



## Chapter 1

### American Indian and Alaska Native Students

This chapter presents a demographic snapshot of American Indian and Alaska Native (AI/AN) students in the United States. AI/AN students are described with respect to three categories of social and demographic characteristics: geographic factors, socioeconomic and home factors, and learning factors.

Comparisons are made between AI/AN students and non-AI/AN students in fourth and eighth grades. Two additional types of comparisons offer a more detailed look at AI/AN student characteristics by school density (based on the proportion of AI/AN students attending) and school type (public or BIE).

## Geographic Factors

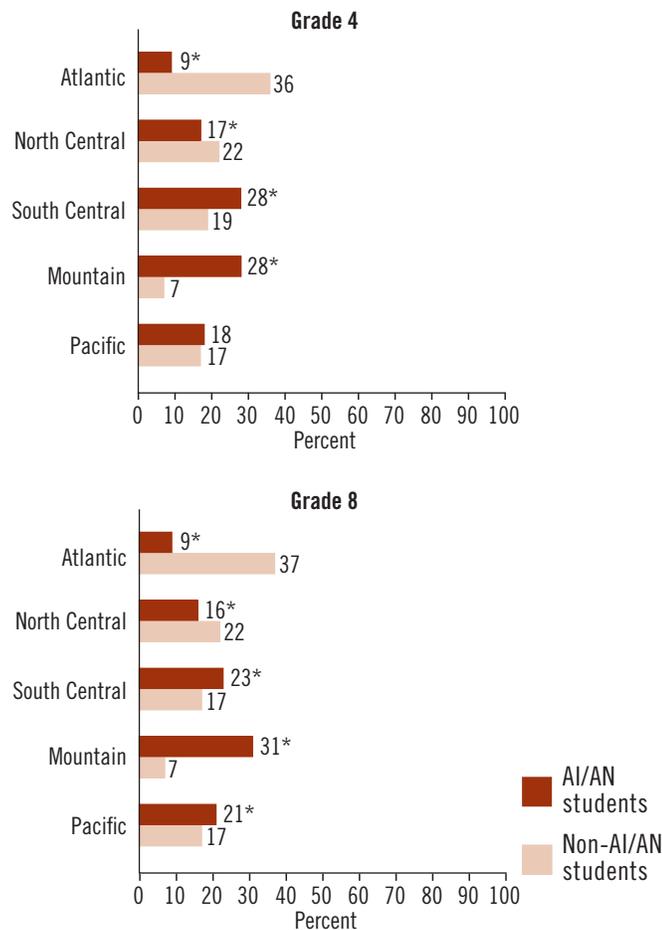
### How are AI/AN students distributed across the regions of the United States?

AI/AN students were not evenly distributed across the five regions in which the schools they attended were located. Fifty-six percent of fourth-grade and 54 percent of eighth-grade AI/AN students attended schools in the South Central and Mountain regions (figure 1-1).

Forty percent of fourth-grade and 46 percent of eighth-grade AI/AN students attending high density schools were concentrated in the Mountain region (figure 1-2).

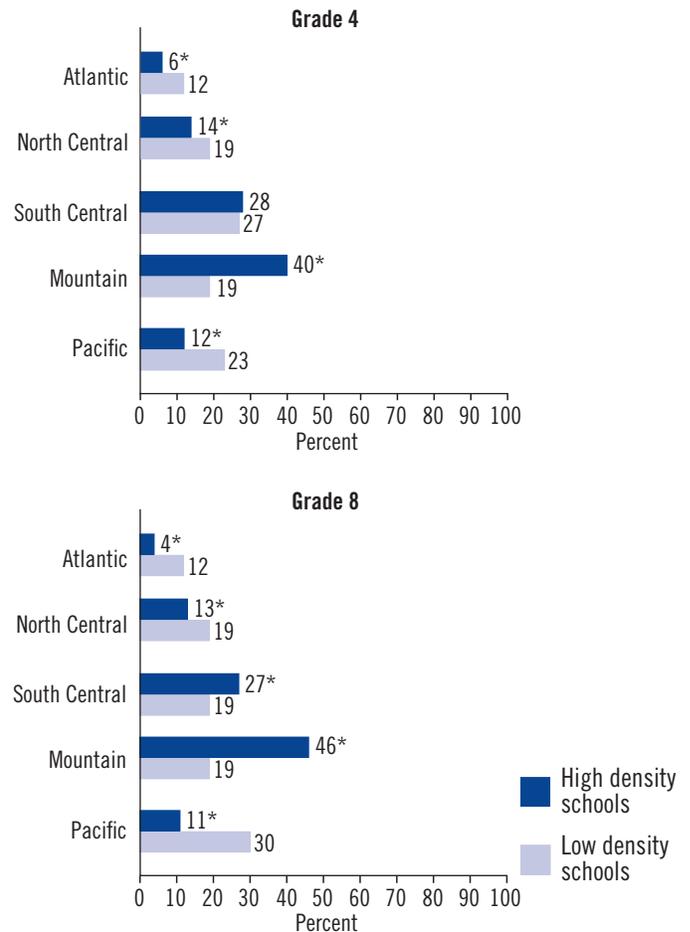
AI/AN students attending BIE schools were also concentrated in the Mountain region—66 percent at grade 4 and 59 percent at grade 8 (table 1-1).

Figure 1-1. Percentage of fourth- and eighth-grade students, by region and student group: 2007



\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native. Regions are defined in the Technical Notes. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 1-2. Percentage of fourth- and eighth-grade AI/AN students, by region and school density: 2007



\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Regions are defined in the Technical Notes. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 1-1. Percentage of AI/AN students, by grade, type of school, and region: 2007

Region	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
Atlantic	10	1*	9	#*
North Central	17	24*	15	31*
South Central	30	5*	25	6*
Mountain	24	66*	27	59*
Pacific	19	4*	24	4*

# Rounds to zero.  
 \* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Regions are defined in the Technical Notes. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.



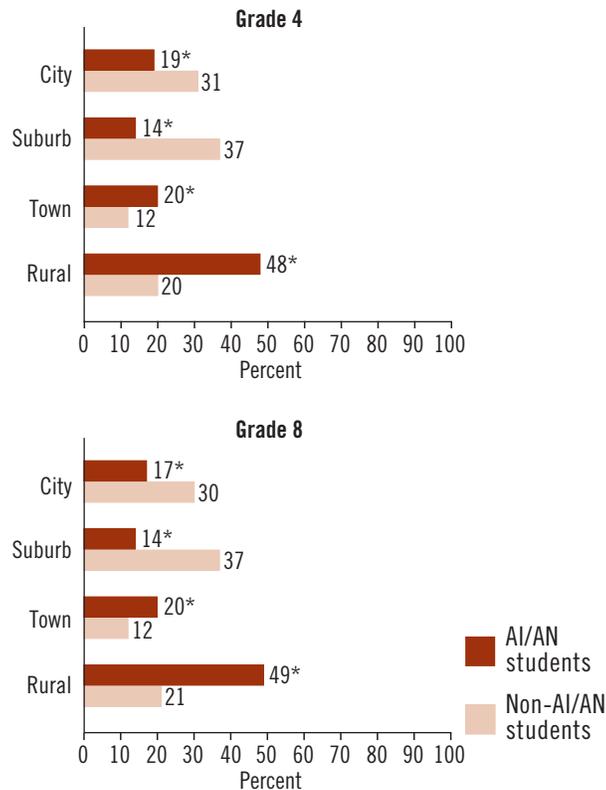
## In what types of community locations do AI/AN students go to school?

Four mutually exclusive categories of school locations are presented here: city, suburb, town, and rural. Details on how these categories were defined are presented in the Technical Notes. Note that the location of a student's school is not necessarily indicative of where that student's home was located, since students may travel to attend school.

Across the United States, 48 and 49 percent of AI/AN fourth- and eighth-graders, respectively, attended schools in rural communities (figure 1-3).

