



# CHAPTER IV

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*Outcomes of Education*

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# 7 Social and Economic Outcomes

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

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

## 7.1. Educational Attainment

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

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

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

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

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

! Interpret data with caution.

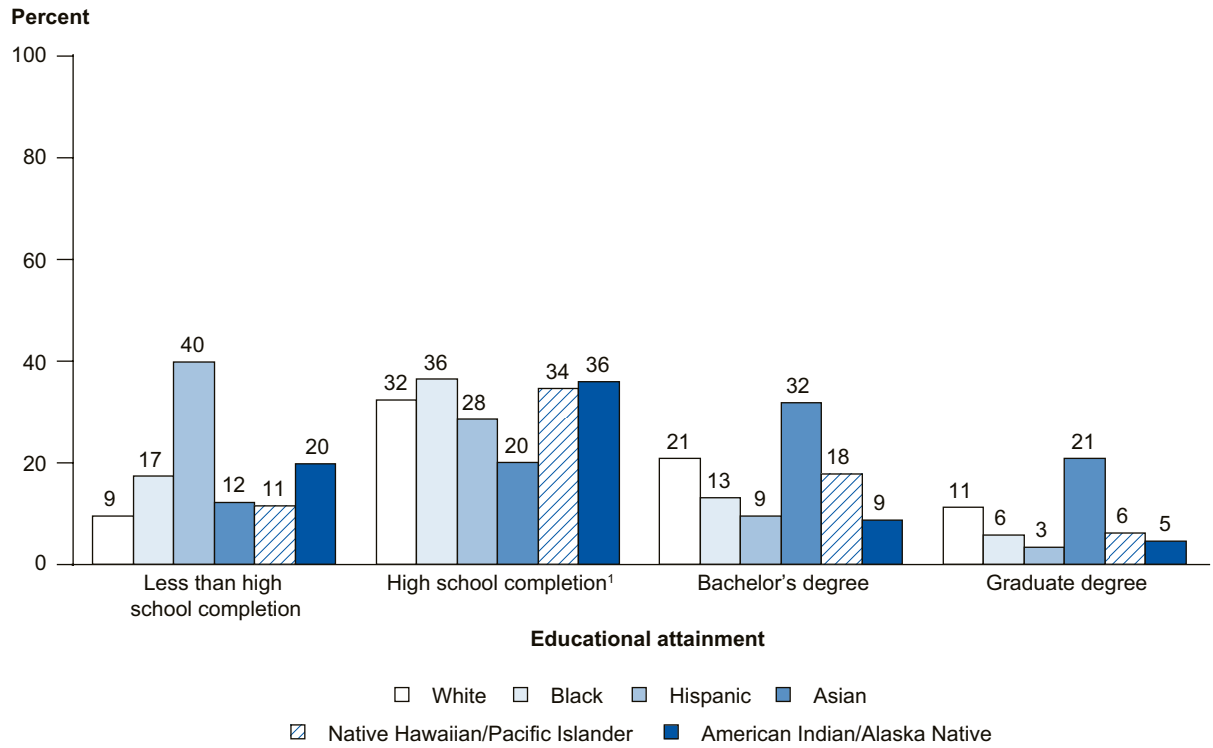
<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

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

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

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

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



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

NOTE: Race categories exclude persons of Hispanic ethnicity.

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

### 7.2. Unemployment Rates

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

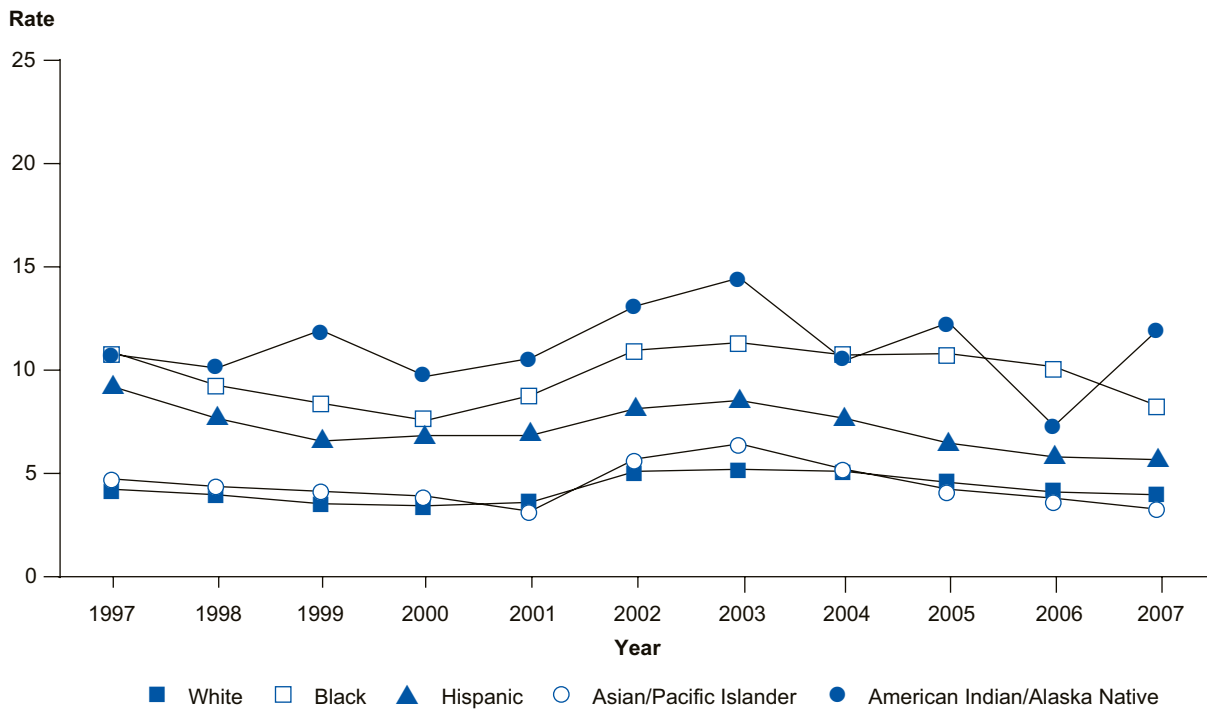
People who have no job and are not looking for one, such as those going to school, those retired, or those who have a physical or mental disability that prevents them from participating in the labor force, are not included in the labor force. The unemployment rate is the percentage of the total labor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

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

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

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

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



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

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

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

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

! Interpret data with caution.

‡ Does not meet reporting standards.

# Rounds to zero.

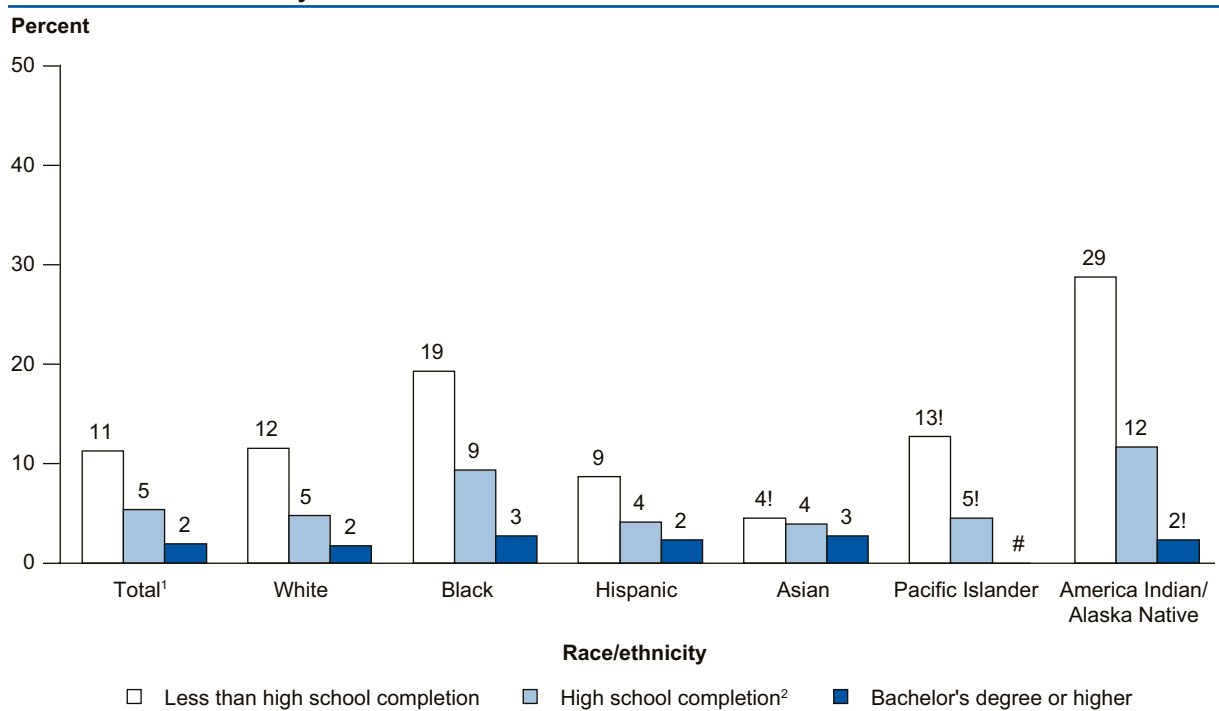
<sup>1</sup> High school completion includes equivalency (e.g., General Education Development certificate or GED).

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

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

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

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



! Interpret data with caution.

# Rounds to zero.

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

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

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

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

### 7.3. Median Annual Earnings

In 2006, American Indian/Alaska Native young adults with a bachelor's degree earned 29 percent more than American Indian/Alaska Native young adult high school completers.

