

CHAPTER 5

American Indian/Alaska Native Culture and Language in the Curriculum

This chapter discusses the extent to which American Indian/Alaska Native (AI/AN) culture and language were integrated into the curriculum experienced by AI/AN students. Both teachers and school principals were asked to respond to questions about using curricular content with an AI/AN perspective. Teachers were queried about their use of native language in instruction as well as their use of specific instructional practices, such as assigning literature written by AI/AN authors or drawing on AI/AN cultural themes for mathematics. Consideration is given to the types of standards and assessments used in schools and classrooms attended by AI/AN students. Both teachers and principals brought their perspectives to the questions about standards, while teachers responded to questions on assessments used in the classroom.

Is AI/AN culture and language incorporated into the classroom?

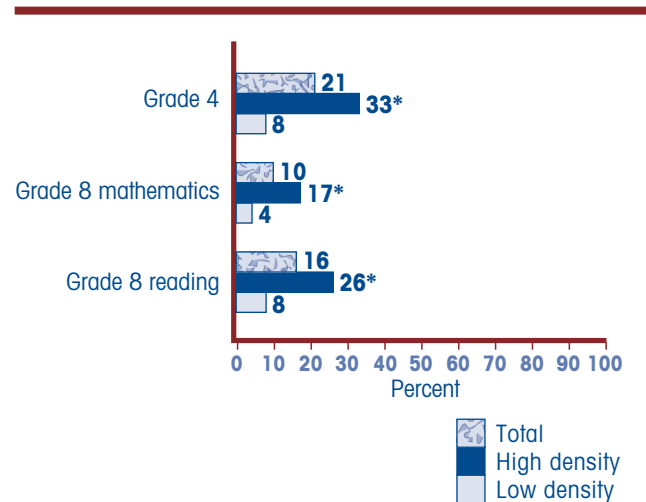
The National Indian Education Study (NIES) sought to collect information on the extent to which AI/AN language and culture were incorporated in the curriculum. Both teachers and principals were asked a fairly broad question: “To what extent is curricular content taught using an American Indian or Alaska Native perspective?” Teachers responded for their own classes, while principals responded for the school as a whole. Response options included the following: integrated into the daily curriculum; integrated into the curriculum extensively, but not on a daily basis; integrated into the curriculum occasionally; seldom integrated into the curriculum; and not integrated into the curriculum. For reporting purposes, responses of “integrated into the daily curriculum” and “integrated into the curriculum extensively, but not on a daily basis” were combined.

Survey respondents were not provided any further instructions beyond the wording of the questionnaires. In interpreting the meaning to the questions and response options, it is important to keep in mind that respondents may have had different interpretations of what it meant to have an AI/AN perspective and what it meant to integrate such a perspective into the curriculum. Figure 5-1 shows teachers’ responses, and principals’ responses are shown in figure 5-2.

At grade 4, teachers of 21 percent of all AI/AN students, and principals of 30 percent of all AI/AN students, reported integrating an AI/AN perspective into the curriculum on a daily or extensive basis. Such practices were more evident in high density schools than in low density schools. In high density schools, teachers of 33 percent of students, and principals of 54 percent of students, reported integrating an AI/AN perspective into the curriculum on a daily or extensive basis.

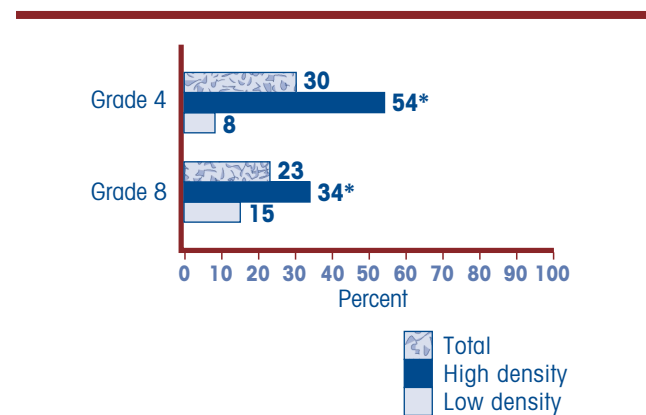
At eighth grade, 10 percent of all AI/AN students had mathematics teachers, 16 percent had reading/language arts teachers, and 23 percent had principals who reported daily or extensive integration of an AI/AN perspective. As at grade 4, more grade 8 students at high density schools than at low density schools had teachers and principals who reported daily or extensive use of an AI/AN perspective in the curriculum.

Figure 5-1. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students whose teachers reported either daily, or extensive but not daily, use of an AI/AN perspective in instruction, by school density: 2005



* Significantly different ($p < .05$) from students attending low density schools. NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Figure 5-2. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students whose school principals reported either daily, or extensive but not daily, use of an AI/AN perspective in the school curriculum, by school density: 2005

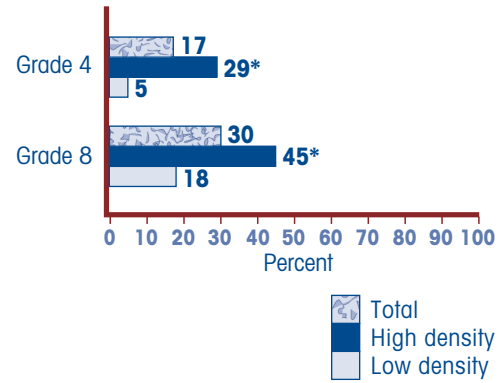


* Significantly different ($p < .05$) from students attending low density schools. NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Mathematics activities that reference AI/AN culture

Mathematics teachers were asked how often they framed mathematics problems using situations typical of AI/AN homes or communities, and how often they assigned activities that explicitly integrated mathematics with AI/AN cultural themes, such as teaching geometric concepts using traditional AI/AN symbols and designs. Teacher responses indicate some use of each of these instructional strategies, particularly in high density schools. Twenty-nine percent of grade 4 students and 45 percent of grade 8 students in high density schools had teachers who reported using mathematics problems that reflect situations typical of their communities at least once a month (figure 5-3). Sixteen percent of grade 4 students and 19 percent of grade 8 students had teachers who reported integrating explicit AI/AN cultural themes into their mathematics instruction on at least a monthly basis (figure 5-4).

Figure 5-3. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students whose teachers reported at least monthly use of mathematics problems that reflect situations typical of AI/AN homes or communities, by school density: 2005

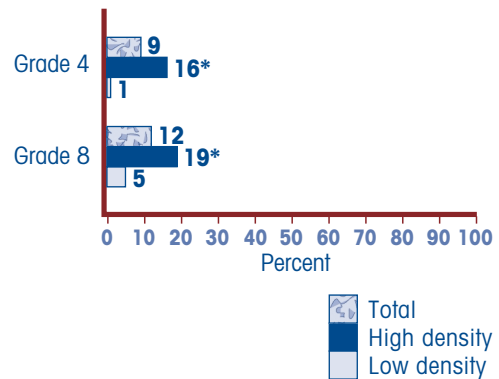


* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Figure 5-4. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students whose teachers reported at least monthly use of activities that integrate mathematics with AI/AN cultural themes, by school density: 2005



* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Reading and language arts activities that reference AI/AN culture

Reading/language arts teachers were asked how often they integrated AI/AN activities into their lessons. Examples of such activities include reading literature with AI/AN themes, reading literature written by AI/AN authors, and listening to AI/AN stories told in the oral tradition. The most widely reported practice was reading literature with AI/AN themes. Overall, 36 percent of grade 4 AI/AN students and 26 percent of grade 8 AI/AN students had teachers who reported assigning literature with AI/AN themes at least once a month (table 5-1).

For each of the culturally relevant reading/language arts activities surveyed, a higher percentage of grade 4

students attending high density schools had teachers who reported at least monthly use compared to students attending low density schools. For example, 36 percent of grade 4 students attending high density schools had teachers who reported using literature written by AI/AN authors at least once a month, compared to 9 percent at low density schools. For the majority of these reading/language arts activities, there were also statistically significant differences in the percentages of grade 8 students at high density and low density schools whose teachers reported at least monthly use.

Table 5-1. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and various reading/language arts activities integrating AI/AN culture that their teachers used at least monthly: 2005

Activities	Total	School density	
		High	Low
Grade 4			
Read literature with AI/AN themes	36	50*	22
Read literature written by AI/AN authors	22	36*	9
Listen to AI/AN stories told in the oral tradition	11	18*	4
Retell AI/AN stories in the oral tradition	9	16*	3
Study how to speak and read the students' AI/AN language	14	27*	1
Grade 8			
Read literature with AI/AN themes	26	40*	14
Read literature written by AI/AN authors	16	25*	9
Listen to AI/AN stories told in the oral tradition	11	19*	4
Retell AI/AN stories in the oral tradition	7	13*	2
Study how to speak and read students' AI/AN language	4	9	#

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

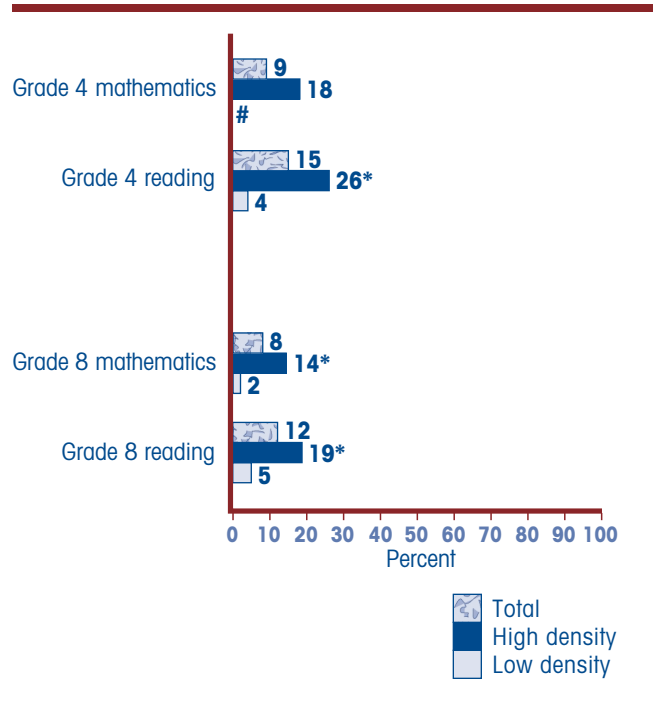
Using AI/AN languages in Mathematics and Reading instruction

Teachers were asked whether they used their students' AI/AN languages to teach mathematics and reading/language arts. Response options included "Instruction is entirely in English," "primarily in English with occasional use of AI/AN words or phrases," "primarily in English with frequent use of AI/AN words or phrases," and "Instruction is primarily in the students' AI/AN language." For reporting purposes, the "occasional," "frequent," and "primary" response options were combined in Figure 5-5. Virtually no students had teachers who reported using AI/AN language as the primary mode of instruction in either subject area or grade.

In mathematics, 18 percent of grade 4 students and 14 percent of grade 8 students in high density schools had teachers who reported using AI/AN words or phrases at least occasionally. In reading, 26 percent of grade 4 students and 19 percent of grade 8 students in high density schools had teachers who reported such use. See Table A-61 for percentages by response categories.



Figure 5-5. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students whose teachers reported using words or phrases from the students' AI/AN languages at least occasionally in mathematics instruction or reading/language arts instruction, by school density: 2005



Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

What standards shape instruction for AI/AN students?

Standards dictate what students must know and be able to do. Teachers were asked the extent to which each of several types of standards influenced their instruction. A response of “no influence” could be an indication that the standards in question were not available for their school.

Tables 5-2 and 5-3 show how often teachers of AI/AN students at grade 4 and grade 8 reported using state content standards or AI/AN content/cultural standards to plan lessons for mathematics and reading/language arts. Ninety percent of all grade 4 AI/AN students and 81 percent of all grade 8 AI/AN students had teachers who reported that state standards were used “a lot” in planning

mathematics lessons. The percentages were similar for reading/language arts teachers who reported using state standards to plan instruction (91 percent at grade 4; 80 percent in grade 8). By contrast, only a small fraction of students had teachers who reported using state or locally developed AI/AN standards “a lot” to shape instruction. Just 3 percent of all AI/AN students at grade 4, and 1 percent of all AI/AN students at grade 8, had teachers who reported using AI/AN standards this often in mathematics. For reading/language arts, 4 percent of grade 4 students and 2 percent of grade 8 students had teachers who reported using AI/AN standards “a lot.”

Table 5-2. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers used various standards in planning their mathematics lessons: 2005

Use of standards in planning lessons	Total	School density	
		High	Low
Grade 4			
State content standards for mathematics			
Not at all	2	1	3
A little	2	1	2
Some	6	7	5
A lot	90	91	90
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	77	62*	93
A little	10	15*	5
Some	10	19*	1
A lot	3	4*	1
Grade 8			
State content standards for mathematics			
Not at all	2	5	#
A little	5	8	2
Some	11	11	11
A lot	81	75	87
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	86	76*	95
A little	8	12	4
Some	5	11*	1
A lot	1	1	#

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table 5-3. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers used various standards in planning their reading/language arts lessons: 2005

Use of standards in planning lessons	Total	School density	
		High	Low
Grade 4			
State content standards for reading/language arts			
Not at all	1	1	1
A little	2	#	3
Some	7	8	6
A lot	91	91	90
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	69	50*	89
A little	13	19*	7
Some	13	23*	3
A lot	4	8*	1
Grade 8			
State content standards for reading/language arts			
Not at all	3	5	2
A little	3	6	1
Some	13	9	17
A lot	80	79	80
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	81	67*	92
A little	12	19*	5
Some	6	10*	2
A lot	2	4	#

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

At high density schools, use of AI/AN content/cultural standards was reported more often. For example, 23 percent of grade 4 students at high density schools had teachers who reported using state or locally developed AI/AN standards “some” or “a lot” in mathematics, and 31 percent had teachers who reported this level of use in planning reading/language arts lessons.

Tables A-67 through A-70 contain comparable information from principals on the influence of standards on schools’ curriculum. Here again, very high percentages of AI/AN students (92 to 95 percent) had principals who reported that regular state standards had “much influence” on curriculum. At high density schools, state or locally developed AI/AN content/cultural standards were reported to have “much influence” by principals of 7 to 14 percent of AI/AN students, depending upon grade and subject area.

What tools do teachers use to assess AI/AN students?

NIES looked at the kinds of assessments teachers used to evaluate student progress and plan appropriate instruction. For each type of assessment, teachers were asked to indicate whether they used the assessment “not at all” or to a “small,” “moderate,” or “large” extent. Responses for “moderate extent” and “large extent” have been combined in Table 5-4. As can be seen, more than three-quarters of all grade 4 AI/AN students had teachers who reported using standardized tests, tests supplied by textbook publishers, teacher-made tests, and oral responses of students to at least a moderate extent. About two-thirds of these students had teachers who reported using projects, worksheets, and portfolios as assessment tools. By

contrast, only 3 percent had teachers who reported at least moderate use of assessments developed by local AI/AN groups.

Findings were not significantly different between high density and low density schools, except in the areas of tests supplied by local textbook publishers and demonstrations or exhibitions. Eighty-seven percent of grade 4 students attending high density schools had teachers who reported using textbook tests, compared to 75 percent of students attending low density schools. Fifty-one percent of grade 4 students at high density schools had teachers who utilized demonstrations or exhibitions for assessment, compared to 37 percent at low density schools.

Table 5-4. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and various assessment tools that their teachers used to evaluate student progress and plan appropriate instruction: 2005

Assessments used for evaluation and planning to at least a moderate extent	Total	School density	
		High	Low
Standardized state assessments	82	83	81
Other standardized tests (e.g., district-level)	78	77	80
Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	81	87*	75
Teacher-made tests or quizzes	85	86	85
Assessments developed by local AI/AN groups	3	5	#
Individual or group projects	63	61	64
Worksheets	66	71	62
Oral responses of students during class discussions	85	89	82
Portfolios or work samples	64	69	60
Demonstrations or exhibitions	44	51*	37

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Teachers may report using several different assessment tools, so percentages do not add to 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table 5-5 shows the assessment tools that were reported to have at least moderate use by teachers of grade 8 AI/AN students. Overall, teacher-made tests or quizzes were used most often. Eighty-eight percent of mathematics students and 90 percent of reading/language arts students had teachers who reported using this type of assessment. The second most commonly used assessment tool was students' oral responses during classroom discussion. Seventy-four percent of mathematics and 81 percent of reading/language arts students had teachers who reported using this tool. As at grade 4, moderate use of assessments developed by local AI/AN groups was reported by teachers of small

percentages of eighth-grade AI/AN students: 2 percent in the case of mathematics and 3 percent in the case of reading/language arts.