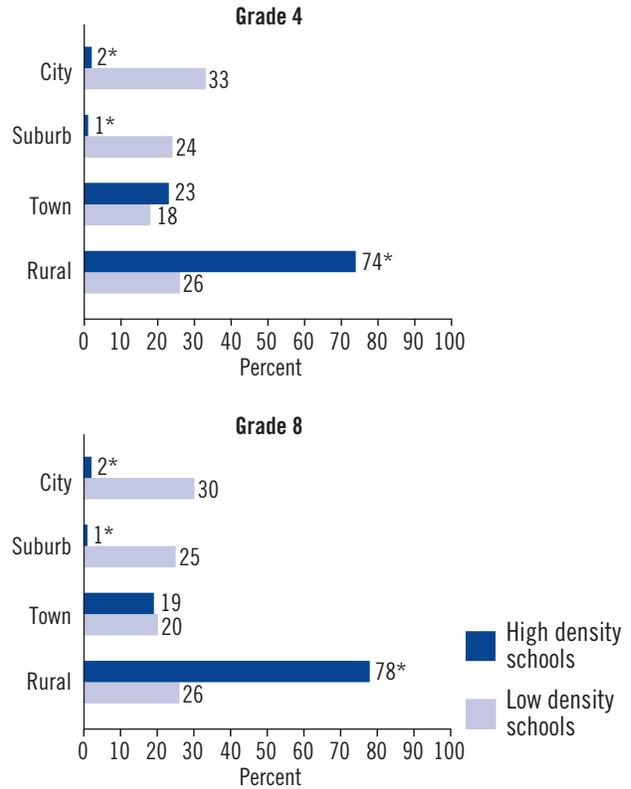
AI/AN students attending high density schools were concentrated in rural school locations (74 percent at grade 4 and 78 percent at grade 8). When compared to AI/AN fourth- and eighth-graders attending low density schools, lower percentages of AI/AN students from high density schools were located in cities (figure 1-4).

Figure 1-3. Percentage of fourth- and eighth-grade students, by school location and student group: 2007



\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 1-4. Percentage of fourth- and eighth-grade AI/AN students, by school location and school density: 2007



\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

AI/AN students attending BIE schools did so almost exclusively in rural communities—93 percent at grade 4 and 92 percent at grade 8, compared to 43 and 45 percent of AI/AN fourth- and eighth-grade students attending public schools, respectively (table 1-2).

Table 1-2. Percentage of AI/AN students, by grade, type of school, and school location: 2007

School location	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
City	20	#	17	#
Suburb	15	4*	15	3*
Town	22	2*	22	5*
Rural	43	93*	45	92*

# Rounds to zero.  
 \* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## Socioeconomic and Home Factors

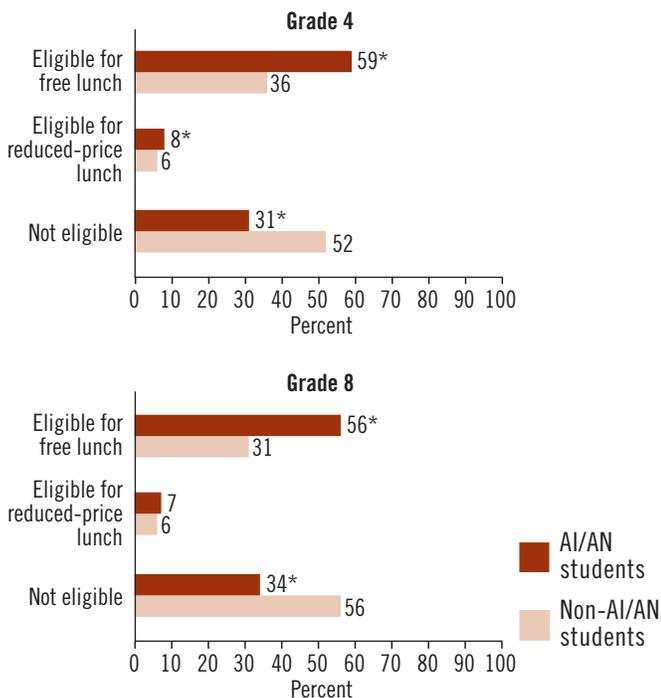
### What is the socioeconomic status of AI/AN students?

A student's eligibility for free or reduced-price school lunch under the National School Lunch Program is used as an indicator of socioeconomic status. The program and its eligibility criteria are described in the Technical Notes.

Higher percentages of AI/AN students were eligible for free lunch (59 percent at grade 4 and 56 percent at grade 8) than their non-AI/AN peers (figure 1-5). Thirty-six and 31 percent of non-AI/AN students at grades 4 and 8, respectively, qualified for free school lunch.

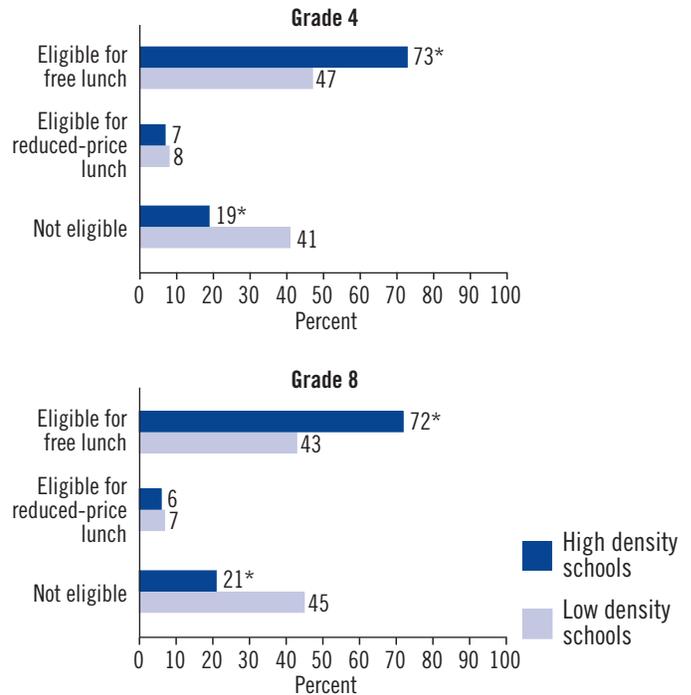
Within the AI/AN student population, there were higher percentages of students eligible for free lunch at high density schools than at low density schools (figure 1-6). For instance, at fourth grade, 73 percent of students from high density schools were eligible for free lunch, compared to 47 percent from low density schools. Similar patterns were observed for eighth-grade AI/AN students.

Figure 1-5. Percentage of fourth- and eighth-grade students, by eligibility for free or reduced-price school lunch and student group: 2007



\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because the "Information not available" category is not shown.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 1-6. Percentage of fourth- and eighth-grade AI/AN students, by eligibility for free or reduced-price school lunch and school density: 2007



\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because the "Information not available" category is not shown.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Nearly all students attending BIE schools were eligible for free lunch—91 percent of fourth-graders and 90 percent of eighth-graders (table 1-3).

Table 1-3. Percentage of AI/AN students, by grade, type of school, and eligibility for free or reduced-price school lunch: 2007

Eligibility status	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
Eligible for free lunch	58	91*	54	90*
Eligible for reduced-price lunch	8	3*	7	3*
Not eligible	33	4*	37	5*

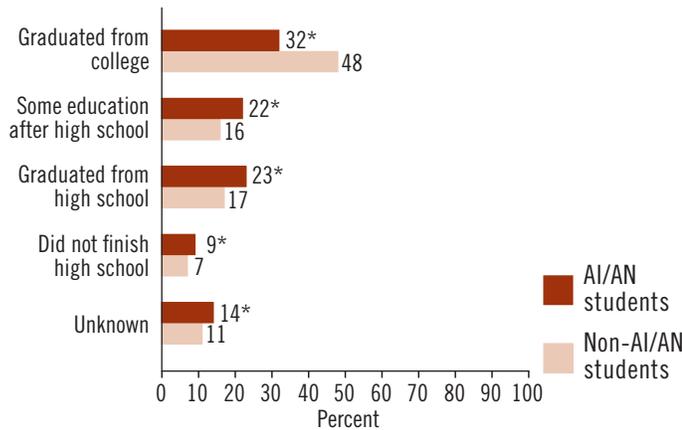
\* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because the "Information not available" category is not shown.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.



## What are the levels of parental education?

Parental education has been shown to be a predictor of student achievement (Hampden-Thompson and Johnston 2006). Only eighth-grade students were asked to report the highest education level attained by their parents. Overall, 77 percent of AI/AN students reported that one or both of their parents had at least a high school diploma, compared to 82 percent of their non-AI/AN peers (figure 1-7). A lower percentage of AI/AN students (32 percent) than non-AI/AN students (48 percent) reported that a parent had graduated from college.

Figure 1-7. Percentage of eighth-grade students, by student-reported highest level of parental education and student group: 2007

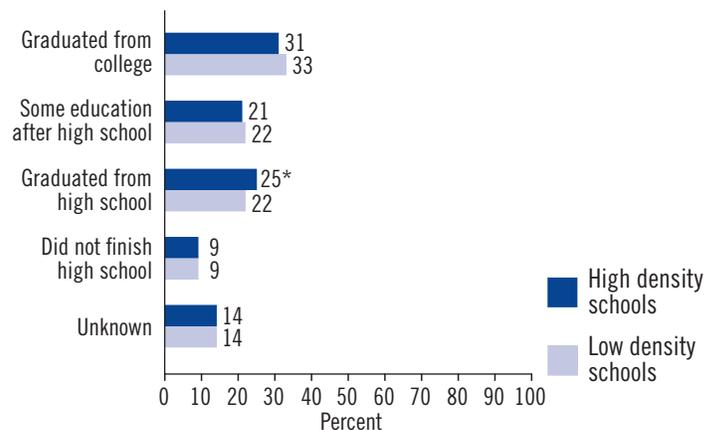


\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.



