

SOCIAL DEVELOPMENT

SD 1.1 LIFE GOALS: THE PERCENT OF HIGH SCHOOL STUDENTS WHO RATED SELECTED PERSONAL AND SOCIAL LIFE GOALS AS EXTREMELY IMPORTANT

Table SD 1.1 presents the percent of high school seniors who rated selected personal and social life goals as extremely important for 1976 through 1994. Personal goals include: being successful at 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 the community.

An overview of these measures shows that in 1994 a majority of seniors thought that it was extremely important to be successful at work (63 percent), and to have a good marriage and family life (76 percent). By contrast, the percentage who attached this level of importance to the social goals of making a contribution to society, working to correct social and economic inequality, and being a leader in the community is substantially smaller, ranging from 14 percent to 24 percent. Twenty-six percent believed that having lots of money was extremely important.

Trends between 1976 and 1994 indicate that a rising percentage of seniors attach great importance to the personal goals of being successful at work (from 53 percent to 63 percent) and making lots of money (from 15 percent to 26 percent). The percent reporting having a good marriage and family life as extremely important stayed relatively high and steady at around 75 percent. Among the social goals, there were increases in the percentage who think that it is extremely important to make a contribution to society (18 percent to 24 percent), and to become a leader in the community (7 percent to 14 percent), and to correct social and economic inequalities (10 percent to 14 percent).

In 1994, blacks were more likely than whites to view as extremely important issues such as being successful at work (79 percent versus 60 percent), having lots of money (47 percent versus 22 percent), and correcting social and economic inequalities (25 percent versus 11 percent). The two groups appeared equally likely to attach extreme importance to having a good marriage and family life, a rate that has hovered at around 75 percent for both races over time. Clearly, black youth continue to attach great importance to marriage and family despite their considerably lower marriage rates.

Across the six goals rates vary little between males and females with two exceptions. In 1994, females were more likely to indicate that having a good marriage and family life was extremely important (81 percent versus 70 percent), and less likely to report that having lots of money was an extremely important goal (19 percent versus 32 percent).

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Table SD 1.1 PERCENT OF HIGH SCHOOL SENIORS WHO RATE SELECTED LIFE GOALS AS BEING "EXTREMELY IMPORTANT": 1976 - 1994

	1976	1981	1986	1991	1992	1993	1994
Personal Goals							
<i>Being Successful in My Line of Work</i>							
Total	53	57	61	62	66	65	63
Gender							
Male	53	58	62	60	63	63	61
Female	52	57	60	64	69	67	66
Race							
White	50	55	58	59	65	62	60
Black	67	71	73	75	80	74	79
<i>Having a Good Marriage and Family Life</i>							
Total	73	76	75	76	78	79	76
Gender							
Male	66	71	69	71	72	74	70
Female	80	89	82	83	84	85	81
Race							
White	72	77	76	76	79	79	76
Black	75	73	76	78	75	76	72
<i>Having Lots of Money</i>							
Total	15	18	27	28	29	26	26
Gender							
Male	20	24	34	37	35	32	32
Female	11	13	18	19	22	18	19
Race							
White	12	15	24	25	24	20	22
Black	33	32	38	39	46	45	47
Social Goals							
<i>Making a Contribution to Society</i>							
Total	18	18	17	21	22	24	24
Gender							
Male	16	19	18	20	22	25	23
Female	20	17	16	22	23	25	25
Race							
White	18	18	16	20	22	24	23
Black	23	21	20	27	27	25	29
<i>Working to Correct Social and Economic Inequalities</i>							
Total	10	10	9	12	15	15	14
Gender							
Male	8	9	7	11	14	14	12
Female	13	10	11	13	17	16	16
Race							
White	8	7	7	10	13	12	11
Black	20	21	19	21	26	21	25
<i>Being a Leader in My Community</i>							
Total	7	8	9	11	13	13	14
Gender							
Male	8	8	11	12	14	17	14
Female	6	7	6	10	11	10	13
Race							
White	6	7	8	9	11	12	12
Black	14	14	12	17	21	19	21

Source: Bachman, J. G., Johnston, L. D. & O' Malley, P. M. "Monitoring the Future: Questionnaire Responses from the Nations' High School Seniors" 1992, 1994 Questionnaire Form 1-5 numbers C13B and C13C in each report.

