



U.S. Department of Education  
Institute of Education Sciences  
NCES 2005-108

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







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## INTRODUCTION

This report examines both the current conditions and recent trends in the education of American Indians and Alaska Natives using statistical measures. It presents a selection of indicators that illustrate the educational achievement and attainment of American Indians and Alaska Natives. Over the past 20 years, 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 White students remain.

In the past, the National Center for Education Statistics (NCES) has produced synthesis reports on minority and other groups. NCES has also produced a series of reports based on the 1990–91, 1993–94, and 1999–2000 Schools and Staffing Surveys (SASS) that focus on characteristics of American Indians/Alaska Natives in elementary and secondary education, and also a report on American Indians/Alaska Natives in postsecondary education (Gruber et al. 2002; Pavel and Curtin 1997; Whitener 1995; Whitener et al. 1997). *Status and Trends in the Education of American Indians and Alaska Natives* is part of a series of reports that also includes *Status and Trends in the Education of Blacks* (Hoffman and Llagas 2003) and *Status and Trends in the Education of Hispanics* (Llagas 2003).

This report is organized into the following four sections: Demographic Overview; Preprimary, Elementary, and Secondary Education; Postsecondary Education; and Outcomes of Education. The data in this reports draws on many different surveys, including from the National Center for Education Statistics—

### *Universe Surveys:*

- Common Core of Data, Public Elementary/Secondary School Universe Survey
- Higher Education General Information Survey
- Integrated Postsecondary Education Data System, Fall Enrollment Survey, Spring Survey, and Completions

### *Sample Surveys:*

- Early Childhood Longitudinal Study
- High School and Beyond Longitudinal Study of 1980 Sophomores

- National Assessment of Educational Progress (NAEP)
- National Education Longitudinal Study of 1988 and Education Longitudinal Study of 2002
- National Postsecondary Study Aid
- Postsecondary Education Transcript Study (PETS)
- Schools and Staffing Survey

In addition to data from the National Center for Education Statistics, this report draws from federal agencies and other organizations, including:

- American College Testing Program (ACT): ACT—universe survey
- College Board: Advanced Placement Program and SAT—universe surveys
- Federal Interagency Forum on Child and Family Statistics: report based on data from the U.S. Department of Health and Human Services, Live Births and Infant Deaths—universe survey
- U.S. Department of Commerce, Census Bureau: Census 2000—universe survey; American Community Survey and Current Population Surveys (CPS)—sample surveys
- U.S. Department of Education: Office for Civil Rights, Elementary and Secondary School Survey and Office of Special Education Programs (OSEP)—universe surveys
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC): National Vital Statistics—universe survey; National Immunization Program and Youth Risk Behavior Surveillance System, Youth Risk Behavior Survey—sample surveys
- 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 Affairs (BIA): Office of Indian Education Programs (OIEP)—universe survey

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 Affairs (BIA): Anyone who is an enrolled member of a federally recognized tribe. Through the BIA'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.

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 with a January 2003 deadline for implementation (Office of Management and Budget 1997). 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 (U.S. Department of Commerce 2001).

This report presents several 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. For indicators where the “more than one race” option was not available, the race category represents respondents who selected one race category.

It should be noted that White, Black, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native are considered races, while Hispanic origin is considered an ethnicity. Therefore, persons of Hispanic origin may be of any race. Race categories presented in this report exclude those persons of Hispanic origin (who are presented as a separate category), unless otherwise noted. Indicators with race categories that include Hispanic origin are noted explicitly. These tables and figures include one of the following notes:

“Includes American Indians/Alaska Natives of Hispanic origin” or “Race groups include persons of Hispanic origin.”

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 which 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 descent. These data limitations should be kept in mind when reading this report.

### Technical Note

This report includes data from both universe and sample surveys, as is indicated in the list of surveys earlier in this report. In the case of the universe data all relevant units are included in the data collection. Thus, there is no sampling error and observed differences are reported as true. In the case of sample surveys, a nationally representative set of respondents is selected and asked to participate in the data collection. Since each sample represents just one of many possible samples that could be selected, there is error associated with any 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. In addition, there are occasional references to apparent differences that are not significant. All significance tests of differences are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were:  $t$  tests, equivalency tests, and linear trend 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 or different 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 (Tryon 2001). In most cases involving percentages, a difference of 3.0 percentage points was used to determine substantive equivalence or difference. In some indicators involving only very small percentages, a lower value was used. A difference of 1.5 percentage points was used to determine equivalence of the percentage of American Indian/Alaska Native dropouts between years (*Indicator 3.3*), of the percentages of students who reported watching 6 or more hours of television or videotapes each day (*Indicator 6.4*), and of unemployment rates (*Indicator 8.2*). For other indicators involving only relatively large values, a larger value was used; a difference of \$1,000 was used in the case of the amount of financial aid (*Indicator 7.3*) and median annual income (*Indicator 8.3*).

A “! Interpret data with caution” symbol in tables and figures represents data cells with a high ratio of standard error to estimate (0.20 or greater); therefore, the estimate may be unstable.

Standard error tables for this report are available on the Web at <http://nces.ed.gov>.



## HIGHLIGHTS

*Status and Trends in the Education of American Indians and Alaska Natives* examines both the educational progress and challenges of American Indian/Alaska Native children and adults in the United States. This report shows that over time more American Indian/Alaska Native students have completed high school and gone on to college and that their attainment expectations have substantially increased in the past 20 years. Despite these gains, progress has been uneven and differences persist between American Indian/Alaska Native and White students on key indicators of educational performance.

Demographics and educational outcomes:

- In 2003, 4.4 million persons living in the United States were American Indian/Alaska Native alone or in combination with one or more other races, including those of Hispanic origin. (*Indicator 1.1*)
- In 2003, a larger percentage of American Indian/Alaska Native individuals and families lived in poverty than White individuals and families. (*Indicator 1.6*)
- In 2003, the majority of American Indian/Alaska Native public school 8<sup>th</sup>-graders came from homes in which English was the predominant spoken language. (*Indicator 5.2*)
- In 2003, the American Indian/Alaska Native unemployment rate was three times as high as the unemployment rate for the White population. (*Indicator 8.2*)
- Between 1989 and 2003, the median income of American Indian/Alaska Native households increased. However, the median income of American Indian/Alaska Native households was lower than that of the total population. (*Indicator 8.3*)

Elementary/secondary education:

- American Indian/Alaska Native students were more likely to have dropped out of school than White or Asian/Pacific Islander students in 2003. However, they were less likely to have dropped out than Hispanics. Status dropout rates represent the percent 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 3.3*)

- In 2003, American Indian/Alaska Native 4<sup>th</sup>- and 8<sup>th</sup>-grade students scored lower on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments than White and Asian/Pacific Islander students. However, American Indian/Alaska Native 4<sup>th</sup>-grade students scored higher on NAEP reading and mathematics assessments than Blacks. (*Indicators 4.2 and 4.3*)
- In 2003, relatively more American Indian/Alaska Native high school students took Advanced Placement tests than in prior years. (*Indicator 4.8*)
- American Indians/Alaska Natives scored lower, on average, than Whites on the SAT and the ACT in 2004. (*Indicator 4.9*)
- In 2003, some 20 percent of American Indian/Alaska Native children between the ages of 12 and 17 had used alcohol in the past month, and they were more likely than other children to have used marijuana in the past month. (*Indicator 6.2*)

Postsecondary education:

- Enrollment of American Indian/Alaska Native students in degree-granting institutions has more than doubled in the past 25 years. In 2002, American Indian/Alaska Native total enrollment was 60 percent female and 40 percent male. (*Indicator 7.1*)
- The number of American Indian/Alaska Native students earning degrees more than doubled for each level of degree between 1976 and 2003. However, American Indians/Alaska Natives were less likely to earn a bachelor's or higher degree than their peers. (*Indicators 7.4 and 7.5*)
- In 2003, 42 percent of American Indians/Alaska Natives 25 years and older had attended at least some college. (*Indicator 8.1*)



# DEMOGRAPHIC OVERVIEW

## 1. Demographic Overview

- 1.1 Population Composition and Growth
- 1.2 Geographic Distribution of the Population
- 1.3 American Indian and Alaska Native Tribes
- 1.4 Age Distribution of the Population
- 1.5 Family Structure
- 1.6 Individuals, Families, and Children in Poverty
- 1.7 Children's Health Risks
- 1.8 Birth Rates and Child Mortality

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, increases 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 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 2003, there were 4.4 million American Indians/Alaska Natives in the United States, representing 1.5 percent of the total U.S. population.*

In 2003, 4.4 million persons living in the United States were American Indian/Alaska Native alone or in combination with one or more other races.<sup>1</sup> Of these persons, 2.8 million were American Indian/Alaska Native alone and 1.6 million were American Indian/Alaska Native in combination with one or more other races. Furthermore, of the American Indian/Alaska Native alone population, 2.2 million were non-Hispanic while 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.

While the 2003 population estimates are the most recent information on the American Indian/Alaska Native population, the most comprehensive information to date on the demographics of the U.S. population comes from the 2000 Decennial Census. In the 2000 Census, respondents who selected American Indian/Alaska

Native as the race that best described them 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, or both American Indian and Alaska Native, based on the origin of the tribe(s) and/or village(s). Respondents were classified as both American Indian and Alaska Native if they provided the names of two or more tribes/villages, with at least one classified as an American Indian tribe and at least one classified as an Alaska Native village or tribe. If a respondent did not provide a tribe or village, they were categorized as “tribe not specified.” In 2000, the American Indian/Alaska Native alone population, including those of Hispanic origin, was about 75 percent American Indian, 4 percent Alaska Native, and less than 1 percent both American Indian and Alaska Native, while 21 percent did not specify their background beyond American Indian/Alaska Native.

*(Continued on page 4.)*

<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: 2003**

Race/ethnicity	Number	Percent of U.S. population
<b>Total</b>	<b>4,366,174</b>	<b>1.5</b>
American Indian/Alaska Native alone	2,786,652	1.0
Non-Hispanic	2,180,318	0.7
Hispanic	606,334	0.2
American Indian/Alaska Native in combination		
with one or more other races	1,579,522	0.5
Non-Hispanic	1,365,390	0.5
Hispanic	214,132	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. 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, 2003 (NC-EST2003-03), released June 14, 2004.

**Table 1.1b. Number of American Indians/Alaska Natives, by race subcategory: 2000**

Race subcategory and tribal affiliation	Total	American Indian/ Alaska Native in combination with one or more other races	
		American Indian/ Alaska Native alone	
<b>Total</b>	<b>4,119,301</b>	<b>2,475,956</b>	<b>1,643,345</b>
American Indian (with tribal affiliation) <sup>1</sup>	2,939,784	1,865,118	1,074,666
Alaska Native (with tribal affiliation) <sup>2</sup>	121,384	97,876	23,508
American Indian/Alaska Native (both affiliations) <sup>3</sup>	1,676	1,002	674
American Indian or Alaska Native (no affiliation specified) <sup>4</sup>	1,056,457	511,960	544,497

<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 specified multiple tribes/villages with at least one that is American Indian and one that is Alaska Native.

<sup>4</sup> Refers to respondents who did not specify a tribal/village affiliation.

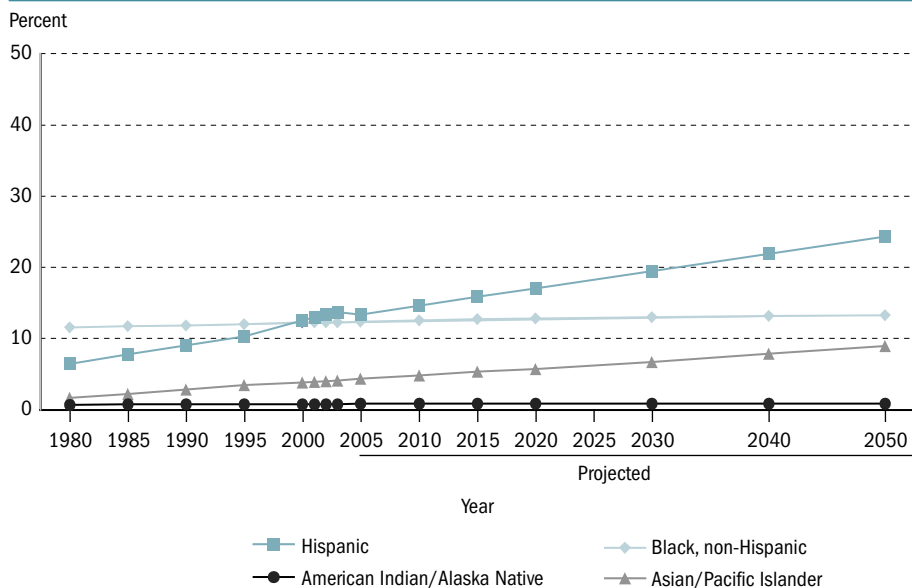
NOTE: "Alone" refers to respondents who selected American Indian/Alaska Native and not any other race category. "In combination with one or more other races" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Figures include American Indians/Alaska Natives of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, *American Factfinder*, Decennial Census, 2000.

The Census Bureau projects that by 2050 the non-Hispanic American Indian/Alaska Native alone population will grow to 3.2 million. The projected rate of increase between the years 2000 and 2050 (55 percent) will exceed that for the White population (9 percent), but will be slower than the expected rate of increase for Hispanics (178 percent) and Asian/Pacific Islanders (233 percent) and slightly slower than the rate for Blacks (56 percent). According to these projections, in 2050 the U.S. population will be 24 percent Hispanic, 13 percent Black, 9 percent

Asian/Pacific Islander, and 1 percent American Indian/Alaska Native (*appendix table A-1.1*). The differences in the projected rates of increase indicate that the distribution of the population will change. According to these projections, between 2003 and 2050, the percentage of the population who are White will decrease (68 to 53 percent), and the percentages of the population will increase for those who are Black (12 to 13 percent), Hispanic (14 to 24 percent), Asian/Pacific Islander (4 to 9 percent), and American Indian/Alaska Native (0.7 to 0.8 percent).

**Figure 1.1. Percentage of the resident population by selected race/ethnicity: Selected years, 1980 to 2003 and projections to 2050**



NOTE: Numbers for the year 2000 are from the Decennial Census. All other years are population estimates.  
 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, 2003 (NC-EST2003-03), released June 14, 2004.

## 1.2 Geographic Distribution of the Population

*A greater proportion of American Indians/Alaska Natives live in western states than northeastern, midwestern, and southern states.*

In 2000, almost half (48 percent) of all American Indians/Alaska Natives alone, including those of Hispanic origin, resided in western states.<sup>2</sup> Seven percent lived in northeastern states, 16 percent in midwestern states, and 29 percent in southern states.

In 17 states—most of them western—American Indians/Alaska Natives alone, including those of Hispanic origin, composed more than the national average, 1 percent, of the total state population. Among these, California had the largest American Indian/Alaska Native alone

population with about 333,300 people. Texas and New York ranked among the 10 states with the largest American Indian/Alaska Native alone populations, with 118,400 and 82,500 people in this category, respectively.

Alaska had the largest percentage of its population identified as American Indian/Alaska Native alone: almost 16 percent. Although some states, such as Texas and New York, had relatively large American Indian/Alaska Native alone populations, their proportion was less than 1 percent of the total state population.

*(Continued on page 8.)*

**Table 1.2a. Number and percentage distribution of American Indian/Alaska Native population, by region and race: 2000**

Region	American Indian/Alaska Native alone or in combination with one or more other races		American Indian/Alaska Native alone	
	Number	Percent	Number	Percent
<b>Total</b>	<b>4,119,301</b>	<b>100.0</b>	<b>2,475,956</b>	<b>100.0</b>
West	1,771,244	43.0	1,187,989	48.0
South	1,259,230	30.6	725,919	29.3
Midwest	714,792	17.4	399,490	16.1
Northeast	374,035	9.1	162,558	6.6

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. Includes American Indians/Alaska Natives of Hispanic origin. 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. Detail may not sum to totals because of rounding.

