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





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Catherine Freeman
National Center for Education Statistics

Mary Ann Fox
Education Statistics Services Institute

U.S. Department of Education
Margaret Spellings
Secretary

Institute of Education Sciences
Grover J. Whitehurst
Director

National Center for Education Statistics
Grover J. Whitehurst
Acting Commissioner

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Content Contact
Catherine Freeman
(202) 502-7336
Catherine.Freeman@ed.gov

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INTRODUCTION

This report examines both the current conditions and recent trends in the education of American Indians and Alaska Natives using statistical measures. It presents a selection of indicators that illustrate the educational achievement and attainment of American Indians and Alaska Natives. Over the past 20 years, American Indians/Alaska Natives have made gains in key education areas, such as increased educational attainment. However, gaps in academic performance between American Indian/Alaska Native and White students remain.

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

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

Universe Surveys:

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

Sample Surveys:

- Early Childhood Longitudinal Study
- High School and Beyond Longitudinal Study of 1980 Sophomores
- National Assessment of Educational Progress (NAEP)
- National Education Longitudinal Study of 1988 and Education Longitudinal Study of 2002
- National Postsecondary Study Aid
- Postsecondary Education Transcript Study (PETS)
- Schools and Staffing Survey

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

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

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

- Department of Commerce, Census Bureau:
  Prior to 2000—anyone having origins in any of the original peoples of North America (including Central America) and who maintains tribal affiliation or community attachment;
  Decennial Census of 2000 and thereafter—includes the above definition and anyone having origins in any of the original peoples of South America.
- Department of Education:
  For programs—anyone having origins in any of the original peoples of North America (including Central America) and maintaining cultural identification through tribal affiliation or community recognition, including federally and state recognized tribes;
  For survey data collection—anyone having origins in any of the original peoples of North America (including Central America). The definition includes American Indians from South America in recent collection years of sample survey data.
- Department of the Interior, Bureau of Indian Affairs (BIA):
  Anyone who is an enrolled member of a federally recognized tribe. Through the BIA's acknowledgment process, tribal groups may be given federal recognition as Indian tribes, making their members eligible to receive services provided to Indians (U.S. Department of the Interior 1999). Members of federally recognized tribes, therefore, do not include all persons who may self-identify themselves as an American Indian or Alaska Native.

The Office of Management and Budget (OMB) is responsible for the standards that govern the categories used to collect and present federal data on race and ethnicity. The OMB revised the guidelines on racial/ethnic categories used by the federal government in October 1997 with a January 2003 deadline for implementation (Office of Management and Budget 1997). The revised standards require a minimum of these five categories for data on race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In addition, the category "more than one race" (respondents could select one or more race categories) was introduced in the 2000 Census and was used in the Current Population Surveys (CPS) (beginning in 2003) collected by the Census Bureau (U.S. Department of Commerce 2001).

This report presents several indicators using data in which the category "more than one race" was available. In these indicators, the term "alone" (e.g., American Indian/Alaska Native alone) represents data for respondents who selected a single race category, and the term "in combination with one or more other races" represents data for respondents who selected more than one race category. For indicators where the "more than one race" option was not available, the race category represents respondents who selected one race category.

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

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

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

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

Technical Note

This report includes data from both universe and sample surveys, as is indicated in the list of surveys earlier in this report. In the case of the universe data all relevant units are included in the data collection. Thus, there is no sampling error and observed differences are reported as true. In the case of sample surveys, a nationally representative set of respondents is selected and asked to participate in the data collection. Since each sample represents just one of many possible samples that could be selected, there is error associated with any sample. To avoid reaching false conclusions about differences between groups or differences over time measured by sample survey data, sampling error is taken into account in statistical tests that are conducted to support statements about differences. Thus, all statements about differences in this report are supported by the data, either directly in the case of universe surveys or with statistical significance testing in the case of sample survey data. In addition, there are occasional references to apparent differences that are not significant. All significance tests of differences are tested at the .05 level of significance. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were: *t* tests, equivalency tests, and linear trend tests. The *t* tests were not adjusted to compensate for multiple comparisons being made simultaneously. Trend tests were conducted by evaluating the significance of the slope of a simple regression of the annual data points, and a *t* test comparing the end points. Equivalence tests at the 0.15 level were used to determine whether two statistics were substantively equivalent or different by using a hypothesis test to determine whether the confidence interval of the difference between sample estimates was significantly greater or less than a preset substantively important difference (Tryon 2001). In most cases involving percentages, a difference of 3.0 percentage points was used to determine substantive equivalence or difference. In some indicators involving only very small percentages, a lower value was used. A difference of 1.5 percentage points was used to determine equivalence of the percentage of American Indian/Alaska Native dropouts between years (*Indicator 3.3*), of the percentages of students who reported watching 6 or more hours of television or videotapes each day (*Indicator 6.4*), and of unemployment rates (*Indicator 8.2*). For other indicators involving only relatively large values, a larger value was used; a difference of $1,000 was used in the case of the amount of financial aid (*Indicator 7.3*) and median annual income (*Indicator 8.3*).

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

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

HIGHLIGHTS

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

Demographics and educational outcomes:

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

Elementary/secondary education:

- American Indian/Alaska Native students were more likely to have dropped out of school than White or Asian/Pacific Islander students in 2003. However, they were less likely to have dropped out than Hispanics. Status dropout rates represent the percent of 16- to 24-year-olds who are out of school and who have not earned a high school diploma or General Educational Development (GED) credential. (*Indicator 3.3*)
- In 2003, American Indian/Alaska Native 4th- and 8th-grade students scored lower on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments than White and Asian/Pacific Islander students. However, American Indian/Alaska Native 4th-grade students scored higher on NAEP reading and mathematics assessments than Blacks. (*Indicators 4.2 and 4.3*)
- In 2003, relatively more American Indian/Alaska Native high school students took Advanced Placement tests than in prior years. (*Indicator 4.8*)
- American Indians/Alaska Natives scored lower, on average, than Whites on the SAT and the ACT in 2004. (*Indicator 4.9*)
- In 2003, some 20 percent of American Indian/Alaska Native children between the ages of 12 and 17 had used alcohol in the past month, and they were more likely than other children to have used marijuana in the past month. (*Indicator 6.2*)

Postsecondary education:

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

DEMOGRAPHIC OVERVIEW

1. Demographic Overview

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

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

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

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

1.1 Population Composition and Growth

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

In 2003, 4.4 million persons living in the United States were American Indian/Alaska Native alone or in combination with one or more other races.[1] Of these persons, 2.8 million were American Indian/Alaska Native alone and 1.6 million were American Indian/Alaska Native in combination with one or more other races. Furthermore, of the American Indian/Alaska Native alone population, 2.2 million were non-Hispanic while 0.6 million were Hispanic. Of the American Indian/Alaska Native in combination with one or more other races population, 1.4 million were non-Hispanic and 0.2 million were Hispanic.

While the 2003 population estimates are the most recent information on the American Indian/Alaska Native population, the most comprehensive information to date on the demographics of the U.S. population comes from the 2000 Decennial Census. In the 2000 Census, respondents who selected American Indian/Alaska Native as the race that best described them were then asked to provide the name of their tribe or village. Respondents who provided the name of a tribe or village were classified as American Indian, or Alaska Native, or both American Indian and Alaska Native, based on the origin of the tribe(s) and/or village(s). Respondents were classified as both American Indian and Alaska Native if they provided the names of two or more tribes/villages, with at least one classified as an American Indian tribe and at least one classified as an Alaska Native village or tribe. If a respondent did not provide a tribe or village, they were categorized as "tribe not specified." In 2000, the American Indian/Alaska Native alone population, including those of Hispanic origin, was about 75 percent American Indian, 4 percent Alaska Native, and less than 1 percent both American Indian and Alaska Native, while 21 percent did not specify their background beyond American Indian/Alaska Native.

(Continued on page 4.)

[1] "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories.

Table 1.1a. Size of the American Indian/Alaska Native population, by race/ethnicity: 2003

Race/ethnicity	Number	Percent of U.S. population
Total	**4,366,174**	**1.5**
American Indian/Alaska Native alone	2,786,652	1.0
Non-Hispanic	2,180,318	0.7
Hispanic	606,334	0.2
American Indian/Alaska Native in combination with one or more other races	1,579,522	0.5
Non-Hispanic	1,365,390	0.5
Hispanic	214,132	0.1

NOTE: "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2003 (NC-EST2003–03), released June 14, 2004.

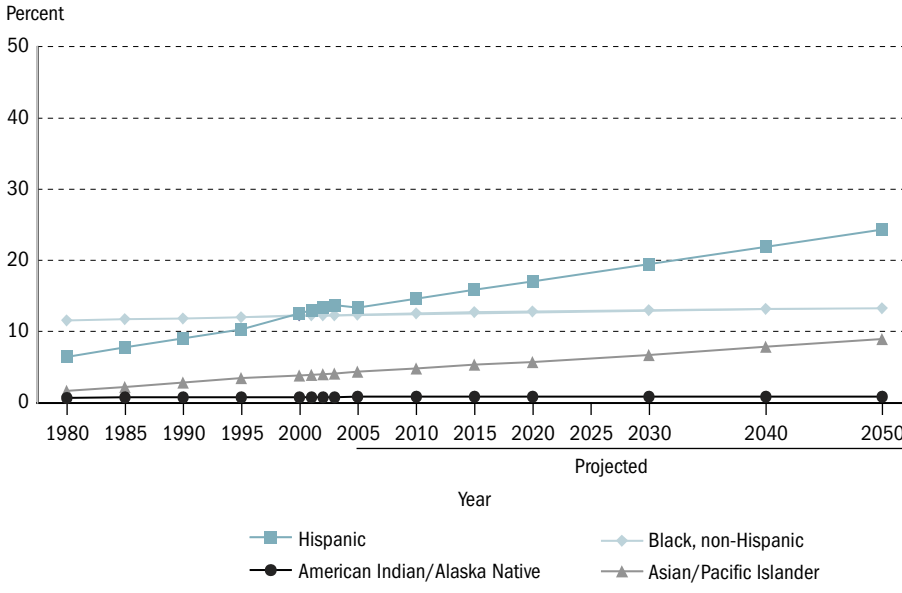
Table 1.1b. Number of American Indians/Alaska Natives, by race subcategory: 2000

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

[1] Refers to respondents who specified a tribe or tribes that are American Indian.
[2] Refers to respondents who specified a tribe/village or tribes/villages that are Alaska Native.
[3] Refers to respondents who specified multiple tribes/villages with at least one that is American Indian and one that is Alaska Native.
[4] Refers to respondents who did not specify a tribal/village affiliation.
NOTE: "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Figures include American Indians/Alaska Natives of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, *American Factfinder*, Decennial Census, 2000.

The Census Bureau projects that by 2050 the non-Hispanic American Indian/Alaska Native alone population will grow to 3.2 million. The projected rate of increase between the years 2000 and 2050 (55 percent) will exceed that for the White population (9 percent), but will be slower than the expected rate of increase for Hispanics (178 percent) and Asian/Pacific Islanders (233 percent) and slightly slower than the rate for Blacks (56 percent). According to these projections, in 2050 the U.S. population will be 24 percent Hispanic, 13 percent Black, 9 percent Asian/Pacific Islander, and 1 percent American Indian/Alaska Native (*appendix table A-1.1*). The differences in the projected rates of increase indicate that the distribution of the population will change. According to these projections, between 2003 and 2050, the percentage of the population who are White will decrease (68 to 53 percent), and the percentages of the population will increase for those who are Black (12 to 13 percent), Hispanic (14 to 24 percent), Asian/Pacific Islander (4 to 9 percent), and American Indian/Alaska Native (0.7 to 0.8 percent).

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



NOTE: Numbers for the year 2000 are from the Decennial Census. All other years are population estimates.
SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000*, Population Estimates Program, 1980 to 2000; Population Projections Program, 2001 to 2050; and Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2003 (NC-EST2003–03), released June 14, 2004.

1.2 Geographic Distribution of the Population

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

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

In 17 states—most of them western—American Indians/Alaska Natives alone, including those of Hispanic origin, composed more than the national average, 1 percent, of the total state population. Among these, California had the largest American Indian/Alaska Native alone population with about 333,300 people. Texas and New York ranked among the 10 states with the largest American Indian/Alaska Native alone populations, with 118,400 and 82,500 people in this category, respectively.

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

(Continued on page 8.)

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

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

NOTE: "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Includes American Indians/Alaska Natives of Hispanic origin. Western states are AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY. Northeastern states are CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwestern states are IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. Southern states are AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV, and DC. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, *Census 2000 Brief: The American Indian and Alaska Native Population, 2000*, 2002.

[2] "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category.

Table 1.2b. Size of the American Indian/Alaska Native population and percentage distribution of the total population in states with the largest American Indian/Alaska Native populations: 2000

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

NOTE: "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Includes American Indians/Alaska Natives of Hispanic origin. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, *Census 2000 Brief: The American Indian and Alaska Native Population, 2000*, 2002.

In 2000, some 47 percent of American Indians/Alaska Natives, not including those of Hispanic origin, lived on reservations and off-reservation trust lands, Oklahoma tribal statistical areas, tribal designated statistical areas, state designated American Indian statistical areas, Alaska Native village statistical areas, or Alaska Native Regional Corporations.[3] In 2000, 25 percent of American Indians/Alaska Natives lived on federal reservations and off-reservation trust lands, 11 percent lived on Oklahoma tribal statistical areas, 4 percent lived on state designated American Indian statistical areas, and less than 1 percent lived in tribal designated statistical areas and state reservations and off-reservation trust land. Alaska Native village statistical areas were home to 3 percent of American Indians/Alaska Natives, while 5 percent lived on Alaska Native Regional Corporation land.

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

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

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

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

#Rounds to zero.
NOTE: The total in this table differs from the total American Indian/Alaska Native alone population in table 1.2a in that this table does not include American Indians/Alaska Natives of Hispanic origin. "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, *Summary Population and Housing Characteristics*, tables 2 and 34, based on Decennial Census, 2000.

Table 1.2d. Number and percentage distribution of population in American Indian/Alaska Native Areas and Alaska Native Regional Corporations, by race/ethnicity: 2000

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

NOTE: Totals include other race/ethnicity categories not separately shown. On American Indian federal reservation and off-reservation trust land, 0.1 percent of non-Hispanic residents reported being of "some other race" and 2.1 percent reported being of two or more races.
SOURCE: U.S. Department of Commerce, Census Bureau, *Summary Population and Housing Characteristics*, table 34, based on Decennial Census, 2000.

1.3 American Indian and Alaska Native Tribes

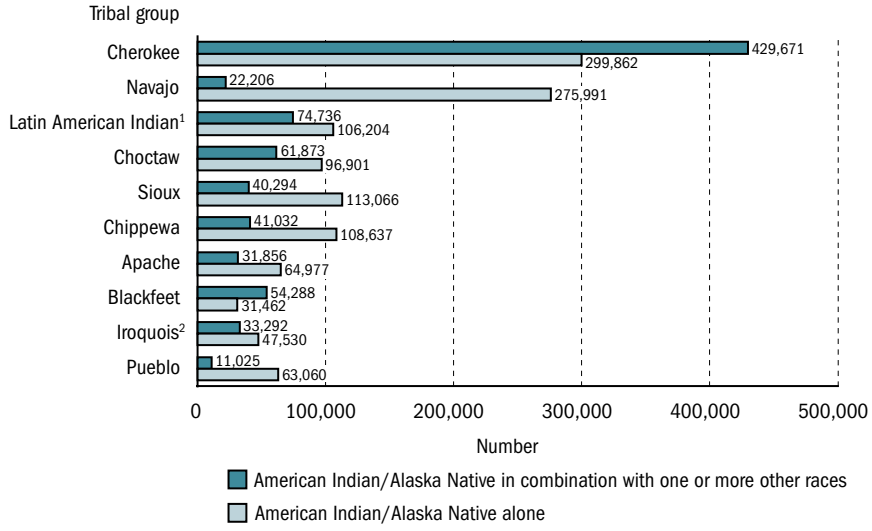
There are more than 560 federally recognized American Indian and Alaska Native tribes.

In 2003, the federal government recognized 562 American Indian/Alaska Native tribes (U.S. Department of the Interior 2004a). These federally recognized entities are eligible for funding and services from the Bureau of Indian Affairs (BIA). Furthermore, these tribes have "domestic dependent nation status," defined as the power of self-government, including the powers to form governments, make and enforce laws, tax, establish membership, license and regulate activities, zone, and exclude people from tribal territories (U.S. Department of the Interior 1999). As such, they maintain diplomatic relations with the federal government (U.S. Department of the Interior 2000).

In 2000, the largest American Indian tribes were Cherokee and Navajo, with 729,500 and 298,200 individuals reporting affiliation (including those of Hispanic origin), respectively. Eskimo was the largest Alaska Native tribe, with a reported affiliation of 54,800 (including those of Hispanic origin).

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

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



[1] Latin American Indian refers to respondents listing any one of a number of Latin American tribes (e.g., the Maya or Yanomamo).
[2] Iroquois is a language group which includes 6 federally recognized tribes in its confederacy.
NOTE: "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Includes American Indians/Alaska Natives of Hispanic origin. Tribal groupings compiled by the Census Bureau do not necessarily correspond with federally recognized tribes. Self-identified membership does not necessarily correspond with official membership in a federally recognized tribe.
SOURCE: U.S. Department of Commerce, Census Bureau, *Census 2000 Brief: The American Indian and Alaska Native Population, 2000*, 2002.

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

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

[1] Latin American Indian refers to respondents listing any one of a number of Latin American tribes (e.g., the Maya or Yanomamo).
[2] Iroquois is a language group which includes 6 federally recognized tribes in its confederacy.
NOTE: "*Alone*" refers to respondents who selected American Indian/Alaska Native and not any other race category. "*In combination with one or more other races*" refers to respondents who selected American Indian/Alaska Native and one or more other race categories. Includes American Indians/Alaska Natives of Hispanic origin. Tribal groupings compiled by the Census Bureau do not necessarily correspond with federally recognized tribes. Self-identified membership does not necessarily correspond with official membership in a federally recognized tribe. Tribal populations do not sum to totals because totals include American Indian/Alaska Native populations from many additional tribes. In addition, the numbers by American Indian and Alaska Native tribal groupings do not sum to the total population because tribal groupings are tallies of the number of American Indian and Alaska Native responses rather than the number of American Indian and Alaska Native respondents. Respondents reporting several American Indian and Alaska Native tribes are counted several times. For example, a respondent reporting "Apache and Blackfeet" would be included in the Apache as well as Blackfeet numbers.
SOURCE: U.S. Department of Commerce, Census Bureau, *Census 2000 Brief: The American Indian and Alaska Native Population, 2000*, 2002.

1.4 Age Distribution of the Population

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

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

An additional measure of the relative youth of the American Indian/Alaska Native population is the proportion of individuals under 18. Percentages for American Indians/Alaska Natives include those of Hispanic origin. In 2002, about one-third of American Indians/Alaska Natives were children under the age of 18 (32 percent) compared to about one-quarter of the total population (25 percent). A larger proportion of Hispanics were under the age of 18 in 2002 than American Indians/Alaska Natives (34 vs. 32 percent).

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

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

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

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

NOTE: Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2001* and *2003*, based on Population Projections Program, 1990 to 2002.

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

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

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

1.5 Family Structure

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

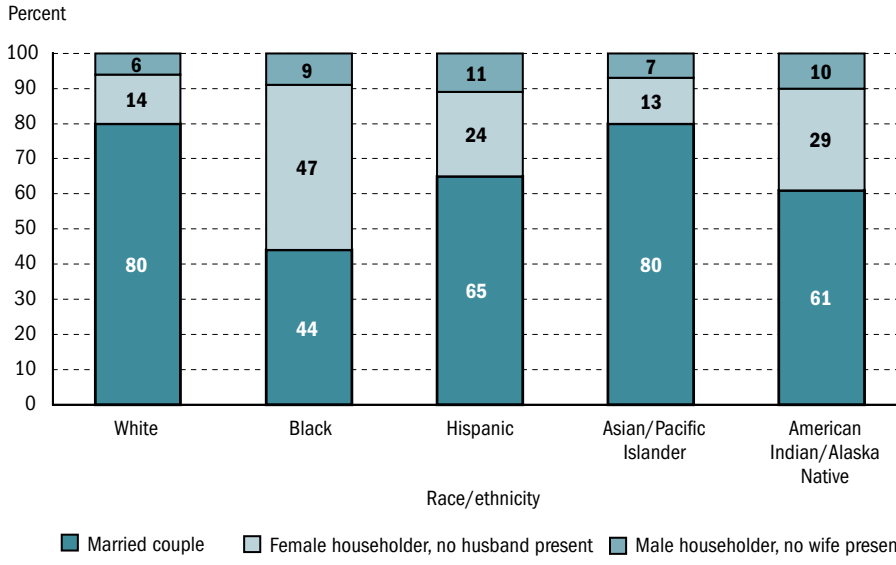
In this indicator, race groups include persons of Hispanic origin. In 2003, about 61 percent of American Indian/Alaska Native families were headed by married couples, 29 percent were headed by females with no husband present, and 10 percent were headed by males with no wife present. The proportion of American Indian/Alaska Native families living in married-couple households was greater than the proportion of Black families (44 percent), but less than the proportions of White, Hispanic, and Asian/Pacific Islander families (80 percent, 65 percent, and 80 percent, respectively). American Indian/Alaska Native families were about twice as likely as White families and Asian/Pacific Islander families to be headed by females with no husband present (29 percent vs. 14 and 13 percent, respectively). They were less likely than Black families, however, to be living in this situation (29 vs. 47 percent). American Indian/Alaska Native families were also more likely than White or Asian/Pacific Islander families to be headed by males with no wife present (10 percent vs. 6 and 7 percent, respectively).

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

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

[1] Totals include race/ethnicity categories not separately shown.
NOTE: A family is a group of two people or more (one of whom is the householder) related by birth, marriage, or adoption and residing together. By contrast, a household is defined as the people who occupy a housing unit. It includes the related family members and all the unrelated people, if any, such as lodgers, foster children, wards, or employees who share the housing unit. Detail may not sum to totals because of rounding. Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

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



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

1.6 Individuals, Families, and Children in Poverty

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

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school. Measuring poverty rates of individuals and of families highlights the patterns of children's poverty in the United States by identifying age groups, race groups, and types of families among which poverty is particularly prevalent.

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

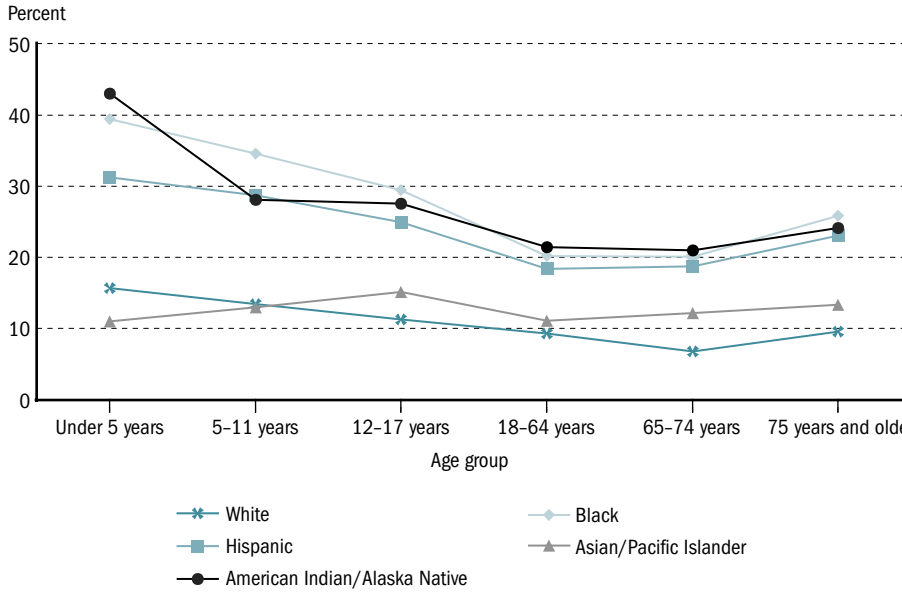
(Continued on page 18.)

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

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

NOTE: To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

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



NOTE: To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey, unpublished data, 2003.

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

Households headed by females with no husband present are more likely to be poor than are married-couple households. Fifty-eight percent of all American Indian/Alaska Native female-headed families with children under 18 lived in poverty in 1989. By 2003, this number had decreased to 48 percent, but was still higher than the percentage of female-headed families in the total population that lived in poverty (36 percent). In 2003, some 14 percent of married-couple American Indian/Alaska Native families with children under 18 lived in poverty, double the percentage for married-couple families in the overall population (7 percent).

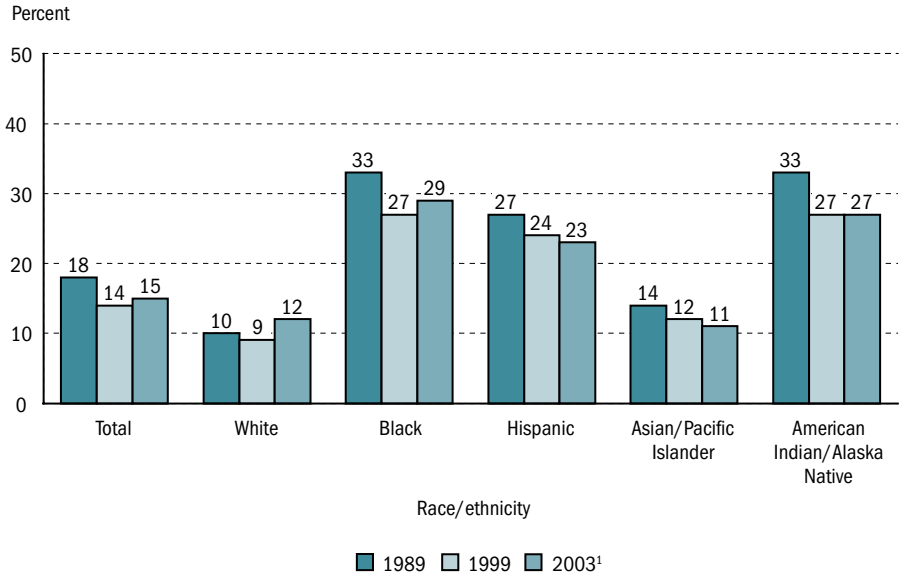
(Continued on page 20.)