Within the AI/AN student population, there were no significant differences between the percentages of students from high density and low density schools who reported having a parent with education beyond high school (figure 1-8).

Figure 1-8. Percentage of eighth-grade AI/AN students, by student-reported highest level of parental education and school density: 2007



\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Twenty-four percent of eighth-graders attending BIE schools reported that a parent had graduated from college, compared to 32 percent of AI/AN eighth-graders attending public schools (table 1-4).

Table 1-4. Percentage of eighth-grade AI/AN students, by type of school and student-reported highest level of parental education: 2007

Parental education level	Type of school	
	Public	BIE
Graduated from college	32	24*
Some education after high school	21	18*
Graduated from high school	23	27*
Did not finish high school	9	11*
Unknown	14	19*

\* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.  
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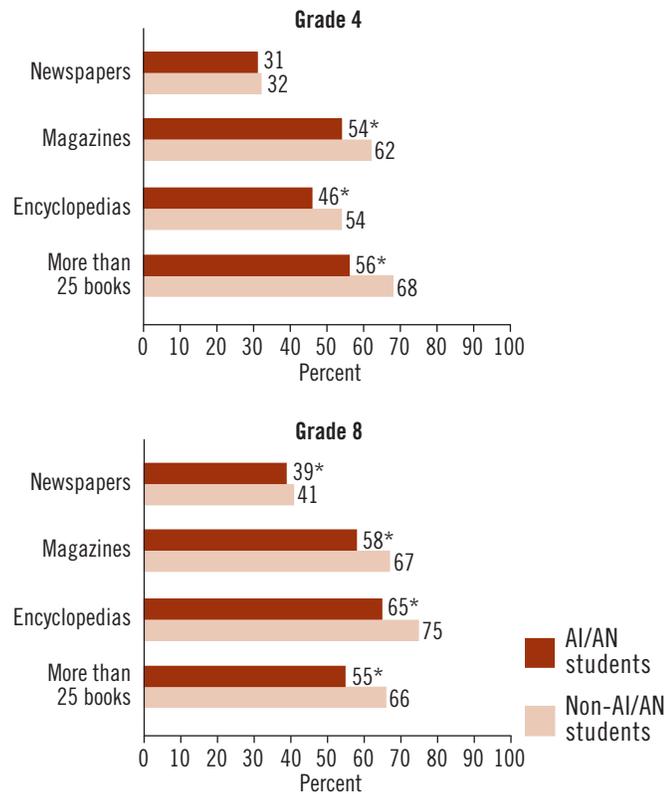
## What literacy materials are available in the home?

The availability of literacy materials in the home has been reported to be related to student achievement (Shaughnessy, Nelson, and Norris 1998). Students were asked about the presence of reading materials (newspapers, magazines, encyclopedias, and books) in their homes. See the Technical Notes for more information about the four categories reported.

At grade 4, lower percentages of AI/AN students than non-AI/AN students reported having magazines, encyclopedias, or more than 25 books available in their homes (figure 1-9). At grade 8, compared to non-AI/AN students, lower percentages of AI/AN students reported having each type of literacy materials in their homes.

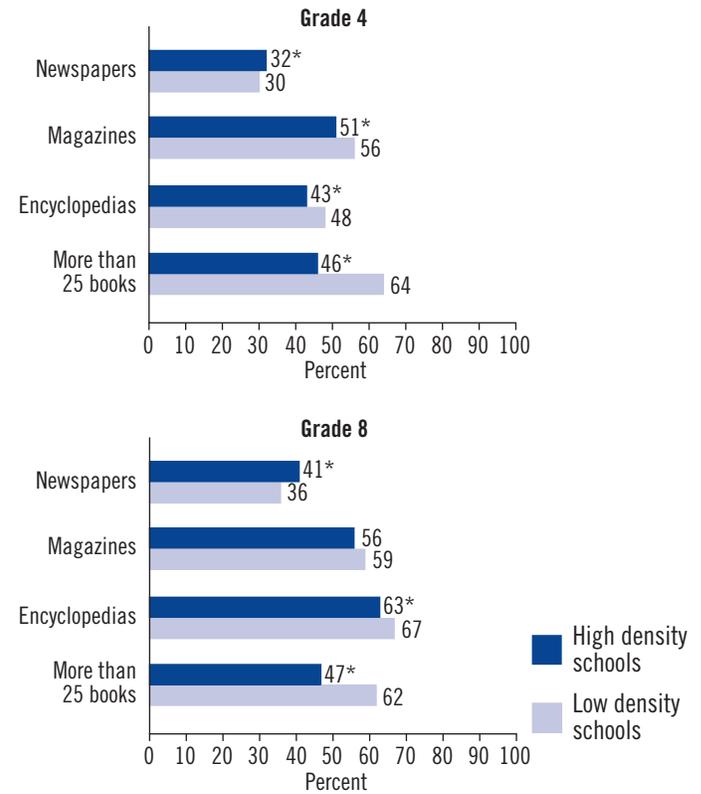
Compared to AI/AN students attending low density schools, lower percentages of fourth- and eighth-grade AI/AN students from high density schools reported having encyclopedias and more than 25 books in their homes (figure 1-10).

Figure 1-9. Percentage of fourth- and eighth-grade students, by types of literacy materials in their homes and student group: 2007



\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 1-10. Percentage of fourth- and eighth-grade AI/AN students, by types of literacy materials in their homes and school density: 2007



\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

In comparison to their peers attending public schools, higher percentages of BIE school students at both grades reported receiving a newspaper at home, while lower percentages reported having magazines, encyclopedias, or more than 25 books (table 1-5).

Table 1-5. Percentage of AI/AN students, by grade, type of school, and types of literacy materials in their homes: 2007

Types of literacy materials at home	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
Newspapers	31	34*	38	43*
Magazines	54	45*	57	53*
Encyclopedias	46	38*	66	54*
More than 25 books	58	36*	56	37*

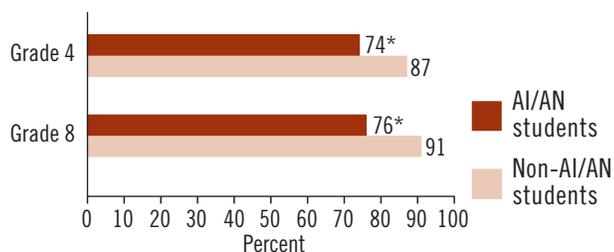
\* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.



## Do students have access to a computer at home?

Students were asked about having access to a computer at home because it is typically an indicator of family resources. Seventy-four percent of AI/AN students at grade 4 and 76 percent at grade 8 reported having a computer at home that they can use, compared to 87 percent and 91 percent of non-AI/AN students at grades 4 and 8, respectively (figure 1-11).

Figure 1-11. Percentage of fourth- and eighth-grade students who reported the availability of a computer at home that they can use, by student group: 2007



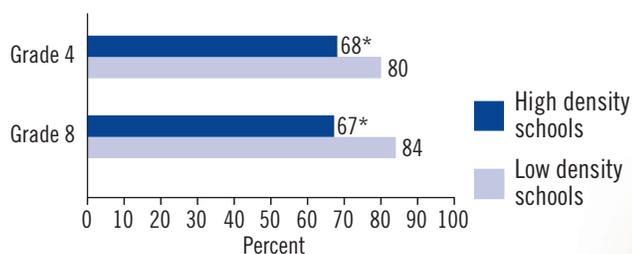
\* Significantly different ( $p < .05$ ) from non-AI/AN students.

NOTE: AI/AN = American Indian/Alaska Native.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

AI/AN students' access to a home computer differed by school density. Lower percentages of fourth- and eighth-grade AI/AN students attending high density schools reported the availability of a computer at home than AI/AN students at the same grade levels attending low density schools (figure 1-12).

Figure 1-12. Percentage of fourth- and eighth-grade AI/AN students who reported the availability of a computer at home that they can use, by school density: 2007



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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Fifty-seven percent of fourth-grade and 56 percent of eighth-grade students attending BIE schools reported having access to a computer at home (table 1-6). Home computer access was reported by higher percentages of their AI/AN peers attending public schools—75 percent at grade 4 and 78 percent at grade 8.

