

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



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# 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 awarded 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.

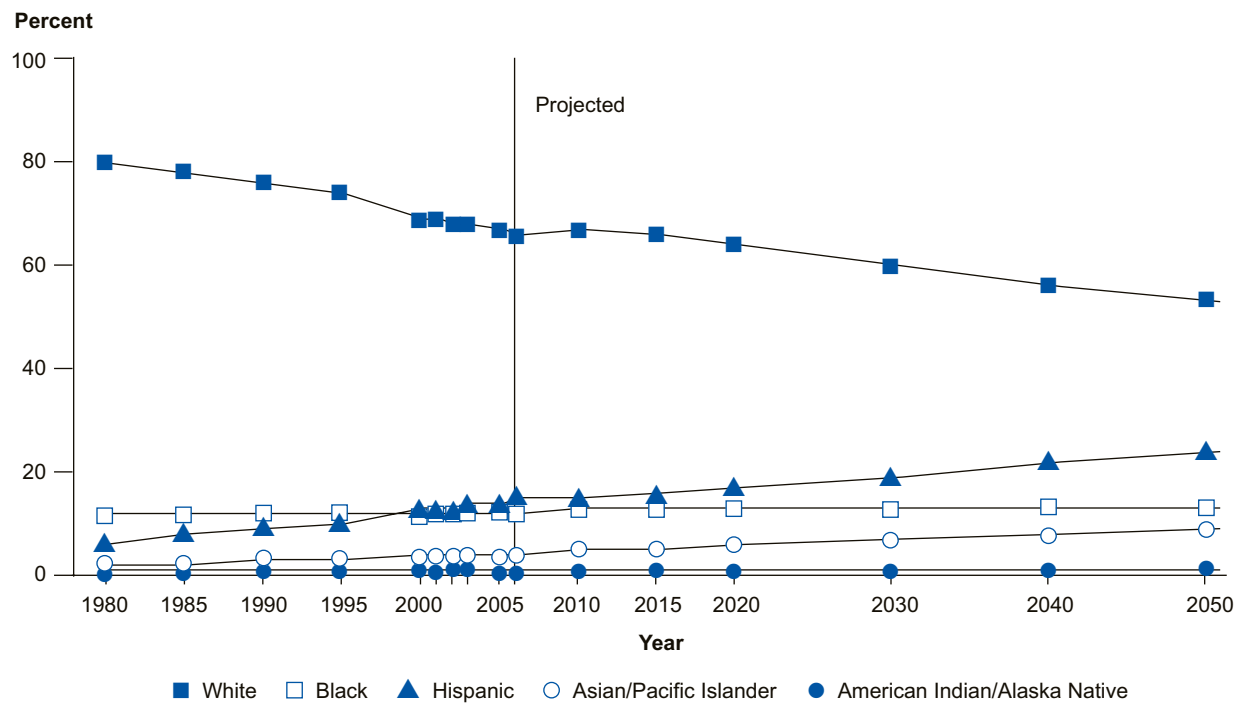
NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category and includes American Indians/Alaska Natives who identified themselves as Hispanic. Counts of American Indians/Alaska Natives reported through the American Community Survey (Tables 1.1b, 1.2a, 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.

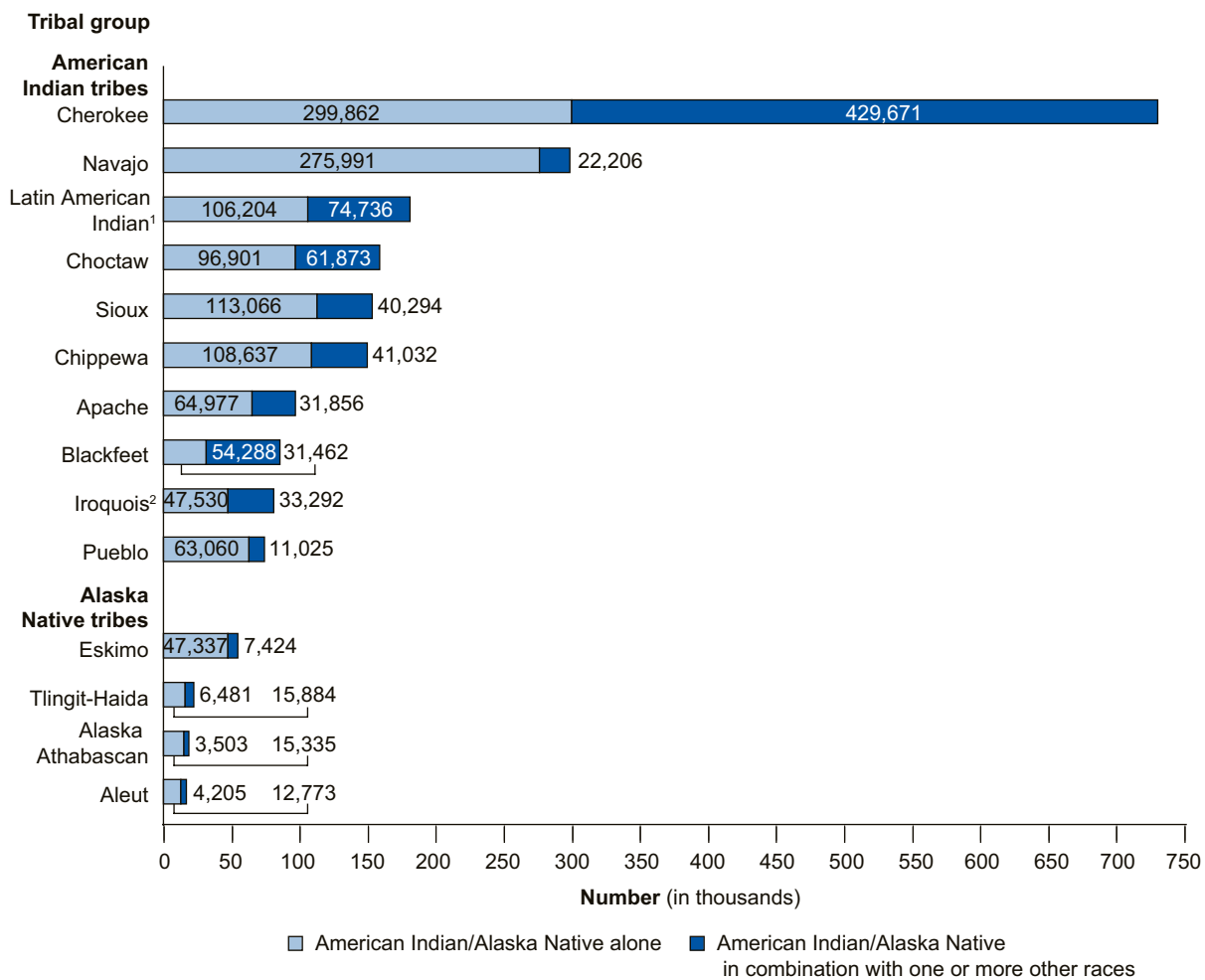
In 2003, the federal government recognized 562 American Indian/Alaska Native tribes (U.S. Department of the Interior 2004a). These federally recognized entities are eligible for funding and services from the Bureau of Indian Education (BIE). Furthermore, these tribes have “domestic dependent nation status,” 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.

