



# Trends in the Well-Being of America's Children & Youth 2 0 0 3

This document was produced by Westat  
(Jennifer Hamilton, Project Director)



U.S. Department of Health and Human Services  
Office of the Assistant Secretary for Planning and Evaluation  
<http://aspe.hhs.gov/>



# TRENDS IN THE WELL-BEING OF AMERICA'S CHILDREN AND YOUTH

## Acknowledgments

### Introduction

Indicators Included in the Report .....	9
The Need for Better Data on Children .....	10
Federal Interagency Forum on Child and Family Statistics .....	11
Using the Document .....	11
For More Information .....	11

## Section 1 Population, Family, and Neighborhood (PF)

### CHILD POPULATION CHARACTERISTICS

PF 1.1	Number of Children in the United States .....	18
PF 1.2	Children as a Percentage of the Total Population .....	20
PF 1.3	Racial and Ethnic Composition of the Child Population .....	22
PF 1.4	Foreign Born Population .....	24
PF 1.5	Fertility Rates .....	30
PF 1.6	Number of Births .....	38
PF 1.7	Age of Mothers .....	40

### FAMILY STRUCTURE

PF 2.1	Families with Children .....	46
PF 2.2	Living Arrangements of Children .....	50
PF 2.3	Percentage of All Births to Unmarried Females .....	54
PF 2.4	Children Living in Foster Care .....	60

### NEIGHBORHOODS

PF 3.1	Residential Stability .....	68
PF 3.2	Children in Poor and Very Poor Neighborhoods .....	70

## Section 2 Economic Security (ES)

### POVERTY AND INCOME

ES 1.1	Median Family Income . . . . .	76
ES 1.2	Children in Poverty . . . . .	80

### FINANCIAL SUPPORT

ES 2.1	Means-Tested Assistance: AFDC, TANF and Food Stamps . . . . .	88
ES 2.2	Child Support Nonpayment . . . . .	92

### PARENTAL EMPLOYMENT

ES 3.1	Parental Labor Force Participation . . . . .	96
ES 3.2	Maternal Employment . . . . .	100
ES 3.3	Child Care . . . . .	104

### CONSUMPTION

ES 4.1	Housing Problems . . . . .	110
ES 4.2	Food Security . . . . .	114

## Section 3 Health Conditions and Health Care (HC)

### HEALTH CARE

HC 1.1	Health Insurance Coverage . . . . .	120
HC 1.2	Prenatal Care . . . . .	124
HC 1.3	Immunization . . . . .	128

### HEALTH CONDITIONS

HC 2.1	Healthy Births . . . . .	134
HC 2.2	Low and Very Low Birth Weight . . . . .	136
HC 2.3	Children in Very Good or Excellent Health . . . . .	142
HC 2.4	Chronic Health Conditions . . . . .	146
HC 2.5	Overweight Prevalence . . . . .	150
HC 2.6	Activity Limitations . . . . .	156
HC 2.7	Children and Youth with HIV/AIDS . . . . .	160
HC 2.8	Sexually Transmitted Diseases . . . . .	164
HC 2.9	Abuse and Neglect . . . . .	170

HC 2.10 Suicidal Youth .....174  
 HC 2.11 Serious Violent Victimization of Youth .....178

**MORTALITY**

HC 3.1 Infant Mortality .....182  
 HC 3.2 Child and Youth Mortality .....188  
 HC 3.3 Motor Vehicle Crash Deaths .....194  
 HC 3.4 Homicides .....196  
 HC 3.5 Suicides .....202

**Section 4 Social Development and Behavioral Health (SD)**

**SOCIAL DEVELOPMENT**

SD 1.1 Life Goals of 12th Graders .....208  
 SD 1.2 Peer Approval .....212  
 SD 1.3 Religious Attendance and Religiosity .....216  
 SD 1.4 Voting Behavior .....220  
 SD 1.5 Television Viewing Habits .....226  
 SD 1.6 Detached Youth: Not in School and Not Working .....232  
 SD 1.7 Working Youth .....234  
 SD 1.8 Youth Violent Crime Arrest Rates .....238

**BEHAVIORAL HEALTH: PHYSICAL HEALTH AND SAFETY**

SD 2.1 Physical Fighting .....242  
 SD 2.2 Weapon Carrying .....246  
 SD 2.3 Seat Belt Use .....252

## Contents

### BEHAVIORAL HEALTH: SMOKING, ALCOHOL, AND SUBSTANCE ABUSE

SD 3.1	Cigarette Use	.256
SD 3.2	Smokeless Tobacco Use	.260
SD 3.3	Alcohol Use	.264
SD 3.4	Exposure to Drunk Driving	.268
SD 3.5	Illegal Drug Use	.272
SD 3.6	Abuse of Alcohol or Other Controlled Substances	.278
SD 3.7	Peer Attitudes Towards Alcohol and Other Controlled Substances	.280

### BEHAVIORAL HEALTH: SEXUAL ACTIVITY AND FERTILITY

SD 4.1	Sexually Experienced Youth	.284
SD 4.2	Currently Sexually Active Youth	.286
SD 4.3	Contraceptive Use	.288
SD 4.4	Number of Sexual Partners	.292
SD 4.5	Youth Pregnancy and Abortion	.294

## Section 5 Education and Achievement (EA)

### ENROLLMENT/ATTENDANCE

EA 1.1	Early Childhood Program Enrollment	.300
EA 1.2	Ready Schools, Ready Children	.304
EA 1.3	School Absenteeism	.310
EA 1.4	High School Dropouts	.314
EA 1.5	High School Completion	.318
EA 1.6	College Attendance and Completion	.322

### ACHIEVEMENT/PROFICIENCY

EA 2.1	Reading Proficiency for Youth Ages 9, 13, and 17	.326
EA 2.2	Mathematics Proficiency for Youth Ages 9, 13, and 17	.332
EA 2.3	Science Proficiency for Youth Ages 9, 13, and 17	.336
EA 2.4	Arts Proficiency for 8th Graders	.342

**RELATED BEHAVIORS AND CHARACTERISTICS**

EA 3.1 Family-Child Engagement in Literacy Activities .....348

EA 3.2 Reading Habits of Children and Youth .....352

EA 3.3 Parental Involvement in Child’s School .....356

EA 3.4 Difficulty Speaking English .....360

EA 3.5 Student Computer Use .....364

EA 3.6 Children Served Under the Individuals  
with Disabilities Education Act .....368

**Glossary** .....371

**Bibliography** .....379

# Acknowledgments

This report, and its earlier editions, would not have been possible without the substantial support of the Federal Interagency Forum on Child and Family Statistics, whose member agencies provided data and carefully reviewed relevant sections. The contributing departments and agencies include the National Center for Education Statistics (NCES); the Centers for Disease Control and Prevention; the National Center for Health Statistics (NCHS); the U.S. Census Bureau; the Bureau of Labor Statistics; the Department of Housing and Urban Development; the Administration for Children and Families; the Economic Research Service of the Department of Agriculture; the Office of Juvenile Justice and Delinquency Prevention; and the Office of the Assistant Secretary for Planning and Evaluation (ASPE) of the Department of Health and Human Services (HHS).

Thanks to the many people at ASPE who contributed to the development, review, and production of this report. Special thanks to Martha Moorehouse and Meredith Kelsey of ASPE, who share a strong commitment to indicators and understanding trends in the well-being of children and youth. We have greatly appreciated their guidance.

Several non-Federal organizations and individuals also supplied data or analyses for this report, including Lana Zikratova of Walter R. McDonald & Associates Inc.'s NCAND Technical Team, Adam Burke of the University of Michigan, and Laurie Hellinga of the Insurance Institute for Highway Safety.

This report was produced by Westat under contract to the U.S. Department of Health and Human Services. Jennifer Hamilton served as project director. Other Westat staff who contributed to this report include Tamara Morse Azar, Elizabeth Buckland, Sabrina Daly, and Jennifer Smakula. The graphic design of the report was created by Westat's Graphics Department. Editorial reviews were completed by Westat's Editorial Department.



# Introduction

This is the eighth edition of an annual report from the Department of Health and Human Services (HHS) on trends in the well-being of our nation's children and youth. The report presents the most recent and reliable estimates on more than 80 indicators of well-being. It is intended to provide the policy community, the media, and all interested citizens with an accessible overview of data describing the condition of children in the United States.

The indicators have been organized into five broad areas:

- Population, Family, and Neighborhood;
- Economic Security;
- Health Conditions and Health Care;
- Social Development and Behavioral Health; and
- Education and Achievement.

For each indicator, graphs illustrate key trends and important population subgroup differences, while tables provide detailed information for the interested user. These graphic elements are accompanied by text that briefly discusses each indicator and highlights the most salient features of the data.

## Indicators Included in the Report

This report presents a broad and carefully chosen collection of national estimates of child and youth well-being. It reports indicators that have been collected more than once over the past few years so that trends may be shown. Where possible, trends are presented from the 1970s through the year 2002. In a few cases, data for earlier years are also presented, as are projections into the future.

Decisions regarding which indicators to include in the report have been guided by a combination of scientific and practical considerations. In preparation for the first edition of this report, a list of indicators was culled from more than 20 papers presented at a major national conference on indicators of child well-being. At this conference, nationally recognized experts representing a broad spectrum of disciplines and research interests related to child well-being recommended key indicators that should be tracked on a regular basis by the Federal statistical system.

The final list of indicators was modified based on a number of practical considerations that included data availability (the data needed to be available for a nationally representative sample and on a regular basis), timeliness (the estimates had to be available for 1990 or later), and quality and consistency (the data had to be both reliable and consistently measured over time).

Several sections of this report have been revised for the 2003 edition. Two indicators have been combined, "Fertility and Birth Rates" and "Youth Births," while other indicators have

been updated with new sources of data. For example, the indicators “Foreign Born Population,” “Children in Foster Care,” “Child Care,” “Children and Youth with HIV/AIDS,” “Drug Use,” and “Student Computer Use” all have been expanded to present a more complete picture of the lives of children and youth today. Two new indicators, “Average Age of Mothers” and “Children and Youth Served Under the Individuals with Disabilities Act,” have been added to this year’s report. Indicators are removed for reasons such as unavailable timely information. The following indicators have been removed in Trends 2003: “Closeness with Parents” and “Parents’ Activities with Children.”

As part of the data verification process, agencies can, and do, revise information submitted for the most current year as well as information submitted for earlier years. As a result of these revisions, some of the information shown in this report differs from previously published figures.

### The Need for Better Data on Children

As this report demonstrates, the data available for tracking the well-being of children and youth at the national level are fairly extensive. Even so, there remain some gaps in the Federal statistical system that when filled will give a more complete picture of the quality of our children’s lives.

We have few measures of social development and health-related behaviors for very young and preteenage children that are measured on a regular basis. Measures of mental health for any age child are limited, although one such measure was recently added to the National Health Interview Survey. Positive measures of social development and related behaviors also are limited, with the result that the current set of indicators may present a gloomier picture of our children’s overall well-being than is in fact the case. New indicators that reflect the positive developments we desire for our children and youth clearly need to be developed and incorporated into the Federal statistical system.

We have very few indicators available that reflect important social processes affecting child well-being that go on inside the family and within the neighborhood. Measures of parent-child interactions critical to the social and intellectual development of children are only now beginning to work their way into regularly repeated national surveys. We currently lack an annual measure of whether both biological parents of a child are in the household, in addition to reliable indicators of child homelessness.

Other important areas in need of measurement development or improvement in the quality, consistency, and frequency of available data include youth violent crime, daycare quality, learning disabilities, and measures of children in institutionalized care.

Finally, data used to track the well-being of children at the state and local levels are much less plentiful than the information available at the national level. As state and local governments take on increasing levels of responsibility for the design and implementation of many types of government programs affecting children, youth, and their families, the need for such information is increasing. The Federal statistical system is positioned to play a significant role in increasing the availability of such data for use at the state and local levels.

## Federal Interagency Forum on Child and Family Statistics

The Federal Interagency Forum on Child and Family Statistics (the Forum), an interagency group of leaders of Federal agencies and departments responsible for collecting data on children and youth, has adopted a mandate to improve the Federal statistical system regarding data on children, youth, and their families. Member agencies have played a crucial role in the production of this report, providing data and carefully reviewing relevant text. The Forum, created in 1994 and formally established by Executive Order in 1997, will continue to develop strategies for improving the Federal statistical system in ways that preserve existing data in these areas while filling in the data gaps described above. For recent products and activities of the Forum, see their web page, located at <http://childstats.gov>.

## Using the Document

In the presentation of data for this report, percents and rates are usually rounded to the nearest whole number. Estimates based on the Decennial Census, the National Vital Statistics System, and surveys with very large sample sizes are often presented to one decimal place since differences of less than one percentage point are often significant from these sources.

Practical considerations do not allow for the use of tests of statistical significance for all cross-time and between-group differences discussed in the text, though they are used in a few cases. Where such tests are not available, differences are either not reported in the text or are reported cautiously. Often in such cases, estimates are simply reported without any claims as to statistical significance.

Definitions of terms used in this report are provided at the end of this document in the glossary.

## For More Information

This report is intended to provide a broad cross-section of the most relevant trend data in the lives of children and youth in the United States. For those interested in more detailed information, a number of additional resources, both print and electronic, are available. Full citations are provided for all tables and figures as well as for the text. At the end of the document there is also a complete list of all sources used throughout the report. A selection of these resources is listed below, by topic area, to provide the reader with a starting point when searching for additional information in these areas.

### Section 1: Population, Family, and Neighborhood

**U.S. Census Bureau.** It is possible to access nearly all Census Bureau publications, such as the *Current Population Reports*, from the Bureau's web page, [www.census.gov](http://www.census.gov). It is also possible to extract data directly from public use census files using the Federal Electronic Research and Review Extraction Tool (FERRET) available at <http://ferret.bls.census.gov>. FERRET allows the user to:

- Create crosstabs;
- Create frequencies;
- Create a SAS data set for downloading; and
- Create an ASCII output file where it is possible to either download the file or transfer the data into a spreadsheet.

### Section 2: Economic Security

**Bureau of Labor Statistics.** The Bureau of Labor Statistics produces a variety of employment data, and can be found on the Web at <http://www.bls.gov/>.

**U.S. House of Representatives, Committee on Ways and Means.** The *Green Book* is compiled from many sources and it provides program descriptions and historical data on a wide variety of social and economic topics, including Social Security, employment, earnings, welfare, child support, health insurance, the elderly, families with children, poverty, and taxation. It may be found online at <http://waysandmeans.house.gov/Documents.asp?section=813>.

### Section 3: Health Conditions and Health Care

**Centers for Disease Control and Prevention (CDC).** The Centers for Disease Control and Prevention conducts many data collection efforts, including the Youth Risk Behavior Surveillance System (YRBSS), which monitors health-risk behaviors among youth and young adults. The categories include 1) tobacco use, alcohol, and other drug use; 2) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases; 3) unhealthful dietary behaviors; and 4) physical inactivity. This information can be accessed via CDC's main web page, located at <http://www.cdc.gov/>.

**National Center for Health Statistics (NCHS).** The National Center for Health Statistics publishes a number of reports that provide data on the health of children and youth. Some of these include the *National Vital Statistics Reports* and the *Vital and Health Statistics* series. These reports and many others are available at the NCHS web site <http://www.cdc.gov/nchs/>. Additional NCHS data are available through the Census' FERRET system at <http://www.cdc.gov/nchs/datawh/ferret/ferret.htm>. Currently, the 1994 Underlying Cause-of-Death File, the 1993 National Health Interview Survey, and the Third National Health and Nutrition Examination Survey, NHANES III, are all available via FERRET.

## Section 4: Social Development and Behavioral Health

**Bureau of Justice Statistics.** Detailed information on juvenile offenders can be obtained at the Bureau of Justice Statistics' main web site, located at <http://www.ojp.usdoj.gov/bjs/>.

**Institute for Social Research.** This institute has collected information on the behaviors, attitudes, and values of American secondary school students, college students, and young adults since 1975 in its Monitoring the Future survey. Information and data from this study are available online at <http://monitoringthefuture.org/>.

## Section 5: Education and Achievement

**National Center for Education Statistics (NCES).** NCES is the primary Federal agency for collecting and analyzing data that are related to education in the United States. Its web site is located at <http://nces.ed.gov/> and contains links to its many data collection activities. These surveys include the Common Core of Data (CCD), the Schools and Staffing Survey (SASS), the Private School Universe Survey, and the National Household Education Survey (NHES). In addition, NCES collects and reports on the academic performance of the nation's students. The National Assessment of Educational Progress (NAEP) is NCES' primary assessment of American elementary and secondary students' knowledge and skills in a variety of academic subjects.

Additional information can be found in a related report, *America's Children: Key National Indicators of Well-Being, 2003*, which is available online at <http://childstats.gov/americas-children/>.

## ***2003 Trends in the Well-Being of America's Children and Youth***

# **Introduction**

[ [Main Page of Report](#) ]

## **Contents**

- [Indicators Included in the Report](#)
- [The Need for Better Data on Children](#)
- [Federal Interagency Forum on Child and Family Statistics](#)
- [Using the Document](#)
- [For More Information](#)
  - [Population, Family, and Neighborhood](#)
  - [Economic Security](#)
  - [Health Conditions and Health Care](#)
  - [Social Development and Behavioral Health](#)
  - [Education and Achievement](#)

This is the eighth edition of an annual report from the Department of Health and Human Services (HHS) on trends in the well-being of our nation's children and youth. The report presents the most recent and reliable estimates on more than 80 indicators of well-being. It is intended to provide the policy community, the media, and all interested citizens with an accessible overview of data describing the condition of children in the United States. The indicators have been organized into five broad areas:

- [Population, Family, and Neighborhood](#);
- [Economic Security](#);
- [Health Conditions and Health Care](#);
- [Social Development and Behavioral Health](#); and
- [Education and Achievement](#).

For each indicator, graphs illustrate key trends and important population subgroup differences, while tables provide detailed information for the interested user. These graphic elements are accompanied by text that briefly discusses each indicator and highlights the most salient features of the data.

## **Indicators Included in the Report**

This report presents a broad and carefully chosen collection of national estimates of child and youth well-being. It reports indicators that have been collected more than once over the past few years so that trends may be shown. Where possible, trends are presented from the 1970s through the year 2002. In a few cases, data for earlier years are also presented, as are projections into the future.

Decisions regarding which indicators to include in the report have been guided by a combination of scientific and practical considerations. In preparation for the first edition of this report, a list of indicators was culled from more than 20 papers presented at a major national conference on indicators of child well-being. At this conference, nationally recognized experts representing a broad spectrum of disciplines and research interests related to child well-being recommended key indicators that should be tracked on a regular basis by the Federal statistical system.

The final list of indicators was modified based on a number of practical considerations that included data availability (the data needed to be available for a nationally representative sample and on a regular basis), timeliness (the estimates had to be available for 1990 or later), and quality and consistency (the data had to be both reliable and consistently measured over time).

Several sections of this report have been revised for the 2003 edition. Two indicators have been combined, "Fertility and Birth Rates" and "Youth Births," while other indicators have been updated with new sources of data. For example, the indicators "Foreign Born Population," "Children in Foster Care," "Child Care," "Children and Youth with HIV/AIDS," "Drug Use," and "Student Computer Use" all have been expanded to present a more complete picture of the lives of children and youth today. Two new indicators, "Average Age of Mothers" and "Children and Youth Served Under the Individuals with Disabilities Act," have been added to this year's report. Indicators are removed for reasons such as unavailable timely information. The following indicators have been removed in Trends 2003: "Closeness with Parents" and "Parents' Activities with Children."

As part of the data verification process, agencies can, and do, revise information submitted for the most current year as well as information submitted for earlier years. As a result of these revisions, some of the information shown in this report differs from previously published figures.

## **The Need for Better Data on Children**

As this report demonstrates, the data available for tracking the well-being of children and youth at the national level are fairly extensive. Even so, there remain some gaps in the Federal statistical system that when filled will give a more complete picture of the quality of our children's lives.

We have few measures of social development and health-related behaviors for very young and preteenage children that are measured on a regular basis. Measures of mental health for any age child are limited, although one such measure was recently added to the National Health Interview Survey. Positive measures of social development and related behaviors also are limited, with the result that the current set of indicators may present a gloomier picture of our children's overall well-being than is in

fact the case. New indicators that reflect the positive developments we desire for our children and youth clearly need to be developed and incorporated into the Federal statistical system.

We have very few indicators available that reflect important social processes affecting child well-being that go on inside the family and within the neighborhood. Measures of parent-child interactions critical to the social and intellectual development of children are only now beginning to work their way into regularly repeated national surveys. We currently lack an annual measure of whether both biological parents of a child are in the household, in addition to reliable indicators of child homelessness.

Other important areas in need of measurement development or improvement in the quality, consistency, and frequency of available data include youth violent crime, daycare quality, learning disabilities, and measures of children in institutionalized care.

Finally, data used to track the well-being of children at the state and local levels are much less plentiful than the information available at the national level. As state and local governments take on increasing levels of responsibility for the design and implementation of many types of government programs affecting children, youth, and their families, the need for such information is increasing. The Federal statistical system is positioned to play a significant role in increasing the availability of such data for use at the state and local levels.

## **Federal Interagency Forum on Child and Family Statistics**

The [Federal Interagency Forum on Child and Family Statistics, \(the Forum\)](#) an interagency group of leaders of Federal agencies and departments responsible for collecting data on children and youth, has adopted a mandate to improve the Federal statistical system regarding data on children, youth, and their families. Member agencies have played a crucial role in the production of this report, providing data and carefully reviewing relevant text. The Forum, created in 1994 and formally established by Executive Order in 1997, will continue to develop strategies for improving the Federal statistical system in ways that preserve existing data in these areas while filling in the data gaps described above. For recent products and activities of the Forum, see their web page, located at <http://childstats.gov>.

## **Using the Document**

In the presentation of data for this report, percents and rates are usually rounded to the nearest whole number. Estimates based on the Decennial Census, the National Vital Statistics System, and surveys with very large sample sizes are often presented to one decimal place since differences of less than one percentage point are often significant from these sources.

Practical considerations do not allow for the use of tests of statistical significance for all cross-time and between-group differences discussed in the text, though they are used in a few cases. Where such tests are not available, differences are either not reported in the text or are reported cautiously. Often in such



cases estimates are simply reported without any claims as to statistical significance.

Definitions of terms used in this report are provided at the end of this document in the glossary.

## For More Information

This report is intended to provide a broad cross-section of the most relevant trend data in the lives of children and youth in the United States. For those interested in more detailed information, a number of additional resources, both print and electronic, are available. Full citations are provided for all tables and figures as well as for the text. At the end of the document there is also a complete list of all sources used throughout the report. A selection of these resources are listed below, by topic area, to provide the reader with a starting point when searching for additional information in these areas.

### Section 1: Population, Family and Neighborhood

**U.S. Census Bureau.** It is possible to access nearly all Census Bureau publications, such as the *Current Population Reports*, from the Bureau's web page, [www.census.gov](http://www.census.gov). It is also possible to extract data directly from public use census files using the Federal Electronic Research and Review Extraction Tool (FERRET) available at <http://ferrett.bls.census.gov>. FERRET allows the user to:

- Create crosstabs;
- Create frequencies;
- Create a SAS data set for downloading; and
- Create an ASCII output file where it is possible to either download the file or transfer the data into a spreadsheet.

### Section 2: Economic Security

**Bureau of Labor Statistics.** The Bureau of Labor Statistics produces a variety of employment data, and can be found on the Web at <http://www.bls.gov/>.

**U.S. Department of Representatives, Committee on Ways and Means.** The *Green Book* is compiled from many sources and it provides program descriptions and historical data on a wide variety of social and economic topics, including Social Security, employment, earnings, welfare, child support, health insurance, the elderly, families with children, poverty, and taxation. It may be found online at <http://waysandmeans.house.gov/Documents.asp?section=813>.

### Section 3: Health Conditions and Health Care

**Centers for Disease Control and Prevention (CDC).** The Centers for Disease Control and Prevention conducts many data collection efforts, including the Youth Risk Behavior Surveillance System

(YRBSS), which monitors health-risk behaviors among youth and young adults. The categories include: 1) tobacco use, alcohol and other drug use; 2) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases; 3) unhealthful dietary behaviors; and 4) physical inactivity. This information can be accessed via CDC's main web page, located at <http://www.cdc.gov/>.

**National Center for Health Statistics (NCHS).** The National Center for Health Statistics publishes a number of reports that provide data on the health of children and youth. Some of these include the *National Vital Statistics Reports* and the *Vital and Health Statistics* series. These reports and many others are available at the NCHS web site <http://www.cdc.gov/nchs/>. Additional NCHS data are available through the Census' FERRET system at <http://www.cdc.gov/nchs/datawh/ferret/ferret.htm>. Currently, the 1994 Underlying Cause-of-Death File, the 1993 National Health Interview Survey, and the Third National Health and Nutrition Examination Survey, NHANES III, are all available via FERRET.

## Section 4: Social Development and Behavioral Health

**Bureau of Justice Statistics.** Detailed information on juvenile offenders can be obtained at the Bureau of Justice Statistics' main web site, located at <http://www.ojp.usdoj.gov/bjs/>.

**Institute for Social Research.** This institute has collected information on the behaviors, attitudes, and values of American secondary school students, college students, and young adults since 1975 in its Monitoring the Future survey. Information and data from this study are available online at <http://monitoringthefuture.org/>.

## Section 5: Education and Achievement

**National Center for Education Statistics (NCES).** NCES is the primary Federal agency for collecting and analyzing data that are related to education in the United States. Its web site is located at <http://nces.ed.gov/> and contains links to its many data collection activities. These surveys include the Common Core of Data (CCD), the Schools and Staffing Survey (SASS), the Private School Universe Survey, and the National Household Education Survey (NHES). In addition, NCES collects and reports on the academic performance of the nation's students. The National Assessment of Educational Progress (NAEP) is NCES' primary assessment of American elementary and secondary students' knowledge and skills in a variety of academic subjects.

Additional information can be found in a related report, *America's Children: Key National Indicators of Well-Being, 2003*, which is available online at <http://childstats.gov/americaschildren/>.

# Where to Now?

[Top](#) | [Contents](#)

[Main Page of Report](#)

[Detailed Table of Contents](#)

[Introduction](#)

## **Home Pages:**

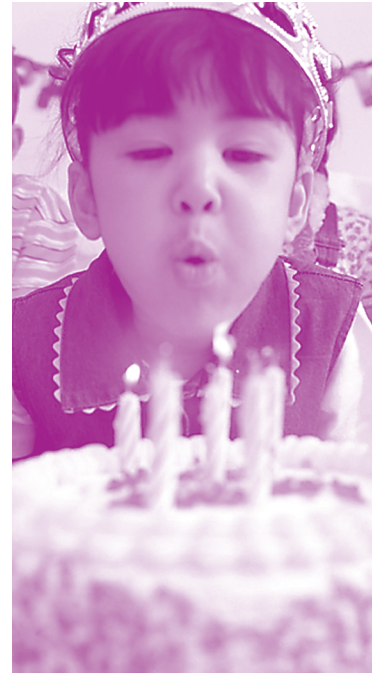
[Human Services Policy \(HSP\)](#)

[Assistant Secretary for Planning and Evaluation \(ASPE\)](#)

[Department of Health and Human Services \(HHS\)](#)

**SECTION 1.**

# **Population, Family, and Neighborhoods**



**Child Population  
Characteristics**

**Family Structure**

**Neighborhoods**

**SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD**

**Child Population  
Characteristics**

Family Structure

Neighborhoods

### PF 1.1 Number of Children in the United States

The demographic composition of the population has implications for the allocation of goods and services. This includes decisions about devoting resources to schools, child care, care for the elderly, and specific types of health care. As the number of children in the dependent population increases, more resources need to be provided for the services they require, such as immunizations and public education.

In 2001, there were 72.6 million children under age 18 in the United States (Table PF 1.1). This number is expected to increase to 80.3 million by 2020. The total number of children under age 18 has increased by 53 percent since 1950. Most of that increase occurred during the “baby boom” years of the 1950s and early 1960s, when record numbers of children were born in these prosperous post-World War II years. During the 1970s and 1980s, the number of children initially declined and then grew slowly. Beginning in 1990, the rate of growth in the number of children increased, although not as rapidly as during the baby boom. These trends gave rise to the terms “baby bust” or “birth dearth,” and “echo baby boom” (Figure PF 1.1).

In 2001, there were approximately equal numbers of children-between 23 and 25 million-in each age group under age 6, 6 to 11, and 12 to 17 years of age. In 1950 and 1960, there were more children under age 6 than there were ages 6 to 11 or 12 to 17, reflecting the large number of babies being born during these years.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 1.1**

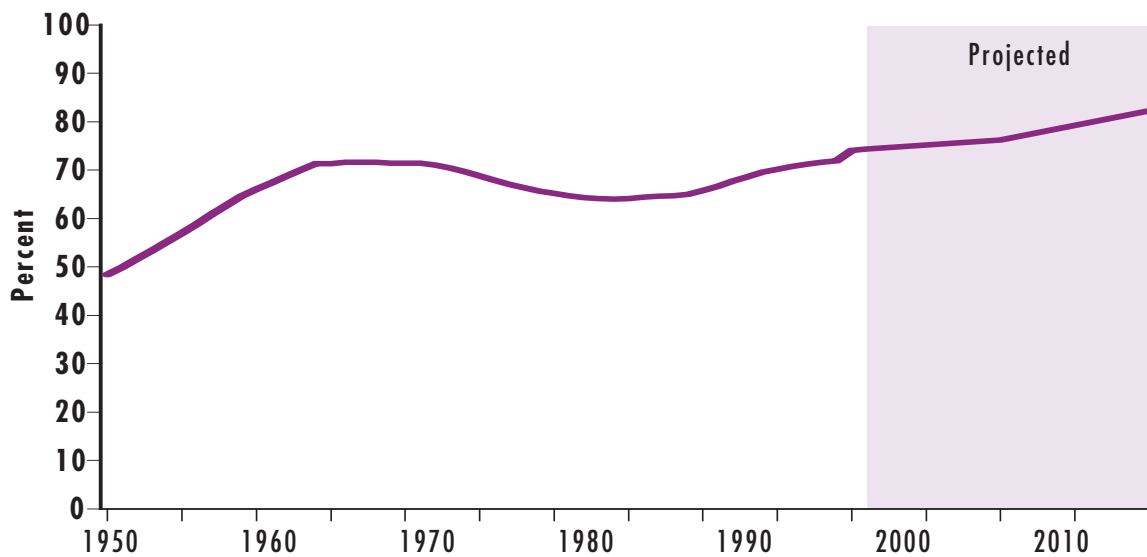
Number of children under age 18, by age: Selected years, 1950-2001, and projected, 2010 and 2020

	1950	1960	1970	1980	1990	2000	2001	Projected	
								2010	2020
<b>All children (in millions)</b>	47.3	64.5	69.8	63.7	64.2	72.3	72.6	74.4	80.3
Ages 0-5	19.1	24.3	20.9	19.6	22.5	23.1	23.3	25.6	27.5
Ages 6-11	15.3	21.8	24.6	20.8	21.6	25.0	24.8	24.4	26.9
Ages 12-17	12.9	18.4	24.3	23.3	20.1	24.2	24.5	24.4	26.0

Note: Data in this table have been revised and therefore do not match data in previous issues of this report.  
 Sources: U.S. Census Bureau. (2003). Unpublished estimates and projections; U.S. Census Bureau. (1996). *Current Population Reports*, P25-1130; U.S. Census Bureau. (1982). *Current Population Reports*, P25-917; U.S. Census Bureau. (1974). *Current Population Reports*, P25-519; U.S. Census Bureau. (1965). *Current Population Reports*, P25-311.

**Figure PF 1.1**

Number of children under 18: 1950-2001, and projected, 2002 and 2020



Sources: U.S. Census Bureau. (2003). Unpublished estimates and projections; U.S. Census Bureau. (1996). *Current Population Reports*, P25-1130; U.S. Census Bureau. (1982). *Current Population Reports*, P25-917; U.S. Census Bureau. (1974). *Current Population Reports*, P25-519; U.S. Census Bureau. (1965). *Current Population Reports*, P25-311.

### PF 1.2 Children as a Percentage of the Total Population

Though children represent a smaller proportion of the population today than they did in 1950, they are still a substantial segment of the United States population and will remain so in the coming decades. In 2001, children under age 18 made up 25 percent of the total population, down from 36 percent in 1960 at the end of the baby boom (Table PF 1.2). Projections by the U.S. Census Bureau predict that this proportion will drop further-to 24 percent-by the year 2010 and will remain at that level through 2020.

During the 20th century, the population of the United States has aged as the growth rate of individuals age 65 and older has far exceeded the growth rate of the total population. The proportion of the population age 65 and older has increased from 8 percent in 1950 to 12 percent in 2000 and 2001. That percentage is projected to increase to 16 percent by the year 2020 (Figure PF 1.2).

Together, children and senior citizens make up the dependent population, that is, those persons considered economically inactive because of their age. Children's share of the dependent population fell from 79 percent in 1960 to 67 percent in 1990, and has remained unchanged since then. That percentage is projected to continue to decline to 60 percent by the year 2020.



SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 1.2**

Persons in selected age groups as a percentage of the total U.S. population and children as a percentage of the dependent population: Selected years, 1950-2001 and projected, 2010 and 2020

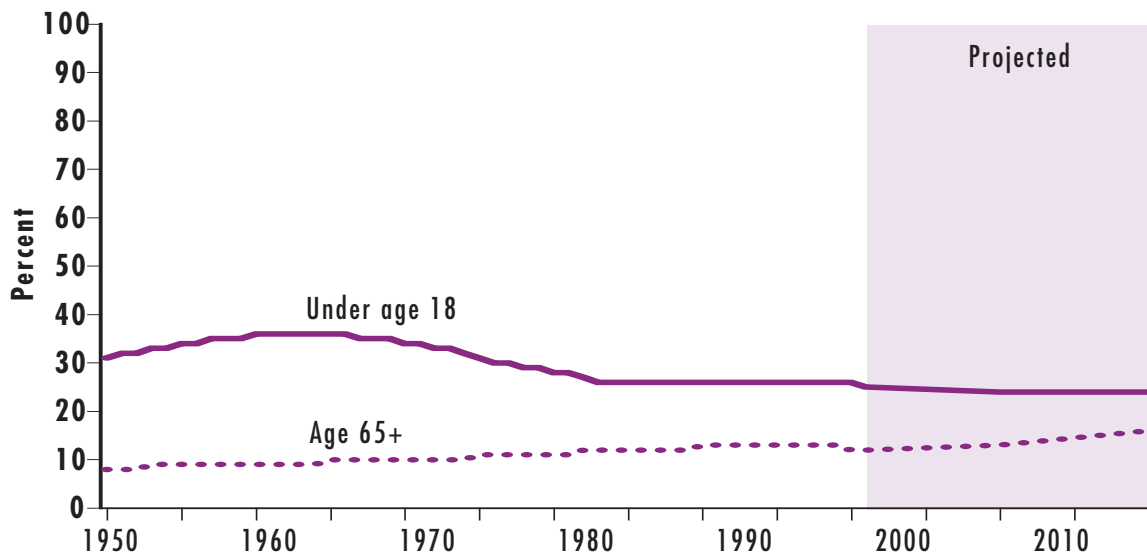
	1950	1960	1970	1980	1990	2000	2001	Projected	
								2010	2020
<b>Percent of total population</b>									
Ages 0-17	31	36	34	28	26	26	25	24	24
Ages 18-64	61	55	56	61	62	62	62	63	60
Ages 65 and over	8	9	10	11	13	12	12	13	16
<b>Children as a percentage of dependent population<sup>a</sup></b>									
Ages 0-17	79	79	78	71	67	67	67	65	60

<sup>a</sup> The dependent population includes all persons ages 17 and younger, and 65 and older.

Sources: U.S. Census Bureau (2003). National Population Estimates, Characteristics. [On-line]. Available: <http://eire.census.gov/popest/data/national/tables/asro/US-EST2001-ASRO-01.php>; U.S. Census Bureau. (2002). *Statistical Abstract of the United States*, 2001; U.S. Census Bureau. (1996). *Current Population Reports*, P25-1130; U.S. Census Bureau. (1982). *Current Population Reports*, P25-917; U.S. Census Bureau. (1974). *Current Population Reports*, P25-519; U.S. Census Bureau. (1965). *Current Population Reports*, P25-311.

**Figure PF 1.2**

Children under age 18 and adults ages 65 and over as a percentage of the total U.S. population: 1950-2001 and projected, 2010 and 2020



Sources: U.S. Census Bureau (2003). National Population Estimates, Characteristics. [On-line]. Available: <http://eire.census.gov/popest/data/national/tables/asro/US-EST2001-ASRO-01.php>; U.S. Census Bureau. (2002). *Statistical Abstract of the United States*, 2001; U.S. Census Bureau. (1996). *Current Population Reports*, P25-1130; U.S. Census Bureau. (1982). *Current Population Reports*, P25-917; U.S. Census Bureau. (1974). *Current Population Reports*, P25-519; U.S. Census Bureau. (1965). *Current Population Reports*, P25-311.

### PF 1.3 Racial and Ethnic Composition of the Child Population

Increasing racial and ethnic diversity has changed the demographic makeup of the United States substantially since 1980, and projections through the year 2020 show continued diversification. As recently as 1980, White, non-Hispanic children constituted 74 percent, nearly three-quarters, of the child population. A nearly 20-percentage-point decrease is predicted through 2020, which indicates the same group will represent just 55 percent of the total child population (Table PF 1.3).

While the percentage of Black, non-Hispanic children in the population has remained steady at 15 percent between 1980 and 2000, the Hispanic child population has increased from 9 to 16 percent during this time. This growth trend is projected to continue, with the percentage of Hispanic children in the population reaching 23 percent by 2020 (Figure PF 1.3).

The Asian and Pacific Islander child population has also shown growth, increasing from 2 percent of the population to a projected 6 percent by 2020.

**Table PF 1.3**  
Number and percentage distribution of children under age 18, by race and Hispanic origin: Selected years, 1980-2000, and projected, 2010 and 2020

	Number (in millions)					Projected	
	1980	1985	1990	1995	2000	2010	2020
White, non-Hispanic	47.1	44.8	44.1	45.6	45.1	42.7	42.4
Black, non-Hispanic	9.3	9.1	9.5	10.1	10.2	11.3	12.2
Hispanic <sup>a</sup>	5.7	6.5	7.9	9.7	11.4	13.7	17.2
Asian/Pacific Islander	1.1	1.6	2.0	2.5	3.0	4.0	5.0
American Indian/Alaska Native	0.5	0.6	0.6	0.7	0.7	0.7	0.8
	Percentage of population					Projected	
	1980	1985	1990	1995	2000	2010	2020
White, non-Hispanic	74	72	69	67	64	59	55
Black, non-Hispanic	15	15	15	15	15	14	14
Hispanic <sup>a</sup>	9	10	12	14	16	21	23
Asian/Pacific Islander	2	3	3	4	4	5	6
American Indian/Alaska Native	1	1	1	1	1	1	1

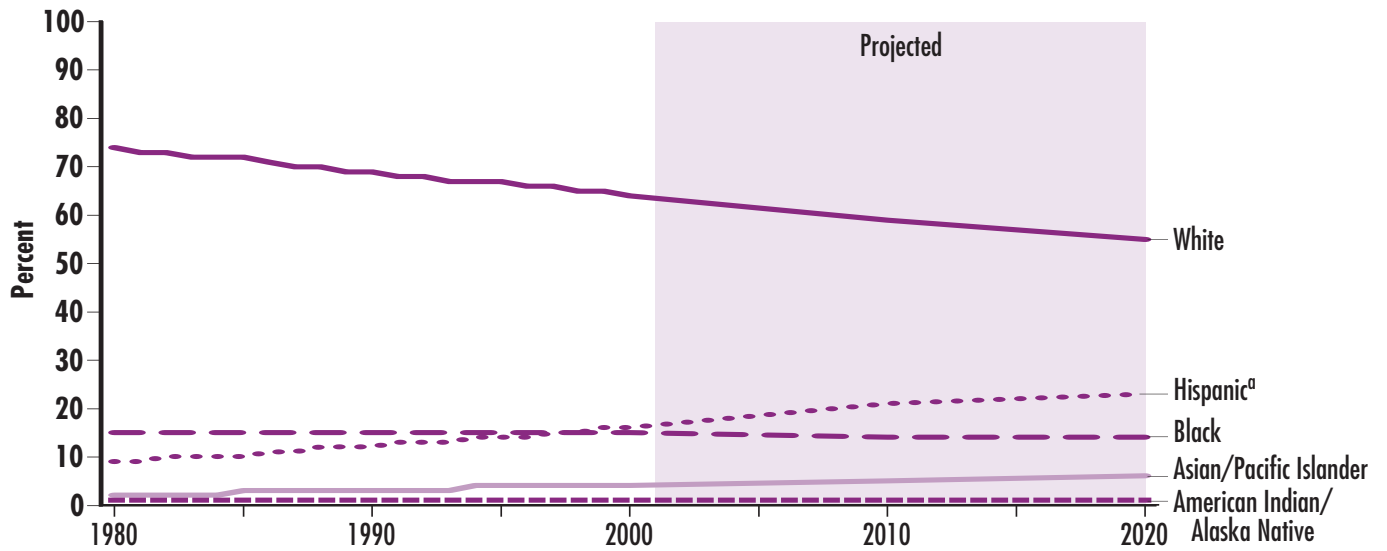
<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: All population figures for the year 2000 are estimates based on the 1990 Census. They do not reflect Census 2000 counts.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Census Bureau. (2002). *Statistical Abstract of the United States, 2004*; U.S. Census Bureau. (2001). *America's Families and Living Arrangements. Current Population Reports, P20-537*; U.S. Census Bureau. (2000). *Methodology and Assumptions for the Population Projections of the United States: 1999-2010. Population Division Working Paper, 38*; U.S. Census Bureau. (1996). *Current Population Reports, P25-1130*; U.S. Census Bureau. (1993). *Current Population Reports, P25-1095*.

**Figure PF 1.3**

Percentage distribution of children under age 18, by race and Hispanic origin: 1980-2000, and projected, 2001-2020



<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: All population figures for the year 2000 are estimates based on the 1990 Census. They do not reflect Census 2000 counts.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Census Bureau. (2002). *Statistical Abstract of the United States, 2004*. Washington, DC: U.S. Government Printing Office; U.S. Census Bureau. (2001). *Current Population Reports, P20-537*; U.S. Census Bureau. (2000). *Methodology and Assumptions for the Population Projections of the United States: 1999-2010. Population Division Working Paper, 38*; U.S. Census Bureau. (1996). *Current Population Reports, P25-1130*; U.S. Census Bureau. (1993). *Current Population Reports, P25-1095*.

### PF 1.4 Foreign-Born Population

The United States is a nation of immigrants with diverse backgrounds. The foreign-born population<sup>1</sup> in the United States was at its lowest point in 1970, with 9.6 million people (4.7 percent of the total population at that time). Since 1970, the foreign-born population has increased rapidly to 32.5 million in 2002, which is 11.5 percent of the total population. This increase is largely due to large-scale immigration, primarily from Latin America and Asia (Table PF 1.4.A).

**Differences by Region of Birth.** Since 1995, approximately one-half of the foreign-born population living in the United States was born in Latin America. This is a substantial change from 1960, when less than 10 percent of the foreign-born population was born in Latin America. Similarly the proportion of foreign-born from Asia also has increased since 1960. Then, 5.1 percent of the foreign-born population was born in Asia, with the percentage climbing to 25.5 percent in 2002. The increase in Asian- and Latin-American-born residents reflects a pattern established shortly after 1965 when U.S. national origin quotas were abolished.<sup>2</sup> Before the quotas were abolished, European countries were the primary source of the foreign-born population in the United States (Figure PF 1.4.A).

**Differences by Age.** The median age of the foreign-born population has remained fairly steady at around 37 years since 1990—substantially lower than it was three decades ago. In 1960, the median age of the foreign born population was 57 years old. The majority (44.7 percent) of the foreign-born population in 2002 was 25 to 44 years of age, while only 6.5 percent of this population was under 15 years of age (Figure PF 1.4.B).

**Difference by Family Type.** In 2000, the average size of foreign-born households<sup>3</sup> (3.72 people) was larger than native households (3.10 people), (Table PF 1.4.B). This trend was seen across all family types, with the greatest difference in family sizes observed in married couple families. Foreign-born and native-born households having a female householder with no husband present had the closest average family size (3.35 and 2.97 respectively). For all family types, both foreign-born and native, the greatest proportion had no children. Married couple families of both nativity groups were more likely to have two children versus one child. In foreign-born households, 23 percent had two children, 22 percent had one child, and in native households, 19 percent had two children, and 17 percent had one child.

Lastly, children whose parents are foreign-born have family characteristics that are different from children whose parents were born in the United States. In 2002, 81 percent of foreign-born children with at least one foreign-born parent lived with both parents, compared to 69 percent of children whose parents were born in the United States. Furthermore, 14 percent of children with native-born parents lived below the poverty line in 2002. For American-born children of foreign-born parents, this proportion was 20 percent. When both the child and the parents were foreign-born, the proportion rises to 27 percent (Table PF 1.4.C).

---

<sup>1</sup> The term “foreign-born population” refers to anyone who was not born a U.S. citizen. This includes naturalized U.S. citizens, legal permanent residents (immigrants), temporary immigrants (such as students), humanitarian migrants (such as refugees), and persons illegally residing in the United States.

<sup>2</sup> U.S. Census Bureau. (2001). Profile of the Foreign-Born Population in the United States: 2000. *Current Population Reports*, P23-206.

<sup>3</sup> Households are classified as foreign-born or native based on the nativity of the householder (the household member in whose name the housing unit is owned or rented), regardless of the nativity of other household members.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 1.4.A**

Percentage of the foreign-born population by region of birth: Selected years, 1960-2002

	1960	1970	1980	1990	2000	2001 <sup>a</sup>	2002
<b>All foreign born (in millions)</b>	9.7	9.6	14.1	19.8	30.0	31.8	32.5
<b>Region of birth (percent)</b>							
Europe	75.0	61.7	39.0	22.9	14.6	14.1	14.0
Asia	5.1	8.9	19.3	26.3	26.4	26.7	25.5
Latin America	9.4	19.4	33.1	44.3	51.1	50.3	52.2
Caribbean	—	—	—	—	9.7	9.1	9.6
Central America	—	—	—	—	34.8	34.8	36.4
South America	—	—	—	—	6.6	6.4	6.2
Other <sup>b</sup>	10.5	10.0	8.6	6.5	7.9	8.9	8.3

<sup>a</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population controls based on Census 2000.

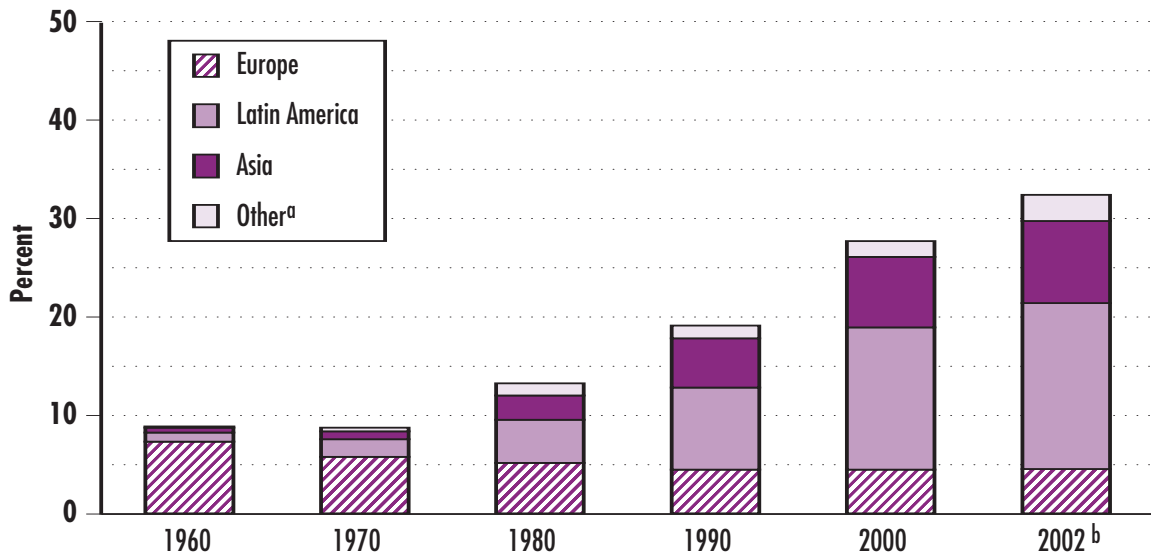
<sup>b</sup> Other regions are Africa, Oceania, Bermuda and Canada.

— Data not available.

Sources: U.S. Census Bureau. (2003). The Foreign-Born Population in the United States: March 2002. *Current Population Reports*, P20-539; U.S. Census Bureau. (2003). The Foreign-Born Population of the United States: March Revised Detailed Tables Weighted to Census 2000. *Current Population Survey*, PPL-160; U.S. Census Bureau. (2002). *The Foreign-Born Population of the United States: March 2004*. PPL-161; U.S. Census Bureau. (2001). Profile of the Foreign-Born Population in the United States: 2000. *Current Population Reports*, P23-206; U.S. Census Bureau. (1996). The Foreign-Born Population in the United States: March 1995. *Current Population Survey*, PPL-127.

Figure PF 1.4.A

Foreign-born population by region of birth: Selected years, 1960-2002



<sup>a</sup> Other regions are Africa, Oceania, Bermuda and Canada.

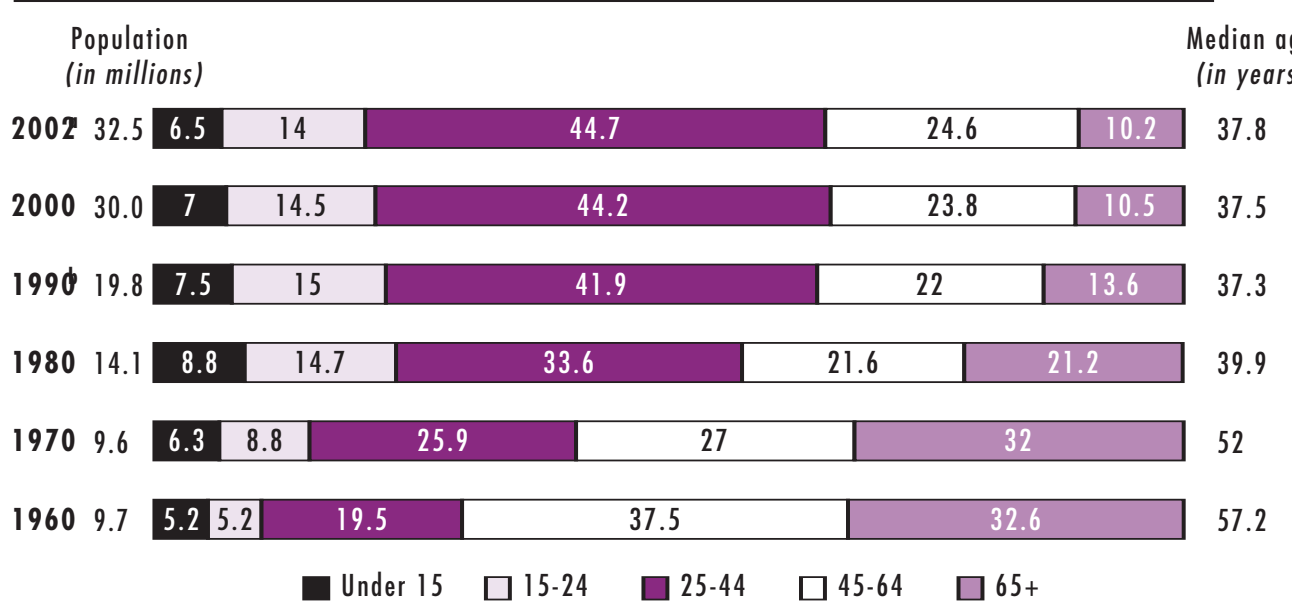
<sup>b</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population controls based on Census 2000.

Sources: U.S. Census Bureau. (2003). The Foreign-Born Population in the United States: March 2002. *Current Population Reports*, P20-539; U.S. Census Bureau. (2003). The Foreign-Born Population of the United States: March Revised Detailed Tables Weighted to Census 2000. *Current Population Survey*, PPL-160; U.S. Census Bureau. (2002). *The Foreign-Born Population of the United States: March 2001*. PPL-161; U.S. Census Bureau. (2001). Profile of the Foreign-Born Population in the United States: 2000. *Current Population Reports*, P23-206; U.S. Census Bureau. (1996). The Foreign-Born Population in the United States: March 1995. *Current Population Survey*, PPL-127.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

Figure PF 1.4.B

Age of the foreign-born population and percent distribution by age: Selected years, 1960-2002



<sup>a</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population controls based on Census 2000.

<sup>b</sup> For 1960-1990, resident population. For 2000 and on, data includes civilian noninstitutional population plus Armed Forces living off post or with their families on post.

Note: Data in this figure have been revised and therefore do not match data in previous issues of this report.

Sources: U.S. Census Bureau. (2003). The Foreign-Born Population in the United States: March 2002. *Current Population Reports*, P20-539; U.S. Census Bureau. (2003). The Foreign-Born Population of the United States: March Revised Detailed Tables Weighted to Census 2000. *Current Population Survey*, PPL-160; U.S. Census Bureau. (2002). *The Foreign-Born Population of the United States: March 2001*. PPL-161; U.S. Census Bureau. (2001). Profile of the Foreign-Born Population in the United States: 2000. *Current Population Reports*, P23-206; U.S. Census Bureau. (1996). The Foreign-Born Population in the United States: March 1995. *Current Population Survey*, PPL-127.

## Child Population Characteristics

**Table PF 1.4.B**

Percent distribution of families by number of own children under 18 years old, type of family and nativity of householder: 2000

	Average number of persons per family	Percent distribution			
		No children	One child	Two children	Three or more children
<b>All families</b>	3.17	48.3	21.5	19.4	10.9
Native householder	3.10	49.5	21.2	19.0	10.3
Foreign-born householder	3.72	39.2	23.7	22.0	15.2
<b>Married couple families</b>	3.24	52.3	17.9	19.1	10.7
Native householder	3.15	54.2	17.3	18.5	10.0
Foreign-born householder	3.85	38.7	22.1	23.2	16.1
<b>Male householder, no wife present</b>	2.79	46.2	32.3	15.7	5.8
Native householder	2.69	44.4	34.1	15.9	5.6
Foreign-born householder	3.25	54.3	24.4	14.5	6.9
<b>Female householder, no husband present</b>	3.01	31.1	33.7	22.0	13.1
Native householder	2.97	30.8	34.1	22.2	12.9
Foreign-born householder	3.35	34.2	30.7	20.2	14.9

Note: Households are classified as foreign-born or native based on the nativity of the householder (the household member in whose name the housing unit is owned or rented), regardless of the nativity of other household members.

Source: U.S. Census Bureau. (2001). Profile of the Foreign-Born Population in the United States: 2000. *Current Population Reports*, P23-206.



SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 1.4.C**

Percentage of children of at least one foreign-born parent by nativity of child and parents, poverty status, parents education, and presence of parents: Selected years, 1994-2002

	1994	1996	1998	2000	2002 <sup>a</sup>
<b>Native child and parents<sup>b</sup></b>	82	80	80	79	76
Poverty status					
Below poverty	20	18	17	15	14
At or above poverty	80	82	83	85	86
Education of parent					
Less than high school	14	13	12	11	10
High school graduate	35	34	34	33	32
Some college	28	29	30	31	31
Bachelor's or more	23	23	23	26	27
Presence of parents					
Two married parents	70	69	69	70	69
Mother only	26	27	26	25	26
<b>Native child, foreign-born parents<sup>b</sup></b>	12	13	14	14	16
Poverty status					
Below poverty	28	27	25	20	20
At or above poverty	72	73	75	80	80
Education of parent					
Less than high school	38	39	37	36	36
High school graduate	21	21	23	23	23
Some college	19	19	18	18	18
Bachelor's or more	22	22	23	23	23
Presence of parents					
Two parents	82	80	82	82	81
Mother only	16	17	15	15	16
<b>Foreign-born child, foreign-born parents<sup>b</sup></b>	3	3	3	3	4
Poverty status					
Below poverty	41	39	39	30	27
At or above poverty	59	61	61	70	73
Education of parent					
Less than high school	48	49	45	43	41
High school graduate	20	16	22	23	21
Some college	11	12	11	12	12
Bachelor's or more	21	22	22	22	27
Presence of parents					
Two parents	78	80	78	81	81
Mother only	19	17	20	15	16

<sup>a</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population counts based on Census 2000.

<sup>b</sup> Native parents means that all of the parents that the child lives with are native born, while foreign-born means that at least one of the child's parents is foreign-born. Anyone with United States citizenship at birth is considered native, which includes persons born in the U.S., in U.S. outlying areas, and persons born abroad with at least one American parent.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

### PF 1.5 Fertility and Birth Rates

Total fertility rates indicate the number of births that a hypothetical group of 1,000 females would have if they experienced the age-specific birth rates observed for each year. It can be interpreted as the average number of births women would have over their lifetime, if they bore children at the average rate. For example, in 2001, the total fertility rate for all females was 2,034, an increase from a rate of 1,839.5 in 1980 (Table PF 1.5.A). That is, in 2001, the average number of lifetime births was expected to be 2.0 per woman, whereas in 1980, the average was 1.8.

Birth rates, in contrast, are calculated by dividing the number of live births in each year by the number of people in the population. They are expressed as the number of live births per 1,000 population. Birth rates dropped dramatically between 1960 and 1980 from 118.0 to 68.4 live births per 1,000 females ages 15 to 44. The declines occurred in all age groups (Figure PF 1.5). Since 1980, the birth rate has remained between 64 and 71 live births per 1,000 females ages 15 to 44. In 2002, the birth rate was 64.8 live births per 1,000 females in this age group (Table PF 1.5.B).

**Differences by Age.** Research indicates that giving birth as a youth can have negative consequences on both mothers and their children. Giving birth at an early age can limit a young female's options regarding education and employment opportunities, increase the likelihood that she will need public assistance, and can have negative effects on the development of her children. Young mothers are less likely to complete high school (only one third receive a high school diploma)<sup>1</sup> and are more likely to end up on welfare (nearly 80 percent of unmarried young mothers end up on welfare).<sup>2</sup> The sons of young mothers are 13 percent more likely to serve time in prison, while their daughters are 22 percent more likely to become young mothers themselves.<sup>3</sup>

During the 1960s, age-specific birth rates—the number of births per thousand females in a given age group—were highest among females ages 20 to 24. This pattern began to change during the 1980s as more and more females delayed childbearing. Since 1983, females ages 25 to 29 have had the highest age-specific birth rates, followed closely by females ages 20 to 24. The birth rates for youths ages 15 to 19 have declined steadily since 1991 to the rate of 42.9 births per 1,000 females by 2002, a record low for the United States (Table 1.5.B).

In 2002, more than one in five births to young females under age 20 was a birth of second order or higher. The proportion of youth births that were second or higher order peaked at 25 percent in 1991 but has since declined to 20 percent in 2002 (Table PF 1.5.C). The increased use of contraceptives by young females may account for this drop in second births.<sup>4</sup>

<sup>1</sup> National Commission on Children. (1991). *Beyond Rhetoric: A New American Agenda for Children and Families*. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> Calculations based on the U.S. Department of Labor, Bureau of Labor Statistics. (1998). *National Longitudinal Survey of Youth, 1997*. Washington, DC: U.S. Department of Labor.

<sup>3</sup> Maynoed, R. A. (1997). *Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy*. Washington, DC: The Urban Institute Press.

<sup>4</sup> Ventura, S. J., Mosher, W. D., Curtin, S. C., Abma, J. C., & Henshaw, S. (2000). Trends in Pregnancies and Pregnancy Rates by Outcome: Estimates for the United States, 1976-1996. *Vital and Health Statistics Reports*, 21(56).

**Differences by Race and Hispanic Origin.** American Indian/Alaska Native females had the lowest total fertility rate (1,736.0) while Hispanic<sup>5</sup> females had the highest (2,705.0) in 2002 (Table 1.5.A). Furthermore, Hispanic females have had a much higher birth rate than females from other race and ethnic groups. In 2002, Hispanic females had 94 births per 1,000 females ages 15 to 44, while White, non-Hispanic, Asian, and American Indian/Alaska Native females had between 58 and 64 births per 1,000 females ages 15 to 44 (Table PF 1.5.B).

The birth rate for Black, non-Hispanic youth has remained more than twice that of White youth since 1960. In 2001, the birth rate for Black, non-Hispanic females ages 15 to 19 was 73.5 per 1,000 females compared to 30.3 per 1,000 White, non-Hispanic females. The highest youth childbearing rates, however, are found among Hispanic females. In 2002, the birth rate among Hispanics was 82.9 for females ages 15 to 19 (Table PF 1.5.B). Births to Black, non-Hispanic youth are more likely to be subsequent births than births to White, non-Hispanic youth. In 2001, 24 percent of births to Black, non-Hispanic youth, 23 percent of births to Hispanic youth, and 17 percent of births to White, non-Hispanic youth were second- or higher-order births (Table PF 1.5.C).

---

<sup>5</sup> Persons of Hispanic origin may be of any race.

## Child Population Characteristics

**Table PF 1.5.A**

Total fertility rates by race and Hispanic origin (births per 1,000 females): Selected years, 1980-2002

	1980	1990	1995 <sup>a</sup>	1996	1997	1998	1999	2000	2001	2002 <sup>b</sup>
<b>All females</b>	1,839.5	2,081.0	1,978.0	1,976.0	1,971.0	1,999.0	2,007.5	2,056.0	2,034.0	2,012.5
White, non-Hispanic	1,692.0	1,850.5	1,777.5	1,781.0	1,785.5	1,825.0	1,838.5	1,866.0	1,843.0	1,833.0
Black, non-Hispanic	2,353.5	2,547.5	2,186.5	2,140.0	2,137.5	2,164.0	2,134.0	2,178.5	2,104.5	—
Hispanic <sup>c</sup>	2,534.0	2,959.5	2,798.5	2,772.0	2,680.5	2,652.5	2,649.0	2,730.0	2,748.5	2,705.0
Asian/Pacific Islander	1,953.5	2,002.5	1,795.5	1,787.0	1,757.5	1,731.5	1,754.5	1,892.0	1,840.0	1,814.5
American Indian/ Alaska Native	2,162.5	2,183.0	1,878.5	1,855.0	1,834.5	1,851.0	1,783.5	1,772.5	1,746.5	1,736.0

<sup>a</sup> Rates for 1991 through 2001 may differ from previously published reports. Previously published rates were based on population estimates projected from the 1990 census. These data have since been revised and are consistent with the 2000 census.

<sup>b</sup> Preliminary 2002 data.

<sup>c</sup> Persons of Hispanic origin may be of any race.

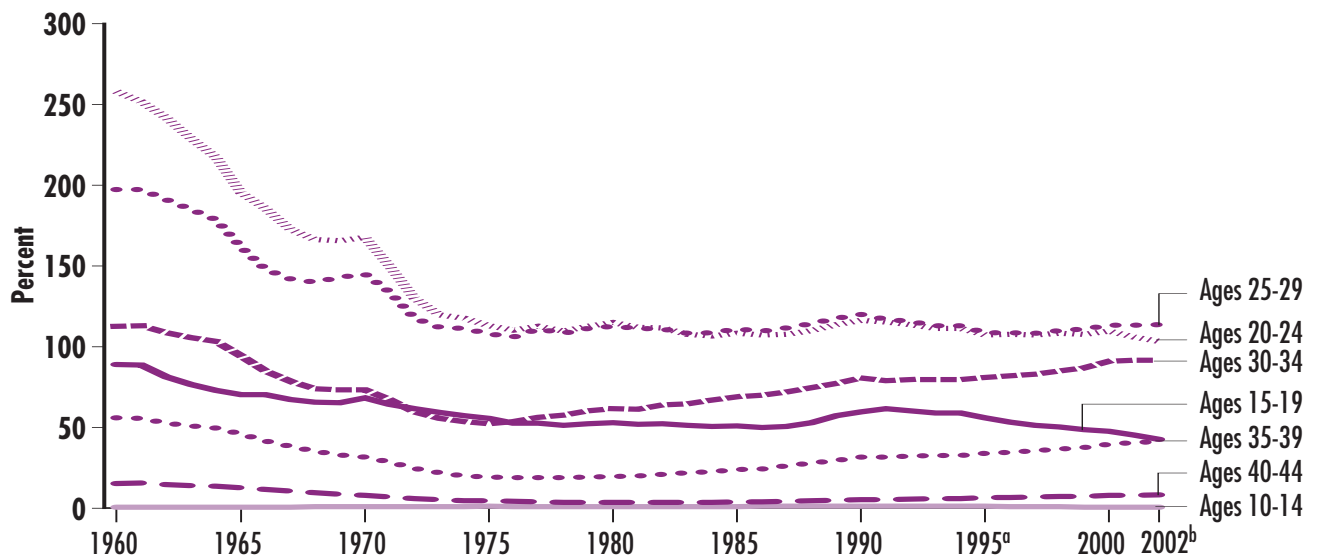
— Data not available.

Note: Total fertility rates are sums of birth rates for 5-year age groups multiplied by 5. The total fertility rate indicates the number of births that a hypothetical group of 1,000 females would have if they experienced throughout their childbearing years the age-specific birth rates observed in a given year.

Sources: National Center for Health Statistics. (2003). Unpublished data. Hamilton, B. E., Sutton, P. D., & Ventura, S. J. (2003). Revised birth and fertility rates for the 1990s and new rates for Hispanic populations, 2000 and 2001: United States. *National Vital Statistics Reports*, 51(12); Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary data for 2002. *National Vital Statistics Reports*, 51(11); Ventura, S. J., Hamilton B. E., & Sutton P. D. (2003). Revised Birth and Fertility Rates for the United States, 2000 and 2001. *National Vital Statistics Reports*, 51(4); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Report*, 51(2).

Figure PF 1.5

Birth rates by selected age of mother: 1960-2002



<sup>a</sup> Rates for 1991 through 2001 may differ from previously published reports. Previously published rates were based on population estimates projected from the 1990 census. These data have since been revised and are consistent with the 2000 census.

<sup>b</sup> Preliminary 2002 data.

Note: Birth rates are per 1,000 women in specified group.

Sources: Hamilton, B. E., Sutton, P. D., & Ventura, S. J. (2003). Revised birth and fertility rates for the 1990s and new rates for Hispanic populations, 2000 and 2001: United States. *National Vital Statistics Reports*, 51(12); Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary data for 2002. *National Vital Statistics Reports*, 51(11); Ventura, S. J., Hamilton B. E., & Sutton P. D. (2003). Revised Birth and Fertility Rates for the United States, 2000 and 2001. *National Vital Statistics Reports*, 51(4); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, E., Park, M. M., & Sutton, B. P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Report*, 51(2).

## Child Population Characteristics

**Table PF 1.5.B**

Birth rates by race and Hispanic origin and age of mother: Selected years, 1960-2002

	1960 <sup>a</sup>	1970 <sup>a</sup>	1980	1990	1995 <sup>b</sup>	1996	1997	1998	1999	2000	2001 <sup>b</sup>	2002 <sup>c</sup>
<b>All races</b>	118.0	87.9	68.4	70.9	64.6	64.1	63.6	64.3	64.4	65.9	65.3	64.8
Ages 10-14	0.8	1.2	1.1	1.4	1.3	1.2	1.1	1.0	0.9	0.9	0.8	0.7
Ages 15-19	89.1	68.3	53.0	59.9	56.0	53.5	51.3	50.3	48.8	47.7	45.3	42.9
Ages 15-17	43.9	38.8	32.5	37.5	35.5	33.3	31.4	29.9	28.2	26.9	24.7	23.2
Ages 18-19	166.7	114.7	82.1	88.6	87.7	84.7	82.1	80.9	79.1	78.1	76.1	72.7
Ages 20-24	258.1	167.8	115.1	116.5	107.5	107.8	107.3	108.4	107.9	109.7	106.2	103.5
Ages 25-29	197.4	145.1	112.9	120.2	108.8	108.6	108.3	110.2	111.2	113.5	113.4	113.6
Ages 30-34	112.7	73.3	61.9	80.8	81.1	82.1	83.0	85.2	87.1	91.2	91.9	91.6
Ages 35-39	56.2	31.7	19.8	31.7	34.0	34.9	35.7	36.9	37.8	39.7	40.6	41.4
Ages 40-44	15.5	8.1	3.9	5.5	6.6	6.8	7.1	7.4	7.4	8.0	8.1	8.3
<b>White, non-Hispanic</b>	—	—	62.4	62.8	57.5	57.1	56.8	57.6	57.7	58.5	57.7	57.5
Ages 10-14	—	—	0.4	0.5	0.4	0.4	0.4	0.3	0.3	0.3	0.3	0.2
Ages 15-19	—	—	41.2	42.5	39.3	37.6	36.0	35.3	34.1	32.6	30.3	28.6
Ages 15-17	—	—	22.4	23.2	22.0	20.6	19.4	18.4	17.1	15.8	14.0	13.2
Ages 18-19	—	—	67.7	66.6	65.9	63.8	61.9	60.8	59.3	57.5	54.8	52.0
Ages 20-24	—	—	105.5	97.5	90.2	90.1	90.0	91.2	90.6	91.2	87.1	84.5
Ages 25-29	—	—	110.6	115.3	105.1	104.9	104.8	107.4	108.6	109.4	108.9	109.6
Ages 30-34	—	—	59.9	79.4	81.5	82.8	84.3	87.2	89.5	93.2	94.3	94.7
Ages 35-39	—	—	17.7	30.0	32.8	33.9	34.8	36.4	37.3	38.8	39.8	40.9
Ages 40-44	—	—	3.0	4.7	5.9	6.2	6.5	6.8	6.9	7.3	7.5	7.6
<b>Black, non-Hispanic</b>	—	—	90.7	89.0	72.8	70.7	70.3	70.9	69.9	71.4	69.1	—
Ages 10-14	—	—	4.6	5.0	4.2	3.6	3.2	2.9	2.6	2.4	2.1	—
Ages 15-19	—	—	105.1	116.2	97.2	91.9	88.3	85.7	81.0	79.2	73.5	—
Ages 15-17	—	—	77.2	84.9	70.6	65.0	60.9	57.0	52.0	50.1	44.9	—
Ages 18-19	—	—	146.5	157.5	138.5	133.4	130.4	127.4	123.1	121.9	116.7	—
Ages 20-24	—	—	152.2	165.1	137.8	137.0	138.8	142.5	142.1	145.4	137.2	—
Ages 25-29	—	—	111.7	118.4	98.5	96.7	97.2	99.9	99.8	102.8	102.1	—
Ages 30-34	—	—	65.2	70.2	64.4	63.2	63.6	64.4	63.9	66.5	66.2	—
Ages 35-39	—	—	25.8	28.7	28.8	29.1	29.6	30.4	30.6	31.8	32.1	—
Ages 40-44	—	—	5.8	5.6	6.1	6.2	6.5	6.7	6.5	7.2	7.3	—

continued

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

Table PF 1.5.B continued

Birth rates by race and Hispanic origin and age of mother: Selected years, 1960-2002

	1960 <sup>a</sup>	1970 <sup>a</sup>	1980	1990	1995 <sup>b</sup>	1996	1997	1998	1999	2000	2001 <sup>b</sup>	2002 <sup>c</sup>
<b>Hispanic<sup>d</sup></b>	—	—	95.4	107.7	98.8	97.5	94.2	93.2	93.0	95.9	96.0	94.0
Ages 10-14	—	—	1.7	2.4	2.6	2.4	2.1	1.9	1.9	1.7	1.6	1.4
Ages 15-19	—	—	82.2	100.3	99.3	94.6	89.6	87.9	86.8	87.3	86.4	82.9
Ages 15-17	—	—	52.1	65.9	67.9	64.1	61.0	58.4	56.9	55.5	52.8	50.3
Ages 18-19	—	—	126.9	147.7	146.7	140.5	132.9	131.7	129.8	132.6	135.5	132.2
Ages 20-24	—	—	156.4	181.0	171.9	170.2	162.6	159.3	157.3	161.3	163.5	163.5
Ages 25-29	—	—	132.1	153.0	140.4	140.7	137.5	136.1	135.8	139.9	140.4	138.7
Ages 30-34	—	—	83.2	98.3	90.5	91.3	89.6	90.5	92.3	97.1	97.6	94.7
Ages 35-39	—	—	39.9	45.3	43.7	43.9	43.4	43.4	44.5	46.6	47.9	47.6
Ages 40-44	—	—	10.6	10.9	10.7	10.7	10.7	10.8	10.6	11.5	11.6	11.5
<b>Asian/Pacific Islander</b>	—	—	73.2	69.6	62.6	62.3	61.3	60.1	60.9	65.8	64.2	63.9
Ages 10-14	—	—	0.3	0.7	0.7	0.6	0.5	0.5	0.4	0.3	0.2	0.3
Ages 15-19	—	—	26.2	26.4	25.5	23.5	22.3	22.2	21.4	20.5	19.8	18.3
Ages 15-17	—	—	12.0	16.0	15.1	14.3	13.5	13.2	11.8	11.6	10.3	9.0
Ages 18-19	—	—	46.2	40.2	42.2	38.6	37.0	36.9	36.5	32.6	32.8	31.5
Ages 20-24	—	—	93.3	79.2	64.2	63.5	61.2	59.2	58.9	60.3	59.1	60.2
Ages 25-29	—	—	127.4	126.3	103.7	102.8	101.6	98.7	100.8	108.4	106.4	105.2
Ages 30-34	—	—	96.0	106.5	102.3	104.1	102.5	101.6	104.3	116.5	112.6	109.3
Ages 35-39	—	—	38.3	49.6	50.1	50.2	51.0	51.4	52.9	59.0	56.7	56.3
Ages 40-44	—	—	8.5	10.7	11.8	11.9	11.5	11.8	11.3	12.6	12.3	12.4
<b>American Indian</b>	—	—	82.7	76.2	63.0	61.8	60.8	61.3	59.0	58.7	58.1	58.0
Ages 10-14	—	—	1.9	1.6	1.6	1.6	1.5	1.5	1.4	1.1	1.0	0.9
Ages 15-19	—	—	82.2	81.1	72.9	68.2	65.2	64.7	59.9	58.3	56.3	53.8
Ages 15-17	—	—	51.5	48.5	44.7	42.7	41.1	39.8	36.5	34.1	31.4	30.7
Ages 18-19	—	—	129.5	129.3	121.8	112.9	106.8	106.5	97.9	97.1	94.8	89.2
Ages 20-24	—	—	143.7	148.7	123.1	123.5	122.5	125.1	120.7	117.2	115.0	112.7
Ages 25-29	—	—	106.6	110.3	91.6	91.1	91.6	92.0	90.6	91.8	90.4	91.8
Ages 30-34	—	—	61.8	61.5	56.5	56.5	56.0	56.8	53.8	55.5	55.9	56.4
Ages 35-39	—	—	28.1	27.5	24.3	24.4	24.4	24.6	24.3	24.6	24.7	25.4
Ages 40-44	—	—	8.2	5.9	5.5	5.5	5.4	5.3	5.7	5.7	5.7	5.9

<sup>a</sup> Based on a 50 percent sample of births.

<sup>b</sup> Rates for 1991 through 2001 may differ from previously published reports. Previously published rates were based on population estimates projected from the 1990 census. These data have since been revised and are consistent with the 2000 census.

<sup>c</sup> Preliminary 2002 data.

<sup>d</sup> Persons of Hispanic origin may be of any race. Race and Hispanic origin are reported separately on birth certificates. 1980 data for Hispanics include 22 states. 1990 data exclude data for New Hampshire and Oklahoma, which did not report Hispanic origin.

— Data not available.

Note: Birth rates are per 1,000 in specified group.

Sources: Hamilton, B. E., Sutton, P. D., & Ventura, S. J. (2003). Revised birth and fertility rates for the 1990s and new rates for Hispanic populations, 2000 and 2001: United States. *National Vital Statistics Reports*, 51(12); Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Reports*, 51(11); Ventura, S. J., Hamilton B. E., & Sutton P. D. (2003). Revised Birth and Fertility Rates for the United States, 2000 and 2001. *National Vital Statistics Reports*, 51(4); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, E., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Report*, 51(2).

## Child Population Characteristics

**Table PF 1.5.C**

Percentage of births to females under age 20 that are second or higher order, by race and Hispanic origin of mother: 1990-2002

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All births</b>	24	25	25	23	22	21	21	22	22	21	21	21	20
<b>Race and Hispanic origin<sup>b</sup></b>													
White	21	21	22	20	19	19	19	20	20	20	20	20	19
White, non-Hispanic	19	19	20	18	17	17	17	17	18	11	17	17	17
Black	32	33	33	30	28	26	27	27	26	26	25	24	24
Black, non-Hispanic	32	33	33	31	28	26	27	27	27	26	25	24	—
Hispanic	26	26	26	25	23	23	24	24	24	23	23	23	23

<sup>a</sup> Preliminary 2002 data.

<sup>b</sup> Persons of Hispanic origin may be of any race.

— Data not available.

Sources: Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary data for 2002. *National Vital Statistics Reports*, 51(11); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final data for 2001. *National Vital Statistics Reports*, 51(2).



## SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

### PF 1.6 Number of Births

In 2002, there were more than 4 million births in the United States. Twenty-six percent of the births were to females ages 25 to 29, while 25 percent were to females 20 to 24, and 24 percent were to females 30 to 34 years of age (Table PF 1.6). The percentage of births to older females (those 30 and older) has increased since the 1990s. In 1990, 30 percent of all births were to females ages 30 and older. In 2002, the proportion of all births to females age 30 and older had increased to 37 percent. In terms of race and Hispanic origin, 57 percent of all births were to White, non-Hispanic females, and 22 percent were to Hispanic females.

Most births are to females who have at least a high school degree. In 2001, 22 percent of births were to females who had less than a high school education, 32 percent were to high school graduates, and 47 percent were to females with one or more years of college (table PF 1.6)

## SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 1.6**

Percentage of births by mother's age, race and Hispanic origin, and education level: Selected years, 1990-2002

	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All births (in thousands)</b>	4,158	3,900	3,891	3,881	3,942	3,959	4,059	4,026	4,019
<b>Age of mother (percent)</b>									
Ages 15-19	13	13	13	12	12	12	12	11	11
Ages 20-24	26	25	24	24	24	25	25	25	25
Ages 25-29	31	27	28	28	27	27	27	26	26
Ages 30-34	21	23	23	23	23	23	23	23	24
Ages 35-39	8	10	10	11	11	11	11	11	11
Ages 40-44	1	2	2	2	2	2	2	2	2
<b>Race and Hispanic origin<sup>b</sup></b>									
White, non-Hispanic	64	61	61	60	60	59	58	58	57
Black, non-Hispanic	16	15	15	15	15	15	15	15	—
Hispanic	15	17	18	18	19	19	20	21	22
<b>Education level of mother</b>									
Less than high school	24	23	22	22	22	22	22	22	—
Completed high school	38	34	33	33	33	32	32	32	—
Some college	20	22	22	22	22	22	22	22	—
Four + years of college	17	21	22	23	23	24	25	25	—

<sup>a</sup> Preliminary 2002 data.

<sup>b</sup> Persons of Hispanic origin may be of any race. Births by Hispanic origin are based on 48 states and the District of Columbia in 1990; and 50 states and the District of Columbia in 1993 through 2001.

— Data not available.

Sources: U.S. Department of Health and Human Services, National Center for Health Statistics. (2003). Unpublished work; Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary data for 2002. *National Vital Statistics Reports*, 51(11); Ventura, S. J., Hamilton B. E., & Sutton, P. D. (2003). Revised Birth and Fertility Rates for the United States, 2000 and 2001. *National Vital Statistics Reports*, 51(4); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. *National Vital Statistics Reports*, 48(3); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. *National Vital Statistics Reports*, 47(18); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1998). Report of Final Natality Statistics, 1996. *Monthly Vital Statistics Reports*, 46(Supp. 11); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (1997). Report of Final Natality Statistics, 1995. *Monthly Vital Statistics Reports*, 45(11[Supp. 2]); U.S. Department of Health and Human Services, National Center for Health Statistics. (1994). *Vital Statistics of the United States, 1990*. (vol. I - Natality) Washington, DC: Public Health Service.

### PF 1.7 Age of Mothers

As teenage birthrates have been declining and more women postpone having children until their late twenties and thirties, the mean age of mothers<sup>1</sup> and the average age of females at the time of their first child have been increasing. The mean age for childbearing has shifted from the early 20s to the later 20s. Despite the fact that the average age of mothers is increasing, more than half of all births still occur to females in their twenties (Indicator PF 1.6). However, the increasing average age of mothers is reflective of the recent downward trend in births among adolescents and the rise in the number of births among females in their thirties.

The age at which women procreate has implications for their families' well-being. For example, it is known that adolescent mothers tend to have more children, space their children closer together, have more nonmarital births, and have a higher number of unintended births than those who postpone childbearing. Adolescent mothers more frequently have a truncated education, fewer job skills, and lower lifetime earnings. Not as much is known about postponing childbirth into the third decade. However, it is anticipated that women who delay childbirth will accumulate more assets before having children, and may also have smaller families.<sup>2</sup>

**Differences by Race and Hispanic Origin.** From 1989 to 2000, the average age of mothers increased for many racial and ethnic groups. In 2000, the youngest mothers were Puerto Rican females (average age of 25.0), and the oldest mothers were of Japanese descent (average age of 31.8). The largest increase in average age from 1989 to 2000 occurred among mothers of Japanese and Cuban descent (an increase of 1.5 years). There were also large differences in the average ages of Asian/Pacific Islander mothers. For example, the average age of Hawaiian mothers in 2000 was 25.7, while the average age of mothers of Japanese descent was 31.8 (Table PF 1.7.A).

From 1989 to 2000, the average age of mothers also increased for many racial and ethnic groups at the time of the first birth. In 2000, the youngest first-time mothers were American Indian females (average age of 21.6), and the oldest first-time mothers were of Japanese descent (average age of 30.6). The largest increase in average age from 1989 to 2000 occurred among first-time mothers of Japanese descent (an increase of 1.7 years) (Table PF 1.7.B).

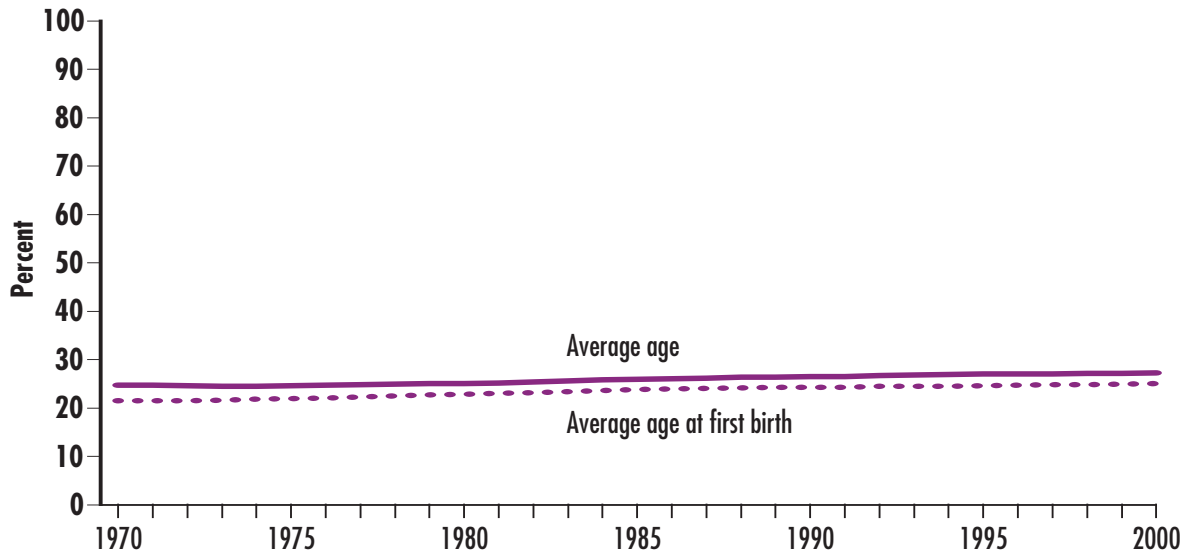
---

<sup>1</sup> The mean age of mother is the arithmetic average of the mother's age at time of the birth. It is computed directly from the sum of all mother's ages in a given year divided by the number of mothers.

<sup>2</sup> See indicators in Section HC 2.2 for information on health implications of delayed childbirth.

Figure PF 1.7

Average age of mothers: 1970-2000



Source: Mathews, T. J., & Hamilton, B. E. (2002). Mean Age of Mother, 1970-2000. *National Vital Statistics Report*, 51(1).

## Child Population Characteristics

**Table PF 1.7.A**

Average age of mother by detailed race and Hispanic origin: 1989-2000

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>All mothers</b>	26.3	26.4	26.4	26.6	26.7	26.8	26.9	27.0	27.0	27.1	27.1	27.2
<b>Race and Hispanic origin</b>												
White, non-Hispanic	27.0	27.1	27.1	27.3	27.4	27.5	27.6	27.7	27.8	27.9	27.9	28.0
Black, non-Hispanic	24.3	24.4	24.4	24.5	24.6	24.7	24.8	24.9	25.0	25.0	25.1	25.2
American Indian	24.8	24.9	24.8	24.9	24.9	24.9	24.9	25.0	25.0	24.9	25.0	25.1
<b>Asian/Pacific Islander</b>												
Chinese	30.4	30.5	30.5	30.7	30.8	31.0	31.1	31.2	31.3	31.6	31.6	31.6
Japanese	30.3	30.4	30.6	30.9	30.9	31.0	31.1	31.2	31.5	31.6	31.6	31.8
Filipino	28.8	28.8	28.9	29.0	29.0	29.1	29.2	29.2	29.3	29.4	29.4	29.5
Hawaiian	25.0	25.0	25.1	25.1	25.3	25.2	25.5	25.5	25.5	25.6	25.6	25.7
<b>Hispanic<sup>a</sup></b>												
Mexican	25.1	25.1	25.0	25.1	25.1	25.1	25.1	25.2	25.2	25.3	25.4	25.4
Puerto Rican	24.3	24.4	24.4	24.5	24.6	24.6	24.6	24.7	24.8	24.8	24.9	25.0
Cuban	27.3	27.6	27.8	27.9	28.1	28.1	28.2	28.3	28.4	28.6	28.7	28.8
Central and S. American	27.0	27.0	27.0	27.1	27.1	27.2	27.2	27.3	27.4	27.4	27.5	27.5

<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Mathews, T. J., & Hamilton, B. E. (2002). Mean Age of Mother, 1970-2000. *National Vital Statistics Report*, 51(1).

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 1.7.B**

Average age of mother at birth of first child by detailed race and Hispanic origin: 1989-2000

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>All mothers at birth of first child</b>	24.2	24.2	24.2	24.4	24.4	24.4	24.5	24.6	24.7	24.7	24.8	24.9
<b>Race and Hispanic origin</b>												
White, non-Hispanic	25.0	25.0	25.1	25.2	25.3	25.4	25.4	25.5	25.6	25.7	25.8	25.9
Black, non-Hispanic	21.6	21.7	21.7	21.8	21.8	21.8	21.9	22.0	22.1	22.2	22.2	22.3
American Indian	21.3	21.3	21.2	21.3	21.4	21.3	21.3	21.4	21.4	21.4	21.5	21.6
<b>Asian/Pacific Islander</b>												
Chinese	29.1	29.1	29.2	29.4	29.5	29.6	29.8	29.8	29.9	30.2	30.2	30.1
Japanese	28.9	29.1	29.1	29.6	29.5	29.6	29.6	29.8	30.2	30.3	30.3	30.6
Filipino	26.8	26.8	26.7	26.9	26.9	27.0	26.9	26.9	27.1	27.2	27.1	27.3
Hawaiian	22.2	22.2	22.1	22.3	22.3	22.1	22.4	22.5	22.6	22.6	22.7	22.6
<b>Hispanic<sup>a</sup></b>												
Mexican	21.9	21.9	21.8	21.9	21.9	21.9	21.9	22.0	22.0	22.1	22.1	22.2
Puerto Rican	21.8	21.9	22.0	22.0	22.0	21.9	21.9	22.0	22.1	22.1	22.2	22.4
Cuban	25.3	25.6	25.7	25.9	26.1	25.9	25.9	26.2	26.1	26.3	26.4	26.5
Central and S. American	24.5	24.5	24.5	24.6	24.6	24.6	24.5	24.6	24.6	24.6	24.6	24.8

<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Mathews, T. J., & Hamilton, B. E. (2002). Mean Age of Mother, 1970-2000. *National Vital Statistics Report*, 51(1).

**SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD**

Child Population  
Characteristics

**Family Structure**

---

Neighborhoods



### PF 2.1 Families with Children

Since 1960, Americans have been moving toward having families with fewer children. Indeed, a growing percentage of families have no minor children of their own in their household. Between 1960 and 2002, the percentage of families with four or more of their own children under age 18 in the household decreased from 9 percent to 3 percent (Figure PF 2.1). During the same period, the proportion of families with no minor children grew from 43 percent to 52 percent.

**Differences by Race and Hispanic Origin.** In 2002, Black and Hispanic families were considerably less likely than White families to be without any minor children, with proportions of 43 percent and 37 percent respectively, compared to 54 percent for Whites. They also were more likely than White families to have four or more children, though these differences were smaller than in previous decades.

These general trends are also evident when White, Black, and Hispanic<sup>1</sup> families are considered separately, though the levels are substantially different for each group (Table PF 2.1). For example, between 1970 and 2002, the percentage of Black families with four or more children dropped from 19 percent to 4 percent. The percentage for Whites during that period went from 9 percent to 2 percent. For Hispanic families, the percentage dropped from 10 percent to 5 percent between 1980 (the first year for which Hispanic estimates are available) and 2002.

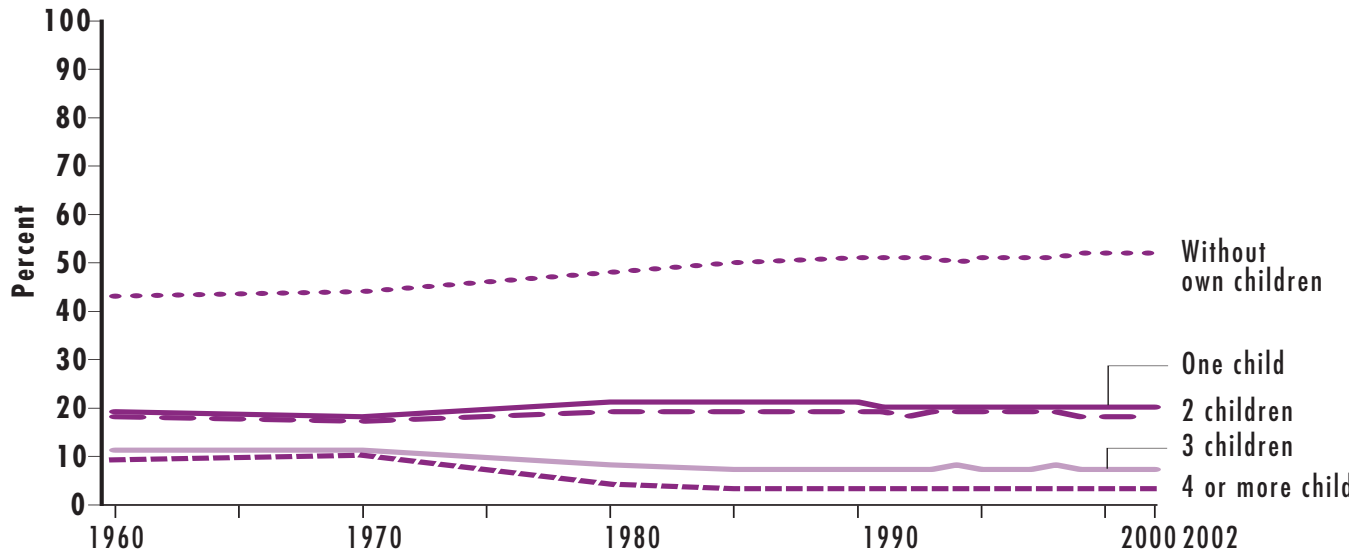
---

<sup>1</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

Figure PF 2.1

Percentage of families by number own children: 1960-2002



Sources: U.S. Census Bureau. (2003). Children's Living Arrangements and Characteristics. *Current Population Reports*, P20-547; U.S. Census Bureau. (2001). America's families and Living Arrangements. *Current Population Reports*, P20-537; U.S. Census Bureau. (1999). Household and Family Characteristics. *Current Population Reports*, P20-509; U.S. Census Bureau. (1998). Household and Family Characteristics. *Current Population Reports*, P20-515; U.S. Census Bureau. (1997). Household and Family Characteristics. *Current Population Reports*, P20-495; U.S. Census Bureau. (1996). Household and Family Characteristics. *Current Population Reports*, P20-488; U.S. Census Bureau. (1990). Household and Family Characteristics. *Current Population Reports*, P20-447; U.S. Census Bureau. (1981). Household and Family Characteristics. *Current Population Reports*, P20-366; U.S. Census Bureau. (1971). Household and Family Characteristics. *Current Population Reports*, P20-218; U.S. Census Bureau. (1961). Household and Family Characteristics. *Current Population Reports*, P20-106.

## Family Structure

**Table PF 2.1**

Percentage distribution of families by number of own children and by race and Hispanic origin: Selected years, 1960-2002

	1960	1970	1980	1990	1995	1996	1997	1998	1999	2000	2001 <sup>a</sup>	2002
<b>All families</b>												
Without own children	43	44	48	51	51	51	51	51	52	52	52	52
One child	19	18	21	21	20	20	20	20	20	20	20	20
2 children	18	17	19	19	19	19	19	19	18	18	18	18
3 children	11	11	8	7	7	7	7	8	7	7	7	7
4 or more children	9	10	4	3	3	3	3	3	3	3	3	3
<b>White families<sup>b</sup></b>												
Without own children	43	45	49	51	52	52	52	52	53	53	53	54
One child	19	18	21	21	20	19	20	20	19	19	19	19
2 children	18	18	19	19	19	19	19	18	18	18	18	18
3 children	11	11	8	7	7	7	7	7	7	7	7	7
4 or more children	9	9	4	3	2	3	2	2	3	3	2	2
<b>Black families<sup>b</sup></b>												
Without own children	—	39	38	41	42	43	42	42	44	45	43	43
One child	—	18	23	25	24	24	24	23	24	24	23	26
2 children	—	15	20	19	20	18	20	21	19	19	19	19
3 children	—	10	10	9	9	9	9	9	9	8	8	9
4 or more children	—	19	8	6	5	5	5	4	4	4	4	4
<b>Hispanic families<sup>b</sup></b>												
Without own children	—	—	31	37	36	36	35	36	37	36	37	37
One child	—	—	23	23	23	23	24	23	23	24	23	23
2 children	—	—	23	21	23	23	23	23	22	22	23	23
3 children	—	—	13	12	12	12	12	12	12	12	12	12
4 or more children	—	—	10	7	7	7	6	6	6	6	6	5

<sup>a</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population controls based on Census 2000.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Sources: U.S. Census Bureau. (2003). Children's Living Arrangements and Characteristics. *Current Population Reports*, P20-547; U.S. Census Bureau. (2001). America's families and Living Arrangements. *Current Population Reports*, P20-537; U.S. Census Bureau. (1999). Household and Family Characteristics. *Current Population Reports*, P20-509; U.S. Census Bureau. (1998). Household and Family Characteristics. *Current Population Reports*, P20-515; U.S. Census Bureau. (1997). Household and Family Characteristics. *Current Population Reports*, P20-49; U.S. Census Bureau. (1996). Household and Family Characteristics. *Current Population Reports*, P20-488; U.S. Census Bureau. (1990). Household and Family Characteristics. *Current Population Reports*, P20-447; U.S. Census Bureau. (1981). Household and Family Characteristics. *Current Population Reports*, P20-366; U.S. Census Bureau. (1971). Household and Family Characteristics. *Current Population Reports*, P20-218; U.S. Census Bureau. (1961). Household and Family Characteristics. *Current Population Reports*, P20-106.

## SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

## PF 2.2 Living Arrangements of Children

Family structure is one of many factors that contributes to child well-being. It is also associated with the well-being of the child as an adult. For example, children from disrupted families or families where the parents never married are somewhat more likely to use alcohol and drugs, to become teen parents, and are less likely to earn a high school diploma than children from intact families. These associations are evident even after controlling for family socioeconomic status, race, and other background factors.<sup>1</sup> Nevertheless, the great majority of children brought up in single-parent families do well. In particular, differences in well-being between children from divorced and those from intact families tend, on average, to be moderate to small.<sup>2</sup>

Between 1970 and 2002, the proportion of children in two-parent families decreased from 85 percent to 69 percent. Of the remainder, 23 percent lived with their mother only; 5 percent lived with their father only;<sup>3</sup> and 4 percent lived with neither parent (Table PF 2.2.A).<sup>4</sup> Of those who lived with neither parent, approximately one-half were residing with one or more grandparents as of 1996 (Table PF 2.2.B).

**Differences by Race and Hispanic Origin.** The decrease in the proportion of children living in two-parent families is evident for Black, White, and Hispanic<sup>5</sup> children, though the decline is somewhat steeper for Black children (Figure PF 2.2). Between 1970 and 1996, the proportion of Black children living in two-parent families fell by 25 percentage points from 58 percent to 33 percent (Table PF 2.2.A).<sup>6</sup> However, between 1996 and 2000, that percentage increased modestly to 38 percent, and has remained at this level through 2002. For Hispanic children, the percentage living in two-parent families decreased from 75 percent in 1980 to 65 percent in 2002.

<sup>1</sup> Amato, P. R. (1993). Children's Adjustment to Divorce: Theories, Hypotheses, and Empirical Support. *Journal of Marriage and the Family*, 55.

<sup>2</sup> Zill, N., Morrison, D. R., & Coiro, M. (1993). Long-Term Effects of Parental Divorce on Parent-Child Relationships: Adjustment and Achievement in Early Adulthood. *Journal of Family Psychology*, 7(1).

<sup>3</sup> The Current Population Survey overestimates the proportion of children living in father-only families, because it identifies many cohabiting biological-parent couples as father-only. Though the precise size of the overestimate is not known, analyses of the 1996 Survey of Income and Program Participation indicate that a little over 2 percent of all children actually lived in father-only families in that year.

<sup>4</sup> Data from the 1996 Current Population Survey (not shown) indicate that 11 percent of all children under age 18 are living in families with single parents who are divorced. See U.S. Census Bureau. (1997). Household and Family Characteristics: March 1996. *Current Population Reports*, PPL-66 (Update).

<sup>5</sup> Persons of Hispanic origin may be of any race.

<sup>6</sup> In Table PF 2.2.A, estimates for Blacks include Hispanics of that race, whereas estimates for Whites do not. In Figure PF 2.2 estimates for Blacks and Whites include Hispanics of those races. In Table PF 2.2.B, estimates for Blacks and Whites do not include Hispanics.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 2.2.A**

Percentage distribution of living arrangements of children by presence of parents in household, and race and Hispanic origin: Selected years, 1970-2002

	1970	1980	1990	1995	1996	1997	1998	1999	2000	2001 <sup>a</sup>	2002
<b>All children</b>											
Two parents <sup>b</sup>	85	77	73	69	68	68	68	68	69	69	69
Mother only <sup>c</sup>	11	18	22	23	24	24	23	23	22	22	23
Father only <sup>c</sup>	1	2	3	4	4	4	4	4	4	4	5
No parent	3	4	3	4	4	4	4	4	4	4	4
<b>White, non-Hispanic</b>											
Two parents <sup>b</sup>	—	—	81	78	77	77	76	77	77	78	77
Mother only <sup>c</sup>	—	—	15	16	16	17	16	16	16	16	16
Father only <sup>c</sup>	—	—	3	3	4	4	5	4	4	4	4
No parent	—	—	2	3	3	3	3	3	3	2	3
<b>Black<sup>d</sup></b>											
Two parents <sup>b</sup>	58	42	38	33	33	35	36	35	38	38	38
Mother only <sup>c</sup>	30	44	51	52	53	52	51	52	49	48	48
Father only <sup>c</sup>	2	2	4	4	4	5	4	4	4	5	5
No parent	10	12	8	11	9	8	9	10	9	10	8
<b>Hispanic<sup>d</sup></b>											
Two parents <sup>b</sup>	—	75	67	63	62	64	64	63	65	65	65
Mother only <sup>c</sup>	—	20	27	28	29	27	27	27	25	25	25
Father only <sup>c</sup>	—	2	3	4	4	4	4	5	4	5	5
No parent	—	3	3	4	5	5	5	5	5	6	5

<sup>a</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population controls based on Census 2000.

<sup>b</sup> Excludes families where parents are not living as a married couple.

<sup>c</sup> Because of data limitations, includes some families where both parents are present in the household, but living as unmarried partners.

<sup>d</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks include Hispanics of that race.

— Data not available.

Sources: U.S. Census Bureau. (2003). Children's Living Arrangements and Characteristics. *Current Population Reports*, P20-547; U.S. Census Bureau. (2001). America's Families and Living Arrangements. *Current Population Reports*, P20-537; U.S. Census Bureau. (1998). *Current Population Reports*, P20-514u; U.S. Census Bureau. (1998). *Current Population Reports*, P20-506u; U.S. Census Bureau. (1998). *Current Population Reports*, P20-496u; U.S. Census Bureau. (1996). *Current Population Reports*, P20-491; U.S. Census Bureau. (1996). *Current Population Reports*, P20-484; U.S. Census Bureau. (1994). *Current Population Reports*, P20-478; U.S. Census Bureau. (1992). *Current Population Reports*, P20-468; U.S. Census Bureau. (1992). *Current Population Reports*, P20-461; U.S. Census Bureau. (1986). *Current Population Reports*, P20-410.

## Family Structure

**Table PF 2.2.B**

Percentage distribution of children under age 18 in two-parent, one-parent, or no-parent families, by age, race and Hispanic origin: 1996

	Two-parent families			One-parent families			No parents present	
	Total <sup>a</sup>	Biological parents	One biological, One step-parent	Total <sup>a</sup>	Biological mother	Biological father	Total <sup>a</sup>	Grandparents
<b>All children</b>	70.9	64.2	6.7	25.4	22.7	2.5	3.7	1.8
<b>Age</b>								
Under age 5	74.3	72.5	1.9	23.0	21.6	1.2	2.6	1.5
Ages 5-14	70.5	62.8	7.7	25.9	23.0	2.8	3.6	1.8
Ages 15-17	66.3	54.9	11.4	27.7	23.7	3.8	6.0	2.0
<b>Race and Hispanic origin</b>								
White, non-Hispanic	79.0	71.5	7.5	18.5	15.5	2.9	2.5	1.1
Black, non-Hispanic	36.9	31.7	5.2	54.9	52.5	2.0	8.2	5.1
American Indian/ Alaska Native	62.2	54.0	8.2	32.1	29.4	2.1	5.8	3.2
Asian/Pacific Islander	83.6	80.3	3.3	14.3	12.6	1.4	2.1	0.9
Hispanic <sup>b</sup>	68.2	62.9	5.3	27.5	25.7	1.7	4.3	1.4

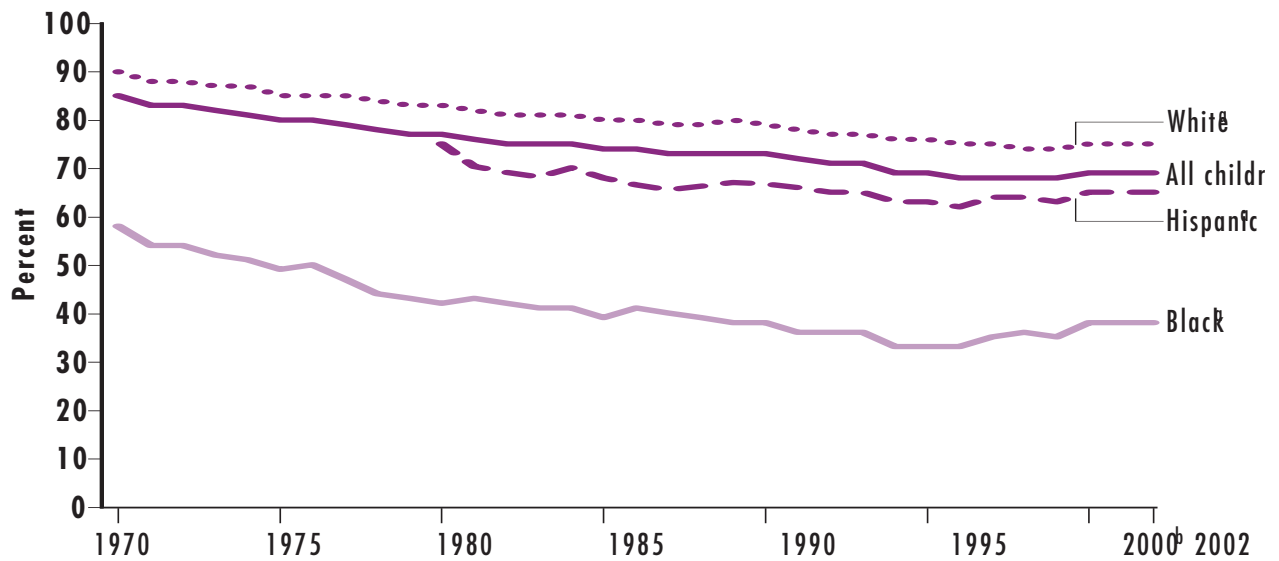
<sup>a</sup> Totals for two-parent, one-parent, and no-parent families include categories beyond those presented separately.