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

Race/ethnicity	All families	Married-couple families	Male householder, no spouse present	Female householder, no spouse present
		1989		
Total	**17.6**	**7.3**	**19.5**	**42.3**
White	10.5	5.9	15.6	34.3
Black	33.0	12.2	27.6	52.5
Hispanic	27.4	18.2	28.3	54.7
Asian/Pacific Islander	13.9	10.7	19.9	35.6
American Indian/Alaska Native	33.4	20.6	39.4	57.6
		1999		
Total	**13.6**	**6.6**	**17.7**	**34.3**
White	9.4	5.0	14.3	27.8
Black	27.2	9.4	24.9	41.8
Hispanic	24.1	17.0	24.9	44.5
Asian/Pacific Islander	11.7	9.1	17.5	28.5
American Indian/Alaska Native	27.0	15.5	30.3	45.7
		2003[1]		
Total	**14.9**	**6.6**	**18.0**	**36.5**
White	11.5	5.7	15.4	32.2
Black	28.7	8.6	24.8	42.6
Hispanic	23.5	15.9	15.6	46.3
Asian/Pacific Islander	11.1	8.0	18.4	28.3
American Indian/Alaska Native	26.9	13.7	21.8	48.0

[1] 2003 data are from the American Community Survey, rather than Decennial Census. Use caution in comparing these percentages to those from 1989 and 1999.
NOTE: To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000; American Community Survey, unpublished data, 2003.

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



[1]2003 data are from the American Community Survey, rather than Decennial Census. Use caution in comparing these percentages to those from 1989 and 1999.
NOTE: To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000; American Community Survey, unpublished data, 2003.

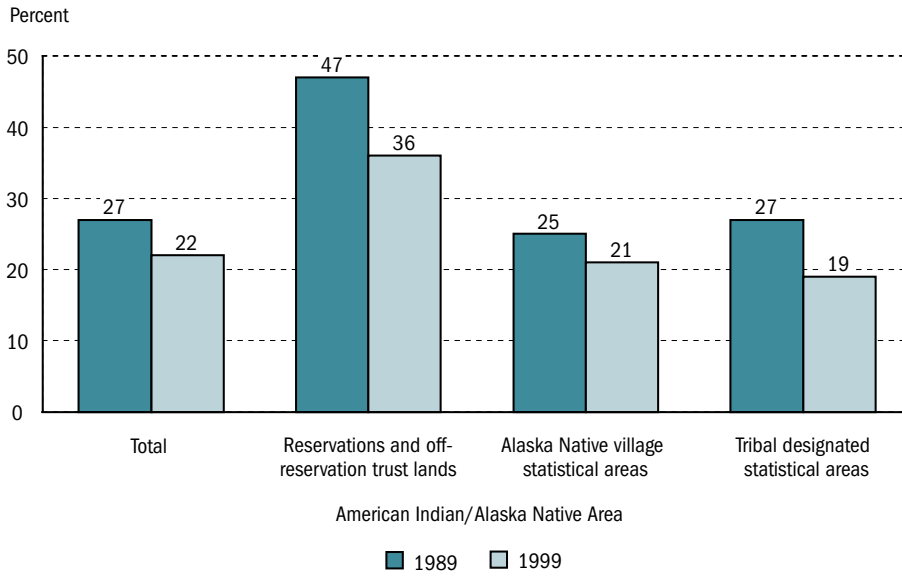
Poverty rates are especially high among American Indian/Alaska Native families who live in American Indian/Alaska Native Areas. In 1989, the poverty rate among all American Indian/Alaska Native families living on reservations and on off-reservation trust lands was over one and a half times as high as the poverty rate for families in the total American Indian/Alaska Native population (47 percent vs. 27 percent). By 1999, both percentages had decreased and the gap had narrowed to 14 percentage points, but families on reservations were still considerably more likely to be in poverty. Poverty rates of American Indian/Alaska Native families in Oklahoma tribal statistical areas and state designated American Indian statistical areas were similar to those for the total American Indian/Alaska Native population. Also, in Alaska Native village statistical areas, poverty rates for families were the same as for American Indians/Alaska Natives in the total U.S. population.

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

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

—Not available.
NOTE: Includes families with and without children under 18. Includes American Indians/Alaska Natives of Hispanic origin. To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). The U.S. Census Bureau divides American Indian/Alaska Native Areas into several categories. Federal American Indian reservations are areas that have been set aside by the United States for the use of tribes, the exterior boundaries of which are more particularly defined in the final tribal treaties, agreements, executive orders, federal statutes, secretarial orders, or judicial determinations. State reservations are areas established by individual states for tribes recognized by the state. Off-reservation trust lands (both federal and state) are areas for which the United States holds title in trust for the benefit of a tribe or for an individual Indian. The U.S. Census Bureau recognizes and tabulates data for reservations and off-reservation trust lands because American Indian tribes have primary governmental authority over these lands. Oklahoma tribal statistical areas are statistical entities identified and delineated by the U.S. Census Bureau in consultation with federally recognized American Indian tribes in Oklahoma that do not currently have a reservation, but once had a reservation in that state. Alaska Native village statistical areas are statistical entities that represent the densely settled portion of Alaska Native villages, which constitute associations, bands, clans, communities, groups, tribes or villages, recognized pursuant to the Alaska Native Claims Settlement Act of 1972. Tribal designated statistical areas are statistical entities identified and delineated for the U.S. Census Bureau by federally recognized American Indian tribes that do not currently have a federally recognized land base (reservation or off-reservation trust land). A tribal designated statistical area may not be located in more than one state, and it may not include area within any reservation, off-reservation, Oklahoma tribal, Alaska Native village, or state designated American Indian statistical areas. State designated American Indian statistical areas are entities for state recognized American Indian tribes that do not have a state recognized land base.
SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000.

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



NOTE: Includes families with and without children under 18. Includes American Indians/Alaska Natives of Hispanic origin. To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). The U.S. Census Bureau divides American Indian/Alaska Native Areas into several categories. Federal American Indian reservations are areas that have been set aside by the United States for the use of tribes, the exterior boundaries of which are more particularly defined in the final tribal treaties, agreements, executive orders, federal statutes, secretarial orders, or judicial determinations. State reservations are areas established by individual states for tribes recognized by the state. Off-reservation trust lands (both federal and state) are areas for which the United States holds title in trust for the benefit of a tribe or for an individual Indian. The U.S. Census Bureau recognizes and tabulates data for reservations and off-reservation trust lands because American Indian tribes have primary governmental authority over these lands. Alaska Native village statistical areas are statistical entities that represent the densely settled portion of Alaska Native villages, which constitute associations, bands, clans, communities, groups, tribes or villages, recognized pursuant to the Alaska Native Claims Settlement Act of 1972. Tribal designated statistical areas are statistical entities identified and delineated for the U.S. Census Bureau by federally recognized American Indian tribes that do not currently have a federally recognized land base (reservation or off-reservation trust land). A tribal designated statistical area may not be located in more than one state, and it may not include area within any reservation, off-reservation, Oklahoma tribal, Alaska Native village, or state designated American Indian statistical areas.
SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1990 and 2000.

1.7 Children's Health Risks

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

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

Vaccinations are vital to safeguarding a child's health. For this reason, it is recommended that children receive the 4:3:1:3 vaccination series by 35 months of age. This series consists of four or more doses of diphtheria and tetanus toxids and pertussis vaccine (DTP), three or more doses of poliovirus vaccine, one or more doses of measles-containing vaccine (MCV), and three or more doses of Haemophilus influenzae type b (Hib) vaccine (U.S. Department of Health and Human Services 2003). In 2003, 77 percent of American Indian/Alaska Native children received the 4:3:1:3 vaccination series by 35 months of age.

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

Race/ethnicity	Low birthweight
Total	**7.8**
White, non-Hispanic	6.9
Black, non-Hispanic	13.4
Hispanic	6.5
Asian/Pacific Islander[1]	7.8
American Indian/Alaska Native[1]	7.2

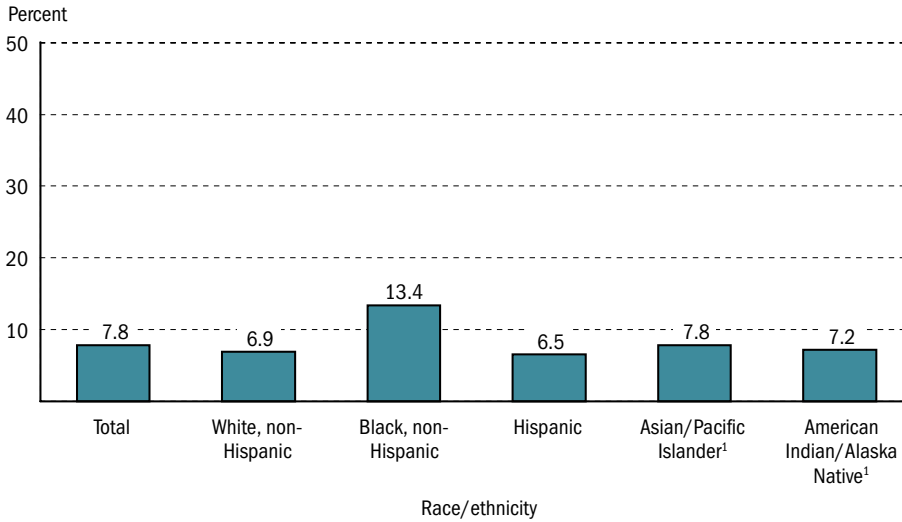
[1] Includes Asian/Pacific Islanders and American Indians/Alaska Natives of Hispanic origin.
NOTE: Babies of low birthweight weigh less than 2,500 grams/5.5 pounds.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, *Births: Final Data for 2002*, based on CDC, National Center for Health Statistics, Final Natality Statistics, 2002.

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

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

[1] Does not include Pacific Islanders.
NOTE: The 4:3:1:3 vaccination series includes four or more doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three or more doses of poliovirus vaccine, one or more doses of measles-containing vaccine (MCV), and three or more doses of Haemophilus influenzae type b (Hib) vaccine.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Immunization Program, Estimated Vaccination Coverage with Individual Vaccines and Vaccination Series Among Children 19 to 35 Months of Age by Race/Ethnicity, National Immunization Survey, 1995, 2000, and 2003.

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



[1] Includes Asian/Pacific Islanders and American Indians/Alaska Natives of Hispanic origin.
NOTE: Babies of low birthweight weigh less than 2,500 grams/5.5 pounds.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Vital Statistics Reports, *Births: final Data for 2002*, based on CDC, National Center for Health Statistics, Final Natality Statistics, 2002

1.8 Birth Rates and Child Mortality

The overall fertility rate for American Indian/Alaska Native women is lower than that for women in general, however, birth rates for young women are higher among American Indians/Alaska Natives than among young women overall. Infant and child mortality rates for American Indians/Alaska Natives are higher than those for all infants and children.

The overall fertility rate for American Indian/Alaska Native women (calculated as live births per 1,000 women ages 15 to 44 years) has declined from 83 in 1980 to 58 in 2002. The fertility rates of the general population changed only slightly over the same time period (from 68 in 1980 to 65 in 2002). Persons of Hispanic origin are included in the race categories for fertility rates. While the general fertility rate of American Indian/Alaska Native women is now lower than that for women overall, birth rates for young women (ages 15 to 24 years) are still higher for American Indians/Alaska Natives than for all young women. In 2002, there were 54 live births for every 1,000 American Indian/Alaska Native women 15 to 19 years old, compared to 43 in the general population. For 20- to 24-year-olds, the rate was 113 per 1,000 American Indian/Alaska Native women, and 104 per 1,000 women overall. For both age groups, however, the birth rates for American Indians/Alaska Natives were considerably lower than those for Blacks (67 live births per 1,000 women 15 to 19 years old, and 127 per 1,000 women 20 to 24 years old) and Hispanics (83 live births per 1,000 women 15 to 19 years old, and 164 per 1,000 women 20 to 24 years old) (*appendix table A-1.8*).

Infant mortality rates (the number of deaths per 1,000 live births) declined for all racial and ethnic groups between 1983 and 2002. Nonetheless, babies born to American Indian/Alaska Native mothers have relatively high infant mortality rates. In 2002, the infant mortality rate for American Indians/Alaska Natives was 9 infant deaths per 1,000 live births, which was higher than the rates for Whites, Hispanics, and Asian/Pacific Islanders (6, 6, and 5 per 1,000 live births, respectively), but lower than the rate for Blacks (14 per 1,000 live births). The infant mortality rates for Asian/Pacific Islanders and American Indians/Alaska Natives include persons of Hispanic origin.

(Continued on page 26.)

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

Year	Total	White, non-Hispanic	Black non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1983	10.9	9.2	19.1	9.5	8.3	15.2
1984	10.4	8.6	18.1	9.3	8.9	13.4
1985	10.4	8.6	18.3	8.8	7.8	13.1
1986	10.1	8.3	18.0	8.4	7.8	13.9
1987	9.8	8.1	17.5	8.2	7.3	13.0
1988	9.6	7.8	18.0	8.3	6.8	12.7
1989	9.5	7.8	18.0	8.1	7.4	13.4
1990	8.9	7.2	16.9	7.5	6.6	13.1
1991	8.6	7.0	16.6	7.1	5.8	11.3
1995	7.6	6.3	14.7	6.3	5.3	9.0
1996	7.3	6.0	14.2	6.1	5.2	10.0
1997	7.2	6.0	13.7	6.0	5.0	8.7
1998	7.2	6.0	13.9	5.8	5.5	9.3
1999	7.0	5.8	14.1	5.7	4.8	9.3
2000	6.9	5.7	13.6	5.6	4.9	8.3
2001	6.8	5.7	13.5	5.4	4.7	9.7
2002	7.0	5.8	13.9	5.6	4.8	8.6

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

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2004*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths; and National Vital Statistics Reports, Vol. 53, No. 10, *Infant Mortality Statistics from the 2002 Period Linked Birth/Infant Death Data Set*, 2004.

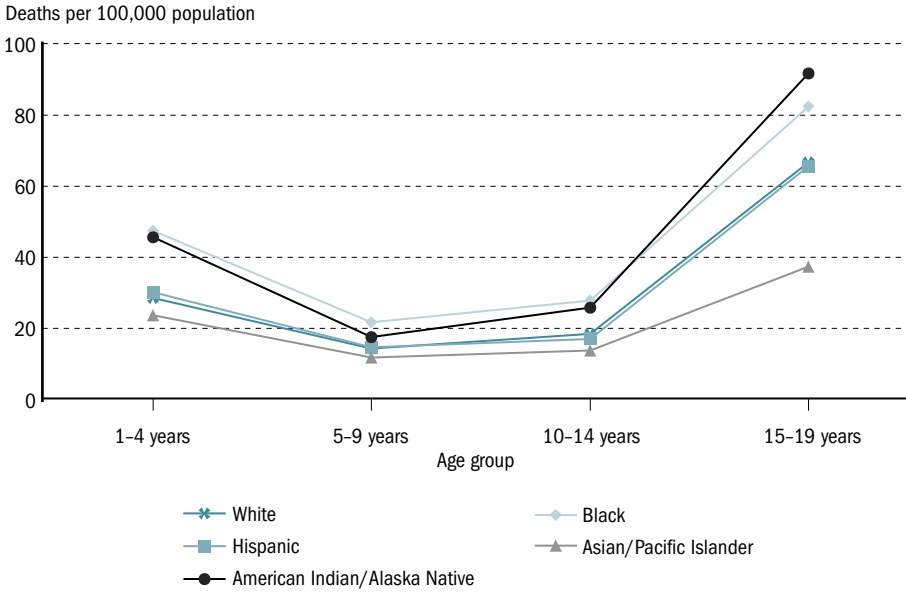
In 2002, the mortality rates for American Indian/Alaska Native children and adolescents, including those of Hispanic origin, between the ages of 1 and 19, were higher than the mortality rates for children in the general population. The differences were most pronounced with young children ages 1 to 4 and with adolescents ages 15 to 19. Mortality rates for American Indian/Alaska Native children ages 1 to 4 were 45 per 100,000 young children, compared to 31 per 100,000 young children in the total population. Similarly, mortality rates among American Indian/Alaska Native adolescents (15 to 19 years old) were 91 per 100,000 adolescents, while those for the general population were 68 per 100,000 adolescents.

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

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

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

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



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

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

2. Participation

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

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

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

2.1 Elementary and Secondary School Enrollment

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

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

Excluding Bureau of Indian Affairs (BIA) schools, the states where American Indian/Alaska Native students compose the largest proportions of the total student populations included Alaska (26 percent), Oklahoma (18 percent), Montana, New Mexico, and South Dakota (11 percent each). BIA schools (located in the South, Midwest, and West regions; data not shown) were attended by 7 percent of all American Indian/Alaska Native students (*appendix table A-2.1a*).

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

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

Year	White, non-Hispanic	Total minority[1]	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1986	70.4	29.6	16.1	9.9	2.8	0.9
1991	67.4	32.6	16.4	11.8	3.4	1.0
1993	66.1	34.0	16.6	12.7	3.6	1.1
1994	65.6	34.4	16.7	13.0	3.6	1.1
1995	64.8	35.1	16.8	13.5	3.7	1.1
1996	64.2	35.8	16.9	14.0	3.8	1.1
1997	63.5	36.5	17.0	14.4	3.9	1.2
1998	62.9	37.1	17.1	15.0	3.9	1.1
1999	62.1	37.9	17.2	15.6	4.0	1.2
2000	61.2	38.8	17.2	16.3	4.1	1.2
2001	60.3	39.7	17.2	17.1	4.2	1.2
2002	59.2	40.9	17.1	18.1	4.4	1.2

[1]Total minority represents persons of all race/ethnicities other than White, non-Hispanic.
NOTE: Figures do not include students enrolled in Bureau of Indian Affairs (BIA) schools. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights, "1986 State Summaries of Elementary and Secondary School Civil Rights Survey"; and National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 1991–92 to 2002–03.

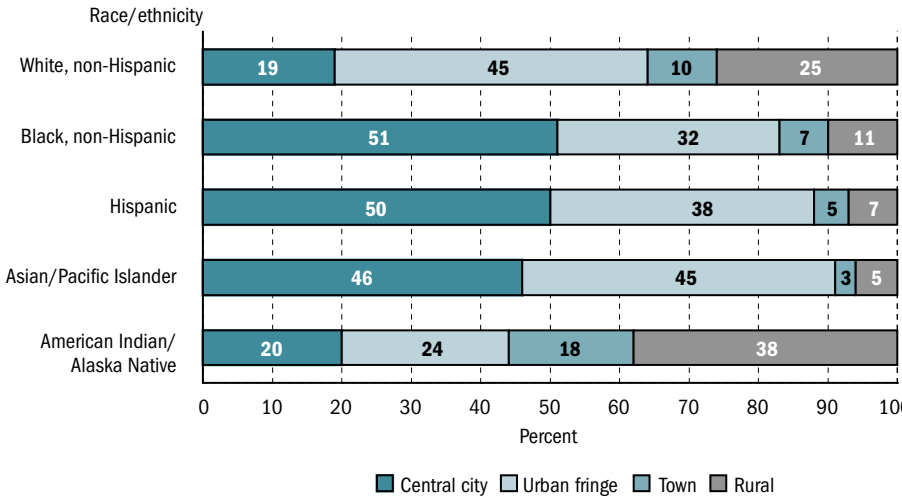
[4]Includes students in BIA schools.

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

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

NOTE: Figures may differ from previously published figures because Bureau of Indian Affairs (BIA) schools have been included in the Common Core of Data (CCD) total. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002–03.

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



NOTE: A 'central city' is defined as a large or midsize city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA); 'urban fringe' is an area within a CBSA or CSA of a city and defined as urban by the Census Bureau, but outside of the central city itself; 'town' is a place not within a CBSA or CSA, but having a population equal to or more than 2,500 people; 'rural' is a place with a population of fewer than 2,500 people. Figures may differ from previously published figures because Bureau of Indian Affairs (BIA) schools have been included in the Common Core of Data (CCD) total.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002–03.

2.2 Bureau of Indian Affairs (BIA) Schools

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

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

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

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

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

NOTE: Detail may not sum to totals because of rounding. Total does not include 1,733 students who live in BIA residences, but attend non-BIA public schools.
SOURCE: U.S. Department of the Interior, Bureau of Indian Affairs, Office of Indian Education Programs (OIEP), unpublished data, 2003–04.

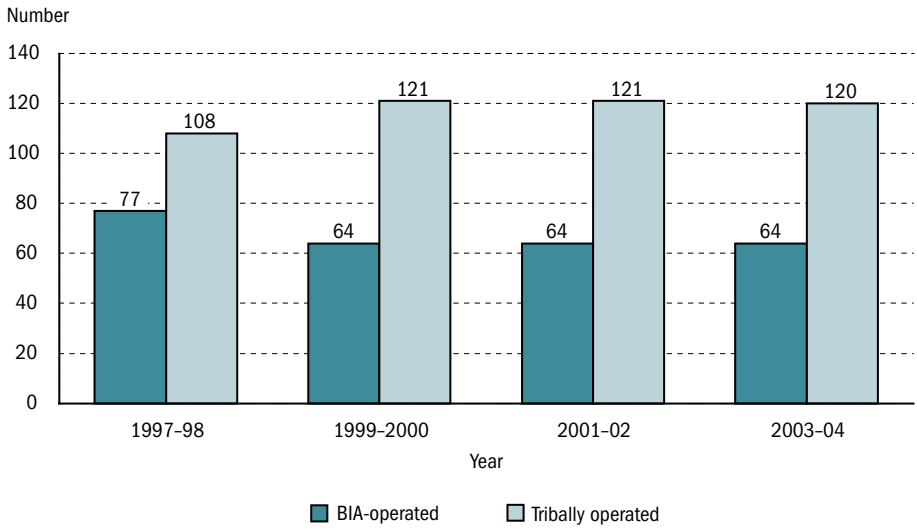
[5]There are no BIA schools in Alaska. Most Alaska Native children attend public schools in Alaska.

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

Enrollment size	Schools			Students		
	Bureau of Indian Affairs (BIA) schools[1]	25 percent or more American Indian/ Alaska Native (non-BIA)	Less than 25 percent American Indian/ Alaska Native (non-BIA)	Bureau of Indian Affairs (BIA) schools[1]	25 percent or more American Indian/ Alaska Native (non-BIA)	Less than 25 percent American Indian/ Alaska Native (non-BIA)
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
100 or fewer	18.1	33.1	10.8	4.5	6.6	1.0
101–200	30.5	21.8	9.5	17.2	14.0	2.7
201–300	20.9	15.8	11.6	19.8	17.3	5.6
301–500	18.6	20.0	26.5	27.9	33.9	20.2
More than 500	11.9	9.4	41.6	30.6	28.3	70.6

[1] Does not include BIA schools that are residences without instructional components.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of the Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002–03.

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



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

2.3 Special Education

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

In 2003, the Individuals with Disabilities Education Act (IDEA) served 9 percent of all U.S. children between the ages of 3 and 21 who were enrolled in public elementary and secondary schools.[6] American Indian/Alaska Native and Black children were more likely than other racial/ethnic groups to receive services under the IDEA. About 12 percent of American Indian/Alaska Native children and 11 percent of Black children received IDEA services in 2003, compared to 8 percent of White children, 8 percent of Hispanic children, and 4 percent of Asian/Pacific Islander children. In addition, the percentage of American Indian/Alaska Native children served under IDEA increased from 10 percent in 1998 to 12 percent in 2003.

Table 2.3a. Number, percentage, and percentage distribution of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2003

Race/ethnicity	Number of children served under IDEA	Percent of children in each racial/ethnic group served under IDEA	Percentage distribution of children served under IDEA
Total	**6,633,902**	**8.6**	**100.0**
White, non-Hispanic	4,035,880	8.4	60.8
Black, non-Hispanic	1,334,666	11.5	20.1
Hispanic	1,035,463	7.5	15.6
Asian/Pacific Islander	137,544	4.4	2.1
American Indian/Alaska Native	90,349	11.9	1.4

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, 2003.

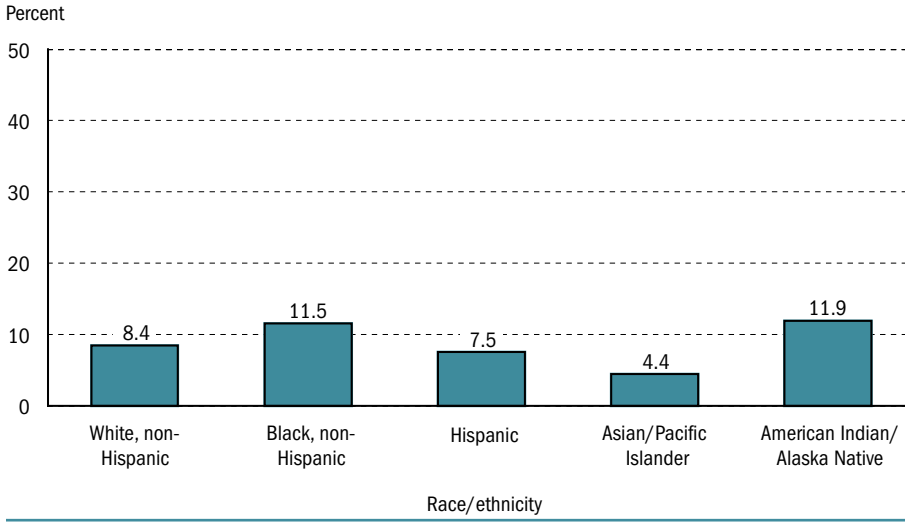
Table 2.3b. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998 to 2003

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

NOTE: Data have been revised from previously published reports.
SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 1998 to 2003.