In 2006, the median earnings for young adult full-time, full-year wage and salary workers ages 25–34 was \$34,800. The median earnings of Asian (\$45,700) and White (\$36,600) young adults were greater than the median earnings of their American Indian/Alaska Native peers (\$28,400).

There were no measurable differences in earnings among American Indian/Alaska Native young adults with lower levels of educational attainment—those who were not high school completers (\$25,400), who were high school completers (\$26,400), who had some college experience (\$27,400), and who had an associate's degree (\$26,400). However, among American Indian/Alaska Native young adults, those who had a bachelor's (\$35,500) or graduate degree (\$44,700) had higher median earnings than American Indian/Alaska Native young adults who had completed high school or who had an associate's degree. For example, American Indians/Alaska Natives with a bachelor's degree as their highest level of education earned 26 percent more than those whose highest level of education was high school completion.

Median earnings by educational attainment varied between American Indian/Alaska Native young adults and those of other races/ethnicities. For those with less than a high school education, there were no measurable differences between the median earnings of American Indian/Alaska Native young adults and young adults from other race/ethnicities. Among those who have completed high school as their highest level of education, White young adults had higher median earnings (\$30,500) than American Indian/Alaska Native young adults (\$26,400), but there were no measurable differences between American Indian/Alaska Native young adults who had completed high school and those of other races/ethnicities. Among those with a bachelor's degree as the highest level of education, Asian (\$50,800) and White (\$44,700) young adults earned more than their American Indian/Alaska Native peers (\$35,500). In addition, American Indian/Alaska Native young adults with a graduate degree earned 15 percent less than their White peers and 28 percent less than their Asian peers who had graduate degrees.

**Table 7.3. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by highest level of educational attainment and race/ethnicity: 2006**

Race/ ethnicity	Total	Less than high school completion					Graduate degree		
		Less than high school completion	High school completion <sup>1</sup>	Some college	Associate's degree	Bachelor's degree	Total	Master's degree	Doctorate or first-professional degree
<b>Total<sup>2</sup></b>	<b>\$34,800</b>	<b>\$23,400</b>	<b>\$28,300</b>	<b>\$30,500</b>	<b>\$33,500</b>	<b>\$43,700</b>	<b>\$52,800</b>	<b>\$50,800</b>	<b>\$60,900</b>
White	36,600	25,400	30,500	31,500	35,500	44,700	52,800	50,800	60,900
Black	30,500	21,300	25,400	29,500	30,500	38,600	48,800	45,700	60,900
Hispanic	27,400	21,100	25,400	30,500	31,500	40,600	48,800	48,800	48,800
Asian	45,700	25,400	26,400	30,500	35,500	50,800	62,000	64,000	60,900
Native Hawaiian/ Pacific Islander	30,500	20,300	27,400	31,500	29,500	41,600	43,700!	32,500!	‡
American Indian/ Alaska Native	28,400	25,400	26,400	27,400	26,400	35,500	44,700	42,700	45,700

! Interpret data with caution.

‡ Reporting standards not met.

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

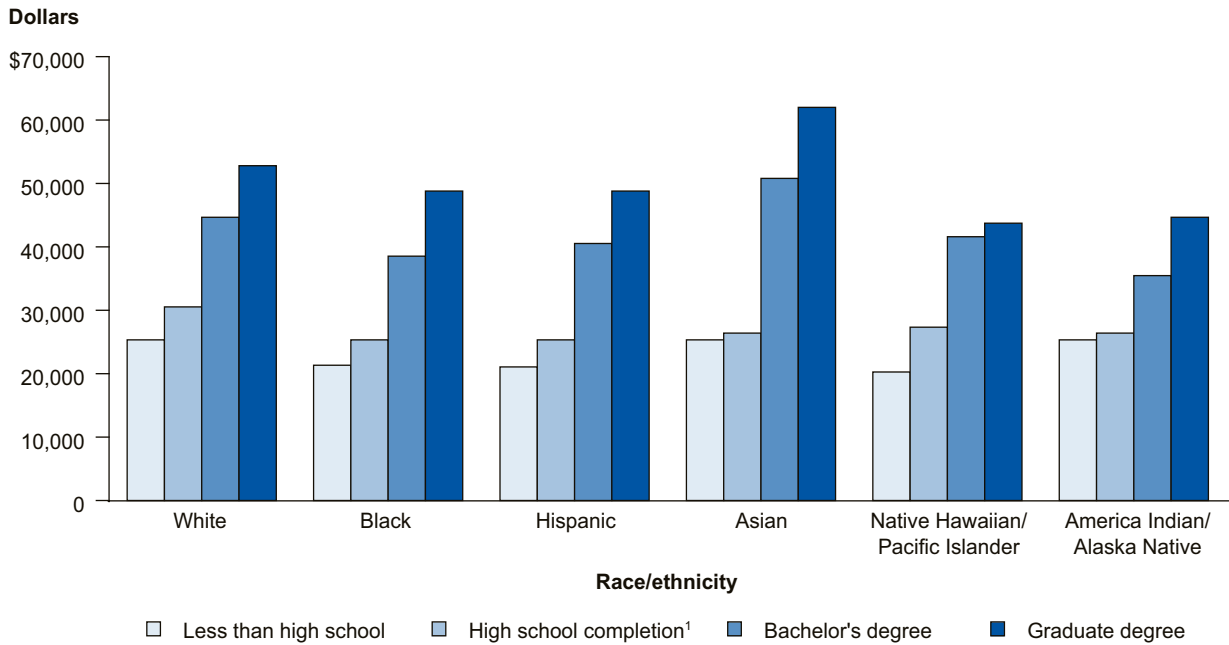
<sup>2</sup> Total includes other race/ethnicity categories not separately shown.

NOTE. *Full-year worker* refers to those who were employed 50 or more weeks the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), Public Use Microdata Sample (PUMS) Files, 2006.



**Figure 7.3. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by race/ethnicity and educational attainment: 2006**



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

NOTE: *Full-year worker* refers to those who were employed 50 or more weeks the previous year; *full-time worker* refers to those who were usually employed 35 or more hours per week. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), Public Use Microdata Sample (PUMS) Files, 2006.

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# **Appendix A: Supplemental Tables**

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**Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2005–06**

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribution of Amer- ican Indian/Alaska Native enrollment by region and state
<b>Total</b>	<b>48,962,240</b>	<b>644,461</b>	<b>1.3</b>	<b>100.0</b>
<b>Northeast</b>	<b>8,258,658</b>	<b>27,345</b>	<b>0.3</b>	<b>4.2</b>
Connecticut	575,058	2,062	0.4	0.3
Maine	195,498	1,057	0.5	0.2
Massachusetts	971,909	2,941	0.3	0.5
New Hampshire	205,767	645	0.3	0.1
New Jersey	1,395,602	2,493	0.2	0.4
New York	2,838,209	14,090	0.5	2.2
Pennsylvania	1,828,287	2,674	0.1	0.4
Rhode Island	151,690	966	0.6	0.1
Vermont	96,638	417	0.4	0.1
<b>South</b>	<b>18,063,429</b>	<b>193,869</b>	<b>1.1</b>	<b>30.1</b>
Alabama	741,547	5,729	0.8	0.9
Arkansas	474,206	3,089	0.7	0.5
Delaware	120,937	408	0.3	0.1
District of Columbia	76,876	79	0.1	#
Florida	2,675,024	7,927	0.3	1.2
Georgia	1,598,461	2,339	0.1	0.4
Kentucky	641,685	1,106	0.2	0.2
Louisiana	654,397	5,115	0.8	0.8
Maryland	860,020	3,487	0.4	0.5
Mississippi	494,954	887	0.2	0.1
North Carolina	1,416,436	20,463	1.4	3.2
Oklahoma	634,739	120,122	18.9	18.6
South Carolina	701,544	2,205	0.3	0.3
Tennessee	953,798	1,730	0.2	0.3
Texas	4,523,873	15,043	0.3	2.3
Virginia	1,214,229	3,811	0.3	0.6
West Virginia	280,703	329	0.1	0.1
<b>Midwest</b>	<b>10,779,326</b>	<b>94,844</b>	<b>0.9</b>	<b>14.7</b>
Illinois	2,111,706	3,948	0.2	0.6
Indiana	1,034,782	2,628	0.3	0.4
Iowa	481,099	2,839	0.6	0.4
Kansas	466,266	6,707	1.4	1.0
Michigan	1,711,544	16,366	1.0	2.5
Minnesota	839,084	17,400	2.1	2.7
Missouri	915,850	3,686	0.4	0.6
Nebraska	286,646	4,751	1.7	0.7
North Dakota	98,284	8,484	8.6	1.3
Ohio	1,836,991	2,570	0.1	0.4
South Dakota	122,008	12,775	10.5	2.0
Wisconsin	875,066	12,690	1.5	2.0
<b>West</b>	<b>11,810,672</b>	<b>278,248</b>	<b>2.4</b>	<b>43.2</b>
Alaska	133,292	35,396	26.6	5.5
Arizona	1,094,454	67,498	6.2	10.5
California	6,312,103	50,758	0.8	7.9
Colorado	779,826	9,173	1.2	1.4
Hawaii	184,925	1,102	0.6	0.2
Idaho	261,844	4,126	1.6	0.6
Montana	145,416	16,422	11.3	2.5
Nevada	412,407	6,679	1.6	1.0
New Mexico	326,758	36,210	11.1	5.6
Oregon	534,823	12,921	2.4	2.0
Utah	508,430	7,770	1.5	1.2

See notes at end of table.



**Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2005–06—continued**

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribu- tion of American Indians/Alaska Na- tives by region and state
Washington	1,031,985	27,208	2.6	4.2
Wyoming	84,409	2,985	3.5	0.5
<b>Bureau of Indian Edu- cation (BIE) schools<sup>1</sup></b>	<b>50,155</b>	<b>50,155</b>	<b>100.0</b>	<b>7.8</b>

# Rounds to zero.

<sup>1</sup> Data for BIE schools are not separated by state. They are located in the South, Midwest, and West regions.

NOTE: Race categories exclude persons of Hispanic ethnicity. Total enrollment includes other race/ethnicity categories not shown. Detail may not sum to totals because of rounding.

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

**Table A-2.1b. Number and percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2005–06**

Locale	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/Alaska Native
	Number					
<b>Total</b>	<b>47,724,895</b>	<b>27,463,756</b>	<b>7,990,596</b>	<b>9,208,688</b>	<b>2,101,292</b>	<b>635,410</b>
City	13,595,614	4,765,366	3,702,997	4,078,163	836,445	117,601
Suburban	17,236,014	10,224,868	2,496,677	3,300,001	964,452	97,497
Town	6,208,942	4,369,707	699,066	873,921	106,585	126,211
Rural	10,684,325	8,103,815	1,091,856	956,603	193,810	294,101
Fringe	5,673,247	4,079,796	678,895	644,120	160,052	79,977
Distant	3,462,537	2,835,639	297,985	213,660	23,855	80,738
Remote	1,548,541	1,188,380	114,976	98,823	9,903	133,386
	Percentage distribution					
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
City	28.5	17.4	46.3	44.3	39.8	18.5
Suburban	36.1	37.2	31.2	35.8	45.9	15.3
Town	13.0	15.9	8.7	9.5	5.1	19.9
Rural	22.4	29.5	13.7	10.4	9.2	46.3
Fringe	11.9	14.9	8.5	7.0	7.6	12.6
Distant	7.3	10.3	3.7	2.3	1.1	12.7
Remote	3.2	4.3	1.4	1.1	0.5	21.0

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

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

**Table A-2.1c. Number and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by percent of American Indian/Alaska Native enrollment: 2005–06**

Percent American Indian/ Alaska Native enrollment	Number	Percent
<b>Total</b>	<b>644,461</b>	<b>100.0</b>
Less than 10 percent	276,967	43.0
10–24 percent	86,890	13.5
25–49 percent	84,764	13.2
50–74 percent	43,140	6.7
75–89 percent	21,275	3.3
90 percent or more	131,425	20.4

NOTE: Includes students enrolled in Bureau of Indian Education (BIE) schools. Detail may not sum to totals because of rounding.

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

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

Operational structure	1996–97	1998–99	2000–01	2002–03	2004–05	2006–07
<b>Total</b>	<b>187</b>	<b>185</b>	<b>185</b>	<b>184</b>	<b>184</b>	<b>184</b>
BIE-operated	83	69	65	76	62	61
Tribally operated	104	116	120	108	122	123

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

**Table A-2.3. Number of children ages 3 to 21 and number of children served under the Individuals with Disabilities Education Act (IDEA) ages 3 to 21, in thousands, by race/ethnicity: 1998 to 2006**

Year	Total		White		Black	
	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA
1998	75,622	6,024	48,524	3,860	11,587	1,194
1999	76,460	6,016	48,558	3,807	11,708	1,199
2000	77,004	6,295	48,741	3,958	11,607	1,259
2001	77,302	6,401	48,655	3,976	11,645	1,288
2002	77,380	6,523	48,428	4,015	11,642	1,311
2003	77,454	6,634	48,188	4,036	11,630	1,335
2004	77,681	6,727	47,967	4,045	11,683	1,356
2005	77,802	6,720	47,684	4,004	11,706	1,346
2006	78,158	6,693	47,465	3,949	11,738	1,336

NOTE: Data have been revised from previously published reports. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

**Table A-2.3. Number of children ages 3 to 21 and number of children served under the Individuals with Disabilities Education Act (IDEA) ages 3 to 21, by race/ethnicity: 1998 to 2006—continued**

Year	Hispanic		Asian/Pacific Islander		American Indian/Alaska Native	
	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA	Number of children	Number of children served under IDEA
1998	11,775	788	2,940	106	796	76
1999	12,332	821	3,050	112	812	76
2000	12,867	878	3,027	121	762	80
2001	13,167	929	3,072	124	763	84
2002	13,442	981	3,106	130	762	87
2003	13,734	1,035	3,143	138	759	90
2004	14,078	1,082	3,197	144	755	100
2005	14,418	1,119	3,245	150	750	101
2006	14,887	1,154	3,322	153	745	101

NOTE: Data have been revised from previously published reports. Race categories exclude persons of Hispanic ethnicity.  
 SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2006.

**Table A-4.1a. Percentage of children demonstrating specific cognitive and motor skills at about 9 months of age, by race/ethnicity: 2000–01**

Race/ethnicity	Percent of children demonstrating specific cognitive skills				
	Explores objects	Explores purposefully	Jabbers expressively	Early problem solving	Names objects
<b>Total</b>	<b>98.6</b>	<b>83.2</b>	<b>29.6</b>	<b>3.7</b>	<b>0.6</b>
White	98.8	84.0	30.4	3.9	0.7
Black	98.1	80.8	27.9	3.4	0.6
Hispanic	98.5	82.9	29.0	3.4	0.6
Asian	98.8	83.3	28.2	3.1	0.5
Pacific Islander	98.9	81.8	23.7	2.0	0.3
American Indian/ Alaska Native	98.4	80.3	27.3	3.4	0.6
More than one race	98.6	82.8	29.5	3.8	0.8

Race/ethnicity	Percent of children demonstrating specific motor skills					
	Eye-hand coordination	Sitting	Pre-walking	Stands alone	Skillful walking	Balance
<b>Total</b>	<b>89.1</b>	<b>86.8</b>	<b>64.7</b>	<b>18.6</b>	<b>8.4</b>	<b>1.7</b>
White	88.7	86.5	63.7	18.0	8.1	1.6
Black	91.1	88.6	69.8	22.9	10.4	2.6
Hispanic	88.4	86.1	63.4	17.0	7.8	1.6
Asian	89.4	87.1	65.0	18.1	8.1	1.6
Pacific Islander	95.4	93.0	79.9	34.6	15.0	3.9!
American Indian/ Alaska Native	90.2	87.8	66.7	19.6	8.5	1.5
More than one race	90.3	88.1	68.2	22.1	9.6	2.0

! Interpret data with caution.

NOTE: Estimates weighted by W1C0. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) sampled children born in 2001 and was designed to collect information about them for the first time when the children were about 9 months of age (i.e., 8 to 10 months). Race categories exclude persons of Hispanic ethnicity. Due to a difference in how race/ethnicity is defined, estimates in this table may differ from previously published estimates presented in *American Indian and Alaska Native Children: Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort* (NCES 2005-116).

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

**Table A-4.1b. Percentage of children demonstrating specific cognitive and motor skills at about 2 years of age, by race/ethnicity: 2003–04**

Race/ethnicity	Percentage distribution of population	Percent of children demonstrating specific cognitive skills <sup>1</sup>				
		Receptive vocabulary	Expressive vocabulary	Listening comprehension	Matching/discrimination	Early counting
<b>Total</b>	<b>100.0</b>	<b>84.3</b>	<b>63.7</b>	<b>36.4</b>	<b>31.7</b>	<b>3.8</b>
White	54.5	88.5	70.5	42.0	36.9	5.1
Black	13.5	79.4	55.7	29.9	25.6	2.3
Hispanic	24.6	78.1	53.5	28.1	24.0	1.9
Asian	2.7	82.6	62.1	35.4	30.8	3.7
Pacific Islander	0.2	79.3	54.4	27.9	23.3	1.1
American Indian/Alaska Native	0.5	74.2	49.3	25.1	21.3	1.4
More than one race	3.9	84.7	64.1	36.7	31.9	3.6

Race/ethnicity	Percent of children demonstrating specific motor skills <sup>1</sup>					
	Skillful walking	Balance	Fine motor control	Uses stairs	Alternating balance	Motor planning
<b>Total</b>	<b>92.5</b>	<b>89.3</b>	<b>55.4</b>	<b>48.0</b>	<b>29.9</b>	<b>10.2</b>
White	92.8	89.8	55.8	48.3	30.2	10.3
Black	93.3	90.6	58.0	50.2	32.5	11.2
Hispanic	91.4	87.6	53.2	46.0	27.9	9.3
Asian	92.4	89.1	54.7	47.4	29.3	9.9
Pacific Islander	93.0	90.2	54.3	46.7	27.5	9.0
American Indian/Alaska Native	92.2	88.7	54.8	47.7	29.8	10.2
More than one race	92.5	89.1	54.6	47.3	29.0	9.8

<sup>1</sup> Based on assessments collected using the Bayley Short Form Research Edition (BSF-R), a shortened field method of administering the Bayley Scales of Infant Development-II (BSID-II) (Bayley 1993). The scores are fully equated with the BSID-II. The proficiency probabilities indicate mastery of a specific skill or ability within mental or physical domains.  
 NOTE: Estimates weighted by W2C0. Estimates pertain to children assessed between 22 months and 25 months of age. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Longitudinal 9-month–Preschool Restricted-Use Data File.