<sup>b</sup> Persons of Hispanic origin may be of any race.

Sources: U.S. Census Bureau. (1996). *Current Population Reports*, P20-491; U.S. Census Bureau. (1996). *Current Population Reports*, P20-484.

Figure PF 2.2

Percentage of children who are living with two parents, by race and Hispanic origin: 1970-2002



<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks and Whites include Hispanics of that race.

<sup>b</sup> Beginning with March 2001, data are from the Expanded CPS Sample and use population controls based on Census 2000.

Sources: U.S. Census Bureau. (2003). Children's Living Arrangements and Characteristics. *Current Population Reports*, P20-547; U.S. Census Bureau. (2001). America's Families and Living Arrangements. *Current Population Reports*, P20-537; U.S. Census Bureau. (1998). *Current Population Reports*, P20-514u; U.S. Census Bureau. (1998). *Current Population Reports*, P20-506u; U.S. Census Bureau. (1998). *Current Population Reports*, P20-496u; U.S. Census Bureau. (1996). *Current Population Reports*, P20-491; U.S. Census Bureau. (1996). *Current Population Reports*, P20-484; U.S. Census Bureau. (1994). *Current Population Reports*, P20-478; U.S. Census Bureau. (1992). *Current Population Reports*, P20-468; U.S. Census Bureau. (1992). *Current Population Reports*, P20-461; U.S. Census Bureau. (1986). *Current Population Reports*, P20-410.



### PF 2.3 Percentage of All Births to Unmarried Females

Children who are born to single females, regardless of age, are considerably more likely than children born to two parents to grow up poor, to spend large portions of their childhood without two parents, and to become single parents themselves.<sup>1</sup> Bearing children outside of marriage is a particularly troubling development for youth when young females have little education and lack the ability to support their children economically, especially as single parents.

**Differences by Age.** Nonmarital childbearing increased among females of all age groups between 1970 and 1995 before leveling off in the late 1990s (Figure PF 2.3). However, nonmarital births among female youths 15 to 19 years continued to rise throughout the late 1990s. Among all females ages 15 to 19, 29.5 percent of births were nonmarital in 1970, compared with 79.7 percent in 2002 (Table PF 2.3.A).

**Differences by Race and Hispanic Origin.** The percentage of all births to unmarried females increased for Whites, American Indians, and Hispanics<sup>2</sup> between 1980 and 2001 (Table PF 2.3.B). The percentage increased for Black females between 1980 and 1995 and has declined slightly since 1995. The percentage of all births to unmarried Asian females steadily increased from 1980 to 1996, but has also declined since that time.

In 2001, Asian and White females had the lowest percentage of nonmarital births at 14.9 and 22.5 percent, respectively. Hispanics were next at 42.5 percent, followed by American Indian and Black females at 59.7 percent and 68.6 percent, respectively. This ordering is the same for most age groups, though the size of the difference can vary substantially by the age of the mother. For females ages 15 to 19 in 2001, for example, Whites and Hispanics have very similar percentages of births to unmarried women—74.0 and 72.1 percent, respectively—while the percentage among young Black unmarried females ages 15 to 19 is much higher at 95.8 percent. By ages 25 to 29, however, percentages for Hispanic females move midway between White and Black rates, with Whites at 14.8 percent, Hispanics at 33.5 percent, and Blacks at 57.7 percent (Table PF 2.3.B).

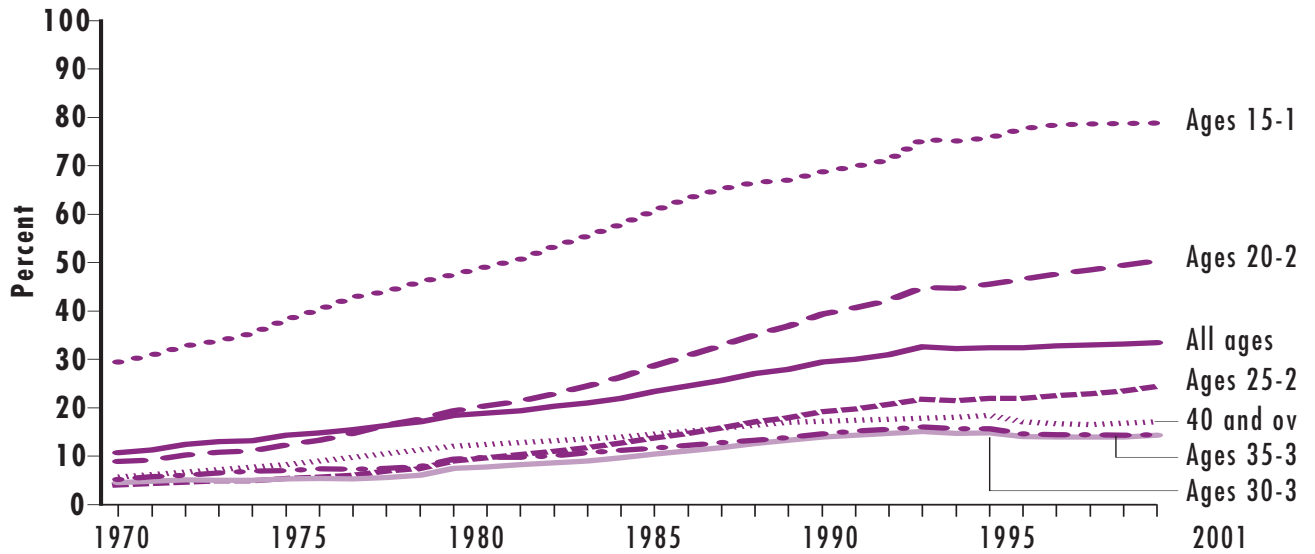
---

<sup>1</sup> McLanahan, S., & Sandefur, G. (1996). *Growing Up with a Single Parent: What Hurts, What Helps*. Cambridge, MA: Harvard University Press.

<sup>2</sup> Beginning in 1980, births were tabulated by race and ethnicity of the mother. Prior to 1980, births were tabulated by race of child, assigning a child to the race of the non-White parent, if any, or to the race of the father, if both are non-White. Data for Black and White births include births of Hispanic origin until 1990. Beginning 1990, persons of Hispanic origin are not included. Persons of Hispanic origin may be of any race. Data for Hispanics have been available only since 1980, with 22 states reporting in 1980, representing 90 percent of the Hispanic population. Hispanic birth data were reported by 23 states and the District of Columbia in 1985; 48 states and the District of Columbia in 1990; 49 states and the District of Columbia in 1991 and 1992; and all 50 states and the District of Columbia since 1993.

Figure PF 2.3

Percentage of all live births to unmarried females, by age: 1970-2001



Sources: Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Report*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Report*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., & Bachrach, C. A. (2000). Nonmarital Childbearing in the United States, 1940-1999. *National Vital Statistics Reports*, 48(16).

## Family Structure

**Table PF 2.3.A**

Percentage of all births to unmarried females ages 15 to 19, by age of mother, and by race and Hispanic origin: Selected years, 1970-2002

	1970	1975	1980 <sup>a</sup>	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>b</sup>
<b>All females, ages 15-19</b>	29.5	38.2	47.6	58.0	67.1	75.2	75.9	77.8	78.5	78.7	78.8	78.9	79.7
Ages 15-17	43.0	51.0	62.0	71.0	78.0	84.0	84.0	86.7	87.5	87.6	87.7	87.8	88.4
Ages 18 or 19	22.0	30.0	40.0	51.0	61.0	70.0	71.0	72.5	73.6	73.9	74.3	74.6	75.6
<b>White, ages 15-19<sup>c</sup></b>	17.1	22.9	33.1	44.8	55.5	67.9	69.3	70.9	71.9	72.6	73.1	74.0	75.1
Ages 15-17	25.0	33.0	45.0	58.0	68.4	79.0	80.9	82.5	82.8	84.5	85.0	85.6	86.1
Ages 18 or 19	14.0	17.0	27.0	38.0	50.1	62.0	63.5	65.2	66.6	67.6	68.3	69.6	70.9
<b>Black, ages 15-19<sup>c</sup></b>	62.7	76.9	85.7	90.2	92.2	95.2	95.5	95.8	95.8	95.6	95.7	95.8	—
Ages 15-17	76.0	87.0	93.0	96.0	95.8	98.0	97.9	98.4	98.3	98.4	98.3	98.5	—
Ages 18 or 19	52.0	68.0	80.0	86.0	89.7	93.0	93.8	94.0	93.9	93.9	94.1	94.0	—
<b>Hispanic, ages 15-19<sup>c</sup></b>	—	—	41.9	51.3	59.4	67.3	67.7	71.6	72.9	72.9	72.6	72.1	73.8
Ages 15-17	—	—	51.0	61.0	68.0	75.0	75.0	80.3	81.6	81.8	81.5	81.1	82.8
Ages 18 or 19	—	—	36.0	46.0	54.0	62.0	63.0	65.6	67.2	67.3	67.3	67.0	68.6

<sup>a</sup> Beginning in 1980, births were tabulated by race and ethnicity of the mother. Prior to 1980, births were tabulated by race of child, assigning a child to the race of the non-White parent, if any, or to the race of the father, if both are non-White.

<sup>b</sup> Preliminary 2002 data.

<sup>c</sup> Persons of Hispanic origin may be of any race. Data for White and Black births include births of Hispanic origin until 1990. Beginning in 1990, persons of Hispanic origin are not included. Data for Hispanics have been available only since 1980, with 22 states reporting in 1980, representing 90 percent of the Hispanic population. Hispanic birth data were reported by 23 states and the District of Columbia in 1985; 48 states and the District of Columbia in 1990; 49 states and the District of Columbia in 1991 and 1992; and all 50 states and the District of Columbia since 1993.

— Data not available.

Sources: National Center for Health Statistics (2003). Unpublished preliminary work tables for 2002. Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Report*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Report*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., & Bachrach, C. A. (2000). Nonmarital Childbearing in the United States, 1940-1999. *National Vital Statistics Reports*, 48(16).

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 2.3.B**

Percentage of all live births to unmarried females, by age, race and Hispanic origin: Selected years, 1970-2002

	1970	1975	1980	1985	1990 <sup>a</sup>	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All live births</b>	10.7	14.3	18.4	22.0	28.0	32.2	32.4	32.4	32.8	33.0	33.2	33.5	33.8
Ages 15-19	29.5	38.2	47.6	58.0	67.1	75.2	75.9	77.8	78.5	78.7	78.8	78.9	79.7
Ages 20-24	8.9	12.3	19.4	26.3	36.9	44.7	45.6	46.6	47.7	48.5	49.5	50.4	51.4
Ages 25-29	4.1	5.4	9.0	12.7	18.0	21.5	22.0	22.0	22.5	22.9	23.5	24.4	25.2
Ages 30-34	4.5	5.3	7.5	9.7	13.3	14.7	14.8	14.1	14.0	14.0	14.0	14.3	14.5
Ages 35-39	5.2	7.0	9.4	11.2	13.9	15.7	15.7	14.6	14.4	14.4	14.3	14.4	14.5
40 and over	5.7	8.2	12.1	14.0	17.0	18.1	18.4	17.1	16.7	16.5	16.8	17.1	17.2
<b>White<sup>b</sup></b>	5.7	7.3	11.2	14.7	16.9	21.2	21.5	21.5	21.9	22.1	22.1	22.5	22.9
Ages 15-19	17.1	22.9	33.1	44.8	55.5	67.9	69.3	70.9	71.9	72.6	73.1	74.0	75.1
Ages 20-24	5.2	6.1	11.7	17.7	24.5	33.3	34.4	35.3	36.4	37.2	38.2	39.8	41.1
Ages 25-29	2.1	2.6	5.2	8.1	9.7	12.7	13.2	13.3	13.6	13.8	14.0	14.8	15.3
Ages 30-34	2.1	2.7	4.6	6.3	6.9	8.3	8.4	7.9	7.9	7.8	7.7	7.9	8.1
Ages 35-39	2.7	3.9	6.4	8.1	7.8	9.4	9.6	8.8	8.8	8.7	8.4	8.5	8.5
40 and over	3.3	4.6	8.6	10.9	10.9	12.2	12.5	10.9	10.9	10.7	10.6	11.1	11.1
<b>Black<sup>b</sup></b>	37.6	48.8	56.1	61.2	66.7	70.0	70.0	69.4	69.3	69.1	68.7	68.6	—
Ages 15-19	62.7	76.9	85.7	90.2	92.2	95.3	95.5	95.8	95.8	95.6	95.7	95.8	—
Ages 20-24	31.3	43.0	57.0	65.4	72.8	79.3	79.9	80.0	80.5	80.7	80.8	80.9	—
Ages 25-29	20.3	26.8	36.8	45.2	53.4	56.8	57.5	56.9	57.1	57.0	57.1	57.7	—
Ages 30-34	19.6	24.1	29.6	37.0	45.2	46.5	45.6	44.1	43.6	43.3	42.6	43.2	—
Ages 35-39	18.6	23.9	28.4	35.1	42.1	45.3	44.2	42.5	41.6	40.9	40.3	39.9	—
40 and over	18.3	23.1	29.5	34.4	40.0	43.5	43.4	43.0	41.9	41.9	41.1	40.6	—
<b>Hispanic<sup>b</sup></b>	—	—	23.6	29.5	36.7	40.8	40.7	40.9	41.6	42.2	42.7	42.5	43.4
Ages 15-19	—	—	41.9	51.3	59.4	67.3	67.7	71.6	72.9	72.9	72.6	72.1	73.8
Ages 20-24	—	—	23.8	30.9	39.6	45.0	45.2	46.1	47.5	48.6	49.6	49.9	51.3
Ages 25-29	—	—	15.9	22.2	28.6	31.1	31.2	30.4	31.2	32.1	33.2	33.5	35.1
Ages 30-34	—	—	15.2	19.6	25.5	26.4	26.0	24.6	24.4	25.1	25.8	25.9	26.7
Ages 35-39	—	—	16.2	20.8	26.5	27.4	26.9	25.7	24.7	25.4	25.7	25.2	25.9
40 and over	—	—	15.9	20.2	28.9	29.0	29.6	27.9	27.5	27.3	28.8	28.4	28.4

continued

## Family Structure

**Table PF 2.3.B continued**

Percentage of all live births to unmarried females, by age, race and Hispanic origin: Selected years, 1970-2002

	1970	1975	1980	1985	1990 <sup>a</sup>	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>Asian/Pacific Islander</b>	—	—	7.3	9.5	13.2	16.3	16.7	15.6	15.6	15.4	14.8	14.9	—
Ages 15-19	—	—	40.6	47.7	57.0	63.1	62.7	72.0	72.1	71.4	71.1	71.6	—
Ages 20-24	—	—	10.9	15.5	23.5	30.1	31.0	31.8	32.4	33.0	33.1	34.3	—
Ages 25-29	—	—	4.2	5.7	8.3	12.1	12.9	11.5	11.4	11.4	11.2	11.3	—
Ages 30-34	—	—	3.0	4.6	6.3	8.0	8.9	6.6	6.4	6.4	6.5	6.6	—
Ages 35-39	—	—	4.0	5.8	7.5	8.9	9.2	6.9	6.5	6.8	6.7	6.7	—
40 and over	—	—	3.6	8.0	10.0	10.8	10.7	10.1	9.4	8.6	9.1	8.7	—
<b>American Indian</b>	—	—	39.2	46.8	53.6	57.2	58.0	58.7	59.3	58.9	58.4	59.7	—
Ages 15-19	—	—	61.9	72.5	78.9	82.5	84.1	84.4	85.9	85.9	85.7	87.1	—
Ages 20-24	—	—	38.6	48.5	57.2	60.7	61.7	63.2	63.3	64.0	64.1	65.4	—
Ages 25-29	—	—	28.1	35.9	43.2	45.7	46.4	47.3	47.6	47.3	46.4	48.2	—
Ages 30-34	—	—	22.2	31.8	38.3	40.6	41.4	41.2	42.0	39.7	39.9	39.9	—
Ages 35-39	—	—	22.5	27.7	35.5	40.6	40.1	40.3	41.1	39.5	39.1	41.2	—
40 and over	—	—	21.3	28.4	37.5	38.9	43.0	45.6	38.6	42.0	41.2	41.0	—

<sup>a</sup> Preliminary 2002 data.

<sup>b</sup> Persons of Hispanic origin may be of any race. Data for Whites and Blacks include persons of Hispanic origin until 1990. Beginning in 1990, persons of Hispanic origin are tabulated separately. Persons of Hispanic origin may be of any race. Beginning in 1980, births were tabulated by race and ethnicity of the mother. Prior to 1980, births were tabulated by race of child, assigning a child to the race of the non-White parent, if any, or to the race of the father, if both are non-White. Data for Hispanics have been available only since 1980, with 22 states reporting in 1980, representing 90 percent of the Hispanic population. Hispanic birth data were reported by 23 states and the District of Columbia in 1985; 48 states and the District of Columbia in 1990; 49 states and the District of Columbia in 1991 and 1992; and all 50 states and the District of Columbia since 1993.

— Data not available.

Sources: National Center for Health Statistics. (2003). Unpublished data. Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Report*, 51(11). Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Report*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Report*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., & Bachrach, C. A. (2000). Nonmarital Childbearing in the United States, 1940-1999. *National Vital Statistics Reports*, 48(16). Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. *National Vital Statistics Reports*, 48(3); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. *National Vital Statistics Reports*, 47(18); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1998). Report of Final Natality Statistics, 1996. *Monthly Vital Statistics Reports*, 46(Supp. 11); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (1997). Report of Final Natality Statistics, 1995. *Monthly Vital Statistics Reports*, 45(11[Supp. 2]); Ventura, S. J., Martin, J. A., Mathews, T. J., & Clarke, S. C. (1996). Advanced Report of Final Natality Statistics, 1994. *Monthly Vital Statistics Reports*, 44(11, Supp.); Ventura, S. J. (1987). Births of Hispanic Parentage, 1985. *Monthly Vital Statistics Reports*, 36(Supp. 11); Ventura, S. J. (1983). Births of Hispanic Parentage: 1980. *Monthly Vital Statistics Reports*, 32(36[6 Supp]).

## SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

### PF 2.4 Children Living in Foster Care

A child is placed in foster care<sup>1</sup> when a court determines that his or her family cannot provide a minimally safe environment. This determination often follows an investigation by a state or county child protective services worker. Placement most commonly occurs either because a member of a household has physically or sexually abused a child or because a child's caretaker(s) has severely neglected the child. In some cases, children with severe emotional disturbances may also be put into foster care.

Since both Federal and state laws discourage removal of children from their families unless necessary to ensure a child's safety, placement in foster care is an extreme step taken only when a child is in immediate danger or when attempts to help the family provide a safe environment have failed. Thus, the frequency of placements in foster care is an indicator of family dysfunction that is so severe that a child cannot remain safely with his or her family.

The number of children in foster care rose from 262 thousand in 1982 to 559 thousand in 1998. Since then, the number of children in foster care decreased to 634 thousand in 2002 (Table PF 2.4.A). The rate of children living in foster care (i.e., the number of children in foster care per 1,000 children under age 18) also rose during the same time period from 4.2 to 7.8 per 1,000 children in 1998. Similarly, this rate declined to 7.3 per 1,000 children in 2002. However, some of the increase in the earlier years may be a function of the implementation of a new reporting system, which became fully operational in 1998. (Figure PF 2.4.A).

**Differences by Race and Hispanic origin.** Since the new reporting system was fully implemented in 1998, data on the race and Hispanic origin<sup>2</sup> of the children in foster care has been available. These data show that Black, non-Hispanic children accounted for 37 percent of all children in foster care in 2002. White, non-Hispanic children account for a similar proportion (39 percent), while 17 percent of children in foster care are of Hispanic origin (Figure PF 2.4.B).

**Differences by Age.** Preschoolers (1 to 5 years) and young children (6 to 10 years) each account for almost a quarter of all children in foster care. Youth (11 to 15 years) are about 30 percent of all children in care. Teenagers ages 16 to 18 years accounted for 19 percent in 2002, while children under one year old accounted for about 5 percent in 2002 (Table 2.4.B). When looking specifically at children who entered foster care in a particular year (Table 2.4.C), these proportions change somewhat. While 5 percent of children in foster care were less than one year old in 2002, 14 percent of children entering foster care were in this age range.

---

<sup>1</sup> For purposes of this report, "foster care" is defined as a living arrangement where a child resides outside his or her own home, under the case management and planning responsibility of a state child welfare agency. These living arrangements include relative and nonrelative foster homes, group homes, child-care facilities, emergency shelter care, supervised independent living, and nonfinalized adoptive homes.

<sup>2</sup> Persons of Hispanic origin may be of any race.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 2.4.A**

**Number and rate of children living in foster care: Selected years, 1982-2002**

	1982	1984	1986	1988	1990	1992	1994	1996 <sup>a</sup>	1998 <sup>b</sup>	2000 <sup>b</sup>	2002 <sup>b</sup>
Children in foster care ( <i>in thousands</i> )	262	276	280	340	400	427	468	507	559	552	534
Rate <sup>c</sup> ( <i>per thousand</i> )	4.2	4.4	4.5	5.4	6.2	6.4	6.8	7.2	7.8	7.6	7.3

<sup>a</sup> 1996 was the last year in which data on foster care were collected through the Voluntary Cooperative Information System (VCIS). The Administration on Children and Families has implemented the Adoption and Foster Care Analysis and Reporting System (AFCARS) as a replacement for VCIS. While VCIS was a voluntary reporting system, states are required to participate in AFCARS and must use uniform definitions. Most importantly, AFCARS collects case-level foster care data. Estimates in this table may not be comparable to estimates provided in previous issues of *Trends in the Well-Being of America's Children and Youth* due to updated data provided by the states and revised population estimates provided by the U.S. Census Bureau.

<sup>b</sup> Based on data submitted by States as of October 1, 2003.

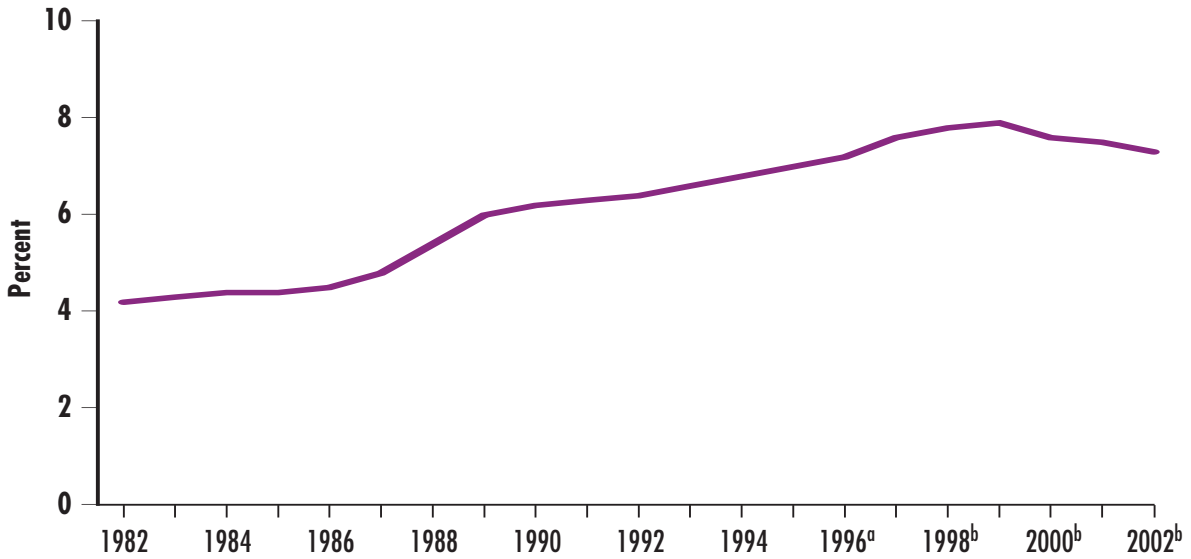
<sup>c</sup> The rate is calculated as the total number of children in the population divided by the number of children in foster care, for a given year. The denominator is based on census counts of the population. These counts for 1990 on have been revised since the last publication of this report, and are now based on the 2000 census.

Sources: U.S. Department of Health and Human Services. (2003). *Preliminary FY 2002 and revised FY 1998-2001 estimates*. Unpublished. U.S. House of Representatives, Committee on Ways and Means. (2002). *The Green Book: 2000*. Washington, DC: U.S. Congress; U.S. Census Bureau. (2002). *Statistical Abstract of the United States, 2001*. Washington, DC: U.S. Government Printing Office.



Figure PF 2.4.A

Rate of children living in foster care: 1982-2002



<sup>a</sup> 1996 was the last year in which data on foster care were collected through the Voluntary Cooperative Information System (VCIS). The Administration on Children and Families has implemented the Adoption and Foster Care Analysis and Reporting System (AFCARS) as a replacement for VCIS. While VCIS was a voluntary reporting system, states are required to participate in AFCARS and must use uniform definitions. Most importantly, AFCARS collects case-level foster care data. Estimates in this table may not be comparable to estimates provided in previous issues of *Trends in the Well-Being of America's Children and Youth* due to updated data provided by the states and revised population estimates provided by the U.S. Census Bureau.

<sup>b</sup> Based on data submitted by states as of October 1, 2003.

<sup>c</sup> The rate is calculated as the total number of children in the population divided by the number of children in foster care, for a given year. The denominator is based on census counts of the population. These counts for 1990 on have been revised since the last publication of this report, and are now based on the 2000 census.

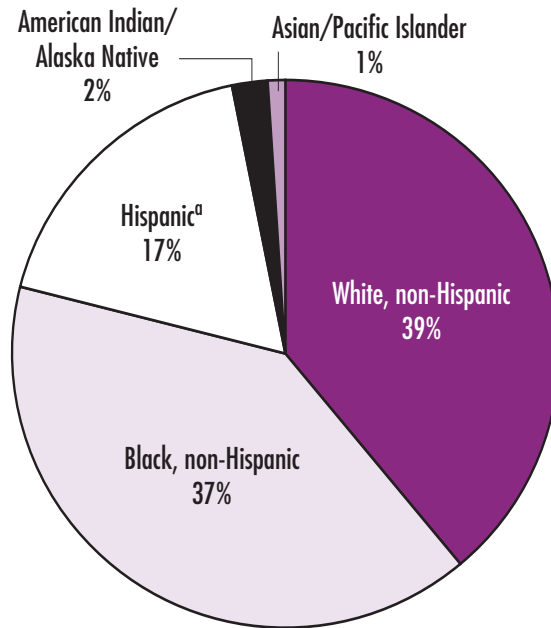
Note: The rate is calculated as the total number of children in the population divided by the number of children in foster care, for a given year. The denominator is based on census counts of the population. These counts for 1990 on have been revised since the last publication of this report, and are now based on the 2000 census.

Sources: U.S. Department of Health and Human Services. (2003). *Preliminary FY 2002 and revised FY 1998-2001 estimates*. Unpublished. U.S. House of Representatives, Committee on Ways and Means. (2002). *The Green Book: 2000*. Washington, DC: U.S. Congress; U.S. Census Bureau. (2002). *Statistical Abstract of the United States, 2001*. Washington, DC: U.S. Government Printing Office.

**Figure PF 2.4.B**

Children in foster care by race and Hispanic origin: 2002

---



<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Data for 2002 are preliminary estimates.

Source: U.S. Department of Health and Human Services. (2003). *Preliminary FY 2002 Estimate as of October 1, 2003*. Unpublished.

## Family Structure

**Table PF 2.4.B**

Percentage of children in foster care, by race and Hispanic origin, sex, and age: 1998-2002

	1998	1999	2000	2001	2002
<b>All children in foster care (in thousands)</b>	559	567	552	543	534
<b>Race and Hispanic origin (percent)</b>					
White, non-Hispanic	35	35	38	38	39
Black, non-Hispanic	43	38	39	37	37
Hispanic <sup>a</sup>	15	17	15	17	17
American Indian/Alaska Native	2	2	2	2	2
Asian/Pacific Islander	1	1	1	1	1
<b>Sex</b>					
Male	52	52	52	52	52
Female	48	48	48	48	48
<b>Age</b>					
Under age 1	4	4	4	4	5
Ages 1-5	26	25	24	24	24
Ages 6-10	27	26	25	24	22
Ages 11-15	27	28	29	30	30
Ages 16-18	15	17	18	18	19

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Based on data submitted by States as of October 1, 2003.

Source: U.S. Department of Health and Human Services. (2003). *Preliminary FY 2002 and revised FY 1998-2001 estimates*. Unpublished.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 2.4.C**

Percentage of children entering foster care, by race and Hispanic origin and age: 1998-2002

	1998	1999	2000	2001	2002
<b>Children entering foster care (in thousands)</b>	299	293	293	295	302
<b>Race and Hispanic origin (percent)</b>					
White, non-Hispanic	45	43	47	46	46
Black, non-Hispanic	30	27	29	28	28
Hispanic <sup>a</sup>	16	16	15	16	17
American Indian/Alaska Native	3	3	3	3	2
Asian/ Pacific Islander	2	2	2	1	1
<b>Age</b>					
Under age 1	13	13	13	13	14
Ages 1-5	25	25	25	25	26
Ages 6-10	22	22	21	21	20
Ages 11-15	29	29	29	29	29
Ages 16-18	11	11	11	11	11
<b>Mean age</b>	<b>8.6</b>	<b>8.6</b>	<b>8.6</b>	<b>8.6</b>	<b>8.5</b>

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Based on data submitted by States as of October 1, 2003.

Source: U.S. Department of Health and Human Services. (2003). *Preliminary FY 2002 and revised FY 1998-2001 estimates*. Unpublished.

**SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD**

Child Population  
Characteristics

Family Structure

**Neighborhoods**

---

### PF 3.1 Residential Stability

Research has demonstrated a strong relationship between residential stability and child well-being, with frequent moves associated with such negative outcomes as dropping out of high school, delinquency, depression, and nonmarital youth births. Some researchers theorize that these negative associations may result from a lack of attachment to a local community and its institutions on the part of frequent movers.

The United States has long been a highly mobile society. In 1960, 21 percent of children under the age of 18 had moved to a new residence during the previous year. The general trend since that time has been toward somewhat lower rates of mobility, with a rate of 16 percent in 2001.<sup>1</sup>

**Differences by Age.** Young children were the most mobile of any child age group (Table PF 3.1). In 2001, 22 percent of children between the ages of 1 and 4 had changed residences in the previous year, compared with 17 percent among children ages 5 to 9, 13 percent of children ages 10 to 14, and 11 percent of youth ages 15 to 17.

**Differences by Race and Hispanic Origin.** For all children under age 18 in 2001, White children were the least mobile, with 15 percent moving during the previous year compared with 21 percent of Black and 19 percent of Hispanic children.<sup>2</sup>

---

<sup>1</sup> Wood, D., Halfon, N., Scarlata, D., Newacheck, P., & Nessim, S. (1993). Impact of Family Relocation on Children's Growth, Development, School Function, and Behavior. *Journal of the American Medical Association*, 270; Coleman, J. (1998). Social Capital and the Creation of Human Capital. *American Journal of Sociology*, 94.

<sup>2</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 3.1**

Percentage of children under age 18 who have moved within the last year, by age, and by race and Hispanic origin: 1990-2001

	1990	1991	1992	1993	1994	1996	1997	1998	1999	2000	2001
<b>All children</b>	18	17	18	17	17	18	18	17	17	17	16
Ages 1-4	24	23	22	23	22	25	24	23	23	23	22
Ages 5-9	19	18	18	17	17	18	19	18	18	18	17
Ages 10-14	15	14	15	14	13	15	15	14	13	14	13
Ages 15-17	15	15	14	14	15	13	14	13	13	13	11
<b>White children<sup>a</sup></b>	18	17	17	16	16	17	17	16	16	16	15
Ages 1-4	23	22	21	22	21	24	23	22	21	22	21
Ages 5-9	18	17	17	16	16	18	18	16	17	17	16
Ages 10-14	14	13	15	13	12	14	15	13	13	13	12
Ages 15-17	14	14	14	14	13	12	13	12	12	12	10
<b>Black children<sup>a</sup></b>	21	21	21	20	20	22	23	22	23	22	21
Ages 1-4	26	26	27	26	25	29	29	28	32	28	26
Ages 5-9	22	22	22	20	22	22	26	24	27	24	22
Ages 10-14	19	17	18	17	16	18	18	20	17	18	17
Ages 15-17	18	16	16	14	18	14	17	16	15	15	16
<b>Hispanic children<sup>a</sup></b>	25	21	24	23	21	23	23	21	19	21	19
Ages 1-4	32	27	27	28	26	31	28	26	24	26	24
Ages 5-9	28	20	25	24	20	23	21	21	19	20	18
Ages 10-14	18	19	21	19	15	18	22	16	14	18	17
Ages 15-17	21	19	19	20	21	19	17	17	16	18	15

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: Estimates for 1995 are not available.

Sources: U.S. Census Bureau. (2003). *Geographic Mobility: March 2000 to March 2001, General Mobility by Race, Hispanic Origin, Sex, and Age*. [On-line]. Available: <http://www.census.gov/prod/www/abs/mobility.html>; U.S. Census Bureau. (2002). *Current Population Reports*, P20-538; U.S. Census Bureau. (2001). *Current Population Reports*, P20-531; U.S. Census Bureau. (2000). *Current Population Reports*, P20-520; U.S. Census Bureau. (1998). *Current Population Reports*, P20-510; U.S. Census Bureau. (1997). *Current Population Reports*, P20-497; U.S. Census Bureau. (1995). *Current Population Reports*, P20-485; U.S. Census Bureau. (1993). *Current Population Reports*, P20-473; U.S. Census Bureau. (1992). *Current Population Reports*, P20-463.

### PF 3.2 Children in Poor and Very Poor Neighborhoods

Recent research has demonstrated a significant relationship between neighborhood quality and the well-being of the children and youth who live in them. Even after controlling for relevant personal and family background characteristics, residence in a low-income neighborhood has been shown to have negative effects on early childhood development, associated with higher rates of dropping out of high school and with young parenthood.<sup>1</sup> In 2001, 54.9 percent of children who lived in very poor neighborhoods (defined as a census tract in which 40 percent or more of the residents live in poor families) were themselves poor (Table PF 3.2).

**Differences by Race and Hispanic Origin.** More Black children lived in very poor neighborhoods than either Hispanic<sup>2</sup> or White children. Sixty three percent of Black children who lived in very poor neighborhoods were poor, compared to 49 percent of Hispanic children and 37 percent of White, non-Hispanic children (Figure PF 3.2).

**Differences by Family Type.** Children in mother-only families in very poor neighborhoods were much more likely to be poor than were children in married-couple families (69.7 percent versus 34.3 percent) (Figure PF 3.2).

---

<sup>1</sup> Brooks-Gunn, J., Duncan, G., Klebanov, P., & Sealand, N. (1994). Do Neighborhoods Influence Child and Adolescent Behavior? *American Journal of Sociology*, 99(2).

<sup>2</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks include Hispanics of the same race.



SECTION 1. POPULATION, FAMILY, AND NEIGHBORHOOD

**Table PF 3.2**

Percentage of related children below the poverty line by the poverty level of their neighborhood, by age of child, by family structure, and by race and Hispanic origin: 2001

	All Areas	Neighborhood Poverty Level <sup>a</sup>			
	Currently below poverty level	Outside of poverty area	20 percent or more below poverty level	30 percent or more below poverty level	40 percent or more below poverty level
<b>All related children<sup>b</sup></b>	15.8	11.0	37.5	45.3	54.9
<b>Age</b>					
Ages 1-5	18.2	12.5	43.0	53.1	61.7
Ages 6-17	14.6	10.2	34.8	41.3	51.2
<b>Family structure</b>					
Married couple families	8.0	5.9	22.4	28.3	34.3
Ages 1-5	9.2	6.4	27.0	35.0	36.4
Ages 6-17	7.4	5.6	20.0	25.0	33.2
Mother-only families	39.3	30.7	57.0	60.9	69.7
Ages 1-5	48.9	40.1	64.6	69.5	77.7
Ages 6-17	35.3	27.0	53.3	56.5	65.4
<b>Race and Hispanic Origin<sup>c</sup></b>					
White, non-Hispanic	8.9	7.7	22.3	25.5	36.8
Black	30.0	18.7	47.4	52.5	63.4
Hispanic	27.4	20.0	42.2	47.0	49.1
Asian/Pacific Islander	11.1	10.7	17.0	26.0	—

<sup>a</sup> Neighborhoods are defined as census tracts and block-numbering areas. Both metropolitan and nonmetropolitan areas are included. The poverty rate is the percentage of all persons in the neighborhood living in families below the Federal poverty line.

<sup>b</sup> Children who are related to the householder and who are under 18 years of age.

<sup>c</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks include Hispanics of that race.

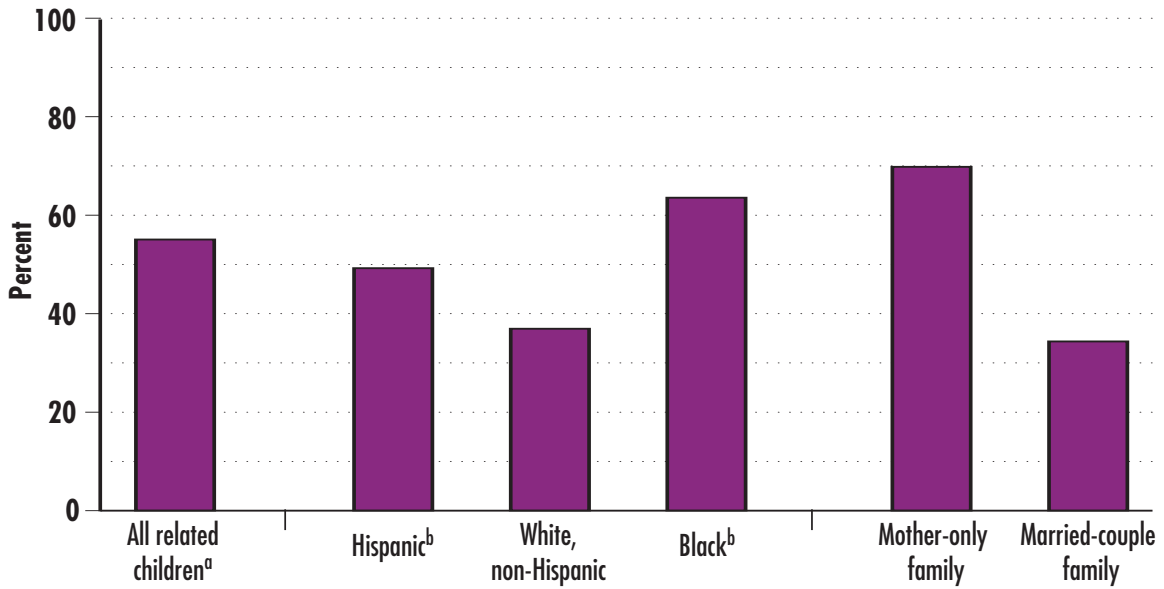
— Data not available.

Source: U.S. Census Bureau. (2001). Poverty in the United States, 2001. *Current Population Survey*, P60-219.

## Neighborhoods

**Figure PF 3.2**

Percentage of related children below the poverty line who live in very poor neighborhoods, by race and Hispanic origin, and family type: 2001



<sup>a</sup> Children who are related to the householder and who are under 18 years of age.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks include Hispanics of that race.

Note: Neighborhoods are defined as census tracts and block-numbering areas. Both metropolitan and nonmetropolitan areas are included. The poverty rate is the percentage of all persons in the neighborhood living in families below the Federal poverty line.

Source: U.S. Census Bureau. (2001). Poverty in the United States, 2001. *Current Population Survey*, P60-219.

SECTION 2.

# Economic Security



**Poverty  
and Income**

**Financial  
Support**

**Parental  
Employment**

**Consumption**

## Poverty and Income

---

Financial  
Support

Parental  
Employment

Consumption

### ES 1.1 Median Family Income

The median income<sup>1</sup> of families with children is a good starting point for assessing the economic well-being of children, since it measures the ability of a family at the midpoint of the income distribution to purchase food, shelter, clothing, child care, medical care, and other basic goods and services required to raise a child.<sup>2</sup> However, median family income fails to capture important economic resources that may also be available to a family, such as employer-paid health benefits, Medicaid, or Food Stamps; moreover, it says nothing about changes in the distribution of income across families. For a more complete picture of children's economic well-being, it is necessary to look at several measures of economic well-being, including those in the following indicators.

Between 1980 and 2002, median income of all families with children increased from \$44,179 in 1980 to \$51,760 in 1999 before decreasing to \$50,851 in 2002 (Table ES 1.1).

**Differences by Family Type.** Throughout the period from 1980 through 2002, median income of mother-only families has never exceeded 35 percent of median income of two-parent families (see Figure ES 1.1). In 2002, the median family income of mother-only families was \$22,637, compared with \$65,399 for married-couple families with children. During the same time period, the median income of father-only families never exceeded 62 percent of median income of two-parent families (Figure ES 1.1). In 2002, median income of father-only families was \$32,154.

**Differences by Race and Hispanic Origin.**<sup>3</sup> Median family incomes are substantially higher for White only, non-Hispanic families with children than for Black only or Hispanic families with children. In 2002, median incomes of White only, non-Hispanic families were about 98 percent higher than those of Black only families and 90 percent higher than those of Hispanic families (Table ES 1.1).

---

<sup>1</sup> Median income is the amount that divides the income distribution into two equal groups, half with incomes above the median, half with incomes below, as defined by the U.S. Census Bureau in the March 2003 *Current Population Survey*. It is computed in constant 2002 dollars using the Bureau of Labor Statistics' CPI-U-RS Consumer Price Index.

<sup>2</sup> When median family income is rising, the likelihood is that children in a typical family are enjoying a rising standard of living.

<sup>3</sup> Racial categories for 2002 differ from those of previous years due to the addition of the multiple race category on the 2000 Census.

Table ES 1.1

Median income of families with related children under age 18, by race and Hispanic origin, and family type:  
Selected years, 1980-2002

	1980	1985 <sup>a</sup>	1990	1995 <sup>b</sup>	1996	1997	1998	1999	2000 <sup>c</sup>	2001	2002 <sup>d</sup>
<b>All families</b>											
All races	\$44,179	\$44,178	\$45,685	\$46,908	\$46,788	\$48,671	\$50,086	\$51,760	\$52,960	\$51,819	\$50,851
White, non-Hispanic	—	—	\$51,452	\$54,479	\$54,971	\$56,946	\$58,381	\$61,138	\$62,759	\$61,851	\$61,145
Black	—	—	\$25,837	\$26,575	\$26,155	\$28,206	\$28,482	\$29,986	\$31,815	\$30,832	\$30,921
Hispanic <sup>e</sup>	—	—	\$29,366	\$27,040	\$28,105	\$29,195	\$30,577	\$33,441	\$34,111	\$33,613	\$32,172
<b>Married-couple families</b>											
All races	\$50,260	\$51,583	\$55,068	\$58,575	\$59,098	\$60,798	\$62,850	\$64,950	\$65,943	\$66,263	\$65,399
White, non-Hispanic	—	—	\$57,878	\$62,170	\$63,569	\$65,842	\$67,819	\$70,004	\$72,209	\$72,258	\$72,133
Black	—	—	\$47,675	\$51,514	\$48,742	\$53,238	\$53,496	\$55,059	\$54,544	\$56,640	\$56,863
Hispanic <sup>e</sup>	—	—	\$36,668	\$34,784	\$36,087	\$37,145	\$37,743	\$40,072	\$41,805	\$41,200	\$39,617
<b>Mother-only families</b>											
All races	\$17,502	\$16,067	\$17,474	\$19,032	\$18,709	\$19,288	\$20,291	\$21,518	\$22,893	\$22,355	\$22,637
White, non-Hispanic	—	—	\$21,518	\$24,361	\$23,373	\$23,497	\$24,944	\$26,319	\$27,427	\$25,869	\$26,337
Black	—	—	\$13,755	\$15,226	\$15,579	\$16,890	\$16,926	\$17,262	\$19,735	\$19,396	\$19,189
Hispanic <sup>e</sup>	—	—	\$13,536	\$13,839	\$12,832	\$14,511	\$15,522	\$17,854	\$19,050	\$19,330	\$19,453
<b>Father-only families</b>											
All races	—	—	\$33,648	\$31,638	\$30,253	\$32,043	\$34,023	\$35,005	\$33,933	\$32,451	\$32,154
White, non-Hispanic	—	—	\$35,802	\$34,876	\$33,539	\$35,764	\$39,196	\$39,486	\$38,306	\$36,108	\$35,953
Black	—	—	\$27,447	\$26,157	\$25,374	\$24,383	\$27,568	\$32,403	\$31,528	\$29,111	\$26,233
Hispanic <sup>e</sup>	—	—	\$27,728	\$22,863	\$25,746	\$22,385	\$27,181	\$27,502	\$28,458	\$27,830	\$26,756

<sup>a</sup> Recording of amounts for earnings from longest job were increased to \$299,999. Data reflect full implementation of 1980 census-based sample design.

<sup>b</sup> Data reflect full implementation of 1990 census-based sample design and metropolitan definitions, 7,000 household sample reduction, and revised race edits.

<sup>c</sup> Data reflect implementation for Census 2000-based population controls and the sample expanded by 28,000 households.

<sup>d</sup> Racial categories for 2002 differ from those of previous years due to the addition of the multiple race category on the 2000 Census.

<sup>e</sup> In 2002, this racial category contains only persons who did not select any additional racial categories on the 2000 Census. Persons of Hispanic origin may be of any race.

— Data not available.

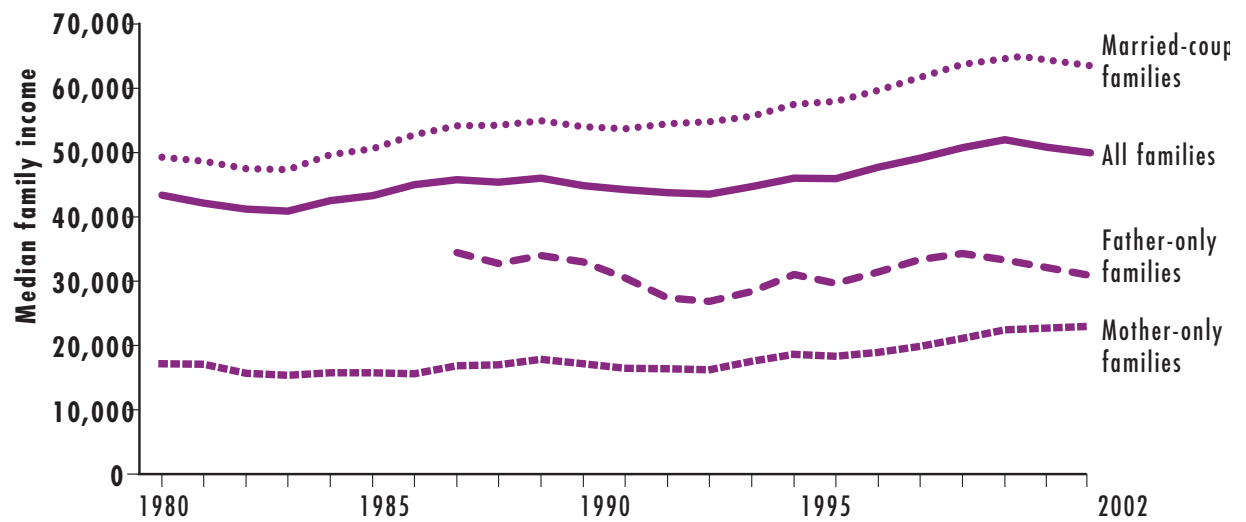
Note: Median income is the amount that divides the income distribution into two equal groups, half with income above the median, and half with income below. Income statistics have been converted to constant 2002 dollars using the Bureau of Labor Statistics' CPI-U-RS Consumer Price Index.

Source: U.S. Census Bureau. (2004). Historical Income Tables. *Current Population Reports, March 1981-2002*.

## Poverty and Income

Figure ES 1.1

Median income of families with related children under age 18, by family structure: 1980-2002



Note: Median income is the amount that divides the income distribution into two equal groups, half with income above the median, and half with income below, as defined by the U.S. Census Bureau in the March 2003 Current Population Survey. It is computed in constant 2002 dollars using the Bureau of Labor Statistics' CPI-U-RS Consumer Price Index. Income data for father-only families were not available until 1990.

Source: U.S. Census Bureau. (2004). Historical Income Tables. *Current Population Reports, March 1981-2002*.





## ES 1.2 Children in Poverty

Being raised in economically deprived circumstances can have far-reaching negative consequences for children. Growing up at or near the poverty line<sup>1</sup> (\$18,392 for a family of four in 2002) means not only that a child has a much lower level of consumption than other children but also that he or she is more likely to experience difficulties in school,<sup>2</sup> to become a teen parent,<sup>3</sup> and, as an adult, to earn less and experience greater unemployment.<sup>4</sup> The effects of being raised in a family with income significantly below the poverty line are correspondingly more damaging.<sup>5</sup> The poverty rate for people under age 18 dropped from 19.8 percent in 1996 to 16.3 percent in 2002.

**Differences by Family Type.** Family makeup can have a strong influence on the financial ability of a family. For most of the period from 1960 through 1995, more than half of the children living in female-headed families were poor. This percentage consistently decreased in the late nineties to a low of 39.3 percent in 2001 (Table ES 1.2.A). In 2002, 39.6 percent of children living in female-headed families were poor. In contrast, during the 1990s, only about 10 percent of children living in married-couple families were poor (Figure ES 1.2.A). In 2002, 8.5 percent of children living in married-couple families were poor.

**Differences by Race and Hispanic Origin.**<sup>6</sup> The proportion of Black and Hispanic children below 100 percent of the poverty line has declined between 1996 and 2001 (from 39.5 percent to 30 percent for Black children and from 39.9 percent to 26.5 percent for Hispanic children). In contrast, the proportion of White children dropped only slightly from 15.5 percent to 12.8 percent.

**Differences by Degrees of Poverty.** Between 1975 and 1997, the proportion of children living in extreme poverty, that is, below 50 percent of the poverty line, increased from 5.3 percent in 1975 to 8.5 percent by 1997. By 2002, this percentage had dropped back to 6.6 percent (Table ES 1.2.B). Furthermore, the proportion of children below 100 percent of the poverty line increased from 16.8 percent in 1975 to 20.2 percent by 1995 before dropping to 16.3 percent in 2002 (Figure ES 1.2.B). In contrast, the proportion of children living at or below 150 percent of the poverty line was about the same in 2002 (27.5 percent) as it was in 1975 (30.6 percent). As shown in Figure ES 1.2.B, the proportion of children living at or below 200 percent of the poverty line has seen a similar decline. Between 1996 and 2002, the proportion of Black and Hispanic children living below 200 percent of the poverty line from 67.6 percent to 59.3 percent for Black children and from 71.7 percent to 61.7 percent for Hispanic children (Table ES 1.2.B).

<sup>1</sup> The term poverty line is defined as a money income threshold that varies by family size and composition. Families or individuals with income below this threshold are classified as living below poverty level. Thresholds are updated annually by the U.S. Census Bureau. See U.S. Census Bureau. (2001). Poverty in the United States, 2001. *Current Population Survey*, P60-219.

<sup>2</sup> Parker, S., Greer, S., & Zackerman, B. (1998). Double Jeopardy: The Impact of Poverty on Early Childhood Development. *Pediatric Clinics of North America*, 35(6):1-10.

<sup>3</sup> An, C., Moveman, R., & Wolfe, B. (1993). Teen Out-of-Wedlock Births and Welfare Receipt: The Role of Childhood Events and Economic Circumstances. *Review of Economics and Statistics*, 75(2):195-208.

<sup>4</sup> Duncan, G. & Brooks-Gunn, J. (1997). *The Consequences of Growing up Poor*. New York: Russel Sage Press.

<sup>5</sup> Ibid.

<sup>6</sup> Racial categories for 2002 differ from those of previous years due to the addition of the multiple race category on the 2000 Census.

Table ES 1.2.A

Percentage of related children under age 18 living below poverty level, by family structure, age, and race and Hispanic origin: Selected years, 1960-2002

	1960	1965	1970	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All types of families with related children under age 18</b>	26.5	20.7	14.9	16.8	17.9	20.1	19.9	20.2	19.8	19.2	18.3	16.3	15.6	15.8	16.3
White <sup>b</sup>	20.0	14.4	10.5	12.5	13.4	15.6	15.1	15.5	15.5	15.4	14.4	12.9	12.3	12.8	13.2
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	8.7	8.9	9.0
Black <sup>b</sup>	—	—	41.5	41.4	42.1	43.1	44.2	41.5	39.5	36.8	36.4	32.8	30.4	30.0	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	32.2
Hispanic	—	—	—	33.1	33.0	39.6	37.7	39.3	39.9	36.4	33.7	30	27.3	26.5	28.2
Related children ages 6-17 <sup>c</sup>	—	—	14	16	17	19	18.2	18.3	18.3	18.0	17.1	15.5	14.9	14.6	15.4
White <sup>b</sup>	—	—	10	12	12	14	13.6	14.1	14.2	14.1	13.2	12.1	11.7	11.8	12.4
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	8.5	8.2	8.3
Black <sup>b</sup>	—	—	41	42	40	41	40.8	37.5	37.0	35.3	35.0	30.9	29.2	27.4	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	30.2
Hispanic	—	—	—	—	32	39	36.2	37.3	38.4	35.2	32.2	30	26.6	26.5	28.0
Related children under age 6 <sup>c</sup>	—	—	17	18.2	20.3	22.6	23.0	23.7	22.7	21.6	20.6	18.0	16.9	18.2	18.7
White <sup>b</sup>	—	—	12	14	15.5	18.0	17.8	18.2	18.2	18.0	16.8	14.6	13.7	14.9	15.2
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	9.4	10.6	10.9
Black <sup>b</sup>	—	—	42.0	41.1	45.5	47.1	50.5	48.9	44.6	39.7	39.6	36.6	32.9	35.5	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	37.5
Hispanic	—	—	—	—	34	41	40.2	42.4	42.2	38.3	35.8	31	28.3	28.9	28.9
<b>Married-couple families with related children under age 18</b>	—	—	—	—	—	—	10.2	10.0	10.1	9.5	9.1	8.4	8.1	8.0	8.5
White <sup>b</sup>	—	—	—	—	—	—	9.2	9.3	9.2	8.6	8.4	7.9	7.8	7.7	8.1
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	4.9	4.7	4.9
Black <sup>b</sup>	—	—	—	—	—	—	18.1	12.8	13.9	12.8	12.1	10.8	8.2	10.1	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11.5
Hispanic	—	—	—	—	—	—	26.5	28.4	29.4	26.0	23.4	22	20.9	19.5	21.3
Related children ages 6-17 <sup>c</sup>	—	—	—	—	—	—	9.5	9.4	9.3	8.8	8.5	8.0	7.9	7.4	7.9
White <sup>b</sup>	—	—	—	—	—	—	8.3	8.6	8.3	7.8	7.6	7.3	7.5	7.0	7.5
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	4.9	4.3	4.4
Black <sup>b</sup>	—	—	—	—	—	—	17.2	12.3	14.0	12.9	13.0	11.1	7.9	9.1	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10.7
Hispanic	—	—	—	—	—	—	25.4	27.0	27.5	24.8	22.3	21	20.2	18.9	20.7
Related children under age 6 <sup>c</sup>	—	—	—	—	—	—	11.6	11.1	11.5	10.6	10.1	9.0	8.6	9.2	9.9
White <sup>b</sup>	—	—	—	—	—	—	10.8	10.5	10.9	10.2	9.9	9.0	8.4	8.9	9.7
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	4.9	5.6	6.1
Black <sup>b</sup>	—	—	—	—	—	—	19.9	13.7	13.6	12.6	10.1	10.0	8.9	12.2	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13.8
Hispanic	—	—	—	—	—	—	28.2	30.6	32.2	27.8	25.0	24	22.0	20.5	22.5

continued

## Poverty and Income

**Table ES 1.2.A continued**

Percentage of related children under age 18 living below poverty level, by family structure, age, and race and Hispanic origin: Selected years, 1960-2002

	1960	1965	1970	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>Female-headed families with related children under age 18</b>	68.4	64.3	58.7	52.7	50.8	53.6	53.4	50.3	49.3	49.0	46.1	41.9	39.8	39.3	39.6
White <sup>b</sup>	60	53	43	44	42	45	46	42.5	43.1	44.3	40.1	35.5	33.0	34.7	34.7
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	27.9	29.0	29.2
Black <sup>b</sup>	—	—	68	66	65	67	65	61.6	58.2	55.3	54.7	51.7	49.4	46.6	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	47.5
Hispanic	—	—	—	—	65	72	68	65.7	67.4	62.8	59.6	52	48.3	49.3	47.8
Related children ages 6-17 <sup>c</sup>	—	—	49	49.3	45.5	48.3	47.3	44.6	44.9	44.7	43.2	38.2	36.5	35.3	36.5
White <sup>b</sup>	—	—	38	39.7	35.9	39.9	39.4	37.0	38.4	39.2	36.6	32.0	29.3	30.8	31.8
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	24.3	25.2	25.7
Black <sup>b</sup>	—	—	66	65.6	61.5	62.7	60.1	56.5	55.1	52.6	52.2	48.5	47.3	42.8	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	44.9
Hispanic	—	—	—	—	62	70	64	61.7	64.7	59.9	55.5	51	46.2	46.2	46.6
Related children under age 6 <sup>c</sup>	—	—	64	62.0	65.2	65.8	65.5	61.8	58.8	59.1	58.7	50.3	47.2	48.9	49.3
White <sup>b</sup>	—	—	59	58.5	59.8	58.6	60.4	54.6	54.4	56.9	54.1	44.4	42.1	44.6	45.1
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	37.4	39.7	42.6
Black <sup>b</sup>	—	—	71	67	71.8	75.3	72.6	70.6	64.0	60.9	59.9	58.5	53.8	54.6	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	—	—	—	54.6
Hispanic	—	—	—	—	70	79	76.5	72.3	72.4	67.9	67.3	55	52.7	55.7	51.3

<sup>a</sup> Racial categories for 2002 differ from those of previous years due to the addition of the multiple race category on the 2000 Census.

<sup>b</sup> In 2002, this racial category contains only persons who did not select any additional racial categories on the 2000 Census. Persons of Hispanic origin may be of any race.

<sup>c</sup> In 2002, the subcategories for related children changed to "Related children ages 5 to 17," and "Related children under age 5."

— Data not available.

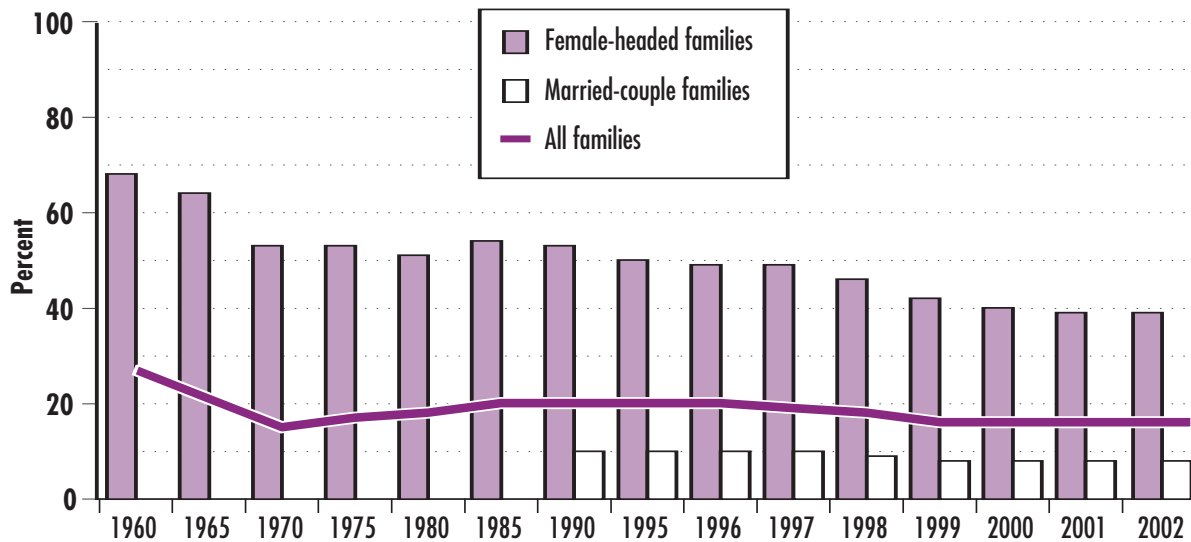
Notes: The poverty level is based on money income and does not include noncash benefits, such as Food Stamps. Poverty thresholds reflect family size and composition and are adjusted each year using the annual average Consumer Price Index (CPI) level. The average poverty threshold for a family of four was \$18,392 in 2002. Related children include biological children, stepchildren, and adopted children of the householder and all other children in the household related to the householder (or reference person) by blood, marriage, or adoption.

Data are provided to one decimal place whenever possible. Some data prior to 1990 are not.

Source: U.S. Census Bureau. (2003). Poverty in the United States, 2002. *Current Population Survey*, P60-222 and detailed tables.

Figure ES 1.2.A

Percentage of related children under age 18 living below the poverty level, by family type: 1960-2002



Note: The poverty level is based on money income and does not include noncash benefits, such as Food Stamps. Poverty thresholds reflect family size and composition and are adjusted each year using the annual average Consumer Price Index (CPI) level. The average poverty threshold for a family of four was \$18,392 in 2002. Related children include biological children, stepchildren, and adopted children of the householder and all other children in the household related to the householder (or reference person) by blood, marriage, or adoption.

Source: U.S. Census Bureau. (2003). Poverty in the United States, 2002. *Current Population Survey*, P60-222 and detailed tables.

## Poverty and Income

**Table ES 1.2.B**

Percentage of related children under age 18 living below selected poverty thresholds, by race and Hispanic origin: Selected years, 1975-2002

	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>Under 50% of poverty</b>												
Related children under age 18	5.3	6.6	8.1	8.3	7.9	8.4	8.5	8	6.9	6.4	7.1	6.6
White <sup>b</sup>	3.7	4.5	5.6	5.6	5.5	6.0	6.1	5.9	5.1	4.8	5.3	4.9
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	4.6	4.3	3.6	3.7	3.9	3.3
Black <sup>b</sup>	14.4	17.4	21.5	22.3	20.1	20.3	19.5	17.7	15.3	13.9	16.1	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	15.1
Hispanic <sup>b</sup>	—	—	—	13.5	15.6	14.0	15.6	13.8	11.1	9.8	10.8	10.7
<b>Under 100% of poverty</b>												
Related children under age 18	16.8	17.9	20.1	19.9	20.2	19.8	19.2	18	16.9	16.1	16.3	16.3
White <sup>b</sup>	12.5	13.4	15.6	15.1	15.5	15.5	15.4	15.1	13.5	12.9	13.4	13.2
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	11.4	10.6	9.4	9.3	9.5	9.0
Black <sup>b</sup>	41.4	42.1	43.1	44.2	41.5	39.5	36.8	36.7	33.1	30.6	30.2	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	32.3
Hispanic	33.1	33.0	39.6	37.7	39.3	39.9	36.4	34.4	30.3	28.0	28.0	28.2
<b>Under 150% of poverty</b>												
Related children under age 18	30.6	29.4	31.7	30.6	31.5	31.1	29.9	29	28.2	26.8	27.5	27.5
White <sup>b</sup>	24.1	24.1	26.3	25.2	26.3	26.1	25.2	24.7	23.8	22.9	23.7	23.3
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	19.6	18.2	17.6	16.9	17.4	16.8
Black <sup>b</sup>	60.3	57.3	59.3	57.4	56.3	55.6	51.3	52.2	48.4	45.1	45.8	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	47.8
Hispanic	—	—	—	55.4	59.0	57.1	55.5	53.0	49.5	47.2	46.6	46.8
<b>Under 200% of poverty</b>												
Related children under age 18	43.0	41.8	42.9	41.7	42.6	42.5	40.7	40	38.8	37.4	38.2	37.8
White <sup>b</sup>	37.6	36.5	37.5	36.5	37.3	37.4	36.1	35.1	34.0	32.9	34.1	33.3
White, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	29.5	27.7	26.6	25.6	26.7	25.5
Black <sup>b</sup>	73.5	70.1	70.7	67.9	67.8	67.6	63.6	64.2	60.8	58.8	57.3	—
Black, non-Hispanic <sup>b</sup>	—	—	—	—	—	—	—	—	—	—	—	59.3
Hispanic	—	—	—	69.1	72.5	71.7	69.1	66.7	64.4	62.2	61.5	61.7

<sup>a</sup> Racial categories for 2002 differ from those of previous years due to the addition of the multiple race category on the 2000 Census.

<sup>b</sup> In 2002, this racial category contains only persons who did not select any additional racial categories on the 2000 Census. Persons of Hispanic origin may be of any race.

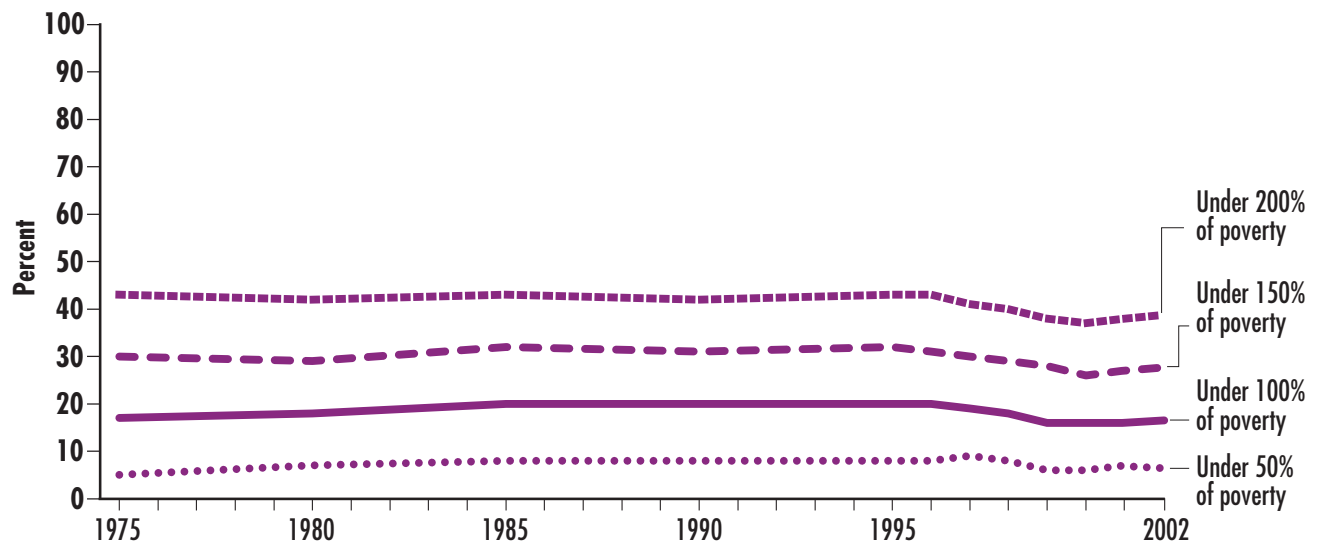
— Data not available.

Note: The poverty level is based on money income and does not include noncash benefits, such as Food Stamps. Poverty thresholds reflect family size and composition and are adjusted each year using the annual average Consumer Price Index (CPI) level. The average poverty threshold for a family of four was \$18,392 in 2002. Related children include biological children, stepchildren, and adopted children of the householder and all other children in the household related to the householder (or reference person) by blood, marriage, or adoption.

Sources: U.S. Census Bureau. (2002). Poverty in the United States, 2002. *Current Population Survey*, P60-222 and detailed tables. U.S. Census Bureau. (1998). *Current Population Reports*, P60-201; U.S. Census Bureau. (1997). *Current Population Reports*, P60-198; U.S. Census Bureau. (1996). *Current Population Reports*, P60-189; U.S. Census Bureau. (1996). *Current Population Reports*, P60-194; U.S. Census Bureau. (1995). *Current Population Reports*, P60-188; U.S. Census Bureau. (1993). *Current Population Reports*, P60-185; U.S. Census Bureau. (1992). *Current Population Reports*, P60-181; U.S. Census Bureau. (1991). *Current Population Reports*, P60-175; U.S. Census Bureau. (1982). *Current Population Reports*, P60-133; U.S. Census Bureau. (1977). *Current Population Reports*, P60-106; U.S. Census Bureau. (1972). *Current Population Reports*, P60-86.

Figure ES 1.2.B

Percentage of related children under age 18 living below 50, 100, 150, and 200 percent of poverty: 1975-2002



Note: U.S. Census Bureau. (2003). Poverty in the United States, 2002. *Current Population Survey*, P60-222 and detailed tables. The poverty level is based on money income and does not include noncash benefits, such as Food Stamps. Poverty thresholds reflect family size and composition and are adjusted each year using the annual average Consumer Price Index (CPI) level. The average poverty threshold for a family of four was \$18,392 in 2002. Related children include biological children, stepchildren, and adopted children of the householder and all other children in the household related to the householder (or reference person) by blood, marriage, or adoption.

Sources: U.S. Census Bureau. (1998). *Current Population Reports*, P60-201; U.S. Census Bureau. (1997). *Current Population Reports*, P60-198; U.S. Census Bureau. (1996). *Current Population Reports*, P60-189; U.S. Census Bureau. (1996). *Current Population Reports*, P60-194; U.S. Census Bureau. (1995). *Current Population Reports*, P60-188; U.S. Census Bureau. (1993). *Current Population Reports*, P60-185; U.S. Census Bureau. (1992). *Current Population Reports*, P60-181; U.S. Census Bureau. (1991). *Current Population Reports*, P60-175; U.S. Census Bureau. (1982). *Current Population Reports*, P60-133; U.S. Census Bureau. (1977). *Current Population Reports*, P60-106; U.S. Census Bureau. (1972). *Current Population Reports*, P60-86.

Poverty  
and Income

**Financial  
Support**

---

Parental  
Employment

Consumption

## ES 2.1 Means-Tested Assistance: AFDC, TANF, and Food Stamps

Aid to Families with Dependent Children (AFDC) was established by the Social Security Act of 1935 as a grant program to enable states to provide cash welfare payments for needy children. As a result of major welfare reform, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), the AFDC program was replaced by a new program called Temporary Assistance for Needy Families (TANF), which gives states wider latitude in spending through block grants. Some of the ways in which TANF differs from AFDC include a lifetime limit of 5 years (60 months) on the amount of time a family can receive federally-funded assistance (with some exceptions), increasing work participation rate requirements that states must meet, and broad state flexibility in program design.<sup>1</sup>

Spending through the TANF block grant is capped and funded at \$16.4 billion per year, slightly above fiscal year 1995 Federal expenditures for AFDC and its component programs. States also must meet a “maintenance of effort requirement” by spending on needy families at least 75 percent of the amount of state funds used on these programs in FY 1994 (80 percent if they fail work participation requirements).<sup>2</sup>

When analyzing changes in welfare numbers over the years, there is some potential for discontinuity between AFDC and TANF caseload figures. In addition to replacing AFDC, the PRWORA also replaced other programs including the Job Opportunities and Basic Skills Training (JOBS) program and the Emergency Assistance program. However, under TANF, there is no longer an “Unemployed Parent” program, and work participation rates are set higher. Bearing these factors in mind, 12 percent of children lived in families receiving AFDC in 1979. This figure peaked at nearly 14 percent in 1993 (Figure ES 2.1.A). The number of children receiving benefits from AFDC/TANF has been cut in half since PRWORA in 1996. In 2002, the rate of children receiving TANF dropped to an all time low of 5.7 percent (Table ES 2.1).

The other major source of assistance for needy families is the Food Stamp program, which provides low-income households with coupons and Electronic Benefits Transfer (EBT) Cards that can be used to buy nutritious food. Like TANF, the percentage of children in families receiving food stamp assistance peaked in the early 1990s. In 1993 and 1994, 21 percent of children lived in families receiving nutrition or food assistance (Figure ES 2.1.A). In 2002 this figure dropped to 13.3 percent (Table ES 2.1).

**Differences by Race.**<sup>3</sup> Black children were much more likely to be receiving AFDC benefits from 1987-1996 than were non-Black children. Fifty-nine percent of Black children received benefits for one or more years compared with 14 percent of non-Black children. Black children were also more likely to continue with AFDC benefits for an extended period of time than were non-Black children. Twenty-eight percent of Black children under age 6 received benefits for 6 or more years compared with 3 percent of non-Black children under age 6 (Figure ES 2.1.B).

<sup>1</sup> U.S. Department of Health and Human Services. (2004). *Indicators of Welfare Dependence: Annual Report to Congress, 2004*. Forthcoming.

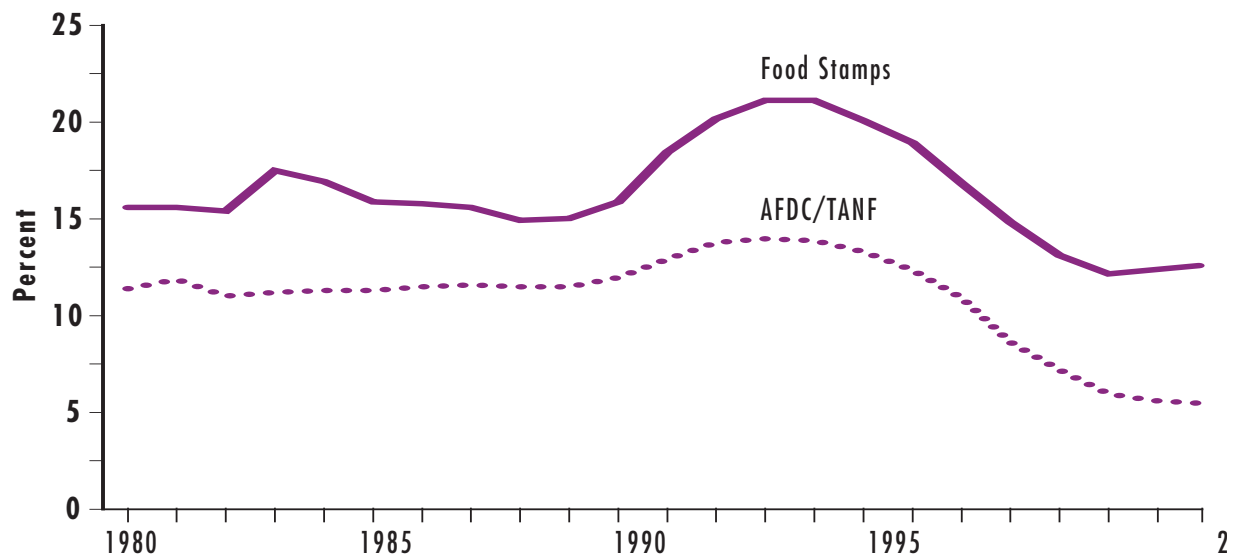
<sup>2</sup> Ibid.

<sup>3</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks and non-Blacks include Hispanics of those races.



**Figure ES 2.1.A**

Percentage of children under age 18 living in families receiving AFDC, TANF and in households receiving Food Stamps: 1980-2002



<sup>a</sup> Beginning in 2000, data include children in separate state programs.

Source: U.S. Department of Health and Human Services. (2004). *Indicators of Welfare Dependence: Annual Report to Congress, 2002*. Forthcoming.

**Table ES 2.1**

Percentage and number of children in families receiving AFDC, TANF and in households receiving Food Stamps: Selected years, 1970-2002

	1970	1980	1990	1995	1996	1997	1998	1999	2000	2001	2002
<b>AFDC/TANF<sup>a</sup></b>											
Number (in thousands) <sup>b</sup>	5,325	7,196	7,620	9,157	8,556	7,673	6,074	5,096	4,579	4,215	4,152
Percent <sup>b</sup>	7.6	11.3	11.9	13.2	12.2	10.8	8.5	7.1	6.3	5.8	5.7
<b>Food Stamps<sup>a</sup></b>											
Number (in thousands)	—	9,803	10,127	13,860	13,189	11,847	10,524	9,332	8,743	8,819	9,688
Percent	—	15.5	15.8	20.0	18.8	16.7	14.7	13.0	12.1	12.1	13.3

<sup>a</sup> Data do not include U.S. territories.

<sup>b</sup> Beginning in 2000, data include children in separate state programs.

— Data not available.

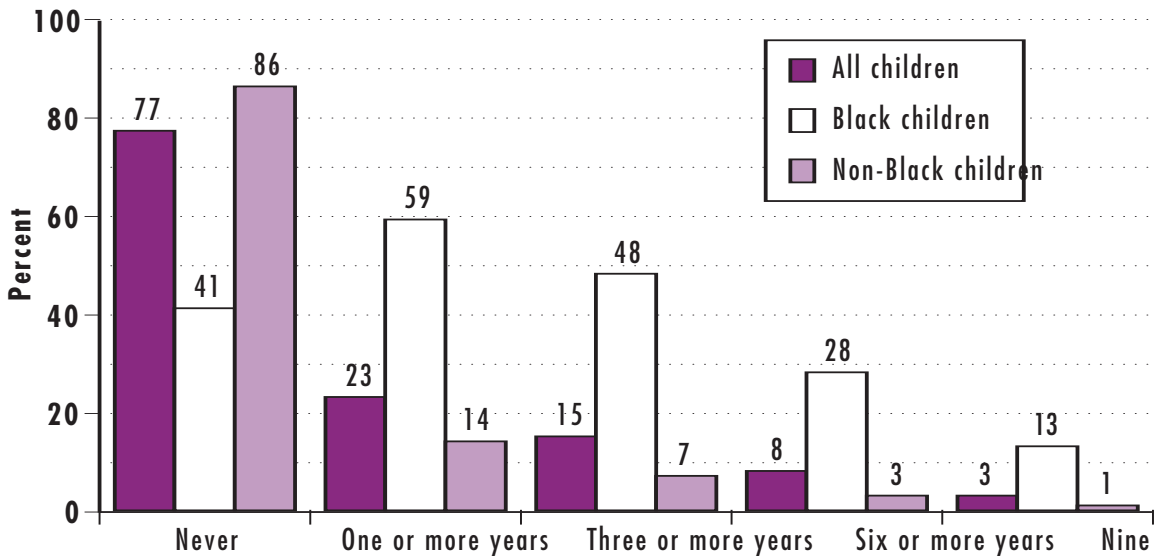
Note: These data track any receipt of AFDC/TANF or Food Stamps in a year, not necessarily receipt of the benefit for a full year.

Source: U.S. Department of Health and Human Services. (2004). *Indicators of Welfare Dependence: Annual Report to Congress, 2004*. Forthcoming.

## Financial Support

**Figure ES 2.1.B**

Percentage of children under age 6 in 1987 receiving any AFDC benefit, by number of years, and by race: 1987-1996



<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks and Non-Blacks include Hispanics of those races.

Note: These data indicate receipt of any AFDC in a year, and not necessarily receipt of benefit for a full year. Receipt of AFDC by families of children who were under age 6 in 1987 was monitored for the decade beginning in 1987 and ending in 1996. The figure displays the percentage who participated in AFDC by number of years participating over the 10-year period (minimum is zero; maximum is 10 years). Persons of Hispanic origin may be of any race.

Source: U.S. Department of Health and Human Services (2002). *Indicators of Welfare Dependence: Annual Report to Congress, 2002*. Washington, DC: Government Printing Office.



## ES 2.2 Child Support Nonpayment

The issue of child support has gained in importance in recent years. In 2000, an estimated 13.5 million parents had custody of 21.79 million children under 21 years of age whose other parent lived elsewhere.<sup>1</sup> As rates of divorce and nonmarital births have risen, an increasing proportion of children and their custodial parents depend on child support income from the noncustodial parent for financial support, and suffer when it is not forthcoming. When noncustodial parents do not support their children financially, it is often left to the government to provide support in the form of AFDC/TANF and Food Stamps.

In many cases, and particularly where nonmarital births are concerned, families who should be receiving child support from the noncustodial parent lack a court order establishing how much is owed. In 1999, 41 percent of custodial parents lacked a court order. Among custodial parents with a court order who were owed child support, 45 percent received the full amount.<sup>2</sup>

Table ES 2.2.A shows the proportion of custodial mothers who had court orders or agreements for child support and were owed payments, but received no support at all for selected years between 1978 and 1991. Table ES 2.2.B shows similar estimates for 1993 to 1999, though changes in child support questions render these estimates incomparable to estimates for earlier years.

**Differences by Marital Status.** Women who were separated or never married are less likely to have court orders for child support than those who are divorced or who have remarried. In 1999, rates of nonpayment for those who had court orders or agreements ranged from 23 percent among married and divorced women to 32 percent among never-married women (Table ES 2.2.B).

**Differences by Race and Hispanic Origin.**<sup>3</sup> In most years, eligible White custodial mothers experienced lower rates of nonpayment than either Black or Hispanic custodial mothers. For example, in 1999, the most recent year for which estimates are available, the percentage of eligible custodial mothers receiving no payment was 23 percent for Whites, 28 percent for Hispanics, and 35 percent for Blacks (Table ES 2.2.B).

**Differences by Poverty Status.** Women who are poor are less likely to receive child support payments. In 1999, rates of nonpayment for eligible custodial mothers were 37 percent among poor mothers and 22 percent among nonpoor mothers (Table ES 2.2.B).

**Differences by Educational Attainment.** The data indicate that the more education a woman acquires, the greater her chances are for receiving child support payments (Table ES 2.2.B). Twenty percent of women with an associate degree or more did not receive child support payments compared to 39 percent of women with less than a high school diploma.

---

<sup>1</sup> U.S. Census Bureau. (2002). *Current Population Reports*, P60-217.

<sup>2</sup> Ibid.

<sup>3</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

**Table ES 2.2.A**

Percentage of eligible women who are not receiving child support by marital status, and by race and Hispanic origin: Selected years, 1978-1991

	1978	1981	1983	1985	1987	1989	1991 <sup>a</sup>
<b>All eligible women<sup>b</sup></b>	28	23	24	26	24	25	24
<b>Marital status</b>							
Married	32	25	28	32	27	28	24
Divorced	27	23	24	25	22	23	22
Separated	27	16	13	16	26	20	26
Never-married	19	27	24	24	17	27	26
<b>Race and Hispanic origin<sup>c</sup></b>							
White	27	23	23	25	23	24	22
Black	37	23	31	28	27	30	30
Hispanic	35	29	37	32	25	30	31

<sup>a</sup> Estimates for 1991 were produced using somewhat different assumptions than in previous years and should not be contrasted with earlier estimates.

<sup>b</sup> Eligible women are those due payments from court orders or agreements for child support.

<sup>c</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Source: U.S. Census Bureau. (1995). *Current Population Reports*, P60-187; U.S. Census Bureau. (1991). *Current Population Reports*, P60-173; U.S. Census Bureau. (1990). *Current Population Reports*, P23-167; U.S. Census Bureau. (1989). *Current Population Reports*, P23-154; U.S. Census Bureau. (1985). *Current Population Reports*, P23-140; U.S. Census Bureau. (1985). *Current Population Reports*, P23-141; U.S. Census Bureau. (1981). *Current Population Reports*, P23-112.

## Financial Support

**Table ES 2.2.B**

Percentage of eligible women who are not receiving child support, by marital status, race and Hispanic origin, and poverty status: 1993, 1995, 1997, and 1999

	1993	1995	1997	1999
<b>All eligible women<sup>a</sup></b>	24	24	24	25
<b>Marital status</b>				
Married	22	20	20	23
Divorced	21	20	21	23
Separated	28	27	24	27
Never-married	30	34	34	32
<b>Race and Hispanic origin<sup>b</sup></b>				
White	21	22	20	23
White, non-Hispanic	20	20	20	22
Black	32	31	39	35
Hispanic	25	36	23	28
<b>Poverty status</b>				
Poor	29	33	36	37
Nonpoor	22	20	20	22
<b>Educational Attainment</b>				
Less than high school diploma	29	37	30	39
High school graduate	25	24	29	26
Some college, no degree	23	23	23	23
Associate degree	25	18	16	20
Bachelors degree or more	14	15	14	20

<sup>a</sup> Eligible women are those due payments from court orders or agreements for child support.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: Starting with April 1994 CPS questionnaire, revisions were made to the questions surrounding child support awards and the receipt of payments.

Source: U.S. Census Bureau. (2002). *Current Population Reports*, P60-217.

Poverty  
and Income

Financial  
Support

**Parental  
Employment**

Consumption

### ES 3.1 Parental Labor Force Participation

Over the past three decades, the proportion of single-parent families has increased,<sup>1</sup> as has the proportion of mothers who work regardless of marital status.<sup>2</sup> These factors have reduced the percentage of children who have a parent at home full-time. Figure ES 3.1.A presents data on the percentage of children who have at least one parent in the labor force by family structure, while Figure ES 3.1.B shows the percentage of children with no resident parent in the labor force.

**Differences by Family Type.** Between 1985 and 2001, the percentage of children who have both parents or only the resident parent in the labor force increased from 59 percent to 68 percent (Table ES 3.1.A). Between 1990 and 1996, this percentage was similar for married-couple families and single-mother families; however, the rate for single-mother families increased sharply from 66 percent in 1996 to 79 percent in 2001, while the rate for married-couple families had little variation over the same time period (64 percent in 1996 and 64 percent in 2001). The rate for children in single-father families was much higher, at 91 percent in 2001. Between 1994 and 2001, there was a large decline in the proportion of children living in families in which no resident parent was attached to the labor force, as shown in Table ES 3.1.B.

**Differences by Age of Child.** Children under age 6 have been less likely than older children to have both parents or only the resident parent in the labor force (Table ES 3.1.A). In 2001, 65.5 percent of children under age 6 had both parents or only the resident parent in the labor force, compared with 70 percent for older children. However, the differences between these two age groups have lessened between 1985 and 2001.

**Differences by Race and Hispanic Origin.**<sup>3</sup> Between 1985 and 1990, White children, Black children, and Hispanic children all became more likely to have both parents or only the resident parent in the labor force (Table ES 3.1.A). Between 1990 and 1996, the rates stayed virtually the same for Blacks and Hispanics and increased modestly for Whites. However, the rate for all three groups increased between 1996 and 2001, with especially large increases for Blacks and Hispanics. Between 1996 and 2001, the rate for Black children of all ages increased from 64 percent to 75 percent, and the rate for Black children under age 6 increased from 58 percent to 72 percent. Between 1996 and 2001, the rate for Hispanic children of all ages increased from 50 percent to 59 percent. In 2001, 68 percent of White children, 75 percent of Black children, and 59 percent of Hispanic children lived in families in which all resident parents were working.

---

<sup>1</sup> See indicator PF 2.2 in this report.

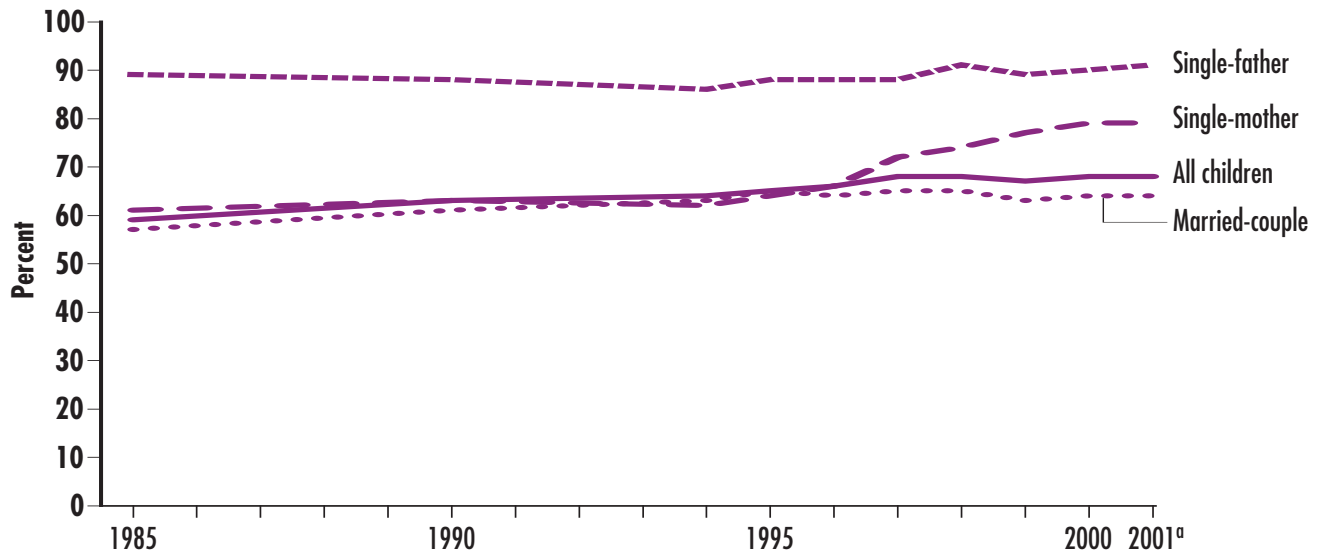
<sup>2</sup> See indicator ES 3.2 in this report.

<sup>3</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.



**Figure ES 3.1.A**

Percentage of children under age 18 with both parents or only resident parent in the labor force, by family structure: 1985-2001

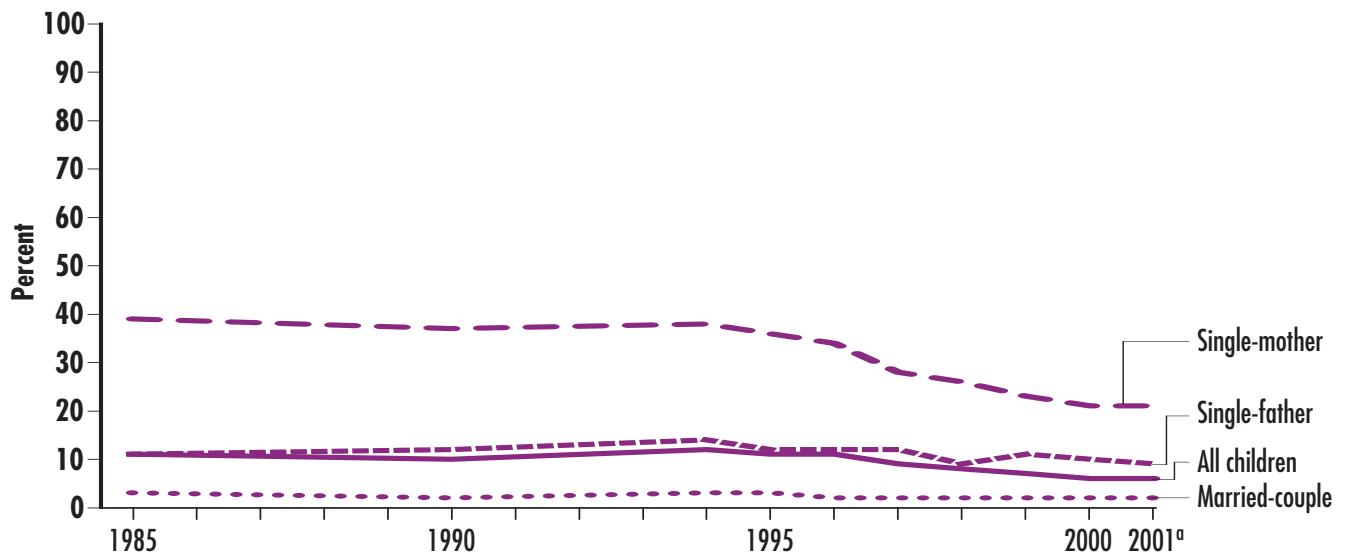


<sup>a</sup> 2001 annual averages.

Sources: U.S. Census Bureau. (2001). Special tabulations of *Current Population Surveys* (1996-2001). Unpublished work; U.S. Census Bureau. (1995). Special tabulations of *Current Population Surveys* (1985, 1990, 1994, 1995). Unpublished work.

**Figure ES 3.1.B**

Percentage of children under age 18 with no resident parent in the labor force, by family structure: 1985-2001



<sup>a</sup> 2001 annual averages.

Sources: U.S. Census Bureau. (2001). Special tabulations of *Current Population Surveys* (1996-2001). Unpublished work; U.S. Census Bureau. (1995). Special tabulations of *Current Population Surveys* (1985, 1990, 1994, 1995). Unpublished work.

## Parental Employment

**Table ES 3.1.A**

Percentage of children with both parents or only resident parent in the labor force, by age, family structure, and race and Hispanic origin: Selected years, 1985-2001

	1985	1990	1995	1996	1997	1998	1999	2000	2001 <sup>a</sup>
<b>All children</b>	59	63	65	66	68	68	67	68	68
Under age 6	51	55	59	58	61	62	61	62	66
Ages 6-17	63	67	69	70	71	71	71	71	70
<b>Family structure</b>									
<b>Married-couple</b>	57	61	65	64	65	65	63	64	64
Under age 6	51	54	59	58	58	58	56	57	57
Ages 6-17	61	65	68	67	69	68	67	67	68
<b>Single-mother</b>	61	63	64	66	72	74	77	79	79
Under age 6	49	51	54	56	65	67	71	73	73
Ages 6-17	67	70	69	72	76	77	79	81	81
<b>Single-father</b>	89	88	88	88	88	91	89	90	91
Under age 6	90	90	86	86	89	94	94	94	90
Ages 6-17	89	88	88	89	88	90	87	89	93
<b>Race and Hispanic origin<sup>b</sup></b>									
<b>White</b>	59	63	66	66	68	68	66	67	68
Under age 6	51	55	59	58	61	61	59	61	61
Ages 6-17	63	67	70	70	71	71	70	71	71
<b>Black</b>	60	63	64	64	71	73	75	74	75
Under age 6	54	55	57	58	68	71	74	72	72
Ages 6-17	63	67	67	68	73	75	76	74	77
<b>Hispanic</b>	45	50	50	50	54	58	57	59	59
Under age 6	40	44	44	43	49	52	51	53	53
Ages 6-17	48	54	54	55	57	62	60	63	62

<sup>a</sup> 2001 annual averages.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Sources: U.S. Census Bureau. (2001). Special tabulations of *Current Population Surveys* (1996-2001). Unpublished work; U.S. Census Bureau. (1995). Special tabulations of *Current Population Surveys* (1985, 1990, 1994, 1995). Unpublished work.

**Table ES 3.1.B**

Percentage of children with no resident parent in the labor force, by age, family structure, and race and Hispanic origin: Selected years, 1985-2001

	1985	1990	1995	1996	1997	1998	1999	2000	2001 <sup>a</sup>
<b>All children</b>	11	10	11	11	9	8	7	6	6
Under age 6	12	13	14	13	10	9	7	6	7
Ages 6-17	10	9	10	9	8	8	7	6	6
<b>Family structure</b>									
<b>Married-couple</b>	3	2	3	2	2	2	2	2	2
Under age 6	2	2	2	2	2	2	1	1	2
Ages 6-17	3	3	3	3	2	2	2	2	2
<b>Single-mother</b>	39	37	36	34	28	26	23	21	21
Under age 6	51	49	46	44	35	33	29	27	27
Ages 6-17	33	30	31	28	24	23	21	19	19
<b>Single-father</b>	11	12	12	12	12	9	11	10	9
Under age 6	10	10	14	14	11	6	6	6	8
Ages 6-17	11	12	12	11	12	10	13	12	10
<b>Race and Hispanic origin<sup>b</sup></b>									
<b>White</b>	8	7	8	7	7	7	5	5	5
Under age 6	8	9	10	9	7	7	5	5	5
Ages 6-17	7	6	7	7	6	6	5	5	5
<b>Black</b>	27	26	27	25	20	17	15	14	14
Under age 6	33	34	33	32	23	20	17	15	15
Ages 6-17	24	21	23	21	18	15	15	13	13
<b>Hispanic</b>	19	17	19	17	14	13	11	9	9
Under age 6	20	19	21	20	15	14	11	9	9
Ages 6-17	19	16	17	15	13	13	11	9	9

<sup>a</sup> 2001 annual averages.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Sources: U.S. Census Bureau. (2001). Special tabulations of *Current Population Surveys* (1996-2001). Unpublished work; U.S. Census Bureau. (1995). Special tabulations of *Current Population Surveys* (1985, 1990, 1994, 1995). Unpublished work.

### ES 3.2 Maternal Employment

Over the past several decades, the increasing proportion of mothers moving into employment has had substantial consequences for the everyday lives of families with children. Maternal employment adds to the financial resources available to families and is often the only source of income for families headed by single mothers—although if child-care services are purchased and unsubsidized, they may offset a substantial percentage of low-wage mothers' earnings.

Maternal employment rates for all mothers with children under age 18 increased steadily from 53 percent to 63 percent between 1980 and 1990 (Figure ES 3.2). From 1990 to 2001, rates increased at a slower pace from 63 percent to 70 percent. This pattern of increasing maternal employment was evident for all mothers, regardless of the age of their children.

**Differences by Age of Youngest Child.** The percentage of mothers who are employed increased with the age of the youngest child for all time periods presented in Table ES 3.2. In 2001, 57 percent of mothers with children under age 3 were employed, compared with 67 percent and 77 percent for mothers with youngest children ages 3-5 and 6-17, respectively.

**Differences by Marital Status.** Throughout the period between 1980 and 2001, divorced mothers had higher rates of employment than never-married or currently married mothers (Table ES 3.2). However, the gap narrowed with employment increasing from 62 percent to 69 percent for married mothers and from 40 percent to 64 percent for never-married mothers.

**Differences by Race and Hispanic Origin.**<sup>1</sup> In 2001, 70 percent of White mothers, 73 percent of Black mothers, and 58 percent of Hispanic mothers were employed (Table ES 3.2). Black mothers were the most likely to be employed full-time (63 percent). All three groups have experienced a steady rise in the percentage of employment during the 1990s.

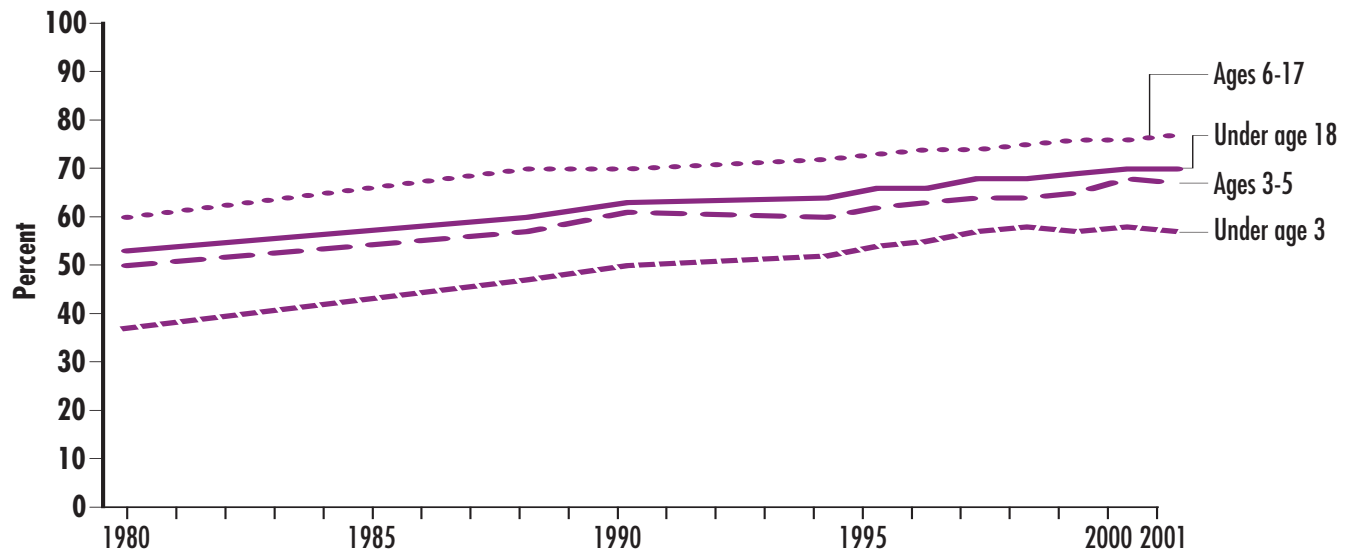
**Differences by Employment Status.** Among all employed mothers, 52 percent were working full-time in 2001 (Table ES 3.2). Employed mothers with older children were more likely to work full-time than those with young children, with rates ranging from 40 percent for mothers with children under age 3, to 60 percent for mothers with a youngest child between the ages of 6 and 17. Divorced mothers were more likely to work full-time (72 percent) than never-married mothers (52 percent) and married mothers (49 percent). Black mothers who were employed were more likely to work full-time (63 percent) than White mothers (49 percent) or Hispanic mothers (50 percent).

---

<sup>1</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

**Figure ES 3.2**

Percentage of mothers with youngest child under age 18 who were employed, by age of youngest child:  
1980-2001



Source: Bureau of Labor Statistics. Special tabulations based on analyses of March *Current Population Surveys* (1980, 1988, 1990, 1994-2001). Unpublished work.

## Parental Employment

**Table ES 3.2**

Percentage of mothers with youngest child under age 18 who were employed, full- and part-time, by age of youngest child, marital status, and race and Hispanic origin: Selected years, 1980-2001

	1980 <sup>a</sup>	1990	1995	1996	1997	1998	1999	2000	2001
<b>All employed mothers</b>	53	63	66	66	68	68	69	70	70
Working full-time	—	46	46	47	50	50	50	51	52
Working part-time	—	17	19	19	18	19	18	18	18
<b>Age of youngest child</b>									
Under age 3	37	50	54	55	57	58	57	58	57
Working full-time	—	34	35	36	38	39	37	38	40
Working part-time	—	16	19	19	19	19	20	19	18
Ages 3-5	50	61	62	63	64	64	65	68	67
Working full-time	—	43	42	43	47	46	46	50	48
Working part-time	—	18	20	20	18	18	19	18	19
Ages 6-17	60	70	73	74	74	75	76	76	77
Working full-time	—	53	53	55	56	57	58	58	60
Working part-time	—	17	19	19	18	18	18	18	17
<b>Marital status</b>									
Married, spouse present	62	66	67	68	69	68	68	69	69
Working full-time	—	44	45	46	48	48	48	49	49
Working part-time	—	19	22	21	20	20	20	20	19
Never-married	40	46	48	49	57	62	65	66	64
Working full-time	—	36	35	35	43	46	49	52	52
Working part-time	—	9	13	14	14	15	16	14	12
Divorced	75	74	77	79	77	78	80	83	84
Working full-time	—	66	64	66	65	66	69	70	72
Working part-time	—	9	13	13	12	12	12	13	12
<b>Race and Hispanic origin<sup>b</sup></b>									
White	52	63	67	67	69	68	69	69	70
Working full-time	—	44	46	47	48	48	49	49	50
Working part-time	—	19	21	21	20	20	20	20	20
Black	54	61	62	63	65	70	71	72	73
Working full-time	—	53	50	52	55	58	58	62	63
Working part-time	—	8	11	10	10	12	13	11	10
Hispanic	42	50	49	49	53	55	55	57	58
Working full-time	—	39	37	37	41	43	42	46	47
Working part-time	—	11	12	12	12	13	13	11	11

<sup>a</sup> Percentages for 1980 are not presented separately by marital status and full-time versus part-time due to incompatibilities with definitions used in later years. Sums may not add to totals due to rounding.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Source: Bureau of Labor Statistics. Special tabulations based on analyses of March *Current Population Surveys* (1980, 1988, 1990, 1994-2001). Unpublished work.