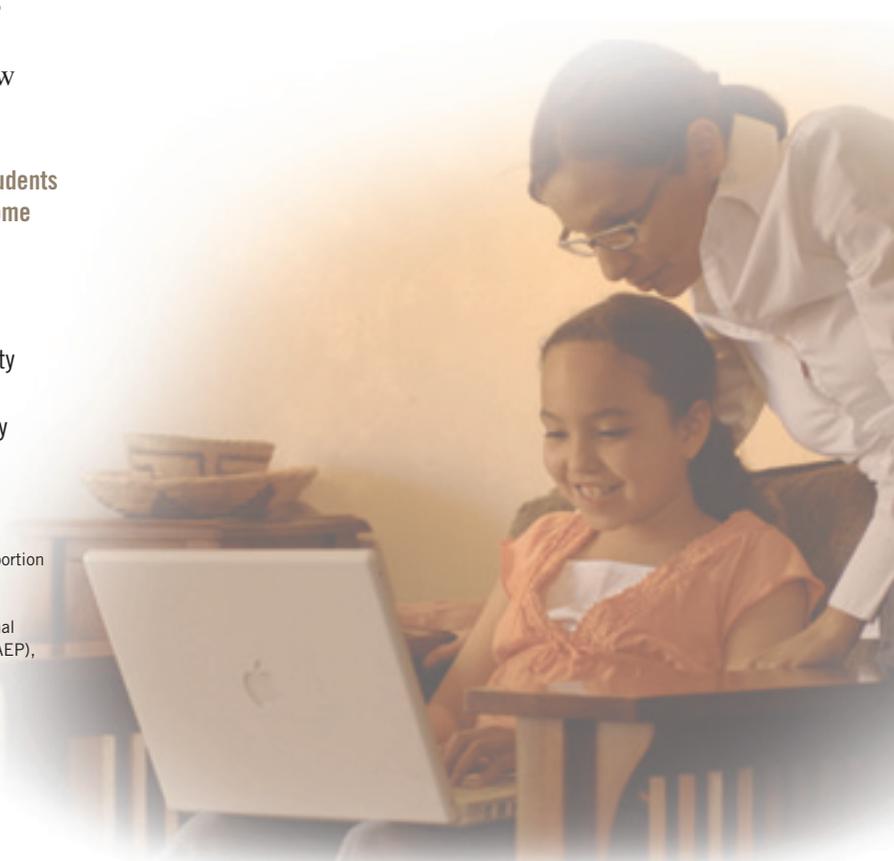
Table 1-6. Percentage of AI/AN students who reported the availability of a computer at home that they can use, by type of school and grade: 2007

Grade	Type of school	
	Public	BIE
Grade 4	75	57*
Grade 8	78	56*

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

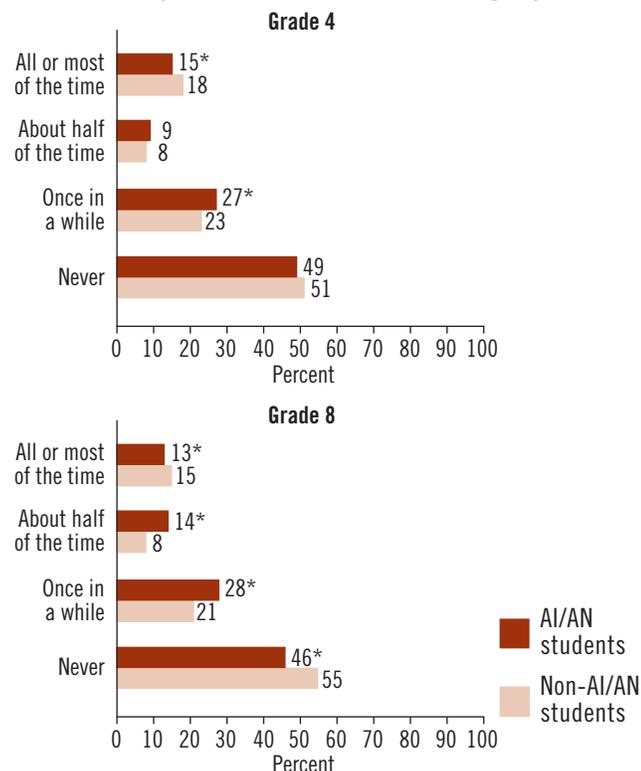


## What is the extent of use of languages other than English in the home?

Students were asked to indicate the extent to which a language other than English is spoken in their homes. Note that students were not asked to name which non-English language(s) are spoken at home. At both grades, lower percentages of AI/AN students than non-AI/AN students overall reported speaking a language other than English at home “all or most of the time” (figure 1-13).

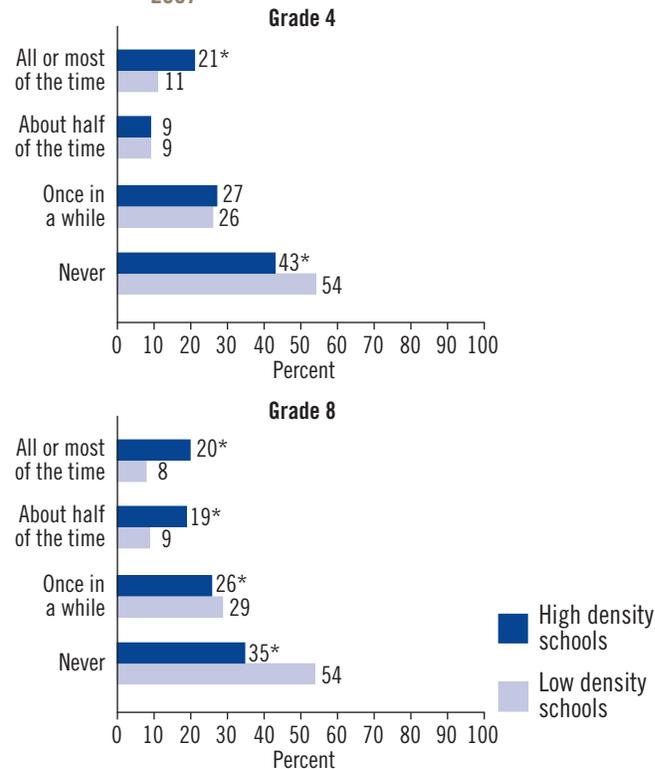
Twenty-one percent of fourth-grade AI/AN students attending high density schools reported the use of a non-English language at home “all or most of the time,” compared to 11 percent of fourth-graders from low density schools (figure 1-14). A similar pattern was observed for eighth-grade students.

Figure 1-13. Percentage of fourth- and eighth-grade students, by the extent to which a language other than English is spoken in their homes and student group: 2007



\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Figure 1-14. Percentage of fourth- and eighth-grade AI/AN students, by the extent to which a language other than English is spoken in their homes and school density: 2007



\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Thirty-five percent of AI/AN fourth- and eighth-grade students from BIE schools reported speaking a language other than English at home “all or most of the time,” compared to 13 and 11 percent of AI/AN fourth- and eighth-grade students attending public schools, respectively (table 1-7).

Table 1-7. Percentage of AI/AN students, by grade, type of school, and the extent to which a language other than English is spoken in their homes: 2007

Extent a language other than English is spoken at home	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
All or most of the time	13	35*	11	35*
About half of the time	9	12*	12	23*
Once in a while	26	30*	27	26
Never	53	23*	50	16*

\* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## Learning Factors

### How much reading are students assigned?

Fourth- and eighth-grade students were asked about the number of pages of reading assigned to them each day. Some differences were observed when comparing AI/AN students to non-AI/AN students. At grade 4, a higher percentage of AI/AN students reported having 5 or fewer pages a day of assigned reading (table 1-8). However, this pattern was not observed at grade 8, where the quantity of reading assigned to AI/AN and non-AI/AN students did not differ significantly.

Twenty-six percent of fourth-grade AI/AN students attending high density schools reported having more than 20 pages of assigned reading, compared to 32 percent of their peers in low density schools (table 1-9). At grade 8, there were no significant differences in the quantity of reading assigned to AI/AN students in high and low density schools.

Table 1-8. Percentage of students, by student group, grade, and student-reported number of pages a day they have to read in school and for homework: 2007

Grade and number of pages read a day	Student group	
	AI/AN	Non-AI/AN
<b>Grade 4</b>		
More than 20	30	30
16–20	13*	15
11–15	13	15
6–10	20	20
5 or fewer	24*	22
<b>Grade 8</b>		
More than 20	20	19
16–20	12	12
11–15	15	15
6–10	23	24
5 or fewer	30	30

\* Significantly different ( $p < .05$ ) from non-AI/AN students.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 1-9. Percentage of AI/AN students, by school density, grade, and student-reported number of pages a day they have to read in school and for homework: 2007

Grade and number of pages read a day	School density	
	High	Low
<b>Grade 4</b>		
More than 20	26*	32
16–20	12	13
11–15	13	13
6–10	22*	19
5 or fewer	26	23
<b>Grade 8</b>		
More than 20	21	20
16–20	11	12
11–15	14	15
6–10	23	23
5 or fewer	31	30

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

The percentage of fourth-grade students from BIE schools who reported having more than 20 pages of assigned reading each day (25 percent) was lower than the percentage of AI/AN students from public schools who reported the same quantity of assigned reading (30 percent). This difference was not observed at grade 8 (table 1-10).