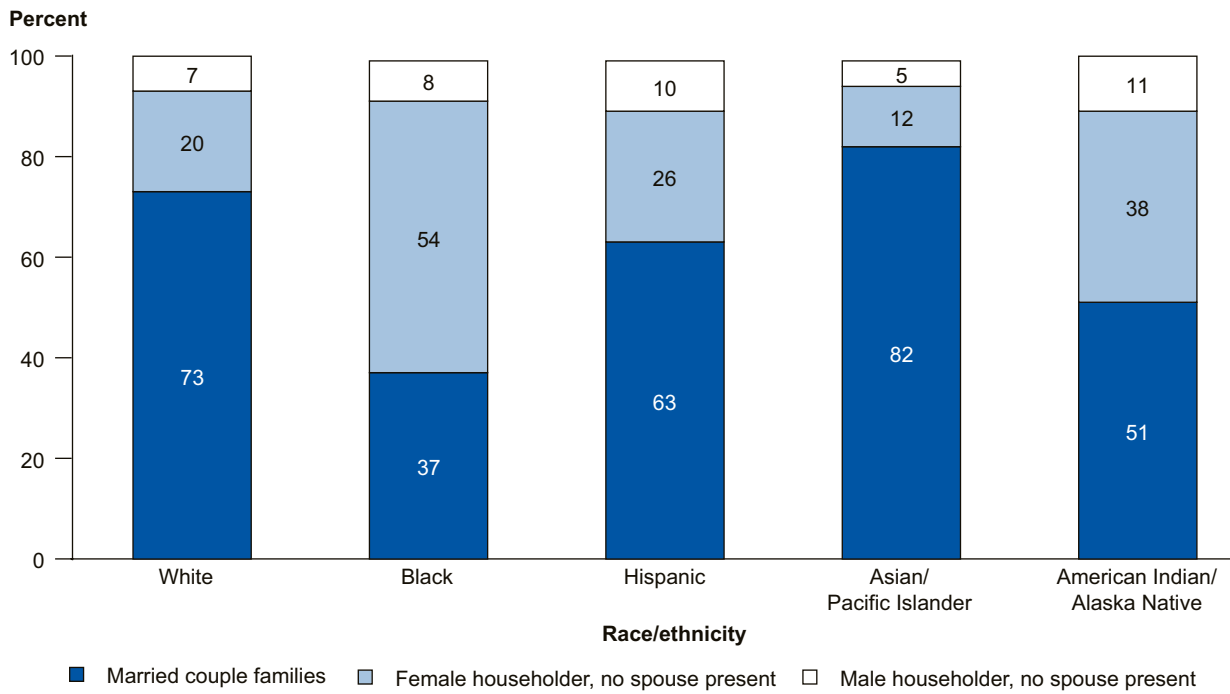
NOTE: A family is a group of two or more people who reside together and who are related by birth, marriage, or adoption. Detail may not sum to totals because of rounding. Race categories include persons of Hispanic ethnicity.

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).

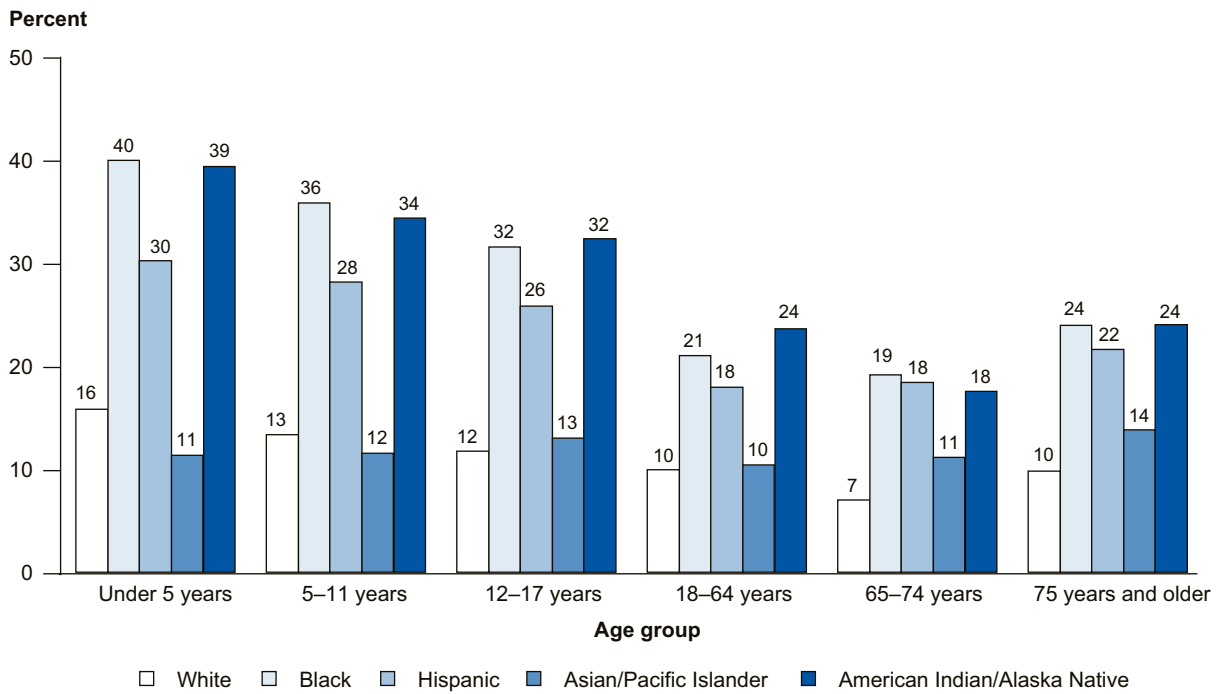
**Table 1.6a. Percentage of individuals living in poverty, by age group and race/ethnicity: 2006**

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.

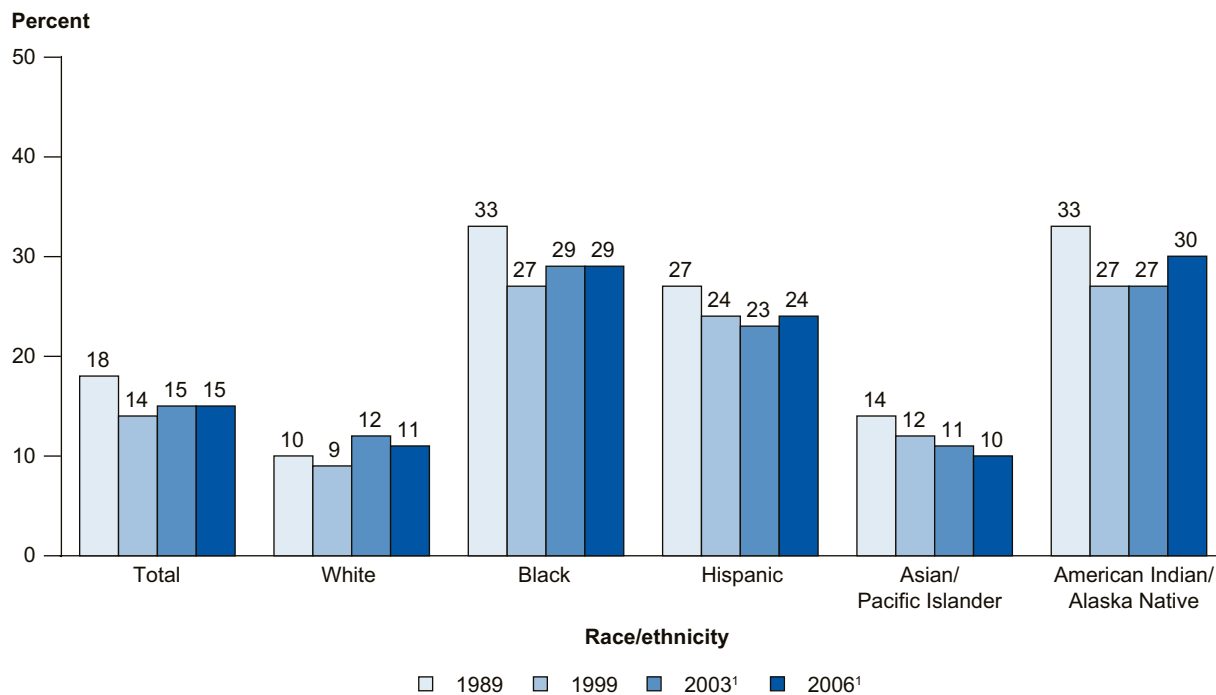
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, 2006.