Similar to the grade 4 findings, there were no significant differences between high density and low density schools except in the case of textbook tests for mathematics. Seventy-two percent of AI/AN students in high density schools had mathematics teachers who reported at least moderate use of tests supplied by text-book publishers compared to 58 percent at low density schools.

Table 5-5. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and various assessment tools that their teachers used to evaluate student progress and plan appropriate instruction: 2005

Assessments used for evaluation and planning to at least a moderate extent	Total	School density	
		High	Low
Mathematics			
Standardized state assessments	69	67	72
Other standardized tests (e.g., district-level)	50	44	56
Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	65	72*	58
Teacher-made tests or quizzes	88	86	90
Assessments developed by local AI/AN groups	2	2	1
Individual or group projects	37	41	32
Worksheets	61	62	61
Oral responses of students during class discussions	74	72	76
Portfolios or work samples	37	40	34
Demonstrations or exhibitions	26	29	24
Reading			
Standardized state assessments	69	68	69
Other standardized tests (e.g., district-level)	54	50	59
Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	50	54	47
Teacher-made tests or quizzes	90	86	92
Assessments developed by local AI/AN groups	3	4	2
Individual or group projects	72	69	74
Worksheets	54	56	51
Oral responses of students during class discussions	81	77	84
Portfolios or work samples	63	60	66
Demonstrations or exhibitions	44	39	48

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Teachers may report using several different assessment tools, so percentages do not add to 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Summary

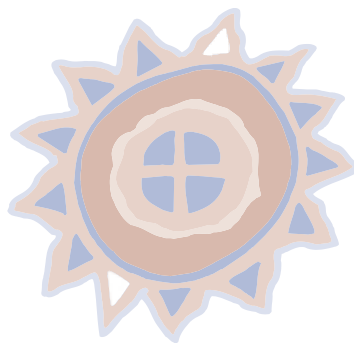
The NIES surveys sought to investigate the extent to which AI/AN students across the country were exposed to their native culture and language. Teachers and principals were queried about the use of an AI/AN perspective in curriculum and instruction. Reported use was more common at high density schools than at low density schools. Daily or extensive use of an AI/AN perspective in curriculum and instruction was reported by teachers of 33 percent of grade 4 students and principals of 54 percent of grade 4 students in high density schools. For grade 8 students at high density schools, 17 percent had mathematics teachers, 26 percent had reading/language arts teachers, and 34 percent had principals who reported such use.

With regard to specific instructional activities that reference AI/AN culture, mathematics teachers reported using problems that reflect situations typical of AI/AN homes and communities, and reading/language arts teachers reported assigning literature with AI/AN themes. These and similar culturally referenced classroom activities were used more frequently by the teachers of students in high density schools than by the teachers of students in low density schools.

Similarly, the use of students' AI/AN languages in instruction was reported more frequently by the teachers of students in high density schools.

Both teachers and principals of AI/AN students agreed that state standards had the greatest influence on planning instruction. State and locally developed AI/AN content and cultural standards were acknowledged as having “a lot” or “some” influence by the teachers and principals of only a small percentage of AI/AN students.

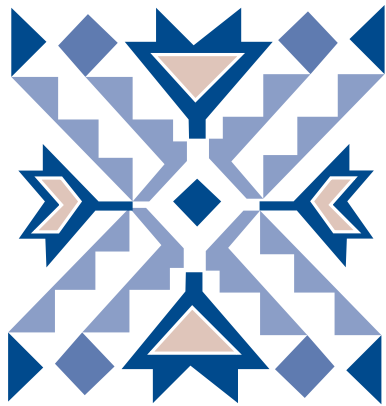
Finally, teachers were also surveyed regarding the use of a variety of assessment tools for evaluating student progress and planning appropriate instruction. Depending upon grade level and subject area, 74 to 90 percent of AI/AN students had teachers who reported at least moderate use of teacher-made tests or oral responses of students to assess progress and guide instruction. Eighty-two percent of students at grade 4 and 69 percent at grade 8 had teachers who reported using standardized state assessments in this manner, while only 2 to 3 percent at each grade level had teachers who reported using assessments developed by local AI/AN groups.



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TECHNICAL NOTES

This section describes the procedures used for Part II of the 2005 National Indian Education Study (NIES).

Development of 2005 NIES survey instruments

Questionnaires were developed for students at grades 4 and 8, their teachers, and their school principals. A Technical Review Panel (TRP), assembled to advise NIES, oversaw the development of the questionnaires. (For more information about the Technical Review Panel, see <http://nces.ed.gov/nation-reportcard/nies.asp>.) In addition, pilot testing and in-depth think-aloud interviews with respondents were conducted in 2004 to refine the questionnaires. (All of the survey questions were multiple choice, but the questionnaires did include a space at the end for respondents to write in any comments.)

The following themes were addressed by each group of respondents:

Students:

- Demographic characteristics
- Identification with and exposure to American Indian/Alaska Native (AI/AN) culture
- Perceptions about school and learning
- Involvement with school
- Family's role in student's education

Teachers:

- General qualifications for teaching
- Experience with AI/AN culture
- Preparation to teach AI/AN students
- General emphasis on AI/AN culture in curriculum
- Emphasis on AI/AN culture in reading and mathematics instruction
- Use of AI/AN languages in instruction

School principals:

- Demographic characteristics of students and staff
- School governance and funding
- Prevalence of conditions adversely affecting instruction
- Engagement with family and community
- General emphasis on AI/AN culture in curriculum
- Emphasis on AI/AN culture in reading and mathematics instruction

The number of questions in each questionnaire is shown in table TN-1. Grade 8 teachers who taught both language arts and mathematics answered only 24 questions in total because many questions for grade 8 teachers were the same in both subject areas.

Student questionnaires required approximately 10–15 minutes to complete, while teacher and school questionnaires could be completed in approx-

imately 20–25 minutes. Complete copies of the questionnaires can be found at <http://nces.ed.gov/nationsreportcard/nies.asp>.

Table TN-1. Number of survey questions, by type of questionnaire

Type of questionnaire	Number of questions
Student, grade 4	22
Student, grade 8	23
Teacher, grade 4	19
Teacher, grade 8 language arts	20
Teacher, grade 8 mathematics	20
School, grades 4 and 8	19

Sampling procedures

The NIES was designed to produce information that was representative of all grade 4 and grade 8 AI/AN students in the United States. The AI/AN population represents about 1 percent of all U.S. students, or approximately 46,000 students at grade 4 and 45,000 students at grade 8.

The samples for the 2005 National Assessment of Educational Progress (NAEP) and NIES were interconnected, with the NAEP sample selected first. The school sampling frame used for both surveys was based on the Common Core of Data (CCD), augmented by the Private School Universe Survey (PSS).¹

A two stage sampling process was used for NAEP. First schools were selected; then a random sample of students within each target grade level was selected at each school. School personnel had the opportunity to review the sample lists and identify any special education students or English language learners who should be excluded based on NAEP guidelines. Parents were notified of the assessment, but active consent for participation was only solicited if required by the school.

¹ The CCD is a program of the U.S. Department of Education's National Center for Education Statistics (NCES) that annually collects fiscal and non-fiscal data about all public schools, public school districts, and state education agencies in the United States. The PSS is also conducted by NCES and consists of a single survey that is completed by administrative personnel in private schools. It produces private school data comparable to the public school data in the CCD.

In 2005, the National Assessment of Educational Progress (NAEP) assessed approximately 14,500 AI/AN students at grades 4 and 8. These students were sampled from approximately 10,000 schools at grade 4 and 7,500 schools at grade 8. Because NIES Part I is essentially a reanalysis of the results from the NAEP reading and mathematics assessments, all AI/AN students who were selected to participate in the NAEP reading and mathematics assessments were automatically defined as being part of the NIES Part I sample.

For NIES Part II, the NAEP assessment sample served as a screening device to identify schools with AI/AN students. At the time that the NIES school sample was drawn, NAEP assessments had not yet taken place. Consequently, race data were still incomplete for some schools in the NAEP sample, either because the schools had not included race information on the student lists submitted to NAEP or because the schools were nonparticipating. Based on the best available data, the sampling frame for NIES was established as 3,200 schools at grade 4 and 2,900 schools at grade 8 that were thought likely to have at least one AI/AN student in the NAEP sample at the target grade.

The aim of the NIES Part II sample design was to subsample about 350 of these schools at each grade. For greater precision, the sample was stratified by type of school (public, private, and Bureau of Indian Affairs [BIA]); NIES region (Atlantic, North Central, South Central, Mountain, and Pacific); and location type (urban, suburban, and rural). In each selected school, all AI/AN students in the NAEP sample were included in the Part II sample.

Schools and students were free to participate in either NAEP or the NIES survey independently. Therefore, choosing not to participate in NAEP did not exclude a school or student from the NIES Part II survey, and response rates for the NIES Part II survey were not affected by NAEP response rates.

Thus, the samples for NIES Parts I and II overlapped, but were not identical. The samples were not designed to allow linking of the Part I achievement data and the Part II survey data in 2005. Further, the

NIES Part II design was to obtain a sample that was not only representative of all U.S. AI/AN students at grades 4 and 8, but would allow comparisons between AI/AN students at high density and low density schools, where density is defined as the proportion of AI/AN students enrolled. (High density schools have 25 percent or more AI/AN students; low density schools have fewer than 25 percent.) The sample was not designed to allow separate reporting by type of school (e.g., public, private, BIA).

From the NIES Part II sample of schools, about 80 grade 4 schools and 70 grade 8 schools were found to be ineligible when contacted. The majority of these ineligible schools were those for which confirmed race/ethnicity data had not been available at the time the NIES Part II school sample was drawn. In other cases, the eligible AI/AN students had transferred out of the sampled schools by the time the NIES Part II data were collected, or the students were determined by the schools to have been misidentified on school records.

After eliminating ineligible schools, about 550 eligible schools remained in the NIES Part II sample. The unweighted percentages of eligible schools by type were, approximately, 84 percent public, 4 percent private, and 12 percent BIA. About 480 of these eligible schools participated in the Part II survey. No student surveys were received from about one percent of the participating schools due to student absences or refusals. Because the student is the unit of analysis for NIES, teacher surveys or school principal surveys that could not be linked to specific students were not used in the analysis. Table TN-2 shows the approximate numbers of student surveys, teacher surveys, and school principal surveys that were used in the analyses for this report.

Table TN-2. Number of completed surveys used in analysis, by respondent type

Respondent type	Grade 4	Grade 8
Students	2,600	2,500
Teachers	480	820
School principals	240	230

NOTE: The numbers of students are rounded to the nearest hundred. The number of teachers and school principals are rounded to the nearest ten.

The weighted school response rates were 87 percent at grade 4 and 93 percent at grade 8. The weighted student response rates were 95 percent at grade 4 and 91 percent at grade 8. No separate samples were drawn for teachers or school principals. However, a weighted item response rate was calculated for teachers and school principals based on completed questionnaires using student weights since the student was the unit of analysis. Accordingly, at grade 4, completed questionnaires were obtained from school principals for 100 percent of students and from teachers for 99 percent of students. At grade 8, completed school questionnaires were obtained for 99 percent of students, completed mathematics teacher questionnaires were obtained for 93 percent of students, and completed reading teacher questionnaires were obtained for 94 percent of students.²

Unweighted response rates were as follows: 87 percent for grade 4 schools, 92 percent for grade 4 students, 87 percent for grade 8 schools, 89 percent for grade 8 students. Completed school questionnaires were obtained from principals for 100 percent of students at each grade. Completed teacher questionnaires were obtained for 99 percent of students at grade 4. At grade 8, completed mathematics teacher questionnaires were obtained for 96 percent of students, and completed reading teacher questionnaires were obtained for 95 percent of students.

Because the weighted school response rates for private schools failed to meet the NCES standard of 85 percent, nonresponse bias analyses were conducted. The nonresponse bias analyses were conducted for both schools and students, even though the weighted student response rates were high enough not to automatically trigger such analyses under the NCES standards. The bias analysis indicated that the relatively poor response rate of private schools, and the relatively poor student response rate in Alaska, had introduced some potential for nonresponse bias at both grades. However, it is important to remember that each of these groups constitutes a small percentage of the national AI/AN population (less

than 5 percent in the case of private schools and less than 10 percent in the case of Alaska Native students). Thus, for most characteristics of interest from the survey, the potential for nonresponse bias remains modest. The only evidence of bias found at the school level was for private schools; and since only about 5 percent of AI/AN students are in private schools, there is evidence of little bias in the overall results.

Weighting

The general purpose of weighting is to adjust for the unequal probabilities of selection of schools and students, and to compensate for the effects of nonresponse by schools and students selected to participate.

The school probability of selection was a function of three factors: the NAEP selection, the probability of being retained for NIES part II, and the number of AI/AN students in the NAEP sample per school. Nonresponse adjustments at the school level attempted to mitigate the impact of differential response by school type (public, private, and BIA), region, and estimated percentage enrollment of AI/AN students. For student weights, nonresponse adjustments took account of differential response rates based on student age (above age for grade level or not) and English language learner status.

In order to partially counteract the negative impact of the low private school participation, a post-stratification adjustment was applied to the NIES Part II weights. The relative weighted proportions of students from public, private, and BIA schools, respectively, were adjusted to match those from the NIES Part I data. This not only ensured greater consistency between the findings of the two NIES components, but since these proportions were more reliably estimated from the NIES Part I data (which involved a far larger school sample than Part II), this weight adjustment increased the accuracy and reliability of the NIES Part II results.

² Ninety-three percent of grade 4 students and 90 percent of grade 8 students had school questionnaires completed by a principal or head of school. Furthermore, among the remainder, 4 to 6 percent had school questionnaires completed by an assistant principal, and 3 to 4 percent had school questionnaires completed by a school counselor, a teacher, or someone else.

The complex sample design of NIES Part II (with the added complexity of NAEP) resulted in a wide variability of student sample weights from the overall average weight. Sampling weights improve the validity of inferences to be drawn between the student samples and their respective populations by helping to ensure that the results of the survey are fully representative of the target population. For NIES, as for NAEP, weights are computed for both schools and students. The school weights become one component in calculating the student weights. The student weights are the weights used in analysis.

Data collection procedures

NIES study representatives (NCES data collection contractor staff) visited the schools in April and May of 2005 to administer the Part II survey questionnaires. Students completed the questionnaires in group settings, proctored by the study representatives. In order to decrease the possibility that survey responses would be adversely affected by students' reading levels, the questions were read out loud to all grade 4 students and to grade 8 students who school staff thought might need assistance. In addition, the study representatives were available to answer any questions that students had as they worked on the questionnaires.

The NAEP background questionnaires, which form the basis for the non-AI/AN student data included in this report, were collected in a similar fashion. That is, students completed the questionnaires in a proctored group setting where questions were read out loud at grade 4 but not at grade 8 unless requested. Study representatives were available to answer any questions.

For both NIES and NAEP, teachers and school principals were asked to complete the questionnaires on their own, either prior to or during the visit from the study representative.

In order to maximize the resources available to this study, a different data collection procedure was used at about 20 percent of the NIES Part II schools, primarily schools that were remotely located and had only a few AI/AN students. In these cases, all of the survey materials were mailed to the schools, and the

schools were asked to administer the questionnaires and return them by mail. Detailed instructions were provided for identifying teachers and students to be surveyed, administering the student questionnaires, responding to questions from students, and labeling and returning survey materials. The goal was to keep the administration procedures as parallel as possible for mail schools and schools that were visited in person. Although mail mode was used at about 20 percent of the sampled schools (unweighted), these schools generally had only one or two sampled students. Consequently, only about 2 percent of the sampled students were at mail-mode schools. Comparisons by mode were limited given the extreme differences in sample sizes, but insofar as could be determined, there were no differences in the quality or completeness of the data obtained from mail-mode schools.