### ES 3.3 Child Care

Due to the increasing percentage of young children with two parents (or a single resident parent) participating in the labor force, finding adequate child care has become essential. The percentage of children ages 3 to 5 enrolled in center-based early childhood care was 56 percent in 2001, up slightly from 1991 when the figure stood at 53 percent (Table ES 3.3.A). Between the years 1985 and 1999 a vast array of child care arrangements were used by families with working mothers. The four most commonly used provisions in 1999 were care by a relative (28.8 percent), parental care (21.5 percent), care by a nonrelative (20.3 percent), and use of an organized facility (22.1 percent) (Table ES 3.3.B).

**Differences by Race and Hispanic Origin.**<sup>1</sup> Hispanic families were less likely than Black, non-Hispanic or White, non-Hispanic families to use organized facilities such as day care centers and preschools. In 2001, 40 percent of Hispanic children of working mothers were cared for in day care centers and preschools, compared with 59 percent of White, non-Hispanic and 64 percent of Black, non-Hispanic children (Figure ES 3.3).

**Differences by Poverty Status.** In 2001, children of families at or above the poverty level were more likely to be enrolled in center-based care and education programs than children of families below poverty (59 percent versus 47 percent) (Table ES 3.3.A).

**Differences by Mother's Educational Attainment.** In 2001, mothers who graduated college were nearly twice as likely to enroll their children in center-based early childhood care and education programs than mothers who did not graduate from high school (70 percent versus 38 percent) (Table ES 3.3.A).

---

<sup>1</sup> Persons of Hispanic origin may be of any race.



**Table ES 3.3.A**

Percentage of children ages 3 to 5 who are enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years, 1991-2001

	1991	1993	1995	1996	1999	2001
<b>All children</b>	53	53	55	55	60	56
<b>Sex</b>						
Male	52	53	55	55	61	54
Female	53	53	55	55	59	59
<b>Race and Hispanic origin<sup>a</sup></b>						
White, non-Hispanic	54	54	57	57	60	59
Black, non-Hispanic	58	57	60	65	73	64
Hispanic	39	43	37	39	44	40
<b>Poverty Status<sup>b</sup></b>						
Below poverty	44	49	45	44	52	47
At or above poverty	56	53	59	59	62	59
<b>Family Type</b>						
Two parents	50	52	55	54	59	57
One or no parent	54	54	56	58	62	56
<b>Mother's highest level of education<sup>c</sup></b>						
Less than high school	32	33	35	37	40	38
High school	46	43	48	49	52	47
Some college	60	60	57	58	63	62
College degree	72	73	75	73	74	70
<b>Mother's employment status<sup>c</sup></b>						
Worked 35 hours or more per week	59	31	60	63	65	63
Worked less than 35 hours per week	58	57	62	64	64	61
Looking for work	43	48	52	47	55	47
Not in labor force	45	44	47	43	52	47

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Poverty estimates for 1992 and 1993 are not comparable to later years because respondents were not asked exact household income.

<sup>c</sup> Children without mothers in the home are not included in estimates dealing with mother's education or mother's employment status.

Note: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## Parental Employment

**Table ES 3.3.B**

Percentage distribution of child care arrangements of children under age 5 with employed mothers:  
Selected years, 1985-1999

	Winter 1985	Fall 1988	Fall 1990	Fall 1991	Fall 1993	Fall 1995 <sup>a</sup>	Spring 1997	Spring 1999
<b>Number of children</b> (in thousands)	8,168	9,483	9,629	9,854	9,937	10,047	10,116	10,587
<b>Familial care</b>	23.8	22.7	22.9	28.7	22.1	22.0	22.3	21.5
Mother while working	8.1	7.6	6.4	8.7	6.2	5.4	3.3	3.1
Father	15.7	15.1	16.5	20.0	15.9	16.6	19.0	18.5
Relatives	24.1	21.1	23.1	23.5	26.0	21.4	25.8	28.8
Grandparent	15.9	13.9	14.3	15.8	17.0	15.9	18.4	20.8
Sibling and other relative	8.2	7.2	8.8	7.7	9.0	5.5	7.4	8.0
<b>Organized facility</b>	23.1	25.8	27.5	23.1	29.9	25.1	21.7	22.1
Day care center	14.0	16.6	20.6	15.8	18.3	17.7	16.6	17.9
Nursery/ Preschool	9.1	9.2	6.9	7.3	11.6	5.9	4.2	3.8
Federal Head Start program <sup>b</sup>	—	—	—	—	—	1.5	0.9	0.4
<b>Other non-relative care</b>	28.2	28.9	25.1	23.3	21.6	28.4	22.1	20.3
Child's home	5.9	5.3	5.0	5.4	5.0	4.9	4.0	3.3
Provider's home	22.3	23.6	20.1	17.9	16.6	23.5	18.1	16.9
Family day care <sup>b</sup>	—	—	—	—	—	15.7	10.7	10.9
Other non-relative	—	—	—	—	—	7.8	7.4	6.0
Other	0.8	1.6	1.3	1.6	1.1	2.9	8.1	7.3
Self care	—	0.1	0.1	0.0	0.0	0.1	0.1	0.0
Other arrangement <sup>c</sup>	0.8	1.5	1.2	1.6	1.1	0.6	2.0	2.7
<b>No regular arrangement</b>	—	—	—	—	—	2.2	6.0	4.6

<sup>a</sup> To make the 1995 data consistent with prior surveys, the 1995 distribution was proportionately redistributed to account for tied responses for the primary arrangement to make the percentage total to 100 percent.

<sup>b</sup> 1995 was the first year for which family day care and Head Start were separate response categories.

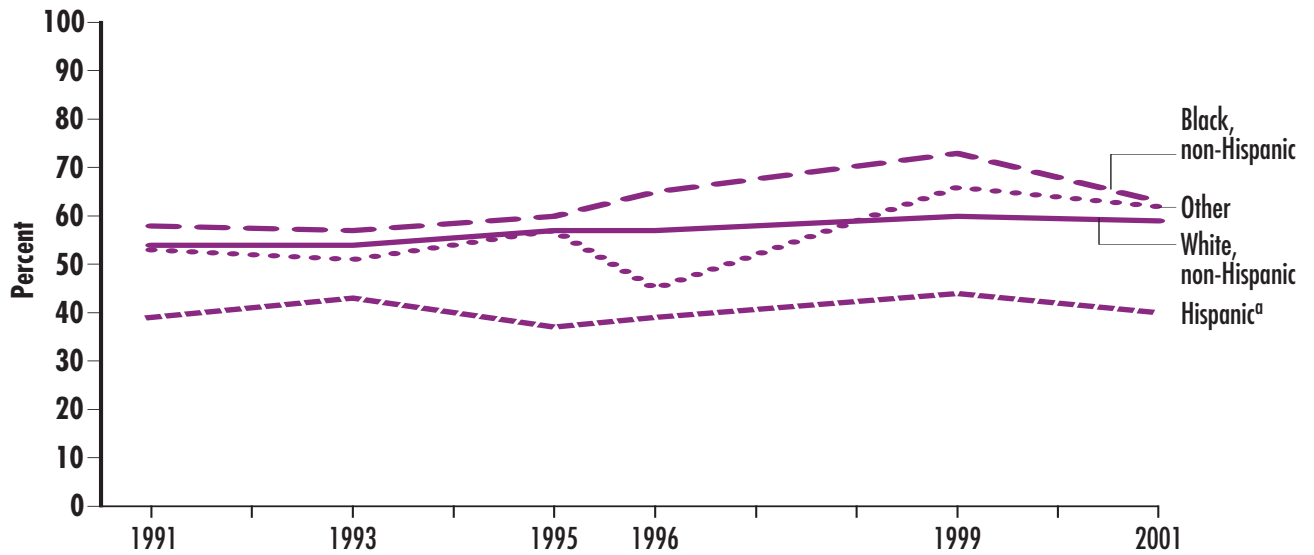
<sup>c</sup> Includes children in kindergarten/grade school or in a school-based activity.

— Data not available.

Source: U.S. Census Bureau. (2000). *Current Population Reports*, P70-70.

**Figure ES 3.3**

Percentage of children ages 3 to 5 who are enrolled in center-based early childhood care and education programs, by race and Hispanic origin: 1991-2001



<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Estimates are based on children who have yet to enter kindergarten. Center based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs.

Source: Federal Interagency Forum on Child and Family Statistics. (2002). *America's Children: Key National Indicators of Well-Being, 2002*. Washington, DC: U.S. Government Printing Office.

Poverty  
and Income

Financial  
Support

Parental  
Employment

**Consumption**

### ES 4.1 Housing Problems

A home's physical condition, its cost burden, the level of crowding,<sup>1</sup> and the quality of the surrounding neighborhood can all affect children's physical, psychological, and material well-being.<sup>2</sup> This section presents recent trends in both the cost burden and the physical quality of housing for all households with children under age 18.

Spending more than 30 percent of income on housing may compromise the budget for other essential goods and services. However, the percentage of all households (containing children) spending more than 30 percent of their incomes on housing increased from 15 percent in 1978 to 28 percent in 2001, while the percentage spending more than half their income on housing doubled from 6 percent in 1978 to 11 percent in 2001 (Table ES 4.1). For renter households with children and very low income, the trend was similar, but housing expenses were a much higher share of income. Between 1978 and 2001, the percentage of renter households (with children and very low income) spending more than 30 percent of their income on housing rose from 59 percent to 70 percent, while the percentage spending more than 50 percent rose from 31 percent to 39 percent.

During this same period, the percentage of households (containing children) living in housing with moderate to severe<sup>3</sup> physical problems declined from 9 percent in 1978 to 7 percent in 2001. For renter households (with children and very low income), the percentage living in housing with moderate to severe physical problems declined from 18 percent in 1978 to 13 percent in 1995, before increasing to 16 percent in 2001.

**Differences by Family Type.** Among households with children, married-couple families are less than half as likely to live in housing with physical problems than are households with one or more unmarried married adults. In 2001, 5 percent of married-couple households, 11 percent of households with one adult, and 10 percent of households with two or more unmarried adults lived in housing with moderate to severe physical problems. Similarly, among all households with children, married couples are the least likely to be paying more than 30 percent of their income on housing. For example, in 1999, 20 percent of married-couple households paid more than 30 percent, compared with 54 percent of households with one adult and 34 percent of households with two or more unmarried adults (Figure ES 4.1).

---

<sup>1</sup> Physical problems include plumbing, heating, electricity, upkeep, and/or condition of apartment hallways. Cost burden is the ratio of housing costs to reported household income, while crowding is more than one person per room.

<sup>2</sup> Kaufman, T. (1996). *Housing America's Future: Children at Risk*. Washington, DC: National Low Income Housing Coalition.

<sup>3</sup> For detailed information of "moderate" and "severe" physical problems, see U.S.Census Bureau & U.S.Department of Housing and Urban Development. (1999). American Housing Survey for the United States in 1997. *Government Housing Reports*, H150/95RV.

**Table ES 4.1**

Percentage of households with children under age 18 having selected housing problems: all households and very low income renter households: Selected years, 1978-2001

	1978	1983	1989	1993	1995	1997	1999	2001
<b>All households with children</b>								
Number of households ( <i>in millions</i> )	32.3	33.6	35.4	35.4	37.2	37.0	37.5	39.0
Housing problems ( <i>percent</i> ):								
Any problems	30	33	33	34	36	36	35	36
Moderate or severe physical problems	9	8	9	7	7	7	7	7
Crowded housing	9	8	7	6	7	7	7	6
Cost burden greater than 30 percent	15	21	24	26	28	28	28	28
Cost burden greater than 50 percent	6	11	9	11	12	12	11	11
Severe problems	8	12	10	11	12	11	11	11
<b>Renter households with children and very low income</b>								
Number of households ( <i>in millions</i> )	4.2	5.1	5.9	6.6	6.5	6.4	6.2	5.9
Housing problems ( <i>percent</i> ):								
Any problems	79	83	77	75	77	82	80	80
Moderate or severe physical problems	18	18	18	14	13	16	15	16
Crowded housing	22	18	17	14	17	17	17	15
Cost burden greater than 30 percent	59	68	67	67	69	73	70	70
Cost burden greater than 50 percent	31	38	36	38	38	41	37	39
Severe problems	33	42	31	33	31	32	29	31
Rental assistance <sup>a</sup>	23	23	33	33	33	31	31	31

<sup>a</sup> Renters are either in a public housing project or have a subsidy.

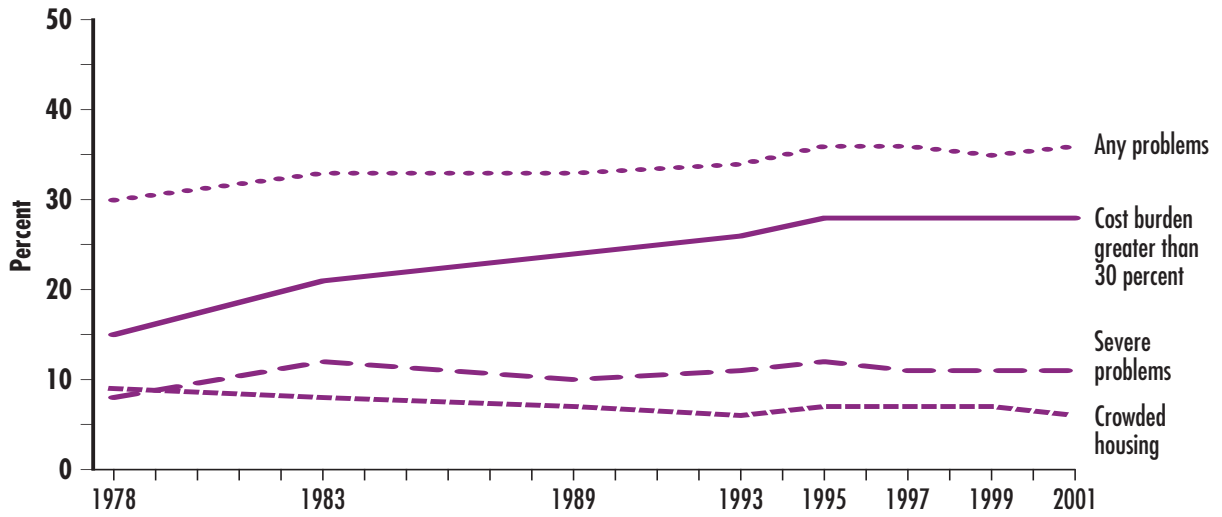
Note: Housing problems include physical problems, excessive cost burden, and overcrowding. Physical problems include plumbing, heating, electricity, upkeep, and/or condition of apartment hallways. Cost burden is the ratio of housing costs to reported household income. "Crowded" is defined as having more than one person per room. Very low income households are those with incomes at or below one-half the median income in a geographic area.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## Consumption

Figure ES 4.1

Percentage of households with children under age 18 that report housing problems by type of problem: 1978-2001



Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.





### ES 4.2 Food Security

Children's good health and development depend on a diet sufficient in nutrients and calories. Food security has been defined as access at all times to enough food for an active, healthy life. At a minimum, food security includes the ready availability of sufficient, nutritionally adequate and safe food, and the assurance that families can obtain adequate food without relying on emergency feeding programs or resorting to scavenging, stealing, or other desperate efforts to secure food. A family's ability to provide for children's nutritional needs is linked to income and other resources and consistent access to adequate, nutritious food.<sup>1</sup>

Food-insecure households report having difficulty obtaining enough food, reduced quality or variety of diets, anxiety about their food supply, and increased resort to emergency food sources and other coping behaviors. Most food-insecure households obtain enough food to avoid hunger, using a variety of coping strategies such as eating less varied diets, participating in Federal food assistance programs, or getting emergency food from community food pantries. Only in the more severely food-insecure households are adults hungry at times because they cannot afford enough food, and children are hungry only in the most severely food-insecure households. This is because in most food-insecure households the adults go without food, if necessary, so that the children will have enough. In 2002, 18.1 percent of all children lived in food-insecure households, including 4.3 percent who lived in food-insecure households with hunger, usually only among adults, and 0.8 percent who lived in food-insecure households in which one or more child was hungry at times (Table ES 4.2). This last statistic overstates somewhat the number of children who were hungry due to food insecurity. In some households with more than one child, younger children were protected from hunger when older children are not.

**Differences by Poverty Status.** Poor children are much more likely than others to live in households experiencing food insecurity. In 2002, 45.6 percent of children in homes with incomes below the Federal poverty level lived in food-insecure households, compared with 11.5 percent in homes with incomes at or above poverty (Figure ES 4.2).

---

<sup>1</sup> Life Sciences Research Office and American Institute of Nutrition. (1990). *Core Indicators of Nutritional State for Difficult to Sample Populations*. Bethesda, MD.

**Table ES 4.2**

Percentage of children under age 18 in food-insecure households, by poverty status and presence of hunger: Selected years, 1995-2002

	1995 <sup>a</sup>	1998	1999	2000	2001 <sup>b</sup>	2002
<b>All children</b>						
In food-insecure households	19.4	19.7	16.9	18.0	17.6	18.1
Food insecure with hunger, adults or children	6.1	4.7	3.8	4.1	4.1	4.3
Food insecure with children's hunger	1.3	1.0	0.7	0.8	0.6	0.8
<b>Children below poverty</b>						
In food-insecure households	44.4	48.7	44.0	47.2	45.9	45.6
Food insecure with hunger, adults or children	15.6	14.2	11.8	11.9	12.9	12.3
Food insecure with children's hunger	3.4	3.0	2.2	2.2	2.6	2.4
<b>Children at or above poverty</b>						
In food-insecure households	11.2	12.6	10.5	11.5	11.5	12.4
Food insecure with hunger, adults or children	3.0	2.3	1.9	2.1	2.2	2.6
Food insecure with children's hunger	0.6	0.5	0.4	0.5	0.3	0.4

<sup>a</sup> Statistics for 1995 are not precisely comparable to the more recent years, due to a change in method of screening CPS sample households into the Food Security Supplement. However, the effect for 1995 (a slight downward bias) is perceptible only for the broadest category of household food insecurity identified.

<sup>b</sup> Food insecurity and hunger statistics should be compared across 2-year, 4-year, or 6-year periods to avoid seasonal effects that result from year-to-year alternation in the month in which the survey was conducted.

Note: The food security measure is based on data collected annually in the Food Security Supplement to the Current Population Survey (CPS). The most severe level reported is based on the newly developed Children's Food Security Scale, while the less severe levels are based on the broader Household Food Security Scale. The three levels of severity reported are nested, in the sense that households experiencing more severe levels of insecurity are subsets of those households that experience less severe levels. The dividing lines, or designated thresholds, between the successive categories reflect a consensus judgment of an expert working group on food security measurement.

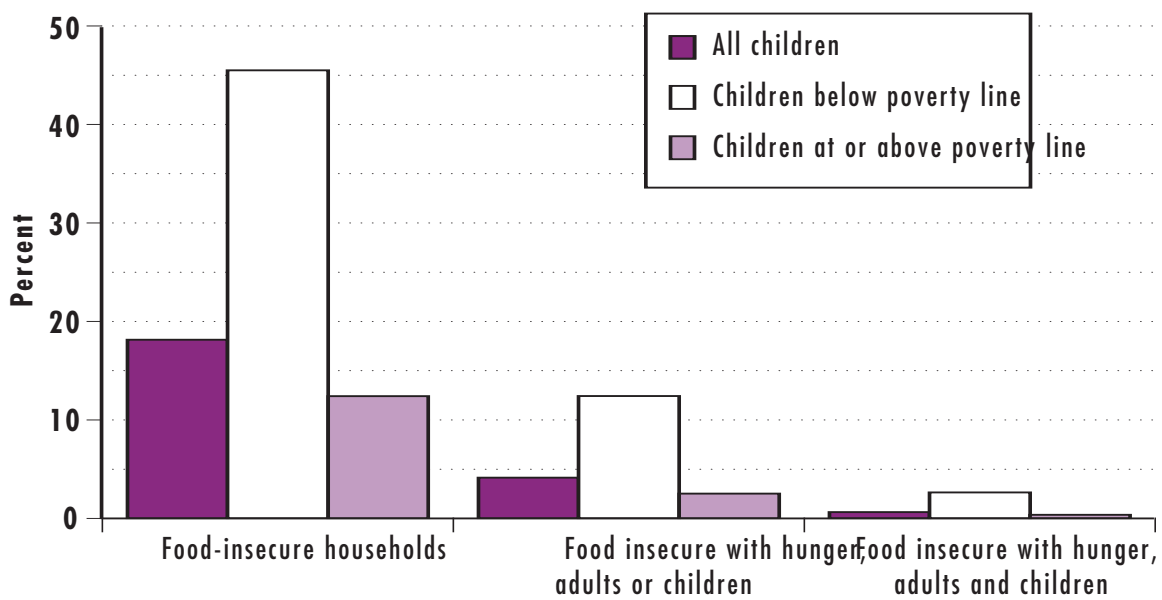
For detailed explanations, see Food and Nutrition Service. (2000). *Guide to Measuring Household Food Security*. Revised 2000. Alexandria, VA: Food and Nutrition Service; and Economic Research Service. (2002). *Food Security in U.S. Households, 1995-1999*. Washington, DC: Economic Research Service (2002).

Source: Nord, M., Andrews, M., & Carlson, S. (2003). *Household Food Security in the United States, 2002*. Washington, DC: Economic Research Service.

## Consumption

Figure ES 4.2

Percentage of children under age 18 in food-insecure households, by poverty status and presence of hunger: 2002



Source: Nord, M., Andrews, M., & Carlson, S. (2003). *Household Food Security in the United States, 2002*. Washington, DC: Economic Research Service.

**SECTION 3.**

# **Health Conditions and Health Care**



**Health Care**

**Health  
Conditions**

**Mortality**

## Health Care

---

Health  
Conditions

Mortality

## HC 1.1 Health Insurance Coverage

Children who are covered by health insurance are considerably more likely to have a regular source of health care. Among children covered by private health insurance, 97 percent had a regular source of medical care in 1993, and of those covered by government health insurance,<sup>1</sup> 94 percent had a regular source of medical care. In contrast, only 79 percent of children without health insurance had a regular source of medical care.<sup>2</sup>

Since 1987, the overall percentage of children covered by health insurance has remained stable, ranging from 85 to 88 percent. In contrast, government health insurance coverage for children increased from 19 percent in 1987 to 26 percent in 1995, before declining to 24 percent by 2000 and increasing to 27 percent in 2002 (Table HC 1.1.A and Figure HC 1.1).

**Differences by Age.** Younger children are more likely to be covered by government health insurance than older children. In 2002, 32 percent of children under age 6 were covered, compared with 22 percent of children ages 12 to 17 (Table HC 1.1.A). In contrast, 71 percent of children ages 12 to 17 were covered by private health insurance, compared with 63 percent of children under age 6.

**Differences by Race and Hispanic Origin.**<sup>3</sup> Hispanic children are less likely to be covered by health insurance than White, non-Hispanic, or Black children. In 2002, 77 percent of Hispanic children were covered by health insurance, compared with 92 percent of White, non-Hispanics, and 87 percent of Black children (Table HC 1.1.A).

A large proportion of Black and Hispanic children rely on government health insurance for their medical coverage. In 2002, 44 percent of Black and 40 percent of Hispanic children were covered by government health insurance, compared with 18 percent of White, non-Hispanic children.

**Differences by Poverty Status.** Poor children have lower rates of health insurance coverage at 80 percent compared to 88 percent for all children in 2002 (Tables HC 1.1.A and HC 1.1.B). They are also much less likely to be covered by private health insurance at 21 percent compared to 67 percent for all children. However, poor children are more likely to be covered by Medicaid, with 62 percent covered in 2002, compared with 24 percent of all children (Table HC 1.1.C).

<sup>1</sup> Government health insurance for children consists primarily of Medicaid but also includes Medicare and CHAMPUS.

<sup>2</sup> Simpson, G., Bloom, B., Cohen, R. A., & Parsons, P. E. (1997). Access to Health Care: Part 1: Children. *Vital and Health Statistics*, 10(196).

<sup>3</sup> Persons of Hispanic origin may be of any race. Estimates for Whites, Blacks, and Asians and Pacific Islanders include Hispanics of those races.

## SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 1.1.A**

Percentage of children under age 18 who are covered by health insurance, by type of insurance, age, and race and Hispanic origin: Selected years, 1987-2002

	1987	1990	1995	1996	1997	1998	1999 <sup>a</sup>	2000	2001	2002
<b>All health insurance<sup>b</sup></b>	87	87	86	85	85	85	87	88	88	88
Age										
Under age 6	88	89	87	86	86	84	87	89	89	89
Ages 6-11	87	87	87	85	86	85	88	88	89	89
Ages 12-17	86	85	85	84	83	84	87	87	87	87
Race and Hispanic origin <sup>c</sup>										
White, non-Hispanic	90	90	89	89	89	89	92	93	93	92
Black	83	85	85	81	81	80	84	86	86	87
Hispanic	72	72	73	71	71	70	74	75	76	77
Asian/Pacific Islander	91	86	86	84	85	83	86	88	88	89
<b>Private health insurance</b>	74	71	66	66	67	68	70	70	68	67
Age										
Under age 6	72	68	60	62	63	64	66	66	64	63
Ages 6-11	74	73	67	67	68	68	70	70	69	68
Ages 12-17	75	73	71	70	69	70	73	73	72	71
Race and Hispanic origin <sup>c</sup>										
White, non-Hispanic	83	81	78	78	78	79	81	81	80	79
Black	49	48	44	45	48	47	52	53	52	51
Hispanic	48	45	38	40	42	43	46	45	44	43
Asian/Pacific Islander	70	72	67	68	70	67	70	72	71	72
<b>Government health insurance<sup>d</sup></b>	19	22	26	25	23	23	23	24	26	27
Age										
Under age 6	22	28	33	31	29	27	27	29	31	32
Ages 6-11	19	20	26	25	23	23	23	25	26	27
Ages 12-17	16	17	21	19	19	19	19	20	20	22
Race and Hispanic origin <sup>c</sup>										
White, non-Hispanic	12	15	18	18	17	16	16	17	19	18
Black	42	45	49	45	40	42	40	42	42	44
Hispanic	28	32	39	35	34	31	33	35	37	40
Asian/Pacific Islander	27	22	27	20	21	22	21	23	22	23

<sup>a</sup> Estimates beginning in 1999 include follow-up questions to verify health insurance status. Estimates for 1999 and beyond are therefore not directly comparable to earlier years.

<sup>b</sup> Children are considered to be covered by health insurance if they had government or private coverage at any time during the year. Some children are covered by both types of insurance, so the sum of government and private is greater than the total.

<sup>c</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks include Hispanics of that race.

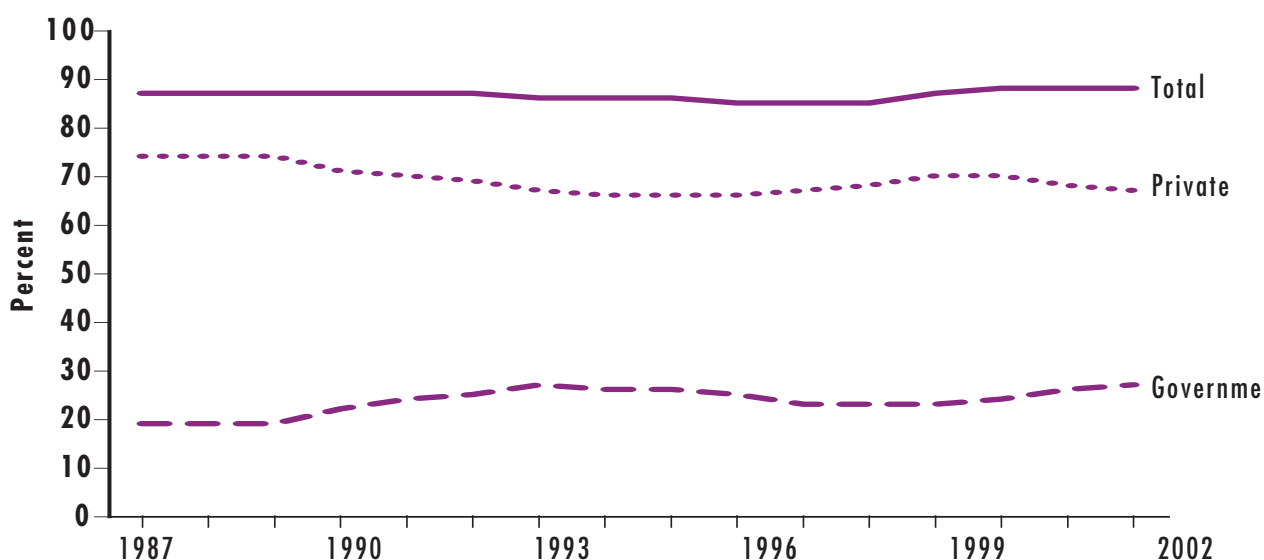
<sup>d</sup> Government health insurance for children consists primarily of Medicaid but also includes Medicare and CHAMPUS.

Note: Data in this table have been revised and therefore do not match data presented in previous issues of this report.

Sources: U.S. Census Bureau. (2003). *Current Population Reports*, P60-223; Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Census Bureau. (2002). *Current Population Reports*, P60-220; U.S. Census Bureau. (2000). *Current Population Reports*, P60-211.

**Figure HC 1.1**

Percentage of children under age 18 who are covered by health insurance, by type of insurance: 1987-2002



Note: Children are considered to be covered by health insurance if they had government or private coverage at any time during the year. Some children are covered by both types of insurance, so the sum of government and private is greater than the total. Government health insurance for children consists primarily of Medicaid but also includes Medicare and CHAMPUS.

Sources: U.S. Census Bureau. (2003). *Current Population Reports*, P60-223; Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Census Bureau. (2002). *Current Population Reports*, P60-220; U.S. Census Bureau. (2000). *Current Population Reports*, P60-211.

**Table HC 1.1.B**

Percentage of poor children under age 18 who are covered by health insurance, by type of insurance, age, and race and Hispanic origin: 2002

	All health insurance	Private health insurance	Government health insurance <sup>a</sup>
<b>All poor children</b>	80	21	65
<b>Age</b>			
Under age 6	84	18	72
Ages 6-11	80	23	64
Ages 12-17	75	24	57
<b>Race and Hispanic origin<sup>b</sup></b>			
White, non-Hispanic	84	30	61
Black, non-Hispanic	85	21	72
Hispanic	72	12	63
Asian/Pacific Islander	76	20	58

<sup>a</sup> Government health insurance for children consists primarily of Medicaid but also includes Medicare and CHAMPUS.

<sup>b</sup> Persons of Hispanic origin may be of any race.

Source: U.S. Census Bureau. (2003). *Current Population Reports*, P60-223.



SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 1.1.C**

Percentage of children under age 18 who are covered by Medicaid, by age and by race and Hispanic origin: Selected years, 1987-2002

	1987	1990	1995	1996	1997	1998	1999 <sup>a</sup>	2000	2001	2002
<b>All children</b>	15	18	23	22	20	20	20	21	23	24
Age										
Under age 6	18	24	29	28	25	24	24	25	28	29
Ages 6-11	15	17	22	21	20	20	21	21	23	24
Ages 12-17	12	14	17	16	16	15	16	16	17	19
Race and Hispanic origin <sup>b</sup>										
White, non-Hispanic	8	11	14	14	14	12	13	14	15	16
Black	38	41	45	41	37	39	37	37	38	41
Hispanic	26	30	37	34	32	30	31	33	35	37
Asian/Pacific Islander	19	16	22	18	18	19	17	18	18	19
<b>Poor children</b>	56	62	65	63	61	58	59	59	62	62
Age										
Under age 6	61	71	73	71	67	63	65	64	68	69
Ages 6-11	56	59	65	63	62	59	59	59	62	61
Ages 12-17	48	52	53	51	51	51	52	51	52	55
Race and Hispanic origin <sup>b</sup>										
White, non-Hispanic	47	56	55	58	55	54	56	55	58	57
Black	67	73	76	70	68	65	67	67	71	70
Hispanic	53	58	64	60	60	54	55	55	58	61
Asian/Pacific Islander	69	53	63	61	63	61	51	54	58	57

<sup>a</sup> Estimates beginning in 1999 include follow-up questions to verify health insurance status. Estimates for 1999 and beyond are therefore not directly comparable to earlier years.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Blacks include Hispanics of that race.

Note: Data in this table have been revised and therefore do not match data presented in previous issues of this report.

Source: U.S. Census Bureau. (2003). *Current Population Reports*, P60-223.

## HC 1.2 Prenatal Care

Prenatal care in the first trimester of a pregnancy allows females and their health care providers to identify and treat health problems and health-compromising behaviors that can be particularly damaging during the initial stages of fetal development. Increasing the percentage of females who receive prenatal care, and who do so early in their pregnancies, can improve birth outcomes by determining the risk of a poor pregnancy outcome.<sup>1</sup> The percentage of females receiving prenatal care in the first trimester has increased from 68.0 percent in 1970 to 83.8 percent in 2002 (Table HC 1.2.A).

Receiving prenatal care only late in a pregnancy,<sup>2</sup> or receiving no prenatal care at all, can lead to negative health outcomes for mother and child. Females who receive care late in their pregnancy, or who do not receive care at all, are at increased risk of bearing infants who are of low birthweight, who are stillborn, or who die within the first year of life.<sup>3</sup> Between 1970 and 2002, the percentage of females receiving late or no prenatal care declined from 7.9 percent to 3.6 percent (Table HC 1.2.B).

According to the Adequacy of Prenatal Care Utilization Index, there has been a sharp decline in the percentage of females receiving inadequate prenatal care from 18 percent in 1989 to 11.6 percent in 2001 (Table HC 1.2.C). The proportion of females with intensive use of care (females for whom the number of visits exceeded the American College of Obstetricians and Gynecologists' recommendations by a ratio of observed to expected visits of at least 110 percent) rose from 24.1 to 31.8 percent during the same time period (Table HC 1.2.C).

**Differences by Race and Hispanic Origin.**<sup>4</sup> The percentage of females receiving prenatal care during the first 3 months of pregnancy has increased over the past two decades for females of all races and ethnicities, with American Indian/Alaska Native and Black females seeing the largest increases. However, American Indian/Alaska Native and Mexican American females are least likely to receive early prenatal care, while White, non-Hispanic, Chinese, Japanese, and Cuban females are most likely to receive prenatal care in their first trimester (Table HC 1.2.A). Among Hispanics there are important subgroup disparities. In 2001, 91.8 percent of Cuban females received early prenatal care, compared with 74.6 percent of Mexican American females (Table HC 1.2.A).

The percentage of females who receive late or no prenatal care has declined substantially for females in all racial and ethnic groups. Specifically, Puerto Rican females have seen the most dramatic improvements, with the percentages receiving late or no prenatal care dropping by more than two-thirds since the data were first reported (Table HC 1.2.B).

<sup>1</sup> Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2).

<sup>2</sup> Defined as the seventh month or later.

<sup>3</sup> U.S. Public Health Service. (1989). *Caring for Our Future: The Content of Prenatal Care*. Washington, DC: Department of Health and Human Services.

<sup>4</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks includes persons of Hispanic origin until 1990. After 1990 persons of Hispanic origin are not included.

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 1.2.A**

Percentage of females receiving prenatal care in the first trimester, by race and Hispanic origin of mother: Selected years, 1970-2002

	1970	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All females receiving prenatal care</b>	68.0	76.3	76.2	75.8	81.3	81.9	82.5	82.8	83.2	83.2	83.4	83.8
<b>Race and Hispanic origin<sup>b</sup></b>												
White	72.3	79.2	79.3	83.3	87.1	87.4	87.9	87.9	88.4	88.5	88.5	88.7
Black	44.2	62.4	61.5	60.7	70.4	71.5	72.3	73.3	74.1	74.3	74.5	—
American Indian/Alaskan Native	38.2	55.8	57.5	57.9	66.7	67.7	68.1	68.8	69.5	69.3	69.3	—
Asian/Pacific Islander	67.3	73.7	74.1	75.1	79.9	81.2	82.1	83.1	83.7	84.0	84.0	—
Chinese	71.8	82.6	82.0	81.3	85.7	86.8	87.4	88.5	88.5	87.6	87.0	—
Japanese	78.1	86.1	84.7	87.0	89.7	89.3	89.3	90.2	90.7	91.0	90.1	—
Filipino	60.6	77.3	76.5	77.1	80.9	82.5	83.3	84.2	84.2	84.9	85.0	—
Hawaiian and part Hawaiian	—	68.8	67.7	65.8	75.9	78.5	78.0	78.8	79.6	79.9	79.1	—
Other Asian or Pacific Islander	54.9	67.6	69.7	71.9	77.0	78.4	79.7	80.9	81.8	82.5	82.7	—
Hispanic origin	—	60.2	61.2	60.2	70.8	72.2	73.7	74.3	74.4	74.4	75.7	76.8
Mexican American	—	59.6	60.0	57.8	69.1	70.7	72.1	72.8	73.1	72.9	74.6	—
Puerto Rican	—	55.1	58.3	63.5	74.0	75.0	76.5	76.9	77.7	78.5	79.1	—
Cuban	—	82.7	82.5	84.8	89.2	89.2	90.4	91.8	91.4	91.7	91.8	—
Central and South American	—	58.8	60.6	61.5	73.2	75.0	76.9	78.0	77.6	77.6	77.4	—
Other and unknown Hispanic	—	66.4	65.8	66.4	74.3	74.6	76.0	74.8	74.8	75.8	77.3	—

<sup>a</sup> Data for 2002 are preliminary.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks includes persons of Hispanic origin until 1990. After 1990 persons of Hispanic origin are not included. Figures for Hispanic women are based on data from 22 states that reported Hispanic origin on birth certificates in 1980; 23 states and the District of Columbia in 1985; 48 states and the District of Columbia in 1990; and 50 states and the District of Columbia since 1993.

— Data not available.

Note: The data refer to those women who had live births.

Sources: Hamilton, B.E., Martin, J.A., & Sutton, P.D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Report*, 51(11). Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, E., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, E., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, E., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. *National Vital Statistics Reports*, 48(3); National Center for Health Statistics. (1987). Advance Report of Final Natality Statistics, 1985. *Monthly Vital Statistics Report*, 36(4 (Supp)).

**Table HC 1.2.B**

Percentage of females receiving late or no prenatal care, by race and Hispanic origin of mother and by age: Selected years, 1970-2002

	1970	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All females receiving late<sup>b</sup> or no prenatal care</b>	7.9	5.1	5.7	6.1	4.2	4.0	3.9	3.9	3.8	3.9	3.7	3.6
<b>Race and Hispanic origin<sup>c</sup></b>												
White	6.3	4.3	4.9	4.9	2.5	2.4	2.4	2.4	2.3	2.3	2.2	2.2
Black	16.6	8.9	10.2	11.3	7.6	7.3	7.3	7.0	6.6	6.7	6.5	—
American Indian/Alaska Native	28.9	15.2	12.9	12.9	9.5	8.6	8.6	8.5	8.2	8.6	8.2	—
Asian/Pacific Islander	6.8	6.5	6.5	5.8	4.3	3.9	3.8	3.6	3.5	3.3	3.4	—
Chinese	6.5	3.7	4.4	3.4	3.0	2.5	2.4	2.2	2.0	2.2	2.4	—
Japanese	4.1	2.1	3.1	2.9	2.3	2.2	2.7	2.1	2.1	1.8	2.0	—
Filipino	7.2	4.0	4.8	4.5	4.1	3.3	3.3	3.1	2.8	3.0	3.0	—
Hawaiian and part Hawaiian	—	6.7	7.4	8.7	5.1	5.0	5.4	4.7	4.0	4.2	4.8	—
Other Asian or Pacific Islander	—	9.0	8.1	7.1	5.0	4.6	4.4	4.2	4.1	3.8	3.8	—
Hispanic origin	—	12.0	12.4	12.0	7.4	6.7	6.2	6.3	6.3	6.3	5.9	5.5
Mexican American	—	11.8	12.9	13.2	8.1	7.2	6.7	6.8	6.7	6.9	6.2	—
Puerto Rican	—	16.2	15.5	10.6	5.5	5.7	5.4	5.1	5.0	4.5	4.6	—
Cuban	—	3.9	3.7	2.8	2.1	1.6	1.5	1.2	1.4	1.4	1.3	—
Central and South American	—	13.1	12.5	10.9	6.1	5.5	5.0	4.9	5.2	5.4	5.7	—
Other and unknown Hispanic	—	9.2	9.4	8.5	6.0	5.9	5.3	6.0	6.3	5.9	5.4	—

<sup>a</sup> Data for 2002 are preliminary.

<sup>b</sup> Late prenatal care is defined as care received during the seventh month or later.

<sup>c</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks includes persons of Hispanic origin until 1990. After 1990 persons of Hispanic origin are not included. Figures for Hispanic women are based on data from 22 states that reported Hispanic origin on birth certificates in 1980; 23 states and the District of Columbia in 1985; 48 states and the District of Columbia in 1990; and 50 states and the District of Columbia since 1993.

— Data not available.

Note: The data refer to those women who had live births.

Sources: Hamilton, B.E., Martin, J.A., & Sutton, P.D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Report*, 51(11). Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. *National Vital Statistics Reports*, 48(3); National Center for Health Statistics. (1987). Advance Report of Final Natality Statistics, 1985. *Monthly Vital Statistics Report*, 36(4 (Supp)).

**Table HC 1.2.C****Adequacy of Prenatal Care Utilization Index: Selected years, 1989-2001**

Year	Intensive Use	Adequate	Intermediate	Inadequate
1989	24.1	42.0	15.9	18.0
1990	24.6	42.3	15.7	17.4
1995	28.8	43.7	14.7	12.8
1996	29.3	43.6	14.7	12.4
1997	30.7	43.3	14.0	12.0
1998	31.0	43.3	13.8	11.9
1999	31.6	43.1	13.6	11.7
2000	31.2	43.0	14.0	11.9
2001	31.8	42.7	14.0	11.6

Sources: Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5); Kotelchuck, M. (1994). An Evaluation of the Kessner Adequacy of Prenatal Care Index and a Proposed Adequacy of Prenatal Care Utilization Index. *American Journal of Public Health*, 89(9), 1414-1420; National Center for Health Statistics. (1987). Advance Report of Final Natality Statistics, 1985. *Monthly Vital Statistics Report*, 36(4 (Supp)).

### HC 1.3 Immunization

Vaccines are one of the most successful disease prevention strategies in the history of public health. Childhood vaccinations can prevent diseases that killed or permanently impaired children in past decades. Surveillance of vaccination coverage is particularly important before children enter preschool to prevent the spread of disease. One of the goals of the Healthy People 2000 and 2010 initiative was to have at least 90 percent of 2-year old children fully vaccinated with recommended schedule of vaccines. To monitor progress towards achieving those goals the Centers for Disease Control and Prevention (CDC) implemented the National Immunization Survey (NIS) in 1994. The target population for the NIS is children aged 19 to 35 months living in the United States at the time of interview. Details of the sample design and estimation methodology are published elsewhere by Zell et al (2000) and Smith et al (2001a, 2001b). Today, at least 95 percent of children are adequately vaccinated by the time they enter first grade.<sup>1</sup>

Even with the increases of recent years, more than one million preschool children remain unvaccinated for serious preventable diseases.<sup>2</sup> While deaths due to vaccine-preventable diseases such as hepatitis B, measles and varicella (chicken pox) continue to occur in the United States, there were substantial increases in the proportion of children vaccinated between 1995 and 1998 for each of the recommended vaccines. In both 1999 and 2000, there was a small decline in the number of children who received the combined series 4:3:1:3,4:3:1, Diphtheria, Tetanus, Pertussis (DTP), Measles, and Haemophilus influenzae Type B (Hib) vaccinations. In 2002, coverage for 4:3:1:3 increased by two percentage points when compared with the coverage in 2000 (Table HC 1.3). Vaccination coverage for varicella increased significantly from 12 percent in 1996 to 81 percent in 2002. The DTP vaccination (3 doses or more) was the most prevalent of recommended vaccinations with 95 percent in 2002, while the combined series 4:3:1:3 was the least common with 78 percent (Figure HC 1.3).

**Differences by Race and Hispanic Origin.**<sup>3</sup> Vaccination coverage has been higher among White, non-Hispanic infants aged 19 to 35 months than among Black, non-Hispanic children or children of Hispanic origin (Table HC 1.3). By preschool, however, the vaccination levels among children of various racial and ethnic groups are nearly the same, narrowing a gap that once was as wide as 26 percentage points for specific vaccinations.<sup>4</sup> Differences in vaccination rates among racial and ethnic groups are partly accounted for by poverty level.

**Differences by Poverty Status.** Although vaccination levels have increased between 1995 and 2002 among children in households below, at or above the poverty level, poor children are still less likely than children living in homes at or above the poverty level to have received most of the recommended vaccinations.<sup>5</sup> However, vaccination coverage among children in households below the poverty level increased substantially for Hepatitis B from 65 percent in 1995 to 88 percent in 2002 (Table HC 1.3).

<sup>1</sup> Centers for Disease Control and Prevention. (2001). Vaccination Coverage Among Children Enrolled in Head Start Programs and Licensed Child Care Centers and Entering School, United States and Selected Reporting Areas, 1999-2000 School Year. *Morbidity and Mortality Weekly Report*, 50(39).

<sup>2</sup> Ibid.

<sup>3</sup> Persons of Hispanic origin may be of any race.

<sup>4</sup> U.S. Department of Health and Human Services. (1997). *Vaccination Levels for Minority Children in the United States at All-Time High*. Washington, DC: U.S. Department of Health and Human Services.

<sup>5</sup> Centers for Disease Control and Prevention. (1998). Vaccination Coverage by Race/Ethnicity and Poverty Level among Children Aged 19-35 Months: United States, 1997. *Morbidity and Mortality Weekly Report*, 47(44).

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 1.3**

Percentage of children ages 19 months to 35 months who have received routinely recommended vaccinations, by poverty status, and race and Hispanic origin: 1995-2002

Vaccination type	All races			White, non-Hispanic <sup>a</sup>			Black, non-Hispanic <sup>a</sup>			Hispanic <sup>a</sup>		
	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>
<b>Combined series (4:3:1:3)<sup>c</sup></b>												
1995	74	67	77	76	69	78	70	70	73	68	63	72
1996	76	69	79	79	68	80	74	69	79	71	68	73
1997	76	71	79	79	72	80	73	71	77	73	70	77
1998	79	74	82	82	77	83	73	72	74	75	73	79
1999	78	73	81	81	76	82	74	72	77	75	73	78
2000	76	71	78	79	73	80	71	69	72	73	70	74
2001	77	72	79	79	71	80	71	69	74	77	73	79
2002	78	72	79	80	72	81	71	68	72	76	75	76
<b>Combined series (4:3:1)<sup>d</sup></b>												
1995	76	69	79	78	71	80	72	72	75	72	65	75
1996	78	72	81	80	70	82	77	73	81	74	71	75
1997	78	72	80	80	73	82	74	72	78	75	71	77
1998	81	76	83	83	79	84	74	74	76	77	76	80
1999	80	75	82	82	77	83	75	74	78	77	76	80
2000	78	72	79	80	74	81	72	70	73	75	73	75
2001	79	73	80	80	72	81	73	71	75	79	76	80
2002	79	73	80	81	73	82	72	69	73	77	76	77
<b>DTP (3 doses or more)<sup>e</sup></b>												
1995	95	91	96	95	94	96	92	94	91	93	88	97
1996	95	91	96	96	92	96	93	90	95	94	92	94
1997	95	93	96	96	93	97	94	95	96	93	92	95
1998	96	94	97	97	94	97	92	93	92	94	95	96
1999	96	94	97	97	95	97	94	94	96	95	94	97
2000	94	92	95	95	93	95	92	91	93	93	92	94
2001	94	92	95	95	91	95	92	91	93	95	95	95
2002	95	93	95	96	93	96	94	91	96	95	95	94

continued

## Health Care

**Table HC 1.3 continued**

Percentage of children ages 19 months to 35 months who have received routinely recommended vaccinations, by poverty status, and race and Hispanic origin: 1995-2002

Vaccination type	All races			White, non-Hispanic <sup>a</sup>			Black, non-Hispanic <sup>a</sup>			Hispanic <sup>a</sup>		
	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>
<b>DTP (4 doses or more)<sup>e</sup></b>												
1995	78	71	81	80	73	82	74	74	77	75	67	77
1996	81	74	84	83	72	85	79	74	83	77	74	78
1997	82	76	84	84	76	85	77	76	80	78	75	81
1998	84	80	86	87	82	88	77	77	79	81	79	83
1999	83	79	85	86	81	86	79	78	83	80	78	82
2000	82	76	84	84	78	85	76	75	78	79	76	80
2001	82	77	84	84	75	85	76	74	78	83	79	83
2002	82	75	84	84	75	86	76	73	77	79	78	80
<b>Polio (3 doses or more)</b>												
1995	88	85	89	89	86	90	84	82	83	87	85	89
1996	91	88	92	92	88	93	90	87	93	89	88	90
1997	91	89	92	92	90	92	89	89	91	90	88	90
1998	91	90	92	92	91	93	88	88	87	89	90	90
1999	90	87	91	90	88	91	87	86	88	89	89	90
2000	90	87	90	91	88	91	87	85	87	88	88	87
2001	89	87	90	90	87	91	85	84	86	91	90	91
2002	90	88	91	91	88	92	87	87	87	90	89	91
<b>Measles-containing<sup>f</sup></b>												
1995	90	86	91	91	86	92	87	85	86	88	84	91
1996	91	87	92	91	85	93	90	88	91	88	87	89
1997	90	86	92	91	84	93	89	87	91	88	85	90
1998	92	90	93	93	90	94	89	89	90	91	90	92
1999	92	90	92	92	90	93	90	90	91	90	90	91
2000	91	89	91	92	88	92	88	88	87	90	90	90
2001	91	89	92	92	87	92	89	88	90	92	91	93
2002	92	90	92	93	90	93	90	90	90	91	91	89

continued



SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

Table HC 1.3 continued

Percentage of children ages 19 months to 35 months who have received routinely recommended vaccinations, by poverty status, and race and Hispanic origin: 1995-2002

Vaccination type	All races			White, non-Hispanic <sup>a</sup>			Black, non-Hispanic <sup>a</sup>			Hispanic <sup>a</sup>		
	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>	Total	Below poverty <sup>b</sup>	At or above poverty <sup>b</sup>
<b>HiB (3 doses or more)<sup>g</sup></b>												
1995	91	88	93	93	89	93	88	88	90	89	85	93
1996	91	87	93	93	87	94	89	86	93	89	87	90
1997	93	90	94	94	90	95	91	91	94	90	89	92
1998	93	91	95	95	92	96	90	90	90	92	92	94
1999	94	91	95	95	93	95	92	91	94	92	91	95
2000	93	90	95	95	92	95	93	92	93	91	88	93
2001	93	90	94	94	89	95	90	87	91	93	91	94
2002	93	90	94	94	88	95	92	88	94	92	93	92
<b>Hepatitis B (3 doses or more)</b>												
1995	68	65	69	68	59	69	66	66	69	70	69	68
1996	82	78	83	82	76	83	82	78	85	81	80	81
1997	84	81	85	85	80	85	82	82	84	81	79	84
1998	87	85	88	88	87	88	84	86	83	86	83	88
1999	88	87	89	89	88	89	87	86	90	87	87	89
2000	90	87	91	91	88	92	89	89	90	88	87	90
2001	89	87	90	90	86	90	85	85	85	90	88	91
2002	90	88	90	91	86	92	88	89	88	90	89	89
<b>Varicella</b>												
1995	—	—	—	—	—	—	—	—	—	—	—	—
1996	12	5	15	15	6	16	9	—	13	8	6	11
1997	26	17	29	28	17	29	21	16	27	22	18	25
1998	43	41	44	42	38	43	42	40	44	47	44	49
1999	58	55	58	56	51	57	58	57	60	61	59	62
2000	68	64	69	66	58	68	67	60	72	70	70	70
2001	76	74	77	75	67	76	75	71	77	80	81	82
2002	81	79	81	79	75	80	83	80	84	82	82	81

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Poverty status is based on family income and family size using U.S. Census Bureau poverty thresholds.

<sup>c</sup> The combined series 4:3:1:3 consists of four doses of diphtheria-tetanus-pertussis (DTP) vaccine, three doses of polio vaccine, one dose of a measles-containing vaccine, and three doses of Haemophilus influenzae type b (HiB) vaccine.

<sup>d</sup> The combined series 4:3:1 consists of four doses of DTP vaccine, three doses of polio vaccine, and one doses of a measles-containing vaccine.

<sup>e</sup> Diphtheria-tetanus-pertussis vaccine.

<sup>f</sup> Any vaccination containing measles vaccine.

<sup>g</sup> Haemophilus influenzae type b (HiB) vaccine.

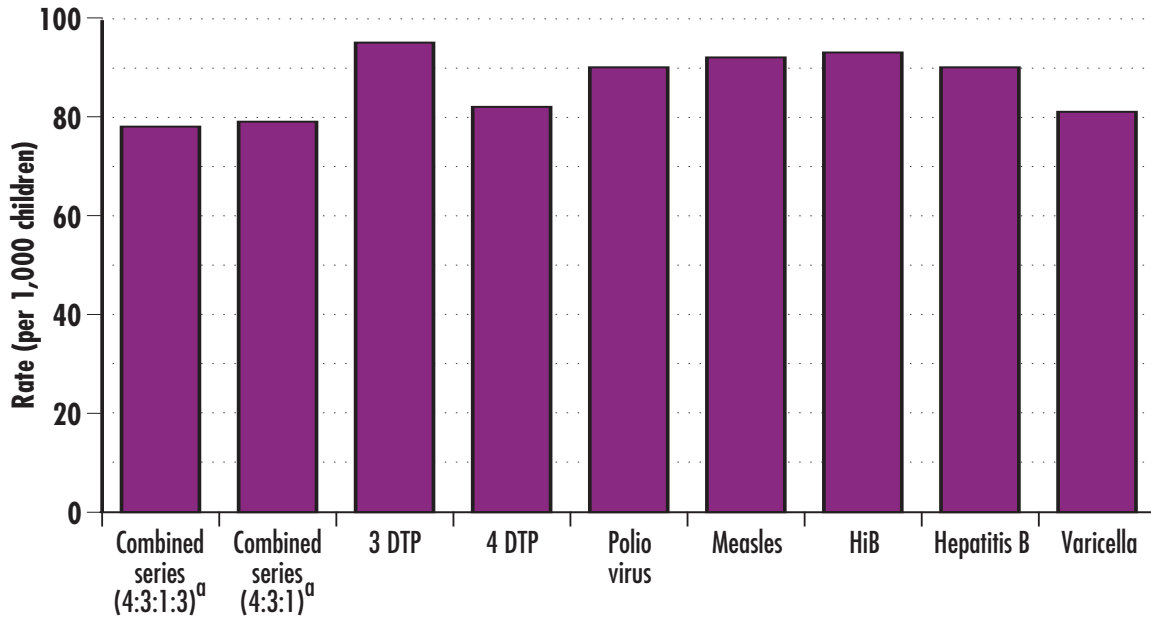
— Data not available.

Note: In 1998 the National Center for Health Statistics began using the response propensity score method. All data presented in this table reflect this change and are therefore not comparable to previous issues of this report.

Source: Centers for Disease Control and Prevention. (2003). *National Immunization Survey*. Unpublished work. National Center for Health Statistics and National Immunization Program.

Figure HC 1.3

Percentage of children ages 19 to 35 months who have received routinely recommended vaccines: 2002



<sup>a</sup> The combined series 4:3:1:3 consists of four doses of diphtheria-tetanus-pertussis (DTP) vaccine, three doses of polio vaccine, one dose of a measles-containing vaccine, and three doses of Haemophilus influenzae type b (HiB) vaccine. The combined series 4:3:1 consists of four doses of DTP vaccine, three doses of polio vaccine, and one dose of a measles-containing vaccine.

Source: Centers for Disease Control and Prevention. (2003). *National Immunization Survey*. Unpublished work. National Center for Health Statistics and National Immunization Program.

Health Care

**Health  
Conditions**

Mortality

## HC 2.1 Healthy Births

A healthy birth is defined here as a birth with the following characteristics: weight at birth of at least 2,500 grams (5 lbs. 8oz.), a gestational age of at least 37 weeks, maternal receipt of prenatal care within the first trimester, and a 5-minute Apgar score of 7 or more out of 10.<sup>1</sup>

Table HC 2.1.A reports the percentage of all births qualifying as healthy births in 2001, by race and Hispanic origin. Black, non-Hispanic newborns scored lower than White, non-Hispanic and Hispanic newborns in all four measures of healthiness: gestational age, birth-weight, Apgar score, and prenatal care. For example, 86.9 percent of Black, non-Hispanic infants were born weighing 2,500 grams or more, while the comparable numbers for Hispanic and White, non-Hispanic newborns were 93.5 and 93.2 percent, respectively. Both Black, non-Hispanic and Hispanic newborns scored lower (74.5 and 75.7 percent, respectively) than White, non-Hispanic newborns (88.5 percent) in prenatal care.

**Differences by Period of Gestation.** Preterm birth, defined as infants that are born prior to 37 weeks of gestation, is a major cause of infant mortality and has been associated with long-term neurodevelopment and respiratory disorders. The percentage of births that are preterm has risen steadily over the past decade. In 1989, 10.6 of all births were preterm, and this percentage had risen to as high as 12.0 in 2002 (Table HC 2.1.B). It appears that the rising number of preterm infants born to White, non-Hispanic females account for much of this increase. This percentage has risen from 8.4 in 1989 to 11.0 percent in 2002. In comparison, the percentage of preterm infants born to Black, non-Hispanic females has decreased (from 19 percent in 1989 to 17.6 percent in 2001).

**Differences by Birthweight.** The percentage of children born weighing more than 2,500 (5 lb. 8oz.) grams was 92.3 in 2001. White, non-Hispanics and Hispanics had similarly high percentages with 93.2 and 93.5 percent respectively. The percentage of infants weighing more than 2,500 grams born to Black, non-Hispanic females was much lower however, at 86.9 percent (Table HC 2.1.A).

**Differences by Prenatal Care.** Early prenatal care (care beginning within the first trimester of pregnancy) can promote healthier births by detecting and managing preexisting medical conditions and by providing health advice to the mother.<sup>2</sup> In 2001, 88.5 percent of all White, non-Hispanic females received prenatal care sometime during their first trimester of pregnancy. Both Hispanic and Black, non-Hispanic females were less likely to receive prenatal care at 75.7 and 74.5 percent, respectively (Table HC 2.1.A).

<sup>1</sup> The Apgar score is a numerical expression of the physical condition of an infant shortly after delivery and is used to predict the newborn's chance of survival. See Glossary for more information. As defined in Apgar, V., Holiday, D. A., James, L. S., Weisbort, I. N., & Berrien, C. (1953). *Current Research in Anesthesia and Analgesia*. Philadelphia, PA: Lippincott Williams and Wilkins.

<sup>2</sup> Ibid.

**Table HC 2.1.A**

Percentage of all births defined as healthy, by race and Hispanic origin of mother: 2001

	Gestational age 37 weeks +	Birthweight 2,500 grams +	Apgar score 7 or above <sup>a</sup>	Prenatal care 1st trimester
<b>All healthy births</b>	88.1	92.3	98.6	83.4
White, non-Hispanic	89.2	93.2	98.8	88.5
Black, non-Hispanic	82.4	86.9	97.7	74.5
Hispanic <sup>b</sup>	88.6	93.5	98.9	75.7

<sup>a</sup> The Apgar score is a numerical expression of the physical condition of an infant shortly after delivery. In this table, the Apgar score excludes data for California and Texas, which did not report the score on the birth certificate.

<sup>b</sup> Persons of Hispanic origin may be of any race.

Source: Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2).

**Table HC 2.1.B**

Percent of preterm live births by race and Hispanic origin of mother: 1989-2002

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All preterm live births<sup>b</sup></b>	10.6	10.6	10.8	10.7	11.0	11.0	11.0	11.0	11.4	11.6	11.8	11.6	11.9	12.0
White, non-Hispanic	8.4	8.5	8.7	8.7	9.1	9.3	9.4	9.5	9.9	10.2	10.5	10.4	10.8	11.0
Black, non-Hispanic	19.0	18.9	19.0	18.5	18.6	18.2	17.8	17.5	17.6	17.6	17.6	17.4	17.6	—
Hispanic <sup>c</sup>	11.1	11.0	11.0	10.7	11.0	10.9	10.9	10.9	11.2	11.4	11.4	11.2	11.4	11.6

<sup>a</sup> Data for 2002 are preliminary.

<sup>b</sup> Infants born prior to 37 weeks of gestation.

<sup>c</sup> Persons of Hispanic origin may be of any race. The 1989 data by Hispanic origin exclude New Hampshire, Oklahoma, and Louisiana, which did not report Hispanic origin. The 1990 data by Hispanic origin exclude New Hampshire and Oklahoma, which did not report Hispanic origin. The 1991 and 1992 data by Hispanic origin exclude New Hampshire, which did not report Hispanic origin.

— Data not available.

Sources: Hamilton, B.E., Martin, J.A., & Sutton, P.D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Reports*, 51(11); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5).

## HC 2.2 Low and Very Low Birthweight

Babies born weighing less than 2,500 grams (5lb. 8oz.) face an increased risk of physical and developmental complications and death.<sup>1</sup> These low birthweight babies account for four-fifths of all neonatal deaths (deaths under 28 days of age) and are 24 times more likely to die during the first year than are heavier infants.<sup>2</sup> Although slight declines were seen in the early 1980s, overall the percentage of all infants born at low birthweights has increased steadily since 1985 (Table HC 2.2.A). Much of the rise in the overall rate of low birthweight births can be attributed to the increased incidence of multiple births. In 2000, 23 percent of all low birthweight infants were born in a twin, triplet, or higher order delivery.<sup>3</sup>

Babies born to females who smoke during pregnancy are at elevated risk of low birthweight. In 2001, 11.9 percent of infants born to smokers were of low birthweight compared with 7.3 percent of births to nonsmokers (Figure HC 2.2.A). The low birthweight risk is heightened as the number of cigarettes increases, although low birthweight is elevated even among babies born to the lightest smokers (one to five cigarettes daily).<sup>4</sup>

Like low birthweight babies, very low birthweight babies, those born weighing less than 1,500 grams (3lb. 4oz.), are at particularly high risk of severe physical and developmental complications and death. In fact, the risk of early death increases as birthweight declines. Advances in medical technology in recent years have made it possible for increasing numbers of very low birthweight infants to survive. However, these babies are 96 times more likely to die during the first year of life than babies weighing at least 2,500 grams.<sup>5</sup> The percentage of very low birthweight infants increased from 1.2 percent in 1970 to 1.5 percent in 1999, and decreased to 1.2 percent in 2002.

**Differences by Race and Hispanic Origin.**<sup>6</sup> Low birthweight rates are substantially higher among Black infants than among other races and Hispanics. Among Asians/Pacific Islanders, Chinese females have consistently had the lowest percentage of low-weight births, and Filipino females have had the highest. Among Hispanics, Mexican American females have generally had the lowest percentage of low birthweight infants, while Puerto Rican females have had the highest (Table HC 2.2.A).

The percentage of babies born at very low birthweight also varies by race and Hispanic origin. For White, Hispanic, American Indian/Alaska Native, and Asian/Pacific Islander infants, the percentage of very low-weight births was about 1 percent in 2001. However, the percentage of Black infants born at very low birthweight is considerably higher (Table HC 2.2.B).

**Differences by Age.** Low birthweight rates tend to be highest for the youngest (less than 15 years) and the oldest females (ages 45-54 years), but much of the risk for the older group is attributed to their higher multiple birth rates (Figure HC 2.2.B and Figure HC 2.2.C). For 2001, one-third of all low birthweight infants born to females 45 and older were born in a multiple delivery, compared with 11 percent of infants born to females under 20 years of age.<sup>7</sup>

<sup>1</sup> Mathews, T. J., Curtin, S. C., & MacDorman, M. F. (2000). Infant Mortality Statistics from the 1998 Period Linked Birth/Infant Death Data Set. *National Vital Statistics Reports*, 48(12).

<sup>2</sup> Ibid.

<sup>3</sup> Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5).

<sup>4</sup> Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1).

<sup>5</sup> Mathews, T. J., Curtin, S. C., & MacDorman, M. F. (2000). Infant Mortality Statistics from the 1998 Period Linked Birth/Infant Death Data Set. *National Vital Statistics Reports*, 48(12).

<sup>6</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races until 1990. After 1990, persons of Hispanic origin are not included.

<sup>7</sup> Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 21(2).

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

Table HC 2.2.A

Low birthweight infants as a percentage of all infants by race and Hispanic origin of mother and by age: Selected years, 1970-2002

	1970	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>All low birthweight infants<sup>b</sup></b>	7.9	7.4	6.8	6.8	7.0	7.3	7.4	7.5	7.6	7.6	7.6	7.7	7.8
<b>Race and Hispanic origin of mother<sup>c</sup></b>													
White	6.8	6.3	5.7	5.6	5.6	6.2	6.4	6.5	6.6	6.6	6.6	6.8	6.9
Black	13.9	13.2	12.5	12.4	13.3	13.2	13.1	13.1	13.2	13.2	13.1	13.1	—
American Indian/Alaskan Native	8.0	6.4	6.4	5.9	6.1	6.6	6.5	6.8	6.8	7.1	6.8	7.3	—
Asian/Pacific Islander	—	—	6.5	6.2	6.5	6.9	7.1	7.2	7.4	7.4	7.3	7.5	—
Chinese	6.7	5.3	4.9	5.0	4.7	5.3	5.0	5.1	5.3	5.2	5.1	5.3	—
Japanese	9.0	7.5	6.2	5.9	6.2	7.3	7.3	6.8	7.5	7.9	7.1	7.3	—
Filipino	10.0	8.1	7.4	6.9	7.3	7.8	7.9	8.3	8.2	8.3	8.5	8.7	—
Hawaiian and part Hawaiian	—	—	7.0	6.4	7.2	6.8	6.8	7.2	7.2	7.7	6.8	7.9	—
Other Asian or Pacific Islander	—	—	6.8	6.1	6.6	7.1	7.4	7.5	7.8	7.8	7.7	7.8	—
Hispanic origin	—	—	6.1	6.2	6.1	6.3	6.3	6.4	6.4	6.4	6.4	6.5	6.5
Mexican American	—	—	5.6	5.8	5.5	5.8	5.9	6.0	6.0	5.9	6.0	6.1	—
Puerto Rican	—	—	8.9	8.7	9.0	9.4	9.2	9.4	9.7	9.3	9.3	9.3	—
Cuban	—	—	5.6	6.0	5.7	6.5	6.5	6.8	6.5	6.8	6.5	6.5	—
Central and South American	—	—	5.8	5.7	5.8	6.2	6.0	6.3	6.5	6.4	6.3	6.5	—
Other and unknown Hispanic	—	—	7.0	6.8	6.9	7.5	7.7	7.9	7.6	7.6	7.8	8.0	—
<b>Age of mother</b>													
Under age 15	16.6	14.1	14.6	12.9	13.3	13.5	12.8	13.6	13.1	12.9	14.1	12.8	13.4
Ages 15-19	10.5	10.0	9.4	9.3	9.3	9.3	9.3	9.5	9.5	9.6	9.5	9.4	9.6
Ages 20-24	7.4	7.1	6.9	6.9	7.1	7.3	7.4	7.4	7.5	7.6	7.6	7.8	7.9
Ages 25-29	6.9	6.1	5.8	5.9	6.2	6.4	6.5	6.6	6.7	6.7	6.7	6.8	6.9
Ages 30-34	7.5	6.8	5.9	6.0	6.4	6.7	6.8	6.9	7.0	7.0	6.9	7.0	7.2
Ages 35-39	—	—	7.0	6.9	7.3	8.1	8.1	8.3	8.4	8.4	8.3	8.4	8.5
Ages 40-44	—	—	8.3	8.3	8.0	9.3	9.5	9.7	9.9	10.1	10.0	10.1	—
Ages 45-54 <sup>d</sup>	—	—	9.2	10.3	10.2	15.2	14.9	17.4	18.6	18.3	18.2	20.5	—

<sup>a</sup> Data for 2002 are preliminary.

<sup>b</sup> Before 1979, low birthweight was defined as infants weighing 2,500 grams (5lb. 8oz.) or less. From 1979 and beyond, low birthweight was defined as infants weighing less than 2,500 grams (5lb. 8oz.).

<sup>c</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races until 1990. After 1990, persons of Hispanic origin are not included. Birth figures for Hispanic infants are based on data from 22 states that reported Hispanic origin on the birth certificate in 1980, 23 states and the District of Columbia in 1985, 48 states and the District of Columbia in 1990, and 50 states and the District of Columbia since 1993

<sup>d</sup> Before 1997, this category was 45-49 years.

— Data not available.

Sources: National Center for Health Statistics. (2003). Unpublished work; Hamilton, B.E., Martin, J.A., & Sutton, P.D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Reports*, 51(11). Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, E., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, E., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, E., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. *National Vital Statistics Reports*, 48(3); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. *National Vital Statistics Reports*, 47(18); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1998). Report of Final Natality Statistics, 1996. *Monthly Vital Statistics Reports*, 46(Supp. 11); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (1997). Report of Final Natality Statistics, 1995. *Monthly Vital Statistics Reports*, 45(11[Supp. 2]); National Center for Health Statistics. (1996). Health, United States, 1995. Hyattsville, MD: National Center for Health Statistics; Ventura, S. J. & Martin, J. A. (1993). Report of Final Natality Statistics, 1990. *Monthly Vital Statistics Reports*, 41(Supp. 9); National Center for Health Statistics. (1987). Advance Report of Final Natality Statistics, 1985. *Monthly Vital Statistics Report*, 36(4 (Supp)); Ventura, S. J. (1987) Births of Hispanic Parentage, 1985. *Monthly Vital Statistics Reports*, 36(Supp. 11); Taffel, S. (1984). Characteristics of Asian Births, United States, 1980. *Monthly Vital Statistics Report*, 32(Supp 10); Ventura, S. J. (1983). Births to Hispanic Parentage: 1980. *Monthly Vital Statistics Reports*, 32(36[6 Supp]); Ventura, S. J. (1982). Advance Report of Final Natality Statistics, 1980. *Monthly Vital Statistics Reports*, 31(Supp. 8).

Figure HC 2.2.A

Percentage of children born with low birthweight, by mother's smoking status, age, and race and Hispanic origin: 2001

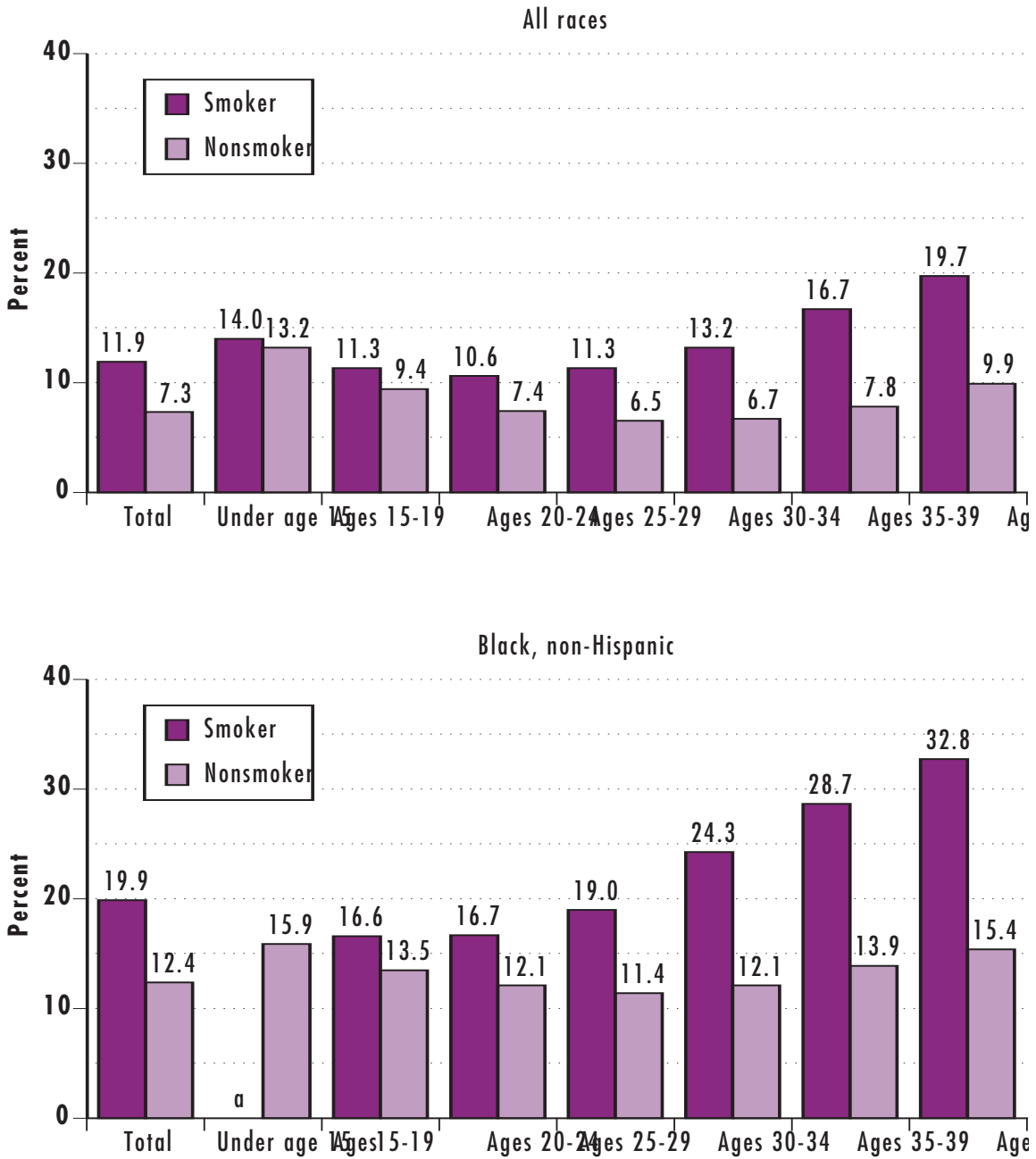
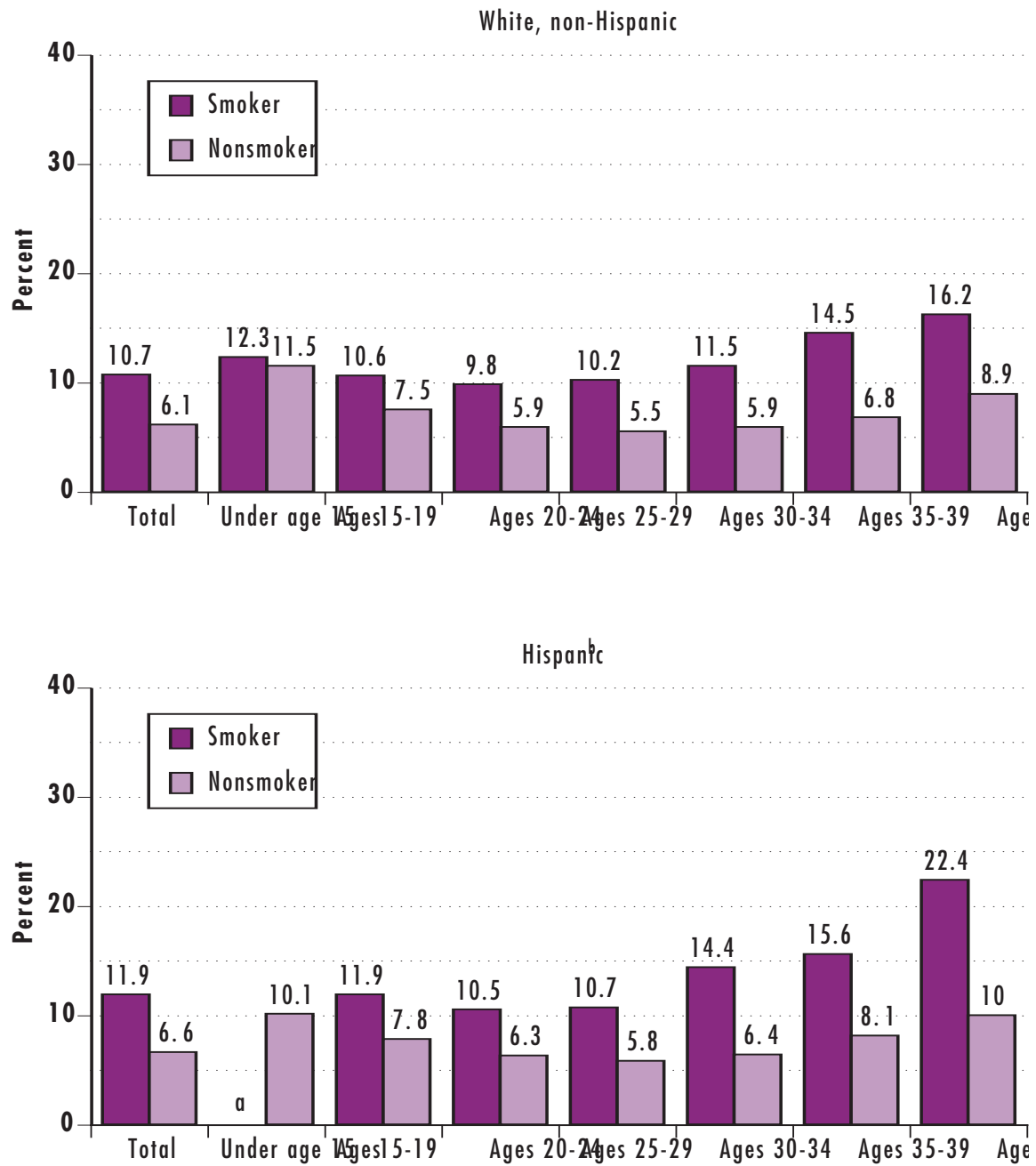




Figure HC 2.2.A continued

Percentage of children born with low birthweight, by mother's smoking status, age, and race and Hispanic origin: 2001



<sup>a</sup> Data for smokers under 15 years did not meet standards of reliability or precision; based on fewer than 20 births in the numerator.

<sup>b</sup> Persons of Hispanic origin may be of any race.

Note: Low birthweight is defined as infants weighing less than 2,500 grams (5lb. 8oz.)

Source: Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P.D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2).

**Table HC 2.2.B**

Very low birthweight infants as a percentage of all infants by race and Hispanic origin of mother and by age: Selected years, 1970-2002

	1970	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002 <sup>a</sup>
<b>Very low birthweight infants<sup>b</sup></b>	1.2	1.2	1.2	1.2	1.3	1.3	1.4	1.4	1.4	1.5	1.4	1.4	1.4
<b>Race and Hispanic origin of mother<sup>c</sup></b>													
White	1.0	0.9	0.9	0.9	0.9	1.0	1.1	1.1	1.1	1.2	1.1	1.2	1.2
Black	2.4	2.4	2.5	2.7	2.9	3.0	3.0	3.1	3.1	3.2	3.1	3.1	—
American Indian/Alaska Native	1.0	1.0	0.9	1.0	1.0	1.1	1.2	1.2	1.2	1.3	1.2	1.3	—
Asian/Pacific Islander	—	—	0.9	0.9	0.9	0.9	1.0	1.1	1.1	1.1	1.0	1.0	—
Chinese	0.8	0.5	0.7	0.6	0.5	0.7	0.6	0.7	0.7	0.7	0.8	0.7	—
Japanese	1.5	0.9	0.9	0.8	0.7	0.9	0.8	0.8	0.8	0.9	0.7	0.7	—
Filipino	1.1	0.9	1.0	0.9	1.1	1.1	1.2	1.3	1.3	1.4	1.4	1.2	—
Hawaiian and part Hawaiian	—	—	1.1	1.0	1.0	0.9	1.0	1.4	1.5	1.4	1.4	1.5	—
Other Asian or Pacific Islander	—	—	1.0	0.9	0.9	0.9	1.0	1.1	1.1	1.1	1.0	1.1	—
Hispanic origin	—	—	1.0	1.0	1.0	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.2
Mexican American	—	—	0.9	1.0	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	—
Puerto Rican	—	—	1.3	1.3	1.6	1.8	1.7	1.8	1.9	1.9	1.9	1.8	—
Cuban	—	—	1.0	1.2	1.2	1.2	1.3	1.4	1.3	1.5	1.2	1.3	—
Central and South American	—	—	1.0	1.0	1.1	1.1	1.1	1.2	1.2	1.1	1.2	1.2	—
Other and unknown Hispanic	—	—	1.0	1.0	1.1	1.3	1.5	1.3	1.4	1.3	1.4	1.3	—
<b>Age of mother</b>													
Under age 15	—	3.1	3.4	3.1	3.2	3.2	3.2	3.1	3.3	3.2	3.3	3.0	3.1
Ages 15-19	—	1.8	1.7	1.8	1.8	1.7	1.7	1.8	1.8	1.8	1.8	1.8	1.8
Ages 20-24	—	1.1	1.1	1.2	1.3	1.3	1.3	1.4	1.4	1.4	1.4	1.4	1.4
Ages 25-29	—	0.9	1.0	1.0	1.1	1.2	1.2	1.2	1.3	1.3	1.3	1.3	1.3
Ages 30-34	—	1.0	1.0	1.1	1.2	1.2	1.3	1.3	1.4	1.4	1.3	1.3	1.4
Ages 35-39	—	—	1.1	1.3	1.4	1.5	1.6	1.6	1.6	1.7	1.6	1.6	1.6
Ages 40-44	—	—	1.4	1.5	1.5	1.8	1.9	1.9	1.9	2.0	1.9	1.9	—
Ages 45-54 <sup>d</sup>	—	—	1.8	1.8	1.7	2.8	2.7	3.9	4.2	3.5	3.4	3.9	—

<sup>a</sup> Data for 2002 are preliminary.

<sup>b</sup> Before 1979, low birthweight was defined as infants weighing 2,500 grams (5lb. 8oz.) or less. From 1979 and beyond, low birthweight was defined as infants weighing less than 2,500 grams (5lb. 8oz.).

<sup>c</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races until 1990. After 1990, persons of Hispanic origin are not included. Birth figures for Hispanic infants are based on data from 22 states that reported Hispanic origin on the birth certificate in 1980, 23 states and the District of Columbia in 1985, 48 states and the District of Columbia in 1990, and 50 states and the District of Columbia since 1993

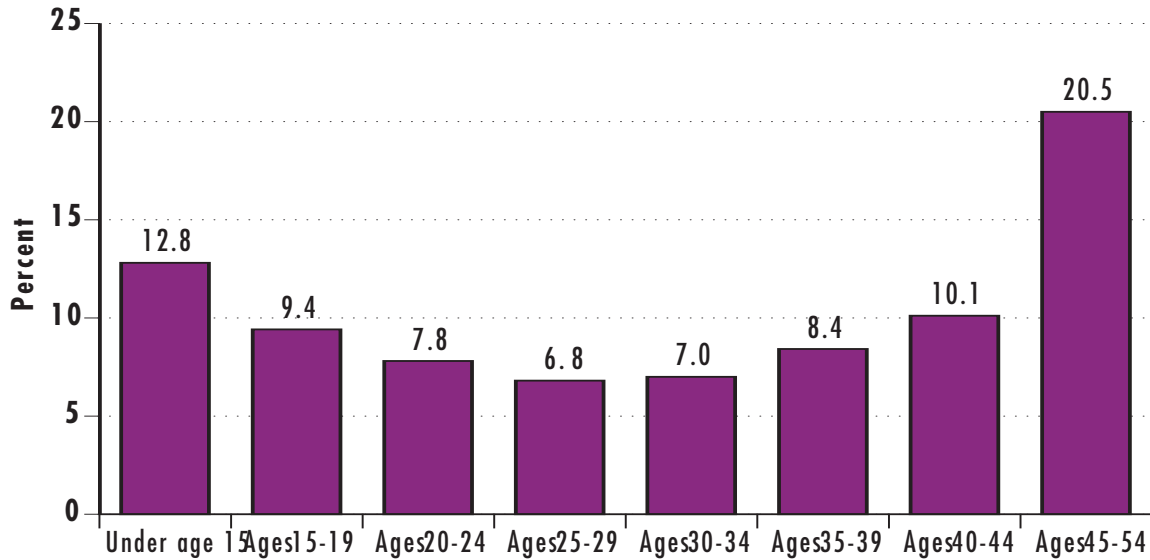
<sup>d</sup> Before 1997, this category was 45-49 years.

— Data not available.

Sources: National Center for Health Statistics. (2003). Unpublished work; Hamilton, B.E., Martin, J.A., & Sutton, P.D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Reports*, 51(11). Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2); Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5); Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. *National Vital Statistics Reports*, 49(1); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. *National Vital Statistics Reports*, 48(3); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. *National Vital Statistics Reports*, 47(18); Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1998). Report of Final Natality Statistics, 1996. *Monthly Vital Statistics Reports*, 46(Supp. 11); Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (1997). Report of Final Natality Statistics, 1995. *Monthly Vital Statistics Reports*, 45(11[Supp. 2]); National Center for Health Statistics. (1996). Health, United States, 1995. Hyattsville, MD: National Center for Health Statistics; Ventura, S. J. & Martin, J. A. (1993). Report of Final Natality Statistics, 1990. *Monthly Vital Statistics Reports*, 41(Supp. 9); National Center for Health Statistics. (1987). Advance Report of Final Natality Statistics, 1985. *Monthly Vital Statistics Report*, 36(4 (Supp)); Ventura, S. J. (1982). Advance Report of Final Natality Statistics, 1980. *Monthly Vital Statistics Reports*, 31(Supp. 8).

Figure HC 2.2.B

Low birthweight infants as a percentage of all infants, by age of mother: 2001

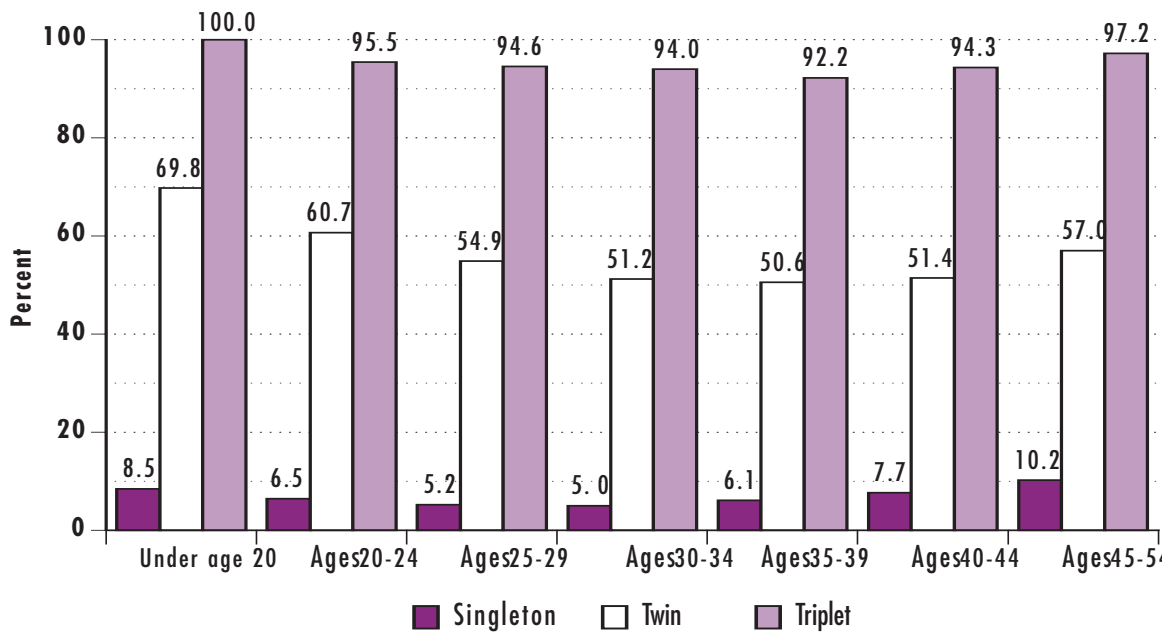


Note: Low birthweight is defined as infants weighing less than 2,500 grams (5lb. 8oz.)

Source: Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2).

Figure HC 2.2.C

Percentage of children born with low birthweight, by plurality and age of mother: 2001



Note: Low birthweight is defined as infants weighing less than 2,500 grams (5lb. 8oz.)

Source: National Center for Health Statistics. (2003). Unpublished work.

## HC 2.3 Children in Very Good or Excellent Health

The health of children and youth is fundamental to their well-being and future development. Most parents in the United States report that their children are in very good or excellent health. The percentage of all children under age 18 reported to be in very good or excellent health has remained close to 80 percent since 1985 (Table HC 2.3).

**Differences by Race and Hispanic Origin.**<sup>1</sup> Parents' reports of their children's health vary by race and Hispanic origin. Between 1985 and 2001, Black, non-Hispanic and Hispanic parents were less likely than White, non-Hispanic parents to report that their children were in very good or excellent health. In 2001, 78 percent of Black, non-Hispanic children and 80 percent of Hispanic children under age 5 were reported to be in very good or excellent health, compared to 89 percent of White, non-Hispanic children. Seventy-two percent of Black, non-Hispanic children and 76 percent of Hispanic children ages 5 to 17 were reported in very good or excellent health, compared with 87 percent of White, non-Hispanic children in this age group (Table HC 2.3).

**Differences by Poverty Status.** Parents' reports of their children's health also vary by family income, with higher income families more likely to report that their children are in very good or excellent health (Figure HC 2.3). For example, in 2001, 71 percent of children under age 18 who fell below the poverty line were reported to be in very good or excellent health, compared with 86 percent for children at or above the poverty line. Seventy-four percent of children under age 5 in families below poverty were reported to be in very good or excellent health, compared with 88 percent of children in families at or above poverty in 2001. For children ages 5 to 17 in families below the poverty line, 70 percent were reported to be in very good or excellent health, compared to 86 percent of children in families at or above the poverty line in 2001.

---

<sup>1</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 2.3**

Percentage of children under age 18 who are reported by their parents to be in very good or excellent health, by age, race and Hispanic origin, poverty status: Selected years, 1985-2001

	1985	1990	1995	1996	1997	1998	1999	2000	2001
<b>All healthy children</b>	79	81	80	81	82	83	83	82	84
<b>Race and Hispanic origin<sup>a</sup></b>									
White, non-Hispanic	84	85	85	85	87	88	87	86	88
Black, non-Hispanic	66	69	71	74	73	74	74	74	75
Hispanic	68	75	69	69	73	74	77	75	77
<b>Poverty status</b>									
Below poverty	64	66	65	66	68	70	71	70	72
At or above poverty	84	84	84	85	86	87	86	85	87
<b>Under age 5</b>	80	81	81	81	84	85	85	85	85
<b>Race and Hispanic origin<sup>a</sup></b>									
White, non-Hispanic	86	85	86	86	89	90	89	89	89
Black, non-Hispanic	67	72	72	75	77	77	78	77	78
Hispanic	69	75	70	69	75	77	78	77	81
<b>Poverty status</b>									
Below poverty	69	70	67	69	74	76	73	74	76
At or above poverty	85	85	85	85	88	89	88	88	88
<b>Ages 5-17</b>	78	80	80	81	81	82	82	81	83
<b>Race and Hispanic origin<sup>a</sup></b>									
White, non-Hispanic	83	84	85	85	86	87	86	85	87
Black, non-Hispanic	66	67	70	73	71	72	73	73	73
Hispanic	67	75	69	69	72	73	76	74	75
<b>Poverty status</b>									
Below poverty	62	64	64	65	65	67	70	68	69
At or above poverty	83	84	84	85	86	87	86	84	86

<sup>a</sup> Persons of Hispanic origin may be of any race.

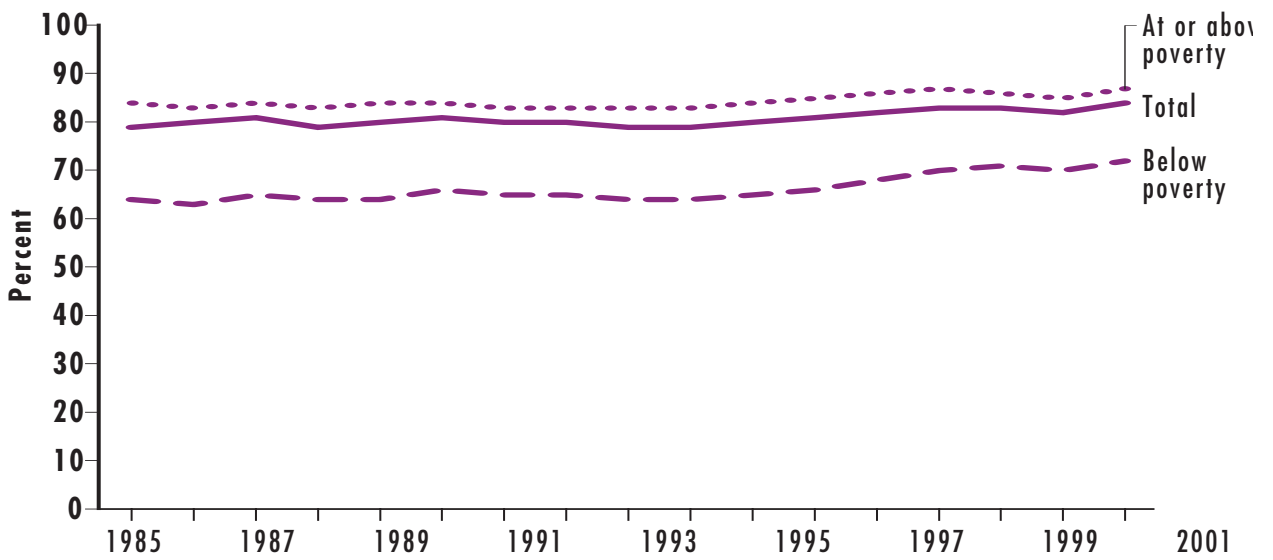
Note: In 1997, the National Health Interview Survey was redesigned. Data for 1997 onward are not strictly comparable with earlier data.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## Health Conditions

**Figure HC 2.3**

Percentage of children under age 18 who are reported by their parents to be in very good or excellent health, by poverty status: 1985-2001



Note: In 1997, the National Health Interview Survey was redesigned. Data for 1997 onward are not strictly comparable with earlier data.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

## HC 2.4 Chronic Health Conditions

Chronic conditions are longstanding illnesses or impairments that are not easily or quickly resolved or that are continuous or persistent over an extended time period. They can cause children to miss school and often require medical assistance and followup. In fact, children with asthma, one of the most common chronic conditions in the United States, miss an average of twice as many school days as children without asthma.<sup>1</sup> Chronic conditions can increase a family's medical expenses, create stress for children and their parents, and also can cause parents to be absent from work.<sup>2</sup>

The percentage of children with asthma increased slightly between 1997 and 2001. In 2001, approximately 13 percent of children under 18 had asthma. While another 13 percent of children had respiratory allergies in 2001, the percentage of children with respiratory allergies has remained stable since 1997. An estimated 11 percent of children had other allergies and 10 percent of children suffered from hay fever in 2001 (Table HC 2.4).

**Differences by Sex.** Males are more likely to suffer from asthma, hay fever, and respiratory allergies than females. For example, in 2001, approximately 15 percent of males and 11 percent of females had asthma. Similar percentages of males and females suffer from other allergies, such as food or skin allergies (Table HC 2.4).

**Differences by Age.** Among children with asthma, hay fever, and respiratory allergies, older children are more likely to have these chronic conditions than younger children. For example, in 2001, 14 percent of children ages 12 to 17 had hay fever, while only 5 percent of children under age 5 suffered from this condition. However, these differences could be a result of more children presenting symptoms as they grow older. Among children with other allergies, children under age 5 are more likely than older children to have this condition (Table HC 2.4).

**Differences by Race and Hispanic Origin.** Black, non-Hispanic children are more likely to suffer from asthma and other allergies, while White, non-Hispanic children are more likely to have hay fever and respiratory allergies. In 2001, approximately 16 percent of Black, non-Hispanic children suffered from asthma, while 12 percent of White, non-Hispanic, and 11 percent of Hispanic children had the same condition (Figure HC 2.4).

---

<sup>1</sup> U.S. Department of Health and Human Services. (1998). *HHS Targets Efforts on Asthma: Fact Sheet*.

<sup>2</sup> Summer, L. & O'Neill, G. *Challenges for the 21st Century*. (1999). Washington, DC: National Academy of an Aging Society.



## SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 2.4**

Percentage of children with selected health conditions, by sex, age, and race and Hispanic origin, 1997-2001

	1997	1998	1999	2000	2001
<b>All children with asthma</b>	11.4	12.1	10.8	12.4	12.7
Sex					
Male	13.0	14.7	12.9	14.8	14.5
Female	9.7	9.3	8.5	9.8	10.7
Age					
Under age 5	7.1	8.3	7.0	7.8	7.9
Ages 5-11	12.3	13.0	11.9	12.2	13.3
Ages 12-17	14.0	14.2	12.6	16.2	15.8
Race and Hispanic origin <sup>a</sup>					
White, non-Hispanic	11.2	12.0	10.1	12.1	12.2
Black, non-Hispanic	13.6	15.7	13.8	16.0	15.7
Hispanic	10.1	10.1	10.1	9.9	11.2
<b>All children with hay fever</b>	10.4	10.5	10.3	9.9	10.2
Sex					
Male	11.1	10.9	11.0	10.8	11.0
Female	9.6	10.1	9.5	8.8	9.3
Age					
Under age 5	4.6	4.7	4.3	4.4	4.8
Ages 5-11	11.0	11.4	10.7	9.5	10.5
Ages 12-17	14.6	14.3	13.7	14.8	14.2
Race and Hispanic origin <sup>a</sup>					
White, non-Hispanic	11.3	11.6	11.1	11.1	11.8
Black, non-Hispanic	8.7	8.6	9.9	8.4	8.3
Hispanic	8.2	7.9	7.4	6.7	6.1
<b>All children with respiratory allergies</b>	12.0	12.2	10.8	11.5	12.6
Sex					
Male	12.8	12.8	12.0	12.2	13.3
Female	11.1	11.5	9.6	10.7	11.9
Age					
Under age 5	8.3	8.6	6.9	8.2	8.8
Ages 5-11	12.2	13.1	11.1	12.2	13.2
Ages 12-17	14.8	14.0	13.1	13.4	15.0
Race and Hispanic origin <sup>a</sup>					
White, non-Hispanic	13.5	13.6	12.1	13.0	14.3
Black, non-Hispanic	10.3	12.1	10.1	9.5	11.6
Hispanic	7.8	7.9	6.2	8.1	7.5

continued

## Health Conditions

**Table HC 2.4 continued**

Percentage of children with selected health conditions, by sex, age, and race and Hispanic origin, 1997-2001

	1997	1998	1999	2000	2001
<b>All children with other allergies<sup>a</sup></b>	10.3	10.2	9.2	9.9	10.7
<b>Sex</b>					
Male	10.1	9.7	9.5	10.0	10.5
Female	10.4	10.7	9.0	9.8	10.9
<b>Age</b>					
Under age 5	11.1	10.9	10.2	10.9	12.3
Ages 5-11	9.8	10.5	8.8	9.2	9.8
Ages 12-17	10.1	9.2	9.1	9.9	10.4
<b>Race and Hispanic origin<sup>b</sup></b>					
White, non-Hispanic	10.4	10.9	9.4	10.6	11.0
Black, non-Hispanic	12.2	10.7	10.2	10.1	12.3
Hispanic	7.3	7.4	6.7	6.7	7.4

<sup>a</sup> Other allergies include food or digestive allergies, eczema, or any kind of skin allergy.

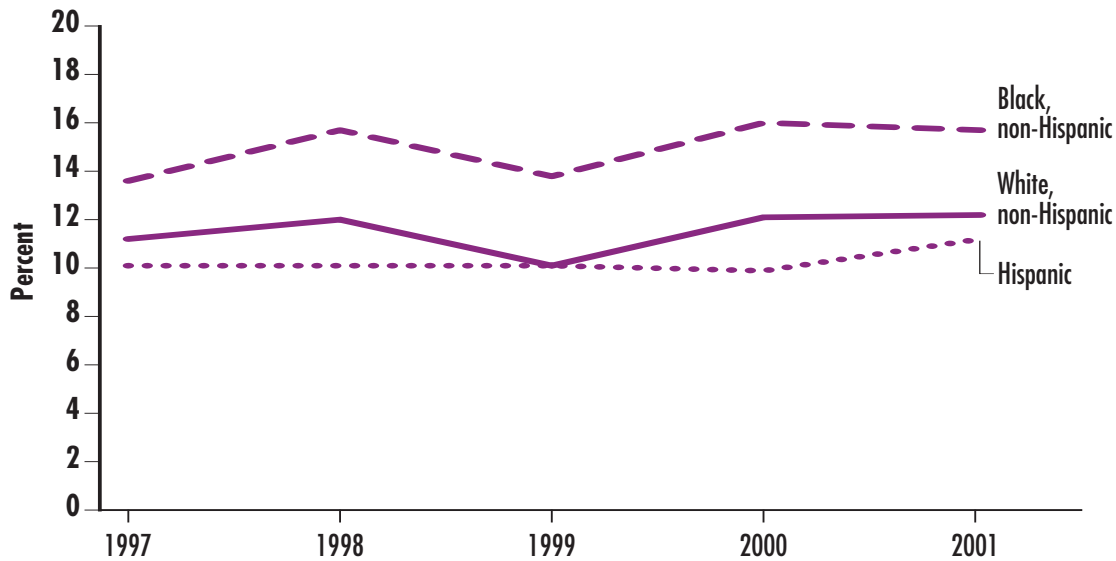
<sup>b</sup> Persons of Hispanic origin may be of any race.

Note: Data are based on responses by parents or other adult respondents to questions asking if a doctor or other health professional has ever told them if their child has the selected health condition. A child may be counted in more than one category.

Sources: National Center for Health Statistics. (2003). Unpublished work; Blackwell, D. L. & Tonthat, L. (2003). Summary Health Statistics for U.S. Children: National Health Interview Survey, 1999. *Vital Health Statistics*, 10(210); Blackwell, D. L., Vickerie, J. L., & Wondimu, E. A. (2003). Summary Health Statistics for U.S. Children: National Health Interview Survey, 2000. *Vital Health Statistics*, 10(213); Bloom, B., & Tonthat, L. (2002). Summary Health Statistics for U.S. Children: National Health Interview Survey, 1997. *Vital Health Statistics*, 10(203); Blackwell, D. L. & Tonthat, L. (2002). Summary Health Statistics for U.S. Children: National Health Interview Survey, 1998. *Vital Health Statistics*, 10(208).

