

# **Section 4: Social Development and Behavioral Health**

### SD 1.1 Life Goals of High School Seniors

The personal and social life goals of high school students reflect their priorities for the future and provide insights into the positive and negative influences in their lives as they make the transition to adulthood. The percentages of high school seniors 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 through 2000, high school seniors 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 high school seniors 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 (see 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 high school seniors. Between 20 and 30 percent of seniors have found these goals extremely important in recent years (see 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 2000 for only small percentages of high school seniors rated as: 11 percent and 14 percent, respectively.

**Differences by Race.**<sup>1</sup> In 2000, Black students were more likely than Whites to rate as extremely important goals such as being successful at work (71 percent versus 60 percent), having lots of money (47 percent versus 23 percent), and correcting social and economic inequalities (19 percent versus 9 percent). The two groups appeared equally likely to attach extreme importance to having a good marriage and family life, a rate that has hovered around 75 percent for both races over time.

**Differences by Gender.** Across the six goals, rates vary little between male students and female students, with several exceptions. In 2000, females were more likely to indicate that having a good marriage and family life was extremely important (83 percent versus 73 percent) and were less likely to report that having lots of money was an extremely important goal (20 percent versus 34 percent).

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

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**Table SD 1.1.A**

Percentage of high school seniors in the United States who rate selected personal life goals as being "extremely important," by gender and race:<sup>a</sup> Selected years, 1976-2000

|   | 1976 | 1981 | 1986 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|---|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <b>Being successful in my line of work</b>    |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total   | 53   | 57   | 61   | 62   | 66   | 65   | 63   | 62   | 65   | 64   | 64   | 63   | 62   |
| Gender  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male  | 53   | 58   | 62   | 60   | 63   | 63   | 61   | 62   | 62   | 65   | 61   | 63   | 61   |
| Female  | 52   | 57   | 60   | 64   | 69   | 67   | 66   | 62   | 68   | 64   | 68   | 64   | 64   |
| Race <sup>a</sup>                             |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White   | 50   | 55   | 58   | 59   | 65   | 62   | 60   | 59   | 63   | 60   | 61   | 60   | 60   |
| Black   | 67   | 71   | 73   | 75   | 80   | 74   | 79   | 72   | 74   | 81   | 80   | 76   | 71   |
| <b>Having a good marriage and family life</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total   | 73   | 76   | 75   | 76   | 78   | 79   | 76   | 78   | 78   | 76   | 77   | 78   | 77   |
| Gender  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male  | 66   | 71   | 69   | 71   | 72   | 74   | 70   | 73   | 74   | 72   | 72   | 74   | 73   |
| Female  | 80   | 82   | 82   | 83   | 84   | 85   | 81   | 83   | 81   | 81   | 82   | 83   | 83   |
| Race <sup>a</sup>                             |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White   | 72   | 77   | 76   | 76   | 79   | 79   | 76   | 78   | 78   | 77   | 77   | 79   | 78   |
| Black   | 75   | 73   | 76   | 78   | 75   | 76   | 72   | 76   | 75   | 76   | 77   | 76   | 75   |
| <b>Having lots of money</b>                   |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total   | 15   | 18   | 27   | 28   | 29   | 26   | 26   | 25   | 25   | 28   | 29   | 26   | 28   |
| Gender  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male  | 20   | 24   | 34   | 37   | 35   | 32   | 32   | 30   | 33   | 33   | 35   | 34   | 34   |
| Female  | 11   | 13   | 18   | 19   | 22   | 18   | 19   | 19   | 16   | 20   | 20   | 17   | 20   |
| Race <sup>a</sup>                             |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White   | 12   | 15   | 24   | 25   | 24   | 20   | 22   | 21   | 21   | 22   | 22   | 21   | 23   |
| Black   | 33   | 32   | 38   | 39   | 46   | 45   | 47   | 41   | 43   | 45   | 46   | 47   | 47   |

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

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.

Sources: Johnston, Bachman, and O'Malley, 1976, 1981, 1986, 1991, 1992, 1993, 1994, 1995, 1996-2000 unpublished tables. Questionnaire Form 1, (items A007A, A007B, and A007C).

## Social Development

**Table SD 1.1.B**

Percentage of high school seniors in the United States who rate selected social life goals as being "extremely important," by gender and race:<sup>a</sup> Selected years, 1976-2000

|  | 1976 | 1981 | 1986 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <b>Making a contribution to society</b>                    |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total  | 18   | 18   | 17   | 21   | 22   | 24   | 24   | 20   | 24   | 22   | 23   | 22   | 20   |
| Gender   |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male   | 16   | 19   | 18   | 20   | 22   | 25   | 23   | 19   | 23   | 19   | 21   | 22   | 20   |
| Female   | 20   | 17   | 16   | 22   | 23   | 25   | 25   | 21   | 26   | 25   | 24   | 22   | 20   |
| Race <sup>a</sup>  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White  | 18   | 18   | 16   | 20   | 22   | 24   | 23   | 19   | 23   | 22   | 23   | 21   | 18   |
| Black  | 23   | 21   | 20   | 27   | 27   | 25   | 29   | 25   | 29   | 24   | 30   | 26   | 28   |
| <b>Working to correct social and economic inequalities</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total  | 10   | 10   | 9    | 12   | 15   | 15   | 14   | 10   | 12   | 12   | 11   | 10   | 11   |
| Gender   |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male   | 8    | 9    | 7    | 11   | 14   | 14   | 12   | 9    | 11   | 10   | 10   | 9    | 11   |
| Female   | 13   | 10   | 11   | 13   | 17   | 16   | 16   | 10   | 12   | 12   | 11   | 10   | 11   |
| Race <sup>a</sup>  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White  | 8    | 7    | 7    | 10   | 13   | 12   | 11   | 8    | 9    | 9    | 8    | 8    | 9    |
| Black  | 20   | 21   | 19   | 21   | 26   | 21   | 25   | 18   | 19   | 18   | 20   | 16   | 19   |
| <b>Being a leader in my community</b>                      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total  | 7    | 8    | 9    | 11   | 13   | 13   | 14   | 12   | 15   | 15   | 14   | 15   | 14   |
| Gender   |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male   | 8    | 8    | 11   | 12   | 14   | 17   | 14   | 14   | 16   | 16   | 14   | 17   | 14   |
| Female   | 6    | 7    | 6    | 10   | 11   | 10   | 13   | 10   | 13   | 13   | 15   | 13   | 13   |
| Race <sup>a</sup>  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White  | 6    | 7    | 8    | 9    | 11   | 12   | 12   | 10   | 14   | 12   | 12   | 13   | 11   |

Note: 1976–1988 data based on one of five forms, with a resulting sample one-fifth of the total sample size for each year.

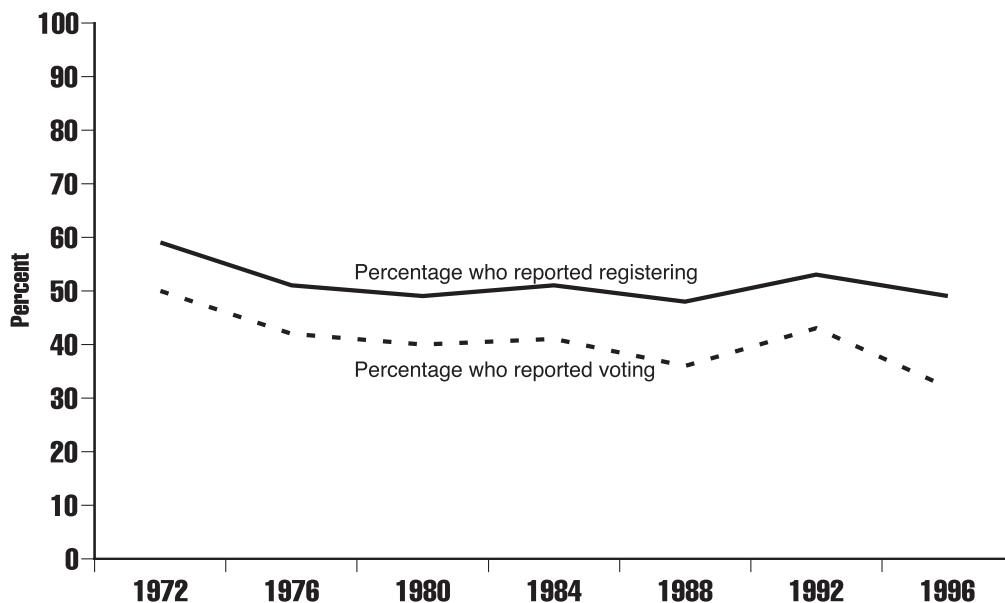
1989–1999 data based on one of six forms, with a resulting sample one-sixth of the total sample size for each year.

Sources: Johnston, Bachman, and O'Malley, 1976, 1981, 1986, 1991, 1992, 1993, 1994, 1995. 1996–2000 unpublished tables. Questionnaire Form 1, (items A007G, A007H, and A007L).

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**Figure SD 1.1.A**

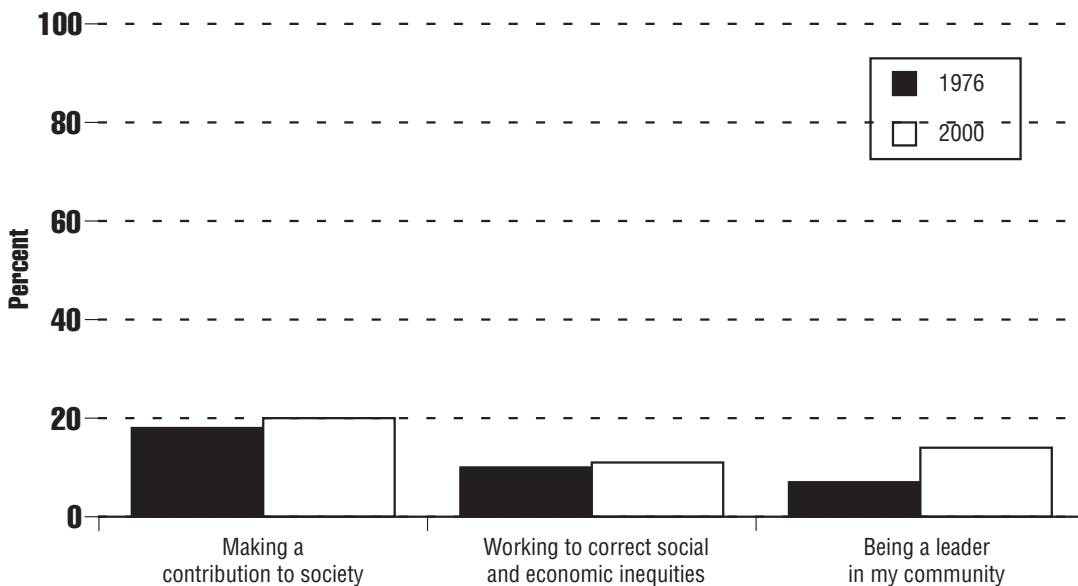
Percentage of high school seniors in the United States who rate selected personal life goals as being "extremely important": 1976-2000



Sources: Johnston, Bachman, and O'Malley, 1997 and 2000, Questionnaire Form 1, (items A007A, A007B, and A007C).

**Figure SD 1.1.B**

Percentage of high school seniors in the United States who rate selected social life goals as being "extremely important": 1976 and 2000



Sources: Johnston, Bachman, and O'Malley, 1997 and 2000; Questionnaire Form 1, (items A007G, A007H, and A007L).