Definitions of demographic variables

Most of the variables used in this report are based directly on questions from the student, teacher, and school questionnaires. The exact wording of these questions is available online at <http://nces.ed.gov/nationsreportcard/nies.asp>. Discussed next are demographic variables that take their meaning from other sources.

High and low AI/AN density schools

Throughout the report, results are reported separately for students attending schools with high or low density, that is, high or low proportions of AI/AN students. The Office of Indian Education (OIE) defines high density schools as those in which 25 percent or more of the students are AI/AN. Schools in which less than 25 percent of the students are AI/AN are considered low density schools.

The percent AI/AN was calculated for this report by dividing the response to question 4 on the school questionnaire (How many AI/AN students are enrolled at your school?) by the response to question 3 (What is the total student enrollment at your school?). When responses from the questionnaire were missing or out of range, information was substituted from the CCD or the PSS.

Region

NIES did not obtain information on the locations of students' homes. However, students are described in terms of the locations (regions and community types) of the schools they attend. The five regions that are used are Atlantic, North Central, South Central, Mountain, and Pacific. These regions are based on Census divisions or aggregations of Census divisions. The states contained in each region are shown in figure 2-2 in chapter 2.

Community type

Three or four mutually exclusive community types are defined based on the physical location of the student's school (as provided by addresses in the CCD and the PSS) and on characteristics of the population in that location. Classification is based on three factors: (1) location within or outside a metropolitan area (as defined by standards of the U.S. Office of Management and Budget); (2) location in a city or town designated as either urban or rural (based on U.S. Census Bureau classifications); and (3) the population size of that city or town (also based on U.S. Census data). A metropolitan area typically includes at least one principal city with a population of at least 50,000 and adjacent areas that have economic and social ties with the urban center. Metropolitan areas are coterminous with county boundaries.

Central city

The central city category includes large cities (principal cities of metropolitan areas having populations of at least 250,000) and mid-sized cities (principal cities of metropolitan areas having populations less than 250,000). Central city is a geographic term and is not synonymous with "inner city."

Urban fringe/large town

The urban fringe category includes locations within metropolitan areas of large or mid-sized cities, in cities or towns classified as urban by the U.S. Census Bureau, but not qualifying as principal cities. The large town category includes locations outside metropolitan areas, in towns with populations of at least 25,000.

Rural/small town

The rural category includes all locations within or outside statistical areas classified as rural by the U.S. Census Bureau. The small town category includes locations outside metropolitan areas, in towns with populations of at least 2,500, but less than or equal to 25,000.

Data for small towns and rural areas are combined in figure 2-3 but shown separately in table A-3.

Eligibility for free/reduced-price school lunch

As part of the Department of Agriculture's National School Lunch Program, schools can receive cash subsidies and donated commodities in return for offering free or reduced-price lunches to eligible children. Based on available school records, students were classified as either currently eligible for free/reduced-price school lunch or not eligible. Eligibility for the program is determined by a student's family income in relation to the federally established poverty level. Free lunch qualification is set at 130 percent of the poverty level or below, and reduced-price lunch qualification is set at between 130 and 185 percent of the poverty level. (For the period July 1, 2004, through June 30, 2005, for a family of four, 130 percent of the poverty level was \$24,505, and 185 percent was \$34,873. See <http://www.fns.usda.gov/cnd/lunch> for more information.) The classification applies only to the school year when the survey was administered (i.e., the 2004–2005 school year) and is not based on eligibility in previous years. If school records were not available, the student was classified as "Information not available." If the school did not participate in the program, all students in that school were classified as "Information not available."

English language learner and disability status

A student's designation as an English language learner (ELL) or as a student with a disability (SD) is based on school records. SD students included all students with either an Individualized Education Plan or Section 504 plan in place or with one in progress. Study representatives compiled this information when they visited the schools to conduct the surveys.

The NIES sample only included students who were able to respond to the student surveys either independently or with assistance from the survey's administrator. For example, the survey's administrator could read the survey out loud or could clarify the intent of the survey questions when asked. Some students with severe disabilities or very limited English proficiency were therefore excluded from the study results.

School funding for AI/AN education

Several types of school funding relevant to AI/AN education are surveyed in this report. Titles I, II, III, and VII funds are all authorized under the U.S. Elementary and Secondary Education Act, No Child Left Behind. Title I funds are intended for improving the academic achievement of the disadvantaged. Title II provides funds for preparing, training, and recruiting high quality teachers and principals. Title III addresses language instruction for English language learners and immigrant students, and Title VII is designated for Indian, Native Hawaiian, and Alaska Native education.

Impact Aid, Johnson-O'Malley, and Alaska Native Education Programs are also federal funding programs. Impact Aid is provided to local school districts that include within their boundaries parcels of land that are owned by the Federal Government or that have been removed from the local tax rolls by the Federal Government, including Indian lands. The Johnson-O'Malley program provides supplemental educational aid for AI/AN students through contracts with tribes, tribal organizations, school districts, and state education agencies. Alaska Native Education Programs provide grants to help meet the unique educational needs of Alaska Natives and to support the development of supplemental educational programs to benefit Alaska Natives.

Race/ethnicity

Teachers and students both completed the same two questions about race/ethnicity. In compliance with guidelines set by the Office of Management and Budget for all federal data collection, the first question asked whether or not a respondent was Hispanic or Latino. The second question asked respondents to

indicate "which of the following best describes you" and listed five race groups: White, Black or African American, Asian, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander. Respondents were instructed to mark all choices that applied.

Based on responses to these two questions, teachers were classified as "AI/AN only," "AI/AN plus at least one other race or ethnicity," "White," and "other." Students' self-identifications were classified as "AI/AN only," "AI/AN plus at least one other race or ethnicity," or "not AI/AN." All students in the NIES study were identified as AI/AN by school records. During data collection, some cases arose in which schools determined that students had been incorrectly classified as AI/AN. In those cases, the students were reclassified at the schools' direction, and they were not included in the NIES study.

Development of composite variables

Three composite variables were developed for use in this report: literacy materials in the home, school climate, and school/family communication opportunities.

Literacy materials in the home

This variable was constructed from responses to four questions on the student questionnaires:

- Does your family get a newspaper at least four times a week? Yes/No
- Does your family get any magazines regularly? Yes/No
- How many books are there in your home? Few (0–10)/Enough to fill one shelf (11–25)/Enough to fill one bookcase (26–100)/Enough to fill several bookcases (more than 100)
- Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer. Yes/No

Based on procedures used in previous NAEP assessments, scoring for the composite variable gave students 1 point for each "yes" response and 1 point for having more than 25 books. Students were then

classified as having 0 to 2 types of literacy materials, 3 types, or 4 types. The composite was set to “missing” if 2 or more of the component variables were missing.

Average school climate rating

This variable was constructed from the responses to one question with seven subparts on the school questionnaire completed by principals:

Considering all of the students in your school, to what degree is each of the following a problem in your school?

- student absenteeism
- student tardiness
- student health problems
- lack of parent involvement
- student misbehavior in class
- physical conflicts among students
- drug or alcohol use by students.

For each area of concern, respondents indicated whether it was “not a problem,” “a minor problem,” “a moderate problem,” or “a serious problem.” These responses were given numeric values ranging from 0 (not a problem) to 3 (serious problem). To create an average school climate rating for each school, the non-missing responses for that school were averaged and then multiplied by 7, which was equivalent to the number of survey questions contributing to the variable. The resultant variable had values between 0 and 21.

Average rating for communication opportunities between schools and families

Another question on the school questionnaire was used for this rating. This question had six subparts and read as follows:

In a typical school year, how often does your school provide each of the following opportunities for communication between school and families?

- teacher/family conferences (individual or group)
- information sent home about school such as expectations, procedures, calendars of events, etc.
- written reports (report cards) of child’s performance sent home
- events at school in which families are invited to participate
- opportunities to participate in formulation of school policies and improvement plans
- opportunities to share native or family histories and traditions as part of the instructional program

For each type of communication opportunity, respondents indicated whether, during the specified time frame, it was offered “never,” “1 or 2 times,” “3 or 4 times,” or “5 or more times.” These responses were given numeric values ranging from 0 (never) to 3 (5 or more times). To create an average communications opportunities rating for each school, the non-missing responses for that school were averaged and then multiplied by 6, which was equivalent to the number of survey questions contributing to the variable. The resultant variable had values between 0 and 18.

Drawing inferences from the results

The reported statistics are estimates of population quantiles based on samples of students and are therefore subject to uncertainty. The magnitude of this uncertainty is reflected in the standard error of each of the estimates. When, for example, the percentages of certain groups are compared, the estimated standard error should be taken into account. Therefore, the comparisons are based on statistical tests that consider both the magnitude of the differences between the percentages and the estimated standard errors of the percentages being compared. Estimates based on smaller groups are likely to have relatively large standard errors. As a consequence, a numerical difference that seems large may not be statistically significant. Furthermore, differences of the same magnitude may or may not be statistically significant, depending on the size of the standard errors. The differences described in this report have been determined to be statistically significant at the .05 level with appropriate adjustments for multiple comparisons.

For the data in this report, all the estimates have corresponding standard errors of the estimates. These standard errors can be found in the Data Appendix.

Variance estimation and tests of significance

Because of the complex sampling design, conventional formulas for estimating sampling variability that assume simple random sampling are inappropriate. Instead, a jackknife replication procedure is used to estimate standard errors. Replication methods involve constructing a number of subsamples, or replicates, from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The replicate weights are used to compute the standard error of a given statistic.

The tests of significance used in the analyses for this report are based on Student's *t* statistics. The formula used to compute the Student's *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where *E*₁ and *E*₂ are the estimates of the two groups being compared, and *SE*₁ and *SE*₂ their respective standard error.

As the number of comparisons that are conducted at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance; that is, it will be erroneously identified as significantly different from zero. Even when there is no statistical difference at the .05 level between the percentages being compared, there is a 5 percent chance of getting a significant *t* value from sampling error alone. As the number of comparisons increases, the chance

of making this type of error increases. To hold the significance level for the set of comparisons at a particular level (e.g., .05), appropriate adjustments for multiple comparisons have been made in this report. The false discovery rate (FDR) procedure (Benjamini and Hochberg 1995) was used to control the certainty level.

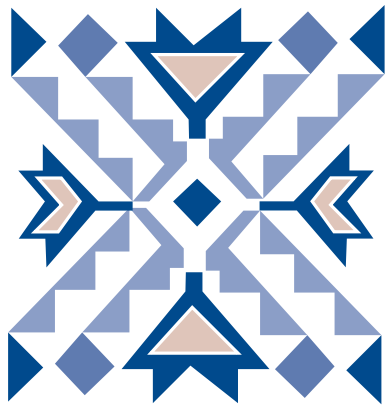
Unlike the other multiple comparison procedures that control the familywise error rate (i.e., the probability of making even one false rejection in the set of comparisons), the FDR procedure controls the expected proportion of falsely rejected hypotheses.

The Benjamini and Hochberg application of the FDR criterion can be described as follows. Let *q* be the number of significance tests made and let $P(1) \leq P(2) \leq \dots \leq P(q)$ be the ordered significance levels of the *q* tests, from the smallest to the highest p-value. Let *a* be the combined significance level desired. The procedure compares *P*(*q*) with *a*, *P*(*q*-1) with $a(q-1)/q$, . . . , *P*(1) with a/q , stopping the comparisons with the largest *j* such that $P(j) \leq aj/q$. Reject all hypotheses corresponding to *P*(1) , . . . , *P*(*j*).

Comparisons to non-AI/AN students

All estimates for AI/AN students in total, or subdivided by school density, are derived from the NIES Part II sample. Estimates for non-AI/AN students are derived from NAEP. Statistical comparisons between AI/AN students and non-AI/AN students are restricted to those questions that were asked in exactly the same way on the two surveys. For this limited set of variables, there were actually two estimates of total AI/AN distributions—one derived from the NIES Part II survey and one derived from NAEP. For consistency with the rest of the report, as indicated above, NIES Part II estimates for the AI/AN population were always chosen.

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DATA APPENDIX

The Data Appendix contains estimates and standard errors for each of the tables and figures in the body of the report. In addition, some Data Appendix tables provide estimates and standard errors that support findings mentioned in the text of the report without accompanying tables or figures. Where this occurs, the text includes a reference to the relevant table in the Data Appendix.

Table A-1. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density: 2005 [Estimates and standard errors for data discussed on page 5]

Grade	School density	
	High	Low
Grade 4	50 (3.0)	50 (3.0)
Grade 8	45 (4.3)	55 (4.3)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-2. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and region: 2005 [Estimates and standard errors for figure 2-2]

Region	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
Mountain	29* (2.3)	7 (0.1)	38* (5.0)	20 (2.1)
South Central	27* (1.2)	18 (0.2)	32* (2.8)	22 (2.0)
Pacific	19 (1.5)	18 (0.2)	10* (2.7)	28 (2.4)
North Central	14* (1.7)	22 (0.2)	9* (2.1)	19 (2.6)
Atlantic	11* (2.2)	36 (0.2)	10 (4.3)	11 (1.9)
Grade 8				
Mountain	34* (2.7)	7 (0.1)	49* (5.6)	21 (2.5)
South Central	23* (1.8)	18 (0.2)	26 (3.9)	21 (3.0)
Pacific	20* (1.7)	17 (0.3)	10* (3.4)	29 (2.5)
North Central	13* (1.4)	23 (0.2)	9 (2.9)	17 (2.0)
Atlantic	9* (1.2)	36 (0.3)	6 (3.4)	12 (1.8)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-3. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and community type: 2005 [Estimates and standard errors for figure 2-3]

Community type	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
Small town	20* (3.5)	6 (0.2)	27 (6.3)	13 (3.0)
Rural	29* (2.9)	18 (0.3)	48* (6.1)	11 (3.0)
Urban fringe/large town	32* (3.2)	44 (0.3)	23* (5.6)	42 (3.5)
Central city	18* (1.6)	32 (0.3)	3* (1.8)	33 (2.7)
Grade 8				
Small town	20* (3.7)	7 (0.3)	25 (7.2)	17 (3.4)
Rural	33* (4.1)	18 (0.2)	55* (6.7)	14 (3.1)
Urban fringe/large town	30* (3.0)	43 (0.4)	16* (5.3)	41 (3.8)
Central city	17* (1.4)	31 (0.4)	3* (2.4)	29 (2.8)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-4. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and eligibility for free or reduced-price school lunch: 2005 [Estimates and standard errors for figure 2-4]

Eligibility for free or reduced-price lunch	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
Eligible	65* (2.7)	41 (0.3)	74* (4.3)	56 (2.4)
Not eligible	27* (1.9)	51 (0.3)	17* (2.3)	37 (2.7)
Data not available	8 (2.4)	8 (0.3)	9 (4.5)	6 (2.0)
Grade 8				
Eligible	64* (2.4)	36 (0.3)	81* (2.4)	50 (3.1)
Not eligible	33* (2.4)	56 (0.4)	17* (2.1)	45 (3.3)
Data not available	3* (1.0)	8 (0.3)	2 (1.2)	5 (1.4)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-5. Percentage of grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and highest level of education reported for either parent: 2005 [Estimates and standard errors for figure 2-5]

Highest level of education of either parent	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Unknown	16 (1.2)	10 (0.1)	19 (1.5)	14 (1.8)
Did not finish high school	9 (1.2)	7 (0.1)	9 (1.5)	10 (1.8)
High school diploma or GED	21 (1.5)	17 (0.1)	20 (1.3)	21 (2.3)
Some education after high school	25 (1.5)	17 (0.1)	25 (1.2)	25 (2.4)
Graduated from college	29 (1.6)	48 (0.2)	27 (1.5)	31 (2.5)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding. GED option was provided on NIES survey but not on NAEP.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-6. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and the number of different types of literacy materials in their homes: 2005 [Estimates and standard errors for figure 2-6]

Number of different types of literacy materials	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
0-2	61* (1.6)	56 (0.2)	63 (1.9)	59 (2.6)
3	28 (1.6)	30 (0.2)	26 (1.4)	30 (2.8)
4	12 (1.0)	14 (0.1)	12 (1.1)	11 (1.9)
Grade 8				
0-2	47* (1.6)	40 (0.2)	54* (1.6)	41 (2.7)
3	31 (1.6)	34 (0.2)	28 (1.4)	34 (2.5)
4	22 (1.5)	25 (0.2)	18* (2.0)	25 (2.3)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding. Types of literacy materials include newspapers, magazines, encyclopedias, and more than 25 books.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-7. Percentage of grade 4 and grade 8 students who reported that they have a computer at home that they use, by American Indian/Alaska Native (AI/AN) status and school density: 2005 [Estimates and standard errors for figure 2-7]