**Figure HC 2.4**

Percentage of children with asthma, by race and Hispanic origin, 1997-2001



Sources: National Center for Health Statistics. (2003). Unpublished work; Blackwell, D. L. & Tonthat, L. (2003). Summary Health Statistics for U.S. Children: National Health Interview Survey, 1999. *Vital Health Statistics*, 10(210); Blackwell, D. L., Vickerie, J. L., & Wondimu, E. A. (2003). Summary Health Statistics for U.S. Children: National Health Interview Survey, 2000. *Vital Health Statistics*, 10(213); Bloom, B., & Tonthat, L. (2002). Summary Health Statistics for U.S. Children: National Health Interview Survey, 1997. *Vital Health Statistics*, 10(203); Blackwell, D. L. & Tonthat, L. (2002). Summary Health Statistics for U.S. Children: National Health Interview Survey, 1998. *Vital Health Statistics*, 10(208).

## HC 2.5 Overweight Prevalence

Youth who are overweight in adolescence are at greater risk of being overweight as adults, and adults who are overweight are at higher risk of numerous health problems, including hypertension, coronary heart disease, gallbladder disease, noninsulin-dependent diabetes, and some cancers.<sup>1</sup> Because being overweight in childhood and adolescence increases the risk of being overweight in adulthood, the trends in overweight prevalence among children and youth have become an important public health concern. Overall, the percentage of children ages 6 to 19 who are overweight<sup>2</sup> has increased more than threefold since the 1960s, with the largest increases seen since 1980 (Table HC 2.5.A).

One predictor of obesity is the amount of regular physical exercise. Sixty percent of Americans do not exercise regularly, according to a 1996 report by the surgeon general, despite the many health benefits associated with physical activity. People of all ages, both male and female, benefit from regular physical activity. Significant health benefits can be obtained by including a moderate amount of physical activity (e.g., 30 minutes of brisk walking or raking leaves, 15 minutes of running, or 45 minutes of playing volleyball) on most, if not all, days of the week.

The percentage of 12th-graders who report actively participating in sports or exercise “almost every day” has remained fairly stable since 1976, varying between 42 and 48 percent. Rates have also been stable for 8th- and 10th-graders since 1991, the first year in which data were collected for those grades (Table HC 2.5.B).

**Differences by Sex.** In the time period 1988-1994, 11.8 percent of males ages 6 to 11 were overweight, compared with 11 percent of females; 11.3 percent of males ages 12 to 19 were overweight, compared with 9.7 percent of females. By 1999-2000, 15.5 percent of both males and females ages 12 to 19 were overweight (Figure HC 2.5.A). Males consistently report exercising more often than females. In 2001, for each grade (9 to 12), male rates were 10 to 24 percentage points higher than female rates, a trend that exists for every year that data are available (Table HC 2.5.C).

<sup>1</sup> National Center for Health Statistics. (2001). *Health, United States, 2001, with Urban and Rural Health Chartbook*. Hyattsville, MD: National Center for Health Statistics; Trojano, R. P., Flegal, K. M., Kuczmarski, R. J., Campbell, S. M., & Johnson, C. L. (1995). Overweight Prevalence and Trends for Children and Adolescents: The National Health and Nutrition Examination Surveys, 1963-1991. *Archives of Pediatrics and Adolescent Medicine*, 149.

<sup>2</sup> Overweight is defined as body mass index (BMI) at or above the sex- and age-specific 95th percentile BMI cutoff points calculated at 6-month age intervals for children ages 6 through 11 [from the 1963-65 National Health Examination Survey (NHES)] and for adolescents ages 12 to 17 (from the 1966-70 NHES). Age is at time of examination at mobile examination center. This definition differs from that reported in earlier versions of this report, which was based on children at or above the 85th percentile of BMI.

**Differences by Age.** In the years 1963-1965, 4.2 percent of children ages 6 to 11 were overweight, with this percentage rising to 15.3 percent in 1999-2000. In the period 1966-1970, 4.6 percent of youth ages 12 to 19 were overweight, with this percentage rising to 15.5 percent during 1999-2000.

The percentages of youth who report that they actively participate in sports or exercise “almost every day” decreased with age. In 2002, for example, 54 percent of 8th graders, 50 percent of 10th graders, and 42 percent of 12th graders reported daily or almost daily exercise (Figure HC 2.5.B). A similar pattern emerged in a survey that asked youth whether they had exercised vigorously three or more times in the past week (Table HC 2.5.C).

**Differences by Race and Hispanic Origin.**<sup>3</sup> In 1999-2000, overweight prevalence among male children (ages 6 to 11) and youth (ages 12 to 19) differs by more than 5 percentage points between Black and White males. The percentage of overweight Black female children and youth is about 10 percentage points above that of their White peers (Table HC 2.5.A).

Black and White 10th graders are about equally likely to exercise regularly (Table HC 2.5.B). Among 12th graders, Blacks appeared to be somewhat less likely than Whites to exercise regularly. Other survey data, reported in Table HC 2.5.C, show larger differences by race and Hispanic origin. In 2001, 67 percent of White youth reported exercising vigorously at least 3 times a week, compared with 60 percent of Black, non-Hispanic youth and 61 percent of Hispanic youth.

---

<sup>3</sup> Persons of Hispanic origin may be of any race.

## Health Conditions

**Table HC 2.5.A**

Percentage of overweight children and youth by age, sex, and race and Hispanic origin: Selected years, 1963-2000

	1963-1965	1966-1970	1971-1974	1976-1980	1988-1994	1999-2000
<b>Ages 6-11</b>	4.2	—	4.0	6.5	11.3	15.3
Male <sup>a</sup>	4.0	—	4.3	6.6	11.6	16.0
White, non-Hispanic	—	—	—	6.1	10.7	11.9 <sup>b</sup>
Black, non-Hispanic	—	—	—	6.8	12.3	17.6
Female <sup>a</sup>	4.5	—	3.6	6.4	11.0	14.5
White, non-Hispanic	—	—	—	5.2	9.8 <sup>b</sup>	12.0 <sup>b</sup>
Black, non-Hispanic	—	—	—	11.2	17.0	22.1
<b>Ages 12-19</b>	—	4.6	6.1	5.0	10.5	15.5
Male <sup>a</sup>	—	4.5	6.1	4.8	11.3	15.5
White, non-Hispanic	—	—	—	3.8	11.6	13.0
Black, non-Hispanic	—	—	—	6.1	10.7	20.5
Female <sup>a</sup>	—	4.7	6.2	5.3	9.7	15.5
White, non-Hispanic	—	—	—	4.6	8.9	12.2
Black, non-Hispanic	—	—	—	10.7	16.3	25.7

<sup>a</sup> Totals for male and female children and youth include data for race groups not shown separately.

<sup>b</sup> Estimate is considered unreliable because it has a relative standard error of 20-30 percent.

— Data not available.

Note: Overweight is defined as BMI at or above the sex- and age-specific 95th percentile BMI cutoff points calculated at 6-month age intervals for children ages 6 to 11 (from the 1963-65 NHES) and for youth ages 12 to 17 (from the 1966-70 NHES). Age is at time of examination at mobile examination center. Data for 1966-1970 are for youth 12-17 years of age, not 12-19 years.

Source: U.S. Department of Health and Human Services, National Center for Health Statistics. (2003). *Health, United States, 2003, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics.

## SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 2.5.B**

Percentage of 8th-, 10th- and 12th-graders who report that they actively participate in sports or exercise "almost every day" by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>8th Grade</b>	—	—	—	57	55	55	53	56	54	55	53	53	54	53	54
Sex															
Male	—	—	—	65	65	65	63	66	63	63	61	60	61	60	61
Female	—	—	—	49	45	46	44	47	47	48	45	46	48	46	48
Race <sup>a</sup>															
White	—	—	—	58	56	58	56	59	57	58	56	55	57	56	58
Black	—	—	—	61	57	54	52	55	56	56	54	55	54	55	55
<b>10th Grade</b>	—	—	—	54	54	53	53	53	52	52	50	52	51	50	50
Sex															
Male	—	—	—	63	64	62	62	62	60	60	58	60	59	57	57
Female	—	—	—	45	45	45	44	45	44	45	42	44	44	44	44
Race <sup>a</sup>															
White	—	—	—	55	55	54	54	55	53	54	52	54	53	51	52
Black	—	—	—	54	52	56	50	52	53	52	47	47	48	51	52
<b>12th Grade</b>	44	48	44	46	46	44	45	45	45	45	44	45	42	43	42
Sex															
Male	52	56	54	55	59	55	56	55	58	56	53	54	49	56	50
Female	36	39	36	36	33	33	36	37	32	36	35	37	35	32	35
Race <sup>a</sup>															
White	43	47	46	48	48	46	49	46	48	46	46	48	44	46	45
Black	49	53	43	43	41	39	39	48	40	38	38	40	37	43	42

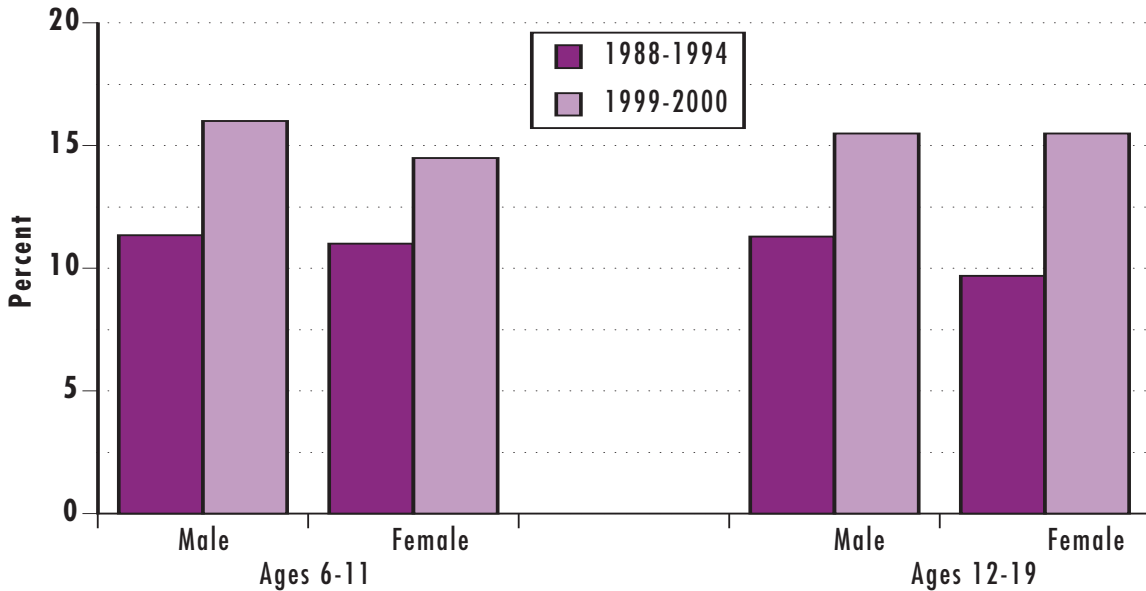
<sup>a</sup> Persons of Hispanic origin may be of any race. Data for Blacks and Whites include Hispanics of those races.

— Data not available.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

Figure HC 2.5.A

Percentage of overweight children and youth, by age and sex: Selected years, 1988-2000

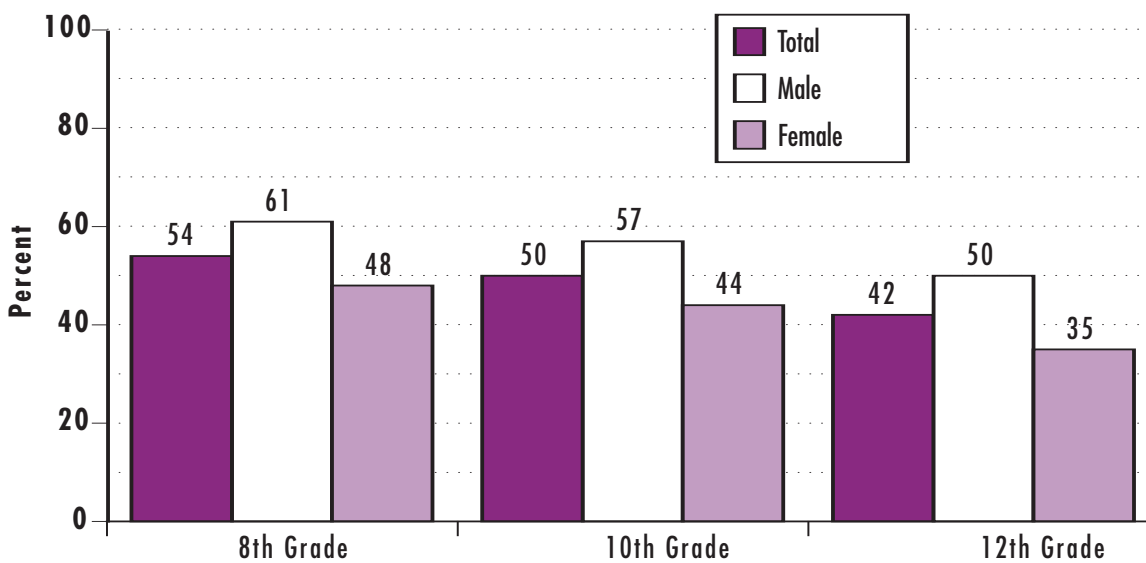


Note: Overweight is defined as BMI at or above the sex- and age-specific 95th percentile BMI cutoff points calculated at 6-month age intervals for children ages 6 to 11 (from the 1963-1965 NHES) and for youth ages 12 to 17 (from the 1966-70 NHES). Age is given at time of examination at mobile examination center. This definition differs from that reported in earlier versions of this report, which was based on children at or above the 85th percentile of BMI.

Source: U.S. Department of Health and Human Services, National Center for Health Statistics. (2003). *Health, United States, 2003, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics.

Figure HC 2.5.B

Percentage of 8th-, 10th-, and 12th-graders who report that they actively participate in sports or exercise "almost every day," by sex: 2002



Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.



SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 2.5.C**

Percentage of youth in grades 9 to 12 who report having exercised vigorously three or more times in the seven days preceding the survey, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	66	75	56	64	74	52	64	72	54	65	72	57	65	73	57
<b>Grade</b>															
9th	75	81	68	72	80	62	73	79	66	73	77	68	72	77	67
10th	70	77	61	69	79	59	66	74	56	65	73	56	67	74	60
11th	63	71	53	60	72	47	60	69	49	58	67	49	61	72	51
12th	58	70	45	55	67	42	58	68	44	61	71	52	56	66	45
<b>Race and Hispanic origin<sup>a</sup></b>															
White, non-Hispanic	68	76	59	67	76	57	67	73	58	67	75	60	67	74	60
Black, non-Hispanic	60	71	49	53	68	41	54	67	41	56	65	47	60	72	48
Hispanic	59	69	50	57	70	45	60	69	50	61	72	50	61	69	52

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Exercising vigorously involves activities that make students sweat and breathe hard for at least 20 minutes.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## HC 2.6 Activity Limitations

Activity limitations refer to long-term reductions in activities resulting from a chronic disease or impairment.<sup>1</sup> Through 1996 a person was classified as having an activity limitation if he or she reported (1) an inability to perform the major activity for a person in his or her age group, (2) being able to perform the major activity but being limited in the kind or amount of this activity, or (3) not being limited in the major activity but being limited in the kind or amount of other activities. For children under age 5, the major activity consisted of ordinary play. For children ages 5 to 17, the major activity was attending school. Activity limitation is now based on whether a child under age 5 was limited in usual kinds of play activities, whether a child under 18 years of age received special education or early intervention services, and whether a child ages 3 to 17 needed the help of other persons with personal care needs.

**Differences by Age.** Children ages 5 to 17 are more likely to experience an activity limitation due to a chronic condition than are younger children. In 2001, 3.3 percent of children under age 5 had an activity limitation due to a chronic condition, compared with 8.0 percent of older children. These differences by age can be seen across poverty status, sex, and race and Hispanic origin categories (Table HC 2.6).

**Differences by Sex.** Males have consistently accounted for a greater percentage of children with an activity limitation due to a chronic condition. In 2001, 8.7 percent of males under the age of 18, compared with 4.7 percent of females in the same age group, had activity limitations that were caused by a chronic condition (Table HC 2.6).

**Differences by Race and Hispanic Origin.** In 2000, 6.8 percent of Black, non-Hispanic children under the age of 18 had any activity limitation, compared with 6.3 percent of White, non-Hispanic and 4.4 percent of Hispanic children (Figure HC 2.6.A). Overall, the percentage of children under the age of 18 with an activity limitation due to a chronic condition has risen by a little more than one percent for both Black, non-Hispanics and White, non-Hispanics since 1985. The overall rate for Hispanics, however, has decreased over that time, from 5.1 to 4.4 percent (Table HC 2.6).

**Differences by Poverty Status.** Children under age 18 who were below the poverty line were much more likely to have an activity limitation than nonpoor children (Figure HC 2.6.B). In 2000, 8.4 percent of children below the poverty line and 6.1 percent of children at or above the poverty line had an activity limitation.

---

<sup>1</sup> A disease or impairment is classified as chronic if it has been apparent for at least 3 months or is a new condition that will ordinarily last for more than 3 months.

<sup>2</sup> Persons of Hispanic origin may be of any race.

**Table HC 2.6**

Percentage of children under age 18 with any activity limitation due to a chronic condition, by age, sex, poverty status, and race and Hispanic origin: Selected years, 1985-2001

	1985	1990	1995	1996	1997 <sup>a</sup>	1998	1999	2000	2001
<b>Children with activity limitations</b>	5.1	4.9	6.0	6.1	6.6	6.0	5.9	5.9	6.7
<b>Sex</b>									
Male	6.0	5.6	7.4	7.6	8.4	8.0	7.4	7.5	8.7
Female	4.2	4.2	4.6	4.6	4.7	3.9	4.4	4.3	4.7
<b>Race and Hispanic origin<sup>b</sup></b>									
White, non-Hispanic	5.1	5.0	6.0	5.9	7.1	6.2	6.3	6.3	7.0
Black, non-Hispanic	5.8	5.5	7.3	8.0	7.4	7.6	6.5	6.8	7.8
Hispanic	5.1	4.1	5.8	6.4	4.8	4.7	4.5	4.4	4.5
<b>Poverty status</b>									
Below poverty	7.3	6.3	8.6	9.4	8.8	9.0	8.8	8.4	—
At or above poverty	4.8	4.6	5.3	5.2	6.4	5.8	6.0	6.1	—
<b>Under age 5</b>	2.2	2.2	2.7	2.7	3.5	2.8	3.1	3.2	3.3
<b>Sex</b>									
Male	2.7	2.6	3.3	3.4	4.2	3.7	3.8	4.0	4.2
Female	1.6	1.7	2.0	1.8	2.7	1.8	2.4	2.4	2.4
<b>Race and Hispanic origin<sup>b</sup></b>									
White, non-Hispanic	1.8	2.1	2.7	2.0	3.7	2.6	3.0	3.1	3.2
Black, non-Hispanic	3.2	2.9	3.5	5.1	4.5	3.9	5.1	4.1	4.5
Hispanic	3.0	2.0	2.5	3.5	2.5	3.0	2.0	2.6	2.4
<b>Poverty status</b>									
Below poverty	2.9	2.9	3.6	5.5	4.6	4.0	4.5	3.7	5.2
At or above poverty	2.2	2.0	2.4	1.7	3.2	2.5	3.1	3.2	3.1
<b>Ages 5-17</b>	6.3	6.1	7.4	7.4	7.8	7.3	7.0	6.9	8.0
<b>Sex</b>									
Male	7.4	6.9	9.0	9.2	10.0	9.7	8.7	8.8	10.4
Female	5.3	5.2	5.6	5.6	5.5	4.8	5.1	5.0	5.5
<b>Race and Hispanic origin<sup>b</sup></b>									
White, non-Hispanic	6.4	6.2	7.2	7.3	8.3	7.5	7.4	7.4	8.5
Black, non-Hispanic	6.9	6.7	8.9	9.2	8.4	8.9	7.0	7.7	9.3
Hispanic	6.0	5.1	7.5	7.7	5.9	5.5	5.6	5.3	5.5
<b>Poverty status</b>									
Below poverty	9.2	7.9	11.0	11.2	10.8	11.1	10.6	10.7	12.0
At or above poverty	5.8	5.6	6.5	6.5	7.6	7.1	7.1	7.1	8.2

<sup>a</sup> In 1997, the National Health Interview Survey was redesigned. Data for 1997 onward are not comparable with earlier data. Data for 1997 and 1998 are for July-December only. There was an error in data collection in January-June 1998. For both years, data for only the second half of the year are presented so that data for 1997-98 will be comparable.

<sup>b</sup> Persons of Hispanic origin may be of any race.

— Data not available.

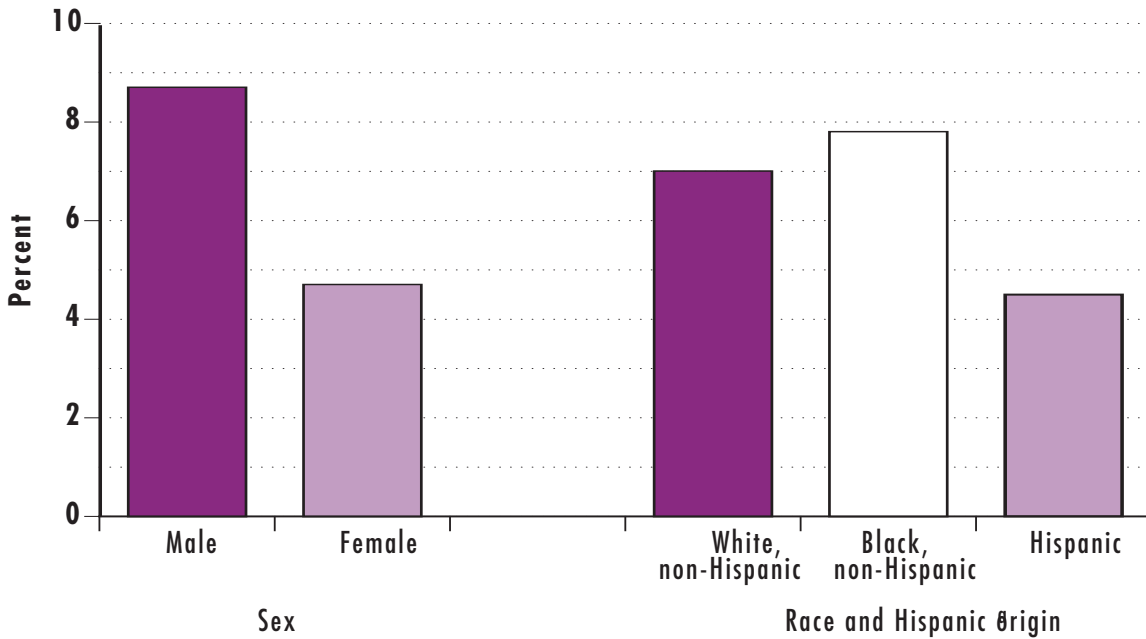
Note: Persons are classified in terms of the major activity usually associated with their particular age group. Prior to 1997, the major activities for children included ordinary play for children under 5 years of age and attending school for those 5 to 17 years of age. Beginning in 1997, some new activities were included in the definition including receipt of special educational services, assistance with personal care, and cognitive problems. A person is classified as having an activity limitation if he or she is unable to perform the major activity, is able to perform the major activity but is limited in the kind or amount of this activity, or is not limited in the major activity but is limited in the kind or amount of other activities. A condition is considered chronic if the respondent indicates it was first noticed more than 3 months before the reference date of the interview, or it is a type of condition that ordinarily has a duration of more than 3 months.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; National Center for Health Statistics. (2003). Unpublished work; Benson, V. & Marano, M. A. (1998). Current Estimates from the National Health Interview Survey, 1995. *Vital Health Statistics*, 10.

## Health Conditions

**Figure HC 2.6.A**

Percentage of children under age 18 with any activity limitation due to a chronic condition, by sex, and by race and Hispanic origin: 2001



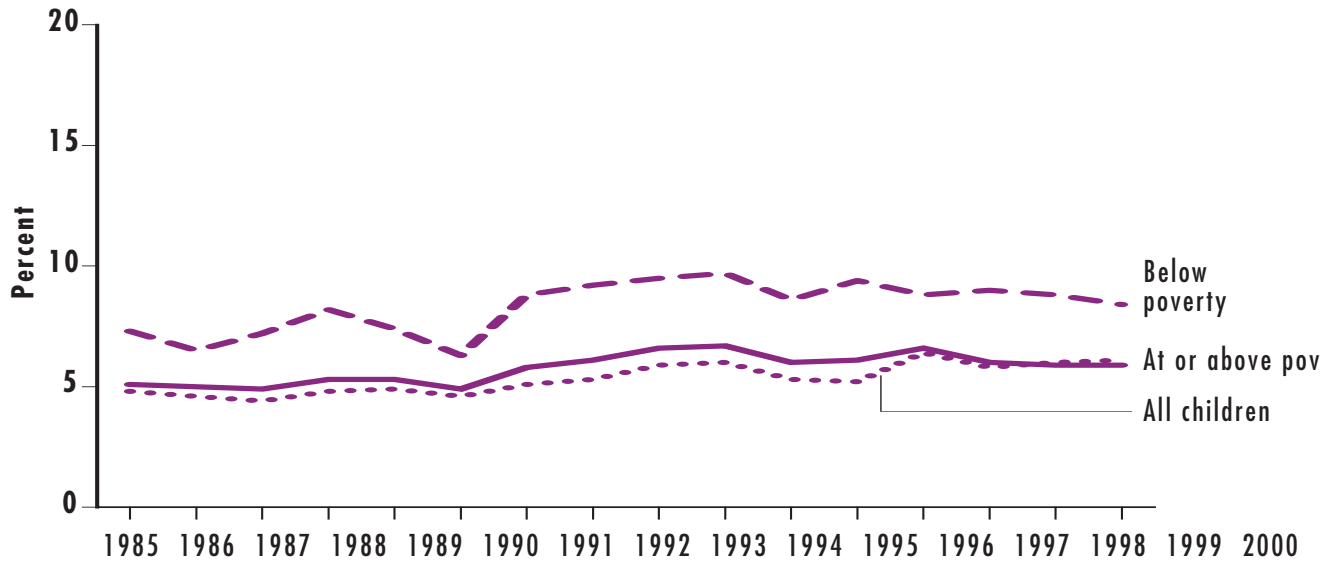
<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Persons are classified in terms of the major activity usually associated with their particular age group. Prior to 1997, the major activities for children included ordinary play for children under 5 years of age and attending school for those 5 to 17 years of age. Beginning in 1997, some new activities were included in the definition including receipt of special educational services, assistance with personal care, and cognitive problems. A person is classified as having an activity limitation if he or she is unable to perform the major activity, is able to perform the major activity but is limited in the kind or amount of this activity, or is not limited in the major activity but is limited in the kind or amount of other activities. A condition is considered chronic if the respondent indicates it was first noticed more than 3 months before the reference date of the interview, or it is a type of condition that ordinarily has a duration of more than 3 months.

Source: National Center for Health Statistics. (2003). Unpublished work.

**Figure HC 2.6.B**

Percentage of children under age 18 with any activity limitation due to a chronic condition, by poverty status: 1985-2000



Note: Persons are classified in terms of the major activity usually associated with their particular age group. Prior to 1997, the major activities for children included ordinary play for children under 5 years of age and attending school for those 5 to 17 years of age. Beginning in 1997, some new activities were included in the definition including receipt of special educational services, assistance with personal care, and cognitive problems. A person is classified as having an activity limitation if he or she is unable to perform the major activity, is able to perform the major activity but is limited in the kind or amount of this activity, or is not limited in the major activity but is limited in the kind or amount of other activities. A condition is considered chronic if the respondent indicates it was first noticed more than 3 months before the reference date of the interview, or it is a type of condition that ordinarily has a duration of more than 3 months. In 1997, the National Health Interview Survey was redesigned. Data for 1997-98 are not comparable with earlier data. Data for 1997 and 1998 are for July-December only. There was an error in data collection in January-June 1998. For both years, data for only the second half of the year are presented so that data for 1997-98 will be comparable.

Source: Federal Interagency Forum on Child and Family Statistics. (2002). *America's Children: Key National Indicators of Well-Being, 2002*. Washington, DC: U.S. Government Printing Office.

## HC 2.7 Children and Youth with HIV/AIDS

Through December 2001, 9,074 cases of AIDS among children younger than 13 and 4,428 cases among youth 13 to 19 years of age have been reported in the United States. Pediatric AIDS cases represent 1.1 percent and youth cases represent less than 1 percent of all the cumulative cases reported to the Centers for Disease Control and Prevention (CDC). The vast majority of children with AIDS (91 percent) contracted the disease from transmission of HIV before or during birth (perinatal transmission).

The steep decline in perinatally acquired AIDS (Figure HC 2.7.A) has been one of the dramatic changes of the 1990s. The number of perinatally acquired AIDS cases peaked in 1992 but have decreased by more than 75 percent in recent years. Research suggests that the implementation of guidelines for universal counseling, voluntary HIV testing of pregnant females, the use of zidovudine by pregnant females with AIDS, and administering zidovudine to infected newborns account for the decline. The rate of perinatal transmission is expected to continue to decline as a result of more aggressive courses of treatment and increased use of obstetric procedures, such as elective cesarean section, that reduce transmission.

Data from HIV infection case surveillance present a more current view of the HIV/AIDS epidemic than AIDS case surveillance data alone. Currently, 33 states, Guam, the Virgin Islands, and some Pacific Islands conduct confidential HIV infection surveillance of adults and youth. In 2001, these areas reported 4,557 cases of HIV infection in youth ages 13 to 24. The number of youth reported with HIV is greater than those reported with AIDS because of the long period between infection and development of disease. Young adults with AIDS probably became infected as adolescents but did not develop AIDS or get reported as having AIDS until they were adults. This underscores the importance of targeting HIV prevention messages to youth even though the total numbers of AIDS cases reported in this age group is relatively small.

**Differences by Sex.** In the 1980s and early 1990s, the vast majority of reported AIDS cases in adolescents were among males. However, the ratio of male to female cases has decreased over time. In 2001, 372 persons, 13 to 19 years old, were reported with AIDS—177 females and 195 males (Figure HC 2.7.B).

**Differences by Race and Hispanic Origin.**<sup>1</sup> Black, non-Hispanic and Hispanic children have been disproportionately affected by the HIV/AIDS epidemic. Although only 14 percent of the child population in the United States is Black, 65 percent of AIDS cases reported in 2001 among children under 13 were Black. Hispanics constitute 19 percent of the child population and 15 percent of reported childhood AIDS cases in 2001.<sup>2</sup> Because the majority of pediatric cases of AIDS are attributed to perinatal HIV transmission, these rates also reflect the disproportionate racial/ethnic distribution of HIV and AIDS among Black and Hispanic females.

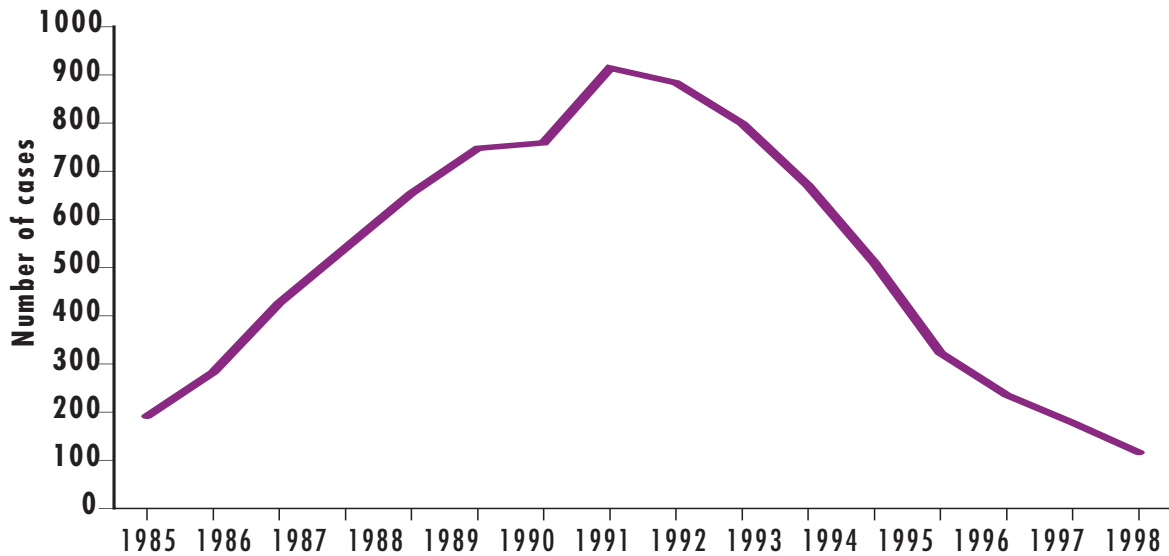
Black, non-Hispanic youth also have a higher number of deaths due to AIDS, than do White, non-Hispanic and Hispanic youth. For example, in 2000, there were 30 AIDS deaths among Black, non-Hispanic youth, 12 AIDS deaths among Hispanic youth, and 11 AIDS deaths among White, non-Hispanic youth (Table HC 2.7). While the number of deaths due to AIDS has decreased since the mid-1990s for all three groups, Black non-Hispanic youth continue to have the highest number of deaths due to AIDS (Figure HC 2.7.C).

<sup>1</sup> Persons of Hispanic origin may be of any race.

<sup>2</sup> Centers for Disease Control and Prevention. (2002). *Pediatric AIDS Surveillance, L262 slide series (through 2001)*. Atlanta, GA: U.S. Department of Health and Human Services.

Figure HC 2.7.A

Diagnosed perinatally acquired AIDS cases among children under age 13: 1985-2000

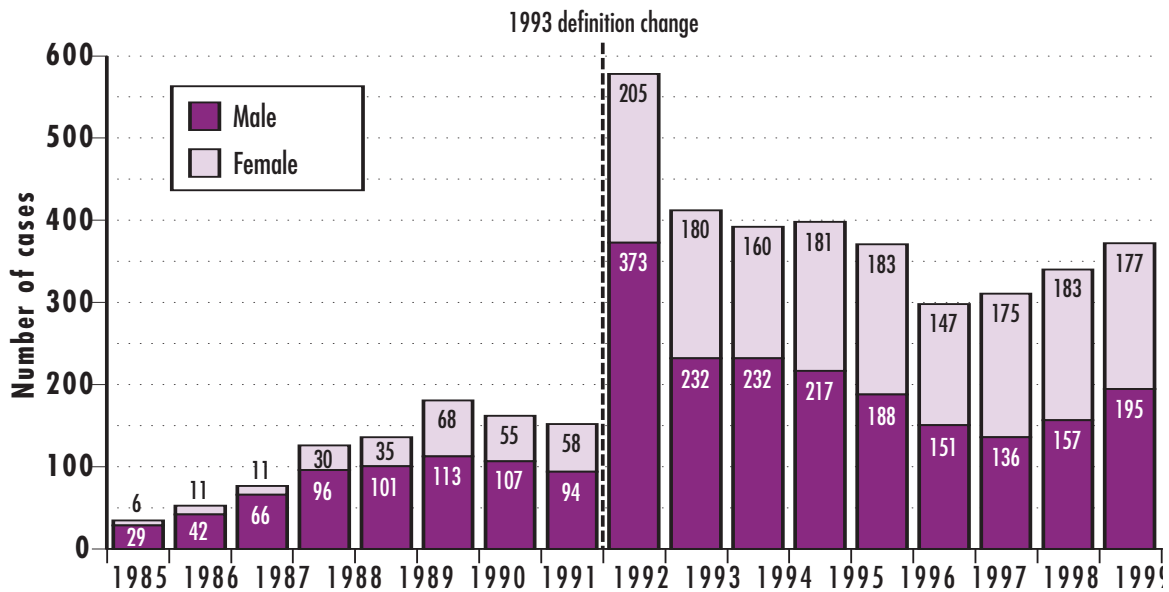


Note: Data are adjusted for reporting delays and unreported risk.

Source: Centers for Disease Control and Prevention. (2002). *Pediatric AIDS Surveillance, L262 slide series (through 2001)*. Atlanta, GA. U.S. Department of Health and Human Services.

Figure HC 2.7.B

AIDS cases in youth ages 13 to 19, by sex: 1985-2001



Source: Centers for Disease Control and Prevention. (2002). *HIV/AIDS Surveillance in Adolescents, L265 slide series (through 2001)*. Atlanta, GA. U.S. Department of Health and Human Services

**Table HC 2.7**

Number of AIDS deaths among youth under age 15, by sex and by race and Hispanic origin: 1987-2000

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>White, non-Hispanic</b>	70	70	90	63	85	81	96	95	93	64	32	12	12	11
Male	47	43	46	33	53	54	50	52	47	34	21	6	8	3
Female	23	27	44	30	32	27	46	43	46	30	11	6	4	8
<b>Black, non-Hispanic</b>	121	142	166	217	212	227	282	295	281	250	128	78	69	30
Male	59	70	80	108	108	122	141	135	143	133	71	30	41	16
Female	62	72	86	109	104	105	141	160	138	117	57	48	28	14
<b>Asian/Pacific Islander</b>	1	3	1	2	1	1	5	7	5	2	0	0	1	2
Male	1	2	0	1	0	1	2	3	2	0	0	0	0	1
Female	0	1	1	1	1	0	3	4	3	2	0	0	1	1
<b>American Indian/ Alaska Native</b>	2	0	1	2	4	0	3	3	2	1	0	0	0	0
Male	1	0	1	1	4	0	2	2	0	1	0	0	0	0
Female	1	0	0	1	0	0	1	1	2	0	0	0	0	0
<b>Hispanic<sup>a</sup></b>	69	68	91	92	85	94	120	129	117	87	40	19	25	12
Male	43	37	45	47	44	57	66	62	58	44	24	10	11	5
Female	26	31	46	45	41	37	54	67	59	43	16	9	14	7

<sup>a</sup> Persons of Hispanic origin may be of any race.

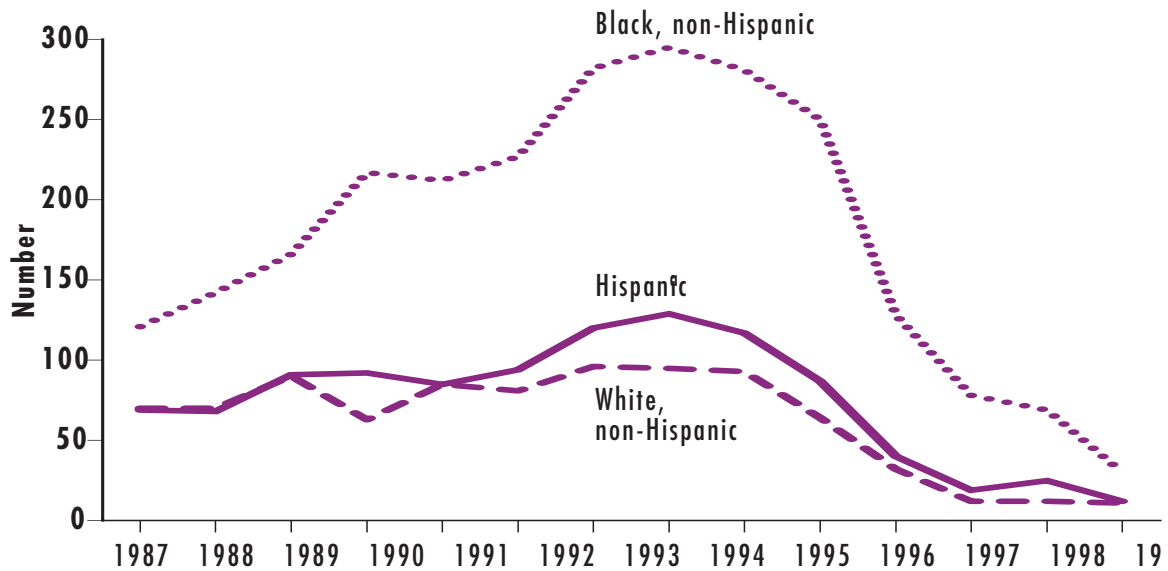
Note: The number of AIDS deaths among youth in 2000 may increase as additional deaths are reported to the CDC.

Sources: Centers for Disease Control and Prevention. (2001). *HIV/AIDS Surveillance Report, 2001*; Centers for Disease Control and Prevention. (2000). *HIV/AIDS Surveillance Report, 2000*; Centers for Disease Control and Prevention. (1999). *HIV/AIDS Surveillance Report, 1999*; Centers for Disease Control and Prevention. (1998). *HIV/AIDS Surveillance Report, 1998*; Centers for Disease Control and Prevention. (1997). *HIV/AIDS Surveillance Report, 1997*; Centers for Disease Control and Prevention. (1996). *HIV/AIDS Surveillance Report, 1996*; Centers for Disease Control and Prevention. (1995). *HIV/AIDS Surveillance Report, 1995*; Centers for Disease Control and Prevention. (1994). *HIV/AIDS Surveillance Report, 1994*; Centers for Disease Control and Prevention. (1993). *HIV/AIDS Surveillance Report, 1993*; Centers for Disease Control and Prevention. (1992). *HIV/AIDS Surveillance Report, 1992*; Centers for Disease Control and Prevention. (1991). *HIV/AIDS Surveillance Report, 1991*; Centers for Disease Control and Prevention. (1990). *HIV/AIDS Surveillance Report, 1990*; Centers for Disease Control and Prevention. (1989). *HIV/AIDS Surveillance Report, 1989*.



**Figure HC 2.7.C**

Number of AIDS deaths among youth under age 15, by race and Hispanic origin: 1987-2000



<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: The number of AIDS deaths among youth in 2000 may increase as additional deaths are reported to the CDC.

Sources: Centers for Disease Control and Prevention. (2001). *HIV/AIDS Surveillance Report, 2001*; Centers for Disease Control and Prevention. (2000). *HIV/AIDS Surveillance Report, 2000*; Centers for Disease Control and Prevention. (1999). *HIV/AIDS Surveillance Report, 1999*; Centers for Disease Control and Prevention. (1998). *HIV/AIDS Surveillance Report, 1998*; Centers for Disease Control and Prevention. (1997). *HIV/AIDS Surveillance Report, 1997*; Centers for Disease Control and Prevention. (1996). *HIV/AIDS Surveillance Report, 1996*; Centers for Disease Control and Prevention. (1995). *HIV/AIDS Surveillance Report, 1995*; Centers for Disease Control and Prevention. (1994). *HIV/AIDS Surveillance Report, 1994*; Centers for Disease Control and Prevention. (1993). *HIV/AIDS Surveillance Report, 1993*; Centers for Disease Control and Prevention. (1992). *HIV/AIDS Surveillance Report, 1992*; Centers for Disease Control and Prevention. (1991). *HIV/AIDS Surveillance Report, 1991*; Centers for Disease Control and Prevention. (1990). *HIV/AIDS Surveillance Report, 1990*; Centers for Disease Control and Prevention. (1989). *HIV/AIDS Surveillance Report, 1989*.

## HC 2.8 Sexually Transmitted Diseases

Sexually Transmitted Diseases (STDs) have potentially severe consequences. Syphilis facilitates the transmission of HIV, and gonorrhea infections are a major cause of pelvic inflammatory disease, which in turn may lead to infertility, ectopic pregnancy, or the birth of children with physical and mental developmental disabilities. Youth are at greater risk for the transmission of STDs because of their riskier sexual behavior, such as having multiple partners or engaging in unprotected sex. Female youth are at particularly high risk, as many STDs are more easily spread from male to female and often remain undetected and untreated in females.<sup>1</sup>

Gonorrhea rates have declined for all youth since 1975 (Table HC 2.8.A). Among youth ages 15 to 19, rates decreased by more than 60 percent from 1975 to 2001. Gonorrhea rates also decreased among youth ages 10 to 14, but the decline started in more recent years and has not been as dramatic as among older youth. However, females have had consistently higher reported rates of gonorrhea than males (Figure HC 2.8.A). In 2001, rates for females ages 15 to 19 were 703.2 per 100,000, versus 307.5 per 100,000 males of the same age (Table HC 2.8.A). Furthermore, Black, non-Hispanic youth have consistently had the highest reported rates of gonorrhea, frequently more than 8 times the rate of any other racial or ethnic group. Overall, rates for all races and Hispanics, except Asians and Pacific Islanders, have fallen since 1990.

Table HC 2.8.B shows that reported rates for primary and secondary syphilis have decreased for youth ages 10 to 14 and 15 to 19 since their peak in 1990. However, in general, females from both age groups have reported more cases of syphilis than their male counterparts (Figure HC 2.8.B). In 2001, females ages 15 to 19 had a rate of 2.5 cases per 100,000, nearly twice the male rate of 1.4 cases per 100,000. Furthermore, Black, non-Hispanic youth ages 15 to 19 have had rates of syphilis noticeably higher than all other racial and ethnic groups. Rates have been gradually falling for all racial, ethnic, and age groups except American Indians/Alaska Natives aged 15 to 19, whose reported syphilis rates have fluctuated considerably since 1990 (Table HC 2.8.B).

---

<sup>1</sup> Centers for Disease Control and Prevention. (2002). *Pediatric AIDS Surveillance, L262 slide series (through 2001)*. Atlanta, GA. U.S. Department of Health and Human Services.

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 2.8.A**

Reported rates of youth gonorrhea by age, sex, and race and Hispanic origin (per 100,000 population): Selected years, 1975-2001

	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001
<b>Ages 10-14</b>	46.7	48.7	47.7	68.9	41.3	33.2	30.7	32.4	30.4	28.9	29.4
<b>Sex</b>											
Male	20.9	23.6	23.8	32.1	12.4	9.1	8.5	8.4	8.2	7.9	8.2
Female	73.6	74.8	72.9	107.5	71.7	58.6	54.1	57.5	53.8	50.9	51.7
<b>Race and Hispanic origin<sup>a</sup></b>											
White, non-Hispanic	—	—	—	14.3	8.9	7.5	7.2	6.7	6.5	5.8	6.4
Black, non-Hispanic	—	—	—	386.8	237.0	179.8	162.2	173.7	159.5	147.9	147.8
Hispanic	—	—	—	15.3	19.3	15.8	15.0	12.9	13.4	13.2	13.9
Asian/Pacific Islander	—	—	—	4.5	5.6	3.3	3.5	3.3	4.6	5.1	7.0
American Indian/ Alaska Native	—	—	—	22.7	19.0	21.7	23.7	25.2	20.0	22.6	21.6
<b>Ages 15-19</b>	1,275.1	1,187.3	1,189.9	1,114.4	671.0	543.6	521.6	547.5	528.8	504.7	499.8
<b>Sex</b>											
Male	1,103.9	953.4	930.5	993.7	503.2	373.6	348.1	347.4	337.8	320.6	307.5
Female	1,446.4	1,424.6	1,455.1	1,241.6	847.8	724.5	706.2	759.4	730.8	699.3	703.2
<b>Race and Hispanic origin<sup>a</sup></b>											
White, non-Hispanic	—	—	—	230.3	145.1	125.8	117.4	123.3	113.5	111.6	114.3
Black, non-Hispanic	—	—	—	6,316.2	3,815.3	2,904.8	2,780.0	2,909.7	2,833.8	2,692.7	2,635.3
Hispanic	—	—	—	268.7	270.3	222.7	223.5	216.6	228.7	216.8	223.7
Asian/Pacific Islander	—	—	—	70.0	81.0	64.1	68.6	64.8	73.5	81.8	93.2
American Indian/ Alaska Native	—	—	—	414.6	296.2	329.0	342.9	389.8	365.4	322.7	346.3

<sup>a</sup> Persons of Hispanic origin may be of any race.

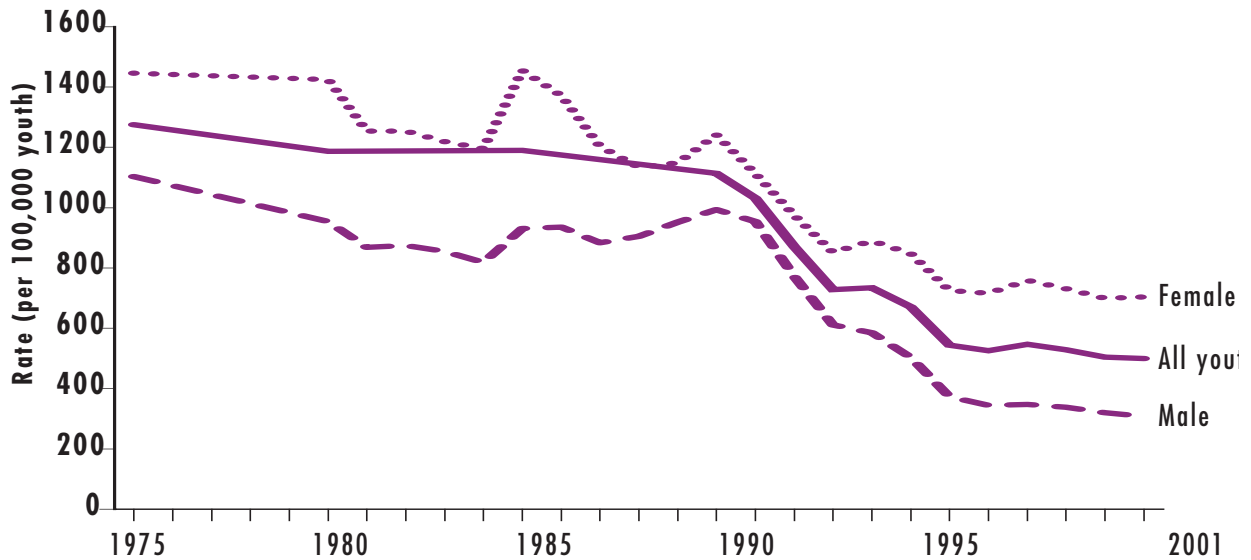
— Data not available.

Note: Although most reporting areas generally adhere to the case definitions for STDs used by the Public Health Service, there can be differences in case definitions as well as in the policies and systems for collecting surveillance data. In many areas, reporting for publicly supported institutions (e.g., STD clinics) was more complete than from other sources (e.g., private practitioners). For the following years, the states/areas listed did not report race/ethnicity for most cases: 1990 (Baltimore, New Jersey, New York City, New York State, and Kentucky); 1995 (Georgia, New Jersey, New York); and 1996 (New Jersey and New York); 1997 (Idaho, New Jersey, New York) and 1998 (Idaho and New Jersey). Massachusetts did not report age for most cases in 1990. Cases and population denominators have been excluded for these states/areas for the appropriate years.

Sources: Centers for Disease Control and Prevention, Division of STD Prevention. (2002). *Sexually Transmitted Disease Surveillance, 2001*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1997). *Sexually Transmitted Disease Surveillance, 1996*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1994). *Sexually Transmitted Disease Surveillance, 1993*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1987). *STD Statistics*. U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1985). *STD Statistics*. U.S. Department of Health and Human Services.

Figure HC 2.8.A

Reported rates of gonorrhea for youth ages 15 to 19, by sex: 1975-2001



Note: Data exclude cases from Georgia, Idaho, and Indiana for 1983, from Maryland for 1982-1983, from Massachusetts for 1983, from New York for 1983-1984, and from Tennessee for 1984. Massachusetts did not report age for most cases in 1990. Although most reporting areas generally adhere to the case definitions for STDs used by the Public Health Service, there can be differences in case definitions as well as in the policies and systems for collecting surveillance data. In many areas, reporting from publicly supported institutions (e.g., STD clinics) was more complete than from other sources (e.g., private practitioners).

Sources: Centers for Disease Control and Prevention, Division of STD Prevention. (2002). *Sexually Transmitted Disease Surveillance, 2001*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1997). *Sexually Transmitted Disease Surveillance, 1996*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1994). *Sexually Transmitted Disease Surveillance, 1993*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1987). *STD Statistics*. U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1985). *STD Statistics*. U.S. Department of Health and Human Services.

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 2.8.B**

Reported rates of youth primary and secondary syphilis by age, sex, and race and Hispanic origin (per 100,000 population): Selected years, 1975-2001

	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001
<b>Ages 10-14</b>	1.1	0.9	0.9	1.8	0.6	0.3	0.2	0.2	0.1	0.1	0.1
<b>Sex</b>											
Male	0.7	0.5	0.5	0.5	0.1	0.1	0.0	0.1	0.0	0.0	0.0
Female	1.5	1.3	1.4	3.2	1.0	0.5	0.4	0.4	0.2	0.2	0.2
<b>Race and Hispanic origin<sup>a</sup></b>											
White, non-Hispanic	—	—	—	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Black, non-Hispanic	—	—	—	10.6	3.5	1.6	1.3	1.2	0.7	0.6	0.5
Hispanic	—	—	—	1.1	0.1	0.1	0.1	0.0	0.0	0.0	0.1
Asian/Pacific Islander	—	—	—	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
American Indian/Alaska Native	—	—	—	0.5	0.0	0.0	0.0	0.0	0.0	0.5	0.0
<b>Ages 15-19</b>	17.8	17.2	17.0	29.8	10.1	6.1	4.1	3.1	2.7	2.3	1.9
<b>Sex</b>											
Male	18.0	19.2	16.3	20.9	6.6	4.1	2.6	1.9	1.8	1.6	1.4
Female	17.5	15.1	17.7	39.2	13.8	8.2	5.6	4.4	3.6	3.0	2.5
<b>Race and Hispanic origin<sup>a</sup></b>											
White, non-Hispanic	—	—	—	2.9	1.1	0.9	0.5	0.4	0.4	0.4	0.2
Black, non-Hispanic	—	—	—	174.6	60.9	35.1	23.0	17.5	14.6	12.4	9.9
Hispanic	—	—	—	15.2	2.4	1.7	2.1	1.6	1.6	1.3	1.8
Asian/Pacific Islander	—	—	—	1.7	0.5	0.8	0.4	0.4	0.1	0.1	0.3
American Indian/Alaska Native	—	—	—	2.8	4.2	1.1	0.5	3.7	4.2	2.0	2.1

<sup>a</sup> Persons of Hispanic origin may be of any race.

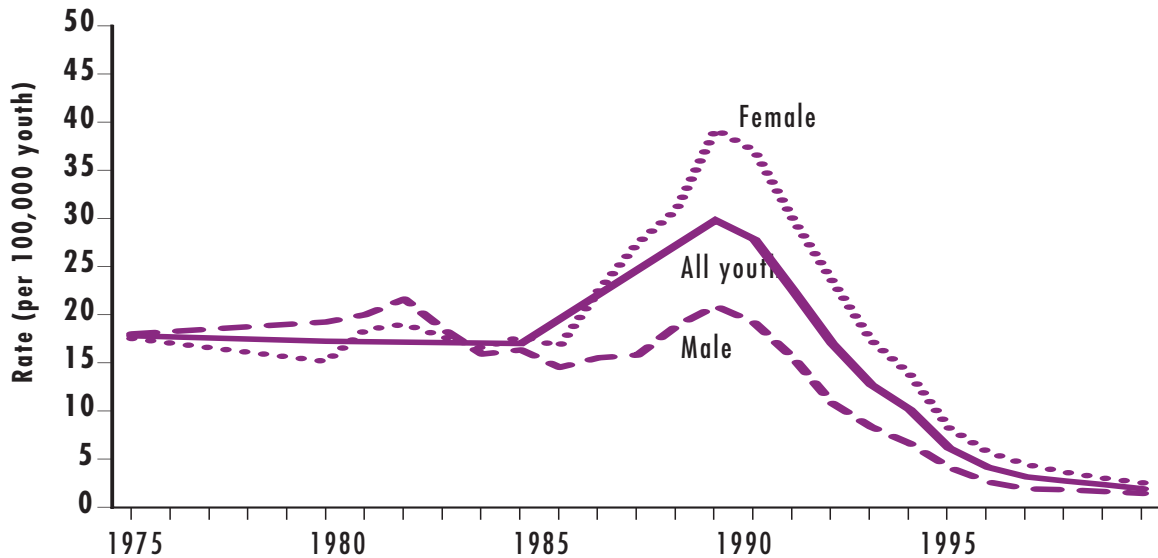
— Data not available.

Note: Although most reporting areas generally adhere to the case definitions for STDs used by the Public Health Service, there can be differences in case definitions as well as in the policies and systems for collecting surveillance data. In many areas, reporting from publicly supported institutions (e.g., STD clinics) was more complete than from other sources (e.g., private practitioners). For the indicated states/areas, cases and population denominators have been excluded for the years indicated: 1990 (Kentucky), 1996 (Rhode Island), 1997 (Idaho, New Jersey, New York), 1998 (Idaho, New Jersey), and 1999 (New Hampshire), because race/ethnicity was not reported for most cases.

Sources: Centers for Disease Control and Prevention, Division of STD Prevention. (2002). *Sexually Transmitted Disease Surveillance, 2001*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1997). *Sexually Transmitted Disease Surveillance, 1996*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1994). *Sexually Transmitted Disease Surveillance, 1993*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1987). *STD Statistics*. U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1985). *STD Statistics*. U.S. Department of Health and Human Services.

Figure HC 2.8.B

Reported rates of primary and secondary syphilis for youth ages 15 to 19, by sex: 1975-2001



Note: Data exclude cases from New York for 1983-1984 and from Tennessee for 1984. Although most reporting areas generally adhere to the case definitions for STDs used by the Public Health Service, there can be differences in case definitions as well as in the policies and systems for collecting surveillance data. In many areas, reporting from publicly supported institutions (e.g., STD clinics) was more complete than from other sources (e.g., private practitioners).

Sources: Centers for Disease Control and Prevention, Division of STD Prevention. (2002). *Sexually Transmitted Disease Surveillance, 2001*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1997). *Sexually Transmitted Disease Surveillance, 1996*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1994). *Sexually Transmitted Disease Surveillance, 1993*. Atlanta, GA: U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1987). *STD Statistics*. U.S. Department of Health and Human Services; Centers for Disease Control and Prevention, Division of STD Prevention. (1985). *STD Statistics*. U.S. Department of Health and Human Services.

### SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

## HC 2.9 Abuse and Neglect

Abuse and neglect cause physical and emotional harm to children. Studies have shown that abuse and neglect may negatively affect children's physical, cognitive, emotional, and social development, resulting in aggressiveness, anxiousness, the inability to control emotions, depression, and learning difficulties, among other problems.<sup>1</sup> Abuse and neglect also can produce short-term psychological consequences that range from poor peer relations to violent behavior, as well as untold long-term psychological and economic consequences when children reach adulthood.<sup>2</sup> In extreme cases, abuse and neglect may even result in death. It is estimated that in 2001, 1,300 children died from abuse or neglect.

In the early 1990s, the number of victims of maltreatment increased substantially. In the late-1990s, the numbers began to gradually decline (Table HC 2.9). In 2001, an estimated 903,000 children were victims of maltreatment. This figure represents approximately 12.4 out of every 1,000 children. Fifty-seven percent of all victims suffered neglect, while 19 percent suffered physical abuse; and 10 percent were sexually abused. Since 1990, neglect has been the most common form of maltreatment, and the percentage of children suffering from neglect has increased slightly since then (Figure HC 2.9). Some strong associations have been found between neglect and poverty, parental substance abuse, parental impulsivity, parental low self-esteem, and a lack of social support from the family.<sup>3</sup> The percentage of children suffering from physical and sexual abuse has decreased slightly since 1990, while the percentage of victims being psychologically abused has remained stable (Figure HC 2.9).

The number of victims shown in Table HC 2.9 may understate the actual number of victims of maltreatment. In order for a child to be included in these counts, a report must first be made to child welfare authorities, an investigation or assessment undertaken, and a determination made that maltreatment occurred or the child is at risk of maltreatment.

**Differences by Race and Hispanic origin.**<sup>4</sup> Black children, who account for about 15 percent of the child population, constituted 25 percent of all child abuse and neglect victims in 2001. Whites accounted for 50 percent of all victims and Hispanics 14 percent of all victims (Table HC 2.9).

**Differences by Age.** No age group accounts for an obviously disproportionate share of abuse and neglect victims. In 2001, infants age 1 and under accounted for 16 percent of all victims; children ages 2 to 5 accounted for 24 percent; children ages 6 to 9 accounted for 24 percent; children ages 10 to 13 accounted for 21 percent, and children ages 14 to 17 accounted for 15 percent (Table HC 2.9).

---

<sup>1</sup> National Clearinghouse on Child Abuse and Neglect Information. (2001). *Understanding the Effects of Maltreatment on Early Brain Development*. Washington, DC: U.S. Department of Health and Human Services.

<sup>2</sup> Many studies have demonstrated a correlation between child abuse and neglect and serious adult problems, including violence, incarceration, and mental illness. However, these studies have not been able to separate the effects of child abuse and neglect from other factors that are correlated with it, including poverty, education, parenting skills, etc.

<sup>3</sup> Schumacher, J. A., Slep, A. M., & Heyman, R. E. (2001). *Acts of Omission: An Overview of Child Neglect*. Washington, DC: National Clearinghouse on Child Abuse and Neglect Information.

<sup>4</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.



**Differences by Perpetrator.** Of the 804,386 perpetrators identified in 2001, 59 percent were female, and 41 percent were male. Nearly 85 percent of all victims were maltreated by at least one parent, with the most common pattern of maltreatment being a child victimized by a female parent acting alone. The most common type of maltreatment among parents was neglect (68.9 percent). While children are most likely to be physically abused by the unmarried partner of a parent (29.1 percent), nearly one-third of sexual abuse occurs between a victim and another relative.<sup>5</sup>

---

<sup>5</sup> U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (2003). *Child Maltreatment, 2001*. Washington, DC: U.S. Government Printing Office.

**Table HC 2.9**

Percent distribution of child maltreatment by type of maltreatment, sex, age of victim, and race and Hispanic origin: Selected years, 1990-2001

	1990	1992	1994	1996	1998	2000	2001
<b>Number of estimated victims<sup>a</sup></b>	860,000	998,000	1,031,000	1,015,000	908,000	883,000	903,000
<b>Type of substantiated maltreatment (percent)<sup>b</sup></b>							
Neglect	50	50	52	52	54	60	57
Physical Abuse	27	23	24	24	23	19	19
Sexual Abuse	18	14	14	12	12	10	10
Psychological or Emotional	7	5	5	6	6	8	7
Medical Neglect <sup>c</sup>	—	3	2	3	2	3	2
Other and Unknown	9	20	16	18	26	17	20
<b>Sex of victim</b>							
Male	45	45	42	41	48	48	48
Female	51	51	47	45	52	52	52
<b>Age of victim<sup>d</sup></b>							
Ages 0-1	13	13	12	11	14	15	16
Ages 2-5	24	25	24	22	25	24	24
Ages 6-9	22	23	21	22	25	25	24
Ages 10-13	19	19	17	17	20	20	21
Ages 14-17	15	15	13	13	15	15	15
Ages 18 and over	1	1	1	1	1	0	0
<b>Race and Hispanic origin of victim<sup>e</sup></b>							
White	53	50	48	43	47	51	50
Black	25	25	24	23	21	25	25
Hispanic origin	9	9	8	9	11	14	14
American Indian/Alaska Native	1	1	1	1	2	2	2
Asian/Pacific Islander	1	1	1	1	1	1	1
Multiple races <sup>f</sup>	—	—	—	—	—	1	1
Other races	1	1	1	2	2	—	—
Unknown race <sup>g</sup>	10	13	17	23	20	7	7

<sup>a</sup> For the 50 states and the District of Columbia. Victims are those children for whom the allegations of maltreatment was substantiated or indicated by the child welfare agency or who received an assessment that determined the children were victims. A victimization rate was generated based on the total number of reported victims and multiplied by the total child population of the reporting states. The number of reporting states on which these estimates are based varies from year to year. The victimization was then applied to the total child population in the United States to generate an national estimate.

<sup>b</sup> A child may be a victim of more than one maltreatment type. Therefore, the percentage total may add up to more than 100 percent.

<sup>c</sup> Medical neglect was not collected in 1990.

<sup>d</sup> Some states included persons ages 18 and older in their statistics on child abuse and neglect. Because those persons are considered victims of child maltreatment under the laws of their state, this table include these persons.

<sup>e</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. For this reason (and because of rounding error) the Race and Hispanic origin percentages may add up to more than 100 percent.

<sup>f</sup> A child could not be identified as more than one race in the National Child Abuse and Neglect Database System data before 2000.

<sup>g</sup> In 2000 and 2001, "other" and "unknown" race were combined with "unable to determine."

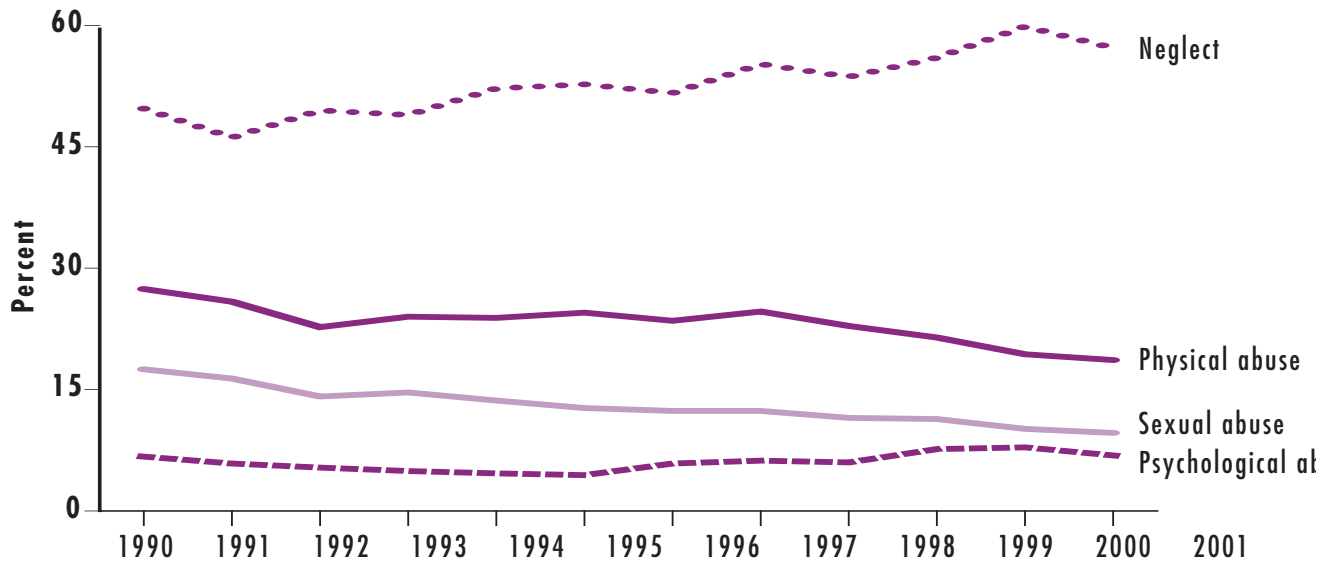
— Data not available.

Note: Data in this table have been revised and therefore do not match data presented in previous issues of this report.

Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (2003). *Child Maltreatment, 2001*. Washington, DC: U.S. Government Printing Office.

Figure HC 2.9

Percentage of victims suffering from maltreatment, by type of maltreatment: 1990-2001



Note: The percentages total more than 100 percent of victims because children may have been victims of more than one type of maltreatment.

Source: U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (2003). *Child Maltreatment, 2001*. Washington, DC: U.S. Government Printing Office.

### HC 2.10 Suicidal Youth

Suicide is one of the leading preventable causes of death in the United States. The most common factors that predispose youth to suicide are mental health problems, including mood and anxiety disorders, as well as substance abuse. Among females, the most important risk factors are major depression and a previous suicide attempt. Among males, the most significant risk factors are a previous suicide attempt, depression, disruptive behavior, and substance abuse.<sup>1</sup>

In 2001, 19 percent of youth in grades 9 to 12 report having seriously considered suicide during the previous 12 months (Table HC 2.10.A). During the same time period, 9 percent report having actually attempted suicide during the previous 12 months (Table HC 2.10.B). While the percentage of youth who have seriously considered suicide has decreased since 1993, the percentage of youth who have attempted suicide since 1993 has remained stable.

**Differences by Race and Hispanic Origin.**<sup>2</sup> In 2001, Black, non-Hispanic youth report the lowest rates of considering suicide at 13 percent. In comparison, 20 percent of White, non-Hispanic youth report having seriously considered suicide in the previous year (Table HC 2.10.A). Rates of reported attempted suicide range from 8 percent for White, non-Hispanics to 12 percent for Hispanic youth (Table HC 2.10.B).

**Differences by Sex.** In 2001, female youth were more likely than male youth to report having considered suicide (24 percent versus 14 percent) and having attempted suicide (11 percent versus 6 percent) during the previous year (Figure HC 2.10). However, the rate of actual suicides, particularly among youth ages 15 to 19, is considerably higher for males than for females, as discussed in Section HC 3.5.

---

<sup>1</sup> U.S. Department of Health and Human Services. (1999). *Mental Health: A Report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services.

<sup>2</sup> Persons of Hispanic origin may be of any race.

**Table HC 2.10.A**

Percentage of youth in grades 9 to 12 who report having seriously considered suicide in the previous 12 months, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993	1995	1997	1999	2001
<b>All youth</b>	24	24	21	19	19
<b>Sex</b>					
Male	19	18	15	14	14
Female	30	30	27	25	24
<b>Grade</b>					
9th	24	26	22	18	21
10th	25	25	22	22	19
11th	25	26	21	18	19
12th	23	20	18	18	16
<b>Race and Hispanic origin<sup>a</sup></b>					
White, non-Hispanic	24	25	20	18	20
Black, non-Hispanic	20	20	16	15	13
Hispanic	26	25	23	20	19

<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## Health Conditions

**Table HC 2.10.B**

Percentage of youth in grades 9 to 12 who report having attempted suicide in the previous 12 months, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

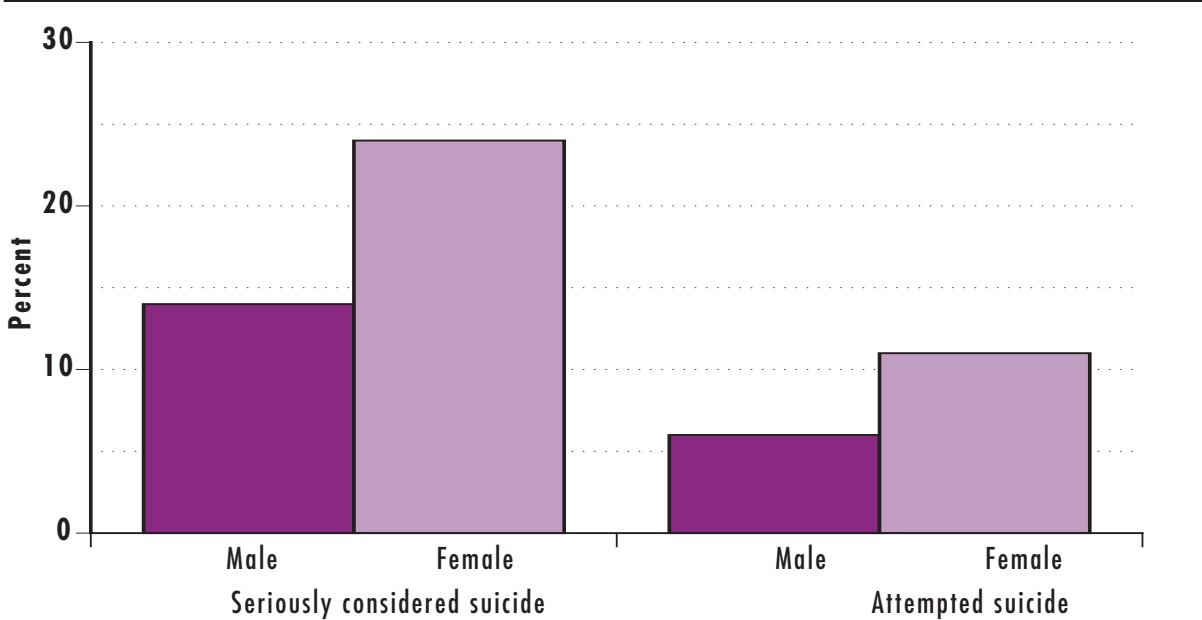
	1993	1995	1997	1999	2001
<b>All youth</b>	9	9	8	8	9
<b>Sex</b>					
Male	5	6	5	6	6
Female	13	12	12	11	11
<b>Grade</b>					
9th	10	11	11	10	11
10th	9	10	9	11	10
11th	8	9	8	6	8
12th	7	6	5	6	6
<b>Race and Hispanic origin<sup>a</sup></b>					
White, non-Hispanic	8	8	6	7	8
Black, non-Hispanic	8	10	7	7	9
Hispanic	14	13	11	13	12

<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

Figure HC 2.10

Percentage of youth in grades 9 to 12 who report having seriously considered suicide or attempted suicide in the previous 12 months, by sex: 2001



Source: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4).

## HC 2.11 Serious Violent Victimization of Youth

In addition to the direct physical harm suffered by young victims of serious violence, such violence can adversely affect their mental health and increase the likelihood that they will commit serious acts of violence in turn. Youth ages 12 to 17 are twice as likely as adults to be victims of serious violent crimes that include aggravated assaults, rape, robbery, and homicide. In order to track the incidence of these and other crimes, the Bureau of Justice Statistics has been administering the National Crime Victimization Survey on an annual basis since 1972.<sup>1</sup>

**Differences by Sex.** Male youth are considerably more likely than female youth to be victims of violent crimes. In 2000, 22.8 per 1,000 males ages 12 to 17 were victims of violent crimes, compared with 9.5 per 1,000 females (Table HC 2.11 and Figure HC 2.11). However, the rate of serious violent victimization of both male and female youth has decreased since 1980.

**Differences by Race.** Black youth have consistently been more likely than White youth to be victims of violent crimes. In 2000, 23.4 Black youths per 1,000 were victims of violent crime, compared with a rate of 15.4 per 1,000 White youth. In the past two decades, the rate of serious violent victimization of both Black and White youth has decreased dramatically (Table HC 2.11).

---

<sup>1</sup> U.S. Department of Justice, Bureau of Justice Statistics. (2002). *National Crime Victimization Survey*. Washington, DC: U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Reporting Program, Supplementary Homicide Reports.



**Table HC 2.11**

Rate of serious violent victimization of youth ages 12 to 17 (rates per 1,000), by age, race, and sex:  
Selected years, 1980-2000

	1980	1985	1990	1995	1996	1997	1998	1999	2000 <sup>a</sup>
<b>Age</b>									
Ages 12-17	37.6	34.3	43.2	28.3	30.3	27.1	24.6	20.4	16.3
Ages 12-14	33.4	28.1	41.2	26.7	24.9	23.5	20.4	20.4	13.7
Ages 15-17	41.4	40.3	45.2	30.0	35.8	30.7	28.6	20.5	19.0
<b>Race</b>									
White	34.1	34.4	37.0	25.5	27.7	27.6	24.2	18.7	15.4
Black	60.2	35.2	77.0	44.5	43.4	30.4	31.0	32.0	23.4
Other	21.7	28.8	37.3	23.7	31.2	9.7	11.7	13.2	7.6
<b>Sex</b>									
Male	54.8	49.8	60.5	39.0	40.4	33.1	32.2	26.8	22.8
Female	19.7	18.2	24.9	17.0	19.7	20.7	16.5	13.7	9.5

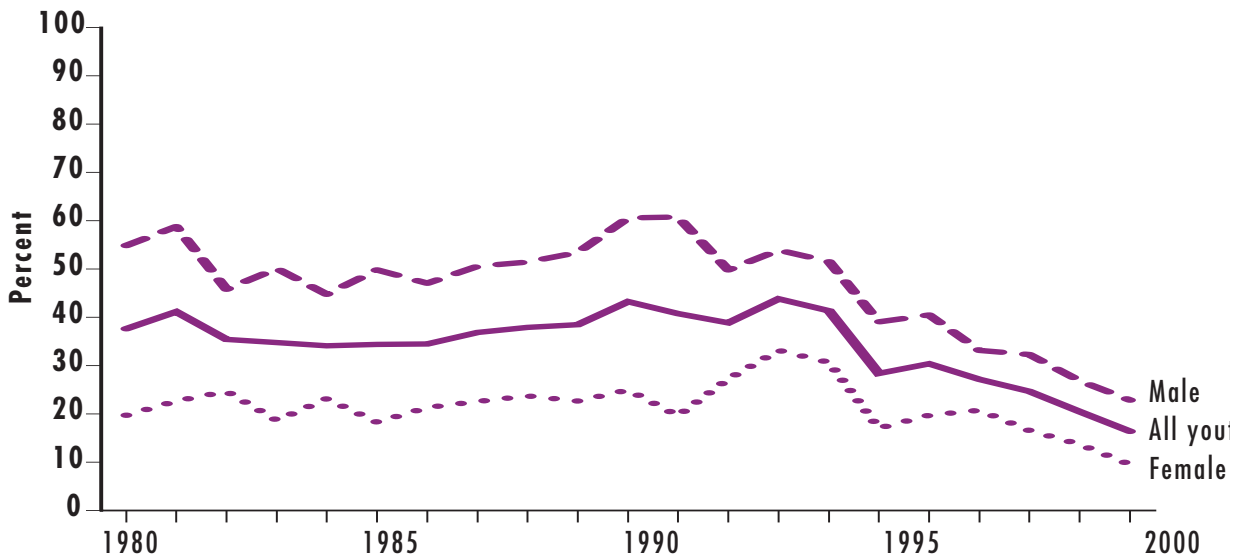
<sup>a</sup> The data for 2000 do not include final homicide estimates.

Note: Serious violent victimization is defined as being a victim of a violent crime, including aggravated assaults, rape, robbery, and homicide. Victimization rates were calculated using population estimates from the U.S. Census Bureau's, Current Population Reports. Such population estimates normally differ somewhat from population estimates derived from the victimization survey data. Because of changes made in the victimization survey, data prior to 1992 are adjusted to make them comparable with data collected under the redesigned methodology.

Source: U.S. Department of Justice, Bureau of Justice Statistics. (2002). *National Crime Victimization Survey*. Washington, DC: U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Reporting Program, Supplementary Homicide Reports.

Figure HC 2.11

Rate of serious violent victimization of youth ages 12 to 17, by sex: 1980-2000



Note: Serious violent victimization is defined as being a victim of a violent crime, including aggravated assaults, rape, robbery, and homicide. Victimization rates were calculated using population estimates from the U.S. Census Bureau's Current Population Reports. Such population estimates normally differ somewhat from population estimates derived from the victimization survey data. Because of changes made in the victimization survey, data prior to 1992 are adjusted to make them comparable with data collected under the redesigned methodology.

Source: U.S. Department of Justice, Bureau of Justice Statistics. (2002). *National Crime Victimization Survey*. Washington, DC: U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Reporting Program, Supplementary Homicide Reports.

Health Care

Health  
Conditions

**Mortality**

---

### HC 3.1 Infant Mortality

Infancy is defined as the first year of life and is commonly divided into two periods. The first is the neonatal period, which is the first 27 days of life. The second is the postnatal period, which is 28 days to 1 year. The infant mortality rate is an important measure of the well-being of infants and children because it is associated with a variety of factors such as maternal health, access to medical care, socioeconomic factors, and public health practices.<sup>1</sup> Despite advances in neonatology that have greatly improved the chances infants will survive the neonatal period, about two-thirds of infant deaths occur during this time and are due mostly to health problems of the infant or the pregnancy, such as preterm delivery or birth defects.

The infant mortality rate has decreased rapidly over the past four decades largely due to medical developments, increased access to health care, and educational outreach campaigns.<sup>2</sup> Between 1960 and 2001, the rate fell from 26.0 to 6.8 infant deaths per 1,000 live births (Figure HC 3.1.A). There was also a steep decline in the rate of neonatal deaths (from 18.7 to 4.5 infant deaths per 1,000 live births) and a smaller, more gradual decline in the rate of postneonatal deaths (from 7.3 to 2.3 deaths per 1,000 live births).

The three leading causes of death to infants, overall, are congenital anomalies, disorders relating to a short gestation period and low birthweight, and sudden infant death syndrome (SIDS).<sup>3</sup> In 1994, SIDS dropped from the second to the third leading cause of infant mortality. The SIDS decline accounted for nearly one-third of the total drop in infant mortality in 1995 and 1996.<sup>4</sup> Infant deaths due to SIDS have been declining since 1989, including nearly a 12 percent drop between 1996 and 1997.<sup>5</sup>

Despite declines in recent decades, the United States infant mortality rate ranks among the highest of industrialized nations. For example, in 1999, the rate of infant deaths per 1,000 live births was 3.7 in Finland, 3.4 in Japan, 4.5 in Germany, 5.3 in Canada, and 5.8 in England and Wales, compared with 7.1 deaths per 1,000 live births in the United States. The Russian Federation, in contrast, had an infant mortality rate of 17.1 deaths per 1,000 live births in 1999.<sup>6</sup>

<sup>1</sup> U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics.

<sup>2</sup> Ibid.

<sup>3</sup> Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16).

<sup>4</sup> Singh, G. K., Kochanek, K. D., & MacDorman, M. F. (1994). Advance Report of Final Mortality Statistics, 1994. *Monthly Vital Statistics Report*, 45(3 Supp.).

<sup>5</sup> Ventura, S. J., Anderson, R. N., Martin, J. A., & Smith, B. L. (1998). Births and Deaths: Preliminary Data for 1997. *National Vital Statistics Reports*, 47(4).

<sup>6</sup> U.S. Department of Health and Human Services, National Center for Health Statistics. (2003). *Health, United States, 2003, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics.

**Differences by Race and Hispanic Origin.**<sup>7</sup> While infant mortality rates have declined for all races and ethnic groups in the United States, there is nevertheless, considerable variation by race and Hispanic origin (Figure HC 3.1.B). The infant mortality rate declined most noticeably for White and Black infants between the years 1960 and 2001. Specifically, the number of Black infant deaths decreased from 44.3 to 13.3 deaths per 1,000 live births and the number of White infant deaths decreased from 22.9 to 5.7 per 1,000 live births (Table HC 3.1.A). Among all Hispanics, Puerto Ricans have the highest infant mortality rates with 8.5 deaths per 1,000 live births in 2001 (Table HC 3.1.B).

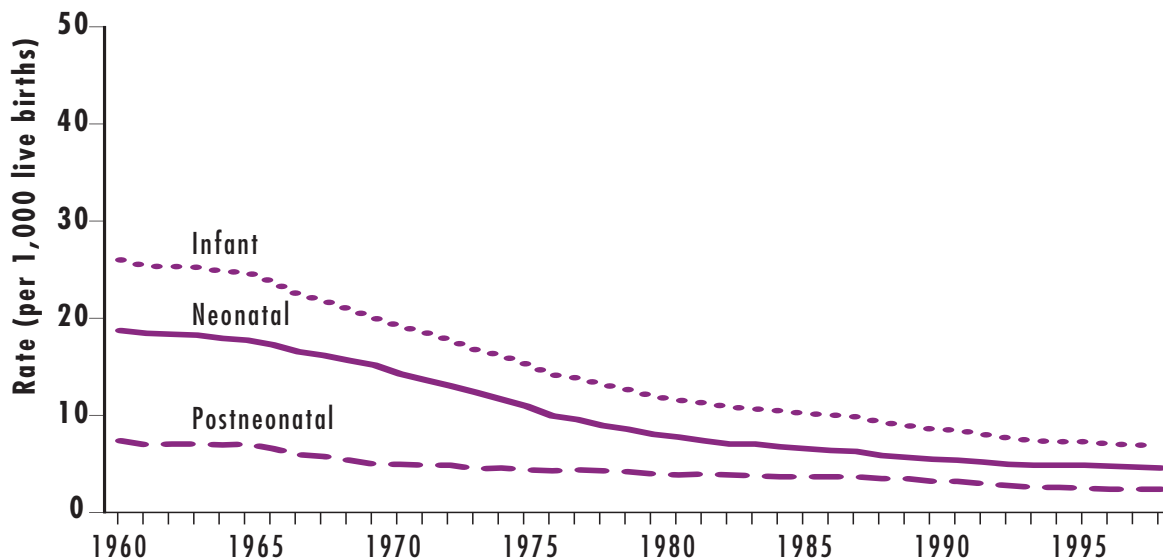
**Differences by Birthweight.** The mortality rate for very low birthweight infants (infants weighing less than 1,500 grams) is significantly higher than the mortality rate for low birthweight infants (infants weighing less than 2,500 grams). For example, the mortality rate for very low birthweight infants in 2001 was 244.4 per 1,000 live births, while the mortality rate for low birthweight infants was 58.6 per 1,000 live births (Table HC 3.1.B).

---

<sup>7</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. Infant mortality data for Asians/Pacific Islanders and American Indians/Alaska Natives are presented from the National Linked Files of Live Births and Infant Deaths. Rather than relying solely on death certificate data, which may underestimate mortality for infants of Hispanic origin or of races other than White and Black, data from the National Linked Files of Live Births and Infant Deaths use race from birth certificates and, therefore, provide more accurate data for these populations. The National Linked Files of Live Births and Infant Deaths data are available for 1983-1991, 1995-1996, and 1998.

Figure HC 3.1.A

Infant, neonatal, and postneonatal mortality rates: 1960-2001

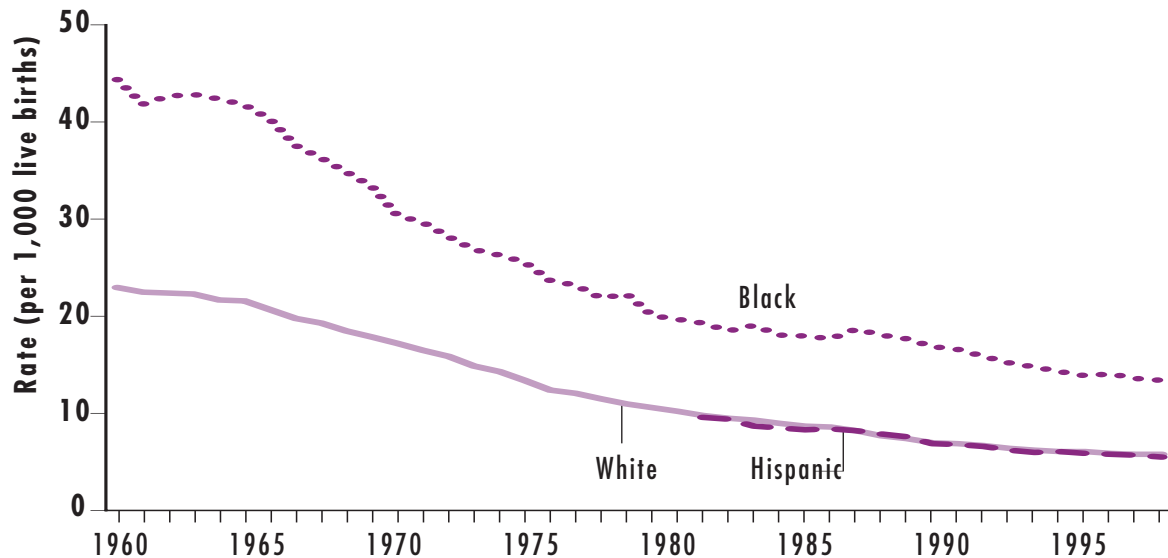


Note: Infants are under 1 year old. Neonatal infants are under 28 days old. Postneonatal infants are 28 days to 1 year old. Data include births and deaths of persons who were not residents of the 50 states and the District of Columbia. Data for 1960 are by race of child; all other years are by race of mother.

Sources: Mathews, T. J., Menacker, F., & MacDorman, M. F. (2003). Infant Mortality Statistics from the 2001 Period Linked Birth/Death Set. *National Vital Statistics Reports*, 52(2); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; Ventura, S. J., Anderson, R. N., Martin, J. A., & Smith, B. L. (1998). Births and Deaths: Preliminary Data for 1997. *National Vital Statistics Reports*, 47(4); Anderson, R. N., Kochanek, K. D., & Murphy, S. L. (1997). Report of Final Mortality Statistics, 1995. *Monthly Vital Statistics Report*, 45(11(Supp. 2)); National Center for Health Statistics. (1996). *Health, United States, 1995*. Hyattsville, MD: National Center for Health Statistics; Hoyert, D. L. (1994). Effect on Mortality Rates of the 1989 Change in Tabulating Race. *Vital Health Statistics*, 20(25); MacDorman, M. F. & Rosenberg, H. M. (1993). Trends in Infant Mortality by Cause of Death and Other Characteristics, 1960-1988. *Vital Health Statistics*, 20(20); National Center for Health Statistics. (1988). *Vital Statistics of the United States, 1985*. Washington, DC: U.S. Government Printing Office.

Figure HC 3.1.B

Infant mortality rates by race and Hispanic origin: 1960-2001



Note: Estimates for Whites and Blacks include Hispanics of those races. Persons of Hispanic origin may be of any race. Hispanic rates not available prior to 1983. Infant mortality by Hispanic origin reported by 17 states and the District of Columbia in 1985; 45 states, New York State (excluding New York City) and the District of Columbia in 1990; 47 states, New York State (excluding New York City), and the District of Columbia in 1991; 48 states and the District of Columbia in 1992; 49 states and the District of Columbia from 1993 to 1996; and all 50 states and the District of Columbia in 1997. Data includes births and deaths of persons who were not residents of the 50 states and the District of Columbia. Data for 1960 are by race of child; all other years are by race of mother.

Sources: Mathews, T. J., Menacker, F., & MacDorman, M. F. (2003). Infant Mortality Statistics from the 2001 Period Linked Birth/Death Set. *National Vital Statistics Reports*, 52(2); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; National Center for Health Statistics. (1996). *Health, United States, 1995*. Hyattsville, MD: National Center for Health Statistics; Hoyert, D. L. (1994). Effect on Mortality Rates of the 1989 Change in Tabulating Race. *Vital Health Statistics*, 20(25); National Center for Health Statistics. (1994). *Health, United States, 1994*. Hyattsville, MD: National Center for Health Statistics; MacDorman, M. F., & Rosenberg, H. M. (1993). Trends in Infant Mortality by Cause of Death and Other Characteristics, 1960-1988. *Vital Health Statistics*, 20(20); National Center for Health Statistics. (1988). *Vital Statistics of the United States, 1985*. Washington, DC: U.S. Government Printing Office.

## Mortality

**Table HC 3.1.A**

Infant, neonatal, and postneonatal mortality rates (deaths per 1,000 live births), by race and Hispanic origin: Selected years, 1960-2001

	1960 <sup>a</sup>	1970	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001
<b>Infant<sup>b</sup></b>	26.0	20.0	12.6	10.4	8.9	7.6	7.3	7.2	7.2	7.0	6.9	6.8
White	22.9	17.6	10.9	8.9	7.3	6.3	6.1	6.0	6.0	5.8	5.7	5.7
Black	44.3	33.3	22.2	18.6	16.9	14.6	14.7	13.7	13.8	14.0	13.5	13.3
Hispanic <sup>c</sup>	—	—	—	8.8	7.5	6.3	5.9	6.0	5.8	5.7	5.6	5.4
<b>Neonatal<sup>d</sup></b>	18.7	15.1	8.5	6.8	5.7	4.9	4.8	4.8	4.8	4.7	4.6	4.5
White	17.2	13.7	7.4	5.8	4.6	4.1	4.0	4.0	4.0	3.9	3.8	3.8
Black	27.8	23.2	14.6	12.3	11.1	9.6	9.6	9.2	9.4	9.5	9.1	8.9
Hispanic <sup>c</sup>	—	—	—	5.7	4.8	4.1	3.8	4.0	3.9	3.9	3.8	3.6
<b>Postneonatal<sup>e</sup></b>	7.3	4.9	4.1	3.6	3.2	2.6	2.5	2.4	2.4	2.3	2.3	2.3
White	5.7	4.0	3.5	3.1	2.7	2.2	2.1	2.1	2.0	1.9	1.9	1.9
Black	16.5	10.1	7.6	6.3	5.9	5.0	5.1	4.5	4.4	4.5	4.3	4.4
Hispanic <sup>c</sup>	—	—	—	3.2	2.7	2.1	2.1	2.0	1.9	1.8	1.8	1.8

a Includes births and deaths of persons who were not residents for the 50 states and the District of Columbia. Data for 1960 are by race of child; all other years are by race of mother.

b Under 1 year old.

c Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. Hispanic rates not available prior to 1985. Infant mortality by Hispanic origin reported by 17 states and the District of Columbia in 1985; 45 states, New York State (excluding New York City) and the District of Columbia in 1990; 49 states and the District of Columbia from 1993 to 1996; and all 50 states and the District of Columbia in 1997.

d Under 28 days old.

e Age 28 days to 1 year old.

— Data not available.

Sources: Mathews, T. J., Menacker, E., & MacDorman, M. E. (2003). Infant Mortality Statistics from the 2001 Period Linked Birth/Death Set. *National Vital Statistics Reports*, 52(2); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; National Center for Health Statistics. (1988). *Vital Statistics of the United States, 1985*. Washington, DC: U.S. Government Printing Office.



## SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 3.1.B**

Infant mortality rates (deaths per 1,000 live births) by birthweight and by race and Hispanic origin:  
Selected years, 1983-2001

	1983- 1985 <sup>a</sup>	1986- 1988 <sup>a</sup>	1989- 1991 <sup>a</sup>	1995	1996	1997	1998	1999	2000	2001
<b>Infant<sup>b</sup> mortality rate</b>	10.6	9.8	9.0	7.6	7.3	7.2	7.2	7.0	6.9	6.8
<b>Birthweight</b>										
Low birthweight infants <sup>c</sup>	—	—	—	65.3	63.6	62.4	62.3	61.3	60.2	58.6
Very low birthweight infants <sup>d</sup>	—	—	—	270.7	261.5	255.0	252.4	249.5	246.9	244.4
<b>Race and Hispanic origin<sup>e</sup></b>										
White	9.0	8.2	7.4	6.3	6.1	6.0	6.0	5.8	5.7	5.7
Black	18.7	17.9	17.1	14.6	14.1	13.7	13.8	14.0	13.5	13.3
American Indian/ Alaska Native	13.9	13.2	12.6	9.0	10.0	8.7	9.3	9.3	8.3	9.7
Asian/Pacific Islander	8.3	7.3	6.6	5.3	5.2	5.0	5.5	4.8	4.9	4.7
Chinese	7.4	5.8	5.1	3.8	3.2	3.1	4.0	2.9	3.5	3.2
Japanese	6.0	6.9	5.3	5.3	4.2	5.3	3.5	3.4	4.6	4.0
Filipino	8.2	6.9	6.4	5.6	5.8	5.8	6.2	5.8	5.7	5.5
Hawaiian and part Hawaiian	11.3	11.1	9.0	6.6	5.6	9.0	10.0	7.1	9.1	7.3
Other Asian or Pacific Islander	8.6	7.6	7.0	5.5	5.7	5.0	5.7	5.1	4.8	4.8
Hispanic	9.2	8.3	7.6	6.3	6.1	6.0	5.8	5.7	5.6	5.4
Mexican American	8.8	7.9	7.2	6.0	5.8	5.8	5.6	5.5	5.4	5.2
Puerto Rican	12.3	11.1	10.4	8.9	8.6	7.9	7.8	8.3	8.2	8.5
Cuban	8.0	7.3	6.2	5.3	5.1	5.5	3.6	4.7	4.5	4.2
Central and South American	8.2	7.6	6.6	5.5	5.0	5.5	5.3	4.7	4.6	5.0
Other and unknown Hispanic	9.9	9.0	8.2	7.4	7.7	6.2	6.5	7.2	6.9	6.0

<sup>a</sup> Rates based on unweighted birth cohort data.

<sup>b</sup> Under 1 year old.

<sup>c</sup> Infant weighing less than 2,500 grams.

<sup>d</sup> Infant weighing less than 1,500 grams.

<sup>e</sup> Persons of Hispanic origin may be of any race. Estimates are based on specified race or national origin of mother. Estimates for separate race groups include Hispanics of those races.

— Data not available.

Sources: Mathews, T. J., Menacker, F., & MacDorman, M. E. (2003). Infant Mortality Statistics from the 2001 Period Linked Birth/Death Set. *National Vital Statistics Reports*, 52(2); U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics.

## HC 3.2 Child and Youth Mortality

The majority of deaths, almost 70 percent, among children and youth ages 1 to 24 are due to injuries, both unintentional and intentional, and therefore largely preventable. The proportion of deaths due to injury increases with age from 44 percent for children 1 to 4 years old to 77 percent for youth 15 to 24 years old.<sup>1</sup> Similarly, older youth (ages 15 to 19) are more than 8 times more likely to die as a result of a firearms injury than younger youth (ages 10 to 14). Death due to firearms includes homicide, suicide, legal intervention, and unintentional death by firearms.

**Differences by Age.** Children 1 to 4 years old are most likely to die of unintentional injuries, while youth ages 15 to 24 are most likely to die of traffic accidents or homicide. Dramatic declines in death rates occurred among children under age 15, with decreases of 69 percent among children ages 1 to 4, 69 percent among children ages 5 to 9, and 56 percent among children ages 10 to 14 from 1960 to 2001. Youth ages 15 to 19 continue to have the highest death rate of the four age groups (Figure HC 3.2.A).

**Differences by Race and Hispanic Origin.**<sup>2</sup> Among children and youth ages 1 to 24, Blacks have the highest death rate, while Asian and Pacific Islanders have had the lowest death rates (Table HC 3.2.A). Comparing the death rates of Black and White youth (ages 15 to 19) since 1970, the disparity was substantial in 1970 but had disappeared in the early 1980s. However, the death rate for Black youth grew rapidly in the early 1990s before starting a new downward trend in the late 1990s, while the death rate for White youth slowly declined. Much of this increase in Black youth deaths reflected a substantial growth in Black youth male homicide rates (Figure HC 3.2.B).

The rate of death due to injury by firearms is also higher for Blacks than for Whites. In 2000, the rate of firearm-related deaths for Black males ages 15 to 19 was more than 4 times the rate for their White male peers. However, this disparity has decreased since 1993, when the rate for Black male youth was more than 5 times higher than that of White males (Figure HC 3.2.C and Table HC 3.2.B).

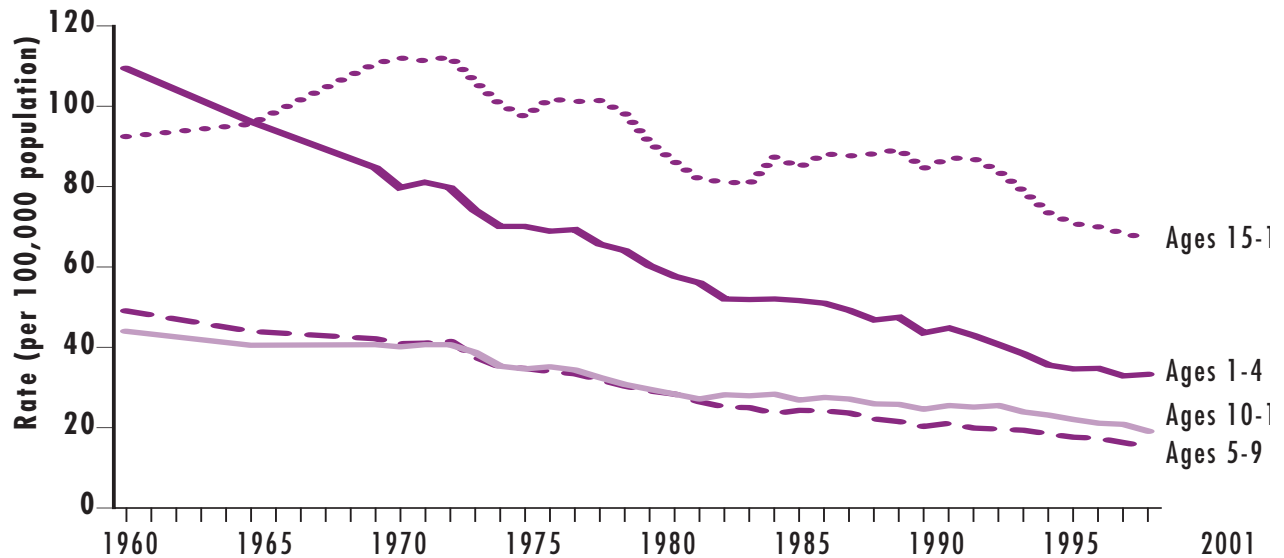
**Differences by Sex.** Among Black and White youth, firearm-related deaths are more prevalent among males. For example, the death rate for Black females ages 15 to 19 was 5.8 per 100,000 in 2000, while the rate for Black males was nearly 11 times greater (62.2 per 100,000). Among Whites ages 15 to 19, females experience firearm-related deaths at approximately one-seventh the rate of males (Table HC.3.2.B).

<sup>1</sup> National Center for Health Statistics. (2001). *Health, United States, 2001, with Urban and Rural Health Chartbook*. Hyattsville, MD: National Center for Health Statistics.

<sup>2</sup> Persons of Hispanic origin may be of any race. Estimates for Whites, Blacks, Asians and American Indians include Hispanics of those races.

Figure HC 3.2.A

Child and youth mortality rates by age group: 1960-2001



Sources: Arias, E., Anderson, R. N., Kung, H., Murphy, S. L., & Kochanek, K. D. (2003). Deaths: Final Data for 2001. *National Vital Statistics Reports*, 52(3); Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); Hoyert, D. L., Arias, E., Smith, B. L., Murphy, S. L., & Kochanek, K. D. (2001). Deaths: Final Data for 1999. *National Vital Statistics Reports*, 49(8); National Center for Health Statistics. (1992). Advance Report of Final Mortality Statistics, 1989. *Monthly Vital Statistics Report*, 40(8(Supp. 2)); National Center for Health Statistics. (1990). Advance Report of Final Mortality Statistics, 1988. *Monthly Vital Statistics Report*, 39(7(Supp.)); National Center for Health Statistics. (1989). Advance Report of Final Mortality Statistics, 1987. *Monthly Vital Statistics Report*, 38(5(Supp.)); National Center for Health Statistics. (1988). Advance Report of Final Mortality Statistics, 1986. *Monthly Vital Statistics Report*, 37(6(Supp.)); National Center for Health Statistics. (1986). Advance Report of Final Mortality Statistics, 1984. *Monthly Vital Statistics Report*, 35(6(Supp. 2)); National Center for Health Statistics. (1985). Advance Report of Final Mortality Statistics, 1983. *Monthly Vital Statistics Report*, 34(6(Supp. 2)); National Center for Health Statistics. (1984). Advance Report of Final Mortality Statistics, 1982. *Monthly Vital Statistics Report*, 33(9(Supp.)); National Center for Health Statistics. (1984). Advance Report of Final Mortality Statistics, 1981. *Monthly Vital Statistics Report*, 33(3(Supp.)); National Center for Health Statistics. (1982). Advance Report of Final Mortality Statistics, 1979. *Monthly Vital Statistics Report*, 31(6(Supp.)); National Center for Health Statistics. (1980). Advance Report of Final Mortality Statistics, 1978. *Monthly Vital Statistics Report*, 29(6(Supp. 2)); National Center for Health Statistics. (1979). Advance Report of Final Mortality Statistics, 1977. *Monthly Vital Statistics Report*, 28(1(Supp.)); National Center for Health Statistics. (1978). Advance Report of Final Mortality Statistics, 1976. *Monthly Vital Statistics Report*, 26(12(Supp. 2)); National Center for Health Statistics. (1976). Advance Report of Final Mortality Statistics, 1974. *Monthly Vital Statistics Report*, 24(11(Supp.)); National Center for Health Statistics. (1975). Summary Report – Final Mortality Statistics, 1973. *Monthly Vital Statistics Report*, 23(11(Supp. 2)); National Center for Health Statistics. (1974). Summary Report – Final Mortality Statistics, 1972. *Monthly Vital Statistics Report*, 23(7(Supp.)); National Center for Health Statistics. (1973). Summary Report – Final Mortality Statistics, 1971. *Monthly Vital Statistics Report*, 22(9(Supp.)).

