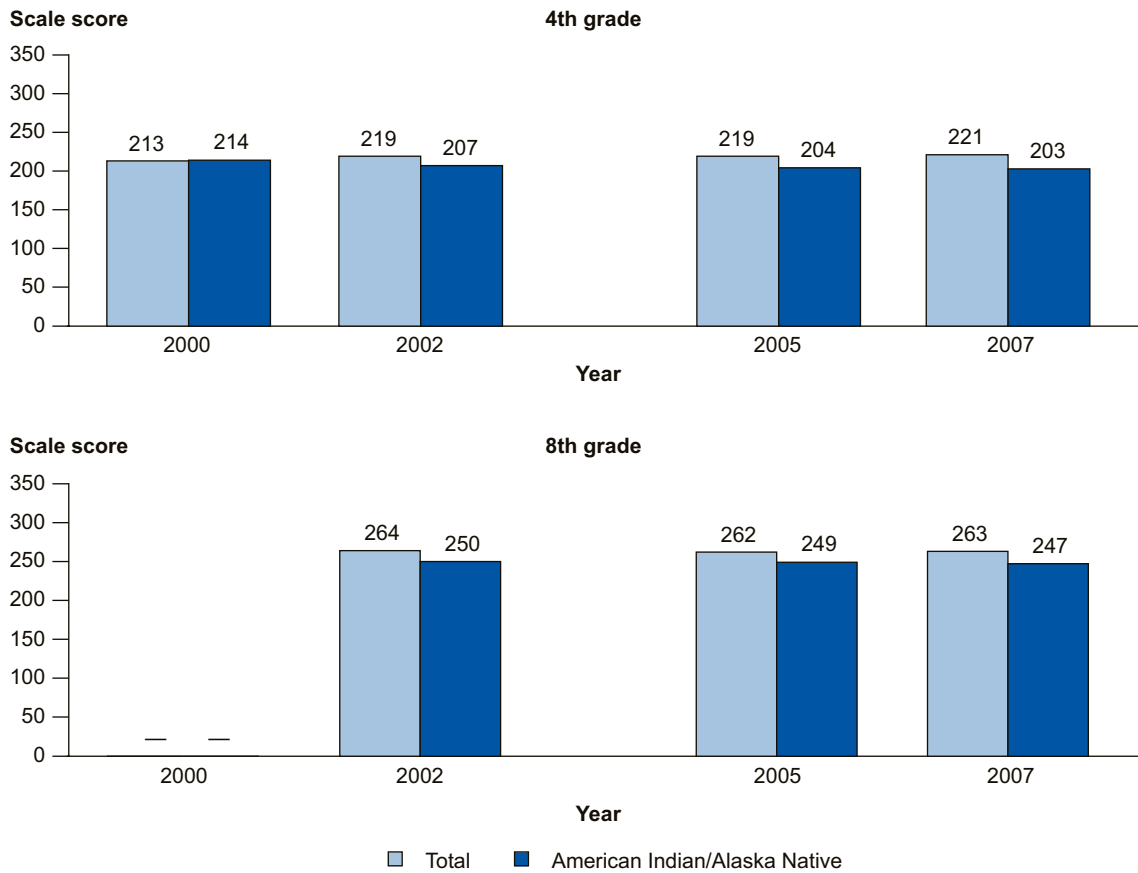
— Not available.

<sup>1</sup> Total includes races/ethnicities not separately shown.

NOTE: Scale score ranges from 0 to 500. Data were not collected at grade 8 in 2000. The reading data include students for whom accommodations were permitted. For a discussion of the reading scale score definitions, see <http://nces.ed.gov/nationsreportcard/reading/scale.asp>. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2002, 2005, and 2007 Reading Assessments and the NAEP Data Explorer, retrieved January 25, 2008, from <http://nces.ed.gov/nationsreportcard/nde/>.

**Figure 4.2a. Average reading scale scores for American Indian/Alaska Native students and for all students, by grade: 2000, 2002, 2005, and 2007**



— Not available.

NOTE: Scale score ranges from 0 to 500. Data were not collected at grade 8 in 2000. The reading data include students for whom accommodations were permitted. For a discussion of the reading scale score definitions, see <http://nces.ed.gov/nationsreportcard/reading/scale.asp>. Total includes race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2002, 2005, and 2007 Reading Assessments and the NAEP Data Explorer, retrieved January 25, 2008, from <http://nces.ed.gov/nationsreportcard/nde/>.

In addition to calculating an overall reading scale score, NAEP data are expressed as a series of achievement levels to indicate how well students perform against expectations for what students should know and be able to do. In 2007, a larger percentage of American Indian/Alaska Native 4th- and 8th-graders

than Black 4th- and 8th-graders achieved “at or above proficient.” Higher percentages of White and Asian/Pacific Islander 4th- and 8th-grade students achieved “at or above proficient” than did American Indian/Alaska Native 4th- and 8th-grade students.

**Table 4.2b. Percentage distribution of students across reading achievement levels, by race/ethnicity and grade: 2007**

Grade and level	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>4th grade</b>						
Below basic	33	22	54	50	23	51
At or above basic	67	78	46	50	77	49
At or above proficient	33	43	14	17	46	18
At advanced	8	11	2	3	15	4
<b>8th grade</b>						
Below basic	26	16	45	42	20	44
At or above basic	74	84	55	58	80	56
At or above proficient	31	40	13	15	41	18
At advanced	3	4	#	1	5	2

# Rounds to zero.

<sup>1</sup> Total includes races/ethnicities not separately shown.

NOTE: Detail may not sum to totals because of rounding. The reading data include students for whom accommodations were permitted. For a discussion of the reading achievement level definitions, see <http://nces.ed.gov/nationsreportcard/reading/achieve.asp>. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessments and NAEP Data Explorer, retrieved January 25, 2008, from <http://nces.ed.gov/nationsreportcard/nde/>.

Specific states with relatively large populations of American Indian/Alaska Native students were selected for NAEP's National Indian Education Study (NIES) in the years 2005 and 2007. In 2007, American Indian/Alaska Native 4th- and 8th-graders in Oklahoma had higher reading scale scores, on average, than their American Indian/Alaska Native peers nationwide. In contrast, the average reading scale scores of 4th- and 8th-graders nationally were higher

than the scores of American Indian/Alaska Native students in Alaska, New Mexico, and South Dakota. In the seven states participating in the 2007 NIES, the percentage of American Indian/Alaska Native students achieving at or above the basic level ranged from 29 percent in Arizona to 60 percent in Oklahoma for 4th-graders and from 40 percent in Arizona to 67 percent in Oklahoma for 8th-graders.

**Table 4.2c. Average reading scale scores and achievement levels for American Indians/Alaska Natives attending Bureau of Indian Education (BIE) schools and other public schools, by grade and selected states: 2005 and 2007**

Grade and state	Average scale score		Percent									
	2005	2007	Below basic		At basic		At proficient		At advanced		At or above basic	
			2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
<b>Grade 4</b>												
<b>Nation</b>	<b>204</b>	<b>204</b>	<b>52</b>	<b>51</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>3</b>	<b>4</b>	<b>48</b>	<b>49</b>
Alaska	183	188	71	67	20	24	8	8	1	2	29	33
Arizona	184	184	75	71	17	21	7	6	1	2	25	29
Montana	201	204	55	50	32	33	12	14	1	3	45	50
New Mexico	186	193	72	66	22	24	6	9	#	1	28	34
North Dakota	198	201	61	56	31	31	8	12	‡	‡	39	44
Oklahoma	211	213	43	40	35	36	18	20	3	5	57	60
South Dakota	194	192	63	65	26	26	10	8	1	1	37	35
<b>Grade 8</b>												
<b>Nation</b>	<b>249</b>	<b>247</b>	<b>41</b>	<b>43</b>	<b>41</b>	<b>39</b>	<b>16</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>59</b>	<b>57</b>
Alaska	240	236	51	55	39	35	10	9	#	‡	49	45
Arizona	238	232	57	60	32	32	10	7	#	‡	43	40
Montana	247	249	44	43	41	36	15	19	1	1	56	57
New Mexico	236	233	56	59	39	34	5	7	#	‡	44	41
North Dakota	248	246	41	44	45	44	13	11	#	‡	59	56
Oklahoma	254	256	34	33	47	44	19	21	#	2	66	67
South Dakota	238	241	54	50	36	37	10	12	#	‡	46	50

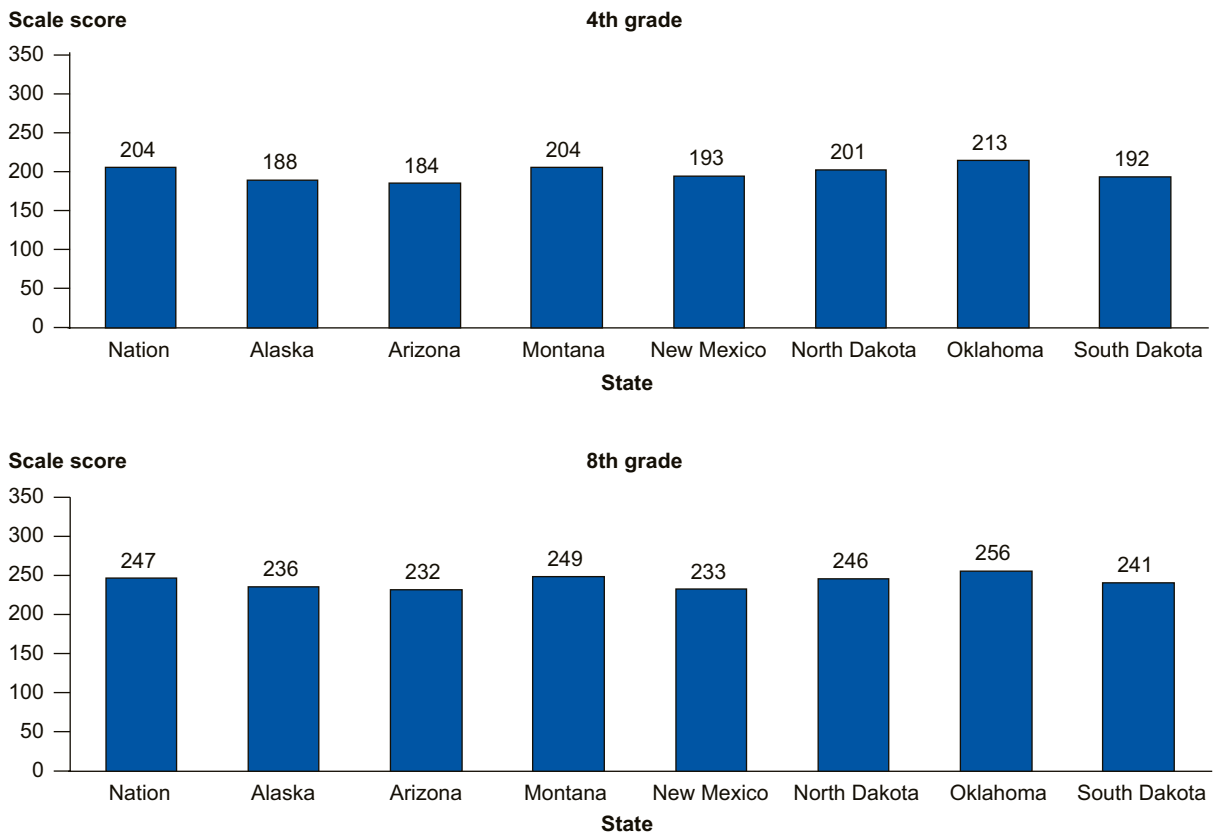
# Rounds to zero.

‡ Reporting standards not met.

NOTE: Scale score ranges from 0 to 500. The reading data include students for whom accommodations were permitted. For a discussion of the reading scale score definitions and achievement levels, see <http://nces.ed.gov/nationsreportcard/reading/scale.asp> and <http://nces.ed.gov/nationsreportcard/reading/achieve.asp>. National and state data presented in this table represent American Indian/Alaska Native students only. Data for Minnesota, North Carolina, Washington, and Oregon are not shown because these states only participated in the 2007 NIES. Estimates include students who attended BIE and other public schools. Therefore, estimates presented here differ from those presented in table 4.2a, where private schools were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Performance of American Indian and Alaska Native Students at Grades 4 and 8 on NAEP 2007 Reading and Mathematics Assessments* (NCES 2008-457). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

**Figure 4.2b. Average 4th- and 8th-grade reading scores for American Indian/Alaska Native students attending Bureau of Indian Education (BIE) and other public schools, by selected states: 2007**



NOTE: Scale score ranges from 0 to 500. The reading data include students for whom accommodations were permitted. For a discussion of the reading scale score definitions see <http://nces.ed.gov/nationsreportcard/reading/scale.asp>. National and state data presented in this table represent American Indian/Alaska Native students only. Data for Minnesota, North Carolina, Washington, and Oregon are not shown because these states only participated in the 2007 NIES. Estimates include students who attended BIE and other public schools. Therefore, estimates presented here differ from those presented in table 4.2a, where private schools were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Performance of American Indian and Alaska Native Students at Grades 4 and 8 on NAEP 2007 Reading and Mathematics Assessments* (NCES 2008-457). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

### 4.3. Student Performance in Mathematics

*In 2007, American Indian/Alaska Native 4th- and 8th-graders scored lower than Whites and Asians/Pacific Islanders in NAEP mathematics, but higher than Blacks. The NAEP mathematics scores of American Indian/Alaska Native 4th- and 8th-graders were similar to those of their Hispanic peers.*

In mathematics, potential NAEP scores range from 0 to 500. In 2007, this assessment measured 4th- and 8th-grade students' abilities in five content strands: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions.

The mathematics scores for American Indian/Alaska Native 4th- and 8th-grade students did not change

significantly between the most recent years, 2005 and 2007. In 2007, American Indian/Alaska Native 4th- and 8th-graders scored lower than Whites and Asians/Pacific Islanders in NAEP mathematics, but higher than Blacks. The scores of American Indian/Alaska Native 4th- and 8th-graders were similar to the scores of Hispanic 4th- and 8th-graders.

**Table 4.3a. Average mathematics scale scores, by race/ethnicity and grade: 1996, 2000, 2005, and 2007**

Grade and year	Total <sup>1</sup>	White	Black	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
<b>4th grade</b>						
1996	224	232	198	207	229	217 !
2000	226	234	203	208	‡	208 !
2005	238	246	220	226	251	226
2007	240	248	222	227	253	228
<b>8th grade</b>						
1996	270	281	240	251	‡	‡
2000	273	284	244	253	288	259 !
2005	279	289	255	262	295	264
2007	281	291	260	265	297	264

! Interpret data with caution.

‡ Reporting standards not met.

<sup>1</sup> Total includes race/ethnicity categories not separately shown.

NOTE: Scale scores range from 0 to 500. The mathematics data include students for whom accommodations were permitted.

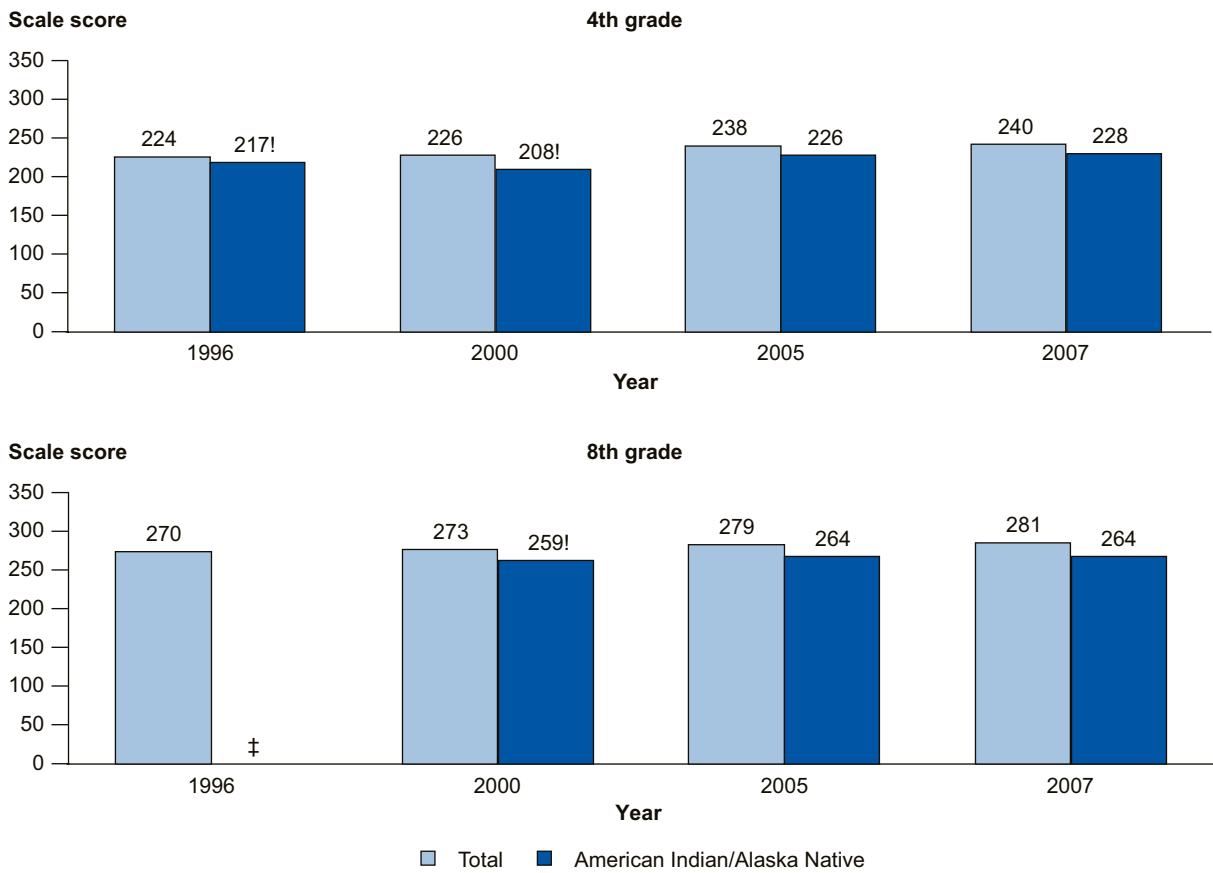
For a discussion of the mathematics scale score definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/scale.asp>.

Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, 2005, and 2007 Mathematics Assessments, retrieved January 22, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.



**Figure 4.3a. Average mathematics scale scores for American Indian/Alaska Native students and for all students, by grade: 1996, 2000, 2005, and 2007**



! Interpret data with caution.

‡ Reporting standards not met.

NOTE: Scale scores range from 0 to 500. The mathematics data include students for whom accommodations were permitted. For a discussion of the mathematics scale score definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/scale.asp>. Race categories exclude persons of Hispanic ethnicity. Total includes race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, 2005, and 2007 Mathematics Assessments, retrieved January 22, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

In addition to calculating an overall mathematics scale score, NAEP data are expressed as a series of achievement levels to indicate how well students perform against expectations for what students should know and be able to do. A larger percentage of American Indians/Alaska Natives in both the 4th and 8th grades achieved “at or above basic” and “at or above proficient” than their Black peers. In the same grades, a lower percentage of American Indians/

Alaska Natives achieved “at or above basic” and “at or above proficient” than their White peers. Similar percentages of American Indian/Alaska Native and Hispanic 4th-graders (70 percent for both) scored at the “at or above basic” level. At this level for grade 8, no measurable differences were detected between American Indian/Alaska Native and Hispanic children’s scores.

**Table 4.3b. Percentage distribution of students across mathematics achievement levels, by race/ethnicity and grade: 2007**

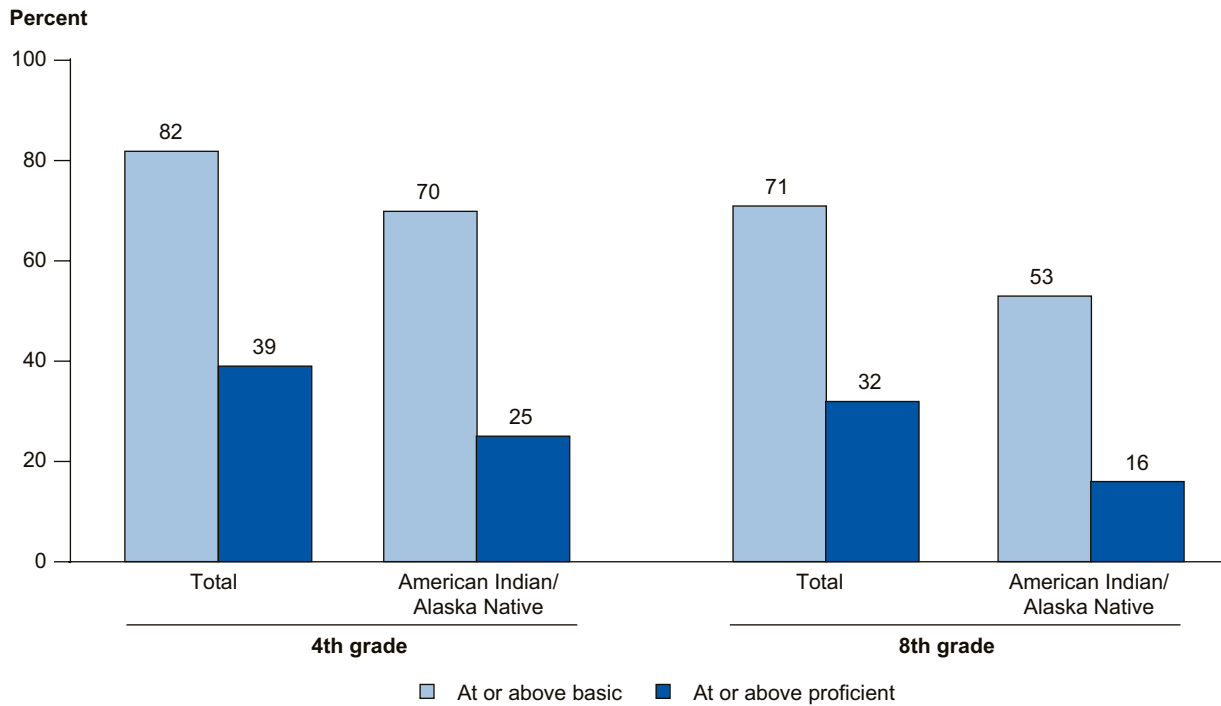
Grade and level	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>4th grade</b>						
Below basic	18	9	36	30	9	30
At or above basic	82	91	64	70	91	70
At or above proficient	39	51	15	22	58	25
At advanced	6	8	1	1	15	2
<b>8th grade</b>						
Below basic	29	18	53	45	17	47
At or above basic	71	82	47	55	83	53
At or above proficient	32	42	11	15	50	16
At advanced	7	9	1	2	16	2

<sup>1</sup> Total includes races/ethnicities not separately shown.

NOTE: Scale scores range from 0 to 500. The mathematics data include students for whom accommodations were permitted. For a discussion of the mathematics scale score and achievement level definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/scale.asp> and <http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp>. Detail may not sum to total because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments, retrieved January 22, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

**Figure 4.3b. Percentage of students at given mathematics achievement levels, by grade and selected race/ethnicity: 2007**



NOTE: The mathematics data include students for whom accommodations were permitted. Below basic category data not shown. For a discussion of the mathematics achievement level definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp>. Race categories exclude persons of Hispanic ethnicity. Total includes race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessments, retrieved January 22, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

Specific states with relatively large populations of American Indian/Alaska Native students were selected for NAEP's National Indian Education Study (NIES) in the years 2005 and 2007. In 2007, American Indian/Alaska Native 4th-graders in Oklahoma had higher mathematics scale scores, on average, than their American Indian/Alaska Native peers nationwide. In contrast, the average mathematics scale scores of 4th- and 8th-graders nationally were

higher than the scores of American Indian/Alaska Native students in New Mexico and South Dakota in 2005 and 2007. In the eleven states participating in the 2007 NIES, the percentage of American Indian/Alaska Native students achieving at or above the basic level ranged from 51 percent in Arizona to 80 percent in Oklahoma for 4th-graders and from 37 percent in New Mexico to 60 percent in Oklahoma for 8th-graders.

**Table 4.3c. Average mathematics scale scores and achievement levels for American Indians/Alaska Natives attending Bureau of Indian Education (BIE) schools and other public schools, by grade and selected states: 2005 and 2007**

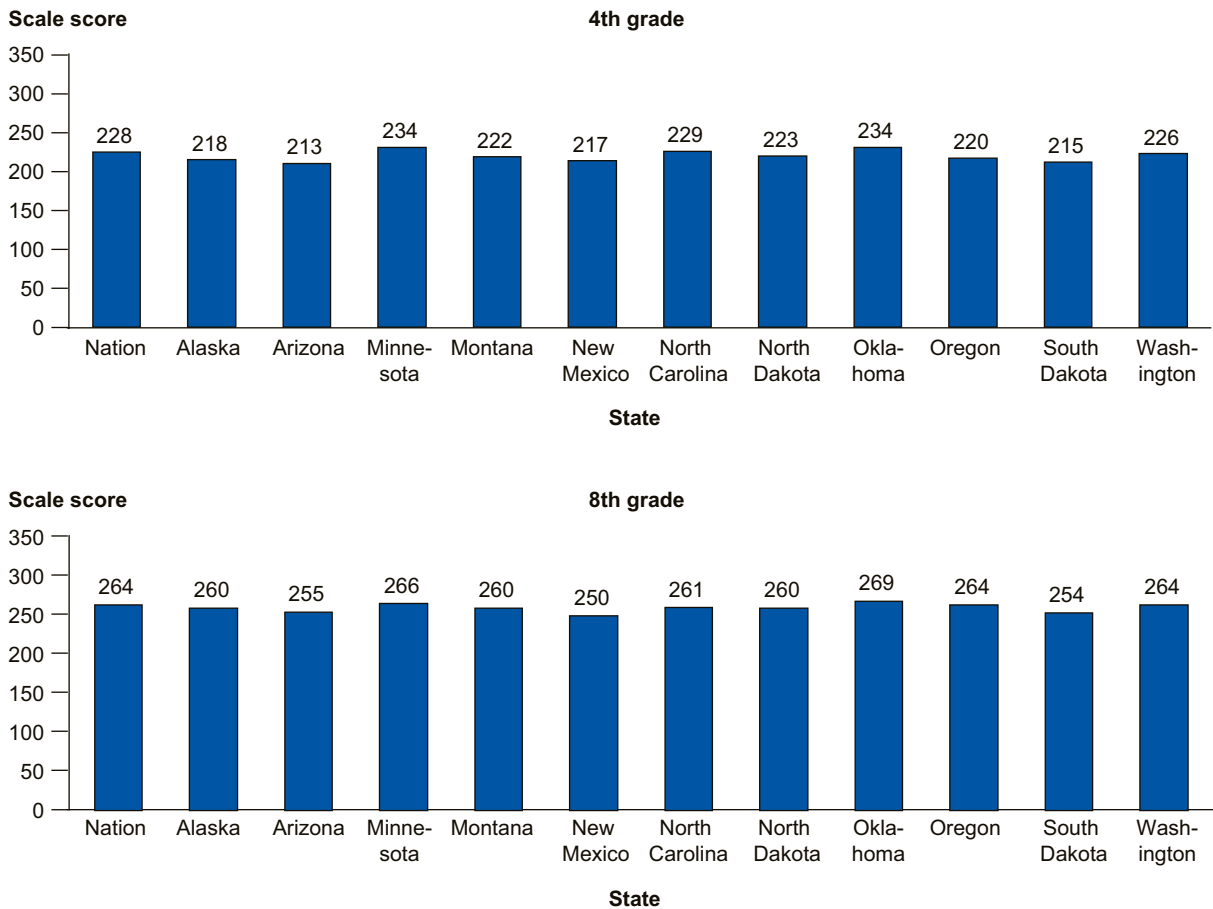
Grade and state	Average scale score		Percent									
	2005	2007	Below basic		At basic		At proficient		At advanced		At or above basic	
			2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
<b>Grade 4</b>												
<b>Nation</b>	<b>226</b>	<b>228</b>	<b>32</b>	<b>30</b>	<b>47</b>	<b>46</b>	<b>19</b>	<b>22</b>	<b>2</b>	<b>2</b>	<b>68</b>	<b>70</b>
Alaska	220	218	43	43	42	41	14	14	2	2	57	57
Arizona	215	213	49	49	39	38	12	12	#	1	51	51
Minnesota	—	234	—	23	—	50	—	23	—	5	—	77
Montana	223	222	38	36	45	47	16	15	1	1	62	64
New Mexico	215	217	46	45	46	42	7	12	#	1	54	55
North Carolina	—	229	—	27	—	49	—	21	—	3	—	73
North Dakota	221	223	37	35	51	50	11	15	#	0	63	65
Oklahoma	229	234	24	20	55	20	20	27	1	2	76	80
Oregon	—	220	—	39	—	43	—	16	—	2	—	61
South Dakota	217	215	44	46	46	44	10	11	1	0	56	54
Washington	—	226	—	33	—	43	—	21	—	4	—	67
<b>Grade 8</b>												
<b>Nation</b>	<b>264</b>	<b>264</b>	<b>47</b>	<b>46</b>	<b>40</b>	<b>37</b>	<b>12</b>	<b>14</b>	<b>2</b>	<b>2</b>	<b>53</b>	<b>54</b>
Alaska	264	260	47	51	38	38	13	10	2	2	53	49
Arizona	256	255	58	54	33	35	8	10	1	1	42	46
Minnesota	—	266	—	44	—	37	—	17	—	2	—	56
Montana	259	260	52	50	37	35	10	13	#	2	48	50
New Mexico	251	250	64	63	32	30	4	5	#	1	36	37
North Carolina	—	261	—	49	—	34	—	15	—	1	—	51
North Dakota	260	260	53	51	39	37	8	11	#	1	47	49
Oklahoma	267	269	40	40	45	42	14	15	1	2	60	60
Oregon	—	264	—	51	—	33	—	13	—	3	—	49
South Dakota	250	254	63	56	29	34	8	10	1	1	37	44
Washington	—	264	—	46	—	36	—	15	—	3	—	54

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Scale score ranges from 0 to 500. The reading data include students for whom accommodations were permitted. For a discussion of the reading scale score definitions and achievement levels, see <http://nces.ed.gov/nationsreportcard/reading/scale.asp> and <http://nces.ed.gov/nationsreportcard/reading/achieve.asp>. National and state data presented in this table represent American Indian/Alaska Native students only. Data for Minnesota, North Carolina, Washington, and Oregon are not shown because these states only participated in the 2007 NIES. Estimates include students who attended BIE and other public schools. Therefore, estimates presented here differ from those presented in table 4.3c, where private schools were included. SOURCE: U.S. Department of Education, National Center for Education Statistics. *Performance of American Indian and Alaska Native Students at Grades 4 and 8 on NAEP 2007 Reading and Mathematics Assessments* (NCES 2008-457). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

**Figure 4.3c. Average 4th- and 8th-grade mathematics scores for American Indian/Alaska Native students attending Bureau of Indian Education (BIE) and other public schools, by selected states: 2007**



NOTE: Scale score ranges from 0 to 500. The mathematics data include students for whom accommodations were permitted. For a discussion of the mathematics scale score definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/scale.asp>. National and state data presented in this table represent American Indian/Alaska Native students only. Estimates include students who attended BIE and other public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *Performance of American Indian and Alaska Native Students at Grades 4 and 8 on NAEP 2007 Reading and Mathematics Assessments* (NCES 2008-457). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007. NAEP, 2007 Mathematics Assessments, retrieved January 22, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

#### 4.4. Student Performance in Science

*American Indian/Alaska Native students' NAEP science assessment scores were lower, on average, than White and Asian/Pacific Islander students' scores in 2005.*

In science, potential NAEP scores range from 0 to 300. NAEP's science assessment measures students' knowledge of earth, physical, and life sciences, as well as their familiarity with ways of knowing and doing science.

In 2005, American Indian/Alaska Native students in the 4th, 8th, and 12th grades scored lower, on average, than White and Asian/Pacific Islander students. American Indian/Alaska Native 4th- and 12th-graders scored higher than Blacks and Hispanics; however, no measurable differences were detected among American Indian/Alaska Native, Black, and Hispanic 8th-graders.