Grade	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4	69* (1.4)	86 (0.1)	62* (1.8)	76 (2.1)
Grade 8	72* (1.8)	90 (0.1)	60* (1.7)	81 (2.2)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-8. Percentage of grade 4 and grade 8 students classified as English language learners, by American Indian/Alaska Native (AI/AN) status and school density: 2005 [Estimates and standard errors for figure 2-8]

Grade	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4	14* (2.1)	8 (0.2)	26*(3.9)	2 (0.7)
Grade 8	13* (1.9)	5 (0.1)	24*(3.5)	3 (1.1)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-9. Percentage of grade 4 and grade 8 students classified as students with disabilities, by American Indian/Alaska Native (AI/AN) status and school density: 2005 [Estimates and standard errors for figure 2-9]

Grade	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4	17* (1.4)	9 (0.1)	14* (1.7)	19 (2.0)
Grade 8	15* (1.2)	9 (0.1)	14 (1.8)	15 (1.8)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-10. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and self-identification as AI/AN: 2005 [Estimates and standard errors for table 2-1]

Self-identification	Total	School density	
		High	Low
Grade 4			
Identifies as AI/AN only	44 (2.3)	57* (2.7)	31 (2.6)
Identifies as AI/AN in combination	42 (2.0)	31* (2.3)	52 (2.6)
Does not self-identify as AI/AN	14 (1.2)	12* (1.2)	17 (2.0)
Grade 8			
Identifies as AI/AN only	51 (2.4)	64* (3.6)	41 (2.7)
Identifies as AI/AN in combination	35 (2.0)	26* (3.0)	42 (2.3)
Does not self-identify as AI/AN	14 (1.3)	9* (1.9)	18 (1.6)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: All students were classified as AI/AN by school records. The category "Identifies as AI/AN in combination" includes students who identified themselves as Hispanic and AI/AN as well as students who selected AI/AN plus a second race. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-11. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and self-reported extent of knowledge about their tribe or village: 2005 [Estimates and standard errors for table 2-2]

Knowledge about tribe or village	Total	School density	
		High	Low
Not very much	38 (1.5)	35* (1.7)	42 (2.7)
Some	41 (1.6)	40 (1.7)	42 (2.7)
A lot	21 (1.2)	26* (1.6)	16 (1.7)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-12. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and self-reported extent of knowledge about aspects of their tribe or village: 2005 [Estimates and standard errors for table 2-3]

Knowledge about	Total	School density	
		High	Low
Current events and issues important to tribe or village			
Poor	27 (2.0)	16* (1.9)	36 (2.8)
Fair	32 (1.5)	33 (1.8)	31 (2.2)
Good	34 (1.7)	42* (2.3)	28 (2.7)
Excellent	7 (0.8)	9 (1.3)	6 (1.0)
Traditions of tribe or village			
Poor	27 (1.7)	17* (2.2)	36 (2.5)
Fair	28 (1.6)	28 (2.3)	28 (2.2)
Good	32 (1.9)	40* (3.0)	26 (2.2)
Excellent	13 (1.3)	16* (2.2)	10 (1.4)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-13. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and attendance at ceremonies and gatherings given by members of their tribe or village: 2005 [Estimates and standard errors for table 2-4]

Attendance at ceremonies and gatherings	Total	School density	
		High	Low
Grade 4			
Never	36 (1.7)	31* (1.9)	42 (2.9)
Less than once a year	12 (1.0)	13 (1.0)	11 (1.7)
At least once a year	25 (1.3)	23 (1.6)	26 (2.3)
Several times a year	27 (1.2)	33* (1.5)	21 (2.2)
Grade 8			
Never	36 (2.3)	25* (2.7)	46 (3.0)
Less than once a year	17 (1.3)	16 (1.7)	17 (2.0)
At least once a year	23 (1.2)	24 (1.5)	22 (2.0)
Several times a year	24 (1.7)	35* (3.0)	15 (1.7)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-14. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency of participation in various tribal or village activities: 2005 [Estimates and standard errors for data discussed on page 17]

Participation in various tribal or village activities	Total	School density	
		High	Low
Gatherings of people from many tribes or villages (for example, a powwow or potlatch)			
Never	35 (2.1)	28 (3.6)	40 (2.8)
Less than once a year	17 (1.3)	20 (1.8)	15 (1.8)
At least once a year	26 (1.5)	27 (2.3)	25 (2.2)
Several times a year	22 (1.7)	25 (3.4)	19 (2.0)
Camps or lodges that teach about the traditions of the students' tribe or village			
Never	58 (1.9)	54 (3.0)	62 (2.7)
Less than once a year	19 (1.1)	18 (1.1)	20 (2.0)
At least once a year	15 (1.3)	18 (2.4)	13 (1.8)
Several times a year	7 (0.8)	10* (1.3)	5 (0.9)
Other community activities that teach about the traditions of the students' tribe or village (for example, weaving rugs or whale hunting)			
Never	57 (2.0)	52 (3.0)	61 (2.7)
Less than once a year	20 (1.5)	20 (1.9)	20 (2.2)
At least once a year	14 (1.1)	15 (1.6)	13 (1.5)
Several times a year	9 (1.2)	13* (2.0)	6 (1.3)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-15. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency with which students' families communicate in their traditional languages: 2005 [Estimates and standard errors for table 2-5]

Traditional language use within family	Total	School density	
		High	Low
Grade 4			
Never	41 (2.1)	29* (2.4)	54 (2.9)
Once in a while	31 (1.5)	29 (1.8)	33 (2.5)
About half of the time	12 (0.9)	16* (1.2)	8 (1.3)
All or most of the time	16 (1.3)	26* (1.9)	6 (1.3)
Grade 8			
Never	51 (2.6)	30* (3.4)	68 (2.9)
Once in a while	26 (2.2)	28 (3.2)	25 (2.6)
About half of the time	10 (1.1)	18* (1.9)	4 (0.9)
All or most of the time	12 (2.0)	24* (4.0)	3 (0.9)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-16. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and school-based opportunities to learn about their AI/AN culture in the past year: 2005 [Estimates and standard errors for table 2-6]

Opportunities to learn about AI/AN culture	Total	School density	
		High	Low
Class went on field trips or attended special events to learn about American Indians or Alaska Natives	45 (2.4)	47 (3.3)	44 (3.4)
Checked out books or videos about American Indians or Alaska Natives from the school library	45 (2.0)	43 (2.1)	48 (3.3)
Elders or other people from tribe or village came to school to teach about culture and traditions	29 (2.3)	39* (3.0)	19 (2.7)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-17. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and school-based opportunities to learn about their AI/AN culture in the past year: 2005 [Estimates and standard errors for table 2-7]

Opportunities to learn about AI/AN culture	Total	School density	
		High	Low
Books, videos, or computer software with information about American Indian or Alaska Native history and traditions	50 (2.3)	60* (2.6)	42 (2.7)
Performances of traditional American Indian or Alaska Native music and dance	26 (3.0)	40* (5.7)	14 (2.9)
Class visits by elders or other people from tribe or village to share history and oral traditions	22 (2.7)	35* (5.2)	11 (2.0)
Craft demonstrations by members of tribe or village	21 (2.4)	35* (4.5)	10 (1.5)
Field trips to museums, traditional villages, or other places that tell about American Indian or Alaska Native history or traditions	17 (1.8)	27* (3.1)	9 (1.8)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-18. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and how much the students like school: 2005 [Estimates and standard errors for figure 2-10]

How much students like school	Total	School density	
		High	Low
Not at all	11 (1.0)	13 (1.1)	10 (1.6)
Not very much	9 (0.8)	10 (0.9)	9 (1.4)
A little	30 (1.5)	26* (1.5)	34 (2.2)
Very much	49 (1.9)	51 (2.2)	48 (3.2)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-19. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and how much the students believe that what they are learning in school will prepare them for the life they want to lead: 2005 [Estimates and standard errors for figure 2-11]

Extent school will prepare students for the life they want to lead	Total	School density	
		High	Low
Not at all	3 (0.5)	3 (0.7)	3 (0.7)
Only a little	11 (1.0)	10 (0.9)	11 (1.6)
A fair amount	41 (1.6)	39 (1.8)	44 (2.5)
Very much	45 (1.7)	48 (2.5)	42 (2.3)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-20. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and their goals in school: 2005 [Estimates and standard errors for figures 2-12 and 2-13]

Goal in school	Total	School density	
		High	Low
Grade 4			
Probably go to college	65 (1.6)	65 (1.6)	65 (2.8)
Probably graduate from high school, but not go to college	6 (0.7)	7 (0.9)	5 (1.1)
Probably won't graduate from high school	1 (0.2)	1 (0.2)	1 (0.3)
Don't know	28 (1.4)	27 (1.5)	29 (2.5)
Grade 8			
Probably go to college	77 (1.2)	74 (1.5)	79 (1.7)
Probably get job training after high school	8 (0.7)	10 (0.8)	7 (1.0)
Probably graduate from high school, but not get any more education after that	4 (0.7)	4 (1.0)	4 (0.9)
Probably won't graduate from high school	1 (0.2)	1 (0.3)	# (†)
Don't know	10 (0.8)	12 (1.0)	9 (1.3)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-21. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and how often they talk about things they have studied in school with someone in their families: 2005 [Estimates and standard errors for figure 2-14]

Talk about school studies with family	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
Never or hardly ever	17 (1.1)	18 (0.1)	20 (1.4)	14 (1.7)
Once every few weeks	11 (1.0)	13 (0.1)	11 (0.9)	11 (1.8)
About once a week	11 (1.1)	11 (0.1)	12 (0.9)	10 (1.7)
2 or 3 times a week	22 (1.5)	20 (0.1)	21 (1.2)	22 (2.5)
Every day	39 (1.7)	38 (0.2)	36 (1.5)	43 (2.9)
Grade 8				
Never or hardly ever	17 (1.1)	22 (0.2)	19 (1.8)	15 (1.5)
Once every few weeks	12 (0.8)	18 (0.1)	14 (1.1)	11 (1.5)
About once a week	16 (1.0)	18 (0.1)	18 (1.0)	15 (1.7)
2 or 3 times a week	30 (1.2)	22 (0.2)	29 (1.4)	31 (2.0)
Every day	24 (1.2)	20 (0.1)	20 (1.4)	27 (2.1)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-22. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and how often someone in their families helps them with schoolwork: 2005 [Estimates and standard errors for figure 2-15]

Family help with schoolwork	Total	School density	
		High	Low
Grade 4			
Never or hardly ever	16 (1.2)	16 (1.4)	15 (1.9)
Once every few weeks	11 (1.0)	12 (1.1)	11 (1.7)
About once a week	11 (0.9)	10 (0.9)	11 (1.6)
2 or 3 times a week	25 (1.4)	23 (1.3)	28 (2.5)
Every day	37 (1.6)	39 (2.0)	35 (3.0)
Grade 8			
Never or hardly ever	26 (1.4)	26 (1.7)	25 (2.1)
Once every few weeks	17 (1.3)	18 (1.7)	16 (1.7)
About once a week	18 (1.2)	17 (1.6)	19 (1.9)
2 or 3 times a week	27 (1.5)	27 (1.8)	27 (2.4)
Every day	13 (1.3)	13 (1.4)	13 (1.9)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-23. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and the number of days they were absent from school in the last month: 2005 [Estimates and standard errors for figure 2-16]

Days absent in the last month	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
None	39* (1.3)	52 (0.2)	38 (1.4)	40 (2.6)
1 or 2 days	33* (1.5)	29 (0.2)	32 (1.1)	34 (2.8)
3 or 4 days	16* (1.1)	12 (0.1)	18 (0.9)	14 (2.0)
5 to 10 days	7* (0.7)	5 (0.1)	7 (0.7)	7 (1.2)
More than 10 days	5* (0.7)	2 (0.1)	5 (0.7)	5 (1.0)
Grade 8				
None	35* (1.8)	44 (0.2)	32 (2.4)	37 (2.4)
1 or 2 days	35 (1.7)	35 (0.2)	34 (2.1)	37 (2.3)
3 or 4 days	16* (1.1)	13 (0.1)	18 (1.2)	15 (1.9)
5 to 10 days	10* (0.7)	5 (0.1)	12* (1.0)	8 (0.9)
More than 10 days	4* (0.6)	2 (0.1)	4 (0.7)	4 (1.0)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-24. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and the number of times during the school year they talked to a teacher or a school counselor about what they hope to get out of school or what classes they should take: 2005 [Estimates and standard errors for figure 2-17]

Talked to a teacher or counselor	Total	School density	
		High	Low
Never	45 (1.7)	50 (2.3)	41 (2.6)
1 time	27 (1.6)	25 (2.0)	29 (2.2)
2 or 3 times	21 (1.3)	18 (1.5)	23 (2.1)
4 or more times	7 (1.0)	8 (1.8)	6 (1.2)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-25. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students who reported playing on a team or belonging to a club at school during the school year, by school density: 2005 [Estimates and standard errors for figure 2-18]

Playing on a team or belonging to a club	Total	School density	
		High	Low
Grade 8	61 (1.9)	64 (3.0)	58 (2.7)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-26. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by attendance at schools with different proportions of AI/AN students in the student body: 2005 [Estimates and standard errors for table 3-1]

School percentage of AI/AN students	Grade 4	Grade 8
0–5	31 (2.2)	33 (2.6)
6–10	9 (1.6)	7 (1.7)
11–25	12 (1.9)	15 (3.4)
26–50	13 (2.8)	16 (3.7)
51–75	9 (1.7)	4 (2.0)
76–100	27 (3.9)	25 (4.0)

NOTE: Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-27. Average enrollment of grade 4 and grade 8 students in schools serving American Indian/Alaska Native (AI/AN) students, by AI/AN status and school density: 2005 [Estimates and standard errors for table 3-2]

Grade	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4	435 (20.9)	426 (6.4)	399 (38.5)	472 (15.4)
Grade 8	570* (30.6)	469 (8.6)	396*(54.2)	712 (30.3)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-28. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and attendance at schools with different proportions of students in the school who are eligible for free or reduced-price school lunch: 2005 [Estimates and standard errors for table 3-3 and figure 3-1]

School percentage of students eligible for free or reduced-price lunch	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
0	1 (0.7)	1 (0.1)	1 (1.5)	# (†)
1–5	1* (0.6)	8 (0.5)	# (†)	1 (1.0)
6–10	2* (0.8)	6 (0.4)	# (†)	3 (1.4)
11–25	6* (1.5)	17 (0.5)	# (†)	10 (2.6)
26–50	31 (3.9)	26 (0.7)	15* (5.1)	44 (4.4)
51–75	30 (4.4)	21 (0.6)	35 (8.4)	26 (4.0)
76–100	30 (4.6)	22 (0.6)	49* (8.9)	15 (2.9)
Grade 8				
0	# (†)	1 (0.1)	# (†)	# (†)
1–5	1* (0.6)	6 (0.4)	# (†)	2 (1.0)
6–10	1* (0.7)	7 (0.4)	# (†)	2 (1.1)
11–25	12* (2.3)	19 (0.6)	# (†)	20 (3.5)
26–50	31 (3.2)	33 (0.6)	12* (4.4)	43 (4.1)
51–75	32 (5.2)	20 (0.6)	50 (11.5)	21 (3.7)
76–100	22 (4.4)	14 (0.4)	38 (11.1)	13 (2.7)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-29. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and school type: 2005 [Estimates and standard errors for table 3-4]

School type	Total	School density	
		High	Low
Grade 4			
Regular public school	87 (1.9)	81* (2.9)	94 (2.0)
Other school	13 (1.9)	19* (2.9)	6 (2.0)
Grade 8			
Regular public school	86 (2.8)	75* (4.9)	96 (1.5)
Other school	14 (2.8)	25* (4.9)	4 (1.5)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Regular public school includes schools that identified themselves as regular public schools only and as both regular public and something else. The other school category includes charter public schools, alternative schools, Bureau of Indian Affairs schools, and tribal contract/grant schools. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-30. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and various sources of school funding: 2005 [Estimates and standard errors for table 3-5]