Johnston, L. D., Bachman, J. G. & O' Malley, P. M. "Monitoring the Future: Questionnaire Responses from the Nations' High School Seniors" 1976, 1981, 1986, 1991, 1993 Questionnaire Form 1-5 numbers C13B and C13C in each report.

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SD 1.2 POSITIVE PEER INFLUENCES: PEER APPROVAL OF HARD WORK AND GOOD BEHAVIOR IN SCHOOL

The attitudes of a student's peers are of interest to parents, teachers, and society because they are considered by many to influence the youth's own attitudes and behavior. Table SD 1.2 indicates the extent to which students in grades 6-12 in 1993 reported that their peers approved of working hard for grades and behaving well in school.

Asian students were more likely than students of other racial/ethnic origins to report that their peers believe it is very important to work hard for good grades (51 percent of Asian students compared to between 37 percent and 41 percent for white, black and Hispanic students). Asian students were also more likely to report that their peers believe it is very important to behave in school: 40 percent versus 34 percent among Hispanic students, 31 percent among black and 29 percent among white students.

Elementary school students were also more likely to report peer approval of hard work and good behavior than junior or senior high school students. Among elementary school students, 45 percent report peer approval of working hard for good grades compared to only 35 percent of junior high and 38 percent of senior high school students. A similar pattern is found for peer approval of good behavior in school, with the respective percentages for the three groups being 40 percent, 29 percent, and 27 percent.

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Table SD 1.2 POSITIVE PEER INFLUENCES: PERCENT OF STUDENTS REPORTING PEER APPROVAL OF HARD WORK FOR GOOD GRADES AND GOOD BEHAVIOR IN SCHOOL, BY RACE/ETHNICITY AND SCHOOL GRADE. U.S. STUDENTS IN GRADES 6-12, 1993

	Very Important to Work Hard For Good Grades	Very Important to Behave Well in School
Race/Ethnicity		
White	37	29
Black	41	31
Hispanic	40	34
Asian	51	40
School Grade Level		
Elementary	45	40
Middle or Junior High	35	29
Senior High	38	27

Source: Zill, N. and Nord, C.W. (1994). *Running in Place*. Washington, DC: Child Trends, Inc., based on tabulations from the National Household Education Survey.

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SD 1.3 RELIGIOUS ATTENDANCE AND RELIGIOSITY

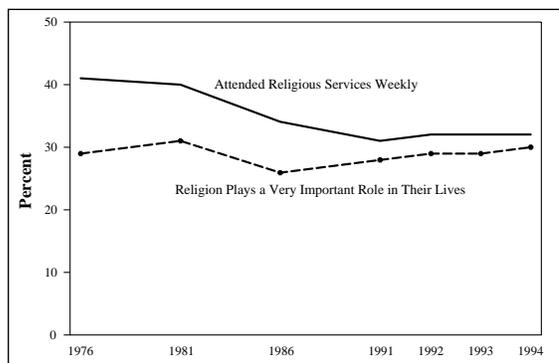
The percent of high school seniors who reported weekly religious attendance declined between 1976 and 1991 from 41 percent to 31 percent. From 1991 to 1994 rates of reported weekly attendance remained fairly constant at between 31 and 32 percent. (See Figure SD 1.3) Rates have decreased for both males (36 percent to 30 percent) and females (46 percent to 35 percent) between 1976 and 1994, with females the most likely to report attending throughout the period. (See Table SD 1.3)

In 1976, white seniors were somewhat more likely to report regular religious attendance than black seniors with rates of 42 percent and 37 percent, respectively. Due to a decline in attendance rates among white seniors, this situation had reversed by 1994, with rates of 32 percent for white seniors and 39 percent for black seniors.

Given the drop in attendance rates it is perhaps surprising that the percent of high school seniors who report that religion plays a very important role in their lives has remained fairly stable between 1976 and 1994 at 30 percent. (See Figure SD 1.3) In 1994, females were somewhat more likely than males to report that religion plays a very important role at 32 percent and 27 percent, respectively. This five percentage point difference is half what it was in 1976, when rates were 34 percent for females and 24 percent for males. (See Table SD 1.3)

The most notable contrast concerning the reported importance of religion is between black and white seniors. Between 1976 and 1994, approximately one half of black seniors have consistently reported that religion plays a very important role in their lives. This is approximately double the reported rate for white seniors over that same time period.