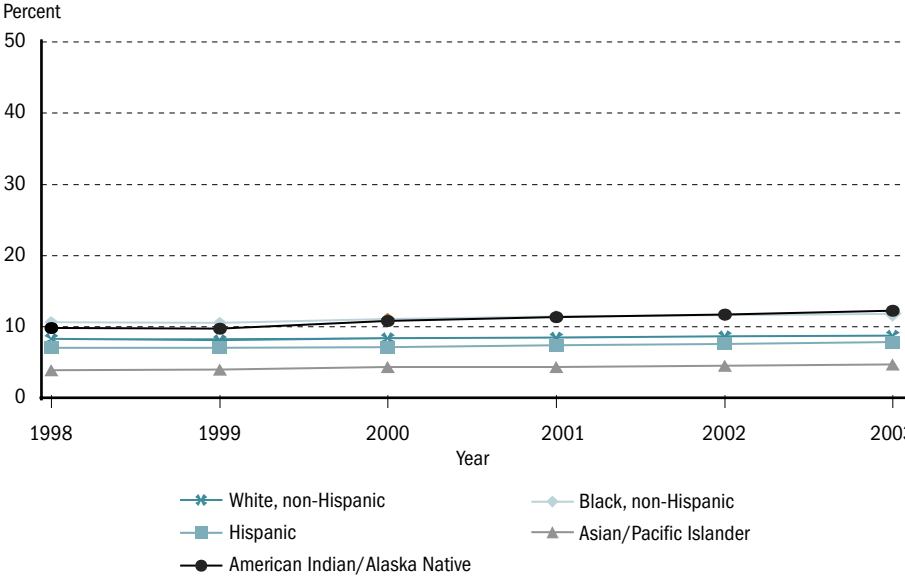
[6]The precursor to IDEA—Education for All Handicapped Children Act (EAHCA)—was first passed in 1975 to provide federal funding for the education of individuals with disabilities. This act was amended in 1990 to become IDEA and reauthorized in December 2004. IDEA aims "to ensure that all children with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

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



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

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



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

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

3. Persistence and Effort

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

This section focuses on the persistence and effort that students put into their elementary and secondary education. Particular attention is paid to how American Indian/Alaska Native students compare to other population groups as they proceed through school. Indicators of student persistence and effort include how often students are absent from school, student educational attainment expectations, and whether students drop out of school. School problems such as absenteeism, suspension, and expulsion can compound and may lead eventually to dropping out of school, which has long-term negative consequences (U.S. Department of Education 1999, 2001).

3.1 Absenteeism

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

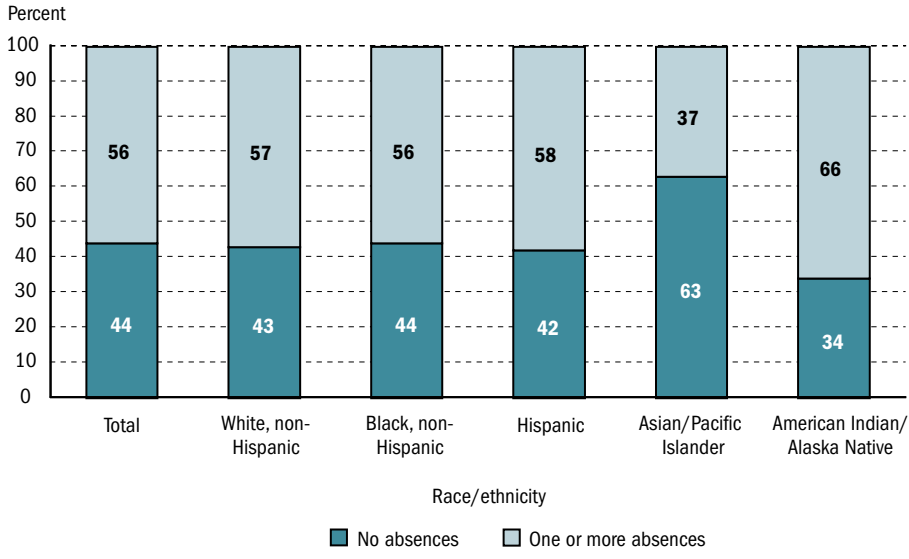
Children with high rates of absenteeism do not have the same amount of learning opportunities as children who attend school regularly. In 2003, some 66 percent of American Indian/Alaska Native 8th-grade students reported they were absent in the preceding month. American Indian/Alaska Native students were more likely to be absent at least once a month than students of any other race/ethnicity. In 2003, some 56 percent of Black students, 58 percent of Hispanic students, and 57 percent of White students, and 37 percent of Asian/Pacific Islander students reported that they were absent at least once from school in the preceding month.

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

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

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

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



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

3.2 Suspension and Expulsion

American Indian/Alaska Native youth have lower suspension and expulsion rates than Black students, but higher suspension and expulsion rates than students of all other racial/ethnic groups.

Prior research has confirmed the common perception that students who have been suspended from school are at higher risk for other poor school outcomes, including dropping out of school (Wehlage et al. 1989). Students who are disruptive in school or who are not in school may not be fully engaged in active learning. Eight percent of American Indian/Alaska Native public school students in kindergarten through 12th grade were suspended in 2000. The suspension rate of American Indians/Alaska Natives is higher than that of Whites (5 percent), Hispanics (6 percent), and Asian/Pacific Islanders (3 percent), but is lower than the suspension rate of Blacks (13 percent).

The expulsion rates for all racial/ethnic groups in 2000 are below 1 percent, but American Indian/Alaska Native students have a rate of expulsion that is second only to Black students.

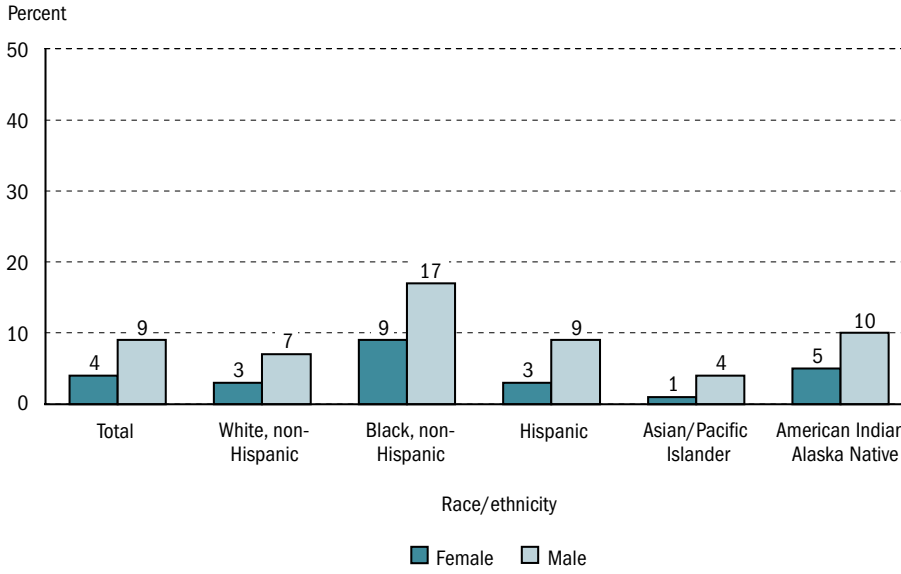
For all racial/ethnic groups, males have higher rates of suspension and expulsion than females, and comparisons between males and females of different race/ethnicities demonstrate the same trend as the total population. American Indian/Alaska Native males are less likely than Black males to be suspended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

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

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

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

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



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

3.3 Dropout Rates

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

Young adults who do not finish high school are more likely to be unemployed and earn less when they are employed than those who complete high school (U.S. Department of Education 1999, 2001). This indicator looks at the status dropout rate, the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school diploma or General Educational Development (GED) credential.[7]

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

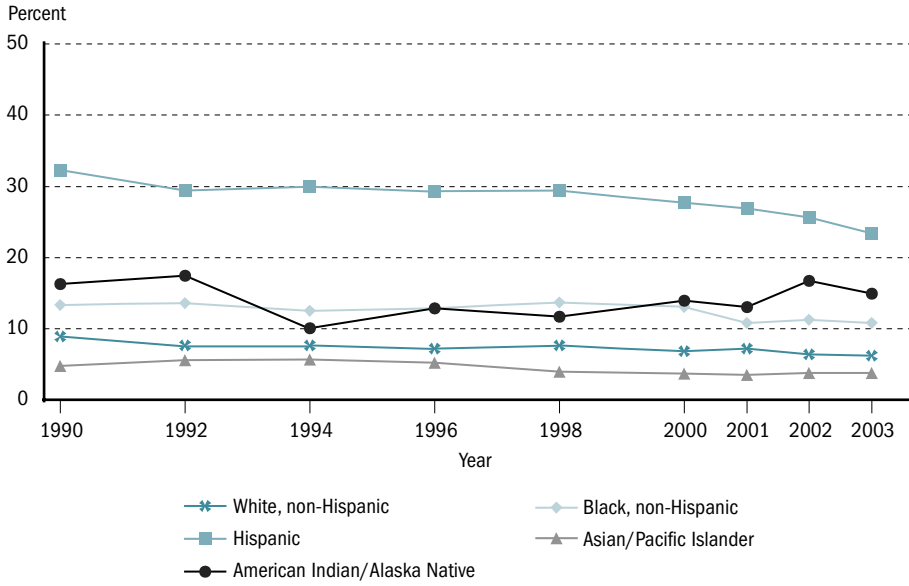
Table 3.3. Percentage of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: Selected years, 1990 to 2003

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

!Interpret data with caution.
NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the U.S. such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year.
SOURCE: U.S. Department of Commerce, Census Bureau, October Current Population Survey (CPS), 1990 to 2003.

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

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



NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. The status dropout rate includes all dropouts regardless of when they last attended school, as well as individuals who may have never attended school in the U.S. such as immigrants who did not complete a high school diploma in their home country. Another way of calculating dropout rates is the event dropout rate, which is the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Interpret data for American Indians/Alaska Natives with caution.
SOURCE: U.S. Department of Commerce, Census Bureau, October Current Population Surveys (CPS), 1990 to 2003

3.4 Attainment Expectations

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

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

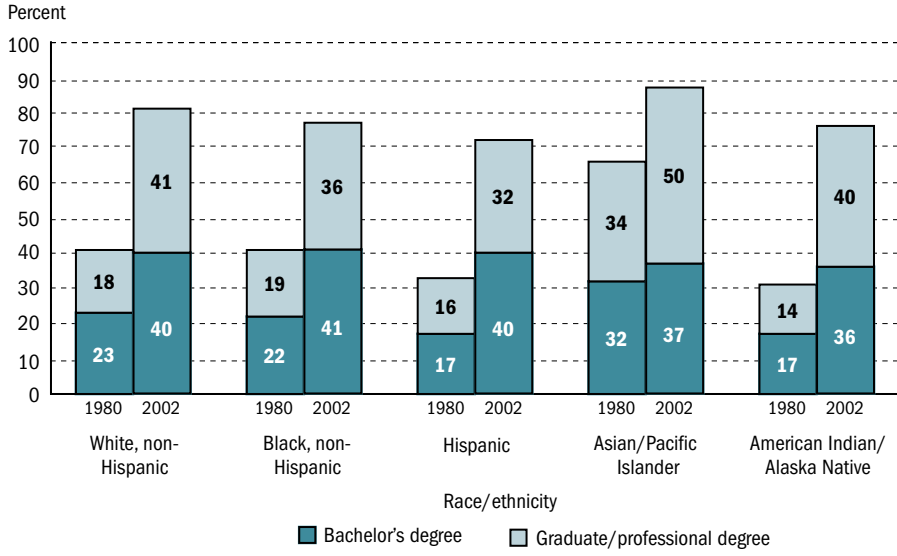
Expectations of college attainment also increased among the other racial/ethnic groups. The percentage of 10th-graders who expected to complete a bachelor's degree or higher increased for Whites (from 41 to 81 percent), Blacks (from 41 to 77 percent), Hispanics (from 33 to 73 percent), and Asian/Pacific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

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

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

NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2004*, table 15-1, based on High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and Education Longitudinal Study of 2002 (ELS:2002), Base Year.

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



NOTE: Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education 2004*, table 15-1, based on High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and Education Longitudinal Study of 2002 (ELS:2002), Base Year.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

4. Academics and Achievement

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

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

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

4.1 Early Motor and Cognitive Skill Development

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

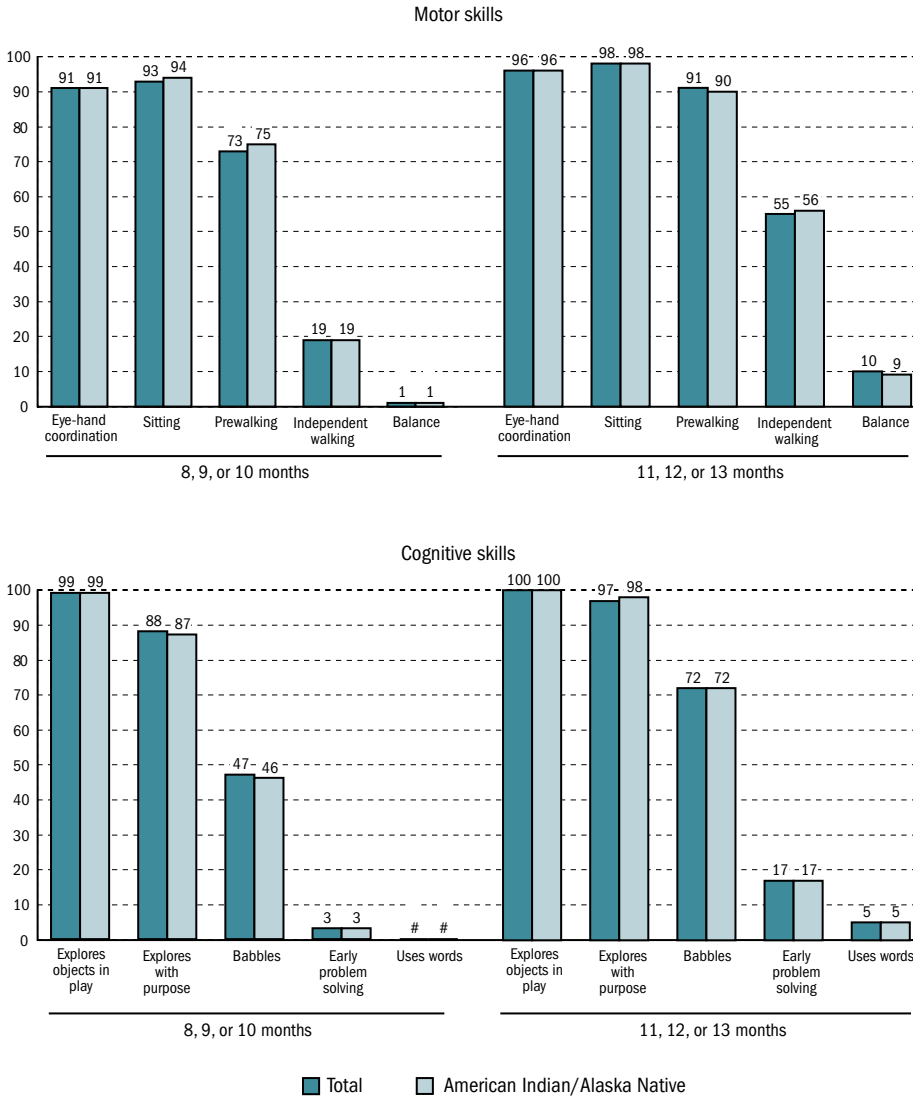
The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) presents information on young children's specific motor and cognitive skills. Five proficiencies for a young child's early motor skills are demonstrating eye-hand coordination as he/she reaches for objects; sitting alone without assistance;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

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

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

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

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



#Rounds to zero.
NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a sample of children who were born between January and December 2001. ECLS-B collected information on children's race by asking parents if their child was White, Black, Asian, Pacific Islander, and/or American Indian/Alaska Native. Parents were asked to choose one or more categories that applied to their child. American Indian/Alaska Native includes those of Hispanic origin and those in combination with one or more other races.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File, (NCES 2004-093), 2004.

4.2 Student Performance in Reading

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

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

In the 2003 assessment, American Indian/Alaska Native students had lower average reading scale scores than White and Asian/Pacific Islander students in both 4th and 8th grades. American Indian/Alaska Native students scored higher than Black students in the 4th grade in 2003.

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

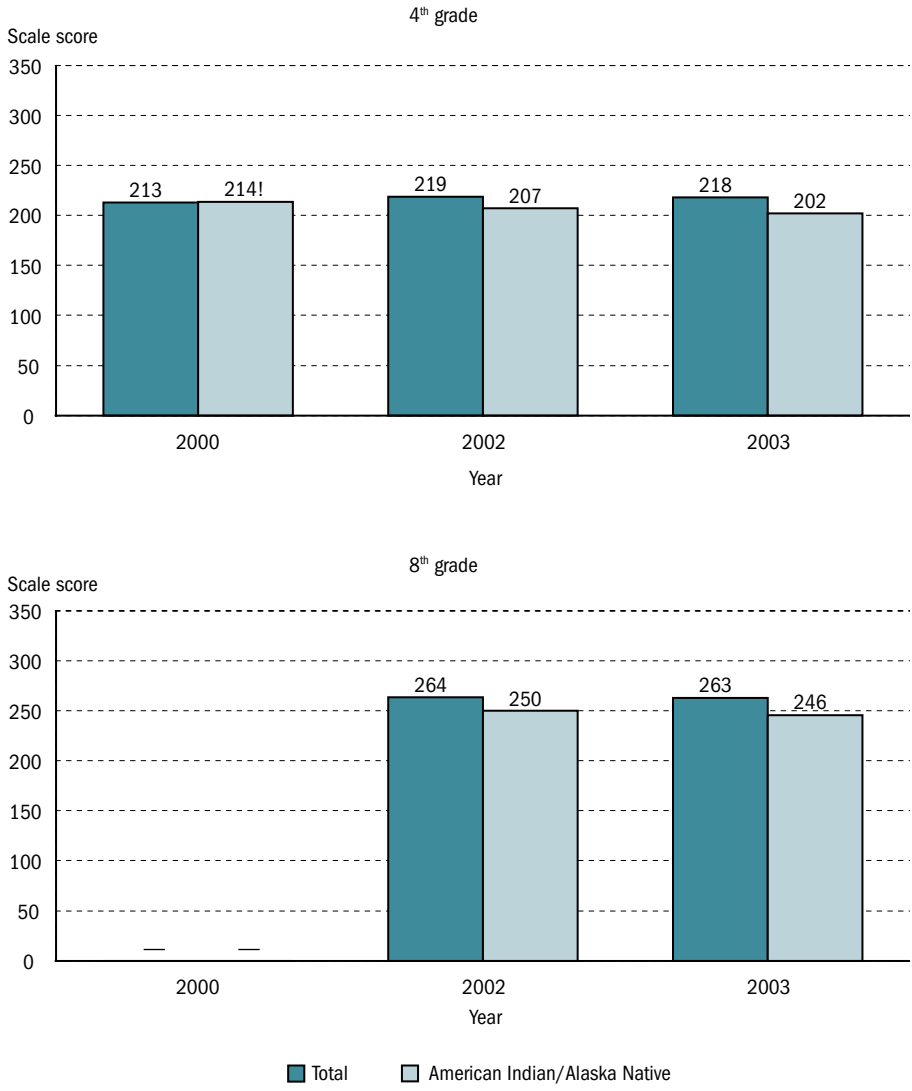
(Continued on page 52.)

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

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

—Not available.
!Interpret data with caution.
NOTE: Data were not collected at grade 8 in 2000. Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the reading scale score definitions, see http://nces.ed.gov/nationsreportcard/reading/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2002, and 2003 Reading Assessments.

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



—Not available.
!Interpret data with caution.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the reading scale score definitions, see http://nces.ed.gov/nationsreportcard/reading/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000, 2002, and 2003 Reading Assessments.

In addition to average scale scores, NAEP data are expressed as a series of achievement levels to indicate how well students perform against expectations for what students should know and be able to do. In 2003, a larger percentage of American Indians/Alaska Natives compared to Blacks read "at or above basic" in 4th grade and "at or above proficient" in 8th grade. Higher percentages of White and Asian/Pacific Islander students in both 4th and 8th grades achieved "at or above basic" and "at or above proficient" than American Indian/Alaska Native students.

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

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

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

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4.3 Student Performance in Mathematics

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

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

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

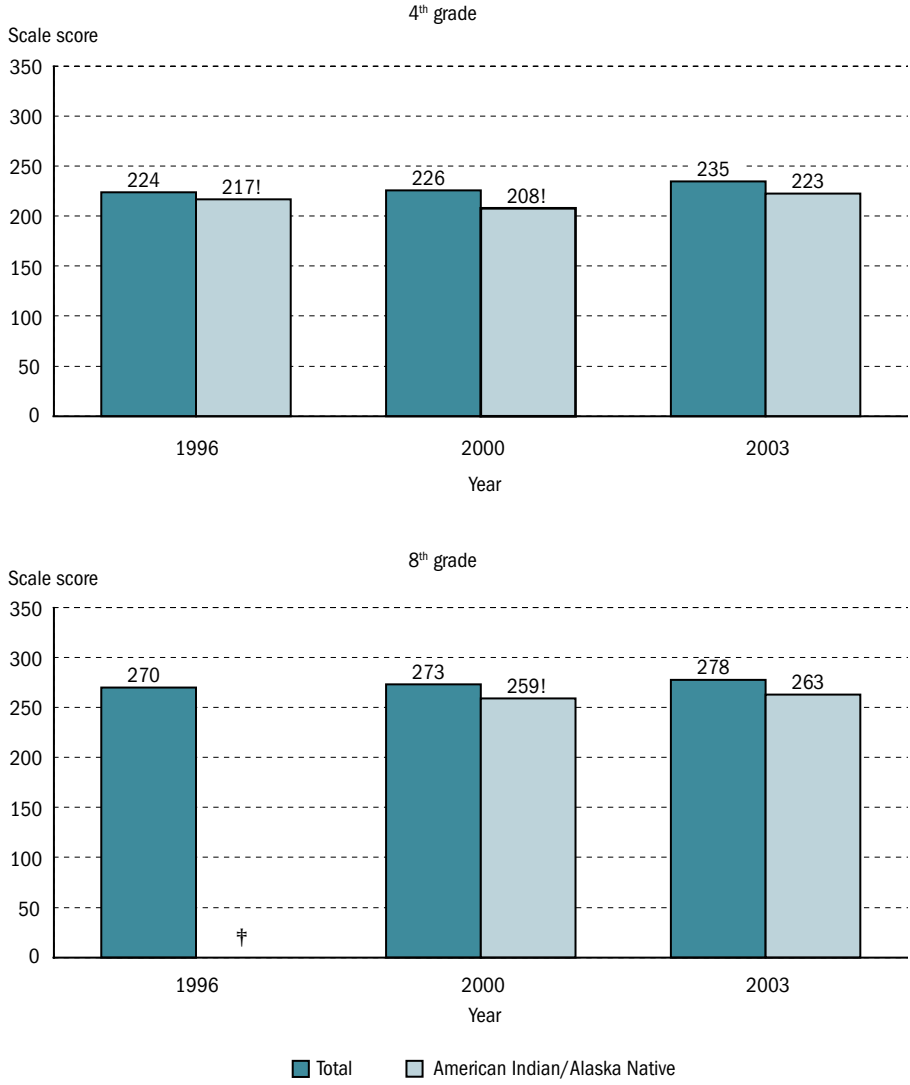
(Continued on page 56.)

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

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

!Interpret data with caution.
‡Reporting standards not met.
NOTE: Accommodations were permitted. Scale scores range from 0 to 500. For a discussion of the mathematics scale score definitions, see http://nces.ed.gov/nationsreportcard/mathematics/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

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



!Interpret data with caution.
†Reporting standards not met.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the mathematics scale score definitions, see http://nces.ed.gov/nationsreportcard/mathematics/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996, 2000, and 2003 Mathematics Assessments.

As with reading, NAEP uses a series of achievement levels for mathematics. American Indians/Alaska Natives in both the 4th and 8th grades had higher percentages "at or above basic" and "at or above proficient" than their Black peers. In the same grades, American Indians/Alaska Natives had lower percentages "at or above basic" and "at or above proficient" than their White and Asian/Pacific Islander peers.

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

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

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

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4.4 Student Performance in Science

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

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

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

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

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

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

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

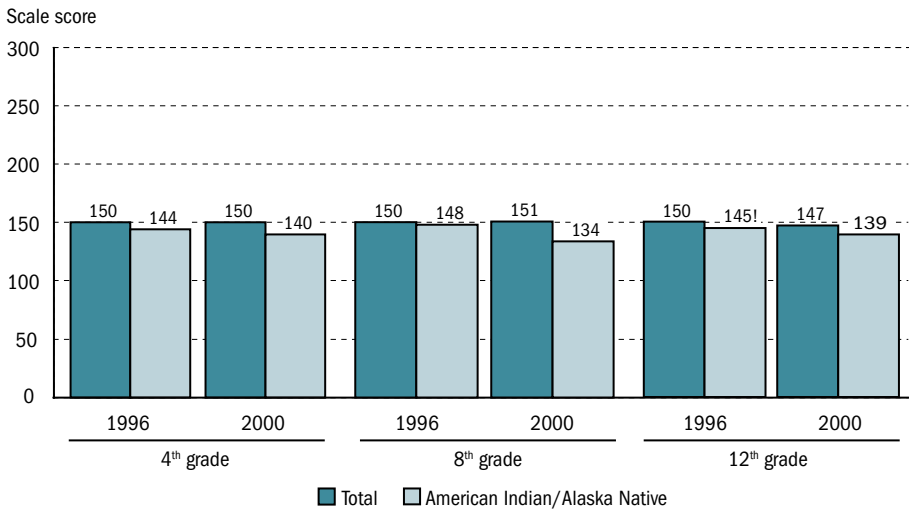
!Interpret data with caution.
‡Reporting standards not met.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 300. For a discussion of the science scale score definitions, please see http://nces.ed.gov/nationsreportcard/science/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 and 2000 Science Assessments.

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

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

Rounds to zero.
‡ Reporting standards not met.
NOTE: Accommodations were permitted. For a discussion of the science achievement level definitions, see http://nces.ed.gov/nationsreportcard/science/achieve.asp. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

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



! Interpret data with caution.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 300. For a discussion of the science scale score definitions, see http://nces.ed.gov/nationsreportcard/science/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1996 and 2000 Science Assessments.