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**

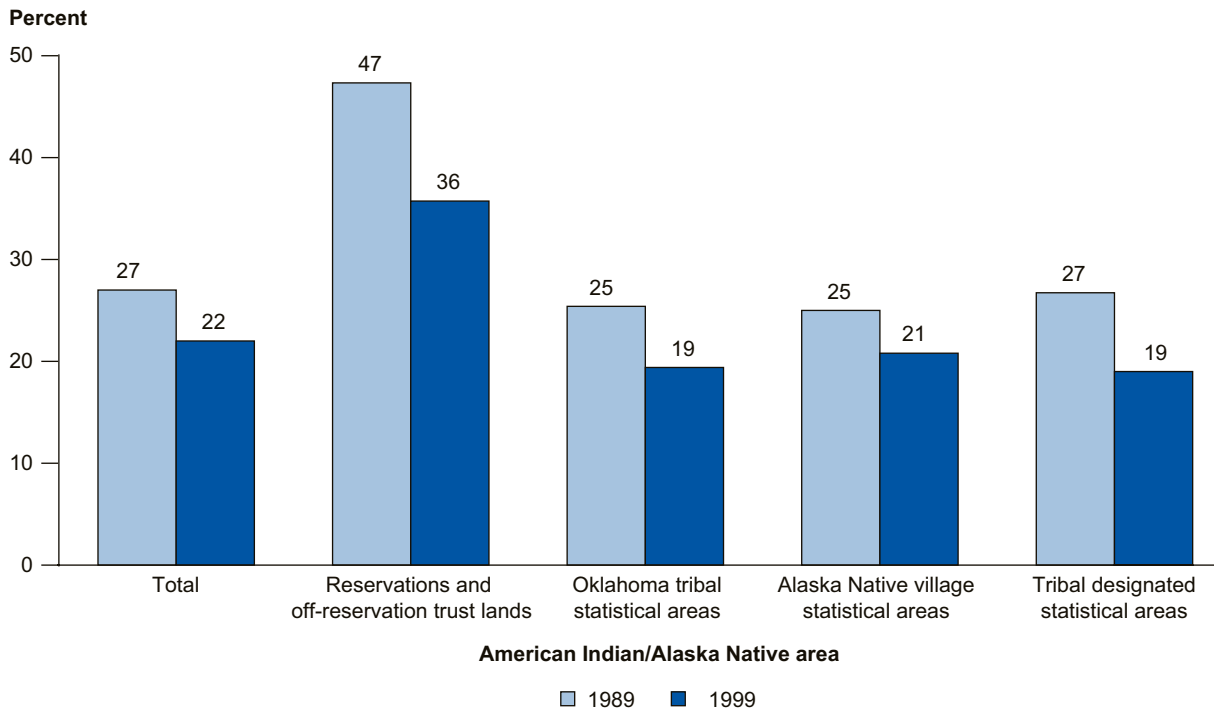
American Indian/Alaska Native area	1989	1999
<b>All families</b>	<b>27.0</b>	<b>21.8</b>
Reservations and off-reservation trust lands	47.3	35.7
Oklahoma tribal statistical areas	25.4	19.4
Alaska Native village statistical areas	25.0	20.8
Tribal designated statistical areas	26.7	19.0
State designated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

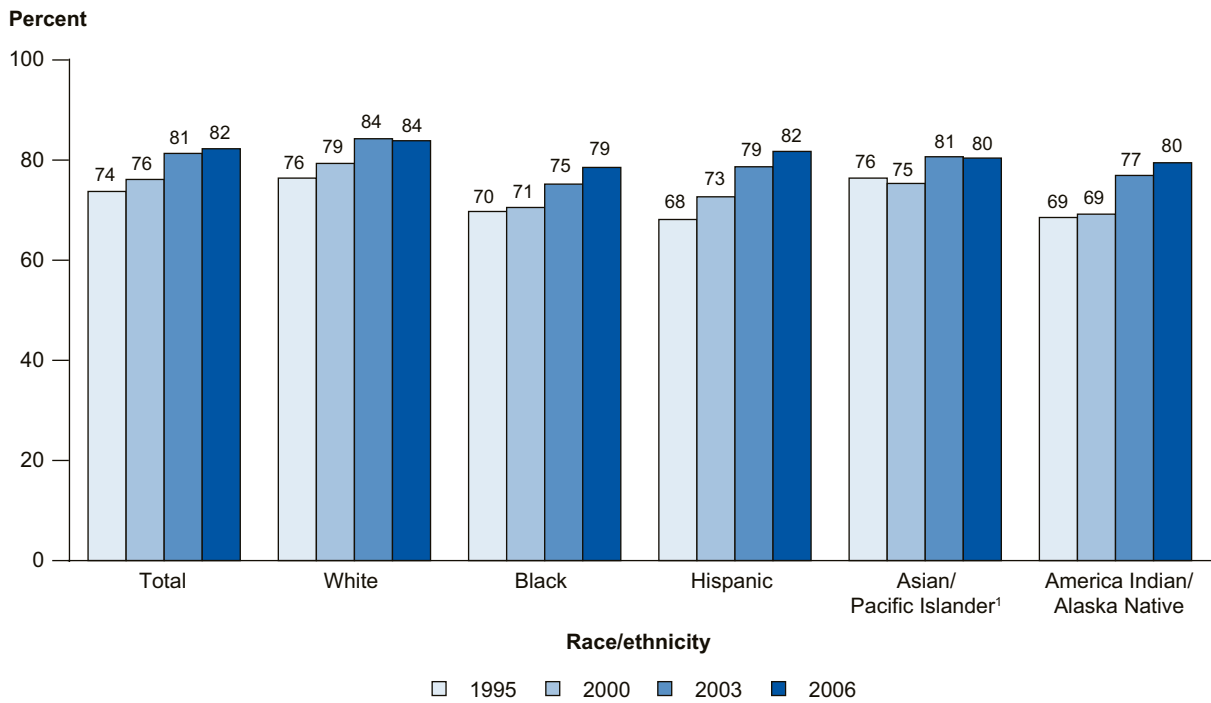
<sup>1</sup> Does not include Pacific Islanders.

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

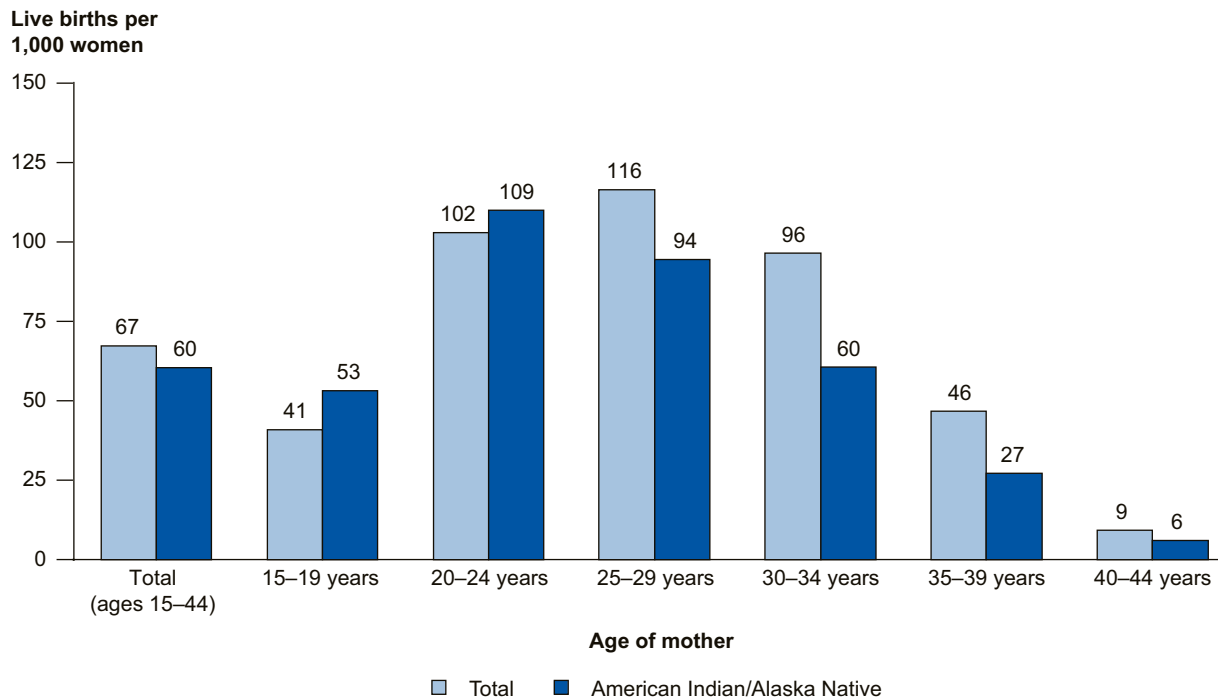
The overall fertility rate for American Indian/Alaska Native women (ages 15 to 44 years) is lower than that for women in general; however, birth rates for young women (ages 15 to 24 years) are higher among American Indians/Alaska Natives than among young women overall. Infant and child mortality rates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