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

<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 in states with the largest American Indian/Alaska Native populations: 2000**

State	American Indian/Alaska Native alone or in combination with one or more other races			American Indian/ Alaska Native alone		
	Number	Percent of total population	Percent of American Indian/ Alaska Native total population	Number	Percent of total population	Percent of American Indian/ Alaska Native alone population
<b>United States</b>	<b>4,119,301</b>	<b>1.5</b>	<b>100.0</b>	<b>2,475,956</b>	<b>0.9</b>	<b>100.0</b>
California	627,562	1.9	15.2	333,346	1.0	13.5
Oklahoma	391,949	11.4	9.5	273,230	7.9	11.0
Arizona	292,552	5.7	7.1	255,879	5.0	10.3
Texas	215,599	1.0	5.2	118,362	0.6	4.8
New Mexico	191,475	10.5	4.6	173,483	9.5	7.0
New York	171,581	0.9	4.2	82,461	0.4	3.3
Washington	158,940	2.7	3.9	93,301	1.6	3.8
North Carolina	131,736	1.6	3.2	99,551	1.2	4.0
Alaska	119,241	19.0	2.9	98,043	15.6	4.0
Oregon	85,667	2.5	2.1	45,211	1.3	1.8
Minnesota	81,074	1.6	2.0	54,967	1.1	2.2
Colorado	79,689	1.9	1.9	44,241	1.0	1.8
South Dakota	68,281	9.0	1.7	62,283	8.3	2.5
Montana	66,320	7.4	1.6	56,068	6.2	2.3
Nevada	42,222	2.1	1.0	26,240	1.3	1.1
Utah	40,445	1.8	1.0	29,684	1.3	1.2
North Dakota	35,228	5.5	0.9	31,329	4.9	1.3
Idaho	27,237	2.1	0.7	17,645	1.4	0.7
Wyoming	15,012	3.0	0.4	11,133	2.3	0.4
All other states	1,277,491	0.8	31.0	569,499	0.4	23.0

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. Includes American Indians/Alaska Natives of Hispanic origin. Detail may not sum to totals because of rounding.

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

In 2000, some 47 percent of American Indians/Alaska Natives, not including those of Hispanic origin, lived on 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, 25 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 reservations and off-reservation trust land. Alaska Native village statistical areas were home to 3 percent of American Indians/Alaska Natives, while 5 percent lived on Alaska Native Regional Corporation land.

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

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<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 constitute 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**

Region	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: The total in this table differs from the total American Indian/Alaska Native alone population in table 1.2a in that this table does not include American Indians/Alaska Natives of Hispanic origin. "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 Corporations, by race/ethnicity: 2000**

Residential location	Total	Percentage distribution				American Indian/Alaska Native
		White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	
<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. 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

*There are more than 560 federally recognized American Indian and Alaska Native tribes.*

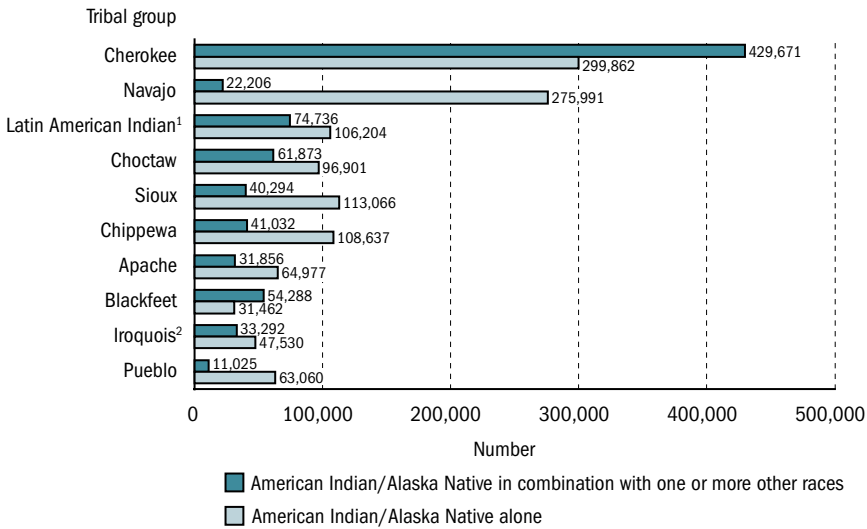
In 2003, the federal government recognized 562 American Indian/Alaska Native tribes (U.S. Department of the Interior 2004a). These federally recognized entities are eligible for funding and services from the Bureau of Indian Affairs (BIA). Furthermore, these tribes have “domestic dependent nation status,” 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 729,500 and 298,200 individuals reporting affiliation (including those of Hispanic origin), respectively. Eskimo was the largest Alaska Native tribe, with a reported affiliation of 54,800 (including those of Hispanic origin).

In 2004, there were 36 state-recognized tribes in 14 states (500 Nations 2004).

**Figure 1.3. Ten largest American Indian tribes according to number of self-identified members, by tribe: 2000**



<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. Includes American Indians/Alaska Natives of Hispanic origin. 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 tribe: 2000**

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

<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. Includes American Indians/Alaska Natives of Hispanic origin. 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

*The American Indian/Alaska Native population is younger, on average, than the general population.*

In 2002, the median age for American Indians/Alaska Natives, including those of Hispanic origin, was 29 years, compared to 36 years for the general population. The median age of American Indians/Alaska Natives has increased by 3 years since 1990, from 26 to 29. Similarly, the median age of the general population has increased from 33 in 1990 to 36 in 2002.

An additional measure of the relative youth of the American Indian/Alaska Native population is the proportion of individuals under 18. Percentages for American Indians/Alaska Natives include those of Hispanic origin. In 2002, about one-third of American Indians/Alaska Natives were children under the age of 18 (32 percent) compared to about one-quarter of the total population (25 percent). A larger proportion

of Hispanics were under the age of 18 in 2002 than American Indians/Alaska Natives (34 vs. 32 percent).

The percentage of American Indians/Alaska Natives under the age of 18 has declined by almost 7 percentage points, from 39 percent in 1980 to 32 percent in 2002. The percentage of the total population under 18 also decreased from 1980 to 2002 (from 28 percent to 25 percent) but the overall decrease was smaller (3 percentage points).

Several factors may have contributed to changes in the age distribution of the American Indian/Alaska Native population over the past 20 years. One potential explanation is the decline in birth rates among American Indian/Alaska Native women (see *indicator 1.8*).

**Table 1.4a. Median age of the population, by race/ethnicity: Various years, 1990 to 2002**

Race/ethnicity	1990	1995	2000	2002
<b>Total</b>	<b>32.8</b>	<b>34.3</b>	<b>35.3</b>	<b>35.7</b>
White	33.7	35.4	36.6	37.1
Black	27.9	29.2	30.0	30.5
Hispanic	25.3	26.1	25.8	26.8
Asian/Pacific Islander	29.7	31.0	32.3	33.2
American Indian/Alaska Native	26.0	26.8	27.7	28.6

NOTE: Race groups include persons of Hispanic origin.

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.

**Table 1.4b. Percentage of population under the age of 18, by race/ethnicity: Various years, 1980 to 2002**

Race/ethnicity	1980	1990	1995	2000	2002
<b>Total</b>	<b>28.1</b>	<b>25.7</b>	<b>26.1</b>	<b>25.7</b>	<b>25.3</b>
White	27.0	24.5	24.9	24.4	24.0
Black	35.5	32.3	32.2	31.6	30.9
Hispanic	38.5	35.0	35.7	35.0	33.9
Asian/Pacific Islander	30.4	29.1	29.0	24.8	24.0
American Indian/Alaska Native	39.1	35.8	35.2	34.1	32.2

NOTE: Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 1995, 2001* and 2003, based on Population Projections Program, 1980 to 2002.

## 1.5 Family Structure

*The majority of American Indian/Alaska Native families, like the majority of U.S. families, are married-couple families with the husband and wife present in the household.*

In this indicator, race groups include persons of Hispanic origin. In 2003, about 61 percent of American Indian/Alaska Native families were headed by married couples, 29 percent were headed by females with no husband present, and 10 percent were headed by males with no wife present. The proportion of American Indian/Alaska Native families living in married-couple households was greater than the proportion of Black families (44 percent), but less than the proportions of White, Hispanic, and Asian/Pacific Islander families (80 percent, 65 percent, and 80

percent, respectively). American Indian/Alaska Native families were about twice as likely as White families and Asian/Pacific Islander families to be headed by females with no husband present (29 percent vs. 14 and 13 percent, respectively). They were less likely than Black families, however, to be living in this situation (29 vs. 47 percent). American Indian/Alaska Native families were also more likely than White or Asian/Pacific Islander families to be headed by males with no wife present (10 percent vs. 6 and 7 percent, respectively).

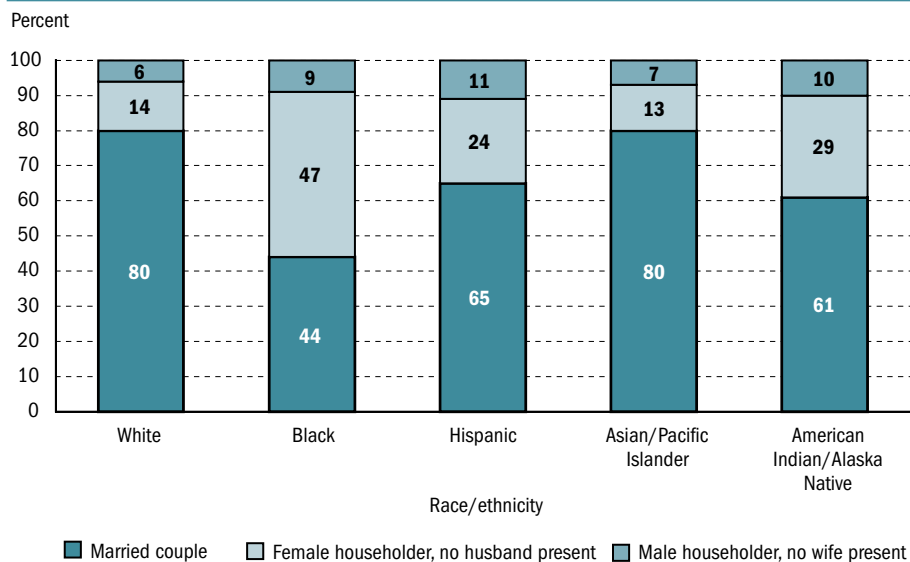
**Table 1.5. Percentage distribution of family households, by family status and race/ethnicity: 2003**

Race/ethnicity	Married couple	Female householder, no husband present	Male householder, no wife present
<b>Total<sup>1</sup></b>	<b>74.9</b>	<b>18.7</b>	<b>6.5</b>
White	79.9	14.3	5.8
Black	44.2	46.9	8.9
Hispanic	65.0	23.9	11.1
Asian/Pacific Islander	80.5	12.8	6.7
American Indian/Alaska Native	61.0	28.9	10.1

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

NOTE: A family is a group of two people or more (one of whom is the householder) related by birth, marriage, or adoption and residing together. By contrast, a household is defined as the people who occupy a housing unit. It includes the related family members and all the unrelated people, if any, such as lodgers, foster children, wards, or employees who share the housing unit. Detail may not sum to totals because of rounding. Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

**Figure 1.5. Percentage distribution of family households, by race/ethnicity and family status: 2003**

NOTE: Detail may not sum to totals because of rounding. Race groups include persons of Hispanic origin.  
 SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

## 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 poverty rate among American Indian/Alaska Native families is highest among families on reservations.*

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, race groups, and types of families among which poverty is particularly prevalent.

One way to examine poverty is to look at poverty rates among individuals. The overall poverty rate

for American Indian/Alaska Native individuals, including children, is generally higher than that for the total U.S. population. In 2003, the rates of poverty for American Indians/Alaska Natives (including those of Hispanic origin), Blacks, and Hispanics were higher than those for Whites. In particular, 43 percent of American Indian/Alaska Native children under the age of 5 lived in poverty, which was more than twice as high as the total U.S. population (21 percent).

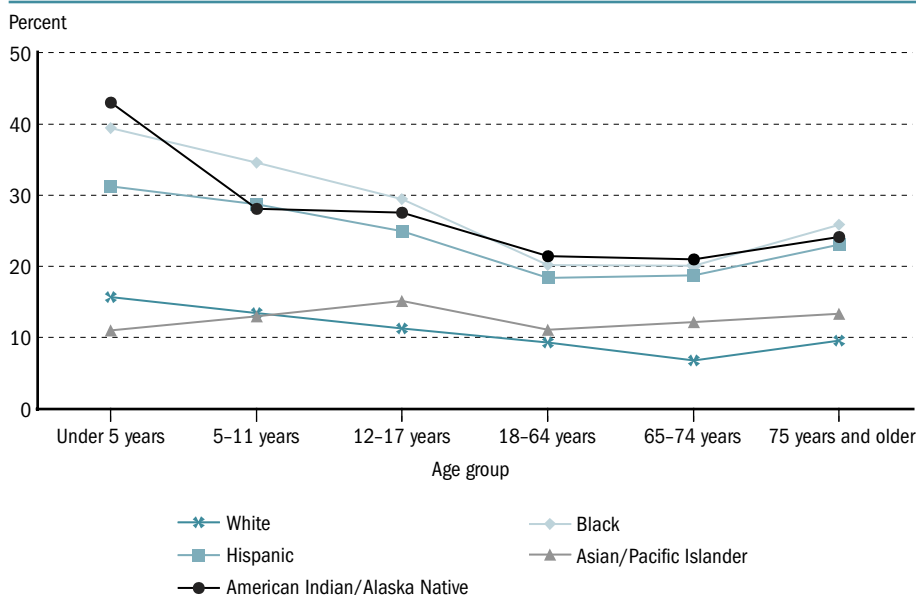
*(Continued on page 18.)*

**Table 1.6a. Percentage of individuals living in poverty, by age group and race/ethnicity: 2003**

Race/ethnicity	Total	Under 5	5-11	12-17	18-64	65-74	75 years
		years	years	years	years	years	and older
<b>Total</b>	<b>12.7</b>	<b>20.5</b>	<b>17.9</b>	<b>15.2</b>	<b>11.3</b>	<b>8.6</b>	<b>11.2</b>
White	10.1	15.7	13.5	11.3	9.3	6.8	9.6
Black	24.7	39.4	34.6	29.5	20.2	20.1	25.9
Hispanic	21.9	31.3	28.7	25.0	18.4	18.8	23.1
Asian/Pacific Islander	11.7	11.0	13.0	15.2	11.1	12.2	13.4
American Indian/Alaska Native	24.5	43.0	28.1	27.6	21.5	21.0	24.2

NOTE: To define poverty, the U.S. 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). Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

**Figure 1.6a. Percentage of individuals living in poverty, by age group and race/ethnicity: 2003**

NOTE: To define poverty, the U.S. 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). Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

Another way to examine poverty is to look at poverty rates among families. The race categories of families include families of Hispanic origin. In 2003, the poverty rate among American Indian/Alaska Native families with children under 18 (27 percent) was nearly twice that of all families with children under 18 (15 percent).

Households headed by females with no husband present are more likely to be poor than are married-couple households. Fifty-eight

percent of all American Indian/Alaska Native female-headed families with children under 18 lived in poverty in 1989. By 2003, this number had decreased to 48 percent, but was still higher than the percentage of female-headed families in the total population that lived in poverty (36 percent). In 2003, some 14 percent of married-couple American Indian/Alaska Native families with children under 18 lived in poverty, double the percentage for married-couple families in the overall population (7 percent).