4.5 Student Performance in U.S. History and Geography

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

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

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

(Continued on page 62.)

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

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

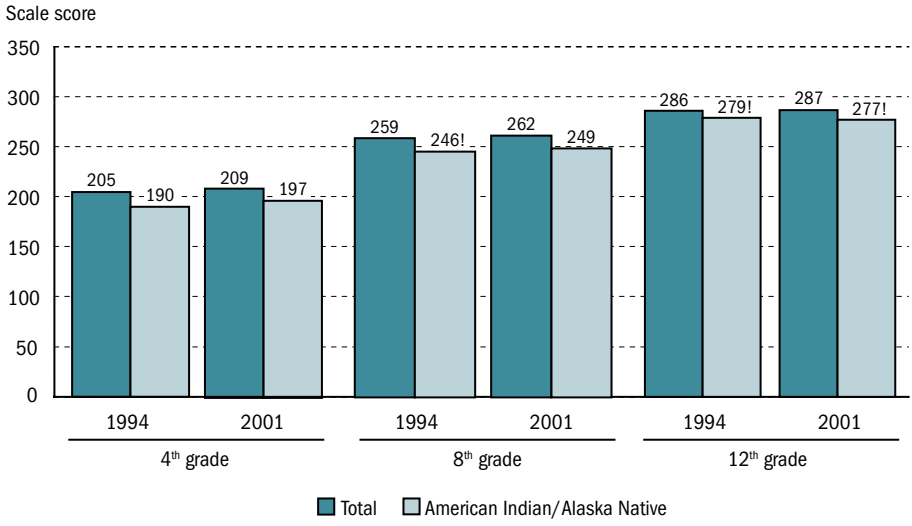
Rounds to zero.
NOTE: Accommodations were permitted. For a discussion of the U.S. history achievement level definitions, see http://nces.ed.gov/nationsreportcard/ushistory/achieve.asp. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 U.S. History Assessment.

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

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

!Interpret data with caution.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the U.S. history scale score definitions, see http://nces.ed.gov/nationsreportcard/ushistory/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

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



!Interpret data with caution.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the U.S. history scale score definitions, see http://nces.ed.gov/nationsreportcard/ushistory/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 U.S. History Assessments.

In 2001, 66 percent of American Indian/Alaska Native 4th-graders, 72 percent of 8th-graders, and 74 percent of 12th-graders scored at or above the basic proficiency level on the geography assessment. In 1994, American Indian/Alaska Native students scored, on average, 193 and 248 for 4th and 8th grade, respectively. In 2001, American Indian/Alaska Native students scored, on average, 199, 261, and 288 for 4th, 8th, and 12th grade, respectively. No measurable differences were found between 1994 and 2001 for either 4th or 8th grade. In 2001, American Indian/Alaska Native 4th- and 8th-grade students scored higher, on average, than their Black and Hispanic peers, but lower than White students. In addition, American Indian/Alaska Native 4th-grade students scored lower, on average, than Asian/Pacific Islander 4th-grade students.

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

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

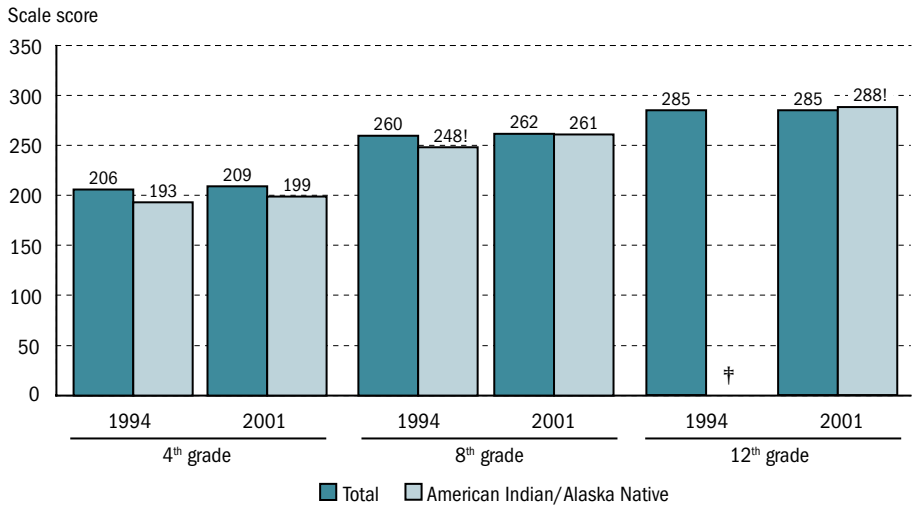
Rounds to zero.
! Interpret data with caution.
NOTE: Accommodations were permitted. For a discussion of the geography achievement level definitions, see http://nces.ed.gov/nationsreportcard/geography/achieve.asp. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2001 Geography Assessment.

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

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

!Interpret data with caution.
†Reporting standards not met.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the geography scale score definitions, see http://nces.ed.gov/nationsreportcard/geography/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

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



!Interpret data with caution.
†Reporting standards not met.
NOTE: Accommodations were permitted. Scale score ranges from 0 to 500. For a discussion of the U.S. history scale score definitions, see http://nces.ed.gov/nationsreportcard/ushistory/scale.asp.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1994 and 2001 Geography Assessments.

4.6 Core Academic Coursework

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

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

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

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

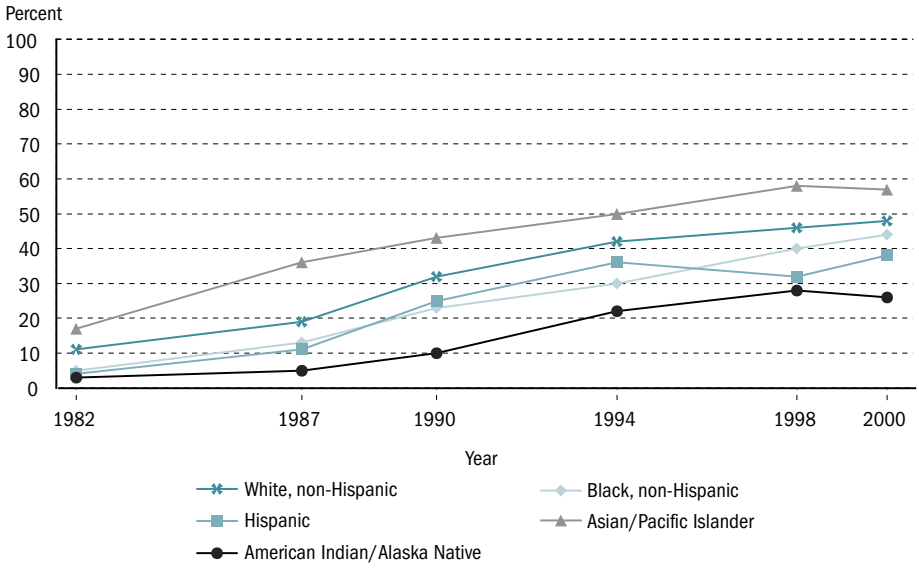
Table 4.6. Percentage of public high school graduates who had completed the core academic track, by race/ethnicity: Various years, 1982 to 2000

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

NOTE: The core academic track is defined as at least 4 year-long courses in English; 3 each in social studies, science, and mathematics; and 2 in foreign languages. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino. Total includes other race/ethnicity categories not separately shown.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and National Assessment of Educational Progress (NAEP), High School Transcript Studies (HSTS), selected years 1982 to 2000.

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

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



NOTE: The core academic track is defined as at least 4 year-long courses in English; 3 each in social studies, science, and mathematics; and 2 in foreign languages. Black includes African American, Pacific Islander includes Native Hawaiian, and Hispanic includes Latino.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80); National Education Longitudinal Study of 1988 (NELS:88/90), "First Follow-up, 1990;" and National Assessment of Educational Progress (NAEP), High School Transcript Studies (HSTS), selected years 1982 to 2000.

4.7 Advanced Coursetaking in High School

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

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

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

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

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

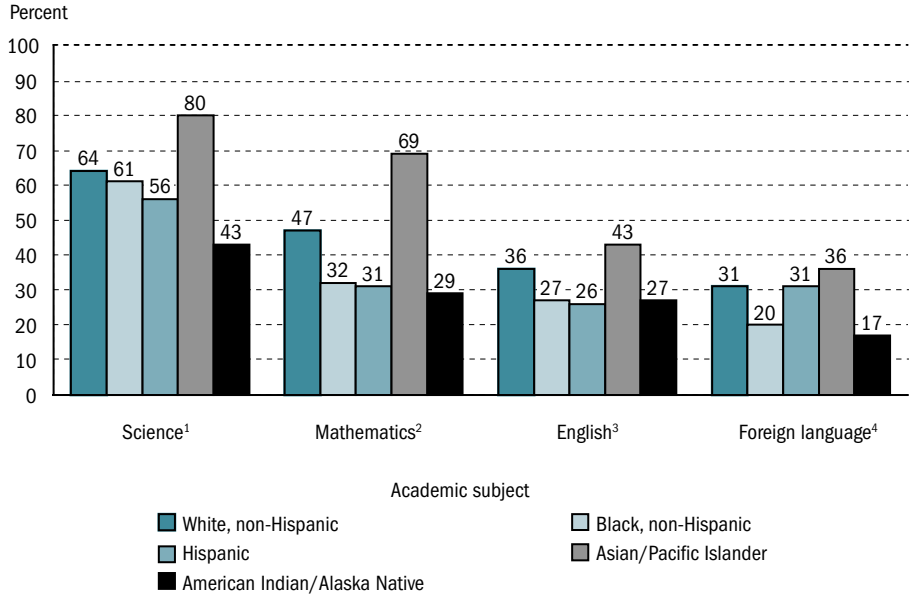
Table 4.7. Percentage of high school graduates who completed advanced academic coursework, by school subject and race/ethnicity: 2000

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

[1] Includes students who completed courses in chemistry I, physics I, chemistry II, physics II, or advanced biology.
[2] Includes students who completed precalculus, calculus, or other courses labeled as "advanced," such as trigonometry.
[3] Includes students who completed more honors courses than "below grade level" courses.
[4] Includes students who completed 3 years or more of foreign language courses or an Advanced Placement course in a foreign language. These figures include only students who studied French, German, Latin, or Spanish as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students also studied more than one foreign language.
NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note 6 in *The Condition of Education, 2003* and *2004*. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2003* (NCES 2003-077) and *The Condition of Education, 2004* (NCES 2004-077), based on National Assessment of Educational Progress (NAEP), High School Transcript Study (HSTS), 2000.

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

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



[1] Includes students who completed courses in chemistry I, physics I, chemistry II, physics II, or advanced biology.
[2] Includes students who completed precalculus, calculus, or other courses labeled as "advanced," such as trigonometry.
[3] Includes students who completed more honors courses than "below grade level" courses.
[4] Includes students who completed 3 years or more of foreign language courses or an Advanced Placement course in a foreign language. These figures include only students who studied French, German, Latin, or Spanish as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students also studied more than one foreign language.
NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note 6 in *The Condition of Education, 2003* and *2004*.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2003* (NCES 2003-077) and *The Condition of Education, 2004* (NCES 2004-077), based on National Assessment of Educational Progress (NAEP), High School Transcript Study (HSTS), 2000.

4.8 Advanced Placement Exams

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

Students who take Advanced Placement (AP) courses in high school are eligible to take the corresponding AP examination and may earn college credit for scores above a minimum threshold. Currently, there are 34 AP exams available across 19 subject areas. Between 1999 and 2003, the number of American Indian/Alaska Native students taking AP exams in the 12th grade increased 25 percent, which was a lower rate of increase than that for students overall (35 percent). Over the same time period, each other racial/ethnic group increased in both the number of test-takers and the percentage those test-takers represented in their race/ethnicity's 12th-grade population.

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

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

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

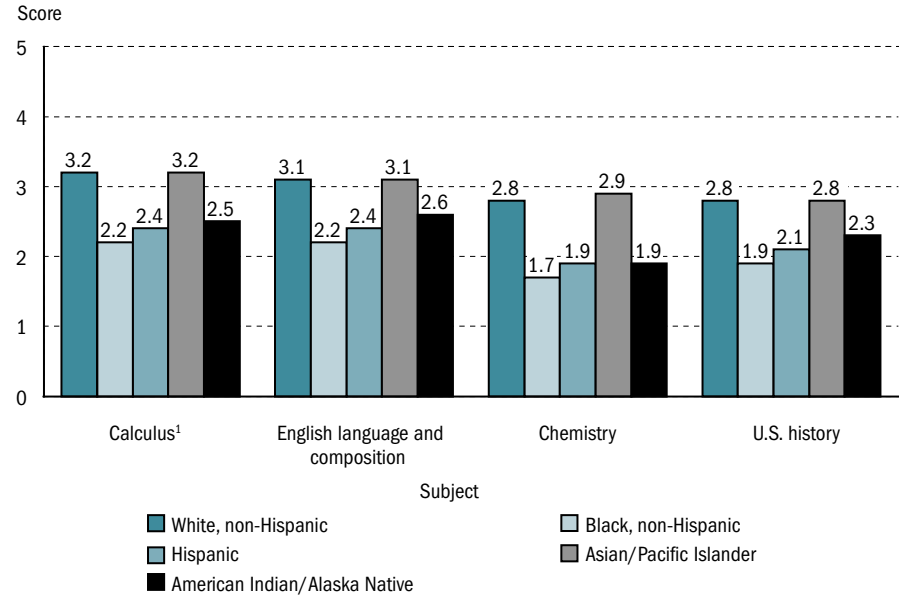
[1] Includes other race/ethnicity categories not separately shown.
NOTE: The College Board collects race/ethnic information based on the categories American Indian/Alaskan, Asian/Asian American, Black/Afro-American, Latino: Chicano/Mexican, Puerto Rican, Other Latino, White, and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American.
SOURCE: The College Board, Advanced Placement Program, *National Summary Report*, 1999 to 2003.

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

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

[1] Averages combined from Calculus AB and Calculus BC examinations.
NOTE: The College Board collects racial/ethnic information based on the categories American Indian/Alaskan, Asian/Asian American, Black/ Afro-American, Latino: Chicano/Mexican, Puerto Rican, Other Latino, White, and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American. The scores for all AP examinations range from 0 to 5.
SOURCE: The College Board, Advanced Placement Program, *National Summary Report 2003*.

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



[1] Averages combined from Calculus AB and Calculus BC examinations.
NOTE: The College Board collects racial/ethnic information based on the categories American Indian/Alaskan, Asian/Asian American, Black/Afro-American, Latino: Chicano/Mexican, Puerto Rican, Other Latino, White, and Other. Black, non-Hispanic refers to test-takers who identified themselves as Black/Afro-American, and Hispanic refers to the sum of all Latino subgroups. Pacific Islander may or may not be included in Asian/Asian American. The scores for all AP examinations range from 0 to 5.
SOURCE: The College Board, Advanced Placement Program, *National Summary Report 2003*.

4.9 Student Performance on College Entrance Examinations

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

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

On average, American Indian/Alaska Native students who elected to take the SAT college entrance exam in 2004 scored below the national average on both the verbal and mathematics sections of the exam. However, they scored higher, on average, than Black and Hispanic college-bound seniors. Between 1996 and 2004, the gap widened between the average verbal scores of American Indians/Alaska Natives and those of the total student population tested. In 1996, American Indian/Alaska Native students scored 22 points below the average verbal scores of all students; this increased to 25 points in 2004. The gap decreased slightly between the average mathematics scores of American Indian/Alaska Native students and those of all students, from 31 points in 1996 to 30 points in 2004. From 2003 to 2004, American Indian/Alaska Native students' average verbal score increased by 3 points and their average mathematics score increased by 6 points. The average scores of all students increased by 1 point in verbal and decreased by 1 point in mathematics during the same time period.

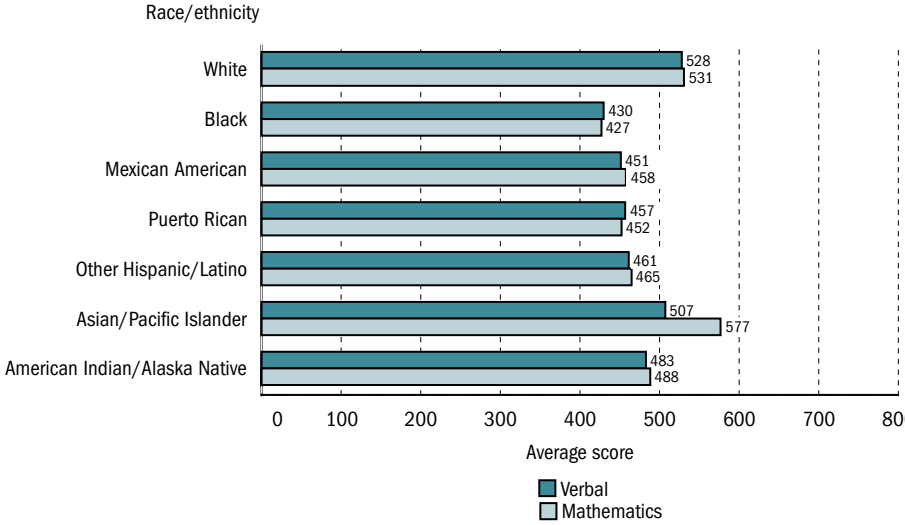
(Continued on page 72.)

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

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

[1] Includes other race/ethnicity categories not separately shown.
NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Scores for both Verbal and Mathematics range from 0 to 800.
SOURCE: College Entrance Examination Board, *College Bound Seniors Report*, 1996 to 2004.

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



NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Scores for both Verbal and Mathematics range from 0 to 800.
SOURCE: College Entrance Examination Board, *College Bound Seniors Report*, 2004.

The second most common college entrance examination is the ACT. Although the SAT and ACT measure distinct constructs, scores on the two tests are highly related. Composite scores below 19 on the ACT indicate minimal readiness for college, and students receiving such scores are likely to need additional precollege classes (ACT Program 2002). The average score in 2004 for American Indian/Alaska Native students was 19.5 for English and 19.9 for mathematics—about the same as Mexican-American (18.3 and 19.4) and Puerto Rican/other Hispanic students (19.1 and 19.9), higher than that for Black students (17.2 and 17.5), and lower than those for White (22.5 and 22.4) and Asian/Pacific Islander students (21.7 and 23.6).

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

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

NOTE: Test-takers were asked to self-identify a single racial/ethnic group. Scores for both English and Mathematics range from 0 to 36.
SOURCE: American College Testing Program, *ACT National Scores Reports*, 1997 to 2004.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

5. Social and Educational Environments

5.1 Parental Education
5.2 Language
5.3 Learning Opportunities at Home
5.4 Principal and Teacher Perceptions

This section examines the social and educational environments for learning. It begins with the contributions made by parents and others to support the education of their children. The resources and support that children receive outside of school from parents and others complement, reinforce, and add to their school experiences. This section includes indicators about parental educational attainment, language spoken at home, and literacy material available at home. This section also includes an indicator that compares goals of school principals and problem issues perceived by teachers in Bureau of Indian Affairs (BIA) schools with those in other public schools.

At least four risk factors are associated with children's future academic and socioeconomic outcomes: living in a single-parent family, living in a family on welfare or receiving food stamps, having a mother who has less than a high school education, and having parents whose primary language is a language other than English. The early reading and mathematics skills of children with at least one of these risk factors tend to lag behind those of children with no risk factors. Furthermore, these risk factors are considerably more common among children from racial/ethnic minorities than among children from White families (U.S. Department of Education 2001). As outlined in Chapter 1, American Indian/Alaska Native children are more likely to live in a single-parent family or in poverty than White children. The other risk factors—a mother who has less than a high school education and parents whose primary language is a language other than English—will be discussed in this chapter.

5.1 Parental Education

About 84 percent of American Indian/Alaska Native children ages 6 to 18 have mothers who have attained at least a high school education.

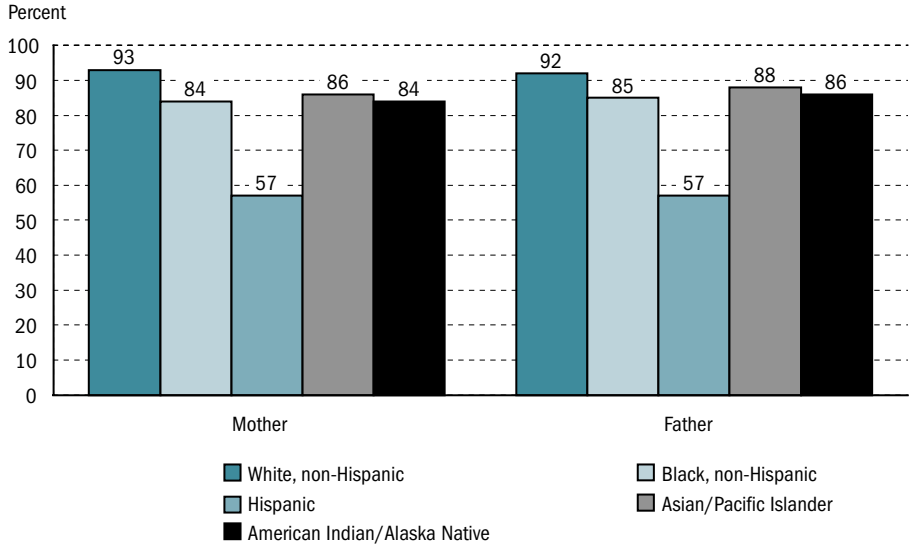
Parents' educational attainment has been identified as one of several factors positively related to children's academic achievement and socioeconomic levels (Grissmer et al. 1994). In 2003, the percentage of American Indian/Alaska Native children ages 6 to 18 who had a mother who had attained a high school education was similar to the percentage of Black children ages 6 to 18 (both 84 percent). Both Black and American Indian/Alaska Native children ages 6 to 18 were more likely than Hispanic children of the same age, but less likely than White children of the same age, to have mothers who had attained a high school education (84 percent vs. 57 percent and 93 percent, respectively). Also, American Indian/Alaska Native children were more likely than Hispanic children, but less likely than White children, to have fathers who had attained at least a high school education (86 percent vs. 57 percent and 92 percent, respectively).

Table 5.1. Percentage of children ages 6 to 18 whose parents had completed high school, by race/ethnicity: 2003

Race/ethnicity	Mother	Father
Total[1]	**85.4**	**85.2**
White, non-Hispanic	93.1	91.8
Black, non-Hispanic	84.2	84.6
Hispanic	57.2	57.0
Asian/Pacific Islander	86.5	87.8
American Indian/Alaska Native	83.7	85.9

[1] Includes other race/ethnicity categories not separately shown.
NOTE: Parents include adoptive and step-parents but exclude parents not residing in the same household as their children.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

Figure 5.1. Percentage of children ages 6 to 18 whose parents had completed high school, by race/ethnicity: 2003



NOTE: Parents include adoptive and step-parents but exclude parents not residing in the same household as their children.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

5.2 Language

The majority of American Indian/Alaska Native public school 8th-graders come from homes in which English is the predominant spoken language.

In 2003, 51 percent of American Indian/Alaska Native public school 8th-graders reported living in homes where no other language besides English was spoken. Twenty-seven percent of American Indian/Alaska Native public school 8th-graders reported a language other than English was spoken once in a while, and 22 percent reported a language other than English was spoken at least half the time at home. The percentage of American Indians/Alaska Natives who reported that people in their homes never speak a language other than English was 51 percent, compared to 9 percent for Hispanics and 11 percent for Asian/Pacific Islanders. American Indians/Alaska Natives were less likely than Hispanics and Asian/Pacific Islanders (11 percent vs. 47 and 49 percent, respectively), but more likely than Blacks (7 percent) and Whites (3 percent) to report that people in their homes speak a language other than English all or most of the time.

In 2000, the percentage of American Indian/Alaska Native students who qualified for limited English proficient (LEP) services (11 percent) was smaller than the percentage for Hispanics (36 percent) and Asian/Pacific Islanders (23 percent), but higher than the percentage for White and Black students (both 1 percent). American Indian/Alaska Native students who speak a language other than English may speak a tribal language (Krauss 1996). Currently, there are about 175 American Indian/Alaska Native tribal languages, many of which are disappearing as their speakers become assimilated into English-speaking communities.

Table 5.2a. Percentage distribution of 8th-grade public school students who report that people in their home speak a language other than English, by frequency of other language spoken and their race/ethnicity: 2003

Race/ethnicity	Never	Once in a while	Half the time	All or most of the time
Total	**58.3**	**20.8**	**8.0**	**12.9**
White, non-Hispanic	72.1	21.2	3.3	3.5
Black, non-Hispanic	65.2	21.4	6.0	7.4
Hispanic	9.4	19.6	23.9	47.1
Asian/Pacific Islander	10.8	14.9	25.1	49.2
American Indian/Alaska Native	50.7	27.0	11.7	10.7

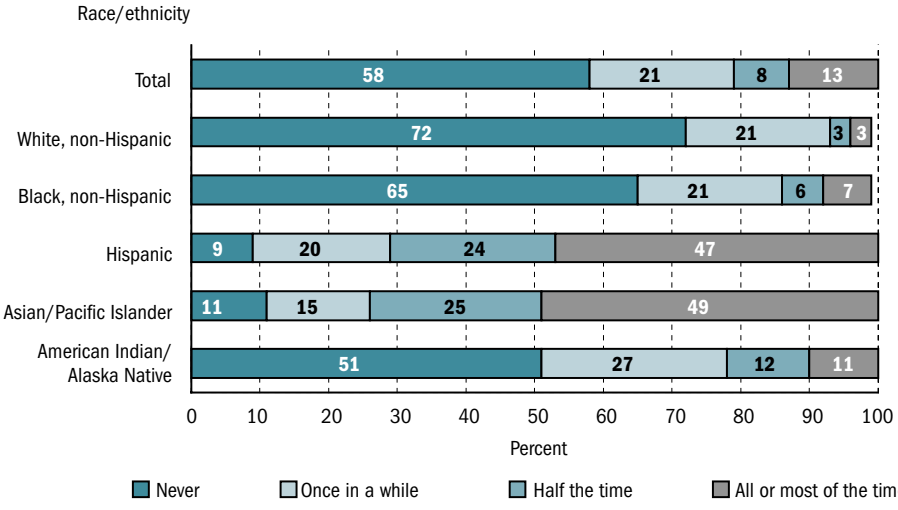
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

Table 5.2b. Percentage of students who qualify for limited English proficient (LEP) services, by race/ethnicity and LEP enrollment status: 2000

Race/ethnicity	Total	Enrolled in LEP services	Not enrolled in LEP services
Total	**7.6**	**6.8**	**0.7**
White, non-Hispanic	0.8	0.7	0.1
Black, non-Hispanic	1.2	1.0	0.1
Hispanic	36.0	32.5	3.4
Asian/Pacific Islander	23.5	21.3	2.2
American Indian/Alaska Native	11.0	9.9	1.1

NOTE: Students who qualify for LEP services are defined as (1) individuals who were not born in the United States or whose native language is a language other than English; (2) individuals who come from environments where a language other than English is dominant; and (3) individuals who are American Indian/Alaska Native and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office for Civil Rights (OCR), Elementary and Secondary School Survey (E&S), 2000.