Figure SD1.3 RELIGIOUS ATTENDANCE AND RELIGIOSITY AMONG HIGH SCHOOL SENIORS 1976 - 1994



Source: Bachman, J.G., Johnston, L.D. & O'Malley, P.M. "Monitoring the Future: Questionnaire Responses from the Nations' High School Seniors" 1992, 1994 Questionnaire Form 1-6 numbers C13B and C13C in each report. Johnston, L.D., Bachman, J.G. & O'Malley, P.M. "Monitoring the Future: Questionnaire Responses from the Nation's High School Seniors" 1976, 1981, 1986, 1991, 1993.

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Table SD 1.3 PERCENT OF HIGH SCHOOL SENIORS WHO REPORT REGULAR (WEEKLY) RELIGIOUS ATTENDANCE, AND WHO RATE RELIGION AS PLAYING A "VERY IMPORTANT" ROLE IN THEIR LIVES: 1976 - 1994

Percent Reporting:	1976	1981	1986	1991	1992	1993	1994
Regular (Weekly) Religious Attendance							
Total	41	40	34	31	32	32	32
Gender							
Male	36	36	31	28	31	29	30
Female	46	44	38	34	34	34	35
Race							
White	42	41	35	31	32	31	32
Black	37	40	36	38	35	35	39
Percent Reporting that Religion Plays a Very Important Role in Their Lives.							
Total	29	31	26	28	29	29	30
Gender							
Male	24	25	23	24	26	26	27
Female	34	36	30	31	33	33	32
Race							
White	26	27	23	24	25	24	26
Black	51	51	51	50	51	51	49

Source: Bachman, J. G. , Johnston, L. D. & O' Malley, P. M. "Monitoring the Future: Questionnaire Responses from the Nations' High School Seniors" 1992, 1994 Questionnaire Form 1-6 numbers C13B and C13C in each report.

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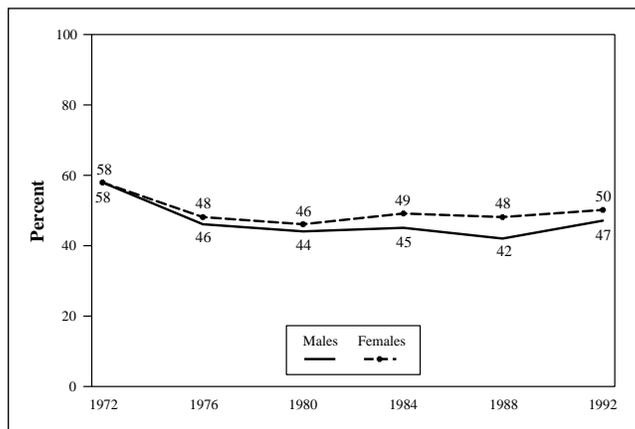
SD 1.4 YOUNG ADULTS REGISTERED TO VOTE

Voting is a seminal act of citizenship in a democracy. Voter registration among youth may be seen as an indicator of the level of youth commitment to become actively involved in the democratic process. The percent of young adults in the United States who are registered to vote varies from year to year. To examine trends, it is appropriate to look at the proportion during years of presidential elections, when turnout tends to be highest.

As shown in Table SD 1.4.a, in 1972, the first election when young adults aged 18-20 could vote, 58 percent of young adults aged 18-20 were registered to vote. The proportion registered has not been that high in any presidential election year since. By 1976, the proportion had dropped to 47 percent. Throughout the 1980s, the level went up and down but remained around 45 percent. The proportion registered to vote in the most recent presidential election year of 1992 was the highest since 1972 at 48 percent.

Voter registration does vary by gender, as a greater proportion of females in this age group were registered than males in any presidential election year. (See Figure SD 1.4) However, the difference is never more than a few percentage points. Registration also varies by race and ethnicity. Table SD 1.4.b presents the proportion of young adults in 1992 who were registered to vote by race/ethnicity, and gender for 1992. The table indicates that white youth were the most likely to register to vote in 1992 at 51 percent, followed by black youth at 43 percent. Hispanic youth were considerably less likely to be registered than either whites or blacks at 23 percent. Only about one in five Hispanic male youth were registered to vote.