*(Continued on page 20.)*

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

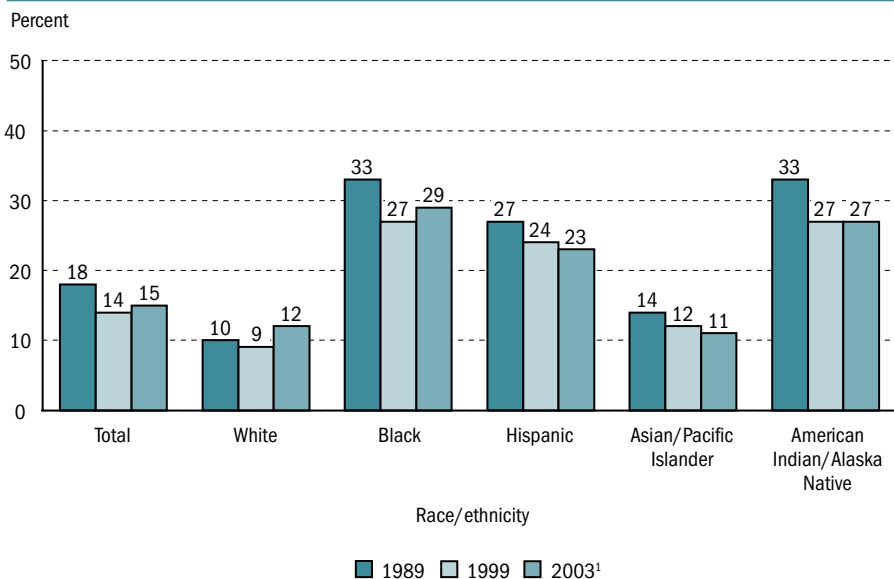
Race/ethnicity	All families	Married-couple families	Male householder, no spouse present	Female householder, no spouse present
<b>1989</b>				
<b>Total</b>	<b>17.6</b>	<b>7.3</b>	<b>19.5</b>	<b>42.3</b>
White	10.5	5.9	15.6	34.3
Black	33.0	12.2	27.6	52.5
Hispanic	27.4	18.2	28.3	54.7
Asian/Pacific Islander	13.9	10.7	19.9	35.6
American Indian/Alaska Native	33.4	20.6	39.4	57.6
<b>1999</b>				
<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
<b>2003<sup>1</sup></b>				
<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

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

NOTE: To define poverty, the U.S. 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). Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000; American Community Survey, unpublished data, 2003.



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

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

NOTE: To define poverty, the U.S. 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). Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000; American Community Survey, unpublished data, 2003.

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, both percentages had decreased and the gap had narrowed to 14 percentage points, but families

on reservations were still considerably more likely to be in poverty. Poverty rates of American Indian/Alaska Native families in Oklahoma tribal statistical areas and state designated American Indian statistical areas were similar to those for the total American Indian/Alaska Native population. Also, in Alaska Native village statistical areas, poverty rates for families were the same as 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**

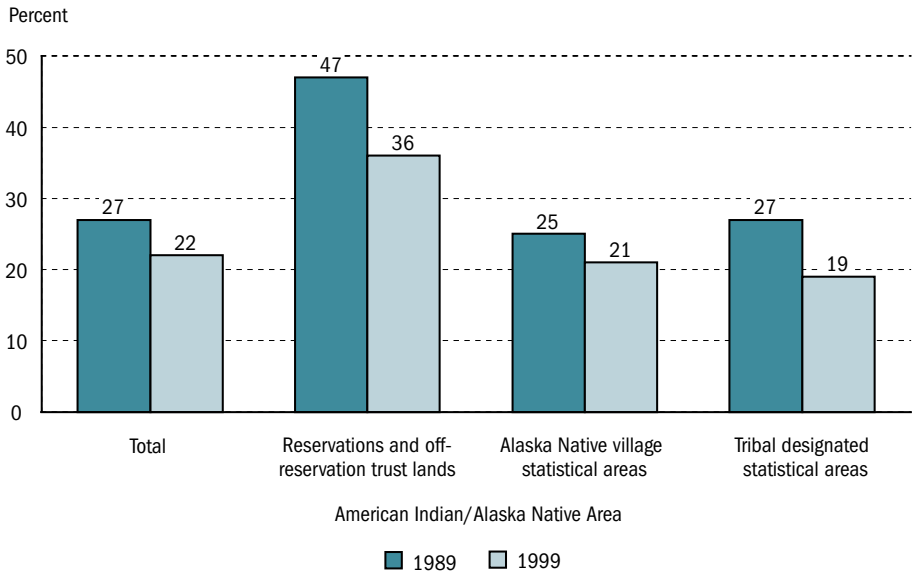
American Indian/Alaska Native Area	1989	1999
<b>Total families</b>	<b>27.0</b>	<b>21.8</b>
Reservations and off-reservation trust lands	47.3	35.7
Oklahoma tribal statistical areas	25.4	19.4
Alaska Native village statistical areas	25.0	20.8
Tribal designated statistical areas	26.7	19.0
State designated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

— Not available.

NOTE: Includes families with and without children under 18. Includes American Indians/Alaska Natives of Hispanic origin. To define poverty, the U.S. 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 U.S. 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 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. 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 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). 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 origin. To define poverty, the U.S. 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 U.S. 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 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. 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 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). 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. SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000.

## 1.7 Children's Health Risks

*American Indian/Alaska Native infants are as likely as other children to be born with low birthweight.*

Birthweight is a strong indicator of a child's health. Babies with low birthweight (less than 2,500 grams/5.5 pounds) face an increased risk of infant death and long-term illness and disability (Federal Interagency Forum on Child and Family Statistics 2004). In 2002, American Indian/Alaska Native infants (including those of Hispanic origin) were as likely (7 percent) as White (7 percent), Hispanic (7 percent), and Asian/Pacific Islander (8 percent) infants (including those of Hispanic origin) to weigh less than 2,500 grams. The incidence of low birthweight among American Indian/Alaska Native babies was half that of Black infants (13 percent).

Vaccinations are vital to safeguarding a child's health. 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 influenzae type b (Hib) vaccine (U.S. Department of Health and Human Services 2003). In 2003, 77 percent of American Indian/Alaska Native children received the 4:3:1:3 vaccination series by 35 months of age.

**Table 1.7a. Percentage of babies of low birthweight, by race/ethnicity: 2002**

Race/ethnicity	Low birthweight
<b>Total</b>	<b>7.8</b>
White, non-Hispanic	6.9
Black, non-Hispanic	13.4
Hispanic	6.5
Asian/Pacific Islander <sup>1</sup>	7.8
American Indian/Alaska Native <sup>1</sup>	7.2

<sup>1</sup> Includes Asian/Pacific Islanders and American Indians/Alaska Natives of Hispanic origin.

NOTE: Babies of low birthweight weigh less than 2,500 grams/5.5 pounds.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, *Births: Final Data for 2002*, based on CDC, National Center for Health Statistics, Final Natality Statistics, 2002.

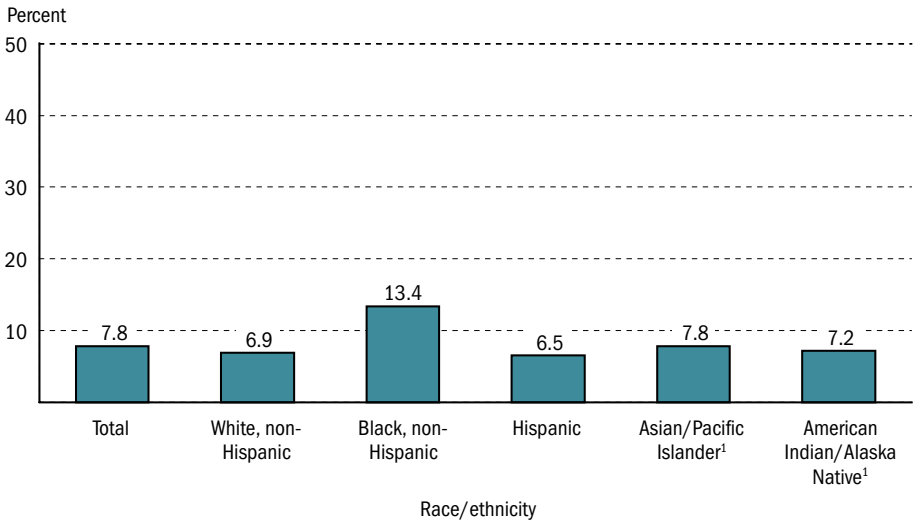
**Table 1.7b. Percentage of children ages 19 to 35 months vaccinated with the 4:3:1:3 vaccination series, by race/ethnicity: 1995, 2000, and 2003**

Race/ethnicity	1995	2000	2003
<b>Total</b>	<b>73.7</b>	<b>76.2</b>	<b>81.3</b>
White, non-Hispanic	76.4	79.4	84.3
Black, non-Hispanic	69.8	70.6	75.2
Hispanic	68.2	72.7	78.7
Asian/Pacific Islander	76.4	75.3	80.7 <sup>1</sup>
American Indian/Alaska Native	68.5	69.2	76.9

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

NOTE: 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.

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, and 2003.

**Figure 1.7. Percentage of babies of low birthweight, by race/ethnicity: 2002**

<sup>1</sup> Includes Asian/Pacific Islanders and American Indians/Alaska Natives of Hispanic origin.

NOTE: Babies of low birthweight weigh less than 2,500 grams/5.5 pounds.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, *Births: final Data for 2002*, based on CDC, National Center for Health Statistics, Final Natalty Statistics, 2002

## 1.8 Birth Rates and Child Mortality

*The overall fertility rate for American Indian/Alaska Native women is lower than that for women in general, however, birth rates for young women 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.*

The overall fertility rate for American Indian/Alaska Native women (calculated as live births per 1,000 women ages 15 to 44 years) has declined from 83 in 1980 to 58 in 2002. The fertility rates of the general population changed only slightly over the same time period (from 68 in 1980 to 65 in 2002). Persons of Hispanic origin are included in the race categories for fertility rates. While the general fertility rate of American Indian/Alaska Native women is now lower than that for women overall, birth rates for young women (ages 15 to 24 years) are still higher for American Indians/Alaska Natives than for all young women. In 2002, there were 54 live births for every 1,000 American Indian/Alaska Native women 15 to 19 years old, compared to 43 in the general population. For 20- to 24-year-olds, the rate was 113 per 1,000 American Indian/Alaska Native women, and 104 per 1,000 women overall. For both age groups, however, the birth rates for American Indians/Alaska Natives were considerably lower than those for Blacks (67 live births per 1,000

women 15 to 19 years old, and 127 per 1,000 women 20 to 24 years old) and Hispanics (83 live births per 1,000 women 15 to 19 years old, and 164 per 1,000 women 20 to 24 years old) (*appendix table A-1.8*).

Infant mortality rates (the number of deaths per 1,000 live births) declined for all racial and ethnic groups between 1983 and 2002. Nonetheless, babies born to American Indian/Alaska Native mothers have relatively high infant mortality rates. In 2002, 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, Hispanics, and Asian/Pacific Islanders (6, 6, and 5 per 1,000 live births, respectively), but lower than the rate for Blacks (14 per 1,000 live births). The infant mortality rates for Asian/Pacific Islanders and American Indians/Alaska Natives include persons of Hispanic origin.

*(Continued on page 26.)*

**Table 1.8a. Infant mortality rates, by race/ethnicity: Various years, 1983 to 2002**

Year	Total	White, non-Hispanic	Black non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1983	10.9	9.2	19.1	9.5	8.3	15.2
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

NOTE: Infant mortality rate is the number of infant deaths per 1,000 live births. Infant deaths are deaths before a child's first birthday. Asian/Pacific Islander and American Indian/Alaska Native figures include those of Hispanic origin.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2004*, 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 National Vital Statistics Reports, Vol. 53, No. 10, *Infant Mortality Statistics from the 2002 Period Linked Birth/Infant Death Data Set, 2004*.

In 2002, the mortality rates for American Indian/Alaska Native children and adolescents, including those of Hispanic origin, 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 45 per 100,000 young children, compared to 31 per 100,000 young children in the total population. Similarly, mortality rates among American Indian/Alaska Native adolescents (15 to 19 years old) were 91 per 100,000 adolescents, while those for the general population were 68 per 100,000 adolescents.

**Table 1.8b. Child mortality rates (deaths per 100,000 population), by age group and race/ethnicity: 2002**

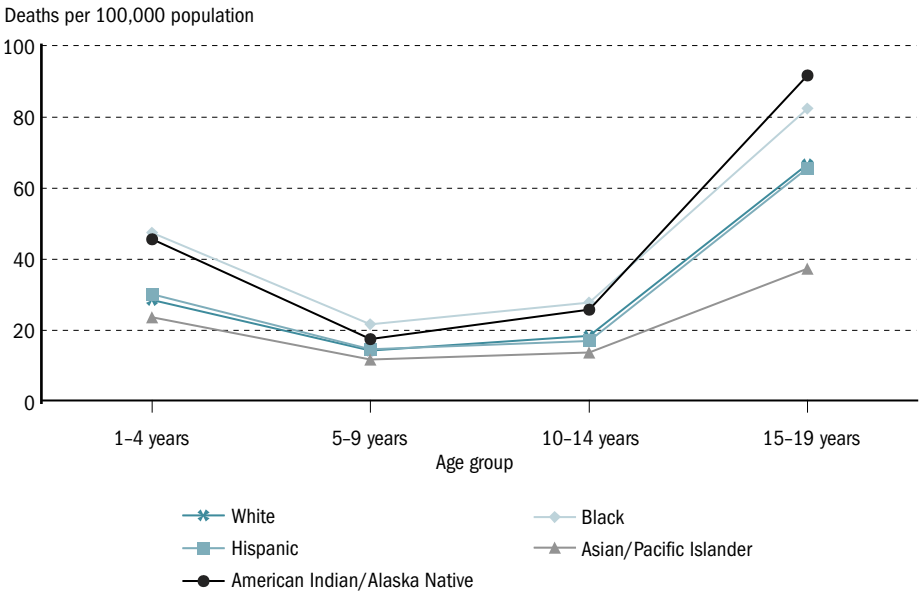
Race/ethnicity	1-4 years	5-9 years	10-14 years	15-19 years
<b>Total</b>	<b>31.2</b>	<b>15.2</b>	<b>19.5</b>	<b>67.8</b>
White	28.1	14.0	18.1	66.3
Black	47.1	21.3	27.5	82.0
Hispanic	29.8	14.4	16.6	65.2
Asian/Pacific Islander	23.4	11.5	13.4	37.0
American Indian/Alaska Native	45.2	17.3	25.5	91.2

NOTE: Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, *National Vital Statistics Report*, Vol. 53, No. 5, based on Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, Vital Statistics Cooperative Program, 2004.



**Figure 1.8. Child mortality rates (deaths per 100,000 population), by age group and race/ethnicity: 2002**



NOTE: Race groups include persons of Hispanic origin.

SOURCE: U.S. Department of Health and Human Services, National Vital Statistics Reports, Vol. 53, No. 5, based on Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, Vital Statistics Cooperative Program, 2004.



## 2. Participation

- 2.1 Elementary and Secondary School Enrollment
- 2.2 Bureau of Indian Affairs (BIA) Schools
- 2.3 Special Education

This section examines the participation of American Indians/Alaska Natives in public elementary and secondary schools, including those funded by the Bureau of Indian Affairs (BIA). 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 and of students served under the Individuals with Disabilities Education Act (IDEA). Data on the racial/ethnic composition of children served by IDEA allow for comparisons of the rates at which children with special needs are identified and served by public schools.

## 2.1 Elementary and Secondary School Enrollment

*American Indian/Alaska Native students in public elementary and secondary schools account for 1 percent of total enrollment. The majority of American Indian/Alaska Native students attend school in the southern or western regions of the United States.*

In 2002, about 1 percent, or 624,000, public elementary and secondary school students were American Indians/Alaska Natives.<sup>4</sup> The proportion of public school students who were American Indian/Alaska Native has remained fairly constant since 1986, varying between 0.9 percent in 1986 to 1.2 percent in 2002. The proportion of public school students who were members of a minority group increased from 30 percent in 1986 to 41 percent in 2002, while the proportion who were White decreased from 70 percent to 59 percent over the same period of time.

Excluding Bureau of Indian Affairs (BIA) schools, the states where American Indian/Alaska Native students compose the largest proportions of the total student populations included Alaska (26 percent), Oklahoma (18 percent),

Montana, New Mexico, and South Dakota (11 percent each). BIA schools (located in the South, Midwest, and West regions; data not shown) were attended by 7 percent of all American Indian/Alaska Native students (*appendix table A-2.1a*).