In addition to calculating an overall science scale score, NAEP data are expressed as a series of achievement levels to indicate how well students perform against expectations for what students should know

and be able to do. Among American Indian/Alaska Native students in 2005, some 52 percent of 4th-graders, 34 percent of 8th-graders, and 48 percent of 12th-graders scored at or above the basic proficiency level in science. American Indians/Alaska Natives in the 4th, 8th, and 12th grades had a lower percentage of students achieving at the "at or above basic" proficiency level in science than Whites, but the percentage was higher than that of Blacks and Hispanics in the 4th and 12th grades. A lower percentage of American Indian/Alaska Native students in the 4th and 8th grades achieved "at or above proficient" than Whites, and a higher percentage of American Indians/Alaska Native students achieved "at or above proficient" than Blacks across grade levels. American Indian/Alaska Natives also had a lower percentage of students "at or above proficient" than their Asian/Pacific Islander peers in the 4th and 8th grades.

**Table 4.4a. Average science scale scores, by race/ethnicity and grade: 2000 and 2005**

Grade and year	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>4th grade</b>						
2000	147	159	122	122	‡	135
2005	151	162	129	133	158	138
<b>8th grade</b>						
2000	149	161	121	127	153	147
2005	149	160	124	129	156	128
<b>12th grade</b>						
2000	146	153	122	128	149	151
2005	147	156	120	128	153	139

‡ Reporting standards not met.

<sup>1</sup> Total includes race/ethnicity categories not separately shown.

NOTE: Scale score ranges from 0 to 300. For a discussion of the science scale score definitions, please see <http://nces.ed.gov/nationsreportcard/science/scale.asp>. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments retrieved January 30, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

**Table 4.4b. Percentage distribution of students across science achievement levels, by race/ethnicity and grade: 2005**

Grade and level	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian
<b>4th grade</b>						
Below basic	32	18	62	55	24	48
At or above basic	68	82	38	45	76	52
At or above proficient	29	40	8	11	36	14
At advanced	3	4	#	#	5	1
<b>8th grade</b>						
Below basic	41	26	72	65	34	66
At or above basic	59	74	28	35	66	34
At or above proficient	29	39	7	10	36	12
At advanced	3	5	#	#	6	1
<b>12th grade</b>						
Below basic	46	35	81	70	40	52
At or above basic	54	65	19	30	60	48
At or above proficient	18	24	2	5	23	13
At advanced	2	3	#	1	3	#

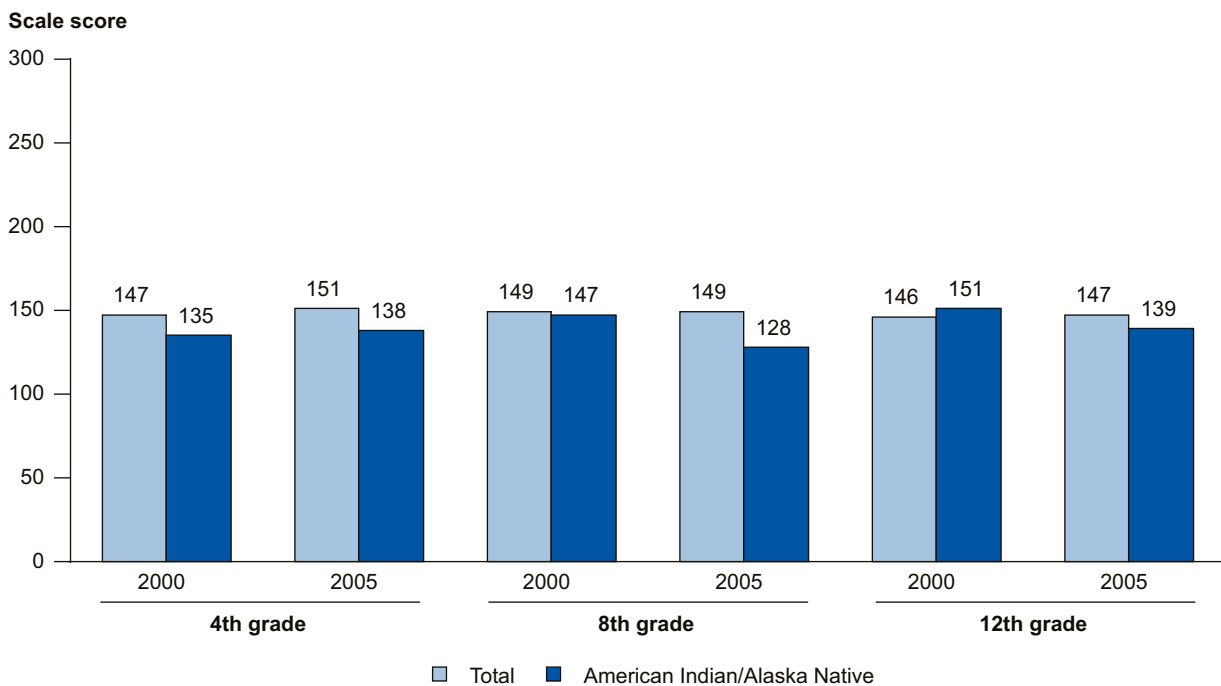
# Rounds to zero.

<sup>1</sup> Total includes race/ethnicity categories not separately shown.

NOTE: Scale score ranges from 0 to 300. For a discussion of the science achievement level definitions, please see <http://nces.ed.gov/nationsreportcard/science/achieve.asp>. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Science Assessment, retrieved January 30, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

**Figure 4.4. Average science scale scores for American Indian/Alaska Native students and for all students, by grade: 2000 and 2005**



NOTE: Scale score ranges from 0 to 300. For a discussion of the science scale score definitions, please see <http://nces.ed.gov/nationsreportcard/science/scale.asp>. Race categories exclude persons of Hispanic ethnicity. Total includes race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 and 2005 Science Assessments, retrieved January 30, 2008, from <http://www.nces.ed.gov/nationsreportcard/nde>.

#### 4.5. Student Performance in U.S. History

*In 2006, no differences were observed among American Indian/Alaska Native, Black, and Hispanic students' scores on the NAEP history assessment.*

In U.S. history, NAEP creates a single scale score ranging from 0 to 500. NAEP's history assessment is organized around three concepts or dimensions: major themes of U.S. history, chronological periods, and ways of knowing and thinking about U.S. history.

In 2006, American Indian/Alaska Native students in the 4th, 8th, and 12th grades scored lower, on average, than White and Asian/Pacific Islander 4th-, 8th-, and 12th-graders. No differences were observed among American Indian/Alaska Native, Black, and Hispanic students' scores on the NAEP history assessment in 2006. No differences were detected between 2001 and 2006 in the U.S. history scores for American Indian/Alaska Native students at the 8th- and 12th-grade levels.

As with its other recent assessments, NAEP uses

a series of achievement levels on the U.S. history assessment. Among American Indian/Alaska Native students in 2006, some 41 percent of 4th-graders, 43 percent of 8th-graders, and 32 percent of 12th-graders achieved at the "at or above basic" proficiency level in history. American Indians/Alaska Natives in the 4th, 8th, and 12th grades had a lower percentage of students achieving at the "at or above basic" proficiency level in history than Whites and Asian/Pacific Islander, but the percentage was not measurably different from that of Blacks and Hispanics across grades. American Indians/Alaska Natives had a lower percentage of students at the "at or above proficient" level than their White and Asian/Pacific Islander peers, but a percentage not different from that of Black and Hispanic students in the 4th and 12th grades.

**Table 4.5a. Average U.S. history scale scores, by race/ethnicity and grade: Selected years, 1994, 2001, and 2006**

Grade and year	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>4th grade</b>						
1994	205	214	176	175	204	‡
2001	208	217	186	184	216	‡
2006	211	223	191	194	214	190
<b>8th grade</b>						
1994	259	266	238	243	261	245
2001	260	268	240	240	264	255
2006	263	273	244	248	270	244
<b>12th grade</b>						
1994	286	292	265	267	283	272
2001	287	292	267	271	294	283
2006	290	297	270	275	296	278

‡ Reporting standards not met.

NOTE: Scale ranges from 0 to 500. The U.S. history data include students for whom accommodations were permitted. For a discussion of the U.S. history scale score definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/scale.asp>. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 2001, and 2006 U.S. History Assessments, and NAEP Data Explorer retrieved January 22, 2008, from <http://nces.ed.gov/nationsreportcard/nde/>.



**Table 4.5b. Percentage distribution of students across U.S. history achievement levels, by race/ethnicity and grade: 2001 and 2006**

Grade and level	Total <sup>1</sup>		White		Black		Hispanic		Asian/Pacific Islander		American Indian/Alaska Native	
	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006	2001	2006
<b>4th grade</b>												
Below basic	34	30	24	16	59	54	60	51	26	29	‡	59
At or above basic	66	70	76	84	41	46	40	49	74	71	‡	41
At or above proficient	18	18	23	26	5	5	6	6	22	22	‡	6
At advanced	2	2	3	2	#	#	#	1	3	2	‡	#
<b>8th grade</b>												
Below basic	38	35	29	21	65	60	64	54	35	25	43	57
At or above basic	62	65	71	79	35	40	36	46	65	75	57	43
At or above proficient	16	17	20	23	5	4	5	6	19	22	9	5
At advanced	1	1	2	2	#	#	#	#	2	1	1	#
<b>12th grade</b>												
Below basic	57	53	51	44	81	80	76	73	49	46	63	68
At or above basic	43	47	49	56	19	20	24	27	51	54	37	32
At or above proficient	11	13	13	16	2	2	4	4	21	20	9	4
At advanced	1	1	1	1	#	#	#	#	5	3	#	#

# Rounds to zero.

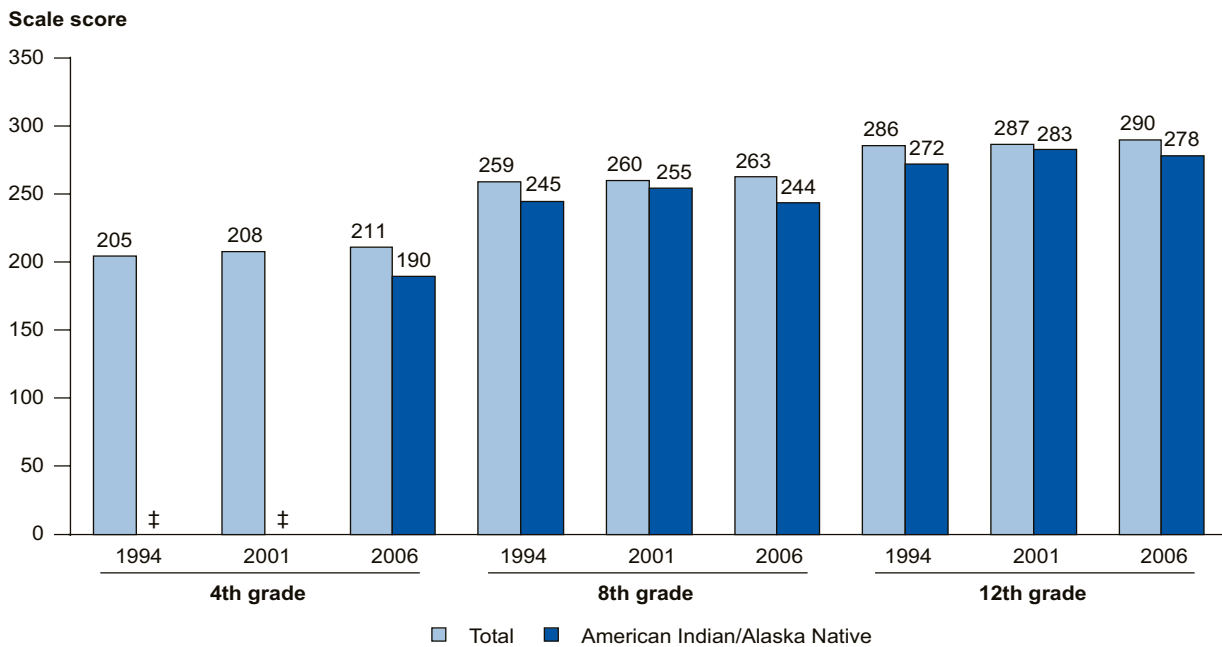
‡ Reporting standards not met.

<sup>1</sup> Total excludes race/ethnicity categories not separately shown.

NOTE: For a discussion of the U.S. history achievement level definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/achieve.asp>. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 and 2006 U.S. History Assessments and NAEP Data Explorer, retrieved January 22, 2008, from <http://nces.ed.gov/nationsreportcard/nde/>.

**Figure 4.5. Average U.S. history scale scores for American Indian/Alaska Native students and for all students, by grade: 1994, 2001, and 2006**



‡ Reporting standards not met.

NOTE: Scale score ranges from 0 to 500. The U.S. history data include students for whom accommodations were permitted. For a discussion of the U.S. history scale score definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/scale.asp>. Total excludes race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994, 2001, and 2006 U.S. History Assessments and NAEP Data Explorer, retrieved January 2008, from <http://nces.ed.gov/nationsreportcard/nde/>.

#### 4.6. Core Academic Coursework

American Indian/Alaska Native high school graduates completed more academic high school coursework in 2005 than in 1982. However, the percentage of American Indian/Alaska Native high school graduates who completed a core academic track in 2005 was smaller than the percentage of White, Black, and Asian/Pacific Islander graduates who did so.

The National Commission on Excellence in Education recommended that a core academic track for high school students include at least four courses in English, three in social studies, three in science, three in mathematics, and two in a foreign language (National Commission on Excellence in Education 1983).<sup>11</sup> The percentage of American Indian/Alaska Native high school graduates who completed this level of academic coursework increased from 3 percent in 1982 to 36 percent in 2005.

The percentage of high school graduates who completed a core academic track changed for other racial/

ethnic groups, as well. The percentage of White high school graduates who completed a core academic track for high school graduates was higher in 2005 (53 percent) than in 1982 (11 percent). Similarly, higher percentages of Black, Hispanic, and Asian/Pacific Islander students completed a core academic track in 2005 than in 1982.

The percentage of American Indian/Alaska Native high school graduates who completed a core academic track in 2005 was smaller than the percentage of White, Black, and Asian/Pacific Islander graduates who did so.

**Table 4.6. Percentage of public high school graduates who had completed a core academic track, by race/ethnicity: Selected years, 1982 to 2005**

Race/ethnicity	1982	1987	1990	1994	1998	2000	2005
<b>Total</b>	<b>10</b>	<b>18</b>	<b>30</b>	<b>39</b>	<b>44</b>	<b>46</b>	<b>52</b>
White	11	19	32	42	46	48	53
Black	5	13	23	30	40	44	51
Hispanic	4	11	25	36	32	38	42
Asian/Pacific Islander	17	36	43	50	58	57	64
American Indian/Alaska Native	3!	5	10!	22	28	26	36

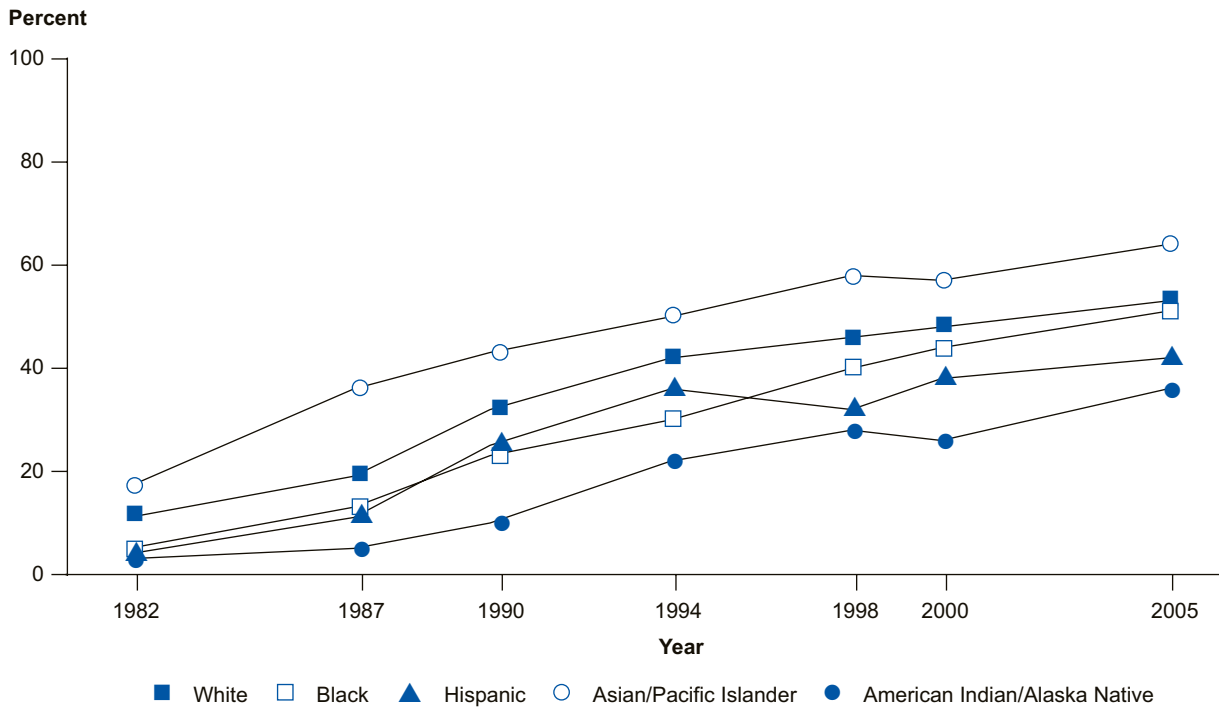
! Interpret data with caution.

NOTE: A core academic track is defined as at least 4 year-long courses in English; 3 each in social studies, science, and mathematics; and 2 in foreign languages. Race categories exclude persons of Hispanic ethnicity. Total for 2005 includes other race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and National Assessment of Educational Progress (NAEP), High School Transcript Study (HSTS), selected years, 1982 to 2005.

<sup>11</sup> The commission also recommended one-half year of computer science. This indicator focuses on a core academic track coursework that does not include computer science.

**Figure 4.6. Percentage of public high school graduates who had completed a core academic track, by race/ethnicity: Selected years, 1982 to 2005**



NOTE: A core academic track is defined as at least 4 year-long courses in English; 3 each in social studies, science, and mathematics; and 2 in foreign languages. Race categories exclude persons of Hispanic ethnicity.

SOURCE. U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990"; and National Assessment of Educational Progress (NAEP), High School Transcript Study (HSTS), selected years, 1982 to 2005.

#### 4.7. Advanced Coursetaking in High School

*In 2004, a smaller percentage of American Indian/Alaska Native high school graduates completed advanced science, mathematics, or English courses than their White or Asian/Pacific Islander peers.*

In 2004, a smaller percentage of American Indian/Alaska Native high school graduates (48 percent) completed advanced science courses<sup>12</sup> than White (71 percent) and Asian/Pacific Islander (84 percent) students. No measurable differences were observed among the percentages of American Indian/Alaska Native, Black, and Hispanic students completing these courses.

Twenty-two percent of American Indian/Alaska Native high school graduates completed advanced mathematics courses.<sup>13</sup> This percentage was lower than the percentages of White (54 percent), Black (42 percent), and Asian/Pacific Islander (69 percent) students, but not statistically different from the percentage of Hispanic (34 percent) students completing advanced mathematics courses.

Twenty-one percent of American Indian/Alaska Native high school graduates completed advanced

English courses<sup>14</sup> in 2004. The percentage of American Indian/Alaska Native students completing advanced English courses was lower than that of White (35 percent) and Asian/Pacific Islander (43 percent) students. No differences were detected between the percentage of American Indian/Alaska Native students (21 percent) and the percentage of Black (24 percent) and Hispanic (25 percent) students completing advanced English courses.

Higher percentages of Asian/Pacific Islander (50 percent), White (37 percent), and Hispanic (33 percent) students completed either 3 or more years of foreign language courses or an advanced course in a foreign language than did American Indian/Alaska Native students (15 percent).<sup>15</sup> However, the percentage for American Indian/Alaska Native students did not differ significantly from that of Black students (20 percent).

**Table 4.7. Percentage of high school graduates who completed advanced academic courses, by school subject and race/ethnicity: 2004**

Race/ethnicity	Science <sup>1</sup>	Mathematics <sup>2</sup>	English <sup>3</sup>	Foreign language <sup>4</sup>
<b>Total</b>	<b>68.4</b>	<b>50.0</b>	<b>32.7</b>	<b>34.5</b>
White	70.7	54.3	35.4	37.2
Black	63.0	41.7	23.9	19.6
Hispanic	60.2	34.3	24.9	32.8
Asian/Pacific Islander	83.7	69.1	43.1	50.5
American Indian/Alaska Native	47.8	21.8	21.2	15.1!

! Interpret data with caution.

<sup>1</sup> Includes students who completed courses in chemistry I, physics I, chemistry II, physics II, or advanced biology.

<sup>2</sup> Includes students who completed precalculus, calculus, or other courses labeled as "advanced," such as trigonometry.

<sup>3</sup> Includes students who completed more honors courses than "below grade level" courses.

<sup>4</sup> Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Some graduates also studied more than one foreign language. Graduates who had completed courses in different languages were counted according to the highest level course completed.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, see Supplemental Note 12 in *The Condition of Education, 2007*. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2007* (NCES 2007-064), based on U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), "High School Transcript Study."

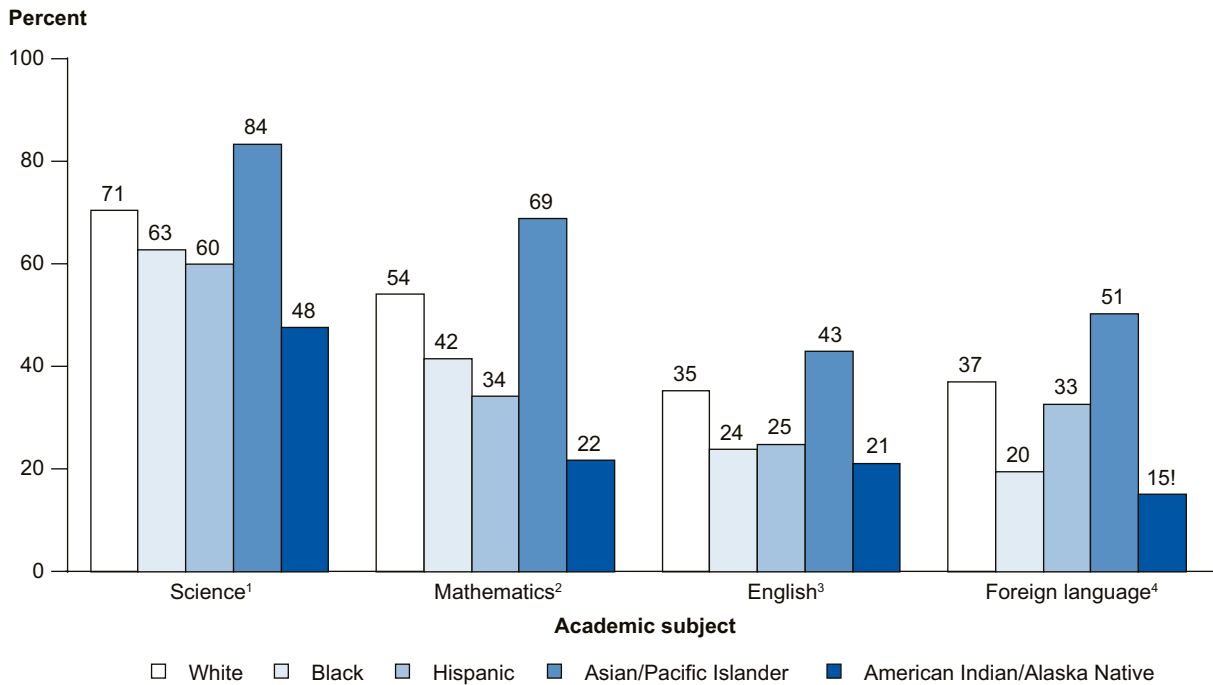
<sup>12</sup> Advanced science courses include chemistry I, physics I, chemistry II, physics II, or advanced biology.

<sup>13</sup> Advanced mathematics courses include precalculus, calculus, or other courses labeled as "advanced," such as trigonometry.

<sup>14</sup> Completion of advanced English courses indicates that students completed more honors courses than "below grade level" courses.

<sup>15</sup> Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Some graduates also studied more than one foreign language. Graduates who had completed courses in different languages were counted according to the highest level course completed.

**Figure 4.7. Percentage of high school graduates who completed advanced academic courses, by school subject and race/ethnicity: 2004**



! Interpret data with caution.

<sup>1</sup> Includes students who completed courses in chemistry I, physics I, chemistry II, physics II, or advanced biology.

<sup>2</sup> Includes students who completed precalculus, calculus, or other courses labeled as “advanced,” such as trigonometry.

<sup>3</sup> Includes students who completed more honors courses than “below grade level” courses.

<sup>4</sup> Foreign language coursetaking based upon classes in Amharic (Ethiopian), Arabic, Chinese (Cantonese or Mandarin), Czech, Dutch, Finnish, French, German, Greek (Classical or Modern), Hawaiian, Hebrew, Italian, Japanese, Korean, Latin, Norse (Norwegian), Polish, Portuguese, Russian, Spanish, Swahili, Swedish, Turkish, Ukrainian, or Yiddish. Some graduates also studied more than one foreign language. Graduates who had completed courses in different languages were counted according to the highest level course completed.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, see supplemental note 12 in *The Condition of Education, 2007*. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2007* (NCES 2007-064), based on U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002/04), “High School Transcript Study.”

#### 4.8. Advanced Placement Exams

Between 1999 and 2007, the number of American Indian/Alaska Native high school students taking Advanced Placement tests increased.

Students who take Advanced Placement (AP) courses in high school are eligible to take the corresponding AP examination and may earn college credit for scores above a minimum threshold. Currently, there are 37 AP exams available across 22 subject areas. Between 1999 and 2007, the number of American Indian/Alaska Native students taking AP exams in the 12th grade increased 78 percent, which was a higher rate of increase than that for students overall (73 percent). Over the same time period, the number of 12th-grade test takers in each other racial/ethnic group also increased.

American Indian/Alaska Native students scored, on average, consistently below the national average for all students. However, American Indian/Alaska Native students scored above Black and Hispanic students on the calculus, chemistry, and U.S. history AP examinations and had the same score as Hispanics on the English language and composition AP examination.

**Table 4.8a. Number and percent change of 12th-grade students taking Advanced Placement (AP) examinations, by race/ethnicity: 1999 through 2007**

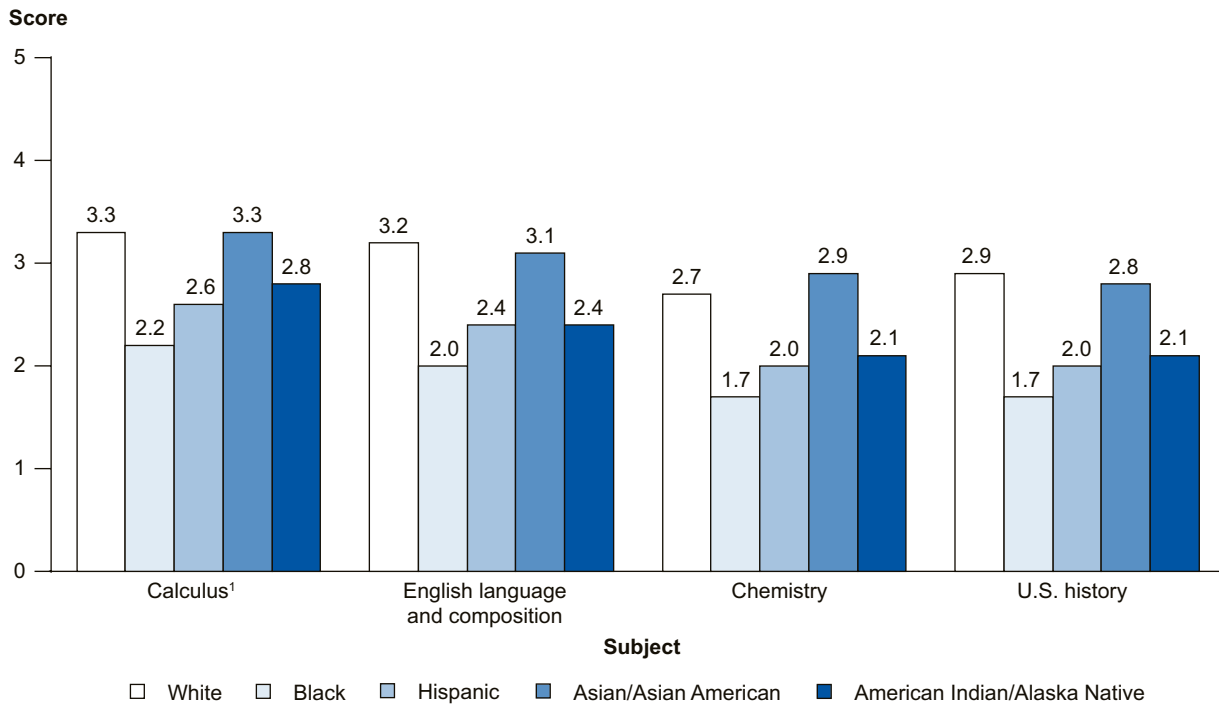
Race/ethnicity	1999	2000	2001	2002	2003	2004	2005	2006	2007	Percent change, 1999 to 2007
<b>Total<sup>1</sup></b>	349,300	378,540	407,572	440,916	470,398	490,232	532,128	561,114	604,597	73.1
White	234,307	262,399	280,165	302,463	321,074	331,683	353,419	366,363	392,504	67.5
Black	16,942	19,469	21,027	23,105	25,649	27,069	31,657	35,782	40,389	138.4
Hispanic	28,501	33,641	37,438	41,429	47,233	51,013	57,924	62,670	69,096	142.4
Asian/Asian American	37,182	41,538	44,539	48,040	50,710	52,071	56,789	61,665	66,847	79.8
American Indian/Alaska Native	1,679	1,779	1,799	1,948	2,106	2,289	2,534	2,800	2,986	77.8

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: The College Board collects race/ethnicity information based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other. Black refers to test takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American because the response option provided by The College Board was given only as Asian/Asian American.

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 1999 to 2007.

**Figure 4.8. Average scores of 12th-grade students on Advanced Placement (AP) examinations, by subject and race/ethnicity: 2007**



<sup>1</sup> Averages combined from Calculus AB and Calculus BC examinations.

NOTE: The College Board collects race/ethnicity information based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other. Black refers to test takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American because the response option provided by The College Board was given only as Asian/Asian American. Possible scores on Advanced Placement (AP) examinations range from 1 to 5. SOURCE: The College Board, Advanced Placement Program, *National Summary Report 2007*.

**Table 4.8b. Average scores of 12th-grade students on Advanced Placement (AP) examinations, by subject and race/ethnicity: 2007**

Race/ethnicity	Calculus <sup>1</sup>	English language and composition	Chemistry	U.S. history
<b>Total<sup>2</sup></b>	<b>3.2</b>	<b>3.0</b>	<b>2.6</b>	<b>2.7</b>
White	3.3	3.2	2.7	2.9
Black	2.2	2.0	1.7	1.7
Hispanic	2.6	2.4	2.0	2.0
Asian/Asian American	3.3	3.1	2.9	2.8
American Indian/Alaska Native	2.8	2.4	2.1	2.1

<sup>1</sup> Averages combined from Calculus AB and Calculus BC examinations.

<sup>2</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: The College Board collects race/ethnicity information based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other. Black refers to test takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American because the response option provided by The College Board was given only as Asian/Asian American. Possible scores on Advanced Placement (AP) examinations range from 1 to 5. SOURCE: The College Board, Advanced Placement Program, *National Summary Report 2007*.

#### 4.9. Student Performance on College Entrance Examinations

In 2007, American Indian/Alaska Native college-bound seniors scored lower, on average, than Whites on the SAT and ACT.

On average, American Indian/Alaska Native college-bound seniors who elected to take the SAT college entrance exam in 2007 scored below the national average on the critical reading, mathematics, and writing sections of the exam. However, they scored higher than Black and Hispanic college-bound seniors.

In 1997, American Indian/Alaska Native students scored 30 points below the average critical reading score of all students; this gap decreased to 15 points in 2007. The gap between the average mathematics scores of American Indian/Alaska Native students

and the score of all students, decreased from 36 points in 1997 to 21 points in 2007. Beginning in 2006, the SAT results included scores for a writing component in addition to the critical reading and mathematics components. From 2006 to 2007, American Indian/Alaska Native students' average critical reading and mathematics scores stayed the same, while the average of all students decreased by 1 point in critical reading and by 3 points in mathematics. The average writing score of American Indian/Alaska Native students decreased by 1 point between 2006 and 2007, while the average of all students decreased by 3 points.