### SD 1.2 Peer Approval

As children grow older, peer relationships come to play an increasingly important role in determining their own behaviors and attitudes. For example, teenagers reporting that a large proportion of their friends are (or would like to be) sexually active are more likely to become sexually active themselves.<sup>2</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. Between 1980 and 2000, the percentage of 12th-graders reporting that their peers value good grades stayed fairly constant, varying between 44 percent and 49 percent (see Figure SD 1.2.A). During that same time period, the percentage reporting peer disapproval of angering a teacher in school decreased from 41 to 32 percent (see Table SD 1.2.B).

**Differences by Age.** In 2000, 8th-grade students were more likely than either 10th- or 12th-graders to report that their peers consider good grades to be of great or very great importance (54 percent versus 41 percent and 42 percent, respectively). However, more 12th-grade students were likely to report peer disapproval of intentionally angering a teacher in school (see Tables SD 1.2.A and SD 1.2.B).

**Differences by Gender.** Female students were slightly more likely than males to report that their peers value good grades and that they would disapprove of intentionally angering teachers; for example, among 12th-grade females in 2000, 44 percent reported that peers hold good grades to be of great or very great importance, compared to 39 percent of males (see Table SD 1.2.A). In that same year, 35 percent of 12th-grade females and 29 percent of males reported peer disapproval of intentionally angering a teacher in school (see Table SD 1.2.B).

**Differences by Race.**<sup>3</sup> For all years for which data are presented, Black students in all grades were considerably more likely than their White counterparts to report strong peer support for good grades (see Figure SD 1.2.A); for example, in 2000, 35 percent of White and 63 percent of Black 12th-graders reported that their peers believed that good grades were of great or very great importance. Black students are slightly less likely to report peer disapproval of intentionally angering teachers. The difference by race is largest among high school seniors, in a trend that has been consistent since 1980 (see Figure SD 1.2.B).

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<sup>2</sup> Hayes, C.D. *Risking the Future*, p. 105; Newcomer, S.F., Gilbert, M., and Udry, J.R. *Perceived and Actual Same-Sex Behavior as Determinants of Adolescent Sexual Behavior*. Cited in National Commission on Children, 1991; Cvetkovitch, G., and Grote, B. *Psychological Development and the Social Problem of Teenage Illegitimacy*. In *Adolescent Pregnancy and Childbearing: Findings from Research* (C. Chilman, ed). Washington, DC: U.S. Department of Health and Human Services. Cited in National Commission on Children, 1991; *Beyond Rhetoric: A New American Agenda for Children and Families*, Final Report of the National Commission on Children, p. 351. Washington, DC: U.S. Government Printing Office.

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

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**Table SD 1.2.A**

Percentage of 8th-, 10th-, and 12th-grade students in the United States reporting that good grades have great or very great importance to peers, by gender and race:<sup>a</sup> Selected years, 1980-2000

|                   | 1980 | 1985 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <b>8th Grade</b>  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total             | —    | —    | —    | 51   | 52   | 54   | 54   | 55   | 55   | 52   | 51   | 50   | 54   |
| Gender            |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male              | —    | —    | —    | 50   | 50   | 54   | 52   | 52   | 54   | 51   | 52   | 49   | 53   |
| Female            | —    | —    | —    | 53   | 53   | 54   | 55   | 56   | 55   | 53   | 50   | 51   | 54   |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White             | —    | —    | —    | 47   | 47   | 49   | 49   | 48   | 48   | 46   | 46   | 45   | 49   |
| Black             | —    | —    | —    | 72   | 72   | 70   | 70   | 72   | 77   | 71   | 69   | 68   | 70   |
| <b>10th Grade</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total             | —    | —    | —    | 44   | 43   | 39   | 42   | 44   | 45   | 43   | 44   | 42   | 41   |
| Gender            |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male              | —    | —    | —    | 42   | 42   | 36   | 39   | 43   | 42   | 40   | 43   | 40   | 39   |
| Female            | —    | —    | —    | 46   | 44   | 42   | 45   | 45   | 47   | 45   | 46   | 44   | 42   |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White             | —    | —    | —    | 38   | 38   | 35   | 38   | 39   | 40   | 38   | 37   | 36   | 35   |
| Black             | —    | —    | —    | 67   | 66   | 59   | 64   | 67   | 65   | 62   | 69   | 66   | 65   |
| <b>12th Grade</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total             | 48   | 49   | 48   | 44   | 45   | 46   | 45   | 46   | 46   | 45   | 45   | 47   | 42   |
| Gender            |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male              | 48   | 50   | 46   | 41   | 42   | 43   | 44   | 41   | 44   | 41   | 42   | 44   | 39   |
| Female            | 48   | 48   | 51   | 47   | 48   | 48   | 46   | 50   | 49   | 49   | 48   | 49   | 44   |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White             | 43   | 43   | 43   | 37   | 39   | 40   | 39   | 40   | 42   | 41   | 40   | 39   | 35   |
| Black             | 78   | 77   | 76   | 71   | 70   | 61   | 67   | 67   | 69   | 59   | 63   | 77   | 63   |

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

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.

Sources: Bachman, Johnston, and O'Malley, 1980, 1985, 1990, 2000, (Questionnaire Forms 1 and 3).

## Social Development

**Table SD 1.2.B**

Percentage of 8th-, 10th-, and 12th-grade students in the United States reporting peer disapproval of intentionally angering a teacher in school, by gender and race:<sup>a</sup> Selected years, 1980-2000

|                   | 1980 | 1985 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <b>8th Grade</b>  |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total             | —    | —    | —    | 26   | 24   | 24   | 21   | 22   | 23   | 23   | 24   | 22   | 26   |
| Gender            |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male              | —    | —    | —    | 22   | 20   | 20   | 18   | 19   | 20   | 21   | 20   | 20   | 23   |
| Female            | —    | —    | —    | 30   | 27   | 26   | 23   | 24   | 26   | 26   | 27   | 24   | 30   |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White             | —    | —    | —    | 26   | 24   | 24   | 22   | 22   | 23   | 24   | 24   | 23   | 28   |
| Black             | —    | —    | —    | 23   | 24   | 23   | 22   | 22   | 22   | 20   | 23   | 20   | 21   |
| <b>10th Grade</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total             | —    | —    | —    | 26   | 24   | 24   | 26   | 24   | 23   | 23   | 25   | 26   | 27   |
| Gender            |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male              | —    | —    | —    | 21   | 19   | 19   | 22   | 21   | 19   | 20   | 23   | 22   | 23   |
| Female            | —    | —    | —    | 31   | 28   | 28   | 30   | 28   | 26   | 27   | 28   | 30   | 31   |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White             | —    | —    | —    | 27   | 25   | 25   | 26   | 25   | 23   | 24   | 26   | 27   | 29   |
| Black             | —    | —    | —    | 22   | 21   | 20   | 23   | 19   | 20   | 19   | 24   | 26   | 18   |
| <b>12th Grade</b> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Total             | 41   | 42   | 33   | 33   | 34   | 34   | 33   | 36   | 35   | 34   | 33   | 34   | 32   |
| Gender            |      |      |      |      |      |      |      |      |      |      |      |      |      |
| Male              | 37   | 35   | 29   | 31   | 28   | 30   | 25   | 32   | 29   | 31   | 28   | 30   | 29   |
| Female            | 46   | 48   | 38   | 37   | 39   | 37   | 40   | 41   | 40   | 38   | 38   | 37   | 35   |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |      |      |      |
| White             | 44   | 43   | 35   | 34   | 35   | 34   | 34   | 36   | 36   | 36   | 35   | 36   | 35   |
| Black             | 29   | 33   | 30   | 29   | 30   | 27   | 25   | 33   | 28   | 30   | 24   | 23   | 25   |

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

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.

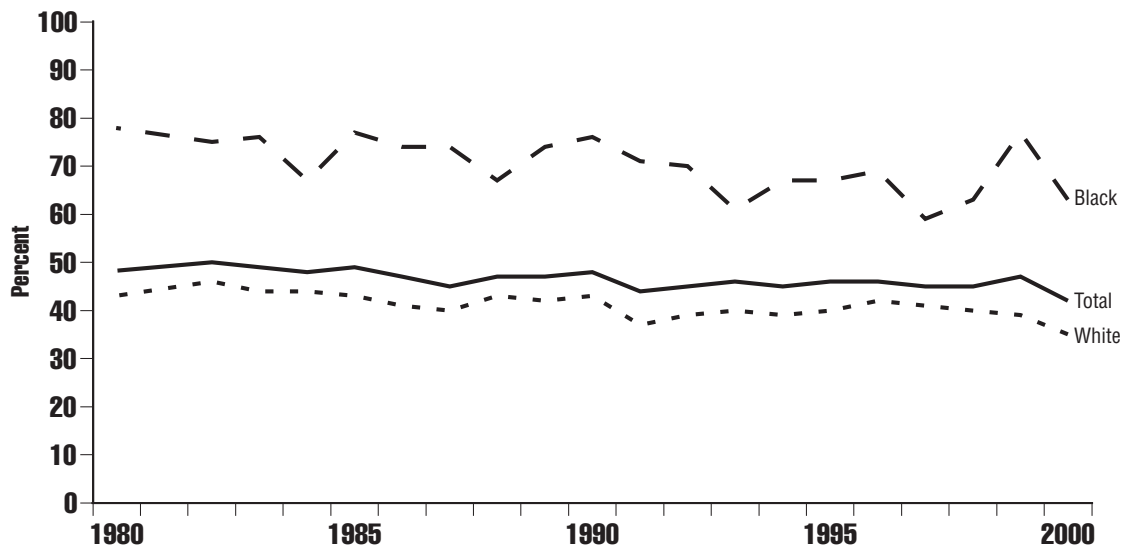
Sources: Bachman, Johnston, and O'Malley, 1980, 1985, 1990, 2000. (Questionnaire Forms 1 and 3).



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**Figure SD 1.2.A**

Percentage of high school seniors in the United States reporting that good grades have great or very great importance to peers,<sup>a</sup> by race:<sup>b</sup> 1980-2000



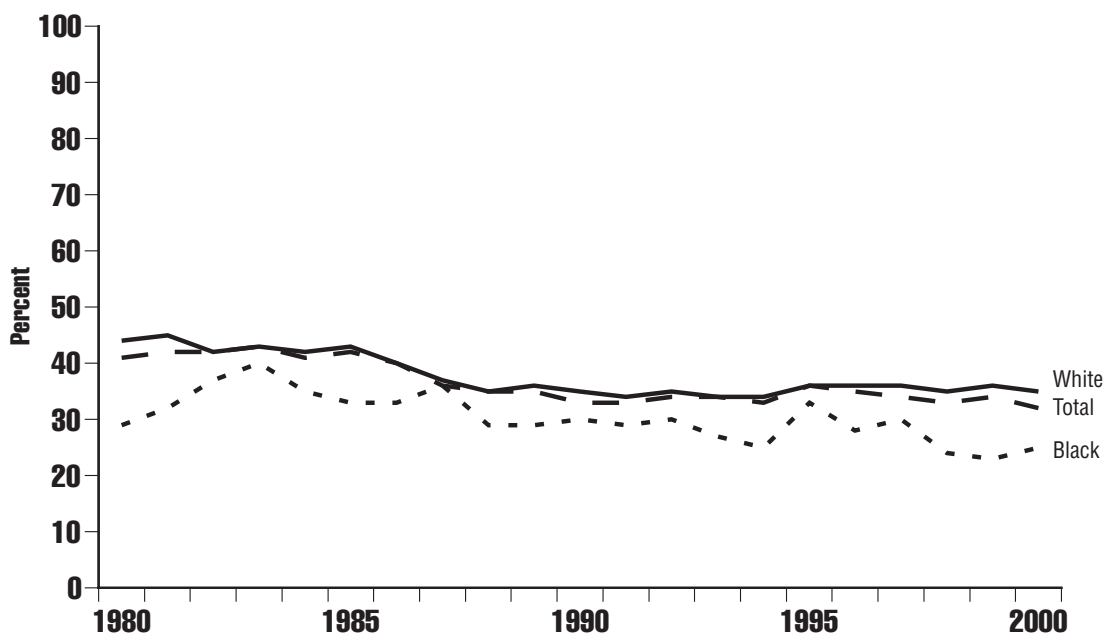
<sup>a</sup> This question was not asked in 1981.