Table 1-10. Percentage of AI/AN students, by type of school, grade, and student-reported number of pages a day they have to read in school and for homework: 2007

Grade and number of pages read a day	Type of school	
	Public	BIE
<b>Grade 4</b>		
More than 20	30	25*
16–20	13	10*
11–15	13	11*
6–10	20	21
5 or fewer	24	34*
<b>Grade 8</b>		
More than 20	20	21
16–20	12	12
11–15	14	16*
6–10	23	24*
5 or fewer	30	27*

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## What do students report about their school attendance?

The NAEP student survey included the question, “How many days were you absent from school in the last month?” At both grade levels, higher percentages of AI/AN students than non-AI/AN students of any race/ethnicity reported having missed “3 or 4 days,” “5 to 10 days,” and “more than 10 days” of school in the last month (table 1-11).

Compared to AI/AN students from low density schools, lower percentages of students attending high density schools (38 percent at grade 4 and 31 percent at grade 8) reported having no absences from school in the past month (table 1-12).

Reports of 10 or more absences in the past month were made by 8 and 6 percent of BIE school students at grades 4 and 8, respectively, compared to 5 percent of fourth-grade and 4 percent of eighth-grade AI/AN students attending public schools (table 1-13).

Table 1-11. Percentage of students, by race/ethnicity, grade, and student-reported number of days they were absent from school in the last month: 2007

Grade and number of days absent from school in the last month	Race/ethnicity				
	AI/AN	Black	Hispanic	White	Asian/Pacific Islander
<b>Grade 4</b>					
More than 10 days	5	4*	4*	2*	2*
5 to 10 days	7	5*	5*	5*	4*
3 or 4 days	16	13*	13*	11*	7*
1 or 2 days	31	29	30	31	23*
None	40	49*	49*	51*	65*
<b>Grade 8</b>					
More than 10 days	4	3*	3*	2*	2*
5 to 10 days	9	6*	6*	5*	3*
3 or 4 days	18	15*	14*	12*	7*
1 or 2 days	36	32*	34	36	23*
None	33	44*	43*	45*	65*

\* Significantly different ( $p < .05$ ) from AI/AN students.

NOTE: AI/AN = American Indian/Alaska Native. Black includes African American, Hispanic includes Latino, and Pacific Islander includes Native Hawaiian. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 1-12. Percentage of AI/AN students, by school density, grade, and student-reported number of days they were absent from school in the last month: 2007

Grade and number of days absent from school in the last month	School density	
	High	Low
<b>Grade 4</b>		
More than 10 days	6	4
5 to 10 days	7	8
3 or 4 days	17	16
1 or 2 days	33	30
None	38*	42
<b>Grade 8</b>		
More than 10 days	3	4
5 to 10 days	9	9
3 or 4 days	20*	17
1 or 2 days	36	36
None	31*	35

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

Table 1-13. Percentage of AI/AN students, by type of school, grade, and student-reported number of days they were absent from school in the last month: 2007

Grade and number of days absent from school in the last month	Type of school	
	Public	BIE
<b>Grade 4</b>		
More than 10 days	5	8*
5 to 10 days	8	8
3 or 4 days	16	18*
1 or 2 days	31	28*
None	40	38*
<b>Grade 8</b>		
More than 10 days	4	6*
5 to 10 days	9	11*
3 or 4 days	19	20
1 or 2 days	35	32*
None	34	32*

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

## What are AI/AN students' college aspirations?

Eighth-grade students were asked to indicate which of the following statements best described them: "I'll probably go to college," "I'll probably graduate from high school, but not go to college," "I probably won't graduate from high school," or "I don't know." Overall, 78 percent of AI/AN students indicated that they planned to go to college, with a lower percentage of students attending high density schools than low density schools indicating so (table 1-14).

Table 1-14. Percentage of eighth-grade AI/AN students, by school density and students' responses to a question about their future education: 2007

Think about different kinds of schools that people go to and select the statement that describes you best.	Total	School density	
		High	Low
I'll probably go to college.	78	74*	82
I'll probably graduate from high school, but not go to college.	11	13*	9
I probably won't graduate from high school.	2	2	1
I don't know.	10	12*	8

\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

The percentage of eighth-graders from BIE schools who reported they planned to go to college was lower than the percentage of AI/AN students from public schools who reported aspirations for college (table 1-15).

Table 1-15. Percentage of eighth-grade AI/AN students, by type of school and students' responses to a question about their future education: 2007

Think about different kinds of schools that people go to and select the statement that describes you best.	Type of school	
	Public	BIE
I'll probably go to college.	79	69*
I'll probably graduate from high school, but not go to college.	10	14*
I probably won't graduate from high school.	2	2*
I don't know.	9	15*

\* Significantly different ( $p < .05$ ) from public schools. The percentage of BIE school students who responded that they probably won't graduate from high school (2.22 percent) is higher than the corresponding percentage for public school students (1.61 percent).  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

Eighth-graders were also asked to indicate the number of times they talked with a teacher or school counselor about classes or plans after high school.

For those students who indicated that they planned to go to college, the percentage who talked with a teacher or counselor two or more times was lower for students attending high density schools compared to their peers in low density schools (table 1-16).

Table 1-16. Percentage of eighth-grade AI/AN students, by students' responses to a question about their future education, school density, and their responses to a question about discussions with a teacher or school counselor: 2007

Since you have been in 8th grade, how many times have you talked to a teacher or a school counselor about the classes you should take in high school or about what you want to do after high school?	Students who reported that they will probably go to college		
	Total	School density	
		High	Low
Two or more times	25	23*	27
One time or never	53	50*	55

\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Results are not shown for students' other responses to the question about future education.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

Compared to AI/AN students attending public schools, a lower percentage of college-aspiring eighth-graders from BIE schools reported speaking with a teacher or counselor two or more times (table 1-17).

Table 1-17. Percentage of eighth-grade AI/AN students, by students' responses to a question about their future education, type of school, and their responses to a question about discussions with a teacher or school counselor: 2007

Since you have been in 8th grade, how many times have you talked to a teacher or a school counselor about the classes you should take in high school or about what you want to do after high school?	Students who reported that they will probably go to college	
	Type of school	
	Public	BIE
Two or more times	25	21*
One time or never	54	48*

\* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Results are also not shown for students' other responses to the question about future education.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.



## Chapter 2

# Teachers and Schools of American Indian and Alaska Native Students

Teachers and schools have an important role in the educational experiences of students (Wayne and Youngs 2003). This chapter discusses the responses of teachers and school administrators to questions about aspects of the school environment that may be related to learning. Teachers were asked about their backgrounds and instructional practices, and administrators were asked about school characteristics, personnel, and school climate. Reported data are compared for AI/AN students and non-AI/AN students, and for AI/AN students attending schools of varying density and type.

## Teachers of American Indian and Alaska Native Students

### What are the racial/ethnic backgrounds of teachers of AI/AN students?

Overall, most AI/AN students (79 percent of grade 4 students, 77 percent of grade 8 reading/language arts students, and 76 percent of grade 8 mathematics students) were taught by teachers who identified themselves as White only (table 2-1). At both fourth and eighth grades, 13 percent or less of AI/AN students were taught by teachers who identified themselves as AI/AN only. (See the Technical Notes for more information about these race/ethnicity categories.)

However, some variation was seen based on school density and school type. Higher percentages of AI/AN students at high density schools had teachers who identified themselves as AI/AN only when compared to students at low density schools (table 2-2). For example, 27 percent of fourth-grade AI/AN students in high density schools had teachers who identified themselves as AI/AN only. This was true for 1 percent of their peers attending low density schools.

The percentages of AI/AN students being taught by teachers who identified themselves as AI/AN only

Table 2-1. Percentage of students, by teachers' race/ethnicity, grade, and student group: 2007

Grade and student group	Teachers' race/ethnicity			
	AI/AN only	AI/AN and other	White only	Other
<b>Grade 4</b>				
AI/AN students	13*	2*	79*	7*
Non-AI/AN students	#	1	83	17
<b>Grade 8 reading/language arts</b>				
AI/AN students	12*	3*	77*	9*
Non-AI/AN students	#	1	84	15
<b>Grade 8 mathematics</b>				
AI/AN students	11*	2*	76*	10*
Non-AI/AN students	#	#	82	17

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from non-AI/AN students.