**Table 4.9a. Average SAT scores for college-bound seniors, by race/ethnicity and section: 1996–97 through 2006–07**

School year ending	Total <sup>1</sup>	White	Black	Mexican American	Puerto Rican	Other Hispanic/Latino	Asian/Pacific Islander	American Indian/Alaska Native	Other
Critical reading									
1997	505	526	434	451	454	466	496	475	512
1998	505	526	434	453	452	461	498	480	511
1999	505	527	434	453	455	463	498	484	511
2000	505	528	434	453	456	461	499	482	508
2001	506	529	433	451	457	460	501	481	503
2002	504	527	430	446	455	458	501	479	502
2003	507	529	431	448	456	457	508	480	501
2004	508	528	430	451	457	461	507	483	494
2005	508	532	433	453	460	463	511	489	495
2006	503	527	434	454	459	458	510	487	494
2007	502	527	433	455	459	459	514	487	497
Mathematics									
1997	511	526	423	458	447	468	560	475	514
1998	512	528	426	460	447	466	562	483	514
1999	511	528	422	456	448	464	560	481	511
2000	514	530	426	460	451	467	565	481	515
2001	514	531	426	458	451	465	566	479	512
2002	516	533	427	457	451	464	569	483	514
2003	519	534	426	457	453	464	575	482	513
2004	518	531	427	458	452	465	577	488	508
2005	520	536	431	463	457	469	580	493	513
2006	518	536	429	465	456	463	578	494	513
2007	515	534	429	466	454	463	578	494	512
Writing									
2006	497	519	428	452	448	450	512	474	493
2007	494	518	425	450	447	450	513	473	493

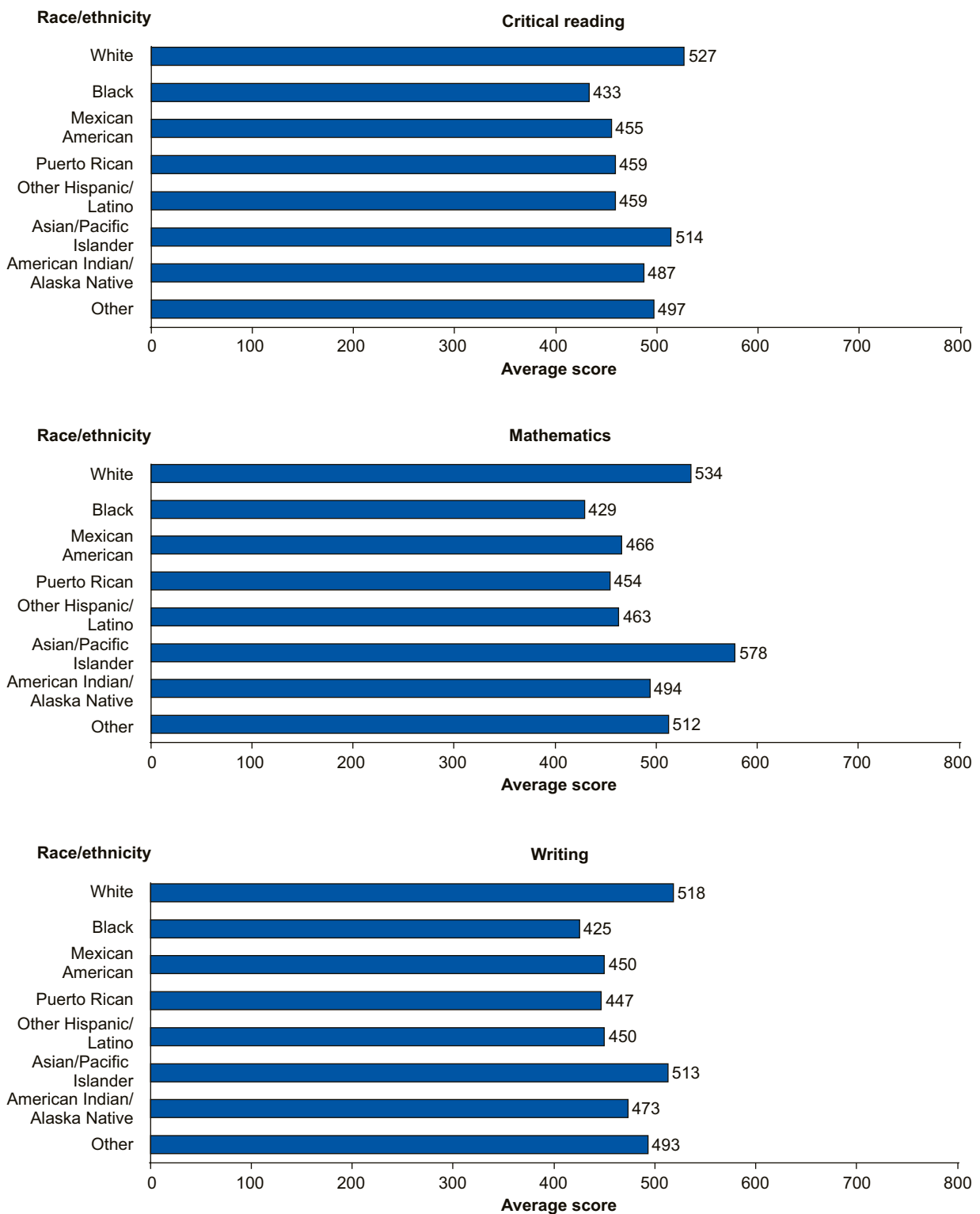
<sup>1</sup> Includes students who did not report their race/ethnicity.

NOTE: Data are for seniors who took the SAT any time during their high school years through March of their senior year. If a student took a test more than once, the most recent score was used. The SAT was formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test. Possible scores on each part of the SAT range from 200 to 800. The critical reading section was formerly known as the verbal section. The writing section was introduced in March 2005, however, the first aggregate data on the writing section were reported in 2006.

SOURCE: College Entrance Examination Board, *College-Bound Seniors: Total Group Profile [National] Report*, selected years, 1996–97 through 2006–07, retrieved August 28, 2007, from [http://www.collegeboard.com/about/news\\_info/cbsenior/yr2007/reports.html](http://www.collegeboard.com/about/news_info/cbsenior/yr2007/reports.html).



**Figure 4.9. Average SAT scores for college-bound seniors, by race/ethnicity: 2007**



NOTE: Data are for seniors who took the SAT any time during their high school years through March of their senior year. If a student took a test more than once, the most recent score was used. The SAT was formerly known as the Scholastic Assessment Test and the Scholastic Aptitude Test. Possible scores on each part of the SAT range from 200 to 800. The critical reading section was formerly known as the verbal section. The writing section was introduced in March 2005, however, the first aggregate data on the writing section was reported in 2006.

SOURCE: College Entrance Examination Board, *College-Bound Seniors: Total Group Profile [National] Report, 2006–07*, retrieved August 28, 2007, from [http://www.collegeboard.com/about/news\\_info/cbsenior/yr2007/reports.html](http://www.collegeboard.com/about/news_info/cbsenior/yr2007/reports.html).

The second most common college entrance examination is the ACT. Although the SAT and ACT measure different constructs, scores on the two tests are highly related. Composite scores below 19 on the ACT indicate minimal readiness for college, and students receiving such scores are likely to need additional precollege classes (ACT Program 2002).

The average ACT score in 2007 for American Indian/Alaska Native students was 17.9 for English and 18.7 for mathematics—about the same as the scores for Hispanic students (17.6 and 19.0), higher than the scores for Black students (16.1 and 17.0), and lower than the scores for White (21.8 and 21.7) and Asian/Pacific Islander students (21.7 and 23.6).

**Table 4.9b. Average ACT scores by race/ethnicity and subject: 1996–97 through 2006–07**

School year ending	Total	White	Black	Hispanic	Mexican-American	Puerto Rican/Other Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
English								
1997	20.3	21.2	16.4	—	17.8	18.1	20.4	18.0
1998	20.4	21.2	16.4	—	17.5	18.7	20.5	18.1
1999	20.5	21.3	16.4	—	17.6	18.8	20.5	18.1
2000	20.5	21.3	16.4	—	17.6	18.7	20.5	18.0
2001	20.5	21.3	16.2	—	17.5	18.6	20.7	17.8
2002	20.2	21.2	16.2	—	17.1	17.9	20.5	17.6
2003	20.3	21.3	16.2	—	17.2	18.1	20.7	17.7
2004	20.4	21.4	16.3	—	17.3	17.9	21.0	17.8
2005	20.4	21.5	16.2	—	17.3	18.0	21.3	17.6
2006	20.6	21.7	16.3	—	17.4	18.1	21.5	17.8
2007	20.7	21.8	16.1	17.6	—	—	21.7	17.9
Mathematics								
1997	20.6	21.2	16.9	—	18.9	19.1	23.3	18.5
1998	20.8	21.4	16.9	—	18.6	19.7	23.4	18.6
1999	20.7	21.3	16.9	—	18.7	19.6	23.1	18.5
2000	20.7	21.3	16.8	—	18.7	19.5	23.2	18.5
2001	20.7	21.3	16.8	—	18.7	19.4	23.1	18.4
2002	20.6	21.3	16.7	—	18.4	18.9	22.9	18.4
2003	20.6	21.3	16.7	—	18.3	18.9	22.9	18.3
2004	20.7	21.4	16.9	—	18.5	18.9	23.0	18.6
2005	20.7	21.5	16.8	—	18.6	19.0	23.1	18.4
2006	20.8	21.6	17.0	—	18.7	19.1	23.4	18.6
2007	21.0	21.7	17.0	19.0	—	—	23.6	18.7

— Not available.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: ACT, *High School Profile Report*, selected years, 1997 through 2007.

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# 5 Educational and Social Environments

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The indicators in this section examine the educational and social environments for learning. It begins with the contributions made by parents and others to support the education of their children. The resources and support that children receive outside of school from parents and others complement, reinforce, and add to children's school experiences. This section includes indicators about reading material available at home and access to computers for public school students, parental educational attainment, language spoken at home, and exposure to and participation in traditional American Indian/Alaska Native ceremonies.

At least four risk factors are associated with children's future academic and socioeconomic outcomes: living in a single-parent family, living in poverty, having a mother who has less than a high school education, and having parents whose primary language is a language other than English. The early reading and mathematics skills of children with at least one of these risk factors tend to lag behind those of children

with no risk factors. These risk factors are considerably more common among children from racial/ethnic minorities than among children from White families (U.S. Department of Education 2001).

As outlined in Chapter 1, more American Indian/Alaska Native children than White children live in a single-parent family or in poverty. The prevalence of other risk factors—a mother who has less than a high school education and parents whose primary language is a language other than English—will be discussed in this chapter.

This section also includes indicators that examine the social environment of American Indian/Alaska Native and other students. A few of these indicators examines various measures of school climate in schools that serve a higher percentage of American Indian/Alaska Native students relative to others<sup>16</sup> from the perspective of teachers and principals. Additional indicators provide snapshots of at-risk behavior, such as students' exposure to drugs and violence.

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<sup>16</sup> In the text, this is referred to as school density. School density indicates the percentage of American Indian/Alaska Native students enrolled.

## 5.1. Learning Opportunities at Home

Among 8th-graders in public schools, 56 percent of American Indian/Alaska Native students reported having more than 25 books at home in 2007. This percentage was lower than the percentage of White and Asian/Pacific Islander students but higher than that of Hispanic and Black students.

The NAEP reading assessment includes background questions that ask students about access to reading materials in the home—such as books, encyclopedias (either as books or on the computer), magazines, and newspapers—and reading experiences in the home. Results suggest that in 2007, a smaller percentage of American Indian/Alaska Native 8th-graders attending public schools reported having more than 25 books in their home than the percentages of White and Asian/Pacific Islander 8th-graders (56 percent vs. 75 percent, and 67 percent, respectively). The percentage of American Indian/Alaska Native 8th-graders in public schools who reported having more than 25 books at home was larger, however, than that of Hispanic (41 percent) and Black (53 percent) 8th-graders.

A similar pattern was seen regarding access to encyclopedias and magazines. A smaller percentage of American Indian/Alaska Native 8th-graders had access to encyclopedias at home than their White,

Black, and Asian/Pacific Islander peers (66 percent vs. 78 percent, 73 percent, and 76 percent, respectively). Additionally, a smaller percentage of American Indians/Alaska Natives had regular access to magazines than their White and Black 8th-grade peers (57 percent vs. 73 percent and 61 percent, respectively). On the other hand, more American Indian/Alaska Native students reported having access to magazines at home than their Hispanic counterparts (57 percent vs. 53 percent).

The percentage of American Indian/Alaska Native 8th-grade public school students reporting regular access to a newspaper at home (39 percent) was similar to the percentage for Asian/Pacific Islander students (38 percent). This was lower than the percentage for White students (44 percent) but higher than the percentage for Hispanic students (30 percent) who reported regular access to a newspaper.

**Table 5.1a. Percentage of 8th-grade students in public schools with selected literacy resources at home, by race/ethnicity: 2007**

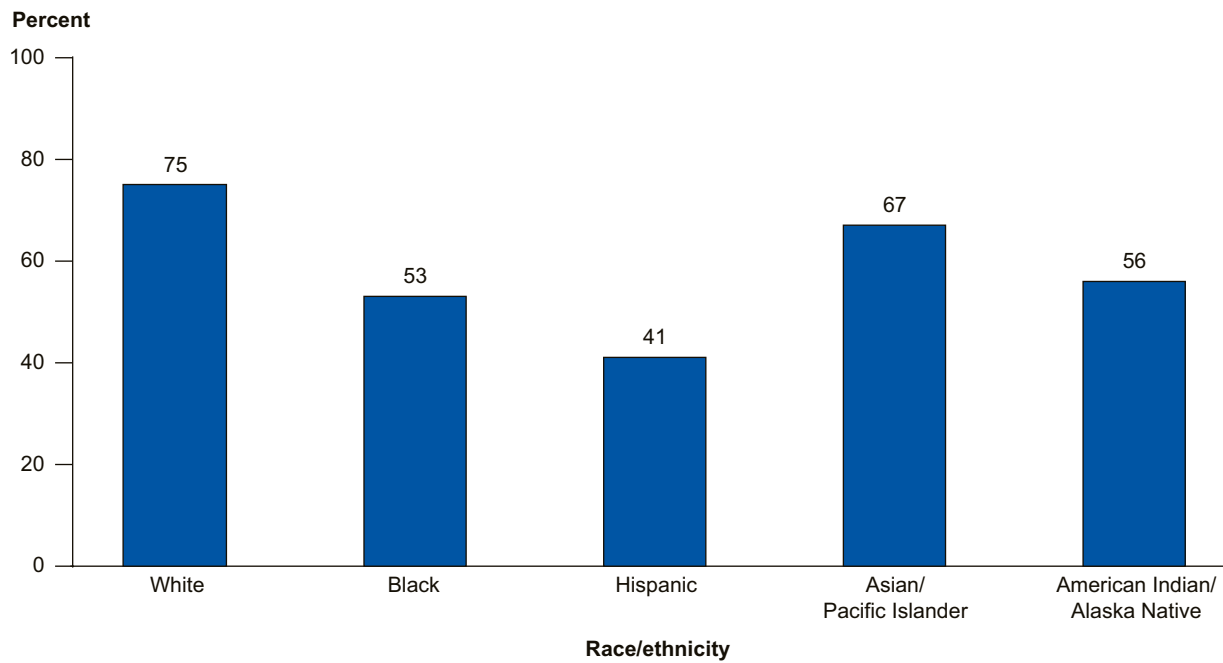
Race/ethnicity	More than 25 books	An encyclopedia	Regular access to magazines	Regular access to newspapers
<b>Total<sup>1</sup></b>	<b>65</b>	<b>74</b>	<b>67</b>	<b>41</b>
White	75	78	73	44
Black	53	73	61	41
Hispanic	41	63	53	30
Asian/Pacific Islander	67	76	56	38
American Indian/Alaska Native	56	66	57	39

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, retrieved January 2008 from <http://nces.ed.gov/nationsreportcard/nde/>.

**Figure 5.1a. Percentage of 8th-grade students in public schools with more than 25 books at home, by race/ethnicity: 2007**



<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, retrieved January 2008 from <http://nces.ed.gov/nationsreportcard/nde/>.

Twenty-four percent of American Indian/Alaska Native 8th-graders reported that they read for fun on their own time at least 1–2 times a week in 2007. This percentage was lower than that of Asian/Pacific Islander (32 percent) and Black (29 percent) students and not measurably different than that of White

(22 percent) and Hispanic (24 percent) students. A smaller percentage of American Indian/Alaska Native 8th-graders reported daily leisure reading (17 percent) than White (21 percent) and Asian/Pacific Islander (23 percent) students but this percentage was higher than that of Hispanic students (12 percent).

**Table 5.1b. Percentage distribution of 8th-grade students in public schools according to frequency of reading for fun, by race/ethnicity: 2007**

Race/ethnicity	Never or hardly ever	1–2 times a month	1–2 times a week	Almost every day
<b>Total<sup>1</sup></b>	<b>34</b>	<b>24</b>	<b>24</b>	<b>18</b>
White	35	22	22	21
Black	28	27	29	16
Hispanic	37	27	24	12
Asian/Pacific Islander	21	23	32	23
American Indian/Alaska Native	36	22	24	17

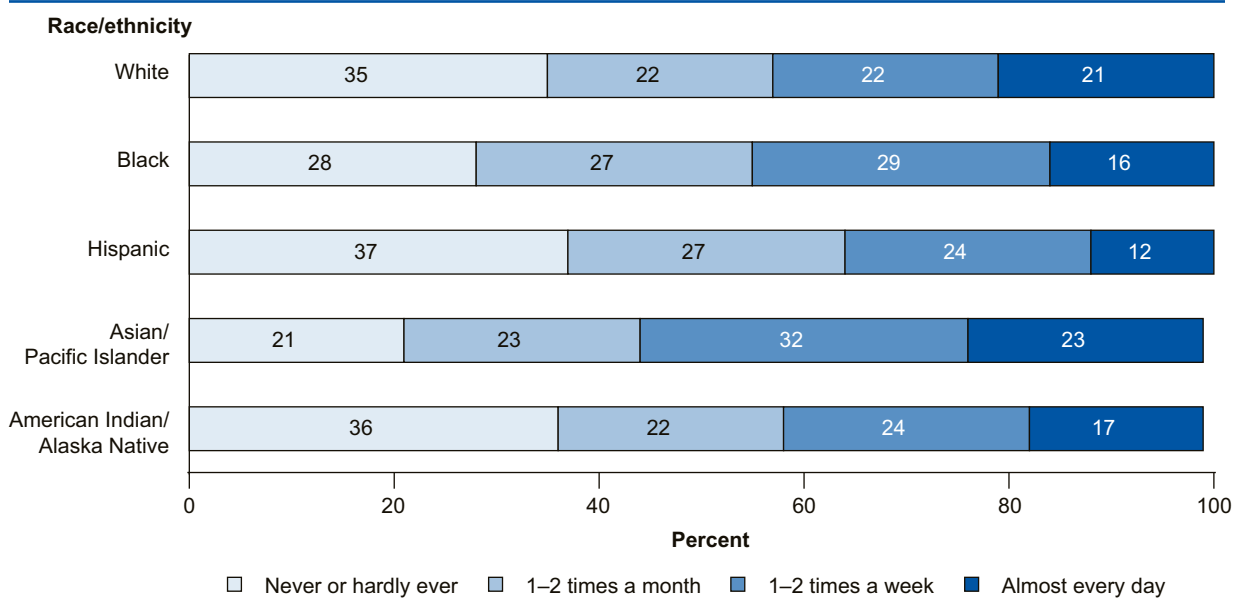
<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, retrieved January 2008 from <http://nces.ed.gov/nationsreportcard/nde/>.



**Figure 5.1b. Percentage distribution of 8th-grade students in public schools according to frequency of reading for fun, by race/ethnicity: 2007**



<sup>1</sup> Total includes other race/ethnicity categories not separately shown.  
 NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, retrieved January 2008 from <http://nces.ed.gov/nationsreportcard/nde/>.

## 5.2. Computer Use at Home

*In 2007, fewer American Indian/Alaska Native 8th-grade students in public schools used computers at home than their peers in all other race/ethnicity groups.*

Exposure to computers at home may help young people build necessary computer literacy skills. In 2007, some 78 percent of American Indian/Alaska Native 8th-graders in public schools reported using a

computer at home. In contrast, 95 percent of White, 84 percent of Black, 82 percent of Hispanic, and 96 percent of Asian/Pacific Islander 8th-graders reported using a computer at home.

**Table 5.2. Percentage of 8th-grade students in public schools who use a computer at home, by race/ethnicity: 2007**

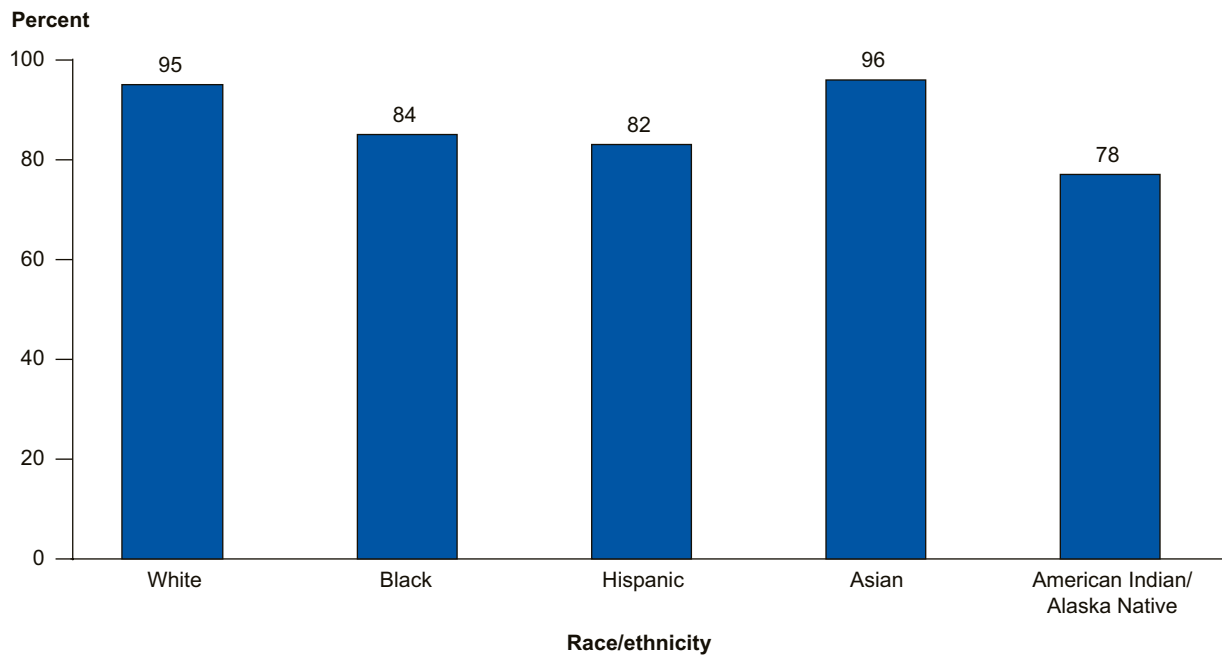
Race/ethnicity	Use a computer at home
<b>Total<sup>1</sup></b>	<b>91</b>
White	95
Black	84
Hispanic	82
Asian/Pacific Islander	96
American Indian/Alaska Native	78

<sup>1</sup>Total includes other race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, retrieved April 2008 from <http://nces.ed.gov/nationsreportcard/nde/>.

**Figure 5.2. Percentage of 8th-grade students in public schools who use a computer at home, by race/ethnicity: 2007**



NOTE: Race categories exclude persons of Hispanic ethnicity. Total includes other race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, retrieved April 2008 from <http://nces.ed.gov/nationsreportcard/nde/>.

### 5.3. Parental Education

*In 2007, about 84 percent of American Indian/Alaska Native children ages 6–18 had mothers who had attained at least a high school education.*

Parents<sup>17</sup> educational attainment has been identified as one of several factors positively related to children's academic achievement and socioeconomic levels (Grissmer et al. 1994; Grissmer et al. 2000). In 2007, a larger percentage of American Indian/Alaska Native children ages 6–18 had mothers who had attained a high school education (84 percent) than Hispanic children of the same age (60 percent). On the other hand, the percentage of American Indians/Alaska Natives was lower than the percentage

for White children of the same age (95 percent). A higher percentage of American Indian/Alaska Native than Hispanic children had fathers who had attained at least a high school education (90 percent vs. 59 percent). No measurable differences were observed between the percentage of American Indians/Alaska Natives having mothers or fathers who had completed high school compared to Black, Pacific Islander, or Asian children.

**Table 5.3. Percentage of children ages 6–18 whose parents had completed high school, by parent and race/ethnicity: 2007**

Race/ethnicity	Mother	Father
<b>Total<sup>1</sup></b>	<b>86.4</b>	<b>86.8</b>
White	94.6	93.8
Black	86.3	89.2
Hispanic	60.4	59.0
Asian	85.9	88.5
Pacific Islander	93.5	85.6
American Indian/Alaska Native	83.6	90.0

<sup>1</sup> Includes other race/ethnicity categories not separately shown.

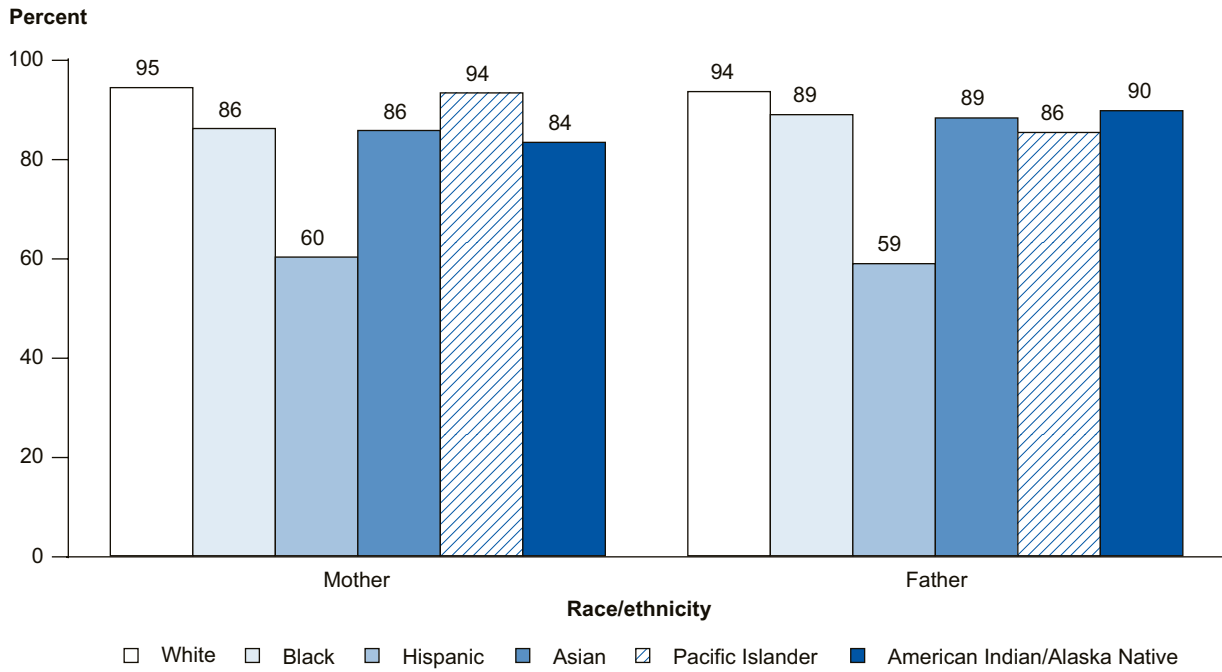
NOTE: Parents include adoptive and stepparents but exclude parents not residing in the same household as their children.

Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2007.

<sup>17</sup> Parents include adoptive and step parents but exclude parents not residing in the same household as their children.

**Figure 5.3. Percentage of children ages 6–18 whose parents had completed high school, by race/ethnicity and parent: 2007**



NOTE: Parents include adoptive and stepparents but exclude parents not residing in the same household as their children. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2007.

## 5.4. Language and Ceremonies

About 20 percent of American Indian/Alaska Native children ages 5-17 spoke a language other than English at home and 3 percent spoke English with difficulty in 2006. In 2007, about one-third of 8th-grade children reported participating in American Indian/Alaska Native ceremonies or gatherings several times a year.

In 2006, 20 percent of American Indian/Alaska Native children ages 5–17 spoke a language other than English at home. A smaller percentage of American Indians/Alaska Natives than Hispanics or Asians/Pacific Islanders reported that people in their homes spoke a language other than English (20 percent vs. 69 and 63 percent, respectively). The percentage of American Indians/Alaska Natives reporting another language spoken at home

was larger, however, than that of Whites (6 percent) and Blacks (5 percent).

In 2006, some 3 percent of American Indian/Alaska Native children spoke English with difficulty, compared with 18 percent of Hispanics and 17 percent of Asians/Pacific Islanders. The percentage of children who spoke English with difficulty<sup>18</sup> for both the White and Black groups was 1 percent.

**Table 5.4a. Number and percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by race/ethnicity: 2006**

Race/ethnicity	Total population (in thousands)	Spoke a language other than English at home			
		Number (in thousands)	Percent of population <sup>2</sup>	Number (in thousands)	Percent of population <sup>2</sup>
<b>Total<sup>3</sup></b>	<b>53,406</b>	<b>10,845</b>	<b>20.3</b>	<b>2,758</b>	<b>5.2</b>
White	31,154	1,762	5.7	378	1.2
Black	7,870	429	5.5	99	1.3
Hispanic	10,250	7,038	68.7	1,882	18.4
Asian/Pacific Islander	2,127	1,346	63.3	355	16.7
American Indian/Alaska Native	436	85	19.6	12	2.8

<sup>1</sup> Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who were reported as speaking English less than “very well” were considered to have difficulty speaking English. This presentation of the data is consistent with analyses conducted by the Census Bureau and other agencies, as well as those of the National Center for Education Statistics (see, for example, Shin and Bruno 2003; Federal Interagency Forum on Child and Family Statistics 2008; and U.S. Department of Education 2008). Analysis conducted in support of the presentation found substantial differences between those who responded they spoke English “very well” and those who spoke English less than “very well” (Clark, Raines, and Jackson 2003).

<sup>2</sup> Percentage of the total population for that particular subgroup. For example, 19.6 percent of all American Indians/Alaska Natives spoke a language other than English at home, and 2.8 percent of all American Indians/Alaska Natives spoke a language other than English at home and spoke English with difficulty.

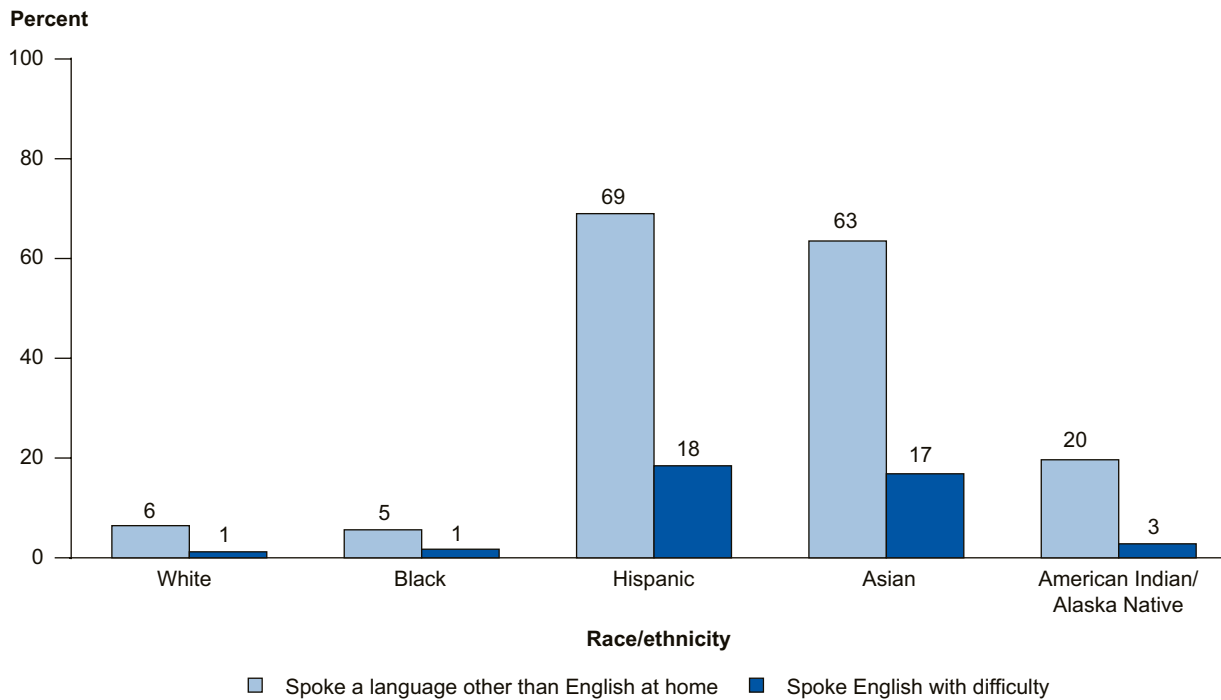
<sup>3</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: A Spanish-language version of the American Community Survey (ACS) was available to respondents. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 2008* (NCES 2008-031), based on U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

<sup>18</sup> Respondents were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who were reported as speaking English less than “very well” were considered to have difficulty speaking English. This presentation of the data is consistent with analyses conducted by the Census Bureau and other agencies, as well as those of the National Center for Education Statistics (see, for example, Shin and Bruno 2003; Federal Interagency Forum on Child and Family Statistics 2008; and U.S. Department of Education 2008). Analysis conducted in support of the presentation found substantial differences between those who responded they spoke English “very well” and those who spoke English less than “very well” (Clark, Raines, and Jackson 2003).