## Mortality

**Table HC 3.2.A**

Child and youth mortality rates (per 100,000 population in each age group) by age group, sex and race and Hispanic origin: Selected years, 1992-2000

	Combined Years 1992-1993			Combined Years 1994-1996			1998			1999			2000		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>Ages 1-14</b>	29.3	33.7	24.6	27.6	31.7	23.3	24.0	27.3	20.5	23.5	26.7	20.2	—	—	—
White <sup>a</sup>	26.1	30.3	21.7	24.5	28.3	20.6	21.5	24.4	18.5	21.3	24.0	18.4	—	—	—
Black <sup>a</sup>	47.1	53.4	40.7	44.7	51.2	38.0	38.1	44.6	31.4	36.6	42.9	30.2	—	—	—
Asian/Pacific Islander <sup>a</sup>	20.3	23.1	17.4	18.7	21.3	16.0	16.2	17.6	14.7	15.5	16.9	13.9	—	—	—
American Indian/ Alaska Native <sup>a</sup>	38.9	47.0	30.6	40.0	45.1	34.8	33.4	38.4	28.2	29.8	32.3	27.2	—	—	—
Hispanic <sup>a</sup>	28.4	32.4	24.2	25.6	29.6	21.4	21.5	24.4	18.4	21.7	24.1	19.3	—	—	—
<b>Ages 15-24</b>	97.0	144.0	47.9	94.3	139.0	47.5	82.3	119.3	43.5	81.2	115.9	44.7	81.6	117.5	44.0
White <sup>a</sup>	84.2	122.3	44.1	83.0	120.2	43.8	75.4	107.6	41.2	74.5	104.9	42.2	—	107.6	41.6
Black <sup>a</sup>	174.8	279.5	70.6	161.5	253.3	69.7	126.5	194.6	58.0	123.1	185.6	60.1	—	181.4	59.6
Asian/Pacific Islander <sup>a</sup>	56.1	80.1	31.1	55.6	79.0	31.9	44.4	59.9	28.8	43.9	58.7	29.1	—	63.6	25.1
American Indian/ Alaska Native <sup>a</sup>	129.4	184.2	71.4	127.2	188.5	63.6	115.6	166.4	64.1	125.9	183.5	67.5	—	167.0	68.4
Hispanic <sup>a</sup>	107.5	167.3	40.2	102.1	158.1	39.9	83.3	128.8	34.0	82.4	124.9	36.4	85.0	131.2	35.2

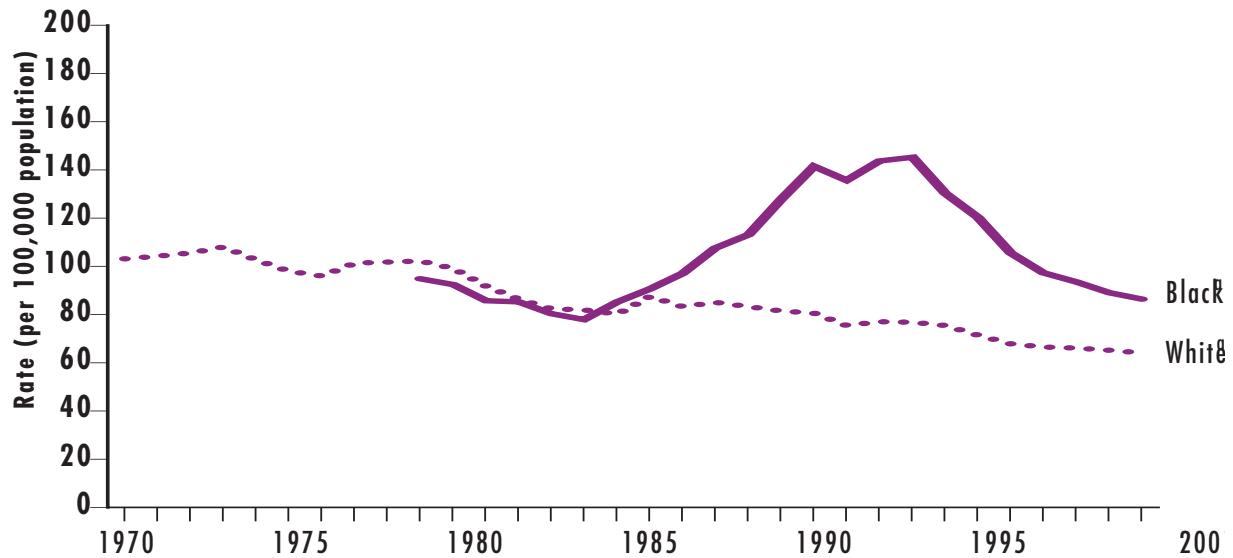
<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. Death figures for Hispanic persons are based on data from 48 states and the District of Columbia in 1992, and 49 states and the District of Columbia in 1993-1996. Death rates reported for White and Black persons are based on highly consistent information. However, persons identified as American Indian, Asian, or Hispanic origin in the data from the Census Bureau are sometimes misreported as White or non-Hispanic on the death certificate, resulting in underestimates of about 22 percent to 30 percent for death rates of American Indians, about 12 percent for death rates of Asians, and about 7 percent for persons of Hispanic origin. (Sorlie, P.D., Rogot, E., Johnson, N.J. (1992). Validity of Demographic Characteristics on the Death Certificate. *Epidemiology*, 3 (2): 181-184.)

— Data not available.

Sources: U.S. Department of Health and Human Services & National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); National Center for Health Statistics. (2002). Unpublished work; Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11); National Center for Health Statistics. (1994). *Health, United States, 1994*. Hyattsville, MD: National Center for Health Statistics.

Figure HC 3.2.B

Youth mortality rates for ages 15 to 19, by race: 1970-2001



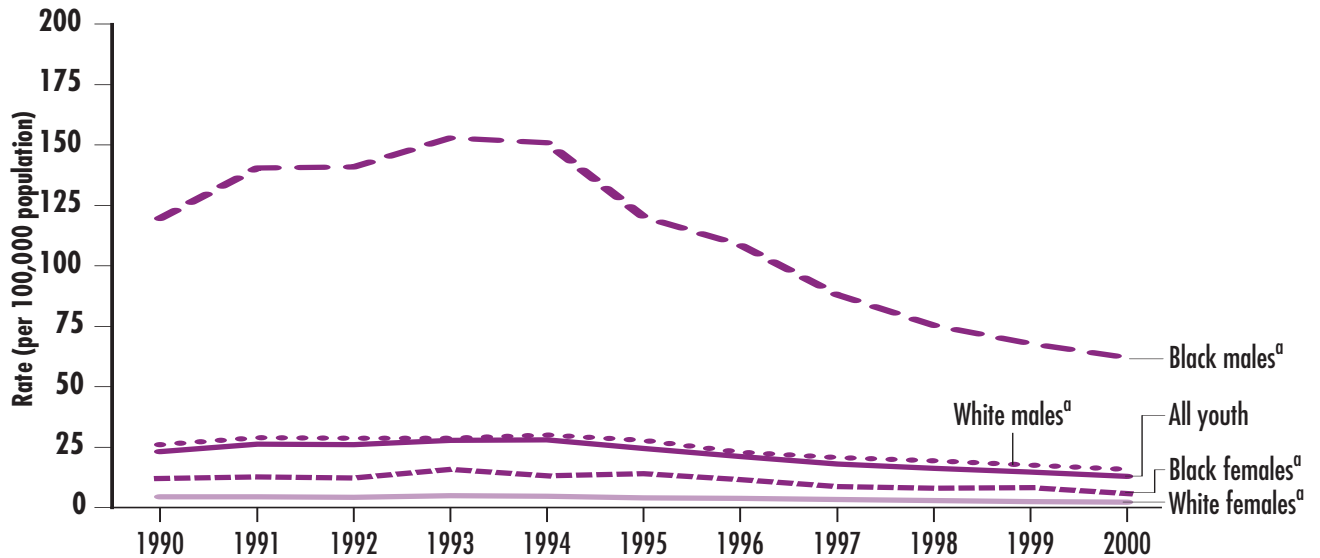
<sup>a</sup> Persons of Hispanic origin may be of any race. Data for Whites and Blacks include Hispanics of those races.

Sources: Arias, E., Anderson, R. N., Kung, H., Murphy, S. L., & Kochanek, K. D. (2003). Deaths: Final Data for 2001. *National Vital Statistics Reports*, 52(3); Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); Hoyert, D. L., Arias, E., Smith, B. L., Murphy, S. L., & Kochanek, K. D. (2001). Deaths: Final Data for 1999. *National Vital Statistics Reports*, 49(8); Peters, K. D., Kochanek, K. D., & Murphy, S. L. (1998). Deaths: Final Data for 1996. *National Vital Statistics Reports*, 47(9); Anderson, R. N., Kochanek, K. D., & Murphy, S. L. (1997). Report of Final Mortality Statistics, 1995. *Monthly Vital Statistics Report*, 45(11(Supp. 2)); National Center for Health Statistics. (1992). Advance Report of Final Mortality Statistics, 1989. *Monthly Vital Statistics Report*, 40(8(Supp. 2)); National Center for Health Statistics. (1990). Advance Report of Final Mortality Statistics, 1988. *Monthly Vital Statistics Report*, 39(7(Supp.)); National Center for Health Statistics. (1989). Advance Report of Final Mortality Statistics, 1987. *Monthly Vital Statistics Report*, 38(5(Supp.)); National Center for Health Statistics. (1988). Advance Report of Final Mortality Statistics, 1986. *Monthly Vital Statistics Report*, 37(6(Supp.)); National Center for Health Statistics. (1986). Advance Report of Final Mortality Statistics, 1984. *Monthly Vital Statistics Report*, 35(6(Supp. 2)); National Center for Health Statistics. (1985). Advance Report of Final Mortality Statistics, 1983. *Monthly Vital Statistics Report*, 34(6(Supp. 2)); National Center for Health Statistics. (1984). Advance Report of Final Mortality Statistics, 1982. *Monthly Vital Statistics Report*, 33(9(Supp.)); National Center for Health Statistics. (1984). Advance Report of Final Mortality Statistics, 1981. *Monthly Vital Statistics Report*, 33(3(Supp.)); National Center for Health Statistics. (1982). Advance Report of Final Mortality Statistics, 1979. *Monthly Vital Statistics Report*, 31(6(Supp.)); National Center for Health Statistics. (1980). Advance Report of Final Mortality Statistics, 1978. *Monthly Vital Statistics Report*, 29(6(Supp. 2)); National Center for Health Statistics. (1979). Advance Report of Final Mortality Statistics, 1977. *Monthly Vital Statistics Report*, 28(1(Supp.)); National Center for Health Statistics. (1978). Advance Report of Final Mortality Statistics, 1976. *Monthly Vital Statistics Report*, 26(12(Supp. 2)); National Center for Health Statistics. (1976). Advance Report of Final Mortality Statistics, 1974. *Monthly Vital Statistics Report*, 24(11(Supp.)); National Center for Health Statistics. (1975). Summary Report – Final Mortality Statistics, 1973. *Monthly Vital Statistics Report*, 23(11(Supp. 2)); National Center for Health Statistics. (1974). Summary Report – Final Mortality Statistics, 1972. *Monthly Vital Statistics Report*, 23(7(Supp.)); National Center for Health Statistics. (1973). Summary Report – Final Mortality Statistics, 1971. *Monthly Vital Statistics Report*, 22(9(Supp.)).

Mortality

Figure HC 3.2.C

Deaths due to injury by firearms for youth ages 15 to 19 by sex and race: 1990-2000



<sup>a</sup> Persons of Hispanic origin may be of any race. Data for Whites and Blacks include Hispanics of those races.

Sources: Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); Hoyert, D. L., Arias, E., Smith, B. L., Murphy, S. L., & Kochanek, K. D. (2001). Deaths: Final Data for 1999. *National Vital Statistics Reports*, 49(8); Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11); Hoyert, D. L., Kochanek, K. D., & Murphy, S. L. (1999). Deaths: Final Data for 1997. *National Vital Statistics Reports*, 47(19); Peters, K. D., Kochanek, K. D., & Murphy, S. L. (1998). Deaths: Final Data for 1996. *National Vital Statistics Reports*, 47(9); Anderson, R. N., Kochanek, K. D., & Murphy, S. L. (1997). Report of Final Mortality Statistics, 1995. *Monthly Vital Statistics Report*, 45(11(Supp. 2)); Kochanek, K. D., & Hudson, B. L. (1995). Advance Report of Final Mortality Statistics, 1992. *Monthly Vital Statistics Report*, 43(6 (Supp.)).

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 3.2.B**

Youth deaths due to injury by firearms (rate per 100,000) by age, sex and race: Selected years, 1980-2000

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>All youth</b>													
Ages 10-14	2.4	2.8	3.3	3.5	3.7	3.8	3.5	3.4	2.7	2.2	2.3	1.7	1.5
Ages 15-19	14.7	13.3	23.3	26.4	26.2	27.8	28.2	24.5	21.2	18.2	16.3	14.7	13.1
<b>White males<sup>a</sup></b>													
Ages 10-14	3.6	4.5	4.2	4.6	4.5	4.4	4.3	4.4	3.6	3.1	3.1	2.4	2.4
Ages 15-19	20.9	18.4	26.2	29.1	28.8	28.8	30.2	27.9	23.1	20.8	19.4	17.6	15.8
<b>White females<sup>a</sup></b>													
Ages 10-14	1.0	1.0	1.0	1.0	1.3	1.2	1.2	1.2	1.0	0.6	1.0	0.8	0.5
Ages 15-19	4.1	3.5	4.6	4.6	4.3	4.9	4.7	4.2	3.8	3.5	3.1	2.6	2.4
<b>Black males<sup>a</sup></b>													
Ages 10-14	4.7	4.8	10.2	11.5	11.6	13.4	11.2	10.1	7.8	6.2	4.6	3.6	3.8
Ages 15-19	46.7	46.5	119.7	140.5	140.9	153.1	151.1	120.3	108.7	88.2	75.5	67.9	62.2
<b>Black females<sup>a</sup></b>													
Ages 10-14	1.5	—	3.7	3.0	3.9	3.9	3.5	2.5	2.2	2.3	2.0	—	—
Ages 15-19	7.5	6.1	12.1	12.7	12.4	15.8	13.3	14.2	11.7	8.8	8.0	8.4	5.8

<sup>a</sup> Persons of Hispanic origin may be of any race. Data for Whites and Blacks include Hispanics of those races.

— Data not available.

Sources: Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); Hoyert, D. L., Arias, E., Smith, B. L., Murphy, S. L., & Kochanek, K. D. (2001). Deaths: Final Data for 1999. *National Vital Statistics Reports*, 49(8); Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11); Hoyert, D. L., Kochanek, K. D., & Murphy, S. L. (1999). Deaths: Final Data for 1997. *National Vital Statistics Reports*, 47(19); Peters, K. D., Kochanek, K. D., & Murphy, S. L. (1998). Deaths: Final Data for 1996. *National Vital Statistics Reports*, 47(9); Anderson, R. N., Kochanek, K. D., & Murphy, S. L. (1997). Report of Final Mortality Statistics, 1995. *Monthly Vital Statistics Report*, 45(11(Supp. 2)); Kochanek, K. D., & Hudson, B. L. (1995). Advance Report of Final Mortality Statistics, 1992. *Monthly Vital Statistics Report*, 43(6 (Supp.)); Fingerhut, L. A., Kleinman, J. C., Godfrey, E., & Rosenberg, H. (1991). Firearm Mortality Among Children, Youth and Young Adults 1-34 Years of Age, Trends and Current Status: United States, 1979-88. *Monthly Vital Statistics Report*, 39(11 (Supp.)).

### HC 3.3 Motor Vehicle Crash Deaths

In 2000, youth ages 15 to 24 had the highest number of deaths due to motor vehicle accidents of any age group, with 10,560 youth dying as a result of a motor vehicle crash<sup>1</sup>. Such crashes are among the major causes of injury-related deaths for 15- to 19-year-olds.<sup>2</sup> However, motor vehicle crash deaths among youth have declined since 1970. Data for 2000 show that motor vehicle crashes claimed 26.4 lives per 100,000 youth ages 15 to 19, compared with 43.6 per 100,000 youth in 1970 (Figure HC 3.3). The rate of motor vehicle crash deaths among youth has been relatively constant since 1992.

**Differences by Sex and Race.** For children and youth under age 20, the decrease in the rate of youth motor vehicle deaths between 1970 and 2000 has been greatest among White males ages 15 to 19, falling from 67.1 to 37.3 deaths per 100,000 and among Black males, which declined from 43.4 to 23.0 deaths per 100,000 (Table HC 3.3). While the rate of deaths resulting from motor vehicle crashes is lower for females than males at both age groups, the rate for females has not decreased as sharply as males. Among White females, ages 15 to 19, the rate of deaths due to motor vehicle crashes has decreased to 19.7 per 100,000 in 2000, compared with 24.4 deaths per 100,000 in 1970. Furthermore, rates have decreased for Black females after from 11.1 deaths per 100,000 in 1970 to 10.3 deaths per 100,000 in 2000.

**Differences by Age.** Among youth ages 10 to 14, motor vehicle death rates are quite low in comparison to older youth and dropped from 9.6 to 5.0 per 100,000 between 1970 and 2000. This decline was evident for both White and Black males and females.

---

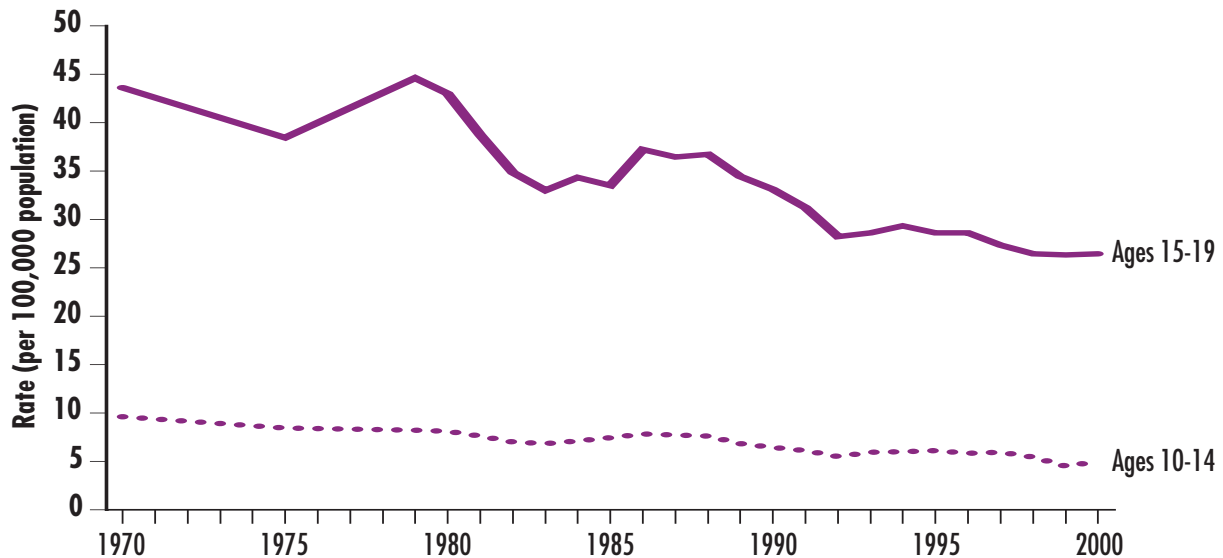
<sup>1</sup> Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15).

<sup>2</sup> Injury-related deaths include deaths from motor vehicle crashes, fires and burns, drowning, suffocation, and unintentional injuries caused by firearms and other explosive materials, as well as homicides, suicides, and other external causes of death.



**Figure HC 3.3**

Youth motor vehicle crash deaths by age: Selected years, 1970-2000



Sources: U.S. Department of Health and Human Services & National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; National Center for Health Statistics. (2002). Unpublished work.

**Table HC 3.3**

Youth motor vehicle crash deaths (rate per 100,000) by age, sex, and race: Selected years, 1970-2000

	1970	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000
<b>All youth</b>											
Ages 10-14	9.6	8.4	8.1	7.4	6.4	6.1	5.8	5.9	5.4	4.5	5.0
Ages 15-19	43.6	38.4	43.0	33.5	33.1	28.6	28.6	27.3	26.4	26.3	26.4
<b>White males<sup>a</sup></b>											
Ages 10-14	12.6	10.9	10.9	9.8	7.7	7.2	7.2	6.8	6.4	5.2	6.1
Ages 15-19	67.1	61.7	69.1	51.3	49.3	38.9	39.5	36.6	36.2	38.6	37.3
<b>White females<sup>a</sup></b>											
Ages 10-14	6.6	5.8	5.7	5.6	5.3	5.0	4.8	4.9	4.3	3.7	4.1
Ages 15-19	24.4	20.6	25.6	22.6	22.2	22.1	21.2	21.4	20.9	17.3	19.7
<b>Black males<sup>a</sup></b>											
Ages 10-14	11.9	9.6	7.9	8.9	7.9	7.7	6.8	7.4	7.8	6.5	6.5
Ages 15-19	43.4	24.6	24.4	22.1	28.7	29.0	28.2	28.7	26.0	30.7	23.0
<b>Black females<sup>a</sup></b>											
Ages 10-14	6.4	4.2	4.0	3.0	3.8	4.2	3.0	4.8	3.1	4.2	3.1
Ages 15-19	11.1	7.1	6.7	7.5	9.7	10.7	12.4	10.4	8.5	12.1	10.3

<sup>a</sup> Persons of Hispanic origin may be of any race. Data for Whites and Blacks include Hispanics of those races.

Sources: U.S. Department of Health and Human Services & National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; National Center for Health Statistics. (2002). Unpublished work.

### HC 3.4 Homicides

After more than a decade of sharp increases, the youth homicide rate decreased between 1993 and 2000. The rate of death from homicide for youth ages 15 to 19 more than doubled between 1970 and 1993, increasing from 8.1 to 20.7 per 100,000 (Table HC 3.4.A). Virtually all of this increase occurred after 1985. Since 1993, rates have decreased steadily to 9.6 deaths per 100,000 in 2000. Firearms have been involved in the majority of youth homicides since 1980 (Figure HC 3.4.A). Youth homicides involving firearms accounted for 66 percent of the total youth homicides in 1980. The percentage of firearm-related homicides increased to 81 percent of total youth homicides by 2000 for youth ages 15 to 19.

**Differences by Sex and Race and Hispanic Origin.**<sup>1</sup> Homicide was the number one cause of death among Black males ages 15 to 19 in 2000.<sup>2</sup> Since 1990, the rate of death due to homicide for Black males ages 15 to 19 has been about 7 to 9 times higher than for their White peers. While the homicide rate for White males of the same age group is substantially less than that of Black males, fluctuations in their rate can be seen over time, with increases occurring between 1985 and the early 1990s and decreases in the rate in recent years. Overall, the rate for White males ages 15 to 19 has increased significantly, going from 5.2 deaths per 100,000 in 1970 to 8.1 deaths per 100,000 in 2000 (Table HC 3.4.A).

Homicides due to firearms are more likely among Black youth than among White youth and most particularly among Black males ages 15 to 19 (Table HC 3.4.B). In 1999, 90 percent of homicides among Black male youth ages 15 to 19 involved a firearm, compared with 80 percent among older White male youth. However, the rate of homicides due to firearms among Black males ages 15 to 19 has decreased 60 percent since 1993.

Homicide rates for females ages 15 to 19 are considerably lower than among similarly aged males within the same race group. For example, the homicide rate for Black females was 8.6 per 100,000 in 2000, one-sixth the rate for Black males. The sex disparity in homicide rates is also large for Whites, although it is not as great as that between Black males and females. In 2000, the homicide rate for White females ages 15 to 19 was 2.1 deaths per 100,000, just over a quarter of that for White males. As is the case for males, the youth homicide rate for Black females is higher than the rate for White females (4 times higher in 2000) (Table HC 3.4.A). Homicides among female youth involve a firearm less often than homicides among male youth.

**Differences by Age.** The homicide rate for youth ages 10 to 14 was 1.2 per 100,000 in 2000—substantially lower than the rate for older youth. In fact, in 2000, the homicide rate of 15- to 19-year-old Black males was 16 times higher than that of 10- to 14-year-old Black males (Figure HC 3.4.B). Also, the homicide rates of males and females ages 10 to 14, both Black and White, are more similar than the homicide rate of females and females ages 15 to 19.

<sup>1</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those origins.

<sup>2</sup> Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16).

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 3.4.A**

Youth homicide rate per 100,000 by age, sex, and race: Selected years, 1970-2000

	1970	1975	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>All youth</b>															
Ages 10-14	1.2	1.2	1.4	1.5	2.1	2.2	2.4	2.5	2.2	2.1	1.8	1.5	1.5	1.3	1.2
Ages 15-19	8.1	9.6	10.6	8.6	17.0	19.6	19.3	20.7	20.3	18.2	15.7	13.7	11.8	10.6	9.6
<b>White males<sup>a</sup></b>															
Ages 10-14	0.6	1.0	1.1	1.4	1.7	1.8	2.0	1.9	1.8	2.0	1.5	1.4	1.3	1.2	1.1
Ages 15-19	5.2	8.1	10.9	7.2	12.5	14.4	15.2	15.2	15.4	14.7	12.2	11.1	10.2	8.7	8.1
<b>White females<sup>a</sup></b>															
Ages 10-14	0.6	0.8	1.1	0.9	0.9	0.9	1.0	1.2	0.9	1.0	0.9	0.6	1.0	0.8	0.7
Ages 15-19	2.1	3.2	3.9	2.7	3.6	3.6	3.6	3.6	3.4	3.9	2.9	2.9	2.4	2.4	2.1
<b>Black males<sup>a</sup></b>															
Ages 10-14	6.8	4.1	3.9	4.2	8.1	9.1	9.6	10.5	9.1	8.2	6.0	5.6	4.4	3.5	3.5
Ages 15-19	65.2	51.4	48.8	46.7	115.7	134.6	128.5	140.7	135.8	110.5	100.9	85.3	71.0	63.2	57.9
<b>Black females<sup>a</sup></b>															
Ages 10-14	2.3	2.3	2.4	1.7	4.8	3.8	5.1	5.2	4.6	3.0	3.1	2.3	2.6	1.6	1.8
Ages 15-19	10.6	15.3	11.0	10.4	15.6	15.6	14.2	18.4	15.1	16.4	12.9	10.6	9.8	10.2	8.6

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those origins.

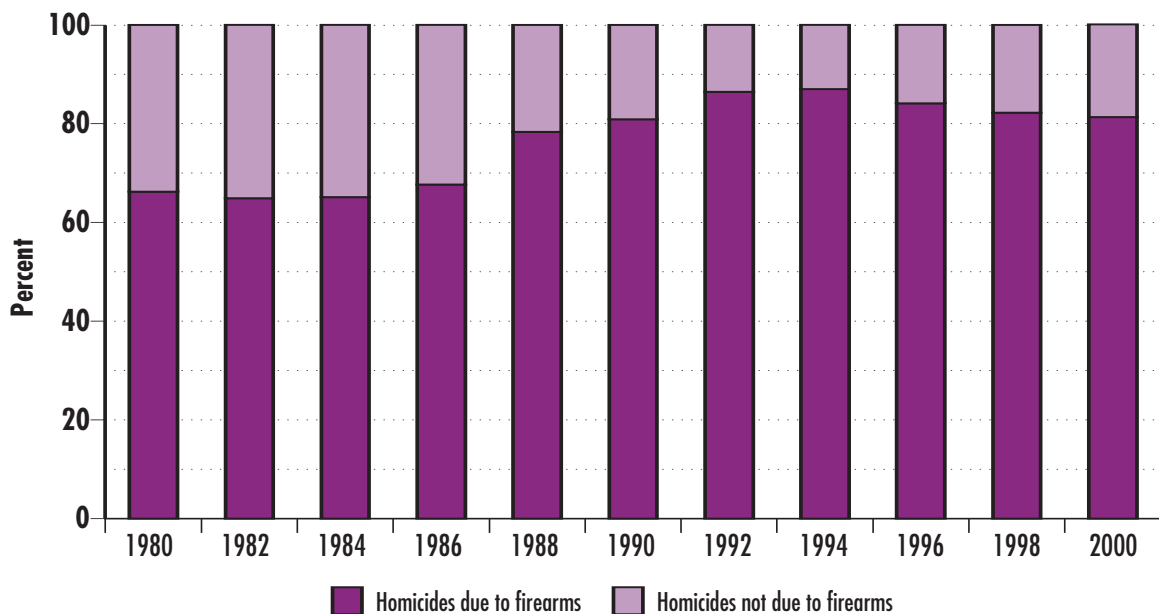
Note: Homicide includes death by legal intervention.

Source: Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16).

## Mortality

**Figure HC 3.4.A**

Youth homicides due to firearms as a percent of all youth homicides for youth ages 15 to 19: Selected years, 1980-2000



Sources: U.S. Department of Health and Human Services, National Center for Health Statistics. (2002). *Health, United States, 2002, with Chartbook on Trends in the Health of Americans*. Hyattsville, MD: National Center for Health Statistics; Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); National Center for Health Statistics. (2002). Unpublished work; Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11); Fingerhut, L. A., Kleinman, J. C., Godfrey, E., & Rosenberg, H. (1991). Firearm Mortality Among Children, Youth and Young Adults 1-34 Years of Age, Trends and Current Status: United States, 1979-88. *Monthly Vital Statistics Report*, 39(11 (Sup.)).

SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

**Table HC 3.4.B**

Youth homicides due to firearms (rate per 100,000) by age, sex, and race: Selected years, 1980-2000

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>All youth</b>													
Ages 10-14	0.8	0.8	1.5	1.6	1.9	1.9	1.7	1.6	1.3	1.0	1.0	0.8	0.7
Ages 15-19	7.0	5.7	13.8	16.4	16.7	17.8	17.7	15.4	13.2	10.9	9.7	8.6	7.8
<b>White males<sup>a</sup></b>													
Ages 10-14	0.7	0.9	1.3	1.4	1.6	1.5	1.5	1.6	1.2	1.1	1.0	0.8	0.7
Ages 15-19	7.2	4.9	9.4	11.7	12.9	12.6	12.9	12.3	10.0	8.3	8.0	7.0	6.5
<b>White females<sup>a</sup></b>													
Ages 10-14	0.5	0.4	0.4	0.5	0.6	0.6	0.5	0.5	0.5	0.3	0.5	0.4	—
Ages 15-19	1.7	1.2	2.0	2.1	2.3	2.2	2.4	2.2	1.7	1.5	1.3	1.3	1.1
<b>Black males<sup>a</sup></b>													
Ages 10-14	3.2	3.0	6.9	8.2	8.4	9.8	7.7	7.4	5.2	4.1	3.1	2.9	2.9
Ages 15-19	38.4	36.6	104.4	122.6	118.8	130.1	126.6	101.7	91.7	75.2	64.5	57.0	52.3
<b>Black females<sup>a</sup></b>													
Ages 10-14	1.0	0.6	3.2	2.7	3.4	3.3	3.3	2.0	1.8	1.5	1.6	—	—
Ages 15-19	6.2	5.0	10.4	11.2	10.5	14.3	11.1	12.3	9.9	7.2	6.7	7.2	5.1

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those origins.

— Data not available.

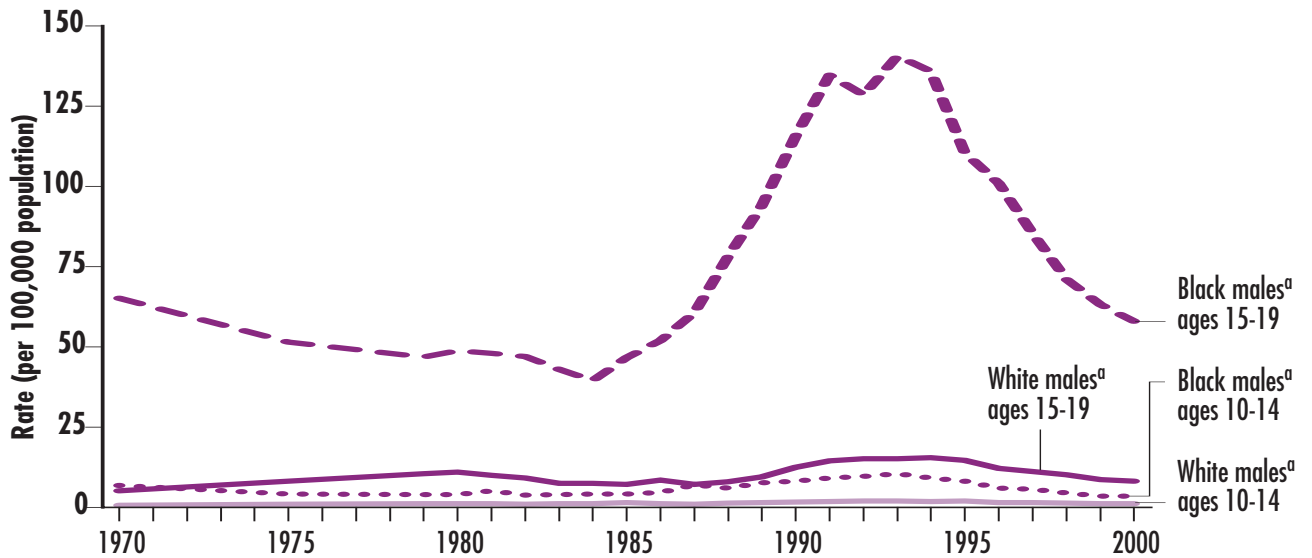
Note: Homicide rate includes assault by handguns and all other and unspecified firearms.

Sources: Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Reports*, 50(15); National Center for Health Statistics. (2002). Unpublished work; Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11).

## Mortality

Figure HC 3.4.B

Youth homicide of males by age and race: 1970-2000



<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those origins.

Note: Homicide includes death by legal intervention.

Sources: Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16); National Center for Health Statistics. (2002). Unpublished work.

## SECTION 3. HEALTH CONDITIONS AND HEALTH CARE

### HC 3.5 Suicides

Suicide, like homicide, has come to play a proportionately larger role in youth deaths over the past several decades. Between 1970 and 1990, the suicide rate for youth ages 15 to 19 nearly doubled. After remaining stable from 1990 to 1995, the rate had decreased slightly by 2000 (Figure HC 3.5). Suicide was the third most common cause of death among youth ages 15 to 19 in 2000.<sup>1</sup>

**Differences by Sex.** Males are more likely than females to commit suicide (Table HC 3.5). The suicide rate for White males ages 15 to 19 was 13.9 per 100,000 in 2000, more than 5 times the rate of 2.9 per 100,000 for White females. Among Blacks, males had a rate more than 6 times that of females for youth ages 15 to 19 in 2000. The data indicate that males die by suicide at a higher rate than females, but females attempt suicide more often and report higher rates of depression. The gender difference is most likely associated with suicide methods. Males are more likely to use firearms, which lead to a fatal outcome 78 to 90 percent of the time.

**Differences by Race.** White males ages 15 to 19 have long had a higher suicide rate than their Black male peers (Table HC 3.5). In 1970, White males ages 15 to 19 were twice as likely as Black males to commit suicide. However, the gap between White and Black male suicide rates has narrowed in recent years, with suicide rates of 13.9 and 9.7 per 100,000, respectively, in 2000.<sup>2</sup> Among females ages 15 to 19, Whites and Blacks were equally likely to commit suicide in 1970, with rates of 2.9 per 100,000. By 1975, White female suicide rates were more than twice that of their Black peers and White female suicide rates have remained higher than Blacks since then.

**Differences by Age.** While considerably lower, suicide rates for youth ages 10 to 14 have followed trends similar to those among older youth, with males having higher rates of suicide than females and Whites having higher suicide rates than Blacks (Table HC 3.5). In this age group, suicide is infrequent for both sexes and races, making these differences small as well. Younger youth may be less likely to complete suicide because they do not have the cognitive ability to plan and carry out a suicide attempt, but research also suggests that the increase in suicide rates with age may be due to the increased likelihood of exposure to critical risk factors, such as serious depression, drugs, and alcohol.

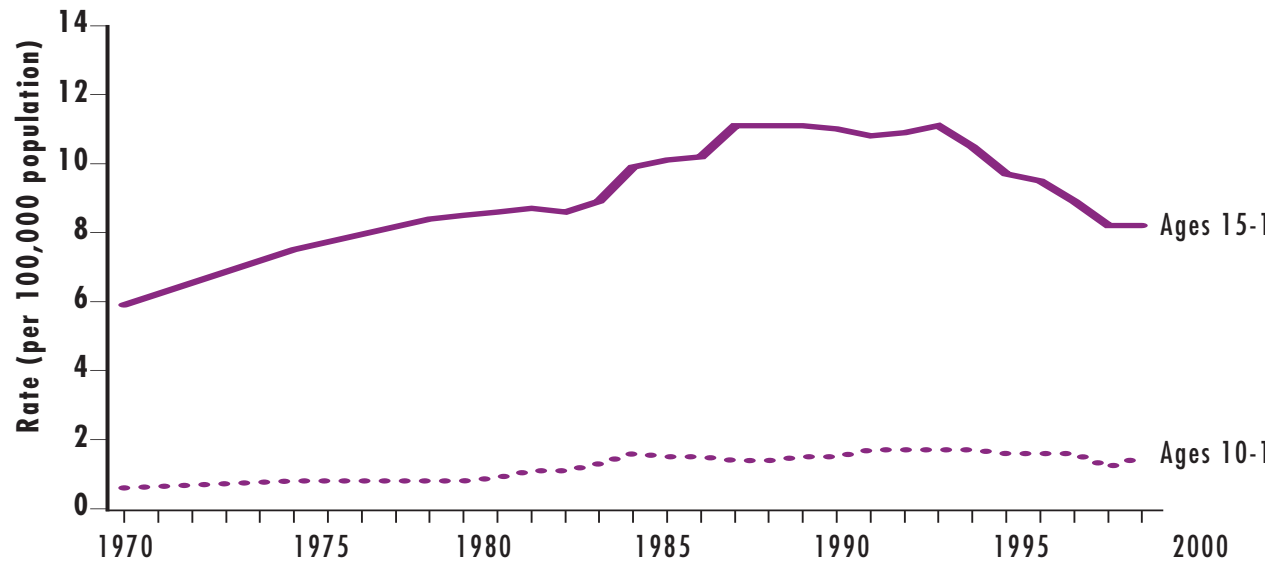
<sup>1</sup> Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16).

<sup>2</sup> The race disparity in the suicide rate between all White youth ages 10 to 19 and all Black youth ages 10 to 19 narrowed substantially between 1980 and 1995, largely due to the increase of suicide among Black youth. In 1980, White youth (ages 10 to 19) had a suicide rate that was 157 percent greater than that of their Black peers; by 1995, the rate among Whites was 42 percent greater than the rate among Blacks. These data, not shown here, can be found in Centers for Disease Control and Prevention. (1996). Suicide Among Black Youths, United States, 1980-1995. *Morbidity and Mortality Weekly Report*, 47(10).



**Figure HC 3.5**

Youth suicides (rate per 100,000) by age: 1970-2000



Sources: Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16); National Center for Health Statistics. (2002). Unpublished work; Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11).

## Mortality

**Table HC 3.5**

Youth suicides (rate per 100,000) by age, sex, and race: Selected years, 1970-2000

	1970	1975	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
<b>All youth</b>															
Ages 10-14	0.6	0.8	0.8	1.6	1.5	1.5	1.7	1.7	1.7	1.7	1.6	1.6	1.6	1.2	1.5
Ages 15-19	5.9	7.5	8.5	9.9	11.1	11.0	10.8	10.9	11.1	10.5	9.7	9.5	8.9	8.2	8.2
<b>White males<sup>a</sup></b>															
Ages 10-14	1.1	1.4	1.4	2.5	2.3	2.4	2.6	2.4	2.5	2.8	2.3	2.5	2.6	2.1	2.4
Ages 15-19	9.4	12.9	15.0	17.1	19.3	19.1	18.4	18.5	18.7	18.4	16.3	16.0	15.3	13.9	13.9
<b>White females<sup>a</sup></b>															
Ages 10-14	0.3	0.4	0.3	0.9	0.9	0.8	1.1	1.0	1.0	0.9	0.9	0.8	0.9	0.6	0.7
Ages 15-19	2.9	3.1	3.3	4.1	4.0	4.2	3.7	4.2	3.5	3.3	3.8	3.5	3.0	2.9	2.9
<b>Black males<sup>a</sup></b>															
Ages 10-14	0.3	0.2	0.5	—	1.6	2.0	2.0	2.3	2.1	1.6	1.9	1.9	1.4	1.4	2.2
Ages 15-19	4.7	6.1	5.6	8.2	11.5	12.2	14.8	14.4	16.6	13.8	11.5	11.4	10.7	10.0	9.7
<b>Black females<sup>a</sup></b>															
Ages 10-14	0.4	0.3	0.1	—	—	—	—	—	—	—	—	—	—	—	—
Ages 15-19	2.9	1.5	1.6	1.5	1.9	—	1.9	—	2.4	2.3	1.8	2.7	1.8	1.6	1.5

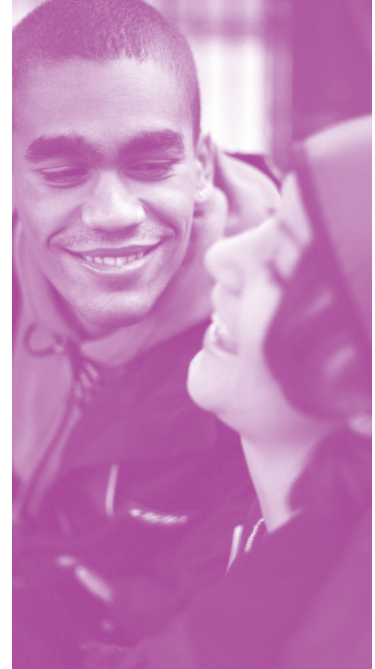
<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those origins.

— Not calculated because of unreliability due to infrequency of the event.

Sources: Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Reports*, 50(16); National Center for Health Statistics. (2002). Unpublished work. Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Reports*, 48(11).

**SECTION 4.**

# **Social Development and Behavioral Health**



**Social  
Development**

**Behavioral Health:  
Physical Health  
and Safety**

**Behavioral Health:  
Smoking, Alcohol,  
and Substance  
Abuse**

**Behavioral Health:  
Sexual Activity and  
Fertility**

## **Social Development**

---

Behavioral Health:  
Physical Health  
and Safety

Behavioral Health:  
Smoking, Alcohol,  
and Substance  
Abuse

Behavioral Health:  
Sexual Activity and  
Fertility

### SD 1.1 Life Goals of 12th graders

The personal and social life goals of 12th graders reflect their priorities for the future as they make the transition to adulthood. The percentage of 12th graders who rated selected personal and social goals as extremely important are presented in Tables SD 1.1.A and SD 1.1.B. Personal goals include being successful in their line of work, having a good marriage and family life, and having lots of money. Social goals include making a contribution to society, working to correct social and economic inequalities, and being a leader in their community.

From 1976 to 2002, 12th graders have been fairly consistent in the relative importance they assign to various life goals. Specifically, “Being successful in my line of work” and “Having a good marriage and family life” have been cited more often than other values as being extremely important. Since 1992, more than three out of four 12th graders have felt it extremely important to have a good marriage and family life, and nearly two out of three have felt it extremely important to be successful at work (Table SD 1.1.A). “Having lots of money” and “Making a contribution to society” were the next most likely goals to be considered extremely important by 12th graders. Between 20 and 30 percent of 12th graders have found these goals extremely important in recent years (Figures SD 1.1.A and SD 1.1.B). “Working to correct social and economic inequalities” and “Being a leader in my community” are rated as extremely important goals in 2002 for only small percentages of 12th graders and are rated as 11 percent and 16 percent, respectively.

**Differences by Race.**<sup>1</sup> In 2002, Black students were more likely than Whites to rate as extremely important goals such as being successful at work (74 percent versus 61 percent), having lots of money (50 percent versus 19 percent), and correcting social and economic inequalities (17 percent versus 8 percent). The two groups appeared equally likely to attach extreme importance to having a good marriage and family life, a rate whose percentile has been in the 70s for both races since 1976 (Table SD 1.1.A).

**Differences by Sex.** Across the six goals, rates vary little between females and males, with several exceptions. In 2002, females were more likely to indicate that having a good marriage and family life was extremely important (82 percent versus 73 percent) and were less likely to report that having lots of money was an extremely important goal (17 percent versus 32 percent) (Table SD 1.1.A).

---

<sup>1</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.1.A**

Percentage of 12th graders who rate selected personal life goals as being "extremely important," by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Being successful in my line of work</b>															
All 12th graders	53	57	61	62	66	65	63	62	65	64	64	63	62	62	63
Sex															
Male	53	58	62	60	63	63	61	62	62	65	61	63	60	59	62
Female	52	57	60	64	69	67	66	62	68	64	68	64	64	66	64
Race <sup>a</sup>															
White	50	55	58	59	65	62	60	59	63	60	61	60	60	58	61
Black	67	71	73	75	80	74	79	72	74	81	80	76	71	76	74
<b>Having a good marriage and family life</b>															
All 12th graders	73	76	75	76	78	79	76	78	78	76	77	78	77	77	77
Sex															
Male	66	71	69	71	72	74	70	73	74	72	72	74	73	72	73
Female	80	82	82	83	84	85	81	83	81	81	82	83	83	83	82
Race <sup>a</sup>															
White	72	77	76	76	79	79	76	78	78	77	77	79	78	79	78
Black	75	73	76	78	75	76	72	76	75	76	77	76	75	78	70
<b>Having lots of money</b>															
All 12th graders	15	18	27	28	29	26	26	25	25	28	29	26	28	26	25
Sex															
Male	20	24	34	37	35	32	32	30	33	33	35	34	34	33	32
Female	11	13	18	19	22	18	19	19	16	20	20	17	20	19	17
Race <sup>a</sup>															
White	12	15	24	25	24	20	22	21	21	22	22	21	23	23	19
Black	33	32	38	39	46	45	47	41	43	45	46	47	47	36	50

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: 1976-1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year. 1989-2000 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

## Social Development

**Table SD 1.1.B**

Percentage of 12th graders who rate selected social life goals as being "extremely important," by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Making a contribution to society</b>															
All 12th graders	18	18	17	21	22	24	24	20	24	22	23	22	20	21	22
Sex															
Male	16	19	18	20	22	25	23	19	23	19	21	22	20	21	21
Female	20	17	16	22	23	25	25	21	26	25	24	22	20	22	23
Race <sup>a</sup>															
White	18	18	16	20	22	24	23	19	23	22	23	21	18	19	21
Black	23	21	20	27	27	25	29	25	29	24	30	26	28	24	26
<b>Working to correct social and economic inequalities</b>															
All 12th graders	10	10	9	12	15	15	14	10	12	12	11	10	11	11	11
Sex															
Male	8	9	7	11	14	14	12	9	11	10	10	9	11	10	10
Female	13	10	11	13	17	16	16	10	12	12	11	10	11	10	10
Race <sup>a</sup>															
White	8	7	7	10	13	12	11	8	9	9	8	8	9	8	8
Black	20	21	19	21	26	21	25	18	19	18	20	16	19	14	17
<b>Being a leader in my community</b>															
All 12th graders	7	8	9	11	13	13	14	12	15	15	14	15	14	14	16
Sex															
Male	8	8	11	12	14	17	14	14	16	16	14	17	14	15	17
Female	6	7	6	10	11	10	13	10	13	13	15	13	13	14	13
Race <sup>a</sup>															
White	6	7	8	9	11	12	12	10	14	12	12	13	11	12	13
Black	14	14	12	17	21	19	21	22	23	24	30	25	26	26	23

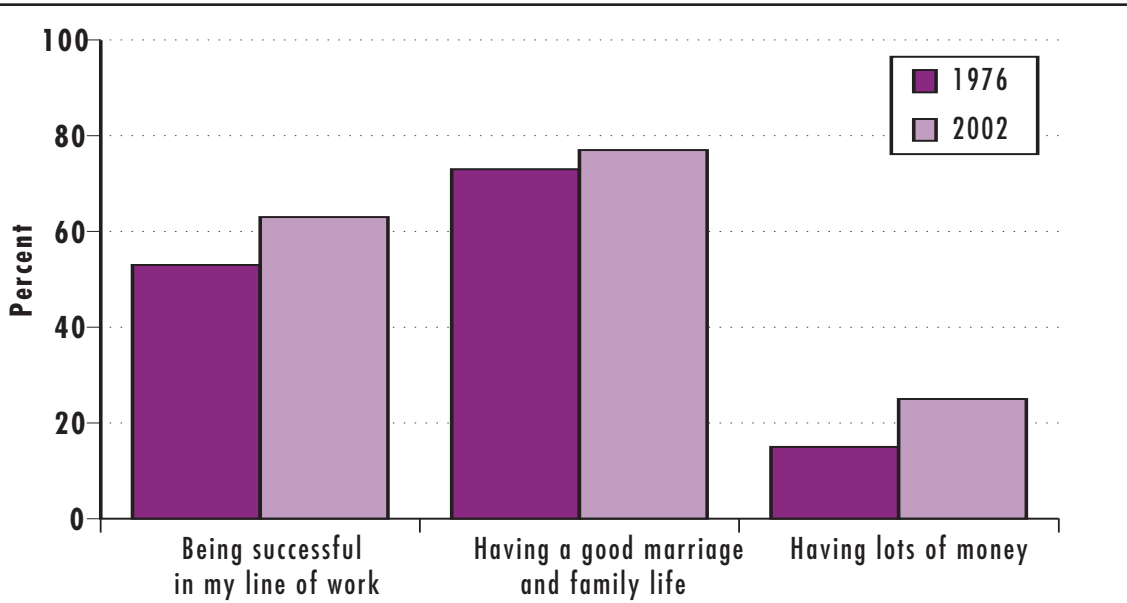
<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: 1976-1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year. 1989-2000 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

**Figure SD 1.1.A**

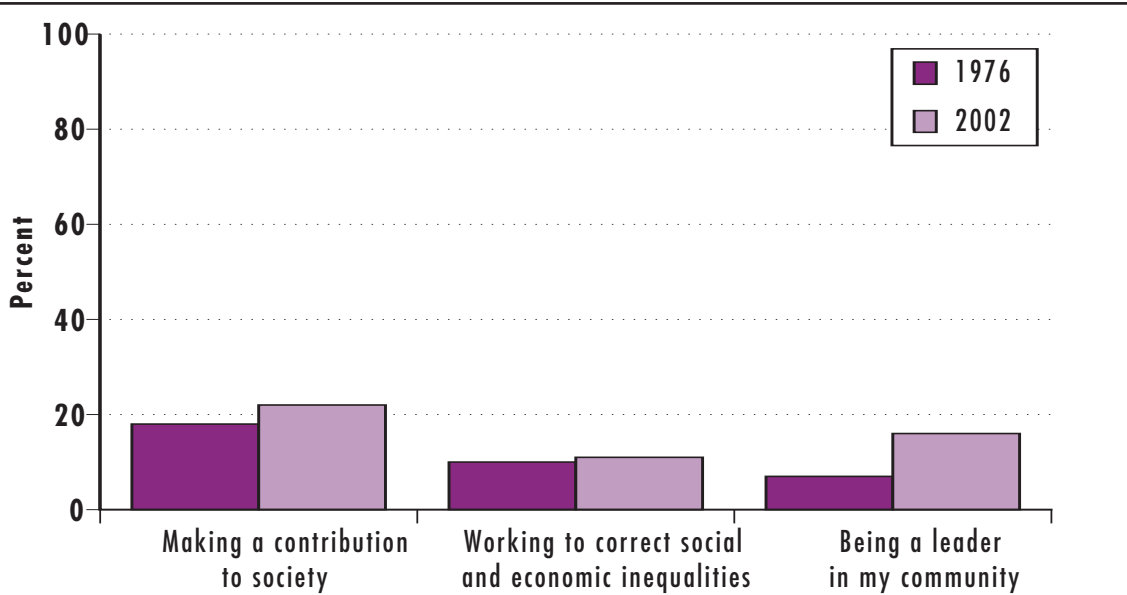
Percentage of 12th graders who rate selected personal life goals as being "extremely important:" 1976 and 2002



Source: Bachman, J.G., Johnston, L.D., & O'Malley, P.M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research; The University of Michigan.

**Figure SD 1.1.B**

Percentage of 12th graders who rate selected social life goals as being "extremely important:" 1976 and 2002



Source: Bachman, J.G., Johnston, L.D., & O'Malley, P.M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research; The University of Michigan.



### SD 1.2 Peer Approval

As children age, peer relationships come to play an increasingly important role in determining behaviors and attitudes. Peer pressure, while often positive, can sometimes lead children to make poor decision choices—choices that involve underage drinking, experimental use of drugs, gang involvement, early sexual activity, and criminal behavior such as shoplifting or defacing property.<sup>1</sup>

Two measures of potential peer influence are offered here: the percentage of youth reporting that getting good grades has great or very great importance to their peers, and the percentage reporting that peers would disapprove of intentionally angering a teacher in school.

**Differences by Age.** In 2002, 8th graders were more likely than either 10th or 12th graders to report their peers consider good grades to be of great or very great importance (54 percent versus 43 percent, respectively). However, more 12th graders were likely to report peer disapproval of intentionally angering a teacher in school (Tables SD 1.2.A and SD 1.2.B).

**Differences by Sex.** Females in all grade levels were slightly more likely than males to report that their peers value good grades and that they would disapprove of intentionally angering teachers. Among 12th grade females in 2002, 45 percent reported that having their peers hold good grades was of great or very great importance, compared to 41 percent of males (Table SD 1.2.A). In that same year, 39 percent of 12th grade females and 30 percent of males reported peer disapproval of intentionally angering a teacher in school (Table SD 1.2.B).

**Differences by Race.**<sup>2</sup> For all years for which data are presented, Black youth in all grades were considerably more likely than their White peers to report strong support for good grades (Figure SD 1.2.A). In 2002, 40 percent of White and 56 percent of Black 12th graders reported that their peers believed that good grades were of great or very great importance. Black youth were slightly less likely to report peer disapproval of intentionally angering teachers. The difference by race has been consistently largest among 12th graders since 1980 (Figure SD 1.2.B).

---

<sup>1</sup> Kitterage, K. (2000). *Today's Youth Face Pressures from Many Unprecedented Factors, not only Peers*. Brown University Child and Adolescent Behavior Letter.

<sup>2</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.2.A**

Percentage of 8th, 10th, and 12th graders reporting that good grades have great or very great importance to peers, by sex and race: Selected years, 1980-2002

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>All 8th graders</b>	—	—	—	51	52	54	54	55	55	52	51	50	54	55	54
Sex															
Male	—	—	—	50	50	54	52	52	54	51	52	49	53	53	53
Female	—	—	—	53	53	54	55	56	55	53	50	51	54	56	54
Race <sup>a</sup>															
White	—	—	—	47	47	49	49	48	48	46	46	45	49	49	48
Black	—	—	—	72	72	70	70	72	77	71	69	68	70	73	72
<b>All 10th graders</b>	—	—	—	44	43	39	42	44	45	43	44	42	41	42	43
Sex															
Male	—	—	—	42	42	36	39	43	42	40	43	40	39	40	40
Female	—	—	—	46	44	42	45	45	47	45	46	44	42	44	44
Race <sup>a</sup>															
White	—	—	—	38	38	35	38	39	40	38	37	36	35	37	36
Black	—	—	—	67	66	59	64	67	65	62	69	66	65	60	64
<b>All 12th graders</b>	48	49	48	44	45	46	45	46	46	45	45	47	42	44	43
Sex															
Male	48	50	46	41	42	43	44	41	44	41	42	44	39	40	41
Female	48	48	51	47	48	48	46	50	49	49	48	49	44	48	45
Race <sup>a</sup>															
White	43	43	43	37	39	40	39	40	42	41	40	39	35	37	40
Black	78	77	76	71	70	61	67	67	69	59	63	77	63	63	56

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Note: Data for 8th- and 10th- grade students are based on one of two questionnaire forms for 1991-1996, and based on two of four forms for 1997-1999, with a resulting sample size one-half of the total sample size for each grade in each year. Data for 12th-grade students are based on one of six questionnaire forms for 1989-1999 and one of five for 1980-1988, resulting in one-sixth, and one-fifth, respectively, of the total sample size for each year. Data for 8th and 10th grades have been available since 1991.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

## Social Development

**Table SD 1.2.B**

Percentage of 8th, 10th, and 12th graders reporting peer disapproval of intentionally angering a teacher in school, by sex and race: Selected years, 1980-2002

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>All 8th graders</b>	—	—	—	26	24	24	21	22	23	23	24	22	26	27	28
Sex															
Male	—	—	—	22	20	20	18	19	20	21	20	20	23	22	25
Female	—	—	—	30	27	26	23	24	26	26	27	24	30	32	31
Race <sup>a</sup>															
White	—	—	—	26	24	24	22	22	23	24	24	23	28	28	30
Black	—	—	—	23	24	23	22	22	22	20	23	20	21	23	26
<b>All 10th graders</b>	—	—	—	26	24	24	26	24	23	23	25	26	27	27	26
Sex															
Male	—	—	—	21	19	19	22	21	19	20	23	22	23	22	21
Female	—	—	—	31	28	28	30	28	26	27	28	30	31	32	31
Race <sup>a</sup>															
White	—	—	—	27	25	25	26	25	23	24	26	27	29	29	28
Black	—	—	—	22	21	20	23	19	20	19	24	26	18	21	20
<b>All 12th graders</b>	41	42	33	33	34	34	33	36	35	34	33	34	32	31	35
Sex															
Male	37	35	29	31	28	30	25	32	29	31	28	30	29	28	30
Female	46	48	38	37	39	37	40	41	40	38	38	37	35	33	39
Race <sup>a</sup>															
White	44	43	35	34	35	34	34	36	36	36	35	36	35	31	38
Black	29	33	30	29	30	27	25	33	28	30	24	23	25	27	26

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

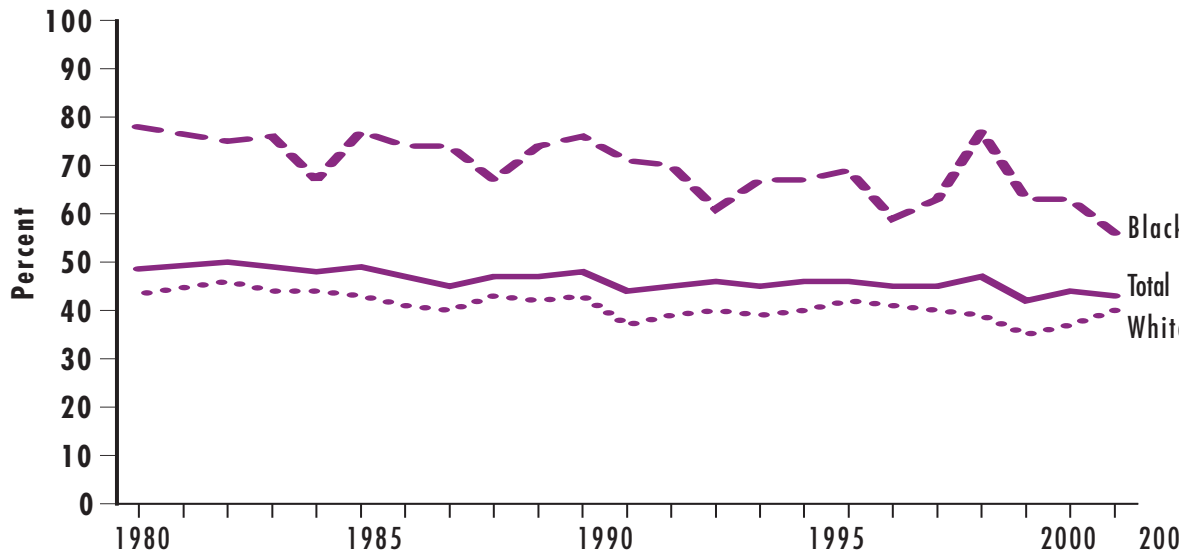
— Data not available.

Note: Data for 8th- and 10th- grade students are based on one of two questionnaire forms for 1991-1996, and based on two of four forms for 1997-1999, with a resulting sample size one-half of the total sample size for each grade in each year. Data for 12th-grade students are based on one of six questionnaire forms for 1989-1999 and one of five for 1980-1988, resulting in one-sixth, and one-fifth, respectively, of the total sample size for each year. Data for 8th and 10th grades have been available since 1991.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research: The University of Michigan.

**Figure SD 1.2.A**

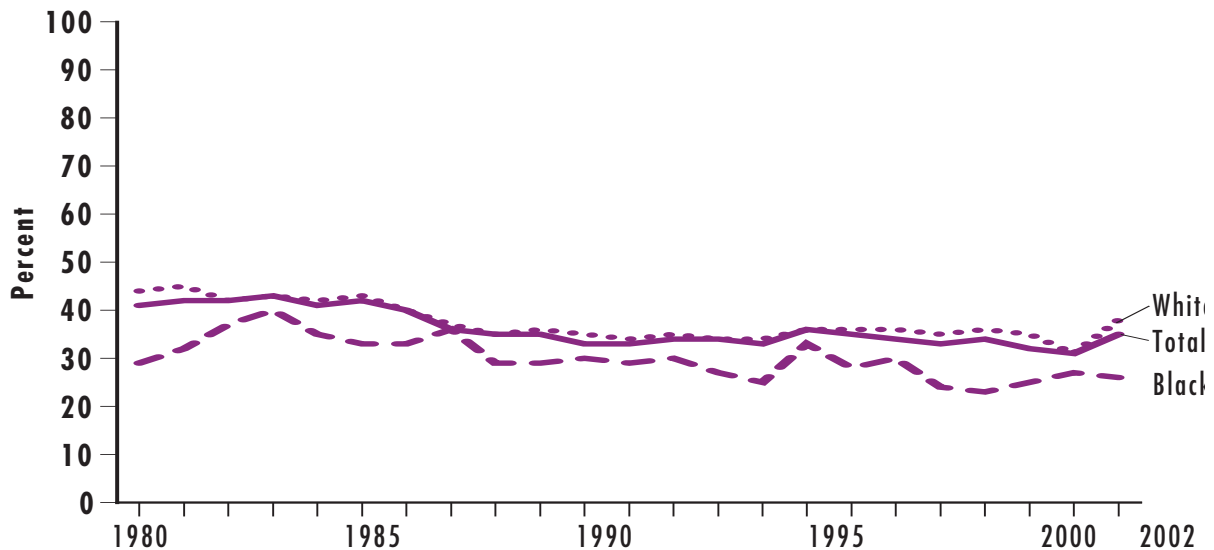
Percentage of 12th graders reporting that good grades have great or very great importance to peers, by race: 1980-2002



Source: Bachman, J.G., Johnston, L.D., & O'Malley, P.M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

**Figure SD 1.2.B**

Percentage of 12th graders reporting peer disapproval of intentionally angering a teacher in school, by race: 1980-2002



Source: Bachman, J.G., Johnston, L.D., & O'Malley, P.M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

### SD 1.3 Religious Attendance and Religiosity

Research relating religion to children's day-to-day conduct suggests that religious youth are more likely to avoid high-risk behaviors.<sup>1</sup> The percentage of 12th graders reporting weekly religious attendance was 41 percent in 1976 and 35 percent in 2002. Since the 1990s, the percentage has remained in the low 30s (Table SD 1.3.A). Despite this trend, the percentage of 12th graders who report that religion plays a very important role in their lives has remained fairly stable since 1976 (Table SD 1.3.B and Figure SD 1.3).

**Differences by Age.** Data for youth in the 8th and 10th grades indicate that younger children are more likely to report weekly religious attendance but are not more likely to report that religion plays a very important role in their lives (Tables SD 1.3.A and SD 1.3.B). In 2002, 44 percent of 8th graders reported weekly religious attendance, versus 41 percent of 10th graders and 35 percent of 12th graders. During 2002, the percentage reporting that religion played an important role in their lives was 33 percent for 12th graders, 34 percent for 10th graders, and 35 percent for 8th graders.

**Differences by Sex.** Females in all grades are somewhat more likely than males to report weekly religious attendance and that religion plays a very important role in their lives (Tables SD 1.3.A and SD 1.3.B).

**Differences by Race.**<sup>2</sup> Blacks consistently across all three grades have been nearly twice as likely as Whites to report that religion plays a very important role in their lives. In 2002, 51 percent of Black 12th graders reported that religion played such a role compared with 30 percent of White 12th graders.

---

<sup>1</sup> National Commission on Children. (1991). *Beyond Rhetoric: A New American Agenda for Children and Families*. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.3.A**

Percentage of 8th, 10th, and 12th graders who report weekly religious attendance, by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998 <sup>a</sup>	1999 <sup>a</sup>	2000 <sup>a</sup>	2001	2002
<b>All 8th Graders</b>	—	—	—	46	43	42	42	42	43	44	45	43	44	44	44
Sex															
Male	—	—	—	44	41	39	40	40	40	42	42	41	41	41	41
Female	—	—	—	49	46	45	45	45	46	47	47	46	47	47	48
Race <sup>b</sup>															
White	—	—	—	48	44	44	44	43	44	46	45	45	45	45	47
Black	—	—	—	47	46	42	42	46	45	46	49	46	50	49	45
<b>All 10th Graders</b>	—	—	—	38	39	40	37	37	38	38	38	38	39	40	41
Sex															
Male	—	—	—	35	37	37	35	35	35	36	35	36	37	37	39
Female	—	—	—	42	41	43	39	40	40	41	40	40	41	43	44
Race <sup>b</sup>															
White	—	—	—	39	39	41	37	37	38	39	37	37	39	41	40
Black	—	—	—	44	45	44	41	44	38	43	45	43	43	46	47
<b>All 12th Graders</b>	41	40	34	31	32	32	32	32	33	31	32	33	32	33	35
Sex															
Male	36	36	31	28	31	29	30	30	30	28	29	33	31	31	32
Female	46	44	38	34	34	34	35	35	35	33	34	34	34	35	37
Race <sup>b</sup>															
White	42	41	35	31	32	31	32	32	32	29	31	33	30	31	34
Black	37	40	36	38	35	35	39	40	38	40	41	40	43	44	42

<sup>a</sup> California schools omitted.

<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

## Social Development

**Table SD 1.3.B**

Percentage of 8th, 10th, and 12th graders who report that religion plays a very important role in their lives, by sex and race: Selected years, 1976-2002

	1976	1981	1986	1991	1992	1993	1994	1995	1996	1997	1998 <sup>a</sup>	1999 <sup>a</sup>	2000 <sup>a</sup>	2001	2002
<b>All 8th Graders</b>	—	—	—	29	27	30	30	30	32	32	34	33	36	34	35
Sex															
Male	—	—	—	27	26	27	29	28	29	30	32	31	32	31	32
Female	—	—	—	31	28	32	32	32	34	34	36	36	39	37	38
Race <sup>b</sup>															
White	—	—	—	26	23	26	26	26	27	28	30	29	31	32	30
Black	—	—	—	46	46	42	47	45	47	48	52	51	52	48	52
<b>All 10th Graders</b>	—	—	—	29	28	29	28	29	29	30	31	32	32	32	34
Sex															
Male	—	—	—	26	26	26	24	26	26	28	29	28	28	27	31
Female	—	—	—	31	29	31	32	31	31	33	34	34	35	36	38
Race <sup>b</sup>															
White	—	—	—	24	24	26	24	25	26	27	26	27	28	29	30
Black	—	—	—	52	50	50	48	49	47	48	52	55	52	49	54
<b>All 12th Graders</b>	29	31	26	28	29	29	30	30	31	30	32	33	32	32	33
Sex															
Male	24	25	23	24	26	26	27	27	27	26	28	30	28	29	29
Female	34	36	30	31	33	33	32	33	35	34	36	35	35	36	36
Race <sup>b</sup>															
White	26	27	23	24	25	24	26	26	27	24	27	29	26	27	30
Black	51	51	51	50	51	51	49	52	55	55	57	55	57	56	51

<sup>a</sup> California schools omitted.

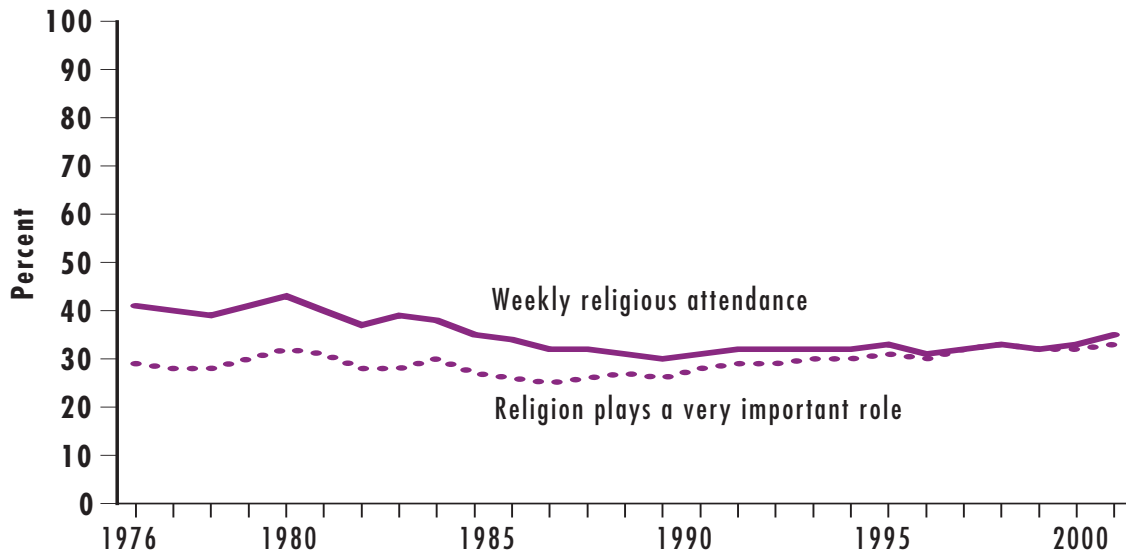
<sup>b</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Source: Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

**Figure SD 1.3**

Percentage of 12th graders reporting weekly religious attendance and reporting religion is important in their lives: 1976-2002



Source: Bachman, J.G., Johnston, L.D., & O'Malley, P.M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.



### SD 1.4 Voting Behavior

Voting is an exercise of citizenship in a democracy. Rates of reported voter registration and voting among 18- to 24-year-olds during presidential election years declined between 1972 and 1976 and stayed relatively flat through 2000. In 1972, 59 percent of youth ages 18 to 24 reported that they had registered to vote, and 50 percent reported that they had voted. By 2000, 45 percent reported that they had registered, and 32 percent reported that they had voted (Figure SD 1.4.A). The 2000 presidential election saw the lowest percentage of youth registering to vote since 1988 (Table SD 1.4.A).

The percentage of youth who reported that they had voted in nonpresidential election years since 1974 is substantially lower than the percentage who reported that they had voted during presidential election years (Table SD 1.4.B and Figure SD 1.4.B). Rates of reported registration and voting have been remarkably stable during such years, across nonpresidential election years, with overall rates varying by only a few percentage points across the years.

**Differences by Sex.** Reported rates of voter registration and voting are modestly higher among females both over time and within racial and ethnic groups, particularly during presidential election years. In the 2000 presidential election, 49 percent of females and 42 percent of males ages 18 to 24 reported that they had registered to vote (Table SD 1.4.A). Also, in 2000, 31 percent of Black males voted compared to 36 percent of Black females.

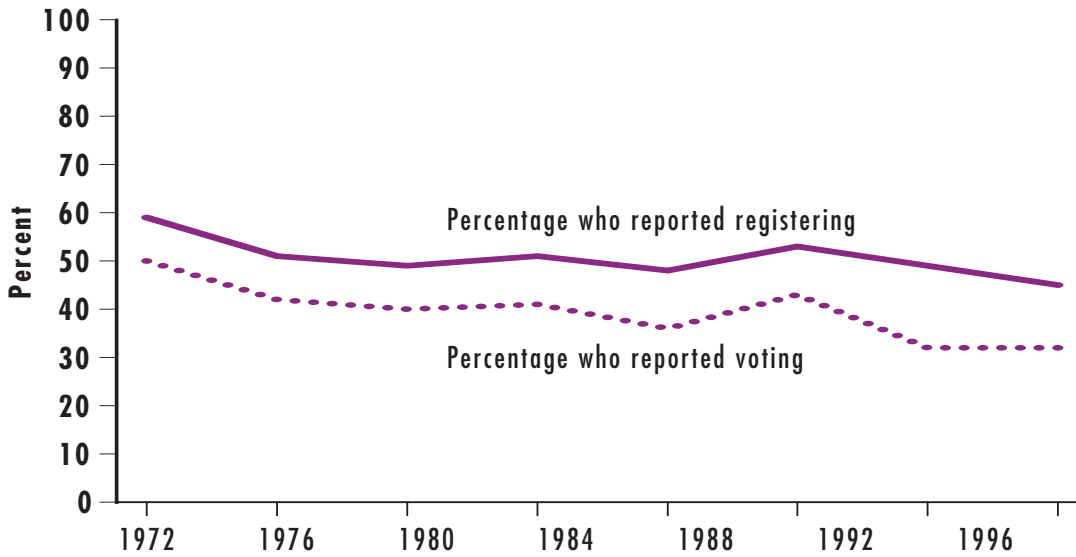
**Differences by Race and Hispanic Origin.**<sup>1</sup> Hispanic youth are the least likely to report that they register and vote. In 2000, 23 percent of Hispanic youth reported that they had registered, and 15 percent reported that they had voted. Comparable numbers for Whites are 46 percent registered and 33 percent voted. Blacks were the most likely to report that they had registered (48 percent) and voted (34 percent) in 2000 (Figure SD 1.4.A). However, it is important to note that this data does not account for how many of the Hispanic population are foreign-born and/or noncitizens. It is therefore possible that the decline in the percentage of Hispanics voting may be a function of an increase in the number of immigrants who are ineligible to vote.

---

<sup>1</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

**Figure SD 1.4.A**

Percentage of youth ages 18 to 24 who reported that they had registered to vote and percentage who reported that they had voted in presidential election years: 1972-2000



Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Census Bureau. (2001). *Current Population Reports*, P20-542; U.S. Census Bureau. (1997). *Current Population Reports*, P20-504; U.S. Census Bureau. (1993). *Current Population Reports*, P20-466; U.S. Census Bureau. (1989). *Current Population Reports*, P20-440; U.S. Census Bureau. (1985). *Current Population Reports*, P20-405; U.S. Census Bureau. (1981). *Current Population Reports*, P20-370; U.S. Census Bureau. (1975). *Current Population Reports*, P20-322; U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.

## Social Development

**Table SD 1.4.A**

Percentage of youth ages 18 to 24 who reported that they had registered to vote and percentage who reported voting in presidential election years, by race and Hispanic origin and by sex: Selected years, 1972-2000

<b>Registering</b>	1972	1976	1980	1984	1988	1992	1996	2000
All races	59	51	49	51	48	53	49	45
Male	58	51	48	50	45	51	47	42
Female	59	52	50	53	51	54	51	49
White <sup>a</sup>	61	54	51	52	49	55	50	46
Male	60	53	50	51	46	53	48	43
Female	61	54	52	53	51	57	52	50
Black <sup>a</sup>	48	39	41	54	50	49	49	48
Male	45	38	39	49	47	46	45	46
Female	50	40	43	58	53	52	53	50
Hispanic <sup>a</sup>	39	29	23	30	25	25	28	23
Male	38	30	20	27	21	20	25	20
Female	39	28	25	32	30	30	31	27
<b>Voting</b>								
All races	50	42	40	41	36	43	32	32
Male	49	41	39	39	34	41	30	30
Female	50	43	41	43	38	45	35	35
White <sup>a</sup>	52	45	42	42	37	45	33	33
Male	51	43	40	40	35	43	31	31
Female	53	46	43	43	39	47	35	35
Black <sup>a</sup>	35	28	30	41	35	37	32	34
Male	32	27	29	36	32	32	25	31
Female	37	29	31	45	37	41	38	36
Hispanic <sup>a</sup>	31	22	16	22	17	18	15	15
Male	30	22	13	20	14	14	12	14
Female	32	22	19	24	20	22	19	17

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Census Bureau. (2001). *Current Population Reports*, P20-542; U.S. Census Bureau. (1997). *Current Population Reports*, P20-504; U.S. Census Bureau. (1993). *Current Population Reports*, P20-466; U.S. Census Bureau. (1989). *Current Population Reports*, P20-440; U.S. Census Bureau. (1985). *Current Population Reports*, P20-405; U.S. Census Bureau. (1981). *Current Population Reports*, P20-370; U.S. Census Bureau. (1975). *Current Population Reports*, P20-322; U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.4.B**

Percentage of youth ages 18 to 24 who reported that they had registered to vote and percentage who reported that they had voted in nonpresidential election years, by race and Hispanic origin and by sex: Selected years, 1974-1998

<b>Registering</b>	1974	1978	1982	1986	1990	1994	1998
All races	41	41	42	42	40	42	39
Male	42	39	42	41	39	41	36
Female	41	42	42	43	40	44	42
White <sup>a</sup>	43	41	43	42	40	44	41
Male	44	41	44	41	40	43	38
Female	42	42	43	43	41	45	43
Black <sup>a</sup>	34	37	42	46	40	42	38
Male	31	35	38	43	41	38	33
Female	36	39	45	49	40	45	42
Hispanic <sup>a</sup>	23	20	24	22	19	20	22
Male	23	22	24	20	18	18	18
Female	23	19	24	24	21	22	27
<b>Voting</b>							
All races	24	24	25	22	20	20	17
Male	25	23	25	21	20	19	16
Female	23	24	25	23	21	22	18
White <sup>a</sup>	25	24	25	22	21	21	17
Male	26	24	26	21	20	20	17
Female	24	25	24	22	21	22	18
Black <sup>a</sup>	16	20	26	25	20	17	16
Male	16	19	24	24	20	14	13
Female	13	21	27	26	20	20	18
Hispanic <sup>a</sup>	13	12	14	12	9	10	9
Male	14	13	14	10	7	8	6
Female	12	10	14	13	11	13	12

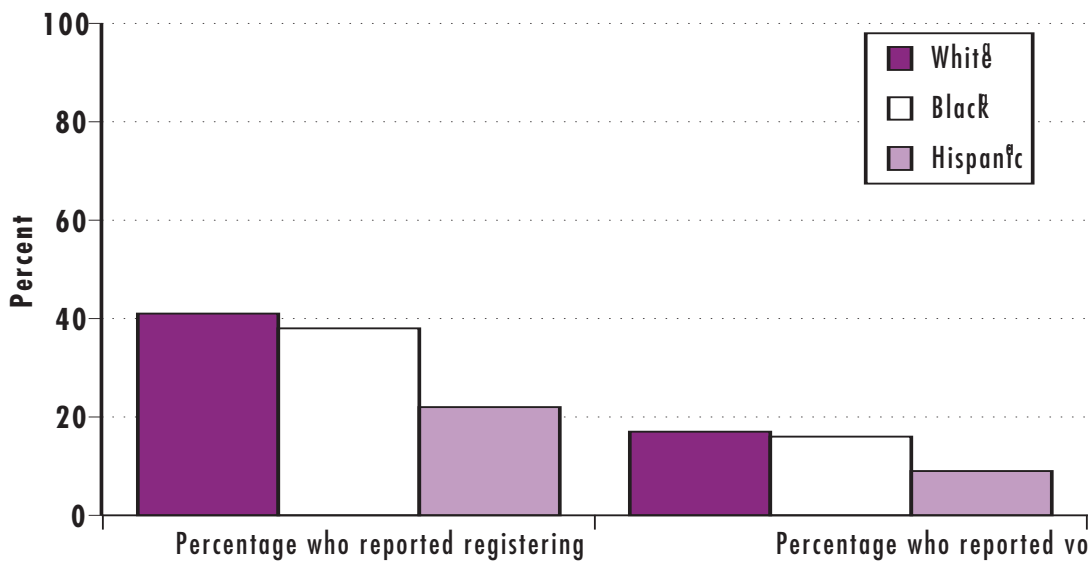
<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Census Bureau. (2001). *Current Population Reports*, P20-542; U.S. Census Bureau. (1997). *Current Population Reports*, P20-504; U.S. Census Bureau. (1993). *Current Population Reports*, P20-466; U.S. Census Bureau. (1989). *Current Population Reports*, P20-440; U.S. Census Bureau. (1985). *Current Population Reports*, P20-405; U.S. Census Bureau. (1981). *Current Population Reports*, P20-370; U.S. Census Bureau. (1975). *Current Population Reports*, P20-322; U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.

**Figure SD 1.4.B**

Percentage of youth ages 18 to 24 who registered to vote and percentage who voted in nonpresidential election year, by race and Hispanic origin: 1998



<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Census Bureau. (2001). Current Population Reports, P20-542; U.S. Census Bureau. (1997). Current Population Reports, P20-504; U.S. Census Bureau. (1993). Current Population Reports, P20-466; U.S. Census Bureau. (1989). Current Population Reports, P20-440; U.S. Census Bureau. (1985). Current Population Reports, P20-405; U.S. Census Bureau. (1981). Current Population Reports, P20-370; U.S. Census Bureau. (1975). Current Population Reports, P20-322; U.S. Census Bureau. (1973). Current Population Reports, P20-253.

## SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

## SD 1.5 Television Viewing Habits

Extensive television viewing in American culture has long been criticized for inducing passivity and for taking time away from more active learning activities. Research studies indicate that excessive television watching is negatively related to the academic attainment of children and youth. Youth ages 17, 13, and 9 who stated they typically watch 6 or more hours of television each day scored lower, on average, than their peers who spent less time watching television.<sup>1</sup> Yet, as depicted in Figure SD 1.5, substantial percentages of youth still report watching large amounts of television on a daily basis.

**Differences by Age.** The percentage of youth who report watching 6 or more hours of television declines with age, as indicated in Figure SD 1.5. Among 9-year-olds, 19 percent reported watching 6 or more hours of television each day in 1999, compared to 12 and 7 percent of 13- and 17-year olds.

**Differences by Sex.** In general, male youth watch more hours of television than female youth regardless of age (Tables SD 1.5.A, SD 1.5.B, and SD 1.5.C).

**Differences by Race and Hispanic Origin.**<sup>2</sup> For each age group substantially larger proportions of Black, non-Hispanic youth watch television for 6 or more hours per day than do either White, non-Hispanic or Hispanic youth. For example, among 9-year-old children, 39 percent of Black, non-Hispanic youth, compared with 13 percent of White, non-Hispanic and 24 percent of Hispanic youth, reported watching television 6 or more hours per day in 1999. This pattern holds for all previous years of data collection (Table SD 1.5.A).

**Differences by Type of School.** In general, smaller percentages of children and youth who attend private school spend 6 or more hours per day watching television than do students who attend public school (Tables SD 1.5.A, SD 1.5.B, and SD 1.5.C).

**Differences by Parents' Education Level.** Children's television viewing habits also vary by parents' educational level. In general, as parents' educational levels increase, the percentages of children watching 6 or more hours of television decline. In 1999, 19 percent of 13-year-olds whose parents had less than a high school education were watching 6 or more hours of television per day, compared with 16 percent of youth with parents who graduated from high school and 9 percent of youth whose parents graduated from college (Table SD 1.5.B).

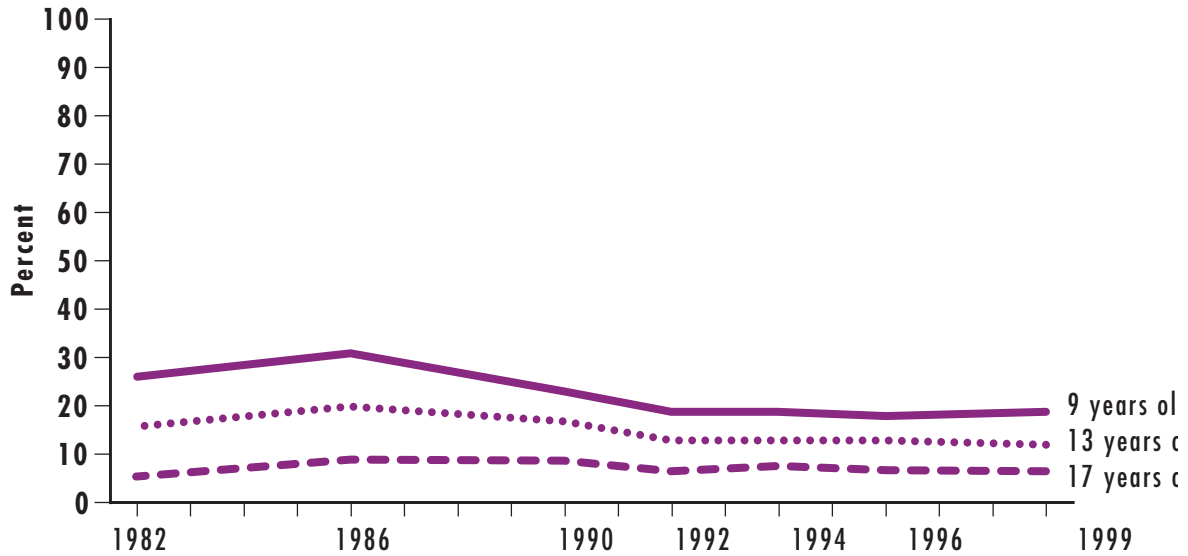
---

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey*. Unpublished work. U.S. Department of Education, National Center for Education Statistics (1999). *National Assessment of Educational Progress*. Unpublished work.

<sup>2</sup> Persons of Hispanic origin may be of any race.

Figure SD 1.5

Percentage of youth who watch 6 or more hours of television per day, by age: 1982-1999



Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Assessment of Educational Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.



## Social Development

**Table SD 1.5.A**

Percentage of 9-year old children who watch six or more hours of television per day, by sex, race and Hispanic origin, and type of school: Selected years, 1982-1999

	1982	1986	1990	1992	1994	1996	1999
<b>All 9-year-olds</b>	26	31	23	19	19	18	19
<b>Sex</b>							
Male	30	34	27	22	23	20	22
Female	23	27	20	17	16	15	16
<b>Race and Hispanic origin<sup>a</sup></b>							
White, non-Hispanic	23	26	18	14	14	13	13
Black, non-Hispanic	43	53	47	41	40	39	39
Hispanic	28	33	26	25	22	21	24
<b>Type of school</b>							
Public	27	32	24	21	19	19	20
Private	21	24	18	5	11	7	11

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Parents' education is not reported for 9-year-olds because approximately one-third did not know their parents' education level.

Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Assessment of Educational Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.5.B**

Percentage of 13-year old youth who watch six or more hours of television per day, by sex, race and Hispanic origin, type of school, and parents' level of education: Selected years, 1982-1999

	1982	1986	1990	1992	1994	1996	1999
<b>All 13-year-olds</b>	16	20	17	13	13	13	12
<b>Sex</b>							
Male	18	21	18	14	15	15	13
Female	15	19	15	11	12	11	11
<b>Race and Hispanic origin<sup>a</sup></b>							
White, non-Hispanic	13	17	12	8	8	7	7
Black, non-Hispanic	32	40	35	31	35	35	33
Hispanic	19	21	18	19	19	17	15
<b>Type of school</b>							
Public	17	20	17	14	14	13	12
Private	13	—	11	6	4	3	7
<b>Parents' highest level of education</b>							
Less than high school	23	32	24	21	23	18	19
Graduated high school	18	22	19	16	17	13	16
More than high school	13	18	12	9	13	13	12
Graduated college	12	15	13	9	9	10	9

<sup>a</sup> Persons of Hispanic origin may be of any race.

— Too few observations for a reliable estimate.

Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Assessment of Educational Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.

## Social Development

**Table SD 1.5.C**

Percentage of 17-year old youth who watch six or more hours of television per day, by sex, race and Hispanic origin, type of school, and parents' level of education: Selected years, 1982-1999

	1982	1986	1990	1992	1994	1996	1999
<b>All 17-year-olds</b>	6	9	9	7	8	7	7
<b>Sex</b>							
Male	7	10	9	7	10	7	8
Female	6	8	8	7	7	7	6
<b>Race and Hispanic origin<sup>a</sup></b>							
White, non-Hispanic	5	6	6	4	5	4	3
Black, non-Hispanic	14	22	23	21	24	21	23
Hispanic	6	12	8	6	9	9	6
<b>Type of school</b>							
Public	7	9	9	7	8	7	7
Private	3	—	—	3	3	6	0
<b>Parents' highest level of education</b>							
Less than high school	10	17	11	10	14	15	9
Graduated high school	8	10	11	10	12	9	10
More than high school	4	9	8	5	8	6	6
Graduated college	4	4	5	5	5	6	5

<sup>a</sup> Persons of Hispanic origin may be of any race.

— Too few observations for a reliable estimate.

Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Assessment of Educational Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.

## SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

## SD 1.6 Detached Youth: Not in School and Not Working

“Detached youth” refers to youth ages 16 to 19 who are neither enrolled in school nor working. This detachment, particularly if it lasts for several years, increases the risk that a youth, over time, will have lower earnings and a less stable employment history than his or her peers who stayed in school and/or secured jobs.<sup>1</sup>

Figure SD 1.6 and Table SD 1.6 show how the percentage of detached youth has fluctuated since 1985. In 2002, 9 percent of all youth ages 16 to 19 were detached. This is a slight increase from 2000 (8 percent).

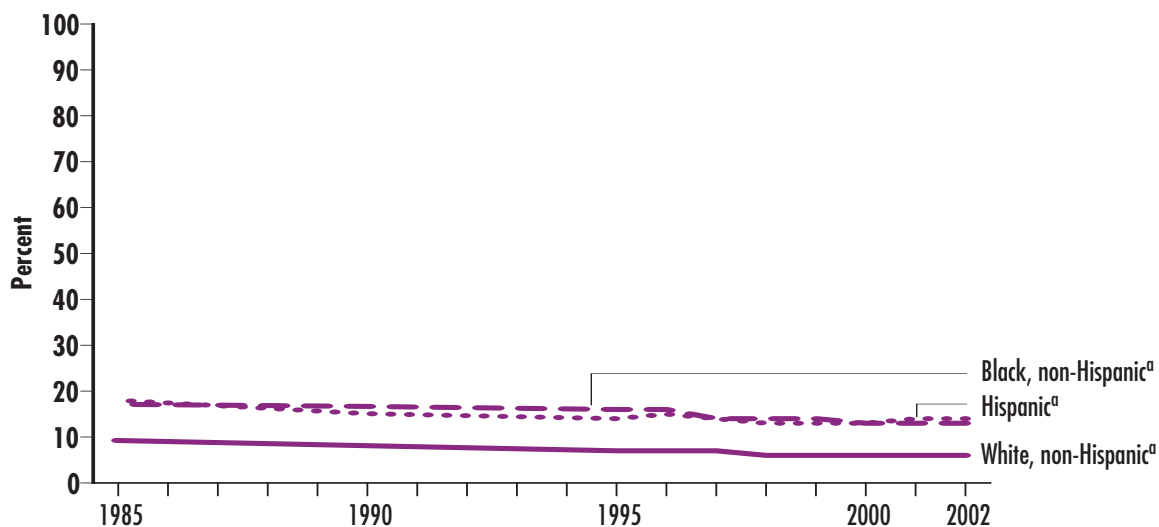
**Differences by Age.** Youth ages 16 or 17 are more likely than youth ages 18 or 19 to be in school or working. In 2002, 14 percent of 18- and 19-year-olds were detached, while only 4 percent of their younger peers were detached.

**Differences by Sex.** Females are slightly more likely than males to be detached from both school and employment. In 2002, 9 percent of females, and 8 percent of males experienced detachment.

**Differences by Race and Hispanic Origin.**<sup>2</sup> Black, non-Hispanic and Hispanic youth are more likely than White, non-Hispanic youth to be detached from school and employment. In 2002, 14 percent of Black, non-Hispanic youth and 13 percent of Hispanic youth experienced detachment. The corresponding rate for White, non-Hispanic youth was 7 percent.

**Figure SD 1.6**

Percentage of 16- to 19-year-olds who are neither enrolled in school nor working, by race and Hispanic origin: 1985-2002



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

<sup>1</sup> Brown, B. (1996). *Who are America's Disconnected Youth?* Washington, DC: American Enterprise Institute.

<sup>2</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.6**

Percentage of 16- to 19-year-olds who are neither enrolled in school nor working, by sex, race, Hispanic origin, and age: Selected years, 1985-2002

	1985	1990	1995 <sup>a</sup>	1996	1997	1998	1999	2000	2001	2002
<b>All youth</b>	11	10	9	9	9	8	8	8	9	9
<b>Sex</b>										
Male	9	8	8	8	8	8	7	7	8	8
Female	13	12	11	11	10	9	9	9	9	9
<b>Race and Hispanic origin<sup>b</sup></b>										
White, non-Hispanic	9	8	7	7	7	6	6	6	6	7
Black, non-Hispanic	18	15	14	15	14	13	13	13	14	14
Hispanic	17	17	16	16	14	14	14	13	13	13
<b>Age</b>										
Ages 16-17	5	5	4	4	4	4	4	4	4	4
Ages 18-19	17	15	15	15	14	13	13	12	13	14

<sup>a</sup> Data for 1994 and subsequent years are not strictly comparable with data for prior years because of major revisions in the Current Population Survey questionnaire and data collection methodology, and because of the inclusion of 1990 census-based population controls in the estimation process.

<sup>b</sup> Persons of Hispanic origin may be of any race.

Note: The figures represent a yearly average based on responses for the 9 months youth are typically in school (September through May). Youth are asked about their activities for the week prior to the survey. Results are based on uncomposed estimates and are not comparable to data from unpublished tables.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## SD 1.7 Working Youth

Through internships, part-time employment, and school-to-work programs, working youth play an increasingly important role in the labor force. But recently, worries have surfaced that youth working 20 or more hours per week may be losing too much sleep and performing poorly in school.<sup>1</sup> Furthermore, the National Research Council determined that most youth hold jobs that are disconnected from what is being taught in school, do not teach useful skills, and offer little meaningful interaction with adults.<sup>2</sup> In the years 1996-1998, approximately 2.9 million youth aged 15 to 17 worked during the school year, and approximately 4.0 million worked during the summer.<sup>3</sup> Youth work for a variety of reasons. Most work in order to earn spending money, though some save money for future college tuition costs and others contribute to their family income.

**Differences by Age.** According to the U.S. Census Bureau, the percentage of 16- to 19-year-olds who work while enrolled in school has remained fairly stable since 1995 (Table SD 1.7.A). For younger youth the type of employment is evenly distributed between “freelance” jobs and “employee jobs.” Casual employment arrangements (freelance jobs) are performed on an as-needed basis and lack the presence of a formal “boss.” Common examples of such jobs include working in restaurants, supermarkets, and gas stations. As youth age, they often obtain employee jobs where they establish an ongoing formal relationship with a particular employer. During the years 1995-2001, 88.1 percent of youth age 18 held any employee job compared to 40.2 percent of 15-year-old youth holding any employee job. In contrast, 46.4 percent of 15-year-old youth held any freelance job compared to 18.2 percent of 18-year-old youth during the same time period (Table SD 1.7.B).

**Differences by Sex.** Females are slightly more likely to be enrolled in school and working. In 2002, 29 percent of females and 24 percent of males were enrolled in school and working (Table SD 1.7.A). Females also are slightly more likely to retain a freelance job than males. During the years 1995-2001, 8.5 percent of 17-year-old females were employed only in freelance jobs compared to 6.1 percent of males (Table SD 1.7.B).

**Differences by Race and Hispanic Origin.**<sup>4</sup> White, non-Hispanic youth are most likely to be working during their teenage years. In 2002, 32 percent of White, non-Hispanic youth were working and enrolled in school, compared to 15 percent of Black, non-Hispanics and 17 percent of Hispanics (Table SD 1.7.A). Hispanic and White, non-Hispanic youth are most likely to have employee-only jobs compared to Black, non-Hispanic youth. During the years 1995-2002, 73.4 percent of White, non-Hispanic 18-year-olds and 76.6 percent of Hispanic 18-year-olds held employee-only jobs while 66.5 percent of Black, non-Hispanic 18-year-olds held employee-only jobs (Table SD 1.7.B).

<sup>1</sup> Kelly, K. (1998). *Working Teens: Do After-School Jobs Hurt?* Harvard Education Letter, November/December.

<sup>2</sup> National Research Council. (1998). *Protecting Youth at Work: Health Safety, and Development of Working Children and Adolescents in the United States*. Washington, DC: National Academy Press.

<sup>3</sup> U.S. Department of Labor, Bureau of Labor Statistics. (2000). *Trends in Youth Employment: Data from the Current Population Survey. Report on the Youth Labor Force*.

<sup>4</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.7A**

Percentage of youth ages 16 to 19 who are enrolled in school and working, by sex, race and Hispanic origin, and age: Selected years 1985-2002

	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002
<b>All youth</b>	26	28	29	29	29	29	31	30	28	27
<b>Sex</b>										
Male	26	27	28	28	28	29	29	29	26	24
Female	26	28	30	30	30	33	32	32	30	29
<b>Race and Hispanic origin<sup>a</sup></b>										
White, non-Hispanic	30	33	35	35	35	36	36	36	34	32
Black, non-Hispanic	12	15	16	15	16	19	17	19	16	15
Hispanic	15	17	16	17	17	18	18	19	20	17
<b>Age</b>										
Ages 16-17	29	29	30	30	29	31	31	31	28	25
Ages 18-19	23	26	28	28	28	30	30	30	28	28

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: The table refers to the labor force and enrollment status of youth ages 16 to 19 years old in the civilian noninstitutionalized population during an “average” week of the school year. Data for 1994 and subsequent years are not strictly comparable with data for prior years, because of major revisions in the Current Population Survey questionnaire and data collection methodology, and because of the inclusion of 1990 Census-based population controls in the estimation process.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.



## Social Development

### SD 1.7.B

Percentage of employed youth ages 15 to 18 by age, sex, race, and Hispanic origin and type of job:  
1995-2001

	Percent employed in:					
	Any Job	Any Employee job	Any Freelance job	Employee Job only	Freelance jobs only	Both Employee and Freelance jobs
<b>Age 15</b>	69.2	40.2	46.4	22.7	28.9	17.5
Sex						
Male	67.6	43.8	39.5	28.1	23.9	15.7
Female	70.8	36.5	53.7	17.1	34.3	19.4
Race and Hispanic origin <sup>a</sup>						
White, non-Hispanic	76.5	45.3	52.6	23.9	31.2	21.4
Black, non-Hispanic	53.8	29.7	34.5	19.4	24.1	10.4
Hispanic	53.0	28.4	33.4	19.6	24.6	8.7
<b>Age 16</b>	81.8	69.1	37.6	44.2	12.7	24.9
Sex						
Male	81.3	70.0	31.4	50.0	11.3	20.1
Female	82.4	68.1	44.2	38.2	14.2	30.0
Race and Hispanic origin <sup>a</sup>						
White, non-Hispanic	88.1	75.4	42.4	45.7	12.7	29.6
Black, non-Hispanic	67.0	54.8	26.7	40.3	12.2	14.6
Hispanic	70.8	58.6	28.9	41.9	12.2	16.7
<b>Age 17</b>	86.2	78.9	27.1	59.1	7.3	19.8
Sex						
Male	85.3	79.2	21.5	63.7	6.1	15.4
Female	87.1	78.6	32.9	54.2	8.5	24.4
Race and Hispanic origin <sup>a</sup>						
White, non-Hispanic	90.8	83.8	30.4	60.4	7.0	23.4
Black, non-Hispanic	74.7	66.3	19.7	55.0	8.4	11.3
Hispanic	78.0	70.9	19.4	58.6	7.1	12.3
<b>Age 18</b>	91.0	88.1	18.2	72.7	2.9	15.3
Sex						
Male	90.2	87.9	15.0	75.2	2.3	12.7
Female	91.8	88.2	21.7	70.1	3.6	18.1
Race and Hispanic origin <sup>a</sup>						
White, non-Hispanic	93.9	91.3	20.5	73.4	2.6	17.9
Black, non-Hispanic	81.1	76.6	14.6	66.5	4.5	10.1
Hispanic	88.3	85.7	11.7	76.6	2.6	9.1

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: The U.S. Department of Labor divides youth employment into two categories, freelance and employee. A freelance job involves doing one or a few tasks without a specific "boss", like babysitting. An employee job is one in which the youth has an ongoing relationship with a particular employer, such as working in a supermarket.

Source: U.S. Department of Labor, Bureau of Labor Statistics (1998). *National Longitudinal Survey of Youth, 1997*. Washington, DC: U.S. Department of Labor.

## SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

## SD 1.8 Youth Violent Crime Arrest Rates

Youth violence is a concern in every area of U.S. society. Very few communities are exempt from its negative effects.<sup>1</sup> The Federal Bureau of Investigation's Violent Crime Index includes murder, forcible rape, robbery, and aggravated assault. Throughout the 1980s the number of juvenile arrests<sup>2</sup> for those Index crimes varied with the size of the juvenile population. From 1985 to 1990, the arrest rate increased 40 percent and continued to climb each year until it reached a peak in 1994. In this 9-year period between 1985 and 1994, the rate of juvenile arrests for violent crime increased by 74 percent (Table SD 1.8). After 1994, the rate declined and had returned to pre-1990 levels by 1998. The rate in 2001 was 296, the lowest violent crime arrest rate since 1980.

**Differences by Sex.** In 1980, the female juvenile Violent Crime Index arrest rate was 12 percent of the male rate. When the overall arrest rate peaked in 1994, the female rate had increased to 17 percent of the male rate. However, as the overall arrest rate declined in the latter half of the 1990s, the rate for females did not fall as sharply as their male counterparts. Thus, by 2001, the violent crime arrest rate for females was 24 percent of the male rate (Figure SD 1.8).

**Differences by Age.** Between 1980 and 1994, the Violent Crime Index arrest rate for all children under age 13 nearly doubled, peaking in 1994 with 91 arrests per 100,000 (Table SD 1.8). In 2001, the arrest rate decreased to 68 for every 100,000 youth, ages 10 to 12, the lowest arrest rate for this age group since 1985. In 2001, the youth violent crime arrest rate for 17-year-olds was approximately 10 times the rate for 10- to 12-year-olds.

---

<sup>1</sup> U.S. Department of Health and Human Services. (2001). *Youth Violence: A Report of the Surgeon General- Executive Summary*. Washington, DC: Government Printing Office.