Sources of school funding	Total	School density	
		High	Low
Grade 4			
Title I funds	85 (2.2)	96* (2.3)	74 (3.6)
Title II funds	63 (3.7)	70* (6.8)	55 (3.6)
Title III or other bilingual or English as a Second Language funds	52 (3.8)	56 (6.3)	47 (3.6)
Impact Aid Program	40 (3.7)	61* (6.4)	19 (3.2)
Title VII Indian Education Formula Grant	31 (3.3)	50* (5.8)	12 (2.7)
Johnson-O'Malley Grant	32 (2.5)	53* (4.9)	11 (2.0)
Title VII Discretionary Grant under Indian Education	9 (2.2)	15* (4.4)	3 (0.2)
Alaska Native Education Programs	1 (0.8)	2 (1.6)	# (†)
Other funding sources related to AI/AN education (e.g., grants, donations, etc.)	14 (3.2)	21* (5.8)	6 (2.1)
Grade 8			
Title I funds	67 (4.1)	86* (6.5)	52 (4.4)
Title II funds	54 (4.6)	72* (7.9)	39 (4.5)
Title III or other bilingual or English as a Second Language funds	48 (4.2)	49 (7.2)	48 (4.7)
Impact Aid Program	33 (3.9)	61* (6.9)	9 (2.6)
Title VII Indian Education Formula Grant	29 (3.3)	46* (6.5)	15 (3.2)
Johnson-O'Malley Grant	29 (4.2)	54* (7.9)	8 (2.5)
Title VII Discretionary Grant under Indian Education	9 (2.7)	17* (5.2)	2 (1.0)
Alaska Native Education Programs	2 (1.0)	3 (1.8)	2 (1.1)
Other funding sources related to AI/AN education (e.g., grants, donations, etc.)	20 (4.3)	38* (9.1)	5 (2.3)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-31. Principals' average school-climate ratings for grades 4 and 8, by school density: 2005 [Estimates and standard errors for figure 3-2]

Grade	Total	School density	
		High	Low
Grade 4	8 (0.3)	9* (0.6)	6 (0.3)
Grade 8	9 (0.4)	10* (0.7)	8 (0.3)

* Significantly different ($p < .05$) from low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Higher school climate ratings represent greater problems, maximum possible rating is 21.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-32. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and frequency of involvement of tribal or Alaska Native community representatives in various school activities over the last two school years: 2005 [Estimates and standard errors for figure 3-3, grade 4]

Frequency of tribal involvement in various school activities	Total	School density	
		High	Low
Visit the school to share native traditions and culture			
Never	25 (2.9)	6* (2.9)	44 (4.8)
1–2 times	38 (4.0)	40 (7.3)	35 (4.7)
3 or more times	32 (4.0)	53* (7.3)	11 (3.4)
Don't know	5 (1.2)	# †	10 (2.5)
Attended cultural, sporting, or social events at the school			
Never	20 (2.5)	5* (2.6)	35 (4.1)
1–2 times	10 (2.3)	9 (3.7)	12 (2.8)
3 or more times	52 (3.6)	81* (5.0)	24 (4.5)
Don't know	17 (2.6)	5* (3.3)	29 (3.8)
Help in the classroom or school			
Never	28 (3.3)	10* (3.7)	46 (4.7)
1–2 times	18 (2.4)	19 (4.2)	17 (3.7)
3 or more times	42 (3.5)	67* (5.5)	17 (3.7)
Don't know	11 (1.7)	3* (2.4)	20 (2.8)
Do fundraising or other support activities for the school			
Never	37 (3.5)	19* (5.4)	56 (3.8)
1–2 times	16 (2.8)	19 (4.9)	12 (2.8)
3 or more times	28 (4.3)	48* (7.1)	8 (3.2)
Don't know	19 (3.4)	14 (5.8)	24 (3.5)
Attend conferences with school personnel with or on behalf of parents			
Never	42 (4.4)	26* (6.9)	57 (4.1)
1–2 times	22 (4.3)	34* (7.8)	11 (2.7)
3 or more times	18 (3.3)	27* (6.0)	9 (2.9)
Don't know	18 (3.1)	14 (4.7)	23 (3.6)
Attend school board meetings (not as a board member)			
Never	25 (3.1)	17* (4.1)	32 (4.0)
1–2 times	13 (2.9)	19 (5.1)	8 (2.5)
3 or more times	25 (4.4)	50* (8.3)	1 (0.9)
Don't know	37 (3.2)	15* (5.3)	59 (4.2)
Serve as a member of the school board			
Never	48 (3.6)	16* (5.0)	81 (3.0)
1–2 times	13 (2.7)	25* (5.5)	1 (1.4)
3 or more times	25 (4.6)	49 (7.7)	# †
Don't know	14 (2.4)	10 (3.9)	18 (2.8)
Meet with school or district officials on education issues			
Never	26 (2.9)	7* (3.0)	44 (4.2)
1–2 times	27 (3.7)	39* (7.3)	15 (3.4)
3 or more times	22 (3.6)	34* (6.6)	11 (3.4)
Don't know	25 (3.1)	19 (5.3)	30 (3.8)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-33. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency of involvement of tribal or Alaska Native community representatives in various school activities over the last two school years: 2005 [Estimates and standard errors for figure 3-3, grade 8]

Frequency of tribal involvement in various school activities	Total	School density	
		High	Low
Visit the school to share native traditions and culture			
Never	37 (4.9)	23* (8.4)	49 (4.7)
1–2 times	29 (3.5)	32 (5.9)	26 (4.3)
3 or more times	27 (3.9)	43* (7.9)	13 (2.7)
Don't know	7 (1.7)	2* (1.4)	12 (3.0)
Attended cultural, sporting, or social events at the school			
Never	18 (2.2)	5* (3.1)	28 (3.7)
1–2 times	12 (3.8)	13 (7.1)	11 (3.0)
3 or more times	50 (4.4)	73* (8.2)	32 (4.1)
Don't know	20 (3.1)	8* (4.0)	29 (3.5)
Help in the classroom or school			
Never	37 (4.2)	21* (7.7)	50 (4.4)
1–2 times	16 (3.3)	21 (6.9)	11 (2.7)
3 or more times	35 (5.0)	52* (10.2)	21 (3.7)
Don't know	12 (2.2)	6* (2.6)	18 (3.2)
Do fundraising or other support activities for the school			
Never	40 (4.1)	21* (6.1)	56 (4.6)
1–2 times	14 (3.4)	18 (6.7)	10 (2.9)
3 or more times	25 (3.8)	44* (7.5)	9 (2.2)
Don't know	21 (3.8)	18 (6.4)	24 (3.7)
Attend conferences with school personnel with or on behalf of parents			
Never	49 (4.3)	36* (7.0)	61 (5.1)
1–2 times	13 (3.1)	13 (5.3)	13 (3.1)
3 or more times	16 (2.9)	28* (5.5)	7 (2.7)
Don't know	21 (3.6)	23 (6.4)	19 (3.4)
Attend school board meetings (not as a board member)			
Never	23 (3.4)	14 (6.8)	30 (3.4)
1–2 times	13 (2.5)	17 (5.8)	10 (3.1)
3 or more times	27 (4.4)	51* (8.1)	6 (2.6)
Don't know	38 (3.5)	18* (6.2)	54 (3.9)
Serve as a member of the school board			
Never	55 (4.5)	31* (7.7)	74 (4.3)
1–2 times	10 (2.4)	17* (4.6)	5 (2.0)
3 or more times	22 (4.6)	46* (9.0)	3 (1.6)
Don't know	13 (2.3)	6* (3.0)	19 (3.2)
Meet with school or district officials on education issues			
Never	28 (3.8)	9* (6.0)	44 (4.6)
1–2 times	22 (3.3)	32* (6.4)	13 (2.8)
3 or more times	33 (4.6)	48* (8.8)	19 (4.3)
Don't know	18 (2.7)	11* (4.0)	24 (3.8)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-34. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and the percentage of AI/AN teachers in school: 2005 [Estimates and standard errors for table 3-6]

Percentage of AI/AN teachers	School density		
	Total	High	Low
Grade 4			
0	30 (2.5)	# †	59 (3.8)
1–5	22 (3.0)	10* (4.1)	35 (3.9)
6–10	5 (1.6)	3 (1.9)	6 (2.5)
11–25	12 (3.5)	23* (6.9)	1 (0.9)
26–50	13 (3.1)	25 (6.4)	# †
51–75	6 (2.1)	13 (4.3)	# †
76–100	12 (3.9)	25 (6.8)	# †
Grade 8			
0	33 (3.0)	18* (5.0)	46 (4.5)
1–5	30 (3.8)	18* (5.6)	41 (4.5)
6–10	12 (3.5)	18 (6.5)	7 (3.2)
11–25	11 (3.1)	21* (5.9)	3 (1.9)
26–50	6 (2.3)	10 (4.7)	2 (1.6)
51–75	5 (2.2)	11 (4.9)	# †
76–100	2 (2.2)	5 (4.7)	# †

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-35. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and the percentage of AI/AN school staff (other than teachers): 2005 [Estimates and standard errors for table 3-7]

Percentage of AI/AN school staff (other than teachers)	Total	School density	
		High	Low
Grade 4			
0	25 (2.0)	2* (1.4)	49 (3.8)
1–5	29 (3.6)	14* (4.7)	45 (4.1)
6–10	5 (1.9)	4 (2.8)	6 (2.7)
11–25	4 (2.1)	8 (3.9)	# (†)
26–50	10 (2.4)	20 (4.9)	# (†)
51–75	4 (1.6)	7 (3.3)	# (†)
76–100	23 (4.0)	45 (6.5)	# (†)
Grade 8			
0	30 (3.3)	10* (4.6)	48 (4.3)
1–5	32 (4.1)	21* (7.2)	42 (4.1)
6–10	5 (1.5)	7 (3.5)	3 (1.6)
11–25	6 (3.2)	8 (6.0)	5 (2.8)
26–50	10 (3.2)	20* (6.9)	1 (1.1)
51–75	8 (3.3)	17* (6.4)	1 (1.1)
76–100	8 (2.4)	17 (5.1)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-36. Principals' average ratings for communication opportunities between schools and families for grades 4 and 8, by school density: 2005 [Estimates and standard errors for figure 3-4]

Grade	Total	School density	
		High	Low
Grade 4	13 (0.1)	13* (0.2)	12 (0.1)
Grade 8	13 (0.2)	13 (0.5)	12 (0.2)

* Significantly different ($p < .05$) from low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. High ratings represent greater opportunities for communication; maximum possible rating is 18.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-37. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency of communication opportunities between schools and families in a typical year: 2005 [Estimates and standard errors for data discussed on page 35]

Frequency of various opportunities for school/family communication	Total	School density	
		High	Low
Grade 4			
Written reports of child's performance			
Never	# (†)	# (†)	# (†)
1 or 2 times	1 (0.6)	1 (1.1)	1 (0.7)
3 or 4 times	59 (3.7)	60 (6.4)	58 (3.8)
5 or more times	40 (3.8)	39 (6.6)	41 (3.7)
Information sent home			
Never	# (†)	# (†)	# (†)
1 or 2 times	2 (0.8)	# (†)	4 (1.6)
3 or 4 times	7 (2.6)	9 (4.8)	5 (2.1)
5 or more times	91 (2.7)	91 (4.8)	91 (2.3)
Families invited to participate in events at school			
Never	# (†)	# (†)	# (†)
1 or 2 times	3 (1.6)	4 (3.1)	1 (0.7)
3 or 4 times	13 (2.8)	12 (4.3)	15 (3.5)
5 or more times	84 (2.5)	84 (3.6)	83 (3.5)
Teacher/family conferences			
Never	# (†)	# (†)	# (†)
1 or 2 times	41 (3.9)	24* (5.8)	59 (4.2)
3 or 4 times	45 (4.5)	58* (7.2)	31 (4.2)
5 or more times	14 (2.7)	18 (5.2)	11 (2.4)
Opportunity to participate in formulation of school policies			
Never	3 (1.2)	3 (2.1)	2 (1.2)
1 or 2 times	41 (3.7)	43 (6.6)	38 (3.9)
3 or 4 times	32 (4.6)	37 (8.0)	27 (3.5)
5 or more times	24 (3.6)	16 (5.6)	32 (3.5)
Opportunity to share native or family histories or traditions			
Never	14 (2.2)	4* (2.6)	24 (3.5)
1 or 2 times	59 (4.1)	59 (6.9)	60 (4.2)
3 or 4 times	17 (3.2)	25* (5.5)	10 (3.0)
5 or more times	9 (2.3)	13 (4.0)	6 (2.0)

(See notes at end of table.)

Table A-37. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency of communication opportunities between schools and families in a typical year: 2005 [Estimates and standard errors for data discussed on page 35]—Continued

Frequency of various opportunities for school/family communication	Total	School density	
		High	Low
Grade 8			
Written reports of child's performance			
Never	# (†)	# (†)	# (†)
1 or 2 times	1 (0.6)	1 (1.2)	# (†)
3 or 4 times	31 (4.3)	38 (8.3)	25 (4.1)
5 or more times	68 (4.4)	60 (8.3)	75 (4.1)
Information sent home			
Never	# (†)	# (†)	# (†)
1 or 2 times	7 (3.0)	8 (5.9)	6 (2.1)
3 or 4 times	19 (3.9)	20 (7.1)	18 (3.7)
5 or more times	74 (4.7)	71 (9.1)	76 (4.0)
Families invited to participate in events at school			
Never	# (†)	# (†)	# (†)
1 or 2 times	9 (3.0)	10 (5.5)	8 (2.2)
3 or 4 times	23 (3.9)	23 (7.4)	23 (3.5)
5 or more times	68 (4.4)	67 (7.5)	69 (3.9)
Teacher/family conferences			
Never	# (†)	# (†)	# (†)
1 or 2 times	32 (3.9)	22 (7.8)	40 (3.7)
3 or 4 times	42 (4.1)	55 (8.6)	30 (4.1)
5 or more times	27 (3.8)	23 (6.9)	30 (4.3)
Opportunity to participate in formulation of school policies			
Never	6 (2.8)	8 (6.0)	4 (1.8)
1 or 2 times	33 (4.7)	25 (8.9)	40 (4.3)
3 or 4 times	34 (3.9)	45 (7.8)	24 (4.1)
5 or more times	27 (3.6)	22 (7.1)	32 (3.8)
Opportunity to share native or family histories or traditions			
Never	35 (4.1)	24 (6.9)	45 (4.2)
1 or 2 times	43 (4.3)	42 (7.1)	44 (4.4)
3 or 4 times	14 (3.1)	21 (6.0)	8 (2.4)
5 or more times	8 (2.7)	13 (5.3)	4 (1.9)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-38. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and availability of school- or district-sponsored family services: 2005 [Estimates and standard errors for figure 3-5]

School or district sponsored family services	Total	School density	
		High	Low
Grade 4			
Adult education programs	59 (4.6)	57 (7.6)	60 (4.3)
Social or counseling services for families	59 (3.8)	62 (6.7)	57 (4.4)
Health services for families	54 (4.2)	55 (7.2)	54 (4.7)
Grade 8			
Adult education programs	50 (4.3)	41 (8.7)	57 (3.9)
Social or counseling services for families	58 (4.5)	55 (8.5)	61 (4.3)
Health services for families	48 (4.6)	44 (8.7)	52 (4.1)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-39. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and school-sponsored enrichment and extracurricular activities focusing on AI/AN language and culture: 2005 [Estimates and standard errors for table 3-8]

Enrichment and extracurricular activities	Total	School density	
		High	Low
Grade 4			
Instruction in students' AI/AN language(s)	37 (4.0)	58* (6.1)	16 (3.1)
Extracurricular activities focusing on native culture	51 (4.2)	75* (6.1)	27 (4.4)
Grade 8			
Instruction in students' AI/AN language(s)	38 (4.5)	62* (8.0)	18 (2.9)
Extracurricular activities focusing on native culture	38 (4.0)	59* (7.7)	21 (3.2)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-40. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and school-sponsored enrichment and extracurricular activities not specifically focusing on AI/AN language and culture: 2005 [Estimates and standard errors for table 3-9]