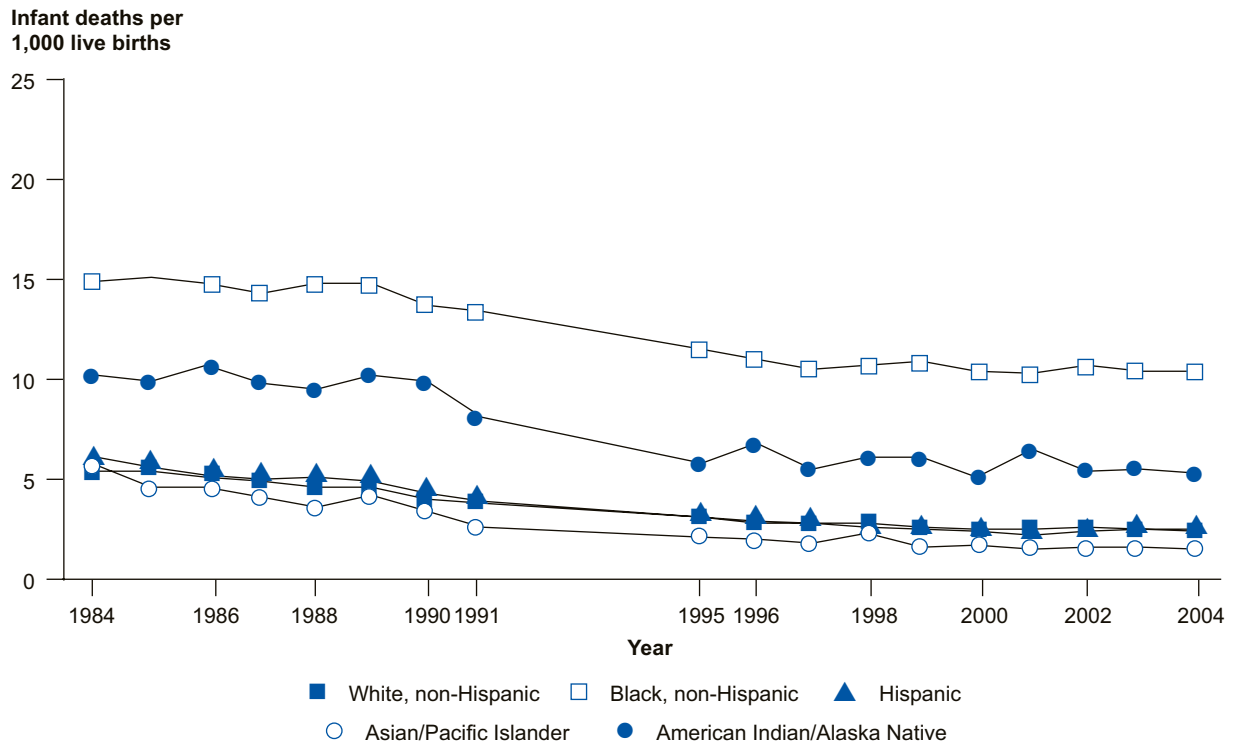
**Table 1.8b. Infant mortality rates, by race/ethnicity of mother: Selected years, 1984 to 2004**

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.

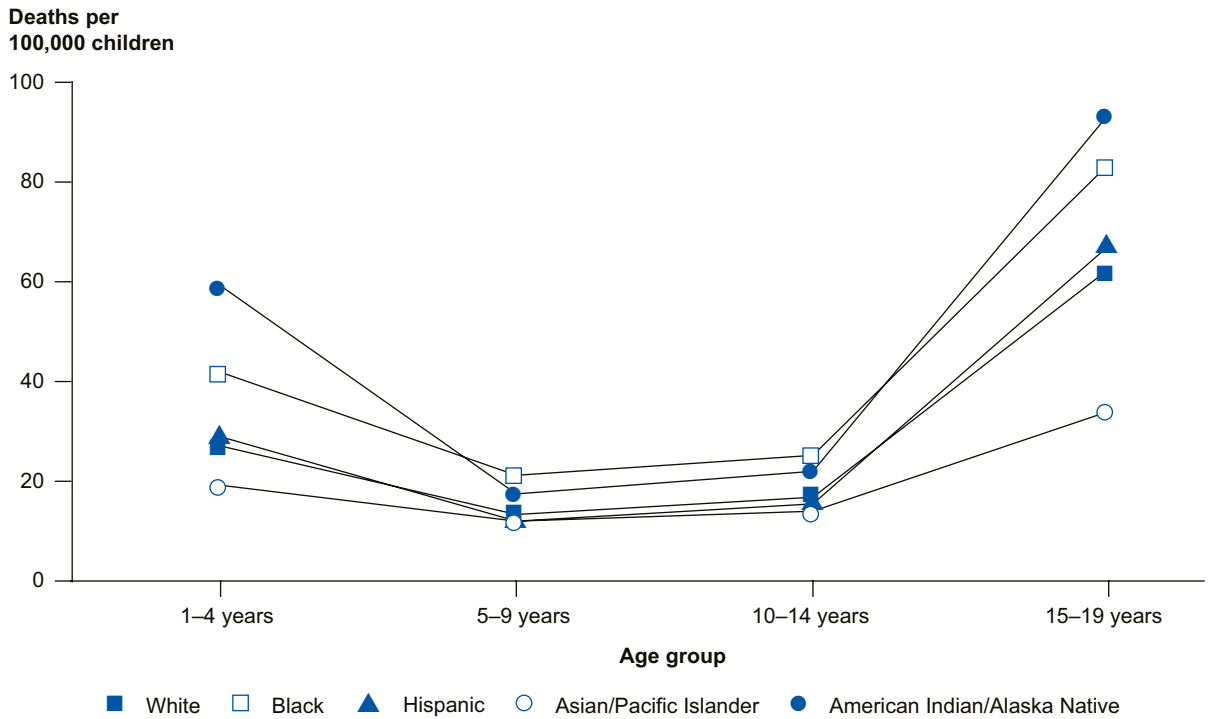
**Table 1.8c. Child mortality rates, by age group of child and race/ethnicity of mother: 2005**

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.