Figure SD1.4 PERCENT OF PERSONS AGED 18-20 WHO WERE REGISTERED TO VOTE, PRESIDENTIAL ELECTION YEARS 1972-1992



^aSource: Jennings, J.T. (1993). *Voting and Registration in the Election of November 1992*. Current Population Reports, P20-466, Table 2 and Appendix A Historical Tables

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Table SD 1.4.A PERCENT OF PERSONS AGED 18-20 WHO WERE REGISTERED TO VOTE, BY GENDER, PRESIDENTIAL ELECTION YEARS 1972 - 1992

Percent Registered in Presidential Election of:	1972	1976	1980	1984	1988	1992
Total	58	47	45	47	45	48
Male	58	46	44	45	42	47
Female	58	48	46	49	48	50

Source: Jennings, J.T. (1993). *Voting and Registration in the Election of November 1992*. Current Population Reports, P20-466, Table 2 and Appendix A Historical Tables.

Table SD 1.4.B PERCENT OF PERSONS AGED 18-20 WHO WERE REGISTERED TO VOTE BY RACE/ETHNICITY GROUP: 1992

	Total	Male	Female
Total	48	47	50
White	51	49	53
Black	43	41	44
Hispanic	23	20	27

Source: Jennings, J.T. (1993). *Voting and Registration in the Election of 1992*. Current Population Reports, P-20-466, Table 2.

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SD 1.5 TV VIEWING HABITS

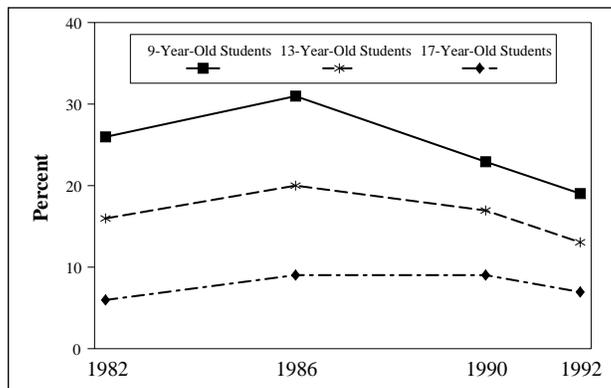
Excessive television watching is negatively related to children's and youths' academic attainment. For example, children and adolescents in grades 4, 8, and 11 who watch six or more hours of television per day have substantially lower scores on a test of writing achievement.³¹

As depicted in Figure SD 1.5, almost one fifth of 9-year-old students (19 percent) watched six or more hours of television each day in 1992. Among 13-year-old students, 13 percent watched six or more hours of television, and only 7 percent of 17-year-olds watched this amount of television each day. For all three age groups, the percentage of students spending six or more hours a day watching television increased between 1982 and 1986, and then declined through 1992. For instance, among 9-year-olds, 26 percent were watching television for long periods each day in 1982; this percentage increased to 31 percent in 1986, and then decreased to 19 percent in 1992.

In general, larger proportions of boys than girls are watching television for long periods of time. This gender difference is particularly notable among the younger children (Table SD 1.5.a). In 1990, 27 percent of boys compared to 20 percent of girls age 9 were watching television for six or more hours per day. A similar pattern is evident for the 13-year-old students (Table SD 1.5.b). In 1990, 18 percent of 13-year-old boys compared to 15 percent of 13-year-old girls were watching television for six or more hours per day. For 17-year-olds on the other hand, the percentages of boys and girls watching television for long periods is nearly the same at 9 percent and 8 percent, respectively, in 1990 (Table SD 1.5.c).

³¹U.S. Department of Education, National Center for Education Statistics. (1988). *Youth indicators 1988: Trends in the well-being of American youth*. Washington, DC: U.S. Government Printing Office

Figure SD 1.5 PERCENTAGE OF STUDENTS WHO WATCH 6 OR MORE HOURS OF TELEVISION PER DAY, BY AGE, 1982-1992



Source: National Assessment of Educational Progress (NAEP), 1992 Trend Assessment; and unpublished Trend Almanacs, 1978-1990.