**Table A-4.1c. Children demonstrating specific language, literacy, mathematics, color knowledge and fine motor skills at about 4 years of age, by race/ethnicity: 2005–06**

Race/ethnicity	Percentage distribution of population	Language knowledge and skills		Literacy knowledge and skills			
		Average receptive vocabulary score <sup>1</sup>	Average expressive vocabulary score <sup>2</sup>	Average overall literacy score <sup>3</sup>	Average proficiency probability letter recognition score <sup>4</sup>	Average phonological awareness score <sup>5</sup>	Average conventions of print score <sup>6</sup>
<b>Total</b>	<b>100.0</b>	<b>8.6</b>	<b>2.5</b>	<b>13.2</b>	<b>32.7</b>	<b>3.3</b>	<b>2.5</b>
White	54.6	9.3	2.6	14.2	36.8	3.5	2.7
Black	13.2	8.1	2.4	12.1	28.6	3.2	2.3
Hispanic	25.1	7.3	2.1	10.7	23.1	3.0	2.0
Asian	2.6	7.9	2.1	17.7	50.0	4.0	3.4
Pacific Islander	0.1	‡	‡	‡	‡	‡	‡
American Indian/ Alaska Native	0.5	7.9	2.1	9.7	19.2	2.9	1.9
More than one race	3.9	8.9	2.5	13.8	34.8	3.5	2.7

Race/ethnicity	Mathematics knowledge and skills		Percent of children with a perfect score in color identification <sup>9</sup>	Average fine motor skills score <sup>10</sup>
	Average overall mathematics score <sup>7</sup>	Average proficiency probability number and shape score <sup>8</sup>		
<b>Total</b>	<b>22.8</b>	<b>65.6</b>	<b>64.1</b>	<b>3.4</b>
White	24.3	73.2	71.7	3.5
Black	20.7	55.2	56.1	3.2
Hispanic	20.2	51.7	50.5	3.3
Asian	26.4	81.7	71.2	4.5
Pacific Islander	‡	‡	‡	‡
American Indian/ Alaska Native	17.7	40.7	43.4	3.0
More than one race	22.8	64.2	61.8	3.5

‡ Reporting standards not met.

<sup>1</sup> Ability to recognize and understand spoken words or to indicate a named object by pointing. Potential score ranges from 0 to 15.

<sup>2</sup> Verbal expressiveness using gestures, words, and sentences. Potential score ranges from 0 to 5.

<sup>3</sup> Includes letter recognition, in both receptive and expressive modes; letter sounds; and early reading knowledge and skills. Potential score ranges from 0 to 37.

<sup>4</sup> Ability to identify a letter by either its name or the sounds it makes. Potential score ranges from 0 to 100.

<sup>5</sup> Measures understanding of the sounds and structure of spoken language, including rhyming, blending, segmenting, deleting, and substituting words, syllables, and sounds. Potential score ranges from 0 to 8.

<sup>6</sup> Understanding of what print represents and how it works. Potential score ranges from 0 to 8.

<sup>7</sup> Includes number sense, geometry, counting, operations, and patterns. Potential score ranges from 0 to 44.

<sup>8</sup> Ability to recognize single-digit numbers and basic geometric shapes. Potential score ranges from 0 to 100.

<sup>9</sup> Percentage of children able to correctly identify 5 out of 5 colors. Potential score ranges from 0 to 100.

<sup>10</sup> Measures the ability to use fine motor skills in drawing basic forms and shapes. Potential score ranges from 0 to 7.

NOTE: Estimates weighted by W3C0. Estimates pertain to children assessed between 48 months and 57 months of age. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

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

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

Year	Total	Type of institution		Sex	
		2-year	4-year	Male	Female
1976	76.1	41.2	35.0	38.5	37.6
1978	77.9	43.1	34.8	36.8	41.0
1980	83.9	47.0	36.9	37.8	46.1
1982	87.7	49.1	38.6	39.9	47.8
1984	83.6	45.5	38.1	37.4	46.1
1986	90.1	50.5	39.6	39.4	50.6
1988	92.5	50.4	42.1	39.1	53.4
1990	102.8	54.9	47.9	43.1	59.7
1991	113.7	62.6	51.1	47.6	66.1
1992	119.3	64.4	54.9	50.2	69.1
1993	121.7	63.2	58.5	51.2	70.5
1994	127.4	66.2	61.2	53.0	74.4
1995	131.3	65.6	65.7	54.8	76.5
1996	137.6	70.2	67.3	57.2	80.4
1997	142.5	71.0	71.5	59.0	83.4
1998	144.2	71.5	72.6	59.0	85.1
1999 <sup>1</sup>	145.5	72.1	73.4	58.6	86.8
2000	151.2	74.7	76.5	61.4	89.7
2001	158.2	78.2	80.0	63.6	94.5
2002	165.9	81.3	84.6	65.7	100.2
2003	172.6	82.3	90.4	67.1	105.5
2004	176.1	82.2	93.9	68.6	107.5
2005	176.3	80.7	95.6	68.4	107.9
2006	181.1	81.1	100.0	71.2	111.0

<sup>1</sup> Data were imputed using alternative procedures.

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

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

**Table A-6.1b. Percentage of total public and private degree-granting institution enrollment that is male, percentage that is female, and difference between male and female percentages, by race/ethnicity: Selected years, 1976 through 2006**

Year	Total	White	Black	Hispanic	Pacific Islander	Asian/ American Indian/ Alaska Native
Percent male						
1976	52.7	53.0	45.5	54.6	54.8	50.6
1980	48.5	48.5	41.9	49.1	52.8	45.0
1990	45.5	45.3	38.9	45.2	51.5	42.0
2000	43.9	44.3	36.7	42.9	47.6	40.7
2001	43.7	44.2	36.3	42.6	47.2	40.2
2002	43.4	44.0	35.8	42.1	46.9	39.6
2003	42.9	43.7	35.3	41.3	46.3	38.9
2004	42.8	43.7	35.0	41.2	46.1	38.9
2005	42.6	43.6	35.0	41.2	46.0	38.8
2006	42.7	43.6	34.9	41.2	46.0	39.3
Percent female						
1976	47.3	47.0	54.5	45.4	45.2	49.4
1980	51.5	51.5	58.1	50.9	47.2	55.0
1990	54.5	54.7	61.1	54.8	48.5	58.0
2000	56.1	55.7	63.3	57.1	52.4	59.3
2001	56.3	55.8	63.7	57.4	52.8	59.8
2002	56.6	56.0	64.2	57.9	53.1	60.4
2003	57.1	56.3	64.7	58.7	53.7	61.1
2004	57.2	56.3	65.0	58.8	53.9	61.1
2005	57.4	56.4	65.0	58.8	54.0	61.2
2006	57.3	56.4	65.1	58.8	54.0	60.7
Difference						
1976	5.5	6.1	-9.0	9.3	9.6	1.3
1980	-2.9	-2.9	-16.2	-1.8	5.6	-10.0
1990	-9.1	-9.3	-22.3	-9.5	3.0	-16.1
2000	-12.2	-11.4	-26.6	-14.2	-4.7	-18.7
2001	-12.6	-11.6	-27.3	-14.9	-5.6	-19.5
2002	-13.3	-12.1	-28.4	-15.9	-6.2	-20.8
2003	-14.1	-12.6	-29.3	-17.3	-7.4	-22.3
2004	-14.5	-12.7	-29.9	-17.6	-7.7	-22.1
2005	-14.7	-12.9	-30.1	-17.7	-8.0	-22.4
2006	-14.7	-12.8	-30.2	-17.5	-8.0	-21.4

NOTE: Race categories exclude persons of Hispanic ethnicity. Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data after 1996 are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate's or higher degrees. Detail may not sum to totals because of rounding.

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



**Table A-6.2. Enrollment in tribally controlled colleges: Fall 1997 through fall 2006**

Tribally controlled college	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>Total</b>	<b>13,583</b>	<b>13,940</b>	<b>13,928</b>	<b>13,680</b>	<b>14,075</b>	<b>15,468</b>	<b>17,776</b>	<b>17,605</b>	<b>17,167</b>	<b>17,255</b>
Bay Mills Community College	453	369	321	360	368	430	386	401	406	550
Blackfeet Community College	411	396	291	299	341	418	546	561	485	467
Cankdeska Cikana Community College	142	124	134	9	169	160	190	197	198	233
Chief Dull Knife College <sup>1</sup>	508	448	448	461	442	268	442	356	554	359
College of the Menominee Nation	225	249	385	371	407	530	499	507	532	513
Diné College	1,732	1,875	1,881	1,712	1,685	1,822	1,878	1,935	1,825	1,669
Fond du Lac Tribal and Community College	704	701	935	999	1,023	1,315	1,735	1,775	1,981	2,181
Fort Belknap College	218	163	266	295	170	158	215	257	175	161
Fort Berthold Community College	223	291	285	50	50	249	274	285	241	196
Fort Peck Community College	360	316	370	400	419	443	419	504	408	441
Haskell Indian Nations University	846	779	885	918	967	887	918	928	918	889
Ilisagvik College	—	—	—	322	279	316	417	214	278	203
Institute of American Indian Arts <sup>2</sup>	109	109	133	139	44	155	154	176	113	192
Lac Courte Oreilles Ojibwa Community College	493	551	485	489	516	550	561	460	505	574
Leech Lake Tribal College	135	228	222	240	174	244	162	195	189	198
Little Big Horn College	243	324	207	320	203	275	394	291	259	312
Little Priest Tribal College	—	—	147	141	88	146	130	154	109	95
Navajo Technical College <sup>3</sup>	364	227	270	841	299	283	300	306	333	392
Nebraska Indian Community College	223	186	186	170	191	118	190	190	107	115
Northwest Indian College	677	695	548	524	600	667	643	519	495	623
Oglala Lakota College	1,219	1,137	1,198	1,174	1,270	1,279	1,441	1,501	1,302	1,485
Saginaw Chippewa Tribal College	†	—	—	—	—	41	66	109	123	125
Salish Kootenai College	967	1,016	1,075	1,042	976	1,109	1,100	1,130	1,142	1,092
Sinte Gleska University	766	1,041	910	900	895	787	1,055	1,400	1,123	969
Sisseton Wahpeton Community College	199	201	219	250	275	285	287	287	290	279
Sitting Bull College	217	231	233	22	194	214	317	289	287	286
Southwestern Indian Polytechnic Institute	656	653	643	304	723	777	936	772	614	561
Stone Child College	166	255	188	38	242	83	434	347	344	397
Tohono O'odham Community College	†	†	†	—	—	—	181	169	270	198
Turtle Mountain Community College	579	624	665	686	684	897	959	787	615	788
United Tribes Technical College	263	311	299	204	302	463	466	536	885	606
White Earth Tribal and Community College	—	—	99	—	79	99	81	67	61	106

— Not available.