Figure 5.2. Percentage distribution of 8th-grade public school students who report that people in their home speak a language other than English, by frequency of other language spoken and race/ethnicity: 2003



NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

5.3 Learning Opportunities at Home

Among 8th-graders in public schools, 62 percent of American Indian/Alaska Native students reported having more than 25 books at home, lower than the percentage of White and Asian/Pacific Islander students, but higher than that of Hispanic students.

In 2003, American Indian/Alaska Native 8th-graders attending public schools were less likely to report having more than 25 books in their home than the total, White, and Asian/Pacific Islander populations of 8th-grade public school students (62 percent vs. 70 percent, 80 percent, and 69 percent, respectively). American Indian/Alaska Native students were more likely to report having more than 25 books at home than Hispanic public school 8th-graders (46 percent).

A similar pattern is seen with access to encyclopedias and magazines. American Indian/Alaska Native 8th-graders were less likely to have regular access to encyclopedias at home than the total population of their 8th-grade peers (75 percent vs. 83 percent), as well as their White, Black, and Asian/Pacific Islander peers (87 percent, 79 percent, and 83 percent, respectively). Additionally, American Indians/Alaska Natives were less likely than all 8th-graders and their White and Black 8th-grade peers to have access to magazines (63 percent vs. 72 percent, 78 percent, and 66 percent, respectively). On the other hand, American Indian/Alaska Native students were more likely to report having access to encyclopedias and magazines at home than their Hispanic counterparts (75 percent vs. 71 percent, and 63 percent vs. 57 percent, respectively).

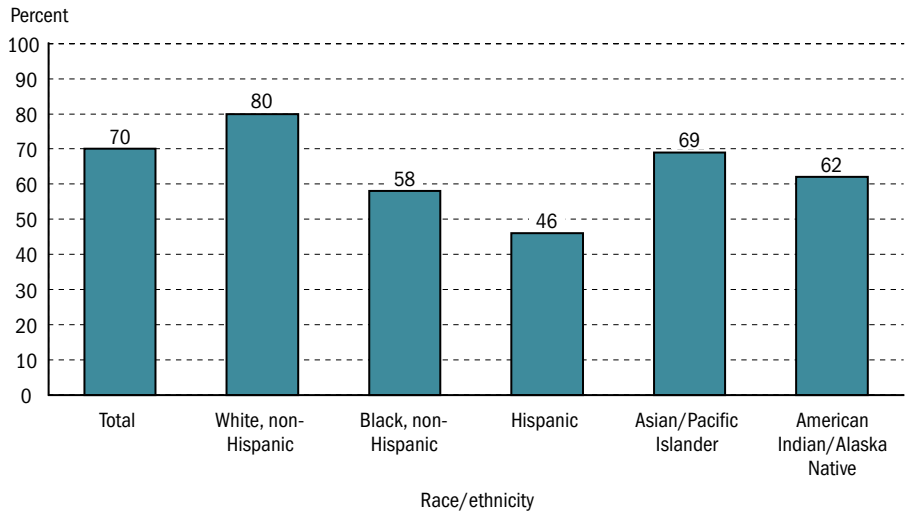
The percentage of American Indian/Alaska Native 8th-grade public school students reporting regular access to a newspaper at home is similar to the percentages for the total and Asian/Pacific Islander students (46 percent, 47 percent, and 46 percent, respectively). American Indian/Alaska Native 8th-grade public school students were less likely than their White counterparts and more likely than their Hispanic counterparts to have regular access to a newspaper at home (46 percent vs. 50 percent and 34 percent, respectively).

Table 5.3. Percentage of 8th-grade students in public schools with selected literacy resources at home, by race/ethnicity: 2003

Race/ethnicity	More than 25 books	An encyclopedia	Regular access to magazines	Regular access to newspapers
Total	**70.0**	**82.9**	**71.6**	**46.5**
White, non-Hispanic	79.6	87.1	77.6	50.1
Black, non-Hispanic	58.0	79.5	66.4	44.5
Hispanic	45.5	70.5	57.4	34.1
Asian/Pacific Islander	69.4	83.1	60.1	46.1
American Indian/Alaska Native	62.4	75.1	63.0	46.3

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

Figure 5.3. Percentage of 8th-grade students in public schools with more than 25 books at home, by race/ethnicity: 2003



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

5.4 Principal and Teacher Perceptions

Most principals in public schools serving American Indian/Alaska Native students report that basic literacy is one of the most important goals for students to achieve. Over 50 percent of Bureau of Indian Affairs (BIA) teachers report that students' coming to school unprepared is a serious problem in their schools.

In the 1999–2000 school year, 80 percent of principals across all schools reported that basic literacy is one of the most important goals for their students. Differences appeared, however, between principals of public schools and principals of BIA schools regarding other student goals. Although academic excellence and work habits/self-discipline were the second and third most frequently endorsed goals among principals of both BIA and non-BIA public schools, principals of non-BIA public schools (which serve about 90 percent of the American Indian/Alaska Native student population) were more likely than principals of BIA schools to report that these were among their three most important goals for their students. Principals of BIA schools were more likely to focus on personal growth and multicultural awareness than principals of public schools.

Teachers in public schools with large American Indian/Alaska Native populations (public schools with 25 percent or more enrollment of American Indian/Alaska Native students and BIA schools) were more likely to identify serious problems in the school such as students coming to school unprepared, lack of parent involvement, poverty, and student apathy, than were teachers in public schools with less than 25 percent enrollment of American Indian/Alaska Native students. A higher percentage of BIA teachers than public school teachers reported student absenteeism as a serious problem in their school.

Table 5.4a. Percentage of principals rating each of eight goals as among the three most important goals for students in their schools, by school type: 1999–2000

Student goal	All principals	Bureau of Indian Affairs (BIA) schools[1]	Non-BIA public schools with 25 percent or more American Indian/Alaska Native student enrollment	Non-BIA public schools with less than 25 percent American Indian/Alaska Native student enrollment
Basic literacy skills	80.2	83.8	84.0	80.1
Academic excellence	69.5	55.9	65.1	69.6
Work habits/self-discipline	59.8	49.6	60.3	59.8
Personal growth	32.4	40.6	33.2	32.4
Human relations skills	25.1	20.6	16.9	25.2
Occupational/vocational skills	12.9	12.5	17.9	12.8
Multicultural awareness	11.2	28.9	13.1	11.2
Specific moral values	8.9	8.1	9.6	8.9

[1] BIA-funded schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," "Public Charter School Survey," and "Indian School Survey," 1999–2000

Table 5.4b. Percentage of teachers who view certain issues as serious problems in their schools, by school type: 1999–2000

Problem	All teachers	Bureau of Indian Affairs (BIA) schools[1]	Non-BIA public schools with 25 percent or more American Indian/Alaska Native student enrollment	Non-BIA public schools with less than 25 percent American Indian/Alaska Native student enrollment
Students coming to school unprepared	29.5	50.7	46.9	29.4
Lack of parent involvement	23.7	46.3	40.2	23.5
Student apathy	20.6	32.6	31.0	20.5
Poverty	19.2	45.6	41.0	19.0
Student disrespect for teachers	17.2	29.8	23.8	17.1
Student absenteeism	13.8	38.5	29.4	13.7
Student tardiness	10.1	19.9	15.1	10.1
Student use of alcohol	7.4	16.9	14.8	7.3
Student drug abuse	6.0	20.9	13.0	5.9
Physical conflicts among students	4.8	10.2	7.3	4.8
Students cutting class	4.7	16.8	7.9	4.7
Students dropping out	4.6	21.4	11.8	4.5
Poor student health	4.3	11.2	8.5	4.2
Student pregnancy	3.7	6.3	7.3	3.6
Vandalism of school property	3.4	13.2	6.1	3.4
Robbery or theft	2.4	8.4	5.8	2.3
Teacher absenteeism	2.2	9.1	2.9	2.2
Student possession of weapons	0.8	1.6	1.3	0.8

[1] BIA-funded schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Survey," "Public Charter School Survey," and "Indian School Survey," 1999–2000.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

6. Student Behaviors

6.1 Access to Computers
6.2 Alcohol, Tobacco, and Drug Use
6.3 Violence on School Grounds
6.4 Leisure Activities

The indicators in this section examine student activities in order to better understand the social environment of American Indian/Alaska Native and other students. These indicators explore how students use their leisure time and provide a snapshot of student access to computers. Important indicators of at-risk behavior, such as measures of student exposure to drugs and violence are also examined in this section.

6.1 Access to Computers

In 2003, American Indian/Alaska Native students were less likely than White and Asian/Pacific Islander students to use computers at home.

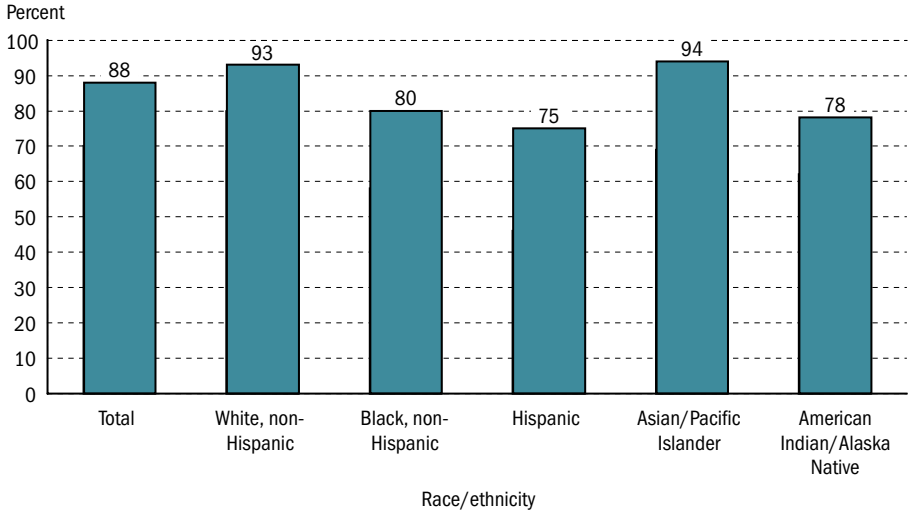
Exposure to computers at home may help young people build necessary computer literacy skills. In 2003, 78 percent of American Indian/Alaska Native, 80 percent of Black, and 75 percent of Hispanic 8th-graders in public schools reported using a computer at home. In contrast, 93 percent of White and 94 percent of Asian/Pacific Islander 8th-graders reported using a computer at home.

Table 6.1. Percentage of 8th-grade students in public schools who use a computer at home, by race/ethnicity: 2003

Race/ethnicity	Use a computer at home
Total	**88**
White, non-Hispanic	93
Black, non-Hispanic	80
Hispanic	75
Asian/Pacific Islander	94
American Indian/Alaska Native	78

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

Figure 6.1. Percentage of 8th-grade students in public schools who use a computer at home, by race/ethnicity: 2003



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

6.2 Alcohol, Tobacco, and Drug Use

Twenty percent of American Indian/Alaska Native children between the ages of 12 and 17 had used alcohol in the past month. American Indian/Alaska Native students were more likely than other racial/ethnic groups to have used marijuana in the past month.

In 2003, 20 percent of American Indian/Alaska Native children between the ages of 12 and 17 reported the use of alcohol in the past month. Twenty percent of White, 11 percent of Black, and 16 percent of Hispanic children reported the use of alcohol in the past month.

American Indians/Alaska Natives between the ages of 12 and 17 were more likely to have smoked cigarettes in the past month than their White, Black, and Hispanic peers: 26 percent of American Indians/Alaska Natives had smoked cigarettes, compared to 15 percent of Whites, 7 percent of Blacks, and 9 percent of Hispanics.

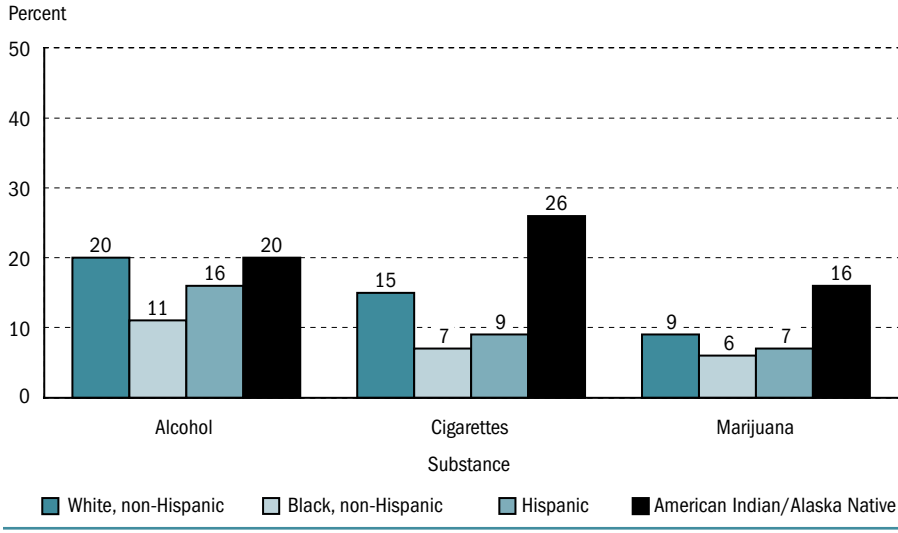
In 2003, a higher percentage of American Indians/Alaska Natives between the ages of 12 and 17 used marijuana in the past month than their White, Black, and Hispanic counterparts. Specifically, 16 percent of American Indians/Alaska Natives had used marijuana in the past month, compared to 9 percent of Whites, 6 percent of Blacks, and 7 percent of Hispanics.

Table 6.2. Percentage of children ages 12 to 17 who used alcohol, smoked cigarettes, or used marijuana, by selected time period and race/ethnicity: 2003

	Alcohol		Cigarettes		Marijuana	
Race/ethnicity	Lifetime[1]	Past month	Lifetime[1]	Past month	Lifetime[1]	Past month
Total[2]	**43.1**	**17.7**	**32.1**	**12.6**	**20.1**	**8.0**
White, non-Hispanic	45.3	20.3	34.7	15.2	21.3	9.0
Black, non-Hispanic	36.0	10.5	25.0	6.8	17.7	6.4
Hispanic	45.0	16.4	31.0	9.4	19.4	6.8
American Indian/ Alaska Native	48.1	19.5	52.3	25.5	38.4	15.9

[1] Lifetime refers to having used specified substances at any point during a respondent's lifetime.
[2] Includes other race/ethnicity categories not separately shown.
NOTE: This survey reported estimates for Asian subgroups separately, so no overall estimate is included.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2002 and 2003.

Figure 6.2. Percentage of children ages 12 to 17 who used alcohol, smoked cigarettes, or used marijuana in the past month, by race/ethnicity: 2003



NOTE: This survey reported estimates for Asian subgroups separately, so no overall estimate is included.
SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Office of Applied Studies, National Survey on Drug Use and Health, 2002 and 2003.

6.3 Violence on School Grounds

Twenty-four percent of American Indian/Alaska Native high school students have been in a physical fight on school property in the past year.

In 2003, American Indian/Alaska Native high school students were more likely than the total population of their peers to report having been threatened or injured with a weapon on school property (22 percent vs. 9 percent) and being in a physical fight on school property (24 percent vs. 13 percent).

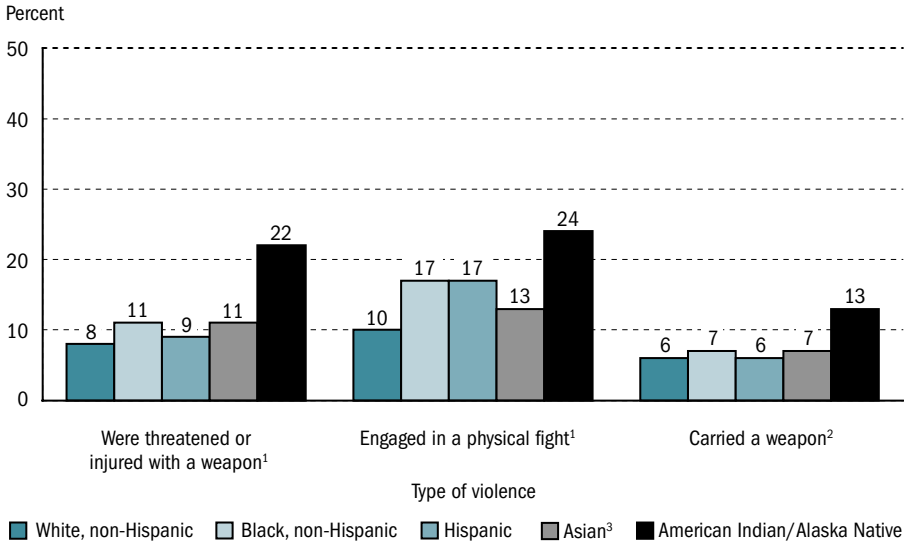
In 2003, American Indian/Alaska Native high school students (22 percent) were also more likely than Black (11 percent), Hispanic (9 percent), and White (8 percent) students to report being threatened or injured with a weapon on school property in the past 12 months. American Indian/Alaska Native high school students (24 percent) were more likely than Asian and White students (13 percent and 10 percent, respectively) to report being in a fight on school property on one or more of the past 30 days. American Indian/Alaska Native high school students (13 percent) were more likely than White (6 percent) and Hispanic (6 percent) students to report carrying a weapon to school over the same period.

Table 6.3. Percentage of high school students who reported that they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or carried a weapon to school, by race/ethnicity: 2003

Race/ethnicity	Were threatened or injured with a weapon[1]	Engaged in a physical fight[1]	Carried a weapon[2]
Total[3]	**9.2**	**12.8**	**6.1**
White, non-Hispanic	7.8	10.0	5.5
Black, non-Hispanic	10.9	17.1	6.9
Hispanic	9.4	16.7	6.0
Asian[4]	11.5	13.1	6.6
American Indian/Alaska Native	22.1	24.2	12.9

[1] In the past 12 months.
[2] On one or more of the past 30 days.
[3] Total includes other race/ethnicity categories not separately shown.
[4] This survey separated Asians from Pacific Islanders. This category does not include Pacific Islanders.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 2003.

Figure 6.3. Percentage of high school students who reported that they were threatened or injured with a weapon on school property, engaged in a physical fight on school property, or carried a weapon to school, by race/ethnicity: 2003



[1] In the past 12 months.
[2] On one or more occasions in the past 30 days.
[3] This category does not include Pacific Islanders.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 2003.

6.4 Leisure Activities

Forty-seven percent of American Indian/Alaska Native 8th-graders read for fun at least one to two times each week.

In 2003, 47 percent of American Indian/Alaska Native 8th-graders reported that they read for fun on their own time at least 1–2 times a week. Thirty-one percent of American Indian/Alaska Native 8th-graders watched 4 or more hours of television or videotapes each day. American Indians/Alaska Natives (11 percent) were less likely than their Black or Hispanic peers (32 and 17 percent, respectively) to have reported watching 6 or more hours of television or videotapes each day.

Table 6.4a. Percentage distribution of 8th-grade students in public schools according to frequency of reading for fun, by race/ethnicity: 2003

Race/ethnicity	Never or hardly ever	1–2 times a month	1–2 times a week	Almost every day
Total	**30**	**25**	**26**	**19**
White, non-Hispanic	32	24	23	21
Black, non-Hispanic	26	27	30	17
Hispanic	32	27	28	13
Asian/Pacific Islander	20	22	31	27
American Indian/Alaska Native	32	21	29	18

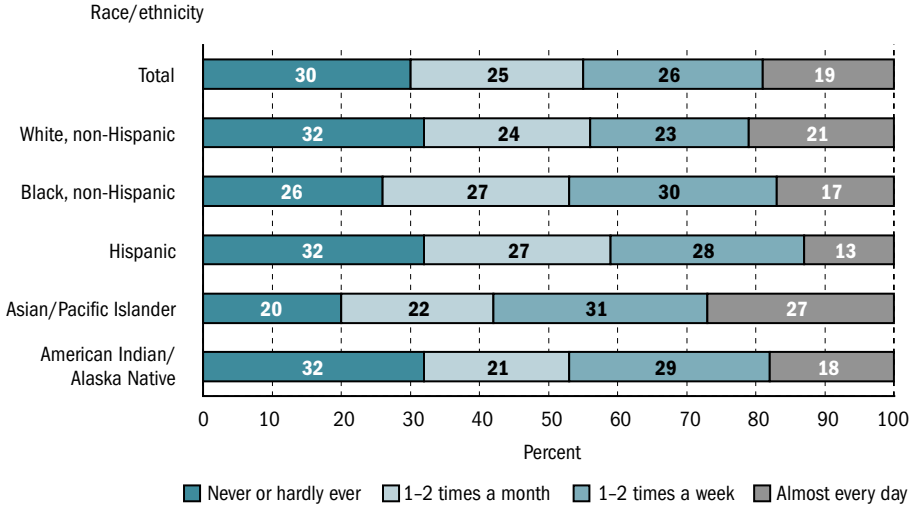
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

Table 6.4b. Percentage distribution of 8th-grade students in public schools according to hours of television or videotapes watched daily outside of school hours, by race/ethnicity: 2003

Race/ethnicity	None	1 hour or less	2 to 3 hours	4 to 5 hours	6 hours or more
Total	**4**	**22**	**41**	**18**	**15**
White, non-Hispanic	4	25	44	16	11
Black, non-Hispanic	4	12	29	24	32
Hispanic	4	19	40	20	17
Asian/Pacific Islander	6	26	40	17	11
American Indian/Alaska Native	4	22	42	20	11

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Reading Assessment, 2003.

Figure 6.4. Percentage distribution of 8th-grade students in public schools according to frequency of reading for fun, by race/ethnicity: 2003



NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), Reading Assessment, 2003.

7. Postsecondary Education

7.1 Enrollment in Colleges and Universities
7.2 Tribally Controlled Colleges
7.3 Financial Aid
7.4 Graduation Rates
7.5 Degrees Conferred by Degree-Granting Institutions
7.6 Bachelor's Degrees Earned by Field
7.7 Master's and Doctoral Degrees Earned by Field
7.8 Faculty in Degree-Granting Institutions

This section contains indicators that examine the postsecondary education of American Indians/Alaska Natives, including college access, completion rates, types of degrees earned, and faculty composition. Access is measured by indicators on enrollment in 2- and 4-year institutions, as well as attendance at tribal colleges. College completion is measured by degrees earned at the associate's, bachelor's, master's, and doctoral levels. Comparative information is also presented on the fields of study in which degrees are earned. Data on the distribution of faculty by race/ethnicity provide some additional information about the social context of American Indian/Alaska Native college education.

7.1 Enrollment in Colleges and Universities

Enrollment of American Indian/Alaska Native students in colleges and universities more than doubled in the past 25 years. American Indian/Alaska Native students accounted for 1 percent of the 2002 total enrollment.

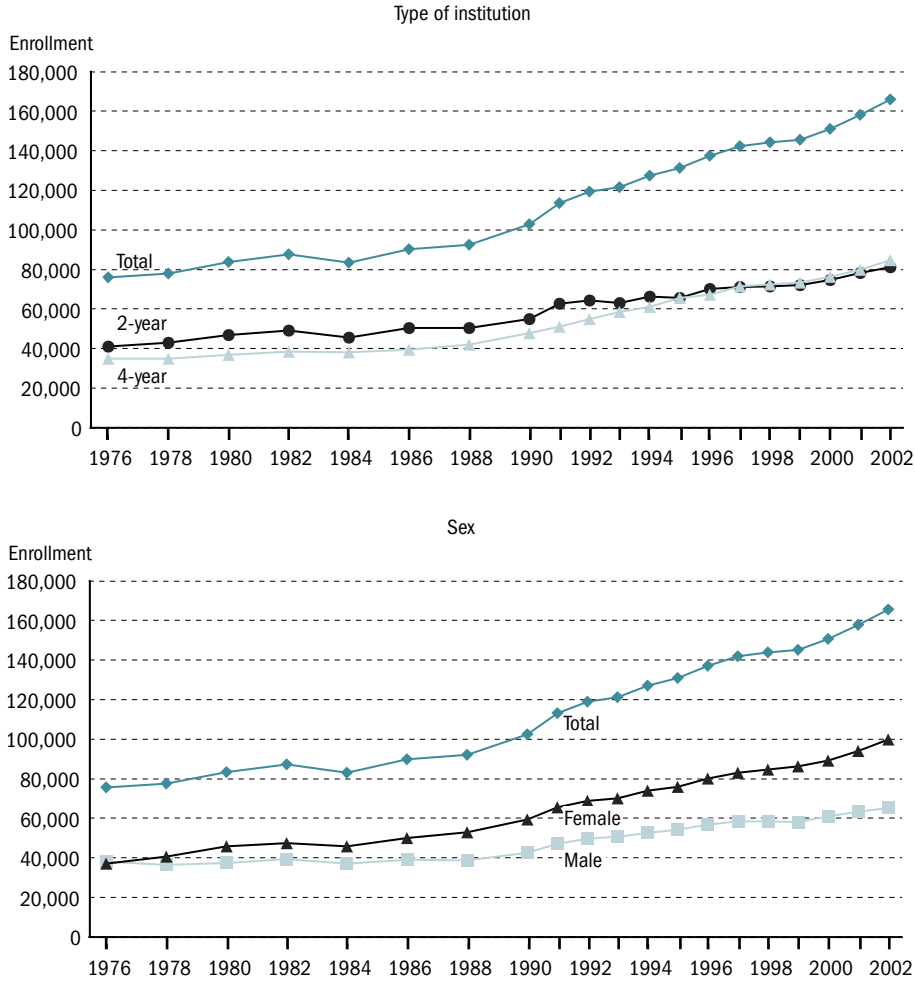
American Indian/Alaska Native enrollment in public and private degree-granting institutions more than doubled between 1976 and 2002. In 1976, about 76,100 American Indians/Alaska Natives were enrolled in colleges and universities. Enrollment grew steadily from 1976 and reached 102,800 in 1990. During the 1990s enrollments continued to increase, and by 2002 almost 166,000 American Indian/Alaska Native students were enrolled in higher education (*appendix table A-7.1a*).