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Table SD 1.5.A PERCENTAGE OF 9- YEAR-OLD STUDENTS WHO WATCH 6 OR MORE HOURS OF TELEVISION PER DAY BY GENDER, RACE/ETHNICITY, AND TYPE OF SCHOOL: 1982 - 1992

	1982	1986	1990	1992
Total	26	31	23	19
Gender				
Male	30	34	27	—
Female	23	27	20	—
Race/Ethnicity				
White	23	26	18	—
Black	43	53	47	—
Hispanic	28	33	26	—
Type of School				
Public	27	32	24	—
Private	21	24	18	—

Source: National Assessment of Educational Progress (NAEP), *1992 Trend Assessment*; and unpublished Trend Almanacs, 1978-1990.

Table SD 1.5.B PERCENTAGE OF 13- YEAR-OLD STUDENTS WHO WATCH 6 OR MORE HOURS OF TELEVISION PER DAY BY GENDER, RACE/ETHNICITY, TYPE OF SCHOOL, AND PARENT'S HIGHEST LEVEL OF EDUCATION: 1982 - 1992

	1982	1986	1990	1992
Total	16	20	17	13
Gender				
Male	18	21	18	—
Female	15	19	15	—
Race/Ethnicity				
White	13	17	12	—
Black	32	40	35	—
Hispanic	19	21	18	—
Type of School				
Public	13	20	17	—
Private	17	(*)	11	—
Parents' Highest Level of Education				
Less than high school	23	32	24	—
Graduate high school	18	22	19	—
More than high school	13	18	12	—
Graduate college	12	15	13	—

*Too few observations for a reliable estimate.

Source: National Assessment of Educational Progress (NAEP), *1992 Trend Assessment*; and unpublished Trend Almanacs, 1978-1990.

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SD 1.5 TV VIEWING HABITS (continued)

In addition to the gender differences in television viewing habits, there are also notable racial/ethnic group differences. For each age group and for each time point of assessment, larger proportions of Black students than either white or Hispanic students are watching television for six or more hours per day. For example, among 9-year-old students, 47 percent of Black students, compared to 18 percent of white students, and 26 percent of Hispanic students were watching television for long periods of time per day during 1990 (Table SD 1.5.a).

In general, smaller percentages of children and adolescents who attend private school than students who attend public school spend six or more hours per day watching television, although the differences are usually not very large. As noted in Table SD 1.5.a, smaller proportions of 9-year-old private school students than public school students are spending long hours watching television at each year of assessment. In 1990, 24 percent of public school students compared to 18 percent of private school students were watching television for six or more hours per day. Differences in television viewing patterns were similar for 13-year-olds, as depicted in Table SD 1.5.b. For 17-year-olds, although two time points of data are missing, smaller percentages of private school students than public school students were watching television for six or more hours per day in 1978 and in 1982 (4 percent versus 5 percent in 1978; 3 percent versus 7 percent in 1982). (Table SD 1.5.c.)

There are also differences in television viewing habits by parent's highest level of education. Among 13- and 17-year-old students, smaller proportions of children whose parents have graduated from college spend six or more hours per day watching television for nearly all time points of assessment. In 1990, 24 percent of 13-year-olds whose parents had less than a high school education were watching six or more hours of television per day, compared to 19 percent of students with parents who graduated from high school, 12 percent whose parents had more than a high school education, and 13 percent of students whose parents graduated from college. A similar pattern is evident for 17-year-old students in 1982.

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Table SD 1.5.C PERCENTAGE OF 17- YEAR-OLD STUDENTS WHO WATCH 6 OR MORE HOURS OF TELEVISION PER DAY BY GENDER, RACE/ETHNICITY, TYPE OF SCHOOL, AND PARENT'S HIGHEST LEVEL OF EDUCATION: 1978 - 1992

	1978	1982	1986	1990	1992
Total	5	6	9	9	7
Gender					
Male	5	7	10	9	—
Female	5	6	8	8	—
Race/Ethnicity					
White	4	5	6	6	—
Black	13	14	22	23	—
Hispanic	7	6	12	8	—
Type of School					
Public	5	7	9	9	—
Private	4	3	(*)	(*)	—
Parents' Highest Level of Education					
Less than high school	8	10	17	11	—
Graduate high school	5	8	10	11	—
More than high school	4	4	9	8	—
Graduate college	3	4	4	5	—

*Too few observations for a reliable estimate.