† Not applicable.

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

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

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

NOTE: These colleges are, with few exceptions, tribally controlled and located on reservations. They are all members of the American Indian Higher Education Consortium. Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs.

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

**Table A-6.4. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree and sex: 1976–77 through 2005–06**

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees <sup>1</sup>
<b>Total</b>										
1976–77	2,498	3,326	967	95	196	0.6	0.4	0.3	0.3	0.3
1978–79	2,336	3,410	999	104	216	0.6	0.4	0.4	0.4	0.3
1980–81	2,584	3,593	1,034	130	192	0.6	0.4	0.4	0.5	0.3
1984–85	2,953	4,246	1,256	119	248	0.7	0.5	0.5	0.4	0.4
1986–87	3,195	3,968	1,103	105	304	0.7	0.4	0.4	0.4	0.4
1988–89	3,331	3,951	1,086	85	264	0.8	0.4	0.4	0.3	0.4
1989–90	3,430	4,390	1,090	98	257	0.8	0.4	0.4	0.3	0.4
1990–91	3,871	4,583	1,178	106	261	0.8	0.4	0.4	0.4	0.4
1991–92	4,060	5,228	1,280	120	298	0.8	0.5	0.4	0.4	0.4
1992–93	4,408	5,683	1,405	107	370	0.9	0.5	0.4	0.3	0.5
1993–94	4,876	6,192	1,699	134	371	0.9	0.5	0.5	0.4	0.5
1994–95	5,482	6,610	1,621	130	413	1.0	0.6	0.5	0.4	0.6
1995–96	5,573	6,976	1,778	159	463	1.0	0.6	0.5	0.5	0.6
1996–97	5,984	7,425	1,940	175	514	1.1	0.7	0.5	0.5	0.7
1997–98	6,246	7,903	2,053	186	561	1.1	0.7	0.5	0.5	0.7
1998–99	6,424	8,423	2,016	194	612	1.2	0.7	0.5	0.6	0.8
1999–2000	6,497	8,719	2,246	160	572	1.2	0.7	0.6	0.5	0.8
2000–01	6,623	9,049	2,481	177	543	1.2	0.8	0.6	0.5	0.7
2001–02	6,832	9,165	2,624	180	581	1.2	0.7	0.6	0.5	0.7
2002–03	7,461	9,875	2,858	196	586	1.2	0.8	0.6	0.6	0.7
2003–04	8,119	10,638	3,192	217	565	1.2	0.8	0.7	0.6	0.7
2004–05	8,435	10,307	3,295	237	564	1.2	0.7	0.7	0.6	0.7
2005–06	8,552	10,940	3,504	230	710	1.2	0.8	0.7	0.6	0.8
<b>Males</b>										
1976–77	1,216	1,804	521	67	159	0.6	0.4	0.3	0.3	0.3
1978–79	1,069	1,736	495	69	150	0.6	0.4	0.4	0.3	0.3
1980–81	1,108	1,700	501	95	134	0.6	0.4	0.4	0.5	0.3
1984–85	1,198	1,998	583	64	176	0.6	0.4	0.5	0.4	0.4
1986–87	1,263	1,817	518	57	183	0.7	0.4	0.4	0.3	0.4
1988–89	1,323	1,730	476	50	148	0.7	0.4	0.4	0.3	0.3
1989–90	1,364	1,860	455	49	135	0.7	0.4	0.4	0.3	0.3
1990–91	1,439	1,938	488	59	144	0.7	0.4	0.4	0.3	0.3
1991–92	1,545	2,195	529	66	159	0.8	0.4	0.4	0.4	0.4
1992–93	1,680	2,450	584	52	192	0.8	0.5	0.4	0.3	0.4
1993–94	1,837	2,620	692	66	222	0.9	0.5	0.5	0.4	0.5
1994–95	2,098	2,739	659	58	223	1.0	0.5	0.4	0.3	0.5
1995–96	1,993	2,885	705	80	256	0.9	0.6	0.5	0.4	0.6
1996–97	2,068	2,996	734	87	290	0.9	0.6	0.5	0.5	0.7
1997–98	2,252	3,151	782	83	291	1.1	0.6	0.5	0.5	0.7
1998–99	2,241	3,323	771	92	333	1.0	0.7	0.5	0.5	0.8
1999–2000	2,225	3,464	836	57	293	1.0	0.7	0.5	0.3	0.7
2000–01	2,294	3,700	917	76	278	1.0	0.7	0.6	0.4	0.7
2001–02	2,308	3,624	993	67	292	1.0	0.7	0.6	0.4	0.7
2002–03	2,618	3,870	1,027	76	296	1.1	0.7	0.6	0.5	0.7
2003–04	2,740	4,244	1,127	90	275	1.1	0.7	0.6	0.5	0.7
2004–05	2,774	4,143	1,160	87	288	1.1	0.7	0.6	0.5	0.7
2005–06	2,774	4,203	1,244	105	332	1.0	0.7	0.6	0.6	0.8

See notes at end of table.

**Table A-6.4. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree and sex: 1976–77 through 2005–06—continued**

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associ-ate's degrees	Bach-elor's degrees	Master's degrees	Doctoral degrees	First-profes-sional de-grees <sup>1</sup>	Associ-ate's degrees	Bach-elor's degrees	Master's degrees	Doctoral degrees	First-profes-sional de-grees <sup>1</sup>
<b>Females</b>										
1976–77	1,282	1,522	446	28	37	0.7	0.4	0.3	0.4	0.3
1978–79	1,267	1,674	504	35	66	0.6	0.4	0.4	0.4	0.4
1980–81	1,476	1,893	533	35	58	0.7	0.4	0.4	0.4	0.3
1984–85	1,755	2,248	673	55	72	0.7	0.5	0.5	0.5	0.3
1986–87	1,932	2,151	585	48	121	0.8	0.4	0.4	0.4	0.5
1988–89	2,008	2,221	610	35	116	0.8	0.4	0.4	0.3	0.5
1989–90	2,066	2,530	635	49	122	0.8	0.5	0.4	0.4	0.5
1990–91	2,432	2,645	690	47	117	0.9	0.5	0.4	0.4	0.4
1991–92	2,515	3,033	751	54	139	0.9	0.5	0.4	0.4	0.5
1992–93	2,728	3,233	821	55	178	0.9	0.5	0.4	0.4	0.6
1993–94	3,039	3,572	1,007	68	149	1.0	0.6	0.5	0.5	0.5
1994–95	3,384	3,871	962	72	190	1.1	0.6	0.5	0.5	0.6
1995–96	3,580	4,091	1,073	79	207	1.1	0.7	0.5	0.5	0.7
1996–97	3,916	4,429	1,206	88	224	1.1	0.7	0.6	0.6	0.7
1997–98	3,994	4,752	1,271	103	270	1.2	0.7	0.6	0.6	0.8
1998–99	4,183	5,100	1,245	102	279	1.2	0.8	0.5	0.6	0.8
1999–2000	4,272	5,255	1,410	103	279	1.3	0.8	0.6	0.6	0.8
2000–01	4,329	5,349	1,564	101	265	1.3	0.8	0.6	0.6	0.7
2001–02	4,524	5,541	1,631	113	289	1.3	0.8	0.6	0.7	0.8
2002–03	4,843	6,005	1,831	120	290	1.3	0.8	0.7	0.7	0.8
2003–04	5,379	6,394	2,065	127	290	1.4	0.8	0.7	0.7	0.7
2004–05	5,661	6,164	2,135	150	276	1.3	0.8	0.7	0.7	0.6
2005–06	5,778	6,737	2,260	125	378	1.3	0.8	0.7	0.6	0.9

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

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

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

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

Year	Total <sup>1</sup>	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1997	5.5	4.2	10.9	9.2	4.7	10.8
1998	5.0	4.0	9.3	7.6	4.3	10.1
1999	4.5	3.5	8.4	6.6	4.1	11.9
2000	4.3	3.4	7.6	6.8	3.9	9.7
2001	4.6	3.6	8.8	6.8	3.2	10.6
2002	6.2	5.1	10.9	8.1	5.7	13.1
2003	6.4	5.2	11.3	8.5	6.4	14.5
2004	6.1	5.1	10.7	7.6	5.2	10.4
2005	5.5	4.5	10.8	6.4	4.2	12.3
2006	5.0	4.1	10.1	5.8	3.8	7.3
2007	4.7	4.0	8.2	5.6	3.3	11.9

<sup>1</sup> For 2003 through 2007, total includes other race/ethnicity categories not separately shown.

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

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

# Appendix B: Guide to Sources

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The indicators in this report present data from a variety of sources that are described below. Most of these sources are federal surveys, and many are conducted by the National Center for Education Statistics (NCES). The majority of the sources are sample surveys; these are the sources of the estimates for which standard errors are provided on the NCES website: <http://nces.ed.gov/>. A few sources are universe surveys, meaning that they collect information on the entire population of interest; there are no standard errors in these surveys because there is no error introduced by sampling.

Some of the indicators in this report use different data sources or different definitions of terms to present estimates on similar variables. It is important to note that comparisons between estimates with such differences should be made with caution, if at all, because differences in populations, methodologies, question phrasing, and other factors may compromise such comparisons.