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

Sources: Bachman, Johnston, and O'Malley, 1980, 1985, 1990, 2000. (Questionnaire Forms 1 and 3).

**Figure SD 1.2.B**

Percentage of high school seniors in the United States reporting peer disapproval of intentionally angering a teacher in school, by race:<sup>a</sup> 1980-2000



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

Sources: Bachman, Johnston, and O'Malley, 1980, 1985, 1990, 2000. (Questionnaire Forms 1 and 3).

### SD 1.3 Religious Attendance and Religiosity

Research relating religion to children's day-to-day conduct suggests that teens who are religious are more likely to avoid high-risk behaviors.<sup>4</sup> However, the number of 12th-grade students who report weekly religious attendance has declined from two out of every five students (41 percent) in 1976 to one out of every three students (31-33 percent) since 1991. During that same period, the percentage of 12th-grade students who report that religion plays a very important role in their lives stayed fairly constant, varying between 25 percent and 33 percent (see Figure SD 1.3).

**Differences by Age.** Data for students in the 8th and 10th grades, available since 1991, indicate that younger adolescents 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 (see Tables SD 1.3.A and SD 1.3.B). In 2000, 44 percent of 8th-graders reported weekly religious attendance, versus 39 percent of 10th-grade and 32 percent of 12th-grade students. During 2000, the percentage reporting that religion played an important role in their lives was 32 percent for all three grades.

**Differences by Gender.** 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 (see Tables SD 1.3.A and SD 1.3.B).

**Differences by Race.**<sup>5</sup> Black students across all three grades have consistently been nearly twice as likely as their White counterparts to report that religion plays a very important role in their lives; for example, in 2000, 57 percent of Black 12th-graders reported that religion played such a role, compared with 26 percent of White 12th-grade students.

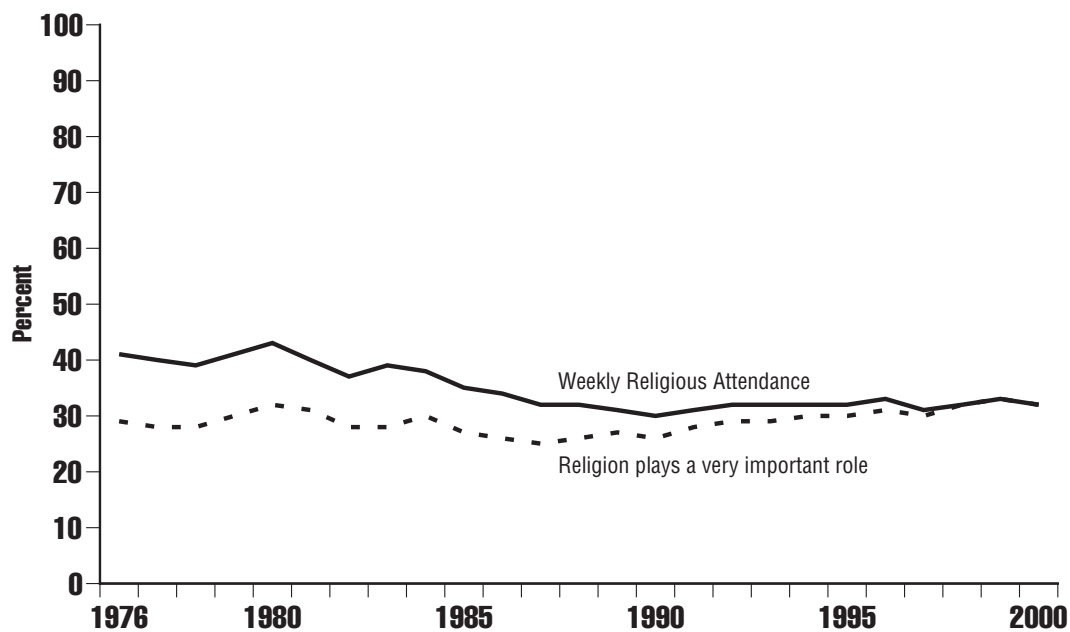
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<sup>4</sup> National Commission on Children. 1991. *Beyond Rhetoric: A New American Agenda for Children and Families*. Final Report of the National Commission on Children, p. 352. Washington, DC: U.S. Government Printing Office.

<sup>5</sup> Estimates for Blacks and Whites include Hispanics of those races. Persons of Hispanic origin may be of any race.

Figure SD 1.3

Percentage of high school seniors in the United States reporting weekly religious attendance and reporting religion is important in their lives: 1976-2000



Sources: Johnston, Bachman, and O'Malley, 1976-2000, (Questionnaire Forms 1-6).

## Social Development

**Table SD 1.3.A**

Percentage of 8th-, 10th-, and 12th-grade students in the United States who report weekly religious attendance, by gender and race:<sup>a</sup> Selected years, 1976-2000

|                   | 1976 | 1981 | 1986 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 <sup>b</sup> | 1999 <sup>b</sup> | 2000 <sup>b</sup> |
|-------------------|------|------|------|------|------|------|------|------|------|------|-------------------|-------------------|-------------------|
| <b>8th Grade</b>  |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Total             | —    | —    | —    | 46   | 43   | 42   | 42   | 42   | 43   | 44   | 45                | 43                | 44                |
| Gender            |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Male              | —    | —    | —    | 44   | 41   | 39   | 40   | 40   | 40   | 42   | 42                | 41                | 41                |
| Female            | —    | —    | —    | 49   | 46   | 45   | 45   | 45   | 46   | 47   | 47                | 46                | 47                |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| White             | —    | —    | —    | 48   | 44   | 44   | 44   | 43   | 44   | 46   | 45                | 45                | 45                |
| Black             | —    | —    | —    | 47   | 46   | 42   | 42   | 46   | 45   | 46   | 49                | 46                | 50                |
| <b>10th Grade</b> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Total             | —    | —    | —    | 38   | 39   | 40   | 37   | 37   | 38   | 38   | 38                | 38                | 39                |
| Gender            |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Male              | —    | —    | —    | 35   | 37   | 37   | 35   | 35   | 35   | 36   | 35                | 36                | 37                |
| Female            | —    | —    | —    | 42   | 41   | 43   | 39   | 40   | 40   | 41   | 40                | 40                | 41                |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| White             | —    | —    | —    | 39   | 39   | 41   | 37   | 37   | 38   | 39   | 37                | 37                | 39                |
| Black             | —    | —    | —    | 44   | 45   | 44   | 41   | 44   | 38   | 43   | 45                | 43                | 43                |
| <b>12th Grade</b> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Total             | 41   | 40   | 34   | 31   | 32   | 32   | 32   | 32   | 33   | 31   | 32                | 33                | 32                |
| Gender            |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Male              | 36   | 36   | 31   | 28   | 31   | 29   | 30   | 30   | 30   | 28   | 29                | 33                | 31                |
| Female            | 46   | 44   | 38   | 34   | 34   | 34   | 35   | 35   | 35   | 33   | 34                | 34                | 34                |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| White             | 42   | 41   | 35   | 31   | 32   | 31   | 32   | 32   | 32   | 29   | 31                | 33                | 30                |
| Black             | 37   | 40   | 36   | 38   | 35   | 35   | 39   | 40   | 38   | 40   | 41                | 40                | 43                |

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

<sup>b</sup> California schools omitted.

Note: Data for 8th and 10th grades available since 1991.

Sources: Johnston, Bachman, and O'Malley, 1976-2000. (Questionnaire Forms 1-6).

**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.3.B**

Percentage of 8th-, 10th-, and 12th-grade students in the United States who report that religion plays a very important role in their lives, by gender and race:<sup>a</sup> Selected years, 1976-2000

|                   | 1976 | 1981 | 1986 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 <sup>b</sup> | 1999 <sup>b</sup> | 2000 <sup>b</sup> |
|-------------------|------|------|------|------|------|------|------|------|------|------|-------------------|-------------------|-------------------|
| <b>8th Grade</b>  |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Total             | —    | —    | —    | 29   | 27   | 30   | 30   | 30   | 32   | 32   | 34                | 33                | 32                |
| Gender            |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Male              | —    | —    | —    | 27   | 26   | 27   | 29   | 28   | 29   | 30   | 32                | 31                | 28                |
| Female            | —    | —    | —    | 31   | 28   | 32   | 32   | 32   | 34   | 34   | 36                | 36                | 35                |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| White             | —    | —    | —    | 26   | 23   | 26   | 26   | 26   | 27   | 28   | 30                | 29                | 28                |
| Black             | —    | —    | —    | 46   | 46   | 42   | 47   | 45   | 47   | 48   | 52                | 51                | 52                |
| <b>10th Grade</b> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Total             | —    | —    | —    | 29   | 28   | 29   | 28   | 29   | 29   | 30   | 31                | 32                | 32                |
| Gender            |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Male              | —    | —    | —    | 26   | 26   | 26   | 24   | 26   | 26   | 28   | 29                | 28                | 28                |
| Female            | —    | —    | —    | 31   | 29   | 31   | 32   | 31   | 31   | 33   | 34                | 34                | 35                |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| White             | —    | —    | —    | 24   | 24   | 26   | 24   | 25   | 26   | 27   | 26                | 27                | 26                |
| Black             | —    | —    | —    | 52   | 50   | 50   | 48   | 49   | 47   | 48   | 52                | 55                | 57                |
| <b>12th Grade</b> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Total             | 29   | 31   | 26   | 28   | 29   | 29   | 30   | 30   | 31   | 30   | 32                | 33                | 32                |
| Gender            |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| Male              | 24   | 25   | 23   | 24   | 26   | 26   | 27   | 27   | 27   | 26   | 28                | 30                | 28                |
| Female            | 34   | 36   | 30   | 31   | 33   | 33   | 32   | 33   | 35   | 34   | 36                | 35                | 35                |
| Race <sup>a</sup> |      |      |      |      |      |      |      |      |      |      |                   |                   |                   |
| White             | 26   | 27   | 23   | 24   | 25   | 24   | 26   | 26   | 27   | 24   | 27                | 29                | 26                |
| Black             | 51   | 51   | 51   | 50   | 51   | 51   | 49   | 52   | 55   | 55   | 57                | 55                | 57                |

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

<sup>b</sup> California schools were omitted.

Note: Data for 8th and 10th grades available since 1991.

Sources: Johnston, Bachman, and O'Malley, 1976-2000. (Questionnaire Forms 1-6).

### SD 1.4 Voting Behavior of Young Adults

Voting is a critical exercise of citizenship in a democracy. Measures of the voting behavior of young adults may be seen as indicators of the level of youth commitment to the democratic process.

Rates of reported voter registration and voting among 18- through 24-year-olds during presidential election years declined between 1972 and 1976 and have stayed rather flat through 1996 (see Table SD 1.4.A). In 1972, 59 percent of young adults ages 18 through 24 reported that they had registered to vote, and 50 percent reported that they had voted. By 1996, 49 percent reported that they had registered, and 32 percent reported that they had voted (see Figure SD 1.4.A).

The percentage of young adults 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 (see Table 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 Gender.** Reported rates of voter registration and voting are modestly higher among women both over time and within racial and ethnic groups, particularly during presidential election years; for example, in 1996, 51 percent of females and 47 percent of males ages 18 through 24 reported that they had registered to vote (see Table SD 1.4.A).