American Indian/Alaska Native students were more likely than the total student population to have attended school in rural areas (*appendix table A-2.1b*). In 2002, 38 percent of American Indian/Alaska Native students attended schools in rural areas, compared to 25 percent of Whites, 11 percent of Blacks, 7 percent of Hispanics, and 5 percent of Asian/Pacific Islanders. Almost one-third (31 percent) of American Indian/Alaska Native students attended schools where they were at least 50 percent of the student body.

**Table 2.1a. Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity: Selected years, 1986 to 2002**

Year	White, non-Hispanic	Total minority <sup>4</sup>	Black, non-Hispanic	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

<sup>4</sup>Total minority represents persons of all race/ethnicities other than White, non-Hispanic.

NOTE: Figures do not include students enrolled in Bureau of Indian Affairs (BIA) schools. Detail may not sum to totals because of rounding.

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," 1991–92 to 2002–03.

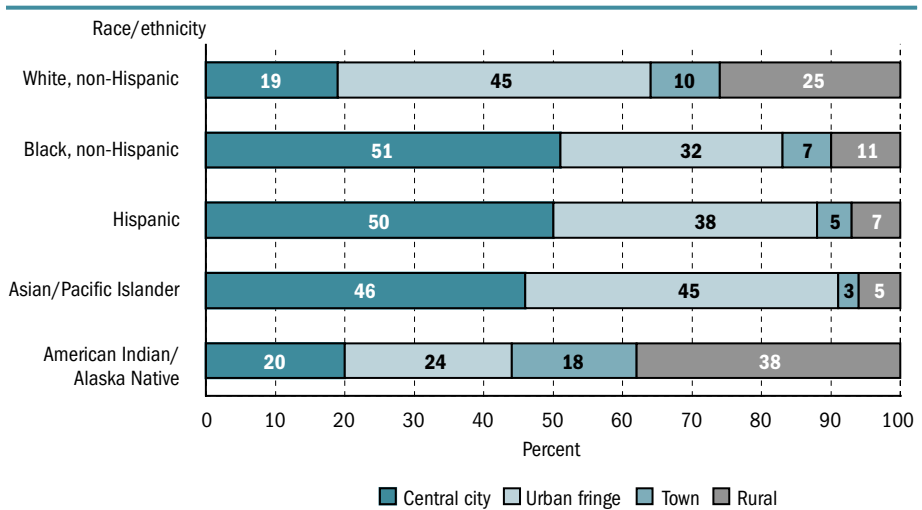
<sup>4</sup>Includes students in BIA schools.

**Table 2.1b. Number and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by percent of American Indian/Alaska Native enrollment: Fall 2002**

Percent American Indian/ Alaska Native enrollment	Number	Percent
<b>Total</b>	<b>624,298</b>	<b>100.0</b>
Less than 10 percent	265,053	42.5
10–24 percent	82,713	13.2
25–49 percent	80,572	12.9
50–74 percent	43,697	7.0
75–89 percent	20,911	3.3
90 percent or more	131,352	21.0

NOTE: Figures may differ from previously published figures because Bureau of Indian Affairs (BIA) schools have been included in the Common Core of Data (CCD) total. 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," unpublished data, 2002–03.

**Figure 2.1. Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2002**

NOTE: A 'central city' is defined as a large or midsize city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA); 'urban fringe' is an area within a CBSA or CSA of a city and defined as urban by the Census Bureau, but outside of the central city itself; 'town' is a place not within a CBSA or CSA, but having a population equal to or more than 2,500 people; 'rural' is a place with a population of fewer than 2,500 people. Figures may differ from previously published figures because Bureau of Indian Affairs (BIA) schools have been included in the Common Core of Data (CCD) total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002–03.

## 2.2 Bureau of Indian Affairs (BIA) Schools

*Bureau of Indian Affairs (BIA) schools served almost 46,000 American Indian/Alaska Native students in fall 2003.*

Some American Indian/Alaska Native students attend schools administered by or affiliated with the U.S. Department of Interior, Bureau of Indian Affairs (BIA).<sup>5</sup> Schools funded by the BIA are either operated by the BIA or by tribes under contracts or grants. BIA-operated schools are under the direct auspices of the BIA, and tribally operated schools are run by individual federally recognized tribes with grants or contracts from the BIA. The Office of Indian Education Programs (OIEP) in the Bureau of Indian Affairs oversees the BIA school programs.

In 2003–04, some 184 schools were BIA-funded, and 64 of these were also BIA-operated. The remaining 120 schools were operated by tribes, under BIA contracts or grants (*appendix table A-2.2*). These schools were located on 63 reservations in 23 states, serving 46,000 students (U.S. Department of the Interior 2004b). In 2002–03, a majority of these schools (69 percent) had 300 or fewer students.

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

Level	Number	Percent
<b>Total</b>	<b>45,828</b>	<b>100.0</b>
Elementary	26,109	57.0
Kindergarten	4,266	9.3
Grade 1	3,756	8.2
Grade 2	3,432	7.5
Grade 3	3,466	7.6
Grade 4	3,614	7.9
Grade 5	3,685	8.0
Grade 6	3,890	8.5
Middle school	7,562	16.5
Grade 7	3,855	8.4
Grade 8	3,707	8.1
High school	12,157	26.5
Grade 9	3,932	8.6
Grade 10	3,410	7.4
Grade 11	2,509	5.5
Grade 12	2,306	5.0

NOTE: Detail may not sum to totals because of rounding. Total does not include 1,733 students who live in BIA residences, but attend non-BIA public schools.

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

<sup>5</sup>There are no BIA schools in Alaska. Most Alaska Native children attend public schools in Alaska.

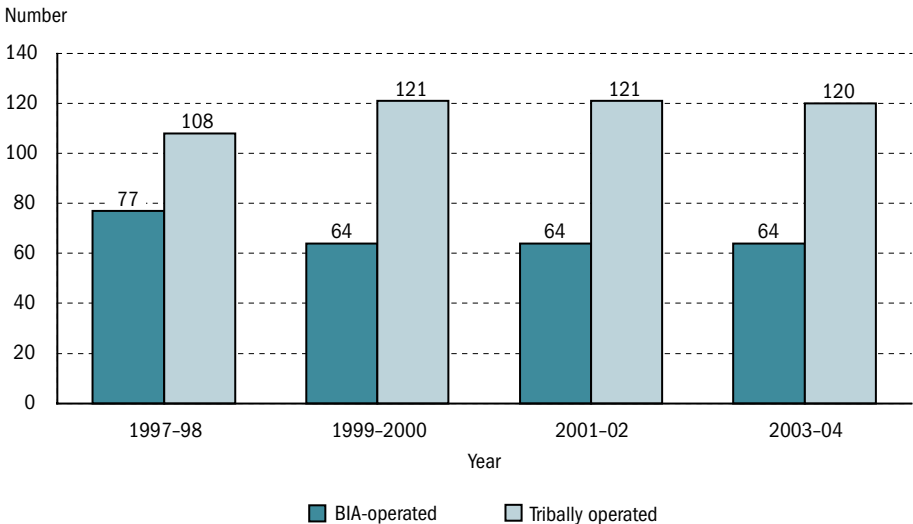
**Table 2.2b. Percentage distribution of schools and students, by type of school and enrollment size: Fall 2002**

Enrollment size	Schools			Students		
	Bureau of Indian Affairs (BIA) schools <sup>1</sup>	25 percent or more American Indian/Alaska Native (non-BIA)	Less than 25 percent American Indian/Alaska Native (non-BIA)	Bureau of Indian Affairs (BIA) schools <sup>1</sup>	25 percent or more American Indian/Alaska Native (non-BIA)	Less than 25 percent American Indian/Alaska Native (non-BIA)
<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	18.1	33.1	10.8	4.5	6.6	1.0
101–200	30.5	21.8	9.5	17.2	14.0	2.7
201–300	20.9	15.8	11.6	19.8	17.3	5.6
301–500	18.6	20.0	26.5	27.9	33.9	20.2
More than 500	11.9	9.4	41.6	30.6	28.3	70.6

<sup>1</sup> Does not include BIA schools that are residences without instructional components.

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

SOURCE: U.S. Department of the Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002–03.

**Figure 2.2. Number of Bureau of Indian Affairs (BIA)–funded school programs, by operational structure: Selected years, 1997–98 to 2003–04**

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

## 2.3 Special Education

*American Indian/Alaska Native children are more likely than White, Hispanic, and Asian/Pacific Islander children to be served by the Individuals with Disabilities Education Act (IDEA).*

In 2003, the Individuals with Disabilities Education Act (IDEA) served 9 percent of all U.S. children between the ages of 3 and 21 who were enrolled in public elementary and secondary schools.<sup>6</sup> American Indian/Alaska Native and Black children were more likely than other racial/ethnic groups to receive services under the IDEA. About 12 percent of American Indian/Alaska

Native children and 11 percent of Black children received IDEA services in 2003, compared to 8 percent of White children, 8 percent of Hispanic children, and 4 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 12 percent in 2003.

**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: 2003**

Race/ethnicity	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>6,633,902</b>	<b>8.6</b>	<b>100.0</b>
White, non-Hispanic	4,035,880	8.4	60.8
Black, non-Hispanic	1,334,666	11.5	20.1
Hispanic	1,035,463	7.5	15.6
Asian/Pacific Islander	137,544	4.4	2.1
American Indian/Alaska Native	90,349	11.9	1.4

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

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, 2003.

**Table 2.3b. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998 to 2003**

Year	Total	White, non-Hispanic	Black, non-Hispanic	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

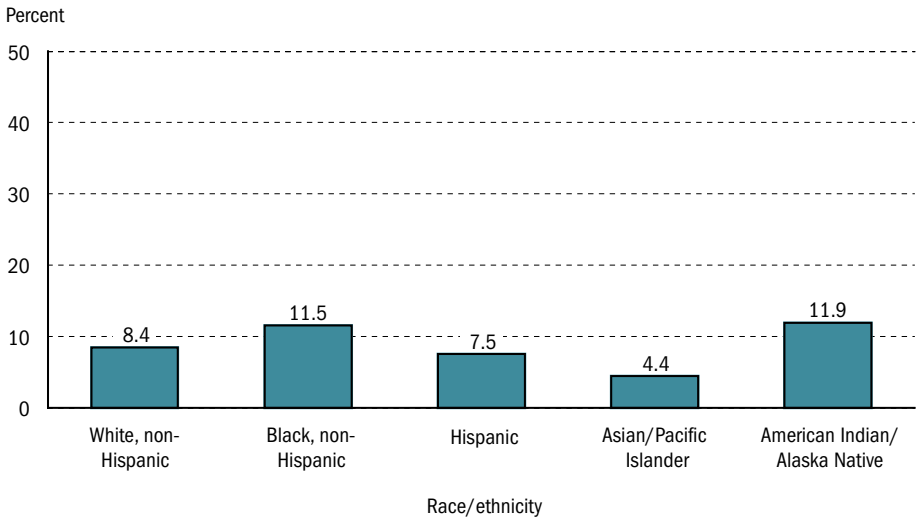
NOTE: Data have been revised from previously published reports.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 1998 to 2003.

<sup>6</sup>The precursor to IDEA—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).

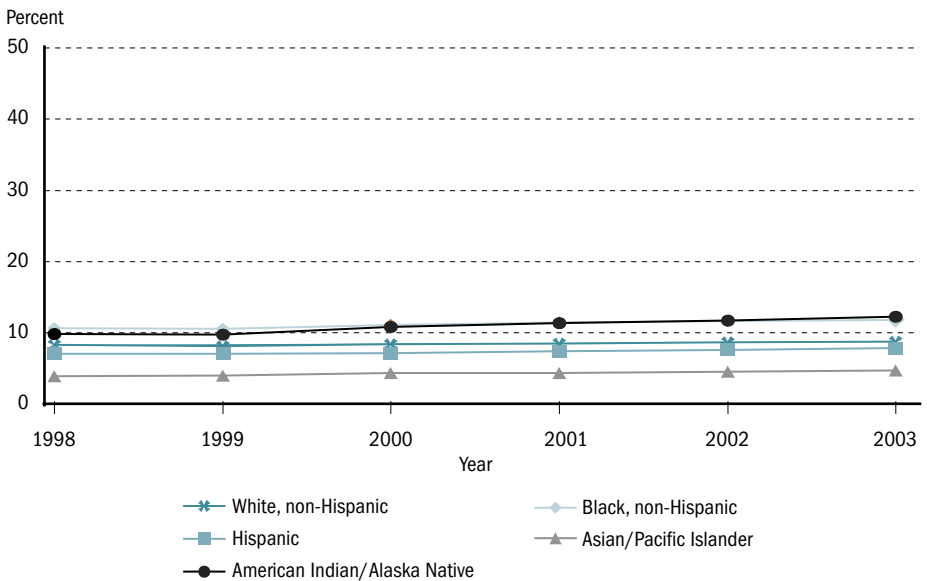


**Figure 2.3a. Percentage of children in each racial/ethnic group served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2003**



SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data, 2003*.

**Figure 2.3b. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998 to 2003**



SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 1998 to 2003.



### 3. Persistence and Effort

- 3.1 Absenteeism
- 3.2 Suspension and Expulsion
- 3.3 Dropout Rates
- 3.4 Attainment Expectations

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 educational

attainment expectations, 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 (U.S. Department of Education 1999, 2001).

### 3.1 Absenteeism

*American Indian/Alaska Native 8<sup>th</sup>-graders had relatively more absences from school than students of any other race/ethnicity.*

Children with high rates of absenteeism do not have the same amount of learning opportunities as children who attend school regularly. In 2003, some 66 percent of American Indian/Alaska Native 8<sup>th</sup>-grade students reported they were absent in the preceding month. American Indian/Alaska Native students were more likely to

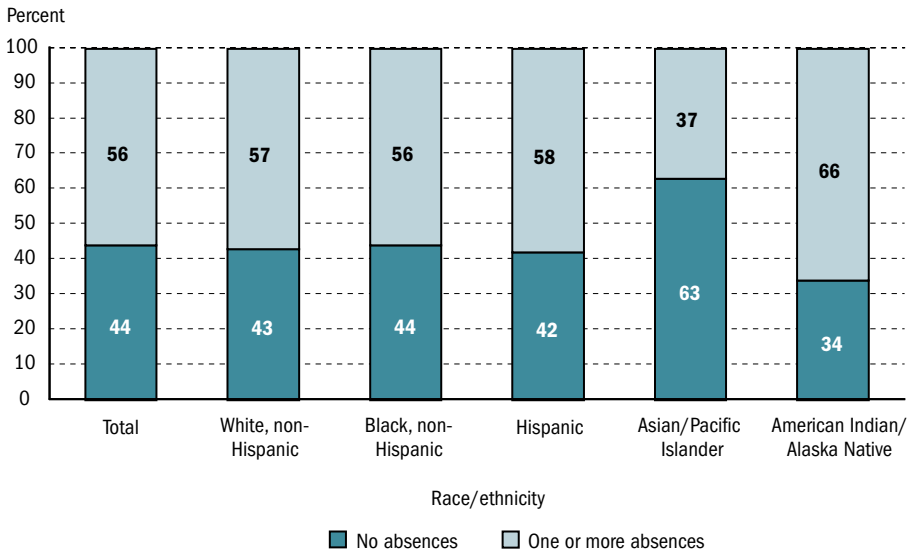
be absent at least once a month than students of any other race/ethnicity. In 2003, some 56 percent of Black students, 58 percent of Hispanic students, and 57 percent of White students, and 37 percent of Asian/Pacific Islander students reported that they were absent at least once from school in the preceding month.

**Table 3.1. Percentage distribution of 8<sup>th</sup>-grade students, by number of days absent from school in the preceding month and race/ethnicity: 2003**

Race/ethnicity	No absences	One or more absences
<b>Total</b>	<b>43.8</b>	<b>56.3</b>
White, non-Hispanic	42.8	57.2
Black, non-Hispanic	44.4	55.6
Hispanic	41.6	58.4
Asian/Pacific Islander	63.3	36.7
American Indian/Alaska Native	34.3	65.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

**Figure 3.1. Percentage distribution of 8<sup>th</sup>-grade students, by number of days absent from school in the preceding month and race/ethnicity: 2003**



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

### 3.2 Suspension and Expulsion

*American Indian/Alaska Native youth have 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 disruptive in school or who are not in school may not be fully engaged in active learning. Eight percent of American Indian/Alaska Native public school students in kindergarten through 12<sup>th</sup> grade were suspended in 2000. The suspension rate of American Indians/Alaska Natives is higher than that of Whites (5 percent), Hispanics (6 percent), and Asian/Pacific Islanders (3 percent), but is lower than the suspension rate of Blacks (13 percent).