More than half of the American Indian/Alaska Native students were enrolled in 4-year degree-granting institutions in 2002. Between 1976 and 1994, more American Indians/Alaska Natives were enrolled in 2-year postsecondary institutions than in 4-year postsecondary institutions. During the mid-1990s, the number in 4-year institutions began to surpass the number in 2-year institutions (*appendix table A-7.1a*).

Between 1976 and 2002, college and university enrollment of male and female American Indians/Alaska Natives grew at different rates. In 1976, there was near parity in the number of American Indian/Alaska Native males and females enrolled in degree-granting colleges and universities (38,500 and 37,600, respectively). By 1978, the number of females enrolled exceeded, and has continued to grow more quickly than, the number of males enrolled. By 2002, there were 100,200 American Indian/Alaska Native females and 65,700 men enrolled in colleges and universities, a difference of 20 percentage points. Only among Blacks was there a gender gap larger than that among American Indians/Alaska Natives; 28 percentage points separated the percentages of enrollment for Black females (64 percent) and males (36 percent) in 2002 (*appendix table A-7.1b*).

(Continued on page 98.)

Figure 7.1. American Indian/Alaska Native enrollment in public and private degree-granting institutions, by type of institution and sex: Selected years, 1976 to 2002



NOTE: Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Data for 1999 were imputed using alternative procedures. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1976 to 1999, and Spring 2001 through Spring 2003 surveys.

Despite more American Indians/Alaska Natives enrolling in college and university than ever before, American Indians/Alaska Natives composed only about 1 percent of the total college and university enrollment in 2002, an increase from 0.7 percent in 1976. College and university enrollment became much more diverse over these years. Minorities, including American Indians/Alaska Natives, represented 16 percent of the total enrollment in 1976, whereas they represented 30 percent of the total enrollment in 2002.

In 2003, American Indians/Alaska Natives between the ages of 18 and 24 were less likely to be enrolled in a college or university than their White, Asian/Pacific Islander, and Black peers. Eighteen percent of American Indian/Alaska Native 18- to 24-year-olds were enrolled in a college or university, compared with 42 percent of Whites, 60 percent of Asian/Pacific Islanders, and 32 percent of Blacks.

Table 7.1a. Percentage distribution of students enrolled in public and private degree-granting institutions, by race/ethnicity and type of institution: 1976, 1980, 1990, and 2002

Race/ethnicity	Total	2-year	4-year
		1976	
White, non-Hispanic	84.3	80.2	86.6
Minority	15.7	19.8	13.4
Black, non-Hispanic	9.6	11.2	8.7
Hispanic	3.6	5.5	2.5
Asian/Pacific Islander	1.8	2.1	1.7
American Indian/Alaska Native	0.7	1.1	0.5
		1980	
White, non-Hispanic	83.5	79.8	85.7
Minority	16.5	20.2	14.3
Black, non-Hispanic	9.4	10.6	8.7
Hispanic	4.0	5.7	3.0
Asian/Pacific Islander	2.4	2.8	2.2
American Indian/Alaska Native	0.7	1.1	0.5
		1990	
White, non-Hispanic	79.9	76.4	82.0
Minority	20.1	23.6	18.0
Black, non-Hispanic	9.3	10.1	8.8
Hispanic	5.8	8.2	4.3
Asian/Pacific Islander	4.3	4.2	4.3
American Indian/Alaska Native	0.8	1.1	0.6
		2002	
White, non-Hispanic	69.5	63.6	73.5
Minority	30.5	36.4	26.5
Black, non-Hispanic	12.4	13.4	11.7
Hispanic	10.4	14.9	7.3
Asian/Pacific Islander	6.7	6.9	6.6
American Indian/Alaska Native	1.0	1.3	0.9

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" 1990 survey, and Spring 2003 survey.

Table 7.1b. Percentage of persons ages 18 to 24 enrolled in colleges or universities, by race/ethnicity: October 2003

Race/ethnicity	Enrolled
Total[1]	**37.8**
White, non-Hispanic	41.6
Black, non-Hispanic	32.3
Hispanic	23.5
Asian/Pacific Islander	60.3
American Indian/Alaska Native	17.7

[1] Includes other race/ethnicity categories not separately shown.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), unpublished data, October 2003.

7.2 Tribally Controlled Colleges

Total enrollment in tribally controlled colleges was nearly 16,000 in fall 2002.

In 2002, there were 32 tribally controlled colleges and universities. They were located in 12 different states, scattered across the West and Midwest. Seven of those colleges and universities were 4-year institutions, and 25 were 2-year institutions.

Tribally controlled colleges and universities share many characteristics that differentiate them from most colleges and universities. Tribally controlled colleges and universities are designed to foster environments focused on American Indian culture in order to preserve, enhance, and promote American Indian languages and traditions (Cahalan et al. 1998). They are intended to create learning opportunities for students with unique needs. For example, students are generally older than 24 years of age and over half of the students are single parents. Also, tribally controlled colleges may function as community resources, providing social services to reservations in isolated areas (American Indian Higher Education Consortium 1999).

(Continued on page 102.)

Table 7.2. Number and percentage of American Indians/Alaska Natives enrolled in tribally controlled colleges: Fall 2002

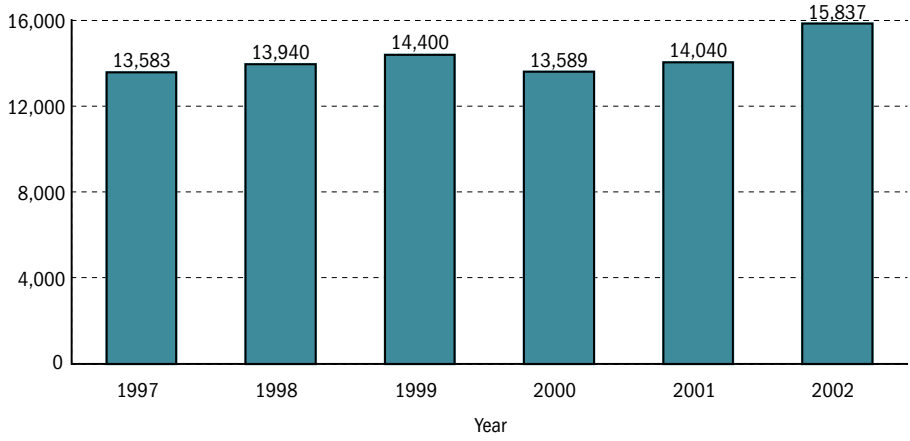
College	Location	Total	American Indian/ Alaska Native	Percent American Indian/ Alaska Native
Total		**15,837**	**13,024**	**82.2**
Bay Mills Community College	Brimlay, MI	430	237	55.1
Blackfeet Community College	Browning, MT	418	402	96.2
Cankdeska Cikana Community College	Fort Totten, ND	160	157	98.1
Chief Dull Knife College[1]	Lame Deer, MT	268	207	77.2
College of the Menominee Nation	Kashena, WI	530	409	77.2
Crownpoint Institute of Technology	Crownpoint, NM	283	279	98.6
D-Q University	Davis, CA	251	88	35.1
Diné College	Tsaile, AZ	1,822	1,764	96.8
Fond du Lac Tribal and Community College	Cloquet, MN	1,315	316	24.0
Fort Belknap College	Harlem, MT	158	136	86.1
Fort Berthold Community College	New Town, ND	249	233	93.6
Fort Peck Community College	Poplar, MT	443	353	79.7
Haskell Indian Nations University	Lawrence, KS	887	887	100.0
Institute of American Indian Arts	Santa Fe, NM	155	150	96.8
Lac Courte Oreilles Ojibwa Community College	Hayward, WI	550	421	76.5
Leech Lake Tribal College	Cass Lake, MN	244	226	92.6
Little Big Horn College	Crow Agency, MT	275	265	96.4
Little Priest Tribal College	Winnebago, NE	146	126	86.3
Nebraska Indian Community College	Macy, NE	118	90	76.3
Northwest Indian College	Bellingham, WA	667	525	78.7
Oglala Lakota College	Kyle, SD	1,279	1,124	87.9
Saginaw Chippewa Tribal College	Mount Pleasant, MI	41	35	85.4
Salish Kootenai College	Pablo, MT	1,109	885	79.8
Sinte Gleska University	Rosebud, SD	787	787	100.0
Sisseton Wahpeton Community College	Sisseton, SD	285	238	83.5
Si Tanka College	Eagle Butte, SD	434	309	71.2
Sitting Bull College	Fort Yates, ND	214	190	88.8
Southwestern Indian Polytechnic Institute	Albuquerque, NM	777	777	100.0
Stone Child College	Box Elder, MT	83	78	94.0
Turtle Mountain Community College	Belcourt, ND	897	833	92.9
United Tribes Technical College	Bismarck, ND	463	423	91.4
White Earth Tribal and Community College	Mahnomen, MN	99	74	74.7

[1] Previously named Dull Knife Memorial College.
NOTE: These colleges are, with few exceptions, located on reservations. They are all members of the American Indian Higher Education Consortium. The U.S. Department of Education, Office for Civil Rights (OCR) maintains the U.S. Department of Education Minority Postsecondary Institution listing which includes a listing of tribally controlled colleges.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Education System (IPEDS), Spring 2003.

The total enrollment in tribally controlled colleges and universities increased by 17 percent, from 13,600 in fall 1997 to 15,800 in fall 2002 (*appendix table A-7.2*). In 2002, some 13,000 students were American Indian/Alaska Native, representing 82 percent of total enrollment.[10] Eight percent of all American Indian/Alaska Native college students were enrolled in tribally controlled colleges. American Indian/Alaska Native enrollment in tribally controlled colleges and universities increased at a faster rate between 1997 and 2002 than American Indian/Alaska Native college and university enrollment generally (32 percent vs. 16 percent; data not shown).

[10]Although all enrollment data group American Indians and Alaska Natives together, it should be noted that there are no tribally controlled colleges in Alaska.

Figure 7.2. Enrollment in tribally controlled colleges: Fall 1997 to fall 2002



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years, based on Integrated Postsecondary Education System (IPEDS), "Fall Enrollment" surveys, 1997 to 1999, and Spring 2001 through Spring 2003 surveys.

7.3 Financial Aid

In the 1999–2000 school year, 56 percent of American Indian/Alaska Native students received financial aid.

In the 1999–2000 school year, 56 percent of American Indian/Alaska Native students received financial aid of some kind. Blacks (70 percent) were more likely than American Indians/Alaska Natives to receive financial aid, while Asian/Pacific Islanders (44 percent) were less likely than American Indians/Alaska Natives to receive financial aid.

American Indians/Alaska Natives receiving financial aid were awarded, on average, $8,300 for the school year. The average amount of financial aid received by American Indian/Alaska Native students was similar to the average amount of aid received by Black students. American Indians/Alaska Natives attending 4-year colleges and institutions were awarded more financial aid, on average, than Whites and Hispanics attending 4-year institutions.

Table 7.3a. Percentage of full-time, full-year undergraduates receiving financial aid from any source, by race/ethnicity: 1999–2000

Race/ethnicity	Percent
Total[1]	**55.3**
White, non-Hispanic	53.3
Black, non-Hispanic	69.5
Hispanic	58.3
Asian/Pacific Islander	44.3
American Indian/Alaska Native	56.5

[1] Includes other race/ethnicity categories not separately shown.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), unpublished data, 1999–2000.

Table 7.3b. Average amount of finanical aid awarded from any source per full-time, full-year undergraduate student, by type of aid, race/ethnicity, and type of institution: 1999–2000

Race/ethnicity	Any aid	Grants	Loans
Total[1]	**$8,500**	**$4,900**	**$5,400**
White, non-Hispanic	8,700	5,100	5,500
Black, non-Hispanic	8,500	4,700	5,300
Hispanic	7,100	4,200	5,400
Asian/Pacific Islander	9,200	5,800	5,500
American Indian/Alaska Native	8,300	5,200	5,200
Total, 2-year or less[1]	**$5,200**	**$3,000**	**$4,700**
White, non-Hispanic	5,400	3,000	4,700
Black, non-Hispanic	5,000	3,000	4,400
Hispanic	4,600	2,900	4,900
Asian/Pacific Islander	4,800	3,100	5,300
American Indian/Alaska Native	4,600	3,200	†
Total, 4-year[1]	**$9,500**	**$5,600**	**$5,600**
White, non-Hispanic	9,600	5,600	5,600
Black, non-Hispanic	10,100	5,500	5,500
Hispanic	8,100	4,800	5,500
Asian/Pacific Islander	10,400	6,700	5,400
American Indian/Alaska Native	11,100	6,700	5,700

† Reporting standards not met.
[1] Includes other race/ethnicity categories not separately shown.
NOTE: Students may receive aid from multiple sources. Data include undergraduates in degree-granting and non-degree-granting institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS), unpublished data, 1999–2000.

7.4 Graduation Rates

American Indians/Alaska Natives were less likely to earn a bachelor's or higher degree than their peers.

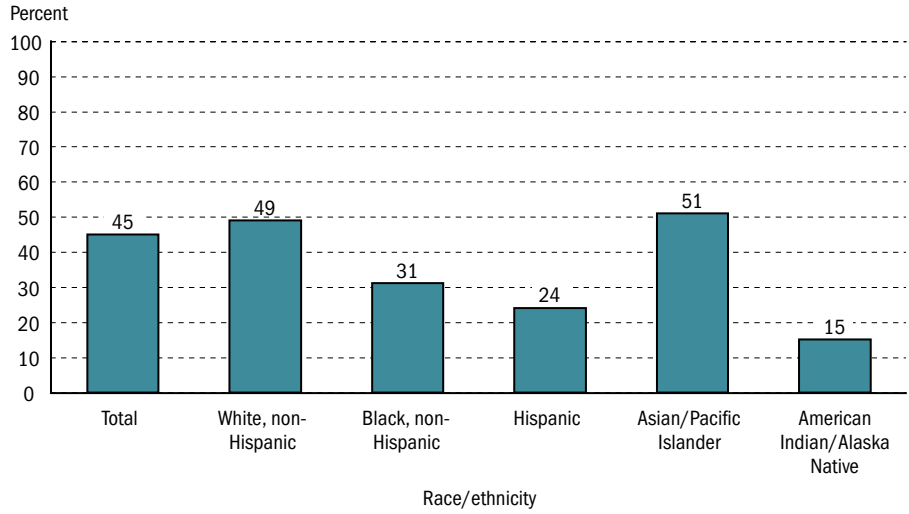
In 2000, the bachelor's and higher degree graduation rates for American Indians/Alaska Natives (who were 12th-graders in 1992) were lower than the graduation rates for the total population (who were 12th-graders in 1992). Of the American Indian/Alaska Native 1992 12th-graders who were likely postsecondary participants, 11 percent received a bachelor's degree as their highest degree by 2000 versus 31 percent for the total population of likely postsecondary participants. American Indians/Alaska Natives were less likely to have received a bachelor's degree by 2000 than White (34 percent), Black (24 percent), and Asian/Pacific Islander (34 percent) students who were likely postsecondary participants. Also, of the American Indian/Alaska Native 1992 12th-graders who were likely postsecondary participants, 2 percent received a graduate degree by 2000 versus 6 percent of the total population of likely postsecondary participants. American Indians/Alaska Natives were less likely to have received a graduate degree by 2000 than White (6 percent) and Asian/Pacific Islander (8 percent) students, but had similar rates as Black (2 percent) and Hispanic (3 percent) students. All figures are based on the 2000 educational attainment of those who were 12th-graders in 1992 and who were likely postsecondary participants (those for whom transcripts were received or requested and those for whose files supported postsecondary attendance).

Table 7.4. Percentage distribution of the highest postsecondary attainment of 1992 12th-graders who were likely postsecondary participants, by race/ethnicity: 2000

Race/ethnicity	None	Certificate	Associate's degree	Bachelor's degree	Some post-baccalaureate enrollment	Graduate
Total	**42.1**	**4.9**	**8.1**	**31.0**	**8.2**	**5.7**
White, non-Hispanic	37.3	4.9	8.5	33.8	9.0	6.4
Black, non-Hispanic	59.2	5.3	4.9	24.1	4.4	2.1
Hispanic	63.1	5.0	8.2	15.1	6.0	2.5
Asian/Pacific Islander	36.5	4.5	7.6	33.6	9.7	8.1
American Indian/ Alaska Native	77.4	1.2	6.1	10.5	3.1	1.7

NOTE: "Likely postsecondary participants" include those for whom transcripts were received, those for whom transcripts were requested but not received, and those for whom other evidence in the NELS files supports the student's report of postsecondary attendance. "Some post-baccalaureate enrollment" includes both incomplete graduate degrees and nondegree post-baccalaureate work. "Graduate" includes master's, first-professional, and doctoral degrees. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," and Postsecondary Education Transcript Study (PETS), 2000.

Figure 7.4. Percentage of 1992 12th-graders who were likely postsecondary participants who completed a bachelor's degree or higher by 2000, by race/ethnicity



NOTE: "Likely postsecondary participants" include those for whom transcripts were received, those for whom transcripts were requested but not received, and those for whom other evidence in the NELS files supports the student's report of postsecondary attendance. "Bachelor's degree or above" includes bachelor's degrees, incomplete graduate degrees and nondegree post-baccalaureate work, master's, first-professional, and doctoral degrees.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up," and Postsecondary Education Transcript Study (PETS), 2000.

7.5 Degrees Conferred by Degree-Granting Institutions

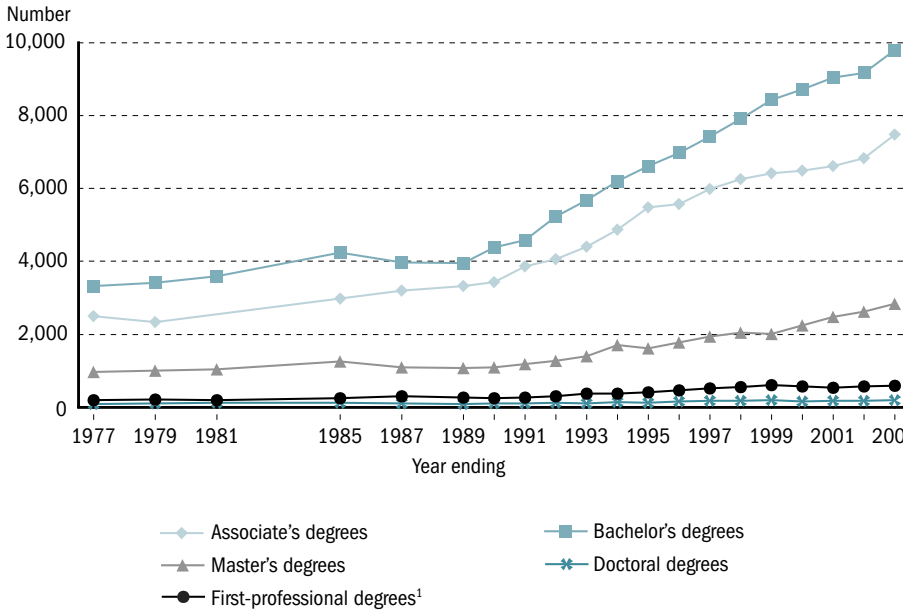
The number of American Indian/Alaska Native students earning degrees has more than doubled for each level of degree since 1976.

Between the 1976–77 and 2002–03 school years, the number of degrees awarded by colleges and universities to American Indians/Alaska Natives more than doubled for each level of degree. In 1976–77, 2,498 associate's degrees were conferred to American Indians/Alaska Natives. The number steadily increased to 3,871 by 1990–91. After 1990–91, the rate dramatically increased and 7,470 associate's degrees were awarded to American Indian/Alaska Native students in 2002–03. This was also the pattern for the number of bachelor's degrees earned by American Indian/Alaska Native students. In 1976–77, 3,326 bachelor's degrees were awarded; by 1990–91, the number increased to 4,583, and in 2002–03, 9,803 bachelor's degrees were awarded to American Indian/Alaska Native students (*appendix table A-7.5*).

The number of post-baccalaureate degrees awarded to American Indians/Alaska Natives also increased between 1976–77 and 2002–03: 967 to 2,841 for master's degrees, 95 to 192 for doctoral degrees, and 196 to 586 for first-professional degrees (*appendix table A-7.5*).

(Continued on page 110.)

Figure 7.5. Number of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2002–03



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

NOTE: For years 1984–85 to 2002–03, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to impute race/ethnicity for students whose race/ethnicity was not reported. Data for 1998–99 were imputed using alternative procedures. Some data may have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 through 1985–86; and Integrated Postsecondary Education Data System (IPEDS), "Completions Survey," (IPEDS-C:87–99), 1986–87 through 1998–99, and Fall 2000 through 2003.

During the same period, American Indians/Alaska Natives earned a slightly increasing share of the degrees at every level. In 1976–77, American Indian/Alaska Native students received 0.6 percent of all the associate's degrees awarded, 0.4 percent of all bachelor's degrees, and 0.3 percent each of all master's, doctoral, and first-professional degrees. These percentages increased to 1.2 percent for associate's degrees, 0.8 percent for bachelor's degrees, 0.6 percent for master's degrees, 0.6 percent for doctoral degrees, and 0.7 percent for first-professional degrees awarded in 2002–03 (*appendix table A-7.5*).

In the 2002–03 academic year, American Indians/Alaska Natives earned more bachelor's degrees than associate's degrees. American Indian/Alaska Native males earned 3,858 bachelor's degrees and 2,624 associate's degrees, while females earned 5,945 bachelor's degrees and 4,846 associate's degrees. American Indian/Alaska Native females earned more associate's, bachelor's, master's, and doctoral degrees than American Indian/Alaska Native males. American Indian/Alaska Native males and females earned the same number of first-professional degrees, each with 293.

Table 7.5. Number and percentage distribution of degrees conferred by degree-granting institutions, by race/ethnicity, sex, and type of degree: 2002–03

Race/ethnicity and sex	Total	Associate's	Bachelor's	Master's	Doctoral	First-professional[1]
			Number of degrees			
Total degrees conferred[2]	**2,620,665**	**632,873**	**1,348,322**	**512,676**	**45,994**	**80,800**
White, non-Hispanic						
Male	787,237	178,965	429,958	133,248	13,459	31,607
Female	1,073,063	258,807	564,360	208,554	14,258	27,084
Black, non-Hispanic						
Male	82,858	25,523	41,455	12,794	914	2,172
Female	169,261	49,911	82,733	31,477	1,599	3,541
Hispanic						
Male	73,377	26,290	35,065	9,247	747	2,028
Female	112,420	39,866	53,976	15,724	819	2,035
Asian/Pacific Islander						
Male	72,545	14,042	40,151	12,480	1,247	4,625
Female	87,312	18,561	47,660	14,755	1,169	5,167
American Indian/Alaska Native						
Male	7,870	2,624	3,858	1,022	73	293
Female	13,022	4,846	5,945	1,819	119	293
			Percentage distribution			
Total degrees conferred[2]	**100.0**	**24.1**	**51.4**	**19.6**	**1.8**	**3.1**
White, non-Hispanic						
Male	100.0	22.7	54.6	16.9	1.7	4.0
Female	100.0	24.1	52.6	19.4	1.3	2.5
Black, non-Hispanic						
Male	100.0	30.8	50.0	15.4	1.1	2.6
Female	100.0	29.5	48.9	18.6	0.9	2.1
Hispanic						
Male	100.0	35.8	47.8	12.6	1.0	2.8
Female	100.0	35.5	48.0	14.0	0.7	1.8
Asian/Pacific Islander						
Male	100.0	19.4	55.3	17.2	1.7	6.4
Female	100.0	21.3	54.6	16.9	1.3	5.9
American Indian/Alaska Native						
Male	100.0	33.3	49.0	13.0	0.9	3.7
Female	100.0	37.2	45.7	14.0	0.9	2.3

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

[2] Includes degrees conferred to nonresident aliens.

NOTE: Numbers within each degree do not sum to totals because degrees conferred to nonresident aliens are not shown separately on table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

7.6 Bachelor's Degrees Earned by Field

While American Indian/Alaska Native students were more likely to have earned their bachelor's degrees in business than in other fields, they were less likely to have earned their degrees in business than students of other racial/ethnic groups.