**Differences by Race and Hispanic Origin.**<sup>6</sup> Hispanic young adults are the least likely to report that they register and vote. In 1996, 28 percent of Hispanic young adults reported that they had registered, and 15 percent reported that they had voted. Comparable numbers for Blacks are 49 percent registered and 32 percent voted. Whites were the most likely to report that they had registered (50 percent) and voted (33 percent) in 1996 (see Figure SD 1.4.A). However, it is important to note that we cannot account for how many of the Hispanic population are *foreign-born* and/or noncitizens. It is therefore possible that this decline in the percentage of Hispanics voting may be a function of an increase in the number of immigrants who are ineligible to vote.

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<sup>6</sup> Estimates for Blacks and Whites include Hispanics of those races. Persons of Hispanic origin may be of any race.

**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.4.A**

Percentage of persons ages 18 through 24 in the United States who reported that they had registered to vote and percentag who reported that they had voted in presidential election years, by race and Hispanic origin and gender: Selected years, 1972-1996

|                              | 1972 | 1976 | 1980 | 1984 | 1988 | 1992 | 1996 |
|------------------------------|------|------|------|------|------|------|------|
| <b>Registering</b>           |      |      |      |      |      |      |      |
| All races total <sup>a</sup> | 59   | 51   | 49   | 51   | 48   | 52   | 49   |
| Male                         | 58   | 51   | 48   | 50   | 45   | 50   | 47   |
| Female                       | 59   | 52   | 50   | 53   | 51   | 54   | 51   |
| White total                  | 61   | 54   | 51   | 52   | 49   | 55   | 50   |
| Male                         | 60   | 53   | 50   | 51   | 46   | 53   | 48   |
| Female                       | 61   | 54   | 52   | 53   | 51   | 57   | 52   |
| Black total                  | 48   | 39   | 41   | 54   | 50   | 49   | 49   |
| Male                         | 45   | 38   | 39   | 49   | 47   | 46   | 45   |
| Female                       | 50   | 40   | 43   | 58   | 53   | 52   | 53   |
| Hispanic total               | 39   | 29   | 23   | 30   | 25   | 25   | 28   |
| Male                         | 38   | 30   | 20   | 27   | 21   | 20   | 25   |
| Female                       | 39   | 28   | 25   | 32   | 30   | 30   | 31   |
| <b>Voting</b>                |      |      |      |      |      |      |      |
| All races total <sup>a</sup> | 50   | 42   | 40   | 41   | 36   | 43   | 32   |
| Male                         | 49   | 41   | 39   | 39   | 34   | 40   | 30   |
| Female                       | 50   | 43   | 41   | 43   | 38   | 45   | 35   |
| White total                  | 52   | 45   | 42   | 42   | 37   | 45   | 33   |
| Male                         | 51   | 43   | 40   | 40   | 35   | 43   | 31   |
| Female                       | 53   | 46   | 43   | 43   | 39   | 47   | 35   |
| Black total                  | 35   | 28   | 30   | 41   | 35   | 37   | 32   |
| Male                         | 32   | 27   | 29   | 36   | 32   | 32   | 25   |
| Female                       | 37   | 29   | 31   | 45   | 37   | 41   | 38   |
| Hispanic total               | 31   | 22   | 16   | 22   | 17   | 18   | 15   |
| Male                         | 30   | 22   | 13   | 20   | 14   | 14   | 12   |
| Female                       | 32   | 22   | 19   | 24   | 20   | 22   | 19   |

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

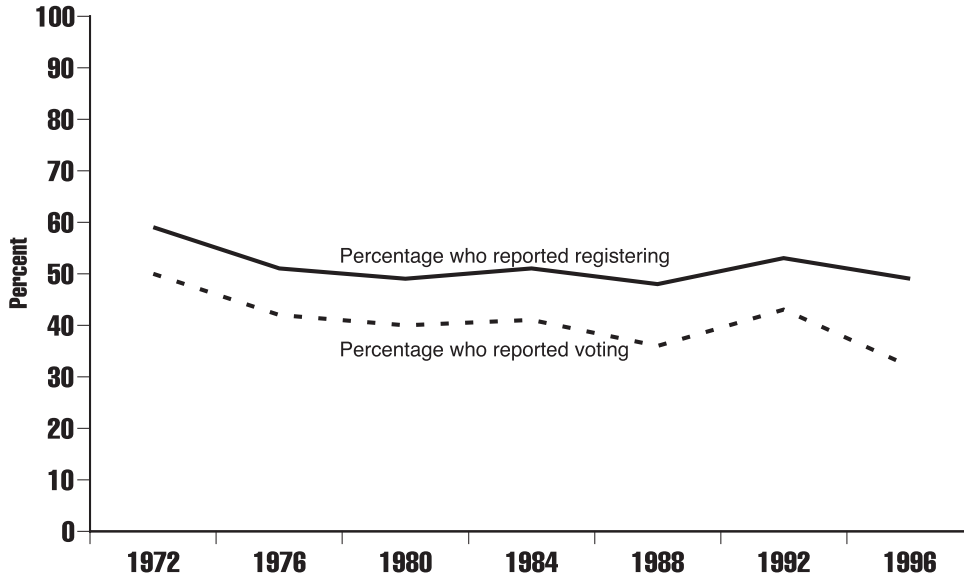
Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Census Bureau, *Current Population Reports*, Series P-20, Nos. 253, 322, 370, 405, 440, 466, 504.

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**Figure SD 1.4.A**

Percentage of persons ages 18 through 24 in the United States who reported that they had registered to vote and percentage who reported that they had voted in presidential election years: Selected years, 1972-1996

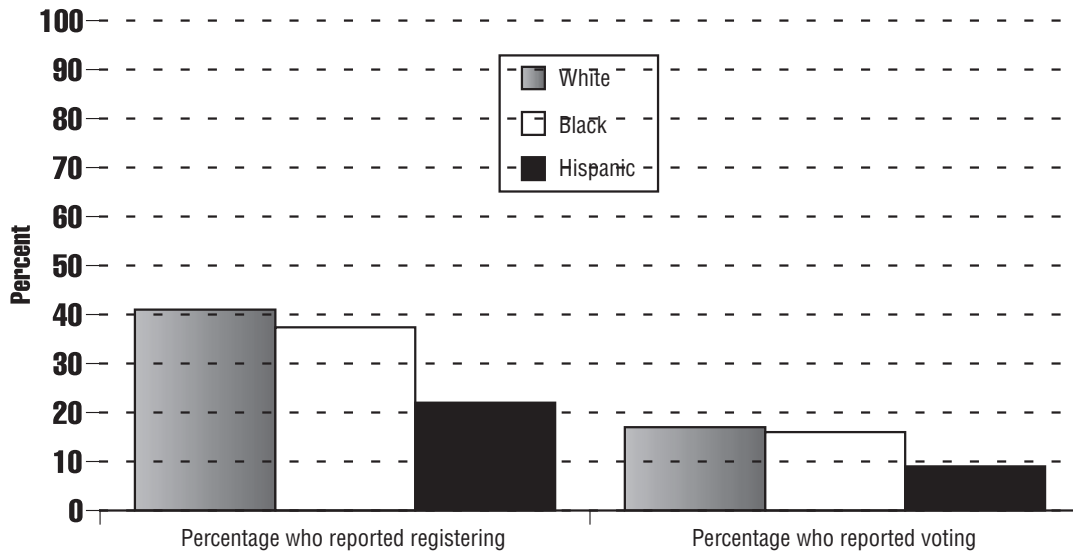


Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Bureau of the Census, *Current Population Reports*, Series P-20, Nos. 253, 293, 322, 344, 370, 405, 414, 453, 466, and PPL24-RV.

**Figure SD 1.4.B**

Percentage of persons ages 18 through 24 in the United States who registered to vote and percentage who voted in nonpresidential election year, by race and Hispanic origin<sup>a</sup>: 1998



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

Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: Casper and Bass, 1998.



**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.4.B**

Percentage of persons ages 18 through 24 in the United States 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 gender: Selected years, 1974-1998

|                              | 1974 | 1978 | 1982 | 1986 | 1990 | 1994 | 1998 |
|------------------------------|------|------|------|------|------|------|------|
| <b>Registering</b>           |      |      |      |      |      |      |      |
| All races total <sup>a</sup> | 41   | 41   | 42   | 42   | 40   | 42   | 39   |
| Male                         | 42   | 39   | 42   | 41   | 39   | 41   | 36   |
| Female                       | 41   | 42   | 42   | 43   | 40   | 44   | 42   |
| White total                  | 43   | 41   | 43   | 42   | 40   | 44   | 41   |
| Male                         | 44   | 41   | 44   | 41   | 40   | 43   | 38   |
| Female                       | 42   | 42   | 43   | 43   | 41   | 45   | 43   |
| Black total                  | 34   | 37   | 42   | 46   | 40   | 42   | 38   |
| Male                         | 31   | 35   | 38   | 43   | 41   | 38   | 33   |
| Female                       | 36   | 39   | 45   | 49   | 40   | 45   | 42   |
| Hispanic total               | 23   | 20   | 24   | 22   | 19   | 20   | 22   |
| Male                         | 23   | 22   | 24   | 20   | 18   | 18   | 18   |
| Female                       | 23   | 19   | 25   | 24   | 21   | 22   | 27   |
| <b>Voting</b>                |      |      |      |      |      |      |      |
| All races total <sup>a</sup> | 24   | 24   | 25   | 22   | 20   | 20   | 17   |
| Male                         | 25   | 23   | 25   | 21   | 20   | 19   | 16   |
| Female                       | 23   | 24   | 24   | 23   | 21   | 21   | 18   |
| White total                  | 25   | 24   | 25   | 22   | 21   | 21   | 17   |
| Male                         | 26   | 24   | 26   | 21   | 20   | 20   | 17   |
| Female                       | 24   | 25   | 24   | 22   | 21   | 22   | 18   |
| Black total                  | 16   | 20   | 25   | 25   | 20   | 17   | 16   |
| Male                         | 16   | 19   | 24   | 24   | 20   | 14   | 13   |
| Female                       | 13   | 21   | 27   | 26   | 20   | 20   | 18   |
| Hispanic total               | 13   | 11   | 14   | 12   | 9    | 10   | 9    |
| Male                         | 14   | 13   | 14   | 10   | 7    | 8    | 6    |
| Female                       | 12   | 10   | 14   | 13   | 11   | 13   | 12   |

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

Note: Current Population Survey figures routinely overestimate voter registration and turnout when compared to the official rates.

Sources: U.S. Census Bureau, *Current Population Reports*, Series P-20, Nos. 253, 293, 322, 344, 370, 405, 414, 453, 466, and PPL24-RV; Reported voting and registration for the United States, 1998, (Table 2).

## **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. In fact, research studies indicate that excessive television watching is negatively related to the academic attainment of children and youth; for example, at 17, 13, and 9 years of age, students who said 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>7</sup> Yet, as depicted in Figure SD 1.5, substantial percentages of students still report watching large amounts of television on a daily basis.

**Differences by Age.** The percentage of children 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 Race and Hispanic Origin.**<sup>8</sup> For each age group substantially larger proportions of non-Hispanic Black students watch television for 6 or more hours per day than do either non-Hispanic White or Hispanic students. For example, among 9-year-old students, 39 percent of non-Hispanic Black students, compared with 13 percent of non-Hispanic White students and 24 percent of Hispanic students, reported watching television 6 or more hours per day in 1999. This pattern holds for all previous years of data collection (see Table SD 1.5.A).

**Differences by Type of School.** In general, smaller percentages of children and adolescents who attend private school spend 6 or more hours per day watching television than do students who attend public school (see 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 students with parents who graduated from high school and 9 percent of students whose parents graduated from college (see Table SD 1.5.B).