The expulsion rates for all racial/ethnic groups in 2000 are below 1 percent, but American Indian/

Alaska Native students have a rate of expulsion that is second only to Black students.

For all racial/ethnic groups, males have higher rates of suspension and expulsion than females, and comparisons between males and females of different race/ethnicities demonstrate the same trend as the total population. American Indian/Alaska Native males are less likely than Black males to be suspended or expelled, but more likely to be suspended or expelled than White, Hispanic, or Asian/Pacific Islander males. Similarly, American Indian/Alaska Native females are less likely than Black females to be suspended or expelled, but more likely to be suspended or expelled than White, Hispanic, or Asian/Pacific Islander females.

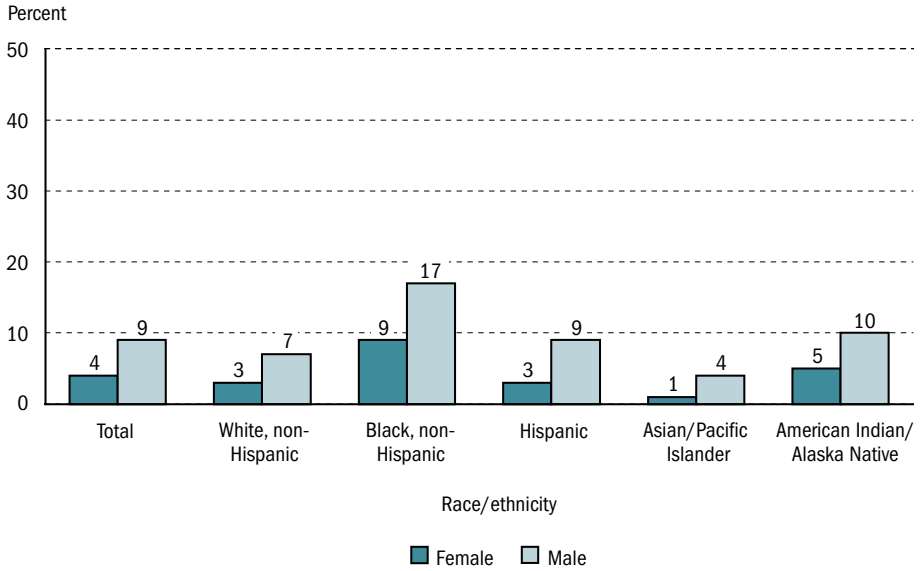
**Table 3.2. Percentage of public school students in kindergarten through 12<sup>th</sup> grade who were suspended or expelled, by sex and race/ethnicity: 2000**

Race/ethnicity	Suspended			Expelled		
	Total	Female	Male	Total	Female	Male
<b>Total</b>	<b>6.6</b>	<b>3.9</b>	<b>9.2</b>	<b>0.2</b>	<b>0.1</b>	<b>0.3</b>
White, non-Hispanic	5.1	2.7	7.4	0.2	0.1	0.3
Black, non-Hispanic	13.3	9.1	17.4	0.4	0.2	0.5
Hispanic	6.1	3.5	8.7	0.2	0.1	0.4
Asian/Pacific Islander	2.9	1.4	4.3	0.1	#	0.2
American Indian/Alaska Native	7.7	4.8	10.5	0.3	0.2	0.4

# Rounds to zero.

SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Elementary and Secondary School Survey (E&S), 2000.

**Figure 3.2. Percentage of public school students in kindergarten through 12<sup>th</sup> grade who were suspended, by race/ethnicity and sex: 2000**



SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Elementary and Secondary School Survey (E&S), 2000.

### 3.3 Dropout Rates

*American Indian/Alaska Native youth and young adults are more likely to have dropped out of school than White or Asian/Pacific Islander youth and young adults.*

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 Education 1999, 2001). This indicator looks at the status dropout rate, 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.<sup>7</sup>

In 2003, this measure was 15 percent for American Indians/Alaska Natives, higher than

the 6 percent for Whites and 4 percent for Asian/Pacific Islanders. Although the estimate for American Indians/Alaska Natives appears to be higher than the rate for Blacks, the difference is not significant due to the large standard error for American Indians/Alaska Natives. However, American Indian/Alaska Native youth and young adults were less likely to have dropped out than Hispanics (15 percent vs. 24 percent). Between 1990 and 2003, the estimates for American Indians/Alaska Natives have fluctuated, showing no consistent trend.

**Table 3.3. Percentage of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: Selected years, 1990 to 2003**

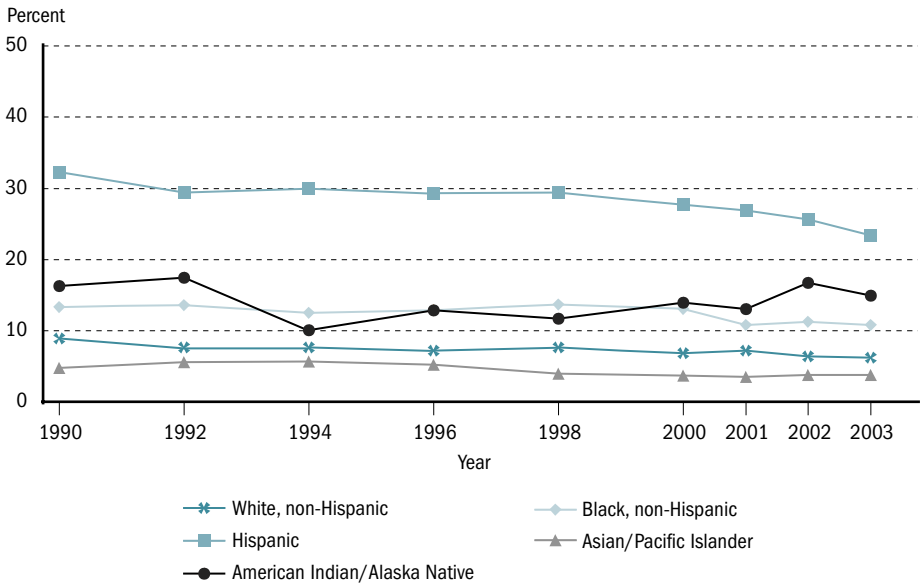
Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1990	12.1	9.0	13.4	32.4	4.9	16.4!
1992	11.0	7.7	13.7	29.5	5.7	17.5!
1994	11.4	7.7	12.6	30.0	5.8	10.2!
1996	11.1	7.3	13.0	29.4	5.3	13.0!
1998	11.8	7.7	13.8	29.5	4.1	11.8!
2000	10.9	6.9	13.1	27.8	3.8	14.0!
2001	10.7	7.3	10.9	27.0	3.6	13.1!
2002	10.5	6.5	11.3	25.7	3.9	16.8
2003	9.9	6.3	10.9	23.5	3.9	15.0!

! Interpret data with caution.

NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. 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 U.S. such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. SOURCE: U.S. Department of Commerce, Census Bureau, October Current Population Survey (CPS), 1990 to 2003.

<sup>7</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.



**Figure 3.3. Percentage of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: Selected years, 1990 to 2003**

NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. 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 U.S. such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Interpret data for American Indians/Alaska Natives with caution.

SOURCE: U.S. Department of Commerce, Census Bureau, October Current Population Surveys (CPS), 1990 to 2003

### 3.4 Attainment Expectations

*The percentage of American Indian/Alaska Native 10<sup>th</sup>-graders who expected to complete a college degree increased between 1980 and 2002.*

Between 1980 and 2002, the percentage of American Indian/Alaska Native 10<sup>th</sup>-graders who expected to complete a bachelor's degree or higher increased from 31 to 76 percent. The percentage who expected not to go beyond high school declined from 36 percent in 1980 to 12 percent in 2002.

Expectations of college attainment also increased among the other racial/ethnic groups. The percentage of 10<sup>th</sup>-graders who expected to complete a bachelor's degree or higher increased for Whites (from 41 to 81 percent), Blacks (from 41 to 77 percent), Hispanics (from 33 to 73 percent), and Asian/Pacific Islanders (from 67 to 87 percent) between 1980 and 2002.

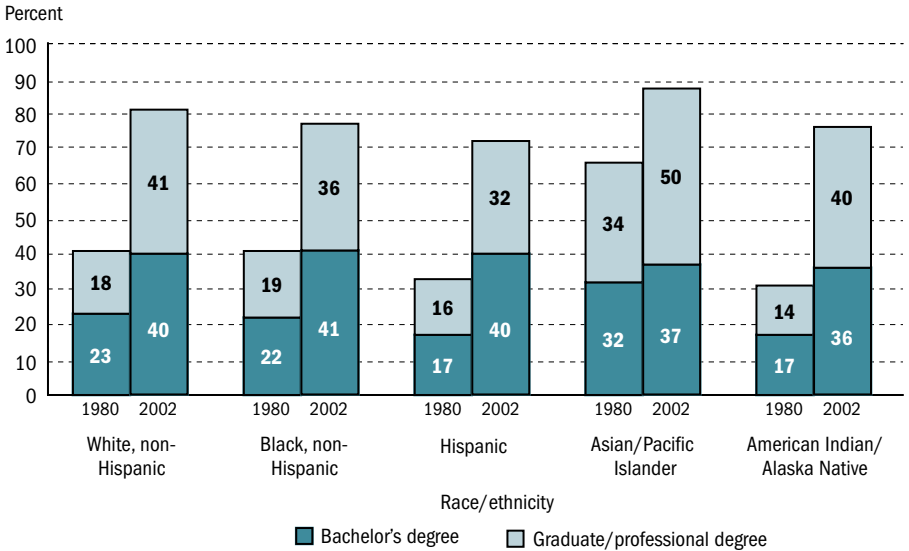
**Table 3.4. Percentage of 10<sup>th</sup>-graders who expected to attain various levels of education, by race/ethnicity: 1980, 1990, and 2002**

Level of education	Total	White, non-	Black, non-	Hispanic	Asian/ Pacific	American
		Hispanic	Hispanic		Islander	Indian/ Alaska Native
<b>High school diploma or equivalent or less</b>						
1980	26.5	25.9	26.3	33.7	11.7	35.7
1990	10.2	9.4	11.1	14.3	8.2	18.8
2002	9.2	8.0	10.5	13.5	4.9	12.1
<b>Some college, including vocational/technical</b>						
1980	32.9	33.1	32.7	33.7	21.5	32.9
1990	30.3	29.5	30.2	38.5	21.7	43.0
2002	11.5	10.9	12.6	13.9	8.2	12.0
<b>Bachelor's degree</b>						
1980	22.7	23.4	21.8	17.0	32.4	17.2
1990	32.1	33.9	28.2	25.5	31.4	21.8
2002	39.7	39.6	40.8	40.2	37.2	36.1
<b>Graduate/professional degree</b>						
1980	17.9	17.7	19.2	15.6	34.3	14.2
1990	27.4	27.3	30.5	21.7	38.7	16.5
2002	39.7	41.4	36.1	32.4	49.7	39.8

NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2004*, table 15-1, based on High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and Education Longitudinal Study of 2002 (ELS:2002), Base Year.

**Figure 3.4. Percentage of 10<sup>th</sup>-graders who expected to complete a bachelor's degree or higher, by race/ethnicity: 1980 and 2002**



NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2004*, table 15-1, based on High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and Education Longitudinal Study of 2002 (ELS:2002), Base Year.



#### 4. Academics and Achievement

- 4.1 Early Motor and Cognitive Skill Development
- 4.2 Student Performance in Reading
- 4.3 Student Performance in Mathematics
- 4.4 Student Performance in Science
- 4.5 Student Performance in U.S. History and Geography
- 4.6 Core Academic Coursework
- 4.7 Advanced Coursetaking in High School
- 4.8 Advanced Placement Exams
- 4.9 Student Performance on College Entrance Examinations

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

Children enter school with varying levels of knowledge and skill (West, Denton, and

Germino-Hausken 2000). As students progress through school, it is important to measure their attainment to ensure that they are acquiring necessary skills and understanding challenging subject matter. These academic outcomes are measured as the change in performance over time and through the percentage of students achieving predetermined standards of competence.

#### 4.1 Early Motor and Cognitive Skill Development

*American Indian/Alaska Native 8- to 22-month-olds demonstrate early motor and cognitive skill development similar to other 8- to 22-month-olds.*

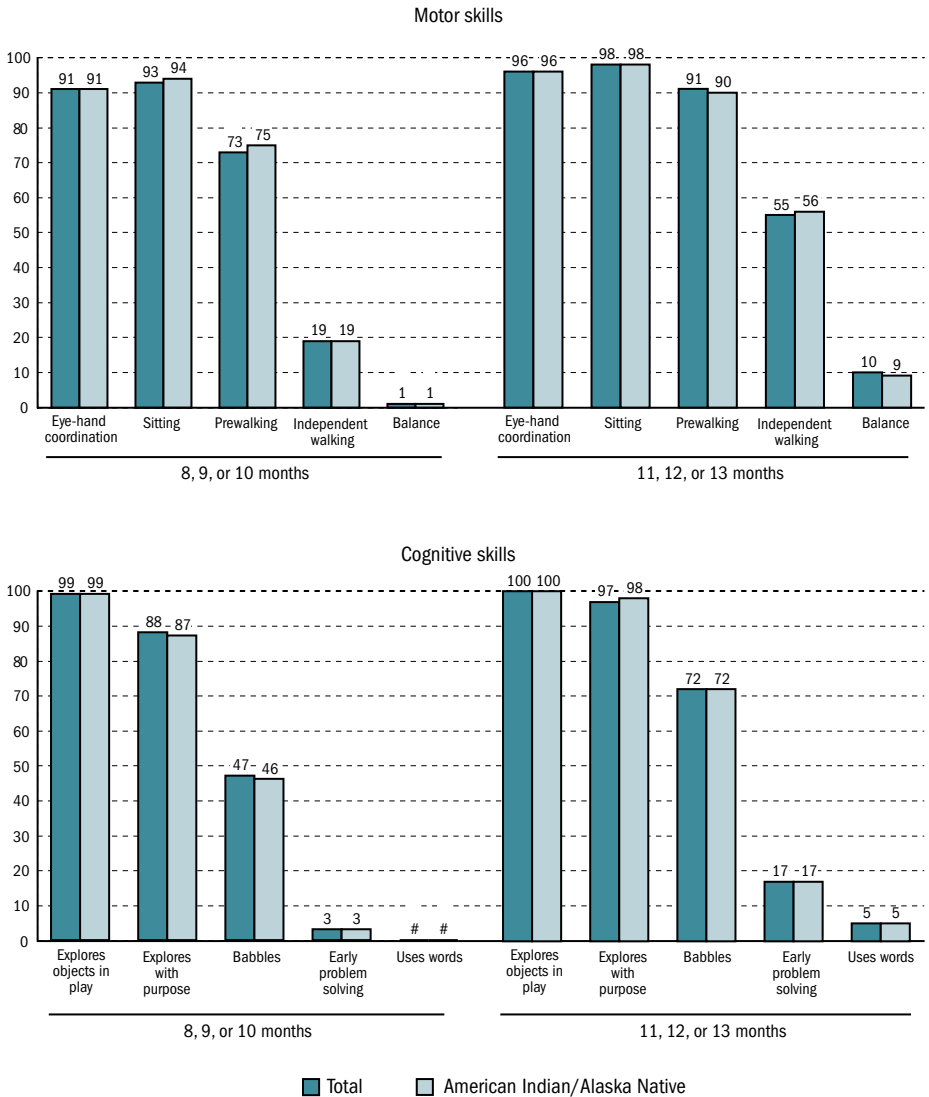
The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) presents information on young children's specific motor and cognitive skills. Five proficiencies for a young child's early motor skills are demonstrating eye-hand coordination as he/she reaches for objects; sitting alone without assistance; prewalking (taking steps, and supporting his/her weight while standing, with assistance); independent walking (walking without assistance); and balance (can balance in various positions). Five proficiencies for early cognitive skills are demonstrating interest in exploring objects; exploring objects with a purpose; babbling and simple gestures; early problem solving (using reasoning to interact with objects); and communicating with words (both receptively and expressively).