Source: National Assessment of Educational Progress (NAEP), *1992 Trend Assessment*; and unpublished Trend Almanacs, 1978-1990.

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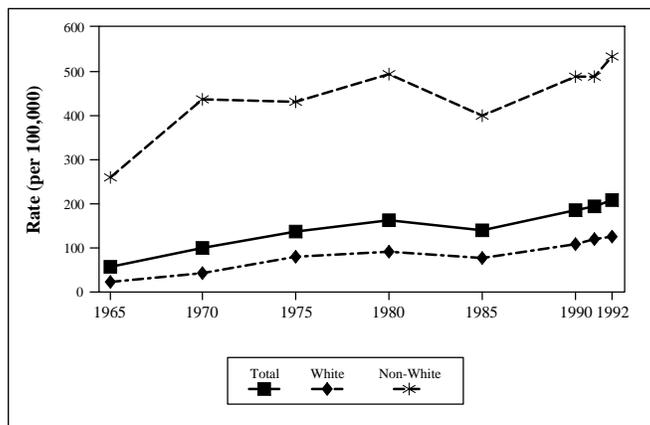
SD 1.6 YOUTH VIOLENT CRIME ARREST RATES³²

Figure SD 1.6 presents national estimates of the rate (per 100,000) of youth arrests for violent crimes from 1965 through 1992. Violent crimes include murder, forcible rape, robbery, and aggravated assault. The estimates represent rates of arrest based on the entire child population under age 18. Rates have increased by more than three and one half times between 1965 and 1992 from 58 to 209 per 100,000. The increase has been fairly constant over time, except for a short-lived reduction in rates between 1980 and 1985. Rates have increased for both white and nonwhite youth during this period. In 1992 rates of arrest for violent crimes for whites were 126 compared to 534 per 100,000 for non-whites.

Table SD 1.6 presents these rates for individual years of age between 13 and 18 rather than for all persons under age 18, and separately for men and women. Between 1965 and 1992, arrest rates for violent crime increased for both males and females. For example, among females age 18 rates increased from 37 to 197 per 100,000. For 18 year old males, the rates increased from 638 to 1944 per 100,000, or to about two arrests per one hundred 18 year old males by 1992. Among males, arrest rates for violent crime climb quickly and steadily with age from 681 among 13-14 year olds to 1944 among 18 year olds in 1992. By contrast, the rates for young women do not increase uniformly or rapidly with age, climbing from 145 per 100,000 at ages 13-14 to 217 per 100,000 by age 16, then decreasing somewhat to 197 per 100,000 by age 18 in 1992.

³²Arrests for violent crimes were chosen in preference to other arrest measures as an indicator both because of the particular hazards that violent crime represent to our society, and because arrests for violent crimes are less likely to be affected over time by changes in police practice and policy than other types of crime.

Figure SD 1.6 VIOLENT CRIME ARREST RATE FOR YOUTHS UNDER AGE 18: 1965 - 1992 (Rate per 100,000)



Note: Violent crimes include murder, forcible rape, robbery, and aggravated assault. Rates refer to the number of arrests made per 100,000 inhabitants belonging to the prescribed age group.

Source: Uniform Crime Reporting Program, Federal Bureau of Investigation (December, 1993). *Age-Specific Arrest Rates and Race-Specific Arrest Rates for Selected Offenses, 1965-1992*. U.S. Department of Justice.

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Table SD 1.6 ARREST RATES FOR VIOLENT CRIMES BY YOUTH UNDER AGE 18, 1965 - 1992 (per 100,000)

	1965	1970	1975	1980	1985	1990	1991	1992
Total	58	101	136	163	139	184	195	209
Race/Ethnicity								
White	24	42	79	92	77	108	121	126
Non-white	259	436	431	492	400	488	486	534
Age								
13-14	139	207	250	262	252	369	397	420
15	245	364	483	505	446	670	720	725
16	304	459	616	638	568	879	925	940
17	305	519	663	739	662	986	1041	1001
18	338	571	713	746	661	1023	1108	1092
Gender								
Male								
13-14	242	351	420	446	424	602	652	681
15	442	644	832	877	769	1137	1222	1210
16	564	838	1102	1130	999	1525	1604	1621
17	572	957	1201	1322	1180	1745	1841	1757
18	638	1065	1299	1350	1194	1840	1996	1944
Female								
13-14	32	57	72	70	71	123	130	145
15	40	73	119	117	108	177	192	214
16	36	67	114	125	118	193	204	217
17	30	66	105	130	118	179	188	195
18	37	72	113	125	114	164	176	197

Note: Violent Crime is the sum of murder, forcible rape, robbery, and aggravated assault. Rates refer to the number of arrests made per 100,000 inhabitants belonging to the prescribed age group.