**Figure 5.4a. Percentage of children ages 5–17 who spoke a language other than English at home and who spoke English with difficulty, by race/ethnicity: 2006**



NOTE: These percentages represent the percent of the total population for that particular subgroup. For example, 20 percent of all American Indians/Alaska Natives spoke a language other than English at home and 3 percent of all American Indians/Alaska Natives spoke a language other than English at home, and spoke English with difficulty. To determine whether respondents spoke English with difficulty they were asked if each child in the household spoke a language other than English at home. If they answered “yes,” they were asked how well each child could speak English. Categories used for reporting were “very well,” “well,” “not well,” and “not at all.” All those who were reported as speaking English less than “very well” were considered to have difficulty speaking English. This presentation of the data is consistent with analyses conducted by the Census Bureau and other agencies, as well as those of the National Center for Education Statistics (see, for example, Shin and Bruno 2003; Federal Interagency Forum on Child and Family Statistics 2008; and U.S. Department of Education 2008). Analysis conducted in support of the presentation found substantial differences between those who responded they spoke English “very well” and those who spoke English less than “very well” (Clark, Raines, and Jackson 2003). Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Condition of Education 2008* (NCES 2008-031), based on U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

In 2006, the percentage of American Indian/Alaska Native students who qualified for limited-English-proficient (LEP) services (9 percent) was smaller than the percentage for Hispanic (36 percent) and Asian/

Pacific Islander students (22 percent), but higher than the percentage for White (1 percent) and Black (2 percent) students.

**Table 5.4b. Percentage of students who qualify for limited-English-proficient (LEP) services, by LEP enrollment status and race/ethnicity: 2006**

Race/ethnicity	Total	Enrolled in LEP services	Not enrolled in LEP
<b>Total qualified for LEP services</b>	<b>9.4</b>	<b>8.6</b>	<b>0.8</b>
White	0.9	0.7	0.1
Black	1.8	1.6	0.2
Hispanic	36.3	33.4	2.9
Asian/Pacific Islander	22.5	19.9	2.6
American Indian/Alaska Native	8.5	7.2	1.3

NOTE: Students who qualify for LEP services are defined as: (1) individuals who were not born in the United States or whose native language is a language other than English; (2) individuals who come from environments where a language other than English is dominant; and (3) individuals who are American Indian/Alaska Native and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection, 2006, retrieved July 2, 2008, from <http://ocrdata.ed.gov/ocr2006rv30/>.

American Indian/Alaska Native students who speak a language other than English may speak a tribal language. There are now about 200 American Indian/Alaska Native tribal languages, many of which are disappearing as speaking communities (Krauss 2007). Twenty-seven percent of American Indian/Alaska Native children in the 4th grade and 29 percent in the 8th grade reported use of a traditional language at home at least half of the time in 2007. Use of a traditional language at home at least half the time was more common for students in schools with a high density of American Indian/Alaska

Native children enrolled, compared to those with a low density.<sup>19</sup> For example, higher percentages of 4th- and 8th-graders in high-density schools (36 and 45 percent, respectively) reported using a traditional language at home at least half of the time than did 4th- and 8th-graders in low-density schools (19 percent and 15 percent, respectively). In addition, smaller percentages of 4th- and 8th-graders in high-density schools (34 and 29 percent, respectively) than those in low-density schools (54 and 60 percent, respectively) reported they never used a traditional language at home.

**Table 5.4c. Percentage distribution of 4th- and 8th-grade American Indian/Alaska Native students reporting use of traditional languages within families, by school density: 2007**

Grade and frequency of use of traditional language	Total	School density	
		High	Low
<b>Grade 4</b>			
Never	45	34	54
Once in a while	28	30	27
About half of the time	9	10	7
All or most of the time	18	26	12
<b>Grade 8</b>			
Never	46	29	60
Once in a while	25	26	25
About half of the time	12	17	8
All or most of the time	17	28	7

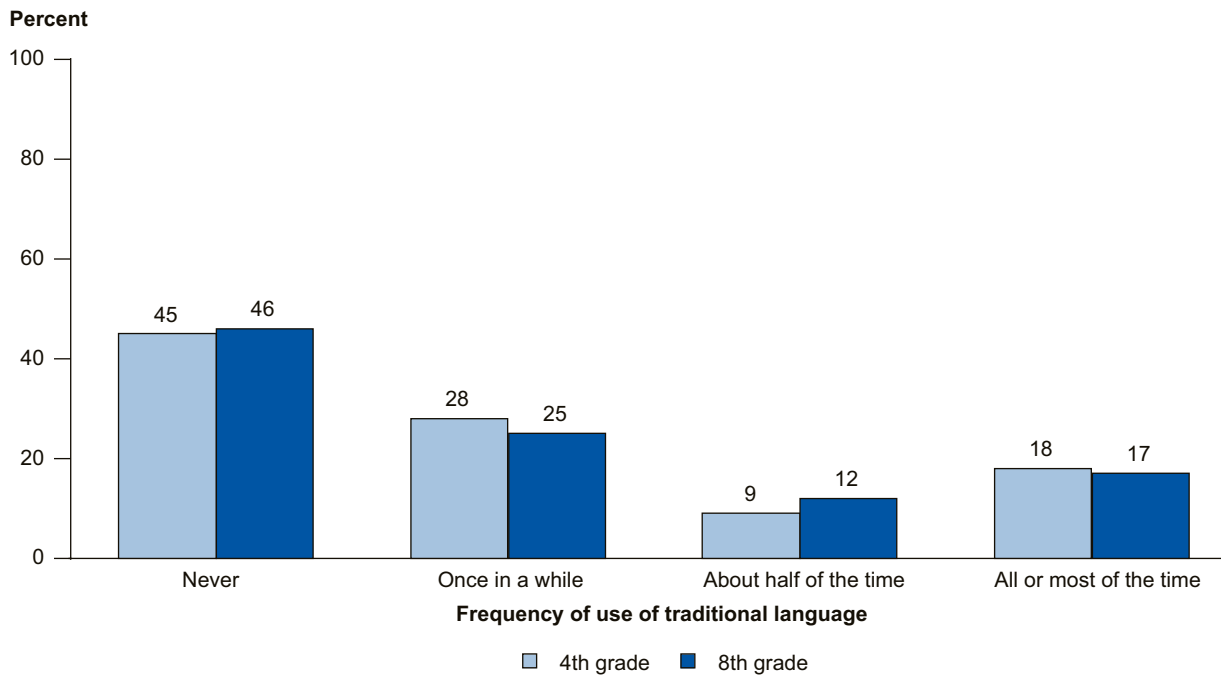
NOTE: School density indicates the percentage of American Indian/Alaska Native students enrolled. Low-density schools are schools where American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools where American Indians/Alaska Natives account for 25 percent or more of the total enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

<sup>19</sup> School density indicates the percentage of American Indian/Alaska Native students enrolled. High-density schools are schools where American Indians/Alaska Natives account for 25 percent or more of the total enrollment. Low-density schools are schools where American Indians/Alaska Natives account for less than 25 percent of the total enrollment.



**Figure 5.4b. Percentage distribution of 4th- and 8th-grade American Indian/Alaska Native students reporting use of traditional languages within families, by grade: 2007**



SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

In 2007, some 33 percent of American Indian/Alaska Native children in the 4th grade reported that they attended American Indian/Alaska Native ceremonies or gatherings several times a year. The reported frequency of attendance by 4th-grade students at these ceremonies did not differ significantly between students attending schools with high and low densities of American Indian/Alaska Native students. Thirty-five

percent of American Indian/Alaska Native children in the 8th grade reported that they attended American Indian/Alaska Native ceremonies or gatherings several times a year. In grade 8, a higher percentage of students in high-density schools (44 percent) than in low-density schools (27 percent) reported attendance at such ceremonies several times a year.

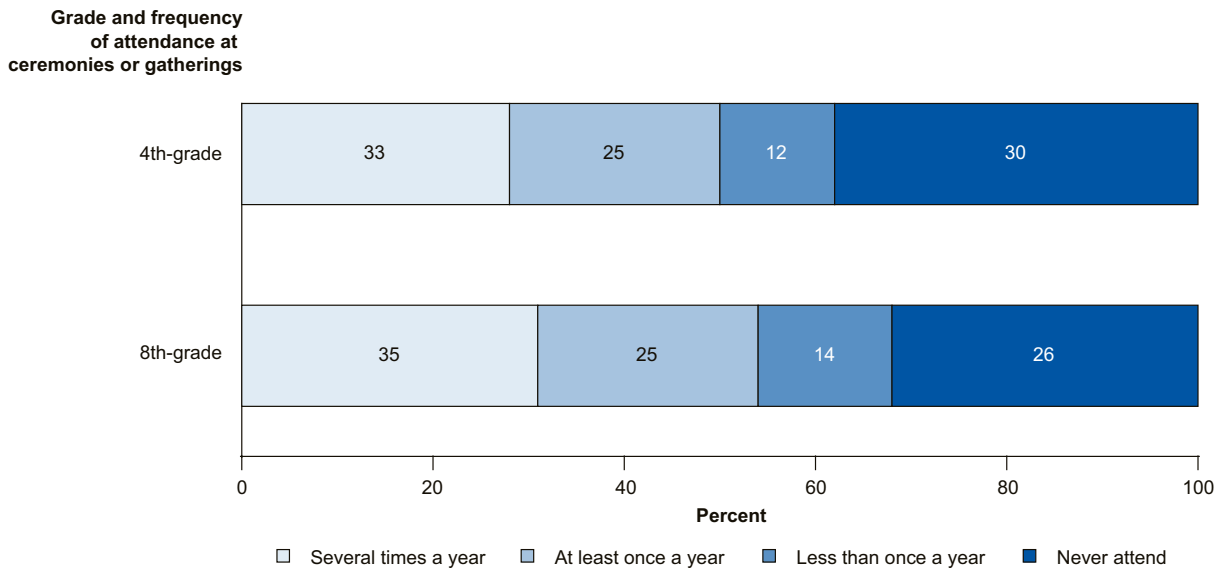
**Table 5.4d. Percentage distribution of 4th- and 8th-grade American Indian/Alaska Native students reporting attendance at American Indian/Alaska Native ceremonies and gatherings, by school density: 2007**

Grade and frequency of attendance	Total	School density	
		High	Low
<b>Grade 4</b>			
Attend several times a year	33	35	32
Attend at least once a year	25	23	26
Attend less than once a year	12	12	13
Never attend	30	31	30
<b>Grade 8</b>			
Attend several times a year	35	44	27
Attend at least once a year	25	26	24
Attend less than once a year	14	11	16
Never attend	26	19	33

NOTE: School density is based on the percentage of American Indian/Alaska Native students enrolled in the school. Low-density schools are schools in which American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools in which American Indians/Alaska Natives account for 25 percent or more of the total enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

**Figure 5.4c. Percentage distribution of 4th- and 8th-grade American Indian/Alaska Native students reporting attendance at American Indian/Alaska Native ceremonies and gatherings: 2007**



SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

### 5.5. Traditions and Culture in School

When compared to 4th- and 8th-grade American Indian/Alaska Native students attending low-density schools, higher percentages of students attending high-density schools had teachers who reported that they integrated American Indian/Alaska Native culture and history into their curriculum and principals who reported visits from American Indian/Alaska Native community representatives.

To gather information about school climate in the 2007 National Indian Education Study (NIES), school teachers and principals were asked questions about school curriculum and activities. These included the extent to which American Indian/Alaska Native traditions and culture were integrated into the academic curriculum and the frequency of visits by community representatives to share such traditions and culture.

In this indicator, school density refers to the percentage of American Indian/Alaska Native students enrolled. Low-density schools are schools in which American Indians/Alaska Natives account for less

than 25 percent of the total enrollment. High-density schools are schools in which American Indians/Alaska Natives account for 25 percent or more of the total enrollment.

Teachers were asked about the extent to which they integrated American Indian/Alaska Native culture and history into their curriculum. When compared to 4th- and 8th-grade American Indian/Alaska Native students attending low-density schools, higher percentages of students attending high-density schools had teachers who reported that they integrated American Indian/Alaska Native culture and history into their curriculum at least once a week.

**Table 5.5a. Percentage of American Indian/Alaska Native students whose teachers integrated American Indian/Alaska Native culture and history into their curriculum, by school density, grade, curriculum, and frequency: 2007**

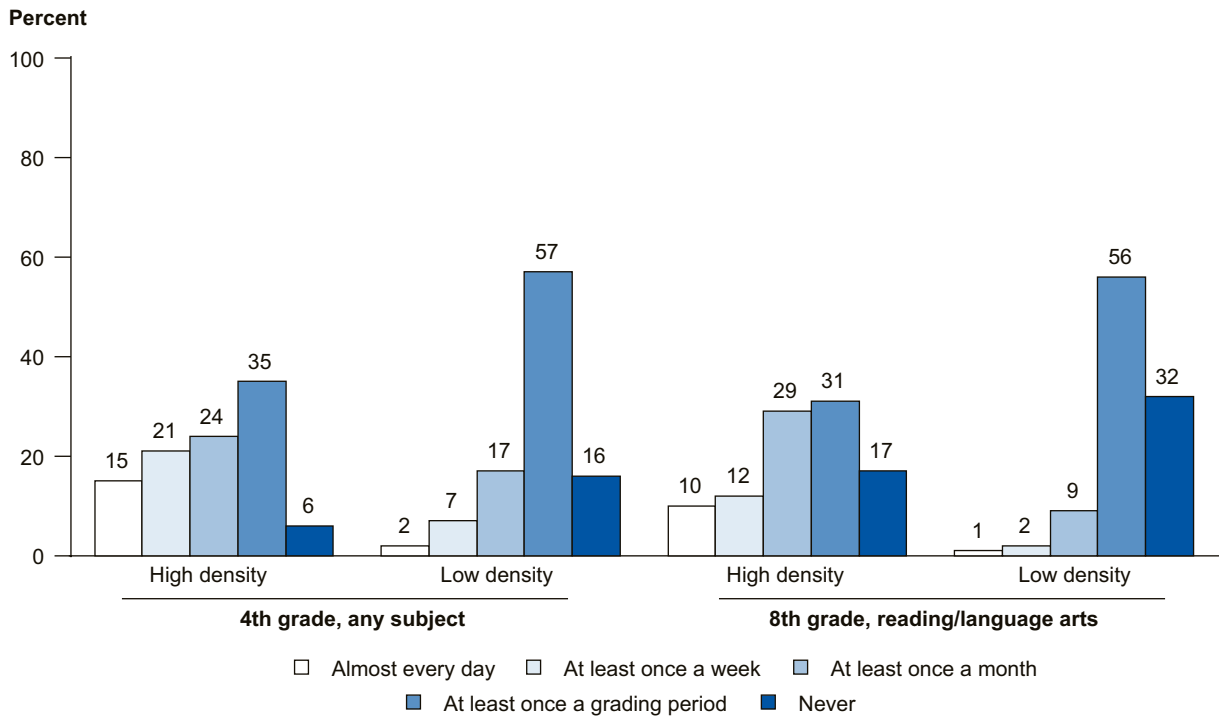
Grade, curriculum, and frequency	Total	School density	
		High	Low
<b>Grade 4 any subject area</b>			
Almost every day	8	15	2
At least once a week	13	21	7
At least once a month	20	24	17
At least once a grading period	47	35	57
Never	11	6	16
<b>Grade 8 reading/language arts</b>			
Almost every day	5	10	1
At least once a week	7	12	2
At least once a month	19	29	9
At least once a grading period	44	31	56
Never	25	17	32
<b>Grade 8 mathematics</b>			
Almost every day	1	3	#
At least once a week	8	16	1
At least once a month	6	11	1
At least once a grading period	17	20	14
Never	68	50	84

# Rounds to zero.

NOTE: School density is based on the percent of American Indian/Alaska Native students enrolled in the school. Low-density schools are schools in which American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools in which American Indians/Alaska Natives account for 25 percent or more of the total enrollment. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

**Figure 5.5. Percentage of American Indian/Alaska Native students whose teachers integrated American Indian/Alaska Native culture and history into their curriculum, by grade, curriculum, and frequency: 2007**



NOTE: School density is based on the percent of American Indian/Alaska Native students enrolled in the school. Low-density schools are schools in which American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools in which American Indians/Alaska Natives account for 25 percent or more of the total enrollment. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

At grade 4, school administrators of 31 percent of students attending high-density schools reported that representatives from the American Indian/Alaska Native community visited their schools to share traditions and culture three or more times in the school year, compared to 9 percent in low-density schools. A similar pattern between high-density

schools and low-density schools was seen at grade 8. Administrators of 26 percent of 8th-grade students attending high-density schools reported that opportunities for tribal or community representatives to share traditions or culture occurred three or more times in the school year, compared to 7 percent for low-density schools.

**Table 5.5b. Percentage of American Indian/Alaska Native school administrators reporting annual American Indian/Alaska Native community representative involvement in their school, by school density, grade, and frequency: 2007**

Grade and frequency of community representative involvement	Total	School density	
		High	Low
<b>Grade 4</b>			
3 or more times	18	31	9
1 or 2 times	32	41	25
Never	45	23	62
<b>Grade 8</b>			
3 or more times	15	26	7
1 or 2 times	28	40	19
Never	51	29	68

NOTE: School density is based on the percent of American Indian/Alaska Native students enrolled in the school. Low-density schools are schools in which American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools in which American Indians/Alaska Natives account for 25 percent or more of the total enrollment. Detail may not sum to totals because the response choice "I don't know" is not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

### 5.6. Principal Perceptions of School Climate

In 2007, schools with a relatively large percentage of American Indian/Alaska Native students had a higher percentage of 4th- and 8th-grade students for whom administrators indicated serious problems with student absenteeism, student tardiness, lack of family involvement, and low expectations than schools with a lower percentage of American Indian/Alaska Native students.

Principals were also asked whether specific conditions, such as student absenteeism, tardiness, health problems, misbehavior, physical conflicts, and drug or alcohol use were problems in their schools. Other school conditions, such as lack of family involvement and low student expectations, were also explored.

In this indicator, school density refers to the percentage of American Indian/Alaska Native students enrolled. Low-density schools are schools in which American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools in which American Indians/Alaska Natives account for 25 percent or more of the total enrollment.

A higher percentage of American Indian/Alaska Native students in high-density schools had school

administrators who reported specific problems as serious, compared to their peers in low-density schools. The specific problems more frequently reported as serious by administrators of high-density schools included student absenteeism, student tardiness, lack of family involvement, and low expectations. In 2007, administrators of 22 percent of 8th-graders in high-density schools reported student absenteeism as a serious problem, compared to administrators of 5 percent of 8th-graders in low-density schools. Administrators of 35 percent of 8th-graders in high-density schools reported lack of family involvement in school as a serious problem, compared to administrators of 12 percent of 8th-graders in low-density schools. Student misbehavior was also identified as a serious problem by a larger percentage of administrators of 8th-graders in high density schools (11 percent) than low density schools (1 percent).

**Table 5.6. Percentage of American Indian/Alaska Native students, by the severity of problems reported by school administrators, density of the American Indian/Alaska Native schools, grade, and types of problems in school: 2007**

Grade and problem	Moderate problem			Serious problem		
	Total	School density		Total	School density	
		High	Low		High	Low
<b>Grade 4</b>						
Student absenteeism	24	34	17	9	16	5
Student tardiness	29	37	24	12	18	7
Student health problems	17	29	8	1	1	1
Lack of family involvement in school	38	42	35	17	30	8
Student misbehavior	17	22	13	2	3	2
Physical conflict between students	8	11	6	1	1	1
Student drug or alcohol use	3	6	1	1	1	#
Low expectations	21	31	14	8	15	2
<b>Grade 8</b>						
Student absenteeism	31	40	24	12	22	5
Student tardiness	30	37	24	9	15	4
Student health problems	15	23	8	1	3	#
Lack of family involvement in school	44	47	41	23	35	12
Student misbehavior	30	35	26	6	11	1
Physical conflict between students	12	13	12	3	5	1
Student drug or alcohol use	16	25	9	4	8	#
Low expectations	32	39	26	10	18	4

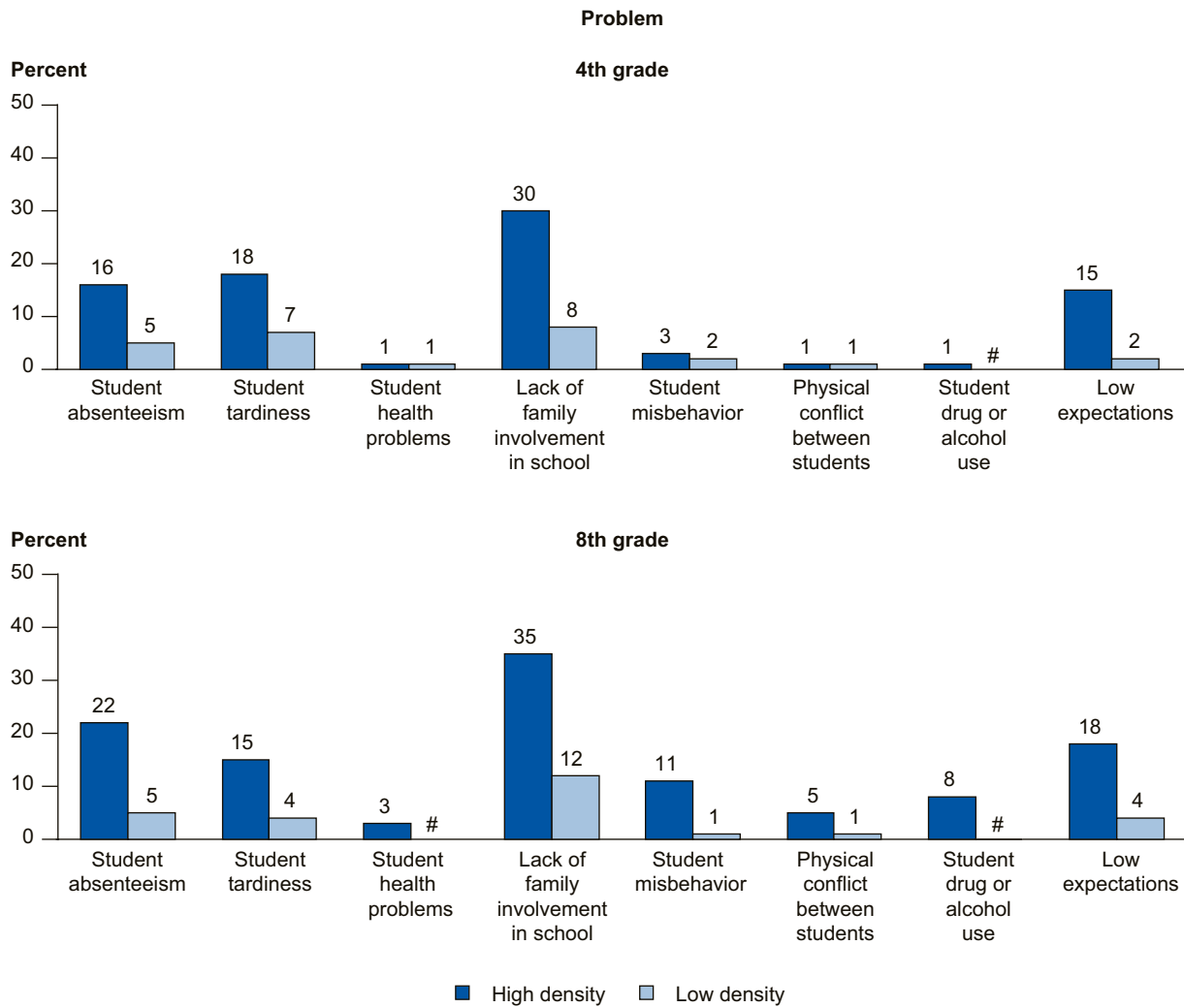
# Rounds to zero.

NOTE: School density indicates the percent of American Indian/Alaska Native students enrolled. Low-density schools are schools where American Indians/Alaska Natives account for less than 25 percent of the total population. High-density schools are schools where American Indians/Alaska Natives account for 25 percent or more of the total population. Percentages do not sum to 100 percent because the "Not a problem" and "Minor problem" categories are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.



**Figure 5.6. Percentage of American Indian/Alaska Native 4th- and 8th-grade students whose school administrators indicated specific issues were serious problems, by grade and density of American Indian/Alaska Native schools: 2007**



NOTE: School density indicates the percent of American Indian/Alaska Native students enrolled. Low-density schools are schools where American Indians/Alaska Natives account for less than 25 percent of the total enrollment. High-density schools are schools where American Indians/Alaska Natives account for 25 percent or more of the total enrollment. Percentages do not sum to 100 percent because the “Not a problem”, “Minor problem” and “Moderate problem” categories are not shown. SOURCE: U.S. Department of Education, National Center for Education Statistics. *The Educational Experiences of American Indian and Alaska Native Students in Grades 4 and 8* (NCES 2008-458). National Assessment of Educational Progress (NAEP), National Indian Education Study (NIES), 2007.

### 5.7. Alcohol, Tobacco, and Drug Use

*In 2006, some 21 percent of American Indian/Alaska Native children between the ages of 12 and 17 had used alcohol in the past month. A higher percentage of American Indian/Alaska Native children had smoked cigarettes in the past month than children of any other racial/ethnic group.*

In 2006, 21 percent of American Indian/Alaska Native children between the ages of 12 and 17 reported the use of alcohol in the past month. A higher percentage of American Indian/Alaska Native children reported use of alcohol in the past month compared to the percentage reported by Black (11 percent) and Asian (8 percent) children.

A higher percentage of American Indians/Alaska Natives between the ages of 12 and 17 smoked cigarettes in the past month (21 percent), compared to their White, Black, Hispanic, and Asian peers (12 percent, 6 percent, 8 percent, and 5 percent, respectively). Among 12- to 17-year olds, a higher percentage of American Indians/Alaska Natives (11 percent) than Hispanics (6 percent) and Asians (3 percent) had used marijuana in the past month.

**Table 5.7. Percentage of children ages 12–17 who used alcohol, smoked cigarettes, or used marijuana, by selected time period and race/ethnicity: 2006**

Race/ethnicity	Alcohol		Cigarettes		Marijuana	
	Lifetime <sup>1</sup>	Past month	Lifetime <sup>1</sup>	Past month	Lifetime <sup>1</sup>	Past month
<b>Total<sup>2</sup></b>	<b>40.4</b>	<b>16.6</b>	<b>25.8</b>	<b>10.4</b>	<b>17.3</b>	<b>6.7</b>
White	43.1	19.2	28.5	12.4	17.8	7.1
Black	34.4	10.5	20.0	6.0	16.6	6.5
Hispanic	39.5	15.3	24.3	8.2	17.1	5.8
Asian	27.4	7.6	14.7	5.2	9.3	3.2
American Indian/Alaska Native	47.3	20.5	40.2	21.2	‡	11.3

‡ Reporting standards not met.

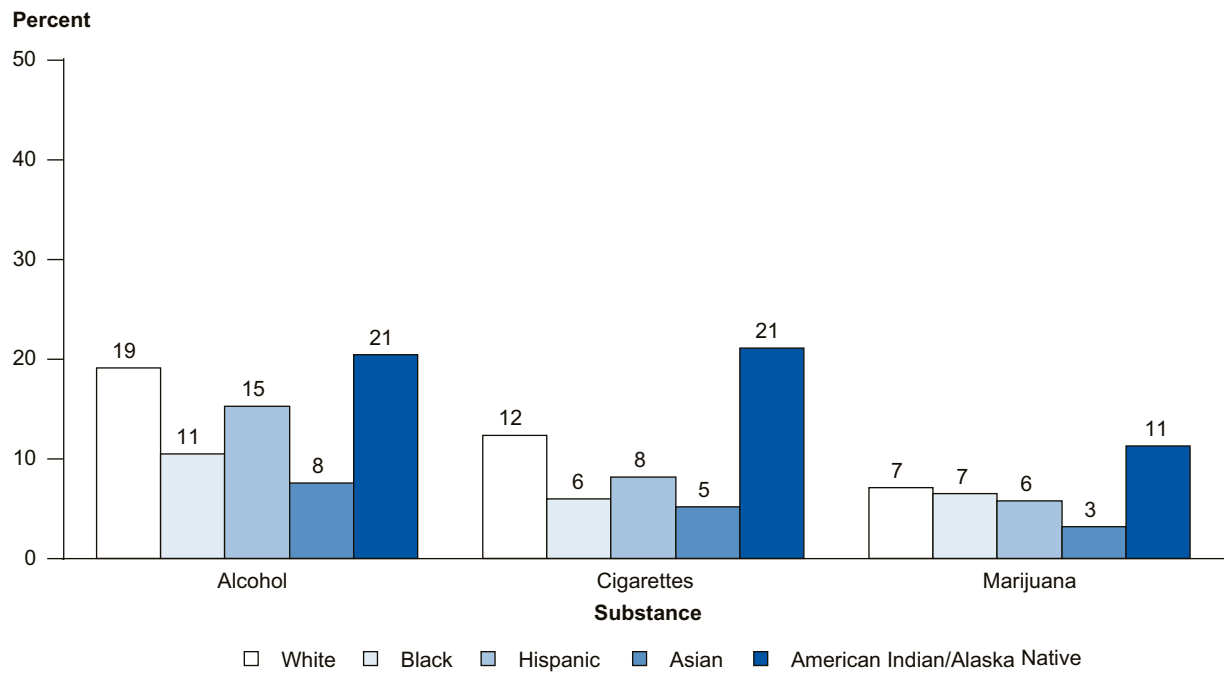
<sup>1</sup> Lifetime use indicates use at least once in the respondent's lifetime.

<sup>2</sup> Total includes race/ethnicity categories not separately shown.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2006.

**Figure 5.7. Percentage of children ages 12–17 who used alcohol, smoked cigarettes, or used marijuana in the past month, by race/ethnicity: 2006**



NOTE: Race categories exclude persons of Hispanic ethnicity. Data are graphed using unrounded estimates while the value labels are rounded.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2006.

### 5.8. Violence on School Grounds

*In 2005, twenty-two percent of American Indian/Alaska Native students in grades 9–12 reported having been in a physical fight on school property in the past 12 months.*

In 2005, a higher percentage of American Indian/Alaska Native students in grades 9–12 (22 percent) reported being in a fight on school property than their White (12 percent) and Asian peers (6 percent) in the past 12 months. However, there was no measurable difference between the percentage of American Indian/Alaska Native students who reported being in a fight and the percentage of Black (17 percent) and Hispanic students (18 percent) who reported doing so over the same period in 2005.

There were no measurable differences between the percentage of American Indian/Alaska Native students who reported being threatened or injured

with a weapon in the past 12 months and the percentages of White, Black, Hispanic, and Asian students who reported being threatened or injured with a weapon over the same period.

In addition, there were no measurable differences in the percentages of students who reported that they carried a weapon to school on at least 1 day during the previous 30 days for American Indians/Alaska Natives and their White, Black, and Hispanic peers. However, a higher percentage of American Indian/Alaska Native students (7 percent) than Asian students (3 percent) reported carrying a weapon to school in the previous 30 days.

**Table 5.8. Percentage of students in grades 9–12 who reported that they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or carried a weapon to school, by race/ethnicity: 2005**

Race/ethnicity	Engaged in a physical fight <sup>1</sup>	Were threatened or injured with a weapon <sup>1</sup>	Carried a weapon <sup>2</sup>
<b>Total</b>	<b>13.6</b>	<b>7.9</b>	<b>6.5</b>
White	11.6	7.2	6.1
Black	16.9	8.1	5.1
Hispanic	18.3	9.8	8.2
Asian	5.9	4.6	2.8!
Native Hawaiian/Pacific Islander	24.5	14.5!	15.4!
American Indian/Alaska Native	22.0	9.8	7.2
More than one race	15.8	10.7	11.9

! Interpret data with caution.