## U.S. Department of Education

### *National Center for Education Statistics*

#### *Common Core of Data*

NCES uses the Common Core of Data (CCD) to acquire and maintain statistical data from each of the 50 states, the District of Columbia, the Bureau

of Indian Education, Department of Defense dependents schools (overseas and domestic), and the other jurisdictions. Information about staff and students is reported annually at the school, local education agency (LEA) or school district, and state levels. CCD data include prekindergarten through 12th-grade schools and students.

CCD categories for student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. All students of Hispanic origin are included in the Hispanic category regardless of their race.

Data are collected for a particular school year via an online reporting system open to state education agencies during the school year. Beginning with the 2006–07 school year, nonfiscal CCD data are collected through the Department of Education’s Education Data Exchange Network (EDEN). Since the CCD is a universe collection, CCD data are not subject to sampling errors. However, nonsampling errors could come from two sources: nonresponse and inaccurate reporting. Almost all of the states submit the five CCD survey instruments each year, but submissions are sometimes incomplete.

Further information on the CCD data may be obtained from <http://nces.ed.gov/ccd>.

***Early Childhood Longitudinal Study, Birth Cohort of 2001***

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is designed to provide decision-makers, researchers, child care providers, teachers, and parents with nationally representative information about children's early learning experiences and the transition to child care and school. Children's physical and cognitive development, care, and learning experiences at home and school are measured using standardized assessments from birth through kindergarten entry.

At the 9-month parent interview, respondents indicated whether the child belonged to one or more of 14 race categories: (1) White, (2) Black or African American, (3) American Indian or Alaska Native, (4) Asian Indian, (5) Chinese, (6) Filipino, (7) Japanese, (8) Korean, (9) Vietnamese, (10) Other Asian, (11) Native Hawaiian, (12) Guamanian or Chamorro, (13) Samoan, and (14) Other Pacific Islander. Data were collected on Hispanic ethnicity as well; specifically, respondents were asked whether the child was of Hispanic or Latino origin. A child's ethnicity was classified as Hispanic if a parent respondent indicated the child's ethnicity was Hispanic, regardless of the race identified. During the 2-year parent interview, for cases that were identified as being of American Indian/Alaska Native descent in the 9-month collection (by either the birth certificate data or during the parent interview), parent interview respondents were asked to confirm the child was of American Indian/Alaska Native descent. If the parent interview respondent indicated "no," the case was reclassified as the race/ethnicity specified by the parent interview respondent. Similar procedures were repeated at the preschool round. In this report, the categories presented for race/ethnicity are as follows: White; Black; Hispanic; Asian; Pacific Islander; American Indian or Alaska Native; and children of more than one race.

Data were collected from a sample of about 10,700 children born in the United States in 2001, representing a population of approximately 4 million. The children participating in the study come from diverse socioeconomic and racial/ethnic backgrounds, with oversamples of Chinese, other Asian and Pacific Islander, American Indian/Alaska Native, twin, and moderately low and very low birth weight children. Children, their parents (including nonresident and resident fathers), their child care providers, and their teachers provide information on children's cognitive, social, emotional, and physical development across multiple settings (e.g., home, child care, and school).

Further information on the ECLS-B may be obtained from <http://nces.ed.gov/ecls/Birth.asp>.

***Education Longitudinal Study of 2002***

The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that is monitoring the transitions of a national probability sample of 10th-graders in public, Catholic, and other private schools. Survey waves follow both students and high school dropouts and monitor the transition of the cohort to postsecondary education, the labor force, and family formation.

The ELS student questionnaire asks students to self-report race/ethnicity. Students are first asked whether they are Hispanic or Latino/Latina. Next, they are asked to select any of the following race categories that apply to them: White, Black/African American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native.

In the base year of the study, of approximately 1,200 eligible contacted schools, 750 participated, for an overall weighted school participation rate of 68 percent (62 percent unweighted). Of approximately 17,600 selected eligible students, 15,400 participated, for an overall weighted student response rate of 87 percent. Information for the study is obtained not just from students and their school records, but also from the students' parents, their teachers, their librarians, and the administrators of their schools.

The first follow-up was conducted in 2004, when most sample members were high school seniors. Base-year students who remained in their base schools were resurveyed and tested in mathematics, along with a freshening sample to make the study representative of spring 2004 high school seniors nationwide. Students who were not still at their base schools were administered a dropout or a transfer questionnaire.

The second follow-up, completed in 2006, continued to follow the sample of students into postsecondary education or work, or both. The next follow-up is scheduled for 2012.

Further information on ELS:2002 may be obtained from <http://nces.ed.gov/surveys/els2002>.

***High School and Beyond Longitudinal Study***

The High School and Beyond Longitudinal Study



(HS&B) is a national longitudinal survey of individuals who were high school sophomores and seniors in 1980. The base-year survey (conducted in 1980) was a probability sample of approximately 1,000 high schools with a target number of 36 sophomores and 36 seniors in each school. Of the approximately 58,300 students who participated in the base-year survey, over 30,000 were sophomores and over 28,000 were seniors. Substitutions were made for nonparticipating schools—but not for students—in those strata where it was possible. Overall, about 1,100 schools were selected in the original sample and 800 of these schools participated in the survey. An additional 200 schools were drawn in a replacement sample. Student refusals and absences resulted in an 82 percent completion rate for the survey.

Several small groups in the population were oversampled to allow for special study of certain types of schools and students. Students completed questionnaires and took a battery of cognitive tests. In addition, a sample of parents of sophomores and seniors (about 3,600 for each cohort) was surveyed. Follow-up surveys were conducted in 1982, 1984, 1986 and 1992.

HS&B categories for student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native.

An NCES series of technical reports and data file user's manuals, available electronically, provides additional information on the survey methodology. Further information on HS&B may be obtained from <http://nces.ed.gov/surveys/hsb>.

### *Integrated Postsecondary Education Data System*

The Integrated Postsecondary Education Data System (IPEDS) are universe surveys that collect data from all primary providers of postsecondary education in the United States. IPEDS surveys approximately 6,500 postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. IPEDS, which began in 1986, replaced the Higher Education General Information Survey (HEGIS).

IPEDS consists of nine interrelated components that obtain information on who provides postsecondary education (institutions), who participates in it and completes it (students), what programs are offered and what programs are completed, and both the human and financial resources involved in the provision of institutionally based postsecondary education.

IPEDS asks institutions to provide enrollment and completion data on students based on the following race/ethnicity categories: Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; and White, non-Hispanic. Each student may only be reported in one category.

Further information on IPEDS may be obtained from <http://nces.ed.gov/ipeds>.

### *National Assessment of Educational Progress*

The National Assessment of Educational Progress (NAEP) is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. For over three decades, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other subjects.

In the main national NAEP, a nationally representative sample of students is assessed at grades 4, 8, and 12 in various academic subjects. The assessments change periodically and are based on frameworks developed by the National Assessment Governing Board (NAGB). Results are reported in two ways. Average scores are reported for the nation, for participating states and jurisdictions, and for subgroups of the population. In addition, the percentage of students at or above the *Basic*, *Proficient*, and *Advanced* achievement levels is reported for these same groups. The achievement levels are developed by NAGB.

NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race/ethnicity categories are White, Black, Hispanic, Asian American/Pacific Islander, and American Indian/Alaska Native. NAEP also provides data on students whose race/ethnicity is unclassified, but these are not presented in this report. All students of Hispanic origin are classified as Hispanic, regardless of race.

The assessment data presented in this publication were derived from tests designed and conducted by the Educational Testing Service (ETS).

Information from NAEP is subject to both nonsampling and sampling errors. Two possible sources of nonsampling error are nonparticipation and instrumentation. Certain populations have been oversampled to ensure samples of sufficient size for analysis. Instrumentation nonsampling error could result from failure of the test instruments to measure what is being taught and, in turn, what the students are learning.

Further information on NAEP may be obtained from <http://nces.ed.gov/nationsreportcard>.

### *NAEP National Indian Education Study*

The National Indian Education Study (NIES) was conducted by the National Center for Education Statistics (NCES) at the request of the U.S. Department of Education, Office of Indian Education Programs (OIEP). The goal of the study is to describe the condition of education of American Indian/Alaska Native students by focusing on both their academic achievement (Part I) and educational experiences (Part II) in grades 4 and 8. This activity is part of a collaborative effort among Indian tribes and organizations, the Bureau of Indian Affairs (BIA), and state and local education agencies to ensure that programs serving American Indian and Alaska Native children are of the highest quality and meet their unique culturally related academic needs.

Conducted in 2005 and 2007, NIES provides data on a nationally representative sample of American Indian and Alaska Native students in public, private, Department of Defense, and Bureau of Indian Education funded schools. Part I of the 2007 NIES presents the performance results of American Indian and Alaska Native students at grades 4 and 8 on the National Assessment of Educational Progress (NAEP) in reading and mathematics. The first NIES study was conducted in 2005, and the results for 2007 are compared to results from that assessment. The Technical Review Panel, whose members included American Indian and Alaska Native educators and researchers from across the country, was assembled to advise the study and oversee the development of survey questionnaires.

In 2005, a nationally representative sample of about 14,500 American Indian/Alaska Native students (combined grades 4 and 8 in reading and mathematics) were assessed in NIES Part I. Approximately 5,100 American Indian/Alaska Native students, 1,300 teachers of American Indian/Alaska Native students, and nearly 500 principals of American Indian/Alaska Native students completed survey questionnaires for NIES Part II. In 2007, a nationally representative sample of about 28,000 American Indian/Alaska Native students (combined grades 4 and 8 in reading and mathematics) were assessed in NIES Part I. Approximately 22,000 American Indian/Alaska Native students, and 7,600 teachers and 3,500 principals of these students completed survey questionnaires for NIES Part II. The Part I and Part II samples included

students attending public, private, and Bureau of Indian Education (BIE) schools.