Enrichment and extracurricular activities	Total	School density	
		High	Low
Grade 4			
Other extracurricular activities (e.g., sports, music, etc.)	92 (1.8)	97* (2.1)	86 (2.8)
Academic tutoring	88 (2.2)	93* (3.0)	82 (3.3)
Enrichment programs focusing on reading and language arts	77 (3.7)	78 (6.3)	75 (4.0)
Enrichment programs focusing on mathematics	71 (4.2)	73 (6.7)	70 (4.3)
Enrichment programs focusing on problem-solving and cognitive skill development	74 (4.1)	78 (6.2)	70 (4.5)
Enrichment programs focusing on science	58 (4.2)	60 (6.7)	55 (4.1)
Grade 8			
Other extracurricular activities (e.g., sports, music, etc.)	96 (1.5)	97 (2.8)	95 (1.5)
Academic tutoring	93 (1.7)	93 (3.6)	93 (1.5)
Enrichment programs focusing on reading and language arts	73 (2.7)	71 (5.5)	75 (3.2)
Enrichment programs focusing on mathematics	73 (3.0)	76 (5.6)	71 (3.6)
Enrichment programs focusing on problem-solving and cognitive skill development	68 (4.1)	64 (7.1)	72 (4.1)
Enrichment programs focusing on science	61 (4.3)	64 (7.6)	58 (4.0)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-41. Percentage of grade 4 students, by American Indian/Alaska Native (AI/AN) status, school density, and types of teaching certificates held by their teachers: 2005 [Estimates and standard errors for figure 4-1, grade 4]

Type of teaching certificate	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Regular or standard state certificate or advanced professional certificate	89 (2.1)	88 (0.3)	89 (4.0)	90 (2.1)
Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)	6 (2.0)	5 (0.2)	7 (3.7)	5 (1.4)
Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"	2* (0.5)	3 (0.1)	2 (0.9)	1 (0.5)
Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)	1 (0.5)	1 (0.1)	# (†)	2 (0.9)
Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)	1 (0.5)	# (†)	1 (1.0)	# (†)
No certificate	1 (0.6)	2 (0.2)	# (†)	2 (1.2)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-42. Percentage of grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and types of teaching certificates held by their mathematics teachers: 2005 [Estimates and standard errors for figure 4-1, grade 8 mathematics]

Type of teaching certificate	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Regular or standard state certificate or advanced professional certificate	78 (3.3)	84 (0.4)	68 (6.0)	86 (2.7)
Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)	8 (1.8)	5 (0.3)	8 (3.1)	8 (2.0)
Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"	5 (1.6)	5 (0.2)	6 (2.9)	4 (1.5)
Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)	1 (0.6)	2 (0.2)	1 (1.0)	1 (0.6)
Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)	4 (2.8)	1 (0.1)	8 (6.1)	# (†)
No certificate	5 (2.8)	3 (0.2)	10 (6.0)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment.

Table A-43. Percentage of grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and types of teaching certificates held by their reading teachers: 2005 [Estimates and standard errors for figure 4-1, grade 8 reading]

Type of teaching certificate	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Regular or standard state certificate or advanced professional certificate	83 (3.1)	85 (0.4)	74 (6.6)	91 (1.7)
Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)	5 (1.1)	5 (0.2)	5 (1.9)	5 (1.4)
Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"	4 (1.2)	4 (0.2)	5 (2.3)	3 (1.1)
Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)	1 (0.5)	2 (0.2)	1 (1.2)	# (†)
Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)	5 (3.3)	1 (0.1)	9 (7.1)	# (†)
No certificate	3 (2.7)	3 (0.2)	5 (5.8)	1 (0.8)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Reading Assessment.

Table A-44. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and their teachers' undergraduate major and/or minor (selected subjects): 2005 [Estimates and standard errors for figure 4-2]

Undergraduate major and/or minor	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
Elementary or early childhood education				
Major	75* (2.6)	62 (0.4)	84*(3.7)	66(3.2)
Minor	7* (1.4)	12 (0.3)	5 (1.8)	9(1.7)
Mathematics or mathematics related				
Major	4* (1.0)	2 (0.1)	2 (0.9)	5(1.8)
Minor	14* (1.9)	8 (0.2)	15 (3.1)	14(2.4)
Reading, English, or language arts related				
Major	10 (1.4)	11 (0.4)	7 (1.9)	12(2.4)
Minor	40* (2.9)	27 (0.4)	43 (4.9)	36(3.2)
Grade 8 mathematics				
Elementary or secondary education				
Major	55 (3.6)	48 (0.5)	54 (6.1)	56(4.0)
Minor	14 (2.1)	19 (0.4)	12 (3.8)	16(2.8)
Mathematics or mathematics related				
Major	36* (3.9)	45 (0.5)	34 (7.4)	37(3.5)
Minor	53* (3.3)	63 (0.7)	53 (6.0)	53(3.4)
Grade 8 reading				
Elementary or secondary education				
Major	59 (3.6)	51 (0.6)	57 (6.5)	62(3.7)
Minor	14 (1.9)	18 (0.5)	12 (3.8)	16(2.5)
Reading, English, or language arts related				
Major	52 (4.6)	55 (0.6)	49 (8.0)	55(3.7)
Minor	49 (3.0)	46 (0.6)	48 (5.9)	50(2.9)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Teachers were surveyed only regarding the majors and minors shown and also were permitted to identify more than one major or minor at each level of schooling. Percentages therefore do not sum to 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment and 2005 Reading Assessment.

Table A-45. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and their teachers' graduate major and/or minor (selected subjects): 2005 [Estimates and standard errors for data referenced on page 41]

Graduate major and/or minor	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
Elementary or early childhood education				
Major	47 (3.4)	41 (0.5)	42 (5.4)	53 (4.3)
Minor	18*(2.8)	9 (0.3)	26*(5.5)	11 (2.3)
Mathematics or mathematics related				
Major	3 (0.9)	1 (0.1)	2 (1.0)	4 (1.7)
Minor	14*(2.6)	6 (0.2)	13 (4.0)	14 (3.5)
Reading, English, or language arts related				
Major	21*(3.1)	11 (0.3)	22 (4.8)	20 (4.2)
Minor	38*(3.4)	17 (0.3)	46*(5.8)	31 (4.0)
Grade 8 mathematics				
Elementary or secondary education				
Major	56*(3.9)	40 (0.6)	55 (6.8)	56 (4.2)
Minor	12 (2.3)	11 (0.4)	9 (4.3)	15 (3.0)
Mathematics or mathematics related				
Major	27 (4.1)	23 (0.5)	25 (7.0)	28 (4.6)
Minor	40 (4.5)	30 (0.6)	44 (7.9)	36 (4.4)
Grade 8 reading				
Elementary or secondary education				
Major	53*(4.2)	37 (0.5)	54 (6.9)	53 (4.9)
Minor	17 (3.2)	11 (0.4)	21 (5.4)	14 (3.0)
Reading, English, or language arts related				
Major	37 (3.8)	35 (0.6)	36 (6.9)	38 (4.4)
Minor	42*(3.4)	30 (0.5)	43 (6.4)	41 (4.1)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Teachers were surveyed only regarding the majors and minors shown and also were permitted to identify more than one major or minor at each level of schooling. Percentages therefore do not sum to 100.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment and 2005 Reading Assessment.

Table A-46. Percentage of grade 4 and grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and their teachers' total years of teaching experience: 2005 [Estimates and standard errors for figure 4-3]

Total years teaching experience	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Grade 4				
0–4	19 (2.0)	20 (0.4)	16 (3.1)	21 (2.9)
5–9	22 (2.3)	25 (0.3)	25 (3.7)	19 (3.0)
10–19	26 (2.8)	27 (0.4)	20 (4.3)	31 (3.3)
20 or more	33 (3.6)	27 (0.4)	39 (6.0)	28 (3.5)
Grade 8 mathematics				
0–4	28 (4.4)	23 (0.5)	36 (7.9)	20 (3.7)
5–9	26 (3.9)	23 (0.5)	25 (7.0)	27 (3.6)
10–19	26 (3.4)	27 (0.6)	23 (5.7)	28 (3.4)
20 or more	21* (2.1)	27 (0.5)	17 (2.9)	24 (3.3)
Grade 8 reading				
0–4	26 (4.1)	22 (0.5)	30 (7.5)	22 (2.8)
5–9	22 (3.6)	23 (0.6)	22 (6.9)	22 (3.1)
10–19	27 (3.1)	29 (0.6)	25 (5.1)	29 (3.6)
20 or more	26 (3.1)	29 (0.6)	23 (5.2)	27 (3.7)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment and 2005 Reading Assessment.

Table A-47. Percentage of grade 8 students, by American Indian/Alaska Native (AI/AN) status, school density, and their teachers' years of teaching experience in their disciplines: 2005 [Estimates and standard errors for table 4-1]

Years teaching in discipline	Total		AI/AN students by school density	
	AI/AN	Non-AI/AN	High	Low
Mathematics				
0–4	36 (4.1)	28 (0.6)	48* (7.7)	25 (3.6)
5–9	27 (3.0)	25 (0.5)	21 (4.8)	32 (3.3)
10–19	25 (3.3)	26 (0.5)	20 (5.4)	28 (3.3)
20 or more	13* (1.8)	21 (0.5)	11 (3.1)	14 (2.4)
Reading				
0–4	33 (4.2)	31 (0.5)	38 (8.1)	29 (2.9)
5–9	25 (3.6)	25 (0.6)	24 (7.4)	26 (2.7)
10–19	25 (2.8)	24 (0.5)	23 (5.1)	27 (3.4)
20 or more	17 (2.9)	21 (0.5)	15 (4.9)	18 (3.2)

* Indicates a statistically significant comparison where $p < .05$. An * on the total AI/AN percentage indicates a comparison with total non-AI/AN. An * on the high density percentage indicates a comparison with low density. NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study; and National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment and 2005 Reading Assessment.

Table A-48. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and the number of years that their teachers have taught in their current schools: 2005 [Estimates and standard errors for figure 4-4]

Years teaching at current school	Total	School density	
		High	Low
Grade 4			
0–4	40 (3.1)	34 (5.4)	46 (3.7)
5–9	27 (2.9)	30 (5.0)	25 (3.1)
10–19	18 (2.2)	19 (3.7)	17 (2.2)
20 or more	14 (2.3)	16 (4.0)	12 (2.2)
Grade 8 mathematics			
0–4	53 (4.6)	60 (8.2)	48 (3.9)
5–9	25 (3.8)	20 (6.7)	30 (3.6)
10–19	14 (2.3)	15 (4.4)	12 (2.0)
20 or more	8 (1.5)	5 (1.8)	10 (2.3)
Grade 8 reading			
0–4	49 (4.5)	52 (8.1)	46 (4.0)
5–9	21 (3.7)	17 (6.8)	25 (2.9)
10–19	22 (2.9)	24 (5.6)	21 (2.8)
20 or more	7 (1.5)	7 (3.0)	7 (1.8)

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-49. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and their teachers' race/ethnicity: 2005 [Estimates and standard errors for table 4-2]

Teacher race/ethnicity	Total	School density	
		High	Low
Grade 4			
White only	73 (3.3)	56* (5.1)	89 (1.9)
Black or African American only	2 (0.6)	1 (0.6)	2 (1.1)
Hispanic or Latino only	1 (0.4)	1 (0.6)	1 (0.4)
Asian only	1 (0.4)	# (†)	1 (0.7)
American Indian or Alaska Native only	18 (2.9)	35* (4.7)	1 (0.5)
Native Hawaiian or other Pacific Islander only	1 (1.0)	2 (1.8)	1 (0.6)
Multi-race/ethnicity, including AI/AN	4 (1.2)	5 (2.3)	3 (0.7)
Multi-race/ethnicity, not including AI/AN	1 (0.6)	# (†)	2 (1.1)
Grade 8 mathematics			
White only	76 (3.2)	65* (5.7)	85 (2.4)
Black or African American only	2 (0.6)	1 (0.7)	2 (0.9)
Hispanic or Latino only	1 (0.3)	# (†)	1 (0.5)
Asian only	2 (1.0)	2 (2.0)	2 (0.9)
American Indian or Alaska Native only	11 (2.4)	19* (4.6)	4 (1.7)
Native Hawaiian or other Pacific Islander only	# (†)	# (†)	# (†)
Multi-race/ethnicity, including AI/AN	6 (1.8)	9 (3.7)	2 (1.0)
Multi-race/ethnicity, not including AI/AN	4 (1.2)	3 (2.0)	4 (1.3)
Grade 8 reading			
White only	75 (3.8)	60* (7.6)	88 (2.4)
Black or African American only	3 (2.7)	5 (5.8)	2 (0.9)
Hispanic or Latino only	2 (0.6)	3 (1.1)	1 (0.5)
Asian only	3 (1.9)	4 (4.0)	1 (0.7)
American Indian or Alaska Native only	10 (2.4)	20* (4.8)	1 (0.3)
Native Hawaiian or other Pacific Islander only	# (†)	# (†)	# (†)
Multi-race/ethnicity, including AI/AN	4 (1.2)	5 (2.3)	3 (1.2)
Multi-race/ethnicity, not including AI/AN	4 (1.4)	3 (2.2)	4 (1.6)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Race categories exclude Hispanic origin. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-50. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers speak and understand at least one of the tribal/village languages spoken by AI/AN students at their schools: 2005 [Estimates and standard errors for table 4-3]

Extent to which teachers speak and understand at least one of the tribal/village languages spoken by AI/AN students at their schools	Total	School density	
		High	Low
Grade 4			
Not at all	72 (3.3)	47* (5.1)	96 (1.3)
Small extent	14 (1.6)	24* (3.4)	3 (1.1)
Moderate extent	4 (1.4)	7 (2.7)	# (†)
Large extent (but not a native speaker)	1 (0.7)	3 (1.3)	# (†)
Native speaker	10 (2.8)	19* (4.8)	1 (0.6)
Grade 8 mathematics			
Not at all	75 (3.0)	54* (5.7)	93 (1.9)
Small extent	20 (3.0)	37* (6.7)	5 (1.7)
Moderate extent	2 (0.8)	2 (1.6)	1 (0.6)
Large extent (but not a native speaker)	# (†)	1 (0.7)	# (†)
Native speaker	3 (1.6)	6 (3.2)	1 (0.6)
Grade 8 reading			
Not at all	77 (3.1)	55* (5.6)	96 (1.3)
Small extent	15 (3.7)	28* (7.6)	3 (1.2)
Moderate extent	1 (0.5)	1 (1.1)	# (†)
Large extent (but not a native speaker)	4 (2.9)	8 (6.1)	# (†)
Native speaker	4 (1.1)	8 (2.1)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-51. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and various resources used by their teachers to acquire knowledge and skills specific to teaching AI/AN students: 2005 [Estimates and standard errors for table 4-4]

Types of resources used to at least a moderate extent	Total	School density	
		High	Low
Grade 4			
College courses taken as part of an undergraduate or graduate degree program	27 (2.6)	37* (4.0)	18 (2.8)
Classes and workshops that were not taken as part of a degree program	31 (3.6)	48* (6.2)	14 (2.6)
Independent reading and study	33 (2.7)	43* (4.4)	24 (3.0)
Living and working in the community	48 (3.1)	70* (4.0)	26 (3.0)
Locally sponsored cultural orientation program	20 (3.2)	35* (5.3)	5 (1.6)
Personal or family background and experiences	39 (3.0)	65* (4.9)	14 (2.1)
Grade 8 mathematics			
College courses taken as part of an undergraduate or graduate degree program	17 (2.1)	21 (3.8)	13 (2.5)
Classes and workshops that were not taken as part of a degree program	27 (3.1)	46* (6.2)	11 (1.9)
Independent reading and study	29 (4.0)	42* (7.6)	18 (3.2)
Living and working in the community	46 (3.5)	69* (5.4)	25 (3.7)
Locally sponsored cultural orientation program	14 (2.9)	22* (5.8)	6 (1.6)
Personal or family background and experiences	30 (3.6)	41* (6.3)	21 (3.0)
Grade 8 reading			
College courses taken as part of an undergraduate or graduate degree program	24 (3.1)	34* (5.9)	15 (2.2)
Classes and workshops that were not taken as part of a degree program	31 (2.5)	47* (4.9)	17 (2.7)
Independent reading and study	44 (3.3)	61* (5.9)	29 (3.4)
Living and working in the community	55 (3.0)	83* (4.7)	29 (3.8)
Locally sponsored cultural orientation program	17 (2.7)	25* (5.2)	10 (2.5)
Personal or family background and experiences	38 (3.7)	54* (7.1)	25 (3.4)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-52. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and the number of times during the school year their teachers used various sources to obtain information about improving the academic performance of their AI/AN students: 2005 [Estimates and standard errors for table 4-5, grade 4]