<sup>2</sup> Arrests for violent crimes were chosen as an indicator in preference to other arrest measures both because of the particular hazards that violent crime represents to our society and because arrests for violent crimes are less likely than other types of crime to be affected over time by changes in police practice and policy.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 1.8**

Violent crime arrest rates for youth ages 10 to 17, by sex and age (per 100,000): Selected years, 1980-2001

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
<b>All youth</b>	334	303	428	461	482	504	526	516	459	441	368	337	308	296
Ages 10-12	46	56	71	79	85	86	91	90	80	82	75	77	69	68
Ages 13-14	261	252	368	404	443	459	491	467	403	396	327	316	296	278
Age 15	504	446	669	731	768	824	852	820	720	664	544	509	465	450
Age 16	639	566	876	935	993	1,026	1,052	1,031	896	868	695	625	562	563
Age 17	740	651	983	1,070	1,062	1,117	1,122	1,126	1,026	958	828	714	664	620
<b>Males</b>	587	528	736	792	818	504	879	856	757	723	594	542	490	471
Ages 10-12	81	99	119	134	144	86	152	148	131	135	123	125	112	110
Ages 13-14	445	425	601	664	719	459	784	741	636	618	503	486	452	423
Age 15	876	769	1,136	1,240	1,279	824	1,402	1,333	1,167	1,066	859	798	727	700
Age 16	1,131	994	1,521	1,620	1,711	1,026	1,785	1,730	1,499	1,439	1,134	1,020	898	903
Age 17	1,322	1,159	1,740	1,893	1,862	1,117	1,939	1,935	1,743	1,622	1,378	1,178	1,084	1,019
<b>Females</b>	70	67	105	112	127	139	153	158	144	143	129	122	117	112
Ages 10-12	10	12	19	21	23	25	27	29	26	26	26	26	24	23
Ages 13-14	70	71	123	132	153	166	183	180	158	162	142	138	132	126
Age 15	117	108	177	195	228	248	271	278	247	238	210	204	188	186
Age 16	125	117	192	207	230	252	273	287	254	261	229	205	204	201
Age 17	130	116	178	192	206	233	248	260	258	246	239	218	214	194

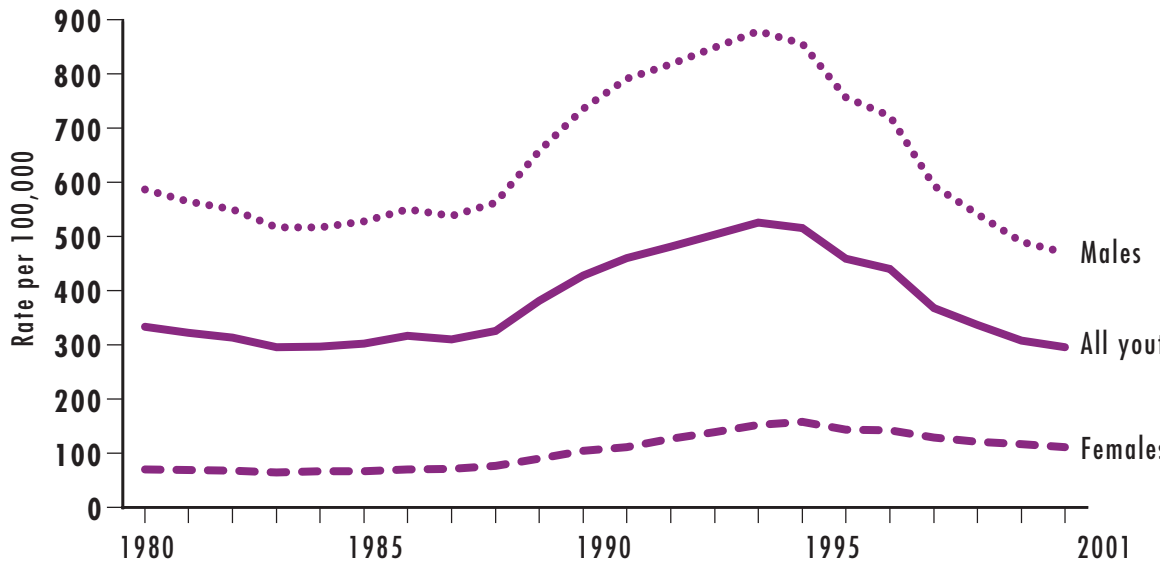
Note: Rates of arrests of youth ages 10 to 17 per 100,000 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. Data in this table have been revised and therefore do not match data presented in previous issues of this report.

Source: Snyder, H. (2003). *Special Tabulations from Juvenile Arrests 2001* [forthcoming]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

## Social Development

**Figure SD 1.8**

Violent crime arrest rates for youth ages 10 to 17 by sex: 1980-2001



Note: Rates of arrests of youth ages 10 to 17 per 100,000 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. Estimates in this table may not be comparable to estimates provided in previous issues of *Trends in the Well-being of America's Children and Youth* due to changes in the population estimates provided by the U.S. Census Bureau.

Source: Snyder, H. (2003). *Special Tabulations from Juvenile Arrests 2001* [forthcoming]. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Social  
Development

**Behavioral Health:  
Physical Health  
and Safety**

Behavioral Health:  
Smoking, Alcohol,  
and Substance  
Abuse

Behavioral Health:  
Sexual Activity and  
Fertility

## SD 2.1 Physical Fighting

Physical fighting among youth is not only a behavioral problem but a public health concern. Youth who are involved in physical fights often engage in other high risk behaviors, such as using illegal drugs, binge drinking, carrying weapons, and unsafe sex.<sup>1</sup> In 2001, 43 percent of all male youth and one-quarter of female youth in grades 9 to 12 reported having been involved in a physical fight one or more times during the previous year. However, the percentage of all youth who reported involvement in a fight decreased significantly between 1993 and 2001, from 42 percent to 33 percent. For males, the percentage decreased from 51 percent in 1993 to 43 percent in 2001 (Table SD 2.1).

**Differences by Age.** For all the years included in Table SD 2.1, the percentage of youth who reported being involved in a fight decreased with age. In 2001, 40 percent of 9th grade youth reported being involved in a fight compared with 27 percent of 12th graders. It is unclear, however, whether this pattern reflects the effects of increasing maturity, a change in the propensity to report having been in a fight, or a tendency for violence-prone youth to drop out of school, leaving a less violent pool of youth in the higher grades (Figure SD 2.1).

**Differences by Race and Hispanic Origin.**<sup>2</sup> In 2001, 32 percent of White, non-Hispanic youth reported involvement in a physical fight within the past year, compared with 37 percent of Black, non-Hispanic youth and 36 percent of Hispanic youth (Table SD 2.1).

---

<sup>1</sup> Lindberg, D.L. (2000). *Multiple Threats: The Co-occurrence of Teen Health Risk Behaviors*. Washington, DC: The Urban Institute.

<sup>2</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 2.1**

Percentage of youth in grades 9 to 12 who reported being in a physical fight within the past year, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	42	51	32	39	46	31	37	46	26	36	44	27	33	43	24
<b>Grade</b>															
9th	50	59	41	47	55	37	45	56	32	41	50	33	40	50	30
10th	42	52	32	40	46	34	40	48	30	38	46	29	35	45	25
11th	41	52	28	37	46	28	34	44	23	31	39	23	29	38	20
12th	35	43	27	31	38	24	29	37	19	30	39	22	27	37	17
<b>Race and Hispanic origin<sup>a</sup></b>															
White, non-Hispanic	40	50	30	36	44	27	34	43	21	33	43	22	32	43	22
Black, non-Hispanic	50	58	42	42	49	35	43	49	38	41	44	39	37	44	30
Hispanic	43	52	34	48	56	40	41	50	30	40	51	30	36	42	29

<sup>a</sup> Persons of Hispanic origin may be of any race.

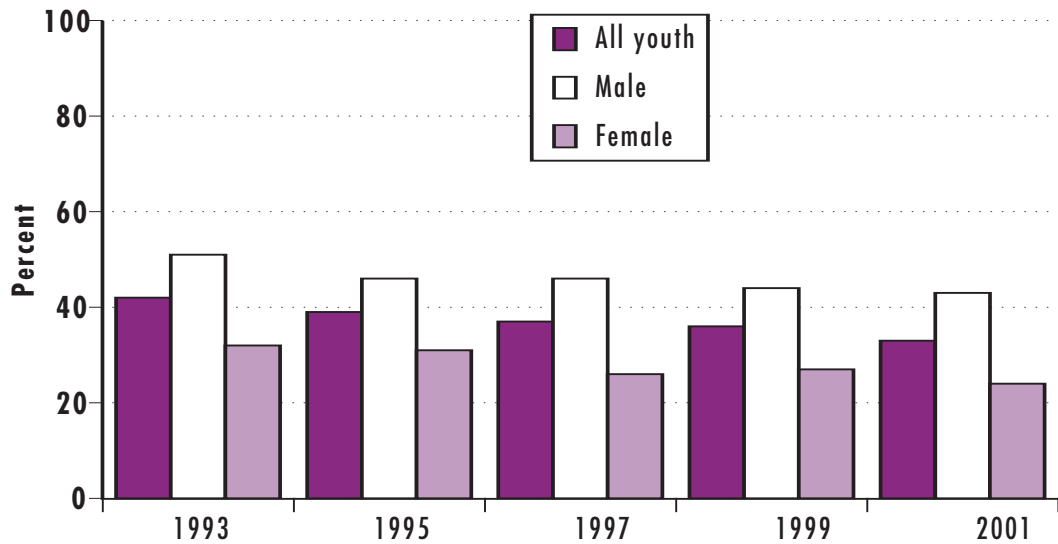
Note: Percentage of youth in grades 9 to 12 who reported being in a physical fight one or more times.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).



Figure SD 2.1

Percentage of youth in grades 9 to 12 who reported being in a physical fight within the past year, by sex: Selected years, 1993-2001



Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

## SD 2.2 Weapon Carrying

Weapon carrying among youth is associated with the most serious injuries resulting from violence. Carrying a weapon significantly increases the risk that a violent argument will result in death, disability, or other serious injury.<sup>1</sup>

In 1993, 22 percent of youth in grades 9 to 12 reported carrying a weapon such as a gun, knife, or club at least once in the past 30 days. By 1999, that number declined to 17 percent and remained constant in 2001 (Table SD 2.2.A).

The number of youth who reported carrying a gun at least once in the past 30 days declined between 1993 and 1999 to a low of 5 percent. In 2001, that number rose slightly to 6 percent, including 7 percent of Black, non-Hispanic youth, 5 percent of Hispanic youth, and 6 percent of White, non-Hispanic youth (Table SD 2.2.B and Figure SD 2.2.B).

**Differences by Age.** In general, youth in the lower grades are more likely than older youth to report carrying a weapon. In 2001, 20 percent of 9th-graders reported having carried a weapon in the past 30 days, compared with 17 percent of 10th- and 11th-graders and 15 percent of 12th graders.

**Differences by Sex.** Males are much more likely than females to carry a weapon. This is true across all grades and for all racial and ethnic groups (Figure SD 2.2.A). For example, in 2001, 29 percent of males in grades 9 to 12 reported carrying a weapon, compared with 6 percent of females.

**Differences by Race and Hispanic Origin.**<sup>2</sup> In 2001, 18 percent of White, non-Hispanic, 15 percent of Black, non-Hispanic, and 17 percent of Hispanic youth reported having carried a weapon. For White, non-Hispanic, Black, non-Hispanic, and Hispanic youth, these represent reductions from 1993 rates of 21, 29, and 24 percent, respectively.

---

<sup>1</sup> U.S. Public Health Service. (1993). *Public Health Reports* (Supp. 1). Rockville, MD: Public Health Service.

<sup>2</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 2.2.A**

Percentage of youth in grades 9 to 12 who reported having carried a weapon at least once within the past 30 days, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	22	34	9	20	31	8	18	28	7	17	29	6	17	29	6
<b>Grade</b>															
9th	26	39	11	23	34	9	23	33	11	18	29	7	20	34	7
10th	21	33	10	21	32	9	17	27	6	19	31	7	17	28	5
11th	22	33	9	20	32	8	18	29	6	16	27	5	17	28	6
12th	20	33	7	16	26	6	15	23	5	16	27	5	15	26	5
<b>Race and Hispanic origin<sup>a</sup></b>															
White, non-Hispanic	21	33	7	19	31	6	17	27	4	16	29	4	18	31	5
Black, non-Hispanic	29	38	19	22	30	16	22	29	15	17	23	12	15	22	9
Hispanic	24	37	12	25	37	13	23	35	10	19	30	8	17	26	7

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Youth were asked whether they carried a weapon “such as a gun, knife, or club” within 30 days preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## Behavioral Health: Physical Health and Safety

**Table SD 2.2.B**

Percentage of youth in grades 9 to 12 who reported having carried a gun at least once within the past 30 days, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	8	14	2	8	12	3	6	10	2	5	9	1	6	10	1
<b>Grade</b>															
Ninth	9	16	2	9	14	3	8	13	3	5	10	1	7	13	1
Tenth	9	15	2	8	13	3	6	10	1	5	10	1	5	9	1
Eleventh	7	13	1	7	12	1	6	9	1	4	7	1	6	10	2
Twelfth	7	12	1	6	11	2	5	8	1	5	8	1	5	8	1
<b>Race and Hispanic origin<sup>a</sup></b>															
White, non-Hispanic	7	12	1	6	10	2	4	7	1	4	8	1	6	10	1
Black, non-Hispanic	12	21	4	11	19	4	9	16	3	8	15	2	7	12	1
Hispanic	10	17	3	11	17	5	10	17	2	5	8	2	5	8	2

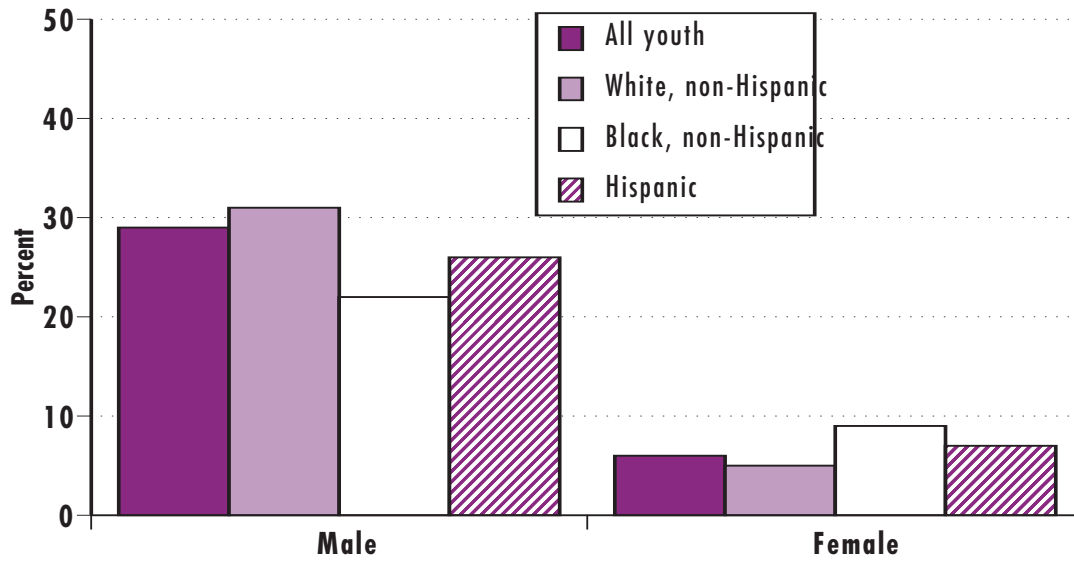
<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Youth reported having carried a gun at least once in the past 30 days preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

**Figure SD 2.2.A**

Percentage of youth in grades 9 to 12 who reported having carried a weapon at least once within the past 30 days, by sex, and by race and Hispanic origin: 2001



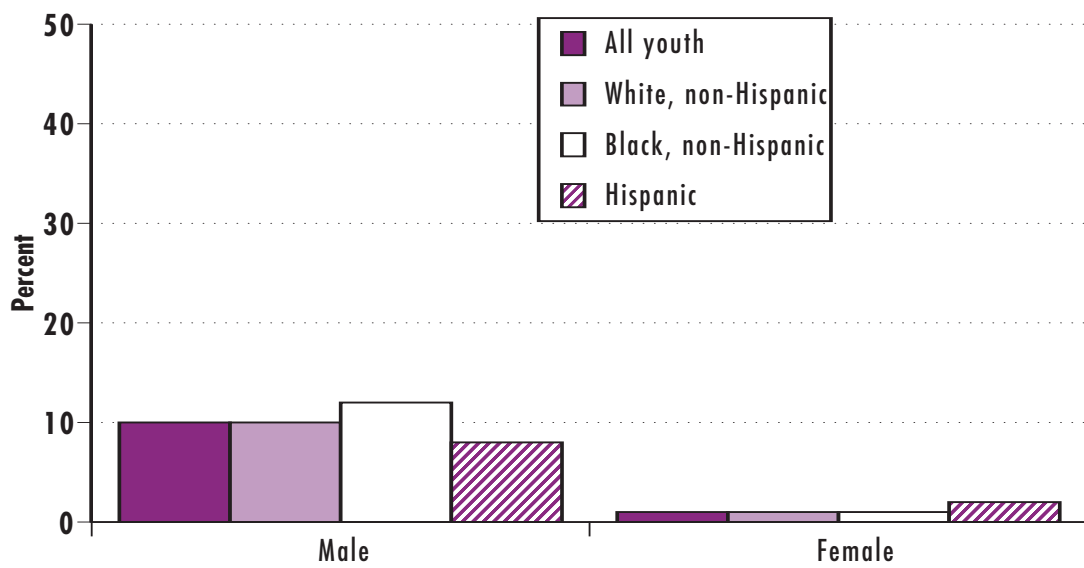
Note: Youth were asked whether they carried a weapon “such as a gun, knife, or club” within 30 days preceding the survey.

Source: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4).

## Behavioral Health: Physical Health and Safety

**Figure SD 2.2.B**

Percentage of youth in grades 9 to 12 who reported having carried a gun at least once within the past 30 days, by sex, and by race and Hispanic origin: 2001



Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4);

## SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH



## SD 2.3 Seat Belt Use

Motor vehicle crashes are the leading causes of death for children from 2 to 14 years old.<sup>1</sup> In 2002, there were 459 passenger vehicle occupant fatalities among children under 5 years of age. Of those 459 fatalities, an estimated 185 (40 percent) were totally unrestrained. On average, six children under age 14 were killed and 721 were injured every day in motor vehicle crashes during 2002. Studies show that consistent use of seat belts and child safety seats dramatically lessens the risk of injury or death in a motor vehicle crash. When used properly, safety belts reduce the risk of fatal injury to front seat occupants (age 5 years and older) of passenger cars by 45 percent and the risk of moderate to critical injury by 50 percent.<sup>2</sup>

Table SD 2.3.A presents data from the National Occupant Protection Use Survey, which gathers data through observation at intersections.<sup>3</sup> In 2002, child safety seat use among children under 1 year of age increased to 99 percent from 95 percent in 2000. While this is a promising trend, recent research indicates as many as 85 percent of parents and caregivers who do use car seats install and use car seats incorrectly.<sup>4</sup>

**Differences by Age.** The use of child safety seats or seat belts is substantially higher at younger ages. In 2002, 99 percent of children under 1 year of age were observed wearing a safety device. Toddlers were seen wearing a safety device 94 percent of the time and slightly older children (ages 4–7) were observed 83 percent of the time wearing a safety device (Figure SD 2.3). In 2002, children under the age of 8 were most likely to be restrained if they were in a van or SUV (91 percent) compared to 88 percent in passenger cars. In 2002, children between the ages of 0–7 were also most likely to be restrained during rush hour (90 percent) versus nonrush hour (87 percent) (Table SD 2.3.B).

<sup>1</sup> Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002) Deaths: Final Data for 2000. *National Vital Statistics Report*, 50(15).

<sup>2</sup> National Highway Traffic Safety Administration (2003). *Traffic Safety Facts 2002*. Washington, DC: U.S. Department of Transportation.

<sup>3</sup> Previous editions of *Trends in the Well-Being of America's Children and Youth* presented seat belt data based on parent report rather than observation. Estimates based on parent report are higher than those based on observation.

<sup>4</sup> The study identified several frequent misuses of rear-facing, forward-facing, and booster seats for observed children, including 63 percent in seats not held tightly by safety belts, 33 percent with loose harness straps, and 20 percent with harness straps incorrectly routed through the seats. Taft, C. H., Mickalide, A. D., & Taft, A. R. (1999). *Child Passengers at Risk in America*. Washington, DC: National SAFEKIDS Campaign.

**Table SD 2.3.A**

Percentage of children and youth who are observed to have worn a seat belt or been placed in a child safety seat, by age: Selected years, 1994-2002

	1994	1996	1998	2000	2002
Infant (Under 1 year)	88	85	97	95	99
Toddlers <sup>a</sup>	61	60	91	91	94
Ages 5-15	58	65	69	66	—
Ages 16-24	53	50	55	69	—

<sup>a</sup> From 1994-2000, the age of a toddler was 1-3. In 2002, the age of a toddler is 1-4.

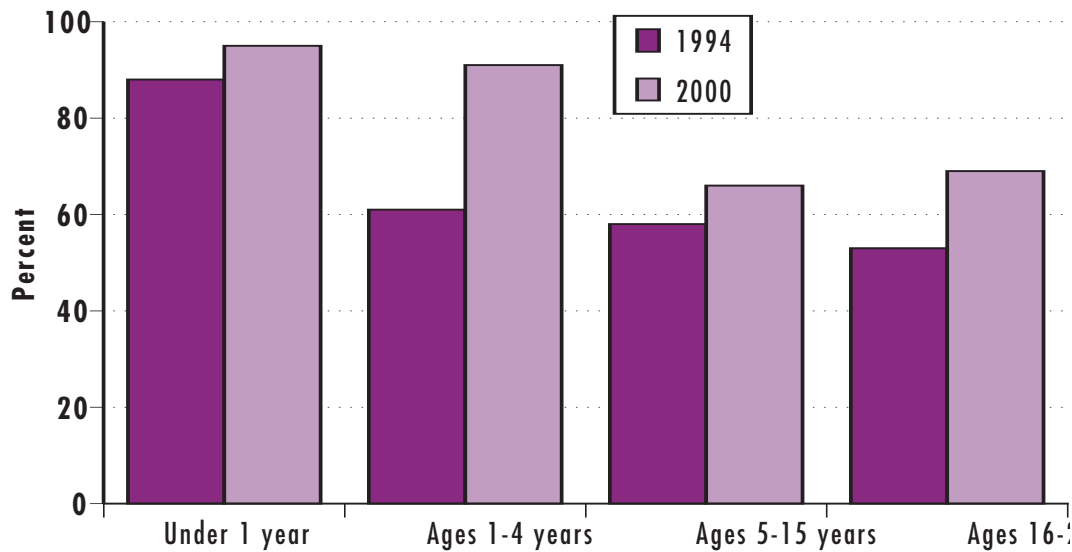
— Data not available.

Note: Use of restraints for children under 1 year refers to child safety seats. Use of restraints for all other ages refers to safety belts or child safety seats. Age is based on the best judgement of the observers in the National Occupant Protection Use Survey (NOPUS) Controlled Intersection Study.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; National Highway Traffic Safety Administration. (2003). *Traffic Safety Facts, 2002*. Washington, DC: U.S. Department of Transportation; National Center for Statistics and Analysis, National Highway Traffic Safety Administration. (2002). *National Occupant Protection Use Survey*.

**Figure SD 2.3**

Percentage of children and youth who are observed to have worn a seat belt or been placed in a child safety seat, by age: 1994 and 2000



Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; National Highway Traffic Safety Administration. (2003). *Traffic Safety Facts, 2002*. Washington, DC: U.S. Department of Transportation; National Center for Statistics and Analysis, National Highway Traffic Safety Administration. (2002). *National Occupant Protection Use Survey*.

## Behavioral Health: Physical Health and Safety

**Table SD 2.3.B**

Percentage of children who are restrained for selected categories by year: Selected years, 1994-2002

	1994	1996	1998	2000	2002
<b>Ages 0-5</b>	66	61	92	91	—
Passanger Cars	68	57	90	92	—
Vans, SUVs, and Pickup Trucks	61	69	95	98	—
Front Seat	61	61	79	94	—
Back Seat	70	62	97	91	—
Rush Hour	56	55	75	95	—
Non-Rush Hour	69	62	95	92	—
Weekday	66	62	92	94	—
Weekend	66	53	89	84	—
City	69	69	94	96	—
Surburban	68	79	85	94	—
Rural	60	36	94	72	—
<b>Ages 0-7</b>	—	—	—	—	88
Passanger Cars	—	—	—	—	88
Vans and SUVs	—	—	—	—	91
Pickup Trucks	—	—	—	—	77
Front Seat	—	—	—	—	83
Back Seat	—	—	—	—	90
Rush Hour	—	—	—	—	90
Non-Rush Hour	—	—	—	—	87
Weekday	—	—	—	—	89
Weekend	—	—	—	—	85
City	—	—	—	—	84
Surburban	—	—	—	—	85
Rural	—	—	—	—	87

— Data not available.

Note: Age is based upon the best judgement of the observers in the National Occupant Protection Use Survey (NOPUS) Controlled Intersection Study. Use of restraints for children under 1 year of age refers to child safety seats. Use of restraints for all other ages refers to safety belts or child safety seats. In the year 2002, the NHTSA changed their age group to 0-7.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; National Center for Statistics and Analysis, National Highway Traffic Safety Administration. (2002). *National Occupant Protection Use Survey*.

Social  
Development

Behavioral Health:  
Physical Health  
and Safety

**Behavioral Health:  
Smoking, Alcohol,  
and Substance  
Abuse**

Behavioral Health:  
Sexual Activity and  
Fertility

### SD 3.1 Cigarette Use

According to the Centers for Disease Control, cigarette smoking is the leading preventable cause of premature death and disease in the United States. Significant reductions in smoking can translate into longer lives and the prevention of serious illnesses including heart disease, stroke, cancer, and emphysema.<sup>1</sup> More than 3 million youth ages 12 to 17 are current smokers,<sup>2</sup> and every day, more than 6,000 youth try smoking for the first time.<sup>3</sup> Youthful smoking can have severe, lifelong consequences because a large proportion of those who initiate smoking in adolescence will continue to smoke as adults.<sup>4</sup>

According to the Centers for Disease Control and Prevention, 5 million children who are alive today will ultimately die from smoking-related illnesses, unless current rates are reversed. Table SD 3.1.A and Figure SD 3.1 show the percentage of youth who reported smoking cigarettes daily in the past 30 days from the Monitoring the Future Study. Increases in the prevalence of current smoking among youth also are reflected in the results from the Youth Risk Behavior Survey, which examines “current smoking,” or smoking on one or more of the previous 30 days and “frequent smoking,” or smoking on 20 or more of the previous 30 days (Table SD 3.1.B).

**Differences by Age.** Daily smoking among 12th graders decreased sharply in the late 1970s but increased throughout most of the 1990s. In 2002, however, the percentage of 12th graders reporting daily smoking decreased to 17 percent. Data for 8th- and 10th graders indicate a peak in daily smokers in 1996, followed by a decline in 1997, which continued in 2001 (Table SD 3.1.A).

**Differences by Race and Hispanic Origin.**<sup>5</sup> Youth tobacco use varies within and among racial and ethnic minority groups. White youth consistently have the highest rates of smoking, while Black youth consistently have the lowest (Tables SD 3.1.A and SD 3.1.B). White youth are twice as likely as Hispanic youth and three times as likely as Black youth to be frequent smokers (Table SD 3.1.B).

**Differences by Sex.** There is little difference in the prevalence of smoking between males and females. In 2001, 15 percent of male youth reported current or frequent smoking compared with 13 percent of females (Table SD 3.1.B).

<sup>1</sup> [www.cdc.gov/tobacco/issue/htm](http://www.cdc.gov/tobacco/issue/htm).

<sup>2</sup> U.S. Department of Health and Human Services (2000). *Substance Abuse and Mental Health Services Administration*. Washington, DC: U.S. Department of Health and Human Services.

<sup>3</sup> Centers for Disease Control and Prevention. (1998). Incidence of Initiation Smoking—United States. *Morbidity and Mortality Weekly Report*, 47(39).

<sup>4</sup> Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2000). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

<sup>5</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 3.1.A**

Percentage of 8th, 10th, and 12th graders who reported smoking cigarettes daily over the previous 30 days, by sex and by race and Hispanic origin: Selected years, 1975-2002

	1975	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>All 8th Graders</b>	—	—	—	—	7.2	7.0	8.3	8.8	9.3	10.4	9.0	8.8	8.1	7.4	5.5	5.1
Sex																
Male	—	—	—	—	8.1	6.9	8.8	9.5	9.2	10.5	9.0	8.1	7.4	7.0	5.9	5.4
Female	—	—	—	—	6.2	7.2	7.8	8.0	9.2	10.1	8.7	9.0	8.4	7.5	4.9	4.9
Race and Hispanic origin <sup>a</sup>																
White	—	—	—	—	—	7.7	8.8	9.7	10.5	11.7	11.4	10.4	9.7	9.0	7.5	6.0
Black	—	—	—	—	—	1.4	1.8	2.6	2.8	3.2	3.7	3.8	3.8	3.2	2.8	2.8
Hispanic	—	—	—	—	—	7.3	7.2	9.0	9.2	8.0	8.1	8.4	8.5	7.1	5.0	4.4
<b>All 10th-Graders</b>	—	—	—	—	12.6	12.3	14.2	14.6	16.3	18.3	18.0	15.8	15.9	14.0	12.2	10.1
Sex																
Male	—	—	—	—	12.4	12.1	13.8	15.2	16.3	18.1	17.2	14.7	15.6	13.7	12.4	9.4
Female	—	—	—	—	12.5	12.4	14.3	13.7	16.1	18.6	18.5	16.8	15.9	14.1	11.9	10.8
Race and Hispanic origin <sup>a</sup>																
White	—	—	—	—	—	14.5	15.3	16.5	17.6	20.0	21.4	20.3	19.1	17.7	15.5	13.3
Black	—	—	—	—	—	2.8	3.1	3.8	4.7	5.1	5.6	5.8	5.3	5.2	5.2	5.0
Hispanic	—	—	—	—	—	8.4	8.9	8.1	9.9	11.6	10.8	9.4	9.1	8.8	7.4	6.4
<b>All 12th-Graders</b>	26.9	21.3	19.5	19.1	18.5	17.2	19.0	19.4	21.6	22.2	24.6	22.4	23.1	20.6	19.0	16.9
Sex																
Male	26.9	18.5	17.8	18.6	18.8	17.2	19.4	20.4	21.7	22.2	24.8	22.7	23.6	20.9	18.4	17.2
Female	26.4	23.5	20.6	19.3	17.9	16.7	18.2	18.1	20.8	21.8	23.6	21.5	22.2	19.7	18.9	16.1
Race and Hispanic origin <sup>a</sup>																
White	—	23.9	20.4	21.8	21.5	20.5	21.4	22.9	23.9	25.4	27.8	28.3	26.9	25.7	23.8	21.8
Black	—	17.4	9.9	5.8	5.1	4.2	4.1	4.9	6.1	7.0	7.2	7.4	7.7	8.0	7.5	6.4
Hispanic	—	12.8	11.8	10.9	11.5	12.5	11.8	10.6	11.6	12.9	14.0	13.6	14.0	15.7	12.0	9.2

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. Estimates for race and Hispanic origin represent the mean of the specified year and the previous year. Data have been combined to increase subgroup sample sizes, thus providing more stable estimates.

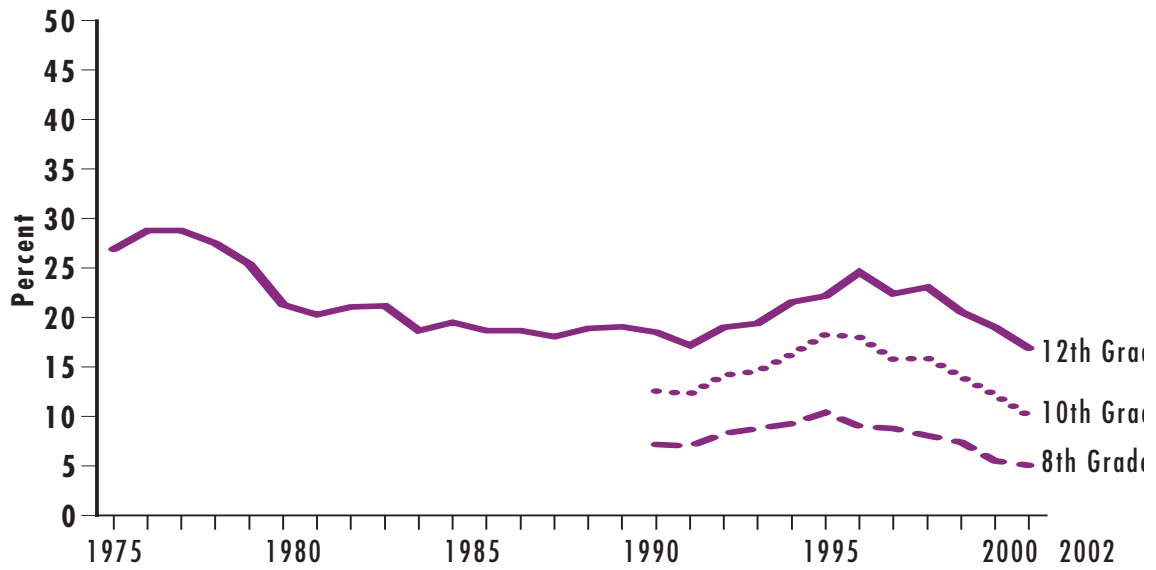
— Data not available.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Figure SD 3.1**

Percentage of 8th, 10th, and 12th graders who reported smoking cigarettes daily over the previous 30 days: 1975-2002



Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 3.1.B**

Percentage of youth in grades 9 to 12 who reported current and frequent smoking, by sex, race and Hispanic origin, and grade: Selected years, 1993-2001

	Current Smoking					Frequent Smoking				
	1993	1995	1997	1999	2001	1993	1995	1997	1999	2001
<b>All youth</b>	31	35	36	35	29	14	16	17	17	14
<b>Sex</b>										
Male	30	35	38	35	29	14	16	18	18	15
Female	31	34	35	35	28	14	16	16	16	13
<b>Race and Hispanic origin<sup>a</sup></b>										
White, non-Hispanic	34	38	40	39	32	16	20	20	20	17
Black, non-Hispanic	15	19	23	20	15	5	5	7	7	5
Hispanic	29	34	34	33	27	8	10	11	10	7
<b>Grade</b>										
9th	28	31	33	28	24	9	10	13	11	9
10th	28	33	35	35	27	13	13	15	15	12
11th	31	36	37	36	30	15	19	19	19	15
12th	35	38	40	43	35	18	21	19	23	21

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Current smoking is smoking on 1 or more of the 30 days preceding the survey. Frequent smoking is smoking on 20 or more of the 30 days preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).



## SD 3.2 Smokeless Tobacco Use

The consequences of using smokeless tobacco—snuff and chewing tobacco—include cancer of the gum, mouth, pharynx, larynx, and esophagus.<sup>1</sup> Since 1970, smokeless tobacco has gone from a product used primarily by older males to one for which young males compose the largest portion of the market. In 1970, males 65 and older (12.7 percent) were almost 6 times as likely as those ages 18 to 24 (2.2 percent) to use smokeless tobacco regularly. By 1991, however, young males (8.4 percent) were 50 percent more likely than the oldest males (5.6 percent) to be regular smokeless tobacco users.<sup>2</sup> Data from the Monitoring the Future Study indicate that smokeless tobacco use among youth has generally decreased in recent years, although in 2001 there were slight increases among 10th and 12th graders. Data from the Youth Risk Behavior Survey provide additional information about smokeless tobacco use by males and females within racial and ethnic groups. These numbers from Monitoring the Future shown in Table SD 3.2.A are supported by Youth Risk Behavior data in Table SD 3.2.B.

**Differences by Age.** Data from the Monitoring the Future study indicate that, as age and/or grade increases, so does the prevalence of smokeless tobacco use. In 2002, the percentage of youth who reported using smokeless tobacco over the previous 30 days was 3 percent among 8th graders, 6 percent among 10th graders, and 7 percent among 12th graders (Table SD 3.2.A).

**Differences by Sex.** While rates of youth cigarette smoking are similar among males and females (see Section SD 3.1), males in the 8th, 10th, and 12th grades are more likely to use smokeless tobacco than are females (Figure SD 3.2.A). In 2002, among 12th graders, 12 percent of males and 1 percent of females reported smokeless tobacco use (Table SD 3.2.A). These numbers from Monitoring the Future are supported by the Youth Risk Behavior survey data in Table SD 3.2.B.

**Differences by Race and Hispanic Origin.**<sup>3</sup> The use of smokeless tobacco is most prevalent among White youth. In 2002, 10 percent of White 12th graders reported having used smokeless tobacco one or more times in the 30 days preceding the survey, compared with 3 percent of Hispanic and 1 percent of Black 12th graders (Table SD 3.2.A).

The Youth Risk Behavior Survey provides additional subgroup information for 9th to 12th graders combined. According to this survey's most recent administration in 2001, the use of smokeless tobacco is most prevalent among White, non-Hispanic males. Among White, non-Hispanic youth, 10 percent reported having used smokeless tobacco one or more times in the 30 days preceding the survey, compared with 2 percent of Black, non-Hispanic youth and 4 percent of Hispanic youth (Figure SD 3.2.B).

<sup>1</sup> [http://cdc.gov/tobacco/overview/Tobus\\_us.htm](http://cdc.gov/tobacco/overview/Tobus_us.htm).

<sup>2</sup> Substance Abuse and Mental Health Services Administration (SAMHSA), Office of Applied Studies Prevalence Branch. *National Household Survey on Drug Abuse*. Unpublished work; Centers for Disease Control and Prevention (1994). Surveillance for Selected Tobacco-Use Behaviors, United States, 1900-1994. *Morbidity and Mortality Weekly Report*, 43(ss-3).

<sup>3</sup> Persons of Hispanic origin may be of any race. Monitoring the Future data shown in Table SD 3.2.A and Figure SD 3.2.A include Hispanics in estimates for Whites and Blacks. Youth Risk Behavior data shown in Table SD 3.2.B and Figure SD 3.2.B exclude Hispanics from those racial categories.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 3.2.A**

Percentage of 8th, 10th, and 12th graders who reported using smokeless tobacco over the previous 30 days, by grade, sex, and race and Hispanic origin: Selected years, 1986-2002

	1986	1989	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>All 8th-Graders</b>	—	—	7.0	6.6	7.7	7.1	7.1	5.5	4.8	4.5	4.2	4.0	3.3
<b>Sex</b>													
Male	—	—	12.5	10.9	12.8	11.8	11.4	9.9	8.1	6.9	6.7	6.9	5.4
Female	—	—	2.0	2.7	2.4	2.9	2.9	1.5	1.5	2.1	1.8	1.4	1.3
<b>Race and Hispanic origin<sup>a</sup></b>													
White	—	—	8.3	8.0	8.1	8.9	8.8	7.6	6.1	5.4	5.2	4.8	4.1
Black	—	—	1.8	2.7	3.2	2.6	2.2	2.6	2.3	2.3	2.7	2.2	1.6
Hispanic	—	—	4.2	4.0	5.0	5.7	5.2	4.6	4.5	4.6	3.7	3.3	4.0
<b>All 10th-Graders</b>	—	—	9.6	10.4	10.5	9.7	8.6	8.9	7.5	6.5	6.1	6.9	6.1
<b>Sex</b>													
Male	—	—	18.1	19.3	19.2	17.2	15.0	14.9	13.8	12.2	11.4	12.7	9.9
Female	—	—	1.8	2.0	2.1	2.1	2.3	2.7	1.7	1.3	1.3	1.6	2.1
<b>Race and Hispanic origin<sup>a</sup></b>													
White	—	—	11.4	12.0	12.5	12.0	11.0	10.4	10.0	8.7	7.5	7.5	7.8
Black	—	—	2.9	2.3	2.3	2.5	2.5	2.8	2.3	1.6	2.0	3.2	2.6
Hispanic	—	—	6.2	6.1	4.3	3.6	4.0	4.6	4.8	4.8	4.5	4.0	4.0
<b>All 12th-Graders</b>	11.5	8.4	11.4	10.7	11.1	12.2	9.8	9.7	8.8	8.4	7.6	7.8	6.5
<b>Sex</b>													
Male	22.3	15.9	20.8	19.7	20.3	23.6	19.5	18.7	15.6	15.5	14.4	14.2	12.2
Female	1.6	1.2	2.0	2.3	2.6	1.8	1.1	1.2	1.5	1.3	1.3	1.6	1.2
<b>Race and Hispanic origin<sup>a</sup></b>													
White	—	10.6	—	13.8	13.8	13.8	13.0	12.2	11.8	11.0	10.5	10.3	9.7
Black	—	4.5	—	2.0	1.9	2.1	2.7	2.2	1.4	1.5	1.5	1.2	1.0
Hispanic	—	5.1	—	6.0	5.4	7.6	8.1	5.3	4.3	3.9	3.8	3.2	2.6

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. Estimates for race and Hispanic origin represent the mean of the specified year and the previous year. Data have been combined to increase subgroup sample sizes, thus providing more stable estimates.

— Data not available.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Table SD 3.2.B**

Percentage of youth in grades 9 to 12 who reported having used smokeless tobacco during the previous 30 days, by sex and by race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	12	20	2	11	20	2	9	16	2	8	14	1	8	15	2
<b>Race and Hispanic origin<sup>a</sup></b>															
White, non-Hispanic	15	26	2	15	25	3	12	21	2	10	19	2	10	19	2
Black, non-Hispanic	3	5	1	2	4	1	2	3	1	1	3	0	2	3	1
Hispanic	5	8	2	4	6	3	5	8	1	4	6	2	4	6	2

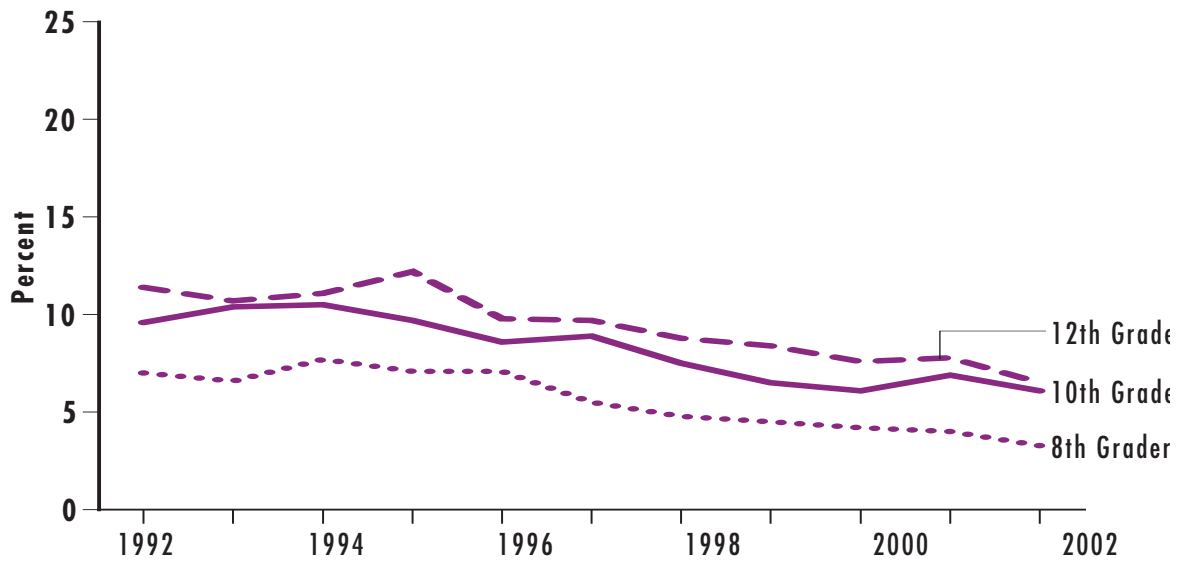
<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: In 1993, youth were asked whether they had used chewing tobacco or snuff during the 30 days preceding the survey; in 1995, 1997, 1999, and 2001, youth were asked how many days they had used chewing tobacco or snuff during the 30 days preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1); Centers for Disease Control and Prevention. (1992). Youth Risk Behavior and Surveillance, United States, 1990-1991. *Morbidity and Mortality Weekly Report*.

**Figure SD 3.2.A**

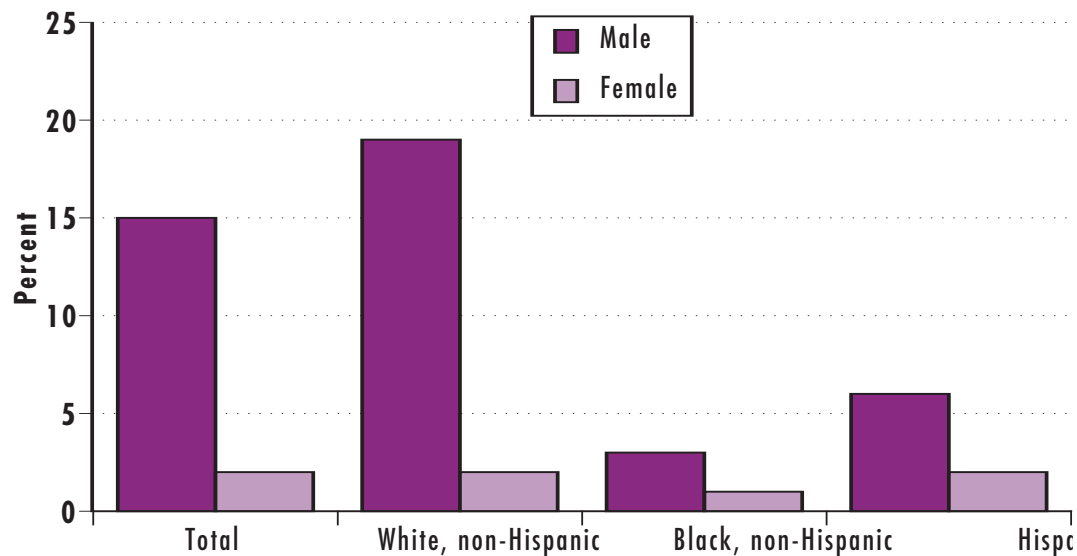
Percentage of 8th, 10th, and 12th graders who reported using smokeless tobacco during the previous 30 days, by grade: 1992-2002



Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

**Figure SD 3.2.B**

Percentage of 9th to 12th graders who reported having used smokeless tobacco during the previous 30 days, by sex and by race and Hispanic origin: 2001



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Centers for Disease Control and Prevention. (2002). *Youth Risk Behavior Surveillance, United States, 2001. Morbidity and Mortality Weekly Report*, 51(ss-4).

### SD 3.3 Alcohol Use

Underage alcohol use is linked to problems including alcohol-related traffic accidents, crime, suicide, and alcohol poisoning.<sup>1</sup> The National Institute on Alcohol Abuse and Alcoholism finds that the younger the age of drinking onset, the greater the chance that an individual at some point in life will develop a clinically defined alcohol disorder.<sup>2</sup> In addition, binge drinking by youth at some point is associated with higher levels of illicit drug use.<sup>3</sup>

Among 12th graders, rates of binge drinking fell from a high of 41.4 percent in 1981 to 27.5 percent in 1993. However, between 1995 and 2002, rates have remained steady at around 30 percent (Table SD 3.3.A). Having an alcoholic beverage on one or more occasions in the previous 30 days was reported by 52 percent of 12th graders in 1998 but dropped slightly to 48.6 percent in 2002 (Table SD 3.3.B).

**Differences by Age.** Binge drinking increases as youth move into the upper grade levels (Figure SD 3.3).<sup>4</sup> In 2002, 12.4 percent of 8th graders reported binge drinking, while 12th graders reported more than twice this percentage (28.6 percent). A larger percentage point increase in binge drinking occurs between the 8th and 10th grades than in the period between the 10th and 12th grades (Table SD 3.3.A).

**Differences by Sex.** Male youth report higher rates of binge drinking than do female youth. The disparity in binge drinking rates between males and females is greater in the upper grades, with 34.2 percent of males and 23.0 percent of females in the 12th grade reporting binge drinking in 2002 (Table SD 3.3.A).

**Differences by Race and Hispanic Origin.**<sup>5</sup> Hispanic youth in the 8th grade are more likely than their White and Black peers to engage in binge drinking. By the 12th grade, however, White youth report a higher prevalence of binge drinking than do either Hispanic or Black youth. Black youth consistently report the lowest prevalence of binge drinking for all grades and across all years (Table SD 3.3.A).

---

<sup>1</sup> Levy, D., Miller, T., Spicer, R. & Stewart, K. (1999). *Underage Drinking: Immediate Consequences and their Costs*, Pacific Institute for Research and Evaluation working paper.

<sup>2</sup> Grant, B. R. & Dawson, D. A. (1999). Age at Onset of Alcohol Use and Its Association with DSM-IV Alcohol Abuse and Dependence: Results from the National Longitudinal Alcohol Epidemiological Study. *Journal of Substance Abuse*, 9:103-110.

<sup>3</sup> Substance Abuse and Mental Health Services Administration, Office of Applied Studies Prevalence Branch. *National Household Survey on Drug Abuse*. Unpublished work.

<sup>4</sup> These percentages likely underestimate the rate of binge drinking among all youth, because school-age youth who are not in school are somewhat more likely to binge drink than those in school. (Based on unpublished prevalence rates of past-month alcohol use among youth ages 12 to 17 by school status, enrolled or not enrolled, from the 1994-1995 National Household Surveys on Drug Abuse.)

<sup>5</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 3.3.A**

Percentage of 8th, 10th, and 12th graders who reported binge drinking, by sex and race and Hispanic origin: Selected years, 1975-2002

	1975	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>All 8th Graders</b>	—	—	—	—	12.9	13.4	13.5	14.5	14.5	15.6	14.5	13.7	15.2	14.1	13.2	12.4
Sex																
Male	—	—	—	—	14.3	13.9	14.8	16.0	15.1	16.5	15.3	14.4	16.4	14.4	13.7	12.5
Female	—	—	—	—	11.4	12.8	12.3	13.0	13.9	14.5	13.5	12.7	13.9	13.6	12.4	12.1
Race and Hispanic origin <sup>a</sup>																
White	—	—	—	—	—	12.7	12.6	12.9	13.9	15.1	15.1	14.1	14.3	14.9	13.8	12.7
Black	—	—	—	—	—	9.6	10.7	11.8	10.8	10.4	9.8	9.0	9.9	10.0	9.0	9.4
Hispanic	—	—	—	—	—	20.4	21.4	22.3	22.0	21.0	20.7	20.4	20.9	19.1	17.6	17.8
<b>All 10th Graders</b>	—	—	—	—	22.9	21.1	23.0	23.6	24.0	24.8	25.1	24.3	25.6	26.2	24.9	22.4
Sex																
Male	—	—	—	—	26.4	23.7	26.5	28.5	26.3	27.2	28.6	26.7	29.7	29.8	28.6	23.8
Female	—	—	—	—	19.5	18.6	19.3	18.7	21.5	22.3	21.7	22.2	21.8	22.5	21.4	21.0
Race and Hispanic origin <sup>a</sup>																
White	—	—	—	—	—	23.2	23.0	24.5	25.4	26.2	26.9	27.0	27.2	28.1	27.4	25.5
Black	—	—	—	—	—	15.0	14.8	14.0	13.3	12.2	12.7	12.8	12.7	12.9	12.6	12.4
Hispanic	—	—	—	—	—	22.9	23.8	24.2	26.8	29.6	27.5	26.3	27.5	28.3	27.7	26.5
<b>All 12th Graders</b>	36.8	41.2	36.7	32.2	29.8	27.9	27.5	28.2	29.8	30.2	31.3	31.5	30.8	30.0	29.7	28.6
Sex																
Male	49.0	52.1	45.3	39.1	37.8	35.6	34.6	37.0	36.9	37.0	37.9	39.2	38.1	36.7	36.0	34.2
Female	26.4	30.5	28.2	24.4	21.2	20.3	20.7	20.2	23.0	23.5	24.4	24.0	23.6	23.5	23.7	23.0
Race and Hispanic origin <sup>a</sup>																
White	—	44.3	41.5	36.6	34.6	32.1	31.3	31.5	32.3	33.4	35.1	36.4	35.7	34.6	34.5	33.7
Black	—	17.7	15.7	14.4	11.7	11.3	12.6	14.4	14.9	15.3	13.4	12.3	12.3	11.5	11.8	11.5
Hispanic	—	33.1	31.7	25.6	27.9	31.1	27.2	24.3	26.6	27.1	27.6	28.1	29.3	31.0	28.4	26.4

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races. Estimates for race and Hispanic origin represent the mean of the specified year and the previous year. Data have been combined to increase subgroup sample sizes, thus providing more stable estimates.

— Data not available.

Note: Binge drinking means having five or more drinks in a row in the previous 2 weeks.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Table SD 3.3.B**

Percentage of 8th, 10th, and 12th graders who reported drinking alcohol on one or more occasions, by sex: 1998-2002

	1998	1999	2000	2001	2002
<b>8th Graders</b>	23.0	24.0	22.4	21.5	19.6
Male	24.0	24.8	—	—	—
Female	21.9	23.3	—	—	—
<b>10th Graders</b>	38.8	40.0	41.0	39.0	35.4
Male	40.0	42.3	—	—	—
Female	37.7	38.1	—	—	—
<b>12th Graders</b>	52.0	51.0	50.0	49.8	48.6
Male	57.3	55.3	—	—	—
Female	46.9	46.8	—	—	—

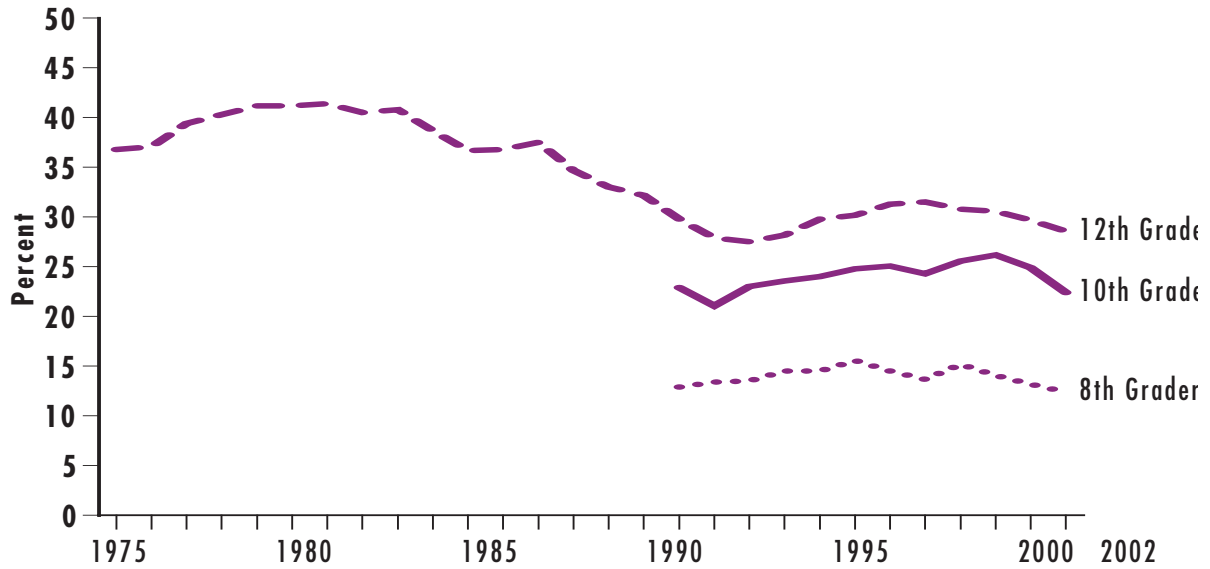
— Data not available.

Note: Question indicated that a “drink” of alcohol is more than a few sips within the last 30 days. The form of this question changed in 1993 so the data in this report is not comparable to previous editions of this report.

Source: Johnston, L. D., O’Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

Figure SD 3.3

Percentage of 8th, 10th, and 12th graders who reported binge drinking: 1975-2002



Note: Binge drinking means having five or more drinks in a row in the previous 2 weeks.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.



### SD 3.4 Exposure to Drunk Driving

Motor vehicle crashes are a major cause of death for youth ages 15 to 19.<sup>1</sup> Almost 20 percent of all traffic crashes involving a driver under age 21 involve alcohol.<sup>2</sup> Among driving age youth, the issue of alcohol-impaired driving has particular significance. In all states, the purchase of alcohol by youth under age 21 is illegal.

In 2001, 34 percent of youth in grades 9 to 12 reported that, within the month prior to the survey, they had either driven after drinking alcohol or ridden with a driver who had been drinking alcohol (Table SD 3.4). That number has fallen slightly since 1993, when 38 percent of youth reported this level of exposure to drunk driving.

**Differences by Age.** Rates of exposure to drunk driving differed somewhat by age. In 2001, 39 percent of 12th graders reported taking this risk, compared with 32 percent of 9th graders (Figure SD 3.4).

**Differences by Sex.** In 2001, 36 percent of males and 32 percent of females reported that they had either driven after drinking alcohol or ridden with someone who had been drinking alcohol (Table SD 3.4).

**Differences by Race and Hispanic Origin.**<sup>3</sup> In 2001, 41 percent of Hispanic youth, 34 percent of White, non-Hispanic youth, and 29 percent of Black, non-Hispanic youth reported having been exposed to drunk driving within the past month (Table SD 3.4).

---

<sup>1</sup> Injury-related mortality (including motor vehicle crashes, fires and burns, drowning, suffocation, and accidents caused by firearms and other explosive materials, among others) accounted for 80 percent of all deaths of youth ages 15 to 19 in 1995. However, the rate of motor vehicle crash deaths among youth has been relatively constant since 1992.

<sup>2</sup> Levy, D., Miller, T., Spicer, R., & Stewart, K. (1999). *Underage Drinking: Immediate Consequences and their Costs*, Pacific Institute for Research and Evaluation working paper, June 1999.

<sup>3</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 3.4**

Percentage of youth in grades 9 to 12 who reported either driving after drinking alcohol or riding with a driver who had been drinking alcohol, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993	1995	1997	1999	2001
<b>All youth</b>	38	42	40	36	34
<b>Sex</b>					
Male	40	43	42	38	36
Female	36	40	37	34	32
<b>Grade</b>					
9th	32	39	35	32	32
10th	37	40	36	36	33
11th	39	41	42	35	34
12th	44	46	45	41	39
<b>Race and Hispanic origin<sup>a</sup></b>					
White, non-Hispanic	37	41	40	36	34
Black, non-Hispanic	41	39	36	36	29
Hispanic	45	52	47	42	41

<sup>a</sup> Persons of Hispanic origin may be of any race.

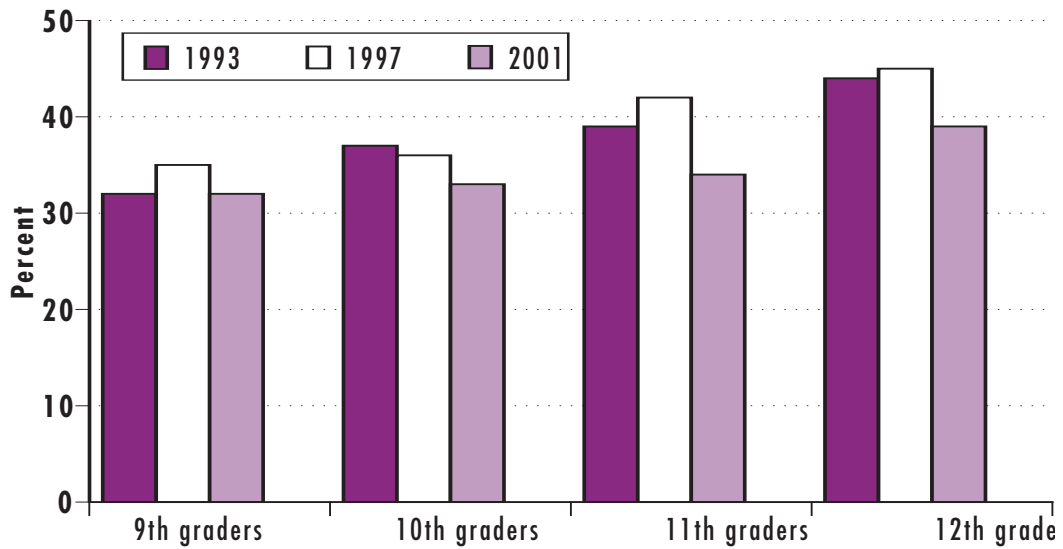
Note: Youth who reported either driving after drinking alcohol or riding with a driver who had been drinking alcohol within 30 days preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1); Centers for Disease Control and Prevention. (1992). Youth Risk Behavior and Surveillance, United States, 1990-1991. *Morbidity and Mortality Weekly Report*.

## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Figure SD 3.4**

Percentage of youth in grades 9 to 12 who reported either driving after drinking alcohol or riding with a driver who had been drinking alcohol, by grade: 1993, 1997, and 2001



Note: Youth who reported either driving after drinking alcohol or riding with a driver who had been drinking alcohol within 30 days preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

### SD 3.5 Illegal Drug Use

Illegal drug use by youth has serious and often long-term individual, social, and economic consequences. Illegal drug use contributes to crime, decreases economic productivity, and requires a disproportionate share of health care services for those affected. Illegal drug addiction is a preventable behavior that, when it is established during childhood, can extend into adulthood.<sup>1</sup>

The effects of drug use on individual health and well-being have been well documented. For example, the use of cocaine has been linked with numerous health problems ranging from eating disorders to disability and even death from heart attack and stroke.<sup>2</sup> Marijuana use holds both health and cognitive risks, particularly for damage to pulmonary functions as a result of chronic use.<sup>3</sup> Hallucinogens can affect brain chemistry and result in problems both in learning new information and retaining knowledge.<sup>4</sup> Chronic use of some inhalants may result in injury to the liver and kidneys as well as cause neurological damage.

**Differences by Specified Drugs.** 8th, 10th, and 12th graders have consistently been more likely to use marijuana<sup>5</sup> than inhalants, hallucinogens, or cocaine. Beginning in 1995, marijuana use in all three grades had surpassed prevalence rates of other drugs shown (Table SD 3.5.A and Figure SD 3.5.A). This increase in the use of marijuana corresponds with a decline in its perceived harmfulness by youth across all grade levels from 1991 to 1998.<sup>6</sup> In recent years, cocaine use has been least prevalent among the four drug types examined in this section among all grade levels (Figure SD 3.5.B).

**Differences by Age.** As seen with cigarette and alcohol use (Indicators SD 3.1 and SD 3.3), use of both marijuana and hallucinogens increases with grade level. This increase is relatively small for hallucinogen use but is substantial for marijuana use. In 2002, more than twice the percentage of 12th graders reported using marijuana in the past 30 days compared to 8th-graders. In contrast, inhalant use is more prevalent in the 8th grade than in either the 10th or the 12th grade (Table SD 3.5.A).

**Differences by Sex.** Male youth appear somewhat more likely than females to report use of marijuana, inhalants, hallucinogens, and cocaine. The largest sex difference is seen in marijuana use and is most apparent in the upper grade levels. This gender gap for marijuana is about 8 percentage points among 12th graders in 2002 (Table SD 3.5.A).

**Differences by Race and Hispanic Origin.**<sup>7</sup> Black youth consistently report the lowest rates of drug use across all grades (Tables SD 3.5.B and SD 3.5.C).

<sup>1</sup> Johnson, R. A., Hoffman, J. P., & Gerstein, D. R. (1996). *The Relationship between Family Structure and Adolescent Substance Use*. Rockville, MD: Substance Abuse and Mental Health Services Administration, Office of Applied Statistics.

<sup>2</sup> Blanken, A. J. (1993). Measuring the Use of Alcohol and Other Drugs among Adolescents. *Journal of the U.S. Public Health Service*, 108(Supp. 1).

<sup>3</sup> U.S. Department of Health and Human Services (1995). *Marijuana: Facts Parents Need to Know*, National Institute on Drug Abuse. Washington, DC: U.S. Department Health and Human Services; Pope, H., & Yurgelun-Todd, D. (1995). The Residual Cognitive Effects of Heavy Marijuana Use in College Students. *Journal of American Medical Association*, 275(7).

<sup>4</sup> U.S. Public Health Service. (1993). *Public Health Reports*. (Supp. 1). Rockville, MD: Public Health Service.

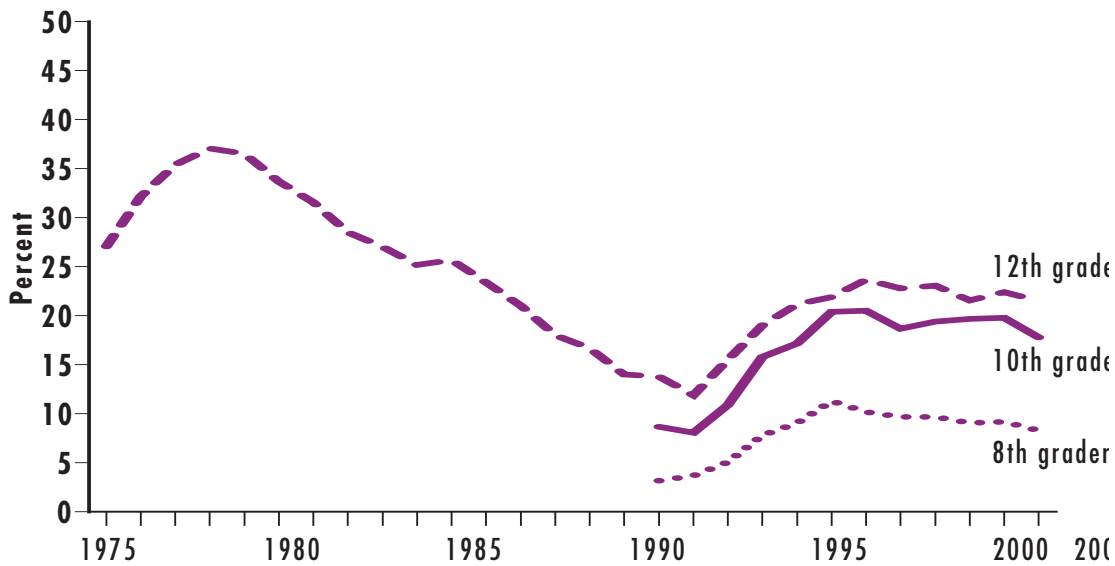
<sup>5</sup> These percentages likely underestimate the rate of drug use among all youth because school-age youth who are not in school are somewhat more likely to use drugs than those in school.

<sup>6</sup> Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2000). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

<sup>7</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

**Figure SD 3.5.A**

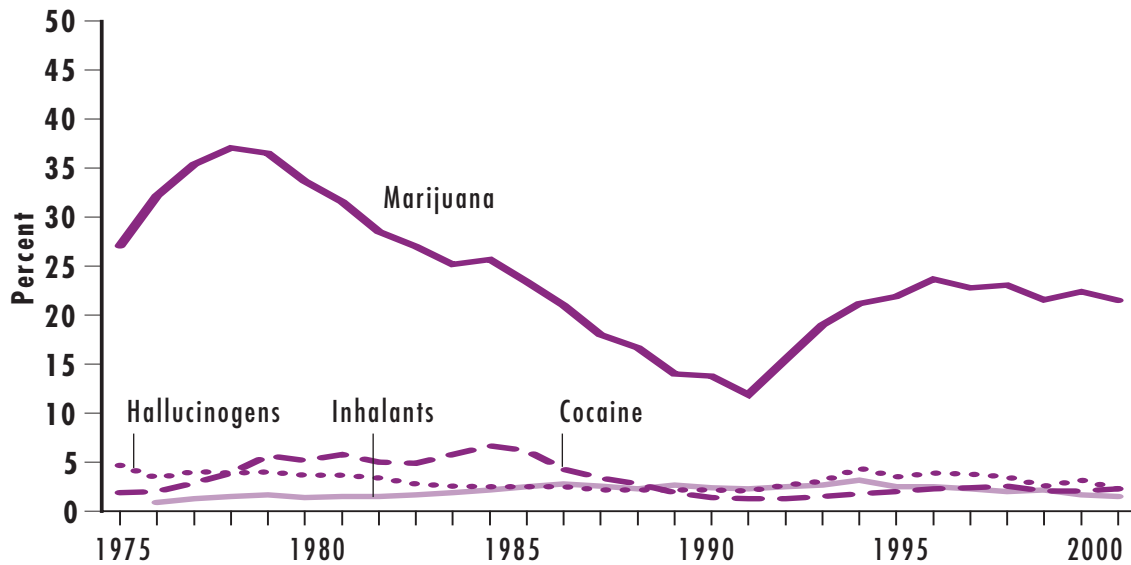
Percentage of 8th, 10th, and 12th graders who report having used marijuana within the previous 30 days: 1975-2002



Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

**Figure SD 3.5.B**

Percentage of 12th graders who report having used specified drugs within the previous 30 days: 1975-2002



Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Table SD 3.5.A**

Percentage of 8th, 10th, and 12th graders who report having used specified drugs within the previous 30 days, by sex, race and Hispanic origin: Selected years, 1975-2002

	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002
<b>8th Graders</b>												
Marijuana total	—	—	—	—	9.1	11.3	10.2	9.7	9.7	9.1	9.2	8.3
Male	—	—	—	—	9.8	12.1	11.4	10.3	10.5	10.2	11.0	9.5
Female	—	—	—	—	8.2	10.2	8.9	8.8	8.8	7.8	7.3	7.1
White <sup>a</sup>	—	—	—	—	7.8	10.0	10.6	9.5	8.7	8.4	8.4	8.3
Black <sup>a</sup>	—	—	—	—	6.6	8.0	9.0	9.1	9.7	9.3	8.1	7.4
Hispanic <sup>a</sup>	—	—	—	—	12.9	12.5	13.1	13.5	14.3	12.7	12.6	12.6
Inhalants total	—	—	—	—	6.1	5.8	5.6	4.8	5.0	4.5	4.0	3.8
Male	—	—	—	—	5.6	4.8	5.1	4.8	4.6	4.1	3.6	3.5
Female	—	—	—	—	6.6	6.6	5.8	4.7	5.3	4.8	4.3	3.9
White <sup>a</sup>	—	—	—	—	6.6	6.8	6.5	5.9	5.5	5.2	4.4	4.0
Black <sup>a</sup>	—	—	—	—	2.5	2.0	1.9	2.2	2.2	2.3	2.4	2.7
Hispanic <sup>a</sup>	—	—	—	—	6.5	6.4	5.5	5.2	6.0	5.6	4.9	4.8
Hallucinogens total	—	—	—	—	1.7	1.9	1.8	1.4	1.3	1.2	1.6	1.2
Male	—	—	—	—	1.8	2.0	2.2	1.7	1.6	1.2	1.9	1.4
Female	—	—	—	—	1.5	1.6	1.3	1.1	1.0	1.2	1.3	1.0
White <sup>a</sup>	—	—	—	—	1.6	2.0	2.0	1.5	1.2	1.2	1.2	1.4
Black <sup>a</sup>	—	—	—	—	0.4	0.5	0.4	0.4	0.4	0.5	0.6	0.4
Hispanic <sup>a</sup>	—	—	—	—	1.9	2.2	2.3	2.5	2.3	2.0	1.6	1.6
Cocaine total	—	—	—	—	1.2	1.3	1.1	1.4	1.3	1.2	1.2	1.1
Male	—	—	—	—	1.1	1.2	1.2	1.5	1.4	1.3	1.1	1.1
Female	—	—	—	—	1.2	1.4	1.0	1.2	1.2	1.1	1.2	1.1
White <sup>a</sup>	—	—	—	—	0.9	1.2	1.2	1.0	1.1	1.1	1.1	1.0
Black <sup>a</sup>	—	—	—	—	0.4	0.4	0.3	0.4	0.4	0.4	0.4	0.4
Hispanic <sup>a</sup>	—	—	—	—	2.5	2.3	2.1	2.5	3.2	2.7	2.3	2.1
<b>10th Graders</b>												
Marijuana total	—	—	—	—	17.2	20.4	20.5	18.7	19.4	19.7	19.8	17.8
Male	—	—	—	—	19.1	22.3	23.0	20.3	21.8	23.3	22.7	19.3
Female	—	—	—	—	15.0	18.6	17.9	17.2	17.0	16.2	16.8	16.4
White <sup>a</sup>	—	—	—	—	16.8	19.3	21.2	20.3	19.8	20.2	20.2	19.8
Black <sup>a</sup>	—	—	—	—	13.8	15.9	16.5	15.3	14.6	15.8	16.7	15.2
Hispanic <sup>a</sup>	—	—	—	—	17.7	19.1	21.3	21.4	20.6	20.5	20.5	18.2
Inhalants total	—	—	—	—	3.5	3.3	3.0	2.9	2.6	2.6	2.4	2.4
Male	—	—	—	—	3.8	3.4	3.0	3.2	2.9	3.0	2.5	2.3
Female	—	—	—	—	3.2	3.2	2.9	2.6	2.2	2.2	2.4	2.4
White <sup>a</sup>	—	—	—	—	3.9	3.9	3.5	3.3	3.1	2.9	2.7	2.6
Black <sup>a</sup>	—	—	—	—	1.3	1.2	1.2	1.1	1.0	1.1	1.2	1.2
Hispanic <sup>a</sup>	—	—	—	—	3.4	2.9	2.9	2.9	2.6	2.3	2.7	2.4
Hallucinogens total	—	—	—	—	3.3	2.8	3.3	3.2	2.9	2.3	2.1	1.6
Male	—	—	—	—	3.9	3.3	4.0	3.5	3.6	2.9	2.8	1.9
Female	—	—	—	—	2.7	2.3	2.5	2.9	2.2	1.6	1.2	1.4
White <sup>a</sup>	—	—	—	—	3.1	3.5	3.4	3.5	3.5	2.9	2.5	2.0
Black <sup>a</sup>	—	—	—	—	0.8	0.5	0.6	0.7	0.6	0.5	0.6	0.6
Hispanic <sup>a</sup>	—	—	—	—	2.7	3.1	3.3	3.8	3.0	2.0	1.9	1.9

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 3.5.A continued

Percentage of 8th, 10th, and 12th graders who report having used specified drugs within the previous 30 days, by sex, race and Hispanic origin: Selected years, 1975-2002

	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002
Cocaine total	—	—	—	—	1.7	1.7	2.0	2.1	1.8	1.8	1.3	1.6
Male	—	—	—	—	1.8	1.8	1.9	2.4	2.2	2.1	1.5	1.8
Female	—	—	—	—	1.5	1.6	1.8	1.8	1.6	1.4	1.2	1.4
White <sup>a</sup>	—	—	—	—	1.4	1.6	1.7	1.9	2.0	1.8	1.5	1.4
Black <sup>a</sup>	—	—	—	—	0.6	0.4	0.4	0.6	0.5	0.3	0.4	0.4
Hispanic <sup>a</sup>	—	—	—	—	2.4	2.9	3.6	3.9	3.6	3.0	2.7	2.4
<b>12th Graders</b>												
Marijuana total	27.1	33.7	25.7	14.0	21.2	21.9	23.7	22.8	23.1	21.6	22.4	21.5
Male	32.3	37.8	28.7	16.1	24.6	25.1	26.4	26.5	26.3	24.7	25.6	25.3
Female	22.5	29.1	22.4	11.5	17.2	18.3	20.3	18.8	19.7	18.3	19.1	17.4
White <sup>a</sup>	—	—	—	—	20.8	22.0	23.6	24.4	23.8	22.7	22.9	23.3
Black <sup>a</sup>	—	—	—	—	16.8	18.3	18.5	18.3	19.3	19.0	17	16.5
Hispanic <sup>a</sup>	—	—	—	—	17.9	19.1	21.2	21.6	22.0	24.6	22.1	20
Inhalants total	—	1.4	2.2	2.7	3.2	2.5	2.5	2.3	2.0	2.2	1.7	1.5
Male	—	1.8	2.8	3.5	3.9	3.1	3.3	2.9	2.5	2.9	2.3	2.2
Female	—	1.0	1.7	2.0	2.5	2.0	1.8	1.7	1.5	1.7	1.1	0.8
White <sup>a</sup>	—	—	—	—	3.3	3.3	3.0	2.8	2.4	2.1	1.9	1.6
Black <sup>a</sup>	—	—	—	—	1.4	1.0	0.9	0.9	0.8	1.3	1.7	1.3
Hispanic <sup>a</sup>	—	—	—	—	2.3	2.1	1.7	1.8	2.3	3.1	1.9	1.5
Hallucinogens total	4.7	3.7	2.5	2.2	4.4	3.5	3.9	3.8	3.5	2.6	3.2	2.3
Male	6.0	4.8	3.4	3.2	5.8	4.7	5.1	5.1	4.5	3.3	4.0	3.3
Female	3.6	2.5	1.4	1.0	2.7	2.3	2.7	2.3	2.3	1.6	2.0	1.1
White <sup>a</sup>	—	—	—	—	4.1	4.4	4.3	4.5	4.1	3.2	3.1	—
Black <sup>a</sup>	—	—	—	—	0.7	0.6	0.9	0.7	0.6	0.9	0.7	—
Hispanic <sup>a</sup>	—	—	—	—	3.4	4.0	2.9	2.8	3.1	3.8	4.2	—
Cocaine total	1.9	5.2	6.7	1.9	1.8	2.0	2.3	2.4	2.6	2.1	2.1	2.3
Male	2.5	6.0	7.7	2.3	2.2	2.6	2.8	3.0	3.3	2.7	2.5	2.7
Female	1.2	4.3	5.6	1.3	1.3	1.4	1.6	1.7	1.8	1.6	1.6	1.8
White <sup>a</sup>	—	—	—	—	1.6	1.9	2.2	2.5	2.7	2.5	2.2	2.5
Black <sup>a</sup>	—	—	—	—	0.5	0.4	0.5	0.6	0.4	0.8	0.8	0.4
Hispanic <sup>a</sup>	—	—	—	—	2.3	3.2	3.3	2.7	2.8	3.6	2.9	2.2

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available

Notes: All data are unadjusted for underreporting of nitrites and PCP. Data for 12th grade only, is based on three of six questionnaire forms, with sample size on-half of total sample size. Inhalants include substances such as glues and aerosols. Hallucinogens include substances such as LSD. Data have been combined to increase subgroup sample sizes, thus providing more stable estimates. In 2001, the question text was changed in half the questionnaire forms for each grade. “Other psychedelics” was changed to “other hallucinogens” and “shrooms” was added to the list of examples.

Source: Johnston, L. D., O’Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.



## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Table SD 3.5.B**

Percentage of 12th graders who report having used specified "club drugs" within the previous 30 days, by sex, race and Hispanic origin: 1991-2002

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>LSD</b>												
All 12th Graders	1.9	2.0	2.4	2.6	4.0	2.5	3.1	3.2	2.7	1.6	2.3	0.7
Sex												
Male	2.7	2.7	3.1	3.6	5.3	3.3	4.1	4.4	3.6	2.1	3.0	1.0
Female	1.0	1.3	1.5	1.6	2.5	1.6	2.0	1.8	1.7	0.9	1.4	0.4
Race and Hispanic origin <sup>a</sup>												
White	2.1	2.2	2.6	2.9	3.7	3.7	3.2	3.6	3.3	2.3	2.0	1.6
Black	0.1	0.2	0.5	0.6	0.5	0.4	0.7	0.7	0.5	0.8	0.6	0.3
Hispanic	1.1	1.2	1.6	1.8	3.1	3.3	2.1	2.2	2.6	2.4	1.9	1.4
<b>MDMA (Ecstasy)</b>												
All 12th Graders	—	—	—	—	—	2.0	1.6	1.5	2.5	3.6	2.8	2.4
Sex												
Male	—	—	—	—	—	1.5	2.3	2.3	2.6	4.1	3.7	2.6
Female	—	—	—	—	—	2.4	0.9	0.8	2.5	3.1	2.0	2.1
Race and Hispanic origin <sup>a</sup>												
White	—	—	—	—	—	—	2.2	2.0	2.2	3.3	3.4	2.6
Black	—	—	—	—	—	—	0.4	0.3	0.1	0.9	1.4	0.6
Hispanic	—	—	—	—	—	—	1.1	0.6	2.2	4.5	4.3	2.8
<b>Methamphetamine</b>												
All 12th Graders	—	—	—	—	—	—	—	—	1.7	1.9	1.5	1.7
Sex												
Male	—	—	—	—	—	—	—	—	2.1	2.1	1.2	2.2
Female	—	—	—	—	—	—	—	—	1.5	1.7	1.7	1.2
Race and Hispanic origin <sup>a</sup>												
White	—	—	—	—	—	—	—	—	—	1.8	1.9	1.9
Black	—	—	—	—	—	—	—	—	—	0.7	0.5	0.2
Hispanic	—	—	—	—	—	—	—	—	—	2.8	2.9	1.7

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Note: Club drugs are defined as drugs used by young adults at all-night dance parties such as "raves" or "trances," dance clubs, and bars.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 3.5.C**

Percentage of 8th and 10th graders who report having used any illicit drugs in the previous 30 days, and 12th-graders report of illicit drug use by sex and by race and Hispanic origin: Selected years, 1985-2002

	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>All 8th Graders</b>	—	—	5.7	6.8	8.4	10.9	12.4	14.6	12.9	12.1	12.2	11.9	11.7	10.4
<b>All 10th Graders</b>	—	—	11.6	11.0	14.0	18.5	20.2	23.2	23.0	21.5	22.1	22.5	22.7	20.8
<b>All 12th Graders</b>	29.7	17.2	16.4	14.4	18.3	21.9	23.8	24.6	26.2	25.6	25.9	24.9	25.7	25.4
<b>Sex</b>														
Male	32.1	18.9	18.4	15.9	20.4	25.5	26.8	27.5	28.7	29.1	28.6	27.5	28.4	—
Female	26.7	15.2	14.1	12.7	15.9	18.3	20.4	21.2	23.2	21.6	22.7	22.1	22.6	—
<b>Race and Hispanic origin<sup>a</sup></b>														
White	30.2	20.5	18.6	16.8	17.8	21.4	23.8	24.8	26.4	27.5	27.0	25.9	26.5	—
Black	22.9	9.0	7.2	7.3	9.1	14.3	18.3	19.7	20.0	19.4	20.2	20.3	18.7	—
Hispanic	27.2	13.9	14.7	14.6	15.6	18.3	21.4	22.6	23.9	24.1	24.4	27.4	25.3	—

<sup>a</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

— Data not available.

Note: For 12th grade only: Use of “any illicit drug” includes any use of marijuana, LSD, other hallucinogens, crack, other cocaine, or heroin, or any use of other opiates, stimulants, barbiturates, or tranquilizers not under a doctor's orders. For 8th and 10th graders only: The use of other opiates and barbiturates has been excluded, because these younger respondents appear to overreport use (perhaps because they included the use of nonprescription drugs in their answers). Estimates for Whites and Blacks include Hispanics of those races. Estimates for race and Hispanic origin represent the mean of the specified year and the previous year. Data have been combined to increase subgroup sample sizes, thus providing more stable estimates.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

### SD 3.6 Abuse of Alcohol or Other Controlled Substances

The use of alcohol and other illicit drugs by youth has been related to numerous social problems, such as delinquency, fighting, and early sexual activity<sup>1</sup> and to a variety of short- and long-term health problems.<sup>2</sup> In 2002, 17 percent of 12- to 17-year-olds reported binge drinking and/or any use of an illicit drug during the previous 30 days (Table SD 3.6).

**Differences by Sex.** Rates of reported use vary little by sex. In 2002, 18 percent of males and 16 percent of females ages 12 to 17 reported illicit drug use or binge drinking in the previous month (Table SD 3.6).

**Differences by Race and Hispanic Origin.**<sup>3</sup> White, non-Hispanic youth had the highest rate of reported use (19 percent), Black, non-Hispanic youth and Hispanic youth had the lowest rate of binge drinking and/or any use of illicit drugs (Table SD 3.6).

---

<sup>1</sup> Substance Abuse and Mental Health Services Administration, Office of Applied Studies Prevalence Branch. *National Survey on Drug Use and Health*. Unpublished work; Grant, B. R. & Dawson, D. A. (1999). Age at Onset of Alcohol Use and Its Association with DSM-IV Alcohol Abuse and Dependence: Results from the National Longitudinal Alcohol Epidemiological Study. *Journal of Substance Abuse*, 9:103-110; National Institute on Drug Abuse (1987). *National Trends in Drug Use and Related Factors among American High School Students and Young Adults, 1976-1986*. Washington, DC: U.S. Department of Health and Human Services.

<sup>2</sup> U.S. Public Health Service (1993). *Public Health Reports*. (Supp. 1). Rockville, MD: Public Health Service.

<sup>3</sup> Persons of Hispanic origin may be of any race.

**Table SD 3.6**

Percentage of youth ages 12 to 17 reporting illicit drug use and/or binge drinking in the previous 30 days, by sex and by race and Hispanic origin: 2002

	2002 <sup>a</sup>
<b>All youth</b>	17.0
<b>Sex</b>	
Male	17.8
Female	16.2
<b>Race and Hispanic origin</b>	
White, non-Hispanic	18.8
Black, non-Hispanic	12.1
Hispanic <sup>b</sup>	11.5

<sup>a</sup> Due to improvements to the survey in 2002, estimates from 2002 NSDUH should not be compared with estimates from 2001 and earlier surveys. The 2002 data will constitute a new baseline for the tracking of trend data.

<sup>b</sup> Persons of Hispanic origin may be of any race.

Note: Illicit drugs include marijuana, cocaine (including crack), heroin, hallucinogens (including PCP), inhalants, and nonmedical use of psychotherapeutics. Binge drinking includes drinking five or more drinks on the same occasion on one or more days in the past 30 days.

Source: Substance Abuse and Mental Health Services Administration (SAMHSA), Office of Applied Studies. (2001). *National Survey on Drug Use and Health (NSDUH)*. Unpublished work.

### SD 3.7 Peer Attitudes Toward Alcohol, and Other Controlled Substances

Drug use is correlated with attitudes and beliefs about drugs, both in terms of perceived health risks and the level of peer disapproval.<sup>1</sup> As children reach adolescence, peer influences on personal behavior can take on increasing importance in determining the use of drugs, alcohol, and cigarettes.

The majority of 12th graders have long reported peer disapproval of drug and alcohol use and cigarette smoking, as reflected in their responses to questions of the level of disapproval they would receive from their peers for (1) taking one to two drinks nearly every day, (2) smoking marijuana even occasionally (as opposed to trying it once), (3) taking cocaine even occasionally (as opposed to trying it once), and (4) smoking one or more packs of cigarettes per day (Table SD 3.7).

Among 12th graders, peer disapproval of drinking (one to two drinks nearly every day) and smoking marijuana (even occasionally) reached highs of 78 and 79 percent, respectively, in 1992, before declining to 69 and 63 percent by 2002 (Table 3.7 and Figure SD 3.7). Peer disapproval of smoking cigarettes (one or more packs per day) has increased since 1998, although disapproval levels had been relatively stable prior to that time. In 2002, 72 percent of 12th graders reported peer disapproval of smoking a pack or more of cigarettes per day. Peer disapproval of cocaine use (even occasionally) decreased from 95 percent in 1991 to 90 percent in 2002. Cocaine use commands the highest level of peer disapproval for every year shown (Table SD 3.7 and Figure SD 3.7).

**Differences by Sex.** Male youth have consistently reported lower levels of peer disapproval of drinking than have their female peers. In 1999, 64 percent of males reported peer disapproval of drinking, compared with 79 percent of females. Males also report somewhat lower peer disapproval of smoking cigarettes and marijuana.

**Differences by Race.**<sup>2</sup> For 1999, rates of disapproval for drug use were generally similar for Black and White 12th graders for marijuana and for cocaine use. Group differences are apparent for disapproval of smoking (81 percent disapproval among Black compared with 69 percent among White youth) and disapproval of drinking (79 percent disapproval among Black compared with 70 percent among White youth).

---

<sup>1</sup> Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

<sup>2</sup> Persons of Hispanic origin may be of any race. Estimates for Whites and Blacks include Hispanics of those races.

**Table SD 3.7**

Percentage of 12th graders who report that peers would not approve of their using alcohol, marijuana, cocaine, or cigarettes, by sex and race: Selected years, 1980-2002

	1980	1985	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Disapprove of taking one or two drinks nearly every day</b>															
All 12th graders	71	75	79	77	78	77	76	73	73	72	72	72	72	69	69
Sex															
Male	61	69	71	68	69	68	67	65	63	63	63	64	—	—	—
Female	79	81	87	85	85	85	83	80	83	79	82	79	—	—	—
Race <sup>a</sup>															
White	70	75	77	77	77	76	76	72	71	71	71	70	—	—	—
Black	76	82	85	80	81	80	78	74	77	74	75	79	—	—	—
<b>Disapprove of smoking marijuana even occasionally</b>															
All 12th graders	51	64	76	76	79	74	69	65	63	60	60	62	64	63	63
Sex															
Male	49	64	73	73	78	72	63	62	59	57	56	58	—	—	—
Female	52	65	80	78	80	75	74	69	67	63	66	65	—	—	—
Race <sup>a</sup>															
White	50	63	74	75	78	73	68	64	62	58	60	61	—	—	—
Black	59	72	89	86	84	76	70	69	66	67	67	63	—	—	—
<b>Disapprove of taking cocaine even occasionally<sup>b</sup></b>															
All 12th graders	—	—	94	95	94	94	94	94	93	91	92	92	93	90	90
Sex															
Male	—	—	92	93	93	92	91	92	90	89	90	90	—	—	—
Female	—	—	96	96	96	96	96	95	96	93	95	94	—	—	—
Race <sup>a</sup>															
White	—	—	95	96	96	95	94	95	93	91	92	93	—	—	—
Black	—	—	92	97	91	89	94	92	93	95	94	91	—	—	—
<b>Disapprove of smoking one or more packs of cigarettes per day</b>															
All 12th graders	74	74	75	74	76	72	72	69	69	69	69	71	73	72	74
Sex															
Male	73	72	73	72	76	68	67	65	65	65	66	67	—	—	—
Female	76	76	77	77	77	75	77	74	73	71	73	76	—	—	—
Race <sup>a</sup>															
White	75	73	73	72	75	71	69	67	66	64	65	69	—	—	—
Black	74	81	87	88	82	80	83	81	82	83	81	81	—	—	—

<sup>a</sup> Estimates for Whites and Blacks include Hispanics of those races.

<sup>b</sup> The question regarding cocaine use was not included prior to 1986.

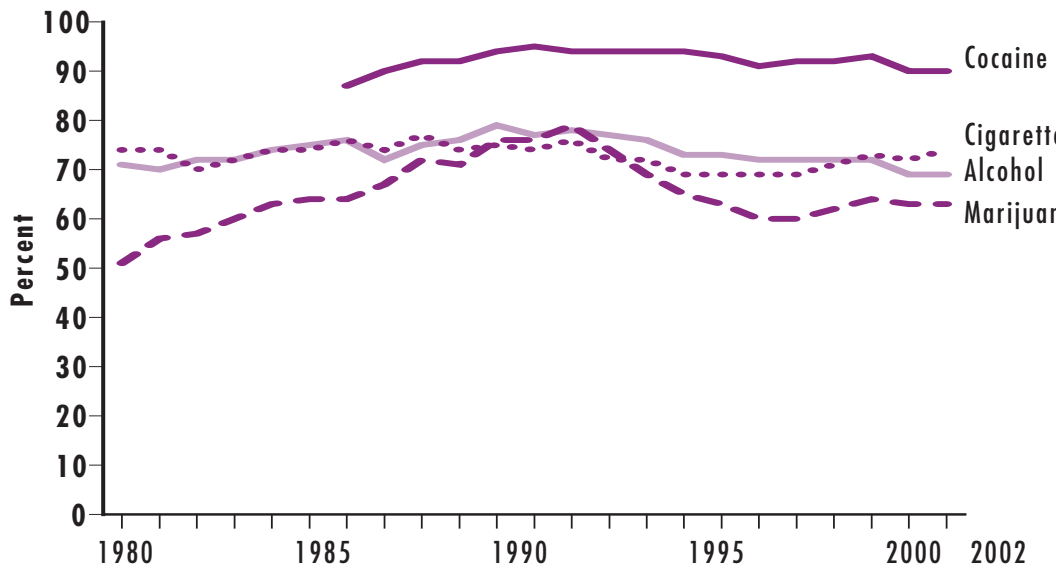
— Data not available.

Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

## Behavioral Health: Smoking, Alcohol, and Substance Abuse

**Figure SD 3.7**

Percentage of 12th graders who report that peers would not approve of their using alcohol, marijuana, cocaine, or cigarettes: 1980-2002



Source: Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.

Social  
Development

Behavioral Health:  
Physical Health  
and Safety

Behavioral Health:  
Smoking, Alcohol,  
and Substance  
Abuse

**Behavioral Health:  
Sexual Activity and  
Fertility**



## SD 4.1 Sexually Experienced Youth

Engaging in sexual behaviors as a teenager is associated with less successful adult outcomes, and in most cases, the earlier the behavior, the greater the risk of negative consequences. The logical concerns arising from adolescent sexual activity are pregnancy, parenthood, infection with a sexually transmitted disease, and exposure to the human immunodeficiency virus (HIV).

Youth who begin having sex at early ages are exposed to risk for a greater length of time, are less likely to use contraception, have more sexual partners, and are more likely to be involved in high-risk sexual behavior, such as substance use before intercourse.<sup>1</sup> Furthermore, first sexual experiences are often coercive—24 percent of females 13 years of age or younger at the time of first intercourse reported it is nonvoluntary.<sup>2</sup>

Early sexual involvement also predicts many negative outcomes in young adulthood. Early sexual involvement for females is correlated with increased number of relationships, more frequent intercourse, greater likelihood of an abortion, and greater likelihood of contracting venereal disease.<sup>3</sup> Moreover, precocious sexual behavior often has as its consequence teenage pregnancy, which in turn is related to several negative adult outcomes (Indicators SD 4.5 and SD 4.6).

Table SD 4.1 presents data from the Youth Risk Behavior Survey reporting the percentage of youth in grades 9 to 12 who have experienced sexual intercourse by sex, grade, and race and Hispanic origin.

**Differences by Age.** In 2001, 34 percent of 9th graders reported having had sexual intercourse. This percentage increases with each grade, reaching 61 percent by the 12th grade (a decline of 4 percentage points from 1999) (Table SD 4.1).

**Differences by Sex.** In 2001, 9th grade males reported having had sex at a rate 12 percentage points higher than females (41 versus 29 percent). By the 12th grade, however, females were just as likely as males to report ever having sex (Table SD 4.1).

**Differences by Race and Hispanic Origin.**<sup>4</sup> Black, non-Hispanic youth in grades 9 to 12 are more likely than White, non-Hispanic, and Hispanic youth to have had sexual intercourse (Table SD 4.1). Specifically, in 2001, 45 percent of male and 41 percent of female White, non-Hispanic youth reported having had sexual intercourse, compared to 53 percent of Hispanic male youth and 44 percent of Hispanic females, and 69 percent of Black, non-Hispanic male youth and 53 percent of Black, non-Hispanic females. Despite these differences, the percentage of youth in grades 9 to 12 reporting ever having sexual intercourse has decreased for White, non-Hispanic, Black, non-Hispanic, and Hispanic youth from 1993 to 2001.

<sup>1</sup> Moore, K. A., Miller, B. C., Sugland, B. W., Morrison, D. R., Gleib, D. A. & Blumenthal, C. (1995). *Beginning Too Soon: Adolescent Sexual Behavior, Pregnancy and Parenthood. A Review of Research and Interventions* [On-line]. Available: <http://aspe.hhs.gov/hsp/cyp/xsteesex.htm>.

<sup>2</sup> Abma, J., Driscoll, A. & Morre, K. (1998) Young Women's Degree of Control over First Intercourse: An Exploratory Analysis. *Family Planning Perspectives*, 30(1):12-18.

<sup>3</sup> Newcomb, M. D. & Bentler, P. M. (1988). *Consequences of Adolescent Drug Use*. Newbury Park, CA: Sage Publications.

<sup>4</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 4.1**

Percentage of youth in grades 9 to 12 who reported ever having sexual intercourse, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	53	56	50	53	54	52	48	49	48	50	52	48	46	49	43
<b>Grade</b>															
9th	38	44	32	37	41	32	38	42	34	39	45	33	34	41	29
10th	46	47	45	48	50	46	43	42	44	47	51	43	41	42	39
11th	58	60	55	59	57	60	50	49	50	53	51	54	52	54	50
12th	68	70	66	66	67	66	61	60	62	65	64	66	61	61	60
<b>Race and Hispanic origin<sup>a</sup></b>															
White, non-Hispanic	48	49	47	49	49	49	44	43	44	45	45	45	43	45	41
Black, non-Hispanic	80	89	70	73	81	67	73	80	66	71	76	67	61	69	53
Hispanic	56	64	48	58	62	53	52	58	46	54	63	46	48	53	44

<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## SD 4.2 Currently Sexually Active Youth

While sexually experienced youth have had sexual intercourse at least once (Indicator SD 4.1), a youth that is currently sexually active has had sexual intercourse within the past 3 months. Having become sexually experienced does not necessarily mean youth will be sexually active from that point on. Not all sexually experienced youth are currently sexually active. While 46 percent of all youth in grades 9 to 12 were sexually experienced in 2001 (Table SD 4.1), 33 percent reported being currently sexually active (Table SD 4.2). However, youth that continue to engage in sexual intercourse are at increased risk of pregnancy, infection with a sexually transmitted disease, and exposure to the human immunodeficiency virus (HIV).

**Differences by Sex:** There is no difference between the percentages of male and female youth who were sexually active in 1999 and 2001 (36 and 33 percent, respectively). There is a change from 1997, when 33 percent of males and 37 percent of females reported recent sexual activity (Table SD 4.2).

**Differences by Race and Hispanic Origin.**<sup>1</sup> Black, non-Hispanic youth (46 percent) were significantly more likely than Hispanic and White, non-Hispanic youth (36 and 31 percent respectively) to be currently sexually active (Table SD 4.2).

**Differences by Grade.** The percentage of youth who are currently sexually active rises significantly with each subsequent grade. High school sophomores, juniors, and seniors (30, 38, and 48 percent, respectively) were significantly more likely than freshmen (23 percent) to be currently sexually active. Furthermore, juniors and seniors (38 and 48 percent, respectively) were significantly more likely than sophomores (30 percent) to be sexually active. Lastly, seniors (48 percent) were significantly more likely than juniors (38 percent) to have had sexual intercourse in the previous 3 months (Table SD 4.2).

---

<sup>1</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 4.2**

Percentage of youth in grades 9 to 12 who reported having sexual intercourse in the previous 3 months, by sex, race and Hispanic origin, grade and age: Selected years, 1993-2001

	1993	1995	1997	1999	2001
<b>All youth</b>	38	38	35	36	33
<b>Sex</b>					
Male	38	36	33	36	33
Female	38	40	37	36	33
<b>Race and Hispanic origin</b>					
White, non-Hispanic	34	35	32	33	31
Black, non-Hispanic	59	54	54	53	46
Hispanic <sup>a</sup>	39	39	35	36	36
<b>Grade</b>					
9th	25	24	24	27	23
10th	30	34	29	33	30
11th	40	42	38	38	38
12th	53	50	46	51	48
<b>Age</b>					
Age 15	25	28	26	27	24
Age 16	35	37	32	35	33
Ages 15 or 16	31	32	29	32	28

<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

### SD 4.3 Contraceptive Use

Sexual intercourse without contraception puts a youth<sup>1</sup> at risk of unintended pregnancy and of contracting sexually transmitted diseases such as HIV/AIDS. Although more youth are using contraceptives, they are less likely than older females to practice contraception without interruption over the course of a year, and more likely to practice contraception sporadically or not at all.<sup>2</sup>

Condoms and birth control pills are the most common forms of contraception used by sexually active youth.<sup>3</sup> In 2001, over half (58 percent) of currently sexually active youth in grades 9 to 12 reported use of a condom during their last sexual intercourse, while only 18 percent reported use of birth control pills (Tables SD 4.3.A and SD 4.3.B).

**Differences by Sex.** Females are less likely than males to report having used a condom during their last intercourse (51 percent of females versus 65 percent of males in 2001). (Table SD 4.3.A)

**Differences by Grade.** Condom use among 12th graders is lower than among youth in the earlier grades. The decrease is largest among females, dropping from 53 percent to 41 percent between the 11th and 12th grades in 2001. In contrast, in 2001, only 8 percent of currently sexually active 9th graders reported use of birth control pills, while 26 percent of 12th graders reported its use (Figure SD 4.3).

**Differences by Race and Hispanic Origin.**<sup>4</sup> Black, non-Hispanic youth report the highest use of condoms, while White, non-Hispanic youth report the highest use of birth control pills. In 2001, White, non-Hispanic youth were more likely to have used the pill during their last sexual intercourse (23 percent) than were either Black, non-Hispanic youth (8 percent) or Hispanic youth (10 percent) (Tables SD 4.3.A and SD 4.3.B).

---

<sup>1</sup> Currently attending school.

<sup>2</sup> Glei, D. A. (1999). Measuring Contraceptive Use Patterns among Teenage and Adult Women. *Family Planning Perspectives*, 31(2): 73-80.

<sup>3</sup> Peterson, L. S. (1995). *Contraceptive Use in the United States: 1982-90*. Atlanta, GA: National Center for Health Statistics.

<sup>4</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 4.3.A**

Percentage of currently sexually active youth in grades 9 to 12 who reported using a condom during last sexual intercourse, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	53	59	46	54	61	49	57	63	51	58	66	51	58	65	51
<b>Grade</b>															
9th	62	63	59	63	66	59	59	59	58	67	70	63	68	69	67
10th	55	63	46	60	68	52	59	65	53	63	70	55	60	69	52
11th	55	65	46	52	57	49	60	65	55	59	69	50	59	65	53
12th	47	52	41	50	57	43	52	61	43	48	56	41	49	59	41
<b>Race and Hispanic origin</b>															
White, non-Hispanic	52	59	46	53	58	48	56	62	49	55	63	48	57	64	51
Black, non-Hispanic	57	64	48	66	72	61	64	68	59	70	75	65	67	73	61
Hispanic <sup>a</sup>	46	55	37	44	56	33	48	55	40	55	66	43	54	59	48

<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: "Currently sexually active" is defined as having had sexual intercourse during the 3 months preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

## Behavioral Health: Sexual Activity and Fertility

**Table SD 4.3.B**

Percentage of currently sexually active youth in grades 9 to 12 who reported birth control pill use during last sexual intercourse, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	18	15	22	17	14	20	17	13	21	16	12	20	18	15	21
<b>Grade</b>															
9th	9	8	11	11	10	13	8	8	8	12	11	13	8	6	9
10th	14	10	17	12	9	16	12	8	17	9	6	13	16	13	18
11th	17	12	22	15	13	17	16	12	19	15	12	18	19	15	22
12th	26	23	29	25	21	29	24	19	30	25	17	31	26	23	29
<b>Race and Hispanic origin</b>															
White, non-Hispanic	20	17	24	21	17	25	21	17	25	21	16	26	23	19	27
Black, non-Hispanic	15	11	21	10	8	12	12	9	15	8	3	12	8	8	8
Hispanic <sup>a</sup>	12	10	15	11	14	9	10	7	13	8	5	11	10	9	10

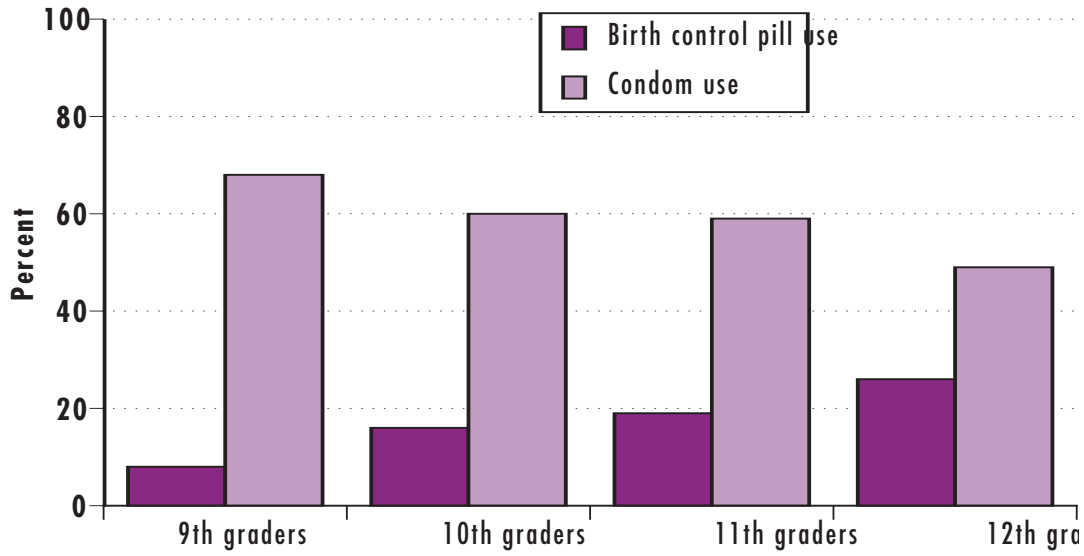
<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: "Currently sexually active" is defined as having had sexual intercourse during the 3 months preceding the survey.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

**Figure SD 4.3**

Percentage of currently sexually active youth in grades 9 to 12 who reported using either condoms or birth control pills during their last sexual intercourse, by grade and method of contraception: 2001



Source: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4).



## SD 4.4 Number of Sexual Partners

Having multiple sexual partners represents an important behavioral risk factor for sexually transmitted diseases, including HIV, among youth, especially if they fail to use condoms correctly and consistently. Alcohol use, illicit drug use, and young age at first intercourse are also associated with increased odds of multiple sexual partners.<sup>1</sup>

**Differences by Sex.** Male youth generally report a higher number of sexual partners than do female youth. Among youth surveyed in 2001, 17 percent of males reported having had four or more sexual partners in their lifetime, compared with 11 percent of females (Table SD 4.4 and Figure SD 4.4).