Further information on NIES may be obtained from <http://nces.ed.gov/nationsreportcard/nies/>.

### *National Education Longitudinal Study of 1988*

The National Education Longitudinal Study of 1988 (NELS:88) was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. NELS:88 was the third major secondary school student longitudinal study conducted by NCES. The two studies that preceded NELS:88, the National Longitudinal Study of the High School Class of 1972 (NLS:72) and the High School and Beyond Longitudinal Study (HS&B) in 1980, surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences.

Unlike its predecessors, NELS:88 began with a cohort of 8th-grade students. For the approximately 1,000 public and private schools with 8th grades that were sampled and agreed to participate in NELS:88, complete 8th-grade rosters were produced for each school. From this roster, approximately 24 students were randomly selected. The remaining students on the roster were then grouped by race and ethnicity, and additional 2-3 Asian and Hispanic students were then selected for each school. In 1988, some 25,000 8th-graders, their parents, their teachers, and their school principals were surveyed. Follow-ups were conducted in 1990 and 1992, when a majority of these students were in the 10th and 12th grades, respectively, and then in 1994, approximately 2 years after their scheduled high school graduation. A fourth follow-up was conducted in 2000.

NELS respondents were asked to self-identify their race/ethnicity, first by indicating if they were of Hispanic origin. If they identified themselves as Hispanic, they were assigned to the Hispanic or Latino category. Respondents were then asked to identify their primary choice of race. Those who responded with more than one race/ethnicity category were put in the More than one race category. Thus, the resulting race/ethnicity categories are: 1) Asian or Pacific Islander; 2) Hispanic or Latino (any race); 3) Black, non-Hispanic; 4) White, non-Hispanic; 5) American Indian or Alaska Native; and 6) More than one race.

Further information on NELS:88 may be obtained from <http://nces.ed.gov/surveys/nels88>.



### *National Postsecondary Student Aid Study*

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of how students and their families pay for postsecondary education. It covers nationally representative samples of undergraduates, graduates, and first-professional students in the 50 states, the District of Columbia, and Puerto Rico, including students attending less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Participants include both students who do and those who do not receive financial aid, and their parents. Study results are used to help guide future federal policy regarding student financial aid. The first NPSAS study was conducted during the 1986-87 school year; subsequent studies have been carried out during the 1989-90, 1992-93, 1995-96, 1999-2000, and 2003-04 school years.

NPSAS asks students to self-report race/ethnicity. Race/ethnicity categories are White, Black, Hispanic, Asian, American Indian, Pacific Islander, and Other. Students may select more than one race and students of Hispanic origin are classified as Hispanic regardless of race.

Further information on NPSAS may be obtained from <http://nces.ed.gov/npsas>.

### *Private School Universe Survey*

The purposes of the Private School Universe Survey (PSS) data collection activities are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools; and (2) to report data on the total number of private schools, teachers, and students in the survey universe. Begun in 1989, the PSS has been conducted every 2 years, and data for the 1989-90, 1991-92, 1993-94, 1995-96, 1997-98, 1999-2000, 2001-02, 2003-04, and 2005-06 school years have been released.

The PSS is completed by administrative personnel in private schools and produces data similar to that of the CCD for public schools, and can be used for public-private comparisons. The target population for this universe survey is all private schools in the United States that meet the PSS criteria of a private school (i.e., the private school is an institution that provides instruction for any of grades K through 12, has one or more teachers to give instruction, is not administered by a public agency, and is not operated in a private home). The survey universe is composed of schools identified from a variety of sources. The main source is a list

frame initially developed for the 1989-90 PSS. The list is updated regularly by matching it with lists provided by nationwide private school associations, state departments of education, and other national guides and sources that list private schools. The other source is an area frame search in approximately 124 geographic areas, conducted by the U.S. Census Bureau.

Race/ethnicity categories identified in the PSS survey are White, non-Hispanic, Black, non-Hispanic, Hispanic (regardless of race), Asian or Pacific Islander, and American Indian or Alaska Native.

Further information on the PSS may be obtained from <http://nces.ed.gov/surveys/pss>.

## **Other Department of Education Agencies**

### *Bureau of Indian Education*

The Bureau of Indian Education (BIE), formerly known as the Office of Indian Education Programs (OIEP), is a service organization devoted to providing quality education opportunities for American Indian people. BIE was established in the latter part of the nineteenth century to carry out the Federal Government's education commitment to Indian tribes. The BIE fulfills its mission through its headquarters, 19 regional offices located throughout the United States, and 184 elementary and secondary schools and dormitories funded by the Federal Government that provide an education program to approximately 50,000 students from birth through grade 12. The Bureau of Indian Education also operates two postsecondary institutions and funds 24 colleges operated by tribes and tribal organizations.

The BIE collects, analyzes, and reports on educational activities and results. BIE operates the Division of Compliance, Monitoring, and Accountability (DCMA) to collect data on over fifty different items related to school operations and effectiveness for use by both the BIE and the Department of Education. The DCMA monitors schools through on-site audits/inspections. Analysis of the collected data is performed by BIE and any recommendations resulting from the analysis are developed in conjunction with consultations with Tribal leaders. The BIE makes data and results from the Tribal consultations available to the public through BIE maintained web sites.

Further information on BIE may be obtained from <http://www.oiep.bia.edu/>.

### Office for Civil Rights

#### *OCR Elementary and Secondary School Survey*

The OCR Elementary and Secondary School (E&S) Survey has been used since 1968 by the U.S. Department of Education's Office for Civil Rights (OCR) to obtain trend data from the nation's public elementary and secondary schools. The E&S Survey provides information about the enrollment of students in public schools in every state and about some education services provided to those students. These data are reported by race/ethnicity, sex, and disability. OCR E&S Survey categories provided to the districts and schools for reporting student race/ethnicity are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native.

Data in the E&S Survey are collected pursuant to 34 C.F.R. Section 100.6(b) of the Department of Education regulation implementing Title VI of the Civil Rights Act of 1964. The requirements are also incorporated by reference in Department regulations implementing Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. School, district, state, and national data are currently available. Data from individual public schools and districts are used to generate projected national and state data.

In recent surveys, the sample has been approximately 6,000 districts and 60,000 schools; however, in 2000, data were collected from all public school districts. In sample surveys, the following districts are sampled with certainty: districts having more than 25,000 students; all districts in states having 25 or fewer public school districts; and districts subject to federal court order and monitored by the U.S. Department of Justice. The survey is conducted biennially (with few exceptions); the most recent survey was conducted in 2006. Data currently are available from the 2006 survey.

Further information on the E&S Survey may be obtained from <http://www.ed.gov/about/offices/list/ocr/data.html?src=rt>.

### Office of Special Education and Rehabilitative Services

#### *Annual Report to Congress on the Implementation of the Individuals With Disabilities Education Act*

The Individuals With Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), requires the Secretary of Education to transmit to Congress annually a report describing the progress made in serving the nation's children with disabilities. This annual report contains information on children served by public schools under the provisions of Part B of the IDEA and on children served in state-operated programs for the disabled under Chapter I of the Elementary and Secondary Education Act.

Statistics on children receiving special education and related services in various settings and school personnel providing such services are reported in an annual submission of data to the Office of Special Education and Rehabilitative Services (OSERS) by the 50 states, the District of Columbia, and the outlying areas. The child count information is based on the number of children with disabilities receiving special education and related services on December 1 of each year. Each child can only be reported in one of the following race/ethnicity categories: American Indian or Alaska Native, Asian or Pacific Islander, Black, Hispanic, and White. Since children may only be reported in one category, all children of Hispanic origin are reported as Hispanic, regardless of race, and are not included in any of the four race categories.

Since each participant in programs for the disabled is reported to OSERS, the data are not subject to sampling error. However, nonsampling error can arise from a variety of sources. Some states follow a noncategorical approach to the delivery of special education services, but produce counts by disabling condition because Part B of the EHA requires it. In those states that do categorize their disabled students, definitions and labeling practices vary.

Further information on this annual report to Congress may be obtained from <http://www.ideadata.org>.

## U.S. Department of Commerce

### Census Bureau

#### *Decennial Census*

The Decennial Census is a universe survey mandated by the U.S. Constitution. It is a questionnaire sent to every household in the country composed of seven questions about the household and its members (the questions request the following information: name, sex, age, relationship, Hispanic origin, race, and whether the housing unit is owned or rented). About 17 percent of households receive a much longer questionnaire that includes questions about ancestry, income, mortgage, and size of the housing unit. The Census Bureau also produces annual estimates of the resident population by demographic characteristics (age, sex, race, and Hispanic origin) for the nation, states, and counties, as well as national and state projections for the resident population. The reference date for population estimates is July 1 of the given year. With each new issue of July 1 estimates, Census revises estimates for each year back to the last census. Previously published estimates are superseded and archived.

Census respondents self-report race and ethnicity. In the 2000 Census, they were first asked “Is this person Spanish/Hispanic/Latino?” and given the response options “No, not Spanish/Hispanic/Latino,” “Yes, Puerto Rican,” “Yes, Mexican, Mexican American, Chicano,” “Yes, Cuban,” and “Yes, other Spanish/Hispanic/Latino” (with space to print the group). The next question was “What is this person’s race?”. This question’s response options were “White,” “Black, African American, or Negro,” “American Indian or Alaska Native” (with space to print the name of enrolled or principal tribe), “Asian Indian,” “Japanese,” “Native Hawaiian,” “Chinese,” “Korean,” “Guamanian or Chamorro,” “Filipino,” “Vietnamese,” “Samoan,” “Other Asian,” “Other Pacific Islander,” and “Some other race.” The last three options included space to print the specific race. The 2000 Census was also the first Census survey that gave respondents the option of choosing more than one race. The Census population estimates program modified the enumerated population from the 2000 Census to produce the population estimates base for the year 2000 forward. As part of the modification, program staff recoded the “Some other race” responses from Census 2000 to one or more of the five OMB race categories used in the estimates program. Prior to 2000, the Census Bureau combined the categories Asian and Native Hawaiian or Other Pacific Islander. All persons of Hispanic origin

were included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race.