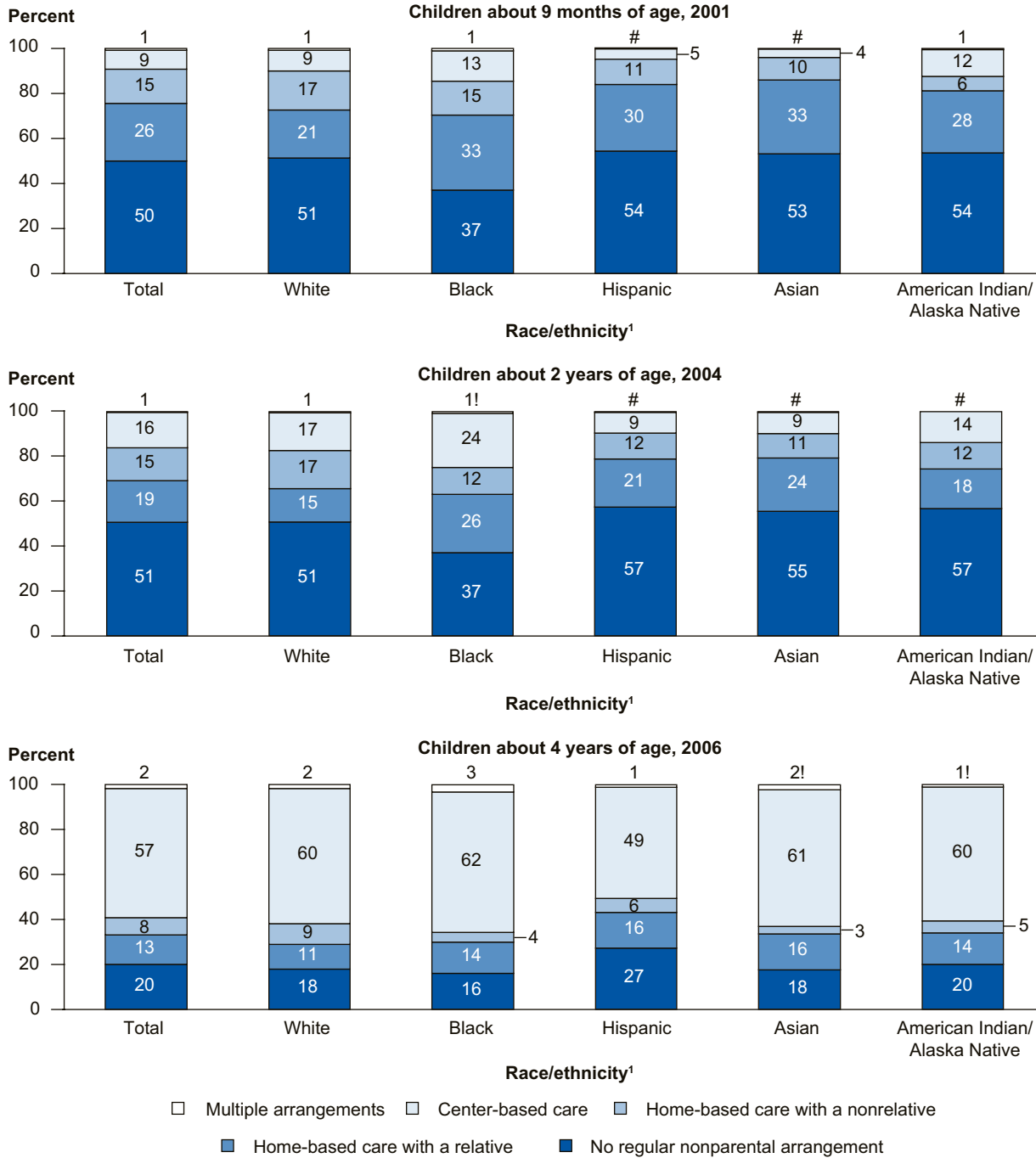
! Interpret data with caution.

<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**

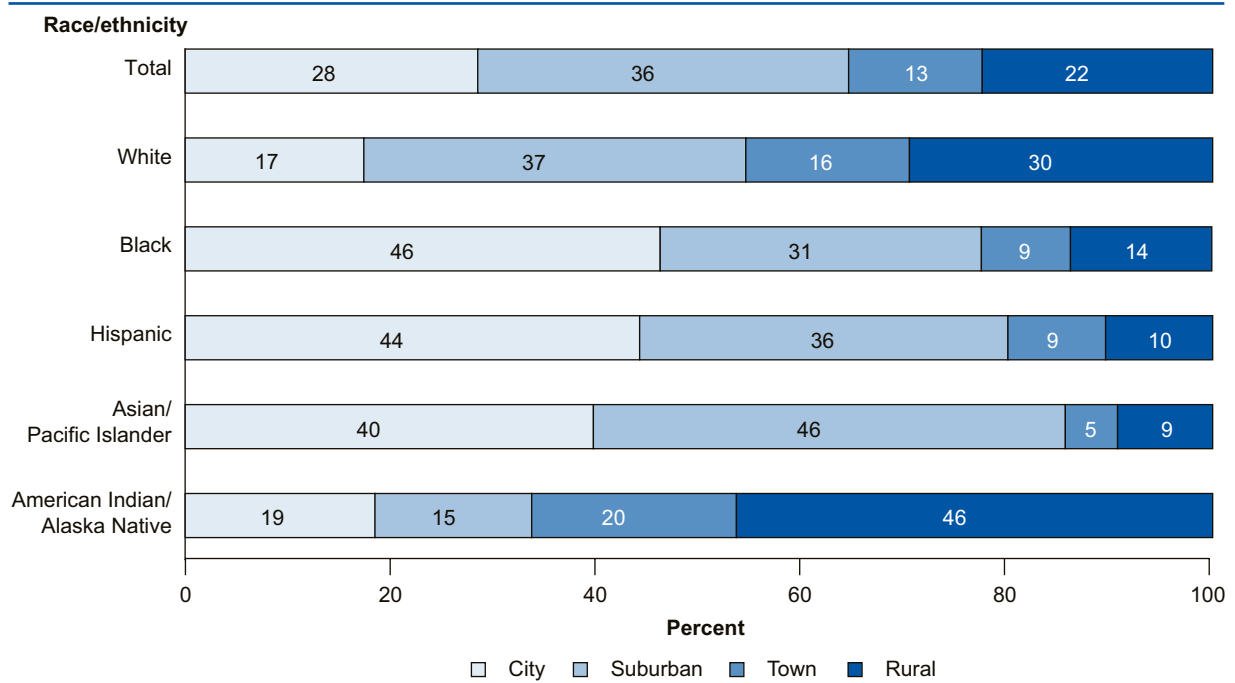
Fall of school year	White	Total minority <sup>1</sup>	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1986	70.4	29.6	16.1	9.9	2.8	0.9
1991	67.4	32.6	16.4	11.8	3.4	1.0
1993	66.1	34.0	16.6	12.7	3.6	1.1
1994	65.6	34.4	16.7	13.0	3.6	1.1
1995	64.8	35.1	16.8	13.5	3.7	1.1
1996	64.2	35.8	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