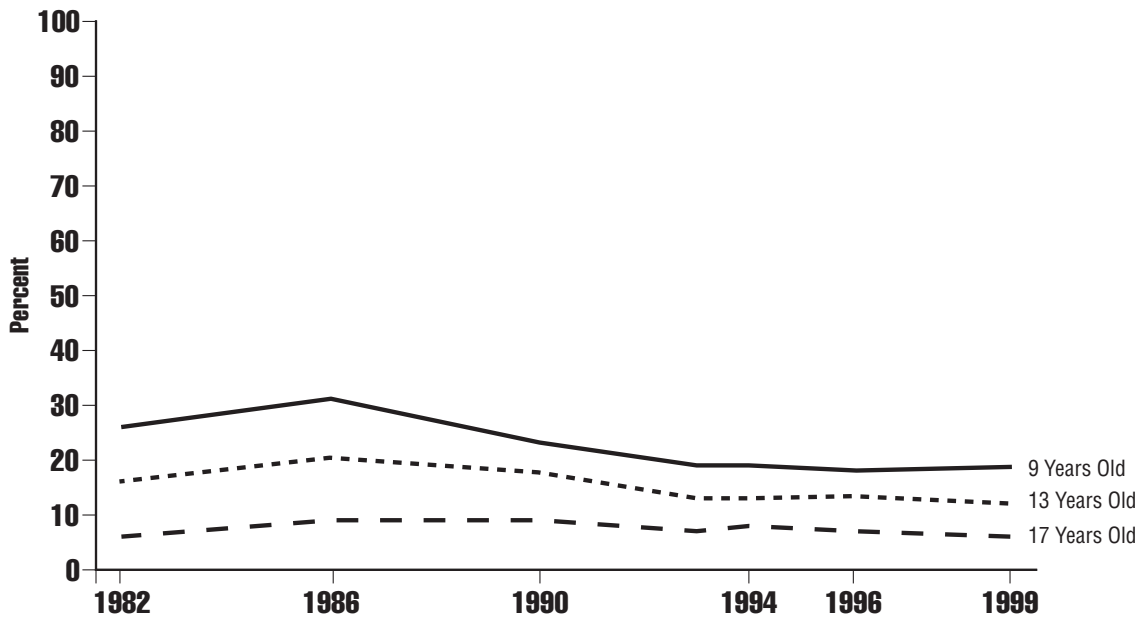
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<sup>7</sup> U.S. Department of Education, National Center for Education Statistics. (2000.) *National Assessment of Educational Progress, 1999 Long Term Assessment*. Washington, DC: U.S. Government Printing Office.

<sup>8</sup> Persons of Hispanic origin may be of any race.

Figure SD 1.5

Percentage of students in the United States who watch 6 or more hours of television per day, by age: Selected years, 1982-1999



Sources: Unpublished tables, National Assessment of Educational Progress (NAEP), 1992, 1994, 1996, and 1999 Long-Term Trend Results, Math Assessment data; and unpublished Almanacs, 1978-1990.

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**Table SD 1.5.A**

Percentage of 9-year-old students in the United States who watch 6 or more hours of television per day, by gender, race, and Hispanic origin and type of school: Selected years, 1982-1999

|   | 1982 | 1986 | 1990 | 1992 | 1994 | 1996 | 1999 |
|---|------|------|------|------|------|------|------|
| <b>Total</b>                                | 26   | 31   | 23   | 19   | 19   | 18   | 19   |
| <b>Gender</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 of these students did not know their parents' education level.

Sources: Unpublished tables, National Assessment of Educational Progress (NAEP), 1992, 1994, 1996, and 1999 Long-Term Trend Results; and unpublished Almanacs, 1978-1990.

**Table SD 1.5.B**

Percentage of 13-year-old students in the United States who watch 6 or more hours of television per day, by gender, race, and Hispanic origin, type of school and parents' education level: Selected years, 1982-1999

|   | 1982 | 1986 | 1990 | 1992 | 1994 | 1996 | 1999 |
|---|------|------|------|------|------|------|------|
| <b>Total</b>                                | 16   | 20   | 17   | 13   | 13   | 13   | 12   |
| <b>Gender</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' education level</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    |

— = Too few observations for a reliable estimate.

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

Sources: Unpublished tables, National Assessment of Educational Progress (NAEP), 1992, 1994, 1996, and 1999 Long-Term Trend Results, and unpublished Almanacs, 1978-1990.

**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.5.C**

Percentage of 17-year-old students in the United States who watch 6 or more hours of television per day, by gender, race, and Hispanic origin, type of school and parents' education level: Selected years, 1978-1999

|   | 1978 | 1982 | 1986 | 1990 | 1992 | 1994 | 1996 | 1999 |
|---|------|------|------|------|------|------|------|------|
| <b>Total</b>                                | 5    | 6    | 9    | 9    | 7    | 8    | 7    | 7    |
| <b>Gender</b>                               |      |      |      |      |      |      |      |      |
| Male  | 5    | 7    | 10   | 9    | 7    | 10   | 7    | 8    |
| Female                                      | 5    | 6    | 8    | 8    | 7    | 7    | 7    | 6    |
| <b>Race and Hispanic origin<sup>a</sup></b> |      |      |      |      |      |      |      |      |
| White, non-Hispanic                         | 4    | 5    | 6    | 6    | 4    | 5    | 4    | 3    |
| Black, non-Hispanic                         | 13   | 14   | 22   | 23   | 21   | 24   | 21   | 23   |
| Hispanic                                    | 7    | 6    | 12   | 8    | 6    | 9    | 9    | 6    |
| <b>Type of school</b>                       |      |      |      |      |      |      |      |      |
| Public                                      | 5    | 7    | 9    | 9    | 7    | 8    | 7    | 7    |
| Private                                     | 3    | 3    | —    | —    | 3    | 3    | 6    | 0    |
| <b>Parents' education level</b>             |      |      |      |      |      |      |      |      |
| Less than high school                       | 8    | 10   | 17   | 11   | 10   | 14   | 15   | 9    |
| Graduated high school                       | 5    | 8    | 10   | 11   | 10   | 12   | 9    | 10   |
| More than high school                       | 4    | 4    | 9    | 8    | 5    | 8    | 6    | 6    |
| Graduated college                           | 3    | 4    | 4    | 5    | 5    | 5    | 6    | 5    |

— = Too few observations for a reliable estimate.

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

Sources: Unpublished tables, National Assessment of Educational Progress (NAEP), 1992, 1994, 1996, and 1999 Long-Term Trend Results, and unpublished Almanacs, 1978-1990.

## **SD 1.6 Detached Youth: Not in School and Not Working**

“Detached youth” refers to young people ages 16 through 19 who are neither enrolled in school nor working. This detachment, particularly if it lasts for several years, increases the risk that a young person, 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>9</sup>

Since 1985, the percentage of detached youth has fluctuated between 8 and 11 percent (see Table SD 1.6). In 2000, 8 percent of all youth ages 16 through 19 were detached.

**Differences by Gender.** Young women are slightly more likely than young men to be detached from both school and employment. In 2000, 9 percent of young women, and 7 percent of young men experienced detachment.

**Differences by Race and Hispanic Origin.**<sup>10</sup> Black, non-Hispanic and Hispanic youth are more likely than White, non-Hispanic youth to be detached from school and employment. In 2000, 13 percent of Black, non-Hispanic youth and 13 percent of Hispanic youth experienced detachment. The corresponding rate for White, non-Hispanic youth was 6 percent.

**Differences by Age.** Youth ages 16 or 17 are more likely than 18- or 19-year-olds to be in school or working. In 2000, 12 percent of 18- and 19-year-olds were detached, while only 4 percent of their younger peers were detached.

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<sup>9</sup> Brown, B. 1996. *Who Are America's Disconnected Youth?* Report prepared for the American Enterprise Institute.

<sup>10</sup> Persons of Hispanic origin may be of any race.

**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.6**

**Percentage of 16- through 19-year-olds in the United States who are neither enrolled in school nor working,<sup>a</sup> by gender and by race and Hispanic origin<sup>b</sup> and by age: Selected years, 1985-2000**

|   | 1985 | 1990 | 1995 <sup>c</sup> | 1996 <sup>c</sup> | 1997 <sup>c</sup> | 1998 <sup>c</sup> | 1999 <sup>c</sup> | 2000 <sup>c</sup> |
|---|------|------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>Total</b>                                | 11   | 10   | 9                 | 9                 | 9                 | 8                 | 8                 | 8                 |
| <b>Gender</b>                               |      |      |                   |                   |                   |                   |                   |                   |
| Male  | 9    | 8    | 8                 | 8                 | 8                 | 8                 | 7                 | 7                 |
| Female                                      | 13   | 12   | 11                | 11                | 10                | 9                 | 9                 | 9                 |
| <b>Race and Hispanic origin<sup>b</sup></b> |      |      |                   |                   |                   |                   |                   |                   |
| White, non-Hispanic                         | 9    | 8    | 7                 | 7                 | 7                 | 6                 | 6                 | 6                 |
| Black, non-Hispanic                         | 18   | 15   | 14                | 15                | 14                | 13                | 13                | 13                |
| Hispanic                                    | 17   | 17   | 16                | 16                | 14                | 14                | 14                | 13                |
| <b>Age</b>                                  |      |      |                   |                   |                   |                   |                   |                   |
| 16-17                                       | 5    | 5    | 4                 | 4                 | 4                 | 4                 | 4                 | 4                 |
| 18-19                                       | 17   | 15   | 15                | 15                | 14                | 13                | 13                | 12                |

<sup>a</sup> The figures represent a yearly average based on responses for the 9 months youth typically are in school (September through May). Youth are asked about their activities for the week prior to the survey. Results are based on uncomposited estimates and are not comparable to data from published tables.

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

<sup>c</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 the 1990 census-based population controls in the estimation process.

Source: Special tabulations of the Current Population Survey prepared by the Bureau of Labor Statistics, as published in *America's Children: Key National Indicators of Well-Being, 2001*. Federal Interagency Forum on Child and Family Statistics, Washington, DC: U.S. Government Printing Office, (Table ED6.A).

### SD 1.7 Youth Violent Crime Arrest Rates

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>11</sup> for those Index crimes varied with the size of the juvenile population; the arrest rate remained fairly constant. In 1990 however, the arrest rate jumped and continued to climb each year until it reached a peak in 1994. In this nine year period between 1985 and 1994, the rate of juvenile arrests for violent crime increased by 74 percent (see Table SD 1.7). After 1994, the rate declined and had returned to pre-1990 levels by 1998. The rate in 1999 was 339 arrests for every 100,000 youth between 10 and 17 years of age. Even in the unlikely event that each of these arrests involved a different juvenile, then no more than 1 in every 290 youths were arrested for a Violent Crime Index offense in 1999. This is the lowest number of juvenile arrests since 1988 for all Index offenses combined and the lowest since 1984 for murder.

**Differences by Gender.** 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 18 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 1999 the violent crime arrest rate for females was 23 percent of the male rate (see Figure SD 1.7).

**Differences by Age.** Very young offenders present unique service needs to the juvenile justice system. Between 1980 and 1994, the violent crime arrest rate for youth under age 13 nearly doubled. Furthermore, despite the fact that the arrest rate for these very young juveniles has been decreasing since 1994, the rate for 1999 is still 67 percent greater than the 1980 rate (see Table SD 1.7).

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<sup>11</sup> Arrests for violent crimes were chosen in preference to other arrest measures as an indicator both because of the particular hazards that violent crime represents 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.