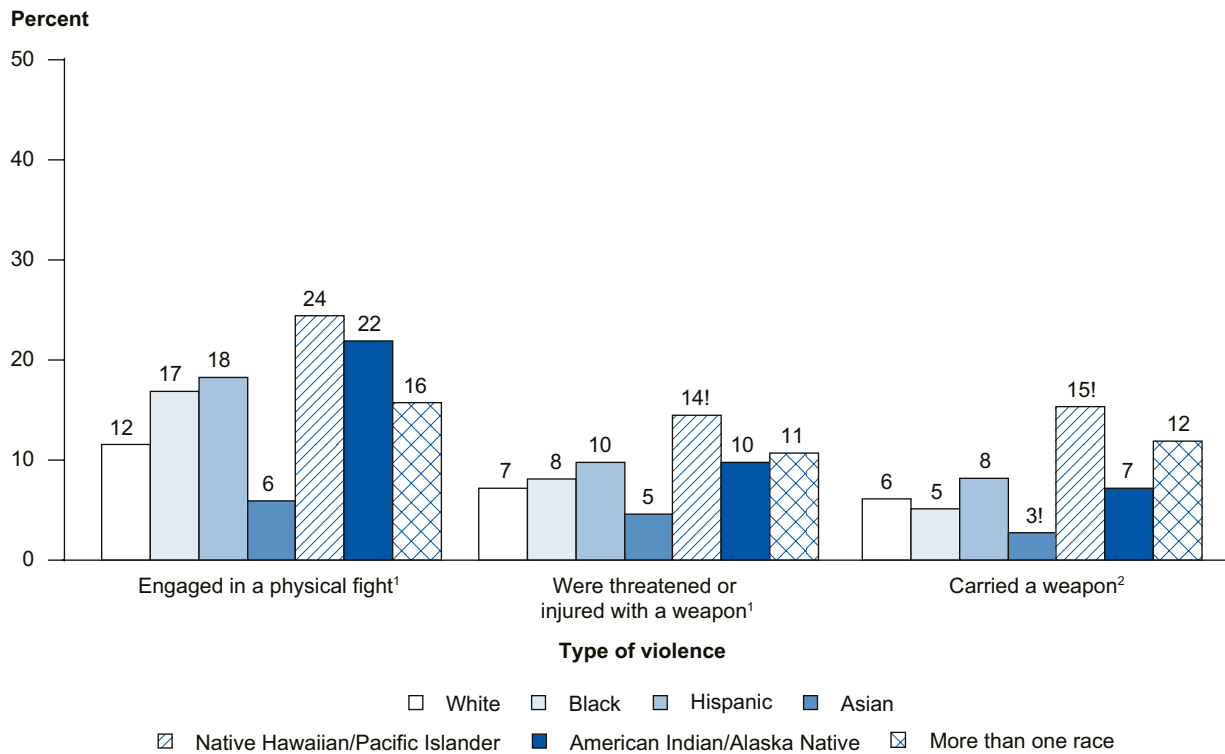
<sup>1</sup> In the past 12 months.

<sup>2</sup> At least 1 day during the previous 30 days.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2005.

**Figure 5.8. Percentage of students in grades 9–12 who reported that they engaged in a physical fight on school property, were threatened or injured with a weapon on school property, or carried a weapon to school, by race/ethnicity: 2005**



! Interpret data with caution.

<sup>1</sup> In the past 12 months.

<sup>2</sup> At least 1 day during the previous 30 days.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), 2005.

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# CHAPTER III

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## *Postsecondary Education*

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# 6 Postsecondary Education

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This section contains indicators that examine the postsecondary education of American Indians/Alaska Natives; indicators on college access, college completion, types of degrees earned, and faculty composition are presented. College access is measured by indicators on enrollment in 2- and 4-year institutions, as well as by attendance at tribal colleges. College completion is measured by degrees

earned at the associate's, bachelor's, master's, and doctoral levels. Comparative information is also presented on the fields of study in which degrees are earned. Data on the distribution of faculty by race/ethnicity provide some additional information about the social context of American Indian/Alaska Native college education.

## 6.1. Enrollment in Colleges and Universities

*Enrollment of American Indian/Alaska Native students in colleges and universities more than doubled in the past 30 years. In 2006, American Indian/Alaska Native students accounted for 1 percent of total enrollment in colleges and universities.*

American Indian/Alaska Native enrollment in public and private degree-granting institutions more than doubled between 1976 and 2006.<sup>20</sup> In 1976, about 76,100 American Indians/Alaska Natives were enrolled in colleges and universities. Enrollment grew steadily from 1976, reaching 102,800 in 1990 and 151,200 in 2000. Enrollments continued to increase after 2000, and by 2006, 181,100 American Indian/Alaska Native students were enrolled in higher education (*appendix table A-6.1a*).

Of American Indian/Alaska Native students enrolled in public and private degree-granting institutions in 2006, more than half were enrolled in 4-year institutions. In contrast, between 1976 and 1994, more American Indians/Alaska Natives were enrolled in 2-year postsecondary institutions than in 4-year postsecondary institutions (*appendix table A-6.1a*). During the late 1990s, the number of American

Indian/Alaska Native students enrolled in 4-year institutions began to surpass the number in 2-year institutions. In 2006, a smaller percentage of American Indians/Alaska Natives between the ages of 18 and 24 were enrolled in colleges or universities than their White and Asian peers. Twenty-six percent of American Indian/Alaska Native 18- to 24-year olds were enrolled in college or universities, compared with 41 percent of Whites, 33 percent of Blacks, 27 percent of Hispanics, and 58 percent of Asians.

American Indians/Alaska Natives comprised 1.1 percent of the total college and university enrollment in 2006, an increase from 0.7 percent in 1976. College and university enrollment became much more diverse over these years. Minorities, including American Indians/Alaska Natives, represented 16 percent of the total enrollment in 1976, whereas they represented 33 percent of the total enrollment in 2006.

**Table 6.1a. Percentage distribution of students enrolled in public and private degree-granting institutions, by type of institution and race/ethnicity: Selected years, 1976 through 2006**

Race/ethnicity	1976			1980			1990			2000			2006		
	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
White	84.3	80.2	86.6	83.5	79.8	85.7	79.9	76.4	82.0	70.8	64.9	74.6	67.4	61.8	70.8
Total minority	15.7	19.8	13.4	16.5	20.2	14.3	20.1	23.6	18.0	29.2	35.1	25.4	32.6	38.2	29.2
Black	9.6	11.2	8.7	9.4	10.6	8.7	9.3	10.1	8.8	11.7	12.5	11.2	13.3	14.3	12.7
Hispanic	3.6	5.5	2.5	4.0	5.7	3.0	5.8	8.2	4.3	9.9	14.4	6.9	11.4	15.8	8.8
Asian/Pacific Islander	1.8	2.1	1.7	2.4	2.8	2.2	4.3	4.2	4.3	6.6	6.9	6.5	6.8	6.9	6.7
American Indian/Alaska Native	0.7	1.1	0.5	0.7	1.1	0.5	0.8	1.1	0.6	1.0	1.3	0.9	1.1	1.3	0.9

NOTE: Race categories exclude persons of Hispanic ethnicity. Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate's or higher degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2007, based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1990, Spring 2001, and Spring 2007.

<sup>20</sup> Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate's or higher degrees.

In 2006, a smaller percentage of American Indians/Alaska Natives between the ages of 18 and 24 were enrolled in colleges or universities than their White and Asian peers. Twenty-six percent of American Indian/Alaska Native 18- to 24-year olds were enrolled in college or universities, compared with 41 percent of Whites, 33 percent of Blacks, 27 percent of Hispanics, and 58 percent of Asians.

Although the percentages of American Indians/Alaska Natives enrolled in colleges or universities appear to fluctuate between 1996 and 2006, the differences in these percentages are not measurably different.

**Table 6.1b. Percentage of 18- to 24-year-olds enrolled in colleges or universities, by race/ethnicity: Selected years, October 1996 to 2006**

Race/ethnicity	1996	2004	2005	2006
<b>Total<sup>1</sup></b>	<b>35.5</b>	<b>38.0</b>	<b>38.9</b>	<b>37.3</b>
White	39.5	41.7	42.8	41.0
Black	27.4	31.8	33.1	32.6
Hispanic	20.1	24.7	24.8	23.6
Asian <sup>2</sup>	53.9	60.6	61.0	58.3
Native Hawaiian/Pacific Islander	—	55.8	50.6	39.1
American Indian/Alaska Native	30.3	24.4	27.8	26.2

— Not available.

<sup>1</sup> Total includes other race/ethnicity categories not separately shown. Race categories exclude persons of Hispanic ethnicity.

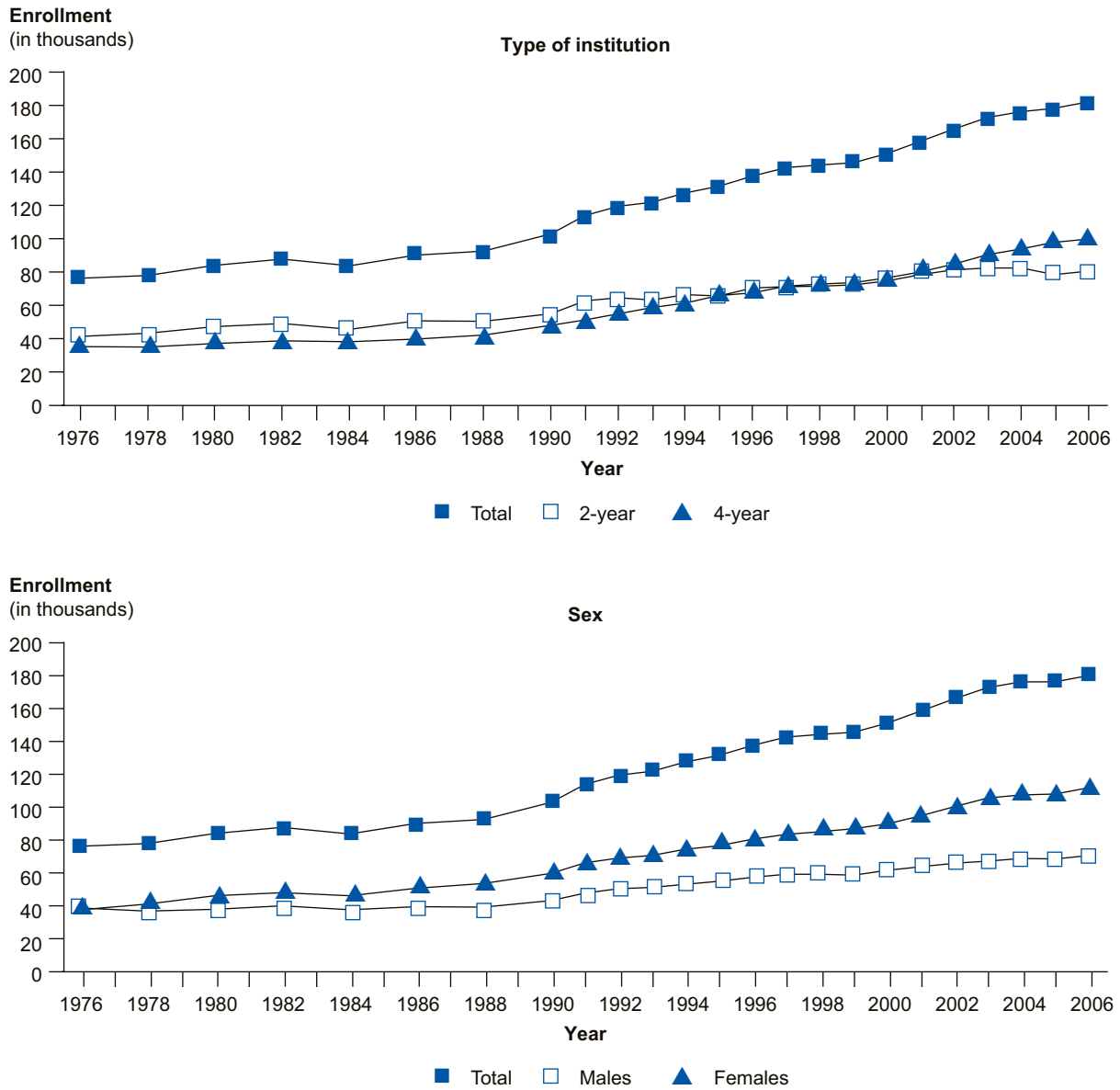
<sup>2</sup> Data for 1996 includes Pacific Islanders.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey, Selected years, October 1996 to 2006.

Between 1976 and 2006, college and university enrollment of male and female American Indians/Alaska Natives grew at different rates. In 1976, there was near parity in the number of American Indian/Alaska Native males and females enrolled in degree-granting colleges and universities (38,500 and 37,600, respectively). By 1978, the number of American Indian/Alaska Native females enrolled in colleges and universities exceeded the number of American Indian/Alaska Native males enrolled.

In 2006, 111,000 American Indian/Alaska Native females (61 percent) and 71,200 males (39 percent) were enrolled in colleges and universities, a difference of 21 percentage points. Only among Blacks was there a gender gap larger than that among American Indians/Alaska Natives: 30 percentage points separated the percentages of enrollment for Black females (65 percent) and males (35 percent) in 2006 (*appendix table A-6.1b*).

**Figure 6.1. American Indian/Alaska Native enrollment in public and private degree-granting institutions, by type of institution and sex: Selected years, 1976 through 2006**



NOTE: Race categories exclude persons of Hispanic ethnicity. Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate's or higher degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 through 1986; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1987 through 1999, and Spring 2001 through Spring 2007.

## 6.2. Tribally Controlled Colleges

Total enrollment in tribally controlled colleges was over 17,000 in fall 2006.

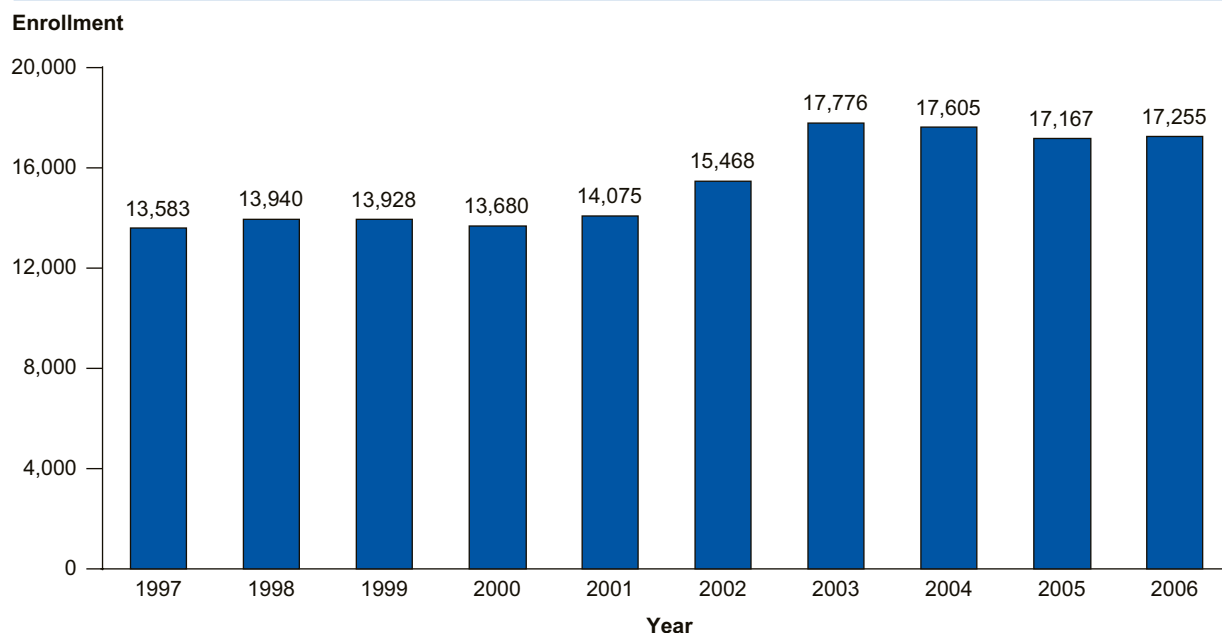
In 2006, there were 32 tribally controlled colleges and universities. They were located in 12 states; the majority were scattered across the West and Midwest, and one was located in Alaska. Seven of these colleges and universities were 4-year institutions, and 25 were 2-year institutions.

Tribally controlled colleges and universities share many characteristics with each other that differentiate them from most colleges and universities. Tribally controlled colleges and universities are designed to foster environments focused on American Indian culture in order to preserve, enhance, and promote American Indian languages and traditions (Cahalan et al. 1998). They are intended to create learning opportunities for students with unique needs. For example, students at these institutions are generally older than 24 years of age. Also, tribally controlled colleges may function as community

resources, providing social services to reservations in isolated areas (American Indian Higher Education Consortium 2005).

The total enrollment in tribally controlled colleges and universities increased by 23 percent, from 14,100 in fall 2001 to 17,300 in fall 2006 (*appendix table A-6.2*). In 2006, some 13,600 students in tribally controlled colleges and universities were American Indian/Alaska Native, representing 79 percent of total enrollment. Eight percent of all American Indian/Alaska Native college students were enrolled in tribally controlled colleges and universities.<sup>21</sup> American Indian/Alaska Native enrollment in tribally controlled colleges and universities increased at a faster rate between 2001 and 2006 than did American Indian/Alaska Native college and university enrollment generally (17 percent vs. 15 percent; data not shown).

**Figure 6.2. Enrollment in tribally controlled colleges: Fall 1997 through fall 2006**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1997 through 1999, and Spring 2001 through Spring 2007.

<sup>21</sup> 181,100 American Indian/Alaska Natives were enrolled in degree-granting institutions (Table A-6.1a) of which 13,600 were enrolled in tribally controlled colleges and universities (Table 6.2).

**Table 6.2. Enrollment in tribally controlled colleges and number and percentage of students who are American Indians/Alaska Natives: Fall 2006**

Tribally controlled college	Location	Type of college	Total	Number American Indian/Alaska Native	Percent American Indian/Alaska Native
<b>Total</b>			<b>17,255</b>	<b>13,635</b>	<b>79.0</b>
Bay Mills Community College	Brimlay, MI	2 year	550	325	59.1
Blackfeet Community College	Browning, MT	2 year	467	442	94.6
Cankdeska Cikana Community College	Fort Totten, ND	2 year	233	219	94.0
Chief Dull Knife College <sup>1</sup>	Lame Deer, MT	2 year	359	285	79.4
College of the Menominee Nation	Kashena, WI	2 year	513	427	83.2
Diné College	Tsaile, AZ	2 year	1,669	1,635	98.0
Fond du Lac Tribal and Community College	Cloquet, MN	2 year	2,181	310	14.2
Fort Belknap College	Harlem, MT	2 year	161	148	91.9
Fort Berthold Community College	New Town, ND	2 year	196	190	96.9
Fort Peck Community College	Poplar, MT	2 year	441	369	83.7
Haskell Indian Nations University	Lawrence, KS	4 year	889	889	100.0
Ilisagvik College	Barrow, AK	2 year	203	138	68.0
Institute of American Indian Arts <sup>2</sup>	Santa Fe, NM	4 year	192	174	90.6
Lac Courte Oreilles Ojibwa Community College	Hayward, WI	2 year	574	454	79.1
Leech Lake Tribal College	Cass Lake, MN	2 year	198	172	86.9
Little Big Horn College	Crow Agency, MT	2 year	312	290	92.9
Little Priest Tribal College	Winnebago, NE	2 year	95	82	86.3
Navajo Technical College <sup>3</sup>	Crownpoint, NM	2 year	392	388	99.0
Nebraska Indian Community College	Macy, NE	2 year	115	105	91.3
Northwest Indian College	Bellingham, WA	2 year	623	506	81.2
Oglala Lakota College	Kyle, SD	4 year	1,485	1,355	91.2
Saginaw Chippewa Tribal College	Mount Pleasant, MI	2 year	125	108	86.4
Salish Kootenai College	Pablo, MT	4 year	1,092	866	79.3
Sinte Gleska University	Rosebud, SD	4 year	969	778	80.3
Sisseton Wahpeton Community College	Sisseton, SD	2 year	279	251	90.0
Sitting Bull College	Fort Yates, ND	4 year	286	254	88.8
Southwestern Indian Polytechnic Institute	Albuquerque, NM	2 year	561	561	100.0
Stone Child College	Box Elder, MT	2 year	397	370	93.2
Tohono O'odham Community College	Sells, AZ	2 year	198	195	98.5
Turtle Mountain Community College	Belcourt, ND	4 year	788	739	93.8
United Tribes Technical College	Bismarck, ND	2 year	606	543	89.6
White Earth Tribal and Community College	Mahnomen, MN	2 year	106	67	63.2

<sup>1</sup> Previously named Dull Knife Memorial College.

<sup>2</sup> Congressionally chartered under the name Institute of American Indian and Alaska Native Culture.

<sup>3</sup> Previously named Crownpoint Institute of Technology.

NOTE: These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Totals include persons of other racial/ethnic categories not separately shown. SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Integrated Postsecondary Education Data System (IPEDS), Fall 2006.

### 6.3. Financial Aid

*In the 2003–04 school year, 82 percent of American Indian/Alaska Native full-time, full-year undergraduates received financial aid.*

In the 2003–04 school year, 82 percent of American Indian/Alaska Native full-time, full-year undergraduates received financial aid of some kind.<sup>22</sup> During that school year, a smaller percentage of Whites (74 percent), Asians/Pacific Islanders (66 percent), and Hispanics (81 percent) than American Indians/Alaska Natives received financial aid. A larger percentage of Black (89 percent) students received financial aid than did American Indian/Alaska Native students.

American Indians/Alaska Natives receiving financial aid were awarded, on average, \$9,500 for the 2003–04 school year. During that school year, generally, the average amount of financial aid received by American Indian/Alaska Native students was not measurably different from the average amount of aid received by students in all other racial/ethnic groups.

**Table 6.3a. Percentage of full-time, full-year undergraduates receiving financial aid from any source, by race/ethnicity: 2003–04**

Race/ethnicity	Percent
<b>Total<sup>1</sup></b>	<b>76.1</b>
White	74.0
Black	89.2
Hispanic	80.7
Asian/Pacific Islander	66.1
American Indian/Alaska Native	81.9

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: Students may receive aid from multiple sources. Financial aid includes assistance in the form of grants, loans, work study, or any other type of aid, including PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree-granting institutions. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

<sup>22</sup> Financial aid includes assistance in the form of grants, loans, workstudy, or any other type of aid.



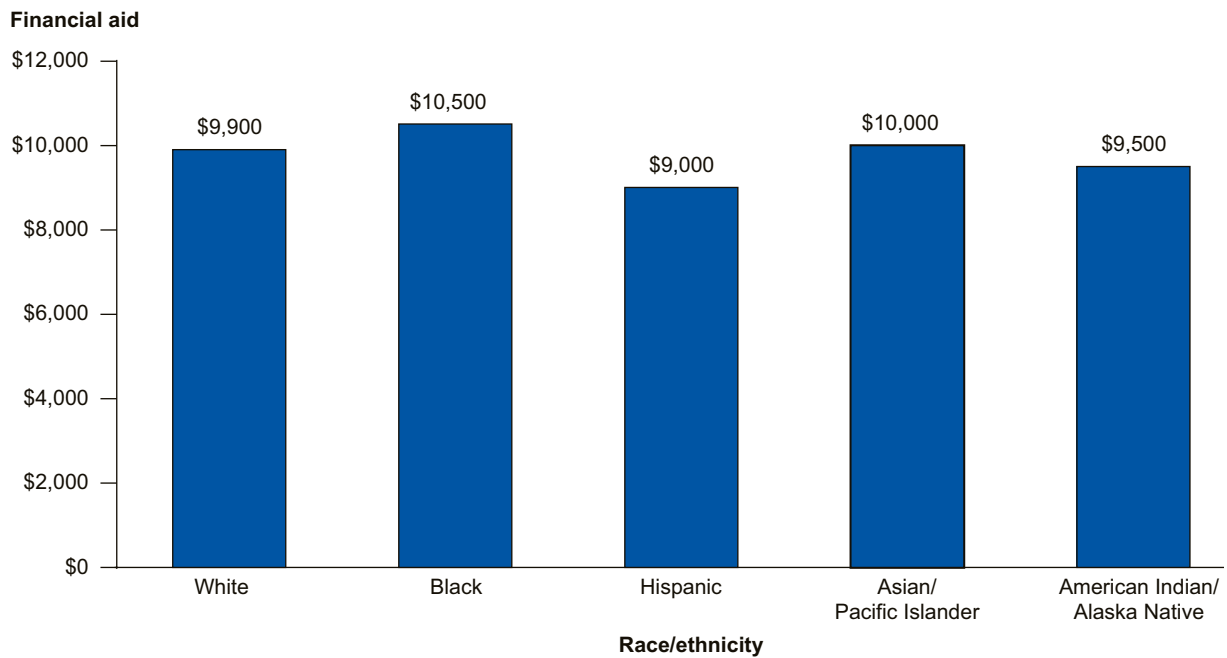
**Table 6.3b. Average amount of financial aid awarded from any source per full-time, full-year undergraduate student, by type of aid and race/ethnicity: 2003–04**

Type of aid and race/ethnicity	Average per student
<b>Any aid</b>	
<b>Total<sup>1</sup></b>	<b>\$9,900</b>
White	9,900
Black	10,500
Hispanic	9,000
Asian/Pacific Islander	10,000
American Indian/Alaska Native	9,500
<b>Grants</b>	
<b>Total<sup>1</sup></b>	<b>\$5,600</b>
White	5,500
Black	5,700
Hispanic	5,400
Asian/Pacific Islander	6,700
American Indian/Alaska Native	5,400
<b>Loans</b>	
<b>Total<sup>1</sup></b>	<b>\$7,300</b>
White	7,400
Black	7,100
Hispanic	7,000
Asian/Pacific Islander	7,100
American Indian/Alaska Native	6,900

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: All dollar values are in 2003–04 dollars. Students may receive aid from multiple sources. Financial aid includes assistance in the form of grants, loans, work study, or any other type of aid, including PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree-granting institutions. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

**Figure 6.3. Average amount of financial aid awarded from any source per full-time, full-year undergraduate student, by race/ethnicity: 2003–04**



NOTE: All dollar values are in 2003–04 dollars. Students may receive aid from multiple sources. Financial aid includes assistance in the form of grants, loans, work study, or any other type of aid, including PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree-granting institutions. Race categories exclude persons of Hispanic ethnicity. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

## 6.4. Degrees Conferred by Degree-Granting Institutions

*The number of American Indians/Alaska Natives earning degrees has more than doubled for each degree level since 1976.*

Between the 1976–77 and 2005–06 school years, the number of degrees awarded by colleges and universities to American Indians/Alaska Natives more than doubled for each degree level. In 1976–77, 2,500 associate’s degrees were conferred to American Indians/Alaska Natives. The number steadily increased to 5,600 by 1995–96. The number of associate’s degrees awarded to American Indians/Alaska Natives rose 53 percent between 1995–96 and 2005–06, reaching 8,600 in 2005–06. By comparison, the number of associate’s degrees awarded to all students rose by 28 percent during this time (U.S. Department of Education 2008).

This was also the pattern for the number of bachelor’s degrees earned by American Indians/Alaska Natives. In 1976–77, around 3,300 bachelor’s degrees were awarded to American Indians/Alaska Natives; by 1995–96, the number increased to 7,000, and in 2005–06, the number reached 11,000 bachelor’s degrees (*appendix table A-6.4*). The percentage increase for the number of bachelor’s degrees awarded to American Indians/Alaska Natives between 1995–96 and 2005–06 was 57 percent, compared to 28 percent for the total population (U.S. Department of Education 2008).

The number of post-baccalaureate degrees awarded to American Indians/Alaska Natives also increased between 1976–77 and 2005–06: from 970 to 3,500 for master’s degrees, from 100 to 230 for doctoral degrees, and from 200 to 710 for first-professional degrees<sup>23</sup> (*appendix table A-6.4*).

Between 1976–77 and 2005–06, American Indians/Alaska Natives earned a slightly increasing share of the degrees at every level. In 1976–77, American Indians/Alaska Natives received 0.6 percent of all the associate’s degrees awarded, 0.4 percent of all bachelor’s degrees, and 0.3 percent each of all master’s, doctoral, and first-professional degrees. These percentages increased to 1.2 percent of associate’s degrees, 0.8 percent of bachelor’s degrees, 0.7 percent of master’s degrees, 0.6 percent of doctoral degrees, and 0.8 percent of first-professional degrees awarded in 2005–06 (*appendix table A-6.4*).

In the 2005–06 school year, American Indians/Alaska Natives earned a higher percentage of bachelor’s degrees than associate’s degrees. Of the total number of American Indians/Alaska Natives awarded degrees, 46 percent earned bachelor’s degrees and 36 percent earned associate’s degrees. Of American Indian/Alaska Native degree earners, 49 percent of males earned bachelor’s degrees and 32 percent earned associate’s degrees, while 44 percent of females earned bachelor’s degrees and 38 percent earned associate’s degrees.

Since the 1980–81 school year, the number of associate’s, bachelor’s, and master’s degrees awarded each year to American Indian/Alaska Native females has exceeded the number of degrees awarded to American Indian/Alaska Native males. In 2005–06, more degrees were awarded at all levels to American Indian/Alaska Native females (15,300) than American Indian/Alaska Native males (8,700).

