This research utilized data from the 2009 National Assessment of Educational Progress to examine the relationship between demographic variables and academic achievement. Previous studies have demonstrated the influences of race, poverty, English language proficiency, and school racial composition on academic performance, and this research sought to understand these relationships in students from racial minority groups, particularly Native American students. Additionally, the relationship between attendance in public versus Bureau of Indian Education schools and test scores was examined. Results highlighted the achievement gap between White students and those from racial minority groups, including Native American students, and revealed negative relationships between the demographic variables and academic performance. Students in poverty, English language learners, those who attended schools with higher proportions of minority students, and those who attended BIE schools scored lower than their counterparts in all grade levels and subjects. Implications for improving Native American student performance are discussed, including the need for culturally relevant curricula, the possibility of instruction in Native languages, and further examination into factors that facilitate academic achievement in BIE schools. Future directions for research also
are discussed, including the use of survey research methods with and the use of qualitative research to understand the educational experiences of Native American students.