Source: Uniform Crime Reporting Program, Federal Bureau of Investigation (December, 1993). *Age-Specific Arrest Rates and Race-Specific Arrest Rates for Selected Offenses, 1965-1992*. pp. 12-17 & p. 181. U.S. Department of Justice.

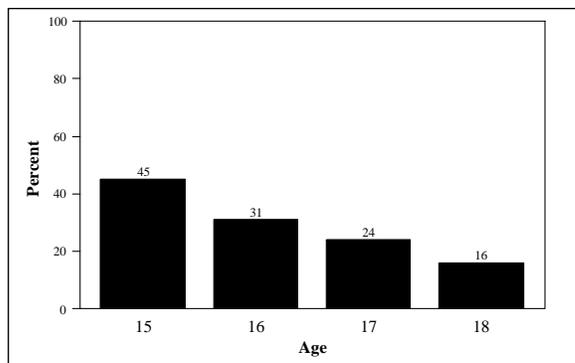
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SD 1.7 LOW-RISK TEENS: CUMULATIVE RISK INDEX

Statistics often show rates of specific problem behaviors among adolescents such as drug or alcohol use, school drop out, or early sexual activity. However, most parents and other members of society believe that the ideal is for youth to avoid all of these risk behaviors. The cumulative risk index is designed to identify the degree to which adolescents avoid a set of key problem behaviors simultaneously. This measure is created from youth-report data for five behaviors, where a youth is defined as having no risks if he or she is in school or has graduated from high school, has never had sexual intercourse, has never used illegal drugs, has not had 5 or more alcoholic beverages in a row in the past month, and has not stayed out all night without permission in the past year. Although some of these behaviors may be acceptable to society when adolescents become adults, through age 18 each can be considered a risk.

The proportion of youth who report avoiding all of these risk behaviors is shown in Figure SD 1.7 for 1992 by single year of age. Table SD 1.7 presents additional data on the percentage who report only one risk, and two or more risk behaviors. Even at age 15, less than half (45 percent) have avoided all risk behaviors, and 30 percent have experienced two or more risks. By age 17, an age at which most youth are still in high school, the proportion with no risks has dwindled to less than one-quarter and the majority have now experienced two or more risk behaviors. By age 18, only 16 percent report having engaged in no risk behaviors, while 62 percent report two or more such behaviors.

Figure SD 1.7 PERCENTAGE OF YOUTH WITH NO RISKS ON CUMULATIVE RISK MEASURE, BY AGE: 1992



Note: Status of having no risks requires all of the following: being in school or graduated from high school; never having had sexual intercourse; never having used illegal drugs (includes marijuana); not having had 5 alcoholic beverages in a row in the past month; and not having stayed out all night without permission in the past year.

Source: 1992 National Health Interview Survey — Youth Risk Behavior Supplement, tabulations by Child Trends, Inc., weighted analyses.

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Table SD 1.7 PERCENT OF YOUTH WITH NO, ONE, AND TWO OR MORE RISKS ON CUMULATIVE RISK MEASURE^a BY AGE: 1992

	Age			
	15	16	17	18
Cumulative Risk Measure				
No Risks	45	31	24	16
Only One Risk	25	24	26	22
Two or More Risks	30	45	50	62

Note: ^a A status of having no risks requires all of the following: being in school or graduated from high school; never having had sexual intercourse; never having used illegal drugs (includes marijuana); not having had 5 alcoholic beverages in a row in the past month; and not having stayed out all night without permission in the past year.

Source: 1992 National Health Interview Survey — Youth Risk Behavior Supplement, tabulations by Child Trends, Inc., weighted analyses.