Data for American Indians/Alaska Natives includes those of Hispanic origin and those in combination with one or more other races.

The percentages of American Indian/Alaska Native children, ages 8 to 10 months, were similar to the percentages of all children of the same age in demonstrating eye-hand coordination, sitting, independent walking, and balance. There were also similar percentages of American Indian/Alaska Native and all children 11 to 13 months of age demonstrating eye-hand coordination, sitting, and balance. In addition, most of the 14- to 22-month-old children assessed demonstrated eye-hand coordination, sitting, and prewalking (*appendix table A-4.1a*).

Most of the children assessed demonstrated exploring objects in play. Similar percentages of American Indian/Alaska Native and all children 8 to 13 months old demonstrated exploring with purpose, babbling, and early problem solving. Five percent of all children 11 to 13 months of age demonstrated using words. Thirty percent of American Indian/Alaska Native 14- to 22-month-olds demonstrated using words (*appendix table A-4.1b*).

**Figure 4.1. Percentage of American Indian/Alaska Native children and all children demonstrating specific motor and cognitive skills, by child's age at assessment: 2001**



# Rounds to zero.

NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a sample of children who were born between January and December 2001. ECLS-B collected information on children's race by asking parents if their child was White, Black, Asian, Pacific Islander, and/or American Indian/Alaska Native. Parents were asked to choose one or more categories that applied to their child. American Indian/Alaska Native includes those of Hispanic origin and those in combination with one or more other races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File, (NCES 2004-093), 2004.

## 4.2 Student Performance in Reading

*American Indian/Alaska Native 4<sup>th</sup>- and 8<sup>th</sup>-grade students generally score lower than White and Asian/Pacific Islander students on NAEP reading assessments.*

The National Assessment of Educational Progress (NAEP) periodically assesses the skills of 4<sup>th</sup>- and 8<sup>th</sup>-grade students. NAEP assesses reading for literary experience (in grades 4 and 8), reading for information (in grades 4 and 8), and reading to perform a task (in grade 8).

In the 2003 assessment, American Indian/Alaska Native students had lower average reading scale

scores than White and Asian/Pacific Islander students in both 4<sup>th</sup> and 8<sup>th</sup> grades. American Indian/Alaska Native students scored higher than Black students in the 4<sup>th</sup> grade in 2003.

Between 2002 and 2003, the average reading scores among American Indian/Alaska Native 4<sup>th</sup>-graders decreased by 5 points.

*(Continued on page 52.)*

**Table 4.2a. Average reading scale scores, by race/ethnicity and grade: 2000, 2002, and 2003**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
2000	213	224	190	190	225	214!
2002	219	229	199	201	224	207
2003	218	229	198	200	226	202
<b>8<sup>th</sup> grade</b>						
2000	—	—	—	—	—	—
2002	264	272	245	247	267	250
2003	263	272	244	245	270	246

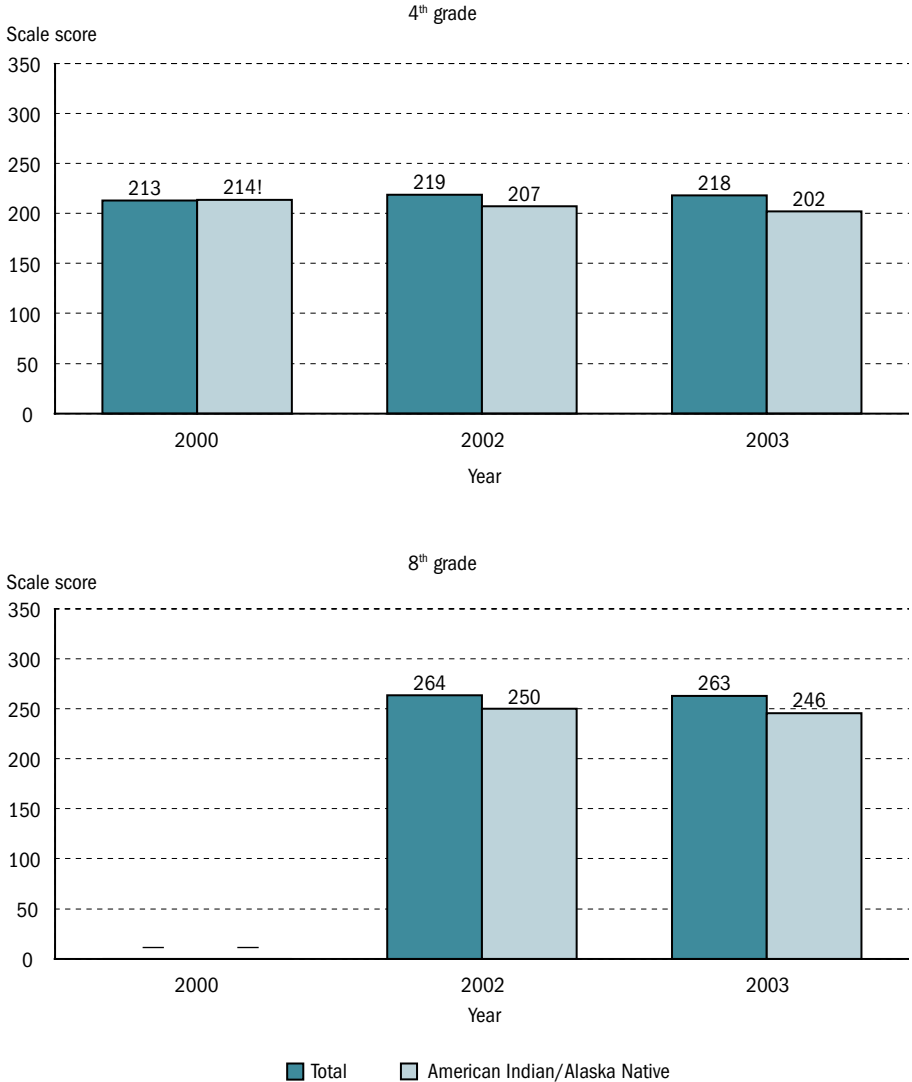
—Not available.

!Interpret data with caution.

NOTE: Data were not collected at grade 8 in 2000. Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the reading scale score definitions, see <http://nces.ed.gov/nationsreportcard/reading/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2002, and 2003 Reading Assessments.



**Figure 4.2. Average reading scale scores, by grade and selected race/ethnicity: 2000, 2002, and 2003**

— Not available.

! Interpret data with caution.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the reading scale score definitions, see <http://nces.ed.gov/nationsreportcard/reading/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2002, and 2003 Reading Assessments.

In addition to average scale scores, NAEP data are expressed as a series of achievement levels to indicate how well students perform against expectations for what students should know and be able to do. In 2003, a larger percentage of American Indians/Alaska Natives compared

to Blacks read “at or above basic” in 4<sup>th</sup> grade and “at or above proficient” in 8<sup>th</sup> grade. Higher percentages of White and Asian/Pacific Islander students in both 4<sup>th</sup> and 8<sup>th</sup> grades achieved “at or above basic” and “at or above proficient” than American Indian/Alaska Native students.

**Table 4.2b. Percentage distribution of students across NAEP reading achievement levels, by race/ethnicity and grade: 2003**

Level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
Below basic	37	25	60	56	30	53
At or above basic	63	75	40	44	70	47
At or above proficient	31	41	13	15	38	16
At advanced	8	11	2	2	12	2
<b>8<sup>th</sup> grade</b>						
Below basic	26	17	46	44	21	43
At or above basic	74	83	54	56	79	57
At or above proficient	32	41	13	15	40	17
At advanced	3	4	1	1	5	1

NOTE: Accommodations were permitted. For a discussion of the reading achievement level definitions, see <http://nces.ed.gov/nationsreportcard/reading/achieve.asp>. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Reading Assessment.

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### 4.3 Student Performance in Mathematics

*In 2003, American Indian/Alaska Native 4<sup>th</sup>-graders scored lower than Whites and Asian/Pacific Islanders in NAEP mathematics, but higher than Blacks and similar to Hispanics.*

The NAEP mathematics assessment measures students' abilities in five content strands: number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and algebra and functions.

In the 2003 mathematics assessment, American Indian/Alaska Native students had lower average scores than White and Asian/Pacific Islander students in the 4<sup>th</sup> and 8<sup>th</sup> grades. American Indian/Alaska Native 4<sup>th</sup>-graders scored higher than Blacks and similar to Hispanics, while American Indian/Alaska Native 8<sup>th</sup>-graders scored above their Black and Hispanic peers.

*(Continued on page 56.)*

**Table 4.3a. Average mathematics scale scores, by race/ethnicity and grade: 1996, 2000, and 2003**

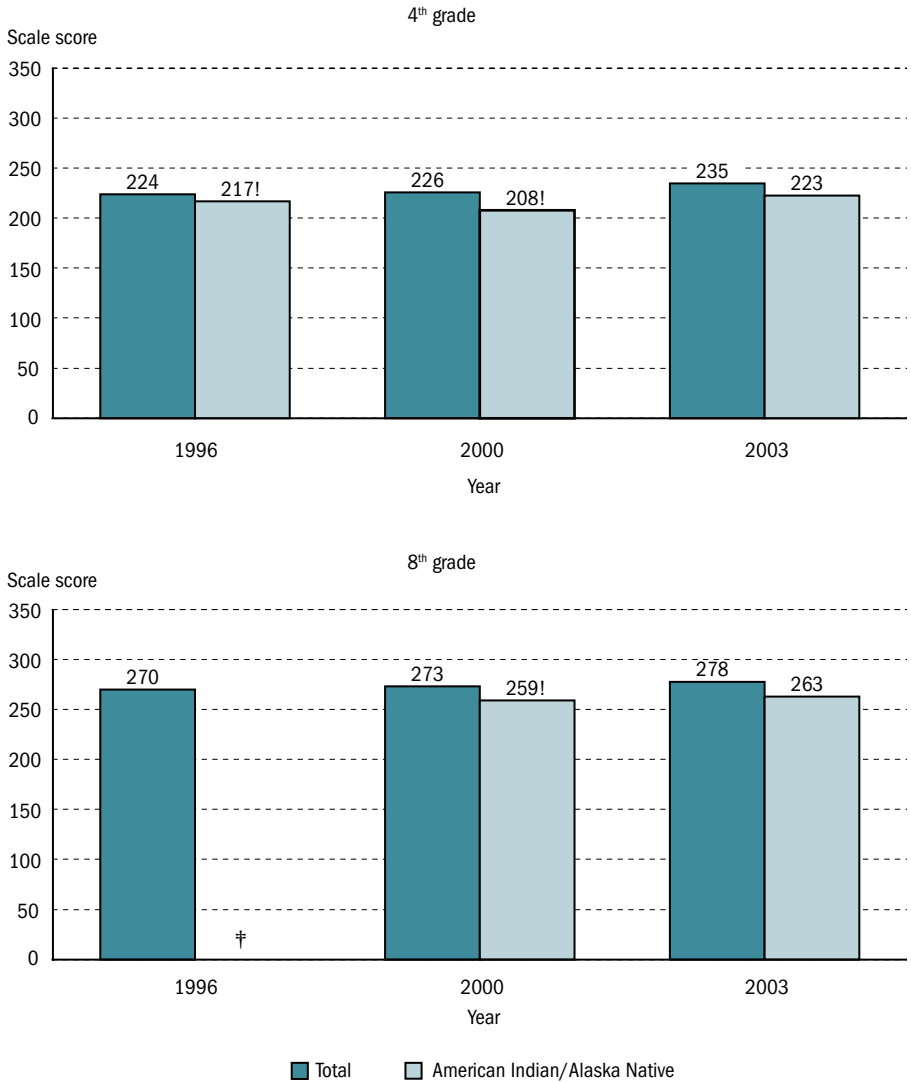
Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
1996	224	232	198	207	229	217!
2000	226	234	203	208	†	208!
2003	235	243	216	222	246	223
<b>8<sup>th</sup> grade</b>						
1996	270	281	240	251	†	†
2000	273	284	244	253	288	259!
2003	278	288	252	259	291	263

! Interpret data with caution.

† Reporting standards not met.

NOTE: Accommodations were permitted. Scale scores range from 0 to 500. For a discussion of the mathematics scale score definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

**Figure 4.3. Average mathematics scale scores, by grade and selected race/ethnicity: 1996, 2000, and 2003**

! Interpret data with caution.

† Reporting standards not met.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the mathematics scale score definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

As with reading, NAEP uses a series of achievement levels for mathematics. American Indians/Alaska Natives in both the 4<sup>th</sup> and 8<sup>th</sup> grades had higher percentages “at or above basic” and “at or above proficient” than their Black

peers. In the same grades, American Indians/Alaska Natives had lower percentages “at or above basic” and “at or above proficient” than their White and Asian/Pacific Islander peers.

**Table 4.3b. Percentage distribution of students across NAEP mathematics achievement levels, by race/ethnicity and grade: 2003**

Level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
Below basic	23	13	46	38	13	36
At or above basic	77	87	54	62	87	64
At or above proficient	32	43	10	16	48	17
At advanced	4	5	#	1	10	1
<b>8<sup>th</sup> grade</b>						
Below basic	32	20	61	52	22	48
At or above basic	68	80	39	48	78	52
At or above proficient	29	37	7	12	43	15
At advanced	5	7	1	1	13	2

# Rounds to zero.

NOTE: Accommodations were permitted. For a discussion of the mathematics achievement level definitions, see <http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp>. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessments.

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#### 4.4 Student Performance in Science

*American Indian/Alaska Native students' NAEP science assessment scores are lower, on average, than White students' scores.*

NAEP's science assessment measures students' knowledge of earth, physical, and life sciences, as well as their familiarity with ways of knowing and doing science.

On average, American Indian/Alaska Native 4<sup>th</sup>-grade students scored 140 in 2000—this was not measurably different from their average score in 1996. The scores of American Indian/Alaska Native 8<sup>th</sup>-graders declined from 148 to 134 during the same period. American Indian/Alaska Native students in the 12<sup>th</sup> grade scored an average of 145 in 1996 and 139 in 2000. This difference was also not statistically significant.

In 2000, American Indian/Alaska Native students in 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades scored lower, on average, than White students. American Indian/Alaska Native 4<sup>th</sup>-graders scored higher than Blacks and Hispanics. Among 8<sup>th</sup>- and 12<sup>th</sup>-graders, American Indians/Alaska Natives scored higher than Blacks, but lower than Asian/Pacific Islanders.

In 2000, American Indians/Alaska Natives across grades had a lower percentage of students “at or above proficient” than Whites, but a higher percentage at this level in the 4<sup>th</sup> grade than Blacks and Hispanics. American Indians/Alaska Natives also had a lower percentage of students “at or above proficient” than their Asian/Pacific Islander peers in the 8<sup>th</sup> and 12<sup>th</sup> grades.

**Table 4.4a. Average science scale scores, by race/ethnicity and grade: 1996 and 2000**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
1996	150	160	124	128	151	144
2000	150	160	124	129	†	140
<b>8<sup>th</sup> grade</b>						
1996	150	159	121	129	152	148
2000	151	162	122	128	156	134
<b>12<sup>th</sup> grade</b>						
1996	150	159	124	130	149	145!
2000	147	154	123	128	153	139

! Interpret data with caution.

† Reporting standards not met.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 300. For a discussion of the science scale score definitions, please see <http://nces.ed.gov/nationsreportcard/science/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 and 2000 Science Assessments.