NOTE: AI/AN = American Indian/Alaska Native. The race categories of "AI/AN only" and "White only" exclude teachers who also reported Hispanic origin. The "AI/AN and other" category includes teachers who selected AI/AN and at least one other race/ethnicity category including Hispanic. The "Other" category includes teachers who selected one or more of the following categories: Hispanic or Latino, Black or African American, Asian, or Native Hawaiian or other Pacific Islander. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

Table 2-2. Percentage of AI/AN students, by teachers' race/ethnicity, grade, and school density: 2007

Grade and school density	Teachers' race/ethnicity			
	AI/AN only	AI/AN and other	White only	Other
<b>Grade 4</b>				
High	27*	2	66*	4*
Low	1	1	89	8
<b>Grade 8 reading/language arts</b>				
High	24*	4	64*	8
Low	2	2	86	10
<b>Grade 8 mathematics</b>				
High	23*	4	64*	10
Low	1	1	87	11

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

NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. The race categories of "AI/AN only" and "White only" exclude teachers who also reported Hispanic origin. The "AI/AN and other" category includes teachers who selected AI/AN and at least one other race/ethnicity category including Hispanic. The "Other" category includes teachers who selected one or more of the following categories: Hispanic or Latino, Black or African American, Asian, or Native Hawaiian or other Pacific Islander. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

differed for public and BIE schools (table 2-3). Across the two grades, between 36 and 60 percent of AI/AN students attending BIE schools were taught by AI/AN-only teachers. In public schools, the percentages of students taught by AI/AN-only teachers ranged from 8 to 11 percent.

Table 2-3. Percentage of AI/AN students, by teachers' race/ethnicity, grade, and type of school: 2007

Grade and type of school	Teachers' race/ethnicity			
	AI/AN only	AI/AN and other	White only	Other
<b>Grade 4</b>				
Public	10	2	82	7
BIE	60*	5*	30*	5*
<b>Grade 8 reading/language arts</b>				
Public	11	2	77	9
BIE	36*	9*	46*	9
<b>Grade 8 mathematics</b>				
Public	8	2	78	11
BIE	46*	5*	42*	7*

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. The race categories of "AI/AN only" and "White only" exclude teachers who also reported Hispanic origin. The "AI/AN and other" category includes teachers who selected AI/AN and at least one other race/ethnicity category including Hispanic. The "Other" category includes teachers who selected one or more of the following categories: Hispanic or Latino, Black or African American, Asian, or Native Hawaiian or other Pacific Islander. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

## Do teachers speak AI/AN languages?

Teachers were asked about the extent to which they speak any of the native languages spoken by the AI/AN students attending their schools. Overall, the majority of AI/AN students at both grades (77 percent of fourth-graders and 80 percent of eighth-graders) were taught by teachers who indicated not speaking their students' native languages at all (see the "total" column in table 2-4).

The picture changes somewhat for AI/AN students attending high density schools. Most are taught by teachers who speak native languages either not at all or to a small extent. However, compared to their peers in low density schools, lower percentages of students in high density schools at both grades were taught by teachers who reported not speaking a native AI/AN language at all. Furthermore, 11 percent of fourth-grade AI/AN students in high density schools were taught by teachers who said they were fluent native speakers, as compared to 1 percent of students in low density schools.

Table 2-4. **Percentage of AI/AN students, by school density, grade, and the extent to which their teachers speak any of the native languages spoken by students in school: 2007**

Grade and extent teachers speak students' native language	Total	School density	
		High	Low
<b>Grade 4</b>			
Fluent native speaker	5	11*	1
Large extent	1	3*	#
Moderate extent	1	2*	#
Small extent	15	31*	2
Not at all	77	54*	97
<b>Grade 8</b>			
Fluent native speaker	3	6	#
Large extent	1	3	#
Moderate extent	3	5*	1
Small extent	13	25*	2
Not at all	80	61*	97

# Rounds to zero.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

Differences were also significant when comparing AI/AN students attending public and BIE schools (table 2-5). Twenty-nine percent of fourth-graders and 20 percent of eighth-graders in BIE schools had teachers who described themselves as fluent native speakers. In comparison, 4 percent of fourth-graders and 2 percent of eighth-graders attending public schools had teachers who described themselves in this manner.

Table 2-5. **Percentage of AI/AN students, by type of school, grade, and the extent to which their teachers speak any of the native languages spoken by students in school: 2007**

Grade and extent teachers speak students' native language	Type of school	
	Public	BIE
<b>Grade 4</b>		
Fluent native speaker	4	29*
Large extent	1	11*
Moderate extent	1	5*
Small extent	12	29*
Not at all	83	27*
<b>Grade 8</b>		
Fluent native speaker	2	20*
Large extent	1	5*
Moderate extent	2	10*
Small extent	9	36*
Not at all	86	29*

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.



## What kind of teaching certificates do teachers hold?

Regular or advanced teaching certificates are awarded to teachers who have met the full requirements for certification in their states and/or districts (Goldhaber and Brewer 2000). Teachers who do not meet the full requirements for certification may be awarded a probationary, provisional, or temporary certificate that is subject to specific conditions or time limitations. A higher percentage of AI/AN fourth-graders (93 percent) than non-AI/AN fourth-graders (89 percent) were taught by teachers holding regular or advanced certificates (table 2-6). At grade 8, however, there were no significant differences between the percentages of AI/AN and non-AI/AN students being taught by teachers with such certificates.

No significant differences were found between AI/AN students in high density and low density schools based on the type of certificate their teachers held (table 2-7).

At both grades, lower percentages of AI/AN students attending BIE schools than public schools were taught by teachers with regular or advanced teaching certificates (table 2-8).

Table 2-6. Percentage of students, by teachers' type of teaching certificate, grade, and student group: 2007

Grade and student group	Type of teaching certificate			
	Regular or advanced	Probationary	Provisional	Temporary
<b>Grade 4</b>				
AI/AN students	93*	4	2*	1
Non-AI/AN students	89	5	3	1
<b>Grade 8 reading/language arts</b>				
AI/AN students	87	4*	4	1*
Non-AI/AN students	86	6	4	2
<b>Grade 8 mathematics</b>				
AI/AN students	87	4*	4	1
Non-AI/AN students	85	6	4	2

\* Significantly different ( $p < .05$ ) from non-AI/AN students.

NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because the "Emergency certificate or waiver" and "No certificate" categories are not shown.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

Table 2-7. Percentage of AI/AN students, by teachers' type of teaching certificate, grade, and school density: 2007

Grade and school density	Type of teaching certificate			
	Regular or advanced	Probationary	Provisional	Temporary
<b>Grade 4</b>				
High	93	3	3	#
Low	93	5	1	1
<b>Grade 8 reading/language arts</b>				
High	86	3	5	#
Low	88	5	3	1
<b>Grade 8 mathematics</b>				
High	85	3	3	1
Low	88	4	4	1

# Rounds to zero.

NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because the "Emergency certificate or waiver" and "No certificate" categories are not shown.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

Table 2-8. Percentage of AI/AN students, by teachers' type of teaching certificate, grade, and type of school: 2007

Grade and type of school	Type of teaching certificate			
	Regular or advanced	Probationary	Provisional	Temporary
<b>Grade 4</b>				
Public	93	4	2	#
BIE	90*	1*	6*	1*
<b>Grade 8 reading/language arts</b>				
Public	90	5	3	1
BIE	86*	1*	9*	1
<b>Grade 8 mathematics</b>				
Public	89	4	4	1
BIE	86*	3	2*	3*

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because the "Emergency certificate or waiver" and "No certificate" categories are not shown.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

## How experienced are the teachers of AI/AN students?

In addition to the type of certification held, teachers were asked to indicate their years of teaching experience. The majority of both AI/AN and non-AI/AN students in fourth and eighth grades were taught by teachers who said they have taught for at least 10 years (55 to 63 percent of AI/AN students and 54 percent of non-AI/AN students).

Some differences were observed between the two groups of students (table 2-9). For example, as compared to non-AI/AN students, a lower percentage of AI/AN eighth-graders were taught mathematics by teachers with 20 or more years of experience.

Table 2-9. Percentage of students, by the number of years their teachers have worked as elementary or secondary teachers, grade, and student group: 2007

Grade and student group	Total years of teaching experience			
	20 or more	10–19	5–9	0–4
<b>Grade 4</b>				
AI/AN students	28	35*	19*	18*
Non-AI/AN students	26	28	25	21
<b>Grade 8 reading/language arts</b>				
AI/AN students	25	35*	21	19
Non-AI/AN students	26	28	24	22
<b>Grade 8 mathematics</b>				
AI/AN students	22*	33*	21*	24
Non-AI/AN students	26	28	24	22

\* Significantly different ( $p < .05$ ) from non-AI/AN students.  
 NOTE: AI/AN = American Indian/Alaska Native. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.



The same information is disaggregated for AI/AN students in high density and low density schools in table 2-10. Here, there were no significant differences between the percentages of students in high density and low density schools taught by teachers with 10 to 19 years or at least 20 years of experience.