**Differences by Race and Hispanic Origin.**<sup>2</sup> Black, non-Hispanic youth are more likely to report having had four or more sexual partners in their lifetime than their White, non-Hispanic or Hispanic peers: 27 percent versus 12 and 15 percent, respectively, in 2001 (Table SD 4.4).

---

<sup>1</sup> Santelli, et al. (1998). Multiple Sexual Partners Among U.S. Adolescents and Young Adults. *Family Planning Perspectives*, 30(6).

<sup>2</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

**Table SD 4.4**

Percentage of youth in grades 9 to 12 who reported having four or more sex partners during lifetime, by sex, grade, and race and Hispanic origin: Selected years, 1993-2001

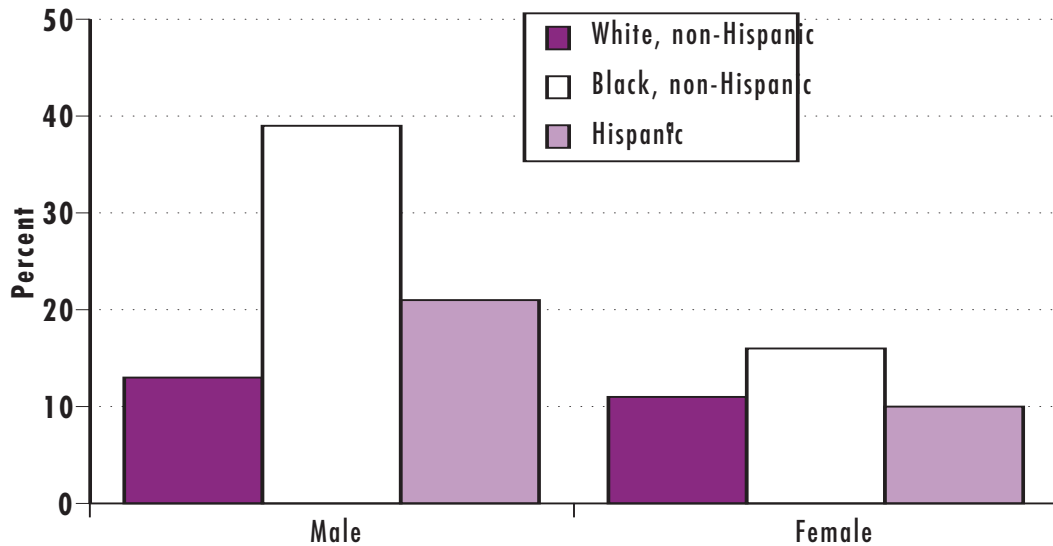
	1993			1995			1997			1999			2001		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>All youth</b>	19	22	15	18	21	14	16	18	14	16	19	13	14	17	11
<b>Grade</b>															
9th	11	15	6	13	18	7	12	16	8	12	16	8	10	14	6
10th	16	19	13	16	20	11	14	16	12	16	21	10	13	15	10
11th	20	23	16	19	21	17	17	17	16	17	19	15	15	18	13
12th	27	31	23	23	25	21	21	21	21	21	21	21	22	24	20
<b>Race and Hispanic origin</b>															
White, non-Hispanic	14	15	13	14	15	13	12	11	12	12	12	13	12	13	11
Black, non-Hispanic	43	59	27	36	52	22	39	53	25	34	48	21	27	39	16
Hispanic <sup>a</sup>	19	26	11	18	24	12	16	20	10	17	23	11	15	21	10

<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4); Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5); Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3); Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4); Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).

**Figure SD 4.4**

Percentage of youth in grades 9 to 12 who reported having four or more sexual partners during their lifetime, by sex and race and Hispanic origin: 2001



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4).

## SD 4.5 Youth Pregnancy and Abortion

The rate of youth pregnancy has declined to record low levels. The youth pregnancy rate fell from its all-time high in 1991 to 86.7 pregnancies per 1,000 females aged 15 to 19 years in 1999 (Table SD 4.5.A). Although these declines are encouraging, United States youth pregnancy rates remain among the highest in the industrialized world.<sup>1</sup> The rate for induced abortions has also fallen fairly steadily since its peak in 1980. Abortion rates generally declined for youth between 1990 and 1999 (Table SD 4.5.B). Contributing to the long-term decline in the overall rate was the shift in the age composition of females in the childbearing ages to older ages, when abortion rates are lower.<sup>2</sup>

The declines in pregnancy and abortion rates for youth may be attributable to a number of possible factors. One is changing attitudes toward premarital sexual activity. Many public and private efforts have focused attention on the importance of youth pregnancy prevention through abstinence and responsible behavior.<sup>3</sup> Another is the introduction of new, easier to use, effective birth control methods adopted by some sexually active youth. Third is the long economic expansion in the 1990s, increasing economic opportunity for youths as well as older females. Economic opportunity may have given youth a reason to more highly value education and work.<sup>4</sup> If appropriate services helped some youth to attain their new goals, this may help explain the decline in youth pregnancy rates, as more youth were able to avoid early pregnancy and to attain their educational and occupational goals in a growing economy.

**Differences by Age.** The pregnancy rate for youth ages 15 to 17 fell from 80.3 in 1990 to 55.9 in 1999 (Figure SD 4.5.A). The pregnancy rate for older youth, 18 to 19 years of age, although higher than for younger females, also decreased between 1990 and 1999 (Figure SD 4.5.B). In 1999, the pregnancy rate was 131.9 per 1,000 females ages 18 to 19. Abortion rates for youth also tend to be higher for the older females ages 18 to 19 than for the younger group of females aged 15 to 17.

**Differences by Race and Hispanic Origin.**<sup>5</sup> Declines in pregnancy rates for youth age 15 to 19 were steep for Black, non-Hispanic and White, non-Hispanic youth. Pregnancy rates for Hispanic teenagers have been falling only since 1993, declining 16 percent from 1993 to 1999.

<sup>1</sup> U.S. Department of Health and Human Services. (2000). *A National Strategy to Prevent Teen Pregnancy Annual Report 1999-2000*. Washington DC: U.S. Department of Health and Human Services.

<sup>2</sup> Ventura, S.J., Mosher, W.D., Curtin, S.C., Abma, J.C. & Henshaw, S. (2001). Trends in Pregnancy Rates for the United States, 1967-1997: An update. *National Vital Statistics Reports*, 49(4).

<sup>3</sup> U.S. Department of Health and Human Services. (2000). *A National Strategy to Prevent Teen Pregnancy Annual Report 1999-2000*. Washington DC: U.S. Department of Health and Human Services.

<sup>4</sup> Kirby, D., Coyle, K. & Gould, J.B. (2001). Manifestations of Poverty and Birthrates Among Young Teenagers in California ZIP Code Areas. *Family Planning Perspectives*, 33(2): 63-69.

<sup>5</sup> Persons of Hispanic origin may be of any race.

SECTION 4. SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH

Table SD 4.5.A

Rate of females ages 15 to 19 experiencing pregnancy by age and by race and Hispanic origin: 1990-1999

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
<b>Females ages 15-19</b>	116.3	116.0	112.0	109.2	106.1	101.1	97.0	92.6	89.9	86.7
Race and Hispanic origin										
White, non-Hispanic	87.7	84.9	79.4	77.1	74.6	71.8	68.3	65.4	62.6	59.7
Black, non-Hispanic	221.3	220.2	214.8	208.3	197.0	180.1	173.2	166.0	159.9	153.8
Hispanic <sup>a</sup>	155.8	161.4	161.9	158.2	156.2	151.4	145.9	137.0	136.0	133.1
<b>Females ages 15-17</b>	80.3	79.5	76.8	76.0	74.5	70.7	66.6	62.5	59.6	55.9
Race and Hispanic origin										
White, non-Hispanic	56.5	54.2	50.6	50.0	48.8	46.9	44.0	41.3	38.6	35.5
Black, non-Hispanic	165.0	163.6	158.6	155.5	146.9	134.0	124.7	116.6	110.3	102.6
Hispanic <sup>a</sup>	101.0	104.9	107.1	105.0	106.6	102.4	97.4	91.2	89.5	86.4
<b>Females ages 18-19</b>	162.4	166.5	163.7	158.6	154.2	148.2	144.0	139.4	135.4	131.9
Race and Hispanic origin										
White, non-Hispanic	126.8	127.2	121.9	117.5	114.0	110.3	105.9	103.0	98.8	95.3
Black, non-Hispanic	295.3	297.9	296.6	287.3	274.6	251.9	248.1	241.9	232.4	227.8
Hispanic <sup>a</sup>	231.4	242.1	242.5	237.3	229.9	225.3	218.7	206.3	205.1	200.4

<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Ventura, S. J., Abma, J. C., & Mosher, W. D. (2003). Revised Pregnancy Rates, 1999-97, and New Rates for 1998-99: United States. *National Vital Statistics Reports*, 52(7).

Table SD 4.5.B

Percentage of females ages 15 to 19 obtaining an abortion during the year, by age and by race and Hispanic origin: 1990-1999

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
<b>Females ages 15-19</b>	4.0	3.7	3.5	3.4	3.2	2.9	2.7	2.7	2.6	2.5
Race and Hispanic origin										
White, non-Hispanic	3.3	2.9	2.5	2.4	2.2	2.1	1.9	1.9	1.7	1.6
Black, non-Hispanic	8.4	8.0	7.9	7.7	7.1	6.5	6.4	6.1	5.9	5.8
Hispanic <sup>a</sup>	3.9	4.0	4.2	4.0	3.8	3.6	3.6	3.3	3.4	3.2
<b>Females ages 15-17</b>	2.7	2.4	2.3	2.2	2.1	2.0	1.9	1.7	1.6	1.5
Race and Hispanic origin										
White, non-Hispanic	2.1	1.8	1.6	1.6	1.4	1.3	1.3	1.2	1.1	1.0
Black, non-Hispanic	5.8	5.5	5.4	5.3	4.9	4.5	4.3	4.0	3.8	3.7
Hispanic <sup>a</sup>	2.4	2.4	2.7	2.5	2.6	2.3	2.3	2.0	2.2	2.0
<b>Females ages 18 or 19</b>	5.8	5.6	5.3	5.1	4.8	4.5	4.4	4.3	4.0	3.9
Race and Hispanic origin										
White, non-Hispanic	4.7	4.3	3.9	3.7	3.4	3.2	3.0	2.9	2.6	2.5
Black, non-Hispanic	11.7	11.5	11.5	11.3	10.5	9.6	9.7	9.5	8.9	8.9
Hispanic <sup>a</sup>	6.0	6.2	6.3	6.1	5.7	5.5	5.5	5.2	5.2	4.9

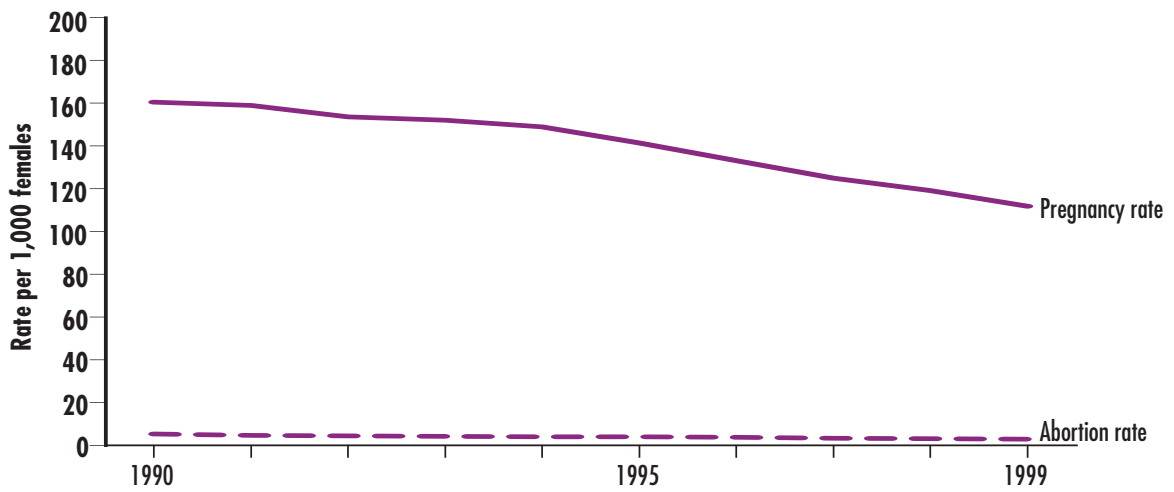
<sup>a</sup> Persons of Hispanic origin may be of any race.

Note: Abortion data for females ages 14 or younger was not collected past 1992.

Source: Ventura, S. J., Abma, J. C., & Mosher, W. D. (2003). Revised Pregnancy Rates, 1999-97, and New Rates for 1998-99: United States. *National Vital Statistics Reports*, 52(7).

Figure SD 4.5.A

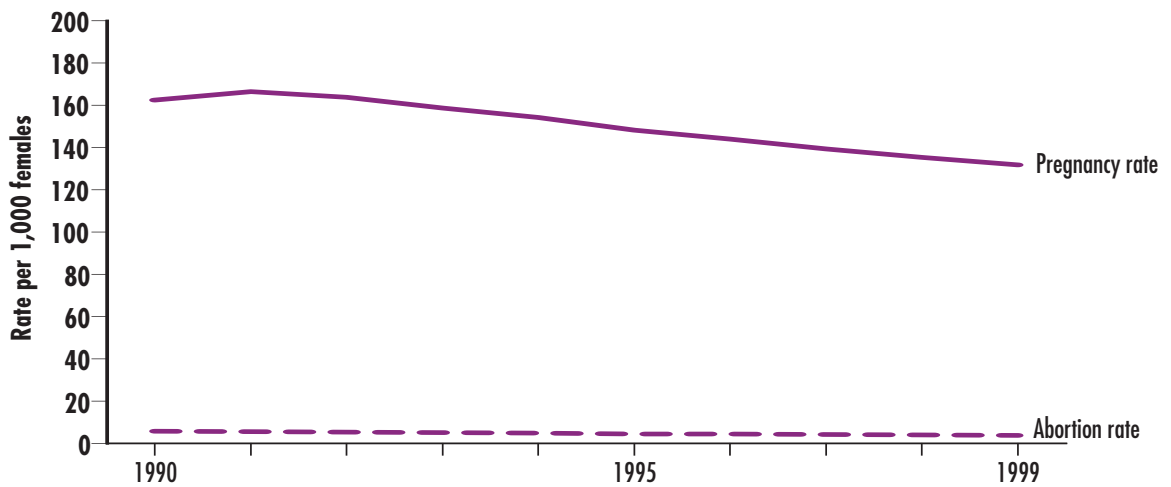
Pregnancy and abortion rates for youth ages 15 to 17: 1990-1997



Source: Ventura, S. J., Abma, J. C., & Mosher, W. D. (2003). Revised Pregnancy Rates, 1999-97, and New Rates for 1998-99: United States. *National Vital Statistics Reports*, 52(7).

Figure SD 4.5.B

Pregnancy and abortion rates for youth ages 18 or 19: 1990-1999



Source: Ventura, S. J., Abma, J. C., & Mosher, W. D. (2003). Revised Pregnancy Rates, 1999-97, and New Rates for 1998-99: United States. *National Vital Statistics Reports*, 52(7).

**SECTION 5.**

# **Education and Achievement**



**Enrollment/  
Attendance**

**Achievement/  
Proficiency**

**Related  
Behaviors and  
Characteristics**

**Enrollment/  
Attendance**

---

Achievement/  
Proficiency

Related  
Behaviors and  
Characteristics

## EA 1.1 Early Childhood Program Enrollment

Enrollment in an early childhood program is one indicator of readiness to learn in elementary school that may be especially relevant for children from disadvantaged backgrounds.

In 2001, 56 percent of children ages 3 to 5 who had not yet entered kindergarten attended center-based early childhood care and education programs (Figure EA 1.1.A).

Table EA 1.1 presents the percentage of children, ages 3 to 5, enrolled in daycare centers, Head Start programs, preschool, prekindergarten, and other early childhood programs.<sup>1</sup> In 2001, 56 percent of all 3- to 5-year-old children were enrolled in a center-based program. This reflects a modest decrease from 60 percent in 1999 (Table EA 1.1).

**Differences by Race and Hispanic Origin.**<sup>2</sup> There are notable differences in center-based early childhood program enrollment rates among racial and ethnic groups (Figure EA 1.1.B). In 2001, 40 percent of Hispanic children were enrolled in a center-based program, compared with 59 percent of White, non-Hispanic children and 64 percent of Black, non-Hispanic children.

Throughout the 1990s, Black, non-Hispanic and White, non-Hispanic 3- to 5-year-olds have had the highest enrollments in center-based programs, with lower enrollments among Hispanics (Figure EA 1.1.B).

**Differences by Poverty Status.** There are substantial differences in center-based enrollment rates by socioeconomic status, including poverty status and maternal education (Table EA 1.1). In 2001, enrollment rates were higher among families that were at or above the poverty threshold (59 percent) than those who were below the poverty threshold (47 percent). Enrollment rates also differ by maternal education, with the highest enrollment (70 percent) among children whose mothers were college graduates and the lowest (38 percent) among children whose mothers lacked a high school diploma.

**Differences by Mother's Employment Status.** There are also differences in enrollment rates by maternal employment status (Figure EA 1.1.C). In 2001, children whose mothers were working either full-time (35 hours or more per week) or part-time (less than 35 hours per week) had substantially higher enrollment rates than children whose mothers were not in the labor force.

---

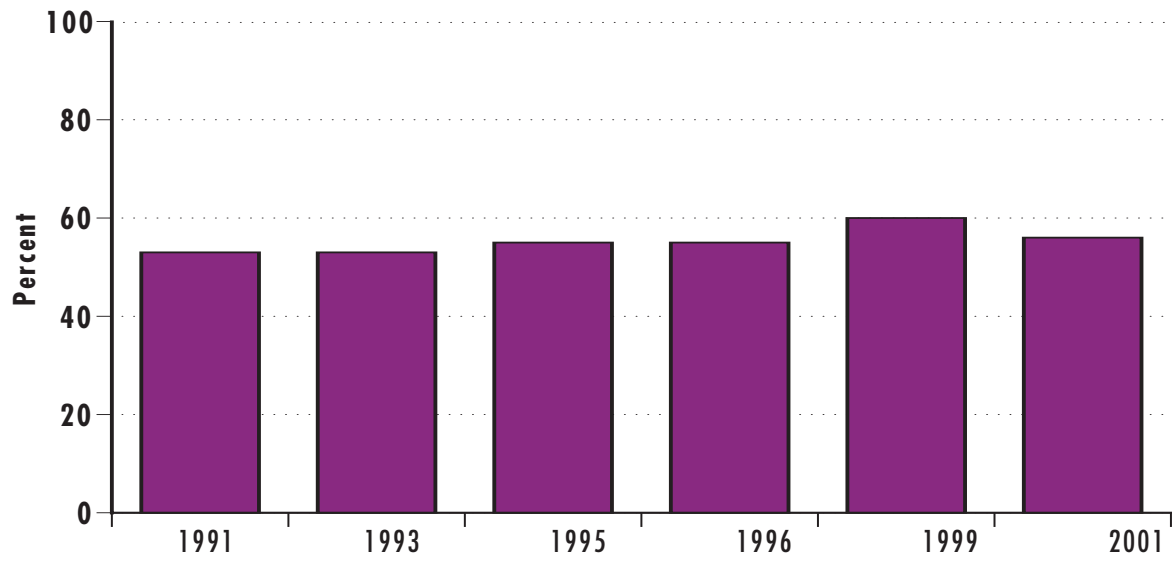
<sup>1</sup> Estimates are based on children who have yet to enter kindergarten.

<sup>2</sup> Persons of Hispanic origin may be of any race.



Figure EA 1.1.A

Percentage of 3- to 5-year-olds enrolled in center-based programs: Selected years, 1991-2001



Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## Enrollment/Attendance

**Table EA 1.1**

Percentage of 3- to 5-year-olds enrolled in center-based programs, by child and family characteristics: Selected years, 1991-2001

	1991	1993	1995	1996	1999	2001
<b>All enrolled children</b>	53	53	55	55	60	56
<b>Sex</b>						
Male	52	53	55	55	61	54
Female	53	53	55	55	59	59
<b>Race and Hispanic origin</b>						
White, non-Hispanic	54	54	57	57	60	59
Black, non-Hispanic	58	57	60	65	73	64
Hispanic <sup>a</sup>	39	43	37	39	44	40
<b>Poverty status<sup>b</sup></b>						
At or above poverty	56	53	59	59	62	59
Below poverty	44	49	45	44	52	47
<b>Family structure</b>						
Two parents	50	52	55	54	59	57
One or no parent	54	54	56	58	62	56
<b>Mother's education<sup>c</sup></b>						
Less than high school	32	33	35	37	40	38
High school/GED	46	43	48	49	52	47
Vocational/technical or some college	60	60	57	58	63	62
College graduate	72	73	75	73	74	70
<b>Mother's employment status<sup>d</sup></b>						
35 hours or more per week	59	61	60	63	65	63
Less than 35 hours per week	58	57	62	64	64	61
Looking for work	43	48	52	47	55	47
Not in labor force	45	44	47	43	52	47

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Poverty estimates for 1991 and 1993 are not comparable to later years because respondents were not asked exact household income.

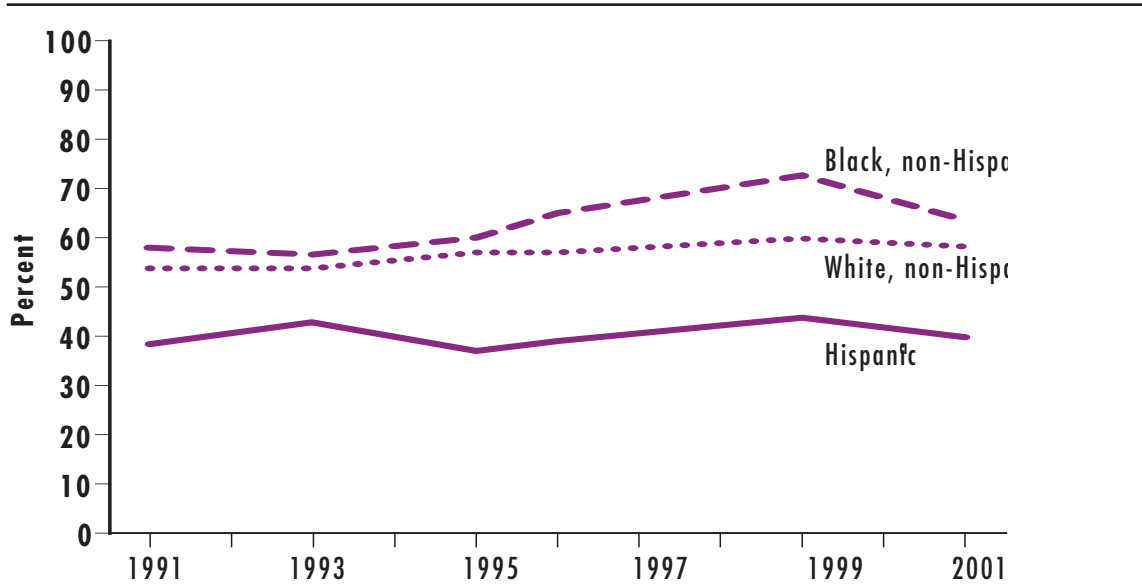
<sup>c</sup> Children without mothers in the home are not included in estimates dealing with mother's education or mother's employment status.

Note: Estimates are based on children who have not yet entered kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

**Figure EA 1.1.B**

Percentage of 3- to 5-year-olds enrolled in center-based programs, by race and Hispanic origin: 1991-2001

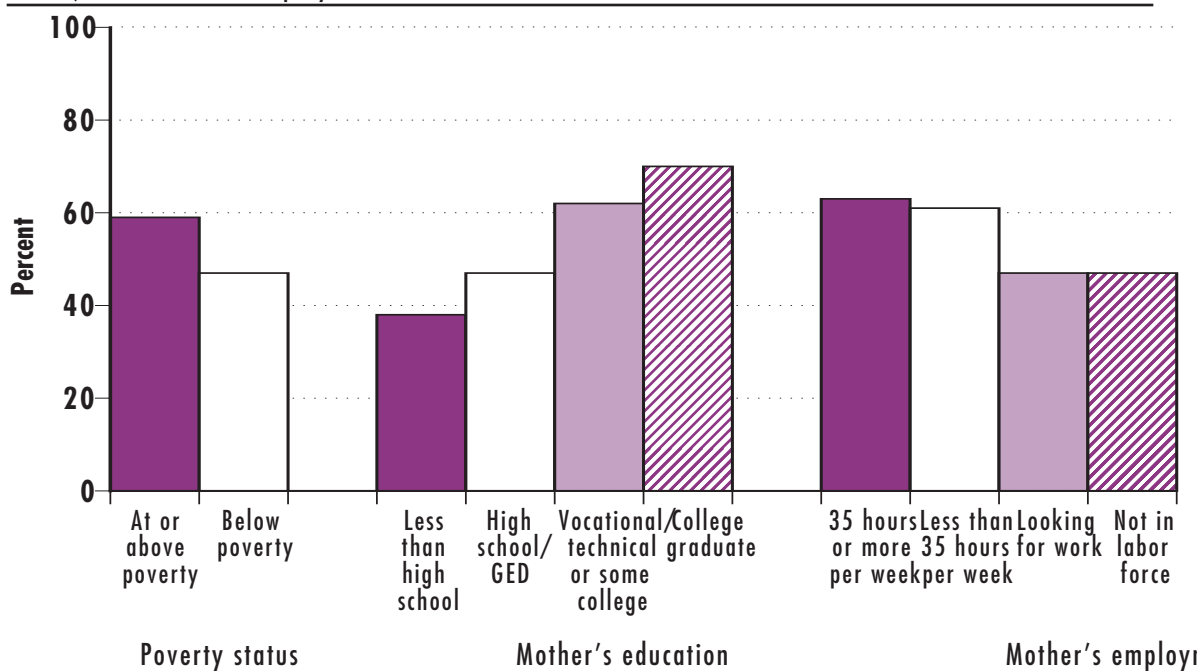


<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

**Figure EA 1.1.C**

Percentage of 3- to 5-year-olds enrolled in center-based programs, by poverty status, mother's education, and mother's employment status: 2001



Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## **EA 1.2 Ready Schools, Ready Children**

The school readiness of young children is an area of considerable interest and debate in current educational policy. There is general agreement, however, that how a child performs in school depends in part on the child's experiences before he or she ever enters a classroom. Historically, school readiness implied fixed standards of physical, intellectual, and social development sufficient to enable children to meet school requirements.<sup>1</sup> More recent discussions have broadened the framework to include the need for schools to be ready for children.<sup>2</sup> This indicator reports on selected characteristics representing both the child's readiness to begin school as well as the school's readiness to effectively teach the child.

Measures of both types of school readiness can provide important indications of how young children are being nurtured in our society and of the challenges faced by teachers and schools in preparing to meet the needs of diverse populations of children. The measures provided here include specific school readiness skills exhibited by young children before entering kindergarten (Table EA 1.2A, Figure EA 1.2.A). The second measure provides the percentage of children in center-based programs (Table EA 1.2.B, Figure EA 1.2.A). Many policymakers and educators believe that participating in early childhood programs such as Head Start,<sup>3</sup> child care, prekindergarten, and kindergarten can better prepare a child to enter first grade.<sup>3</sup> The ratio of students to teachers in elementary schools can be indicative of the readiness of schools to adequately instruct entering students, and these data are provided in Figure EA 1.2.B. Lastly, many educators fear that schools with poor or overcrowded conditions are being associated with decreases in both teacher and student performance.<sup>4</sup> The percent of public elementary schools with building deficiencies by enrollment capacity, including overcrowding, are presented in Figure EA 1.2.C.

---

<sup>1</sup> Crnic, K. & Lamberty, G. (1994). Reconsidering School Readiness: Conceptual and Applied Perspectives. *Early Education and Development*, 5(2).

<sup>2</sup> Zill, N., & Collins, M. (1995). *Approaching Kindergarten: A Look at Preschoolers in the United States*. Rockville, MD: U.S. Department of Education, Office of Educational Research and Improvement.

<sup>3</sup> U.S. Department of Education, Office of Educational Research and Improvement. (1999). *Indicator of the Month: Preprimary Education Enrollment*.

<sup>4</sup> U.S. Department of Education, National Center for Education Statistics. (2001). *The Condition of Education, 2000*. Washington, DC: U.S. Government Printing Office.

Table EA 1.2.A

Percentage of 3- to 5-year-old children not yet enrolled in kindergarten with specific school-readiness skills, by selected child and family characteristics: 1993, 1999 and 2001

	Children (in thousands)			Recognizes all letters			Counts to 20 or higher			Writes name			Reads (or pretends to)			Has 3-4 skills		
	1993	1999	2001	1993	1999	2001	1993	1999	2001	1993	1999	2001	1993	1999	2001	1993	1999	2001
<b>All Children</b>	8,579	8,549	8,551	21	24	23	52	57	56	50	51	53	72	74	71	35	39	39
<b>Age</b>																		
Age 3	3,889	3,827	3,795	11	15	12	37	41	39	22	24	23	66	70	64	15	20	16
Age 4	3,713	3,722	3,861	28	28	29	62	67	68	70	70	73	75	76	76	49	50	53
Age 5	976	1,001	896	36	44	38	78	81	82	84	87	89	81	77	81	65	69	71
<b>Sex</b>																		
Male	4,453	4,363	4,292	19	21	19	49	54	52	47	47	47	68	70	68	32	35	34
Female	4,126	4,187	4,260	23	27	27	56	60	61	53	56	58	76	77	75	39	43	43
<b>Race and Hispanic origin<sup>a</sup></b>																		
White, non-Hispanic	5,902	5,296	5,313	23	25	24	56	60	61	52	54	55	76	79	78	39	42	44
Black, non-Hispanic	1,271	1,258	1,251	18	25	23	53	60	57	45	49	52	63	66	66	31	35	35
Hispanic	1,026	1,421	1,506	10	14	14	32	41	39	42	43	43	59	57	53	22	25	22
<b>Mother's language</b>																		
English	7,805	7,599	7,533	22	25	24	55	60	60	51	53	55	73	76	75	37	41	42
Non-English	603	683	820	9	8	6	24	25	27	38	34	34	52	45	37	17	14	11
<b>Mother's highest education</b>																		
Less than high school	1,036	952	996	8	7	9	30	36	30	40	32	37	55	53	47	19	15	14
High school	3,268	2,556	2,712	17	17	16	48	48	50	48	49	48	70	69	65	30	31	30
Some college	2,624	2,586	2,406	23	25	25	59	60	63	51	52	59	79	79	78	39	42	46
College degree	912	1,455	1,418	31	35	33	68	73	70	58	61	57	84	84	83	52	54	52
Graduate degree	569	734	820	39	40	36	68	73	70	59	64	59	83	83	85	55	57	56
<b>Mother's employment</b>																		
Employed	4,486	5,058	5,148	23	24	23	57	59	60	52	53	56	75	75	75	39	40	42
Unemployed	594	452	396	17	15	17	41	53	47	46	39	47	67	64	55	29	32	28
Not in labor force	3,328	2,773	2,809	18	24	22	49	54	52	47	50	48	68	73	68	32	38	34
<b>Family type</b>																		
Two parents	6,226	5,997	6,416	22	26	24	54	58	58	51	53	54	74	75	74	37	41	41
None or one parent	2,353	2,553	2,135	18	19	17	49	54	51	47	48	48	65	69	62	31	33	31
<b>Poverty status</b>																		
Above poverty	6,323	6,575	—	24	28	—	57	62	—	53	56	—	74	77	—	40	45	—
Below poverty	2,256	1,975	—	12	10	—	41	39	—	41	37	—	64	63	—	23	19	—

<sup>a</sup> Persons of Hispanic origin may be of any race.

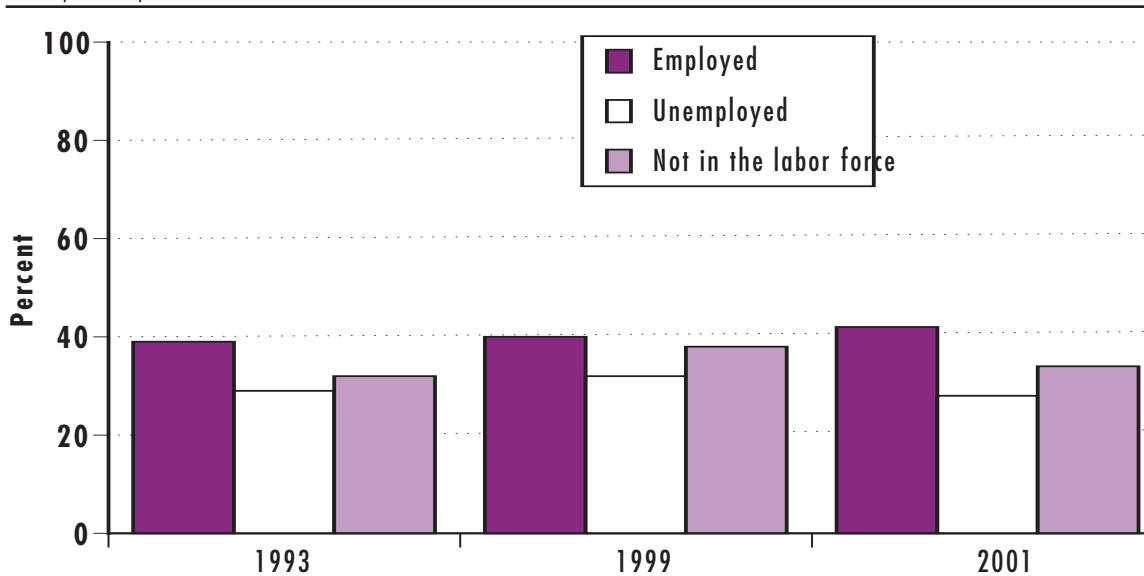
— Data not available.

Sources: U.S. Department of Education, National Center for Education Statistics. (2001). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Parent and Family Involvement in Education*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1993). *National Household Education Survey, School Readiness File*. Washington, DC: U.S. Department of Education.

## Enrollment/Attendance

**Figure EA 1.2.A**

Percentage of children with three to four school-readiness skills by mother's employment status: 1993, 1999, and 2001



Sources: U.S. Department of Education, National Center for Education Statistics. (2001). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Parent and Family Involvement in Education*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1993). *National Household Education Survey, School Readiness File*. Washington, DC: U.S. Department of Education.

**Table EA 1.2.B**

Percentage of 3- to 5-year-old children enrolled in center-based programs or kindergarten:  
Selected years, 1991-1999

	3-year olds					4-year olds					5-year-olds				
	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999
<b>All Children</b>	31.4	34.1	37.4	36.7	39.1	52.7	55.3	60.9	57.7	62.8	86.4	90.0	90.3	90.2	90.6
<b>Race and Hispanic origin<sup>a</sup></b>															
White	33.4	33.7	40.2	39.6	40.8	52.4	53.7	60.8	58.8	62.0	85.7	88.9	88.6	88.8	90.3
Black	31.6	41.9	41.1	40.5	46.9	57.4	62.9	68.2	67.8	74.1	92.3	93.2	93.7	94.1	96.0
Hispanic	19.8	27.2	21.2	22.1	23.7	47.5	48.9	49.0	45.3	54.7	85.3	91.4	93.4	90.4	87.5
<b>Family income</b>															
\$10,000 or less	25.4	32.7	26.2	36.0	33.0	43.3	52.6	54.3	52.7	53.8	86.1	89.2	90.9	92.7	90.5
\$10,001-20,000	23.2	21.6	27.0	28.0	29.7	45.0	47.2	52.3	45.3	50.5	84.6	90.4	89.7	87.6	85.7
\$20,001-35,000 <sup>b</sup>	21.3	22.2	27.7	30.8	31.3	48.0	47.8	49.7	50.6	61.6	85.1	86.8	90.7	87.8	91.4
\$35,001-50,000 <sup>b</sup>	33.4	37.9	38.1	42.2	36.7	52.3	57.2	59.5	58.2	59.1	87.3	90.6	88.5	89.7	87.4
\$50,001 or more	52.9	58.7	61.2	55.0	53.0	74.8	73.2	80.7	75.8	74.1	89.0	93.7	90.9	92.8	93.8
<b>Parent's highest education</b>															
Less than high school	17.3	17.1	16.0	22.0 <sup>c</sup>	24.5	33.1	42.8	42.4 <sup>c</sup>	47.3 <sup>c</sup>	47.2	85.5	79.9	92.5	90.3	94.0
High school	23.0	23.0	26.3	28.9	26.8	40.8	43.2	51.1	47.3	58.4	84.8	89.0	89.2	89.9	88.9
Some college	31.0	35.9	35.6	34.5	38.2	56.3	61.1	63.3	59.8	58.4	87.7	91.1	90.2	88.6	90.0
College degree	41.5	41.1	51.7	49.6	50.9	67.2	64.1	70.7	62.6	70.9	88.1	92.5	91.6	92.6	92.2
Graduate degree	53.0	61.9	60.8	60.4	57.0	72.0	73.3	77.9	78.1	76.8	87.0	94.3	89.8	92.1	91.9
<b>Family type</b>															
Two biological or adoptive parents	—	34.4	38.6	38.0	39.2	—	55.1	61.3	57.8	63.2	—	89.1	88.8	89.0	91.3
One biological or adoptive parent	—	33.8	36.9	37.3	38.7	—	57.2	63.0	58.4	62.8	—	92.1	94.0	91.9	90.4
One biological or adoptive parent and one step-parent	—	32.7 <sup>c</sup>	23.1 <sup>c</sup>	14.7 <sup>c</sup>	25.6	—	49.5 <sup>c</sup>	46.9 <sup>c</sup>	45.8 <sup>c</sup>	56.4	—	87.3	89.4	93.2	85.5

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> The middle two income ranges were \$20,001-30,000 and \$30,001-50,000, respectively.

<sup>c</sup> Interpret with caution; standard errors are large due to small sample sizes.

— Data not available.

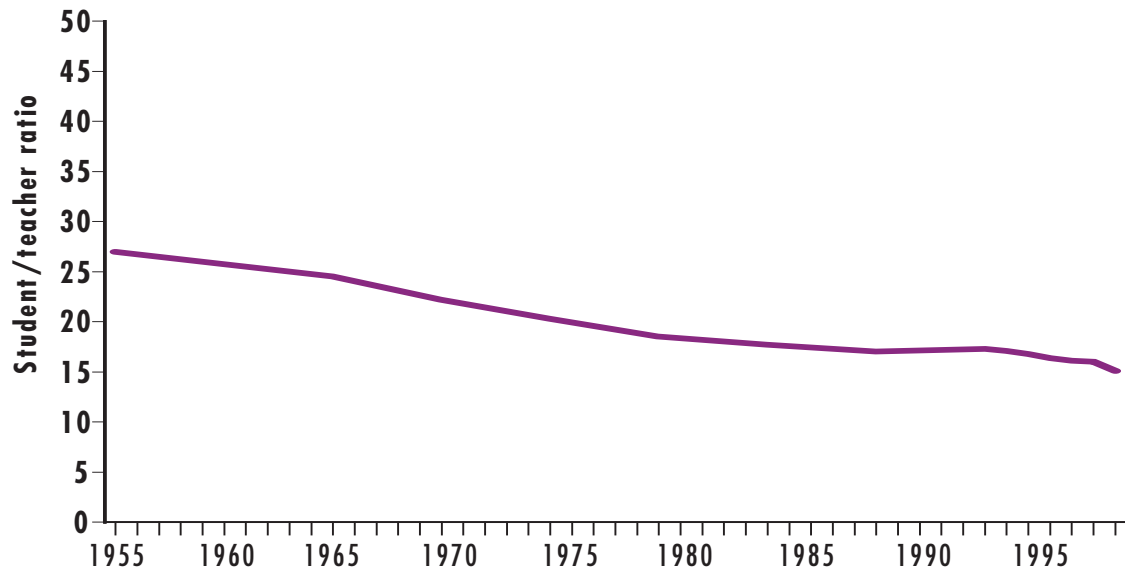
Note: Included in the total but not shown separately are children from other racial/ethnic groups and other types of family structures. This analysis includes children ages 3-5 who were not enrolled in first grade. Age is as of December 31 of the prior year.

Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Parent and Family Involvement in Education*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1996). *National Household Education Survey, Parent and Family Involvement in Education File*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1995). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1993). *National Household Education Survey, School Readiness File*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1991). *National Household Education Survey, Early Childhood Education File*. Washington, DC: U.S. Department of Education.

## Enrollment/Attendance

**Figure EA 1.2.B**

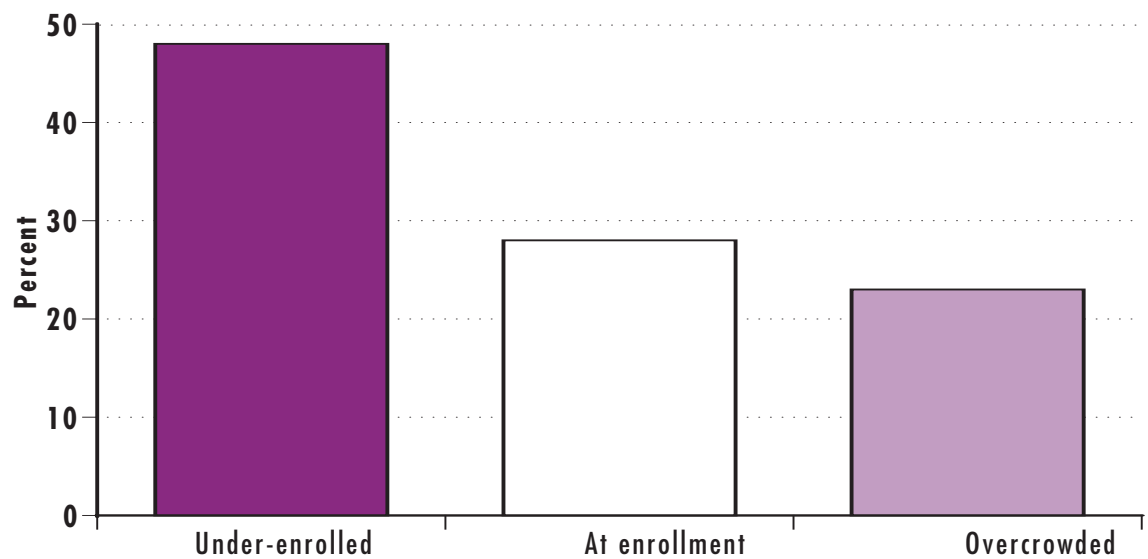
Public elementary and secondary student-teacher ratios: 1955-2001



Source: U.S. Department of Education, National Center for Education Statistics. (2002). *Digest of Education Statistics: 2001*. (Issue No. 034). Washington, DC: U.S. Government Printing Office.

**Figure EA 1.2.C**

Percent distribution of public elementary schools with building deficiencies by enrollment capacity: 1999



Source: U.S. Department of Education, National Center for Education Statistics. (1999). *Condition of America's Public School Facilities, 1999*. Washington, DC: U.S. Government Printing Office.





### EA 1.3 School Absenteeism

An important aspect of youths' access to education is the amount of time actually spent in the classroom. When students are absent from school, they forgo opportunities to learn. As a result, nonattendance is considered detrimental to students' achievement, promotion, graduation, and employment potential.

**Differences by Grade.** The percentage of 8th graders who were absent from school 3 or more days in the preceding month has remained relatively constant between 20 and 23 percent from 1990 to 2001 (Table EA 1.3). During the same time period, a slightly larger percentage of 12th graders were absent from school for that length of time, with percentages ranging between 26 and 31 percent.

**Differences by Race and Hispanic Origin.**<sup>1</sup> Among 8th graders in 2001, American Indian/Alaska Native, at 28 percent, were the most likely to have been absent 3 or more days in the preceding month. Asian youth had the lowest absentee rate at 11 percent, followed by White, non-Hispanic, Hispanic, and Black, non-Hispanic youth at 20, 23, and 22 percent, respectively. The patterns are similar for 12th graders, though the differences range from lows of 22 to 31 percent for White, non-Hispanic, Asian, Hispanic, and Black, non-Hispanic youth, to a high of 44 percent for American Indians/Alaska Natives.

**Differences by Parents' Education Level.**<sup>2</sup> Absences from school were highest for youth whose parents had less than a high school education (Figure EA 1.3). In 2001, for example, 26 percent of 8th graders whose parents lacked a high school diploma were absent from school 3 or more days in the preceding month, compared with 16 percent of their peers who had at least one parent with a college degree. Similar differences were reported for 12th graders.

**Differences by Type of School.** Students who attended private or Catholic schools had fewer school absences than did students from public schools, across all grades and years (Table EA 1.3).

---

<sup>1</sup> Persons of Hispanic origin may be of any race.

<sup>2</sup> Parents' education level refers to the highest level of education completed by either parent.

**Table EA 1.3**

Percentage of 8th and 12th graders who were absent from school 3 or more days in the preceding month, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1990-2001

	8th Grade							12th Grade						
	1990	1992	1994	1996	1998	2000	2001	1990	1992	1994	1996	1998	2000	2001
<b>All absent students</b>	23	22	22	23	21	20	20	31	26	28	26	26	26	26
<b>Sex</b>														
Male	21	21	22	22	21	20	20	29	24	27	25	26	24	25
Female	24	24	22	23	22	19	21	32	27	28	28	28	28	26
<b>Race and Hispanic origin<sup>a</sup></b>														
White, non-Hispanic	22	21	20	21	21	18	20	30	24	26	26	26	24	24
Black, non-Hispanic	23	22	27	25	23	22	22	30	29	32	28	28	31	27
Hispanic	26	31	28	29	25	26	23	34	32	32	29	32	33	31
Asian/Pacific Islander	9	12	21	18	17	10	11	32	19	28	26	26	20	22
American Indian/ Alaska Native	37	38	39	29	34	34	28	—	—	53	30	41	42	44
<b>Parents' highest education<sup>b</sup></b>														
Less than high school	38	31	33	32	33	28	26	41	30	36	35	32	35	31
High school	27	23	26	26	25	24	25	34	28	30	29	30	29	29
Some college	22	21	22	23	23	21	22	31	26	27	30	27	28	26
College degree	15	19	18	18	17	14	16	26	23	25	21	24	22	22
<b>Type of school</b>														
Public	23	23	23	23	22	20	21	31	27	28	28	28	27	26
Nonpublic	13	14	15	16	15	14	17	24	17	21	18	19	21	22

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Sample size is insufficient to permit a reliable estimate.

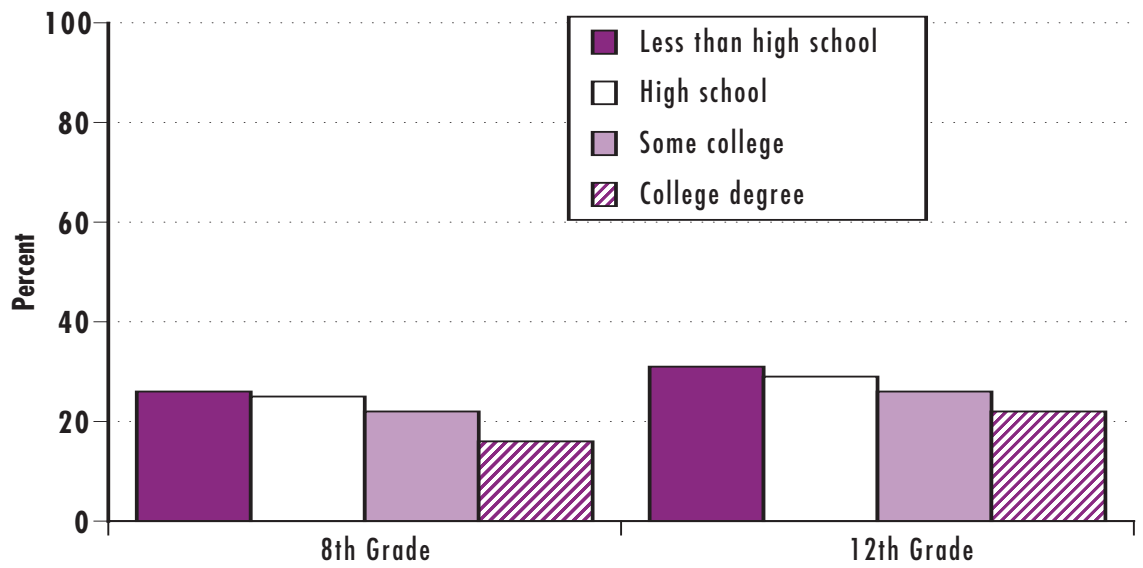
Note: The sample for this table is based on the 1990, 1992, 1996, and 2000 NAEP Mathematics Assessment; the 1994 and 1998 NAEP Reading Assessment; and the 2001 U.S. History Assessment

Source: U.S. Department of Education, National Center for Education Statistics. (2001). *National Assessment of Educational Progress*. Washington, DC: U.S. Department of Education.

## Enrollment/Attendance

**Figure EA 1.3**

Percentage of 8th and 12th graders who were absent from school 3 or more days in the preceding month by parents' education level: 2001



Source: U.S. Department of Education, National Center for Education Statistics. (2001). *National Assessment of Educational Progress*. Washington, DC: U.S. Department of Education.



## EA 1.4 High School Dropouts

Because high school completion has become a requirement for accessing additional education, training, or the labor force, the economic consequences of leaving high school without a diploma are severe. On average, dropouts are more likely to be unemployed than high school graduates and to earn less money when they eventually secure work.<sup>1</sup> High school dropouts are also more likely to receive public assistance than high school graduates who do not go on to college.<sup>2</sup> Young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates.<sup>3</sup> Lastly, dropouts make up a disproportionate percentage of the nation's prison and death row inmates.<sup>4</sup>

There are several ways to calculate dropout rates. The one used here is the event dropout rate, which is the proportion of students who were enrolled in 1 year who were then not enrolled in the following year and did not earn a high school credential in the intervening year. According to this measure, 5 percent of all young people 15 to 24 years old who were enrolled in school in 2000, were not enrolled in grades 10 to 12 in 2001 (Table EA 1.4 and Figure 1.4.A).

**Differences by Sex.** The dropout rate for male students was slightly higher than the dropout rate for female students in 2001.<sup>5</sup> Approximately 6 percent of males and 4 percent of females dropped out of high school in 2001.

**Differences by Family Income.**<sup>6</sup> Family income serves as a good indicator for other social and economic factors that are likely to be related to a young person's decision to stay in school. Since the mid-1970s there has been an overall downward trend in the dropout rates for young adults living in families at all income levels. Most of the declines in dropout rates for all income groups occurred in the 1970s and 80s. Since 1990, event dropout rates for all income groups have stabilized (Table EA 1.4 and Figure EA 1.4.B).

**Differences by Race and Hispanic origin.** The 2001 data on event dropouts by race and ethnicity confirm some earlier findings about the strong association between race/ethnicity and the likelihood of dropping out of school.<sup>7</sup> For example, the High School and Beyond Study shows that Hispanics and Blacks are at greater risk of dropping out than Whites.<sup>8</sup> In 2001, 9 percent of Hispanic and 6 percent of Black, non-Hispanic youth dropped out of school compared to 4 percent of White, non-Hispanic youth.

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2000). *The Condition of Education, 1999*. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics. (1999). *The Condition of Education, 1998*. Washington, DC: U.S. Government Printing Office.

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics. (1997). *Dropout Rates in the United States: 1996*. Washington, DC: U.S. Government Printing Office.

<sup>4</sup> U.S. Bureau of Justice Statistics. (1991). *Comparing Federal and State Prison Inmates, 1991*. Washington, DC: U.S. Government Printing Office.

<sup>5</sup> U.S. Department of Education, National Center for Education Statistics. (2003). *Dropout Rates in the United States: 2001*. Washington, DC: U.S. Government Printing Office.

<sup>6</sup> The variable used to assess family income is derived from a single question asked of the household respondent in the October Current Population Survey.

<sup>7</sup> U.S. Department of Education, National Center for Education Statistics. (2000). *Dropout Rates in the United States: 1999*. Washington, DC: U.S. Government Printing Office.

<sup>8</sup> Ekstron, R., Goertz, M., Pollack, M., & Rock, D. (1987). *School Dropouts. Patterns and Policies*. New York, NY: Teachers College Press.

**Table EA 1.4**

Event dropout rate (percentage) of 15- through 24-year-olds who dropped out of grades 10 through 12, by sex, family income, and race and Hispanic origin: Selected years, 1975-2001

	1975	1980	1985	1990 <sup>a</sup>	1995 <sup>a</sup>	1996 <sup>a</sup>	1997 <sup>a</sup>	1998 <sup>a</sup>	1999 <sup>a</sup>	2000 <sup>a</sup>	2001 <sup>a</sup>
<b>All Youth</b>	6	6	5	4	6	5	5	5	5	5	5
<b>Sex</b>											
Male	5	7	5	4	6	5	5	5	5	6	6
Female	6	6	5	4	5	5	4	5	5	4	4
<b>Family income<sup>b</sup></b>											
Low income	16	16	14	10	13	11	12	13	11	10	11
Middle income	6	6	5	4	6	5	4	4	5	5	5
High income	3	3	2	1	2	2	2	3	2	2	2
<b>Race and Hispanic origin<sup>c</sup></b>											
White, non-Hispanic	5	5	4	3	5	4	4	4	4	4	4
Male	5	6	5	4	5	4	—	—	—	—	—
Female	5	5	4	3	4	4	—	—	—	—	—
Black, non-Hispanic	9	8	8	5	6	7	5	5	7	6	6
Male	8	8	8	4	8	5	—	—	—	—	—
Female	9	9	7	6	5	9	—	—	—	—	—
Hispanic	11	12	10	8	12	9	10	9	8	7	9
Male	10	18	9	9	12	10	—	—	—	—	—
Female	12	7	10	7	13	8	—	—	—	—	—

<sup>a</sup> Numbers after 1990 reflect new editing procedures instituted by the Census Bureau for cases with missing data on school enrollment items. Numbers after 1992 reflect new wording of the educational attainment item in the Current Population Survey. Numbers after 1994 may reflect changes in the Current Population Survey due to newly instituted computer-assisted interviewing and/or due to the change in the population controls to the 1990 Census-based estimates, with adjustments for undercount.

<sup>b</sup> Low income is defined as the bottom 20 percent of all family incomes for the year; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes. See the glossary for a full definition of family incomes.

<sup>c</sup> Persons of Hispanic origin may be of any race.

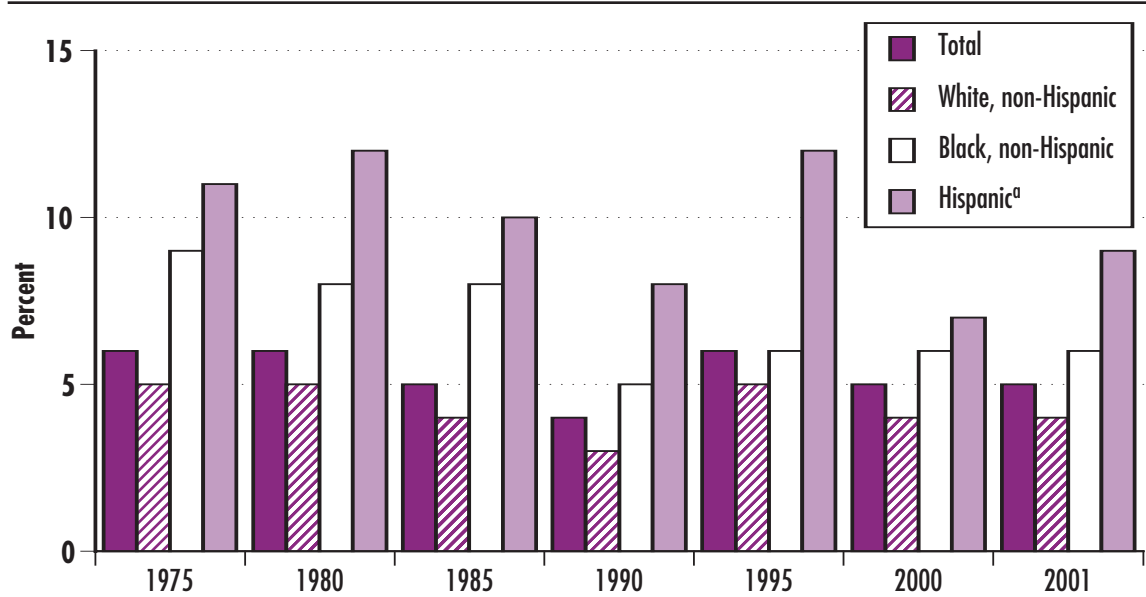
— Data not available.

Source: U.S. Department of Education, National Center for Education Statistics. (2003). *Dropout Rates in the United States: 2001*. Washington, DC: U.S. Government Printing Office.

**Enrollment/Attendance**

**Figure EA 1.4.A**

Event dropout rate (percentage) for youth in grades 10 to 12, by race and Hispanic origin: Selected years, 1975-2001

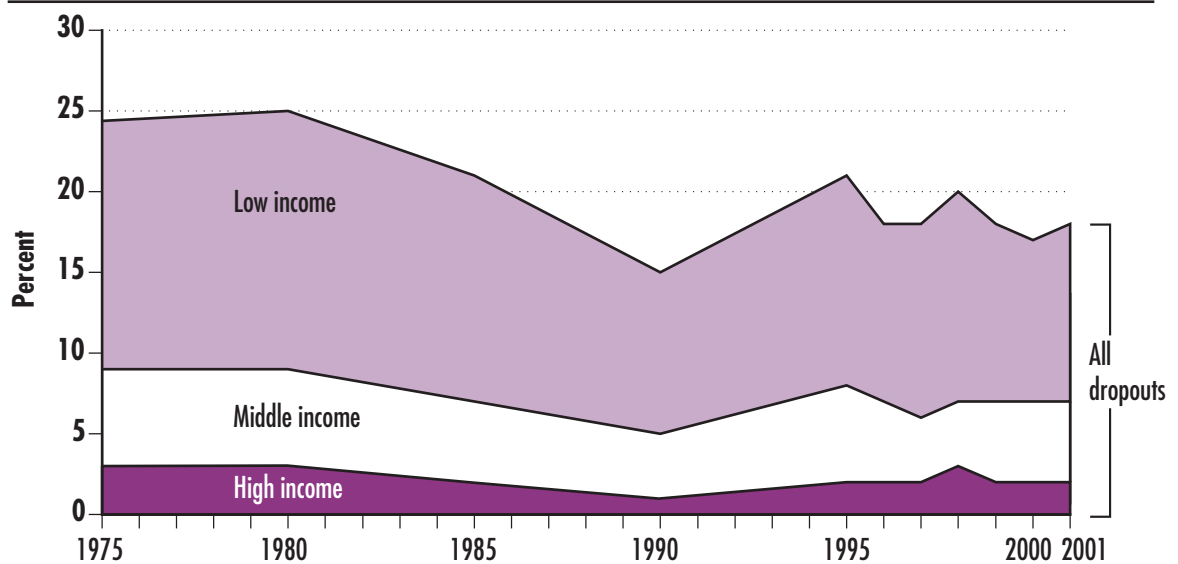


<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: U.S. Department of Education, National Center for Education Statistics. (2003). *Dropout Rates in the United States: 2001*. Washington, DC: U.S. Government Printing Office.

**Figure EA 1.4.B**

Event dropout rate for youth in grades 10 to 12 (ages 15 to 24), by family income: 1975-2001



Source: U.S. Department of Education, National Center for Education Statistics. (2003). *Dropout Rates in the United States: 2001*. Washington, DC: U.S. Government Printing Office.





## EA 1.5 High School Completion

The differences in employment rates and earnings between youth who have completed high school and those who have not have been growing over the past two decades. In 1998, young males and females ages 25 to 34 who dropped out of high school scored 30 and 31 percent less than their peers who received a high school diploma.<sup>1</sup>

The high school completion rate represents the proportion of 18- to 24-year-olds who have earned a high school diploma or alternative credential, such as the General Education Development (GED) credential. In 2001, the high school completion rate for the country was 87 percent; a slight increase since 1972 (Table EA 1.5). Between 1972 and 1985, the high school completion rate climbed 2 percentage points from 83 to 85 percent. Since 1985 the completion rate has remained steady at around 86 percent.

Although the overall completion rate has remained steady in recent years, the number of youth earning a traditional high school diploma has been decreasing. In 1990, 81 percent of high school completers earned a diploma, compared with 77 percent in 1999. However, the alternative credential has become more common in recent years—between 1990 and 1999 the number of youth earning an equivalent credential almost doubled, rising from 5 to 9 percent.

**Differences by Race and Hispanic Origin.**<sup>2</sup> The high school completion trend data for different racial/ethnic groups are similar to the national trend data, with positive increases in completion early in the last quarter century, and rates stabilizing in the last decade. Specifically, high school completion rates for White, non-Hispanic students climbed from 86 percent in 1972 to about 90 percent in the early 1990s (Figure EA 1.5). Since that time, the completion rate has fluctuated around 90 percent. However, the 2001 completion rate of 91 percent for Whites was significantly higher than their completion rates in every year before 1990.<sup>3</sup>

The high school completion rate for Black, non-Hispanic youth has also increased significantly since 1972 but has stabilized in the 1990s. Furthermore, the gap between Black, non-Hispanic and White, non-Hispanic completion rates has narrowed during that timeframe. In 1972, the completion gap was 14 percent, while in 2001 the gap had closed to 5 percent.

In contrast to the closing of the Black–White gap in high school completion rates, the Hispanic–White completion gap was about the same in 2001 as it was in 1972 (30- and 25-point differences, respectively). Although the Hispanic high school completion rate increased during this period, it did so at a rate that was no faster than that for Whites, non-Hispanic.

---

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2001). *The Condition of Education, 2000*. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> Persons of Hispanic origin may be of any race.

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics. (2001). *Dropout Rates in the United States: 2000*. Washington, DC: U.S. Department of Education.

**Table EA 1.5**

High school completion rates (percentage) and method of completion for 18- to 24-year-olds, by race and Hispanic origin: Selected years, 1972-2001

	1972	1975	1980	1985	1990	1995 <sup>a</sup>	1996 <sup>a</sup>	1997 <sup>a</sup>	1998 <sup>a</sup>	1999 <sup>a</sup>	2000 <sup>a</sup>	2001 <sup>a</sup>
<b>All youth</b>	83	84	84	85	86	85	86	86	85	86	87	87
Diploma	—	—	—	—	81	78	76	77	75	77	—	—
Equivalent <sup>b</sup>	—	—	—	—	5	8	10	9	10	9	—	—
<b>White, non-Hispanic</b>	86	87	88	88	90	90	92	91	90	91	92	91
Diploma	—	—	—	—	85	83	81	81	80	82	—	—
Equivalent <sup>b</sup>	—	—	—	—	5	7	11	9	10	9	—	—
<b>Black, non-Hispanic</b>	72	70	75	81	83	85	83	82	81	84	84	86
Diploma	—	—	—	—	78	75	73	72	72	73	—	—
Equivalent <sup>b</sup>	—	—	—	—	5	9	10	10	10	11	—	—
<b>Hispanic<sup>c</sup></b>	56	62	57	67	59	63	62	67	63	63	64	66
Diploma	—	—	—	—	55	54	55	59	52	55	—	—
Equivalent <sup>b</sup>	—	—	—	—	4	9	7	8	11	9	—	—

a Numbers from 1992 on reflect new wording of the educational attainment item in the Current Population Survey. Numbers from 1994 on may reflect changes in the Current Population Survey due to newly instituted computer-assisted interviewing and/or due to the change in the population controls used this year to the 1990 Census-based estimates, with adjustments for undercount.

b Equivalents include alternative credentials obtained by passing examinations such as the General Educational Development (GED) exams.

c Persons of Hispanic origin may be of any race.

Note: Table refers to 18- to 24-year-olds who are enrolled in high school or below.

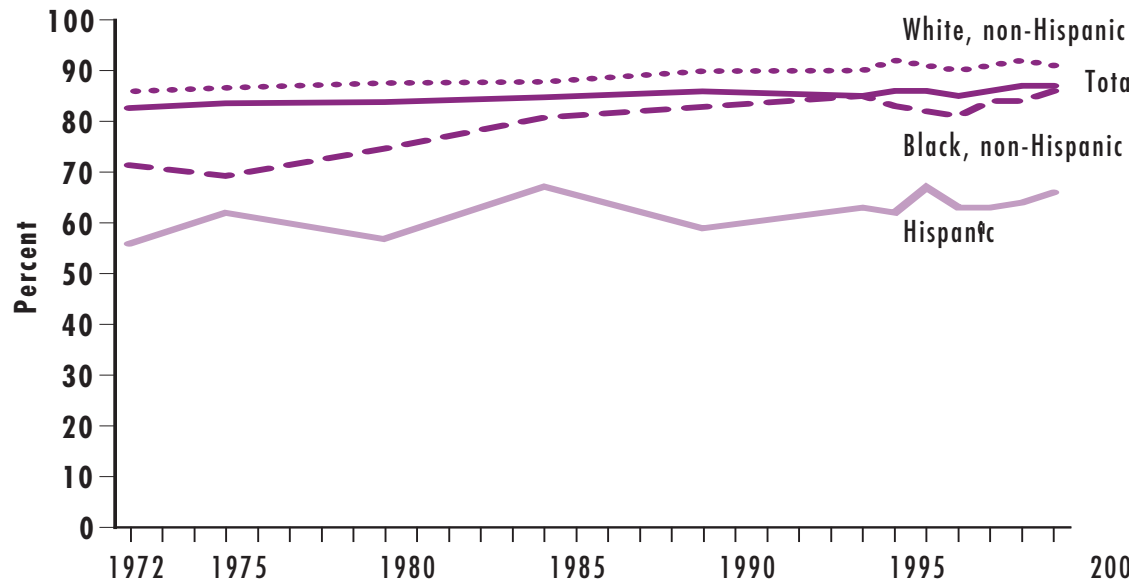
— Data not available

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## Enrollment/Attendance

**Figure EA 1.5**

High school completion rates for 18- to 24-year-olds, by race and Hispanic origin: 1972-2001



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.



## EA 1.6 College Attendance and Completion

College attendance and receipt of a bachelor's degree increase employment opportunities and income potential. Adults with higher levels of education are more likely to participate in the labor force. For example in 1999, 80 percent of adults over age 25 who had completed college participated in the labor force compared to 65 percent of high school graduates and 43 percent of high school dropouts.<sup>1</sup> Furthermore, between 1979 and 1999, median real weekly wages increased by almost 15 percent for males age 25 and over who had completed college, while falling by 12 percent for men with only a high school diploma. Thus, college graduates earned 68 percent more than high school graduates in 1999, up from 29 percent in 1979.<sup>2</sup>

The past three decades have witnessed a growth in the number of young adults completing college-level work. The percentage of 25- to 29-year-olds who had completed at least some college and the percentage who received a bachelor's degree or higher have both increased by 50 percent between 1971 and 2002 (Table EA 1.6 and Figures EA 1.6.A and EA 1.6.B).

**Differences by Race and Hispanic origin.**<sup>3</sup> In 2002, White, non-Hispanic 25- to 29-year-olds were far more likely (36 percent) to complete college than either their Black, non-Hispanic (18 percent) or their Hispanic (9 percent) peers. Furthermore, White, non-Hispanic 25- to 29-year-olds were more likely to have attended college than Black, non-Hispanics and Hispanics (66 versus 53 and 31 percent respectively).

**Differences by Sex.** In 1971, the percentage of male 25- to 29-year-olds completing college was 6 percentage points higher than the percentage of females. Over the past three decades, however, this gap lessened gradually, and in 1991 more females were completing college. By 2002, 5 percent more females than males completed college. A similar trend was observed for college attendance (Table EA 1.6).

---

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2002). *Digest of Education Statistics: 2001*. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> White House Council of Economic Advisors. (2000). *Teens and their Parents in the 21st Century*. Washington, DC: U.S. Government Printing Office.

<sup>3</sup> Persons of Hispanic origin may be of any race.

**Table EA 1.6**

Percentage of 25- to 29-year-olds who have attended some college or have received a bachelor's degree or higher, by race and Hispanic origin, and sex: Selected years, 1971-2002

	1971	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000	2001	2002
<b>Some college or more<sup>a</sup></b>	34	42	45	44	45	54	57	57	58	58	58	58	58
<b>Race and Hispanic origin<sup>b</sup></b>													
White, non-Hispanic	37	44	48	46	48	60	62	63	64	64	64	65	66
Black, non-Hispanic	18	28	32	34	36	45	48	47	50	51	53	51	53
Hispanic	15	22	23	27	23	29	31	33	33	31	33	32	31
<b>Sex</b>													
Male	39	47	48	44	44	52	55	55	55	55	55	54	54
Female	29	36	42	43	45	56	59	59	61	61	62	63	62
<b>Bachelor's degree or higher<sup>c</sup></b>	17	22	23	22	23	25	27	28	27	28	29	29	29
<b>Race and Hispanic origin<sup>b</sup></b>													
White, non-Hispanic	19	24	25	24	26	29	32	33	32	34	34	33	36
Black, non-Hispanic	7	11	12	12	13	15	15	14	16	15	18	18	18
Hispanic	5	9	8	11	8	9	10	11	10	9	10	11	9
<b>Sex</b>													
Male	20	25	24	23	24	25	26	26	26	27	28	26	27
Female	14	19	21	21	23	25	28	29	29	30	30	31	32
<b>Associate's degree</b>	—	—	—	—	—	8	8	8	9	9	9	9	8
<b>Race and Hispanic origin<sup>b</sup></b>													
White, non-Hispanic	—	—	—	—	—	9	9	9	9	10	10	9	9
Black, non-Hispanic	—	—	—	—	—	7	7	6	7	9	8	9	8
Hispanic	—	—	—	—	—	4	5	6	6	6	6	6	6

<sup>a</sup> This was measured as "one or more years of college" for 1971-1991 and as "some college or more" for 1992-1997.

<sup>b</sup> Persons of Hispanic origin may be of any race.

<sup>c</sup> This was measured as "four or more years of college" for 1971-1991 and as "bachelor's degree or higher" for 1992-1997.

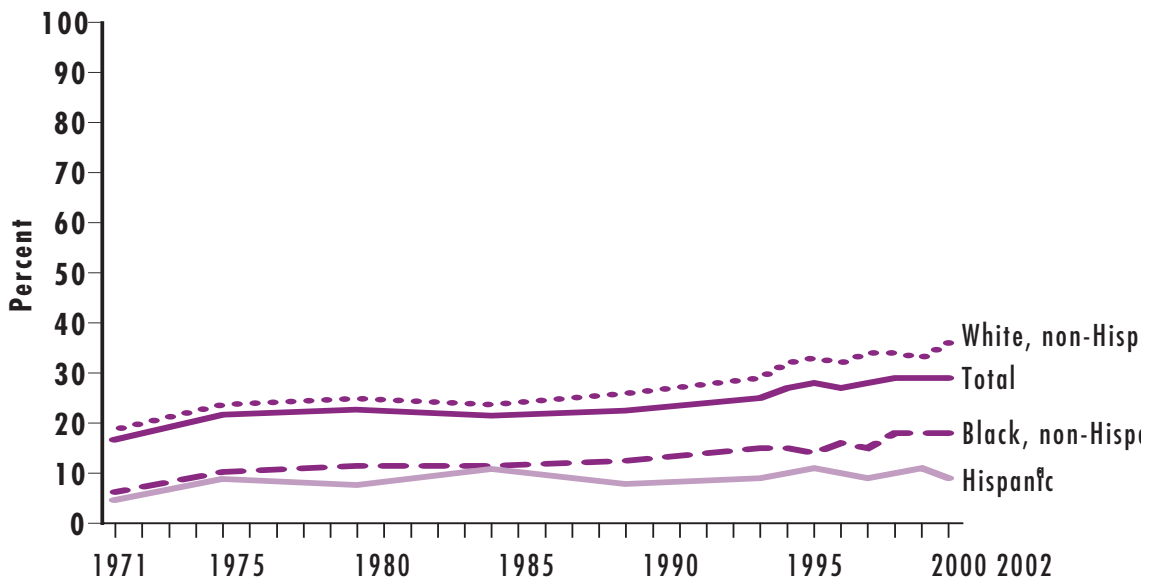
— Data not available.

Note: Data in this table have been revised and therefore do not match data presented in previous issues of this report.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education, 2002*. Washington, DC: U.S. Government Printing Office.

**Figure EA 1.6.A**

Percentage of 25- to 29-year-olds who have received a bachelor's degree by race and Hispanic origin: 1971-2002

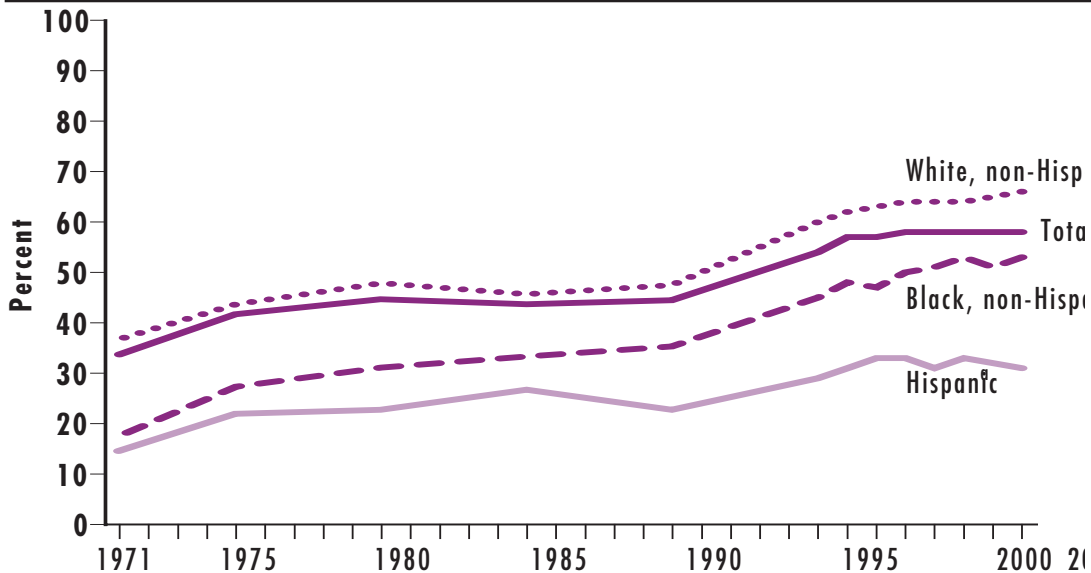


<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education, 2002*. Washington, DC: U.S. Government Printing Office.

**Figure EA 1.6.B**

Percentage of 25- to 29-year-olds who have attended some college by race and Hispanic origin: 1971-2002



<sup>a</sup> Persons of Hispanic origin may be of any race.

Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Department of Education, National Center for Education Statistics. (2003). *The Condition of Education, 2002*. Washington, DC: U.S. Government Printing Office.



Enrollment/  
Attendance

**Achievement/  
Proficiency**

---

Related  
Behaviors and  
Characteristics

## EA 2.1 Reading Proficiency for Youth Ages 9, 13, and 17

In order to monitor progress in the reading achievement of students in the United States, the National Assessment of Educational Progress (NAEP) has conducted national assessments of the reading performance of 9-, 13-, and 17-year-olds. There are five levels of reading proficiency reported by NAEP, ranging from Level 150 (completing simple, discrete reading tasks) to Level 350 (learning from specialized reading materials). The following tables report the average reading proficiency scores of students in the three age groups between 1971 and 1999.

**Differences by Age.** Among 9-year-olds, average reading proficiency scores improved between 1971 and 1980, declined between 1980 and 1984, and remained steady until 1999, so that the average score in 1999 was similar to the score in 1975 (Table EA 2.1.A). Among 13-year-olds, average reading proficiency scores varied from year to year and were similar in 1999 and 1971 (Table EA 2.1.B). Among 17-year-olds, average scores increased between 1971 and 1988, remained stable between 1988 and 1992, and then showed a slight decline through 1999, so that the average score in 1999 was similar to the score in 1975 (Table EA 2.1.C).

**Differences by Sex.** Females have scored consistently higher than males over time and for all ages. For example, among 17-year-olds in 1999, females had an average score of 295, compared with an average score of 282 for males (Table EA 2.1.C).

**Differences by Race and Hispanic Origin.**<sup>1</sup> There are large and consistent differences in reading proficiency by race and Hispanic origin among all age groups; for example, among 17-year-olds in 1999, Whites, non-Hispanic had higher average reading proficiency scores than either Blacks, non-Hispanic or Hispanics (Table EA 2.1.C). However, the gaps in reading proficiency scores between Whites, non-Hispanic and Blacks, non-Hispanic have narrowed since the mid-1970s among 17-year-olds (Figure EA 2.1).

**Differences by Parents' Education Level.**<sup>2</sup> Average reading proficiency levels vary dramatically by parents' education level; for example, among 13-year-olds and 17-year-olds in 1999, the lowest average reading proficiency scores were among youth whose better-educated parent did not have a high school education, while the highest scores were among youth who had a parent with post-high school education (Tables EA 2.1.B and EA 2.1.C).

**Differences by Type of School.** Average reading proficiency scores have been consistently higher among youth attending nonpublic schools than among youth attending public schools. This is true for every age group and every year reported (Tables EA 2.1.A, EA 2.1.B, and EA 2.1.C).

---

<sup>1</sup> Persons of Hispanic origin may be of any race.

<sup>2</sup> Parents' education level refers to the highest level of education completed by either parent. It is not reported at age 9 because approximately one-third of these students did not know their parents' education level.

**Table EA 2.1.A**

Average reading proficiency for 9-year-olds, by sex, race and Hispanic origin, and type of school:  
Selected years, 1971-1999

	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
<b>All 9-year-olds</b>	208	210	215	211	212	209	211	211	212	212
Sex										
Male	201	204	210	208	208	204	206	207	207	209
Female	214	216	220	214	216	215	215	215	218	215
Race and Hispanic origin <sup>a</sup>										
White, non-Hispanic	214	217	221	218	218	217	218	218	220	221
Black, non-Hispanic	170	181	189	186	189	182	185	185	191	186
Hispanic	—	183	190	187	194	189	192	186	195	193
Type of school										
Public	—	—	214	209	210	208	209	209	210	210
Nonpublic	—	—	227	223	223	228	225	225	227	226

<sup>a</sup> Persons of Hispanic origin may be of any race.

— Data not available.

Note: The reading proficiency scale ranges from 0 to 350:

Level 150: Simple, discrete reading tasks

Level 200: Partial skills and understanding

Level 250: Interrelates ideas and makes generalizations

Level 300: Understands complicated information

Level 350: Learns from specialized reading materials

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

## Achievement/Proficiency

**Table EA 2.1.B**

Average reading proficiency for 13-year-olds, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1971-1999

	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
<b>All 13-year-olds</b>	255	256	259	257	258	257	260	258	258	259
Sex										
Male	250	250	254	253	252	251	254	251	251	254
Female	261	262	263	262	263	263	265	266	264	265
Race and Hispanic origin <sup>a</sup>										
White, non-Hispanic	261	262	264	263	261	262	266	265	266	267
Black, non-Hispanic	222	226	233	236	243	242	238	234	234	238
Hispanic	—	233	237	240	240	238	239	235	238	244
Parents' highest education <sup>b</sup>										
Less than high school	238	239	239	240	247	241	239	237	239	240
High school	256	255	254	253	253	251	252	251	251	251
Some college	270	270	271	268	265	267	270	269	269	270
Type of school										
Public	—	—	257	255	256	255	257	256	256	257
Nonpublic	—	—	271	271	268	270	276	276	273	276

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Data not available.

Note: The reading proficiency scale ranges from 0 to 350:

Level 150: Simple, discrete reading tasks

Level 200: Partial skills and understanding

Level 250: Interrelates ideas and makes generalizations

Level 300: Understands complicated information

Level 350: Learns from specialized reading materials

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

**Table EA 2.1.C**

Average reading proficiency for 17-year-olds, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1971-1999

	1971	1975	1980	1984	1988	1990	1992	1994	1996	1999
<b>All 17-year-olds</b>	285	286	286	289	290	290	290	288	288	288
Sex										
Male	279	280	282	284	286	284	284	282	281	282
Female	291	291	289	294	294	297	296	295	295	295
Race and Hispanic origin <sup>a</sup>										
White, non-Hispanic	291	293	293	295	295	297	297	296	295	295
Black, non-Hispanic	239	241	243	264	274	267	261	266	266	264
Hispanic	—	252	261	268	271	275	271	263	265	271
Parents' highest education <sup>b</sup>										
Less than high school	261	263	262	269	267	270	271	268	267	265
High school	283	281	278	281	282	283	281	276	273	274
Some college	302	301	299	301	300	300	299	299	298	298
Type of school										
Public	—	—	284	287	289	289	288	286	287	286
Nonpublic	—	—	298	303	300	311	310	306	294	307

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Data not available.

Note: The reading proficiency scale ranges from 0 to 350:

Level 150: Simple, discrete reading tasks

Level 200: Partial skills and understanding

Level 250: Interrelates ideas and makes generalizations

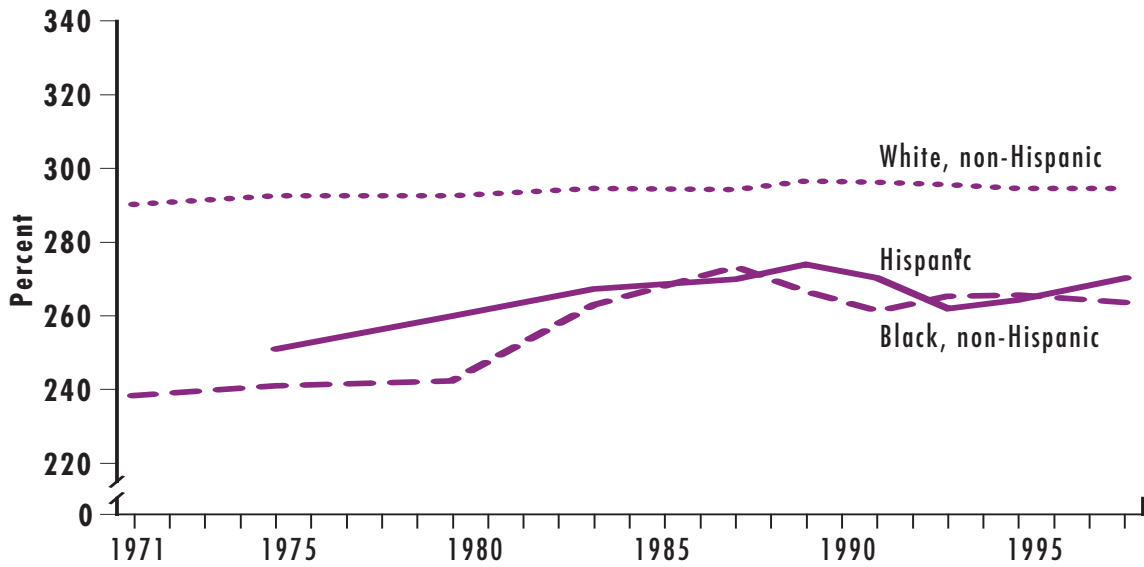
Level 300: Understands complicated information

Level 350: Learns from specialized reading materials

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

Figure EA 2.1

Average reading proficiency for 17-year-olds, by race and Hispanic origin: 1971-1999



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.



## EA 2.2 Mathematics Proficiency for Youth Ages 9, 13, and 17

In order to monitor progress in the mathematics achievement of youth in the United States, the National Assessment of Educational Progress (NAEP) has conducted national assessments of the mathematics performance of 9-, 13-, and 17-year-olds. There are five levels of mathematics proficiency reported by NAEP, ranging from Level 150 (understanding simple arithmetic facts) to Level 350 (multistep problem solving and algebra). The following tables report the average mathematics proficiency scores of youth in the three age groups between 1973 and 1999.

**Differences by Age.** Among 9-year-olds, average mathematics proficiency scores remained the same between 1973 and 1982 and then increased substantially to 231 in 1994; scores remained stable from 1994 to 1999 (Table EA 2.2.A). Among 13-year-olds, mathematics proficiency scores have slowly increased between 1978 and 1999 (Table EA 2.2.B). Among 17-year-olds, average proficiency scores declined between 1973 and 1982, after which they increased and stabilized at a level slightly higher than that obtained in 1973 (Table EA 2.2.C).

**Differences by Sex.** Proficiency scores in 1999 were higher for males by an average of 2 points for 9-year-olds and 13-year-olds, and 3 points for 17-year-olds.

**Differences by Race and Hispanic Origin.**<sup>1</sup> There are consistently large differences in mathematics proficiency by race and Hispanic origin. For example, among 17-year-olds in 1999, Blacks, non-Hispanic, and Hispanics had lower proficiency scores than Whites, non-Hispanic (Table EA 2.2.C); however, Black, non-Hispanic and Hispanic 17-year-olds have shown greater gains in achievement between 1973 and 1999 than their White, non-Hispanic counterparts (Figure EA 2.2).

**Differences by Parents' Education Level.**<sup>2</sup> There are large variations in average mathematics proficiency levels by level of parental education for 13- and 17-year-olds (Tables EA 2.2.B and EA 2.2.C). For example, in 1999, 13-year-olds whose better-educated parent did not have a high school education had the lowest average proficiency scores, while those whose parent(s) had graduated from college had the highest scores (Table EA 2.2.B).

**Differences by Type of School.** Average mathematics proficiency scores among youth in public schools have been consistently lower than average scores among youth attending nonpublic schools. This is true for every age group and every year reported (Tables EA 2.2.A, EA 2.2.B, and EA 2.2.C).

---

<sup>1</sup> Persons of Hispanic origin may be of any race.

<sup>2</sup> Parents' education level refers to the highest level of education completed by either parent. It is not reported at age 9 because approximately one-third of these students did not know their parents' education level.



**Table EA 2.2.A**

Average mathematics proficiency for 9-year-olds, by sex, race and Hispanic origin, and type of school: Selected years, 1973-1999

	1973	1978	1982	1986	1990	1992	1994	1996	1999
<b>All 9-year-olds</b>	219	219	219	222	230	230	231	231	232
<b>Sex</b>									
Male	218	217	217	222	229	231	232	233	233
Female	220	220	221	222	230	228	230	229	231
<b>Race and Hispanic origin<sup>a</sup></b>									
White, non-Hispanic	225	224	224	227	235	235	237	237	239
Black, non-Hispanic	190	192	195	202	208	208	212	212	211
Hispanic	202	203	204	205	214	212	210	215	213
<b>Type of school</b>									
Public	—	217	217	220	229	228	229	230	231
Nonpublic	—	231	232	230	238	242	245	239	242

<sup>a</sup> Persons of Hispanic origin may be of any race.

— Data not available.

Note: The mathematics proficiency scale ranges from 0 to 350:

Level 150: Simple arithmetic facts

Level 200: Beginning skills and understanding

Level 250: Numerical operations and beginning problem solving

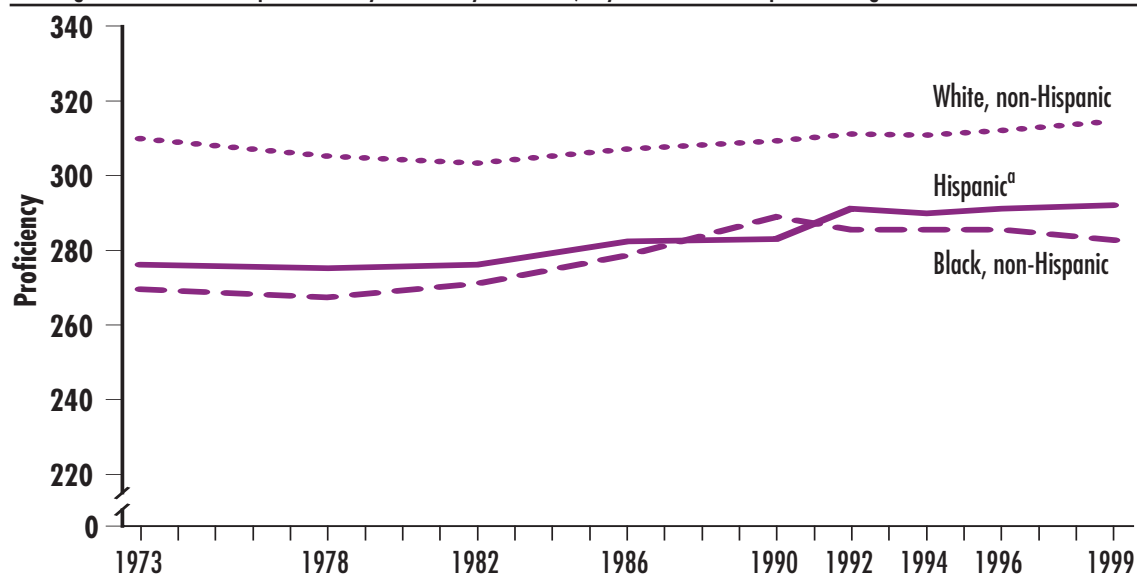
Level 300: Moderately complex procedures and reasoning

Level 350: Multistep problem solving and algebra

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

**Figure EA 2.2**

Average mathematics proficiency for 17-year-olds, by race and Hispanic origin: 1973-1999



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

## Achievement/Proficiency

**Table EA 2.2.B**

Average mathematics proficiency for 13-year-olds, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1973-1999

	1973	1978	1982	1986	1990	1992	1994	1996	1999
<b>All 13-year-olds</b>	266	264	269	269	270	273	274	274	276
Sex									
Male	265	264	269	270	271	274	276	276	277
Female	267	265	268	268	270	272	273	272	275
Race and Hispanic origin <sup>a</sup>									
White, non-Hispanic	274	272	274	274	276	279	281	281	283
Black, non-Hispanic	228	230	240	249	249	250	252	252	251
Hispanic	239	238	252	254	255	259	256	256	259
Parents' highest education <sup>b</sup>									
Less than high school	—	245	251	252	253	256	255	254	256
High school	—	263	263	263	263	263	266	267	264
Some college	—	273	275	274	277	278	277	278	279
College degree	—	284	282	280	280	283	285	283	286
Type of school									
Public	—	263	267	269	269	272	273	273	274
Nonpublic	—	279	281	276	280	283	285	286	289

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Data not available.

Note: The mathematics proficiency scale ranges from 0 to 350:

Level 150: Simple arithmetic facts

Level 200: Beginning skills and understanding

Level 250: Numerical operations and beginning problem solving

Level 300: Moderately complex procedures and reasoning

Level 350: Multistep problem solving and algebra

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

**Table EA 2.2.C**

Average mathematics proficiency for 17-year-olds, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1973-1999

	1973	1978	1982	1986	1990	1992	1994	1996	1999
<b>All 17-year-olds</b>	304	300	299	302	305	307	306	307	308
Sex									
Male	309	304	302	305	306	309	309	310	310
Female	301	297	296	299	303	305	304	305	307
Race and Hispanic origin <sup>a</sup>									
White, non-Hispanic	310	306	304	308	310	312	312	313	315
Black, non Hispanic	270	268	272	279	289	286	286	286	283
Hispanic	277	276	277	283	284	292	291	292	293
Parents' highest education <sup>b</sup>									
Less than high school	—	280	279	279	285	286	284	281	289
High school	—	294	293	293	294	298	295	297	299
Some college	—	305	304	305	308	308	305	307	308
College degree	—	317	312	314	316	316	318	317	317
Type of school									
Public	—	300	297	301	304	305	304	306	307
Nonpublic	—	314	311	320	318	320	319	316	321

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Data not available.

Note: The mathematics proficiency scale ranges from 0 to 350:

Level 150: Simple arithmetic facts

Level 200: Beginning skills and understanding

Level 250: Numerical operations and beginning problem solving

Level 300: Moderately complex procedures and reasoning

Level 350: Multistep problem solving and algebra

Source: U.S. Department of Education, National Center for Education Statistics (2000). *NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

## EA 2.3 Science Proficiency for Youth Ages 9, 13, and 17

In order to measure youths' proficiency in science over time, the National Assessment of Educational Progress (NAEP) has conducted national assessments and reported five different proficiency levels, ranging from Level 150 (knows everyday science facts) to Level 350 (integrates specialized scientific information). The following tables report the average science proficiency scores of youth in the three age groups between 1970 and 1999.

**Differences by Age.** Average science proficiency scores have increased among all age groups over the past three decades. Among 9- and 13-year-olds, average science proficiency scores increased between 1977 and 1992 before declining slightly in the latter half of the 1990s (Tables EA 2.3.A and EA 2.3.B). Among 17-year-olds, average science proficiency scores declined between 1969 and 1982, after which they rebounded somewhat, but are still below their 1969 high (Table EA 2.3.C).

**Differences by Sex.** Average science proficiency scores have been consistently higher for males than females over time and for all age groups, though differences are smaller among 9-year-olds. Among 13-year-olds in 1999, males scored on average 6 points higher than females; among 17-year-olds, the average difference was 9 points; and among 9-year-olds, males scored on average 3 points higher than females.

**Differences by Race and Hispanic Origin.**<sup>1</sup> There are large differences in science proficiency scores by race and Hispanic origin among all age groups. For example, among 17-year-olds in 1999, Whites, non-Hispanic had higher average science proficiency scores than Blacks, non-Hispanic or Hispanics (306 versus 254 and 276, respectively) (Table EA 2.3.C and Figure EA 2.3).

**Differences by Parents' Education Level.**<sup>2</sup> Average science proficiency levels vary dramatically by level of parents' education. For example, among 13-year-olds and 17-year-olds in 1999, the lowest average science proficiency scores were among youth whose better-educated parent did not have a high school education, while the highest scores were among youth who had a parent who had graduated from college (Tables EA 2.3.B and EA 2.3.C).

**Differences by Type of School.** Average science proficiency scores have been consistently higher among students attending nonpublic schools than among students attending public schools. This is true for every age group and every year reported (Tables EA 2.3.A, EA 2.3.B, and EA 2.3.C).

---

<sup>1</sup> Persons of Hispanic origin may be of any race.

<sup>2</sup> Parents' education level refers to the highest level of education completed by either parent. It is not reported at age 9 because approximately one-third of these students did not know their parents' education level.

**Table EA 2.3.A**

Average science proficiency for 9-year-olds, by sex, race and Hispanic origin, and type of school: Selected years, 1970-1999

	1970	1973	1977	1982	1986	1990	1992	1994	1996	1999
<b>All 9-year-olds</b>	225	220	220	221	224	229	231	231	230	229
<b>Sex</b>										
Male	228	222	222	221	227	230	235	232	231	231
Female	223	218	218	221	221	227	227	230	228	228
<b>Race and Hispanic origin<sup>a</sup></b>										
White, non-Hispanic	236	231	230	229	232	238	239	240	239	240
Black, non-Hispanic	179	177	175	187	196	196	200	201	202	199
Hispanic	—	—	192	189	199	206	205	201	207	206
<b>Type of school</b>										
Public	—	—	218	220	223	228	229	230	228	228
Nonpublic	—	—	235	232	233	237	240	242	238	239

<sup>a</sup> Persons of Hispanic origin may be of any race.

— Data not available.

Note: The science proficiency scale ranges from 0 to 350:

Level 150: Knows everyday science facts

Level 200: Understands simple scientific principles

Level 250: Applies general scientific information

Level 300: Analyzes scientific procedures and data

Level 350: Integrates specialized scientific information

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

## Achievement/Proficiency

**Table EA 2.3.B**

Average science proficiency for 13-year-olds, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1970-1999

	1970	1973	1977	1982	1986	1990	1992	1994	1996	1999
<b>All 13-year-olds</b>	255	250	247	250	251	255	258	257	256	256
Sex										
Male	257	252	251	256	256	259	260	259	260	259
Female	253	247	244	245	247	252	256	254	252	253
Race and Hispanic origin <sup>a</sup>										
White, non-Hispanic	263	259	256	257	259	264	267	267	266	266
Black, non-Hispanic	215	205	208	217	222	226	224	224	226	227
Hispanic	—	—	213	226	226	232	238	232	232	227
Parents' highest education <sup>b</sup>										
Less than high school	—	—	224	225	229	233	234	234	230	229
High school	—	—	245	243	245	247	246	247	248	243
Some college	—	—	260	259	258	263	266	260	261	261
College degree	—	—	266	264	264	268	269	269	266	268
Type of school										
Public	—	—	245	249	251	254	257	255	254	254
Nonpublic	—	—	268	264	263	269	265	268	268	269

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Data not available.

Note: The science proficiency scale ranges from 0 to 350:

Level 150: Knows everyday science facts

Level 200: Understands simple scientific principles

Level 250: Applies general scientific information

Level 300: Analyzes scientific procedures and data

Level 350: Integrates specialized scientific information

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

**Table EA 2.3.C**

Average science proficiency for 17-year-olds, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1969-1999

	1969	1973	1977	1982	1986	1990	1992	1994	1996	1999
<b>All 17-year-olds</b>	305	296	290	283	289	290	294	294	296	295
Sex										
Male	314	304	297	292	295	296	299	300	300	300
Female	297	288	282	275	282	285	289	289	292	291
Race and Hispanic origin <sup>a</sup>										
White, non-Hispanic	312	304	298	293	298	301	304	306	307	306
Black, non-Hispanic	258	250	240	235	253	253	256	257	260	254
Hispanic	—	—	262	249	259	262	270	261	269	276
Parents' highest education <sup>b</sup>										
Less than high school	—	—	265	259	258	261	262	256	259	264
High school	—	—	284	275	277	276	280	279	282	281
Some college	—	—	296	290	295	297	296	295	297	297
College degree	—	—	309	300	304	306	308	311	308	307
Type of school										
Public	—	—	288	282	287	289	292	292	295	293
Nonpublic	—	—	308	292	321	308	312	310	304	311

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

— Data not available.

Note: The science proficiency scale ranges from 0 to 350:

Level 150: Knows everyday science facts

Level 200: Understands simple scientific principles

Level 250: Applies general scientific information

Level 300: Analyzes scientific procedures and data

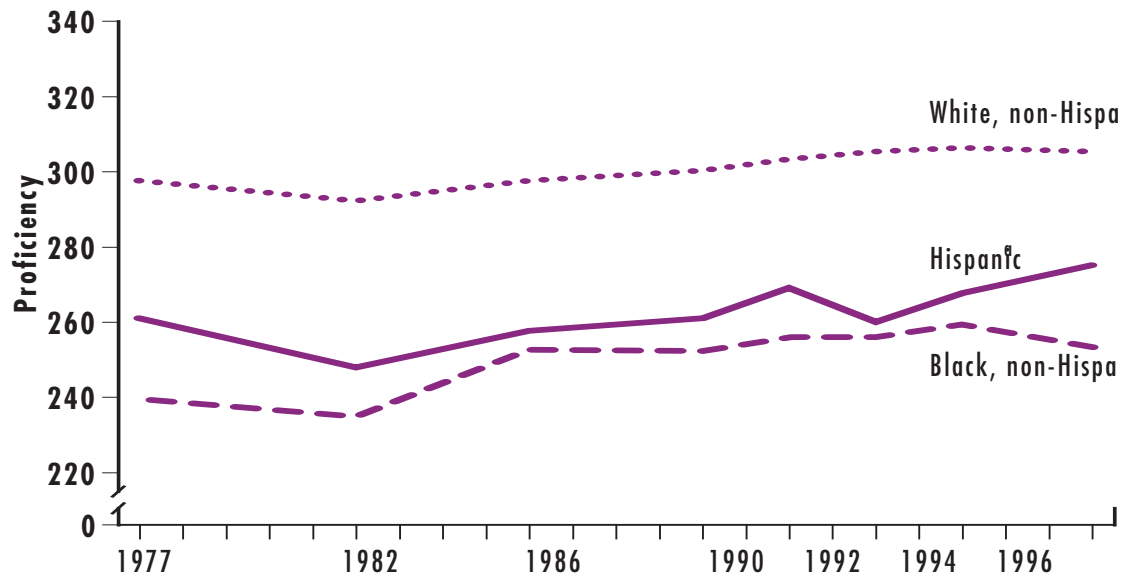
Level 350: Integrates specialized scientific information

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.

## Achievement/Proficiency

**Figure EA 2.3**

Average science proficiency for 17-year-olds, by race and Hispanic origin: 1977-1999



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance*. Washington, DC: U.S. Department of Education.





## EA 2.4 Arts Proficiency for 8th Graders

Artistic expression is one of the key vehicles for individual creativity and for the reflection and transmission of cultural messages. An understanding and appreciation of the arts, therefore, helps to nurture human creativity and fosters the celebration of a diverse cultural heritage. Recent research suggests that arts education can improve student performance in other intellectual and academic areas, including math and science.<sup>1</sup> College Board data show that youth who have participated in sequential arts programs outperform their peers who have not had arts training on both the verbal and math components of the SAT.<sup>2</sup>

The National Assessment of Educational Progress (NAEP) completed assessments of 8th graders' music and visual arts skills in 1997.<sup>3</sup> For the music and visual arts assessments, data were collected on youths' ability to respond to, analyze, or evaluate musical pieces or works of art.<sup>4</sup> Average scores were coded on a scale of 0 to 300. Because ability scores had different ranges across music and the visual arts, comparisons should not be made between results across disciplines. In other words, a score of 100 in the visual arts is not necessarily "better" than a score of 90 in music.

**Differences by Sex.** Females outperformed males in responding to and analyzing musical pieces (Figure EA 2.4.A). For example, 8th-grade females had an average music score of 160, whereas males had an average score of 140. For evaluating visual artwork, females' scores were 8 points higher than males' scores (Table EA 2.4).

**Differences by Race and Hispanic Origin.**<sup>5</sup> There are significant differences in youths' artistic evaluation skills by race and Hispanic origin. White, non-Hispanic and Asian youth had higher average music scores than did Black, non-Hispanic and Hispanic students. A similar pattern is seen for the visual arts (Table EA 2.4).

**Differences by Parents' Education Level.**<sup>6</sup> Consistent with other NAEP assessments, higher levels of parental education were associated with higher levels of student performance in both music and the visual arts. For example, 8th graders whose better-educated parent had graduated from college had higher music and arts scores than youth whose parent(s) graduated high school and youth whose better-educated parent did not finish high school (Figure EA 2.4.B).

**Differences by Type of School.** Youth attending nonpublic schools had higher scores for the visual arts than did youth attending public schools. The same pattern held true for music scores (Table EA 2.4).

<sup>1</sup> Kane, E. & Frankonis, E. (1998). Arts Education in the New Millennium. *Education New York*, 2(5).

<sup>2</sup> Childress, J. (1998). Art Education Pays Off. *New York Education*, 2(5).

<sup>3</sup> Unlike other NAEP assessments that are typically conducted on nationally representative samples of youth in grades 4, 8, and 12, the 1997 arts assessments were conducted on 8th graders only. Although NAEP conducted an arts assessment in music and visual arts in 1974 and 1978, considerable changes were made to the 1997 assessment such that comparable data for trends analyses are not possible. Therefore, only results from the 1997 NAEP music and visual arts assessments are presented here.