**Table 4.4b. Percentage distribution of students across NAEP science achievement levels, by race/ethnicity and grade: 2000**

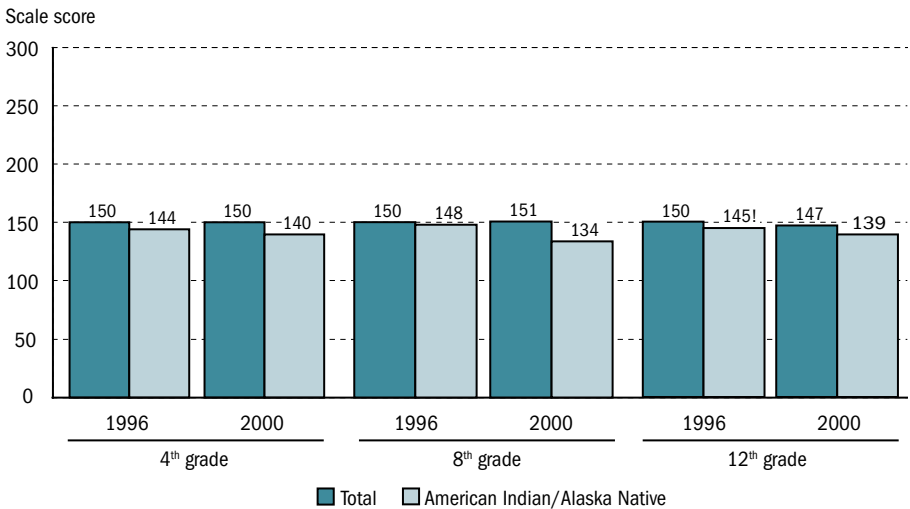
Level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
Below basic	34	21	66	58	‡	43
At or above basic	66	79	34	42	‡	57
At or above proficient	29	38	7	11	‡	19
At advanced	4	5	#	1	‡	1
<b>8<sup>th</sup> grade</b>						
Below basic	39	26	74	65	36	61
At or above basic	61	74	26	35	64	39
At or above proficient	32	41	7	12	37	14
At advanced	4	5	#	1	6	2
<b>12<sup>th</sup> grade</b>						
Below basic	47	38	78	70	41	56
At or above basic	53	62	22	30	59	44
At or above proficient	18	23	3	7	26	9
At advanced	2	3	#	#	4	1

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Accommodations were permitted. For a discussion of the science achievement level definitions, see <http://nces.ed.gov/nationsreportcard/science/achieve.asp>. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

**Figure 4.4. Average science scale scores, by grade and selected race/ethnicity: 1996 and 2000**

! Interpret data with caution.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 300. For a discussion of the science scale score definitions, see <http://nces.ed.gov/nationsreportcard/science/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 and 2000 Science Assessments.

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

*In 2001, American Indian/Alaska Native 4<sup>th</sup>- and 8<sup>th</sup>-grade students scored higher than their Black and Hispanic peers on the NAEP geography assessment.*

NAEP's U.S. history assessment is organized around three dimensions: major themes of U.S. history, chronological periods, and ways of knowing and thinking about U.S. history. NAEP's geography assessment measures two dimensions of students' performance in geography. The first dimension measures students' capacity to know, understand, and apply geographic material. The second dimension measures students' command of three content areas: space and place, environment and society, and spatial dynamics and connections.

On the U.S. history assessment, 53 percent of American Indian/Alaska Native 4<sup>th</sup>-graders, 50 percent of 8<sup>th</sup>-graders, and 34 percent of 12<sup>th</sup>-graders scored at or above the basic proficiency level in 2001. American Indian/Alaska Native students scored, on average, 190, 246, and 279 points in 1994 for 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade, respectively. In 2001, American Indian/Alaska Native students scored, on average, 197, 249, and 277 points for 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade, respectively. There were no measurable differences detected between 1994 and 2001 for any grade level.

*(Continued on page 62.)*

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

Level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
Below basic	33	21	56	58	29	47
At or above basic	67	79	44	42	71	53
At or above proficient	18	24	6	7	19	12
At advanced	2	3	#	1	3	4
<b>8<sup>th</sup> grade</b>						
Below basic	36	25	62	60	32	50
At or above basic	64	75	38	40	68	50
At or above proficient	17	21	4	5	20	8
At advanced	2	2	#	#	2	1
<b>12<sup>th</sup> grade</b>						
Below basic	57	51	80	74	47	66
At or above basic	43	49	20	26	53	34
At or above proficient	11	13	3	5	21	1
At advanced	1	1	#	#	5	#

# Rounds to zero.

NOTE: Accommodations were permitted. For a discussion of the U.S. history achievement level definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/achieve.asp>. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.

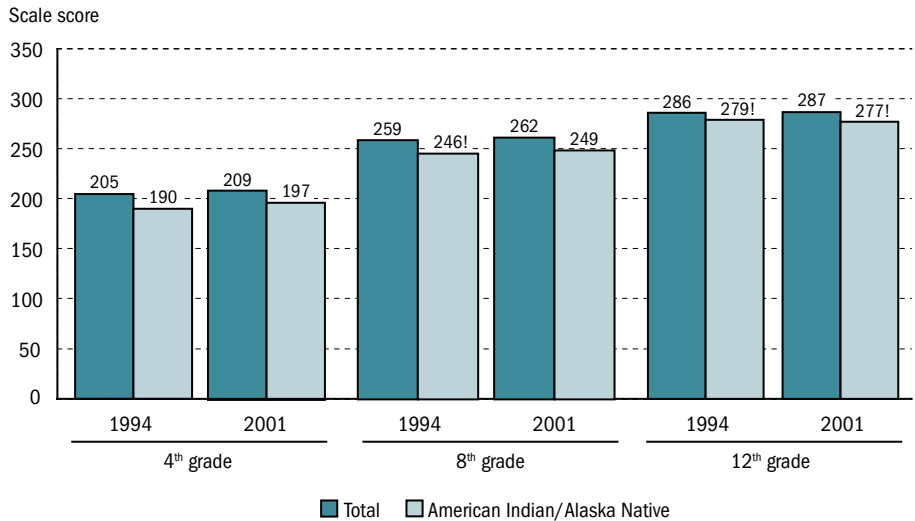
**Table 4.5b. Average U.S. history scale scores, by race/ethnicity and grade: 1994 and 2001**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
1994	205	215	177	180	205	190
2001	209	220	188	186	213	197
<b>8<sup>th</sup> grade</b>						
1994	259	267	239	243	263	246!
2001	262	271	243	243	267	249
<b>12<sup>th</sup> grade</b>						
1994	286	292	265	267	285	279!
2001	287	292	269	274	295	277!

! Interpret data with caution.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the U.S. history scale score definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

**Figure 4.5a. Average U.S. history scale scores, by grade and selected race/ethnicity: 1994 and 2001**

! Interpret data with caution.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the U.S. history scale score definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

In 2001, 66 percent of American Indian/Alaska Native 4<sup>th</sup>-graders, 72 percent of 8<sup>th</sup>-graders, and 74 percent of 12<sup>th</sup>-graders scored at or above the basic proficiency level on the geography assessment. In 1994, American Indian/Alaska Native students scored, on average, 193 and 248 for 4<sup>th</sup> and 8<sup>th</sup> grade, respectively. In 2001, American Indian/Alaska Native students scored, on average, 199, 261, and 288 for 4<sup>th</sup>, 8<sup>th</sup>, and

12<sup>th</sup> grade, respectively. No measurable differences were found between 1994 and 2001 for either 4<sup>th</sup> or 8<sup>th</sup> grade. In 2001, American Indian/Alaska Native 4<sup>th</sup>- and 8<sup>th</sup>-grade students scored higher, on average, than their Black and Hispanic peers, but lower than White students. In addition, American Indian/Alaska Native 4<sup>th</sup>-grade students scored lower, on average, than Asian/Pacific Islander 4<sup>th</sup>-grade students.

**Table 4.5c. Percentage distribution of students across NAEP geography achievement levels, by race/ethnicity and grade: 2001**

Level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
Below basic	26	13	56	51	23	34
At or above basic	74	87	44	49	77	66
At or above proficient	21	29	5	6	25	13
At advanced	2	3	#	#	1	#
<b>8<sup>th</sup> grade</b>						
Below basic	26	14	60	52	21	28
At or above basic	74	86	40	48	79	72
At or above proficient	30	39	6	10	32	31
At advanced	4	5	#	1	4	3
<b>12<sup>th</sup> grade</b>						
Below basic	29	19	65	48	28	26!
At or above basic	71	81	35	52	72	74!
At or above proficient	25	31	4	10	26	32!
At advanced	1	2	#	#	1	1!

# Rounds to zero.

! Interpret data with caution.

NOTE: Accommodations were permitted. For a discussion of the geography achievement level definitions, see <http://nces.ed.gov/nationsreportcard/geography/achieve.asp>. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment.

**Table 4.5d. Average geography scale scores, by race/ethnicity and grade: 1994 and 2001**

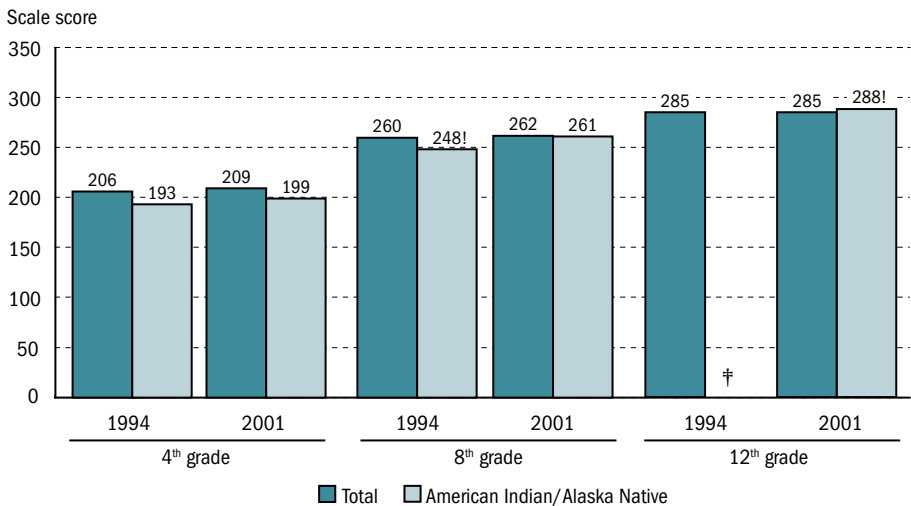
Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
<b>4<sup>th</sup> grade</b>						
1994	206	218	168	183	214	193
2001	209	222	181	184	212	199
<b>8<sup>th</sup> grade</b>						
1994	260	270	229	239	264	248 !
2001	262	273	234	240	266	261
<b>12<sup>th</sup> grade</b>						
1994	285	291	258	268	285	†
2001	285	291	260	270	286	288 !

! Interpret data with caution.

† Reporting standards not met.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the geography scale score definitions, see <http://nces.ed.gov/nationsreportcard/geography/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

**Figure 4.5b. Average geography scale scores, by grade and selected race/ethnicity: 1994 and 2001**

! Interpret data with caution.

† Reporting standards not met.

NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the U.S. history scale score definitions, see <http://nces.ed.gov/nationsreportcard/ushistory/scale.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

#### 4.6 Core Academic Coursework

*American Indian/Alaska Native high school graduates completed more academic high school coursework in 2000 than in 1982. However, American Indians/Alaska Natives were still less likely to have completed substantial credits in academic coursework than the total population of students.*

The National Commission on Excellence in Education recommended that the core academic track for high school students include at least four courses in English, three in social studies, three in science, three in mathematics, and two in a foreign language (National Commission on Excellence in Education 1983).<sup>8</sup> The percentage of American Indian/Alaska Native high school graduates who completed this level of academic coursework increased from 3 percent in 1982 to 26 percent in 2000.

The percentage of high school graduates who completed the core academic track increased for

other racial/ethnic groups as well. Between 1982 and 2000, the percentage of students who completed the core academic track for White high school graduates increased from 11 to 48 percent; the percentage for Black graduates increased from 5 to 44 percent; the percentage for Hispanic graduates increased from 4 to 38 percent; and the percentage for Asian/Pacific Islander graduates increased from 17 to 57 percent.

American Indian/Alaska Native high school students who graduated in 2000 were less likely to have completed the core academic track than their peers of other racial/ethnic groups.

**Table 4.6. Percentage of public high school graduates who had completed the core academic track, by race/ethnicity: Various years, 1982 to 2000**

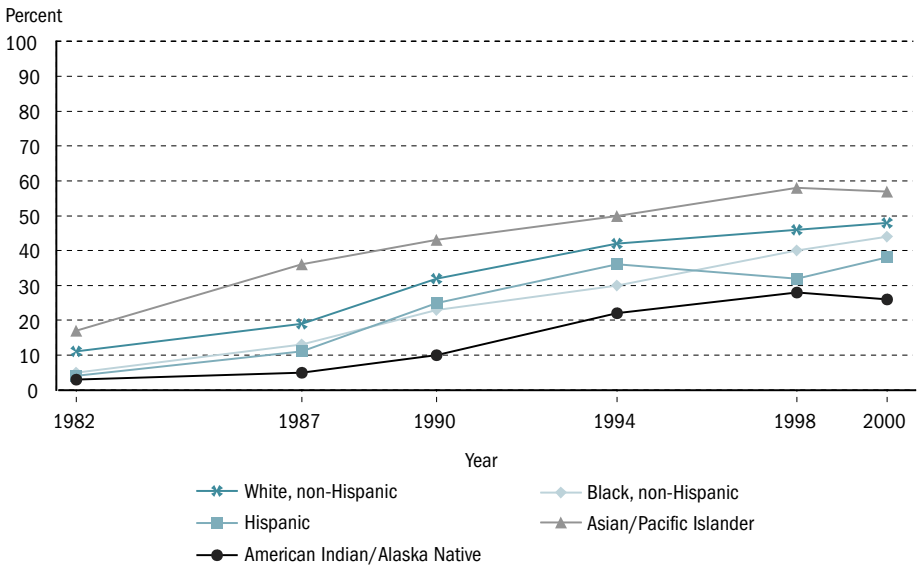
Race/ethnicity	1982	1987	1990	1994	1998	2000
<b>Total</b>	<b>10</b>	<b>18</b>	<b>30</b>	<b>39</b>	<b>44</b>	<b>46</b>
White, non-Hispanic	11	19	32	42	46	48
Black, non-Hispanic	5	13	23	30	40	44
Hispanic	4	11	25	36	32	38
Asian/Pacific Islander	17	36	43	50	58	57
American Indian/Alaska Native	3	5	10	22	28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

NOTE: The core academic track is defined as at least 4 year-long courses in English; 3 each in social studies, science, and mathematics; and 2 in foreign languages. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Total includes other race/ethnicity categories not separately shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and National Assessment of Educational Progress (NAEP), High School Transcript Studies (HSTS), selected years 1982 to 2000.

<sup>8</sup>The commission also recommended one-half year of computer science. This indicator focuses on the core academic track coursework that does not include computer science.

**Figure 4.6. Percentage of public high school graduates who had completed the core academic track, by race/ethnicity: Various years, 1982 to 2000**



NOTE: The core academic track is defined as at least 4 year-long courses in English; 3 each in social studies, science, and mathematics; and 2 in foreign languages. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and National Assessment of Educational Progress (NAEP), High School Transcript Studies (HSTS), selected years 1982 to 2000.

#### 4.7 Advanced Coursetaking in High School

*In 2000, American Indian/Alaska Native students were less likely than White or Asian/Pacific Islander students to have completed advanced science, mathematics, or foreign language courses.*

A lower percentage of American Indians/Alaska Natives take advanced science courses than students of any other race/ethnicity. Advanced science courses include chemistry I and II, physics I and II, and advanced biology. In 2000, 64 percent of Whites, 61 percent of Blacks, 56 percent of Hispanics, and 80 percent of Asian/Pacific Islanders had completed one or more advanced science courses in high school, compared to 43 percent of American Indians/Alaska Natives.

Twenty-nine percent of American Indian/Alaska Native high school graduates completed advanced mathematics courses such as pre-calculus, calculus, and other courses labeled “advanced,” such as trigonometry. Asian/Pacific Islanders had the highest percentage of students taking advanced mathematics courses (69 percent), followed by the percentage of White students (47 percent).

Twenty-seven percent of American Indian/Alaska Native, 27 percent of Black, and 26 percent of Hispanic high school graduates completed advanced English courses by 2000. Again, Asian/Pacific Islander students had the highest percentage (43 percent) of students completing advanced courses in English.