Further information may be obtained from <http://www.census.gov/prod/www/abs/decennial.html>.

#### *American Community Survey (ACS)*

The American Community Survey (ACS) is a sample survey conducted by the U.S. Census Bureau. The ACS was first implemented in 1996 and has expanded in scope in subsequent years. The ACS will replace the long-form survey in the Decennial Census by 2010. The race/ethnicity questions in the ACS are the same as in the Decennial Census (see above). Therefore, prior to 1999, respondents could choose only one race, but from 2000 onward, respondents could choose one or more races. The ACS also asks respondents to write in their ancestry or ethnic origin. All persons of Hispanic origin are included in the Hispanic category regardless of the race option(s) chosen. Therefore, persons of Hispanic origin may be of any race. Data on persons who identified themselves as “Some other race” are included in the totals, but these data are not separately shown.

The American Indian/Alaska Native categories presented in this report are Cherokee, Navajo, Latin American Indian, Choctaw, Sioux, Chippewa, Apache, Blackfeet, Iroquois, Pueblo (American Indian tribes), Eskimo, Tlingit-Haida, Alaska Athabaskan, and Aleut (Alaska Native tribes). Tribal groupings compiled by the Census Bureau do not necessarily correspond with federally recognized tribes. Self-identified membership does not necessarily correspond with official membership in a federally recognized tribe. Tribal groupings are tallies of the number of American Indian and Alaska Native responses, rather than the number of American Indian and Alaska Native respondents. Respondents reporting several American Indian and Alaska Native tribes are counted several times.

Global differences exist between the ACS and Census. These include differences in universes, reference periods, residence rules, and the collection of race/ethnicity. Specifically, the 2006 ACS uses a “two-month” residence rule—defined as anyone living for more than two months in the sample unit when the unit is interviewed whereas Census uses a “usual residence” rule—defined as the place where a person lives or stays most of the time. In addition, counts of American Indians/Alaska Natives reported through the American Community Survey (Tables

1.1b, 1.2a, and 1.2b) are lower than those reported in the Population Estimates data series (Tables 1.1a and 1.1c). Data for Population Estimates are based on aggregations of racial/ethnic groups compiled from various Census Bureau sources. Racial/ethnic data reported through the American Community Survey are based on responses of individuals to a detailed question on race/ethnicity, which include more racial/ethnic groups, plus a category of “some other race.” Further information on the American Community survey may be obtained from <http://www.census.gov/acs>.

### *Current Population Survey*

Prior to July 2001, estimates of school enrollment rates, as well as social and economic characteristics of students, were based on data collected in the Census Bureau’s monthly household survey of about 50,000 dwelling units. Beginning in July 2001, this sample was expanded to 60,000 dwelling units. The monthly Current Population Survey (CPS) sample consists of 754 areas comprising 2,007 geographic areas, independent cities, and minor civil divisions throughout the 50 states and the District of Columbia. The samples are initially selected based on the decennial census files and are periodically updated to reflect new housing construction.

The monthly CPS deals primarily with labor force data for the civilian noninstitutional population (i.e., excluding military personnel and their families living on bases and inmates of institutions). In addition, in October of each year, each member of a household is asked supplemental questions regarding highest grade completed, level and grade of current enrollment, attendance status, number and type of courses, degree or certificate objective, and type of organization offering instruction. In March of each year, supplemental questions on income are asked. The responses to these questions are combined with answers to two questions on educational attainment: what was the highest grade of school ever attended and was that grade completed.

CPS respondents are asked to identify their race. Between 1979 and 2002, respondents were asked to choose one of the following race categories: White, Black, Asian or Pacific Islander, or American Indian/Aleut/Eskimo. For the years 2003, 2004, and 2005, respondents were asked to choose from White, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and/or American Indian/Alaska Native. Beginning with the 2003 CPS, respondents had the choice of selecting more than

one race category. Also, in 2003 and subsequent years, respondents were asked to specify whether or not they were of Hispanic origin following the race question.

Further information on CPS may be obtained from <http://www.census.gov/cps>.

## **Other Organization Sources**

### *American College Testing Program*

The American College Testing Program (ACT) is an independent, not-for-profit organization that provides services in the broad areas of education and workforce development.

The American College Testing (ACT) assessment is designed to measure educational development in the areas of English, mathematics, social studies, and natural sciences. The ACT assessment is taken by college-bound high school students and by all graduating seniors in Colorado and Illinois. The test results are used to predict how well students might perform in college.

Separate ACT standard scores are computed for English, mathematics, science reasoning, and, as of October 1989, reading. ACT standard scores are reported for each subject area on a scale from 1 to 36. The four ACT standard scores have a mean (average) of 21.2 and a standard deviation of 5.0 for test-taking students nationally. A composite score is obtained by taking the simple average of the four standard scores and is an indication of a student’s overall academic development across these subject areas.

Students taking the ACT college entrance exam are asked to self-select one of the following racial/ethnic groups to describe themselves: African-American/Black, American Indian/Alaskan Native, Caucasian-American/White, Mexican-American/Chicano, Asian-American/Pacific Islander, Puerto Rican/Hispanic, Other, Multiracial, or “Prefer Not to Respond.”

It should be noted that graduating students who take the ACT assessment are not necessarily representative of graduating students nationally. Students who live in the Midwest, Rocky Mountains, Plains, and South are overrepresented among ACT-tested students as compared to graduating students nationally. These students more often attend public colleges and universities, which require the ACT assessment more often than the SAT test.



Further information on the ACT may be obtained from <http://www.act.org>.

### *The College Board*

The Admissions Testing Program of the College Board consists of a number of college admissions tests, including the SAT Reasoning Test (SAT) and Advanced Placement (AP) testing. High school students participate in the testing program as sophomores, juniors, or seniors—some more than once during these 3 years. If they have taken the tests more than once, only the most recent scores are tabulated.

The SAT reports subscores in the areas of reading, writing and mathematics. Each section of the SAT is scored on a scale of 200-800, with two writing subscores for multiple-choice questions and the essay. It is administered seven times a year in the U.S., Puerto Rico, and U.S. Territories, and six times a year overseas. In recent years, more than 1.4 million high school students have taken the SAT examination annually. The latest version of the SAT, which includes the writing component, was first administered in March 2005.

Data on race and ethnicity come from the Student Descriptive Questionnaire (SDQ). SAT results are not representative of high school students or college-bound students nationally since the sample is self-selected, i.e., taken by students who need the results to apply to a particular college or university. Public colleges in many states, particularly in the Midwest, parts of the South, and the West, require ACT scores rather than SAT scores. The proportion of students taking the SAT in these states is very low and is inappropriate for comparison.

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

Further information on the SAT can be obtained from <http://www.collegeboard.com>.

### *Substance Abuse and Mental Health Services Administration*

#### *National Survey on Drug Use and Health*

Conducted by the federal government since 1971, the National Survey on Drug Use and Health (NSDUH) is an annual survey of the civilian, non-institutionalized population of the United States age 12 or older. It is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug abuse. The survey collects data by administering questionnaires to a representative sample of the population (since 1999, the NSDUH interview has been carried out using computer-assisted interviewing). NSDUH collects information from residents of households, residents of noninstitutional group quarters, and civilians living on military bases. The main results of the NSDUH present national estimates of rates of use, numbers of users, and other measures related to illicit drugs, alcohol, and tobacco products.

The survey asks separate questions about Hispanic ethnicity and race. Respondents' race options are White, Black/African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Asian. Respondents may choose more than one race.

Prior to 2002, the survey was called the National Household Survey on Drug Abuse (NHSDA). Because of improvements to the survey in 2002, the data from 2002 through 2006 should not be compared with 2001 and earlier NHSDA data for assessing changes in substance use over time.

Further information on the NSDUH may be obtained from <http://www.oas.samhsa.gov/nsduh.htm>.

### *U.S. Department of Health and Human Services*

#### *Centers for Disease Control and Prevention*

##### **Youth Risk Behavior Survey**

The National School-Based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and

social problems during both youth and adulthood. These include: tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that may result in HIV infection or other sexually transmitted diseases; unintended pregnancies; and behaviors that may result in violence and unintentional injuries, as well as overweight.

Race/ethnicity of respondents is ascertained by the following two questions: “Are you Hispanic or Latino?” and “What is your race? (Select one or more responses.)”

Race/ethnicity categories identified in the YRBS survey are White, Black, Hispanic, Asian, Native Hawaiian or Other Pacific Islander, and American Indian/Alaska Native.

Further information on the YRBSS may be obtained from <http://www.cdc.gov/yrebs>.

#### *National Vital Statistics System (NVSS)*

The NVSS is the method by which data on births, deaths, marriages, and divorces are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC), by registration systems in various jurisdictions.

Separate questions are asked about race and Hispanic ethnicity in the NVSS. Data are available for non-Hispanic Whites and Blacks; however, the Asian/Pacific Islander and American Indian/Alaska Native categories include persons of Hispanic origin.

Race/ethnicity categories are White, Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. In order to maintain continuity with previous years of data, all race categories may include persons of Hispanic origin.

Further information on the NVSS may be obtained from <http://www.cdc.gov/nchs/nvss.htm>.

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