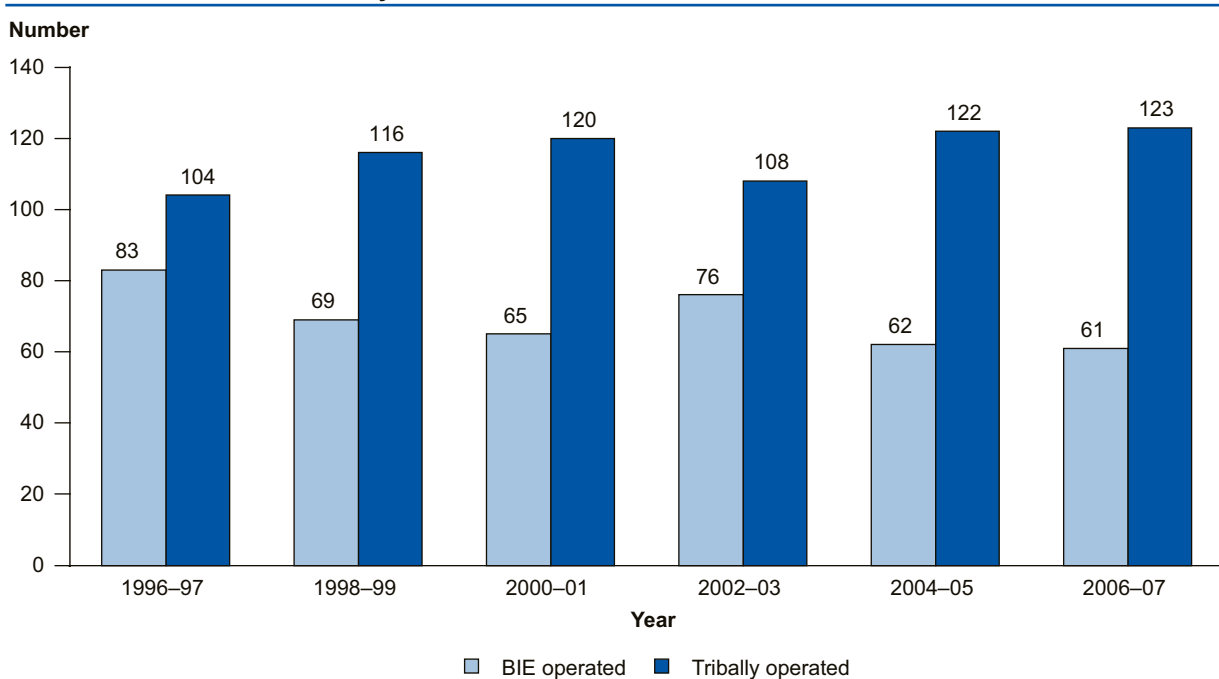
<sup>1</sup> Does not include BIE schools that are residences without instructional components. Excludes two BIE schools with no student enrollment.

<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**

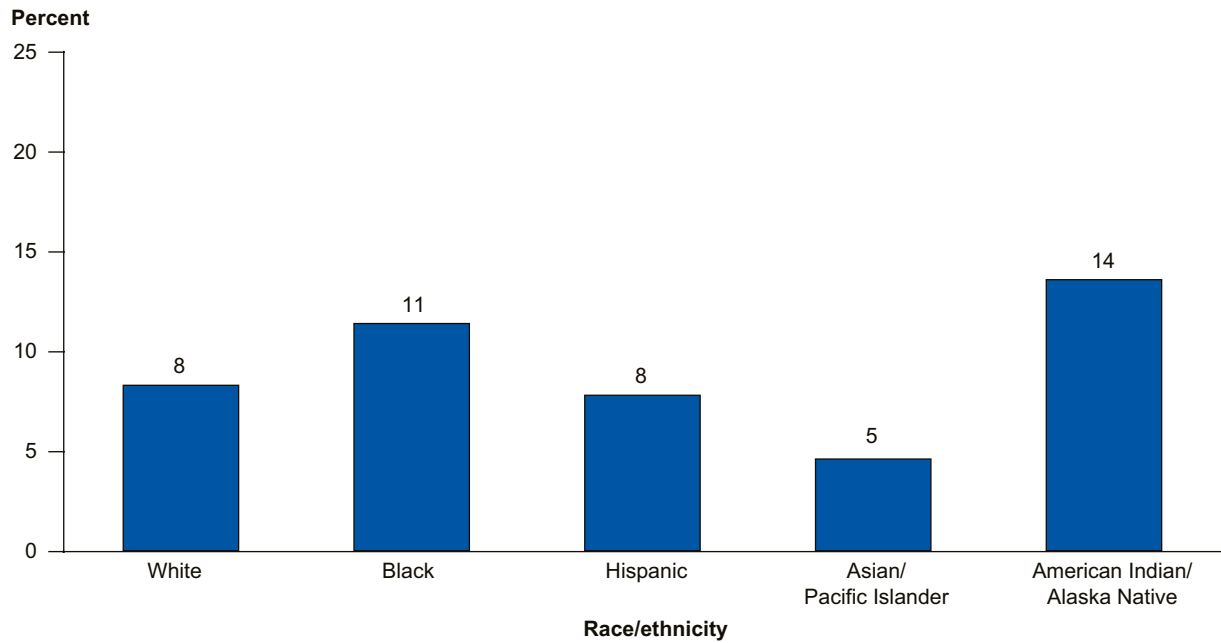
Year	Total	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1998	8.0	8.0	10.3	6.7	3.6	9.5
1999	7.9	7.8	10.2	6.7	3.7	9.4
2000	8.2	8.1	10.8	6.8	4.0	10.5
2001	8.3	8.2	11.1	7.1	4.0	11.0
2002	8.4	8.3	11.3	7.3	4.2	11.4
2003	8.6	8.4	11.5	7.5	4.4	11.9
2004	8.7	8.4	11.6	7.7	4.5	13.3
2005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

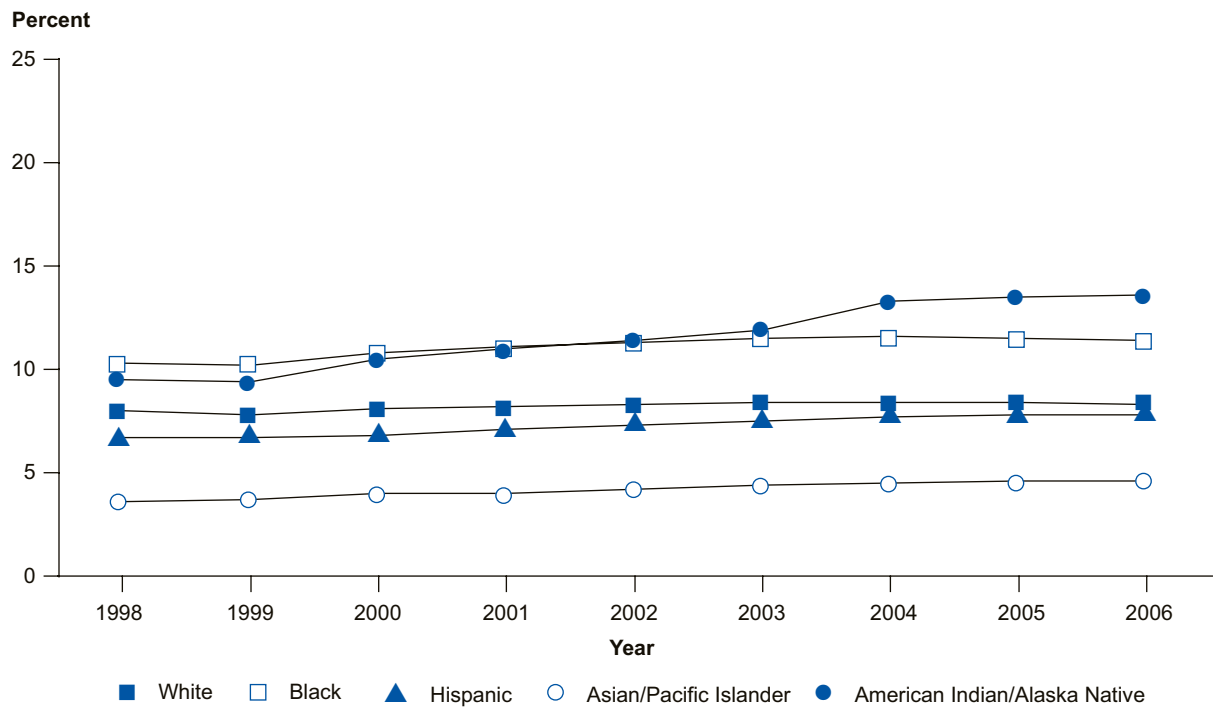
**Figure 2.3a. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2006**