**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.7**

**Violent crime arrest rates for youth ages 10 through 17<sup>a</sup> in the United States, by gender and age (per 100,000): Selected years, 1980-1999**

|                     | 1980  | 1985  | 1990  | 1991  | 1992  | 1993  | 1994  | 1995  | 1996  | 1997  | 1998  | 1999 |
|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| <b>Total</b>        | 334   | 303   | 428   | 461   | 482   | 504   | 527   | 518   | 460   | 443   | 370   | 339  |
| 10-12               | 46    | 56    | 71    | 79    | 85    | 86    | 92    | 91    | 80    | 83    | 76    | 77   |
| 13-14               | 261   | 252   | 368   | 405   | 444   | 460   | 493   | 469   | 405   | 398   | 329   | 319  |
| 15                  | 504   | 446   | 670   | 732   | 768   | 826   | 855   | 823   | 723   | 667   | 547   | 512  |
| 16                  | 639   | 566   | 876   | 935   | 993   | 1,026 | 1,053 | 1,031 | 896   | 869   | 696   | 626  |
| 17                  | 740   | 651   | 983   | 1,066 | 1,056 | 1,109 | 1,111 | 1,113 | 1,013 | 944   | 814   | 701  |
| <b>Male total</b>   | 587   | 528   | 736   | 792   | 819   | 851   | 881   | 859   | 760   | 726   | 597   | 545  |
| 10-12               | 81    | 99    | 119   | 134   | 144   | 144   | 153   | 149   | 132   | 137   | 124   | —    |
| 13-14               | 445   | 425   | 601   | 664   | 720   | 739   | 787   | 744   | 640   | 622   | 507   | —    |
| 15                  | 876   | 769   | 1,136 | 1,241 | 1,280 | 1,373 | 1,406 | 1,337 | 1,173 | 1,072 | 865   | —    |
| 16                  | 1,131 | 994   | 1,521 | 1,620 | 1,711 | 1,755 | 1,785 | 1,730 | 1,500 | 1,440 | 1,135 | —    |
| 17                  | 1,322 | 1,159 | 1,740 | 1,888 | 1,853 | 1,930 | 1,922 | 1,914 | 1,722 | 1,600 | 1,356 | —    |
| <b>Female total</b> | 70    | 67    | 105   | 112   | 127   | 140   | 153   | 158   | 144   | 144   | 130   | 122  |
| 10-12               | 10    | 12    | 19    | 21    | 23    | 25    | 27    | 29    | 26    | 26    | 26    | —    |
| 13-14               | 70    | 71    | 123   | 132   | 153   | 167   | 183   | 181   | 159   | 163   | 143   | —    |
| 15                  | 117   | 108   | 177   | 195   | 228   | 248   | 272   | 279   | 248   | 239   | 211   | —    |
| 16                  | 125   | 117   | 192   | 207   | 230   | 252   | 274   | 287   | 254   | 261   | 229   | —    |
| 17                  | 130   | 116   | 178   | 191   | 205   | 232   | 246   | 257   | 254   | 242   | 234   | —    |

<sup>a</sup> Rates of arrests of persons 10-17 per 100,000 persons ages 10-17 in the resident population. The violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault.

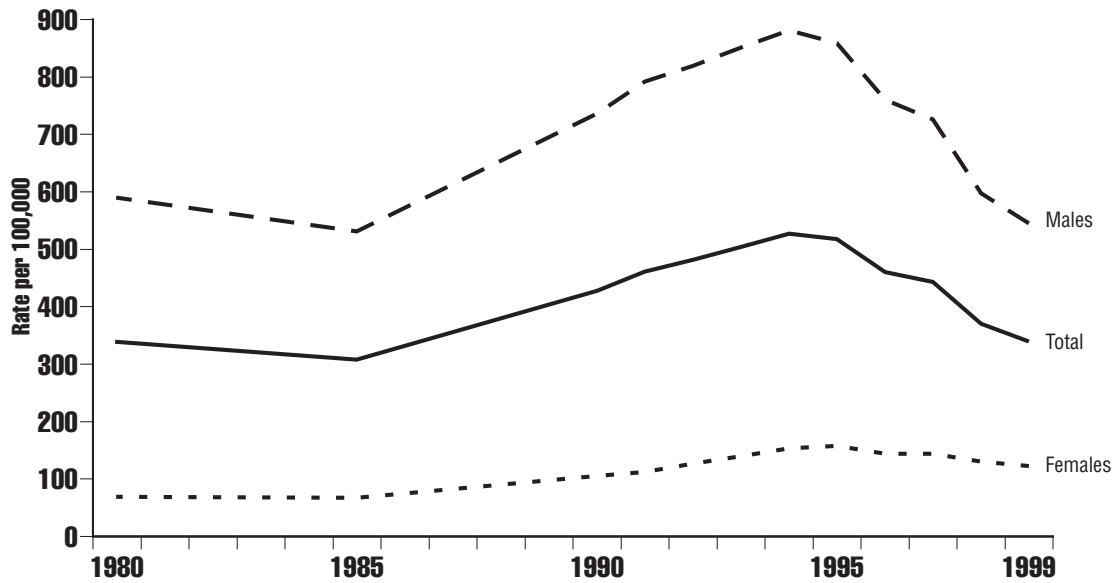
Note: Estimates in this table may not be comparable to estimates provided in previous issues of *Trends in the Well-Being of America's Children and Youth* due to changes in the population estimates provided by the U.S. Bureau of the Census.

Source: Snyder, H. 2000. *Statistical Briefing Book*. Office of Juvenile Justice and Delinquency Prevention.

## Social Development

**Figure SD 1.7**

Violent crime arrest rates for youth ages 10 through 17<sup>a</sup> in the United States, by gender: 1980-1999



<sup>a</sup> Rates of arrests of persons 10-17 per 100,000 persons ages 10-17 in the resident population. The Violent Crime Index includes the offenses of murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault.

Note: Estimates in this figure 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. 2000. *Statistical Briefing Book*. Office of Juvenile Justice and Delinquency Prevention.



## **SD 1.8 Low-Risk Teen Cumulative Risk Index**

Statistics often show rates of individual problem behaviors among adolescents, such as drug or alcohol use, school dropout, or early sexual activity. Yet youth engaged in one problem behavior are often engaged in others as well; their risk of immediate and long-term harm increases as the number of risky behaviors increases.<sup>12</sup>

*The Low-Risk Teen Cumulative Risk Index*<sup>13</sup> is designed to identify the degree to which adolescents avoid a set of key problem behaviors simultaneously. This measure is created from 1995 youth-report data for five behaviors, where a youth is defined as having no risks if he or she: (1) Has not been suspended or expelled from school, (2) Has never had sexual intercourse, (3) Has never used illegal drugs (including marijuana, cocaine, *inhalants*, heroin, PCP, ecstasy, amphetamines, LSD, mushrooms, and pills), (4) Has never drunk alcohol unsupervised by adults, and (5) Has never smoked cigarettes regularly (at least once a day for 30 days).

Across the adolescent years, more girls than boys report being free of any of the five *risk behaviors*. Similarly, children from *two-parent* families are more likely than children in single-mother families to avoid risky behaviors. *Family income* is another mitigating factor, with children in mid- to high-income families somewhat more likely than others to report that they avoid risk behaviors (see Table SD 1.8).

**Differences by Age.** The proportion of young people who report avoiding all risk behaviors decreases with age (see Figure SD 1.8). By age 15 (by the 15th birthday), slightly more than half of responding young people (53 percent) have avoided all five risk behaviors, and 32 percent have experienced two or more risks. By age 17 (by the 17th birthday), an age at which most young people are still in high school, the proportion with no risks drops to 29 percent, and nearly half (45 percent) have now experienced two or more risk behaviors. Once youth reach their 18th birthday, only 22 percent report having engaged in no risk behaviors, while 48 percent report two or more such behaviors. Table SD 1.8 presents additional data on the percentage who report only one, and two or more, risk behaviors.

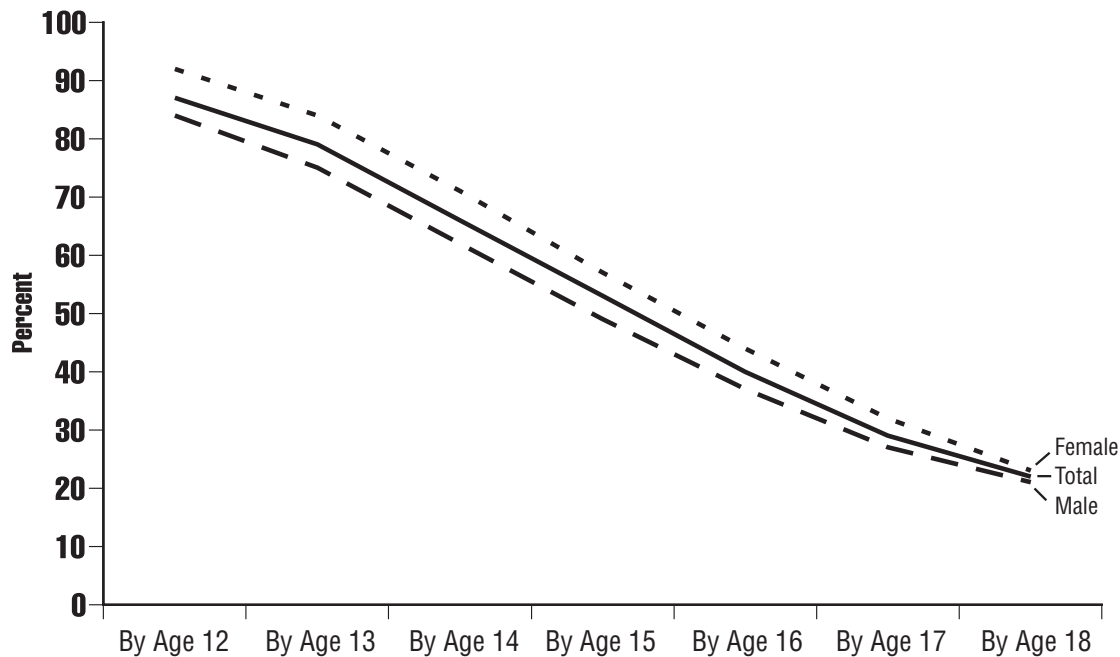
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<sup>12</sup> Moore, K.A., and Glei, D.A. 1994. Taking the Plunge: An Examination of Positive Youth Development. *Journal of Adolescent Research*, 10(11):15-40.

<sup>13</sup> Risks are drawn from youth reports of selected behaviors in the 1995 National Longitudinal Study of Adolescent Health. The behaviors examined for this cumulative index are suspension or expulsion from school, engaging in sexual intercourse, use of illegal drugs, unsupervised consumption of alcohol, and regular smoking of tobacco cigarettes. A status of "no risks" indicates that a youth reported involvement in none of the five tracked behaviors for each of the age periods specified.

Figure SD 1.8

Percentage of youth by their 12th through 18th birthdays in the United States with no risks<sup>a</sup> on cumulative risk measure, by age<sup>b</sup> and gender: 1995



<sup>a</sup> Risks are drawn from youth reports of selected behaviors in the 1995 National Longitudinal Study of Adolescent Health. The behaviors examined for this cumulative index are suspension or expulsion from school, engaging in sexual intercourse, use of illegal drugs, unsupervised consumption of alcohol, and regular smoking of tobacco cigarettes. A status of “no risks” indicates that a youth reported involvement in none of the five tracked behaviors for each of the age periods specified.

<sup>b</sup> Age breaks for this indicator represent percentages of youth who have engaged (or not engaged) in the specified behaviors by the indicated birthdays.

Source: Unpublished tabulations from the National Longitudinal Study of Adolescent Health Wave 1, 1995.