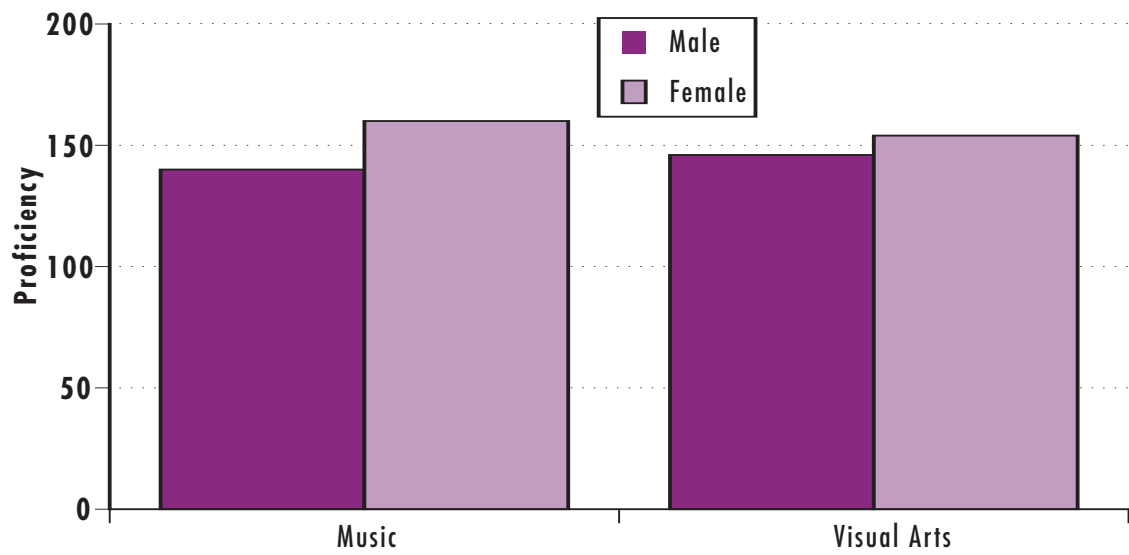
<sup>4</sup> Youth also were scored on their ability to create and perform works of art; however, only youths' ability to respond to art will be discussed here.

<sup>5</sup> Persons of Hispanic origin may be of any race.

<sup>6</sup> Parent's education level refers to the highest level of education completed by either parent.

**Figure EA 2.4.A**

Average music and visual arts proficiency for 8th graders, by sex: 1997



Source: U.S. Department of Education, National Center for Education Statistics. (1998). The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the *National Assessment of Educational Progress*. Washington, DC: U.S. Department of Education.

## Achievement/Proficiency

**Table EA 2.4**

Average music and visual arts proficiency for 8th graders, by sex, race and Hispanic origin, parents' education level, and type of school: 1997

	Music	Visual Arts
<b>All 8th graders</b>	150	150
<b>Sex</b>		
Male	140	146
Female	160	154
<b>Race and Hispanic origin<sup>a</sup></b>		
White	158	159
Black, non-Hispanic	130	124
Hispanic	127	128
Asian	152	153
<b>Parents' highest education<sup>b</sup></b>		
Less than high school	129	125
High school	139	138
Some college	150	153
College degree	159	158
<b>Type of school</b>		
Public	149	148
Nonpublic	158	167

<sup>a</sup> Persons of Hispanic origin may be of any race.

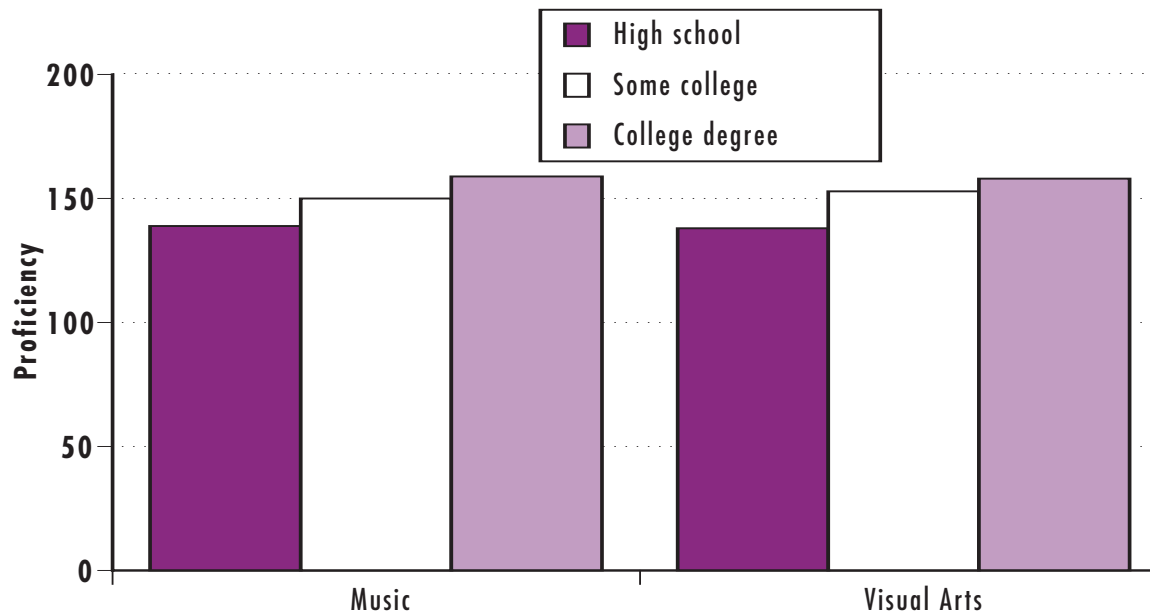
<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

Note: The music and visual arts scale scores range from 0 to 300.

Source: U.S. Department of Education, National Center for Education Statistics. (1998). The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the *National Assessment of Educational Progress*. Washington, DC: U.S. Department of Education.

Figure EA 2.4.B

Average music and visual arts proficiency for 8th graders, by parents' education level: 1997



Source: U.S. Department of Education, National Center for Education Statistics. (1998). The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the *National Assessment of Educational Progress*. Washington, DC: U.S. Department of Education.

Enrollment/  
Attendance

Achievement/  
Proficiency

**Related  
Behaviors and  
Characteristics**

### EA 3.1 Family-Child Engagement in Literacy Activities

Numerous studies have documented the importance of parental involvement in literacy activities with their children.<sup>1</sup> According to the National Center for Education Statistics, family participation in reading activities provides valuable development experiences for children. In addition to developing an interest in reading, children who are read to, told stories, and visit the library may start school better prepared to learn than other children.<sup>2</sup>

Table EA 3.1 presents three types of literacy activities that parents may engage in with their children. In 2001, a majority of 3- to 5-year-olds (57 percent) were read to by a parent or other family member every day. Fifty-four percent of children were regularly told stories (3 or more times a week), an increase from 1991 levels (39 percent).

**Differences by Race and Hispanic Origin.**<sup>3</sup> There are differences in all literacy activities by race and Hispanic origin. In 2001, White, non-Hispanic children were more likely to be read to every day (64 percent) than Black, non-Hispanic children (47 percent) or Hispanic children (42 percent). Similarly, White, non-Hispanic children (58 percent) were more likely to be told a story frequently than either Black, non-Hispanic or Hispanic children (51 and 42 percent respectively) (Table EA 3.1). Also, more White, non-Hispanic children visited a library at least once in the past month (39 percent) than either Black, non-Hispanic children (31 percent) or Hispanic children (30 percent). These differences have been fairly stable over time.

**Differences by Poverty Status.** Children in families living at or above the poverty threshold are more likely to be engaged in literacy activities on a regular basis than are children who live in poverty. In 2001, 61 percent of children in nonpoor families were read to every day by a parent or other family member, compared with 48 percent of children in poor families (Figure EA 3.1).

**Differences by Mother's Education Level.** There are also substantial differences in literacy activities by mother's education level. For example, in 2001 about one-fifth (21 percent) of children whose mothers did not have a high school diploma visited a library once or more in the past month, compared with 30 percent of children whose mothers had graduated high school and 49 percent whose mothers were college graduates (Table EA 3.1).

**Differences by Family Type.** Children in two-parent families were more likely to participate in all three types of literacy activities than children who lived with one or no parent.

**Differences by Mother's Employment Status.** Children whose mothers were employed 35 hours or more per week were less likely to engage in any of the three literacy activities than children whose mothers were either working part-time or not working outside the home.

---

<sup>1</sup> Hannon, P. (1995). *Home and School: Research and Practice in Teaching Literacy with Parents*. Bristol, PA: Falmer Press.

<sup>2</sup> U.S. Department of Education, National Center for Education Statistics. (2000). *The Condition of Education, 1999*. Washington, DC: U.S. Government Printing Office.

<sup>3</sup> Persons of Hispanic origin may be of any race.

**Table EA 3.1**

Percentage of 3- to 5-year-olds who have participated in literacy activities with a family member, by child and family characteristics: Selected years, 1993-2001

	Read to every day					Told a story at least three times a week					Visited a library at least once in the past month				
	1993	1995	1996	1999	2001	1993	1995	1996	1999	2001	1993	1995	1996	1999	2001
<b>All children<sup>a</sup></b>	53	58	57	54	57	43	50	55	50	54	38	39	37	36	36
<b>Sex</b>															
Male	51	57	56	52	54	43	49	55	49	53	38	37	37	35	35
Female	54	59	57	55	60	43	51	56	50	55	38	41	36	38	37
<b>Race and Hispanic origin<sup>b</sup></b>															
White, non-Hispanic	59	65	64	61	64	44	53	59	53	58	42	43	41	39	39
Black, non-Hispanic	39	43	44	41	47	39	42	47	45	51	29	32	31	35	31
Hispanic	37	38	39	33	42	38	42	47	40	42	26	27	27	25	30
<b>Poverty status<sup>c</sup></b>															
At or above poverty	56	62	61	58	61	44	53	58	52	—	41	43	41	40	—
Below poverty	44	48	46	38	48	39	44	49	42	—	28	30	28	24	—
<b>Family structure<sup>d</sup></b>															
Two parents	55	61	61	58	61	44	52	59	52	55	41	43	41	40	38
One or no parent	46	49	46	43	48	41	46	47	44	51	30	30	29	29	30
<b>Mother's highest education<sup>e</sup></b>															
Less than high school	37	40	37	39	41	37	39	47	36	43	22	20	19	18	21
High school	48	48	49	45	49	41	48	54	48	53	31	33	31	30	30
Some college	57	64	62	53	60	45	53	55	52	53	44	42	41	40	39
College degree	71	76	77	71	73	48	55	64	55	61	55	57	56	50	49
<b>Mother's employment status<sup>e</sup></b>															
35 hours or more per week	52	55	54	49	55	43	49	53	48	51	34	35	32	—	32
Less than 35 hours per week	56	63	59	56	63	45	53	56	55	59	47	46	39	—	42
Not in labor force	55	60	59	60	58	43	50	56	50	54	37	42	40	40	48

<sup>a</sup> Estimates are based on children who have yet to enter kindergarten.

<sup>b</sup> Persons of Hispanic origin may be of any race.

<sup>c</sup> Poverty estimates for 1993 are not comparable to later years because respondents were not asked exact household income.

<sup>d</sup> Parents include any combination of a biological, adoptive, step-, and foster mother and/or father. "No parents in the household" indicates that the child is living with nonparent guardians (e.g., grandparents).

<sup>e</sup> Children without mothers in the home are not included in estimates dealing with mother's education or mother's employment status. A mother is defined as a biological mother, adoptive mother, stepmother, foster mothers, or female guardian (e.g., grandmother) who resides in the home with the child.

— Data not available.

Note: Data in this table have been revised and therefore do not match data presented in previous issues of this report.

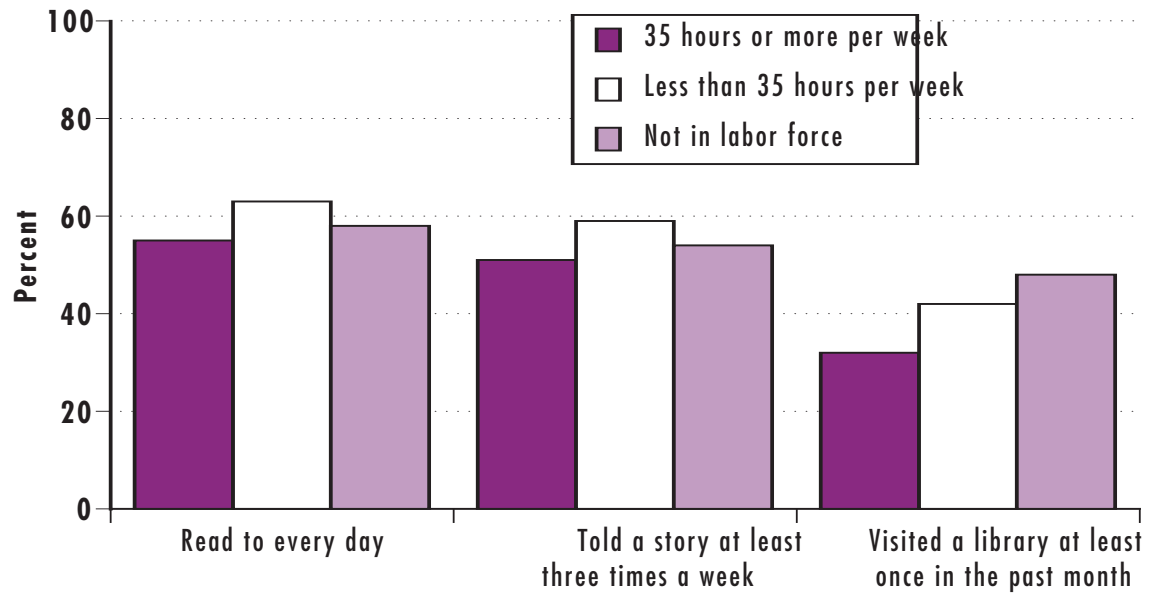
Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Department of Education, National Center for Education Statistics. (2001). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1996). *National Household Education Survey, Parent and Family Involvement in Education File*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1995). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1993). *National Household Education Survey, School Readiness File*. Washington, DC: U.S. Department of Education.



## Related Behaviors and Characteristics

**Figure EA 3.1**

Percentage of 3- to 5-year-olds who have participated in literacy activities with a family member, by mother's employment status: 2001



Sources: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office; U.S. Department of Education, National Center for Education Statistics. (2001). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1996). *National Household Education Survey, Parent and Family Involvement in Education File*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1995). *National Household Education Survey, Early Childhood Program Participation*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1993). *National Household Education Survey, School Readiness File*. Washington, DC: U.S. Department of Education.



### EA 3.2 Reading Habits of Children and Youth

Independent reading is one necessary aspect of literacy development. The National Assessment of Educational Progress (NAEP) has documented the association between youth who read for fun in their free time and reading achievement. Youth ages 9, 13, and 17 who read more frequently for fun had consistently higher average reading proficiency scores than those who read less often.<sup>1</sup>

Table EA 3.2 presents the percentage of youth who read for fun on a daily basis for three age groups (9-, 13-, and 17-year-olds).

**Differences by Age.** In 1999, more than half of 9-year-olds (54 percent) reported reading for fun on a daily basis, compared with about one-third of 13-year-olds (28 percent) and one-quarter of 17-year-olds (25 percent) (Table EA 3.2).

**Differences by Sex.** Among 9- and 13-year-olds, larger proportions of females than males reported frequent reading in their spare time. For example, more than half (63 percent) of 9-year-old females read for fun on a daily basis, compared with 45 percent of 9-year-old males, in 1999. Among 17-year-olds, however, similar proportions of males (26 percent) and females (24 percent) reported reading on a daily basis in 1999 (Figure EA 3.2).

**Differences by Race and Hispanic Origin.**<sup>2</sup> In 1999, the percentage of 9-, 13-, and 17-year-olds who reported reading for fun on a daily basis was similar for all racial/ethnic groups (Table EA 3.2).

**Differences by Parents' Education Level.**<sup>3</sup> In 1999, 13-year-olds whose better-educated parent had some education after high school were more likely to read for fun than those whose parent(s) had no education beyond high school (Table EA 3.2). A similar pattern is found among 17-year-olds. In 1999, 32 percent of 17-year-olds whose better-educated parent had graduated from college read for fun on a daily basis. In contrast, 12 percent of 17-year-olds whose parent(s) had graduated from high school (but had no education beyond that) and 13 percent whose parent(s) had not finished high school reported reading for fun on a daily basis (Table EA 3.2).

**Differences by Type of School.** Larger percentages of 13- and 17-year-olds who attended nonpublic schools read for fun on a daily basis than did their counterparts in public schools (Table EA 3.2). Among 9-year-olds, a larger percentage of public school students reported reading for fun in 1992 and 1994, but this pattern reversed in 1996 and the percentages for both school types were equal in 1999 (Table EA 3.2).

---

<sup>1</sup> Campbell, J. R., Voelkl, K. E., & Donahue, P. L. (1997). *NAEP 1996 Trends in Academic Progress*. Washington, DC: National Center for Education Statistics.

<sup>2</sup> Persons of Hispanic origin may be of any race.

<sup>3</sup> Parents' education level refers to the highest level of education completed by either parent.

**Table EA 3.2**

Percentage of youth ages 9, 13, and 17 who read for fun on a daily basis, by sex, race and Hispanic origin, parents' education level, and type of school: Selected years, 1992-1999

	Age 9				Age 13				Age 17			
	1992	1994	1996	1999	1992	1994	1996	1999	1992	1994	1996	1999
<b>All youth</b>	56	58	54	54	37	32	32	28	27	30	23	25
<b>Sex</b>												
Male	48	49	51	45	30	25	27	23	23	29	22	26
Female	64	66	57	63	44	39	38	34	30	30	24	24
<b>Race and Hispanic origin<sup>a</sup></b>												
White, non-Hispanic	57	58	54	52	37	38	33	28	29	34	24	25
Black, non-Hispanic	54	58	51	57	35	18	29	33	14	16	21	22
Hispanic	54	58	56	55	44	15	28	23	25	17	21	28
<b>Parents' highest education<sup>b</sup></b>												
Less than high school	—	—	—	—	16	24	29	31	23	15	14	13
High school	—	—	—	—	33	28	28	21	16	25	18	12
Some college	—	—	—	—	37	40	41	31	28	30	22	33
College degree	—	—	—	—	44	37	34	33	35	36	28	32
<b>Type of school</b>												
Public	57	57	54	55	36	31	33	28	26	29	21	24
Nonpublic	52	54	61	55	49	40	36	42	44	46	28	48

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents' education level refers to the highest level of education completed by either parent.

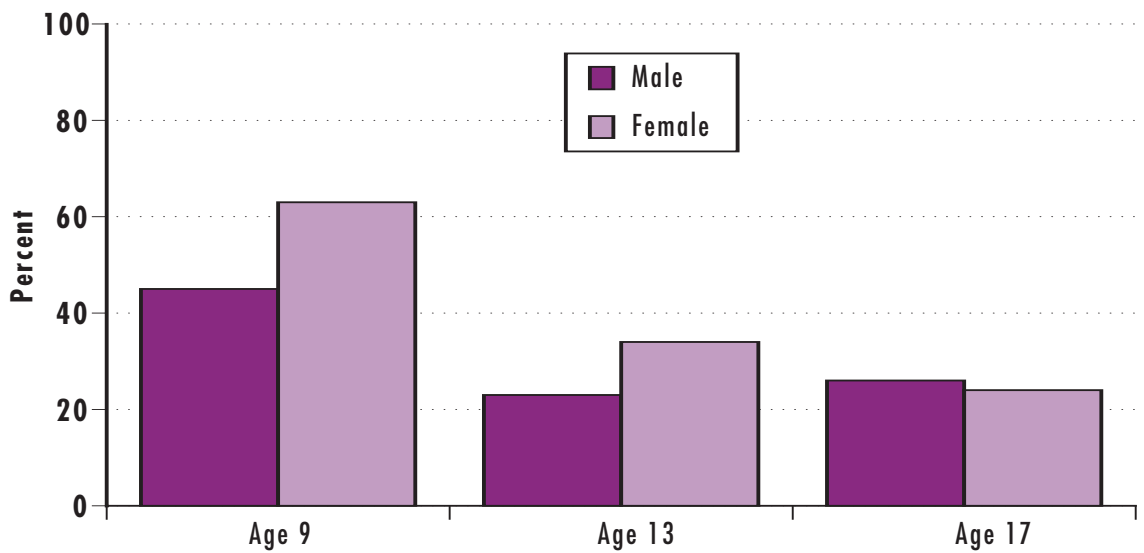
— Data not available.

Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Assessment of Educational Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.

## Related Behaviors and Characteristics

**Figure EA 3.2**

Percentage of youth ages 9, 13, and 17 who read for fun on a daily basis, by sex: 1999



Sources: U.S. Department of Education, National Center for Education Statistics. (1999). *National Assessment of Educational Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1996). *National Assessment of Education Progress*. Unpublished work. U.S. Department of Education, National Center for Education Statistics. (1994). *National Assessment of Education Progress: Long-Term Trends, Reading Assessment*. Washington, DC: U.S. Department of Education; U.S. Department of Education, National Center for Education Statistics. (1992). *National Assessment of Education Progress*. Unpublished work.



### EA 3.3 Parental Involvement in Child's School

Many educators consider parental involvement in school activities to have a beneficial effect on children's school performance. They associate higher levels of parental involvement with greater monitoring of school and classroom activities, a closer coordination of teacher and parent efforts, greater teacher attention to the child, and earlier identification of problems that might inhibit learning.<sup>1</sup>

Parental involvement of both mothers and fathers in their child's school is significantly associated with an increased likelihood of 1st graders through 12th graders earning mostly A's and with a reduced likelihood that these children will ever repeat a grade.<sup>2</sup> Possible parental activities included in the following data are (1) attending general school meetings, (2) going to a regularly scheduled parent/teacher conference, (3) attending a school or class event such as a play or sports event, and (4) volunteering at the school or serving on a school committee.<sup>3</sup>

**Differences by Grade.** The level of parental involvement in school activities decreases substantially as children get older. For example, 68 percent of 3rd through 5th graders had parents who were classified as highly involved in their children's schools. However, 40 percent of 9th through 12th graders had highly involved parents (Figure EA 3.3).

**Differences by Race and Hispanic Origin.**<sup>4</sup> Parents of White, non-Hispanic children were more likely than parents of Black, non-Hispanic or Hispanic children to be highly involved in their children's schools at each grade level (Table EA 3.3).

**Differences by Poverty Status.** Children living in nonpoor households were much more likely to have highly involved parents than children living in poor households, at all grade levels. Children whose mothers had higher levels of education had more highly involved parents than children whose mothers had lower education levels, at all grades (Table EA 3.3).

**Differences by Family Type.** Children in two-parent families were more likely than children in single-parent families to have parents who were highly involved in school activities. Furthermore, among children in two-parent families, mothers were more likely to be highly involved than fathers. For example, in 1999, about half of children in grades 6 through 8 had highly involved mothers, but only one-quarter had highly involved fathers. Furthermore, children in single-mother families were somewhat less likely to have highly involved mothers than comparable children in two-parent families. However, children in single-father families were more likely to have a highly involved father than comparable children in two-parent families.

**Differences by Mother's Employment Status.** Children in grades 3 through 12 whose mothers worked part-time had more highly involved parents than students whose mothers either worked full-time or who were not in the labor force. (Table EA 3.3).

---

<sup>1</sup> Zill, N. & Nord, C. W. (1994). *Running in Place: How American Families Are Faring in a Changing Economy and Individualistic Society*. Washington, DC.

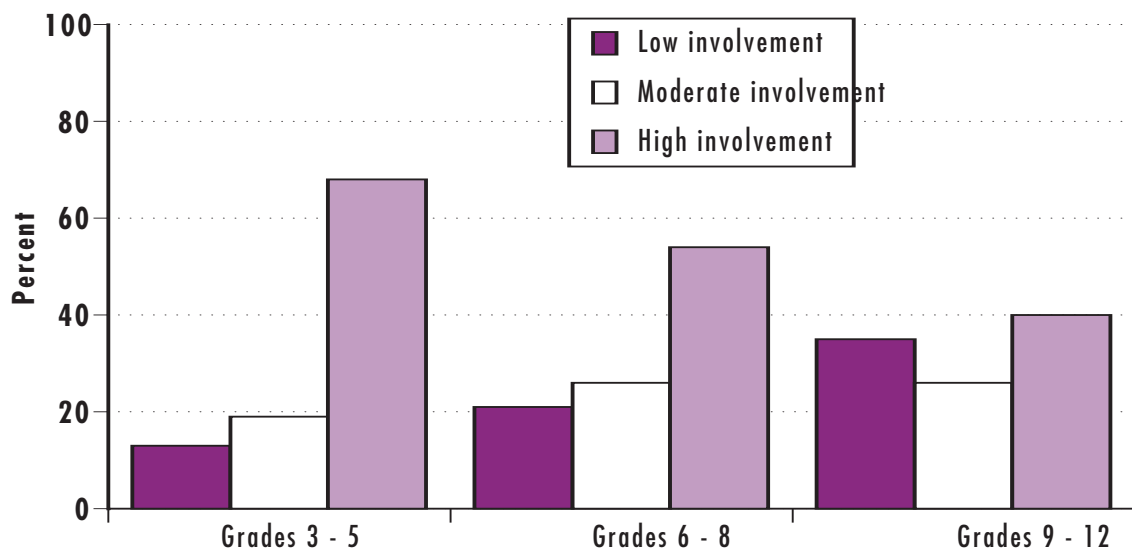
<sup>2</sup> Nord, C. W., Brimhall, D., & West, J. (1997). *Fathers' Involvement in Their Children's Schools*. Washington, DC: National Center for Education Statistics.

<sup>3</sup> The level of involvement depends on the number of different activities reported by the parents, ranging from 0 or 1 (low involvement) to 2 (moderate involvement) to 3 or more activities (high involvement). Note that the total number of times that the parent has been involved in each activity was not measured.

<sup>4</sup> Persons of Hispanic origin may be of any race.

Figure EA 3.3

Percentage of parental involvement in child's school activities by grade level: 1999



Source: U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Parent and Family Involvement in Education*. Washington, DC: U.S. Department of Education.



## Related Behaviors and Characteristics

**Table EA 3.3**

Percentage of children whose parents are involved in their schools, by level of involvement, grade, and child and family characteristics: 1999

	Low Involvement			Moderate Involvement			High Involvement		
	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12	Grades 3 - 5	Grades 6 - 8	Grades 9 - 12
<b>All children</b>	13	21	35	19	26	26	68	54	40
<b>Sex</b>									
Male	14	21	36	19	26	25	67	54	39
Female	11	20	34	19	25	26	70	55	40
<b>Race and Hispanic origin<sup>a</sup></b>									
White, non-Hispanic	10	17	31	16	25	26	74	58	43
Black, non-Hispanic	19	27	40	24	28	26	58	45	34
Hispanic	20	31	49	23	26	24	57	43	27
<b>Poverty status</b>									
At or above poverty	10	17	32	17	25	26	73	59	43
Below poverty	21	35	48	27	29	25	53	36	26
<b>Family structure<sup>b</sup></b>									
Two parents	10	17	31	17	24	25	73	59	45
Mother <sup>c</sup>	14	21	36	18	27	24	68	52	41
Father	40	47	55	26	25	21	34	29	24
One or no parent	18	28	43	24	28	27	59	44	30
Mother-only	17	29	42	22	28	28	61	44	30
Father-only	18	22	38	25	28	25	57	50	37
Nonparent guardian(s)	24	26	51	32	31	28	44	44	21
<b>Mother's highest education<sup>c</sup></b>									
Less than high school	27	38	58	30	28	26	44	34	16
High school	17	24	41	21	28	25	62	48	35
Some college	9	19	34	17	28	25	74	54	41
College degree	6	11	20	13	18	27	81	71	53
<b>Mother's employment status<sup>c</sup></b>									
35 hours or more per week	12	19	34	22	26	27	66	55	39
Less than 35 hours per week	8	18	30	16	24	24	76	59	46
Not in labor force	16	26	40	15	25	23	69	49	36

<sup>a</sup> Persons of Hispanic origin may be of any race.

<sup>b</sup> Parents include any combination of a biological, adoptive, step-, and foster mother and/or father. No parents in the household indicates that the child is living with nonparent guardians (e.g., grandparents). Estimates for single parent households may include involvement of other adults living in the household.

<sup>c</sup> Children without mothers in the home are not included in estimates of mother's education or mother's employment status. A mother is defined as a biological mother, adoptive mother, stepmother, foster mother, or female guardian (e.g., grandmother) who resides in the home with the child.

Note: Low involvement = involvement in 0 or 1 activity. Moderate involvement = 2 activities. High involvement = 3 or more activities. Possible activities include (1) attending general school meetings, (2) going to a regularly scheduled parent-teacher conference, (3) attending a school or class event, and (4) volunteering at the school or serving on a school committee.

Source: U.S. Department of Education, National Center for Education Statistics. (1999). *National Household Education Survey, Parent and Family Involvement in Education*. Washington, DC: U.S. Department of Education.



### EA 3.4 Difficulty Speaking English

Difficulty speaking English may limit children's educational progress and their future employment prospects. Children also may need special instruction in school to improve their English. Difficulty speaking English is most common among immigrant children and U.S.-born children of immigrants. In the past three decades, the great majority of immigrants to the United States have come from Asia, Latin America, and the Caribbean.

In 1999, of the 8.8 million children ages 5 to 17 in the United States who spoke a language other than English at home, 2.6 million had difficulty speaking English. While the proportion of all children experiencing difficulty speaking English doubled between 1979 and 1999, this group constituted only 5 percent of the total population of children ages 5 to 17 in 1999 (Table EA 3.4).

**Differences by Race and Hispanic Origin.**<sup>1</sup> Children of Hispanic or "other" ethnic origin are more likely than Black, non-Hispanic or White, non-Hispanic children to have difficulty speaking English. These differences are due in part to the fact that Hispanic and Asian children are more likely than Whites or Blacks to speak another language in the home. For example, 3.9 percent of White, non-Hispanic children ages 5 to 17 speak another language in the home, compared to 70.9 percent of Hispanic children (Figure EA 3.4).

**Differences by Region.** The percentage of children who speak another language at home varies substantially by geographic region, ranging from 7.5 percent in the Midwest to 28.8 percent in the West in 1999. Furthermore, in the West, more than 10 percent of children have difficulty speaking English, compared to 2 percent in the Midwest.

---

<sup>1</sup> Persons of Hispanic origin may be of any race.

**Table EA 3.4**

Percentage of children ages 5 to 17 who speak a language other than English at home, and who have difficulty speaking English, by race and Hispanic origin and by region: Selected years, 1979-1999

	1979	1989	1992	1995 <sup>a</sup>	1999 <sup>a</sup>
<b>Children who speak another language at home</b>					
Number (in millions)	3.8	5.3	6.4	6.7	8.8
Percentage	8.5	12.6	14.2	14.1	16.7
Race and Hispanic origin <sup>b</sup>					
White, non Hispanic	3.2	3.5	3.7	3.6	3.9
Black, non-Hispanic	1.3	2.4	4.2	3.0	4.5
Hispanic	75.1	71.2	76.6	73.9	70.9
Other, non-Hispanic	44.1	53.4	58.3	45.5	51.0
Region <sup>c</sup>					
Northeast	10.5	13.5	16.2	15.1	17.7
Midwest	3.7	4.9	5.6	5.9	7.5
South	6.8	10.7	11.1	11.7	14.3
West	17.0	24.2	27.2	26.4	28.8
<b>Children who have difficulty speaking English</b>					
Number (in millions)	1.3	1.9	2.2	2.4	2.6
Percentage	2.8	4.4	4.9	5.1	5.0
Race and Hispanic origin <sup>b</sup>					
White, non-Hispanic	0.5	0.8	0.6	0.7	1.0
Black, non-Hispanic	0.3	0.5	1.3	0.9	1.0
Hispanic	28.7	27.4	29.9	31.0	23.4
Other, non-Hispanic	19.8	20.4	21.0	14.1	11.7
Region <sup>c</sup>					
Northeast	2.9	4.8	5.3	5.0	4.4
Midwest	1.1	1.3	1.6	2.3	2.0
South	2.2	3.8	3.5	3.4	3.6
West	6.5	8.8	10.4	11.4	10.6
<b>Children speaking another language at home who have difficulty speaking English (percent)</b>	<b>32.7</b>	<b>35.0</b>	<b>34.2</b>	<b>36.5</b>	<b>29.5</b>
Race and Hispanic origin <sup>b</sup>					
White, non-Hispanic	15.6	22.9	16.2	19.4	25.6
Black, non-Hispanic	23.1	20.8	31.0	30.0	22.2
Hispanic	38.2	38.5	39.0	41.9	33.0
Other, non-Hispanic	44.9	38.2	36.0	31.0	22.9

<sup>a</sup> Numbers in 1995 and later years may reflect changes in the Current Population Survey because of newly instituted computer-assisted interviewing techniques and/or because of the change in the population controls to the 1990 Census-based estimates, with adjustments.

<sup>b</sup> Persons of Hispanic origin may be of any race.

<sup>c</sup> Regions: Northeast includes CT, ME, MA, NH, NJ, NY, PA, RI, and VT. Midwest includes IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, and WI. South includes AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, and WV. West includes AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, and WY.

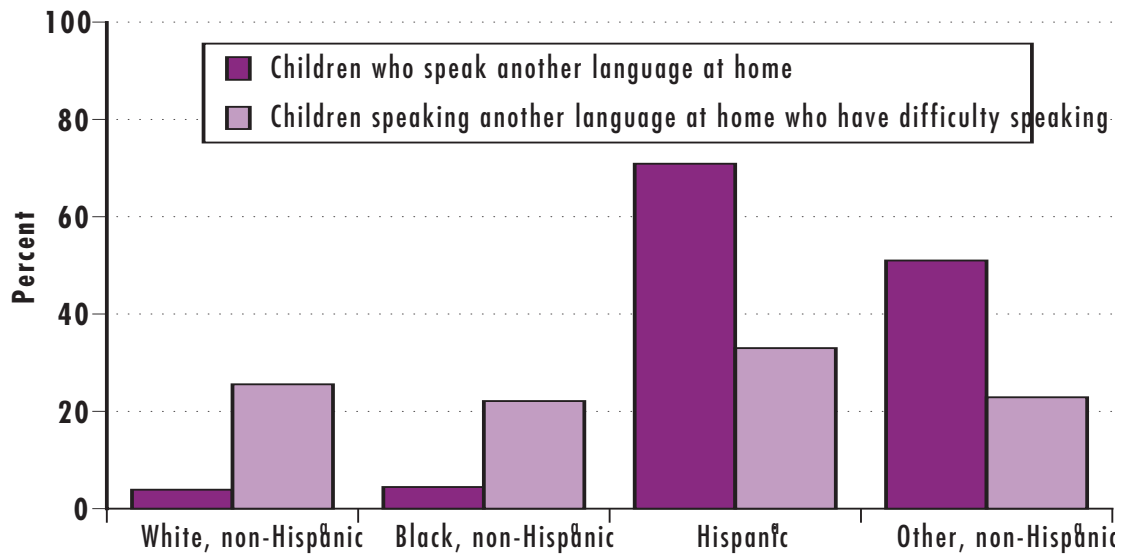
Note: Respondents were asked if the children in the household spoke a language other than English at home and how well they could speak English. Categories used for reporting were "Very well," "Well," "Not well," and "Not at all." All those reported to speak English less than "Very well" were considered to have difficulty speaking English.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.

## Related Behaviors and Characteristics

**Figure EA 3.4**

Percentage of children ages 5 to 17 who speak a language other than English at home and who have difficulty speaking English, by race and Hispanic origin: 1999



<sup>a</sup> Persons of Hispanic origin may be of any race.

Source: Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.



### EA 3.5 Student Computer Use

Computer literacy has become increasingly important for success in the workplace. Computers have become an essential tool for retrieving and manipulating information, for producing reports, and for communicating with colleagues. The extent to which children have access to computers and the uses children make of computers may be an indicator of how well prepared students will be to enter an increasingly technological workplace.

The percentage of 4th, 8th, and 12th graders who reported using a computer for schoolwork 1 to 2 times a week increased substantially between 1992 and 1998 (Table EA 3.5.A). For example, 14 percent of 12th graders reported using a computer at school 1 to 2 times a week in 1992, compared with 28 percent in 1998.

Student access to computers has increased both at home and at school. Within public schools, access to the technology has changed dramatically in the last decade. In fall 2001, 99 percent of public school in the United States had access to the internet, while 6 years earlier, just over one-third of schools were connected<sup>1</sup> (Table EA 3.5.B). Public schools also have made consistent progress in installing Internet to instructional classrooms, from 3 percent in 1994 to 87 percent in 2001 (Figure EA 3.5.A). Public schools also have continuously added more computers for their students. The ratio of students to instructional computers dropped from 12.1 in 1998, to 5.4 in 2001 (Table EA 3.5.B).

**Differences by Grade.** Computer usage for schoolwork appears to increase as students enter the higher grades. For example, in 1998, 8 percent of 4th graders reported using a computer every day for schoolwork, while 21 percent of 12th graders reported the same.

**Differences by Family Income.**<sup>2</sup> Students from high-income families were more likely than students from middle- and low-income families to report using a computer at home or at school in 1992 (Figure EA 3.5.B and Table EA 3.5.C). However, family income appears to have a stronger impact on children's exposure to computers at home than at school. For example, in 1997, the rate of computer usage at home was 15 percent for students in grades 7-12 from low-income families, compared with 79 percent for students from high-income families in the same grades. The corresponding computer usage rates at school were 68 percent and 75 percent for students in grades 7-12 from low-income and high-income families, respectively (Table EA 3.5.C).

---

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. (2002). *Internet Access in the U.S. Public Schools and Classrooms: 1994-2001*. Washington, DC: U.S. Government Printing Office.

<sup>2</sup> Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between.

**Table EA 3.5.A**

Percentage of students who reported using a computer for schoolwork, by grade and frequency of use: Selected years, 1992-2000

	Grade 4				Grade 8				Grade 12			
	1992	1994	1998	2000	1992	1994	1998	2000	1992	1994	1998	2000
<b>Frequency of use</b>												
Never	67	60	54	57	58	51	32	—	45	37	22	—
Ever	33	40	46	43	42	49	68	—	55	63	78	—
1-2 times a month	10	11	18	17	20	23	29	—	22	26	30	—
1-2 times a week	17	21	20	17	14	16	25	—	14	18	28	—
Every day	6	9	8	8	8	10	15	—	18	18	21	—

Note: The 2000 NAEP reading assessment assessed students only in grade 4.

Source: U.S. Department of Education, National Center for Education Statistics. (2001). *National Assessment of Educational Progress (NAEP)*. Washington, DC: U.S. Department of Education.

**Table EA 3.5.B**

Student access to the Internet in public schools, by instructional level: 1994-2001

	1994	1995	1996	1997	1998	1999	2000	2001
<b>Public schools with Internet access<sup>a</sup></b>	35	50	65	78	89	95	98	99
Instructional level								
Elementary	30	46	61	75	88	94	97	99
Secondary	49	65	77	89	94	98	100 <sup>b</sup>	100 <sup>b</sup>
<b>Public school instructional rooms with Internet access<sup>c</sup></b>	3	8	14	27	51	64	77	87
Instructional level								
Elementary	3	8	13	24	51	62	76	86
Secondary	4	8	16	32	52	67	79	88
<b>Ratio of public school students to instruction computers with Internet access</b>	—	—	—	—	12.1	9.1	6.6	5.4
Instructional level								
Elementary	—	—	—	—	13.6	10.6	7.8	6.1
Secondary	—	—	—	—	9.9	7	5.2	4.3

<sup>a</sup> Data for combined schools are included in the totals.

<sup>b</sup> The estimate fell between 99.5 percent and 100 percent and therefore was rounded to 100 percent.

<sup>c</sup> Instructional rooms include classrooms, computer and other instructional labs, library/media centers, and any other rooms used for instructional purposes.

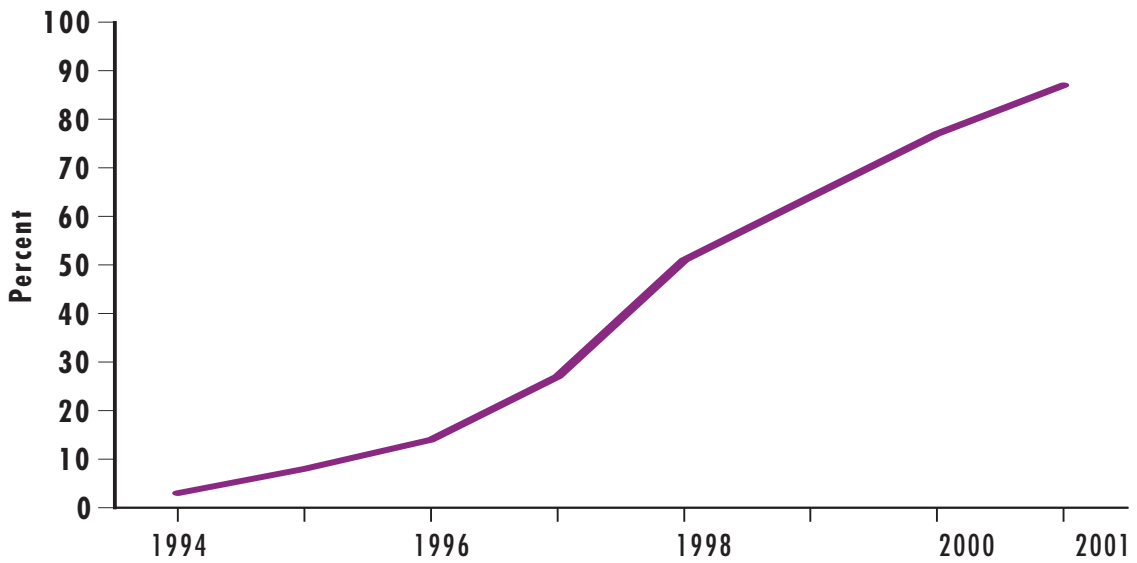
Source: U.S. Department of Education, National Center for Education Statistics. (2002). *Internet Access in U.S. Public Schools and Classrooms: 1994-2001*. Washington, DC: U.S. Government Printing Office.



**Related Behaviors and Characteristics**

**Figure EA 3.5.A**

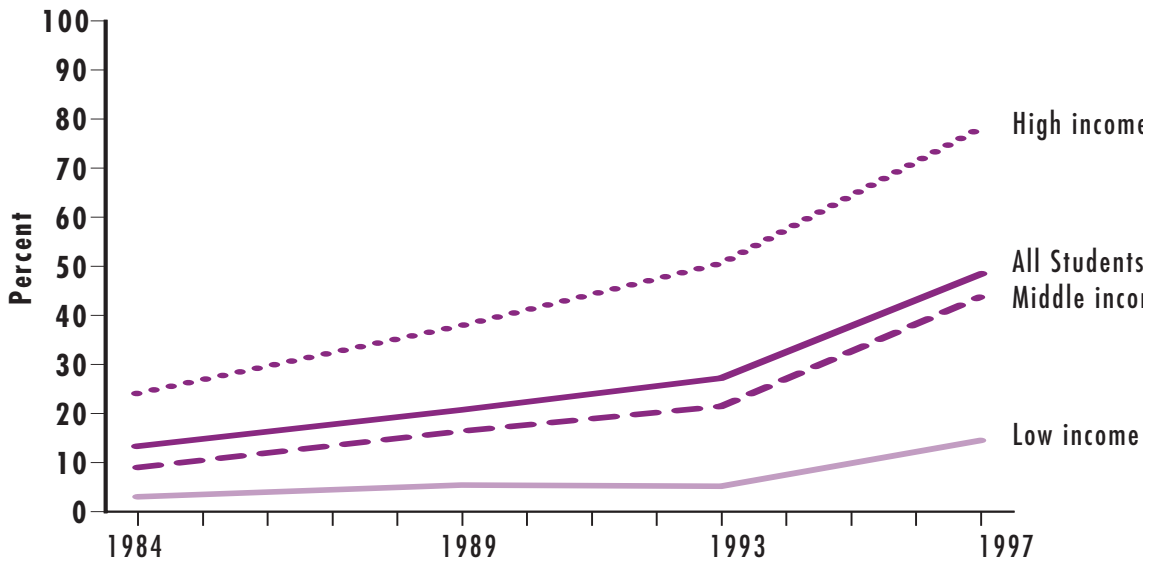
Percent of public school instructional rooms with Internet access, 1994-2001



Source: U.S. Department of Education, National Center for Education Statistics. (2002). *Internet Access in U.S. Public Schools and Classrooms: 1994-2001*. Washington, DC: U.S. Government Printing Office.

**Figure EA 3.5.B**

Percentage of students in grades 7-12 who reported using a computer at home, by family income: 1984-1997



Source: U.S. Department of Education, National Center for Education Statistics. (2000). *The Condition of Education, 1999*. Washington, DC: U.S. Government Printing Office.

**Table EA 3.5.C**

Percentage of students who reported using a computer at school or at home, by grade level and family income: Selected years, 1984-1997

	Total				Income level											
					Low				Middle				High			
	1984	1989	1993	1997	1984	1989	1993	1997	1984	1989	1993	1997	1984	1989	1993	1997
<b>Grades 1-6</b>																
At home	11.8	16.1	23.0	41.3	2.5	5.7	3.9	12.4	9.7	17.0	18.0	36.4	24.4	38.3	48.5	74.6
At school	30.5	52.4	66.6	79.1	18.5	39.4	57.4	70.9	29.5	52.3	66.2	78.6	42.2	62.5	74.0	86.5
At school or home	36.2	56.9	70.7	83.8	20.0	39.0	58.1	71.9	34.5	49.9	69.5	82.8	53.0	63.9	82.4	95.0
<b>Grades 7-12</b>																
At home	13.4	21.1	27.7	49.2	3.3	5.7	5.6	14.9	10.1	17.0	22.2	44.2	24.8	38.3	51.2	78.6
At school	28.9	43.0	57.0	73.5	20.0	36.7	49.0	67.6	28.4	42.6	57.3	74.1	34.1	47.2	60.7	75.4
At school or home	36.2	52.1	65.6	84.3	22.2	39.0	50.4	70.7	33.6	49.9	64.1	83.5	48.1	63.9	77.0	93.3

Note: Low income is the bottom 20 percent of all family incomes; high income is the top 20 percent of all family incomes; and middle income is the 60 percent in between.

Source: U.S. Department of Education, National Center for Education Statistics. (2000). *The Condition of Education, 1999*. Washington, DC: U.S. Government Printing Office.

### EA 3.6 Children Served Under the Individuals with Disabilities Education Act

Children and youth with disabilities often require additional support in meeting their educational goals. The Individuals with Disabilities Education Act (IDEA) strengthens the educational expectations and accountability for children and youth with disabilities and more closely aligns what disabled students learn and the curricula presented in general education classrooms. The disabilities of children served under IDEA include physical impairments, emotional disturbances, and mental retardation (Table EA 3.6.A). Overall, specific learning disabilities are the most prevalent disability among students served under IDEA.

In 2002, approximately 5.7 million children and youth ages 6 to 17 were served under IDEA (Table 3.6.B). The number of children served under IDEA has been steadily increasing since 1990, when approximately 4.1 million children were served. Overall, males compose two-thirds of the disabled student population.<sup>1</sup>

IDEA requires that students with disabilities be educated in the least restrictive environment (LRE) available. Research suggests that disabled students benefit from inclusion in general education classrooms, especially in the development of communication and social skills.<sup>2</sup> Recent trends indicate that more and more disabled students are being taught in the general education classroom. Figure EA 3.6 shows the percentage of disabled children educated in different educational environments. From 1989 to 2002, the percentage of disabled children educated in the regular classroom for at least 80 percent of the school day increased from 31.5 to 48.2 percent. In contrast, the percentage of disabled students educated in separate facilities decreased from 6.1 percent in 1989 to 4.0 percent in 2002.

**Differences by Race and Hispanic Origin.** Data on the race and ethnicity of students served under IDEA was first collected at the national level in 1998. In 2002, the population of children and youth served under IDEA included approximately 60 percent White, non-Hispanic students, 20 percent Black, non-Hispanic students, and 16 percent Hispanic students (Table EA 3.6.C).

---

<sup>1</sup> U. S. Department of Education (1998). *Twentieth annual report to Congress on the implementation of the Individuals with Disabilities Education Act.*

<sup>2</sup> U. S. Department of Education (1999). *Twenty-first annual report to Congress on the implementation of the Individuals with Disabilities Education Act.*

**Table EA 3.6.A**

Percentage of students ages 6-21 served under IDEA, Part B, with various disabilities: Selected years, 1990-2002

	1990	1995	1996	1997	1998	1999	2000	2001	2002
Specific Learning Disabilities	49.16	51.23	51.13	51.04	50.82	50.51	49.91	49.11	48.30
Speech or Language Impairments	22.65	20.22	20.05	19.71	19.39	19.16	18.94	18.65	18.66
Mental Retardation	12.64	11.53	11.35	11.18	11.02	10.82	10.62	10.32	9.92
Emotional Disturbance	8.96	8.65	8.53	8.42	8.35	8.27	8.21	8.15	8.07
Multiple Disabilities	2.24	1.86	1.90	1.99	1.95	1.99	2.13	2.20	2.21
Hearing Impairments	1.36	1.34	1.31	1.29	1.28	1.26	1.23	1.22	1.21
Orthopedic Impairments	1.13	1.24	1.27	1.25	1.25	1.26	1.26	1.26	1.24
Other Health Impairments	1.29	2.64	3.08	3.54	4.00	4.50	5.09	5.82	6.59
Visual Impairments	0.54	0.50	0.49	0.48	0.47	0.46	0.45	0.44	0.44
Autism	—	0.57	0.66	0.79	0.98	1.16	1.38	1.68	1.99
Deaf-Blindness	0.03	0.03	0.02	0.02	0.03	0.03	0.02	0.03	0.03
Traumatic Brain Injury	—	0.19	0.20	0.22	0.23	0.24	0.26	0.35	0.36
Developmental Delay	—	—	—	0.07	0.21	0.34	0.50	0.77	0.98

Note: Counts are for the U.S. and Outlying Areas. The counts for 1990 include children served under Chapter 1 of the Elementary and Secondary Education Act and Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act. Prior to October 1994, children and youth with disabilities were served under both IDEA and Chapter 1. In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA. Reporting autism and traumatic brain injury was required under IDEA beginning in 1992 and was optional in 1991. States had the option of reporting children ages 6-9 under developmental delay beginning in 1997. Beginning in 1998, New Jersey's Traumatic Brain Injury (TBI) count includes children with neurological impairments. Beginning in 2001, Massachusetts TBI count was based on a definition of neurological impairments.

— Data not available.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Table EA 3.6.B**

Number of students served under IDEA Part B, by age: 1990-2002

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Number of children served (in millions)</b>													
Ages 6-11	2.3	2.4	2.4	2.5	2.5	2.6	2.7	2.7	2.8	2.8	2.8	2.8	2.8
Ages 12-17	1.8	1.9	2.0	2.1	2.2	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
Ages 18-21	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3

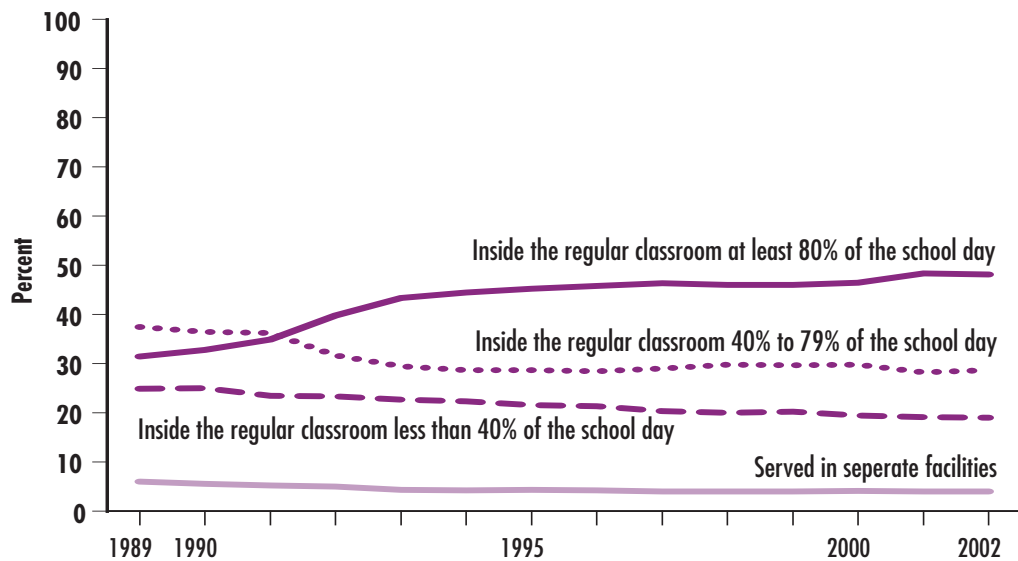
Note: Counts are for the U.S. and outlying areas. The counts for 1990 through 1993 include children served under Chapter 1 of the Elementary and Secondary Education Act and Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act. Prior to October 1994, children and youth with disabilities were served under both IDEA and Chapter 1. In October 1994, Congress passed the Improving America's Schools Act, in which funding for children and youth with disabilities was consolidated under IDEA.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

## Related Behaviors and Characteristics

**Figure EA 3.6**

Percentage of students ages 6-21 with disabilities served in various educational environments: 1989-2002



Note: Counts are for the U.S. and Outlying Areas. The counts for 1989 through 1993 include children served under Chapter 1 of the Elementary and Secondary Education Act and Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act. Prior to October 1994, children and youth with disabilities were served under both IDEA and Chapter 1. In October 1994, Congress passed the Improving America's Schools Act in which funding for children and youth with disabilities was consolidated under IDEA.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

**Table EA 3.6.C**

Race and Hispanic origin of students ages 6-21 served under IDEA, Part B: 1998-2002

	1998	1999	2000	2001	2002
White, non-Hispanic	63.0	62.2	61.6	60.8	60.2
Black, non-Hispanic	20.0	20.1	20.2	20.4	20.4
Hispanic	13.9	14.6	14.9	15.4	15.9
Asian/Pacific Islander	1.8	1.9	1.9	1.9	2.0
American Indian/Alaska Native	1.2	1.5	1.4	1.4	1.5

Note: Counts are for the U.S. and Outlying Areas

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

# Glossary

**ABORTION.** The Centers for Disease Control and Prevention's (CDC) surveillance program counts legal abortions only. For surveillance purposes, legal abortion is defined as a procedure performed by a licensed physician or someone acting under the supervision of a licensed physician to induce the termination of a pregnancy.

**ACTIVITY LIMITATION.** Activity limitations refer to long-term reductions in activities resulting from a chronic disease or impairment. Through 1996 a person was classified as having an activity limitation if he or she reported (1) an inability to perform the major activity for a person in his or her age group, (2) being able to perform the major activity but being limited in the kind or amount of this activity, or (3) not being limited in the major activity but being limited in the kind or amount of other activities. For children under age 5, the major activity consisted of ordinary play. For children ages 5 to 17, the major activity was attending school. Activity limitation is now based on whether a child under age 5 was limited in usual kinds of play activities, whether a child under 18 years of age received special education or early intervention services, and whether a child ages 3 to 17 needed the help of other persons with personal care needs.

**ADEQUACY OF PRENATAL CARE UTILIZATION INDEX (APCU).** Measures the adequacy of prenatal care by (a) the timing of the first prenatal visit and (b) the appropriateness of the number of visits based on gestational age (i.e., at the first prenatal visit and at delivery).

**APGAR SCORE.** A numerical expression of the physical condition of an infant shortly after delivery. The Apgar score is used to predict the newborn's chance of survival. The score considers five characteristics of the baby—heart rate, respiratory effort, muscle tone, reflex irritability, and color, with the total score ranging between 1 and 10.

**BIRTH RATE.** The number of live births per 1,000 members of a defined population. For example, age-specific birth rates are the numbers of live births per 1,000 members of a given age group.

**BIRTHWEIGHT.** The first weight of the newborn obtained after birth. Low birthweight is defined as less than 2,500 grams or 5 pounds, 8 ounces. Very low birthweight is defined as less than 1,500 grams or 3 pounds, 4 ounces. Before 1979, low birthweight was defined as 2,500 grams or less and very low birthweight as 1,500 grams or less.

**BODY MASS INDEX (BMI).** A measure that adjusts body weight for height. It is calculated as weight in kilograms divided by height in meters squared. Sex- and age-specific cut points of BMI are used in this book in the definition of overweight.

**CENTER-BASED PROGRAMS.** Includes day care centers, Head Start programs, preschools, prekindergartens, and other early childhood programs.

**CHRONIC CONDITIONS.** Illnesses or impairments that cannot be cured and the extent to which individuals are affected by them differ. A condition is considered chronic if the respondent indicates it was first noticed more than 3 months before the reference date of the interview, or it is a type of condition that ordinarily has a duration of more than 3 months.

**COMPUTER LITERACY.** The ability to operate a computer for school work at school or at home.

**DEPENDENT POPULATION.** Persons considered economically inactive due to their age. Defined as persons under age 18 and over age 65.

**DETACHED YOUTH.** Youth ages 16 to 19 who are neither enrolled in school nor working.

**DROPOUT RATE.** See Event dropout rates.

**EVENT DROPOUT RATES.** Event rates are calculated using the October CPS data and measure the proportion of students who dropped out between October of one year and the next. These dropouts are 15- through 24-year-olds who were enrolled in high school in October one year, but had not completed high school and were not enrolled in grades 10 to 12 a year later. According to this definition, a young person could complete high school by either earning a high school diploma or receiving an alternative credential such as a General Education Development (GED) credential. This is in contrast to status dropout rates, which provide cumulative data on dropouts among all youth within a specified age range, and cohort dropout rates, which follow a particular cohort of students over time.

**FAMILY.** Refers to a group of two or more people related by birth, marriage, or adoption who reside together. The Census Bureau considers all such people as members of one family. Two or more people living in the same household who are related to one another, but are not related to the householder, form an “unrelated subfamily.” Beginning with the 1980 Current Population Survey, the Census Bureau excluded unrelated subfamilies from the count of families and unrelated subfamily members from the count of family members.

**FAMILY INCOME.** The combined income of all family members 14 years old and older living in the household for a period of 1 year. Income includes money incomes from jobs; net incomes from business, farms or rent, pensions, dividends, interest, Social Security; and any other money income.

**FOOD SECURITY.** The percentage of children under age 18 in households experiencing food insecurity with moderate to severe hunger is based on the food security scale derived from data collected in the Food Security Supplement to the Current Population Survey. The food security scale provides a near continuous measure of the level of food insecurity and hunger experienced within each household. A categorical measure based on the scale classifies households according to four designated levels of severity of household food insecurity: food secure, food insecure without hunger, food insecure with moderate hunger, and food insecure with severe hunger. Food secure households do not report a pattern of difficulty obtaining enough or acceptable quality food. Food insecure households without hunger report having difficulty obtaining enough food, reduced quality of diets, anxiety about their food supply, and increasingly resorting to emergency food sources and other coping behaviors, but do not report indicators of hunger. Food insecure households with moderate hunger report food insecurity and a pattern of indicators of hunger for one or more adults and, in some cases, for children. Food insecure households with severe hunger report multiple indicators of both adults’ and children’s hunger. For more information, see: Food and Nutrition Service. (2000). Guide to Measuring Household Food Security. Revised 2000. Alexandria, VA: Food and Nutrition Service.



## Glossary of Technical Terms

**FOOD STAMPS.** The Food Stamp Act of 1977 was enacted for the purpose of increasing the food purchasing power of eligible households through the use of coupons to purchase food. The Food and Nutrition Service of the U.S. Department of Agriculture (USDA) administers the Food Stamp Program through state and local welfare offices. The Food Stamp Program is the major national income support program, which provides benefits to all low-income and low-resource households regardless of household characteristics (e.g., sex, age, disability, etc.). The questions on participation in the Food Stamp Program in the March Current Population Survey were designed to identify households in which one or more of the current members received food stamps during the previous calendar year. Once a food stamp household was identified, a question was asked to determine the number of current household members covered by food stamps during the previous calendar year. Questions were also asked about the number of months food stamps were received during the previous calendar year and the total face value of all food stamps received during that period.

**FOREIGN BORN.** Foreign born refers to people residing in the United States who were born outside the United States or one of its outlying areas, such as Puerto Rico or Guam, to parents neither of whom was a U.S. citizen. This group primarily includes naturalized citizens and legally admitted immigrants, but also includes refugees, students, temporary workers, and undocumented aliens.

**FOSTER CARE.** A living arrangement where a child resides outside his or her own home, under the case management and planning responsibility of a state child welfare agency. These living arrangements include relative and nonrelative foster homes, group homes, child-care facilities, emergency shelter care, supervised independent living, and nonfinalized adoptive homes.

**GESTATION.** The interval between the first day of the mother's last normal menstrual period and the date of birth.

**HALLUCINOGENS.** Substances such as LSD or other psychedelic drugs such as mescaline, peyote, psilocybin, or PCP.

**HEALTH INSURANCE.** A child is considered covered by health insurance if he or she was covered by government or private insurance at some time during the year. Government health insurance for children consists primarily of Medicaid, but also includes Medicare and CHAMPUS. Private health insurance includes employer or union coverage, or privately purchased health insurance not related to employment.

**HEALTHY BIRTH.** Five-minute Apgar Score of seven or above, birthweight of at least 2,500 grams, gestational age of 37 weeks or more, and prenatal care in the first trimester.

**HIGH INCOME.** The top 20 percent of all family incomes for the year.

**HIGH SCHOOL GRADUATES.** 12 years of school completed for 1971 to 1991 and attainment of a high school diploma or equivalency certificate since 1992.

**HOUSEHOLDER.** Usually the household member, or one of the members, in whose name the housing unit is owned or rented.

**HOUSEHOLDS.** Consist of all people who occupy a housing unit. The Census Bureau regards a house, an apartment or other group of rooms, or a single room as a housing unit when it is occupied or intended for occupancy as separate living quarters; the occupants do not live and eat with any other people in the structure and there is direct access from the outside or through a common hall.

A household 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. The Census Bureau also counts a person living alone in a housing unit or a group of unrelated people sharing a housing unit as partners as a household. The count of households excludes group quarters.

**ILLCIT DRUGS.** Includes marijuana, LSD, cocaine (including crack), heroin, hallucinogens (including PCP), inhalants, and other opiates, stimulants, barbiturates, or tranquilizers not under a doctor's orders.

**INCOME.** For each person in the sample 15 years old and over, the Current Population Survey asks questions on the amount of money income received in the preceding calendar year from each of the following sources: 1. Earnings. 2. Unemployment compensation. 3. Workers' compensation. 4. Social Security. 5. Supplemental Security Income. 6. Public assistance. 7. Veterans' payments. 8. Survivor benefits. 9. Disability benefits. 10. Pension or retirement income. 11. Interest. 12. Dividends. 13. Rents, royalties, and estates and trusts. 14. Educational assistance. 15. Alimony. 16. Child support. 17. Financial assistance from outside of the household. 18. Other income.

**INFANT.** Child under 1 year old.

**LABOR FORCE.** Persons are classified as in the labor force if they are employed, unemployed, or in the Armed Forces during the survey week. The "civilian labor force" includes all civilians classified as employed or unemployed. The file includes labor force data for civilians age 15 and over. However, the official definition of the civilian labor force is age 16 and over.

1. **Employed.** Employed persons comprise (1) all civilians who, during the survey week did any work at all as paid employees or in their own business or profession, or on their own farm, or who work 15 hours or more as unpaid workers on a farm or a business operated by a member of the family; and (2) all those who have jobs but who are not working because of illness, bad weather, vacation, or labor-management dispute, or because they are taking time off for personal reasons, whether or not they are seeking other jobs. These persons would have a Labor Force Status Recode (LFSR) of 1 or 2 respectively in character 145 of the person record, which designates "at work" and "with a job, but not at work." Each employed person is counted only once. Those persons who held more than one job are counted in the job at which they worked the greatest number of hours during the survey week. If they worked an equal number of hours at more than one job, they are counted at the job they held the longest.
2. **Unemployed.** Unemployed persons are those civilians who, during the survey week, have no employment but are available for work, and (1) have engaged in any specific job-seeking activity within the past 4 weeks such as registering at a public or private employment

## Glossary of Technical Terms

office, meeting with prospective employers, checking with friends or relatives, placing or answering advertisements, writing letters of application, or being on a union or professional register; (2) are waiting to be called back to a job from which they had been laid off; or (3) are waiting to report to a new wage or salary job with 30 days.

**LIVE BIRTH.** In the World Health Organization's definition, also adopted by the United Nations and the National Center for Health Statistics, a live birth is the complete expulsion or extraction from its mother of a product of conception, irrespective of the duration of the pregnancy, which, after such separation, breathes or shows any other evidence of life such as heartbeat, umbilical cord pulsation, or definite movement of voluntary muscles, whether the umbilical cord has been cut or the placenta is attached. Each product of such a birth is considered live born.

**LOW BIRTHWEIGHT.** See Birthweight.

**LOW INCOME.** The bottom 20 percent of all family incomes for the year.

**MEDIAN INCOME.** Median income is the amount which divides the income distribution into two equal groups, half having incomes above the median, half having incomes below the median. The medians for households, families, and unrelated individuals are based on all households, families, and unrelated individuals, respectively. The medians for people are based on people 15 years old and over with income.

**MIDDLE INCOME.** Income between 20 and 80 percent of all family incomes for the year.

**NATIVE POPULATION.** U.S. residents who were born in the United States, and U.S. residents who were born in a foreign country but who had at least one parent who was a U.S. citizen.

**NEEDY CHILDREN.** Includes those who have been deprived of parental support or care because their father or mother is absent from the home continuously, is incapacitated, is deceased, or is unemployed.

**NEONATAL INFANT.** Infant under 28 days old.

**OVERWEIGHT.** Body mass index (BMI) at or above the sex- and age-specific 95th percentile BMI cutoff points calculated at 6-month age intervals for children ages 6 to 11, and for youth ages 12 to 17.

**PARENTAL INVOLVEMENT.** The level of involvement depends on the number of different activities parents report participating in. Low parental involvement consists of zero to one activity; moderate parental involvement consists of two activities; high parental involvement consists of three or more activities.

**POSTNEONATAL INFANT.** Infant who is 28 days to 1 year old.

**POVERTY LINE.** Poverty statistics are based on definitions originally developed by the Social Security Administration. These include a set of money income (not including noncash

benefits, such as Food Stamps) thresholds that vary by family size and composition. Families or individuals with income below their appropriate thresholds are classified as living below the poverty level. These thresholds are updated annually by the U.S. Bureau of the Census to reflect changes in the Consumer Price Index for all urban consumers (CPI-U). For example, the poverty line for a family of four was \$18,104 in 2001 and \$13,359 in 1990.

**PRETERM BIRTH.** Infants born before 37 weeks of gestation, one of the major causes of infant mortality.

**RELATED CHILDREN.** Related children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption. For each type of family unit identified in the Current Population Survey, the count of own children under 18 years old is limited to single (never married) children; however, “own children under 25” and “own children of any age,” include all children regardless of marital status. The totals include never-married children living away from home in college dormitories.

**SUDDEN INFANT DEATH SYNDROME (SIDS).** The sudden death of an infant under 1 year of age which remains unexplained after a thorough case investigation, including the performance of a complete autopsy, examination of the death scene, and review of the clinical history.

**TOTAL FERTILITY RATE.** Sums of birth rates for 5-year age groups multiplied by 5. The total fertility rate indicates the number of births that a hypothetical group of 1,000 females would have if they experienced throughout their childbearing years the age-specific birth rates observed in a given year.

**UNINTENTIONAL INJURIES.** Includes death from motor vehicle crashes, fires, burns, falls, drowning, suffocation, and accidents caused by poisons, firearms and other explosive materials.

**VERY LOW BIRTHWEIGHT.** See Birthweight.

**VERY LOW INCOME.** Incomes at or below one-half the median income in a geographic area.

**VIOLENT CRIME.** Includes aggravated assault, rape, robbery, and homicide.



# Bibliography

## Bibliography

- Abma, J., Driscoll, A., & Moore, K. (1998). Young Women's Degree of Control over First Intercourse: An Exploratory Analysis. *Family Planning Perspectives*, 30(1), 12-18.
- Amato, P. R. (1993). Children's Adjustment to Divorce: Theories, Hypotheses, and Empirical Support. *Journal of Marriage and the Family*, 55.
- An, C., Moveman, R., & Wolfe, B. (1993). Teen Out-of-Wedlock Births and Welfare Receipt: The Role of Childhood Events and Economic Circumstances. *Review of Economics and Statistics*, 75(2), 195-208.
- Anderson, R. N. (2002). Deaths: Leading Causes for 2000. *National Vital Statistics Report*, 50(16).
- Anderson, R. N., Kochanek, K. D., & Murphy, S. L. (1997). Report of Final Mortality Statistics, 1995. *Monthly Vital Statistics Report*, 45(11(Supp. 2)).
- Apgar, V., Holiday, D. A., James, L. S., Weisbort, I. N., & Berrien, C. (1953). *Current Research in Anesthesia and Analgesia*. Philadelphia, PA: Lippincott Williams and Wilkins.
- Arias, E., Anderson, R. N., Kung, H., Murphy, S. L., & Kochanek, K. D. (2003). Deaths: Final Data for 2001. *National Vital Statistics Report*, 52(3).
- Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2000). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.
- Bachman, J. G., Johnston, L. D., & O'Malley, P. M. (2003). *Monitoring the Future: Questionnaire Responses*. Ann Arbor, MI: Institute for Social Research, The University of Michigan.
- Benson, V., & Marano, M. A. (1998). Current Estimates from the National Health Interview Survey, 1995. *Vital Health Statistics*, 10.
- Blackwell, D. L., & Tonthat, L. (2002). Summary Health Statistics for U. S. Children: National Health Interview Survey, 1998. *Vital Health Statistics*, 10(208).
- Blackwell, D. L., & Tonthat, L. (2003). Summary Health Statistics for U. S. Children: National Health Interview Survey, 1999. *Vital Health Statistics*, 10(210).
- Blackwell, D. L., Vickerie, J. L., & Wondimu, E. A. (2003). Summary Health Statistics for U. S. Children: National Health Interview Survey, 2000. *Vital Health Statistics*, 10(213).
- Blanken, A. J. (1993). Measuring the Use of Alcohol and Other Drugs among Adolescents. *Journal of the U.S. Public Health Service*, 108(Supp. 1).
- Bloom, B., & Tonthat, L. (2002). Summary Health Statistics for U. S. Children: National Health Interview Survey, 1997. *Vital Health Statistics*, 10(203).
- Brooks-Gunn, J., Duncan, G., Klebanov, P., & Sealand, N. (1994). Do Neighborhoods Influence Child and Adolescent Behavior? *American Journal of Sociology*, 99(2).
- Brown, B. (1996). *Who are America's Disconnected Youth?* Washington, DC: American Enterprise Institute.
- Campbell, J. R., Voelkl, K. E., & Donahue, P. L. (1997). *NAEP 1996 Trends in Academic Progress*. Washington, DC: National Center for Education Statistics.

- Centers for Disease Control and Prevention. (1990). HIV/AIDS Surveillance Report, 1989.
- Centers for Disease Control and Prevention. (1991). HIV/AIDS Surveillance Report, 1990.
- Centers for Disease Control and Prevention. (1992). HIV/AIDS Surveillance Report, 1991.
- Centers for Disease Control and Prevention. (1993). HIV/AIDS Surveillance Report, 1992.
- Centers for Disease Control and Prevention. (1994). HIV/AIDS Surveillance Report, 1993.
- Centers for Disease Control and Prevention. (1994). HIV/AIDS Surveillance Report, 1994.
- Centers for Disease Control and Prevention. (1994). Surveillance for Selected Tobacco-Use Behaviors, United States, 1900-1994. *Morbidity and Mortality Weekly Report*, 43(SS-3).
- Centers for Disease Control and Prevention. (1995). HIV/AIDS Surveillance Report, 1995.
- Centers for Disease Control and Prevention. (1995). Youth Risk Behavior Surveillance, United States, 1993. *Morbidity and Mortality Weekly Report*, 44(ss-1).
- Centers for Disease Control and Prevention. (1996). HIV/AIDS Surveillance Report, 1996.
- Centers for Disease Control and Prevention. (1996). Suicide Among Black Youths, United States, 1980-1995. *Morbidity and Mortality Weekly Report*, 47(10).
- Centers for Disease Control and Prevention. (1996). Youth Risk Behavior Surveillance, United States, 1995. *Morbidity and Mortality Weekly Report*, 45(ss-4).
- Centers for Disease Control and Prevention. (1997). HIV/AIDS Surveillance Report, 1997.
- Centers for Disease Control and Prevention. (1998). HIV/AIDS Surveillance Report, 1998.
- Centers for Disease Control and Prevention. (1998). Incidence of Initiation Smoking, United States. *Morbidity and Mortality Weekly Report*, 47(39).
- Centers for Disease Control and Prevention. (1998). Vaccination Coverage by Race/Ethnicity and Poverty Level among Children Aged 19-35 Months: United States, 1997. *Morbidity and Mortality Weekly Report*, 47(44).
- Centers for Disease Control and Prevention. (1998). Youth Risk Behavior Surveillance, United States, 1997. *Morbidity and Mortality Weekly Report*, 47(ss-3).
- Centers for Disease Control and Prevention. (1999). HIV/AIDS Surveillance Report, 1999.
- Centers for Disease Control and Prevention. (2000). HIV/AIDS Surveillance Report, 2000.
- Centers for Disease Control and Prevention. (2000). Youth Risk Behavior Surveillance, United States, 1999. *Morbidity and Mortality Weekly Report*, 49(ss-5).
- Centers for Disease Control and Prevention. (2001). HIV/AIDS Surveillance Report, 2001.
- Centers for Disease Control and Prevention. (2001). Vaccination Coverage Among Children Enrolled in Head Start Programs and Licensed Child Care Centers and Entering School, United States and Selected Reporting Areas, 1999-2000 School Year. *Morbidity and Mortality Weekly Report*, 50(39).
- Centers for Disease Control and Prevention. (2002). HIV/AIDS Surveillance in Adolescents, L265 slide series (through 2001). Atlanta, GA.



## Bibliography

- Centers for Disease Control and Prevention. (2002). Pediatric AIDS Surveillance, L262 slide series (through 2001). Atlanta, GA.
- Centers for Disease Control and Prevention. (2002). Youth Risk Behavior Surveillance, United States, 2001. *Morbidity and Mortality Weekly Report*, 51(ss-4).
- Centers for Disease Control and Prevention. (2003). Centers for Disease Control [On-line]. Available: [http://cdc.gov/tobacco/overview/Tobus\\_us.htm](http://cdc.gov/tobacco/overview/Tobus_us.htm)
- Centers for Disease Control and Prevention, Division of STD Prevention. (1985). STD Statistics. U. S. Department of Health and Human Services.
- Centers for Disease Control and Prevention, Division of STD Prevention. (1987). STD Statistics. U. S. Department of Health and Human Services.
- Centers for Disease Control and Prevention, Division of STD Prevention. (1994). Sexually Transmitted Disease Surveillance, 1993. Atlanta, GA: U. S. Department of Health and Human Services.
- Centers for Disease Control and Prevention, Division of STD Prevention. (1997). Sexually Transmitted Disease Surveillance, 1996. Atlanta, GA: U. S. Department of Health and Human Services.
- Centers for Disease Control and Prevention, Division of STD Prevention. (2002). Sexually Transmitted Disease Surveillance, 2001. Atlanta, GA: U.S. Department of Health and Human Services.
- Childress, J. (1998). Art Education Pays Off. *New York Education*, 2(5).
- Coleman, J. (1998). Social Capital and the Creation of Human Capital. *American Journal of Sociology*, 94.
- Crnic, K., & Lamberty, G. (1994). Reconsidering School Readiness: Conceptual and Applied Perspectives. *Early Education and Development*, 5(2).
- Duncan, G., & Brooks-Gunn, J. (1997). *The Consequences of Growing up Poor*. New York: Russell Sage Press.
- Economic Research Service. (2002). *Food Security in the U.S. Households, 1995-1999*. Washington, DC: Economic Research Service.
- Ekstrom, R., Goertz, M., Pollack, J., & Rock, D. (1987). *School Dropouts: Patterns and Policies*. New York, NY: Teachers College Press.
- Federal Interagency Forum on Child and Family Statistics. (2002). *America's Children: Key National Indicators of Well-Being, 2002*. Washington, DC: U.S. Government Printing Office.
- Federal Interagency Forum on Child and Family Statistics. (2003). *America's Children: Key National Indicators of Well-Being, 2003*. Washington, DC: U.S. Government Printing Office.
- Fingerhut, L. A., Kleinman, J. C., Godfrey, E., & Rosenberg, H. (1991). Firearm Mortality Among Children, Youth and Young Adults 1-34 Years of Age, Trends and Current Status: United States, 1979-88. *Monthly Vital Statistics Report*, 39(11 (Supp.)).
- Food and Nutrition Service. (2000). *Guide to Measuring Household Food Security*. Revised 2000. Alexandria, VA: Food and Nutrition Service.

- Glei, D. A. (1999). Measuring Contraceptive Use Patterns among Teenage and Adult Women. *Family Planning Perspectives*, 31(2).
- Grant, B. R., & Dawson, D. A. (1999). Age at Onset of Alcohol Use and Its Association with DSM-IV Alcohol Abuse and Dependence: Results from the National Longitudinal Alcohol Epidemiological Study. *Journal of Substance Abuse*, 9: 103-110.
- Hamilton, B. E., Martin, J. A., & Sutton, P. D. (2003). Births: Preliminary Data for 2002. *National Vital Statistics Reports*, 51(11).
- Hamilton, B. E., Sutton, P. D., & Ventura, S. J. (2003). Revised birth and fertility rates for the 1990s and new rates for Hispanic populations, 2000 and 2001: United States. *National Vital Statistics Reports*, 51(12).
- Hannon, P. (1995). *Home and School: Research and Practice in Teaching Literacy with Parents*. Bristol, PA: Falmer Press.
- Hoyert, D. L. (1994). Effect on Mortality Rates of the 1989 Change in Tabulating Race. *Vital Health Statistics*, 20(25).
- Hoyert, D. L., Arias, E., Smith, B. L., Murphy, S. L., & Kochanek, K. D. (2001). Deaths: Final Data for 1999. *National Vital Statistics Report*, 49(8).
- Hoyert, D. L., Kochanek, K. D., & Murphy, S. L. (1999). Deaths: Final Data for 1997. *National Vital Statistics Report*, 47(19).
- Johnson, R. A., Hoffman, J. P., & Gerstein, D. R. (1996). *The Relationship between Family Structure and Adolescent Substance Use*. Rockville, MD: Substance Abuse and Mental Health Services Administration, Office of Applied Statistics.
- Johnston, L. D., O'Malley, P. M., & Bachman, J. D. (2002). *Monitoring the Future: National Survey Results on Drug Use, 1975-2001. Volume I: Secondary School Students*. Bethesda, MD: National Institute on Drug Abuse.
- Kane, E., & Frankonis, E. (1998). *Arts Education in the New Millennium*. Education New York, 2(5).
- Kaufman, T. (1996). *Housing America's Future: Children at Risk*. Washington, DC: National Low Income Housing Coalition.
- Kelly, K. (1998). *Working Teens: Do After-School Jobs Hurt?* Harvard Education Letter, November/December.
- Kirby, D., Coyle, K., & Gould, J. B. (2001). Manifestations of Poverty and Birthrates among Young Teenagers in California Zip Code Areas. *Family Planning Perspectives*, 33(2), 63-69.
- Kitterage, K. (2000). *Today's Youth Face Pressures from Many Unprecedented Factors, not only Peers*. Brown University Child and Adolescent Behavior Letter.
- Kochanek, K. D., & Hudson, B. L. (1995). Advance Report of Final Mortality Statistics, 1992. *Monthly Vital Statistics Report*, 43(6 (Supp.)).
- Kotelchuck, M. (1994). An Evaluation of the Kessner Adequacy of Prenatal Care Index and a Proposed Adequacy of Prenatal Care Utilization Index. *American Journal of Public Health*, 89(9), 1414-1420.
- Levy, D., Miller, T., Spicer, R., & Stewart, K. (1999). *Underage Drinking: Immediate Consequences and Their Costs*. Pacific Institute for Research and Evaluation.

## Bibliography

- Life Sciences Research Office and American Institute of Nutrition. (1990). Core Indicators of Nutritional State for Difficult to Sample Populations. Bethesda, MD.
- Lindberg, D. L. (2000). Multiple Threats: The Co-Occurrence of Teen Health Risk Behaviors. Washington, DC: The Urban Institute.
- MacDorman, M. F., & Rosenberg, H. M. (1993). Trends in Infant Mortality by Cause of Death and Other Characteristics, 1960-1988. *Vital Health Statistics*, 20(20).
- Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., & Park, M. M. (2002). Births: Final Data for 2000. *National Vital Statistics Reports*, 50(5).
- Martin, J. A., Hamilton, B. E., Ventura, S. J., Menacker, F., Park, M. M., & Sutton, P. D. (2002). Births: Final Data for 2001. *National Vital Statistics Reports*, 51(2).
- Mathews, T. J., Curtin, S. C., & MacDorman, M. F. (2000). Infant Mortality Statistics from the 1998 Period Linked Birth/Infant Death Data Set. *National Vital Statistics Reports*, 48(12).
- Mathews, T. J., & Hamilton, B. E. (2002). Mean Age of Mother, 1970-2000. *National Vital Statistics Reports*, 51(1).
- Mathews, T. J., Menacker, F., & MacDorman, M. F. (2003). Infant Mortality Statistics from the 2001 Period Linked Birth/Death Set. *National Vital Statistics Reports*, 52(2).
- Maynoed, R. A. (1997). Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy. Washington, DC: The Urban Institute Press.
- McAnahan, S., & Sandefur, G. (1996). Growing Up with a Single Parent: What Hurts, What Helps. Cambridge, MA: Harvard University Press.
- Minino, A. M., Arias, E., Kochanek, K. D., Murphy, S. L., & Smith, B. L. (2002). Deaths: Final Data for 2000. *National Vital Statistics Report*, 50(15).
- Moore, K. A., Miller, B. C., Sugland, B. W., Morrison, D. R., Gleib, D. A., & Blumenthal, C. (1995). Beginning too soon: Adolescent Sexual Behavior, Pregnancy and Parenthood. A Review of Research and Intervention. U.S. Department of Health and Human Services [On-line]. Available: <http://aspe.hhs.gov/hsp/cyp/xsteesex.htm>
- Murphy, S. L. (2000). Deaths: Final Data for 1998. *National Vital Statistics Report*, 48(11).
- National Center for Health Statistics. (1973). Summary Report - Final Mortality Statistics, 1971. *Monthly Vital Statistics Report*, 22(9(Supp.)).
- National Center for Health Statistics. (1974). Summary Report - Final Mortality Statistics, 1972. *Monthly Vital Statistics Report*, 23(7(Supp.)).
- National Center for Health Statistics. (1975). Summary Report - Final Mortality Statistics, 1973. *Monthly Vital Statistics Report*, 23(11(Supp. 2)).
- National Center for Health Statistics. (1976). Advance Report of Final Mortality Statistics, 1974. *Monthly Vital Statistics Report*, 24(11(Supp.)).
- National Center for Health Statistics. (1978). Advance Report of Final Mortality Statistics, 1976. *Monthly Vital Statistics Report*, 26(12(Supp. 2)).
- National Center for Health Statistics. (1979). Advance Report of Final Mortality Statistics, 1977. *Monthly Vital Statistics Report*, 28(1(Supp.)).

- National Center for Health Statistics. (1980). Advance Report of Final Mortality Statistics, 1978. Monthly Vital Statistics Report, 29(6(Supp. 2)).
- National Center for Health Statistics. (1982). Advance Report of Final Mortality Statistics, 1979. Monthly Vital Statistics Report, 31(6(Supp.)).
- National Center for Health Statistics. (1984). Advance Report of Final Mortality Statistics, 1981. Monthly Vital Statistics Report, 33(3(Supp.)).
- National Center for Health Statistics. (1984). Advance Report of Final Mortality Statistics, 1982. Monthly Vital Statistics Report, 33(9(Supp.)).
- National Center for Health Statistics. (1985). Advance Report of Final Mortality Statistics, 1983. Monthly Vital Statistics Report, 34(6(Supp. 2)).
- National Center for Health Statistics. (1986). Advance Report of Final Mortality Statistics, 1984. Monthly Vital Statistics Report, 35(6(Supp. 2)).
- National Center for Health Statistics. (1987). Advance Report of Final Natality Statistics, 1985. Monthly Vital Statistics Report, 36(4 (Supp)).
- National Center for Health Statistics. (1988). Advance Report of Final Mortality Statistics, 1986. Monthly Vital Statistics Report, 37(6(Supp.)).
- National Center for Health Statistics. (1988). Vital Statistics of the United States, 1985. Washington, DC: U.S. Government Printing Office.
- National Center for Health Statistics. (1989). Advance Report of Final Mortality Statistics, 1987. Monthly Vital Statistics Report, 38(5(Supp.)).
- National Center for Health Statistics. (1990). Advance Report of Final Mortality Statistics, 1988. Monthly Vital Statistics Report, 39(7(Supp.)).
- National Center for Health Statistics. (1992). Advance Report of Final Mortality Statistics, 1989. Monthly Vital Statistics Report, 40(8(Supp. 2)).
- National Center for Health Statistics. (1994). Health, United States, 1993. Hyattsville, MD: National Center for Health Statistics.
- National Center for Health Statistics. (1994). Vital Statistics of the United States, 1990. (vol. I - Natality) Washington, DC: Public Health Service.
- National Center for Health Statistics. (1995). Births, Marriages, Divorces, and Deaths for March 1995. Monthly Vital Statistics Reports, 44(3).
- National Center for Health Statistics. (1996). Health, United States, 1995. Hyattsville, MD: National Center for Health Statistics.
- National Center for Health Statistics. (2001). Health, United States, 2001, with Urban and Rural Health Chartbook. Hyattsville, MD: National Center for Health Statistics.
- National Center for Health Statistics. (2002). Health, United States, 2002, with Chartbook on Trends in the Health of Americans. Hyattsville, MD: National Center for Health Statistics.
- National Center for Health Statistics. (2003). Health, United States, 2003, with Chartbook on Trends in the Health of Americans. Hyattsville, MD: National Center for Health Statistics.

## Bibliography

- National Clearinghouse on Child Abuse and Neglect Information. (2001). *Understanding the Effects of Maltreatment on Early Brain Development*. Washington, DC: U. S. Department of Health and Human Services.
- National Commission on Children. (1991). *Beyond Rhetoric: A New American Agenda for Children and Families*. Washington, DC: U.S. Government Printing Office.
- National Highway Traffic Safety Administration. (2002). *National Occupant Protection Use Survey*.
- National Highway Traffic Safety Administration. (2003). *Traffic Safety Facts, 2002*. Washington, DC: U.S. Department of Transportation.
- National Institute on Drug Abuse. (1987). *National Trends in Drug Use and Related Factors among American High School Students and Young Adults, 1976-1986*. Washington, DC: U.S. Department of Health and Human Services.
- National Research Council. (1998). *Protecting Youth at Work: Health Safety, and Development of Working Children and Adolescents in the United States*. Washington, DC: National Academy Press.
- Newcomb, M. D., & Bentler, P. M. (1988). *Consequences of Adolescent Drug Use*. Newbury Park, CA: Sage Publications.
- Nord, C. W., Brimhall, D., & West, J. (1997). *Fathers' Involvement in Their Children's Schools*. Washington, DC: National Center for Education Statistics.
- Nord, M., Andrews, M., & Carlson, S. (2003). *Household Food Security in the United States, 2002*. Washington, DC: Economic Research Service.
- Parker, S., Greer, S., & Zackerman, B. (1998). Double Jeopardy: The Impact of Poverty on Early Childhood Development. *Pediatric Clinics of North America*, 35(6), 1-10.
- Peters, K. D., Kochanek, K. D., & Murphy, S. L. (1998). Deaths: Final Data for 1996. *National Vital Statistics Report*, 47(9).
- Peterson, L. S. (1995). *Contraceptive Use in the United States: 1982-1990*. Atlanta, GA: Division of Vital Statistics, National Center for Health Statistics, Centers for Disease Control and Prevention.
- Santelli, et al. (1998). Multiple Sexual Partners among U.S. Adolescents and Young Adults. *Family Planning Perspectives*, 30(6).
- Schumacher, J. A., Slep, A. M., & Heyman, R. E. (2001). *Acts of Omission: An Overview of Child Neglect*. Washington, DC: National Clearinghouse on Child Abuse and Neglect Information.
- Simpson, G., Bloom, B., Cohen, R. A., & Parsons, P. E. (1997). Access to Health Care: Part 1: Children. *Vital and Health Statistics*, 10(196).
- Singh, G. K., Kochanek, K. D., & MacDorman, M. F. (1994). Advance Report of Final Mortality Statistics, 1994. *Monthly Vital Statistics Report*, 45(3 Supp.).
- Snyder, H. (2003). *Special Tabulations from Juvenile Arrests 2001 [forthcoming]*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.
- Summer, L., & O'Neill, G. (1999). *Challenges for the 21st Century*. Washington, DC: National Academy of an Aging Society.

- Taffel, S. (1984). Characteristics of Asian Births, United States, 1980. *Monthly Vital Statistics Report*, 32(Supp 10).
- Taft, C. H., Mickalide, A. D., & Taft, A. R. (1999). *Child Passengers at Risk in America*. Washington, DC: National SAFEKIDS Campaign.
- Trojano, R. P., Flegal, K. M., Kuczmarski, R. J., Campbell, S. M., & Johnson, C. L. (1995). Overweight Prevalence and Trends for Children and Adolescents: The National Health and Nutrition Examination Surveys, 1963-1991. *Archives of Pediatrics and Adolescent Medicine*, 149.
- U.S. Bureau of Justice Statistics. (1991). *Comparing Federal and State Prison Inmates, 1991*. Washington, DC: U.S. Government Printing Office.
- U.S. Census Bureau. (1961). *Household and Family Characteristics*. Current Population Reports, P20-106.
- U.S. Census Bureau. (1965). *Current Population Reports*, P25-311.
- U.S. Census Bureau. (1971). *Household and Family Characteristics*. Current Population Reports, P20-218.
- U.S. Census Bureau. (1973). *Current Population Reports*, P20-253.
- U.S. Census Bureau. (1974). *Current Population Reports*, P25-519.
- U.S. Census Bureau. (1975). *Current Population Reports*, P20-322.
- U.S. Census Bureau. (1981). *Current Population Reports*, P20-370.
- U.S. Census Bureau. (1981). *Current Population Reports*, P23-112.
- U.S. Census Bureau. (1981). *Household and Family Characteristics*. Current Population Reports, P20-366.
- U.S. Census Bureau. (1982). *Current Population Reports*, P25-917.
- U.S. Census Bureau. (1985). *Current Population Reports*, P20-405.
- U.S. Census Bureau. (1985). *Current Population Reports*, P23-140.
- U.S. Census Bureau. (1985). *Current Population Reports*, P23-141.
- U.S. Census Bureau. (1986). *Current Population Reports*, P20-410.
- U.S. Census Bureau. (1989). *Current Population Reports*, P20-440.
- U.S. Census Bureau. (1989). *Current Population Reports*, P23-154.
- U.S. Census Bureau. (1990). *Current Population Reports*, P23-167.
- U.S. Census Bureau. (1990). *Household and Family Characteristics*. Current Population Reports, P20-447.
- U.S. Census Bureau. (1991). *Current Population Reports*, P60-173.
- U.S. Census Bureau. (1992). *Current Population Reports*, P20-461.
- U.S. Census Bureau. (1992). *Current Population Reports*, P20-463.

## Bibliography

- U.S. Census Bureau. (1992). Current Population Reports, P20-468.
- U.S. Census Bureau. (1993). Current Population Reports, P20-466.
- U.S. Census Bureau. (1993). Current Population Reports, P20-473.
- U.S. Census Bureau. (1993). Current Population Reports, P25-1095.
- U.S. Census Bureau. (1994). Current Population Reports, P20-478.
- U.S. Census Bureau. (1995). Current Population Reports, P20-485.
- U.S. Census Bureau. (1995). Current Population Reports, P60-187.
- U.S. Census Bureau. (1995). Current Population Reports, P60-188.
- U.S. Census Bureau. (1996). Current Population Reports, P20-484.
- U.S. Census Bureau. (1996). Current Population Reports, P20-491.
- U.S. Census Bureau. (1996). Current Population Reports, P25-1130.
- U.S. Census Bureau. (1996). Household and Family Characteristics. Current Population Reports, P20-488.
- U.S. Census Bureau. (1996). The Foreign-Born Population of the United States: March 1995. Current Population Survey, PPL-127.
- U.S. Census Bureau. (1997). Current Population Reports, P20-497.
- U.S. Census Bureau. (1997). Current Population Reports, P20-504.
- U.S. Census Bureau. (1997). Household and Family Characteristics: March 1996. Current Population Reports, (PPL-66 (Update)).
- U.S. Census Bureau. (1998). Current Population Reports, P20-496u.
- U.S. Census Bureau. (1998). Current Population Reports, P20-506u.
- U.S. Census Bureau. (1998). Current Population Reports, P20-510.
- U.S. Census Bureau. (1998). Current Population Reports, P20-514u.
- U.S. Census Bureau. (1998). Household and Family Characteristics. Current Population Reports, P20-515.
- U.S. Census Bureau. (1999). Household and Family Characteristics. Current Population Reports, P20-509.
- U.S. Census Bureau. (2000). Current Population Reports, P20-520.
- U.S. Census Bureau. (2000). Current Population Reports, P60-211.
- U.S. Census Bureau. (2000). Current Population Reports, P70-70.
- U.S. Census Bureau. (2000). Methodology and Assumptions for the Population Projections of the United States: 1999-2010. Population Division Working Paper, 38.
- U.S. Census Bureau. (2001). America's families and Living Arrangements. Current Population Reports, P20-537.
- U.S. Census Bureau. (2001). Current Population Reports, P20-531.

- U.S. Census Bureau. (2001). Current Population Reports, P20-542.
- U.S. Census Bureau. (2001). Current Population Reports, P70-74.
- U.S. Census Bureau. (2001). Historical Income Tables. Current Population Reports, March 1981-2001.
- U.S. Census Bureau. (2001). Poverty in the United States, 2001. Current Population Survey, P60-219.
- U.S. Census Bureau. (2001). Profile of the Foreign-Born Population in the United States: 2000. Current Population Reports, P23-206 .
- U.S. Census Bureau. (2002). Current Population Reports, P20-538.
- U.S. Census Bureau. (2002). Current Population Reports, P60-217.
- U.S. Census Bureau. (2002). Current Population Reports, P60-220.
- U.S. Census Bureau. (2002). Current Population Survey. March Supplement.
- U.S. Census Bureau. (2002). Statistical Abstract of the United States, 2001. Washington, DC: U.S. Government Printing Office.
- U.S. Census Bureau. (2002). The Foreign-Born Population of the United States: March 2001. Current Population Survey, PPL-161.
- U.S. Census Bureau. (2003). Children's Living Arrangements and Characteristics. Current Population Reports, P20-547.
- U.S. Census Bureau. (2003). Current Population Reports, P60-223.
- U.S. Census Bureau. (2003). Geographic Mobility: March 2000 to March 2001, General Mobility by Race, Hispanic Origin, Sex, and Age. U.S. Census Bureau [On-line]. Available: <http://www.census.gov/prod/www/abs/mobility.html>
- U.S. Census Bureau. (2003). National Population Estimates - Characteristics. U.S. Census Bureau [On-line]. Available: <http://eire.census.gov/popest/data/national/tables/asro/EST2002-ASRO-01.php>
- U.S. Census Bureau. (2003). Poverty in the United States: 2002. Current Population Survey, P60-222.
- U.S. Census Bureau. (2003). Profile of the Foreign-Born Population in the United States: 2002. Current Population Reports, P20-539.
- U.S. Census Bureau. (2003). The Foreign-Born Population of the United States: March Revised Detailed Tables Weighted to Census 2000. Current Population Survey, PPL-160.
- U.S. Census Bureau. (2003). Historical Income Tables. Current Population Reports, March 1981-2002.
- U.S. Census Bureau, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance. (2002). Intercensal Estimates of the United States Resident Population by Age Groups and Sex. Washington, DC: Government Printing Office.
- U.S. Census Bureau, U.S. Department of Housing and Urban Development. (1999). American Housing Survey for the United States in 1997. Government Housing Reports, H150/95RV.



## Bibliography

- U.S. Department of Agriculture, Food and Nutrition Service. (2002). Characteristics of Food Stamp Households, Fiscal Year 2001.
- U.S. Department of Education. (1998). Twentieth annual report to Congress on the implementation of the Individuals with Disabilities Education Act.
- U.S. Department of Education. (1999). Twenty-first annual report to Congress on the implementation of the Individuals with Disabilities Education Act.
- U.S. Department of Education, National Center for Education Statistics. (1991). National Household Education Survey, Early Childhood Education File. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1993). National Household Education Survey, School Readiness File. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1994). National Assessment of Educational Progress: Long-Term Trends, Reading Assessment. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1995). National Household Education Survey, Early Childhood Program Participation. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1996). National Household Education Survey, Parent and Family Involvement in Education File. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1997). Dropout Rates in the United States: 1996. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (1998). The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1999). Condition of America's Public School Facilities, 1999. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (1999). National Household Education Survey, Early Childhood Program Participation. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1999). National Household Education Survey, Parent and Family Involvement in Education. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1999). The Condition of Education, 1998. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2000). Dropout Rates in the United States: 1999. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2000). National Assessment of Educational Progress, 1999. Trends in Academic Progress: Three Decades of Student Performance. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (2000). The Condition of Education, 1999. Washington, DC: U.S. Government Printing Office.

- U.S. Department of Education, National Center for Education Statistics. (2001). Dropout Rates in the United States: 2000. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (2001). National Assessment of Educational Progress. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (2001). National Household Education Survey, Early Childhood Program Participation. Washington, DC: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (2001). The Condition of Education, 2000. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2002). Digest of Education Statistics: 2001. (Issue No. 034). Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2002). Internet Access in U.S. Public Schools and Classrooms: 1994-2001. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2003). Dropout Rates in the United States: 2001. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2003). The Condition of Education, 2002. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, Office of Educational Research and Improvement. (1999). Indicator of the Month: Preprimary Education Enrollment.
- U.S. Department of Education, Office of Special Education Programs. (2003). Data Analysis System.
- U.S. Department of Health and Human Services. (1995). Marijuana: Facts Parents Need to Know, National Institute on Drug Abuse. Washington, DC: U.S. Department Health and Human Services.
- U.S. Department of Health and Human Services. (1997). Vaccination Levels for Minority Children in the United States at All-Time High. Washington, DC.
- U.S. Department of Health and Human Services. (1998). HHS Targets Efforts on Asthma: Fact Sheet.
- U.S. Department of Health and Human Services. (1999). Mental Health: A Report of the Surgeon General. Rockville, MD: U. S. Department of Health and Human Services.
- U.S. Department of Health and Human Services. (2000). A National Strategy to Prevent Teen Pregnancy Annual Report, 1999-2000. Washington, DC: U.S. Department of Health and Human Services.
- U.S. Department of Health and Human Services. (2000). Substance Abuse and Mental Health Services Administration. Washington, DC: U.S. Department of Health and Human Services.
- U.S. Department of Health and Human Services. (2001). Youth Violence: A Report of the Surgeon General - Executive Summary. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Health and Human Services. (2002). Indicators of Welfare Dependence: Annual Report to Congress, 2002. Washington, DC: Government Printing Office.

## Bibliography

- U.S. Department of Health and Human Services. (2002). Indicators of Welfare Dependence: Annual Report to Congress, 2004. Forthcoming.
- U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (2003). Child Maltreatment, 2001. Washington, DC: U. S. Government Printing Office.
- U.S. Department of Justice, Bureau of Justice Statistics. (2002). National Crime Victimization Survey. Washington, DC: U.S. Department of Justice, Federal Bureau of Investigation, Uniform Crime Reporting Program, Supplementary Homicide Reports.
- U.S. Department of Labor, Bureau of Labor Statistics. (1998). National Longitudinal Survey of Youth, 1997. Washington, DC: U.S. Department of Labor.
- U.S. Department of Labor, Bureau of Labor Statistics. (2000). Trends in Youth Employment: Data from the Current Population Survey. Report on the Youth Labor Force.
- U.S. Public Health Service. (1989). Caring for Our Future: The Content of Prenatal Care. Washington, DC: Department of Health and Human Services.
- U.S. Public Health Service. (1993). Public Health Reports. (Supp. 1). Rockville, MD: Public Health Service.
- Ventura, S. J. (1982). Advance Report of Final Natality Statistics, 1980. Monthly Vital Statistics Reports, 31(Supp. 8).
- Ventura, S. J. (1983). Births to Hispanic Parentage: 1980. Monthly Vital Statistics Reports, 32(36[6 Supp]).
- Ventura, S. J. (1987). Births of Hispanic Parentage, 1985. Monthly Vital Statistics Reports, 36(Supp. 11).
- Ventura, S. J., Abma, J. C., & Mosher, W. D. (2003). Revised Pregnancy Rates, 1999-97, and New Rates for 1998-99: United States. National Vital Statistics Reports, 52(7).
- Ventura, S. J., Anderson, R. N., Martin, J. A., & Smith, B. L. (1998). Births and Deaths: Preliminary Data for 1997. National Vital Statistics Reports, 47(4).
- Ventura, S. J., & Bachrach, C. A. (2000). Nonmarital Childbearing in the United States, 1940-1999. National Vital Statistics Reports, 48(16).
- Ventura, S. J., Hamilton, B. E., & Sutton, P. D. (2003). Revised Birth and Fertility Rates for the United States, 2000 and 2001. National Vital Statistics Reports, 51(4).
- Ventura, S. J., & Martin, J. A. (1993). Report of Final Natality Statistics, 1990. Monthly Vital Statistics Reports, 41(Supp. 9).
- Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1998). Report of Final Natality Statistics, 1996. Monthly Vital Statistics Reports, 46(Supp. 11).
- Ventura, S. J., Martin, J. A., Curtin, S. C., & Mathews, T. J. (1999). Births: Final Data for 1997. National Vital Statistics Reports, 47(18).
- Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (1997). Report of Final Natality Statistics, 1995. Monthly Vital Statistics Reports, 45(11[Supp. 2]).
- Ventura, S. J., Martin, J. A., Curtin, S. C., Mathews, T. J., & Park, M. M. (2000). Births: Final Data for 1998. National Vital Statistics Reports, 48(3).
- Ventura, S. J., Martin, J. A., Curtin, S. C., Menacker, F., & Hamilton, B. E. (2001). Births: Final Data for 1999. National Vital Statistics Reports, 49(1).

- Ventura, S. J., Martin, J. A., Mathews, T. J., & Clarke, S. C. (1996). Advanced Report of Final Natality Statistics, 1994. *Monthly Vital Statistics Reports*, 44(11, Supp.).
- Ventura, S. J., Mosher, W. D., Curtin, S. C., Abma, J. C., & Henshaw, S. (2000). Trends in Pregnancies and Pregnancy Rates by Outcome: Estimates for the United States, 1976-1996. *Vital and Health Statistics Reports*, 21(56).
- Ventura, S. J., Mosher, W. D., Curtin, S. C., Abma, J. C., & Henshaw, S. (2001). Trends in Pregnancy Rates for the United States, 1976-1997: An Update. *National Vital Statistics Reports*, 49(4).
- Webster, L. A., Berman, S. M., & Greenspan, J. R. (1993). CDC Surveillance Summaries. (ss-3).
- White House Council of Economic Advisors. (2000). *Teens and their Parents in the 21st Century*. Washington, DC: U.S. Government Printing Office.
- Wood, D., Halfon, N., Scarlata, D., Newacheck, P., & Nessim, S. (1993). Impact of Family Relocation on Children's Growth, Development, School Function, and Behavior. *Journal of the American Medical Association*, 270.
- Zill, N., & Collins, M. (1995). *Approaching Kindergarten: A Look at Preschoolers in the United States*. Rockville, MD: U.S. Department of Education, Office of Educational Research and Improvement.
- Zill, N., Morrison, D. R., & Coiro, M. (1993). Long-Term Effects of Parental Divorce on Parent-Child Relationships: Adjustment and Achievement in Early Adulthood. *Journal of Family Psychology*, 7(1).
- Zill, N., & Nord, C. W. (1994). *Running in Place: How American Families Are Faring in a Changing Economy and Individualistic Society*. Washington, DC.