Types of information sources	Total	School density	
		High	Low
Online websites or databases to find lesson plans, curricular materials, or instructional strategies			
Never	51 (3.2)	32* (4.4)	70 (3.3)
1 or 2 times	19 (2.3)	20 (3.6)	17 (2.6)
3 or 4 times	14 (1.9)	20* (3.0)	8 (1.9)
5 or more times	16 (3.0)	27* (5.0)	5 (1.8)
Online websites or databases to find research reports or articles			
Never	56 (3.5)	39* (4.4)	73 (3.8)
1 or 2 times	24 (3.3)	33* (5.1)	16 (2.7)
3 or 4 times	10 (1.7)	13* (2.8)	6 (1.8)
5 or more times	10 (1.5)	15* (2.4)	5 (1.7)
Professional journals			
Never	64 (3.4)	48* (5.1)	80 (2.9)
1 or 2 times	21 (2.2)	27* (3.7)	16 (2.7)
3 or 4 times	10 (2.6)	18* (4.9)	2 (0.8)
5 or more times	4 (1.1)	7* (1.9)	2 (0.9)
In-service classes and workshops			
Never	54 (3.1)	29* (4.1)	80 (2.9)
1 or 2 times	22 (2.1)	29* (3.0)	16 (2.6)
3 or 4 times	12 (2.2)	22* (4.1)	3 (1.0)
5 or more times	11 (2.9)	20* (5.0)	2 (1.0)
Local resources including libraries or local cultural centers			
Never	45 (2.7)	24* (3.9)	67 (2.8)
1 or 2 times	30 (2.5)	34 (4.4)	26 (2.7)
3 or 4 times	13 (1.8)	20* (3.5)	5 (1.4)
5 or more times	12 (2.7)	23* (4.6)	2 (0.9)
Consultation with elders or other local experts			
Never	59 (3.0)	34* (4.7)	83 (2.4)
1 or 2 times	23 (2.3)	32* (4.4)	13 (2.0)
3 or 4 times	10 (1.8)	18* (3.5)	2 (1.3)
5 or more times	9 (2.7)	16* (4.9)	1 (0.7)
Consultation with other teachers in school			
Never	36 (2.5)	14* (3.3)	57 (3.4)
1 or 2 times	27 (2.3)	26 (3.9)	27 (2.8)
3 or 4 times	14 (1.6)	19* (2.7)	9 (1.8)
5 or more times	24 (2.9)	41* (5.0)	7 (1.7)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-53. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and the number of times during the school year their mathematics teachers used various sources to obtain information about improving the academic performance of their AI/AN students: 2005 [Estimates and standard errors for table 4-5, grade 8 mathematics]

Types of information sources	Total	School density	
		High	Low
Online websites or databases to find lesson plans, curricular materials, or instructional strategies			
Never	62 (4.2)	43* (7.8)	79 (2.9)
1 or 2 times	21 (3.2)	31* (6.7)	13 (2.3)
3 or 4 times	10 (2.2)	14 (4.2)	6 (1.8)
5 or more times	7 (1.5)	13* (2.8)	2 (0.7)
Online websites or databases to find research reports or articles			
Never	71 (3.9)	59* (7.0)	82 (3.1)
1 or 2 times	15 (2.9)	22 (5.7)	9 (1.7)
3 or 4 times	9 (2.2)	12 (4.0)	7 (2.2)
5 or more times	5 (1.5)	8 (2.8)	2 (0.8)
Professional journals			
Never	69 (4.3)	54* (7.9)	81 (3.0)
1 or 2 times	22 (3.4)	28 (6.7)	16 (2.8)
3 or 4 times	9 (2.9)	17* (5.7)	2 (1.1)
5 or more times	1 (0.4)	1 (0.6)	1 (0.5)
In-service classes and workshops			
Never	57 (3.3)	30* (4.6)	79 (3.2)
1 or 2 times	27 (3.8)	36* (7.7)	18 (3.1)
3 or 4 times	10 (3.0)	20* (6.5)	2 (0.7)
5 or more times	7 (2.7)	14* (5.5)	1 (0.4)
Local resources including libraries or local cultural centers			
Never	65 (3.8)	49* (7.5)	79 (2.7)
1 or 2 times	24 (3.5)	32 (7.6)	16 (2.4)
3 or 4 times	8 (2.1)	13 (4.2)	4 (1.4)
5 or more times	3 (1.4)	6 (2.9)	1 (0.5)
Consultation with elders or other local experts			
Never	59 (3.3)	35* (5.5)	79 (3.3)
1 or 2 times	24 (3.4)	39* (6.7)	10 (2.0)
3 or 4 times	10 (3.1)	15 (6.6)	5 (1.4)
5 or more times	8 (1.8)	11 (3.5)	5 (2.0)
Consultation with other teachers in school			
Never	36 (2.8)	11* (2.9)	58 (3.7)
1 or 2 times	25 (2.6)	30 (5.4)	20 (2.6)
3 or 4 times	17 (3.0)	24 (6.2)	11 (2.0)
5 or more times	22 (3.2)	35* (6.3)	10 (3.2)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-54. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and the number of times during the school year their reading/language arts teachers used various sources to obtain information about improving the academic performance of their AI/AN students: 2005 [Estimates and standard errors for table 4-5, grade 8 reading]

Types of information sources	Total	School density	
		High	Low
Online websites or databases to find lesson plans, curricular materials, or instructional strategies			
Never	44 (3.6)	22* (5.5)	64 (3.4)
1 or 2 times	26 (4.1)	25 (7.7)	26 (3.2)
3 or 4 times	17 (3.6)	30* (6.9)	6 (1.6)
5 or more times	13 (2.8)	23* (5.2)	4 (0.9)
Online websites or databases to find research reports or articles			
Never	56 (3.4)	41* (5.6)	69 (3.3)
1 or 2 times	22 (2.5)	23 (4.7)	21 (2.8)
3 or 4 times	12 (2.0)	16* (3.5)	8 (1.8)
5 or more times	10 (2.1)	19* (4.1)	2 (0.6)
Professional journals			
Never	60 (2.9)	43* (4.8)	75 (3.4)
1 or 2 times	26 (3.0)	32 (6.0)	20 (3.1)
3 or 4 times	7 (2.3)	12 (4.5)	4 (1.7)
5 or more times	6 (2.2)	13* (4.6)	1 (0.6)
In-service classes and workshops			
Never	51 (3.1)	25* (5.3)	73 (2.6)
1 or 2 times	29 (3.7)	37 (7.7)	22 (2.3)
3 or 4 times	12 (2.8)	21* (5.5)	4 (1.6)
5 or more times	8 (3.3)	17* (7.0)	1 (0.5)
Local resources including libraries or local cultural centers			
Never	53 (3.6)	35* (7.1)	68 (3.1)
1 or 2 times	30 (3.5)	36 (6.8)	24 (3.0)
3 or 4 times	12 (2.1)	19* (4.1)	6 (1.9)
5 or more times	5 (1.2)	9* (2.4)	2 (0.8)
Consultation with elders or other local experts			
Never	54 (3.3)	23* (4.5)	81 (2.9)
1 or 2 times	20 (2.1)	31* (4.1)	11 (2.0)
3 or 4 times	18 (3.8)	35* (7.1)	3 (1.4)
5 or more times	8 (1.7)	11 (3.8)	5 (1.4)
Consultation with other teachers in school			
Never	31 (2.2)	6* (2.4)	53 (3.7)
1 or 2 times	28 (2.9)	28 (5.1)	28 (3.5)
3 or 4 times	15 (2.9)	21 (5.7)	10 (2.0)
5 or more times	26 (2.7)	45* (5.5)	9 (2.2)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-55. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers reported use of an AI/AN perspective in instruction: 2005 [Estimates and standard errors for figure 5-1]

Extent of use of AI/AN perspective	Total	School density	
		High	Low
Grade 4			
Not integrated	10 (1.4)	4* (1.3)	16 (2.2)
Seldom integrated	21 (2.4)	16 (4.0)	26 (3.2)
Integrated occasionally	48 (2.9)	46 (4.5)	50 (3.5)
Integrated extensively, not daily	10 (1.4)	14* (2.5)	6 (1.3)
Integrated daily	11 (2.8)	19* (4.9)	3 (1.0)
Grade 8 mathematics			
Not integrated	47 (4.1)	35 (7.6)	57 (3.7)
Seldom integrated	22 (2.6)	18 (3.8)	25 (2.7)
Integrated occasionally	21 (4.1)	30 (8.0)	13 (2.1)
Integrated extensively, not daily	5 (1.5)	8 (3.1)	3 (1.0)
Integrated daily	5 (1.8)	9 (3.5)	2 (0.9)
Grade 8 reading			
Not integrated	17 (3.3)	13 (6.0)	21 (3.0)
Seldom integrated	25 (2.6)	19 (4.9)	32 (3.1)
Integrated occasionally	41 (4.4)	43 (8.3)	40 (3.9)
Integrated extensively, not daily	13 (2.0)	20* (4.0)	6 (1.7)
Integrated daily	4 (1.2)	6 (2.3)	1 (0.9)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-56. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their school principals reported use of an AI/AN perspective in curriculum: 2005 [Estimates and standard errors for figure 5-2]

Extent of use of AI/AN perspective	Total	School density	
		High	Low
Grade 4			
Not integrated	2 (0.7)	# (†)	4 (1.3)
Seldom integrated	17 (2.9)	10* (3.8)	24 (4.1)
Integrated occasionally	51 (4.2)	37* (6.3)	64 (4.1)
Integrated extensively, not daily	13 (2.8)	19* (5.2)	7 (2.1)
Integrated daily	17 (4.3)	35* (7.5)	1 (0.5)
Grade 8			
Not integrated	7 (1.7)	2* (2.0)	10 (2.7)
Seldom integrated	21 (3.7)	9* (5.8)	31 (4.8)
Integrated occasionally	49 (4.9)	55 (9.5)	44 (4.7)
Integrated extensively, not daily	15 (3.6)	22 (6.5)	8 (2.6)
Integrated daily	8 (2.5)	11 (4.4)	6 (2.5)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-57. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and frequency with which their teachers used various mathematics activities integrating AI/AN culture: 2005 [Estimates and standard errors for figures 5-3 and 5-4, grade 4]

Frequency using various activities	Total	School density	
		High	Low
Solve mathematics problems that reflect situations typical of AI/AN students' homes or communities			
Never	63 (3.3)	46* (4.9)	80 (2.6)
Less than once a month	20 (2.2)	25* (3.2)	15 (2.4)
At least once a month	9 (1.9)	17* (3.4)	2 (0.9)
At least once a week	8 (1.5)	13* (2.8)	3 (1.1)
Complete activities that integrate mathematics with AI/AN themes (for example, use traditional symbols and designs to teach geometric concepts)			
Never	61 (2.9)	46* (4.3)	76 (2.7)
Less than once a month	30 (2.5)	37* (4.4)	23 (2.7)
At least once a month	6 (1.6)	11* (2.8)	1 (0.6)
At least once a week	2 (0.8)	5 (1.6)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-58. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency with which their teachers used various mathematics activities integrating AI/AN culture: 2005 [Estimates and standard errors for figures 5-3 and 5-4, grade 8]

Frequency using various activities	Total	School density	
		High	Low
Solve mathematics problems that reflect situations typical of AI/AN students' homes or communities			
Never	42 (3.2)	35 (6.2)	48 (3.9)
Less than once a month	28 (3.0)	21 (4.7)	34 (3.8)
At least once a month	13 (2.6)	18 (4.6)	10 (2.3)
At least once a week	17 (2.5)	27* (5.1)	8 (1.6)
Complete activities that integrate mathematics with AI/AN themes (for example, use traditional symbols and designs to teach geometric concepts)			
Never	60 (3.4)	50 (6.6)	69 (3.3)
Less than once a month	28 (3.0)	31 (5.9)	26 (3.0)
At least once a month	7 (1.4)	11 (2.6)	4 (1.4)
At least once a week	5 (1.6)	8 (3.3)	1 (0.6)
Study traditional AI/AN systems of dealing with mathematical concepts (for example, systems of counting, estimating, recording quantities)			
Never	74 (3.8)	69 (6.8)	78 (2.9)
Less than once a month	19 (3.0)	22 (5.3)	16 (2.5)
At least once a month	3 (0.9)	1 (0.6)	5 (1.6)
At least once a week	4 (1.7)	8 (3.4)	1 (0.9)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-59. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and frequency with which their teachers used various reading/language arts activities integrating AI/AN culture: 2005 [Estimates and standard errors for table 5-1, grade 4]

Frequency using various activities	Total	School density	
		High	Low
Read literature with AI/AN themes			
Never	4 (0.8)	3 (1.1)	4 (1.2)
Less than once a month	60 (2.9)	47* (4.2)	74 (2.8)
At least once a month	25 (2.4)	30* (3.6)	20 (2.5)
At least once a week	11 (2.6)	20* (4.6)	2 (0.7)
Read literature written by AI/AN authors			
Never	12 (1.4)	7* (1.7)	17 (2.1)
Less than once a month	65 (3.1)	57* (4.8)	74 (3.0)
At least once a month	17 (2.7)	24* (4.6)	9 (2.0)
At least once a week	6 (1.4)	11 (2.6)	# (†)
Listen to AI/AN stories told in the oral tradition			
Never	39 (2.3)	28* (3.3)	50 (2.9)
Less than once a month	50 (2.7)	54 (4.7)	47 (3.0)
At least once a month	8 (1.5)	13* (2.6)	4 (1.2)
At least once a week	3 (0.9)	5 (1.6)	# (†)
Retell AI/AN stories in the oral tradition			
Never	44 (2.7)	30* (3.7)	57 (3.3)
Less than once a month	47 (3.0)	54* (4.6)	40 (3.4)
At least once a month	7 (1.5)	11* (2.9)	3 (0.9)
At least once a week	2 (0.7)	4 (1.4)	# (†)
Study how to speak and read the students' AI/AN language			
Never	71 (3.4)	53* (5.2)	89 (1.9)
Less than once a month	15 (2.8)	21 (5.0)	10 (1.8)
At least once a month	4 (1.3)	6 (2.5)	1 (0.7)
At least once a week	10 (2.2)	21 (4.0)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-60. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and frequency with which their teachers used various reading/language arts activities integrating AI/AN culture: 2005 [Estimates and standard errors for table 5-1, grade 8]

Frequency using various activities	Total	School density	
		High	Low
Read literature with AI/AN themes			
Never	8 (2.0)	10 (4.2)	6 (1.3)
Less than once a month	66 (3.9)	50* (6.9)	80 (2.9)
At least once a month	22 (3.3)	33* (6.1)	12 (2.4)
At least once a week	5 (1.1)	7 (2.2)	2 (0.9)
Read literature written by AI/AN authors			
Never	17 (3.9)	17 (7.3)	17 (2.7)
Less than once a month	67 (4.2)	59 (7.7)	74 (3.1)
At least once a month	14 (2.2)	21* (3.9)	8 (2.0)
At least once a week	2 (1.0)	4 (2.0)	1 (0.7)
Listen to AI/AN stories told in the oral tradition			
Never	54 (3.9)	42* (7.3)	65 (3.6)
Less than once a month	35 (3.5)	39 (6.1)	31 (3.4)
At least once a month	7 (1.6)	11 (2.8)	4 (1.6)
At least once a week	4 (2.7)	8 (5.8)	# (†)
Retell AI/AN stories in the oral tradition			
Never	58 (4.2)	46* (8.0)	69 (3.2)
Less than once a month	35 (4.0)	41 (8.0)	29 (3.1)
At least once a month	6 (1.6)	10* (3.1)	2 (0.9)
At least once a week	2 (0.9)	3 (2.0)	# (†)
Study how to speak and read the students' AI/AN language			
Never	84 (3.6)	69* (7.2)	97 (1.0)
Less than once a month	12 (2.6)	22* (5.1)	3 (1.0)
At least once a month	# (†)	# (†)	# (†)
At least once a week	4 (2.8)	9 (5.9)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-61. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which teachers use their students' AI/AN languages to teach mathematics: 2005 [Estimates and standard errors for figure 5-5]