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

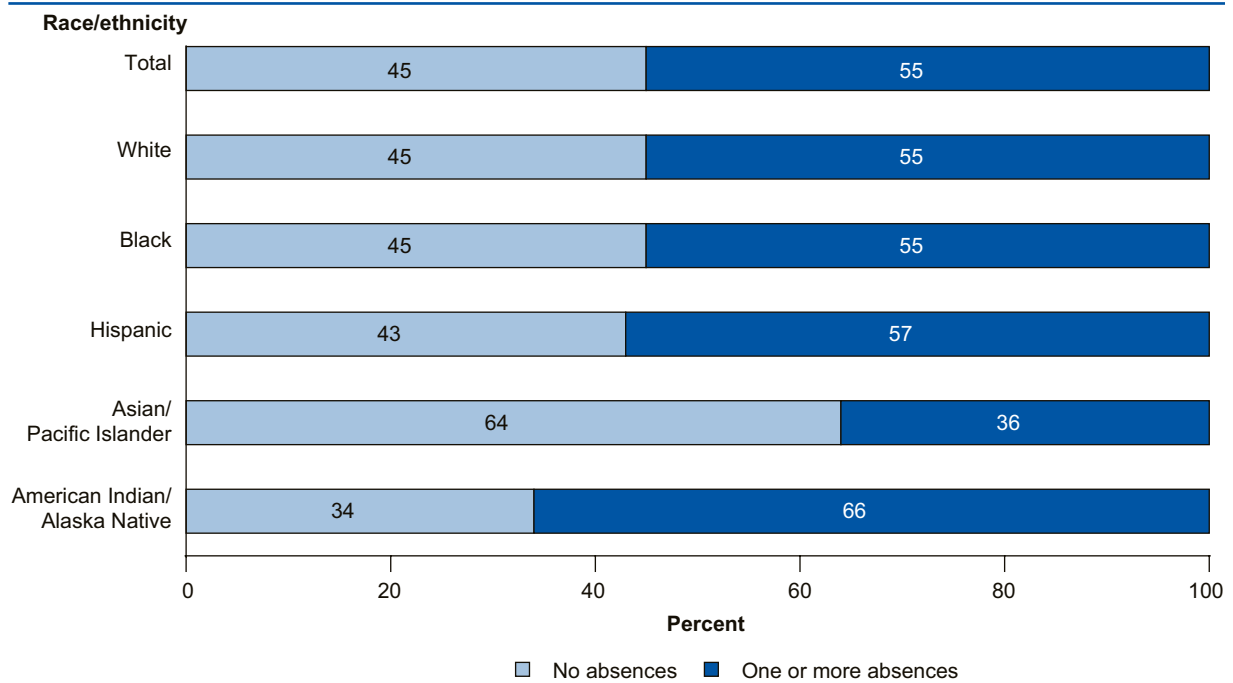
<sup>1</sup> Total includes race/ethnicity categories not separately shown.

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**

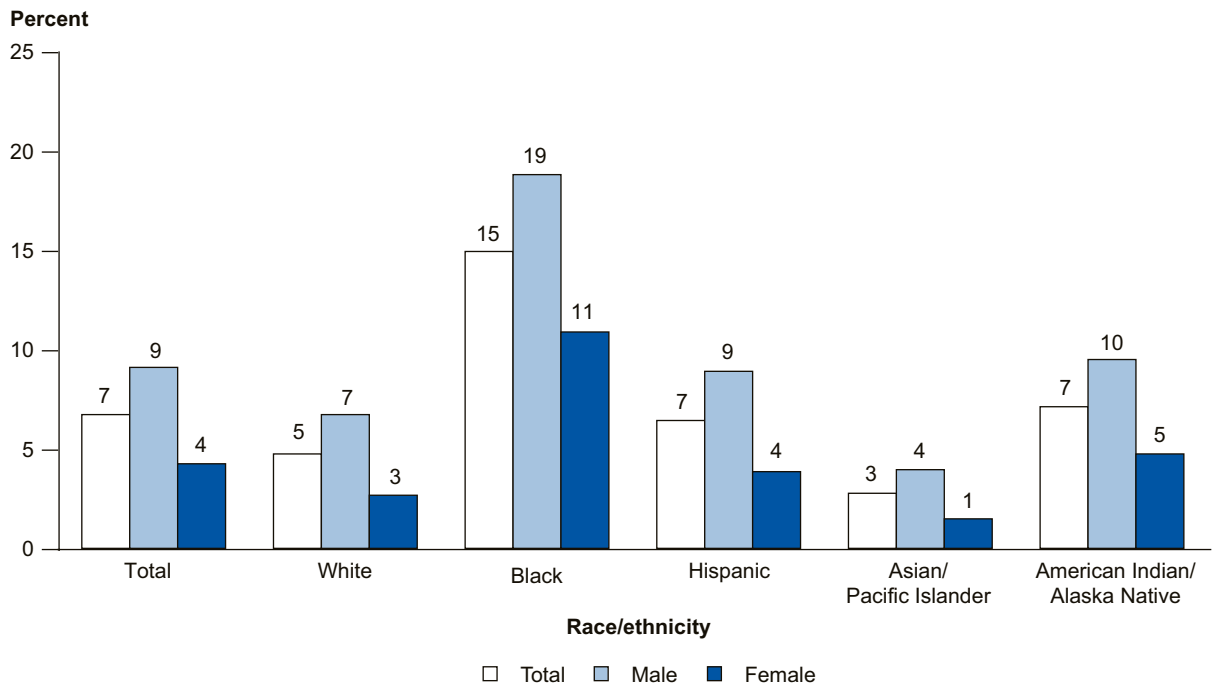
Race/ethnicity	Total		Male		Female	
	Number	Percent	Number	Percent	Number	Percent
Total enrollment						
<b>Total</b>	<b>48,139,800</b>	<b>100.0</b>	<b>24,728,300</b>	<b>51.4</b>	<b>23,411,600</b>	<b>48.6</b>
White	28,135,800	58.4	14,502,400	51.5	13,633,400	48.5
Black	8,125,400	16.9	4,128,700	50.8	3,996,700	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!

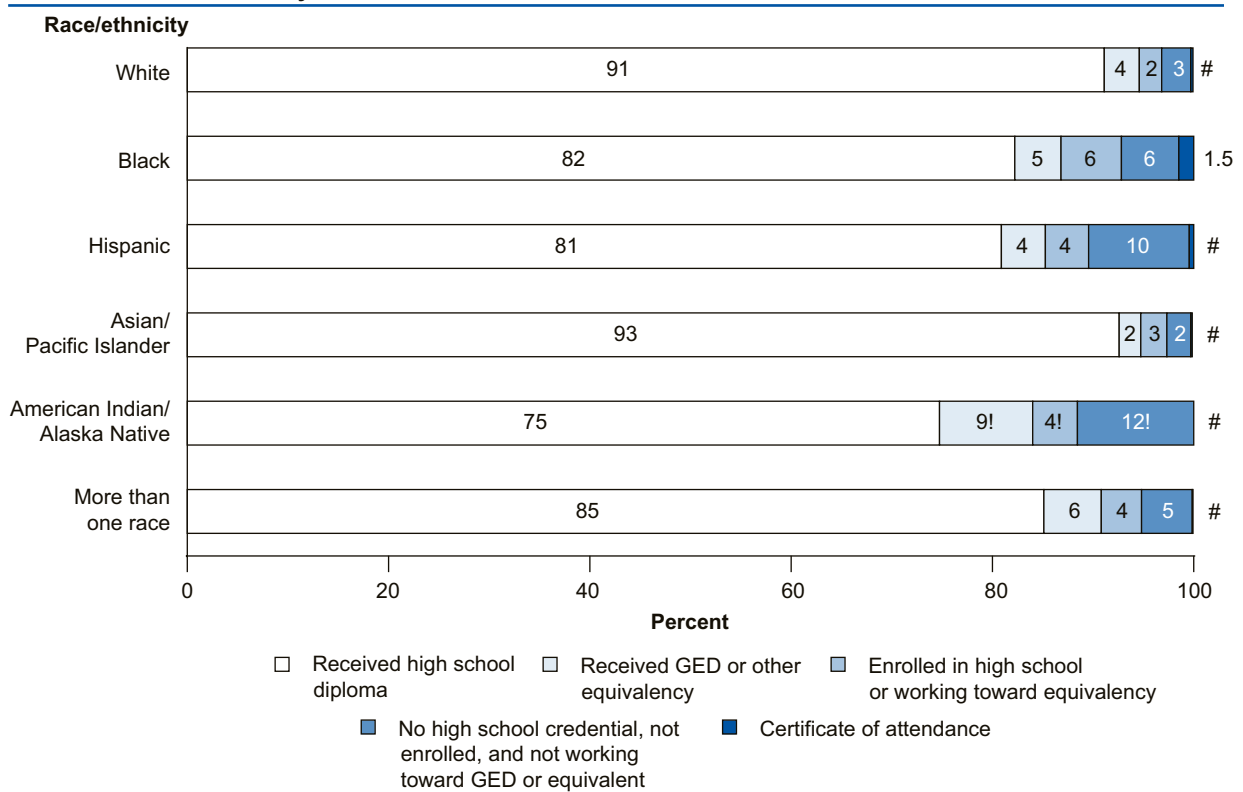
# Rounds to zero.