<sup>23</sup> A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor’s degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

**Table 6.4. Number and percentage distribution of degrees conferred by degree-granting institutions, by level of degree, race/ethnicity, and sex: 2005–06**

Race/ethnicity, sex, and level of degree	Total	Associate's	Bachelor's	Master's	Doctoral	First-professional <sup>1</sup>
Number of degrees						
<b>Total degrees conferred<sup>2</sup></b>	<b>2,936,095</b>	<b>713,066</b>	<b>1,485,242</b>	<b>594,065</b>	<b>56,067</b>	<b>87,655</b>
White	2,049,406	485,297	1,075,561	393,357	31,601	63,590
Male	856,763	190,139	467,467	150,954	14,659	33,544
Female	1,192,643	295,158	608,094	242,403	16,942	30,046
Black	300,525	89,784	142,420	58,976	3,122	6,223
Male	96,028	27,619	48,079	16,959	1,081	2,290
Female	204,497	62,165	94,341	42,017	2,041	3,933
Hispanic	227,208	80,854	107,588	32,438	1,882	4,446
Male	86,440	30,040	41,814	11,637	826	2,123
Female	140,768	50,814	65,774	20,801	1,056	2,323
Asian/Pacific Islander	185,508	35,201	102,376	34,029	3,257	10,645
Male	82,032	14,224	45,809	15,803	1,555	4,641
Female	103,476	20,977	56,567	18,226	1,702	6,004
American Indian/Alaska Native	23,936	8,552	10,940	3,504	230	710
Male	8,658	2,774	4,203	1,244	105	332
Female	15,278	5,778	6,737	2,260	125	378
Percentage distribution						
<b>Total degrees conferred<sup>2</sup></b>	<b>100.0</b>	<b>24.3</b>	<b>50.6</b>	<b>20.2</b>	<b>1.9</b>	<b>3.0</b>
White	100.0	23.7	52.5	19.2	1.5	3.1
Male	100.0	22.2	54.6	17.6	1.7	3.9
Female	100.0	24.7	51.0	20.3	1.4	2.5
Black	100.0	29.9	47.4	19.6	1.0	2.1
Male	100.0	28.8	50.1	17.7	1.1	2.4
Female	100.0	30.4	46.1	20.5	1.0	1.9
Hispanic	100.0	35.6	47.4	14.3	0.8	2.0
Male	100.0	34.8	48.4	13.5	1.0	2.5
Female	100.0	36.1	46.7	14.8	0.8	1.7
Asian/Pacific Islander	100.0	19.0	55.2	18.3	1.8	5.7
Male	100.0	17.3	55.8	19.3	1.9	5.7
Female	100.0	20.3	54.7	17.6	1.6	5.8
American Indian/Alaska Native	100.0	35.7	45.7	14.6	1.0	3.0
Male	100.0	32.0	48.5	14.4	1.2	3.8
Female	100.0	37.8	44.1	14.8	0.8	2.5

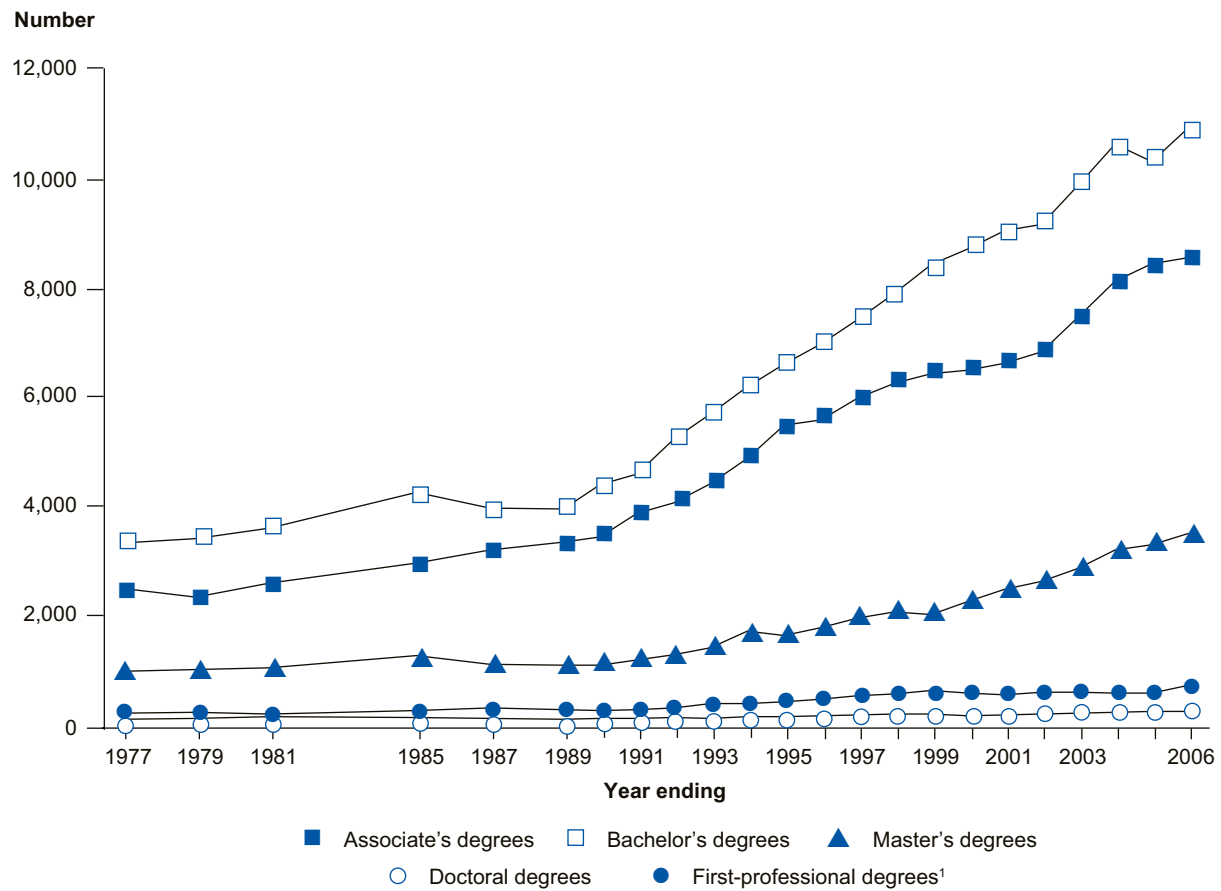
<sup>1</sup> A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

<sup>2</sup> Totals include degrees conferred to nonresident aliens who are not shown in the table.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2006.

**Figure 6.4. Number of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2005–06**



<sup>1</sup> A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

NOTE: For the years 1984–85 to 2005–06, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to impute race/ethnicity for students whose race/ethnicity was not reported. Some data may have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred," 1976–77 through 1984–85; and 1986–87 through 2005–06 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87–99), and Fall 2000 through Fall 2006.

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## 6.5. Bachelor's Degrees Earned by Field

*While a greater percentage of American Indian/Alaska Native students earned their bachelor's degrees in business than in other fields in the 2005–06 school year, the percentage who earned their degrees in business was smaller than that of all students.*

In the 2005–06 school year, business, education, and social sciences were the most popular majors among American Indians/Alaska Natives earning bachelor's degrees. Nineteen percent of American Indian/Alaska Native college and university graduates studied business, while 12 percent studied a social science or history and 8 percent studied education. Compared with 2005–06 graduates in general, American Indians/Alaska Natives earned a smaller percentage

of business and communications degrees and a larger percentage of education and social science degrees. There was a difference of less than 0.5 percent between the percentage of American Indians/Alaska Natives and the percentage of the total population earning degrees in visual and performing arts, health professions and related clinical sciences, biological and biomedical sciences, and psychology.

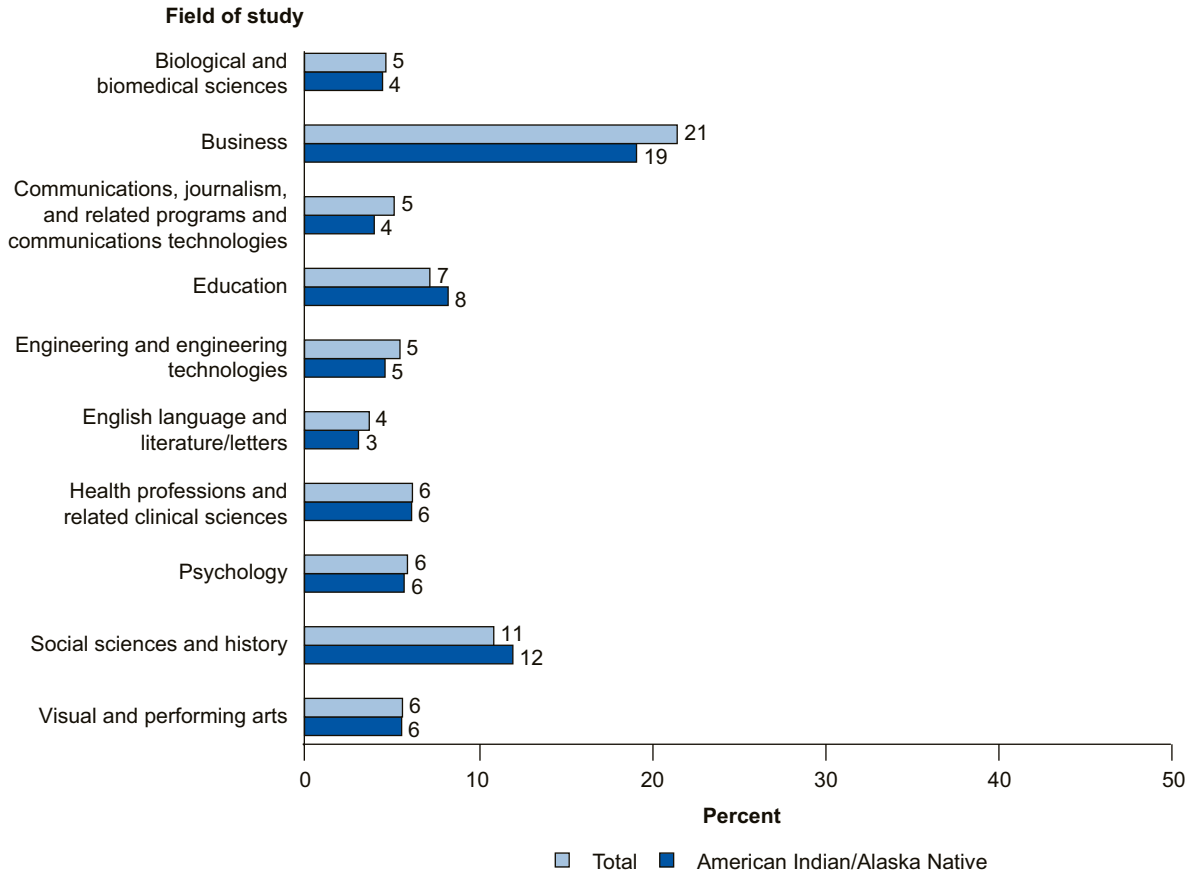
**Table 6.5. Percentage of bachelor's degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions, by the 10 most popular fields of study: 2005–06**

Field of study	All students	American Indian/ Alaska Native
Biological and biomedical sciences	4.7	4.5
Business	21.4	19.1
Communications, journalism, and related programs and communications technologies	5.2	4.0
Education	7.2	8.2
Engineering and engineering technologies	5.5	4.6
English language and literature/letters	3.7	3.1
Health professions and related clinical sciences	6.2	6.2
Psychology	5.9	5.7
Social sciences and history	10.9	11.9
Visual and performing arts	5.6	5.6

NOTE: Detail do not sum to totals because colleges and universities conferred degrees in many other fields not shown separately. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2006.

**Figure 6.5. Percentage of bachelor's degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the 10 most popular fields of study: 2005–06**



NOTE: Detail do not sum to totals because colleges and universities conferred degrees in many other fields not shown separately. Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2006.

## 6.6. Master's and Doctoral Degrees Earned by Field

*In 2005–06, more than half of the master's degrees awarded to American Indians/Alaska Natives were in the fields of education or business. Nearly half of the doctoral degrees awarded to American Indians/Alaska Natives were in the fields of education, psychology, and social sciences and history.*

Out of the master's degrees awarded to American Indians/Alaska Natives during the 2005–06 school year, 32 percent were conferred in the field of education and 20 percent were in business. These two fields were also the most frequently studied among master's candidates in the general population: 28 percent of the general population's master's degrees were awarded for education and 23 percent were awarded for business.

In 2005–06, the distribution of doctoral degrees awarded differed between American Indians/Alaska Natives and the total population. For example, 22 percent of doctoral degrees awarded to American

Indians/Alaska Natives were in education, compared to 12 percent of the total population. Sixteen percent of doctoral degrees awarded to American Indians/Alaska Natives were in the field of psychology, compared to 8 percent of the total population. Nine percent of doctoral degrees awarded to American Indians/Alaska Natives were in social sciences and history, compared to 6 percent of the total population. Conversely, only 3 percent of doctoral degrees awarded to American Indians/Alaska Natives were in the field of engineering and engineering-related technologies, compared to 12 percent of the total population.

**Table 6.6. Percentage of master's and doctoral degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions, by the most popular fields of study: 2005–06**

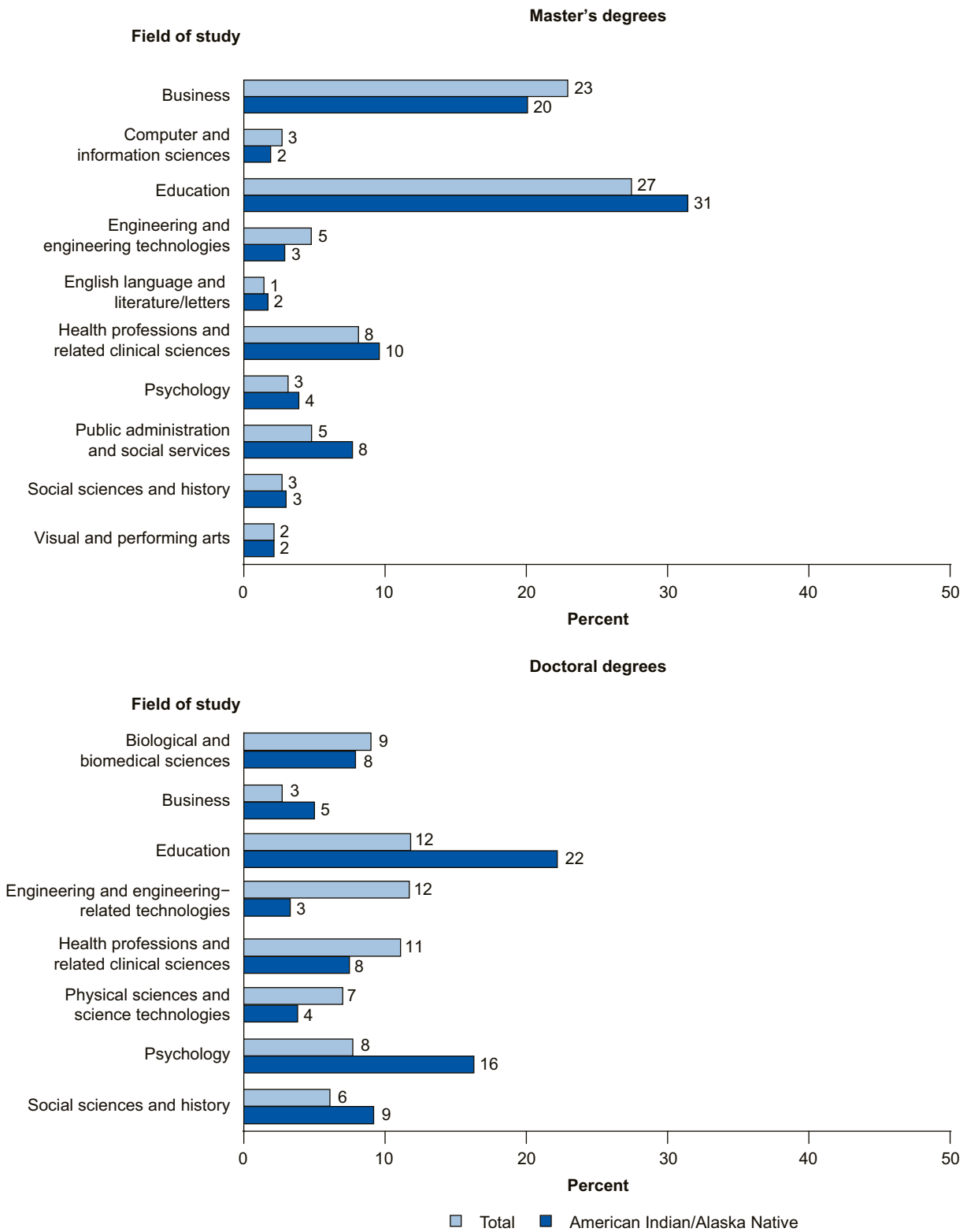
Degree type and field of study	Total	American Indian/ Alaska Native
<b>Master's degrees</b>		
Business	23.0	20.1
Computer and information sciences	2.7	1.9
Education	27.5	31.5
Engineering and engineering technologies	5.3	2.9
English language and literature/letters	1.4	1.7
Health professions and related clinical sciences	8.1	9.6
Psychology	3.1	3.9
Public administration and social services	4.8	7.7
Social sciences and history	2.7	3.0
Visual and performing arts	2.1	2.1
<b>Doctoral degrees</b>		
Biological and biomedical sciences	9.0	7.9
Business	2.7	5.0
Education	11.8	22.2
Engineering and engineering-related technologies	11.7	3.3
Health professions and related clinical sciences	11.1	7.5
Physical sciences and science technologies	7.0	3.8
Psychology	7.7	16.3
Social sciences and history	6.1	9.2

NOTE: Detail do not sum to totals because colleges and universities conferred degrees in many other fields not shown separately. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2006.



**Figure 6.6. Percentage of master's and doctoral degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the most popular fields of study: 2005–06**



NOTE: Detail do not sum to totals because colleges and universities conferred degrees in many other fields not shown separately. Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Fall 2006.

## 6.7. Faculty in Degree-Granting Institutions

American Indians/Alaska Natives constitute less than 1 percent of faculty in degree-granting institutions in 2005.

In 2005, American Indians/Alaska Natives accounted for 0.5 percent of faculty in degree-granting institutions. Differences by level of faculty are apparent. American Indians/Alaska Natives constituted 1.0 percent of instructors, but 0.3 percent of professors

and 0.4 percent of associate professors. As a point of comparison, in 2006 American Indian/Alaska Native students made up 1.1 percent of the total enrollment in degree-granting institutions (indicator 6.1).

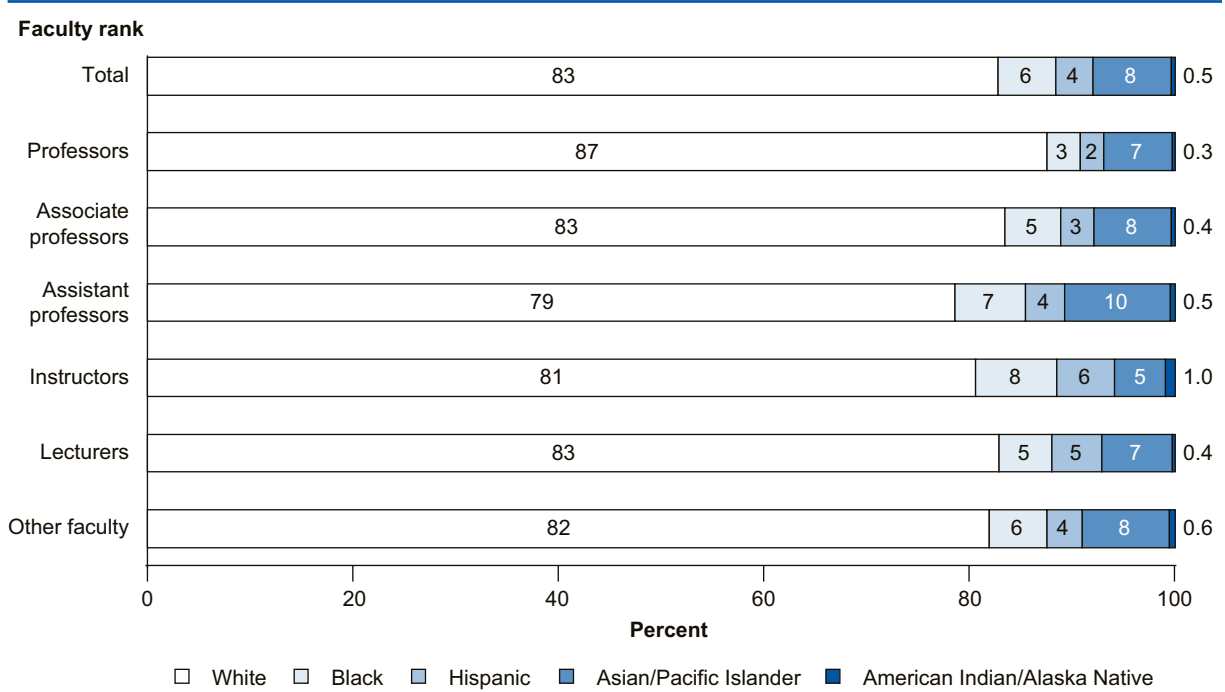
**Table 6.7. Percentage distribution of full-time instructional faculty in degree-granting institutions, by race/ethnicity and academic rank: 2005**

Faculty/rank	White	Total minority faculty	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>Total</b>	<b>82.8</b>	<b>17.2</b>	<b>5.6</b>	<b>3.6</b>	<b>7.6</b>	<b>0.5</b>
Professors	87.5	12.5	3.3	2.3	6.6	0.3
Associate professors	83.4	16.6	5.5	3.2	7.5	0.4
Assistant professors	78.6	21.4	6.8	3.9	10.2	0.5
Instructors	80.6	19.4	7.9	5.6	5.0	1.0
Lecturers	82.9	17.1	5.1	4.9	6.8	0.4
Other faculty	81.9	18.1	5.6	3.5	8.4	0.6

NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Winter 2005–06.

**Figure 6.7. Percentage distribution of full-time instructional faculty in degree-granting institutions, by race/ethnicity and academic rank: 2005**



NOTE: Detail may not sum to totals because of rounding. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2007*, based on 2005–06 Integrated Postsecondary Education Data System (IPEDS), Winter 2005–06.

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# CHAPTER IV

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*Outcomes of Education*

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# 7 Social and Economic Outcomes

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An important objective of a successful educational system is producing an educated, capable, and engaged public. This section contains indicators on

social and economic outcomes associated with education, measured by unemployment rates and income.

## 7.1. Educational Attainment

In 2007, some 13 percent of American Indians/Alaska Natives 25 years or older held a bachelor's or graduate degree.

In 2007, some 44 percent of American Indians/Alaska Natives age 25 or older had attended some college or completed an undergraduate or graduate degree. Approximately 36 percent of American Indians/Alaska Natives had completed high school without continuing on to a postsecondary institution, and 20 percent had not finished high school.<sup>24</sup> A higher percentage of American Indians/Alaska Natives did not finish high school when compared to Whites (9 percent), Asians (12 percent), and Native Hawaiians/Pacific Islanders (11 percent). However, a lower percentage of American Indians/Alaska Natives did not finish high school when compared to Hispanics (40 percent).

A lower percentage of American Indians/Alaska Natives completed a bachelor's degree (9 percent) as their highest level of educational attainment than all other racial/ethnic groups, with the exception of Hispanics. No measurable difference was detected between American Indians/Alaska Natives and Hispanics at this level. In addition, a lower percentage of American Indians/Alaska Natives obtained a graduate degree (5 percent) than their White (11 percent) or Asian (21 percent) peers. No measurable differences were detected between American Indians/Alaska Natives and Blacks, Hispanics, and Native Hawaiians/Pacific Islanders at this level.

**Table 7.1. Percentage distribution of adults ages 25 and over, by highest level of educational attainment and race/ethnicity: 2007**

Race/ethnicity	High school completion or higher								
	Less than high school completion	Total	High school completion <sup>1</sup>	Some college	Associate's degree	Bachelor's degree	Graduate degree		
							Total	Master's degree	Doctorate or first-professional degree
<b>Total</b>	<b>14.3</b>	<b>85.7</b>	<b>31.6</b>	<b>16.7</b>	<b>8.6</b>	<b>18.9</b>	<b>9.9</b>	<b>7.0</b>	<b>2.9</b>
White	9.4	90.6	32.2	17.4	9.1	20.7	11.1	7.9	3.2
Black	17.2	82.8	36.3	18.9	8.8	13.0	5.7	4.4	1.3
Hispanic	39.7	60.3	28.4	13.0	6.2	9.4	3.3	2.4	0.9
Asian	12.1	87.9	19.9	9.3	6.3	31.7	20.7	13.6	7.1
Native Hawaiian/Pacific Islander	11.4	88.6	34.4	21.2	9.2	17.7	6.1	3.7	2.5
American Indian/Alaska Native	19.7	80.3	35.8	21.8	9.5	8.6	4.5	3.1	1.4

! Interpret data with caution.

<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

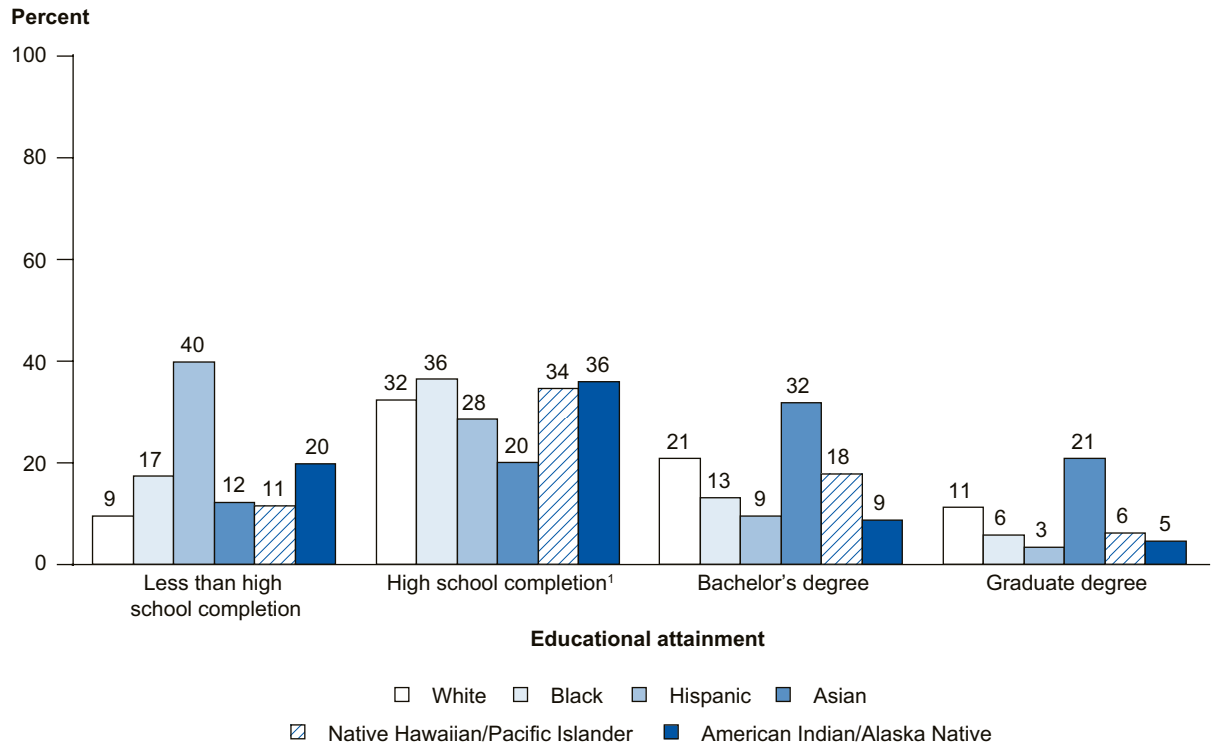
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2007.

<sup>24</sup> This is different from the status dropout rate of 15 percent reported in indicator 3.4. The 20 percent reported here represents adults 25 years and older who have not completed a high school credential. The status dropout rate is the percentage of 16- to 24-year-olds who are out of school and who have not completed a high school credential.



**Figure 7.1. Percentage of adults ages 25 and over, by highest level of educational attainment and race/ethnicity: 2007**



<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2007.

## 7.2. Unemployment Rates

*In 2007, unemployment rates were lower for American Indians/Alaska Natives with higher levels of educational achievement.*

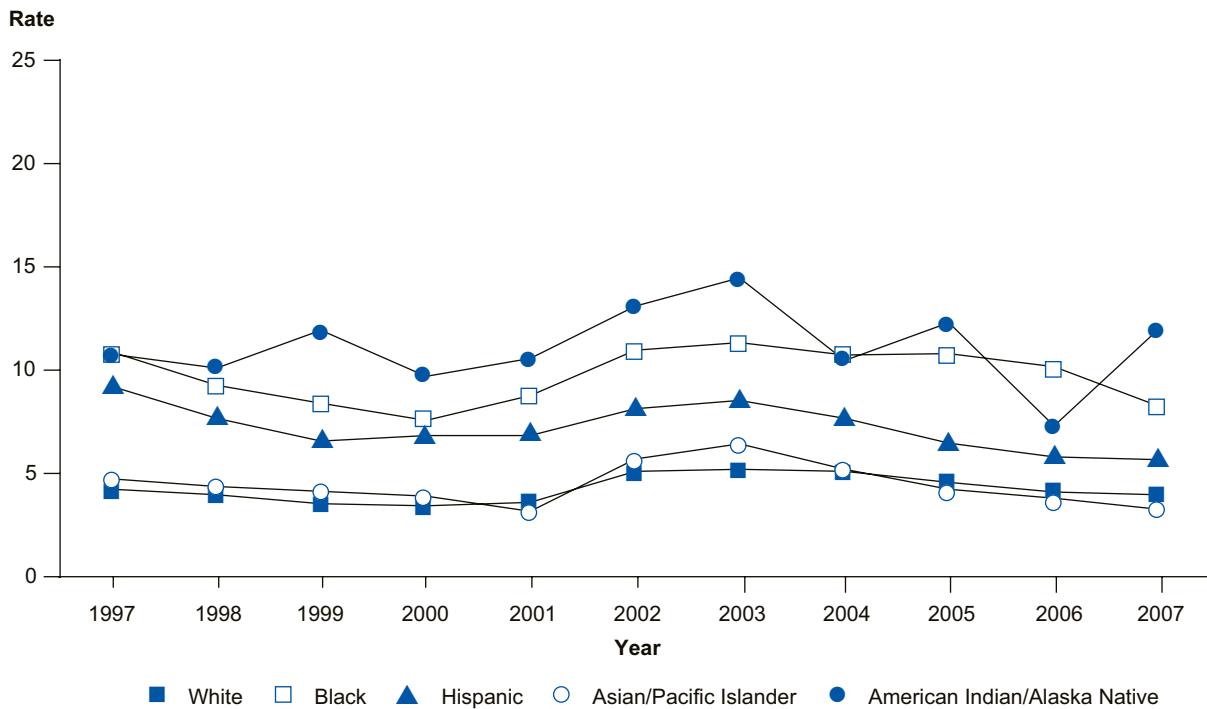
People who have no job and are not looking for one, such as those going to school, those retired, or those who have a physical or mental disability that prevents them from participating in the labor force, are not included in the labor force. The unemployment rate is the percentage of the total labor force population that is jobless, looking for a job, and available for work. In 2007, some 5 percent of the labor force ages 16 and over was unemployed (*appendix table A-7.2*).

Between 1997 and 2007, the unemployment rate for American Indians/Alaska Natives fluctuated, but did not significantly increase or decrease overall. In 2007, some 12 percent of American Indians/Alaska Natives ages 16 and over were unemployed (*appendix table A-7.2*). This estimate was higher than the percent-

ages of Whites (4 percent), Hispanics (6 percent), and Asians/Pacific Islanders (3 percent) who were unemployed.

Generally, for all race/ethnicities, including American Indians/Alaska Natives, unemployment rates were lower for those with higher levels of educational attainment. Specifically, 2 percent of American Indians/Alaska Natives with a bachelor's degree or higher were unemployed, compared with 12 percent of high school completers and 29 percent of those who were not high school completers. The unemployment rate of American Indians/Alaska Natives who did not complete high school (29 percent) was higher than the rates of Whites (12 percent), Blacks (19 percent) and Hispanics (9 percent).

**Figure 7.2a. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1997 through 2007**



NOTE: The unemployment rate is the percentage of the total labor force population that is jobless, looking for a job, and available for work. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement, 1997–2002, and Annual Social and Economic Supplement, 2003–2007.

**Table 7.2. Unemployment rates of persons 16 years old and over, by educational attainment and race/ethnicity: 2007**

Race/ethnicity	All education levels	Less than high school	High school completion <sup>1</sup>	Some college, no degree	Associate's degree	Bachelor's degree or higher
<b>Total<sup>2</sup></b>	<b>4.7</b>	<b>11.3</b>	<b>5.4</b>	<b>4.5</b>	<b>3.2</b>	<b>1.9</b>
White	4.0	11.6	4.8	4.0	2.7	1.7
Black	8.2	19.5	9.4	6.5	5.3	2.7
Hispanic	5.6	8.7	4.1	5.4	3.5	2.3
Asian	3.2	4.5!	3.9	3.0!	3.6!	2.7
Pacific Islander	4.8!	12.8!	4.5!	4.1!	‡	#
American Indian/ Alaska Native	11.9	28.9	11.7	9.4!	5.0!	2.3!

! Interpret data with caution.

‡ Does not meet reporting standards.

# Rounds to zero.

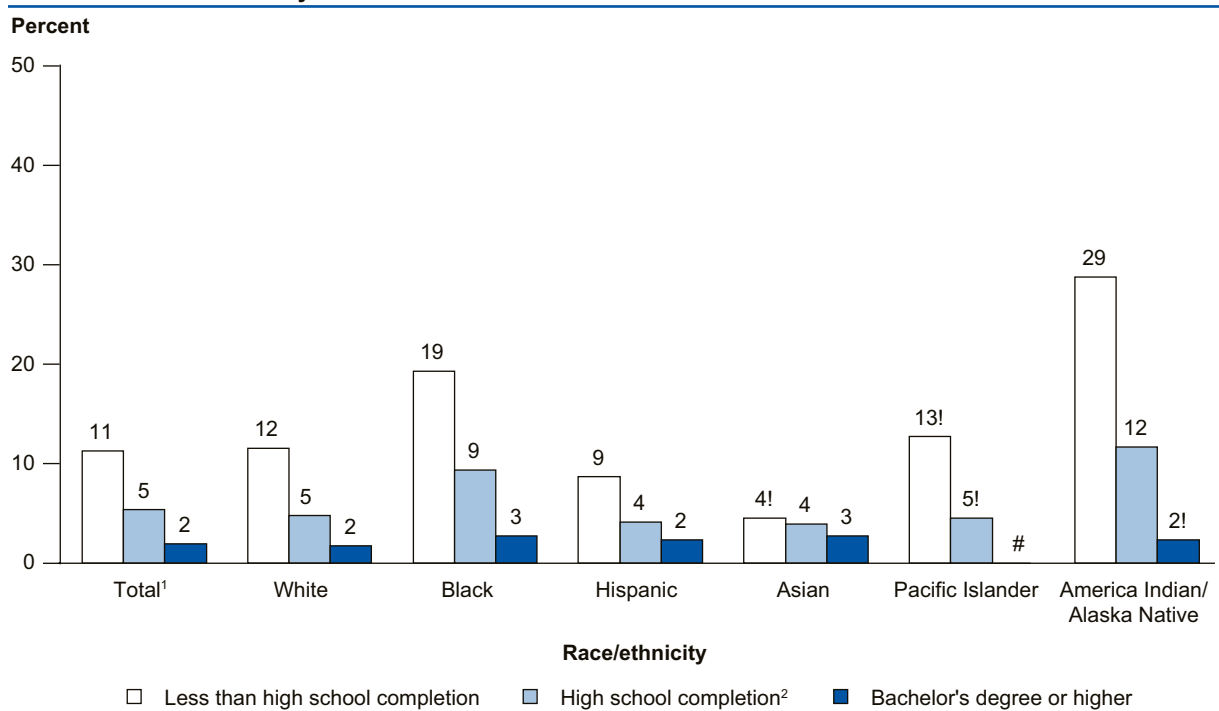
<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

<sup>2</sup> Total includes other race/ethnicity categories not separately shown.