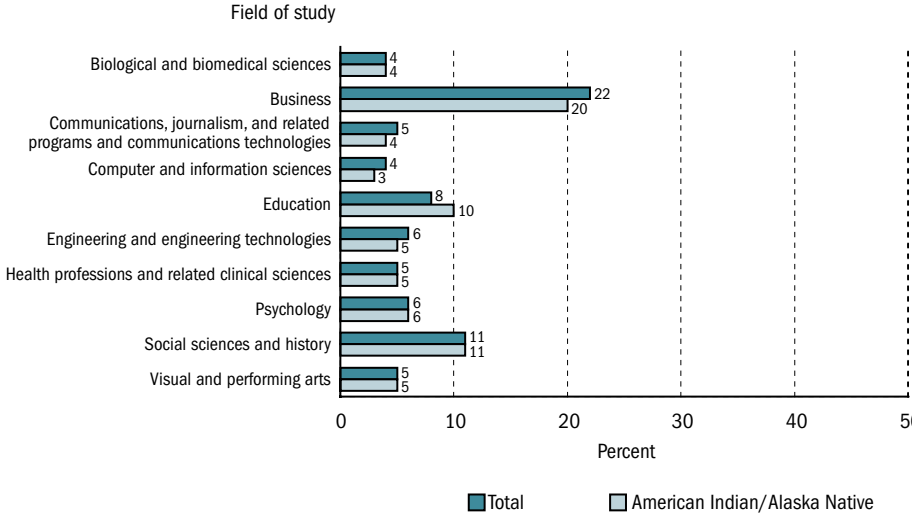
In the 2002–03 school year, business, education, and social sciences were the most popular majors among American Indians/Alaska Natives earning bachelor's degrees. Twenty percent of American Indian/Alaska Native college and university graduates studied business, while 11 percent studied a social science or history and 10 percent studied education. As compared with 2002–03 graduates in general, American Indians/Alaska Natives were less likely to earn business degrees and more likely to earn education degrees. There was a difference of less than 1 percent between the percentage of degree recipients of American Indians/Alaska Natives and the total population for psychology, health professions and related clinical sciences, and biological and biomedical sciences.

Table 7.6. Percentage of bachelor's degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the 10 most popular fields of study: 2002–03

Field of study	Total	American Indian/Alaska Native
Biological and biomedical sciences	4.5	3.9
Business	21.8	20.0
Communications, journalism, and related programs and communications technologies	5.2	3.7
Computer and information sciences	4.3	3.0
Education	7.8	10.5
Engineering and engineering technologies	5.7	4.7
Health professions and related clinical sciences	5.3	5.4
Psychology	5.8	5.8
Social sciences and history	10.6	11.1
Visual and performing arts	5.3	4.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

Figure 7.6. Percentage of bachelor's degrees conferred in total and to American Indians/ Alaska Natives by degree-granting institutions in the 10 most popular fields of study: 2002–03



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

7.7 Master's and Doctoral Degrees Earned by Field

More than half of the master's degrees awarded to American Indian/Alaska Native students were in education or business. American Indians/Alaska Natives were more likely to have earned their doctoral degrees in education and psychology than other degree recipients.

In the 2002–03 school year, 34 percent of American Indian/Alaska Native master's degree recipients studied education and 19 percent studied business. These two fields were also the most frequently studied for the general population, with 29 percent of the master's degrees being awarded for education and 25 percent for business in the general population.

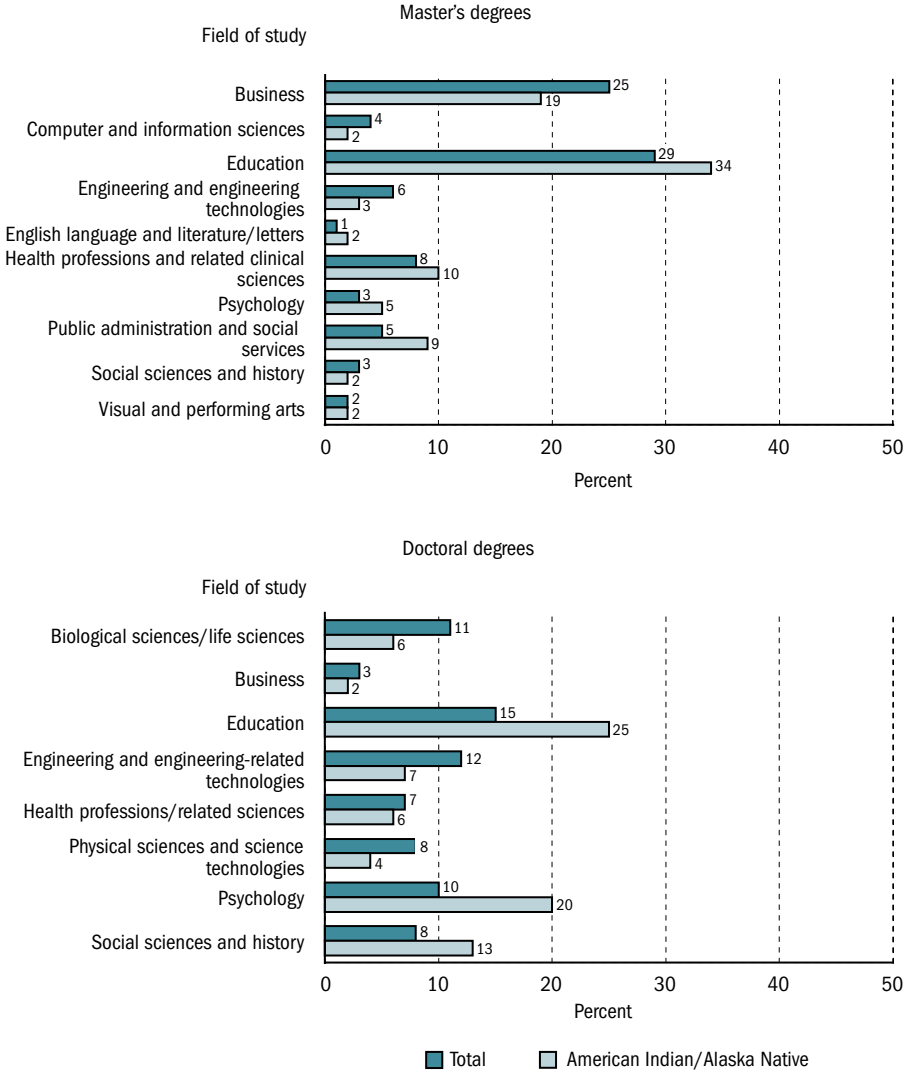
In 2002–03, American Indians/Alaska Natives earning doctoral degrees were most likely to earn their degrees in education, psychology, and social sciences and history. Twenty-five percent earned their degrees in education, 20 percent in psychology, and 13 percent in social sciences and history. As compared with graduates in general, American Indians/Alaska Natives were more likely to earn degrees in education, psychology, and social science and history. Doctoral degree earners in the general population were more likely than American Indian/Alaska Native doctoral degree earners to study engineering, physical sciences, or biological and biomedical sciences.

Table 7.7. Percentage of master's and doctoral degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the most popular fields of study: 2002–03

Field of study	Total	American Indian/ Alaska Native
Master's degrees		
Business	24.9	19.1
Computer and information sciences	3.8	1.7
Education	28.8	34.1
Engineering and engineering technologies	6.0	2.9
English language and literature/letters	1.4	1.6
Health professions and related clinical sciences	8.3	10.2
Psychology	3.3	4.5
Public administration and social services	5.1	8.7
Social sciences and history	2.9	2.5
Visual and performing arts	2.3	1.9
Doctoral degrees		
Biological sciences/life sciences	10.9	6.1
Business	2.7	1.5
Education	14.9	25.0
Engineering and engineering-related technologies	11.6	6.6
Health professions/related sciences	7.2	6.1
Physical sciences and science technologies	8.4	3.6
Psychology	10.5	19.9
Social sciences and history	8.4	13.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

Figure 7.7. Percentage of master's and doctoral degrees conferred in total and to American Indians/Alaska Natives by degree-granting institutions in the most popular fields of study: 2002–03



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Integrated Postsecondary Data System (IPEDS), Fall 2003.

7.8 Faculty in Degree-Granting Institutions

American Indians/Alaska Natives constitute small percentages of faculty in degree-granting institutions.

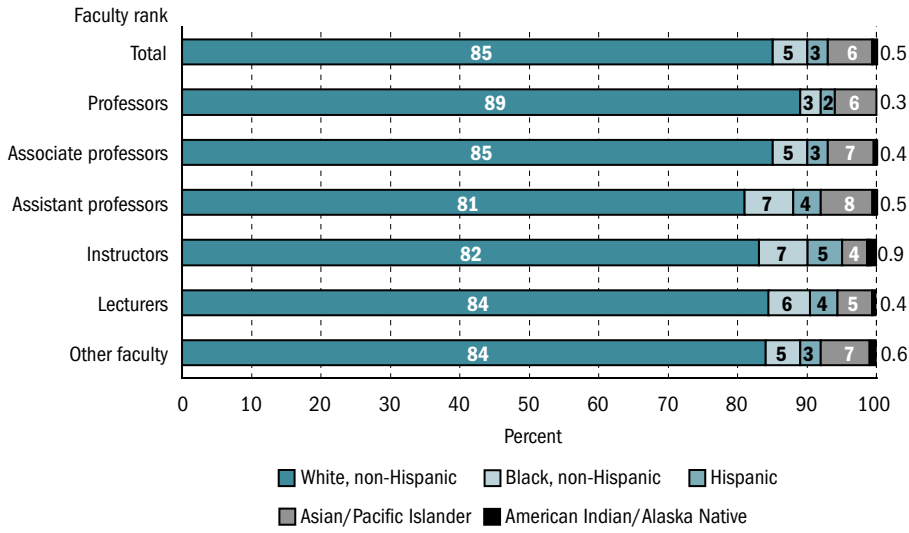
In 2001, American Indians/Alaska Natives accounted for about 0.5 percent of faculty in degree-granting institutions. Differences by level of faculty are apparent. American Indians/Alaska Natives constituted 0.9 percent of instructors, but only 0.3 percent of professors and 0.4 percent of associate professors. As a point of comparison, in 2002 American Indian/Alaska Native students made up 1.0 percent of the total enrollment in degree-granting institutions (*indicator 7.1*).

Table 7.8. Percentage distribution of full-time instructional faculty in degree-granting institutions, by race/ethnicity and academic rank: 2001

Faculty rank	White, non-Hispanic	Total minority faculty	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total	**84.6**	**15.4**	**5.4**	**3.1**	**6.4**	**0.5**
Professors	88.8	11.2	3.1	1.9	5.8	0.3
Associate professors	84.9	15.1	5.4	2.8	6.6	0.4
Assistant professors	81.1	18.9	6.7	3.5	8.3	0.5
Instructors	82.4	17.6	7.3	5.1	4.4	0.9
Lecturers	84.4	15.6	5.9	4.4	4.9	0.4
Other faculty	84.0	16.0	5.4	3.0	7.0	0.6

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2003*, based on Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

Figure 7.8. Percentage distribution of full-time instructional faculty in degree-granting institutions, by race/ethnicity and academic rank: 2001



NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2003*, based on Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

IV OUTCOMES OF EDUCATION

8. Outcomes of Education

8.1 Educational Attainment
8.2 Unemployment Rates
8.3 Income
8.4 Voting Participation

An important objective of a successful educational system is producing an educated, capable, and engaged public. This section contains indicators on the social and economic characteristics of education, measured by unemployment rates, income, and voter participation. It is important to examine educational attainment since education levels are associated with income and employment.

8.1 Educational Attainment

Thirteen percent of American Indians/Alaska Natives 25 years and older held a bachelor's or graduate degree.

In 2003, 42 percent of American Indians/Alaska Natives had attended at least some college. Thirty-five percent had finished high school without continuing on to postsecondary education and 23 percent had not finished high school.[11] The percentage of American Indians/Alaska Natives who had not finished high school was lower when compared to Hispanics (43 percent), but higher when compared to Whites (11 percent) and Asian/Pacific Islanders (12 percent). A lower percentage of American Indians/Alaska Natives completed a bachelor's degree only (9 percent) than all other racial/ethnic groups except Hispanics. A lower percentage of American Indians/Alaska Natives achieved a graduate degree (4 percent) compared to other racial/ethnicity groups except Blacks and Hispanics, whose percentages were similar (5 and 3 percent, respectively).

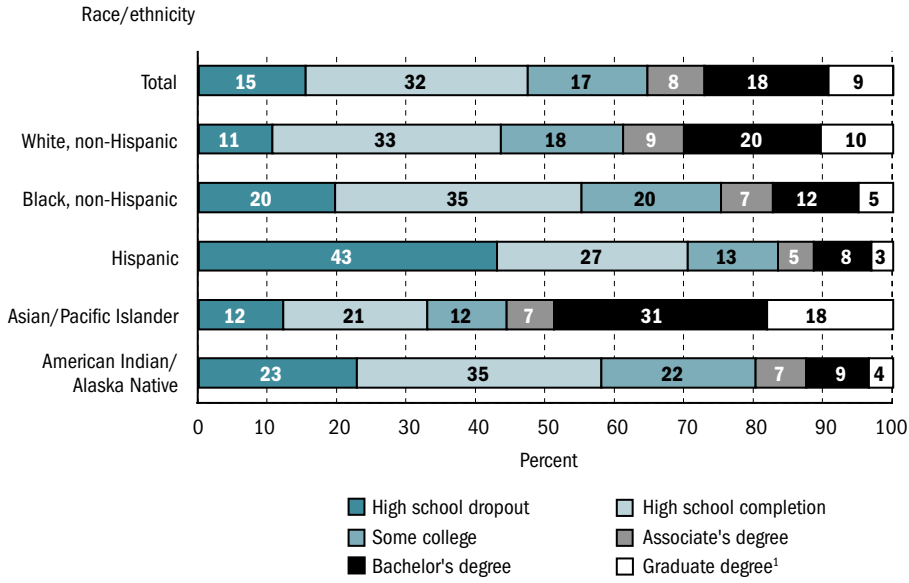
Table 8.1. Percentage distribution of adults ages 25 and over, by highest level of educational attainment and race/ethnicity: 2003

Highest level of education	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
High school dropout	15.4	10.6	19.7	43.0	12.2	22.8
High school completion	32.0	32.9	35.4	27.4	20.7	35.2
Some college	17.2	17.6	20.1	13.0	11.5	22.2
Associate's degree	8.2	8.8	7.5	5.2	6.8	7.3
Bachelor's degree	17.9	19.7	12.3	8.3	30.7	9.0
Graduate degree	9.3	10.4	5.2	3.1	18.1	3.6
Master's degree	6.6	7.4	4.0	2.1	12.2	2.7
Doctoral or professional degree	2.7	3.0	1.1	1.0	5.9	0.9

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

[11] This is different from the status dropout rate of 15 percent reported in indicator 3.3. The 23 percent reported here represents adults 25 years and older who have not completed a high school credential. The status dropout rate is the percentage of 16- to 24-year-olds who are out of school and who have not completed a high school credential.

Figure 8.1. Percentage distribution of adults ages 25 and over, by highest level of education and race/ethnicity: 2003



[1] Includes master's, doctoral, and professional degrees.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2003.

8.2 Unemployment Rates

Unemployment rates for American Indians/Alaska Natives did not significantly decrease between 1994 and 2003.

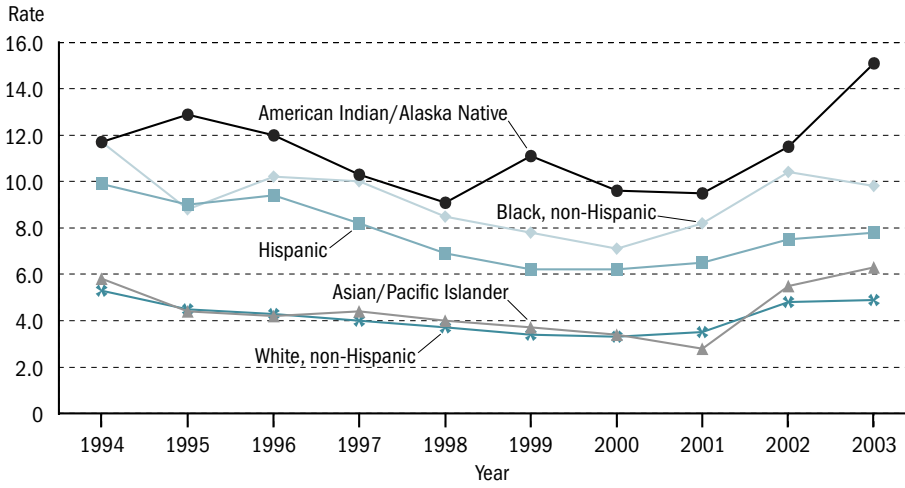
Between 1994 and 2003, the unemployment rate for American Indians/Alaska Natives, ages 16 and over, fluctuated but did not significantly increase or decrease overall. The unemployment rate for American Indians/Alaska Natives has remained higher than the rate for the general population. In 2003, the American Indian/Alaska Native unemployment rate (15 percent) was 9 percentage points higher than the general population's rate (6 percent). Whites, Asian/Pacific Islanders, and Hispanics had lower unemployment rates than American Indians/Alaska Natives in 2003 (5, 6, and 8 percent, respectively, vs. 15 percent). In 2003, the American Indian/Alaska Native unemployment rate was three times as high as the unemployment rate for the White population.

Table 8.2. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1994 to 2003

	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1994	6.5	5.3	11.7	9.9	5.8	11.7
1995	5.4	4.5	8.8	9.0	4.4	12.9
1996	5.5	4.3	10.2	9.4	4.2	12.0
1997	5.1	4.0	10.0	8.2	4.4	10.3
1998	4.7	3.7	8.5	6.9	4.0	9.1
1999	4.2	3.4	7.8	6.2	3.7	11.1
2000	4.1	3.3	7.1	6.2	3.4	9.6
2001	4.4	3.5	8.2	6.5	2.8	9.5
2002	5.8	4.8	10.4	7.5	5.5	11.5
2003	5.9	4.9	9.8	7.8	6.3	15.1

SOURCE: U.S. Department of Commerce, Census Bureau, March Current Population Survey (CPS), 1994 to 2003.

Figure 8.2. Unemployment rates for persons ages 16 and over, by race/ethnicity: 1994 to 2003



SOURCE: U.S. Department of Commerce, Census Bureau, March Current Population Survey (CPS), 1994 to 2003.

8.3 Income

In 2003, the median income of American Indian/Alaska Native households was lower than that of households in the total population.

Race categories include those of Hispanic origin, except for White. Between 1989 and 2003, the median income among American Indian/Alaska Native households increased. Income increased from 1989 to 1992, and from 1997 to 1999. Over the 15-year period, the median income of American Indians/Alaska Natives increased 32 percent, from $26,300 in 1989 to $34,700 in 2003. American Indian/Alaska Native households had a lower median income in 1989 and 2003 than the total population; however, American Indian/Alaska Native households had a larger increase in income during the same period ($8,400) than the total population ($1,200).

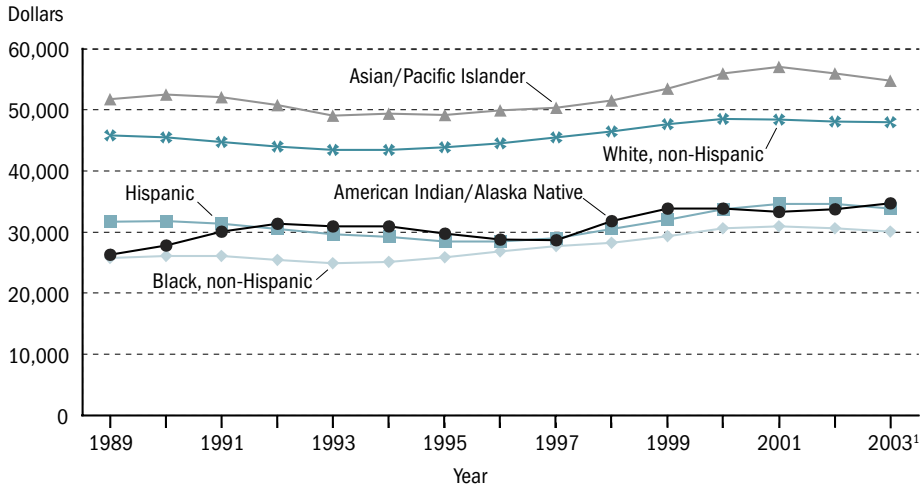
In 2003, the median income of American Indian/Alaska Native households ($34,700) was lower than the median income among White, non-Hispanic and Asian/Pacific Islander households ($48,000 and $54,800, respectively) and higher than that of Black households ($30,100).

Table 8.3. Median income (in constant 2003 dollars) of households, by race/ethnicity: 1989 to 2003

Year	Total	White, non-Hispanic	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1989	$42,300	$45,800	$25,800	$31,700	$51,800	$26,300
1990	42,300	45,500	26,100	31,800	52,500	27,800
1991	41,800	44,800	26,100	31,400	52,100	30,100
1992	40,900	44,000	25,400	30,500	50,800	31,400
1993	40,100	43,500	24,900	29,700	49,100	30,900
1994	39,900	43,500	25,100	29,200	49,400	31,000
1995	40,200	43,900	25,900	28,500	49,200	29,800
1996	40,800	44,500	26,800	28,500	49,900	28,800
1997	41,600	45,500	27,700	29,000	50,400	28,700
1998	42,500	46,500	28,200	30,500	51,600	31,800
1999	43,700	47,700	29,300	32,000	53,500	33,900
2000	44,500	48,500	30,600	33,800	56,000	33,900
2001	44,400	48,400	30,900	34,600	57,000	33,300
2002	43,900	48,100	30,600	34,600	56,000	33,800
2003[1]	43,500	48,000	30,100	33,900	54,800	34,700

[1]The 2003 Current Population Survey (CPS) offered respondents the option of choosing more than one race. The 2002 and 2001 CPS recorded only one race for each respondent. The 3-year averages are based on combining the 2003 CPS race categories with the relevant single race categories of White, Black, American Indian or Alaska Native, or Asian and Pacific Islander recorded in the 2002 and 2001 CPS.
NOTE: Race categories include those of Hispanic origin, except as noted (White, non-Hispanic). Median income is the 3-year moving average median and calculated as the sum of 3 inflation-adjusted single-year medians divided by 3.
SOURCE: U.S. Census Bureau, Current Population Survey, March Current Population Survey (CPS), 1989 to 2000, and Annual Social and Economic Supplements, 2000 to 2004.

Figure 8.3. Median income (in constant 2003 dollars) of households, by race/ethnicity: 1989 to 2003



[1]The 2003 Current Population Survey (CPS) offered respondents the option of choosing more than one race. The 2002 and 2001 CPS recorded only one race for each respondent. The 3-year averages are based on combining the 2003 CPS race categories with the relevant single race categories of White, Black, American Indian or Alaska Native, or Asian and Pacific Islander recorded in the 2002 and 2001 CPS.
NOTE: Race categories include those of Hispanic origin, except as noted (White, non-Hispanic). Median income is the 3-year moving average median and calculated as the sum of 3 inflation-adjusted single-year medians divided by 3.
SOURCE: U.S. Census Bureau, Current Population Survey, March Current Population Survey (CPS), 1989 to 2000, and Annual Social and Economic Supplements, 2000 to 2004.

8.4 Voting Participation

In 1996 and 2000, American Indians/Alaska Natives were less likely to have reported voting than Whites and Blacks.

In the 2000 presidential election, American Indians/Alaska Natives were less likely to report voting (47 percent) than Whites (62 percent) and Blacks (57 percent).

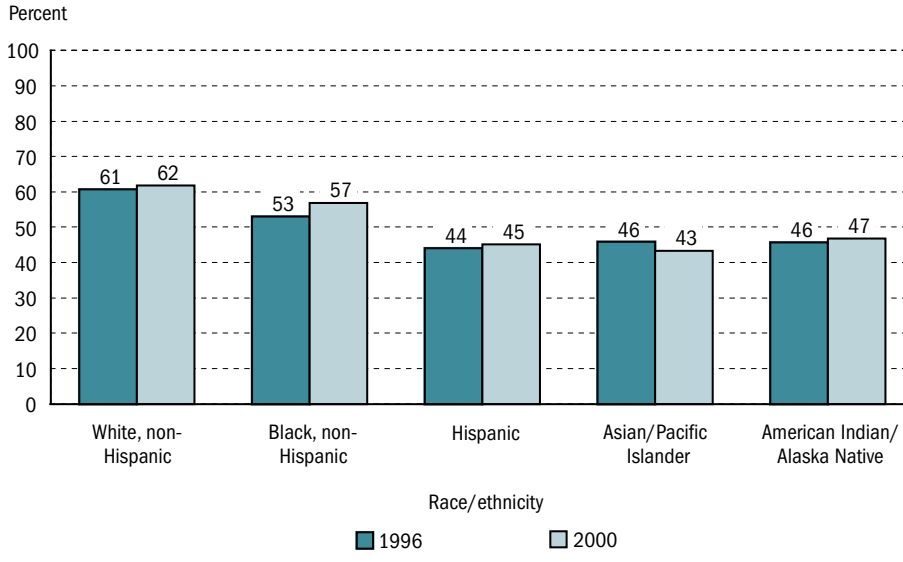
A similar pattern was found in the 1996 presidential election. In the 1996 election, 46 percent of American Indians/Alaska Natives reported having voted, compared to 61 percent of Whites and 53 percent of Blacks.

Table 8.4. Percentage of citizens ages 18 and over who reported voting in the presidential election, by race/ethnicity: 1996 and 2000

Race/ethnicity	1996	2000
Total	**58.4**	**59.5**
White, non-Hispanic	60.7	61.8
Black, non-Hispanic	53.0	56.9
Hispanic	44.0	45.1
Asian/Pacific Islander	45.8	43.3
American Indian/Alaska Native	45.7	46.7

SOURCE: U.S. Department of Commerce, Census Bureau, November Current Population Survey (CPS), 1996 and 2000.

Figure 8.4. Percentage of citizens ages 18 and over who reported voting in the presidential election, by race/ethnicity: 1996 and 2000



SOURCE: U.S. Department of Commerce, Census Bureau, November Current Population Survey (CPS), 1996 and 2000.