Language of instruction	Total	School density	
		High	Low
Grade 4			
Instruction is entirely in English.	91 (2.2)	82* (3.9)	100 (0.2)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included occasionally.	7 (1.8)	14 (3.4)	# (†)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included frequently.	2 (0.8)	4 (1.7)	# (†)
Instruction is primarily in the students' AI/AN language.	# (†)	# (†)	# (†)
Grade 8			
Instruction is entirely in English.	92 (2.2)	86 (4.4)	98 (1.2)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included occasionally.	7 (2.1)	12 (4.3)	2 (1.2)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included frequently.	1 (0.5)	2 (1.0)	# (†)
Instruction is primarily in the students' AI/AN language.	# (†)	# (†)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-62. Percentage of grade 4 and grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which teachers use their students' AI/AN languages to teach reading/language arts: 2005 [Estimates and standard errors for figure 5-5]

Language of instruction	Total	School density	
		High	Low
Grade 4			
Instruction is entirely in English.	85 (2.4)	74* (4.2)	96 (1.4)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included occasionally.	11 (2.2)	18* (3.8)	4 (1.4)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included frequently.	4 (1.3)	8 (2.7)	# (†)
Instruction is primarily in the students' AI/AN language.	# (†)	# (†)	# (†)
Grade 8			
Instruction is entirely in English.	88 (1.7)	81* (3.4)	95 (1.8)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included occasionally.	10 (1.7)	15* (3.4)	5 (1.8)
Instruction is primarily in English, but words or phrases from the students' AI/AN language are included frequently.	2 (0.8)	3 (1.5)	# (†)
Instruction is primarily in the students' AI/AN language.	# (†)	# (†)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-63. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers used various standards in planning their mathematics lessons: 2005 [Estimates and standard errors for table 5-2, grade 4]

Use of standards in planning lessons	Total	School density	
		High	Low
State content standards for mathematics			
Not at all	2 (0.6)	1 (0.7)	3 (0.8)
A little	2 (0.6)	1 (0.5)	2 (1.2)
Some	6 (1.4)	7 (2.4)	5 (1.6)
A lot	90 (1.6)	91 (2.5)	90 (2.0)
District content standards for mathematics			
Not at all	7 (1.5)	8 (2.4)	6 (1.6)
A little	4 (1.2)	5 (2.0)	2 (1.0)
Some	12 (2.1)	13 (3.2)	10 (2.3)
A lot	78 (2.3)	74 (3.4)	82 (3.1)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
Not at all	86 (2.3)	78* (3.8)	95 (1.6)
A little	5 (1.4)	8 (2.2)	3 (1.4)
Some	7 (1.5)	12* (2.9)	1 (0.3)
A lot	1 (0.6)	2 (1.1)	# (†)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	77 (3.3)	62* (5.1)	93 (1.8)
A little	10 (1.8)	15* (3.2)	5 (1.6)
Some	10 (2.9)	19* (5.1)	1 (0.3)
A lot	3 (0.8)	4* (1.3)	1 (0.6)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-64. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers used various standards in planning their mathematics lessons: 2005 [Estimates and standard errors for table 5-2, grade 8]

Use of standards in planning lessons	Total	School density	
		High	Low
State content standards for mathematics			
Not at all	2 (2.7)	5 (5.8)	# (†)
A little	5 (2.9)	8 (6.2)	2 (0.8)
Some	11 (1.9)	11 (2.9)	11 (2.1)
A lot	81 (3.0)	75 (5.3)	87 (2.2)
District content standards for mathematics			
Not at all	9 (3.3)	18* (6.9)	1 (0.7)
A little	5 (2.8)	8 (6.0)	2 (1.0)
Some	15 (2.9)	18 (5.3)	13 (2.4)
A lot	71 (3.3)	56* (6.2)	83 (2.4)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
Not at all	87 (2.9)	77* (5.5)	96 (0.9)
A little	6 (1.8)	10 (3.5)	3 (0.9)
Some	6 (1.9)	12* (3.9)	1 (0.5)
A lot	# (†)	# (†)	# (†)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	86 (2.8)	76* (5.2)	95 (1.4)
A little	8 (2.0)	12 (3.8)	4 (1.3)
Some	5 (1.9)	11* (3.8)	1 (0.5)
A lot	1 (0.4)	1 (0.8)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-65. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers used various standards in planning their reading/language arts lessons: 2005 [Estimates and standard errors for table 5-3, grade 4]

Use of standards in planning lessons	Total	School density	
		High	Low
State content standards for reading/language arts			
Not at all	1 (0.3)	1 (0.4)	1 (0.5)
A little	2 (0.7)	# (†)	3 (1.3)
Some	7 (1.4)	8 (2.3)	6 (1.6)
A lot	91 (1.5)	91 (2.5)	90 (2.0)
District content standards for reading/language arts			
Not at all	5 (1.2)	6 (1.8)	3 (1.5)
A little	4 (1.2)	5 (2.1)	2 (1.0)
Some	11 (1.4)	9 (2.0)	12 (2.3)
A lot	81 (2.1)	80 (3.2)	82 (3.2)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
Not at all	82 (2.3)	70* (3.8)	93 (1.9)
A little	8 (1.4)	12* (2.4)	4 (1.3)
Some	8 (1.8)	14* (3.2)	3 (1.3)
A lot	2 (0.7)	4 (1.4)	# (†)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	69 (3.1)	50* (4.7)	89 (2.2)
A little	13 (1.7)	19* (3.0)	7 (1.8)
Some	13 (2.8)	23* (4.8)	3 (1.0)
A lot	4 (1.2)	8* (2.3)	1 (0.4)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-66. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which their teachers used various standards in planning their reading/language arts lessons: 2005 [Estimates and standard errors for table 5-3, grade 8]

Use of standards in planning lessons	Total	School density	
		High	Low
State content standards for reading/language arts			
Not at all	3 (2.7)	5 (5.8)	2 (0.9)
A little	3 (2.7)	6 (5.7)	1 (0.6)
Some	13 (1.9)	9 (2.5)	17 (2.9)
A lot	80 (3.4)	79 (5.5)	80 (2.9)
District content standards for reading/language arts			
Not at all	10 (3.4)	18 (7.2)	2 (1.0)
A little	5 (2.8)	7 (5.9)	3 (1.1)
Some	17 (2.5)	14 (4.1)	20 (3.2)
A lot	68 (3.7)	61 (7.2)	75 (3.3)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
Not at all	84 (3.0)	74* (5.6)	93 (1.8)
A little	9 (2.0)	14 (4.0)	5 (1.2)
Some	5 (1.5)	8 (2.6)	2 (1.4)
A lot	2 (1.0)	4 (2.0)	# (†)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
Not at all	81 (3.4)	67* (6.3)	92 (1.8)
A little	12 (2.4)	19* (4.8)	5 (1.2)
Some	6 (1.5)	10* (2.7)	2 (1.3)
A lot	2 (0.9)	4 (2.0)	# (†)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-67. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and extent to which school principals report that various standards influence their schools' mathematics curricula: 2005 [Estimates and standard errors for grade 4 mathematics data discussed on page 57]

Type of standards	Total	School density	
		High	Low
State content standards for mathematics			
No influence	2 (1.2)	4 (2.3)	1 (0.7)
Small influence	1 (0.8)	# (†)	3 (1.6)
Moderate influence	4 (1.6)	7 (3.3)	1 (0.8)
Much influence	92 (2.2)	89 (4.0)	95 (2.0)
District content standards for mathematics			
No influence	5 (2.0)	8 (3.8)	1 (1.0)
Small influence	1 (0.7)	2 (1.4)	# (†)
Moderate influence	9 (2.4)	11 (4.4)	6 (2.2)
Much influence	85 (3.1)	79 (5.3)	92 (2.5)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
No influence	63 (4.5)	43* (7.6)	83 (3.6)
Small influence	24 (3.7)	32* (6.7)	15 (3.2)
Moderate influence	10 (3.5)	19* (6.5)	1 (1.4)
Much influence	3 (1.6)	6 (3.1)	1 (0.5)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
No influence	56 (3.9)	34* (7.2)	78 (4.0)
Small influence	26 (3.7)	37* (7.8)	15 (2.8)
Moderate influence	13 (3.8)	23* (7.1)	3 (1.9)
Much influence	5 (1.4)	7 (2.2)	4 (1.9)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-68. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which school principals report that various standards influence their schools' mathematics curricula: 2005 [Estimates and standard errors for grade 8 mathematics data discussed on page 57]

Type of standards	Total	School density	
		High	Low
State content standards for mathematics			
No influence	1 (0.4)	# †	1 (0.7)
Small influence	2 (2.5)	5 (5.6)	# †
Moderate influence	4 (1.4)	3 (1.9)	5 (2.1)
Much influence	93 (3.0)	92 (5.9)	94 (2.2)
District content standards for mathematics			
No influence	6 (2.9)	6 (5.6)	5 (2.2)
Small influence	2 (1.0)	4 (2.2)	# †
Moderate influence	11 (3.4)	20 (7.4)	3 (1.8)
Much influence	81 (4.3)	70 (8.6)	91 (2.8)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
No influence	63 (4.2)	54 (6.6)	71 (4.2)
Small influence	22 (3.9)	25 (6.8)	20 (3.7)
Moderate influence	11 (3.1)	16 (5.5)	7 (2.9)
Much influence	3 (1.8)	5 (3.6)	2 (1.3)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
No influence	56 (4.2)	40* (7.2)	70 (4.2)
Small influence	28 (4.8)	37 (8.6)	22 (4.0)
Moderate influence	8 (2.4)	12 (4.5)	4 (1.7)
Much influence	8 (2.6)	12 (5.1)	4 (2.2)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-69. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and extent to which school principals report that various standards influence their schools' reading/language arts curricula: 2005 [Estimates and standard errors for grade 4 reading data discussed on page 57]

Type of standards	Total	School density	
		High	Low
State content standards for reading/language arts			
No influence	2 (0.7)	# †	3 (1.5)
Small influence	2 (1.1)	2 (2.2)	1 (0.7)
Moderate influence	2 (0.9)	2 (1.5)	2 (0.9)
Much influence	95 (1.6)	95 (2.6)	95 (2.0)
District content standards for reading/language arts			
No influence	4 (1.7)	6 (3.3)	1 (1.0)
Small influence	2 (1.1)	3 (2.2)	# †
Moderate influence	9 (2.5)	10 (4.4)	7 (2.3)
Much influence	86 (3.2)	80 (5.4)	91 (2.5)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
No influence	52 (4.5)	32* (7.5)	73 (3.8)
Small influence	27 (3.9)	32 (7.2)	23 (3.7)
Moderate influence	17 (4.0)	31* (6.9)	3 (1.9)
Much influence	3 (1.6)	6 (3.2)	1 (0.5)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
No influence	44 (4.1)	21* (5.9)	66 (4.3)
Small influence	32 (4.4)	39 (8.6)	26 (4.0)
Moderate influence	15 (3.8)	26* (6.4)	5 (2.2)
Much influence	9 (2.5)	14 (4.9)	4 (1.8)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-70. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and extent to which school principals report that various standards influence their schools' reading/language arts curricula: 2005 [Estimates and standard errors for grade 8 reading data discussed on page 57]

Type of standards	Total	School density	
		High	Low
State content standards for reading/language arts			
No influence	# †	# †	# †
Small influence	3 (2.6)	5 (5.7)	1 (0.7)
Moderate influence	6 (1.9)	5 (2.8)	6 (2.3)
Much influence	92 (3.3)	90 (6.3)	93 (2.4)
District content standards for reading/language arts			
No influence	6 (3.1)	8 (6.0)	4 (2.0)
Small influence	3 (1.4)	4 (2.8)	1 (0.7)
Moderate influence	10 (2.9)	18 (6.2)	4 (1.5)
Much influence	82 (3.9)	70 (7.8)	91 (2.6)
AI/AN content/cultural standards developed by the Bureau of Indian Affairs			
No influence	51 (4.2)	37* (6.0)	62 (4.2)
Small influence	35 (4.5)	42 (7.8)	29 (3.9)
Moderate influence	11 (2.9)	16 (5.0)	7 (2.8)
Much influence	4 (1.8)	5 (3.8)	2 (1.3)
AI/AN content/cultural standards developed by the state or by a local education agency or council			
No influence	47 (4.1)	33* (7.0)	59 (4.5)
Small influence	35 (4.6)	40 (8.4)	30 (3.9)
Moderate influence	9 (2.7)	15 (5.1)	5 (2.0)
Much influence	9 (2.7)	12 (5.3)	5 (2.4)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-71. Percentage of grade 4 American Indian/Alaska Native (AI/AN) students, by school density and various assessment tools that their teachers used to evaluate student progress and plan appropriate instruction: 2005 [Estimates and standard errors for table 5-4]

Assessments used for evaluation and planning to at least a moderate extent	Total	School density	
		High	Low
Standardized state assessments	82 (2.0)	83 (3.4)	81 (2.5)
Other standardized tests (e.g., district-level)	78 (2.1)	77 (3.9)	80 (2.6)
Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	81 (2.5)	87* (3.7)	75 (3.0)
Teacher-made tests or quizzes	85 (2.1)	86 (3.6)	85 (2.4)
Assessments developed by local AI/AN groups	3 (0.9)	5 (1.8)	# (†)
Individual or group projects	63 (3.2)	61 (5.3)	64 (3.1)
Worksheets	66 (2.8)	71 (5.0)	62 (3.3)
Oral responses of students during class discussions	85 (2.1)	89 (3.2)	82 (2.8)
Portfolios or work samples	64 (3.1)	69 (4.9)	60 (3.8)
Demonstrations or exhibitions	44 (3.2)	51* (4.8)	37 (3.2)

† Not applicable. Standard error of the estimate cannot be accurately determined.

Rounds to zero.

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

Table A-72. Percentage of grade 8 American Indian/Alaska Native (AI/AN) students, by school density and various assessment tools that their teachers used to evaluate student progress and plan appropriate instruction: 2005 [Estimates and standard errors for table 5-5]

Assessments used for evaluation and planning to at least a moderate extent	Total	School density	
		High	Low
Mathematics			
Standardized state assessments	69 (4.1)	67 (8.1)	72 (3.5)
Other standardized tests (e.g., district-level)	50 (3.5)	44 (6.3)	56 (3.8)
Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	65 (3.1)	72* (5.0)	58 (3.4)
Teacher-made tests or quizzes	88 (2.3)	86 (4.1)	90 (2.0)
Assessments developed by local AI/AN groups	2 (0.7)	2 (1.3)	1 (0.6)
Individual or group projects	37 (3.4)	41 (7.0)	32 (3.1)
Worksheets	61 (3.3)	62 (5.5)	61 (3.4)
Oral responses of students during class discussions	74 (3.8)	72 (7.6)	76 (3.0)
Portfolios or work samples	37 (3.7)	40 (7.2)	34 (3.2)
Demonstrations or exhibitions	26 (3.8)	29 (7.5)	24 (3.1)
Reading			
Standardized state assessments	69 (2.9)	68 (5.4)	69 (2.8)
Other standardized tests (e.g., district-level)	54 (3.0)	50 (6.2)	59 (3.2)
Tests supplied by textbook publishers (e.g., end of unit or chapter tests)	50 (3.7)	54 (6.8)	47 (3.1)
Teacher-made tests or quizzes	90 (3.0)	86 (6.0)	92 (1.9)
Assessments developed by local AI/AN groups	3 (1.0)	4 (1.8)	2 (1.1)
Individual or group projects	72 (2.5)	69 (4.8)	74 (2.8)
Worksheets	54 (3.6)	56 (6.0)	51 (3.4)
Oral responses of students during class discussions	81 (3.8)	77 (7.6)	84 (2.6)
Portfolios or work samples	63 (3.4)	60 (6.3)	66 (3.5)
Demonstrations or exhibitions	44 (3.0)	39 (5.4)	48 (3.2)

* Significantly different ($p < .05$) from students attending low density schools.

NOTE: School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Standard errors of the estimates appear in parentheses.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 National Indian Education Study.

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