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**Table SD 1.8**

Percentage of youth by their 12th through 18th birthdays in the United States who have engaged in selected risk<sup>a</sup> behaviors, by age,<sup>b</sup> gender, family structure, and family income: 1995

|                                  | By Age<br>12 | By Age<br>13 | By Age<br>14 | By Age<br>15 | By Age<br>16 | By Age<br>17 | By Age<br>18 |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>All respondents</b>           |              |              |              |              |              |              |              |
| No risks                         | 87           | 79           | 66           | 53           | 40           | 29           | 22           |
| Only one risk                    | 3            | 5            | 10           | 15           | 21           | 26           | 30           |
| Two or more risks                | 10           | 16           | 24           | 32           | 39           | 45           | 48           |
| <b>Respondents with no risks</b> |              |              |              |              |              |              |              |
| Gender                           |              |              |              |              |              |              |              |
| Male                             | 84           | 75           | 62           | 49           | 37           | 27           | 21           |
| Female                           | 92           | 84           | 71           | 57           | 44           | 32           | 23           |
| Family structure <sup>c</sup>    |              |              |              |              |              |              |              |
| Two parents                      | 91           | 85           | 73           | 61           | 48           | 36           | 28           |
| Single-mother                    | 84           | 73           | 58           | 43           | 32           | 23           | 16           |
| Other                            | 82           | 72           | 57           | 42           | 31           | 20           | 15           |
| Family income                    |              |              |              |              |              |              |              |
| \$15,000 and under               | 85           | 76           | 63           | 48           | 37           | 27           | 20           |
| \$15,001-\$35,000                | 85           | 76           | 62           | 52           | 39           | 28           | 22           |
| \$35,001-\$50,000                | 90           | 82           | 70           | 57           | 43           | 31           | 26           |
| \$50,001 and over                | 92           | 85           | 72           | 58           | 45           | 33           | 23           |

<sup>a</sup> Risks are drawn from youth reports of selected behaviors in the 1995 National Longitudinal Study of Adolescent Health. The behaviors examined for this cumulative index are suspension or expulsion from school, engaging in sexual intercourse, use of illegal drugs, unsupervised consumption of alcohol, and regular smoking of tobacco cigarettes. A status of “no risks” indicates that a youth reported involvement in none of the five tracked behaviors for each of the age periods specified.

<sup>b</sup> Age breaks for this indicator represent percentages of youth who have engaged (or not engaged) in the specified behaviors by the indicated birthdays.

<sup>c</sup> “Two parents” includes biological and adoptive parents only. The “other” category includes all family types that are not households with two biological or adoptive parents from birth, or female single-parent households. Stepfamilies, single-father families, and children living with their grandparents are included as “other” families in Table SD 1.8.

Source: Unpublished tabulations from the National Longitudinal Study of Adolescent Health Wave 1, 1995.



### SD 1.9 Closeness With Parents

The quality of relationships that youth have with parents is important for several aspects of their development; for example, a positive parent-child relationship can promote an adolescent's ability to handle stress.<sup>14</sup> Recent research suggests that closeness with parents serves as a protective factor against emotional distress, substance use, early sexual activity, and suicide thoughts or attempts.<sup>15</sup>

**Differences by Age.** More young adolescents report feeling very close to parents than do older adolescents; for example, more youth ages 12 through 14 (78 percent) report a very close relationship with their resident biological mother than do youth ages 15 through 17 (66 percent). Similar patterns are found for reports of closeness to resident and nonresident biological fathers, as well as resident nonbiological parents (see Figure SD 1.9).

**Differences by Gender.** Males report feeling closer to their parents than do females; for example, 74 percent of adolescent males compared with 65 percent of adolescent females report feeling very close to their resident biological mothers. Similarly, 64 percent of adolescent males report feeling very close to their resident biological fathers, compared with 51 percent of female youth.

**Differences by Race and Hispanic Origin.**<sup>16</sup> More Black, non-Hispanic and Hispanic youth than White, non-Hispanic youth report feeling very close to their mothers or mother figures; for example, 78 percent of Black, non-Hispanic adolescents and 74 percent of Hispanic adolescents report feeling very close to their resident biological mother, while 68 percent of White, non-Hispanic adolescents report a similar relationship with their resident biological mother. Feelings of closeness with fathers followed the same pattern, with Black, non-Hispanic and Hispanic youth reporting closer relationships than White, non-Hispanic youth. However, the variations by race or *Hispanic origin* were not as pronounced for fathers as for mothers (see Table SD 1.9).

**Differences by Family Income.** Generally speaking, youth from *low-income* families were more likely to report being very close to their resident parents (biological and nonbiological); for example, youth whose parents earned between \$5,000 and \$9,999 per year were more likely to report very close relationships with their resident biological mother (78 percent) than were youth whose parents earned \$25,000 to \$34,999 per year (68 percent) (see Table SD 1.9).

**Differences by Parent Type.** More adolescents report feelings of closeness with resident than with nonresident biological parents. Furthermore, adolescents report feeling closer to nonbiological resident parents than nonresident biological parents. For example, 70 percent of youth report feeling very close to their resident biological mother, compared with 61 percent who report feeling very close to their resident nonbiological mother and 37 percent who report feeling very close to their nonresident biological mother. Similar patterns exist for fathers and father figures.

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<sup>14</sup> Hawes, D. 1996. Who Knows Who Best: A Program to Stimulate Parent-Teen Interaction. *School Counselor*, 44(2):115-121.

<sup>15</sup> Resnick, M.D., et al. 1997. Protecting Adolescents from Harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association* 278(10):823-832.

<sup>16</sup> Persons of Hispanic origin may be of any race.



**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.9**

Percentage of youth ages 12 through 17 in the United States who report feeling very close to their parents, by parent type and by age, gender, race and Hispanic origin, parents' education, and socioeconomic status: 1995

|   | Resident<br>Biological<br>Mother | Resident<br>Non-<br>biological<br>Mother | Nonresident<br>Biological<br>Mother | Resident<br>Biological<br>Father | Resident<br>Non-<br>biological<br>Father | Nonresident<br>Biological<br>Father |
|---|----------------------------------|--|-------------------------------------|----------------------------------|--|-------------------------------------|
| <b>Total</b>                                | 70                               | 61                                       | 37                                  | 58                               | 34                                       | 21                                  |
| <b>Age</b>                                  |                                  |  |                                     |                                  |  |                                     |
| 12-14                                       | 78                               | 71                                       | 38                                  | 68                               | 44                                       | 29                                  |
| 15-17                                       | 66                               | 58                                       | 37                                  | 53                               | 29                                       | 18                                  |
| <b>Gender</b>                               |                                  |  |                                     |                                  |  |                                     |
| Male  | 74                               | 64                                       | 41                                  | 64                               | 40                                       | 25                                  |
| Female                                      | 65                               | 57                                       | 32                                  | 51                               | 29                                       | 17                                  |
| <b>Race and Hispanic origin<sup>a</sup></b> |                                  |  |                                     |                                  |  |                                     |
| White, non-Hispanic                         | 68                               | 58                                       | 31                                  | 58                               | 34                                       | 20                                  |
| Black, non-Hispanic                         | 78                               | 65                                       | 55                                  | 61                               | 33                                       | 22                                  |
| Hispanic                                    | 74                               | 67                                       | 41                                  | 59                               | 35                                       | 24                                  |
| Other <sup>b</sup>                          | 64                               | 63                                       | 29                                  | 53                               | 43                                       | 20                                  |
| <b>Education of most educated parent</b>    |                                  |  |                                     |                                  |  |                                     |
| Less than high school                       | 75                               | 68                                       | 38                                  | 60                               | 47                                       | 19                                  |
| High school                                 | 72                               | 63                                       | 42                                  | 59                               | 36                                       | 20                                  |
| Some college                                | 67                               | 59                                       | 27                                  | 54                               | 24                                       | 18                                  |
| College graduate                            | 67                               | 56                                       | 37                                  | 57                               | 34                                       | 24                                  |
| <b>Annual household income</b>              |                                  |  |                                     |                                  |  |                                     |
| Less than \$5,000                           | 78                               | 74                                       | 48                                  | 77                               | 72                                       | 31                                  |
| \$5,000 - \$9,999                           | 78                               | 57                                       | 36                                  | 66                               | 54                                       | 23                                  |
| \$10,000 - \$14,999                         | 75                               | 71                                       | 44                                  | 56                               | 36                                       | 15                                  |
| \$15,000 - \$24,999                         | 73                               | 72                                       | 38                                  | 60                               | 43                                       | 20                                  |
| \$25,000 - \$34,999                         | 68                               | 49                                       | 42                                  | 59                               | 32                                       | 17                                  |
| \$35,000 - \$49,999                         | 72                               | 51                                       | 33                                  | 62                               | 34                                       | 24                                  |
| \$50,000 - \$74,999                         | 67                               | 53                                       | 47                                  | 57                               | 28                                       | 23                                  |
| \$75,000 - \$99,999                         | 65                               | 61                                       | 36                                  | 56                               | 33                                       | 20                                  |
| \$100,000 +                                 | 64                               | 56                                       | 20                                  | 53                               | 33                                       | 27                                  |

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

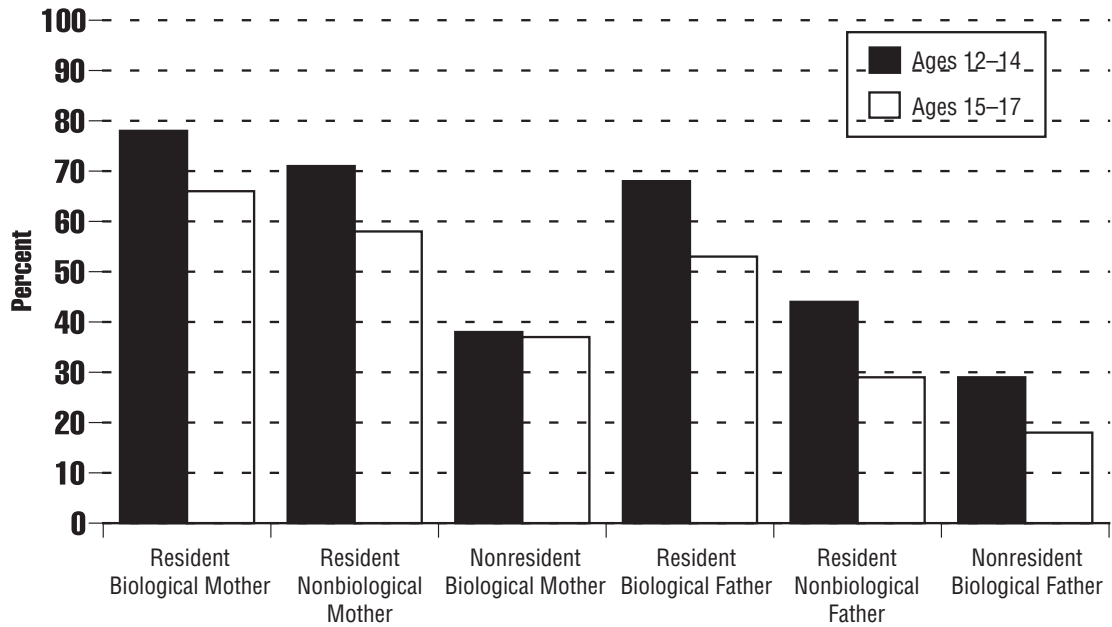
<sup>b</sup> "Other" race category includes respondents who chose Asian, American Indian, or other race and also did not identify themselves (in a separate question) as Hispanic.

Source: Unpublished tabulations from the National Longitudinal Study of Adolescent Health Wave 1, 1995.

## Social Development

**Figure SD 1.9**

Percentage of youth ages 12 through 17 in the United States who report feeling very close to their parents, by age and parent type: 1995



Source: Unpublished tabulations from the National Longitudinal Study of Adolescent Health Wave 1, 1995.