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APPENDIX A

Supplemental Tables

Table A-1.1. Resident population and percentage distribution, by race/ethnicity: Selected years, 1980 to 2003 and projections to 2050

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
			Number (in thousands)			
1980	226,546	180,906	26,142	14,609	3,563	1,326
1985	237,924	184,945	27,738	18,368	5,315	1,558
1990	248,791	188,315	29,304	22,379	6,996	1,797
1995	262,803	193,328	31,590	27,107	8,846	1,932
2000	281,422	195,575	34,313	35,306	10,724	2,097
2001	285,094	196,314	34,811	37,062	11,241	2,130
2002	287,974	196,833	35,205	38,488	11,652	2,155
2003	290,810	197,326	35,593	39,899	12,064	2,180
2005[1]	287,716	199,414	35,446	38,189	12,497	2,171
2010[1]	299,862	201,956	37,483	43,688	14,436	2,300
2015[1]	312,268	204,590	39,551	49,255	16,444	2,428
2020[1]	324,927	207,145	41,549	55,156	18,527	2,550
2030[1]	351,070	210,984	45,567	68,168	23,564	2,787
2040[1]	377,350	212,475	49,618	82,692	29,543	3,023
2050[1]	403,687	212,991	53,466	98,229	35,760	3,241
			Percentage distribution			
1980	100.0	79.9	11.5	6.4	1.6	0.6
1985	100.0	77.7	11.7	7.7	2.2	0.7
1990	100.0	75.7	11.8	9.0	2.8	0.7
1995	100.0	73.6	12.0	10.3	3.4	0.7
2000	100.0	69.5	12.2	12.5	3.8	0.7
2001	100.0	68.9	12.2	13.0	3.9	0.7
2002	100.0	68.4	12.2	13.4	4.0	0.7
2003	100.0	67.9	12.2	13.7	4.1	0.7
2005[1]	100.0	69.3	12.3	13.3	4.3	0.8
2010[1]	100.0	67.3	12.5	14.6	4.8	0.8
2015[1]	100.0	65.5	12.7	15.8	5.3	0.8
2020[1]	100.0	63.8	12.8	17.0	5.7	0.8
2030[1]	100.0	60.1	13.0	19.4	6.7	0.8
2040[1]	100.0	56.3	13.1	21.9	7.8	0.8
2050[1]	100.0	52.8	13.2	24.3	8.9	0.8

[1] Projected.

NOTE: Figures for the year 2000 are from the Census table "Annual Estimates of the Population," released in 2004, and may differ from other published tabulations. The figures for American Indians/Alaska Natives are for the alone, non-Hispanic population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, *Statistical Abstract of the United States: 2000*, Population Estimates Program, 1980 to 2000; Population Projections Program, 2001 to 2050; and Annual Estimates of the Population by Sex, Race and Hispanic or Latino Origin for the United States: April 1, 2000 to July 1, 2003 (NC-EST2003-03), released June 14, 2004.

Table A-1.8. Number of live births per 1,000 women, by race/ethnicity and age group of mother: Selected years, 1980 to 2002

Age of mother	Total	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
			1980			
Total (ages 15–44)	**68.4**	**65.6**	**84.7**	—	**73.2**	**82.7**
15–19 years	53.0	45.4	97.8	—	26.2	82.2
20–24 years	115.1	111.1	140.0	—	93.3	143.7
25–29 years	112.9	113.8	103.9	—	127.4	106.6
30–34 years	61.9	61.2	59.9	—	96.0	61.8
35–39 years	19.8	18.8	23.5	—	38.3	28.1
40–44 years	3.9	3.5	5.6	—	8.5	8.2
			1990			
Total (ages 15–44)	**70.9**	**68.3**	**86.8**	**107.7**	**69.6**	**76.2**
15–19 years	59.9	50.8	112.8	100.3	26.4	81.1
20–24 years	116.5	109.8	160.2	181.0	79.2	148.7
25–29 years	120.2	120.7	115.5	153.0	126.3	110.3
30–34 years	80.8	81.7	68.7	98.3	106.5	61.5
35–39 years	31.7	31.5	28.1	45.3	49.6	27.5
40–44 years	5.5	5.2	5.5	10.9	10.7	5.9
			1995			
Total (ages 15–44)	**64.6**	**63.6**	**71.0**	**98.8**	**62.6**	**63.0**
15–19 years	56.0	49.5	94.4	99.3	25.5	72.9
20–24 years	107.5	104.7	133.7	171.9	64.2	123.1
25–29 years	108.8	111.7	95.6	140.4	103.7	91.6
30–34 years	81.1	83.3	63.0	90.5	102.3	56.5
35–39 years	34.0	34.2	28.4	43.7	50.1	24.3
40–44 years	6.6	6.4	6.0	10.7	11.8	5.5
			2000			
Total (ages 15–44)	**65.9**	**65.3**	**70.0**	**95.9**	**65.8**	**58.7**
15–19 years	47.7	43.2	77.4	87.3	20.5	58.3
20–24 years	109.7	106.6	141.3	161.3	60.3	117.2
25–29 years	113.5	116.7	100.3	139.9	108.4	91.8
30–34 years	91.2	94.6	65.4	97.1	116.5	55.5
35–39 years	39.7	40.2	31.5	46.6	59.0	24.6
40–44 years	8.0	7.9	7.2	11.5	12.6	5.7
			2002			
Total (ages 15–44)	**64.8**	**64.8**	**65.8**	**94.4**	**64.1**	**58.0**
15–19 years	43.0	39.4	66.6	83.4	18.3	53.8
20–24 years	103.6	101.6	127.1	164.3	60.4	112.6
25–29 years	113.6	117.4	99.0	139.4	105.4	91.8
30–34 years	91.5	95.5	64.4	95.1	109.6	56.4
35–39 years	41.4	42.4	31.5	47.8	56.5	25.4
40–44 years	8.3	8.2	7.4	11.5	12.5	5.8

—Not available.
NOTE: Race groups include persons of Hispanic origin.
SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC), *National Vital Statistics Reports*, Vol. 52, no. 10, *Births: Final Data for 2002*, based on CDC, National Center for Health Statistics, Final Natality Statistics, 2003.

Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2002

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribution of American Indians/ Alaska Natives by region and state
Total[1]	**46,996,416**	**624,298**	**1.3**	**100.0**
Northeast	**8,296,140**	**25,720**	**0.3**	**4.1**
Connecticut	570,009	1,822	0.3	0.3
Maine	203,966	1,045	0.5	0.2
Massachusetts	982,989	3,134	0.3	0.5
New Hampshire	207,671	619	0.3	0.1
New Jersey	1,367,473	2,238	0.2	0.4
New York	2,888,233	12,905	0.4	2.1
Pennsylvania	1,816,747	2,519	0.1	0.4
Rhode Island	159,074	862	0.5	0.1
Vermont	99,978	576	0.6	0.1
South[1]	**16,475,245**	**178,397**	**1.1**	**28.6**
Alabama	726,545	5,786	0.8	0.9
Arkansas	450,985	2,355	0.5	0.4
Delaware	116,342	357	0.3	0.1
District of Columbia	76,166	42	0.1	#
Florida	2,532,566	7,197	0.3	1.2
Georgia	1,496,012	2,324	0.2	0.4
Kentucky	628,894	1,230	0.2	0.2
Louisiana	730,354	4,925	0.7	0.8
Maryland	866,743	3,218	0.4	0.5
Mississippi	492,645	809	0.2	0.1
North Carolina	1,335,954	19,643	1.5	3.1
Oklahoma	624,548	111,898	17.9	17.9
South Carolina	689,634	1,768	0.3	0.3
Tennessee	—	—	—	—
Texas	4,258,009	13,163	0.3	2.1
Virginia	1,167,393	3,396	0.3	0.5
West Virginia	282,455	286	0.1	#
Midwest	**10,774,012**	**103,864**	**1.0**	**16.6**
Illinois	2,084,187	3,478	0.2	0.6
Indiana	1,001,810	2,693	0.3	0.4
Iowa	482,210	2,635	0.5	0.4
Kansas	468,342	6,657	1.4	1.1
Michigan	1,769,457	26,178	1.5	4.2
Minnesota	846,891	17,479	2.1	2.8
Missouri	923,194	2,996	0.3	0.5
Nebraska	285,402	4,467	1.6	0.7
North Dakota	104,225	8,411	8.1	1.3
Ohio	1,799,228	2,455	0.1	0.4
South Dakota	128,049	13,547	10.6	2.2
Wisconsin	881,017	12,868	1.5	2.1

See notes at end of table.

Table A-2.1a. Enrollment, American Indians/Alaska Natives as a percentage of total enrollment, and percentage distribution of American Indians/Alaska Natives enrolled in public elementary and secondary schools, by region and state: 2002—Continued

Region/state	Total enrollment	American Indian/ Alaska Native enrollment	American Indians/ Alaska Natives as percent of total enrollment	Percentage distribution of American Indians/ Alaska Natives by region and state
West	**11,404,893**	**270,191**	**2.4**	**43.3**
Alaska	134,364	34,742	25.9	5.6
Arizona	929,111	61,288	6.6	9.8
California	6,195,920	53,898	0.9	8.6
Colorado	751,056	8,937	1.2	1.4
Hawaii	183,829	835	0.5	0.1
Idaho	248,277	3,026	1.2	0.5
Montana	149,995	16,324	10.9	2.6
Nevada	368,364	6,291	1.7	1.0
New Mexico	320,264	35,939	11.2	5.8
Oregon	537,484	11,930	2.2	1.9
Utah	484,983	7,399	1.5	1.2
Washington	1,014,798	26,746	2.6	4.3
Wyoming	86,448	2,836	3.3	0.5
Bureau of Indian Affairs (BIA) schools[2]	**46,126**	**46,126**	**100.0**	**7.4**

—Not available.
#Rounds to zero.
[1]These data do not include Tennessee, which did not report racial/ethnic data.
[2]Data for BIA schools are not separated by state. They are located in the South, Midwest, and West regions.
NOTE: Figures may differ from previously published figures because BIA schools have been included in the Common Core of Data (CCD) total. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002-03.

Table A-2.1b. Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2002

Urbanicity	White, non-Hispanic	Total minority[1]	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Central city[2]	19.2	49.2	51.1	50.1	46.5	20.0
Urban fringe[3]	45.4	35.7	31.5	38.2	45.1	24.3
Town[4]	10.1	6.0	6.8	5.1	3.3	17.8
Rural[5]	25.2	9.2	10.6	6.6	5.2	37.8

[1]Total minority represents persons of all race/ethnicities other than White, non-Hispanic.
[2]Large or midsize city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA).
[3]Area within a CBSA or CSA of a city and defined as urban by the Census Bureau, but outside of the central city itself.
[4]Place not within a CBSA or CSA, but having a population equal to or more than 2,500 people.
[5]Place with a population of fewer than 2,500 people.
NOTE: Figures may differ from previously published figures because Bureau of Indian Affairs (BIA) schools have been included in the Common Core of Data (CCD) total. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," unpublished data, 2002–03.

Table A-2.2. Number of Bureau of Indian Affairs (BIA) funded school programs, by operational structure: Selected years, 1997–98 to 2003–2004

Operational structure	1997–98	1999–2000	2001–02	2003–04
Total	**185**	**185**	**185**	**184**
BIA-operated	77	64	64	64
Tribally operated	108	121	121	120

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

Table A-4.1a. Percentage of American Indian/Alaska Native children and all children demonstrating specific motor skills, by child's age at assessment: 2001

Age at assessment	Eye-hand coordination	Sitting	Prewalking	Independent walking	Balance
8, 9, or 10 months					
Total	91	93	73	19	1
American Indian/Alaska Native	91	94	75	19	1
11, 12, or 13 months					
Total	96	98	91	55	10
American Indian/Alaska Native	96	98	90	56	9
14 to 22 months					
Total	99	100	98	89	43
American Indian/Alaska Native	99	100	99	93	52

NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a sample of children who were born between January and December 2001. ECLS-B collected information on children's race by asking parents if their child was White, Black, Asian, Pacific Islander, and/or American Indian/Alaska Native. Parents were asked to choose one or more categories that applied to their child. American Indian/Alaska Native includes those of Hispanic origin and those in combination with one or more other races.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File, (NCES 2004-093), 2004.

Table A-4.1b. Percentage of American Indian/Alaska Native children and all children demonstrating specific cognitive skills, by child's age at assessment: 2001

Age at assessment	Explores objects in play	Explores with purpose	Babbles	Early problem solving	Uses words
8, 9, or 10 months					
Total	99	88	47	3	#
American Indian/Alaska Native	99	87	46	3	#
11, 12, or 13 months					
Total	100	97	72	17	5
American Indian/Alaska Native	100	98	72	17	5
14 to 22 months					
Total	100	99	89	46	27
American Indian/Alaska Native	100	99	92	51	30

Rounds to zero.
NOTE: The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a sample of children who were born between January and December 2001. ECLS-B collected information on children's race by asking parents if their child was White, Black, Asian, Pacific Islander, and/or American Indian/Alaska Native. Parents were asked to choose one or more categories that applied to their child. American Indian/Alaska Native includes those of Hispanic origin and those in combination with one or more other races.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Restricted-Use File, (NCES 2004-093), 2004.

Table A-4.9. Percentage distribution of 12th-grade SAT test-taking population, by race/ethnicity: 1996 to 2004

Race/ethnicity	1996	1997	1998	1999	2000	2001	2002	2003	2004
Total[1]	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
White	69	68	67	67	66	66	65	64	63
Black	11	11	11	11	11	11	11	12	12
Mexican American	4	4	4	4	4	4	4	5	5
Puerto Rican	1	1	1	1	1	1	1	1	1
Other Hispanic/Latino	3	3	3	3	4	4	4	4	4
Asian/Pacific Islander	9	9	9	9	9	10	10	10	10
American Indian/ Alaska Native	1	1	1	1	1	1	1	1	1

[1] Includes other race/ethnicity categories not separately shown.
NOTE: Test-takers were asked to self-identify a single racial/ethnic group.
SOURCE: College Entrance Examination Board, *News 2002-2003*, Table 1 and Table 9.

Table A-7.1a. American Indian/Alaska Native enrollment in public and private degree-granting institutions, by type of institution and sex: Selected years, 1976 to 2002

	Type of institution			Sex	
Year	Total	2-year	4-year	Males	Females
1976	76,100	41,200	35,000	38,500	37,600
1978	77,900	43,100	34,800	36,800	41,000
1980	83,900	47,000	36,900	37,800	46,100
1982	87,700	49,100	38,600	39,900	47,800
1984	83,600	45,500	38,100	37,400	46,100
1986	90,100	50,500	39,600	39,400	50,600
1988	92,500	50,400	42,100	39,100	53,400
1990	102,800	54,900	47,900	43,100	59,700
1991	113,700	62,600	51,100	47,600	66,100
1992	119,300	64,400	54,900	50,200	69,100
1993	121,700	63,200	58,500	51,200	70,500
1994	127,400	66,200	61,200	53,000	74,400
1995	131,300	65,600	65,700	54,800	76,500
1996	137,600	70,200	67,300	57,200	80,400
1997	142,500	71,000	71,500	59,000	83,400
1998	144,200	71,500	72,600	59,000	85,100
1999[1]	145,500	72,100	73,400	58,600	86,800
2000	151,200	74,700	76,500	61,400	89,700
2001	158,200	78,200	80,000	63,600	94,500
2002	165,900	81,300	84,600	65,700	100,200

[1] Data were imputed using alternative procedures.
NOTE: Data from 1976 to 1996 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data from 1996 and later years are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, 1976 to 1999, and Spring 2001 through Spring 2003 surveys.

Table A-7.1b. Percentage of total public and private degree-granting institution enrollment that is male, percentage that is female, and difference between male and female percentages, by race/ethnicity: Selected years, 1976 to 2002

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
			Percent male			
1976	52.7	53.0	45.5	54.6	54.8	50.6
1980	48.5	48.5	41.9	49.1	52.8	45.0
1990	45.5	45.3	38.9	45.2	51.5	42.0
2000	43.9	44.3	36.7	42.9	47.6	40.7
2001	43.7	44.2	36.3	42.6	47.2	40.2
2002	43.4	44.0	35.8	42.1	46.9	39.6
			Percent female			
1976	47.3	47.0	54.5	45.4	45.2	49.4
1980	51.5	51.5	58.1	50.9	47.2	55.0
1990	54.5	54.7	61.1	54.8	48.5	58.0
2000	56.1	55.7	63.3	57.1	52.4	59.3
2001	56.3	55.8	63.7	57.4	52.8	59.8
2002	56.6	56.0	64.2	57.9	53.1	60.4
			Difference			
1976	5.5	6.1	-9.0	9.3	9.6	1.3
1980	-2.9	-2.9	-16.2	-1.8	5.6	-10.0
1990	-9.1	-9.3	-22.3	-9.5	3.0	-16.1
2000	-12.2	-11.4	-26.6	-14.2	-4.7	-18.7
2001	-12.6	-11.6	-27.3	-14.9	-5.6	-19.5
2002	-13.3	-12.1	-28.4	-15.9	-6.2	-20.8

NOTE: Data from 1976 to 1990 are for institutions of higher education that were accredited by an agency or association that was recognized by the U.S. Department of Education, or recognized directly by the Secretary of Education. Data after 1996 are for degree-granting institutions. The new degree-granting classification is very similar to the earlier higher education classification, except that it includes some additional institutions, primarily 2-year colleges, and excludes a few higher education institutions that did not award associate or higher degrees. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2004* (forthcoming), based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 1990, and Spring 2001 through Spring 2003 surveys.

Table A-7.2. Enrollment in tribally controlled colleges: Fall 1997 to fall 2002

College	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Total	**13,583**	**13,940**	**14,400**	**13,589**	**14,040**	**15,837**
Bay Mills Community College	453	369	321	360	368	430
Blackfeet Community College	411	396	291	299	341	418
Cankdeska Cikana Community College	142	124	134	9	169	160
Chief Dull Knife College[1]	508	448	448	461	442	268
College of the Menominee Nation	225	249	385	371	407	530
Crownpoint Institute of Technology	364	227	270	841	299	283
D-Q University	314	225	257	172	193	251
Diné College	1,732	1,875	1,881	1,712	1,685	1,822
Fond du Lac Tribal and Community College	704	701	935	999	1,023	1,315
Fort Belknap College	218	163	266	295	170	158
Fort Berthold Community College	223	291	285	50	50	249
Fort Peck Community College	360	316	370	400	419	443
Haskell Indian Nations University	846	779	885	918	967	887
Institute of American Indian Arts	109	109	133	139	44	155
Lac Courte Oreilles Ojibwa Community College	493	551	485	489	516	550
Leech Lake Tribal College	135	228	222	240	174	244
Little Big Horn College	243	324	207	320	203	275
Little Priest Tribal College	—	—	147	141	88	146
Nebraska Indian Community College	223	186	186	170	191	118
Northwest Indian College	677	695	548	524	600	667
Oglala Lakota College	1,219	1,137	1,198	1,174	1,270	1,279
Saginaw Chippewa Tribal College	—	—	—	—	—	41
Salish Kootenai College	967	1,016	1,075	1,042	976	1,109
Sinte Gleska University	766	1,041	910	900	895	787
Sisseton Wahpeton Community College	199	201	219	250	275	285
Si Tanka College	171	215	215	59	51	434
Sitting Bull College	217	231	233	22	194	214
Southwestern Indian Polytechnic Institute	656	653	643	304	723	777
Stone Child College	166	255	188	38	242	83
Turtle Mountain Community College	579	624	665	686	684	897
United Tribes Technical College	263	311	299	204	302	463
White Earth Tribal and Community College	—	—	99	—	79	99

—Not available.
[1]Previously named Dull Knife Memorial College.
NOTE: These colleges are, with few exceptions, located on reservations. They are all members of the American Indian Higher Education Consortium. The U.S. Department of Education, Office for Civil Rights (OCR) maintains the U.S. Department of Education Minority Postsecondary Institution listing which includes a listing of tribally controlled colleges.
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, various years, based on Integrated Postsecondary Education System (IPEDS), "Fall Enrollment" surveys, 1997 to 1999, and Spring 2001 through Spring 2003 surveys.

Table A-7.5. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2002–03

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees[1]	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First-professional degrees[1]
Total										
1976–77	2,498	3,326	967	95	196	0.6	0.4	0.3	0.3	0.3
1978–79	2,336	3,410	999	104	216	0.6	0.4	0.4	0.4	0.3
1980–81	2,584	3,593	1,034	130	192	0.6	0.4	0.4	0.5	0.3
1984–85	2,953	4,246	1,256	119	248	0.7	0.5	0.5	0.4	0.4
1986–87	3,195	3,968	1,103	105	304	0.7	0.4	0.4	0.4	0.4
1988–89	3,331	3,951	1,086	85	264	0.8	0.4	0.4	0.3	0.4
1989–90	3,430	4,390	1,090	98	257	0.8	0.4	0.4	0.3	0.4
1990–91	3,871	4,583	1,178	106	261	0.8	0.4	0.4	0.4	0.4
1991–92	4,060	5,228	1,280	120	298	0.8	0.5	0.4	0.4	0.4
1992–93	4,408	5,683	1,405	107	370	0.9	0.5	0.4	0.3	0.5
1993–94	4,876	6,192	1,699	134	371	0.9	0.5	0.5	0.4	0.5
1994–95	5,482	6,610	1,621	130	413	1.0	0.6	0.5	0.4	0.6
1995–96	5,573	6,976	1,778	159	463	1.0	0.6	0.5	0.5	0.6
1996–97	5,984	7,425	1,940	175	514	1.1	0.7	0.5	0.5	0.7
1997–98	6,246	7,903	2,053	186	561	1.1	0.7	0.5	0.5	0.7
1998–99	6,424	8,423	2,016	194	612	1.2	0.7	0.5	0.6	0.8
1999–2000	6,497	8,719	2,246	160	572	1.2	0.7	0.6	0.5	0.8
2000–01	6,623	9,049	2,481	177	543	1.2	0.8	0.6	0.5	0.7
2001–02	6,832	9,165	2,624	180	581	1.2	0.7	0.6	0.5	0.7
2002–03	7,470	9,803	2,841	192	586	1.2	0.8	0.6	0.6	0.7
Males										
1976–77	1,216	1,804	521	67	159	0.6	0.4	0.3	0.3	0.3
1978–79	1,069	1,736	495	69	150	0.6	0.4	0.4	0.3	0.3
1980–81	1,108	1,700	501	95	134	0.6	0.4	0.4	0.5	0.3
1984–85	1,198	1,998	583	64	176	0.6	0.4	0.5	0.4	0.4
1986–87	1,263	1,817	518	57	183	0.7	0.4	0.4	0.3	0.4
1988–89	1,323	1,730	476	50	148	0.7	0.4	0.4	0.3	0.3
1989–90	1,364	1,860	455	49	135	0.7	0.4	0.4	0.3	0.3
1990–91	1,439	1,938	488	59	144	0.7	0.4	0.4	0.3	0.3
1991–92	1,545	2,195	529	66	159	0.8	0.4	0.4	0.4	0.4
1992–93	1,680	2,450	584	52	192	0.8	0.5	0.4	0.3	0.4
1993–94	1,837	2,620	692	66	222	0.9	0.5	0.5	0.4	0.5
1994–95	2,098	2,739	659	58	223	1.0	0.5	0.4	0.3	0.5
1995–96	1,993	2,885	705	80	256	0.9	0.6	0.5	0.4	0.6
1996–97	2,068	2,996	734	87	290	0.9	0.6	0.5	0.5	0.7
1997–98	2,252	3,151	782	83	291	1.1	0.6	0.5	0.5	0.7
1998–99	2,241	3,323	771	92	333	1.0	0.7	0.5	0.5	0.8
1999–2000	2,225	3,464	836	57	293	1.0	0.7	0.5	0.3	0.7
2000–01	2,294	3,700	917	76	278	1.0	0.7	0.6	0.4	0.7
2001–02	2,308	3,624	993	67	292	1.0	0.7	0.6	0.4	0.7
2002–03	2,624	3,858	1,022	73	293	1.1	0.7	0.6	0.4	0.7

See notes at end of table.

Table A-7.5. Number and percentage of degrees awarded to American Indian/Alaska Native students, by level of degree: 1976–77 to 2002–03 —Continued

Year	Number of degrees conferred					American Indians/Alaska Natives as a percent of all degrees conferred to U.S. citizens				
	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First–professional degrees[1]	Associate's degrees	Bachelor's degrees	Master's degrees	Doctoral degrees	First–professional degrees[1]
Females										
1976–77	1,282	1,522	446	28	37	0.7	0.4	0.3	0.4	0.3
1978–79	1,267	1,674	504	35	66	0.6	0.4	0.4	0.4	0.4
1980–81	1,476	1,893	533	35	58	0.7	0.4	0.4	0.4	0.3
1984–85	1,755	2,248	673	55	72	0.7	0.5	0.5	0.5	0.3
1986–87	1,932	2,151	585	48	121	0.8	0.4	0.4	0.4	0.5
1988–89	2,008	2,221	610	35	116	0.8	0.4	0.4	0.3	0.5
1989–90	2,066	2,530	635	49	122	0.8	0.5	0.4	0.4	0.5
1990–91	2,432	2,645	690	47	117	0.9	0.5	0.4	0.4	0.4
1991–92	2,515	3,033	751	54	139	0.9	0.5	0.4	0.4	0.5
1992–93	2,728	3,233	821	55	178	0.9	0.5	0.4	0.4	0.6
1993–94	3,039	3,572	1,007	68	149	1.0	0.6	0.5	0.5	0.5
1994–95	3,384	3,871	962	72	190	1.1	0.6	0.5	0.5	0.6
1995–96	3,580	4,091	1,073	79	207	1.1	0.7	0.5	0.5	0.7
1996–97	3,916	4,429	1,206	88	224	1.1	0.7	0.6	0.6	0.7
1997–98	3,994	4,752	1,271	103	270	1.2	0.7	0.6	0.6	0.8
1998–99	4,183	5,100	1,245	102	279	1.2	0.8	0.5	0.6	0.8
1999–2000	4,272	5,255	1,410	103	279	1.3	0.8	0.6	0.6	0.8
2000–01	4,329	5,349	1,564	101	265	1.3	0.8	0.6	0.6	0.7
2001–02	4,524	5,541	1,631	113	289	1.3	0.8	0.6	0.7	0.8
2002–03	4,846	5,945	1,819	119	293	1.3	0.8	0.7	0.7	0.8

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

NOTE: For years 1984–85 to 2002–03, reported racial/ethnic distributions of students by level of degree, field of degree, and sex were used to impute race/ethnicity for students whose race/ethnicity was not reported. Data for 1998–99 were imputed using alternative procedures. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976–77 through 1985–86; and Integrated Postsecondary Education Data System (IPEDS), "Completions Survey," (IPEDS–C:87–99), 1986–87 through 1998–99, and Fall 2000 through 2003.

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