! 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.

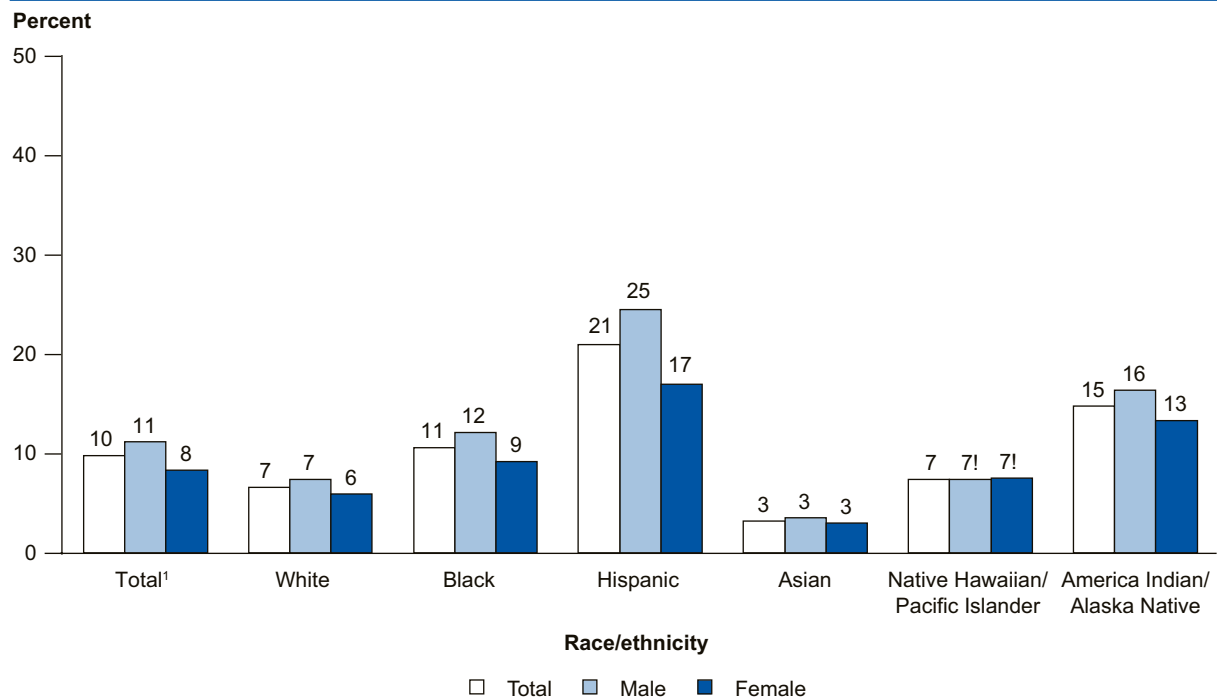
Young adults who do not finish high school are more likely to be unemployed and earn less when they are employed than those who complete high school (U.S. Department of Labor 2008). This indicator examines the status dropout rate, which is the percentage of 16- to 24-year-olds who are not in high school 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

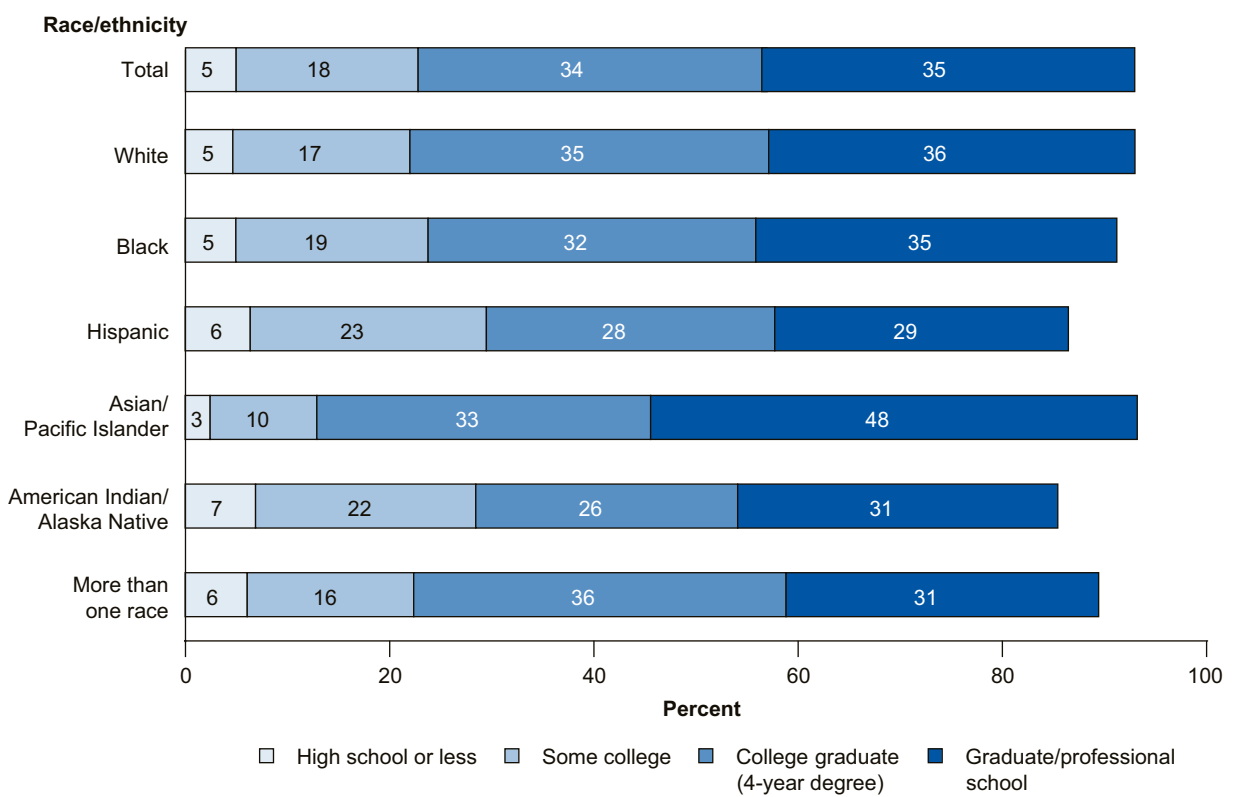
! Interpret data with caution.

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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