Table 2-10. Percentage of AI/AN students, by the number of years their teachers have worked as elementary or secondary teachers, grade, and school density: 2007

Grade and school density	Total years of teaching experience			
	20 or more	10–19	5–9	0–4
<b>Grade 4</b>				
High	30	38	16*	16
Low	27	32	21	20
<b>Grade 8 reading/language arts</b>				
High	23	37	21	19
Low	27	33	21	19
<b>Grade 8 mathematics</b>				
High	20	37	20	23
Low	23	31	21	25

\* Significantly different ( $p < .05$ ) from low density schools.  
 NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

There was some variation between public and BIE school students in the years of experience reported by their teachers, as shown in table 2-11. For example, 40 percent of fourth-grade AI/AN students in BIE schools had teachers with at least 20 years of experience, compared to 28 percent of their peers in public schools.

Table 2-11. Percentage of AI/AN students, by the number of years their teachers have worked as elementary or secondary teachers, grade, and type of school: 2007

Grade and type of school	Total years of teaching experience			
	20 or more	10–19	5–9	0–4
<b>Grade 4</b>				
Public	28	34	20	19
BIE	40*	25*	18	17
<b>Grade 8 reading/language arts</b>				
Public	26	35	20	19
BIE	25	30*	19	26*
<b>Grade 8 mathematics</b>				
Public	22	33	22	24
BIE	33*	32	14*	21

\* Significantly different ( $p < .05$ ) from public schools.  
 NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.  
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and Mathematics Assessments.

## How do teachers prepare themselves to teach AI/AN students?

Although not traditionally part of teachers' preservice training, information about culturally relevant teaching practices is viewed as an important component of preparation for teachers of AI/AN students (Reyhner and Jacobs 2002). The teachers of participating students were asked a series of questions about sources of information they have used and the courses, classes, or workshops they have attended to prepare themselves specifically to teach AI/AN students. The percentages of students whose teachers indicated preparing themselves through these

resources to a moderate extent and to a large extent for teaching AI/AN students are shown here.

Generally, at both grades, higher percentages of AI/AN students in high density schools than their peers in low density schools were taught by teachers who had used these resources to a moderate or large extent for acquiring knowledge, skills, and information specific to teaching AI/AN students (tables 2-12 and 2-13). For example, 22 percent of fourth-graders attending high density schools had teachers who used, to a moderate extent, a locally sponsored AI/AN cultural orientation program, compared to 7 percent of their peers in low density schools.

Table 2-12. Percentage of fourth-grade AI/AN students, by the extent to which their teachers have acquired knowledge, skills, and information specific to teaching AI/AN students, school density, and various types of resources/classes used: 2007

Resource or class	Moderate extent			Large extent		
	Total	School density		Total	School density	
		High	Low		High	Low
Independent reading and study	24	32*	17	15	27*	5
Living and working in an AI/AN community	12	17*	7	28	54*	4
Locally sponsored AI/AN cultural orientation program	14	22*	7	10	20*	2
Your own personal or family background and experiences	17	22	12	20	38*	5
College courses, or other classes or workshops with a specific focus on teaching AI/AN students	18	27*	10	9	17*	3
College courses, or other classes or workshops with a general focus on multicultural education	31	36	27	14	21*	9

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

NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Percentages within each resource or class do not sum to 100 because results are not shown for the "Not at all" and "Small extent" categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

Table 2-13. Percentage of eighth-grade AI/AN students, by the extent to which their teachers have acquired knowledge, skills, and information specific to teaching AI/AN students, school density, and various types of resources/classes used: 2007

Resource or class	Moderate extent			Large extent		
	Total	School density		Total	School density	
		High	Low		High	Low
Independent reading and study	30	42*	19	11	19*	5
Living and working in an AI/AN community	16	25*	9	26	49*	7
Locally sponsored AI/AN cultural orientation program	12	21*	5	7	13*	2
Your own personal or family background and experiences	18	22*	15	21	38*	7
College courses, or other classes or workshops with a specific focus on teaching AI/AN students	19	29*	10	9	17*	4
College courses, or other classes or workshops with a general focus on multicultural education	28	31*	24	14	20*	9

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

NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent. Percentages within each resource or class do not sum to 100 because results are not shown for the "Not at all" and "Small extent" categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

## Schools That Serve American Indian and Alaska Native Students

### What types of schools do AI/AN students attend?

Overall, the majority of AI/AN students attended public schools (89 percent at grade 4 and 88 percent at grade 8), while 7 percent of fourth-graders and 6 percent of eighth-graders attended BIE schools (shown in the “total” column of table 2-14). When broken out by school density, a lower percentage of AI/AN students attended high density public schools (80 percent of fourth-graders and 79 percent of eighth-graders) than low density public schools (97 and 96 percent, respectively). Note that all BIE schools are high density schools.

Table 2-14. Percentage of AI/AN students, by school density, grade, and type of school: 2007

Grade and type of school	Total	School density	
		High	Low
<b>Grade 4</b>			
Public	89	80*	97
BIE	7	16	†
Other	3	4	3
<b>Grade 8</b>			
Public	88	79*	96
BIE	6	14	†
Other	6	7	4

† Not applicable.

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

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. The “Other” type of school category includes Department of Defense and private schools.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.

### What proportion of the schools’ student body is low income?

In addition to the socioeconomic status of AI/AN students, as indicated by eligibility for free or reduced-price school lunch under the National School Lunch Program (see the Technical Notes for information on eligibility criteria), information was also collected about the socioeconomic condition of the schools attended by AI/AN students. One important characteristic of any school is the proportion of low-income students it serves. For this reason, school administrators were asked to view their student enrollment as a whole and indicate the percentage of students in their school who were eligible during the current year.

Overall, 36 percent of AI/AN fourth-graders and eighth-graders attended schools where more than three-quarters of the student body was eligible for free/reduced-price lunch (table 2-15). Higher percentages of students in high density schools attended schools with this concentration of eligible students, as compared to their peers in low density schools.

The majority of fourth- and eighth-grade AI/AN students were eligible for free or reduced-price school lunch and attended schools in which more than 50 percent of students were eligible.

Table 2-15. Percentage of AI/AN students, by school density, grade, and percentage of students in school who are eligible for free/reduced-price school lunch: 2007

Grade and percentage of eligible students	Total	School density	
		High	Low
<b>Grade 4</b>			
76–100	36	55*	21
51–75	32	35	30
26–50	20	8*	31
0–25	11	2*	19
<b>Grade 8</b>			
76–100	36	64*	12
51–75	25	26	24
26–50	27	8*	43
0–25	12	2*	21

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Mathematics Assessment.



## What is the AI/AN staff presence in schools that serve AI/AN students?

School administrators were asked to indicate the proportion of AI/AN teachers and other staff within their schools. The tables on this page show the percentages of AI/AN students who attended schools with varying concentrations of AI/AN teachers and other staff.

Overall, 83 percent of fourth-grade and 82 percent of eighth-grade AI/AN students attended schools where administrators reported that 25 percent or less of the teachers were AI/AN (shown in the “total” column of table 2-16). However, 13 percent of fourth- and eighth-grade students attending high density schools had administrators who reported that over 75 percent of the school’s teachers were AI/AN.

Table 2-16. **Percentage of AI/AN students, by school density, grade, and percentage of AI/AN teachers in school: 2007**

Grade and percentage of AI/AN teachers	Total	School density	
		High	Low
<b>Grade 4</b>			
76–100	6	13	#
51–75	5	10*	#
26–50	7	16	1
0–25	83	61*	99
<b>Grade 8</b>			
76–100	6	13*	#
51–75	5	10	#
26–50	8	18	#
0–25	82	59	100

# Rounds to zero.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

The percentages of AI/AN students attending schools with varying concentrations of AI/AN staff other than teachers are shown in table 2-17. Overall, 74 and 72 percent of fourth- and eighth-grade students, respectively, attended schools where 25 percent or fewer of non-teaching staff were AI/AN. Compared to their peers in low density schools, higher percentages of students in high density schools at both grades were in schools with more than 75 percent non-teaching AI/AN staff.

Table 2-17. **Percentage of AI/AN students, by school density, grade, and percentage of AI/AN staff (other than teachers) in school: 2007**

Grade and percentage of AI/AN staff	Total	School density	
		High	Low
<b>Grade 4</b>			
76–100	16	35*	1
51–75	4	9	#
26–50	6	14	1
0–25	74	42*	98
<b>Grade 8</b>			
76–100	15	32*	2
51–75	6	14	#
26–50	7	15	#
0–25	72	39*	98

# Rounds to zero.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.



## What are the types of funding sources for schools that serve AI/AN students?

School funding for AI/AN education comes from a variety of sources. School administrators were asked to identify from a list of possible funding sources those that had been used for the current year to provide educational services and support for American Indian or Alaska Native students.