Asian/Pacific Islander, White, and Hispanic students had the highest percentages of students completing 3 or more years of foreign language courses or an Advanced Placement course in a foreign language (36 percent, 31 percent, and 31 percent, respectively). These percentages were higher than either the percentage of Black students (20 percent) or American Indian/Alaska Native students (17 percent) who completed advanced foreign language courses.<sup>9</sup>

**Table 4.7. Percentage of high school graduates who completed advanced academic coursework, by school subject and race/ethnicity: 2000**

Race/ethnicity	Science <sup>1</sup>	Mathematics <sup>2</sup>	English <sup>3</sup>	Foreign language <sup>4</sup>
<b>Total</b>	<b>63.1</b>	<b>44.6</b>	<b>33.9</b>	<b>29.8</b>
White, non-Hispanic	63.7	47.4	36.2	30.8
Black, non-Hispanic	60.8	32.4	27.3	19.7
Hispanic	56.2	31.1	26.1	30.7
Asian/Pacific Islander	79.7	68.6	42.7	36.1
American Indian/Alaska Native	43.1	29.2	26.8	17.0

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

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

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

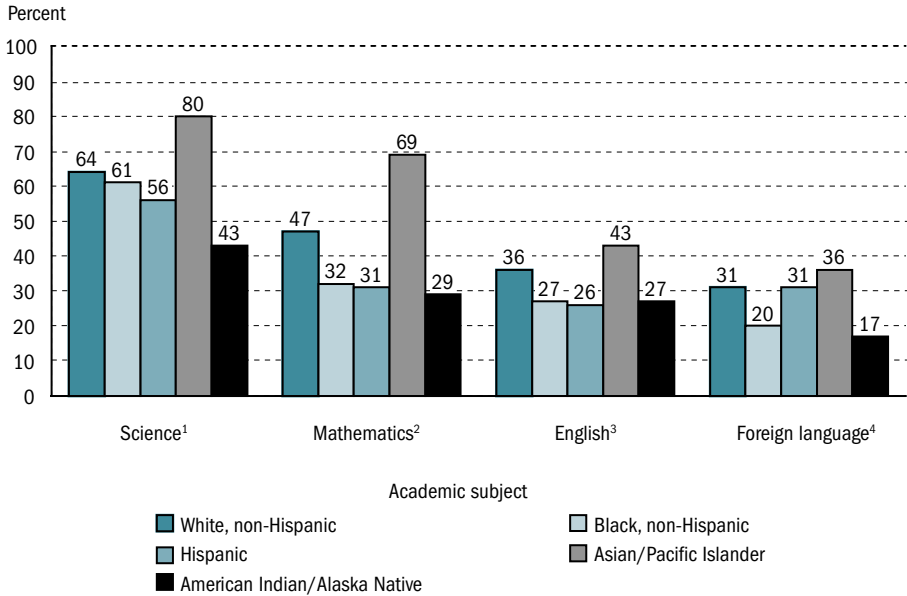
<sup>4</sup>Includes students who completed 3 years or more of foreign language courses or an Advanced Placement course in a foreign language. These figures include only students who studied French, German, Latin, or Spanish as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students also studied more than one foreign language.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note 6 in *The Condition of Education, 2003 and 2004*. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2003* (NCES 2003-077) and *The Condition of Education, 2004* (NCES 2004-077), based on National Assessment of Educational Progress (NAEP), High School Transcript Study (HSTS), 2000.

<sup>9</sup> Figures for foreign language include only students who studied French, German, Latin, or Spanish, as these are the only foreign languages commonly offered in high schools for 4 years or more.



**Figure 4.7. Percentage of high school graduates who completed advanced academic courses, by school subject and race/ethnicity: 2000**

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

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

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

<sup>4</sup> Includes students who completed 3 years or more of foreign language courses or an Advanced Placement course in a foreign language. These figures include only students who studied French, German, Latin, or Spanish as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students also studied more than one foreign language.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note 6 in *The Condition of Education, 2003* and *2004*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2003* (NCES 2003-077) and *The Condition of Education, 2004* (NCES 2004-077), based on National Assessment of Educational Progress (NAEP), High School Transcript Study (HSTS), 2000.

## 4.8 Advanced Placement Exams

*Between 1999 and 2003, the number of American Indian/Alaska Native high school students taking Advanced Placement tests increased.*

Students who take Advanced Placement (AP) courses in high school are eligible to take the corresponding AP examination and may earn college credit for scores above a minimum threshold. Currently, there are 34 AP exams available across 19 subject areas. Between 1999 and 2003, the number of American Indian/Alaska Native students taking AP exams in the 12<sup>th</sup> grade increased 25 percent, which was a lower rate of increase than that for students overall (35 percent). Over the same time period, each

other racial/ethnic group increased in both the number of test-takers and the percentage those test-takers represented in their race/ethnicity's 12<sup>th</sup>-grade population.

American Indian/Alaska Native students scored, on average, consistently below the national average, but above Black students on the calculus, English language and composition, chemistry, and U.S. history AP examinations.

**Table 4.8a. Number and percent change of 12<sup>th</sup>-grade students taking Advanced Placement (AP) examinations, by race/ethnicity: 1999 to 2003**

Race/ethnicity	1999	2000	2001	2002	2003	Percent change, 1999 to 2003
<b>Total<sup>1</sup></b>	<b>349,300</b>	<b>378,540</b>	<b>407,572</b>	<b>440,916</b>	<b>470,398</b>	<b>34.7</b>
White, non-Hispanic	234,307	262,399	280,165	302,463	321,074	37.0
Black, non-Hispanic	16,942	19,469	21,027	23,105	25,649	51.4
Hispanic	28,501	33,641	37,438	41,429	47,233	65.7
Asian/Asian American	37,182	41,538	44,539	48,040	50,710	36.4
American Indian/Alaska Native	1,679	1,779	1,799	1,948	2,106	25.4

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

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

SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 1999 to 2003.

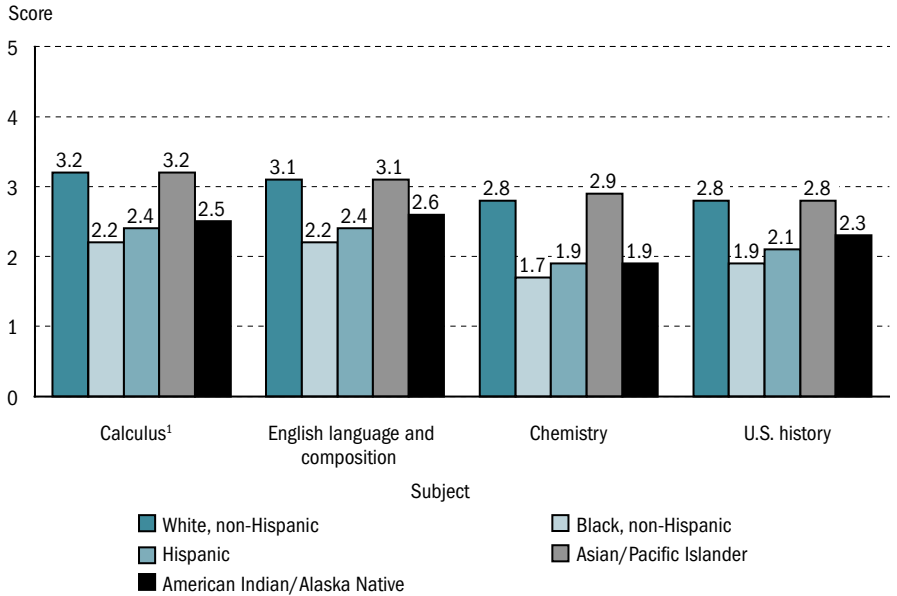
**Table 4.8b. Average scores of 12<sup>th</sup>-grade students on Advanced Placement (AP) examinations, by subject and race/ethnicity: 2003**

Race/ethnicity	Calculus <sup>1</sup>	English language and composition	Chemistry	U.S. history
<b>Total</b>	<b>3.1</b>	<b>3.0</b>	<b>2.7</b>	<b>2.7</b>
White, non-Hispanic	3.2	3.1	2.8	2.8
Black, non-Hispanic	2.2	2.2	1.7	1.9
Hispanic	2.4	2.4	1.9	2.1
Asian/Asian American	3.2	3.1	2.9	2.8
American Indian/Alaska Native	2.5	2.6	1.9	2.3

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

NOTE: The College Board collects racial/ethnic information based on the categories American Indian/Alaskan, Asian/Asian American, Black/Afro-American, Latino: Chicano/Mexican, Puerto Rican, Other Latino, White, and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American. The scores for all AP examinations range from 0 to 5.

SOURCE: The College Board, Advanced Placement Program, *National Summary Report* 2003.

**Figure 4.8. Average scores on Advanced Placement (AP) tests, by subject and race/ethnicity: 2003**

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

NOTE: The College Board collects racial/ethnic information based on the categories American Indian/Alaskan, Asian/Asian American, Black/Afro-American, Latino: Chicano/Mexican, Puerto Rican, Other Latino, White, and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American. The scores for all AP examinations range from 0 to 5.

SOURCE: The College Board, Advanced Placement Program, *National Summary Report 2003*.

## 4.9 Student Performance on College Entrance Examinations

*American Indians/Alaska Natives score lower, on average, than Whites on the SAT and ACT.*

The diversity of the student population taking the SAT is increasing. In 2004, minorities represented 37 percent of SAT takers, compared to 31 percent in 1996. The 2004 SAT-taking population was 63 percent White, 12 percent Black, 10 percent Hispanic, 10 percent Asian/Pacific Islander, 1 percent American Indian/Alaska Native, and 4 percent other racial/ethnic groups (*appendix table A-4.9*).

On average, American Indian/Alaska Native students who elected to take the SAT college entrance exam in 2004 scored below the national average on both the verbal and mathematics sections of the exam. However, they scored higher, on average, than Black and Hispanic college-bound seniors. Between 1996 and 2004, the

gap widened between the average verbal scores of American Indians/Alaska Natives and those of the total student population tested. In 1996, American Indian/Alaska Native students scored 22 points below the average verbal scores of all students; this increased to 25 points in 2004. The gap decreased slightly between the average mathematics scores of American Indian/Alaska Native students and those of all students, from 31 points in 1996 to 30 points in 2004. From 2003 to 2004, American Indian/Alaska Native students' average verbal score increased by 3 points and their average mathematics score increased by 6 points. The average scores of all students increased by 1 point in verbal and decreased by 1 point in mathematics during the same time period.

*(Continued on page 72.)*

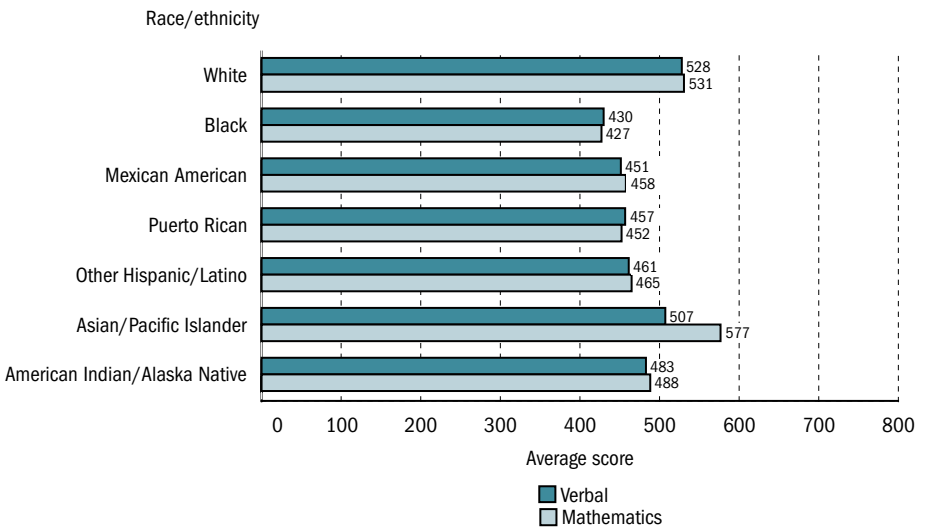
**Table 4.9a. Average SAT scores for college-bound seniors, by race/ethnicity: 1996 to 2004**

Year	Total <sup>1</sup>	White	Black	Mexican American	Puerto Rican	Other Hispanic/ Latino	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>Verbal</b>								
1996	<b>505</b>	526	434	455	452	465	496	483
1997	<b>505</b>	526	434	451	454	466	496	475
1998	<b>505</b>	526	434	453	452	461	498	480
1999	<b>505</b>	527	434	453	455	463	498	484
2000	<b>505</b>	528	434	453	456	461	499	482
2001	<b>506</b>	529	433	451	457	460	501	481
2002	<b>504</b>	527	430	446	455	458	501	479
2003	<b>507</b>	529	431	448	456	457	508	480
2004	<b>508</b>	528	430	451	457	461	507	483
<b>Mathematics</b>								
1996	<b>508</b>	523	422	459	445	466	558	477
1997	<b>511</b>	526	423	458	447	468	560	475
1998	<b>512</b>	528	426	460	447	466	562	483
1999	<b>511</b>	528	422	456	448	464	560	481
2000	<b>514</b>	530	426	460	451	467	565	481
2001	<b>514</b>	531	426	458	451	465	566	479
2002	<b>516</b>	533	427	457	451	464	569	483
2003	<b>519</b>	534	426	457	453	464	575	482
2004	<b>518</b>	531	427	458	452	465	577	488

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

NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Scores for both Verbal and Mathematics range from 0 to 800.

SOURCE: College Entrance Examination Board, *College Bound Seniors Report*, 1996 to 2004.

**Figure 4.9. Average SAT scores for college-bound seniors, by race/ethnicity: 2004**

NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Scores for both Verbal and Mathematics range from 0 to 800.

SOURCE: College Entrance Examination Board, *College Bound Seniors Report*, 2004.

The second most common college entrance examination is the ACT. Although the SAT and ACT measure distinct constructs, scores on the two tests are highly related. Composite scores below 19 on the ACT indicate minimal readiness for college, and students receiving such scores are likely to need additional precollege classes (ACT Program 2002). The average score in 2004 for

American Indian/Alaska Native students was 19.5 for English and 19.9 for mathematics—about the same as Mexican-American (18.3 and 19.4) and Puerto Rican/other Hispanic students (19.1 and 19.9), higher than that for Black students (17.2 and 17.5), and lower than those for White (22.5 and 22.4) and Asian/Pacific Islander students (21.7 and 23.6).

**Table 4.9b. Average ACT scores by subject and race/ethnicity: 1997 to 2004**

Year	Total	White, non-Hispanic	Black, non-Hispanic	Mexican-American	Puerto Rican/ other Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
<b>English</b>							
1997	20.3	22.2	17.4	18.9	19.2	21.2	19.5
1998	20.4	22.2	17.5	18.7	19.9	21.3	19.7
1999	20.5	22.4	17.5	18.7	20.0	21.3	19.8
2000	20.5	22.3	17.4	18.6	19.8	21.3	19.7
2001	20.5	21.3	16.2	17.5	18.6	20.7	17.8
2002	20.2	22.2	17.2	18.0	19.3	21.2	19.2
2003	20.3	21.3	16.2	17.2	18.1	20.7	17.7
2004	20.4	22.5	17.2	18.3	19.1	21.7	19.5
<b>Mathematics</b>							
1997	20.6	22.3	17.8	20.1	20.3	24.1	20.0
1998	20.8	22.5	17.7	19.8	20.9	24.2	20.0
1999	20.7	22.3	17.7	19.8	20.7	23.8	20.0
2000	20.7	22.4	17.6	19.6	20.6	23.9	20.0
2001	20.7	21.3	16.8	18.7	19.4	23.1	18.4
2002	20.6	22.3	17.3	19.2	20.0	23.6	19.8
2003	20.6	21.3	16.7	18.3	18.9	22.9	18.3
2004	20.7	22.4	17.5	19.4	19.9	23.6	19.9

NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Scores for both English and Mathematics range from 0 to 36.

SOURCE: American College Testing Program, *ACT National Scores Reports*, 1997 to 2004.