NOTE: The unemployment rate is the percentage of the total labor force population that is jobless, looking for a job, and available for work. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2007.

**Figure 7.2b. Unemployment rates of persons 16 years old and over, by educational attainment and race/ethnicity: 2007**



! Interpret data with caution.

# Rounds to zero.

<sup>1</sup> Total includes other race/ethnicity categories not separately shown.

<sup>2</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

NOTE: Data are graphed using unrounded estimates while the value labels are rounded. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Social and Economic Supplement, 2007.

### 7.3. Median Annual Earnings

In 2006, American Indian/Alaska Native young adults with a bachelor's degree earned 29 percent more than American Indian/Alaska Native young adult high school completers.

In 2006, the median earnings for young adult full-time, full-year wage and salary workers ages 25–34 was \$34,800. The median earnings of Asian (\$45,700) and White (\$36,600) young adults were greater than the median earnings of their American Indian/Alaska Native peers (\$28,400).

There were no measurable differences in earnings among American Indian/Alaska Native young adults with lower levels of educational attainment—those who were not high school completers (\$25,400), who were high school completers (\$26,400), who had some college experience (\$27,400), and who had an associate's degree (\$26,400). However, among American Indian/Alaska Native young adults, those who had a bachelor's (\$35,500) or graduate degree (\$44,700) had higher median earnings than American Indian/Alaska Native young adults who had completed high school or who had an associate's degree. For example, American Indians/Alaska Natives with a bachelor's degree as their highest level of education earned 26 percent more than those whose highest level of education was high school completion.

Median earnings by educational attainment varied between American Indian/Alaska Native young adults and those of other races/ethnicities. For those with less than a high school education, there were no measurable differences between the median earnings of American Indian/Alaska Native young adults and young adults from other race/ethnicities. Among those who have completed high school as their highest level of education, White young adults had higher median earnings (\$30,500) than American Indian/Alaska Native young adults (\$26,400), but there were no measurable differences between American Indian/Alaska Native young adults who had completed high school and those of other races/ethnicities. Among those with a bachelor's degree as the highest level of education, Asian (\$50,800) and White (\$44,700) young adults earned more than their American Indian/Alaska Native peers (\$35,500). In addition, American Indian/Alaska Native young adults with a graduate degree earned 15 percent less than their White peers and 28 percent less than their Asian peers who had graduate degrees.

**Table 7.3. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by highest level of educational attainment and race/ethnicity: 2006**

Race/ ethnicity	Total	Less than high school com- pletion	High school com- pletion <sup>1</sup>	Some college	Assoc- iate's degree	Bach- elor's degree	Graduate degree		
							Total	Master's degree	Doctorate or first- profes- sional degree
<b>Total<sup>2</sup></b>	<b>\$34,800</b>	<b>\$23,400</b>	<b>\$28,300</b>	<b>\$30,500</b>	<b>\$33,500</b>	<b>\$43,700</b>	<b>\$52,800</b>	<b>\$50,800</b>	<b>\$60,900</b>
White	36,600	25,400	30,500	31,500	35,500	44,700	52,800	50,800	60,900
Black	30,500	21,300	25,400	29,500	30,500	38,600	48,800	45,700	60,900
Hispanic	27,400	21,100	25,400	30,500	31,500	40,600	48,800	48,800	48,800
Asian	45,700	25,400	26,400	30,500	35,500	50,800	62,000	64,000	60,900
Native Ha- waiian/ Pacific Islander	30,500	20,300	27,400	31,500	29,500	41,600	43,700!	32,500!	‡
American Indian/ Alaska Native	28,400	25,400	26,400	27,400	26,400	35,500	44,700	42,700	45,700

! Interpret data with caution.

‡ Reporting standards not met.

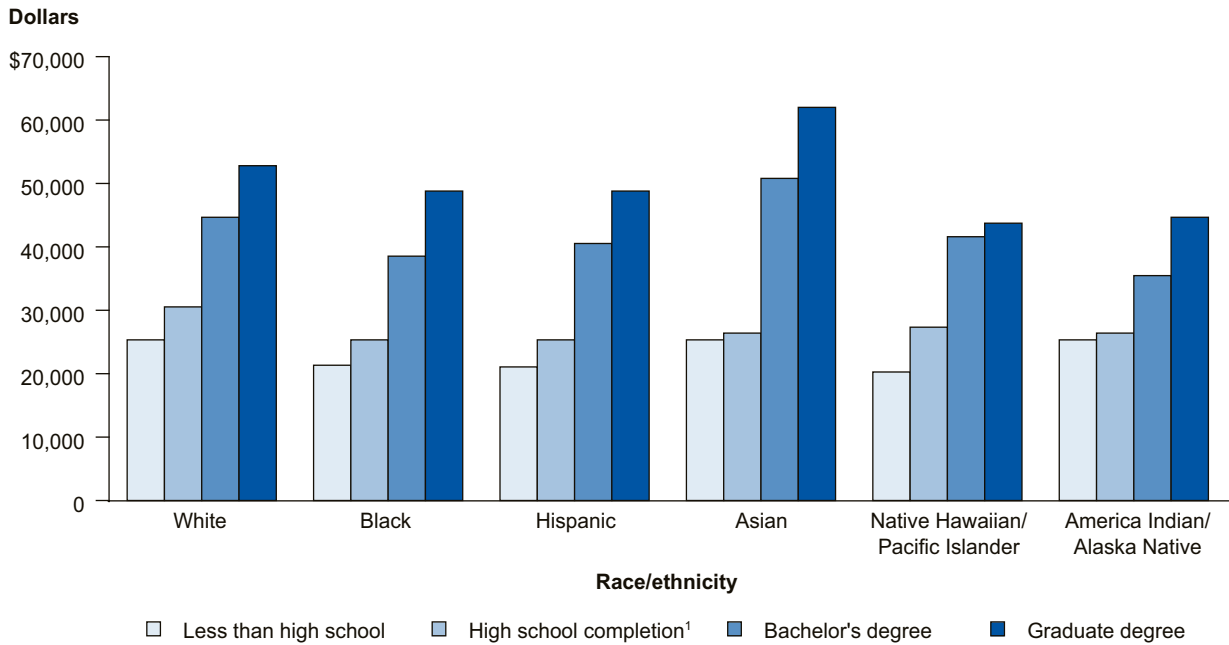
<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

<sup>2</sup> Total includes other race/ethnicity categories not separately shown.

NOTE. *Full-year worker* refers to those who were employed 50 or more weeks the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), Public Use Microdata Sample (PUMS) Files, 2006.

**Figure 7.3. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: 2006**



<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

NOTE: *Full-year worker* refers to those who were employed 50 or more weeks the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), Public Use Microdata Sample (PUMS) Files, 2006.

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# Appendix A: Supplemental Tables

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**Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2005–06**

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribution of Amer- ican Indian/Alaska Native enrollment by region and state
<b>Total</b>	<b>48,962,240</b>	<b>644,461</b>	<b>1.3</b>	<b>100.0</b>
<b>Northeast</b>	<b>8,258,658</b>	<b>27,345</b>	<b>0.3</b>	<b>4.2</b>
Connecticut	575,058	2,062	0.4	0.3
Maine	195,498	1,057	0.5	0.2
Massachusetts	971,909	2,941	0.3	0.5
New Hampshire	205,767	645	0.3	0.1
New Jersey	1,395,602	2,493	0.2	0.4
New York	2,838,209	14,090	0.5	2.2
Pennsylvania	1,828,287	2,674	0.1	0.4
Rhode Island	151,690	966	0.6	0.1
Vermont	96,638	417	0.4	0.1
<b>South</b>	<b>18,063,429</b>	<b>193,869</b>	<b>1.1</b>	<b>30.1</b>
Alabama	741,547	5,729	0.8	0.9
Arkansas	474,206	3,089	0.7	0.5
Delaware	120,937	408	0.3	0.1
District of Columbia	76,876	79	0.1	#
Florida	2,675,024	7,927	0.3	1.2
Georgia	1,598,461	2,339	0.1	0.4
Kentucky	641,685	1,106	0.2	0.2
Louisiana	654,397	5,115	0.8	0.8
Maryland	860,020	3,487	0.4	0.5
Mississippi	494,954	887	0.2	0.1
North Carolina	1,416,436	20,463	1.4	3.2
Oklahoma	634,739	120,122	18.9	18.6
South Carolina	701,544	2,205	0.3	0.3
Tennessee	953,798	1,730	0.2	0.3
Texas	4,523,873	15,043	0.3	2.3
Virginia	1,214,229	3,811	0.3	0.6
West Virginia	280,703	329	0.1	0.1
<b>Midwest</b>	<b>10,779,326</b>	<b>94,844</b>	<b>0.9</b>	<b>14.7</b>
Illinois	2,111,706	3,948	0.2	0.6
Indiana	1,034,782	2,628	0.3	0.4
Iowa	481,099	2,839	0.6	0.4
Kansas	466,266	6,707	1.4	1.0
Michigan	1,711,544	16,366	1.0	2.5
Minnesota	839,084	17,400	2.1	2.7
Missouri	915,850	3,686	0.4	0.6
Nebraska	286,646	4,751	1.7	0.7
North Dakota	98,284	8,484	8.6	1.3
Ohio	1,836,991	2,570	0.1	0.4
South Dakota	122,008	12,775	10.5	2.0
Wisconsin	875,066	12,690	1.5	2.0
<b>West</b>	<b>11,810,672</b>	<b>278,248</b>	<b>2.4</b>	<b>43.2</b>
Alaska	133,292	35,396	26.6	5.5
Arizona	1,094,454	67,498	6.2	10.5
California	6,312,103	50,758	0.8	7.9
Colorado	779,826	9,173	1.2	1.4
Hawaii	184,925	1,102	0.6	0.2
Idaho	261,844	4,126	1.6	0.6
Montana	145,416	16,422	11.3	2.5
Nevada	412,407	6,679	1.6	1.0
New Mexico	326,758	36,210	11.1	5.6
Oregon	534,823	12,921	2.4	2.0
Utah	508,430	7,770	1.5	1.2

See notes at end of table.

**Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2005–06—continued**

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribu- tion of American Indians/Alaska Na- tives by region and state
Washington	1,031,985	27,208	2.6	4.2
Wyoming	84,409	2,985	3.5	0.5
<b>Bureau of Indian Edu- cation (BIE) schools<sup>1</sup></b>	<b>50,155</b>	<b>50,155</b>	<b>100.0</b>	<b>7.8</b>

# Rounds to zero.

<sup>1</sup> Data for BIE schools are not separated by state. They are located in the South, Midwest, and West regions.

NOTE: Race categories exclude persons of Hispanic ethnicity. Total enrollment includes other race/ethnicity categories not shown. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

**Table A-2.1b. Number and percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2005–06**

Locale	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
	Number					
<b>Total</b>	<b>47,724,895</b>	<b>27,463,756</b>	<b>7,990,596</b>	<b>9,208,688</b>	<b>2,101,292</b>	<b>635,410</b>
City	13,595,614	4,765,366	3,702,997	4,078,163	836,445	117,601
Suburban	17,236,014	10,224,868	2,496,677	3,300,001	964,452	97,497
Town	6,208,942	4,369,707	699,066	873,921	106,585	126,211
Rural	10,684,325	8,103,815	1,091,856	956,603	193,810	294,101
Fringe	5,673,247	4,079,796	678,895	644,120	160,052	79,977
Distant	3,462,537	2,835,639	297,985	213,660	23,855	80,738
Remote	1,548,541	1,188,380	114,976	98,823	9,903	133,386
	Percentage distribution					
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
City	28.5	17.4	46.3	44.3	39.8	18.5
Suburban	36.1	37.2	31.2	35.8	45.9	15.3
Town	13.0	15.9	8.7	9.5	5.1	19.9
Rural	22.4	29.5	13.7	10.4	9.2	46.3
Fringe	11.9	14.9	8.5	7.0	7.6	12.6
Distant	7.3	10.3	3.7	2.3	1.1	12.7
Remote	3.2	4.3	1.4	1.1	0.5	21.0

NOTE: Includes students enrolled in Bureau of Indian Education (BIE) schools. Enrollment counts exclude schools with no reported enrollment. Race or locale information was not reported for 2.5 percent of students. Race categories exclude persons of Hispanic ethnicity. Rural areas are located outside any urbanized area or urban cluster. Urbanized areas are densely settled areas containing at least 50,000 people. Urban clusters are densely settled areas with a population of 2,500 to 49,999. Fringe rural areas are 5 miles or less from an urbanized area or 2 miles or less from an urban cluster. Distant rural areas are more than 5 miles but less than or equal to 25 miles from an urbanized area, or more than 2 miles but less than or equal to 10 miles from an urban cluster. Remote rural areas are more than 25 miles from an urbanized area or more than 10 miles from an urban cluster. For more details on Census-defined areas, see [http://www.census.gov/geo/www/ua/ua\\_2k.html](http://www.census.gov/geo/www/ua/ua_2k.html). Detail may not sum to totals because of rounding and categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

**Table A-2.1c. Number and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by percent of American Indian/Alaska Native enrollment: 2005–06**

Percent American Indian/ Alaska Native enrollment	Number	Percent
<b>Total</b>	<b>644,461</b>	<b>100.0</b>
Less than 10 percent	276,967	43.0
10–24 percent	86,890	13.5
25–49 percent	84,764	13.2
50–74 percent	43,140	6.7
75–89 percent	21,275	3.3
90 percent or more	131,425	20.4

NOTE: Includes students enrolled in Bureau of Indian Education (BIE) schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

**Table A-2.2. Number of Bureau of Indian Education (BIE)-funded school programs, by operational structure: Selected years, 1996–97 to 2006–07**

Operational structure	1996–97	1998–99	2000–01	2002–03	2004–05	2006–07
<b>Total</b>	<b>187</b>	<b>185</b>	<b>185</b>	<b>184</b>	<b>184</b>	<b>184</b>
BIE-operated	83	69	65	76	62	61
Tribally operated	104	116	120	108	122	123

NOTE: U.S. Department of the Interior, Bureau of Indian Education (BIE), Office of Indian Education Programs (OIEP), *1999–2000 OIEP School Report Card Summary*; OIEP, *Building Exemplary Schools for Tomorrow: 2002 Fingertip Facts* and *2004 Fingertip Facts*; and *2009 Budget Justification* and BIE budget tables.

**Table A-2.3. Number of children ages 3 to 21 and number of children served under the Individuals with Disabilities Education Act (IDEA) ages 3 to 21, in thousands, by race/ethnicity: 1998 to 2006**

Year	Total		White		Black	
	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA
1998	75,622	6,024	48,524	3,860	11,587	1,194
1999	76,460	6,016	48,558	3,807	11,708	1,199
2000	77,004	6,295	48,741	3,958	11,607	1,259
2001	77,302	6,401	48,655	3,976	11,645	1,288
2002	77,380	6,523	48,428	4,015	11,642	1,311
2003	77,454	6,634	48,188	4,036	11,630	1,335
2004	77,681	6,727	47,967	4,045	11,683	1,356
2005	77,802	6,720	47,684	4,004	11,706	1,346
2006	78,158	6,693	47,465	3,949	11,738	1,336

NOTE: Data have been revised from previously published reports. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

**Table A-2.3. Number of children ages 3 to 21 and number of children served under the Individuals with Disabilities Education Act (IDEA) ages 3 to 21, by race/ethnicity: 1998 to 2006—continued**

Year	Hispanic		Asian/Pacific Islander		American Indian/Alaska Native	
	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA
1998	11,775	788	2,940	106	796	76
1999	12,332	821	3,050	112	812	76
2000	12,867	878	3,027	121	762	80
2001	13,167	929	3,072	124	763	84
2002	13,442	981	3,106	130	762	87
2003	13,734	1,035	3,143	138	759	90
2004	14,078	1,082	3,197	144	755	100
2005	14,418	1,119	3,245	150	750	101
2006	14,887	1,154	3,322	153	745	101

NOTE: Data have been revised from previously published reports. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

**Table A-4.1a. Percentage of children demonstrating specific cognitive and motor skills at about 9 months of age, by race/ethnicity: 2000–01**

Race/ethnicity	Percent of children demonstrating specific cognitive skills				
	Explores objects	Explores purposefully	Jabbers expressively	Early problem solving	Names objects
<b>Total</b>	<b>98.6</b>	<b>83.2</b>	<b>29.6</b>	<b>3.7</b>	<b>0.6</b>
White	98.8	84.0	30.4	3.9	0.7
Black	98.1	80.8	27.9	3.4	0.6
Hispanic	98.5	82.9	29.0	3.4	0.6
Asian	98.8	83.3	28.2	3.1	0.5
Pacific Islander	98.9	81.8	23.7	2.0	0.3
American Indian/ Alaska Native	98.4	80.3	27.3	3.4	0.6
More than one race	98.6	82.8	29.5	3.8	0.8

Race/ethnicity	Percent of children demonstrating specific motor skills					
	Eye-hand coordination	Sitting	Pre-walking	Stands alone	Skillful walking	Balance
<b>Total</b>	<b>89.1</b>	<b>86.8</b>	<b>64.7</b>	<b>18.6</b>	<b>8.4</b>	<b>1.7</b>
White	88.7	86.5	63.7	18.0	8.1	1.6
Black	91.1	88.6	69.8	22.9	10.4	2.6
Hispanic	88.4	86.1	63.4	17.0	7.8	1.6
Asian	89.4	87.1	65.0	18.1	8.1	1.6
Pacific Islander	95.4	93.0	79.9	34.6	15.0	3.9!
American Indian/ Alaska Native	90.2	87.8	66.7	19.6	8.5	1.5
More than one race	90.3	88.1	68.2	22.1	9.6	2.0

! Interpret data with caution.

NOTE: Estimates weighted by W1C0. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001 and was designed to collect information about them for the first time when the children were about 9 months of age (i.e., 8 to 10 months). Race categories exclude persons of Hispanic ethnicity. Due to a difference in how race/ethnicity is defined, estimates in this table may differ from previously published estimates presented in *American Indian and Alaska Native Children: Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort* (NCES 2005-116).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.



**Table A-4.1b. Percentage of children demonstrating specific cognitive and motor skills at about 2 years of age, by race/ethnicity: 2003–04**

Race/ethnicity	Percentage distribution of population	Percent of children demonstrating specific cognitive skills <sup>1</sup>				
		Receptive vocabulary	Expressive vocabulary	Listening comprehension	Matching/discrimination	Early counting
<b>Total</b>	<b>100.0</b>	<b>84.3</b>	<b>63.7</b>	<b>36.4</b>	<b>31.7</b>	<b>3.8</b>
White	54.5	88.5	70.5	42.0	36.9	5.1
Black	13.5	79.4	55.7	29.9	25.6	2.3
Hispanic	24.6	78.1	53.5	28.1	24.0	1.9
Asian	2.7	82.6	62.1	35.4	30.8	3.7
Pacific Islander	0.2	79.3	54.4	27.9	23.3	1.1
American Indian/Alaska Native	0.5	74.2	49.3	25.1	21.3	1.4
More than one race	3.9	84.7	64.1	36.7	31.9	3.6

Race/ethnicity	Skillful walking	Percent of children demonstrating specific motor skills <sup>1</sup>				
		Balance	Fine motor control	Uses stairs	Alternating balance	Motor planning
<b>Total</b>	<b>92.5</b>	<b>89.3</b>	<b>55.4</b>	<b>48.0</b>	<b>29.9</b>	<b>10.2</b>
White	92.8	89.8	55.8	48.3	30.2	10.3
Black	93.3	90.6	58.0	50.2	32.5	11.2
Hispanic	91.4	87.6	53.2	46.0	27.9	9.3
Asian	92.4	89.1	54.7	47.4	29.3	9.9
Pacific Islander	93.0	90.2	54.3	46.7	27.5	9.0
American Indian/Alaska Native	92.2	88.7	54.8	47.7	29.8	10.2
More than one race	92.5	89.1	54.6	47.3	29.0	9.8

<sup>1</sup> Based on assessments collected using the Bayley Short Form Research Edition (BSF-R), a shortened field method of administering the Bayley Scales of Infant Development-II (BSID-II) (Bayley 1993). The scores are fully equated with the BSID-II. The proficiency probabilities indicate mastery of a specific skill or ability within mental or physical domains.  
 NOTE: Estimates weighted by W2C0. Estimates pertain to children assessed between 22 months and 25 months of age. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

**Table A-4.1c. Children demonstrating specific language, literacy, mathematics, color knowledge and fine motor skills at about 4 years of age, by race/ethnicity: 2005–06**

Race/ethnicity	Percentage distribution of population	Language knowledge and skills		Literacy knowledge and skills			
		Average receptive vocabulary score <sup>1</sup>	Average expressive vocabulary score <sup>2</sup>	Average overall literacy score <sup>3</sup>	Average proficiency probability letter recognition score <sup>4</sup>	Average phonological awareness score <sup>5</sup>	Average conventions of print score <sup>6</sup>
<b>Total</b>	<b>100.0</b>	<b>8.6</b>	<b>2.5</b>	<b>13.2</b>	<b>32.7</b>	<b>3.3</b>	<b>2.5</b>
White	54.6	9.3	2.6	14.2	36.8	3.5	2.7
Black	13.2	8.1	2.4	12.1	28.6	3.2	2.3
Hispanic	25.1	7.3	2.1	10.7	23.1	3.0	2.0
Asian	2.6	7.9	2.1	17.7	50.0	4.0	3.4
Pacific Islander	0.1	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	0.5	7.9	2.1	9.7	19.2	2.9	1.9
More than one race	3.9	8.9	2.5	13.8	34.8	3.5	2.7

Race/ethnicity	Mathematics knowledge and skills		Percent of children with a perfect score in color identification <sup>9</sup>	Average fine motor skills score <sup>10</sup>
	Average overall mathematics score <sup>7</sup>	Average proficiency probability number and shape score <sup>8</sup>		
<b>Total</b>	<b>22.8</b>	<b>65.6</b>	<b>64.1</b>	<b>3.4</b>
White	24.3	73.2	71.7	3.5
Black	20.7	55.2	56.1	3.2
Hispanic	20.2	51.7	50.5	3.3
Asian	26.4	81.7	71.2	4.5
Pacific Islander	‡	‡	‡	‡
American Indian/ Alaska Native	17.7	40.7	43.4	3.0
More than one race	22.8	64.2	61.8	3.5

‡ Reporting standards not met.

<sup>1</sup> Ability to recognize and understand spoken words or to indicate a named object by pointing. Potential score ranges from 0 to 15.

<sup>2</sup> Verbal expressiveness using gestures, words, and sentences. Potential score ranges from 0 to 5.

<sup>3</sup> Includes letter recognition, in both receptive and expressive modes; letter sounds; and early reading knowledge and skills. Potential score ranges from 0 to 37.

<sup>4</sup> Ability to identify a letter by either its name or the sounds it makes. Potential score ranges from 0 to 100.

<sup>5</sup> Measures understanding of the sounds and structure of spoken language, including rhyming, blending, segmenting, deleting, and substituting words, syllables, and sounds. Potential score ranges from 0 to 8.

<sup>6</sup> Understanding of what print represents and how it works. Potential score ranges from 0 to 8.

<sup>7</sup> Includes number sense, geometry, counting, operations, and patterns. Potential score ranges from 0 to 44.

<sup>8</sup> Ability to recognize single-digit numbers and basic geometric shapes. Potential score ranges from 0 to 100.

<sup>9</sup> Percentage of children able to correctly identify 5 out of 5 colors. Potential score ranges from 0 to 100.

<sup>10</sup> Measures the ability to use fine motor skills in drawing basic forms and shapes. Potential score ranges from 0 to 7.

NOTE: Estimates weighted by W3C0. Estimates pertain to children assessed between 48 months and 57 months of age. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

**Table A-6.1a. American Indian/Alaska Native enrollment (in thousands) in public and private degree-granting institutions, by type of institution and sex: Selected years, 1976 through 2006**

Year	Total	Type of institution		Sex	
		2-year	4-year	Male	Female
1976	76.1	41.2	35.0	38.5	37.6
1978	77.9	43.1	34.8	36.8	41.0
1980	83.9	47.0	36.9	37.8	46.1
1982	87.7	49.1	38.6	39.9	47.8
1984	83.6	45.5	38.1	37.4	46.1
1986	90.1	50.5	39.6	39.4	50.6
1988	92.5	50.4	42.1	39.1	53.4
1990	102.8	54.9	47.9	43.1	59.7
1991	113.7	62.6	51.1	47.6	66.1
1992	119.3	64.4	54.9	50.2	69.1
1993	121.7	63.2	58.5	51.2	70.5
1994	127.4	66.2	61.2	53.0	74.4
1995	131.3	65.6	65.7	54.8	76.5
1996	137.6	70.2	67.3	57.2	80.4
1997	142.5	71.0	71.5	59.0	83.4
1998	144.2	71.5	72.6	59.0	85.1
1999 <sup>1</sup>	145.5	72.1	73.4	58.6	86.8
2000	151.2	74.7	76.5	61.4	89.7
2001	158.2	78.2	80.0	63.6	94.5
2002	165.9	81.3	84.6	65.7	100.2
2003	172.6	82.3	90.4	67.1	105.5
2004	176.1	82.2	93.9	68.6	107.5
2005	176.3	80.7	95.6	68.4	107.9
2006	181.1	81.1	100.0	71.2	111.0

<sup>1</sup> Data were imputed using alternative procedures.

NOTE: Race categories exclude persons of Hispanic ethnicity. Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate's or higher degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2007, based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 through 1986; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1987 through 1999, and Spring 2001 through Spring 2007.

**Table A-6.1b. Percentage of total public and private degree-granting institution enrollment that is male, percentage that is female, and difference between male and female percentages, by race/ethnicity: Selected years, 1976 through 2006**

Year	Total	White	Black	Hispanic	Pacific Islander	Asian/ American Indian/ Alaska Native
Percent male						
1976	52.7	53.0	45.5	54.6	54.8	50.6
1980	48.5	48.5	41.9	49.1	52.8	45.0
1990	45.5	45.3	38.9	45.2	51.5	42.0
2000	43.9	44.3	36.7	42.9	47.6	40.7
2001	43.7	44.2	36.3	42.6	47.2	40.2
2002	43.4	44.0	35.8	42.1	46.9	39.6
2003	42.9	43.7	35.3	41.3	46.3	38.9
2004	42.8	43.7	35.0	41.2	46.1	38.9
2005	42.6	43.6	35.0	41.2	46.0	38.8
2006	42.7	43.6	34.9	41.2	46.0	39.3
Percent female						
1976	47.3	47.0	54.5	45.4	45.2	49.4
1980	51.5	51.5	58.1	50.9	47.2	55.0
1990	54.5	54.7	61.1	54.8	48.5	58.0
2000	56.1	55.7	63.3	57.1	52.4	59.3
2001	56.3	55.8	63.7	57.4	52.8	59.8
2002	56.6	56.0	64.2	57.9	53.1	60.4
2003	57.1	56.3	64.7	58.7	53.7	61.1
2004	57.2	56.3	65.0	58.8	53.9	61.1
2005	57.4	56.4	65.0	58.8	54.0	61.2
2006	57.3	56.4	65.1	58.8	54.0	60.7
Difference						
1976	5.5	6.1	-9.0	9.3	9.6	1.3
1980	-2.9	-2.9	-16.2	-1.8	5.6	-10.0
1990	-9.1	-9.3	-22.3	-9.5	3.0	-16.1
2000	-12.2	-11.4	-26.6	-14.2	-4.7	-18.7
2001	-12.6	-11.6	-27.3	-14.9	-5.6	-19.5
2002	-13.3	-12.1	-28.4	-15.9	-6.2	-20.8
2003	-14.1	-12.6	-29.3	-17.3	-7.4	-22.3
2004	-14.5	-12.7	-29.9	-17.6	-7.7	-22.1
2005	-14.7	-12.9	-30.1	-17.7	-8.0	-22.4
2006	-14.7	-12.8	-30.2	-17.5	-8.0	-21.4

NOTE: Race categories exclude persons of Hispanic ethnicity. Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data after 1996 are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate's or higher degrees. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities," 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey," 1990, and Spring 2001 through Spring 2007.

**Table A-6.2. Enrollment in tribally controlled colleges: Fall 1997 through fall 2006**

Tribally controlled college	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>Total</b>	<b>13,583</b>	<b>13,940</b>	<b>13,928</b>	<b>13,680</b>	<b>14,075</b>	<b>15,468</b>	<b>17,776</b>	<b>17,605</b>	<b>17,167</b>	<b>17,255</b>
Bay Mills Community College	453	369	321	360	368	430	386	401	406	550
Blackfeet Community College	411	396	291	299	341	418	546	561	485	467
Cankdeska Cikana Community College	142	124	134	9	169	160	190	197	198	233
Chief Dull Knife College <sup>1</sup>	508	448	448	461	442	268	442	356	554	359
College of the Menominee Nation	225	249	385	371	407	530	499	507	532	513
Diné College	1,732	1,875	1,881	1,712	1,685	1,822	1,878	1,935	1,825	1,669
Fond du Lac Tribal and Community College	704	701	935	999	1,023	1,315	1,735	1,775	1,981	2,181
Fort Belknap College	218	163	266	295	170	158	215	257	175	161
Fort Berthold Community College	223	291	285	50	50	249	274	285	241	196
Fort Peck Community College	360	316	370	400	419	443	419	504	408	441
Haskell Indian Nations University	846	779	885	918	967	887	918	928	918	889
Ilisagvik College	—	—	—	322	279	316	417	214	278	203
Institute of American Indian Arts <sup>2</sup>	109	109	133	139	44	155	154	176	113	192
Lac Courte Oreilles Ojibwa Community College	493	551	485	489	516	550	561	460	505	574
Leech Lake Tribal College	135	228	222	240	174	244	162	195	189	198
Little Big Horn College	243	324	207	320	203	275	394	291	259	312
Little Priest Tribal College	—	—	147	141	88	146	130	154	109	95
Navajo Technical College <sup>3</sup>	364	227	270	841	299	283	300	306	333	392
Nebraska Indian Community College	223	186	186	170	191	118	190	190	107	115
Northwest Indian College	677	695	548	524	600	667	643	519	495	623
Oglala Lakota College	1,219	1,137	1,198	1,174	1,270	1,279	1,441	1,501	1,302	1,485
Saginaw Chippewa Tribal College	†	—	—	—	—	41	66	109	123	125
Salish Kootenai College	967	1,016	1,075	1,042	976	1,109	1,100	1,130	1,142	1,092
Sinte Gleska University	766	1,041	910	900	895	787	1,055	1,400	1,123	969
Sisseton Wahpeton Community College	199	201	219	250	275	285	287	287	290	279
Sitting Bull College	217	231	233	22	194	214	317	289	287	286
Southwestern Indian Polytechnic Institute	656	653	643	304	723	777	936	772	614	561
Stone Child College	166	255	188	38	242	83	434	347	344	397
Tohono O'odham Community College	†	†	†	—	—	—	181	169	270	198
Turtle Mountain Community College	579	624	665	686	684	897	959	787	615	788
United Tribes Technical College	263	311	299	204	302	463	466	536	885	606
White Earth Tribal and Community College	—	—	99	—	79	99	81	67	61	106

— Not available.

† Not applicable.

<sup>1</sup> Previously named Dull Knife Memorial College.

<sup>2</sup> Congressionally chartered under the name Institute of American Indian and Alaska Native Culture.

<sup>3</sup> Previously named Crownpoint Institute of Technology.

NOTE: These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1997 to 1999, and Spring 2001 through Spring 2007 surveys.