Federal funding sources include the following:

- Title I provides for the academic achievement of the disadvantaged;
- Title II supports the training and recruitment of high quality teachers and principals;
- Title III addresses language instruction for English language learners and immigrant students; and

- Title VII supports American Indian, Native Hawaiian, and Alaska Native education.

The remaining federal sources that were surveyed in the NIES school questionnaire were Individuals with Disabilities Education Act (IDEA) funds, Impact Aid, Johnson-O'Malley Grant, and Alaska Native Education Programs. School administrators were also asked if tribal or village funds provided educational services and support for AI/AN students.

The percentages of AI/AN students overall and in high or low density schools by the types of funding sources reported by school administrators are shown in table 2-18. At both grades, the top funding sources were Title I, Title II, and IDEA. With few exceptions, AI/AN funding sources were reported by administrators for a higher percentage of students from high density schools than from low density schools.

Table 2-18. Percentage of AI/AN students, by school density, grade, and various sources of school funding for AI/AN education: 2007

Grade and sources of school funding	Total	School density	
		High	Low
<b>Grade 4</b>			
Title I funds (Compensatory Education)	81	94*	69
Title II funds (Professional Improvement)	67	84*	52
Title III or other bilingual or ESL/ELL funds	46	50	43
Title VII, Indian Education Formula Grant	56	80*	34
Title VII, Discretionary Grant under Indian Education	20	30*	12
Individuals with Disabilities Education Act (IDEA) funds	71	85*	59
Impact Aid Program	38	65*	14
Johnson-O'Malley Grant	43	69*	19
Alaska Native Education Programs	3	4	2
Tribal or Village funds	12	17*	7
Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)	16	26*	8
<b>Grade 8</b>			
Title I funds (Compensatory Education)	71	93*	50
Title II funds (Professional Improvement)	61	79*	43
Title III or other bilingual or ESL/ELL funds	50	58*	42
Title VII, Indian Education Formula Grant	51	73*	30
Title VII, Discretionary Grant under Indian Education	25	38*	12
Individuals with Disabilities Education Act (IDEA) funds	69	82*	57
Impact Aid Program	41	65*	19
Johnson-O'Malley Grant	39	65*	14
Alaska Native Education Programs	2	3	2
Tribal or Village funds	11	14	7
Other funding sources related to American Indian or Alaska Native education (e.g., grants, donations, tuition, etc.)	19	30*	9

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

NOTE: AI/AN = American Indian/Alaska Native. ESL/ELL = English as a Second Language/English language learners. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students. Low density schools have less than 25 percent.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

## What is the school climate for AI/AN students?

To gather information about school climate, school administrators were asked to indicate the degree to which certain factors were a problem in their schools. Table 2-19 shows the percentages of AI/AN students whose school administrators indicated that these factors were a moderate problem or a serious problem.

For many of the factors presented in the questionnaire, a higher percentage of AI/AN students in high density

schools, compared to their peers in low density schools, had administrators who indicated that they were moderate or serious problems. Specifically, compared to their peers in low density schools, a higher percentage of AI/AN fourth- and eighth-grade students in high density schools had administrators who indicated serious problems with student absenteeism, student tardiness, lack of family involvement, and low expectations.

Table 2-19. Percentage of AI/AN students, by the severity of problems reported by school administrators, school density, grade, and various types of problems in school: 2007

Grade and type of problem	Moderate problem			Serious problem		
	Total	School density		Total	School density	
		High	Low		High	Low
<b>Grade 4</b>						
Student absenteeism	24	34*	17	9	16*	5
Student tardiness	29	37*	24	12	18*	7
Student health problems	17	29*	8	1	1	1
Lack of family involvement	38	42	35	17	30*	8
Student misbehavior in class	17	22*	13	2	3	2
Physical conflicts among students	8	11*	6	1	1	1
Drug or alcohol use by students	3	6*	1	1	1	#
Low expectations	21	31*	14	8	15*	2
<b>Grade 8</b>						
Student absenteeism	31	40*	24	12	22*	5
Student tardiness	30	37*	24	9	15*	4
Student health problems	15	23*	8	1	3	#
Lack of family involvement	44	47	41	23	35*	12
Student misbehavior in class	30	35	26	6	11*	1
Physical conflicts among students	12	13	12	3	5	1
Drug or alcohol use by students	16	25*	9	4	8*	#
Low expectations	32	39*	26	10	18*	4

# Rounds to zero.

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

NOTE: AI/AN = American Indian/Alaska Native. School density indicates the proportion of AI/AN students enrolled. High density schools have 25 percent or more AI/AN students.

Low density schools have less than 25 percent. Percentages within each type of problem at each grade level do not sum to 100 because results are not shown for the "Not a problem" and "Minor problem" categories.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.



## How do schools communicate with families?

School administrators were asked how often their schools provided various types of communication with families during the school year. Fourteen percent of fourth-grade and 23 percent of eighth-grade AI/AN students attended schools that offered teacher/family conferences 5 or more times a school year (table 2-20).

When examined by school density, there were a few differences in the frequency of these activities. For example, a lower percentage of fourth-grade students attending high density schools (81 percent) than their peers attending low density schools (91 percent) had information sent home by their schools 5 or more times a year.

Table 2-20. Percentage of AI/AN students, by grade, school density, and school administrators' responses to questions about opportunities for communication between schools and families: 2007

Question and response choices	Grade 4			Grade 8		
	Total	School density		Total	School density	
		High	Low		High	Low
In a typical school year, how often does your school have teacher/family conferences (individual or group)?						
5 or more times	14	17	12	23	17*	28
3 or 4 times	41	56*	29	36	51*	25
1 or 2 times	45	27*	59	40	31*	47
Never	#	#	#	1	1	#
In a typical school year, how often is information sent home about school such as expectations, procedures, calendars of events, etc.?						
5 or more times	87	81*	91	75	71	78
3 or 4 times	7	10*	5	18	20	16
1 or 2 times	6	9*	4	7	9	6
Never	#	#	#	#	#	#

# Rounds to zero.

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

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

Some differences between public and BIE schools in the frequency of communication with students' families are shown in table 2-21. For example, administrators of 21 percent of fourth-grade students attending BIE schools reported that teacher/family

conferences were offered by their schools 5 or more times a year. A lower percentage of fourth-graders attending public schools (14 percent) had administrators who reported the same level of communication.

Table 2-21. Percentage of AI/AN students, by grade, type of school, and school administrators' responses to questions about opportunities for communication between schools and families: 2007

Question and response choices	Grade 4		Grade 8	
	Type of school		Type of school	
	Public	BIE	Public	BIE
In a typical school year, how often does your school have teacher/family conferences (individual or group)?				
5 or more times	14	21*	24	23
3 or 4 times	40	63*	33	60*
1 or 2 times	46	15*	43	17*
Never	#	#	#	#
In a typical school year, how often is information sent home about school such as expectations, procedures, calendars of events, etc.?				
5 or more times	87	81*	74	82*
3 or 4 times	7	10*	19	12*
1 or 2 times	6	10*	7	5*
Never	#	#	#	1

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education. Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

## How experienced are the principals serving AI/AN students?

As part of the school questionnaire, information was gathered about the number of years that the principals or heads of schools had been in their current positions. Overall, 55 percent of AI/AN fourth-graders and 61 percent of AI/AN eighth-graders had principals with less than 5 years of experience in their current positions (table 2-22). There were no significant differences between the students attending high density and low density schools in the distribution of students by principal's experience.

Table 2-22. **Percentage of AI/AN students, by school density, grade, and the number of years their principals or the head of their schools have held the position: 2007**

Grade and number of years as principal or head of school	Total	School density	
		High	Low
<b>Grade 4</b>			
20 or more	2	2	2
10–19	15	15	15
5–9	29	25	31
0–4	55	58	52
<b>Grade 8</b>			
20 or more	2	1	3
10–19	13	12	14
5–9	24	24	24
0–4	61	63	60

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

Principals' years of experience varied for public and BIE schools. For example, 80 percent of fourth-grade AI/AN students attending BIE schools had principals with less than 5 years of experience in their current positions (table 2-23). Fifty-three percent of fourth-grade AI/AN students in public schools were served by principals with comparable years of experience.

Table 2-23. **Percentage of AI/AN students, by type of school, grade, and the number of years their principals or the head of their schools have held the position: 2007**

Grade and number of years as principal or head of school	Type of school	
	Public	BIE
<b>Grade 4</b>		
20 or more	2	1
10–19	15	7*
5–9	30	12*
0–4	53	80*
<b>Grade 8</b>		
20 or more	2	#
10–19	12	16*
5–9	23	19*
0–4	63	65

# Rounds to zero.

\* Significantly different ( $p < .05$ ) from public schools.

NOTE: AI/AN = American Indian/Alaska Native. BIE = Bureau of Indian Education.

Results are not shown for Department of Defense and private schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2007 National Indian Education Study.