### SD 1.10 Parents' Activities With Children

Mothers and fathers are active in children's lives in a variety of ways. In addition to providing for children's basic care and protection, parents also serve as important teachers, mentors, role models, playmates, companions, and confidantes. Recent research indicates that positive interactions between parents and children foster positive developmental outcomes for children.<sup>17</sup> Furthermore, there is a growing interest in identifying ways that fathers' involvement in children's lives uniquely contributes to child well-being.<sup>18</sup>

Data from the first and second waves of the National Survey of Families and Households (NSFH 1988 and 1995) were used to examine mothers' and fathers' interactions with their children (ages 5 through 17) in daily activities. Activities included eating meals together, spending time in activities away from home, working on a project together, having private talks, and helping with reading or homework. Data show that over half of mothers (55 percent) and 42 percent of fathers eat dinner with their child every day of the week. Mothers are also frequently helping their children with homework and reading. Forty percent report this type of interaction on an almost daily basis, with an additional 29 percent reporting helping their child with homework several times a week. One-third (33 percent) of fathers also report helping with homework several times a week, with a smaller group (13 percent) reporting helping almost every day (see Table 1.10.A).

There was a significant drop in high levels of parent-child activity between 1988 and 1995 in most activities (see Table SD 1.10.A); for example, 62 percent of mothers reported eating dinner with their child on a daily basis in 1988, but in 1995 only 55 percent reported doing so. Similarly, 50 percent of fathers ate a daily dinner with their child in 1988, but in 1995 this rate dropped to 42 percent. Decreases in the amount of time parents spend in activities outside the home and working on projects inside the home were also found.

**Differences by Race and Hispanic Origin.**<sup>19</sup> In 1995, White, non-Hispanic (55 percent) and Hispanic mothers (65 percent) were more likely than Black, non-Hispanic mothers (49 percent) to report eating dinner with their child every day. Other racial/ethnic differences were also evident; for example, Hispanic mothers (17 percent) were more likely than White, non-Hispanic mothers (6 percent) to go on outings with their children almost every day in 1995 (see Table SD 1.10.B). On the other hand, Black, non-Hispanic mothers (50 percent) were more likely than White, non-Hispanic mothers (38 percent) to help their children with homework or reading almost every day (see Figure SD 1.10). In general, father involvement in 1995 did not appear to vary by race and Hispanic origin; however, Black, non-Hispanic fathers (11 percent) were more likely than White, non-Hispanic fathers (4 percent) to take their children on outings almost every day (see Table SD 1.10.B).

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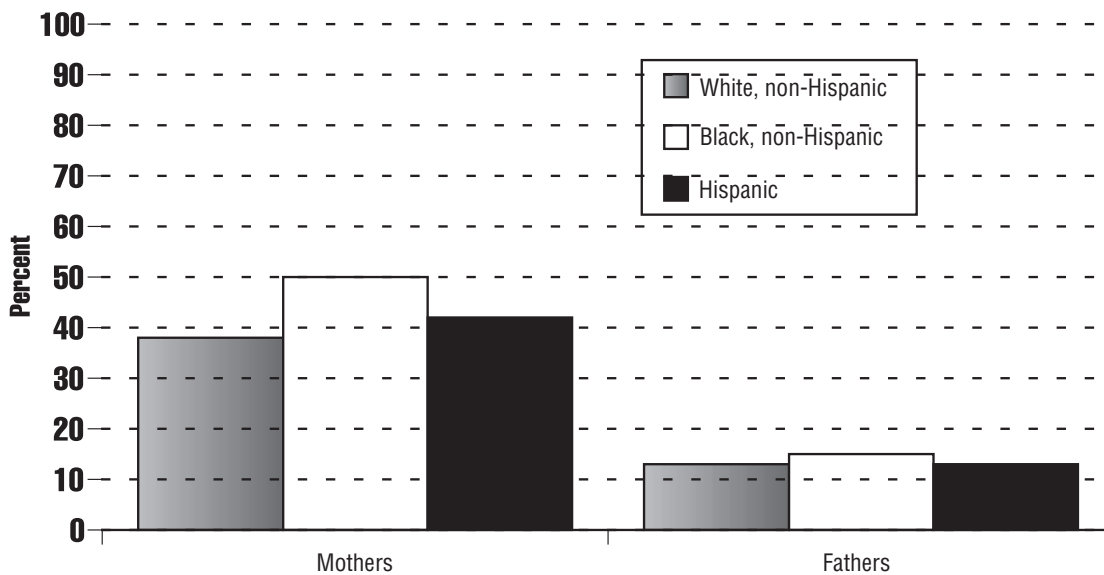
<sup>17</sup> Hawes, D., 1996.

<sup>18</sup> Lamb, M.E. 1997. Fathers and Child Development: An Introductory Overview and Guide. In M.E. Lamb (Ed.), *The Role of the Father in Child Development*, pp. 1-18. New York: John Wiley & Sons, Inc.

<sup>19</sup> Persons of Hispanic origin may be of any race.

**Figure SD 1.10**

Percentage of parents in the United States with children ages 5 through 17 who help their child with homework almost every day, by gender of parent and race and Hispanic origin:<sup>a</sup> 1995



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

Source: The National Survey of Families and Households (NSFH), Wave 2, 1995, unpublished tabulations by Dr. Randal Day.

## Social Development

**Table SD 1.10.A**

Percentage of parents in the United States who engage in selected activities with their children ages 5 through 17, by parent and type of activity: 1988 and 1995

|  | Mothers |      | Fathers |      |
|--|---------|------|---------|------|
|  | 1988    | 1995 | 1988    | 1995 |
| <b>Days per week eat dinner with at least one child</b>          |         |      |         |      |
| 0 days   | 2       | 2    | 4       | 3    |
| 1-3 days   | 9       | 10   | 13      | 15   |
| 4-6 days   | 27      | 33   | 33      | 39   |
| Every day  | 62      | 55   | 50      | 42   |
| <b>Time spent with children in activities away from home</b>     |         |      |         |      |
| Never or rarely  | 6       | 5    | 6       | 5    |
| Once a month or less   | 15      | 20   | 18      | 24   |
| Several times a month  | 25      | 29   | 25      | 29   |
| About once a week  | 23      | 22   | 26      | 20   |
| Several times a week   | 18      | 17   | 15      | 18   |
| Almost every day   | 13      | 7    | 9       | 5    |
| <b>Time spent with children at home working on a project</b>     |         |      |         |      |
| Never or rarely  | 4       | 4    | 5       | 3    |
| Once a month or less   | 9       | 9    | 10      | 13   |
| Several times a month  | 14      | 17   | 17      | 27   |
| About once a week  | 14      | 18   | 17      | 17   |
| Several times a week   | 28      | 32   | 33      | 28   |
| Almost every day   | 31      | 20   | 18      | 12   |
| <b>Time spent with children having private talks</b>             |         |      |         |      |
| Never or rarely  | 2       | 2    | 8       | 7    |
| Once a month or less   | 7       | 7    | 17      | 19   |
| Several times a month  | 14      | 17   | 20      | 23   |
| About once a week  | 18      | 22   | 22      | 24   |
| Several times a week   | 29      | 31   | 21      | 21   |
| Almost every day   | 29      | 22   | 11      | 6    |
| <b>Time spent with children helping with reading or homework</b> |         |      |         |      |
| Never or rarely  | 9       | 7    | 15      | 10   |
| Once a month or less   | 6       | 6    | 13      | 13   |
| Several times a month  | 9       | 8    | 17      | 16   |
| About once a week  | 11      | 11   | 16      | 16   |
| Several times a week   | 27      | 29   | 26      | 33   |
| Almost every day   | 38      | 40   | 14      | 13   |

Source: The National Survey of Families and Households (NSFH), Wave 1, 1988, and Wave 2, 1995, unpublished tabulations by Dr. Randal Day.

**SOCIAL DEVELOPMENT AND BEHAVIORAL HEALTH**

**Table SD 1.10.B**

Percentage of parents in the United States who engage in selected activities with their children ages 5 through 17, by parent, race and Hispanic origin,<sup>a</sup> and type of activity: 1995

|  | Mothers             |                     |                       | Fathers             |                     |                       |
|--|---------------------|---------------------|-----------------------|---------------------|---------------------|-----------------------|
|  | White, non-Hispanic | Black, non-Hispanic | Hispanic <sup>a</sup> | White, non-Hispanic | Black, non-Hispanic | Hispanic <sup>a</sup> |
| <b>Days per week eat dinner with at least one child</b>          |                     |                     |                       |                     |                     |                       |
| 0 days   | 1                   | 5                   | 1                     | 3                   | 9                   | 2                     |
| 1-3 days   | 9                   | 15                  | 9                     | 14                  | 23                  | 19                    |
| 4-6 days   | 34                  | 32                  | 24                    | 40                  | 35                  | 37                    |
| Every day  | 55                  | 49                  | 65                    | 43                  | 34                  | 43                    |
| <b>Time spent with children in activities away from home</b>     |                     |                     |                       |                     |                     |                       |
| Never or rarely  | 4                   | 9                   | 11                    | 4                   | 11                  | 8                     |
| Once a month or less   | 19                  | 22                  | 19                    | 22                  | 26                  | 28                    |
| Several times a month  | 30                  | 27                  | 20                    | 31                  | 26                  | 22                    |
| About once a week  | 23                  | 21                  | 21                    | 21                  | 12                  | 24                    |
| Several times a week   | 19                  | 12                  | 12                    | 19                  | 15                  | 12                    |
| Almost every day   | 6                   | 9                   | 17                    | 4                   | 11                  | 5                     |
| <b>Time spent with children at home working on a project</b>     |                     |                     |                       |                     |                     |                       |
| Never or rarely  | 3                   | 5                   | 7                     | 2                   | 7                   | 2                     |
| Once a month or less   | 9                   | 8                   | 8                     | 11                  | 23                  | 12                    |
| Several times a month  | 17                  | 21                  | 14                    | 29                  | 18                  | 27                    |
| About once a week  | 18                  | 22                  | 17                    | 18                  | 13                  | 18                    |
| Several times a week   | 34                  | 24                  | 25                    | 28                  | 25                  | 32                    |
| Almost every day   | 19                  | 20                  | 29                    | 12                  | 14                  | 8                     |
| <b>Time spent with children having private talks</b>             |                     |                     |                       |                     |                     |                       |
| Never or rarely  | 2                   | 2                   | 5                     | 6                   | 10                  | 7                     |
| Once a month or less   | 7                   | 9                   | 7                     | 20                  | 17                  | 17                    |
| Several times a month  | 17                  | 15                  | 18                    | 23                  | 19                  | 23                    |
| About once a week  | 22                  | 22                  | 18                    | 24                  | 26                  | 23                    |
| Several times a week   | 31                  | 30                  | 29                    | 21                  | 22                  | 23                    |
| Almost every day   | 21                  | 22                  | 23                    | 6                   | 7                   | 7                     |
| <b>Time spent with children helping with reading or homework</b> |                     |                     |                       |                     |                     |                       |
| Never or rarely  | 7                   | 6                   | 7                     | 9                   | 19                  | 9                     |
| Once a month or less   | 6                   | 5                   | 6                     | 14                  | 9                   | 9                     |
| Several times a month  | 9                   | 7                   | 9                     | 16                  | 14                  | 16                    |
| About once a week  | 11                  | 9                   | 16                    | 15                  | 13                  | 21                    |
| Several times a week   | 31                  | 23                  | 20                    | 33                  | 31                  | 32                    |
| Almost every day   | 38                  | 50                  | 42                    | 13                  | 15                  | 13                    |

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

Source: The National Survey of Families and Households (NSFH), Wave 2, 1995, unpublished tabulations by Dr. Randal Day.