**Table A-6.4. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree and sex: 1976–77 through 2005–06**

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>
<b>Total</b>										
1976–77	2,498	3,326	967	95	196	0.6	0.4	0.3	0.3	0.3
1978–79	2,336	3,410	999	104	216	0.6	0.4	0.4	0.4	0.3
1980–81	2,584	3,593	1,034	130	192	0.6	0.4	0.4	0.5	0.3
1984–85	2,953	4,246	1,256	119	248	0.7	0.5	0.5	0.4	0.4
1986–87	3,195	3,968	1,103	105	304	0.7	0.4	0.4	0.4	0.4
1988–89	3,331	3,951	1,086	85	264	0.8	0.4	0.4	0.3	0.4
1989–90	3,430	4,390	1,090	98	257	0.8	0.4	0.4	0.3	0.4
1990–91	3,871	4,583	1,178	106	261	0.8	0.4	0.4	0.4	0.4
1991–92	4,060	5,228	1,280	120	298	0.8	0.5	0.4	0.4	0.4
1992–93	4,408	5,683	1,405	107	370	0.9	0.5	0.4	0.3	0.5
1993–94	4,876	6,192	1,699	134	371	0.9	0.5	0.5	0.4	0.5
1994–95	5,482	6,610	1,621	130	413	1.0	0.6	0.5	0.4	0.6
1995–96	5,573	6,976	1,778	159	463	1.0	0.6	0.5	0.5	0.6
1996–97	5,984	7,425	1,940	175	514	1.1	0.7	0.5	0.5	0.7
1997–98	6,246	7,903	2,053	186	561	1.1	0.7	0.5	0.5	0.7
1998–99	6,424	8,423	2,016	194	612	1.2	0.7	0.5	0.6	0.8
1999–2000	6,497	8,719	2,246	160	572	1.2	0.7	0.6	0.5	0.8
2000–01	6,623	9,049	2,481	177	543	1.2	0.8	0.6	0.5	0.7
2001–02	6,832	9,165	2,624	180	581	1.2	0.7	0.6	0.5	0.7
2002–03	7,461	9,875	2,858	196	586	1.2	0.8	0.6	0.6	0.7
2003–04	8,119	10,638	3,192	217	565	1.2	0.8	0.7	0.6	0.7
2004–05	8,435	10,307	3,295	237	564	1.2	0.7	0.7	0.6	0.7
2005–06	8,552	10,940	3,504	230	710	1.2	0.8	0.7	0.6	0.8
<b>Males</b>										
1976–77	1,216	1,804	521	67	159	0.6	0.4	0.3	0.3	0.3
1978–79	1,069	1,736	495	69	150	0.6	0.4	0.4	0.3	0.3
1980–81	1,108	1,700	501	95	134	0.6	0.4	0.4	0.5	0.3
1984–85	1,198	1,998	583	64	176	0.6	0.4	0.5	0.4	0.4
1986–87	1,263	1,817	518	57	183	0.7	0.4	0.4	0.3	0.4
1988–89	1,323	1,730	476	50	148	0.7	0.4	0.4	0.3	0.3
1989–90	1,364	1,860	455	49	135	0.7	0.4	0.4	0.3	0.3
1990–91	1,439	1,938	488	59	144	0.7	0.4	0.4	0.3	0.3
1991–92	1,545	2,195	529	66	159	0.8	0.4	0.4	0.4	0.4
1992–93	1,680	2,450	584	52	192	0.8	0.5	0.4	0.3	0.4
1993–94	1,837	2,620	692	66	222	0.9	0.5	0.5	0.4	0.5
1994–95	2,098	2,739	659	58	223	1.0	0.5	0.4	0.3	0.5
1995–96	1,993	2,885	705	80	256	0.9	0.6	0.5	0.4	0.6
1996–97	2,068	2,996	734	87	290	0.9	0.6	0.5	0.5	0.7
1997–98	2,252	3,151	782	83	291	1.1	0.6	0.5	0.5	0.7
1998–99	2,241	3,323	771	92	333	1.0	0.7	0.5	0.5	0.8
1999–2000	2,225	3,464	836	57	293	1.0	0.7	0.5	0.3	0.7
2000–01	2,294	3,700	917	76	278	1.0	0.7	0.6	0.4	0.7
2001–02	2,308	3,624	993	67	292	1.0	0.7	0.6	0.4	0.7
2002–03	2,618	3,870	1,027	76	296	1.1	0.7	0.6	0.5	0.7
2003–04	2,740	4,244	1,127	90	275	1.1	0.7	0.6	0.5	0.7
2004–05	2,774	4,143	1,160	87	288	1.1	0.7	0.6	0.5	0.7
2005–06	2,774	4,203	1,244	105	332	1.0	0.7	0.6	0.6	0.8

See notes at end of table.

**Table A-6.4. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree and sex: 1976–77 through 2005–06—continued**

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associ-ate's degrees	Bach-elor's degrees	Master's degrees	Doctoral degrees	First-profes-sional de-grees <sup>1</sup>	Associ-ate's degrees	Bach-elor's degrees	Master's degrees	Doctoral degrees	First-profes-sional de-grees <sup>1</sup>
<b>Females</b>										
1976–77	1,282	1,522	446	28	37	0.7	0.4	0.3	0.4	0.3
1978–79	1,267	1,674	504	35	66	0.6	0.4	0.4	0.4	0.4
1980–81	1,476	1,893	533	35	58	0.7	0.4	0.4	0.4	0.3
1984–85	1,755	2,248	673	55	72	0.7	0.5	0.5	0.5	0.3
1986–87	1,932	2,151	585	48	121	0.8	0.4	0.4	0.4	0.5
1988–89	2,008	2,221	610	35	116	0.8	0.4	0.4	0.3	0.5
1989–90	2,066	2,530	635	49	122	0.8	0.5	0.4	0.4	0.5
1990–91	2,432	2,645	690	47	117	0.9	0.5	0.4	0.4	0.4
1991–92	2,515	3,033	751	54	139	0.9	0.5	0.4	0.4	0.5
1992–93	2,728	3,233	821	55	178	0.9	0.5	0.4	0.4	0.6
1993–94	3,039	3,572	1,007	68	149	1.0	0.6	0.5	0.5	0.5
1994–95	3,384	3,871	962	72	190	1.1	0.6	0.5	0.5	0.6
1995–96	3,580	4,091	1,073	79	207	1.1	0.7	0.5	0.5	0.7
1996–97	3,916	4,429	1,206	88	224	1.1	0.7	0.6	0.6	0.7
1997–98	3,994	4,752	1,271	103	270	1.2	0.7	0.6	0.6	0.8
1998–99	4,183	5,100	1,245	102	279	1.2	0.8	0.5	0.6	0.8
1999–2000	4,272	5,255	1,410	103	279	1.3	0.8	0.6	0.6	0.8
2000–01	4,329	5,349	1,564	101	265	1.3	0.8	0.6	0.6	0.7
2001–02	4,524	5,541	1,631	113	289	1.3	0.8	0.6	0.7	0.8
2002–03	4,843	6,005	1,831	120	290	1.3	0.8	0.7	0.7	0.8
2003–04	5,379	6,394	2,065	127	290	1.4	0.8	0.7	0.7	0.7
2004–05	5,661	6,164	2,135	150	276	1.3	0.8	0.7	0.7	0.6
2005–06	5,778	6,737	2,260	125	378	1.3	0.8	0.7	0.6	0.9

<sup>1</sup> A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree usually is based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior required college work and the professional program itself. First-professional degrees are awarded in the fields of dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic, law, and theological professions.

NOTE: For the years 1984–85 through 2005–06, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to impute race/ethnicity for students whose race/ethnicity was not reported. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2007*, based on Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred," 1976–77 through 1984–85; and 1986–87 through 2005–06 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87–99), and Fall 2000 through Fall 2006.

**Table A-7.2. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1997 through 2007**

Year	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1997	5.5	4.2	10.9	9.2	4.7	10.8
1998	5.0	4.0	9.3	7.6	4.3	10.1
1999	4.5	3.5	8.4	6.6	4.1	11.9
2000	4.3	3.4	7.6	6.8	3.9	9.7
2001	4.6	3.6	8.8	6.8	3.2	10.6
2002	6.2	5.1	10.9	8.1	5.7	13.1
2003	6.4	5.2	11.3	8.5	6.4	14.5
2004	6.1	5.1	10.7	7.6	5.2	10.4
2005	5.5	4.5	10.8	6.4	4.2	12.3
2006	5.0	4.1	10.1	5.8	3.8	7.3
2007	4.7	4.0	8.2	5.6	3.3	11.9

<sup>1</sup> For 2003 through 2007, total includes other race/ethnicity categories not separately shown.

NOTE: The unemployment rate is the percentage of the total labor force population that is jobless, looking for a job, and available for work. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), Annual Demographic Supplement, 1997–2002, and Annual Social and Economic Supplement, 2003–2007.



# Appendix B: Guide to Sources

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The indicators in this report present data from a variety of sources that are described below. Most of these sources are federal surveys, and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are sample surveys; these are the sources of the estimates for which standard errors are provided on the NCES website: <http://nces.ed.gov/>. A few sources are universe surveys, meaning that they collect information on the entire population of interest; there are no standard errors in these surveys because there is no error introduced by sampling.

Some of the indicators in this report use different data sources or different definitions of terms to present estimates on similar variables. It is important to note that comparisons between estimates with such differences should be made with caution, if at all, because differences in populations, methodologies, question phrasing, and other factors may compromise such comparisons.

## U.S. Department of Education

### *National Center for Education Statistics*

#### *Common Core of Data*

NCES uses the Common Core of Data (CCD) to acquire and maintain statistical data from each of the 50 states, the District of Columbia, the Bureau

of Indian Education, Department of Defense dependents schools (overseas and domestic), and the other jurisdictions. Information about staff and students is reported annually at the school, local education agency (LEA) or school district, and state levels. CCD data include prekindergarten through 12th-grade schools and students.

CCD categories for student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. All students of Hispanic origin are included in the Hispanic category regardless of their race.

Data are collected for a particular school year via an online reporting system open to state education agencies during the school year. Beginning with the 2006–07 school year, nonfiscal CCD data are collected through the Department of Education’s Education Data Exchange Network (EDEN). Since the CCD is a universe collection, CCD data are not subject to sampling errors. However, nonsampling errors could come from two sources: nonresponse and inaccurate reporting. Almost all of the states submit the five CCD survey instruments each year, but submissions are sometimes incomplete.

Further information on the CCD data may be obtained from <http://nces.ed.gov/ccd>.

***Early Childhood Longitudinal Study, Birth Cohort of 2001***

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is designed to provide decision-makers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and the transition to child care and school. Children's physical and cognitive development, care, and learning experiences at home and school are measured using standardized assessments from birth through kindergarten entry.

At the 9-month parent interview, respondents indicated whether the child belonged to one or more of 14 race categories: (1) White, (2) Black or African American, (3) American Indian or Alaska Native, (4) Asian Indian, (5) Chinese, (6) Filipino, (7) Japanese, (8) Korean, (9) Vietnamese, (10) Other Asian, (11) Native Hawaiian, (12) Guamanian or Chamorro, (13) Samoan, and (14) Other Pacific Islander. Data were collected on Hispanic ethnicity as well; specifically, respondents were asked whether the child was of Hispanic or Latino origin. A child's ethnicity was classified as Hispanic if a parent respondent indicated the child's ethnicity was Hispanic, regardless of the race identified. During the 2-year parent interview, for cases that were identified as being of American Indian/Alaska Native descent in the 9-month collection (by either the birth certificate data or during the parent interview), parent interview respondents were asked to confirm the child was of American Indian/Alaska Native descent. If the parent interview respondent indicated "no," the case was reclassified as the race/ethnicity specified by the parent interview respondent. Similar procedures were repeated at the preschool round. In this report, the categories presented for race/ethnicity are as follows: White; Black; Hispanic; Asian; Pacific Islander; American Indian or Alaska Native; and children of more than one race.

Data were collected from a sample of about 10,700 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study come from diverse socioeconomic and racial/ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, American Indian/Alaska Native, twin, and moderately low and very low birth weight children. Children, their parents (including nonresident and resident fathers), their child care providers, and their teachers provide information on children's cognitive, social, emotional, and physical development across multiple settings (e.g., home, child care, and school).

Further information on the ECLS-B may be obtained from <http://nces.ed.gov/ecls/Birth.asp>.

***Education Longitudinal Study of 2002***

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

The ELS student questionnaire asks students to self-report race/ethnicity. Students are first asked whether they are Hispanic or Latino/Latina. Next, they are asked to select any of the following race categories that apply to them: White, Black/African American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native.

In the base year of the study, of approximately 1,200 eligible contacted schools, 750 participated, for an overall weighted school participation rate of 68 percent (62 percent unweighted). Of approximately 17,600 selected eligible students, 15,400 participated, for an overall weighted student response rate of 87 percent. Information for the study is obtained not just from students and their school records, but also from the students' parents, their teachers, their librarians, and the administrators of their schools.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics, along with a freshening sample to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were administered a dropout or a transfer questionnaire.

The second follow-up, completed in 2006, continued to follow the sample of students into postsecondary education or work, or both. The next follow-up is scheduled for 2012.

Further information on ELS:2002 may be obtained from <http://nces.ed.gov/surveys/els2002>.

***High School and Beyond Longitudinal Study***

The High School and Beyond Longitudinal Study

(HS&B) is a national longitudinal survey of individuals who were high school sophomores and seniors in 1980. The base-year survey (conducted in 1980) was a probability sample of approximately 1,000 high schools with a target number of 36 sophomores and 36 seniors in each school. Of the approximately 58,300 students who participated in the base-year survey, over 30,000 were sophomores and over 28,000 were seniors. Substitutions were made for nonparticipating schools—but not for students—in those strata where it was possible. Overall, about 1,100 schools were selected in the original sample and 800 of these schools participated in the survey. An additional 200 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed. Follow-up surveys were conducted in 1982, 1984, 1986 and 1992.

HS&B categories for student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native.

An NCES series of technical reports and data file user's manuals, available electronically, provides additional information on the survey methodology. Further information on HS&B may be obtained from <http://nces.ed.gov/surveys/hsb>.

### *Integrated Postsecondary Education Data System*

The Integrated Postsecondary Education Data System (IPEDS) are universe surveys that collect data from all primary providers of postsecondary education in the United States. IPEDS surveys approximately 6,500 postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. IPEDS, which began in 1986, replaced the Higher Education General Information Survey (HEGIS).

IPEDS consists of nine interrelated components that obtain information on who provides postsecondary education (institutions), who participates in it and completes it (students), what programs are offered and what programs are completed, and both the human and financial resources involved in the provision of institutionally based postsecondary education.

IPEDS asks institutions to provide enrollment and completion data on students based on the following race/ethnicity categories: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; and White, non-Hispanic. Each student may only be reported in one category.

Further information on IPEDS may be obtained from <http://nces.ed.gov/ipeds>.

### *National Assessment of Educational Progress*

The National Assessment of Educational Progress (NAEP) is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessments change periodically and are based on frameworks developed by the National Assessment Governing Board (NAGB). Results are reported in two ways. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. In addition, the percentage of students at or above the *Basic*, *Proficient*, and *Advanced* achievement levels is reported for these same groups. The achievement levels are developed by NAGB.

NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race/ethnicity categories are White, Black, Hispanic, Asian American/Pacific Islander, and American Indian/Alaska Native. NAEP also provides data on students whose race/ethnicity is unclassified, but these are not presented in this report. All students of Hispanic origin are classified as Hispanic, regardless of race.

The assessment data presented in this publication were derived from tests designed and conducted by the Educational Testing Service (ETS).

Information from NAEP is subject to both nonsampling and sampling errors. Two possible sources of nonsampling error are nonparticipation and instrumentation. Certain populations have been oversampled to ensure samples of sufficient size for analysis. Instrumentation nonsampling error could result from failure of the test instruments to measure what is being taught and, in turn, what the students are learning.

Further information on NAEP may be obtained from <http://nces.ed.gov/nationsreportcard>.

### *NAEP National Indian Education Study*

The National Indian Education Study (NIES) was conducted by the National Center for Education Statistics (NCES) at the request of the U.S. Department of Education, Office of Indian Education Programs (OIEP). The goal of the study is to describe the condition of education of American Indian/Alaska Native students by focusing on both their academic achievement (Part I) and educational experiences (Part II) in grades 4 and 8. This activity is part of a collaborative effort among Indian tribes and organizations, the Bureau of Indian Affairs (BIA), and state and local education agencies to ensure that programs serving American Indian and Alaska Native children are of the highest quality and meet their unique culturally related academic needs.

Conducted in 2005 and 2007, NIES provides data on a nationally representative sample of American Indian and Alaska Native students in public, private, Department of Defense, and Bureau of Indian Education funded schools. Part I of the 2007 NIES presents the performance results of American Indian and Alaska Native students at grades 4 and 8 on the National Assessment of Educational Progress (NAEP) in reading and mathematics. The first NIES study was conducted in 2005, and the results for 2007 are compared to results from that assessment. The Technical Review Panel, whose members included American Indian and Alaska Native educators and researchers from across the country, was assembled to advise the study and oversee the development of survey questionnaires.

In 2005, a nationally representative sample of about 14,500 American Indian/Alaska Native students (combined grades 4 and 8 in reading and mathematics) were assessed in NIES Part I. Approximately 5,100 American Indian/Alaska Native students, 1,300 teachers of American Indian/Alaska Native students, and nearly 500 principals of American Indian/Alaska Native students completed survey questionnaires for NIES Part II. In 2007, a nationally representative sample of about 28,000 American Indian/Alaska Native students (combined grades 4 and 8 in reading and mathematics) were assessed in NIES Part I. Approximately 22,000 American Indian/Alaska Native students, and 7,600 teachers and 3,500 principals of these students completed survey questionnaires for NIES Part II. The Part I and Part II samples included

students attending public, private, and Bureau of Indian Education (BIE) schools.

Further information on NIES may be obtained from <http://nces.ed.gov/nationsreportcard/nies/>.

### *National Education Longitudinal Study of 1988*

The National Education Longitudinal Study of 1988 (NELS:88) was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. NELS:88 was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (HS&B) in 1980, surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences.

Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students. For the approximately 1,000 public and private schools with 8th grades that were sampled and agreed to participate in NELS:88, complete 8th-grade rosters were produced for each school. From this roster, approximately 24 students were randomly selected. The remaining students on the roster were then grouped by race and ethnicity, and additional 2-3 Asian and Hispanic students were then selected for each school. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then in 1994, approximately 2 years after their scheduled high school graduation. A fourth follow-up was conducted in 2000.

NELS respondents were asked to self-identify their race/ethnicity, first by indicating if they were of Hispanic origin. If they identified themselves as Hispanic, they were assigned to the Hispanic or Latino category. Respondents were then asked to identify their primary choice of race. Those who responded with more than one race/ethnicity category were put in the More than one race category. Thus, the resulting race/ethnicity categories are: 1) Asian or Pacific Islander; 2) Hispanic or Latino (any race); 3) Black, non-Hispanic; 4) White, non-Hispanic; 5) American Indian or Alaska Native; and 6) More than one race.

Further information on NELS:88 may be obtained from <http://nces.ed.gov/surveys/nels88>.

### *National Postsecondary Student Aid Study*

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. It covers nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Participants include both students who do and those who do not receive financial aid, and their parents. Study results are used to help guide future federal policy regarding student financial aid. The first NPSAS study was conducted during the 1986-87 school year; subsequent studies have been carried out during the 1989-90, 1992-93, 1995-96, 1999-2000, and 2003-04 school years.

NPSAS asks students to self-report race/ethnicity. Race/ethnicity categories are White, Black, Hispanic, Asian, American Indian, Pacific Islander, and Other. Students may select more than one race and students of Hispanic origin are classified as Hispanic regardless of race.

Further information on NPSAS may be obtained from <http://nces.ed.gov/npsas>.

### *Private School Universe Survey*

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools; and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989, the PSS has been conducted every 2 years, and data for the 1989-90, 1991-92, 1993-94, 1995-96, 1997-98, 1999-2000, 2001-02, 2003-04, and 2005-06 school years have been released.

The PSS is completed by administrative personnel in private schools and produces data similar to that of the CCD for public schools, and can be used for public-private comparisons. The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home). The survey universe is composed of schools identified from a variety of sources. The main source is a list

frame initially developed for the 1989-90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Race/ethnicity categories identified in the PSS survey are White, non-Hispanic, Black, non-Hispanic, Hispanic (regardless of race), Asian or Pacific Islander, and American Indian or Alaska Native.

Further information on the PSS may be obtained from <http://nces.ed.gov/surveys/pss>.

## **Other Department of Education Agencies**

### *Bureau of Indian Education*

The Bureau of Indian Education (BIE), formerly known as the Office of Indian Education Programs (OIEP), is a service organization devoted to providing quality education opportunities for American Indian people. BIE was established in the latter part of the nineteenth century to carry out the Federal Government's education commitment to Indian tribes. The BIE fulfills its mission through its headquarters, 19 regional offices located throughout the United States, and 184 elementary and secondary schools and dormitories funded by the Federal Government that provide an education program to approximately 50,000 students from birth through grade 12. The Bureau of Indian Education also operates two postsecondary institutions and funds 24 colleges operated by tribes and tribal organizations.

The BIE collects, analyzes, and reports on educational activities and results. BIE operates the Division of Compliance, Monitoring, and Accountability (DCMA) to collect data on over fifty different items related to school operations and effectiveness for use by both the BIE and the Department of Education. The DCMA monitors schools through on-site audits/inspections. Analysis of the collected data is performed by BIE and any recommendations resulting from the analysis are developed in conjunction with consultations with Tribal leaders. The BIE makes data and results from the Tribal consultations available to the public through BIE maintained web sites.

Further information on BIE may be obtained from <http://www.oiep.bia.edu/>.

*Office for Civil Rights**OCR Elementary and Secondary School Survey*

The OCR Elementary and Secondary School (E&S) Survey has been used since 1968 by the U.S. Department of Education's Office for Civil Rights (OCR) to obtain trend data from the nation's public elementary and secondary schools. The E&S Survey provides information about the enrollment of students in public schools in every state and about some education services provided to those students. These data are reported by race/ethnicity, sex, and disability. OCR E&S Survey categories provided to the districts and schools for reporting student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native.

Data in the E&S Survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate projected national and state data.

In recent surveys, the sample has been approximately 6,000 districts and 60,000 schools; however, in 2000, data were collected from all public school districts. In sample surveys, the following districts are sampled with certainty: districts having more than 25,000 students; all districts in states having 25 or fewer public school districts; and districts subject to federal court order and monitored by the U.S. Department of Justice. The survey is conducted biennially (with few exceptions); the most recent survey was conducted in 2006. Data currently are available from the 2006 survey.

Further information on the E&S Survey may be obtained from <http://www.ed.gov/about/offices/list/ocr/data.html?src=rt>.

*Office of Special Education and Rehabilitative Services**Annual Report to Congress on the Implementation of the Individuals With Disabilities Education Act*

The Individuals With Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit to Congress annually a report describing the progress made in serving the nation's children with disabilities. This annual report contains information on children served by public schools under the provisions of Part B of the IDEA and on children served in state-operated programs for the disabled under Chapter I of the Elementary and Secondary Education Act.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education and Rehabilitative Services (OSERS) by the 50 states, the District of Columbia, and the outlying areas. The child count information is based on the number of children with disabilities receiving special education and related services on December 1 of each year. Each child can only be reported in one of the following race/ethnicity categories: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, and White. Since children may only be reported in one category, all children of Hispanic origin are reported as Hispanic, regardless of race, and are not included in any of the four race categories.

Since each participant in programs for the disabled is reported to OSERS, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states follow a noncategorical approach to the delivery of special education services, but produce counts by disabling condition because Part B of the EHA requires it. In those states that do categorize their disabled students, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from <http://www.ideadata.org>.

## U.S. Department of Commerce

### Census Bureau

#### *Decennial Census*

The Decennial Census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country composed of seven questions about the household and its members (the questions request the following information: name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). About 17 percent of households receive a much longer questionnaire that includes questions about ancestry, income, mortgage, and size of the housing unit. The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, Census revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. In the 2000 Census, they were first asked “Is this person Spanish/Hispanic/Latino?” and given the response options “No, not Spanish/Hispanic/Latino,” “Yes, Puerto Rican,” “Yes, Mexican, Mexican American, Chicano,” “Yes, Cuban,” and “Yes, other Spanish/Hispanic/Latino” (with space to print the group). The next question was “What is this person’s race?”. This question’s response options were “White,” “Black, African American, or Negro,” “American Indian or Alaska Native” (with space to print the name of enrolled or principal tribe), “Asian Indian,” “Japanese,” “Native Hawaiian,” “Chinese,” “Korean,” “Guamanian or Chamorro,” “Filipino,” “Vietnamese,” “Samoan,” “Other Asian,” “Other Pacific Islander,” and “Some other race.” The last three options included space to print the specific race. The 2000 Census was also the first Census survey that gave respondents the option of choosing more than one race. The Census population estimates program modified the enumerated population from the 2000 Census to produce the population estimates base for the year 2000 forward. As part of the modification, program staff recoded the “Some other race” responses from Census 2000 to one or more of the five OMB race categories used in the estimates program. Prior to 2000, the Census Bureau combined the categories Asian and Native Hawaiian or Other Pacific Islander. All persons of Hispanic origin

were included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race.

Further information may be obtained from <http://www.census.gov/prod/www/abs/decennial.html>.

#### *American Community Survey (ACS)*

The American Community Survey (ACS) is a sample survey conducted by the U.S. Census Bureau. The ACS was first implemented in 1996 and has expanded in scope in subsequent years. The ACS will replace the long-form survey in the Decennial Census by 2010. The race/ethnicity questions in the ACS are the same as in the Decennial Census (see above). Therefore, prior to 1999, respondents could choose only one race, but from 2000 onward, respondents could choose one or more races. The ACS also asks respondents to write in their ancestry or ethnic origin. All persons of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race. Data on persons who identified themselves as “Some other race” are included in the totals, but these data are not separately shown.

The American Indian/Alaska Native categories presented in this report are Cherokee, Navajo, Latin American Indian, Choctaw, Sioux, Chippewa, Apache, Blackfeet, Iroquois, Pueblo (American Indian tribes), Eskimo, Tlingit-Haida, Alaska Athabaskan, and Aleut (Alaska Native tribes). Tribal groupings compiled by the Census Bureau do not necessarily correspond with federally recognized tribes. Self-identified membership does not necessarily correspond with official membership in a federally recognized tribe. Tribal groupings are tallies of the number of American Indian and Alaska Native responses, rather than the number of American Indian and Alaska Native respondents. Respondents reporting several American Indian and Alaska Native tribes are counted several times.

Global differences exist between the ACS and Census. These include differences in universes, reference periods, residence rules, and the collection of race/ethnicity. Specifically, the 2006 ACS uses a “two-month” residence rule—defined as anyone living for more than two months in the sample unit when the unit is interviewed whereas Census uses a “usual residence” rule—defined as the place where a person lives or stays most of the time. In addition, counts of American Indians/Alaska Natives reported through the American Community Survey (Tables

1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of “some other race.” Further information on the American Community survey may be obtained from <http://www.census.gov/acs>.

### *Current Population Survey*

Prior to July 2001, estimates of school enrollment rates, as well as social and economic characteristics of students, were based on data collected in the Census Bureau’s monthly household survey of about 50,000 dwelling units. Beginning in July 2001, this sample was expanded to 60,000 dwelling units. The monthly Current Population Survey (CPS) sample consists of 754 areas comprising 2,007 geographic areas, independent cities, and minor civil divisions throughout the 50 states and the District of Columbia. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

The monthly CPS deals primarily with labor force data for the civilian noninstitutional population (i.e., excluding military personnel and their families living on bases and inmates of institutions). In addition, in October of each year, each member of a household is asked supplemental questions regarding highest grade completed, level and grade of current enrollment, attendance status, number and type of courses, degree or certificate objective, and type of organization offering instruction. In March of each year, supplemental questions on income are asked. The responses to these questions are combined with answers to two questions on educational attainment: what was the highest grade of school ever attended and was that grade completed.

CPS respondents are asked to identify their race. Between 1979 and 2002, respondents were asked to choose one of the following race categories: White, Black, Asian or Pacific Islander, or American Indian/Aleut/Eskimo. For the years 2003, 2004, and 2005, respondents were asked to choose from White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and/or American Indian/Alaska Native. Beginning with the 2003 CPS, respondents had the choice of selecting more than

one race category. Also, in 2003 and subsequent years, respondents were asked to specify whether or not they were of Hispanic origin following the race question.

Further information on CPS may be obtained from <http://www.census.gov/cps>.

## **Other Organization Sources**

### *American College Testing Program*

The American College Testing Program (ACT) is an independent, not-for-profit organization that provides services in the broad areas of education and workforce development.

The American College Testing (ACT) assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The ACT assessment is taken by college-bound high school students and by all graduating seniors in Colorado and Illinois. The test results are used to predict how well students might perform in college.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36. The four ACT standard scores have a mean (average) of 21.2 and a standard deviation of 5.0 for test-taking students nationally. A composite score is obtained by taking the simple average of the four standard scores and is an indication of a student’s overall academic development across these subject areas.

Students taking the ACT college entrance exam are asked to self-select one of the following racial/ethnic groups to describe themselves: African-American/Black, American Indian/Alaskan Native, Caucasian-American/White, Mexican-American/Chicano, Asian-American/Pacific Islander, Puerto Rican/Hispanic, Other, Multiracial, or “Prefer Not to Respond.”

It should be noted that graduating students who take the ACT assessment are not necessarily representative of graduating students nationally. Students who live in the Midwest, Rocky Mountains, Plains, and South are overrepresented among ACT-tested students as compared to graduating students nationally. These students more often attend public colleges and universities, which require the ACT assessment more often than the SAT test.



Further information on the ACT may be obtained from <http://www.act.org>.

### *The College Board*

The Admissions Testing Program of the College Board consists of a number of college admissions tests, including the SAT Reasoning Test (SAT) and Advanced Placement (AP) testing. High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these 3 years. If they have taken the tests more than once, only the most recent scores are tabulated.

The SAT reports subscores in the areas of reading, writing and mathematics. Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple-choice questions and the essay. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas. In recent years, more than 1.4 million high school students have taken the SAT examination annually. The latest version of the SAT, which includes the writing component, was first administered in March 2005.

Data on race and ethnicity come from the Student Descriptive Questionnaire (SDQ). SAT results are not representative of high school students or college-bound students nationally since the sample is self-selected, i.e., taken by students who need the results to apply to a particular college or university. Public colleges in many states, particularly in the Midwest, parts of the South, and the West, require ACT scores rather than SAT scores. The proportion of students taking the SAT in these states is very low and is inappropriate for comparison.

The College Board collects race/ethnicity information for AP testing based on the categories American Indian/Alaskan; Asian/Asian American; Black/Afro-American; Latino: Chicano/Mexican, Puerto Rican, and Other Latino; White; and Other. Black refers to test takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in the Asian/Asian American category because the response option provided by The College Board was given only as Asian/Asian American. Possible scores on Advanced Placement (AP) examinations range from 1 to 5.

Further information on the SAT can be obtained from <http://www.collegeboard.com>.

### *Substance Abuse and Mental Health Services Administration*

#### *National Survey on Drug Use and Health*

Conducted by the federal government since 1971, the National Survey on Drug Use and Health (NSDUH) is an annual survey of the civilian, non-institutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, residents of noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

The survey asks separate questions about Hispanic ethnicity and race. Respondents' race options are White, Black/African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian. Respondents may choose more than one race.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). Because of improvements to the survey in 2002, the data from 2002 through 2006 should not be compared with 2001 and earlier NHSDA data for assessing changes in substance use over time.

Further information on the NSDUH may be obtained from <http://www.oas.samhsa.gov/nsduh.htm>.

### *U.S. Department of Health and Human Services*

#### *Centers for Disease Control and Prevention*

##### **Youth Risk Behavior Survey**

The National School-Based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and

social problems during both youth and adulthood. These include: tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that may result in HIV infection or other sexually transmitted diseases; unintended pregnancies; and behaviors that may result in violence and unintentional injuries, as well as overweight.

Race/ethnicity of respondents is ascertained by the following two questions: “Are you Hispanic or Latino?” and “What is your race? (Select one or more responses.)”

Race/ethnicity categories identified in the YRBS survey are White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native.

Further information on the YRBSS may be obtained from <http://www.cdc.gov/yrbs>.

#### *National Vital Statistics System (NVSS)*

The NVSS is the method by which data on births, deaths, marriages, and divorces are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC), by registration systems in various jurisdictions.

Separate questions are asked about race and Hispanic ethnicity in the NVSS. Data are available for non-Hispanic Whites and Blacks; however, the Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic origin.

Race/ethnicity categories are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. In order to maintain continuity with previous years of data, all race categories may include persons of Hispanic origin.

Further information on the NVSS may be obtained from <http://www.cdc.gov/nchs/nvss.htm>.

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